



# Annamalai University

Department of English

M.A. English (Five Year Integrated) Programme

Programme Code: AENG51

Programme Structure

(For students admitted from the academic year 2019-2020)

Course Code	Course Title	Hours/Week			Marks		
		L	P	C	CIA	ESE	Total
<b>Semester-I</b>							
19ITAC11	<b>Language-I: Course 1:</b> Part-I: Language Tamil I/ IHIC - Hindi I / IFRC - French	3		3	25	75	100
19IENC12	<b>Language-II: Course 1:</b> Part-II English: English through Literature I: Prose	3		3	25	75	100
19IENC13	Core 1: Literary Genres in English	5		5	25	75	100
19IENC14	Core 2: Symphony of Verse – I	5		5	25	75	100
19IESC15	Core 3: Environmental Studies	4		4	25	75	100
19IENA16	Alid 1: Social History of England I	4		4	25	75	100
	Total Credits			<b>24</b>			
<b>Semester-II</b>							
19ITAC21	<b>Language-I: Course 2:</b> Part-I: Language Tamil I/ IHIC - Hindi I / IFRC - French	3		3	25	75	100
19IENC22	<b>Language- II: Course 2:</b> Part-II English: English through Literature II: Poetry	3		3	25	75	100
19IENC23	Core 4: Harmony of Prose – I	5		5	25	75	100
19IENC24	Core 5: Conventions of Standard Written English	5		5	25	75	100
19IENA25	Alid 2: Social History of England II	4		4	25	75	100
	Total Credits			<b>20</b>			
<b>Semester-III</b>							
19ITAC31	<b>Language-I: Course 3:</b> Part-I: Language Tamil I/ IHIC - Hindi I / IFRC - French	3		3	25	75	100
19IENC32	<b>Language-II: Course 3:</b> Part-II English: English through Literature III: Drama	3		3	25	75	100
19IENC33	Core 6: Symphony of Verse – II	5		5	25	75	100
19IENC34	Core 7: Harmony of Prose – II	5		5	25	75	100
19IENA35	Alid 3: History of English Literature I	4		4	25	75	100
19ICAC36	Core 8: Computer and Its Applications	4		4	25	75	100
				<b>24</b>			
<b>Semester-IV</b>							
19ITAC41	<b>Language-I: Course 4:</b> Part-I: Language Tamil I/ IHIC - Hindi I / IFRC - French	3		3	25	75	100
19IENC42	<b>Language-II: Course 4:</b> Part-II English: English through Literature IV: Short Story	3		3	25	75	100
19IENC43	Core 9: Drama I	5		5	25	75	100
19IENC44	Core 10: Fiction I	5		5	25	75	100
19IENC45	Core 11: African American Literature	5		5	25	75	100

19IENA46	Allied 4: History of English Literature II	4		4	25	75	100
	Total Credits			<b>25</b>			
<b>Semester-V</b>							
19IENC51	Core 12: Indian English Literature I	4		4	25	75	100
19IENC52	Core 13: American Literature I	4		4	25	75	100
19IENC53	Core 14: Shakespeare	4		4	25	75	100
19IENC54	Core 15: Fiction II	4		4	25	75	100
19IENC55	Core 16: Dalit Literature	4		4	25	75	100
19IENC56	Core 17: History of the English Language	4		4	25	75	100
	Total Credits			<b>24</b>			
<b>Semester-VI</b>							
19IENC61	Core 18: Literary Theory and Criticism – I	5		5	25	75	100
19IENC62	Core 19: New Literatures in English I	5		5	25	75	100
19IENC63	Core 20: Drama II	5		5	25	75	100
19IENC64	Core 21: Approaches to Literature	5		5	25	75	100
19IVEC65	Core 22: Value Education	4		4	25	75	100
	Total Credits			<b>24</b>			
<b>Semester-VII</b>							
19IENC71	Core 23: Chaucer and the Elizabethan Age	5		5	25	75	100
19IENC72	Core 24: The Jacobean and the Restoration Ages	5		5	25	75	100
19IENC73	Core 25: English Literary Studies for Advanced Learners	5		5	25	75	100
19IENC74	Core 26: Phonetics and Spoken English	5		5	25	75	100
19IENE75(1)	Elective 1: Department Elective						
19IENE75(2)	Elective 1: Writing Skills						
	OR						
19IENE75(2)	Elective 1: Journalism	3		3	25	75	100
	Or						
19IENE75(3)	Elective 1: English for Secretarial Practice						
	Total Credits			<b>23</b>			
<b>Semester-VIII</b>							
19IENC81	Core 27: Literature of the Romantic Age	5		5	25	75	100
19IENC82	Core 28: Literature of the Victorian Age	5		5	25	75	100
19IENC83	Core 29: Indian English Literature II	5		5	25	75	100
19IENE84(1)	Elective 2: Interdepartmental Elective						
19IENE84(2)	Elective 2: Comparative Literature						
	OR						
19IENE84(2)	Elective 2: Theory of Translation	3		3	25	75	100
	Or						
19IENE84(3)	Elective 2: Masterpieces of World Literature						
19IENIE85	Elective 3: Interdepartmental Elective						
	Effective English Speaking	3		3	25	75	100
	Total Credits			<b>21</b>			
<b>Semester-IX</b>							
19IENC91	Core 30: Twentieth Century British Literature	5		5	25	75	100
19IENC92	Core 31: American Literature II	5		5	25	75	100
19IENC93	Core 32: New Literatures in English II	5		5	25	75	100



### Elective Courses

#### Department Electives (DE)

S. No.	Course Code	Course Title	Hours/week			Marks		
			L	P	C	CIA	ESE	Total
1.	19IENE75.1	Writing Skills	3	-	3	25	75	100
2.	19IENE75.2	Journalism	3	-	3	25	75	100
3.	19IENE75.3	English for Secretarial Practice	3	-	3	25	75	100
4.	19IENE84.1	Comparative Literature	3	-	3	25	75	100
5.	19IENE84.2	Theory of Translation	3	-	3	25	75	100
6.	19IENE84.3	Masterpieces of World Literature	3	-	3	25	75	100
7.	19IENE94.1	English Language Teaching	3	-	3	25	75	100
8.	19IENE94.2	Introduction to Linguistics	3	-	3	25	75	100
9.	19IENE104.1	Women's Writings	3	-	3	25	75	100
10.	19IENE104.2	Eco Studies in Literature	3	-	3	25	75	100

#### Interdepartmental Electives (IDE)

S. No.	Course Code	Course Title	Department	Hours/week			Marks		
				L	P	C	CIA	ESE	Total
1.	19IENIE85	Effective English Speaking	English	3	0	3	25	75	100
2.	19IENIE95	Technical Writing	English	3	0	3	25	75	100
3.	19ISSC96	Soft Skills	English	3	0	3	25	75	100
4.	19IENIE105	English for Career Development	English	3	0	3	25	75	100
5.	19ISSC96	Soft Skills	English	3	0	3	25	75	100
S. No.	Course Code	Course Title	Department	L	P	C	CIA	ESE	Total
1.	19IENIE85	Effective English Speaking	English	3	0	3	25	75	100
2.	19IENIE95	Technical Writing	English	3	0	3	25	75	100
3.	19ISSC96	Soft Skills	English	3	0	3	25	75	100
4.	19IENIE105	English for Career Development	English	3	0	3	25	75	100

## Electives Offered to Other Departments

### Value-Added Course

Course Code	Course Title	Hours/ week			Marks		
		L	P	C	CIA	ESE	Total
VAAR013	English for Effective Communication	3	0	3	25	75	100

### Programme Outcomes

PO1:	understand how British and American literary traditions developed and become familiar with significant writers, their works, and the connections between them
PO2:	analyze a broad range of literatures written in English (including representative authors and major literary periods), recognizing their temporal, social, political, and artistic contexts
PO3:	choose an appropriate critical approach through which to analyze a given text
PO4:	understand the structure of language and its change over time and across social situations and groups
PO5:	be able to think creatively and critically and to write effectively within all these areas of English Studies
PO6:	express ideas clearly and incisively in their writing in ways required both inside and outside of the academy
PO7:	utilize literary terminology, critical methods, and various lenses of interpretation in their writing
PO8:	apply the rules of English grammar
PO9:	be prepared for lifelong learning
PO10:	be ready and able to pursue a wide range of personal and professional goals or to undertake further graduate studies

### Programme Specific Outcomes

At the end of the programme, the student will be able to

PSO1:	read, understand, analyze, interpret, and extrapolate from the complex texts that are at the heart of the diverse traditions of the English language.
PSO2:	identify, analyze, interpret and describe the critical ideas, values, and themes that appear in literary and cultural texts and understand the way these ideas, values, and themes inform and impact culture and society, both now and in the past.
PSO3:	demonstrate a command of written academic English, including the abilities to a) organize and present material in a cogent fashion, b) formulate and defend original arguments, c) employ effectively the language of their discipline, and d) write under time constraints.
PSO4:	analyze, interpret, and understand the complex interrelationships between authors, texts, and specific social, political, and historical contexts.
PSO5:	apply critical and theoretical approaches to the reading and analysis of literary and cultural texts in multiple genres.
PSO6:	gained a demonstrable ability to use the terms, categories, and concepts of critical or "close" reading
PSO7:	understand, analyze, and effectively use the conventions of the English language
PSO8:	write well in a variety of formats, including essays, research papers, reflective writing, and critical reviews of secondary sources and to cogently convey their own interpretations and perspectives, or produce new creative and artistic works

	themselves
PSO9:	exhibit proficient in oral communication and writing

**Semester-I**

**19 ITAC 11: Tamil**

**Credits: 3  
Hours: 3**

**Semester-I**

**19IENC12: English Through Literature I: Prose**

**Credits: 3  
Hours: 3**

**Learning Objective (LO):**

By introducing the course, it is intended to:

- LO1: Develop the Language ability of the students
- LO2: Enable students to understand the passage, to read fluently, to enrich their vocabulary, and to enjoy reading and writing
- LO3: Make the students proficient in the four language skills
- LO4: Make the students read with correct pronunciation, stress, intonation, pause, and articulation of voice
- LO5: Develop their inquiry skills

**Unit I**

Stephen Leacock	“With the Photographer”
Winston S. Churchill	“Examinations”
Grammar:	Parts of Speech: Nouns, Verbs, Adjectives, and Adverbs

**Unit II**

G.B. Shaw	“Spoken English and Broken English”
M.K. Gandhi	“Voluntary Poverty”
Grammar:	Articles

**Unit III**

Robert Lynd	“On Forgetting”
Virginia Woolf	“Professions for Woman”
Grammar:	Pronouns

**Unit IV**

A. G. Gardiner	“On Umbrella Morals”
R.K. Narayan	“A Snake in the Grass”
Grammar:	Prepositions

## Unit V

Martin Luther King (Jr.)

George Orwell

Grammar:

“I Have a Dream”

“The Sporting Spirit”

Conjunctions & Interjections

### Text Book:

1. Ayyappa Raja. S., Deivasigamani. T., Saravana Prabhakar. N., Karthikeyan. B. **English through Literature: Prose.**
2. David Green: **Contemporary English Grammar: Structures and Composition**, Macmillan

### Course Outcomes

At the end of the course, the student will be able to

CO1: obtain competency in communication, both in written and oral skills

CO2: Acquire fluency in English language

CO3: Become knowledgeable about construction of sentence structures

CO4: Develop English vocabulary to use the English language effectively

CO5: Exhibit proficiency in the four communication skills

### Outcome Mapping

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1		-	-		-	-			-				-	-		
CO2		-	-		-	-			-				-	-		
CO3		-	-		-	-			-				-	-		
CO4		-	-		-	-			-				-	-		
CO5		-	-		-	-			-				-	-		

Semester-I

**19IENC13: Literary Genres in English**

**Credits: 5**

**Hours: 5**

### Learning Objective (LO):

By introducing the course, it is intended to:

LO1: Introduce a variety of genres and make the students familiar with them

LO2: Help students learn an inquiry approach to genre study

LO3: Develop expertise in understanding specific genres and their characteristics

LO4: Help the students apply their knowledge of genres in speaking, reading, and writing

LO5: Help students write effectively across different genres

### Unit I

Subjective and Objective Poetry

Poetical Types

Stanza Forms

## Schools and Movements

### Unit II

Dramatic Types  
Dramatic Devices

### Unit III

The Essay  
Biography and Autobiography

### Unit IV

The Novel  
The Short Story

### Unit V

Criticism

### Text Book:

1. Prasad, B. *A Background to the Study of English Literature*. Chennai: Macmillan, 2005.

### Supplementary Reading:

1. Abrams, M.H. *A Glossary of Literary Terms*, 7<sup>th</sup> edition. New Delhi: Cengage Learning India, 2015.
2. Cuddon. J. A. *The Penguin Dictionary of Literary Terms and Literary Theory*, 5th edition. New York: Penguin, 2015.
3. Hudson, William Henry. *An Introduction to the Study of Literature*. New Delhi: Kalyani Publishers, 2000
4. Mikics, David. *A New Hand Book of Literary Terms*. New Haven: Yale UP, 2007.

### Course Outcomes

At the end of the course, the student will be able to

CO1: Exhibit literary competence to answer MCQs for different competitive examinations

CO2: Show knowledge about different literary forms

CO3: Appreciate literature through a study of these genres

CO4: Get an overall idea of the development and growth of the literary genres

CO5: Acquire skills in literary writing in the different types of genres of English literature

### Outcome Mapping

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1		-	-		-	-			-				-	-		
CO2		-	-		-	-			-				-	-		
CO3		-	-		-	-			-				-	-		
CO4		-	-		-	-			-				-	-		
CO5		-	-		-	-			-				-	-		



**Learning Objective (LO):**

By introducing the course, it is intended to:

LO1: Enable the students to appreciate poems

LO2: Make them appreciate the rhyme and rhythm and figures of speech employed in the poems

LO3: Develop the emotional and aesthetic sides of the students personality

LO4: Enable them to recognize poetry from a variety of cultures, languages, and historic periods

LO5: Make them understand and appreciate poetry as a literary form

**Unit I**

Philip Sidney	“A Strife Is Grown between Virtue and Love”
John Donne	“The Relic”
John Dryden	“Epigram on Milton”
Alexander Pope	“Ode on Solitude”
John Milton	“On His Blindness”

**Unit II**

Wordsworth	“Lines Written in Early Spring”
Coleridge	“Kubla Khan”
Lord Byron	“She Walks in Beauty”
Keats	“Meg Merrilies”
Matthew Arnold	“Shakespeare”
William Blake	“The Human Abstract”

**Unit III**

Tennyson	“Break, Break, Break”
Browning	“The Lost Leader”
Dante Gabriel Rossetti	“The Blessed Damozel”
W.H. Auden.	“Musee Des Beaux Arts”

**Unit IV**

John Berryman	“Dream Song 14”
James Dickey	“The Heaven of Animals”
Jorie Graham	“The Geese”
Theodore Roethke	“My Papa’s Waltz”

**Unit V**

Toru Dutt	“The Lotus”
Sarojini Naidu	“Palanquin Bearers”
PritishNandy	“Calcutta if You Must Exile Me”

**Text Books: (Selections from the following)**

1. Green, David., ed. *The Winged Word*. Chennai: Macmillan, 1971.
2. Nair, Ramachandran K.R *Gathered Grace: An Anthology of Indian Verse*. New Delhi: Sterling, 1991.
3. Thomas, C.T. *Twentieth Century Verse: An Anglo-American Anthology*. New Delhi: Macmillan, 2006.

**Supplementary Reading:**

1. Baym, Nina., ed. *The Norton Anthology of English Literature*. (Vol. A) New York www.norton,2012
2. *The Norton Anthology of American Literature*.(Vol. E) New York www.norton,2012

## Course Outcomes

At the end of the course, the student will be able to

- CO1: Obtain a literary acumen to face MCQs of NET/SET examinations and other competitive examinations
- CO2: Develop critical thinking skills
- CO3: Develop a deeper appreciation of cultural diversity by getting introduced to poetry from a variety of cultures
- CO4: Develop their own creativity and enhance their writing skills
- CO5: Identify personal experiences that can be used when writing poems

## Outcome Mapping

CO/ PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1		-	-		-	-			-				-	-		
CO2		-	-		-	-			-				-	-		
CO3		-	-		-	-			-				-	-		
CO4		-	-		-	-			-				-	-		
CO5		-	-		-	-			-				-	-		

Semester-I

**19IESC15: Environmental Studies – I**

**Credits: 4  
Hours: 4**

### Learning Objective (LO):

Objective: To introduce the learners to the ecosystem and to create environmental awareness among them. Also the course aims at creating pollution free environment and protecting the natural resources.

#### **Unit: I THE ENVIRONMENTAL SYSTEM**

- (1.1) The Services Provided by the Environmental System
- (1.2) Ecosystems: Food Chains, Food Webs, Ecological Pyramids
- (1.3) Biochemical Cycles: Hydrological Cycle, Carbon Cycle.

#### **Unit: II ENVIRONMENTAL DAMAGE- POLLUTION**

Sources and impact of

- (2.1) Air Pollution
- (2.2) Water Pollution
- (2.3) Land Pollution
- (2.4) Municipal Solid Waste
- (2.5) Noise Pollution

#### **Unit: III RESOURCE DEPLETION**

- (3.1) Importance of Forests: Causes and Consequences of Deforestation.
- (3.2) Bio Diversity: Meaning and Importance-Reasons and Consequences of Biodiversity Decline
- (3.3) Consequences of Overdrawing Water Resources.

#### **Unit: IV GLOBAL CLIMATE CHANGE**

- (4.1) The Sc19IENCe of Climate Change-The Green House Effect
- (4.2) Sources and Impact of Climate Change
- (4.3) Coping with Climate Change

**Unit: V SUSTAINABLE DEVELOPMENT**

- (5.1) Concepts and Definition of Sustainable Development (Brundtland Commission Definition)
- (5.2) Poverty, Population Growth and Environmental Damage
- (5.3) Policies for Sustainable Development

**Text Book:**

- 1. Erach Bharucha. **Environmental Studies**. New Delhi: UGC, 2004.

**References:**

- 1. Kumarasamy, K., A.Alagappa Moses and M.Vasanthy. **Environmental Studies**. Trichy: Bharathidasan University Pub.2004.
- 2. Rajamannar. **Environmental Studies**. Trichy: EVR College Pub. 2004.
- 3. Kalavathy, S. **Environmental Studies**.(Ed). Trichy: Bishop Heber College Pub. 2004.
- 4. Richard T. Wright and Dorothy F. Boorse. **Environmental Sc19IENCe: Toward a Sustainable Future**. New Delhi: Prentice-Hall India, 2010.

**Course Outcomes**

At the end of the course, the student will be able to

- CO1:
- CO2:
- CO3:
- CO4:
- CO5:

**Outcome Mapping**

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6
CO1		-	-		-	-			-				-	-		
CO2		-	-		-	-			-				-	-		
CO3		-	-		-	-			-				-	-		
CO4		-	-		-	-			-				-	-		
CO5		-	-		-	-			-				-	-		

Semester-I

**19 IENA 16: Social History of England I**

Credits: 4

Hours: 4

**Learning Objective (LO):**

By introducing the course, it is intended to:

- LO1: Make the students understand the social, political, cultural, and religious events that shaped the history of England
- LO2: Make the students aware of the different rulers who ruled over different periods of English history
- LO3: Make students understand how party system came into existence
- LO4: Make them understand the evolution of society in England
- LO5: Make them aware of the religious transformation that England witnessed

**Unit I**

The Renaissance  
The Reformation in England  
Dissolution of the Monasteries

#### **Unit II**

The Religion of England  
The Tudor Navy and the Armada  
The Elizabethan Theatre

#### **Unit III**

The East India Company  
Colonial Expansion  
The Civil War and its Social Significance

#### **Unit IV**

Puritanism  
Restoration England  
The Origin of Political Parties in England

#### **Unit V**

The Age of Queen Anne  
Coffee-House Life  
The Union of England and Scotland

#### **Text Book:**

1. Xavier A. G. *Introduction to The Social History of England*, Chennai: Vishwanathan Publishers, 2012

#### **Supplementary Reading:**

1. Macaulay. *The History of England*. London: Penguin, 1979.
2. Mitchell, R.J., and M.D.R. Leys. *A History of the English Speaking People*. London: Pan Books, 1967.
3. Trevelyan, G.M. *English Social History*. Madras: Orient Longman, 1974.
4. Tombs, Robert. *The English and Their History*. London: Penguin, 2015.

