



B.S. Abdur Rahman

**Crescent**

Institute of Science & Technology

Deemed to be University u/s 3 of the UGC Act, 1956

*Regulations 2016*  
*Curriculum and Syllabi*

(Amendments updated upto February 2022)

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**B.A. English (Hons.)**



**REGULATIONS 2016  
CURRICULUM AND SYLLABI  
(Amendments updated upto February 2022)**

**B.A.  
ENGLISH (Hons.)**



## **VISION AND MISSION OF THE INSTITUTION**

### **VISION**

B.S. Abdur Rahman Crescent Institute of Science and Technology aspires to be a leader in Education, Training and Research in multidisciplinary areas of importance and to play a vital role in the Socio-Economic progress of the Country in a sustainable manner.

### **MISSION**

- To blossom into an internationally renowned Institute.
- To empower the youth through quality and value-based education.
- To promote professional leadership and entrepreneurship.
- To achieve excellence in all its endeavors to face global challenges.
- To provide excellent teaching and research ambience.
- To network with global Institutions of Excellence, Business, Industry and Research Organizations.
- To contribute to the knowledge base through Scientific enquiry, Applied Research and Innovation.



**VISION AND MISSION OF THE  
DEPARTMENT OF ENGLISH**

**VISION**

- Aims to be a centre of excellence in higher education through academic and research programmes in English Literature, Language Teaching and its domains.

**MISSION**

- To undertake research in the area of English literature and language teaching to improve the language teaching and learning process.
- To disseminate the research outcomes through conferences and workshops for the benefit of faculty and students.
- To train the students of Engineering, Arts and Science and Law in written and oral communication using Information and Communication Technology tools.
- To collaborate with other Universities and Institutions in conducting research and training programmes.
- To provide knowledge and skills through under graduate and post graduate programmes focusing on English language and literature.



**PROGRAM EDUCATIONAL OBJECTIVES (PEOS)**

- To deliver knowledge and promote understanding of English Language and Literature in totality.
- To provide a holistic grooming of communication skills in English encompassing listening, speaking, reading and writing skills.
- To develop fundamental and in-depth knowledge and understanding of the history, evolution, intricacies and development of the language.
- To familiarize learners with the major literary movements in Great Britain, USA, Indian subcontinent and Asian countries.
- To enable learners to analyze and evaluate literary works on the basis of critical theories.
- To enable learners to write academic essays, assignments, research papers.
- To help students investigate on a research topic related to an area for which familiarity has been gained through undergraduate study or derived from an area pursued in one of the taught papers .
- To make them write a dissertation of 8000 words on the approved topic with MLA (Modern Language Association) guidelines.

**PROGRAM OUTCOMES:**

On successful completion of the programme, the graduates will

- Apply the knowledge of English Language and Literature to think critically and logically.
- Attain a holistic view of the study of English language and literature.
- Be able to pursue higher education programmes like M.A., M.Phil., Ph.D, etc.
- Write research papers and dissertations.
- Aptly use the knowledge and language skill to be employed in the academic field and industries.
- Communicate effectively and perform efficiently in the organization, social and personal life.
- Lead and manage a team effectively in varied situations.





**B.S. ABDUR RAHMAN CRESCENT INSTITUTE OF SCIENCE & TECHNOLOGY,  
REGULATIONS -2016****FOR****BACHELOR OF ARTS (B.A.) / BACHELOR OF BUSINESS ADMINISTRATION (BBA) /  
BACHELOR OF COMMERCE (B.Com.) / BACHELOR OF COMPUTER APPLICATIONS  
(BCA) / BACHELOR OF SCIENCE (B.Sc.)****DEGREE PROGRAMME (Semester Pattern)****(For Candidates admitted from the academic year 2016-2017 onwards)****1.0 PRELIMINARY DEFINITIONS & NOMENCLATURE**

In these Regulations, unless the context otherwise requires:

- i) **"Programme"** means Under Graduate Degree Programme (B.A./BBA/BCA/B.Com./B.Sc.).
- ii) **"Course"** means a theory or practical subject that is normally studied in a semester.
- iii) **"Institution"** means B.S. Abdur Rahman Crescent Institute of Science & Technology.
- iv) **"Dean (Academic Affairs)"** means the Dean (Academic Affairs) of B.S. Abdur Rahman Crescent Institute of Science & Technology.
- v) **"Dean (Student Affairs)"** means the Dean (Students Affairs) of B.S. Abdur Rahman Crescent Institute of Science & Technology.
- vi) **"Controller of Examinations"** means the Controller of Examination of B.S. Abdur Rahman Crescent Institute of Science & Technology, who is responsible for conduct of examinations and declaration of results.

**2.0 PROGRAMME OFFERED, DURATION AND ELIGIBILITY CRITERIA****2.1 U.G. Programmes Offered**

<b>Degree</b>	<b>Mode of Study</b>
B.A.	Full Time
BBA	Full Time
B.Com	Full Time
BCA	Full Time
B.Sc.	Full Time

## 2.2 Duration of the Programme

The duration of the undergraduate program shall be six semesters (three academic years).

## 2.3 Eligibility Criteria

**2.3.1** Students for admission to the first semester of the under graduate degree programme must have passed the Higher Secondary Certificate examination or any other examination of any authority accepted by this Institution as equivalent thereto.

S.No.	Programme	Eligibility Criteria
1	BCA	10 +2 (Higher Secondary) with Mathematics or equivalent subject
2	B.Sc. Computer Science	10 +2 (Higher Secondary) with Mathematics or equivalent subject
3	B.Sc. Bio Technology	10 +2 (Higher Secondary) with Chemistry as one of the subjects.
4	BBA (Financial Services)	10 +2 (Higher Secondary) with any stream or equivalent
5	BBA (General)	
6	BBA (Entrepreneurship & Family Business)	
7	B.Com. (General)	10 +2 (Higher Secondary) with Mathematics, Physics and Chemistry / Physics, Chemistry, Botany and Zoology /Commerce /Statistics as subjects.
8	B.Com (Accounts and Finance)	
9	B.Com. (Hons.)	
10	B.A. English (Hons.)	10 +2 (Higher Secondary) with any stream or equivalent

**2.3.2** Eligibility conditions for admission such as marks obtained, number of attempts in the qualifying examination and physical fitness will be as prescribed by

this Institution from time to time.

## 2.4 Streams of Study

Taking into consideration the rapid developments in technology and to cater the needs of the industry, the following programmes are offered

S.No	Program	Streams of Study
1.	BCA	i. Specialization in Cloud Technology and Information Security ii. Specialization in Mobile Applications and Information Security iii. Specialization in Data Science iv. Specialization in Multimedia and Web Application Development
2.	B.Sc.	i. Computer Science ii. Bio Technology
3.	BBA	i. General ii. Financial Services iii. Entrepreneurship & Family Business
4.	B.Com	i. General ii. Honors iii. Accounts and Finance
5.	B.A.	i. English (Hons.)

## 3.0 STRUCTURE OF THE PROGRAMME

3.1 The UG Programme consists of the following components as prescribed in the curriculum

- Core Courses
- Allied Courses
- Elective Courses
- Laboratory courses
- Laboratory integrated theory courses

- Value added Courses
- Project Work

**3.2** The curricula and syllabi of all UG programmes shall be approved by Board of Studies of the respective department and Academic Council of this Institution.

**3.3** Each course is normally assigned certain number of credits :

- One credit for one lecture period per week.
- One credit for one tutorial period per week.
- One credit each for lab sessions/project of two or three periods per week.
- One credit each for value added courses of two or three periods per week.

**3.4** The medium of instruction, examinations and project report shall be English, except B.A. Islamic Studies (Arabic medium) and for courses in languages other than English.

**3.5** The minimum number of credits to be earned for the successful completion of the program shall be as follows:

S.No.	Programme	Credits
1	BCA	131
2	B.Sc. Computer Science	131
3	B.Sc. Biotechnology	138 - 142
4	BBA (Financial Services)	123 - 132
5	BBA (General)	145 -162
6	BBA (Entrepreneurship & Family Business)	145 -162
7	B.Com. (General)	159
8	B.Com (Accounts and Finance)	165
9	B.Com. (Hons.)	165 -175
10	B.A. English (Hons.)	141

**3.6** The students shall normally register all the courses offered by the department in the semester in the respective programme as per the curriculum. However the registration in less number of courses by the students are permitted without affecting the prerequisite conditions after the approval of Head of the Department / Dean of School to give academic flexibility to students.

**3.7** Elective courses from the curricula are to be chosen with the approval of the Head of the Department/ Dean of School

#### **4.0 DURATION OF THE PROGRAMME**

**4.1** The minimum and maximum periods for the completion of the UG programmes are three years (6 semesters) and five years (10 semesters) respectively.

**4.2** Each semester shall consist of a minimum of 90 working days.

**4.3** Semester end examination will normally follow within a week after the last working day of the semester.

#### **5.0 CLASS ADVISOR AND FACULTY ADVISOR**

##### **5.1 Class Advisor**

A faculty member will be nominated by the HOD/Dean of School as Class Advisor for the class throughout the period of study.

The Class Advisor shall be responsible for maintaining the academic, curricular and co-curricular records of students of the class.

##### **5.2 Faculty Advisor**

To help the students in planning their courses of study and for general counseling, the Head of the Department / Dean of School of the students will attach a maximum of 20 students to a faculty member of the department who shall function as faculty advisor for the students throughout their period of study. Such faculty advisor shall guide the students in taking up the elective courses for registration and enrolment in every semester and also offer advice to the students on academic and related personal matters.

#### **6.0 COURSE COMMITTEE**

Each common theory course offered to more than one group of students shall have a "Course Committee" comprising all the teachers teaching the common course with one of them nominated as course coordinator. The nomination of the course coordinator shall be made by the Head of the Department / Dean of School / Dean (Academic Affairs) depending upon whether all the teachers teaching the common course belong to a single department or to several departments. The Course Committee shall meet as often as possible and ensure uniform evaluation of the tests and arrive at a common scheme of evaluation for the tests. Wherever it is feasible, the Course Committee may also prepare a common question paper for the test(s).

## **7.0 CLASS COMMITTEE**

A class committee comprising faculty members handling the courses, student representatives and a senior faculty member not handling the courses as chairman will be constituted semester-wise by the head of the department.

**7.1** The composition of the class committee will be as follows:

- One senior faculty member preferably not handling courses for the concerned semester, appointed as chairman by the Head of the Department
- Faculty members of all courses of the semester
- Six student representatives (male and female) of each class nominated by the Head of the Department in consultation with the relevant faculty advisors
- All faculty advisors and the class advisors
- Head of the Department - Ex-Officio Member

**7.2** The class committee shall meet at least three times during the semester. The first meeting shall be held within two weeks from the date of commencement of classes, in which the nature of continuous assessment for various courses and the weightages for each component of assessment shall be decided for the first and second assessment. The second meeting shall be held within a week after the date of first assessment report, to review the students' performance and for follow up action

**7.3** During these two meetings the student members, shall meaningfully interact and express opinions and suggestions to improve the effectiveness of the teaching-learning process, curriculum and syllabi, etc

- 7.4** The third meeting of the class committee, excluding the student members, shall meet within 5 days from the last day of the semester end examination to analyze the performance of the students in all the components of assessments and decide their grades in each course. The grades for a common course shall be decided by the concerned course committee and shall be presented to the class committee(s) by the concerned course coordinator.

## **8.0 REGISTRATION AND ENROLMENT**

- 8.1** Except for the first semester, every student shall register for the ensuing semester during a specified week before the semester end examination of the ongoing semester. Every student shall submit a completed registration form indicating the list of courses intended to be enrolled during the ensuing semester. Late registration with the approval of the Dean (Academic Affairs) along with a late fee will be permitted up to the last working day of the current semester.
- 8.2** From the second year onwards, all students shall pay the prescribed fees for the year on or before a specific day at the beginning of the semester confirming the registered courses. Late enrolment along with a late fee will be permitted up to two weeks from the date of commencement of classes. If a student does not enroll, his/her name will be removed from rolls.
- 8.3** The students of first semester shall register and enroll at the time of admission by paying the prescribed fees.
- 8.4** A student should have registered for all preceding semesters before registering for a particular semester.

## **9.0 COURSE CHANGE/ WITHDRAWAL**

### **9.1 Change of a Course**

A student can change an enrolled course within 10 working days from the commencement of the course, with the approval of the Dean (Academic Affairs), on the recommendation of the Head of the Department/ Dean of School of the student.

### **9.2 Withdrawal from a Course**

A student can withdraw from an enrolled course at any time before the first



assessment test for genuine reasons, with the approval of the Dean (Academic Affairs), on the recommendation of the Head of the Department/ Dean of School of the student.

## 10.0 TEMPORARY BREAK OF STUDY FROM A PROGRAMME

A student may be permitted by the Dean (Academic Affairs) to avail temporary break of study from the programme up to a maximum of two semesters for reasons of ill health or other valid grounds. A student can avail the break of study before the start of first assessment of the ongoing semester. However the total duration for completion of the programme shall not exceed the prescribed maximum number of semesters (vide clause 4.1). If any student is debarred for want of attendance or suspended due to any act of indiscipline, it will not be considered as break of study. A student who has availed break of study has to rejoin in the same semester only.

## 11.0 ASSESSMENT PROCEDURE AND PERCENTAGE WEIGHTAGE OF MARKS

11.1 Every theory course shall have a total of three assessments during a semester as given below:

Type of Assessment	Course Coverage in Weeks	Duration	Weightage of Marks
Assessment 1	1 to 6	1.5 hours	25%
Assessment 2	7 to 12	1.5 hours	25%
Semester End Exam	Full course	3 hours	50%

11.2 The components of continuous assessment for theory/practical/laboratory integrated theory courses shall be finalized in the first class committee meeting.

11.3 Appearing for semester - end examination for each course is mandatory and a student should secure a minimum of 40% marks in each course in semester end examination for the successful completion of the course.

11.4 Every practical course will have 60% weightage for continuous assessments and 40% for semester end examination. However a student should secure a minimum of

50% of the marks in the semester end practical examination.

- 11.5** For laboratory integrated theory courses, the theory and practical components shall be assessed separately for 100 marks each and consolidated by assigning a weightage of 75% for theory component and 25% for practical component. Grading shall be done for this consolidated mark. Assessment of theory component shall have a total of three assessments with two continuous assessments carrying 25% weightage each and semester end examination carrying 50% weightage. The student shall secure a separate minimum of 40% in the semester end theory examination. The evaluation of practical component shall be through continuous assessment.
- 11.6** In the case of Industrial training /Internship, the student shall submit a report, which will be evaluated along with an oral examination by a committee of faculty members, constituted by the Head of the Department/ Dean of School. The weightage for report shall be 60% and 40% for Viva Voce examination.
- 11.7** In the case of project work, a committee of faculty members constituted by the Head of the Department/ Dean of School will carry out three periodic reviews. Based on the project report submitted by the student(s), an oral examination (viva-voce) will be conducted as the semester end examination, for which one external examiner, approved by the Controller of Examinations, will be included. The total weightage for all periodic reviews will be 50%. Of the remaining 50%, 20% will be for the project report and 30% for the Viva Voce examination.
- 11.8** Assessment of seminars and comprehension will be carried out by a committee of faculty members constituted by the Head of the Department/ Dean of School.
- 11.9** For the first attempt of the arrear theory examination, the internal assessment marks scored for a course during first appearance will be used for grading along with the marks scored in the arrear examination. From the subsequent appearance onwards, full weightage shall be assigned to the marks scored in the semester end examination and the internal assessment marks secured during the course of study shall be ignored.

## **12.0 SUBSTITUTE EXAMINATIONS**

- 12.1** A student who has missed, for genuine reasons, a maximum of one of the two

continuous assessments of a course may be permitted to write a substitute examination paying the prescribed substitute examination fees. However, permission to write a substitute examination will be given under exceptional circumstances, such as accidents, admission to a hospital due to illness, etc. by a committee constituted by the Dean of School for that purpose. However there is no Substitute Examination for Semester End examination.

**12.2** A student who misses any continuous assessment test in a course shall apply for substitute exam in the prescribed form to the Head of the Department / Dean of School within a week from the date of missed assessment test. However the Substitute Examination will be conducted after the last working day of the semester and before Semester End Examination.

### **13.0 ATTENDANCE REQUIREMENT AND SEMESTER / COURSE REPETITION**

**13.1** A student shall earn 100% attendance in the contact periods of every course, subject to a maximum relaxation of 25% (for genuine reasons such as medical grounds or representing the Institution in approved events etc.) to become eligible to appear for the semester-end examination in that course, failing which the student shall be awarded "I" grade in that course. For the courses in which "I" grade is awarded, the student shall register and repeat the course when it is offered next.

**13.2** The faculty member of each course shall cumulate the attendance details for the semester and furnish the names of the students who have not earned the required attendance in that course to the Class Advisor. The Class Advisor will consolidate and furnish the list of students who have earned less than 75% attendance, in various courses, to the Dean (Academic Affairs) through the Head of the Department/ Dean of School. Thereupon, the Dean (Academic Affairs) shall announce the names of such students prevented from writing the semester end examination in each course.

**13.3** A student who has obtained 'I' grade in all the courses in a semester is not permitted to move to next higher semester. Such student shall repeat all the courses of the semester in the subsequent academic year.

**13.4** A student should register to re-do a core course wherein "I" or "W" grade is awarded. If the student is awarded, "I" or "W" grade in an elective course either the same

elective course may be repeated or a new elective course may be taken with the approval of Head of the Department / Dean of School.

- 13.5** A student who is awarded “U” grade in a course will have the option either to write the semester end arrear examination at the end of the subsequent semesters, or to redo the course in the evening when the course is offered by the department. Marks scored in the continuous assessment during the redo classes shall be considered for grading along with the marks scored in the semester-end (redo) examination. If any student obtained “U” grade in the redo course, the marks scored in the continuous assessment test (redo) for that course will be considered as internal mark for further appearance of arrear examination.
- 13.6** If a student with “U” grade, who prefers to redo the course, fails to earn the minimum 75% attendance while redoing that course, then he / she will not be permitted to write the semester end examination and his / her earlier “U” grade and continuous assessment marks shall continue.

#### **14.0 REDO COURSES**

- 14.1** A student can register for a maximum of two redo courses per semester in the evening after regular college hours, if such courses are offered by the concerned department. Students may also opt to redo the courses offered during regular semesters.
- 14.2** The Head of the Department, with the approval of Dean Academic Affairs, may arrange for the conduct of a few courses during the evening, depending on the availability of faculty members and subject to a specified minimum number of students registering for each of such courses.
- 14.3** The number of contact hours and the assessment procedure for any redo course will be the same as those during regular semesters except that there is no provision for any substitute examination and withdrawal from an evening redo course.

#### **15.0 PASSING AND DECLARATION OF RESULTS AND GRADE SHEET**

- 15.1** All assessments of a course will be made on absolute marks basis. The Class Committee, without the student members, shall meet within 5 days after the

semester-end examination and analyze the marks of students in all assessments of a course and award suitable letter grades. The letter grades and the corresponding grade points are as follows:

Letter Grade	Grade Points
S	10
A	9
B	8
C	7
D	6
E	5
U	0
W	0
I	0
AB	0

**"W"** denotes withdrawal from the course.

**"I"** denotes inadequate attendance and hence prevention from semester- end examination

**"U"** denotes unsuccessful performance in the course.

**"AB"** denotes absence for the semester-end examination.

- 15.2** A student who earns a minimum of five grade points in a course is declared to have successfully completed the course. Such a course cannot be repeated by the student for improvement of grade.
- 15.3** The results, after awarding of grades, shall be signed by the Chairman of the Class Committee and Head of the Department/Dean of Schools and the results shall be declared by the Controller of Examinations.
- 15.4** Within one week from the date of declaration of result, a student can apply for revaluation of his / her semester-end theory examination answer scripts of one or more courses, on payment of prescribed fee, through proper application to Controller of Examination. Subsequently the Head of the Department/ Dean of School offered the course shall constitute a revaluation committee consisting of Chairman of the

Class Committee as Convener, the faculty member of the course and a senior member of faculty knowledgeable in that course. The committee shall meet within a week to revalue the answer scripts and submit its report to the Controller of Examinations for consideration and decision.

**15.5** After results are declared, grade sheets shall be issued to each student, which will contain the following details:

- credits for each course registered for that semester.
- performance in each course by the letter grade obtained.
- total credits earned in that semester.
- Grade Point Average (GPA) of all the courses registered for that semester and the Cumulative Grade Point Average (CGPA) of all the courses taken up to that semester.

If  $C_i$  is the number of credits assigned for the  $i^{\text{th}}$  course and  $GPI$  is the Grade Point in the  $i^{\text{th}}$  course, GPA will be calculated according to the formula

$$GPA = \frac{\sum_{i=1}^n (C_i)(GPI)}{\sum_{i=1}^n C_i}$$

Where  $n$  = number of courses

The Cumulative Grade Point Average CGPA shall be calculated in a similar manner, considering all the courses enrolled from first semester.

“I” and “W” grades will be excluded for calculating GPA.

“U”, “I”, “AB” and “W” grades will be excluded for calculating CGPA.

