

# SRI VIDYA MANDIR ARTS & SCIENCE COLLEGE

**(Autonomous)**

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

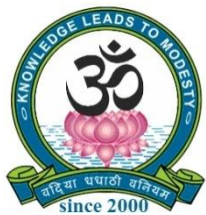
*[Accredited by NAAC with 'A' Grade with CGPA of 3.27]*

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

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

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## **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 2022-2023 onwards)**

# REGULATIONS AND SYLLABUS FOR B.A. ENGLISH PROGRAMME

(For Students Admitted in the College from the Academic Year 2022-2023 onwards)

## 1. VISION OF THE DEPARTMENT

To provide incomparable internationally acclaimed teaching for the betterment of the world and to imbibe the necessary personality trait to move towards a sound life with academic and research enrichment.

## 2. MISSION OF THE DEPARTMENT

To develop communication skills, strengthening holistic understanding of literature, to pursue advanced research in English and to sharpen their critical ability to interpret and evaluate literary works and theory.

## 3. DEFINITIONS

(i) **Program:** Program means a course of study leading to the award of the degree in a discipline.

(ii) **Course:** Course refers to the subject offered under the Degree Programme.

## 4. AIMS OF THE PROGRAMME

The overall aims of the course are:

- a. To enable the learners to communicate effectively and appropriately in real life situation.
- b. To use English effectively for study purpose across the curriculum.
- c. To develop interest in and appreciation of Literature.
- d. To develop and integrate the use of the four language skills i.e. Reading, Listening, Speaking and Writing.
- e. To revise and reinforce structures already learnt.

## 5. PROGRAMME OUTCOMES (PO)

PO1	The student would be Interpreting literary language and literary artefacts as true of various forms of literature such as poetry
PO2	Pronouncing, accentuating and intonating English words and sentences as per the prescriptions of the Received Pronunciation (RP) pattern
PO3	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.
PO4	Comprehending the central tenets of various schools of literary theories and

	applying them to interpreting critically a poem or a piece of prose
PO5	To view the reading of challenging and imaginative texts as an essential and rewarding part of a life-long commitment to learning and growth.

## 6. ELIGIBILITY FOR ADMISSION

Candidates seeking admission to first year of the Bachelor of Arts (B.A.) in English shall be required to have passed the Higher Secondary Examination conducted by the Government of Tamil Nadu or an examination accepted as Equivalent there to by the Syndicate subject to the conditions as may be prescribed thereto are permitted to appear and qualify for the B.A. English degree examination of this Autonomous College affiliated to Periyar University after a course of study of three academic years.

## 7. DURATION OF THE PROGRAMME

The Programme for the Degree of Bachelor of Arts (B.A.) in English shall consist of three academic years divided into six semesters. Each Semester consists of 90 working days (450 hours).

## 8. FEATURES OF CHOICE BASED CREDIT SYSTEM

Under Choice Based Credit System (CBCS), a set of Courses consisting of Core Courses, Elective Courses, Skill Based Elective Courses and Non-Major Elective Courses are offered. Beside the Core Courses, which are totally related to the major subject, the students have the advantage of studying supportive papers and Non-Major Courses. This provides enough opportunity to the students to learn not only the major courses but also interdisciplinary and application-oriented courses.

## 9. SYLLABUS

The syllabus of the B.A. English Degree Programme is divided into the following Courses:

<b>Part I</b>	Tamil / Other Languages
<b>Part II</b>	English Language
<b>Part III</b>	Core Courses, Elective Courses and Allied Courses
<b>Part IV</b>	Skill Based Elective Courses, Non-Major Elective Course
<b>Part V</b>	Extension Activity

---	Environmental Studies and Value Education
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**(a) Language Courses:**

**(b) Core Courses:** The Core Courses are related to the Programme concerned including practical and project offered under the Programme.

**(c) Elective Courses:** There are three Elective Courses offered under the B.A. English Programme that are related to the major or non-major that can be selected by the students.

