



ANNAMALAI UNIVERSITY

103 B.A. ENGLISH

Programme Structure and Scheme of Examination (under CBCS)

(Applicable to the candidates admitted in Affiliated Colleges

in the academic year 2022 -2023 ONLY)

Course Code	Part	Study Components & Course Title	Hours/Week	Credit	Maximum Marks		
					CIA	ESE	Total
SEMESTER- I							
22UTAML11	I	Language Course - I: Tamil-I	5	3	25	75	100
22UENGL12	II	English Course - I: Communicative English I	5	3	25	75	100
22UENG13	III	Core Course - I: Literary Genres and Forms	5	4	25	75	100
22UENG14		Core Course - II: Symphony of Verse	5	4	25	75	100
22UENG15		Allied Course –I: Social History of England I	5	3	25	75	100
22UENG16	IV	Skill Based Course - I: English for Secretarial Practice	3	2	25	75	100
22UENV18	IV	Environmental Studies	2	2	25	75	100
	Total		30	21			700
SEMESTER – II							
22UTAML21	I	Language Course - II: Tamil-II	5	3	25	75	100
22UENGL22	II	English Course - II: Communicative English II	5	3	25	75	100
22UENG23	III	Core Course - III: Harmony of Prose I	5	4	25	75	100
22UENG24		Core Course -IV: Advanced English Grammar	5	4	25	75	100
22UENG25		Allied Course - II: Social History of England II	3	3	25	75	100
22UENG26	IV	Skill Based Course - II: Effective Business Writing	2	2	25	75	100
22UVALE27	IV	Value Education	2	1	25	75	100
22USOFS28	IV	Soft Skill	1	1	25	75	100
22UNMSD01	IV	Language Proficiency for Employability: EFFECTIVE ENGLISH	2	2	25	75	100
	Total		30	23			900

SEMESTER – III								
22UTAML31	I	Language Course - III: Tamil-III	5	3	25	75	100	
22UENGL32	II	English Course - III: English Through Literature I	5	3	25	75	100	
22UENG C33	III	Core Course - V: Symphony of Verse II	4	4	25	75	100	
22UENG C34		Core Course - VI: Harmony of Prose II	4	3	25	75	100	
22UENGA35		Allied Course – III: History of English Literature-I	4	3	25	75	100	
22UENGE36		Internal Elective – I	4	4	25	75	100	
22UENG S37	IV	Skill Based Course– III: Personality Traits	2	2	25	75	100	
22UENG N38	IV	Non-Major Elective – I: Creative Writing	2	2	25	75	100	
Total			30	24			800	
SEMESTER – IV								
22UTAML41	I	Language Course - IV: Tamil-IV	5	3	25	75	100	
22UENGL42	I	English Course - IV: English Through Literature II	5	3	25	75	100	
22UENG C43	III	Core Course - VII: Drama I	5	4	25	75	100	
22UENG C44		Core Course - VIII: Fiction	5	4	25	75	100	
22UENGA45		Allied Course – IV: History of English Literature-II	4	3	25	75	100	
22UENGE46		Internal Elective – II	4	4	25	75	100	
22UENG N47	IV	Non-Major Elective – II: English for Competitive Examinations	2	2	25	75	100	
22UNMSD02	IV	Ms-office Essentials		2	25	75	100	
Total			30	25			800	
SEMESTER – V								
22UENG C51	III	Core Course - IX: Indian English Literature	6	4	25	75	100	
22UENG C52		Core Course - X: American Literature	6	4	25	75	100	
22UENG C53		Core Course - XI: Shakespeare	6	4	25	75	100	
22UENG C54		Core Course - XII: Narratives of Resistance	6	3	25	75	100	
22UENGE55		Internal Elective - III:	4	4	25	75	100	
22UGENS56	IV	Gender Studies	2	1	25	75	100	
Total			30	20			600	
SEMESTER – VI								
22UENG C61	III	Core Course - XIII: Literary Theory and Criticism	6	5	25	75	100	
22UENG C62		Core Course - XIV: New Literatures in English	6	5	25	75	100	
22UENG C63		Core Course - XV: Drama II	6	5	25	75	100	
22UENG C64		Core Course - XVI World Classics in Translation	6	5	25	75	100	
22UENGE65		Internal Elective - IV: Language and Linguistics	4	4	25	75	100	
22UENG S66	IV	Skill Based Subject – IV: English for Internet	2	2	25	75	100	
22UEXTA67	IV	Extension Activities	-	1	100	-	100	
22UNMSD03	IV	SDC III EMPLOYABILITY READINESS NAANDI/UNNATI/SKILLS BUILD		0	25	75	100	
Total			30	27			800	
			180	140			4600	

List of Allied Courses (Choose 1 out of 3 in each Semester)

Semester	Course Code	Course Title	H/W	C	CIA	ESE	Total
I	22UENGA15	Social History of England I	5	3	25	75	100
II	22UENGA25	Social History of England II	3	3	25	75	100
III	22UENGA35	History of English Literature I	4	3	25	75	100
IV	22UENGA45	History of English Literature II	4	3	25	75	100

List of Internal Elective Courses (Choose 1 out of 3 in each Semester)

Semester	Course Code	Course Title	H/W	C	CIA	ESE	Total
III	22UENGE36-1	Indian Literature in Translation	4	4	25	75	100
	22UENGE36-2	Subaltern Literature	4	4	25	75	100
	22UENGE36-3	Folk Studies	4	4	25	75	100
IV	22UENGE46-1	Children's Literature	4	4	25	75	100
	22UENGE46-2	Diaspora Literature	4	4	25	75	100
	22UENGE46-3	Copy Editing	4	4	25	75	100
V	22UENGE55-1	Literature and Environment	4	4	25	75	100
	22UENGE55-2	History of English Language	4	4	25	75	100
	22UENGE55-3	Science and Detective Fiction	4	4	25	75	100
VI	22UENGE65-1	Language and Linguistics	4	4	25	75	100
	22UENGE65-2	Comparative Literature	4	4	25	75	100
	22UENGE65-3	Approaches to Literature	4	4	25	75	100

Non -Major Elective Courses

Semester	Course Code	Course Title	H/W	C	CIA	ESE	Total
III	22UENGN38	Creative Writing	2	2	25	75	100
IV	22UENGN47	English for Competitive Examinations	2	2	25	75	100

Credit Distribution

Part	Study Components	Papers	Credits	Total Credits	Marks	Total Marks
Part I	Languages	4	3	12	100	400
Part II	Communicative English & English	4	3	12	100	400
Part III	Core Courses	16	4-5	66	100	1600
	Allied Courses	4	3-4	12	100	400
	Internal Electives	4	4	16	100	400
Part IV	Environmental Studies	1	2	2	100	100
	Value Education	1	1	1	100	100
	Soft Skill	1	1	1	100	100
	Gender Studies	1	1	1	100	100
	Non-Major Electives	2	2	4	100	200
	Skill Based Courses	4	2	8	100	400
Part V	Extension Activities	1	1	1	100	100
	SDC'S	3	4	4		
		43+3=46		140		4300

PROGRAMME OUTCOMES

PO1:	A comprehensive understanding of the discipline of literary studies and an awareness of the divergent and plural voices that come into the making of the corpus of literary studies.
PO2:	Analyse a broad range of literatures written in English (including representative authors and major literary periods), recognizing their temporal, social, political, and artistic contexts
PO3:	Utilize literary terminology, critical methods and various lenses of interpretation in their writing.
PO4:	Be able to think creatively and critically so as to write effectively within all these areas of English studies and also to recognise the nature and scope of translation.
PO5:	Apply the rules of English Grammar and Communicative skills for better employability and be inspired for life long learning along with capitalizing on the knowledge gained to address political, socio-economic and gender issues.

SEMESTER - I CORE - I PART - III	22UENG13: LITERARY GENRES AND FORMS	CREDITS: 4 HOURS: 5/W
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COURSE OBJECTIVES

- 1) Introduce the variety of genres and make students familiar with them
- 2) Help students to get a comprehensive understanding of different forms of literature
- 3) Develop expertise in understanding specific genres and their characteristics
- 4) Help the students apply their knowledge of literary forms in speaking, reading, and writing
- 5) Help students appreciate the scope and richness of literature and its varied forms

Unit 1: Poetry

- 1) Lyric
- 2) Ode
- 3) Sonnet
- 4) Elegy

Unit 2: Poetry

- 1) Allegory
- 2) Satire
- 3) Ballad
- 4) Epic

Unit 3: Drama

- 1) Tragedy
- 2) Comedy
- 3) Tragi-Comedy
- 4) Farce and Melodrama
- 5) One Act Play

Unit 4: Prose

- 1) Essay
- 2) Biography
- 3) Autobiography

Unit 5: Fiction

- 1) Historical novel
- 2) Picaresque novel
- 3) Stream of Consciousness Novel
- 4) Short Story

COURSE OUTCOMES

At the end of the course, the student will be able to

- 1) Exhibit literary competence to answer MCQs for different competitive Examinations.
- 2) Know about different literary forms
- 3) Appreciate literature through a study of these genres
- 4) Get an overall idea of the development and growth of the literary genres
- 5) Acquire skills in literary writing in the different types of genres of English literature

Text Books

- 1) Prasad, B. A Background to the Study of English Literature. Chennai: Macmillan, 2005.

Supplementary Readings

- 1) Abrams, M.H. *A Glossary of Literary Terms*, 7th edition. New Delhi: Cengage Learning India, 2015.
- 2) Cuddon. J. A. *The Penguin Dictionary of Literary Terms and Literary Theory*, 5th edition. New York: Penguin, 2015.
- 3) Hudson, William Henry. *An Introduction to the Study of Literature*. New Delhi: Kalyani.
- 4) Rees, R.J. *English Literature- An Introduction for Foreign Readers*. London: Macmillan Press, 2016.
- 5) Mikics, David. *A New Hand Book of Literary Terms*. New Haven: Yale UP, 2007.

OUTCOME MAPPING

	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	2	2
CO2	3	3	3	3	2
CO3	3	3	3	3	2
CO4	3	3	3	3	3
CO5	3	3	3	2	2

SEMESTER - I CORE - I PART - III	22UENG14: SYMPHONY OF VERSE – I	CREDITS: 4 HOURS: 5/W
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COURSE OBJECTIVES

By introducing the course, it is intended to:

- 1) Familiarize the historical phases of English poetry
- 2) Provide glimpses of writers and texts pivotal to an understanding of Literature
- 3) Highlight the development of poetry across time
- 4) Enable them to recognize poetry from a variety of cultures, languages, and historic periods
- 5) Make them understand and appreciate poetry as a literary form

Unit 1: Beginnings

- | | |
|----------------|---|
| 1) Deor's | Lament ; Old English poem from "Exeter Book |
| 2) Spenser | Sonnet 75 |
| 3) John Donne | The Relic |
| 4) John Milton | On His Blindness |

Unit 2: Romantic Poetry

- | | |
|-----------------------|-------------------------------|
| 1) William Wordsworth | Lines Written in Early Spring |
| 2) S.T. Coleridge | Kubla Khan |
| 3) John Keats | Meg Merrilies |
| 4) William Blake | The Poison Tree |

Unit 3: Victorian and Modern Poetry

- | | |
|---------------------------|-----------------------------|
| 1) Tennyson | Break, Break, Break |
| 2) Browning | My Last Duchess |
| 3) Dante Gabriel Rossetti | The Blessed Damozel |
| 4) W.H. Auden. | As I Walked Out One Evening |

Unit 4: American Poetry

- | | |
|---------------------|-----------------------|
| 1) John Berryman | Dream Song 14 |
| 2) James Dickey | The Heaven of Animals |
| 3) Jorie Graham | The Geese |
| 4) Theodore Roethke | My Papa's Waltz |

Unit 5: Indian Poetry

- | | |
|-------------------|--------------|
| 1) Toru Dutt | The Lotus |
| 2) Sarojini Naidu | Transience |
| 3) Arun Kolatkar | An Old Woman |

COURSE OUTCOMES

By the end of this course the students will,

- 1) Obtain a comprehensive knowledge of poetry over the ages to face MCQs of NET/SET examinations and other competitive examinations
- 2) Develop critical evaluation skills

- 3) Develop a deeper appreciation of cultural diversity by getting introduced to poetry from a variety of cultures
- 4) Develop their own creativity and enhance their writing skills
- 5) Identify the nuances of poetry that can be used when writing poems

Text Books

- 1) Green, David., ed. *The Winged Word*. Chennai: Macmillan, 1971.
- 2) Nair, Ramachandran K.R *Gathered Grace: An Anthology of Indian Verse*. New Delhi: Sterling, 1991.
- 3) Thomas, C.T. *Twentieth Century Verse: An Anglo-American Anthology*. New Delhi: Macmillan, 2006.
- 4) <http://www.thehypertexts.com/Deor's%20Lament%20Translation.htm>
- 5) <https://www.poetryfoundation.org/poems/45952/a-poison-tree>
- 6) <https://poets.org/poem/i-walked-out-one-evening>
- 7) https://www.best-poems.net/sarojini_naidu/transcience.html
- 8) <https://www.poetrynook.com/poem/old-woman>

Supplementary Readings

- 1) Baym, Nina., ed. *The Norton Anthology of English Literature*. (Vol. A) New York [www.norton](http://www.norton.com), 2012.
- 2) *The Norton Anthology of American Literature*. (Vol. E) New York [www.norton](http://www.norton.com), 2012.

