

# **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 2022-2023**



**DEPARTMENT OF ENGLISH**

**BISHOP HEBER COLLEGE (AUTONOMOUS)**

(Nationally Re-accredited at the 'A' by NAAC with a CGPA of 3.58 out of 4)

(Recognised by UGC as "College of Excellence")

TIRUCHIRAPPALLI – 620 017

## INDEX

S. No.	Course Name	Course Code	Page No.
1.	Poetry – I	U22EG101	8
2.	Prose – I	U22EG102	14
3.	Social History of England	U22EG1Y1	19
4.	Prose – II	U22EG203	27
5.	Fiction	U22EG204	32
6.	History of English Literature – I	U22EG2Y2	37
7.	Linguistics and Phonetics	U22EG305	44
8.	Literary Forms	U22EG3Y3	50
9.	History of English Literature – II	U22EG3Y4	56
10.	Leadership Skills	U22EG3S1	61
11.	Journalism	U22EG3E1	67
12.	Elizabethan and Jacobean Drama	U22EG406	71
13.	Introduction to Media Studies	U22EG4Y5	77
14.	Mythologies and Legends of the World	U22EG4Y6	83
15.	Public Speaking Skills	U22EG4S2	90
16.	Professional English	U22EG4E2	95
17.	Indian Writing in English	U22EG507	101
18.	Shakespeare	U22EG508	108
19.	Poetry – II	U22EG509	113
20.	Project Work	U22EG5P J	119
21.	Introduction to Literary Criticism	U22EG5:A/ U22EG5:B	120
22.	Nature Writing and Environmental Thinking		125
23.	Writing Skills	U22EG5S3	132
24.	Modern Drama	U22EG610	137
25.	American Literature	U22EG611	142
26.	Post-Colonial Literatures	U22EG612	147
27.	English Language Teaching	U22EG6:A/ U22EG6:B	152
28.	Understanding Cinematic Texts		159
29.	Indian and European Classics in Translation	U22EG6:C/ U22EG6:D	167
30.	Human Rights and Literature: An Introduction		172

## 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 intonating 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 : B.A. English (2022-2025 Batch)

Sem.	Part	Course	Course Title	Course Code	Hours / week	Credits	Marks		
							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	U22EGNL1	6	3	40	60	100
	III	Core I	Poetry – I	U22EG101	6	5	25	75	100
		Core II	Prose – I	U22EG102	5	4	25	75	100
		Allied I	Social History of England	U22EG1Y1	5	4	25	75	100
		B.Voc.	Communication Skills in English-I	IT-U22EG102 AT-U22EGA02 VC-U22EGV02					
		B.Voc.	Communication Practice-I	IT-U22EGIP2 VC-U22EGVP2					
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; jpol;L - nkhopg;gapw;rp; & gilg;ghf;fk;	U18TM2L2	6	3	25	75	100
	II	English II	Language through Literature: Poetry and Shakespeare	U22EGNL2	6	3	40	60	100
	III	Core III	Prose – II	U22EG203	6	5	25	75	100
		Core IV	Fiction	U22EG204	5	4	25	75	100
		Allied II	History of English Literature – I	U22EG2Y2	5	4	25	75	100
		B.Voc.	Communication Skills in English-II	IT-U22EG102 AT-U22EGA02 VC-U22EGV02					
		B.Voc.	Communication Practice-II	IT-U22EGIP2 VC-U22EGVP2					
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	U22EGNL3	6	3	40	60	100
			Business Communication in English	U22EGPL3					
	III	Core V	Linguistics and Phonetics	U22EG305	5	4	25	75	100
		Allied III	Literary Forms	U22EG3Y3	5	4	25	75	100
		Allied IV	History of English Literature – II	U22EG3Y4	4	3	25	75	100
	IV	SBEC I	Leadership Skills	U22EG3S1	2	2	25	75	100
NMEC I		Journalism	U22EG3E1	2	2	25	75	100	
IV	I	Tamil IV/*	nra;As; - ehlfk; - ,yf;fpa tuyhW - nkhopg;gapw;rp	U18TM4L4	6	3	25	75	100
	II	English IV	Language through Literature	U22EGNL4	6	3	40	60	100
	III	Core VI	Elizabethan and Jacobean Drama	U22EG406	5	5	25	75	100
		Allied V	Introduction to Media Studies	U22EG4Y5	5	5	25	75	100
		Allied VI	Mythologies and Legends of the World	U22EG4Y6	4	3	25	75	100

**Syllabus 2022-'25 Batch (UG)**

IV	IV	SBEC II	Public Speaking Skills	U22EG4S2	2	2	25	75	100
		NMEC II	Professional English	U22EG4E2	2	2	25	75	100
		Soft skills	Life skills	U16LFS41	2	1	--	--	100
	V	Extension Activities	NSS, NCC, Rotaract, Leoclub, etc.	U16ETA41	--	1	--	--	--
V	III	Core VII	Indian Writing in English	U22EG507	6	5	25	75	100
		Core VIII	Shakespeare	U22EG508	6	5	25	75	100
		Core IX	Poetry - II	U22EG509	6	5	25	75	100
		Core X	Project Work	U22EG5P J	5	5	--	--	100
		Elective I	Introduction to Literary Criticism	U22EG5:A	5	5	25	75	100
	Nature Writing and Environmental Thinking		U22EG5:B						
IV	SBEC III	Writing Skills	U22EG5S3	2	2	25	75	100	
VI	III	Core X	Modern Drama	U22EG610	6	5	25	75	100
		Core XI	American Literature	U22EG611	6	5	25	75	100
		Core XII	Post-Colonial Literatures	U22EG612	6	4	25	75	100
		Elective II	English Language Teaching	U22EG6:A	6	5	25	75	100
			Understanding Cinematic Texts	U22EG6:B					
		Elective III	Indian and European Classics in Translation	U22EG6:C	6	5	25	75	100
	Human Rights and Literature: An Introduction		U22EG6:D						
	V	Gender Studies	Gender Studies	U22GST61	--	1	--	--	100

SBEC : Skill Based Elective Courses    NMEC : Non Major Elective Courses    Total Credits : 140

* Other Languages :	Hindi	Sanskrit	French		Hindi	Sanskrit	French
Semester I:	U14HD1L1	U14SK1L1	U14FR1L1	Semester III:	U14HD3L3	U14SK3L3	U14FR3L3
Semester II:	U14HD2L2	U14SK2L2	U14FR2L2	Semester IV:	U14HD4L4	U14SK4L4	U14FR4L4

Part I : 4	Core Theory : 15	Allied : 4	NMEC: 2	Env. Studies : 1	Value Education : 1	Total : 40
Part II : 4	Elective : 3	SBEC : 3	Soft Skills: 1	Extension Activities : 1	Gender Studies : 1	

NMEC offered by the Department: 1. Journalism - U16EG3E1  
2. Functional English - U16EG4E2

## PROGRAMME ARTICULATION 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	U22EG101	M	L	H	M	M	M	H	H	H	L	H	H	H
2.	Core II	Prose – I	U22EG102	M	M	H	M	L	M	L	M	-	M	M	L	M
3.	Allied I	Social History of England	U22EG1Y1	H	H	H	M	M	M	M	L	M	H	H	H	M
4.	Core III	Prose – II	U22EG203	L	M	M	H	L	L	M	M	H	M	M	L	M
5.	Core IV	Fiction	U22EG204	M	M	M	H	L	H	H	L	H	M	M	H	H
6.	Allied II	History of English Literature – I	U22EG2Y2	M	L	M	M	L	L	H	M	M	H	M	L	M
7.	Core V	Linguistics and Phonetics	U22EG305	H	H	H	H	H	H	H	M	M	H	H	H	M
8.	Allied III	Literary Forms	U22EG3Y3	H	H	H	H	M	M	H	H	H	H	H	H	H
9.	Allied IV	History of English Literature – II	U22EG3Y4	M	-	H	L	-	-	M	-	L	H	M	-	M
10.	SBEC I	Leadership Skills	U22EG3S1	M	L	L	M	M	H	L	H	M	-	M	-	H
11.	NMEC I	Journalism	U22EG3E1	M	-	-	-	L	-	-	-	-	-	M	-	L
12.	Core VI	Elizabethan and Jacobean Drama	U22EG406	M	L	L	M	H	L	M	M	H	H	M	H	M
13.	Allied V	Introduction to Media Studies	U22EG4Y5	M	L	M	-	M	M	H	M	H	H	H	H	H
14.	Allied VI	Mythologies and Legends of the World	U22EG4Y6	H	L	H	M	-	L	M	L	H	M	M	-	M

**Syllabus 2022-'25 Batch (UG)**

15.	SBEC II	Public Speaking Skills	U22EG4S2	H	-	M	-	M	-	M	-	H	-	H	M	H
16.	NMEC II	Functional English	U22EG4E2	L	-	-	-	L	M	-	L	M	-	H	-	-
17.	Core VII	Indian Writing in English	U22EG507	L	M	H	H	M	L	M	M	H	H	H	H	H
18.	Core VIII	Shakespeare	U22EG508	L	L	M	L	H	L	H	L	-	H	L	H	H
19.	Core IX	Poetry - II	U22EG509	L	L	L	L	L	L	M	L	L	M	L	L	L
20.	Core X	Project Work	U22EG5P J													
21.	Elective I	Introduction to Literary Criticism	U22EG5:A	M	H	M	H	H	L	H	M	L	L	M	M	M
22.		Nature Writing and Environmental Thinking	U22EG5:B	H	H	M	M	M	H	H	M	M	M	M	H	H
23.	SBEC III	Writing Skills	U22EG5S3	-	-	-	L	-	L	H	-	-	-	M	-	-
24.	Core XI	Modern Drama	U22EG610	H	-	H	H	L	H	H	M	H	H	M	L	H
25.	Core XII	American Literature	U22EG611	M	M	M	H	L	L	M	L	M	M	M	L	M
26.	Core XIII	New Literatures	U22EG612	L	L	M	H	H	M	L	M	H	L	L	M	M
27.	Elective II	English Language Teaching	U22EG6:A	H	M	M	H	M	H	M	M	M	M	H	M	M
28.		Understanding Cinematic Texts	U22EG6:B	H	M	M	H	M	L	M	M	M	M	H	M	M
29.	Elective III	Indian and European Classics in Translation	U22EG6:C	M	L	M	M	-	-	M	M	H	M	L	L	H
30.		Human Rights and Literature: An Introduction	U22EG6:D	M	H	M	L	M	H	H	M	H	M	H	H	H

<b>Core I: Poetry-I</b>			
<b>Semester</b>	<b>: I</b>	<b>Course Code</b>	<b>: U22EG101</b>
<b>Credits</b>	<b>: 5</b>	<b>Hours / Week</b>	<b>: 6</b>

**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	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
CO2	Interpret the English people's moral, ethical, social, political, traditional and secular values.	K2	I, II
CO3	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
CO4	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
CO5	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
CO6	Create the universality of human experiences based on the diversity of values reflected in the English literary works	K6	

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

1.1 Sir Thomas Wyatt	:	I Find No Peace
1.2 Philip Sydney	:	Sonnet 1 (Astrophel and Stella)
1.3 Edmund Spenser	:	Amoretti: Sonnet 75
1.4 Ben Jonson	:	Song: To Celia
1.5 John Donne	:	A Hymn to God the Father
1.6 George Herbert	:	The Pulley
1.7 John Milton	:	How Soon Hath Time



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

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

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

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

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

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

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

5.1 Dylan Thomas	:	Poem in October
5.2 Philip Larkin	:	Wants

**UNIT VI: For Further Discussion & Self Study**

(Not to be included for Internal or External examination)

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

**TEXT BOOK:**

- T1. 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 and contrast the poet's desire for solitude and the wants of the people.	K4

**MAPPING SCHEME:**

	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

L-Low                      M-Moderate                      H- High

**COURSE ASSESSMENT METHOD:****EVALUATION SCHEME:**

EC No	Evaluation component	Duration	Weight-age (%)	Date & Time	Remarks
1.	Internal Test-I (30 %)	2 hr.	25	will be announced	Closed Book
2.	Internal Test-II (30 %)	2 hr.			Closed Book
3.	Seminar (10%)	2 hr.			--
4.	Assignments (10%)	2 hr.			--
5.	Innovative Component (10%)	2 hr.			--
6.	Attendance (10 %)	-	75		On-line Entry
7.	End Semester Exam	3 hr.			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.

**MAKE-UP POLICY:**

Retest will be given only for first internal test for genuine reason. No re-test for second internal tests.

**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)

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**Name of the Course Coordinator: Ms. P. ELIZABETH EASTER JOY**

**Signature:**

**Minutes:**

**There are no changes in this paper.**

<b>Core II: Prose-I</b>			
<b>Semester</b>	<b>: I</b>	<b>Course Code</b>	<b>: U22EG102</b>
<b>Credits</b>	<b>: 4</b>	<b>Hours / Week</b>	<b>: 5</b>

**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	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

**SYLLABUS:**

<b>Unit I: Renaissance and Neoclassical Period</b>	<b>18 Hours</b>
1.1 Francis Bacon: “Of Studies”	
1.2 Richard Steele: “The Trumpet Club”	
<b>Unit II: The Middle Romantic Period</b>	<b>18 Hours</b>
2.1 Charles Lamb: “Oxford in Vacation”	
2.2 William Goldsmith: “The Man in Black”	
<b>Unit III: Modern Period</b>	<b>18 Hours</b>
3.1 G.K. Chesterton: “The Worship of the Wealthy”	
3.2 J.B. Priestly: “Lecturers”	
<b>Unit IV: Modern and Post War Period</b>	<b>18 Hours</b>
4.1 E.V. Lucas: “Bores”	
4.2 Robert Lynd: “In Praise of Mistakes”	
<b>Unit V: The Post War Period</b>	<b>18 Hours</b>
5.1 A.G. Gardiner: “A Fellow Traveller”	
5.2 Max Beerbohm: “Speed”	

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

(Not to be included for Internal or External examination)

6.1 A study on biographies and autobiographies of eminent writers.

6.2 Unique style of writings in prose.

6.3 Samuel Johnson: "The Rambler"

6.4 William Hazlitt: "Table- Talk"

6.5 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>

**SPECIFIC LEARNING OUTCOMES:**

Unit / Section	Course Content	Learning outcomes	Taxonomy Level
<b>I</b>	<b>Renaissance and Neoclassical Period</b>		
	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
	1.2 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
<b>II</b>	<b>The Middle Romantic Period</b>		
	2.1 Charles Lamb: Oxford in Vacation	Discuss the comical character in the essay.	K3
	2.2 William Goldsmith: The Men in Black	Comment on the customs, manners and peculiarities of the	K3

		English people and different character sketches.	
<b>III</b>	<b>Modern Period</b>		
	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
	3.2 J.B. Priestly: Lectures	Explain and justify the views on Lectures.	K4
<b>IV</b>	<b>Modern and Post War Period</b>		
	4.1 E.V. Lucas:Bore	Discuss the qualities of bores and the remedies.	K2
	4.2 Robert Lynd: In Praise of Mistakes	Explain how mistakes are useful and how they are enjoyable to the world.	K4
<b>V</b>	<b>The Post War Period</b>		
	5.1 A.G. Gardiner: A Fellow – Traveller	Discuss the interaction between a human and a non-human.	K4
	5.2 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 SCHEME:**

	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

L-Low M-Moderate H- High

**COURSE ASSESSMENT METHOD:****EVALUATION SCHEME:**

EC No.	Evaluation component	Duration	Weight-age (%)	Date & Time	Remarks
1.	Internal Test-I (30 %)	2 hr.	25	will be announced	Closed Book
2.	Internal Test-II (30 %)	2 hr.			Closed Book
3.	Seminar (10%)	2 hr.			--
4.	Assignments (10%)	2 hr.			--
5.	Innovative Component (10%)	2 hr.			--
6.	Attendance (10 %)	-	75		On-line Entry
7.	End Semester Exam	3 hr.			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.

**MAKE-UP POLICY:**

Retest will be given only for first internal test for genuine reason. No re-test for second internal tests.

**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)

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**Name of the Course Coordinator: Ms. P. JOSEPHINE STELLA THILAGA**

**Signature:**

**Minute:** There are no changes in this paper.

<b>Allied I: Social History of England</b>			
<b>Semester</b>	<b>: I</b>	<b>Course Code</b>	<b>: U22EG1Y1</b>
<b>Credits</b>	<b>: 4</b>	<b>Hours / Week</b>	<b>: 5</b>

**COURSE OUTCOMES:**

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

CO No.	Course Outcomes	Level	Unit Covered
CO1	Interpret and discuss a literary work by placing it in an appropriate social, cultural, and <b>historical context</b> in which the writers lived and also analyze how these elements influenced their writings.	K3	I
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	II
CO3	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	III
CO4	Demonstrate an understanding of the causes and effects of Agrarian and French Revolution.	K2	IV
CO5	Analyse the impact of wars on the society. Explain Britain's expansion spree, its lasting influence on the language, literature, culture and politics of the then colonies, and vice versa.	K2&K5	II & V
CO6	Discuss how literary works also influence and reflect society by understanding the correlation between social history and literary history. 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&K6	I - V

**SYLLABUS:**

**Unit I: Early History**

- 1.1 The Early History of England
- 1.2 Tudor England (1485 to 1714)
- 1.3 The Renaissance

**Unit II: Reformation and Colonial Expansion**

- 2.1 The Reformation and the Counter Reformation
- 2.2 The Stuart Age
- 2.3 Colonial Expansion

**Unit III: Restoration and Humanitarian Movements**

- 3.1 Restoration England (1660 to 1688): Social Life
- 3.2 Humanitarian Movements
- 3.3 The Industrial Revolution

**Unit IV: French Revolution and Victorian Age**

- 4.1 The Agrarian Revolution
- 4.2 The Effects of French Revolution on British Life
- 4.3 The Victorian Age (1837 to 1901)

**Unit V: Twentieth Century and Beyond**

- 5.1 The Dawn of the Twentieth Century
- 5.2 The Effects of World War II
- 5.3 The Origin and Growth of Political Parties in England

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

(Not to be included for Internal or External examination)

- 6.1 Puritanism
- 6.2 The Age of Queen Anne
- 6.3 Hanoverian England
- 6.4 The Rise of Methodism
- 6.5 The American War of Independence
- 6.6 England at the Beginning of the Nineteenth Century (1800 to 1837)
- 6.7 The Reform Bills
- 6.8 Trade Unionism

## SPECIFIC LEARNING OUTCOMES:

Unit / Section	Course Content	Learning outcomes	Taxonomy Level
<b>I</b>	<b>Early History</b>		
	1.1 The Early History of England	<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 Tudor England (1485 to 1714)	Critically analyse the influential rulers of England who paved the way for the movements like Renaissance and Reformation.	K4
	1.3 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>II</b>	<b>Reformation and Colonial Expansion</b>		
	2.1 The Reformation and the Counter Reformation	<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>Analyse the effects of the movement.</li> <li>Examine the circumstances that made England 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 & K2

		<ul style="list-style-type: none"> <li>● Explore the steps taken by Queen Elizabeth to appease the religious tension in the society.</li> <li>● Explain the political context that set the stage, and the reasons which were responsible for the dissolution of monasteries.</li> </ul>	
	2.2 The Stuart Age	<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 changes that the war brought upon the polity of England.</li> </ul>	K6
	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>III</b>	<b>Restoration and Humanitarian Movements</b>		
	3.1 Restoration England(1660 – 1688): Social Life	<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
	3.2 Humanitarian Movements	<ul style="list-style-type: none"> <li>● Identify philanthropic and compassionate activities of several individuals during the 18<sup>th</sup> century and 19<sup>th</sup> century that prompted reforms in the health system, the legal system, industrial sector, etc., for the betterment of society.</li> </ul>	K3
	3.3 The Industrial Revolution	<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 K4
		<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>IV</b>	<b>French Revolution and Victorian Age</b>		
	4.1 The 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
	4.2 The Effects of French Revolution on British Life	<ul style="list-style-type: none"> <li>Critically analyse the causes of French revolution and its impact on other European countries, especially its lasting effects on the socio-politico-economic and military spheres of the British.</li> </ul>	K4
		<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 The Victorian Age (1837 to 1901)	<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> <li>Discuss the major scientific and literary developments, reforms in</li> </ul>	K4

		the field of politics and education during the reign of Queen Victoria.	
<b>V</b>	<b>Twentieth Century and Beyond</b>		
	5.1 The Dawn of 20 <sup>th</sup> Century	<ul style="list-style-type: none"> <li>Evaluate Britain's social history during the 20<sup>th</sup> 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
	5.2 The Effects of WWII	<ul style="list-style-type: none"> <li>Examine the effects of World War II</li> </ul>	K2
	5.3 The Origin and Growth of Political Parties in England	<ul style="list-style-type: none"> <li>Analyse the life of people post wars and the development of political parties</li> </ul>	

**TEXT BOOK:**

- T1. Ashok, Padmaja. The Social History of England. Chennai: VV Rajan & Co.Pvt. Ltd.2011.

