



## **SRI VIDYA MANDIR ARTS & SCIENCE COLLEGE (Autonomous)**

[An Autonomous College Affiliated to Periyar University, Salem, Tamil Nadu]

[Accredited by NAAC with 'A' Grade with CGPA of 3.27]

[Recognized 2(f) & 12(B) Status under UGC Act of 1956]



**Katteri – 636 902, Uthangarai (Tk), Krishnagiri (Dt), Tamil Nadu, India**

**Website: [www.svmcugi.com](http://www.svmcugi.com)**

**E-mail: [principalsvmc@gmail.com](mailto:principalsvmc@gmail.com)**

## **DEGREE OF BACHELOR OF ARTS IN ENGLISH CHOICE BASED CREDIT SYSTEM (CBCS)**

### **REGULATIONS AND SYLLABUS FOR**

### **B.A. ENGLISH PROGRAMME (SEMESTER PATTERN)**

**(For Students Admitted in the College from the Academic Year 2021-2022 Onwards)**

**Programme Outcomes (POs)**

<b>PO1</b>	The student would be Interpreting literary language and literary artefacts as true of various forms of literature such as poetry
<b>PO2</b>	Pronouncing, accentuating and intonating English words and sentences as per the prescriptions of the Received Pronunciation (RP) pattern
<b>PO3</b>	Students get cognizance of the social, economic, and political perspectives of the literatures produced and also translated into English especially in the third world nations.
<b>PO4</b>	Comprehending the central tenets of various schools of literary theories and applying them to interpreting critically a poem or a piece of prose
<b>PO5</b>	To view the reading of challenging and imaginative texts as an essential and rewarding part of a life-long commitment to learning and growth.



## SRI VIDYA MANDIR ARTS & SCIENCE COLLEGE

(Autonomous)

### Bachelor of Arts (B.A.) in English Programme Pattern and Syllabus (CBCS)

(For Students Admitted in the College from the Academic Year 2021-2022 Onwards)

Sl. No.	Part	Nature of Course	Course Code	Name of the Course	Hours/Week	Credits	Marks		
							CIA	ESE	Total
<b>SEMESTER I</b>									
1	I	Language	21UTA1F01	Tamil – I	6	3	25	75	100
2	II	Language	21UEN1CE01	Communicative English – I	6	3	25	75	100
3	III	Core – I	21UEN1C01	Poetry	4	5	25	75	100
4		Core – II	21UEN1C02	Grammar and Usage	4	5	25	75	100
5		Allied – I	21UEN1A01	Social History of England	5	5	25	75	100
6		Add on Course	21UAS1AO01	Professional English – I	3	4	25	75	100
7	IV	Value Education	21UVE101	Yoga	2	2	25	75	100
<b>Total</b>					<b>30</b>	<b>27</b>	<b>175</b>	<b>525</b>	<b>700</b>
<b>SEMESTER II</b>									
7	I	Language	21UTA2F02	Tamil – II	6	3	25	75	100
8	II	Language	21UEN2CE02	Communicative English – II	6	3	25	75	100
9	III	Core – III	21UEN2C03	Prose	4	5	25	75	100
10		Elective – I	21UEN2C04	Indian Writing in English	4	5	25	75	100
11		Allied – II	21UEN2A02	History of English Literature	5	5	25	75	100
	IV	Add on Course	21UAS2AO02	Professional English – II	3	4	25	75	100
12		Common Paper	20UES201	Environmental Studies	2	2	25	75	100
<b>Total</b>					<b>30</b>	<b>27</b>	<b>175</b>	<b>525</b>	<b>700</b>
<b>SEMESTER III</b>									



15	I	Language	21UFTA03	Tamil – III	6	3	25	75	100
16	II	Language	21UEN3F03	General English – I	6	3	25	75	100
17	III	Core – V	21UEN3C05	Drama	6	5	25	75	100
18		Allied – III	21UEN3A03	Literary Forms	6	5	25	75	100
19		SBEC – I	21UEN3S01	Creative Writing	2	3	25	75	100
20		SBEC – II	21UEN3S02	Film Studies	2	3	25	75	100
21	V	NMEC – I (For Other Department)	21UEN3N01	Communicative English	2	2	25	75	100
Total					30	24	175	525	700
<b>SEMESTER IV</b>									
22	I	Language	21UFTA04	Tamil – IV	6	3	25	75	100
23	II	Language	21UEN4F04	General English – II	6	3	25	75	100
24	III	Core – VI	21UEN4C06	Fiction	6	5	25	75	100
25		Allied – IV	21UEN4A04	Phonetics & Transcription	6	5	25	75	100
26	IV	SBEC – III	21UEN4S03	Introduction to Journalism and Mass Communication	2	3	25	75	100
27		SBEC – IV	21UEN4S04	Eco-Literature	2	3	25	75	100
28	V	NMEC – II (For Other Department)	21UEN4N02	Employability skills	2	2	25	75	100
Total					30	24	175	525	700
<b>SEMESTER V</b>									
29	III	Core – VII	21UEN5C07	Shakespeare – I	6	5	25	75	100
30		Core – VIII	21UEN5C08	Language and Linguistics – I	6	4	25	75	100
31		Core – IX	21UEN5C09	Women’s Writing in English	6	5	25	75	100
32		Core – X	21UEN5C10	American Literature	6	4	25	75	100
33		Elective – I	21UEN5E01	English for Competitive Examination	6	5	25	75	100
Total					30	23	125	375	500

**SEMESTER VI**

34	III	Core – XI	21UEN6C11	Shakespeare – II	6	4	25	75	100
35		Core – XII	21UEN6C12	English Language Teaching	6	4	25	75	100
36		Core – XIII	21UEN6C13	Language and Linguistics – II	6	4	25	75	100
37		Elective – II	21UEN6E02	English Literature for Competitive Examinations	6	5	25	75	100
38		Elective – III	21UEN6E03	Communication Skills – Practical	6	5	25	75	100
				Extension activity		1			
Total					30	23	125	375	500
Grand Total					180	148	950	2850	3800

**Note**

- CBCS – Choice Based Credit system  
 CIA – Continuous Internal Assessment  
 ESE – End of Semester Examinations  
 SWAYAM – Study Webs of Active-Learning for Young Aspiring Minds  
 NPTEL – National Programme on Technology Enhanced Learning

**List of Extension Activities**

1. National Cadet Corps (NCC)
2. National Service Scheme (NSS)
3. Youth Red Cross (YRC)
4. Physical Education (PYE)
5. Eco Club (ECC)
6. Red Ribbon Club (RRC)
7. Women Empowerment Cell (WEC)



# PROGRAMME SYLLABUS



Program: B.A. English				
Core – I		Course Code: 21UEN1C01		Course Title: Poetry
Semester I	Hours/Week 5	Total Hours 75	Credits 5	Total Marks 100

### Course Objectives

1. Learn the lyrical qualities of the poem.
2. Relish aesthetic beauty and wonder in the realm of nature.
3. Discover creative power behind art and literature.
4. Relish the language of Shakespeare's sonnets.
5. Learn the style of Indian poets.

#### **UNIT – I**

1. Shakespeare - Sonnet 114
2. Milton - On His Blindness
3. Oliver Goldsmith - The Village Schoolmaster

#### **UNIT – II**

4. Alfred Lord Tennyson - Ulysses
5. John Keats - Ode to Nightingale
6. Samuel Taylor Coleridge - The Rime of the Ancient Mariner

#### **UNIT – III**

7. G.M. Hopkins - Pied Beauty
8. W.B. Yeats - The Ballad of Father Gilligan
9. W.H. Auden - First Things First

#### **UNIT –IV**

10. Nizzim Ezekiel - Night of the Scorpion
11. Toru Dutt - Our Casuarina Tree
12. A.K. Ramanujan - Chicago Zen

**UNIT –V**

13. Robert Frost                                -The Road Not Taken  
14. Seamus Heaney                            - Churning Day  
15. Sylvia Plath                                - Mirror

**Prescribed Books**

1. *Poetry Down the Ages*. Orient Black Swan, Chennai, 2013. Board of Editors Periyar University.[This book contains all the prescribed poems (from Semester I–VI)]
2. David, Allen Sible. *Winged Bird – An Anthology of Poetry*. Columbia University Press, November 2012.

**Reference Books**

1. Prasad, A. & Malik, R. *Indian English Poetry and Fiction: Critical Elucidations, Volume II*, New Delhi: Sarup & Sons, 2000.
2. Budholia, O.P. *Seeds in Spring, Contemporary Indian English Poets, Drama and Critics*, First Edition, New Delhi: Adhyayan Publisher, 2008.
3. Madhusudan.P, *Living Indian English Poets*. Third Edition, New Delhi: Sterling Publishers, 2000.

**Webliography**

1. [www.poetryloverspage.com](http://www.poetryloverspage.com)
2. [www.poets.org](http://www.poets.org)
3. [www.wikipedia.com](http://www.wikipedia.com)
4. [www.poetryhunter.com](http://www.poetryhunter.com)
5. [www.bookrags.com](http://www.bookrags.com)
6. [www.fullbooks.com](http://www.fullbooks.com)
7. [www.enotes.com](http://www.enotes.com)





### Course Outcomes (COs)

On successful completion of the course, the students will be able to

CO Number	CO Statement	Knowledge Level
CO1	Recognize poetry from a variety of cultures, languages and historic periods	K1 & K2
CO2	Understand and appreciate poetry as a literary art form	K2 & K3
CO3	Improve their understanding of the world the poets lived in.	K3 & K4
CO4	Analyze the various elements of poetry, such as diction, tone, form, genre, imagery, figures of speech, symbolism, theme, etc.	K5
CO5	Recognize the rhythms, metrics and other musical aspects of poetry.	K5

**K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate**

### Mapping of COs with POs

PO \ CO	PO1	PO2	PO3	PO4	PO5
CO1	M	S	S	S	M
CO2	S	M	M	S	M
CO3	S	S	M	S	S
CO4	M	S	S	M	S
CO5	M	S	S	M	S

**S – Strong**

**M – Medium**

**L – Low**



Program: B.A. English				
Core – II		Course Code: 21UEN1C02		Course Title: Grammar and Usage
Semester I	Hours/Week 5	Total Hours 75	Credits 5	Total Marks 100

### Course Objectives

1. To Understand the differences between spoken and written English
2. To Understand the factors that influence the use of grammar and vocabulary in speech and writing
3. To Understand the different ways in which grammar has been described.
4. To Recognize and understand the meaning of targeted grammatical structures in written and spoken form.
5. To Use targeted grammatical structures meaningfully and appropriately in oral and written production.

#### **UNIT -I**

Nouns: Countable - Un-countable – Common - Proper-Noun – Concrete - Abstract

Pronouns

Articles

#### **UNIT -II**

Verbs: Tenses

Verbs: Regular and Irregular

Verbs: Transitive – Intransitive – Gerunds – Participles - Infinitives

#### **UNIT -III**

Adjectives

Conjunctions and Interjections

#### **UNIT - IV**

The Sentence: Subject and Predicate - Phrase and Clause

Types of Sentences

Sentence Patterns

**UNIT - V**

Preposition

Figures of Speech

Voices- Active and Passive

**Prescribed Book**

1. Thomson A.J& Martinet F.V. *A Practical English Grammar Exercise*. OUP, 2015.

**Reference Books**

1. Strumpf, Michael. *The Complete Grammar*, New Delhi: Goodwill Publishing House, 2008.
2. Murphy Raymond. *Essential English Grammar*. Cambridge: Cambridge University Press, 2009.
3. Gupta, S.C. *English Grammar & Composition Very Useful for All Competitive Examinations*. Arihant Publications, 2019.
4. Gupta, S.C. *Practical English Grammar & Composition*. Delhi: Arihant Publications, ed.1, 2020.

**Webliography**

1. <https://www.merriam-webster.com/dictionary/pronoun>
2. <https://www.englishclub.com/grammar/verb-tenses.htm>
3. <https://academicguides.waldenu.edu/writingcenter/grammar/prepositions>
4. <https://academicguides.waldenu.edu/writingcenter/grammar/sentencestructure>
5. <https://examples.yourdictionary.com/figure-of-speech-examples.html>



### Course Outcomes (COs)

On successful completion of the course, the students will be able to

CO Number	CO Statement	Knowledge Level
CO1	Recognize and understand the meaning of targeted grammatical structures in written and spoken form.	K1 & K2
CO2	Use grammatical structures meaningfully and appropriately in oral and written production.	K2 & K3
CO3	Use targeted grammatical structures.	K3 & K4
CO4	Self-edit their oral and written production with growing confidence.	K5
CO5	Practice the grammar, needed to write various types of writing including journals, and personal/academic paragraphs.	K5

**K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate**

### Mapping of COs with POs

PO \ CO	PO1	PO2	PO3	PO4	PO5
CO1	M	S	S	S	M
CO2	S	M	M	S	M
CO3	S	S	M	S	S
CO4	M	S	S	M	S
CO5	M	S	S	M	S

**S – Strong**

**M – Medium**

**L – Low**



Program: B.A. English				
Allied – I		Course Code: 21UEN1A01		Course Title: Social History of England
Semester I	Hours/Week 6	Total Hours 90	Credits 5	Total Marks 100

### Course Objectives

1. To understand the social background of England.
2. To analyze the important political events of England.
3. To remember the significant religious happenings.
4. To appraise the lifestyle, customs followed by the people of England.
5. To impart the social issues and its influences in the life of people England.

