



**SRI SANKARA ARTS AND SCIENCE COLLEGE**  
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**DEPARTMENT OF ENGLISH**

**Undergraduate Programme in English**

(CHOICE BASED CREDIT SYSTEM)

**Curriculum and Syllabus Regulations for**

**B.A. English**

*(With effect from the Academic Year 2022-23)*

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# **Learning Outcomes based Curriculum Framework**

## **B.A. English**

*(With effect from the Academic Year 2022-23)*

### **Preamble**

Bachelor of Arts in English (B.A) programme can be attained within three years of study. This programme typically focuses on imparting comprehensive knowledge and competency in the linguistic skills (LSRW) and communication skills in the English language. The degree programme helps learners as a basic programme, with which the learners may either pursue higher studies or seek employment. The learning outcomes are designed to help learners understand the objectives of studying BA in English, that is, to analyse, appreciate, understand and critically engage with literary texts written in English, approaching them from various perspectives and with a clear understanding of locations.

### **Part – I**

#### **1.1. Introduction**

Literature is the finest way of expression of life, and life can be interpreted through literature. Various genres of literature like poetry, prose, fiction, and drama bring diverse human experiences. Human nature, their values, morals, beliefs, ideologies, culture and practices are presented here. It fosters social justice and equality and teaches the need to think logically and critically.

Studying literature as a field of study involves the study of various texts in different forms to attain the pleasure of reading as well as the understanding of language and society. The study of English Literature refers to the study of literatures in English and in translation, from around the world. This allows knowledge of social and political history, philosophy, ideologies, culture, aesthetics and literary traditions across the world.

Literary texts also offer linguistic inputs to help learners acquire the skills for English language development and improvement. It facilitates one to interpret language better and enhance communication skills in English. This helps to develop the skills that are required globally to compete in the global arena.

With the digital era ascertaining the presence of the English language, it has once again established itself as a global language and therefore an appreciable proficiency in using it can leverage life skills and career opportunities. Reading and studying English Literature will continue to stay relevant as long as human experiences and the English Language dominate the world.

#### **1.2 Learning Outcomes-based Approach to Curricular Planning**

Learning outcomes-based frameworks in any subject must specify what graduates completing a particular programme of study are (a) expected to know, (b) understand and (c) be able to do at the end of their programme of study. To this extent, LOCF in English is committed to allowing for flexibility and innovation in (i) programme design and syllabi development by higher education institutions (HEIs), (ii) teaching-learning process, (iii) assessment of student learning levels, and (iv) periodic

programme review within institutional parameters as well as LOCF guidelines, (v) generating framework(s) of agreed expected graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes.

The key outcomes that underpin curriculum planning and development at the undergraduate level include Graduate Attributes, Qualification Descriptors, Programme Learning Outcomes, and Course Learning Outcomes.

The LOCF for undergraduate education is based on specific learning outcomes and academic standards expected to be attained by graduates of a programme of study. However, an outcome-based approach identifies moves away from the emphasis on *what is to be taught* to focus on *what is actually learnt* by way of demonstrable outcomes. This approach provides greater flexibility to the teachers to develop—and the students to accept and adopt—different learning and teaching pedagogy in an interactive and participatory ecosystem. The idea is to integrate social needs and teaching practices in a manner that is responsive to the need of the community. HEIs, on their turn, shall address to the situations of their students by identifying relevant and common outcomes and by developing such outcomes that not only match the specific needs of the students but also expands their outlook and values.

### **1.2.1 Nature and Extent of the Programme**

The BA English Programme includes relevant core courses that are progressively introduced to acquire an overall exposure to English Literature from Britain to the Literatures in the English Language across the world, including India. At the same time, each course based on nationality distinguishes one literature from another. Allied courses will give the required background knowledge for an effective understanding of the core courses offered. Basic critical theories and approaches required to evaluate literature are also introduced. Courses in the various aspects of the English Language will introduce the students to its origin, structure and linguistics, grammar and usage that help to develop comprehensive written and communication skills. The Electives will enable the students to make choices in areas of research and career opportunities. A few of them are skill-based and encourage internship for hands-on learning to enable the students acquire the employability skills needed in the global scenario.

### **1.2.2 Aim of the Programme**

The Programme aims at providing a holistic understanding of the discipline and equips the students with life and transferable skills to pursue higher education or a career. The importance of student research is an integral part of any Programme, particularly the English programme.

The objectives of the LOCF in English, therefore, revisit traditional expectations of teaching and learning English by centre-staging outcomes that are demonstrable through five key attributes: understanding, use, communication, expansion, and application of subject knowledge with a clear awareness and understanding of one's location in the immediate and global environment.

In order to maximize the advantages of LOCF, the objectives are synced to outcomes. So the LOCF document highlights (i) the basic philosophy of teaching English; (ii) the

core objectives of English (Literary Studies and Language through Literature) by way of imparting subject knowledge, life skills, awareness of human values, respect for different locations and life forms, and professional skills; (iii) translation of each skill into demonstrable outcomes in terms of basic and critical communication, social engagement, personal growth and ability enhancement; (iv) application and use of domain knowledge as a bridge to society and the world at large; (v) demonstration of professional awareness and problem solving skills; (vi) demonstration of basic knowledge of digital knowledge platforms; (vi) ability to recognize the professional and social utility of the subject; and (vi) in the process understand, appreciate and imbibe values of life.

The specific objectives of the BA programme in English are to develop in the student the ability to demonstrate the following outcomes:

1. Disciplinary Knowledge of English Literature and Literary Studies
2. Communication Skills
3. Critical Thinking
4. Analytical Reasoning
5. Problem Solving
6. Research-Related Skills
7. Self-Directing Learning
8. Multicultural Competence
9. Values: Moral and Ethical, Literary and Human
10. Digital Literacy

The details are explained in the sections that follow.

### **1.3 Graduate Attributes**

Disciplinary Knowledge:

- a) ability to identify, speak and write about different literary genres, forms, periods and movements
- b) ability to understand and engage with various literary and critical concepts and categories
- c) ability to read texts closely, paying attention to themes, generic conventions, historical contexts, and linguistic and stylistic variations and innovations
- d) ability to understand appreciate, analyse, and use different theoretical frameworks
- e) ability to locate in and engage with relevant scholarly works in order to develop one's own critical position and present one's views coherently and persuasively
- f) ability to situate one's own reading, to be aware of one's position in terms of society, religion, caste, region, gender, politics, and sexuality to be self-reflexive and self-questioning
- g) ability to understand the world, to think critically and clearly about the local and the global through a reading of literatures in translation and in the original, to be a located Indian citizen of the world

- h) ability to see and respect difference and to transcend binaries

#### Communication Skills:

- a) ability to speak and write clearly in standard, academic English
- b) ability to listen to and read carefully various viewpoints and engage with them.
- c) ability to use critical concepts and categories with clarity

#### Critical Thinking:

- a) ability to read and analyze extant scholarship
- b) ability to substantiate critical readings of literary texts in order to persuade others
- c) ability to place texts in historical contexts and also read them in terms of generic conventions and literary history

#### Problem Solving:

- a) ability to transfer literary critical skills to read other cultural texts
- b) ability to read any unfamiliar literary texts

#### Analytical Reasoning:

- a) ability to evaluate the strengths and weaknesses in scholarly texts spotting flaws in their arguments
- b) ability to use critics and theorists to create a framework and to substantiate one's argument in one's reading of literary texts

#### Research-Related Skills:

- a) ability to problematize; to formulate hypothesis and research questions, and to identify and consult relevant sources to find answers
- b) ability to plan and write a research paper

#### Teamwork and Time Management:

- a) ability to participate constructively in class discussions
- b) ability to contribute to group work
- c) ability to meet a deadline

#### Scientific Reasoning:

- a) ability to analyze texts, evaluating ideas and literary strategies

- b) ability to formulate logical and persuasive arguments

Reflective Thinking:

ability to locate oneself and see the influence of location—regional, national, global—on critical thinking and reading

Self-Directing Learning:

- a) ability to work independently in terms of reading literary and critical texts
- b) ability to carry out personal research, postulate questions and search for answers

Digital Literacy:

- a) ability to use digital sources, and read them critically
- b) ability to use digital resources for presentations

Multicultural Competence:

- a) ability to engage with and understand literature from various nations and reasons and languages
- b) ability to respect and transcend differences

Moral and Ethical Values:

- a) ability to interrogate one's own ethical values, and to be aware of ethical issues
- b) ability to read values inherited in literary texts and criticism vis a vis, the environment, religion and spirituality, as also structures of power

Leadership Readiness:

ability to lead group discussions, to formulate questions for the class in literary and social texts

Life-long Learning:

- a) ability to retain and build on critical reading skills
- b) ability to transfer such skills to other domains of one's life and work

#### **1.4 Qualification descriptors for a bachelor's degree with English**

The qualification descriptors for the BA programme in English shall be five learning attributes such as understanding, use, communication, expansion, and application of subject knowledge with a clear understanding of one's location. This also involves an

awareness on the students' part of differences pertaining to class, caste, gender, community, region, etc. in order that they can transcend these differences with transparency of purpose and thought. The key qualification descriptor for English shall be clarity of communication as well as critical thinking and ethical awareness. Each Graduate in English should be able to

*demonstrate* a coherent and systematic knowledge and understanding of the field of literary and theoretical developments in the field of English Studies and English Studies in India. This would also include the student's ability to identify, speak and write about genres, forms, periods, movements and conventions of writing as well as the ability to understand and engage with literary-critical concepts, theories and categories

*demonstrate* the ability to understand the role of literature in a changing world from the disciplinary perspective as well as in relation to its professional and everyday use. While the aspect of disciplinary attribute is covered by the ability of the students to read texts with close attention to themes, conventions, contexts and value systems, a key aspect of this attribute is their ability to situate their reading, their position(s) in terms of community, class, caste, religion, language, region, gender, politics, and an understanding of the global and the local

*demonstrate* the ability to think and write critically and clearly about one's role as a located Indian citizen of the world through a reading of English literatures and literatures in translation

*Communicate* ideas, opinions and values—both literary values and values of life in all shades and shapes—in order to expand the knowledge of the subject as it moves from the classroom to life and life-worlds

*Demonstrate* the ability to share the results of academic and disciplinary learning through different forms of communication such as essays, dissertations, reports, findings, notes, etc, on different platforms of communication such as the classroom, the media and the internet.

*Recognize* the scope of English studies in terms of career opportunities, employment and lifelong engagement in teaching, publishing, translation, communication, media, soft skills and other allied fields

*Apply* subject-specific skills in language and literature to foster a larger sense of ethical and moral responsibility among fellow humans in order to see and respect differences in and among various species and life-forms and learn to transcend them

The programme will strengthen the student's ability to draw on narratives that alert us to layers and levels of meaning and differences in situations and complexities of relations. Linguistic and literary competence should help the students identify, analyse and evaluate key issues in the text and around in the world—thematic, contextual, professional, processual—and think of ways to find acceptable and sustainable solutions. Students will have the ability to understand and articulate with clarity and critical thinking one's position in the world as an Indian and as an Indian citizen of the world.



## 1.5 Programme Educational Objectives (PEO)

The objectives of this programme are to equip/prepare the students to

<b>PEO1</b>	appraise the innate structures of English language.
<b>PEO2</b>	correlate the conception of language with literature.
<b>PEO3</b>	create an intuitive analytical method of linking the techniques of language and nuances of various genres.
<b>PEO4</b>	imbibe the values of life, language and literature.
<b>PEO5</b>	familiarise themselves with the various genres of literature.

## Programme Specific Outcomes (PSOs) – B.A. English

On the successful completion of B.A. English, the students will

<b>PSO1</b>	familiarise themselves with the nuances of various genres of literature.
<b>PSO2</b>	appreciate literature in its wider scope.
<b>PSO3</b>	critically analyse the multi- faceted characteristics of various genres in English literature.
<b>PSO4</b>	appraise the various dimensions of English literature as a global literature by studying British, American, Indian and New Literatures.
<b>PSO5</b>	develop a critical acumen along with literary sensibility.

## Programme Outcomes (POs) – B.A. English

On the successful completion of B.A. English, the students will be able to

<b>PO1</b>	Prove their knowledge and skills in Language and Literature.
<b>PO2</b>	Prove their proficiency in Listening Speaking Reading Writing.
<b>PO3</b>	Analyse a literary text of any genre and apply the knowledge of literary theories
<b>PO4</b>	Analyse the impact of literature on society and work for the betterment of the society.
<b>PO5</b>	Understand the need for lifelong learning and refine the required skills

## 1.6 The Teaching Learning Process

Learning is a challenging, engaging, and enjoyable activity. Learners should be encouraged to engage in a rigorous process of learning and self-discovery by adopting a highly focused and yet flexible approach to education as opposed to rote learning. Each day learners should be encouraged to focus on key areas of the course and spend time on learning the course fundamentals and their application in life and society. In teaching and learning pedagogy, there should be a shift from domain or conclusions-based approach to the experiential or process/es-based approach.

The faculty should promote learning on a proportionate scale of 20:30:50 principle, where lectures (listening/hearing) constitute 20 percent of the delivery; visuals (seeing) 30 percent of the learning methods; and experience (doing/participating) 50

percent. This ratio is subject to change as per institutional needs. In order to achieve its objective of focused process based learning and holistic development, the Institution/University may use a variety of knowledge delivery methods:

### **1.6.1 Lectures**

Lectures should be designed to provide the learners with interesting and fresh perspectives on the subject matter. Lectures should be interactive in a way that students work with their teachers to get new insights in the subject area, on which they can build their own bridges to higher learning.

