

**CAUVERY COLLEGE FOR WOMEN (AUTONOMOUS)**  
**NATIONALLY ACCREDITED WITH “A” GRADE BY NAAC**  
**ISO 9001: 2015 CERTIFIED**  
**TIRUCHIRAPPALLI**

**PG DEPARTMENT OF ENGLISH**



**B.A ENGLISH**

**SYLLABUS**

**2021- 2022 AND ONWARDS**

**CAUVERY COLLEGE FOR WOMEN (AUTONOMOUS)**

**PG DEPARTMENT OF ENGLISH**

**VISSION**

- The Department of English envisions the learners to explore and empower LSRW skills there by gaining competency in various genres of literature across the world.
- Ensuring the aesthetic sensibility and creativity of the learners for higher pursuits in research and professional career.

**MISSION**

- Procure academic excellence by mastering language and literature, imbibe human values embedded with personality enrichment.
- To gratify the needs of employability and enshrine learners as socially responsible citizens

## **PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)**

<b>PEOs</b>	<b>STATEMENTS</b>
<b>PEO1</b>	<b>LEARNING ENVIRONMENT</b> To facilitate value-based holistic and comprehensive learning by integrating innovative learning practices to match the highest quality standards and train the students to be effective leaders in their chosen fields.
<b>PEO2</b>	<b>ACADEMIC EXCELLENCE</b> To provide a conducive environment to unleash their hidden talents and to nurture the spirit of critical thinking and encourage them to achieve their goal.
<b>PEO3</b>	<b>EMPLOYABILITY</b> To equip students with the required skills in order to adapt to the changing global scenario and gain access to versatile career opportunities in multidisciplinary domains.
<b>PEO4</b>	<b>PROFESSIONAL ETHICS AND SOCIAL RESPONSIBILITY</b> To develop a sense of social responsibility by formulating ethics and equity to transform students into committed professionals with a strong attitude towards the development of the nation.
<b>PEO5</b>	<b>GREEN SUSTAINABILITY</b> To understand the impact of professional solutions in societal and environmental contexts and demonstrate the knowledge for an overall sustainable development.

**PROGRAMME OUT COMES FOR BA ARTS (TAMIL, ENGLISH AND  
SOCIAL WORK PROGRAMME**

<b>PO NO.</b>	<b>PROGRAMME OUT COMES</b> <b>On completion of BA Programme, the students will be able to</b>
<b>PO1</b>	Possess thorough knowledge of language and understand the concerns of the society in real situations and work environment. (Academic Excellence with Social Thinking)
<b>PO2</b>	Express thoughts and ideas effectively using appropriate texts, media and evaluate practices, policies and theories by applying scientific and social approaches. (Skilled Proficiency)
<b>PO3</b>	Acquire training skills in research, internships and foster team spirit in the global world and face the challenges in a multicultural society. (Team Building and Problem Solving)
<b>PO4</b>	Relate and apply exemplary role models/writers and their values to elucidate different kinds of unknown problems. (Leadership Traits & Critical Thinking)
<b>PO5</b>	Inculcate lifelong learning by fostering scientific attitude aimed at personal and societal development to meet the changing demands of work and career through knowledge and skills. (Situational Approach and Lifelong Learning)

**PROGRAMME SPECIFIC OUT COMES FOR BA ENGLISH**

<b>PSO NO.</b>	<b>PROGRAMME SPECIFIC OUTCOMES</b> <b>Students of BA English will be able to</b>	<b>POs Addressed</b>
<b>PSO 1</b>	Gain competence and confidence in acquiring LSRW skills in English Language and Literature to face the realities of life.	<b>PO1</b>
<b>PSO 2</b>	Empower and appreciate knowledge of various genres of literature and develop an eclectic taste to appreciate the literary movements, cultural and social contexts in relation with the society and the world.	<b>PO2 PO3</b>
<b>PSO 3</b>	Explore and analyse the works of the writers from political, historical, ethical and sociological perspectives for higher learning and research.	<b>PO3</b>
<b>PSO 4</b>	Attain proficiency to solve the complexities of human life through various genres of literature till the present modern age and train them to be socially committed citizens.	<b>PO1 PO4</b>
<b>PSO 5</b>	Achieve in depth knowledge to comprehend communication skills, linguistics, journalism and literature in different modes of learning to gain job opportunities for a better self and society.	<b>PO5</b>

**CAUVERY COLLEGE FOR WOMEN (AUTONOMOUS) TRICHY**  
**DEPARTMENT OF ENGLISH**  
**BA – PROGRAMME STRUCTURE**  
**(For the candidate admitted from the academic year 2019 – 2020)**  
**SEMESTER – I**

Semester	Part	Course	Title	Subject Code	Hours	Credits	Exam Hours	Marks		Total
								Internals	Externals	
I	I	Language Course – I (LC) – Tamil */Other Languages* *#	Ikkala Illakyam - I	19ULT1	6	3	3	25	75	100
			Story, Novel, Hindi Literature - I & Grammar- I	19ULH1						
			History of Popular Tales Literature and Sanskrit Story	19ULS1						
			Communication in French - I	19ULF1						
	II	English Language Course – I (ELC)	Functional Grammar for Effective Communication - I	19UE1	6	3	3	25	75	100
	III	Core Course– I (CC)	Prose	19UEN1CC1	6	5	3	25	75	100
		Core Course– II (CC)	Short Stories	19UEN1CC2	6	5	3	25	75	100
		Allied Course – I (AC)	Social History of England	19UEN1AC1	4	3	3	25	75	100
	IV	Value Education	Universal Human Values	20UGVE	2	2	3	25	75	100
	<b>Total</b>				<b>30</b>	<b>21</b>				<b>600</b>

## SEMESTER -II

Semester	Part	Course	Title	Subject Code	Hours	Credits	Exam Hours	Marks		Total
								Internals	Externals	
II	I	Language Course – II	Idaikala Ilakiyamum Pudhinamum	19ULT2	6	3	3	25	75	100
			Prose, Drama, Hindi Literature – II & Grammar –II	19ULH2						
			Poetry Textual Grammar Alankara	19ULS2						
			Communication in French –II	19ULF2						
	II	English Language Course –II(ELC)	Functional Grammar for Effective Communication - II	19UE2	6	3	3	25	75	100
	III	Core Course - III (CC)	Poetry – I	19UEN2CC3	6	5	3	25	75	100
		Core Course - IV (CC)	Fiction	19UEN2CC4	6	5	3	25	75	100
		Allied Course - II (AC)	Literary Forms	19UEN2AC2	4	3	3	25	75	100
	IV	Environmental Studies	Environmental Studies	19UGES	2	2	3	25	75	100
Total					30	21				600

**SEMESTER – III**

Semester	Part	Course	Title	Subject Code	Hours	Credits	Exam Hours	Marks		Total
								Internals	Externals	
III	I	Language Course – III	Kapiyamum Nadagamum	19ULT3	6	3	3	25	75	100
			Medieval, Modern Poetry & History of Hindi Literature-III	19ULH3						
			Prose, Textual Grammar & Vakyarachana	19ULS3						
			Communication in French –III	19ULF3						
	II	English Language Course –III	Reading and Writing for Effective Communication –I	19UE3	6	3	3	25	75	100
	III	Core Course V (CC)	One Act Plays	19UEN3CC5	6	5	3	25	75	100
		Core Course VI (CC)	Poetry- II	19UEN3CC6	6	5	3	25	75	100
		Allied Course III (AC)	History of English Literature - I	19UEN3AC3	4	3	3	25	75	100
	IV	Non Major Elective I – for those who studied Tamil under Part I	Presentation Skills inEnglish	19UEN3NME1	2	2	3	25	75	100
		a) Basic Tamil for other language students	Basic Tamil	19ULC3BT1						
		b) Special Tamil for those who studied Tamil up to 10+2 but opt for other languages indegree programme	Special Tamil	19ULC3ST1						
	V	Swayam Online Course	The Psychology of Language	As per UGC Norms						
		Total			30	21				600



**SEMESTER – IV**

Semester	Part	Course	Title	Subject Code	Hours	Credits	Exam Hours	Marks		Total
								Internals	Externals	
IV	I	Language Course – IV	Pandaiya Illakiyam	19ULT4	6	3	3	25	75	100
			Letter Writing, General Essays, Technical Terms, Proverbs, Idioms and Phrases, Hindi Literature-IV	19ULH4						
			Drama, History of Drama Literature	19ULS4						
			Communication in French –IV	19ULF4						
	II	English Language Course –IV	Reading and Writing for Effective Communication – II	19UE4	6	3	3	25	75	100
	III	Core Course VII (CC)	Drama	19UEN4CC7	5	5	3	25	75	100
		Core Course VIII (CC)	Introduction of Language and Linguistics	19UEN4CC8	5	5	3	25	75	100
		Allied Course IV (AC)	History of English Literature – II	19UEN4AC4	4	3	3	25	75	100
	IV	Non Major Elective II – for those who studied Tamil under Part I	Communication Skills in English	19UEN4NME2	2	2	3	25	75	100
		a) Basic Tamil for other language students	Basic Tamil	19ULC4BT2						
		b) Special Tamil for those who studied Tamil up to 10 <sup>th</sup> +2 but opt for other languages in degree programme	Special Tamil	19ULC4ST2						
	V	Skill Based Elective – I	Writing for Media	19UEN4SBE1A	2	2	3	25	75	100
			Business English	19UEN4SBE1B						
		Extra CREDITS course	SWAYAM ONLINE COURSE	As per UGC Norms						
	Total				30	23				700

### SEMESTER – V

Semester	Part	Course	Title	Subject Code	Hours	Credits	Exam Hours	Marks		Total
								Internals	Externals	
V	III	Core Course IX (CC)	Shakespeare	19UEN5CC9	5	5	3	25	75	100
		Core Course X (CC)	Principles of Literary Criticism	19UEN5CC10	5	5	3	25	75	100
		Core Course XI (CC)	American Literature	19UEN5CC11	5	5	3	25	75	100
		Core Course XII (CC)	Women's Writings in English	19UEN5CC12	5	5	3	25	75	100
		Major Based Elective – I	Mastering English Literature	19UEN5MBE1A	4	3	3	25	75	100
			Translation Theory and Practice	19UEN5MBE1B						
	IV	Skill Based Elective – II	Academic Writing	19UEN5SBE2A	2	2	3	25	75	100
			Functional English	19UEN5SBE2B						
		Skill Based Elective – III	Public Speaking	19UEN5SBE3A	2	2	3	25	75	100
			Art of Speaking	19UEN5SBE3B						
		UGC - Jeevan Kaushal	Professional Skills	19UGPS	2	2	3	25	75	100
		Extra Credits Course	SWAYAM ONLINE COURSE	To be fixed later	As per UGC Norms					
		<b>TOTAL</b>			<b>30</b>	<b>29</b>				<b>800</b>

**15 Days Internship During the Semester Holidays**

**SEMESTER – VI**

Semester	Part	Course	Title	Subject Code	Hours	Credits	Exam Hours	Marks		Total
								Internals	Externals	
VI	III	Core Course XIII (CC)	English Language Teaching	19UEN6CC13	6	5	3	25	75	100
		Core Course XIV (CC)	Indian Writing in English	19UEN6CC14	6	5	3	25	75	100
		Core Course XV (CC)	Commonwealth Literature	19UEN6CC15	6	5	3	25	75	100
		Major Based Elective –II	Journalism	19UEN6MBE2A	6	4	3	25	75	100
			Mass Communication	19UEN6MBE2B						
		Major Based Elective –III	Developing Language Skills	19UEN6MBE3A	5	4	3	25	75	100
			Phonetics	19UEN6MBE3B						
	V	Extension Activities		19UGEA	-	1	-	-	-	-
		Gender Studies	Gender Studies	19UGGS	1	1	3	25	75	100
	<b>TOTAL</b>				<b>30</b>	<b>25</b>				<b>600</b>
		Extra Credit Course	Internship	21UEN6INT	-	2	-	-	-	100

## FIRST SEMESTER SYLLABUS

### ENGLISH LANGUAGE COURSE – I FUNCTIONAL GRAMMAR FOR EFFECTIVE COMMUNICATION - I

SUB. CODE	TITLE	CATEGORY	HRS / WEEK	CREDITS
19UE1	Functional Grammar for Effective Communication - I	English Language Course-I	6	3

#### OBJECTIVES

- To enhance vocabulary and its usage.
- To be through with the functional usage of grammar.
- To enable and enhance the appropriate structuring of the sentence.

#### PREREQUISITE

A fundamental knowledge in English Vocabulary and Sentence Structures.

#### COURSE OUTCOMES

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

CO Number	CO Statement	Knowledge Level
CO1	Recite and recall vocabulary, phrases and simple sentence structures	K1
CO2	Explain and illustrate actions based on time and situation.	K2
CO3	Interrogate, Classify and compare people, place and the position.	K3
CO4	Identify and restate various sentence structures by spotting errors to develop accuracy.	K4
CO5	Construct and Synthesize statements using the acquired skills.	K4

#### MAPPING WITH PROGRAMME OUTCOME

COS	PO1	PO2	PO3	PO4	PO5
CO1	S	S	S	S	S
CO2	S	S	S	S	S
CO3	S	S	S	S	S
CO4	S	S	S	S	S
CO5	S	S	S	S	S

S-Strong M-Medium L-Low.

## SYLLABUS

### UNIT I: Basic Vocabulary & Basic Communication (16 Hours)

Self-Introduction  
Describing people and places.  
Giving Instructions and  
Directions.

### UNIT II: Communication Based On Time & Situation (16 Hours)

Describing actions based on time. (Tenses)

### UNIT III: Communicating Quantity, Position, Time & Place (16hours)

Adverbs  
Determiners  
Prepositions

### UNIT IV: Aiming Accuracy (16 Hours)

Sentence  
Concordance  
Error Spotting

### UNIT V: Linkers (16 Hours)

Conjunctions (Cause & Effect)  
Interjections

## TEXT BOOK

S. No.	Author(s)	Title of the Book	Publisher	Year of Publication
1.	Anima Chakraverty	Comprehensive Grammar and Composition by Pearson	Pearson Publication	2011

## BOOKS FOR REFERENCE

S. No.	Author(s)	Title of the Book	Publisher	Year of Publication
1.	Raymond Murphy	English Grammar in Use: A Self Study and Practice Book Intermediate Learners Book.	Cambridge University Press	2013

**PEDAGOGY** - Group Discussion, Quiz, Assignments

**COURSE DESIGNER** - Dr. A. Suganthi Rao

## CORE COURSE I – PROSE

SUB. CODE	TITLE	CATEGORY	HRS / WEEK	CREDIT
19UEN1CC1	Prose	Core Course – I	6	5

### OBJECTIVES

- To understand the passage and grasp its meaning.
- To appreciate the different themes, strategies and techniques employed by the writers.
- To read, ponder, enjoy the content, meaning the style of the writers.

