

Semester	No. Course	Course Code	Course Title	Type Course	Credit	University Exams	Internal	Total Marks
I	1	ITAC 11	1. Part-I: Language Tamil I/ IHIC - Hindi I / IFRC - French	Lang	3	75	25	100
I	2	IENC 12	2. Part –II English: English Through Literature I: Prose	Lang	3	75	25	100
I	3	IENC 13	3. Literary Forms I	Core	5	75	25	100
I	4	IENC 14	4. Poetry I	Core	4	75	25	100
I	5	IESC 15	5. Environmental Studies	Core	3	75	25	100
I	6	IENA 16	6. Social History of England I	Allied	3	75	25	100
			<b>Total</b>		<b>21</b>	<b>450</b>	<b>150</b>	<b>600</b>
II	7	ITAC 21	1. Part-I: Language Tamil I/ IHIC - Hindi I / IFRC - French	Lang	3	75	25	100
II	8	IENC 22	2. Part –II English: English Through Literature II: Poetry	Lang	3	75	25	100
II	9	IENC 23	3. Literary Forms II	Core	4	75	25	100
II	10	IENC 24	4. Prose I	Core	4	75	25	100
II	11	IENC 25	5. Conventions of Standard Written English	Core	4	75	25	100
II	12	IENA 26	6. Social History of England II	Allied	3	75	25	100
			<b>Total</b>		<b>21</b>	<b>450</b>	<b>150</b>	<b>600</b>
III	13	ITAC 31	1. Part-I: Language Tamil I/ IHIC - Hindi I / IFRC - French	Lang	3	75	25	100
III	14	IENC 32	2. Part-II English: English Through Literature III: Drama	Lang	3	75	25	100
III	15	IENC 33	3. Indian Classics in Translation	Core	5	75	25	100
III	16	IENC 34	4. Poetry II	Core	4	75	25	100
III	17	IENC 35	5. Prose II	Core	4	75	25	100
III	18	ICAC 36	6. Computer and Its Applications	Core	3	75	25	100
III	19	IENA 37	7. History of English Literature I	Allied	3	75	25	100
			<b>Total</b>		<b>25</b>	<b>525</b>	<b>175</b>	<b>700</b>
IV	20	ITAC 41	1. Part-I: Language Tamil I/ IHIC - Hindi I / IFRC - French	Lang	3	75	25	100
IV	21	IENC 42	2. Part-II English: English Through Literature IV: Short Story	Lang	3	75	25	100
IV	22	IENC 43	3. Drama I	Core	4	75	25	100
IV	23	IENC 44	4. Fiction I	Core	4	75	25	100
IV	24	IENC 45	5. Phonetics	Core	4	75	25	100
IV	25	IENC 46	6. English for Business Communication	Core	4	75	25	100
IV	26	IENA 47	7. History of English Literature II	Allied	3	75	25	100
			<b>Total</b>		<b>25</b>	<b>525</b>	<b>175</b>	<b>700</b>

V	27	IENC 51	1. Indian English Literature I	Core	4	75	25	100
V	28	IENC 52	2. American Literature I	Core	4	75	25	100
V	29	IENC 53	3. Shakespeare I	Core	4	75	25	100
V	30	IENC 54	4. Fiction II	Core	4	75	25	100
V	31	IENC 55	5. Dalit Literature	Core	4	75	25	100
V	32	IENC 56	6. The English Language	Core	4	75	25	100
			<b>Total</b>		<b>24</b>	<b>450</b>	<b>150</b>	<b>600</b>
VI	33	IENC 61	1. Literary Criticism	Core	4	75	25	100
VI	34	IENC 62	2. New Literatures in English I	Core	4	75	25	100
VI	35	IENC 63	3. Drama II	Core	4	75	25	100
VI	36	IENC 64	4. World Literature in Translation	Core	4	75	25	100
VI	37	IENC 65	5. Approaches to Literature	Core	5	75	25	100
VI	38	IVEC 66	6. Value Education	Core	3	75	25	100
			<b>Total</b>		<b>24</b>	<b>450</b>	<b>150</b>	<b>600</b>
VII	39	IENC 71	1. Chaucer and the Elizabethan Age	Core	5	75	25	100
VII	40	IENC 72	2. The Jacobean and the Restoration Ages	Core	5	75	25	100
VII	41	IENC 73	3. African American Literature	Core	5	75	25	100
VII	42	IENC 74	4. Writing Skills	Core	4	75	25	100
VII	43		5. Elective Course	Elective	3	75	25	100
			<b>Total</b>		<b>22</b>	<b>375</b>	<b>125</b>	<b>500</b>
VIII	44	IENC 81	1. The Pre-Romantic and the Romantic Ages	Core	5	75	25	100
VIII	45	IENC 82	2. The Victorian Age	Core	5	75	25	100
VIII	46	IENC 83	3. Indian English Literature II	Core	4	75	25	100
VIII	47	IENC 84	4. English Language Teaching	Core	5	75	25	100
VIII	48		5. Elective Course	Elective	3	75	25	100
			<b>Total</b>		<b>22</b>	<b>375</b>	<b>125</b>	<b>500</b>
IX	49	IENC 91	1. Twentieth Century British Literature	Core	5	75	25	100
IX	50	IENC 92	2. American Literature II	Core	4	75	25	100
IX	51	IENC 93	3. New Literatures in English II	Core	4	75	25	100
IX	52	IENC 94	4. Phonetics and History of the English Language	Core	5	75	25	100
IX	53		5. Elective Course	Elective	3	75	25	100
IX	54	ISSC 96	6. Soft Skills	Core	3	75	25	100
			<b>Total</b>		<b>24</b>	<b>450</b>	<b>150</b>	<b>600</b>
X	55	IENC 101	1. Shakespeare II	Core	5	75	25	100
X	56	IENC 102	2. Contemporary Literary Theories	Core	5	75	25	100
X	57	IENC 103	3. English for Competitive Examinations	Core	5	75	25	100
X	58	IENC 104	4. Women's Writings	Core	4	75	25	100
X	59		5. Elective Course	Elective	3	75	25	100
			<b>Total</b>		<b>22</b>	<b>375</b>	<b>125</b>	<b>500</b>
			<b>Grand Total</b>		<b>230</b>	<b>4425</b>	<b>1475</b>	<b>5900</b>

1.	ITAC 11	<b>nra;ASk; ciueilAk;</b>
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myF:-1 - FWe;njhif  
ghly;vz;fs;:- 3> 6> 16> 18> 24> 28> 32> 37> 40> 54> 57>  
60> 69> 74> 77> 83> 85> 93> 97> 99  
(,UgJghly;fs; kl;Lk;)

myF:-2 - GwehD}W  
ghly;vz;fs;:- 9> 19> 27> 34> 38> 45> 51> 55> 66> 71> 76>  
82> 86> 92> 96  
(gjpide;J ghly;fs; kl;Lk;)

myF:-3 - jpUf;Fws;  
md;Gilik> nra;ed;wp mwpjy;> mlf;fKilik> Gwq;  
\$whik><if> mUSilik (MW mjpfhuq;fs; kl;Lk;)  
ehybahu; fy;tp> fy;yhik (20 ghly;fs;)

myF:-4 - fk;guhkhazk;  
Ffg;glyk; (mNahj;jpah fhz;lk;)

myF:-5 – ciueil  
kh.nguparhkp J}ud; - rpw;gp. ghyRg;gpukzpad;  
fhg;gpaj;jpwd; - Nrhk. ,stuR

ghu;it E}y;fs;:

- 1 FWe;njhif - c.Nt.rh. gjpg;G
2. GwehD}W - c.Nt.rh. gjpg;G
3. jpUf;Fws; - gupNkyofu; ciu
4. fk;guhkhazk; - mz;zhkiyg; gy;fiyf;fofg;  
gjpg;G
5. FWe;njhifr; nrhw;nghopTfs;
6. FWe;njhifj; jpwdha;T - Nrh.e. fe;jrhkp
7. vl;Lj;njhifr; nry;tk; - ny.g.fU. ,uhkehjd; nrl;bahu;
8. kh.nguparhkp J}ud; - rpw;gp. ghyRg;gpukzpad;>  
rhfpj;amfhnjpk> Kjw;gjpg;G 2000
9. fhg;gpaj;jpwd; - Nrhk. ,stuR- kzpthrfu; gjpg;gfk;> nrd;id

1.	IFRC 11	French I
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**Objective:**

To develop the communicative skills of learners in French language through lessons of conversations (mini-dialogues)

**Unit I**

Aborder quelqu'un; Dire son nom  
 Identifier une langue, la nationalité et le nombre.  
 Identifier les choses et les personnes

**Unit II**

Remplir une fiche de renseignements.  
 Découvrir la carte postale, un message sur internet et le blog très simples.  
 Les pays francophones ; Les lieux de la ville  
 Dire si on comprend ; Saluer ; Prendre congé  
 Dire s'excuser ; Affirmer et nier ; Epeler son nom

**Unit III**

L'espace francophone ; Découvrir la France et les pays francophones  
 Exprimer ses goûts ; Identifier les professions  
 Demander quelque chose à quelqu'un

**Unit IV**

Comprendre un article de presse sur un portrait d'une personne.  
 Première approche de la société française (noms, âges, origines, lieux d'habitation)  
 Parler des loisirs ; Faire un projet

**Unit V**

Proposer-accepter ou refuser une proposition  
 Demander une explication  
 Ecrire les cartes et messages d'invitation, d'acceptation ou de refus.  
 Découvrir la carte de France et les connaissances.

**Text Book:**

J. Girardet Et J. Pecheur. *méthode de français*. Paris: Langers, 2012

2.	IENC 12	English Through Literature I: Prose
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**Objective:**

To develop the communicative competence of learners in the English Language through training them in the skills of listening, speaking, reading and writing.