### **1.6.2 Discussions**

Discussions are critical components of learning, and can be used as a platform for students to be creative and critical with old and new ideas. Besides developing critiquing skills, arriving at consensus on various real-life issues and discussion groups lead to innovative problem solving and, ultimately to success.

### **1.6.3 Simulations**

Simulations provide students opportunities to understand real life situations and scenarios, and solve challenges in a controlled environment or make use of them in simulating cultural experiences by locating/transposing them in new (local, regional, national and international) situations.

### **1.6.4 Case Studies:**

Real case studies, wherever possible, should be encouraged in order to challenge students to find creative solutions to complex problems of individual, community, society and various aspects of knowledge domain concerned.

### **1.6.5 Role Playing**

Assuming various roles, as in real life, is the key to understanding and learning. Students are challenged to make strategic decisions through role-plays, and to analyze the impact of these decisions. For this purpose, incidents from literary texts may also be used.

### **1.6.6 Team Work**

Positive collaboration in the form of team work is critical in the classroom environment, for which it is necessary to transcend one's prejudices and predilections so as to achieve the desired outcomes. In the process of team work, learners will acquire the skills of managing knowledge acquisition and other collaborative learners, thereby understanding how to incorporate and balance personalities.

### **1.6.7 Study Tours/Field Visits:**

Study Tours/ Field trips provide opportunities to the learners to test their in-class learning in real life situations as well as to understand the functional diversity in the

learning spaces. These may include visits to sites of knowledge creation, preservation, dissemination and application. Institutions may devise their own methods to substitute/modify this aspect.

## **1.7 Assessment Methods**

### **1.7.1 Alignment of Programme Learning Outcomes and Course Learning Outcomes:**

The assessment of learners' achievement in BA English will be aligned with the following:

programme learning outcomes (graduate descriptors)  
course learning outcomes (qualification descriptors)

academic and professional skills suggested in the graduate learning descriptors in the LOCF recommendations (indicated and illustrated in the Learning Outcomes in respect of select courses)

**1.7.2 Assessment priorities:** Institutions will be required to prioritize formative assessments (in-semester activities including tests done at the department or instructor level) rather than giving heavy and final weightage to summative assessments (end-semester and/or mid-semester tests traditionally done centrally). Progress of learners towards achieving learning outcomes may be assessed making creative use of the following, either independently or in combination: time-constrained examinations (say 1-hour or 2-hour tests); closed-book and open-book tests (if applicable, rather than doing as a rule); problem based assignments; real life simulations; observation of practical skills (speaking, listening, problem solving within a peer group or a class); individual project reports (case-study or term papers within a given word limit); team project reports; oral presentations, including seminar presentation; viva voce, interviews; computerised adaptive testing for MCQ; peer and self-assessment etc. and any other pedagogic approaches as may be relevant keeping in view the learners' level, credit load and class size.

**1.7.3 Diversity in Assessment Methods:** Allowing for the diversity in learning and pedagogical methods adopted by different universities and institutions, stakeholders (Academic Councils, Boards of Studies or statutory bodies) are expected to ensure that the objectives of the course(s) are clearly aligned to learning outcomes. It is expected that the curricula developed by institutions will maintain a transparent roadmap of (a) pedagogical methods and priorities and (b) learning outcomes that reflect the weightage points given to different aspects of skills and achievements identified in the recommendations.

**1.7.4 Learning Outcomes Index:** While devising assessment modes and criteria, institutions may look to gridlock course learning outcomes and programme learning outcomes as indicated in the LOCF (English), and work out ways to assign credit loads and distribute weightage points for each.

## **1.8 Key words**

Communicative English, From the Elizabethan to the Neo-Classical Age, Indian Writing in English, Allied Paper, Background to the Study of English Literature – I, Professional English, Communicative English II, The Romantic Age, The History of English Language, The Social History of England, Literary Appreciation, The Victorian Age, The Aspects of English

Language, The History of English Literature I, Soft Skill, Environmental Studies, Academic Writing, The Twentieth Century, Literary Theories – An Introduction, The History of English Literature – II, The Modern Age, American Literature I, Introduction to Linguistics and Phonetics, World Classics in Translation, Myth and Literature, English Language Teaching, Shakespeare, American Literature II, Literary Criticism, Postcolonial Literature, Canadian Literature, Journalism and Mass Communication, Performing Arts and Communication

**Part - II**  
**B.A., DEGREE COURSE IN ENGLISH**  
**BACHELOR DEGREE COURSES - UNDER THE FACULTY OF ARTS (B.A.,)**  
(Syllabus with effect from the academic year 2022-2023)

**REGULATIONS**

**1. ELIGIBILITY FOR ADMISSION:**

Candidates for admission to the first year of the Degree of Bachelor of Arts Course in English shall be required to have passed the Higher Secondary Examinations (Academic or Vocational Stream) conducted by the Government of Tamil Nadu or an Examination accepted as equivalent thereof by the University of Madras.

**2. ELIGIBILITY FOR THE AWARD OF DEGREE:**

A Candidate shall be eligible for the award of the Degree only if he/she has undergone the prescribed course of study in the College for a period of not less than three academic years. passed the examinations of all the Six Semesters prescribed earning 140 credits in Parts-I, II, III, IV & V.

**3. DURATION:**

- a) Each academic year shall be divided into two semesters. The first academic year shall comprise the first and second semesters, the second academic year the third and fourth semesters and the third academic year the fifth and sixth semesters respectively.
- b) The odd semesters shall consist of the period from June to November of each year and the even semesters from December to April of each year. There shall be not less than 90 working 'days for each semester.

**4. COURSE OF STUDY:**

The main Subject of Study for Bachelor Degree Course in English shall consist of the following and shall be in accordance with **APPENDIX-A**

PART – I TAMIL / OTHER LANGUAGES

PART – II ENGLISH

PART – III CORE SUBJECTS

ALLIED SUBJECTS

ELECTIVES

PART – IV

- 1.(a) Those who have not studied Tamil up to XII Std. and taken a Non-Tamil Language under Part-I shall take Tamil comprising of two course (level will be at 6<sup>th</sup> Standard).
- (b) Those who have studies Tamil up to XII Std. and taken a Non-Tamil Language under Part-I shall take Advanced Tamil comprising of two courses.

(c) Others who do not come under a + b can choose non-major elective comprising of two courses.

2. SKILL BASED SUBJECTS (ELECTIVE) - (SOFT SKILLS)

3. ENVIRONMENTAL STUDIES

4. VALUE EDUCATION

PART – V EXTENSION ACTIVITIES

#### **5. EXTENSION ACTIVITIES:**

A candidate shall be awarded a maximum of 1 Credits for Compulsory Extension Service.

All the Students shall have to enroll for NSS /NCC/ NSO (Sports & Games) Rotract/ Youth Red cross or any other service organizations in the college and shall have to put in Compulsory minimum attendance of 40 hours which shall be duly certified by the Principal of the college before 31<sup>st</sup> March in a year. If a student LACKS 40 HOURS ATTENDANCE in the First year, he/she shall have to compensate the same during the subsequent years.

Students those who complete minimum attendance of 40 hours in One year will get HALF A CREDIT and those who complete the attendance of 80 or more hours in Two Years will ONE CREDIT.

Literacy and population Education Field Work shall be compulsory components in the above extension service activities.

**6. SCHEME OF EXAMINATION:**Scheme of Examination shall be as given in **APPENDIX - B.**

Model Scheme

Course Component Name of the course	Inst. Hour	Credits	Exam Hours	Max. Marks		
				Ext.mark	Int. mark	Total
<b>PART-I Language</b>			<b>3</b>	<b>75</b>	<b>25</b>	<b>100</b>
<b>PART-II English</b>			<b>3</b>	<b>75</b>	<b>25</b>	<b>100</b>
<b>PART-III Core subject :</b>			<b>3</b>	<b>75</b>	<b>25</b>	<b>100</b>
<b>Core Subject</b>			<b>3</b>	<b>75</b>	<b>25</b>	<b>100</b>
<b>Allied Subject</b>			<b>3</b>	<b>75</b>	<b>25</b>	<b>100</b>
<b>PART – IV</b> 1.(a) Those who have not studied Tamil up to XII Std. and taken a Non-Tamil Language under Part-I shall take Tamil comprising of two course (level will be at 6 <sup>th</sup> Standard). (b) Those who have studies Tamil up to XII Std. and taken a Non-Tamil Language under Part-I shall take Advanced Tamil comprising of two courses. (c) Others who do not come under a + b can choose non-major elective comprising of two courses.			<b>3</b>			
<b>2*Skill based subjects(Elective) – (Soft Skill)</b>			<b>3</b>	<b>50</b>	<b>50</b>	<b>100</b>

**The following procedure is followed for Internal Marks:**

**Theory Papers:**        Internal Marks        25

**INTERNAL MARKS**

Tests (2 out of 3)	= 10
Attendance*	= 5
Seminars	= 5
Assignments	= 5
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	25 marks
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**\*Break-up Details for Attendance**

Below 60%	- No marks
60% to 75%	- 3 marks
76% to 90 %	- 4 marks
91% to 100%	- 5 marks

**7. REQUIREMENTS FOR PROCEEDING TO SUBSEQUENT SEMESTER:**

- i. Candidates shall register their names for the First Semester Examination after the admission in UG Courses.
- ii. Candidates shall be permitted to proceed from the First Semester up to Final Semester irrespective of their failure in any of the Semester Examination subject to the condition that the candidates should register for all the arrear subject of earlier semesters along the current (subsequent) Semester Subjects.
- iii. Candidates shall be eligible to go to subsequent semester, only if they earn sufficient attendance as prescribed therefore by the university from time to time.

Provided in case of a candidate earning less than 50% of attendance in any one of the Semesters due to any extraordinary circumstances such as medical grounds, such candidates who shall produce Medical Certificate issued by the Authorised Medical Attendant (AMA), duly certified by the Principal of the college, shall be permitted to proceed to the next semester and to complete the Course of study. Such Candidates shall have to repeat the missed Semester by rejoining after completion of Final Semester of the course, after paying the fee for the break of study as prescribed by the University from time to time.

**8. PASSING MINIMUM:**

A candidate shall be declared to have passed:

- a) There shall be no Passing Minimum for Internal.
- b) For External Examination, Passing Minimum shall be of 40% (Forty Percentage) of the maximum marks prescribed for the paper for each Paper/Practical/Project and Viva-voce.



- c) In the aggregate (External + Internal) the passing minimum shall be of 40% .
- d) He / She shall be declared to have passed the whole examination, if he/she passes in all the papers and practicals wherever prescribed / as per the scheme of examinations by earning 140 CREDITS in Parts-I, II, III, IV & V. (He/she shall also fulfill the extension activities prescribed earning a minimum of 1 Credit to qualify for the Degree).

## **9. CLASSIFICATION OF SUCCESSFUL CANDIDATES:**

### **PART- I TAMIL / OTHER LANGUAGES**

TAMIL/OTHER LANGUAGES: Successful candidates passing the Examinations for the Language and securing the marks (i) 60 percent and above and (ii) 50 percent and above but below 60 percent in the aggregate shall be declared to have passed the examination in the FIRST and SECOND class, respectively. All other successful candidates shall be declared to have passed the examination in the THIRD Class.

### **PART – II ENGLISH**

ENGLISH: Successful candidates passing the examinations for English and securing the marks (i) 60 percent and above and (ii) 50 percent and above but below 60 percent in the aggregate shall be declared to have passed the examination in the FIRST and SECOND Class, respectively. All other successful candidates shall be declared to have passed the examination in the THIRD class.

PART – III consisting of CORE SUBJECTS, ALLIED SUBJECTS, PROJECT / ELECTIVE with three courses:

Successful candidates passing the examinations for Core Courses together and securing the marks (i) 60 percent and above (ii) 50 percent and above but below 60 percent in the aggregate of the marks prescribed for the Core courses together shall be declared to have passed the examination in the FIRST and SECOND Class respectively. All other successful candidates shall be declared to have passed the examinations in the Third Class.

PART – IV (consisting of sub items 1 (a), (b) & (c), 2, 3 and 4) as furnished in the Regulations 4 Part-IV supra.

### **PART – V EXTENSION ACTIVITIES:**

Successful Candidate earning of 1 credit SHALL NOT BE taken into consideration for Classification/Ranking/ Distinction.

## **10. GRADING SYSTEM:**

The performance of a student in each paper is evaluated in terms of percentage of marks with a provision for conversion to grade points (GP). Evaluation for each paper shall be done

by a continuous internal assessment by the concerned paper teacher as well as by an end semester examination and will be consolidated at the end of the course.

The term grading system indicates a Ten (10) Point Scale of evaluation of the performances of students in terms of marks obtained in the Internal and External Examination, grade points and letter grade.

Once the marks of the Internal and end-semester examinations for each of the papers are available, they will be added. The marks thus obtained will then be graded as per details provided in Table.

The sum of total performance in each semester will be rated by **Grade Point Average (GPA)** while the continuous performance from the second semester onwards will be marked by **Cumulative Grade Point Average (CGPA)**. These two are calculated by the following formulae.

$$\text{GPA} = \frac{\text{Sum of [Credits acquired x Grade points]}}{\text{Sum of Credits acquired}}$$

For the calculation of Grade Point Average (GPA),  $G_i$  is the grade point awarded;  $C_i$  is the credit units earned for the  $i^{\text{th}}$  paper.

$$\text{CGPA} = \frac{\sum_{i=1}^n C_i GP_i}{\sum_{i=1}^n C_i}$$

where ' $C_i$ ' is the Credit earned for the paper  $i$  in any semester ; ' $G_i$ ' is the Grade Point obtained by the student for the paper  $i$  and ' $\sum_{i=1}^n C_i$ ' is the number of papers **passed** in that or **CGPA = GPA** of all the papers starting from the first semester to the current semester.