### PREREQUISITE

Interest in reading and analyzing the content.

### COURSE OUTCOMES

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

CO Number	CO Statement	Knowledge Level
CO1	Recite and recall the new phrases employed by the writer.	K1
CO2	Explain and illustrate the strategies and techniques employed by the prose writers from the Elizabethan period till 20 <sup>th</sup> century.	K2
CO3	Classify the writer's style of writing from the Elizabethan period till modern period.	K3
CO4	Analyze the various modes of expression in communications and tone.	K4
CO5	Associate the styles and techniques intrigued by the writers.	K4

### MAPPING WITH PROGRAMME OUTCOME

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

**S-Strong M-Medium L-Low.**

## SYLLABUS

### UNIT I: (16 Hours)

Francis Bacon	:	Of Studies
Oliver Goldsmith	:	The Man in Black

### UNIT II: (16 Hours)

Richard Steele	:	The Spectator Club
Joseph Addison	:	Periodical Essays (A Great Book is a Great Devil)

### UNIT III: (16 Hours)

Charles Lamb	:	Dream-Children; a Reverie
William Hazlitt	:	On Going a Journey

### UNIT IV: (16 Hours)

R. L Stevenson	:	An Apology for Idlers
Robert Lynd	:	The Pleasures of Ignorance

### UNIT V: (16 Hours)

A.G. Gardiner	:	On the Rule of the
Road Lucas	:	On Finding Things

## TEXT BOOK

S. No.	Author(s)	Title of the Book	Publisher	Year of Publication
1.	Ashok Kumar	Selected Essays: An Anthology of English Essays for Undergraduate	Orient Black Swan, New Delhi.	2014

## BOOKS FOR REFERENCE

S. No.	Author(s)	Title of the Book	Publisher	Year of Publication
1.	Edwin A Abbott	Bacon's Essay with Introductions, Notes and Index – (Volume I)	Penguin London Publishers	2018

**PEDAGOGY** - Seminar, Quiz, Assignment

**COURSE DESIGNER** - Ms. M. Irudhaya Pushpam

## CORE COURSE II - SHORT STORIES

SUB. CODE	TITLE	CATEGORY	HRS / WEEK	CREDITS
19UEN1CC2	Short Stories	Core Course – II	6	5

### OBJECTIVES

- To explore the sequential understanding of a story
- To acquire new words and use in sentences
- To identify the characters and events of the story

### PREREQUISITE

An avid interest in reading and analysis of an abridged literature.

### COURSE OUTCOMES

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

CO Number	CO Statement	Knowledge Level
CO1	Recall the key features of short stories focusing on self-contained incidents.	K1
CO2	Explain moral stories of various cultures and the intricacies of the human predicament.	K2
CO3	Apply strategies to remember important tales of each country.	K3
CO4	Associate the best short stories with moral and ethical values to promote a spirit of unity.	K4
CO5	Analyze short stories with the use of their structure and meaning, by using terminology.	K4

### MAPPING WITH PROGRAMME OUTCOME

COS	PO1	PO2	PO3	PO4	PO5
CO1	S	S	S	S	S
CO2	S	S	S	S	S
CO3	S	S	S	S	S
CO4	S	S	S	S	S
CO5	S	S	S	S	S

S-Strong M-Medium L-Low.



## SYLLABUS

### UNIT I (BRITISH) (16 Hours)

Saki : The Open  
W Somerset Maugham : The Verger

### UNIT II (INDIAN) (16 Hours)

Rabindranath Tagore : The Postmaster  
Lakshmi Kanna : Muniyakka

### UNIT III (RUSSIAN) (16 Hours)

Anton Chekhov : The Bet  
Leo Tolstoy : The Candle

### UNIT IV (AMERICAN) (16 Hours)

Nathaniel Hawthorne : The Snow-Image  
Edgar Allan Poe : The Purloined Letter

### UNIT V (NEW ZEALAND & FRENCH) (16 Hours)

Katherine Mansfield : An Ideal Family  
Guy De Maupassant : The Diamond Necklace

### TEXT BOOK

S. No.	Author(s)	Title of the Book	Publisher	Year of Publication
1.	Joseph A. and Balasubramanian	Memorable Tales.	PoGo Publishing House, Trichy	2013
2.	Lakshmi Kannan	India Gate and Other Stories	Disha Books, New Books	1993

**PEDAGOGY** - Role Play, Character Analysis, Assignment

**COURSE DESIGNER** - Ms.C.Chitra

## ALLIED COURSE I – SOCIAL HISTORY OF ENGLAND

SUB CODE	TITLE	CATEGORY	HRS / WEEK	CREDITS
19UEN1AC1	Social History of England	Allied Course – I	4	3

### OBJECTIVES

- To have a comprehensive knowledge of the Social History of England.
- To facilitate better appreciation of literary masterpieces by knowing the social background of the authors.
- To relate historical movements and its impact on the writers and their literary works.

### PREREQUISITE

Curiosity and heed for study of society, history through language.

### COURSE OUTCOMES

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

CO Number	CO Statement	Knowledge Level
CO1	Identify the growth and decadence of various periods of modern England	K1
CO2	Explain the wars, movements and revolutions that took over England	K2
CO3	Describe the Renaissance, Reformation and Restoration that happened in the history of England during the late 15 <sup>th</sup> century to the 17 <sup>th</sup> century	K2
CO4	Apply historical concepts to analyze literary masterpieces by knowing the social background of the authors.	K3
CO5	Examine the British political impact on society and discuss the changing attitude of British people through ages	K3

### MAPPING WITH PROGRAMME OUTCOME

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

**S-Strong M-Medium L-Low.**

## **SYLLABUS**

### **UNIT I: (12 Hours)**

Introduction – A Brief Outline of British History -Renaissance -Reformation -The Dissolution of Monasteries -The Religion of England -The Tudor Navy and the Armada

### **UNIT II: (12 Hours)**

The East India Company -Colonial Expansion -The Civil War and its Social Significance - Puritanism -Restoration of England -The Origin and Growth of Political Parties in England - The Age of Queen Anne -Coffee House Life in England

### **UNIT III: (10 Hours)**

The Union of England and Scotland -The Agrarian Revolution -The Industrial Revolution - The Methodist Movement -Other Humanitarian Movement

### **UNIT IV: (10 Hours)**

The War of American Independence -England and Ireland -Effects of the French Revolution -The Reform Bills -The Victorian Age.

### **UNIT V: (10 Hours)**

Development of Education in the Victorian England -Means of Transport and Communication -The World Wars and Social Security -Trade Union in England

## **TEXT BOOK**

<b>S. No</b>	<b>Author(s)</b>	<b>Title of the Book</b>	<b>Publisher</b>	<b>Year of Publication</b>
1.	Xavier.A. G.	An Introduction to the Social History of England	S.V.Printers, Chennai	2009

## **BOOKS FOR REFERENCE**

<b>S. No.</b>	<b>Author(s)</b>	<b>Title of the Book</b>	<b>Publisher</b>	<b>Year of Publication</b>
1.	G.M.Trevelyan	English Social History	Penguin,UK	March 3, 1987

**PEDAGOGY** - Group Discussion, Quiz, Assignment, Activity, Power point presentation, Brain Storming, Open book test.

**COURSE DESIGNER** - Ms. R. Shanthi

## SECOND SEMESTER SYLLABUS

### ENGLISH LANGUAGE COURSE – II

#### FUNCTIONAL GRAMMAR FOR EFFECTIVE COMMUNICATION-II

SUB CODE	TITLE	CATEGORY	HRS / WEEK	CREDITS
19UE2	Functional Grammar for Effective Communication - II	English Language Course – II	6	3

#### OBJECTIVES

- To use the acquired vocabulary in formation of sentences.
- Use the appropriate tenses in spoken and written communication.
- To thoroughly be aware of the different sentence structure and its transformation into other forms.

#### PREREQUISITE

An intermediate knowledge in English Vocabulary and Sentence Structures.

#### COURSE OUTCOMES

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

CO Number	CO Statement	Knowledge Level
CO1	Recite and recall vocabulary, phrases and different sentence structures	K1
CO2	Explain through spoken and written expression based on the situation.	K2
CO3	Model and construct written passages based on a given scenario.	K3
CO4	Analyze and classify the appropriate use verbs, phrases and sentence structures.	K4
CO5	List and infer to produce apposite formal written expressions.	K4

#### MAPPING WITH PROGRAMME OUTCOME

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

S-Strong M-Medium L-Low.

## SYLLABUS

### UNIT I: Sentences (16 Hours)

Interrogative  
Declarative  
Imperatives  
Exclamatory

### UNIT II: Phrases and Clauses (16 Hours)

Phrases – Noun, Adjective,  
Adverb Conditional Clauses  
Relative Clauses

### UNIT III: Transformation of Sentences (16 Hours)

Simple Compound Complex

### UNIT IV: Transformation of Sentences Cont... (16 Hours)

Simple Compound Complex

### UNIT V: Reporting Speech (16 Hours)

Direct and Indirect Speech.  
Comprehension

### TEXT BOOK

S. No.	Author(s)	Title of the Book	Publisher	Year of Publication
1.	Anima Chakraverty	Comprehensive Grammar and Composition by Pearson	Pearson Publication	2011

### BOOKS FOR REFERENCE

S. No.	Author(s)	Title of the Book	Publisher	Year of Publication
1.	Raymond Murphy	English Grammar in Use: A Self Study and Practice Book Intermediate Learners Book.	Cambridge University Press	2013

**PEDAGOGY** - Group Discussion, Quiz, Assignment

**COURSE DESIGNER** - Dr. A.Suganthi Rao

### CORE COURSE III – POETRY- I

SUB CODE	TITLE	CATEGORY	HRS / WEEK	CREDITS
19UEN2CC3	Poetry- I	Core Course – III	6	5

#### OBJECTIVES

- To enable the students to know the poetic background of the poets of various ages and their poems.
- To recognize the musical elements of poetry.
- To make the learners explore and analyse the theme, content, style, tone and various elements of poetry.

#### PREREQUISITE

An exposure to poetry reading at school level and a basic understanding in the poetic devices.

#### COURSE OUTCOMES:

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

CO Number	CO Statement	Knowledge Level
CO1	Acquire and recall the various elements of poetry, rhyme and meter.	K1
CO2	Explain and interpret the content of the poem.	K2
CO3	Identify the philosophical outlook expressed by the poet.	K3
CO4	Apply a broader perspective on the themes, content and imagery in the poems.	K3
CO5	Examine the style, structure, tone, figures of speech, and the social background of the poem.	K4

#### MAPPING WITH PROGRAMME OUTCOME:

COS	PO1	PO2	PO3	PO4	PO5
CO1	S	S	S	S	S
CO2	S	S	S	S	S
CO3	S	S	S	S	S
CO4	S	S	S	S	S
CO5	S	S	S	S	S

**S-Strong M-Medium L-Low.**

## **SYLLABUS**

### **UNIT I (16 Hours)**

William Shakespeare	:	Sonnet No. 116 (Let me not to the Marriage of True Minds)
Andrew Marvell	:	To His Coy Mistress

### **UNIT II (16 Hours)**

Alexander Pope	:	From an Essay on Man
(Epistle II) William Blake	:	The Chimney Sweepers

### **UNIT III (16 Hours)**

Samuel Taylor Coleridge	:	Kubla Khan
P. B. Shelley	:	Ode to the West Wind

### **UNIT IV (16 Hours)**

John Keats	:	Ode to Autumn
Robert Browning	:	My Last Duchess

### **UNIT V (16 Hours)**

W. B. Yeats	:	Sailing to Byzantium
W. H. Auden	:	The Unknown Citizen

## **TEXT BOOK**

<b>S. No.</b>	<b>Author(s)</b>	<b>Title of the Book</b>	<b>Publisher</b>	<b>Year of Publication</b>
1.	Margaret Zama	Poetry Down the Ages	Orient BlackSwan	2006

## **BOOKS FOR REFERENCE**

<b>S. No.</b>	<b>Author(s)</b>	<b>Title of the Book</b>	<b>Publisher</b>	<b>Year of Publication</b>
1.	Ambika SenGupta	Selected College Poems	Orient Black Swan	2016

**PEDAGOGY** - Discussion on Themes, Seminar, Quiz

**COURSE DESIGNER** - Dr. Rita Shanthakumar

## CORE COURSE IV –FICTION

SUB CODE	TITLE	CATEGORY	HRS / WEEK	CREDITS
19UEN2CC4	Fiction	Core Course – IV	6	5

### OBJECTIVES

- To identify the main characters and the sequence of the story
- To build vocabulary and to read independently
- To summarize a story and participate in discussion

### PREREQUISITE

An interest to develop extensive reading and to critically analyze text; based on society, period and literature.

### COURSE OUTCOMES

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

CO Number	CO Statement	Knowledge Level
CO1	Create the introductory knowledge of the issues explored in the influential works of English fiction.	K1
CO2	Explain the key passage, raise questions, appreciate complexity and ambiguity – analyze the literal and figurative uses of language	K2
CO3	Relate the techniques, styles, structure of the writing of established authors	K3
CO4	Analyze wider range of voices within and across culture. Formulate an established author in order to become familiar with elements of fiction (plot, dialogue, character, critical point of view).	K4

### MAPPING WITH PROGRAMME OUTCOME

COS	PO1	PO2	PO3	PO4	PO5
CO1	S	S	S	S	S
CO2	S	S	S	M	S
CO3	S	S	S	S	M
CO4	S	S	S	M	S

S-Strong M-Medium L-Low.



