



Annamalai University

Department of English

M.A. English (Two Year) Programme

Programme Code: AENG21

Programme Structure

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

Course Code	Course Title	Hours/Week			Marks		
		L	P	C	CIA	ES E	Total
Semester-I (November 2019)							
19ENGC101	Core 1: Chaucer and the Elizabethan Age	5		5	25	75	100
19ENGC102	Core 2: The Jacobean and the Restoration Ages	5		5	25	75	100
19ENGC103	Core 3: English Literary Studies for Advanced Learners	5		5	25	75	100
19ENGC104	Core 4: Phonetics and Spoken English	5		5	25	75	100
19ENGE105(1)	Elective 1: Department Elective Writing Skills	3		3	25	75	100
19ENGE105(2)	Or Journalism						
19ENGE105(3)	Or English for Secretarial Practice						
				23			
Semester-II (May 2020)							
19ENGC 201	Core 5: Literature of the Romantic Age	5		5	25	75	100
19ENGC 202	Core 6: Literature of the Victorian Age	5		5	25	75	100
19ENGC 203	Core 7: Indian English Literature	5		5	25	75	100
19ENGE204(1)	Elective 2: Department Elective Comparative Literature	3		3	25	75	100
19ENGE204(2)	Or Theory of Translation						
19ENGE204(3)	Or Masterpieces of World Literature						
19ENGIE205	Elective 3: Interdepartmental Elective Effective English Speaking	3		3	25	75	100
				21			
Semester-III (November 2020)							
19ENGC301	Core 8: Twentieth Century British Literature	5		5	25	75	100
19ENGC302	Core 9: American Literature II	5		5	25	75	100
19ENGC303	Core 10: New Literatures in English II	5		5	25	75	100
19ENGE304(1)	Elective 4: Department Elective English Language Teaching	3		3	25	75	100
19ENGE304(2)	Or Introduction to Linguistics						
19ENGIE305	Elective 5: Interdepartmental Elective Technical Writing	3		3	25	75	100
19SOSC306	Core 11: Soft Skills	3		3	25	75	100
				24			

Semester-IV (May 2019)							
19ENGC401	Core 12: Shakespeare & Shakespearean Criticism	5		5	25	75	100
19ENGC402	Core 13: Literary Theory and Criticism	5		5	25	75	100
19ENGC403	Core 14: Project/Field Study/ Internship	18		18	25	75	100
19ENGE404(1)	Elective 6: Department Elective Women's Writing	3		3	25	75	100
19ENGE404(2)	Or Eco Studies in Literature						
19ENGIE405	Elective 7: Interdepartmental Elective English for Career Development	3		3	25	75	100
				24			
	Total Credits			92			
	Value Added Courses						

L- Lectures; P- Practical; C- Credits; CIA- Continuous Internal Assessment; ESE- End-Semester Examination

Note:

1. Students shall take both Department Electives (DEs) and Interdepartmental Electives (IDEs) from a range of choices available.
2. Students may opt for any Value-added Courses listed in the University website.

Elective Courses

Department Electives (DE)

S. No.	Course Code	Course Title	Hours/Week		C	Marks		
			L	P		CIA	ESE	Total
1.	ENGE105.1	Writing Skills	3	0	3	25	75	100
2.	ENGE105.2	Journalism	3	0	3	25	75	100
3.	ENGE105.3	English for Secretarial Practice	3	0	3	25	75	100
4.	ENGE204.1	Comparative Literature	3	0	3	25	75	100
5.	ENGE204.2	Theory of Translation	3	0	3	25	75	100
6.	ENGE 204.3	Masterpieces of World Literature	3	0	3	25	75	100
7.	ENGE304.1	English Language Teachig	3	0	3	25	75	100
8.	ENGE304.2	Introduction to Linguistics	3	0	3	25	75	100
9.	ENGE404.1	Women's Writing	3	0	3	25	75	100
10.	ENGE404.2	Eco Studies in Literature	3	0	3	25	75	100

Interdepartmental Electives (IDE)