**REFERENCE BOOKS:**

- R1. Traveyan, G.M. The English Social History. London: Penguin Books, 1970.  
R2. Subrahmanyan, M.V. Social History of England. Madras: Wardha, N.D.  
R3. Xavier, A.G. The Social History of England. Chennai: S. Viswanathan Pvt. Ltd., 2008.

**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 SCHEME:**

	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

L- Low                  M – Medium                  H – High

**COURSE ASSESSMENT METHOD:****EVALUATION SCHEME:**

EC No	Evaluation component	Duration	Weight-age (%)	Date & Time	Remarks
1.	Internal Test-I (30 %)	2 hr.	25	will be announced	Closed Book
2.	Internal Test-II (30 %)	2 hr.			Closed Book
3.	Seminar (10%)	2 hr.			--
4.	Assignments (10%)	2 hr.			--
5.	Innovative Component (10%)	2 hr.			--
6.	Attendance (10 %)	-	75		On-line Entry
7.	End Semester Exam	3 hr.			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.

**MAKE-UP POLICY:**

Retest will be given only for first internal test for genuine reason. No re-test for second internal tests.



**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)

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**Name of the Course coordinator: Ms. S. DEVI NIVEDITHA**

**Signature :**

**Minutes:**

Aligned the topics of all the units with respect to the prescribed book *The Social History of England* by Padmaja Ashok

<b>Core III: Prose-II</b>			
<b>Semester</b>	: II	<b>Course Code</b>	: U22EG203
<b>Credits</b>	: 5	<b>Hours / Week</b>	: 6

**COURSE OUTCOMES:**

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

CO No.	Course Outcomes	Level	Unit Covered
CO1	Define the value of an individual through reading slave narrative Prose pieces.	K1	I, II
CO2	Compare and contrast the prose works of different ages by juxtaposing them.	K5	I - V
CO3	Identify the different genres, unique styles, linguistic structures, ethical elements and literary contributions of eminent writers to the English Prose.	K4	I - V
CO4	Examine the values and ethics of prescribed texts in relation to practical life.	K5	III, IV, V
CO5	Prioritize the role and responsibility of human towards gender issues and environmental crisis.	K3	II ,V
CO6	Formulate and develop the relationship among human beings by analyzing the characters in the selected prose works.	K6	I – V

**SYLLABUS:**

<b>Unit I: Character Essay</b>	<b>18 hours</b>
1.1 Joseph Addison: Sir Roger at the Theatre (1711)	
1.2 Daniel Defoe: Description of a Quack Doctor (1719)	
<b>Unit II: Comparative Essay</b>	<b>18 hours</b>
2.1 Virginia Woolf: Men and Women (1920)	
2.2 John Middleton Murry: Literature and Science (1930)	
<b>Unit III: Subjective Essay</b>	<b>18 hours</b>
3.1 Bertrand Russell: Education and Discipline (1935)	
3.2 George Orwell: Bookshop Memories (1936)	

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

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

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

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

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

(Not to be included for Internal or External examination)

- 6.1 Joseph Addison: Visit to West Minster Abbey (1712)  
6.2 Daniel Defoe: An Essay Upon Literature (1726)  
6.3 D.H. Lawrence: Why the Novel Matters (1936)  
6.4 George Orwell: Politics and English Language (1946)  
6.5 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:**

- T1. Bronski, Jacob. *A Sense of the Future: Essays in Natural Philosophy*. Cambridge: MIT Press. 1977.  
T2. Frederick, Suresh. Parvathy. Eds. *Evergreen English Essays*. New Century Book House (P) Ltd., 2018.  
T3. 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/>

**SPECIFIC LEARNING OUTCOMES (SLO)**

Unit / Section	Course Content	Learning outcomes	Taxonomy Level
<b>I</b>	<b>Character Essay</b>		
1.1	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
1.2	Description of a Quack Doctor -Daniel Defoe	Analyze the ingenious and pretentious nature of the quack doctors.	K4
<b>II</b>	<b>Comparative Essay</b>		
2.1	Men and Women -Virginia Woolf	Justify the portrayal of women by male writers during the 19 <sup>th</sup> century	K6
2.2	Literature and Science - John Middleton Murray	Compare and Contrast Literature and Science as different entity.	K2

<b>III</b>	<b>Subjective Essay</b>		
3.1	Education and Discipline -Bertrand Russell	Relate how Russell's idea of freedom in education reflected in the present education system Develop a flexible educational system that promotes freedom as well as discipline.	K1  K6
3.2	Book Shop Memories - George Orwell	Assess the habits of ancient customers and their tastes with the present customers in book shops.	K5
<b>IV</b>	<b>Persuasive Essay</b>		
4.1	What I Believe - E.M. Forster	Justify E. M. Forster's belief in Democracy and Aristocracy.	K5
4.2	What is Courage? -William Slim	List out the significance of physical and moral courage.	K4
<b>V</b>	<b>Moral and Social Consciousness Essays</b>		
5.1	Vanishing Animals -Gerald Durrell	Formulate remedial measures to prevent animals from extinction	K6
5.2	Sense of Future - J.Bronowski	Adapt a humanistic approach to science.	K6

**MAPPING SCHEME:**

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

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

**COURSE ASSESSMENT METHOD:****EVALUATION SCHEME:**

EC No.	Evaluation component	Duration	Weight-age (%)	Date & Time	Remarks
1.	Internal Test-I (30 %)	2 hr.	25	will be announced	Closed Book
2.	Internal Test-II (30 %)	2 hr.			Closed Book
3.	Seminar (10%)	2 hr.			--
4.	Assignments (10%)	2 hr.			--
5.	Innovative Component (10%)	2 hr.			--
6.	Attendance (10 %)	-			On-line Entry
7.	End Semester Exam	3 hr.	75		Closed Book

**CHAMBER CONSULTATION HOURS:**

Will be announced by the individual instructors.

**NOTICES:**

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**MAKE-UP POLICY:**

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**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)

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**Name of the Course Coordinator: Mr. J. MILTON ANANIYA**

**Signature:**

**Minute: There is no change in Prose -II**

<b>Core IV: Fiction</b>			
<b>Semester</b>	: II	<b>Course Code</b>	: U22EG204
<b>Credits</b>	: 4	<b>Hours / Week</b>	: 5

**COURSE OUTCOMES:**

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

CO No.	Course Outcomes	Level	Unit Covered
CO1	Relate fictional characters with real life characters	K1	I-V
CO2	Illustrate a better picture of human beings and their personalities	K2	I-V
CO3	Identify the styles, themes, motifs, and genres of varied ranges of novels	K3	I-V
CO4	Compare and contrast different personalities in day-to-day life	K4	I-V
CO5	Develop a moral outlook on the society	K5	I-V
CO6	Test the knowledge of literature and life in general and fiction in particular	K6	I-V

**SYLLABUS:**

<b>UNIT I: Historical Fiction</b>	<b>15 hours</b>
1.1 Charles Dickens: <i>A Tale of Two Cities</i>	
<b>UNIT II: Romantic Fiction</b>	<b>15 hours</b>
2.1 Jane Austen: <i>Pride and Prejudice</i>	
<b>UNIT III: Science Fiction</b>	<b>15 hours</b>
3.1 H.G. Wells: <i>Time Machine</i>	
<b>UNIT IV: Allegorical Fiction</b>	<b>15 hours</b>
4.1 George Orwell: <i>Animal Farm</i>	
<b>UNIT V: Short Stories</b>	<b>15 hours</b>
5.1 O Henry: "A Retrieved Reformation"	
5.2 H.H. Munro (Saki): "The Story Teller"	
5.3 Jim Corbett: "A Deed of Bravery"	
5.4 P.G. Wodehouse: "The Prize Poem"	
5.5 Katherine Mansfield: "Taking the Veil"	
5.6 Somerset Maugham: "The Verger"	

**UNIT VI: For Further Discussion & Self Study**

(Not to be included for Internal or External examination)

- 6.1. *Oliver Twist* by Charles Dickens
- 6.2. *Sense and Sensibility* by Jane Austen
- 6.3. *The Invisible Man* by H. G. Wells
- 6.4. *Nineteen Eighty-Four* by George Orwell
- 6.5. *Batman: The Killing Joke* by Alan Moore
- 6.6. "A Shocking Accident" by Graham Greene
- 6.7. "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):**

- T1. Elliot; Ralph W V. Dickens, *A Tale of Two Cities*. New Delhi: Macmillan, 1996.
- T2. Austen, Jane. *Pride and Prejudice*. New Place: Zodial Press, 2000.
- T3. Orwell George, *Animal Farm*. Chennai: Vanathi, 1984.
- T4. Wells, H G. *Time Machine*. London: MACMILLAN Publishers, 2000.
- T5. Frederick, Suresh. Newton Raja. Eds. *Splendid Short Stories*. Chennai: New Century Book House, 2017.

**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 Books Pvt. Ltd., 1993.



## SPECIFIC LEARNING OUTCOMES (SLO)

Unit	Course Content	Learning Outcomes	Blooms Taxonomic Highest Level of Transaction
<b>I</b>	<b>Historical Fiction</b>		
1.1	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>II</b>	<b>Romantic Fiction</b>		
2.1	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>III</b>	<b>Science Fiction</b>		
3.1	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>IV</b>	<b>Allegorical Fiction</b>		
4.1	George Orwell : <i>Animal Farm</i>	Criticize <i>Animal Farm</i> as a fiasco by applying Political allegory. Interpret the ideology of totalitarianism by reading <i>Animal Farm</i>	K5
<b>V</b>	<b>Short Stories</b>		
5.1	O Henry : "A Retrieved Reformation"	Discuss the theme of love as a reformatory tool.	K5
5.2	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
5.3	Jim Corbett: "A Deed of Bravery"	Build self-confidence and bravery in feeble minds by reading Jim Corbett's "A Deed of Bravery"	K6

5.4	P.G. Wodehouse: "The Prize Poem"	Support the fact that compulsion fails to help in succeeding and achieving things.	K5
5.5	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
5.6	Somerset Maugham : "The Verger"	Discuss the quote that " When one door closes, another opens " with the example of Maugham's "The Verger"	K6

**MAPPING SCHEME:**

	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

L-Low M-Moderate H- High

**COURSE ASSESSMENT METHOD:****EVALUATION SCHEME:**

EC No.	Evaluation component	Duration	Weight-age (%)	Date & Time	Remarks
1.	Internal Test-I (30 %)	2 hr.	25	will be announced	Closed Book
2.	Internal Test-II (30 %)	2 hr.			Closed Book
3.	Seminar (10%)	2 hr.			--
4.	Assignments (10%)	2 hr.			--
5.	Innovative Component (10%)	2 hr.			--
6.	Attendance (10 %)	-	75		On-line Entry
7.	End Semester Exam	3 hr.			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.

**MAKE-UP POLICY:**

Retest will be given only for first internal test for genuine reason. No re-test for second internal tests.

**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)

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

**Signature:**

**Minutes:**

We have brought changes in the 5th unit only.

Two short stories are replaced with two other short stories.

1. Oscar Wilde's "The Happy Prince" is replaced with O Henry's "A Retrieved Reformation"
2. James Thurber's "The Truth About Toads" gets replaced with Somerset Maugham's "The Verger"

The Course team feels that "The Happy Prince" is very elementary since it is prescribed for school students and they find it difficult to understand the underlying theme of "The Truth About Toads" because it is more connotative and so the change is brought in.

<b>Allied II: History of English Literature - I</b>			
<b>Semester</b>	<b>: II</b>	<b>Course Code</b>	<b>: U22EG2Y2</b>
<b>Credits</b>	<b>: 4</b>	<b>Hours / Week</b>	<b>: 5</b>

**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>
CO 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
CO 2	Recognize the working knowledge of the principal works, authors, genres and periods of English Literature.	K2	Unit II
CO 3	Interpret texts in their cultural and historical contexts with growth decline of 'schools' and 'movements'.	K3	Unit III
CO 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
CO 5	Formulate coherent writing in multiple literary genres and public speaking skills.	K5	Unit V
CO 6	Construct advance critical reading skills and writing skills in English including essays, research papers and critical reviews.	K6	Unit V

**SYLLABUS:****UNIT I: THE AGE OF CHAUCER**

- 1.1 English Literature before Chaucer
- 1.2 English Literature before the Conquest
- 1.3 From the Conquest to Chaucer
- 1.4 The Making of the English Language
- 1.5 The Age of Chaucer
- 1.6 Chaucer's Life
- 1.7 Chaucer's Work in General
- 1.8 The Canterbury Tales
- 1.9 General Characteristics of Chaucer's Poetry
- 1.10 Other Poets of the Chaucer's Age – Prose of Chaucer's Age

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

- 2.1 The Beginnings of the English Drama
- 2.2 Miracle Plays
- 2.3 Morality Plays and Interludes

2.4 The Beginnings of Regular Comedy and Tragedy

UNIT III: THE AGE OF SHAKESPEARE / THE ELIZABETHAN AGE

- 3.1 The Age of Shakespeare
- 3.2 Elizabethan Poetry before Chaucer
- 3.3 Spenser and his Poetry
- 3.4 The Faery Queene
- 3.5 Other Poets from 1579 – 1625
- 3.6 The Elizabethan Romantic Drama -Shakespeare's Predecessors
- 3.7 Shakespeare's Life
- 3.8 Shakespeare's Works
- 3.9 Characteristics of Shakespeare's Works
- 3.10 Ben Jonson
- 3.11 Other Dramatists of Shakespeare's Age
- 3.12 The Playhouses of Shakespeare's Time
- 3.13 Lyly and Other Writers of Prose Fiction
- 3.14 Bacon and his Essays
- 3.15 Other Prose Writers of the Period

UNIT IV: THE AGE OF MILTON / THE PURITANIC AGE

- 4.1 The Age of Milton
- 4.2 Milton's Life
- 4.3 Milton's Earlier Poetry
- 4.4 Milton's Prose Writings
- 4.5 Milton's Later Poetry
- 4.6 Characteristics of Milton's Poetry
- 4.7 The Caroline Poets
- 4.8 Cowley and the "Metaphysical Poets"
- 4.9 The Caroline Prose Writers

UNIT V: THE AGE OF DRYDEN / THE RESTORATION AGE

- 5.1 The Age of Dryden
- 5.2 The Forerunners of Dryden
- 5.3 Dryden's Life
- 5.4 Dryden's Poetry
- 5.5 Butler
- 5.6 The Rise of Modern Prose
- 5.7 Dryden's Prose Work
- 5.8 Bunyan
- 5.9 Other Prose Writers of the Period
- 5.10 The Drama of Dryden

**UNIT VI: FOR FURTHER DISCUSSION & SELF STUDY**

(Not to be included for Internal or External examination)

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

**REFERENCE BOOKS:**

1. A Critical History of English Literature, by David Daiches History of English Literature, by Edward Albert
2. English Literature It's History and It's Significance for the Life of the English-Speaking World, by William Joseph Long.

**TEXT BOOK(S):**

1. Hudson, W.H. *An Outline History of English Literature*. New Delhi: Atlantic Publishers, 2008
2. Compton, Rickett. *A History of English Literature*. New Delhi: UBS Publishers, 2009.
3. David, Daiches. *Critical History of English Literature*. New Delhi: Allied Publishers, 2005.
4. 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 Roman 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:**

	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

L – Low, M – Moderate, H – High

**COURSE ASSESSMENT METHOD:****EVALUATION SCHEME:**

EC No	Evaluation component	Duration	Weight-age (%)	Date & Time	Remarks
1.	Internal Test-I (30 %)	2 hr.	25	will be announced	Closed Book
2.	Internal Test-II (30 %)	2 hr.			Closed Book
3.	Seminar (10%)	2 hr.			--
4.	Assignments (10%)	2 hr.			--
5.	Innovative Component (10%)	2 hr.			--
6.	Attendance (10 %)	-			On-line Entry
7.	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.

**MAKE-UP POLICY:**

Retest will be given only for first internal test for genuine reason. No re-test for second internal tests.

**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)

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

**Signature:**

**Minutes:**

There is no change in this paper.

<b>Core V: Linguistics and Phonetics</b>			
<b>Semester</b>	: III	<b>Course Code</b>	: U22EG305
<b>Credits</b>	: 4	<b>Hours / Week</b>	: 5

**COURSE OUTCOMES:**

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

CO No.	Course Outcomes	Level	Unit Covered
CO1	Summarize general issues concerning the nature, structure and function of language.	K2	I
CO2	Apply the knowledge of various domains like Phonetics, Phonology, Morphology, Syntax, Semantics and Pragmatics in everyday life.	K3	II
CO3	Articulate the significance of words and employ intonation, rhythm and stress centered on the Received Pronunciation.	K4	III
CO4	Compare and contrast languages in terms of systematic differences in Morphology, Syntax and Semantics.	K5	IV
CO5	Correlate the language variations, including historical, social and regional dialects and infer the grammatical system of English and other languages.	K4	V
CO6	Evaluate contemporary issues in language and employ linguistics in community settings.	K5	VI

**SYLLABUS:****UNIT I: The Origin and Development of Language**

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

- 1.1 Chapter I – The Origins of Language
- 1.2 Chapter II – Animals and Human Language
- 1.3 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*

- 2.1 Chapter II- How the Speech Organs Work in English
- 2.2 Chapter III- The Consonants of English

- 2.3 Chapter IV- Consonant Sequences
- 2.4 Chapter V- The Vowels of English

**UNIT III: English Phonetics II**

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

- 3.1 Chapter VI- Words in Company
- 3.2 Chapter VII- Intonation

**UNIT IV: Morphology and Semantics**

Victoria Fromkin's *An Introduction to Language*

*The Study of Language* by George Yule

- 4.1 Content Words and Function Words
- 4.2 Morphemes
- 4.3 Word Formation
- 4.4 Syntax
- 4.5 Sentence Structure
- 4.6 Semantics

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

*The Study of Language* by George Yule

- 5.1 Regional Variations of Language - Idiolect, Regional Dialects, Isoglosses and Dialect Boundaries, Bilingualism and Diglossia, Pidgin, Creole.
- 5.2 Social Variations of Language – The Standard English, R.P., Style and Register, Jargon, Slang Mode, Field of Discourse

**UNIT VI: For Further Discussion & Self Study**

(Not to be included for Internal or External examination)

*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:**

- T1. O'Connor, J.D., *Better English Pronunciation*. New Delhi: CUP, 2008.
- T2. Balasubramaniam, T. *A Textbook of English Phonetics for Indian Students*. Macmillan. 1981.
- T3. Yule, George. *The Study of Language*. Seventh Edition. New Delhi: CUP, 2006.
- T4. Fromkin, Victoria, et al. *An Introduction to Language*. Tenth Edition. Boston: Wadsworth, 2014.