TEN POINT SCALE (As per UGC notification)

Marks	Grade Point	CGPA	Letter Point	Classification of Final Result
96 and above	10	9.51 and above	S <sup>+</sup>	First Class with Exemplary
91 – 95	9.5	9.01 – 9.50	S	
86 – 90	9.0	8.51 – 9.00	D <sup>++</sup>	First Class with Distinction
81 – 85	8.5	8.01 – 8.50	D <sup>+</sup>	
76 – 80	8.0	7.51 – 8.00	D	
71 – 75	7.5	7.01 – 7.50	A <sup>++</sup>	First Class
66 – 70	7.0	6.51 – 7.00	A <sup>+</sup>	
61 – 65	6.5	6.01 – 6.50	A	
56 – 60	6.0	5.51 – 6.00	B <sup>+</sup>	Second Class
51 – 55	5.5	5.01 – 5.50	B	
46 – 50	5.0	4.51 – 5.00	C <sup>+</sup>	Third Class

40 – 45	4.5	4.00 – 4.50	<b>C</b>	
Below 40	0	Below 4.00	<b>F</b>	Fail

The grade card / mark sheet issued at the end of the semester to each student will

contain the following:

- the marks obtained for each paper registered in the semester
- the credits earned for each paper registered for that semester
- the performance in each paper by the letter grade point obtained
- the Grade Point Average (GPA) of all the papers registered for that semester and
- from the second semester onwards, the Cumulative Grade Point Average (CGPA) of all the papers and
- the class and grade of the student in the final CGPA

## 11. RANKING

Candidates who pass all the examinations prescribed for the Course in the **FIRST APPEARANCE ITSELF ALONE** are eligible for Ranking / Distinction;

Provided in the case of Candidates who pass all the examinations prescribed for the Course with a break in the First Appearance due to the reasons as furnished in the Regulations 7. (iii) supra are only eligible for Classification.

## 12. TRANSITORY PROVISION:

Candidates who have undergone the course of study prior to the academic year 2022-2023 will be permitted to appear for the examinations under those Regulations for a period of TWO years i.e. upto and inclusive of April / May 2025 Examinations. Thereafter, they will be permitted to appear for the examination only under the Regulations then in force.

### Question Paper Pattern

#### **SECTION – A (Objective)**

20 out of 22 - 20 X 1 marks = 20 marks

#### **SECTION – B (200 words)**

5 out of 7 - 5 x 5 marks = 25 marks

#### **SECTION – C (500 words)**

3 out of 5 - 3 x 10 marks = 30 marks

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**TOTAL = 75 marks**

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**APPENDIX - A**  
**COURSE OF STUDY**

The Course of Study shall comprise the study of Part-I to Part-V.

**PART - I TAMIL / OTHER LANGUAGES** comprise the study of:

Tamil or any one of the following Modern (Indian or Foreign) or classical languages at the optional candidate, according to the syllabi and text-books prescribed from time to time.

- (i) Modern (Indian) - Telugu, Kannada, Malayalam, Urdu & Hindi.
- (ii) Foreign - Chinese, French, German, Italian, Japanese, & Russian
- (iii) Classical - Sanskrit, Arabic & Persian.

**PART – II ENGLISH** according to the syllabi and text-books prescribed from time to time.

**PART – III MAIN SUBJECT** Comprise the study of

(a) Core Courses; (b) Allied Subjects (c) Project / Electives with three courses.

**(B) ALLIED SUBJECTS:**

Each candidate shall choose the Allied Subjects as prescribed in the Scheme of Examination.

**(C) PROJECT / ELECTIVES** with Three Courses

**PART – IV**

1.(a) Those who have not studied Tamil up to XII Std. and taken a Non-Tamil Language under Part-I shall take Tamil comprising of two course (level will be at 6<sup>th</sup> Standard).

(b) Those who have studies Tamil up to XII Std. and taken a Non-Tamil Language under Part-I shall take Advanced Tamil comprising of two courses.

(c) Others who do not come under a + b can choose non-major elective comprising of two courses.

2. SKILL BASED SUBJECTS (ELECTIVE) - (SOFT SKILLS)

3. ENVIRONMENTAL STUDIES

4. VALUE EDUCATION

**PART – V EXTENSION ACTIVITIES**

**APPENDIX – B**  
**SCHEME OF EXAMINATION**  
**B.A. DEGREE COURSE IN ENGLISH**

**I SEMESTER**

Course Component	Name of the Course	Ins Hrs	Credits	Int. Marks	Ext. Marks	Total
PART I	Language Paper I	4	3	25	75	100
PART II	English Paper – I – Communicative English I	4	3	50	50	100
PART III	Core Paper-I: From the Elizabethan to the Neo-Classical Age	6	4	25	75	100
	Core Paper – II: Indian Writing in English	6	4	25	75	100
	Allied Paper –I : Background to the Study of English Literature – I	6	5	25	75	100
PART IV	* Basic Tamil / Advanced Tamil / NME	2	2	25	75	100
	Professional English - I	2	3	50	50	100

**II SEMESTER**

Course Component	Name of the Course	Ins Hrs	Credits	Int. Marks	Ext. Marks	Total
PART I	Language Paper II	4	3	25	75	100
PART II	English Paper II - Communicative English II	4	3	50	50	100
PART III	Core Paper-III: The Romantic Age	6	4	25	75	100
	Core Paper– IV: The History of English Language	6	4	25	75	100
	Allied Paper – II: The Social History of England	6	5	25	75	100
PART IV	*Basic Tamil / Advanced Tamil / NME	2	2	25	75	100
	Professional English-II	2	3	50	50	100

\* (a) Non-Tamil Students upto XII Std must be studied “ Basic Tamil “ comprising of two course in degree level

(b) Tamil Students upto XII Std, taken Non-Tamil Language under Part-I at degree level shall be taken “ Advanced Tamil “ comprising of two courses.

(c) Tamil Students upto XII Std and taken Tamil under Part-I Language at degree level shall be chosen “Non- Major Electives “ at degree level

### THIRD SEMESTER

Course Component	Name of the Course	Ins Hrs	Credits	Ext. Marks	Int. Marks	Total
PART I	Languages Paper III	5	3	25	75	100
PART II	English Paper III – Literary Appreciation	4	3	50	50	100
PART III	Core Paper-V: The Victorian Age	6	4	25	75	100
	Core Paper – VI: The Aspects of English Language	6	4	25	75	100
	Allied Paper III : The History of English Literature I	6	5	25	75	100
PART IV	Soft Skill – III	2	3	50	50	100
	Environmental Studies	1	Examination will be held in IV semester			

### FOURTH SEMESTER

Course Component	Name of the Course	Ins Hrs	Credits	Ext. Marks	Int. Marks	Total
PART I	Languages Paper IV	6	3	25	75	100
PART II	English Paper IV– Academic Writing	4	3	50	50	100
PART III	Core Paper-VII: The Twentieth Century	6	4	25	75	100
	Core Paper – VIII: Literary Theories – An Introduction	6	4	25	75	100
	Allied- Paper IV: The History of English Literature – II	6	5	25	75	100
PART IV	Environmental Studies		2	25	75	100
	Soft Skill IV	2	3	50	50	100

**FIFTH SEMESTER**

<b>Course Component</b>	<b>Name of the Course</b>	<b>Ins Hrs</b>	<b>Credits</b>	<b>Int. Marks</b>	<b>Ext. Marks</b>	<b>Total</b>
PART III	Core Paper – IX: The Modern Age	6	4	25	75	100
	Core Paper – X: American Literature I	6	4	25	75	100
	Core Paper-XI: Introduction to Linguistics and Phonetics	6	4	25	75	100
	Core Paper – XII: World Classics in Translation	6	4	25	75	100
	Elective Paper – I (A): Myth and Literature	5	5	25	75	100
	Elective Paper – I (B): English Language Teaching					
PART V	Value Education	1	2	25	75	100

**SIXTH SEMESTER**

<b>Course Component</b>	<b>Name of the Course</b>	<b>Ins. Hrs</b>	<b>Credits</b>	<b>Int. arks</b>	<b>Ex Marks</b>	<b>Total</b>
PART III	Core Paper – XIII: Shakespeare	6	4	25	75	100
	Core Paper – XIV: American Literature II	6	4	25	75	100
	Core Paper- XV: Literary Criticism	6	4	25	75	100
	Elective Paper II(A): Postcolonial Literature	6	5	25	75	100
	Elective Paper II(B) : Canadian Literature					
	Elective Paper III(A) : Journalism and Mass Communication	6	5	25	75	100
	Elective Paper III(B) : Performing Arts and Communication					
PART V	Extension Activities		1			

## Major I – From the Elizabethan to the Neo-Classical Age

### Objectives:

- To introduce the students to the rich legacy of Literature from Britain that remains the fundamental body of literature written in English.
- To introduce students to the literature of the ages between the Elizabethan and the Neo-Classical ages.
- To introduce students to the various literary forms through a study of prescribed texts.
- To inculcate a sense of appreciation and critical thinking.
- To highlight the close link between literature and the society in which the writers lived

### Course Outcome:

- CO1: Introduce the students to the rich legacy of Literature from Britain that remains the fundamental body of literature written in English.
- CO2: Identify various literature of the ages between the Elizabethan and the Neo-Classical ages.
- CO3: Analyse the cultural and moral values with the text.
- CO4: Interpret a sense of appreciation and critical thinking.
- CO5: Examine the close link between literature and the society in which the writers lived

Unit	Content	Hours	COs	Cognitive Level
Unit I	1. "Of Wisdom for a Man's Self" - Francis Bacon 2. "Sir Roger at the Theatre" - Joseph Addison 3. "The Trumpet Club" – Sir Richard Steele 4. "The Tibbses" - Oliver Goldsmith	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit II	1. "My Galley, Charged with Forgetfulness" - Thomas Wyatt 2. "Alas, so all things now" – Henry Howard 3. "Tell me thou Skilful Shepherd's Swain" - Michael Drayton 4. "Valediction: Forbidding Mourning" - John Donne	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit III	1. "The Pulley" - George Herbert 2. "On His Blindness" - John Milton 3. "To His Coy Mistress" - Andrew Marvell 4. "Essay on Man' From Epistle II" - Alexander Pope	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit IV	1. <i>Doctor Faustus</i> - Christopher Marlowe 2. <i>Everyman in his Humours</i> – Ben Jonson	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit V	<i>The Pilgrim's Progress</i> - Part I - John Bunyan	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5



**Recommended Texts:** Standard Editions of Texts

Bacon, Francis. *Bacon's Essays*. Chennai: Macmillan, 2004.

Chaudhri, Sukanta. *Elizabethan Poetry*. New Delhi: OUP, 1999.

Green, David. *The Winged Word*. Madras: Macmillan, 1974.

Palgrave, F.T. *The Golden Treasury*. New Delhi: OUP, 1991.

Thomas, C.T. *English Poetry from Chaucer to Housman*. Madras: Blackie and Sons, 1990.

Williams, H. M. *Six Ages of English Poetry*. Blackie & Sons, Tenth impression, 1976

**References:**

Albert, Edward. *History of English Literature*. Oxford University Press, New Delhi, Fifth Edition, 1979.

Kermode, Frank, and John Hollander, eds. *The Oxford Anthology of English Literature: Volume I: The Middle Ages through the Eighteenth Century* (Middle Ages Through the Eighteenth Century). London: Oxford UP, 1973. Print.

Prasad, B. *A Background to the study of English Literature for Indian Students*. New Delhi: Macmillan, 1999.

Rees, R.J. *An Introduction to English Literature*. London: Macmillan, 1968.

Jones, Norman L. *The Birth of the Elizabethan Age: England in the 1560s: History of Early Modern England*. Blackwell Publishers, 1995.

British Literary Periods. <https://www.thoughtco.com/british-literary-periods-739034>

Renaissance Love Poetry. <https://www.thoughtco.com/renaissance-love-poems-1788871>

Elizabethan Age. [https://www.ducksters.com/history/renaissance/elizabethan\\_era.php](https://www.ducksters.com/history/renaissance/elizabethan_era.php)

**Major II – Indian Writing in English****Objectives:**

To introduce students to Indian authors writing in English.

To appreciate the variety and diversity of Indian Writing in English.

To inculcate a sense of appreciation and critical thinking.

To present overall view of Indian Writing and the relevant problems, trends and issues.

