

# **B.A. English Syllabus**

**Outcome Based Education based on  
Revised Bloom's Taxonomy**

(Under Choice Based Credit System)

**For the Students Admitted in the  
Academic Year 2021-2022**



**DEPARTMENT OF ENGLISH**  
**BISHOP HEBER COLLEGE (AUTONOMOUS)**  
(Nationally Reaccredited 'A' Grade by NAAC with a CGPA of 3.58 out of 4)  
(Recognised by UGC as "College of Excellence")  
TIRUCHIRAPPALLI – 620 017

## **VISION**

**To inculcate aesthetic sense, creativity and human values through excellence in the studies of English language and literature.**

## **MISSION**

- **Fostering finer literary sensibility.**
- **Advancing mastery in linguistic capabilities for successful employment**
- **Promoting sound analytical thinking to cultivate organizational and leadership capacity in youngsters.**
- **Encouraging original and creative thinking to augment writer ship.**

## PROGRAMME OUTCOMES OF B.A. DEGREE PROGRAMME IN ENGLISH

*On completion of BA degree programme in English the graduates will be able-*

- PO1. To show ability in English communication, and explication of literary pieces. (Knowledge)
- PO2. To demonstrate knowledge of the cultural diversity of India as an important outcome of English literary studies in India. (Knowledge)
- PO3. To evaluate literary texts as expressions of the wider system of global cultures. (Knowledge)
- PO4. To relate novel and contemporary perceptions of critical thinking to diverse spheres of knowledge and activity. (skill)
- PO5. To demonstrate near-accuracy in pronouncing, accentuating and intoning English words and sentences as per the prescriptions of the Received Pronunciation (RP) pattern. (Skill)
- PO6. To employ analytical reasoning to achieve sound decision-making as a chief managerial skill. (Skill)
- PO7. To articulate reformative reflections on life and people intrepidly as writers. (Attitude)
- PO8. To build vision and value-oriented peer teamship. (Attitude)
- PO9. To endorse moral and ethical consciousness through the study of Literature. (Ethics)

## PROGRAMME SPECIFIC OUTCOMES OF B. A. DEGREE PROGRAMME IN ENGLISH

- PSO1. Interpreting ethically literary language and literary artefacts as true of various forms of literature such as poetry, drama, prose, novel and short story applying diverse literary and cultural perspectives of the past and the present times.
- PSO2. Speaking and writing rationally, adopting inimitable style, a variety of formats, such as essays, critical reviews, and reflective presentations.
- PSO3. Pursuing scientific study of language as a human phenomenon in its historical, psychological, and social contexts.
- PSO4. Promoting consciousness about the need to address social, cultural, moral and environmental perils.

## PROGRAMME MATRIX

## B.A. ENGLISH

S. No.		Course Name	Course Code	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
1.	Core I	Poetry – I	U19EG101	M	L	H	M	M	M	H	H	H	L	H	H	H
2.	Core II	Prose – I	U19EG102	M	M	H	M	L	M	L	M	-	M	M	L	M
3.	Allied I	Social History of England	U19EG1Y1	H	H	H	M	M	M	M	L	M	H	H	H	M
4.	Core III	Prose – II	U19EG203	L	M	M	H	L	L	M	M	H	M	M	L	M
5.	Core IV	Fiction	U19EG204	M	M	M	H	L	H	H	L	H	M	M	H	H
6.	Allied II	History of English Literature – I	U19EG2Y2	M	L	M	M	L	L	H	M	M	H	M	L	M
7.	Core V	Linguistics and Phonetics	U19EG305	H	H	H	H	H	H	H	M	M	H	H	H	M
8.	Allied III	Literary Forms	U19EG3Y3	H	H	H	H	M	M	H	H	H	H	H	H	H
9.	Allied IV	History of English Literature – II	U19EG3Y4	M	-	H	L	-	-	M	-	L	H	M	-	M
10.	SBEC I	Leadership Skills	U19EG3S1	M	L	L	M	M	H	L	H	M	-	M	-	H
11.	NMEC I	Journalism	U19EG3E1	M	-	-	-	L	-	-	-	-	-	M	-	L
12.	Core VI	Elizabethan and Jacobean Drama	U19EG406	M	L	L	M	H	L	M	M	H	H	M	H	M
13.	Allied V	Introduction to Media Studies	U19EG4Y5	M	L	M	-	M	M	H	M	H	H	H	H	H
14.	Allied VI	Mythologies and Legends of the World	U19EG4Y6	H	L	H	M	-	L	M	L	H	M	M	-	M
15.	SBEC II	Public Speaking Skills	U19EG4S2	H	-	M	-	M	-	M	-	H	-	H	M	H
16.	NMEC II	Functional English	U19EG4E2	L	-	-	-	L	M	-	L	M	-	H	-	-
17.	Core VII	Indian Writing in English	U19EG507	L	M	H	H	M	L	M	M	H	H	H	H	H

**Syllabus 2021-'24 Batch (UG)**

18.	Core VIII	Shakespeare	U19EG508	L	L	M	L	H	L	H	L	-	H	L	H	H
19.	Core IX	Poetry - II	U19EG509	L	L	L	L	L	L	M	L	L	M	L	L	L
20.	Core X	Project Work	U19EG5P J													
21.	Elective I	Introduction to Literary Criticism	U19EG5:1	M	H	M	H	H	L	H	M	L	L	M	M	M
22.	SBEC III	Writing Skills	U19EG5S3	-	-	-	L	-	L	H	-	-	-	M	-	-
23.	Core XI	Modern Drama	U19EG610	H	-	H	H	L	H	H	M	H	H	M	L	H
24.	Core XII	American Literature	U19EG611	M	M	M	H	L	L	M	L	M	M	M	L	M
25.	Core XIII	New Literatures	U19EG612	L	L	M	H	H	M	L	M	H	L	L	M	M
26.	Elective II	English Language Teaching	U19EG6:2	H	M	M	H	M	H	M	M	M	M	H	M	M
27.	Elective III	Indian and European Classics in Translation	U19EG6: 3	M	L	M	M	-	-	M	M	H	M	L	L	H
28.		Human Rights and Literature: An Introduction														

## Programme : General English &amp; B.A. English (2020 onwards)

Sem.	Part	Course	Course Title	Course	Hours / week	Credits	Marks		
				Code			CIA	ESE	Total
I	I	Tamil I /*	nra;As; - ,yf;fpa tuyhW - ciueil - nkhopg; gapw;rpAk; gilg;ghf;fKk;	U18TM1L1	6	3	25	75	100
	II	English I	Language through Literature : Prose and Short Stories	U21EGNL1	6	3	40	60	100
	III	Core I	Poetry – I	U21EG101	6	5	25	75	100
		Core II	Prose – I	U19EG102	5	4	25	75	100
		Allied I	Social History of England	U19EG1Y1	5	4	25	75	100
			Communication Skills in English-I	B.Voc. IT-U21EG102 AT-U21EGA02 VC-U21EGV02					
			Communication Practice-I	B.Voc. IT-U21EGIP2 VC-U21EGVP2					
	IV	Val. Edu.	Value Education (RI/MI)	U15VL1:1/ U15VL1:2	2	2	25	75	100
II	I	Tamil II /*	nra;As; - ,yf;fpa tuyhW - rpWfijj; jpul;L - nkhopg;gapw;rp; & gilg;ghf;fk;	U18TM2L2	6	3	25	75	100
	II	English II	Language through Literature : Poetry and Shakespeare	U21EGNL2	6	3	40	60	100
	III	Core III	Prose – II	U21EG203	6	5	25	75	100
		Core IV	Fiction	U21EG204	5	4	25	75	100
		Allied II	History of English Literature – I	U19EG2Y2	5	4	25	75	100
			Communication Skills in English-II	B.Voc. IT-U21EG102 AT-U21EGA02 VC-U21EGV02					
			Communication Practice-II	B.Voc. IT-U21EGIP2 VC-U21EGVP2					
	IV	Env. Studies	Environmental Studies	U16EST21	2	2	25	75	100
III	I	Tamil III /*	nra;As; - fhg;gpaq;fs; ,yf;fpa tuyhW - ehty; - nkhopg;gapw;rp	U18TM3L3	6	3	25	75	100
	II	English III	English for Competitive Examinations	U16EGNL3	6	3	40	60	100
			Business Communication in English	U16EGPL3					
	III	Core V	Linguistics and Phonetics	U19EG305	5	4	25	75	100
		Allied III	Literary Forms	U19EG3Y3	5	4	25	75	100
		Allied IV	History of English Literature – II	U19EG3Y4	4	3	25	75	100
	IV	SBEC I	Leadership Skills	U19EG3S1	2	2	25	75	100
	NMEC I	Journalism	U19EG3E1	2	2	25	75	100	



## Core I: Poetry - I

Semester : I

Course Code : U21EG101

Credits : 5

Hours / Week: 6

### COURSE OUTCOMES

After the successful completion of this course the students will be able to

S.No.	Course Outcomes	Level	Unit
1	Discuss the poetry that flowered in the phases or ages in English Literature chronologically from the Elizabethan and Jacobean Period to the Twentieth century.	K2	I, II, III, IV, V
2	Interpret the English people's moral, ethical, social, political, traditional and secular values.	K2	I, II
3	Illustrate through discussion their ability to contextualise a given work of English Literature from the Elizabethan Jacobean Age to the Twentieth Century.	K3	II, IV, V
4	Analyse connections among the political, historical, social, cultural and literary elements in English literature like the Renaissance, Reformation, Restoration, Peasants Revolt, Industrial Revolution and Agrarian Revolution.	K4	III, IV, V
5	Appraise the reign of English Kings and Queens and the literature and the literary movements that flowered as a body of world class literature, worthy of research.	K5	I
6	Create the universality of human experiences based on the diversity of values reflected in the English literary works	K6	-

### UNIT I: Tudor & Stuart Literature / Elizabethan Literature (1500- 1700)

Sir Thomas Wyatt	:	I Find No Peace
Philip Sydney	:	Sonnet 1 (Astrophel and Stella)
Edmund Spenser	:	Amoretti : Sonnet 75
Ben Jonson	:	Song: To Celia
John Donne	:	A Hymn to God the Father



George Herbert	:	The Pulley
John Milton	:	How Soon Hath Time

### UNIT II: Neoclassical and Romantic Literature (1660-1837)

Alexander Pope	:	Ode on Solitude
William Blake	:	A Poison Tree
William Wordsworth	:	Three Years She Grew
Percy Bysshe Shelley	:	Dejection near Naples
John Keats	:	Ode to Autumn
Robert Burns	:	A Red, Red Rose
Lord Byron	:	When We Two Parted

### UNIT III: Victorian Literature (1837-1901)

Thomas Hardy	:	The Darkling Thrush
Elizabeth Barrett Browning	:	How Do I Love Thee?
Alfred Lord Tennyson	:	Break, Break, Break
Christina Rossetti	:	After Death

### UNIT IV: Twentieth Century Literature I (1900- 1980)

Sydney Keyes	:	The Bards
Gerard Manley Hopkins	:	Thou Art Indeed Just, Lord
Robert Bridges	:	Nightingales
Rupert Brook	:	The Dead

### UNIT V: Twentieth Century Literature II (1900- 1980)

Dylan Thomas	:	Poem in October
Philip Larkin	:	Wants

### UNIT VI: Poems for Self Study

William Empson	:	Let it Go
W.H. Auden	:	Night Mail
T.S. Eliot	:	The Hollow Men
W.B. Yeats	:	Sailing to Byzantium
Siegfried Sassoon	:	Everyone Sang
Rupert Brooke	:	The Soldier
Edmund Blunden	:	To Joy

### Text Book:

1. Green, David. Ed. *The Winged Word: An Anthology of Poems for Degree Course*. Vishakhapatnam: Macmillan Publication, 2007.

## Reference Books

1. Rees R. J. *English Literature: An Introduction for Foreign Readers*. Macmillan: Madras, 1987.
2. Prasad B. *A Background to the Study of English Literature*. Macmillan: Chennai, 1999.
3. Albert, Edward. *History of English literature* (Fifth Edition). OUP: ND, 2007.
4. Abrams, M. H. *A Glossary of Literary Terms*. New Delhi: Prism, 1993.

## SPECIFIC LEARNING OUTCOMES (SLO)

Unit/ Section	Course Content	Learning outcomes	Blooms Taxonomy Level of Transaction
<b>I</b>	<b>Tudor &amp; Stuart Literature/Elizabethan Literature (1500-1700)</b>		
1.1	Sir Thomas Wyatt : I Find No Peace	Interpret the theme, tone and texture found in the poem	K2
1.2	Sir Philip Sidney : Astrophel and Stella - Sonnet 1	Define the sonnet and its form and how it explains unrequited love	K1
1.3	Spenser: Amoretti: Sonnet- 75	Discuss the social, cultural and political background in which the author lived which shaped his thinking in producing the text	K2
1.4	Ben Jonson : Song to Celia.	Describe the expression of love by the poet for his beloved	K2
1.5	John Donne : A Hymn to God the Father	Interpret the poet asking God for forgiveness of his sins	K3
1.6	George Herbert : The Pulley	Sketch the religious, metaphysical poem which centres on the pulley as a prime conceit	K3
1.7	John Milton : How Soon Hath Time.	Assess the poet's lament that time flies and he could not achieve much	K5
<b>II</b>	<b>Romantic Literature (1790-1901)</b>		
2.1	Alexander Pope : Ode on Solitude	Point out the poetic voice that tells about the bliss of solitude.	K4

2.2	William Blake : A Poison Tree	Explain the result of repressing anger and wrath.	K4
2.3	William Wordsworth : Three Years She Grew	Evaluate what the powers of Nature can do to bring about perfection of the human form and mind.	K5
2.4	Percy Bysshe Shelley : Dejection Near Naples	Appraise the cause of dejection of the poet.	K4
2.5	John Keats : Ode to Autumn	Estimate the power of Nature, the passage of time and the consolation of beauty.	K5
2.6	Robert Burns : A Red, Red Rose	Judge the poet's love for his beloved.	K5
2.7	Lord Byron : When We Two Parted	Summarize the poet's grief and regret on the loss of a romantic relationship.	K5
<b>III</b>	<b>Victorian Literature (1837-1901)</b>		
3.1	Thomas Hardy : The Darkling Thrush	Compare and contrast the conflict of perception between the poet and the bird.	K4
3.2	Elizabeth Barrett Browning : How Do I Love Thee Let Me Count the Ways	Critique on the poet's love for her husband.	K5
3.3	Alfred Lord Tennyson: Break Break Break.	Categorize the poet's meditation on mortality and loss.	K4
3.4	Christina Rossetti : After Death	Demonstrate the poet's treatment of unrequited love.	K3
<b>IV</b>	<b>Twentieth Century Literature I (1900-1980)</b>		
4.1	Sydney Keyes : The Bards	Explain the isolation and loneliness experienced by the poet.	K4
4.2	Gerard Manley Hopkins: : Thou Art Indeed Just, Lord	Measure the Journey of the poet from doubt to spiritual understanding.	K5

4.3	Robert Bridges : Nightingales	Dramatize the pain of the nightingales as expressed by the poet.	K3
4.4	Rupert Brook: The Dead	Survey the experiences of mankind before and after death.	K4
<b>V</b>	<b>Twentieth Century Literature II (1900-1980)</b>		
5.1	Dylan Thomas : Poem in October	Relate the nostalgic experiences of the poet	K3
5.2	Philip Larkin : Wants	Compare the poet's desire for solitude.	K4

**MAPPING (CO, PO, PSO)****L-Low****M-Moderate****H- High**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	M	L	M	M	L	-	-	M	M	L	M	-	-
CO2	M	M	H	M	-	-	M	M	M	L	H	L	L
CO3	H	L	H	M	M	L	H	H	H	M	H	H	H
CO4	L	H	H	H	L	M	H	L	H	H	L	H	H
CO5	L	L	M	L	-	-	L	L	M	L	L	-	M
CO6	M	M	H	M	M	M	M	H	H	H	H	M	H

**COURSE ASSESSMENT METHODS****DIRECT:**

1. Continuous Assessment Test: T1, T2 (Theory & Practical Components):  
Closed Book
2. Open Book Test.
3. Cooperative Learning Report, Assignment, Group Presentation, Group Discussion, project Report, Field Visit Report, Poster Presentation, Seminar, Quiz (written).
4. Pre-Semester & End Semester Theory Examination

**INDIRECT:**

Course end survey (Feedback)

**Name of the Course Coordinator: Ms. P. Elizabeth Easter Joy****Signature:**

## Core II: Prose - I

Semester : I

Course Code : U19EG102

Credits : 4

Hours / Week: 5

### COURSE OUTCOMES:

S.NO	COURSE OUTCOMES	LEVEL	UNIT
CO1	Recall different aspects of prose writers	K1	I,
CO2	Examine the chronological shifts in tune with different cultural background	K4	II, III
CO3	Predict different characters in Prose texts.	K6	I, II
CO4	Discuss the length of value of study.	K6	IV
CO5	Discover the cherished memories of authors by reading prose pieces	K4	I, II, III ,IV, V
CO6	Develop "linguistic competency" by reading different prose writers	K3	I, III, V

**At the end of the course the student will be able to**

### SYLLABUS:

<b>Unit 1: Renaissance and Neoclassical Period</b> Francis Bacon: "Of Studies" Richard Steele: "The Trumpet Club"	<b>18 Hours</b>
<b>Unit 2: The Mid - Romantic Period</b> Charles Lamb: "Oxford in Vacation" William Goldsmith: "The Man in Black"	<b>18 Hours</b>
<b>Unit 3: Modern Period</b> G.K. Chesterton: "The Worship of the Wealthy" J.B. Priestly: "Lecturers"	<b>18 Hours</b>
<b>Unit 4: Modern and Post-War Period</b> E.V. Lucas: "Bores" Robert Lynd: "In Praise of Mistakes"	<b>18 Hours</b>
<b>Unit 5: The Post-War Period</b> A.G. Gardiner: "A Fellow Traveller" Max Beerbohm: "Speed"	<b>18 Hours</b>

**UNIT 6:** For Further Discussion: (for further reading and not to be included for examination)

A study on biographies and autobiographies of eminent writers.

Unique style of writings in prose.

Samuel Johnson "The Rambler"

William Hazlitt: "Table- Talk"

Thomas De Quincey: "The English Mail Coach"

**TOPICS FOR SELF-STUDY:**

S.No.	Topics	Web Links
1	Major forms of prose	<a href="https://www.mometrix.com/academy/major-forms-of-prose/">https://www.mometrix.com/academy/major-forms-of-prose/</a>
2	The unique style of prose writers	<a href="https://medium.com/writers-journal/6-different-types-of-prose-writing-39f12b09b5d6">https://medium.com/writers-journal/6-different-types-of-prose-writing-39f12b09b5d6</a>
3	literary devices in prose	<a href="https://blog.reedsy.com/literary-devices/">https://blog.reedsy.com/literary-devices/</a>

**LEARNING OUTCOMES:**

Unit	Course Content	Learning Outcomes	Blooms Taxonomic Highest Level of Transaction
1	1.Francis Bacon: Of Studies	Identify the value of studying in the liberal arts. Analyzing uses and abuses of study, the effect of reading.	K3
		Examine practical and pragmatic approach	K3
	2. Richard Steele: The Trumpet Club	Analyze a true picture of the life in England during the 18 <sup>th</sup> century with its coffee houses and clubs.	K3
		Analyse the traits of the narrator in The Trumpet club.	K5
2	1.Charles Lamb: Oxford in Vacation	Discuss the comical character in the essay.	K3

	2. William Goldsmith: The Men in Black	Comment on the customs, manners and peculiarities of the English people and different character sketches.	K3
3	1. G.K. Chesterton: The Worship of the Wealthy	Explain the hypocrisy of journalists who flatter the wealthy. Criticize the modern methods of flattery, expose the hypocrisy and moral degradation of the people in the modern age.	K2
	2. J.B. Priestly: Lectures	Explain and justify the views on Lectures.	K4
4	1. E.V. Lucas: Bore	Discuss the qualities of bores and the remedies.	K2
	2. Robert Lynd: In Praise of Mistakes	Explain how mistakes are useful and how they are enjoyable to the world.	K4
5	1. A.G. Gardiner: A Fellow - Traveller	Discuss the interaction between a human and a non-human.	K4
	2. Max Beerbohm: Speed	Examine the idea of speed as the modern way of life.	K4

**BOOKS FOR REFERENCE:**

- R1: Frederick Suresh and Parvathy. *Evergreen English Essays*. New Century Book House Pvt. Ltd., Chennai, 2018.
- R2: Rees R.J. *English Literature: An Introduction for Foreign Readers*. Macmillan: Madras, 1987.
- R3: Albert, Edward. *History of English literature* (Fifth Edition). OUP: ND, 2007.
- R4: Abrams, M.H. *A Glossary of Literary Terms*. New Delhi: Prism Books Pvt. Ltd., 1993.
- R5: Gray, Martin. *Dictionary of Literary Terms*. London: Longman York Press, 1995.
- R6: Prasad B. *A Background to the study of English Literature*. Macmillan: Chennai, 1999.

**WEB LINKS:** (Swayam/nptel/...)

- <https://www.enotes.com/homework-help/what-views-bacon-about-studies-461993>
- <http://sittingbee.com/a-fellow-traveller-a-g-gardiner/>

## MAPPING :

	Programme Outcome								Programme Specific Outcome			
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4
CO1	M	M	L	M	M	M	M	L	M	L	L	H
CO2	M	M	M	H	L	M	L	M	H	M	M	M
CO3	M	M	H	H	L	M	L	L	M	H	M	M
CO4	H	M	H	M	M	H	M	M	L	M	L	M
CO5	L	M	M	M	L	M	L	M	M	M	L	M
CO6	H	M	H	M	H	M	L	L	M	M	L	M

## EVALUATION SCHEME:

EC No	Evaluation component	Duration	Weightage (%)	Date & Time	Remarks
1	Internal Test-1 (30 %)	2 hr	25	will be announced	Closed Book
2	Internal Test-II (30 %)	2 hr			Closed Book
3	Seminar & Assignments (20 %)	-			Open Book
5.	Attendance (20 %)	-			On-line Entry
6.	End Semester Exam	3 hr			75

**Chamber consultation Hours** : Will be announced by the individual instructors.

**Notices** : All notices regarding the course will be displayed on the Department Notice Boards.

**Make-up Policy** : Retest will be given only for first internal test for genuine reason. No re-test for second internal tests.

**Name of the Course Coordinator:** Ms. P. Josephine Stella Thilaga

**Signature:**



## Allied I: Social History of England

Semester : I

Course Code : U19EG1Y1

Credits : 4

Hours / Week: 5

### COURSE OUTCOMES:

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

- CO1: Interpret and discuss a literary work by placing it in an appropriate social, cultural, and historical context in which the writers lived and also analyse how these elements influenced their writings. **(K3- Apply)**
- CO2: Analyse the various socio-politico-economic and religious factors which have shaped the history of England, people's thoughts and beliefs, language and literature, culture, and tradition. **(K4-Analysing)**
- CO3: Discuss how literary works also influence and reflect society by understanding the correlation between social history and literary history. **(K6- Create)**
- CO4: Demonstrate an understanding of the development of language and various literary genres such as poetry, prose, and drama as contextualized in the land's social history. **(K2- Understanding)**
- CO5: Explain Britain's expansion spree, its lasting influence on the language, literature, and culture of the then colonies, and vice versa. **(K5- Evaluating)**
- CO6: Develop a civic consciousness by internalizing the changes which the specific episode of humanitarian intervention brought upon England during the 18th and 19th century. **(K6- Creating)**

### SYLLABUS:

#### Unit 1- A Brief Outline of British History

A Brief Outline of British History from the Celtic race to the Present day (1-23)  
The Renaissance

#### Unit 2- Impact of Religion on England

The Reformation  
The Dissolution of Monasteries  
Colonial Expansion

#### Unit 3- Restoration England

The Civil war/ The Stuart Age  
The Restoration  
The Age of Queen Anne  
Coffee House Life in London

#### Unit 4- Movements and Revolution

Humanitarian Movements  
The French Revolution and its effects

Agrarian Revolution  
Industrial Revolution

**Unit 5- Victorian Age and After**

The Victorian Age  
The 20th Century and After

**Unit 6: For Further Discussion:** (for further reading and not be included for examination)

The Tutor Navy and the Armada  
Religion of England  
The Elizabethan Theatre  
The East India Company  
The American War of Independence  
Trade Unionism  
The Origin and Growth of Political Parties in England  
England in the 21<sup>st</sup> Century

**SYLLABUS: BLOOM'S TAXONOMY LEVELS OF TRANSACTION**

Unit	Course Content	Learning Outcomes	Bloom's Taxonomy Highest Levels of Transaction
<b>Unit 1 - Brief Outline of British History</b>			
	1.1 A Brief outline of British History from the Celtic race to the Present day (1-23)	<ul style="list-style-type: none"> <li>Summarize the significant events in the social history of England by grouping them under the respective historical periods such as Old period, Medieval or Middle Period and Modern Period.</li> </ul>	K2
	1.2 The Renaissance	<ul style="list-style-type: none"> <li>Define the term 'Renaissance', its origin, and infer what the term suggests to various stakeholders.</li> <li>Enlist the inventions and discoveries that act as the driving forces of the Renaissance.</li> </ul>	K1
		<ul style="list-style-type: none"> <li>Analyse the lasting influence of the cultural movement on arts, literature, science, religion, education and history.</li> </ul>	K4

	<b>Unit 2 Impact of Religion on England</b>	<ul style="list-style-type: none"> <li>● Discuss the causes that led to the start of the movement in some parts of Europe.</li> <li>● Examine the circumstances that made England to join the movement and the role of the parliament and its legislation in steering the movement.</li> <li>● Analyse the contradictory approaches of Edward VI and Queen Anne, towards the movement that deepened the religious strife.</li> </ul>	K4
	2.1 The Reformation		
	2.2 The Dissolution of Monasteries	<ul style="list-style-type: none"> <li>● Explain the political context that set the stage, and the reasons which were responsible, for the dissolution of monasteries.</li> </ul>	K2
		<ul style="list-style-type: none"> <li>● Critically assess how the dissolution affected the people associated with the monastic way of living.</li> <li>● Analyse the significant social consequence and repercussions that the dissolution brought upon poor people.</li> </ul>	K4
	2.3 The Colonial Expansion	<ul style="list-style-type: none"> <li>● Categorize the causes for the colonial expansion under the headings of social, economic, and religious.</li> <li>● Analyse the role of monarchs, religious leaders and explorers in undertaking expedition and establishment of colonies.</li> </ul>	K4
<b>Unit 3</b>	<b>Restoration England</b>		
	3.1 The Civil War	<ul style="list-style-type: none"> <li>● Inspect the causes of the Civil War and estimate its after-effects on the social life of England.</li> </ul>	K4
		<ul style="list-style-type: none"> <li>● Discuss the course of the Civil War and understand the</li> </ul>	K6

		changes that the war brought upon the polity of England.	
	3.2 The Restoration	<ul style="list-style-type: none"> <li>Analyse the developments that restoration effected in the political and religious sphere of England.</li> <li>Critically assess the changes that the restoration brought upon the social life and literary scenario of the age.</li> </ul>	K4
	3.3 The Age of Queen Anne	<ul style="list-style-type: none"> <li>Appraise the reign of Queen Anne as the period of great prosperity by understanding the progress made in all three sectors of the economy.</li> </ul>	K4
		<ul style="list-style-type: none"> <li>Analyse the prevalent social hierarchy, its implications and also the religious activities of the period.</li> </ul>	K4
	3.4 Coffee House Life in London	<ul style="list-style-type: none"> <li>Outline the origin and growth of coffee- houses in London.</li> <li>Discuss coffee- houses as centres of socio- political, literary, and business interaction during the 17<sup>th</sup> and the first half of the 18<sup>th</sup> Century.</li> <li>Enumerate the coffee- houses that catered for distinctive political, religious and professional groups.</li> </ul>	K2
		<ul style="list-style-type: none"> <li>Analyse the reasons for the decline and closure of coffee- houses towards the end of the 18<sup>th</sup> Century.</li> </ul>	K4
<b>Unit 4 Movements and Revolution</b>			
	4.1 Humanitarian Movements	<ul style="list-style-type: none"> <li>Identify philanthropic and compassionate activities of several individuals during the 18th century and 19th century that prompted reforms in the health system, the legal system, industrial sector, etc., for the betterment of society.</li> </ul>	K3
	4.2 The French Revolution and its effects	<ul style="list-style-type: none"> <li>Critically analyse the causes of French revolution and its</li> </ul>	K4

		<p>impact on other European countries, especially its lasting effects on the socio-politico-economic and military spheres of the British.</p> <ul style="list-style-type: none"> <li>Examine the role of literary works in inspiring people to join the revolution and discuss how in turn the philosophy of the revolution affected literature of the age.</li> </ul>	K4
	4.3 Agrarian Revolution	<ul style="list-style-type: none"> <li>Describe the meaning of the term Agrarian Revolution and explain the causes and effects of the revolution</li> </ul>	K2
		<ul style="list-style-type: none"> <li>Assess the role of legislation and improved methods in growing crops and breeding livestock as the driving forces of the revolution.</li> </ul>	K6
	<ul style="list-style-type: none"> <li>4.4 Industrial Revolution</li> </ul>	<ul style="list-style-type: none"> <li>Describe the meaning of the term Industrial Revolution and interpret why the industrial Revolution is called revolution.</li> </ul>	K2
		<ul style="list-style-type: none"> <li>Examine the reasons for the roots of the industrial revolution in Great Britain and analyse its pervasive effects on England.</li> </ul>	K6
		<ul style="list-style-type: none"> <li>Contrast the condition of the textile industry before and during the revolution and identify the inventions across various industries that enhanced the speed of the revolution coupled with the improvements in means of transport and navigation.</li> </ul>	
<b>Unit 5</b>	<b>Victorian Age and After</b>		
	5.1 The Victorian Age	<ul style="list-style-type: none"> <li>Discuss the general features of Queen Victoria's reign and analyse some of the social unrest in the early part of her reign and its effects on the people of England.</li> </ul>	K4

		<ul style="list-style-type: none"> <li>Discuss the major scientific and literary developments, reforms in the field of politics and education during the reign of Queen Victoria.</li> </ul>	
	5.2 The 20 <sup>th</sup> Century and After	<ul style="list-style-type: none"> <li>Evaluate Britain's social history during the 20th century as a period of progress and distress by understanding, both, the changes that the world was brought upon society as well as the welcoming developments that occurred in the social and political front.</li> </ul>	K5
<b>Unit 6</b>			
	6.1 The Tutor Navy and the Armada 6.2 Religion of England 6.3 The Elizabethan Theatre 6.4 The East India Company 6.5 The American War of Independence 6.6 Trade Unionism 6.7 The Origin and Growth of Political Parties in England 6.8 England in the 21 <sup>st</sup> Century		

**TEXT BOOK:**

1. Ashok, Padmaja. *The Social History of England*. Chennai: VV Rajan & Co.Pvt. Ltd.2011.

**REFERENCE BOOKS:**

1. Traveyan, G.M. *The English Social History*. London: Penguin Books, 1970.
2. Briggs, Asa. *A Social History of England*. Harmondsworth: Penguin, 1985.
3. Subrahmanyam, M.V. *Social History of England*. Madras: Wardha, N.D.