## **SYLLABUS**

### **UNIT I (16 Hours)**

R. K. Narayan : The Guide

### **UNIT II (16 Hours)**

Daniel Defoe : Robinson Crusoe

### **UNIT III (16 Hours)**

Kamala Markandaya : Nectar in a Sieve

### **UNIT IV (16 Hours)**

Jonathan Swift : Gulliver's Travels

### **UNIT V (16 Hours)**

Toni Morrison : God Help the Child

## **TEXT BOOK**

<b>S. No.</b>	<b>Author</b>	<b>Title of the Book</b>	<b>Publisher</b>	<b>Year of Publication</b>
1.	R. K. Narayan	The Guide	Indian Thought Publications	2016
2.	Daniel Defoe	Robinson Crusoe	Peacock Books	2018
3.	Kamala Markandaya	Nectar in a Sieve	Penguin	2009
4.	Jonathan Swift	Gulliver's Travels	Peacock Books	2015
5.	Toni Morrison	God Help the Child	Vintage Publishing	2016

**PEDAGOGY** - Group Discussion, Assignments, Quiz

**COURSE DESIGNER** - Ms. J. Vanipriya

## ALLIED COURSE II - LITERARY FORMS

SUB CODE	TITLE	CATEGORY	HRS / WEEK	CREDITS
19UEN2AC2	Literary Forms	Allied Course – II	4	3

### OBJECTIVES

- To introduce students to various genres of literature.
- To familiarize works of literature classified by forms.
- To provide students a vivid idea to analyze literature in different perspective.

### PREREQUISITE

Fundamental understanding in literary genres and figures of speech.

### COURSE OUTCOMES

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

CO Number	CO Statement	Knowledge Level
CO1	Acquire the skills to analyze the text in terms of their content, purpose and form.	K1
CO2	Interpret the texts in terms of social, cultural, theoretical and historical contexts.	K2
CO3	Classify the texts for a variety of purposes and assess the effectiveness in conveying the meaning.	K3
CO4	Distinguish the elements of Absurd Drama and Masque	K3
CO2	Determine the variety of Literary Forms in terms of Style, figurative language and Convention.	K4

### MAPPING WITH PROGRAMME OUTCOME

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

S-Strong M-Medium L-Low.

## SYLLABUS

### UNIT I (Literary Terms) (12 Hours)

Allegory – Allusion – Alliteration – Blank Verse & Free Verse – Burlesque –  
Diction – Imagery – Metaphor  
Anecdote – Simile – Onomatopoeia – Sprung Rhythm – Imagery and Symbol.  
Dramatic Irony – Aside – Soliloquy – Farce – Catastrophe – Flat and Round  
Characters – Catharsis.  
Parable – Parody - Pathetic Fallacy – personification – Sarcasm – Stream of  
Consciousness – Surrealism.

### UNIT II (Poetry) (12 Hours)

Definition – Nature and Elements of Poetry – The Lyric – The Ode – The Sonnet –  
The Elegy– The Epic – The  
Ballad – The Satire.

### UNIT III (Prose) (10 Hours)

The Essay – Short Story – Biography – Autobiography – Literary Criticism – Style.

### UNIT IV (Drama) (10 Hours)

Elements of Drama – Tragedy – Comedy – One Act Plays – Tragi-Comedy – Absurd Drama  
– The Masque.

### UNIT V (Fiction) (10 Hours)

Elements of Fiction – Short Story – Historical Novel – picaresque Novel – Detective Fiction  
– Science Fiction - The Sentimental & Gothic Novel

### TEXT BOOK

S. No.	Author(s)	Title of the Book	Publisher	Year of Publication
1.	Abrams, M. H	<i>A Glossary of Literary Terms.</i>	Cengage Learning	2014

### BOOKS FOR REFERENCE

S. No.	Author(s)	Title of the Book	Publisher	Year of Publication
1.	W.H.Hudson	Introduction to the study of English	AITBS Publishers	2009

**PEDAGOGY** - Group Discussion, Assignments, Quiz

**COURSE DESIGNER** - Ms. A.Violet Pangaja Bai

### THIRD SEMESTER SYLLABUS

#### ENGLISH LANGUAGE COURSE - III

#### READING AND WRITING FOR EFFECTIVE COMMUNICATION- I

SUB. CODE	TITLE	CATEGORY	HRS / WEEK	CREDITS
19UE3	Reading and Writing for Effective Communication - I	English Language Course-III	6	3

#### OBJECTIVES

- To inculcate effective functional usage of language in reading and writing.
- To exhibit verbal communication in representing and describing data.
- To prepare students to be effective communicators during higher education and at work.

#### PREREQUISITE

A fundamental knowledge in intermediate English Vocabulary, Grammar and Sentence Structures.

#### COURSE OUTCOMES

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

CO Number	CO Statement	Knowledge Level
CO1	Select and apply vocabulary, phrases and simple sentence Structures	K3
CO2	Organize and develop the given pictographs, procedures and tabular data.	K3
CO3	Simplify, compare and contrast through presentation by applying acquired facts and techniques	K4
CO4	Explain and Evaluate and determine the given data	K5
CO5	Choose and access information	K5

#### MAPPING WITH PROGRAMME OUTCOME

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

**S-Strong - Strong M- Medium L-Low**

## **SYLLABUS**

### **UNIT I: LETTER WRITING (16 HOURS)**

Types of Letters

- a) Filling in Gaps - Letters
- b) Sequencing the Letter.

### **UNIT II: READING COMPREHENSION (16 HOURS)**

Depiction of Graphs / Tabular Data / Procedure – cont.

### **UNIT III: ESSAY WRITING - EXPRESSING VIEWS AND IDEAS (16 HOURS)**

- Narrative
- Descriptive
- Expository
- Persuasive

### **UNIT IV: SHORT STORIES (16 HOURS)**

The Eyes are Not Here- Ruskin Bond

The Voice of God- Premchand

### **UNIT V: SHORT STORIES (16 HOURS)**

The Blind Dog- R.K.Narayan

With The Photographer- Stephen Leacock

## **TEXT BOOK**

<b>S. No</b>	<b>Author</b>	<b>Title of the Book</b>	<b>Publisher</b>	<b>Year of Publication</b>
1.	Nilanjana Gupta	English for All	Macmillan	2016
2.	Loveleen Mohan	Literature and Language II	Orient Blackswan	2015

**PEDAGOGY** - Group Discussion, Quiz, Assignment

**COURSE DESIGNER** - Dr. A.Suganthi Rao

## CORE COURSE V - ONE ACT PLAYS

SUB. CODE	TITLE	CATEGORY	HRS / WEEK	CREDITS
19UEN3CC5	One Act Plays	Core Course - V	6	5

### OBJECTIVES

- The course is structured to know the impact of the 20<sup>th</sup> century One Act Plays.
- Enables the learners to link the incidents and the situations with characterization and expand their ability to resolve situation.
- Develop a deeper understanding of the various roles, interpretation, performance and production.

### PREREQUISITE

Develop a deeper understanding through analysis and discussion of the plays.

### COURSE OUTCOMES

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

CO Number	CO Statement	Knowledge Level
CO1	Identify and discuss the theoretical elements of drama	K1
CO2	Explain the techniques employed in writing One Act Plays.	K2
CO3	Describe the diverse theoretical cultures and traditional approaches in the plays.	K2
CO4	Apply the sub-genres of theoretical art to bring out the aesthetic effect employed in the play.	K3
CO5	Analyse Critically the Theme, Plot and Cultural aspects prevalent in the play.	K4

### MAPPING WITH PROGRAMME OUTCOME

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

S-Strong M- Medium L- Low

## **SYLLABUS**

### **UNIT I: (16 Hours)**

John Galsworthy: The Little Man

### **UNIT II: (16 Hours)**

A.A.Milne : The Ugly Duckling

### **UNIT III: (16 Hours)**

Norman Mckinnel: The Bishop's Candlesticks

### **UNIT IV: (16 Hours)**

Fritz Karinthy: Refund

### **UNIT V: (16 Hours)**

J.M. Synge: Riders to the Sea

## **TEXT BOOK**

<b>S. No</b>	<b>Author(s)</b>	<b>Title of the Book</b>	<b>Publisher</b>	<b>Year of Publication</b>
1	T.B. Reddy	Nine Modern Plays	Oxford University.	2015
2	K.G. Seshadri	A Pride of Plays	Anuradha Publications	2011

**PEDAGOGY** - Group discussion, Quiz, Assignment, and Power Point Presentation.

**COURSE DESIGNER** - Ms. Diana Betty Garrett

## CORE COURSE VI - POETRY II

SUB. CODE	TITLE	CATEGORY	HRS / WEEK	CREDITS
19UEN3CC6	Poetry II	Core Course - VI	6	5

### OBJECTIVES

- To enable the students to know the poetic background of the poets of various ages and their poems.
- To recognize the musical elements of poetry.
- To make the learners explore and analyse the theme, content, style, tone and various elements of poetry.

### PREREQUISITE

A basic proficiency in language, vocabulary and creativity an understanding and appreciation of musical aspects of poetry.

### COURSE OUTCOMES

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

CO Number	CO Statement	Knowledge Level
CO1	Recall and Relate Poems of Various Periods and the Social Background of Poetry.	K1
CO2	Illustrate and interpret the Aesthetic Impact of Individual Poems.	K2
CO3	Apply and Construct the Poems with a Philosophical touch.	K3
CO4	Identify the Themes and Figures of Speech Prevalent in the Poems.	K3
CO5	Analyze and Examine Critically The Style, Structure, Tone, Diction and Metrical Aspects of The Poem.	K4

### MAPPING WITH PROGRAMME OUTCOME

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

S-Strong M- Medium L-Low



## **SYLLABUS**

### **UNIT I: The Age of Milton (16 Hours)**

John Milton : Lycidas

George Herbert : The Pulley

### **UNIT -II: The Age of Pope (16 Hours)**

Alexander Pope : Ode on Solitude

Thomas Gray : Elegy Written In a Country Churchyard

### **UNIT III: The Age of Wordsworth (16 Hours)**

William Blake: A Poison Tree William Wordsworth: Prelude -I

### **UNIT IV: The Victorian Age (16 Hours)**

Alfred Tennyson: Tithonus

Dante Gabriel Rossetti: The Blessed Damozel

### **UNIT V: The Modern Age or The Present Age (16 Hours)**

G.M.Hopkins: The Pied Beauty

T.S.Eliot: The Love Song of Alfred Prufrock

## **TEXT BOOK**

<b>S. No</b>	<b>Author(s)</b>	<b>Title of the Book</b>	<b>Publisher</b>	<b>Year of Publication</b>
1	David Green	The Winged Word: An Anthology of Poems for Degree Course	Macmillian	2006

**PEDAGOGY** - Quiz, Assignment, PowerPoint Presentation

**COURSE DESIGNER** - Dr. Rita Shanthakumar

**ALLIED COURSE III - HISTORY OF ENGLISH LITERATURE – I**

<b>SUB. CODE</b>	<b>TITLE</b>	<b>CATEGORY</b>	<b>HRS / WEEK</b>	<b>CREDITS</b>
19UEN3AC3	History Of English Literature – I	Allied Course – III	4	3

**OBJECTIVES**

- To study political, religious and cultural features of England.
- To analyze the birth of genre in literature and their special features.
- To inculcate in depth knowledge about evolution of the literary exponents of every age.

**PREREQUISITE**

To inculcate the indepth knowledge about the writers of that particular age.

**COURSE OUTCOMES**

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

<b>CO Number</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
<b>CO1</b>	Tell about the works of Chaucer and literary writers influenced by him.	<b>K1</b>
<b>CO2</b>	Name the writers of Tottel's Miscellany and Development of types in Drama	<b>K1</b>
<b>CO3</b>	Explain the works of the Poets, Dramatists and Prose writers who belongs to the Elizabethan Age.	<b>K2</b>
<b>CO4</b>	Relate the ideas of Puritanism in the works of John Milton and John Bunyan.	<b>K2</b>
<b>CO5</b>	Apply Satirical comedy in the works of Dryden and Restoration Dramatists	<b>K3</b>

**MAPPING WITH PROGRAMME OUTCOME**

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

**S-Strong M- Medium L-Low**

## SYLLABUS

### UNIT I (12 Hours)

#### **The Age of Chaucer / Middle English Period, Tottel's Miscellany & The Development of Drama (1557-1561)**

1. English Literature before Chaucer (2 hours)
2. Chaucer and his followers (2 hours)
3. Arrival of Sonnet and Blank verse to England
4. Development of Drama types like Mystery plays, Miracle Plays and Interlude

### UNIT II (12 Hours)

#### **The Age of Shakespeare/ Elizabethan Age (1558-1625)**

1. Age of Shakespeare: Verse
2. Age of Shakespeare: Drama
3. Age of Shakespeare: Prose

### UNIT III (10 Hours)

#### **The Age of Milton / Puritan Age (1625-1660)**

1. Works of Milton
2. The Age of Milton: Poets and Prose writers.

### UNIT IV (10 Hours)

#### **The Age of Dryden / restoration age (1660-1700)**

1. The Age of Dryden: Verse
2. The Age of Dryden: Prose
3. The Age of Dryden: Drama

### UNIT V (10 Hours)

#### **The Age of Pope / The Classical Age / The Augustan Age (1700-1800)**

1. The Age of Pope: Verse
2. The Age of Pope: Prose and the Drama

### TEXT BOOK

S.No	Author(s)	Title of the Book	Publisher	Year of Publication
1	Albert, Edward	History of English Literature	Oxford University Press	2009

### BOOKS FOR REFERENCE

S. No	Author(s)	Title of the Book	Publisher	Year of Publication
1	Rickett, Compton	A History of English Literature.	UBS Publishers	2009
2	Daiches, David	Critical History of English Literature	Allied Publishers	2005

**PEDAGOGY** - Group Discussion, Quiz, Assignment, Activity, Power point presentation, BrainStorming, Open book test.

**COURSE DESIGNER** - Ms. G. Vijayarenganayaki

**NON MAJOR ELECTIVE I**  
**Presentation Skills in English.**

SUB. CODE	TITLE	CATEGORY	HRS / WEEK	CREDIT
19UEN3NME1	Presentation Skills in English.	Non Major Elective	2	2

**OBJECTIVES**

- To enhance the students personality and to develop their leadership traits
- To improve their communication skills.