OUTCOME MAPPING

	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	2	3
CO2	3	3	3	2	3
CO3	3	3	3	2	3
CO4	3	2	3	3	2
CO5	2	2	3	3	3

SEMESTER - I ALLIED – I PART – III	22UENGA15: SOCIAL HISTORY OF ENGLAND I	CREDITS: 3 HOURS: 5/W
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COURSE OBJECTIVES

By introducing the course, it is intended to:

1. Make the students understand the social, political, cultural, and religious events that shaped the history of England.
2. Make the students aware of the different rulers who ruled over different periods of English history.
3. Make students understand how party system came into existence.
4. Make them understand the evolution of society in England.
5. Make them aware of the religious transformation that England witnessed.

Unit 1: Early Period

1. The Renaissance
2. The Reformation in England
3. Dissolution of the Monasteries

Unit 2: Religion and History of Elizabethan Age

1. The Religion of England
2. The Tudor Navy and the Armada
3. The Elizabethan Theatre

Unit 3: Colonialism and civil strife

1. The East India Company
2. Colonial Expansion
3. The Civil War and its Significance

Unit 4: King and Parliament

1. Puritanism
2. Restoration of England
3. The Origin of Political Parties in England

Unit 5: Neo-Classical Age

1. The Age of Queen Anne
2. Coffee House Life
3. The Union of England and Scotland

COURSE OUTCOMES

By the end of the course the student could:

1. Answer MCQs of NET/SET examinations and other competitive examinations.
2. Be familiar with the different rulers who ruled England and the evolution of the party system.
3. Understand literature that emerged during varying periods of English history.
4. Understand the social and religious events that shaped literature.
5. Evaluate literature against the backdrop of its history.

Text Books

1. Xavier A. G. *Introduction to The Social History of England*, Chennai: Vishwanathan Publishers, 2012

Supplementary Readings

1. Macaulay. *The History of England*. London: Penguin, 1979.
2. Mitchell, R.J., and M.D.R. Leys. *A History of the English Speaking People*. London: Pan Books, 1967.
3. Trevelyan, G.M. *English Social History*. Madras: Orient Longman, 1974.
4. Tombs, Robert. *The English and Their History*. London: Penguin, 2015.

OUTCOME MAPPING

	PO1	PO2	PO3	PO4	PO5
CO1	3	3	2	2	3
CO2	3	3	2	2	3
CO3	3	3	3	2	3
CO4	3	3	3	2	2
CO5	3	3	2	2	3

SEMESTER - I SKILL BASED COURSE - I PART - IV	22UENG16: ENGLISH FOR SECRETARIAL PRACTICE	CREDITS: 2 HOURS: 3/W
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COURSE OBJECTIVES

- 1) Make the students grasp the strategies involved in developing effective communication.
- 2) Augment students' language proficiency to meet the demands of the job market.
- 3) Help students develop management skills and enhance their personality.
- 4) Empower students' skills and personality.
- 5) Students get a chance to uplift their skills and gain knowledge in handling correspondence independently.

Unit 1

- 1) Speaking and expressing ideas and feelings effectively.
- 2) Listening carefully and providing feedback.
- 3) Planning and co-ordinating tasks.
- 4) Negotiating with and persuading others.

Unit 2

- 1) Business Writing Today.
- 2) Choosing the Right Word
- 3) Special Writing and Research projects

Unit 3

- 1) Working well under pressure and accepting responsibility
- 2) Ability to prioritise tasks on your own
- 3) Self-evaluation and decision making

Unit 4

- 1) Personality development
- 2) Creating and using blogs
- 3) E-learning

Unit 5

- 1) Technical Reports
- 2) Forms, Memos , E-mail
- 3) Business Letters
- 4) The Job Search Resumes and Letters

COURSE OUTCOMES

This course will enable students to

- 1) Read and interpret documents, plan and organise work processes, identify materials.
- 2) Perform tasks with due consideration.

- 3) Apply professional skill, knowledge and employability while performing jobs.
- 4) Understand the nature and scope for communication in different jobs.
- 5) Provide students a wide-range of writing knowledge in business communication

Text Books

- 1) Kumar, Sanjay. Communication Skills, 2nd edition, Oxford University Press, 2015.
- 2) Mitra K. Barun. Personality Development. 2nd edition, Oxford University Press, 2016.
- 3) Jones K. Lawrence. Job Skills for the 21st Century; a Guide for Students. Greenwood Press, 1995.
- 4) Biech, Elaine. Skills for Career Success, Audio Book, narrated by Williams, Tiffany.

OUTCOME MAPPING

	PO1	PO2	PO3	PO4	PO5
CO1	2	2	3	3	3
CO2	2	2	3	3	3
CO3	2	2	3	3	3
CO4	2	2	3	2	3
CO5	2	2	3	3	3

SEMESTER- II CORE - III PART - III	22UENG23: HARMONY OF PROSE I	CREDITS: 4 HOURS: 5/W
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COURSE OBJECTIVES

By introducing the course, it is intended to:

- 1) Introduce the learners to the various themes and techniques explored by popular prose writers
- 2) Conceive ideas about political and social situations of different periods
- 3) Help the students acquire the social and ethical values through the study of prose
- 4) Introduce the historical, cultural, and social contexts in English prose
- 5) Enable the students to acquire an adequate exposure to important prose writers of the English language

Unit 1: 17th and 18th centuries

- | | |
|-----------------------|-------------------------|
| 1) Francis Bacon | Of Studies |
| 2) Joseph Addison | Sir Roger At the Church |
| 3) Sir Richard Steele | The Coverley Household |

Unit 2: Neo classical Age

- | | |
|------------------------------|------------------|
| 1) Oliver Goldsmith | The Man in Black |
| 2) Thomas Babington Macaulay | Oliver Goldsmith |

Unit 3: Romantic Age

- | | |
|-----------------|---------------------------|
| 1) Charles Lamb | Dream Children, A Reverie |
| 2) E.V.Lucas | Third Thoughts |

Unit 4: Modern Age -I

- | | |
|--------------------|------------------|
| 1) G.K. Chesterton | A Piece of Chalk |
| 2) J.B. Priestley | Lectures |

Unit 5: Modern Age-II

- | | |
|-----------------|--------------------|
| 1) Robert Lynd | Forgetting |
| 2) A.G.Gardiner | A Fellow Traveller |

COURSE OUTCOMES

At the end of the course, the student will be able to:

- 1) Obtain a literary acumen that would help to face MCQs of NET/SET examinations and other competitive examinations
- 2) Understand the structure and techniques used in prose by different writers
- 3) Comprehend the social and cultural contexts of literature through prose writings
- 4) Appreciate the literary and philosophical thoughts of prose writers
- 5) Acquire a comprehensive knowledge of the various styles practised by the prose writers

Text Books

- 1) Nayar, M. G. Ed. *A Galaxy of English Essayists: From Bacon to Beerbohm*. Chennai: Macmillan, 2012.

Supplementary Readings

- 1) Bacon, Francis. *The Essays*. New York: Peacock, 2016.
- 2) Goldsmith, Oliver. *Oliver Goldsmith: A Selection from His Works with an Introduction by E. E. Hale*. New York: Forgotten Books, 2018.
- 3) Lamb, Charles. *Selected Prose*. New York: Penguin, 2014.
- 4) Chesterton. G. K. *The Selected Works of G. K. Chesterton*. New York: Wordsworth, 2008.

OUTCOME MAPPING

	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	3	2
CO2	3	2	3	2	3
CO3	3	3	3	3	3
CO4	3	2	3	2	3
CO5	2	3	2	3	2

SEMESTER - II CORE - IV PART - III	22UENG24 - ADVANCED ENGLISH GRAMMAR	CREDITS: 4 HOURS: 5/W
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COURSE OBJECTIVES

- 1) Enable students to understand the rudiments of English Grammar.
- 2) Learners acquire a proper idea of Grammar and Linguistic conventions.
- 3) Obtain a distinct knowledge of how to use Grammar impeccably.
- 4) Enable them to write clearly, accurately and coherently.
- 5) Enhance their confidence in using English for communication.

Unit 1

Parts of speech – Noun – Verb – Adjective – Adverb – Preposition – Pronoun – Conjunction – Interjection – Definition – Types - Examples.

Unit 2

Types Sentences-Declaratives-Interrogatives-Imperative-Exclamatory and Question Tags-Sentence pattern.

Unit 3

Phrases, Clauses and Idiomatic Expressions.

Unit 4

Direct and Indirect Speech

Unit 5

Common Errors and correct English usage.

COURSE OUTCOMES

At the end of the course, the students will be able to:

- 1) Gain an explicit knowledge of how the language works.
- 2) Develop mastery over sentence pattern.
- 3) Enrich their vocabulary.
- 4) Acquire a strong command of the spoken and written language.
- 5) Develop competency over the right usage of English.

Text Books

- 1) Hewings, Martin. Advanced English Grammar, New Delhi: Cambridge University Press, 1999.
- 2) F.T .Wood .A Remedial English Grammar for Foreign Students. Macmillan Publishers, 2005.
- 3) Greenbaum, Sidney, Oxford English Grammar. Indian Edition. Oxford University Press, 2005.

OUTCOME MAPPING

	PO1	PO2	PO3	PO4	PO5
CO1	3	2	2	3	3
CO2	2	2	3	3	3
CO3	3	2	3	2	3
CO4	3	3	3	3	3
CO5	3	3	2	3	3

SEMESTER - II ALLIED – II PART – III	22UENGA25: SOCIAL HISTORY OF ENGLAND II	CREDITS: 3 HOURS: 3/W
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COURSE OBJECTIVES

By introducing the course, it is intended to:

1. Make the students learn about the economic, social, religious, and cultural life of the people of England from the 18th century until the present time so that they could understand and appreciate British literature.
2. Enable the students to learn about the social revolutions and political reforms in England.
3. Help students to gain knowledge of the different movements, wars, and their impact on England and English literature.
4. Provide students the historical and social background of British empire in different centuries.
5. Teach them about the important political activities that influenced English literature.

Unit 1: Impact of Farming and Industries

The Agrarian Revolution

The Industrial Revolution

The Methodist Movement

Unit 2: Humanitarianism and War

The Other Humanitarian Movements

The War of American Independence

England and Ireland

Unit 3: War, Science and Literature

The Effects of French Revolution

The Reform Bills

The Victorian Age

Unit 4: Education and Communication

Education in Victorian England

Means of Transport and Communication

Education in 20th Century

Unit 5: World Wars and Beyond

The World Wars and Social Security

Trade Unionism in England

England Today

COURSE OUTCOMES

At the end of the course, the student will be able to:

1. Gain sufficient knowledge to face MCQs of NET/SET examinations and other competitive examinations.
2. Understand the socio-political structure of 18th century England
3. Acquire knowledge of conflict between religious faith and science.
4. Attain a comprehensive knowledge of the colonization of America and Ireland by Britain.
5. Obtain a detailed socio-political understanding of the World Wars.

Text Books

1. Xavier A. G. Introduction to The Social History of England, Chennai: Viswanathan Publishers, 2012.

Supplementary Readings

1. Mitchell, R.J., and M.D.R. Leys. A History of the English-Speaking People. London: Pan Books, 1967
2. Trevelyan, G.M. English Social History, Madras: Orient Longman, 1974.
3. Macaulay. The History of England. London: Penguin, 1979.
4. Tombs, Robert. The English and Their History. London: Penguin, 2015.

OUTCOME MAPPING

	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	3	2
CO2	3	3	3	3	3
CO3	3	3	3	3	2
CO4	2	3	3	2	3
CO5	3	3	3	2	3

SEMESTER - II SKILL BASED COURSE- II PART - IV	22UENG26: EFFECTIVE BUSINESS WRITING	CREDITS: 2 HOURS: 2/W
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COURSE OBJECTIVES

- 1) To make students acquire basic business writing skills.
- 2) To cater to the needs of intended audience.
- 3) To produce more focused, polished and effective business documents.
- 4) To teach them how to maintain consistency in writing
- 5) To know how to communicate ideas for maximum positive impact

Unit 1: Basics of Business English

- 1) Business English as a Genre
- 2) Importance of Effective Communication in Business Contexts
- 3) Face-to-Face Communication with customers and Visitors
- 4) Preparing Agenda for Meetings
- 5) Making Business Presentations
- 6) Brainstorming and Consensus-making Communications

Unit 2: Transactional Writing

- 1) Standard Business Letters
- 2) Answering Letters
- 3) Drafting E-mail for Business Correspondence
- 4) Writing Short Reports
- 5) Technical Writing

Unit 3: Business Discussions/ Meetings/ Team Skills

- 1) Making notes of Business Conventions
- 2) Business Promotions and Language for Advertising
- 3) Soft skills for Team Building
- 4) Making Appointments
- 5) Cancelling or postponing Appointments

Unit 4: Business Skills

- 1) Note Making
- 2) Report Writing
- 3) Format of Standard Business Letter
- 4) Resume Writing

Unit 5: Business Jobs & Careers

- 1) Applying for Jobs, Preparing Resumes
- 2) Writing Cover Letters for Resumes
- 3) Preparing for Interviews
- 4) Promotion Interviews

COURSE OUTCOMES

At the end of the course students will learn

- 1) The ability to write the business contents efficiently and appropriately.
- 2) To identify the skills of business writing.
- 3) Techniques for editing and proof reading.
- 4) To write effectively for their purpose: to inform, respond or persuade
- 5) The impact will be on their professional written communication.

