



ANNAMALAI  *UNIVERSITY*
(Accredited with 'A' Grade by NAAC)
Department of English

Handbook of
M.A. English (Two Year) Programme



Regulations & Curriculum 2023-2024


ANNAMALAI UNIVERSITY
Faculty of Arts

Department of English
M.A. English

Programme Code: AENG21

DEPARTMENT OF ENGLISH

About the Department

The Department of English, established in 1929, fulfills the requisites of universities and colleges elsewhere that students should learn a minimum of one European language in addition to the vernacular, and indeed, the department includes teaching French to the students in addition to English. The faculty in the department is well equipped to offer different programs in English ranging from certificate to Ph.D. The faculty give training in spoken English to the students on campus especially students hailing from rural areas so as to make them competent in soft skills to compete with others when they enter the labour market after earning their degrees.

**REGULATIONS FOR THE TWO-YEAR POST GRADUATE PROGRAMMES UNDER
CHOICE BASED CREDIT SYSTEM (CBCS)**

These Regulations are common to all the students admitted to the Two-Year Master's Programmes in the Faculties of Arts, Science, Indian Languages, Education, Marine Sciences, and Fine Arts from the academic year 2019-2020 onwards.

1. Definitions and Nomenclature

- 1.1 University** refers to Annamalai University.
- 1.2 Department** means any of the academic departments and academic centres at the University.
- 1.3 Discipline** refers to the specialization or branch of knowledge taught and researched in higher education. For example, Botany is a discipline in the Natural Sciences, while Economics is a discipline in Social Sciences.
- 1.4 Programme** encompasses the combination of courses and/or requirements leading to a Degree. For example, M.A., M.Sc.
- 1.5 Course** is an individual subject in a programme. Each course may consist of Lectures/Tutorials/Laboratory work/Seminar/Project work/Experiential learning/ Report writing/viva-voce etc. Each course has a course title and is identified by a course code.

- 1.6 **Curriculum** encompasses the totality of student experiences that occur during the educational process.
- 1.7 **Syllabus** is an academic document that contains the complete information about an academic programme and defines responsibilities and outcomes. This includes course information, course objectives, policies, evaluation, grading, learning resources and course calendar.
- 1.8 **Academic Year** refers to the annual period of sessions of the University that comprises two consecutive semesters.
- 1.9 **Semester** is a half-year term that lasts for a minimum duration of 90 days. Each academic year is divided into two semesters.
- 1.10 **Choice Based Credit System** is a mode of learning in higher education that enables a student to have the freedom to select his/her own choice of elective courses across various disciplines for completing the Degree programme.
- 1.11 **Core Course** is mandatory and an essential requirement to qualify for the Degree.
- 1.12 **Elective Course** is a course that a student can choose from a range of alternatives.
- 1.13 **Value Added Courses** are optional courses that complement the students' knowledge and skills and enhance their employability.
- 1.14 **Credit** refers to the quantum of course work in terms of number of class hours in a semester required for a programme. The credit value reflects the content and duration of a particular course in the curriculum.
- 1.15 **Credit Hour** refers to the number of class hours per week required for a course in a semester. It is used to calculate the credit value of a particular course.
- 1.16 **Programme Outcomes (POs)** are statements that describe crucial and essential knowledge, skills and attitudes that students are expected to achieve and can reliably manifest at the end of a programme.
- 1.17 **Programme Specific Outcomes (PSOs)** are statements that list what the graduate of a specific programme should be able to do at the end of the programme.
- 1.18 **Learning Objectives (also known as Course Objectives)** are statements that define the expected goal of a course in terms of demonstrable skills or knowledge that will be acquired by a student as a result of instruction.
- 1.19 **Course Outcomes (COs)** are statements that describe what students should be able to achieve/demonstrate at the end of a course. They allow follow-up and measurement of learning objectives.
- 1.20 **Grade Point Average (GPA)** is the average of the grades acquired in various courses that a student has taken in a semester. The formula for computing GPA is given in section 11.3
- 1.21 **Cumulative Grade Point Average (CGPA)** is a measure of overall cumulative performance of a student over all the semesters. The CGPA is the ratio of total credit points secured by a student in various courses in all semesters and the sum of the total credits of all courses in all the semesters.
- 1.22 **Letter Grade** is an index of the performance of a student in a particular course. Grades are denoted by the letters S, A, B, C, D, E, RA, and W.

2. Programmes Offered and Eligibility Criteria

The various PG Programmes offered by the University and the eligibility criteria for each of these programmes are detailed below:

Programme	Eligibility
M.A. English	A pass in Bachelor's Degree in English under Part III.

2.1 In the case of **SC/ST and Differently-abled candidates**, a **pass** is the minimum qualification for all the above Programmes.

3. Reservation Policy

Admission to the various programmes will be strictly based on the reservation policy of the Government of Tamil Nadu.

4. Programme Duration

4.1 The Two Year Master's Programmes consist of two academic years.

4.2 Each academic year is divided into two semesters, the first being from July to November and the second from December to April.

4.3 Each semester will have 90 working days (18 weeks).

5 Programme Structure

5.1 The Two Year Master's Programme consists of Core Courses, Elective Courses (Department & Interdepartmental), Project, and internship.

5.2 Core courses

5.2.1 These are a set of compulsory courses essential for each programme.

5.2.2 The core courses include both Theory (Core Theory) and Practical (Core Practical) courses.

5.3 Elective courses

5.3.1 **Departmental Electives (DEs)** are the Electives that students can choose from a range of Electives offered within the Department.

5.3.2 **Interdepartmental Electives (IDEs)** are Electives that students can choose from amongst the courses offered by other departments of the same faculty as well as by the departments of other faculties.

5.3.3 Students shall take a combination of both **DEs and IDEs**.

5.4 Experiential Learning

5.4.1 Experiential learning provides opportunities to students to connect principles of the discipline with real-life situations.