#### **Course Outcomes**

At the end of the course, the student will be able to:

- CO1: Answer MCQs of NET/SET examinations and other competitive examinations  
CO2: Be familiar with the different rulers who ruled England and the evolution of the party system  
CO3: Understand literature that emerged during varying periods of English history  
CO4: Understand the social and religious events that shaped literature  
CO5: Evaluate literature against the backdrop of its history

#### **Outcome Mapping**

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6
CO1		-	-		-	-			-				-	-		
CO2		-	-		-	-			-				-	-		
CO3		-	-		-	-			-				-	-		
CO4		-	-		-	-			-				-	-		
CO5		-	-		-	-			-				-	-		

Semester-II

19 ITAC 21: Tamil

Credits: 3  
Hours: 3

Semester-II

19IENC 22: English Through Literature II: Poetry

Credits: 3  
Hours: 3

### Learning Objective (LO):

By introducing the course, it is intended to:

LO1: Develop the ability of the learner to comprehend and appreciate poems in English

LO2: Enhance the competence of the learner in using the English language

LO3: Improve the interest of the learner in human values and perceptions

LO4: Enable students to study and analyze the use of language in poetry

LO5: Provide learners with the theoretical and practical understanding of grammar

### UNIT I

William Shakespeare

“Sonnet 116”

William Blake

“Lamb”

Robert Burns

“A Red, Red Rose”

Grammar

Finite & Non-finite verbs

### UNIT II

PB Shelley

“To Wordsworth”

John Keats

“Sonnet to Sleep”

Thomas Hardy

“Neutral Tones”

Grammar

Strong and Weak Verbs, Auxiliaries and Modals

### UNIT III

Robert Frost

“Stopping By Woods on a Snowy Evening”

Wilfred Owen  
Emily Dickinson  
Grammar

“Anthem for Doomed Youth”  
“A Narrow Fellow in the Grass”  
Transitive, Intransitive Verbs, Active and Passive Voice

#### UNIT IV

Sri Aurobindo  
AK Ramanujan  
Sarojini Naidu  
Grammar

“The Tiger and the Deer”  
“Obituary”  
“Queen’s Rival”  
Concord

#### UNIT V

Roger Mc Gough  
Maya Angelou  
Langston Hughes  
Grammar

“My Bus Conductor”  
“Still I Rise”  
“The Negro Speaks of Rivers”  
Tenses and their forms

#### Supplementary Reading

- Hydes, Jack. *Touched With Fire*. London: Cambridge UP, 1985.
- Narasimhaiah, C. D. *An Anthology of Common Wealth Literature*. New Delhi: Macmillan, 2006.
- Thomas, C. T. *Twentieth Century Verse: An Anglo-American Anthology*. New Delhi: Macmillan, 2006.
- Gates, Henry Louis, and Nellie Y. McKay. *The Norton Anthology of African American Literature*. New York: W.W. Norton & Co, 2004.
- Ramachandran. C. N. and Radha Achar. *Five Centuries of Poetry*. New Delhi: Laxmi, 1998.

#### Course Outcomes

At the end of the course, the student will be able to:

- CO1: Become competent in communication, both in written and oral skills  
CO2: Gain fluency in English language  
CO3: Attain knowledge about construction of sentence structures  
CO4: Acquire the vocabulary to use the English language effectively  
CO5: Acquire the aesthetic sense for appreciating poetry

#### Outcome Mapping

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6
CO1		-	-		-	-			-				-	-		
CO2		-	-		-	-			-				-	-		
CO3		-	-		-	-			-				-	-		
CO4		-	-		-	-			-				-	-		
CO5		-	-		-	-			-				-	-		

### Learning Objective (LO):

By introducing the course, it is intended to:

- LO1: Introduce the learners to the various themes and techniques explored by popular prose writers
- LO2: Conceive ideas about political and social situations of different periods
- LO3: Help the students to acquire the social and ethical values through the study of prose
- LO4: Introduce the historical, cultural, and social contexts in English prose
- LO5: Enable the students to acquire an adequate exposure to important prose writers of the English language

### Unit I

Francis Bacon	"Of Studies"
Joseph Addison	"Sir Roger at the Theatre"
Sir Richard Steele	"Sir Roger and the Widow"

### Unit II

Oliver Goldsmith	"The Man in Black"
Thomas Babington Macaulay	"Oliver Goldsmith"

### Unit III

Charles Lamb	"Poor Relations"
E V Lucas	"Bores"

### Unit IV

G K Chesterton	The Worship of the Wealthy"
J B Priestley	"Lectures"

### Unit V

Robert Lynd	"In Praise of Mistakes"
A G Gardiner	"A Fellow -Traveller"

### Text Book:

1. Nayar, M. G. Ed. *A Galaxy of English Essayists: From Bacon to Beerbohm*. Chennai: Macmillan, 2012.

### Supplementary Reading:

1. Bacon, Francis. *The Essays*. New York: Peacock, 2016.
2. Goldsmith, Oliver. *Oliver Goldsmith: A Selection from His Works with an Introduction by E. E. Hale*. New York: Forgotten Books, 2018.
3. Lamb, Charles. *Selected Prose*. New York: Penguin, 2014.
4. Chesterton, G. K. *The Selected Works of G. K. Chesterton*. New York: Wordsworth, 2008

### Course Outcomes

At the end of the course, the student will be able to:

- CO1: Obtain a literary acumen to face MCQs of NET/SET examinations and other competitive examinations
- CO2: Understand the structure and techniques used in prose by different writers
- CO3: Comprehend the social and cultural contexts of literature through prose writings
- CO4: Appreciate the literary and philosophical thoughts of prose writers
- CO5: Acquire a comprehensive knowledge of the various styles practised by the prose writers

### Outcome Mapping

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6
CO1		-	-		-	-			-				-	-		
CO2		-	-		-	-			-				-	-		
CO3		-	-		-	-			-				-	-		
CO4		-	-		-	-			-				-	-		
CO5		-	-		-	-			-				-	-		

Semester-II

**19IENC 24: Conventions of Standard Written English**

Credits: 5  
Hours: 5

**Learning Objective (LO):**

By introducing the course, it is intended to:

- LO1: Enable the students to learn and master the role of basic grammar and punctuation and expression in English
- LO2: Provide students with the basic ideas, theories, and application of general writing skills
- LO3: Strengthen their writing skills
- LO4: Make them gain a proper grounding in the mechanics of writing
- LO5: Teach them the basics of error free writing

**Unit I**

1. The Parts of Speech,
2. Sentence, Clause, and Phrase

**Unit II**

- Faulty Agreement:
1. Subject – Verb
  2. Pronoun – Antecedent
  3. Demonstrative adjective – Noun

- Faulty Reference:
1. Pronoun – Single antecedent
  2. Pronoun – remote antecedent
  3. Indefinite use of “they,” “it,” “you”
  4. Awkward use of “it”
  5. The dangling modifier
  6. Verb – tense forms
  7. Article
  8. Fragments / run-ons / comma splice
  9. Word order / misplaced modifiers
  10. Prepositions
  11. Misuse of subjunctive mood

**Unit III**

Punctuation: Comma, Semicolon, Colon, Dash, Parentheses

**Unit IV**

Mechanics: Apostrophe, Hyphen, Abbreviations, Numbers, Italics, and Quotation Marks, Capitalization



## Unit V

- Expression:
1. Errors in usage
  2. Errors in diction
  3. Inappropriate use of the passive voice
  4. Awkward shifts in subjects, tense, voice
  5. Awkwardness and wordiness
  6. The derailed sentence
  7. Errors in point of view

### Supplementary Reading:

1. Pixton, William H. *Some Conventions of Standard Written English*. Iowa: Kendall Hunt, 1982.
2. Rizvi, Ashraf. M. *Effective Technical Communication*. New Delhi: Tata McGraw-Hill, 2007
3. Thomson, A. J. and Martinet. A. V. *A Practical English Grammar*. London: Oxford, 1997.
4. Swan, Michael. *Practical English Usage*. London: Oxford, 2017.
5. Greenbaum, Sidney. *The Oxford English Grammar*. London: Oxford, 2005.

### Course Outcomes

At the end of the course, the student will be able to:

- CO1: Gain the literary acumen to face MCQs of NET/SET examinations and other competitive examinations
- CO2: Understand more about punctuation errors in written English
- CO3: Gain knowledge of effective writing
- CO4: Acquire knowledge of written communication
- CO5: Attain knowledge of mechanics and basic concepts of error free writing

### Outcome Mapping

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6
CO1		-	-		-	-			-				-	-		
CO2		-	-		-	-			-				-	-		
CO3		-	-		-	-			-				-	-		
CO4		-	-		-	-			-				-	-		
CO5		-	-		-	-			-				-	-		

Semester-II

19IENA 25: Social History of England II

Credits: 4  
Hours: 4

Learning Objective (LO):

By introducing the course, it is intended to:

- LO1: To make the students learn about the economic, social, religious, and cultural life of the people of England from the 18<sup>th</sup> century until the present time so that they could understand and appreciate British literature
- LO2: To learn about the social revolutions and political reforms in England
- LO3: To gain knowledge of the different movements, wars, and their impact on England and English literature
- LO4: To provide students the historical and social background of British empire in different centuries.
- LO5: To teach them about the important political activities that influenced English literature

### **Unit I**

1. The Agrarian Revolution
2. The Industrial Revolution
3. The Methodist Movement

### **Unit II**

4. Other Humanitarian Movements
5. The War of American Independence
6. England and Ireland

### **Unit III**

7. Effects of the French Revolution
8. The Reform Bills
9. The Victorian Age

### **Unit IV**

10. Education in Victorian England
11. Means of Transport and Communication
12. Education in the 20<sup>th</sup> Century

### **Unit V**

13. The World Wars and Social Security
14. Trade Unionism in England
15. England Today

### **Text Book**

1. Xavier A. G. *Introduction to The Social History of England*, Chennai: Vishwanathan Publishers, 2012.

### **Supplementary Reading:**

1. Mitchell, R.J., and M.D.R. Leys. *A History of the English Speaking People*. London: Pan Books, 1967
2. Trevelyan, G.M. *English Social History*, Madras: Orient Longman, 1974.
3. Macaulay. *The History of England*. London: Penguin, 1979.
4. Tombs, Robert. *The English and Their History*. London: Penguin, 2015.

### **Course Outcomes**

At the end of the course, the student will be able to:

- CO1: Gain a literary acumen to face MCQs of NET/SET examinations and other competitive examinations.
- CO2: Understand the social structure of 18th century England

- CO3: Acquire knowledge of political and economical administration of British empire  
 CO4: Attain a comprehensive knowledge of the colonization of America and Ireland by Great Britain  
 CO5: A detailed socio-political outlook of the world wars

### Outcome Mapping

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6
CO1		-	-		-	-			-				-	-		
CO2		-	-		-	-			-				-	-		
CO3		-	-		-	-			-				-	-		
CO4		-	-		-	-			-				-	-		
CO5		-	-		-	-			-				-	-		

Semester-III

**19ITAC 31: Tamil**

**Credits: 3  
Hours: 3**

Semester-III

**19IENC 32: English Through Literature III: Drama**

**Credits: 3  
Hours: 3**

### Learning Objective (LO):

By introducing the course, it is intended to:

- LO1: Enhance the conversational competence of the learners by introducing drama in English.
- LO2: Make the students understand characteristics of the Elizabethan Age.
- LO3: Make them appreciate Shakespearean drama.
- LO4: Make them learn the key elements of sentence structures
- LO5: Make the students master the mechanics of writing

### Unit I

William Shakespeare  
Grammar

*The Tempest* (Act I)  
"Phrases and Clauses"

### Unit II

William Shakespeare  
Grammar

*The Tempest* (Act II)  
“Simple, Compound, and Complex Sentences”

### Unit III

William Shakespeare  
Grammar

*The Tempest* (Act III)  
“Transformation of Sentences”

### Unit IV

William Shakespeare  
Grammar

*The Tempest* (Act IV)  
“Sequence of Tenses and Reported Speech”

### Unit V

William Shakespeare  
Grammar

*The Tempest* (Act V)  
“Punctuation and Capitals”

### Text Books:

1. Shakespeare, William. *The Tempest*. Ed. W. Turner. New Delhi: S. Chand & Co., 2008.
2. Green, David. *Contemporary English Grammar, Structures, and Composition*. Chennai: MacMillan, 2010.

### Supplementary Reading:

1. Cahn, L Victor. *Shakespeare the Playwright: A Companion to the Complete Tragedies Histories, Comedies, and Romances*. London: Praeger, 1996.
2. Crystal, David. *Shakespeare's Words: A Glossary and Language Companion*. London: Penguin, 2009.
3. Greenbaum, Sidney. *Oxford English Grammar*. London: Oxford UP, 2005.
4. McCarthy. *Cambridge Grammar of English*. London: Cambridge UP, 2018.
5. Quirk, Randolph. *A Comprehensive Grammar of the English Language*. London: Pearson, 2010.

### Course Outcomes

At the end of the course, the student will be able to:

- CO1: Obtain a literary acumen to answer MCQs of NET/SET examinations and other competitive examination
- CO2: Appreciate conversational English
- CO3: Recognize the dramatic elements of Shakespearean dramas
- CO4: Use punctuations and capitals effectively in their composition
- CO5: Recognize the elements of the spoken discourses

### Outcome Mapping

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6
CO1		-	-		-	-			-				-	-		

<b>CO2</b>		-	-		-	-			-				-	-		
<b>CO3</b>		-	-		-	-			-				-	-		
<b>CO4</b>		-	-		-	-			-				-	-		
<b>CO5</b>		-	-		-	-			-				-	-		

Semester-III

**19IENC 33: Symphony of Verse – II**

Credits: 5

Hours: 5

**Learning Objective (LO):**

By introducing the course, it is intended to:

LO1: Make the students develop their literary acumen for poems by writers from different nations

LO2: Make the students understand the various poetic forms

LO3: Make the students appreciate the uniqueness of the modern British poetry

LO4: Make the students understand the major characteristics of the American poetry

LO5: Make the students appreciate the peculiar themes and forms of the Indian poetry

**Unit I**

Coventry Patmore

Thomas Hardy

D.H. Lawrence

Luis MacNeize

John Betjeman

“The Toys”

“New Year’s Eve”

“Don’ts”

“Prayer before Birth”

“Diary of a Church Mouse”

**Unit II**

Robert Frost

Carl Sandburg

Gwendolyn Brooks

Ela Wheeler Wilcox

“The Gift Outright”

“Chicago”

“Sadie and Maud”

“Solitude”

**Unit III**

James D. Corrothers

Claude McKay

Langston Hughes

Clarence Major

James Weldon Johnson

“At the Closed Gate of Justice”

“Enslaved”

“Mother to Son”

“On Watching a Caterpillar Become a Butterfly”

“The Creation”

**Unit IV**

Shaw Neilson

Gabriel Okara

Bernard B. Dudie

Shirely Linn

E.J.Pratt

“Surely God was a Lover”

“The Mystic Drum”

“I Thank You God”

“Words for Father”

“The Prize Cat”

**Unit V**

Sri Aurobindo

J.Krishnamurti

S.R. Dongerkery

Harindranath Chattopadhaya

“The Tiger and the Deer”

“The Immortal Friend”

“The Ivory Tower”

“Shaper Shaped”

**Text Books:**

1. Gates, Henry Louis, and Nellie Y. McKay. *The Norton Anthology of African American Literature*. New York: W.W. Norton, 2004.
2. Gokak, Vinayak Krishna. *The Golden Treasury of Indo-Anglian Poetry*. New Delhi: Sahitya Akademi, 1970.
3. Hydes, Jack. *Touched with Fire*. London: Cambridge UP, 1985.

**Supplementary Reading:**

1. McClatchy, J.D. *The Vintage Book of Contemporary American Poetry*. New York: Vintage , 2003.
2. Canarroe, Joel. *Six American Poets: An Anthology*. New York: Vintage, 1993.
3. Spacks, Patrica Meyer. *Reading Eighteenth-Century Poetry*. London: Willey Blackwell, 2009.
4. Narasimhaiah, C. D. *An Anthology of Commonwealth Literature*. New Delhi: Macmillan, 2006.
5. Thomas, C. T. *Twentieth Century Verse: An Anglo-American Anthology*. New Delhi: Macmillan, 2006.

**Course Outcomes**

At the end of the course, the student will be able to:

- CO1: Appreciate the uniqueness of poetry and its different forms  
 CO2: Cherish less familiar, but interesting poems which they can easily comprehend  
 CO3: Enjoy Indian English poetry and its uniqueness  
 CO4: Feel how the blacks are oppressed in the name of race  
 CO5: Comprehend the new poetic techniques used by the recent poets.

**Outcome Mapping**

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6
CO1		-	-		-	-			-				-	-		
CO2		-	-		-	-			-				-	-		
CO3		-	-		-	-			-				-	-		
CO4		-	-		-	-			-				-	-		
CO5		-	-		-	-			-				-	-		

### Learning Objective (LO):

By introducing the course, it is intended to:

- LO1: Introduce the learners to the various themes and techniques exploited by prose writers in English
- LO2: Make the students understand different kinds of essays
- LO3: Introduce the learners to the forms and themes of Indian English prose
- LO4: Make the students aware of American prose writers and their styles
- LO5: Make the students appreciate Romantic and Victorian Prose writers

### Unit I

George Orwell

“Gandhi”

”

“Shooting an Elephant”

”

“The Prevention of Literature”

### Unit II

Charles Lamb

“Oxford in the Vacation”

”

“New Year’s Eve”

”

“Dream Children”

### Unit III

Ruskin

“Of Queen’s Gardens” from *Sesame and Lilies*

Macaulay

“Goldsmith”

### Unit IV

Emerson

“Shakespeare”

Thoreau

“The Battle of the Ants”

Walt Whitman

“The Preface to the 1855 edition of *Leaves of Grass*”

### Unit V

F. Scott Fitzgerald

“The Crack-up”

R.K. Narayan

“The Problem of the Indian Writer”

### Text Book: (Selections from the following)

1. Orwell, George. *Modern Classics: Penguin Essays of George Orwell*. London: Penguin, 2000.
2. Lamb, Charles. *Essays of Elia*. London: Sagwan Press, 2018.

### Supplementary Reading:

1. Creely, Robert. (ed). *Collected Prose*. New York: Dalkey Archive Press, 2009.
2. Fredman, Stephen. *Poet’s Prose: The Crisis in American Verse*. New York: Cambridge UP, 1990.
3. Dev, Anjana Neira. *Indian Writing in English: An Anthology of Prose and Poetry Selections*. New Delhi: Primus Books, 2013.

### Course Outcomes

At the end of the course, the student will be able to:

- CO1: Obtain a literary acumen to answer MCQs of NET/SET Examinations and other competitive examination
- CO2: Gather an adequate knowledge of various prose stylists in literature
- CO3: Get acquainted with some major literary prose works
- CO4: Possess a broad perspective of the various observations on the style of prose writers
- CO5: Recognize and appreciate the various techniques practiced by prose writers

## Outcome Mapping

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6
CO1		-	-		-	-			-				-	-		
CO2		-	-		-	-			-				-	-		
CO3		-	-		-	-			-				-	-		
CO4		-	-		-	-			-				-	-		
CO5		-	-		-	-			-				-	-		

Semester-III

**IENA 35: History of English Literature I**

**Credits: 4**  
**Hours: 4**

### Learning Objective (LO):

By introducing the course, it is intended to:

- LO1: Introduce the readers to the salient features of the different ages and the writers who shaped British Literature.
- LO2: Make the students understand various writers who shaped British Literature from Old English Period to the Age of Pope.
- LO3: Introduce the students to the social and political conditions from Old English to the Age of Pope.
- LO4: Make the students understand how Old English literature is different from the rest of other literary periods.
- LO5: Make the students understand the transitions of the various literary movements

### Unit I

The Old English Period  
The Middle English Period

### Unit II

The Age of Chaucer  
From Chaucer to Spenser

### Unit III

The Age of Elizabeth

### Unit IV

The Age of Milton

### Unit V

The Age of Dryden  
The Age of Pope

### Text Book:

1. Albert, Edward. *History of English Literature*. New Delhi: OUP, 2011.

### Supplementary Reading:

1. Daiches, David. *A Critical History of English Literature*. Volumes I-V, Chennai: Allied Publishers, 1995.



2. Long, William J. *English Literature: Its History and Its Significance for the Life of the English Speaking World*, New Delhi: Rupa Publications, 2015.
3. Ward, Adolphs William. *The Cambridge History of English Literature*. 1-7 Volumes. London: Forgotten Books, 2018.
4. Compton-Rickett. *A History of English Literature*. New Delhi: USB Publication, 2009.
5. Carter, Ronald. *The Routledge History of Literature in English*. New York: Taylor and Francis, 2016.