Text Books

- 1) Dutt, Kiranmai. PandGeethaRajeevan. *Basic Communication Skills*. New Delhi: Cambridge University Press India Pvt. Ltd., 2007. Print.
- 2) Pillai, Radhakrishna.G, Rajeevan.K, BhaskaranNair.P. *Written English For You*. Madra: Emerald Publishers, 1994. Print.
- 3) Ravindran. Padma, M.D.V.Kalyani Annie and Board of Editors. *Interface I*. New Delhi: Cambridge University Pres India Pvt. Ltd., 2007. Print.
- 4) Samson.T, Geetha Rajeevan and Consultant Editor. *Interface 2*. New Delhi: Cambridge University Press India Pvt. Ltd., 2008. Print.
- 5) Samson.T, Geetah Rajeevan, M.D.V.K .Ayani Annie and Board of Editors. *English for Life 2*. New Delhi: Cambridge University press India Pvt. Ltd., 2008. Print.
- 6) Sharma.R.C. and Krishna Mohan. *Business Correspondence and Report Writing*. New Delhi: Tata McGraw Hill Education Pvt. Ltd., 2010. Print.

Supplementary Readings

- 1) Pillai, Radhakrishna.G, Rajeevan.K, BhaskaranNair.P. *Written English For You*. Madra: Emerald Publishers, 1994. Print.
- 2) Ravindran. Padma, M.D.V.Kalyani Annie and Board of Editors. *Interface I*. New Delhi: Cambridge University Pres India Pvt. Ltd., 2007. Print.

OUTCOME MAPPING

	PO1	PO2	PO3	PO4	PO5
CO1	2	2	3	3	3
CO2	2	2	3	3	3
CO3	2	2	2	3	3
CO4	2	2	3	3	3
CO5	2	2	3	3	3

SEMESTER - III CORE - V PART - III	22UENG33: SYMPHONY OF VERSE – II	CREDITS: 4 HOURS: 4/W
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COURSE OBJECTIVES

By introducing the course, it is intended to:

1. Make the students learn how to appreciate poems by writers from different nations
2. Make the students understand the various poetic forms
3. Make the students identify the uniqueness of the modern British poetry
4. Make the students understand the major characteristics of the American poetry
5. Make the students appreciate the peculiar themes and forms of the Indian poetry

Unit 1: British poetry

- | | |
|---------------------|-------------------------|
| 1. Coventry Patmore | The Toys |
| 2. Thomas Hardy | The Darkling Thrush |
| 3. D.H. Lawrence | Dont's |
| 4. John Betjeman | Diary of a Church Mouse |

Unit 2: American poetry

- | | |
|---------------------|-----------------|
| 1. Robert Frost | Fire and Ice |
| 2. Carl Sandburg | G r a s s |
| 3. Gwendolyn Brooks | The Bean Eaters |

Unit 3: African- American poetry

- | | |
|----------------------------|----------------------------|
| 1. James D. Corrothers | In The Matter of Two Men |
| 2. Langston Hughes | The Negro Speaks of Rivers |
| 3. Georgia Douglas Johnson | The Heart of a Woman |

Unit 4: Poetry beyond borders

- | | |
|---------------------|-----------------------|
| 1. Gabriel Okara | Once Upon a Time |
| 2. Bernard B. Dadie | Dry Your Tears Afrika |
| 3. E.J Pratt. | The Prize Cat |

Unit 5: Indian Poetry

- | | |
|-------------------------------|----------------------------|
| 1. Sri Aurobindo | The Tiger and the Deer |
| 2. Harindranath Chattopadhyay | Shaper Shaped |
| 3. Syed Amanuddin | Don't Call me Indo-Anglian |

COURSE OUTCOMES

At the end of the course, the student will be able to:

1. Appreciate the uniqueness of poetry and its different forms
2. Cherish less familiar, but interesting poems which they can easily comprehend

3. Enjoy Indian English poetry and its uniqueness
4. Feel how the blacks are oppressed in the name of race
5. Comprehend the new poetic techniques used by the recent poets.

Text Books

1. Gates, Henry Louis, and Nellie Y. McKay. *The Norton Anthology of African American*
2. *Literature*. New York: W.W. Norton, 2004.
3. Gokak, Vinayak Krishna. *The Golden Treasury of Indo-Anglian Poetry*. New Delhi: Sahitya Academy, 1970.
4. Hydes, Jack. *Touched with Fire*. London: Cambridge UP, 1985.

Supplementary Readings

1. McClatchy, J.D. *The Vintage Book of Contemporary American Poetry*. New York: Vintage, 2003.
2. Canarroe, Joel. *Six American Poets: An Anthology*. New York: Vintage, 1993.
3. Spacks, Patricia Meyer. *Reading Eighteenth-Century Poetry*. London: Willey Blackwell, 2009.
4. Narasimhaiah, C. D. *An Anthology of Commonwealth Literature*. New Delhi: Macmillan, 2006.
5. Thomas, C. T. *Twentieth Century Verse: An Anglo-American Anthology*. New Delhi: Macmillan, 2006.

OUTCOME MAPPING

	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	3	3
CO2	2	3	3	2	3
CO3	3	3	2	2	3
CO4	3	3	3	3	3
CO5	3	2	3	3	3

SEMESTER - III CORE - VI PART - III	22UENG34: HARMONY OF PROSE II	CREDITS: 3 HOURS: 4/W
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COURSE OBJECTIVES

By introducing the course, it is intended to:

1. Introduce the learners to the various themes and techniques used by prose writers in English
2. Make the students understand different kinds of essays
3. Introduce the learners to the forms and themes of Indian English prose
4. Make the students aware of American prose writers and their styles
5. Make the students appreciate Romantic and Victorian Prose writers

Unit 1: Romantic Period

- | | |
|-----------------|----------------|
| 1. Charles Lamb | Poor Relations |
| 2. Charles Lamb | New Year's Eve |

Unit 2: 19th and 20th centuries

- | | |
|------------------|---|
| 1. Ruskin | Of Queen's Gardens' from <i>Sesame and Lilies</i> |
| 2. E. M. Forster | Hymn Before Action |

Unit 3: Twentieth Century

- | | |
|------------------|----------------------|
| 1. Aldous Huxley | English Snobbery |
| 2. George Orwell | Shooting an Elephant |
| 3. Max Beerbohm | Speed |

Unit 4: American Prose

- | | |
|-----------------|---|
| 1. Emerson | Shakespeare |
| 2. Thoreau | The Battle of the Ants |
| 3. Walt Whitman | The Preface to the 1855 edition of <i>Leaves of Grass</i> |

Unit 5: American and Indian Prose

- | | |
|------------------------|----------------------|
| 1. F. Scott Fitzgerald | The Crack-up |
| 2. Jawaharlal Nehru | A Tryst With Destiny |

COURSE OUTCOMES

At the end of the course, the student will be able to:

1. Obtain a literary acumen to answer MCQs of NET/SET Examinations and other competitive examinations
2. Gather an adequate knowledge of various prose styles in literature
3. Get acquainted with some major literary prose works
4. Possess a broad perspective of the various observations of prose writers
5. Recognize and appreciate the various techniques practiced by prose writers

Text Books

1. Orwell, George. *Modern Classics: Penguin Essays of George Orwell*. London: Penguin, 2000.
2. Lamb, Charles. *Essays of Elia*. London: Sagwan Press, 2018.

Supplementary Readings

1. Creely, Robert. (Ed). *Collected Prose*. New York: Dalkey Archive Press, 2009.
2. Fredman, Stephen. *Poet's Prose: The Crisis in American Verse*. New York: Cambridge UP, 1990.
3. Dev, Anjana Neira. *Indian Writing in English: An Anthology of Prose and Poetry Selections*. New Delhi: Primus Books, 2013.

OUTCOME MAPPING

	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	3	3
CO2	3	3	3	2	3
CO3	3	3	2	3	3
CO4	3	3	3	3	3
CO5	3	2	3	3	3

SEMESTER - III ALLIED - III	22UENGA35: HISTORY OF ENGLISH LITERATURE I	CREDITS: 3 HOURS: 4/W
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COURSE OBJECTIVES

1. Introduce the students to the salient features of the different ages and the writers who shaped British Literature.
2. Make the students recognize the various writers who excelled in British Literature from Old English period to the Age of Pope.
3. Familiarize the students with the various social and political conditions from the Old English to the Age of Pope.
4. Enable the students to know the significance and difference of Old English Literature from the rest of other literary periods.
5. Help the students understand the transitions of various literary movements.

Unit 1: Beginnings

1. The Old English Period
2. The Middle English Period

Unit 2: Origin of Poetry

1. The Age of Chaucer
2. From Chaucer to Spenser

Unit 3: 16th century

1. The Age of Elizabeth

Unit 4: 17th century

1. The Age of Milton

Unit 5: 18th century

1. The Age of Pope

COURSE OUTCOMES

At the end of the course, the students will be able to:

1. Participate in NET/SET and Competitive Examinations efficiently.
2. Appreciate Old English and Middle English.
3. Apprehend the salient features of Neoclassicism.
4. Familiarize the prominent writers from the Age of Chaucer to Pope.
5. Understand the political and social situations in each period.

Text Books

1. Albert, Edward. History of English Literature. New Delhi: OUP, 2011.
2. Hudson, Henry Williams, "An Outline History of English Literature", Atlantic Publishers & Distributors, 1999.
3. Daiches, David. A Critical History of English Literature. Volumes I-V, Chennai: Allied Publishers, 1995.

Supplementary Readings

1. Long, William J. English Literature: Its History and Its Significance for the Life of the English-Speaking World, New Delhi: Rupa Publications, 2015.
2. Ward, Adolphs William. The Cambridge History of English Literature. 1-7 Volumes. London: Forgotten Books, 2018.
3. Compton-Rickett. A History of English Literature. New Delhi: USB Publication, 2009.
4. Carter, Ronald. The Routledge History of Literature in English. New York: Taylor and Francis, 2016.

OUTCOME MAPPING

	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	2	2
CO2	3	3	2	3	3
CO3	3	3	3	2	2
CO4	3	3	3	2	3
CO5	3	3	2	3	3

SEMESTER - III INTERNAL ELECTIVE	22UENGE36-1: INDIAN LITERATURE IN ENGLISH TRANSLATION	CREDITS: 4 HOURS: 4/W
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COURSE OBJECTIVES

1. To introduce to the students the literature of their own region in English translation.
2. To introduce to them the literature of other Indian regions in English translation.
3. To make them understand the cultural differences embedded in the regional literature.
4. To help students understand the need for promoting indigenous literature through translation.
5. To enrich the students with the great wealth of literatures and cultures of India.

Unit 1: Poetry

- | | |
|----------------------|--------|
| 1. Subramani Bharati | Wind |
| 2. Biraja Bal | Bonsai |
| 3. K. Satchidanandan | Cactus |

Unit 2: Prose

- | | |
|--------------------|--|
| 1. Sujit Mukherjee | Modern Indian Literature in English Translation |
| 2. Vinay Darwatkar | Translating the Millennium: Indian Literature in the Global Market |

Unit 3: Short Story

- | | |
|------------------------|-----------------------------|
| 1. Rabindranath Tagore | The Hungry Stones |
| 2. Amrita Pritam | Stench of Kerosene |
| 3. Perumal Murugan | The Man who could Not Sleep |
| 4. Sundara Ramaswamy | Tamarind History |

Unit 4: Drama

- | | |
|-----------------|-----------------|
| 1. Badal Sircar | There is no End |
|-----------------|-----------------|

Unit 5: Novella

- | | |
|-------------------|------------------|
| 1. Amulya Malladi | The Mango Season |
|-------------------|------------------|

COURSE OUTCOMES

1. Students are expected to have gained the flavour of regional literatures in translation.
2. Students will understand the cultural differences presented in the regional literatures.
3. Studying the regional literature of their own in translation helps them know the processes, difficulties, challenges involved in translation.
4. They learn how translation helps in a better understanding of others.

5. They will understand how translation can be a way to break barriers.

Text Books

1. Sivasankari. Knit India Through Literature. Vol. II & III Chennai: East West Books pvt. Ltd.2004.
2. Arvind Krishna Mehrotra ed- An illustrated History of Indian Literature in English—New Delhi, Permanent Black,2003.
3. A Clutch of Indian Masterpieces, Edited by David Davidar, 2016
4. Modern Indian Writing in Translation, Edited by Dhananjay Kapse, 2016.
5. <https://poemanalysis.com>> wind- translated
6. <http://www.english-for-students.com>>...

OUTCOME MAPPING

	PO1	PO2	PO3	PO4	PO5
CO1	3	3	2	3	3
CO2	3	3	3	3	3
CO3	2	2	3	3	3
CO4	3	2	3	3	3
CO5	3	2	3	3	3

SEMESTER - III INTERNAL ELECTIVE-2	22UENGE36-2: SUBALTERN LITERATURE	CREDITS: 4 HOURS: 4/W
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COURSE OBJECTIVES

1. Help students appreciate the Eurocentric method of historical enquiry for the study of non-western people and their relation to Western Europe.
2. Enable students to understand the society through conditions of subordination of people belonging to different castes, classes, age, gender, race etc.
3. Uncover the voice of the marginalized people that had not been heard before.
4. Enable students to critically analyze the theme of hegemony in the works of various subaltern literatures.
5. Primary focus is to recover, examine the agency of the underprivileged within the networks of capitalism colonialism, and nationalism.

