



HAJEE KARUTHA ROWTHER HOWDIA COLLEGE

(An Autonomous Institution Affiliated to Madurai Kamaraj University, Madurai.)

Uthamapalayam, Theni District. Pin Code: 625 533.

DEPARTMENT OF ENGLISH

BACHELOR OF ARTS – ENGLISH

SYLLABUS

Choice Based Credit System – CBCS

(As per TANSCH/MKU Guidelines)

with

Outcome Based Education (OBE)

(Academic Year 2020 -2021 onwards)

HAJEE KARUTHA ROWTHER HOWDIA COLLEGE

(An Autonomous Institution Affiliated to Madurai Kamaraj University, Madurai.)

Uthamapalayam, Theni District. Pin Code: 625 533.

Name of the Programme: B.A. English

Choice Based Credit System (CBCS)

(As per TANSCH/MKU Guidelines)

with

Outcome Based Education (OBE)

(with effect from the Academic Year 2020 – 2021)

College Vision and Mission

Vision

Our vision is to provide the best type of higher education to all, especially to students hailing from minority Muslim community, rural agricultural families and other deprived, under privileged sections of the society, inculcating the sense of social responsibility in them. Our college is committed to produce talented, duty-bound citizens to take up the challenges of the changing times.

Mission

Our mission is to impart and inculcate social values, spirit of service and religious tolerance as envisioned by our beloved Founder President Hajee Karutha Rowther.

The Vision beckons the Mission continues forever.

Programme Educational Objectives (PEO)

Our graduates will be progressive, efficient, value based, academically excellent, creative, collaborative, empowered and globally competent literates with the skills required for societal change.

They will demonstrate

PEO1	Comprehensive knowledge and expertise, employability, the acumen of creative and critical thinking, the spirit of enquiry and professional attitude required for a successful career
PEO2	Accountability, linguistic competence and communication skills in the work environment and beyond
PEO3	Perseverance, effective collaboration, team spirit, leadership and problem solving skills
PEO4	Keen sense of civility, professional ethics, receptivity and moral righteousness
PEO5	Commitment to address social and environmental threats and to act as responsible service-minded, duty-bound global citizens

Department Vision and Mission

Vision

- To foster knowledge, love of literature and language among students
- To demonstrate our commitment to the society through the intensive curriculum of English Language and Literature
- To cater to the needs of general education - communication, diversity, global perspectives and interdisciplinary studies through a coherent curricular framework
- To assure the students' creativity, fundamental to learning English Language and Literature through drama, poetry, prose, fiction, critical theory as well as develop their creative, critical production and presentation
- To assist students to view themselves as professionals, as a part of their discipline with valuable skills and abilities to pursue higher and prospective career

Mission

- To build knowledge of the content and methods of English education, literary studies as well as academic profession and creative writing in students through the autonomy of framing a suitable syllabi
- To provide appropriate pedagogies within an environment (classroom, equipment, resources, and technology) that will lead to students' development of knowledge in the field of education
- To instil in the faculty, a commitment to an interdisciplinary approach to knowledge
- To prepare graduates for professional study as well as train them in various fields such as publication, research, business, law, government services
- To encourage students to communicate effectively in English

Programme Outcomes (PO)

On completion (after three years) of B.A. English programme, the students are able to

PO1	Introduce communication skills to define, refine grammatical competence, and to comprehend English for conversation practice as well as for the acquisition of presentation skills, soft skills and life skills
PO2	Develop human resources to inculcate human values and to identify the images of women, female experiences and nature of women's roles in society, politics, religion and history
PO3	Explain the basic concepts, methods, textual reading, linguistic nuances, translation theories, mass media and analyze the trends in print and digital modes, besides acquiring computer literacy
PO4	Interpret literary texts as well as apply theoretical approaches and critical reading of literary texts, in addition to learning the concepts of MS Word, MS Excel and MS Power point
PO5	Recognize authors and writings from third world countries and situate a text in postcolonial contexts as well as identify and use key concepts and ethical values in literature

Programme Specific Outcomes (PSO)

A graduate of B.A. English after three years will

PSO1	Utilize the literary concepts in the day to day life for better living
PSO2	Apply the literary theories in the work place and home to make better decisions and choices
PSO3	Use entrepreneurial skills with communication skills to excel in their profession
PSO4	Show continuous improvement in their professional career through life-long learning, besides appreciating human values and ethics
PSO5	Develop the teamwork and leadership skills acquired through life-training to improve his/her work environment and relations

Programme Scheme

Eligibility

A candidate, who has passed in Higher Secondary Examination with any Academic stream or Vocational stream under Higher Secondary Board of Examination, Tamil Nadu as per the norms set by the Government of Tamil Nadu or an Examination accepted as equivalent thereto by the Academic Council, is eligible for the **Bachelor of Arts - English Degree**.