**Course Outcome:**

**CO1:** Understand the major traditions of Indian Writing in English

**CO2:** Identify the diversity of literary and social voices within those traditions

**CO3:** Interpret literary works critically

**CO4:** Develop an ability to read texts in relation to their historical and cultural contexts

**CO5:** Appreciate the variety and diversity of Indian Writing in English

Unit	Content	Hours	COs	Cognitive Level
Unit I Prose	“The Six Systems of Philosophy” – From <i>Discovery of India</i> - Jawaharlal Nehru “The Secret of Work - Swami Vivekananda “Our Behaviour” - Nirad C. Chaudhuri	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit II Poetry I	“The Tiger and the Lamb” - Sri Aurobindo From <i>Gitanjali</i> – “Where the Mind is without Fear” - Rabindranath Tagore “Queen’s Rival” - Sarojini Naidu	12	CO1 CO2 CO3 CO4	K1, K2, K3, K4, K5

	“The River” - A.K. Ramanujan		CO5	
Unit III Poetry II	“Night of the Scorpion” - Nissim Ezekiel “The Freaks” - Kamala Das “Under Another Sky” - R. Parthasarathy “The Frog and the Nightingale” -Vikram Seth	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit IV Drama	<i>Nagamandala</i> - Girish Karnad	12	CO1 CO2 CO3 CO4	K1, K2, K3, K4
Unit V Novel & Short Stories	<i>The Guide</i> - R.K. Narayan “Sparrows” - Khwaja Ahmad Abbaz “A Temporary Matter” (from <i>Interpreter of Maladies</i> ) - Jumpa Lahiri “Birthday” – Vaikom Mohamad Bhaseer	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
<p><b>Recommended Texts:</b> Standard Editions of Texts de Souza, Eunice. ed. <i>Nine Indian Women Poets – An Anthology</i>. OUP, 1997. Gokok. V.K. <i>The Golden Treasury of Indo-Anglican Poetry</i>. New Delhi: Sahitya Akademi, 1990. Karnad, Girish, <i>Three Plays</i>. New Delhi: Oxford University Press, 2000. Kumar, Shiv K. ed. <i>Contemporary Indian Short Stories in English</i>. Sahitya Akademi Parthasarathy. R. <i>Twenty-Five Indian English Poets</i>. Chennai: OUP, 2010. Peeradina, Saleem. <i>Contemporary Indian Poetry</i>. Chennai: OUP, 2004. Publications, 2006. Raju, Ananth Kumar. <i>The Lotus and the Rose. Poetry</i>. Chennai: Balckie, 2004. Raju, Ananth Kumar. <i>The Lotus and the Rose. Prose</i>. Chennai: Balckie, 2004.</p> <p><b>Reference Books:</b> Iyengar, Srinivasa. <i>Indian Writing in English</i>. New Delhi: Sterling, 2013. King, Bruce. <i>Modern Indian Poetry in India</i>. New Delhi: Oxford UP, 2001. Print. Nehru, Jawaharlal. <i>The Discovery of India</i>. New Delhi: Penguin Book, 2004. Pandit, Raghunath ed., <i>Indian Poetry: An Anthology of Verse</i>. Goa: Goan Poet’s Circle, Goa Cultural &amp; Social Centre, 1977.</p>				

### Allied I – Background to the Study of English Literature

#### Objectives:

- To introduce students to the English Literary background
- To inculcate a proper understanding of all the literary forms and techniques

#### Course Outcome:

- CO1:** Understand and define the various literary terminologies
- CO2:** Appreciate the usage of various literary devices.
- CO3:** Compare and contrast various literary terms.
- CO4:** Identify various genres in English literature.
- CO5:** Apply appropriate literary devices in writing.

Unit	Content	Hours	COs	Cognitive Level
Unit I	Poetry – Subjective and Objective, Lyric, Ode, Sonnet, Ballad, Epic, Elegy, Dramatic Monologue, Idylls, Satire, Epistles, Heroic Couplet, Sprung Rhythm, Confessional, Imagism, Haiku, War- Georgian, Slam/Spoken Word Poetry, Rhyme, Metre, Stanza, Verse / Blank Verse, Heroic /Couplet, Quatrain, etc] Refrain		CO1 CO2 CO4	K2, K2, K3
Unit II	Drama – Tragedy [Classical, Senecan, Romantic, Heroic, Neo-Classical] – Comedy – Tragi-Comedy – Farce – Melodrama – Masque and Anti-Masque – One-Act Play – Interludes – Heroic Tragedy Mystery and Morality Plays, Sentimental Comedy, Comedy of Humours, Problem Play, Manners, Cup- and -Saucer drama, Well- made Play, Expressionist Theatre, Epic theatre, Theatre of Cruelty, Absurd Drama, Kitchen- Sink Drama, Bread and Puppet Theatre		CO1 CO2 CO3 CO4	K1, K2, K3, K4
Unit III	Plot- Prologue, Acts, Scenes, Epilogue, subplot, Unity of Time, Place, Action. Dramatic Irony [Verbal, Dramatic, Situational, Cosmic] Aside, Soliloquy, Catastrophe, Conflict, Reversal of Fortune, Crisis, Catharsis, Rising Action, Climax, Denouement, Comic Relief, Choric Function - Stage/Setting – Proscenium Arch, Box set, Scenery, Props, dues ex machine, Poetic justice [Nemesis], Alienation effect, Defamiliarization, Fourth Wall, breaking the Fourth Wall, Disguise, Foreshadowing, Suspension of Disbelief, Malapropism, Anachronism		CO1 CO2 CO3 CO4	K1, K2, K3, K4
Unit IV	Essay [Aphoristic, Personal, Periodical, Critical] - Biography – Autobiography – Criticism – Review - Satire – Style – Fable - Parable Novel – Fiction - Short Story – Novella – Picaresque – Realistic – Domestic – Stream of Consciousness – Gothic - Psychological – Epistolary – Regional – Historical – Sociological – Proletarian – Sci-Fi, - Anti-Novel Novel of incident and Character - Plot, Narration, Characterization [flat/ round characters], Setting - Bildungsroman		CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4
Unit V	Allegory, Allusion, Alliteration, Assonance, Metaphysical Conceit, Epigram, Epithet, Imagery, Metaphor, Anecdote, Simile, Synecdoche, Metonymy, Parody, Fallacy, Pathos, Personification, Poetic Justice, Pun, Rhetoric, Sarcasm, Wit. Cliché, Paradox, Connotation, Epigram, Euphemism, Epiphany, Paradox, Symbolic, Hyperbole, Onomatopoeia, Pathetic fallacy, Poetic license, Apostrophe, Personification, oxymoron, zeugma,		CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5, K6

**Recommended Text:**

Abrams, M.H. & Geoffrey Galt Harpham. *A Glossary of Literary Terms*. Eleventh Edition. Cengage, 2019.

Childs, Peter and Roger Fowler ed. *The Routledge Dictionary of Literary Terms*. Routledge. 2006.

Prasad, B. *A Background to the study of English Literature for Indian Students*. New Delhi: Macmillan, 1999.

**Reference Books:**

Baldick, Chris. *Oxford Book of Literary Terms*. London: Oxford University Press, 2005.

Daiches, David. *A Critical History of English Literature- Volume I – From the Beginning to Milton*. Revised. Indian Edition 2010. Supernova Publishers

Daiches, David. *A Critical History of English Literature- Volume II – The Restoration to the Present Day*. Revised. Indian Edition 2010. Supernova Publishers.

Hudson, William Henry. *An Introduction to the study of Literature*. Chennai: Atlantic, 2006.

### Major III – The Romantic Age

**Objectives:**

- To introduce students to the literature of the Romantic Age.
- To introduce students to the various literary forms through a study of prescribed texts.
- To inculcate an aesthetic sense, a sense of appreciation, and art of living.
- To highlight the close link between literature and the society in which the writers lived

**Course Outcomes:**

- CO1:** Understand the literature of the Romantic Age.
- CO2:** Appreciate the usage of various literary devices.
- CO3:** Compare and contrast various literary terms.
- CO4:** Identify various genres in English literature.
- CO5:** Apply appropriate literary devices in writing.

Unit	Content	Hours	COs	Cognitive Level
Unit I Prose	1. Charles Lamb – “Dream Children: A Reverie” 2. Charles Lamb – “A Dissertation upon the Roast Pig” 3. William Hazlitt – “My First Acquaintance with Poets”	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit II Poetry I	1. “Elegy Written in a Country Churchyard” - Thomas Gray 2. “The Lamb”, “The Tyger” - William Blake 3. “Ode on Intimations of Immortality” - William Wordsworth	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit III Poetry II	1. “Ozymandias” - Samuel Taylor Coleridge 2. “Hymn to Intellectual Beauty” - Percy Bysshe Shelley 3. “Ode on a Grecian Urn” - John Keats 4. “She Walks in Beauty” - George Gordon Byron	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit IV Drama	1. <i>The School for Scandal</i> – Richard Brinsley Sheridan	12	CO1 CO2 CO3 CO4	K1, K2, K3, K4, K5

			CO5	
Unit V Novel	<i>1. Pride and Prejudice - Jane Austen</i>	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
<p><b>Recommended Texts:</b> Standard Editions of Texts  Green, David. <i>The Winged Word</i>. Chennai: Macmillan, 1974.  Nayar, M.G. <i>Galaxy of English Essayists</i>. Chennai: Macmillan, 2012.  Palgrave, F.T. <i>The Golden Treasury</i>. New Delhi: OUP, 1991.  Thomas, C.T. <i>English Poetry from Chaucer to Housman</i>. Madras: Blackie and Sons, 1990.</p> <p><b>Reference Books:</b>  Albert, Edward. <i>History of English Literature</i>. Oxford University Press, New Delhi, Fifth Edition, 1979.  Kermode, Frank, and John Hollander, eds. <i>The Oxford Anthology of English Literature: Volume I: The Middle Ages through the Eighteenth Century</i> (Middle Ages Through the Eighteenth Century). London: Oxford UP, 1973. Print.  Prasad, B. <i>A Background to the study of English Literature for Indian Students</i>. New Delhi: Macmillan, 1999.  Rees, R.J. <i>An Introduction to British Literature</i>. London: Macmillan, 1968.</p>				

#### Major IV – The History of English Language

##### Objectives:

- To introduce students the origin and growth of English language
- To make students to understand literature better in the back drop of the changes those have happened in English language down the ages.

##### Course Outcomes:

- CO1:** Understand the origin and evolution of human languages
- CO2:** Analyse the various features of language.
- CO3:** Comprehend the growth of English language.
- CO4:** Identify the historical significance of English language.
- CO5:** Access scholarly literature on language structure and use it in research

Unit	Content	Hours	COs	Cognitive Level
Unit I	Language - Definition – Uses of language - Phatic communion Properties of language– Species specific and species uniform, Symbolic system, Arbitrariness, Duality of Structure, Productivity, Displacement, Cultural Transmission, discreteness, Inter changeability, Specialization, Non directionality Origin of Language – Divine Source, Natural sound source, Oral Gesture, Glossogenetics	14	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5

	Development of Writing –Pictographic, Ideographic, Logographic, Rebus Writing, Syllabic Writing, Alphabetic Writing			
Unit II	Langue, Parole, Language Regional Varieties of Language – Dialect, Standard and Non – Standard, Isoglasses , Dialect Boundaries, Bidialectal, Dialectology, Idiolect, Register, Bilingual, accent, style, slang, jargon, Lingua Franca, Pidgin, Creole, Creolisation, The Post Creole Continuum Language Change – Protos – Family relationship - Cognates – Comparative-Reconstruction	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit III	Proto Indo European – Eastern and Western Group – Descent of English– Common Features – English as a Germanic Language – Common Features – Great Consonant Shift – Verbal Structure – Teutonic Stress – Landmarks in the evolution of English	10	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit IV	Old English – Anglo Saxon and Viking invasion – Wessex, Dialect – Vocabulary- spelling and Pronunciation – Inflection – Word Order – Gender – I Mutation - Vowel Gradation Middle English – Norman invasion – evolution of English – East Midland Dialect – Vocabulary – Inflection – Word Order – Spelling Change – Pronunciation - Gender Modern English – Evolution of Modern English – Heterogeneous Vocabulary – Simplified Inflectional System – Rigid Word Order – Periphrasis – Intonation – Spelling and Pronunciation – Gender	14	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit V	The Growth of Dictionaries – Standard English – Received Pronunciation – Role of BBC – American English – English as a World Language.	10	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5

**Recommended Texts:**

Balasubramanian, T. (1997). *A Text Book of English phonetics for Indian students* (Low price edition). Chennai: Macmillan.

Gimson, A.C. (1962). *An Introduction to the Pronunciation of English*. London: Edward Arnold.

Jones, D. *English Pronouncing Dictionary* (15<sup>th</sup> ed.). Cambridge: Cambridge University Press.

Verma S.K. & Krishnamoorthy. *Modern Linguistics*. New Delhi: Macmillan, 2005.

Wood F.T. *An Outline History of English Language*. New Delhi: Macmillan Indian Ltd, 1991.

Wrenn. CL. *The English Language*. New Delhi, Vikas, 1990.

Yule, George. *The Study of Language: An Introduction*. Cambridge: Cambridge University Press, 2016.

**Reference Books:**

Akmajian, Adrian, et.al. *Linguistics – An Introduction to Language and communication*. New Delhi: PHI Learning, 2012.

Bloomfield, L. *Language*. London: Holt, Richart & Winston,1933.

Otto, Jespersen. *History of English Language*. New Delhi: Surjeeth, 2004.

Strang, Barbara M.H. *The History of English*. London: Methuen & Co Ltd,1970.

Wardhaugh, R. *An introduction to sociolinguistics*. Massachusetts: Blackwell, 1986.

William J.M. *The Origins of English Language: A Society and Linguistic History*. London: The Free Press, 1975.

## Allied II – The Social History of England

### Objectives:

To enable the students to acquire a fairly basic knowledge of the social history of England

To help the students understand English thought, culture and history reflected in the study of literature.

To facilitate the students, understand the changing environment in the history of England and English literature.