5.4.2 In-plant training/field trips/internships/industrial visits (as applicable) fall under this category.

5.4.3 Experiential learning is categorised as Core.

5.5 Project, Internship, and Extension Activity

5.5.1 Project

5.5.1.1 Each student shall undertake a Project in the final semester.

5.5.1.2 The Head of the Department shall assign a Research Supervisor to the student.

5.5.1.3 The Research Supervisor shall assign a topic for research and monitor the progress of the student periodically.

5.5.1.4 Students who wish to undertake project work in recognised institutions/industry shall obtain prior permission from the University. The Research Supervisor will be from the host institute, while the Co-Supervisor shall be a faculty in the parent department.

5.5.2 Internship

5.5.2.1. Under the internship course, the student shall join as an "Intern" under an Experiential Learning Supervisor in a Research Institute, a University Department, a Non-Governmental Organization (NGO), or any other Institute for a short period of time.

5.5.2.2 Internship helps students to explore opportunities and options in their field of study.

5.5.3 Extension Activity

5.5.3.1 Under this extension activity, the students shall select one of the villages of nearby campus/their native place as their study area.

5.5.3.2 The students need to collect data on the demographic, Socio-economic, health, nutrition, and felt needs of the people belonging to the village using appropriate sampling methods.

5.5.3.3 The collected data will be analyzed and a report will be prepared.

5.6 Value Added Courses (VACs)

5.6.1 Students may also opt to take Value Added Courses beyond the minimum credits required for award of the Degree. VACs are outside the normal credit paradigm.

5.6.2 These courses impart employable and life skills. VACs are listed in the University website and in the Handbook on Interdepartmental Electives and VACs.

5.6.3 Each VAC carries 2 credits with 30 hours of instruction, of which 60% (18 hours) shall be Theory and 40% (12 hours) Practical.

5.6.4 Classes for a VAC are conducted beyond the regular class hours and preferably in the II and III Semesters.

5.7 Online Courses

5.7.1 The Heads of Departments shall facilitate enrolment of students in Massive Open Online Courses (MOOCs) platform such as SWAYAM to provide academic flexibility and enhance the academic career of students.

5.7.2 Students who successfully complete a course in the MOOCs platform shall be exempted from one elective course of the programme.

5.8 Credit Distribution

The credit distribution is organised as follows:

	Credits
Core Courses	57
Elective Courses	18
Project	7
Skill Enhancement	6
Internship	2
Extension Activity	1
Total (Minimum requirement for award of Degree)	91*

**Each Department shall fix the minimum required credits for award of the Degree within the prescribed range of 90-95 credits.*

5.9 Credit Assignment

Each course is assigned credits and credit hours on the following basis:

1 Credit is defined as

1 Lecture period of one hour per week over a semester

1 Tutorial period of one hour per week over a semester

1 Practical/Project period of two or three hours (depending on the discipline) per week over a semester.

6 Attendance

6.1 Each faculty handling a course shall be responsible for the maintenance of *Attendance and Assessment Record* for candidates who have registered for the course.

- 6.2 The Record shall contain details of the students' attendance, marks obtained in the Continuous Internal Assessment (CIA) Tests, Assignments and Seminars. In addition, the Record shall also contain the organisation of lesson plan of the Course Instructor.
- 6.3 The record shall be submitted to the Head of the Department once a month for monitoring the attendance and syllabus coverage.
- 6.4 At the end of the semester, the record shall be duly signed by the Course Instructor and the Head of the Department and placed in safe custody for any future verification.
- 6.5 The Course Instructor shall intimate to the Head of the Department at least seven calendar days before the last instruction day in the semester about the attendance particulars of all students.
- 6.6 Each student shall have a minimum of 75% attendance in all the courses of the particular semester failing which he or she will not be permitted to write the End-Semester Examination. The student has to redo the semester in the next year.
- 6.7 Relaxation of attendance requirement up to 10% may be granted for valid reasons such as illness, representing the University in extracurricular activities and participation in NCC/NSS/YRC/RRC.

7 Mentor-Mentee System

- 7.1 To help the students in planning their course of study and for general advice on the academic programme, the Head of the Department will attach certain number of students to a member of the faculty who shall function as a Mentor throughout their period of study.
- 7.2 The Mentors will guide their mentees with the curriculum, monitor their progress, and provide intellectual and emotional support.
- 7.3 The Mentors shall also help their mentees to choose appropriate electives and value-added courses, apply for scholarships, undertake projects, prepare for competitive examinations such as NET/SET, GATE etc., attend campus interviews and participate in extracurricular activities.

8 Examinations

- 8.1 The examination system of the University is designed to systematically test the student's progress in class, laboratory and field work through Continuous Internal Assessment (CIA) Tests and End-Semester Examination (ESE).
 - 8.2 There will be two CIA Tests and one ESE in each semester.
 - 8.3 The Question Papers will be framed to test different levels of learning based on Bloom's taxonomy viz. Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation/Creativity.
- ### **8.4 Continuous Internal Assessment Tests**
- 8.4.1 The CIA Tests shall be a combination of a variety of tools such as class tests, assignments, seminars, and viva-voce that would be suitable to the course. This requires an element of openness.
 - 8.4.2 The students are to be informed in advance about the assessment procedures.
 - 8.4.3 The pattern of question paper will be decided by the respective faculty.
 - 8.4.4 CIA Test-I will cover the syllabus of the first two units while CIA Test-II will cover the last three units.
 - 8.4.5 CIA Tests will be for two to three hours duration depending on the quantum of syllabus.

8.4.6 A student cannot repeat the CIA Test-I and CIA Test-II. However, if for any valid reason, the student is unable to attend the test, the prerogative of arranging a special test lies with the teacher in consultation with the Head of the Department.

