B.A. ENGLISH
SYLLABUS - 2014

SCHOOLS OF EXCELLENCE
with
CHOICE BASED CREDIT SYSTEM (CBCS)

SCHOOL OF LANGUAGES & CULTURE
St. JOSEPH'S COLLEGE (Autonomous)
Accredited at 'A' Grade (3rd Cycle) by NAAC
College with Potential for Excellence by UGC
TIRUCHIRAPPALLI - 620 002, INDIA
SCHOOLS OF EXCELLENCE WITH CHOICE BASED CREDIT SYSTEM (CBCS)

POSTGRADUATE COURSES
St. Joseph’s College (Autonomous), a pioneer in higher education in India, strives to work towards the academic excellence. In this regard, it has initiated the implementation of five “Schools of Excellence” from this academic year 2014 – 15, to standup to the challenges of the 21st century. Each School integrates related disciplines under one roof. The school system allows the enhanced academic mobility and enriched employability of the students. At the same time this system preserves the identity, autonomy and uniqueness of every department and reinforces their efforts to be student centric in curriculum designing and skill imparting. These five schools will work concertedly to achieve and accomplish the following objectives.

• Optimal utilization of resources both human and material for the academic flexibility leading to excellence.
• Students experience or enjoy their choice of courses and credits for their horizontal mobility.
• The existing curricular structure as specified by TANSCHE and other higher educational institutions facilitate the Credit-Transfer Across the Disciplines (CTAD) - a uniqueness of the choice based credit system.
• Human excellence in specialized areas
• Thrust in internship and / or projects as a lead towards research and
• The multi-discipline nature of the newly evolved structure (School System) caters to the needs of stake-holders, especially the employers.

What is Credit system?
Weightage to a course is given in relation to the hours assigned for the course. Generally one hour per week has one credit. For viability and conformity to the guidelines credits are awarded irrespective of the teaching hours. The following Table shows the correlation between credits and hours. However, there could be some flexibility because of practical, field visits, tutorials and nature of project work.

For UG courses, a student must earn a minimum of 150 credits as mentioned in the table below. The total number of minimum courses offered by a department are given in the course pattern.

SUMMARY OF HOURS AND CREDITS
UG COURSES ENGLISH

<table>
<thead>
<tr>
<th>Part</th>
<th>Semester</th>
<th>Specification</th>
<th>No. of Courses</th>
<th>Hours</th>
<th>Credits</th>
<th>Total Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>I-IV</td>
<td>Languages (Tamil/Hindi/French/Sanskrit)</td>
<td>4</td>
<td>16</td>
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<td>III</td>
<td>I-VI</td>
<td>Core</td>
<td>17</td>
<td>90</td>
<td>69</td>
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<tr>
<td></td>
<td></td>
<td>Theory</td>
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<td></td>
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<td>Practicals</td>
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</tr>
<tr>
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<td>Internship &amp; Project Work</td>
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<tr>
<td></td>
<td></td>
<td>Comprehensive Exam</td>
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<tr>
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<td>Core Electives</td>
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<td>12</td>
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<tr>
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<td>Allied</td>
<td>4</td>
<td>24</td>
<td>18</td>
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<td>Additional Core Courses for Extra Credits</td>
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<td>-</td>
<td>-</td>
<td>98</td>
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<tr>
<td>IV</td>
<td>V-VI</td>
<td>Skilled Based Electives</td>
<td>1</td>
<td>2</td>
<td>2</td>
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<tr>
<td></td>
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<td>Between Schools (BS)</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>4</td>
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<tr>
<td></td>
<td></td>
<td>Within School (WS)</td>
<td>1</td>
<td>2</td>
<td>2</td>
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<tr>
<td>V</td>
<td></td>
<td>Inter Departmental Courses (IDC)</td>
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<td></td>
<td></td>
<td>- Soft Skills</td>
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<tr>
<td>I-V</td>
<td></td>
<td>NMC</td>
<td>1</td>
<td>0</td>
<td>5</td>
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<td>Computer Literacy</td>
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<td>2</td>
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<td>7</td>
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<td>I-V</td>
<td></td>
<td>Environmental Studies</td>
<td>1</td>
<td>2</td>
<td>2</td>
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<td></td>
<td></td>
<td>Value Education</td>
<td>4</td>
<td>8</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>V</td>
<td>I-V</td>
<td>SHEPHERD &amp; Gender Studies</td>
<td>1</td>
<td></td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>I-V</td>
<td></td>
<td>AICUF, Fine Arts, Nature Club, NCC &amp; NSS</td>
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<td>TOTAL</td>
<td></td>
<td>180</td>
<td>150</td>
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</tbody>
</table>

Course Pattern
The Under Graduate degree course consists of Five vital components. They are as follows:
Part-I : Languages (Tamil / Hindi / French / Sanskrit)
Part-II : Genera English
Part-III : Core Course
(Theory, Practicals, Core Electives, Allied, Project, Internship and Comprehensive Examinations)
Part-IV : SBE, NMC, Value Education, Soft Skills & EVS
Part-V : SHEPHERD, AICUF, Finearts, Nature Club, NCC, NSS, etc.
Non-Major Courses (NMC)
There are three NMC’s – Communicative English, Computer Literacy and Environmental Studies offered in the I, II & III Semesters respectively.

Value Education Courses:
There are four courses offered in the first four semesters for the First & Second UG students.

Non Major Elective / Skill Based Elective:
These courses are offered in two perspectives as electives “With-in School” (WS) and “Between School” (BS).

Subject Code Fixation
The following code system (11 characters) is adopted for Under Graduate courses:

14  UXX  X  X  XX  XX
   ↓   ↓   ↓   ↓   ↓   ↓
Year of UG Code of Semester Specification Subject Running in
Revision the Dept of the Part Category that part

For Example :
I B.A. English, first semester British Poetry-I (Chaucer to Romantics)
The code of the paper is 14UEN130201.
Thus, the subject code is fixed for other subjects.

Subject Category
00  -  Languages (Tamil / Hindi / French / Sanskrit)
01  -  General English
02  -  Core (Theory, Practicals, Comprehensive Exams, Internship & Project viva-voce)
03  -  Core Electives
04  -  Allied
05  -  Additional core Courses for Extra Credits (If any)
06  -  Skill Based Electives (BS) & (WS)
07  -  Soft Skill
08  -  NMC (Communicate English, Computer Literacy/SAP)
09  -  EVS
10  -  Value Education
11  -  SHEPHERD & Gender Studies
12  -  AICUF / Nature Club / Fine Arts / NCC / NSS /etc.