### Course Outcomes

At the end of the course, the student will be able to:

- CO1: Take part in NET/SET and Competitive Examinations efficiently
- CO2: Appreciate Old English and Middle English
- CO3: Comprehend the characteristics of Neoclassicism
- CO4: Interpret the salient features of the Ages in Study
- CO5: Appreciate the prominent writers of the Age and their works

### Outcome Mapping

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6
CO1		-	-		-	-			-				-	-		
CO2		-	-		-	-			-				-	-		
CO3		-	-		-	-			-				-	-		
CO4		-	-		-	-			-				-	-		
CO5		-	-		-	-			-				-	-		

Semester-III

**ICAC 36: Computer and Its Applications**

**Credits: 4  
Hours: 4**

### Learning Objective (LO):

**OBJECTIVE:** To introduce the students to the fundamentals of both software and hardware of a computer and its application in different fields.

#### UNIT - I

Introduction to Computers: History - Generation of Computers - Storage Devices - Primary Storage Devices (RAM, ROM, PROM, EPROM) - Secondary Storage Devices (Floppy Disk, Hard Disk, Optical Disk and Magnetic Tapes) - Input and Output Devices (Keyboard, Mouse, Joystick, Monitor, Printers and Scanners).

#### UNIT - II

Introduction to Operating System: Types of Operating System (DOS, Windows) – Operating System Features – Booting (Warm and Cold Booting) - Introduction to Software: Software Types

(System Software, Application Software) - Computer Languages (Machine Language, Assembly Language and High Level Language) – Computer VIRUS, WORMS and Vaccines.

### UNIT - III

Personal Productivity Software: Introduction to MS-Office - MS-Word - MS-Excel - MS-Power Point - MS-Access.

### UNIT - IV

Data Communication: Elements - Computer Network - Types (LAN, MAN and WAN) - Topology - Transmission Media – Guided Medium (Twisted Pair, Coaxial Cable and Fiber Optic Cable) – Wireless Transmission.

### UNIT - V

Introduction to Internet: Browser and Its types - World Wide Web (WWW) - Internet Service Provider (ISP) - HTTP - Electronic Mail - Introduction to Multimedia - HTML - Creation of Web Pages.

#### TEXT BOOKS:

1. Sanjay Saxena. ***A First Course in Computers***. New Delhi: Vikas Publishing House, 1998.
2. Peter Norton. ***Introduction to Computers***. (4<sup>th</sup> Edition). Delhi: Tata McGraw-Hill, 2001.
3. Alexis Leon, Mathew Leon. ***Fundamentals of Information Technology***. New Delhi: Vikas Publishing House, 1999.

#### REFERENCES:

1. Rajaraman, V. ***Introduction to Information Technology***. (2<sup>nd</sup> Edition). Delhi: PHI., 2013.
2. Neil Randall. ***Teach Yourself the Internet in a Week***.(2<sup>nd</sup> Edition). Delhi: PHI., 1996.
3. Behrouz A. Forouzan. ***Data Communication and Networking***. (2<sup>nd</sup> Edition). Delhi: PHI., 2003.
4. Tay Vaughan. ***Multimedia: Making It Work***. (8<sup>th</sup> Edition). Osborne: McGraw-Hill, 2011.

#### Course Outcomes

At the end of the course, the student will be able to:

CO1:	
CO2:	
CO3:	
CO4:	
CO5:	

#### Outcome Mapping

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6
CO1		-	-		-	-			-				-	-		
CO2		-	-		-	-			-				-	-		
CO3		-	-		-	-			-				-	-		

CO4		-	-		-	-			-				-	-		
CO5		-	-		-	-			-				-	-		

Semester-IV

ITAC 41: Tamil

Credits: 3

Hours: 3

Learning Objective (LO):

Semester-IV

19IENC 42: English Through Literature IV: Short Story

Credits: 3

Hours: 3

Learning Objective (LO):

By introducing the course, it is intended to:

LO1: Develop the communicative competence of learners in the English Language through training them in the skills of listening, speaking, reading, and writing

LO2: Enable the students to know about the origin and development of short story

LO3: Write objectively, avoiding vagueness, prejudice, and exaggeration

LO4: Enable the learner to function through the written mode of English language in all situations including classroom, library, laboratory etc

LO5: Discover an author's purpose, and draw conclusions about certain events, evaluating cause and effect, and understanding point of view

#### Unit I

- |             |                        |
|-------------|------------------------|
| 1. O' Henry | "The Gift of The Magi" |
| 2. Ken Liu  | "The Paper Menagerie"  |
| Grammar     | Synonyms and Antonyms  |

#### Unit II

- |                      |                      |
|----------------------|----------------------|
| 1. Flora Annie Steel | "Valiant Vicky"      |
| 2. Oscar Wilde       | "Happy Prince"       |
| Grammar              | Words often confused |

#### Unit III

- |                   |                       |
|-------------------|-----------------------|
| 1. R. K. Narayan  | "The Martyr's Corner" |
| 2. Mahasweta Devi | "Draupati"            |
| Grammar           | Paragraph-Writing     |

#### Unit IV

- |                     |                                  |
|---------------------|----------------------------------|
| 1. Leo Tolstoy      | "How much Land Does a Man Need?" |
| 2. Somerset Maugham | "The Verger"                     |
| Grammar             | Letter-Writing                   |

#### Unit V

- |                    |                |
|--------------------|----------------|
| 1. Langston Hughes | "On the Road"  |
| 2. Premchand       | "Bakthi Marg"  |
| Grammar            | Precis-Writing |

**Supplementary Reading:**

1. Srinivasa Iyengar, K.R. *Indian Writing in English*. Sterling Publ., 1996.
2. Swan, Michael. *Practical English Usage*: Oxford University Press, 2016.
3. Palmer, Frank Robert. *Grammar: (by) Frank Palmer*. Penguin Books, 1975.
4. Browns, Julie, ed., *Ethnicity and the American Short Story*. Garland, 1997.
5. Patea, Viorica, ed., *Short Story Theories: A Twenty-First-Century Perspective*. Rodopi, 2012.

**Course Outcomes**

At the end of the course, the student will be able to:

- CO1: Use more vocabularies while writing  
 CO2: Ensure about the history and development  
 CO3: Develop a flow in writing  
 CO4: Come up with new ideas while reading stories from different perspectives  
 CO5: Write in a style appropriate for communicative purposes

**Outcome Mapping**

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6
CO1		-	-		-	-			-				-	-		
CO2		-	-		-	-			-				-	-		
CO3		-	-		-	-			-				-	-		
CO4		-	-		-	-			-				-	-		
CO5		-	-		-	-			-				-	-		

Semester-IV

**19IENC 43: Drama I**

**Credits: 3  
Hours: 3**

**Learning Objective (LO):**

By introducing the course, it is intended to:

- LO1: Enable the learners to get acquainted with the themes and techniques by British, American, and Indian dramatists  
 LO2: Introduce Epic theatre, modern, and British drama  
 LO3: Endeavour to read the plays as being representative products of their milieu by juxtaposing them against their political and socio-cultural contexts  
 LO4: Give a bird's eye-view of the dramatic changes that took place in twentieth century British, American, and European drama.  
 LO5: Enable the students to appreciate diverse theatrical cultures and non- traditional approaches to the art

**Unit I**

Christopher Marlowe

***Jew of Malta***

<b>Unit II</b>	William Congreve	<b><i>The Way of the World</i></b>
<b>Unit III</b>	T. S. Eliot	<b><i>The Family Reunion</i></b>
<b>Unit IV</b>	Arthur Miller	<b><i>Death of a Salesman</i></b>
<b>Unit V</b>	Mahesh Dattani	<b><i>Final Solutions</i></b>

**Supplementary Reading:**

1. Marjorie, Boulton. *The Anatomy of Drama*. London: Routledge Revivals, 2015.
2. Cooper, Simon & Mackey, Sally. *Drama and Theatre Studies*. Nelson Thornas; Revised, Expanded edition, 2000.
3. Srinivasa Iyengar, K.R. *Indian Writing in English*. Sterling Publ., 1996.
4. Gardner, Helen: *The Art of T. S. Eliot*. (1949) Faber paperbacks, 1968.
5. Logan, Terence P and Denzell S. Smith, eds. *The Predecessors of Shakespeare: A Survey and Bibliography of Recent Studies in English Renaissance Drama*. Lincoln, NE, Uof Nebraska P, 1973.

**Course Outcomes**

At the end of the course, the student will be able to:

- CO1: Obtain a literary acumen to answer MCQs of NET/SET examinations and other competitive examinations
- CO2: Get awareness about the origin of theatres in Modern, British, and Indian Drama
- CO3: Have clear cut idea about the history and development of drama
- CO4: Evaluate the dramatic changes from its origins to the twentieth century
- CO5: Interpret texts with attention to ambiguity, complexity, and aesthetic value

**Outcome Mapping**

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6
CO1		-	-		-	-			-				-	-		
CO2		-	-		-	-			-				-	-		
CO3		-	-		-	-			-				-	-		
CO4		-	-		-	-			-				-	-		
CO5		-	-		-	-			-				-	-		

## Learning Objective (LO):

By introducing the course, it is intended to:

- LO1: Enable the learners to interpret and criticize the fictional works of different cultures
- LO2: Enable them to imagine a story which helps to activate the regions of the brain responsible for better understanding of others and seeing the world from a new perspective
- LO3: Conceptualize the spirit of adventure through picaresque fiction
- LO4: Read and analyze the prescribed texts from different perspectives
- LO5: Develop interest in and appreciation of literature

### UNIT I

John Bunyan : *The Pilgrim's Progress*

### UNIT II

Jonathan Swift : *Gulliver's Travels*

### UNIT III

Charles Dickens : *Great Expectations*

### UNIT IV

Mark Twain : *The Adventures of Huckleberry Finn*

### UNIT V

Raja Rao : *The Serpent and the Rope*

### Supplementary Reading:

1. Farner, Geir. "Chapter 2: "What is Literary Fiction?" *Literary Fiction: The Ways We Read Narrative Literature*. New York: Bloomsbury Academic, 2014.
2. Scott, Wilbur. *Five Approaches to Literary Criticism*. New York: MacMillan, 1962
3. Guerin, Wilfred L. et. el, *A Hand Book of Critical Approaches to Literature*. New York: OUP, 2011.
4. M.H. Abrams, *A Glossary of Literary Terms*. Fortworth. Tx: Harcourt Brace, 1999.
5. Wood, James. 2008. *How Fiction Works*. New York. Farrar, Straus & Girour, P. xiii

### Course Outcomes

At the end of the course, the student will be able to:

- CO1: Obtain a literary acumen to answer MCQs of NET/SET examinations and other competitive examinations
- CO2: Read literary fiction and improve learners' ability to identify and understand other people's emotions
- CO3: View society from different perspectives.
- CO4: Realize the realities of life with the comparison of texts
- CO5: Guess about the actual psychological effects of fiction on individuals and society.

### Outcome Mapping

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6
CO1		-	-		-	-			-				-	-		
CO2		-	-		-	-			-				-	-		
CO3		-	-		-	-			-				-	-		

CO4		-	-		-	-			-				-	-		
CO5		-	-		-	-			-				-	-		

Semester-IV

**19IENC 45: African American Literature**

Credits: 5  
Hours: 5

**Learning Objective (LO):**

By introducing the course, it is intended to:

- LO1: Introduce the learners to the characteristics of African-American Literature
- LO2: Make them understand the pangs and feelings of the suppressed section of the society
- LO3: Highlight the value of Race Literature
- LO4: Include two centuries of imaginative writing in English by persons of African descent in the United States
- LO5: Familiarize students with select specimens of protest literature

**Unit I**

- Frederick Douglass "We Raise de Wheat"
- Phyllis Wheatley "On Being Brought From Africa to America"
- James Weldon Johnson "Fifty years," "Worn Out"
- Paul Laurence Dunbar "Sympathy"
- Fenton Johnson "My God in Heaven Said to Me"

**Unit II:**

- Langston Hughes "Harlem" "The Weary Blues"
- Claude McKay "Africa" "America"
- Countee Cullen "Yet Do I Marvel" "To John Keats, Poet, at Spring Time"
- Gwendolyn Brooks "The Ballad of Rudolph Reed"
- Rita Dove "Heart to Heart"

**Unit III**

- W.E.B. Dubois "Of Our Spiritual Strivings" from *The Souls of Black Folk*
- Hoyt Fuller "Towards a Black Aesthetic"

**Unit IV**

- Amiri Baraka ***Dutchman***
- Ed Bullins ***The Taking of Miss Janie***

**Unit V Fiction**

- Ishmael Reed ***Flight to Canada***
- Maya Angelou ***I Know Why the Caged Bird Sings***

**Supplementary Reading:**

1. Bontemps, Arna. *The Harlem Renaissance Remembered*. New York: Dodd, Mead, 1972.
2. Gates, Henry Louis Jr. and Nellie Y. McKay. *The Norton Anthology of African American Literature*. New York: W.W. Norton, 2003.
3. Gayle, Addison Jr. *Black Expression*. New York: John Wiley, 1969.
4. Green, Elizabeth Lay. *The Negro in Contemporary American Literature*. New York: McGrath, 1968.
5. Huggin, Nathan Irwin. *Voices from the Harlem Renaissance*. New York: Oxford UP, 2001.
6. Redding, Saunders J. *To Make a Poet Black*. Chapel Hill: U of North Carolina P, 1979.

7. Wagner, Jean. *Black Poets of the United States: From Paul Laurence Dunbar to Langston Hughes*. Translated by Kenneth Douglas. Urbana: U of Illinois P, 1973.

### Course Outcomes

At the end of the course, the student will be able to:

- CO1: Obtain a literary acumen to answer MCQs of NET/SET examinations and other competitive examinations
- CO2: Evaluate the contributions of the African American writers to the body of American literature
- CO3: Decode protest literature in a historical perspective
- CO4: Express sympathy for the downtrodden and the suffering
- CO5: Know about histories, culture, politics, and economics of Africa

### Outcome Mapping

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6
CO1		-	-		-	-			-				-	-		
CO2		-	-		-	-			-				-	-		
CO3		-	-		-	-			-				-	-		
CO4		-	-		-	-			-				-	-		
CO5		-	-		-	-			-				-	-		

Semester-IV

**IENA 46: History of English Literature II**

Credits: 4  
Hours: 4

### Learning Objective (LO):

By introducing the course, it is intended to:

- Lo1: Introduce the readers to the Salient features of the different ages and the writers who shaped British Literature from The Age of Transition to the Twentieth Century
- LO2: Help a student to develop a broad understanding of the ages, their characteristics, major literary movements with reference to the major writers.
- LO3: Know about English Society and history of England.
- LO4: Learn about the development and evolution of English literature
- LO5: Know about the subsequent influence of France and Germany for the mainstream role in English Literature

### Unit I

The Age of Transition

### Unit II

The Return to Nature



**Unit III**

The Victorian Age

**Unit IV**

The Birth of Modern

The Inter War Years

**Unit V**

The Mid-Twentieth Century

**Text Book:**

1. Albert, Edward. *History of English Literature*. New Delhi: OUP, 2011.

**Supplementary Reading:**

1. Daiches, David. *A Critical History of English Literature*. Volumes I-V, Chennai: Allied Publishers, 1995.
2. Long, William J. *English Literature: Its History and Its Significance for the Life of the English Speaking World*, New Delhi: Rupa Publications, 2015.
3. Compton-Rickett, Arthur. *A History of English Literature*. London: Thomas Nelson Printers, 1964.
4. William Henry Hudson. *An Outline History of English Literature*.
5. G. Saintsbury. *A Short History of English Literature*.

**Course Outcomes**

At the end of the course, the student will be able to:

- CO1: Take part in NET/SET and Competitive Examinations  
 CO2: Be familiar with the Salient Features of the Ages in Study  
 CO3: Familiarize themselves with the prominent writers of the Age and their works  
 CO4: Know about the cultural atmosphere at that time  
 CO5: Have knowledge about the political and social situations in each period

**Outcome Mapping**

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6
CO1		-	-		-	-			-				-	-		
CO2		-	-		-	-			-				-	-		
CO3		-	-		-	-			-				-	-		
CO4		-	-		-	-			-				-	-		
CO5		-	-		-	-			-				-	-		

Semester-V

19IENC 51: Indian English Literature I

Credits: 4  
Hours: 4

## Learning Objective (LO):

By introducing the course, it is intended to:

- LO1: Enable the students to understand the historical movements and the cultural traits which shaped Indian English Literature
- LO2: Introduce the major Indian English Poets
- LO3: Familiarize the students with the predominant themes used by Indian writers writing in English
- LO4: Facilitate learners with an overall exposure to Indian English Literature
- LO5: Introduce the historical and social contexts in Indian English writing

### Unit I Poetry - I

Henry Louis Vivian Derozio	"A Walk by Moonlight"
Kasi Prasad Ghose	"To a Dead Crow"
Manjeri S. Isvaran	"The Neem is a Lady"
Sarojini Naidu	"Palanquin Bearers"
Nissim Ezekiel	"Poet, Lover, Birdwatcher"
A.K.Ramanujan	"Obituary"
Kamala Das	"My Grandmother's House"

### Unit II Poetry - II

Rabindranath Tagore	<i>Gitanjali</i> (songs 1-10)
---------------------	-------------------------------

### Unit III Prose & Criticism

Ramachandra Guha	<i>Makers of Modern India</i> (Part I) "The First Liberal: Rammohan Roy"
M. K. Gandhi	<i>My Experiments with Truth</i> (Chapters 1-5)

### Unit IV Drama

Girish Karnad	<i>Hayavadhana</i>
Vijay Tendulkar	<i>Silence! The Court Is in Session</i>

### Unit V Fiction

Mulk Raj Anand	<i>Two Leaves and a Bud</i>
Kamala Markandaya	<i>Nectar in a Sieve</i>

### Supplementary Reading:

1. Naik. M. K. *A History of Indian English Literature*. New Delhi: Sahitya Akademi, 2009.
2. Srinivasa Iyengar. K. R. *Indian Writing in English*. New Delhi: Sterling, 2012.
3. Naik. M. K. *Indian English Poetry: The Beginnings up to 2000*. New Delhi: Pencraft, 2006.
4. Guha, Ramachandra. *Makers of Modern India*. New Delhi: Penguin, 2010.
5. Markandaya, Kamala. *Nectar in a Seive*. New York: Penguin, 2009.

### Course Outcomes

At the end of the course, the student will be able to:

- CO1: Obtain literary competence to answer MCQs of NET/SET examinations and other competitive examinations
- CO2: Acquire literary sensibility to appreciate various works of Indian writers in English
- CO3: Gather a comprehensive knowledge of the evolution of various genres practised by Indian English Writers
- CO4: Receive an overall idea of the social, cultural, and political factors influencing the scenario of Indian Writing in English

CO5: Acquire literary appreciation of the evolution of literary techniques practiced by Indian writers in English

### Outcome Mapping

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6
CO1		-	-		-	-			-				-	-		
CO2		-	-		-	-			-				-	-		
CO3		-	-		-	-			-				-	-		
CO4		-	-		-	-			-				-	-		
CO5		-	-		-	-			-				-	-		

Semester-V

19IENC 52: American Literature I

Credits: 4  
Hours: 4

### Learning Objective (LO):

By introducing the course, it is intended to:

LO1: Introduce the students to the literature of the United States of America of the nineteenth century

LO2: Familiarize them with the important literary movements of that period

LO3: Give them a firsthand knowledge of at least ten outstanding works and authors of that period

LO4: Inculcate an atmosphere of cultural acceptance through the works of American Literature

LO5: Encourage the students to discover various themes associated with American Literature

#### UNIT I Poetry

Walt Whitman	:	“One’s Self I Sing”
Anne Bradstreet	:	“To the Memory of My Father”
William Cullen Bryant	:	“Thanatopsis”
H.W. Longfellow	:	“The Slave Singing at Midnight”
Emily Dickinson	:	“Success is Counted Sweetest,” “A Bird Came down the
		Walk,” “A route of evanescence”
Robert Frost	:	“Fire and Ice,” “Nothing Gold can stay”

#### UNIT II Poetry

E.E. Cummings	:	“Anyone Lived in a Pretty How Town”
Sylvia Plath	:	“Daddy”
Wallace Stevens	:	“Anecdote of the Jar”
Hart Crane	:	“At Melville’s Tomb”
Robert Lowell	:	“Night Sweat”
William Carlos Williams	:	“The Red Wheelbarrow”
A.R. Ammons	:	“So I Said I am Ezra”

#### UNIT III Prose

Emerson	:	<i>The Poet</i>
Ishmael Reed	:	<i>Neo: Hoodoo Manifesto</i>

**UNIT IV Drama**

Tennessee Williams : *The Glass Menagerie*  
 John Guare : *Six Degrees of Separation*

**UNIT V Fiction**

Hawthorne : *The Scarlet Letter*  
 William Faulkner : *The Sound and the Fury*

**Supplementary Reading:**

1. Greenblatt, Stephen. ed. *The Norton Anthology of English Literature*.9<sup>th</sup> Edition. Newyork: W.W Norton, 2012.
2. Bradbury, Malcolm and Richard Ruland. *From Puritanism to Postmodernism: A History of American Literature*. New York: Penguin, 1992.
3. Hollander, John. *American Poetry: The Nineteenth Century. Vol.1*. New York: Library of America, 1993.
4. Emerson, Ralph Waldo. *Ralph Waldo Emerson: Selected Essays, Lecture, and Poems*. New York: RHUS, 1990.
5. Hawthorne, Nathaniel. *The Scarlet Letter*. London: Wordsworth, 2015.