Unit 1: Poetry

- | | |
|--------------------|-------------------------|
| 1. E.J. Pratt | The Witches Brew. |
| 2. Wole Soyinka | Telephone Conversation. |
| 3. Anne Ranasinghe | On the Beach. |

Unit 2: Prose

- | | |
|-------------------------------|---|
| 1. Gayatri Chakravarty Spivak | Can the Subaltern Speak? |
| 2. Chinua Achebe | The African Writer And The English Language |

Unit 3: Short Stories

- | | |
|--------------------|-------------|
| 1. Mahaswetha Devi | Bayen |
| 2. Nandita Das | The Insult. |

Unit 4: Drama

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

Unit 5: Fiction]

- | | |
|-----------------|---------------|
| 1. David Arnold | Mosquito Land |
|-----------------|---------------|

COURSE OUTCOMES

1. Students will be able to understand the pain of exile, racial discrimination and the loss of power.
2. Enable students to realize the impact of western influences on native traditions and beliefs.
3. Students realize the complications of psychological emptiness and loss, exploitation and struggles and the fight for survival.
4. They can understand the universality of the theme of cultural responsibility.
5. Students acquaint themselves with the plight of the marginalized people straining to unmute their voices.

Text Books

1. <https://poemanalysis.com/wole-soyinka/telephone-conversation/>
2. <https://internetpoem.com/e-j-pratt/the-witches-brew-poem/rhyme/>
3. Bhattacharya, Sourit. Postcolonial Modernity and the Indian Novel on Catastrophic Realism. Palgrave Macmillan, 2010.
4. Writers Editors Critics (WEC) An International Biannual Refereed Journal of English Language and Literature, Volume 6 No.2, September'2016

Supplementary Readings

1. <https://poemanalysis.com/wole-soyinka/telephone-conversation/>
2. <https://internetpoem.com/e-j-pratt/the-witches-brew-poem/rhyme/>
3. Bhattacharya, Sourit. Postcolonial Modernity and the Indian Novel on Catastrophic Realism. Palgrave Macmillan, 2010.
4. Writers Editors Critics(WEC) An International Biannual Refereed Journal of English Language and Literature, Volume 6 No.2, September'2016

OUTCOME MAPPING

	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	2	3
CO2	3	3	3	2	3
CO3	3	3	2	3	3
CO4	2	3	2	3	3
CO5	3	3	2	3	3

SEMESTER - III ELECTIVE (OPTIONAL)	22UENGE36-3: FOLK STUDIES	CREDITS: 4 HOURS: 4/W
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COURSE OBJECTIVES

1. To introduce students to the fascinating world of folklore, its history and development.
2. To acquaint them with the growth and development of Folkloristics.
3. To introduce them to the genres of folklore.
4. To enable students to understand and apply some seminal critical approaches to the study of folklore.
5. To introduce students to the tools, techniques and methods of fieldwork in folklore.

Unit 1: Introduction to Folklore

1. Definition and characteristics: Folklore, folk group (ethnic folklore, children's folklore, occupational folklore), folk belief, tradition, rituals, and customs.
2. Functions of Folklore

Unit 2: History of Folklore

1. Contribution of the following's scholars to Folklore Studies: William Thoms, Grimm brothers, Kaarle Krohne, Martha Warren Beckwith, Vladimir Propp, A. K. Ramanujan.
2. Growth of Folkloristics in India.
3. Dundes, Alan(ed.). *International Folkloristics: Classic Contributions by the Founders of Folklore*. Rowman & Little field Publishers, 1999.pp. 9-16,37-44,119-130.
4. Sims, Martha C. and Martine Stephens. *Living Folklore: An Introduction to the Study of People and their Traditions*. 2nd ed., Utah State University Press, 2011, pp.21-29.

Unit 3: Genres of Folklore

1. Broad Categories of Folklore Genres:
2. Verbal Folklore: Folksongs, folktales, folk epics, folk ballads, proverbs and riddles.
3. Material Folklore: Crafts, art, artifacts, folk architecture, folk costumes, folk cookery, ornaments.
4. Customary Lore: Rituals, beliefs, fairs and festivals.
5. Performing Arts: Folk music, folkdances, folk theatre, folk games.

Unit 4: Folklore Theories

1. Functional Approach
2. Structural Approach
3. Psychoanalytic Approach
4. Feminist Approach

Unit 5: The Folk and Modern Narratives

1. Representation of Folk in World Literature.
2. Folk in Indian Literature.
3. Folk Representation of Dalits and Tribals

COURSE OUTCOMES

After the end of the course students will be equipped

1. To formulate alternative definition of the term “folklore”.
2. To identify the fundamental characteristics and functions of folklore.
3. To identify the basic characteristics of a “folk group”.
4. To differentiate between verbal, material, customary folklore and performing arts.
5. To interpret and analyze folklore from various theoretical perspectives.

Text Books

1. Ashliman, D.L. *Folk and Fairy Tales: A Handbook*, ABC-CLIO, 2004.
2. Barbara Walker (Ed.). *Out of the Ordinary: Folklore and the Supernatural*, Utah State University Press, 1995.
3. Bauman, Richard (Ed). *Folklore, Cultural Performance and Popular Entertainment: A Communications-centered Handbook*. Oxford University Press, 1992.
4. Beck, Brenda E. F. and et.al (ed.) *Folktales of India*. University of Chicago Press, 1987. Bronner, Simon J (ed.): *The Meaning of Folklore: The Analytical Essays of Alan Dundes*, Utah State University Press, 2007.
5. Cole, Joanna. *Best-loved Folk tales of the World*. New York: Anchor Books, 1982.
6. Dharwadkar, Vinaya (Ed.). *The Collected Essays of A. K. Ramanujan*. Oxford: New York: Oxford University Press, 1999.
7. Dundes, Alan. *Interpreting Folklore*. Bloomington. Indiana University Press, 1980.
8. Finnegan, Ruth. *Oral Traditions and the Verbal Arts: A Guide to Research Practices*. New York: Routledge. 1992.

OUTCOME MAPPING

	PO1	PO2	PO3	PO4	PO5
CO1	3	2	2	2	3
CO2	3	2	2	2	3
CO3	2	3	3	2	2
CO4	3	3	2	3	3
CO5	3	3	2	2	3

SEMESTER - III SKILL BASED – III PART – IV	22UENG37: PERSONALITY TRAITS	CREDITS: 2 HOURS: 2/W
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COURSE OBJECTIVES

1. Identify their own potentials
2. Improving their abilities and know themselves better
3. Learn the Techniques of Team building and acquire leadership qualities
4. How to gain emotional intelligence and overcome problems and stress
5. Enhancing integrated personality development

Unit 1: Definition

Definition – Determinants – Dimensions of Personality Traits – Theories of Freud and Erickson – Significance of Personality Development – Self-awareness – SWOT Analysis .

Unit 2: Attitudes

Attitude – Concept – Positive and Negative attitudes – Concept of motivation – Self monitoring – Advantages and disadvantages – Perception – Definition – Factors influencing perception – Self esteem

Unit 3: Team Building

Team building – Importance of team building – Creating effective team– Leadership — Decision making and Negotiation skills

Unit 4: Communication

Communication – Importance of Communication – Barriers in Communication – Emotional Intelligence – Components – Managing Emotional Intelligence – Stress Management -- Time Management

Unit 5: Interview

Table manners - Dress Code – Group Discussion -- Facing the Personal interview

COURSE OUTCOMES

1. Development of personality and identification of their full potential
2. Coping with challenges
3. Developing the communication skills
4. Team and Leadership management
5. Acquire and demonstrate the skills in a positive way

Supplementary Readings

1. Hurlock, E.B (2006). Personality Development, 28th Reprint. New Delhi: Tata McGraw Hill.
2. Stephen P. Robbins and Timothy A. Judge (2014), *Organizational Behavior 16th Edition*: Prentice Hall.
3. Dr.K.K. Ramachandran and Dr.K.K. Karthick, From Campus to Corporate, Macmillan Publishers India Limited, New Delhi,2010.
4. Mile, D.J Power of positive thinking. Delhi. Rohan Book Company, (2004).
5. Pravesh Kumar. All about Self- Motivation. New Delhi. Goodwill Publishing House. 2005.

OUTCOME MAPPING

	PO1	PO2	PO3	PO4	PO5
CO1	2	2	3	3	3
CO2	2	2	3	3	3
CO3	3	3	3	3	3
CO4	2	2	3	3	3
CO5	3	3	3	2	3

SEMESTER - III NON-MAJOR ELECTIVE - 1	22UENGN38: CREATIVE WRITING	CREDITS: 2 HOURS: 2/W
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COURSE OBJECTIVES

1. To introduce the learners what creative Writing is.
2. Make the students understand the connection between creativity and imagination
3. To introduce the learners to different forms of writings such as poetry, fiction and drama
4. To make them know how to write fiction for children
5. To enhance their creative writing skills.

Unit 1

1. What is creative writing?
2. Imagination and Writing
3. Can Creative writing be taught?
4. The importance of reading

Unit 2

1. Poetry and Prose
2. Shape, Form and Technique
3. Rhyme and Reason
4. Fixed Forms and Free verse
5. Dominant modes of poetry – Lyrical, Narrative and dramatic

Unit 3

1. Fiction
2. Non- Fiction
3. Writing Fiction for Children
4. What is Children's Literature?

Unit 4

1. What is Drama?
2. The plot in Drama or Dramatic Structure
3. Characterization in Drama
4. Verbal and Non- Verbal Elements in Drama

Unit 5

1. Writing For films
2. Writing a Screenplay
3. The World of Children through Film and Theatre

COURSE OUTCOMES

1. Students must have learned what creative writing is.
2. Students must have got an idea about the different genres of creative writing.
3. Students must have acquired the skill to exhibit their creativity.
4. To understand the principles of creative writing ,including content, technique and style.
5. To enhance imagination and to share common human experiences.

Text Books

1. Anjana Neira Dev, Anuradha Marwah, Swati Pal, *Creative Writing: A Beginner's Manual*. Pearson.

Supplementary Readings

1. The Handbook of Creative Writing. Edited by Steven Earnshaw.

OUTCOME MAPPING

	PO1	PO2	PO3	PO4	PO5
CO1	3	3	2	3	2
CO2	3	2	3	3	3
CO3	3	3	3	3	3
CO4	3	3	2	3	3
CO5	3	3	2	3	3

SEMESTER - IV CORE - VII PART - III	22UENG43: DRAMA I	CREDITS: 4 HOURS: 5/W
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COURSE OBJECTIVES

By introducing the course, it is intended to:

1. Enable the learners to get acquainted with the themes and techniques by British, American, and Indian dramatists
2. Introduce Epic theatre, modern, and British drama
3. Endeavour to read the plays as being representative products of their milieu by juxtaposing them against their political and socio-cultural contexts
4. Give a bird's eye-view of the dramatic changes that took place in twentieth century British, American, and European drama.
5. Enable the students to appreciate diverse theatrical cultures and non-traditional approaches to the art.

Unit 1: Elizabethan Drama

Christopher Marlowe – Dr.Faustus

Unit 2: Jacobean Drama

John Webster - The Duchess of Malfi

Unit 3: American Drama

Eugene O'Neill – The Emperor Jones

Unit 4: 20TH Century Drama

T.S. Eliot – The Murder in the Cathedral

Unit 5: Indian English Drama

Rabindranath Tagore – Muktdhara

COURSE OUTCOMES

At the end of the course, the student will be able to:

1. Obtain a literary acumen to answer MCQs of NET/SET examinations and other competitive examinations
2. Get awareness about the origin of theatres in Modern, British, and Indian Drama
3. Have clear cut idea about the history and development of drama
4. Evaluate the dramatic changes from its origins to the twentieth century
5. Interpret texts with attention to ambiguity, complexity, and aesthetic value

Supplementary Readings

1. Marjorie, Boulton. *The Anatomy of Drama*. London: Routledge Revivals, 2015.
2. Cooper, Simon & Mackey, Sally. *Drama and Theatre Studies*. Nelson Thornas; Revised, Expanded edition, 2000.
3. Srinivasa Iyengar, K.R. *Indian Writing in English*. Sterling Publ., 1996.
4. Gardner, Helen: *The Art of T. S. Eliot*. (1949) Faber paperbacks, 1968.
5. Logan, Terence P and Denzell S. Smith, Eds. *The Predecessors of Shakespeare: A Survey and Bibliography of Recent Studies in English Renaissance Drama*. Lincoln, NE, U of Nebraska P, 1973.

OUTCOME MAPPING

	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	3	3
CO2	3	3	3	2	3
CO3	3	3	2	3	3
CO4	3	3	3	2	3
CO5	3	3	3	3	3

SEMESTER - IV CORE – VIII PART – III	22UENG44: FICTION	CREDITS: 4 HOURS:5/W
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COURSE OBJECTIVES

1. Through explorations of fiction students learn to interpret and analyse the fictional works from different viewpoints.
2. Enable students to understand and empathize with other people's emotions, sufferings, and perspectives.
3. The students will be encouraged to read more and to identify the elements of fiction.
4. Students will be able to use key vocabulary and comprehension skills to discuss the purpose of fiction.
5. Develop interest and appreciation of literature.

Unit 1: Victorian Fiction I

1. Charles Dickens A Tale of Two Cities.

Unit 2: Victorian Fiction II

1. George Eliot Silas Marner.

Unit 3: Science Fiction

1. H.G. Wells The Invisible Man.

Unit 4: American Fiction

1. F. Scott Fitzgerald The Great Gatsby.

Unit 5: Indian Fiction

1. Manju Kapoor Difficult Daughters.

COURSE OUTCOMES

At the end of the course, the student will be able to:

1. Realise the realities of life with the help of the text.
2. Answer MCQs of NET/SET and other examinations.
3. Get a different perspective of the society.
4. Gain a literary sensibility to admire and appreciate various novels and novelists.
5. Get an insight of the psychological perspectives of different writers and their works.