EXAMINATION

Continuous Internal Assessment (CIA):

<table>
<thead>
<tr>
<th>UG - Distribution of CIA Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG - Distribution of CIA Marks</td>
</tr>
<tr>
<td>Passing Minimum: 40 Marks</td>
</tr>
<tr>
<td>Library Referencing</td>
</tr>
<tr>
<td>3 Components</td>
</tr>
<tr>
<td>Mid-Semester Test</td>
</tr>
<tr>
<td>End-Semester Test</td>
</tr>
<tr>
<td>CIA</td>
</tr>
</tbody>
</table>

MID-SEM & END-SEM TEST
Centralised – Conducted by the office of COE
1. Mid-Sem Test & End-Sem Test: (2 Hours each); will have Objective + Descriptive elements; with the existing question pattern PART-A; PART-B; and PART-C
2. CIA Component III for UG & PG will be of 15 marks and compulsorily objective multiple choice question type.
3. The CIA Component III must be conducted by the department / faculty concerned at a suitable computer centres.
4. The 10 marks of PART-A of Mid-Sem and End-Sem Tests will comprise only: OBJECTIVE MULTIPLE CHOICE QUESTIONS; TRUE / FALSE; and FILL-IN BLANKS.
5. The number of hours for the 5 marks allotted for Library Referencing/ work would be 30 hours per semester. The marks scored out of 5 will be given to all the courses (Courses) of the Semester.
6. English Composition once a fortnight will form one of the components for UG general English

SEMESTER EXAMINATION
Testing with Objective and Descriptive questions

Part-A: 30 Marks
Objective MCQs only
Answers are to be marked on OMR score-sheet. The OMR score-sheets will be supplied along with the Main Answer Book. 40 minutes after the start of the examination the OMR score-sheets will be collected
Part-B + C = 70 Marks

Descriptive

Part-B: 5 x 5 = 25 marks; inbuilt choice;
Part-C: 3 x 15 = 45 marks; 3 out of 5 questions, open choice.

The Accounts Paper of Commerce will have
Part-A: Objective = 25
Part-B: 25 x 3 = 75 marks.

Duration of Examination must be rational; proportional to teaching hours
90 minute-examination / 50 Marks for courses of 2/3 hours/week (all Part IV
UG Courses) 3-hours examination for courses of 4-6 hours/week.

EVALUATION

Percentage Marks, Grades & Grade Points

UG (Passing minimum 40 Marks)

<table>
<thead>
<tr>
<th>Qualitative Assessment</th>
<th>Grade Points</th>
<th>Grade</th>
<th>Mark Range (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplary</td>
<td>10</td>
<td>S</td>
<td>90 &amp; above</td>
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<tr>
<td>Outstanding</td>
<td>9</td>
<td>A+</td>
<td>85-89.99</td>
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<tr>
<td>Excellent</td>
<td>8</td>
<td>A</td>
<td>80-84.99</td>
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<tr>
<td>Very Good</td>
<td>7</td>
<td>B</td>
<td>70-79.99</td>
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<tr>
<td>Good</td>
<td>6</td>
<td>C</td>
<td>60-69.99</td>
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<tr>
<td>Satisfactory</td>
<td>5</td>
<td>D</td>
<td>50-59.99</td>
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<tr>
<td>RA</td>
<td>4</td>
<td>E</td>
<td>40-49.99</td>
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<tr>
<td></td>
<td>0</td>
<td>RA</td>
<td>&lt;40</td>
</tr>
</tbody>
</table>

CGPA - Calculation

Grade Point Average for a semester is calculated as indicated here under:

\[
\text{Sum total of weighted Grade Points} \div \text{Sum of Credits}
\]

Weighted Grade Points is Grade point x Course Credits. The final CGPA
will only include: Core, Core Electives & IDCs.
A Pass in SHEPHERD will continue to be mandatory although the marks will
not count for the calculation of the CGPA.

Continuous Internal Assessment (CIA):

<table>
<thead>
<tr>
<th>Class</th>
<th>Mark Range (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distinction</td>
<td>75 &amp; above, first attempt</td>
</tr>
<tr>
<td>First</td>
<td>60 &amp; above</td>
</tr>
<tr>
<td>Second</td>
<td>50 to 59.99</td>
</tr>
<tr>
<td>Third</td>
<td>40 to 49.99</td>
</tr>
</tbody>
</table>

Declaration of Result:

Mr./Ms. _______________ has successfully completed the Under Graduate
in ______________ programme. The candidate’s Cumulative Grade Point
Average (CGPA) in Part – III is _________ and the class secured is
_________ by completing the minimum of 150 credits.

The candidate has acquired _________ (if any) more credits from
SHEPHERD / AICUF/ FINE ARTS / SPORTS & GAMES / NCC / NSS /
NATURE CLUB, ETC. The candidate has also acquired _______ (if any)
extra credits offered by the parent department courses.

_______
<table>
<thead>
<tr>
<th>Sem</th>
<th>Part</th>
<th>Course</th>
<th>Code</th>
<th>Hrs</th>
<th>Crs</th>
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<tbody>
<tr>
<td>I</td>
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<td>Language-I (Tamil / Hindi / French / Sanskrit)</td>
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<td>General English-I</td>
<td>14UGE210101</td>
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<td></td>
<td>Core</td>
<td>British Poetry-I (Chaucer to Romanticism)</td>
<td>14UN130201</td>
<td>4</td>
<td>3</td>
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<tr>
<td></td>
<td>Core</td>
<td>British Prose</td>
<td>14UN130202</td>
<td>5</td>
<td>4</td>
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<td>Social History of England</td>
<td>14UN130203</td>
<td>5</td>
<td>4</td>
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<tr>
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<td>Allied</td>
<td>Allied I: Short Story</td>
<td>14UN130401 A</td>
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<td>Allied I: History of English Language</td>
<td>14UN130401 B</td>
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<tr>
<td></td>
<td>NMC</td>
<td>Value Education-I: Essentials of Ethics, Yoga and Stress Management</td>
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<td>Electronic Media</td>
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<td>V. Edn</td>
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<td>14UEU230402 A</td>
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<tr>
<td>I</td>
<td>Language</td>
<td>Language-III (Tamil / Hindi / French / Sanskrit)</td>
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<td>14UN330403 A</td>
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<td>V. Edn</td>
<td>Professional Ethics-I: Social Ethics</td>
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<td>Total for Semester III</td>
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</table>

* Code numbers according to the subject chosen

@ Practical examination in the following even semester.
GENERAL ENGLISH-I

Objectives
To help students
* Use words and phrases related to self, home, friends and relatives in meaningful contexts.
* Use language to perform basic functions like describing, clarifying, suggesting, and giving directions.

Unit-1
01. Personal Details
02. Positive Qualities
03. Listening to Positive Qualities
04. Relating and Grading Qualities
05. My Ambition
06. Abilities and Skills
07. Self-Improvement Word Grid
08. What am I doing?
09. What was I doing?
10. Unscramble the Past Actions
11. What did I do yesterday?

Unit-2
12. Body Parts
13. Actions and Body Parts
14. Value of Life
15. Describing Self
16. Home Word Grid
17. Unscramble Building Types
18. Plural Form of Naming Words
19. Irregular Plural Forms
20. Plural Naming Words Practice
21. Whose Words?