**PREREQUISITE**

Rudiments of English Language

**COURSE OUTCOMES**

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

CO Number	CO Statement	Knowledge Level
CO1	Acquire the modalities of presentation skills	K1
CO2	Explain the plan and structure for effective presentation	K2
CO3	Describe the mechanism of Audio- Visual aids	K2
CO4	Apply the presentation skills in public speaking	K3

**MAPPING WITH PROGRAMME OUTCOME**

COS	P O1	PO2	PO3	PO4	PO5
CO1	S	M	M	M	S
CO2	S	M	M	M	S
CO3	S	M	M	M	S
CO4	S	M	M	M	S
CO5	S	M	M	M	S

**S-Strong M- Medium L-Low**

## SYLLABUS

### UNIT 1- What is Presentation? (Hours : 6)

Ability to deliver presentation Ability to organize Transferring ideas into words From silence to eloquence

### UNIT II- Preparation for Presentation Skills ( Hours: 5)

Mirror exercise Intention Create interest Motivation

### UNIT III – Presentation Planning ( Hours: 5)

Visualize the presentation Anticipate the difficulties Organize the aids  
Knowing the target audience Good planning

### Unit IV- Deliverance (Hours :5)

Clear Communication Develop vocabulary skills Effective beginning Listening Skills  
Brain Storming Session

### Unit V- Feedback (Hours :5)

Encouraging Questions Maintaining eye contact Discussion with the audience Maintaining good relationship with the audience

### TEXT BOOK

S.No	Author(s)	Title of the Book	Publisher	Year of Publication
1	Roz Tounsand	Presentation Skills for the Upwardly Mobile	Emerald Publishers	2009

**Pedagogy:** Seminar, Quiz, Assignment

**Course Designer: Ms.P.K.Durgadevi**

**FOURTH SEMESTER SYLLABI**  
**ENGLISH LANGUAGE COURSE - IV**  
**READING AND WRITING FOR EFFECTIVE COMMUNICATION-II**

SUB. CODE	TITLE	CATEGORY	HRS / WEEK	CREDITS
19UE4	Reading and Writing for Effective Communication - II	English Language Course – IV	6	3

**OBJECTIVE**

- To enhance and inculcate reading and writing
- Adopt to different purposes of writing.
- Develop effectiveness in English communication

**PREREQUISITE**

An intermediate knowledge in English Vocabulary and Descriptive Writing.

**COURSE OUTCOMES**

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

CO Number	CO Statement	Knowledge Level
<b>CO1</b>	Recite and recall vocabulary, phrases and different sentence structures	<b>K1</b>
<b>CO2</b>	Explain written expression based on the situation and genres	<b>K2</b>
<b>CO3</b>	Model and construct written passages based on a given scenario	<b>K3</b>
<b>CO4</b>	Analyze and classify the appropriate use of grammar through literature	<b>K4</b>
<b>CO5</b>	List and infer to reproduce after an extensive acquisition of vocabulary	<b>K4</b>

**MAPPING WITH PROGRAMME OUTCOME**

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

**S-Strong M-Medium L-Low**

## **SYLLABUS**

### **UNIT I: READING AND WRITING (16 Hours)**

- Vocabulary-Synonyms, Antonyms, Homophones, Homonyms
- Words Often Confused
- Spotting the Errors

### **UNIT II: READING AND WRITING (16 Hours)**

- Reading Comprehension
- Reconstruction of Paragraphs

### **UNIT III: WRITING (16 Hours)**

- Writing a Proposal, Writing Reports-Expanding a Statement
- Minutes, Agenda & Precise Writing

### **UNIT IV: POEMS: READING AND WRITING (16 Hours)**

- All the World's a Stage- William Shakespeare
- In the Bazaars of Hyderabad- Sarojini Naidu

### **UNIT V: AUTOBIOGRAPHIES: READING AND WRITING (16 Hours)**

- The Story of My Experiments with Truth- Mahatma Gandhi

## **TEXT BOOK**

<b>S. No.</b>	<b>Author(s)</b>	<b>Title of the Book</b>	<b>Publisher</b>	<b>Year of Publication</b>
1	Saradha,M	The Complete Guide to Functional Writing in English	Sterling Publishers, New Delhi	2005
2	Sarojini Naidu	The Bird of Time: Songs of love, Death and the Spring	London	1912
3	Mahadev Deasi	An Autobiography (The Story of My Experiments with Truth)	Navajivan Publishing House	2015
4.	William Shakespeare	As You like It, ActII, Scene7		

## **BOOKS FOR REFERENCE**

<b>S. No</b>	<b>Authors</b>	<b>Title</b>	<b>Publisher</b>	<b>Year</b>
1	Green, David	Contemporary English Grammar, Structures and Compositions.	Macmillan India	2008
2	Raheem, S.A.	Write Right: A Task Based Approach	Scitech publishers, Chennai	2003
3.	Bhatnagar, R.P	English for Competitive Examinations (English) 3rd Edition	Macmillan India Ltd	2016

**PEDAGOGY** - Worksheets, Quiz, Assignment

**COURSE DESIGNER** - Dr. S. Jayashree Agarwal and Ms. G. Gayathri

## CORE COURSE VII: DRAMA

SUB. CODE	TITLE	CATEGORY	HRS / WEEK	CREDITS
19UEN4CC7	Drama	Core Course-VII	5	5

### OBJECTIVE

- To incorporate reading and writing in a conversational form.
- To understand the description and writing of different authors from various homeland.
- To initiate interest in other interrelated social science

### PREREQUISITE

An interest in reading and an ability to analyze and understand the theme and purpose of the Literature

### COURSE OUTCOMES

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

Co Number	Co Statement	Knowledge Level
CO1	Recall the elements of Drama and explain how these elements combine a theatrical experience	K1
CO2	Explain the limitations and opportunities pertaining to the theatre and film	K2
CO3	Construct a drama by using the similar characters where virtue is rewarded and vices punished	K3
CO4	Classify the types of drama and their characteristics.	K5
CO5	Analyze the significance of drama from the audience Perspective.	K4

### MAPPING WITH PROGRAMME OUTCOME

Cos	PO1	PO2	PO3	PO4	PO5
CO1	S	S	S	S	S
CO2	S	S	S	S	S
CO3	S	S	S	S	S
CO4	S	S	S	S	S
CO5	S	S	S	S	S

S-Strong M-Medium L-Low.



## SYLLABUS

### UNIT I (14 HOURS)

Susan Glaspell's: Alison's House

### UNIT II (14 HOURS)

Samuel Beckett: Waiting for Godot

### UNIT III (13 HOURS)

G. B Shaw: Pygmalion

### UNIT IV (13 HOURS)

T. S. Eliot: Murder in the Cathedral

### UNIT V (13 HOURS)

R. B. Sheridan: The Rivals

### TEXT BOOK

S. No	Author	Title of the Book	Publishers	Year of Publication
1	Beckett, Samuel	Waiting for Godot.	New Delhi: Rama Brothers India Pvt.Ltd	2015
2	Eliot, T.S.	Murder in the Cathedral	New Delhi: Surjeet Publications	1963
3	Shaw, George Bernard	Pygmalion	New Delhi: Maple Press	2014
4	Sheridan R. B	The Rivals.	Madurai: Manimekala Publishers	2009
5	Glaspell, Susan	Alison's House	New York: Samuel French	1930

### BOOKS FOR REFERENCE

S. No	Author	Title of the Book	Publishers	Year of Publication
1	William Hutchings	Samuel Beckett's Waiting for Godot: A Reference Guide.	Cliff Notes	1980
2	David Newton-DeMolina	The Literary Criticism of T.S. Eliot New Essays	New Essays	2013
3	Stanley Grauman Weinbaum	Pygmalion's Spectacles	Paperback	2004
4	Rosing, Ruth Glean	Val Rosing: Musical Genius	Sunflower University Press	1993
5	Gale, Cengage	A Study Guide for Susan Glaspell's "Allison's House"	Gale, Study Guides	2017

**PEDAGOGY** - Group Discussion, Quiz, Assignment, PowerPoint Presentation

**COURSE DESIGNER** - Ms. U. Sree Aruna

## CORE COURSE VIII: INTRODUCTION TO LANGUAGE AND LINGUISTICS

SUB. CODE	TITLE	CATEGORY	HRS / WEEK	CREDITS
19UEN4CC8	Introduction to Language and Linguistics	Core Course-VIII	5	3

### OBJECTIVE

- The course is designed to introduce of the learners of English language to Linguistics.
- To classify sounds and other units of a word.
- Enables the learners to gain knowledge in further application of the learnt concepts

### PREREQUISITE

An intermediate knowledge in sounds and pronunciation.

### COURSE OUTCOMES

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

CO Number	CO Statement	Knowledge Level
CO1	Recall and identify the study of linguistics and its purpose.	K1
CO2	Explain the mechanism and the biological organs involved in speech production.	K2
CO3	To apply and classify speech sounds as vowels, consonants and its further distribution.	K3
CO4	Diagnose, dissect and determine speech sounds into basic elements.	K4
CO5	Analyze the semantics and syntax of a sentence and transcribe the spoken language text.	K4

### MAPPING WITH PROGRAMME OUTCOME

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

S-Strong M-Medium L-Low.

## **SYLLABUS**

### **UNIT I (13 Hours)**

The Origins and the Development of Language

### **UNIT II (13 Hours)**

Language, Society and Culture

### **UNIT III (13 Hours)**

The Organs of Speech – Classification of Speech Sounds

### **UNIT IV (14 Hours)**

Phonology – Morphology

### **UNIT V (14 Hours)**

Syntax – Semantics

### **TEXT BOOK**

<b>S. No</b>	<b>Author</b>	<b>Title of the Book</b>	<b>Publishers</b>	<b>Year of Publication</b>
1	George Yule	The Study of Language. An Introduction	Cambridge UP	1985

**PEDAGOGY** - Phonetic Transcription, Quiz, Assignment

**COURSE DESIGNER** - Dr. A. Suganthi Rao

## ALLIED COURSE IV - HISTORY OF ENGLISH LITERATURE-II

SUB. CODE	TITLE	CATEGORY	HRS / WEEK	CREDITS
19UEN4AC4	History of English Literature -II	Allied Course - IV	4	3

### OBJECTIVE

- To have an extensive knowledge of historical and political impact on English Literature.
- To enrich the knowledge of biographical details of the English literary authors.
- To expose the students, understand the varied genres in English literature.

### PREREQUISITE

A foundational knowledge in English Literature and its history.

### COURSE OUTCOMES

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

CO Number	CO Statement	Knowledge Level
CO1	List the works of Alexander Pope, Five major novelists, Joseph Addison and Richard Steele	K1
CO2	Relate the idea of Anti-Sentimental comedy in the works of Oliver Goldsmith and Richard Brinsley Sheridan.	K1
CO3	Illustrate the works of Romantic Poets	K2
CO4	Outline the works of novelists and prose writers who belong to the age of Tennyson.	K2
CO5	Develop the idea of Modernism in the works of W.B. Yeats, T.S.Eliot, James Joyce and D.H.Lawrence	K3

### MAPPING WITH PROGRAMME OUTCOME

Cos	PO1	PO2	PO3	PO4	PO5
CO1	S	S	S	S	S
CO2	S	S	S	S	S
CO3	S	S	S	S	S
CO4	S	S	S	S	S
CO5	S	S	S	S	S

**S-Strong M-Medium L-Low.**

## Syllabus

### UNIT I (14 Hours)

#### The Age of Pope / The Classical Age / The Augustan Age (1700-1750)

- The Age of Pope: Verse
- The Age of Pope: Prose and the Drama

### UNIT II (10 Hours)

#### The Age of Johnson / The Age of Transition (1748 – 1798)

- The Age of Johnson: General Prose
- The Age of Johnson: The Novel
- The Age of Johnson: Verse

### UNIT III (10 Hours)

#### The Age of Wordsworth / The Romantic Age (1798 – 1830)

- The Age of Wordsworth: The Older Poets
- The Age of Wordsworth: The Younger Poets
- The Age of Wordsworth: General Prose
- The Age of Wordsworth: The Novel

### UNIT IV (10 Hours)

#### The Age of Tennyson / The Victorian Age (1830 – 1880)

- The Age of Tennyson: Verse
- The Age of Tennyson: General Prose
- The Age of Tennyson: The Novel

### UNIT V (10 Hours)

#### The Age of Hardy (1887 – 1928) & The Twentieth Century (1928 onwards)

- The Age of Hardy
- The Present Age

### TEXT BOOK

S. No	Author	Title of the Book	Publishers	Year of Publication
1	Hudson, W.H.	An Outline History of English Literature	Atlantic Publishers	2008

### BOOKS FOR REFERENCE

S. No	Author	Title of the Book	Publishers	Year of Publication
1	Rickett, Compton	A History of English Literature	UBS Publishers	2009.
2	Daiches, David	Critical History of English Literature	Allied Publishers	2005.

**PEDAGOGY** - Group Discussion, Quiz, Assignment, Activity, Power point presentation, Brain Storming, Open book test.

**COURSE DESIGNER** - Ms.G.Vijayarenganayaki

**NON MAJOR ELECTIVE II**  
**Communication Skills in English (NME-II)**

SUB. CODE	TITLE	CATEGORY	HRS / WEEK	CREDITS
19UEN4NME2	Communication Skills in English	Non Major Elective	2	2

**OBJECTIVE**

- To enhance the communicative skills
- Exposing to reading and writing.
- Develop self-study through reading and enable expression in written form

**PREREQUISITE**

A intermediate knowledge in English Vocabulary and Descriptive Writing.

**COURSE OUTCOMES**

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

CO Number	CO Statement	Knowledge Level
<b>CO1</b>	Recall and identify the study of linguistics and its purpose.	<b>K1</b>
<b>CO2</b>	Explain the mechanism and the biological organs involved in speech production.	<b>K2</b>
<b>CO3</b>	To apply and classify speech sounds as vowels, consonants and its further distribution.	<b>K3</b>
<b>CO4</b>	Diagnose, dissect and determine speech sounds into basic elements.	<b>K4</b>
<b>CO5</b>	Analyze the semantics and syntax of a sentence and transcribe the spoken language text.	<b>K4</b>

**MAPPING WITH PROGRAMME OUTCOME**

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

**S-Strong M-Medium L-Low.**

## **SYLLABUS**

### **UNIT - I (5 Hrs)**

- Greeting and invitation
- Making request
- Asking for and Giving permission
- Offering help
- Giving Instruction and Direction
- Art of Small talk
- Participating in conversation

### **UNIT - II (5 Hrs)**

- Making short Formal Speech
- Describing people, places, places, events and things
- Handling calls
- Leaving message
- Making request
- Making complaints and handling complaints

### **UNIT - III (5 Hrs)**

- Subject- verb arrangement
- 'Do' forms
- Active and Passive voice
- Use of negatives
- Prepositions

### **UNIT - IV (5 Hrs)**

- E-MAIL
- Note making
- Report writing

### **Unit - V (6 Hrs)**

- Curriculum Vitae
- Facing an interview
- Presentation skills
- Persuasion skills

**TEXT BOOK**

<b>S. No</b>	<b>Author</b>	<b>Title of the Book</b>	<b>Publishers</b>	<b>Year of Publication</b>
1.	Mohan,Krishna Banerjee, Meera	Developing Communication Skills	Trinity publications	2000

**BOOKS FOR REFERENCE**

<b>S. No</b>	<b>Author</b>	<b>Title of the Book</b>	<b>Publishers</b>	<b>Year of Publication</b>
1	Dutt. P.Kirmani, Rajeevan. Geetha, Prakash.CL.N	A Course in Communication Skill Foundation Books	New Delhi: Cambridge University Press Ltd	2010
2	Murphy, Raymond	English Grammar in Use	Cambridge	2012

**PEDAGOGY** - Quiz, Seminar, Assignment

**COURSE DESIGNER** - Ms.G.Gayathri



## **SKILL BASED ELECTIVE I - WRITING FOR MEDIA**

<b>SUB. CODE</b>	<b>TITLE</b>	<b>CATEGORY</b>	<b>HRS / WEEK</b>	<b>CREDITS</b>
19UEN4SBE1A	Writing for Media	Skill Based Elective - I	2	2

### **OBJECTIVE**

- To expose students to the genre of formal writing.
- To make students understand and differentiate reporting in spoken and written form.
- Kindle interest for other emerging trends based on language learning.