**Unit I**

Bonnie Chamberlain

“The Face of Judas Iscariot”

Swami Vivekananda

“Speech at World Parliament of Religion”

**Unit II**

Stephen Leacock

“My Financial Career”

Bhimrao Ambedkar  
Assembly”

“Speech on 4<sup>th</sup> November 1948 in the Constituent

**Unit III**

Robert Lynd

“On Forgetting”

Nirad C. Chaudhuri

“Indian Crowds”

**Unit IV**

A. G. Gardiner

“All about a Dog”

Ruskin Bond

“My Eccentric Guests”

**Unit V**

Martin Luther King (Jr.)

“I Have a Dream”

Khushwant Singh

“The Portrait of a Lady”

**Text Book:**

Ayyappa Raja. S., Shanmugasundari. P., Deivasigamani. T., SaravanaPrabhakar. N., Karthikeyan. B.  
*English Through Literature: Prose.*

3.	IENC 13	Literary Forms I
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**Objective:**

To enable the students to become familiar with the genres of literature so that they could better appreciate literature

**Unit I**

Subjective and Objective Poetry

Poetical Types

**Unit II**

Stanza Forms

**Unit III**

Schools and Movements

**Unit IV**

Dramatic Types

**Unit V**

Dramatic Devices

**Text Book:**

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

**Reference Book:**

Hudson, William Henry. *An Introduction to the Study of Literature*. New Delhi: Kalyani Publishers, 2000.

4.	IENC 14	Poetry I
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**Objective:**

To enable the students to understand concepts and basic terms in poem, learn rhyme, rhythm and alliteration and learn figurative language (simile, metaphor and personification)

**Unit I**

Philip Sidney	“The Nightingale”
John Donne	“Go and Catch a falling Star”
John Dryden	“A Song for St. Cecelia’s Day”
Alexander Pope	“Ode on Solitude”
John Milton	“Sonnet XVIII: On the Late Massacre in Piemont”

**Unit II**

Wordsworth	“Resolution and Independence”
Coleridge	“A Child’s Prayer”
Lord Byron	“When We Two Parted”
Keats	“Ode to Autumn”
Matthew Arnold	“Shakespeare”

**Unit III**

Tennyson	“Tithonus”
Browning	“Pippa’s Song”
Gerard Manley Hopkins	“Pied Beauty”
W.H. Auden.	“The Unknown Citizen”

**Unit IV**

Robert Frost	“Birches”
E.A. Robinson	“A Happy Man”
Carl Sandburg	“Chicago”
Archibald MacLeish	“ArsPoetica”

**Unit V**

Toru Dutt	“Our Casuarina Tree”
Sarojini Naidu	“To A Buddha Seated on Lotus”
PritishNandy	“Love”

**Text Books:**

Geene, David., ed. *The Winged Word*. Chennai: Macmillan, 1971.

Nair, Ramachandran K.R *Gathered Grace: An Anthology of Indian Verse*. New Delhi: Sterling, 1991.

Thomas, C.T. *Twentieth Century Verse: An Anglo-American Anthology*. New Delhi: Macmillan, 2006.

5.	IESC 15	Environmental Studies
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**Objective:** To introduce the learners to the ecosystem and to create environmental awareness among them. Also the course aims at creating pollution free environment and protecting the natural resources.

**Unit: I THE ENVIRONMENTAL SYSTEM**

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

**Unit: II ENVIRONMENTAL DAMAGE- POLLUTION**

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

**Unit: III RESOURCE DEPLETION**

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

**Unit: IV GLOBAL CLIMATE CHANGE**

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

**Unit: V SUSTAINABLE DEVELOPMENT**

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

**Text Book:**

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

**References:**

1. Kumarasamy, K., A.Alagappa Moses and M.Vasanthy. **Environmental Studies**. Trichy: Bharathidasan University Pub.2004.



2. Rajamannar. **Environmental Studies**. Trichy: EVR College Pub. 2004.
3. Kalavathy, S. **Environmental Studies**.(Ed). Trichy: Bishop Heber College Pub. 2004.
4. Richard T. Wright and Dorothy F. Boorse. **Environmental Science: Toward a Sustainable Future**. New Delhi: Prentice-Hall India, 2010.

6.	IENA 16	Social History of England I
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**Objective:**

To make the students learn about the economic, social, religious, and cultural life of the people of England from the fifteenth century until the union of England and Scotland in the eighteenth so as to enable them to understand and appreciate the literatures of these periods

**Unit I**

1. The Renaissance
2. The Reformation in England
3. Dissolution of the Monasteries

**Unit II**

4. The Religion of England
5. The Tudor Navy and the Armada
6. The Elizabethan Theatre

**Unit III**

7. The East India Company
8. Colonial Expansion
9. The Civil War and its Social Significance

**Unit IV**

10. Puritanism
11. Restoration England
12. The Origin of Political Parties in England

**Unit V**

13. Age of Queen Anne
14. Coffee-House Life
15. The Union of England and Scotland

**Text Book:**

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

**Reference Books:**

Mitchell, R.J., and M.D.R. Leys. *A History of the English Speaking People*. London: Pan Books, 1967.

7.	ITAC 21	<b>gad;ghl;Lj;jkpOk; nrk;nkhop tuyhWk;</b>
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**Nehf;fk;**

nkhopaikg;gpid tpsf;Fjy;

nkhopg; gad;ghl;by; cUthd - cUthFk; khw;wq;fisg; Gyg;gLj;jjy;  
jpirnkhopfspd; fyg;gpdhy; jkpo;nkhopapy; Vw;gLk; khw;wq;fis tpsf;Fjy;  
nkhopf; FLk;gq;fs; Fwpj;Jk; nrk;nkhopj; jkpopd; rpwg;Gfs; Fwpj;Jk; nrk;nkhop  
Vw;Gf; Fwpj;Jk; tpsf;Fjy;

**myF-1**

vOj;Jf;fspd; vz;zpf;ifAk; tiffSk;> vOj;Jf;fspd; khj;jpiu>fhy ,ilepiyfs;>%tifg;  
Nghypfs; > ,Utifg; gjq;fs;> Gzh;r;rpfs;.

**myF-2**

nrhw;nwhlh; tiffs; (%tif nkhop) njhlhpyf;fzj;jpy; fhzg;ngWk; tOTk; tO mikjpAk;  
gj;jpaikg;Gk; epWj;jw; FwpaPLfs; gad;ghLk;. ciueil vOjk; NghJ Nkw;nfh;s Ntz;ba  
tpjpKiwfs;.

**myF-3**

**Nkilj;jkpo;**

ePq;fSk; Ngr;rhsh; Mfyhk;-Fkhp mde;jd; Nkilg;Ngr;Rf;Fj; jahh; nra;jy;-  
Ngr;rhsUf;Fhpa jFjpf;f;- NgRk; Kiwfs; - gof;f tof;fq;fs;.

**myF-4**

**gilg;Gj;jpwd;**

rpWfij- ftpij- fl;Liu- Xuq;f ehlfk; - E}y; Fwpj;j jpwdha;T  
vOjg; gapw;rpjuy;;.

**myF-5**

**gad;ghl;Lj; jkpOk; nrk;nkhop tuyhWk;**

மொழி- விளக்கம்- மொழிக்குடும்பங்கள்- உலகச் செம்மொழிகள்- இந்தியச் செம்மொழிகள்- செம்மொழித் தகுதிகள்-  
வரையறைகள்- வாழும் செம்மொழித் தமிழ்- தமிழின் தொன்மை- தமிழின் சிறப்புக்கள்- தமிழ்ச் செம்மொழி நூல்கள்.தமிழ்செம்மொழி  
அறிந்தேற்பு- பரிதிமாற்கலைஞர் முதல் தற்கால அறிஞர்கள் வரை (அறிஞர்கள்- அமைப்புகள்- நிறுவனங்கள்- இயக்கங்கள்  
தொடர்முயற்சிகள்- அறப்பேராட்டங்கள்- உலகத் தமிழ்ச் செம்மொழி மாநாடு, கோவை-2010)

**ghh;it Ehy;fs;**

1. Nrhk. ,stuR> ed;D}y; fhz;bif ciu> kzpthrfh; gjpg;gfk;> nrd;id.

2. m.fp gue;jhkdh;> ey;y jkpo; vOj Ntz;Lkh? ghhp> epiyak;> nrd;id.
3. Ngr;Rf;fiy- Nf. tP. tPuuhftd;> tyk;Ghp gjpg;gfk;> jpUepd;wT+h;-602 024.
4. Fkhp mde;jd;> ePq;fSk; Ngr;rhsh; Mfyhk;> G+k;Gfhu; gpuRuk;> nrd;id.
5. vOJtj vg;gb? kfuk; (njh. M) godpag;gh gpujh;];> nrd;id.
6. k. jpUkiy- Ngr;Rf;fiy- kPdhl;rp Gj;jf epiyak;-2008> kJiu.
7. சாலினி இளந்திரையன், தமிழ் செம்மொழி ஆவணம், மணிவாசகர் பதிப்பகம், சென்னை, 2005.
8. கால்டுவெல், “திராவிட மொழிகளின் ஒப்பிலக்கணம்”- கழக வெளியீடு, சென்னை.
9. ச. சாரதாம்பாள் - சங்கச் செவ்வியல், மீனாட்சி புத்தக நிலையம், மதுரை, (1993)
10. வா.செ. குழந்தைசாமி - உலகச் செவ்வியல் மொழிகளின் வரிசையில் தமிழ், பாரதி பதிப்பகம், சென்னை.
11. ஜி. ஜான்சாழுவேல் - செம்மொழிகள் வரிசையில் தமிழ், சென்னை 2004.
12. சாலினி இளந்திரையன் - தமிழ்ச்செம்மொழி ஆவணம், மணிவாசகர் பதிப்பகம் சென்னை-2005
13. ச. அகத்தியலிங்கம் -சங்கஇலக்கியம்-செவ்வியல் பார்வை மெய்யப்பன் பதிப்பகம், சிதம்பரம்-2004.
14. மணவை. முஸ்தபா - செம்மொழி உள்ளும் புறமும், அறிவியல் தமிழ் அறக்கட்டளை, சென்னை.