Unit-3
22. Plural Forms of Action Words
23. Present Positive Actions
24. Present Negative Actions
25. Un/Countable Naming Words
26. Recognition of Vowel Sounds
27. Indefinite Articles
Unit 4
32. Friendship Word Grid
33. Friends’ Details
34. Guess the Favourites
35. Guess Your Friend
36. Friends as Guests
37. Introducing Friends
38. What are We Doing?
39. What is (s)he / are they Doing?
40. Yes / No Question
41. What was s/he doing?
42. Names and Actions
43. True Friendship
44. Know your Friends
45. Giving Advice/Suggestions
46. Discussion on Friendship
47. My Best Friend

Unit 5
48. Kinship Words
49. The Odd One Out
50. My Family Tree
51. Little Boy’s Request
52. Occasions for Message
53. Words denoting Place
54. Words denoting Movement
55. Phrases for Giving Directions
56. Find the Destination
57. Giving Directions Practice
58. SMS Language
59. Converting SMS
60. Writing Short Messages
61. Sending SMS
62. The family debate
63. Family Today

Textbook

Sem. I
14UEN130201
Core-1: BRITISH POETRY-I
(Chaucer to Romantics)

Objectives
* To expose student to a comprehensive knowledge pertaining to the evaluation of English poetry down the ages
* To inculcate a sense of appreciation and enjoyment of English poetry

Unit I (Detailed)
1. Philip Sidney (1554-1586) : Loving in Truth
2. William Shakespeare (1567-1616) : Sonnet No. 116
3. John Donne (1572-1631) : A Valediction Forbidding Mourning
4. Andrew Marvel : To His Coy Mistress

Unit II (Non-Detailed)
5. Geoffrey Chaucer (1343-1400) : The Love Unfeigned
6. Sir Thomas Wyatt (1503-1542) : They Flee from Me
7. Edmund Spenser (1552-1599) : Sonnet No.75 (From Amoretti)

Unit III (Detailed)
8. John Milton (1608-1674) : On His Blindness
10. Alexander Pope (1688-1744) : The Rape of the Lock-Canto I (1-20 lines)

Unit IV (Non-Detailed)
11. Thomas Gray (1716-1771) : Elegy Written in a Country Churchyard
12. Robert Burns (1759-1796) : A Winter Night
13. William Blake (1757-1827) : The Tyger
14. William Wordsworth (1770-1850) : Resolution and Independence

Unit V (Detailed)
15. S.T. Coleridge (1772-1834) : Dejection: An Ode
16. Byron (1788-1824) : Ballad
17. P.B. Shelley : Ode to the West Wind
18. John Keats (1795-1821) : Ode to the Nightingale
Text Books
Unit-I

Unit-II

Unit-III

Unit-IV

Unit-V

Sem. I
14UEN130202

Core-2: BRITISH PROSE
Objectives
* To teach students the various sentence structures in English
* To introduce students to the possibilities of different prose styles in British literature.

Unit I (Detailed)
1. Francis Bacon (1561-1626): Of Truth
2. Charles Lamb (1775-1834): A Dissertation upon the roast pig

Unit II (Detailed)
3. Richard Steele (1672-1729): The Spectator Club
4. Oliver Goldsmith (1730-1774): An Account of West Minister Abbey

Unit III (Non-Detailed)
5. William Hazlitt (1778-1830): Indian Jugglers

Unit IV (Detailed)

Unit V (Non-Detailed)

Text Books
Unit I

Unit II

Unit III

Unit IV

Unit V

Reference Books and websites

Sem. I

14UEN130203

Core-3: SOCIETY HISTORY OF ENGLAND

Credits: 4

Objectives
* To enable the students to acquire a fairly basic knowledge of the social history of England.
* To help the students understand English thought, culture and history reflected in the study of literature.
* To facilitate the students understand the changing environment in the history of England and English literature.

Unit – I
1. A Brief Outline of British History
2. The Renaissance
3. The Reformation
4. The Dissolution of the Monasteries
5. The Religion of England

Unit – II
6. The Tudor Navy and the Armada
7. The Elizabethan Theatre
8. The East India Company
9. Colonial Expansion
10. The Civil War and its Social Significance

Unit – III
11. Puritanism
12. Restoration England
13. The Origin and Growth of Political Parties in England
14. Age of Queen Anne
15. The Union of England and Scotland

Unit – IV
16. The Agrarian Revolution
17. The Industrial Revolution
18. The Methodist Movement
19. Other Humanitarian movements
20. The War of American Independence

Unit – V
21. England and Ireland
22. Effects of French Revolution
23. The Reform Bills
24. The Victorian Age
25. The World Wars and Trade Unionism in England

Text Book

Reference


Allied-1: SHORT STORY

Objectives
* To understand the genre of the short story.
* To understand and use discipline-specific terms used in literary and narrative analysis.
* To be able to analyze and interpret short story.

Unit-I
Definition of short story
Origin and development of short story
Elements of short story: Plot, Character
Setting
Points of View
Style
Theme

Unit-II (Detailed)
Leo Tolstoy (Russian) : How much Land does a man require?
Franz Kafka (German) : The Married Couple
Selma Lagerlof (Swedish) : The Outlaws
Lord Dunsany (Irish) : Where the Tides Ebb and Flow

Unit-III (Non Detailed)
D.H. Lawrence (English) : The Blind Man
Joseph Conrad (English) : The Black Mate
Richard Hughes (Wales) : Martha
O. Henry (U.S.A) : Fox in the Morning

References

Allied-1: HISTORY OF ENGLISH LANGUAGE

Objectives
* To introduce students the origin and growth of English Language.
* To make students to understand literature better in the backdrop of the changes that have happened in English Language down the ages.

Unit-I
1. The Origin of English Language.
2. The descent of the English Language.

Unit-II
3. The Old English Period.

Unit-III
5. The Middle English Period.
6. The Pronunciation, Spelling and Vocabulary development of the Middle English Period.
Unit-IV
7. English during the Renaissance Period.
8. The orthographical changes during the Renaissance and Reformation.

Unit-V
10. The Contribution of foreign languages to English.

Text Books
All Units

References
GENERAL ENGLISH-II

Objectives
To help students
* Use words and phrases related to education, entertainment, career, and society in meaningful contexts.
* Use language to perform basic functions like comparing, debating, and storytelling.

Unit 1
01. Education Word Grid.
02. Reading Problems and Solutions.
03. Syllabification.
04. Forms for Expressing Quality.
05. Expressing Comparison.
06. Monosyllabic Comparison.
07. Di/polysyllabic Comparison.
08. The best monosyllabic Comparision.
09. The best di/polysyllabic Comparision.

Unit 2
11. Wh Words
12. Yes/No Recollection
13. Unscramble Wh Questions
14. Wh Practice
15. Education and the Poor
16. Controlled Role play
17. Debate on Education
18. Education in the Future
19. Entertainment Word Grid
20. Classify Entertainment Wordlist
21. Guess the Missing Letter
22. Proverb-Visual Description
23. Supply Wh Words
24. Rearrange Questions
25. Information Gap Questions

Unit 3
26. Asking Questions
27. More about Actions
28. More about Actions and Uses

29. Crime Puzzle
30. Possessive Quiz
31. Humourous News Report
32. Debate on Media and Politics
33. Best Entertainment Source

Unit 4
34. Career Word Grid
35. Job-Related Wordlist
36. Who’s Who?
37. People at Work
38. Humour at Workplace
39. Profession in Context
40. Functions and Expressions
41. Transition Fill-in
42. Transition Sord Selection
43. Professional Qualities
44. Job Procedures
45. Preparing a Resume
46. Interview Questions
47. Job Cover Letter Format
48. E-mailing an Application
49. Mock Interview

Unit 5
51. Society Word Grid
52. Classify Society Wordlist
53. Rearrange the Story
54. Storytelling
55. Story Cluster
56. Words Denoting Time
57. Expressing Time
58. What Can You Buy?
59. Noise Pollution
60. Positive News Headlines
61. Negative News Headlines
62. Matching Conditions
63. What Would You Do?
64. If I were the Prime Minister
65. My Dream Country

Textbook
Core-4: BRITISH POETRY-II
(Victorian to Modern Period)

Objectives
* To inculcate a sense of appreciation of English Poetry in students.
* To enable students to assess as part of literature.