#### **UNIT-- I**

The Renaissance

The Reformation

Puritanism

#### **UNIT -II**

Colonization

The Age of Queen Anne

The Agrarian Revolution

#### **UNIT-- III**

French Revolution

The Reform Bill

The Development of Education in 19<sup>th</sup> Century

#### **UNIT-- IV**

Effects of I & II World war

Social Security and the Welfare State

**UNIT - V**

The Origin and Growth of Political Parties

Contemporary Life in England

**Prescribed Book**

1. PadmajaAshok. *The Social History of England*. Hyderabad: Orient Blackswan, Pvt. Ltd, 2015.

**Reference Book**

1. Trevelyan G.M. *English Social History*. Kolkata: Booksway Publishers, 2014.
2. A.G. Xavier. *An Introduction to the Social History of England*. Chennai: Vikas Publishing, 2008.

**Webliography**

1. [https://en.wikipedia.org/wiki/English\\_society](https://en.wikipedia.org/wiki/English_society)
2. [https://en.wikipedia.org/wiki/English\\_society#Early\\_medieval\\_society](https://en.wikipedia.org/wiki/English_society#Early_medieval_society)
3. [https://en.wikipedia.org/wiki/English\\_society#Late\\_medieval\\_society](https://en.wikipedia.org/wiki/English_society#Late_medieval_society)

**Course Outcomes (COs)**

On successful completion of the course, the students will be able to

CO Number	CO Statement	Knowledge Level
CO1	Infer the important political events of England.	K1 & K3
CO2	Relate the framework of technological influences the society of England	K2
CO3	Survey that the education is an essential part of people in England.	K4
CO4	Point out the schemes, policies to promote security and welfare of people in England	K5
CO5	Examine the contribution of two major political parties in the life of England.	K1 & K5

**K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate**



**Mapping of COs with POs**

<b>PO</b> <b>CO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	S	M	M	S	M
<b>CO2</b>	M	S	M	S	S
<b>CO3</b>	S	M	S	S	S
<b>CO4</b>	M	S	M	M	S
<b>CO5</b>	S	M	S	S	M

**S – Strong**

**M – Medium**

**L – Low**



Program: B.A. English				
Add on Course– I		Course Code: 21UAS1AO01		Course Title: Professional English - I
Semester I	Hours/Week 4	Total Hours 48	Credits 4	Total Marks 100

### Course Objectives

1. To develop the language skills of students by offering adequate practice in professional contexts.
2. To enhance the lexical, grammatical and socio-linguistic and communicative competence of first year physical sciences students
3. To focus on developing students' knowledge of domain specific registers and the required language skills.
4. To develop strategic competence that will help in efficient communication
5. To sharpen students' critical thinking skills and make students culturally aware of the target situation.

#### **UNIT 1: Communication**

Listening: Listening to audio text and answering questions - Listening to Instructions

Speaking: Pair work and small group work.

Reading: Comprehension passages –Differentiate between facts and opinion

Writing: Developing a story with pictures.

Vocabulary: Register specific - Incorporated into the LSRW tasks

#### **UNIT 2: Description**

Listening: Listening to process description.-Drawing a flow chart.

Speaking: Role play (formal context)

Reading: Skimming/Scanning-

Reading passages on products, equipment and gadgets.

Writing: Process Description –Compare and Contrast

Paragraph-Sentence Definition and Extended definition-Free Writing.

Vocabulary: Register specific -Incorporated into the LSRW tasks.



**UNIT 3: Negotiation Strategies**

Listening: Listening to interviews of specialists / Inventors in fields (Subject specific)

Speaking: Brainstorming.(Mind mapping).

Small group discussions (Subject- Specific)

Reading: Longer Reading text.

Writing: Essay Writing (250 words)

Vocabulary: Register specific - Incorporated into the LSRW tasks

**UNIT 4: Presentation Skills**

Listening: Listening to lectures.

Speaking: Short talks.

Reading: Reading Comprehension passages

Writing: Writing Recommendations

Interpreting Visuals inputs

Vocabulary: Register specific - Incorporated into the LSRW tasks

**UNIT 5: Critical Thinking Skills**

Listening: Listening comprehension- Listening for information.

Speaking: Making presentations (with PPT- practice).

Reading : Comprehension passages –Note making.

Comprehension: Motivational article on Professional Competence,  
Professional Ethics and Life Skills)

Writing: Problem and Solution essay– Creative writing –Summary writing

Vocabulary: Register specific - Incorporated into the LSRW tasks



### Course Outcomes (COs)

On successful completion of the course, the students will be able to

CO Number	CO Statement	Knowledge Level
CO1	Recognize their own ability to improve their own competence in using the language.	K1
CO2	Use language for speaking with confidence in an intelligible and acceptable manner.	K2
CO3	Understand the importance of reading for life.	K3
CO4	Read independently unfamiliar texts with comprehension.	K4
CO5	Understand the importance of writing in academic life and write simple sentences without committing error of spelling or grammar.	K5

**K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate**

### Mapping of COs with POs

PO CO	PO1	PO2	PO3	PO4	PO5
CO1	M	S	S	M	M
CO2	S	M	S	M	S
CO3	S	M	M	S	S
CO4	M	S	S	M	S
CO5	S	M	M	S	M

**S – Strong**

**M – Medium**

**L – Low**



Program: B.A. English				
Core – III		Course Code: 21UEN2C03		Course Title: Prose
Semester II	Hours/Week	Total Hours	Credits	Total Marks
	5	75	5	100

### Course Objectives

1. To acquire new vocabulary and content words. The power of comprehension can be promoted through reading and listening.
2. To read and understand the passages, to enrich their vocabulary and enjoy reading and writing.
3. To extend their knowledge of vocabulary and structures to become more proficient in the four language skills.
4. To develop their ability of speaking English correctly and fluently.

#### **UNIT – I**

1. Francis Bacon
  - Of Friendship
  - Of Expense
2. Charles Lamb
  - Dream Children
  - A Dissertation upon Roast Pig

#### **UNIT – II**

3. Joseph Addison
  - Sir Roger at Home
- Richard Steele
  - The Spectator Club
4. George Bernard Shaw
  - The Doctor's Dilemma

#### **UNIT – III**

5. James Leigh Hunt
  - On Getting up on Cold Morning
6. John Ruskin
  - Sesame and Lillies

#### **UNIT – IV**

7. Alfred George Gardiner
  - A Fellow Traveller
8. Robert Wilson Lynd
  - The Pleasures of Ignorance
9. Rabindranath Tagore
  - The Post Office

**UNIT – V**

10. Edward Verrall Lucas -Bores
11. Somerset Maugham -Mr. Know All
12. ChethanBhagat - The Caged Parrot

**Prescribed Books**

1. Chandra Sinha Subodh & Bidhan Chandra KrishiViswa Didyalaya. *A Gateway to English Prose*. West Bengal: India. 2005.

**Reference Books**

1. Nayar M.G.(ed) *Galaxy of English Essayists* (From Bacon to Berhorm). Delhi: Macmillan, 1986.
2. SusantaK.Sinha. *English Essayists*. Delhi: OUP, 2015.
3. Henry Spackman Pancoast. *Standard English Prose: Bacon to Stevenson*, Delhi: OUP, 2009.
4. Sultan& Syed Abdus. *Trans. Bacon's Essays*.Banglore: Academy Press,1984.
5. Gupta, Uma Das.*Selected Writings on Education and Nationalism*.New Delhi: Macmillan, 2008.
6. Tagore, Rabindranath S. *Myriad Mindedman*, UK: Bloom's Bury,2005.

**Webliography**

1. [https://en.wikipedia.org/wiki/Essays\\_\(Francis\\_Bacon\)](https://en.wikipedia.org/wiki/Essays_(Francis_Bacon))
2. <https://westegg.com/bacon/friendship.html>
3. <https://westegg.com/bacon/expense.html>
4. <https://www.gradesaver.com/charles-lamb-essays/study-guide/summary-dreamchildren-a-reverie>
5. <http://englishstudy.co.in/a%20fellow%20traveller.html>



### Course Outcomes (COs)

On successful completion of the course, the students will be able to

CO Number	CO Statement	Knowledge Level
CO1	Gain an introductory Knowledge of English Language.	K3
CO2	Explain intensive reading skills.	K2
CO3	Evaluate the knowledge of vocabulary.	K4
CO4	Discuss the aspects of Prose and list out new vocabulary.	K5
CO5	Write grammatically correct sentences.	K5

**K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate**

### Mapping of COs with POs

PO \ CO	PO1	PO2	PO3	PO4	PO5
CO1	S	M	M	S	M
CO2	M	S	M	S	S
CO3	S	M	S	S	S
CO4	M	S	M	M	S
CO5	S	M	S	S	M

**S – Strong**

**M – Medium**

**L – Low**



Program: B.A. English				
Core – IV		Course Code: 21UEN2C04		Course Title: Indian Writing in English
Semester II	Hours/Week 5	Total Hours 75	Credits 5	Total Marks 100

### Course Objectives

1. To appreciate and understand literary concepts and the underlying aesthetics of Indian Writing in English
2. To apply the life skills thus acquired in solving personal and workplace problems.
3. To appreciate new developments in literature and language.
4. To emphasize the significance of reading and writing skills.
5. To provide a learning experience that is both entertaining and informative.

#### **UNIT – I: POETRY**

1. Sarojini Naidu - Coromandel Fishers
2. Swami Vivekanandha - Kali, the Mother
3. Sujata Bhatt - Voice of the Unwanted Girl

#### **UNIT – II: PROSE**

1. A.P.J. Abdul Kalam - Give us a Role Model
2. C. Rajagopalachari - Tree Speaks

#### **UNIT – III: DRAMA**

- Dina Mehta - Brides are not for Burning

#### **UNIT – IV: FICTION**

- Amitav Ghosh - The Shadow Lines

#### **UNIT – V: SHORT STORY**

1. Kushwant Singh - Karma
2. Warman Govind Hoval - The Storeyed House



### Prescribed Books

1. Kumar Shastri, *A Bouquet of Short Stories*, Mahaam Publications, 2010.  
[This book contains all the prescribed Short Stories (from semester I–VI)]
2. Singh, Khushwant. *Karma. The Collected Short Stories of Khushwant Sing*. Retrieved 15 Jan 2014.
3. The education of Sir Mohan Lal: on Khushwant Singh's *Karma*. - K. Narayana Chandran.

### Reference Books

1. Hoskote Ranjit. (ed.). *Reasons for Belonging Fourteen Contemporary Indian Poets*, New Delhi: Penguin Books, 2002.
2. Singh, Bijender. *Indian Writing in English: Critical Insights*. New Delhi: Author's Press, 2014.
3. Mahapatra, Jayanta & Sharma, Yuyutsu (ed.). *Ten, The New Indian Poets*. New Delhi: Nirala Publications, 1993.

### Webliography

1. [https://en.wikipedia.org/wiki/Kali\\_the\\_Mother\\_\(poem\)](https://en.wikipedia.org/wiki/Kali_the_Mother_(poem))
2. <https://ardhendude.blogspot.com/2014/04/theme-and-critical-analysis-of.html>
3. <https://www.litcharts.com/lit/the-shadow-lines/summary>
4. <https://www.pinterest.com/pin/718676053021494425/>



### Course Outcomes (COs)

On successful completion of the course, the students will be able to

CO Number	CO Statement	Knowledge Level
CO1	Understand the major movements and figures of Indian Literature in English through the study of select literary texts.	K1
CO2	Gain literary sensibility and emotional response to the literary texts and implant sense of appreciation of literary text.	K2 & K3
CO3	Get exposure to the artistic and innovative use of language employed by the writers.	K3 & K4
CO4	Acquire values and develop human concern in students through exposure to literary texts.	K5
CO5	Enhance their literary and linguistic competence.	K5

**K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate**

### Mapping of COs with POs

PO CO	PO1	PO2	PO3	PO4	PO5
CO1	M	S	S	S	M
CO2	S	M	M	S	M
CO3	S	S	M	S	S
CO4	M	S	S	M	S
CO5	M	S	S	M	S

**S – Strong**

**M – Medium**

**L – Low**





Program: B.A. English				
Allied – II		Course Code: 21UEN2A02		Course Title: History of English Literature
Semester II	Hours/Week 6	Total Hours 90	Credits 5	Total Marks 100

### Course Objectives

1. To delineate major writers and their works in proper chronological order.
2. To discuss how literature also influences the social and political history of each period.
3. To compare one period of English literature with that of another.
4. To analyze how the religious, political and social history of England influences the English writers from the sixteenth to the twentieth century.
5. To understand and appreciate the various genres like poetry, prose, criticism and so on.

#### **UNIT – I: CHAUCER AND ELIZABETHAN AGE**

Poetry	- Geoffrey Chaucer
Prose	- Bacon and his Essays
Drama	- University Wits - Shakespeare

#### **UNIT – II: THE AGE OF MILTON**

Milton as a poet  
Donne  
John Dryden

#### **UNIT – III: THE RESTORATION AGE**

Prose Writers	- Addison, Steele, Dr. Johnson
Novelist	- Henry Fielding
Dramatists	- William Congreve

#### **UNIT – IV: THE ROMANTIC AGE AND THE VICTORIAN AGE**

Romantic Poets	- Wordsworth, S.T Coleridge, & John Keats
Romantic Novelist	- Jane Austen
Romantic Prose Writer	- Charles Lamb



Victorian Poet	- Tennyson
Victorian Novelist	- Thomas Hardy
Victorian Prose Writer	- Mathew Arnold

### **UNIT – V: TWENTIETH CENTURY LITERATURE – MODERN LITERATURE**

Twentieth Century Poet	- T.S. Eliot
Century Prose Writer	- G.K. Chesterton
Century Dramatist	- G.B. Shaw
Century Novelist	- William Golding

#### **Prescribed Book**

1. Shanmugakani. *A History of English Literature*, Chennai: Harrows publication, III Edition, 1979.
2. Hudson W.H. *An Outline History of English Literature*. New Delhi: OUP, V Edition 1981.