**WEB LINKS:**

<https://www.britannica.com>  
<https://www.historic-uk.com>  
<https://www.bl.uk>  
<https://courses.lumenlearning.com>  
<https://www.encyclopedia.com>

<https://www.historyextra.com>  
<https://www.historydiscussion.net>  
<https://www.nationaltrust.org.uk>  
<https://www.britainexpress.com>  
<https://www.history.org.uk>

**Mapping (CO, PO, PSO)****L-Low M- Moderate H- High**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	H	H	H	M	M	M	M	L	M	H	H	H	M
CO2	H	M	M	M	M	M	H	L	M	H	H	H	M
CO3	H	M	H	M	M	M	H	L	M	M	H	M	M
CO4	H	H	H	M	M	M	M	L	M	H	M	H	L
CO5	H	H	H	M	M	L	M	L	M	M	L	H	L
CO6	M	L	H	M	L	M	M	L	H	M	L	L	H

**EVALUATION SCHEME:**

EC No	Evaluation component	Duration	Weight age (%)	Date & Time	Remarks
1	Internal Test-1 (30 %)	2 hr	25	will be announced	Closed Book
2	Internal Test-II (30 %)	2 hr			Closed Book
3	Seminar & Assignments (20 %)	-			Open Book
4	Attendance (20 %)	-			On-line Entry
5	End Semester Exam	3 hr	75		Closed Book

**Reading List: (for Internal Assessment only)**

1. The Second Half of the Victorian era
2. The Development of Transport and Communication
3. The Development of Education in the 19<sup>th</sup> century
4. The Dawn of the 20<sup>th</sup> Century
5. Life between the Two World Wars
6. The Effects of World War II
7. Life in the Nineties
8. England in the 21<sup>st</sup> century

**Name of the Course Coordinator:** Ms. S. Devi Niveditha

**Signature:**

**Core III: Prose - II****Semester : II****Course Code : U21EG203****Credits : 5****Hours / Week: 6****COURSE OUTCOMES**

After the successful completion of this course the students will be able to

S. No.	Course Outcomes	Level	Unit
1	Define the value of individual through reading slave narrative Prose pieces.	K1	I, II
2	Compare and contrast the prose works of different ages by juxtaposing them.	K5	I - V
3	Identify the different genres, unique styles, linguistic structures, ethical elements and literary contributions of eminent writers to the English Prose.	K4	I - V
4	Examine the values and ethics of prescribed texts in relation to practical life.	K5	III, IV, V
5	Prioritize the role and responsibility of human towards gender issues and environmental crisis.	K3	II, V
6	Formulate and develop the relationship among human beings by analyzing the characters in the selected prose works.	K6	I - V

**SYLLABUS:****Unit I: Character Essay****18hours**

Joseph Addison : Sir Roger at the Theatre (1711)  
 Daniel Defoe : Description of a Quack Doctor (1719)

**Unit II: Comparative Essay****18 hours**

Virginia Woolf : Men and Women (1920)  
 John Middleton Murray : Literature and Science (1930)

**Unit III: Subjective Essay****18 hours**

Bertrand Russell : Education and Discipline (1935)  
 George Orwell : Bookshop Memories (1936)

**Unit IV: Persuasive Essay****18 hours**

E.M. Forster : What I Believe (1938)  
 William Slim : What is Courage? (1957)



**Unit V: Moral and Social Consciousness Essays****18 hours**

- Gerald Durrell : Vanishing Animals (1958)  
 J. Bronowski : Sense of Future (1977)

**Unit VI : For Further Discussion: (Reference only- Not for Exam )**

- Joseph Addison : Visit to West Minster Abbey (1712)  
 Daniel Defoe : An Essay Upon Literature (1726)  
 D.H. Lawrence : Why the Novel Matters (1936)  
 George Orwell : Politics and English Language (1946)  
 G.K Chesterton : What I found in my Pocket (1949)

**TOPICS FOR SELF-STUDY:**

S.No.	Topics	Web Links
1	Diction and style in Prose.	<a href="https://www.wheaton.edu/academics/services/writing-center/writing-resources/style-diction-tone-and-voice/">https://www.wheaton.edu/academics/services/writing-center/writing-resources/style-diction-tone-and-voice/</a>
2	The unique style of prose writers	<a href="https://www.craftyourcontent.com/famous-authors-writing-styles/">https://www.craftyourcontent.com/famous-authors-writing-styles/</a>
3	The evolution of essays in various literary ages	<a href="https://www.britannica.com/art/English-literature/Prose">https://www.britannica.com/art/English-literature/Prose</a>
4	Creating prose pieces out of poems.	<a href="https://www.masterclass.com/articles/understanding-prose-poetry">https://www.masterclass.com/articles/understanding-prose-poetry</a>

**TEXT BOOKS:**

1. Brownski, Jacob. *A Sense of the Future: Essays in Natural Philosophy*. Cambridge: MIT Press. 1977.
2. Frederick, Suresh. Parvathy. Eds. *Evergreen English Essays*. New Century Book House (P) Ltd., 2018.
3. Lyon, Mary. Ed. *Books and Portrait: Some further Selections from the Literary And Biographical Writings of Virginia Woolf*. Harcourt Brace Jovanavich, Newyork. 1977.

**REFERENCE BOOKS:**

1. Abrams, M. H. *A Glossary of Literary Terms*. New Delhi: Prism Books Pvt. Ltd., 1993.
2. Albert Edward. *History of English Literature (Fifth Edition)*. OUP: ND, 2007.
3. M. G. Nayar. *A Galaxy of English Essayists from Bacon to Beerbohm*. Laxmi Publications: 2014.
4. Rao, Suryanarayana H.G. *Prose for Pleasure and Comprehension*. Oxford University Press.2010.

5. R.C , Prasad. Modern Essays: Studying Language through Literature. Orient Blackswan. 1987.
6. Rees R.J. *English Literature: An Introduction for Foreign Readers*. Macmillan: Madras,1987.
7. Prasad B. *A background to the study of English Literature*. Macmillan: Chennai,1999.

**Web links:** (Swayam/nptel/...)

1. [https://www.grijalvo.com/Gerald\\_Durrell/Animals\\_for\\_Ever.htm](https://www.grijalvo.com/Gerald_Durrell/Animals_for_Ever.htm)
2. <http://xroads.virginia.edu/~MA01/White/anthology/bigger.html>
3. <https://www.bartleby.com/209/673.html>
4. Effective Teaching Strategies for prose- classroom /synonyms
5. <https://classroom.synonyms.com>classroom>
6. <https://www.britannica.com/art/English-literature/Prose>
7. [https://www.thegospelcoalition.org/blogs/trevin-wax/what i-found-in my-Pocket/](https://www.thegospelcoalition.org/blogs/trevin-wax/what-i-found-in-my-Pocket/)

### SPECIFIC LEARNING OUTCOMES (SLO)

Unit	Course Content	Learning outcomes	Blooms Taxonomic Highest Level of Transaction
I	Sir Roger at the Theatre - Joseph Addison	Recall the origin of different theatres and components of a play.  Explain the salient features of Greek Tragedy and Elizabethan theatre.	K1  K5
	Description of a Quack Doctor -Daniel Defoe	Analyze the ingenious and pretentious nature of the quack doctors.	K4
II	Men and Women -Virginia Woolf	Justify the portrayal of women by male writers during the 19 <sup>th</sup> century	K6
	Literature and Science - John Middleton Murray	Compare and Contrast Literature and Science as different entity.	K2
III	Education and Discipline -Bertrand Russell	Relate how Russell's idea of freedom in education reflected in the present education system	K1

		Develop a flexible educational system that promotes freedom as well as discipline.	K6
	Book Shop Memories - George Orwell	Assess the habits of ancient customers and their tastes with the present customers in book shops.	K5
IV	What I Believe - E.M. Forster	Justify E. M. Forster's belief in Democracy and Aristocracy.	K5
	What is Courage? -William Slim	List out the significance of physical and moral courage.	K4
IV	Vanishing Animals -Gerald Durrell	Formulate remedial measures to prevent animals from extinction	K6
V	Sense of Future - J.Bronowski	Adapt a humanistic approach to science.	K6

**MAPPING SCHEME for the POs, PSOs and COs for Prose-II.**  
(L-Low, M-Moderate, H- High)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	L	M	M	L	L	L	M	M	H	M	L	L	H
CO2	L	M	L	M	L	H	L	L	M	H	M	M	M
CO3	M	H	M	H	H	L	H	M	M	M	H	M	M
CO4	L	M	M	M	L	L	M	M	H	L	M	L	M
CO5	L	M	L	L	L	M	H	M	H	M	M	L	M
CO6	L	L	M	H	L	L	M	M	M	M	M	L	M

**EVALUATION SCHEME:**

EC No	Evaluation component	Duration	Weightage (%)	Date & Time	Remarks
1	Internal Test-1 (30 %)	2 hr	25	will be announced	Closed Book
2	Internal Test-II (30 %)	2 hr			Closed Book
3	Seminar & Assignments (20 %)	-			Open Book
5.	Attendance (20 %)	-			On-line Entry
6.	End Semester Exam	3 hr			75

- CHAMBER CONSULTATION HOURS:** Will be announced by the individual Instructors.
- NOTICES :** All notices regarding the course will be displayed on the Department Notice Boards, through group mail, or WhatsAppgroup
- MAKE-UP POLICY :** Retest will be given only for first internal test for students with genuine reasons and on medical grounds.

**NO RE-TEST FOR SECOND INTERNAL TESTS.**

**Name of the Course Coordinator:** Mr. J.Milton Ananya

**Signature:**

**Core IV: Fiction****Semester : II****Course Code : U21EG204****Credits : 4****Hours / Week: 5****COURSE OUTCOMES**

After the successful completion of this course the students will be able to

S.No.	Course Outcomes	Level	Unit
1	Relate fictional characters with real life characters	K1	I-V
2	Illustrate a better picture of human beings and their personalities	K2	I-V
3	Identify the styles, themes, motifs, and genres of varied ranges of novels	K3	I-V
4	Compare and contrast different personalities in day- to- day life	K4	I-V
5	Develop a moral outlook on the society	K5	I-V
6	Test the knowledge of literature and life in general and fiction in particular	K6	I-V

**SYLLABUS****UNIT I Historical Fiction****15 hours**Charles Dickens : *A Tale of Two Cities***UNIT II Romantic Fiction****15 hours**Jane Austen : *Pride and Prejudice***UNIT III Science Fiction****15 hours**H.G. Wells : *Time Machine***UNIT IV Allegorical Fiction****15 hours**George Orwell : *Animal Farm***UNIT V Short Stories****15 hours**

Oscar Wilde : "The Happy Prince"

H.H. Munro (Saki) : "The Story Teller"

Jim Corbett : "A Deed of Bravery"

P.G. Wodehouse : "The Prize Poem"

Katherine Mansfield : “Taking the Veil”

James Thurber : “The Truth about Toads”

#### UNIT-VI: Content for further reading and discussion - Topics for Self-Study

1. *Oliver Twist* by Charles Dickens
2. *Sense and Sensibility* by Jane Austen
3. *The Invisible Man* by H. G. Wells
4. *Nineteen Eighty-Four* by George Orwell
5. *Batman: The Killing Joke* by Alan Moore
6. “The Verger” by Somerset Maugham
7. “A Shocking Accident” by Graham Greene
8. “The Crooked Man” by Arthur Conan Doyle

S.No.	Topics	Web Links
1	<i>A Tale of Two Cities</i> by Charles Dickens	<a href="https://www.gutenberg.org/files/98/98-h/98-h.htm">https://www.gutenberg.org/files/98/98-h/98-h.htm</a>
2	<i>Pride and Prejudice</i> by Jane Austen	<a href="https://www.gutenberg.org/files/1342/1342-h/1342-h.htm">https://www.gutenberg.org/files/1342/1342-h/1342-h.htm</a>
3	<i>The Time Machine</i> by H. G. Wells	<a href="https://www.britannica.com/topic/The-Time-Machine">https://www.britannica.com/topic/The-Time-Machine</a>
4	<i>Animal Farm</i> by George Orwell	<a href="https://www.bl.uk/20th-century-literature/articles/an-introduction-to-animal-farm">https://www.bl.uk/20th-century-literature/articles/an-introduction-to-animal-farm</a>
5.	“The Crooked Man” by Arthur Conan Doyle	<a href="http://www.eastoftheweb.com/short-stories/UBooks/CrooMan.shtml">http://www.eastoftheweb.com/short-stories/UBooks/CrooMan.shtml</a>
6.	“A Shocking Accident” by Graham Greene	<a href="https://genius.com/Graham-greene-a-shocking-accident-annotated">https://genius.com/Graham-greene-a-shocking-accident-annotated</a>

#### TEXT BOOK(S):

Elliot; Ralph W V. Dickens, *A Tale of Two Cities*. New Delhi: Macmillan, 1996.

Austen, Jane. *Pride and Prejudice*. New Place: Zodial Press, 2000.

Orwell George, *Animal Farm*. Chennai: Vanathi, 1984.

Wells, H G. *Time Machine*. London: MACMILLAN Publishers, 2000.

Frederick, Suresh. Newton Raja. Eds. *Splendid Short Stories*. Chennai: New Century Book House, 2017.

**REFERENCE BOOKS:**

Rees R. J. *English Literature: An Introduction for Foreign Readers*. Macmillan: Madras, 1987.

Prasad B. *A Background to the Study of English Literature*. Macmillan: Chennai, 1999.

Albert, Edward. *History of English literature* (Fifth Edition). OUP:ND, 2007.

Abrams, M. H. *A Glossary of Literary Terms*. New Delhi: Prism Books Pvt. Ltd., 1993.

**SPECIFIC LEARNING OUTCOMES (SLO)**

Unit	Course Content	Learning Outcomes	Blooms Taxonomic Highest Level of Transaction
<b>Unit 1</b>			
	Charles Dickens: <i>A Tale of Two cities</i>	Examine and analyse the consequences of the French Revolution as analysed by Charles Dickens in <i>A Tale of Two Cities</i>  Analyse the theme of love portrayed in the novel, <i>A Tale of Two Cities</i>	K4
<b>Unit - 2</b>			
	Jane Austen : <i>Pride and Prejudice</i>	Criticize the contemporary social issues with regard to <i>Pride and Prejudice</i>  Justify the theme of class consciousness in the novel, <i>Pride and Prejudice</i>	K5
<b>Unit -3</b>			
	H. G. Wells : <i>Time Machine</i>	Create an awareness on technology and science through Travel Narratives  Discuss the concept of inequality and class discrimination in H. G. Wells' <i>Time Machine</i>	K6
<b>Unit -4</b>			
	George Orwell : <i>Animal Farm</i>	Criticize <i>Animal Farm</i> as a fiasco by applying Political allegory.  Interpret the ideology of	K5

		totalitarianism by reading <i>Animal Farm</i>	
<b>Unit -5</b>			
	Oscar Wilde: The Happy Prince	Discuss that compassionate love is the quintessence of humans.	K5
	H.H. Munro (Saki): "The Story Teller"	Develop and inculcate moral education in young minds by analysing H.H. Munro's "The Story Teller".	K6
	Jim Corbett: A Deed of Bravery	Build self-confidence and bravery in feeble minds by reading Jim Corbett's "A Deed of Bravery"	K6
	P.G. Wodehouse: The Prize Poem	Support the fact that compulsion fails to help in succeeding and achieving things.	K5
	Katherine Mansfield: Taking the Veil	Discover and analyse the character of Edna as portrayed in Katherine Mansfield's "Taking the Veil" as the personification of all humans	K4
	James Thurber: The Truth About Toads	Discuss the adage that "Pride goes before fall" with regard to the Toads in James Thurber's "The Truth About Toads"	K6

**MAPPING SCHEME for the POs, PSOs and COs for Fiction**  
(L-Low, M-Moderate, H- High)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	L	M	M	L	-	L	H	L	H	M	-	L	H
CO2	M	M	M	M	-	-	L	L	H	M	-	H	H
CO3	M	-	M	M	L	-	-	L	H	H	M	L	M
CO4	M	M	L	H	-	H	M	M	H	M	L	M	M
CO5	M	H	H	H	-	H	M	M	H	M	M	H	H
CO6	M	L	H	-	-	H	H	H	H	L	M	H	M



**EVALUATION SCHEME:**

EC No	Evaluation component	Duration	Weightage (%)	Date & Time	Remarks
1	Internal Test-1 (30 %)	2 hr	25	will be announced	Closed Book
2	Internal Test-II (30 %)	2 hr			Closed Book
3	Seminar & Assignments (20 %)	-			Open Book
5.	Attendance (20 %)	-			On-line Entry
6.	End Semester Exam	3 hr	75		Closed Book

**CHAMBER CONSULTATION HOURS :** Will be announced by the individual Instructors.

**NOTICES :** All notices regarding the course will be displayed on the Department Notice Boards, through group mail, or WhatsApp group

**MAKE-UP POLICY :** Retest will be given only for first internal test for students with genuine reasons and on medical grounds.

**NO RE-TEST FOR SECOND INTERNAL TESTS**

**Name of the Course Coordinator:** Ms. T. Ramaprabha

**Signature:**

## Allied II: History of English Literature - I

Semester : II

Course Code : U19EG2Y2

Credits : 4

Hours / Week: 5

### COURSE OUTCOMES

After the successful completion of this course the students will be able to

S.NO	COURSE OUTCOMES	LEVEL	UNIT
1	List out how the religious, social and political history of England influences the English writers of the Sixth Century England.	K1 & K2	Unit I
2	Recognize the working knowledge of the principal works, authors, genres and periods of English Literature.	K2	Unit II
3	Interpret texts in their cultural and historical contexts with growth decline of 'schools' and 'movements'.	K3	Unit III
4	Devise innovative independent work both within and outside the sphere of English Literary Studies that is acceptable to the scholarly society.	K4	Unit IV
5	Formulate coherent writing in multiple literary genres and public speaking skills.	K5	Unit V
6	Construct advance critical reading skills and writing skills in English including essays, research papers and critical reviews.	K6	Unit V

#### UNIT I: THE AGE OF CHAUCER

English Literature before Chaucer – English Literature before the Conquest – From the Conquest to Chaucer – The Making of the English Language – The Age of Chaucer – Chaucer's Life – Chaucer's Work in General – The Canterbury Tales – General Characteristics of Chaucer's Poetry – Other Poets of the Chaucer's Age – Prose of Chaucer's Age

#### UNIT II: THE DEVELOPMENT OF THE DRAMA TO 1561

The Beginnings of the English Drama – Miracle Plays – Morality Plays and Interludes – The Beginnings of Regular Comedy and Tragedy

#### UNIT III: THE AGE OF SHAKESPEARE / THE ELIZABETHAN AGE

The Age of Shakespeare – Elizabethan Poetry before Chaucer – Spenser and his Poetry – The Faery Queene – Other Poets from 1579 – 1625 – The Elizabethan Romantic Drama – Shakespeare's Predecessors – Shakespeare's

Life – Shakespeare’s Works – Characteristics of Shakespeare’s Works – Ben Jonson – Other Dramatists of Shakespeare’s Age – The Playhouses of Shakespeare’s Time – Lyly and Other Writers of Prose Fiction – Bacon and his Essays – Other Prose Writers of the Period

#### UNIT IV: THE AGE OF MILTON / THE PURITANIC AGE

The Age of Milton – Milton’s Life – Milton’s Earlier Poetry – Milton’s Prose Writings – Milton’s Later Poetry – Characteristics of Milton’s Poetry – The Caroline Poets – Cowley and the “Metaphysical Poets” – The Caroline Prose Writers

#### UNIT V: THE AGE OF DRYDEN / THE RESTORATION AGE

The Age of Dryden – The Forerunners of Dryden – Dryden’s Life – Dryden’s Poetry – Butler – The Rise of Modern Prose – Dryden’s Prose Work – Bunyan – Other Prose Writers of the Period – The Drama of Dryden

#### UNIT VI: For Extensive Reading/ SEMINAR

S.NO	TOPICS	WEB LINKS
1	Chaucer’s English vs Modern English: A Comparative Study	<a href="http://www.britannica.com">www.britannica.com</a> <a href="http://www.englishsummary.com">www.englishsummary.com</a> <a href="http://www.study.com">www.study.com</a>
2	The Elements of the Drama and Modern Theatre.	<a href="http://www.britannica.com">www.britannica.com</a> <a href="http://www.encyclopedia.com">www.encyclopedia.com</a> <a href="http://www.worldoftheatreandart.com">www.worldoftheatreandart.com</a>
3	Why Shakespeare remains relevant four hundred years after his death?	<a href="http://www.britannica.com">www.britannica.com</a> <a href="http://www.historyextra.com">www.historyextra.com</a> <a href="http://www.findingdulcinea.com">www.findingdulcinea.com</a>
4	The Voices of the Dead and the Famous Prose Writers of the Modern Age.	<a href="http://www.wikipedia.com">www.wikipedia.com</a> <a href="http://www.eng-literature.com">www.eng-literature.com</a> <a href="http://www.study.com">www.study.com</a>
5	The Literary Criticism: A Background Study	<a href="http://www.britannica.com">www.britannica.com</a> <a href="http://www.researchgate.net">www.researchgate.net</a> <a href="http://www.englishsummary.com">www.englishsummary.com</a>

#### REFERENCE BOOKS:

1. Daiches, David. *A Critical History of English Literature*.
  2. Albert, Edward. *History of English Literature*.
  3. Long, William Joseph. *English Literature Its History and Its Significance for the Life of the English-Speaking World*.
- (All these texts are available in online bookshops)

#### TEXT BOOK(S):

1. Hudson, W.H. *An Outline History of English Literature*. New Delhi: Atlantic Publishers, 2008

**REFERENCE BOOKS:**

1. Compton, Rickett. *A History of English Literature*. New Delhi: UBS Publishers, 2009.
2. David, Daiches. *Critical History of English Literature*. New Delhi: Allied Publishers, 2005.
3. Evans, Ifor. *A Short History of English Literature*. London: Pelican, 1976.

**WEB LINKS:**

1. <https://www.historyworld.net/wrldhis/PlainTextHistories.asp?historyid=aa08>
2. <https://www.britannica.com/art/English-Literature>
3. Web.cocc.edu > resources > links-lit
4. Victorian-studies.net > EngLit

**SPECIFIC LEARNING OUTCOMES (SLO)**

Unit / Section	Course Content	Learning Outcomes	Blooms Taxonomy Level of Transaction
<b>I</b>	<b>The Age of Chaucer</b>		
1.1	English Literature Before Chaucer	Recall the history of Old English	K1
1.2	English Literature before the Conquest	Outline Old English Literature	K1
1.3	From the Conquest to Chaucer	Summarize thirteenth century literature	K2
1.4	The Making of the English Language	Illustrate the evolution of Modern English	K4
1.5	The Age of Chaucer	Display the spirit of Medievalism	K2
1.6	Chaucer's Life	Sketch the life of Chaucer	K4
1.7	Chaucer's Work in General	Present Chaucer's Works into three periods	K4
1.8	The Canterbury Tales	Assess the work of Chaucer	K5
1.9	General Characteristics of Chaucer's Poetry	Relate the significance of Chaucer's poetry	K2
1.10	Other Poets of the Chaucer's Age	Comment on the other poets	K2

1.11	Prose of Chaucer's Age	Examine the prose of the age	K3
<b>II</b>	<b>The Development of the Drama to 1561</b>		
2.1	The Beginnings of the English Drama	Identify the elements of drama	K1
2.2	Miracle Plays	Summarize the beginnings of English drama	K2
2.3	Morality Plays and Interludes	Highlight the dramatic development of the play	K1
2.4	The Beginnings of the Regular Comedy and Tragedy	Associate English plays with Dame School, Greek models and Latin imitations	K2
<b>III</b>	<b>The Age of Shakespeare / The Elizabethan Age</b>		
3.1	The Age of Shakespeare	Classify the Age of Elizabeth	K2
3.2	Elizabethan Poetry before Chaucer	Categorize Elizabethan poems before Chaucer	K2
3.3	Spenser and his Poetry	Display the greatest non-dramatist poet of the age	K3
3.4	The Faery Queene	Appraise the work Faery Queene	K4
3.5	Other Poets from 1579-1625	Group the other poets of the Shakespearean Age	K2
3.6	The Elizabethan Romantic Drama	Discuss the difference between the classic and romantic play	K2
3.7	Shakespeare's Predecessors	Examine the writings of Shakespeare's predecessors	K4
3.8	Shakespeare's Life	Sketch the life of Shakespeare	K3
3.9	Shakespeare's Works	Structure the works of Shakespeare	K4
3.10	Characteristics of Shakespeare's Works	Link the range and versatility of Shakespeare's dramatic power	K4

3.11	Ben Jonson	Gather the life and works of Ben Jonson	K2
3.12	Other Dramatists of Shakespeare's Age	Categorize the lesser known dramatists of the age	K4
3.13	The Playhouses of Shakespeare's Time	Devise the playhouses of the Shakespeare's time	K6
3.14	Lyly and Other Writers of Prose Fiction	Compare Lyly and other prose fiction writers	K2
3.15	Bacon and his Essays	Review the works of great prose writer Bacon	K5
3.16	Other Prose writer's of the Period	Distinguish the contributions of the other prose writers	K4
<b>IV</b>	<b>The Age of Milton / The Puritan Age</b>		
4.1	The Age of Milton	Discuss the religious and political struggles of the period	K2
4.2	Milton's Life	Examine Milton's life	K3
4.3	Milton's Earlier Poetry	Compare and contrast Milton's earlier poetry with his later poems	K3
4.4	Milton's Prose Writings	Criticize Milton's prose writings with his poems	K5
4.5	Milton's Later Poetry	Comment on Milton's poems	K5
4.6	Characteristics of Milton's Poetry	Mind-map Miltonic Sublimity	K4
4.7	The Caroline Poets	Define the Caroline poets	K1
4.8	Cowley and "Metaphysical Poets"	Reflect on Metaphysical Poets	K5
4.9	The Caroline Prose Writers	Differentiate Caroline prose writers from other writers of the age	K4
<b>V</b>	<b>The Age of Dryden / The Restoration Age</b>		
5.1	The Age of Dryden	Review that literature is the social product of respective era	K5

5.2	The Forerunners of Dryden	Illustrate the “classic” or “closed” form of heroic couplet	K4
5.3	Dryden’s Life	Reflect Dryden’s life with literature	K5
5.4	Dryden’s Poetry	Assess the development of the classical school of poetry	K5
5.5	Butler	Recognize the satire on Puritanism	K2
5.6	The Rise of Modern Prose	Deduct the birth of modern prose during Restoration	K5
5.7	Dryden’s Prose Work	Debate on the beginnings of modern criticism	K5
5.8	Bunyan	Chart the life and works of Bunyan	K3
5.9	Other Prose Writers of the Period	Compose the great historical happenings of the Restoration	K6
5.10	The Drama of Dryden	Role play the characters from Restoration drama	K6

**MAPPING SCHEME for the POs, PSOs & Cos for History of English Literature-I (L - Low, M - Moderate, H - High)**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	M	L	L	M	L	L	H	M	M	H	M	L	M
CO2	H	L	M	M	L	L	M	M	L	H	M	L	M
CO3	M	M	M	M	L	L	H	M	M	H	M	L	L
CO4	M	L	M	M	L	L	M	M	M	M	H	L	M
CO5	M	L	M	M	L	L	M	M	L	H	M	M	L
CO6	L	L	M	M	M	M	L	L	M	M	H	M	M

**COURSE ASSESSMENT METHOD****DIRECT:**

S.No.	Evaluation Component	Duration	Weightage (%)	Date & Time	Remarks
1.	Internal Test I (30%)	2hrs	25		Closed Book
2.	Internal Test II (30%)	2hrs		Will be announced	Closed Book
3.	Seminar and Assignment (20%)	-			Open Book
4.	Attendance (20%)	-			On-line Entry
5.	End Semester Exam	3hrs	75		Closed Book

**INDIRECT**

Course end survey (Feedback)

CHAMBER CONSULTATION HOURS : Will be announced by the individual Instructors.

NOTICES : All notices regarding the course will be displayed on the Department Notice Boards, through group mail or WhatsApp group

MAKE-UP POLICY : Retest will be given only for first internal test for students with genuine reasons and on medical grounds.