Unit-I (Detailed)
1. Alfred Tennyson (1809-1892) : Ulysses.
2. Robert Browning (1812-1889) : My Last Duchess.
3. Mathew Arnold (1820-1888) : Dover Beach.

Unit-II (Non-detailed)
4. Elizabeth Barret Browning (1806-1861) : How do I Love Thee?
7. Thomas Hardy (1840-1928) : The Darkling Thrush.

Unit-III (Detailed)

Unit-IV (Detailed)
14. Louis MacNeice (1907-1963) : Prayer Before Birth
15. Wilfred Owen (1893-1918) : Strange Meeting.

Unit-V (Non-Detailed)

Text books

Unit-I

Unit-II

Unit-III

Unit-IV

Unit-V
Sem. II  
14UEN230205  
Core-5: BRITISH DRAMA-I  
(Renaissance to Neo-Classical Age)  

Objectives  
• To introduce students to the field of dramatic literature with special emphasis on societal problems and solutions.  
• To enable students to understand the growth of drama down the ages.

Unit-I (Detailed)  
Christopher Marlowe (1564-1593) : Doctor Faustus

Unit-II (Non-detailed)  
Ben Jonson (1572-1637) : Every Man in his Humour

Unit-III (Non-detailed)  
William Congreve (1670-1729) : The Way of the World

Unit-IV (Detailed)  
Oliver Goldsmith (1730-1774) : She Stoops to Conquer

Unit-V (Non-detailed)  
Richard Brinsley Sheridan (1751-1816) : The Rivals

Text Books  
Unit-I  

Unit-II  

Unit-III  

Unit-IV  

Unit-V  

References  


Sem. II  
14UEN230206  
Core-6: INDIAN WRITING IN ENGLISH  
(Renaissance to Neo-Classical Age)  

Objectives  
• To introduce students to the Indian writers who have written in English.  
• To familiarize the students with the ethos of India.

UNIT-I: POETRY (DETAILED) 12 Hrs  
1. Sarojini Naidu: A Challenge to Fate  
2. Sri Aurobindo: Rose of God  
3. Rabindranath Tagore: Lyric No. LXXIII (from Gitanjali)  
4. Kamala Das: The Fancy-Dress Show  
5. Nissim Ezekiel: Background Casually  
6. A.K. Ramanujam: Anxiety

UNIT-II: POETRY (NON-DETAILED) 10 Hrs  
7. R. Parthasarathy: Exile, From Home Coming  
8. Toru Dutt: Our Casuarina Tree  
9. Gieve Patel: Servants  
10. Shiv K. Kumar: Indian Women  
UNIT-III: DRAMA (DETAILED) 16Hrs
13. Girish Karnad: Wedding Album (Detailed)

UNIT-IV: PROSE (DETAILED) 14Hrs
14. Rabindranath Tagore: Realization of the Infinite
15. Amartya Sen: The Argumentative Indian: Writings on Indian Culture, History and Identity (Our culture, their culture: pg. nos:121-138)

UNIT-V: FICTION (NON-DETAILED) 8 Hrs
17. Bharati Mukherjee: Desirable Daughters

Text Books-References
Unit-I

Unit-II

Unit-III

Unit-IV

Unit-V
Sem. II
14UEN230402B
Credits: 5

Allied-II: REMEDIAL GRAMMAR

Objectives
• To instill in students the basic and essential knowledge of English Grammar.
• To enlighten students on different structures, usage, sentence patterns.
• To eradicate grammatical errors in speech and writing.

Unit-I
1. Tenses: Forms and Uses
2. Active Voice and Passive Voice
3. Infinitives- Participles and Gerunds
4. Phrasal Verbs
5. Conditional Clauses

Unit-II
6. Modal Verbs and their uses
7. Other Auxiliaries: be, have, do, need, used to
8. Negative Sentences
9. Negative Words: not, no, none, nothing, nowhere
10. Pronouns

Unit-III
11. Adverbs
12. Adjectives
13. Articles
14. Prepositions
15. Conjunctions

Unit-IV
16. Question Tags
17. ‘Wh’ questions
18. ‘Yes’ or ‘No’ questions
19. Phrases and Clauses
20. Conditional Clauses

Unit-V
21. Correction of Errors
22. Degrees of Comparison
23. Simple, Compound and Complex Sentences
24. Adverbial clauses of Time, Manner, Degree and Reason

References
GENERAL ENGLISH-III

14UGE320103

Objectives:
* To enable the students to comprehend the local and global issues through the lessons.
* To enable the students to do the tasks centering on Skill Development and Grammar.
* To empower the students with interactive skills.

<table>
<thead>
<tr>
<th>Tasks Designed for Each Unit</th>
<th>Skills Focused to be Developed for Each Unit</th>
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UNIT I
* Suggestions to Develop Your Reading Habit

12 Hrs
Grammar: Simple Present Tense

UNIT II
* The Secret of Success: An Anecdote

12 Hrs
Grammar: Present Continuous Tense

UNIT III
* Hygiene
Grammar: Simple Past Tense

UNIT IV
* Dr. A.P.J. Abdul Kalam: A Short Biography
Grammar: Past Continuous Tense

UNITY:
* “Golden Rule”: A Poem
12 Hrs
Grammar: Simple Future Tense & Future Continuous Tense

Textbook:
Sem. III  
14UEN330207  
Credit: 4  
Hours/Week: 6  

Core-7: AMERICAN LITERATURE  

Objectives  
* To familiarize the students with the main currents of developments in American literature from its beginning to the mid-twentieth century.  
* To introduce students to the most important works of the period.  

Unit I Poetry (Detailed)  
- Walt Whitman (1819-1892) : O Captain My Captain!  
- Robert Frost (1874-1963) : The Road not Taken  
- Emily Dickinson (1830-1886) : I felt a Funeral in my Brain  
- Wallace Stevens (1879-1955) : Of Modern Poetry  
- Claude McKay (1889-1948) : If we must Die  

Unit II Poetry (Non-Detailed)  
- Edgar Allan Poe (1809-1849) : A Dream within a dream  
- Archibald MacLeish (1892-1982) : Ars Poetica  
- e.e. cummings (1894-1962) : I carry your Heart with me  

Unit III Prose (Detailed)  
- Ralph Waldo Emerson (1803-1882) : The American Scholar  

Prose (Non-Detailed)  
- Martin Luther King Jr. (1929-1968) : I have a Dream  

Unit IV Drama (Detailed)  
- Eugene O'Neill (1888-1953) : Emperor Jones  

Unit V Fiction  
- John Steinbeck (1902-1968) : The Grapes of Wrath  
- Ernest Hemingway (1899-1961) : The Old Man and the Sea  

TEXT BOOKS  

UNIT-1 & II  

UNIT-III  

UNIT-IV  

UNIT-V  

Sem. III  
14UEN330208  
Credit: 3  
Hours/Week: 5  

Core-8: BRITISH DRAMA-II  
(Victorian to Modern Drama)  

Objectives  
* To make students to realize how life and drama are closely linked.  
* To expose students to the social criticism contained in the texts prescribed for them.  