### **PREREQUISITE**

An intermediate knowledge in English Vocabulary and Descriptive Writing.

### **COURSE OUTCOMES**

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

<b>CO Number</b>	<b>CO Statement</b>	<b>Knowledge Level</b>
<b>CO1</b>	To identify and understand mass media as a system of interrelated focus on historical foundation, technological advances, economic dynamics, regulatory constraints and ethical concerns.	<b>K1</b>
<b>CO2</b>	Explain and illustrate the complex relationship of media theories.	<b>K2</b>
<b>CO3</b>	Apply and relate the underlying philosophical ideas of one or more communication research methods to construct the range of media.	<b>K3</b>
<b>CO4</b>	Analyze the basis of media ethics and constraints to be followed.	<b>K4</b>
<b>CO5</b>	Distinguish and examine the diversities in media.	<b>K4</b>

### **MAPPING WITH PROGRAMME OUTCOME**

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

**S-Strong M-Medium L-Low**

## **SYLLABUS**

### **UNIT I (5 Hours)**

- Mass Media- Definition & Classification- Functions-Agenda Setting- Reality Defining and Constructing.

### **UNIT II (5 Hours)**

- Social Control- Distribution of Knowledge- Mass Media, Theory- Information Age.

### **UNIT III (5 Hours)**

- Mass Communication - Culture & Social Change.

### **UNIT IV (5 Hours)**

- Mass Communication –Ethics and Morals

### **UNIT V (6 Hours)**

- The Rise of Media- Media Diversity and its Benefits- Types of Mass Media-Print Media-Electronic Media- New Age Media (Mobile, Internet) Media and its Effects-E- Publishing- Photo Journalism – Blog Writing.

## **TEXT BOOK**

<b>S. No</b>	<b>Author</b>	<b>Title of the Book</b>	<b>Publishers</b>	<b>Year of Publication</b>
1	Dan Laughey	Key Themes in Media Theories.	New Delhi: Rawat Publication	2008
2	De Fleur	Theories of Mass Communication	New York; David Mc Kay	1970
3	McQuail, Denis	Mass Communication Theory: An Introduction.	London: Sage Publications	1983

**PEDAGOGY** - Quiz, Seminar, Case Studies

**COURSE DESIGNER** -Ms. P. Helan Jona

**SKILL BASED ELECTIVE I: BUSINESS ENGLISH**

SUB. CODE	TITLE	CATEGORY	HRS / WEEK	CREDITS
19UEN4SBE1B	Business English	Skill Based Elective - II	2	2

**OBJECTIVE**

- To enhance the communicative skills pertaining to business
- Expose students to corporate scenarios
- To be able to secure and sustain by easily adapting to emerging trends.

**PREREQUISITE**

A intermediate knowledge in English Vocabulary and Descriptive Writing.

**COURSE OUTCOMES**

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

CO Number	CO Statement	Knowledge Level
CO 1	Recall and relate facts and terms .	K1
CO2	Classify and demonstrate concepts of various business communication	K2
CO3	Identify, construct and interview communication pertaining to employment	K3
CO4	Classify and categorize various types of reporting	K4
CO5	Test and take part in business writing	K4

**MAPPING WITH PROGRAMME OUTCOME**

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

**S-Strong M-Medium L-Low.**

## **SYLLABUS**

### **Unit I- Recapitulation of Sentences (5Hrs)**

- Paragraph Writing

### **Unit II- Business Communication at Workplace (5Hrs)**

- Letters & Emails
- Memos & Reports
- Resumes & Application Letter

### **Unit III – Business Writing (5Hrs)**

- Report Writing & Types

### **Unit IV- Business Writing Contd.. (6Hrs)**

- Writing abstracts, summaries & user instruction manuals

### **Unit V – Employment Communication (5Hrs)**

- Organizational Roles
- Goals of Interviews
- Types of Interviews

### **TEXT BOOK**

<b>S.No</b>	<b>Author</b>	<b>Title of the Book</b>	<b>Publishers</b>	<b>Year of Publication</b>
1	ArunaKoneru	Professional Communication	Tata McGraw-Hill Publishing Company	2008

**PEDAGOGY** - Quiz, Seminar, Case Studies

**COURSE DESIGNER** - Dr. A. Suganthi Rao

## FIFTH SEMESTER SYLLABUS

### CORE COURSE IX - SHAKESPEARE

SUB. CODE	TITLE	CATEGORY	HRS / WEEK	CREDITS
19UEN5CC9	Shakespeare	Core Course - IX	5	5

### OBJECTIVE

- To introduce the dramatic techniques to the learners.
- To make the learners understand the characterization, dramatic and poetic techniques in Shakespearean plays.
- To enhance the learner's appreciation of select plays of Shakespeare

### PREREQUISITE

Basic knowledge of Elizabethan Age and Elizabethan Drama

### COURSE OUTCOMES

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

CO Number	CO Statement	Knowledge Level
CO1	Acquire details of the Age of Shakespeare and his works	K1
CO2	Demonstrate the settings of Shakespearean Theatre	K2
CO3	Describe the aesthetics and uniqueness of Shakespeare both as a dramatist and poet	K3
CO4	Assess the characters portrayed by Shakespeare	K4
CO5	Analyze the style and techniques of Shakespearean Plays	K4

### MAPPING WITH PROGRAMME OUTCOME

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

S - Strong, M- Medium, L – Low.

## SYLLABUS

### UNIT I (14 Hours)

- a. Shakespeare as a Sonneteer and Narrative Poet
- b. Fools & Clowns in Shakespearean plays
- c. Shakespeare and Disguise

### UNIT II (Poetry) (14 Hours)

Sonnets: 53, 104, 138, 151

### UNIT III (13 Hours)

*As You Like It*

### UNIT IV (13 Hours)

*Hamlet*

### UNIT V (13 Hours)

*The Tempest*

## TEXT BOOK

S. No.	Author(s)	Title of the Book	Publisher	Year of Publication
1	William Shakespeare	The Complete Works of Shakespeare	Wilco Publishing House	2018

## BOOKS FOR REFERENCE

S. No	Author(s)	Title of the Book	Publisher	Year of Publication
1	AC.Brady	Shakespearean <i>Tragedy: Lectures on Hamlet, Othello, King Lear, Macbeth</i>	Macmillan and Co	1905
2	H.B.Charlton	<i>Shakespearean Comedy</i>	London: Mathew	1938
3	Boris Ford	<i>The Age of Shakespeare</i>	Penguin Books	1982

**PEDAGOGY** - Role play, Seminar, Quiz, Assignment

**COURSE DESIGNER** - Ms. P. K. Durgadevi

## CORE COURSE X - PRINCIPLES OF LITERARY CRITICISM

SUB. CODE	TITLE	CATEGORY	HRS / WEEK	CREDITS
19UEN5CC10	Principles of Literary Criticism	Core Course - X	5	5

### OBJECTIVE

- To identify the difference and the advancement in critical terms and concept - from classical criticism to the present age.
- To enable the learners use critical tools and demonstrate the critical understanding of literary criticism.

### PREREQUISITE

A primary understanding of critical terms and concept and its applications in literature.

### COURSE OUTCOMES

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

Co Number	Co Statement	Knowledge Level
CO1	Illustrate and familiarize the mode of criticism and theory of literary works.	K3
CO2	Interpret texts of different literary genres and theories.	K3
CO3	Examine, explain and apply the prominent Literary Principles.	K3
CO4	Explain the critical ethos of literary works of various age and writers.	K4
CO5	Analyze the critical works of art.	K5

### MAPPING WITH PROGRAMME OUTCOMES

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

S-Strong, M-Medium, L-Low

## **SYLLABUS**

### **UNIT I – Graeco - Roman Criticism (14 Hours)**

Growth of Literary Criticism -Critical References about the Nature and Function of Poetry

Plato's Theory of Ideas, Plato's Indictment of Poetry

Aristotle's Theory of imitation

Horace's Precepts Concerning the Art of Poetry and Drama

Longinus's On the Sublime –Definition – True and False Sublime - Distinction between True and False Sublime

### **UNIT II - The Origin, the Early and the Classical English Criticism (14 Hours)**

Sir Philip Sidney: (1554-1586) - 'An Apology for Poetry'

Ben Jonson: (1573- 1637) – Theory of Humours

### **UNIT III - English Criticism of the Elizabethans (13 Hours)**

John Dryden: An Essay on Dramatic Poesy

Alexander Pope: An Essay on Criticism.

### **UNIT IV - English Criticism of the Romantics (13 Hours)**

William Wordsworth – Preface to Lyrical Ballads

S.T. Coleridge – Biographia Literaria (Chapter XIV)

### **UNIT V - English Criticism of the Victorians & the Moderns (13 Hours)**

Mathew Arnold – The Study of Poetry

T.S. Eliot – Tradition and Individual Talent

## **TEXT BOOK**

<b>S. No</b>	<b>Author</b>	<b>Title of the Book</b>	<b>Publishers</b>	<b>Year of Publication</b>
1	Mundra Sc, Agarwal Sc	Principles & History of Literary Criticism	Prakash Book Depot	2009

## **BOOKS FOR REFERENCE**

<b>S. No</b>	<b>Author</b>	<b>Title of the Book</b>	<b>Publishers</b>	<b>Year of Publication</b>
1	Enright & de Chickera	English Critical Texts	OUP	1975
2	Rafey Habib	A History of Literary Criticism: from Plato to the Present Halden	Blackwell Publishing Ltd	2005
3	S. Joesph Arul. Jayraj, S. Paul Pragash & M. John Britto	Literary Criticism	Lambert Academic Publishing	2010
4	Birjadish Prasad	An Introduction to English Criticism	Macmillan India Ltd	1965

**PEDAGOGY** - Group Discussion, Quiz, Assignment

**COURSE DESIGNERS** - Dr. P. Urmila & Ms. K. Anitha



## CORE COURSE XI - AMERICAN LITERATURE

SUB. CODE	TITLE	CATEGORY	HRS / WEEK	CREDITS
19UEN5CC11	American Literature	Core Course - XI	5	5

### OBJECTIVES

- Identify representations of American authors and works, significant historical or cultural events.
- Analyze American literary works of individuals and communal values within social, political, religious contextsof different literary periods.
- Develop an understanding of the progress of American characteristic forms or styles of expression in differentperiods.

### PREREQUISITE

An understanding of the History of American Writers and their Writings.

### COURSE OUTCOMES

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

CO Number	CO Statement	Knowledge Level
CO1	Develop an understanding about American Transcendentalism.	K1
CO2	Compute the key ideas and works with major and minor poets of America.	K2
CO3	Relate the American history and social conditions with the referred text.	K3
CO4	Associate the literary drama's in terms of cultural and social issues.	K4
CO5	Illustrate the elements such as imagery, theme, motif & style in literature.	K4

### MAPPING WITH PROGRAMME OUTCOME

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

S - Strong, M-Medium, L-Low

## **SYLLABUS**

### **UNIT I (POETRY: DETAILED) (14 Hours)**

Ralph Waldo Emerson -Brahma  
Walt- Whitman When Lilacs last in the Dooryard Bloomed  
Emily Dickinson-. Success is Counted Sweetest

### **UNIT II (POETRY: NON-DETAILED) (14 Hours)**

Robert Frost - Stopping by Woods on a Snowy Evening  
Wallace Steven- Anecdote of the Jar  
Sylvia Plath- Mirror

### **UNIT III (PROSE) (13 Hours)**

Ralph Waldo Emerson – Self Reliance  
Martin Luther King - I Have a Dream

### **UNIT IV (DRAMA) (13 Hours)**

Eugene O Neil- The Hairy Ape Arthur  
Miller- Death of a Salesman

### **UNIT V (FICTION) (13 Hours)**

Earnest Hemingway- The Old Man and the Sea  
John Steinbeck - The Grapes of Wrath

## **TEXT BOOK**

<b>S. No.</b>	<b>Author(s)</b>	<b>Title of theBook</b>	<b>Publisher</b>	<b>Year of Publication</b>
1	Earnest Hemingway	The Old and The Sea	Scribner	1995
2	John Steinbeck	The Grapes ofWrath	Penguin	2001
3	Eugene O Neil	The Hairy Ape	Signet Classics	1998

## **BOOKS FOR REFERENCE**

<b>S. No.</b>	<b>Author(s)</b>	<b>Title of the Book</b>	<b>Publisher</b>	<b>Year of Publication</b>
1.	Daniel S. Burt	The Chronology of American Literature: America’s literary achievement from Colonial Era to Modern Times.	Houghton Mifflin Harcourt	2005

**PEDAGOGY** - Group Discussion, Quiz, Assignment

**COURSE DESIGNER** - Ms. Nandita Ravinder

## CORE COURSE XII - WOMEN'S WRITINGS IN ENGLISH

SUB. CODE	TITLE	CATEGORY	HRS / WEEK	CREDITS
19UEN5CC12	Women's Writings in English	Core Course - XII	5	5

### OBJECTIVES

- To acquaint students with women writers through critical study of selected works in order to develop an understanding of literary elements, motifs and conventional themes which were influenced by different social and cultural backgrounds of the women writers.

### PREREQUISITE

Ability to comprehend, differentiate and appreciate works written by Women Writers from various backgrounds.

