

SAKTHI COLLEGE OF ARTS AND SCIENCE FOR WOMEN, ODDANCHATRAM

(Recognized Under Section 2(f) and 12(B) of UGC Act 1956)

(Affiliated to Mother Teresa Women's University, Kodaikanal)

PG AND RESEARCH DEPARTMENT OF ENGLISH

**CURRICULUM FRAMEWORK AND
SYLLABUS FOR OUTCOME BASED EDUCATION IN**

B.A., ENGLISH

FRAMED BY

MOTHER TERESA WOMEN'S UNIVERSITY, KODAIKANAL

UNDER

CHOICE BASED CREDIT SYSTEM

2018 - 2021

Preamble:

The PG & Research Department of English occupies a pioneering status in the history of Sakthi Arts and Science College for Women, as it was established along with the origin of the college in 2009. During the initial phase, the Department had been functioning as a vital instrument in imparting communicative competency in an inclusive medium to students pursuing undergraduate courses in other disciplines. Within a short span of time, the Department has attained a steady course of progress in terms of academic excellence and infrastructural facilities. Yet more milestones in the academic evolution of the Department of English are the launching of the M.A., (English) Degree Programme in 2010 and M.Phil., (English) Degree Programme in 2014.

Apart from conscientiously adhering to the vested task of syllabus-oriented knowledge dissemination, the Faculty of English has also asserted its commitment to the student community through allied activities like organizing academic conferences and seminars, offering counseling services, celebrating artistic and literary festivals and competitions and planning placement activities. Efforts are on to prepare a registry of the students of the Department who adorn various walks of life to enfold themselves in achieving their dreams.

The Department of English has highly qualified faculty members and support staff and is committed towards the development of innovative and handy ways of teaching at Graduate, Post-graduate and Research level Programmes and carrying out cutting edge research in various research fields as well. Far from being content with the palms and laurels won in the past, the faculty of the Department of English has constantly been in search of novel ways and means to serve the interests of the students as well as the society at large.

Fixing the Learning Objectives:

Since the Academic year 2018 – 2019, the learning objectives and outcomes of the Programmes of B.A., (English), M.A., (English) and M.Phil., (English) have been set, following the Bloom's Taxonomy Cognitive Domain. Accordingly, it is broken into six levels of learning objectives of each course. They are -

K1 / Knowledge = Remember

K2 / Comprehension = Understand

K3 / Application = Apply

K4 / Analysis = Analyze

K5 / Evaluation = Evaluate

K6 / Synthesis = Create

Mapping COs with POs:

For each Programme, the Educational Objectives and the Specific Objectives are specified. The Programme Outcomes are designed according to the curriculum, teaching, learning and evaluation process. For each course, the definite Outcomes are set, giving challenge to the cognitive domain. The Course Outcomes are mapped with the Programme Outcomes. The performance of the stakeholders is assessed and the attainment rate is fixed, by using the measurements 'high', 'medium' and 'low'. The restructuring of the curriculum is done based on the rate of attainment.

Institutional Objectives:

The institution has certain definite Institutional Objectives to be attained.

- Skill Development & Capacity Building
- Women Empowerment
- Self-reliance
- Gender Equity & Integrity

Programme Educational Objectives:

The Programmes B.A., M.A., and M. Phil., (English) are offered with certain Specific Educational Objectives.

- ❖ Exploring the entire range of human experience in the resources of language in genres like Fiction, Poetry, Non-Fiction, Prose and Drama.
- ❖ Building skills of analytical and interpretive arguments and developing writing skills in a variety of genres as a process of intellectual inquiry and creative expression.
- ❖ Comprehending the influential writings from the British, American and global Anglophone traditions and focusing on a historical period, an issue or theme, a critical approach or a literary genre.
- ❖ Gaining imagination and critical insight into all areas of human experience, the burdens of history and the dreams of the future.
- ❖ Imbibing literature as an essential and rewarding part of a life-long commitment to learning and growth.
- ❖ Organizing and delivering engaging oral presentations in English with increased confidence.

Mapping PEOs with IOs:

| Programme Educational Objectives | Institutional Objectives | | | |
|--|--------------------------|---|---|---|
| | 1 | 2 | 3 | 4 |
| B.A., / M.A., / M. Phil., (English) | | | | |
| PEO1: Exploring the entire range of human experience in the resources of language in genres like Fiction, Poetry, Non-Fiction, Prose and Drama. | * | | | |
| PEO2: Building skills of analytical and interpretive arguments and developing writing skills in a variety of genres as a process of intellectual inquiry and creative expression. | | * | | |
| PEO3: Comprehending the influential writings from the British, American and global Anglophone traditions and focusing on a historical period, an issue or theme, a critical approach or a literary genre. | | | * | |
| PEO4: Gaining imagination and critical insight into all areas of human experience, the burdens of history and the dreams of the future. | | | | * |
| PEO5: Imbibing literature as an essential and rewarding part of a life-long commitment to learning and growth. | | | * | |
| PEO6: Organizing and delivering engaging oral presentations in English with increased confidence. | | | | * |

Measuring: H – High; M – Medium; L – Low

B.A., ENGLISH

Programme Specific Objectives:

The syllabus of B.A., (Eng.Lit) programme is aimed at preparing the students with the latest developments and put them on the right track to fulfil the present requirements. In addition, the programme is offered with the specific objectives like -

- Educating the students in both the artistry and utility of the English language through the study of literature and other contemporary forms of culture.
- Making them aware of the different communicative skills, and to develop among them an ability to effectively communicate in English, both in written and spoken modes.
- Providing them with the critical faculties necessary in an academic environment, on the job in an increasingly complex, interdependent world.

Programme Objectives:

- Nurturing sensitivity towards the works of Literature.
- Imparting comprehensive knowledge of various aspects of English Literature.
- Empowering the students with language skills and soft skills.
- Developing powers of critical thinking through a grounding in literary criticism and appreciation.
- Creating an awareness of the interdisciplinary possibilities of English studies.
- Organizing intellectually stimulating academic programmes like workshops and seminars.
- Inspiring them to inculcate human values.

Programme Outcomes:

- **PO1** - Approaching any piece of literature with aesthetic taste.
- **PO2** - Broadening knowledge of the aspects of literature.
- **PO3** - Enhancing the language and soft skills.
- **PO4** - Analyzing critically any piece of literature.
- **PO5** - Knowing the technical aspects related to literary studies.
- **PO6** - Acquiring hands-on experience through academic programmes.
- **PO7** - Adapting themselves within the human community.

ASSESSMENT PATTERN
CIA / QUESTION PATTERN & SCHEME

| S.No | Section | Question Type | Marks Allotted |
|--------------------|----------------|--|-----------------------|
| 1 | Part - A | Six questions in multiple choice pattern, testing K1 and K2 are to be given. Each question carries one mark. | 03X01 = 03 |
| 2 | Part - B | Two descriptive questions, with alternate options, testing K3 and K4, are to be given. Each question carries four marks. | 02X02 = 04 |
| 3 | Part - C | Two descriptive questions, testing K5 and K6, are to be given. Three questions are to be answered. Each question carries 15 marks. | 02X04 = 08 |
| 4 | | Assignment | 05 |
| 5 | | Seminar | 05 |
| Total Marks in CIA | | | 25 |

CE / QUESTION PATTERN & SCHEME

| S.No | Section | Question Type | Marks Allotted |
|-------------------|----------------|---|-----------------------|
| 1 | Part - A | Ten questions in multiple choice pattern, testing K1 and K2 are to be given. From each unit, two questions must be taken. Each question carries one mark. | 10X1 = 10 |
| 2 | Part - B | Five descriptive questions, with alternate options, testing K3 and K4, are to be given. Each question carries four marks. Questions are taken in the given order. Qtn. No. 11 (a) or (b) from Unit I Qtn. No.12 (a) or (b) from Unit II Qtn. No.13 (a) or (b) from Unit III Qtn. No.14 (a) or (b) from Unit IV Qtn. No.15 (a) or (b) from Unit V | 5X4 = 20 |
| 3 | Part - C | Six descriptive questions, testing K5 and K6, are to be given. Three questions are to be answered. Each question carries 15 marks. Questions are taken in the given order. Qtn. No. 16 from Unit I Qtn. No. 17 from Unit II Qtn. No. 18 from Unit III Qtn. No. 19 from Unit IV Qtn. No. 20 from Unit V | 3X15 = 45 |
| Total Marks in CE | | | 75 |