8.5 End Semester Examinations (ESE)

8.5.1 The ESE for the first/third semester will be conducted in November and for the second/fourth semester in May.

8.5.2 A candidate who does not pass the examination in any course(s) of the first, second and third semesters will be permitted to reappear in such course(s) that will be held in April and November in the subsequent semester/year.

8.5.3 The ESE will be of three hours duration and will cover the entire syllabus of the course.

9 Evaluation

9.1 Marks Distribution

9.1.1. Each course, both Theory and Practical as well as Project/Internship/Field work/In-plant training shall be evaluated for a maximum of 100 marks.

9.1.2 For the theory courses, CIA Tests will carry 25% and the ESE 75% of the marks.

9.1.3 For the Practical courses, the CIA Tests will constitute 40% and the ESE 60% of the marks.

9.2. Assessment of CIA Tests

9.2.1 For the CIA Tests, the assessment will be done by the Course Instructor

9.2.2 For the Theory Courses, the break-up of marks shall be as follows:

	Marks
Test-I & Test-II	15
Seminar	05
Assignment	05
Total	25

9.2.3 For the Practical Courses (wherever applicable), the break-up of marks shall be as follows:

	Marks
Test-I	15
Test-II	15
Viva-voce and Record	10
Total	40

9.3 Assessment of End-Semester Examinations

9.3.1 "Single evaluation for the ESE is done by the Course Teachers."

9.3.2 "In case of a grievance received from the student, second evaluation will be done as per the rules."

9.4 Assessment of Project/Dissertation

9.4.1 The Project Report/Dissertation shall be submitted as per the guidelines laid down by the University.

9.4.2 The Project Work/Dissertation shall carry a maximum of 100 marks.

9.4.3 CIA for Project will consist of a Review of literature survey, experimentation/field work, attendance etc.

9.4.4 The Project Report evaluation and viva-voce will be conducted by a committee constituted by the Head of the Department.

9.4.5 The Project Evaluation Committee will comprise the Head of the Department, Project Supervisor, and a senior faculty.

9.4.6 The marks shall be distributed as follows:

Continuous Internal Assessment (25 Marks)		End Semester Examination (75 Marks)	
Review-I 10	Review-II: 15	Project / Dissertation Evaluation	Viva-voce
		50	25

9.5 Assessment of Value-added Courses

9.5.1 Assessment of VACs shall be internal.

9.5.2 Two CIA Tests shall be conducted during the semester by the Department(s) offering VAC.

9.5.3 A committee consisting of the Head of the Department, faculty handling the course and a senior faculty member shall monitor the evaluation process.

9.5.4 The grades obtained in VACs will not be included for calculating the GPA.

9.6 Passing Minimum

9.6.1 A student is declared to have passed in each course if he/she secures not less than 40% marks in the ESE and not less than 50% marks in aggregate taking CIA and ESE marks together.

9.6.4 A candidate who has not secured a minimum of 50% of marks in a course (CIA + ESE) shall reappear for the course in the next semester/year.

10. Conferment of the Master's Degree

A candidate who has secured a minimum of 50% marks in all courses prescribed in the programme and earned the minimum required credits shall be considered to have passed the Master's Programme.

11. Marks and Grading

11.1 The performance of students in each course is evaluated in terms Grade Point (GP).

11.2 The sum total performance in each semester is rated by Grade Point Average (GPA) while Cumulative Grade Point Average (CGPA) indicates the Average Grade Point obtained for all the courses completed from the first semester to the current semester.

11.3 The GPA is calculated by the formula

$$GPA = \frac{\sum_{i=1}^n C_i G_i}{\sum_{i=1}^n C_i}$$

where, C_i is the Credit earned for the Course i in any semester;

G_i is the Grade Point obtained by the student for the Course i and

n is the number of Courses passed in that semester.

11.4 CGPA is the Weighted Average Grade Point of all the Courses passed starting from the first semester to the current semester.

$$CGPA = \frac{\sum_{i=1}^m \sum_{i=1}^n C_i G_i}{\sum_{i=1}^m \sum_{i=1}^n C_i}$$

where, C_i is the Credit earned for the Course i in any semester;
 G_i is the Grade Point obtained by the student for the Course i and
 n is the number of Courses passed in that semester.
 m is the number of semesters

11.5 Evaluation of the performance of the student will be rated as shown in the Table.

Letter Grade	Grade Points	Marks %
S	10	90 and above
A	9	80-89
B	8	70-79
C	7	60-69
D	6	55-59
E	5	50-54
RA	0	Less than 50
W	0	Withdrawn from the examination

11.6 Classification of Results. The successful candidates are classified as follows:

11.6.1 For **First Class with Distinction:** Candidates who have passed all the courses prescribed in the Programme *in the first attempt* with a CGPA of 8.25 or above within the programme duration. Candidates who have withdrawn from the End Semester Examinations are still eligible for First Class with Distinction (See Section 12 for details).

11.6.2 For **First Class:** Candidates who have passed all the courses with a CGPA of 6.5 or above.

11.6.3 For **Second Class:** Candidates who have passed all the courses with a CGPA between 5.0 and less than 6.5.

11. 6.4 Candidates who obtain highest marks in all examinations at the first appearance alone will be considered for University Rank.

11.7 Course-Wise Letter Grades

11.7.1 The percentage of marks obtained by a candidate in a course will be indicated in a letter grade.

11.7.2 A student is considered to have completed a course successfully and earned the credits if he/she secures an overall letter grade other than RA.

11.7.3 A course successfully completed cannot be repeated for the purpose of improving the Grade Point.

11.7.4 A letter grade RA indicates that the candidate shall reappear for that course. The RA Grade once awarded stays in the grade card of the student and is not deleted even when he/she completes the course successfully later. The grade acquired later by the student will be indicated in the grade sheet of the Odd/Even semester in which the candidate has appeared for clearance of the arrears.