#### **Reference Books**

1. Albert, Edward. *History of English Literature*. New Delhi: OUP, 1979.
2. Crompton & Rickett. *History of English Literature*. Noida: UBS publishers, 1991.

#### **Webliography**

1. <http://www.britannica.com/EBchecked/topic/85638/Fanny-Burney>
2. <http://www.britannica.com/EBchecked/topic/383113/John-Milton>.
3. <https://www.bl.uk/people/alfred-lord-tennyson>
4. <https://www.hardysociety.org/life/novels/>
5. <https://www.masterclass.com/articles/jane-austen-book-guide>

#### **Course Outcomes (COs)**



On successful completion of the course, the students will be able to

CO Number	CO Statement	Knowledge Level
CO1	Explain and relate different varieties of poetry.	K1 & K3
CO2	Enable to read and analyze literary texts from different points of view	K2 & K3
CO3	Recognize the age, writer and periods of literature.	K3
CO4	Appraise the satirical portrait of English writers in the seventeenth and eighteenth century.	K4 & K5
CO5	Analyze the various elements of poetry, prose, drama and fiction in the modern literature.	K5

**K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate**

#### Mapping of COs with POs

PO \ CO	PO1	PO2	PO3	PO4	PO5
CO1	S	M	S	S	M
CO2	S	S	M	S	S
CO3	M	S	S	S	M
CO4	M	S	S	S	S
CO5	S	M	S	S	S

**S – Strong**

**M – Medium**

**L – Low**



Program: B.A. English				
Add on Course– II		Course Code: 21UAS2AO02		Course Title: Professional English - II
Semester II	Hours/Week 4	Total Hours 48	Credits 4	Total Marks 100

### Course Objectives

1. Develop their competence in the use of English with particular reference to the workplace situation.
2. Enhance the creativity of the students, which will enable them to think of innovative ways to solve issues in the workplace.
3. Develop their competence and competitiveness and thereby improve their employability skills.
4. Help students with a research bent of mind develop their skills in writing reports and research proposals.

#### **Unit 1- Communicative Competence**

Listening – Listening to two talks/lectures by specialists on selected subject

specific topics -(TED Talks) and answering comprehension exercises (inferential questions)

Speaking: Small group discussions (the discussions could be based on the listening and reading passages- open ended questions

Reading: Two subject-based reading texts followed by comprehension activities/exercises

Writing: Summary writing based on the reading passages.

Grammar and vocabulary exercises/tasks to be designed based on the discourse patterns of the listening and reading texts in the book. This is applicable for all the units.

#### **Unit 2 - Persuasive Communication**

Listening: listening to a product launch- sensitizing learners to the nuances of persuasive communication

Speaking: debates – Just-A Minute Activities

Reading: reading texts on advertisements (on products relevant to the subject areas) and answering inferential questions

Writing: dialogue writing- writing an argumentative /persuasive essay.

Unit 3- Digital Competence



Listening to interviews (subject related)

Speaking: Interviews with subject specialists (using video conferencing skills)

Creating Vlogs (How to become a vlogger and use vlogging to nurture interests –subject related)

Reading: Selected sample of Web Page (subject area)

Writing: Creating Web Pages

Reading Comprehension: Essay on Digital Competence for Academic and Professional Life.

The essay will address all aspects of digital competence in relation to MS Office and how they can be utilized in relation to work in the subject area

#### **Unit 4 - Creativity and Imagination**

Listening to short (2 to 5 minutes) academic videos (prepared by EMRC/ other MOOC videos on Indian academic sites – E.g.

<https://www.youtube.com/watch?v=tpvicScuDy0>)

Speaking: Making oral presentations through short films – subject based

Reading: Essay on Creativity and Imagination (subject based)

Writing – Basic Script Writing for short films (subject based)

- Creating webpages, blogs, flyers and brochures (subject based)

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

#### **Unit 5 - Workplace Communication & Basics of Academic Writing**

Speaking: Short academic presentation using PowerPoint

Reading & Writing: Product Profiles, Circulars, Minutes of Meeting.

Writing an introduction, paraphrasing

Punctuation(period, question mark, exclamation point, comma, semicolon, colon, dash, hyphen, parentheses, brackets, braces, apostrophe, quotation marks, and ellipsis)

Capitalization (use of upper case)



### Course Outcomes (COs)

On successful completion of the course, the students will be able to

CO Number	CO Statement	Knowledge Level
CO1	Attend interviews with boldness and confidence.	K1
CO2	Adapt easily into the workplace context, having become communicatively competent.	K2
CO3	Apply to the Research & Development organisations/ sections in companies and offices with winning proposals.	K3
CO4	Read independently unfamiliar texts with comprehension.	K4
CO5	Understand the importance of writing in academic life and write simple sentences without committing error of spelling or grammar.	K5

**K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate**

### Mapping of COs with POs

PO \ CO	PO1	PO2	PO3	PO4	PO5
CO1	M	S	S	M	M
CO2	S	M	S	M	S
CO3	S	M	M	S	S
CO4	M	S	S	M	S
CO5	S	M	M	S	M

**S – Strong**

**M – Medium**

**L – Low**



Program: B.A. English				
For All UG Programmes		Course Code: 21UEN1CE01		Course Title: Communicative English -I
Semester I	Hours/Week 6	Total Hours 90	Credits 4	Total Marks 100

### Course Objectives

1. Develop their intellectual, personal and professional abilities.
2. Acquire basic language skills (listening, speaking, reading and writing) in order to communication with speakers of English language.
3. Acquire the linguistic competence necessarily required in various life situations.
4. Acquire the linguistic competence required in different professions.

### **Unit I - (20 Hours)**

1. Listening and Speaking
  - a. Introducing self and others
  - b. Listening for specific information
  - c. Pronunciation (without phonetic symbols)
    - i. Essentials of pronunciation
    - ii. American and British pronunciation
2. Reading and Writing
  - a. Reading short articles – newspaper reports / fact based articles
    - i. Skimming and scanning
    - ii. Diction and tone
    - iii. Identifying topic sentences
  - b. Reading aloud: Reading an article/report
  - c. Journal (Diary) Writing
3. Study Skills -1  
Using dictionaries, Encyclopedias, thesaurus
4. Grammar in Context:  
Naming and Describing  
Nouns & Pronouns Adjectives

**Unit II - (20 Hours)**

1. Listening and Speaking
  - a. Listening with a Purpose
  - b. Effective Listening
  - c. Tonal Variation
  - d. Listening for Information
  - e. Asking for Information
  - f. Giving Information
2. Reading and Writing
  1. a. Strategies of Reading: Skimming and Scanning
  - b. Types of Reading Extensive and Intensive Reading
  - c. Reading a prose passage
  - d. Reading a poem
  - e. Reading a short story
3. Paragraphs: Structure and Types
  - a. What is a Paragraph?
  - b. Paragraph structure
  - c. Topic Sentence
  - d. Unity
  - e. Coherence
  - f. Connections between Ideas: Using Transitional words and expressions
  - g. Types of Paragraphs
4. Study Skills II:  
Using the Internet as a Resource
  - a. Online search
  - b. Know the keyword
  - c. Refine your search
  - d. Guidelines for using the Resources
  - e. e-learning resources of Government of India
  - f. Terms to know
5. Grammar in Context  
Involving Action-I
  - a. Verbs





- b. Concord

### Unit III - (16 Hours)

1. Listening and Speaking
  - a. Giving and following instructions
  - b. Asking for and giving directions
  - c. Continuing discussions with connecting ideas
2. Reading and writing
  - a. Reading feature articles (from newspapers and magazines)
  - b. Reading to identify point of view and perspective (opinion pieces, editorials etc.)
  - c. Descriptive writing – writing a short descriptive essay of two to three paragraphs.
3. Grammar in Context:  
Involving Action – II  
Verbals - Gerund, Participle, Infinitive Modals

### Unit IV - (16 Hours)

1. Listening and Speaking  
Giving and responding to opinions
2. Reading and writing
  - a. Note taking
  - b. Narrative writing – writing narrative essays of two to three paragraphs
3. Grammar in Context:  
Tense
  - Present
  - Past
  - Future

### Unit V - (18 Hours)

1. Listening and Speaking
  - a. Participating in a Group Discussion
2. Reading and writing
  - a. Reading diagrammatic information  
– Interpretations maps, graphs and pie charts
  - b. Writing short essays using the language of comparison and contrast



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

**Course Outcomes (COs)**

On successful completion of the course, the students will be able to

CO Number	CO Statement	Knowledge Level
CO1	Develop their awareness of the importance of English as a means of international communication.	K1
CO2	Develop positive attitudes towards learning English.	K2 & K3
CO3	Develop the linguistic competence that enables them to be aware of the cultural, economic and social issues of their society in order to contribute in giving solution.	K3&K4
CO4	Develop the linguistic competence that enables them, in the future, to present.	K5
CO5	Develop the linguistic competence that enables them, in the future, to present the culture and civilization of their nation.	K5

**K1– Remember, K2– Understand, K3– Apply, K4 –Analyze, K5– Evaluate**

**Mapping of COs with POs**

CO	PO1	PO2	PO3	PO4	PO5
CO1	M	S	S	S	M
CO2	S	M	M	S	M
CO3	S	S	M	S	S
CO4	M	S	S	M	S
CO5	M	S	S	M	S

**S – Strong**

**M – Medium**

**L – Low**



Program: B.A. English				
For All UG Programmes		Course Code: 21UEN2CE02		Course Title: Communicative English -II
Semester II	Hours/Week 6	Total Hours 90	Credits 4	Total Marks 100

### Course Objectives

1. Developing intellectual, personal and professional abilities through effective communicative skills; ensuring high standard of behavioral attitude through literary subjects and shaping the students socially responsible citizens.
2. To enhance employability of the students by developing their linguistic competence and communicative skills.

### **Unit I - (18 Hours)**

1. Listening and Speaking
  - a. Listening and responding to complaints (formal situation)
  - b. Listening to problems and offering solutions (informal)
2. Reading and writing
  - a. Reading aloud (brief motivational anecdotes)
  - b. Writing a paragraph on a proverbial expression/motivational idea.
3. Word Power/Vocabulary  
Synonyms &Antonyms
4. Grammar in Context  
Adverbs Prepositions

### **Unit II - (20 hours)**

1. Listening and Speaking
  - a. Listening to famous speeches and poems
  - b. Making short speeches- Formal: welcome speech and vote of thanks.  
Informal occasions- Farewell party, graduation speech
2. Reading and Writing
  - a. Writing opinion pieces (could be on travel, food, film / book reviews or on any contemporary topic)
  - b. Reading poetry



Reading aloud: (Intonation and Voice Modulation)

Identifying and using figures of speech - simile, metaphor, personification etc.

3. Word Power

Idioms & Phrases

4. Grammar in Context:

Conjunctions and Interjections

**Unit III - (18 Hours)**

1. Listening and Speaking

a. Listening to Ted talks

b. Making short presentations – Formal presentation with PPT, analytical presentation of graphs and reports of multiple k

c. Interactions during and after the presentations

2. Reading and writing

a. Writing emails of complaint

b. Reading aloud famous speeches

3. Word Power

One Word Substitution

4. Grammar in Context:

Sentence Patterns

**Unit IV - (16 Hours)**

1. Listening and Speaking

a. Participating in a meeting: face to face and online

b. Listening with courtesy and adding ideas and giving opinions during the meeting and making concluding remarks.

2. Reading and Writing

a. Reading visual texts –advertisements

b. Writing a Brochure

3. Word Power

Denotation and Connotation

4. Grammar in Context:

Sentence Types

**Unit V - (18 Hours)**

## 1. Listening and Speaking

- a. Informal interview for feature writing
- b. Listening and responding to questions at a formal interview

## 2. Reading and Writing

- a. Writing letters of application
- b. Readers' Theatre (Script Reading)
- c. Dramatizing everyday situations/social issues through skits. (writing scripts and performing)

## 3. Word Power

Collocation

## 4. Grammar in Context:

Working with Clauses

**COURSE OUTCOMES (COs)**

On successful completion of the course, the students will be able to

CO Number	COs Statement	Knowledge Level
CO1	The students will be accurate both in oral and written communication as they will be strong in Grammar and its usage.	K1
CO2	They can express a thorough command of English and its linguistic Structures.	K2 & K3
CO3	They can apply critical frameworks to analyze the linguistic, cultural and historical background of texts written in English.	K3&K4
CO4	They will be familiar with the conventions of diverse textual genres including fiction, nonfiction, poetry, autobiography, biography, Journal, film, plays, editorials etc.	K5
CO5	They will be familiar with the conventions of diverse textual genre including in real time situation.	K5

**K1– Remember, K2– Understand, K3– Apply, K4 –Analyze, K5– Evaluate**



**Mapping of COs with POs**

<b>CO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	M	S	S	S	M
<b>CO2</b>	S	M	M	S	M
<b>CO3</b>	S	S	M	S	S
<b>CO4</b>	M	S	S	M	S
<b>CO5</b>	M	S	S	M	S

**S – Strong,**

**M – Medium,**

**L – Low**



Programme: B.A. English				
Core – V		Course Code: 21UEN3C05		Course Title: Drama
Semester	Hours/Week	Total Hours	Credits	Total Marks
III	6	90	5	100

### Course Objectives

1. To develop various fundamental performance.
2. To build intellectual and aesthetic understanding of the craft and technique of theatre arts.
3. To acquire and develop dramatical skills.
4. To explore the diversity of theatre and its intersection with community, culture and society.
5. To participate in a capstone project appropriate to the concentration they are pursuing which will prepare them for a professional career.