The formula for the conversion of CGPA to equivalent percentage of marks shall be as follows:

Percentage Equivalent of Marks = CGPA X 10

**15.6** After successful completion of the programme, the Degree will be awarded with the following classifications based on CGPA.

Classification	CGPA
First Class with Distinction	8.50 and above and passing all the courses in first appearance and completing the programme within the Prescribed period of 6 semesters.
First Class	6.50 and above, having completed within a period

	of 8 semesters.
Second Class	Others

However, to be eligible for First Class with Distinction, a student should not have obtained 'U' or 'I' grade in any course during his/her study and should have completed the U.G. programme within 6 semesters (except break of study). To be eligible for First Class, a student should have passed the examination in all the courses within 8 semesters reckoned from his/her commencement of study. For this purpose, the authorized break of study will not be counted. The successful students who do not satisfy the above two conditions will be classified as second class. For the purpose of classification, the CGPA will be rounded to two decimal places. For the purpose of comparison of performance of students and ranking, CGPA will be considered up to three decimal places.

#### **16.0 ELECTIVE CHOICE:**

**16.1** Apart from the various elective courses listed in the curriculum for each programme, the student can choose a maximum of two electives from any stream of the same program during the entire period of study, with the approval of the Head of the parent department and the Head of the other department offering the course.

#### **16.2 Online / Self Study Courses**

Students are permitted to undergo department approved online/ self study courses not exceeding a total of six credits with the recommendation of the Head of the Department / Dean of School and with the prior approval of Dean Academic Affairs during his/ her period of study. In case of credits earned through online mode ratified by the respective Board of Studies, the credits may be transferred following the due approval procedures. The students shall undergo self study courses on their own with the mentoring of a member of the faculty. The online/ self study courses can be considered in lieu of elective courses.

#### **17.0 SUPPLEMENTARY EXAMINATION**

Final Year students can apply for supplementary examination for a maximum of three courses thus providing an opportunity to complete their degree programme. The

students can apply for supplementary examination within three weeks of the declaration of results.

## **18.0 PERSONALITY AND CHARACTER DEVELOPMENT**

**18.1** All students shall enroll, on admission, in any of the personality and character development programmes, NCC / NSS / NSO / YRC / Rotaract and undergo practical training.

- **National Cadet Corps (NCC)** will have to undergo specified number of parades.
- **National Service Scheme (NSS)** will have social service activities in and around Chennai.
- **National Sports Organization (NSO)** will have sports, games, drills and physical exercises.
- **Youth Red Cross (YRC)** will have social service activities in and around Chennai.
- **Rotaract** will have social service activities in and around Chennai.

## **19.0 DISCIPLINE**

**19.1** Every student is required to observe disciplined and decorous behavior both inside and outside the campus and not to indulge in any activity which will tend to affect the prestige of the Institution.

**19.2** Any act of indiscipline of a student, reported to the Dean (Student Affairs), through the HOD / Dean will be referred to a Discipline and Welfare Committee nominated by the Vice-Chancellor, for taking appropriate action.

## **20.0 ELIGIBILITY FOR THE AWARD OF DEGREE**

**20.1** A student shall be declared to be eligible for the award of 3 year Bachelor provided the student has:

- i) successfully completed all the required courses specified in the programme curriculum and earned the number of credits prescribed for the specialization,



within a maximum period of 10 semesters. from the date of admission, including break of study

- ii) no dues to the Institution, Library, Hostels
- iii) no disciplinary action pending against him/her.

**20.2** The award of the degree must have been approved by the Institution.

### **21.0 POWER TO MODIFY**

Notwithstanding all that has been stated above, the Academic Council has the right to modify the above regulations from time to time.

**B.S. ABDUR RAHMAN CRESCENT INSTITUTE OF SCIENCE AND TECHNOLOGY  
CURRICULUM & SYLLABI FOR  
B.A. ENGLISH (HONS.)  
(SIX SEMESTERS / FULL TIME)**

**SEMESTER I**

<b>S. No.</b>	<b>Course Code</b>	<b>Course Title</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
1	ENC 1183 / LNC 1182	General English – I / German- I	3	0	0	3
2	LNC 1184	General Tamil – I	3	1	0	3
3	ENC 1131	Social History of England	4	1	0	5
4	ENC 1132	Introduction to English Language	4	1	0	5
5	ENC 1133	English Literature: 14 <sup>th</sup> to 16 <sup>th</sup> Centuries	4	1	0	5
<b>Total Credits</b>						<b>21</b>

**SEMESTER II**

<b>S. No.</b>	<b>Course Code</b>	<b>Course Title</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
1	ENC 1284 / LNC 1282	General English II / German – II	3	0	0	3
2	LNC 1284	General Tamil – II	3	1	0	3
3	ENC 1231	English Literature:17th Century	4	1	0	5
4	ENC 1232	Indian Writing – I	4	1	0	5
5	ENC 1233	American Literature – I	4	1	0	5
6		Programme Elective – I	3	1	0	4
<b>Total Credits</b>						<b>25</b>

**SEMESTER III**

<b>S. No.</b>	<b>Course Code</b>	<b>Course Title</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
1	ENC 2131	Asian Literature	4	1	0	5
2	ENC 2132	English Literature: 18 <sup>th</sup> to 19 <sup>th</sup> Centuries	4	1	0	5
3	ENC 2133	Introduction to Literary Criticism	4	1	0	5

		and Theory - I				
4	ENC 2134	Indian Writing – II	4	1	0	5
5	ENC 2135	American Literature – II	4	1	0	5
6		Programme Elective II	3	1	0	4
<b>Total Credits</b>			<b>29</b>			

#### SEMESTER IV

S. No.	Course Code	Course Title	L	T	P	C
1	ENC 2231	Linguistics	4	1	0	5
2	ENC 2232	Post-colonial Literature	4	1	0	5
3	ENC 2233	Language and Media	4	1	0	5
4	ENC 2234	English Literature: 20 <sup>th</sup> Century	4	1	0	5
5		Programme Elective - III	3	1	0	4
<b>Total Credits</b>			<b>24</b>			

#### SEMESTER V

S. No.	Course Code	Course Title	L	T	P	C
1	ENC 3131	Introduction to Literary Criticism and Theory - II	4	1	0	5
2	ENC 3132	Subaltern Studies	4	1	0	5
3	ENC 3133	Translation Studies	4	1	0	5
4	ENC 3134	Shakespeare	4	1	0	5
5		Programme Elective - IV	3	1	0	4
<b>Total Credits</b>			<b>24</b>			

#### SEMESTER VI

S. No.	Course Code	Course Title	L	T	P	C
1	ENC 3231	Comparative Literature	4	1	0	5
2	ENC 3232	English for Research Purposes	4	1	0	5
3	ENC 3233	Dissertation	0	2	6	8
<b>Total Credits</b>			<b>18</b>			

**Total no of Credits: 141**

**Programme Elective – I****Semester – II**

<b>S. No.</b>	<b>Course Code</b>	<b>Course Title</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
1	ENCX 01	Public Speaking and Rhetoric	3	1	0	4
2	ENCX 02	Creative Writing	3	1	0	4
3	ENCX 04	English for Competitive Examinations Examinations	3	1	0	4
4	ENCX 05	Cultural Studies	3	1	0	4
5	ENCX 06	English for Communication Purposes	3	1	0	4

**Programme Elective – II****Semester – III**

<b>S. No.</b>	<b>Course Code</b>	<b>Course Title</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
1	ENCX 03	Feminist Writing	3	1	0	4
2	ENCX 11	Green Literature	3	1	0	4
3	ENCX 12	Journalism and Mass Communication	3	1	0	4
4	ENCX 13	Content Writing	3	1	0	4
5	ENCX 14	New Literatures	3	1	0	4

**Programme Elective – III****Semester – IV**

<b>S. No.</b>	<b>Course Code</b>	<b>Course Title</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
1	ENCX 21	Diaspora Studies	3	1	0	4
2	ENCX 22	Travel Literature	3	1	0	4
3	ENCX 23	English Language Teaching	3	1	0	4
4	ENCX 24	Introduction to Discourse Analysis	3	1	0	4

**Programme Elective – IV****Semester – V**

<b>S. No.</b>	<b>Course Code</b>	<b>Course Title</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
1	ENCX 31	Indigenous Studies	3	1	0	4
2	ENCX 32	World Classics	3	1	0	4
3	ENCX 33	Children's Literature	3	1	0	4
4	ENCX 34	Second language Writing	3	1	0	4
5	ENCX 35	English for Academic Purposes	3	1	0	4
6	ENCX 36	Computer Aided Language Teaching	3	1	0	4



**SEMESTER – I**

<b>ENC 1183</b>	<b>GENERAL ENGLISH I</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**OBJECTIVES:**

- To expose students to English literary texts.
- To help them interpret literary texts.
- To exhibit the effective use of the four skills of communication.
- To demonstrate the range of vocabulary and communicate effectively using grammatically correct language.

**MODULE - I** **8**

**Prose** Education  
**Poem** P.B. Shelley—"Ozymandias"  
 Formal Letter - Seeking permission for official purpose (attending conferences, symposium, etc.)  
**Short Story** O Henry - "Robe of Peace" (Extensive Reading) Language Focus-- Present Tense

**MODULE - II** **8**

Employment & Unemployment Letter of Invitation  
 Rudyard Kipling – "The Miracle of PuranBhagat" (Extensive Reading)  
 Language Focus – Past & future tense.

**MODULE - III** **8**

**Prose** A Dead Planet  
**Poem** Robert Herrick - "Gather Ye Rosebuds" Note Making  
 Language Focus – Affixes.

**MODULE - IV** **7**

**Prose** Riddles  
**Poem** Oliver Goldsmith - "The Village Schoolmaster" Language Focus--Prepositions & Articles.

**Short story** - William Somerset Maugham- "Mabel" (Extensive Reading).

**MODULE - V****7****Prose**

Gallopig Growth

**Poem**

William Blake - "From Auguries of Innocence"

**Précis Writing**

Language Focus--- subject verb Agreement.

**MODULE - VI****7****Poem**

Robert Browning- "The Last Ride Together"

**Developing story from hints****Short Story**

John Galsworthy - "Quality" (Extensive

Reading) Language Focus - Voice

**TOTAL HOURS – 45****REFERENCES:**

1. Krishnaswamy. N, Sriraman T. Current English for Colleges. Hyderabad: Macmillan Indian Ltd, 2006.
2. Dahiya SPS. Ed. Vision in Verse- An Anthology of Poems. New Delhi: Oxford University Press, 2002.
3. Swan,M.(2005). Practical English Usage. Oxford University Press.UK
4. Seshadri, K G Ed. Stories for Colleges. Chennai: Macmillan India Ltd, 2003.

**OUTCOMES:**

After completing the course the students would be able to

- Respond to literary texts efficiently.
- Appreciate and critically analyse literary texts.
- Use the four skills of the language
- Use vocabulary and grammatical expressions effectively.



**LNC1182****GERMAN I**

<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**OBJECTIVES:**

The resolves of this course are :

- To improve the proficiency of students in German language.
- To create awareness of using vocabulary among students.
- To expose them to correct grammatical forms of the language.
- To empower them for successful communication in the society.
- To understand matters which are of daily usage
- To understand them for describe the people need and their requirements.

**MODULE - - I****8**

Introduction to German alphabets, phonetics and pronunciation- Introducing themselves and others using simple sentences and answer to some basic personal questions-: Introduction to different types of articles and verbs, Nouns

**MODULE - II****8**

Understanding and responding to everyday queries like instruction, questions, - number & gender, pronouns, present and past tense.

**MODULE - III****7**

Short telephone messages, requests etc., if spoken slowly and clearly-- Detailed overview of articles, adjectives with/without articles, Preposition

**MODULE - IV****7**

Asking and giving directions using simple prepositions- Ability to fill basic information on forms while registering for courses / classes.

**MODULE - V****8**

Ability to extract and understand relevant information in a public announcement, broadcast, newspaper, radio etc-- dative & accusative.

**MODULE - VI****7**

Ability to describe about people, work, immediate environment, education and other topics related to personal needs in a concise manner-- Understanding of matters which are familiar and are encountered regularly like instances at school,work, at public places, places of leisure etc.

**TOTAL HOURS – 45****TEXT BOOKS:**

- Tangram aktuell 1 – Lektion 1–4 (Kursbuch + Arbeitsbuchmit Audio-CD zumArbeitsbuch), Rosa-Maria Dallapiazza, Eduard von Jan, TilSchönherr, Hueber Publisher, ISBN 978-3-19-001801-7

**PRACTICE BOOK:**

- Tangram aktuell 1 – Lektion 1–4 (Kursbuch + Arbeitsbuchmit Audio-CD zum Arbeitsbuch), Rosa-Maria Dallapiazza, Eduard von Jan, TilSchönherr, Hueber Publisher, ISBN 978-3-19-001801-7.

**REFERENCES:**

1. NETZWERK A1 TEXTBOOK, Deutsch  
alsFremdsprache,StefanieDengler,PaulRusch, Helen Schmitz,  
TanjaSieber, Langenscheidt and Klett, ISBN : 9788183076968
2. STUDIO D A1 (SET OF 3 BOOKS + CD), Hermann Funk. Cornelsen,  
ISBN: 9788183073509

**OUTCOMES:**

On successful completion of this course students are able to

- Show their proficiency in German Language.
- Use appropriate vocabulary in real life contexts.
- Use appropriate grammatical forms while communicating with people.
- Effectively use the language in social and academic contexts.
- Comprehend matters which are of daily usage
- Communicate as per people's need and requirement .

**LNC 1184****பொதுத் தமிழ் I /  
GENERAL TAMIL I****L T P C  
3 1 0 3****OBJECTIVES:**

- சமூக மாற்றச் சிந்தனைகளை உள்ளடக்கிய தற்கால இலக்கியங்களை அறிமுகம் செய்தல்
- புதுக்கவிதை, சிறுகதை, உரைநடை ஆகிய இலக்கியங்களின் நயம் பாராட்டுதல்
- சந்திப் பிழையின்றி எழுத மாணவர்களைப் பயிற்றுவித்தல்
- நவீன இலக்கிய சிந்தனைகளைப் புகட்டுதல்
- தமிழறிஞர்களை அறிமுகப்படுத்துதல்

**MODULE I இருபதாம் நூற்றாண்டு மரபுக்கவிதைகள் 8**

மனோன்மணியம் சுந்தரனார் - தமிழ்த்தாய் வாழ்த்து, பாரதியார் - யோக சித்தி, பாரதிதாசன் - நீங்களே சொல்லுங்கள், கண்ணதாசன் - காலக்கணிதம்

**MODULE II புதுக்கவிதைகள் 8**

இளஞ்சூரப் - போராட்டம், அப்துல் ரகுமான் - முதுமை, வைரமுத்து - அந்தி, நா.காமராசன் - அலிகள், தாமரை - ஒரு கதவும் கொஞ்சம் கள்ளிப்பாலும்,மேத்தா - தேசப்பிதாவுக்கு ஒரு தெருப்பாடகன் அஞ்சலி,ஹைக்கூ கவிதைகள்

**MODULE III சிறுகதைகள் 8**

பி.எஸ்.ராமையா - பணம் பிழைத்தது, ஜெயகாந்தன் - பால்வடியும் முகம், கி.இராஜநாராயணன் - நாற்காலி, சு.சமுத்திரம் - காகித உறவு, மாதவிக்குட்டி - நெய்ப்பாயாசம், தி.ஜானகிராமன் - முள்முடி

**MODULE IV மொழிப்பயிற்சி 7**

கலைச்சொல்லாக்கம், பிழை திருத்தம் (ஒருமை, பன்மை, ல-ள-ழகர, ர-றகர, ண-ந-ளகர வேறுபாடுகள்), அயற்சொற்களைதல்

**MODULE V இலக்கிய வரலாறு 7**

பாடந்தழுவியது (இருபதாம் நூற்றாண்டு மரபுக் கவிதைகள், புதுக்கவிதையின் தோற்றமும் வளர்ச்சியும், சிறுகதையின் தோற்றமும் வளர்ச்சியும்)

**MODULE VI படைப்பிலக்கியம் 7**

கவிதை எழுதுதல், சிறுகதை வரைதல்

**L – 45; P – 30; TOTAL HOURS – 75**

**REFERENCES:**

1. பொதுத்தமிழ் - செய்யுள்திரட்டு - தமிழ்த்துறை வெளியீடு
2. தமிழ் இலக்கிய வரலாறு - சோம. இளவரசு
3. சிறுகதைத் தொகுப்பு (கட்டுரைக்களஞ்சியம்)

**OUTCOMES:**

1. மாணவர்கள் சமூக மாற்றச் சிந்தனைகளை அறிந்துகொள்வர்
2. சந்திப்பிழைகளை நீக்கி எழுதும் திறன் பெறுவர்
3. புத்திலக்கியங்களைப் படைக்கும் திறனையும் திறனாய்வு செய்யும் திறனையும் பெறுவர்
4. தமிழ்மொழியில் காணப்பெறும் ஒலி மாறுபாடுகளை அறிந்து கொள்வர்
5. மரபுக்கவிதை புதுக்கவிதை குறித்த அறிவினைப் பெறுவர்

<b>ENC 1131</b>	<b>SOCIAL HISTORY OF ENGLAND</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>4</b>	<b>1</b>	<b>0</b>	<b>5</b>

**OBJECTIVES:**

- To make students familiar with the social history of England.
- To make students informed about various significant events happened at different times in England.

**MODULE --I** **15**

The Early  
History of  
England  
Tudor England  
The  
Renaissance  
The  
Reformation  
The Stuart Age  
Puritanism

**MODULE -- II** **15**

Restoration  
England Colonial  
Expansion  
The Age of Queen Anne  
The Agricultural  
Revolution The Industrial  
Revolution

**MODULE --III** **15**

Effects of French  
Revolution  
England at the beginning  
of the 19th Century

Victorian age  
Reform Bills  
The Development of Transport and Communication  
The Development of Education in Nineteenth Century

**MODULE --IV****15**

World Wars and their Effects  
Social Security and Welfare  
State  
Effects of Cold War

**MODULE --V****15**

Trade Unionism  
The origin and Growth of Political  
Parties Contemporary life in England

**TOTAL HOURS - 75****REFERENCES:**

1. G.M. Trevelyan ENGLISH SOCIAL HISTORY, (International Edition), March 3, 1987.
2. Padmaja Ashok – The Social History of England,(Orient Blackswan Pvt. Ltd), 2011.

**OUTCOMES:**

On completion of the course, the students will be able to

- Examine the important social and political events like Renaissance and Reformation in England
- Interpret the social phenomena during the age of Queen Anne.
- Evaluate the social scenario and scientific developments happened during Nineteenth Century in England.
- Manipulate a clear perception about the effects of world wars in England.
- Analyse the Contemporary life and political developments in England.

<b>ENC 1132</b>	<b>INTRODUCTION TO ENGLISH LANGUAGE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>4</b>	<b>1</b>	<b>0</b>	<b>5</b>

**OBJECTIVES:**

- To examine the origin, evolution and growth of English language .
- To analyze the Syntactic and Semantic structures of language.

**MODULE -- I****15**

Language: Language and Communication, Language Varieties: Standard and Non- standard language - Language change.

**MODULE -- II****15**

Old English –Anglo Saxon invasion –Viking invasion , Wessex Dialect Vocabulary, Inflection system, Word order, Norman invasion and the evolution of English, East Midland dialect ,Modern English –The evolution of Modern English, Heterogeneous vocabulary, Intonation.

**MODULE -- III****15**

Syntax and Semantics –Morphology-Foreign influences-Latin & Greek, French, Scandinavian, German-Word makers-Spencer, Shakespeare, Milton-The growth of dictionaries.

**MODULE -- IV****15**

Phonology, Phonetics, Standard English, Received Pronunciation.

**MODULE -- V****15**

English in the digital area-Phases in the development of language-oral/written phase- electronic/digital phase-Implications of digitalization-Language of e mails.

**TOTAL HOURS-75****REFERENCES:**

1. Baugh, A.C. A History of English Language. London: Taylor & Francis, 2012.
2. Crystal David, The Cambridge Encyclopedia of the English Language. Cambridge: CUP, 1995.

3. Jean, F. Wallwork. Language and Linguistics: An Introduction to the study of English Language. New Delhi: Heinemann Educational Books, 1979.
4. Wood, F.T., An Outline History of English Language. India: Macmillan Publishers, 2000.
5. Balasubramanian, T.A. Textbook of English Phonetics for Indian Students. New Delhi: Macmillan Publishers.
6. Yule, George. The Study of Language. Cambridge: CUP.

**OUTCOMES:**

After the completion of the course, students will be to:

- Demonstrate their knowledge on the origin and the evolution of language.
- Differentiate the major concepts associated with English such as Syntax and Semantics.
- Assess the impact of digitalization on English language.
- Explain the theories related to Phonetics, Phonetic transcription, etc.
- Describe the transformation undergone by English over the years.