**REFERENCE BOOKS:**

1. Ogden, Richard. *An Introduction to English Phonetics*. Edinburgh University Press, 2009.
2. 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.
5. Wallwork, J.F. *Language and Linguistics: An Introduction to the Study of Language*. London: Heineman, 1974.

**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
I	<b>The Origin and Development of Language</b>		
1.1	Ch. I The Origins of Language	1. Trace the origin and development of Language and describe the different sources of Language.	K2
1.2	Ch. II Animals and Human Language	1. Restate the impact of animals on Human Language by analyzing the experiments.	K2
1.3	Ch. III The Development Of Writing	1. Differentiate Phonographic writing from Syllabic Writing 2. Summarise the various early forms of writing	K2
II	<b>English Phonetics I</b>		
2.1	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
2.2	Ch. III The Consonants of English	1. Explain the Consonants of English with apt examples through Phonetic transcription.	K4

2.3	Ch. IV Consonant Sequences	1. Classify the Consonant Sequences with appropriate samples.	K4
2.4	Ch. V The Vowels of English	1. Identify the Vowels in English and distinguish Monothongs from Diphthongs.	K4
III	<b>English Phonetics II</b>		
3.1	Ch. VI Words in Company	1. Describe Words in Company and differentiate them from Words in Isolation.	K2
3.2	Ch. VII Intonation	1. Restate the different types and elements of Intonation and apply them in sentences of your own.	K3
IV	<b>Morphology and Semantics</b>		
4.1	Content Words and Function Words	1. Differentiate Content Words and Function Words.	K4
4.2	Morphemes and Word Formation	1. Define a Morpheme. 2. Transform Morphemes into Words.	K1 K6
4.3	Syntax	1. Define Syntax. 2. Classify the Noun Phrase, Adverbial Phrase and Verb Phrase.	K1 K4
4.4	Sentence Structure	1. Examine IC Analysis through a sample sentence. 2. Create a Phrase Structure Tree.	K4 K6
4.5	Semantics	1. Contrast Association and Connotation. 2. Illustrate Collocation with examples. 3. Define Semantic Field.	K6 K4 K1
V	<b>Regional and Social Variations of Language</b>		
5.1	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
5.2	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

**MAPPING SCHEME:**

	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

L-Low                      M-Moderate                      H- High

**COURSE ASSESSMENT METHOD:****EVALUATION SCHEME:**

EC No.	Evaluation component	Duration	Weight-age (%)	Date & Time	Remarks
1.	Internal Test-I (30 %)	2 hr.	25	will be announced	Closed Book
2.	Internal Test-II (30 %)	2 hr.			Closed Book
3.	Seminar (10%)	2 hr.			--
4.	Assignments (10%)	2 hr.			--
5.	Innovative Component (10%)	2 hr.			--
6.	Attendance (10 %)	-	On-line Entry		
7.	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.

**MAKE-UP POLICY:**

Retest will be given only for first internal test for genuine reason. No re-test for second internal tests.

**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)

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**Name of the Course Coordinator: Dr. E. ESTHER ROSALIND**

**Signature:**

**Minutes:**

The following topics from Victoria Fromkin's *An Introduction to Language* were substituted for the topics previously prescribed from *The Study of Language* by George Yule

- a. Content Words and Function Words
- b. Morphemes
- c. Word Formation
- d. Syntax
- e. Sentence Structure
- f. Semantics



<b>Allied III: Literary Forms</b>			
<b>Semester</b>	: III	<b>Course Code</b>	: U22EG3Y3
<b>Credits</b>	: 4	<b>Hours / Week</b>	: 5

**COURSE OUTCOMES:**

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

CO No.	Course Outcomes	Level	Unit Covered
<b>CO1</b>	Identify and appreciate different genres and sub-genres in English literature.	K2, K4	I, II, III, IV, V
<b>CO2</b>	Appreciate the aesthetics of language through an understanding of the stylistic and poetic elements in the different genres	K5	I, II, III, IV, V
<b>CO3</b>	Sort out and dissect the architecture and grandeur of literary texts on a deeper scale	K2, K3.	I, II, III, IV, V
<b>CO4</b>	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
<b>CO5</b>	Understand the technical framework and categorization of literary works in relation to their Classification and typology.	K2	I, II, III, IV, V
<b>CO6</b>	Formulate the technical knowledge acquired and apply the same in writing	K6	VI

**SYLLABUS:****UNIT I: Poetry****15 Hours**

- 1.1 Nature of Poetry - Subjective & Objective Poetry
- 1.2 Kinds of Poetry: Epic, Mock Epic, Ballad, Lyric Poetry
- 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.

**UNIT II: Drama****15 Hours**

- 2.1 Origin and Definition - Dramatic Devices: Dramatic Irony, Soliloquy and Aside.
- 2.2 Types of Drama: Tragedy, Definition and Characteristics – Types of Tragedy: Classical & Romantic
- 2.3 Forms: Revenge Play, Heroic Tragedy, and Domestic Tragedy. -- Comedy: Types: Restoration, Sentimental, Tragicomedy, Farce, Melodrama – The One-act Play.

**UNIT III: Prose****15 Hours**

- 3.1 The Essay: The Personal and the Expository.  
 3.2 Types of Essays: Aphoristic, Critical Essay, Reviewers, Periodicals, Character Writers.  
 3.3 Elements of Essay: Humour and Pathos, Style and language.

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

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

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

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

**UNIT VI: For Further Discussion & Self Study**

(Not to be included for Internal or External examination)

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):**

- T1. 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 Blackswan, 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 / Section	Course Content	Learning outcomes	Taxonomy Level
I	<b>Poetry</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
II	<b>Drama</b>		
2.1	Origin and Definition - Dramatic	Defining and understanding	

	Devices: Dramatic Irony, Soliloquy and Aside.	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, Tragi-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
<b>III</b>	<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
<b>IV</b>	<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 subject matter and aesthetics.	K1/K2
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:**

	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

L-Low M-Moderate H- High

**COURSE ASSESSMENT METHOD:****EVALUATION SCHEME:**

EC No	Evaluation component	Duration	Weight-age (%)	Date & Time	Remarks
1.	Internal Test-I (30 %)	2 hr.	25	will be announced	Closed Book
2.	Internal Test-II (30 %)	2 hr.			Closed Book
3.	Seminar (10%)	2 hr.			--
4.	Assignments (10%)	2 hr.			--
5.	Innovative Component (10%)	2 hr.			--
6.	Attendance (10 %)	-	75		On-line Entry
7.	End Semester Exam	3 hr.			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.

**MAKE-UP POLICY:**

Retest will be given only for first internal test for genuine reason. No re-test for second internal tests.

**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)

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**Name of the Course Coordinator: Mr. A. BENEDICT PAUL**

**Signature:**

**Minutes:** There is no change in Literary Forms

<b>Allied IV: History of English Literature - II</b>			
<b>Semester</b>	<b>: III</b>	<b>Course Code</b>	<b>: U22EG3Y4</b>
<b>Credits</b>	<b>: 3</b>	<b>Hours / Week</b>	<b>: 4</b>

**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 Covered</b>
<b>CO1</b>	Analyze effectively the changing perspectives of literary style through time and relate them with socio-political and cultural context.	K4	I to V
<b>CO2</b>	Understand the life of writers and influence upon them and their reactions to the changing times.	K2	I to V
<b>CO3</b>	Classify authors, texts, movements' ideologies, literary practices chronologically and gain knowledge on spirit of people in various time period.	K1	I to V
<b>CO4</b>	Relate the national changes and developments occurred in England.	K2	I to V
<b>CO5</b>	Interpret the new emerging trends and genres in literature.	K3	I to V
<b>CO6</b>	Be efficient in understanding the literary and cultural texts with various historical backgrounds.	K4	I to V

**SYLLABUS:****UNIT I: The Age of Pope / The Classical Age / The Augustan Age (1700-150) 12 Hours**

- 1.1 Chapter XIII : The Age of Pope: Verse
- 1.2 Chapter XIV : The Age of Pope: Prose and the Drama

**UNIT II: The Age of Johnson / The Age of Transition (1748 – 1798) 12 Hours**

- 2.1 Chapter XV : The Age of Johnson: General Prose
- 2.2 Chapter XVI : The Age of Johnson: The Novel
- 2.3 Chapter XVII : The Age of Johnson: Verse

**UNIT III: The Age of Wordsworth / The Romantic Age (1798 – 1830) 12 Hours**

- 3.1 Chapter XVIII : The Age of Wordsworth: The Older Poets
- 3.2 Chapter XIX : The Age of Wordsworth: The Younger Poets
- 3.3 Chapter XX : The Age of Wordsworth: General Prose
- 3.4 Chapter XXI : The Age of Wordsworth: The Novel

**UNIT IV: The Age of Tennyson / The Victorian Age (1830–1880)****12 Hours**

- 4.1 Chapter XXII : The Age of Tennyson: Verse  
 4.2 Chapter XXIII : The Age of Tennyson: General Prose  
 4.3 Chapter XXIV : The Age of Tennyson: The Novel

**UNIT V: The Age of Hardy (1887 – 1928) & The Twentieth Century (1928 onwards)****12Hours**

- 5.1 Chapter XXV : The Age of Hardy  
 5.2 Chapter XXVI: The Present Age

**UNIT VI: For Further Discussion & Self Study**

(Not to be included for Internal or External examination)

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;cshid=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;cshid=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=2ahUKEwjCvumo7qztAhUD4zgGHdZ8DOwQFjAZegQIlhAB&amp;usg=AOvVaw2eC1c-MxPNLN59EpiVIFl2&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=2ahUKEwjCvumo7qztAhUD4zgGHdZ8DOwQFjAZegQIlhAB&amp;usg=AOvVaw2eC1c-MxPNLN59EpiVIFl2&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:**

- T1. 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\\_4eICZDOyLl](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_4eICZDOyLl)
2. [https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.academia.edu/24789535/Age\\_of\\_Shakespeare\\_Drama&ved=2ahUKEwiole7Q9qztAhWAzigGHehKD70QFjAAegQIARAB&usg=AOvVaw3Lzfv6I4IKCRWTdv3flfwE&cshid=1606830731064](https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.academia.edu/24789535/Age_of_Shakespeare_Drama&ved=2ahUKEwiole7Q9qztAhWAzigGHehKD70QFjAAegQIARAB&usg=AOvVaw3Lzfv6I4IKCRWTdv3flfwE&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>		
1.1	Chapter XIII : The Age of Pope: Verse	Gain insight into poetry style followed in the Neo-classical literature.	K2
1.2	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>		
2.1	Chapter XV : The Age of Johnson: General Prose	Knowledge on biography, criticism and essay writing.	K2
2.2	Chapter XVI : The Age of Johnson: The Novel	Analyse the emergence of novel as a new genre.	K2
2.3	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>		
3.1	Chapter XVIII : The Age of Wordsworth: The Older Poets	Familiarise with the changing perspectives on the form and subject of poetry.	K2
3.2	Chapter XIX : The Age of Wordsworth: The Younger Poets	Analyse the influences on the writers and their reactions to the evolution	K3
3.3	Chapter XX : The Age of Wordsworth: General Prose	Gain knowledge on the emergence of periodicals.	K3
3.4	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>		
4.1	Chapter XXII : The Age of Tennyson: Verse	Compare the changing perspectives on the form and subject of poetry.	K3
4.2	Chapter XXIII : The Age of Tennyson: General Prose	Analyse the varieties of new subject matter incorporated in literature with changing socio-cultural situations.	K3
4.3	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>		
5.1	Chapter XXV : The Age of Hardy	Classify the modern age writers.	K2
5.2	Chapter XXVI: The Present Age	Get to know about the post-modern age writers and their works.	K2

**MAPPING SCHEME:**

	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	-	-	-

L-Low M-Moderate H- High

**COURSE ASSESSMENT METHOD:****EVALUATION SCHEME:**

EC No	Evaluation component	Duration	Weight-age (%)	Date & Time	Remarks
1.	Internal Test-I (30 %)	2 hr.	25	will be announced	Closed Book
2.	Internal Test-II (30 %)	2 hr.			Closed Book
3.	Seminar (10%)	2 hr.			--
4.	Assignments (10%)	2 hr.			--
5.	Innovative Component (10%)	2 hr.			--
6.	Attendance (10 %)	-	75		On-line Entry
7.	End Semester Exam	3 hr.			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.

**MAKE-UP POLICY:**

Retest will be given only for first internal test for genuine reason. No re-test for second internal tests.

**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)

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**Name of the Course Coordinator: Mr. STEVE LONEY**

**Signature:**

**Minutes: There is no change in History of English Literature-II**

<b>SBEC I: Leadership Skills</b>			
<b>Semester</b>	<b>: III</b>	<b>Course Code</b>	<b>: U22EG3S1</b>
<b>Credits</b>	<b>: 2</b>	<b>Hours / Week</b>	<b>: 2</b>

**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 Covered</b>
<b>CO1</b>	Gain wider knowledge on effective leadership through broader understanding of roles of leadership, characteristics of leadership and types of leadership.	K1	All Units
<b>CO2</b>	Understand the effect of motivation in leadership through theories of motivation	K2	All Units
<b>CO3</b>	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
<b>CO4</b>	Determine the most appropriate tasks to delegate and promote responsibility and accountability.	K4	All Units
<b>CO5</b>	Demonstrate the basics of time management, importance of being honest, the outcome of practicing self-discipline, and mastering interpersonal relationship.	K5	All Units
<b>CO6</b>	Hold on to leadership principles and be the best, flexible, and successful leader.	K6	All Units

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

- 1.1 Leadership: Definition & Characteristics
- 1.2 Leader vs. Manager
- 1.3 Types of Leadership

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

- 2.1 Nature and Characteristics of Motivation
- 2.2 Theories of Motivation

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

- 3.1 Factors Involved
- 3.2 Difficulty in Decision Making

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

- 4.1 Types of Delegation
- 4.2 Advantages
- 4.3 Disadvantages

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

- 5.1 Successful Time Management
- 5.2 Importance of Integrity
- 5.3 Self-Discipline
- 5.4 Improving Interpersonal Relationship

**UNIT VI: For Further Discussion & Self Study**

(Not to be included for Internal or External examination)

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-leadership-will-driveresultsin2020">https://www.thegrowthfaculty.com/blog/ethical-leadership-will-driveresultsin2020</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. Northouse, 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>I</b>	<b>All about Leadership</b>		
1.1	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
1.2	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
1.3	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.	K1, K2, K3, K4, K5

		Develop a leadership plan based on a given circumstance.	
<b>II</b>	<b>Motivation</b>		
2.1	Nature and Characteristics of Motivation	Understand the role of motivation in determining employee performance. Demonstrate the ability to motivate self and others.	K1, K2
2.2	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.	K1, K2, K3, K4, K5
		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.	
<b>III</b>	<b>Problem Solving and Decision Making</b>		
3.1	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
3.2	Difficulty in Decision Making	Understand better how people perceive and decide. Gather better insights into decision making process.	K1. K2
<b>IV</b>	<b>Delegation of Authority</b>		
4.1	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
4.2	Advantages	List the merits.	K1, K2

4.3	Disadvantages	List the demerits.	K1, K2
<b>V</b>	<b>Effective Leadership</b>		
5.1	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
5.2	Importance of Integrity	Identify their personal values. Understand how to lead with integrity.	K2, K3, K5
5.3	Self-Discipline	Explore and actualize their personal values Demonstrate a practice of ethical leadership Recognize that leadership is a lifelong learning process	K3
5.4	Improving Interpersonal Relationship	List and analyse interpersonal relationship, and apply to build effective teamwork	K1, K3, K4

**MAPPING SCHEME:**

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

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



**COURSE ASSESSMENT METHOD:****EVALUATION SCHEME:**

EC No	Evaluation component	Duration	Weight-age (%)	Date & Time	Remarks
1.	Internal Test-I (30 %)	2 hr.	25	will be announced	Closed Book
2.	Internal Test-II (30 %)	2 hr.			Closed Book
3.	Seminar (10%)	2 hr.			--
4.	Assignments (10%)	2 hr.			--
5.	Innovative Component (10%)	2 hr.			--
6.	Attendance (10 %)	-			On-line Entry
7.	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.

**MAKE-UP POLICY:**

Retest will be given only for first internal test for genuine reason. No re-test for second internal tests.

**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)

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Name of the Course Coordinator: Dr. S. NAVAM KIRUBAI RAJAN

Signature:

Minutes: There is no change in Leadership Skills

<b>NMEC I: Journalism</b>			
<b>Semester</b>	<b>: III</b>	<b>Course Code</b>	<b>: U22EG3E1</b>
<b>Credits</b>	<b>: 2</b>	<b>Hours / Week</b>	<b>: 2</b>

**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 Covered</b>
<b>CO1</b>	Understand the function of the Press and classify the elements of Mass Media and Communication	K2	I
<b>CO2</b>	Analyze various sources of news and differentiate different kinds of news	K4	II
<b>CO3</b>	Compose headlines and Leads and Write news report.	K6	III
<b>CO4</b>	Demonstrate the qualities of reporters	K3	IV
<b>CO5</b>	Proofread and edit a news report	K6	V
<b>CO6</b>	Possess adequate knowledge on the ethics to be followed and Language to be used as a journalist	K2	V

**SYLLABUS:****Unit I: MASS MEDIA**

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

**Unit II: TYPES OF NEWS**

- 2.1 News-Definition- Sources
- 2.2 Hard and Soft News
- 2.3 Scoop, Fillers and Box News
- 2.4 Expected and Unexpected News

**Unit III: WRITING FOR THE NEWSPAPER**

- 3.1 Newspaper and Magazine Writing- Leads-Headlines

**Unit IV: KINDS OF REPORTING**

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

**Unit V: EDITING AND ROLE OF EDITORS**

- 5.1 Role of Different Editors
- 5.2 Editing a copy

**Unit VI: FOR FURTHER DISCUSSION & SELF STUDY**

(Not to be included for Internal or External examination)

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>

**TEXT BOOKS:**

- T1. Parthasarathy, Rangaswami. *Basic Journalism*. Madras: Macmillan, 1984.
- T2. 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/>

## SPECIFIC LEARNING OUTCOMES (SLO)

Unit	Course Content	Learning outcomes	Taxonomy Level
<b>I</b>	<b>Mass Media</b>		
1.1	Mass Media & Mass Communication – Definition	Classify different elements of Mass Media and Mass Communication	K2
1.2	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>	<b>Types of News</b>		
2.1	News-Definition- Sources Hard and Soft News Scoop; Fillers; Box News Expected and Unexpected News	Differentiate Hard News from Soft News	K4
		Define Scoop , Fillers and Box news	K1
		Distinguish between Expected News and Unexpected News	K4
<b>III</b>	<b>Writing for the Newspaper</b>		
3.1	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>	<b>Kinds of Reporting</b>		
4.1	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>	<b>Editing and Role of Editors</b>		
5.1	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 SCHEME:**

	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

L-Low      M-Moderate      H- High

**COURSE ASSESSMENT METHOD:****EVALUATION SCHEME:**

EC No.	Evaluation component	Duration	Weight-age (%)	Date & Time	Remarks
1.	Internal Test-I (30 %)	2 hr.	25	will be announced	Closed Book
2.	Internal Test-II (30 %)	2 hr.			Closed Book
3.	Seminar (10%)	2 hr.			--
4.	Assignments (10%)	2 hr.			--
5.	Innovative Component (10%)	2 hr.			--
6.	Attendance (10 %)	-	75		On-line Entry
7.	End Semester Exam	3 hr.			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.