COMMON ACADEMIC STRUCTURE / B.A., ENGLISH / 2018 - 2021

| Sem | Sub. Code | Title of the Course | Hrs | Credits | Marks | | |
|------------|--------------|--|-----|-----------|-----------|----|-------|
| | | | | | CIA | CE | Total |
| I | ULTA11 | Part I – Tamil: Ikkala Ilakkiyam | 6 | 3 | 25 | 75 | 100 |
| | ULEN11 | Part II – English | 6 | 3 | 25 | 75 | 100 |
| | UENT11 | Part III: Core I / Indian Writing in English | 5 | 4 | 25 | 75 | 100 |
| | UENT12 | Part III: Core II / Mod. Eng. Grammar & Usage | 5 | 4 | 25 | 75 | 100 |
| | UENA11 | Part III: Allied – I / Social History of England | 5 | 4 | 25 | 75 | 100 |
| | UVAE11 | Part IV: Value Education | 3 | 3 | 25 | 75 | 100 |
| | Total | | | 30 | 21 | | |
| II | ULTA22 | Part I – Tamil: Idaikala Ilakkiam | 6 | 3 | 25 | 75 | 100 |
| | ULEN22 | Part II – English | 6 | 3 | 25 | 75 | 100 |
| | UENT21 | Part III: Core III/ Age of Shakespeare & Milton | 6 | 4 | 25 | 75 | 100 |
| | UENT22 | Part III: Core IV / Literary Theory | 5 | 4 | 25 | 75 | 100 |
| | UENA22 | Part III: Allied – II / History of English Lit. I | 5 | 4 | 25 | 75 | 100 |
| | UEVS21 | Part IV: Environmental Studies | 2 | 2 | 25 | 75 | 100 |
| | Total | | | 30 | 20 | | |
| III | ULTA33 | Part I – Tamil | 6 | 3 | 25 | 75 | 100 |
| | ULEN33 | Part II – English | 6 | 3 | 25 | 75 | 100 |
| | UENT31 | Part III: Core V / Age of Dryden and Pope | 5 | 4 | 25 | 75 | 100 |
| | UENA33 | Part III: Allied – III / History of Eng. Lit. II | 5 | 4 | 25 | 75 | 100 |
| | UENE31 | Part III: Elective I / Subaltern Studies | 4 | 3 | 25 | 75 | 100 |
| | UENN31 | Part IV: Skill based Elective Course – / General Application Skills in English | 2 | 2 | 25 | 75 | 100 |
| | UENS31 | Part IV: ONME – II / Business English Communication | 2 | 2 | 25 | 75 | 100 |
| | Total | | | 30 | 21 | | |
| | ULTA44 | Part I – Tamil | 6 | 3 | 25 | 75 | 100 |
| | ULEN44 | Part II – English | 6 | 3 | 25 | 75 | 100 |
| | UENT41 | Part III: Core VI / Age of Wordsworth | 4 | 4 | 25 | 75 | 100 |

| | | | | | | | |
|--------------|--------------|---|-----------|------------|-----------|----|-------------|
| IV | UENT42 | Part III: Core VII / Age of Tennyson | 4 | 4 | 25 | 75 | 100 |
| | UENA44 | Part III: Allied – IV / Literary Criticism | 3 | 4 | 25 | 75 | 100 |
| | UENE42 | Part III: Elective –II / Post Colonial Literature | 3 | 3 | 25 | 75 | 100 |
| | UENN42 | Part IV: Skill based Elective Course – II | 2 | 2 | 25 | 75 | 100 |
| | UENS42 | Part IV: ONME – II | 2 | 2 | 25 | 75 | 100 |
| | Total | | | 30 | 25 | | |
| V | UENT51 | Part III: Core VIII / Modern Age | 5 | 4 | 25 | 75 | 100 |
| | UENT52 | Part III: Core IX / American Literature | 5 | 4 | 25 | 75 | 100 |
| | UENT53 | Part III: Core X / Shakespeare | 5 | 4 | 25 | 75 | 100 |
| | UENT54 | Part III: Core XI / Fundamentals of Language | 5 | 4 | 25 | 75 | 100 |
| | UENT55 | Part III: Core XII / Post Colonial Literature II | 5 | 4 | 25 | 75 | 100 |
| | UENE53 | Part III: Elective-III/Trans. Theory& Practice | 3 | 3 | 25 | 75 | 100 |
| | UENS53 | Part IV - SBE – III | 2 | 2 | 25 | 75 | 100 |
| Total | | | 30 | 25 | | | 700 |
| VI | UENT61 | Part III: Core XIII / Intro. to Literary Theories | 5 | 4 | 25 | 75 | 100 |
| | UENT62 | Part III: Core XIV / Comparative Literature | 5 | 4 | 25 | 75 | 100 |
| | UENT63 | Part III: Core XV / Women’s Writing | 5 | 4 | 25 | 75 | 100 |
| | UENT64 | Part III: Core XVI / Eng. Language Teaching | 5 | 4 | 25 | 75 | 100 |
| | UENT65 | Core XVII Contemporary Literature | 5 | 4 | 25 | 75 | 100 |
| | UENE64 | Part III: Elective IV / Journalism & Mass Com. | 3 | 3 | 25 | 75 | 100 |
| | UENS64 | Part IV: SBE IV | 2 | 2 | 25 | 75 | 100 |
| | USEAS61 | Extension Activity | - | 3 | 25 | 75 | 100 |
| | Total | | | 30 | 28 | | |
| Total | | | | 140 | | | 4200 |

Programme: B.A.,

Subject: English

Semester: I

Course: Indian Writing in English

Course Type: Core I/ Theory

Credits: 4

Hours Required: 5 Hrs / Week

CIA: 25

CA: 75

Course Outcomes:

After completion of the course, certain outcomes are expected from the learners.

| COs | Blooms' Taxonomy Level |
|--|-------------------------------|
| Gaining knowledge of the Indian writers writing in English and their cultural background | Knowledge (Level K1) |
| Comprehending the deep phase of the versatile features of Indian culture | Comprehension (Level K2) |
| Identifying the salient features of literary texts and analysing their literary value | Analysis (Level K3) |
| Acquiring the sensibility of the Indian writers and creating works of the same sort | Synthesis (Level K6) |
| Synchronizing the values of literature and culture with real life | Synthesis (Level K6) |

COURSE CONTENT

Unit – I: POETRY

Toru Dutt - The Casuarina Tree

K.N.Daruwala - Migrations

Sarojini Naidu - The Snake Charmer

A.K.Ramanujan - A River

R.Parthasarathythasarathy - Home Coming

Tagore - Gitanjali - Stanza 36

Unit – II: PROSE

Srinivasa Sastri - Books That Have Influenced Me

M.K. Gandhi - The First Case (Chapter 28 My Experiments with the Truth)

Unit – III: DRAMA

Girish Karnad - The Dreams of Tipu Sultan (Manimekala Publishing Housing)

Unit – IV: FICTION

R.K. Narayan - *Malgudi Days*

Unit – V: SHORT STORY

Bharani Battacharya - *Glory of Twilight*

Abburi Chaya Devi - *The Wood Rose*

Books for Study:

Bhattacharya Bhabani, “*Glory at Twilight*”, Delhi, Steel Hawk and Other Stories, Vision Publ.,1981.

Narayan, R K. *Malgudi Days*. New York: Penguin Books, 1984. Print.