**Course Outcomes**

At the end of the course, the student will be able to:

- CO1: Obtain literary acumen in answering multiple choice questions for SET/NET and other competitive examinations
- CO2: Acquire adequate knowledge of various American authors and their works
- CO3: Gather a comprehensive idea of the evolution of different genres in American Literature
- CO4: Analyze different stylistic practices of American writers
- CO5: Acquire literary sensibility to appreciate the innovative narratological techniques employed by American writers

**Outcome Mapping**

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6
CO1		-	-		-	-			-				-	-		
CO2		-	-		-	-			-				-	-		
CO3		-	-		-	-			-				-	-		
CO4		-	-		-	-			-				-	-		
CO5		-	-		-	-			-				-	-		

Semester-V

**19IENC 53: Shakespeare**

Credits: 4

Hours: 4

**Learning Objective (LO):**

By introducing the course, it is intended to:

LO1: Enable the student to survey the history of tragedy and explore all the major aesthetic and philosophical aspects of tragedy, particularly in relation to Shakespeare's plays

LO2: Enable the student to acquire a firsthand knowledge of the works of Shakespeare

LO3: Analyze and trace the evolution of Shakespeare's vision and art

LO4: Relate the plays to the society, theatre, and genres of Shakespeare's time

LO5: Familiarize the students with the critical judgment through ages

#### Unit – I

*Two Gentlemen of Verona*

#### Unit – II

*King Lear*

#### Unit – III

*The Merchant of Venice*

#### Unit – IV

*Pericles*

#### Unit – V

*Sonnets: 1, 18, 73, 94, 97, 116, 130, 152*

#### Supplementary Reading:

1. Greenblatt, Stephen. ed. *The Norton Shakespeare*. 3rd edition. New York: W.W Norton, 2016.
2. Taylor, Michael. *Shakespeare Criticism in the Twentieth Century*. London: Oxford, 2018.
3. Knight, Wilson G. *The Wheel of Fire*. New York: Routledge, 2001.
4. Bradley A. C. *Shakespearean Tragedy*. London: Penguin, 1991.
5. Ackroyd, Peter. *Shakespeare: The Biography*. New York: Anchor, 2005.

#### Course Outcomes

At the end of the course, the student will be able to:

CO1: Obtain literary acumen in answering multiple choice questions for SET/NET and other competitive examinations

CO2: Appreciate the literary and philosophical merits of Shakespeare's plays

CO3: Acquire a comprehensive knowledge of the subtleties and nuances of the language of Shakespeare

CO4: Gather various interpretations by various critics of Shakespeare from the study of his plays

CO5: Acquire an adequate idea of Shakespeare, the Man and the Artist

#### Outcome Mapping

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6
CO1		-	-		-	-			-				-	-		
CO2		-	-		-	-			-				-	-		
CO3		-	-		-	-			-				-	-		

CO4		-	-		-	-			-				-	-		
CO5		-	-		-	-			-				-	-		

Semester-V

## 19IENC 54: Fiction II

Credits: 4  
Hours: 4

### Learning Objective (LO):

By introducing the course, it is intended to:

LO1: Expose students to the different types of fiction based on the study of representative works

LO2: Trace the historical, cultural, political, and social background of these writers and their works

LO3: Make students read and appreciate texts

LO4: Enable the students acquire creative writing skills

LO5: Familiarize the students about the narrative techniques employed by different writers of fiction

### Unit I

Laurence Sterne  
Alexandre Dumas

*Tristram Shandy*  
*The Three Musketeers*

### Unit II

Harriet Beecher Stowe  
George Eliot

*Uncle Tom's Cabin*  
*Silas Marner*

### Unit III

H.G. Wells  
Joseph Conrad

*The Time Machine*  
*Lord Jim*

### Unit IV

Leo Tolstoy  
Doris Lessing

*Resurrection*  
*The Grass is Singing*

### Unit V

Alice Walker  
ManjuKapur

*Color Purple*  
*Difficult Daughters*

### Supplementary Reading:

1. Boulton Marjorie. *The Anatomy of the Novel*. New York: Routledge, 2014.
2. Brooks & R.P. Warren. *Understanding Fiction*. London: Pearson, 1979.
3. Gilbert, M Sandra and Susan Gubar. *The Norton Anthology of Literature by Women: The Traditions in English*. New York: Norton & Company, 1996.
4. Lodge, David. *The Art of Fiction*. London: Vintage, 2012.
5. Bakhtin, Mikhail. *The Bakhtin Reader*. London: Arnold, 2003.

### Course Outcomes

At the end of the course, the student will be able to:

- CO1: Gain literary acumen in answering multiple choice questions for SET/NET and other competitive examinations
- CO2: Gain adequate knowledge of major writers of Fiction
- CO3: Attain a comprehensive outlook of various narrative techniques employed by the writers of fiction
- CO4: Attain a literary sensibility to appreciate various thematic practices of novelists
- CO5: Gain an encyclopedic knowledge of the growth and development of fiction over the centuries

## Outcome Mapping

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6
CO1		-	-		-	-			-				-	-		
CO2		-	-		-	-			-				-	-		
CO3		-	-		-	-			-				-	-		
CO4		-	-		-	-			-				-	-		
CO5		-	-		-	-			-				-	-		

Semester-V

19IENC 55: Dalit Literature

Credits: 4

Hours: 4

### Learning Objective (LO):

By introducing the course, it is intended to:

LO1: Introduce the students to Dalit literature and the socio-economic and political problems afflicting Dalit community

LO2: Make the students understand the emerging themes in the works of major Dalit writers

LO3: Introduce the historical, cultural, and social issues discussed in Dalit writings

LO4: Enable the students to comprehend the growth and development of Dalit literature

LO5: Make the students understand the ethical values associated with this literature

### Unit I Prose

Baba Saheb B.R. Ambedkar

*The Annihilation of Caste* (Chapters V & VI)

“Why Conversion?”

“Waiting for Visa”

“Speech at Mahad”

Sharatchandra Muktibodh,  
Sharankumar Limbale

“What is Dalit Literature?”

“About Dalit Literature”

### Unit II Poetry

Meena Kandasamy

“Touch”

Arjun Dangle

“I Will Belong to It”

Sharankumar Limbale

“White Paper”

Sukirtharani

“My Body”

Kutti Revathi

“Breast”

### Unit III Short Stories

Bandhumadhav  
Waman Hoval  
Arjun Dangle  
Ravikumar

“The Poisoned Bread”  
“The Storeyed House”  
“Promotion”  
“Knowing the Truth”

### Unit IV Drama

K.A.Gunasekara  
A. Santhakumar

*Touch*  
*Dreamhunt*

### Unit V Fiction

Bama  
Sivakami

*Sangati*  
*The Grip of Change*

### Supplementary Reading:

1. Dr. Deivasigamani. T. *Dalit Literature*. Chennai: Trinity, 2016.
2. Rajkumar. *Dalit Literature and Criticism*. New Delhi: Orient Black Swan, 2019.
3. Limbale, Sharankumar. *Towards an Aesthetic of the Dalit Literature*. New Delhi: Orient Black Swan, 2004.
4. Ambedkhar. B. R. *The Annihilation of Caste*. New Delhi: Navayana, 2015.
5. Dr. Mehra, Parmod Kumar. *Literature and Marginality: Comparative Perspectives in African American, Australian, and Indian Dalit Literature*. New Delhi: Kalpaz Publications, 2014.

### Course Outcomes

At the end of the course, the student will be able to:

- CO1: Gain literary acumen to answer multiple choice questions for SET/NET and other competitive examinations
- CO2: Attain a comprehensive knowledge of the origin, growth, and development of Dalit literature
- CO3: Appreciate Dalit aesthetics through the study of representative writers
- CO4: Understand the various themes and motifs employed in Dalit writings
- CO5: Get an idea on the issues of marginalization of Dalit people discussed in various texts devoted to the Dalit cause

### Outcome Mapping

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6
CO1		-	-		-	-			-				-	-		
CO2		-	-		-	-			-				-	-		
CO3		-	-		-	-			-				-	-		
CO4		-	-		-	-			-				-	-		
CO5		-	-		-	-			-				-	-		



**Learning Objective (LO):**

By introducing the course, it is intended to:

- LO1: Enable the students to get an idea of the growth of English as a world language
- LO2: Make students aware of the historical development of English language in different eras
- LO3: Expose the students to various theories on the origin of language
- LO4: Sensitize the students to the various changes undergone by English language over the centuries
- LO5: Sensitize the students to understand the contributions of various writers to the development of English language

**Unit I**

1. Theories of Origin of Languages
2. Place of English in the Indo-European Family of Languages
3. Characteristics of Old English

**Unit II**

4. Characteristics of Middle English
5. Impact of Renaissance and Reformation on the English Language
6. Word Borrowing: French, Latin, and Greek

**Unit III**

7. Makers of English: Shakespeare, Milton, Bible Translators
8. Idiom and Metaphor
9. History of English Spelling and Spelling Reforms

**Unit IV**

10. Changes in Meaning of Words
11. The Growth of Vocabulary
12. Development of Dictionaries

**Unit V**

13. Evolution of Standard English
14. Characteristics of American English
15. Science and Technology in English Language

**Text Book**

1. Wood, F.T. *An Outline History of the English Language*. Chennai: Macmillan, 1967.

**Supplementary Reading:**

1. A.C. Baugh, *A History of the English Language*. New Delhi: Allied Publishers, 1997.
2. Venkataraman, R. *A History of the English Language*. New Delhi: Rama Publishers, 2010.
3. Wrenn, C. L. *The English Language*. New Delhi: Vikas, 2007.
4. Momma, Haruko and Michael Matto. *A Companion to the History of the English Language*. UK: Wiley-Blackwell, 2008.

**Course Outcomes**

At the end of the course, the student will be able to:

- CO1: Understand the descent of English language, coarseness of Old English, and the transformation that took place in Old English
- CO2: Comprehend the process of word borrowings from Latin, Greek, and French and the

- contributions of the Makers of English for the growth of vocabulary
- CO3: Be aware of the various ways of building vocabulary, the changes in the meaning of words, and the development of lexicography
- CO4: Understand the changes in evolutionary process of English phonological features and spelling and the evolution of the Standard and American English
- CO5: Acquire an adequate knowledge of the various theories on the origin of language

### Outcome Mapping

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6
CO1		-	-		-	-			-				-	-		
CO2		-	-		-	-			-				-	-		
CO3		-	-		-	-			-				-	-		
CO4		-	-		-	-			-				-	-		
CO5		-	-		-	-			-				-	-		

Semester-VI

**19IENC 61: Literary Theory and Criticism – I**

Credits: 5  
Hours: 5

### Learning Objective (LO):

By introducing the course, it is intended to:

- LO1: Acquaint the students with the different schools and principles of criticism and to help them appreciate and evaluate literary texts.
- LO2: Enable the students to relate literature to life in the socio-political and historical contexts
- LO3: Train the students to master the different literary theories
- LO4: Enable the students to apply the theories for evaluating the texts

#### Unit I

Aristotle

*Poetics*-Chapters 1 to 12

#### Unit II

Samuel Johnson

*Life of Milton*

#### Unit III

John Dryden

*Essay on Dramatic Poesy*

#### Unit IV

S. T. Coleridge  
P. B. Shelley

*Biographia Literaria* (Chapters XIV & XV)  
*Defence of poetry*

#### Unit V

Mathew Arnold  
D.H. Lawrence

“Function of Criticism at the Present Time”  
“Why the Novel Matters”

**Supplementary Reading:**

1. Habib, M.A. R. *Literary Criticism from Plato to the Present: An Introduction*. Noida: Wiley India Pvt Ltd., 2012.
2. Agrawal, Anurag. *Literary Criticism & Critical Theory with Rhetoric & Prosody*. Lucknow: OSN Academy, 2016.
3. Daiches, David. *Critical Approaches to Literature*. London: Longman, 1964.
4. Leitch, B Vincent et al. Ed. *The Norton Anthology of Theory and Criticism: Abridged*. Second Edition. New York: W.W. Norton & Company, 2010.
5. Nagarajan, M. S. *English Literary Criticism & Theory*. Hyderabad: Orient Longman, 2006.

**Course Outcomes**

At the end of the course, the student will be able to:

- CO1: Identify different schools and principles of literary criticism  
 CO2: Acquire the knowledge about the different methods of literary criticism  
 CO3: Distinguish between the various approaches to literary texts  
 CO4: Relate literature to life and analyze the texts in the light of socio-political and historical backgrounds  
 CO5: Obtain a literary acumen to face challenging competitive examinations like NET/SET etc., with confidence

**Outcome Mapping**

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6
CO1		-	-		-	-			-				-	-		
CO2		-	-		-	-			-				-	-		
CO3		-	-		-	-			-				-	-		
CO4		-	-		-	-			-				-	-		
CO5		-	-		-	-			-				-	-		

Semester-VI

**19IENC 62: New Literatures in English I**Credits: 5  
Hours: 5**Learning Objective (LO):**

By introducing the course, it is intended to:

- LO1: Introduce the learners to the literatures of the Commonwealth nations which deal with different aspects of life and its problems  
 LO2: Introduce the learners to the characteristics of Commonwealth Literature

- LO3: Familiarize the learners with representative authors from Commonwealth countries  
 LO4: Highlight the spirit and lifestyle of the people of the Commonwealth countries  
 LO5: Enable the learners to approach the texts from cross-cultural perspectives

### Unit I

A.J.M. Smith	"The Archer"
Margaret Atwood	"Helen of Troy Does Countertop Dancing "
Wole Soyinka	"Civilian and Soldier"
Judith Wright	"Request to a year"
Peter Porter	"Competition is Healthy"

### Unit II

Kenneth Slessor	"Beach Burial"
Shaw Neilson	"The Loving Tree"
Gabriel Okara	"Once Upon a Time"
Derek Walcott	"Love After Love"
Edwin Thumboo	"A Quite Evening"
Allen Curnow	"Wild Iron"

### Unit III

Ananda K. Coomaraswamy	"Status of Indian Women" in <i>The Dance of Shiva</i>
Chinua Achebe	"Novelist as Teacher"

### Unit IV

George Ryga	<b>Indian</b>
Douglas Stewart	<b>Ned Kelly</b>

### Unit V

V.S. Naipaul	<b>A House for Mr. Biswas</b>
Margaret Atwood	<b>The Hand maid's Tale</b>

### Supplementary Reading:

1. Ashcroft, Bill, Gareth Griffiths, Helen Tiffin and Sarah Menin, eds. *The Empire Writes Back: Theory and Practice in Post-Colonial Literatures*. London: Routledge, 2000.
2. Coomaraswamy, Ananda. K. *The Dance of Shiva: On Indian Art and Culture*. New Delhi: Sagar Publication, 1991.
3. Loomba, Ania. *Colonialism/Post-colonialism*. New York: Routledge, 2016.
4. Nayar, Pramod K. *Postcolonial Literature: An Introduction*. Pearson, 2008.
5. Thieme, John. *The Arnold Anthology of Post-Colonial Literatures in English*. London: Oxford UP, 2000.
6. Narasimhaiah, C.D. *An Anthology of Commonwealth Poetry*. New Delhi: Trinity, 2015.

### Course Outcomes

At the end of the course, the student will be able to:

- CO1: Evaluate the contribution of the various writers from the commonwealth countries  
 CO2: Meet NET/SET and other competitive exams successfully  
 CO3: Obtain a good idea of the cross-cultural influences among the Commonwealth countries  
 CO4: Demonstrate a clear understanding of primary literary texts and familiarity with the culture, genre, and place in literary history  
 CO5: Identify the major theoretical schools and apply those approaches to a variety of texts

### Outcome Mapping

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6
CO1		-	-		-	-			-				-	-		
CO2		-	-		-	-			-				-	-		
CO3		-	-		-	-			-				-	-		
CO4		-	-		-	-			-				-	-		
CO5		-	-		-	-			-				-	-		

Semester-VI

19IENC 63: Drama II

Credits: 5  
Hours: 5

### Learning Objective (LO):

By introducing the course, it is intended to:

LO1: Introduce the learners to the unique characteristics of the plays written by the British, Canadian, American, Australian, and Indian playwrights

LO2: Facilitate learners with an overall exposure to the genre drama

LO3: Understand the central concerns of these dramatists through the age they were writing

LO4: Study the growth and development of drama

LO5: Practice reading habits to improve conversation

#### Unit I

John Galsworthy : *The Silver Box*

#### Unit II

Edward Albee : *Who's Afraid of Virginia Woolf*

#### Unit III

Lynn Nottage : *Ruined*

#### Unit IV

Anton Chekhov : *The Cherry Orchard*

#### Unit V

Tagore : *Chitra*

### Supplementary Reading:

1. Bekerman, Bernard. *Dynamics of Drama: Theory and Methods of Analysis*. New York: Drama Book Specialists, 1979.
2. Brown, Russell, Ed. *Modern British Dramatists*. New Delhi: Prentice- Hall of India, 1980.
3. Boulton, Marjorie. *The Anatomy of Drama*, New York: Routledge, 2013
4. Esslin, Martin. *The Field of Drama*, New York: Methuen, 1988
5. Radhakrishnan, Sarvepalli. *The Philosophy of Rabindranath Tagore*, Macmillan and Co. 1919.

### Course Outcomes

At the end of the course, the student will be able to:

- CO1: Obtain literary competence to answer MCQs of NET/SET examinations and other competitive examinations
- CO2: Acquire literary sensibility to appreciate various works of dramatists belonging to different countries
- CO3: Gather a comprehensive knowledge of the evolution of the dramaturgy of various dramatists
- CO4: Receive an overall idea of the social, cultural, and political factors influencing the dramatists all over the world
- CO5: Interpret texts with attention to ambiguity, complexity, and aesthetic value

### Outcome Mapping

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6
CO1		-	-		-	-			-				-	-		
CO2		-	-		-	-			-				-	-		
CO3		-	-		-	-			-				-	-		
CO4		-	-		-	-			-				-	-		
CO5		-	-		-	-			-				-	-		

Semester-VI

**19IENC 64: Approaches to Literature**

Credits: 5  
Hours: 5

### Learning Objective (LO):

By introducing the course, it is intended to:

- LO1: Familiarize the students with the different approaches to literature
- LO2: Enable them to know the principles and techniques
- LO3: Examine literature in the cultural, economic, and political contexts in which it was written

LO4: Enable the students to get acquainted with intellectual flexibility, creativity, and cultural literacy.