UNIT-I (DETAILED)  
1. John Osborne (1929–1994) : Luther
UNIT-III (NON-DETAILED)
3. G.B. Shaw (1856 – 1950) : St. Joan

UNIT-IV (DETAILED)

UNIT-V (NON-DETAILED)
5. Galsworthy (1867 – 1933) : The Silver Box

Primary Sources
Unit I

Unit II

Unit III

Unit IV

Unit V

REFERENCE

Sem. III Hours/Week: 6
14UEN330403A Credits: 5

Allied-III: INDIAN LITERATURES TRANSLATED INTO ENGLISH

Objectives
* To appreciate literatures in translation
* To assess them as copies/originals

Unit I: Poetry (Detailed)
1. Kabir (Hindi (1398-1448): A Fish in the Water is Thirsty
2. Rabindranath Tagore (Bengali) (1861-1941): The Further Bank

Unit II: Poetry (Non-Detailed)
7. Sembula Peyaneerar (Tamil : Red Earth and Pouring Rain (Kuruntokai-40)
8. Subramaniya Bharathi (Tamil) (1882-1921): Much Adored Face is Forgotten
9. Jaganath Prasad Das (Orissa) ( 1936-): Dead Body
13. Y. S. Rajan (1943-): Mother Earth

Unit III: Drama (Detailed)

Drama (Non-Detailed)
15. Rajeev Naik (Hindi) (1956-): The Last Book

Unit IV: Prose (Detailed)

Prose (Non-Detailed)
Unit V: Novel
18. Bankim Chandra Chatterjee (Bengali) (1838–1894) : The Forest Woman
19. Thakazhi Sivasankaran Pillai (Malayalam) (1912-1999) : Chemmeen

Short Stories
20. Rajagopalachari (Tamil) (1878-1972) : Ardhanari
22. Indhra Parthasarathy(Tamil) (1930–): The House

Text Books
Unit I
1. Modern Indian Poetry.ed. by Prithish Nandy
3. Signatures-One Hundred Indian Poets. ed. By K. Satchidanandam

Unit II
4. Galpo 101, published by the Ananda Publishers, Kolkata, India. Translated by Barnali Saha

Unit III
7. Yatra Vol.3. Writings from Indian Sub-Continent. Indus 1993

Unit IV

Reference Books
1. Newmark, Peter: Approaches to Translation
2. Newmark, Peter: Constructing Cultures: Essays on Literary Translation
3. Jakobson, Roman: On Translation
5. Gupta, B.G.S. (Ed) : Links-Indian Prose in English.

Sem. III
14UEN330403B
Hours/Week: 6
Credits: 5

Allied-III: APPRECIATION OF LITERATURE

Objectives
• To cultivate and develop the skill among students to appreciate literary works.
• To give opportunities to students and encourage them to practise creative writing.

Unit-I: What is Literature?
1. Writing to express thoughts, feelings and attitude towards life.
2. Quality of permanence.
3. Entertainment and Instruction.
4. Hold mirror up to nature.
5. Life enhancing; a criticism of life.

Unit-II: Appreciation of Prose
6. Type: Descriptive, Narrative, Argumentative.

Unit-III: Appreciation of Short Stories
10. Geographical features.

Unit-IV: Drama
14. Dramatic Art and Types
   The dramatic Art, Tragedy, Comedy, Tragic-comedy, Farce, Melodrama,
   The Masque, The One Act Play, The Dramatic Monologue, Interludes,
   Legend, Heroic Tragedy.
15. Plot, characterization, dialogue, moral.

Unit-V: Appreciation of Poetry
17. Surface level & deeper level meaning.
19. Significant lines.
Books Prescribed
Units-I&II:

Unit-III: (Literary Forms)

Unit-IV: (Literary Terms)

Unit-V:

References
GENERAL ENGLISH-IV

Objectives:
* To enable the students to comprehend the local and global issues through the lessons.
* To enable the students to do the tasks centering on Skill Development and Grammar.
* To empower the students with interactive skills.

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UNIT-I: Women through the Eyes of Media 12 Hrs
Grammar: Present Perfect Tense

UNIT-II: Effects of Tobacco Smoking 12 Hrs
Grammar: Present Perfect Continuous Tense

UNIT-III: The Impact of Liquor Consumption on the Society 12 Hrs
Grammar: Past Perfect Tense

UNIT-IV: An Engineer Kills Self as Crow Sat on his Head: A Newspaper Report 12 Hrs
Grammar: Past Perfect Continuous Tense

UNIT-V: Traffic Rules 12 Hrs
Grammar: Future Perfect Tense & Future Perfect Continuous Tense

Text Book:
Significance of the Novel, Richardson, Fielding, Smollett – Poetry of Transition, Naturalism, Pre-Romanticism (Romantic Revival), Gray, Burns and Cowper.

Unit-IV
The Age of Wordsworth (The Age of Romanticism) (1798-1832) – (Later Georgian Age, The Age of Revolution)

Unit -V

Reference

Sem. IV
14UEN430210
Credits: 2
Core-10: HISTORY OF LITERARY CRITICISM-I

Objectives
• To enable the students to understand the literary critical thought down the ages.
• To make the students learn the type of criticism that influenced the respective ages.

UNIT-I: THE GREEK CRITICS
1. Plato (427-348 B.C.): His View of Art; Attack on Poetry; the Function of Poetry; Comments on Drama

UNIT-II: THE ROMAN CRITICS
4. Quintilian (35-95 A.D.): General Observations on Style; His Theory of Style

UNIT-III: THE ROMAN CRITICS
5. Longinus (1 AD. OR 3 AD.?): The Five Sources of the Sublime
6. Dante (1265-1321): The Requirements of an Illustrious Vernacular

UNIT-IV: THE CLASSICAL ENGLISH CRITICS
8. Ben Jonson (1573-1637): The Five Qualifications of a Poet

UNIT-V: THE NEOCLASSICAL ENGLISH CRITICS
9. John Dryden (1631-1700): The Nature of Poetry; the Function of Poetry; Dramatic Poetry; His Views on Tragedy, Comedy, Epic and Satire.

TEXT BOOK FOR ALL THE UNITS:
REFERENCES

Sem. IV Hours/Week: 3 Credits: 3
14UEN430211
Core-11: COMPARATIVE LITERATURE AND TRANSLATION STUDIES

Objectives
* To introduce students to the theories and practice of Comparative Literature and Translation Studies.
* To empower students with the acumen of translation skills.

Unit 1
Definition, origin and Scope of Comparative Literature – Concepts of Comparative Literature Comparing Literature of the British Isles – Comparative Identities and Post-Colonial World

Unit 2
Constructing Cultures: The politics of Traveler’s Tales Gender and Thematics.

Unit 3
From Comparative Literature to Translation Studies Kinds and problems of Translation Translation and Creative Writing

Unit 4
Translation as Linguistic Bridge Building - Nation Building Limits of Translation – Role of Translator – A Critique of Translation Theories.

Unit 5
Translation – Theory and Practice: Indian Context & Global Context. Elango and Shakespeare as Tragedians: Dr. Chellapan.