Reference Books:

Iyengar .R.Srinivasa. 1983, “*Indian Writing in English*”. New Delhi: Sterling Publishers Private Limited,

Naik, M.K, ed. 1982. “*Aspects of Indian Writing in English*”. New Delhi: Macmillan India Limited,

Appasamy,S.P, Rao Govinda C.D,ed. 2003. “*Representative Selections from Indian Prose*”. Chennai: Macmillan India Limited

Programme: B.A.,

Subject: English

Semester: I

Course: Modern English Grammar

Course Type: Core II/ Theory

Credits: 4

Hours Required: 5 Hrs / Week

CIA: 25

CA: 75

Course Outcomes:

After completion of the course, certain outcomes are expected from the learners.

| COs | Blooms' Taxonomy Level |
|---|-------------------------------|
| Gaining a clear knowledge of the basic concepts of English grammar and its usage | Knowledge (Level K1) |
| Comprehending the grammatical rules to be followed while activating the language skills | Comprehension (Level K2) |
| Monitoring and correcting errors in speaking and writing | Application (Level K3) |
| Acquiring the skill of writing accurate sentence structures in English | Synthesis (Level K6) |
| Gaining confidence of using the foreign language in suitable contexts | Synthesis (Level K6) |

COURSE CONTENT

Unit – I

Verbs and Tenses

Tag Questions

Unit – II

Nouns- Adjectives- Concord-Adverbs-Degrees of Comparison

Unit – III

Preposition and Articles- Phrase and Clause

Unit – IV

Sentence kinds- Assertive, Interrogative, Exclamatory, Affirmative and Negative Types- Simple, Compound, Complex

Voice, Direct and Indirect Speech and Semi negatives.

Unit – V

Gerund- Infinitive- Participles- Error Analysis

Books for Study:

- ❖ Green, David. Contemporary English Grammar Structures and Composition, Chennai: Macmillan India Limited, 2008.

Reference Books:

- ❖ Quirk, Randolph and Green Baum Sidney, University Grammar of English, London; London Group Ltd, 1973
- ❖ Clore, R.A University Grammar of English Work Book, London Group Ltd, 1975.
- ❖ Geist, Robert, An introduction to Modern Grammar.

Programme: B.A.,

Subject: English

Semester: I

Course: Social History of England

Course Type: Allied/ Theory

Credits: 4

Hours Required: 5 Hrs / Week

CIA: 25

CA: 75

Course Outcomes:

After completion of the course, certain outcomes are expected from the learners.

| COs | Blooms' Taxonomy Level |
|---|-------------------------------|
| Gaining knowledge of cultural, historical or political happenings in England. | Knowledge (Level K1) |
| Comprehending the major forces and voices, that have contributed to the development of history of England | Comprehension (Level K2) |
| Analyzing the progress of English language through different ages and contexts | Analysis (Level K4) |
| Evaluating the influence of political and religious movements on English literature | Evaluation (Level K5) |
| Evaluating the literary products within the the particular socio-historical contexts | Evaluation (Level K5) |

COURSE CONTENT

Unit – I

The Renaissance – The Reformation- Colonial Expansion

Unit – II

The Civil War and its Social Significance – Puritanism- Restoration England

Unit – III

Age of Queen Anne- Coffee House Life in London- Agrarian and Industrial Revolution

Unit – IV

Humanitarian Movement – The War of American Independence – Effects of French Revolution

Unit – V

The Reform Bills- The Victorian Age – The World War and Social Security

Books for Study:

Trevelyan – Social History of England

A.G.Xavier- Social History of England

Programme: B.A.,

Subject: English

Semester: II

Course: Age of Shakespeare and Milton

Course Type: Core III/ Theory

Credits: 4

Hours Required: 6 Hrs / Week

CIA: 25

CA: 75

Course Outcomes:

After completion of the course, certain outcomes are expected from the learners.

| COs | Blooms' Taxonomy Level |
|--|-------------------------------|
| Gaining thorough knowledge of the contribution of the writers of this period | Knowledge (Level K1) |
| Understanding and applying the judicious outlook on the notable writers of this age | Comprehension (Level K2) |
| Analyzing critically the construction of a text | Analysis (Level K4) |
| Appreciating the aspects of literary texts by the writers of this age | Analysis (Level K4) |
| Evaluating different themes, strategies and techniques employed by the writers of this age | Evaluation (Level K5) |

COURSE CONTENT

Unit – I POETRY

Spenser - Prothalamion

Milton - Paradise Lost Book IX Shakespeare- Sonnets-18, 116, 33,

18- Shall I compare Thee to a summer's Day?

116- Let me not to the Marriage of True Minds

33 - Full Many a Glorious Morning Have I seen

Unit – II PROSE

Bacon Essays:

Of Studies

Of Marriage and single Life

Of Nature in Man

Unit – III DRAMA

John Webster- The Duchess of Malfi

Unit – IV

Christopher Marlowe- Dr. Faustus

Unit – V FICTION

John Bunyan- Pilgrim's Progress Part I

Books for Study:

Webster, John. *The Duchess of Malfi*. Dover Publications, 1999.

Marlowe, Christopher, 1564-1593. *Dr Faustus, The A-Text*. Nedlands :University of Western Australia Press, 1985.

Reference Books:

Faber Book of Modern Verse. 3rdEd. Donald Hall. UK:Faber, 1965.

Fifteen Poets-ed. John Brown, Oxford: Oxford University Press, 1997.

Programme: B.A.,

Subject: English

Semester: II

Course: Literary Theory

Course Type: Core IV/ Theory

Credits: 4

Hours Required: 5 Hrs / Week

CIA: 25

CA: 75

Course Outcomes:

After completion of the course, certain outcomes are expected from the learners.

| COs | Blooms' Taxonomy Level |
|---|-------------------------------|
| Gaining knowledge of the basic critical concepts and the evolution of criticism | Knowledge (Level K1) |
| Applying the critical theories to works of literature and testify their standard | Application (Level K3) |
| Analyzing the various forms of literature with the perspective of a literary critic | Analysis (Level K4) |
| Gaining the ability to discriminate the different standards of literature | Evaluation (Level K5) |
| Being motivated to know about the forth-coming critical theories and approaches | Synthesis (level K6) |

COURSE CONTENT

Unit – I

Poetry- Ballad, Epic, Ode, Sonnet, Lyric, Elegy, Idyll, Satire, Figures of Speech

Unit – II

Stanza Forms,

Heroic Couplet,

Terza Rima,

Chaucerian stanza or Rhyme Royal,

Ottava Rima,

Spenserian Stanza

Unit – III

Schools and movements- Classical, Romantic Metaphysical and Pre- Raphaelites

Unit – IV

Comedy, Tragedy, Melodrama, Farce, One Act Play, Essay, Biography, Autobiography

Unit – V

Novels and Short stories

Books for Study:

- ❖ Fowler, A. *Kinds of Literature: An Introduction to the Theory of Genres and Modes*.
Oxford: Oxford University Press, 1982.
- ❖ Frye, N. *Anatomy of Criticism*. Princeton. NJ: Princeton University Press, 1957.

Reference Books:

- *A Background to the study of English literature* – S. Prasad & R.J. Rees.

Programme: B.A.,

Subject: English

Semester: II

Course: History of English Literature I

Course Type: Allied/ Theory

Credits: 4

Hours Required: 5 Hrs / Week

CIA: 25

CA: 75

Course Outcomes:

After completion of the course, certain outcomes are expected from the learners.

| COs | Blooms' Taxonomy Level |
|--|-------------------------------|
| Gaining knowledge of the major texts and traditions of literature written in English in their social, cultural and historical context. | Knowledge (Level K1) |
| Acquiring knowledge of the principal works, authors, genres of various ages | Knowledge (Level K1) |
| Understanding the texts in their cultural and historical contexts. | Comprehension (Level K2) |
| Analyzing the development of literature with its social context in the chronological order | Analysis (Level K4) |
| Evaluating the alternatively defined traditions and genres. | Evaluation (Level K5) |

COURSE CONTENT

Unit – I

1. The Age of Chaucer

Major Writers: Chaucer

Minor Writers: John Gower, William Langland, Thomas Wyatt, Earl of Surrey, John Wycliff

2. Development of Drama –Mystery and Miracle Plays, University Wits

3. Age of Shakespeare

Major Writers: Shakespeare, Ben Jonson

Poet: Spenser

Prose Writers: Francis Bacon, Sir Philip Sidney, Raleigh

Unit – II

1. Characteristics features of Puritan Age Major Writers: Milton, Bunyan

2. The Features of Metaphysical Poets Cavalier Poets

Unit – III

Restoration Age – Major Events and features of Restoration Comedy

Dryden, Pope, William Congreve, William Wycherley, P.B.Sheridan, Goldsmith, Samuel