Supplementary Readings

1. Wood, James.2008. How Fiction Works. New York. Farrar, Straus and Girour, P. XIII.

OUTCOME MAPPING

	PO1	PO2	PO3	PO4	PO5
CO1	3	3	2	3	3
CO2	3	3	3	3	3
CO3	3	3	2	3	3
CO4	3	3	3	3	3
CO5	3	3	3	2	3

SEMESTER - IV ALLIED - IV	22UENGA45: HISTORY OF ENGLISH LITERATURE II	CREDITS: 3 HOURS: 4/W
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COURSE OBJECTIVES

1. Introduce the readers to the Salient features of the different ages and the writers who shaped British Literature from The Age of Transition to the Twentieth Century
2. Help a student to develop a broad understanding of the ages, their characteristics, significant literary movements with reference to the major writers.
3. Know about English Society and History of England.
4. Learn about the development and evolution of English literature
5. Know about the subsequent influence of France and Germany for the mainstream role in English Literature.

Unit 1

1. The Age of Transition

Unit 2

1. The Return to Nature

Unit 3

1. The Victorian Age

Unit 4

1. The Birth of Modern Age
2. The Inter War Years

Unit 4

1. The Mid-Twentieth Century

COURSE OUTCOMES

1. Take part in NET/SET and Competitive Examinations
2. Be familiar with the Salient Features of the Ages in Study
3. Familiarize themselves with the prominent writers of the Age and their works
4. Know about the cultural atmosphere at that time
5. Have knowledge about the political and social situations in each period

Text Books

1. Albert, Edward . History of English Literature. New Delhi: OUP,2011.
2. Hudson, Henry Williams, "An Outline History of English Literature", Atlantic Publishers & Distributors, 1999.

3. Daiches, David. A Critical History of English Literature. Volumes I-V, Chennai: Allied Publishers, 1995.

Supplementary Readings

1. Long, William J. English Literature: Its History and Its Significance for the Life of the English-Speaking World, New Delhi: Rupa Publications, 2015.
2. Compton-Rickett, Arthur. A History of English Literature. London: Thomas Nelson Printers, 1964.
3. G. Saintsbury. A Short History of English Literature.

OUTCOME MAPPING

	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	3	3
CO2	3	3	3	2	3
CO3	3	3	3	3	3
CO4	3	3	2	3	2
CO5	3	3	3	2	3

SEMESTER - IV INTERNAL ELECTIVE - II	22UENGE46-1: CHILDREN'S LITERATURE	CREDITS: 4 HOURS: 4/W
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COURSE OBJECTIVES

1. To expose the students to apparently simple narratives that have become important area of literary/cultural scholarship in recent times.
2. To let the students acquire knowledge of children's poetry.
3. To enable students to get a glimpse of worldwide trends in children's prose.
4. To help students to be aware of the variety of children's drama and fiction.
5. To enlighten students about the richness of fairy tales and wonder of folk tales.

Unit 1: Poetry

- | | |
|--------------------|--------------------------|
| 1. Alfred Tennyson | The Brook |
| 2. Edward Lear | The Owl and the Pussycat |
| 3. Rudyard Kipling | If |
| 4. Douglas Malloch | Be the Best |

Unit 2: Prose

- | | |
|-----------------------|---|
| 1. Jawaharlal Nehru | A Birthday Letter (Glimpses of World History) |
| 2. Abraham Lincoln | Letter to His Son's Teacher |
| 3. Martin Luther King | Speech- "I Have a Dream" |

Unit 3: Drama

- | | |
|------------------------|-----------------|
| 1. Rabindranath Tagore | The Post Office |
|------------------------|-----------------|

Unit 4: Short Stories, Fables and Fairy Tales

- | | |
|----------------------------|-----------------------------------|
| 1. Leo Tolstoy | The Little Girl and the Mushrooms |
| 2. Grimm's Fairy Tales | Cinderella |
| 3. O'Henry | The Ransom of Red Chief |
| 4. Hans Christian Anderson | The Emperor's New Clothes |
| 5. Jataka Tales | The Wise Goat and The Wolf |

Unit 5: Fiction

- | | |
|-------------------------|----------------------|
| 1. Lucy Maud Montgomery | Anne of Green Gables |
|-------------------------|----------------------|

COURSE OUTCOMES

At the end of the course, the student will be able to

1. Identify and analyse themes and techniques unique to Children's Literature.
2. Appreciate the world of magic and wizards and learn to know the values of family and friendship.
3. Analyse and sympathise with the perspectives of young minds.
4. Understand that all the strength and talent they need are within.

5. Get into a world of imagination and also learn about the power of good and kindness.

Text Books

1. Tennyson, Alfred. *Selected Poems*. Penguin Classics. Ed. Christopher Ricks. London:2007
2. Lear, Edward. *"The Children of the Owl and the Pussy-cat"*. *nonsenselit.org*.
3. Tagore, Rabindranath. *The Post Office*. Wisdom Tree Publishers. New Delhi:2002
4. Montgomery, L.M. *Anne of Green Gables*. Signet Classics, Kolkata,1908.
5. <https://www.poetryfoundation.org/poems/46473/if--->
6. <https://www.poetrynook.com/poem/be-best-whatever-you-are>
7. https://www.brainkart.com/article/A-Birthday-Letter_42228/
8. <https://englishbookgeorgia.com/blogebg/a-letter-from-abraham-lincoln-to-his-sons-teacher/>
9. https://docs.google.com/document/d/1ZbvugeEOySxfl8Fs_fwmmLhy6JrDp6itaUuIkiQe0iA/edit#!
10. <https://www.kidsworldfun.com/short-stories/the-little-girl-and-mushrooms.php>
11. https://www.grimmstories.com/en/grimm_fairy-tales/aschenputtel
12. <https://americanliterature.com/author/w-w-jacobs/short-story/the-monkeys-paw>
13. <https://etc.usf.edu/lit2go/68/fairy-tales-and-other-traditional-stories/5637/the-emperors-new-clothes/>
14. <https://etc.usf.edu/lit2go/73/more-jataka-ales/4980/the-wise-goat-and-the-wolf/>

Supplementary Readings

1. Norton E. Donna, 4th ed. *Through the eyes of a Child: An Introduction to Children's Literature*, Eaglewood Cliffs, N.J. Meril
2. Barrie, J.M., *Peter Pan*. Harper Design Classics
3. *The Complete Jataka Tales*, Translated by Edward Byles Cowell, Jazzy bee Verlag, Publishers, 2016

OUTCOME MAPPING

	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	2	2
CO2	2	3	3	3	3
CO3	3	3	2	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3

SEMESTER - IV ELECTIVE (OPTIONAL)	22UENGE46-2: DIASPORA LITERATURE	CREDITS: 4 HOURS: 4/W
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COURSE OBJECTIVES

1. To enable the students to understand the historical background of international migration.
2. To introduce the students to what Diasporic literature is, and its characteristics.
3. To make the students understand the problems of immigrant community.
4. To acquaint them with the contemporary migration patterns as a result of globalization.
5. To establish how immigration, diaspora and transnationalism are to be studied in context of Indian diaspora.

Unit 1: Introduction

1. What is Diaspora?
2. Diaspora History
3. Diaspora Modern meaning
4. Characteristics of Diasporic Literature

Unit 2: Poetry

1. Meena Alexander – House of a Thousand Doors
2. Parthasarathy – Exile
3. Sujata Bhatt—A Different History

Unit 3: Essay

1. Amitav Ghosh – The Diaspora in Indian Culture
2. Salman Rushdie – Imaginary Homelands

Unit 4: Drama

1. Uma Parameswaran – Dear Deedi, My Sister

Unit 5: A. Fiction

1. Bharati Mukherjee's – The Tiger's Daughter

B. Short Story

1. Padma Hejmadi – Monologue for Foreigners
2. Vijaya Lakshmi – Pomogranate Dreams

COURSE OUTCOMES

1. Students are expected to have understood the diasporic concepts such as alienation, displacement, existential rootlessness, nostalgia and quest of identity.
2. Students will know how nostalgia for homeland is presented in these works.

3. Students will come to know of the diasporic writers' unusual attachment to their tradition, religion and language.
4. The students will understand the theoretical backgrounds of international migration, race and ethnicity.
5. They will know how to compare global diaspora with Indian diaspora and understand the psychological issues.

Supplementary Readings

1. Literature of the Indian Diaspora: Book by Vijay Mishra.
2. Turkish Online Journal of Qualitative Inquiry. Volume 12, issue 8, July 2021: 1908—1912.

Web Sources

1. [http:// www.eng.literature.com](http://www.eng.literature.com)> dia...
2. [http:// www.onmanorama.com](http://www.onmanorama.com)> news Indian diaspora and its literary expressions—on Manorama
3. Indian Diasporic Writers in Diasporic Literature- A study. [http:// www.tojqi.net](http://www.tojqi.net)> article.
4. [https:// archive .org. details. Dr.Salaam & Other stories of India: Hejmadi, Pama: Free...](https://archive.org/details/Dr.Salaam%20Other%20stories%20of%20India%3A%20Hejmadi%2C%20Pama%3A%20Free...)
5. [https:// www.worldcat.org](https://www.worldcat.org)> title>oclc

OUTCOME MAPPING

	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	2	3
CO2	3	3	3	2	3
CO3	3	2	3	3	2
CO4	3	3	2	3	3
CO5	2	3	3	3	3

SEMESTER - IV ELECTIVE (OPTIONAL)	22UENGE46-3: COPY EDITING	CREDITS: 4 HOURS: 4/W
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COURSE OBJECTIVES

1. Enables students to ensure the style of writing is consistent, and that the text flows organically from one sentence to another.
2. Helps students to verify facts; names, time, places, past and present events, etc.
3. Ensures correctness, accuracy, consistency, and completeness.
4. Students learn to proofread passages encompassing mechanics like spelling, grammar, and punctuation.
5. They also develop a meticulous approach to their work and an eye for detail, the ability to maintain high-quality work while meeting tight deadlines, an inquisitive mind, good concentration, to focus on texts that may be lengthy or dull.

Unit 1: Introduction to Copy Editing

1. What is Copy Editing?
2. Type Scripts: Hard copy, Electronic and Camera ready
3. Type Scripts corrected by the Author.
4. Copy Editing on Screen.

Unit 2: Preparing the Text for the Type Setter

1. Various Legal Aspects.
2. A Well organized and consistent book.
3. Copy Right permission and acknowledgements

Unit 3: Illustrations and Proofs

1. How to read proofs?
2. How to make corrections?
3. Colour coding corrections.
4. The author's corrected proof.
5. After passing proofs for Press.

Unit 4: House Style

1. House Style and Preliminary Pages.
2. Cross-references.
3. Date and Time.
4. Spelling and Punctuation.
5. Title page.
6. Contents List.
7. List of Illustrations.

Unit 5: Other Parts of a Book and Literary Material.

1. Running Heads.
2. Page numbers.
3. Headings.
4. Footnotes and Endnotes.
5. Tables.
6. Appendixes.
7. Glossaries.

COURSE OUTCOMES

At the end of the course, students will be able to;

1. Review and edit a text and improve its readability.
2. Check for homogeneity in the style of the writing.
3. Reorganize the content for clarity or logical progression.
4. Correct improper grammar or word choice.
5. Check for citations.

Text Books

1. Butcher, Judith. Drake, Caroline, Leach, Marseen.-4th edition-“Butcher’s Copy Editing”-CUP.

OUTCOME MAPPING

	PO1	PO2	PO3	PO4	PO5
CO1	2	2	2	3	2
CO2	2	2	3	3	2
CO3	2	2	3	3	2
CO4	2	2	2	3	3
CO5	2	2	2	2	2

SEMESTER - IV NON-MAJOR ELECTIVE - II	22UENGN47: ENGLISH FOR COMPETITIVE EXAMINATIONS	CREDITS: 2 HOURS: 2/W
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COURSE OBJECTIVES

1. To instill confidence in learners of English.
2. To improve their language skills to face the challenges of a competitive examination
3. To equip learners with adequate English language skills.
4. To achieve success in competitive examinations
5. To train learners to improve their comprehension and Composition Skills

Unit 1

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

Unit 2

Homophones-Homonyms-Phrases, Clauses and Idioms - One-word Substitution- Reading Comprehension

Unit 3

Error Correction, Expansion of Proverbs - Writing Paragraphs - Writing Essays

Unit 4

Letter Writing - Formal and Informal-Note-making - Precis Writing

Unit 5

Abbreviations and Current Affairs.

COURSE OUTCOMES

1. Understanding Grammar and usage
2. Enrich their Vocabulary
3. Enhance their Communication and Language Skills
4. Develop their comprehension and composition skills
5. Improve their language competence level

Text Books

1. Pillai, Radhakrishna. G. English Grammar and Composition. Emerald Publishers, 2002.

Supplementary Readings

1. Bhatnagar, R. P. English for Competitive Examinations. New Delhi: Laxmi Publishers, India, 2009.
2. Krishnaswamy, N. Modern English: A Book of Grammar, Usage and Composition, India: Laxmi Publisher, 2000.
3. Prasad, Hari M, and Uma R. Sinha. Objective English for Competitive Examination, New Delhi: Tata Mc.Graw-Hill Education Pvt. Ltd., 2005.

OUTCOME MAPPING

	PO1	PO2	PO3	PO4	PO5
C01	2	2	3	3	3
C02	3	3	3	3	3
C03	3	3	3	3	3
C04	3	3	3	2	3
C05	3	3	3	3	3

SEMESTER – V CORE - IX PART - III	22UENG51: INDIAN ENGLISH LITERATURE	CREDITS: 4 HOURS: 6/W
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COURSE OBJECTIVES

By introducing the course, it is intended to:

1. Enable the students to understand the historical movements and the cultural traits which shaped Indian English Literature
2. Introduce the major Indian English Poets.
3. Familiarize the students with the predominant themes used by Indian writers writing in English.
4. Facilitate learners with an overall exposure to Indian English Literature.
5. Introduce the historical and social contexts in Indian English writing.