LO5: Make the students master the various approaches

**Unit I:**

The Moral Approach

Irving Babbitt

“Genius and Taste”

**Unit II:**

The Psychological Approach

Kenneth Burke

“The Poetic Process”

**Unit III:**

The Sociological Approach

George Orwell

“Rudyard Kipling”

**Unit IV:**

The Formalistic Approach

James Smith

“As You Like It”

**Unit V:**

The Archetypal Approach

Gilbert Murray

“Hamlet and Orestes”

**Text Book:**

1. Scott, Wilbur. *Five Approaches of Literary Criticism*. New York: Macmillan, 1962.

**Supplementary Reading:**

1. Guerin, Wilfred L. et. al, *A Handbook of Critical Approaches to Literature*. New York: Oxford UP. 2011.
2. Leitch, Vincent, ed. *Norton Anthology of Theory and Criticism*. New York: W. W. Norton, 2001.
3. Sarup, Madan. *An Introductory Guide to Post-Structuralism and Postmodernism*. 2nd ed. Athens: U of Georgia P, 1993.
4. Ashcroft, Bill, Gareth Griffiths, Helen Tiffin and Sarah Menin, eds. *The Empire Writes Back: Theory and Practice in Post-Colonial Literatures*. London. Routledge, 2000.

**Course Outcomes**

At the end of the course, the student will be able to:

CO1: Identify the major authors, works, and genres of literary movements

CO2: Apply different approaches to a variety of texts

CO3: Explore the relationships between the artist and society

CO4: Examine the representation of psychological elements within the literature itself

CO5: Obtain a literary acumen to answer MCQs of NET/SET examinations and other competitive examinations

**Outcome Mapping**

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6
CO1		-	-		-	-			-				-	-		
CO2		-	-		-	-			-				-	-		

CO3		-	-		-	-			-				-	-		
CO4		-	-		-	-			-				-	-		
CO5		-	-		-	-			-				-	-		

Semester-VI

**IVEC 65: Value Education**

Credits: 4

Hours: 4

### Learning Objective (LO):

By introducing the course, it is intended to:

LO1: Make the students understand the meaning of value education

LO2: Develop character and morality

LO3: Teach the students the purpose of life

LO4: Inculcate moral values among the students through education

LO5: Consider the relation between values and personal behaviour

### Unit - I

Value education – Meaning – Nature and Purpose

Importance of Value Education

### Unit – II

Basic Features of Rational Ethics

Moral Consciousness and Conscience

Love – The Ultimate Moral Norm

### Unit – III

Morality and Freedom - Human Freedom and Moral Responsibility

God, Religion, and Morality

Sanction for Moral Life.

### Unit – IV

Social Ethics: Value of Life and Human Beings

Liberty, Equality, and Fraternity

### Unit – V

Ethical Issues Today: Religious Ethics, Family Ethics

Political Ethics - Business Ethics

Ethics and Culture.

### Supplementary Reading:

1. Herodotus. *Ethics of Today*. New Delhi: Eurasia Publishing House, 1964.
2. Madan, G.R. *Indian Social Problems*. New Delhi: Allied Publishers Pvt. Ltd., 1966.
3. Sharma, R.N. *Principles of Sociology*. Meerut: Educational Publishers, 1968.
4. Bhaskaran, G. *Social Philosophy* (Tamil). Tanjore: Tamil University, 1955.
5. William K. Frankena. *Ethics*. Delhi: Prentice Hall of India Pvt. Ltd., 1999.

### Course Outcomes

At the end of the course, the student will be able to:

CO1: Understand a sense of integrity and truth



- CO2: Explore the structures of society
- CO3: Develop their social relationship skills that lasts throughout their lives
- CO4: Understand moral, spiritual, and cultural values
- CO5: Lead a peaceful life

### Outcome Mapping

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6
CO1		-	-		-	-			-				-	-		
CO2		-	-		-	-			-				-	-		
CO3		-	-		-	-			-				-	-		
CO4		-	-		-	-			-				-	-		
CO5		-	-		-	-			-				-	-		

Semester-VII

**19IENC 71: Chaucer and the Elizabethan Age**

**Credits: 5  
Hours: 5**

### Learning Objective (LO):

By introducing the course, it is intended to:

- LO1: Enable the students get acquainted with the literary contribution of Chaucer and other major British writers during the Elizabethan period
- LO2: Make the students understand the historical and cultural heritage of the period
- LO3: Familiarize students with the characteristics of British Literature written during the Elizabethan Age
- LO4: Highlight the various genres popular during the period
- LO5: Help students decipher the vocabulary employed by the writers of the era
- LO6: Make students analyze how the Elizabethan dialect differs from modern English

#### Unit I Poetry

Geoffrey Chaucer  
Ben Jonson

*The Prologue to the Canterbury Tales*  
"To the Memory of My Beloved Master,  
William Shakespeare"

Earl of Surrey

"Complaint of a Lover Rebuked,"  
"The Means to Attain Happy Life"

#### Unit II Poetry

Edmund Spenser  
Sir Walter Raleigh  
Sir Thomas Wyatt

"Prothalamion"  
"The Nymph's Reply to the Shepherd"  
"My Galley Charged with Forgetfulness"

#### Unit III Prose The Bible

Francis Bacon

*The Book of Job*  
"Of Love" "Of Studies" "Of Friendship"  
"Of Unity in Religion" "Of Beauty"

**Unit IV Drama**

Christopher Marlowe  
John Webster

*Edward II*  
*The Duchess of Malfi*

**Unit V Fiction**

Thomas Dekker  
Thomas Kyd

*The Shoemaker's Holiday*  
*The Spanish Tragedy*

**Supplementary Reading:**

1. Greenblatt, Stephen. *The Norton Anthology of English Literature: The Sixteenth and the Early Seventeenth Century*. Volume B. New York: W.W. Norton, 2012.
2. Saintsbury, George. *A History of Elizabethan Literature*.
3. <https://www.gutenberg.org/files/27450/27450-h/27450-h.html> .
4. Smith, Lasey Baldwin. *The Elizabethan World*. New Word City, 2015. Kindle Edition.
5. Boulton, Marjorie. *The Anatomy of Drama*. London: Routledge Revival, 2015.
6. Boulton, Marjorie. *The Anatomy of Poetry*. London: Routledge Revival, 2015

**Course Outcomes**

At the end of the course, the student will be able to:

- CO1: Obtain a literary acumen to face MCQs of NET/SET examinations and other competitive examinations
- CO2: Significantly point out the religious and cultural temperament of the period
- CO3: Analyze and interpret the language of the early writers of the Modern English period and the rise of drama during the period
- CO4: Interpret the different genres employed during the period and the contribution of the writers prescribed for study
- CO5: Analyze the different characters of the dramas in a unique way
- CO6: Distinguish the various aspects of tragedy and comedy of the Elizabethan period

**Outcome Mapping**

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6
CO1		-	-		-	-			-				-	-		
CO2		-	-		-	-			-				-	-		
CO3		-	-		-	-			-				-	-		
CO4		-	-		-	-			-				-	-		
CO5		-	-		-	-			-				-	-		

Semester-VII  
Credits: 5

**19IENC 72: The Jacobean and the Restoration Ages**

Hours: 5

**Learning Objective (LO):**

By introducing the course, it is intended to:

- LO1: Enable the students to have an idea of the spirit of the Jacobean and the Restoration ages

- LO2: Make them understand the religious, political, literary, and social problems as reflected in the literature of these periods
- LO3: Help students appreciate the seminal works of prominent writers of these periods
- LO4: Enable students understand the characteristics of the Metaphysical poetry
- LO5: Enhance the students' understanding of the literary conventions followed during these periods
- LO6: Highlight the salient features of Comedy of Manners

### Unit I Poetry

John Milton *Paradise Lost - Book IV*  
 Alexander Pope *Epistle 2 from An Essay on Man*

### Unit II Poetry

John Donne "A Hymn to God the Father"  
 "The Ecstasie"  
 Andrew Marvell "To His Coy Mistress"  
 George Herbert "Easter Wings" "Man"  
 Richard Lovelace "To Lucusta, On Going to the Wars"  
 "To Athens, from Prison"

### Unit III Prose

John Dryden *Preface to the Fables*  
 Jonathan Swift "A Meditation upon a Broomstick"  
 John Donne "Meditation 17"

### Unit IV Drama

Oliver Goldsmith *She Stoops to Conquer*  
 R. B. Sheridan *The Rivals*

### Unit V Fiction

Henry Fielding *Tom Jones*  
 Samuel Richardson *Clarissa*

### Supplementary Reading:

1. Duran, Angelica. *A Concise Companion to Milton*. New York: Wiley-Blackwell, 2011.
2. Eliot, T.S. *The Varieties of Metaphysical Poetry*. New York: Harcourt, 1994.
3. Fisk, Deborah Payne. *The Cambridge Companion to Restoration Theatre*. London: Cambridge UP, 2000.
4. Glomski, Jacqueline and Isabelle Moreau. *Seventeenth-Century Fiction: Text and Transmission*. London: Oxford UP, 2016.
5. Ricks, Christopher, and Colin Burrow. *Metaphysical Poetry*. London: Penguin Classics, 2006.

### Course Outcomes

At the end of the course, the student will be able to:

- CO1: Obtain a literary acumen to face MCQs of NET/SET examinations and other competitive examinations
- CO2: Get a complete view of the political, social, and cultural background of the Jacobean and the Restoration Ages
- CO3: Reason out the causes for the Restoration of the monarchy
- CO4: Get acquainted with the literary contributions of the Puritan England
- CO5: Appreciate the literary style of the Restoration period, its features, important writers, and their works

### Outcome Mapping

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6
CO1		-	-		-	-			-				-	-		
CO2		-	-		-	-			-				-	-		
CO3		-	-		-	-			-				-	-		
CO4		-	-		-	-			-				-	-		
CO5		-	-		-	-			-				-	-		

**Semester-VII 19IENC 73: English Literary Studies for Advanced Learners Credits: 5  
Hours: 5**

### **Learning Objective (LO):**

By introducing the course, it is intended to:

- LO1: Enhance the learners' ability to appreciate literary works through a study of literary terms
- LO2: Sharpen the learners' critical and creative acumen
- LO3: Orient the students for a better interpretation of literary theories
- LO4: Classify, analyze, interpret, and write the history of the works of literature
- LO6: Help readers to steer their way through the shifting references and submerged ambiguities of literary application

### **Unit I**

Allegory, Allusion, Essay, Epigram, Euphuism, Fable, Parable, Biography, Autobiography, Travelogue, Cliché, Didactic literature, Humanism, Palindrome, Paradox, Pastoral, Periods of English Literature, Periods of American Literature, Renaissance, Folklore

### **Unit II**

Aestheticism, Ambiguity, Affective fallacy, Pathetic fallacy, Intentional fallacy, Alliteration, Blank verse, Ballad, Elegy, Epic, Sonnet, Lyric, Ode, Dramatic Monologue, Pastoral Elegy, Cacophony and Epiphany, Conceit, Connotation and Denotation, Caesura, Figures of Speech, Free Verse, Hyperbole, Imagery, Imagism, Rhyme, Stanza, Meter, Heroic Couplet, Serenity Verse, Onomatopoeia.

### **Unit III**

Act and Scene, Anticlimax or Bathos, Comedy, Tragedy, Romance, Farce, Heroic drama, Melodrama, Burlesque, Parody, Masque, Pantomime and Dumbshow Character and Characterization, Catharsis, Catastrophe, Chorus, Aside, Soliloquy, Expressionism, Three Unities, Humor and Comic, Stock character, Comic Relief, Satire, Irony, Pun, Wit, Epic Theatre

### **Unit IV**

Plot, Setting, Point of view, Motif and Theme, Stream of Consciousness , Sc19IENCe Fiction and Fantasy, Short Story , Graphic Narrative, Bildungsroman, Gothic novel, Epistolary novel, Proletarian novel, Historical novel, Regional novel

### Unit V

Dissociation of sensibility, Myth , Archetype , Touchstone, Objectives Correlative, Practical Criticism, Mimetic Criticism, Pragmatic Criticism, Expressive Criticism, Objective Criticism, New Criticism, New Historicism, Feminist Criticism, Marxist Criticism, Psychoanalytic Criticism, Post Structuralism, Deconstruction , Reader Response Criticism, Modernism, Post Modernism , Eco Criticism, Gyno Criticism, Women’s studies, Postcolonial Studies

### Text Book:

1. Abrams, M. H. *A Glossary of Literary Terms* (Eleventh Edition) Delhi: Cengage Learning, 2017.

### Supplementary Reading:

1. Baldic, Chris. *The Oxford Dictionary of Literary Terms*. Oxford: OUP, 2008.
2. Harmon, William. *A Handbook to Literature*. London: Pearson, 2011.
3. Cuddon, J. A. *The Penguin Dictionary of Literary Terms and Literary Theory*. London: Penguin, 2002.

### Course Outcomes

At the end of the course, the student will be able to:

- CO1: Define all the major terms pertaining to different genres like poetry, drama, novel, short story, and one act play
- CO2: Evaluate the different genres applying the theories learnt from this course
- CO3: Pass the competitive examinations like NET/SET
- CO4: Distinguish the worthiness of literature
- CO5: Explicate any piece of writing (including scientific and technical writing) using the terms they have learnt from the course

### Outcome Mapping

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6
CO1		-	-		-	-			-				-	-		
CO2		-	-		-	-			-				-	-		
CO3		-	-		-	-			-				-	-		
CO4		-	-		-	-			-				-	-		
CO5		-	-		-	-			-				-	-		

Semester-VII

19IENC 74: Phonetics and Spoken English

Credits: 5  
Hours: 5

Learning Objective (LO):

By introducing the course, it is intended to:

- LO1: Enable the student recognise the need for learning correct (RP) pronunciation
- LO2: Make the student familiar with the different stages of speech production
- LO3: Help the student know the criteria for the description of English vowels and consonants
- LO4: Familiarize the student with the use supra-segmental features

### **Unit I**

Phonetics and Phonology; Spelling and Pronunciation Patterns in English, Types of Pronunciation, and Received Pronunciation; The Speech Mechanism: The Organs of Speech, the Respiratory System, the Phonatory System, the Articulatory System, Active and Passive Articulators

### **Unit II**

Definition and Classification of English Sounds: Vowels and Consonants; Description of Vowels: The Vowel Diagram, Cardinal Vowels, Articulation of Pure Vowels and Diphthongs; Description of Consonants: Manner of Articulation, Place of Articulation, Articulation of Consonants

### **Unit III**

Phonetic Theory: Phonemes, Allophones, Segmental and Supra-segmental Phonemes  
The Syllable: The Phonetic Approach, The Linguistic Approach, Syllable Structure, Consonant Clusters, Open and Closed Syllables, Abutting Consonants, Syllabic Consonants  
Word Accent

### **Unit IV**

Features of Connected Speech: Strong and Weak Forms, Accent in Connected Speech, Rhythm, Intonation, Transcription: Phonemic Transcription

### **Unit V**

Morphophonemics: Assimilation, Elision, Liaison, Juncture, The Concept of General Indian English, Suggestions for the Improvement of Indian English

### **Text Books:**

1. Sethi, J. and P.V. Dhamija. *A Course in Phonetics and Spoken English*. New Delhi: Prentice – Hall, 2005.
2. Bansal, R.K. and J.B. Harrison. *Spoken English*. New Delhi: Orient Longman, 2002.

### **Supplementary Reading:**

1. Balsubramaniam, T. *A Textbook of English Phonetics for Indian Students*. New Delhi: Trinity Press, 2014.
2. Gangal, J.K. *A Practical Course in Spoken English*. New Delhi: PHI Learning, 2012.
3. Roach, Peter. *English Phonetics and Phonology*. Chennai: Cambridge UP, 2010.

### **Course Outcomes**

At the end of the course, the student will be able to:

- CO1: Recognize the correspondences between English spelling and pronunciation and use the international Phonetic Alphabet (IPA) symbols to identify sound differences and transcribe words.
- CO2: Identify and use stress at both the word and sentence levels
- CO3: Use appropriate intonation patterns, pitch changes, and rhythms for English phrases
- CO4: Apply the rules for linking and blending consonants and vowel sounds across words
- CO5: Use the appropriate paralinguistic cues of communication that impact pronunciation
- CO6: Use strategies to achieve comprehensible pronunciation in academic and professional contexts

### **Outcome Mapping**

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6
CO1		-	-		-	-			-				-	-		
CO2		-	-		-	-			-				-	-		
CO3		-	-		-	-			-				-	-		
CO4		-	-		-	-			-				-	-		
CO5		-	-		-	-			-				-	-		

**Semester-VII**

**IENE 75(1): Writing Skills**

**Credits: 3**

**Hours: 3**

**Learning Objective (LO):**

By introducing the course, it is intended to:

- LO1: Enable the students to acquire the skills of writing in English for literary and other purposes
- LO2: Enhance the students master the art of writing in English to fulfill their academic and professional goals
- LO3: Make the students understand the strategies involved in developing effective and coherent paragraphs
- LO4: Make the students get acquainted with the conventions of academic writing in English
- LO5: Help them analyse different sentence structures

**Unit I**

1. Organizing the Theme
2. Introduction and Conclusion

**Unit II**

1. The Paragraph
2. Logic

**Unit III**

3. Deadwood
4. Inflated Diction
5. Weak Word
6. Cliche

**Unit IV**

7. Sentence Structure: Sentence Fragment, Run-together Sentence, and Comma Splice
8. Sentence Structure: Faulty Pronoun Reference
9. Sentence Structure: Faulty Parallelism
10. Correct Usage
11. Agreement

**Unit V**

Punctuation and Mechanics

**Text Book:**

1. Kinsella, Paul. *The Techniques of Writing*. New York: Harcourt, 1975.

**Supplementary Reading:**

1. Krammer. G. Melinda, et al. *Prentice Hall Handbook for Writers*. New Jersey, 1995.
2. Langan, John. *Sentence Skills with Readings*. New York: McGraw-Hill, 2001.
3. Mohan, Krishna & Meenakshi Raman. *Effective English Communication*. New Delhi: McGraw-Hill, 2000.

**Course Outcomes**

At the end of the course, the student will be able to:

- CO1: Construct a variety of flawless sentences in English using appropriate grammatical structures
- CO2: Earn their skills in Technical Writing
- CO3: Draft effective research proposals/reports
- CO4: Exploit the resources of English language for professional development
- CO5: Develop effective introduction and conclusion
- CO6: Master the mechanics of writing

**Outcome Mapping**

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6
CO1		-	-		-	-			-				-	-		
CO2		-	-		-	-			-				-	-		
CO3		-	-		-	-			-				-	-		
CO4		-	-		-	-			-				-	-		
CO5		-	-		-	-			-				-	-		

Semester-VII

**IENE 75(2): Journalism**

**Credits: 3  
Hours: 3**

**Learning Objective (LO):**

By introducing the course, it is intended to:

- LO1: Train the students for a profession in journalism or advertising by teaching them the principles of journalism and advertising
- LO2: Enable the students familiarize with the emerging trends in the field of Journalism
- LO3: Equip the learners with the technicalities of Journalism
- LO4: Help them gain the factual knowledge about the various functions and responsibilities of the journalists
- LO5: Enable them to understand the different functions and departments of a newspaper

**Unit I**

Introduction to Journalism

1. Canons of Journalism
2. Ethics of Journalism
3. Social Responsibility of the Press

The Functions and Departments of a Newspaper



1. Information, Instruction, Entertainment
2. Advertisement Department
3. Circulation Department
4. Mechanical Department
5. Editorial Department

### Unit II

The Editorial Department at Work

1. Role of the Editor
2. The News Editor
3. Editorial Writer or Leader Writer
4. Sub Editor Reporting
1. The Role of a Reporter in a Newspaper
2. Duties of a Reporter

### Unit III

The Art of Writing a Newspaper Story

1. What is news?
  2. The Nose for News
  3. The news sense
  4. The news story's Three Parts
- Main types of leads
- Opinion Pieces: 1. Editorial 2. Review 3. Article 4. Middle 5. Letter to the editor

### Unit IV

Feature and Feature Writing

1. Role of Features
  2. Characteristics
  3. Feature and news story
  4. Feature and an Article
- The art of Interviewing

### Unit V

Proof reading

- Advertisement
1. What is advertisement?
  2. Types of advertisements; Effective advertisements
  3. Psychological and social factors in advertising
  4. Role and importance of advertisements
  5. Designing an advertisement
  6. Trends and problems in advertising in India.
  7. Advertisement through different media.

### Text Book:

1. B.N. Ahuja, *Theory & Practice of Journalism*. New Delhi: Surjeet Publications, 2010.

### Supplementary Reading:

1. Kamath, M. V. *Professional Journalism*. New Delhi: Vikas Publication House Pvt Ltd., 2009.
2. Mehta, D.S.. *Mass Communication and Journalism in India*. New Delhi, Allied Publishers, 2011.
3. Roy, Barun. *Beginner's Guide to Journalism and Mass Communication*. New Delhi, V&S Publishers, 2013.
4. Srivatsava, K. M. *News: Reporting and Editing*. New York, Sterling, 2015.