#### **UNIT - I**

Introduction to Drama

#### **UNIT - II**

Elements of Drama

#### **UNIT - III**

Ben Jonson -The Silent Woman

#### **UNIT - IV**

Henrik Ibsen - A Doll's House

#### **UNIT – V**

Grish Karnad - Tughlaq



### Prescribed Books

1. Jonson, Ben. *Eipcoene or The Silent Woman*. New Delhi: Digi reads Publishers, 2011.
2. Ibsen, Henrik. *A Doll's House*. Kolkata: Mapla Press, 2011.
3. Nicoll, Allardyce. *A History of English Drama*. New Delhi: Cambridge University Press, 1928.

### Reference Books

1. Grover, J. *English Literature*. London: Longman, 1988.
2. Halverson, M. *Religious Drama I*. New York: Living Age Books, 1957.
3. Harvey, P. *The Oxford Companion to English Literature*. Oxford: The Clarendon Press, 1967.
4. Rudra, A. *Essays on Modern Literature*. Kalkutta: Academic Publishers, 1977.
5. Salgado, G. *English Drama: A Critical Introduction*. London: Edward Arnold, 1980.
6. Vinson, J. (ed.) *Renaissance Drama*. London: Macmillan, 1970.
7. Whitfield, G. *An Introduction to Drama*. Oxford: OUP, 1968.

### Webliography

1. <https://www.gradesaver.com/epicene-or-the-silent-woman>
2. <https://www.sajepedia.com/scene-wise-summary-of-tughlaq-by-girish-karnad/>
3. <https://entertainism.com/elements-of-drama>
4. <https://owlcation.com/humanities/Origin-of-Drama-in-English-Literature>
5. <https://www.storyboardthat.com/articles/e/five-act-structure>





### Course Outcomes (COs)

On successful completion of the course, the students will be able to

CO Number	CO Statement	Knowledge Level
CO1	Practice collaborative skills in various theatrical contexts.	K1 & K3
CO2	Develop and apply process skills in rehearsal, production and classroom settings.	K2
CO3	Apply discipline - specific skills to the creation of performance.	K4
CO4	Analyze, interpret texts and perform both in writing and dialogue delivery.	K3
CO5	Demonstrate proficiency in multi-dimensional skills.	K1 & K5

**K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate**

### Mapping of COs with POs

PO \ CO	PO1	PO2	PO3	PO4	PO5
CO1	S	M	M	S	M
CO2	M	S	M	S	S
CO3	S	M	S	S	S
CO4	M	S	M	M	S
CO5	S	M	S	S	M

**S – Strong**

**M – Medium**

**L – Low**



Programme: B.A. English				
Allied – III		Course Code: 21UEN3A03		Course Title: Literary Forms
Semester	Hours/Week	Total Hours	Credits	Total Marks
III	6	90	5	100

### Course Objectives

1. To understand the origin and development of the different genres of literature.
2. To identify the unique features of each literary form by way of comprehending its characteristics and conventions.
3. To apply knowledge of the various forms of literature to the study of individual works.
4. To achieve a bird's eye view on the nuances of English Literature, thereby strengthening expertise in literature studies that amounts to their inter-textual content and form of works of art.
5. To analyse the evolution of English Literature and the evolution of its popular genres in terms of politics, culture, social and literary backgrounds.

#### **UNIT – I: POETRY**

Lyric - Ballad- Sonnet- Epic - Elegy

#### **UNIT – II: DRAMA**

Tragedy - Comedy -Tragicomedy - One-Act Play - Absurd Drama -Melo-Drama

#### **UNIT – III: PROSE**

Essay - Short Story - Biography - Autobiography

#### **UNIT – IV: NOVEL**

Historical Novel - Social Novel - Detective Novel - Science Fiction -Diasporic Novel

#### **UNIT – V: FIGURES OF SPEECH**

Simile - Metaphor - Alliteration - Hyperbole - Onomatopoeia - Personification - Irony -Oxymoron - Epigram - Symbolism - Antithesis and Pun.

**Prescribed Book**

1. Abrams M.H, A Glossary of Literary Terms. Kolkatta: Macmillan, 2010.

**Reference Book**

1. Prasad, B.A Background to the Study of English Literature. Kolkatta: Macmillan, 1999.

**Webliography**

1. [https://cloudportal.sathyabama.ac.in/coursematerial\\_staging/uploads/SHS1104.pdf](https://cloudportal.sathyabama.ac.in/coursematerial_staging/uploads/SHS1104.pdf)
2. <https://literarydevices.com/tragicomedy/>
3. <https://dictionary.cambridge.org/dictionary/english/ballad>
4. <https://literarydevices.net/novel/>



### Course Outcomes (COs)

On successful completion of the course, the students will be able to

CO Number	CO Statement	Knowledge Level
CO1	Become familiar with representative literary and cultural texts with a significant number of historical, geographical, and cultural contexts.	K1
CO2	Apply critical and theoretical approaches to the reading and analysis of literary and cultural texts in multiple genres.	K2 & K3
CO3	Write analytically in a variety of formats, including essays, research papers, reflective writings, and critical reviews of secondary sources.	K3 & K4
CO4	Gather, understand, evaluate and synthesize information from a variety of written and electronic sources.	K5
CO5	Become proficient in oral communication and writing.	K5

**K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate**

### Mapping of COs with POs

PO \ CO	PO1	PO2	PO3	PO4	PO5
CO1	M	S	S	S	M
CO2	S	M	M	S	M
CO3	S	S	M	S	S
CO4	M	S	S	M	S
CO5	M	S	S	M	S

**S – Strong**

**M – Medium**

**L – Low**



Programme: B.A. English				
SBEC – I	Course Code: 21UEN3S01		Course Title: Creative Writing	
Semester	Hours/Week	Total Hours	Credits	Total Marks
III	2	30	3	100

### Course Objectives

1. To make students familiar with representative literary texts with particular focus on the Modern and contemporary periods.
2. To make learners apply their knowledge and understanding of critical, theoretical, and technical traditions to the production of original literary works.
3. To make students familiar with the contemporary literary publishing milieu.
4. To make students communicate effectively, what does a writer do, to effectively present literary works, their own as well as the works of others.

#### **UNIT – I**

Rhymes - Free Verse Jokes and Think Pieces Article Writing

#### **UNIT – II**

Descriptive Passages Short Stories Anecdotes

#### **UNIT – III**

Paragraph Writing

Review Writing for Books and Films, Preparation for Debate

#### **UNIT – IV**

Writing for TV – Radio and Magazine Freelance Writing

Content Writing

#### **UNIT – V**

Creating Advertisements Types of Advertisement

Code of Ethics for Advertisement



### Prescribed Books

1. Ray, Bradbury. Zenith in the Art of Work at the Retrieved. New Delhi: OUP, 2011.
2. Shroff Zending and Nalini Shreekumar. Creative Writing. Kolkatta: Orient Blackswan, 2018.

### Reference Books

1. Whelan, Bridget. Back to creative writing school. United States:Kindle Store publisher,2007.
2. Morely,David.The Cambridge Introduction to Creative writing.UK:CUP, 2001.

### Webliography

1. <https://grammar.yourdictionary.com/word-definitions/definition-of-creative-writing.html>
2. <https://study.com/academy/lesson/what-is-creative-writing-definition-types-examples.html>
3. <https://www.dailywritingtips.com/creative-writing-101/>

### Course Outcomes (COs)

On successful completion of the course, the students will be able to

CO Number	CO Statement	Knowledge Level
CO1	Understand the importance of reading.	K2
CO2	Engage analytically and critically with a range of literary and media texts.	K2 & K3
CO3	Recognize how critical reading supplies writers with inspiration and ideas.	K3 & K4
CO4	Understand through writing practice, the nuances of fiction, creative non-fiction, poetry and scriptwriting.	K5
CO5	Engage with reading and writing practice.	K5

**K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate**



**Mapping of COs with POs**

<b>PO CO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	M	S	S	S	M
<b>CO2</b>	S	M	M	S	M
<b>CO3</b>	S	S	M	S	S
<b>CO4</b>	M	S	S	M	S
<b>CO5</b>	M	S	S	M	S

**S – Strong**

**M – Medium**

**L – Low**



Programme: B.A. English				
SBEC – II		Course Code: 21UEN3S02		Course Title: Film Studies
Semester	Hours/Week	Total Hours	Credits	Total Marks
III	2	30	3	100

### Course Objectives

1. To enable the students to discuss the aspects of Cinema.
2. To analyze the aesthetics as well as the politics in films.
3. To read and review the films.
4. To write film scripts and reviews.
5. To make the students aware of the social issues and project it to the society.

#### UNIT – I

History of World Cinema - Introduction to Indian Cinema - Major landmarks in Indian - Regional Cinema – Filmfare - SIIMA - Cannes film festival - Academy Awards - Oscars

#### UNIT – II

Evolution of Cinema as Language–Genres: Historical, Patriotic, Documentary, Thrillers

#### UNIT – III

Adaptation of Contemporary Indian English Fiction 3 Idiots (Loosely **adapted** from Five Point Someone)

#### UNIT – IV

Films and Social Responsibility

#### UNIT – V

Review of Films



**Prescribed Books**

1. A Theory of Adaptation by Linda Hutcheon Chapter 1 “Beginning to Theorize Adaptation”, Orient Blackswan, 2002.
2. Ed. Bill Nichols. Movies and Methods Vol. II, Edition, Calcutta: Seagull Books, 1993.
3. Susan, Hayward, Key Concepts in Cinema Studies, London: Routledge, 2012.
4. Sivakumar, R. An Anthology of Cinema Review 2009. Trichy: Raja Publications, 2015.
5. Sivakumar, R. An Anthology of Cinema Review – Volume II. Tamil Nadu: L OrdineNuovo Publication, 2018.

**Reference Books**

1. Giannetti, Louis D. Understanding Movies. New Jersey: Prentice Hall, 1972.
2. Ed. S. Vasudevan. Making Meaning in Indian Cinema. New Delhi: OUP, 2000.

**Webliography**

1. <https://www.academicinfo.net/film.html>
2. <https://siima.in/2020-nominations.php>
3. <https://www.netflix.com/cx/title/70121522>
4. <https://www.mapsofindia.com/my-india/history/history-of-indian-cinema>



### Course Outcomes (COs)

On successful completion of the course, the students will be able to

CO Number	CO Statement	Knowledge Level
CO1	Gain exposure to the origin and development film world of different ages and stages.	K2
CO2	Explore the entire range of human experience through dramas as a literary form.	K2 & K3
CO3	Expand their experience of film through screening, both classical and contemporary films.	K3 & K4
CO4	Study mainstream and non-mainstream films in order to broaden their understanding of the history of film.	K5
CO5	Learn historical and theoretical approaches of film study rather than practical production.	K4

**K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate**

### Mapping of COs with POs

PO CO	PO1	PO2	PO3	PO4	PO5
CO1	M	S	S	S	M
CO2	S	M	M	S	M
CO3	S	S	M	S	S
CO4	M	S	S	M	S
CO5	M	S	S	M	S

**S – Strong**

**M – Medium**

**L – Low**



Programme: B.A. English				
NMEC – I (For Other Department)		Course Code: 21UEN3N01		Course Title: Communicative English
Semester	Hours/Week	Total Hours	Credits	Total Marks
III	2	30	2	100

### Course Objectives

1. To enable the learners to communicate effectively and appropriately in real life situations.
2. To help the learners to recognize and operate in various styles of communication and register in English.
3. To gain proficiency in English language and their adaptability to the demand of the situation.
4. To develop and integrate the use of the four language skills i.e. Reading, Listening, Speaking and Writing.
5. To acquire correct pronunciation and fluency naturally.

#### **UNIT – I: English Everywhere**

Non-Conventional Pedagogical - Mobiles - Television - Computer - News –  
Theatre-Famous Speeches

#### **UNIT – II: Speech Acts**

Greetings - Introducing oneself - Invitation - Making Request - Lubricants of Life

#### **UNIT – III: English in Real life Situations**

At the college office - Library - Bank - Railway Station - Post Office - Police Station

#### **UNIT – IV: Fluency Development**

Vocabulary Enhancement - Conversation Skills - Role Play

**UNIT – V: Speaking Skills**

Presentation Skills - Public Speaking Skills - GD Skills - Interview Skills

**Prescribed Books**

1. Mohan, Krishna and N.P. Singh. Speaking English Effectively. Delhi: Macmillan, 1995.
2. Sekar, John, J. Conversational Skills. Department of English, The American College, 2014.

**Reference Books**

1. Farhathullah T.M. Communication Skills for Undergraduates, Chennai: Orient Blackswan, 2002.
2. Syamala.V. Effective English Communication for You. Chennai: Orient Blackswan, 2004.