Unit 1: Poetry - I

- | | |
|-------------------------------|----------------------|
| 1. Henry Louis Vivian Derozio | A Walk by Moonlight |
| 2. Manjeri S. Isvaran | "The Neem is a Lady" |
| 3. Sarojini Naidu | "Palanquin Bearers" |
| 4. A.K. Ramanujan | "Obituary" |
| 5. K. Satchidanandan | "Stammer" |

Unit 2: Poetry

- | | |
|------------------------|------------------------|
| 1. Rabindranath Tagore | Gitanjali (songs 1-10) |
|------------------------|------------------------|

Unit 3: Prose & Criticism

- | | |
|---|------------------------|
| 1. Ramachandra Guha Makers of Modern India (Part I):
"The First Liberal: Rammohan Roy" | |
| 2. Jawaharlal Nehru | The Glory Has Departed |

Unit 4: Drama

- | | |
|--------------------|-----------------|
| 1. Asif Currimbhoy | The Dumb Dancer |
| 2. Girish Karnad | Tughlaq |

Unit 5: Fiction

- | | |
|------------------|-----------------|
| 1. Aravind Adiga | The White Tiger |
|------------------|-----------------|

COURSE OUTCOMES

At the end of the course, the student will be able to:

1. Obtain literary competence to answer MCQs of NET/SET examinations and other competitive examinations.
2. Acquire literary sensibility to appreciate various works of Indian writers in English.
3. Gather a comprehensive knowledge of the evolution of various genres practiced by Indian English Writers.
4. Receive an overall idea of the social, cultural, and political factors influencing the scenario of Indian Writing in English.
5. Acquire literary appreciation of the evolution of literary techniques practiced by Indian writers in English.

Supplementary Readings

1. Naik. M. K. *A History of Indian English Literature*. New Delhi: SahityaAkademi, 2009.
2. Srinivasa Iyengar. K. R. *Indian Writing in English*. New Delhi: Sterling, 2012.

3. Naik. M. K. *Indian English Poetry: The Beginnings up to 2000*. New Delhi: Pencraft, 2006.
4. Guha, Ramachandra. *Makers of Modern India*. New Delhi: Penguin, 2010.
5. Markandaya, Kamala. *Nectar in a Seive*. New York: Penguin, 2009.

OUTCOME MAPPING

	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	2	2
CO2	2	3	3	3	2
CO3	3	3	2	3	2
CO4	2	3	2	3	3
CO5	2	3	3	2	2

SEMESTER - V CORE – X PART – III	22UENG52: AMERICAN LITERATURE	CREDITS: 4 HOURS: 6/W
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COURSE OBJECTIVES

By introducing the course, it is intended to:

1. Introduce the students to the literature of the United States of America of the nineteenth century.
2. Familiarize them with the important literary movements of that period.
3. Give them a first-hand knowledge of at least ten outstanding works and authors of that period.
4. Inculcate values of cultural acceptance through the works of American Literature.
5. Encourage the students to discover various themes associated with American Literature.

Unit 1: Poetry

- | | |
|---------------------------|-----------------------------|
| 1. Walt Whitman: | One's Self I Sing |
| 2. William Cullen Bryant: | Thanatopsis |
| 3. Emily Dickinson: | Success is Counted Sweetest |
| 4. Robert Frost | Stopping by Woods |

Unit 2: Poetry

- | | |
|---------------------|-----------------------------------|
| 1. E.E. Cummings: | Anyone Lived in a Pretty How Town |
| 2. Sylvia Plath: | Daddy |
| 3. Carl Sandburg | Cool Tombs |
| 4. Theodore Roethke | The Storm |

Unit 3: Prose

- | | |
|------------------------|--------------------|
| 1. Ralph Waldo Emerson | Self-Reliance |
| 2. Henry David Thoreau | Civil Disobedience |

Unit 4: Drama

- | | |
|-----------------------|---------------------|
| 1. Tennessee Williams | The Glass Menagerie |
|-----------------------|---------------------|

Unit 5: Fiction

- | | |
|------------------------|--------------------|
| 1. Nathaniel Hawthorne | The Scarlet Letter |
|------------------------|--------------------|

COURSE OUTCOMES

At the end of the course, the student will be able to:

1. Obtain literary acumen in answering multiple choice questions for SET/NET and other competitive examinations.
2. Acquire adequate knowledge of various American authors and their works.
3. Gather a comprehensive idea of the evolution of different genres in American Literature.
4. Analyse different stylistic practices of American writers.
5. Acquire literary sensibility to appreciate the innovative narratology techniques employed by American writer.

Supplementary Readings

1. Greenblatt, Stephen. Ed. *The Norton Anthology of English Literature*, 9th Edition, New York: W.W Norton, 2012.
2. Bradbury, Malcolm and Richard Ruland. *From Puritanism to Postmodernism: A History of American Literature*. New York: Penguin, 1992.

3. Hollander, John. *American Poetry: The Nineteenth Century. Vol.1.* New York: Library of America, 1993.
4. Emerson, Ralph Waldo. *Ralph Waldo Emerson: Selected Essays, Lecture, and Poems.* New York: RHUS, 1990.
5. Hawthorne, Nathaniel. *The Scarlet Letter.* London: Wordsworth, 2015.

OUTCOME MAPPING

	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	2	2
CO2	2	3	3	2	2
CO3	3	3	2	3	2
CO4	2	3	3	3	2
CO5	2	3	3	2	3

SEMESTER - V CORE – XI PART – III	22UENG53: SHAKESPEARE	CREDITS: 4 HOURS: 6/W
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COURSE OBJECTIVES

By introducing the course, it is intended to:

1. Enable the student to survey the history of tragedy and explore all the major aesthetic and philosophical aspects of tragedy, particularly in relation to Shakespeare's plays
2. Enable the student to acquire a first-hand knowledge of the plays and poetry of Shakespeare
3. Analyse and trace the evolution of Shakespeare's vision and art
4. Relate the plays to the society, theatre, and genres of Shakespeare's time
5. Familiarize the students with the critical judgment through ages

Unit 1: Romantic Comedy

1. Twelfth Night

Unit 2: Tragedy

1. Othello

Unit 3: Roman History

1. Julius Caesar

Unit 4: Sonnets

1. Sonnet 27- "Weary with Toil I Haste"
2. Sonnet 30- "When to the Sessions of Sweet Silent Thought"
3. Sonnet 116- "Let Me Not to the Marriage of True Minds"
4. Sonnet 141- In faith I do not love thee with mine eyes

Unit 5: Stage and Craft

1. Elizabethan Stage and Audience
2. Fools and clowns
3. Women in Shakespeare
4. Supernatural Elements in Shakespeare

COURSE OUTCOMES

At the end of the course, the student will be able to:

1. Obtain literary acumen in answering multiple choice questions for SET/NET and other competitive examinations
2. Appreciate the literary and philosophical merits of Shakespeare's plays
3. Acquire a comprehensive knowledge of the subtleties and nuances of the language of Shakespeare
4. Gather various interpretations by various critics of Shakespeare from the study of his plays and sonnets
5. Acquire an adequate idea of Shakespeare, the Man and the Artist and Elizabethan theatre

Supplementary Readings

1. Greenblatt, Stephen. Ed. *The Norton Shakespeare*. 3rd edition. New York: W.W Norton, 2016.

2. Taylor, Michael. *Shakespeare Criticism in the Twentieth Century*. London: Oxford, 2018.
3. Knight, Wilson G. *The Wheel of Fire*. New York: Routledge, 2001.
4. Bradley A. C. *Shakespearean Tragedy*. London: Penguin, 1991.
5. Ackroyd, Peter. *Shakespeare: The Biography*. New York: Anchor, 2005.

OUTCOME MAPPING

	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	2	3
CO2	2	3	2	2	3
CO3	3	2	3	3	3
CO4	2	2	2	2	3
CO5	2	3	2	3	3

SEMESTER - V CORE – XII PART – III	22UENG54: NARRATIVES OF RESISTANCE	CREDITS: 3 HOURS: 6/W
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COURSE OBJECTIVES

By introducing the course, it is intended to:

1. Enable students to understand various modes of resistance needed to subvert oppressive socio-cultural structures.
2. Provide insight into struggles of the underprivileged all over the world for identity and rights and contribute proactively to social dynamics.
3. Make students understand how literature acts as a vehicle for voices of dissent and protest.
4. Enable the students to comprehend the growth and development of Dalit literature.
5. Make the students understand the ethical values associated with this literature.

Unit 1: Poetry

- | | |
|--------------------|----------------|
| 1. Mahmoud Darwish | I D Card |
| 2. Denise Levertov | Making Peace |
| 3. Meena Kandasamy | Touch |
| 4. Audre Lorde | A Woman Speaks |

Unit 2: Prose

- | | |
|-------------------------|------------------------|
| 1. Sojourner Truth | Ain't I A Woman? |
| 2. Ambedkar | Speech at Mahad |
| 3. Sharan Kumar Limbale | About Dalit Literature |

Unit 3: Short Stories

- | | |
|-----------------------------|-----------------------|
| 1. Bandhu Madhav | The Poisoned Bread |
| 2. Charlotte Perkins Gilman | The Yellow Wall Paper |
| 3. Cynthia Ozick | The Shawl |

Unit 4: Drama

- | | |
|--------------------|----------------|
| 1. Mahaswetha Devi | Mother of 1084 |
|--------------------|----------------|

Unit 5: Fiction

- | | |
|----------------|--------------------------|
| 1. Sivakami | The Grip of Change |
| 2. Allan Paton | Cry, The Beloved Country |

COURSE OUTCOMES

At the end of the course, the student will be able to:

1. Identify themes of resistance needed to subvert oppressive socio-cultural structures
2. Attain a comprehensive sense of injustices related to race, ethnicity, caste, gender etc.
3. Have an insight into the struggles of people from around the world for identity
4. Understand the various themes and motifs employed in Dalit writings
5. Get an idea on the issues of marginalization of Dalit people discussed in various texts devoted to the Dalit cause

Textbooks

1. Devi, Mahaswetha. *Five Plays*. Seagull Books: India, 1986
2. <https://www.poemhunter.com/poem/identity-card/>
3. <https://www.poetryfoundation.org/poems/53900/making-peace>
4. <https://www.poetrynook.com/poem/touch-2>
5. <https://www.poetryfoundation.org/poems/42583/a-woman-speaks>
6. <https://www.nps.gov/articles/sojourner-truth.htm>
7. <http://www.cscsarchive.org/dataarchive/otherfiles/TA001003/file>

Supplementary Readings

1. Dr. Deivasigamani. T. *Dalit Literature*. Chennai: Trinity, 2016.
2. Rajkumar. *Dalit Literature and Criticism*. New Delhi: Orient Black Swan, 2019.
3. Limbale, Sharan Kumar. *Towards an Aesthetic of the Dalit Literature*. New Delhi: Orient, Black Swan, 2004.
4. Ambedkar. B. R. *The Annihilation of Caste*. New Delhi: Navayana, 2015.
5. Dr. Mehra, Parmod Kumar. *Literature and Marginality: Comparative Perspectives in African American, Australian and Indian Dalit Literature*. New Delhi: Kalpaz, Publications, 2014
6. Stoltz Pauline. *Gender, Resistance and Transitional Memories of Violent Conflicts*. Germany, Springer International Publishing, 2020

OUTCOME MAPPING

	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	3	3
CO2	3	3	3	2	3
CO3	2	3	2	3	3
CO4	2	3	3	2	3
CO5	3	3	3	3	3

SEMESTER - V ELECTIVE - III	22UENGE55-1: LITERATURE AND ENVIRONMENT	CREDITS: 4 HOURS:4/W
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COURSE OBJECTIVES

1. To help the learners to understand and address the connection between ecology, culture and literature.
2. To introduce few basic concepts and principles of Ecocriticism.
3. To sensitise the learners to grave ecological concerns.
4. To apply Ecocriticism to the reading of literary texts.
5. To expose the learners to recent critical theories.

Unit 1: Poetry

- | | | |
|------------------------|---|--------------------------------------|
| 1. William Shakespeare | - | Act II Scene I <i>As You Like It</i> |
| 2. William Wordsworth | - | The Tables Turned |
| 3. William Cowper | - | God Made the Country |
| 4. John Keats | - | Ode to Autumn |

Unit 2: Poetry

1. Sangam Poetry – Following poems translated by. by A.K. Ramanujan
Kurunthokai 3 - Poet Thevakulathār, Kurinji thinai – “What She said”
Kurunthokai 74 – Poet Vittakutiraiyār, Kurinji thinai – “What her friend said to her”
Kurunthokai 99 – Poet Auvaiyār, Mullai thinai – “What the hero said”
2. Percy Bysshe Shelley Ode to the West Wind
3. John Keats On Grasshopper and Cricket
4. Dylan Thomas The Force that through the Green Fuse Runs

Unit 3: Prose

- | | |
|-----------------------------|--------------------------------|
| 1. Thoreau | Higher Laws from <i>Walden</i> |
| 2. "Chief Seattle's Speech" | |
| 3. Wangari Mathai | Nobel Acceptance Speech |
| 4. A.K. Ramanujan | Flowering Tree |

Unit 4: Drama

- | | |
|----------------|---------------------------|
| 1. Rahul Varma | Land where the Trees Talk |
|----------------|---------------------------|

Unit 5: Fiction

- | | |
|--------------------|--------------------------|
| 1. Peter Wohlleben | The Hidden Life of Trees |
| 2. Margaret Atwood | The Year of The Flood |

COURSE OUTCOMES

After completion of this course, the students will be able to...