### Course Outcomes:

**CO1:** Relate the English Socio-historical background to English Literature

**CO2:** Comprehend the reasons and impacts of different reformations and movements.

**CO3:** Analyse the influence of different movements on English Writers.

**CO4:** Interpret Social, Political, Religious Movements and their impact on English society.

**CO5:** Understand the changing environment in the history of England and English literature.

Unit	Content	Hours	COs	Cognitive Level
Unit I	1. The Early History of England 2. The Renaissance 3. The Reformation and the Counter Reformation 4. The Elizabethan Theatre	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit II	1. The Dissolution of the Monasteries 2. Puritanism 3. Colonial Expansion 4. The Civil War	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit III	1. Restoration England 2. The Origin and Growth of Political Parties in England 3. Age of Queen Anne 4. The Agrarian Revolution 5. The Industrial Revolution	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit IV	1. The Methodist and Humanitarian Movements 2. The War of American Independence 3. Effects of French Revolution 4. The Victorian Age 5. The Reform Bills	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5

Unit V	1. The Development of Transport and Communication 2. The Dawn of the Twentieth Century 3. Life between the Two World Wars 4. Impacts of World Wars on English Society 5. Contemporary Life in England	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
<p><b>Recommended Texts:</b> Ashok, Padmaja. <i>The Social History of England</i>. Hyderabad: Orient Blackswan, 2011. Xavier, A.G. <i>Introduction to the Social History of England</i>. S. Viswanathan (Printers &amp; Publishers), Madras, 1982.</p> <p><b>Reference Books:</b> Long, William, J. <i>English Literature: Its History and its Significance for the life of the English-Speaking World</i>. New Delhi: Maple Press, 2010. Trevelyan, G.M. <i>English Social History: A Survey of Six Centuries Chaucer to Queen Victoria</i>. London: Longmans, Green and Co., 1944.</p>				

### Major V – The Victorian Age

#### Objectives:

- To introduce students to the literature of the Victorian England.
- To introduce students to the various literary forms through a study of prescribed texts.
- To inculcate a sense of appreciation and critical thinking.
- To highlight the close link between literature and the society in which the writers lived and then link to the modern age.

#### Course Outcomes:

- CO1:** Understand the literature of the Victorian England.
- CO2:** Appreciate the usage of various literary devices.
- CO3:** Compare and contrast various literary terms.
- CO4:** Identify various genres in English literature.
- CO5:** Apply appropriate literary devices in writing.

Unit	Content	Hours	COs	Cognitive Level
Unit I Prose	1. “King’s Treasury” from <i>Sesame and Lilies</i> - John Ruskin 2. “On Heroes, Hero Worship and the Heroic in History - Lecture III-Shakespeare” - Thomas Carlyle	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit II Poetry I	1. “Ulysses” - Alfred Lord Tennyson 2. “My Last Duchess” - Robert Browning 3. “The Dover Beach” - Matthew Arnold	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit III Poetry II	1. “The Blessed Damozel” - Dante Gabriel Rossetti 2. “The Garden of Proserpine” - Algernon Charles Swinburne 3. “Shameful Death” - William Morris	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5



Unit IV Drama	1. <i>The Importance of Being Earnest</i> - Oscar Wilde	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit V Novel	1. <i>Oliver Twist</i> - Charles Dickens 2. <i>Jane Eyre</i> - Charlotte Bronte	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5

**Recommended Texts:** Standard Editions of Texts

Gardner, Helen. *The New Oxford Book of English Verse*. Oxford: OUP, 1972.

Green, David. *The Winged Word*. Chennai: Macmillan, 1974.

Palgrave, F.T. *The Golden Treasury*. New Delhi: OUP, 1861.

**Reference Books:**

Albert, Edward. *History of English Literature*. Oxford University Press, New Delhi, Fifth Edition, 1979.

Kermode, Frank, and John Hollander, eds. *The Oxford Anthology of English Literature: Volume I: The Middle Ages through the Eighteenth Century* (Middle Ages Through the Eighteenth Century). London: Oxford UP, 1973. Print.

Prasad, B. *A Background to the Study of English Literature for Indian Students*. New Delhi: Macmillan, 1999.

Rees, R.J. *An Introduction to British Literature*. London: Macmillan, 1968.

### Major VI - The Aspects of English Language

**Objectives:**

To introduce students the origin and growth of English language

To make students to understand literature better in the back drop of the changes those have happened in English language down the ages.

**Course Outcomes:**

**CO1:** Know the basic rules of English grammar.

**CO2:** understand the accurate grammatical usage.

**CO3:** make use of the grammatical elements effectively.

**CO4:** construct grammatically correct sentences.

**CO5:** compare and contrast various grammatical theories.

Unit	Content	Hours	COs	Cognitive Level
Unit I	<ul style="list-style-type: none"> <li>What is Grammar? Misconceptions regarding grammar</li> <li>The development of English grammar and Issues in traditional approach – Nominative Rules - Latinate Fallacy – Logical Fallacy – Historical Fallacy</li> <li>Descriptive and Prescriptive approaches - Concept of correctness and social acceptability</li> </ul>	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5, K6

	<ul style="list-style-type: none"> <li>Form and substance - Speech and Writing</li> </ul>			
Unit II	<ul style="list-style-type: none"> <li>Naming Words (Noun) –Types, Nominal Cases – Functional Categories - Subject, Complement, Object and part of Prepositional Phrase, Pronoun types.</li> <li>Action Words(Verb), Weak and Strong Verbs, Regular and Irregular, Transitive and Intransitive, Reflexive, ‘Be’ ‘Have’ ‘Do’ as Main Verbs.,</li> <li>Auxiliaries – Primary and Secondary Modal, Time and Tense – simple continuous, perfect.</li> <li>Describing words (Adjectives) - Kinds, Functions - Attributive and Predicative, Degree of comparison, Order of adjectives</li> <li>Describing words (Adverbs) - Formation, Position of Adverbs, Comparison of Adverbs, Sentence Adverb</li> </ul>	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5, K6
Unit III	<ul style="list-style-type: none"> <li>Articles, Determiners</li> <li>Prepositions, Inflections</li> <li>Conjunctions – Coordinating and Subordinating Conjunctions</li> <li>Linkers</li> <li>Interjections</li> </ul>	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5, K6
Unit IV	<ul style="list-style-type: none"> <li>Nominal Phrase, its structure – Modifier, Qualifier Head, Gerund, Verbal Phrases, Verbal Patterns, Phrasal Verbs, Adjectival, Adverbial Phrases and Prepositional Phrases</li> <li>Independent and Dependent Clauses Conditional Clauses</li> <li>Sentences - Pattern -Types of sentences - Simple, Compound and Complex sentences - Kinds of sentences – Statement (Declarative), Interrogative, Imperative, Exclamatory</li> <li>Voice</li> <li>Reported Speech</li> </ul>	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5, K6
Unit V	<p><b>Syntax</b></p> <ul style="list-style-type: none"> <li>Structural Grammar – IC Analysis - Labelled Tree diagram - Demerits of IC Analysis</li> <li>Phrase Structure Rules</li> <li>Transformation- Generative Grammar – Competence and Performance, Deep Structure and Surface - Structure, Kernals and Transforms</li> </ul>	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5, K6

**Recommended Texts:**

Green, David. Contemporary English Grammar Structures & Composition. India, Macmillan Publishers India Limited, 2000.

Palmer, Frank. *Grammar*. Penguin, 1984. (Chapter I)

Quirk, Randolph. *A University Grammar of English*. India, Pearson Education, 2016.

Varshney, R.L. An Introductory Text book of Linguistics and Phonetics. Student Store, 1991.

Verma S.K. & Krishnamoorthy. *Modern Linguistics*. New Delhi: Macmillan, 2005.

**Reference Books:**

Akmajian, Adrian, et.al. *Linguistics – An Introduction to Language and communication*. New Delhi: PHI Learning, 2012

Wood, F.T. *Remedial English Grammar*. Macmillan, 1991.  
 Yule, George. *The Study of Language: An Introduction*. Cambridge: Cambridge University Press, 2016.

### Allied III – The History of English Literature – I

#### Objectives:

To make the students aware about the major literary movements, authors and their works in chronological order

To help the students understand English thought, culture and history reflected in the study of literature.

#### Course Outcomes:

**CO1:** Aware of the major literary movements, authors and their works in chronological order

**CO2:** Recall the characteristics of different ages in English literature

**CO3:** Identify the outstanding writers of various literary ages and movements.

**CO4:** Describe prominent writers and their contributions.

**CO5:** Appraise the writers of different periods.

Unit	Content	Hours	COs	Cognitive Level
Unit I	<p><b>Anglo-Saxon Literature</b> – Romanized Britons, Arthurian romance, alliterative verse, development of English Christianity</p> <p><b>The Middle English Literature</b> - The Norman conquest, Anglo-French language, French cultural domination of Europe, French as the courtly language, west Saxon dialect - Courtly French romance, the fable as a famous medieval literary form - <b>Geoffrey Chaucer – Gower.</b></p> <p><b>The Early Tudor Scene</b> – new geographical discoveries and their impact on literature, beginning of the idea of national state. Edmund Spenser and his Time</p>	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5, K6
Unit II	<p><b>Drama from the Miracle Plays to Marlowe</b> - English poetic drama, dramatic elaborations of the liturgy, transition from liturgical drama to miracle play, <b>University Wits</b>, Elizabethan popular drama, Christopher Marlowe</p> <p><b>Drama from Jonson to the Closing of Theatres</b> - Shakespeare – Professional man of the theatre –<b>English Poetic Drama</b> - William Shakespeare - Ben Jonson</p> <p><b>Jacobean Drama:</b> Francis Beaumont, John Fletcher</p>	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5, K6
Unit III	<p><b>Prose in the 16th and 17th Centuries</b> - pamphleteering, colloquial prose formalised –<b>Bible Translations</b> - Francis Bacon - Thomas Hobbes</p>	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5, K6

	<b>Poetry after Spenser – The Metaphysical Tradition:</b> John Donne, George Herbert – <b>Puritan Poet:</b> John Milton - <b>Cavalier Poet:</b> Andrew Marvell			
Unit IV	<b>The Restoration Period</b> - Dryden - John Bunyan <b>Comedy of Manners:</b> William Wycherley - William Congreve <b>The Augustan Age:</b> Daniel Defoe, Jonathan Swift, Alexander Pope, Joseph Addison and Richard Steele: The Spectator	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5, K6
Unit V	<b>The Novel from Richardson to Jane Austen</b> - Richardson; Henry Fielding; Laurence Sterne; Jane Austen <b>Eighteenth Century Prose:</b> David Hume; Dr. Samuel Johnson; Edmund Burke; <b>Anti-Sentimental Drama:</b> Oliver Goldsmith <b>Sentimental Drama:</b> Richard Sheridan	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5, K6
<p><b>Recommended Texts:</b> Daiches, David. <i>A Critical History of English Literature- Volume I – From the Beginning to Milton</i>. Revised. Indian Edition, Supernova Publishers, 2010. Daiches, David. <i>A Critical History of English Literature- Volume II – The Restoration to the Present Day</i>. Revised. Indian Edition, Supernova Publishers, 2010.</p> <p><b>Reference Books</b> Albert, Edward. <i>A History of English Literature</i>. New Delhi: Oxford University Press, 1979. Carter, Ronald and John McRae, <i>The Routledge History of Literature in English: Britain and Ireland</i>. Routledge, 2001. Hudson, William Henry. <i>An Introduction to the Study of Literature</i>. Chennai: Blackie, 1961. Prasad, B. <i>A Background to the Study of English Literature for Indian Students</i>. New Delhi: Macmillan, 1999. Rees, R.J. <i>An Introduction to English Literature</i>. London: Macmillan, 1968. Rickett, Compton. <i>A History of English Literature Vol. I &amp; II</i>. New York: Thomas Nelson, 1964.</p>				

## Major VII – The Twentieth Century

### Objectives:

- To introduce students to the literature of the early Twentieth Century.
- To introduce students to the various literary forms through a study of prescribed texts.
- To inculcate a sense of appreciation and critical thinking.
- To highlight the close link between literature and the society in which the writers lived

### Course Outcomes:

- CO1:** Understand the literature of the Twentieth Century England.
- CO2:** Appreciate the usage of various literary devices.
- CO3:** Compare and contrast various literary terms.
- CO4:** Identify various genres in English literature.
- CO5:** Apply appropriate literary devices in writing.

Unit	Content	Hours	COs	Cognitive Level
Unit I Prose	1. "The Worship of the Wealthy" - G.K. Chesterton 2. "On Superstition" - A.G. Gardiner 3. "In Praise of Mistakes" – Robert Lynd 4. "What I Believe" - E.M. Forster	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5, K6
Unit II Poetry I	1. "God's Grandeur" - G.M. Hopkins 2. "Sailing to Byzantium" - W.B. Yeats 3. "Journey of the Magi" – T.S. Eliot	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5, K6
Unit III Poetry II	1. "The Listener" - Walter De La Mare 2. "Strange Meeting" – Wilfred Owen 3. "Break of Day in the Trenches" – Issac Rosenberg	9	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5, K6
Unit IV Drama	1. <i>Pygmalion</i> - George Bernard Shaw	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5, K6
Unit V Novel	1. <i>Far from the Madding Crowd</i> – Thomas Hardy 2. <i>Middlemarch</i> – George Eliot	15	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5, K6

**Recommended Texts:** Standard Editions of Texts

Gardner, Helen. *The New Oxford Book of English Verse*. Oxford: OUP, 1972.

Nayar.M.G. *Galaxy of English Essayists*. Chennai: Macmillan, 2012.

Schmidt, Michael. *The Harvil Book of Twentieth Century Poetry in English*. Delhi: Rupa & Co, 2000.

Schmidt, Michael. *Eleven British Poets*. London: Routledge, 1980.