**(d) Skill Based Elective Courses (SBEC):** This course aims to impart advanced and recent developments in the concerned discipline.

**(e) Non-Major Elective Courses (NMEC):** Irrespective of the discipline, the student can select papers that are offered by other disciplines as non-major elective course.

**(f) Extension Activity:** Participation in NSS/NCC/YRC/RRC/Sports or other co-curricular activities are considered as Extension Activity.

**(g) Extra Credit Courses:** In order to facilitate the students gaining extra credits, the Extra Credit Courses are offered. According to the guidelines of the UGC, the students are encouraged to avail this option of enriching the knowledge by enrolling themselves in the Massive Open Online Courses provided by various portals, such as SWAYAM, MOOC, etc.

## **10. PROGRAMME OF STUDY**

The Programme of study for the Degree shall be in the Branch – English (Choice Based Credit System) with internal assessment comprised of instructions in the following subjects according to the syllabi and books prescribed from time to time.

## **11. CREDIT**

Weightage given to each course of study is termed as Credit.

## **12. CREDIT SYSTEM**

The weightage of credits is spread over to four different semesters during the period of study and the cumulative credit point average shall be awarded based on the credits earned by the student. A total of 148 Credits are prescribed for the B.A. English Degree Programme which is the minimum Credit requirement for the three-year B.A. English Degree Programme.

# SRI VIDYA MANDIR ARTS & SCIENCE COLLEGE

(Autonomous)

## Bachelor of Arts (B.A.) in English Course 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	5	3	25	75	100
2	II	Language	21UEN1CE01	Communicative English – I	5	3	25	75	100
3	III	Core – I	21UEN1C01	Poetry	5	5	25	75	100
4		Core – II	21UEN1C02	Grammar and Usage	5	5	25	75	100
5		Allied – I	21UEN1A01	Social History of England	5	5	25	75	100
6	IV	Add on Course	21UAL1PE01	Professional English – I	4	4	25	75	100
7	V	Value Education	21UVE101	Yoga	1	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>									
8	I	Language	21UFTA02	Tamil – II	5	3	25	75	100
9	II	Language	21UFEN02	Communicative English – II	5	3	25	75	100
10	III	Core – III	21UEN2C03	Prose	5	5	25	75	100
11		Core – IV	21UEN2C04	Indian Writing in English	5	5	25	75	100
12		Allied – II	21UEN2A02	History of English Literature	5	5	25	75	100
13	IV	Add on Course	21UAL2PE02	Professional English – II	4	4	25	75	100
14	V	Common Paper		Environmental Studies	1	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	21UFEN03	General English – I	6	3	25	75	100
17		Core – V	21UEN3C05	Drama	6	5	25	75	100

18	III	Allied – III	21UEN3A03	Literary Forms	6	5	25	75	100
19	IV	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
<b>Total</b>					<b>30</b>	<b>24</b>	<b>175</b>	<b>525</b>	<b>700</b>
<b>SEMESTER IV</b>									
22	I	Language	21UFTA04	Tamil – IV	6	3	25	75	100
23	II	Language	21UFEN04	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
<b>Total</b>					<b>30</b>	<b>24</b>	<b>175</b>	<b>525</b>	<b>700</b>
<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
<b>Total</b>					<b>30</b>	<b>23</b>	<b>125</b>	<b>375</b>	<b>500</b>
<b>SEMESTER VI</b>									
34		Core – XI	21UEN6C11	Shakespeare – II	6	4	25	75	100
35		Core – XII	21UEN6C12	English Language	6	4	25	75	100

				Teaching					
36	III	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			
					<b>30</b>	<b>23</b>	<b>125</b>	<b>375</b>	<b>500</b>
<b>Grand Total</b>					<b>180</b>	<b>148</b>	<b>950</b>	<b>2850</b>	<b>3800</b>

**Note:**

CBCS – Choice Based Credit System

CIA – Continuous Internal Assessment

ESE – End of Semester Examinations

**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)

**13. BREAK-UP OF MARKS AND CREDITS**

The break-up of marks and credits for the B.A. English Degree Programme is as follows:

Sl. No.	Part	Subject	Marks	Credits
1.	I	Language – Tamil	400	12
2.	II	Language – English	400	12
3.	III	Core – Theory	1300	62
		Allied – Theory	400	20
		Major Elective Courses	300	10
		Add on Courses	200	08
4.	IV	Skill Based Elective Courses	400	14

	Non-Major Elective Courses	200	4
	Environmental Studies	100	2
	Value Education	100	3
	Extension activity		1
<b>Total</b>		<b>3800</b>	<b>148</b>

- The students are advised to complete a **SWAYAM/MOOC** before the completion of the even semester of each year of study and submit the course completion certificate to the HOD. Two credits will be given to the candidates who have successfully completed.
- They are also sent for a training programme as internship to have a wider working skill. And **INTERNSHIP** has a prominent role to play in linking higher education with the requirements of the industry and the world of work. They are also encouraged to participate and present papers in workshops, seminars and conferences.

#### 14. EXAMINATIONS

The examinations consist of Continuous Internal Assessment (CIA) and **End of semester Examinations (ESE)**. The ESE shall be of three Hours duration for each theory course at the end of every semester. The candidate failing in any course(s) will be permitted to appear for each failed course(s) in the subsequent examination. At the end of semester practical examination shall be conducted for 3 hours.

To maintain uniformity, particularly for interdepartmental transfer of credits, there shall be a uniform pattern of examination to be adopted by all the teachers offering courses. There shall be three monthly tests, one seminar and one assignment for CIA and ESE during each semester. The distribution of marks for CIA and ESE shall be 25 marks and 75 marks, respectively. Further, the distribution of CIA - 15 marks for test, 5 marks for assignment and 5 marks for attendance. The average of the highest two test marks out of the three CIA tests will be taken for CIA.

#### 15. COMPONENTS OF CONTINUOUS INTERNAL ASSESSMENT (CIA)

Components		Marks	Total Marks
<b>Theory</b>			
CIA I	75	(75+75 = 150/10)	



CIA II	75	15	25
Assignment		05	
Attendance		05	
<b>Practical</b>			
CIA		25	40
Practical Observation Notebook		10	
Attendance		05	
Discipline		05	

## 16. QUESTION PAPER PATTERN

### Bloom's Taxonomy Based Assessment Pattern

(K1 – Remember; K2 – Understand; K3 – Apply; K4 – Analyze; K5 – Evaluate)

(i) Theory Examinations (CIA I & CIA II = 25 Marks and ESE = 75 Marks)

Knowledge Level	Section	Marks	Description	Total Marks
K1	A (Answer ALL) Q1–Q15	$15 \times 1 = 15$	Multiple Choice Questions (MCQ) (Three questions from each unit)	15
K2	B (Answer any TWO out of FIVE) Q16–Q20	$3 \times 5 = 15$	Short Answers (One question from each unit)	15
K3 & K4	C (Either or Pattern) Q20–Q25	$5 \times 9 = 45$	Descriptive/Detailed Answers (Two questions from each unit)	45
<b>Total Marks</b>				<b>75</b>

Passing Minimum (CIA) 40% = 10 Marks

Passing Minimum (ESE) 40% = 30 Marks

**40 Marks**

(ii) Practical Examinations (CIA = 40 Marks and ESE = 60 Marks)

Knowledge Level	Components	Marks	Total
K3	Interview skills	50	60
K4	Magazine	10	

K5			
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Passing Minimum (CIA) 40% = 16 Marks

Passing Minimum (ESE) 40% = 24 Marks

40 Marks

The candidate shall be declared to have passed the examination if the candidates secure not less than 30 marks out of 75 marks in the semester examination in each theory course and 10 marks out of 25 marks in the CIA and in total not less than 40 marks.

For the practical course, 24 marks out of 60 marks in the semester examination and the magazine preparation taken together and 16 marks out of 40 marks in the CIA and in total 40 marks. There is no minimum passing marks for the practical examination. However, submission of the magazine notebook is necessary.