NO RETEST FOR SECOND INTERNAL TEST

**Name of the Course Coordinator:** Ms. K. Radjalachoumy

**Signature:**



## Core V: Linguistics and Phonetics

Semester : III

Course Code : U19EG305

Credits : 4

Hours / Week: 5

### COURSE OUTCOMES

After the successful completion of this course the students will be able to

S. No.	Course Outcomes	Level	Unit
1	Summarize general issues concerning the nature, structure and function of language.	K2	I
2	Apply the knowledge of various domains like Phonetics, Phonology, Morphology, Syntax, Semantics and Pragmatics in everyday life.	K3	II
3	Articulate the significance of words and employ intonation, rhythm and stress centered on the Received Pronunciation.	K4	III
4	Compare and contrast languages in terms of systematic differences in Phonetics, Phonology, Morphology, Syntax and Semantics.	K5	IV
5	Correlate the language variations, including historical, social and regional dialects and infer the grammatical system of English and other languages.	K4	V
6	Evaluate contemporary issues in language and employ linguistics in community settings.	K5	V

### UNIT I: The Origin and Development of Language

*The Study of Language* by George Yule (OUP)

- Chapters:    1. Chapter I – The Origins of Language  
                   2. Chapter II – Animals and Human Language  
                   3. Chapter III – The Development of Writing

### UNIT II: English Phonetics I

**Pattern of testing for Unit I and Unit II:** Students should be tested ONLY for their practice of Phonetic transcription of words, sentences and dialogues. All the three sections A, B and C of the question paper can be exploited for this purpose.

J.D O'Connor's *Better English Pronunciation*

4. Chapter II- How the Speech Organs Work in English
5. Chapter III- The Consonants of English
6. Chapter IV- Consonant Sequences
7. Chapter V- The Vowels of English

**UNIT III: English Phonetics II**

- J.D O'Connor's *Better English Pronunciation*  
 8. Chapter VI- Words in Company  
 9. Chapter VII- Intonation

**UNIT IV: Grammar and Semantics**

- J.F Wallwork's *Language and Linguistics: An Introduction to the Study of Language*  
 10. The Patterns of Language - Morpheme; Word  
 11. Form and Meaning  
 12. Group - Nominal, Verbal, Adverbial  
 13. Clauses and Sentences - IC Analysis  
 14. Sentences - Major and Minor Sentence Classification  
 15. Word Meaning - Association, Connotation, Collocation, Semantic Field

**UNIT V: Regional and Social Variations of Language**

- The Study of Language* by George Yule  
 16. Regional Variations of Language - Idiolect, Regional Dialects, Isoglosses and Dialect Boundaries, Bilingualism and Diglossia, Pidgin, Creole.  
 17. Social Variations of Language - The Standard English, R.P., Style and Register, Jargon, Slang Mode, Field of Discourse

**UNIT VI: Topics for Self-Study**

*Seven Ways of Looking at Language* by Ronald Macaulay

S.No.	Topics
1	Language as a Natural Object and Contemporary Debates
2	The Metaphor-focused Cognitive Approach
3	The Indian Approach

**TEXTBOOKS:**

- O'Connor, J.D., *Better English Pronunciation*. New Delhi: CUP, 2008.
- Balasubramaniam, T. *A Textbook of English Phonetics for Indian Students*. Macmillan. 1981.
- Wallwork, J.F. *Language and Linguistics: An Introduction to the Study of Language*. London: Heineman, 1974.
- Yule, George. *The Study of Language*. Third Edition. New Delhi: CUP, 2006.
- Fromkin, Victoria, et al. *An Introduction to Language*. Tenth Edition. Boston: Wadsworth, 2014.

**REFERENCE BOOKS:**

- Ogden, Richard. *An Introduction to English Phonetics*. Edinburgh University Press, 2009.
- Harris, Roy. *Course in General Linguistics*. Chicago: Open Court Publishing, 1998.

3. McWhorter, John. *The Power of Babel: A Natural History of Language*. Second Edition. New York: Harper Perennial, 2003.
4. Macaulay, Ronald. *Seven Ways of Looking at Language*. London: Palgrave Macmillan, 2011.

**WEB LINKS: (Swayam/nptel/...)**

1. <https://ielanguages.com>
2. <https://www.cambridge.org>
3. <https://muse.jhu.edu>

**SPECIFIC LEARNING OUTCOMES (SLO)**

Unit	Sections	Learning Outcomes	Bloom's Taxonomy Level of Transaction
UNIT I	Ch. I The Origins of Language	1. Trace the origin and development of Language and describe the different sources of Language.	K2
	Ch. II Animals and Human Language	1. Restate the impact of animals on Human Language by analyzing the experiments.	K2
	Ch. III The Development Of Writing	1. Differentiate Phonographic writing from Syllabic Writing 2. Summarise the various early forms of writing	K2
UNIT II	Ch. II How the Speech Organs Work In English	1. Illustrate a model of the speech organs and identify the parts and their use. 2. Create a Phonemic Chart and point out the position of articulation.	K4 K5
	Ch. III The Consonants of English	1. Explain the Consonants of English with apt examples through Phonetic transcription.	K4
	Ch. IV Consonant Sequences	1. Classify the Consonant Sequences with appropriate samples.	K4
	Ch. V The Vowels of English	1. Identify the Vowels in English and distinguish Monothongs from Diphthongs.	K4

UNIT III	Ch. VI Words in Company	1. Describe Words in Company and differentiate them from Words in Isolation.	K2
	Ch. VII Intonation	1. Restate the different types and elements of Intonation and apply them in sentences of your own.	K3
UNIT IV	The Patterns Of Language- Morpheme, Word	1. Analyse the patterns of Language. 2. Define a Morpheme. 3. Transform Morphemes into Words.	K4 K1 K4
	Form And Meaning	1. Compare and Contrast Form and Meaning.	K6
	Group- Nominal, Verbal, Adverbial	1. Classify the Nominal, Verbal and Adverbial groups.	K4
	Clauses and Sentences - IC Analysis	1. Distinguish Clauses and Sentences. 2. Examine IC Analysis through a sample sentence.	K4 K4
	Sentences- Major and Minor Classification	1. Explain Major and Minor Classification in Sentences.	K4
	Word Meaning- Association, Connotation, Collocation, Semantic Field	1. Contrast Association and Connotation. 2. Illustrate Collocation with examples. 3. Define Semantic Field.	K6 K4 K1
UNIT V	Regional Variations of Language- Idiolect, Regional Dialects, Isoglosses and Dialect Boundaries, Bilingualism and Diglossia, Pidgin and Creole	1. Differentiate Idiolect and Dialects. 2. Define Isoglosses. 3. Describe Dialect Boundaries. 4. Analyse Bilingualism and Diglossia. 5. Investigate Pidgin and Creole.	K4 K1 K2 K4 K4

	Social Variations of Language- The Standard English, R.P., Style and Register, Jargon, Slang, Mode, Field of Discourse	1. Explain the significance of Standard English. 2. Compare and Contrast Style and Register. 3. Define Jargon, Slang, Mode and Field of Discourse.	K4  K6 K1
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**MAPPING (CO, PO, PSO)**

**L-Low          M-Moderate          H- High**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	H	H	H	H	H	H	L	L	L	H	H	M	L
CO2	H	H	H	H	H	M	M	M	M	H	H	H	M
CO3	H	H	H	H	H	H	H	M	M	H	H	H	M
CO4	H	H	H	H	H	M	M	M	M	H	H	H	M
CO5	H	H	H	H	H	H	L	L	L	H	H	H	L
CO6	M	H	H	M	M	M	H	H	H	L	L	H	H

**COURSE ASSESSMENT METHODS****DIRECT:**

1. Continuous Assessment Test: T1, T2 (Theory & Practical Components):  
Closed Book
2. Open Book Test.
3. Cooperative Learning Report, Assignment, Group Presentation, Group Discussion, Poster Presentation, Seminar, Quiz (written).
4. Pre-Semester & End Semester Theory Examination

**INDIRECT:**

1. Course end survey (Feedback)

**Name of the Course Coordinator:** Dr. E .Esther Rosalind

**Signature:**

## Allied III: Literary Forms

Semester : III

Course Code : U19EG3Y3

Credits : 4

Hours / Week: 5

### COURSE OUTCOMES

After the successful completion of this course the students will be able to

S. No.	Course Outcomes	Taxonomy Level	Unit(s)
1	Identify and appreciate different genres and sub-genres in English literature.	K2, K4	I, II, III, IV, V.
2	Appreciate the aesthetics of language through an understanding of the stylistic and poetic elements in the different genres	K5	I, II, III, IV, V.
3	Sort out and dissect the architecture and grandeur of literary texts on a deeper scale	K2, K3.	I, II, III, IV, V.
4	Possess an in-depth understanding of the origins and elements of various forms of writing through the evolution of different forms of Literature.	K1, K2.	I, II, III, IV, V.
5	Understand the technical framework and categorization of literary works in relation to their Classification and typology.	K2	I, II, III, IV, V.
6	Formulate the technical knowledge acquired and apply the same in writing	K6	VI.

### SYLLABUS

#### UNIT 1: Poetry

15 Hours

1. Nature of Poetry
2. Subjective & Objective Poetry.
3. Kinds of Poetry: Epic, Mock Epic, Ballad, Lyric Poetry: The Ode: Origin and Characteristics -Types- Pindaric, Horatian, English.
4. The Sonnet: Types and Form: The Italian, The English – The Elegy: Origin and Definition, Pastoral Elegy - Dramatic Monologue.

#### UNIT 2: Drama

15 Hours

1. Origin and Definition
2. Dramatic Devices: Dramatic Irony, Soliloquy and Aside.
3. Types of Drama: Tragedy, Definition and Characteristics – Types of Tragedy: Classical, Romantic

4. Forms: Revenge Play, Heroic Tragedy, and Domestic Tragedy. -- Comedy: Types: Restoration, Sentimental, Tragi-comedy, Farce, Melodrama – The One-act Play.

**UNIT 3: Prose****15 Hours**

1. The Essay: The Personal and the Expository.
2. Types of Essays: Aphoristic, Critical Essay, Reviewers, Periodicals, Character Writers.
3. Elements of Essay: Humour and Pathos, Style and language.

**UNIT 4: Novel/ Fiction****15 Hours**

1. Origin and Definition
2. Elements of Fiction, Form and Technique: Plot, Story, Characterization, Dialogue, Setting, Points of View, Narrative.
3. Forms of the Novel and their individual Characteristics: Adventure or Action Novels, Character Novels, the Picaresque Novel, the Gothic Novel.
4. Interior Monologue: Definition, Form and Function. Novelette / Novella.
5. Biography: Definition and the Development of Biography. Elements of Biography – Types: Pure and Impure. Autobiography: Definition and Characteristics.

**UNIT 5: Types of Novels****15 Hours**

1. Historical Novel, The Psychological Novel. Stream of Consciousness Novel: Origin, Definition, Characteristics, Metafiction.
2. The Short Story: Form and Technique: Precision, Unity of Effect, Structural Unity in Plot. Character and Setting.

**UNIT 6 : TOPICS FOR SELF-STUDY:**

S.No.	Topics	Web Links
1	Literature and Psychology	<a href="https://lithub.com/why-literature-needs-psychology/">https://lithub.com/why-literature-needs-psychology/</a>
2	Evolution of different forms of Art	<a href="https://www.invaluable.com/blog/art-history-timeline/">https://www.invaluable.com/blog/art-history-timeline/</a>
3	Medieval Literary Forms and Philosophy	<a href="https://plato.stanford.edu/entries/medieval-literary/">https://plato.stanford.edu/entries/medieval-literary/</a>
4	Literary Devices and their Uses	<a href="https://blog.reedsy.com/literary-devices/">https://blog.reedsy.com/literary-devices/</a>

**TEXTBOOK(S):**

1. Prasad, B. *A Background to the Study of English Literature*. Chennai: Macmillan India Press, 2007.

**BOOKS FOR REFERENCE:**

1. Abrams, M.H., and Harpham, Geoffrey Galt. *A Glossary of Literary Terms*. New Delhi: Cengage Learning India Private Limited, 2018.
2. Baldick, Chris. *The Oxford Dictionary of Literary Terms*. New York: Oxford University Press, 2015.
3. Hudson, W.H. *An Introduction to the Study of English Literature*. New Delhi: Atlantic Publishers, 2008.
4. Kumar Sathish, *Ages, Movements and Literary Forms*. Agra: Educational Publishers, 2007.
5. Rees, R.J. *Introduction to English Literature for Foreign Students*. New Delhi: Macmillan Publishers India Ltd, 1982.
6. Ashok, Padmaja, *A Companion to Literary Forms*, Chennai: Orient Blakswan, 2015.

**WEB LINKS:**

- [www.britannica.com](http://www.britannica.com)
- [www.literarydevices.com](http://www.literarydevices.com)
- <https://study.com/academy/lesson/literary-forms-genres-how-they-affect-meaning.html>
- [https://en.wikipedia.org/wiki/Literary\\_genre](https://en.wikipedia.org/wiki/Literary_genre)

**SPECIFIC LEARNING OUTCOMES (SLO)**

UNIT	COURSE CONTENT	LEARNING OUTCOMES	BLOOM'S TAXONOMY LEVEL
	<b>Poetry</b>		
<b>I</b>	1.1. Nature of Poetry - Subjective and Objective Poetry	Defining and classifying different kinds based on the Content	K1/K2
	1.2. Kinds of Poetry: Epic, Mock Epic, Ballad, Lyric Poetry.	Understanding distinctions through Classic examples	K1/K2
	1.3. The Ode - Origin and Characteristics -Types- Pindaric, Horatian, English. The Sonnet: Types and Form: The Italian, The English. The Elegy: Origin and Definition, Pastoral Elegy. Dramatic Monologue.	Remembering the different forms and applying them by writing poems (based on the prescribed forms) on their own.	K1/K6
	<b>Drama</b>		
<b>II</b>	2.1. Origin and Definition - Dramatic Devices: Dramatic Irony, Soliloquy and Aside.	Defining and understanding the importance and distinctiveness of each device used in Drama	K1/K2



	2.2. Types of Drama: Tragedy, Definition and Characteristics - Types of Tragedy: Classical, Romantic.	Recalling the classic definitions and commenting on the significance of Tragedy and Comedy with reference to Aristotelian Poetics.	K1/K2
	2.3. Forms: Revenge Play, Heroic Tragedy, and Domestic Tragedy, Comedy. Types: Restoration, Sentimental, Tragic-comedy, Farce, Melodrama - The One-act Play.	Delving into the forms and Implications of the forms by tracing the Chronological evolution of the Dramatic genre.	K1/K2
III	<b>Prose</b>		
	3.1. The Essay: The Personal and the Expository	Understanding the Content-wise distinctions of the genre by referring to the works of the pioneers of the Essay.	K1/K2
	3.2 Types of Essays, Characteristics: Personal and Autobiographical, Humour and Pathos, Style and language.	Learning the constituent elements of the different types of Essays and examining the significance of those elements.	K1/K2
IV	<b>Novel / Fiction</b>		
	4.1. Origin and Definition - Elements of Fiction, Form and Technique: Plot, Story, Characterization, Dialogue, Setting, Points of View, Narrative.	Defining the Genre by referring to its Origin and tracing its chronological evolution thereby developing the ability to identify the implications of the formative elements of the genre.	K1/K4
	4.2. Forms of the Novel and their individual Characteristics: Adventure or Action Novels, Character Novels, the Picaresque Novel, the Gothic Novel. Interior Monologue: Definition, Form and Function. Novelette / Novella.	Looking at the Doyen examples focussing on the subject and content of the different kinds of Novels, the devices used in them, and appraising the value of a text through a critical outlook.	K1/K5
	4.3. Biography: Definition and the Development of Biography - Elements of Biography. Types: Pure and Impure. Autobiography: Definition and Characteristics.	Understanding the Importance of Biographies and Autobiographies by recalling the major contributions made in the genre with reference to	K1/K2

		subject matter and aesthetics.	
V	<b>Types of Novels</b>		
	5.1. Historical Novel, The Psychological Novel, Stream of Consciousness Novel: Origin, Definition, Characteristics, Metafiction.	Determining the growth and maturity of the Novelistic genre by tracing the Socio-historical factors affecting the evolution of newer forms of the genre.	K1/K5
	5.2. The Short Story: Form and Technique: Precision, Unity of Effect, Structural Unity in Plot, Character and Setting.	Studying the essential elements that make a short story and applying them by writing short stories as a creative exercise.	K1/K6

**MAPPING SCHEME for the POs, PSOs and COs for Literary Forms.**  
(L-Low, M-Moderate, H- High).

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	H	M	H	H	M	L	H	M	H	H	H	H	H
CO2	H	H	H	H	L	M	H	M	H	H	H	H	M
CO3	M	H	H	H	M	L	H	H	H	H	H	H	H
CO4	H	H	H	H	M	H	H	M	H	H	H	H	H
CO5	H	H	H	H	M	M	H	H	H	H	H	H	H
CO6	M	H	H	H	M	M	H	H	H	H	H	H	H

**COURSE ASSESSMENT METHODS**

**DIRECT:**

1. Continuous Assessment Test: T1, T2 (Theory & Practical Components):  
Closed Book
2. Open Book Test.
3. Cooperative Learning Report, Assignment, Group Presentation, Group Discussion, Project Report, Field Visit Report, Paper Presentation, Seminar, Quiz (written).
4. Pre-Semester & End Semester Theory Examination

**INDIRECT:**

1. Course end survey (Feedback)

**Name of the Course Coordinator:** Mr. A. Benedict Paul

**Signature:**

## Allied IV: History of English Literature - II

Semester : III

Course Code : U19EG3Y4

Credits : 3

Hours / Week: 4

### COURSE OUTCOMES

After the successful completion of this course the students will be able to

S. No.	Course Outcomes	Taxonomy Level	Unit(s)
1	Analyze effectively the changing perspectives of literary style through time and relate them with socio-political and cultural context.	K4	I to V
2	Understand the life of writers and influence upon them and their reactions to the changing times.	K2	I to V
3	Classify authors, texts, movements' ideologies, literary practices chronologically and gain knowledge on spirit of people in various time period.	K1	I to V
4	Relate the national changes and developments occurred in England .	K2	I to V
5	Interpret the new emerging trends and genres in literature.	K3	I to V
6	Be efficient in understanding the literary and cultural texts with various historical backgrounds.	K4	I to V

### SYLLABUS:

#### UNIT 1

**The Age of Pope / The Classical Age / The Augustan Age (1700-150) 12 Hours**

Chapter XIII : The Age of Pope: Verse

Chapter XIV : The Age of Pope: Prose and the Drama

#### UNIT 2

**The Age of Johnson / The Age of Transition (1748 - 1798) 12 Hours**

Chapter XV : The Age of Johnson: General Prose

Chapter XVI : The Age of Johnson: The Novel

Chapter XVII : The Age of Johnson: Verse

#### UNIT 3

**The Age of Wordsworth / The Romantic Age (1798 - 1830) 12 Hours**

Chapter XVIII : The Age of Wordsworth: The Older Poets

Chapter XIX : The Age of Wordsworth: The Younger Poets

Chapter XX : The Age of Wordsworth: General Prose

Chapter XXI : The Age of Wordsworth: The Novel

#### UNIT 4

##### The Age of Tennyson/ The Victorian Age (1830–1880)

12 Hours

Chapter XXII : The Age of Tennyson: Verse

Chapter XXIII : The Age of Tennyson: General Prose

Chapter XXIV : The Age of Tennyson: The Novel

#### UNIT 5

##### The Age of Hardy (1887 - 1928) & The Twentieth Century (1928 onwards) 12Hours

Chapter XXV : The Age of Hardy Chapter

Chapter XXVI: The Present Age

#### UNIT 6

##### Topics for Self-study:

S.No.	Topics	Web Links
1	Preface to Lyrical Ballads	<a href="https://www.google.com/url?sa=t&amp;source=web&amp;rct=j&amp;url=http://armytage.net/updata/Wordsworth%2520Preface%2520Selection.pdf&amp;ved=2ahUKEwiws_DeyKztAhUxzzgGHQdWCKcQFjABegQIExAB&amp;usg=AOvVaw0mnu8Xsg5h7k3sQyrRUCnu&amp;cs hid=1606818496039">https://www.google.com/url?sa=t&amp;source=web&amp;rct=j&amp;url=http://armytage.net/updata/Wordsworth%2520Preface%2520Selection.pdf&amp;ved=2ahUKEwiws_DeyKztAhUxzzgGHQdWCKcQFjABegQIExAB&amp;usg=AOvVaw0mnu8Xsg5h7k3sQyrRUCnu&amp;cs hid=1606818496039</a>
2	Brief Introduction to English Literary Movements and Periods.	<a href="https://www.google.com/url?sa=t&amp;source=web&amp;rct=j&amp;url=https://www.academia.edu/28902037/Brief_Introduction_to_English_Literary_Movements_and_Periods&amp;ved=2ahUKEwjCvumo7qztAhUD4zgGHdZ8DOwQFjAZegQIIhAB&amp;usg=AOvVaw2eC1c-MxPNLN59EpiVIF12&amp;cshid=1606829013791">https://www.google.com/url?sa=t&amp;source=web&amp;rct=j&amp;url=https://www.academia.edu/28902037/Brief_Introduction_to_English_Literary_Movements_and_Periods&amp;ved=2ahUKEwjCvumo7qztAhUD4zgGHdZ8DOwQFjAZegQIIhAB&amp;usg=AOvVaw2eC1c-MxPNLN59EpiVIF12&amp;cshid=1606829013791</a>
3	Dramatic Monologue	<a href="https://www.google.com/url?sa=t&amp;source=web&amp;rct=j&amp;url=http://www.marilenabeltramini.it/schoolwork0910/UserFiles/teacher/browning_and_monologue.pdf&amp;ved=2ahUKEwiQ2Oelx6ztAhX94jgGHVRNA7AQFjALegQIFhAB&amp;usg=AOvVaw3qnupF79Zlc4E0C8mr8-J-">https://www.google.com/url?sa=t&amp;source=web&amp;rct=j&amp;url=http://www.marilenabeltramini.it/schoolwork0910/UserFiles/teacher/browning_and_monologue.pdf&amp;ved=2ahUKEwiQ2Oelx6ztAhX94jgGHVRNA7AQFjALegQIFhAB&amp;usg=AOvVaw3qnupF79Zlc4E0C8mr8-J-</a>
4	English drama from its origins to the present age.	<a href="https://www.google.com/url?sa=t&amp;source=web&amp;rct=j&amp;url=https://www.academia.edu/10898181/English_drama_from_its_origins_to_the_present_day&amp;ved=2ahUKEwjSpK6k8qztAhWE4XMBHaCRDFwQFjACegQIBBAB&amp;usg=AOvVaw1sr-KvThNg1W_Ikmrid3ym&amp;cshid=1606829562799">https://www.google.com/url?sa=t&amp;source=web&amp;rct=j&amp;url=https://www.academia.edu/10898181/English_drama_from_its_origins_to_the_present_day&amp;ved=2ahUKEwjSpK6k8qztAhWE4XMBHaCRDFwQFjACegQIBBAB&amp;usg=AOvVaw1sr-KvThNg1W_Ikmrid3ym&amp;cshid=1606829562799</a>

##### Text Book:

Hudson, W.H. An Outline History of English Literature. New Delhi : Atlantic Publishers, 2008

**Reference Books:**

1. Compton Rickett - A History of English literature. New Delhi: UBS Publishers,2009.
2. David Daiches. Critical History of English Literature. New Delhi : Allied Publishers,2005.
3. Evans, Ifor. A Short History of English Literature. London: Pelican, 1976.

**Web links:**

1. [https://www.google.com/url?sa=t&source=web&rct=j&url=https://pgpeople.files.wordpress.com/2013/07/victorian-period-sem-ii.pdf&ved=2ahUKEwjZkLni8aztAhV\\_73MBHSpgA3UQFjABegQIERAB&usg=AOvVaw3AnrJDOHRvG\\_4elCZDOyLl](https://www.google.com/url?sa=t&source=web&rct=j&url=https://pgpeople.files.wordpress.com/2013/07/victorian-period-sem-ii.pdf&ved=2ahUKEwjZkLni8aztAhV_73MBHSpgA3UQFjABegQIERAB&usg=AOvVaw3AnrJDOHRvG_4elCZDOyLl)
2. [https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.academia.edu/24789535/Age\\_of\\_Shakespeare\\_Drama&ved=2ahUKEwiole7Q9qztAhWazjgGHehKD70QFjAAegQIARAB&usg=AOvVaw3Lzfv6I4IKRWTdv3flfwE&cshid=1606830731064](https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.academia.edu/24789535/Age_of_Shakespeare_Drama&ved=2ahUKEwiole7Q9qztAhWazjgGHehKD70QFjAAegQIARAB&usg=AOvVaw3Lzfv6I4IKRWTdv3flfwE&cshid=1606830731064)
3. <https://www.britannica.com/art/poetry>

**SPECIFIC LEARNING OUTCOMES (SLO)**

Unit	Course Content	Learning Outcomes	Blooms Taxonomy Level of Transaction
<b>I</b>	<b>The Age of Pope/ The Classical/ The Augustan Age (1700-150)</b>		
	Chapter XIII : The Age of Pope: Verse	Gain insight into poetry style followed in the Neo-classical literature.	K2
	Chapter XIV : The Age of Pope: Prose and the Drama	Compare the progress in literary trends and genres especially play writing.	K3
<b>II</b>	<b>The Age of Johnson/ The Age of Transition (1748 - 1798)</b>		
	Chapter XV : The Age of Johnson: General Prose	Knowledge on biography, criticism and essay writing.	K2
	Chapter XVI : The Age of Johnson: The Novel	Analyse the emergence of novel as a new genre.	K2
	Chapter XVII : The Age of Johnson: Verse	Compare the changing perspectives on the form and subject of poetry.	K3

<b>III</b>	<b>The Age of Wordsworth / The Romantic Age (1798 - 1830)</b>		
	Chapter XVIII : The Age of Wordsworth: The Older Poets	Familiarise with the changing perspectives on the form and subject of poetry.	K2
	Chapter XIX : The Age of Wordsworth: The Younger Poets	Analyse the influences on the writers and their reactions to the evolution	K3
	Chapter XX : The Age of Wordsworth: General Prose	Gain knowledge on the emergence of periodicals.	K3
	Chapter XXI : The Age of Wordsworth: The Novel	Acknowledge the new themes and literary style in novel writing	K2
<b>IV</b>	<b>The Age of Tennyson / The Victorian Age (1830-1880)</b>		
	Chapter XXII : The Age of Tennyson: Verse	Compare the changing perspectives on the form and subject of poetry.	K3
	Chapter XXIII : The Age of Tennyson: General Prose	Analyse the varieties of new subject matter incorporated in literature with changing socio-cultural situations.	K3
	Chapter XXIV : The Age of Tennyson: The Novel	Familiarise with new sub-genres in novel.	K2
<b>V</b>	<b>The Age of Hardy (1887 - 1928) &amp; The Twentieth Century (1928 onwards)</b>		
	Chapter XXV : The Age of Hardy	Classify the modern age writers.	K2
	Chapter XXVI: The Present Age	Get to know about the post-modern age writers and their works.	K2

**MAPPING SCHEME for the POs, PSOs and COs**  
(L-Low, M-Moderate, H- High)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	M	_	M	L	_	_	M	_	L	M	_	_	M
CO2	_	_	M	_	_	_	M	_	_	_	_	_	_
CO3	_	_	L	_	_	_	_	_	_	H	_	_	_
CO4	_	_	L	_	_	_	L	_	_	_	_	_	M
CO5	_	_	H	_	_	_	M	_	_	M	M	_	M
CO6	_	_	H	_	_	_	_	_	_	H	_	_	_

## **COURSE ASSESSMENT METHODS**

### **DIRECT:**

1. Continuous Assessment Test: T1, T2 (Theory & Practical Components):  
Closed Book
2. Open Book Test.
3. Cooperative Learning Report, Assignment, Group Presentation, Group Discussion, Project Report, Field Visit Report, Paper Presentation, Seminar, Quiz (written).
4. Pre-Semester & End Semester Theory Examination

### **INDIRECT:**

1. Course end survey (Feedback)

**Name of the Course Coordinator:** Mr. Steve Loney

**Signature:**

**SBEC I: Leadership Skills**

Semester : III

Course Code : U19EG3S1

Credits : 2

Hours / Week: 2

**Course Outcomes**

After the successful completion of this course the students will be able to

S. No.	Course Outcomes	Level	Unit
1	Gain wider knowledge on effective leadership through broader understanding of roles of leadership, characteristics of leadership and types of leadership.	K1	All Units
2	Understand the effect of motivation in leadership through theories of motivation	K2	All Units
3	Gather, assess, and use information to take well-reasoned decisions; and analyse decisions by considering multiple points of view and a variety of outcomes.	K3	All Units
4	Determine the most appropriate tasks to delegate and promote responsibility and accountability.	K4	All Units
5	Demonstrate the basics of time management, importance of being honest, the outcome of practicing self-discipline, and mastering interpersonal relationship.	K5	All Units
6	Hold on to leadership principles and be the best, flexible, and successful leader.	K6	All Units

**Unit I All about Leadership****6 Hours**

Leadership: Definition & Characteristics  
 Leader Vs. Manager  
 Types of Leadership

**Unit II Motivation****6 Hours**

Nature and Characteristics of Motivation  
 Theories of Motivation

**UNIT III Problem Solving and Decision Making****6 Hours**

Factors Involved  
 Difficulty in Decision Making

**UNIT IV Delegation of Authority****6 Hours**

Types of Delegation  
 Advantages  
 Disadvantages



**UNIT V Effective Leadership****6 Hours**

Successful Time Management  
 Importance of Integrity  
 Self-Discipline  
 Improving Interpersonal Relationship

**UNIT VI: Topics for Self-Study**

S. No.	Topics	Web Links
1	Ethical Leadership	<a href="https://www.cleverism.com/ethical-leadership-guide-definition-qualities-pros-cons-examples/">https://www.cleverism.com/ethical-leadership-guide-definition-qualities-pros-cons-examples/</a> <a href="https://www.youtube.com/watch?v=Lww8I1_nNoA&amp;feature=youtu.be">https://www.youtube.com/watch?v=Lww8I1_nNoA&amp;feature=youtu.be</a>
2	Characteristics and Qualities of Ethical Leadership	<a href="https://www.thegrowthfaculty.com/blog/ethical-leadershipwilldriveresultsin2020">https://www.thegrowthfaculty.com/blog/ethical-leadershipwilldriveresultsin2020</a> <a href="https://plopdo.com/2019/01/10/what-is-ethics-what-are-ethical-leadership-qualities/">https://plopdo.com/2019/01/10/what-is-ethics-what-are-ethical-leadership-qualities/</a>
3	Principles of ethical leadership	<a href="http://www.marshallgroup.com/7-principles-of-ethical-leadership/">http://www.marshallgroup.com/7-principles-of-ethical-leadership/</a>
4	Advantages and Disadvantages	<a href="https://futureofworking.com/14-advantages-and-disadvantages-of-ethical-leadership-styles/">https://futureofworking.com/14-advantages-and-disadvantages-of-ethical-leadership-styles/</a>

**BOOKS FOR REFERENCE**

1. Anthony D'Souza. Leadership Vol. I: Mumbai: Better Yourself Books, 1989.
2. John C. Maxwell Developing the Leader Within You. India: Magna Publishing Co. Ltd., 2001.
3. ---. Developing the Leaders around You. India: Magna Publishing Co. Ltd., 1995.
4. Laurence., Blanchard, Ken; Fowler Susan; Hawkins. *Self Leadership and the One Minute Manager Increasing Effectiveness Through Situational Self Leadership*. HarperCollins, 2009.
5. Michael Armstrong & Tina Stephens. Management and Leadership. London: Kogan Page, 2006.
6. Rustom S. Davar. Creative Leadership. London: UBSPD, 1993.
7. Northhouse, Peter G. *Leadership: Theory and Practice*. United Kingdom: Sage Publication Ltd, 2016.
8. Jones, Rebecca A. Patronis. *Nursing Leadership and Management*. United States of America: Davis Company, 2007.
9. Klait, Bruce and Murray Hiebert. *The Encyclopaedia of Leadership*. New York: McGraw-Hill, 2001.