11.7.5 If a student secures RA grade in the Project Work/Field Work/Practical Work/Dissertation, he/she shall improve it and resubmit if it involves only rewriting/ incorporating the clarifications suggested by the evaluators or he/she can re-register and carry out the same in the subsequent semesters for evaluation.

12. Provision for Withdrawal from the End Semester Examination

12.1 The letter grade W indicates that a candidate has withdrawn from the examination.

12.2 A candidate is permitted to withdraw from appearing in the ESE for one course or courses in **ANY ONE** of the semesters **ONLY** for exigencies deemed valid by the University authorities.

12.3 **Permission for withdrawal from the examination shall be granted only once during the entire duration of the programme.**

12.3 Application for withdrawal shall be considered **only** if the student has registered for the course(s), and fulfilled the requirements for attendance and CIA tests.

12.4 The application for withdrawal shall be made ten days prior to the commencement of the examination and duly approved by the Controller of Examinations. Notwithstanding the mandatory prerequisite of ten days notice, due consideration will be given under extraordinary circumstances.

12.5 Withdrawal is **not** granted for arrear examinations of courses in previous semesters and for the final semester examinations.

12.6 Candidates who have been granted permission to withdraw from the examination shall reappear for the course(s) when the course(s) are offered next.

12.7 Withdrawal shall not be taken into account as an appearance for the examination when considering the eligibility of the candidate to qualify for First Class with Distinction.

13. Academic Misconduct

Any action that results in an unfair academic advantage/interference with the functioning of the academic community constitutes academic misconduct. This includes but is not limited to cheating, plagiarism, altering academic documents, fabrication/falsification of data, submitting the work of another student, interfering with other students' work, removing/defacing library or computer resources, stealing other students' notes/assignments, and electronically interfering with other students'/University's intellectual property. Since many of these acts may be committed unintentionally due to lack of awareness, students shall be sensitised on issues of academic integrity and ethics.

14. Transitory Regulations

Wherever there has been a change of syllabi, examinations based on the existing syllabus will be conducted for two consecutive years after implementation of the new syllabus in order to enable the students to clear the arrears. Beyond that, the students will have to take up their examinations in equivalent subjects, as per the new syllabus, on the recommendation of the Head of the Department concerned.

15. *Notwithstanding anything contained in the above pages as Rules and Regulations governing the Two Year Master's Programmes at Annamalai University, the Syndicate is vested with the powers to revise them from time to time on the recommendations of the Academic Council.*



Annamalai University
Department of English
M.A. English (Two Year) Programme
Programme Code: AENG21

Programme Structure
(For students admitted from the academic year 2023-2024)

Course Code	Course Title	Hours/Week			Marks		
		L	P	C	CIA	ES E	Total
Semester-I (November 2023)							
23ENGC101	Core I: Chaucer and the Elizabethan Age	7		5	25	75	100
23ENGC102	Core II: The Jacobean and the Restoration Ages	7		5	25	75	100
23ENGC103	Core III: Phonetics and Spoken English	6		4	25	75	100
23ENGE104	Elective I: Discipline Centric English Literary Studies for Advanced Learners	5		3	25	75	100
23ENGE105	Or Journalism						
CHOICE/IDE 23ENGX001	Elective –II Generic English for Secretarial Practice	5		3	25	75	100
		30		20			
Semester-II (May 2024)							
23ENGC201	Core IV: Literature of the Romantic Age	6		5	25	75	100
23ENGC202	Core V: Literature of the Victorian Age	6		5	25	75	100
23ENGC203	Core VI: Indian English Literature	6		4	25	75	100
23ENGE204	Elective III: Discipline Centric Comparative Literature	4		3	25	75	100
23ENGE205	Or Theory of Translation						
23ENGE206	Or Masterpieces of World Literature						
CHOICE/IDE 23ENGX002	Elective –IV : IDE: Elements of English Grammar	4		3	25	75	100
23TSSC200	Skill Enhancement I: Academic Writing Skills	4		2	25	75	100
		30		22			

Semester-III (November 2024)							
23ENGC301	Core VII: Twentieth Century British Literature	6		5	25	75	100
23ENGC302	Core VIII: American Literature	6		5	25	75	100
23ENGC303	Core IX: New Literatures in English	6		5	25	75	100
23ENGC304	Core X: Shakespeare	6		4			
23ENGE305	Elective V: Discipline Centric English Language Teaching Or	3		3	25	75	100
19ENGE306	Introduction to Linguistics						
23TSSC300	Skill Enhancement II: Employability Skills	3		2	25	75	100
19ENGI307	Internship Activity	-		2	-	-	-
		30		26			
Semester-IV (May 2025)							
23ENGC401	Core XI: Literary Theory and Criticism	6		5	25	75	100
23ENGC402	Core XII: Women's Writings	6		5	25	75	100
23ENGC403	Project with Viva Voce	10		7	25	75	100
23ENGE404	Elective VI : (Industry / Entrepreneurship) Effective English Speaking	4		3	25	75	100
23ENGE405	English for Professional Development	4		2	25	75	100
23ENGX406	Extension Activity	-		1			
		30		23			
	Total Credits	120		91			
CHOICE	Value Added Courses						

Learning Objectives (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

Course Outcomes:

At the end of the course, the students 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, Distinguish the various aspects of tragedy and comedy of the Elizabethan period

Unit-1 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-2 Poetry

Edmund Spenser
Sir Walter Raleigh
Sir Thomas Wyatt

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

Unit-3 Prose**The Bible**

Francis Bacon

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

Unit-4 Drama

Christopher Marlowe
John Webster

Edward II
The Duchess of Malfi

Unit-5 Drama

Thomas Dekker
Thomas Kyd

The Shoemaker's Holiday
The Spanish Tragedy

The faculty will impart Contemporary Contours at the end of each course. This Contemporary Contours will not be credited in the examinations.