7.	IFRC 21	French II
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**Objective:**

To ensure the basic knowledge about the French culture

**Unit I**

Demander /donner des précisions sur le temps  
 Demander / indiquer l'heure et la date  
 Demander / dire ce qu'on a fait  
 Féliciter

**Unit II**

Comprendre et écrire un journal personnel en français.  
 Comprendre l'agenda de quelqu'un  
 Les rythmes de vie en France  
 Évaluez-vous

**Unit III**

Evasion en français par l'Internet, la télévision, la radio et la presse.  
 Découvrir la France dans votre pays

**Unit IV**

Les voyages et les transports  
 Comparer les choses ; Montrer ; Indiquer une appartenance  
 Demander / donner une explication

**Unit V**

Voyager en France ; Situations pratiques relatives au voyage.  
 Parler d'un repas.  
 Situations pratiques à l'hôtel et au restaurant  
 Les habitudes des Français sur un repas.

**Text Book:**

J. Girardet Et J. Pecheur.*méthode de français*. Paris: Langers, 2012.

8.	IENC 22	English Through Literature II: Poetry
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**Objective:**

To ensure and enhance:

- the ability of the learner to comprehend and appreciate poems in English
- the competence of the learner in using English language, and
- the interest of the learner in human values and perceptions

Unit I

- |                        |                   |
|------------------------|-------------------|
| 1. William Shakespeare | “Sonnet 29”       |
| 2. William Blake       | “A Poison Tree”   |
| 3. Robert Bridges      | “A Red, Red Rose” |

Unit II

- |                    |              |
|--------------------|--------------|
| 4. PB Shelley      | “Ozymandias” |
| 5. Alfred Tennyson | “The Brook”  |
| 6. HillaireBellock | “Matilda”    |

Unit III

- |                 |  |
|-----------------|--|
| 7. Robert Frost | “Stopping by Woods on a Snowy Evening” |
| 8. Walt Whitman | “O Captain, My Captain”                |
| 9. Sylvia Plath | “Mirror”                               |

Unit IV

- |                      |   |
|----------------------|---|
| 10. Toru Dutt        | “The Lotus”                                 |
| 11. A. K. Ramanujan  | “A River”                                   |
| 12. Keki N. Daruwala | “Pestilence in Nineteenth Century Calcutta” |

Unit V

- |                   |                           |
|-------------------|---------------------------|
| 13. Gabriel Okara | “Once Upon a Time”        |
| 14. Maki Kureshi  | “The Kittens”             |
| 15. Robert Finch  | “Peacock and Nightingale” |

**Text Book:**

Karthik Kumar. S., Gnanaprakasam.V., Arputhavel Raja. G., Shanmugasundaram. C., Vijaya. R. ***English Through Literature:Poetry***

9.	IENC 23	Literary Forms II
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**Objective:**

To enable the students to become familiar with the genres of literature so that they could better appreciate literature

**Unit I**

The Essay

**Unit II**

The Novel

**Unit III**

The Short Story

**Unit IV**

Biography and Autobiography

**Unit V**

Criticism

**Text Book:**

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

**Reference Book:**

Hudson, William Henry. *An Introduction to the Study of Literature*. New Delhi: Kalyani Publishers, 2000.

10.	IENC 24	Prose I
-----	---------	---------

**Objective:**

To introduce the learners to the various themes and techniques exploited by popular prose writers.

**Unit I**

Bacon

“Of Friendship”  
 “Of Studies”  
 “Of Parents and Children”

**Unit II**

Addison

”

Steele

“Character of Will Wimble”  
 “On Ghosts and Apparitions”  
 “His Account of His Disappointment in Love”

**Unit III**

Hazlitt

”

”

"On Reading Old Books”  
 “On the Fear of Death”  
 “My First Acquaintance with Poets”

**Unit IV**

Emerson

Alan Tate

Robert Frost

“Self Reliance”  
 “Man of Letters”  
 “The Figure a Poem Makes”

**Unit V**

Sri Aurobindo

Swami Vivekananda

Tagore

“Overmind Aesthesis”  
 “Secret of Work”  
 “The Relation of the Individual to the Universe” (From *Sadhana*)

<b>11.</b>	IENC 25	Conventions of Standard Written English
------------	---------	---

**Objective:**

To enable the students to learn and master the basic grammar and punctuation and expression rules of English

**Unit I**

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

**Unit II**

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

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

**Unit III**

Punctuation: Comma, Semicolon, Colon, Dash, Parentheses

**Unit IV**

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

**Unit V**

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

**Text Book:**

Pixton, William H. *Some Conventions of Standard Written English*. Iowa: Kendall Hunt, 1982.



12.	IENA 26	Social History of England II
-----	---------	------------------------------

**Objective:**

To make the students learn about the economic, social, religious, and cultural life of the people of England from 18<sup>th</sup> century until the present time so that they could understand and appreciate British literature

**Unit I**

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

**Unit II**

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

**Unit III**

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

**Unit IV**

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

**Unit V**

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

**Text Book**

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

**Reference Book**

Mitchell, R.J., and M.D.R. Leys. *A History of the English Speaking People*.  
London: Pan Books, 1967

Trevelyan, G.M. *A Social History of England*, Madras: Orient Longman, 1974.

13.	ITAC 31	<b>ciueilAk; ehlfKk;</b>
-----	---------	--------------------------

**Nehf;fk;:** ,yf;fpaq;fspd; rpwg;GfisAk; fUj;JfisAk; ciueil topahfg; Gyg;gLj;jy; - ciueilj;jpwid vLj;Jiu;jy;

myF-1

,yf;fpa tpsf;fk; - Mrpupau; (t.Rg. khzpf;fk;)  
 ,yf;fpa tpsf;fk; - ,yf;fzf; Fws;fs; - tupirg;ghl;L – tho;thq;F – J}a ,yf;fpak; - eilKiw  
 mwq;fs; - ,yf;fpaf;fiy

myF-2

Fwszpf; - ,yf;fpa nts;sk; - jd;neQ;rk; - ,yf;fpaj;jsk; - Fws;  
 tpsf;fk; - ek;gpf;if E}y; - ePjp tpsf;fk;

myF-3

k.g.nguparhkpj;J}ud; - (Mrpupau; - rpw;gp ghyRg;gpukzpak;)  
 tho;Tk; gzpAk; - md;gpy; jpis;j ftpij – rpWfijg; gilg;Gfs;  
 ehlfq;fSk; fPu;j;jidfSk; - fl;Liur; nry;tk;

myF-4

rpWtu; ,yf;fpak; mwptpay; E}y;fSk; gpwTk; - fiyf;fsQ;rpag; gzp –  
 ghujp jkpo; - J}ud; vd;nwhU kdpju;.

myF-5

ehlfk; - Njhif tz;zk; (Mrpupau; - lhf;lh; r. rtfu;yhy;)

ghlE}y;fs;

1. t.Rg.khzpf;fk; - ,yf;fpa tpsf;fk;  
 kzpthrfu; E}yfk;> Kjw;gjpg;G-1971
2. rpw;gp ghyRg;gpukzpad; &  
 kh. g.nguparhkpj;J}ud; - rhfpj;a mfhjpk> Kjw;gjpg;G-2000
3. lhf;lu; r. rtfu;yhy; - Njhif tz;zk;>  
 godpak;khs; ntspaPL> nrd;id>  
     Kjw;gjpg;G-2008  
         lq;fud; mLf;ffk;> iraj;fhjh; mntd;A+-  
         tpUfk;ghf;fk;> nrd;id-92.

13.	IFRC31	French III
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**Objectives:**

To enhance the ability of the learner to understand & express themselves in French language

**Unit I**

Demander des nouvelles de quelqu'un (les activités de la journée)  
Choisir, acheter, payer un objet

**Unit II**

S'informer sur la présence ou l'existence d'une personne ou d'un objet (Parler d'un logement ; s'orienter, Décrire un trajet, Exprimer un besoin)  
S'informer sur l'état physique de quelqu'un  
Le temps en France et parler du temps

**Unit III**

Evaluez-vous  
Evasion dans la Poésie

**Unit IV**

Souvenez-vous (Les moments de la vie)  
Demander /donner des informations sur la biographie d'une personne (enchainer les idées)

**Unit V**

Demander /donner des informations sur ses relations amicales ou familiales.  
Présenter sa famille.

**Text Book:**

J. Girardet Et J. Pecheur. *méthode de français*. Paris: Langers, 2012.

14.	IENC 32	English Through Literature III: Drama
-----	---------	---------------------------------------

**Objective:**

To enhance the conversational competence of the learner by introducing to him to dramas in English

**Unit I**

Stanley Houghton	“The Dear Departed”
Kenneth Sawyer Goodman	“The Game of Chess”

**Unit II**

A. A. Milne	“The Princess and the Woodcutter”
Anton Chekhov	“A Marriage Proposal”

**Unit III**

Arnold Bennett	“The Stepmother”
Arthur Miller	“Grandpa and the Statue”

**Unit IV**

William Shakespeare	<i>King Lear</i> (Act I, Scene i)
William Shakespeare	<i>Julius Caesar</i> (Act III, Scene ii)

**Unit V**

Frances Goodrich & Albert Hackett	<i>The Diary of Anne Frank</i> (Act I)
Betty Keller	“Tea Party”

**Text Book:**

Florence. S., Aruna Devi. G., Rajamohan. R., Bhuvanewari. S., Soundararajan. M. *English Through Literature: Drama*



15.	IENC 33	Indian Classics in Translation
-----	---------	--------------------------------

**Objective:**

To enable the students to understand and appreciate the greatness of Indian Classical Literature

**Unit I**

CeramaanKanaikkalIrumporai

“Purananuru 74”  
(Translated by A. K.Ramanujan)

Auvaiyar

“Purananuru 93”  
(Translated by George L Hart )

Ponmutiyar

“Purananuru 312”  
(Translated by A.K.Ramanujan)

Perumpatumanar“Kurunthokai 7”

(Translated by A.K.Ramanujan)

AiyurMutavan

“Kurunthokai 123”  
(Translated by A.K.Ramanujan)

Auvaiyar

“Akanaanooru 11”  
(Translated by A.K.Ramanujan)

**Unit II**

Thiruvalluvar

“Aram” - Chapter I  
“Porul” - Chapter II  
“Inbam” – Chapter III  
FROM *Thirukkural* (G. U. Pope’s Trans.)