**Reference Books:**

Albert, Edward. *History of English Literature*. Oxford University Press, New Delhi, Fifth Edition, 1979.

Prasad, B. *A Background to the study of English Literature for Indian Students*. New Delhi: Macmillan, 1999.

Rees, R.J. *An Introduction to British Literature*. London: Macmillan, 1968.

## Major VIII – Literary Theories – An Introduction

### Objectives:

- To introduce a wide range of critical methods and theories to students
- To enhance their analytical skills
- To mobilize various theoretical parameters in the analysis of literary texts

### Course Outcomes:

- CO1:** Understand the significance of major critical theories.
- CO2:** examine dominant ideologies in a literary work.
- CO3:** remember the critical thinkers or philosophers and their seminal works.
- CO4:** analyse the themes and structure of literary works.
- CO5:** evaluate a literary work using a theoretical framework.

Unit	Content	Hours	COs	Cognitive Level
Unit I	<b>Introduction</b> Literary theorizing from Aristotle to F.R. Leavis, some key moments, the transition to ‘theory’, some recurrent ideas in critical theory ( <i>Pages 21 – 36 of the prescribed text</i> )	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit II	<b>Structuralism</b> The Scope of Structuralists, What Structuralist Critics do ( <i>Pages 46 – 63 of the prescribed text</i> ) Post-structuralism and Deconstruction ( <i>Pages 73 – 79 of the prescribed text</i> )	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit III	<b>Post-Modernism and Psychoanalytic Criticism</b> Post Modernism ( <i>Pages 81-85 and 91-94 of the prescribed text</i> ) Psychoanalytic Criticism ( <i>Pages 96-101 and 105-108 of the prescribed text</i> )	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit IV	<b>Feminist and Marxist Criticism</b> Feminist Criticism ( <i>Pages 121 -126 and 134-136 of the prescribed text</i> ) Marxist Criticism ( <i>Pages 156-159 and 167-170 of the prescribed text</i> )	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit V	<b>Post-Colonial Criticism</b> New Historicism and Cultural Materialism ( <i>Pages 172-184 of the prescribed text</i> ) Postcolonial Criticism ( <i>Pages 192-194 and 199-201 of the prescribed text</i> ) Ecocriticism ( <i>Pages 248-269 of the prescribed text</i> )	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5

### Recommended Texts:

Peter Barry, *Beginning Theory: An Introduction to Literary and Cultural Theory*. New Delhi: Viva Books, 2008.

### Reference Books:

Lodge, David. *Modern Critical Theories*. New Delhi: Pearson, 2014.

Lodge, David. *Twentieth Century Literary Criticism*. London: Longman, 1972.

Nagarajan. M.S. *English Literary Criticism and Theory: An Introductory History*.

Hyderabad: Orient Blackswan, 2006.

Nayar, Pramod. K. *Contemporary Literary and Cultural Theories: From Structuralism to Ecocriticism*. New Delhi: Pearson India, 2010.

Ravindranath, S. *Principles of Literary Criticism*. Chennai: Emerald Publisher, 2001.  
 Waugh, Patricia. *Literary Theory and Criticism*. New Delhi: OUP, 2006.

### Allied IV– The History of English Literature – II

#### Objectives:

To make the students aware about the major literary movements, authors and their works in chronological order

To help the students understand English thought, culture and history reflected in the study of literature.

#### Course Outcomes:

**CO1:** Aware of the major literary movements, authors and their works in chronological order

**CO2:** Recall the characteristics of different ages in English literature

**CO3:** Identify the outstanding writers of various literary ages and movements.

**CO4:** Describe prominent writers and their contributions.

**CO5:** Appraise the writers of different periods.

Unit	Content	Hours	COs	Cognitive Level
Unit I	<b>Scottish Literature &amp; The Romantic Poets</b> Robert Burns; Walter Scott and his attitude to Scotland. <b>Period of Transition</b> – William Blake; <b>The Romantic Movement</b> – William Wordsworth, Samuel Taylor Coleridge, John Keats, Percy B. Shelley, George Gordon Byron <b>Prose of early and Middle 19th century</b> – autobiographical creative works of the Romantic writers - Charles Lamb; William Hazlitt	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5, K6
Unit II	<b>Victorian Prose</b> – Macaulay; Thomas Carlyle; John Ruskin; Mathew Arnold <b>Victorian Poets</b> – Alfred Lord Tennyson; Robert Browning's dramatic monologue, and optimism; Elizabeth Barrett Browning; Mathew Arnold; <b>Pre-Raphaelite Brotherhood &amp; Art for Art Sake:</b> - Edward Fitzgerald; George Meredith; Dante Gabriel Rossetti; Christina Rossetti; William Morris; Algernon Charles Swinburne; <b>Later Victorians</b> - Thomas Hardy; Gerard Manley Hopkins	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5, K6
Unit III	<b>The Victorian Novelists:</b> Charles Dickens; William Makepeace Thackeray; Bronte Sisters; George Eliot; Thomas Hardy; <b>Detective Novel:</b> Arthur Conan Doyle <b>The Victorian Drama:</b> Oscar Wilde; J.M. Synge; George Bernard Shaw	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5, K6
Unit IV	<b>Twentieth Century Poetry</b> - French symbolism; W.B. Yeats; <b>Modernism:</b> T.S. Eliot, W.H. Auden, Ted Hughes, R.S. Thomas	12	CO1 CO2 CO3	K1, K2, K3, K4, K5, K6

	<b>The Movement Poets:</b> Philip Larkin, Kingsley Amis, Thom Gunn <b>Twentieth Century Novel -</b> E.M. Forster; Virginia Woolf; James Joyce; D.H. Lawrence; A.C. Doyle		CO4 CO5	
Unit V	<b>Modern Theatre:</b> John Galsworthy, T.S.Eliot's poetic drama; John Osborne <b>Absurd Drama:</b> Samuel Beckett, Harold Pinter, Edward Bond <b>Science Fiction:</b> H.G. Wells, R.L. Stevenson <b>Modern Novel:</b> George Orwell, Somerset Maugham, William Golding, <b>Modern Prose:</b> A.G. Gardiner, Robert Lynd, G.K. Chesterton, Aldous Huxley,	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5, K6

**Recommended Texts:**

Daiches, David. *A Critical History of English Literature- Volume I – From the Beginning to Milton*. Revised. Indian Edition, Supernova Publishers, 2010.

Daiches, David. *A Critical History of English Literature- Volume II – The Restoration to the Present Day*. Revised. Indian Edition, Supernova Publishers, 2010.

**Reference Books**

Albert, Edward. *A History of English Literature*. New Delhi: Oxford University Press, 1979.

Carter, Ronald and John McRae, *The Routledge History of Literature in English: Britain and Ireland*. Routledge, 2001.

Hudson, William Henry. *An Introduction to the Study of Literature*. Chennai: Blackie, 1961.

Prasad, B. *A Background to the Study of English Literature for Indian Students*. New Delhi: Macmillan, 1999.

Rees, R.J. *An Introduction to English Literature*. London: Macmillan, 1968.

Rickett, Compton. *A History of English Literature Vol. I & II*. New York: Thomas Nelson, 1964.

### Major IX – The Modern Age

**Objectives:**

- To introduce students to the literature of the modern age.
- To introduce students to the various literary forms through a study of prescribed texts.
- To inculcate a sense of appreciation and critical thinking.
- To introduce students to the modern age, new writing trends and literary movements.

**Course Outcomes:**

- CO1:** Understand the literature of the Modern Age.
- CO2:** Appreciate the usage of various literary devices.
- CO3:** Compare and contrast various literary terms.
- CO4:** Identify various genres in English literature.
- CO5:** Apply appropriate literary devices in writing.



Unit	Content	Hours	COs	Cognitive Level
Unit I Prose	1. "English Snobbery" - Aldous Huxley 2. "Bookshop Memories" – George Orwell 3. "Speed" – Max Beerbohm	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit II Poetry I	1. "The Unknown Citizen" - W.H. Auden 2. "Do not Go Gentle into that Good Night" - Dylan Thomas 3. "Ice" – Stephen Spender 4. "The Island" – Elizabeth Jennings	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit III Poetry II	1. "In Church" – R.S. Thomas 2. "Next, Please" - Philip Larkin 3. "Hawk Roosting" – Ted Hughes 4. "The Tollund Man" - Seamus Heaney	10	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit IV Drama	1. <i>Look Back in Anger</i> - John Osborne 2. <i>The Birthday Party</i> – Harold Pinter	14	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit V Novel	1. <i>Heart of Darkness</i> - Joseph Conrad 2. <i>To the Lighthouse</i> – Virginia Woolfe	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5

**Recommended Texts:** Standard Editions of Texts

Nayar. M.G. *Galaxy of English Essayists*. Chennai: Macmillan, 2012.

Roberts, Michael. *The Faber Book of Modern Verse*. London: Faber and Faber, 1936.

Schmidt, Michael. *The Harvill Book of Twentieth Century Poetry in English*. Delhi: Rupa & Co, 2000.

Schmidt, Michael. *Eleven British Poets*. London: Routledge, 1980.

Wain, John. *Modern English Verse*. London: Modern Language Books, 1990.

**Reference Books:**

Albert, Edward. *History of English Literature*. Oxford University Press, New Delhi, Fifth Edition, 1979.

Elson, John. *Post-war British Theatre*. US: Routledge, 1976.

Gascoigne, Bamber. *Twentieth Century Drama*. US: Hutchinson University Library, 1974.

Prasad, B. *A Background to the study of English Literature for Indian Students*. New Delhi: Macmillan, 1999.

Rees, R.J. *An Introduction to British Literature*. London: Macmillan, 1968.

## Major X – American Literature – I

### Objectives:

- To introduce students to the literature of America.
- To identify and explain the historical, cultural and literary connections between texts
- To inculcate a sense of appreciation and critical thinking.
- To inculcate an aesthetic sense and art of living.

### Course Outcomes:

- CO1:** Relate the major literary works, genres and periods to American Literature
- CO2:** Classify the issues in American Literature in relation to authors, historical periods and themes.
- CO3:** Examine the variety of texts related to American Literature.
- CO4:** Perceive the aesthetic aspects of American literature.
- CO5:** Identify the strengths, limitations and cultural assumptions of various literary forms practised in America.

Unit	Content	Hours	COs	Cognitive Level
Unit I Prose	1. “The American Scholar” - Ralph Waldo Emerson 2. “The Art of Fiction” – Henry James 3. “The Philosophy of Composition” - Edgar Allan Poe	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5, K6
Unit II Poetry I	1. “Prologue” Anne Bradstreet 2. “Brahma” - Ralph Waldo Emerson 3. “Raven” - Edger Allen Poe 4. “The Broken Oar” - Henry W Longfellow	16	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5, K6
Unit III Poetry II	1. “Out of the Cradle Endlessly Rocking” - Walt Whitman 2. “Home Burial” - Robert Frost 3. “Because I could not Stop for Death” - Emily Dickinson 4. “The Man with the Hoe” – Edwin Markham	8	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5, K6
Unit IV Drama	<i>The Glass Menagerie</i> - Tennessee Williams	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5, K6
Unit V Novel	<i>The Adventures of Huckleberry Finn</i> - Mark Twain <i>Billy Budd</i> – Herman Melville	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5, K6

### Recommended Texts: Standard Editions of Texts

- Baym, Nina. et al. *The Norton Anthology of American Literature*. Vol. C. Fifth Avenue, USA, 2012
- Fisher, et al., eds. *American Literature of the Nineteenth Century Vol-I*. New Delhi: Eurasia, 1970. Print.
- Oliver, Egbert S. ed. *American Literature (1890-1965): An anthology*. New Delhi : Eurasia, 1967. Print.

### Reference Books:

Forester, Norman. Ed. *Introduction to American Poetry and Prose*. Boston : Houghton Mifflin, 1970. Print.

Gray, Richard. *A History of American Literature*. Chicago: Blackwell, 2004.

Hart, James D. and Phillip Leininger *Oxford Companion to American Literature*. New York: OUP, 2005

Larson, Kerry. *The Cambridge Companion to Nineteenth-Century American Poetry*. Cambridge University Press, 2011.

Van Doren, Carl. *The Cambridge History of American Literature*. New York: Macmillan, 1970.

### Major XI - Introduction to Linguistics and Phonetics

#### Objectives:

- To enable the students to have a conceptual understanding of linguistics.
- To enable students to acquire a theoretical background of the sound system in English.
- To introduce students to the important developments in language study.

#### Course Outcomes:

- CO1:** Understand and acquire a theoretical background of the sound system of English.
- CO2:** identify the linguistic, semantic and morphological aspects of language.
- CO3:** analyse the structure of English language and its components.
- CO4:** understand the advanced theoretical concepts and/or analytical techniques.
- CO5:** apply critical thinking skills through linguistic data analysis in phonetics, phonology, syntax, and semantics.