Textbooks
Unit 1, 2 & 3

Unit 4 & 5

References

Sem. IV Hours/Week: 6 Credits: 5
14UEN430404A
Allied-IV: INDIAN DIASPORIC LITERATURE

Objectives
* To expose the Diasporic life and experience to the students.
* To enable the students to know the richness and variety of Diasporic literature.
Unit-I: Diaspora & Indian Writing in English
1. Definition of the terms “Diaspora” – Birth of Diasporic Literature – Colonialism and Diaspora – Classification of “Diaspora”
2. Indian Diaspora and its classification - Members of Indian Diaspora - Definition of the term “Indian English Literature” – History of Indian English Literature

Unit-II: Poetry (Detailed)
4. Vikram Seth (1952 - ): The Frog and the Nightingale
5. Saleem Peeradina (1967): Slow Dance

Unit-III: Poetry (Non-Detailed)
7. Meena Alexander (1951 - ) : Cosmopolitan
8. Adil Jussawalla(1940 - ) : Geneva

Unit-IV: Short Story (Non-Detailed)

Unit-V: Novel (Detailed)

Text Books
Unit-I

Unit-II & III

Unit-IV

Reference Books

Sem. IV  
Hours/Week: 6  
Credits: 5  
Allied-IV: SUBALTERN LITERATURE

Objectives
• To introduce the students to the type of literature that has been sidelined down the ages.
• To familiarize the students with the theme of subalternity.

Unit-I: Poetry (Detailed)
1. Langston Hughes (1902-1967) : The Negro Speaks of River
2. Helene Johnson (1906-1995) : Poem
3. Robert Hayden (1913-1980) : Frederick Douglass
4. Maya Angelou (1928- ) : My Arkansas
6. Ravikumar : Pond, Where…

Unit-II: Poetry (Non-Detailed)
7. Countee Cullen (1903-1946) : From the Dark Tower
8. Gwendolyn Brooks (1917-2000) : The Children of the Poor
9. Syed Amanuddin (1934- ) : Don’t Cull Me Indo-Anglian
10. Carolyn Rodger (1940-2010) : It is Deep
11. Kishwar Naheed (1940- ) : I am not that Woman
Unit-III: Prose (Detailed)
12. Dr. Ambedkar (1891-1956): “Castes in India” from Writings and Speeches (Vol. 1, Part I)

Prose (Non-Detailed)
13. Ranajit Guha (1922-): On Some Aspects of the Historiography of Colonial India

Unit-IV: Drama (Detailed)
14. K. A. Gunasekaran: Touch

Drama (Non-Detailed)
15. Lorraine Hansberry (1930-1965): Raisin in the Sun

Unit-V
17. Bama (1958-): Karukku

Textbooks
Units - I & II
Poetry (Detailed & Non-Detailed): 1, 2, 3, 4, 7, 8, 10.

Unit-I: Poetry (Detailed): 5


Unit-II: 9, 11.

Unit-III: Prose (Detailed)

References

________
Sem. V Hours/Week: 5 Credits: 3
14UEN530212

Core-12: BRITISH NOVEL-I
(Neo-Classical to Victorian Age)

Objectives
* To make students aware of the social problems from the themes of the novels in English.
* To train students in the simple literary discipline of sustained reading of prose writing of consideration length.

Unit I Detailed
Oliver Goldsmith: The Vicar of Wakefield

Unit II Detailed
Jane Austen: Pride and Prejudice

Unit III Non-Detailed
Charles Dickens: Great Expectations

Unit IV Detailed
George Eliot: Mill on the Floss

Unit V Non-Detailed
Thomas Hardy: The Mayor of Casterbridge

Text Books

Unit-I

Unit-II

Unit-III

Unit-IV

Unit-V

Sem. V Hours/Week: 5 Credits: 3
14UEN530213

Core-13: HISTORY OF LITERARY CRITICISM-II

Objectives
* To enable the students to understand the literary critical thought down the ages.
* To make the students learn the type of criticism that influenced the respective ages.

UNIT-I: THE NEOCLASSICAL ENGLISH CRITICS
2. Dr. Johnson (1709-1784): His Historical Approach; On the Kinds of Poetry, Versification, and Poetic diction; On Drama.

UNIT-II: THE ROMANTIC CRITICS

UNIT-III: THE VICTORIAN CRITICS
5. Matthew Arnold (1822-1888): His Criticism on Poetry; On Criticism
6. Walter Pater (1839-1894): His Views on Literature, and on Criticism

UNIT-IV: THE NEW CRITICS
7. T.S. Eliot (1888-1965): Impersonality of Poetry; Objective Correlative and Dissociation of Sensibility

UNIT-V: THE NEW CRITICS
8. I.A. Richards (1893-1979): His views on Two Uses of Language; Four Kinds of Meaning; Sense, Feeling, Tone and Intention

TEXT BOOK FOR ALL THE UNITS

REFERENCES

Sem. V
14UEN530214 Hours/Week: 5
Core-14: CONTEMPORARY AMERICAN LITERATURE

Credits: 3

Objectives
- To get students introduced to the Contemporary American Literary World and initiate them to appreciate the literary pieces prescribed.
- To make students understand the nuances of contemporary literary forms and genres, especially Black Literature of the U.S.A.

Unit I: Poetry (Detailed)
1. Robinson Jeffers (1887-1962): Shine, Republic
2. Gwendolyn Brooks (1917-2000): A Song in the Front Yard
3. Theodore Roethke (1908-1963): I Knew a Woman
5. Ezra Pound (1885-1972): The Rest
6. Carolyn Kizer (1925-): A Poet’s Household

Poetry (Non-Detailed)
7. Carl Sandburg (1878-1967): To a Contemporary Bunk shooter

Unit II: Drama (Detailed)
10. Edward Albee (1928-): The Zoo Story

Unit III: Drama (Non-Detailed)
11. Woody Allen (1935-): Death Knocks

Unit IV: Prose (Detailed)

Unit V: Fiction (Non-Detailed)
14. Toni Morrison (1931-): Jazz

TEXT BOOKS

UNIT-I

UNIT-II

UNIT-III

UNIT-IV

UNIT-V
SECONDARY SOURCES

Sem. V Hours/Week: 5 14UEN530215 Credits: 3

Core-15: WOMEN’S WRITING IN ENGLISH

Objectives
• To introduce students to, and/or expand their knowledge of the range and long history of women’s writing across the world.
• To expand students’ knowledge about the relation between gender, sexuality and nationalism in each of the selected readings.
• To expand students’ critical vocabulary about representation, identity and nationalism.
• To expand students’ ability to think, speak and write critically about the collective term ‘women’

UNIT-I (POETRY) (Non Detailed)
Song Yu (3 C BCE) (Chinese): “Ow, Mama!”
Carol Ann Duffy (1955-) (Scottish): “Mrs. Aesop”
Maya Angelou (1928-) (American): “Woman Work”, “Phenomenal Woman”
Viola Allo (African): “Hunger Flew With Me from Cameroon”
Rong Rong (1944-) (Chinese): “Cliché”

UNIT-II (Poetry) (Non-Detailed)
Marge Piercy (1936-) (American): “Rape Poem”, “Right to Life”
Margaret Christakos (1962-): ”The Lovely Figure” (Canadian)

UNIT-III (SHORT STORIES) (Detailed)
Mrinal Pande (1946-) (Indian): “Bitch”
Sujata Bhatt (1856-) (Indian): “Status”

UNIT-IV (Non-Fiction) (Non Detailed)
Florence Nightingale (1820-1910) (English): Cassandra (1852)
Toni Morrison (1931- ) (African): “The Bird in Our Hand: Is It Living or Dead?” (Nobel Prize Acceptance Speech)

UNIT-V (NOVEL) (Non Detailed)
Buchi Emecheta (1944-) (Nigerian): The Bride Price (1976)

REFERENCES

Sem. V
14UEN530301A
Credits: 4
Core Elective (WD):
NEWS REPORTING AND EDITING

Objectives
* To introduce the basic aspects of reporting and editing to the students.
* To enable students to learn to write a News Story and edit a copy.