## WEBLINKS

[https://swayam.gov.in/nd1\\_noc19\\_mg35/preview](https://swayam.gov.in/nd1_noc19_mg35/preview)

[https://swayam.gov.in/nd1\\_noc19\\_mg34/preview](https://swayam.gov.in/nd1_noc19_mg34/preview)

<https://www.classcentral.com/course/swayam-educational-leadership-9879>

<https://www.classcentral.com/course/swayam-leadership-14173>

<https://www.classcentral.com/course/coursera-inspiring-leadership-through-emotional-intelligence-710>

<https://www.classcentral.com/course/coursera-fundamentals-of-management-2720>

<https://www.classcentral.com/course/coursera-leadership-toolkit-for-managers-4209>

<https://www.classcentral.com/course/coursera-international-leadership-and-organizational-behavior-1371>

## SPECIFIC LEARNING OUTCOMES (SLO)

Unit/ Section	Course Content	Learning outcomes	Blooms Taxonomy Level of Transaction
<b>All about Leadership</b>			
I	Leadership: Definition & Characteristics	Identify and discuss key leadership skills and traits. Broad understanding of effective leadership and apply them in a variety of professional, personal, and civic environments.	K1, K2
	Leader Vs. Manager	Recollect, comprehend and appreciate the basic roles of a leader. Remember, explore, understand and lead, guided by the characteristics of a leader so as to develop strategies to work with others to achieve specific goals.	K1, K2, K3, K5
	Types of Leadership	Recall and understand the types of leadership. Apply theories of leadership to create an effective team environment in the workplace. Distinguish ways to adjust one's leadership style appropriate to the situation. Develop a leadership plan based on a given circumstance.	K1, K2, K3, K4, K5

<b>Motivation</b>			
<b>II</b>	Nature and Characteristics of Motivation	Understand the role of motivation in determining employee performance. Demonstrate the ability to motivate self and others.	K1, K2
	Theories of Motivation	Classify the basic needs of employees. Gain knowledge and understanding of Motivation theories. Apply the theories with relevance. Apply motivation theories to analyse performance problems. Understand the work of Abraham Maslow. Differentiate between basic needs and growth needs in humans, and recognise. their importance in relation to healthy development List the various levels of needs in Maslow's hierarchy. Identify how Maslow's work can be utilised as an effective leader.	K1, K2, K3, K4, K5
<b>Problem Solving and Decision Making</b>			
<b>III</b>	Factors Involved	Gather, assess, and use information to make informed and well-reasoned decisions. Analysing decisions by considering multiple points of view and a variety of outcomes.	K1, K4
	Difficulty in Decision Making	Understand better how people perceive and decide. Gather better insights into decision making process.	K1. K2
<b>Delegation of Authority</b>			
<b>IV</b>	Types of Delegation	Explain the importance of delegation as part of the management process. Display the critical thinking skills and abilities to delegate responsibilities to others and to achieve the goals. Practicing critical and reflective thinking abilities Determine the most appropriate tasks to delegate and promote responsibility and accountability.	K1, K4
	Advantages	List the merits.	K1, K2
	Disadvantages	List the demerits.	K1, K2

		<b>Effective Leadership</b>	
<b>V</b>	Successful Time Management	Understand the basics of time management. Examine the need for time management. Acquire practical time management skills for scheduling, planning and prioritising work.	K2, K3
	Importance of Integrity	Identify their personal values. Understand how to lead with integrity.	K2, K3, K5
	Self-Discipline	Explore and actualize their personal values Demonstrate a practice of ethical leadership Recognize that leadership is a lifelong learning process	K3
	Improving Interpersonal Relationship	List and analyse interpersonal relationship, and apply to build effective teamwork	K1, K3, K4

**MAPPING (CO, PO, PSO)****L-Low****M-Moderate****H- High**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	M	-	-	-	-	-	L	H	-	-	M	-	-
CO2	-	-	-	M	-	-	-	H	-	-	-	-	H
CO3	M	-	L	-	-	H	-	H	-	-	M	-	-
CO4	M	-	-	-	M	-	-	-	-	-	-	-	-
CO5	-	-	-	M	-	H	-	-	-	-	-	-	-
CO6	-	L	L	-	-	-	L	H	M	-	-	-	H

**COURSE ASSESSMENT METHODS**

1. Continuous Assessment Test I and II
2. Open book test; Critical and Annotation, Assignment; Seminars
3. End Semester Examination

**Name of the Course Coordinator:** Dr.S.Navam Kirubai Rajan

**Signature:**

**NMEC I: Journalism**

Semester : III

Course Code : U19EG3E1

Credits : 2

Hours / Week: 2

**COURSE OUTCOMES**

After the successful completion of this course the students will be able to

S.No.	Course Outcomes	Level	Unit
1	Understand the function of the Press and classify the elements of Mass Media and Communication	K2	I
2	Analyze various sources of news and differentiate different kinds of news	K4	II
3	Compose headlines and Leads and Write news report.	K6	III
4	Demonstrate the qualities of reporters	K3	IV
5	Proofread and edit a news report	K6	V
6	Possess adequate knowledge on the ethics to be followed and Language to be used as a journalist	K2	V

**SYLLABUS****Unit 1: MASS MEDIA**

Mass Media & Mass Communication- Definition  
The Role of the Press

**Unit 2: TYPES OF NEWS**

News-Definition- Sources  
Hard and Soft News  
Scoop; Fillers; Box News  
Expected and Unexpected News

**Unit 3: WRITING FOR THE NEWSPAPER**

Newspaper and Magazine Writing- Leads-Headlines

**Unit 4: KINDS OF REPORTING**

Reporting- Quality of Reporters- Kinds of reporting with reference to Court, Crime, Investigating, Election, Sports, Freelancing.

**Unit 5: ROLE OF EDITORS**

Role of Different Editors-Editing a copy

**Unit 6: FOR FURTHER READING & NOT FOR TESTING**

S.NO	Topics	Weblinks
1.	Code of ethics for Journalists	<a href="https://www.spj.org/ethicscode.asp">https://www.spj.org/ethicscode.asp</a>
2.	The Language of Journalism	<a href="https://www.marshallpr.com/the-language-of-journalism/">https://www.marshallpr.com/the-language-of-journalism/</a>
3.	Journalism and sensationalism	<a href="https://freelance-writing.lovetoknow.com/Journalism_and_Sensationalism">https://freelance-writing.lovetoknow.com/Journalism_and_Sensationalism</a>
4.	Yellow Journalism	<a href="https://www.britannica.com/topic/yellow-journalism">https://www.britannica.com/topic/yellow-journalism</a>

**BOOKS FOR STUDY:**

1. Parthasarathy,Rangaswami. *Basic Journalism*.Madras:Macmillan,1984.
2. Kamath,M.V. *Professional Journalism*. New Delhi: Vikas,1997.

**BOOKS FOR REFERENCE:**

- R1: Franklin,Bob. *Key Concepts in Journalism Studies*.London: Sage Publications Ltd, 2005.
- R2: Witschge,Tamara,ed.The Sage Handbook of Digital Journalism. London: Sage Publications Ltd, 2016
- R3: Sterling,Christopher H,ed. *Encyclopedia of Journalism*. London: Sage Publications Ltd, 2009.

**Web links:** (Swayam/nptel/...)

<https://www.futurelearn.com/courses/media-and-international-development>

[https://onlinecourses.swayam2.ac.in/ugc19\\_hs42/preview](https://onlinecourses.swayam2.ac.in/ugc19_hs42/preview)

<http://www.journaliststoolbox.org/>

**SYLLABUS: BLOOM'S TAXONOMIC LEVELS OF TRANSACTION:**

Unit	Course Content	Learning outcomes	Taxonomy Level
I	Mass Media & Mass Communication - Definition	Classify different elements of Mass Media and Mass Communication	K2
	The Role of the Press	Define The Role of the Press	K1
		Explain The function of the Press in a free and Democratic Country	K2

<b>II</b>	News-Definition- Sources	Differentiate Hard News from Soft News	K4
	Hard and Soft News	Define Scoop , Fillers and Box news	K1
	Scoop; Fillers; Box News	Distinguish between Expected News and Unexpected News	K4
	Expected and Unexpected News		
<b>III</b>	Newspaper and Magazine Writing- Leads-Headlines	Write a News report based on the given situation.	K6
		Write a News article based on the given situation	K6
		Compose Headlines and Leads for the given set of News Reports	K6
<b>IV</b>	Reporting-Quality of Reporters- Kinds of reporting with reference to Court, Crime, Investigating, Election, Sports, Freelancing.	Discuss The Qualities any reporter should possess	K2
		Describe the different kinds of reporting	K2
<b>V</b>	Role of Different Editors-Editing a copy	Describe the role of different editors in any news agency	K2
		Edit the given draft and make it a News Report	K6
		Proof read the given News Report	K6

**MAPPING ( CO, PO, PSO)****L-Low****M-Moderate****H- High**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	M	-	-	-	-	-		M	-	-	-	-	-
CO2	M	H	M	M	-	M	L	M	-	H	L	H	H
CO3	M	-	M	-	L	M	H	M	-	-	M	-	-
CO4	H	M	-	H	-	M	H	H	-	-	H	-	M
CO5	H	-	M	M	H	H	-	-	-	-	M	-	-
CO6	H	M	-	H	M	-	-	-	-	-	H	M	M

**EVALUATION SCHEME:**

EC No	Evaluation component	Duration	Weightage (%)	Date & Time	Remarks
1	Internal Test-1 (30 %)	2 hr	25	will be announced	Closed Book
2	Internal Test-II (30 %)	2 hr			Closed Book
3	Seminar & Assignments (20 %)	-			Open Book
4	Attendance (20 %)	-			On-line Entry
5	End Semester Exam	3 hr	75		Closed Book

**CHAMBER CONSULTATION HOURS :** Will be announced by the individual Instructors.

**NOTICES :** All notices regarding the course will be displayed on the Department Notice Boards, through group mail, or WhatsApp group

**MAKE-UP POLICY :** Retest will be given only for first internal test for students with genuine reasons and on medical grounds.

**NO RE-TEST FOR SECOND INTERNAL TESTS.**

**Name of the Course Coordinator:** Dr. J. Samson

**Signature:**



## Core VI: Elizabethan and Jacobean Drama

Semester : IV

Course Code : U19EG406

Credits : 5

Hours / Week: 5

**Course Outcomes:** (6 Outcomes)

At the end of the course the student will be able to

S. No	Course Outcomes	Level	Unit
1	Understand the influence of <u>Renaissance</u> during the period and how it is reflected in the plays.	K2	I-V
2	Analyse the influence of science and technology in the development of theatre along with other poetry and prose flourished during the period	K4	I-V
3	Formulate the contributions made by group of writers who belonged to Oxford and Cambridge universities of the period.	K6	I, III-V
4	Classify the satirical views of the English class divisions reflected through the plays	K4	I-V
5	Examine the moral conscience of the Elizabethan and Jacobean Society with a complete view of the distinctive art, literature, theatre and the artistic perspectives.	K4	I-V
6	Evaluate and contrast the prosperousness of Jacobean era than that of Elizabethan	K5	I-IV

### UNIT I : DRAMA AND ITS ORIGIN.

The beginnings of English drama – Religious source of the drama – The regular companies and their theatres – The Private and the Public theatres – Elizabethan stage and acting – The Elizabethan play – The Elizabethan audience – 'Willing suspension of disbelief.' Characteristics of Elizabethan Drama- The University Wits -The Classical Influence: Comedy-Ben Jonson – The Classical Influence: Tragedy - Thomas Kyd.

### UNIT II ELIZABETHAN TRAGEDY.

Christopher Marlowe: *Doctor Faustus*

### UNIT III ELIZABETHAN COMEDY.

Ben Jonson: *Everyman in His Humour*

### UNIT IV JACOBEOAN REVENGE TRAGEDY.

John Webster: *The Duchess of Malfi*

**UNIT V CITY COMEDY.**Thomas Dekker: *The Shoemaker's Holiday***UNIT VI****Topics for Self-Study (RENAISSANCE DRAMA)**

S. No	Topic	Web Links
1	Everyman Out of His Humour- Ben Jonson	<a href="http://www.luminarium.org/">http://www.luminarium.org/</a>
2	Edward II, Tamburlaine, Jew of Malta- Christopher Marlowe	<a href="http://elizabethandrama.org/the-playwrights/christopher-marlowe/">http://elizabethandrama.org/the-playwrights/christopher-marlowe/</a>
3	White Devil – John Webster	<a href="https://www.gutenberg.org/files/12915/12915-8.txt">https://www.gutenberg.org/files/12915/12915-8.txt</a>
4	The Spanish Tragedy- Thomas Kyd	<a href="https://www.gutenberg.org/files/6043/6043-h/6043-h.htm">https://www.gutenberg.org/files/6043/6043-h/6043-h.htm</a>
5	Elizabethan Theatre and Cinema	<a href="https://thedramateacher.com/elizabethan-theatre-conventions/">https://thedramateacher.com/elizabethan-theatre-conventions/</a>

**Text Books for Study:**

- T1: A Short History of English Drama: Benjamin Ifor Evans: chapter 1& 2  
T2: The Elizabethan Stage: Volume 3: E. K. Chambers, Oxford Press  
T3: **Doctor Faustus** – *Christopher Marlow*  
Publisher Penguin Putnam Inc  
Signet Classics, New York, United States, 2010  
T4: **Every Man in his Humour-** *Ben Jonson*  
Kessinger Publishing, LLC.  
Montana, United States,2010  
T5: **Duchess of Malfi** - *John Webster*  
Norton Critical Editions, 2015  
T6: **The Shoemaker's Holiday:** Thomas Dekker  
Create Space Independent Publishing Platform, 2017.

**Reference Books:**

- R1 : Nicoll, Allardyce. British Drama. London: CUP, 1955.  
R2: Evans, Ifor. A Short History of English Literature. London: Pelican, 1976  
R3: Blamires, Harry. A Short History of English Literature. London: Routledge, 1984

**Web links:**

[shodhganga.inflibnet.ac.in/jspui/bitstream/10603/120766/5/chapter-4.pdf](http://shodhganga.inflibnet.ac.in/jspui/bitstream/10603/120766/5/chapter-4.pdf)  
[www.elizabethan-era.org.uk/elizabethan-theatre-audiences.html](http://www.elizabethan-era.org.uk/elizabethan-theatre-audiences.html)  
<https://schoolworkhelper.net/16th-century-england-theatre-the-university-wits/>  
<http://neoenglishsystem.blogspot.com/2010/12/ben-jonsons-contribution-to-english.html>  
[http://www.theatredatabase.com/16th\\_century/thomas\\_kyd\\_001.html](http://www.theatredatabase.com/16th_century/thomas_kyd_001.html)  
<http://www.lem.seed.pr.gov.br/arquivos/File/livrosliteraturaingles/faustus.pdf>  
<https://warburg.sas.ac.uk/pdf/emh105b2777740.pdf>  
<https://www.fulltextarchive.com/page/The-Duchess-of-Malfi/>  
[https://archive.org/.../shoemakersholida00dekkrich/shoemakersholida00dekkrich\\_djv..](https://archive.org/.../shoemakersholida00dekkrich/shoemakersholida00dekkrich_djv..)

**SPECIFIC LEARNING OUTCOMES (SLO)**

Unit	Course Content	Learning Outcomes	Taxonomy Level
I	1.1 The beginnings of English Drama	Find out the Origin and development of English Drama	K1
	1.2 Religion Science of the drama	To show how the religion play a pivotal role in the development of Drama	K1
	1.3 The regular companies and their theatres	Survey the regular companies and theatres	K4
	1.4 The private and the public theatres	List out the public and private theatres	K4
	1.5 Elizabethan stage and acting	Compare Elizabethan stage and acting with Jacobean stage and acting	K2
	1.6 The Elizabethan play	Analyse the Elizabethan play and its importance	K4
	1.7 The Elizabethan audience	Evaluate the audience of the Elizabethan Period	K5
	1.8 Willing suspension of disbelief	Predict and elaborate the dramatic devices	K6
	1.9 Characteristics of Elizabethan Drama	Discuss the salient features of Elizabethan Drama	K6
	1.10. The University Wits	Identify the University Wits and their contribution	K3
	1.11 The Classical influence : Comedy Ben Jonson	Evaluate the influence of classical comedy	K5

	1.12 The Classical influence : Tragedy Thomas Kyd.	Evaluate the influence of Classical Tragedy	K5
II	Christopher Marlowe: <i>Doctor Faustus</i>	Explain the historical background of the play	K2
		Identify of the Social background of the play	K3
		Categorise the literary age of the play	K4
		Assess the role of the author in that Age	K5
		Analyse the works or the contributions of the author	K4
		Criticize and appraise the play	K5
III	Ben Jonson : <i>Everyman in His Humour</i>	Discuss the History of English Comedy	K6
		Examine Jonson's Theory of Comedy	K4
		Explain the terms comedy of Humours and Comedy of Manners	K5
		Explain the art of characterization of Ben Jonson in the Play <i>Everyman in His Humour</i>	K2
		Summarise the dramatic qualities of Ben Jonson with special reference to <i>Every Man in His humour</i>	K2
IV	John Webster : <i>The Duchess of Malfi</i>	Discuss the social and historical background of the play <i>Duchess of Malfi</i>	K6
		Compare the works of John Webster and William Shakespeare	K5
		Explain the concept of Tragedy and Revenge Tragedy	K2
		Examine the Machiavellian influence on Webster	K4
		Demonstrate the Morbid, the Macabre and the melodramatic elements in the play <i>The Duchess of Malfi</i>	K2

V	Thomas Dekker : <i>The Shoemakers' Holiday</i>	Discuss the Salient Features of the Age of Dekker	K6
		Explain the element of Humour in the play <i>The Shoemakers' Holiday</i>	K2
		Compare Thomas Dekker is a greater realist than Ben Jonson.	K4
		To show <i>The Shoemakers' Holiday</i> is a true picture of Elizabethan London	K1
		Identify the factors responsible for the decline of Drama during the post-Shakespearean period	K3

### Mapping (CO, PO, PSO)

L : Low

M : Moderate

H : High

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	M	H	L	M	H	L	M	H	M	H	H	H	H
CO2	H	M	H	M	H	M	M	M	H	H	H	H	H
CO3	M	L	M	M	H	L	M	M	H	M	M	M	M
CO4	M	L	L	M	L	L	M	M	M	L	M	L	M
CO5	M	L	L	M	L	L	M	M	H	H	M	L	M
CO6	M	L	H	H	M	M	L	M	H	M	M	M	M

### Evaluation Scheme

EC No.	Evaluation Component	Duration	Weightage	Date and Time	Remarks
1	Internal Test I (30%)	2 Hrs	25	Will be announced	Closed book
2	Internal Test II (30%)	2 Hrs			Closed book
3	Seminar and Assignments (20%)				Open Book
4	Attendance (20%)				Online Entry
5	End Semester Exam	3 Hrs	75		Closed Book

- Chamber Consultation Hours : Will be announced by the individual Instructors
- Notices : All notices regarding the course will be displayed on the Department Notice Boards, through group mail or Whatsapp group
- Make-up Policy : Retest will be given only for first internal test for student with genuine reasons and on medical grounds

No Re-Test for Second Internal Tests

**Name of the Course Coordinator:** Dr. S. Newton Raja

**Signature:**

## Allied V: Introduction to Media Studies

Semester : IV

Course Code : U19EG4Y5

Credits : 5

Hours / Week: 5

### COURSE OUTCOMES

After the successful completion of this course the students will be able to

S. No.	Course Outcomes	Level	Unit
1	Comprehend the basics of journalism its role in society, technics and ethics related to it.	K1	I Unit
2	Analyse understand various types of journalism and their importance.	K2	II Unit
3	Examine different types of headlines and leads.	K5	II Unit
4	Create documentaries with social relevance, critically analyse and appreciate cinema as an art.	K4	III Unit
5	Evaluate advertisement in different media.	K5	IV Units
6	Compare news stories in different media.	K4	II, III, IV & V Units

#### UNIT I: Introduction

6 Hours

Principles of Journalism  
 Role and Effects of Mass Media  
 Press Freedom and Media Integrity  
 Newspaper Organization  
 Language of Journalism  
 Techniques of Editing  
 Proofreading symbols and abbreviations

#### UNIT II: Print Journalism

6 Hours

Lay Out of a Newspaper  
 BroadSheet and Tabloid  
 Yellow Journalism & Gutter Press  
 Writing News story  
 Inverted Pyramid style  
 Reporting

Headlines  
Types of Lead

**UNIT III: Broadcast Journalism****6 Hours**

Writing TV and Radio Scripts  
Art of Interviewing  
Introduction to short film and documentary making  
Appreciation and Semiotics

**UNIT IV: Advertising****6 Hours**

Advertising  
Principles and Practice  
Psychological and Social Factors in Advertising  
Kinds of Advertisements  
Creating Advertisement using CAI  
Ethics in Advertisement

**UNIT V: Writing for the Media****6 Hours**

Classroom Newspaper  
Designing a Journal  
Reviews - Photojournalism  
Online Journalism (Blogs, Web Pages)  
MoJo

**TOPICS FOR SELF-STUDY:**

S.No.	Topics	Web Links
1	Cinema and Modernism	<a href="https://muse.jhu.edu/article/393128/summary">https://muse.jhu.edu/article/393128/summary</a>
2	Realism in Cinema	<a href="https://www.tandfonline.com/doi/abs/10.1080/02560048108537613?journalCode=rcrc20">https://www.tandfonline.com/doi/abs/10.1080/02560048108537613?journalCode=rcrc20</a>
3	Film Theory	<a href="https://nofilmschool.com/Film-theory-basic-terms">https://nofilmschool.com/Film-theory-basic-terms</a>
4	Colour Theory and Cinema	<a href="https://www.youtube.com/watch?v=K4yZfsoQjqQ">https://www.youtube.com/watch?v=K4yZfsoQjqQ</a> <a href="https://www.youtube.com/watch?v=IINVnA3rVIE&amp;t=10s">https://www.youtube.com/watch?v=IINVnA3rVIE&amp;t=10s</a>
5	Character in Cinema Plot in Cinema	<a href="https://www.youtube.com/watch?v=YvGcG4m9tgY">https://www.youtube.com/watch?v=YvGcG4m9tgY</a> <a href="https://www.studiobinder.com/blog/what-is-a-plot/">https://www.studiobinder.com/blog/what-is-a-plot/</a>



**BOOKS FOR REFERENCE:**

1. N Vebuswani. *ABC of Mass Media*: Blackie & Sons Publishers Pvt Ltd
2. KM Shrivasthava. *Radio and TV Journalism*: Sterling Publishers Pvt Ltd New Delhi
3. Bod Franklin, Martin Hamer, et al. *Key Concepts in Journalism Studies*: Vistaar Publications New Delhi.
4. Melwin Mencher. *Melwin Mencher's News Reporting and Writing*: Mc Graw Hill
5. Ahuja B.N.& S.S. Chhabra *Principles and Techniques of Journalism*. New Delhi: Surjeet Publication. 2006
6. *Media and Journalism: Theory to Practice* (2008) Melbourne: OUP
7. Stein M L & Susan F Paterno, *The Newswriter's Handbook An introduction to Journalism*. New Delhi: Surjeet Pulication. 2003.

**WEB LINKS**

1. <https://guides.library.yale.edu/c.php?g=295800&p=1975066>
2. <https://www.youtube.com/watch?v=apKKypoVU4M>
3. [https://www.youtube.com/watch?v=iFqs-qrJgeo&list=PLbMVogVj5nJQsaj5p\\_MRYLGhUtmpaEDB0](https://www.youtube.com/watch?v=iFqs-qrJgeo&list=PLbMVogVj5nJQsaj5p_MRYLGhUtmpaEDB0)
4. <https://www.conted.ox.ac.uk/about/literature-creative-writing-and-film-studies>

**SPECIFIC LEARNING OUTCOMES (SLO)**

Unit	Course Content	Learning outcomes	Taxonomy Level
I	1.1 Principles of Journalism	Define the importance of journalism	K1
	1.2. Role and Effects of Mass Media	Explain the present status of Mass Media	K1
	1.3. Press Freedom and Media Integrity Newspaper Organization	Appraise the responsibilities of media and the ethical dimensions of media creation.	K4
	1.4. Language of Journalism	To acquire strategic competence to use language and use in a wide range of communication strategies.	K3
	1.5 Techniques of Editing, proofreading symbols, and abbreviations	Develop the basic vignettes of editing by using editing tools	K3
II	2.1 Lay Out of a Newspaper	Illustrate the basic elements and principles of design in newspaper layout and design	K2
	2.2. BroadSheet and Tabloid	Inspect how tabloid newspapers differ from	K4

		broadsheet newspapers	
	2.3. Yellow Journalism & Gutter Press	Learn and Adapt the skill of writing yellow journalism	K3
	2.4 Writing News story, Inverted Pyramid style, Headlines, Types of Lead	Adapt the techniques in identifying potential Newspaper, radio, TV news stories and Inverter Pyramid style of writing	K6
<b>III</b>	3.1 Writing TV and Radio Scripts	Adapt the skill of formal elements of effective writing for radio, television, film and new media.	K3
	3.2 Art of Interviewing	Understand the purpose of professional interviews. Identify the different types of professional interviews.	K2
	3.3 Introduction to short film and documentary making Appreciation and Semiotics	Develop a general knowledge of the history of short film, Understand the key concepts and debates through the short film and documentary making,	K6
<b>IV</b>	4.1. Advertising – Principles, and Practice	Develop and understand the applications of communication theories, research in the fields of advertising, corporate communication, electronic media, print and new media.	K3
	4.2. Psychological and Social Factors in Advertising -	Analyze the modern-day Advertising scenario in association with psychological and socio- political environment in the world	K4
	4.3 Kinds of Advertisements, Creating Advertisement using CAI	Understand the development of advertising and basic concepts.	K2
	4.4 Ethics in Advertisement	Inspect the sensitivity of prospective advertising experts to the social influences of their work and develop a sense of professional ethics.	K4

V	5.1 Classroom Newspaper, Designing a Journal Reviews	Classroom Newspaper help students to improve their skills in reading, writing the power of vocabulary. It will enhance many critical thinking skills.	K1
	5.2 Photojournalism	A Brief understanding of photojournalism and sources	K2
	5.3 Online Journalism (Blogs, Web Pages) MoJo	Improve comprehensive knowledge to create and design emerging media contents/platforms such as blogs, social media, MoJo, and multimedia.	K3

**Mapping (CO, PO, PSO)**

L-Low

M-Moderate

H- High

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	-	-	L	-	M	M	-	H	H	-	-	H	H
CO2	M	-	L	-	M	-	H	M	-	-	M	-	-
CO3	M	-	M	-	-	L	H	M	-	-	H	-	-
CO4	-	-	M	-	-	M	-	H	M	H	-	H	H
CO5	-	-	-	-	M	M	H	-	-	-	H	-	-
CO6	M	L	-	-	-	-	H	M	-	L	-	-	M

**COURSE ASSESSMENT METHODS****DIRECT:**

1. Continuous Assessment Test: T1, T2 (Theory & Practical Components):  
Closed Book
2. Open Book Test.
3. Cooperative Learning Report, Assignment, Group Presentation, Group Discussion, Presentation, Seminar, Quiz (written).
4. Pre-Semester & End Semester Theory Examination

**INDIRECT:**

1. Course end survey (Feedback)

**Name of the Course Coordinator:** Ms. G. Silvia Olives

**Signature:**

## Allied VI: Mythologies and Legends of the World

Semester : IV

Course Code: U19EG4Y6

Credits : 3

Hours / Week: 4

### COURSE OUTCOMES

After the successful completion of this course the students will be able to

S.No.	Course Outcomes	Level	Unit
1	Identify and remember the prime mythological characters, legends, heroes and Gods in Greek and Roman literature.	K1	I
2	Differentiate and critically understand the myth behind the story of Midas and Pandora.	K2	II
3	Analyse a broad familiarity among Celtic, Egyptian and Mesopotamian myths and Legends.	K4	III
4	Apply and connect with the significance and different creation mythologies of Norse, African and Christian Legends.	K3	IV
5	Evaluate and assess the modern lifestyle with the Indian mythologies and legends.	K5	V
6	Create literary works (Short stories, poems...) based on the mythologies and legends thereby connecting with the present life scenarios.	K6	I to V

### SYLLABUS:

#### Unit 1: INTRODUCTION TO MYTHS, TITANS, GOD'S AND OTHER SUPERNATURAL BEING IN GREEK AND ROMAN MYTHOLOGY:

**12 Hours**

1. Introduction to Myths
2. Introduction to Legends
1. A D Hope: Prometheus Unbound - Poem
2. William Carlos Williams: Landscape with the Fall of Icarus - poem
3. Characters:
  - a) The Olympians: (Gods and Goddess): Zeus, Hera, Phoebus, Apollo, Aphrodite, Hermes, Pallas, Athena, Artemis, Hephaestus, Ares
  - b) Other Gods, Deities & Supernatural Beings: Earth, Heaven, Cronus, Persephone, Prometheus, Damocles, The Muses, The Furies, Oracle at Delphi
  - c) Famous Heroes & Heroines: Odysseus, Hercules, Theseus, Oedipus, Tiresias
  - d) Other Characters: Pandora, Orpheus, Medea,
  - e) Monsters: Medusa, The Minotaur, The Sphinx, The Cyclopes

**Unit 2: CLASSICAL LEGENDS IN GREEK AND ROMAN MYTHOLOGY FOR CHILDREN****12 Hours**

A Wonder-Book for Girls and Boys by Nathaniel Hawthorne covers the myths of –

1. The Golden Touch - recounts the story of King Midas and his "Golden Touch".
2. The Paradise of Children - recounts the story of Pandora opening the box filled with all of mankind's Troubles.