**Webliography**

1. <https://simple.m.wikipedia.org>
2. <https://www.coursera.org>
3. <https://www.fluentu.com>
4. <https://www.wordy.com>
5. <https://www.llcinternational.org>
6. <https://ltv-english.com>
7. <https://www.wordy.com>



### Course Outcomes (COs)

On successful completion of the course, the students will be able to

CO Number	CO Statement	Knowledge Level
CO1	Develop vocabulary and improve the accuracy in grammar.	K1
CO2	Produce words with right pronunciation.	K2
CO3	Improve LSRW- listening, speaking, reading and writing skills and the related sub-skills.	K3
CO4	Demonstrate positive group communication.	K4
CO5	Develop presenting and speaking skills.	K5

**K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate**

### Mapping of COs with POs

PO CO	PO1	PO2	PO3	PO4	PO5
CO1	M	S	S	M	M
CO2	S	M	S	M	S
CO3	S	M	M	S	S
CO4	M	S	S	M	S
CO5	S	M	M	S	M

**S – Strong**

**M – Medium**

**L – Low**



<b>Programme: B.A. English</b>				
<b>Core – VI</b>		<b>Course Code: 21UEN4C06</b>		<b>Course Title: Fiction</b>
<b>Semester</b>	<b>Hours/Week</b>	<b>Total Hours</b>	<b>Credits</b>	<b>Total Marks</b>
IV	6	90	5	100

### Course Objectives

1. To develop the ability and interest to read literary prose and fiction on their own.
2. To understand how society and culture played a significant role in the lives and career of the writers of the ages.
3. To analyze and appreciate the narrative styles of the writers and the innovative novelistic techniques employed by them.
4. To explore different cultures, myths, histories of various nations and the worlds of fantasy and magic through fiction.
5. To learn the elements of the narrative techniques, settings, point of view and style in the fiction.

#### **UNIT – I**

Roald Dahl - Charlie and the Chocolate Factory

#### **UNIT – II**

Thomas Hardy - The Mayor of Casterbridge

#### **UNIT – III**

Robert Louis Stevenson - The Strange Case of Dr. Jekyll and Mr. Hyde

#### **UNIT – IV**

Kamala Markandaya - A Handful of Rice

#### **UNIT – V**

George Orwell - Animal Farm

**Prescribed Books**

1. Roald Dahl. Charlie and the Chocolate Factory. US: Knoff Publisher, 2012.
2. Thomas, Hardy. The Mayor of Casterbridge. Kolkatta: Peacock Publisher, 2010.
3. Stevenson, [Robert Louis](#). The Strange Case of Dr. Jekyll and Mr. Hyde. Publisher: R Sons Books (1 January 2022)

**Reference Books**

1. Trotter, David. English Novel in History. UK: Routledge, 2001.
2. Orwell George. Animal Farm. Fingerprint! Publishing, (10 January 2017).

**Webliography**

1. <https://www.roalddahl.com/roald-dahl/stories/a-e/charlie-and-the-chocolate-factory>
2. <https://www.gutenberg.org/files/74/74-h/74-h.htm>.
3. <https://www.goodreads.com/en/book/show/43567512>



### Course Outcomes (COs)

On successful completion of the course, the students will be able to

CO Number	CO Statement	Knowledge Level
CO1	Conceptualize the genre of Novel and its types viz. Allegorical, Gothic, Historical, Epistolary, Picaresque, and Psychological.	K2
CO2	Gain knowledge in the development of English Fiction from the 17 <sup>th</sup> Century to the 21 <sup>st</sup> century – from man's physical adventures to social and psychological journeys.	K2 & K3
CO3	Learn the elements of fiction – Narrative Technique, Setting, Point of view, Style and Detective fiction.	K3 & K4
CO4	Be acquainted with the literary genre of Novel and Short Story and literary devices of allegory and metaphor, satire, and other genres.	K5
CO5	Enhance Reading skills and understand how to represent their experience and ideas critically, creatively, and persuasively through the medium of language.	K5

**K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate**

### Mapping of COs with POs

PO \ CO	PO1	PO2	PO3	PO4	PO5
CO1	M	S	S	S	M
CO2	S	M	M	S	M
CO3	S	S	M	S	S
CO4	M	S	S	M	S
CO5	M	S	S	M	S

**S – Strong**

**M – Medium**

**L – Low**





<b>Programme: B.A. English</b>				
<b>Allied – IV</b>	<b>Course Code: 21UEN4A04</b>		<b>Course Title: Phonetics and Transcription</b>	
<b>Semester</b>	<b>Hours/Week</b>	<b>Total Hours</b>	<b>Credits</b>	<b>Total Marks</b>
IV	6	90	5	100

### Course Objectives

1. To develop an individual pronunciation profile and self-correction of consonant and vowel sound, stress, rhythm and intonation.
2. To recognize the correspondences between English spelling and pronunciation and use the International Phonetic Alphabet (IPA) symbols to identify sound differences and Transcribe words.
3. To identify and use stressed and unstressed at both the word and sentence level.
4. To use appropriate intonation patterns, pitch changes and rhythms for English phrases.
5. To apply the rules for linking and blending consonants and vowel sounds across words.

#### **UNIT – I**

Speech Mechanism - Organs of Speech - The Respiratory System - The Phonatory System  
- The Articulatory System.

#### **UNIT – II**

Classification and Description of Vowel sounds in English - The Three Criteria - The Three Term - Pure Vowels -Diphthongs –Triphthongs.

#### **UNIT – III**

Classification and Description of Consonant Sounds in English -The Air Stream Mechanism- The State of the Glottis - The Position of the Soft palate – The Active Articulator – The Passive Articulator – The Stricture Involved – The Three Term Descriptions of Consonants.

#### **UNIT – IV**

Word – Accent: Accent in Derivatives – Accent in Compound Words – Certain Guidelines.

**UNIT – V**

Transcription of Words (not exceeding three syllables).

**Prescribed Book**

1. Balasubramanian, T. A TextBook of English Phonetics for Indian Students. Kolkatta: Macmillan Publishers, 1981.

**Reference Books**

1. Jones, Daniel. An Outline of English Phonetics. Hefer publishers, 1972
2. Ogden, Richard. An Introduction to English Phonetics. UK: OUP, 2000.

**Webliography**

1. <http://www.antimoon.com/how/pronunc-trans.htm>
2. <https://www.cambridge.org/features/genetti/CH02-IPAtranscription/>
3. [https://en.wikipedia.org/wiki/Phonetic\\_transcription](https://en.wikipedia.org/wiki/Phonetic_transcription)

**Course Outcomes (COs)**

On successful completion of the course, the students will be able to

<b>CO Number</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
<b>CO1</b>	Get familiarized with the anatomy of the vocal tract and the terminology used to describe speech articulations.	K2
<b>CO2</b>	Acquire working knowledge of the International Phonetic Alphabet (IPA) and be able to use it to transcribe speech.	K2 & K3
<b>CO3</b>	Experience hearing and producing the sounds of the world's languages.	K3 & K4
<b>CO4</b>	Understand basic acoustic theory as it relates to speech sounds.	K5
<b>CO5</b>	Recognize phonemes and allophones and make them to transcribe the given words.	K5

**K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate**



**Mapping of COs with POs**

<b>PO CO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	M	S	S	S	M
<b>CO2</b>	S	M	M	S	M
<b>CO3</b>	S	S	M	S	S
<b>CO4</b>	M	S	S	M	S
<b>CO5</b>	M	S	S	M	S

**S – Strong**

**M – Medium**

**L – Low**



Programme: B.A. English				
<b>SBEC – III</b>	<b>Course Code: 21UEN4S03</b>		<b>Course Title:</b> Introduction to Journalism and Mass Communication (JMC)	
<b>Semester</b>	<b>Hours/Week</b>	<b>Total Hours</b>	<b>Credits</b>	<b>Total Marks</b>
IV	2	30	3	100

### Course Objectives

1. To enable the students demonstrate understanding and competency in mass communication theory and current practices.
2. To train the students, successfully apply mass communication knowledge in the targeted area of study.
3. To make students demonstrate the quality of research and creative activity
4. To familiarize the students with concepts of mass communication and journalism.
5. To make them learn editing, proof reading and advertising.
6. To equip the students with hands on experience in media for potential job placement.

#### **UNIT – I**

Introduction to Journalism -Types of Journalism - Principles of Journalism, Ethics of Journalism- Investigative Journalism

#### **UNIT – II**

Freedom of Press and Threats to Press Freedom The Government and the Press Role of Editor and Reporter

#### **UNIT – III**

Types of News Reports Straight - Interpretive - Investigative - Scoop Sting. Headlines - Editorial - Feature Writing - Personal Column - Reviews and Interviews.

#### **UNIT – IV**

Proof – Reading

Photographic Journalism – Cartoons - News Agencies

**UNIT – V**

Mass Communication

Electronic Media – Radio - Television.

Ethics and Social Responsibilities of New Media

**Prescribed Books**

1. Kumar.Keval J.Mass Communication in India (Third Edition). Mumbai:Jaico Publishing House, 2002.
2. Parthasarathy, Rangaswami. Basic Journalism. Kolkatta: Macmillan, 1999.

**Reference Books**

1. Thakurta Guha, Paranjoy. Media Ethics. Kolkatta: OUP,2011.
2. VilanilamJ.V. Communication and Mass Communication in India. Delhi:Macmillan Publishers, 2010.

**Webliography**

1. <https://www.ukessays.com/essays/media/an-introduction-to>
2. <https://www.univariety.com>
3. <https://www.eolss.net>
4. <https://web.csulb.edu>
5. <https://www.usief.org.in>
6. <https://adtu.in>



### Course Outcomes (COs)

On successful completion of the course, the students will be able to

CO Number	CO Statement	Knowledge Level
CO1	Understand the basics of journalism.	K2
CO2	Hone the skills of students on specific areas like advertising, public relations, journalism and media studies, creative media production and media management.	K2 & K3
CO3	Acquaint themselves with important aspects of the process of journalism.	K3 & K4
CO4	Develop the knowledge of skills of journalism.	K5
CO5	Enhance understanding of the technical terms and jargons of journalism.	K5

**K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate**

### Mapping of COs with POs

PO \ CO	PO1	PO2	PO3	PO4	PO5
CO1	M	S	S	S	M
CO2	S	M	M	S	M
CO3	S	S	M	S	S
CO4	M	S	S	M	S
CO5	M	S	S	M	S

**S – Strong**

**M – Medium**

**L – Low**



Programme: B.A. English				
<b>SBEC – IV</b>	<b>Course Code: 21UEN4S04</b>		<b>Course Title: Eco-Literature</b>	
<b>Semester</b>	<b>Hours/Week</b>	<b>Total Hours</b>	<b>Credits</b>	<b>Total Marks</b>
IV	2	30	3	100

### Course Objectives

1. To understand the place of human beings in the bio-centric world.
2. To develop an ecological concern towards nature.
3. To become aware of various theories of eco-criticism and application of those theories in literature.
4. To analyze creative representation of human relationship with the non-human world.
5. To consider issues of environmentalism and sustainability from cultural, historical and ethical perspectives.

#### **UNIT – I Introduction to Eco-Literature**

Introduction to Eco-Criticism – Definition- Scope and importance of Eco Criticism

#### **UNIT – II Bio-regionalism and Eco-Feminism**

Community – Region - Home

The Flowering Tree – A tale from ‘A Flowering Tree and Other Oral Tales from India’ - Attipate Krishnaswami Ramanujan (Eco-feminism)

#### **UNIT – III Environment and Literature**

Self – Realization - The World is too much with us -William Wordsworth The Hungry Tide – Amitav Ghosh - Man and the Environment

#### **UNIT – IV**

Edward Abbey - The Monkey Wrench Gang.

**UNIT – V**

Oikopoetics – Oikos – Integrative – Hierarchic - Anarchic Oikos The Fly - William Blake  
Snake - David Herbert Lawrence

**Prescribed Books**

1. Berg, Peter. Envisioning Sustainability Subculture. Books, Discovering Your Life-Place: A First Bioregional Workbook, 2009.
2. Mies Maria Vandana Shiva. Eco-feminism. UK: Fernwood Publications, 1993.
3. Ramanujan, A. K. The Flowering Tree. New Delhi: Penguin Books, 2012.
4. Abbey, Edward. The Monkey Wrench Gang. Penguin UK (29 July 2004)
5. Ghosh, Amitav The Hungry Tide Publisher: Harper Collins; Latest edition (30 November 2016) Language: English

**Reference Books**

1. Sarah, Joseph. Gift in Green Harper. Noida: Collins Publishers, 2011.
2. Glotfelty, Cheryl, The Ecocriticism, University of Georgia press, 1996

**Webliography**

1. <https://docs.lib.purdue.edu/cgi/viewcontent.cgi?article=2616&context=clweb>
2. [https://shodhganga.inflibnet.ac.in/bitstream/10603/205067/6/06\\_chapter1.pdf](https://shodhganga.inflibnet.ac.in/bitstream/10603/205067/6/06_chapter1.pdf)
3. <https://www.asle.org/syllabi/introduction-environmental-literature>





### Course Outcomes (COs)

On successful completion of the course, the students will be able to

CO Number	CO Statement	Knowledge Level
CO1	Engage with environmental issues through literary narratives.	K2
CO2	Understand environmental crisis.	K3
CO3	Identify some of the main controversies, problems, and priorities in the field of environmental literary studies.	K3
CO4	Offer a great resource of interaction between humans and environment	K4
CO5	Explore environmental issues via historical narratives.	K4

**K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate**

### Mapping of COs with POs

PO CO	PO1	PO2	PO3	PO4	PO5
CO1	S	M	S	M	S
CO2	M	S	M	S	S
CO3	S	M	M	S	S
CO4	S	M	S	M	S
CO5	S	M	S	S	M

**S – Strong**

**M – Medium**

**L – Low**



<b>Programme: B.A. English</b>				
<b>NMEC – II (For other Department)</b>		<b>Course Code: 21UEN4N02</b>		<b>Course Title: Employability Skills</b>
<b>Semester</b>	<b>Hours/Week</b>	<b>Total Hours</b>	<b>Credits</b>	<b>Total Marks</b>
IV	2	30	2	100

### Course Objectives

1. To develop the skills needed to find a position and be successful in the workplace.
2. To develop essential employability and workplace competencies.
3. To develop an understanding related to the demands of the workplace.
4. To explore personal strengths and interests related to future life and career opportunities.
5. To develop the inter-personal skills and intra-personal skills.