<b>ENC 1133</b>	<b>ENGLISH LITERATURE: 14<sup>TH</sup> TO 16<sup>TH</sup> CENTURIES</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>4</b>	<b>1</b>	<b>0</b>	<b>5</b>

**OBJECTIVES:**

- To provide a working knowledge of the characteristics of various literary genres during the period.
- To develop analytical skills and critical thinking through reading, discussion, and written assignments.

**MODULE - I** **20**

Geoffrey Chaucer:

“The General Prologue” to The Canterbury Tales

“The Nun’s Priest’s Tale” (Penguin: 214-231; Norton 298-312)

“The Wife of Bath’s Tale” (Penguin: 258-292; Norton: 256-284)

**MODULE - II** **10**

Sidney: Astrophel and Stella–Sonnet No.

1 Edmund Spenser: Epithalamion

**MODULE - III** **15**

Francis Bacon: Of Discourse, Of Studies, Of Honour and Reputation, Of Expense

**MODULE - IV** **15**

Christopher Marlowe: Doctor

Faustus Thomas Kyd: The Spanish

Tragedy

**MODULE - V** **15**

Ben Jonson: Everyman in His Humour

Thomas Dekker: The Shoemaker’s

Holiday

**TOTAL HOURS - 75**

**TEXT BOOKS AND REFERENCES:**

1. *The Norton Anthology of English Literature Volume I*— Ed. Abrams (8th edition)
2. *The Canterbury Tales* —Geoffrey Chaucer (Penguin Coghill translation--any edition)
3. Sidney: *Astrophel and Stella*. Dodo press. 2010.
4. Beum, Robert Lawrence: Edmund Spenser: Epithalamion(The Merrill literary Casebook Series)C.E. Merrill, 1969
5. McCabe, Richard A. *The Oxford Handbook of Edmund Spenser*.OUP, 2014.
6. M.G Nayar. Ed. *A Galaxy of English Essayists: From Bacon to Beerbohm*, Vishakapatnam: Macmillan, 2007.
7. Marlowe, Christopher. *Doctor Faustus*. USA: Dover Publications. 1994
8. Kyd, Thomas. *Spanish tragedy*. Andrew Gurr, J.R. Mulryne – 2009
9. Jonson, Ben. *Every Man in His Humour*. The Floating Press, 2015.
10. Craig, D. H.: *Ben Jonson: The Critical Heritage*. Taylor & Francis US, 2010
11. Dekker, Thomas. *The Shoemaker's Holiday*. New Mermaids: Bloomsbury Methuen. 2016

**OUTCOMES:**

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

- Understand the representative British poets of the age and the spirit of the age which has shaped their intellect, outlook and creative output.
- Experience, interpret and evaluate poetry aesthetically.
- Interpret the nuances of prose.
- Inculcate artistic and ethical values inherent in the works.
- Formulate an insight into the political, social and intellectual background of the age through detailed study of the works as representative of the age.

**SEMESTER II**

<b>ENC 1284</b>	<b>GENERAL ENGLISH II</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>

**OBJECTIVES:**

- To expose students to English literary texts.
- To help them interpret literary texts.
- To exhibit the effective use of the four skills of communication.
- To demonstrate the range of vocabulary and communicate effectively using grammatically correct language

**MODULE - I** **8**

<b>Prose</b>	Qahwah
<b>Poem</b>	William Wordsworth – “Nutting” Letter to Editor
<b>Short Story</b>	G.K.Chesterton – The Hammer of God (Extensive Reading)
Language Focus-- Modals & Auxiliary Verbs	

**MODULE - II** **7**

<b>Prose</b>	Environment
<b>Poetry</b>	John Keats – “La Belle Dame Sans Merci”
<b>Short Story</b>	Katherine Mansfield—A Cup of Tea (Extensive Reading)
<b>Dialogue Writing</b>	
Language Focus---If Clauses	

**MODULE - III** **8**

<b>Prose</b>	A Dilemma
<b>Poetry</b>	Robert Frost – “Design”
<b>Short Story</b>	Thomas Wolfe—The Far and the Near (Extensive Reading)
<b>Conversations</b>	
Language Focus---Question Tags.	

**MODULE - IV** **7**

<b>Prose</b>	Computeracy
<b>Poetry</b>	Sarojini Naidu – “The Gift of India”

**Short Story** R.K. Narayan – “Half a Rupee Worth” (Extensive Reading) Language Focus ---‘Wh’ & Yes/No Questions

**7****MODULE - V**

**Prose** War Minus Shooting

**Poetry** Nissim Ezekiel – “The Night of The Scorpion”

**Report Writing**

Language Focus---Direct to Indirect

**MODULE - VI****8**

**Poetry** Mathew Arnold –Dover Beach

**Short Story** Ruskin Bond – “The Boy Who Broke the Bank” (Extensive Reading)

Language Focus—Common Errors

**TOTAL HOURS – 45****REFERENCES:**

1. Krishnaswamy. N, Sriraman T. Current English for Colleges. Hyderabad: Macmillan Indian Ltd, 2006.
2. Dahiya SPS. Ed. Vision in Verse- An Anthology of Poems. New Delhi: Oxford University Press, 2002.
3. Swan,M.(2005). Practical English Usage. Oxford University Press.UK
4. Seshadri, K G Ed. Stories for Colleges. Chennai: Macmillan India Ltd, 2003.

**OUTCOMES:**

On successful completion of this course students are able to

- Respond to literary texts efficiently.
- Appreciate and critically analyse literary texts.
- Use the four skills of the language
- Use vocabulary and grammatical expressions effectively.

**LNC1282****GERMAN II**

L	T	P	C
3	0	0	3

**OBJECTIVES:**

The goals of this course are,

- To improve the proficiency of students in German language.
- To create awareness of using vocabulary among students.
- To expose them to correct grammatical forms of the language.
- To empower them for successful communication in the society.
- To understand matters which are of daily usage

**MODULE - I****8**

Shopping for food and going to restaurants, Recent events, Personal experiences, Apologies and excuses

**MODULE - II****8**

Studying German Wishes and needs, Plans and projects, Certainty and probability, Physical condition, illness and remedies

**MODULE - III****7**

A birthday party, Food and drink, Presents and Congratulations

**MODULE - IV****7**

Travelling (I), Biographies, Important events in life, Social situations.

**8****MODULE - V**

Telephone conversations, appointments and invitations, Travelling (II), City life: public places, transport and directions, Leisure activities

**MODULE - VI****7**

Objects, shapes and material, Speaking about historical events, Childhood and memories, Personality traits

**TOTAL HOURS – 45**

**TEXT BOOKS:**

- Course book :Tangram aktuell 1 – Lektion 5–8 (Kursbuch + Arbeitsbuchmit Audio-CD zumArbeitsbuch), Rosa-Maria Dallapiazza, Eduard von Jan, TilSchönherr, Hueber Publisher, 9788183070867

**PRACTICE BOOK:**

1. Tangram aktuell 1 – Lektion 5–8 (Kursbuch + Arbeitsbuchmit Audio-CD zumArbeitsbuch), Rosa-Maria Dallapiazza, Eduard von Jan, TilSchönherr, Hueber Publisher, ISBN 9788183070867

**REFERENCES:**

1. NETZWERK A2 TEXTBOOK, Deutsch alsFremdsprache,StefanieDengler,PaulRusch, Helen Schmitz, TanjaSieber, Langenscheidt and Klett, ISBN : 9788183077231, 2015
2. STUDIO D A2 (SET OF 3 BOOKS + CD), Hermann Funk. Cornelsen, ISBN: 9788183073516, 2005.

**OUTCOMES:**

On successful completion of this course students are able to

- Show their proficiency in German Language.
- Use appropriate vocabulary in real life contexts.
- Use appropriate grammatical forms while communicating with people.
- Effectively use the language in social and academic contexts.
- Understands matters which are of daily usage.
- Familiarizes with objects and its shape.

<b>LNC 1284</b>	<b>வொதுத் தமிழ் II / TAMIL II</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>3</b>	<b>1</b>	<b>0</b>	<b>3</b>

**OBJECTIVES:**

- சமூகமாற்றச் சிந்தனைகளைஉள்ளடக்கியதற்கால இலக்கியங்களைஅறிமுகம் செய்தல்
- புதுக்கவிதை,சிறுகதை,உரைநடைஆகிய இலக்கியங்களின் நயம் பாராட்டுதல்
- சந்திப் பிழையின்றி எழுதமானவர்களைப் பயிற்றுவித்தல்
- நவீன இலக்கிய சிந்தனைகளைப் புகட்டுதல்
- தமிழறிஞர்களை அறிமுகப்படுத்துதல்

**MODULE I      அற இலக்கியங்கள்      9**

திருக்குறள் - சொல்வன்மை (65ஆம் அதிகாரம்)நூலடியார் - அவையறிதல் (5 பாடல்கள் - 32ஆம் அதிகாரம்),பழமொழிநானூறு - இன்னசெய்யாமை(5 பாடல்கள்), இனியவைநாற்பது - முதலைந்துபாடல்கள்

**MODULE II      பக்தி இலக்கியங்கள்      9**

தேவாரம் - மூவர் தேவாரம் (15 பாடல்கள்) அப்பர் தேவாரம்,திருஞானசம்பந்தர் தேவாரம்,சுந்தரர் தேவாரம் (ஒவ்வொன்றிலிருந்தும் ஐந்துபாடல்கள்),காரைக்காலம்மையார் - மூன்றுபாடல்கள் (அற்புதத் திருவந்தாதி),மாணிக்கவாசகர் - திருவெம்பாவை (தேர்ந்தெடுக்கப்பெற்ற 5 பாடல்கள்),ஆண்டாள் - திருப்பாவை (தேர்ந்தெடுக்கப்பெற்ற 5 பாடல்கள்),குலசேகராழ்வார் - திருவேங்கடத்தில் பிறத்தலும் இருத்தலும் போதுமெனல் (11 பாசுரம்)

**MODULE III      காப்பியங்கள்      9**

மணிமேகலை - ஆதிரைபிச்சையிட்டகாதை (20 அடிகள் மட்டும்), கம்பராமாயணம் - பாலகாண்டம்,நாட்டுப்படலகம் (10 பாடல்கள் மட்டும்), இரட்சணியயாத்ரிகம் - சிலுவைப்பாடு (10 பாடல்கள்),சீறாபுராணம் - மாணுக்குப் பிணைநின்றபடலம் (6 பாடல்கள்)

**MODULE IV      கட்டுரைகள்      9**

உ.வே.சாமிநாதையர் - தமிழ்நாட்டு வணிகர். வ.இராமசாமி ஐயங்கார் - மூதறிஞர் இராஜகோபாலாச்சாரியார், மா.இராசமாணிக்கனார் - சித்தன்னவாசல் ஓவியங்கள், பி.எல்.சாமி-சங்க இலக்கியத்தில் அறிவியல் கலை,க.கைலாசபதி - பாரதியும் மேனாட்டுக் கவிஞரும்,தொ. பரமசிவன் - சொல்லும் பொருளும்.

**MODULE V இலக்கியவரலாறு****8**

அற இலக்கியங்களின் தோற்றமும் வளர்ச்சியும், சைவவணவ இலக்கியங்கள் தோற்றமும் வளர்ச்சியும், காப்பியங்கள் தோற்றமும் வளர்ச்சியும், உரைநடைதோற்றமும் வளர்ச்சியும்

**MODULE VI மொழிப்பயிற்சி****8**

இலக்கணக் குறிப்புத் தருதல், வல்லினம் மிகுமிடங்களும், மிகாவிடங்களும், மொழிபெயர்ப்பு (ஆங்கிலத்திலிருந்து தமிழில் பெயர்த்தல்), கடிதங்களும் வகைகளும்

**L-39, T-13, TOTAL HOURS – 52****REFERENCES:**

1. பொதுத்தமிழ் - செய்யுள்திரட்டு - தமிழ்த்துறைவெளியீடு
2. தமிழ் இலக்கியவரலாறு - சோம. இளவரசு
3. சிறுகதைத் தொகுப்பு (கட்டுரைக்களஞ்சியம்)

**OUTCOMES:**

- மாணவர்கள் சமூக மாற்றச் சிந்தனைகளை அறிந்துகொள்வர்
- சந்திப்பிழைகளை நீக்கி எழுதும் திறன் பெறுவர்
- புத்திலக்கியங்களைப் படைக்கும் திறனையும் திறனாய்வு செய்யும் திறனையும் பெறுவர்
- தமிழ்மொழியில் காணப்பெறும் ஒலி மாறுபாடுகளை அறிந்து கொள்வர்
- மரபுக்கவிதை – புதுக்கவிதை குறித்த அறிவினைப் பெறுவர்



<b>ENC 1231</b>	<b>ENGLISH LITERATURE: 17<sup>th</sup> Century</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>4</b>	<b>1</b>	<b>0</b>	<b>5</b>

**OBJECTIVES:**

- To familiarize students with prose, poetry and drama produced in the 17<sup>th</sup> century.
- To read, discuss and write about some of the key texts of 17<sup>th</sup> century writers.

**MODULE - I** **20****Poetry**

John Milton (1608-1674) Paradise Lost, Book IX (1667)

**MODULE - II** **10****Poetry**

Sir Walter Raleigh(1554-1618)The Nymph's Reply to the Shepherd" (1600)  
William Shakespeare(1564-1616) : Sonnet 106, sonnet 138, sonnet 98(1609)  
George Herbert (1593-1633) The Pulley (1633)  
John Dryden (1631 - 1700)A Song for St.Cecilia's Day (1687)

**MODULE - III** **15****Prose**

Sir Thomas Browne (1605-82) ReligioMedici(1642)

**MODULE - IV** **15****Drama (Comedy)**

William Shakespeare(1564-1616)  
Measure for measure(1603-1604)  
All's well that Ends well (1604-  
1605)

**MODULE - V** **15****Drama(Tragedy)**

William Shakespeare(1564-  
1616) King Lear (1605-1606)

Macbeth (1606)

**TOTAL HOURS - 75**

**REFERENCES:**

1. Milton, John: The Paradise lost / by John Milton. With notes, explanatory and critical. Ed. by Rev. James Robert Boyd. New York : Baker and Scribner, 1851.
2. Raleigh, Walter: Choice of Sir Walter Raleigh's Verse., January 1992, Faber & Faber Limited, Paperback.
3. Shakespeare's Sonnets: Macmillan January 1964
4. Herbert, George: The Complete English Poems (Ed) John Tobin ,Penguin Books, 1991, 2004
5. <https://www.poetryfoundation.org/poems/44185/a-song-for-st-cecilias-day-1687>
6. Brown, Sir Thomas: Religio Medici, Oxford, Published by J.Vincent ,June 1831
7. Bloom, Herald, Bloom's Modern Critical Views: William Shakespeare: Comedies. New Edition, Bloom's Literary Criticism. An imprint of Info base Publishing, New York 2009
8. Shakespeare's Tragedies: Ed. Emma Smith, Blackwell Publishing LTD 2004, USA

**OUTCOMES:**

After the completion of the course the students will be able to:

- Demonstrate their knowledge in prose, poetry and drama produced in the 18<sup>th</sup> century.
- Interpret some of the key texts of 17th century writers.
- Employ a range of interpretative methods to gain knowledge .
- Analyse the role of language in creating a national and cultural identity.
- Comprehend the relationship between culture, power and history.

<b>ENC 1232</b>	<b>INDIAN WRITING - I</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>4</b>	<b>1</b>	<b>0</b>	<b>5</b>

**OBJECTIVES:**

- To introduce students to the Indian writers who have written in English.
- To familiarize the students with the ethos of India.

**MODULE - I** **15****Poetry:**

Kamala Das-Introduction, Nissim Ezekiel-'A Poem of Dedication, Sarojini Naidu-'A Soul's Prayer', Toru Dutt-'Our Casuarina Tree, A.K Ramanujan- Anxiety.

**MODULE - II** **15****Prose:**

Rabindranath Tagore-The Creative Ideal, Amartya Sen-The Argumentative Indian: (The Indian Identity pg. nos: 334-356)

**MODULE - III** **15****Drama:**

Manjula Padmanabhan- Lights Out, Girish Karnad- Wedding Album (Detailed)

**MODULE - IV** **15****Fiction:**

Mulk Raj Anand- *The coolie*, Bharati Mukherjee- *Desirable Daughters*

**MODULE - V** **15****Short stories:**

R.K. Narayanan's selected short stories from *Malgudi Days* -1. The Astrologers  
Day 2. The Missing Mail 3. Fellow feeling 4. The Tiger's Claw.

**TOTAL HOURS - 75****REFERENCES:**

1. Anand, Mulk Raj. *Coolie*. Penguin Books India, 1994.
2. Das, Kamala. *Kamala Das-The Old Playhouse And Other Poems*. Orient

- Blackswan, 2004.
3. Dheen, Ambala. "A Study of Indian English Poetry." Ghose, Sisirkumar. *Rabindranath Tagore*. SahityaAkademi, 2007.
  4. Dutt, Toru. *Toru Dutt: Collected Prose and Poetry*. Oxford University Press, USA, 2006.
  5. Ezekiel, Nissim. *Collected poems 1952-1988*. Oxford University Press, 1989.
  6. Karnad, Girish. *Wedding Album*. OUP India, 2008.
  7. Mukherjee, Bharati. *Desirable daughters*. Bentang, 2008.
  8. Padmanabhan, Manjula. "Lights Out." *Body Blows: Women, Violence and Survival*. Calcutta: Seagull Books (2000).
  9. Paranjape, Makarand. *Sarojini Naidu: Selected poetry and prose*. New Delhi: Rupa., 2010.
  10. Sen, Amartya. *The argumentative Indian: Writings on Indian history, culture and identity*. Macmillan, 2005.
  11. Tagore, Rabindranath. "The Creative Ideal", *The Creative Ideal and Other Essays* (E-Book), Open Education Project\*OKFN, India.  
< <https://in.okfn.org/files/2013/07/The-Creative-Ideal-and-Other-Essays-.pdf>>
  12. Trivedi, H. C., and N. C. Soni. "Short Stories of RK Narayan." *Indian Literature* 16.3/4 (1973): 165-179.

## OUTCOMES

### At the end of the semester the students will be able to:

- Analyze the various elements of poetry, such as diction, tone, form, genre, imagery, figures of speech, symbolism, theme, etc.
- Criticize diverse prose texts within their historical and cultural contexts, developing a critical understanding of how literature can both uphold and resist existing structures of power.
- Analyze works in dramatic literature
- Interpret fiction with a focus upon cultural contexts, complexity, and aesthetic value.
- Appreciate the short stories in Indian, social and cultural contexts.

<b>ENC 1233</b>	<b>AMERICAN LITERATURE - I (FROM 1800 TO 1910)</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>4</b>	<b>1</b>	<b>0</b>	<b>5</b>

**OBJECTIVES:**

- To learn and understand American literary periods
- To read and understand the contribution of different texts and authors to American literary tradition

**MODULE - I: BACKGROUND HISTORY 15**

Overview of American social history – Native American influence - American literary periods – Authors and writers of various periods

**MODULE - II: POETRY 15**

Emily Dickinson (1830-1886): "I am Nobody"

Robert Frost (1874-1963): "The Road not Taken"

Wallace Stevens (1879-1955): "Of Modern Poetry"

Walt Whitman (1819-1892): "O Captain My Captain!"

**MODULE - III: PROSE 15**

Martin Luther King (1962): I Have a Dream

Ralph Waldo Emerson (1803-1882): Self-Reliance

**MODULE - IV: DRAMA 15**

Eugene O' Neill (1888-1953): Emperor Jones

Anna Cora Mowatt (1819-1870): Fashion

**MODULE - V: SHORT STORIES & NOVELS 15**

Washington Irving (1783-1859): Rip Van Winkle

Edgar Allan Poe (1809-1849): The Tell-tale

Heart

Mark Twain (1835-1910): The Adventures of Huckleberry

Finn Kate Chopin (1850-1904): The Awakening

**TOTAL HOURS - 75**

**REFERENCES**

1. Fisher, et al., eds. American Literature of the Nineteenth Century Vols I & II. New Delhi: Eurasia, 1970.
2. James D. Hart. Phillip Leininger. The Oxford Companion to American Literature. Oxford: OUP, 1995.
3. Leary, Lewis and John Auchard. American Literature: A Study and research Guide. New York: St. Martin's, 1976.
4. Oliver, Egbert S. ed. American Literature (1890-1965): An Anthology. New Delhi: Eurasia, 1994.
5. Nina Baym, Ronald Gottesman, et al. The Norton Anthology of American Literature. Fifth Edition. Volume 1. New York: Norton, 1998.
6. Robert, Spiller. E. et al. Eds. Literary History of the United States. III Vols. New York: Macmillan, 1953.
7. Lenwood, Davis (1973) I Have a Dream: The Life and Times of Martin Luther King, Jr, Praeger Publications.

**OUTCOMES:**

After the completion of the course, the students will be able to:

- Demonstrate knowledge of major literary movements, figures and works in American literature
- Analyse the major early works of American writers
- Identify and describe distinct literary characteristics of 20th century American literature
- Interpret the literary works using appropriate literary forms and terminology
- Apply the knowledge of cultural and historical contexts of 20th century American literary texts

**SEMESTER III**

<b>ENC 2131</b>	<b>ASIAN LITERATURE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>4</b>	<b>1</b>	<b>0</b>	<b>5</b>

**OBJECTIVES:**

- To learn and understand Asian literature
- To read and understand the contribution of different texts and authors to Asian literary tradition
- To understand the importance of Asian Literature

**MODULE - I: Background history** **15**

Overview of Asian history of Chinese, Nepali, Pakistani & Korean-Why South Asian Studies- Difference between South Asian studies and post-Colonial Literature.