**Unit 3: RITUALS AND MYSTERIES FROM CELTIC, EGYPTIAN AND CHRISTIAN MYTHOLOGIES:****12 Hours**

1. Jesse L(aidlay) Weston (1850-1928): From Ritual to Romance: CHAPTER X - THE SECRET OF THE GRAIL (I) - THE MYSTERIES - The story of the Holy Grail looking at Celtic and Christian legends
2. Sir James George Frazer (1854–1941): The Golden Bough (1922): Chapter XXXVIII. The Myth of Osiris (The story of Osiris)

**Unit 4: CREATION MYTHS FROM NORSE, AFRICAN AND MESOPOTAMIAN MYTHOLOGIES:****12 Hours**

1. The Book of Job 41: 1- 34- Creation myth – Leviathan
2. Lord Tennyson: "The Kraken" (1830), a sonnet – Poem
3. The Epic of Gilgamesh by N.K Sanders.
4. NgugiwaThiong'o: Excerpts from Weep Not, Child - first man and woman (Gikuyu and Mumbi)

**Unit 5: INDIAN MYTHOLOGIES AND LEGENDS****12 Hours**

1. The Stories on the Panchkanyas - five ladies - Sita, Tara, Kunti, Draupdadi, Mandodari (From C. Rajagoplachari's: The Mahabharatha and The Ramayana - Character selections)

**Unit 6: MYTHS RELATED TO SCIENCE, RELIGION, PHILOSOPHY, SOCIETY AND LITERATURE:**

S.No.	Topics	Web Links
1	Myth and Science	<a href="https://www.cs.unc.edu/~taylorr/Essays/myths_about_science/myths_about_science.html">https://www.cs.unc.edu/~taylorr/Essays/myths_about_science/myths_about_science.html</a>
2	Myth, Religion and Philosophy	<a href="https://makeupandbreakup.com/2014/02/02/mythology-vs-philosophy/">https://makeupandbreakup.com/2014/02/02/mythology-vs-philosophy/</a>
3	Myth and Literature	<a href="http://ignited.in/I/a/210981">http://ignited.in/I/a/210981</a>
4	Myth and Society	<a href="https://anthrosource.onlinelibrary.wiley.com/doi/pdf/10.1525/aa.1952.54.4.02a00070">https://anthrosource.onlinelibrary.wiley.com/doi/pdf/10.1525/aa.1952.54.4.02a00070</a>

**TEXT BOOK(S):**

1. *A Hand-Book of Mythology: The Myths and legends Of Ancient Greece and Rome* by E. M. Berens, New York: Maynard, Merrill & Co., 43, 45 and 47 East Tenth Street.
2. Hawthorne, Nathaniel. *A Wonder-Book for Girls and Boys*. The Riverside Press, 1851.
3. Weston, Jesse Laidlay. *From Ritual to Romance*. Global Grey Publication, 2019.
4. Frazer, Sir James George. *The Golden Bough*. Macmillan Publication, 1912.
5. *The Bible-* (NIV). Print/ E-book
6. Thiong'o, Ngũgĩwa. *Weep Not, Child*. East African Educational Publishers, 1976.
7. C. Rajagoplachari's: *The Mahabharatha* and *The Ramayana*, 1957.
8. The Epic of Gilgamesh by N.K Sanders pub by Assyrian International News Agency, Books online, [www.aina.org](http://www.aina.org)
9. <https://www.poetrylibrary.edu.au/poets/hope-a-d/poems/prometheus-unbound-0146055>
10. <https://poets.org/poem/landscape-fall-icarus>
11. <https://poets.org/poem/kraken>

**REFERENCE BOOKS:**

1. Berens, E. M. *A Hand-Book of Mythology: The Myths and Legends of Ancient Greece and Rome*. New York, 1886.
2. Rose, H J. *A Hand Book of Greek Mythology*. New York: Routledge, 2005. E-book / Print
3. *The Bible* (NIV) Zondervan Publishing Company, 2006. Print/ E-book
4. Bascara, Linda R. *World Literature*. Philipines: Rex Book Store, 2003. Print
5. Knappert, Jan. *An Encyclopedia of Myth and Legend: Indian Mythology*. Print.
6. [www.englishonline.tki.org.nz](http://www.englishonline.tki.org.nz) > ... > English Units: Level 3 > Myths and Legends.
7. Hadas, Moses. *Greek Drama*. New York: Bantam Books, 1965.
8. Hamilton, Edith. *Mythology*. Massachusetts: Little Brown and Company, 2011.
9. Segal, Robert A. *Myth: A Very Short Introduction (1st edn)* Oxford University Press, Jul 2004.

**WEB LINKS:**

1. [www.starsai.com/panchakanya-ahalyadrapadikuntitara-mandodari-five-virgin](http://www.starsai.com/panchakanya-ahalyadrapadikuntitara-mandodari-five-virgin)
2. <https://www.coursera.org/learn/mythology?action=enroll>

## SPECIFIC LEARNING OUTCOMES (SLO)

Unit/ Section	Course Content	Learning outcomes	Blooms Taxonomy Level of Transaction
<b>I</b>	<b>Classical Mythologies and Legends: Greek and Roman</b>		
1.1	Introduction to Myths	Define and recall the key terms	K1
1.2	Introduction to Legends	Name and find the different legends	K1
1.3	A D Hope: "Prometheus Unbound"	Compare and inspect form and themes	K3
1.4	William Carlos Williams: "Landscape with the Fall of Icarus"	Analyse and Discover forms and themes.	K3
1.5	The Olympians: (Gods and Goddess)	Demonstrate and illustrate Olympians	K2
1.6	Other Gods, Deities & Supernatural Beings	Distinguish among Gods, deities and Supernatural beings	K4
1.7	Famous Heroes & Heroines	Compare and Contrast the Protagonists	K2
1.8	Other Characters	Outline the characteristics	K2
1.9	Monsters	Recall the various types	K1
<b>II</b>	<b>Classical Mythologies and Legends: Greek and Roman</b>		
2.1	The Golden Touch	Measure the modern day scenario with Midas.	K5
2.2	The Paradise of Children	Judge and evaluate the deeds of Pandora	K5
<b>III</b>	<b>Celtic and Egyptian Mythologies and Christain Legends:</b>		
3.1	The Secret of The Grail (I) - The Mysteries	Evaluate and justify the mystery behind the Grail literature.	K5
3.2	The Myth of Osiris	Interpret Egyptian myths by measuring the myth of Osiris.	K5
<b>IV</b>	<b>Norse Creation Mythologies, African Creation Mythology and Christian Creation Legends</b>		
4.1	<i>The Bible: Job 41: 1- 34</i>	Compare and distinguish God's power and mankind's power.	K3

4.2	Lord Tennyson: "The Kraken"	Assess the relevance of mythological themes	K5
4.3	<i>The Epic of Gilgamesh</i> by NK Sanders	Explains Man's search for immortality	K5
4.4	NgugiwaThiong'o: Excerpts from <i>Weep Not, Child</i> - first man and woman	Apply and construct the creation myth.	K3
<b>V</b>	<b>Indian Mythologies and Legends</b>		
5.1	The Stories on the Panchkanyas - Five Ladies	Thematically analyse the characteristic traits.	K4

### MAPPING SCHEME for the POs, PSOs and COs for Mythology and Legends of the World.

(L-Low, M-Moderate, H- High)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	-	L	H	M	-	-	L	L	M	-	M	-	M
CO2	-	-	H	H	-	M	M	-	H	H	-	-	H
CO3	L	-	H	M	-	-	M	-	H	M	-	-	M
CO4	-	M	H	L	-	-	-	-	L	M	-	-	M
CO5	-	H	H	M	-	L	M	-	H	M	-	-	H
CO6	H	L	-	-	-	L	H	L	M	-	M	-	M

### EVALUATION SCHEME:

EC No	Evaluation component	Duration	Weightage (%)	Date & Time	Remarks
1	Internal Test-1 (30 %)	2 hr	25	will be announced	Closed Book
2	Internal Test-II (30 %)	2 hr			Closed Book
3	Seminar & Assignments (20 %)	-			Open Book
4	Attendance (20 %)	-			On-line Entry
5	End Semester Exam	3 hr	75		Closed Book



- CHAMBER CONSULTATION HOURS:** Will be announced by the individual Instructors.
- NOTICES :** All notices regarding the course will be displayed on the Department Notice Boards, through group mail, or WhatsApp group
- MAKE-UP POLICY :** Retest will be given only for the first internal test for students with genuine reasons and on medical grounds.

**NO RE-TEST FOR SECOND INTERNAL TESTS.**

### **COURSE ASSESSMENT METHODS**

#### **DIRECT:**

1. Continuous Assessment Test: T1, T2 (Theory & Practical Components):  
Closed Book
2. Open Book Test.
3. Cooperative Learning Report, Assignment, Group Presentation, Group Discussion, Project Report, Field Visit Report, Paper Presentation, Seminar, Quiz (written).
4. Pre-Semester & End Semester Theory Examination

#### **INDIRECT:**

1. Course end survey (Feedback)

**Name of the Course Coordinator:** Ms. S. Remali Sarah

**Signature:**

## SBEC II: Public Speaking Skills

Semester : IV

Course Code : U19EG4S2

Credits : 2

Hours / Week: 2

### COURSE OUTCOMES

After the successful completion of this course the students will be able to

S.No.	Course Outcomes	Level	Unit
1	Recognize speaking as a skill and define the significance of speaking skills.	K1	I
2	Demonstrate practical usage of English in day to day life with clear articulation.	K2	II
3	Develop finer speaking skill by integrating verbal and non-verbal communication for effective delivery.	K4	II
4	Build positivity and self-confidence to face the audience and get rid of stage fear.	K6	III
5	Evaluate and assess different types of speech and interpret the various language texts pertaining to cultural aspects	K5	IV
6	Create awareness about the social and moral issues through powerful speeches.	K6	V

#### UNIT I - Organizing Speech

6 Hours

Planning and Preparation - Setting the Main Body (chronological directional, logical, problem - solution, topical and psychological patterns); Developing Main Points- Supporting ideas (definitions, examples, analogies, testimonies, statistics) Beginning and Ending of Speech

#### UNIT II - Modes of Delivery

6 Hours

Reading the Manuscript - Speaking Extemporaneously - Impromptu - Speaking from memory; Speaker's Voice - volume, pitch, rate, pauses and pronunciation Non-verbal Communication - personal appearance, posture, gestures, eye contact

#### UNIT III - Public Speaking: Do's and Don'ts:

6 Hours

**Avoiding Bad Habits:** Self-Importance, Apologizing, Facts and Figures, Jargon, Talking Down, Obscenity, Snide Comments, Put-downs, Public Criticism

**Developing Good Ones:** Personal Pronouns, Empathy, Relating Truth, Keeping to Time, Accent

**UNIT IV – Speeches for Special Occasions****6 Hours**

Welcome Speeches - Introduction Speeches - Felicitation Speeches – Speeches - Farewell Speeches - Vote of Thanks Commemorative

**UNIT V – Speeches that Changed the World****6 Hours**

Expository: “Tryst with Destiny” – Jawaharlal Nehru

Descriptive: “Gettysburg Address” – Abraham Lincoln

Persuasive: Mark Antony’s Funeral Oration extract from William Shakespeare’s *Julius Caesar*

Argumentative: “Ask What You Can Do For Your Country” - John F. Kennedy

**UNIT VI - TOPICS FOR SELF-STUDY:**

S.No.	Topics	Web Links
1	Presentation Aids	<a href="https://managementhelp.org/communicationsskills/public-speaking.htm">https://managementhelp.org/communicationsskills/public-speaking.htm</a>
2	Online, Group and Business Contexts	<a href="https://speakupcallin.pressbooks.com/chapter/chapter-14-online-public-speaking/">https://speakupcallin.pressbooks.com/chapter/chapter-14-online-public-speaking/</a>
3	Growing Vocabulary	<a href="http://theaccidentalcommunicator.com/improve/how-speakers-can-increase-their-vocabulary">http://theaccidentalcommunicator.com/improve/how-speakers-can-increase-their-vocabulary</a>
4	Persuasive Strategies	<a href="https://courses.lumenlearning.com/suny-publicspeakingprinciples/chapter/chapter-16-persuasive-strategies/">https://courses.lumenlearning.com/suny-publicspeakingprinciples/chapter/chapter-16-persuasive-strategies/</a>

**TEXT BOOK(S):**

1. Stephen E. Lucas – The Art of Public Speaking. Chennai: McGraw Hill.

**REFERENCE BOOKS:**

1. Richard Denny – Speak for Yourself. New Delhi: UBS, 1995.
2. Dan O'Hair - A Pocket Guide to Public Speaking. Boston :Bedford/St. Martin's, 2013.
3. Dale Carnegie – Art of Public Speaking. New York, Skyhorse Publishing, 2018.
4. Michael Port – Steal the Show. Boston. Houghton Mifflin Harcourt, 2015.

**WEB LINKS:**

1. <https://nptel.ac.in/courses/109/105/109105117/>

## SPECIFIC LEARNING OUTCOMES (SLO)

Unit/ Section	Course Content	Learning outcomes	Blooms Taxonomy Level of Transaction
<b>I</b>	<b>Organizing Speech</b>		
1.1	Planning and Preparing	Define how to plan and prepare for a speech	K1
1.2	Setting the Main Body	Choose the main idea	K1
1.3	Developing Main Points	Explain and illustrate the main points	K3
1.4	Supporting Ideas	List and relate to the main idea	K2
1.5	Beginning and End of Speech	Construct a good beginning and end to speech	K5
<b>II</b>	<b>Modes of Delivery</b>		
2.1	Reading the Manuscript	Make use of manuscripts and read from it	K3
2.2	Speaking Extemporaneously	Create speech from their knowledge and understanding	K5
2.3	Impromptu	Formulate speech without preparation	K5
2.4	Speaking from memory	Recall from what is been already prepared	K1
2.5	Speaker's Voice	Modify volume, pitch and pronunciation	K6
2.6	Non-verbal Communication	Improve personal appearance, gesture, posture and eye contact	K6
<b>III</b>	<b>Public Speaking: Do's and Don'ts</b>		
3.1	Avoiding Bad Habits	Omit habits like self-importance, obscenity and Public criticism	K5
3.2	Developing Good Ones	Build good habits like empathy, relating to truth and keeping to time	K5
<b>IV</b>	<b>Speech for Special Occasions</b>		
4.1	Welcome Speeches	Analyze the characteristics	K4
4.2	Introduction Speeches	Distinguish Welcome and Introductory speeches	K4
4.3	Felicitation Speeches	Deduct the achievements of the individual and justify it	K5
4.4	Farewell Speeches	List topic to be covered and deliver an impressive speech	K1
4.5	Vote of Thanks Commemorative	Propose a simple and short speech expressing gratitude	K6

V	Speeches that Changed the World		
5.1	"Ask What You Do For Your Country" – John F. Kennedy	Examine the cultural difference and address the audience	K4
5.2	"Gettysburg Address" – Abraham Lincoln	Create a lasting impression on the audience by a powerful opening	K6
5.3	Mark Antony's funeral oration in W. Shakespeare's <i>Julius Caesar</i>	Develop self-confidence to face the audience and win their favour.	K3

**MAPPING ( CO, PO, PSO)**

L-Low

M-Moderate

H- High

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	H	-		-	H	-	-	-	-	-	H	M	-
CO2	H	-	-	-	M	-	-	-	-	-	H	M	-
CO3	H	-	-	-	M	-	-	-	-	-	M	L	-
CO4	M	-	-	-	-	-	M	-	-	-	H	-	-
CO5	M	-	M	-	-	-	M	-	-	-	M	L	-
CO6	M	-	-	-	-	-	M	-	H	-	L	-	H

**COURSE ASSESSMENT METHODS****DIRECT:**

1. Continuous Assessment Test: T1, T2 (Theory & Practical Components):  
Closed Book
2. Open Book Test.
3. Cooperative Learning Report, Assignment, Group Presentation, Group Discussion, Presentation, Seminar, Quiz (written).
4. Pre-Semester & End Semester Theory Examination

**INDIRECT:**

1. Course end survey (Feedback)

**Name of the Course Coordinator:** Ms. Saranya

**Signature:**

## NMEC II: Professional English

Semester : IV

Course Code : U21EG4E2

Credits : 2

Hours / Week: 2

### COURSE OUTCOMES

After the successful completion of this course the students will be able to

S.No.	Course Outcomes	Level	Unit
1	Analyse listening, speaking and conversational skills and the significance of language competency in day-to-day context.	K4	I
2	Infer basic occupational skills for attending interviews and group discussions successfully.	K2	II
3	Provide creative competency skills with respect to types of reading, writing, sentence formation and book review strategies.	K3	III
4	Evaluate proper presentational skills for a successful career	K5	IV
5	Find the precise manner of writing proposals, reports, minutes, web contents and Emails in their workplaces.	K1	V
6	Develop aesthetic competency of English language through writing news articles, responding to advertisements, media interviews and stories.	K6	VI

#### UNIT I - Language Competency

6 Hours

- Listening (Barriers to Effective Listening)
- Speaking (Achieving Confidence, Clarity and Fluency)
- Conversation (Using Appropriate Language)
- Telephonic Conversations and Etiquette

#### UNIT II - Occupational Competency

6 Hours

- Writing Cover Letter: academic and business.
- Language Testing: common grammatical errors
- Face to Face Interactions (formal and informal situations): appearing in an interview, self-introduction, greetings, introducing others, congratulating/ complimenting, accepting / declining an invitation, expressing gratitude, apologizing, seeking, granting, refusing permission, welcoming, bidding farewell.
- Group Discussion: do's and don'ts.

#### UNIT III - Creative Competency

6 Hours

- Reading (types of reading: analytical, inferential, reading tables and charts, skimming, scanning, note making)

- Writing (types of writing: persuasive, narrative, expository, argumentative, descriptive)
- Effective Sentences (construction, patterns, order of words)
- Writing a Book Review

**UNIT IV - Presentational Competency****6 Hours**

- Outlining and Structuring of Presentation
- Preparing Presentation Graphics- PPT
- Nuances of Delivery
- Answering Questions after Presentation

**UNIT V - Workplace Competency****6 Hours**

- Structure of Proposals
- Structure of Reports
- Meetings and Minutes
- Writing for the Web and Email

**Unit VI- Aesthetic Competency (Reference only-Not for Exam)**

- Writing News Articles
- Responding to Advertisements
- Media Interviews
- Story Writing

**TOPICS FOR SELF-STUDY:**

S.No	Topics	Web Links
1	Debate and Group Discussions	<a href="https://targetstudy.com/articles/importance-of-group-discussion.html">https://targetstudy.com/articles/importance-of-group-discussion.html</a>
2	Extempore Speech	<a href="https://handmadewriting.com/blog/guides/extemporaneous-speech-topics/">https://handmadewriting.com/blog/guides/extemporaneous-speech-topics/</a>
3	Mock Interviews	<a href="https://corporatefinanceinstitute.com/resources/careers/interviews/mock-interview-guide/">https://corporatefinanceinstitute.com/resources/careers/interviews/mock-interview-guide/</a>
4	Situational Conversations	<a href="https://english.eagetutor.com/component/k2/itemlist/category/37-situational-conversation">https://english.eagetutor.com/component/k2/itemlist/category/37-situational-conversation</a>

**TEXT BOOKS:**

1. Raman, Meenakshi, and Sangeeta Sharma. *Technical Communication*. 3rd ed., Oxford University Press, 2015.
2. Santhi Jeya. V , R. Selvam. *Advanced Skills for Communication in English Book - I*. New Century Book House (P) Ltd, 2011.

**REFERENCE BOOKS:**

1. Raman, Meenakshi, and Sangeeta Sharma. *Technical Communication for Gujarat Technological University*. 2nd ed., Oxford University Press, 2017.
2. Raman, Meenakshi, and Sangeeta Sharma. *Professional English*. 1st ed., Oxford University Press, 2019.

3. MacKenzie, Andrea et al. *NET Working Workplace Communication in the English Classroom*. Curriculum Development Institute Education Bureau Hong Kong (SAR), 2009.

#### WEB LINKS:

1. <https://nptel.ac.in/courses/109/107/109107155/>
2. [https://onlinecourses.nptel.ac.in/noc20\\_hs15/preview](https://onlinecourses.nptel.ac.in/noc20_hs15/preview)

#### SPECIFIC LEARNING OUTCOMES (SLO)

Unit/ Section	Course Content	Learning outcomes	Blooms Taxonomy Level of Transaction
<b>I</b>	<b>Language Competency</b>		
1.1	Listening (Barriers to Effective Listening)	Discuss the strategies of avoiding distractions in listening skills.	K6
1.2	Speaking (Achieving Confidence, Clarity and Fluency)	Identify basic speaking skills for attaining clarity and fluency	K3
1.3	Conversation (Using Appropriate Language)	Discover the nuances of utilizing proper English language in conversations	K4
1.4	Telephonic Conversations and Etiquette	Spell out the necessary language skills for effective telephonic conversations and Etiquette	K1
<b>II</b>	<b>Occupational Competency</b>		
2.1	Writing Cover Letter: academic and business.	Outline different parts of academic and business letters with examples to apply for jobs and obtaining professional skills	K2
2.2	Language Testing : common grammatical errors	List out the common grammatical errors to answer the language related questions in the exams	K1
2.3	Face to Face Interactions (formal and informal situations)	Make use of basic expressions to interact with others during and after the interview	K3
2.4	Group Discussion: do's and don'ts	Motivate to learn do's and don'ts of group discussion for employment	K4



<b>III</b>	<b>Creative Competency</b>		
3.1	Reading (types of reading: analytical, inferential, reading tables and charts, skimming, scanning, note- making)	Appraise different types of reading techniques for professional development	K5
3.2	Writing (types of writing: persuasive, narrative, expository, argumentative, descriptive)	Develop and improve writing skills for language proficiency and employment	K6
3.3	Effective Sentences (construction, patterns, order of words)	Experiment with skills of writing effective sentence to become a professional writer	K3
3.4	Writing a Book Review	Explain techniques of writing a book review to improve the reading habit	K2
<b>IV</b>	<b>Presentational Competency</b>		
4.1	Outlining and Structuring of Presentation	Design accurate methods of present oneself in a gathering for specific purposes	K6
4.2	Preparing Presentation Graphics- PPT	Determine the correct way of preparing graphics of slides in PPT	K5
4.3	Nuances of Delivery	Show significant skills of delivering a presentation among others	K2
4.4	Answering Questions after Presentation	Model the correct expressions for answering questions effectively after the presentation	K3
<b>V</b>	<b>Workplace Competency</b>		
5.1	Structure of Proposals	Evaluate the structure of a good business proposals for professional enhancement	K5
5.2	Structure of Reports	Analyze various components of writing a good report	K4
5.3	Meetings and Minutes	Find methods involved in conducting meetings and writing minutes	K1
5.4	Writing for the Web and Email	Compose the structure of writing E- contents and Emails	K6

**MAPPING (CO, PO, PSO)**

L-Low

M-Moderate

H- High

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	L	-	-	-	L	H	-	L	-	-	H	L	-
CO2	L	-	-	-	M	M	-	M	-	-	H	-	-
CO3	H	-	-	-	L	H	-	L	-	-	H	-	-
CO4	L	-	-	-	L	M	-	L	-	-	H	-	-
CO5	L	-	-	-	L	H	-	L	-	-	H	-	-
CO6	L	-	-	-	L	M	-	L	-	-	H	L	-

**COURSE ASSESSMENT METHODS****DIRECT:**

1. Continuous Assessment Test: T1, T2 (Theory & Practical Components):  
Closed Book
2. Open Book Test.
3. Assignment, Group Presentation, Group Discussion, Field Visit Report, Poster Presentation, Seminar, Quiz (written).
4. Pre-Semester & End Semester Theory Examination

**INDIRECT:**

Course end survey (Feedback)

**Name of the Course Coordinator:** Mr. A. Yacob**Signature:**

## Core VII: Indian Writing in English

Semester : V

Course Code : U19EG507

Credits : 5

Hours / Week: 6

### Course Outcomes:

After the successful completion of this Course the students will be able to

S.NO	Course Outcomes	Level	Unit
CO1	Examine the impact of Indian culture through Literature	K1	I
CO2	Evaluating the justice and injustice against law through plays and drama	K6	II
CO3	Compare and contrast various aspects of Indian English short stories, poetry and drama of different writers	K4	III
CO4	Identify the Socio cultural effect in Literature through short stories and prose of various writers.	K4	IV
CO5	Debate the richness of Indian Literature with the references of novels.	K6	V
CO6	Discuss the eradication of social evils for healthy society.	K6	V

### SYLLABUS

#### Unit : I Poetry

16 Hours

Rabindranath Tagore	: Heaven of Freedom
Sri Aurobindo	: The Tiger and the Deer
A.K.Ramanujan	: Small Scale Reflections on a Great House
R.Parthasarthy	: Under Another Sky
Kamala Das	: An Introduction
Mamta Kalia	: Tribute to Papa

#### Unit : II Drama

16 Hours

Vijay Tendulkar	: Silence! The Court is in Session
Girish Karnad	: Hayavadana

#### Unit : III Prose

16 Hours

Mahatma Gandhi	: Voluntary Poverty
Jawaharlal Nehru	: The Six Systems of Philosophy
Dr. S.Radhakrishnan	: An Ideal Before Youth
N.C.Choudhuri	: Our Behaviour

**Unit: IV Short Stories****16 Hours**

R. K. Narayan	: An Astrologer's Day
Khwaja Ahmad Abbaz	: Sparrows
Ruskin Bond	: The Thief
Shashi Deshpande	: My Beloved charioteer
Amitav Ghosh	: The Town by the Sea
Jhumpa Lahiri	: A Temporary Matter

**Unit: V Fiction****16 Hours**

Arundhati Roy	: The God of Small Things
Anita Desai	: Cry, the Peacock
Ashokamitran	: Today

**Unit: VI (Further topics)**

Manju Kapur	: Difficult Daughters
Aravind Adiga	: The White Tiger

**Topics for Self-Study:**

1.	An Background Indian Writing in English – Srinivasa Iyengar.	<a href="https://kupdf.net/download/srinivasa-iyengar-k-r-indian-contribution-to-english-literature_59f2febfe2b6f53063b94a79_pdf">https://kupdf.net/download/srinivasa-iyengar-k-r-indian-contribution-to-english-literature_59f2febfe2b6f53063b94a79_pdf</a>
2.	An Introduction to contemporary Indian Literature	<a href="https://theculturetrip.com/asia/india/articles/an-introduction-to-contemporary-indian-literature-in-10-writers/">https://theculturetrip.com/asia/india/articles/an-introduction-to-contemporary-indian-literature-in-10-writers/</a>
3.	Indian culture and Literature	<a href="https://www.indiavideo.org/text/india-literature-language-19.php">https://www.indiavideo.org/text/india-literature-language-19.php</a>
4.	Feminism and contemporary Indian's Women's writing	<a href="https://www.tandfonline.com/doi/abs/10.1080/09574042.2012.644492?journalCode=rwcr20">https://www.tandfonline.com/doi/abs/10.1080/09574042.2012.644492?journalCode=rwcr20</a>
5.	Gender discrimination in Indian Literature	<a href="https://womennow.in/the-important-part-of-indian-women-in-literature/">https://womennow.in/the-important-part-of-indian-women-in-literature/</a>

**Text Books for Study**

- T1 : *Silence! The Court is in Session*, Vijay Tendulkar, Indian Book view, India, 2013  
 T2 : *Hayavadana*, Girish Karnad , Oxford university press, 2008  
 T3 : *Voluntary Poverty*, section – II, Extracts from Letters, Chapter 22.  
 T4 : *The Six Systems of Indian Philosophy*, F. Max Muller, Neha Publishers, India. 2016.  
 T5 : *An Astrologer's Day*, Malagudi Days short story collections, Indian Thought publications, India .1943

- T6 : *A Temporary Matter*, Interpreter of Maladies. The New Yorker, Publishers, 1999
- T7 : *The God of Small Things*, Arundhati Roy, Penguin Books India. 2002
- T8 : *Cry, the Peacock*, Orient Paperbacks, India 2015
- T9 : *Today*, Indian Writing Publisher, 2008
- T10: *Difficult Daughters*. Manju Kapur, New Delhi: Penguin Books 1999
- T11: *The White Tiger*. Aravind Adiga Free Press, 2008

**BOOKS FOR REFERENCE:**

- R1 : Peerdina, Saleem. Contemporary Indian Poetry in English - An Assessment and Selection, Macmillan Co of India, 1972.
- R2 : De Souza, Eunice ed. Nine Indian Women Poets - An Anthology. OUP, 1997.