IlangoAdigal

“VazhakuraiKaathai” (*Silappathikaram*)

**Unit III**

Kalki

*PonniyinSelvan* Chapters 1-10

**Unit IV**

Kalidasa

*Shakuntala*

**Unit V**

Thagazhi S. Pillai

*Chemmeen*

16.	IENC 34	Poetry II
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**Objective:**

To enable the learners to appreciate the poetical works of the renowned poets of the United Kingdom, Canada, Australia, America, and India

**Unit I**

T. S. Eliot	“Preludes”
George Barker	“to My Mother”
R. S. Thomas	“Evans”
Seamus Heaney	“The Tollund Man”

**Unit II**

Wilfred Campbell	“The Winterlakes”
F. R. Scott	“Laurentian Shield”
A. J. M. Smith	“Ode on the Death of William Butler Yeats”
Margaret Atwood	“Journey to the Interior”

**Unit III**

Kenneth Slessor	“Beach Burial”
A. D. Hope	“Standardization”
Judith Wright	“Women to Man”
Vincent Buckley	“Parents”

**Unit IV**

Edgar Allan Poe	“The Raven”
John Berryman	“”I’m cross with God who has wrecked this generation”
Richard Eberhart	“The Groundhog”
Deborah Ager	“Alone”

**Unit V**

Sri Aurobindo	“The Tiger and the Deer”
Nissim Ezekiel	“Marriage”
JayantaMahabathra	“A Missing Person”
R.Parthasarathy	“River, once”

**Text Books:**

- Greene, David., ed. *The Winged Word*. Chennai: Macmillan, 1971.
- Nair, Ramachandran K. R. *Gathered Grace: An Anthology of Indian Verse*. New Delhi: Sterling, 1991.
- Narasimhaiah, C. D. *An Anthology of Common Wealth Literature*. New Delhi: Macmillan, 2006.
- Thieme, John. *The Arnold Anthology of Post-Colonial Literatures in English*. London: Arnold, 2000.
- Thomas, C. T. *Twentieth Century Verse: An Anglo-American Anthology*. New Delhi: Macmillan, 2006.

17.	IENC 35	Prose II
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**Objective:**

To introduce the learners to the various themes and techniques exploited by prose writers in English

**Unit I**

George Orwell  
”  
”

“Gandhi”  
“Shooting an Elephant”  
“The English Character”

**Unit II**

Charles Lamb  
”  
”

“The South Sea House”  
“New Year’s Eve”  
“Dream Children”

**Unit III**

Cardinal Newman  
Macaulay  
**Unit IV**

“The Idea of a University”  
“Goldsmith”

Thoreau  
Walt Whitman  
  
Barack Obama

“The Battle of the Ants”  
“The Preface to the 1855 Edition of Leaves of Grass”  
“Yes We Can”

**Unit V**

Dr. S. Radhakrishnan  
Arundati Roy

“New World Civilizaion”  
“An Algebra of Infinite Justice”



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

### **UNIT - I**

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

### **UNIT - II**

Introduction to Operating System: Types of Operating System (DOS, Windows) - Operating System Features - Booting (Warm and Cold Booting) - Introduction to Software: Software Types (System Software, Application Software) - Computer Languages (Machine Language, Assembly Language and High Level Language) - Computer VIRUS, WORMS and Vaccines.

### **UNIT - III**

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

### **UNIT - IV**

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

### **UNIT - V**

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

### **TEXT BOOKS:**

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

### **REFERENCES:**

1. Rajaraman, V. ***Introduction to Information Technology***. (2<sup>nd</sup> Edition). Delhi: PHI., 2013.

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

**Objective:**

To introduce the learners to the achievements of successive English writers as well as the national changes and development that shaped British literature from the Middle English Period to the Neo-Classical Period

**Unit I**

English Literature Before Chaucer  
The Age of Chaucer  
From Chaucer to Tottel's Miscellany

**Unit II**

The Development of the Drama  
The Age of Shakespeare

**Unit III**

The Age of Milton

**Unit IV**

The Age of Dryden

**Unit V**

The Age of Pope

**Text Book:**

Hudson, William Henry. *An Outline History of English Literature*, Madras: BI Publishers, 1998.

**Reference Books:**

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

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

20.	ITAC 41	<b>jkpopyf;fpa tuyhW</b>
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**Nehf;fk;**;jkpo;,yf;fpa tsh;r;rp tuyhw;wpid tpthpj;J jkpo;,yf;fpaq;fs; Fwpj;J mwpKfk; nra;jy;.

**myF-1rq;f fhyk; > rq;f kUtpafhyk;**

njhy;fhg;gpak;- rq;ffhyk;- Kw;rq;fq;fs; - ghl;Lk; njhifAk;- njhFg;GKiw- rpwg;Gfs;-  
rq;fg; Gyth;fs;- njhy;fhg;gpak;- gjpndz;fPo;f;fzf;F E}y;fs;> Kw;fhg;gpaq;fs;.

**myF-2 gy;yth;> Nrroh;fhyk;**

irt ,yf;fpaq;fs;- gd;dpUjpUKiwfs;- itzt ,yf;fpaq;fs;- ehyhapu jpt;tp;a gpuge;jk; -  
IQ;rpWfhg;gpaq;fs;- fk;guhkhazk;- nghpaGuhzk;- gpw ,yf;fpaq;fs;

**myF-3ehaf;fu; fhyk;**

rpw;wpyf;fpaq;fs;- me;jhj- J}J-khiy- Nfhit- guzp- fyk;gfk;- cyh-gps;isj;jkpo;- Nfhit-  
gs;S- FwtQ;rp- mUzfphpejh;- FkuFUguu;- fhsNkfg;Gyth; -rptg;gpufhrh; - jdpq;ghly;fs;.

**myF-4 INuhg;gpah; fhyk;**

ciueil tsh;r;rp- jhAkhdt; ghly;fs;- kPdhl;rp Re;juk;gps;is-,uhkypq;f mbfs;-  
Ntjehafk; gps;is- fpwpj;jth;fspd; jkpo;g;gzp- ,j;yhkpah;fspd; jkpo;j; njhz;L- ehlfj; jkpo;-  
kNdhd;kzpak; Re;juk;gps;is- gk;ky; rk;ge;jKjypahu;- R+hpaehuhaz rh];jphpahu;-; gpwh;.

**myF-5,f;fhyk;**

kuGf;ftpj - ghujpahu;- ghujpjhrd;- ftpkzp - ehkf;fy; ftpQh; thzpjhrd;> Kbaurd;-  
fz;zjhrd;. ciueil- ghjpjkhw;fiyQh;- c.Nt.rh.- kiwkiy mbfs;- v];. itahGhpg;gps;is- uh.gp.  
NrJg;gps;is- jpU.tp.f. -K.t .- t.Rg. khzpf;fk;;- rpWfij -GJikg; gpj;jd;- F.g.uh.- yh.rh.uh.-  
F.mofphprhkp-jp.[h- Re;juuhkrhkp- tpe;jd;;- K.t - ehty;- khA+uk; Ntjehafk;gps;is- khjitah  
- fy;fp- mfpdy; - jp. [hdfpuhkd; - eh. ghh;j;jrhujp- uh[k;fpU\;zd;> Gj;ftpj - vOj;J - e.  
gpr;r%u;j;jp> ty;ypf;fz;zd;> gRitah> rp. kzp> Qhdf;\$j;jd; > thdk;ghb ,af;fk;-  
eh.fhkuhrd;> rpw;gp>Nkj;jh>kPuh - mwptpay; jkpo;- ,izaj;jkpo;

**ghh;it E}y;fs; :**

1. K.tujuhrd;> -jkpo; ,yf;fpa tuyhW>  
rhfpj;jpa mfhjnkp ntspaPL 1998.
2. G+tz;zd;> -jkpo; ,yf;fpa tuyhW>  
fof ntspaPL nrd;id.
3. jkpoz;zy;> -Gjpa Nehf;fpy; jkpo; ,yf;fpa  
tuyhW> kPdhl;rp Gj;jf epiyak;>  
1998.
4. rp. ghyRg;gpukzpad;> -jkpo; ,yf;fpa tuyhW>  
ghhpepiyak;> nrd;id. 1987
5. vk;.Mh; milf;fyrhkp> -jkpo; ,yf;fpa tuyhW>  
fof ntspaPL> nrd;id 1994.
6. kj .r. tpkyhde;jk; -jkpo; ,yf;fpa tuyhw;Wf; fsQ;rpak;>  
1987.