1. Understand complex and various representations of Nature in Green Studies.
2. Discuss different generic and formal modes of construction, including strategies for representing ecological disaster and apocalypse.

3. Utilize the skills to reflect upon the real-world environmental crisis and important contemporary theoretical concepts.
4. Apply appropriate critical strategies to analyse the ideological dimensions of representations of nature and ecology in literature.
5. Be aware of various factors that affect environment.

Supplementary Readings

1. Carson, Rachel. *Silent Spring*. Mariner Books, USA:2022
2. Devall, Bill and George Sessions. *Deep Ecology: Living as if Nature Mattered*. Gibbs Smith Inc., Layton, Utah:2022
3. Garrard, Greg. *Ecocriticism: A New Critical Idiom*. Routledge, Oxfordshire:2004
4. Nirmal Selvamony, *Ecocriticism*, Swaroop Book Publishers, Delhi :2008

E-resources

1. <https://sangampoemsinenglish.wordpress.com/sangam-tamil-scholar-a-k-ramanujan/>
2. What is Deep Ecology? <https://www.schumachercollege.org.uk/learning-resources/what-is-deep-ecology>
3. Wangari Maathai Speech: https://www.youtube.com/watch?v=dZap_QlwlKw
4. Wangari Maathai Tribute Film: <https://www.youtube.com/watch?v=koMunNH1J3Y>
5. Rachel Carson Video Silent Spring Chapter I
6. <https://www.youtube.com/watch?v=32Lj2DHaT4I>
7. Walden A Documentary: <https://www.youtube.com/watch?v=ZpS5yxy800w>

OUTCOME MAPPING

	PO1	PO2	PO3	PO4	PO5
CO1	3	3	2	3	3
CO2	2	3	2	3	3
CO3	3	3	3	3	3
CO4	2	3	2	3	3
CO5	2	3	3	2	3

SEMESTER - V PART - III INTERNAL ELECTIVE	22UENGE55-2: HISTORY OF ENGLISH LANGUAGE	CREDITS: 4 HOURS:4/W
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COURSE OBJECTIVES

1. To make the students understand the origin and development of the English language.
2. To enable the students, have a good knowledge of the growth of the English Language down the centuries.
3. Expose the students to various changes undergone by English language
4. Enable students to understand the growth of English as world language
5. To acquaint them with the contributions of writers to the development of language

Unit 1

1. The Origin of Language
2. General Characteristics of English-The Indo-European Family of Languages.

Unit 2

1. Milton's Contribution to the Growth of English Language
2. Shakespeare's Contribution to the Growth of English Language
3. The Influence of the Bible in the Growth of English Language

Unit 3

1. The role of Dictionaries in the making of English Language
2. The Growth of English Vocabulary
3. Loan Words
 - A. English
 - B. Latin
 - C. French
 - D. Greek
 - E. Indian
 - F. .Scandinavian

Unit 4

1. Change of Meaning

Unit 5

1. The Evolution of Standard English and American English.
2. The differences between British English and American English.

COURSE OUTCOMES

At the end of the course, students exhibit

1. Knowledge about the origin and development of the English language.
2. A good knowledge of the growth of the English Language.

3. Understanding of the fundamental concepts and terms in history of language.
4. An adequate knowledge of British and American English.
5. Understanding of borrowed words and phonology

Text Books

1. An Outline History of English Language, F.T. Wood, Macmillan, (2006)

Supplementary Readings

1. Wren.C.L . The English Language
2. A.C. Baugh. History of English Language
3. Frank Palmer. English Grammar
4. Lalitha Ramamurthy. A History of English Language and Elements of Phonetics, Macmillan, Chennai.

OUTCOME MAPPING

	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	3	3
CO2	3	3	2	3	3
CO3	2	2	3	3	3
CO4	3	3	3	2	3
CO5	2	2	3	2	2

SEMESTER - V INTERNAL ELECTIVE - III	22UENGE55-3: SCIENCE AND DETECTIVE FICTION	CREDITS: 4 HOURS:4/W
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COURSE OBJECTIVES

1. To enlighten students how science fiction and fantasy could be a fine melding of literary art and scientific thoughts.
2. To evoke a sense of wonder about the world of science in young minds
3. To acquaint them with a historical development of science fiction and its relevance
4. To introduce the best of detective fiction and involve them in the art of solving puzzles
5. To Provide an understanding of history of detective fiction and its social and cultural contexts

Unit 1

1. Agatha Christie- Three Blind Mice

Unit 2

1. Wilkie Collins- The Moonstone

Unit 3

1. Arthur Conan Doyle- The Hound of Baskervilles

Unit 4

1. Isaac Asimov- The Caves of Steel

Unit 5

1. Aldous Huxley – Brave New World

COURSE OUTCOMES

1. Science fiction will teach students answer the question “what if?”
2. Science Fiction could make learners understand real world problems and inspire to think about alternate solutions
3. Students will learn close reading and analysis
4. Students will evaluate and know various literary trends
5. Students will learn to evaluate historical and sociological events and their impact in detective fiction

Supplementary Readings

1. The Encyclopaedia of Science Fiction , UK: Octopus Books Ltd., 1978
2. Shelley, Mary. Frankenstein. Harper Press, New York: 2010
3. Huxley, Aldous. Brave New World. RHUK Publishers, London: 2004
4. Bradbury, Ray Fahrenheit 451. Simon&Schuster, New York:2012
5. Watts Peter. The Blind Sight. Pan Macmillan, London:1993
6. Hadley, Mary. British Women Mystery Writers: Authors of Detective Fiction with Female Sleuths, Jefferson, NC: McFarland,2002

OUTCOME MAPPING

	PO1	PO2	PO3	PO4	PO5
CO1	2	3	3	3	3
CO2	2	3	3	3	3
CO3	3	3	3	3	2
CO4	3	2	3	2	3
CO5	3	3	2	3	3

SEMESTER - VI CORE – XIII PART – III	22UENG61: LITERARY THEORY AND CRITICISM	CREDITS: 5 HOURS: 6/W
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COURSE OBJECTIVES

1. To acquaint learners with the knowledge of history of Literary Criticism, its various trends and schools
2. To help learners apply Literary Theory to texts in order to enrich their understanding and appreciation of Literature
3. To make learners develop Literary sensibility and critical thinking
4. To introduce learners to a variety of critical approaches
5. To enable learners to understand a wide range of theoretical perspectives to enhance their appreciation of Literary texts

Unit 1: Introduction

1. Introduction to Literary Theory and Literary Criticism

Unit 2: Renaissance

1. Philip Sidney – Apology for Poetry

Unit 3: Romantic Age

1. S.T. Coleridge – Biographia Literaria (Chapter XIV)
2. P.B. Shelly – Defence of Poetry

Unit 4: Victorian Age

1. Mathew Arnold : The Study of Poetry

Unit 5: Modern Age

1. T.S. Eliot : Tradition and Individual Talent

COURSE OUTCOMES

1. Understand the various types of theories
2. Reinforcing the student's Literary confidence
3. Enhancing the process of Literary sensibility and critical thinking
4. Perceiving the paradigm shifts through the critical texts
5. Exposing the students to distinguish between the various approaches to Literary texts

Text Books

1. Barry, Peter. Beginning Theory: An Introduction to Literary and Cultural Theory, 2009

Supplementary Readings

1. Abrams M.H. Harphman Geoffrey. A Handbook of Literary Terms. New Delhi: Cleanage, 2007
2. Waugh, Patricia. Literary Criticism and Theory (Oxford University Press, Oxford, 2008)
3. Daiches, David. Critical Approaches to Literature. London: Longman, 1964

4. Nagarajan, M.S. English Literary Criticism and Theory, Hyderabad: Orient Longman, 2006
5. Klages, Marry. Literary Theory : A Guide for the Perplexed, Continuum International Publishing Group, New York, 2006

OUTCOME MAPPING

	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	2	2
CO2	3	3	3	3	3
CO3	3	3	3	2	2
CO4	3	3	3	3	3
CO5	3	3	2	2	3

SEMESTER - VI CORE – XIV PART – III	22UENG62: NEW LITERATURES IN ENGLISH	CREDITS: 5 HOURS:6/W
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COURSE OBJECTIVES

By introducing the course, it is intended to:

1. Introduce the learners to the literatures of the Commonwealth Nations which deal with different aspects of life and its problems
2. Introduce the learners to the characteristics of Commonwealth Literature
3. Familiarize the learners with representative authors from Commonwealth countries
4. Highlight the spirit and lifestyle of the people of the Commonwealth countries
5. Enable the learners to approach the texts from cross-cultural perspectives

Unit 1: Poetry

- | | |
|----------------------|----------------------|
| 1. Wole Soyinka | Civilian and Soldier |
| 2. Safia Elhillo | Ode to Gossips |
| 3. Judith Wright | Clock and Heart |
| 4. John Pepper Clark | Night Rain |

Unit 2: Poetry

- | | |
|-------------------|--------------------------------|
| 1. Shaw Neilson | The Loving Tree |
| 2. Allen Curnow | Wild Iron |
| 3. A. J. M. Smith | Ode on the Death of W.B. Yeats |
| 4. Derek Walcott | A Far Cry from Africa |

Unit 3: Short Story

- | | |
|------------------|----------------------------|
| 1. Bessie Head | The Collector of Treasures |
| 2. Ama Ata Aidoo | The Girl Who Can |
| 3. Grace Ogot | The Green Leaves |

Unit 4: Drama

- | | |
|--------------------|--------------------------|
| 1. Douglas Stewart | <i>Ned Kelly</i> |
| 2. George Ryga | The Ecstasy of Rita Joe. |

Unit 5:

- | | |
|----------------|--------------------------------|
| 1. Peter Carey | True History of the Kelly Gang |
|----------------|--------------------------------|

COURSE OUTCOMES

At the end of the course, the student will be able to:

1. Evaluate the contribution of the various writers from the commonwealth countries
2. Meet NET/SET and other competitive exams successfully
3. Obtain a good idea of the cross-cultural influences among the Commonwealth countries
4. Demonstrate a clear understanding of primary literary texts and familiarity with the culture, genre, and place in literary history
5. Identify the major theoretical schools and apply those approaches to a variety of text

Supplementary Readings

1. Ashcroft, Bill, Gareth Griffiths, Helen Tiffin and Sarah Menin, eds. *The Empire Writes Back: Theory and Practice in Post-Colonial Literatures*. London: Routledge, 2000.
2. Coomaraswamy, Ananda. K. *The Dance of Shiva: On Indian Art and Culture*. New Delhi: Sagar Publication, 1991.
3. Loomba, Ania. *Colonialism/Post-colonialism*. New York: Routledge, 2016.
4. Nayar, Pramod K. *Postcolonial Literature: An Introduction*. Pearson, 2008.
5. Thieme, John. *The Arnold Anthology of Post-Colonial Literatures in English*. London: OxfordUP, 2000.
6. Narasimhaiah, C.D. *An Anthology of Commonwealth Poetry*. New Delhi: Trinity, 2015.

OUTCOME MAPPING

	PO1	PO2	PO3	PO4	PO5
CO1	3	2	3	2	3
CO2	3	3	3	2	3
CO3	3	3	2	3	3
CO4	3	3	3	2	3
CO5	3	3	3	2	3

SEMESTER - VI CORE – XV PART – III	22UENG63: Drama II	CREDITS: 5 HOURS:6/W
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COURSE OBJECTIVES

By introducing the course, it is intended to-

1. Introduce the learners to the unique characteristics of the plays written by the British, American, and Indian playwrights.
2. Facilitate learners with an overall exposure to the genre drama.
3. Understand the central concerns of these dramatists through the age they were writing.
4. Study the growth and development of drama.
5. Develop the aesthetic sense to appreciate drama.

Unit 1: ABSURD PLAY

Samuel Beckett-Waiting for Godot

Unit 2: TWO ACT PLAY

Arnold Wesker - The Merchant

Unit 3: ONE ACT PLAY

Amiri Baraka – Dutchman

Unit 4: AMERICAN DRAMA

Arthur Miller All My Sons

Unit 5: INDIAN DRAMA

Mahesh Dattani – Dance Like a Man

COURSE OUTCOMES

At the end of the course, the student will be able to:

1. Obtain literary competence to answer MCQs of NET/SET examinations and other competitive examinations.
2. Acquire literary sensibility to appreciate various works of dramatists belonging to different countries.
3. Gather a comprehensive knowledge of the evolution of the dramaturgy of various dramatists.
4. Receive an overall idea of the social, cultural, and political factors influencing the dramatists all over the world.
5. Interpret texts with attention to ambiguity, complexity, and aesthetic value.

Supplementary Readings

1. Bekerman, Bernard. *Dynamics of Drama: Theory and Methods of Analysis*. New York: Drama Book Specialists, 1979.
2. Brown, Russell, Ed. *Modern British Dramatists*. New Delhi: Prentice- Hall of India, 1980.
3. Boulton, Marjorie. *The Anatomy of Drama*, New York: Routledge, 2013
4. Esslin, Martin. *The Field of Drama*, New York: Methuen, 1988
5. Radhakrishnan, Sarvepalli. *The Philosophy of Rabindranath Tagore*, Macmillan and Co.1919.