S. No.	Course Code	Course Title	Department	Hours/week		C	Marks		
				L	P		CIA	ESE	Total
1.	19 SOSE 115.1	Soft Skills	English	3	0	3	25	75	100
2.	19 MATE 215.1	Discrete Mathematics	Mathematics	3	0	3	25	75	100
3.	19 MATE 215.2	Numerical Methods		3	0	3	25	75	100
4.	19 MATE 315.1	Differential Equations		3	0	3	25	75	100
5.	19 STSE 215.1	Statistical Methods	Statistics	3	0	3	25	75	100
6.	19 STSE 215.2	Mathematical Statistics		3	0	3	25	75	100
7.	19 STSE 315.1	Bio-Statistics		3	0	3	25	75	100
8.	19 PHYE 215.1	Classical Mechanics and Special Theory of Relativity	Physics	3	0	3	25	75	100
9.	19 PHYE 215.2	Physics of the Earth		3	0	3	25	75	100
10.	19 PHYE 315.1	Bio-Medical Instrumentation		3	0	3	25	75	100
11.	19 PHYE 315.2	Energy Physics		3	0	3	25	75	100
12.	19 CHEE 215.1	Applied Chemistry	Chemistry	3	0	3	25	75	100
13.	19 CHEE 315.1	Basic Chemistry		3	0	3	25	75	100
14.	19 CHEE 315.2	Instrumental Methods of Analysis		3	0	3	25	75	

15	19 BOTE 215.1	Plant Tissue Culture	Botany	3	0	3	25	75	100
16	19 BOTE 215.2	Plant Science – I		3	0	3	25	75	100
17	19 BOTE 315.1	Gardening and Horticulture		3	0	3	25	75	100
18	19 BOTE 315.2	Plant Science – II		3	0	3	25	75	100
19	19 ZOOE 215.1	Animal Culture Techniques	Zoology	3	0	3	25	75	100
20	19 ZOOE 315.1	Environmental Science		3	0	3	25	75	100
21	19 GEOE 215.1	Environmental Geosciences	Earth Sciences	3	0	3	25	75	100
22	19 GEOE 315.1	Applied Geophysics		3	0	3	25	75	100
23	19 MIBE 315.1	Microbiology	Microbiology	3	0	3	25	75	100
24.	19 CISE 215.1	R Programming	Computer & Information Science	3	0	3	25	75	100

Electives Offered to Other Departments

S. No.	Course Code	Course Title	Department	Hours/ week		C	Marks		
				L	P		CIA	ESE	Total
1.	SOSC 306	Soft Skills	English	3	0	3	25	75	100
2.	ENGIE205	Effective English Speaking	English	3	0	3	25	75	100
3.	ENGIE305	Technical Writing	English	3	0	3	25	75	100
4.	ENGIE405	English for Career Development	English	3	0	3	25	75	100

Value Added Courses

Course Code	Course Title	Hours/ week		C	Marks		
		L	P		CIA	ESE	Total
VAAR013	English for Effective Communication	3	0	3	25	75	100
CHEA415	Phytochemistry and Biological Activities of Medicinal Plants	3	0	3	25	75	100

Programme Outcomes

To enable the students to

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

Programme Specific Outcomes

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

PSO1:	read, understand, analyze, interpret, and extrapolate from the complex texts that are at the heart of the diverse traditions of the English language.
PSO2:	identify, analyze, interpret and describe the critical ideas, values, and themes that appear in literary and cultural texts and understand the way these ideas, values, and themes inform and impact culture and society, both now and in the past.
PSO3:	demonstrate a command of written academic English, including the abilities to a) organize and present material in a cogent fashion, b) formulate and defend original arguments, c) employ effectively the language of their discipline, and d) write under time constraints.
PSO4:	analyze, interpret, and understand the complex interrelationships between authors, texts, and specific social, political, and historical contexts.
PSO5:	apply critical and theoretical approaches to the reading and analysis of literary and cultural texts in multiple genres.
PSO6:	gained a demonstrable ability to use the terms, categories, and concepts of critical or "close" reading
PSO7:	understand, analyze, and effectively use the conventions of the English language
PSO8:	write well in a variety of formats, including essays, research papers, reflective writing, and critical reviews of secondary sources and to cogently convey their own interpretations and perspectives, or produce new creative and artistic works themselves
PSO9:	exhibit proficient in oral communication and writing

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
- LO6: Make students analyze how the Elizabethan dialect differs from modern English