20.	IFRC 41	French IV
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**Objective:**

To ensure the acquisition of French language through self-evaluation

**Unit I**

Faire un bilan du sondage  
Aborder quelqu'un (Parler de moyens de communication)

**Unit II**

Faire valoir son droit  
Exprimer une opinion sur la vérité d'un fait.  
Savoir-vivre en France

**Unit III**

Donner un conseil  
Téléphoner /Prendre rendez-vous

**Unit IV**

Exposer un problème/ réagir  
Parler du corps et des problèmes de santé

**Unit V**

Parler des qualités et des défauts des personnes  
Demander / donner une explication  
décrire une personne  
Evaluez-vous

**Text Book:**

J. Girardet Et J. Pecheur. *méthode de français*. Paris: Langers, 2012.

21.	IENC 42	English Through Literature IV: Short Story
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**Objective:**

To develop the communicative competence of learners in the English Language through training them in the skills of listening, speaking, reading and writing

**Unit I**

- |                     |                      |
|---------------------|----------------------|
| 1. O' Henry         | “After Twenty Years” |
| 2. Ernest Hemingway | “A Day's Wait ”      |

**Unit II**

- |                      |                     |
|----------------------|---------------------|
| 1. Flora Annie Steel | “Valiant Vicky”     |
| 2. Oscar Wilde       | “The Selfish Giant” |

**Unit III**

- |                     |                       |
|---------------------|-----------------------|
| 1. R. K. Narayan    | “An Astrologer's Day” |
| 2. Shashi Deshpande | “I Want”              |

**Unit IV**

- |                     |                               |
|---------------------|-------------------------------|
| 1. Leo Tolstoy      | “Where Love is God is”        |
| 2. Somerset Maugham | “The Ant and the Grasshopper” |

**Unit V**

- |                  |                                |
|------------------|--------------------------------|
| 1. Chinua Achebe | “Marriage is a Private Affair” |
| 2. Bessie Head   | “Heaven is not Closed”         |

**Text Book:**

Selvaraj. A., Dinakaran. P., Madhavan. M., Ganeshram. K., Shanthi. SP. *English Through Literature: Short Story*

<b>22.</b>	IENC 43	Drama I
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**Objective:**

To enable the learners to get acquainted with the themes and techniques exploited by British, American, and Indian dramatists

**Unit I**

Christopher Marlowe : *Edward II*

**Unit II**

John Dryden *All For Love*

**Unit III**

T. S. Eliot **Murder in the Cathedral**

**Unit IV**

Eugene O' Neill *Mourning Becomes Electra*

**Unit V**

Vijay Tendulkar *Kamala*

23.	IENC 44	Fiction I
-----	---------	-----------

**Objective:**

To enable the learner to interpret and criticize the fictional works of different cultures

**Unit I**

John Bunyan

*The Pilgrim's Progress*

**Unit II**

Jonathan Swift

*Gulliver's Travels*

**Unit III**

Mary Shelley

*Frankenstein*

**Unit IV**

Mark Twain

*The Adventures of Tom Sawyer*

**Unit V**

Raja Rao

*Kanthapura*



24.	IENC 45	Phonetics
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**Objective:**

To enable the students to speak English with natural ease and efficiency by training them in the sounds of English

**Unit I**

The Air-Stream Mechanisms  
Organs of speech

**Unit II**

Description and classification of Consonants

**Unit III**

Description and classification of Vowels

**Unit IV**

The Syllable  
Consonant Clusters in English  
Word accent  
Accent and Rhythm in Connected Speech  
Intonation

**Unit V**

Practice in Phonemic Transcription

**Text Book:**

Balasubramanian. T. *A Textbook of English Phonetics for Indian Students*. Chennai: Macmillan, 2011.

**Reference Books:**

1. O'Connor, J.D. *Better English Pronunciation*. New Delhi: Universal Book Stall, 1997.
2. Sasikumar P.V. and Dhamija P.V. *A Course in Phonetics and Spoken English*. New Delhi: McGraw, 1993.



25.	IENC 46	English for Business Communication
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**Objective:**

To improve the ability of the learners to effectively and successfully master the art of business communication.

**Unit I**

Business Writing Today  
Effective Business Letters

**Unit II**

Dictation  
Memos  
Form Messages

**Unit III**

Special Writing and Research Projects  
Business Writing and the Job Search

**Unit IV**

Automation and the Information Age

**Unit V**

Review of Business Grammar and Style

**Text Book:**

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

26.	IENA 47	History of English Literature II
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**Objective:**

To introduce the learners to the achievements of successive English writers as well as the national changes and development that shaped British literature from the Age of Johnson to the twentieth century

**Unit I**

The Age of Johnson

**Unit II**

The Age of Wordsworth

**Unit III**

The Age of Tennyson

**Unit IV**

The Age of Hardy

**Unit V**

Twentieth Century

**Text Books:**

Hudson, William Henry. *An Outline History of English Literature*. Chennai: BI Publishers, 1998.  
Albert, Edward. *History of English Literature*, New Delhi: OUP, 2011.

**Reference Book:**

Daiches, David. *A Critical History of English Literature*. Vol. 1-5. Chennai: Allied Publishers, 1995.

27.	IENC 51	Indian English Literature I
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**Objective:**

To enable the students to have an understanding of the historical movements and the cultural traits in Indian English Literature

**Unit I Poetry - I**

Henry Louis Vivian Derozio	“A Walk by Moonlight”
Kasiprasad Ghose	“To a Dead Crow”
Toru Dutt	“The Tree of Life”
Swami Vivekananda	“Peace”
Sri Aurobindo	“Revelation”
Harindranath Chattopadhyaya	“Peacock”
Manjeri S. Isvaran	“The Neem is a Lady”
Sarojini Naidu	“Palanquin Bearers”
Shiv K. Kumar	“Epitaph on an Indian Politician”

**Unit II Poetry - II**

Rabindranath Tagore *Gitanjali (1-15 songs)*

**Unit III Prose & Criticism**

Jawaharlal Nehru *The Discovery of India (Chapters 1-5)*

M. K. Gandhi *My Experiments with Truth (Chapters 1-5)*

**Unit IV Drama**

Rabindranath Tagore *Muktadhara*  
 Vijay Tendulkar *Silence! The Court is in Session*

**Unit V Fiction**

R. K. Narayan *Swamy and Friends*

Kamala Markandaya *Nectar in a Sieve*

28.	IENC 52	American Literature I
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**Objective:**

To introduce the students to the literature of America, to familiarize them with the important literary movements, and to give them firsthand knowledge of the outstanding works and authors

**Unit I**

Ann Bradstreet	“To My Dear and Loving Husband”
Edward Taylor,	“Huswifery
H. W. Longfellow	“A Psalm of Life”
Emily Dickinson	“Success is counted sweetest”
”	“I taste a liquor never brewed”
”	“A route of evanescence”
Robert Frost	“Home Burial”

**Unit II**

E.E. Cummings	“Somewhere I have never travelled, gladly beyond”
Sylvia Plath	“Lady Lazarus”
Wallace Stevens	“The Emperor of Ice-Cream”
Hart Crane	“Praise for an Urn”
Robert Lowell	“Man and Wife”
John Crowe Ransom	“Philomela,”
William Carlos Williams	“The Red Wheelbarrow”

**Unit III**

Emerson	“The American Scholar”
Alice Walker	“In Search of Our Mothers’ Gardens”

**Unit IV**

Arthur Miller	<i>Death of a Salesman</i>
Tennessee Williams	<i>The Glass Menagerie</i>

**Unit V**

Hawthorne	<i>The Scarlet Letter</i>
Edith Wharton	<i>The Age of Innocence</i>

29.	IENC 53	Shakespeare I
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**Objective:**

To enable the students to appreciate the genius of Shakespeare which has made him a classic of eternal value and to know the historical and present day value of Shakespeare, the poet-dramatist

**Unit I**

*A Midsummer Night's Dream*

**Unit II**

*Othello*

**Unit III**

*Julius Caesar*

**Unit IV**

*The Tempest*

**Unit V**

*Sonnets: 1, 18, 30, 60, 124, 126, 140, 152*

30.	IENC 54	Fiction II
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**Objective:**

To sharpen students' sensibility, and motivate them for creative writing through extensive reading of fiction

**Unit I**

Walter Scott  
Emily Bronte

*Ivanhoe*  
*Wuthering Heights*

**Unit II**

Arthur Conon Doyle  
E. M. Foster

*The Hound of Baskervilles*  
*Passage to India*

**Unit III**

William Golding  
George Orwell

*Lord of the Flies*  
*1984*

**Unit IV**

Harper Lee  
John Steinbeck

*To Kill a Mocking Bird*  
*The Grapes of Wrath*

**Unit V**

Anita Desai  
Khushwant Singh

*Cry, The Peacock*  
*Train to Pakistan*



31.	IENC 55	Dalit Literature
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**Objective:**

To introduce the students to Dalit literature, which the socio-economic and political problems afflicting the Dalit community

**Unit I**

Arjun Dangle  
Baburao Bagul

“What is Dalit Literature: Past, Present and Future”  
“Dalit Literature is but Human Literature”

**Unit II**

Tagore  
  
Pralhad Chendwankar  
Vilas Rashinkar  
Uttam Kolgaokar  
Arjun Dangle  
Sharankumar Limbale  
W. Kapur

“The Great Equality”  
“Shunned at the Temple Gates”  
“My Father”  
“No Entry for the New Sun”  
“His House”  
“I Will Belong to It”  
“White Paper”  
“The Search”

**Unit III**

Baba Saheb B.R. Ambedkar  
  
  
  
Dr. K.R. Narayanan  
R.G. Jahav

“Annihilation of Caste” (Chapters V & VI)  
“Why Conversion?”  
“Waiting for Visa”  
“Speech at Mahad”  
“A Dalit President Speaks”  
“Dalit Feelings and Aesthetic Detachment”

**Unit IV**

Rabindranath Tagore  
Bandhumadhav  
Waman Hoval  
Arjun Dangle

*Chandalika*  
*The Poisoned Bread*  
*The Storeyed House*  
*Promotion*

**Unit V**

Bama  
Imayam

*Sangati*  
*The Beasts of Burden*

**Objective:**

To introduce to the students the evolution and characteristics of the English language

**Unit I**

General Character of English  
The Indo-European Family of Languages  
English in the Germanic Family  
Landmarks in the History of English  
Philology and Literature