OUTCOME MAPPING

	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	2	3
CO2	3	3	3	2	3
CO3	3	3	3	3	3
CO4	2	3	3	2	3
CO5	2	3	3	3	3

SEMESTER - VI CORE – XVI PART – III	22UENGE64 WORLD CLASSICS IN TRANSLATION	CREDITS: 5 HOURS: 6/W
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COURSE OBJECTIVES

1. To familiarize students with few of the world classics in translation
2. To help students understand the evolution of classical works from classical age to modern age
3. To enable the reader, imbibe the values and significance of classics as major cultural influence in literature
4. To assist students in realizing how literatures of the world show a common reality
5. To make students get interested in reading best works beyond borders

Unit 1: Introduction to the Epics of the World and Epic Conventions

1. Iliad
2. Odyssey
3. Mahabharata
4. Greek and Indian Theatre

Unit 2: Poetry

- | | |
|------------------|--|
| 1. Thiruvalluvar | Thirukkural”, Chapter 14”, Right Conduct |
| 2. Goethe | Violet |
| 3. Goethe | Wanderer’s Night Song I |
| 4. Matsuo Basho | The Snow of Yesterday |
| 5. Masaoka Shiki | After Killing a Spider |

Unit 3: Drama

- | | |
|--------------|-------------|
| 1. Sophocles | Oedipus Rex |
| 2. Bhasa | Urubangam |

Unit 4: Short Story

- | | |
|--------------------|--------------------------------|
| 1. Sak(H.H.Munro) | The Open Window |
| 2. Leo Tolstoy | How Much Land Does A Man Need? |
| 3. Edgar Allen Poe | The Tell-Tale Heart |

Unit 5: Fiction

- | | |
|---------------|------------------------|
| 1. Harper Lee | To Kill a Mocking Bird |
|---------------|------------------------|

COURSE OUTCOMES

At the end of the course the student will: -

1. Understand classics as a means of discovery and enquiry into great literary works
2. Recognize the diversity of cultures and commonalities of human experience reflected in literature of the world
3. Imbibe a fair understanding of various classical works from different parts of the world, at different times, across cultures
4. Examine oneself and one’s culture through multiple frames of reference, including the perception of others from around the world.
5. Develop aesthetic sense to appreciate and understand literary works from a strong mooring in World classics

Text Books

1. Thiruvalluvar, *Thirukkural*, "Right Conduct", Tr. George Pope, Create Space Independent Publishing Platform, 2017.
2. Sophocles, *Oedipus Rex*, Digireads.com, India, 2005.
3. Bhasa, *Urubangam or The Shattered Thigh* and other Plays. Tr. Haksar Penguin Classics: India, 2007
4. Poe, Edgar Allan, *The Tell-Tale Heart*, Bantam Classics, New York: 1983.
5. Lee, Harper, *To Kill a Mocking Bird*, Grand Central Publishing, New York: 1988
6. https://www.ancient-literature.com/greece_homer_iliad.html
7. <https://www.britannica.com/topic/Odyssey-epic-by-Homer>
8. <https://www.britannica.com/topic/Aeneid>
9. <https://www.britannica.com/topic/Mahabharata>
10. <https://www.britannica.com/topic/The-Divine-Comedy>
11. <https://agnionline.bu.edu/poetry/wanderers-night-song>
12. <https://www.poetry.com/poem/21878/the-viol>
13. <https://www.masterpiece-of-japanese-culture.com/literatures-and-poems/haiku-poems-spring-examples-matsuo-basho>
14. <https://americanliterature.com/author/frank-stockton/short-story/the-lady-or-the-tiger>
15. <http://www.revoltlib.com/anarchism/how-much-land-does-a-man-need-tolstoy-leo-1886/>

Supplementary Readings

1. Eliot, T.S., *What is a Classic?* Online Source-
2. <http://www.bracchiumforte.com/PDFs/tseliot.pdf>
3. Mary Beard and John Henderson, *Classics: A Very Short Introduction*. Indian Edition, OUP, 2006

OUTCOME MAPPING

	PO1	PO2	PO3	PO4	PO5
CO1	3	2	2	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	2	3	2	3	3
CO5	3	3	3	3	3

SEMESTER - VI ELECTIVE OPTIONAL - IV	22UENGE65: LANGUAGE AND LINGUISTICS	CREDITS: 4 HOURS: 4/W
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COURSE OBJECTIVES

1. Motivate the students to understand the origin of language.
2. Enable the student recognize the need for learning correct (RP) pronunciation.
3. Make the student familiar with the different stages of speech production.
4. Help the student know the criteria for the description of English vowels and consonants.
5. Familiarize the student with the use of stress and intonation.

Unit 1: Origin and Development

The Origin and Development of Language, , Characteristics of Language, Development of Gestures, Sign, Words, Sounds, Animal and Human Language.

Unit 2: Phonetics

Phonetics and Phonology; Spelling and Pronunciation Patterns in English, Types of Pronunciation, and Received Pronunciation; The Speech Mechanism: The Organs of Speech, the Respiratory System, The Phonatory System, The Articulatory System, Active and Passive Articulators

Unit 3: Articulation

Definition and Classification of English Sounds: Vowels and Consonants; Description of Vowels: The Vowel Diagram, Cardinal Vowels, Articulation of Pure Vowels and Diphthongs; Description of Consonants: Manner of Articulation, Place of Articulation, Articulation of Consonants

Unit 4: Phonetic Theory

Phonetic Theory: Phonemes and Allophones, The Syllable: Syllable Structure, Consonant Clusters, Open and Closed Syllables,

Unit 5: Features of Speech

Features of Connected Speech: Strong and Weak Forms, Accent in Connected Speech, Rhythm, Intonation, Transcription: Phonemic Transcription

COURSE OUTCOMES

1. Recognize the correspondences between English spelling and pronunciation and use the International Phonetic Alphabet (IPA) symbols to identify sound differences and transcribe words.
2. Identify and use stress at both the word and sentence levels
3. Use appropriate intonation patterns, pitch changes, and rhythms for English phrases
4. Apply the rules for linking and blending consonants and vowel sounds across words,

5. Use the appropriate paralinguistic cues of communication that impact pronunciation
6. Use strategies to achieve comprehensible pronunciation in academic and professional contexts

Text Books

1. Sethi, J. and P.V. Dhamija. A Course in Phonetics and Spoken English. New Delhi: Prentice – Hall, 2005.
2. Bansal, R.K. and J.B. Harrison. Spoken English. New Delhi: Orient Longman, 2002.
3. Balasubramaniam, T. A Textbook of English Phonetics for Indian Students. New Delhi: Trinity Press, 2014.

Supplementary Readings

1. Gangal. J.K. A Practical Course in Spoken English. New Delhi: PHI Learning, 2012.
2. Aitchison, J. Linguistics: An Introduction, London: Hodder & Stoughton, 1995.
3. Yule, G. The study of Language. 4th ed. Cambridge: CUP, 2014.

OUTCOME MAPPING

	PO1	PO2	PO3	PO4	PO5
CO1	2	2	3	2	3
CO2	2	2	3	2	3
CO3	2	2	2	2	2
CO4	2	2	2	2	3
CO5	2	2	2	2	3

SEMESTER - IV ELECTIVE OPTIONAL - II	22UENGE65-2: INTRODUCTION TO COMPARATIVE LITERATURE	CREDITS: 4 HOURS: 4/W
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COURSE OBJECTIVES

1. Introduce the students to the theories and practice of comparative literature
2. Enable the students to get acquainted with the various theories of comparative literature
3. Make the students comprehend the different concepts, approaches, and critical practices employed in the study of comparative literature
4. Motivate the students to understand the importance of comparative studies
5. Train the students to acquire comparative skill in the literary arena

Unit 1:Definition

1. Comparative Literature: Definition and Scope
2. National Literature
3. General Literature
4. World literature

Unit 2:Influence and reception

1. The Study of Influence and Analogy
2. The Study of Reception

Unit 3: Of Themes

1. Thematology

Unit 4:Translation

1. Genres
2. Comparative Literature and Translation

Unit 5: Multidiscipline

1. Literature and other Arts: Music and Theatre
2. Literature and other Disciplines: Psychology, Biography, Philosophy and Sociology

COURSE OUTCOMES

1. Understand the values of comparative studies in the current scenario
2. Comprehend the correspondence between national and world literatures
3. Understand various theories pertaining to the dissemination of literature
4. Acquire knowledge about various genres and the correspondence between literature and other disciplines
5. Obtain literary competence to answer MCQs of NET/SET Examinations and other competitive examinations

Text Books

1. Bassnett, Susan: Comparative Literature: A Critical Introduction. Oxford: Black Well, 1993.
2. Koelb, Clayton and Susan Noakes. The Comparative Perspective on Literature: Approaches to Theory and Practice. New York: Cornell UP, 1988.
3. Wellek, Rene and Austin Warren. Theory of Literature. Harcourt: Brace and company. 1948.

Supplementary Readings

1. Bhaduri, Saugata. Perspectives on Comparative Literature and Culture in the Age of Globalization. New Delhi: Anthem Press, 2010.
2. Weisstein, Ulrich. Comparative Literature and Literary Theory: Survey and Introduction. Bloomington: Indiana UP, 1974.
3. Dominguez, C., Saussy, H., & Villanueva, D. Introducing Comparative Literature: New Trends and Applications. Routledge, 2014.

OUTCOME MAPPING

	PO1	PO2	PO3	PO4	PO5
CO1	2	3	3	3	3
CO2	3	3	3	2	3
CO3	3	3	2	3	3
CO4	3	3	3	2	3
CO5	3	3	3	3	3

SEMESTER - VI ELECTIVE OPTIONAL - 3	22UENGE65-3: APPROACHES TO LITERATURE	CREDITS: 4 HOURS: 4/W
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COURSE OBJECTIVES

By introducing the course, it is intended to:

1. Familiarize the students with the different approaches to literature.
2. Enable them to know the principles and techniques.
3. Examine literature in the cultural, economic, and political contexts in which it was written.
4. Enable the students to get acquainted with intellectual flexibility and creativity.
5. Make the students master the various approaches.

Unit 1

1. The Moral Approach
2. T.S. Eliot- "Religion and Literature"

Unit 2

1. The Psychological Approach
2. Geoffrey Gorer – "The Myth in Jane Austen"

Unit 3

1. The Sociological Approach
2. Joseph Wood – "The Tragic Fallacy"

Unit 4

1. The Formalistic Approach
2. Cleanth Brooks – "Keats' Sylvan Historian: History without Footnotes"

Unit 5

1. The Archetypal Approach
2. Gilbert Murray "Hamlet and Orestes"

COURSE OUTCOMES

At the end of the course, the student will be able to:

1. Identify the major authors, works, and genres of literary movements.
2. Apply different approaches to a variety of texts.
3. Explore the relationships between the artist and society.
4. Examine the representation of psychological elements within the literature itself.
5. Obtain a literary acumen to answer MCQs of NET/SET examinations and other competitive examinations.

Text Books

1. Scott, Wilbur. *Five Approaches of Literary Criticism*. New York: Macmillan, 1962.

Supplementary Readings

1. Guerin, Wilfred L.et. al., *A Handbook of Critical Approaches to Literature*. New York: Oxford UP. 2011.
2. Leitch, Vincent, ed. *Norton Anthology of Theory and Criticism*. New York: W. W. Norton, 2001.
3. Sarup, Madan. *An Introductory Guide to Post-Structuralism and Postmodernism*. 2nd ed. Athens: U of Georgia P, 1993.
4. Ashcroft, Bill, Gareth Griffiths, Helen Tiffin and Sarah Menin, Eds. *The Empire Writes Back: Theory and Practice in Post-Colonial Literatures*. London. Routledge, 2000.

OUTCOME MAPPING

	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	2	3
CO2	2	3	2	3	3
CO3	3	3	2	3	3
CO4	2	3	3	2	3
CO5	3	3	3	3	3

SEMESTER - VI SKILL BASED-IV PART – IV	22UENG66: ENGLISH FOR INTERNET	CREDITS: 2 HOURS:2/W
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COURSE OBJECTIVES

1. To make students familiar with internet and its usage
2. To help them learn the basic methods of Exploring Internet
3. To make them get to know the user-friendly browsers in Net.
4. To develop their knowledge of using Multi-media
5. To enable them create own blogs and webpages.

Unit 1: World Wide Web

1. Introduction to World Wide Web, Internet and Email.
2. Browsing the Internet and analyze FAQ's
3. Internet as a Resource Bank and Classroom tool.

Unit 2: Digital communication

1. Using NET
2. Introduction to NET
3. Writing Projects
4. Writing Email and Learning the dos and don'ts.
5. Email projects and discussion lists

Unit 3: Multi tasking

1. Activities
2. Poster-Presentation
3. Power Point Presentation
4. English through puzzles
5. Classified Ads

Unit 4: Multimedia applications

1. Tools for Online Works
2. Blogs and Wikis
3. Web Quest
4. Reviewing a Website
5. Multimedia applications in everyday life.

Unit 5: Teaching and Internet

1. Professional development Online
2. Teaching Online
3. Teaching Development Resources
4. Listserv FAQ's

COURSE OUTCOMES

1. Students get familiar with the use of Internet
2. Learn to compose and send emails
3. Able to browse the Internet and collect the resource materials
4. Able to analyze Content-wise Websites
5. Exchange information using e-mail

Text Books

1. Dudency, Gavin. *The Internet and the Language Classroom- A Practical Guide for Teachers*- 2nd Edition-Gavin Dudency Cambridge University Press, 2007.

OUTCOME MAPPING

	PO1	PO2	PO3	PO4	PO5
CO1	3	2	3	2	3
CO2	2	2	2	2	3
CO3	3	3	3	3	3
CO4	2	3	3	3	3
CO5	2	2	2	2	3