### COURSE OUTCOMES

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

CO Number	CO Statement	Knowledge Level
CO1	Identify and recall some of the developments, themes and narrative strategies of works written by Women Writers.	K1
CO2	Explain literary texts and their developments through the perspective of gender, culture and social context.	K2
CO3	Relate literary text across genres, historical periods with the different theories of different ages.	K3
CO4	Apply independent research to supplement the course material and integrate this information into course assignments.	K4
CO5	Analyze thematically and technically develop a thorough understanding of major women writers across the world.	K4

### MAPPING WITH PROGRAMME OUTCOME

COS	PO1	PO2	PO3	PO4	PO5
CO1	M	S	S	S	S
CO2	S	S	S	S	S
CO3	S	S	S	S	S
CO4	M	S	S	S	S

S-Strong, M-Medium, L-Low.

**SYLLABUS**  
**UNIT – I (POETRY) (14 Hours)**

Maya Angelou - Still I Rise

Kamala Das - Freaks

**UNIT – II (Drama) (14 Hours)**

Susan Glaspell - Trifles

**UNIT – III (Short Stories) (13 Hours)**

Alice Walker - Everyday Use

Kate Chopin - The Story of an hour

**UNIT – IV (Prose) (13 Hours)**

Elaine Showalter - Towards a Feminist poetics

Shashi Deshpande - Writing from the Margins

**UNIT – V (FICTION) (13 Hours)**

Margaret Atwood - The Edible Woman

**TEXT BOOK**

S. No	Author(s)	Title of the Book	Publisher	Year of Publication
1	Manorama, Trikha	<i>Twentieth Century Canadian Poetry</i>	Pencraft International.	2001
2	Margaret Atwood	<i>The Edible Woman</i>	McClelland and Stenost Publishing House	1969
3	Sashi Deshpande	<i>Writing from the Margins and other Essays</i>	Penguin Books India	2003

**BOOKS FOR REFERENCE**

S. No.	Author(s)	Title of the Book	Publisher	Year of Publication
1	Erica Bauermeister	500 Great Books by Women Writers: A Reader's Guide	Penguin	1994

**PEDAGOGY** - Group Discussion, Debate, Paper presentation, Extensive reading, Seminar with PPT

**COURSE DESIGNER** - Dr. S. Jayashree Agarwal

## MAJOR BASED ELECTIVE I - MASTERING ENGLISH LITERATURE

SUB CODE	TITLE	CATEGORY	HRS / WEEK	CREDIT
19UEN5MBE1A	Mastering English Literature	Major Based Elective I	4	3

### OBJECTIVES

- The course enables the learners to think and imbibe the purpose of their study.
- It prepares the learners to become thorough for frequent questions of examination based on literature or genre type.

### PREREQUISITE

A fundamental knowledge in English literature, literary devices and genres.

### COURSE OUTCOMES

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

CO Number	CO Statement	Knowledge Level
CO1	Classify genres in English literature.	K2
CO2	Clarify genres and its features.	K3
CO3	Acquire a definite knowledge of terms with relevant examples and explanations.	K3
CO4	Diagnose, Compare and Correlate the different genres and its features.	K4
CO5	Examine and explain the salient Literary Theories.	K4

### MAPPING WITH PROGRAMME OUTCOME

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

S-Strong, M-Medium, L-Low.

## **SYLLABUS**

### **UNIT I: Drama (14 Hours)**

- The Conventions of Drama
- Language of The Drama
- Character And Plot

### **UNIT II: Poetry (10 Hours)**

- Performing & Hearing
- The Poem as a Whole
- What Poet Makes
- What Poet Thinks
- What Poet Does
- Poetic Shapes & Sounds.

### **UNIT III Classical Civilization (10 Hours)**

- The Classics and education
- Classical figures
- Classical Women
- Myths
- Philosophers and poets.

### **UNIT IV: Fiction (10 Hours)**

- Definition and Explanation:
- Authors
- Characters
- Themes
- Plot & Story
- Settings & Scope

### **UNIT V: Action (10 Hours)**

- Characters
- Audience
- Watching and Studying.

## **TEXT BOOK**

<b>S. No.</b>	<b>Author(s)</b>	<b>Title of the Book</b>	<b>Publisher</b>	<b>Year of Publication</b>
1.	Richard Gill	Mastering English Literature(3rd Edition)	Red Globe Press	2006

## **REFERENCE BOOK**

<b>S. No.</b>	<b>Author(s)</b>	<b>Title of the Book</b>	<b>Publisher</b>	<b>Year of Publication</b>
1.	M.H. Abrams, Geoffrey Galt Harpham	A Glossary of Literary Terms	Cengage Learning India Private Limited; 11th edition	2015

**PEDAGOGY** - Group Discussion, Quiz, Assignment and Seminars.

**COURSE DESIGNER** - Dr. A. Suganthi Rao

## MAJOR BASED ELECTIVE – I - TRANSLATION: THEORY AND PRACTICE

SUB. CODE	TITLE	CATEGORY	HRS / WEEK	CREDITS
19UEN5MBE1B	Translation:Theory and Practice	Major Based Elective - I	4	3

### OBJECTIVE

- Knowledge of the most important translation theories and areas of applied Translation Studies.
- Ability to critically reflect on different Translation theories.
- Ability to apply the methods and strategies discussed in some of these theories.

### PREREQUISITE

Fluency or ability to learn at least one other language.

Understanding and acceptance of different cultures.

### COURSE OUTCOMES

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

CO Number	CO Statement	Knowledge Level
CO1	Identifying the translation theories and studies.	K1
CO2	Translate the inter linguist and intra linguist translations of a literary source text.	K2
CO3	Classify the positive and negative aspects of translating classical texts from the Source Language to the Target Language.	K3
CO4	Apply the dictums framed by the renowned translators to translate the works.	K4
CO5	Examine and associate the methods in translation while translating texts from one language to another.	K4

### MAPPING WITH PROGRAMME OUTCOMES

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

S – Strong, M – Medium, L – Low.

## SYLLABUS

### UNIT-I (10 Hours)

What is translation? – Reason for translating- What should translation do?- What should translation not do?.

### UNIT-II (10 Hours)

Translation in ancient times- Thirukkural / Gitanjali- Translation in the third millennium BC- In first century AD-In the fourth century – In the eighth and ninth centuries.

History of Translation and Translation Theories in India- Early Translations/ transcreations in India- Translation theories in India largely unwritten.

### UNIT-III (10 Hours)

Translation Procedures- Equivalence- Translation of the Bible- Translation of Poetry-Translation of Prose - Untranslatability

### UNIT-IV (10 Hours)

Experts view on Translation- Dryden on Translation- Mathew Arnold on Translation- Horst Frenz- Susan Bassnett- MC.Guire- Eugene Nida- Peter Newmark- J.C. Catford- Theodore Savory-Hilaire Belloc.

### UNIT-V (14 Hours)

Translation Practice.

### Thirukkural

Chapter -1, Chapter – 2, Chapter -3

## TEXT BOOK

S. No.	Author(s)	Title of the Book	Publisher	Year of Publication
1	Bassnett, Susan	<i>TranslationStudies.</i>	London: Routledge	2002.
2	Bassnett, Susan & HarishTrivedi	<i>Post-colonialTranslation: Theory Practice</i>	London: Routledge.	2002.

## BOOKS FOR REFERENCE

S. No.	Author(s)	Title of the Book	Publisher	Year of Publication
1.	Baker, Mona	The Routledge Encyclopedia of Translation Studies	New York, Routledge	2008
2.	New Mark, Peter	Approaches to Translation	Oxford: Pergamon Press	1981
3.	Collins	Cobuild Dictionary	Orient Blackswan	2014

**PEDAGOGY** - Group Discussion, Quiz, Assignment, Translation Practice

**COURSE DESIGNER** - Ms. G.Gayathri



**SKILL BASED ELECTIVE – II- ACADEMIC WRITING**

SUB. CODE	TITLE	CATEGORY	HRS / WEEK	CREDITS
19UEN5SBE2A	Academic Writing	Skill Based Elective – II	2	2

**OBJECTIVES**

- The course is intended to refine the writing skills in a professional and academic style and it provides fundamental knowledge for effective and result oriented academic writing.

**PREREQUISITE**

The fundamental knowledge in acquiring writing skills of English language fluently.

**COURSE OUTCOMES**

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

Co Number	Co Statement	Knowledge Level
CO1	Adapt, learn, practice and apply concepts relevant to basic academic Writing	K3
CO2	Find, analyze and synthesize the various types of Academic Writing	K4
CO3	Assess the different stages of academic process writing, including Brainstorming and organizing, drafting, revising and editing.	K5
CO4	Plan to interpret and attend to the instructions, the features of the rhetorical hierarchy	K6
CO5	Compose and apply the main rhetorical-moves relevant to the essay Genres	K6

**Mapping with Programmed Outcome**

Cos	PO 1	PO 2	PO 3	PO 4	PO 5
CO 1	M	S	S	S	S
CO 2	S	S	S	S	M
CO 3	S	S	M	S	S
CO 4	S	S	S	M	S
CO 5	S	S	S	S	S

S –Strong, M – Medium, L – Low.

## **SYLLABUS**

### **UNIT I Introduction to Academic Writing (5 Hours)**

What Is Academic Writing - Characteristics of Academic Writing -Types of Academic Writing

### **UNIT II Basic Grammatical Analysis (Hours)**

Subject/ Verb Agreement - Tenses – Homophones – Homonyms –Compound Words

### **UNIT III Writing Process (5 Hours)**

Various Stages Of Writing Process- Prewriting - Organizing - Writing The First Draft - Revising And Editing FinalCopy – Comprehension.

### **UNIT IV Basic Paragraph Structure (5 Hours)**

Topic Sentence – Transition Sentence – Narration – Description – Exposition

### **UNIT V Letter Writing and Essay (6 Hours)**

Letter Writing - Types – Essays – Types – Critical Essays

## **TEXT BOOK**

<b>Author(s)</b>	<b>Title of the Book</b>	<b>Publisher</b>	<b>Year of Publication</b>
Stephen Bailey	Academic Writing - A Handbook for International Students	Roman & Little Field	2011

## **BOOKS FOR REFERENCE**

<b>Author(s)</b>	<b>Title of the Book</b>	<b>Publisher</b>	<b>Year of Publication</b>
Andrew P Johnson	Academic Writing – Process & Product	Roman & Little Field	2016
Jane Straus	The Blue Book of Grammar	John Wiley & Sons Inc. NYC	2014

**PEDAGOGY** - Quiz, Assignment & Activity.

**COURSE DESIGNER** - Ms. P Virginia

## SKILL BASED ELECTIVE – II: FUNCTIONAL ENGLISH

SUB. CODE	TITLE	CATEGORY	HRS / WEEK	CREDIT
19UEN5SBE2B	Functional English	Skill Based Elective – II	2	2

### OBJECTIVES

- To give adequate practice to the students in language through day to day life situations.
- To give fundamental knowledge in communication and writing skills.

### PREREQUISITE

To have basic knowledge in speaking and writing in good English.

### COURSE OUTCOMES

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

CO Number	CO Statement	Knowledge Level
CO1	State the communication strategies to participate in group and class discussions.	K1
CO2	Explain variety of accurate sentence structure.	K2
CO3	Prepare a situational dialogue based on a recent incident you encountered.	K3
CO4	Relate the concepts and sentences in paragraph and essay writing.	K4
CO5	Distinguish the various types of communication and using it appropriately.	K4

### MAPPING WITH PROGRAMME OUTCOME

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

S-Strong M-Medium, L-Low.

## **SYLLABUS**

### **UNIT – I (6 Hours)**

Communication – Definition - Written Communication - Oral Communication - Face To Face Communication - Audio-Visual Communication.

### **UNIT-II (5 Hours)**

Greetings – Introducing - Inviting A Person - Thanking-Seeking Permission - Offering Suggestions - Giving Advice - Asking Questions - Complaining And Apologizing.

### **UNIT – III (5 Hours)**

Non-Verbal Communication - Body Language - Group Discussion.

### **UNIT – IV (5 Hours)**

Paragraph Writing - Essay Writing - Note Making, Summarizing.

### **UNIT –V (5 Hours)**

Designing a Resume, Facing an Interview.

### **TEXT BOOK**

<b>S. No.</b>	<b>Author(s)</b>	<b>Title of the Book</b>	<b>Publisher</b>	<b>Year of Publication</b>
1	Seely, John.	The Oxford Guide To Writing and Speaking.	UK:OUP	2013

### **BOOKS FOR REFERENCE**

<b>S. No.</b>	<b>Author(s)</b>	<b>Title of the Book</b>	<b>Publisher</b>	<b>Year of Publication</b>
1	M.P.Singh & Mohan	Speaking English Effectively	Trinity Press	2015

**PEDAGOGY** - Group Discussion, Quiz, Assignment PowerPoint Presentation, Role Play

**COURSE DESIGNER** - Ms. K.Kanimozhi

### SKILL BASED ELECTIVE – III – PUBLIC SPEAKING

SUB. CODE	TITLE	CATEGORY	HRS / WEEK	CREDITS
19UEN5SBE3A	Public Speaking	Skill Based Elective – III	2	2

#### OBJECTIVE

- To develop opportunities, to strengthen and prepare the skills needed for public speaking at different situations.

#### PREREQUISITE

An intermediate knowledge in English vocabulary and language.

#### COURSE OUTCOMES

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

CO Number	CO Statement	Knowledge Level
CO1	Understand the concepts and strategies involved in public speaking.	K4
CO2	Organise and present focused message in public speaking setting	K5
CO3	Employ strategies and skills to manage communication skills.	K6
CO4	Apply practical skills and knowledge necessary to express themselves clearly with confidence and brevity.	K6

#### Mapping with programme outcome

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

S-Strong M- Medium L-Low

## **SYLLABUS**

### **UNIT 1- Introduction (5 Hours)**

Public speaking - Benefits - Types of Speech - Speaking Competencies - Ethics in public speaking

### **UNIT II- Persuasive Speaking (5 Hours)**

What is Persuasive Speech - Functions of persuasive speech - Types of persuasive speech - Persuasive Strategies

### **UNIT III – Informative Speaking (5 Hours)**

Functions of Informative Speaking - Role of a Speaker - Types of informative speaking - Developing informative speaking

### **UNIT IV- Organizing, Outlining, Delivery (5 Hours)**

The Topic, Purpose, Thesis - Organization Styles - Outlining the speech - Methods of delivery

### **UNIT V- Speaking with Confidence (6 Hours)**

Techniques to build confidence - Avoiding language pitfalls - Controlling the voice - Using stylised language  
– Powerful public speeches

Abraham Lincoln - Gettysburg Speech

Oprah Winfrey - Golden Globe Speech

Chimamanda Ngozi Adichie - We Should All Be Feminists (TED Talks)

Aravind Adiga - Winner of Man Booker Prize 2008 speech

## **TEXT BOOK**

<b>S. No</b>	<b>Author(s)</b>	<b>Title of the book</b>	<b>Publisher</b>	<b>Year of Publication</b>
<b>1</b>	Stephen Lucas	The Art of Public Speaking (7th Ed,)	McGraw Hill	2001

**PEDAGOGY** - Group Discussion, Quiz, Assignment

**COURSE DESIGNER** - Ms.S.Srinidhi, Ms.T.Mothika

**SKILL BASED ELECTIVE III – ART OF SPEAKING**

SUB. CODE	TITLE	CATEGORY	HRS / WEEK	CREDIT
19UEN5SBE3B	Art of Speaking	Skill Based Elective – III	2	2

**OBJECTIVE**

To develop opportunities, to strengthen and prepare the skills needed for public speaking at different situations.