Candidate who does not obtain the required minimum marks for a pass in a Course/Practical shall be declared Re-Appear (RA) and the candidate has to appear and pass the same at a subsequent appearance.

#### **17. MAXIMUM DURATION FOR THE COMPLETION OF THE B.A. ENGLISH PROGRAMME**

The maximum duration for completion of the B.A. English Program shall not exceed twelve semesters.

#### **18. COMMENCEMENT OF THIS REGULATION**

This regulation and syllabus shall take effect from the academic year 2022–2023 for students who are admitted to the first year of the Program during the academic year 2022–2023 and thereafter.

#### **19. GRADING**

Once the marks of the cumulative CIA and ESE are available, they will be added. The marks thus obtained will then be graded as per details given below:

##### **Marks and Grades:**

The following table gives the marks grade points, letter grades and classification to indicate the performance of the candidate.

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

$C_i$  = Credits earned for course I in any semester

$G_i$  = Grade Point obtained for course I in any semester

$n$  = Semester in which such course was credited

### Grade point average (for a Semester):

**Calculation of grade point average semester-wise and part-wise is as follows:**

$$\text{GRADE POINT AVERAGE [GPA]} = \frac{\sum C_i G_i}{\sum C_i}$$

Sum of the multiplication of grade points by the credits of the courses under each part  
GPA =

Sum of the credits of the courses under each part in a semester

### Calculation of Grade Point Average (CGPA) (for the entire programme):

A candidate who has passed all the examinations under different parts (Part – I to V) is eligible for the following part wise computed final grades based on the range of CGPA.

$$\text{CUMULATIVE GRADE POINT AVERAGE [CGPA]} = \frac{\sum_n \sum C_{ni} G_{ni}}{\sum_n \sum C_{ni}}$$

Sum of the multiplication of grade points by the credits of the entire program under each part  
GPA =

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Sum of the credits of the courses of the entire program under each part

## 20. CLASSIFICATION OF SUCCESSFUL CANDIDATES

A candidate who passes all the examinations and securing following CGPA and Grades shall be declared as follows:

CGPA	GRADE	CLASSIFICATION OF FINAL RESULT
9.5–10.0	O+	First Class – Exemplary
9.0 and above but below 9.5	O	
8.5 and above but below 9.0	D++	First Class with Distinction
8.0 and above but below 8.5	D+	
7.5 and above but below 8.0	D	
7.0 and above but below 7.5	A++	First Class
6.5 and above but below 7.0	A+	
6.0 and above but below 6.5	A	
5.5 and above but below 6.0	B+	Second Class
5.0 and above but below 5.5	B	
4.5 and above but below 5.0	C+	Third Class
4.0 and above but below 4.5	C	

## 21. RANKING

A candidate who qualifies for the B.A. English, passing all the Examinations in the first attempt within the minimum period prescribed for the Programme from the date of admission to the Programme and secures first or second class shall be eligible for ranking and such ranking will be confined to 10% of the total number of candidates qualified in that particular branch of study, subject to a maximum of 10 ranks.

## 22. CONFERMENT OF THE DEGREE

- i. Has undergone the prescribed course of study for a period of not less than six semesters in an institution approved by/affiliated to the University or has been exempted from in the manner prescribed and has passed the examinations as have been prescribed therefore.
- ii. Has completed all the components prescribed under Part I to Part V in the CBCS pattern to earn 140 credits.
- iii. Has successfully completed the prescribed Course papers and Communication skills (Practical) as evidenced by certificate issued by the Autonomous board.

## 23. TRANSITORY PROVISION

Candidates who have undergone the Programme of Study prior to the Academic Year 2021–2022 will be permitted to take the Examinations under those Regulations for a

period of six years i.e. up to and inclusive of the Examination of April 2026. Thereafter, they will be permitted to take the Examination only under the Regulations in force at that time.