**WEB LINKS:**

- [https://www.newworldencyclopedia.org/entry/Indian\\_philosophy](https://www.newworldencyclopedia.org/entry/Indian_philosophy).
- <https://www.oxfordreference.com/view/10.1093/oi/authority.20110803095925443?result=6&rskey=4Q26y7>
- <https://swarnavasayanbhadra.wordpress.com/2015/07/09/short-story-analysis-an-astrologers-day/>
- <https://ddd.uab.cat/pub/lal/11337397n4/11337397n4p124.pdf>
- <https://www.encyclopedia.com/arts/educational-magazines/god-small-things>
- <https://literariness.org/tag/summary-of-anita-desais-novel-cry-the-peacock/>

**LEARNING OUTCOMES**

Unit	Course Content	Learning Outcomes	Taxonomy Level
I	<b>POETRY</b> 1. Heaven of Freedom - Rabindranath Tagore	List and define the qualities of Freedom expressed by the poet in order for a nation to usher in an ideal and truly liberated nationhood.	<b>K1</b>
	2. Sri Aurobindo - The Tiger and the Deer	Relate the mystical and metaphysical elements in the poem and its underlying theme of creative duality.	<b>K1</b>
	3. A.K.Ramanujan - Small scale Reflections on a Great House.	Discuss the poet's treatment of themes of human identity and dignity.	<b>K2</b>
	4. R.Parthasarthy - Under Another Sky	Examine the postcolonial elements in the poem with an eye to the cultural and linguistic deterioration which the poet essentially views as	<b>K3</b>

		the impact of colonial rule in India.	
	5. Kamala Das - An Introduction	Explore the poet's articulation of her feminine and feminist sensibilities in her quest for identity and authentic existence in the poem.	K4
	6. Mamta Kalia - Tribute to Papa.	Evaluate the dominance of men in the society over women.	K2
II	<b>DRAMA</b> 1. Vijay Tendulkar - Silence! the Court is in Session	Invents critique of gender discrimination in patriarchy and the women's fight against the injustice done to her.	K4
	2. Girish Karnad - Hayavadana	Analyzing the essential ambiguity of human personality which is shattered by worldly pleasures.	K4
III	<b>PROSE</b> 1. Mahatma Gandhi - Voluntary Poverty	Interprets the value and sacredness of poverty through the teachings of Hindu ideology and Christian	K2
	2. Jawaharlal Nehru - The Six systems of Philosophy.	Propose the philosophies, world views and teachings that emerged in ancient India.	K5
	3. Dr. S. Radhakrishnan - An Ideal Before Youth	Formulate the importance of right kind of education to the young men and women of the country.	K6
	4. N.C. Choudhuri - Our Behaviour	Describe the behaviour of Indians, their customs and tradition in the home.	K1
IV	<b>Short Stories</b> 1. R.K. Narayan - An Astrologer's Day	Discuss the morality of human life and guilt, fear of life.	K2
	2. Khwaja Ahmed Abbaz - Sparrows	To inculcate the importance of displaying the sense of love and affection to our fellow human beings.	K4
	3. Ruskin Bond - The Thief	Describing love and affection in the family through the story.	K2
	4. Shashi Deshpande - My Beloved Charioteer	Interpret frustration of women and explicit the relationships	K6

		in the family at various phases.	
	5. Amitav Ghosh - The Town by the sea	Assess the inability of human beings against the power of nature.	<b>K3</b>
	6. Jhumpa Lahiri - A Temporary Matter	Show problem of family secrets.	<b>K3</b>
<b>V</b>	<b>Fiction</b> 1. Arundhati Roy - The God of small Things	Distinguish complicated relationships between family and social obligation.	<b>K5</b>
	2. Anita Desai - Cry, the Peacock	Exposes an impression of marital incongruity and unhappy conjugal life.	<b>K5</b>
	3. Ashokamitran - Today	Investigate the validity of value system of life in a complex world.	<b>K6</b>
<b>VI</b>	<b>Further topics</b> Manju Kapur - Difficult Daughters	Explain the struggle of women to achieve equality with men.	<b>K4</b>
	Aravind Adiga - The White Tiger	Propose the freedom of darkness and social obstacles of family.	<b>K5</b>

### MAPPING SCHEMES for the POs, PSOs and Cos for Indian Writing in English

L : Low

M : Moderate

H : High

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	L	M	H	M	H	H	M	H	H	H	M	H	H
CO2	H	M	H	H	M	M	H	H	L	M	M	H	M
CO3	M	H	M	H	M	L	M	M	H	M	H	M	H
CO4	L	M	H	M	M	L	H	L	H	H	M	M	M
CO5	H	M	M	H	H	L	M	M	H	M	H	M	H
CO6	H	H	M	H	M	L	M	L	M	H	H	M	H
CO7	L	M	H	M	M	M	M	L	M	H	M	H	H
CO8	L	M	L	M	M	H	H	M	H	H	H	H	H

## EVALUATION SCHEME

EC No.	Evaluation Component	Duration	Weightage	Date and Time	Remarks
1	Internal Test I (30%)	2 Hrs	25	Will be announced	Closed book
2	Internal Test II (30%)	2 Hrs			Closed book
3	Seminar and Assignments (20%)				Open Book
4	Attendance (20%)				Online Entry
5	End Semester Exam	3 Hrs	75		Closed Book

Chamber Consultation Hours: Will be announced by the individual Instructors

Notices : All notices regarding the course will be displayed on the Department Notice Boards, through group mail or Whatsapp group

Make-up Policy : Retest will be given only for first internal test for student with genuine reasons and on medical grounds

No Re-Test for Second Internal Tests

## NEW EVALUATION SCHEME:

EC No	Evaluation component	Duration	Weightage (%)	Date & Time	Remarks
1 i	Unit Test-1 (20%)	2 hours each	25	will be announced	Closed Book
ii	Unit -Test II (20%)				Closed Book
iii	Unit -Test III (20%)				Closed Book
iv	Unit -Test IV (20%)				
v	Unit Test V (20%)				
2	Assignments (20%)	-			Open Book
4	Attendance (20%)	-			On-line Entry
5	End Semester Exam	3 hr	75		Closed Book



- CHAMBER CONSULTATION HOURS:** Will be announced by the individual Instructors.
- NOTICES :** All notices regarding the course will be displayed on the Department Notice Boards, through group mail, or WhatsApp group
- MAKE-UP POLICY :** Retest will be given only for students with genuine reasons and on medical grounds. Best three of the five unit tests will be taken for calculation.

**Name of the Course Coordinator:** Dr. R. Magdaline Dyana

**Signature:**

## Core VIII: Shakespeare

Semester: V

Course Code: U19EG508

Credits : 5

Hours / Week: 6

S.No	Course Outcome	Levels	Units
CO1	Discuss the basic structure of a sonnet and the perfect poetic style for elaboration or expression.	K2	II
CO2	Understanding Shakespearean plays and sonnets, lime lighting themes such as the passage of time, love, infidelity, jealousy, beauty and mortality.	K2	II
CO3	Demonstrates the blend of the old morality drama with classical theory to produce a new secular form	K3	I,III,IV,V
CO4	Analysing the use of rich artistic language, imagery focused on every Act and scene making the plot interesting and exciting.	K4	I,III,IV,V
CO5	Evaluate the Situations, characters, memorable lines in the plays with that of the realistic world and also the combination of the two genres (Comedy & Tragedy) into a new hybrid of genre.	K5	I,III,IV,V
CO6	Shakespeare's plays and poems still matters, his plots still resonate, his Characters still leave their mark, his language still moves and startles. And most of the recent theories and works are reinvented from his adaptations.	K6	1-V

### SYLLABUS

#### Unit 1: Features and Characteristics of Shakespeare's Plays

1. Importance of Opening Scenes and Soliloquies of Shakespeare's Plays
2. Characteristics of Shakespeare's Comedies
3. Characteristics of Shakespeare's Tragedies and Histories
4. Shakespeare's Woman Characters and his Fools
5. Songs and Music in Shakespearean Plays

#### Unit 2: Features, Themes and Structure of Elizabethan Sonnets

1. Introduction to Elizabethan Sonneteers
2. Shakespeare's Sonnet Form
3. Introduction to Major Themes in Shakespeare's Sonnets
4. Sonnets - 18, 65, 116 & 121

#### Unit 3: Historical Play and Tragedy (1599)

Julius Caesar

#### Unit 4: Comedy Play (1601)

Twelfth Night

**Unit 5: Tragedy Play (1599)**

Hamlet

**Unit 6: Topics for Self Study****Critical Survey of Shakespeare's Plays:**

- ✓ Elizabethan: Era of Queen Elizabeth I's reign (1558–1603). (K1-K5)
- ✓ Jacobean: era of King James I's reign in England (1603–1625). (K1-K5)
- ✓ English Renaissance (K1-K5)
- ✓ Wars of the Roses (K1-K5)
- ✓ English Civil War (K1-K5)
- ✓ Elizabethan Theatre (K1-K5)
- ✓ Globe theatre (K1-K5)
- ✓ Music in the Elizabethan era (K1-K5)
- ✓ Spenserian stanza, (K1-K5)
- ✓ Shakespearean Sonnets. (K1-K5)

**REFERENCE LINKS**

- <http://elizabethanenglandlife.com/literary-features-eliza...>
- <http://universeofenglish.blogspot.com/2019/02/characteris...>
- <https://www.britannica.com/art/Elizabethan-literature>

**TOPICS FOR SELF-STUDY:**

- ✓ Historic Events in Shakespearean Literature
- ✓ Melodrama and Shakespeare
- ✓ Theme of Feminism in Shakespeare's plays
- ✓ Theme of love and Marriage
- ✓ Shakespeare's Environmental Imagery

**TEXT BOOKS**

Unit	Text Book	Sections
I & II	Shakespeare, William. William Shakespeare Complete Works. Jonathan Bate and Eric Rasmussen. Ed. Modern Library, 2007	1-IV
III	Shakespeare, William. Julius Caesar. New Clarendon Shakespeare London: OUP, 2014.	1
IV	Shakespeare, William. Twelfth Night. New Clarendon Shakespeare London: OUP, 2008	1
V	Shakespeare, William. Hamlet: New Clarendon Shakespeare. London: OUP, 1947.	1

**REFERENCE BOOKS:**

- T1: Murry.J. Middleton. *The Essential Shakespeare*. London: CUP, 1964.  
 T2: *Shakespeare's Complete Sonnets*. London: Wentworth Press, 2016. Reprint.  
 T3: Shakespeare, William. *Julius Caesar*. London: Penguin Classics, 2015.  
 T4: Shakespeare, William. *Twelfth Night*. London: Penguin Classics, 2000.  
 T5: Shakespeare, William. *Hamlet*. London: Penguin Classics, 2000.

**WEB LINK:**

<http://cw.routledge.com/textbooks/shaughnessy/weblinks.asp>

[http://triggs.djvu.org/djvu-](http://triggs.djvu.org/djvu-editions.com/SHAKESPEARE/SONNETS/Download.pdf)

[editions.com/SHAKESPEARE/SONNETS/Download.pdf](http://triggs.djvu.org/djvu-editions.com/SHAKESPEARE/SONNETS/Download.pdf)

<https://fb2bookfree.com/history/128-the-complete-works-of-william-shakespeare.html>

<https://www.ipl.org/essay/Fool-Characters-In-Shakespeares-Play-F3WMZC674SCPR>

<https://www.nosweatshakespeare.com/plays/types/>

<https://www.thoughtco.com/introducing-shakespeares-women-2984938>

**SPECIFIC LEARNING OUTCOMES (SLOs):****(Bloom's Taxonomy Levels of Transaction)**

Unit	Course Content	Learning Outcomes	Blooms Taxonomic Highest Level of Transaction
I	Importance of Opening Scenes and Soliloquies of Shakespeare's Plays	Understanding the literary device Soliloquy and its usage in drama and also contrasting with that of monologues. Identifying the location of the play in its first scene strives the attention of the audience.	K2  K4
	Characteristics of Shakespeare's Comedies	The focus attention on what ails the world, as comedy is critical. It is also impersonal and polite.	K5
	Characteristics of Shakespeare's Tragedies and Histories	Understanding that events are inevitable or inescapable.	K2
	Shakespeare's Woman Characters and his Fools	Shakespeare's plays demonstrate man and woman are equal and should be treated that way.  Critical analysis of the characters played by clowns and fools depict the thematic function of satirical elements.	K2  K5
	Songs and Music in Shakespearean Plays	Plays thrust upon songs to establish the character or mental state of the singer. In addition evoking the mood of the audience.	K6

<b>II</b>	Introduction to Elizabethan Sonneteers	The socio-political life of the time was revitalized by the exploits of Renaissance and poetry also reflected that.  The Elizabethan sonnets imitated the classical texts, relying on for inspiration and thematic representation.	<b>K2</b>  <b>K5</b>
	Shakespeare's Sonnet Form	Examine the Literary Devices in Shakespearean sonnets; a variation on the Italian sonnet tradition embracing high poetic style.	<b>K4</b>
	Introduction to Major Themes in Shakespeare's Sonnets	Although love is the overarching theme of the sonnets, on close evaluation themes like: (1) the brevity of life, (2) the transience of beauty, and (3) the trappings of desire can also be noted.	<b>K2</b>  & <b>K5</b>
	Sonnets - 18, 65, 116 & 121	Each of the Sonnet transmits different feelings. Tracing a love triangle between the 'poet' and two figures often called the 'Young Man' and the 'Dark Lady'.	<b>K4</b>
<b>III</b>	Julius Caesar	Gaining knowledge and understanding the elements of drama.	<b>K2</b>
<b>IV</b>	Twelfth Night	Acquire knowledge on romantic comedy, and romantic love. Learning the Intricacies of the sudden twist and turns in the play.	<b>K2</b>
<b>V</b>	Hamlet	Understanding the playwright's capability of handling ghosts and witches which poses supernatural knowledge.	<b>K2</b>

**N.B: Unit VI Not to be included for examination**

<b>VI</b>	1. As You Like it  2. Macbeth	Understanding the literary techniques used by Shakespeare. (Ex). Alliteration, antithesis metaphor, Onomatopoeia, oxymoron ...etc	<b>K2</b>
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	3. Richard II	<p>Analyzing Research background information about the play. Historical context, social attitudes and political culture play important roles in Shakespeare's plot developments.</p> <p>The enacting of Shakespeare will be explored through a pedagogy entailing an active, embodied participatory and critical approach.</p>	<p>K4</p> <p>K6</p>
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Year of Revision: 2017-18

Mapping : L- Low, M - Medium, H - High

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4
CO1	M	L	H	L	H	L	H	L	H	L	L	L
CO2	L	L	H	L	M	L	M	L	L	L	L	H
CO3	L	L	L	L	L	L	M	L	H	L	H	M
CO4	H	L	M	L	H	L	M	L	L	L	H	M
CO5	L	L	M	M	L	H	H	L	L	M	M	H
CO6	H	L	M	M	M	L	H	L	H	L	M	H

#### COURSE ASSESSMENTMETHODS:

##### DIRECT:

1. Continuous Assessment Test: T1, T2 (Theory Components)-Closed Book
2. Open Book Text
3. Cooperative Learning Report: Assignment, Group Presentation, Group Discussion, Project Report, Poster Presentation, Seminar, Quiz(written)
4. Pre- Semester & End-semester Theory Examination

##### INDIRECT:

1. Course End Survey (Feedback)

Name of the Course Coordinator: Dr. R.S.A. Susikaran

Signature:

## Core IX: Poetry - II

Semester : V

Course Code : U19EG509

Credits : 5

Hours / Week: 6

**COURSE OUTCOMES:**

*At the end of the course the student will be able to*

- CO1.** Acquire Poetic creativity with handpicked poems from different ages of English Literature. (K1)
- CO2.** Classify analytical, emotional or impressionistic aspects of poetic texts. (K2)
- CO3.** Create or Write their own poems with the knowledge they have gained about all the aspects of poetry. (K6)
- CO4.** Appraise the poetic language and the prosody of different poets such as Keats, Milton, Coleridge, Tennyson and different kinds of poem such as ode, epic etc. (K3)
- CO5.** Evaluate poems with better understanding and analyze the various elements of poetry such as diction, tone, form, genre, imagery, figures of speech, symbolism, theme and various other poetical devices. (K6)
- CO6.** Illustrate a natural appeal to poems in terms of universal significance as poetry cuts across all barriers. (K2)

**LEARNING OUTCOMES:**

Unit	Course Content	Learning outcomes	Taxonomy Level
<b>I</b>	<b>Rudiments of Poetry</b>		
	1.1. Introduction to Prosody	*Define and recall the key terms	K1
	1.2. Introduction to Form and Meter	*Name and find the different forms and metres *Create a verse with appropriate Form and metre.	K1 K6
	1.3. Assonance, Consonance, Alliteration, Refrain, Rhyme	*Compare and inspect different rhymes	K2
	1.4. Imagery, Blank Verse, Free Verse	*Analyse and Discover different Verse Forms	K4
	1.5. Texture, Theme and Tone	*Analyse Texture, themes and tones of Poetry. *Synthesize a poem with an apt tone, theme and texture.	K4 K6

	<b>JACOBEAN TO RESTORATION (1603 - 1685)</b>		
<b>II</b>	2.1. A Valediction: Forbidding Mourning	*Definition and finding out the metaphysical conceits	K1
	2.2. Love	*Interpretation of the theme of Love	K2
	2.3 Paradise Lost Book IV	*Identifying the plot of Satan	K3
	<b>ROMANTICISM (1798 -1830)</b>		
<b>III</b>	3.1. Ode to Nightingale	*Analyse the structure of an Ode	K4
	3.2. Kubla khan	*Perceive the supernatural and the fragmentation of Coleridge	K5
	3.3. Prometheus Unbound	*Categorize and distinguish the features of a closet drama	K4
	3.4. Epistle To Augusta	*Compare and contrast the form of a Epistle poem	K4
	<b>VICTORIAN TO MODERN (1837 - 1950)</b>		
<b>IV</b>	4.1. My Last Duchess	*Identify and solve the mystery behind the Poem	K3
	4.2. Tithonus	*Interpretation of the Victorian character	K2
	4.3. The Wind hover	*Illustrate and Interpret the Journey to the spiritual	K2
	4.4. If	*Examine the instructions on 'Manliness'	K4
	4.5. The Listeners	*Identify the key elements in gothic genre	K3
	4.6. The Parable of Old and Young	*Compare and contrast the parable in the light of WWI	K4
	4.7. Work	*Explain and relate to the concept of work *Analyse and compare the theme of 'Tempus Fugit'	K4
	4.8. Journey of the Magi	*Analyse and inspect the tenets of modern poetry *Create Verses with reference to the values of Modernity	K4 /K6
	4.9. Sailing to Byzantium	*Illustrate and Interpret the Journey to the spiritual	K2
	<b>TWENTIETH CENTURY (1950 ONWARDS)</b>		
<b>V</b>	5.1. Do not go Gentle unto that Good Night	*Determine and justify the importance of fighting till the end	K5
	5.2. All that is Gold	*Compare and contrast "All the glitters are not gold"	K4
	5.3. The Seven Sorrows	*Analyse and compare the theme of 'Tempus Fugit'	K2
	5.4. A Glass of Wine	*Analysis and examination of A Glass of Wine	K4
	5.5. Thetis	*Interpret and summarise	K2



**SYLLABUS:**

**UNIT I (Rudiments of Poetry)**

- Prosody - Form: Foot and Meter;
  - Iambic
  - Trochaic
  - Anapaestic
  - Pentameter
  - Hexameter
  - Alexandrine
  - Assonance
  - Consonance
  - Alliteration
  - Refrain
  - Rhyme
  - Imagery
  - Blank Verse
  - Free Verse
- Content:
  - Texture
  - Theme
  - Tone

**UNIT II (Jacobean - Restoration) (1603 - 1685)**

- Donne: A Valediction: Forbidding Mourning (1611)
- George Herbert: Love (1620)
- Milton: Paradise Lost Book IV (1667) (First 171 lines)

**UNIT III (Romanticism) (1798 - 1830)**

- S.T. Coleridge: Kubla Khan (1816)
- **Byron: Epistle to Augusta (1816)**
- Keats: Ode to a Nightingale (1819)
- Shelley: Prometheus Unbound (1820)(lines 555-578)

**UNIT IV (Victorian - Modern) (1837 - 1950)**

- Browning: My Last Duchess (1842)
- Tennyson: Tithonus (1859)
- Hopkins: The Windhover (1877)
- Rudyard Kipling: If----- (1910)
- Walter de la Mare's: The Listeners (1912)
- Wilfred Owen's: The Parable of the Old Man and the Young (1920)
- D. H. Lawrence: Work (1926)
- T.S. Eliot: Journey of the Magi ( 1927)
- Yeats: Sailing to Byzantium (1928)

**UNIT V (20<sup>th</sup> Century) (1950 onwards)**

- Dylan Thomas: Do not go Gentle unto that Good Night (1951)
- JRR Tolkien's: All that is Gold (from Book 10 of The Lord of the Rings) (1955)
- Ted Hughes's: The Seven Sorrows (1970)
- Andrew Motion's: A Glass of Wine (1984)
- **Carol Ann Duffy: Thetis (1999)**

**Unit 6: Books for further study- (Reference only- Not for exam)**

1. Oxford Dictionary of Literary Terms
2. Ode to Evening
3. Odes of Keats
4. Idylls of the King
5. Dramatic Monologues of Browning
6. Rubbaiyat
7. Ballads and Sonnets of D.G.Rossetti
8. Goblin Market and Other Poems
9. Leaves of Grass
10. Anatomy of Poetry
11. Imagist Anthology
12. The Oxford Book of Twentieth Century English Verse
13. Blue Poems
14. Aubade and Alba Poems
15. Haiku and Sijo Poems
16. The Blitz Poems
17. Abecedarian Poems
18. Acrostic Poems
19. Black out and Erasure Poems
20. Found Poems

**TEXT BOOKS AND WEB LINKS:**

- Negri, Paul. English Victorian Poetry: An Anthology. Dover Publication, INC. 1999
- [www.poetryfoundation.org](http://www.poetryfoundation.org)
- [Powerpoetry.org](http://Powerpoetry.org)
- [www.poetry4kids.com](http://www.poetry4kids.com)
- [www.poemhunter.com](http://www.poemhunter.com)
- [www.allpoetry.com](http://www.allpoetry.com)
- [www.poets.org](http://www.poets.org)

**BOOKS AND WEB SITES FOR REFERENCE:**

1. Chellappan, K. The Silver Cascade: English Verse from Wyatt to Auden. Calcutta: OUP, 1986.
2. Green, Dravid. The Winged Word. Visakhapatnam: Macmillan, 2007
3. M.H. Abrams. A Glossary of Literary Terms. Boston: Thomson, 2003.
4. Booth, Roy. *The Collected Poems of John Donne*. Wordsworth Edition Ltd, 1994.

5. Wilcox, Helen. *The English Poems of George Herbert*. Cambridge University Press. 2007.
6. Milton, John. *Paradise Lost*. The Floating Press. 1674.
7. Coleridge, Samuel Taylor. *The Complete Poems of Samuel Taylor Coleridge*. Penguin Books Limited. 1997.
8. Tomalin, Claire. *Poems of John Keats*. Penguin Classics. 2009
9. Shelly, Percy Bysshe. *Prometheus Unbound*. Book Jungle. 2007
10. Mare, Walter de la. *The Complete Poems of Walter de la Mare*. Faber. 1969
11. Jon, Stallworthy. *The Poems of Wilfred Owen*. Penguin. 1990
12. <http://www.bartleby.com/196/85.html>
13. [www.projectgutenberg.com](http://www.projectgutenberg.com)

**MAPPING SCHEME for the POs, PSOs and COs for Poetry II.**  
(L-Low, M-Moderate, H- High)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	L	M	L	H	H	H	M	L	H	L	L	M	M
CO2	L	L	L	L	L	L	M	L	L	H	L	L	L
CO3	H	M	M	L	L	L	L	L	H	M	L	L	H
CO4	H	L	L	M	H	L	L	L	L	M	L	M	L
CO5	L	L	L	L	L	M	M	L	L	M	L	L	M
CO6	L	L	M	L	L	L	L	L	L	L	M	L	L

**COURSE ASSESSMENT METHODS:**

SL No	Evaluation component	Duration	Weightage (%)	Date & Time	Remarks
1	Internal Test-1 (30 %)	2 hr	25	will be announced	Closed Book
2	Internal Test-II (30 %)	2 hr			Closed Book
3	Seminar & Assignments (20 %)	-			Open Book
5.	Attendance (20 %)	-			On-line Entry
6.	End Semester Exam	3 Hrs.	75		Closed Book

**CHAMBER CONSULTATION HOURS:**

Will be announced by the individual Instructors.

**NOTICES**

:

All notices regarding the course will be displayed on the Department Notice Boards, through or **WhatsApp** group

**MAKE-UP POLICY** : Retest will be given only for first internal test for students who approach through COE with genuine reasons and on medical grounds

**Name of the Course Coordinator:** Dr. P. Sureh Kumar

**Signature:**

## Elective I: Introduction to Literary Criticism

Semester : V

Course Code : U19EG5:1

Credits : 5

Hours / Week: 5

### COURSE OUTCOMES (06 OUTCOMES)

After the successful completion of this course the students will be able to

S. No.	Course Outcomes	Level	Unit
CO - 1	Recall the definition, nature and function of literary criticism	K1	I - V
CO - 2	Outline the evolution of literary criticism and trace its development from the classical phase to contemporary criticism	K2	V, IV
CO - 3	Apply key terms and concepts in literary criticism to works of literature	K3	II, V
CO - 4	Critically appreciate the poetical works with an eye to its form, meaning and tone.	K4	V
CO - 5	Evaluate the development of literary criticism down the ages and understand its scope and relevance.	K5	I
CO - 6	Discuss the philosophy and contextual development of literary studies	K6	II, III, IV

### SYLLABUS

#### UNIT I: Introduction to Literary Criticism (16 Hours)

1. Criticism – Definition, Nature and Function
2. The Phases of Literary Criticism (Classicism to New Criticism)
3. Author Centred, Text Centred and Reader Centred Approaches

#### UNIT II: Classical Criticism (16 Hours)

1. Plato - His attack on Poetry; The Function of Poetry
2. Aristotle - His observation on Poetry, His observation on Tragedy

#### UNIT III: Medieval to Modern Criticism (16 Hours)

1. Longinus : Sublimity in literature, The Sources of the Sublime
2. William Wordsworth : Concept of poetic diction, concept of poetry
3. Matthew Arnold: His criticism on poetry, The touchstone method

#### UNIT IV: Contemporary Criticism (16 Hours)

1. Sigmund Freud : Id, Ego and Superego, Repression, Art and Neurosis
2. Wimsatt and Beardsley : Affective fallacy and Intentional fallacy

**UNIT V: Practical Criticism****(16 Hours)**

1. Practical Criticism of an unseen poetic text
2. Analysis of form, theme and technique

**Unit VI: Topics for Self-Study:**

S.No	Topics	Web Links
1	T.S. Eliot: Tradition and the Individual Talent	<a href="https://interestingliterature.com/2017/02/a-short-analysis-of-t-s-eliot-tradition-and-the-individual-talent/">https://interestingliterature.com/2017/02/a-short-analysis-of-t-s-eliot-tradition-and-the-individual-talent/</a>
2	I.A. Richards: Principles of Literary Criticism	<a href="https://www.academia.edu/41923961/The_Principles_of_Literary_Criticism_I_A_Richards">https://www.academia.edu/41923961/The_Principles_of_Literary_Criticism_I_A_Richards</a>
3	P.B. Shelley: A Defense of Poetry	<a href="https://www.poetryfoundation.org/articles/69388/a-defence-of-poetry">https://www.poetryfoundation.org/articles/69388/a-defence-of-poetry</a>
4	Matthew Arnold: Culture and Anarchy	<a href="https://study.com/academy/lesson/culture-and-anarchy-by-matthew-arnold-summary-analysis.html">https://study.com/academy/lesson/culture-and-anarchy-by-matthew-arnold-summary-analysis.html</a>
5	T.S. Eliot: The Metaphysical Poets	<a href="https://literariness.org/2020/07/05/analysis-of-t-s-eliot-metaphysical-poets/">https://literariness.org/2020/07/05/analysis-of-t-s-eliot-metaphysical-poets/</a>

**TEXT BOOKS:**

- T1: Prasad, Birjadish. *An introduction to English Criticism*. Macmillan, 1965.
- T2: Peck, John and Martin Coyle. *Literary Terms and Criticism*. London: Palgrave, 2002.
- T3: Chickera, Ernest de. *Literary Criticism*. London: Palgrave, 2005.