#### **UNIT – I**

Introduction to LSRW skills and Conversational practice (Formal – Informal - Situational Context)- Resume Writing - Who am I?

#### **UNIT – II**

Public Speaking - Group Discussions – Debates

#### **UNIT – III**

Leadership Skills - Emotional Intelligence - Problem Solving

#### **UNIT – IV**

Non-verbal Communication -Body Language - Eye Contact – Gestures Hand Shakes – Postures - Space Management

#### **UNIT – V**

Interview Skills and Presentation Skills



### Prescribed Book

1. Mohan Krishna and Meera Banerjee. Developing Communication Skills. New Delhi: Macmillan India Limited, 2000.

### Reference Books

1. Penny Ur. Course in Language Teaching: Practice and Theory. Front Cover. Penny Ur. Cambridge University Press, May 11, 2005.
2. Bansal R.K. and J.B. Harrison. Spoken English: A Manual of Speech and Phonetics. Kolkata: OUP, 2004.
3. Dhanavel S. P. English and Soft Skills. Chennai: Orient Blackswan Pvt Limited, 2011.

### Webliography

1. <https://zety.com/blog/employability-skills>
2. <https://www.youthcentral.vic.gov.au/jobs-and-careers/plan-your-career/8-job-skills-you-should-have>
3. <https://www.skillsyouneed.com/general/employability-skills.html>

### Course Outcomes (COs)

On successful completion of the course, the students will be able to

CO Number	CO Statement	Knowledge Level
CO1	Identify the salient features of teaching English and its methods.	K1
CO2	Take goal-centric decisions rationally.	K2
CO3	Remove subjective bias from decision making.	K3
CO4	Improve speaking ability in English both in terms of fluency and comprehensibility.	K4
CO5	Undertake a variety of tasks in different work environment	K5

**K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate**



**Mapping of COs with POs**

<b>PO CO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	S	M	S	M	S
<b>CO2</b>	M	S	M	S	S
<b>CO3</b>	S	M	M	S	S
<b>CO4</b>	S	M	S	M	S
<b>CO5</b>	S	M	S	S	M

**S – Strong**

**M – Medium**

**L – Low**



Programme: B.A. English				
Core – VII		Course Code: 21UEN5C07		Course Title: Shakespeare -I
Semester V	Hours/Week 6	Total Hours 90	Credits 5	Total Marks 100

### Course Objectives

1. To make the students to understand the greatness of Shakespeare as a master craftsman in the genre.
2. To help them to appreciate the original and creative use of language.
3. To make the students to read, enjoy and appreciate his poetry and plays.

#### **UNIT – I**

General Shakespeare - Shakespearean Theatre – Characterization - Plot - Comedy - Tragedy - Historical Plays

#### **UNIT – II**

Shakespearean Sonnets: 18- 30 - 33 - 73 - 104 - 116 - 130

#### **UNIT – III**

Much Ado About Nothing

#### **UNIT – IV**

Othello

#### **UNIT – V**

Julius Caesar



### Prescribed Book

1. Shakespeare – The Complete Works. Mumbai: Wilco Publishing House, 1989.

### Reference Books

1. Bradley, A. C. Shakespearean Tragedy. London: Macmillan & Co, 1975.
2. John. R. Brown. Shakespeare and His Comedies. London: Methuen & Co, 1957.
3. Traversi. D .A. An Approach to Shakespeare. UK: Doubleday & Co, 1956.

### Webliography

1. <https://www.bl.uk/shakespeare/articles/an-introduction-to-shakespeares-sonnets>
2. <https://shakespeare.mit.edu/>
3. <https://literarydevices.net/william-shakespeare/>
4. <https://www.williamshakespeare.net/>

### Course Outcomes (Cos)

On successful completion of the course, the students will be able to

CO Number	CO Statement	Knowledge Level
CO1	Gain an insight into the age of Shakespeare.	K3
CO2	Understand the themes and techniques of Shakespearean plays and sonnets.	K3
CO3	Analyze Shakespeare's works critically.	K4
CO4	Explain key terms, concepts and dramatic genres in Shakespeare's plays.	K4
CO5	Evaluate Shakespeare's contribution to the English language, and to the development of modern thought.	K5

**K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate**



**Mapping of COs with POs**

<b>PO CO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	M	S	S	M	M
<b>CO2</b>	S	M	S	M	S
<b>CO3</b>	S	M	M	S	S
<b>CO4</b>	M	S	S	M	S
<b>CO5</b>	S	M	M	S	M

**S – Strong**

**M – Medium**

**L – Low**



Programme: B.A. English				
Core – VIII		Course Code: 21UEN5C08		Course Title: Language and Linguistics – I
Semester V	Hours/Week 6	Total Hours 90	Credits 4	Total Marks 100

### Course Objectives

1. To enable the students to enhance their knowledge regarding the study of the language.
2. To motivate the students to study the concepts of the linguistics and its divisions.
3. To introduce the students to the elements of sound system in English.
4. To enrich the student's linguistic ability to speak and write in English effectively.

#### **UNIT – I: Language**

Definition of Language, Characteristics of Language, Human Communication and Animal Communication.

#### **UNIT – II: Study of Language Variation**

Diachronic Variations in Languages. Synchronic Variations

Stylistic Study of Literature. UNIT – III: What is Linguistics? Definition of Linguistics

Levels of Linguistics Branches of Linguistics Scope of Linguistics

#### **UNIT – IV: Fundamental Concepts and Distinctions in Linguistics**

Langue and Parole

Competence versus Performance Sign and Symbol

Syntagmatic and Paradigmatic Substance and Form

#### **UNIT – V: Modern Linguistics**

The Indian Tradition

The Greek and the Roman Traditions Linguistics in 19th Century and 20th Century The American Structuralists and Bloomfield





### Prescribed Book

1. Jindal D.V. and Pushpinder Syal. An Introduction to Linguistics: Language, Grammar, and Semantics. Mumbai: Prentice Hall of India publishers, 1998.

### Reference Books

1. Kristin Denham Anne Lebeck, Linguistics for Everyone – An Introduction. Kolkatta: OUP Publishers, 2012.
2. John, Patrick, Christopher. Linguistics and Phonetics Delhi: Paperback Publisher, 2011.

### Webliography

1. <https://www.facebook.com/692607381101760/posts/1045430265819468/?sfnsn=wiws pm o & extid=yymSlpSwj7gtjGW>
2. <https://www.linguistlist.org>
3. <https://www.library.qmul.ac.uk/subject-guides/languages-and-linguistics/useful-websites/>

### Course Outcomes (Cos)

On successful completion of the course, the students will be able to

CO Number	CO Statement	Knowledge Level
CO1	Grasp the complexity of language as a communication system shaped by cognitive, biological, cultural, and social factors.	K3
CO2	Demonstrate understanding of the concepts, theories, and methodologies used by linguists in qualitative and quantitative analyses of linguistic structure, and patterns of language use.	K4



<b>CO3</b>	Demonstrate understanding of processes of language change and variation, the role of language in reflecting and constructing social identities, and the distinctive properties of human language.	K5
<b>CO4</b>	Collect, organize and analyze linguistic data from diverse languages, to form hypotheses about language structure/use and to test those hypotheses against new data.	K3
<b>CO5</b>	Acquire the technical vocabulary and theoretical tools of the field, necessary to read published linguistic research.	K5

**K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate**

**Mapping of COs with POs**

<b>PO CO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	M	S	S	M	M
<b>CO2</b>	S	M	S	M	S
<b>CO3</b>	S	M	M	S	S
<b>CO4</b>	M	S	S	M	S
<b>CO5</b>	S	M	M	S	M

**S – Strong**

**M – Medium**

**L – Low**



Programme: B.A. English				
Core – IX		Course Code: 21UEN5C09		Course Title: Women's Writing in English
Semester V	Hours/Week 6	Total Hours 90	Credits 5	Total Marks 100

### Course Objectives

1. To introduce students to a variety of works by Western and Non-Western women writers.
2. To encourage students to study the cultural heritage of each work and identify the female voice that transcends national culture.
3. To impart the knowledge of women's liberation through women's writing.
4. To read and to respond the similarities and differences among women, within and across different historical movements.
5. To integrate critical sources effectively into their analysis of literature.

### **UNIT – I: POETRY**

1. Emily Dickinson - I Felt a Funeral, in My Brain
2. Elizabeth Bishop - The Fish
3. Gladys Cardiff - Combing
4. Julia Alvarez - Woman's Work
5. Phillis Wheatley - On Virtue

### **UNIT – II: PROSE**

1. Mary Wollstonecraft - A Vindication of the Rights of Woman

### **UNIT – III: DRAMA**

1. Susan Glaspell - Trifles

### **UNIT – IV: FICTION**

1. Anita Nair - Ladies Coupe

### **UNIT – V: SHORT STORY**

1. Kate Chopin - The Story of an Hour
2. Alice Munro - Boys and Girls

**Prescribed Books**

1. Poetry Down the Ages. Orient Black Swan, Chennai, 2013. Board of Editors Periyar University.[This book contains all the prescribed poems (from Semester I–VI)]

**Reference Books**

1. Wollstonecraft, Mary. The Complete Works of Mary Wollstonecraft. Ed. Janet Todd and Marilyn Butler. 7 vols. London: William Pickering, 1989.
2. Mishra, Binod. & Kumar Sunjay. (eds) Indian Writing in English. New Delhi: Atlantic Publishers, 2006.
3. Myles, Anita. Feminism and the Post Modern Indian Women Novelists in English. New Delhi: Sarup& Sons, 2006.
4. Nair, Anita. Ladies Coupe. New Delhi: Penguin Books, 2001.

**Webliography**

1. <https://www.google.co.in/search?>
2. <https://www.mouthshut.com/review/Ladies-Coupe-Anita-Nair-review-orrqsstrp>
3. <https://www.languageinindia.com/april2013/deepaladiescoupe.pdf>
4. <https://reconstruction.eserver.org/BReviews/revLadiesCoupe.htm>
5. <https://academic.brooklyn.cuny.edu/english/melani/cs6/funeral.html>
6. <https://academic.brooklyn.cuny.edu/english/melani/cs6/funeral.html>
7. <https://poets.org/>



### Course Outcomes (Cos)

On successful completion of the course, the students will be able to

CO Number	CO Statement	Knowledge Level
CO1	Interpret literary works by women at an advanced undergraduate level.	K3
CO2	Explain and participate in critical and theoretical debates on women's writing.	K4
CO3	Understand and deduce the suppression and discriminations against women globally.	K3
CO4	Understand women from various sexual, racial and national perspectives.	K5
CO5	Analyze literary texts through the perspectives of gender, knowing the central points of a selection of feminist theory, and can use it as a context for reading literary texts.	K4

**K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate**

### Mapping of COs with POs

PO CO	PO1	PO2	PO3	PO4	PO5
CO1	M	S	S	S	M
CO2	S	M	M	S	M
CO3	S	S	M	S	S
CO4	M	S	S	M	S
CO5	M	S	S	M	S

**S – Strong**

**M – Medium**

**L – Low**



Programme: B.A. English				
Core – X		Course Code: 21UEN5C10		Course Title: American Literature
Semester	Hours/Week	Total Hours	Credits	Total Marks
V	6	90	4	100

### Course Objectives

1. To understand the diverse origins of American literature.
2. To identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the American literature of different periods or regions.
3. To describe the major historical and cultural development of colonial America.
4. To analyze the major conventions, tropes and themes of puritan and early American literature.
5. To distinguish and identify the literary genres of American texts

### **UNIT – I: POETRY**

1. Robert Frost - Reluctance
2. Walt Whitman - O Captain! My Captain!
3. Langston Hughes - Democracy
4. Allen Tate - The Wolves

### **UNIT – II: PROSE**

Martin Luther King's Speech - I Have a Dream Obama's Speech - "Yes, We Can!"

### **UNIT – III: DRAMA**

Percival Wilde - The Hour of Truth

### **UNIT – IV: FICTION**

Saul Bellow - Dangling Man

### **UNIT – V: SHORT STORY**

Edgar Allen Poe - The Fall of the House of Usher

O'Henry - After Twenty Years

**Prescribed Book**

1. Poetry Down The Ages .Second Edition, Chennai: Orient Blackswan Private Limited, Jan 2004.

**Reference Books**

1. Martin Luther Dr. King Jr. I Have a Dream. Schwartz & Wade: Reprint edition, 9 October 2012.
2. Bellow Saul. Dangling Man. USA: Penguin Books, 2011.