# **PROGRAMME SYLLABUS**

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

### Course Objectives

1. To learn the lyrical qualities of the poem.
2. To relish aesthetic beauty and wonder in the realm of nature.
3. To discover creative power behind art and literature.
4. To savour the language of Shakespeare's sonnets.
5. To learn the style of Indian poets.

#### **UNIT – I**

- |                        |                            |
|------------------------|----------------------------|
| 1. William 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. Gerard Manely Hopkins | - Pied Beauty        |
| 8. William Butler Yeats  | - The Second Coming  |
| 9. Wystan Hugh Auden     | - First Things First |

#### **UNIT –IV**

- |                 |                                |
|-----------------|--------------------------------|
| 10. Vikram Seth | - The Frog and the Nightingale |
|-----------------|--------------------------------|

11. K .Parthasarathy - Homecoming  
 12. Andrew Marwell -To His Coy Mistress

**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: AdhyayanPublisher,2008.  
 3. Madhusudan. P, *Living Indian English Poets*. Third Edition, New Delhi: Sterling Publishers, 2000.

**Webliography**

1. <https://www.poetryloverspage.com>  
 2. <https://www.poets.org>  
 3. <https://www.wikipedia.com>  
 4. <https://www.poetryhunter.com>  
 5. <https://www.bookrags.com>  
 6. <https://www.fullbooks.com>  
 7. <https://www.enotes.com>

**COURSE OUTCOMES (COs)**

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

CO	CO Statement	Knowledge
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Number		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, that 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**



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

### **Course Objectives**

1. To understand the difference between spoken and written English
2. To understand the factors those 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 target 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 (Simile, Metaphor, Paradox, Personification and Alliteration)

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.

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1. <https://www.merriam-webster.com/dictionary/pronoun>
2. <https://www.englishclub.com/grammar/verb-tenses.html>
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

<b>CO2</b>	Use grammatical structures meaningfully and appropriately in oral and written production.	K2 & K3
<b>CO3</b>	Use targeted grammatical structures.	K3 & K4
<b>CO4</b>	Self-edit their oral and written production with growing confidence.	K5
<b>CO5</b>	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**

<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**

<b>Programme: B.A. English</b>				
<b>Allied – I</b>		<b>Course Code: 21UEN1A01</b>		<b>Course Title: Social History of England</b>
<b>Semester</b>	<b>Hours/Week</b>	<b>Total Hours</b>	<b>Credits</b>	<b>Total Marks</b>
I	6	90	5	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. Padmaja Ashok. *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. Xavier. A.G. *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 with 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**

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

### Objectives:

1. To develop the language skills of students by offering adequate practice in professional contexts.
2. To enhance the lexical, grammatical, socio-linguistics and communicative competence of first year students.
3. To focus on developing student’s knowledge of domain, specific registers and the required language skills.
4. To develop strategic competence that will help in efficient communication.
5. To sharpen student s’ 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

<b>CO</b>	<b>CO Statement</b>	<b>Knowledge</b>
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Number		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**

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

### Course Objectives

1. To acquire new vocabulary and content words and the power of comprehension through reading and listening.
2. To read and understand the passages, 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 Truth
2. Charles Lamb
  - Dream Children: A Reverie
  - A Dissertation upon Roast Pig

### **UNIT – II**

3. Joseph Addison
  - Sir Roger at Home
- Richard Steele
  - The Spectator Club
4. Oliver Goldsmith
  - Beau Tibbs

### UNIT – III

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

### 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. Chethan Bhagat - The Caged Parrot

### Prescribed Books

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

### Reference Books

1. Nayar M. G. (ed) *Galaxy of English Essayists* (From Bacon to Berhorn). Delhi: Macmillan, 1986.
2. Bacon Francis. *Selected Essay A Critical Evaluation*, By Dr. S. Sen. 2022. Publishers Pvt. Ltd. Edition 2022. Number of Pages Is 334
2. Susanta K. 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*. Bangalore: 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.