**Unit II**

The Influences of Latin  
Greek Influence  
French Influences on the Vocabulary  
Scandinavian Elements  
Other Germanic Languages  
The Influence of Italy  
Other European Influences  
Words from Outside of Europe  
Recent and Current Tendencies

**Unit III**

History of Spelling and Pronunciation  
'Standardizing' of Spelling and Pronunciation  
The Development of Dictionaries  
Spelling and Rhyme  
Influence of Spelling on Pronunciation

**Unit IV**

Bible Translations  
Shakespeare's Working Critics  
Some Formative Working Critics  
Milton and the English Language  
Some Poets and the Language  
Rhetoric and Oratory

**Unit V**

The Search for a Standard  
American Influence  
The Radio and the Language  
Other Influences on English  
English as a World Language

**Text Book:**

**Wren, C. L.** *The English Language*. London: Methuen, 1966.

33.	IENC 61	Literary Criticism
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**Objective:**

To acquaint the students with the different schools and principles of criticism and to help them appreciate and evaluate literary texts

**Unit I**

Aristotle

*Poetics*

**Unit II**

Samuel Johnson

*Life of Milton*

**Unit III**

I.A. Richards  
Sigmund Freud

“Two Uses of Language”  
“Creative Writers and Day Dreaming”

**Unit IV**

Edmund Wilson  
R. P. Blackmur

“The Historical Interpretation of Literature”  
“Language as Gesture”

**Unit V**

Northrop Frye  
Roland Barthes

“Archetypes of Literature”  
“The Death of the Author”

**Objective:**

To introduce the learners to the literatures of the Commonwealth nations which deal with different aspects of life and its problems

**Unit I**

A.J.M. Smith  
Margaret Atwood  
Wole Soyinka  
Judith Wright  
Peter Porter

“Ode on the Death of William Butler Yeats”  
“Journey to the Interior”  
“Telephone Conversation”  
“Typists in the Phoenix Building”  
“Your Attention, Please”

**Unit II**

Kenneth Slessor  
Shaw Neilson  
Gabriel Okara  
Derek Walcott  
Edwin Thumboo  
Allen Curnow

“CountryTown”  
“The Bard and the Lizard”  
“Were I to Choose”  
“A Far Cry from Africa”  
“Gods can Die”  
“Time”

**Unit III**

AnandaCoomarasamy  
Margaret Atwood

“The Dance of Shiva”  
“Introduction” from *Survival*

**Unit IV**

George Ryga  
Wole Soyinka

*The Ecstasy of Rita Joe*  
*The Lion and the Jewel*

**Unit V**

V.S. Naipaul  
Patrick White

*A House for Mr. Biswas*  
*Voss*

**Objective:**

To introduce the learners to the unique characteristics of the plays written by the British, Canadian, American, Australian, and Indian playwrights

**Unit I**

Christopher Fry : *The Lady is Not for Burning*

**Unit II**

Sharon Pollock : *Blood Relations*

**Unit III**

David Mamet : *American Buffalo*

**Unit IV**

David Williamson : *The Removalists*

**Unit V**

Tagore : *Chitra*

36.	IENC 64	World Literature in Translation
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**Objective:**

To expose the students to different literary works in world literature to broaden their aesthetic experience

**Unit I:**

Homer *The Iliad* Book: I  
(Trans. by Robert Fitzgerald)

Virgil *The Aeneid* Book: I  
(Trans. by Robert Fitzgerald)

**Unit II:**

Omar Khayam *Rubaiyat*  
 Basho "Haiku Poems"  
 Pablo Neruda "The Word"  
 Baudelaire "Hymn to Beauty"

**Unit III:**

Thomas More *Utopia*  
 Khalil Gibran *The Prophet*

**Unit IV:**

Sophocles *Oedipus Rex*  
 Louis Pirandello *Six Characters in Search of an Author*

**Unit V:**

Leo Tolstoy *War and Peace*  
 Franz Kafka *The Metamorphosis*

37.	IENC 65	Approaches to Literature
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**Objective:**

To familiarize the students with the different approaches to literature

**Unit I:**

The Moral Approach

Irving Babbitt

“Genius and Taste”

**Unit II:**

The Psychological Approach

Kenneth Burke

“The Poetic Process”

**Unit III:**

The Sociological Approach

George Orwell

“Rudyard Kipling”

**Unit IV:**

The Formalistic Approach

James Smith

“As You Like It”

**Unit V:**

The Archetypal Approach

Gilbert Murray

“Hamlet and Orestes”

**Text Book:**

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

38.	IVEC 66	Value Education
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**Objective:** To teach the students the purpose of life and to instill in them a moral concern for the society.

**Unit - I**

1. Value education – Meaning – Nature and Purpose
2. Importance of Value Education

**Unit – II**

1. Basic Features of Rational Ethics
2. Moral Consciousness and Conscience
3. Love – The Ultimate Moral Norm

**Unit – III**

1. Morality and Freedom - Human Freedom and Moral Responsibility
2. God, Religion and Morality
3. Sanction for Moral Life.

**Unit – IV**

1. Social Ethics: Value of Life and Human Beings
2. Liberty, Equality and Fraternity

**Unit – V**

1. Ethical Issues Today: Religious Ethics, Family Ethics
2. Political Ethics - Business Ethics
3. Ethics and Culture.

**References:**

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



39.	IENC 71	Chaucer and the Elizabethan Age
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**Objective:**

To enable the students to get acquainted with Chaucer and the characteristics of British Literature written during the Elizabethan Age

**Unit I**

Literary Terms:

Geoffrey Chaucer  
Sir Thomas Wyatt  
Earl of Surrey

**Affective fallacy, Alliteration**

“The Prologue to the Canterbury Tales”  
“Forget Not Yet the TyrdeEntent”  
“When Raging Love with Extreme Paine”

**Unit II**

Literary Terms:

Edmund Spenser  
Sir Walter Raleigh  
Sir Philip Sidney

**Allusion, Ambiguity**

“Epithalamion”  
“The Shepherd’s Description of Love”  
“Philomela”

**Unit III**

Literary Terms:

Sir Philip Sidney  
Francis Bacon  
”  
”  
”  
”

**Allegory, Fable**

*An Apologie for Poetrie*  
“Of Truth”  
“Of Death”  
“Of Revenge”  
“Of Simulation and Dissimulation”  
“Of Marriage and Single Life”

**Unit IV**

Literary Terms:

Christopher Marlowe  
John Webster

**Absurd, Antihero**

*Dr. Faustus*  
*The White Devil*

**Unit V**

Literary Terms:

Thomas Middleton  
Ben Jonson

**Chronicle Plays, Cliché**

*The Changeling*  
*Every Man in His Humour*

40.	IENC 72	The Jacobean and the Restoration Ages
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**Objective:**

To enable the students to have an idea of the spirit of the Jacobean and the Restoration ages and make them appreciate the religious political, literary, and social problems as reflected in the literature of these periods

**Unit I**

Literary Terms:

John Milton  
John Dryden

**Unit II**

Literary Terms:

John Donne  
”  
Andrew Marvell  
George Herber  
”  
Henry Vaughan  
Richard Crashaw  
Alexander Pope

**Unit III**

Literary Terms:

John Dryden  
Jonathan Swift

**Unit IV**

Literary Terms:

Daniel Defoe  
Samuel Richardson

**Unit V**

Literary Terms:

Oliver Goldsmith  
R. B. Sheridan

**Ballad, Bathos, Epic Simile**

*ParadiseLost - Book IX*  
“Mac Flecknoe”

**Anticlimax, Blank Verse**

“A Valediction Forbidding Mourning”  
“Anniversary”  
“To His Coy Mistress”  
“The Pulley”  
“The Collar”  
“Peace”  
“The Infant Martyrs”  
“Epistle to Dr. Arbuthnot”

**Parable , Mock-epic**

*Preface to the Fables*  
*The Battle of the Books*

**Cultural Studies, Fabliau**

*Robinson Crusoe*  
*Pamela*

**Comic Relief, Courtly Love**

*She Stoops to Conquer*  
*School for Scandal*

41.	IENC 73	African American Literature
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**Objective:**

To introduce the learners to the characteristics of African-American Literature and make them understand the pangs and feelings of the suppressed section of the society

## Unit I

Literary Terms:

Frederick Douglass

Phyllis Wheatley

”

James Weldon Johnson

”

”

Paul Laurence Dunbar

Fenton Johnson

”

## Unit II:

Literary Terms:

Langston Hughes

”

”

Claude McKay

”

”

”

Countee Cullen

”

”

Gwendolyn Brooks

”

Rita Dove

”

## Unit III

Literary Terms:

W.E.B. Dubois

Alaine Locke

## Unit IV

Literary Terms:

Amiri Baraka

Ed Bullins

## Unit V Fiction

Literary Terms:

Ralph Ellison

Toni Morrison

## Confessional Poetry, Metaphor

“We Raise de Wheat”

“On Being Brought From Africa to America”

“To His Excellency General Washington”

“Fifty years,”

“The Creation”

“Worn Out”

“Sympathy”

“My God in Heaven Said to Me”

“The Lonely Mother”

## Empathy, Sympathy

“Harlem”

“The Weary Blues”

“The Negro Speaks of Rivers”

“If We Must Die”

“Africa”

“To the White Fiends”

“Harlem Shadows”

“Yet Do I Marvel”

“Heritage”

“From the Dark Tower”

“The Ballad of Rudolph Reed”

“The Negro Hero”

“Heart to Heart”

“My Mother Enters the Work Force”

## Harlem Renaissance, Humanism

“The Souls of Black Folk”

“The New Negro”

## Negative Capability, Dramatic Irony

*Dutchman*

*The Taking of Miss Janie*

## Anxiety of Influence, Intentional Fallacy

*The Invisible Man*

*Tar Baby*

42.