**MAKE-UP POLICY:**

Retest will be given only for first internal test for genuine reason. No re-test for second internal tests.

**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)

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

**Signature:**

**Minutes: There are no changes in Journalism**

<b>Core VI: Elizabethan and Jacobean Drama</b>			
<b>Semester</b>	<b>: IV</b>	<b>Course Code</b>	<b>: U22EG406</b>
<b>Credits</b>	<b>: 5</b>	<b>Hours / Week</b>	<b>: 5</b>

**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 Covered</b>
<b>CO1</b>	Understand the influence of Renaissance during the period and how it is reflected in the plays.	K2	I-V
<b>CO2</b>	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
<b>CO3</b>	Formulate the contributions made by group of writers who belonged to Oxford and Cambridge universities of the period.	K6	I, III-V
<b>CO4</b>	Classify the satirical views of the English class divisions reflected through the plays	K4	I-V
<b>CO5</b>	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
<b>CO6</b>	Evaluate and contrast the prosperousness of Jacobean era than that of the Elizabethan Age.	K5	I-IV

**SYLLABUS:****UNIT I: THE DRAMA AND ITS ORIGIN**

- 1.1 The beginnings of English drama
- 1.2 Religious source of the drama
- 1.3 The regular companies and their theatres
- 1.4 The Private and the Public theatres
- 1.5 Elizabethan stage and acting
- 1.6 The Elizabethan play
- 1.7 The Elizabethan audience
- 1.8 Willing suspension of disbelief
- 1.9 Characteristics of Elizabethan Drama
- 1.10 The University Wits
- 1.11 The Classical Influence: Comedy-Ben Jonson
- 1.12 The Classical Influence: Tragedy - Thomas Kyd.

**UNIT II: ELIZABETHAN TRAGEDY**2.1 Christopher Marlowe: *Doctor Faustus***UNIT III: ELIZABETHAN COMEDY**3.1 Ben Jonson: *Everyman in His Humour***UNIT IV: JACOBEAN REVENGE TRAGEDY**4.1 John Webster: *The Duchess of Malfi***UNIT V: CITY COMEDY**5.1 Thomas Dekker: *The Shoemaker's Holiday***UNIT VI: FOR FURTHER DISCUSSION & SELF STUDY**

(Not to be included for Internal or External examination)

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:**

- 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)1.  
<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
<b>I</b>	<b>The Drama and its Origin</b>		
	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 plays 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
<b>II</b>	<b>Elizabethan Tragedy</b>		
2.1	Christopher Marlowe: <i>Doctor Faustus</i>	Explain the historical background of the play	K2
		Identify the Social background of the play	K3
		Categorise the literary age of the play	K4
		Assess the contribution of the author in that Age	K5
		Analyse the works and the contributions of the author	K4
		Criticize and appraise the play	K5
<b>III</b>	<b>Elizabethan Comedy</b>		
3.1	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
<b>IV</b>	<b>Jacobean Revenge Tragedy</b>		
4.1	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	City Comedy		
5.1	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 SCHEME**

	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

L : Low

M : Moderate

H : High

**COURSE ASSESSMENT METHOD:****EVALUATION SCHEME:**

EC No	Evaluation component	Duration	Weight-age (%)	Date & Time	Remarks
1.	Internal Test-I (30 %)	2 hr.	25	will be announced	Closed Book
2.	Internal Test-II (30 %)	2 hr.			Closed Book
3.	Seminar (10%)	2 hr.			--
4.	Assignments (10%)	2 hr.			--
5.	Innovative Component (10%)	2 hr.			--
6.	Attendance (10 %)	-	75		On-line Entry
7.	End Semester Exam	3 hr.			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.

**MAKE-UP POLICY:**

Retest will be given only for first internal test for genuine reason. No re-test for second internal tests.

**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)

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**Name of the Course Coordinator: Dr. S. NEWTON RAJA**

**Signature:**

**NO CHANGE.**

<b>Allied V: Introduction to Media Studies</b>			
<b>Semester</b>	<b>: IV</b>	<b>Course Code</b>	<b>: U19EG4Y5</b>
<b>Credits</b>	<b>: 5</b>	<b>Hours / Week</b>	<b>: 5</b>

**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 Covered</b>
<b>CO1</b>	Comprehend the basics of journalism its role in society, technics and ethics related to it.	K1	I Unit
<b>CO2</b>	Analyse understand various types of journalism and their importance.	K2	II Unit
<b>CO3</b>	Examine different types of headlines and leads.	K5	II Unit
<b>CO4</b>	Create documentaries with social relevance, critically analyse and appreciate cinema as an art.	K4	III Unit
<b>CO5</b>	Evaluate advertisement in different media.	K5	IV Units
<b>CO6</b>	Compare news stories in different media.	K4	II, III, IV & V Units

**SYLLABUS:****UNIT I: Introduction****6 Hours**

- 1.1 Principles of Journalism
- 1.2 Role and Effects of Mass Media
- 1.3 Press Freedom and Media Integrity
- 1.4 Newspaper Organization
- 1.5 Language of Journalism
- 1.6 Techniques of Editing
- 1.7 Proofreading symbols and abbreviations

**UNIT II: Print Journalism****6 Hours**

- 2.1 Lay Out of a Newspaper
- 2.2 Broadsheet and Tabloid
- 2.3 Yellow Journalism & Gutter Press
- 2.4 Writing News Story
- 2.5 Inverted Pyramid Style
- 2.6 Reporting
- 2.7 Headlines
- 2.8 Types of Lead

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

- 3.1 Writing TV and Radio Scripts
- 3.2 Art of Interviewing
- 3.3 Introduction to short film and documentary making
- 3.4 Appreciation and Semiotics

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

- 4.1 Advertising
- 4.2 Principles and Practice
- 4.3 Psychological and Social Factors in Advertising
- 4.4 Kinds of Advertisements
- 4.5 Creating Advertisement using CAI
- 4.6 Ethics in Advertisement

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

- 5.1 Classroom Newspaper
- 5.2 Designing a Journal
- 5.3 Reviews - Photojournalism
- 5.4 Online Journalism (Blogs, Web Pages)
- 5.5 MoJo

**UNIT VI: For Further Discussion & Self Study**

(Not to be included for Internal or External examination)

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=K4yZfsoQiqQ">https://www.youtube.com/watch?v=K4yZfsoQiqQ</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-grJgeo&list=PLbMVogVj5nJQsaj5p\\_MRYLGhUtmpaEDB0](https://www.youtube.com/watch?v=iFqs-grJgeo&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
<b>I</b>	<b>Introduction</b>		
	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
<b>II</b>	<b>Print Journalism</b>		
	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 broadsheet newspapers	K4
	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	K6

		Inverter Pyramid style of writing	
<b>III</b>	<b>Broadcast Journalism</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>	<b>Advertising</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
<b>V</b>	<b>Writing for the Media</b>		
	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	K3



		contents/platforms such as blogs, social media, MoJo, and multimedia.	
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**MAPPING SCHEME**

	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

L-Low

M-Moderate

H- High

**COURSE ASSESSMENT METHOD:****EVALUATION SCHEME:**

EC No	Evaluation component	Duration	Weight-age (%)	Date & Time	Remarks
1.	Internal Test-I (30 %)	2 hr.	25	will be announced	Closed Book
2.	Internal Test-II (30 %)	2 hr.			Closed Book
3.	Seminar (10%)	2 hr.			--
4.	Assignments (10%)	2 hr.			--
5.	Innovative Component (10%)	2 hr.			--
6.	Attendance (10 %)	-	75		On-line Entry
7.	End Semester Exam	3 hr.			Closed Book

**CHAMBER CONSULTATION HOURS:**

Will be announced by the individual instructors.

**NOTICES:**

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**MAKE-UP POLICY:**

Retest will be given only for first internal test for genuine reason. No re-test for second internal tests.

**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)

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

**Signature:**

**Minutes: There is no change in Introduction to Media Studies**

<b>Allied VI: Mythologies and Legends of the World</b>			
<b>Semester</b>	<b>: IV</b>	<b>Course Code</b>	<b>: U22EG4Y6</b>
<b>Credits</b>	<b>: 3</b>	<b>Hours / Week</b>	<b>: 4</b>

**COURSE OUTCOMES:**

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

CO No.	Course Outcomes	Level	Unit Covered
<b>CO1</b>	Identify and remember the prime mythological characters, legends, heroes in Greek and Roman literature.	K1	I
<b>CO2</b>	Differentiate and critically understand the myth behind the story of Midas and Pandora.	K2	II
<b>CO3</b>	Analyze a broad familiarity among Egyptian and Epic Tales from India	K4	III
<b>CO4</b>	Apply and connect with the significance and different creation mythologies of Norse, African and Christian Legends.	K3	IV
<b>CO5</b>	Evaluate and assess the modern lifestyle with the Indian mythologies and legends.	K5	V
<b>CO6</b>	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 I: Introduction to Myths and Legends - The Creation Myths and Love Stories in Greek and Roman Mythology: 12 Hours**

- 1.1 Introduction to Myths
- 1.2 Introduction to Legends
- 1.3 Anne Carson (translated): Sappho: Fragment 1
- 1.4 William Carlos Williams: Landscape with the Fall of Icarus – poem
- 1.5 The Creation Myths - Prometheus, Pandora, Ephemetheus.
- 1.6 Characters - Famous Heroes: Odysseus, Hercules, Theseus, Oedipus.
- 1.7 Love Stories: Psyche and Cupid, Orpheus and Euridyce.

**Unit 2: Classical Legends in Greek and Roman Mythology for Children** **12 Hours**

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

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

**Unit 3: Egyptian and Indian Mythologies and Legends:** **12 Hours**

- 3.1 Sir. James George Frazer: *The Golden Bough*, Chapter XXXVIII. The Myth of Osiris (The Story of Osiris)
- 3.2 Ruskin Bond: *Regional Tales and Legends*
  - a. 'The Lost Ruby'
  - b. 'A Demon for Work'

**Unit 4: Creation Myths from Norse and Christian Mythologies:** **12 Hours**

- 4.1 The Book of Job 41: 1- 34- Creation – Leviathan
- 4.2 Lord Tennyson: "The Kraken" (1830)
- 4.3 Ruskin Bond: *Tales from the Epics - 'King Bharatha'*.
- 4.4 John Keats: *On the Sonnet*, Poem.

**Unit 5: Indian Mythologies and Legends**

- 5.1 The Stories of the Pancha Kanyas - Five Ladies
- 5.2 Sita, Tara, Kunti, Draupadi, Mandodari (from C. Rajagopalachari's: The Mahabharata and The Ramayana- Character Selection)

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

(Not to be included for Internal or External examination)

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/l/a/210981">http://ignited.in/l/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>

**Seminar Topics: Titans and Other Olympians**

- a) **Titans:** Oceanus, Cronus, Hyperion, Helios.
- b) **The Olympians:** (Gods and Goddess): Zeus, Presidon, Hera, Demeter, Athena, Othello, Artemis, Ares, Hephaestus, Hermes, Hestia or Dynasys.
- c) **Love Stories:** Pygmalion and Galatea, Narcissus and Hyacinth, Adonis.

**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. Frazer, Sir James George. *The Golden Bough*. Macmillan Publication, 1912.
- 4. *The Bible-* (NIV). Print/ E-book
- 5. [https://www.msbkwt.com/images/Files\\_2020\\_21/Library/Pdfs/Tales\\_And\\_Legends\\_Of\\_India\\_-\\_Ruskin\\_Bond.pdf](https://www.msbkwt.com/images/Files_2020_21/Library/Pdfs/Tales_And_Legends_Of_India_-_Ruskin_Bond.pdf)
- 6. <https://poets.org/poem/landscape-fall-icarus>
- 7. <https://poets.org/poem/kraken>
- 8. <https://www.poetryfoundation.org/poems/44474/if-by-dull-rhymes-our-english-must-be-chained>

**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*. Philippines: 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. <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>INTRODUCTION TO MYTHS AND LEGENDS - THE CREATION MYTHS AND LOVE STORIES IN GREEK AND ROMAN MYTHOLOGY</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	Sappho: <i>Fragment 1</i> , Poem, translated by Anne Carson	Compare and inspect form and themes	K3
1.4	William Carlos Williams: "Landscape with the Fall of Icarus"	Analyze and Discover forms and themes.	K4
1.5	The Creation Myths - Prometheus, Pandora, Epheetheus.	Display the style and conventions of Ancient Greek Mythology	K3
1.6	Famous Heroes & Heroines: Hercules, Theseus, Medusa	Compare and Contrast the Protagonists	K2
1.7	Love Stories: <i>Psyche and Cupid, Orpheus and Eurydice</i>	Explore the larger world of Greek mythology	K1
<b>II</b>	<b>CLASSICAL LEGENDS IN GREEK AND ROMAN MYTHOLOGY FOR CHILDREN</b>		
2.1	<i>The Golden Touch</i>	Measure the modern-day scenario with Midas.	K5
2.2	<i>The Paradise of Children</i>	Judge and evaluate the deeds of Pandora	K5
<b>III</b>	<b>EGYPTIAN AND INDIAN MYTHOLOGIES AND LEGENDS</b>		
3.1	The Myth of Osiris	Interpret Egyptian Myths by measuring the Myth of Osiris	K5

3.2	a. <i>The Lost Ruby</i> b. <i>A Demon for Work</i>	Interprets Ruskin Bond's Imaginative Style of writing	K5
<b>IV</b>	<b>CREATION MYTHS FROM NORSE AND CHRISTIAN MYTHOLOGIES:</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	Ruskin Bond: <i>Tales from the Epics - 'King Bharatha'</i> .	Introduce Ruskin Bond's imaginative style of writing	K5
4.4	John Keats: <i>On the Sonnet</i> , Poem.	Describe the characteristics, structure and the historical background of sonnets.	K3
<b>V</b>	<b>INDIAN MYTHOLOGIES AND LEGENDS</b>		
5.1	The Stories of the Pancha Kanyas - Five Ladies Sita, Tara, Kunti, Draupadi, Mandodari	Thematically analyze the characteristic traits.	K4

**MAPPING SCHEME:**

	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

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

**COURSE ASSESSMENT METHOD:****EVALUATION SCHEME:**

EC No	Evaluation component	Duration	Weight-age (%)	Date & Time	Remarks
1.	Internal Test-I (30 %)	2 hr.	25	will be announced	Closed Book
2.	Internal Test-II (30 %)	2 hr.			Closed Book
3.	Seminar (10%)	2 hr.			--
4.	Assignments (10%)	2 hr.			--
5.	Innovative Component (10%)	2 hr.			--
6.	Attendance (10 %)	-			On-line Entry
7.	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.

**MAKE-UP POLICY:**

Retest will be given only for first internal test for genuine reason. No re-test for second internal tests.

**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)

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**Name of the Course Coordinator: Ms. S. REMALI SARAH**

**Signature:**



**Minutes:**

**NOTE:** The following changes were made in the syllabus

**UNIT - I:**

1. Instead of Prometheus Unbound, Sappho's Fragment 1, translated by Anne Carson (Poem) is included.
2. Instead of gods and goddesses in Greek and Roman Mythology, Love Stories of Psyche and Cupid, Orpheus and Euridice are included.
3. Instead of Monsters and Supernatural Beings, The Creation Myth: Prometheus, Pandora and Ephemetheus are included.

**UNIT - III:**

1. Instead of Jesse L. Weston: 'The Secret of the Grail' (I) - The Mysteries, Ruskin Bond: *Regional Tales and Legends* - 'The Lost Ruby' and 'A Demon for Work' is included.

**UNIT - IV:**

1. Instead of *The Bible*, Ruskin Bond's *Tales from the Epics* 'King Bharatha' is included.
2. Instead of Ngugiwa Thiong' o: *Weep Not Child*, John Keats: *On the Sonnet* (Poem) is included.

<b>SBEC II: Public Speaking Skills</b>			
<b>Semester</b>	<b>: IV</b>	<b>Course Code</b>	<b>: U19EG4S2</b>
<b>Credits</b>	<b>: 2</b>	<b>Hours / Week</b>	<b>: 2</b>

**COURSE OUTCOMES:**

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

CO No.	Course Outcomes	Level	Unit Covered
<b>CO1</b>	Recognize speaking as a skill and define the significance of speaking skills.	K1	I
<b>CO2</b>	Demonstrate practical usage of English in day to day life with clear articulation.	K2	II
<b>CO3</b>	Develop finer speaking skill by integrating verbal and non-verbal communication for effective delivery.	K4	II
<b>CO4</b>	Build positivity and self-confidence to face the audience and get rid of stage fear.	K6	III
<b>CO5</b>	Evaluate and assess different types of speech and interpret the various language texts pertaining to cultural aspects	K5	IV
<b>CO6</b>	Create awareness about the social and moral issues through powerful speeches.	K6	V

**SYLLABUS:****UNIT I – Organizing Speech****6 Hours**

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

**UNIT II – Modes of Delivery****6 Hours**

- 2.1 Reading the Manuscript
- 2.2 Speaking Extemporaneously
- 2.3 Impromptu
- 2.4 Speaking from memory
- 2.5 Speaker's Voice – volume, pitch, rate, pauses and pronunciation
- 2.6 Non-verbal Communication – personal appearance, posture, gestures, eye contact

**UNIT III – Using Language**

- 3.1 Using language accurately
- 3.2 Using language vividly
- 3.3 Using language appropriately

**UNIT IV – Varieties of Speech**

- 4.1 Speaking to inform
- 4.2 Speaking to persuade
- 4.3 Speaking on special occasion

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

- 5.1 Expository: “Tryst with Destiny” – Jawaharlal Nehru
- 5.2 Descriptive: “Gettysburg Address” – Abraham Lincoln
- 5.3 Persuasive: Mark Antony’s Funeral Oration (extract from William Shakespeare’s *Julius Caesar*)
- 5.4 Argumentative: “Ask What You Can Do For Your Country” - John F. Kennedy

**UNIT VI: FOR FURTHER DISCUSSION & SELF STUDY**

(Not to be included for Internal or External examination)

S.No.	Topics	Web Links
1	Presentation Aids	<a href="https://managementhelp.org/communicationskills/public-speaking.htm">https://managementhelp.org/communicationskills/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 a speech from your knowledge and understanding of any particular topic	K5
2.3	Impromptu	Formulate a speech without preparation	K5
2.4	Speaking from memory	Recall the incidents during the freedom struggle	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>Using language</b>		
3.1	Using language accurately	Define language accuracy and its usage	K1
3.2	Using language vividly	Create strong, distinct, and memorable mental images	K5
3.3	Using Language appropriately	Explain the importance of using familiar language in public speaking	K4
<b>IV</b>	<b>Varieties of speech</b>		
4.1	Speaking to inform	Examine your audience on a topic or give them updated information	K4
4.2	Speaking to persuade	Formulate a speech in which the speaker has a goal of convincing the audience to accept his or her point of view	K5
4.3	Speaking for special occasions	Explain the speeches for various occasions.	K4

V	Speeches that Changed the World		
5.1	“Tryst with Destiny” – Jawaharlal Nehru	Analyse the expository style of speech delivered by Jawaharlal Nehru	K3
5.2	“Gettysburg Address” – Abraham Lincoln	How to 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
5.4	“Ask What You Do For Your Country” – John F. Kennedy	Examine the cultural difference and address the audience	K4

### MAPPING (CO, PO, PSO)

	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

L-Low

M-Moderate

H- High

### COURSE ASSESSMENT METHOD:

### EVALUATION SCHEME:

EC No	Evaluation component	Duration	Weight-age (%)	Date & Time	Remarks
1.	Internal Test-I (30 %)	2 hr.	25	will be announced	Closed Book
2.	Internal Test-II (30 %)	2 hr.			Closed Book
3.	Seminar (10%)	2 hr.			--
4.	Assignments (10%)	2 hr.			--
5.	Innovative Component (10%)	2 hr.			--
6.	Attendance (10 %)	-	75		On-line Entry
7.	End Semester Exam	3 hr.			Closed Book

### CHAMBER CONSULTATION HOURS:

Will be announced by the individual instructors.