Peppys, John Evelyn, Samuel Butler

Unit – IV

Features of Neo-classical School of Poetry, Contribution of Pope

Poets: Mathew Prior, Goldsmith, John Gay

Prose Writers: Pope, Johnson, Edmund Burke, Gibbon, Boswell

Unit – V

Periodical Essays and Satires

Major Writers: Addison, Steele, Goldsmith, Swift

Novels: Daniel Defoe, Richardson, Henry Fielding, Smollet, Sterne

Books for Study:

- An Outline History of English Literature – Hudson
- History of English Literature – Evans

Programme: B.A.,

Subject: English

Semester: III

Course: Age of Dryden and Pope

Course Type: Core V/ Theory

Credits: 4

Hours Required: 5 Hrs / Week

CIA: 25

CA: 75

Course Outcomes:

After completion of the course, certain outcomes are expected from the learners.

| COs | Blooms' Taxonomy Level |
|--|-------------------------------|
| Gaining thorough knowledge of the contribution of the writers of this period | Knowledge (Level K1) |
| Understanding and applying the judicious outlook on the notable writers of this age | Comprehension (Level K2) |
| Analyzing critically the construction of a text | Analysis (Level K4) |
| Appreciating the aspects of literary texts by the writers of this age | Analysis (Level K4) |
| Evaluating different themes, strategies and techniques employed by the writers of this age | Evaluation (Level K5) |

COURSE CONTENT

Unit – I POETRY

John Donne - The Cannonization, Valediction; Forbidding Mourning

Marvel - To his Coy Mistress

Herbert - The Pulley

Dryden - Alexander's Feast

Unit – II POETRY

Alexander Pope - Epistle to Dr. Arbuthnot

Oliver Goldsmith - The Deserted Village

Unit – III PROSE

Spectator Papers - Sir Roger at Church

Goldsmith - Beau Tibbs

Unit – IV DRAMA

Sheridan - The Rivals

Unit – V FICTION

Daniel Defoe- Robinson Crusoe

Books for Study:

- Blamires, H. (1991). *A History of Literary Criticism*. London: Macmillan.
- Bressler, C. E. (2007). *Literary Criticism: An Introduction to Theory and Practice* (4th ed.). Englewood Cliffs: Prentice-Hall Inc.

Reference Books:

- Boulton, Morjorie. *The Anatomy of Poetry*. New Delhi: Kalyani Publishers, 1979.
- Mints, William. *A Manual of English Prose Literature*. New Delhi: Atlantic Publishers and Distributors, 1995.

Programme: B.A.,

Subject: English

Semester: III

Course: History of English Literature II

Course Type: Allied/ Theory

Credits: 4

Hours Required: 5 Hrs / Week

CIA: 25

CA: 75

Course Outcomes:

After completion of the course, certain outcomes are expected from the learners.

| COs | Blooms' Taxonomy Level |
|--|-------------------------------|
| Gaining knowledge of the major texts and traditions of literature written in English in their social, cultural and historical context. | Knowledge (Level K1) |
| Acquiring knowledge of the principal works, authors, genres of various ages | Knowledge (Level K1) |
| Understanding the texts in their cultural and historical contexts. | Comprehension (Level K2) |
| Analyzing the development of literature with its social context in the chronological order | Analysis (Level K4) |
| Evaluating the alternatively defined traditions and genres. | Evaluation (Level K5) |

COURSE CONTENT

Unit – I

Characteristics pre- romantic age

Pre cursors of Romantic Revival

Major writers: Collins, Gray, Burns Cowper, Thompson, Blake, Goldsmith.

Unit – II

Romantic Revival

Features of Romantic Age

Major Poets: Wordsworth, Coleridge, Byron, Shelley, Keats

Prose Writers: Lamb, Hazlitt, De Quincey

Novelists: Walter Scott, Jane Austen, Novelists of Gothic Novel

Unit – III

Victorian Compromise

Major Poets: Tennyson, Browning, Arnold

Characteristics of Pre- Raphaelites

Poets: D.G. Rossetti, Christina Rossetti, Swinburne, Morris.

Prose Writers: Ruskin, Carlyle, Arnold Newman, Macaulay

Novelists: Charles Dickens, Bronte Sisters

Unit – IV

Age of Hardy

Poets: Hardy, Rudyard Kipling, Francis Thompson

Novelists: Thackeray, George Eliot, Hardy

Dramatists: Oscar Wilde, Synge, J.M.Barrie

Unit – V

Modern Age

Poetry: Hopkins, Eliot, W. B. Yeats, W.H.Auden ,Philip Larkin, Hughs

Prose: A.G. Gardiner, Robert Lynd, Chesterton

Novelists: Virigina Woolf, D.H. Lawrence, Somerset, Maugham, Graham Greene, H.G.Wells,
Conrad, James Joyce

Drama: G.B.Shaw

Poetic Drama: (Revival) T.S.Eliot and Christopher Frye

Books for Study:

- An Outline History of English Literature – Hudson
- History of English Literature – Evans

Programme: B.A.,

Subject: English

Semester: III

Course: Subaltern Studies

Course Type: Elective/ Theory

Credits: 3

Hours Required: 4 Hrs / Week

CIA: 25

CA: 75

Course Outcomes:

After completion of the course, certain outcomes are expected from the learners.

| COs | Blooms' Taxonomy Level |
|---|-------------------------------|
| Gaining knowledge of the marginalized, oppressed and exploited on the cultural, political, social and religious grounds | Knowledge (Level K1) |
| Comprehending the themes such as oppression, marginalization, gender discrimination, subjugation of lower and working classes | Comprehension (Level K2) |
| Analyzing the condition of the third world countries and the marginalized groups in the society | Analysis (Level K4) |
| Evaluating the political and cultural autonomy of the people who were subdued in colonial domains, as reflected in literature | Evaluation (Level K5) |
| Imbibing social consciousness of the plight of the under privileged people and working for their welfare | Synthesis (Level K6) |

COURSE CONTENT

Unit – I POETRY

Imitiaz Dharkar - Purdha

A.M. Klein - Indian Reservation: Chagnawaga

Kamala Das - The Old Play House

Dennis Brutus - You Laughed and Laughed

Unit – II PROSE

Gayatri Spivak - Can The Subaltern speak?

Maya Angelou - I Know Why the Caged Birds Sing

Unit – III DRAMA

Wole Soyinka - Strong Breed

Mahesh Dattani - Seven Steps around The Fire

Unit – IV FICTION

Bama - Karukku

Alice Walker - The Color Purple

Unit – V SHORT STORIES

Mahasweta Devi - Draupadi

Books for Study:

Ranjit Guha, Gayatri Spivak : Selected Subaltern Studies, September 1988, OUP US

Books for Reference:

Amin, Shahid, and Dipesh Chakrabarty, eds. Subaltern Studies. New Delhi: Oxford University Press India, 1996.

Programme: B.A.,

Subject: English

Semester: III

Course: Business English Communication

Course Type: Non Major Elective/ Theory

Credits: 2

Hours Required: 2 Hrs / Week

CIA: 25

CA: 75

Course Outcomes:

After completion of the course, certain outcomes are expected from the learners.

| COs | Blooms' Taxonomy Level |
|---|-------------------------------|
| Applying knowledge about the general application skills in English usage. | Application (Level 3) |
| Assessing and familiarize the basic structures of English and develop application skills. | Evaluation (Level 5) |
| Using an understanding of elementary application of principles and enable the students speak and write in English fluently on various topics. | Application (Level 3) |
| Designing and valuating the basic foundation of the underlying principles to students for Competitive Exams. | Synthesis (Level 6) |
| Solving problems encountered in everyday life, further study in English, and in the professional world. | Synthesis (Level 6) |

COURSE CONTENT

Unit – I

Language for Everyday Use

Getting information from maps, graphs and tables

Unit – II

Using Dictionary – Thesaurus

Unit – III

Situational use of language – At the Bank, At the Railway Booking Counter, At the Post Office

Unit – IV

Introducing self and others

Unit – V

Note – making

The importance of

Note- making When, why and How to make notes

Diagrams and Charts in Note - Making

Books for Study:

G. Radhakrishnan Pillai: Emerald English Grammar & Usage

S.R. Inthira and V. Saraswathi: Enrich your English- Academic Skills Workbook, Book: CIFL,
Hyderabad.