**REFERENCE BOOKS:**

- R1: Abrams, M.H. and Geoffrey Galt Harpham. *A Glossary of Literary Terms*. 9<sup>th</sup>ed, Wadsworth: Cengage, 2009.
- R2: Abrams, M.H. "Orientation of Critical Theories". *The Mirror and the Lamp: Romantic Theory and the Critical Tradition*. New York: Oxford University Press, 1953, pp 3-29.

**WEB LINKS:**

[https://www.google.co.in/books/edition/The\\_Dynamics\\_of\\_Criticism\\_in\\_T\\_S\\_Eliot/6aJQHsu1CN8C?hl=en&gbpv=0](https://www.google.co.in/books/edition/The_Dynamics_of_Criticism_in_T_S_Eliot/6aJQHsu1CN8C?hl=en&gbpv=0)

[https://www.google.co.in/books/edition/Principles\\_of\\_Literary\\_Criticism/xZtuDns73s4C?hl=en&gbpv=1](https://www.google.co.in/books/edition/Principles_of_Literary_Criticism/xZtuDns73s4C?hl=en&gbpv=1)

## SPECIFIC LEARNING OUTCOMES:

Unit	Course Content	Learning outcomes	Blooms Taxonomy Highest Level Transaction
<b>I</b>	1.1 Nature and Function	Examine the nature and function of criticism. Develop the critical mind of the learners.	K4 K3
	1.2 The Phases of Literary Criticism	Identify the various phases of criticism	K2
	1.3 Approaches	Discuss the various critical approaches to literature Explain the Author Centred, Text Centred and Reader Centred Approaches to understanding a literary work	K2 K5
<b>II</b>	2.1 Plato	Summarize Plato's views on poetry. Critique Plato's attack on poetry with reference to its political and social context. Analyze the function of poetry.	K2 K4
	2.2 Aristotle	Summarize Aristotle's views on poetry. Apply Aristotle's observations on tragedy through praxis and personal experiences.	K2 K3
<b>III</b>	3.1 Longinus	Outline the principal sources of sublimity. Critique the excellence of literature. Apply to literary praxis.	K2 K3 and K4
<b>III</b>	3.2 William Wordsworth	Summarize the life and works of Wordsworth Discuss Wordsworth's concept of poetry Apply Wordsworth's concept of poetic diction in poetic praxis	K2 K3 and K4
<b>III</b>	3.3 Matthew Arnold	Summarize the life and works of Arnold. Discuss Arnold's theory of poetry. Evaluate literary works using the touchstone method.	K2 K3 K4 and K5

IV	4.1 Sigmund Freud	Summarize the life and works of Sigmund Freud. Discuss Sigmund Freud's contributions to the field of psychology. Apply specific psychoanalytical principles of Freud to the study of literature.	K2 K3 K4 K5
IV	4.2 Wimsatt and Beardsley	Discuss the life and works of Wimsatt and Beardsley. Explain how the evaluation of a literary work based on the author's intention is a fallacy Examine the fallout of evaluating a text based on the reader's emotional response	K2 K5 K4
V	Analysis – Form, theme, technique	Identify the themes, forms and techniques employed in the poems. Analyze the form and techniques used in the poems.	K2 K3 K4

### MAPPING ( PO, PSO and Co) for Literary Criticism.

*(L-Low, M-Moderate, H- High)*

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	M	H	L	H	-	M	H	-	-	H	H	-	M
CO2	L	L	M	M	-	-	-	-	-	H	H	M	-
CO3	H	-	M	H	-	L	M	M	L	L	M	-	M
CO4	H	-	M	-	H	-	-	-	-	L	M	L	-
CO5	M	M	M	H	-	-	M	-	-	L	M	-	M
CO6	M	-	H	H	-	L	L	-	L	L	M	-	M

### COURSE ASSESSMENT METHODS

#### DIRECT:

1. Continuous Assessment Test: T1, T2 (Theory): Closed Book.
2. Open Book Test.
3. Cooperative Learning Report, Assignment, Group Presentation, Group Discussion, Poster Presentation, Seminar, Quiz (written).
4. Pre-Semester & End Semester Theory Examination

#### INDIRECT:

1. Course end survey (Feedback)

**Name of the Course Coordinator:** Mr. D. Jeffrey Joseph

**Signature:**



## SBEC III: Writing Skills

Semester : V

Course Code : U19EG5S3

Credits : 2

Hours / Week: 2

### COURSE OUTCOMES:

After the successful completion of this course the students will be able to

S.No.	Course Outcomes	Level	Unit
1	cultivate the habit of maintaining writer's note book	K3	I
2	organize information in a proper sequence	K3	II
3	examine the content of written document	K5	II
4	determine and formulate the four modes of writing	K4	III
5	compile essays, advertisements and content for presentation	K6	IV
6	prepare the works cited list in an appropriate way	K3	V

### Syllabus

#### Unit I : Prewriting

5 Hours

Identifying the purpose of writing  
 Knowing the Audience  
 Gathering information  
 Brainstorming  
 Clustering  
 Asking questions  
 Changing points of view

#### UNIT II: The Process of Writing

5 Hours

Organizing information  
 Writing a First Draft  
 Proof Reading (from John Warner)

#### UNIT III: Modes of Writing

5 Hours

Description  
 Narration  
 Exposition  
 Persuasion

**UNIT IV: Forms of Writing****5 Hours**

The Essay  
 The Paragraph  
 The Précis  
 The Abstract  
 Communication within the Office  
 Writing for Publicity / Advertisements  
 The Presentation (from Nilanjana Gupta)

**UNIT V: Mechanics of Research Presentation****5 Hours**

How to quote  
 Works Cited and Bibliography  
 Typesetting a project report

**TOPICS FOR SELF-STUDY:**

S.No.	Topics	Web Links
1	Effective Writing	<a href="https://onlinecourses.nptel.ac.in/noc20_hs06/preview">https://onlinecourses.nptel.ac.in/noc20_hs06/preview</a>
2	Creative Writing	<a href="https://www.creative-writing-now.com/free-online-writing-courses.html">https://www.creative-writing-now.com/free-online-writing-courses.html</a>
3	Academic Writing	<a href="https://onlinecourses.swayam2.ac.in/ugc19_ge03/preview">https://onlinecourses.swayam2.ac.in/ugc19_ge03/preview</a>
4	Screen Writing	<a href="https://www.classcentral.com/course/screenwriting-4550">https://www.classcentral.com/course/screenwriting-4550</a>

**TEXTS BOOKS:**

1. Gupta, Nilanjana. *English for All*. Chennai: Macmillan India Ltd, 2000.
2. *MLA Handbook: Eighth Edition*. The Modern Language Association of America, 2016.

**BOOKS FOR REFERENCE**

1. Gilad, Suzanne. *Copyediting and Proofreading for Dummies*. Wiley Publishing, Inc, 2007.
2. Wariner, John E. *English Composition and Grammar (First Course)*. Chicago : Harcourt Brace Jovanovich Publishers, 1988.
3. *501 Writing Prompts*. Learning Express, 2003.

## WEB LINKS

1. <https://gpatindia.com/swayam-mooc-course-on-academic-writing-at-h-n-b-garhwal-university-a-central-university-srinagar-garhwal/>
2. <https://learnenglish.britishcouncil.org/skills/writing>

## SPECIFIC LEARNING OUTCOMES (SLO)

Unit/ Section	Course Content	Learning outcomes	Blooms Taxonomy Level of Transaction
<b>I</b>	<b>Prewriting</b>		
1.1	Identifying the purpose of writing	Understand the main purpose of writing	K2
1.2	Knowing the Audience	Know about the difference in caliber of the audience	K1
1.3	Gathering the information	Maintain Writer's notebook	K3
1.4	Brainstorming	Know how to do brainstorming for a particular topic	K1
1.5	Clustering	Attempt clustering and classify different ideas related to a particular topic as clusters	K3
1.6	Asking questions	Frame meaningful questions	K3
1.7	Changing points of view	Involve in writing from different perspectives	K3
<b>II</b>	<b>The Process of Writing</b>		
2.1	Process of Writing	Exercise the nuances involved in the process of writing	K3
2.2	Writing a First Draft	Know how to write first draft	K1
2.3	Proof Reading	Analyse and evaluate errors in the draft	K4, K5
<b>III</b>	<b>Modes of Writing</b>		
3.1	Description	Create interesting description of a person/ place /object	K6

3.2	Narration	Create stories and Narrate an event/ incident in chronological order	K3, K5
3.3	Exposition	Explain the process of an action, features related to a topic	K3
3.4	Persuasion	Analyse the pros and cons and convince through writing	K5
<b>IV</b>	<b>Forms of Writing</b>		
4.1	The Essay	Apply the strategies required for appropriate essay and write meaningful essay	K3, K6
4.2	The Paragraph	Apply the essential features of a good paragraph and write coherent	K3, K6
4.3	The Precis	Understand and apply the rules for precis -writing	K2, K3
4.4	The Abstract	Write apt abstract	K3
4.5	Communication within the office	Know how to communicate within office	K1
4.6	Writing for Publicity/ Advertisements	Design creative advertisements	K6
4.7	The Presentation	Prepare emphatic power-point presentation	K3
<b>V</b>	<b>Mechanics of Research Presentation</b>		
5.1	How to quote	Quote according to MLA Style in thesis writing	K3
5.2	Works cited and bibliography	Know the difference between works cited and bibliography and prepare works cited list	K1, K3
5.3	Typesetting a project	Know the nuances involved in typing a project	K1

**MAPPING SCHEME for the POs, PSOs and COs for Writing Skills.**  
(L-Low, M-Moderate, H- High)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	-	-	-	-	-	-	H	-	-	-	M	-	
CO2	-	-	-	L	-	L	H	-	-		M	-	-
CO3	-	-	-	L	-	L	H	-	-	-	M	-	
CO4	-	-	-	L	-	L	H	-	-	-	M	-	-
CO5	-	-	-	L	-	L	H	-	-		M		
CO6	-	-	-	-	-	L	-	-	-	-	L	-	-

**EVALUATION SCHEME:**  
**COURSE ASSESSMENT METHODS**

**DIRECT:**

1. Continuous Assessment Test: T1, T2 (Theory & Practical Components):  
Closed Book
2. Open Book Test.
3. Cooperative Learning Report, Assignment, Group Presentation, Group Discussion, Project Report, Field Visit Report, Paper Presentation, Seminar, Quiz (written).
4. Pre-Semester & End Semester Theory Examination

**INDIRECT:**

1. Course end survey (Feedback)

**Name of the Course Coordinator:** Dr.R.Annie Karunya Bagyam

**Signature:**

## Core XI: Modern Drama

Semester : VI

Course Code : U19EG610

Credits : 5

Hours / Week: 6

**Course Outcomes:**

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

S.No.	Course Outcome	Level	Unit
CO1	Understand and define the movements, trends and the elements of modern drama.	(K1 and K2)	I
CO2	Apply knowledge about various movements, trends and elements of modern drama to the understanding of the prescribed plays.	(K3)	I
CO3	Relate to the modern concepts of drama in the twentieth century, analyse and identify various elements in the text.	(K4)	IV & V
CO4	Discuss emerging themes across the range of plays and the significance of those themes for all audience.	(K2)	II, III, V
CO5	Evaluate how great modern plays remain relevant to the contemporary world.	(K5)	II,III,IV& V
CO6	Enhance their creativity in dramatic performance and develop critical overview of the text.	(K6)	I -V

**SYLLABUS****Unit 1: Modern Drama - Theory and Practice** **18 Hours**

Elements of Drama- Plot, Character, Dialogue- Prose drama - Revival of verse drama- Movements and Trends in Modern Drama: Realism- Naturalism- Symbolism- Surrealism- Expressionism- Existentialism-Theatre of the Absurd- Drama of Protest: Angry Young Man Movement- Problem Plays.

**Unit 2: Historical Verse Drama** **18 Hours***Murder in the Cathedral* - T.S. Eliot**Unit 3: Modern (Romantic) Comedy; Play of Ideas** **18 Hours***Pygmalion* - George Bernard Shaw**Unit 4: Celtic Drama; Modern Symbolist Tragedy** **18 Hours***The Playboy of the Western World* - J.M. Synge**Unit 5: Kitchen Sink Drama; Social and Psychological Realism; Naturalism** **18 Hours***Look Back in Anger* - John Osborne

**Unit 6: FOR FURTHER READING & NOT FOR TESTING**

1. *Waiting for Godot* – Samuel Beckett
2. *The Adding Machine*- Elmer Rice

S.No	Topics	Web Links
1.	Introduction to <i>Waiting for Godot</i>	//www.bl.uk/20th-century-literature/articles/an-introduction-to-waiting-for-godot
2.	Reflecting Human Alienation in Elmer Rice's <i>The Adding Machine</i>	//www.researchgate.net/publication/328277729_Reflecting_Human_Alienation_in_Elmer_Rice's_The_Adding_Machine/link/5bc37f2892851c88fd6a12f5/download
3.	Samuel Beckett's <i>Waiting for Godot</i> as an absurd play	//www.literary-articles.com/2009/03/samuel-becketts-waiting-for-godot-as.html
4.	Elmer Rice's <i>The Adding Machine</i> : An Expressionistic Picture of a Worker's Oppression	//www.researchgate.net/publication/333210023_Elmer_Rice's_The_Adding_Machine_An_Expressionistic_Picture_of_a_Worker's_Oppression

**Books for Study:**

1. Eliot, T S. *Murder in the Cathedral*. New York: Faber and Faber, 1938. Print.
2. Shaw, Bernard. *Pygmalion*. New York: Brentano, 1916. Print.
3. Synge, J M. *Playboy of the Western World: A Comedy in Three Acts*. London: Allen & Unwin, 1929. Print.
4. Osborne, John. *Look Back in Anger: The Play in Three Acts*. New Delhi: Oxford University Press, Faber and Faber Ltd., 1992. Print.

**Books for Reference:**

- R1: G.J. Watson. *Drama: An Introduction*. London: Macmillan, 1983.
- R2: Lynn Altenbernd and Leslie L. Lewis. *A Handbook for the Study of Drama*. New York: Macmillan Co., 1966.
- R3: Styan, J.L., *Modern Drama: Theory and Practice 1&2*. CUP, 1981.
- R4: Abram, M.H. *A Glossary of Literary Terms*. United Kingdom: Earl McPeck, 2008.
- R5: Beckett, Samuel. *Waiting for Godot*. New York: Grove Press, 1954.

**Web links:** (Swayam/nptel/...)

1. <https://www.sparknotes.com/lit/pygmalion/summary/>
2. <https://www.britannica.com/topic/Murder-in-the-Cathedral>

**SYLLABUS: BLOOM'S TAXONOMIC LEVELS OF TRANSACTION:**

Unit	Course Content	Learning outcomes	Taxonomy Level
<b>I</b>	<b>Introduction to Modern Drama</b>		
<b>I</b>	Elements of Drama: Plot, Character, Dialogue- Prose drama - Revival of verse drama	Classify different elements and genres of Modern drama	K2
		Combine elements of drama in their performance	K6
	Movements and Trends in Modern Drama: Realism, Naturalism, Symbolism, Surrealism, Expressionism, Theatre of Absurd, Drama of Protest- Angry Young Man Movement	Define the movements and trends in Modern drama	K1
		Explain Angry Young Man Movement	K2
Compare and contrast realism and naturalism	K4		
<b>II</b>	<b>Poetic drama</b>		
<b>II</b>	<i>Murder in the Cathedral</i> - T.S. Eliot	Recall the assassination of Archbishop Thomas Becket in Canterbury Cathedral during the reign of Henry II in 1170	K1
		Examine the role played by chorus and other characters in the play	K4
		Justify the theme of Martyrdom	K5
		Revise the historical elements in the play	K6
<b>III</b>	<b>Problem Play</b>		
<b>III</b>	<i>Pygmalion</i> - Bernard Shaw	Recall Pygmalion in Greek Mythology	K1
		Compare and Contrast Eliza with the statue in the original Pygmalion myth	K4
		Generate different varieties of dialects used by people from different background	K6
		Examine different social class and manners	K4



<b>IV</b>	<b>Social Satire of Irish life</b>		
<b>IV</b>	<i>The Playboy of the Western World</i> - J.M. Synge	Specify author's close observation of the inhabitants of the Aran Islands	K6
		Examine realistic yet poetic depiction of incidents, manners and mores of Irish life	K4
		Evaluate the effects of social conventions and celebrate the power of imagination	K5
<b>V</b>	<b>Kitchen sink drama</b>		
<b>V</b>	<i>Look Back in Anger</i> - John Osborne	Construct the theme of alienation, loneliness, identity crisis and class conflict	K6
		Justify the anger and immediacy in post-war youth	K5
		Demonstrate Kitchen sink drama	K3
		Relate to the literature of twentieth century with harsh realism	K4
<b>VI</b>	<b>Absurd drama and Expressionistic drama</b>		
<b>VI</b>	1. <i>Waiting for Godot</i> - Samuel Beckett	Identify the nuances of absurdity in the play <i>Waiting for Godot</i>	K2
	2. <i>The Adding Machine</i> - Elmer Rice	Critically analyse expressionistic technique used in the text	K5
		Create a dramatic performance	K6

**Mapping : L- Low, M - Medium, H - High**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	M	-	M	H	L	M	M	M	L	H	M	M	H
CO2	H	-	M	H	L	M	M	M	M	H	H	L	H
CO3	H	-	H	H	M	H	H	M	H	H	M	L	H
CO4	H	-	M	H	L	H	H	M	H	H	M	L	H
CO5	H	-	H	H	L	M	H	M	M	H	M	L	H
CO6	H	-	H	H	M	H	H	H	H	H	H	M	H

**EVALUATION SCHEME:**

EC No	Evaluation component	Duration	Weightage (%)	Date & Time	Remarks
1	Internal Test-1 (30%)	2 hr	25	will be announced	Closed Book
2	Internal Test-II (30%)	2 hr			Closed Book
3	Seminar & Assignments (20 %)	-			Open Book
5.	Attendance (20 %)	-			On-line Entry
6.	End Semester Exam	3 hr	75		Closed Book

**CHAMBER CONSULTATION HOURS:** Will be announced by the individual Instructors.

**NOTICES :** All notices regarding the course will be displayed on the Department Notice Boards, through group mail, or WhatsApp group

**MAKE-UP POLICY :** Retest will be given only for first internal test for students with genuine reasons and on medical grounds.

**NO RE-TEST FOR SECOND INTERNAL TESTS.**

**Name of the Course Coordinator:** Ms. J. Nancy Pearlin

**Signature:**

## Core XII: American Literature

Semester : VI

Course Code : U19EG611

Credits : 5

Hours / Week: 6

### Course Objectives: (6 objectives)

- CO01 Recalling the *zeitgeist* of American literature and its culture. **(Remembering)**
- CO02 Demonstrating the cultural heterogeneity of American literature by choosing texts on a par with contemporary issues **(Understanding)**
- CO03 Making an experiment with the cultural transformation of America and its language by tracing dialects and idiolects recorded by different authors and registered in different texts. **(Applying)**
- CO04 Examining the multiple narrative discourses intrinsically embedded in different genres of American literature. **(Analysing)**
- CO05 Explaining the recent trends such as Afro- American studies, Native American narratives, New American Environmental Fiction, the New Politics of American Writing, and LGBT. **(Evaluating)**
- CO06 Improving creativity and novelty in reconstructing the new American Dream. **(Creating)**

### COURSE OUTCOMES (06 OUTCOMES)

*At the end of the course the student will be able to*

- CO-1 Relate and reminisce the cultural documentation of 'Americanised Literature' as a part of world literature. **(K1)**
- CO-2 Contrast the writings of the British and the Americans by interpreting their heterogeneous histories, cultures, and texts together. **(K2)**
- CO-3 Identify the styles, themes, motifs, and genres of American literature. **(K3)**
- CO-4 Discover the subliminal narration expressed by the African American writers who nurse the cultural equilibrium between the Black and the White. **(K4)**
- CO-5 Influence people by internalising the concept of "Multicultural Versatility" **(K5)**
- CO-6 Make up and create literary works (Short stories, poems, essays etc.,) based on the history of American Literature in tune with the present climate of opinions. (Refrigeration of the new American concept) **(K6)**

### LEARNING OUTCOMES:

Unit	Course Content	Learning outcomes	Taxonomy Level
I	1.1 Walt Whitman : Out of the Cradle Endlessly Rocking	Explaining the elusive images which connate the class consciousness of the White and the Black.	K2

	1.2. Langston Hughes: The Negro Mother	Relating the plight of Black Americans by symbolising the Negro Mother as a metonymy.	K1
	1.3. Laurence Ferlinghetti : Bird with Two Right Wings	Matching the symbolic and metaphorical bird with America.	K1
	1.4. Wallace Stevens : The Emperor of Ice Cream	Reconstructing the Radical difference between sensual and sensuousness by identifying cultural codes employed in poetry.	K3
	1.5 Maya Angelou : Caged Bird	Examining the paradoxical existence of the coloured humans who are living and partly living as a Caged bird.	K4
<b>II</b>	2.1. Edgar Allan Poe: The Cask of Amontillado	Making up a lot of literary serendipities by reading thrilling narratives and assuming life is unpredictable.	K5
	2.2. Willa Cather : Her Boss	Inspecting the precarious conscience of Yankees who have a habit of indulging rift for petty cavils.	K4
	2.3. Charlotte Perkins Gilman : The Yellow Wallpaper	Adapting the fact that the repressed psyche and temperance of human are highly intrigue and untranslatable.	K6
	2.4 Kate Chopin : Regret	Justifying the hard times of Negroes who are coloured, living in the colourless society.	K4
<b>III</b>	3.1. Thoreau : Where I Lived and What I Lived for	Inferring autobiographical elements as the conscious part of human life.	K2
	3.2. W.E.B. Du Bois : "Of the Dawn of Freedom"	Interpreting and translating the cherished dreams of the African Black into freedom.	K2
	3.3. Langston Hughes: The Negro Artist and the Racial Mountain	Simplifying the concept of Harlem Renaissance by curbing the social colour painted on Negroes.	K4

IV	4.1 Arthur Miller: All My Sons	Defining the death of American dream.	K1
V	5.1 Nathaniel Hawthorne: The Scarlet Letter	Comparing the Puritanism followed in England during 1640s, with the 'twisted Puritanism' followed by the present Yankees through the mode of Historical Fiction.	K2
	5.2 Ernest Hemingway: The Old Man and the Sea	Modifying the age-old fact-Destiny is predestined as "A man can be destroyed but not defeated." Discussing and formulating- man is the ablest animal despite failures.	K6

**SYLLABUS:****UNIT I: POETRY**

1. Walt Whitman : Out of the Cradle Endlessly Rocking
2. Wallace Stevens : The Emperor of Ice Cream
3. Langston Hughes : The Negro Mother
4. Maya Angelou : Caged Bird
5. Laurence Ferlinghetti : Bird with Two Right Wings

**UNIT II: SHORT STORY**

1. Edgar Allan Poe : The Cask of Amontillado
2. Charlotte Perkins Gilman : The Yellow Wallpaper
3. Willa Cather : Her Boss
4. Kate Chopin : Regret

**UNIT III : PROSE**

1. Thoreau : Where I Lived and What I Lived for
2. W.E.B. Du Bois : Of the Dawn of Freedom
3. Langston Hughes : The Negro Artist and the Racial Mountain

**UNIT IV: DRAMA**

1. Arthur Miller: All My Sons

**UNIT V: NOVEL**

1. Nathaniel Hawthorne: The Scarlet Letter
2. Ernest Hemingway: The Old Man and the Sea

**UNIT-VI: Content for further reading and discussion**

1. An Introduction to American Literature.
2. Richard Walsh: Reading novel Innovative arguments in American Fiction
3. Janice Campbell: American Literature
4. An Introduction to Native American Literature.
5. African American Literature- A brief history.
6. A Short Introduction to American Criticism.

**TEXT BOOKS AND WEB LINKS:**

1. Oliver, Egbert S. *American Literature, 1890-1965: an Anthology*. 1994.
2. Miller, Arthur. *All My Sons*. Oxford University Press, 2019.
3. Hemingway, Ernest. *Old Man and the Sea: Ernest Hemingway*. Spark Publishing, 2014.
4. Hawthorne, Nathaniel. *The Scarlet Letter*. Oxford University Press, 2008.
5. Meserole, Harrison T, et al. *American Literature: Tradition and Innovation*. Heath, 1974.
6. *Novel Arguments Reading Innovative American Fiction*. Cambridge Univ Pr, 2009.
7. Oliver, Egbert S. *American Literature, 1890-1965: an Anthology*. 1994.
8. Radhakrishnan, N. *Memorable Stories from Many Countries*, New Delhi.
9. Panikkar, K. N. Vasudeva. *Eight Short Stories*. Orient Longman, 1972.
10. <https://www.britannica.com/list/periods-of-american-literature>
11. <https://www.youtube.com/watch?v=sH2sDjHc3Hc>
12. <https://americanliterature.com/>
13. <https://www.britannica.com/art/American-literature>
14. [https://en.wikipedia.org/wiki/American\\_literature](https://en.wikipedia.org/wiki/American_literature)

**EVALUATION SCHEME:**

EC No	Evaluation component	Duration	Weightage (%)	Date & Time	Remarks
1	Internal Test-1 (30 %)	2 hr	25	will be announced later	Closed Book
2	Internal Test-II (30 %)	2 hr			Closed Book
3	Seminar & Assignments (20 %)	-			Open Book
5.	Attendance (20 %)	-			On-line Entry
6.	End Semester Exam	3 hr	75		Closed Book

**CHAMBER CONSULTATION HOURS:** Will be announced by the individual Instructors.

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**MAKE-UP POLICY :** Retest will be given only for first internal test for students with genuine reasons and on medical grounds.