IENC 74

Writing Skills

## Objective:

To enable the students to acquire the modern skills of writing in English for literary and specific purposes

## Unit I

1. Organizing the Theme
2. Introduction and Conclusion

## Unit II

1. The Paragraph
2. Logic

## Unit III

1. Deadwood
2. Inflated Diction
3. Weak Words
4. Cliches

## Unit IV

1. Sentence Structure : The Sentence Fragment, Run-together Sentence, and the Comma Splice
2. Sentence Structure : Faulty Pronoun Reference
3. Sentence Structure : Parallelism
4. Correct Usage
5. Agreement

## Unit V

Punctuation and Mechanics

### TextBook:

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

### Reference Book:

Mohan, Krishna & Meenakshi Raman. *Effective English Communication*. New Delhi: McGraw-Hill, 2000.

43.	VII Semester	Elective: Elements of English Grammar
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### Objective:

This course aims at improving the students' mastery over the fundamentals of English grammar and sentence structure

### **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.

44.	IENC 81	The Pre-Romantic and the Romantic Ages
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**Objective:**

To enable the learners to get acquainted with the unique characteristics of the literature of the Pre-Romantic and the Romantic Ages

**Unit I**

Literary Terms:

**Elegy, Connotation, Denotation**

Thomas Gray  
Williams Collins  
William Blake

“Elegy Written in a Country Churchyard”  
“Ode to Evening”  
“Ode to Simplicity”  
“The Tiger”  
“The Lamb”

**Unit II**

Literary Terms:

**Romanticism, Lyric, Ballad**

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

“Ode on the Intimations of Immortality”  
“Christabel”  
“Ode to a Nightingale”  
“Ode to the West Wind”  
“On this day I complete my thirty sixth year”

**Unit III**

Literary Terms:

**Sentimentalism, Literature of Sensibility**

Wordsworth  
S.T. Coleridge

“Preface to the Lyrical Ballads”  
*Biographia Literaria*- - Chapters IV, XIV, XVIII

**Unit IV**

Literary Terms:

**Travesty, Lampon, Conceit**

P.B. Shelley

*Prometheus Unbound*

**Unit V**

Literary Terms:

**Gothic Novel, Naturalism**

Jane Austen  
Walter Scott

*Pride and Prejudice*  
*Kenilworth*

45.	IENC 82	The Victorian Age
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**Objective:**

To enable the students to get acquainted with the characteristics of the literature of the Victorian Age

**Unit I**

Literary Terms: **Dramatic Monologue, Euphony and Cacophony**

Alfred Tennyson	“The Lotos Eaters”
	“Ulysses”
Robert Browning	“My Last Duchess”
	“The Last Ride Together”
Mathew Arnold	“Memorial Verses”
	“Dover Beach”

**Unit II**

Literary Terms: **Empathy and Sympathy, Mixed and Dead Metaphor**

D.G. Rossetti	“The Blessed Damozel”
Francis Thompson	“The Hound of Heaven”
G.M. Hopkins	“The Wreck of the Deutschland”

**Unit III**

Literary Terms: **Heroic Drama, Structural Irony, Malapropism**

Mathew Arnold	“The Study of Poetry”
Thomas Carlyle	“The Hero as Poet: Dante; Shakespeare”

**Unit IV**

Literary Terms: **Masque, Melodrama, Objective Correlative, Pantomime**

Oscar Wilde	<i>Importance of Being the Earnest</i>
G.B. Shaw	<i>Saint Joan</i>

**Unit V**

Literary Terms: **Socialist Realism, Stock Characters, Stock Response**

Charles Dickens	<i>A Tale of Two Cities</i>
Thomas Hardy	<i>Tess of the D'urbervilles</i>

46.	IENC 83	Indian English Literature II
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## Objective:

To enable the students to have an understanding of the historical movements and the cultural traits of the contemporary Indian English Literature

### Unit I Poetry - I

Literary Terms:

**Imagery, Light Verse and Society Verse**

Kamala Das

“Old Play House”

“An Introduction”

R. Parthasarathy

“Under Another Sky”

“A River Once”

Nissim Ezekiel

“Enterprise”

“Poet, Lover, Bird Watcher”

A.K. Ramanujan

“A River”

“The Lost of the Princes”

### Unit II

Literary Terms:

**Meter, Onomatopoeia, Paradox**

JayantaMahapatra

“Thoughts of the Future”

“The Bride”

Keki N. Daruwalla

“Hawk”

“Easy and Difficult Animals”

Dom Moraes

“Sailing to England”

“At Seven O'clock”

Gieve Patel

“On Killing a Tree”

“Commerce”

### Unit III

Literary Terms:

**Epic Theatre, Folk Drama**

Sri Aurobindo

*The Renaissance in India*

R. K. Narayan

*My Dateless Diary: An American Journey*

### Unit IV

Literary Terms:

**Stock Situations, Stream of Consciousness**

GirishKarnad

*Hayavadana*

Mahesh Dattani

*Final Solutions*

### Unit V

Literary Terms:

**Paratactic Style, Hypotactic Style**

ChetanBhagat

*Five Point Someone*

AravindAdiga

*The White Tiger*



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**Objective:**

To introduce the students to theories of language and language learning, and their implications in teaching and learning; to introduce them to prevailing methods and to familiarize them with principles of course designing and testing and evaluation.

**Unit I**

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

**Unit II**

1. Approach, Method and Technique
2. Essentials of English Speech
3. Teaching Spoken English: Some Techniques
4. Essential Word –Grammar for Teachers

**Unit III**

1. Teaching of Vocabulary
2. Essentials of English Grammar
3. The Teaching of Grammar
4. Reading and Teaching of Reading

**Unit IV**

1. Writing and Teaching of Writing and Composition
2. Teaching Prose
3. Teaching Poetry
4. Instructional Aids

**Unit V**

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

**Text Book:**

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

**Reference Books:**

Mowla, Shaik. *Techniques of Teaching English*. New Delhi: Neelkamal, 2009.

Nagaraj, Geetha. *English Language Teaching*. Hyderabad: Longmans, 2004.

Richards, Jack and Theodore Rodgers.*Approaches and Methods in Language Teaching*. New York: Cambridge UP, 2006.

Aslam, Mohamed. *Teaching of English*. New Delhi: Foundation Books, 2003.

48.	VIII Semester	Elective: Effective English Speaking
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**Objective:**

The course aims at enabling the students to learn and master the art of Spoken English by training them through different modules which involve practical knowledge in speech delivery

**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

**TextBook:**

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

**Reference Book:**

O' Connor, J.D.O. *Better English Pronunciation*. New Delhi: Universal Books, 1997.

**Objective:**

To enable the students to understand the problems of twentieth century as they are presented through the appropriate form and idiom of twentieth century literature

**Unit I**

Literary Terms:

**Pathetic Fallacy, Poetic Diction**

W.B. Yeats

”

“Sailing to Byzantium”

“The Second Coming”

T.S. Eliot

“The Love Song of J. Alfred Prufrock”

W.H. Auden

“In Memory of W.B. Yeats”

Dylan Thomas

”

“Fern Hill”

“Poem in October”

A. E. Housman

“Loveliest of Trees”

Edward Thomas

“The Cherry Trees

Siegfried Sassoon

“Glory of Women

**Unit II**

Literary Terms:

**Poetic Justice, Poetic License**

Wilfred Owen

”

“Strange Meeting”

“Sensibility”

Stephen Spender

“The Prisoners”

Philip Larkin

“Church Going”

Ted Hughes

”

“Relic”

“Thrushes”

Thomas Gunn

“On the Move”

Cecil Day Lewis

“The Poet”

Seamus Heaney

“Digging”

**Unit III**

Literary Terms:

**Pre-Raphaelites, Prosody**

T.S. Eliot

“Tradition and the Individual Talent”

Cleanth Brooks

“Irony as a Principle of Structure”

**Unit IV**

Literary Terms:

**Problem Play, Pun**

John Osborne

*Look Back in Anger*

Samuel Beckett

*Waiting for Godot*

**Unit V**

Literary Terms:

**Surrealism, Text and Writing**

Virginia Woolf

*Mrs. Dalloway*

James Joyce

*Ulysses*

50.	IENC 92	American Literature II
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**Objective:**

To introduce the students to the literature of America, to familiarize them with the important literary movements, and to give them a firsthand knowledge of the outstanding works and authors of American Literature

**Unit I**

Literary Terms:

Emerson  
Poe  
Whitman

Emily Dickinson  
”

Robert Frost  
Ezra Pound

**Unit II**

Literary Terms:

E.E. Cummings  
Sylvia Plath  
Elizabeth Bishop  
Randall Jarrell  
Richard Wilbur  
Allen Ginsberg

**Unit III**

Literary Terms:

Emerson  
Thoreau  
Ihab Hassan

**Unit IV**

Literary Terms:

O’Neill  
Suzan Lori Parks

**Unit V**

Literary Terms:

Scott Fitzgerald  
Bharathi Mukherjee

**Refrain, Apostrophe**

“Each and All” “Brahma”  
“Israfel”  
“When Lilacs Last in the Dooryard  
Bloom’d”  
“A narrow fellow in the grass”  
“Because I could not stop for death”  
“Mending Wall”  
“HighselvynMauberley”

**Rhetorical Question, Rhyme**

“The Cambridge Ladies”  
“Ariel”  
“The Fish”  
“The Player Piano”  
“Ceremony”  
“A Super Market in California”

**Satire, Sublime**

“Nature”  
“Where I Lived and What I Lived For”  
“Towards a Concept of Postmodernism”

**Soliloquy, Stanza, Three Unities**

*The Hairy Ape*  
*Venus*

**Utopias and Dystopias, Victorianism**

*The Great Gatsby*  
*Wife*

51.	IENC 93	New Literatures in English II
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**Objective:**

To introduce the learners to the literatures of the Commonwealth nations which deal with different aspects of life and its problems