**Webliography**

1. <https://www.gradesaver.com/the-poetry-of-robert-frost/study-guide/summary-reluctance-1913>
2. <https://www.litcharts.com/poetry/walt-whitman/o-captain-my-captain>
3. <https://www.litcharts.com/poetry/langston-hughes/democracy>
4. <https://shruthismohan.blogspot.com/2018/08/p-margin-bottom-0.html>
5. <https://www.enotes.com/topics/dangling-man>
6. <https://www.supersummary.com/after-twenty-years/summary/>



### Course Outcomes (Cos)

On successful completion of the course, the students will be able to

CO Number	CO Statement	Knowledge Level
CO1	Comprehend the implications and impact of the American freedom struggle through the prescribed texts.	K1 & K2
CO2	Understand the evolution of American literature and the different cultural backgrounds of the American authors and the themes, and their different writing styles.	K2 & K3
CO3	Comprehend the unyielding American dream.	K3 & K4
CO4	Recognize the universality of human experiences reflected in the works produced by Americans	K5
CO5	Write research-based critical papers about the assigned readings.	K5

**K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate**

### Mapping of COs with POs

PO \ CO	PO1	PO2	PO3	PO4	PO5
CO1	M	S	S	S	M
CO2	S	M	M	S	M
CO3	S	S	M	S	S
CO4	M	S	S	M	S
CO5	M	S	S	M	S

**S – Strong**

**M – Medium**

**L – Low**





Programme: B.A. English				
Elective – I		Course Code: 21UEN5E01		Course Title: English for Competitive Examinations
Semester V	Hours/Week 6	Total Hours 90	Credits 5	Total Marks 100

### Course Objectives

1. To develop intellectual, personal and professional abilities.
2. To acquire the basic language skills.
3. To acquire the linguistic competence.
4. To acquire the art of writing.
5. To distinguish the phrases in sentences.

#### **UNIT – I**

Parts of Speech

Numbers (Noun Numbers) Gender

Articles and Prepositions

#### **UNIT – II**

Phrases and Clauses Concord

Tag Questions Tense, Homonyms

Narration - (simple topics) Degrees of Comparison Sentence Completion

#### **UNIT – III**

Reported Speech

Active and Passive voice Spotting the Error

#### **UNIT – IV**

Expansion of Proverbs- Dialogue Writing Idioms and Phrases

Classification of Sentences: Simple - Complex- Compound

**UNIT – V**

One Word Substitution Abbreviation, Acronyms

General Knowledge: Government Schemes - Important Dates - Country-Currency- Capitals (CCC)

**Prescribed Books**

1. Gangal, J. K. Competitive English for Professional Courses. S. Chand Publications, 2009.
2. Shukla R.N. & N. M. Nigam. Facets of English Grammar. Macmillan, 2009.
3. Bhatnagar, R. P. & Rajul Bhargava. English for Competitive Examinations. Macmillan, 2007.

**Reference Books**

1. Gangal, J.K. A Practical Course For Developing Writing Skills in English. S Chand Publisher, 2009.
2. Gangal, J.K and Madhulika Singh, A Practical Course in Interactive English Grammar for Effective Communication - A Simplified Approach. S. Chand Publishers, 2010.

**Webliography**

1. <https://www.grammargirl.com>
2. <https://www.grammarly.com>
3. <https://www.wikipedia.com>
4. <https://www.grammarmonster.com>
5. <https://www.pro writing aid.com>
6. <https://www.thesarus.com>



### Course Outcomes (Cos)

On successful completion of the course, the students will be able to

CO Number	CO Statement	Knowledge Level
CO1	Acquire a sound knowledge in grammar.	K1
CO2	Write sentences without grammatical errors.	K1
CO3	Possess a sound general knowledge.	K3
CO4	Attempt interviews with confidence and ability.	K3
CO5	Classify the various components of English grammar and appraise the hardships in framing sentences.	K3

**K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate**

### Mapping of COs with POs

PO \ CO	PO1	PO2	PO3	PO4	PO5
CO1	M	S	S	S	M
CO2	S	M	M	S	M
CO3	S	S	M	S	S
CO4	M	S	S	M	S
CO5	M	S	S	M	S

**S – Strong**

**M – Medium**

**L – Low**



Programme: B.A. English				
Core – XI		Course Code: 21UEN6C11		Course Title: Shakespeare – II
Semester VI	Hours/Week 6	Total Hours 90	Credits 4	Total Marks 100

### Course Objectives

1. To analyse Shakespeare's works through discussion and writing.
2. To demonstrate an understanding of such literary terms, themes, strategies, and issues as are to the works being studied.
3. To express their understanding of the relationship between literature and the historical/cultural contexts in which it was written.
4. To utilize contemporary criticism, original reception, text, and history as ways of providing a context for understanding the plays.
5. To demonstrate a fuller and deeper understanding of all facets of Shakespearean drama and their relation to the student's lives.

#### **UNIT – I**

A Midsummer Night's Dream

#### **UNIT – II**

Henry – IV Part – I

#### **UNIT – III**

As You Like It

#### **UNIT – IV**

Macbeth

#### **UNIT – V**

The Tempest



### Prescribed Book

1. Shakespeare – The Complete Works. Mumbai: Wilco Publishing House, 1989.

### Reference Books

1. Bradley, A.C. Shakespearean Tragedy. London: Macmillan & Co, 1975.
2. John. R. Brown. Shakespeare and His Comedies. London: Methuen & Co, 1957.
3. Traversi D. A. An Approach to Shakespeare. UK: Doubleday & Co, 1956.

### Webliography

1. <https://litaid.com/johnson-as-a-critic-of-shakespeare/>
2. <http://shakespeare.mit.edu/>
3. <https://literarydevices.net/william-shakespeare/>
4. <https://www.williamshakespeare.net/>

### Course Outcomes (Cos)

On successful completion of the course, the students will be able to

CO Number	CO Statement	Knowledge Level
CO1	Gain an insight into the age of Shakespeare.	K3
CO2	Understand the themes and techniques of Shakespearean plays and sonnets.	K3
CO3	Analyze Shakespeare's works critically.	K4
CO4	Explain key terms, concepts and dramatic genres in Shakespeare's plays.	K4
CO5	Evaluate Shakespeare's contribution to the English language, and to the development of modern thought.	K5

**K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate**



**Mapping of COs with POs**

<b>PO CO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	M	S	S	M	M
<b>CO2</b>	S	M	S	M	S
<b>CO3</b>	S	M	M	S	S
<b>CO4</b>	M	S	S	M	S
<b>CO5</b>	S	M	M	S	M

**S – Strong**

**M – Medium**

**L – Low**



Programme: B.A. English				
Core – XII		Course Code: 21UEN6C12		Course Title: English Language Teaching
Semester VI	Hours/Week	Total Hours	Credits	Total Marks
	6	90	4	100

### Course Objectives

1. To help the students to acquire a theoretical background of ELT and to expose them to practice teaching with an application of various testing techniques and teaching methodologies.
2. To examine the theory and practice of language teaching.
3. To educate the students with vocabulary and linguistic competency.
4. To introduce to the various language teaching theories.
5. To create awareness about the concept of reflective practice as a set of skills and understanding and applying it to ELT.

#### **UNIT – I**

English Language Teaching in India Language Acquisition Theories Approaches and Methods

#### **UNIT – II**

Curriculum and Syllabus Class Management Teaching English Grammar

#### **UNIT – III**

LSRW Skills

Teaching of Prose Text

#### **UNIT – IV**

Remedial Teaching Language Games

#### **UNIT – V**

Lesson Plan and Class Room observation Language Testing Evaluation



### Prescribed Book

1. Bose, M.N.K. A text Book of English Language Teaching. Chennai: New Century Book House (P) Ltd, 2011.

### Reference Books

1. Bright J.A.& G.P. McGregor. Teaching English as a Second Language, Chennai: Longman Publisher, 2010.
2. Ghosh, Sastri, Das. Introduction to English Language Teaching. CIEFL (OUP), 2010.
3. Brumfit, C.J and Johnson, K. The Communicative Approach to Language Teaching. London: Oxford University Press, 1979.

### Webliography

1. [https://en.wikipedia.org/wiki/Teaching\\_English\\_as\\_a\\_second\\_or\\_foreign\\_language](https://en.wikipedia.org/wiki/Teaching_English_as_a_second_or_foreign_language)
2. <http://esl.fis.edu/teachers/support/method.htm>
3. <https://www.elc.edu/english-courses/english-teaching-methods/>

### Course Outcomes (COs)

On successful completion of the course, the students will be able to

CO Number	CO Statement	Knowledge Level
CO1	Know the beauty of the coherence of Language and Literature.	K3
CO2	Demonstrate the awareness of evolution theory of language by varied culture.	K3
CO3	Study the formation of new words.	K4
CO4	Gain depth knowledge of the structure and different methods of teaching English.	K4
CO5	Develop all the four language skills - LSRW, by having a wide range of communicative tasks and activities.	K5

**K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate**





**Mapping of COs with POs**

PO CO	PO1	PO2	PO3	PO4	PO5
CO1	M	S	S	M	M
CO2	S	M	S	M	S
CO3	S	M	M	S	S
CO4	M	S	S	M	S
CO5	S	M	M	S	M

**S – Strong**

**M – Medium**

**L – Low**



Programme: B.A. English				
Core – XIII		Course Code: 21UEN6C13		Course Title: Language and Linguistics – II
Semester	Hours/Week	Total Hours	Credits	Total Marks
VI	6	90	4	100

### Course Objectives

1. To enhance the students' knowledge regarding the study of the language.
2. To study the concepts of the linguistics and its divisions.
3. To introduce the students to the elements of sound system in English.
4. To enrich the student s' linguistic ability to speak and write in English effectively.

#### **UNIT – I**

##### **WHAT IS GRAMMAR?**

Functions and Categories

Traditional Definitions

Empty Words

Functional Labels

#### **UNIT – II**

##### **STRUCTURALIST VIEW OF GRAMMAR & I C ANALYSIS**

Structural Grammar

I C Analysis

Phrase Structure Rules

Deep and Surface Structure

#### **UNIT – III**

##### **MORPHOLOGY**

Definition

Free and Bound Morphemes

Morphological Analysis of Words

**UNIT – IV****WORD FORMATION**

Structure of Words

Various Ways of Word Formation

Use of prefix and suffix – Clippings – Conversions - Acronyms Compound Formation - Blends

**UNIT – V****SYNTAX & SEMANTICS**

Phrase Structure Grammar

Transformational Grammar

What is meaning? Different Kinds of meaning?

Distinctions between Lexical and Grammatical

Meaning Sense and Reference & Entailment and Pre-supposition

**Prescribed Book**

1. Jindal D.V. and Pushpinder Syal. An Introduction to Linguistics: Language, Grammar and Semantics. Prentice Hall of India, 2007.

**Reference Books**

1. Denham Kristin & Anne Lebeck. Linguistics for Everyone – An Introduction. USA: Wadsworth Publishing, 2012.
2. Patrick, John and D. Christopher. Linguistics and Phonetics. Mumbai: Macmillan publishers, 2002.

**Webliography**

1. <https://www.facebook.com/692607381101760/posts/1045430265819468/?sfnsn=wiwspm&extid=yymSlpSwj7gtjGW>
2. <http://www.linguistlist.org>
3. <https://www.library.qmul.ac.uk/subject-guides/languages-and-linguistics/useful-websites/>



### Course Outcomes (COs)

On successful completion of the course, the students will be able to

CO Number	CO Statement	Knowledge Level
CO1	Grasp the complexity of language as a communication system shaped by cognitive, biological, cultural, and social factors.	K3
CO2	Demonstrate understanding of the concepts, theories, and methodologies used by linguists in qualitative and quantitative analyses of linguistic structure, and patterns of language use.	K2
CO3	Understand the processes of language change and variation, the role of language in reflecting and constructing social identities, and the distinctive properties of human language.	K3
CO4	Organize and analyze linguistic data from diverse languages, to form hypotheses about language structure/use and to test those hypotheses against new data.	K3
CO5	Acquire the technical vocabulary and theoretical tools of the field, necessary to read published linguistic research.	K3

**K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate**

### Mapping of COs with POs

PO \ CO	PO1	PO2	PO3	PO4	PO5
CO1	M	S	S	S	M
CO2	S	M	M	S	M
CO3	S	S	M	S	S
CO4	M	S	S	M	S
CO5	M	S	S	M	S

**S – Strong**

**M – Medium**

**L – Low**



<b>Programme: B.A. English</b>				
<b>Elective – II</b>		<b>Course Code: 21UEN6E02</b>		<b>Course Title: English Literature for Competitive Examinations</b>
<b>Semester</b> VI	<b>Hours/Week</b> 6	<b>Total Hours</b> 90	<b>Credits</b> 5	<b>Total Marks</b> 100

### Course Objectives

1. To enable the students to get background knowledge about English Literature.
2. To facilitate the students in understanding the changing environment in English Literature and others as well.
3. To enrich the students to enjoy the nuances of the different kinds of authors and their genres during their periods.

#### **UNIT – I**

1. Modern Literature (1370-1600)
2. The Age of Chaucer (1340-1400)
3. From Chaucer to the Renaissance (1400-1520)

#### **UNIT – II**

4. Renaissance (1520-1590)
5. Age of Shakespeare (1590-1616)
6. Shakespeare's Contemporaries and the Successors (1580-1625)
7. Milton and Dryden (1625-1700) Puritanism & Restoration
8. Restoration Prose (1660-1700)

#### **UNIT – III**

9. Classicism (1700-1770)
10. The Pre-Romantic Period (1770-1798)
11. Wordsworth & Coleridge (1798-1832) Romanticism
12. Walter Scott (1798-1832) Romantic Period

**UNIT – IV**

13. The Romantic Period (1798-1832) Second Generation of Poets
14. Victorian Era (1832-1875) Carlyle – Dickens – Bronte - and Ruskin
15. The Twentieth Century (1914-1970) Criticism
16. Literary Quotes (Marlow to Modern Time)

**UNIT – V**

- The Twentieth Century (1914-1970)
- The Novel & The Short Story
- The Twentieth Century (1914-1970) The Theatre
- The Twentieth Century (1914-1970) Poetry
- The Twentieth Century (1914-1970) Criticism
- Literary Quotes (Marlow to Modern Time)

**Prescribed Book**

1. Devaraj. English Literature for Competitive Examinations. Chennai: Emerald Publishers, 2007.

**Reference Books**

1. Truman's - CBSE – UGC-NET/SET. Danika Publishing Company, 2019.
2. Upkar's - CBSE – UGC-NET/SET. Paperback Publishers, 2019.