**MODULE - II: Poetry** **15**

Shu Ting (1952) (Chinese): The cry of a Generation

Dhiraj Rai (Nepali): About my Mother

Zehra Nigah (1937) (Pakistani): Justice

Hah Jonggi (Korean): The World of the Wind

**MODULE - III: Prose** **15**

Lafcadio Hearn (1850-1904) (Japanese): Mosquitoes

J. Vijayatunga (1902) (Sri Lankan): Village goes down

**MODULE - IV: Drama** **15**

Raine: Roof Top Prince

Zeami Motokiyo (1363) (Japanese): Hogoromo

**MODULE - V: Short Stories & Novels** **15**

Shin-kyung-sook (1963): Please look after my mom Mohammed Hanif

(1964): A Case of Exploring Mangoes Lu Hsun (1881-1936): Tomorrow

Sunethra Rajakarunanayake (Sri Lankan): SMS

**REFERENCES:**

1. Ganesan.S. Asian Voices: An Anthology of Asian Writings in English. Chennai: New Century Book House, 2015.
2. Shamsie, Muneeza. And the World Changed: Contemporary Stories by Pakistani Women. N.p., 2008.
3. Tyler, Royall. Ed. & Trans. Japanese No Dramas. London: Penguin Books, 2004.
4. Wijesinha, Rajiva. Bridging Connections: An Anthology of Sri Lankan Short Stories. New Delhi: National Book Trust, 2007.
5. Yeh,M. Anthology of Modern Chinese Poetry.
6. Gregory. M.Pflugfelder and Brett.L. Walker, History of Culture in Japan's Animal Life. The University of Michigan, Ann Arbor 2005.
7. Hogoromo published by Danielle Broussard at Smashwords.

**OUTCOMES:**

- Demonstrate the knowledge of the discipline of Asian Studies.
- Demonstrate the awareness of the wide range of Asian cultures.
- Analyze more than one Asian culture from an historical perspective.
- Describe and analyze the pre-eminent literary texts or artistic artifacts of an Asian culture.
- Write analytically and lucidly.
- Analyse the significance of Asian Literature.



**ENC 2132                      ENGLISH LITERATURE 18<sup>th</sup> to 19<sup>th</sup>  
CENTURIES**

**L    T    P    C**  
**4    1    0    5**

**OBJECTIVES:**

- To familiarize students with prose, poetry and drama produced in the 18<sup>th</sup> and 19<sup>th</sup> century.
- To read, discuss and write about some of the key texts of 18<sup>th</sup> and 19<sup>th</sup> century writers

**MODULE -I Background History 15**

Overview of the 18<sup>th</sup> and 19<sup>th</sup> Century literature, progress in science, commerce and trade and American and French Revolutions.

**MODULE - -II Poetry 15**

Alexander pope (1688-1744) "*The Rape of the Lock*":  
*Canto 1* Thomas Gray (1716-1771) "*Elegy Written in a Country Churchyard*"  
John Keats (1795-1821) "*Ode to a Nightingale*"  
Alfred, Lord Tennyson (1809-1892) "*Ulysses*"

**MODULE - - III Prose 10**

Joseph Addison (1672 – 1719) "Meditations in Westminster Abbey"  
Charles Lamb: (1775-1834) "The praise of Chimney sweepers"  
William Hazlitt (1778-1830) "On Prejudice"

**MODULE - - IV Novels 20**

Jonathan Swift (1667-1745) "Gulliver's Travels"  
Charles Dickens (1812-1870) "The Tale of Two Cities"  
Thomas Hardy (1840-1928) "The Return of the Native"

**MODULE - - V Drama 15**

Oliver Goldsmith (1728-1774) "She Stoops to Conquer"  
Oscar Wild (1854-1900) "A Florentine  
Tragedy"

**REFERENCES:**

1. The Rutledge History of Literature in English, 3rd edition by Ronald Carter and John McRae published in 2016.
2. The Short Oxford History of English Literature, 3rd edition by Andrew Sanders published in 2004.
3. A Critical History Of English Literature by David Daiches January 2011
4. Selected Poems: Tennyson (Penguin Classics) 2007 by Alfred Lord Tennyson (Author)
5. Critical Essays from the Spectator by Joseph Addison: With Four Essays by Richard Steele (Oxford Press) 1970 by Donald F Bond (Editor)
6. Rural Life in Eighteenth-Century English Poetry (2009) By John Goodridge
7. John Keats and the Ideas of the Enlightenment (2009) by Porscha Fermanis
8. England in 1819 : the politics of literary culture and the case of romantic historicism (1998) by Chandler, James K
9. The Cambridge History of Victorian Literature 2012 (Hillman General Collection)
10. English literature, 1789-1815 by Renwick, W. L. (William Lindsay) Oxford, and Clarendon Press 1963
- 11 [https://www.google.co.in/books/edition/The\\_Return\\_of\\_the\\_Native](https://www.google.co.in/books/edition/The_Return_of_the_Native)

**OUTCOMES:**

After the completion of the course the students will be able to:

- Demonstrate their knowledge in prose, poetry and drama produced in the 18<sup>th</sup> and 19<sup>th</sup> century.
- Employ a range of interpretative methods to gain knowledge.
- Analyze the role of language in creating a national and cultural identity.
- Comprehend the relationship between culture, power and history.

<b>ENC 2133</b>	<b>INTRODUCTION TO LITERARY CRITICISM &amp;THEORY I</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>4</b>	<b>1</b>	<b>0</b>	<b>5</b>

**OBJECTIVES:**

- To examine the representative texts of the seminal literary critics to understand intrinsic and extrinsic criticism.
- To expose the students to the concepts of the historical perceptions over the centuries.

**MODULE – I** **15**

Introduction to Classical Literary Criticism- Plato, Aristotle, Horace and Longinus  
From Natarajan M.S. – English Literary Criticism and Theory

**MODULE – II** **15**

Bharatamuni: From Natya and Rasa – Aesthetics of Dramatic Experience  
Anandavardhana : Dhvani: Structure of Poetic Meaning from the Dhvanyloka  
From Indian Literary Criticism: Theory and Interpretation ed. G.N. Devy, Orient  
Longman, Hyderabad.

**MODULE – III** **15**

Wordsworth: Preface to the Lyrical Ballads (Selection)  
Alexander Pope: An Essay on Criticism – lines 233 -415  
(A perfect Judge will read each work...That in proud dullness joins with Quality)

**15****MODULE – IV**

Mathew Arnold: The Study of Poetry  
D.H. Lawrence: Why the Novel Matters  
William Empson: Seventh Type of Ambiguity

**MODULE – V** **15**

Northrop Frye: Archetypes of Literature Roland  
Barthes: The Death of the Author 24

**TOTAL HOURS - 75**

**REFERENCES:**

1. Nagarajan M.S. – English Literary Criticism and Theory – Hyderabad: Orient Longman, 2006
2. Das and Kumar, Bijay - Twentieth Century Literary Criticism -Atlantic Publishers,
3. Habib, M. A. R. *A History of Literary Criticism*. Black Publishing, USA. 2006
4. *Modern Literary Criticism and Theory*.Blackwell Publishing, New Delhi. 2008.
5. Lodge, David, ed. *Modern Criticism and Theory* - II edition, New Delhi: Pearson Education, 1998.
6. Ramaswami and Seturaman V.S. ed. - *The English Critical Tradition: An Anthology of English Literary Criticism: Vol. 1*. - Macmillan, 1986.
7. Seturaman, ed. – *Indian Aesthetics:An Introduction*-New Delhi: Macmillan, 2005

**OUTCOMES:**

At the end of the semester the students will be able to:

- Identify major theoretical/critical movements and theorists, as well as primary concepts with which they are associated.
- Define and apply specific theoretical concepts, theories, and terms.
- Evaluate and analyse strengths and limitations of critical/theoretical arguments.
- Examine historical contexts for the development of contemporary theory and criticism.
- Demonstrate critical reading, writing, and interpretive skills.

<b>ENC 2134</b>	<b>INDIAN WRITING-II</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>4</b>	<b>1</b>	<b>0</b>	<b>5</b>

**OBJECTIVES:**

- To accustom the students with the writings of different Indian writers
- To make the students understand the place of Indian Writing in English in Post colonialism.

**MODULE - - I Poetry** **15**

Sri Aurobindo Ghosh-“The Tiger and the Deer”, Keki N. Daruwalla-“Map-Maker”, Arun Kolatkar-“Crab”, Jayanta Mahapatra-“Hunger”

**MODULE - - II Prose** **15**

A.P.J Abdul Kalam Azad - Give Us A Role Model, Dr. S. Radhakrishnan- The World Community

**MODULE - - III Drama** **15**

Mahesh Dattani-*Dance Like a Man*, Poile Sengupta-*Mangalam*

**MODULE - - IV Fiction** **15**

Amitav Ghosh – *The Shadow Lines*, Arundhati Roy- *The God of Small Things*

**MODULE - - V Short stories** **15**

Ruskin Bond-“The Cherry Tree”, Jhumpa Lahiri - "Interpreter of Maladies", K.A. Abbas- “The Sparrows”, Anita Desai - “Scholar and Gypsy”

**TOTAL HOURS - 75**

**REFERENCES:**

1. Azad, A.P.J Abdul Kalam. “Give Us A Role Model”. Web.  
<<http://www.svecw.edu.in/docs/2020/BS-Eng-Unit4-Summary.pdf>>
2. Bond, Ruskin. *Collected Short Stories*: Paperback, 2016. Print.
3. Chaudhuri, Amit. *The Picador Book of Modern Indian Literature*. London:

- Picador. 2001. Print.
4. Chaudhuri. Nirad C. *The Continent of Circe: An Essay on the People of India*. Jaico Publishing House. 1999. Print.
  5. Dattani, Mahesh. *Dance Like A Man*. New Delhi: Penguin, 2004. Print.
  6. Ghosh, Amitav. *The Shadow Lines*. New Delhi: Asia Book Club, 2001. Print.
  7. Iyengar, Srinivasan K.R. *Indian Writing in English*. New Delhi: Sterling Publishers Pvt.Ltd; Revised, Updated edition 2012. Print.
  8. K.V. RaghavaRao, *Spectrum of short stories*, University publishing house, Hyderabad, 2011. Print.
  9. Lahiri, Jhumpa. *Interpreter of Maladies: Stories*. Boston: Houghton Mifflin, 1999. Print.
  10. Moraes, Dom. *From East and West: a collection of essays*. Delhi :Vikas Publications, [c1971]. Print.
  11. Narasimhaiah, C. D. *An Anthology of Commonwealth Poetry*. Madras: Macmillan, 1990.
  12. Peeradina, Saleem. Ed. *Contemporary Indian Poetry in English*. Bombay, Macmillan, 1972. Print.
  13. Radhakrishnan, S. "The world Community".  
Web. <<https://rufusonline.blogspot.com/2005/10/world-community-drsradhakrishnan.html>
  14. Ramamurthy, K.S. Ed. *Twenty Five Indian Poets in English*. Madras [India]: Macmillan India Ltd., 1995. Print.
  15. Roy, Arundhati. *The God of Small Things*. New York: Random House, 1997. Print.
  16. Sengupta, Poile. *Mangalam*. New Delhi. 1993. Print.

## OUTCOMES:

At the end of the semester the students will be able to:

- Explore the different elements of poetry, such as theme, diction, tone, form, imagery, genre, symbolism, figures of speech etc.
- Assess various prose texts within their historical and cultural contexts.
- Conceptualize various types of drama through the prescribed texts and analyze the effect they create.
- Interpret fiction and short stories with a focus on cultural perspectives and aesthetic value.
- Understand the relationship between Indian Writing in English and post colonialism.

<b>ENC 2135</b>	<b>AMERICAN LITERATURE-II (1910 ONWARDS)</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>4</b>	<b>1</b>	<b>0</b>	<b>5</b>

**OBJECTIVES:**

- To learn and understand American literary periods
- To read and understand the contribution of different texts and authors to American literary tradition

**MODULE - I: Poetry** **15**

Langston Hughes (1902 – 1967): The Weary Blues (1926)

Elizabeth Bishop (1911 – 1979): The Fish (1946)

Robert Lowell (1917 – 1977): Skunk Hour (1957)

Maya Angelou (1928 – 2014): Caged Bird (1969)

**MODULE - II: Prose** **15**

O'Henry(1862-1910) - After Twenty Years(1906)

The Cask of Amontillado – Edgar Allan Poe

John McPhee (1931 - ... ): Silk Parachute (2010)

**MODULE - III: Drama** **15**

Arthur Miller (1915 – 2005): Death of a Salesman (1949)

James Baldwin (1924-1987): The Amen Corner (1954)

**MODULE - IV: Short Stories** **15**

F. Scott Fitzgerald (1896 – 1940) Winter Dreams (1922)

John Steinbeck (1902-1968) The Pastures of Heaven (1932) Chapters I-III

**MODULE - V: Novels** **15**

Sylvia Plath (1932 – 1963): The Bell Jar (1963)

Ernest Hemingway (1899-1961) The Old Man and the Sea (1951)

**TOTAL HOURS - 75****REFERENCES:**

1. Fisher, et al., eds. American Literature of the Nineteenth Century Vols1&II. New Delhi: Eurasia, 1970.
2. James D. Hart. Phillip Leininger. The Oxford Companion to American Literature. Oxford: OUP, 1995.
3. Leary, Lewis and John Auchard. American Literature: A Study and research Guide. New York: St. Martin's, 1976.
4. Oliver, Egbert S. ed. American Literature (1890-1965): An Anthology. New Delhi: Eurasia, 1994.
5. Nina Baym, Ronald Gottesman, et al. The Norton Anthology of American Literature. Fifth Edition. Volume 1. New York: Norton, 1998.
6. Robert, Spiller. E. et al. Eds. Literary History of the United States. III Vols. New York: Macmillan, 1953.
7. Poe, Edgar Allen: 1846. The Cask of Amontillado, Issue of "Godey's Lady's Book."
8. Henry. O. After Twenty Years and Other Stories, The Perfect Library.

**OUTCOMES:**

After the completion of the course, the students will be able to:

- Demonstrate knowledge of major literary movements, figures and works in American literature
- Identify and describe distinct literary characteristics of 20th century American literature
- Interpret the literary works using appropriate literary forms and terminology
- Apply the knowledge of cultural and historical methods of reading with 20th century American literary texts.



**ENC 2231****LINGUISTICS****L T P C**  
**4 1 0 5****OBJECTIVES:**

- To examine the Sociological, Phonological & Lexical features of English Language
- To analyse the Syntactic and Semantic structures of English Language.

**MODULE -- I****15****Phonology**

Introduction to phonological features- Importance-types and branches-Classification of sounds: Major classes: vowels & consonants- Introduction to morphology- Introduction to syntax

**MODULE -- II****15****Understanding Human Language**

Language and its nature as a system; spoken and written forms; speech production- language, identity and ethnicity- Gender-based and stylistic variations.

**MODULE -- III****15****Basics of Sociolinguistics**

Language, culture and society -Speech communities; language and culture- Language, dialect and idiolect- sociolinguistic variation; bi/multilingualism- Scheduled and non-scheduled languages of India.

**MODULE - - IV****15****Computational Linguistics**

Introduction to Computational linguistics- Parsing and generation- computer-aided translation and language teaching.

**MODULE -- V****15****Lexicography**

Structure and function of lexeme- types of dictionaries, dictionary-making, Collection, selection and organization of materials- problems in dictionary making

**TOTAL HOURS - 75****References:**

1. Abercrombie, D. 1967. Elements of General Phonetics. Edinburgh: Edinburgh University Press.
2. Akmajian, A ; Demers, R.A.; Farmer, A.K. and Harnish, R.M. (2001): Linguistics: An Introduction to Language and Communication , MIT, Cambridge, USA
3. Grishman, Ralph. 1987. Computational linguistics: An introduction, Cambridge: Cambridge University Press.
4. Hudson, R. A. 1996. Sociolinguistics. Cambridge: Cambridge University Press (2nd edn.)
5. Lyons, John (2003) Language and Linguistics. Cambridge University Press
6. Verma, S. K and Krishnaswamy, N. 1989. Modern linguistics: An introduction. New Delhi: Oxford University Press
7. Zgusta, L. 1971. Manual of Lexicography. The Hague: Mouton.

**OUTCOMES:**

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

- ❖ Understand, interpret, analyse, and assess academic linguistic literature.
- ❖ Demonstrate skills useful for employment or for future post graduate studies in applied linguistics.
- ❖ Understand both psychological and social factors associated with language acquisition and development.
- ❖ Comprehend cultural and socio-political dimensions of language.
- ❖ Interpret all aspects of language phenomena (oral and written language; first, second or foreign languages; language varieties; etc.) on the basis of their mastery of a range of linguistic models and theories and their components;

**ENC 2232****POST-COLONIAL LITERATURE****L T P C**  
**4 1 0 5****OBJECTIVES:**

- To introduce a cross-section of writings in English from the colonized nations to illustrate their similarities and differences and their richness and variety.
- To study in context, local histories, politics and cultural patterns, and the impact of colonial forces on them and comprehend the extent to which they interrogate Eurocentric conceptions of culture and language.

**MODULE - I****10**

Introduction to postcolonial studies: Concepts of In-betweenness, Mimicry, Identity, Subaltern.  
Which are the countries that went through the postcolonial experiences?

- What do the terms 'natives' and 'settlers' signify?
- What is Imperialism? What is Orientalism? What is Apartheid?
- What does the term postcolonial signify?

**MODULE - II: Africa****20**

Poetry: i) "An African Elegy" - Ben Okri  
ii) "An Africa Thunderstorm" - David Rubadiri  
Drama: *The Lion and the Jewel* - Wole Soyinka  
Novel: *Things Fall Apart* - Chinua Achebe

**MODULE - III: Australia****15**

Poetry: "Waltzing Mathilda" – Banjo Patterson  
Drama: *Ned Kelly* – Douglas Stuart  
Novel: *Seven Little Australians* – Ethel Turner

**MODULE - IV: Canada****15**

Poetry: i) "First Neighbours" P K Page  
ii) "Indian Reservation: Caughnawaga" A M Klein Short Story:  
i) "Face" Alice Munro ii) "The Hostelry of Mr. Smith" Stephen Leacock  
(Sunshine Sketches of a Little Town)

**MODULE - V: New Zealand, and South Pacific****15**

Poetry: i) "House and Land" - Allen Curnow

ii) "Stepping Stones" Albert Wendt

Short Story: *The Garden Party* - Katherine Mansfield**TOTAL HOURS - 75****Reference Books**

- 1 Webby, Elizabeth .2000. The Cambridge Companion to Australian Literature — Cambridge University Press
2. Goodwin, Ken, Lawson, Allan .1990 The Macmillan Anthology of Australian Literature – Macmillan
3. Okri Ben, 2015 An African Elegy, Random House.
4. Rubadiri David, 2004. An African Thunderstorm & Other Poems, East African Educational Publishers
5. Soyinka, Wole. 1963. The Lion and the Jewel. Oxford: Oxford University Press,
6. Achebe, Chinua. 1986. Things Fall Apart. Heinemann in 1958. Reading, UK: Heinemann,
7. Stewart, Douglas: Ned Kelly, 1943. Angus and Robertson, Limited,
8. A.B. Patterson: 1991 Waltzing Matilda, Published by HarperCollins – AU
9. Turner, Ethel: 1894. Seven Little Australians, Ward, Lock and Bowden,.
10. Raghu. A. 2019. The Poetry of Nissim Ezekiel, Atlantic; Edition
11. Daruwalla, Keki N, 2006: Collected Poems 1970\_2005. Penguin India
12. Bhaba. K. Homi, 1994 The Location of Culture. Published October 1st 2004 by Routledge
13. Roy, Arundhati: 1997. God of Small Things, India Ink, India, First Edition,
14. Caffin, Elizabeth & Sturm, Terry (Ed) 2017 Appendix to Allen Curnow Collected Poems, Auckland University Press ,.
15. Wendt, Albert: Photographs: 1995 Poems by Albert Wendt Paperback – Import, Auckland , University Press
16. Mansfield, Katherine, 1922. The Garden Party, and other stories, Constable & Co., London,
17. Arnold , 1996, Anthology of Post- Colonial Literatures by Arnold Thieme. OUP
18. Ania Loomba, 1998. Colonialism/Postcolonialism (London and New York: Routledge.
19. King, Bruce, ed. 1996. The New National and Postcolonial Literatures: An Introduction, Oxford: Clarendon,

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20.SarkarParama , 2016.Postcolonial Literatures, Orient Black Swan,

**OUTCOMES:**

On completing the course, the students will be able to

- Define the problems and consequences of colonization
- Identify key authors, and literary forms in postcolonial literature
- Understand how ancestry, race, class, gender, history, and identity are presented in the literary texts
- Examine the use of English language by the colonized to express their experiences and the emergence of 'Englishes'
- Think critically about the contexts of exploration and colonialism in relation to postcolonial societies

**ENC 2233****LANGUAGE AND MEDIA****L T P C****4 1 0 5****OBJECTIVES:**

- To understand the importance and the scope of Communication and Media.
- To comprehend the role of Media, Society and Culture.
- To develop the art of creative writing, feature writing, reporting and technical writing for media and web.