Programme: B.A.,

Subject: English

Semester: III

Course: Business English Communication

Course Type: SBS/ Theory

Credits: 2

Hours Required: 2 Hrs / Week

CIA: 25

CA: 75

Course Outcomes:

After completion of the course, certain outcomes are expected from the learners.

| COs | Blooms' Taxonomy Level |
|--|-------------------------------|
| Applying knowledge about the Business English Communication. | Application (Level 3) |
| Assessing and orienting the students to develop the communication skills. | Evaluation (Level 5) |
| Using an understanding of elementary application of principles and concepts in related to business skills with necessary practical background and assess their consequences. | Application (Level 3) |
| Designing and valuating the basic foundation of the underlying principles and structure of communication languages. | Synthesis (Level 6) |
| Solving problems encountered in everyday life, further study in English, and in the professional world. | Synthesis (Level 6) |

COURSE CONTENT

Unit – I

Communication: Meaning, Relevance and Practice

Information Flow: Communication and Organization Structure

Directions of Information Flow- Downward, Upward, Diagonal, Lateral, Horizontal, Multi-dimensional

Unit – II

Oral and Aural Communication

Conversation, Change of date for an Appointment

Advantage and Limitations of Oral Communication

Unit – III

Reading and Writing skills for Business communication

Importance of Writing skills, Sub- Skills for Reading Comprehension

Principles of Effective Writing, Choice of Form and Style

Unit – IV

Process of Writing and Effective Use of Language for Clear Writing

Persuasive Business messages, Parts and Layout of Business Letter

Unit – V

Business Correspondence

Internal Communication- Memos and Memo Letters

External Communication- E-Mail

Books for Study:

Francis Soundararaj- Speaking and writing for effective Business Communication. Chennai; Macmillan, 2007.

Programme: B.A.,

Subject: English

Semester: IV

Course: Age of Wordsworth

Course Type: Core VI / Theory

Credits: 4

Hours Required: 4 Hrs / Week

CIA: 25

CA: 75

Course Outcomes:

After completion of the course, certain outcomes are expected from the learners.

| COs | Blooms' Taxonomy Level |
|--|-------------------------------|
| Gaining knowledge of literary texts produced by various literary personalities of this age | Knowledge (Level K1) |
| Understanding and appreciating the intense emotional, and intellectual response in the literary texts of the age | Comprehension (Level K2) |
| Analyzing critically the literary quality of the texts | Analysis (Level K4) |
| Evaluating the works of the poets, prose writers and novelists of this age | Evaluation (Level K5) |
| Developing imaginative and creative writing by following literary style of the writers | Synthesis (Level K6) |

COURSE CONTENT

Unit – I POETRY

Thomas Gray - Elegy written in the country church yard

Robert Burns - My love is Red Red rose

William Blake - The Tiger, The Lamb

Unit – II POETRY

Wordsworth - Ode: Intimations of Immortality, Tables Turned

Coleridge - The Rime of Ancient Mariner

Shelley - Ode to West Wind

Keats - Ode to Nightingale

Unit – III PROSE

Wordsworth - Preface to Lyrical

Ballads Coleridge - Biographia Literaria (XIV)

Lamb - In Praise of Chimney Sweepers, Dream children: A Reverie

Unit – IV FICTION

Jane Austen - Pride and Prejudice

Unit – V

Walter Scott - Kenilworth

Books for Study:

- ❖ Barber, Charles. *Poetry in English: An Introduction..* London: The Macmillan Press Ltd, 1983.
- ❖ Boulton, Morjorie. *The Anatomy of Poetry.* New Delhi: Kalyani Publishers, 1979.
- ❖ Minto, William. *A Manual of English Prose Literature.* New Delhi: Atlantic Publishers and Distributors, 1995.

Programme: B.A.,

Subject: English

Semester: IV

Course: Age of Tennyson

Course Type: Core VII / Theory

Credits: 4

Hours Required: 4 Hrs / Week

CIA: 25

CA: 75

Course Outcomes:

After completion of the course, certain outcomes are expected from the learners.

| COs | Blooms' Taxonomy Level |
|--|-------------------------------|
| Gaining knowledge of literary texts produced by various literary personalities of this age | Knowledge (Level K1) |
| Understanding and appreciating the intense emotional, and intellectual response in the literary texts of the age | Comprehension (Level K2) |
| Analyzing critically the literary quality of the texts | Analysis (Level K4) |
| Evaluating the works of the poets, prose writers and novelists of this age | Evaluation (Level K5) |
| Developing imaginative and creative writing by following literary style of the writers | Synthesis (Level K6) |

COURSE CONTENT

Unit – I POETRY

Tennyson - The Lotus Eaters, Ulysses

Browning - Last Ride together

Arnold - Dover Beach

Rossetti - The Blessed Damozel

Unit – II PROSE

Arnold - Study of Poetry Cardinal

Newman - Idea of University

Unit – III DRAMA

Oscar Wilde - Importance of Being Earnest

Unit – IV FICTION

George Eliot - Silas Mariner

Unit – V FICTION

Charlotte Bronte - Jane Eyre

Books for Study:

- ❖ Jeremy, Hawthorn (ed.)The Nineteenth- Century British Novel. London: Edward Arnold,1986.
- ❖ Lubboch, Percy. The Craft of Fiction.New Delhi B.I. Publications, 1973.
- ❖ Forster ,E.M. Aspects of the Novel.London: Edward Arnold, 1927.
- ❖ Boulton,Marjorie.The Anatomy of the Novel.London :RoultedgeAnd Kegan Paul, 1984.

Programme: B.A.,

Subject: English

Semester: IV

Course: Literary Criticism

Course Type: Allied / Theory

Credits: 4

Hours Required: 3 Hrs / Week

CIA: 25

CA: 75

Course Outcomes:

After completion of the course, certain outcomes are expected from the learners.

| COs | Blooms' Taxonomy Level |
|---|-------------------------------|
| Applying knowledge about the literary criticism and its related theories. | Application (Level 3) |
| Assessing the contributions of literature with the study about the concepts and criticism of critics. | Evaluation (Level 5) |
| Using an understanding of elementary application of principles and concepts in related to Tennyson with necessary practical background and assess their consequences. | Application (Level 3) |
| Designing and valuating the basic foundation of the underlying principles and structure of literary languages. | Synthesis (Level 6) |
| Solving problems encountered in everyday life, further study in English, and in the professional world. | Synthesis (Level 6) |

COURSE CONTENT

Unit – I

Definition and scope of criticism

Five approaches

Unit – II

Plato and Aristotle

Philip Sidney

Unit – III

Dryden

Pope

Dr. Johnson

Unit – IV

Wordsworth

Coleridge

Arnold

Unit – V

T.S. Eliot

I.A. Richards

F.R. Leavis

Books for Study:

Wilbur Scott- Five Approaches to literature

B. Prasad. An introduction to the literary criticism.

Programme: B.A.,

Subject: English

Semester: IV

Course: Post Colonial Literature

Course Type: Elective II / Theory

Credits: 3

Hours Required: 3 Hrs / Week

CIA: 25

CA: 75

Course Outcomes:

After completion of the course, certain outcomes are expected from the learners.

| COs | Blooms' Taxonomy Level |
|--|-------------------------------|
| Gaining knowledge of the colonial and post-colonial texts | Knowledge (Level K1) |
| Comprehending how race, class, gender, history, and identity are presented in the literary texts | Comprehension (Level K2) |
| Analyzing the differences and similarities in values, communication, practices, and beliefs between one's own culture and other cultures | Analysis (Level K4) |
| Evaluating the categories of human diversity and how they influence personal identities | Evaluation (Level K5) |
| Attempting to find solution to the structural and institutional inequity | Synthesis (Level K6) |

COURSE CONTENT

Unit – I POETRY

A.D.Hope - Australia

Derek Walcott - A Far Cry from Africa

Catherine Mansfield - The Man with the Wooden Leg

Margaret Atwood - Journey to the Interior

Unit – II PROSE

Nadine Gordimer - Writing and Being

Stephen Leacock - The Aborigines of Canada (The Dawn of Canadian History)