**NOTICES:**

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**MAKE-UP POLICY:**

Retest will be given only for first internal test for genuine reason. No re-test for second internal tests.

**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)

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

**Signature:**

**Minutes:**

1. **Using Language**  
Using language accurately  
Using language vividly  
Using language appropriately
2. **Varieties of Speech**  
Speaking to inform  
Speaking to persuade  
Speaking on special occasion
3. Topics from Krishna, Mohan – *Effective English speaking*, are replaced with topics from Stephen E. Lucas – *The Art of Public Speaking*. Chennai: McGraw Hill.

<b>NMEC II: Professional English</b>			
<b>Semester</b>	<b>: IV</b>	<b>Course Code</b>	<b>: U21EG4E2</b>
<b>Credits</b>	<b>: 2</b>	<b>Hours / Week</b>	<b>: 2</b>

**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	Analyse listening, speaking and conversational skills and the significance of language competency in day-to-day context.	K4	I
CO2	Infer basic occupational skills for attending interviews and group discussions successfully.	K2	II
CO3	Provide creative competency skills with respect to types of reading, writing, sentence formation and book review strategies.	K3	III
CO4	Evaluate proper presentational skills for a successful career	K5	IV
CO5	Find the precise manner of writing proposals, reports, minutes, web contents and Emails in their workplaces.	K1	V
CO6	Develop aesthetic competency of English language through writing news articles, responding to advertisements, media interviews and stories.	K6	VI

**SYLLABUS:****UNIT I: Language Competency****6 Hours**

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

**UNIT II: Occupational Competency****6 Hours**

- 2.1 Writing Cover Letter: academic and business.
- 2.2 Language Testing: common grammatical errors
- 2.3 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.
- 2.4 Group Discussion: do's and don'ts.

**UNIT III: Creative Competency****6 Hours**

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

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

**UNIT IV: Presentational Competency****6 Hours**

- 4.1 Outlining and Structuring of Presentation
- 4.2 Preparing Presentation Graphics- PPT
- 4.3 Nuances of Delivery
- 4.4 Answering Questions after Presentation

**UNIT V: Workplace Competency****6 Hours**

- 5.1 Structure of Proposals
- 5.2 Structure of Reports
- 5.3 Meetings and Minutes
- 5.4 Writing for the Web and Email

**UNIT VI: For Further Discussion & Self Study**

(Not to be included for Internal or External examination)

- 6.1 Writing News Articles
- 6.2 Responding to Advertisements
- 6.3 Media Interviews
- 6.4 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 SCHEME:**

	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	-

L-Low    M-Moderate    H- High

**COURSE ASSESSMENT METHOD:****EVALUATION SCHEME:**

EC No	Evaluation component	Duration	Weight-age (%)	Date & Time	Remarks
1.	Internal Test-I (30 %)	2 hr.	25	will be announced	Closed Book
2.	Internal Test-II (30 %)	2 hr.			Closed Book
3.	Seminar (10%)	2 hr.			--
4.	Assignments (10%)	2 hr.			--
5.	Innovative Component (10%)	2 hr.			--
6.	Attendance (10 %)	-	75		On-line Entry
7.	End Semester Exam	3 hr.			Closed Book

**CHAMBER CONSULTATION HOURS:**

Will be announced by the individual instructors.

**NOTICES:**

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**MAKE-UP POLICY:**

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**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)

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**Name of the Course Coordinator: Mr. A. YACOB**

**Signature:**

**Minutes:**

The entire course was newly introduced in the previous BOS held for the academic year 2021-2022. The changed paper has not come into force this semester. It is expected to be included in the syllabus next year and hence changes have not been considered for the current BOS (2022-2023).

<b>Core VII: Indian Writing in English</b>			
<b>Semester</b>	<b>: V</b>	<b>Course Code</b>	<b>: U22EG507</b>
<b>Credits</b>	<b>: 5</b>	<b>Hours / Week</b>	<b>: 6</b>

**COURSE OUTCOMES:**

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

CO No.	Course Outcomes	Level	Unit Covered
<b>CO1</b>	Infer and interpret some of the major themes of Indian writing, from the rise of nationalism and the freedom struggle, to the trauma of partition and the resurgence of reconstruction.	K2	I-V
<b>CO2</b>	Relate to the major movements and figures of Indian Literature in English through the study of the prescribed literary texts.	K3	I-V
<b>CO3</b>	Apprise the concept of Indian culture and aesthetics reflected in the writings of major Indian writers who were also great thinkers, philosophers and patriots.	K4	II & III
<b>CO4</b>	Examine the socio-historical perspectives provided by the writers and their expression of the unique cultural fecundity that manifested in the ethos of the Indian people.	K4	III
<b>CO5</b>	Assess the inability of human beings against the power of nature, affection in the family and morality of life.	K5	IV
<b>CO6</b>	Formulate a perceptive paradigm to understand the issues of caste, gender, identity, nationhood, etc which find resonance in Indian writers in English as well as in writers of the Indian diaspora.	K6	IV & V

**SYLLABUS:****Unit I: Poetry**

- 1.1 Rabindranath Tagore: Heaven of Freedom
- 1.2 Sri Aurobindo: The Tiger and the Deer
- 1.3 A.K.Ramanujan: Small Scale Reflections on a Great House
- 1.4 R.Parthasarthy: Under Another Sky

- 1.5 Kamala Das: An Introduction
- 1.6 Mamta Kalia: Tribute to Papa

**Unit II: Drama**

- 2.1 Vijay Tendulkar: Silence! The Court is in Session
- 2.2 GirishKarnad: Hayavadana

**Unit III: Prose**

- 3.1 Mahatma Gandhi: Voluntary Poverty
- 3.2 Jawaharlal Nehru: The Indus Valley Civilization.
- 3.3 Dr. S.Radhakrishnan: An Ideal before Youth
- 3.4 N.C.Choudhuri: Our Behaviour

**Unit IV: Short Stories**

- 4.1 R.K. Narayan: An Astrologer's Day
- 4.2 Khwaja Ahmad Abbaz: Sparrows
- 4.3 Ruskin Bond: The Thief
- 4.4 Shashi Deshpande: My Beloved Charioteer
- 4.5 Amitav Ghosh: The Town by the Sea
- 4.6 Jhumpa Lahiri: A Temporary Matter

**Unit V: Fiction**

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

**UNIT VI: For Further Discussion & Self Study**

(Not to be included for Internal or External examination)

- 6.1 Ruth Praver Jhabwala: Heat and Dust
- 6.2 Mahesh Dattani: Where There's a Will
- 6.3 Gita Hariharan: When Dreams Travel
- 6.4 Rohinton Mistry: A Fine Balance
- 6.5 Amitav Ghosh: In an Antique Land
- 6.6 Manju Kapur: Difficult Daughters
- 6.7 Aravind Adiga: The White Tiger
- 6.8 Meena Kandasamy: Ms. Militancy

**TEXT BOOKS FOR STUDY**

- T1: Peerdina, Saleem. Contemporary Indian Poetry in English – An Assessment and Selection, Macmillan Co of India, 1972.
- T2: De Souza, Eunice ed. Nine Indian Women Poets – An Anthology . OUP, 1997.
- T3: *Silence! The Court is in Session*, Vijay Tendulkar, Indian Book view, India, 2013
- T4: *Hayavadana*, GirishKarnad , Oxford university press, 2008
- T5: *Voluntary Poverty*, section – II, Extracts from Letters, Chapter 22.
- T6: *The Indus Valley of Civilization*, F. Max Muller, Neha Publishers, India. 2016.

- T7: *An Astrologer's Day*, Malagudi Days short story collections, Indian Thought publications, India .1943
- T8: *A Temporary Matter*, Interpreter of Maladies. The New Yorker, Publishers, 1999
- T9: *The God of Small Things*, Arundhati Roy, Penguin Books India. 2002
- T10: *Cry, the Peacock*, Orient Paperbacks, India 2015
- T11: *Today*, Indian Writing Publisher, 2008
- T12: *Difficult Daughters*. Manju Kapur, New Delhi: Penguin Books 1999
- T13: *The White Tiger*. Aravind Adiga Free Press, 2008
- T14: *Heat and Dust*, Ruth Praver Jhabwala, Penguin books 1994
- T15: *Ms. Militancy*, Meena Kandasamy, New Delhi, Navayana, 2010
- T16: *When Dreams Travel*, Gita Hariharan, New Delhi, India Penguin, 2018
- T17: *In an Antique Land*, Amitav Ghosh, Penguin Random House, 2009

**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/>

<http://radhighevariya2014-2016.blogspot.com/2015/12/mahesh-dattani-play-where-there-is-will.html>

[https://www.goodreads.com/en/book/show/5211.A\\_Fine\\_Balance](https://www.goodreads.com/en/book/show/5211.A_Fine_Balance)

**SPECIFIC LEARNING OUTCOMES:**

Unit	Course Content	Learning Outcomes	Taxonomy Level
I	<b>POETRY</b>		
1.1	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>
1.2	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>
1.3	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>

1.4	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 the impact of colonial rule in India.	<b>K3</b>
1.5	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.	<b>K4</b>
1.6	MamtaKalia – Tribute to Papa.	Evaluate the dominance of men in the society over women.	<b>K2</b>
<b>II</b>	<b>DRAMA</b>		
2.1	Vijay Tendulkar – Silence! the Court is in Session	Critique the theme of gender discrimination in patriarchy and examine women's authentic voice in her fight against the injustice done to her.	<b>K4</b>
2.2	GirishKarnad – Hayavadana	Analyze the essential ambiguity of human personality which is shattered by worldly pleasures.	<b>K4</b>
<b>III</b>	<b>PROSE</b>		
3.1	Mahatma Gandhi – Voluntary Poverty	Interpret the value and sacredness of 'voluntary poverty' through the teachings of Hindu ideology and Christian	<b>K2</b>
3.2	Jawaharlal Nehru – The Indus Valley Civilization.	Propose about the Indus script, and as a result, little is known about the Indus River Valley Civilization's institutions and systems of governance.	<b>K5</b>
3.3	Dr. S. Radhakrishnan – An Ideal Before Youth	Formulate the importance of right kind of education to the young men and women of the country.	<b>K6</b>
3.4	N.C. Choudhuri – Our Behaviour	Describe the behaviour of Indians, their customs and tradition at home.	<b>K1</b>
<b>IV</b>	<b>SHORT STORIES</b>		
4.1	R.K. Narayan – An Astrologer's Day	Discuss the morality of human life and guilt, fear of life.	<b>K2</b>
4.2	Khwaja Ahmed Abbaz – Sparrows	Infer the importance of displaying the sense of love and affection to our fellow human beings.	<b>K4</b>
4.3	Ruskin Bond – The Thief	Delineate the love and affection in the family through the story.	<b>K2</b>



4.4	Shashi Deshpande – My Beloved Charioteer	Interpret frustration of women and explicit the relationships in the family at various phases.	<b>K6</b>
4.5	Amitav Ghosh – The Town by the sea	Assess the inability of human beings against the power of nature.	<b>K3</b>
4.6	Jhumpa Lahiri – A Temporary Matter	Analyse the plight of Indian immigrants who undergo physical and psychological turmoil in the alien land	<b>K4</b>
<b>V</b>	<b>FICTION</b>		
5.1	Arundhati Roy – The God of small Things	Apprise complicated relationships between family and social obligation.	<b>K5</b>
5.2	Anita Desai – Cry, the Peacock	Expose the plight of Indian urban educated women who suffer from alienation and isolation in the patriarchal society	<b>K5</b>
5.3	Ashokamitran - Today	Investigate the validity of value system of life in a complex world.	<b>K6</b>
<b>VI</b>	<b>Further topics</b> Ruth Praver Jhabwala: Heat and Dust Mahesh Dattani: Where there's a will Gita Hariharan: When Dreams Travel Rohinton Mistry: A Fine Balance Amitav Ghosh: In an Antique Land Manju Kapur: Difficult Daughters Aravind Adiga: The White Tiger Meena Kandasamy: Ms.Militancy ManjuKapur – Difficult Daughters	Examine the themes and techniques adopted by the writers to bring out the diversity and heterogeneity of the discipline of Indian English literature	<b>K4</b>

**MAPPING SCHEME:**

	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

L : Low

M : Moderate

H : High

**COURSE ASSESSMENT METHOD:****EVALUATION SCHEME:**

EC No.	Evaluation component	Duration	Weight-age (%)	Date & Time	Remarks
1.	Internal Test-I (30 %)	2 hr.	25	will be announced	Closed Book
2.	Internal Test-II (30 %)	2 hr.			Closed Book
3.	Seminar (10%)	2 hr.			--
4.	Assignments (10%)	2 hr.			--
5.	Innovative Component (10%)	2 hr.			--
6.	Attendance (10 %)	-			On-line Entry
7.	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.

**MAKE-UP POLICY:**

Retest will be given only for first internal test for genuine reason. No re-test for second internal tests.

**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)

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**Name of the Course Coordinator: Dr. R. MAGDALINE DYANA**

**Signature:**

**Minutes:**

The Six systems of philosophy replaces Indus Valley Civilization from the passage of Discovery of India by Jawaharlal Nehru.

<b>Core VIII: Shakespeare</b>			
<b>Semester</b>	<b>: V</b>	<b>Course Code</b>	<b>: U22EG508</b>
<b>Credits</b>	<b>: 5</b>	<b>Hours / Week</b>	<b>: 6</b>

**COURSE OUTCOMES:**

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

<b>CO No.</b>	<b>Course Outcomes</b>	<b>Level</b>	<b>Unit</b>
<b>CO1</b>	Discuss the basic structure of a sonnet and the perfect poetic style for elaboration or expression.	K2	I-V
<b>CO2</b>	Understanding Shakespearean plays and sonnets, lime lighting themes such as the passage of time, love, infidelity, ealousy, beauty and mortality.	K2	I-V
<b>CO3</b>	Demonstrates the blend of the old morality drama with classical theory to produce a new secular form.	K3	--
<b>CO4</b>	Analysing the use of rich artistic language, imagery focused on every Act and scene making the plot interesting and exciting.	K4	I, II
<b>CO5</b>	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, II
<b>CO6</b>	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	I

**SYLLABUS:****Unit 1:**

1. Importance of opening scenes and soliloquies of Shakespeare's plays
2. Characteristics of Shakespeare's Comedies
3. Characteristics of Shakespeare's Tragedies
4. Characteristics of Shakespeare's Histories
5. Shakespeare's Women Characters and his Fools
6. Songs and Music in Shakespearean Plays

**Unit 2:**

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: Richard II****Unit 4: Twelfth Night****Unit 5: Macbeth****Unit 6: For Further Discussion & Self Study**

(Not to be included for Internal or External examination)

1. As You Like it
2. Hamlet
3. Richard III

**TEXT 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>

**SPECIFIC LEARNING OUTCOMES:**

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.	K2
		Identifying the location of the play in its first scene strives the attention of the audience.	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
II	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.	K2  K5
	Shakespeare's Sonnet Form	Examine the Literary Devices in Shakespearean sonnets; a variation on the Italian sonnet tradition embracing high poetic style.	K4
	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.	K2 & K5
	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'.	K4
	Richard II	Gaining knowledge and understanding the elements of drama.	K2
IV	Twelfth Night	Acquire knowledge on romantic comedy, and romantic love. Learning the Intricacies of the sudden twist and turns in the play.	K2
V	Macbeth	Understanding the playwright's capability of handling ghosts and witches which possess supernatural knowledge.	K2
<b>N.B: Unit VI Not to be included for examination</b>			
VI	1. As You Like it	Understanding the literary techniques used by Shakespeare. (Ex). Alliteration, antithesis metaphor, Onomatopoeia, oxymoron ...etc	K2

2. Hamlet	Analyzing Research background information about the play. Historical context, social attitudes and political culture play important roles in Shakespeare's plot developments.	<b>K4</b>
3. Richard III	The enacting of Shakespeare will be explored through a pedagogy entailing an active, embodied participatory and critical approach.	<b>K6</b>

Year of Revision: 2017-18

**MAPPING SCHEME:**

	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

L- Low, M – Medium, H - High

**COURSE ASSESSMENT METHOD:**

**EVALUATION SCHEME:**

EC No	Evaluation component	Duration	Weight-age (%)	Date & Time	Remarks
1.	Internal Test-I (30 %)	2 hr.	25	will be announced	Closed Book
2.	Internal Test-II (30 %)	2 hr.			Closed Book
3.	Seminar (10%)	2 hr.			--
4.	Assignments (10%)	2 hr.			--
5.	Innovative Component (10%)	2 hr.			--
6.	Attendance (10 %)	-	75		On-line Entry
7.	End Semester Exam	3 hr.			Closed Book

**CHAMBER CONSULTATION HOURS:**

Will be announced by the individual instructors.