**MODULE - I Introduction to Communication 14**

Communication –Process of communication- Language and Communication-Types of Communication– Barriers in Communication

**MODULE - II Mass Media 12**

Mass media– Characteristics of media- Role and functions of media -Types of media

**MODULE - III Society and Media 16**

Media and State- Media and Democracy-.Laws and Ethics in Media -Media and Politics – Global Media – Media and Society, Media and Culture

**MODULE - IV Media and Writing 20**

Creative Writing -Feature Writing-Technical Writing- Reports on incidents ,Writing for the web –Writing News reports and Editorials –Proof reading –Editing articles

**MODULE - V Reporting and Anchoring for TV and Radio 13**

Introduction to Reporting and Anchoring -Reporting and Anchoring for Television -Reporting and Anchoring for Radio

**TOTAL HOURS - 75****References:**

- 1.Ambrish ,Saxena.Fundamentals of Reporting and Editing. NewDelhi: Kanishka Publishers,2007.
- 2.T.J.S George ,Editing – A Handbook for Journalists.1989.
3. Brian Carroll. Writing for Digital Media, 2004.

4. Alan Durant, Marina Lambrou. Language and Media- A Resource book for students ,Routledge Publishers ,2009.

5. Gajendra Singh and Chauhan. Language ,Media and Society,2010.

6. Rizwi, Ashraf. Effective Technical Communication ,New Delhi: TataMcGraw – Hill Publishing Company Limited,2005.

**OUTCOMES:**

On completion of the course students will be able to

- Understand the importance of the concept of media and communication.
- Examine the role of media, society and culture.
- Study and analyze the different kinds of writing for media.

**ENC 2234****ENGLISH LITERATURE: 20<sup>TH</sup> CENTURY****L T P C****4 1 0 5****OBJECTIVES:**

- To acquaint the students with the main trends in British literature during the twentieth century through the critical readings of representative literary works in the context of changing historical, social, intellectual and aesthetic concerns.
- To enable them to understand the process of literary development during the turbulent twentieth century when the literature became more complex as well as technically more refined.

**MODULE - I - Background Study****15**

**Modernism and Beyond** - Overview of modernism: the influence of Marx, Darwin, Freud, and Einstein, Economic Depression of 1930s – Two World Wars -modernization and the effects of urbanization and technology; the condition of modernity; various literary movements; post 1945; Socio cultural changes in England.

**MODULE -II - Poetry****15**

W.B. Yeats - "Easter 1916"

Wilfred Owen - "Strange Meeting"

T.S.Eliot - "Journey of the Magi"

W.H. Auden - "The Unknown Citizen"

Ted Hughes - "The Thought-Fox"

Seamus Henry - "Digging"

**MODULE - III – Prose****15**

E.V. Lucas – "A funeral"

A.G. Gardiner - "On Letter Writing "

E.M. Forster – " My Wood"

Stephen Leacock – "With the Photographer"

Virginia Woolf - "Professions for Women"

David Lodge – "Showing and Telling"

**MODULE - IV Play****15**

1. A survey of the major developments: the Theatre of Ideas and the Problem Play the



Social Comedy of Manners in the tradition of Wilde; Irish Verse Drama; Poetic Drama, the Theatre of the Absurd.

2. John Osborne: *Look Back in Anger*

### **MODULE - V Fiction and Short Story**

**15**

1. A brief survey of the major trends: the psychological novel; stream of consciousness; allegorical; social; social realism; postmodern novels, metafiction, magical realism; Women writers

2. George Orwell - *Animal Farm*

3. D.H. Lawrence: 'The Rocking Horse Winner'

**TOTAL HOURS –75**

### **References:**

- Daiches, David: A Critical History of English Literature (vol 4)
- Bell, Michael, ed. The Context of English Literature: 1900- 1930. London: Methuen, 1980.
- Ford, Boris: The Pelican Guide to English Literature (vols 7 & 8) The Cambridge Companion series
- <https://www.poetryfoundation.org>
- Childs, Peter: The Twentieth Century in Poetry
- Leavis, F.R.: New Bearings in English Poetry
- Corcoran, Neil. English Poetry Since 1940. Longman Literature in English Series. London: Longman, 1993.
- Muthiah, V.S. Modern Prose Selections. Madras: B.I. Publications, 1976
- Watson, G.J. Drama: An Introduction. London: Macmillan, 1983
- Brown, John Russel, ed. Modern British Dramatists: A Collection of Critical Essays. Englewood Cliffs: Prentice- hall, 1968.
- John Russell Taylor: Anger and After: Guide to the New British drama, Methuen Publishing Ltd. 1977.
- Kari, Frederick R. A Reader's Guide to the Contemporary English Novel. London: Thames and Hudson, 1972.
- Forster. E.M. Aspects of the Novel.
- Lodge, David. The Art of Fiction. Viking. 1992.(pp.121 – 124)
- <https://www.shortstoryproject.com/story/rocking-horse-winner/>

**OUTCOMES:**

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

- Evaluate main trends and avant-garde movements in the 20th century.
- Interpret new kind of poetry that introduced new forms and styles
- Analyze and interpret seminal prose works of the period with close reading
- Develop a multilayered understanding of the society, culture, political and artistic milieu of the play and playwright
- Discuss the realistic modern fiction and develop their critical thinking ability in relation to their socio-historic & cultural contexts.

**SEMESTER V**

<b>ENC 3131</b>	<b>INTRODUCTION TO LITERARY CRITICISM AND THEORY II</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>4</b>	<b>1</b>	<b>0</b>	<b>5</b>

**OBJECTIVES:**

- To Introduce learners to the representative texts of the seminal literary critics
- To expose the students to the concepts of literary criticism and theory over the centuries.

**MODULE – I** **15****Structuralism, Poststructuralism and Deconstruction:**

1. Roland Barthes – “Criticism as Language”
  2. Jean Baudrillard – “Simulacra and Simulations”
- (Both the essays are from *Modern Criticism and Theory: A Reader*)

**MODULE – II** **15****Marxism, Feminism and Ideology**

1. Fredric Jameson – “The Politics of Theory: Ideological Positions in the Postmodernism Debate”
2. Gayatri Spivak – “Feminism and Critical Theory”

**MODULE – III** **15****Reader Response and New Historicism**

1. Wolfgang Iser – “Reading Process: A Phenomenological Approach” (From *Modern Criticism and Theory: A Reader*)
- Stephen Greenblatt – “Resonance and Wonder” (From *Learning to Curse*)

**MODULE – IV** **15****Postcolonialism, Diaspora and Ecocriticism**

1. Stuart Hall – “Cultural Identity and Diaspora” (From *Theorizing Diaspora*)
2. Cheryll Glotfelty – “Literary Studies in an age of Environmental Crisis” (From *The Ecocriticism Reader*)

**MODULE – V** **15****Psychoanalysis**

1. Sigmund Freud - Creative Writers and Daydreaming
2. Elaine Showalter - Towards a Feminist Poetics. Studies in the Structure of Poetry (1947) Maggie Humm: Practising Feminist Criticism: An Introduction. London 1995

**REFERENCES:**

1. Braziel, Jana Evans and Anita Mannur (Ed.) *Theorizing Diaspora*. Iackwell, 2003. London:
2. Enright, D.J. and Chickera, Ernst de. (Ed.) *English Critical Texts*. Delhi: Oxford University Press, 1962.
3. Glotfelty, Cheryll and Harold Fromm (Ed.) *The Ecocriticism Reader: Landmarks in Literary Ecology*. Athens: The University of Georgia Press, 1996.
4. Lodge, David and Nigel Wood (Ed.) *Modern Criticism and Theory: A Reader* (Second edition). New Delhi: Pearson, 1988.
5. Raghavan V. and Nagendra (Ed.) *An Introduction to Indian Poetics*. Madras: MacMillan, 1970.

**OUTCOMES:**

At the end of the semester the students will be able to:

- Identify major theoretical/critical movements and theorists, as well as primary concepts with which they are associated.
- Define and apply specific theoretical concepts, theories, and terms.
- Evaluate and analyse strengths and limitations of critical/theoretical arguments.
- Examine historical contexts for the development of contemporary theory and criticism.
- Demonstrate critical reading, writing, and interpretive skills.

<b>ENC3132</b>	<b>SUBALTERN STUDIES</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>4</b>	<b>1</b>	<b>0</b>	<b>5</b>

**OBJECTIVES:**

To enable the students to

- Understand the notions of subalternity, gender, race, caste, etc.
- Acquaint them with the intricacies of caste as a social institution and practice
- Acquaint them with the aesthetics of subaltern writing
- Read literature against the backdrop of gender, race and caste-based discrimination

**MODULE - I** **15****Prose**

Antonio Gramsci	“Hegemony (Civil Society) and Separation of Powers”
Dipesh Chakrabarty	“A Small History of Subaltern Studies”
Sharankumar Limbale	“ About Dalit Literature” (trans. Marathi)
Raj Gauthaman	“Dalith Culture” (trans. Tamil)

**MODULE - II** **15****Poetry**

Mari Evans	I am a Black Woman
Maya Angelou	Still I Rise
D.S.Dudhalkar	Wall
Namdeo Dhasal	Hunger
Sukirtharani	Gigantic Trees
Meena Kandasamy	Apologies for Living On

**MODULE - III** **15****Drama**

Mahaswetadevi	The Mother of 1084
K. Gunashekar	Touch

**MODULE - IV** **20****Fiction**

Bama	Karukku
James Baldwin	Go Tell it on the Mountain

**MODULE - V** **10****Short Story**

1. Bandhumadhav The Poisoned Bread (Trans. Marathi)
2. Anna Bhau Sathe Gold from the Grave (Trans. Marathi)
3. Abhimani The Show (Trans. Tamil)

**TOTAL HRS: 75****REFERENCES:**

1. Quintin Hoare and Geoffrey Nowell Smith. Ed. and trans. *Selections from the Prison Notebooks of Antonio Gramsci*. London: Lawrence and Wishart, 1971.
2. Dipesh Chakrabarty, "A Small history of Subaltern studies" *Habitation of modernity: Essays in the wake of subaltern studies*. Chicago: University of Chicago p, 2002
3. Arjun Dangle. *Poisoned Bread* Orient Longman 1992, rpt. 1994
4. Sharankumar Limbale: *Towards an Aesthetic of Dalit Literature*trans. By Alok Mukherjee, Orient Longman, 2004.
5. <https://www.poemhunter.com/poem/i-am-a-black-woman/>
6. <https://www.poetryfoundation.org/poems/46446/still-i-rise>
7. Mahaswetadevi, *Mother of 1084*. Trans. Samik Bandyopadhyay. Seagulbooks.2008
8. K. Gunashekar. Touch. Ravikumar and Azhagarasan, eds. *The Oxford Anthology of Tamil Dalit Writing*. Oxford UP, 2012.
9. Ravikumar and Azhagarasan, eds. *The Oxford Anthology of Tamil Dalit Writing*. Oxford UP, 2012.
10. James Baldwin. *Go Tell it on the Mountain*. Vintage Publisher. 2013.
11. Bama. *Karukku*. Trans. Lakshmi Holmstrom. OUP. 2014.

**OUTCOMES:**

**At the completion of this course, the students will be able to**

- Demonstrate their knowledge in general definition, nature and growth of the Subaltern history.
- Comprehend how a particular phenomenon relates to matters of ideology, race, social class, and/or gender.
- To describe the recent trends and concepts concerning subalternity and literature
- Interpret some of the key texts of writers like Bama, Mahaswetadevi, Maya Angelou on subalternity.
- Analyse the role of literature in creating a national and cultural identity.

**Note on Revisions:**

1. An excerpt from Gramsci added
2. "I have a dream" BY Martin Luther King Jr. removed, as it was a repetition
3. "Can the Subaltern Speak?" removed considering the difficulty level.

**ENC3133****TRANSLATION STUDIES**

L	T	P	C
4	1	0	5

**OBJECTIVES:**

1. To familiarize students with the concepts and theories of translation.
2. To make students acquainted with the translated fiction.
3. To introduce to them the translated short stories.
4. To facilitate students to analyze a translated text
5. To help them pursue translation as a profession.

**MODULE - I****18****Introduction to Translation:**

1. Definition of Translation—Translating from source language to target language.
2. A brief history of translation in Tamil and significance of translation in a multilinguistic and multicultural society like India.
3. Theories of translation – linguistic – literary – cultural – communicative.
4. Types of translation – Literary – Non-Literary – Technology aided translation.

**Key Concepts:**

Source language – Target language – Afterlife – Linguistic and cultural systems – faithfulness – confusions– equivalence

**MODULE - II****15****Fiction:**

Perumal Murugan - *Poonachi: Or The Story of a Black Goat* (translated from Tamil by N. Kalyan Raman)

K. R. Meera - *Hangwoman* (translated from Malayalam by J. Devika)

**MODULE - III****10****Short stories:**

D Jayakanthan - *The Heroine and Other Stories* (translated from Tamil by Deepalakshmi J. – First two short stories from this collection of short stories).

**MODULE – IV****15****Translation in India: Case Studies**

1. Reading Translation: Cultural Difference, Contexts and Language.
2. Analysis of a translated Text:
  - a. From Tamil to English
    - i. A short story
    - ii. A poem
  - b. From English to Tamil
    - Two short stories

**MODULE - V****17****Translation practice**

1. Translating a literary/non-literary passage from Tamil/Hindi into English and English into Tamil/Hindi (about 100 words)
  - a. Literary (Translation of short literary prose pieces including fiction from English to Tami/Hindi and vice-versa).
  - b. Non-Literary (Equivalent technical terms – idioms, phrases, proverbs in English and Tamil/Hindi – (Translation of sentences and passages from English to Tamil/Hindi and vice-versa)

**TOTAL HOURS - 75****References:**

1. Baker, M. ed. *Routledge Encyclopedia of Translation Studies*, Routledge, 1998.
2. Barlingay, S. S. *A Modern Introduction to Indian Aesthetic Theory*. DK Printworld, 2007.
3. Bassnett, Susan. ed. *Translation Studies*, Routledge, 2002
- 4.. Susan and Harish Trivedi, eds. *Post-colonial Translation: Theory and Practice*. Routledge, 999.
5. Giuseppe, Palumbo. *Key Terms in Translation Studies*. Continuum, 2009.
6. Hatim, Basil and Jeremy Munday. *Translation: An Advanced Resource Book*. London: Routledge, 2004.
7. Jayakanthan, D. *The Heroine and Other Stories*. Translated by Deepalakshmi J, Niyogi Books, 2017.
8. Meera, K. R. *Hangwoman*. Translated by J. Devika, Hamish Hamilton, 2014.
9. Murugan, Perumal. *Poonachi: Or The Story of a Black Goat*. Translated by N. Kalyan Raman, Kindle Edition, 2018.
10. Munday, Jeremy. *Introducing Translation Studies: Theories and Application*. Routledge, 2012.
11. Newmark, Peter. *A Text Book of Translation*. Prentke Hall International,1988.
12. Nida, Eugene. *The Theory and Practice of Translation*. Brill Archive, 1982.
13. Venuti, L. ed. *The Translation Studies Reader*. Routledge, 2000.
14. Sharma, Rekha. ed. *Translation: Theory and Practice*. Delhi: Authors press, 2015.
15. St-Pierre, Paul and Prafulla C. Kar, eds. *Reflection, Refraction, Transformation*. Pencraft, 2005.

**Outcomes:****On completion of the course, the students will be able to**

1. Explain the concepts and theories of translation.
2. Elucidate different approaches to translated fiction
3. Use different methods of translation depending on the contents of the short stories.
4. Analyze various translated texts
5. Find employment as translators.



**ENC 3134****SHAKESPEARE**

L	T	P	C
4	1	0	5

**OBJECTIVES:**

1. To introduce learners to the dramatic and theatrical conventions of Shakespeare
2. To enhance learners' appreciation and enjoyment of select plays of Shakespeare
3. To help learners understand the evolution of drama with special reference to the features of Shakespearean theatre
4. To expose the students to the types of Shakespearean plays – Tragedy, comedy and History
5. To enable students gain knowledge of the socio-political scenario as manifested in the plays
6. To sensitize the students on Shakespeare's contribution to the realm of English language

**MODULE - I****11**

Introduction to Shakespeare- Elizabethan and Jacobean Drama Types-History-Tragedy, Comedy, Masque, The morality play, Pastoral, Tragicomedy, Elements of Drama, Stage craft – Plot, Character, Conflict, Narrative, Musical elements, Figures of speech and thought

**MODULE - II Shakespeare and Race****16**

Othello

**MODULE - III Shakespeare and Roman History****16**

Julius Caesar

**MODULE - IV Shakespeare and the Problem Play****16**

Measure for Measure

**MODULE - V Shakespeare and Tragicomedy****16**

The Merchant of Venice

**TOTAL HOURS - 75****REFERENCES:**

1. Bate, Jonathan. How the Classics Made Shakespeare, Princeton University Press, Edition 1, 2019 <https://1lib.in/book/5223672/4091a3>
2. Cooper, Helen: Shakespeare and the Medieval World, 1st Edition 2010, Bloomsbury Group, UK
3. Greenblatt, Stephen. Tyrant: Shakespeare on Politics, W. W. Norton & Company; 1st Edition (May 8, 2018)
4. Smith, Emma. The Cambridge Shakespeare Guide, Cambridge University Press, 2012.

**OUTCOMES:****On successful completion of this course, students will be able to:**

- Develop an awareness of the scope and variety of Shakespeare's Plays (comedies, histories, tragedies, and romances) through reading representative works
- Obtain and display knowledge of literary terminology
- Assess the style, theme, properties, and effectiveness of Shakespeare's works
- Articulate an informed response to Shakespeare by reading examples of his works and by applying a critical approach
- Develop an aesthetic appreciation for Shakespeare by reading highly regarded examples as measured by class discussions and written assignments
- Understand Shakespeare's works as expressions of individual and human values in historical and social contexts

**SEMESTER VI**

<b>ENC 3231</b>	<b>COMPARATIVE LITERATURE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>4</b>	<b>1</b>	<b>0</b>	<b>5</b>

**OBJECTIVES:**

1. To equip the students with methodologies of reading and train them in the application of these methodologies to cultural texts.
2. To develop their critical thinking skills and have an understanding of cultural differences and diversity of various texts.

**MODULE - I** **12**

Definitions - Scope of Comparative Literature –General, Comparative Literature in the world - Comparative Literature in India.

**MODULE - II** **12**

Thematology- Theme ,Form, Content and Meaning - Nationalism and Indian Literature,Case of Guinevere- Gender and Thematics

**18****MODULE - III**

Genres -The Study of Genres -Theory of Genres in Indian Literature -Introduction to Literary Theory - Eastern and Western Comparative Literature, Poetics of the Lyrics in Greek, Sanskrit and Tamil Poetry and Poetics: New Perspectives

**MODULE - IV** **15**

Influence Study - Analogy -Parallelism -Conditions facilitating Influences across Language, Comparative Literature in India

**MODULE - V** **18**

Reception Study - Reception of one Literature /Movement/Author/Work into another Study of Translation -Theories of Translation -Role of Translation in Comparative Literature - Life and Works of Selected authors -Kabeerdas -Shakespeare -Tolstoy – Tagore - Amreetha Preetham - Arundhadhi Roy -Premchand .

**REFERENCES:**

1. Marudanayagam. Ancient Tamil Poetry and Poetics: New Perspectives. CICT, Chennai, 2010.
2. Subramanian . N, Padma Srinivasan and G.R. Balakrishnan. Introduction to the Study of Comparative Literature: Theory and Practice, Madurai: Teesi, 1997.
3. Bassnett, Susan. Comparative Literature. A Critical Introduction, Blackwell Publishers: Oxford, UK and Cambridge, USA, 1993.
4. Satchinanandam, Oppilakkiam : An Introduction to Comparative Literature, Madras: Oxford University Press, 1985.
5. Weisstein, Ulrich. Comparative Literature and Literary Theory : Survey and Introduction, Oxford University, 1973.
6. Wellek, Rene and Austin Warren. Theory of Literature, Middlesex: Penguin, 1973.

**OUTCOMES:****On completion of the course, students will be able to**

1. Develop their reading skills and compare various texts.
2. Critically analyse the texts and understand the different cultures.