**PREREQUISITE**

An intermediate knowledge in English vocabulary and language.

**COURSE OUTCOMES**

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

CO Number	CO Statement	Knowledge Level
CO1	Define and relate the concepts and strategies involved in public speaking.	K1
CO2	Interpret and illustrate the focused message in public speaking setting	K2
CO3	Identify and organize strategies and skills to manage communication skills.	K3
CO4	Apply practical skills and knowledge necessary to express themselves clearly with confidence and brevity.	K3
CO 5	Examine and analyze the knowledge of speech delivery techniques.	K4

**MAPPING WITH PROGRAMME OUTCOME**

COS	PO1	PO2	PO3	PO4	PO5
CO1	S	S	S	S	S
CO2	S	S	S	S	S
CO3	S	S	S	S	S
CO4	S	S	S	S	S
CO5	S	S	S	S	S

**S-Strong M- Medium L-Low**

## **SYLLABUS**

### **UNIT 1- Organizing Speech (6 Hours)**

Planning and Preparation – Setting the Main Body (chronological directional, logical, problem – solution, topical and psychological patterns); Developing Main Points – Supporting ideas (definitions, examples, analogies, testimonies, statistics), Beginning and Ending of Speech

### **UNIT II- Modes of Delivery (5 Hours)**

Reading the Manuscript – Speaking Extemporaneously – Impromptu – Non- verbal Communication – personal appearance, posture, gestures, eye contact

### **UNIT III – Public Speaking: Do's and Don'ts :-( 5 Hours)**

Do's: Facts and Figure, Relating Truth, Keeping to Time, Accent. Don'ts: Public Criticism, Snide

Comments, Obscenity Avoiding Bad Habits, Self-Importance, Apologizing, Jargon

### **UNIT IV- Speech for Special Occasions (5 Hours)**

Welcome Speeches – Introduction Speeches – Felicitation Speeches – Commemorative Speeches – Farewell Speeches -Vote of Thanks

### **UNIT V- Speeches that Changed the World (5 Hours)**

John F. Kennedy - Ask What You Can Do For Your Country

Jawaharlal Nehru - Tryst with Destiny

Abraham Lincoln - Gettysburg Address

Mark Antony's funeral oration in W. Shakespeare's Julius Caesar

## **TEXT BOOK**

<b>S. No</b>	<b>Author(s)</b>	<b>Title of the book</b>	<b>Publisher</b>	<b>Year of Publication</b>
<b>1.</b>	Stephen Lucas	The Art of Public Speaking (7th Ed.)	McGraw Hill	2001

**PEDAGOGY** Group Discussion, Quiz, Assignment

**COURSE DESIGNER** Ms. Ms. M.Irudhaya Pushpam



## UGC - JEEVAN KAUSHAL - PROFESSIONAL SKILLS

SUB. CODE	TITLE	CATEGORY	HRS / WEEK	CREDITS
19UGPS	Professional Skills	UGC - Jeevan Kaushal	2	2

### OBJECTIVES

- To prepare students to become viable entrepreneurs or employees with necessary professional skills with sound knowledge of Indian and Tamil Culture and Heritage.
- To enhance the comprehensive skills required for a work environment leading them competent and confident.

### PREREQUISITE

An open minded and assertive attitude to acquire the salient skills for a prospective career.

### COURSE OUTCOMES

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

CO NUMBER	CO STATEMENT	KNOWLEDGE LEVEL
CO1	Identify and define professional communication skills and effective interaction.	K1
CO2	Examine and reproduce LSRW skills in professional development.	K2
CO3	Explain and express views and opinions in an assertive manner.	K2
CO4	Prepare and practice to be aware of the cultural heritage of India.	K3
CO5	Employ and transfer the acquired skills in a practical approach	K3

### MAPPING WITH PROGRAMME OUTCOME

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

**S- Strong, M-Medium, L-Low**

## **SYLLABUS**

### **Unit 1: Resume Skills - (6 Hours)**

- Preparation and Presentation.
- Avoiding Common Errors.
- Preparing Resumes for Specific Purposes.

### **Unit 2: Interview Skills - (5 Hours)**

- Useful Vocabulary
- Preparation and Presentation.
- Dos and Don'ts
- Observation of a Simulated Interview.

### **Unit 3: Body Language and Personal Grooming (5 Hours)**

- Importance of Body Language (Postures, Eye Contact, Expressions & Etiquettes)
- Good Grooming is Being Clean

### **Unit 4: Social and Cultural Etiquettes (5 Hours)**

#### **EXISTING TRADITIONAL TAMIL AND INDIAN CULTURE**

- Introduction to Tamil Culture
- Introduction to Indian Culture and Etiquette

**Pls. Note: (Subjected to inclusions based on the requirements of the respective disciplines)**

- Good Manners and Etiquettes
- Table Manners
- Manners in Public

### **Unit 5: Group Discussion Skills - (5 Hours)**

- Meaning and Methods of Group Discussion.
- Procedure of Group Discussion.
- Group discussion – Simulation.
- Common Errors – How to Avoid It

#### **Material for Teaching and Reference:**

<https://graphicdesign.sfcc.spokane.edu/dZine/projects/Q3->

typographic\_resume/resume\_basics.pdf <http://worldwideuniversity.org/library/bookboon/the-art-of-interview-skills.pdf>

[https://www.tutorialspoint.com/positive\\_body\\_language/positive\\_body\\_language\\_tutorial.pdf](https://www.tutorialspoint.com/positive_body_language/positive_body_language_tutorial.pdf)

<http://egyankosh.ac.in/bitstream/123456789/35846/5/Unit-10.pdf>

[https://www.etiquettescholar.com/dining\\_etiquette/table\\_manners.html](https://www.etiquettescholar.com/dining_etiquette/table_manners.html)

[http://languagemanuals.weebly.com/uploads/4/8/5/3/4853169/final\\_tamil\\_manual.pdf](http://languagemanuals.weebly.com/uploads/4/8/5/3/4853169/final_tamil_manual.pdf)

**PEDAGOGY** - Seminar, Simulation, Quiz & Assignment

**COURSE DESIGNER** - Dr. Rita Shanthakumar & Dr.A. Suganthi Rao.

**SIXTH SEMESTER SYLLABUS  
CORE COURSE XIII - ENGLISH LANGUAGE TEACHING**

SUB. CODE	TITLE	CATEGORY	HRS / WEEK	CREDITS
19UEN6CC13	English Language Teaching	Core Course- XIII	6	5

**OBJECTIVE**

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

**PREREQUISITE**

The course is designed to expose learners to various approaches and methods, aspects and strategies of teaching English and help the learners to understand the essential components and concepts of Language teaching.

**COURSE OUTCOMES**

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

CO Number	CO Statement	Knowledge Level
<b>CO1</b>	Relate the methodologies in the teaching of various forms of literature (Poetry, Grammar, Vocabulary, Composition, Pronunciation, LSRW Skills)	<b>K1</b>
<b>CO2</b>	Explain the various approaches, methods and techniques of teaching English.	<b>K2</b>
<b>CO3</b>	Demonstrate the use of Audio-visual aids in the teaching of language.	<b>K3</b>
<b>CO4</b>	Apply the knowledge in preparing and designing curriculum, syllabus and course.	<b>K4</b>
<b>CO5</b>	Analyze the essential components and concepts of ELT	<b>K4</b>

**MAPPING WITH PROGRAMME OUTCOMES**

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

**S-Strong M-Medium L-Low.**

## **SYLLABUS**

### **UNIT I: (16 hours)**

Issues involved in the teaching of English- Explanation of Curriculum, Syllabus, Course, Methods, Approaches, Techniques, Teaching English as a Second Language.

### **UNIT II: (16 hours)**

Teaching of Pronunciation, Reading and Writing Skills, Teaching of Composition.

### **UNIT III: (16 hours)**

Teaching of Grammar, Vocabulary, Teaching of Poetry, Prose, Drama and Fiction.

### **UNIT IV: (16 hours)**

Testing- Characteristics- Types of Questions – Essay, Short Answer and OBJECTIVE Type of Questions – Difference between Assessment, Evaluation and Testing.

### **UNIT V: (16 hours)**

Use of Audio- Visual Aids in the Teaching of Language.

### **BOOKS FOR REFERENCE**

<b>S. No.</b>	<b>Author(s)</b>	<b>Title of the Book</b>	<b>Publisher</b>	<b>Year of Publication</b>
1	Baruah, TC	The English Teacher's Handbook	Sterling Publishers	1991
2	Bright, John A., & G.P. McGregor	Teaching English as a Second Language	Longman	1970
3	Richards, Jack C, & Theodore S. Rodgers	Approaches & Methods in Language Teaching: A Description & Analysis	Cambridge University Press	1986
4	Varghese, Paul	Teaching English as a Second Language	Sterling Publishers	1990
5	Nagarajan K, Natarajan S & Manivasagan C R	Educational Innovations And Management	Ram Publishers	2009

**PEDAGOGY** - Seminar, Quiz, Assignment Course

**COURSE DESIGNER** - Ms. A. Violet Pangaja Bai

## CORE COURSE XIV- INDIAN WRITING IN ENGLISH

SUB CODE	TITLE	CATEGORY	HRS / WEEK	CREDITS
19UEN6CC14	Indian Writing in English	Core Course - XIV	6	5

### OBJECTIVES

- Introduce the major movements and personalities of Indian Literature in English.
- Provides the learners a perception into the diverse aspects of Indian Writing in English down the ages.

### PREREQUISITE

The course is designed to educate the learners to different writers and the works in Indian Writing in English.

### COURSE OUTCOMES

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

CO Number	CO Statement	Knowledge Level
CO1	Identify and discuss the changing trends in Indian Literature from pre to post independence era.	K1
CO2	Explain the growth of Indian Writing in English in the light of rich literary tradition as projected by the various Indian authors.	K2
CO3	Relate and compute various aspects and cultures of Indian English in prescribed texts.	K3
CO4	Apply the knowledge in understanding the Indian Writing in English texts and predict the culture and historic contexts of the different genres.	K4
CO5	Analyze the Indian English literary texts to achieve particular literary, rhetorical and aesthetic effects.	K4

### MAPPING WITH PROGRAMME OUTCOMES

COS	PO1	PO2	PO3	PO4	PO5
CO1	S	S	S	S	S
CO2	S	S	S	S	S
CO3	S	S	S	S	S
CO4	S	S	S	S	S
CO5	S	S	S	S	S

**S-Strong M-Medium L-Low**

## SYLLABUS

### UNIT-I (POETRY) (16 Hours)

Nissim Ezekiel	-	Night of the Scorpion
A.K.Ramanujam	-	Self-portrait
Kamala Das	-	A Hot Noon in Malabar
Shiv K.Kumar	-	Indian Women

### UNIT-II (PROSE) (16 Hours)

Salman Rushdie	-	Commonwealth Literature Does Not Exist
Meenakshi Mukherjee	-	Divided by a Common Language

### UNIT-III (SHORT STORIES) (16 Hours)

R.K.Narayan	-	<i>The Missing Mail</i>
Jhumpa Lahiri	-	<i>A Temporary Matter</i> (Interpreter of Maladies)
Rohinton Mistry	-	<i>Swimming Lessons</i>

### UNIT-IV (DRAMA) (16 Hours)

Mahesh Dattani	-	<i>Final Solutions</i>
Girish Karnad	-	<i>Hayavadana</i>

### UNIT-V (FICTION) (16 Hours)

Chitra Banerjee Divakaruni	-	<i>Before We Visit the Goddess</i>
Arundhati Roy	-	<i>The God of Small Things</i>
Vikram Seth	-	<i>A Suitable Boy</i>

### TEXT BOOK

S. No.	Author(s)	Title of the Book	Publisher	Year of Publication
1	Singh R.P & Prasad S.K	Anthology of Indian English Poetry	Orient Blackswan	1989
2	A.N. Devi	Kamala Das & Her Poetry	Atlantic Publishers & Distributors (P)	2009
3	Anjana Neira Dev & Amrita Bhalla	Indian Writing in English – An Anthology of Prose and Poetry Selection	Pimus Books	2013
4	R.K.Narayan	Malgudi Days	Penguin Publishers	1972
5	Jhumpa Lahiri	Interpreter of Maladies	Houghton Mifflin	1999
6	Girish Karnad	Hayavadana	Oxford University Press	2008
7	Mahesh Dattani	Final Solutions	Penguin Books	1994
8	Chitra Banerjee Devakaruni	Before We Visit the Goddess	Simon & Schuster	2016
9	Arundhati Roy	The God of Small Things	Penguin India	2002
10	Vikram Seth	The Suitable Boy	Penguin India	1994

### BOOKS FOR REFERENCE

S. No	Author(s)	Title of the Book	Publisher	Year of Publication
1	Rajaram, Mehrotra	Indian English Texts and Interpretation	Amsterdam Philadelphia	1998

**PEDAGOGY** - Quiz, Assignment, Seminar

**COURSE DESIGNER** - Dr. P.Helan Jona

## CORE COURSE XV- COMMON WEALTH LITERATURE

SUB. CODE	TITLE	CATEGORY	HRS / WEEK	CREDITS
19UEN6CC15	Commonwealth Literature	Core Course - XV	6	5

### OBJECTIVE

- The course will acquaint the students to a new literature written in English by writers belonging to the Commonwealth countries.
- The course will provide an overview of the features of Literature pertaining to different geographical regions providing insight to literary, linguistic, cultural and socio – political aspects within Commonwealth writing.