Unit	Content	Hours	COs	Cognitive Level
Unit I	What is Linguistics? – Linguistics as a science - Nature and scope of Linguistics - Synchronic and Diachronic approaches Branches of study - Kinds of Linguistics - Descriptive, Comparative and Historical	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5, K6
Unit II	Introduction to Phonetics and Phonology – The unphonetic character of English Orthography and the need for a phonetic script – phonetics , phonemics, phonics Organs of Speech - Respiratory Region, Phonatory Region and Articulatory Region, Air Stream Mechanisms Segmental Phonemes - Consonants – Definition– Articulation of individual Consonants - Three term Label Description – Position of the Vocal Cords, Position of the Soft Palate, Place of Articulation, Manner of Articulation – Active and Passive Articulators	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5, K6

	Minimal Pairs- Contrastive Distribution, Phonetic Environment – Allophones – Complementary distribution and Free Variation			
Unit III	Vowels – Definition, Cardinal vowels , Vowel Chart Description of Vowels – Pure vowels, Diphthongs, Triphthongs – Three Term label, Description of individual Vowels Syllable, Syllabic division, Syllabic Structure, Consonant clusters, Arresting and Releasing consonants Stress - Word Stress, Sentence Stress, Rhythmic Stress/ Stress timed Rhythm Intonation – Tone group, Tonic syllable, Tone (Static and Kinetic) Suprasegmental features – Assimilation, Elision, Linking and Intrusive ‘r’	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5, K6
Unit IV	<b>Morphology and Word Formation</b> Morphology – Word – Morphemes and their types – Morphological study of words - Allomorphs - Zero morphemes Empty Morphemes Compound Words, Back formation Portmanteau words, Clipping of Words	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5, K6
Unit V	<b>Semantics</b> Word Meaning – Associative and Denotative Meaning Seven Types of Meaning (logical or Conceptual, Connotative, social, affective, reflected, collective and thematic) Lexical Relations - Collocation, Homonymy, homophony, Hyponymy, Polysemy, Synonymy, Antonymy - Semantic Field	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5, K6
<p><b>Recommended Text:</b> Balasubramanian, T. (1997). <i>A Text Book of English phonetics for Indian students</i> (Low price edition). Chennai: Macmillan. Gimson, A.C. (1962). <i>An Introduction to the Pronunciation of English</i>. London: Edward Arnold. Jones, D. <i>English Pronouncing Dictionary</i> (15<sup>th</sup> ed.). Cambridge: Cambridge University Press. Verma S.K. &amp; Krishnamoorthy. <i>Modern Linguistics</i>. New Delhi: Macmillan, 2005. Yule, George. <i>The Study of Language: An Introduction</i>. Cambridge: Cambridge University Press, 2016.</p> <p><b>Reference Books</b> Akmajian, Adrian, et.al. <i>Linguistics – An Introduction to Language and communication</i>. New Delhi: PHI Learning, 2012. Wardhaugh, R. <i>An introduction to sociolinguistics</i>. Massachusetts: Blackwell, 1986.</p>				

## Major XII - World Classics in Translation

### Objectives:

To introduce students to evergreen literary works to kindle their interest in reading  
 To acquaint students with various cultures and lives to lead a cosmopolitan life  
 To bring forth universal ideas and values and enable students to think humane and act prudently

### Course Outcomes:

- CO1:** Illustrate various countries and their literatures.  
**CO2:** Assess the varied lifestyles prevalent indifferent countries.  
**CO3:** Understand the multiculturalism of various countries.  
**CO4:** Identify the role of translation in reading world Classics.  
**CO5:** Interpret texts with attention to complexity and aesthetic value.

Unit	Content	Hours	COs	Cognitive Level
Unit I	Definition of Classics – parameters of literary classics “What is a Classic?” From on Poetry and Poets - T.S. Eliot “On Ancient Tamil Poetics” - A.K.Ramanujan	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5, K6
Unit II	1. “On Virtue” - Plato 2. “On Moderation” - Michel de Montaigne 3. “A Christmas Tree and a Wedding” - Fyodor Dostoyevsky 4. “The Convert “ - Guy de Maupassant	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5, K6
Unit III	1. “Rithu Samharam / Garland of Seasons - Summer ” – Kalidasa 2. On Prayer from <i>The Prophet</i> - Kahlil Gibran 3. “The Gate of Hell” : Canto III (Inferno) - Dante Alighieri 4. “Poetry” from <i>Isla Negra. A Notebook</i> - Pablo Neruda	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5, K6
Unit IV	<i>Peace</i> - Aristophanes	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5, K6
Unit V	<i>Don Quixote</i> - Miguel Cervantes	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5, K6

### Recommended Texts: Standard Editions of Texts

Cohen, J.M. *A History of Western Literature*. Taylor & Francis Group, 2017.  
 Dante, Alighieri. *The Divine Comedy*. London: Plain Label Books, 1955.  
 Enright D.G. & Earnest de Chikera. *English Critical Text*. New Delhi: OUP, 2013.  
 Gibran , Kahlil . *Prophet*. Wordsworth Editions, 1997.  
 Lawall, Sarah. *Reading World Literature: Theory, History, Practice*. University of Texas Press, 2010.  
 Neruda, Pablo. *The Essential Neruda: Selected Poems*. New York: City Lights Publishers, 2004.

Theo D'haen, César Domínguez, Mads Rosendahl Thomsen. *World Literature Reader: A Reader*. Routledge, 2012.

### Elective I (A) - Myth and Literature

#### Objectives:

To identify mythological motifs from traditions and explain their connection to the historical, social, religious, philosophical, ethical and literary context of the particular culture in which the tradition develops.

To identify universal themes which may be seen as common to mythologies of different cultures and relate theme to literary studies

To develop an account of the contributions mythological heritages have made to the self-understandings of cultures in the present

To know different cultures through the exploration of their mythologies.

#### Course Outcomes:

**CO1:** Familiarise with various myths and legends.

**CO2:** Identify mythological motifs from traditions and explain their connection to the historical, social, religious, philosophical, ethical and literary context of the particular culture in which the tradition develops.

**CO3:** Understand universal themes which may be seen as common to mythologies of different cultures and relate theme to literary studies.

**CO4:** Develop an account of the contributions mythological heritages have made to the self-understandings of cultures in the present.

**CO5:** Interpret texts with attention to complexity and aesthetic value.

Unit	Content	Hours	COs	Cognitive Level
Unit I	1. Introduction to Myths and Legends - Classical Mythologies and Legends: Greek and Roman 1. A D Hope: Prometheus Unbound – Poem 2. William Carlos Williams: Landscape with the Fall of Icarus – poem 3. Characters: The Olympians: (Gods and Goddess): Zeus, Hera, Phoebus, Apollo, Aphrodite, Hermes, Pallas, Athena, Artemis, Hephaestus, Ares Other Gods, Deities & Supernatural Beings: Earth, Heaven, Cronus, Persephone, Prometheus, Damocles, , The Muses, The Furies, Oracle at Delphi Famous Heroes & Heroines: Odysseus, Hercules, Theseus, Oedipus, Tiresias	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit II	Classical Mythologies and Legends: Greek and Roman From <i>A Wonder Book for Girls and Boys</i> by Nathaniel Hawthorne 1. The Golden Touch - recounts the story of King Midas and his "Golden Touch". 2. The Paradise of Children - recounts the story of Pandora opening the box filled with all of mankind's Troubles. Mythical Characters: Pandora, Orpheus, , Medea,	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5

	Monsters: Medusa, The Minotaur, The Sphinx, The Cyclopes			
Unit III	Celtic and Egyptian Mythologies and Christian Legends: 1. Jesse L(aidlay) Weston' s <i>From Ritual to Romance</i> : CHAPTER X - The Secret Of the Grail (I) - The Mysteries 2. Sir James George Frazer's <i>The Golden Bough</i> (1922): Chapter XXXVIII. The Myth of Osiris	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit IV	Norse Creation Mythologies, African Creation Mythology and Christian Creation Legends: 1. The Bible: Job 41: 1- 34- Creation myth – Leviathan 2. The Bible: Genesis 1-5 : Creation and the first humans (Adam and Eve) 3. Lord Tennyson: "The Kraken" – Poem 4. Ngugiwa Thiong'o: Excerpts from <i>Weep Not, Child</i> - First Man and woman (Gikuyu and Mumbi)	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit V	Indian Mythologies and Legends 1. Stories from Ramayana ➤ The Story of Mareecha ➤ The Burning of Lanka 2. Stories from Mahabharatha ➤ Kurukshetra - The Battle & The Deception of Bheema ➤ The Dog ➤ The Bhagavad Gita 3. Stories from Puranas, Epics and Vedas ➤ The Story of Nala and Damayanthi ➤ The Story of Nacheeketa and Yama ➤ The Story of Ganga 4. The Story of Sakuntala	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5

**Recommended Texts:**

Berens, E. M. *A Hand-Book of Mythology: The Myths and Legends of Ancient Greece and Rome*. New York: Maynard, Merrill & Co. E-book.

Knappert, Jan. *An Encyclopaedia of Myth and Legend: Indian Mythology*. Aquarian Press. 1991.

Rajagopalachari, C. *Mahabharata and Ramayana*. Bharatiya Vidya Bhavan; 64th Ed. 2018.

Rose, H J. *A Hand Book of Greek Mythology*. New York: Routledge, 2005. E-book

*The Bible*. The Authorised Version.

## Elective - I (B) - English Language Teaching

### Objectives:

- To introduce students to basic features of Shakespeare studies.
- To appreciate Shakespearean language and its influence in the making of modern English
- To inculcate a sense of appreciation and critical thinking.
- To inculcate an aesthetic sense and art of living.

### Course Outcomes:

- CO1:** dissect the different methods of teaching English.
- CO2:** understand the scientific approach of the English language teaching.
- CO3:** study the different approaches of ELT.
- CO4:** compare and apply the approaches and methods of ELT.
- CO5:** practise the ICT techniques in ELT.

Unit	Content	Hours	COs	Cognitive Level
Unit I	Place of English in India-Issues involved in the Teaching of English- English as Foreign Language, Second Language, and English for specific purposes	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit II	<b>Approaches and Methods:</b> Grammar Translation Method - Audio-Lingual Method - Communicative Approach - Natural approach - Content-based Instruction - Task-based Language Teaching	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit III	Teaching of Prose, Poetry, Drama, Grammar, Composition - Teaching LSRW skills	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5, K6
Unit IV	Testing - Types of Tests - Characteristics of a Good Test - Preparation of Model Exercises and questions	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5, K6
Unit V	Use of Audio-Visual Aids- Television and Language Lab in Teaching English	12	CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5

### Recommended Text:

Varghese, Paul. *Teaching English as a Second Language*. New Delhi: Sterling Publishers, 1990.

### Reference Text:

Baruah ,T.C. *The English Teacher's Handbook*. New Delhi: Sterling Publishers, 1991.

Bright, John A., and G.P. McGregor. *Teaching English as a Second Language*. Longmans, 1970.

Richards, Jack C, and Theodore Rodgers. *Approaches and Methods in Language Teaching: A Description and Analysis*. Cambridge: Cambridge UP, 1986.



## Major XIII – Shakespeare

### Objectives:

- To introduce students to basic features of Shakespeare studies.
- To appreciate Shakespearean language and its influence in the making of modern English
- To inculcate a sense of appreciation and critical thinking.
- To inculcate an aesthetic sense and art of living.

### Course Outcomes:

- CO1:** Gain a first-hand knowledge of the plays of Shakespeare
- CO2:** Understand the distinctiveness of Shakespeare’s works and his intuitive understanding of human nature and the greatness of his craftsmanship.
- CO3:** Identify the social and intellectual background of the author and his works
- CO4:** Analyse the literary expertise of Shakespeare and his relevance to the current society
- CO5:** Appreciate Shakespearean language and its influence in the making of modern English

Unit	Content	Hours	COs	Cognitive Level
Unit I	Life and Works of Shakespeare Shakespearean Theatre, Music & Audience Sources of Shakespeare’s Plays		CO1 CO3 CO4 CO5	K1, K2, K3, K4, K5, K6
Unit II	Detail: As you Like it Non-Detail: A Midsummer Night’s Dream		CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5, K6
Unit III	Detail: Macbeth Non-Detail: Julius Caesar		CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5, K6
Unit IV	Detail: The Tempest Non-Detail: Henry IV – Part I		CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5, K6
Unit V	Sonnets: 24, 40, 56, 67, 130		CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5, K6

### Recommended Texts: Standard Editions of Texts

Shakespeare, William. *Complete Works of William Shakespeare*. New Delhi: Oxford and IBH, 1977.

### Reference Books

Bloom, Harold. *Modern Critical Interpretations*. Broomall: Chelsea Publishers, 2004.  
Bradley A.C. *Shakespearean Tragedy*. Middlesex. The Echo Library, 2007.

Charlton H.B. *Shakespearean Comedy*. Cambridge: Cambridge University Press, 2010.  
 Dobson, Michael. & Stanley Wells. eds. *The Oxford Companion to Shakespeare*. Oxford, 2012.  
 Hopkins, Lisa. *Beginning Shakespeare*. New York: Manchester University Press, 2005.  
 Kurian, Anna. *Shakespeare*. Orient Blackswan, 2016.  
 Leggatt, Alexander. *The Cambridge Companion to Shakespearean Comedy*. Cambridge, 2002.  
 Michael Neill, David Schalkwyk. *The Oxford Handbook of Shakespearean Tragedy*. Oxford, 2016  
 Tillyard, Eustace M. *W. Shakespeare's Last Plays*. Michigan: The Athlone Press, 1991.

### Major XIV – American Literature – II

#### Objectives:

- To introduce students to the literature of America.
- To identify and explain the historical, cultural and literary connections between texts.
- To inculcate a sense of appreciation and critical thinking.
- To inculcate an aesthetic sense and art of living.

#### Course Outcomes:

- CO1:** Examine the growth and influence of various philosophical movements  
**CO2:** Understand the distinct nature of American poets by analysing the poetic style and literary devices.  
**CO3:** Evaluate the development and progression of American Literature in the global forum.  
**CO4:** Analyse the racial questions as discussed in the works of the mixed-race writers.  
**CO5:** Examine the dramatic techniques employed by the American playwrights to exhibit the social and political tension of the respective age.