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 Fiction

Thomas Dekker
Thomas Kyd

The Shoemaker's Holiday
The Spanish Tragedy

Supplementary Reading:

1. Greenblatt, Stephen. *The Norton Anthology of English Literature: The Sixteenth and the Early Seventeenth Century*. Volume B. New York: W.W. Norton, 2012.
2. Saintsbury, George. *A History of Elizabethan Literature*.
<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

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
- CO6: Distinguish the various aspects of tragedy and comedy of the Elizabethan period

Outcome Mapping

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

Semester-I

19ENGC102: The Jacobean and the Restoration Ages

Credits:5

Hours:5

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

LO6: Highlight the salient features of Comedy of Manners

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

Supplementary Reading:

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

Course Outcomes:

At the end of the course, the 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

Outcome Mapping

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

Semester-I

19ENGC103: English Literary Studies for Advanced Learners

**Credits:5
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
- LO6: Help readers to steer their way through the shifting references and submerged ambiguities of literary application

Unit I

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

Unit II

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

Unit III

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

Unit IV

Plot, Setting, Point of view, Motif and Theme, Stream of Consciousness, 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

Text Book:

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

Supplementary Reading:

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

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
- CO5: Explicate any piece of writing (including scientific and technical writing) using the terms they have learnt from the course

Outcome Mapping

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

Learning 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

Unit I

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

Unit II

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

Unit III

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

Unit IV

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

Unit V

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

Text Books:

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

Supplementary Reading:

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

Course Outcomes:

At the end of the course, the 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
- CO5: Use the appropriate paralinguistic cues of communication that impact pronunciation
- CO6: Use strategies to achieve comprehensible pronunciation in academic and professional contexts

Outcome Mapping

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

Semester-I

19ENGE105(1): Writing Skills

**Credits:3
Hours:**

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

Unit I

1. Organizing the Theme
2. Introduction and Conclusion

Unit II

1. The Paragraph
2. Logic

Unit III

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

Unit IV

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

Unit V

Punctuation and Mechanics

Text Book:

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

Supplementary Reading:

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

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
- CO6: Master the mechanics of writing

Outcome Mapping

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

Semester-I**19ENGE105(2): Journalism****Credits:3
Hours:****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

Unit I

Introduction to Journalism

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

The Functions and Departments of a Newspaper

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

Unit II

The Editorial Department at Work

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

Unit III

The Art of Writing a Newspaper Story

1. What is news? 2. The Nose for News 3. The news sense 4. The news story's Three Parts
Main types of leads

Opinion Pieces: 1. Editorial 2. Review 3. Article 4. Middle 5. Letter to the editor

Unit IV

Feature and Feature Writing

1. Role of Features 2. Characteristics 3. Feature and news story
4. Feature and an Article

The art of Interviewing

Unit V

Proof reading

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

Text Book:

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

Supplementary Reading:

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

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

Outcome Mapping

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

Learning 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.

Unit I

Business Writing Today
Choosing the Right Word

Unit II

Sentences and Sentence Patterns

Unit III

Special Writing and Research Projects
Business Writing and the Job Search

Unit IV

Automation and the Information Age

Unit V

Capitalization, Abbreviations, Numbers

Text Book:

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.

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

Outcome Mapping

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

Semester-II

19ENGC201: Literature of the Romantic Age

Credits:5
Hours: 5

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

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
P. B. Shelley
Lord Byron

“Ode on the Intimations of Immortality”

The Rime of the Ancient Mariner

“Ode to a Nightingale”

“To a Skylark”

“She Walks in Beauty”

Unit III Prose

Wordsworth
Charles Lamb

Preface to the Lyrical Ballads

“South Sea House” “Christ’s Hospital”

“Poor Relations” “Oxford in the Vacation”

“A Dissertation upon a Roast Pig”

Unit IV Drama

P.B. Shelley

The Cenci

Unit V Fiction

Jane Austen
Walter Scott

Emma

Ivanhoe

Supplementary Reading:

1. Bennett, Andrew. *Romantic Poets and the Culture of Posterity*. New York: Cambridge UP, 1999.
2. Bowra, C.M. *The Romantic Imagination*. <https://archive.org/details/in.ernet.dli.2015.72367>

3. Chandler, James. *The Cambridge History of English Romantic Literature*. New York: Cambridge UP, 2009.
4. Greenblatt, Stephen. *The Norton Anthology of English Literature: The Romantic Period*. Volume D. New York: W.W. Norton, 2012.
5. Moore, Jane and John Strachan. *Key Concepts in Romantic Literature*. Houndmills, Basingstoke, Hampshire: Palgrave Macmillan, 2010.