**NOTICES:**

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4. Pre-Semester & End Semester Theory Examination

**INDIRECT:**

Course end survey (Feedback)

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**Name of the Course Coordinator: Dr. R.S.A. SUSIKARAN**

**Signature:**

**Minutes:**

Unit III: William Shakespeare's Tragedy, *Julius Caesar* is replaced with his history play, *Richard II*

Unit V: William Shakespeare's Tragedy *Hamlet* is replaced with *Macbeth*



<b>Core IX: Poetry II</b>			
<b>Semester</b>	<b>: V</b>	<b>Course Code</b>	<b>: U22EG509</b>
<b>Credits</b>	<b>: 5</b>	<b>Hours / Week</b>	<b>: 6</b>

**COURSE OUTCOMES:**

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

<b>CO No.</b>	<b>Course Outcomes</b>	<b>Level</b>	<b>Unit</b>
<b>CO1</b>	Acquire Poetic creativity with handpicked poems from different ages of English Literature.	K1	I, II
<b>CO2</b>	Classify analytical, emotional or impressionistic aspects of poetic texts.	K2	I, II, IV, V
<b>CO3</b>	Create or Write their own poems with the knowledge they have gained about all the aspects of poetry.	K3	II, IV
<b>CO4</b>	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	II, IV
<b>CO5</b>	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	I, IV
<b>CO6</b>	Illustrate a natural appeal to poems in terms of universal significance as poetry cuts across all barriers.	K2	I, II, IV, V

**SYLLABUS:****UNIT I: Rudiments of Poetry**

- 1.1 Introduction to Prosody
- 1.2 Introduction to Form and Meter
- 1.3 Assonance, Consonance, Alliteration, Refrain, Rhyme
- 1.4 Imagery, Blank Verse, Free Verse
- 1.5 Texture, Theme and Tone

**UNIT II: Jacobean to Restoration (1603 – 1685)**

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

**UNIT III: Romanticism (1798 – 1830)**

- 3.1 Keats: Ode to a Nightingale (1819)
- 3.2 S.T. Coleridge: Kubla Khan (1816)
- 3.3 Shelley: Prometheus Unbound (1820)(lines 555-578)

### 3.4 Byron: Epistle to Augusta (1816)

#### UNIT IV: Victorian - Modern (1837 – 1950)

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

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

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

#### UNIT VI: For Further Discussion & Self Study

(Not to be included for Internal or External examination)

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. Rubbairyat
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:

- T1. Negri, Paul. English Victorian Poetry: An Anthology. Dover Publication, INC. 1999  
 T2. www.poetryfoundation.org  
 T3. Powerpoetry.org  
 T4. www.poetry4kids.com  
 T5. www.poemhunter.com  
 T6. www.allpoetry.com  
 T7. 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

**SPECIFIC LEARNING OUTCOMES:**

Unit	Course Content	Learning Outcomes	Blooms Taxonomic Highest Level of Transaction
<b>I</b>	<b>Rudiments of Poetry</b>		
<b>1.1</b>	Introduction to Prosody	*Define and recall the key terms	K1
<b>1.2</b>	Introduction to Form and Meter	*Name and find the different forms and metres *Create a verse with appropriate Form and metre.	K1 K6
<b>1.3</b>	Assonance, Consonance, Alliteration, Refrain, Rhyme	*Compare and inspect different rhymes	K2
<b>1.4</b>	Imagery, Blank Verse, Free Verse	*Analyse and Discover different Verse Forms	K4

<b>1.5</b>	Texture, Theme and Tone	*Analyse Texture, themes and tones of Poetry. *Synthesize a poem with an apt tone, theme and texture.	K4 K6
<b>II</b>	<b>Jacobean to Restoration (1603 – 1685)</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>III</b>	<b>Romanticism (1798 - 1830)</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>IV</b>	<b>Victorian to Modern (1837 – 1950)</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 Windhover	*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>V</b>	<b>Twentieth Century (1950 Onwards)</b>		
	5.1. Do not go Gentle unto that Good Night	*Determine and justify the importance of fighting till the end	K5

			K4
	5.2. All that is Gold	*Compare and contrast "All the glitters are not gold"	
	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

**MAPPING SCHEME:**

	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

L-Low, M-Moderate, H- High

**COURSE ASSESSMENT METHOD:****EVALUATION SCHEME:**

EC No.	Evaluation component	Duration	Weight-age (%)	Date & Time	Remarks
1.	Internal Test-I (30 %)	2 hr.	25	will be announced	Closed Book
2.	Internal Test-II (30 %)	2 hr.			Closed Book
3.	Seminar (10%)	2 hr.			--
4.	Assignments (10%)	2 hr.			--
5.	Innovative Component (10%)	2 hr.			--
6.	Attendance (10 %)	-	75		On-line Entry
7.	End Semester Exam	3 hr.			Closed Book

**CHAMBER CONSULTATION HOURS:**

Will be announced by the individual instructors.

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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)

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**Name of the Course Coordinator: Dr. P. SURESH KUMAR**

**Signature:**

Minutes:

Three poems have been changed in the 21 -22 syllabus of Poetry II. NO CHANGE in the syllabus for 22 – 23, because the papers Poetry I and Poetry II are to be chronologically aligned. Poetry I & II syllabi are to be restructured with the consent of the senior teachers of the papers and both the course coordinators.

<b>Core Project: Project Work</b>			
<b>Semester</b>	<b>: V</b>	<b>Course Code</b>	<b>: U22EG5PJ</b>
<b>Credits</b>	<b>: 5</b>	<b>Hours / Week</b>	<b>: 5</b>

**Course Description:**

The project is aimed at initiating and providing the student with necessary cognitive and writing skills. Inculcation of fundamentals of research methodology and mechanics of thesis writing is also purpose of this course.

**Length in Pages and Documentation :**

Each student admitted into the programme of study should take up a project work. The Head of the department shall assign a project supervisor, who in turn will monitor the project work of the student. The report of the study should be submitted at the end of the semester, certified by the supervisor and duly forwarded by the HoD.

**Components for Evaluation:**

1. Preparation of report (20 marks)
2. Innovation in choice of problem (20 marks)
3. Skills in systematic analysis and recording (20 marks)
4. Regularity and involvement (20 marks)
5. Viva-voce (20 marks)

<b>Elective I: Introduction to Literary Criticism</b>			
<b>Semester</b>	<b>: V</b>	<b>Course Code</b>	<b>: U22EG5:A</b>
<b>Credits</b>	<b>: 5</b>	<b>Hours / Week</b>	<b>: 5</b>

**COURSE OUTCOMES:**

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

<b>CO No.</b>	<b>Course Outcomes</b>	<b>Level</b>	<b>Unit</b>
<b>CO1</b>	Recall the definition, nature and function of literary criticism	<b>K1</b>	<b>I – V</b>
<b>CO2</b>	Outline the evolution of literary criticism and trace its development from the classical phase to contemporary criticism	<b>K2</b>	<b>V, IV</b>
<b>CO3</b>	Apply key terms and concepts in literary criticism to works of literature	<b>K3</b>	<b>II, V</b>
<b>CO4</b>	Critically appreciate the poetical works with an eye to its form, meaning and tone.	<b>K4</b>	<b>V</b>
<b>CO5</b>	Evaluate the development of literary criticism down the ages and understand its scope and relevance.	<b>K5</b>	<b>I</b>
<b>CO6</b>	Discuss the philosophy and contextual development of literary studies	<b>K6</b>	<b>II, III, IV</b>

**SYLLABUS:****UNIT I: Introduction to Literary Criticism (16 Hours)**

- 1.1 Criticism – Definition, Nature and Function
- 1.2 The Phases of Literary Criticism (Classicism to New Criticism)
- 1.3 Author-Centred, Text-Centred and Reader-Centred Approaches

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

- 2.1 Plato - His attack on Poetry; The Function of Poetry
- 2.2 Aristotle – His observation on Poetry, His observation on Tragedy

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

- 3.1 Longinus : Sublimity in Literature, The Sources of the Sublime
- 3.2 William Wordsworth : Concept of poetic diction, concept of poetry
- 3.3 Matthew Arnold: His criticism on poetry: The Touchstone Method

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

- 4.1 Sigmund Freud : Id, Ego and Superego, Repression, Art and Neurosis
- 4.2 Wimsatt and Beardsley : Affective fallacy and Intentional fallacy

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

- 5.1 Practical Criticism of an unseen poetic text
- 5.2 Analysis of form, theme and technique



**UNIT VI: For Further Discussion & Self Study**

(Not to be included for Internal or External examination)

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-tradition-and-the-individual-talent/">https://literariness.org/2020/07/05/analysis-of-t-s-eliot-tradition-and-the-individual-talent/</a>

**TEXT BOOKS:**

- T1: Prasad, Birjadesh. *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.  
 T4: M S Nagarajan: *English Literary Criticism and Theory: An Introductory History*: Orient Black Swan First Edition; 2006

**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>	<b>Introduction to Literary Criticism</b>		
1.1	Criticism-Definition, 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>	<b>Classical Criticism</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>	<b>Medieval to Modern Criticism</b>		
3.1	Longinus	Outline the principal sources of sublimity. Critique the excellence of literature. Apply to literary praxis.	K2 K3 and K4
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
3.3	Matthew Arnold	Summarize the life and works of Arnold. Discuss Arnold's theory of poetry. Evaluate literary works using the	K2 K3 K4 and K5

		touchstone method.	
<b>IV</b>	<b>Contemporary Criticism</b>		
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
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
<b>V</b>	<b>Practical Criticism</b>		
	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 SCHEME:**

	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

L-Low, M-Moderate, H- High

**COURSE ASSESSMENT METHOD:****EVALUATION SCHEME:**

EC No	Evaluation component	Duration	Weight-age (%)	Date & Time	Remarks
1.	Internal Test-I (30 %)	2 hr.	25	will be announced	Closed Book
2.	Internal Test-II (30 %)	2 hr.			Closed Book
3.	Seminar (10%)	2 hr.			--
4.	Assignments (10%)	2 hr.			--
5.	Innovative Component (10%)	2 hr.			--

6.	Attendance (10 %)	-		On-line Entry
7.	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.

**MAKE-UP POLICY:**

Retest will be given only for first internal test for genuine reason. No re-test for second internal tests.

**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)

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**Name of the Course Coordinator: Mr. D. JEFFREY JOSEPH**

**Signature:**

**Minutes:**

Added a Text Book : M S Nagarajan: English Literary Criticism and Theory: An Introductory History: Orient Black Swan First Edition; 2006

<b>Elective I: Nature Writing and Environmental Thinking</b>			
<b>Semester</b>	<b>: V</b>	<b>Course Code</b>	<b>: U22EG5:B</b>
<b>Credits</b>	<b>: 5</b>	<b>Hours / Week</b>	<b>: 5</b>

**COURSE OUTCOMES:**

On successful completion of the course, the student will be able to:

<b>CO No.</b>	<b>Course Outcomes</b>	<b>Level</b>	<b>Unit</b>
<b>CO1</b>	Identify the environmental concepts and nature in literary texts	K2	I, II, III, V
<b>CO2</b>	Interpret literature and culture using ecocritical concepts	K3	I, II, IV
<b>CO3</b>	infer aesthetic and literary beauty in aspects of environment and demonstrate an understanding of the connections between human and non-human	K4	I – V
<b>CO4</b>	Appraise the implication of preserving and conserving the environment through literary analysis	K5	II, III, V
<b>CO5</b>	Recommend action plans to save the environment from the present perils	K5	II, III, V
<b>CO6</b>	Write nature oriented pieces to appreciate its aesthetic beauty and also warn the humanity of the dangers of their anthropocentric attitude towards the environment.	K6	III, IV, V

**SYLLABUS:****UNIT I: Theoretical Background - Introduction to Ecocriticism and Nature Writing****6 hrs.**

(History, Evolution, Concepts and Principles of Ecocriticism):

- 1.1. Cheryll Glotfelty: Literary Studies in an Age of Environmental Crisis
- 1.2. William Howarth: Some Principles of Ecocriticism

**UNIT II: Eco-Poetry****6 hrs.**

- 2.1 William Wordsworth: The World is Too Much with us
- 2.2 D.H. Lawrence: Snake
- 2.3 Marcie Hans: Fueled
- 2.4 Sarojini Naidu: Bird Sanctuary
- 2.5 Robert Frost: Stopping by Woods

**UNIT III: Eco-Prose:****6 hrs.**

- 3.1 Henry David Thoreau: Where I Lived and What I Lived For
- 3.2 Linda Hogan: The Feathers
- 3.3 Ruskin Bond: Bird on Tap
- 3.4 Ruskin Bond: Growing Up With Trees
- 3.5 Margaret Atwood: Time capsule found on the dead planet

**UNIT IV: Eco-Drama** **6 hrs.**

- 4.1 Rabindranath Tagore : Mukta-dhara
- 4.2 Leslie Milles: Save the Lofty Trees

**UNIT V: Short Eco-Fiction** **6 hrs.**

- 5.1. Anton Chekov: A Day in the Country
- 5.2. Ernest Hemingway: Big Two Hearted River
- 5.3. Somerset Maugham: The Ant and the Grasshopper
- 5.4. Oscar Wilde: The Nightingale and the Rose

**UNIT VI: For Further Discussion & Self Study**

(Not to be included for Internal or External examination)

**EXPERIENTIAL LEARNING:**

- 6.1 Writing an article, a memoir, a poem or a story highlighting the need for human - non-human interaction, short fictions on climate change, environmentalism
- 6.2 Fairy tales and ecological thinking – analysis of tales across cultures

**TEXT BOOKS:**

1. (n.d.). American English | For English Language Teachers Around the World. [https://americanenglish.state.gov/files/ae/resource\\_files/05-43-1-h.pdf](https://americanenglish.state.gov/files/ae/resource_files/05-43-1-h.pdf)
2. Bascara, L. (2003). *World literature' 2003 ed.* Rex Bookstore.
3. Bond, R. (2016). *My favourite nature stories.* Rupa Publications India.
4. Chekhov, A. P. (1985). *A Day in the Country.* Creative Education.
5. Frost, R. (2021). *Stopping by Woods on a Snowy Evening.* Workman Publishing.
6. Glotfelty, C., & Fromm, H. (1996). *The Ecocriticism Reader: Landmarks in Literary Ecology.* University of Georgia Press.
7. Hemingway, E. (2013). *The big two-hearted river: Short story.* Harper Collins, Canada.
8. Kaur, S. (2003). *Sarojini Naidu's Poetry.* Sarup & Sons.
9. Lawrence, D. (2016). *Snake and Other Poems.* Courier Dover Publications.
10. Maugham, W. S. (1979). *Sixty-five short stories.*
11. Pinkney, J. (2015). *The grasshopper & the ants.* Little, Brown Books for Young Readers.
12. Sharp, I. D., Atwater, H. A., & Lewerenz, H. J. (2018). *Integrated solar fuel generators.* Royal Society of Chemistry.
13. Tagore, R. (1954). *Three plays: Mukta-dhara, Natir puja, Chandalika.*
14. Thoreau, H. D. (2006). *Where I lived, and what I lived for.* Penguin.
15. *Time capsule found on the dead planet by Margaret Atwood.* (2018, February 22). the Guardian. <https://www.theguardian.com/books/2009/sep/26/margaret-atwood-mini-science-fiction>
16. Wilde, O., & Souza, M. (2016). *The Nightingale and the rose.*
17. Wordsworth, W. (1855). *Poems of William Wordsworth.*

**E-RESOURCES:**

<https://carterhaughschool.com/icfa-2021-fairy-tales-and-ecological-thinking/>

**REFERENCE BOOKS: Recommended Readings and Films**

1. Kinoshita, Yuta, and Kenji Watanabe. "How to Read Environmental Literature 101". *Our World*, 2010. *OER*
2. Reading material provided by Rice University. Terrestrial Biomes. Retrieved from <https://www.oercommons.org/courseware/lesson/15169/overview> Commons, <https://ourworld.unu.edu/en/how-to-read-environmental-literature-101>. Accessed 12 Feb. 2021. Creative Commons Attribution -NoDerivatives 3.0 Unported License.
3. "Enemy of the People" by Henrik Ibsen
4. Playbook ("Windfall" and "The Furies of Mother Jones") by Maxine Klein
5. "The Brown Pelican" by George Sklar
6. "The Bacchae" by Euripides
7. "Pristine Condition" by Andrew Hepburn
8. "The Field" (starring Richard Harris and Tom Berenger)
9. "The China Syndrome" (starring Jack Lemmon and Jane Fonda)
10. "Say Goodbye" (documentary on animal rights)
11. "Manon of the Spring" (film based on novel by Marcel Pagnol)
12. Scenes from "The Cherry Orchard" (Lophakin's speech) and "The Three Sisters" (Vershinin's speech) by Anton Chekhov
13. "Sarcophagus" (by Russian journalist on Chernobyl incident)
14. "Fire in the Lake" by Karim Alrawi (selected scenes)
15. *Ecocide in Indochina: the Ecology of War* by Barry Weisberg
16. *The Death of Nature* by Carolyn Merchant
17. *Earth Mind* by Paul Devereaux
18. *Earth in Mind* by David Orr
19. *The Rights of Nature* by Roderick Nash

**SPECIFIC LEARNING OUTCOMES (SLOs):**

Unit	Course Content	Learning Outcomes	Blooms Taxonomy Highest Level of Transaction
<b>Unit 1: Theoretical Background - Introduction to Ecocriticism and Nature Writing</b>			
1.1	Cheryll Glotfelty: Literary Studies in an Age of Environmental Crisis	<ul style="list-style-type: none"> <li>• Discuss the role of Literary Studies in an age of Environmental crisis</li> </ul>	K2
		<ul style="list-style-type: none"> <li>• Identify a few Environmental catastrophes that have played havoc in the human and environment history and the devastating consequences it levied on the human and the non-human.</li> </ul>	K3

1.2	William Howarth: Some Principles of Ecocriticism	<ul style="list-style-type: none"> <li>Interpret the principles advocated by Howarth and the need for Ecocriticism as a major genre in the academic discussions.</li> </ul>	K2
		<ul style="list-style-type: none"> <li>Categorize the principals of Ecocriticism with respect to its orientation towards political agenda and a re-thinking on academic manifestos.</li> </ul>	K4
		<ul style="list-style-type: none"> <li>Appraise Howarth's stance of love for nature and the inclination towards nature oriented writings.</li> </ul>	K4
<b>Unit -II: Eco-Poetry</b>			
2.1	William Wordsworth: The World is Too Much with us	<ul style="list-style-type: none"> <li>Extend the comprehension by exploring the levels of meaning of the poem's multiple metaphors, imagery and other figurative expressions used by the poet to express his quest for nature.</li> </ul>	K2
2.2	D.H. Lawrence: Snake	<ul style="list-style-type: none"> <li>Examine the following in the "Snake": <ul style="list-style-type: none"> <li>The paradoxical image of snake in traditional concept and Lawrence's writing</li> <li>The paradoxical personalities of human in the modern society and the conflicts between anthropocentrism and naturalism</li> <li>Ecological ethics the poem focuses on.</li> </ul> </li> </ul>	K4
		<ul style="list-style-type: none"> <li>Critically analyze "Snake" as a poem of paradoxes and conflicts that arouse man's attention to ecology.</li> </ul>	K5
2.3	Marcie Hans: Fueled	<ul style="list-style-type: none"> <li>Explore the issues Marcie Hans talks about in the poem "Fuelled" on creation and invention. How does she bring out the imbalance by showing the paltry exhibition of man's achievements?</li> </ul>	K4
2.4	Sarojini Naidu: Bird Sanctuary	<ul style="list-style-type: none"> <li>Map the serenity, musicality, and vibrancy of nature in <i>Sarojini Naidu's "The Bird Sanctuary"</i>.</li> </ul>	K5
2.5	Robert Frost: Stopping by Woods	<ul style="list-style-type: none"> <li>Comprehend the nature themes in the poem and the message the poem communicates.</li> </ul>	K3