**Unit I**

A.D. Hope  
Katherine Mansfield  
Allen Curnow  
Judith Wright  
Dennis Brutus

“Australia”  
“The Man with the Wooden Leg”  
“Time”  
“The Harp and the King”  
“A Common Hate Enriched Our  
Love and Us”  
“The Mystic Drum”  
“Refugee Mother and Child”  
“The Casualties”  
“Dedication”

Gabriel Okara  
Chinua Achebe  
John Pepper Clark  
Wole Soyinka

**Unit II**

P. K. Page  
A. M. Llein  
AJM Smith

“Adolescence”  
“Indian Reservation: Caughnawage”  
“Like an Old Proud King in a  
Parable”

FR Scott  
E. Mc G. Keane  
Derek Walcott  
Mervyn Morris  
KishwarNaheed

“The Laurentian Shield”  
“The Age of Chains”  
“Ruins of a Great House”  
“Literary Evening, Jamaica”  
“I am not that Woman”

**Unit III**

Chinua Achebe  
Northrop Frye

“The Novelist as a Teacher”  
“Conclusion” to *The Literary History of  
Canada*

**Unit IV**

Ian Fraser  
Sharon Pollock

*Bring Me Gandhi*  
*Blood Relations*

**Unit V**

J. M. Coetzee  
Margaret Atwood

*Age of Iron*  
*The Blind Assassin*

**Objective:**

To enable the students to have an idea of the growth of English as the world language, as a great borrower, an assimilator, and a propagator, and also to train them in the sounds of the language

**Unit I**

1. The Organs of Speech
2. The Description and Classification of the Sounds of English
3. Phonemic Transcription

**Unit II**

1. The Phoneme
2. The Syllable
3. Word Accent

**Unit III**

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

**Unit IV**

1. Word Borrowing (Scandinavian, French, Latin and Greek)
2. Makers of English (Shakespeare, Milton, Bible Translators)
3. History of English Spelling and Spelling Reforms
4. Changes in Meaning of Words

**Unit V**

1. Dictionaries and the Growth of Vocabulary
2. Evolution of Standard English
3. Growth of American English
4. English as a Universal Language

**Text Books**

1. Sethi, J. and P.V. Dhamija. *A Course in Phonetics and Spoken English*. New Delhi: Prentice – Hall, 2005.
2. Jones, Daniel. *The Pronunciation of English*. Cambridge: Cambridge UP, 1998.
3. Wood, F.T. *An Outline History of the English Language*. Chennai: Macmillan, 1967.

**Reference Books**

1. A.C. Baugh, *A History of the English Language*. New Delhi: Allied Publishers, 1997.
2. O' Connor, J.D.O. *Better English Pronunciation*. New Delhi: Universal Books, 1997.

53.	IX Semester	Elective: Technical Writing
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**Objective:**

To introduce the students to the basics of mechanics and techniques of technical communication

**Unit I**

Defining Technical Writing  
Audience Language and Style, Organization

**Unit II**

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

**Unit III**

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

**Unit IV**

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

**Unit V**

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

**Text Book:**

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

**Reference Book:**

Mohan, Krishna, and Meenakshi Raman. *Effective English Communication*. New Delhi: Tata McGraw-Hill, 2000.

54.	ISSC 96	Soft Skills
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**Objective:**

To train students in soft skills in order to enable them to be professionally competent.

**Unit 1: Soft Skills and Personality Development**

Soft Skills: Meaning and Importance - Hard Skills versus Soft Skills - Self Concept: Self Awareness, Self Development and Self Realisation – Power of Positive Attitude – Etiquette and Manners.

Listening: Types of Listening, Effective Listening and Barriers to Listening – Assertive Communication.

**Unit 2: Communication Skills**

Oral Communication: Forms, Types of Speeches and Public Speaking – Presentation: Elements of Effective Presentation and Use of Visual Aids in Presentation.

Written Communication: Strategies of Writing – Business Letters: Form, Structure and Formats – Types of Business Letters – Memos – Agenda and Minutes.

Non-verbal Communication: Body Language and Proxemics.

**Unit 3: Interpersonal Skills**

Interpersonal Skills: Relationship Development and Maintenance and Transactional Analysis.

Conflict Resolution Skills: Levels of Conflict and Handling Conflict - Persuasion – Empathy – Managing Emotions – Negotiation: Types, Stages and Skills – Counselling Skills.

**Unit 4: Employability Skills**

Goal Setting – Career Planning – Corporate Skills – Group Discussion – Interview Skills – Types of Interview - Email Writing – Job Application – Cover Letter - Resume Preparation.

**Unit 5: Professional Skills**

Decision Making Skills – Problem Solving – Emotional Intelligence – Team Building Skills – Team Spirit – Time Management – Stress Management: Resolving Techniques.

**References:**

1. Ghosh, B.N. *Managing Soft Skills for Personality Development*. (Ed). New Delhi: Tata McGraw Hill Education Pvt. Ltd., 2012.
2. Krishna Mohan and Meera Banerji. *Developing Communication Skills*. (2<sup>nd</sup> Edition). New Delhi: MacMillan Publishers India Ltd., 2009.
3. Neera Jain and Shoma Mukherji. *Effective Business Communication*. New Delhi: Tata McGraw Hill Education Pvt. Ltd., 2012.
4. Rao, M.S. *Soft Skills - Enhancing Employability: Connecting Campus with Corporate*. New Delhi: I.K International Publishing House Pvt. Ltd., 2011.
5. Ashraf Rizwi, M. *Effective Technical Communication*. New Delhi: Tata McGraw Hill Education Pvt. Ltd., 2010.
6. Bretag Tracey, Crossman Joanna and Bordia Sarbari. *Communication Skills*. New Delhi: Tata McGraw Hill Education Pvt. Ltd., 2012.



55.	IENC 101	Shakespeare II
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**Objective:**

To enable the students to appreciate the genius of Shakespeare which has made him a classic of eternal value; to enable them to know the historical and present day value of Shakespeare, the poet-dramatist

**Unit I**

*Twelfth Night*  
*The Merchant of Venice*

**Unit II**

*Hamlet*  
*Macbeth*

**Unit III**

*Antony and Cleopatra*  
*Measure for Measure*

**Unit IV**

*Henry IV – Part I*  
*The Winter's Tale*

**Unit V**

Sonnets from **Peacock – Vol. II** – 12, 33, 53, 54, 65, 73, 90, 94, 107, 116, 144

General Topics on Shakespeare's stage, theatre, audience, fools and clowns, woman characters, and Shakespearean criticism, songs and music.

**Reference Books:**

1. Bentley, Gerald E. *Shakespeare: A Biographical Handbook*. Yale University Press, 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*.
5. Schoenbaum, S. William Shakespeare. *A Documentary Life*. New York: OUP, 1975.
6. A.C. Bandy, *The Shakespearean Tragedy*. New Delhi: Atlantic Publishers, 2000.

**Objective:**

To introduce the learners to various literary theories that will enable them to interpret and evaluate literary works.

**Unit I**

Modernism and Post-Modernism

**Unit II**

Structuralism and Post structuralism

**Unit III**

Gender Based Theories

**Unit IV**

New Historicism and Cultural Materialism

**Unit V**

Reader Oriented Theories

**Text Book:**

Krishnasamy. N. et al. *Contemporary Literary Theory*. Chennai: MacMillan, 2010.

**Reference Book:**

Barry, Peter. *Beginning Theory*, New York: MUP, 2009.

**Objective:**

To prepare the students to face various competitive examinations with conviction

**Unit I**

Comprehension Passages  
Cloze Test  
Spotting Errors

**Unit II**

Sentence Improvement  
Sentence Arrangement  
Sentence Completion  
Sentence Fillers

**Unit III**

Vocabulary  
Synonyms and Antonyms

**Unit IV**

Verbal Analogy  
Word Substitution

**Unit V**

Idioms and Phrasal Verbs  
Miscellaneous Vocabulary

**Text book:**

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

**Reference Book:**

Thorpe, Edgar, and Showick Thorpe. *Objective English*. New Delhi: Pearson, 2007.

**Objective:**

To enable the students to get acquainted with gender issues, to reorientate them in literature studies from feminist perspectives, and to introduce them to feminist literary theory so as to understand feminist literary texts.

**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**

Virginia Woolf  
Elaine Showalter  
John Goode  
Kate Millet  
Nina Baym

**From *A Room of One's Own* (Chaps. 2 & 3)**  
"Toward a Feminist Poetics"  
"Sue Bridehead and the New Woman"  
***Theory of Sexual Politics* (Chap - II)**  
"Mad Woman and Her Language"  
(from *Feminisms: An Anthology of Literary Theory and Criticism* eds. R. Warhol and Diane Price Herndl pp. 279-291)

**Unit III**

Kamala Das  
"  
Sylvia Plath  
Gwendolyn Brooks  
  
"  
Anne Sexton  
"

"The Old Play House"  
"The Sunshine Cat"  
"Mirror" "Daddy"  
"The Ballad of Pearl May Lee"  
"A Lovely Love"  
"The Queen of the Blues"  
"The Double Image"  
"The Sickness Unto death"

**Unit IV**

Caryl Churchill  
Lorraine Hansberry

***Top Girls***  
***A Raisin in the Sun***

**Unit - V**

Deshpande  
Arundathi Roy

***The Dark Holds No Terrors***  
***The God of Small Things***

59.	X Semester	Elective: English for Competitive Examinations
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**Objective:**

To prepare the students to face various competitive examinations with conviction

**Unit I**

Comprehension Passages  
Cloze Test  
Spotting Errors

**Unit II**

Sentence Improvement  
Sentence Arrangement  
Sentence Completion  
Sentence Fillers

**Unit III**

Vocabulary  
Synonyms and Antonyms

**Unit IV**

Verbal Analogy  
Word Substitution

**Unit V**

Idioms and Phrasal Verbs  
Miscellaneous Vocabulary

**Text book:**

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

**Reference Book:**

Thorpe, Edgar, and ShowickThorpe. *ObjectiveEnglish*. New Delhi: Pearson, 2007.