Course Outcomes:

At the end of the course, the 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

Outcome Mapping

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

Semester-II

19ENGC202: Literature of the Victorian Age

**Credits:5
Hours: 5**

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

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

“Up-Hill” “A Birthday”
“A Fallen Yew”

G.M. Hopkins
 Rudyard Kipling
 Mary Elizabeth Coleridge

“Carrion Comfort” “Felix Randall”
 “If”
 “The Other Side of a Mirror”

Unit III Prose

Matthew Arnold
 Thomas Carlyle
 John Stuart Mill

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

Unit IV Drama

Ibsen, Henrik
 G.B. Shaw

A Doll’s House
Arms and the Man

Unit V Fiction

George Meredith
 Thomas Hardy

The Egoist
The Return of the Native

Supplementary Reading:

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

Course Outcomes:

At the end of the course, the 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

Outcome Mapping

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

- LO1: Enable the students to have an understanding of the historical and political movements in India
- LO2: Enable the students to gain knowledge about Indian cultural ethos and its uniqueness
- LO3: Encourage the students to analyze the cultural traits of Indian English Literature during the colonial and post colonial periods
- LO4: Motivate the students to compare and contrast the Indian writers' literary acumen with that of the British writers
- LO5: Inspire the students to critically evaluate the merits and demerits of Indian English Literature

Unit I Poetry

Kamala Das
Parthasarathy
Nissim Ezekiel
A.K. Ramanujan

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

Unit II Poetry

Jayanta Mahapatra
Keki N. Daruwalla
Sarojini Naidu
Gieve Patel

"Hunger" "The Bride"
"The Ghaghra in Spate" "Death by Burial"
"The Queen's Rival" "Indian Dancers"
"On Killing a Tree" "Servants"

Unit III Prose

Sri Aurobindo
R. K. Narayan

The Renaissance in India
My Dateless Diary: An American Journey

Unit IV Drama

Girish Karnad
Rabindranath Tagore

Hayavadana
Natirpuja

Unit V Fiction

Nayantara Sahgal
Sudha Murthy

Rich Like Us
Mahashweta

Supplementary Reading:

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

Course Outcomes:

At the end of the course, the 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

Outcome Mapping

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

Semester-II

19ENGE204(1): Comparative Literature

**Credits:3
Hours:**

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

Unit I

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

Unit II

The Study of Influence and Analogy
The Study of Reception

Unit III

Thematology

Unit IV

Genres
Comparative Literature and Translation

Unit V

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

Supplementary Reading:

1. Bassnett, Susan: Comparative Literature: A Critical Introduction. Oxford: Black Well, 1993.
2. Bhaduri, Saugata. Perspectives on Comparative Literature and Culture in the Age of Globalization. New Delhi: Anthem Press, 2010.
3. Koelb, Clayton and Susan Noakes. The Comparative Perspective on Literature:
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.

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

Outcome Mapping

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

Semester-II

19ENGE204(2): Theory of Translation

**Credits:3
Hours:**

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.

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

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*. 3rd Revised Ed. Delhi: Atlantic Publishers & Distributors, 2001.
3. Kuhlwiczak, Piotr & Karin Littau. *A Companion to Translation Studies*. Hyderabad: Orient BlackSwan, 2011.
4. Nida, Eugene. *Towards a Science of Translating*. Leiden: Brill, 1964.
5. Sawant, Sunil. *Translation Studies: Theories and Applications*. Delhi: Atlantic Publishers 2013.