Unit – III NOVEL

Margaret Lawrence - The Stone Angel

Unit – IV DRAMA

Sharon Pollock - Blood Relations

Unit – V SHORT STORY

Doris Lessing - The Story of a Non-Marrying Man

Alice Muro - Silence

Books for Study:

John McLeod, *Beginning Post Colonialism*, Second Edition (MUP, 2010)

Contemporary Post Colonial Theory: A Reader Padmini Mongia, Oxford University Press, 2000

Programme: B.A.,

Subject: English

Semester: IV

Course: Presentation Skills

Course Type: Major Elective II / Theory

Credits: 2

Hours Required: 2 Hrs / Week

CIA: 25

CA: 75

Course Outcomes:

After completion of the course, certain outcomes are expected from the learners.

| COs | Blooms' Taxonomy Level |
|--|-------------------------------|
| Gaining knowledge of the various modes of presentation | Knowledge (Level K1) |
| Comprehending the types of presentation depending on the occasion | Comprehension (Level K2) |
| Applying the acquired styles of presentation and practising them | Application (Level K3) |
| Developing a style of presentation of their own and becoming better presenters | Synthesis (Level K6) |
| Marketing the skill of presentation to fix themselves in better jobs | Synthesis (Level K6) |

COURSE CONTENT

Unit – I

Organizing Speech

Planning and Preparation, Developing Main Points, Supporting Ideas

Beginning and Ending Speech

Unit – II

Modes of Delivery

Reading the Manuscript Speaking Extemporaneously Impromptu

Speaking from memory

Speaker's Voice- Non- Verbal Communication

Unit – III

Speech Etiquette- Avoiding Bad Habits, Developing Good Ones

Unit – IV

Speech for Special Occasions

Welcome Speech, Introduction Speech - Felicitation Speech -Vote of Thanks

Unit – V

Speeches that Changed the World

Sample- Speeches of Jawaharlal Nehru and Mother Teresa

Books for Study:

Krishna Mohan & N.P Singh – Speaking English Effectively New Delhi Macmillan, 1995

Books for Reference:

Stephen E. Lucas - The Art of Public speaking Chennai: McGraw Hill.

Richard Denny - Speak for yourself, New Delhi: UBS, 1995

Programme: B.A.,

Subject: English

Semester: IV

Course: Writing Skills

Course Type: SBS / Theory

Credits: 2

Hours Required: 2 Hrs / Week

CIA: 25

CA: 75

Course Outcomes:

After completion of the course, certain outcomes are expected from the learners.

| COs | Blooms' Taxonomy Level |
|---|-------------------------------|
| Acquiring the skill of writing of their own | Synthesis (Level K6) |
| Being shaped by the morals that the stories convey | Application (Level K3) |
| Attaining perfection in writing skill through the reading skill | Synthesis (Level K6) |
| Becoming good narrators of stories | Synthesis (Level K6) |
| Imbibing the writing culture among them | Application (Level K3) |

COURSE CONTENT

Unit – I

Sentence Structure

Kinds of Sentence structure

Prepositional Phrase

Verbs and Verbal Phases

Unit – II

Signal Words

Conjunction and Preposition

Giving Reasons: as, because of, etc.,

Unit – III

Mechanics of Writing

Punctuation

Unit – IV

Vocabulary

Commonly misspelt words

Unit – V

Writing

Prewriting

Identifying the purpose of writing Organizing information

Writing the first draft Editing

Books for Study:

Warneir, John E. English Composition and Grammar (I Course) Chicago: Harcourt Brace
Jovanovich Publishers, 1998.

Hewings, Martin. A Remedial Grammar for Advanced Students, New Delhi:CVP, 2004.

Programme: B.A.,

Subject: English

Semester: V

Course: Modern Age

Course Type: Core VIII / Theory

Credits: 4

Hours Required: 5 Hrs / Week

CIA: 25

CA: 75

Course Outcomes:

After completion of the course, certain outcomes are expected from the learners.

| Description of COs | Blooms' Taxonomy Level |
|---|-------------------------------|
| Gaining knowledge of the various emerging literatures of the world | Knowledge (Level K1) |
| Comprehending the prevalent themes and concepts dealt with in such literatures | Comprehension (Level K2) |
| Analyzing the texts for their merits and eliciting the inherent meanings they convey to the readers | Analysis (Level K4) |
| Evaluating the comparative merits of the prescribed texts | Evaluation (Level K5) |
| Becoming a researcher as the acquaintance with new literatures has already been developed | Synthesis (Level K6) |

COURSE CONTENT

Unit – I POETRY

- Rupert Brooke - The Soldier
- Wilfred Owen - Strange Meeting
- W.H.Auden - In Memory of W.B.Yeats
- W.B.Yeats - Easter 1916

Unit – II PROSE

- A.G.Gardiner - On Keyhole Morals
- George Orwell - Inside the Whale
- Virginia Woolf - Profession for Women

Unit – III DRAMA

- T.S. Eliot - Murder in the Cathedral

Unit – IV DRAMA

- G.B.Shaw - Pygmalion

Unit – V FICTION

D.H.Lawrence - The Lost Girl

Books for Study:

Abrams M.H., et.al. The Norton Anthology of English Literature Vol II New York, WW,Norton & Co Inc., 1962.

Programme: B.A.,

Subject: American Literature

Semester: V

Course: English

Course Type: Core IX / Theory

Credits: 4

Hours Required: 5 Hrs / Week

CIA: 25

CA: 75

Course Outcomes:

After completion of the course, certain outcomes are expected from the learners.

| Description of COs | Blooms' Taxonomy Level |
|---|-------------------------------|
| Appreciating and evaluating the literary merits of American literature | Evaluation (Level K5) |
| Recognizing the universality of human experiences as reflected in American literature | Comprehension (Level K2) |
| Comparing and contrasting eastern and western values through literary analysis | Analysis (Level K4) |
| Expounding the conflicts of American experiences | Application (Level K3) |
| Understanding the range of American writings in historical and cultural contexts | Comprehension (Level K2) |

COURSE CONTENT

Unit – I PROSE

Emerson -- The American Scholar

Thoreau -- Civil Disobedience

Unit – II POETRY

Walt Whitman - Out of the Cradle Endlessly Rocking

Robert Frost - Home Burial

Emily Dickinson - I Felt a Funeral in My Brain

E.E.Cummings - Cambridge Ladies

Wallace Stevens - The Emperor of Ice Cream

Unit – III DRAMA

Arthur Miller -Death of a Salesman

Unit – IV FICTION

Mark Twain - The Adventures of Huckleberry Finn

Unit – V FICTION

Earnest Hemmingway - The Old Man and the Sea

Books for Study:

Oliver, S.Egbert. An Anthology – American Literature 1890-1965. New Delhi: Eurasia Publish
Blushing House. 2011.

Programme: B.A.,

Subject: English

Semester: V

Course: Shakespeare

Course Type: Core X / Theory

Credits: 4

Hours Required: 5 Hrs / Week

CIA: 25

CA: 75

Course Outcomes:

After completion of the course, certain outcomes are expected from the learners.

| Description of COs | Blooms' Taxonomy Level |
|--|-------------------------------|
| Gaining knowledge of the nature of the dramatic genres adopted by Shakespeare | Knowledge (Level K1) |
| Comprehending the themes and techniques of Shakespearean plays | Comprehension (Level K2) |
| Analyzing Shakespeare's purpose, historical and cultural perspective, and use of rhetorical and dramatic strategies | Analysis (Level K4) |
| Comprehending Shakespeare's rich use of language and literary conventions | Comprehension (Level K2) |
| Applying the knowledge of the social, political, intellectual context of Elizabethan England to the works of Shakespeare | Application (Level K4) |

COURSE CONTENT

Unit – I

Shakespeare as a Dramatist

Women in Shakespeare

Fools in Shakespeare

Supernatural Elements

Unit – II

The Merchant of Venice

Unit – III

Macbeth

Unit – IV

Julius Caesar

Unit – V

Henry IV – (Part I)

Books for Study:

Sutherland, James and Joel Hurstfield, ed. Shakespeare's World. London. Edward Arnold Publishers Ltd. 1974.