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*.
<https://www.gutenberg.org/files/27450/27450-h/27450-h.html> .
3. Smith, Lasey Baldwin. *The Elizabethan World*. New Word City, 2015. Kindle Edition.
4. Boulton, Marjorie. *The Anatomy of Drama*. London: Routledge Revival, 2015.
5. Boulton, Marjorie. *The Anatomy of Poetry*. London: Routledge Revival, 2015

Learning Objectives:

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

Course Outcomes:

At the end of the course, the students 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

Unit I Poetry

John Milton
Alexander Pope

Paradise Lost - Book IV
Epistle 2 from *An Essay on Man*

Unit II Poetry

John Donne

Andrew Marvell
George Herbert
Richard Lovelace

"A Hymn to God the Father"
"The Ecstasie"
"To His Coy Mistress"
"Easter Wings" "Man"
"To Lucusta, On Going to the Wars"
"To Athens, from Prison"

Unit III Prose

John Dryden
Jonathan Swift
John Donne

Preface to the Fables
"A Meditation upon a Broomstick"
"Meditation 17"

Unit IV Drama

Oliver Goldsmith
R. B. Sheridan

She Stoops to Conquer
The Rivals

Unit V Fiction

Henry Fielding
Samuel Richardson

Tom Jones
Clarissa

The faculty will impart Contemporary Contours at the end of each course. This Contemporary Contours will not be credited in the examinations.

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.

Learning Objectives:

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

Course Outcomes:

At the end of the course, the students 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

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

The faculty will impart Contemporary Contours at the end of each course. This Contemporary Contours will not be credited in the examinations.

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.

Elective I: Discipline Centric

Semester-I **23ENGE104: English Literary Studies for Advanced Learners**

Credits: 3
Hours: 5

Learning Objectives:

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

Course Outcomes:

At the end of the course, the students 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 and explicate any piece of writing (including scientific and technical writing) using the terms they have learnt from the course

Unit I

Allegory, Allusion, Essay, Epigram, Euphuism, Fable, Parable, Biography, Autobiography, Travelogue, Cliché, Didactic literature, Humanism, Palindrome, Paradox, Pastoral,

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,

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, 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, Science 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

The faculty will impart Contemporary Contours at the end of each course. This Contemporary Contours will not be credited in the examinations.

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.

Semester-I

23ENGE105: Journalism

Credits:3

Hours: 5

Learning Objectives:

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

Course Outcomes:

At the end of the course, the students 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

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.

The faculty will impart Contemporary Contours at the end of each course. This Contemporary Contours will not be credited in the examinations.

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.

Elective II Generic:

Semester-I

23ENGX001: English for Secretarial Practice

Credits: 3

Hours: 5

Learning Objectives:

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.

Course Outcomes:

At the end of the course, the students 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

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

The faculty will impart Contemporary Contours at the end of each course. This Contemporary Contours will not be credited in the examinations.

Text Book:

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

Supplementary Reading:

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

Semester-II

23ENGC201: Literature of the Romantic Age

**Credits: 5
Hours: 6**

Learning Objectives:

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

Course Outcomes:

At the end of the course, the students 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

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 Experience*

Unit II Poetry

Wordsworth
S. T. Coleridge
John Keats

“Ode on the Intimations of Immortality”
The Rime of the Ancient Mariner
“Ode to a Nightingale”

P. B. Shelley
Lord Byron

“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

The faculty will impart Contemporary Contours at the end of each course. This Contemporary Contours will not be credited in the examinations.

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.

Semester-II

23ENGC202: Literature of the Victorian Age

**Credits: 5
Hours: 6**

Learning Objectives:

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

Course Outcomes:

At the end of the course, the students 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

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

The faculty will impart Contemporary Contours at the end of each course. This Contemporary Contours will not be credited in the examinations.

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.

Semester-II

23ENGC203: Indian English Literature

**Credits: 4
 Hours: 6**

Learning Objectives:

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

Course Outcomes:

At the end of the course, the students 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

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

The faculty will impart Contemporary Contours at the end of each course. This Contemporary Contours will not be credited in the examinations.

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.

Elective III: Discipline Centric

Semester-II

23ENGE204: Comparative Literature

**Credits: 3
Hours: 4**

Learning Objectives:

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

Course Outcomes:

At the end of the course, the students 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

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

The faculty will impart Contemporary Contours at the end of each course. This Contemporary Contours will not be credited in the examinations.

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:
4. Approaches to Theory and Practice. New York: Cornell UP, 1988.

5. 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.

Semester-II

23ENGE205: Theory of Translation

Credits: 3

Hours: 4

Learning Objectives:

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.

Course Outcomes:

At the end of the course, the students 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

Unit I

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

Unit II

Loss and Gain, Untranslatability, Science 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

The faculty will impart Contemporary Contours at the end of each course. This Contemporary Contours will not be credited in the examinations.

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. Kuhiwczak, 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.

Semester-II

23ENGE206: Masterpieces of World Literature

Credits:3

Hours: 4

Learning Objectives:

By introducing the course, it is intended to:

- LO1: Expose the students to different literary works in world literature to broaden their aesthetic experience
- 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

Course Outcomes:

At the end of the course, the students 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

Unit I Poetry

Homer

The Odyssey - Book IX (Trans. by Samuel Butler)

Dante Alighieri

The Divine Comedy - Inferno I, II, and III

Unit II Poetry

Basho

“Haiku Poems”

Friedrich Holderlin

“When I was a Boy...”