Course Outcomes:

At the end of the course, the 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

Outcome Mapping

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

Semester-II

19ENGE204(3): Masterpieces of World LiteratureCredits:3
Hours:**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

Unit I Poetry

Homer

Dante Alighieri

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

Unit II Poetry

Basho
Friedrich Holderlin
Jorge Luis Borges
Pablo Neruda
Thiruvalluvar

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

Unit III Prose

Jorge Luis Borges
“
“
Italo Calvino

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

Unit IV Drama

Bertolt Brecht
Anton Chekhov

Life of Galileo
Uncle Vanya

Unit V Fiction

Tagazhi S. Pillai
Gabriel Garcia Marquez

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

Supplementary Reading:

1. Alighieri, Dante. *The Divine Comedy* (Tr. Mark Musa). London: Penguin, 2002
2. Basho, Matsuo. *Basho’s Haiku* (Tr. David Landis Barnhill). New York: State U of 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

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

Outcome Mapping

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

Learning 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
- LO5: Train the students in the art of body language
- LO6: Help the student develop a better use of the English language in day-to-day conversation
- LO7: Train the students to become successful public speakers in English

Unit I

Production of Speech
Process of Listening

Unit II

Characteristics of Voice
Body Language
Organization of Speech

Unit III

Preparing Steps
Modes of Delivery
Speeches for Special Occasions

Unit IV

Practice Material I

- a. Pronouncing Individual Sounds
- b. Acquiring High Intonation
- c. Using Contracted Forms

Unit V

Practice Material II

- a. Developing Conversational Ability
- b. Making a Public Speech
- c. Oral Reading of Poetry

Text Book:

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

Supplementary Reading:

1. Baker, A. *Introducing English Pronunciation*. Cambridge UP, 1982.
2. Crystal, D. and D. Davy. *Advanced Conversational English*. Longman, 1975.
3. Carnegie, Dale. *The Art of Public Speaking*. New Delhi: Prabhat Prakkashan, 2013.
4. Kingdon, R. *English Intonation Practice*. Longman, 1958.
5. O' Connor, J.D.O. *Better English Pronunciation*. New Delhi: Universal Books, 1997.

Course Outcomes:

At the end of the course, the 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
- CO6: Take part, with confidence, in group discussion activities and to face one-to-one interviews with self confidence

Outcome Mapping

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

Semester-III

19ENGC301: Twentieth Century British Literature

**Credits:5
Hours:5**

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

LO6: Introduce the students to representative texts by major writers of the twentieth century

Unit I Poetry

W.B. Yeats

T.S. Eliot

W.H. Auden

Dylan Thomas

A. E. Housman

Ivor Gurney

Siegfried Sassoon

“Among School Children”

“The Hollow Men”

“The Shield of Achilles”

“The Hunchback in the Park”

“To an Athlete Dying Young”

“To his Love”

“The Death-Bed”

Unit II Poetry

Wilfred Owen

Stephen Spender

Philip Larkin

Ted Hughes

Geoffrey Hill

Thomas Gunn

Cecil Day Lewis

Seamus Heaney

“Futility” “Disabled”

“The Prisoners”

“Ambulances”

“Pike”

“September Song”

“On the Move”

“The Poet”

“Casualty”

Unit III Prose

T.S. Eliot

Cleanth Brooks

“The Metaphysical Poets”

“Language as Paradox”

Unit IV Drama

Arnold Wesker
Tom Stoppard

The Merchant
Arcadia

Unit V Fiction

D.H. Lawrence
Zadie Smith

Women in Love
White Teeth

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.

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

Outcome Mapping

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

Semester-III

19ENGC302: American Literature

Credits:5
Hours:5

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

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”
Robert Frost	“Because I could not stop for Death”
Ezra Pound	“Stopping By Woods” “Home Burial” “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>

Supplementary Reading:

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

Course Outcomes:

At the end of the course, the 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
- CO6: Analyze the American concept of freedom, liberty, and life

Outcome Mapping

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

Semester-III

19ENGC303: New Literatures in English

Credits:5

Hours:5

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

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

Supplementary Reading:

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

Course Outcomes:

At the end of the course, the 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

Outcome Mapping

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

Semester-III

19ENGE304(1): English Language Teaching

**Credits:3
Hours:**

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

Unit I

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

Unit II

4. Approach, Method, and Technique
5. Essentials of English Speech

6. Teaching Spoken English: Some Techniques
7. Essential Word –Grammar for Teachers

Unit III

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

Unit IV

12. Writing and Teaching of Writing and Composition
13. Teaching Prose
14. Teaching Poetry
15. Instructional Aids

Unit V

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

Text Book:

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

Supplementary Reading:

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

Course Outcomes:

At the end of the course, the 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

Outcome Mapping

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

Learning 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.