<b>Unit -III: Eco-Prose</b>			
3.1	Henry David Thoreau: Where I Lived and What I Lived For	<ul style="list-style-type: none"> <li>Assess the single minded devotion to nature in Thoreau as revealed in his essay "Where I Lived ...".</li> </ul>	K5
3.2	Linda Hogan: The Feathers	<ul style="list-style-type: none"> <li>Estimate on the polarized existence of the people of nature/tribes and the people of culture/urbanites through the lesson "The Feathers"</li> </ul>	K6
3.3	Ruskin Bond: Bird on Tap	<ul style="list-style-type: none"> <li>Assess Bond's observations on the environment and the animal kingdom.</li> </ul>	K2
3.4	Ruskin Bond: Growing Up With Trees	<ul style="list-style-type: none"> <li>Survey the terrain Bond presents and his love for trees.</li> </ul>	K4
3.5	Margaret Atwood: Time capsule Found on the Dead Planet	<ul style="list-style-type: none"> <li>Examine how Margaret Atwood's text, "Time capsule found on the dead planet" describes our world in ages, beginning with the creation of gods progressing to the creation of money, and finally ending with deserts.</li> </ul>	K2
<b>Unit -IV: Eco-Drama</b>			
4.1	Rabindranath Tagore : Muktadhara	<ul style="list-style-type: none"> <li>Analyze the ecocritical worth of the text develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</li> </ul>	K4
		<ul style="list-style-type: none"> <li>Discuss the fundamental questions Tagore forces his readers to ask.</li> </ul>	K6
4.2	Leslie Milles: Save the Lofty Trees	<ul style="list-style-type: none"> <li>Identify the commitment, call and the love of nature expressed in the text by Leslie.</li> </ul>	K3
		<ul style="list-style-type: none"> <li>Explore the historical and social contexts at play in O'Connor's South, such issues as the "Old" vs. the "New" South, religious beliefs, racial assumptions,</li> </ul>	K4
<b>Unit -V: Short Eco-Fiction</b>			
5.1	Anton Chekov: A Day in the Country	<ul style="list-style-type: none"> <li>Appraise on Chekov's story and his love of country life.</li> </ul>	K5
		<ul style="list-style-type: none"> <li>Estimate on Chekov's incredible, perplexing cast of characters:</li> </ul>	K6

		<ul style="list-style-type: none"> <li>Discover the very act of the art storytelling.</li> </ul>	K4
5.2	Ernest Hemingway: Big Two Hearted River	<ul style="list-style-type: none"> <li>Construct a better understanding of the themes in the text and the ecoconscious message inherent in the text.</li> </ul>	K6
		<ul style="list-style-type: none"> <li>Demonstrate their understanding of the text on four levels: factual, interpretive, critical and personal.</li> </ul>	K2
5.3	Somerset Maugham: The Ant and the Grasshopper	<ul style="list-style-type: none"> <li>Discuss fable from an ecocritical view point.</li> </ul>	K6
		<ul style="list-style-type: none"> <li>Examine the fable as a powerful dramatization of environmental thinking.</li> </ul>	K4
5.4	Oscar Wilde: The Nightingale and the Rose	<ul style="list-style-type: none"> <li>Discuss Wilde's story as a criticism of life.</li> </ul>	K2
		<ul style="list-style-type: none"> <li>Analyze how the plot is constructed in a way that the author sympathizes with the nature and how he criticizes materialism and intellectualism.</li> </ul>	K4

**MAPPING SCHEME:**

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

L- Low, M – Medium, H - High

**COURSE ASSESSMENT METHOD:****EVALUATION SCHEME:**

EC No	Evaluation component	Duration	Weight-age (%)	Date & Time	Remarks
1.	Internal Test-I (30 %)	2 hr.	25	will be announced	Closed Book
2.	Internal Test-II (30 %)	2 hr.			Closed Book
3.	Seminar (10%)	2 hr.			--
4.	Assignments (10%)	2 hr.			--
5.	Innovative Component (10%)	2 hr.			--
6.	Attendance (10 %)	-			On-line Entry
7.	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.

**MAKE-UP POLICY:**

Retest will be given only for first internal test for genuine reason. No re-test for second internal tests.

**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)

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**Name of the Course Coordinator: Dr. K. SHANTHI**

**Signature:**

<b>SBEC III: Writing Skills</b>			
<b>Semester</b>	<b>: V</b>	<b>Course Code</b>	<b>: U22EG5S3</b>
<b>Credits</b>	<b>: 2</b>	<b>Hours / Week</b>	<b>: 2</b>

**COURSE OUTCOMES:**

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

<b>CO No.</b>	<b>Course Outcomes</b>	<b>Level</b>	<b>Unit</b>
CO1	Cultivate the habit of maintaining writer's note book	K6	III, IV
CO2	Organize information in a proper sequence	K3	I to V
CO3	Examine the content of written document	K5	II
CO4	Determine and formulate the four modes of writing	K4	II, III
CO5	Compile essays, advertisements and content for presentation	K6	III, IV
CO6	Prepare the works cited list in an appropriate way	K3	I to V

**SYLLABUS:****Unit I : Prewriting**

- 1.1 Identifying the purpose of writing
- 1.2 Knowing the Audience
- 1.3 Gathering information
- 1.4 Brainstorming
- 1.5 Clustering
- 1.6 Asking questions
- 1.7 Changing points of view

**UNIT II: The Process of Writing**

- 2.1 Organizing information
- 2.2 Writing a First Draft
- 2.3 Proof Reading (from John Warner)

**UNIT III: Modes of Writing**

- 3.1 Description
- 3.2 Narration
- 3.3 Exposition
- 3.4 Persuasion

**UNIT IV: Forms of Writing**

- 4.1 The Essay
- 4.2 The Paragraph

- 4.3 The Précis
- 4.4 The Abstract
- 4.5 Communication within the Office
- 4.6 Writing for Publicity / Advertisements
- 4.7 The Presentation (from the book by Nilanjana Gupta)

**UNIT V: Mechanics of Research Presentation**

- 5.1 How to quote
- 5.2 Works Cited and Bibliography
- 5.3 Typesetting a project report

**UNIT VI: For Further Discussion & Self Study**

(Not to be included for Internal or External examination)

- 6.1 Compose poems
- 6.2 Write Short Stories

**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:**

<https://learnenglish.britishcouncil.org/skills/writing>  
<https://www.google.com/aclk?sa=l&ai=DChcSEwi uaPTza7tAhWarZYKHaycANKYABABGgJ0bA&ae=2&sig=AOD64 3C-XAiqRTV-fUTpwO3TpnBl62NsA&q&adurl&ved=2ahUKEwjN4l7Tza7tAhXBwigGHXUODaIQ0Qx6BAgWEAE>  
<https://www.creative-writing-now.com/free-online-writing-courses.html>

## SPECIFIC LEARNING OUTCOMES:

Unit	Course Content	Learning outcomes	Blooms Taxonomy Highest Level 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>		

	Process of Writing	Understand and exercise the nuances involved in the process of writing	K2, K3
	Writing a First Draft	Know how to write first draft	K1
	Proof Reading	Analyse and evaluate errors in the draft	K4, K5
<b>III</b>	<b>Modes of Writing</b>		
	Description	Create description of a person/ place /object	K6
	Narration	Create stories and Narrate an event/ incident in some order	K3, K6
	Exposition	Explain the process of an action	K3
	Persuasion	Analyse the pros and cons and convince through writing	K4
<b>IV</b>	<b>Form of Writing</b>		
	The Essay	Apply the strategies of an appropriate essay and write meaningful essay	K3, K6
	The Paragraph	Apply the strategies of an appropriate paragraph and write coherent essay	K3, K6
	The Precis	Understand and apply the rules for precis –writing	K2, K3
	The Abstract	Understand and apply the guidelines for writing abstract	K2, K3
	Communication within the office	Know and understand how to communicate within office	K1, K2

	Writing for Publicity/ Advertisements	Write creative advertisements	K6
	The Presentation	Know and apply the parameters for effective power-point presentation	K2, K3
<b>V</b>	<b>Mechanics of Research Presentation</b>		
	How to quote	Quote according to MIA Style in thesis writing	K1, K3
	Works cited and bibliography	Know the difference between works cited and bibliography and prepare works cited list	K1, K3
	Typesetting a project	Know the nuances involved in typing a project	K1

**MAPPING SCHEME:**

	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	-	-

L-Low, M-Moderate, H- High

**COURSE ASSESSMENT METHOD:****EVALUATION SCHEME:**

EC No	Evaluation component	Duration	Weight-age (%)	Date & Time	Remarks
1.	Internal Test-I (30 %)	2 hr	25	will be announced	Closed Book
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3.	Seminar (10%)	2 hr.			--
4.	Assignments (10%)	2 hr.			--
5.	Innovative Component (10%)	2 hr.			--
6.	Attendance (10 %)	-	75		On-line Entry
7.	End Semester Exam	3 hr.			Closed Book

**CHAMBER CONSULTATION HOURS:**

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**DIRECT:**

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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)

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**Name of the Course Coordinator: Dr. R. ANNIE KARUNYA BAGYAM**

**Signature:**

**MINUTES:**

There is no change in this paper.



<b>Core XI – Modern Drama</b>			
<b>Semester</b>	: VI	<b>Course Code</b>	: U22EG610
<b>Credits</b>	: 5	<b>Hours / Week</b>	: 6

**COURSE OUTCOMES:**

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

CO No.	Course Outcome	Level	Unit
CO1	Understand and define the movements, trends and the elements of modern drama.	K1 & 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**

<b>Unit 1: Modern Drama – Theory and Practice</b>	<b>18 Hours</b>
Elements of Drama- Plot, Character, Dialogue- Prose drama – Revival of verse drama- Movements and Trends in Modern Drama: Realism- Naturalism- Symbolism- Surrealism- Expressionism- <b>Existentialism</b> -Theatre of the Absurd- Drama of Protest: Angry Young Man Movement- Problem Plays.	
<b>Unit 2: Historical Verse Drama</b>	<b>18 Hours</b>
<i>Murder in the Cathedral</i> – T.S. Eliot	
<b>Unit 3: Modern (Romantic) Comedy; Play of Ideas</b>	<b>18 Hours</b>
<i>Pygmalion</i> – George Bernard Shaw	
<b>Unit 4: Celtic Drama; Modern Symbolist Tragedy</b>	<b>18 Hours</b>
<i>The Playboy of the Western World</i> – J.M. Synge	
<b>Unit 5: Kitchen Sink Drama; Social and Psychological Realism; Naturalism</b>	<b>18 Hours</b>
<i>Look Back in Anger</i> – John Osborne	

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

(Not to be included for Internal or External examination)

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

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

**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>

## SPECIFIC LEARNING OUTCOMES:

Unit	Course Content	Learning outcomes	Taxonomy Level
<b>I</b>	<b>Introduction to Modern Drama</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, <b>Existentialism</b> , 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>		
	<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>		
	<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>		
	<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>		
	<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>		
	<i>Waiting for Godot</i> – Samuel Beckett	Identify the nuances of absurdity in the play <i>Waiting for Godot</i>	K2
	<i>The Adding Machine</i> - Elmer Rice	Critically analyse expressionistic technique used in the text	K5
		Create a dramatic performance	K6

**MAPPING SCHEME:**

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

L- Low, M – Medium, H – High

**COURSE ASSESSMENT METHOD:****EVALUATION SCHEME:**

EC No	Evaluation component	Duration	Weight-age (%)	Date & Time	Remarks
1.	Internal Test-I (30 %)	2 hr.	25	will be announced	Closed Book
2.	Internal Test-II (30 %)	2 hr.			Closed Book
3.	Seminar (10%)	2 hr.			--
4.	Assignments (10%)	2 hr.			--
5.	Innovative Component (10%)	2 hr.			--
6.	Attendance (10 %)	-	75		On-line Entry
7.	End Semester Exam	3 hr.			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.

**MAKE-UP POLICY:**

Retest will be given only for first internal test for genuine reason. No re-test for second internal tests.

**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)

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**Name of the Course Coordinator: Ms. J. NANCY PEARLIN**

**Signature:**

**Minutes:**

**Existentialism is added in the first unit.**

<b>Core XII – American Literature</b>			
<b>Semester</b>	<b>: VI</b>	<b>Course Code</b>	<b>: U22EG611</b>
<b>Credits</b>	<b>: 5</b>	<b>Hours / Week</b>	<b>: 6</b>

**COURSE OUTCOMES:**

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

<b>CO No.</b>	<b>Course Outcome</b>	<b>Level</b>	<b>Unit</b>
CO1	Relate and reminisce the cultural documentation of 'Americanised Literature' as a part of world literature.	K1	I, IV
CO2	Contrast the writings of the British and the Americans by interpreting their heterogeneous histories, cultures, and texts together.	K2	I, III, V
CO3	Identify the styles, themes, motifs, and genres of American literature.	K3	I
CO4	Discover the subliminal narration expressed by the African American writers who nurse the cultural equilibrium between the Black and the White.	K4	I, II
CO5	Influence people by internalising the concept of "Multicultural Versatility"	K5	II, III
CO6	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	II, V

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

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

**UNIT II: SHORT STORY**

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

**UNIT III : PROSE**

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

**UNIT IV: DRAMA**

Arthur Miller	: All My Sons
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**UNIT V: NOVEL**

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

**UNIT VI: FOR FURTHER DISCUSSION & SELF STUDY**

(Not to be included for Internal or External examination)

- An Introduction to American Literature.
- Richard Walsh: Reading novel Innovative arguments in American Fiction
- Janice Campbell: American Literature
- An Introduction to Native American Literature.
- African American Literature- A brief history.
- 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)

## SPECIFIC 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
II	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
III	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

**MAPPING SCHEME:**

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

L-Low, M-Moderate, H- High

**COURSE ASSESSMENT METHOD:****EVALUATION SCHEME:**

EC No	Evaluation component	Duration	Weight-age (%)	Date & Time	Remarks
1.	Internal Test-I (30 %)	2 hr.	25	will be announced	Closed Book
2.	Internal Test-II (30 %)	2 hr.			Closed Book
3.	Seminar (10%)	2 hr.			--
4.	Assignments (10%)	2 hr.			--
5.	Innovative Component (10%)	2 hr.			--
6.	Attendance (10 %)	-	75		On-line Entry
7.	End Semester Exam	3 hr.			Closed Book

**CHAMBER CONSULTATION HOURS:**

Will be announced by the individual instructors.

**NOTICES:**

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**MAKE-UP POLICY:**

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**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)

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

**Signature:**

**MINUTES: NO CHANGE**

<b>Core XIII – Post-Colonial Literatures</b>			
<b>Semester</b>	: VI	<b>Course Code</b>	: <b>U22EG612</b>
<b>Credits</b>	: 4	<b>Hours / Week</b>	: 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

**SYLLABUS:**

**UNIT I – Poems: Australian, Canadian and Srilankan** **15Hours**  
 Charles Harpur: An Aboriginal Mother's Lament  
 A.D. Hope : Australia  
 Oodgeroo Noonuccal: No More Boomerang  
 Kamala Wijeratne: To a Student

**UNIT II - Poems on Africa** **15Hours**  
 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** **20Hours**  
 Wole Soyinka: The Lion and the Jewel

**UNIT IV - Short Stories****20Hours**

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****20Hours**

Alan Paton: Cry, the Beloved Country  
 To Sir, With Love: E.R. Braithwaite

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

(Not to be included for Internal or External examination)

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: Alan Paton: Cry, the Beloved Country, England: Penguin 1978  
 T2: Wole Soyinka: The Lion and the Jewel Oxford University Press, 1963

**REFERENCE BOOKS:**

1. An Anthology of Commonwealth Poetry by Ed CD 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	A.D. Hope : Australia	Criticize the wilderness of Australia	K5
	Charles Harpur : An Aboriginal Mother's Lament	Explain the predicament to fab original mother	K4
	Oodgeroo Noonuccal : No More Boomerang	Compare and contrast the past and present life of aboriginal people	K2
	Kamala Wijeratne: To a Student	Criticize the racial war between the two groups	K5
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
	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 Child a....	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
	To Sir, With Love : E.R. Braithwaite	Evaluate the theme of education and racial prejudice	K5

**MAPPING SCHEME:**

	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

L-Low; M-Moderate; H-High

**COURSE ASSESSMENT METHOD:****EVALUATION SCHEME:**

EC No	Evaluation component	Duration	Weight-age (%)	Date & Time	Remarks
1.	Internal Test-I (30 %)	2 hr	25	will be announced	Closed Book
2.	Internal Test-II (30 %)	2 hr			Closed Book
3.	Seminar (10%)	2 hr.			--
4.	Assignments (10%)	2 hr.			--
5.	Innovative Component (10%)	2 hr.			--
6.	Attendance (10 %)	-	75		On-line Entry
7.	End Semester Exam	3 hr.			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.

**MAKE-UP POLICY:**

Retest will be given only for first internal test for genuine reason. No re-test for second internal tests.

**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)

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

**Signature:**

**F. R. Scott's "Canadian Authors Meet" is substituted with Kamala Wijeratne: "To a Student"**

<b>Elective II – English Language Teaching</b>			
<b>Semester</b>	<b>: VI</b>	<b>Course Code</b>	<b>: U22EG6:A</b>
<b>Credits</b>	<b>: 5</b>	<b>Hours / Week</b>	<b>: 6</b>

**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	Appraise the gained knowledge of the structure of the language.	K2	I
CO2	Delineate the skills and the aspects of the language effectively.	K2	II
CO3	Execute the function of the language by means of social and cultural background in teaching language.	K3	III, IV &V
CO4	Scrutinize the various sources of English and inhere the ability to relate English as skill-based subject.	K4	III, IV &V
CO5	Determine to teach English for larger groups and be able to take part in group discussions without fear	K5	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	I – V

**SYLLABUS:****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: FOR FURTHER DISCUSSION & SELF STUDY**

(Not to be included for Internal or External examination)

**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="https://www.ukessays.com/essays/english-language/methods-and-approaches-of-english-language-teaching-english-language-essay.php">https://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="https://www.teachhub.com/teaching-strategies/2019/10/teaching-strategies-5-ideas-for-instructing-vocabulary/">https://www.teachhub.com/teaching-strategies/2019/10/teaching-strategies-5-ideas-for-instructing-vocabulary/</a>
3	Practical Solutions to Real Teaching Challenges	<a href="https://www.teachervision.com/blog/morning-announcements/solutions-to-your-biggest-classroom-challenges">https://www.teachervision.com/blog/morning-announcements/solutions-to-your-biggest-classroom-challenges</a>
4	Task-Based Language Teaching	<a href="https://www.languages.dk/archive/pools-m/manuals/final/taskuk.pdf">https://www.languages.dk/archive/pools-m/manuals/final/taskuk.pdf</a>
5	The Benefits of Digital Tools in the Primary Classroom	<a href="https://www.medium.com/illumnus/6-advantages-of-digital-learning-5a27c17f97ef">https://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.	
<b>II</b>			
	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
	2.4. Teaching English in large classes	* Define Teaching English in large classes along with the challenges of teaching English as a second language in large classes.	K1
		* 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 and to know the meaning of vocabulary.	K4
	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>V</b>	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
<b>N.B: Unit VI Not to be included for examination</b>			
<b>VI</b>	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	* Prepare a project / paper on the critical appraisal of preparing lesson plan, benefits of Digital Tools and task-based language teaching.	
	6.5 The Benefits of Digital Tools in the Primary Classroom.		