Rees, M.M, Shakespeare: His World and His Work – New Delhi. University Book Stall. 1980.

Programme: B.A.,

Subject: Fundamentals of Language

Semester: V

Course: English

Course Type: Core XI / Theory

Credits: 4

Hours Required: 5 Hrs / Week

CIA: 25

CA: 75

Course Outcomes:

After completion of the course, certain outcomes are expected from the learners.

| Description of COs | Blooms' Taxonomy Level |
|--|--------------------------|
| Gaining knowledge of the English sounds, Received Pronunciation and transcriptions of sounds | Knowledge (Level K1) |
| Comprehending the difference between British English and American English in pronunciation | Comprehension (Level K2) |
| Being capable of identifying and producing English key sounds as well as its basic rhythm, stress and intonation patterns in context | Application (Level K3) |
| Being skilful in speaking in English with clarity and accuracy | Synthesis (Level K6) |
| Being able to use the knowledge gained to communicate with native speakers easily and effectively | Synthesis (Level K6) |

COURSE CONTENT

Unit – I

What is Language? Spoken and Written Language – English for Specific Purpose.

Unit – II

Origin of Language – Growth of Vocabulary

The Future of the English Language

Unit – III

The Organs of Speech – The sounds of Language I &II

Unit – IV

The Syllable -Word accent & Rhythm in Connected Speech – Intonation

Unit – V

Phonetic Transcription

Books for Study:

F.T Wood :An Outline History of English Language

Bala Subramanian : A text book of English Phonetics for Indian Students.

Programme: B.A.,

Subject: Post Colonial Literature II

Semester: V

Course: English

Course Type: Core XII / Theory

Credits: 4

Hours Required: 5 Hrs / Week

CIA: 25

CA: 75

Course Outcomes:

After completion of the course, certain outcomes are expected from the learners.

| Description of COs | Blooms' Taxonomy Level |
|--|-------------------------------|
| Gaining knowledge of the colonial and post-colonial texts | Knowledge (Level K1) |
| Comprehending how race, class, gender, history, and identity are presented in the literary texts | Comprehension (Level K2) |
| Analyzing the differences and similarities in values, communication, practices, and beliefs between one's own culture and other cultures | Analysis (Level K4) |
| Evaluating the categories of human diversity and how they influence personal identities | Evaluation (Level K5) |
| Attempting to find solution to the structural and institutional inequity | Synthesis (Level K6) |

COURSE CONTENT

Unit – I POETRY

Wole Soyinka - Telephonic Conversation

Sarojini Naidu - The Bird Sanctuary

Edwin Thumboo - Words

Kishwar Naheed - I am Not that Women

Unit – II PROSE

Chinua Achebe - The Novelist as a Teacher

Negugi Wa Thango - Decolonizing the Mind

Unit – III DRAMA

Mahesh Dattani - Dance Like a Man

Wole Soyinka - The Lion and Jewell

Unit – IV FICTION

Chitra Banerjee Divakaruni - Sister of My Heart

Uma Parameshwaran - Rootless but Green are the Boulevard Trees

Unit – V SHORT STORY

Bapsi Sidhwa - The Crow Eaters

K.A. Abbas - The Sparrows

Books for Study:

Ed. Narasimhaiah. C.D, An Anthology of Commonwealth Poetry. Trinity Press, Chennai,2014.
Print.

Programme: B.A.,

Subject: Translation Theory and Practice

Semester: V

Course: English

Course Type: Elective III / Theory

Credits: 3

Hours Required: 3 Hrs / Week

CIA: 25

CA: 75

Course Outcomes:

After completion of the course, certain outcomes are expected from the learners.

| Description of COs | Blooms' Taxonomy Level |
|--|-------------------------------|
| Acquiring knowledge about various aspects and nuances of translation. | Knowledge (Level K1) |
| Identifying different text types, the problems of the translator and ways of overcoming those problems | Comprehension (Level K2) |
| Gaining skill in the comparison and evaluation of translations. | Evaluation (Level K5) |
| Identifying cultural differences with an impact on the target language of translation and ways to overcome such difficulties | Comprehension (Level K2) |
| Gaining hands on training in various forms of Translations | Analysis (Level K4) |

COURSE CONTENT

Unit – I

Definitions and Theories of Translation

Unit – II

History of Translation and Bible Translation

Unit – III

Techniques and Problems in Translation

Unit – IV

Translating Formal and Informal Letters Translation Practice (Any Passage)

From English to Tamil

Tamil to English

Unit – V FICTION

Poem

From English to Tamil

Verse from Nissim Ezekiel, Sarojini Naidu and Kamala Markandaya Tamil to English

Verse from Bharathiyar, Bharathidhasan, Thiruvalluvar (any popular five kurals) and familiar proverb

Books for Study:

Basnett Susan, An Introduction to Comparative Literature. Wiley, Blackwell, 1993.

Newton P. Stalknecht & Horst Frenz, Comparative Literature – Method and Perspective
University of Southern Illinois Press, 1961.

Programme: B.A.,

Subject: English for Competitive Examinations

Semester: V

Course: English

Course Type: SBE / Theory

Credits: 2

Hours Required: 2 Hrs / Week

CIA: 25

CA: 75

Course Outcomes:

After completion of the course, certain outcomes are expected from the learners.

| Description of COs | Blooms' Taxonomy Level |
|--|--------------------------|
| Gaining knowledge of the wide spectrum of the competitive and eligibility examinations | Knowledge (Level K1) |
| Mastering the fields prescribed for such examinations through wide reading and comprehension | Comprehension (Level K2) |
| Analyzing the cultural, historical and social background of literature | Analysis (Level K4) |
| Acquiring confidence to appear for eligibility examinations | Evaluation (Level K5) |
| Becoming professionals by getting through such examinations | Synthesis (Level K6) |

COURSE CONTENT

Unit – I

Number, Subject – Verb Agreement, Articles, Common Errors, Sequence of Tenses

Unit – II

Idioms and Phrases, One word substitutes, Foreign Words and Phrases

Unit – III

Reading and Reasoning

Unit – IV

Paragraph Writing,

Expansion of an Idea,

Report Writing, Essay,

Letters

Unit – V FICTION

Group Discussion

Interview

Programme: B.A.,

Subject: Comparative Literature

Semester: VI

Course: English

Course Type: Core XIV / Theory

Credits: 4

Hours Required: 5 Hrs / Week

CIA: 25

CA: 75

Course Outcomes:

After completion of the course, certain outcomes are expected from the learners.

| Description of COs | Blooms' Taxonomy Level |
|---|-------------------------------|
| Gaining knowledge of the various types of literature all around the world | Knowledge (Level K1) |
| Comprehending the nuances in the study of comparativism | Comprehension (Level K2) |
| Analyzing the features of the various schools of Comparative Literature | Analysis (Level K4) |
| Discriminating the studies of Influence and Imitation | Evaluation (Level K5) |
| Working out the exercise of comparison between two works of art | Synthesis (Level K6) |

COURSE CONTENT

Unit – I

Definition and Scope – National Literature, Comparative Literature – General Literature – World Literature

Unit – II

The French and American Schools of Comparative Literature

Unit – III

Influence and Imitation – Periodization – Epoch, School, Movement

Unit – IV

Genre Studies, Thematology

Unit – V

Literature and other Discipline Literature and other Arts

Books for Study:

Prof. S. Yusuf A Handbook of Comparative Literature Rev. ed., Manimekala Publishing House, 2010.

Books for reference:

- Theory of Literature, Wellek & Warren.
- Basnett Susan, An Introduction to Comparative Literature. Wiley, Blackwell, 1993.
- Newton P. Stalknecht & Horst frenz ,Comparative Literature – Method and Perspective University of Southern Illinois Press, 1961.