Unit I: Introduction to Language and Linguistics

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

Unit II: The Study of Grammar

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

Unit III: The Study of Meaning

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

Unit IV: Social and Psychological Perspectives

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

Unit V: Application of Linguistics

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

Text Books:

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

Supplementary Reading:

1. Gleason, H. *An Introduction to Descriptive Linguistics*. New York: Holt, Rinehart and Winston, 1961.
2. Halliday, M.A.K. *Linguistics Science and Languages Teaching*. London: Methuen, 1970.

3. Hockett, C.F. *A Course in Modern Linguistics*. New Delhi: Oxford & IBH Publication, 1958.
4. Jacobs Roderick A. & Peter S. Rosenbaum. *English Transformational Grammar*. New Delhi: Wiley Eastern Limited, 1968.
5. Jespersen, Otto, *Essentials of English Grammar*. London: George Allen & Unwin, 1960.
6. Karunakaran, K & T, Edward Williams. *Morphology: An Introduction*. Nagercoil: Grace Publication, 1984.
7. Lado. R. *Linguistics across Cultures*. Ann Arbor: U of Michigan P, 1957.
8. Wallwork, J.F. *Language and Linguistics*. London: Heinmann Educational Books, 1972.

Course Outcomes:

At the end of the course, the 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

Outcome Mapping

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

Semester-III

19ENGIE305: Elective: Technical Writing

**Credits:3
Hours:**

Learning Objectives:

By introducing the course, it is intended to:

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

Unit I

Defining Technical Writing
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 – Parentheses, Dashes, Brackets, Ellipses, Slashes, and Hyphens – Apostrophe – Quotations

Text Book:

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

Supplementary Reading:

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

Course Outcomes:

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

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

Outcome Mapping

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

Semester-III

19SOSC306: Soft Skills

**Credits:3
Hours:**

Learning Objectives:

By introducing the course, it is intended to:

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

LO2: Train students in effective speaking and writing skills.

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

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

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

Unit I: Introduction to Soft Skills

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

Unit II: Effective Communication

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

Unit III: Business Communication

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

Unit IV: Employability Skills

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

Unit V: Professional Skills

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

Supplementary Reading:

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

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

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: Sharpen their language skills and technical communication skills
- CO3: Equip themselves with employability skills to enhance their prospect of placements
- CO4: Facilitate themselves to hone their soft skills
- CO5: Develop their communicative competence

Outcome Mapping

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

Semester-IV

19ENGC401: Shakespeare & Shakespearean Criticism

**Credits:5
Hours:5**

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
- LO5: Enable the students analyse the strengths and weaknesses of the characters
- LO6: Enable the students appreciate Shakespeare's skill of characterisation, plot construction, use of humour and wit, and song and music

Unit I

As You Like It

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

Unit II

Macbeth

A.C. Bradley - *Shakespearean Tragedy*

Lecture i. "The Substance of Shakespearean Tragedy"

Unit III

Antony and Cleopatra

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

Unit IV

The Tempest

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

Unit V

Richard II

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

E.M.W. Tillyard – *Shakespeare’s History Plays* Chapter 1 "The Cosmic Background"

A.L. Rowse – *Shakespeare’s Sonnets* "Introduction"

Supplementary Reading:

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

Course Outcomes:

At the end of the course, the 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

Outcome Mapping

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

Semester-IV

19ENGC402: Literary Theory and Criticism

**Credits:5
Hours:5**

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

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”

References:

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

Course Outcomes:

At the end of the course, the 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

Outcome Mapping

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

Semester-IV

19ENGC403: Project/Field Study/Internship

**Credits:8
Hours:8**

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

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

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

Course Outcomes:

At the end of the course, the 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

Outcome Mapping

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

Semester-IV

19ENGE404(1): Women's Writings

**Credits:3
Hours:**

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

Unit I

1. Feminism and Feminist literary Criticism: Definitions

2. Historical overview and major themes in Feminist criticism.

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

Unit II

Mary Wollstonecraft

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

Virginia Woolf

From *A Room of One's Own* (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
Lorraine Hansberry