<b>ENC 3232</b>	<b>ENGLISH FOR RESEARCH PURPOSES</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>4</b>	<b>1</b>	<b>0</b>	<b>5</b>

**OBJECTIVES:**

1. To introduce students to the principles of research
2. To train students in using appropriate language in writing research papers and projects
3. To develop their research writing skills

**MODULE - I Fundamentals of Research**

Research – Meaning – Principles of research – Challenges and Problems of research – Inductive and Deductive reasoning – Topic selection

**MODULE - II Language of Research**

Nouns – Plurals ,Genitive –Use of possessive forms of nouns –Use of articles – Quantifiers, Relative Pronouns, Tenses, Conditional forms

**MODULE - III Correctness of Language**

Active versus Passive, Impersonal and Imperative forms, Modal verbs, Link words (Adverbs and Conjunctions) Adverbs, Prepositions

**MODULE - IV Structure of sentences in Language**

Sentence length ,Conciseness ,Clarity ,Word order- Nouns and Verbs ,Word order – Adverbs, Adjectives and Past Participles, Comparatives and Superlatives, Numerals, Acronyms, Abbreviations ,Paragraph writing – Topic sentence, Supporting sentence, Concluding sentence, Unity, Development, Coherence, Organization.

**MODULE - V Writing a Research Paper**

Planning and Preparation, Structuring of Sentences and Paragraphs, Writing an Abstract, Formulating thesis statement, Introduction, Review of Literature, Results, Discussion Conclusion, Bibliography, Proof reading, Editing for grammar, Usage of words, spelling, Punctuation, revising.

**TOTAL HOURS - 75****REFERENCES:**

1. Gibaldi, J, Troyka, L.Q, Springfield I.L and Plans and P., MLA 8<sup>th</sup> edition ,2017
2. Adrian Wallwork. English for Research Usage, Style and Grammar, Springer, New York: Heidelberg, London, 2013
3. Adrian Wallwork. English for Writing Research Papers, Springer, New York: Heidelberg, London, 2011

4. Bateson.F.W.The Scholar Critic: An Introduction to Literary Research, London:  
Rowtledge, 1972
5. Altik, R.D.The Art of Research, New York: Norton,1963

**OUTCOMES:**

**On completion of the course, students will be able to**

1. Comprehend the key research concepts
2. Understand and learn the fundamental aspects of English grammar and its usage to write a good research paper or project.
3. Demonstrate research-writing skills

**ELECTIVES**

<b>ENCX 01</b>	<b>PUBLIC SPEAKING AND RHETORIC</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>

**Objectives:**

1. To develop the diverse array of skills needed to effectively and ethically speak publically.
2. To engage in and advocate for issues of civic, public, and private importance.
3. To recognize the expansiveness of rhetoric and communication in society.
4. To apply course concepts through the invention and delivery of mini and major speeches.
5. To practice and develop critical thinking, discussion, and analysis skills through application of course concepts to a diversity of rhetorical artifacts.

**MODULE - I** **7**

What is rhetoric? - Rhetorical situations - Difference between speaking and writing - How do we talk? - The art of rhetoric - Aristotle's Rhetoric Triangle

**MODULE - II** **8**

Rhetorical devices in speaking - Key point speech - Components of a speech - Outlining and flowing - Inventing key points: Topics and Number of points - Arranging the key points: Subordination, Coordination and discreteness - Key point speech analysis - Dealing with Q&A exchanges

**MODULE - III** **12**

Highlighting speech structure: Introductions, Transitions, Conclusions - Revising the speech - Practicing and remembering the speech - Using presentation aids - Sample elevator speech

**MODULE - IV** **15**

Public speaking apprehension & causes - Reducing public speaking apprehension -

Breath control, projection, pitch, rate and pauses, gestures, movement - Preparing to speak with commitment and confidence - Persuasive Speech

**MODULE - V****18**

Special Occasion Speeches, Using Language to Style the speech - Methods of Delivery, Voice/Body in Delivery - Informative Speech - Epideictic Speech

**TOTAL HOURS – 60****REFERENCES:**

- 1) American Rhetoric Speech Bank (available at [www.americanrhetoric.com](http://www.americanrhetoric.com))
- 2) Carnegie, Dale & Mitch Horowitz (2018). *Public Speaking to Win*. Gildan Media LLC.
- 2) O'Hair, Dan, Rob Stewart, and Hannah Rubenstein (2007). *Speaker's Guidebook: Text and Reference*. 3<sup>rd</sup> edition. New York: Bedford/St. Martin's.
- 3) Kennerly, Michele. *The Stoic Nature of Early Dramatistic Theory*. *Advances in the History of Rhetoric* 14, no. 1 (2011): 33-48.
- 4) Lucas, Stephen E. (2012). *The Art of Public Speaking*. 11<sup>th</sup> edition. McGraw Hill.
- 5) The International Society for the History of Rhetoric-Online Resources (available at <http://ishr.cua.edu/resources.cfm>)

**OUTCOMES:**

On completion of the course, the students will be able to

1. Plan and prepare speeches that inform, persuade, or fulfill the needs of a special occasion.
2. Use presentation aids to enhance speeches.
3. Outline your speeches in a logical and thorough fashion.
4. Analyze the audience and design speeches to reflect the analysis.
5. Deliver effective speeches depending on the occasion and need.



<b>ENCX 02</b>	<b>CREATIVE WRITING</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>

**OBJECTIVES:**

- Explore the creative process through writing about varied techniques of fiction, non-fiction & poetry
- Learn how to critique (and be critiqued) constructively

**MODULE - I** **10**

Introduction to creative forms of Writing - Genre Writing (Mystery, Science Fiction, Fantasy, Romance) - Qualities of Great Writing - Aspects of Drama, Short Fiction -

**MODULE - II** **13**

"There Is No Word" Tony Hoagland – "Adolescence II" Rita Dove - "Wild Geese" Mary Oliver - "The Deep Sea Cables" Rudyard Kipling - "Next to of course God," E.E Cummings - "Mother to Son" Langston Hughes

**MODULE - III** **10**

"Kindred" Octavia Butler - "Beloved" Toni Morrison - "One for the Road (Play)"Harold Pinter -, "The Hanging Garden" Patrick White

**MODULE - IV** **15**

Reviewing creative writing

Autobiographical Writing - Virginia Woolf excerpt from "Moments of Being" - Critic Writing - Critiquing pieces by professional writers; Critiquing piece by fellow writers - Travel Writing - Writing for journals/articles - Reviewing books & movies

**MODULE - V** **12**

Digital Media

Digital Storytelling - Graphic Novels "Brazen: Rebel Ladies Who Rocked the World" By PénélopeBagieu, and Fred Fordham - Writing for Media (Radio, Television) - Writing for Social Media - Memes development -Creation of memes - Spread &Virality of memes - Internet Phenomena - Blogs (The Art of Blogging: Learning How to Write and Think In

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**The Age of Self-Publishing****TOTAL HOURS - 60****REFERENCES:**

1. Creative Writing: How to Develop Successful Writing Skills for Fiction and Non-Fiction Publication
2. Writing For Media Wendy Bowler - La Trobe University, Media & Cinema Studies Program- 2000
3. Creative Writing, Judy MacGraw - Macmillan
4. The World of Memes eText (2017) by Leroy Jenkins

**OUTCOMES:**

After the completion of the course, the students will be able to:

- Understand the depth of thought necessary for effective writing
- Students will employ the concepts of literature to analyze the mentor texts of selected authors to craft original stories, poems, and plays.
- Examine how texts function across a range of genres, contexts, and cultures.
- Use strategies such as free-writing, clustering, and collaborative dialogue to develop original works in poetic and prose forms.
- Critique their writing as well as the writing of others.

<b>ENCX 03</b>	<b>FEMINIST WRITING</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>

**OBJECTIVES:**

- To enrich the students with a knowledge of feminist theory and criticism
- To create awareness among the students about the various perspectives of feminist writings

**MODULE - I: Background History** **12**

Overview of feminism, feminist theory and movements.

**Mary Wollstonecraft** – *A Vindication of the Rights of Woman* (Chapter 1 The Rights and Involved Duties of Mankind Considered)

**Virginia Woolf** - *A Room of One's Own* (Chapter 3- Why aren't there more great women writers to be found in history?)

**MODULE - II: Poetry** **10**

**Kamala Das** – “My Grandmother’s House”

**Adrienne Rich** – “Snapshots of a Daughter-In-Law”

**Maya Angelou** – “Phenomenal Woman”

**Elizabeth Barrett Browning** – “Sonnets from the Portuguese” (Sonnet no. 33. Yes call me by my pet name! & 43. How do I love thee?)

**MODULE - III: Drama** **14**

**Isan Glaspell** – *Trifles*

**Caryl Churchill** – *Top Girls*

**MODULE - IV: Short Stories** **12**

**Mahasweta Devi** – “Draupadi”

**Ambai** – Selected stories from *A Purple Sea*

**MODULE - V: Novels** **12**

**Manju Kapoor** – *Difficult Daughters*

**Margaret Atwood** – *The Edible Woman*

**REFERENCES:**

1. Jones, Chris. "The Vindications and their political tradition." *The Cambridge Companion to Mary Wollstonecraft*. Ed. Claudia L. Johnson. Cambridge: Cambridge UP, 2002.
2. Rosenman, Ellen. *A Room of One's Own: Women Writers and the Politics of Creativity*. Twayne Publishing, Inc., New York, 1995.
3. Paul, Sumita, "The Mother-Daughter Conflict in ManjuKapur's *Difficult Daughters*", *Indian Writing in the New Millennium*, Ed. R.K.Dhawan, New Delhi: Indian Association for English Studies, 2000.
4. Atwood, Margaret. "An Introduction to *The Edible Woman*." *Second Words: Selected Critical Prose*. Toronto: Anansi, 1982.
5. Satyanarayana. E. "The Unconquered: A Study of MahaswetaDevi's *Draupadi*." *Indian Women Novelists: Set III*. Ed. R.K. Dhawan. New Delhi: Prestige Books, 1995.

**OUTCOMES:**

- After the completion of the course, the students will be able to:
- Achieve a knowledge base about women's role in history, their commitments, persecutions and resistance.
- Articulate how women's studies and gender studies is a distinct field connected to other interdisciplinary fields of study.
- Categorize some of the developments, themes and narrative strategies of women writings.
- Distinguish women's activist literary expressions.

<b>ENCX 04</b>	<b>ENGLISH FOR COMPETITIVE EXAMINATIONS</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>

**OBJECTIVES:**

1. To demonstrate the range of vocabulary and communicate effectively using grammatically correct language.
2. To exhibit the effective use of the four skills of communication
3. To help students learn how to write business letter, SWOT, & resume.
4. To practice and develop critical thinking, discussion, speak publically, Interview Skills and analysis skills through application of course concepts to a diversity of rhetorical artifacts.
5. To expose students to general knowledge & current affairs.

**MODULE - I Detecting Usage Errors****10**

Articles and Preposition

Linking words

Phrases and Clauses

Subject-Verb agreement

Tag Questions

Tense

Reported Speech

Active and Passive

Sentence Completion

**MODULE - II****10**

Comprehension

Transcoding a given chart, Table or Statistics into a report

Business Letter

Email writing

Dialogue Writing (Situational)

**MODULE - III****10**

Expansion of Proverbs

Idiomatic Expressions

Essay Writing

SWOT & Resume

**MODULE - IV**

**15**

Pronunciation, Stress & Intonation

Fluency

Etiquette

Group Discussion Skills

Public Speaking Skills

Interview Skills

**MODULE - V**

**15**

General Knowledge: UNO, Countries and Capitals, Currencies, Current Affairs; National Issues, International Developments, Social Issues, and Systems of Government

**TOTAL HOURS - 60**

**REFERENCES:**

1. Crystal, David. *Language and the Internet*. University of Wales, Bangor, 2006.
2. Gangal, J.K. *Competitive English for Professional Courses*, S. Chand Publications. 2008.
3. Hashem, Abdul. '*Interview Manual – Interview Techniques and Model Interviews*'. Ramesh Publishing House, 12- H, New Daryaganj Road, New Delhi – 110 002.
4. Kishore, B.R. '*Group Discussion*'. Vee Kumar Publications Pvt. Ltd., 507, Vikram Towers, Rajendra Place, New Delhi – 110 008.
5. Sijwal, B.S and Indu Sijwal '*The art and Techniques of Interviews*'. Arihant Publications, Kalindi Transport Nagar, Meerut -2 (U.P) – 250 003.
6. Thompson, Walter. '*Better speeches made easy*'. W.R Goyal Publishers and Distributors, 86, UB Jawahar Nagar, Delhi–110 007.

**OUTCOMES:**

**On completion of the course, the students will be able to**

1. Use vocabulary and grammatical expressions effectively.
2. Use the four skills of the language
3. Write business letter, SWOT & resume effectively
4. Think critically, take part in discussion, speak publically in an effective manner, use interview skills and analysis skills,
5. Use general knowledge & the knowledge of current affairs.

<b>ENCX 05</b>	<b>CULTURAL STUDIES</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>

**OBJECTIVES:**

1. To introduce the students to the basic concepts and theoretical development within cultural studies.
2. To enable them to comprehend the impact of Gender, Leisure and Literature in the context of cultural studies.

**MODULE - I Introduction to cultural studies 15**

Introduction to cultural studies –Understanding Cultural Studies-Evolution and culture

**MODULE - II Literature and Culture 10**

Culture and Anarchy: Sweetness and Light- Doing as one likes- Barbarians, Philistine, populace -Mass Civilization and Minority Culture1933.

Culture is ordinary: Raymond Williams.

**MODULE - III Gender and Culture 10**

Theoretical Perspectives on Gender and Development- Theories – Gender - Development.

Life on the Margins: Social Distinctions of caste and class.

**MODULE - IV Poems on Leisure and Culture 10**

Joy and Pleasure –William Henry Davies, Humanity and Culture - HasmukhAmathalal, Our Dress, Our Food, Our Laws - CynthiaBuhainBaello

**MODULE - V Media and culture 15**

Media and Culture - Cyber culture - Visual Design - Journalism Practice.

**TOTAL HOURS - 60**

**REFERENCES:**

1. “ Simon During Introduction” The Cultural Studies Reader (ed). Routledge, 1993, pg1-25.
2. Stuart Hall: Race, Culture and Communications: Looking backward and forward

at Cultural Studies.

3. Williams, Raymond, Culture is ordinary: [https://old-www.wsu.edu/gened/learn-modules/top\\_culture/culture-index.html#top](https://old-www.wsu.edu/gened/learn-modules/top_culture/culture-index.html#top)
4. Mathew Arnold -.Culture and Anarchy- (1869)Smith, Elder & Company Original from:Oxford University
5. F.R. Leavis (1895–1978) from *Mass Civilization and Minority Culture* (1933). Palgrave Macmillan, New York. [https://doi.org/10.1007/978-1-137-04916-2\\_8](https://doi.org/10.1007/978-1-137-04916-2_8)
6. Barker, Chris- Cultural Studies: Theory and Practice 3rd ed. Sage, 2008.
7. Storey, John. An Introduction to Cultural Theory and Popular Culture.Pretence Hall, 1997.
8. Jane L. Parpart,M. Patricia Connelly, and V. EudineBarriteau- Theoretical Perspectives on Gender and Development

### **OUTCOMES:**

After completing the course students would be able to

- Synthesis the various elements in Cultural studies.
- Apply the knowledge of cultural contexts in literature.
- Analyse the major works in Gender and Culture.
- Understand the depth of thought necessary for Leisure and Culture.
- Analyse the significance of Media and culture.



<b>ENCX 06</b>	<b>ENGLISH FOR COMMUNICATIVE PURPOSES</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>

**OBJECTIVES:**

1. To train and prepare the students to seek and find employment in the corporate, media, English language teaching and content writing sectors.
2. To expose the students to the employment opportunities, challenges and job roles.
3. To guide the students to establish self-employment strategies.

**MODULE - I NUANCES OF ORAL COMMUNICATION 10**

Intonation – stress-pitch- rhythm - Style – Slang - jargon - Varieties of English: British, American, Australian, Indian.

**MODULE - II LISTENING AND SPEAKING OMPETENCE 15**

Listen to a text and identify specific and global information - Enact a dialogue on a specific situation with proper contextual language markers and turn taking - Speak independently on a given topic- Listening and feedback: listening distinction, stages of listening process, types of listening, variables affecting listening - Developing Listening Skills: understanding gist, main points, -Listening for specific information -Listening to a conversation, speech and lecture - Listening for global information - Situational Conversation -Extempore.

**MODULE - III ENGLISH COMPREHENSION & COMPOSITION 10**

Reading Comprehension – Skimming and Scanning, Identifying Main Ideas, - Precis - Reports - Article Writing - Expansion Writing - Composition- Reflective, Descriptive, Narrative and Argumentative

**MODULE - IV COPY EDITING 10**

Various types of scripts - Qualities and duties of a copy writer - Steps of copy editing - Interaction with the author -Title and cover description - Main features Incorporating illustrations - Copy rights, Proof reading and editing.

**MODULE - V NEWS READING AND WRITING,PUBLIC SERVICE  
ANNOUNCEMENT, COMMENTARY AND COMPERING****10**

Prepare and present news for radio and television - Present and market commercial products Design and present radio or television talk shows and discussions. - News writing and reading- radio and television - Making commentary or demonstration (with visual aids) -Compering (in given situations), making a speech or radio/ T.V panel discussion.

**TOTAL HOURS - 60****REFERENCES:**

1. A Glossary of Sociolinguistics – Peter Trudgill – Oxford University Press
2. A Textbook of English Phonetics for Indian Students – T. Balasubhramanian- Macmillan Publications
3. The Phonetics and Phonology of English: A Handbook – D Thakur – BharatiBhawan Publication
4. Better English Pronunciation – J.D. Connor – Cambridge University Press
5. An Outline of English Phonetics- Daniel Jones.
6. 6.The Four Skills for Communication –Josh Sreedharan – Foundation Books
7. Communicative English – E. Sureshkumar and P. Sreehari – Orient Blackswan
8. Speaking Effectively- Jeremy Comfort- Cambridge University Press
9. Resource Books for Teachers- Listening- Goodith White- OUP
- 10.Resource Books for Teachers- Conversation- Rob Nolasco- OUP •
- 11.Resource Books for Teachers- Role Play- Gillian Porter-Ladousse-OUP
- 12.Improve Your Communication Skills –Alan Barker – Kogan Page, London
- 13.13.Write Rightly: A Course for Sharpening Your Writing Skills, GeethaRajeevan, CUP
- 14.Writing with a Purpose, C. Tickoo and J. Sasikumar, OUP
- 15.15.English for Technical Communication- Sudarshan, C. Savitha- Cambridge University Press.
- 16.16.Technical English 2 Course Book- David Bonamy- Pearson Publication
- 17.Cambridge English for the Media- Nick Caramella, Elizabeth Lee- Cambridge University Press

**OUTCOMES:****After completing te course students would be able to**

- To assist the students in learning the concepts of register, style and jargon as

well as the various varieties of English.

- Listen to a text and identify specific and global information.
- Appreciate and critically analyse reading and writing texts.
- Write descriptions of gadgets and prepare technical reports, prepare a content, proof read and edit it appropriately.
- Present and market commercial products, Design and present radio or television talk shows and discussions.

<b>ENCX 11</b>	<b>GREEN LITERATURE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>

**Objective:**

To give awareness to the students on the role of literature in addressing contemporary issues such as environmental concerns.

To expose care and concern for the environment.

To advocate a more thoughtful and ecologically sensitive relationship of man to nature.

**MODULE - I Ecocriticism Theory 15**

**Cherryl Glotfelty** : Literary Studies in an Age of Environmental Crisis

**William Howarth** : Ecocriticism in Context

**Karren J. Warren** : "What are the Ecofeminists saying?"

**MODULE - II Poetry 15**

**Gieve Patel**: On Killing a Tree

**A.D. Hope**: Moschus Mochiferous

**W.S Merwin** : End of the Day

**Margaret Atwood**: Red Fox

**Gary Snyder** : From "Turtle Island"

**MODULE - III Prose 10**

Selections from Aldo Leopold's Sand Country Almanac( The Land Ethic)

Selections from Edward Abbey's Desert Solitaire(Water,and Serpents of Paradise)

**MODULE - IV Fiction 10**

**Amitav Ghosh** : The Hungry Tide

**MODULE - V Drama 10**

Rabindranath Tagore : Muktha Dhara

**TOTAL HOURS - 60****Text Books:**

- The Hungry Tide, Amitav Gosh, Harper Collins, 2011.
- Muktha Dhara, Rabindranath Tagore, Sasta Sahitya Mandal, 2012.

**Reference Books:**

- Beginning Theory, Peter Barry, Vinod Vasishtha, 2010, 3rd edition
- Ecofeminism, Maria Mies & Vandana Shiva, Rawat Publications 1993, 1Edition
- The Oxford Handbook of Eco criticism, Greg Garrard, Oxford University Press 2014.
- The Green Studies Reader: From Romanticism to Eco criticism, Laurence Coupe Routledge (3 August 2000) 1Edition

**OUTCOMES:**

On successful completion of the course, the students will be

1. Aware of the Eco system and the problems which the world is facing now.
2. Able to know the relationship between Literature and Ecosystem.