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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://gacbe.ac.in> > pdf > e-material
4. <https://westegg.com/bacon/expense.html>

5. <https://www.gradesaver.com/charles-lamb-essays/study-guide/summary-dreamchildren-a-reverie>  
 6. <https://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**

<b>Programme: B.A. English</b>				
<b>Core – IV</b>		<b>Course Code: 21UEN2C04</b>		<b>Course Title: Indian Writing in English</b>
<b>Semester II</b>	<b>Hours/Week</b> 5	<b>Total Hours</b> 75	<b>Credits</b> 5	<b>Total Marks</b> 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 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. Avul Pakir Jainulabdeen Abdul Kalam - Early Influences
2. Chakravarti Rajagopalachari - Tree Speaks

### **UNIT – III: DRAMA**

1. Dina Mehta - Brides are not for Burning

## UNIT – IV: FICTION

Raja Rao - Kanthapura

## UNIT – V: SHORT STORY

1. Kushwant Singh - Karma
2. Waman Govind Hoval - The Storeyed House – I, II

### 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 Singh*. Retrieved 15 Jan 2014.
3. The education of Sir Mohan Lal: on Khushwant Singh's *Karma*. - K. NarayanaChandran.

### Reference Books

1. HoskoteRanjit. (ed.). *Reasons for Belonging Fourteen Contemporary Indian Poets*, New Delhi: Penguin Books, 2002.
2. Rao Raja. *Kanthapura*. Penguin; Latest Edition (13 August 2014)
3. Kalam Abdul. *My Life, an Illustrated Biography* Rupa Publications India/Red Turtle; First edition (25 October 2015)
4. Singh, Bijender. *Indian Writing in English: Critical Insights*. New Delhi: Author's Press, 2014.
5. 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

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

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

### Course Objectives

1. To delineate major writers and their works in proper chronological order.
2. To discuss how literature influences the social and political history of each period.
3. To compare one period of English literature with that of another.
4. To analyse 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**

- John Milton as a poet
- John Donne
- John Dryden

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

- Prose Writers - Addison, Steele, Dr. Johnson



Novelist	- Henry Fielding
Dramatist	-William Congreve

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

**Romantic Poets** - Wordsworth, S.T Coleridge, Keats, Byron and Shelley

Romantic Novelist	- Jane Austen
Romantic Prose Writer	- Charles Lamb
Victorian Poet	- Alfred Lord 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

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

<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	S	M
<b>CO2</b>	S	S	M	S	S
<b>CO3</b>	M	S	S	S	M
<b>CO4</b>	M	S	S	S	S
<b>CO5</b>	S	M	S	S	S

**S – Strong**

**M – Medium**

**L – Low**

<b>Programme: B.A. English</b>				
<b>Add on Course– II</b>		<b>Course Code:</b>		<b>Course Title: Professional English - II</b>
<b>Semester II</b>	<b>Hours/Week</b> 4	<b>Total Hours</b> 48	<b>Credits</b> 4	<b>Total Marks</b> 100

### **Objectives:**

1. To develop their competence in the use of English with particular reference to the workplace situation.
2. To enhance the creativity of the students, that will enable them to think of innovative ways to solve issues in the workplace.
3. To develop their competence and competitiveness and thereby improve their employability skills.
4. To 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 subjects 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 blogs- (How to become a blogger and use blogging 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 academic videos (2 to 5 minutes) (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 web pages, 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 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**

<b>Programme: B.A. English</b>				
<b>Core – V</b>		<b>Course Code: 21UEN3C05</b>		<b>Course Title: Drama</b>
<b>Semester</b>	<b>Hours/Week</b>	<b>Total Hours</b>	<b>Credits</b>	<b>Total Marks</b>
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 Book

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 Book

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.