Programme: B.A.,

Subject: Women's Writing

Semester: VI

Course: English

Course Type: Core XV / Theory

Credits: 4

Hours Required: 5 Hrs / Week

CIA: 25

CA: 75

Course Outcomes:

| Description of COs | Blooms' Taxonomy Level |
|---|-------------------------------|
| Gaining knowledge of the literary texts across genres, historical periods and cultural contexts | Knowledge (Level K1) |
| Understanding the range of feminist perspectives, towards the gender issues | Comprehension (Level K2) |
| Analyzing the common and particular challenges that women face | Analysis (Level K4) |
| Evaluating the standards of the society and the result of them on the womenfolk | Evaluation (Level K4) |
| Becoming creative writers and voicing out their views | Synthesis (level K6) |

COURSE CONTENT

Unit – I POETRY

Kamala Das - Introduction

Mamta Kalia - Tribute to Papa

Toru Dutt - Jyogadhya Uma

Emily Dickinson - Because I Could not Stop For Death

Rita Dove - The lady Freedom Among Us

Christina Rossetti - UP Hill

Unit – II PROSE

Virginia Woolf - Professions for Women

Gayathri Chakravorty Spivak - Feminism & Critical Theory – Part-I

Maya Angelou – Graduation

Unit – III SHORT STORY

Anitha Desai - The Farewell Party

Nadine Gordiner - Comrades

Katherine Mansfield - The Stranger

Unit – IV FICTION

Margaret Atwood - Surfacing

Toni Morrison – Sula

Unit – V DRAMA

Agatha Christie - The Mousetrap

Books for Study:

Abrams, M.H.et al. The Norton Anthology of English Literature, vol. 1 . New York, Norton &Co

Lodge, David and Nigel Wood, Modern Criticism & Theory.2005.

Programme: B.A.,

Subject: English Language Teaching

Semester: VI

Course: English

Course Type: Core XVI / Theory

Credits: 4

Hours Required: 5 Hrs / Week

CIA: 25

CA: 75

Course Outcomes:

| Description of COs | Blooms' Taxonomy Level |
|---|-------------------------------|
| Gaining knowledge of the various aspects of the language | Knowledge (Level K1) |
| Comprehending the different roles played by English language in all spheres of life | Comprehension (Level K2) |
| Analyzing the impact of English at different socio-political levels genres | Analysis (Level K4) |
| Evaluating the quality of teaching English in India and other countries as well | Evaluation (Level K5) |
| Analyzing and finding out innovative methods of teaching English in India | Synthesis (Level K6) |

COURSE CONTENT

Unit – I

Issues Involved in the Teaching of English – CALL (Computer – Assisted Language Learning), CALI (Computer Assisted Language Instruction), CBLT (Content - Based Language Teaching), Methods, Approaches, Techniques, Teaching English as a Second Language.

Unit – II

Teaching of Listening, Speaking, Reading and Writing

Unit – III

Teaching of Grammar Teaching of Vocabulary Teaching of Poetry Teaching of Prose

Unit – IV

Testing – Classification Types of Questions

Unit – V

Uses of Audio – Visual Aids in the Teaching of Language (T.V., Internet)

Books for Study:

- ❖ Hughes, Rebecca, Teaching and Researching Speak, Delhi Pearson, 2011.
- ❖ Aslam Mohammed, Teaching of English . New Delhi, Foundation Books, 2003.

- ❖ Tickoo ML, Teaching and Learning English. New Delhi, Orient Longman, 2003.
- ❖ Krishnaswamy N.and Lalitha Krishnaswamy. Methods of Teaching English. Sahibabad. Pranjali Printline, 2013.

Programme: BA.,

Subject: English

Semester: VI

Course: Contemporary Literature

Course Type: Core XVII

Credits: 4

Hours Required: 5 Hrs / Week

CIA: 25

CA: 75

Course Outcomes:

| Description of COs | Blooms' Taxonomy Level |
|---|-------------------------------|
| Gaining knowledge of the various emerging literatures of the world | Knowledge (Level K1) |
| Comprehending the prevalent themes and concepts dealt with in such literatures | Comprehension (Level K2) |
| Analyzing the texts for their merits and eliciting the inherent meanings they convey to the readers | Analysis (Level K4) |
| Evaluating the comparative merits of the prescribed texts | Evaluation (Level K5) |
| Becoming a researcher as the acquaintance with new literatures has already been developed | Synthesis (Level K6) |

COURSE CONTENT

Unit – I POETRY

Philip Larkin - Ambulance (or) Church Going

Cecil Day Lewis - The Poet

William Empson - Missing Dates

Stephen Spender - The Double Shame

Unit – II PROSE

E.M.Forster - Notes on English Character Does Culture Matter

A.A.Milne - On Going into a House

Unit – III DRAMA

Harold Pinter - Care Taker

Padraic Colum- Betrayal

Unit – IV DRAMA

John Osborne - Look Back in Anger

Unit – V

Graham Greene - The Power and the Glory

A.S.Byatt - Possession

Books for Study:

The Penguin Book of Contemporary Verse 1918-60

Programme: B.A.,

Subject: Journalism and Mass Communication

Semester: VI

Course: English

Course Type: Elective IV / Theory

Credits: 3

Hours Required: 3 Hrs / Week

CIA: 25

CA: 75

Course Outcomes:

| Description of COs | Blooms' Taxonomy Level |
|--|-------------------------------|
| Gaining knowledge of the basics of journalism and mass communication | Knowledge (Level K1) |
| Comprehending the legal aspects involved in journalism. | Comprehension (Level K2) |
| Synthesizing abilities to write a variety of mass media products, including news stories and press releases | Synthesis (Level K6) |
| Creating and designing emerging media products, including blogs, digital audio, digital video, social media, digital photography and multimedia. | Synthesis (Level K6) |
| Mastering the skill and becoming journalists and media writers in future | Synthesis (Level K6) |

COURSE CONTENT

Unit – I

Journalism: Its definition & Scope – What is News and News Reporting– Factors Determining News Value – Tips to Reporting.

Unit – II

Kinds of Headlines – Kinds of Leads or Intro – Types of Column – Types of Interview

Unit – III

Film Reviews – Book Review – Editorial – Contempt of Court- Letters to the Editor – Editorial – Defamatory / Defamation

Responsibilities of an Editor and Sub -Editor – Basic Principles of Editing

Unit – IV

Freedom of Press – Social Responsibility - Code of Ethics – Press laws

Unit – V

Advertising - Glossary for Journalist: Banner, Beat, Box, Black and White, Blurb, Border, Copy, Correspondent, Crop, Deadline, Drop, Ears, Exclusive, Filler, Flash, Follow – up, Gallery Proof,

Handout, Kill, Layout, Leg-man, Libel, Proof Reader, Retainer, Run, Running Story, Rush, Shoulder, Slug, Tail Piece, Yellow Journalism, Wire Service, Tabloid.

Books for Study:

Rangaswami Parthasarathy: Basic Journalism, Macmillan, Delhi, 2002.

Kamath.M.V. Professional Journalism, Delhi Vikas Publishing House Pvt Ltd, 1980.

Programme: B.A.,

Semester: VI

Course Type: SBE IV / Theory

Hours Required: 2 Hrs / Week

CIA: 25

Course Outcomes:

Subject: The Art of Public Speaking

Course: English

Credits: 2

CA: 75

| Description | Blooms' Taxonomy Level |
|--|-------------------------------|
| Gaining knowledge of the various modes of presentation | Knowledge (Level K1) |
| Comprehending the types of presentation depending on the occasion | Comprehension (Level K2) |
| Applying the acquired styles of presentation and practising them | Application (Level K3) |
| Developing a style of presentation of their own and becoming better presenters | Synthesis (Level K6) |
| Marketing the skill of presentation to fix themselves in better jobs | Synthesis (Level K6) |

COURSE CONTENT

Unit – I

Characteristics of Voice _ Quality, Pitch, Volume, Body Language _ Personal Appearance, Posture, Gestures and Eye Contact

Unit – II

Organization of Speech - Planning and Developing
Beginning and Ending of Speech – Delivery

Unit – III

Speeches for Special Occasions – Excerpts

“Chicago” – Swami Vivekananda

“ I Have a Dream” – Martin Luther King.

“Blood Toil and Tears” – Churchill

Unit – IV

Extemporaneous Speeches,
Agreeing and Disagreeing.

Unit – V

Drafting a Speech (Practicals for Internal Assessment)

Books for Study:

Krishan Mohan and N.P Singh “Speaking English Effectively”, II Edition. Macmillan, India.2009.