Jorge Luis Borges

“Shinto”

Pablo Neruda

“The Word”

Thiruvalluvar

“Aram” – Chapter I (1-10)

“Porul” – Chapter II (381 – 390)

Unit III Prose

Jorge Luis Borges

“On the Cult of Books”

“

“Coleridge’s Flower”

“

“Kafka and His Precursors”

Italo Calvino

“Why Read the Classics?”

“Hemingway and Ourselves”

Unit IV Drama

Bertolt Brecht

Life of Galileo

Anton Chekhov

Uncle Vanya

Unit V Fiction

Tagazhi S. Pillai

Chemmeen (Trans. Narayana Menon)

Gabriel Garcia Marquez

One Hundred Years of Solitude

The faculty will impart Contemporary Contours at the end of each course. This Contemporary Contours will not be credited in the examinations.

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 NewYork 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

Elective IV: Generic (IDE)

23ENGX002: Elements of English Grammar

Credit: 3

Hrs.: 4

Learning Objectives:

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 and train the students in the art of body language
- LO5: Help the student develop a better use of the English language in day-to-day conversation and train the students to become successful public speakers in English

Course Outcomes:

At the end of the course, the students 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

Unit I

Sentence, Clause, and Phrase

Unit II

Noun and Pronoun

Unit III

Verb

Unit IV

Adverb and Adjective

Unit V

Preposition, Conjunction, and Interjection

TextBook:

Ehrlich, Eugene. *English Grammar*. New Delhi: McGraw, 2005.

Reference Book

Wood, F.T.A *Remedial English Grammar for Foreign Students*. London: Macmillan, 1974.

Skill Enhancement – I:

Semester-II

23TSSC200: Academic Writing Skills

Credits: 2

Hours: 4

Learning Objectives:

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

Course Outcomes:

At the end of the course, the students 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

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

The faculty will impart Contemporary Contours at the end of each course. This Contemporary Contours will not be credited in the examinations.

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.

Learning Objectives:

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

Course Outcomes:

At the end of the course, the students 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

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	<i>The Merchant</i>
Tom Stoppard	<i>Arcadia</i>

Unit V Fiction

D.H. Lawrence	<i>Women in Love</i>
Zadie Smith	<i>White Teeth</i>

The faculty will impart Contemporary Contours at the end of each course. This Contemporary Contours will not be credited in the examinations.

Supplementary Reading:

1. Beesley, Simon and Sheena Joughin. *History of 20th-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.

Semester-III

23ENGC302: American Literature

**Credits: 5
Hours: 6**

Learning Objectives:

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

Course Outcomes:

At the end of the course, the students 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

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	<i>The Hairy Ape</i>
August Wilson	<i>Fences</i>

Unit V Fiction

Ernest Hemingway	<i>The Old Man and the Sea</i>
Joseph Heller	<i>Catch 22</i>
Jack Kerouac	<i>On the Road</i>

The faculty will impart Contemporary Contours at the end of each course. This Contemporary Contours will not be credited in the examinations.

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.

Semester-III

23ENGC303: New Literatures in English**Credits: 5
Hours: 6****Learning Objectives:**

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

Course Outcomes:

At the end of the course, the students 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

Unit I Poetry

A.D. Hope
Katherine Mansfield
Allen Curnow
Judith Wright
Dennis Brutus
Gabriel Okara
John Pepper Clark
Margaret Atwood

“Standardization”
“A Fine Day”
“House and Land”
“Clock and Heart”
“It is the Constant Image of your Face”
“Were I to Choose”
“Night Rain”
“Journey to the Interior”

Unit II Poetry

P. K. Page
A. M. Klein
A. J. M. Smith
FR Scott
Derek Walcott
Mervyn Morris
Edwin Thumboo
Kishwar Naheed
Chinua Achebe

“First Neighbours”
“The Rocking Chairs”
“Ode on the Death of W.B. Yeats”
“The Unnamed Lake”
“A Far Cry from Africa”
“Little Boy Crying”
“Ulysses by the Merlion”
“We Sinful Woman”
“Love Cycle”

Unit III Prose

Ngugi Wa Thiong’o
Ananda K. Coomaraswamy

“Chapter III” from *Decolonising the Mind: the Politics of Language in African Literature*
“The Dance of Shiva”

Unit IV Drama

Ray Lawler
Wole Soyinka

Summer of the Seventeenth Doll
The Road

Unit V Fiction

Margaret Lawrence
Michael Ondaatje

The Stone Angel
The English Patient

The faculty will impart Contemporary Contours at the end of each course. This Contemporary Contours will not be credited in the examinations.

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.

Learning Objectives:

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

Course Outcomes:

At the end of the course, the students 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

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. Tillyard – *Shakespeare’s History Plays* Chapter 1 “The Cosmic Background”

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

The faculty will impart Contemporary Contours at the end of each course. This Contemporary Contours will not be credited in the examinations.

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.

Elective V: Discipline Centric

Semester-III

23ENGE305: English Language Teaching

**Credits: 3
Hours: 3**

Learning Objectives:

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

Course Outcomes:

At the end of the course, the students 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

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

The faculty will impart Contemporary Contours at the end of each course. This Contemporary Contours will not be credited in the examinations.

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*

Semester-III**23ENGE306: Introduction to Linguistics****Credits: 3****Hours: 3****Learning Objectives:**

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.

Course Outcomes:

At the end of the course, the students 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

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

The faculty will impart Contemporary Contours at the end of each course. This Contemporary Contours will not be credited in the examinations.

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.