Unit-I
1. Qualifications, aptitudes, duties, functions and responsibilities of a reporter.
2. Reporting conditions of work and reporter as a special correspondent.

Unit-II
4. Various types of Reports: Legislative proceedings, commercial reporting, Reporting on Technical Subjects, Interviews and Human Interests stories

Unit-III
5. General Principles of Editing: Qualifications, duties, responsibilities and functions of an editor.

Unit-IV
7. Page making: different types of make-up and Newspaper Glossary.
8. Various types of writing: News Story, Articles, Features, Reviews, Editorials and Column Writing.

Unit-V

References

Sem. V
14UEN530301B
Credits: 4
Core Elective (WD):
WORLD CLASSICS IN TRANSLATION

Objectives
* To familiarize students with the various translated classics
* To provide the students with a perspective of world classics

Unit-I: Poetry (Detailed)
1. Kabir (1440-1518): Illusion and Reality
2. Alexander Pushkin (1799-1837): Remembrance
3. Charles Baudelaire (1821-1867): The Enemy
4. Stephene Mallarmé (1842-1898): Distress
5. Subramania Bharathiyar (1882-1921): Much Adored Face is forgotten

Unit-II: Poetry (Non-Detailed)
7. Tiruvalluvar: Tirukural (Part I Virtue-The Praise of God 1-5)
9. Pablo Neruda (1904-1973): Tonight I can write the saddest lines

Unit-III: Drama (Detailed)
10. Sophocles (497-406 B.C): Oedipus the King
Drama (Non-Detailed)
12. Bertolt Brecht (1898-1956): Mother Courage and Her Children

Unit-IV Short Story (DETAILED)
13. Lu Hsun (1881-1936): Medicine
15. Karel Capek (1890-1938): The Shirts

Unit-V Novel
17. Franz Kafka (1883-1924): The Castle

References
Unit-I

Unit-II

Unit-III

Unit-IV

Unit-V

Sem. V
14UEN530302A
Credits: 4
Core Elective (WS):
ENGLISH FOR TOURISM

Objectives
• To understand the concept of Tourism
• To study the cultural resources like temples, archaeological monuments, etc…
• To develop practical skills in travel formalities
• To develop skills in guiding the tourists
• To provide experience on Front office Management

Unit-1
1. Scope of tourism-concept of tourism-meaning-definition-forms.
   Explaining different types of tourism-leisure, pilgrimage, educational, business tour-growth and development of tourism in India.

Unit-2
2. Study of travel formalities: (passport-visa and its types and importance and other documents-types of tour operators.
3. Explaining different types of transportation-tourism and accommodations (hotels, youth hostels, choultries and dharmasalas etc.

Unit-3
1. Explaining Architectural heritage of India: (Hindu Temple Architecture-Dravida- Buddhist- Chaitya- Mughal- Sultans- etc…
2. Explaining the Performing Arts: (Music- Hindustani- Carnatic and Folk Music) Dance and Drama:(Classical and Folk Arts- Bharatham, Katak, Kathakali, Kucchipudi, Maanipuri- Folk Dances of India.

Unit-4
1. Explaining Natural Tourism Resources: Wild-Life Sanctuaries- National Parks and Gardens- Mountains and Hill Resorts- Desert, Beaches- Island Tourism- Adventure Tourism: Trekking, Mountaineering, Safaris, Risk based activities, etc…

Unit-5

61
2. Catering: Food and Beverage Service outlets- different types of Food Service Restaurant Organization. Types of menus- factors in menu planning.

Text books
2. Devanesan, A. Principles of Tourism, Renupublication, Madhandam, 2005. (Unit-2)
3. Srinivasan. K. R., Temples of South India. (Unit-4)
4. Kishor, Dances of India. (Unit-3)
5. Manoj Dhas, India & Tourist Paradise. (Unit-5)

Sem. V
14UEN530302B

Core Elective (WS):
ENGLISH FOR COMPETITIVE EXAMS

Objectives
• To teach students the intricacies of English in order to develop language skills so that they may face competitive examinations.
• To equip them with written skills and spoken skills.

Unit-I
1. Vocabulary
2. Synonyms and Antonyms
3. One-word substitution
4. Identifying the correct spelling
5. Idioms and phrases
6. Foreign words and phrases

Unit-II
7. Spotting errors
8. Figures of speech
9. Abbreviations
10. Books and authors
11. Characters in literature

Unit-III
12. Letter writing
13. Paragraph writing
14. Email etiquette
15. Essay writing

Unit-IV
16. Note-making
17. Precis writing
18. Reading Comprehension
19. Report writing
20. Circular writing

Unit-V
21. On-line test
22. Resume writing
23. Mock Interviews
24. Do’s and Don’ts of Group Dynamics
25. Mock Group Dynamics

Reference
Unit-I

Unit-II

Unit-III

Unit-IV

Unit-V
Core Elective (BS):
FILM STUDIES

Objectives
• To introduce to the students the significance of Cinema as a medium of Mass Communication and Social Transformation.
• To help the students develop critical knowledge of the origin and development of Cinema with aesthetic understanding.
• To enthuse the students to review and appreciate films.

Unit-I: History of Cinema

Unit-II: Basics of Cinema
The Shot; Definitions and types – The Camera – Movements and point of view – sound - editing

Unit-III: Development of Cinema in Europe and America
Technological development – technical development - aesthetic development – Film Genre – Neo-Realism (Italy) - Expressionism (Germany) – new wave (French) – Montage (Soviet) Documentary movement in Britain – contemporary film movement.

Unit-IV: Development of Indian Cinema

Unit-V: Film Review
Review of different Film genres
Submission of a mini project

Text Books

Reference Books

IDC:
SOFT SKILLS

Objectives
* This course is aimed at introducing the students to the nuances of developing the basic skills that required of an educated youth; and to train them to present the best of themselves as job seekers.

Module I: Effective Communication & Resume Writing
Basics of communication - definition of communication, Barriers of Communication, Non-verbal Communication; Effective Communication - Johari Window, The Art of Listening, Conversation Techniques, Good manners and Etiquettes.

Module II: Resume Writing & Interview skills

Module III: Group Discussion
Group Discussion Basics, GD Topics for Practice, Points for GD Topics. Personal Effectiveness: Self Discovery; and Goal Setting

Module IV: Numerical Ability
Average, Percentage; Profit and Loss, Simple Interest, Compound Interest; Time and Work, Pipes and Cisterns; Time and Distance, Problems on Trains, Boats and Streams; and Calendar, Rations and Proportions.