**Webliography**

1. <http://www.historyworld.net/wrldhis/plaintexthistories.asp?historyid=aa08>
2. <https://literariness.org/2018/07/18/a-brief-history-of-english-literature/>
3. <https://englishsummary.com/category/english-history/>



### Course Outcomes (COs)

On successful completion of the course, the students will be able to

CO Number	CO Statement	Knowledge Level
CO1	Learn the subject and prepare for self study.	K3
CO2	Analyze English literary tradition from King Charles II to the age of Modernism and Post Modernism	K2
CO3	Explain various schools and forms of drama of major writers.	K3
CO4	Analyze the background of all genres and its culture to the respective era.	K3
CO5	Comprehend the development of English literature from 14 <sup>th</sup> century writers to the contemporary writers.	K3

**K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate**

### Mapping of COs with POs

PO \ CO	PO1	PO2	PO3	PO4	PO5
CO1	M	S	S	S	M
CO2	S	M	M	S	M
CO3	S	S	M	S	S
CO4	M	S	S	M	S
CO5	M	S	S	M	S

**S – Strong**

**M – Medium**

**L – Low**



Programme: B.A. English				
<b>Elective – III</b>		<b>Course Code: 21UEN6E03</b>		<b>Course Title:</b> Communication Skills – Practical
<b>Semester</b> VI	<b>Hours/Week</b> 6	<b>Total Hours</b> 90	<b>Credits</b> 5	<b>Total Marks</b> 100

### Course Objectives

1. To understand the role of communication in personal & professional success.
2. To develop awareness of appropriate communication strategies.
3. To prepare and present messages with a specific intent.
4. To analyze a variety of communication acts.
5. To develop one's personality according to the profession.

### **UNIT – I**

Pronunciation and Neutralization of Accent

### **UNIT – II**

Communication Skills Telephone Skills

### **UNIT – III**

#### **Writing Skills**

- a. Transcoding a given chart, Table or Statistics into a report
- b. Making Announcements
  - i. Announcements in Radio & T.V about Programmes and Missing Persons
  - ii. Announcement in Railway Stations about the arrival/departure/cancellation of Trains
- c. Filling up Forms
  - i. Money Order Forms
  - ii. Railway Reservation/Cancellation Forms
  - iii. Mobile Connection Form
  - iv. Passport Application Form
  - v. Bank A/C opening Form
- d. Preparing Advertisements and Brochures





## UNIT – IV

### A. Group Discussion Skills

- a. Dress and Appearance
- b. Motivation
- c. Importance of being calm, friendly & cool
- d. Importance of Listening
- e. Leadership qualities
- f. Knowledge of the subject
- g. Delivery
  - i. Body Language
  - ii. Voice Modulation
  - iii. Language: simple, specific, intelligible, concrete & sensuous
  - iv. Brevity
  - v. Humour

**Note:** Students are to be trained to group – discuss Current Affairs, National Issues, International Developments, Social Issues, Systems of Government, Human Rights etc.

### B. Public Speaking Skills

- a. Preparation
- b. Knowledge of the subject
- c. Dress and Appearance
- d. Delivery: Body Language, Brevity, Humour, Accuracy and Eloquence
- e. Use of Anecdotes
- f. Sensing the Audience
- g. Overcoming fear
- h. Time – Management
- i. Encountering a hostile atmosphere

### C. Reading Skills

- a. Pronunciation, Stress & Intonation
- b. Fluency

## UNIT – V

### A. Interview Skills



- a. Making the Interview – File
- b. Preparation for the Interview
- c. Dress and Appearance
- d. Entry & Exit
- e. Eye – Contact
- f. Gestures and Postures
- g. Presence of Mind
- h. Communication Skills
- i. Knowledge
- j. Brevity and Accuracy
- k. Leadership Qualities
- l. Negative Aspects

### **B. Magazine Making : See “Guidelines” for Conducting Practical Examination**

**Note 1:** Students are to be informed about the skills to be tested and the marks allotted to each of them in Group Discussion, Public Speaking, Reading and Interview – skills tests. For details see Appendix (Test – Details)

**Note 2:** For the test in Interview Skills students are required to bring their CV with them

#### **For Units I &II: Practice Book**

A Course in Listening and Speaking – I (with CD) by V. Sasikumar, P Kiranmai Dutt and Geetha Rajeevan. Published by Foundation Books, 21/1, (New No. 49), I Floor, Model School Road, Thousand Lights, Chennai 600 006. Test – Material will be taken only from the CD supplied with this practice book.

#### **For Unit IV A: Group Discussion Skills**

‘Group Discussion’ by Dr B.R Kishore. Published by Vee Kumar Publications Pvt. Ltd., 507, Vikram Towers, Rajendra Place, New Delhi – 110 008.

#### **For Unit IV B: Public Speaking Skills**

‘Better speeches made easy’ by Walter Thompson, Pub. By W.R Goyal Publishers and Distributors, 86, UB Jawahar Nagar, Delhi – 110 007. E- mail: goyal@vsnl.com.



### For Unit V A: Interview Skills

- i. The art and Techniques of Interviews by B.S Sijwal and InduSijwal Pub. By Arihant Publications, Kalindi Transport Nagar, Meerut - 2 (U.P) – 250 003.
- ii. Interview Manual – Interview Techniques and Model Interviews’ by Abdul Hashem Pub. by Ramesh Publishing House, 12- H, New Daryaganj Road, (Opp- to Traffic Kotwali, New Delhi – 110 002.

### Course Outcomes (COs)

On successful completion of the course, the students will be able to

CO Number	CO Statement	Knowledge Level
CO1	Apply and use various kinds of jargons and register as per context.	K3
CO2	Understand the concepts like accent and dialect, bilingualism and multilingualism, Lingua franca – link language, Standard language (R P)	K2
CO3	Learn the varieties of English: British, American and Indian. Language and identity, Language and power.	K4
CO4	Possess good Public Speaking Skills, Prepare for Group Discussion Skills.	K5
CO5	Prepare or write articles to Magazines, attend an interview in the pertinent manner, have speaking skills among his group and in Public.	K5

**K1 – Remember, K2 – Understand, K3 – Apply, K4 – Analyze, K5 – Evaluate**

### Mapping of COs with POs

PO \ CO	PO1	PO2	PO3	PO4	PO5
CO1	S	M	M	S	M
CO2	M	S	M	S	S
CO3	S	M	S	S	S
CO4	M	S	M	M	S
CO5	S	M	S	S	M

**S – Strong**

**M – Medium**

**L – Low**

**Question Paper Pattern for Core - Allied and Elective Courses****Time: 3 hours****Maximum Marks: 75****Part – A ( $15 \times 1=15$  Marks)**

(Answer all the questions)

(Objective Type - Multiple Choice Questions)

(Three Questions from each Unit)

***Part -B ( $3 \times 5 = 15$  Marks)***

(Answer any THREE questions out of FIVE open choice questions)

(One Question from each Unit)

***Part -C ( $5 \times 9 = 45$  Marks)***

(One question from each unit with Internal Choice)



**Model Question Paper**

**SRI VIDYA MANDIR ARTS & SCIENCE COLLEGE (Autonomous), UTHANGARAI**

**POST GRADUATE & RESEARCH DEPARTMENT OF ENGLISH**

**Under-graduate Degree Courses**

**(For those admitted in June 2020 and later)**

**21UEN1C02–Grammar and Usage**

**I BA English      Max.: 75 Marks**

**Time: 3 Hours**

**SECTION A (15 × 1=15)**

**I ANSWER ALL THE QUESTIONS**

1. Fill in the blank with suitable noun. I have severe \_\_\_\_\_ pain.  
a) teeth                      b) false teeth                      c) Pen                      d) tooth
  
2. Fill in the blanks with possessive pronoun – This book is \_\_\_\_\_.  
a) mine                      b) your                      c) my                      d) their
  
3. Fill in the blank with suitable article Brass is \_\_\_\_\_ useful metal  
a) a                      b) an                      c) the                      d) no article
  
4. Fill in the blank with demonstrative adjective \_\_\_\_\_ mangoes are sour.  
a) this                      b) these                      c) my                      d) each
  
5. Fill in the blank with suitable preposition Let's meet \_\_\_\_\_ 7'o clock tomorrow evening  
a) in                      b) on                      c) at                      d) from
  
6. Put the verb into the correct form: How old were you when you learnt \_\_\_\_\_.  
a) driving                      b) drive                      c) drove                      d) driven
  
7. Complete the sentence with right adverb: She shouted at me \_\_\_\_\_.  
a) beautifully      b) happily                      c) angrily                      d) anger



8. Combine the following sentence with suitable Conjunction: we must be early we won't get a seat
- a) but                      b) otherwise                      c) though                      d) if
9. Fill in the blank with suitable Interjection: \_\_\_\_\_ the principal sir is coming
- a) hurrah                      b) bravo                      c) alas                      d) hush
10. Identify the predicate of the following: Once there was a lion lived in the forest
- a) lived in the forest                      b) once there was  
c) once there was lived in the forest                      d) a lion
11. Identify the sentence – open the door.
- a) declaration      b) interrogative                      c) imperative                      d) exclamatory
12. Identify the sentence pattern –Give me a pencil now
- a) VIODOA      b) SVOA                      c) SVOC                      d) VOCA
13. Fill in the blank with suitable phrases/Idioms: Rich people mostly keep their poor relatives at .
- a) an arm's length                      b) got through  
c) to success in life                      d) a wild goose chase
14. Identify the figure of speech: The camel is the ship of the desert
- a) simile                      b) oxymoron                      c) climax                      d) metaphor
15. Identify the figure of speech: You are a pretty fellow
- a) oxymoron                      b) Irony                      c) climax                      d) Apostrophe

**SECTION-B****I. Answer (ANY THREE) the following****3 × 5=15**

16. Fill in the blanks with suitable articles

- i. What lovely    dress
- ii. It was    accident
- iii.    Earth goes around the sun
- iv. Tim's father is    doctor
- v. I am looking for    job

**17. Fill in the blanks with suitable prepositions**

- i. He sat    the ground
- ii. The quarrel arose    the two sisters
- iii. Mr. and Mrs. Kelly have been married    1968
- iv. My sister got married    may
- v. She was very fond    reading books

**18. Combine the following sentence**

- i. I am tired. I will not attend the function (so)
- ii. You must come Ram must come ( either...or)
- iii. What a beautiful present! (add suitable interjection)
- iv. What a terrible scene!(add suitable interjection)
- v. Well done! (add suitable interjection)

**19. Identify the pattern of sentences**

- i. Yesterday we went to Chennai
- ii. They are playing
- iii. I like swimming in the sea
- iv. Ramu will prepare briyani to night
- v. He came to my home

**20. Pick out the idioms and phrases in the following**

- i. I win the prize by hook or by crook
- ii. The two brothers are at daggers drawn with each other
- iii. Rich people mostly keep their poor relatives at an arms length
- iv. My friend came off with flying colours in the IAS examination
- v. To try to establish world peace is only a wild goose chase



**III ANSWER ALL THE QUESTIONS: 5 × 9 = 45**

21.a) Write an essay on pronoun and its types with examples

(or)

b) Write an essay on articles with examples

22.a) Definite nonfinite verbs. Explain its different forms with examples

(or)

b) Write an essay on adjective and its types with examples

23.a) Write an essay on adverb and its types with examples

(or)

b) Describe different types of conjunctions and their uses

24.a) Discuss the pattern of sentence(minimum five) with suitable examples

(or)

b) Define types of sentence with examples

25.a) Define the following figures of speech with examples

i) Apostrophe

ii) Simile

iii) Irony

iv) Oxymoron

v) Metaphor

(or)

b) Choose the correct Idioms/phrases

i) Once in a blue moon

a) on a blue moon day

b) full moon day

c) black moon day

d) event that happens rarely

ii) When pigs fly

a) pigs fly

b) never happen

c) pigs run

d) birds fly

iii) To kill two birds with one stone

a) to solve two problems at once

b) to kill two person

c) to murder

d) to hunt birds





iv) To add insult to injury

- a) to irritate someone
- b) to insult
- c) to make situation bad
- d) to injure a person

v) You can't judge a book by its cover

- a) not to judge someone by appearance
- b) to criticize a book
- c) to see a book by its cover
- d) a false judgement

vi) up in arms

- a) angry about something
- b) to have in arms
- c) to raise the hands
- d) to get up

vii) Eat like a horse

- a) to eat a lot
- b) to horse's food
- c) to eat horse
- d) to be like a horse

viii) Hit the book

- a) to kick the book
- b) to hit somebody
- c) to study
- d) not to study

ix) Strike while the iron is hot

- a) to heat the iron
- b) to act when the opportunity comes
- c) to strike somebody
- d) to use the iron

x) Hold your tongue

- a) To hold the tongue in hand
- b) to let the tongue out
- c) not to speak
- d) speak harshly.