CHOICE/IDE Skill Enhancement II
23TSSC300: EMPLOYABILITY SKILLS

Subject Code	Subject Name	Category	L	T	P	O	Credits	Inst. Hours	Marks			
									CIA	External	Total	
23TSSC300	EMPLOYABILITY SKILLS	Extra Disciplinary	3	-	-	-	3	45	25	75	100	
Course Objectives												
C1	To learn about the employability skills											
C2	To understand dimensions of task oriented skills											
C3	To study on critical problem-solving techniques											
C4	To develop employability skills											
C5	To understand the logical and reasoning skills											
SYLLABUS												
UNIT	Details							No. of Hours	Course Objectives			
I	INTRODUCTION TO EMPLOYABILITY SKILLS Meaning – Definition – Hard skills and soft skills –Employability skills and vocational skills – Employability and employment – Employability attributes.							9	C1			
II	UNPACKING EMPLOYABILITY SKILLS Embedded employability skills – Dimensions of competency – Task skills –Task Management skills – Contingency Management skills – Job/Role Environment skills.							9	C2			
III	INTER – RELATIONSHIPS OF EMPLOYABILITY SKILLS Communication – Team work – Problem solving – Initiative and Enterprise – Planning and Organizing – Self management – Learning – Technology.							9	C3			
IV	RESUME WRITING Meaning – Features of good resume – Model (Exercise). Etiquettes – Dress, Cleanliness, Etiquettes to be followed inside the employment seeking process.							9	C4			
V	Arithmetic and Logical Reasoning Skills – Exercise.							9	C5			
	Total							45				
Course Outcomes												
Course Outcomes	On completion of this course, students will;											
CO1	Acquire employability skills							PO4, PO6, PO7				
CO2	understand dimensions of task oriented skills							PO4, PO6, PO7				
CO3	study on critical problem-solving techniques							PO4, PO6, PO7				
CO4	develop employability skills							PO4, PO6, PO7				
CO5	understand the logical and reasoning skills							PO4, PO6, PO7				
Reading List												
1.	https://www.jobjumpstart.gov.au/article/what-are-employability-skills											
2.	https://www.simplilearn.com/why-are-employability-skills-important-article											
3.	https://blog.hubspot.com/marketing/employability-skills											
4.	https://www.indeed.com/career-advice/finding-a-job/employability-skills											

References Books	
1.	Soft Skills, Dr. K. Alex
2.	Winning Interview Skills, Compiled & Edited by J.K. Chopra.
3.	A Modern Approach to Verbal and Non- Verbal Reasoning, R. S. Aggarwal.
4.	Fafinski, S., Finch, E. (2014). Employability Skills for Law Students. United Kingdom: OUP Oxford.
5.	Trought, F. (2017). Brilliant Employability Skills: How to Stand Out from the Crowd in the Graduate Job Market. United Kingdom: Pearson Education Limited.
6.	Chaita, M. V. (2016). Developing Graduate Employability Skills: Your Pathway to Employment. United States: Universal Publishers.

Semester-III

23ENGI307: Internship Activity

Credits: 2

Learning Objectives:

By introducing the course, it is intended to:

- LO1: Enable the learners to gain practical knowledge through a four week attachment to any one of the mass media organizations or to conduct a short-term research on the topics of their choice
- LO2: Develop the critical acumen of the students
- LO3: Enable the students apply the theories they have learnt
- LO4: Get them involved in the practical criticism of literary passages
- LO5: Sharpen their interpretative skills

Course Outcomes:

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

- CO1: Gain confidence to work in one of the mass media
- CO2: Apply the theories they have learnt to interpret literary works
- CO3: Evaluate literary texts on the basis of psycho analytical, linguistic, and stylistic theories
- CO4: Appreciate texts and add to the existing body of knowledge
- CO5: Obtain a literary acumen to face challenging competitive examinations like NET/SET etc., with confidence

Course Description

Under the internship course, the student shall join as an “Intern” under an Experiential Learning Supervisor in a Research Institute, a University Department, a Non-Governmental Organization (NGO), or any other Institute for a short period of time. Internship helps students to explore opportunities and options in their field of study. Even though an internship looks like a smaller investment in time and energy than a full-time job, without a doubt, it is a great investment of their time. More often than not, the internship is going to shape the course of a student’s career. It will definitely assist the students in acquiring the skills they need to perform when they get full-time jobs. Moreover, the students can use internship courses as a training opportunity for their career development. Thus, the broad objective of this internship course is to help the students to identify their interests and abilities in their field of study and explore career opportunities, prior to graduation.

Specific Objectives

1. To assess interests and abilities in their field of study.
2. To explore career alternatives, prior to graduation, by integrating theory with practice.
3. To develop work habits and attitudes necessary for job success
4. To develop communication and other critical skills in the job interview process
5. To build a record of work experience

6. To acquire employment contacts necessary for a job, prior to graduation
7. To identify and carry out performance objectives (mutually agreed upon by the Employer, the Experiential Learning Supervisor, and the Students) related to their job assignment.

Specific Tasks

1. To assist and contribute to the team and the institute/organization concerned
2. To learn and gain experience from the assignment/work
3. "Job Shadowing"
4. To take on an increasing amount of responsibility
5. To build up good relationships and networks with colleagues, customers, clients, and the institution
6. To make a career-defining decision

Distribution of Marks

Out of the total one hundred (100) marks, twenty-five (25) marks were allotted to Internal Assessment and seventy-five (75) marks were allotted to External Assessment. Internal Assessment consists of student's attendance in the institute/organization concerned and the External Assessment consists of both the evaluation/Progress report by the Experiential Learning Supervisor in the Institute/Organization and the report submitted by the student in the department.

Semester-IV

23ENGC401: Literary Theory and Criticism

**Credits: 5
Hours: 6**

Learning Objectives:

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

Course Outcomes:

At the end of the course, the students 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

Unit I

Aristotle
Sidney

Poetics – Chapter 13-26
An Apology for poetry

Unit II

Dr. Johnson
Pope

Preface to Shakespeare
Essay on Criticism - Part I

Unit III

De Quincy
Coleridge

“On the Knocking at the Gate in *Macbeth*”
Biographia Literaria Chapters XVII & VIII

Unit IV

I.A. Richards
Sigmund Freud
Edmund Wilson

“Two Uses of Language”
“Creative Writers and Day Dreaming”
“The Historical Interpretation of Literature”

Unit V

R.P. Blackmur
Northrop Frye
Roland Barthes

“Language as Gesture”
“Archetypes of Literature”
“The Death of the Author”

The faculty will impart Contemporary Contours at the end of each course. This Contemporary Contours will not be credited in the examinations.