<b>ENCX 12</b>	<b>JOURNALISM AND MASS COMMUNICATION</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>

**OBJECTIVES:**

The course aims to:

- Impart knowledge of the fundamentals of mass communication and journalism
  - Understand the theories of mass communication and journalism
  - Introduce students to different kinds of media
  - Enable students to learn the nuances of writing and editing for media
- Make the students aware of the law and ethics of media and journalism

**MODULE - I : Introduction****6**

Definition, Nature, Scope and Significance of journalism – Mass Communication: meaning and definitions – Important theories of journalism and mass communication.

**MODULE - II : Basics of Writing****13**

The Inverted Pyramid Structure – The hourglass format – Gathering information, Library Sources, Surveys, Interviews – Developing the story – Writing headlines – Writing leads – Quotation and Attribution – Writing captions for pictures.

**MODULE - III : Reporting and Editing****15**

Reporting for print, radio, television and digital media – Types of reporting – Writing for print, electronic and digital news media – Editing and presentation techniques for print, television and digital media – Photo journalism – Usage of photos in news articles.

**MODULE - IV : Digital Media and Journalism****12**

Writing reports and features for the web – Twitter – Blogging – E-Magazines – Discussion forums – E-Newspapers.

**MODULE - V : Ethics, values and law****8**

Journalism as profession – Reportage of contemporary issues – Ethics of reporting – effect of new technology on global communication flows – Concept of law and ethics in India and rest of the world – Concept of freedom of speech and expression in Indian Constitution.

**TOTAL HOURS - 60****REFERENCES:**

- 1) <https://indianexpress.com/profile/columnist/tavleen-singh/> - Tavleen Singh
- 2) <https://archive.org/details/in.ernet.dli.2015.64638/page/n15/mode/2up> - Kuldip Nayar
  - 1) Ahuja, B.N. and Chhabra, S.S. "Editing", Surjeet Publications, New Delhi, 2009.
  - 2) Hakemulder, Jan R., "News Reporting and Editing", Anmol Publications Pvt. Ltd., 2007.
  - 3) Itule, Bruce D., and Douglas A. Anderson, "News Writing and Reporting for Today's Media", McGraw Hill, 2008.
  - 4) Kamath M.V, "Handbook of Journalism", Vikas Publishing House Private Ltd., Noida, 2020.
  - 5) Kumar, Keval. J., "Mass Communication in India", 5<sup>th</sup> Revised Edition, Jaico Publishing house, Mumbai, 2020.
  - 6) McKane, Anna, Journalism: A Career Handbook, London: A&C Black, 2004.
  - 7) McQuail, Denis, "McQuail's Mass Communication Theory", 6<sup>th</sup> Edition, SAGE Publications Ltd., 2010.
  - 8) Turow, Joseph, Media Today: An Introduction to Mass Communication, Routledge, 2008.

**OUTCOMES:**

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

- Define the nature and scope of mass communication and journalism
- Practice the basics of writing a news report
- Use appropriate and effective writing styles for various media
- Write well organized news reports, features and other kinds of journalistic writing
- Identify the ethical values of media professional

**ENCX 13****CONTENT WRITING**

L	T	P	C
3	1	0	4

**OBJECTIVES:**

1. To enable the students to gain understanding of the essentials of content writing.
2. To enable the students to write clear, consistent, and relevant content that delivers an engaging experience to the target audience

**MODULE - I: Introduction to content writing****12**

Types of Content Writing

Movie content – sports content – social media post - copy writing

Content Writing Skills and Tools -Grammarly – Correctica Mind Meister-

Content Writing as a Career Option

**MODULE - II: Processes and Principles of Content Writing****12**

Content Writing Principles for Effective Digital Communication

Techniques ,and Devices in Creative Nonfiction

Storytelling Techniques to Engage Your Audience

**MODULE - III: Infographics: An introduction to Data Visualization****14**

Types of infographics Examples, Templates &amp; Design

Putting Infographics to Work in the Classroom –

Using Software. Canva- Adobe Spark and Venngage etc.

**MODULE - IV: Introduction to Blogging****10**

Hosting – Blog Names- Blog Platforms - Blog Vs Website

Types of Blogs

Using Blogs in the Classroom – Sharing Instructor Generated Exercises or Prompts

Class Blog and Individual student Blogs



**MODULE - V: SEO( Search Engine Optimization )****12**

Process of Optimizing a website – Key Word Optimization

Types of SEO Content – Product Pages -Slideshows – Glossaries

Search Engine Optimization on Page Vs of Page

Building your Content Strategy

**TOTAL HOURS - 60****REFERENCES:**

1. Tushar Mangl. *The Ultimate Guide to Content Writing: Everything you need to know about content writing Kindle Edition* 2020 (Amazon)
2. Abhishek Tiwari. *SEO Content Writing: The Ultimate Guide (Search Engine Optimization Book 2) Kindle Edition* 2020 (Amazon)
3. Backlinco. *What is content writing? Next-level SEO training and link building strategies* <https://backlinko.com/hub/content/writing>
4. *Five Skills You Need to Become a content Writer*:  
<https://www.entrepreneur.com/article/247908>
5. *All About Content Writing*: Tampa, Florida <https://www.copypress.com/kb/copy/all-about-content-writing/>
6. *All About SEO Content Writing: On the Map*, Alvaro Hernandez  
<https://www.onthemapmarketing.com/content-writing/what-is-content-writing/>
7. Melanie Deziel. *The Content Fuel Framework: How to Generate Unlimited Story Ideas Marketers and Creators* ed 2020
8. Mark Schaefer. *The Content Code: Six Essential Strategies for Igniting Your Content* 2015
9. Joseph Robinson. *Content Writing Step-By-Step*: Jan 2019 (Amazon)
10. Ajayi. *The Ultimate Beginner's Guide to Content Writing*: 12 August 2020
11. Crawford Kilian. *Writing for the Web* – 22 August 2008 (Amazon)
12. Mark Schaefer and Stanford Smith. *Born to Blog: Building Your Blog for Personal and Business Success* 2020
13. Lumen Candela. *Understanding audience*  
<https://courses.lumenlearning.com/boundless-communications/chapter/the-importance-of-audience-analysis/>
14. Department of Communication University of Pittsburgh, Pennsylvania-USA  
<https://www.comm.pitt.edu/oral-comm-lab/audience-analysis>

15. Basu. *Technical Writing* , Prentice Hall India Learning Private Limited. January 2007
16. S.k. Singh. *Technical Writing* ,JBC press,2016 (Flipcart )
17. Technical Writing Essentials <https://alison.com/course/technical-writing-essentials>
18. Technical Writing enroll for free: <https://www.coursera.org/learn/technical-writing>

**OUTCOMES:**

**By the end of this course, the students will be able to**

1. Learn the core concepts of Content Marketing, Copywriting & Content Writing
2. Identify your target audience & create buyer persona
3. Learn to write blog posts that would rank better in search engines
4. Optimize the content for SEO
5. Develop the qualities that will make the learner a successful writer
6. Understand how to apply technical information and knowledge in practical documents for a variety of audienc
  - Write well organized news reports, features and other kinds of journalistic writing
  - Identify the ethical values of media professional

<b>ENCX 14</b>	<b>NEW LITERATURES</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>

**OBJECTIVES:**

- To familiarize the learners with the culture and literary expressions of the colonized and the indigenous people.
- To enable the learners to compare and contrast literature from various countries and its distinctive features.

**MODULE - I : Poetry** **12****Desi Di Nardo:** Summer Sonata (Canada)**Judith Wright:** Woman to Child (Australia)**Derek Walcott:** A Far Cry from Africa (Africa)**Katherine Mansfield:** A Little Boy's Dream (New Zealand)**MODULE - II : Prose** **10****Margaret Atwood:** "Nature the Monster" (Canada)**MODULE - III : Drama** **14****Wole Soyinka:** A Dance of the Forests (Africa)**David Williamson:** The Removalists (Australia)**MODULE - IV : Fiction** **12****JM Coetzee:** Disgrace (South Africa)**MODULE - V : Short story** **12****Henri Lawson:** 'The Drover's Wife' (Australia)**Barbara Jefferis :** 'The Drover's Wife' (Australia)**TOTAL HOURS – 60****TEXT BOOKS**

1. Narasimaiah, C.D Ed An Anthology of Commonwealth Poetry Macmillan Publication 2013.
2. J O Donnell, J O Margaret An Anthology of Commonwealth Verse Blackie and Sons Publication 2004.

3. Atwood, Margaret. *Survival: A Thematic Guide to Canadian Literature*. Toronto: Anansi Press, 1982. Rpt.. 1991, pp. 45-67.
4. Wole Soyinka: *A Dance of the Forests* Oxford University Press, 1963
5. David Williamson. *The Removalists*. Sydney, New South Wales: Currency Press, 1980
6. Coetzee, J.M. *Disgrace*. Vintage Publications 2000
7. *The Arnold Anthology of Post-Colonial Literatures in English*, ed. John Thieme (London: Arnold, 2000). pp. 162-67, pp. 265-72.

**REFERENCES:**

- 1 Amirthanayagam *Writers in East-West Encounters: New Cultural Bearings* The Macmillan Press 1982
- 2 Walsh, William *Readings in Commonwealth Literature* Oxford University Press 2003.
- 3 Enright D.D., Ernst Chickera *English Critical Texts* Oxford University Press 2006
4. Bruce King *The New literatures: Cultural Nationalism in a Changing World*. Macmillan, 1987.
5. Armstrong, Jeannette. (ed.) *Looking at the Words of Our People: First Nations Analysis of Literature*. Penticton: Theytus Books, 1993.
6. <http://setis.library.usyd.edu.au/oztexts/ozlit.html#SETIS%20Australian%20Literature%20Database>.

**Additional resources:**

**TO WATCH:** Film: *GarmHawa*(1974) (dir., M.S. Sathyu, Urdu, with English subtitles, film) [https://www.youtube.com/watch?v=IzO1EIEG\\_fc](https://www.youtube.com/watch?v=IzO1EIEG_fc)

**OUTCOMES:**

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

- Understand the emergent body of literature being produced by writers all over the world.
- Know the historical, cultural and social background of the respective country and people.
- Examine the various ways in which different writers negotiate and represent social conditions in their work.
- Evaluate different literary forms against different social backdrop.
- Compare and contrast literary expressions from various countries and analyse the causative factors

**ENCX 21****DIASPORA STUDIES**

L	T	P	C
3	1	0	4

**OBJECTIVES:**

1. To create awareness about the upcoming multidisciplinary field of Diaspora Studies.
2. To acquaint students with general/technical aspects of Issues/Concepts/Approaches to Diaspora Studies.
3. To specifically acquaint students with various historical/Economic/Sociological/Literary/Ethnic and other related aspects of selected Indian Diaspora.

**MODULE - I: Introduction****12****Meaning and Theory** - Diaspora Concepts, Issues and Approaches**Dynamics of Migration** (Definition, Types of Migration, Patterns of Migration, Domestic/Global Migration, Impact of Migration)**Diaspora – Society and culture** (Cultural identity Versus Cultural Assimilation)**MODULE - II : Fiction****12****Jhumpa Lahiri**–Name sake (Houghton Mifflin,2003)**Anita Desai** –Voices in the City (Orient Paperbacks, 1965)**Pia Padukone**–Where Earth Meets Water (Mira Publications 2014)**MODULE - III : Poetry****12****Reetika Vazirani**–Independence**Meena Alexander** -Birthplace with Buried Stones**Pramila Venkateswaran**-Our Little Lives**MODULE - IV: Short Stories****12****Chitra Banerjee Divakaruni** – Clothes**Anjana Appchan** – Incantations**Padma Hejmadi** - Birthday Death day**MODULE - V: Essays****12****Sashi Tharoor**-Indian identity is forged in diversity. Every one of us is in a minority**Ranjani Rao**-My Problem with Indian Diasporic Writing

**TOTAL HOURS - 60****REFERENCES:**

1. Braziel, Jana Evans. 2008. *Diaspora – an introduction*. Malden, MA: Blackwell.
2. *The Indian Diaspora-Dynamics of Migration* first edition NarayanaJayaram- Tata Institute of Social Sciences, Mumbai, India.
3. *The NAMESAKE* (English, Paperback, JhumpaLahiri) Harper Publications
4. Ghosh, Amitav. "The Diaspora in Indian Culture" *Diasporic Imagination*" from *Journal of the Department of English*, Volume XXXII, Numbers 1 & 2, Eds. SanjuktaDasgupta andJharnaSanyal, Kolkata: Calcutta University, 2005-2006.
5. JhumpaLahiri, "Between Two Cultures", *The Washington Post*, October 8, 2003. Retrieved on 2008-04-15.
6. Women Writers of Indian Diaspora Create A Big Impact". *Rediff*. Retrieved 14 August 2014.
7. Dove, Rita (2004). "Remembering ReetikaVazirani: National Press Club, Washington, DC, July 26, 2003".
8. Padma Perera. *Birthday Death day and Other Stories: Acknowledgements*. The Women's Press
9. *Padma Perea (1972). "Birthday Death day". The Southern Review. Louisiana StateUniversity Press. p. 635. Retrieved 19 December 2019.*
10. Vijay Mishra, *Literature of the Indian Diaspora: Theorizing the Diasporic Imaginary*
11. Avtar Brahe, *Cartographies of Diaspora: Contesting Identities*

**OUTCOMES:**

1. Appreciate a range of literary texts in English engaging with issues such as human mobility, migration, and diaspora.
2. Develop familiarity with contemporary critical debates on migration and diaspora, and their relation to literature.
3. Analyze the transnational approaches to the study of literature.
4. Evaluate the process of critical material.
5. Demonstrate proficiency in the use of critical material in a written literary analysis.
6. Take part in oral discussions and writing sessions of literary works in fluent English.

<b>ENCX 22</b>	<b>TRAVEL LITERATURE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>

**OBJECTIVES:**

- To enable the students to gain knowledge about the essentials of travel writing.
- To help them to analyze travel literature from literary perspectives.

**MODULE – I** **10**

Novel- Paulo Coelho - "The Alchemist"  
 Poem - Walt Whitman - " Song of the open road"

**MODULE - II** **15**

Novel David Grann - The Lost city of Z.  
 Poem Samuel Taylor Coleridge - "The Rime of the Ancient Mariener" (Part I& II)

**MODULE - III** **15**

Novel Robert Louis Stevenson: *Treasure Island*  
 Poem William Butler Yeats: *Sailing to Byzantium*

**MODULE - IV** **10**

Novel - Jules Gabriel Verne: *Around the World in Eighty Days*  
 Poem - Cristina Roussetti - "Uphill"

**MODULE - V** **10**

Novel William Dalrymple - " The dance of Kannur "  
 Poem Dorothy Parker - "Heartside"

**TOTAL HOURS - 60**

**REFERENCES:**

1. Coelho, Paulo. *The Alchemist*. San Francisco: Harper San Francisco, 1998. Print.
2. Kummings, Donald. "*Song of the Open Road*". Salem Press Encyclopedia of Literature. Retrieved January 25, 2018.
3. Kreidler, Michele. "Literary Contexts in Poetry: Walt Whitman's 'Song of the Ope Road'". Understanding Literature--Literary Contexts in Poetry & Short Stories. Retrieved January

25, 2018.

4. Duncan, James and Derek Gregory. *Writes of Passage: Reading Travel Writing*. London and New York: Routledge, 1999.

5. *Goblin Market and Other Poems*: By Christina Rossetti

<https://www.amazon.in/Goblin-Market-Other-Poems-Illustrated-ebook/dp/B074P9PF1Z>

6. Fussell, Paul. *Abroad: British Literary Travelling between the Wars*. New York: Oxford University Press, 1980.

7. Pratt, Mary-Louis. *Imperial Eyes: Travel Writing and Transculturation*. London & New York: Routledge, 1992.

8. *Complete Poems* (Penguin Classics) Paperback – Illustrated, 5 August 2010

9. Stevenson, Robert Louis, *Treasure Island*. New York, London, The Macmillan Company, 1902.

10. Jeffares, Alexander Norman, *A Commentary on the Collected Poems of W.B. Yeats* (Stanford: Stanford University Press 1968)

11. Grann, David. *The Lost City Of Z*. New York, London, Simon & Schuster, 2008.

### **OUTCOMES:**

After completion of the course, students will have the ability to

1. Respond to literary texts of Travel literature effectively.
2. Appreciate and critically analyze literary texts of Travel writing.
3. Read and enjoy various types of Travel literature
4. Understand the themes of culture, history, self and travel.



<b>ENCX 23</b>	<b>ENGLISH LANGUAGE TEACHING</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>

**OBJECTIVES:**

- To train the learners in the various approaches and methods in language teaching
- To impart knowledge about the fundamentals of language acquisition.

**MODULE - I: 13**

Learning Theories: Acquisition vs. learning; theories of learning; cognitive theories; constructivists theory; implications for language teaching; second/foreign language learning; Steven Kristen's hypothesis.

**MODULE - II 12**

Learner: Innate potential of the learner; learner creativity; social psychological aspects such as aptitude, intelligence, attitudes, stereotypes and motivation.

**MODULE - III 10**

Learner Output: Language interference; mistakes and errors, errors as learning strategies; error correction, inter language

**MODULE - IV 15**

Methods: Approach, method and technique; Grammar-Translation method; Direct method; Audio-lingual approach; Cognitive approaches; Communicative approaches; the silent way; suggest opaedia; systems of evaluation; integrated approaches for teaching and evaluation; translation, dictation and cloze; innovative materials for language teaching.

**MODULE - V 10**

Teaching and learning of English as a second language in India; course design, lesson plan, teaching of language skills, contrastive analysis, error analysis, programmed instruction, audio-visual aids & language testing.

**TOTAL HOURS - 60**

**REFERENCES:**

1. Agnihotri, R.K. and Khanna, A.L. (ed.) 1994. Second Language Acquisition: Socio-cultural and Linguistic Aspects of English in India. New Delhi: Sage Publications.
2. Brumfit. C. J. and Roberts, J.T. 1983. Language and Language Teaching. London: Batsford Academic and Educational.
3. Bell, R. T. 1981. An Introduction to Applied Linguistics. London: Batsford Academic and Educational Ltd.
4. Carrol, B. J. & Hall, P. 1985. Make your own Language Tests: A Practical Guide to Writing Language Performance Tests. Oxford: Pergamon.
5. Cook, V. 1993. Linguistics and Second Language Acquisition. London: Macmillan.
6. Davies, A. 1990. Principles of Language Testing. Cambridge: CUP.
7. Dulay, B., Burt, M. and Krashen, S. 1982. Language Two. New York: Oxford University Press. Ellis, R. 1985. Understanding Second Language Acquisition. Oxford: Oxford University Press.
8. Halliday, M. A. K. et al. 1964. The Linguistic Science and Language Teaching. London: Longman.
9. Hughes, A. 1989. Testing for Language Teachers. Cambridge: CUP.
10. Klein, W. 1986. Second Language Acquisition. Cambridge: Cambridge University Press.
11. Prabhu, N.S. 1987. Second Language Pedagogy. Oxford: Oxford University Press.
12. Richards, J. C. 1974. Error Analysis: Perspectives on Second Language Acquisition. Essex: Longman.
13. Stern, H. H. 1983. Fundamental Concepts of Language Teaching. Oxford: OUP.
14. Subbiah, P. 1997. Evaluation and Testing: A Descriptive Bibliography. Mysore: Central Institute of Indian Languages.
15. Weir, C. 1990. Communicative Language Testing. London: Prentice Hall.
16. Weir, C. 1993. Understanding and Developing Language Tests. London: Prentice Hall.

**OUTCOMES:**

After the completion of the course the students will be able to:

1. Understand the difference between ESL and EFL instruction.

2. Enlist the principles and pedagogical practices associated with different methods of language teaching.
3. Apply strategies of error correction and expose them to different dialects.
4. Apply motivational theories in the learning process.
5. Design lesson plans and implement language tests.

<b>ENCX 24</b>	<b>INTRODUCTION TO DISCOURSE ANALYSIS</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>

**OBJECTIVES:**

- To understand the concepts of 'Discourse' and three perspectives to its analysis.
- To understand cohesion and coherence of text/discourse.
- To know how to analyze the genres.
- To understand discourse in relation to ideology, power and identity.
- To analyze conversation and contexts.

**MODULE - I** **15**

Introduction to discourse analysis-Language as action and affiliation-Ways of looking at discourse-First steps in discourse analysis-Differences between written and spoken discourse.

**MODULE - II** **10**

Text and texture-Cohesion and coherence-Analyzing texture-Perspectives on texture-Discourses and social languages.

**MODULE - III** **10**

Texts and their social functions-Analyzing genres-Discourse and Ideology- Social languages and Discourses as tools of inquiry.

**MODULE - IV** **15**

Spoken discourse-The texture of talk-Analyzing speech acts-perspectives on conversation-Strategic interaction-Negotiating relationships and activities-Analyzing conversational strategies-Introduction to rhetoric.

**MODULE - V** **10**

Analyzing contexts-Ethnography of communication-Multimodal discourse analysis-sample discourse analysis in English for Academic purposes.

**TOTAL HOURS - 60**

**REFERENCES:****Text Books:**

1. Rodney H. Jones, *Discourse Analysis, a resource book for students*, Routledge, London and New York, 2012.
2. Gee, James Paul. *An introduction to discourse analysis: Theory and method*. Routledge, 2014.