**Year of Revision: 2017-18**

**MAPPING SCHEME:**

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

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

**COURSE ASSESSMENT METHOD:****EVALUATION SCHEME:**

EC No	Evaluation component	Duration	Weight-age (%)	Date & Time	Remarks
1.	Internal Test-I (30 %)	2 hr.	25	will be announced	Closed Book
2.	Internal Test-II (30 %)	2 hr.			Closed Book
3.	Seminar (10%)	2 hr.			--
4.	Assignments (10%)	2 hr.			--
5.	Innovative Component (10%)	2 hr.			--
6.	Attendance (10 %)	-			On-line Entry
7.	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.

**MAKE-UP POLICY:**

Retest will be given only for first internal test for genuine reason. No re-test for second internal tests.

**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)

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

**Signature:**

**NO CHANGE**

<b>Elective II – Understanding Cinematic Texts</b>			
<b>Semester</b>	<b>: VI</b>	<b>Course Code</b>	<b>: U22EG6:B</b>
<b>Credits</b>	<b>: 5</b>	<b>Hours / Week</b>	<b>: 6</b>

**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	To develop greater sensitivity to children’s ways of thinking and feeling in various contexts.	K2	I
CO2	To develop a historical understanding of the use of literature across cultures as a tool to both entertain and educate children	K2	II
CO3	To analyse children's literature ranging from folklore and mythology to contemporary realistic fiction, science fiction and nonfiction.	K3	III, IV&V
CO4	To deconstruct canonical texts from the marginalised perspective of children.	K4	III, IV&V
CO5	To comprehend the need for multicultural (even interdisciplinary) perspectives in course curriculum that draws upon art, history, education, sociology, psychology and media studies	K5	III, IV&V
CO6	To locate the child in adult readers and the adult in child readers	K6	I – V

**SYLLABUS:****UNIT I: FOLK/FAIRY TALES****(18 hours)**

Jacob and Wilhelm Grimm - “Rapunzel”  
 Jacob and Wilhelm Grimm - “Hansel and Gretel”  
 Joseph Jacobs - “Jack and the Beanstalk”  
 Madame Le Prince de Beaumont - “Beauty and the Beast”  
 Akbar Birbal Stories The Emperor Akbar and the Half-Reward  
 Panchatantra Stories - The Mice and the Elephants

**UNIT II: WESTERN LITERATURE****(18 hours)**

Lewis Carroll - Alice in Wonderland  
 Judy Blume - Are You There God? It’s Me, Margaret  
 J. K. Rowling - Harry Potter and the Philosopher’s Stone  
 Jacqueline Wilson - The Illustrated Mum  
 J M Barrie - Peter Pan

**UNIT III: INDIAN LITERATURE (18 hours)**

R. K. Narayan - Malgudi Days  
 Ruskin Bond - Room on the Roof  
 Salman Rushdie- Haroun and the Sea of Stories  
 Mahasweta Devi - The Why-Why Girl

**UNIT IV: WESTERN CINEMATIC TEXTS (18 hours)**

Pete Docter - Inside Out (2015)  
 Joss Whedon - Marvel's The Avengers (2012)  
 Majid Majidi - Colours of Paradise (Rang-e-khoda) (1999)  
 Children of Heaven (BachehaYe aseman) (1997)  
 John G. Avildsen - The Karate Kid (1984)

**UNIT V: INDIAN CINEMATIC TEXTS (18 hours)**

TaareZameen Par (2007)  
 My Dear Kuttichathan (1984)  
 Saattai (2012)  
 Udaan (2010)  
 Pasanga Part I (2009)

**UNIT VI: FOR FURTHER DISCUSSION & SELF STUDY**

(Not to be included for Internal or External examination)

1. Steven T. Seagle and Duncan Rouleau-Baymax(1998)
2. P.L.Travers - Mary Poppins (1934)
3. C.S.Lewis- The Chronicles of Narnia The Lion, the Witch and theWardrobe (1950)
4. Roaland Dahl- Matilda (1988)
5. Stephen Chobosky- The Perks of being a Wallflower(1999)

**Topics for Self-Study**

S.No.	Topics	Books/ Movie Archive
1	Steven T. Seagle and Duncan Rouleau- Baymax(1998)	Adsit, Scott, et al. <i>Big Hero 6 DVD</i> . Walt Disney Studios, 2015.
2	P.L.Travers - Mary Poppins (1934)	Travers, P. L., and Mary Shepard. <i>Mary Poppins</i> . Houghton Mifflin Harcourt, 2015.
3	C.S.Lewis- The Chronicles of Narnia The Lion, the Witch and the Wardrobe (1950)	Lewis.C.S. <i>The Chronicles of Narnia The Lion, the Witch and the Wardrobe</i> . HarperCollinsPublishers. 2001.
4	Roaland Dahl- Matilda (1988)	Dahl, Roland. <i>Matilda</i> . Penguin UK. 2019.
5	Stephen Chobosky- The Perks of being a Wallflower(1999)	Chobosky, Stephen. <i>The Perks of being a Wallflower</i> . Simon & Schuster. 2012.



**TEXT BOOKS:**

1. Grimm Jacob and Wilhelm Jacob. *Rapunzel*. Scholastic New edition. 1998.
2. Grimm Jacob and Wilhelm Jacob. *Hansel and Gretel*. Floris books. 2008.
3. Jacobs. Joseph. *Jack and the Beanstalk*. Penguin UK. 2012
4. De Beaumont Jean Marrie. *Beauty and the Beast*. Autumn Publishing. 2019.
5. 101 Witty Stories of Akbar and Birbal - Collection Of Humorous Stories For Kids. Wonder House. 2020.
6. Story book for kids: 365 *Panchatantra Stories*. Om book service. 2019.
7. Carroll. Lewis. *Alice in Wonderland*. Maple Press. 2011.
8. Blume, Judy. *Are You There God? It's Me, Margaret*. Atheneum Books. 2001.
9. Rowling, J.K. *Harry Potter and the Philosopher's Stone*. Bloomsbury Publishing. 2014.
10. Barrie, J.M. *Peter Pan*. Harper Collins. 2009.
11. Wilson, Jacqueline. *Illustrated Mum*. RHUK. 2007.
12. Narayan. R.K. *Malgudi days*. Indian Thoughts. 1982.
13. Bond, Rushkin. *Room on the Roof*. Puffin. 2014.
14. Rushdie, Salman. *Haroun and the sea of stories*. Penguin stories. 2000.
15. Devi, Mahasweta. *The Why-Why girl*. Tulike. 2012.

**WEBLINKS**

1. <https://education.stateuniversity.com/pages/1829/Children-s-Literature.html>
2. <https://www.dk.com/uk/book/9781409334491-childrens-book-of-cinema/>
3. <https://www.hotstar.com/in/movies/my-dear-kuttichathan/1000108138/watch>
4. <https://www.youtube.com/watch?v=JZS6hyPC64o>
5. <https://www.youtube.com/watch?v=7WE0ZyyHBXs>

**MOVIES:**

1. Pete Docter - Inside Out (2015)
2. Joss Whedon - Marvel's The Avengers (2012)
3. Majid Majidi - Colours of Paradise (Rang-e-khoda) (1999)
4. Children of Heaven (BachehaYe aseman) (1997)
5. John G. Avildsen - The Karate Kid (1984)
6. Taare Zameen Par (2007)
7. My Dear Kuttichathan (1984)
8. Saattai (2012)
9. Udaan (2010)
10. Pasanga Part I (2009)

## SPECIFIC LEARNING OUTCOMES (SLO):

Unit	Course Content	Learning Outcomes	Blooms Taxonomic Highest Level of Transaction
I	1.1 Jacob and Wilhelm Grimm - "Rapunzel"	* Discuss the power of imagination and the world of Princess and Witches	K2
		* Identify the virtues and Vices through the characters in the fairytale.	K3
	1.2 Jacob and Wilhelm Grimm – Hansel and Gretel	* To interpret the characters in the story to that of life and discuss the fragility of life.	K2
		* To categorise the history and the variation in the story. * To identify symbolisms in the story	K4
	1.3 Joseph Jacobs - "Jack and the Beanstalk"	* Identify the value of trust and who and why they should be trusted in the story and how it should be imbibed in the children.	K3
	1.4 Madame LePrince de Beaumont - "Beauty and the Beast"	* Interpret the act of conquering one's demons to be a great leader.	K2
		* Analyse the value of inward characteristics present in the story and how it can mould the young children.	K3
	1.5 Akbar Birbal Stories The Emperor Akbar and the Half-Reward	* to Impart morals and values such as wisdom, kindness and responsibility.	K2
		* Analyse the teaching of fairy tales for understanding basic humane qualities.	K4
		1.6 Panchatantra Stories - The Mice and the Elephants	* Critically analyse the story and its reach with children and Tweaks.
* Examine the language of the learners with fairy tale as its medium			K4
*To develop ideas beyond the notion of literacy and learning			K6
*Understanding the messages and agendas in texts for children to navigate the complexities of contemporary world			K6
II	2.1 Lewis Carroll - Alice in Wonderland	*To gain better understanding of the reading and decoding strategies of children with reference to fairy tales, folk tales, myths, science fiction, literary texts, graphic novels and movies.	K5

	2.2 Judy Blume - Are You There God? It's Me, Margaret	*To understand the need for identity and helps the learners to do self retrospection to achieve things	K4
		*Analyse children's dilemma and doubts in religious and spiritual belief	K5
	2.3 J. K. Rowling - Harry Potter and the Philosopher's Stone	*To understand the world of magic and witchcraft and open up to the helm of creativity	K5
		*Discuss alternate worlds, myths and mythological characters through stories.	K4
	2.4 Jacqueline Wilson - The Illustrated Mum	* discussion on mental health, bipolar disorders and bullying that is very common in the tweaks and help learners understand its severity and consequences after	K5
	2.5 J M Barrie - Peter Pan	* encourages learners to believe in the make- believe world where everything is possible	K4
		* accentuates the importance of maternal and familial love as markers of identity and growth	K4
		* Critically analyse the power of a child's mind and power of imagination.	K5
	III	R. K. Narayan - Malgudi Days	*Encourages learners to challenge the overall status quo and the need for change in the East.
*Analyses the conflict between tradition and modernity in fiction.			K5
Mahasweta Devi - The Why-Why Girl		* Discusses education for children as a sole need to achieve greatness	K5
		*analyses the social and structural inequalities that are prevalent in the society through children's books	K6
Ruskin Bond -Room on the Roof		* Discusses on the pain and pleasure of growing up	K4
		*.Encourages the learners to find their own adventures through travelling and exploring.	K2
Salman Rushdie- Haroun and the Sea of Stories		Analyses the need for balance and power of opposites	K5
		criticises the politics of censorship and advocates the need for freedom of speech and expression.	K6

<b>IV</b>	Pete Docter - Inside Out (2015)	Children engage with stories in the form of books, films and new media, and from these texts, they learn ways to interpret their world and develop models for participating in their culture.	K5&K6
	Joss Whedon - Marvel's The Avengers (2012)	Children engage with stories in the form of books, films and new media, and from these texts, they learn ways to interpret their world and develop models for participating in their culture.	k5&K6
	Majid Majidi -Colours of Paradise (Rang-e-khoda) (1999)	Children engage with stories in the form of books, films and new media, and from these texts, they learn ways to interpret their world and develop models for participating in their culture.	K5&K6
	John G. Avildsen - The Karate Kid (1984)	Children engage with stories in the form of books, films and new media, and from these texts, they learn ways to interpret their world and develop models for participating in their culture.	K5&K6
	Children of Heaven (BachehaYe aseman) (1997)	Children engage with stories in the form of books, films and new media, and from these texts, they learn ways to interpret their world and develop models for participating in their culture.	K5&K6
<b>V</b>	TaareZameen Par (2007)	* Children engage with stories in the form of books, films and new media, and from these texts, they learn ways to interpret their world and develop models for participating in their culture.	K5 & K6
	My Dear Kuttichathan (1984)		
	Saattai (2012)		
	Udaan (2010)	*Children engage with stories in the form of books, films and new media, and from these texts, they learn ways to interpret their world and develop models for participating in their culture.	K5 & K6
	Pasanga Part I (2009)		

<b>N.B: Unit VI Not to be included for examination</b>			
<b>VI</b>	Steven T. Seagle and Duncan Rouleau-Baymax(1998)	<ul style="list-style-type: none"> <li>develop deeper insight into the features of alternate/new genres of print and non-print texts that have been able to apply various literary theories to children's literature</li> </ul>	K5 & K6
	P.L.Travers - Mary Poppins (1934)	<ul style="list-style-type: none"> <li>To gain better understanding of the reading and decoding strategies of children with reference to fairy tales, folk tales, myths, science fiction, literary texts, graphic novels and movies.</li> </ul>	
	C.S.Lewis- The Chronicles of Narnia The Lion, the Witch and the Wardrobe (1950)	<ul style="list-style-type: none"> <li>develop deeper insight into the features of alternate/new genres of print and non-print texts that have been able to apply various literary theories to children's literature</li> </ul>	K5 & K6
	Roaland Dahl- Matilda (1988)	<ul style="list-style-type: none"> <li>To gain better understanding of the reading and decoding strategies of children with reference to fairy tales, folk tales, myths, science fiction, literary texts, graphic novels and movies</li> </ul>	
	Stephen Chobosky- The Perks of being a Wallflower(1999)	<ul style="list-style-type: none"> <li>develop deeper insight into the features of alternate/new genres of print and non-print texts that have been able to apply various literary theories to children's literature</li> </ul>	K5 & K6

**MAPPING SCHEME:**

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

L-Low, M-Moderate, H-High

**COURSE ASSESSMENT METHOD:****EVALUATION SCHEME:**

EC No	Evaluation component	Duration	Weight-age (%)	Date & Time	Remarks
1.	Internal Test-I (30 %)	2 hr.	25	will be announced	Closed Book
2.	Internal Test-II (30 %)	2 hr.			Closed Book
3.	Seminar (10%)	2 hr.			--
4.	Assignments (10%)	2 hr.			--
5.	Innovative Component (10%)	2 hr.			--
6.	Attendance (10 %)	-			On-line Entry
7.	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.

**MAKE-UP POLICY:**

Retest will be given only for first internal test for genuine reason. No re-test for second internal tests.

**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)

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**Name of the Course Coordinator: Dr. A. SHEEBA PRINCESS**

**Signature:**

<b>Elective III – Indian and European Classics in Translation</b>			
<b>Semester</b>	: VI	<b>Course Code</b>	: U22EG6:C
<b>Credits</b>	: 5	<b>Hours / Week</b>	: 6

**COURSE OUTCOMES:**

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

CO No.	Course Outcomes	Level	Unit
CO1	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
CO2	Interpret the significance of how translation bridges cultures across the world - ancient and modern.	K2	II & V
CO3	Find the best of the ethical, ideological and cultural elements from the wide gamut of classical texts from across cultures.	K1	II & III
CO4	Develop the knowledge of inflections grammatical constructions, and vocabularies found on the pages of classical literary texts.	K3	IV
CO5	Influence of the vernacular language texts and interprets in a common language	K5	I, II, & V
CO6	Adapt and apply the moral values and life lessons they learn by reading literary classics of the world.	K6	I & II

**SYLLABUS:****UNIT I: Poetry****18 Hours**

Following chapters from G.U. Pope's translation of *Thirukkural*

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

Rabindranath Tagore : *Gitanjali* (Songs 5, 11, 31, 35, 36 & 73)

**UNIT II: Prose****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: Drama****18 Hours**

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

Anton Chekov : "The Bear"

**UNIT IV: Short Stories****18 Hours**

Leo Tolstoy : "God Sees the Truth but Waits"

Munshi Premchand : "Resignation"

Maxim Gorky : "The Traitor's Mother"

Albert Camus : "The Growing Stones"

**UNIT V: Novel**

Franz Kafka: The Judgment

Sivasankaran Pillai: Chemeen

**UNIT VI: For Further Discussion & Self Study**

(Not to be included for Internal or External examination)

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 Gothe	<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/...)

1. <https://web.usd475.org/school/jchs/staff/artley/SiteAssets/SitePages/Home/The%20Judgment.pdf>
2. [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)

**SPECIFIC LEARNING OUTCOMES:**

Unit	Course Content	Learning outcomes	Taxonomy Level
<b>I</b>	<b>Poetry</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
	Rabindranath Tagore : <i>Gitanjali</i> (Songs 5, 11, 31, 35, 36 & 73)		
<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 (Trans. C.Rajagopalachari) : Chapter 65 – The Doctrine of Grace and Surrender	Define the concept of Dharma	K1
<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
	Anton Chekov : “The Bear”		

<b>IV</b>	<b>Short Stories</b>		
	Leo Tolstoy : “God Sees the Truth But Waits”		
	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.	
	Albert Camus : “The Growing Stone”		
<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

**MAPPING SCHEME:**

	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

L-Low, M-Moderate, H- High

**COURSE ASSESSMENT METHOD:****EVALUATION SCHEME:**

EC No	Evaluation component	Duration	Weight-age (%)	Date & Time	Remarks
1.	Internal Test-I (30 %)	2 hr.	25	will be announced	Closed Book
2.	Internal Test-II (30 %)	2 hr.			Closed Book
3.	Seminar (10%)	2 hr.			--
4.	Assignments (10%)	2 hr.			--
5.	Innovative Component (10%)	2 hr.			--
6.	Attendance (10 %)	-	75		On-line Entry
7.	End Semester Exam	3 hr.			Closed Book

**CHAMBER CONSULTATION HOURS:**

Will be announced by the individual instructors.

**NOTICES:**

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**MAKE-UP POLICY:**

Retest will be given only for first internal test for genuine reason. No re-test for second internal tests.

**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)

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

**Signature:**

**Minutes:**

Inclusions: Unit-1 **Gitanjali (a few select verses) - Rabindranath Tagore (Songs 5, 11, 31, 35, 36 & 73)** (Students should explore the classic Indian Writer)

Unit-3 The Bear - Anton Chekov (One of the best classic drama of repentance and Love )

Unit-4 Anton Chekov's The Confession is replaced by **Leo Tolstoy's "God sees the truth but waits"**. Because it's so tedious to teach.

Guy de Maupassant's The Diamond Necklace is replaced by **Albert Camus's - Growing Stone**

<b>Elective III – Human Rights and Literature: An Introduction</b>			
<b>Semester</b>	: VI	<b>Course Code</b>	: U22EG6:D
<b>Credits</b>	: 5	<b>Hours / Week</b>	: 6

**COURSE OUTCOMES:**

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

CO No.	Course Outcomes	Level	Unit
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 (Poetry)**

Jean Arasanayagam: *Eye Witness*- Nawalapitiya

Kath Walker: All One Race

**Unit 3: Social and Cultural Rights (Poetry)**

Derek Walcott : A Far cry from Africa

Paul L. Dunbar: Sympathy

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

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, Promod 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>	<b>Human Rights and Literature</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>	<b>Civil and Political Rights (Poetry)</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>	<b>Social and Cultural Rights (Poetry)</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>	<b>Women and Child Rights (Poetry)</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

V	Novel		
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:**

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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

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

**Signature:**