Module V: Test of Reasoning
Verbal Reasoning: Series Completion, Analogy; Data Sufficiency, Assertion and Reasoning; and Logical Deduction. Non-Verbal Reasoning: Series; and Classification
References

Core-16: BRITISH NOVEL-II

Objectives
- To make students aware of the social problems from the themes of the novels in English.
- To train students in the simple literary discipline of sustained reading of prose writing of considerable length

Unit I: Detailed
Henry James: Daisy Miller

Unit II: Detailed
Virginia Woolf: To the Light House

Unit III: Non-Detailed
George Orwell : The Animal Farm

Unit IV: Detailed
Graham Greene : The Power and the Glory

Unit V: Non-Detailed
William Golding: Lord of the Flies

Text Books
Unit-I

Unit-II

Unit-III

Unit-IV

Unit - V
Sem. VI  
14UE630217

Core-17: SHAKESPEARE

Objectives
* To introduce the students to the plays and sonnets of Shakespeare.
* To develop an interest among them for Shakespeare.

Unit-I:
Poetry (Detailed) Sonnets 20 Hrs
- Sonnet LXVII (67)
- Sonnet L XXV (75)
- Sonnet L XXXIII (83)
- Sonnet CXXVII (127)
- Sonnet CXXX (130)

Unit-II:
Drama (Non-Detailed) 20 Hrs
- Julius Caesar (1599)
- Henry IV Part I (1597)

Unit-III:
Drama (Detailed) 25 Hrs
- Macbeth (1605)

Unit-IV:
Drama (Non-Detailed) 20 Hrs
- Love’s Labour’s Lost (1594)
- The Taming of the Shrew (1593)

Unit-V:
Drama (Detailed) 20 Hrs
- As You Like It (1599)

Text Books
Unit-1

Unit-II

Unit-III

Unit-IV

Unit-V

REFERENCES
Core-18: ENGLISH PHONETICS

Objectives
• To enable students to acquire a theoretical background of the sound system in English.
• To enable them to acquire pronunciation skill.

Unit-1:
Introduction to phonetics
1. Limitations of the English Alphabet
2. Importance of the IPA
3. Airstream mechanisms
4. Definition of phonetics and phoneme
5. Types of phonetics

Unit-2:
Consonants
6. Definition
7. The organs of speech
8. Manner and place of articulation
9. State of the glottis
10. Description of consonant phonemes

Unit 3:
Vowels
11. Definition
12. The cardinal vowel chart
13. Pure vowels
14. Diphthongs
15. Triphthongs

Unit 4:
Phonology
16. Definition
17. Allophones
18. Syllables
19. Strong and weak syllables
20. Consonant clusters

Unit 5:
Word stress and pronunciation practise
21. Stress in simple words
22. Stress in complex words
23. Functions of English tones
24. Pronunciation difficulties for Indian speakers
25. Phonetic transcription

Textbook
2. Unit 1: Chapters 2.1 & 5.1 / Unit 2: Chapters 4, 6, & 7 / Unit 3: Chapter 3
3. Unit 4: Chapters 5.3, 8 & 9 / Unit 5: Chapters 10, 11, & 15.4.

References
Core Elective (WD):
ENGLISH FOR BPOS

Objectives
* To develop the students’ speaking skills to enable them to work in Bpos.

Unit-I:
Vocabulary Development
1. Introduction to BPO
2. Word building
3. Formation of words in context
4. Idioms and phrases
5. Common mistakes in English
6. American Vocabulary

Unit-II:
Pronunciation
7. Emphasis on syllables in words
8. Emphasis on words in sentences
9. Importance of Modulation
10. Reading aloud to help pronunciation
11. Speed and accuracy
12. Accent (American and English)
13. Tongue Twisters

Unit-III:
Script writing
14. Letters of Enquiry, Complaint
15. Reports
16. e-mail
17. Memos
18. Expansion of Ideas
19. Composing Messages(mobiles)

Unit-IV:
Customer Service and Sales Technique
20. Clarity
21. Oral, written, Body language
22. Listening to Presentations, Listening to Radio
23. Listening to model CDs.
24. Making customer understand
25. Understanding the customer

Unit-V:
Telephone Etiquettes
26. Greeting and introducing
27. Common Communication styles, Group Communication
28. Practising Short Dialogues
29. Telephone etiquettes, Confidence over phone
30. Call/ Telephone handling
31. Inbound/ Outbound calling

References
Sem. VI  
14UEN630303B  
Core Elective (WD):  
ENGLISH FOR TET  

Objectives  
• To teach students English Grammar in order to clear competitive  
examinations.  
• To equip them with written skills and reading skills.  

Unit - I  
1. The Sentence and its kinds  
2. Parts of speech  
3. Tenses  

Unit - II  
4. Active and passive voice  
5. Sentences: Simple, Compound and Complex Sentence  
6. Irregular Verbs  

Unit - III  
7. Abbreviations of parts of speech  
8. Sentence Pattern  
9. Question tag  

Unit - IV  
10. Degrees of Comparison  
11. Infinitive, Gerund and Participle  
12. Direct and Indirect Speech  

Unit - V  
13. Idioms and Phrases  
14. Reading comprehension  
15. Spotting errors  

References  

Sem. VI  
14UEN630304A  
Core Elective (WD):  
BUSINESS ENGLISH  

Objectives  
* To help students meet a wider range of writing demands in business  
context to suit a varied clientele.  

Unit 1:  
Aspects of Business writing  
1. Principles of plain language  
2. Review of business grammar  

Unit 2:  
Writing effective business letters  
3. Tone, courtesy and style in business letters  
4. Parts, format and functions of business letter  

Unit 3:  
Types of business letters  
5. Inquiry, Sales and Collection letters  
6. Claim, Refusal and Adjustment  

Unit 4:  
Report writing and E-mail communication  
7. Formal and informal reports  
8. Cyber language and e-mail message  

Unit 5:  
Job-related communication  
9. Writing cover letters  
10. Preparing resume  

Textbooks  
Unit 1 & 2  
Unit 3

Unit 4

Unit 5

References

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Sem. VI
14UEN630304B
Hours/Week: 4
Credits: 4

Core Elective (WD):
BASICS OF THEATRE ARTS

Objectives
• To develop an understanding of the nature and process of theatre.

Unit-I
1. Brief history of the development of Theatre
2. Terms and Concepts in Indian Theatre
3. Elements of Drama
4. Creative process in Drama

Unit-II
5. Speech and gestures
6. Dialogues
7. Mime and puppets
8. Story developing and Script-writing

Unit-III
9. Choreography
10. Costumes and mask designing
11. Stage – setting, props and background
12. Sound and Lighting

Unit-IV
13. Music
14. Directing
15. Singing
16. Acting, dancing and performing

Unit-V
17. Improvising in a variety of situations
18. Analyzing and interpreting scripts
19. Appreciation of theatre
20. Viewing, discussing, analyzing and evaluating theatrical events

Reference Books

Sem. VI
14UEN630602

Core Elective (BS):
ELECTRONIC MEDIA

Objectives
* To expose students to the field of Journalism.
* To impart the knowledge of Electronic Media and its benefits.
* To prepare the students as good script writers and make them employable in the field of Mass Media.

Unit-I
Electronic Media – An Introduction.

Unit-II
The Role of Announcers in Electronic Media.

Unit-III
Voice Analysis, Pronunciation and Articulation.

Unit-IV
Broadcast Equipment.

Unit-V
Script Writing for Electronic Media.

TEXT BOOK

REFERENCES