### PREREQUISITE

Must have knowledge about the history of Commonwealth countries.

### COURSE OUTCOMES

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

CO Number	CO Statement	Knowledge Level
CO1	Identify and recall the working knowledge of the historical and cultural contexts of Commonwealth Literature from mid-20 <sup>th</sup> century till present day.	K1
CO2	Explain the distinct literary characteristics of Commonwealth Literature of the time period.	K2
CO3	Describe literary works from various genres for their structure and meaning.	K3
CO4	Classify the various aspects of the post-colonial short stories, poetry and drama.	K4
CO5	Analyze critically the ideas related to the literary works written by the post-colonial authors.	K4

### MAPPING WITH PROGRAMME OUTCOMES

COS	PO1	PO2	PO3	PO4	PO5
CO1	S	S	S	S	S
CO2	S	S	S	S	S
CO3	S	S	S	S	S
CO4	S	S	S	S	S
CO5	S	S	S	S	S

**S-Strong M-Medium L-Low.**

## SYLLABUS

### UNIT-I (POETRY) (20 Hours)

Faiz Ahmed Faiz (Pakistan) - A Few Days  
More Allen Curnow (New Zealand) - House &  
Land Cyril Wong (Singapore) - Arrival  
Suman Pokhrel (Nepal) - The Taj Mahal and My Love

### UNIT-II (PROSE) (10 Hours)

Margaret Atwood (Canada) - Nature as a Monster  
(Ch.2, Survival- A Thematic Study)

### UNIT-III (SHORT STORY) (20 Hours)

Nadine Gordimer (South Africa) – Once Upon a  
Time Niaz Zaman (Bangladesh) – The Daily Woman

### UNIT – IV [DRAMA] (15 Hours)

Wole Soyinka (Nigeria) – The Lion and the Jewel

### UNIT-V (FICTION) (15 Hours)

Michael Ondaatje (Sri Lanka) – The English Patient

## TEXT BOOK

S. No.	Author(s)	Title of the Book	Publisher	Year of Publication
1	Faiz Ahmed, Faiz	<i>Poems by Faiz Ahmed Faiz</i>	OUP India	2002
2	Curnow, Allen	<i>Island &amp; Time</i>	Caxton Press (Christchurch, N.Z.)	1941
3	Wong, Cyril	<i>Unmarked Treasure: Poems</i>	Firstfruits Publications	2004
4	Pokhrel, Suman	<i>The songs we share: An Anthology of South Asian poetry</i>	Foswal	2011
5	Atwood, Margaret	<i>Survival: A thematic guide to Canadian Literature</i>	House of Anansi	1972
6	Gordimer, Nadine	<i>Once upon a Time</i>	L.A. Theatre Works	2016
7	Zaman, Niaz	<i>The Dance and other stories</i>	University Press	1996
8	Soyinka, Wole	<i>The Lion &amp; The Jewel</i>	Oxford University press	1962
9	Ondaatje, Michael	<i>The English Patient</i>	McClelland and Stewart	1992



## BOOKS FOR REFERENCE

S. No	Author(s)	Title of the Book	Publisher	Year of Publication
1	Irele, Abida.F	<i>The African Imagination: Literature in Africa and the Black Diaspora</i>	London: Oxford University Press	2001.
2	Jones, Joseph	<i>Reference sources for Canadian Literary studies</i>	University of Toronto Press	2005
3	Stafford, Jane Mark Williams	Anthology of New Zealand Literature	The Auckland University Press	2012
4	Walch, William. Ed.	<i>Readings of Commonwealth Literature</i>	Oxford: Clarendon Press	1973.

**PEDAGOGY** - Quiz, Assignment, Seminar

**COURSE DESIGNER** - Dr.Prema Joshua

## MAJOR BASED ELECTIVE –II - JOURNALISM

SUB CODE	TITLE	CATEGORY	HRS / WEEK	CREDITS
19UEN6MBE2A	Journalism	Major Based Elective – II	6	4

### OBJECTIVE

- To educate the learners about the history of journalism in India.
- To inculcate the spirit of journalist.
- To master the nuances of editing, reporting

### PREREQUISITE

The course is designed to educate the learners about the history of journalism in India and to inculcate the spirit of a journalist, and, to master the nuances of editing, reporting etc.

### COURSE OUTCOMES

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

CO Number	CO Statement	Knowledge Level
CO1	Recall the history of Journalism in India.	K1
CO2	Explain the role of press and various news agencies.	K2
CO3	Identify and remember the nuances of editing, reporting, review, article and column writing.	K3
CO4	Develop interest and prepare the learners to take up journalism as a profession.	K4
CO5	Analyze the various types of news story and elements of news.	K4

### MAPPING WITH PROGRAMME OUTCOMES

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

**S-Strong M-Medium L-Low.**

## **SYLLABUS**

### **UNIT I: (16 Hours)**

Journalism: Definition - Functions - The Press in Democracy -The role of Press as a Communicator - History of Journalism in India

### **UNIT II: (16 Hours)**

Press Council - Set Up, Prior to Emergency, Revived Press Council - Language of Journalism - - Style of Writing – Editing

### **UNIT III: (16 Hours)**

News - News and its Dissemination - Communication with Press and New Agencies - The Publicist and News Agencies - News Story- types - elements of news- News reporting and the Reporter - News Releases - Timings of Press Releases.

### **UNIT IV: (16 Hours)**

Opinion Pieces- Editorial- Review- Articles - Letters to the Editor - Column Writing.

### **UNIT V: (16 Hours)**

The Mass Media- History, practices, values. Functions of Mass Media role in the democracy, Media Laws.

## **BOOKS FOR REFERENCE:**

<b>S. No</b>	<b>Author(s)</b>	<b>Title of the Book</b>	<b>Publisher</b>	<b>Year of Publication</b>
1	Keval J. Kumar.	Mass Communication in India- First Edition	Jaico Impression	1994
2	D.S. Mehta.	Mass Communication and Journalism in India	Allied Publishers Private Limited	1979
3.	Rangaswami Parthasarathy	Journalism in India	Sterling Publications Pvt.Limited	1997

**PEDAGOGY** - Quiz, Assignment &Seminar

**COURSE DESIGNER** - Ms.R. Shanthi

## MAJOR BASED ELECTIVE – II: MASS COMMUNICATION

SUB. CODE	TITLE	CATEGORY	HRS /WEEK	CREDITS
9UEN6MBE2B	Mass Communication	Major Based Elective –II	6	4

### OBJECTIVES

- Develop the intellectual personal and professional abilities.
- Provide a good grounding in the best practice of Mass Communication.
- To introduce students to the history of print media and its role in Indian freedom movement.

### PREREQUISITE

The course is designed to educate the learners on the importance and development of mass communication in India and to inculcate modern trends, laws and ethics of mass communication.

### COURSE OUTCOMES

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

CO Number	CO Statement	Knowledge Level
CO1	To understand and apply knowledge of human communication and language processes from multiple perspectives.	K3
CO2	To infer the growth and origin of press, magazines, radio and television in India.	K4
CO3	Develop and use original content for different media formats, including written, radio (audio), visual (video) and internet.	K4
CO4	Justify the decision for resolving moral or ethical mass communication dilemmas.	K5
CO5	Improve self-confidence and awareness of general issues prevailing in the society.	K5

### MAPPING WITH PROGRAMME OUTCOMES

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

S-Strong M-Medium L-Low.

## **SYLLABUS**

### **UNIT I - (16 Hours)**

Communication & Media: Definition, meaning & concept- Different types of communication: Verbal and written- Scope and Process of Communication Mass Communication – Functions of Mass Communication

### **UNIT II - (16 Hours)**

Mass Media: Meaning & Concept- Introduction to Indian Press- Brief account of the origin and development of newspaper and magazine in India- Birth of the Indian Language Press -The Indian Press and Freedom Movement - The press in India after Independence

### **UNIT III – (16 Hours)**

Development of Radio as a medium of Mass Communication- Emergence of AIR - Development of Television as a medium of Mass Communication - Historical Perspective of Television in India - Film as a Mass medium

### **UNIT IV – (16 Hours)**

Objectives, functions & achievements of Mass Media- Relation between Mass Media and its development- Media as fourth pillar of democracy - Mass Media laws & Ethics

### **UNIT V - (16 Hours)**

Changing trends of Mass Communication under the process of globalization - Private and Public Media - Social responsibility, accountability, demassification and demystification

## **REFERENCE BOOKS**

<b>S. No</b>	<b>Author(s)</b>	<b>Title of the Book</b>	<b>Publisher</b>	<b>Year of Publication</b>
1.	Sharma, Ashish.	Introduction to Mass Communication	Evincepub Publishing, India.	2018.
2.	Keval J. Kumar.	Mass Communication in India-First Edition	Jaico Impression	1994
3.	Neelamalar, M.	Media Law and Ethics.	Delhi: PHI	2009

**PEDAGOGY** - Quiz, Assignment & Seminar

**COURSE DESIGNER** - Dr. S. Senthilkumari

### MAJOR BASED ELECTIVE – III - DEVELOPING LANGUAGE SKILLS

SUB. CODE	TITLE	CATEGORY	HRS / WEEK	CREDITS
19UEN6MBE3A	Developing LanguageSkills	Major Based Elective – III	5	4

#### OBJECTIVE

- Develop the intellectual personal and professional abilities.
- Acquire basic language skills (listening, speaking, reading and writing) in order to communicate with speakers of English language.
- Acquire the linguistic competence necessarily required in various life situations.

#### PREREQUISITE

Develop confidence in the use of effective language skills and use in meaningful and appropriate communication

#### COURSE OUTCOMES

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

CO Number	CO Statement	Knowledge Level
CO1	Recall, identify and pronounce in skill-based activities of LSRW skills.	K1
CO2	Explain, restate, convert and interpret the text. LSRW- Task.	K2
CO3	Apply, prepare and communicate ideas with specific details based on the information and instruction in LSRW.	K3
CO4	Analyze, structuralize and differentiate the given topics to enhance speaking and writing skills	K4
CO5	Analyze and evaluate the tasks in listening and reading skills.	K4

#### MAPPING WITH PROGRAMME OUTCOMES

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

**S-Strong M-Medium L-Low.**

## SYLLABUS

### UNIT I: LISTENING (14 Hours)

News items, Reports, Drama, Poetry & Short Stories, Classic Movies, Speeches by International Personalities, Current Affairs.

### UNIT II: SPEAKING (14 Hours)

Extempore- Dynamics of Speaking – Presentation, Poise- Body Language – On Stage & in Interview, Subject matter.

### UNIT III: READING (13 Hours)

Reading Current Prose pieces- Articles from Newspapers, Reading Ad's & Interpreting from Media, Reports, Skimming, Scanning, Speed Reading.

### UNIT IV: WRITING (13 Hours)

Register based vocabulary, Paragraph Writing, Précis Writing and Vocational Writing.

### UNIT V: TESTING (13 Hours)

LISTENING- Passage reading, Comprehension

READING- Reading a passage, Comprehension.

SPEAKING- Topics given and speaking skills evaluated based on the syllabus.

Critical Thinking, Gestures, Postures

## TEXT BOOK

S. No.	Author(s)	Title of the Book	Publisher	Year of Publication
1	Upendra	Listening and Speaking with CD	Orient Longman	2014
2	S.C.Sood	Developing Language Skills 1	Manohar Publishers and Distributors	2003

## BOOKS FOR REFERENCE

S. No	Author(s)	Title of the Book	Publisher	Year of Publication
1	UJ.K. Gangal	A Practical Course for Developing Writing Skills in English	Prentice Hall India Learning Private Limited	2011
2	Edward de Bono	Six Thinking Hats	Penguin UK	1985
3	Geetha Nagaraj	Write to Communicate	Cambridge University Press	2004

**PEDAGOGY** - Seminar, Discussion, Interaction, Drill & Practice

**COURSE DESIGNER** - Ms. Cecilia Merlin Wilton

## MAJOR BASED ELECTIVE – III: PHONETICS

SUB. CODE	TITLE	CATEGORY	HRS / WEEK	CREDITS
19UEN6MBE3B	Phonetics	Major Based Elective – III	5	4

### OBJECTIVES

- The Course is designed to give theoretical and practical knowledge of English phonetics and phonology.
- To classify sounds and other units of a word.
- It includes development of skill in sound identification and discrimination, the control of speech production abilities.

### PREREQUISITE

Learners will have a basic knowledge of speaking skills with proper sounds.

### COURSE OUTCOMES

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

CO Number	CO Statement	Knowledge Level
CO 1	Recall and identify the study of Phonetics and its purpose.	K1
CO2	Explain the mechanism of organs involved in speech production.	K2
CO3	To apply and classify the theories of speech and writing.	K3
CO4	Diagnose, dissect and determine speech sounds into stress patterns.	K4
CO5	Analyze the syntax of a sentence and transcribe the spoken language text.	K4

### MAPPING WITH PROGRAM OUTCOMES

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

S – Strong, M – Medium, L - Low



## **SYLLABUS**

### **UNIT – I (14 Hours)**

Language, Linguistics and Communication Components of Linguistics

Phonetics: The Articulation of Speech Sounds

### **UNIT – II (14 Hours)**

Classification of Speech Sounds Classification and Description of Consonants Classification and Description of Vowels

### **UNIT – III (13 Hours)**

The Syllable - The Pure Vowels and Diphthongs of English Consonant Clusters in English

### **UNIT – IV (13 Hours)**

Word – accent in English - Accent and Rhythm in Connected Speech Intonation

### **UNIT – V (13 Hours)**

Phonetic Transcription

## **TEXT BOOK**

<b>S. No</b>	<b>Authors</b>	<b>Title</b>	<b>Publishers</b>	<b>Year of Publication</b>
1.	Balasubramaniam. T	A Textbook of English Phonetics for Indian Students Macmillan	Trinity Press	2012
2.	Balasubramaniam. T	English Phonetics for Indian Students: A workbook	Trinity Press	2012

## **BOOKS FOR REFERENCE**

<b>S.No</b>	<b>Authors</b>	<b>Title</b>	<b>Publishers</b>	<b>Year of Publication</b>
1.	Jones, Daniel	English Pronouncing Dictionary, 15 <sup>th</sup> Edition	Cambridge University Press	1997

**PEDAGOGY** - Phonetic Transcription, Assignment, Listening & Speaking Practices.

**COURSE DESIGNER** - Ms. S. Srinidhi