### Course Outcomes

At the end of the course, the student will be able to:

- CO1: Choose a career in the field of Journalism
- CO2: Become a freelance writer
- CO3: Report news stories, press releases
- CO4: Acquire the knowledge of proof reading
- CO5: Write features & articles

### Outcome Mapping

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 0	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6
CO1		-	-		-	-			-				-	-		
CO2		-	-		-	-			-				-	-		
CO3		-	-		-	-			-				-	-		

<b>CO4</b>		-	-		-	-			-				-	-		
<b>CO5</b>		-	-		-	-			-				-	-		

Semester-VII

**IENE 75(3): English for Secretarial Practice**

**Credits: 3**

**Hours: 3**

**Learning Objective (LO):**

By introducing the course, it is intended to:

- LO1: Equip the students with the language proficiency expected
- LO2: Expose them extensively to material actually used in the business world
- LO3: Acquaint students with the phonological and grammatical structure of English language for the analyses and interpretation of, and participation in, different types discourse.
- LO4: Disseminate knowledge and develop skills and attitudes among the people working in the organization.
- LO5: Enable students to take part in product literature, publicity, presentations, and demonstrations.

**Unit I**

Business Writing Today  
Choosing the Right Word

**Unit II**

Sentences and Sentence Patterns

**Unit III**

Special Writing and Research Projects  
Business Writing and the Job Search

**Unit IV**

Automation and the Information Age

**Unit V**

Capitalization, Abbreviations, Numbers

**Text Book:**

1. Baugh, Sue L., Maridell Fryar, and David Thomas. *Handbook for Business Writing*. New Delhi: Tata McGraw Hill, 1994.

**Supplementary Reading:**

1. Guffey, Mary Ellen, and Danna Loewy, *Essentials of Business Communication*. Cengage Learning, 2015.
2. Guffey, Mary Ellen. *Essentials of Business Communication: A Writing Improvement Program*. PWS-Kent Pub. Co., 1988.
3. Baugh, L. Sue., et al. *Write First- Class Business Correspondence*. NTC Learning Works, 1995.
4. Pickett, Joseph P., et al. *The American Heritage Dictionary of the English Language*. Boston: Houghton Mifflin Harcourt, 2016.
5. Singh, Ajay K., *The Art of Sentence Arrangement*. Upkar Prakashan, 2010.

**Course Outcomes**

At the end of the course, the student will be able to:

CO1: Gain English language proficiency

- CO2: Use the choice of words and writing knowledge in business communication  
 CO3: Get an overview of phrases and clauses that make a complete sentence while writing  
 CO4: Keep the motivation levels high  
 CO5: Ensure that people working in different functional and geographical areas are integrated into well-knit teams

**Outcome Mapping**

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6
CO1		-	-		-	-			-				-	-		
CO2		-	-		-	-			-				-	-		
CO3		-	-		-	-			-				-	-		
CO4		-	-		-	-			-				-	-		
CO5		-	-		-	-			-				-	-		

Semester-VIII

**19IENC 81: Literature of the Romantic Age**

Credits: 5  
Hours: 5

**Learning Objective (LO):**

By introducing the course, it is intended to:

- LO1: Introduce the students to the writers of the Pre-Romantic and Romantic Ages
- LO2: Get the students learn the different genres of the periods
- LO3: Enable the students to get acquainted with the unique characteristics of the literature of the Pre-Romantic and the Romantic Ages
- LO4: Make the students comprehend the spirit of Romanticism
- LO5: Inspire the students to appreciate the literary works of the periods

**Unit I Poetry**

Thomas Gray  
Williams Collins  
William Blake

“Elegy Written in a Country Churchyard”  
 “Ode to the Poetical Character”  
 “The Chimney Sweeper” from *Songs of Innocence*  
 “The Chimney Sweeper” *Songs from Exper19IENCe*

**Unit II Poetry**

Wordsworth  
S. T. Coleridge  
John Keats  
P. B. Shelley  
Lord Byron

“Ode on the Intimations of Immortality”  
*The Rime of the Ancient Mariner*  
 “Ode to a Nightingale”  
 “To a Skylark”  
 “She Walks in Beauty”

**Unit III Prose**

Wordsworth  
Charles Lamb

*Preface to the Lyrical Ballads*  
 “South Sea House” “Christ’s Hospital”  
 “Poor Relations” “Oxford in the Vacation”  
 “A Dissertation upon a Roast Pig”

**Unit IV Drama**

P.B. Shelley

*The Cenci*

**Unit V Fiction**

Jane Austen  
Walter Scott

**Emma**  
**Ivanhoe**

**Supplementary Reading:**

1. Bennett, Andrew. *Romantic Poets and the Culture of Posterity*. New York: Cambridge UP, 1999.
2. Bowra, C.M. *The Romantic Imagination*. <https://archive.org/details/in.ernet.dli.2015.72367>
3. Chandler, James. *The Cambridge History of English Romantic Literature*. New York: Cambridge UP, 2009.
4. Greenblatt, Stephen. *The Norton Anthology of English Literature: The Romantic Period*. Volume D. New York: W.W. Norton, 2012.
5. Moore, Jane and John Strachan. *Key Concepts in Romantic Literature*. Houndmills, Basingstoke, Hampshire: Palgrave Macmillan, 2010.

**Course Outcomes**

At the end of the course, the student will be able to:

- CO1: Grasp the political and social backgrounds of the growth of the romantic spirit
- CO2: Compare and contrast the Pre-Romantic and the Romantic writers
- CO3: Evaluate the contributions of the Pre-Romantic and the Romantic writers to the body of British literature
- CO4: Analyze and interpret the works of the Romantic writers applying the different canons of criticism
- CO5: Obtain a literary acumen to face the competitive examinations like NET/SET/TET Examinations with confidence

**Outcome Mapping**

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6
CO1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CO5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Semester-VIII

**19IENC 82: Literature of the Victorian Age**

**Credits: 5**  
**Hours: 5**

**Learning Objective (LO):**

By introducing the course, it is intended to:

- LO1: Enable the students to get acquainted with the major characteristics of the Victorian society in England
- LO2: Enable the students to understand the conflicts of the Age which shows a kind of “struggle on the darkling plain”
- LO3: Make the students master the literary inputs of the period
- LO4: Inspire the students to critically evaluate the literature of the period
- LO5: Analyze and interpret the works of the period using contemporary literary approaches

### Unit I Poetry

Alfred Tennyson  
Robert Browning  
Emily Bronte  
Mathew Arnold

“Morte d’ Arthur” “Crossing the Bar”  
“Andrea Del Sarto”  
“The Night Wind”  
“Memorial Verses” “Dover Beach”

### Unit II Poetry

Christina Rossetti  
Francis Thompson  
G.M. Hopkins  
Rudyard Kipling  
Mary Elizabeth Coleridge

“Up-Hill” “A Birthday”  
“A Fallen Yew”  
“Carrion Comfort” “Felix Randall”  
“If”  
“The Other Side of a Mirror”

### Unit III Prose

Matthew Arnold  
Thomas Carlyle  
John Stuart Mill

*The Study of Poetry*  
“The Hero as Poet: Dante; Shakespeare”  
“What is Poetry?”

### Unit IV Drama

Ibsen, Henrik  
G.B. Shaw

*A Doll’s House*  
*Arms and the Man*

### Unit V Fiction

George Meredith  
Thomas Hardy

*The Egoist*  
*The Return of the Native*

### Supplementary Reading:

1. Armstrong, Isobel. *Victorian Poetry: Poetry, Poets, and Politics*. New York: Routledge, 2005.
2. Greenblatt, Stephen. *The Norton Anthology of English Literature: The Victorian Age*. Volume D. New York: W.W. Norton, 2012.
3. Joseph Black et al., ed. *The Broadview Anthology of British Literature Volume 5: The Victorian Era 2 Edition*. New York: Broadview Press. 2012.
4. Kate Flint, ed., *The Cambridge History of Victorian Literature*. Cambridge: Cambridge UP, 2012.
5. Wilson, A.N. *The Victorians*. New York: W.W. Norton, 2012.

### Course Outcomes

At the end of the course, the student will be able to:

- CO1: Understand the reasons for the conflicts experienced during this period with the advent of science
- CO2: Acquire a knowledge about the unique characteristics of the Victorian society and its literary outputs
- CO3: Evaluate the contributions of the Victorian writers to the body of the British literature
- CO4: Analyze and interpret the works of the Victorian writers, applying the different canons of nineteenth century criticism
- CO5: Obtain a literary acumen to face competitive examinations like NET/SET/TET with confidence

### Outcome Mapping

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6
CO1		-	-		-	-			-				-	-		
CO2		-	-		-	-			-				-	-		
CO3		-	-		-	-			-				-	-		
CO4		-	-		-	-			-				-	-		
CO5		-	-		-	-			-				-	-		

Semester-VIII

19IENC 83: Indian English Literature – II

Credits: 5  
Hours: 5

### Learning Objective (LO):

By introducing the course, it is intended to:

LO1: Enable the students to have an understanding of the historical and political movements in India

LO2: Enable the students to gain knowledge about Indian cultural ethos and its uniqueness

LO3: Encourage the students to analyze the cultural traits of Indian English Literature during the colonial and post colonial periods

LO4: Motivate the students to compare and contrast the Indian writers' literary acumen with that of the British writers

LO5: Inspire the students to critically evaluate the merits and demerits of Indian English Literature

### Unit I Poetry

Kamala Das  
Parthasarathy  
Nissim Ezekiel  
A.K. Ramanujan

“The Dance of the Eunuchs” “Freaks”  
“Under another Sky” “A River Once”  
“Marriage” “A Morning Walk”  
“The Striders” “Snakes”

### Unit II Poetry

Jayanta Mahapatra  
Keki N. Daruwalla  
Sarojini Naidu  
Gieve Patel

“Hunger” “The Bride”  
“The Ghaghra in Spate” “Death by Burial”  
“The Queen’s Rival” “Indian Dancers”  
“On Killing a Tree” “Servants”

### Unit III Prose

Sri Aurobindo  
R. K. Narayan

*The Renaissance in India*  
*My Dateless Diary: An American Journey*

### Unit IV Drama

Girish Karnad  
Rabindranath Tagore

*Hayavadana*  
*Natirpuja*

### Unit V Fiction

Nayantara Sahgal  
Sudha Murthy

*Rich Like Us*  
*Mahashweta*

### Supplementary Reading:

1. Amar Kumar Singh: *Enlightening Studies in Indian English Poetry*. New Delhi: Manak Publications, 1993.
2. Chaudhuri, Rosinka. *A History of Indian Poetry in English*. New Delhi: Cambridge UP, 2017.
3. de Souza, Eunice. *Early Indian Poetry in English: An Anthology: 1829-1947*. New Delhi: Oxford UP, 2005.
4. Iyengar, K.R.Srinivas. *Indian Writing in English*. New Delhi: Sterling Publishers, 2012.
5. King, Bruce. *Modern Indian Poetry in English*. New Delhi: Oxford UP, 2004.
6. Kumar, Satish. *Soil Soul Society: A New Trinity for Our Time*. New Delhi: Ivy Publications, 2012.
7. Naik, M.K. *Indian English Fiction: Critical Study*. New Delhi: Pencraft International, 2010.

### Course Outcomes

At the end of the course, the student will be able to:

- CO1: Understand the social, and political controversies in India during the colonial and post-colonial periods
- CO2: Acquire knowledge about Indian cultural ethos and its uniqueness
- CO3: Evaluate the unique characteristics of Indian writing in English
- CO4: Appreciate the spirit of the Indian writers to preserve the noble values of Indian society
- CO5: Acquire literary acumen for facing the SET/ NET/TET and other competitive examinations with confidence

### Outcome Mapping

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 0	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6
CO1		-	-		-	-			-				-	-		
CO2		-	-		-	-			-				-	-		
CO3		-	-		-	-			-				-	-		
CO4		-	-		-	-			-				-	-		
CO5		-	-		-	-			-				-	-		

Semester-VIII

**19IENC 84(1): Comparative Literature**

Credits: 3  
Hours: 3

### Learning Objective (LO):

By introducing the course, it is intended to:

- LO1: Introduce the students to the theories and practice of comparative literature

- LO2: Enable the students to get acquainted with the various theories of comparative literature  
 LO3: Make the students comprehend the different concepts, approaches, and critical practices employed in the study of comparative literature  
 LO4: Motivate the students to understand the importance of comparative studies  
 LO5: Train the students to acquire comparative skill in the literary arena

### Unit I

Comparative Literature: Definition and Scope  
 National Literature  
 General Literature  
 World literature

### Unit II

The Study of Influence and Analogy  
 The Study of Reception

### Unit III

Thematology

### Unit IV

Genres  
 Comparative Literature and Translation

### Unit V

Literature and other Arts: Music, Theatre, and Dance  
 Literature and other Disciplines: Psychology, Biography, History, Philosophy, Ecology, Physics, and Sociology

### Supplementary Reading:

1. Bassnett, Susan: *Comparative Literature: A Critical Introduction*. Oxford: Black Well, 1993.
2. Bhaduri, Saugata. *Perspectives on Comparative Literature and Culture in the Age of Globalization*. New Delhi: Anthem Press, 2010.
3. Koelb, Clayton and Susan Noakes. *The Comparative Perspective on Literature: Approaches to Theory and Practice*. New York: Cornell UP, 1988.
4. Weisstein, Ulrich. *Comparative Literature and Literary Theory: Survey and Introduction*. Bloomington: Indiana UP, 1974.
6. Wellek, Rene and Austin Warren. *Theory of Literature*. Harcourt: Brace and company. 1948.

### Course Outcomes

At the end of the course, the student will be able to:

- CO1: Understand the values of comparative studies in the current scenario  
 CO2: Comprehend the correspondence between national and world literatures  
 CO3: Understand various theories pertaining to the dissemination of literature  
 CO4: Acquire knowledge about various genres and the correspondence between literature and other disciplines  
 CO5: Obtain literary competence to answer MCQs of NET/SET Examinations and other competitive examinations

### Outcome Mapping

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6



CO1		-	-		-	-			-				-	-		
CO2		-	-		-	-			-				-	-		
CO3		-	-		-	-			-				-	-		
CO4		-	-		-	-			-				-	-		
CO5		-	-		-	-			-				-	-		

Semester-VIII

**19IENC 84(2): Theory of Translation**

**Credits: 3  
Hours: 3**

**Learning Objective (LO):**

By introducing the course, it is intended to:

LO1: Introduce the students to the different theories of translation

LO2: Enable the students to understand the significance of translation studies in general

LO3: Encourage the students to acknowledge the importance of translation in a multilingual country like India

LO4: Familiarize them with the theories of translation and the current practices

LO5: Inspire the students to critically evaluate and appreciate the translated genres.

**Unit I**

Introduction, Central issues, Language and Culture, Types of Translation, Decoding and Recoding, Problems of Equivalence

**Unit II**

Loss and Gain, Untranslatability, Sc19IENCe or Secondary Activity?, History of Translation Theory, Problems of "Period Study," The Romans

**Unit III**

Meaning – Linguistic meaning, Denotative meaning, Connotative meaning  
Correspondence and Equivalences, Formal Correspondence, Dynamic Equivalence, Linguistic, Textual, and Cultural Equivalences

**Unit IV**

Transference and Transcription

**Unit V**

Problems of Translation: Linguistic and Cultural Distance  
Translation of Literary, Religious, and Scientific Texts

**Text Book:**

1. Bassnett, Susan. *Translation Studies*. London: Routledge, 2002.

### Supplementary Reading:

1. Catford, J.C. *A Linguistic Theory of Translation*. Delhi: OUP, 2000.
2. Das, Bijay Kumar. *A Handbook of Translation Studies*. 3 rd Revised Ed. Delhi: Atlantic Publishers & Distributors, 2001.
3. Kuhlaczak, Piotr & Karin Littau. *A Companion to Translation Studies*. Hyderabad: Orient BlackSwan, 2011.
4. Nida, Eugene. *Towards a Science of Translating*. Leiden: Brill, 1964.
5. Sawant, Sunil. *Translation Studies: Theories and Applications*. Delhi: Atlantic Publishers 2013.

### Course Outcomes

At the end of the course, the student will be able to:

- CO1: Understand the significance of translation work in literary field and acknowledge the various theories of translation studies
- CO2: Understand how literary translation can work as a medium for cultural exchange between countries
- CO3: Obtain skill to translate different genres and forms of literary works, applying the different theories
- CO4: Evaluate and appreciate translated literary works
- CO5: Obtain literary acumen in answering multiple choice questions for SET/NET and other competitive examinations

### Outcome Mapping

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6
CO1		-	-		-	-			-				-	-		
CO2		-	-		-	-			-				-	-		
CO3		-	-		-	-			-				-	-		
CO4		-	-		-	-			-				-	-		
CO5		-	-		-	-			-				-	-		

Semester-VIII

**19IENC 84(3): Masterpieces of World Literature**

Credits: 3

Hours: 3

### Learning Objective (LO):

By introducing the course, it is intended to:

- LO1: Expose the students to different literary works in world literature to broaden their aesthetic exper19IENCe
- LO2: Make the students get acquainted with the contributions of various writers writing in various languages
- LO3: Enable students to practice as a translational professional
- LO4: Enable students to develop deep understanding of the academic field
- LO5: Enable them effective communication between people around the world

### Unit I Poetry

Homer  
Dante Alighieri

*The Odyssey - Book IX* (Trans. by Samuel Butler)  
*The Divine Comedy - Inferno I, II, and III*

### Unit II Poetry

Basho  
Friedrich Holderlin  
Jorge Luis Borges  
Pablo Neruda  
Thiruvalluvar

“Haiku Poems”  
“When I was a Boy...”  
“Shinto”  
“The Word”  
“Aram” – Chapter I (1-10)  
“Porul” – Chapter II (381 – 390)

### Unit III Prose

Jorge Luis Borges  
“  
“  
Italo Calvino

“On the Cult of Books”  
“Coleridge’s Flower”  
“Kafka and His Precursors”  
“Why Read the Classics?”  
“Hemingway and Ourselves”

### Unit IV Drama

Bertolt Brecht  
Anton Chekhov

*Life of Galileo*  
*Uncle Vanya*

### Unit V Fiction

Tagazhi S. Pillai  
Gabriel Garcia Marquez

*Chemmeen* (Trans. Narayana Menon)  
*One Hundred Years of Solitude*

### Supplementary Reading:

1. Alighieri, Dante. *The Divine Comedy* (Tr. Mark Musa). London: Penguin, 2002
2. Basho, Matsuo. *Basho’s Haiku* (Tr. David Landis Barnhill). New York: State U of New York Press, 2004
3. Caws, Mary Ann (Ed.) *The Yale Anthology of Twentieth-Century French Poetry*. New Haven & London: Yale UP, 2004
4. Mitchell, James (Tr.) *Poems of Friedrich Holderlin*. San Francisco: Ithuriel’s Spear, 2004
5. Borges, Jorge Luis. *The Total Library*. New York: Penguin Modern Classics, 2007

### Course Outcomes

At the end of the course, the student will be able to:

- CO1: Obtain literary competence to answer MCQs of NET/SET examinations and other competitive examinations
- CO2: Acquire literary sensibility to appreciate various writers and their works in world literature
- CO3: Gather a comprehensive knowledge of the styles practiced by writers all over the world
- CO4: Experience the euphoria of reading various texts from world literature
- CO5: Offer ample opportunity for translation studies

### Outcome Mapping

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 0	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6
CO1		-	-		-	-			-				-	-		
CO2		-	-		-	-			-				-	-		

<b>CO3</b>		-	-		-	-			-				-	-		
<b>CO4</b>		-	-		-	-			-				-	-		
<b>CO5</b>		-	-		-	-			-				-	-		

**Semester-VIII**

**IENIE 85: Effective English Speaking**

**Credits: 3**

**Hours: 3**

**Learning Objective (LO):**

By introducing the course, it is intended to:

LO1: Introduce the students to the art of effective public speaking

LO2: Enable the students to acquire the skill of tone modulation, stress, and intonation

LO3: Acquaint the students with correct pronunciation

LO4: Improve the students' listening skills

LO5: Train the students in the art of body language

LO6: Help the student develop a better use of the English language in day-to-day conversation

LO7: Train the students to become successful public speakers in English

**Unit I**

Production of Speech

Process of Listening

**Unit II**

Characteristics of Voice

Body Language

Organization of Speech

**Unit III**

Preparing Steps

Modes of Delivery

Speeches for Special Occasions

**Unit IV**

Practice Material I

a. Pronouncing Individual Sounds

b. Acquiring High Intonation

c. Using Contracted Forms

**Unit V**

Practice Material II

a. Developing Conversational Ability

b. Making a Public Speech

c. Oral Reading of Poetry

**Text Book:**

1. Mohan, Krishna, and N. P. Singh. *Speaking English Effectively*. New Delhi: Macmillan, 2003.

**Supplementary Reading:**

1. Baker, A. *Introducing English Pronunciation*. Cambridge UP, 1982.

2. Crystal, D. and D. Davy. *Advanced Conversational English*. Longman, 1975.
3. Carnegie, Dale. *The Art of Public Speaking*. New Delhi: Prabhat Prakkashan, 2013.
4. Kingdon, R. *English Intonation Practice*. Longman, 1958.
5. O' Connor, J.D.O. *Better English Pronunciation*. New Delhi: Universal Books, 1997.