**References:**

1. Cutting, J. *Pragmatics and Discourse: A Resource Book for Students*, 2nd edition. Abingdon: Routledge, 2007.
2. Gee, James Paul. *How to do discourse analysis, A Tool Kit*, 2010.<[www.routledge.com/linguistics](http://www.routledge.com/linguistics)>
3. Gee, James Paul and Michael Handford, *Handbook of discourse Analysis*, Routledge, 2011.
4. Gee, J. P. *Introduction to Discourse Analysis: Theory and Method*, 3rd edition, London: Routledge, 2010.
5. Hyland, K. 'Disciplinary Discourses: Writer Stance in Research Articles', in C. Candlin and K. Hyland (eds) *Writing: Texts: Processes and Practices*. London: Longman.1999. pp. 99–121.
6. Hyland, K. *Disciplinary Discourses: Social Interactions in Academic Writing*. London: Longman. 2000.
7. Hyland, Ken. "English for academic purposes and discourse analysis".*The Routledge Handbook of Discourse Analysis* (Routledge Handbooks in Applied Linguistics).1st ed., Ed. Gee, James Paul, and Michael Handford. Routledge, 2013. pp. 412-423.
8. Sinclair. J. *Corpus, Concordance and Collocation*. Oxford: OUP (B10), 1991.
9. Simpson, P. and Mayr, A. *Language and Power: A resource book for students*. Abingdon: Routledge, 2009.
10. Stoddard, S. *Text and Texture: Patterns of Cohesion*. Norwood, N J: Ablex, 1991.
11. Jones. Rodney H. *Discourse Analysis, A resource book for students*, Routledge. London and New York, 2012.
12. Kandiah.T, *The Media and the Ethnic Conflict in Sri Lanka*, Marga Institute, Colombo. 2001.
13. Matheson, Donald. *Media Discourses (Issues in Cultural and Media Studies*

- (Paperback)). 1st ed., Open University Press, 2005.
14. Page, Ruth, et al. *Rethinking Language, Text and Context: Interdisciplinary Research in Stylistics in Honour of Michael Toolan (Routledge Studies in Rhetoric and Stylistics)*. 1st ed., Routledge, 2018.
  15. Toolan, Michael J. Ed. *Critical Discourse Analysis: Critical Concepts in Linguistics*. Routledge, 2002.
  16. Toolan, Michael. Ed. *Language, Text and Context: Essays in stylistics*, Routledge, 2018.
  17. Van Dijk. "Power and the news media." *Political Communication and Action*. Cresskill, Ed. D. Paletz, NJ: Hampton Press, 1995.
  18. Van Leeuwen, Theo. *Discourse and Practice: New Tools for Critical Discourse Analysis*. New York, Oxford University Press, 2008.

### **OUTCOMES:**

After the completion of the course, the students will be able to:

1. Understand the concepts of 'Discourse' and three perspectives to its analysis.
2. Employ the concepts of 'Discourse' and distinguish between cohesion and coherence of text/discourse.
3. Examine and analyze the text's function across a range of genres.
4. Make use of discourse in relation to ideology power and identity
5. Analyze the difference between spoken and written discourse.

<b>ENCX 31</b>	<b>INDIGENOUS STUDIES</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>

**OBJECTIVES:**

- To explain the relationship between land and identity within Indigenous societies
- To analyze the impact of colonialism on Indigenous communities
- To learn a three-tiered approach, consisting of local, national and global perspectives
- To understand the development of modern tribal governments and their functions and importance in contemporary society
- To analyze racism in relation to Indigenous peoples

**MODULE - I** **12**

What is Indigenous?

**Poetry**

**Phill Moncrieff** : *My Mother the Land*  
**Louise Erdrich** : *That Pull from the Left*  
**Wayne Visser** : *African Flame*

**MODULE - II** **10****Prose**

**Khushwant Singh** : *On Religion*  
**Nissim Ezekiel** : *Naipaul's India and mine*

**MODULE - III** **13****Drama**

**Jack Davis** : *The Dreamers*  
**Kevin Gilbert** : *The Cherry Pickers*

**MODULE - IV** **13****Fiction**

**Nadine Gordimer** : *Burger's Daughter*  
**Jhumpa Lahiri** : *The Namesake*

**MODULE - V** **12****Short Story**

**Mahasweta Devi** : *In the name of the Mother*  
**Ruskin Bond** : *A Flight of Pigeons*

**TOTAL HOURS - 60**

**REFERENCES:**

1. Achebe, Chinua. *Things Fall Apart*. Penguin, UK. 2001.
2. Bond, Ruskin. *A Flight of Pigeons*, Penguin, India. 2007.
3. Chakravarty, Radha. *Mahasweta Devi's In the name of the Mother*. Seagull Books. Kolkata. 2018.
4. Gilbert, Kevin. *The Cherry Pickers: The first written Aboriginal play*. Burrumbinga Books. 1988.
5. Gordimer, Nadine. *Burger's Daughter*. Bloomsbury Publishing India Pvt. Ltd. India. 2000.
6. Kohli, Devindra. *Kamala Das's Selected Poems*. Penguin Books India. 2014
7. Davis, Jack. *The Dreamers*. Currency Press. Australia. 2020.
8. Lahiri, Jhumpa Lahiri. *The Namesake*. Harpercollins. 2007.
9. Roy, Arundhati. *The God of Small Things*. Atlantic Publishers & Distributors Pvt. Ltd., Chennai. 2004.
10. Singh, Khushwant. *On Religion: Selected Writings*. Rupa Publications Pvt. Ltd. New Delhi. 2014.

**E-Materials:**

What is Indigenous? (Notes)

[https://en.wikipedia.org/wiki/Indigenous\\_peoples](https://en.wikipedia.org/wiki/Indigenous_peoples)

**Poems**

My Mother the Land by Phill Moncrieff(Text)

[https://staceydiessel.weebly.com/uploads/5/2/7/2/52721925/poems\\_for\\_aboriginal\\_poetry\\_unit.pdf](https://staceydiessel.weebly.com/uploads/5/2/7/2/52721925/poems_for_aboriginal_poetry_unit.pdf)

Louise Erdrich's *That Pull from the Left*(Text).

<https://www.poetryfoundation.org/poems/43083/that-pull-from-the-left>

Wayne Visser;s African Flame(Text)

<http://www.waynevisser.com/poetry/african-flame>

Nissim Ezekiel's *Naipaul's India and mine*(Text).

[https://dsal.uchicago.edu/books/mahfil/pager.html?objectid=PK5461.A1M21\\_11\\_3-4\\_185.gif](https://dsal.uchicago.edu/books/mahfil/pager.html?objectid=PK5461.A1M21_11_3-4_185.gif)

Louise Erdrich's *That Pull from the Left*(Text).

<https://www.poetryfoundation.org/poems/43083/that-pull-from-the-left>

**OUTCOMES:**

At the end of the semester the students will be able to:

- Relate principles of Indigenous knowledge to career field and analyze the impact of colonialism on Indigenous communities.
- Explain the concept of tribal sovereignty and how tribal sovereignty is both restricted and acknowledged by the relationships with the states.
- Compare Indigenous and Indian perceptions of inclusion and diversity.
- Formulate approaches for engaging Indigenous community partners.
- Identify historical, cultural, and political diversity and significance in Native oral traditions and written literature.



**ENCX 32****WORLD CLASSICS**

L	T	P	C
3	1	0	4

**OBJECTIVES:**

- To introduce students to the world's best classics
- To make the students to have a feel of excellent classics in various genres-Poetry, prose, drama, fiction and short stories by a judicious selection.
- To enable the students to understand the writings of literary value, cultural importance, philosophical and socio-political background.

**MODULE - I****14**

What is a Classic by T.S. Eliot

Why Read the Classics? By Italo Calvino Poetry

**Homer** : The Iliad (Book – III)**Dante** : The Inferno (Canto III).**12****MODULE - II Prose and Essay****Niccolo Machiavelli** : The Prince**Michel De Montaigne** : On Idleness**E.B. White** : Once More to the Lake**Virginia Woolf** : The Death of the Moth**12****MODULE - III Drama****Kalidas** : Shakundala**Brecht** : Mother Courage**12****MODULE - IV Fiction****T.S. Pillai** : Chemmeen**Leo Tolstoy** : The Repentant Sinner**MODULE - V Short Story****10****Anton Chekhov** : The Bet**Guy de Maupassant** : The Necklace**TOTAL HOURS - 60**

**REFERENCES:**

1. Abrams. M H, Geoffrey Harpham. A Glossary of Literary Terms. Cengage Learning, 2012.
2. Alighieri, Dante. The Inferno. Maple Classics. Amazon.
3. Beard Mary, and John Henderson. Classics: A Very Short Introduction. Indian Edition, OUP, 2006.
4. Bowle, A.M. Homer's Iliad Book III. Cambridge Greek and Latin Classics. Cambridge University Press.
5. Chekhov, Anton. The Bet and Other Stories. The World's Popular Classics.
6. Machiavelli, Niccolo. The Prince. Fingerprint Classics.
7. Maupassant, Guy De. The Necklace and Other Short Stories. Dover Thrift Editions.
8. Montaigne, Michel De. The Complete works of Michel De Montaigne: Illustrated. Evergreen Classics.
9. Nicoll, Allardyce. World Drama from Aeschylus to Anouilh. New York: Harcourt Brace, 1950.
10. Pillai, T.S. Chemmeen Translated by Anita Nair. Harper Perennial.
11. Sinha, Ashok. Shakuntala. Mahakavi Kalidas's Shakuntalam. Xlibris Press.
12. Tolstoy, Leo. The Repentant Sinner (Collected Series, Vol I, Progress Publishers).

**E-Material:**

1. What is a Classic by T.S. Eliot? (Text) <http://bracchiumforte.com/PDFs/tseliot.pdf>
2. Why Read the Classics? By Italo Calvino  
<https://kingauthor.net/books/Italo%20Calvino/Why%20Read%20The%20Classics/Why%20Read%20The%20Classics%20-%20Italo%20Calvino.pdf>
3. E.B. White's Once More to the Lake <https://genius.com/E-b-white-once-more-to-the-lake-annotated>
4. Virginia Woolf's The Death of the Moth  
<http://gutenberg.net.au/ebooks12/1203811h.html>

**OUTCOMES:**

At the end of the semester the students will be able to:

1. Understand the study of Classics as a means of discovery and enquiry into the formations of great literary works and how the rich imagery of these classic works

continues beyond the twentieth century.

2. Recognize the diversity of cultures and the commonalities of human experience reflected in the literature of the world.
3. Imbibe a fair knowledge in the various Classic works from different parts of the world, at different time periods, across cultures.
4. Examine oneself and one's culture through multiple frames of reference, including the perception of others from around the world.
5. Develop and aesthetic sense to appreciate and understand the various literary works with a strong foundation in the World Classics.

<b>ENCX 33</b>	<b>CHILDREN'S LITERATURE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>

**OBJECTIVES:**

- To enable the students to evaluate the literary qualities and the popular appeal of Children's Literature
- To help the students to explore the category of Children's Literature and its impact on children

**MODULE - I** **15****William Wordsworth:** To the Cuckoo**Edward Lear** : The Owl and the Pussy Cat**Theodore Roethke** : My Papa's Waltz**Coventry Patmore** : Toys**MODULE - II** **10****Leo Tolstoy** : The Little Girl and the Mushrooms**Panchatantra Tales:** The Cobra and the Crows  
The Monkey and the Wedge**MODULE - III** **10****J.M. Barrie:** Peter Pan**MODULE - IV** **15****Panchatantra Stories:** 1.The Greedy Cobra and the King of Frogs  
2. The Story of the Potter  
3. The Carpenter's Wife**Hans Anderson** : The Little Mermaid**Richard Burton** : Alibaba and the Forty Thieves**Ruskin Bond** : The Tiger in the Tunnel**MODULE - V** **10****C.S. Lewis** : The Tale of Narnia : The Lion, The Witch and The Wardrobe**Rudyard Kipling** : The Jungle Book**Roald Dahl** : Matilda 51**TOTAL HOURS - 60**

**REFERENCES:**

- Tiwari, Shubha – Children and Literature – New Delhi: Atlantic Publishers and Distributors, 2006
- Winbott S.E. – English Poetry for the Young – Blackie and Sons.
- Hans Anderson – Hans Anderson Fairy Tales: India: Wilco Publishing House, 2005.
- Barrie. J. M., Peter Pan (Illustrated with Interactive Elements) (Harper Design Classics)

**OUTCOMES:**

On successful completion of the course, the students should have acquired.

1. A new genre of Literature will motivate the students in enriching their flair for literature.
2. Learners know the literary qualities and educational value of children's literature.

<b>ENCX 34</b>	<b>SECOND LANGUAGE WRITING</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>

**OBJECTIVES:**

- To understand the basic structural patterns of the language, vocabulary and constructions.
- To acquire knowledge of the elements of the language.
- To improve their language proficiency and become more confident in their writingabilities.

**MODULE - I** **15**

Introduction to Second language writing- Focus on language structure - Writing process – Second language writing development.

**MODULE - II** **10**

Second language writers – Potential L1 and L2 writer differences–Expectations about teaching and learning – Teaching and learning style.

**MODULE - III** **15**

Focus on Lexis and Grammar- Noun and the Noun Phrase - Teaching verb Tenses and Voice in text cohesion – Adjectives and Adverbs in academic discourse.

**MODULE - IV** **10**

Develop paragraph – topic sentences – main ideas – freewriting – supporting sentences – concluding sentences – write a descriptive paragraph.

**MODULE - V** **10**

Reading a second language writing system – reading and writing connections - academic writings

**TOTAL HOURS - 60****REFERENCES:**

- Hinkel, Eli (2014). “Teaching Academic ESL Writing: Practical Techniques in Vocabulary and Grammar” Lawrence Erlbaum Associates, Inc.,Publishers.

- Kroll, Barbara (ed.) (1990) "Second language Writing: Research insights for the classroom", California State University, Northridge.
- Rafoth, Ben and Bruce Shanti (eds.) (2004) "ESL Writers: A Guide for Writing Center Tutors".
- Bloch, Joel (2018). "Technology for Teaching English as a Second Language (ESL) Writing."
- Ellis, R. (1985). "Understanding second language acquisition." Oxford: Pergamon Institute of English.
- Ellis, R. (1994). "The study of second language acquisition." Oxford: Oxford University Press.

**OUTCOMES:**

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

1. Strengthen the writing skills.
2. Enhance the writing skills with specific reference to technical writing.
3. Develop the critical thinking skills.
4. Provide more opportunities to develop the project and proposal writing skills.

<b>ENCX 35</b>	<b>ENGLISH FOR ACADEMIC PURPOSES</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>

**OBJECTIVES:**

- To prepare students for the academic rigor of a degree course learning and assessment environment, with a focus on critical thinking, academic writing and presentationskills.
- To demonstrate a working knowledge of appropriate reading and pre-reading strategies; including scanning, predicting outcomes, making inferences
- To develop broad communicative competence in English in academic context.
- To develop receptive and productive competences in writing academic assignments.

**MODULE I** **9+4**

Introduction to English for Academic purposes

What is Academic Writing?

Approaches to Academic writing (Expository, Argumentative, Persuasive, Descriptive, Narrative, Analytical, critical)

**MODULE II** **9+2**

Academic arguments - Academic Arguments in writing – Identifying fallacies in Academic arguments – Academic persuasion

**MODULE III** **9+2**

Case study – Critical thinking in Academic reading – cohesion and coherence in academic writing

**MODULE IV** **9+3**

Academic Discourse – Types of Academic Discourse – spoken genres of EAP (presentations, speeches, interviews, debates, group discussions.)



**MODULE V****9+4**

Academic Language – Components of Academic Languages - Academic Vocabulary – Strategies to improve Academic Vocabulary

**L – 45, T – 150; TOTAL HOURS – 60****REFERENCES:**

1. HeylandKen, "TheRoutledge Handbook of English for Academic Purposes" Taylor &Francis ,Newyork,2016.
2. Graham Andrew, "English for Academic Purposes: A Handbook for Students" critical publishing, Newyork,2018.
3. Charles Maggie, Pecoran Diane, "Introducing English for Academic Purposes" Taylor &Francis, London,2015.
4. <http://www.uefap.com/materials/matfram.htm>
5. [https://wps.pearsoned.ca/ca\\_ab\\_faigley\\_penghdbk\\_1/64/16478/4218419.cw/index.html](https://wps.pearsoned.ca/ca_ab_faigley_penghdbk_1/64/16478/4218419.cw/index.html)
6. <https://researchwriting.unl.edu/structure-academic-argument>
7. <https://www.englishskillsone.com/units-1-iv/i/21114864/unit-ii-genres-and-types-academic-writing>

**OUTCOMES:**

By the end of the course, the students will be able to

- Participate in group discussions and debates on a wide variety of academic topics.
- Deliver well-structured academic presentations.
- Use complex academic vocabulary and grammar structures efficiently in writing and speaking.
- Write a range of texts such as reports, essays and reviews using appropriate academic style and correct referencing
- Think critically and evaluate information in an academic context.

<b>ENCX 36</b>	<b>COMPUTER AIDED LANGUAGE LEARNING</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
		<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>

**OBJECTIVES**

- To enable the students to integrate educational technology into language learning and teaching, and critically evaluate language learning software and websites.
- To enable the students to design and produces imple computer assisted language learning activities

**MODULE - I Introduction 12**

Computer-Assisted Language Learning (CALL) Concepts, Methods & Terminologies  
 Phases of CALL Programs  
 Paradigms of CALL assessment tools  
 Assistive Technology for students with disabilities  
 Demonstration and application of assistive technologies software & apps in classroom

**MODULE - II Applications of computers in language learning 10**

Computer as an appraiser  
 Computer as a tool  
 Computer as a data source

**MODULE - III Computer-Mediated Communication -CMC 12**

Paradigm of -CMC  
 Highly Interactive Communication  
 Multi-Way Communication  
 Synchronous or Asynchronous Communication

**MODULE - IV Integrating CALL Technology in classroom 14**

Reading App: Readlang: <https://readlang.com>, <https://www.beelinguapp.com/>  
 Writing App: Ludwig: <https://ludwig.guru>, <https://techcrunch.com>  
 Listening APP : Woodpecker Android / iOS, <https://www.blinkist.com/>  
 Speaking & Vocabulary App Fluent U <https://www.fluentu.com/>

Grammar App: Go Correct: <https://www.gocorrect.me>

Duolingo – The All-Rounderapp <https://www.duolingo.com/> <https://www.pimsleur.com/>

### **MODULE - V Formation of e-portfolio**

**12**

Using authoring software: <https://hot-potatoes.en.uptodown.com/windows>

iSpring -QuizMaker- iSpring Suite: <http://www.filmo.com/wida.htm>, essaygenerator

<https://www.lectoraonline.com/>

Creating language exercises for the web multiple-choice & true/false quizzes/ gap-filling/ matching/ re-ordering/sequencing etc.

Submission of e-portfolio for assessment

**TOTAL HOURS - 60**

### **REFERENCES:**

1. Stockwell. *Computer-Assisted Language Learning*: Cambridge University Press. (2 February 2012) (Amazon)
2. Ranita Gopal. *Computer Assisted Language Learning*, Shipra Publications (2019) Flip cart.
3. E. Suresh Kumar. *Computer Assisted Language Learning (CALL) Part -1: Foundation Books* 2009
4. Erben, T., Ban, R. & Castaneda, M. *Teaching English Language Learners through technology*. New York: Routledge. (2009).
5. Erben, T. & Sarieva, I. *CALLing All Foreign Language Teachers: Computer-Assisted Language Learning in the Classroom*. Larchmont, NY: Education. 2017
6. Levy, Michael. *Computer Assisted Language Learning: Context and Conceptualization*. Oxford: Oxford University Press. (1997).
7. War Schauer, Mark and Richard Kern, *Network-based Language Teaching: Concepts and Practice*. Cambridge: Cambridge University Press. eds 2000
8. *Language Learning & Technology* [www.lit.msu.edu](http://www.lit.msu.edu)
9. Michael Thomas, Hayo Reinders, Mark Warschauer: Contemporary Computer Assisted Language Learning – Bloomsbury ed 2014
10. CALL: [https://elt.fandom.com/wiki/Computer\\_assisted\\_language\\_learning](https://elt.fandom.com/wiki/Computer_assisted_language_learning)
11. CALL: <http://www2.nkfust.edu.tw/~emchen/CALL/unit1.htm>
12. CALL: Cambridge -<https://www.cambridge.org/core/books/handbook>
13. CALL: <https://www.readingrockets.org/article/computer-assisted-instruction>

14. CALL:<https://www.teflcorp.com/articles/esl-resources/barriers-and-benefits>
15. CALL:<https://quizizz.com/admin/quiz/5d969aa7abbef6001a0e86a7/call>

**OUTCOMES:****By the end of this course, the students will be able to**

- Become familiar with a range of CALL applications
- Understand how particular technologies can be used to support learning in different situations
- Increase knowledge and confidence in using technology in teaching/learning
- Become aware of the social and cultural aspects of CALL
- Evaluate technologies and implementations
- Create (simple) multimedia or web-based language lessons and quizzes.