Unit	Content	Hours	COs	Cognitive Level
Unit I	1. "Figure of Poem Makes" - Robert Frost 2. "Noble Prize Acceptance Speech" – William Faulkner 3. "I Have a Dream" - Martin Luther King 4. "The Black writer and the Southern Experience" - Alice Walker from <i>In Search of our Mother's Garden</i>		CO1 CO3 CO4	K1, K2, K3, K4, K5
Unit II	1. "The Emperor of Ice Cream" - Wallace Stevens 2. "Mirror" - Sylvia Plath 3. "Chicago" – Carl Sandburg 4. "Anyone Lived in a Pretty How Town" - E.E. Cummings		CO1 CO2 CO3 CO4	K1, K2, K3, K4, K5
Unit III	1. "The Meadow Mouse" - Theodore Roethke 2. "Harlem" - Langston Hughes 3. "Patterns" - Amy Lowell 4. "Caged Bird" - Maya Angelou		CO1 CO2 CO3	K1, K2, K3, K4, K5

			CO4	
Unit IV	1. <i>All My Sons</i> - Arthur Miller		CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit V	1. <i>The Old Man and the Sea</i> - Earnest Hemingway 2. <i>The Scarlet Letter</i> - Nathaniel Hawthorne		CO1 CO2 CO3 CO4	K1, K2, K3, K4, K5
<p><b>Recommended Texts:</b> Standard Editions of Texts  Baym, Nina. et al. <i>The Norton Anthology of American Literature</i>. Vol. C. Fifth Avenue, USA, 2012.  Fisher, et al., eds. <i>American Literature of the Nineteenth Century Vol-1</i>. New Delhi: Eurasia, 1970. Print.  Oliver, Egbert S. ed. <i>American Literature (1890-1965): An anthology</i>. New Delhi: Eurasia, 1967. Print.</p> <p><b>Reference Books:</b>  Forester, Norman. Ed. <i>Introduction to American Poetry and Prose</i>. Boston : Hughton Mifflin, 1970. Print.  Gray, Richard. <i>A History of American Literature</i>. Chicago: Blackwell, 2004.  Hart, James D. and Phillip Leininger <i>Oxford Companion to American Literature</i>. New York: OUP, 2005  Larson, Kerry. <i>The Cambridge Companion to Nineteenth-Century American Poetry</i>. Cambridge University Press, 2011.  Van Doren, Carl. <i>The Cambridge History of American Literature</i>. New York: Macmillan, 1970.</p>				

### Major XV – Literary Criticism

#### Objectives:

- To introduce a wide range of critical methods and theories to students
- To enhance their analytical skills
- To mobilize various theoretical parameters in the analysis of literary texts.

#### Course Outcomes:

- CO1:** Understand and appreciate the representative English theories and criticism
- CO2:** Distinguish between literary theory and critical theory and apply them in the study of various genres of literature.
- CO3:** Examine the postulations of the various theories of literature
- CO4:** Recognize and critique the argument underlying critical writings
- CO5:** Acquaint with the different theories and apply selected theories to specific literary works

Unit	Content	Hours	COs	Cognitive Level
Unit I	“The Four Kinds of Meaning” – I.A. Richard “The Seventh Type of Ambiguity” – William Empson		CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit II	“Literary Criticism and Philosophy” – F.R. Levis “Tension in Poetry” – Allen Tate		CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit III	“The Sense of the Past” – Lionel Trilling “The Intentional Fallacy” – W.K. Winsatt Jr. and M.C. Beardsley		CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit IV	“The Language of Paradox” - Cleanth Brooks “Is there a Text in this Class?” – Stanley Fish		CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit V	“Towards a Feminist Poetics” – Elaine Showalter “Environmentalism and Ecocriticism” – Richard Kerridge		CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5

**Recommended Texts:**

Lodge, David. *Modern Critical Theories*. New Delhi: Pearson, 2014.

Ramaswamy, S and V.S. Sethuraman. *The English Critical Tradition: An Anthology of English Literary Criticism*. Madras: Macmillan, 1967

Sethuraman, V.S. *Literary Criticism*. Madras: Macmillan, 1971.

Waugh, Patricia. *Literary Theory and Criticism*. New Delhi: OUP, 2006.

**Reference Books:**

Nagarajan. M.S. *English Literary Criticism and Theory: An Introductory History*. Hyderabad: Orient Blackswan, 2006.

Nayar, Pramod. K. *Contemporary Literary and Cultural Theories: From Structuralism to Ecocriticism*. New Delhi: Pearson India, 2010.

Peter Barry, *Beginning Theory: An Introduction to Literary and Cultural Theory*. New Delhi: Viva Books, 2008.

Ravindranath, S. *Principles of Literary Criticism*. Chennai: Emerald Publisher, 2001.

## Elective II (A) – Postcolonial Literature

### Objectives:

- To introduce students to the literature of the third world countries.
- To expose students the social, cultural, historical ideas and issues that are rooted in the past and the present.
- To inculcate a sense of appreciation and critical thinking.
- To inculcate an aesthetic sense and art of living.

### Course Outcomes:

- CO1:** Understand the major themes and traditions of postcolonial literature  
**CO2:** Identify the characteristic features of literatures of various countries  
**CO3:** Analyse the nuances of literature and develop an interest in reading the literature of different countries  
**CO4:** Develop an ability to have mastery of different artistic expression.  
**CO5:** Examine narratives based on the real-world experiences

Unit	Content	Hours	COs	Cognitive Level
Unit I	“Decolonising the Mind: The Politics of Language in African Literature” - Ngugiwa Thiong'o “An Image of Africa” - Chinua Achebe “Survival” – Margaret Atwood		CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit II	“An African Elegy” - Ben Okri “Australia” - A.D.Hope “First Neighbours” - P K Page “Journey to the Interior” - Margaret Atwood “Ruins of a Great House” - Derek Walcott		CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit III	<i>The Lion and the Jewel</i> - Wole Soyinka		CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit IV	“Drover’s Wife” - Henry Lawson “Face” - Alice Munro “The Day They Burned the Books” - Jean Rhys “Six Feet of the Country” - Nadine Gordimer		CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit V	<i>Cry, the Beloved Country</i> - Alan Paton		CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5

### Recommended Texts: Standard Editions of Texts

Goodwin, K. L., and Alan Lawson. *The Macmillan Anthology of Australian Literature*. South Melbourne: Macmillan, 1990.

Narashimaha, C.D. *Anthology of Commonwealth Poetry*. New Delhi: Macmillan, 1985.

Soyinka, Wole. *The Lion and the Jewel*. London: Oxford, 1996.

Theime, John. *Postcolonial Literatures in English*. New Delhi: Arnold Heinemann, 1996.

### Reference Books

Ashcroft, Bill, Gareth Griggs and Helen Tiffin. *Key Concepts in Post-colonial studies*. Routledge: London, 2004. Print.

Bhomer, Eleke. *Postcolonialism*. New Delhi: OUP, 2001.

King, Bruce, ed. *The New National and Postcolonial Literatures: An Introduction*, Oxford: Clarendon, 1996

Young, Robert J. C. *Postcolonialism, A Historical Introduction*. London: Blackwell, 2001. Print.

### Elective - II (B) - Canadian Literature

#### Objectives:

To get an insight of the trends and techniques of the Canadian Literary World

To understand the themes and social issues that prevail in Canada

To comprehend the different cultural norms practised by the various communities in Canada

To inculcate a sense of appreciation and critical thinking

#### Course Outcomes:

**CO1:** Examine the concept and themes of Canadian literature

**CO2:** Understand the rich cultural diversity and aesthetics in Canadian Literature

**CO3:** Evaluate the literatures of Canadian writers

**CO4:** Identify the characteristic features of diaspora.

**CO5:** Interpret the diverse texts and distinguish their salient features

Unit	Content	Hours	COs	Cognitive Level
Unit I Poetry	“Brebeuf and his Brethren” - E.J. Pratt “Journey to the Interior” - Margaret Atwood “First Neighbours” - P.K. Page “I am Getting Old Now” - Robert Kroetsch “A Cry from an Indian Wife” - Emily Pauline Johnson		CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit II Prose	From “Survival : A Thematic Guide to Canadian Literature” - Margaret Atwood From “Backwoods of Canada” – Catherine Parr Traill “Where is the Voice Coming From?” – Rudy Wiebe		CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit III Drama	<i>Doc</i> - Sharon Pollock		CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit IV Novel	<i>Surfacing</i> – Margaret Atwood		CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5

Unit V Short Stories	“The Loons” – Margaret Laurence “Face” – Alice Munroe		CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
<p><b>Recommended Texts:</b> Standard Editions of Texts Narashimaha, C.D. <i>Anthology of Commonwealth Poetry</i>. New Delhi: Macmillan, 1985. Theime, John. <i>Postcolonial Literatures in English</i>. New Delhi: Arnold Heinemann, 1996.</p> <p><b>Reference Books</b> Dhawan, R.K., ed. <i>Canadian Literature Today</i>. New Delhi: Prestige Books, 1995 Nair, Ramachandran &amp; Snehaprabha ed. <i>Canadian Studies: New Perspectives</i>. New Delhi: Creative Books, 1998. Pandey, Sudhakar. <i>Perspectives on Canadian Fiction</i>. New Delhi: Prestige Books, 1993. Parameswari, D. ed. <i>Politics of Survival Studies in Canadian Literature</i>. New Delhi: Jane Publishers, 1999.</p>				

### Elective III (A) – Journalism and Mass Communication

#### Objectives:

- To introduce the basic aspects of Journalism
- To enable students to learn to write a news story, advertisements and editing and proof reading

#### Course Outcomes:

- CO1:** Identify the fundamentals of Journalism
- CO2:** demonstrate knowledge and understanding of media industry with along with practical and theoretical concepts of Journalism & Mass Communication
- CO3:** identify, define and investigate information and ideas related to issues and opportunities in Journalism & Mass Communication
- CO4:** Explore information and use digital literacy in capturing information from various media sources and develop innovative solutions
- CO5:** Acquire the skills and knowledge necessary to become an entry level technical or content writer in the media field

Unit	Content	Hours	COs	Cognitive Level
Unit I	Introduction to Journalism A Short History of Journalism in India Principles of Journalism Press Codes and Ethics of Journalism		CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5, K6
Unit II	Threats and Freedom of Press Press Laws – Defamation , Libel, Contempt of Court, Copyright Laws, Press Regulation Act, Press Registration Act, Law of Privileges, News Agencies,		CO1 CO2 CO3 CO4	K1, K2, K3, K4, K5, K6

	Press Council of India		CO5	
Unit III	Reporter, Sub-editor, Editor Reporting – News Value, Human Interest, Story Angle News – Types – Straight, interpretive, investigation, scoop, sting, headlines, editing, editorial, feature writing, personal column, reviews, interviews and press conference		CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5, K6
Unit IV	Layout and Designing – Types Advertisement – Types – Social Responsibility Editing and Proof Reading Photographic Journalism Cartoon		CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5, K6
Unit V	<b>In-House Magazine</b> Editorial – Column Writings – Collection of Articles – Feature Writings – Book, Film, Arts Reviews – Creative Writings – Entertainments –Interviews – Advertisements – Photographs – Cartoon & Caricatures – Layout, Design, Print.		CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5, K6
<p><b>Recommended Texts:</b>  Ahuja, B.N. <i>The History and Principles of Journalism</i>. New Delhi: Surjeeth Publications, 2001.  Ahuja, B.N. <i>Mass Media Communication</i>. New Delhi: Saurabh Publishing House, 2010.  Kamath, M.V. <i>Professional Journalism</i>. Uttar Pradesh (India): Vikas Publishers, 1980.  Kamath, M.V. <i>The Journalist Handbook</i>. New Delhi: Vani Educational Books, 1986.  Keval, Kumar.J. <i>Mass Communication in India</i>. New Delhi: Jaico Publishers, 2012.  Rangaswami, P. <i>Journalism in India</i>. Chennai: Macmillan, 2005.</p>				



### Elective - III (B) – Performing Arts and Communication

**Objectives:**

- To address the origin and development of performing arts and theatre
- To understand intercultural issues in performing arts
- To gain knowledge about communication through dance, drama and music

**Course Outcomes:**

- CO1:** Understand the history of arts and communication
- CO2:** Examine the characteristics of genres of theatre
- CO3:** Evaluate various socio-cultural values in arts
- CO4:** Compare and contrast various traditional art forms
- CO5:** Analyse modern trends in performing arts

Unit	Content	Hours	COs	Cognitive Level
Unit I	History of Performing Arts – A Socio-Cultural History of Traditional Communication – Performing Arts in Tamil Nadu – Performers – Masks – Body Adornment.		CO1 CO2 CO3 CO4	K1, K2, K3, K4, K5
Unit II	Theatre – Theatrology – Theatre And Opera – Drama – Stage – Romanticisation – Characteristics And Genres of Theatre Arts in India – Music Styles – Dance – Indian Dance – Styles.		CO1 CO2 CO3 CO5	K1, K2, K3, K4, K5
Unit III	Cross Cultural Studies in Performing Arts – Marginalization and Performing Arts – Empowerment – Feminism and Performing Arts		CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5
Unit IV	Street Theatre – Therukoothu – Folk Dance – Puppetry		CO1 CO2 CO3 CO4	K1, K2, K3, K4, K5
Unit V	Modern Trends in Drama And Performances – Digital Performance – Virtual Practices		CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5

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