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1. <https://www.gradesaver.com/epicene-or-the-silent-woman>
2. <https://www.sajeeopedia.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**

<b>PO 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**



<b>Programme: B.A. English</b>				
<b>Allied – III</b>		<b>Course Code: 21UEN3A03</b>		<b>Course Title: Literary Forms</b>
<b>Semester III</b>	<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 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, <b>reflective writings</b> , and critical reviews of secondary sources.	K3 & K4
CO4	Gather, understand, evaluate and synthesize information from a	K5

	variety of written and electronic sources.	
<b>CO5</b>	Become proficient in oral communication and writing.	<b>K5</b>

**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**

<b>Programme: B.A. English</b>				
<b>SBEC – I</b>		<b>Course Code: 21UEN3S01</b>		<b>Course Title: Creative Writing</b>
<b>Semester III</b>	<b>Hours/Week</b>	<b>Total Hours</b>	<b>Credits</b>	<b>Total Marks</b>
	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

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

<b>Programme: B.A. English</b>				
<b>SBEC – II</b>		<b>Course Code: 21UENS02</b>		<b>Course Title: Film Studies</b>
<b>Semester III</b>	<b>Hours/Week 2</b>	<b>Total Hours 30</b>	<b>Credits 3</b>	<b>Total Marks 100</b>

### **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 Ordine Nuovo 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



<b>CO5</b>	Learn historical and theoretical <b>approaches of film</b> study rather than practical production.	K4
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**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>	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**

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

## **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

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

<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.

#### 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	K5

	genres.	
<b>CO5</b>	Enhance Reading skills and understand how to represent their experience and ideas critically, creatively, and persuasively through the medium of language.	<b>K5</b>

**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				
Allied – IV		Course Code: 21UEN4A04		Course Title: Phonetics and Transcription
Semester IV	Hours/Week 6	Total Hours 90	Credits 5	Total Marks 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-IPAttranscription/>
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

CO Number	CO Statement	Knowledge Level
CO1	Get familiarized with the anatomy of the vocal tract and the terminology used to describe speech articulations.	K2
CO2	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**

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

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

<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 – IV		Course Code: 21UEN4S04		Course Title: Eco-Literature
Semester IV	Hours/Week 2	Total Hours 30	Credits 3	Total Marks 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

Select Tale from the Flowering Tree- 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 – Heirarchic - 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)

#### Reference Books

1. Sarah, Joseph. *Gift in Green Harper*. Noida: Collins Publishers, 2011.

#### 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

<b>CO4</b>	Offer a great resource of interaction between humans and environment	K4
<b>CO5</b>	Explore environmental issues via historical narratives.	K4

**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	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**

<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 IV</b>	<b>Hours/Week 2</b>	<b>Total Hours 30</b>	<b>Credits 2</b>	<b>Total Marks 100</b>

### 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</b> <b>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

PO \ CO	PO1	PO2	PO3	PO4	PO5
CO1	M	S	S	M	M
CO2	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**

<b>Programme: B.A. English</b>				
<b>Core – VIII</b>		<b>Course Code: 21UEN5C08</b>		<b>Course Title: Language and Linguistics – I</b>
<b>Semester</b> V	<b>Hours/Week</b> 6	<b>Total Hours</b> 90	<b>Credits</b> 4	<b>Total Marks</b> 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 19<sup>th</sup> Century and 20<sup>th</sup> 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=wiwspm\\_o&extid=yymSlpSwj7gtjGW](https://www.facebook.com/692607381101760/posts/1045430265819468/?sfnsn=wiwspm_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

<b>CO Number</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
<b>CO1</b>	Grasp the complexity of language as a communication system	K3

	shaped by cognitive, biological, cultural, and social factors.	
<b>CO2</b>	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**

<b>Programme: B.A. English</b>				
<b>Core – IX</b>		<b>Course Code: 21UEN5C09</b>		<b>Course Title: Women’s Writing in English</b>
<b>Semester</b> V	<b>Hours/Week</b> 6	<b>Total Hours</b> 90	<b>Credits</b> 5	<b>Total Marks</b> 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
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<b>CO1</b>	Interpret literary works by women at an advanced undergraduate level.	K3
<b>CO2</b>	Explain and participate in critical and theoretical debates on women's writing.	K4
<b>CO3</b>	Understand and deduce the suppression and discriminations against women globally.	K3
<b>CO4</b>	Understand women from various sexual, racial and national perspectives.	K5
<b>CO5</b>	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**