### Course Outcomes

At the end of the course, the student will be able to:

- CO1: Learn and master correct pronunciation
- CO2: Acquire practical knowledge in speech delivery
- CO3: Be aware of the discrimination of speech sounds
- CO4: Develop confidence in using the language effectively in day-to-day conversation
- CO5: Get acquainted with the art of body language and to become successful public speakers
- CO6: Take part, with confidence, in group discussion activities and to face one-to-one interviews with self confidence

### Outcome Mapping

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6
CO1		-	-		-	-			-				-	-		
CO2		-	-		-	-			-				-	-		
CO3		-	-		-	-			-				-	-		
CO4		-	-		-	-			-				-	-		
CO5		-	-		-	-			-				-	-		

Semester- IX

**19IENC 91: Twentieth Century British Literature**

**Credits: 5  
Hours: 5**

### Learning Objective (LO):

By introducing the course, it is intended to:

- LO1: Enable the students to understand the problems of twentieth century as they are presented through the appropriate forms and idioms of twentieth century British literature
- LO2: Familiarize the learner with the literary genres and literary movements of the twentieth century
- LO3: Sensitize students to the momentous changes in the twentieth century, especially British Literature
- LO4: Enable them to understand experimental and innovative techniques used in literature
- LO5: Improve the literary and critical competency of the students pertaining to this age
- LO6: Introduce the students to representative texts by major writers of the twentieth century

### Unit I Poetry

W.B. Yeats "Among School Children"  
 T.S. Eliot "The Hollow Men"  
 W.H. Auden "The Shield of Achilles"  
 Dylan Thomas "The Hunchback in the Park"  
 A. E. Housman "To an Athlete Dying Young"  
 Ivor Gurney "To his Love"  
 Siegfried Sassoon "The Death-Bed"

**Unit II Poetry**

Wilfred Owen "Futility" "Disabled"  
 Stephen Spender "The Prisoners"  
 Philip Larkin "Ambulances"  
 Ted Hughes "Pike"  
 Geoffrey Hill "September Song"  
 Thomas Gunn "On the Move"  
 Cecil Day Lewis "The Poet"  
 Seamus Heaney "Casualty"

**Unit III Prose**

T.S. Eliot "The Metaphysical Poets"  
 Cleanth Brooks "Language as Paradox"

**Unit IV Drama**

Arnold Wesker *The Merchant*  
 Tom Stoppard *Arcadia*

**Unit V Fiction**

D.H. Lawrence *Women in Love*  
 Zadie Smith *White Teeth*

**Supplementary Reading:**

1. Beesley, Simon and Sheena Joughin. *History of 20<sup>th</sup>-Century Literature*. London: Hamlyn, 2001.
2. Blamires, Harry and A. Norman Jaffares. *Twentieth-Century English Literature*. London: Palgrave Macmillan, 1986.
3. Green, David. *The Winged Word*. Chennai: Macmillan, 2011.
4. Greenblatt, Stephen. Ed. *The Norton Anthology of English Literature: The Twentieth Century and After*. Vol. F. New York: W.W. Norton, 2012.
5. Thomas, C.T. *Twentieth Century Verse: An Anglo-American Anthology*. New Delhi: Trinity Publications, 2014.
6. Woodcock, George. *Twentieth Century Fiction*. London: Macmillan, 1983.

**Course Outcomes**

At the end of the course, the student will be able to:

- CO1: Obtain a literary acumen to face MCQs of NET/SET Examinations and other competitive examinations
- CO2: Evaluate the impact of the two World Wars on British literature
- CO3: Examine the works of the twentieth century writers, applying the different tools of modernist and postmodernist approaches
- CO4: Make themselves self-sufficient in their knowledge to interpret at multiple levels
- CO5: Evaluate the reasons for the disintegration experienced by the writers in their works

**Outcome Mapping**

CO/	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO1	PS	PS	PS	PS	PS	PS
-----	----	----	----	----	----	----	----	----	----	----	-----	----	----	----	----	----	----

PO	1	2	3	4	5	6	7	8	9	0	O1	O2	O3	O4	O5	O6
CO1		-	-		-	-			-				-	-		
CO2		-	-		-	-			-				-	-		
CO3		-	-		-	-			-				-	-		
CO4		-	-		-	-			-				-	-		
CO5		-	-		-	-			-				-	-		

Semester- IX

**19IENC 92: American Literature II**

Credits: 5

Hours: 5

**Learning Objective (LO):**

By introducing the course, it is intended to:

LO1: Introduce the students to the literature of America of the nineteenth and twentieth centuries

LO2: Familiarize them with the important literary and historical movements

LO3: Give them a firsthand knowledge of the outstanding works and authors

LO4: Acquaint them with the various styles and thoughts expressed by the writers of the age

LO5: Make clear the idea that the changes in human experience demand changes in mode of

expression, rhythm, and rhyme

**Unit I Poetry**

Emerson

“Hamatreya”, “Brahma”

Poe

“The Raven”

Whitman

“Passage to India”

Emily Dickinson

“I Taste a liquor” “A narrow fellow in the grass”

“Because I could not stop for Death”

Robert Frost

“Stopping By Woods” “Home Burial”

Ezra Pound

“Hugh Selwyn Mauberley”

**Unit II Poetry**

E.E. Cummings

“The Cambridge Ladies”

Sylvia Plath

“Lady Lazarus”

Carl Sandburg

“Cool Tombs,” “Fog”

Theodore Roethke

“The Storm”

Robert Lowell

“Skunk Hour”

Elizabeth Bishop

“Manners”

Wallace Stevens

“Thirteen Ways of Looking at a Blackbird”

**Unit III Prose**

Emerson

“Self Reliance”

Thoreau

“Civil Disobedience”

Robert Frost

“The Figure a Poem Makes”

**Unit IV Drama**

O'Neill  
August Wilson

*The Hairy Ape*  
*Fences*

**Unit V Fiction**

Ernest Hemingway  
Joseph Heller  
Jack Kerouac

*The Old Man and the Sea*  
*Catch 22*  
*On the Road*

**Supplementary Reading:**

1. Baym, Nina. *The Norton Anthology of American Literature: Volume A: Beginnings to 1820*. Eighth edition. New York: W.W. Norton & Co, 2012.
2. ---. *The Norton Anthology of American Literature: Volume B: 1820 to 1865*. Eighth edition. New York: W.W. Norton & Company, 2012.
3. ---. *The Norton Anthology of American Literature: Volume C: 1865 to 1914*. Eighth edition. New York: W.W. Norton & Company, 2012.
4. ---. *The Norton Anthology of American Literature: Volume D: 1914 to 1945*. Eighth edition. New York: W.W. Norton & Company, 2012.
5. ---. *The Norton Anthology of American Literature: Volume E: Since 1945*. Eighth edition. New York: W.W. Norton & Company, 2012.

**Course Outcomes**

At the end of the course, the student will be able to:

- CO1: Obtain a literary acumen to face MCQs of NET/SET Examinations and other competitive examinations
- CO2: Significantly point out the religious and cultural temperament of the period and familiarize the various literary movements that flourished in America
- CO3: Interpret the different genres and the contribution of the writers prescribed for study
- CO4: Analyze modernism in American literature
- CO5: Explore the uniqueness of American Literature at an advanced level
- CO6: Analyze the American concept of freedom, liberty, and life

**Outcome Mapping**

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6
CO1		-	-		-	-			-				-	-		
CO2		-	-		-	-			-				-	-		
CO3		-	-		-	-			-				-	-		
CO4		-	-		-	-			-				-	-		
CO5		-	-		-	-			-				-	-		

Semester- IX

**19IENC 93: New Literatures in English II**

Credits: 5  
Hours: 5

**Learning Objective (LO):**



By introducing the course, it is intended to:

- LO1: Introduce the learners to the literatures of the Commonwealth nations which deal with different aspects of life and its problems
- LO2: Introduce the learners to the characteristics of Commonwealth Literature
- LO3: Familiarize the learners with representative authors from Commonwealth countries
- LO4: Highlight the spirit and lifestyle of the peoples of the Commonwealth countries
- LO5: Enable the learners to approach the texts from cross-cultural perspectives

### Unit I Poetry

A.D. Hope	“Standardization”
Katherine Mansfield	“A Fine Day”
Allen Curnow	“House and Land”
Judith Wright	“Clock and Heart”
Dennis Brutus	“It is the Constant Image of your Face”
Gabriel Okara	“Were I to Choose”
John Pepper Clark	“Night Rain”
Margaret Atwood	“Journey to the Interior”

### Unit II Poetry

P. K. Page	“First Neighbours”
A. M. Klein	“The Rocking Chairs”
A. J. M. Smith	“Ode on the Death of W.B. Yeats”
FR Scott	“The Unnamed Lake”
Derek Walcott	“A Far Cry from Africa”
Mervyn Morris	“Little Boy Crying”
Edwin Thumboo	“Ulysses by the Merlion”
Kishwar Naheed	“We Sinful Woman”
Chinua Achebe	“Love Cycle”

### Unit III Prose

Ngugi Wa Thiong’o	“Chapter III” from <i>Decolonising the Mind: the Politics of Language in African Literature</i>
Ananda K. Coomaraswamy	“The Dance of Shiva”

### Unit IV Drama

Ray Lawler	<i>Summer of the Seventeenth Doll</i>
Wole Soyinka	<i>The Road</i>

### Unit V Fiction

Margaret Lawrence	<i>The Stone Angel</i>
Michael Ondaatje	<i>The English Patient</i>

### Supplementary Reading:

1. Coomaraswamy, Ananda. K. *The Dance of Shiva: On Indian Art and Culture*. New Delhi: Sagar Publication, 1991.
2. Loomba, Ania. *Colonialis /Postcolonialism*. New York: Routledge, 2016.
3. Nayar, Pramod K. *Postcolonial Literature: An Introduction*. Pearson, 2008.
4. Thieme, John. *The Arnold Anthology of Post-Colonial Literatures in English*. London: Oxford UP, 2000.
5. Narasimhaiah, C.D. *An Anthology of Commonwealth Poetry*. New Delhi: Trinity, 2015.

### Course Outcomes

At the end of the course, the student will be able to:

- CO1: Evaluate the contribution of the various writers from the Commonwealth countries

- CO2: Meet NET/SET and other competitive exams successfully  
 CO3: Obtain a good idea of the cross-cultural influences among the Commonwealth countries  
 CO4: Understand the dimensions of New Literatures  
 CO5: Identify the various themes presented in New Literatures

### Outcome Mapping

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6
CO1		-	-		-	-			-				-	-		
CO2		-	-		-	-			-				-	-		
CO3		-	-		-	-			-				-	-		
CO4		-	-		-	-			-				-	-		
CO5		-	-		-	-			-				-	-		

Semester- IX

IENE 94(1): English Language Teaching

Credits: 3  
Hours: 3

### Learning Objective (LO):

By introducing the course, it is intended to:

- LO1: Introduce the students to theories of language and language learning, and their implications in teaching and learning
- LO2: Introduce them to prevailing methods in English language Teaching
- LO3: Familiarize them with the principles of course designing, testing, and evaluation for ELT courses
- LO4: Acquaint students with the history of English Language
- LO5: Help students learn the essential aspects of ELT and the different types of language

### Unit I

1. English in India –Past, Present, and Future
2. The Nature of Human Language
3. Linguistics, Psychology, and English Teaching Methods

### Unit II

4. Approach, Method, and Technique
5. Essentials of English Speech
6. Teaching Spoken English: Some Techniques
7. Essential Word –Grammar for Teachers

### Unit III

8. Teaching of Vocabulary
9. Essentials of English Grammar
10. The Teaching of Grammar
11. Reading and Teaching of Reading

### Unit IV

12. Writing and Teaching of Writing and Composition
13. Teaching Prose

14. Teaching Poetry
15. Instructional Aids

### Unit V

1. Study Skills and Reference Skills
2. Tests and Testing
3. Common Errors and Remedial English
4. Planning and Lesson Planning

### Text Book:

1. Krishnaswamy. N and Lalitha Krishnaswamy. *Methods of Teaching English*. Chennai: Macmillan, 2013.

### Supplementary Reading:

1. Mowla, Shaik. *Techniques of Teaching English*. New Delhi: Neelkamal, 2009.
2. Nagaraj, Geetha. *English Language Teaching*. Hyderabad: Longmans, 2004.
3. Richards, Jack and Theodore Rodgers. *Approaches and Methods in Language Teaching*. New York: Cambridge UP, 2006.
4. Aslam, Mohamed. *Teaching of English*. New Delhi: Foundation Books, 2003.
5. Howait. AP. R. *A History of English Language Teaching*

### Course Outcomes

At the end of the course, the student will be able to:

- CO1: Be familiar with the theories of Second Language Teaching  
 CO2: Master the nuances of Second Language Teaching, especially English Language Teaching  
 CO3: Have gained confidence in the teaching of English as a second language  
 CO4: Be aware of the responsibility of a teacher of English  
 CO5: Cultivate a sense of understanding the importance of learning English as a second language

### Outcome Mapping

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6
CO1		-	-		-	-			-				-	-		
CO2		-	-		-	-			-				-	-		
CO3		-	-		-	-			-				-	-		
CO4		-	-		-	-			-				-	-		
CO5		-	-		-	-			-				-	-		

Semester- IX

IENE 94(2): Introduction to Linguistics

Credits: 3  
Hours: 3

### Learning Objective (LO):

By introducing the course, it is intended to:

- LO1: Understand the basic concepts in Linguistics and familiarize themselves with the fundamentals of modern Linguistics
- LO2: Impart the knowledge on linguistics and its various levels viz. phonology, morphology, syntax, and semantics
- LO3: Familiarize them with modern linguistic theories for a more creative and competent use of language
- LO4: Enable them to learn the different perspectives of grammar
- LO5: Introduce the concept of culture and to have clear picture about the socio-cultural organizations relating to language.

#### **Unit I: Introduction to Language and Linguistics**

1. Language and its Characteristics
2. Definition and Scope of Linguistics
3. Levels of Linguistic Analysis
4. Modern Linguistics: A Historical Survey
5. Some fundamental concepts and distinctions of linguistics

#### **Unit II: The Study of Grammar**

6. Morphology
7. Grammar: Prescriptive and Descriptive Grammar
8. Structuralist View of Grammar and IC Analysis
9. Transformational Generative Grammar

#### **Unit III: The Study of Meaning**

10. Semantics and Theories of Semantics
11. Semantics, Pragmatics, and Discourse
12. Principles of Lexicography

#### **Unit IV: Social and Psychological Perspectives**

13. Socio-Linguistics
14. Varieties of Language
15. Psycholinguistics and Language Acquisition

#### **Unit V: Application of Linguistics**

16. Linguistics and Language Teaching
17. Contrastive Analysis
18. Error Analysis
19. Stylistics
20. Translation

#### **Text Books:**

1. Syal, Pushpinder and Jindal D.V. *An Introduction to Linguistics: Language, Grammar, and Semantics*. New Delhi: Prentice, 1998.
2. Verma, S.K. and N. Krishnaswamy. *Modern Linguistics: An Introduction*. New Delhi: Oxford UP, 2018.
3. Yule, George. *The Study of Language*. New York: CUP, 1997.

#### **Supplementary Reading:**

1. Gleason, H. *An Introduction to Descriptive Linguistics*. New York: Holt, Rinehart and Winston, 1961.
2. Halliday, M.A.K. *Linguistics Science and Languages Teaching*. London: Methuen, 1970.
3. Hockett, C.F. *A Course in Modern Linguistics*. New Delhi: Oxford & IBH Publication, 1958.
4. Jacobs Roderick A. & Peter S. Rosenbaum. *English Transformational Grammar*. New Delhi: Wiley Eastern Limited, 1968.
5. Jespersen, Otto, *Essentials of English Grammar*. London: George Allen & Unwin, 1960.

6. Karunakaran, K & T, Edward Williams. *Morphology: An Introduction*. Nagercoil: Grace Publication, 1984.
7. Lado. R. *Linguistics across Cultures*. Ann Arbor: U of Michigan P, 1957.
8. Wallwork, J.F. *Language and Linguistics*. London: Heinmann Educational Books, 1972.

### Course Outcomes

At the end of the course, the student will be able to:

- CO1: Comprehend the study of language that deals with definitions, scope of enquiry, and concepts in Linguistics
- CO2: Apply the basics of modern grammar and the main tenets of transformational syntax for a competent usage of English language
- CO3: Understand different sources of meaning
- CO4: Perceive the relationship between language and society, and language and mind
- CO5: Explore the different areas of applications of linguistics to language teaching, stylistics, and translation

### Outcome Mapping

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6
CO1		-	-		-	-			-				-	-		
CO2		-	-		-	-			-				-	-		
CO3		-	-		-	-			-				-	-		
CO4		-	-		-	-			-				-	-		
CO5		-	-		-	-			-				-	-		

Semester- IX

**ENIE 95: Technical Writing**

Credits: 3  
Hours: 3

### Learning Objective (LO):

By introducing the course, it is intended to:

- LO1: Introduce the students to the basics of mechanics and techniques of technical communication
- LO2: Help the learners to master the entire gamut of skills required of a successful professional
- LO3: Provide a comprehensive coverage of writing skills.
- LO4: Inculcate students to comprehend and connect ideas logically within a sentence.
- LO5: Make the students grasp the concept of sentence emphasis and discuss the techniques of emphasis.

### Unit I

Defining Technical Writing  
Aud19IENCe, Language and Style, Organization

## **Unit II**

Writing Elements  
Technical Definitions  
Technical Descriptions  
Summaries  
Graphics  
Instructions  
Comparison and Contrast

## **Unit III**

Forms of Technical Communication  
Technical Reports  
Forms, Memos, E-mail  
Business Letters  
Presentations  
The Job Search: Resumes and Letters

## **Unit IV**

Subjects and Verbs – Subjects/Verbs Agreement – Prepositional Phrases – Pronouns-- Pronoun  
References – Avoiding Shifts – Avoiding Sexism – Modifiers – The Clause and Simple Sentences –  
Compound Sentences – Complex and Compound-Complex Sentences – Fragments, Run-ons, and  
Comma Splices – Transition Words - Parallelism

## **Unit V**

Mechanics of Writings – Capital Letters – Abbreviations and Acronyms – End Punctuation –  
Commas – Colons and Semicolons – Parentheses, Dashes, Brackets, Ellipses, Slashes, and  
Hyphens – Apostrophe – Quotations

### **Text Book:**

1. Rutherford, Andrea J. *Basic Communication Skills for Technology*. Delhi: Pearsons, 2001.

### **Supplementary Reading:**

1. Mohan, Krishna, and Meenakshi Raman. *Effective English Communication*. New Delhi: Tata McGraw-Hill, 2000.
2. M Ashraf Rizvi. *Effective Technical Communication*. New Delhi: McGraw-Hill, 2005
3. Meenakshi Raman and Sangeeta Sharma. *Technical Communication*. New Delhi: OUP, 2008.

### **Course Outcomes**

At the end of the course, the student will be able to:

- CO1: Possess a basic understanding of functional grammar essential for effective Technical Writing
- CO2: Sharpen their language skills and technical communication skills
- CO3: Distinguish between business letters and memos
- CO4: Understand the nature and importance of employment communication and different resume styles
- CO5: Identify the components of a job application letters and resume design
- CO6: Chalk out various strategies of writing a report and identify four report formats

### **Outcome Mapping**

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6
CO1		-	-		-	-			-				-	-		
CO2		-	-		-	-			-				-	-		
CO3		-	-		-	-			-				-	-		
CO4		-	-		-	-			-				-	-		
CO5		-	-		-	-			-				-	-		

Semester- IX

**ISSC 96: Soft Skills**

Credits: 3

Hours: 3

### Learning Objective (LO):

By introducing the course, it is intended to:

LO1: Train students in Soft skills in order to enable them to be employable.