**NO RE-TEST FOR SECOND INTERNAL TESTS**

**MAPPING SCHEME for the POs, PSOs and COs for American Literature.**  
(L-Low, M-Moderate, H- High)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
<b>CO1</b>	M	L	M	L	-	-	M	-	M	M	-	-	M
<b>CO2</b>	M	M	-	H	-	L	H	-	M	M	-	-	H
<b>CO3</b>	M	H	-	M	L	-	M	L	H	H	M	-	M
<b>CO4</b>	-	M	M	M	-	-	-	-	M	M	M	-	M
<b>CO5</b>	-	H	H	H	-	L	M	-	M	M	-	L	H
<b>CO6</b>	M	M	M	-	-	H	H	M	M	-	H	-	M

**Name of the Course Coordinator:** Mr. M. Dhanasekaran

**Signature:**

## Core XIII: Post-Colonial Literature

Semester: VI

Course Code: U19EG612

Credits : 4

Hours / Week: 6

**COURSE OUTCOMES:**

After the successful completion of this course the students will be able to

S. No.	COURSE OUTCOMES	LEVEL	UNIT
CO1	Recall the important authors of commonwealth countries. Students can identify the role of colonized people authored by the colonizer.	K1	II & IV
CO2	Infer the thin line between the superior and the inferior by cognizing the zeitgeist of the people.	K2	I
CO3	Discover the etched memories of inferior people from various works.	K3	IV
CO4	Analyze vocabulary such as Pidgin, Patois, Elvish, Eye dialect from commonwealth texts.	K4	I, II, III & V
CO5	Compare and contrast different texts produced by colonized people. Perceive values and ethics in tune with commonwealth countries.	K5	I, II, IV & V
CO6	Create awareness in the multilingual society in relation with socio-economic political and cultural aspects	K6	III, V

**UNIT I – Poems: Australian and Canadian****15 Hours**

Charles Harpur: An Aboriginal Mother's Lament

F.R. Scott: Canadian Authors Meet

A.D. Hope : Australia

Oodgeroo Noonuccal : No More Boomerang

**UNIT II – Poems on Africa****15 Hours**

David Diop: Africa

Derek Walcott: A Far Cry from Africa

Chinua Achebe: Refugee Mother and Child

Gabriel Okara: Once Upon a Time

**UNIT III- Drama****20 Hours**

Wole Soyinka: The Lion and the Jewel

**UNIT IV – Short Stories****20 Hours**

Henry Lawson: That There My Dog



Katherine Mansfield: A Doll's House  
 Nadine Gordimer: Six Feet of the Country  
 Margaret Laurence: Godman's Master

**UNIT V - Novel****20 Hours**

Alan Paton : Cry, the Beloved Country  
 V.S. Naipaul : A House for Mr. Biswas

**Unit VI : Topics for self-study**

S. No.	Topics	Web Links
1.	Colonies of the British Empire	<a href="https://www.britishempire.co.uk/timeline/colonies.htm">https://www.britishempire.co.uk/timeline/colonies.htm</a>
2.	African Literature: An Outline	<a href="https://www.infoplease.com/encyclopedia/arts/world-lit/misc/african-literature#:~:text=African%20literature%2C%20literary%20works%20of,African%20languages%3B%20South%20African%20literature.">https://www.infoplease.com/encyclopedia/arts/world-lit/misc/african-literature#:~:text=African%20literature%2C%20literary%20works%20of,African%20languages%3B%20South%20African%20literature.</a>
3.	Notable Canadian Authors	<a href="https://theculturetrip.com/north-america/canada/articles/10-brilliant-canadian-authors-who-arent-margaret-atwood/">https://theculturetrip.com/north-america/canada/articles/10-brilliant-canadian-authors-who-arent-margaret-atwood/</a>
4.	An Introduction On Australian Literature	<a href="https://www.slideshare.net/amilaendeno/australian-literature">https://www.slideshare.net/amilaendeno/australian-literature</a>

**Text Books:**

- T1: V.S. Naipaul : A House for Mr. Biswas , England: penguin, 2000  
 T2: Alan Paton : Cry, the Beloved Country., England: penguin 1978  
 T3: Wole Soyinka : The Lion and the Jewel Oxford University press, 1963

**Reference Books:**

1. An Anthology of Commonwealth Poetry by Ed C D Narasimhaiah (Madras: Macmillan India Limited, 2000)
2. While the Billy Boils. by Henry Lawson (UK: Dodo Press. 2007)
3. Vignettes – Ed. P.N. Ramani (New Century Book House)

**Web Links:**

1. <https://www.britannica.com/place/British-Empire>
2. <https://blog.bookstellyouwhy.com/a-brief-history-of-postcolonial-literature-part-i#:~:text=One%20of%20the%20most%20significant,when%20it%20first%20was%20published.>

3. <https://www.infoplease.com/encyclopedia/arts/world-lit/misc/african-literature#:~:text=African%20literature%2C%20literary%20works%20of,African%20languages%3B%20South%20African%20literature.>

### Specific Learning Outcomes

Unit	Course Content	Learning Outcomes	Bloom's Taxonomic Highest Level of Transaction
I	C.D. Hope : Australia	Criticize the wilderness of Australia	K5
	Charles Harpur : An Aboriginal Mother's Lament	Explain the predicament of an aboriginal mother	K4
	L.R. Scott : Canadian Authors Meet	Discuss the satirical analysis on the pseudo-Canadian poets	K2
	Dodgeroo Noonuccal : No More Boomerang	Compare and contrast the past and present life of aboriginal people	K2
II	David Diop: Africa	Appraise the patriotic feelings of the narrator for Africa	K5
	Gabriel Okara: Once Upon a Time	Examine the artificial manners in a relationship	K4
III	Derek Walcott: A Far Cry from Africa	Describe the ambivalent feelings of the narrator for both English and African heritage	K1
	Chinua Achebe: Refugee Mother and Childa....	Analyze the harsh reality of the helpless refugee mother	K4
III	Wole Soyinka: The Lion and the Jewel	Confirm the birth of modernity and the death of tradition	K6
IV	Katherine Mansfield : A Doll's House	Discover the hierarchy order among children	K3
	Margaret Laurence : Godman's Master	Cite the abolition of slavery in Africa	K1
	Henry Lawson: That there my Dog	Capture the sense of humanity and consideration for others	K3

	Nadine Gordimer : Six Feet of the Country	Justify the futility in mortality	K5
V	Alan Paton : Cry, the Beloved Country	Illustrate the fear and insecurity	K6
	V.S. Naipaul : A House for Mr. Biswas	Evaluate the theme of alienation and isolation	K5

**MAPPING (CO, PO, PSO)**

L-Low

M-Moderate

H- High

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	-	L	M	L	-	-	M	-	L	L	L	L	-
CO2	M	L	M	H	M	M	L	-	M	M	L	-	H
CO3	H	L	L	M	H	M	M	-	-	L	M	H	M
CO4	L	H	H	H	-	L	L	M	H	L	-	M	H
CO5	-	M	M	L	L	-	L	M	H	M	L	M	M
CO6	L	L	L	-	-	-	H	M	M	L	-	L	M

**COURSE ASSESSMENT METHODS DIRECT:**

1. Continuous Assessment Test: T1, T2 (Theory & Practical Components):  
Closed Book
2. Open Book Test.
3. Cooperative Learning Report, Assignment, Group Presentation, Group Discussion, project Report, Field Visit Report, Poster Presentation, Seminar, Quiz (written).
4. Pre-Semester & End Semester Theory Examination

**INDIRECT:**

1. Course end survey (Feedback)

**Name of the Course Coordinator:** Ms. S. Sangeetha

**Signature:**

## Elective II: English Language Teaching

SEMESTER: VI

CODE: U19EG6:2

CREDITS: 5

Hours / Week: 6

**COURSE OUTCOMES:**

After the successful completion of this course the students will be able to

S.No.	Course Outcomes	Level	Unit
CO1	Appraise the gained knowledge of the structure of the language.	(K2 - Understand)	I
CO2	Delineate the skills and the aspects of the language effectively.	(K2- Understand)	II
CO3	Execute the function of the language by means of social and cultural background in teaching language.	(K3 - Apply)	III, IV &V
CO4	Scrutinize the various sources of English and inhere the ability to relate English as skill-based subject.	(K4 - Analysis)	III, IV &V
CO5	Determine to teach English for larger groups and be able to take part in group discussions without fear	(K5 - Evaluate)	III, IV &V
CO6	Demonstrate good teaching skills with a heightened awareness of accurate usage of grammar, pronunciation, vocabulary along with mastery over LSRW skills .	(K6 - Create)	I - V

**UNIT I****Issues Concerning English Language Teaching****18 Hours**

- a) English as a Global Language
- b) History of English Studies in India
- c) Learning versus Acquisition of Language
- d) Syllabus and Curriculum of English Language Learning

**UNIT II****Issues Concerning English Language Teaching (Continued)****18 Hours**

- a) English as a Skill Subject
- b) Testing of Language Skills
- c) Content of English Language Teaching
- d) Teaching English in Large Classes

**UNIT III****Teaching Methods****18 Hours**

- a) Grammar - Translation method
- b) Direct method

- c) Structural approach
- d) Situational approach
- e) Communicative approach

**UNIT IV****Content of Teaching English****18 Hours**

- a) Teaching Prose
- b) Teaching Poetry
- c) Teaching Vocabulary
- d) Teaching Grammar
- e) Teaching Composition (Writing)
- f) Teaching Reading

**UNIT V****Testing and Evaluation of English****18 Hours**

- a) Types of Tests in English
- b) Testing Grammar

**UNIT VI****Innovation and Technology in English Language Teaching:**

- a. Research on Developing New Methodologies
- b. Effective Strategies for Teaching Vocabulary to Young Learners
- c. Practical Solutions to Real Teaching Challenges
- d. Task-Based Language Teaching
- e. The Benefits of Digital Tools in the Primary Classroom

**Topics for Self-Study:**

S.No.	Topics	Web Links
1	Research on Developing New Methodologies	<a href="http://www.ukessays.com/essays/english-language/methods-and-approaches-of-english-language-teaching-english-language-essay.php">//www.ukessays.com/essays/english-language/methods-and-approaches-of-english-language-teaching-english-language-essay.php</a>
2	Effective Strategies for Teaching Vocabulary to Young Learners	<a href="http://www.teachhub.com/teaching-strategies/2019/10/teaching-strategies-5-ideas-for-instructing-vocabulary/">//www.teachhub.com/teaching-strategies/2019/10/teaching-strategies-5-ideas-for-instructing-vocabulary/</a>
3	Practical Solutions to Real Teaching Challenges	<a href="http://www.teachervision.com/blog/morning-announcements/solutions-to-your-biggest-classroom-challenges">://www.teachervision.com/blog/morning-announcements/solutions-to-your-biggest-classroom-challenges</a>
4	Task-Based Language Teaching	<a href="http://www.languages.dk/archive/pools-m/manuals/final/taskuk.pdf">//www.languages.dk/archive/pools-m/manuals/final/taskuk.pdf</a>
5	The Benefits of Digital Tools in the Primary Classroom	<a href="http://www.medium.com/illumnus/6-advantages-of-digital-learning-5a27c17f97ef">/www.medium.com/illumnus/6-advantages-of-digital-learning-5a27c17f97ef</a>

**Text Books:**

Since the resources for the topics mentioned above are various and sundry the books/articles have been listed under 'Books for Study'. The discussion cannot be limited to a specific list of book as 'Text Books'. The books listed under 'Books for Study' are chosen on the basis of their content relevance and their availability.

**Books for Study:**

1. Bright, Mc Gregor. *Teaching English as a Second Language* London: Longman ELBS, 2000.
2. Gosh, Shastri Das. *Introduction to Language Teaching* Hyderabad: OUP, 2002.
3. Richards, Jack C. & Theodore S. Rodgers. *Approaches and Methods in Teaching English Language Teaching*. Cambridge University Press.2001.
4. Lado, Robert. *Language Teaching: A Scientific Approach*. New Delhi: Tata McGraw Hill.
5. ---. *Linguistics across Cultures: Applied Linguistics for Language Teachers*. University of Michigan Press
6. Gass, Susan.M& Larry Selinker. *Second Language Acquisition: An Introductory Course*. Taylor & Francis e-Library, 2008.
8. Diane Larsen – Freeman. *Techniques and Principles in Language Teaching*. UK: OUP, 2000.
9. Brown,H. Douglas. *Principles of Language Learning and Teaching*. Prentice Hall Regents, 1994.
10. Bergmann, Anouschka, Kathleen Currie Hall, Sharon Miriam Ross. *Language Files: Materials for an Introduction to Language and Linguistics*. Ohio: Ohio State Press, 2007.
11. Corder, Pit. *Introducing Applied Linguistics*. Penguin Books Ltd.
12. Krishnaswamy,N. and T.Sriraman. *English Teaching in India*. Chennai: T.R.Publications.
13. Krishnaswamy,N, S.K. Verma and M. Nagarajan. *Modern Applied linguistics*. Chennai: Macmillan India Limited, 2006.
14. Ellis, Rod. *Second Language Acquisition*. Oxford: Oxford University Press, 2002.

**Web links:** (Swayam/nptel/...)

1. <https://www.researchgate.net/.../281399312-TEACHING-ENGLISH-AS-SECOND-LANGUAGE>
2. <https://www.researchgate.net/.../325930749-Teaching-English-as-a-Foreign-Language>
3. <https://www.fluentu.com/blog/educator-english/methodology-of-teaching-english/>
4. <https://www.henryharvin.com/blog/different-methods-of-teaching-english/>

## SPECIFIC LEARNING OUTCOMES (SLO)

Unit	Course Content	Learning Outcomes	Blooms Taxonomic Highest Level of Transaction
I	1.1 English as a Global Language	* Discuss the concerns of teachers of English about the professional challenges which they face, and experience the need for guidance or help.	K2
		* Identify the various factors that are involved in English Language Teaching	K3
	1.2 History of English studies in India	* Interpret the development of English education in India with the help of English Teaching in India since Independence and the ELT Movement in India.	K2
		* Categorize the movements in India and various experiments with truth	K4
	1.3 Learning versus acquisition of language	* Identify the different ways of acquisition of language	K3
	1.4 Syllabus and Curriculum of English Language Learning	* Examine and classify the different levels of learners	K2
* Analyze the syllabus design by focusing on the components of the syllabus.			
II	2.1. English as a skill subject	* Explain the language skills and their uses.	K2
		* Analyze the teaching of language skills in classes.	K4
	2.2 Testing of language skills	* Critically analyse the testing of language skills integrally.	K5
		* Examine the learners to use English in different situations where they need to use English	K4
	2.3. The Content of English Language Teaching	* Assess the second language teaching in which organized around the content that students should acquire.	K5
		* Estimate the acquisition and learning second language when languages is used as a means of acquiring information.	K6
		* Define Teaching English in large	K1

	2.4. Teaching English in large classes	classes along with the challenges of teaching English as a second language in large classes.	
		* Estimate the possible solution for teaching English in large classes through examples, case studies, et.al..	K6
<b>III</b>	3.1 Grammar - Translation Method	* Demonstrate their understanding of the Bilingual language into target language.	K2
	3.2 Direct Method	* Discover their own understanding and their performance.	K4
		* Discuss the importance of Target language and its uses.	K2
		* Examine the doubts of being influenced by the target language.	K4
	3.3 Structural Approach	* Recognize how phonetics is applied to create sentence structure in English.	K1
		* Evaluate how the pronunciation of English is essential for reading in English.	K4
	3.4 Situational approach	* Acquire new vocabulary and gain effective practice in using English in varied situations and contexts	K5
	3.5 Communicative approach	* Discover their level of imagination with objects and new situation.	K4
		* Explore the communication with the help of role play , mime and games.	K4
		* Critically analyse the competence level of the students through their communication.	K5
<b>IV</b>	4.1 Teaching Prose	* Analyse the sentences in a coherent way by focusing on the prose pieces.	K4
		* Discuss the various levels of prose pieces along with the different style of the writers.	K2
	4.2 Teaching Poetry	* Recognize how the spontaneous over flow of words express their feelings.	K1
	4.3 Teaching Vocabulary	* Discuss how to read and understand the poem with imagination and comparison.	K2
		* Demonstrate their understanding of various levels of vocabulary – passive, active and in land vocabulary.	K2
	* Examine how to use the vocabulary	K4	



		and to know the meaning of vocabulary.	
	4.4 Teaching Grammar	* Analyze the two different views on grammar and approaches to the teaching of grammar in English classes.	K4
		* Discuss the approaches of teaching grammar.	K6
	4.5 Teaching Composition	* Analyze the procedures in teaching of composition with the exercises of lower and higher classes.	K4
		* Discuss the various methods of teaching composition and different topics for composition.	K2
	4.6 Teaching Reading	* Explain different methods and stages of teaching reading	K5
		* Examine the defects in Reading aloud and in silent reading.	K4
<b>N.B: Unit VI Not to be included for examination</b>			
V	5.1 Types of Tests in English	* Critically analyze as a teacher how to evaluate the learners.	K5
		* Estimate the variety of test along with exercises to test the intellectual level of the learners.	K6
	5.2 Testing Grammar	* Explain the importance of Grammar and its value	K2
		* Explore the different usage of language in line with appropriate grammatical usage.	K4
VI	6.1 Research on Developing New Methodologies	* Explain the different teaching methodologies and theories through illustrations, different strategies to apply curriculum and teaching vocabulary to young learners. * Assess the practical solutions for teaching challenges and the use of technology in the classroom.	K5 & K6
	6.2 Effective Strategies for teaching vocabulary to young learners		
	6.3 Practical Solutions to Real Teaching Challenges		
	6.4 Task- Based Language Teaching		
	6.5 The Benefits of Digital Tools in the Primary Classroom.	* Prepare a project / paper on the critical appraisal of preparing lesson plan, benefits of Digital Tools and task-based language teaching.	

Year of Revision: 2017-18

## MAPPING (CO, PO, PSO)

L-Low

M-Moderate

H- High

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	M	L	M	M	H	L	M	L	M	L	H	M	L
CO2	H	M	M	H	H	H	L	M	L	H	H	M	L
CO3	L	M	H	M	M	L	M	L	M	M	M	H	H
CO4	H	M	M	H	M	H	M	L	M	M	H	L	M
CO5	H	L	M	H	M	L	L	M	L	M	H	M	M
CO6	H	H	M	H	M	H	L	M	M	H	H	M	M

## EVALUATION SCHEME:

EC No	Evaluation component	Duration	Weightage (%)	Date & Time	Remarks
1	Internal Test-1 (30 %)	2 hr	25 marks	Tentative declaration	Closed Book
2	Internal Test-II (30 %)	2 hr			Closed Book
3	Seminar & Assignments (20 %)	-			Open Book
5.	Attendance (20 %)	-			On-line Entry
6.	End Semester Exam	3 hr	75 marks		Closed Book

**CHAMBER CONSULTATION** : Will be announced by the individual Instructors.

**HOURS**

**NOTICES** : All notices regarding the course will be displayed on the Department Notice Boards, through group mail, or Whatsapp group

**MAKE-UP POLICY** : Retest will be given only for first internal test for students with genuine reasons and on medical grounds.

**NO RE-TEST FOR SECOND INTERNAL TESTS.**

**Name of the Course Coordinator:** Ms. R. Geetha

**Signature:**

**Elective III: Indian and European Classics in Translation****SEMESTER: VI****CODE: U19EG6:3****CREDITS: 5****Hours / Week: 6****Course Outcomes:**

At the end of the course the student will be able to

S.No	COURSE OUTCOME	LEVEL	UNIT
CO 1	Discover important concepts, themes and traditions through the study of influential classical texts from the around the world and apply them to the present contexts and compare and interpret the cultural and philosophical ideologies they find in the world classics to their own culture and tradition	K4	I
CO 2	Interpret the significance of how translation bridges cultures across the world - ancient and modern.	K2	II & V
CO 3	Find the best of the ethical, ideological and cultural elements from the wide gamut of classical texts from across cultures.	K1	II & III
CO 4	Develop the knowledge of inflections grammatical constructions, and vocabularies found on the pages of classical literary texts.	K3	IV
CO 5	Influence of the vernacular language texts and interprets in a common language	K5	I, II, & V
CO 6	Adapt and apply the moral values and life lessons they learn by reading literary classics of the world.	K6	I & II

**LEARNING OUTCOMES:**

Unit	Course Content	Learning outcomes	Taxonomy Level
	<b>Poetry</b>		
<b>I</b>	1.1. Possession of Love	Explain the theme of love	K2
	1.2. Possession of Self-restraint	Appraise the moral consciousness	K5
	1.3. Veracity	Support the adage - Truth always triumphs	K5
<b>II</b>	<b>Prose</b>		
	2.1. The Bible - Gospel according to St. John (KJV)	Classify the theme of Morality, love and Sacrifice of Jesus Christ	K2
	2.2. The Ramayana- Chapter 61 - Anxiety in Lanka	Define the concept of Dharma	K1

	(Trans. C.Rajagopalachari) : Chapter 65 – The Doctrine of Grace and Surrender		
<b>III</b>	<b>Drama</b>		
	3.1. Henrik Ibsen – A Doll’s House (Translated by Mc Fariare- OUP)	Interpret the importance of Women Empowerment.	K5
<b>IV</b>	<b>Short Stories</b>		
	4.1. Anton Chekov - The Confession	Compare and contrast the theme of repentance and guilt.	K2
	4.2. Munshi Premchand – Resignation	Support the expectation of dignity in work place	K5
	4.3. Maxim Gorky - The Traitor’s Mother	Explain the mother and son relationship and also patriotism.	
	4.4. Guy de Maupassant - The Diamond Necklace	Make use of the adage – covet all lose all.	K3
<b>V</b>	<b>Novels</b>		
	5.1. Franz Kafka - The Judgment	Discuss the mental anguish between father and son relationship	K6
	5.2. Sivasankaran Pillai – Chemeen	Elaborate the traditional life of a fisherman.	K6

**SYLLABUS:****UNIT I: Indian Classics****18 Hours**Following chapters from G.U. Pope’s translation of *Thirukkural*

1. Possession of Love
2. Possession of Self-restraint
3. Veracity

**UNIT II: Religious Classics****18 Hours**

The Bible: Gospel according to St. John (KJV)

The Ramayana: Chapter 61 – Anxiety in Lanka

(Trans. C.Rajagopalachari): Chapter 65 – The Doctrine of Grace and Surrender

**UNIT III: European Drama****18 Hours**

Henrik Ibsen: A Doll’s House (Translated by Mc Fariare – OUP)

**UNIT IV: Indian & European Short Stories****18 Hours**

Anton Chekov: The Confession  
 Munshi Premchand: Resignation  
 Maxim Gorky: The Traitor's Mother  
 Guy de Maupassant: The Diamond Necklace

**UNIT V: Indian & European Novel**

Franz Kafka: The Judgment  
 Sivasankaran Pillai: Chemeen

**Unit VI: - (Reference only- Not for exam)**

S.No	TITLE & AUTHOR	WEB LINK
1.	The Lais of Marie de France - Marie de France	<a href="https://www.csub.edu/~cmacquarrie/isle_of_marie_de_france.pdf">https://www.csub.edu/~cmacquarrie/isle_of_marie_de_france.pdf</a> <a href="https://www.gutenberg.org/files/11417/11417-h/11417-h.htm">https://www.gutenberg.org/files/11417/11417-h/11417-h.htm</a>
2.	The Rubaiyat - Omar Khayyam	<a href="http://moses.law.umn.edu/darrow/documents/Rubaiyat_Omar_Khayyam_OPT_and_OCR.pdf">http://moses.law.umn.edu/darrow/documents/Rubaiyat_Omar_Khayyam_OPT_and_OCR.pdf</a>
3.	The Sorrows of Young Werther - Johann Wolfgang Von Goethe	<a href="https://www.gutenberg.org/files/2527/2527-h/2527-h.htm">https://www.gutenberg.org/files/2527/2527-h/2527-h.htm</a>
4.	Voyage Around My Room - Xavier de Maistre	<a href="https://almabooks.com/wp-content/uploads/2016/10/Journey-around-My-Room-Excerpt.pdf">https://almabooks.com/wp-content/uploads/2016/10/Journey-around-My-Room-Excerpt.pdf</a>
5.	Crime and Punishment - Fyodor Dostoevsky	<a href="https://www.planetebook.com/free-ebooks/crime-and-punishment.pdf">https://www.planetebook.com/free-ebooks/crime-and-punishment.pdf</a>
6.	The Home and The World - Rabindranath Tagore	<a href="https://research.gold.ac.uk/20908/24/RABINDRANATH_TAGORE-THE_HOME_AND_THE_WORLD_mobile.pdf">https://research.gold.ac.uk/20908/24/RABINDRANATH_TAGORE-THE_HOME_AND_THE_WORLD_mobile.pdf</a>

**TEXT BOOKS AND WEB LINKS:**

1. G U Pope. Thirukkural: English Translation and Commentary. Create Space Independent Publishing Platform. 2017
2. The Bible. King James Version
3. Rajagopalachari. Ramayana. Bharatiya Vidya Bhavan. 2015
4. Ibsen, Hendrik. A Doll's House. Oxford University Press. 1997.
5. Chekhov, Anton. Selected Stories. Penguin Classics.
6. Sasikumar, Jaya and Paul Gunsekar. Spectrum: An Anthology of Short Stories. Orient Longman PVT LTD. 1977
7. Kafka, Frank. The Collection. ATOZ Classics. 2018.
8. Nair Anita Pillai. Chemmeen: The Enduring Classic. HarperPerennial. 2011

**BOOKS AND WEB SITES FOR REFERENCE:**

1. Marudanayagam,P . Ed. *Soul Animating Stories*. Madras : New Century Book House,1994 .
2. Sundararaju, R. Ed. *Reflections:A Collection of Short Stories*. Madras: Emerald Publishers,1997.
3. *Robin Classics of the World Literature . The Best Short Stories of Franz Kafka .* New Delhi: Robin Books,2007,
4. Rajagopalachari.C . *Ramayana* . Bombay : Bharatiya Vidya Bhavan,1989.

**Web links:** (Swayam/nptel/...)

<https://web.usd475.org/school/jchs/staff/artley/SiteAssets/SitePages/Home/The%20Judgment.pdf>

[https://en.wikisource.org/wiki/The\\_Complete\\_Short\\_Stories\\_of\\_Guy\\_de\\_Maupassant/The\\_Diamond\\_Necklace](https://en.wikisource.org/wiki/The_Complete_Short_Stories_of_Guy_de_Maupassant/The_Diamond_Necklace)

**MAPPING SCHEME for the POs, PSOs and COs for Mythology and Legends of the World.**

(L-Low, M-Moderate, H- High)

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	M	L	M	-	-	-	M	L	M	M	L	L	M
CO2	H	H	H	M	-	-	M	L	H	M	M	L	H
CO3	M	-	M	M	-	-	L	L	H	M	-	-	M
CO4	M	M	L	L	-	-	L	M	M	M	L	-	M
CO5	-	-	H	M	-	-	M	M	H	L	-	L	H
CO6	M	L	M	L	-	-	M	M	H	M	L	M	H

**Name of the Course Coordinator:** Dr. A. Geethanjali

**Signature:**

**Elective III: Human Rights and Literature: An Introduction****SEMESTER: VI****CODE: U19EG6:3****CREDITS: 5****Hours / Week: 6****COURSE OBJECTIVES:**

- O1. To make the learners to know the basics of human rights and literature.
- O2. To get a fundamental knowledge about the interdisciplinary nature of human rights and literature.
- O3. To understand and evaluate the various functionalities and commonalities in the society through the lens of literature.
- O4. To analyse the root cause of the non-humanitarian factors such as war, violence and other factors related to human rights violations.
- O5. To create awareness and educate the learners with reference to literature and literary genres.

**COURSE OUTCOMES:**

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

<b>CO No.</b>	<b>Course Outcomes</b>	<b>Level</b>	<b>Unit</b>
CO1	Estimate the contribution of writers of Human Rights and Literatures.	K6	I
CO2	Understand the fundamentals of human rights and literature.	K2	II
CO3	Identify the need of creating awareness and educating others in the establishing the human rights.	K3	III
CO4	Get a fundamental knowledge about the interdisciplinary nature of human rights and literature.	K4	IV
CO5	Analyse the root cause of the non-humanitarian factors such as war, violence and other factors related to human rights violations.	K5	V
CO6	Carry out projects that will demonstrate their deeper understanding of the various functionalities and commonalities in the society through the lens of literature.	K6	V

**SYLLABUS:**

**Unit 1: Human Rights and Literature**

The Concept of Rights , Meaning and Nature and definition , Origin and Development of Human Rights, Classification of rights  
Lynn Hunt: *Inventing Human Rights: A History*

**Unit 2: Civil and Political rights (Poem)**

Jean Arasanayagam: *Eye Witness*- Nawalapitiya  
Kath Walker: All One Race

**Unit 3: Social and cultural Rights (Poem)**

Derek Walcott : A Far cry from Africa  
Paul L. Dunbar: Sympathy

**Unit 4: Women and Child Rights (Poem)**

William Blake: The Chimney Sweeper  
Ariel Dorfman: Hope

**Unit 5: Novel**

J.M. Coetzee : *Disgrace*.

**Unit 6: For Further Discussion & Self Study**

(Not to be included for Internal or External examination)

Arthur Miller : The Crucible

**REFERENCES:**

1. Coetzee, JM, *Disgrace*, Penguin Books, 2000
2. Hunt, Lynn. *Inventing Human Rights: A History*. New York: W.W. Norton & Company. 2007.
3. McClennen, Sophia A, Moore, Schultheis Alexandra. *The Routledge Companion to Literature and Human Rights*. New York: Routledge. 2016.
4. Nayar, Pramod K. *Human Rights and Literature*. New York: Springer Nature. 2016.
5. Jermy, Waldrom, *Theories of Rights* Oxfords University Press, NewDelhi, 1984.
6. Pramod K. Nayar *Human Rights and Literature: Writing Rights*

**WEB LINKS:**

1. [https://www.ohchr.org/en/ohchr\\_homepag](https://www.ohchr.org/en/ohchr_homepag)
2. <https://www.equalityhumanrights.com > human-rights>
3. <https://www.hrw.org/>



## SPECIFIC LEARNING OUTCOMES (SLO)

Unit/ Section	Course Content	Learning outcomes	Blooms Taxonomy Level of Transaction
<b>I</b>			
1.1	The Concept of Rights	Identify how the awareness of human rights influences and modifies the culture, values, traditions, moral values and elevates the lifestyle.	K3
		Relate the basic concepts in Literature to instances of Human Rights violation.	K2
1.2	Meaning and Nature and definition	Analyse the basis and inherent concepts in Human Rights	K4
		Define the idea and nature of Human Rights and match them with real life situations	K1
1.3	Origin and Development of Human Rights	Examine the need for Human Rights and the necessity of it in the current scenario	K4
1.4	Classification of rights	Distinguish the organization of Human Rights and compare it with Literature.	K4
		Demonstrate the Land Rights of Aborigines	K3
1.5	Lynn Hunt: <i>Inventing Human Rights: A History</i>	Justify the importance of understanding the history of Human Rights and defend the basic rights of every Human being	K5
<b>II</b>			
2.1	Jean Arasanayagam : <i>Eye Witness- Nawalapitiya</i>	Elaborate the dire need to build a strong concept of human value in the society by analyzing and observing the narratives of Human Right violations.	K6
2.2	Kath Walker: All One Race	Develop the concept of oneness of Humanity	K6
		Describe the spiritual poverty and degradation of human values.	K2

<b>III</b>			
3.1	Derek Walcott: A Far cry from Africa	Understand the strong undercurrents of racial slur and torment.	K6
		Determine the need to reclaim Human Rights.	K5
3.2	Paul L. Dunbar: Sympathy	Prioritize the value of Human life comparing it with real life narratives.	K5
<b>IV</b>			
4.1	William Blake: The Chimney Sweeper	Infer the motive behind the suppression of a certain sects of the society.	K2
		Choose to identify the problems of the underprivileged.	K3
4.2	Ariel Dorfman: Hope	Identify the current changes in the social order and construct a society of Hope	K3
		Propose to make a change in the society by formulating an action plan to assist the underprivileged.	K6
<b>V</b>			
5.1	J.M. Coetzee: <i>Disgrace</i>	Investigate the psychological and spiritual nature of the women characters in context to the denial of their Human Rights.	K6
		Criticize and defend the status of woman	K5
5.2	Arthur Miller: The Crucible	Assess the marginalizing of the natives and the denial of their basic rights.	K2
		Examine the quest for identity and quest for survival as a Human Right Perception.	K4

**MAPPING SCHEME:**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
CO1	L	L	M	L	M	M	M	M	H	M	M	M	M
CO2	M	H	M	L	M	H	M	H	H	M	M	H	H
CO3	M	M	H	L	M	H	H	M	H	M	H	H	H
CO4	M	L	H	M	M	M	H	M	M	M	H	H	M
CO5	M	H	M	M	M	H	H	M	M	M	H	M	H
CO6	M	H	M	L	M	M	H	M	H	M	M	M	H

**L-Low, M-Moderate, H-High**

**COURSE ASSESSMENT METHODS****DIRECT:**

1. Continuous Assessment Test: T1, T2 : Closed Book
2. Assignments: Open Book Test.
3. Seminar
4. End Semester Examination

**INDIRECT:**

1. Course end survey (Feedback)

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Name of the Course Coordinator: Dr. S. AZARIAH KIRUBAKARAN

Signature