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.

Semester-IV**23ENGC402: Women’s Writings**

Credits: 5
Hours: 6

Learning Objectives:

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.

Course Outcomes:

At the end of the course, the students 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

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* (Chapter 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 279-291)

Simone de Beauvoir

The Second Sex (Chapters 1 & 2)

Unit III

Kamala Das

"An Introduction," "The Old Play House"

Sylvia Plath

"Mirror" "Daddy"

Gwendolyn Brooks

"A Lovely Love" "The Queen of the Blues"

Adrienne Rich

"Snapshots of a Daughter-in-Law"

Maya Angelou

"Phenomenal Woman"

Unit IV

Manjula Padmanabhan

Harvest

Lorraine Hansberry

A Raisin in the Sun

Unit V

Bharati Mukherjee

Wife

Chitra Banerjee Divakaruni

The Mistress of Spices

The faculty will impart Contemporary Contours at the end of each course. This Contemporary Contours will not be credited in the examinations.

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.

Semester-IV

23ENGC403: Project

**Credits: 7
Hours: 10**

Learning Objectives:

By introducing the course, it is intended to:

- LO1: Enable the learners to gain practical knowledge through a four week attachment to any one of the mass media organizations or to conduct a short-term research on the topics of their choice
- LO2: Develop the critical acumen of the students
- LO3: Enable the students apply the theories they have learnt
- LO4: Get them involved in the practical criticism of literary passages
- LO5: Sharpen their interpretative skills

Course Outcomes:

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

- CO1: Gain confidence to work in one of the mass media
- CO2: Apply the theories they have learnt to interpret literary works
- CO3: Evaluate literary texts on the basis of psycho analytical, linguistic, and stylistic theories
- CO4: Appreciate texts and add to the existing body of knowledge
- CO5: Obtain a literary acumen to face challenging competitive examinations like NET/SET etc., with confidence

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.

The faculty will impart Contemporary Contours at the end of each course. This Contemporary Contours will not be credited in the examinations.

Elective VI:

Semester-IV

23ENGE404: Effective English Speaking

**Credits: 3
Hours: 4**

Learning Objectives:

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 and train the students in the art of body language
- LO5: Help the student develop a better use of the English language in day-to-day conversation and train the students to become successful public speakers in English

Course Outcomes:

At the end of the course, the students 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

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

The faculty will impart Contemporary Contours at the end of each course. This Contemporary Contours will not be credited in the examinations.

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 Prakashan, 2013.
4. Kingdon, R. *English Intonation Practice*. Longman, 1958.
5. O' Connor, J.D.O. *Better English Pronunciation*. New Delhi: Universal Books, 1997.

Skill Enhancement Course / Professional Competency Skill

Semester-IV

23ENGE405: English for Professional Development

Credits: 2
Hours: 4

Learning Objectives:

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

Course Outcomes:

At the end of the course, the students 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

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

The faculty will impart Contemporary Contours at the end of each course. This Contemporary Contours will not be credited in the examinations.

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.

Semester-IV

23ENGX406: Extension Activity

Credits: 1

Learning Objectives:

By introducing the course, it is intended to:

- LO1: Enable the learners to gain practical knowledge through a four week attachment to any one of the mass media organizations or to conduct a short-term research on the topics of their choice
- LO2: Develop the critical acumen of the students
- LO3: Enable the students apply the theories they have learnt
- LO4: Get them involved in the practical criticism of literary passages
- LO5: Sharpen their interpretative skills

Course Outcomes:

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

- CO1: Gain confidence to work in one of the mass media
- CO2: Apply the theories they have learnt to interpret literary works
- CO3: Evaluate literary texts on the basis of psycho analytical, linguistic, and stylistic theories
- CO4: Appreciate texts and add to the existing body of knowledge
- CO5: Obtain a literary acumen to face challenging competitive examinations like NET/SET etc., with confidence

Course Description

The Community Outreach Programme is an extension activity envisaged by the University Grants Commission (UGC) and the Tamil Nadu State Council for Higher Education (TANSCHE). Under this extension activity, the students shall select one of the villages of nearby campus/their native place as their study area. The students need to collect data on the demographic, Socio-economic, health, nutrition, and felt needs of the people belonging to the village using appropriate sampling methods. The collected data will be analyzed and a report will be prepared. The analysis will help prepare the recommendations for program implementers at various levels. Thus, the broad objective of this extension activity is to help the local authority launch useful projects for the benefit of the people.

Specific Objectives

1. To understand the demographic, health, nutritional, and habitat status of the community
2. To provide practical training in designing, conducting and analyzing the survey data
3. To formulate and provide community education on various issues
4. To discriminate the finding to the authorities concerned with a view to finding solutions to the felt needs of the community

Specific Tasks

1. To plan, design and conduct a sample survey in the selected village on the
2. Household's demographic, socio-economic, health, nutritional, and habitat characteristics and to know the community's felt needs
3. To analyse and interpret the data
4. To formulate an awareness programme for the community
5. To derive policy implications and suggest recommendations to provide a link between the community and service providers

Distribution of Marks

Out of the total one hundred (100) marks, twenty-five (25) marks were allotted to Internal Assessment and seventy-five (75) Marks were allotted to External Assessment. Internal Assessment consists of planning, designing, and conducting a sample survey in the selected village. External Assessment consists of analyzing and interpreting the data collected through sample surveys and preparing and presenting the report.