LO2: Train students in effective speaking and writing skills.

LO3: Train students to communicate with confidence and conviction in Interviews and Group discussions.

LO4: Facilitate student's leadership skills and professional skills.

LO5: Train students in the study of character / human behavior.

### Unit I: Introduction to Soft Skills

What are soft skills?-What are hard skills?-Importance of soft skills-Importance of knowing yourself-SWOT Analysis and its benefits-Developing positive attitude-Power of positive attitude-overcoming negative attitude.

### Unit II: Effective Communication

Meaning of Effective Communication-Verbal and non-verbal communication-Kinesis-Art of Effective Listening-Types of Listening-Barriers to Listening-Advantages of Active Listening-Art of public speech-Language and proficiency in public speech-Spoken English-Fluency-Benefits of Reading-Different types of Reading-Becoming an Effective Reader.

### Unit III: Business Communication

Strategies of Good writing-Mechanics of Good writing-use of punctuation-Business letters-Writing Memo-Short reports-Agenda-Minutes-Business Proposals.

### Unit IV: Employability Skills

Definition of Interview-Types of Interviews-Typical Questions asked in Interviews-Job Application-CV preparation-Types of Resume-Group Discussion-Essential elements of Group Discussion-Skills required in Group Discussion-Group Discussion Etiquette

### Unit V: Professional Skills

Leadership Qualities-Decision making-Time Management-Stress Management-Problem Solving-Team Building and Team work

### Supplementary Reading:

1. Alex K. *Soft Skills* New Delhi:S.Chand & Co., 2016
2. Ghosh,B.N *Managing Soft Skills for Personality Development* New Delhi: Tata McGraw Hill, 2012

3. Krishna Mohan and Meera Banarji. *Developing Communication Skills*. New Delhi: Macmillan,2009
4. NeeraJain and Shoma Mukherji. *Effective Business Communication*. New Delhi: Tata McGraw Hill,2012
5. Rao, M.S. *Soft Skills-Enhancing Employability: Connecting Campus with Corporate*. New Delhi: LK Publishing House, 2011
7. Rizwi, Ashraf M. *Effective Technical Communication*. New Delhi : Tata McGraw Hill,2010

### Course Outcomes

At the end of the course, the student will be able to:

- CO1: Obtain a literary acumen to answer MCQs of NET/SET Examinations and other competitive examinations
- CO2: Sharpen their language skills and technical communication skills
- CO3: Equip themselves with employability skills to enhance their prospect of placements.
- CO4: Facilitate themselves to hone their soft skills
- CO5: Develop their communicative competence

### Outcome Mapping

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6
CO1		-	-		-	-			-				-	-		
CO2		-	-		-	-			-				-	-		
CO3		-	-		-	-			-				-	-		
CO4		-	-		-	-			-				-	-		
CO5		-	-		-	-			-				-	-		

**Semester- X      19IENC 101: Shakespeare & Shakespearean Criticism**  
Credits: 5

Hours: 5

### Learning Objective (LO):

By introducing the course, it is intended to:

- LO1: Enable the students to appreciate the genius of Shakespeare that has made him a classic of eternal value
- LO2: Enable them to know the historical and present day value of Shakespeare, the poet-dramatist
- LO3: Make the students understand the aesthetics of Shakespeare



- LO4: Get them understand the social, historical, and cultural content of Shakespearean works  
 LO5: Enable the students analyse the strengths and weaknesses of the characters  
 LO6: Enable the students appreciate Shakespeare’s skill of characterisation, plot construction, use of humour and wit, and song and music

**Unit I**

*As You Like It*

H.B. Charlton - *Shakespearean Comedy*, “Preliminary” and “Romanticism in Shakespearean Comedy” pp-1-43

**Unit II**

*Macbeth*

A.C. Bradley - *Shakespearean Tragedy*

Lecture i. “The Substance of Shakespearean Tragedy”

**Unit III**

*Antony and Cleopatra*

Derek Traversi - *Shakespeare: The Roman Plays* “Introduction” (18 pages)

**Unit IV**

*The Tempest*

Wilson G. Knight – *The Crown of Life: Essays on the Interpretation of Shakespeare’s Final Plays* “Myth and Miracle” (31 pages)

**Unit V**

*Richard II*

Sonnets from Peacock – Vol. II – 12, 18, 30, 116, 130, 152

E.M.W. Tilliard – *Shakespeare’s History Plays* Chapter 1 “The Cosmic Background”

A.L. Rowse – *Shakespeare’s Sonnets* “Introduction”

**Supplementary Reading:**

1. Bentley, Gerald E. *Shakespeare: A Biographical Handbook*. Yale UP, 1961.
2. Chambers E.K. *William Shakespeare: A Study of Facts and Problems*. London: OUP, 1930.
3. Gaiz, Hardis. *An Interpretation of Shakespeare*. Columbia: Lucas Brothers, 1948.
4. Kermode, Frank. *Shakespeare’s Language*. New Delhi, Penguin Books, 2001.
5. Schoenbaum, S. *William Shakespeare. A Documentary Life*. New York: OUP, 1975.
6. A.C. Bradley, *Shakespearean Tragedy*. New Delhi: Atlantic Publishers, 2000.

**Course Outcomes**

At the end of the course, the student will be able to:

- CO1: Obtain a literary acumen to answer MCQs of NET/SET Examinations and other competitive examinations  
 CO2: Significantly point out the contribution of the “supreme dramatist and poet of all times” and his mastery in various types of dramas  
 CO3: Probe the critical principles involved and to put the criticism in perspective by relating to the temper of the Age of Shakespeare  
 CO4: Engage with a variety of scholarly views and critical conversations about Shakespeare’s works as literature.

**Outcome Mapping**

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 0	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6
CO1		-	-		-	-			-				-	-		

CO2		-	-		-	-			-				-	-		
CO3		-	-		-	-			-				-	-		
CO4		-	-		-	-			-				-	-		
CO5		-	-		-	-			-				-	-		

Semester- X

**19IENC 102: Literary Theory and Criticism – II**

**Credits: 5  
Hours: 5**

**Learning Objective (LO):**

By introducing the course, it is intended to:

LO1: Introduce the students to the modern schools of literary thought

LO2: Acquaint the students with the different schools and principles of criticism and help them appreciate and evaluate literary texts

LO3: Enable the students to understand the changing trends in literary theories and approaches

LO4: Acquaint the students with the development of stylistics in the 20 century

LO5: Acquaint the students with the linguistic and psychoanalytic theories of literature

LO6: Enable the students to evaluate the literary texts in the light of new critical theories

**Unit I**

Aristotle

*Poetics* – Chapter 13-26

Sidney

*An Apology for poetry*

**Unit II**

Dr. Johnson

*Preface to Shakespeare*

Pope

*Essay on Criticism* - Part I

**Unit III**

De Quincy

“On the Knocking at the Gate in *Macbeth*”

Coleridge

*Biographia Literaria* Chapters XVII & VIII

**Unit IV**

I.A. Richards

“Two Uses of Language”

Sigmund Freud

“Creative Writers and Day Dreaming”

Edmund Wilson

“The Historical Interpretation of Literature”

**Unit V**

R.P. Blackmur

“Language as Gesture”

Northrop Frye

“Archetypes of Literature”

Roland Barthes

“The Death of the Author”

**References:**

1. Barry, Peter. *Beginning Theory*. New York: MUP, 2009.
2. Freud, Sigmund. *On Creativity and the Unconscious: The Psychology of Art, Literature, Love, and Religion*. Reprint Edition. New York: Harper Perennial Modern Classics, 2009.
3. Collier, Peter and Helga Geyer-Ryan. Ed. *Literary Theory Today*. New York: Cornell UP, 1990.
4. Richards, I. A. *Principles of Literary Criticism*. Oxfordshire: Routledge, 2017.
5. Tyson, Lois. *Critical Theory Today: A User-Friendly Guide*. 3 Edition. Oxfordshire: Routledge, 2014.

### Course Outcomes

At the end of the course, the student will be able to:

- CO1: Trace the growth and development of literary theories and principles
- CO2: Compare and contrast the modern schools of thought with the old ones.
- CO3: Evaluate literary texts on the basis of psycho analytical, linguistic, and stylistic theories
- CO4: Appreciate texts in the light of "Art for Art's sake."
- CO5: Obtain a literary acumen to face challenging competitive examinations like NET/SET etc., with confidence

### Outcome Mapping

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6
CO1		-	-		-	-			-				-	-		
CO2		-	-		-	-			-				-	-		
CO3		-	-		-	-			-				-	-		
CO4		-	-		-	-			-				-	-		
CO5		-	-		-	-			-				-	-		

Semester- X

19IENC 103: Project/Field Study/Internship

Credits: 8

Hours: 8

### Learning Objective (LO):

#### Objective:

To enable the learners to gain practical knowledge through a four week attachment to any one of the mass media organizations and to conduct a short-term research on the topics of their choice.

Every student will have to do a dissertation/project report on any area of literature/mass communication under the guidance of a regular faculty. The objective of the dissertation is to enable a student to have an in-depth knowledge of the subject of his/her choice. It should be a research-based effort and should endeavor to create new knowledge in an area of literature mass communication.

Each student, if she or he wants to take up a project, will have to undergo a four week or more attachment to any one of the media such as newspapers, magazines, radio, television, agencies of advertising/public relations/corporate communications or any other identified by the students and faculty. The student has to participate in study/field visits to media centres and he/she will submit his/her report based on observation. This condition is not applicable to the students who opt for dissertation writing. Teaching Research Methodology is left to the discretion of individual teachers, and they may do so to their respective students, when allotted for guidance under this project.

### Course Outcomes

At the end of the course, the student will be able to:

CO1:  
CO2:  
CO3:  
CO4:  
CO5:

**Outcome Mapping**

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6
CO1		-	-		-	-			-				-	-		
CO2		-	-		-	-			-				-	-		
CO3		-	-		-	-			-				-	-		
CO4		-	-		-	-			-				-	-		
CO5		-	-		-	-			-				-	-		

Semester- X

**IENE 104(1): Women’s Writings**

Credits: 3  
Hours: 3

**Learning Objective (LO):**

By introducing the course, it is intended to:

LO1: Enable the students to get acquainted with gender issues, to re-orientate them in literature

studies from feminist perspectives, and to introduce them to feminist literary theory so as to understand feminist literary texts.

LO2: Make the students aware of the tradition of women’s writing.

LO3: Introduce some of the little known works which have not found a place on the literary canon.

LO4: Encourage the students to study well-known works which have been admitted into the canon, from a fresh point of view.

LO5: Initiate discussion on important issues connected with writings by women.

**Unit I**

1. Feminism and Feminist literary Criticism: Definitions

2. Historical overview and major themes in Feminist criticism.

(From *A Handbook of Critical Approaches to Literature* (editor) Wilfred L. Guerin et al. pages 196-215 )

**Unit II**

Mary Wollstonecraft

From *A Vindication of the Rights of Woman*  
(Introduction and Chapter 2)

Virginia Woolf

From *A Room of One’s Own* (Chapters 2 & 3)

Elaine Showalter

*Towards a Feminist Poetics*

Nina Baym

“Mad Woman and Her Languages”

(From *Feminisms: An Anthology of Literary Theory And Criticisms* eds. R. Warhol and Diane Price Herndl pp. 279-291 )

Simone de Beauvoir

*The Second Sex* (Chapters 1 & 2)

**Unit III**

Kamala Das  
 Sylvia Plath  
 Gwendolyn Brooks  
 Adrienne Rich  
 Maya Angelou

“An Introduction,” “The Old Play House”  
 “Mirror” “Daddy”  
 “A Lovely Love” “The Queen of the Blues”  
 “Snapshots of a Daughter-in-Law”  
 “Phenomenal Woman”

**Unit IV**

Manjula Padmanabhan  
 Lorraine Hansberry

**Harvest**  
**A Raisin in the Sun**

**Unit V**

Bharati Mukherjee  
 Chitra Banerjee Divakaruni

**Wife**  
**The Mistress of Spices**

**Supplementary Reading:**

1. Greenblatt, Stephen. ed. *The Norton Anthology of English Literature*. 9th edition. New York: W.W Norton, 2012.
2. Gilbert, Sandra. M. and Susan Gubar. *The Norton Anthology of Literature by Women: The Traditions in English*. New York: W.W. Norton, 1996.
3. Warhol, Robin and Diane Price Herndl. *Feminisms: An Anthology of Literary Theory and Criticism*. London: Macmillan, 1997.

**Course Outcomes**

At the end of the course, the student will be able to:

- CO1: Identify the images of women in the works being studied  
 CO2: Understand the portrayal of the victimization of women in society  
 CO3: Analyse feminist rereading of well-known works, directing attention to subversive strategies  
 CO4: Be aware of the contemporary concepts and masculinity and femininity, gender roles

**Outcome Mapping**

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6
CO1		-	-		-	-			-				-	-		
CO2		-	-		-	-			-				-	-		
CO3		-	-		-	-			-				-	-		
CO4		-	-		-	-			-				-	-		
CO5		-	-		-	-			-				-	-		

## Learning Objective (LO):

By introducing the course, it is intended to:

LO1: Enable the students to get acquainted with ecological issues

LO2: Introduce them to eco criticism so as to understand ecoliterature

LO3: Enable the learners study and appreciate literary texts from eco perspectives

### Unit I Poetry

William Shakespeare

Act II Scene I *As You Like It*

William Cowper

“God Made the Country”

William Wordsworth

“Tintern Abbey”

P. B. Shelley

“Ode to the West Wind”

W. H. Davies

“Leisure”

### Unit II Poetry

Toru Dutt

“Our Casuarina Tree”

Robert Frost

“Birches”

Wole Soyinka

“Dedication”

John Masefield

“Sea Fever”

Gieve Patel

“On Killing a Tree”

### Unit III Prose

Thoreau

“Higher Laws” From *Walden*

Mary Oliver

“Dog Talk”

Charles C. Mann

“State of the Species”

### Unit IV Drama

Tagore

*Mukta Dhara*

Rene Marques

*La Carreta*

### Unit V Fiction

John Steinbeck

*The Grapes of Wrath*

Margaret Atwood

*The Year of the Flood*

### Supplementary Reading:

1. [Buell, Lawrence](#). *The Environmental Imagination: Thoreau, Nature Writing, and the Formation of American Culture*. Cambridge, MA and London, England: Harvard UP, 1995.
2. Williams, Raymond. *The Country and the City*. London: Chatto and Windus, 1973.
3. Clark, Thomas. *The Cambridge Introduction to Literature and the Environment*. Cambridge: Cambridge UP, 2011

### Course Outcomes

At the end of the course, the student will be able to:

- CO1: Obtain a literary acumen to answer MCQs of NET/SET Examinations and other competitive examination
- CO2: Initiate discussions on environmental issues
- CO3: Acquaint themselves with some major literary works in Eco Studies
- CO4: Get a broad perspective of the various observations on nature
- CO5: Be aware of the various factors that affect the environment

## Outcome Mapping

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6
CO1		-	-		-	-			-				-	-		
CO2		-	-		-	-			-				-	-		
CO3		-	-		-	-			-				-	-		
CO4		-	-		-	-			-				-	-		
CO5		-	-		-	-			-				-	-		

Semester- X

**ENIE 105: English for Career Development**

Credits: 3

Hours: 3

### Learning Objective (LO):

By introducing the course, it is intended to:

LO1: Prepare the students to face various competitive examinations with conviction

LO2: Give learners authentic information on the most basic areas, and practice and prepare them to answer in wide variety of questions

LO3: Train the students to acquire command over the language

LO4: Groom the skills of the students to carry out casual interactions

### Unit I

Comprehension Passages

Cloze Test

Spotting Errors

### Unit II

Sentence Improvement

Sentence Arrangement

Sentence Completion

Sentence Fillers

### Unit III

Vocabulary

Synonyms and Antonyms

### Unit IV

Verbal Analogy

Word Substitution

### Unit V

Idioms and Phrasal Verbs

Miscellaneous Vocabulary

**Text book:**

1. Gopalan R. and V. Rajagopalan. *English for Competitive Examinations*. New Delhi: Thomson, 2003.

**Supplementary Reading:**

1. Thorpe, Edgar, and Showick Thorpe. *Objectives English*. New Delhi: Pearson, 2007.
2. R.P. Bhatnagar and Rajul Bhargava. *English for Competitive Examinations*. New Delhi, Trinity, 2014
3. G. Radhakrishna Pillai, *English for Success*. Chennai: Emerald, 2018.

**Course Outcomes**

At the end of the course, the student will be able to:

- CO1: Acquire a language acumen to answer MCQs of NET/SET examinations and other competitive examinations  
 CO2: Understand the concepts through guided practice  
 CO3: Improve their language skills and competence level on sentence structures  
 CO4: Enhance their vocabulary proficiency  
 CO5: Enrich their communication and language skills to mould their career  
 CO6: Familiarize with different rhetorical functions of the language

**Outcome Mapping**

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6
CO1		-	-		-	-			-				-	-		
CO2		-	-		-	-			-				-	-		
CO3		-	-		-	-			-				-	-		
CO4		-	-		-	-			-				-	-		
CO5		-	-		-	-			-				-	-		

Semester- X

**VAAR 013: English for Effective Communication****Learning Objective (LO):**

By introducing the course, it is intended to:

- LO1: Improve the four essential skills of mastering the English Language  
 LO2: Enhance the communication skills of the learners' in English  
 LO3: Make them listen, speak, read, and write effectively

**Unit – I (Effective Listening)**

Active Listening  
 Reasons for Poor Listening  
 Traits of a Good Listener  
 Listening Modes  
 Types of Listening



Barriers to Effective Listening  
Listening for General Content and Specific Information  
Exercises

### **Unit – II (Effective Speaking)**

Effective Speaking  
Basic Sounds of English  
Word Stress  
Sentence Stress  
Intonation

### **Unit – III (Effective Speaking)**

Achieving Confidence, Clarity, and Fluency  
Vocal Cues  
Exercises  
Conversations and Dialogues  
Introduction  
Conversations  
Telephonic Conversations and Etiquette  
Dialogue Writing  
Exercises

### **Unit – IV (Effective Reading)**

#### **Reading Comprehension**

Improving Comprehension Skills  
Techniques for Good Comprehension  
Predicting the Content  
Understanding the Gist  
SQ3R Reading Technique  
Study Skills  
Exercises

### **Unit – V (Effective Writing)**

#### **Vocabulary Development**

Using the Dictionary and Thesaurus  
Changing words from one form to another, Word Formation: Prefixes and Suffixes  
Synonyms and Antonyms, Idioms, Confusables, One-word Substitutes, Homonyms  
Homophones, Eponyms.  
Elements of Effective Writing  
Rights Words and Phrases  
Sentences  
Writing for the Web  
Exercises  
The Art of Condensation  
Steps to Effective Precis Writing  
Guidelines  
Samples  
Exercises

#### **Text Book:**

1. Raman, Meenakshi and Sharma, Sangeeta. *Technical Communication: Principles and Practice*. New Delhi: Oxford UP, 2015. Third Edition.

**Supplementary Reading:**

1. Mohan, Krishna and Banerji, Meera. *Developing Communication Skills*. New Delhi, Trinity Press, 2015.
2. Mohan, Krishna and Banerji, Meera. *Speaking English Effectively*. New Delhi, Trinity Press, 2015.
3. Thorpe, Edgar and Thorpe, Shovik. *Objectives English*. 6th Ed. New Delhi: Pearson, 2016.

**Course Outcomes**

At the end of the course, the student will be able to:

- CO1: Read diligently and communicate effectively  
 CO2: Improve their language skills and competence level of sentence structures  
 CO3: Enhance their vocabulary proficiency  
 CO4: Enrich their communication and language skills  
 CO5: Familiarize with different rhetorical functions of the language  
 CO6: Write meaningful sentences, effective paragraphs, and thought-provoking essays

**Outcome Mapping**

CO/ PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6
CO1		-	-		-	-			-				-	-		
CO2		-	-		-	-			-				-	-		
CO3		-	-		-	-			-				-	-		
CO4		-	-		-	-			-				-	-		
CO5		-	-		-	-			-				-	-		