<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**

<b>Programme: B.A. English</b>				
<b>Core – X</b>		<b>Course Code: 21UEN5C10</b>		<b>Course Title: American Literature</b>
<b>Semester</b> V	<b>Hours/Week</b> 6	<b>Total Hours</b> 90	<b>Credits</b> 4	<b>Total Marks</b> 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 Home 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	K2 & K3

	different cultural backgrounds of the American authors and the themes, and their different writing styles.	
<b>CO3</b>	Comprehend the unyielding American dream.	K3 & K4
<b>CO4</b>	Recognize the universality of human experiences reflected in the works produced by Americans	K5
<b>CO5</b>	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**

<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**

<b>Programme: B.A. English</b>				
<b>Elective – I</b>		<b>Course Code: 21UEN5E01</b>		<b>Course Title: English for Competitive Examinations</b>
<b>Semester</b> V	<b>Hours/Week</b> 6	<b>Total Hours</b> 90	<b>Credits</b> 5	<b>Total Marks</b> 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](https://www.prowritingaid.com)
6. <https://www.thesarus.com>

#### **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>	Acquire a sound knowledge in grammar.	K1
<b>CO2</b>	Write sentences without grammatical errors.	K1
<b>CO3</b>	Possess a sound general knowledge.	K3
<b>CO4</b>	Attempt interviews with confidence and ability.	K3
<b>CO5</b>	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**

<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**



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

### 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</b> <b>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**

<b>Programme: B.A. English</b>				
<b>Core – XII</b>		<b>Course Code: 21UEN6C12</b>		<b>Course Title: English Language Teaching</b>
<b>Semester VI</b>	<b>Hours/Week</b>	<b>Total Hours</b>	<b>Credits</b>	<b>Total Marks</b>
	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

<b>CO4</b>	Gain depth knowledge of the structure and different methods of teaching English.	K4
<b>CO5</b>	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**

<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**

<b>Programme: B.A. English</b>				
<b>Core – XIII</b>		<b>Course Code: 21UEN6C13</b>		<b>Course Title: Language and Linguistics – II</b>
<b>Semester</b> VI	<b>Hours/Week</b> 6	<b>Total Hours</b> 90	<b>Credits</b> 4	<b>Total Marks</b> 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=wiwspmo&extid=yymSlpSwj7gwtjGW>
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
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<b>CO1</b>	Grasp the complexity of language as a communication system shaped by cognitive, biological, cultural, and social factors.	K3
<b>CO2</b>	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
<b>CO3</b>	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
<b>CO4</b>	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.	K3

**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>	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**

<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 VI</b>	<b>Hours/Week 6</b>	<b>Total Hours 90</b>	<b>Credits 5</b>	<b>Total Marks 100</b>

**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
-----------	--------------	-----------------

<b>CO1</b>	Learn the subject and prepare for self study.	K3
<b>CO2</b>	Analyze English literary tradition from King Charles II to the age of Modernism and Post Modernism	K2
<b>CO3</b>	Explain various schools and forms of drama of major writers.	K3
<b>CO4</b>	Analyze the background of all genres and its culture to the respective era.	K3
<b>CO5</b>	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**

<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**

<b>Programme: B.A. English</b>				
<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	PO1	PO2	PO3	PO4	PO5
CO					



<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**

### **Question Paper Pattern for Core - Allied and Elective Courses**

**Time: 3 hours**

**Maximum Marks: 75**

**Part – A (15 × 1=15 Marks)**

(Answer all the questions)

(Objective Type - Multiple Choice Questions)

(Three Questions from each Unit)

**Part -B (3 × 5 = 15 Marks)**

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

(One Question from each Unit)

**Part -C (5 × 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)*

**20UENC02–Grammar and Usage**

**I BA English**  
**Time: 3 Hours**

**Max.: 75 Marks**

### **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  
vi. \_\_\_\_\_

**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

**SECTION C**

**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.

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