Harvest
A Raisin in the Sun

Unit V

Bharati Mukherjee
Chitra Banerjee Divakaruni

Wife
The Mistress of Spices

Supplementary Reading:

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

Course Outcomes:

At the end of the course, the 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

Outcome Mapping

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

Semester-IV

19ENGE404(2): Eco Studies in Literature

Credits:3
Hours:

Learning Objectives:

By introducing the course, it is intended to:

- LO1: Enable the students to get acquainted with ecological issues
LO2: Introduce them to eco criticism so as to understand ecoliterature
LO3: Enable the learners study and appreciate literary texts from eco perspectives

Unit I Poetry

Shakespeare
William Cowper
William Wordsworth
Shelley
W. H. Davies

Act II Scene I *As You Like It*
"God Made the Country"
"Tintern Abbey"
"Ode to the West Wind"
"Leisure"

Unit II Poetry

Toru Dutt
 Robert Frost
 Wole Soyinka
 John Masefield
 Gieve Patel

“Our Casuarina Tree”
 “Birches”
 “Dedication”
 “Sea Fever”
 “On Killing a Tree”

Unit III Prose

Thoreau
 Mary Oliver
 Charles C.Mann

“Higher Laws” From *Walden*
 “Dog Talk”
 “State of the Species”

Unit IV Drama

Tagore
 Rene Marques

Mukta Dhara
La Carreta

Unit V Fiction

John Steinbeck
 Margaret Atwood

The Grapes of Wrath
The Year of the Flood

Supplementary Reading:

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

Course Outcomes:

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

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

Outcome Mapping

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

Learning 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

Unit I

Comprehension Passages
Cloze Test
Spotting Errors

Unit II

Sentence Improvement
Sentence Arrangement
Sentence Completion
Sentence Fillers

Unit III

Vocabulary
Synonyms and Antonyms

Unit IV

Verbal Analogy
Word Substitution

Unit V

Idioms and Phrasal Verbs
Miscellaneous Vocabulary

Text book:

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

Supplementary Reading:

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

Course Outcomes:

At the end of the course, the 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
- CO5: Enrich their communication and language skills to mould their career
- CO6: Familiarize with different rhetorical functions of the language

Outcome Mapping

CO/	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO	PSO	PSO	PSO	PSO	PSO
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	------	-----	-----	-----	-----	-----	-----

PO											1	2	3	4	5	6
CO1	✓	-	-	✓	-	-	✓	✓	-	✓	✓	✓	-	-	✓	✓
CO2	✓	-	-	✓	-	-	✓	✓	-	✓	✓	✓	-	-	✓	✓
CO3	✓	-	-	✓	-	-	✓	✓	-	✓	✓	✓	-	-	✓	✓
CO4	✓	-	-	✓	-	-	✓	✓	-	✓	✓	✓	-	-	✓	✓
CO5	✓	-	-	✓	-	-	✓	✓	-	✓	✓	✓	-	-	✓	✓

Semester-IV

19VAAR013: English for Effective Communication

Credits:3

Hours:3

Learning Objectives:

By introducing the course, it is intended to:

LO1: Improve the four essential skills of mastering the English Language

LO2: Enhance the communication skills of the learners' in English

LO3: Make them listen, speak, read, and write effectively

Unit – I (Effective Listening)

Active Listening

Reasons for Poor Listening

Traits of a Good Listener

Listening Modes

Types of Listening

Barriers to Effective Listening

Listening for General Content and Specific Information

Exercises

Unit – II (Effective Speaking)

Effective Speaking

Basic Sounds of English

Word Stress

Sentence Stress

Intonation

Unit – III (Effective Speaking)

Achieving Confidence, Clarity, and Fluency

Vocal Cues

Exercises

Conversations and Dialogues

Introduction

Conversations

Telephonic Conversations and Etiquette

Dialogue Writing

Exercises

Unit – IV (Effective Reading)

Reading Comprehension

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

Unit – V (Effective Writing)

Vocabulary Development

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

Text Book:

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

Supplementary Reading:

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

Course Outcomes:

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

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

Outcome Mapping

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