For Programme Completion

A Candidate shall complete:

- Part I - Language papers – Tamil/Arabic/Malayalam in semesters I, II, III and IV respectively
- Part II - Language papers - English in semesters I, II, III, IV respectively
- Part III - Core papers in semesters I, II, III, IV, V and VI respectively
- Part III - Allied papers in semesters I, II, III, and IV respectively
- Part III - Elective papers in semesters V and VI respectively
- Part IV - Non- Major Elective papers in semesters I and II respectively
- Part IV - Skill based Subject papers in semesters III, IV, V and VI respectively
- Part IV - Value Education paper in semester I
- Part IV - Environmental Studies paper in semester II
- Part V - Extension activity in semester IV

Scheme of Examinations under Choice Based Credit System

Term End Examinations (TEE)	- 75 Marks
Continuous Internal Assessment Examinations (CIAE)	- 25 Marks
Total	- 100 Marks

Pattern of Continuous Internal Assessment Examinations (CIAE)

Average of Two Internal Tests (each 20 marks)	- 20 Marks
Assignment	- 05 Marks
Total	- 25 Marks

Pattern of Term End Examinations

(Max. Marks: 75 / Time: 3 Hours)

External Examinations Question Paper Pattern for Part I & III and Part IV (Non- Major Elective & Skill based Subject)

Section – A (10 X 1 = 10 Marks)

Answer ALL questions.

- Questions 1 - 10
- Two questions from each unit
- Multiple choice questions and each question carries Four choices

Section – B (5 X 7 = 35 Marks)

Answer ALL questions choosing either A or B.

- Questions 11 - 15
- Two questions from each unit (either.... or.... type)
- Descriptive Type

Section – C (3 X 10 = 30 Marks)

Answer any THREE out of five questions.

- Questions 16 - 20
- One question from each unit
- Descriptive Type

External Examinations Question Paper Pattern for Part IV (Environmental Studies and Value Education)

Section – A: (5 X 6 = 30 Marks)

Answer ALL questions choosing either A or B.

- Questions 1 - 5
- Two questions from each unit (either.... or.... type)
- Descriptive Type

Section – B (3 X 15 = 45 Marks)

Answer any THREE out of five questions.

- Questions 6 – 10
- One question from each unit
- Descriptive Type

Part V (Extension Activities)

- Internal Evaluation

External Examinations Question Paper Pattern for Part II (English)

Semester – I - English for Enrichment – I (20UENL11)

Section - A (Prose: 16 Marks)

Section - B (Poetry: 11 Marks)

Section - C (Short Story: 13 Marks)

Section - D (Grammar: 19 Marks)

Section - E (Composition: 16 Marks)

Semester – II - English for Enrichment – II (20UENL21)

Section - A (Prose: 16 Marks)

Section - B (Poetry: 11 Marks)

Section - C (Short Story: 13 Marks)

Section - D (Grammar: 19 Marks)

Section - E (Composition: 16 Marks)

Semester – III - English for Enlightenment – I (20UENL31)

Section - A (One- Act Plays: 16 Marks)

Section - B (Poetry: 11 Marks)

Section - C (Fiction: 13 Marks)

Section - D (Grammar: 15 Marks)

Section - E (Composition: 20 Marks)

Semester – IV - English for Enlightenment – II (20UENL41)

Section - A (Drama: 15 Marks)

Section - B (Reading Skills: 15 Marks)

Section - C (Employment Skills: 12 Marks)

Section - D (Writing Skills: 13 Marks)

Section - E (Public Speaking Skills: 20 Marks)

Passing Marks

Minimum 27 for External Exam

Eligibility for the degree – passing minimum is **40%**

Practical Examination

Internal – 40 marks

External – 60 marks

Total – 100 marks

Passing minimum is **40%**

Weightage

Weightage for Bloom's Taxonomy	Percentage	Marks	
		CIAE	TEE
Knowledge (Remembering) – K1	40	10	30
Understanding – K2	40	10	30
Applying – K3	20	5	15
Gross Total	100	25	75

Assessment

Distribution of questions and marks for Continuous Internal Assessment

Examinations

Bloom's Taxonomy	Section A	Section B	Section C	Total
Knowledge(K1)	2 (2)	1 (a or b) (3)	1 (5)	25 marks
Understanding(K2)	2 (2)	1 (a or b) (3)	1 (5)	
Apply(K3)	Assignment (5)			

Distribution of questions and marks for Term End Examinations

Bloom's Taxonomy	Section A	Section B	Section C	Total
Knowledge(K1)	2 (2)	4 (a or b) (28)	-----	Total 75 Marks
Understanding(K2)	3 (3)	1 (a or b) (7)	2 out of 3 (20)	
Apply(K3)	5 (5)	-----	1 out of 2 (10)	

Note: Figures in parenthesis are Marks

Credits Distribution

Part	Course Category	Courses	Credits	Total Marks
I	Tamil/ Arabic/ Malayalam	4	12	400
II	English	4	12	400
III	Core, Elective & Allied	25	98	2500
IV	Non- Major Elective	2	4	200
	Skill based Subject	4	8	400
	Value Education	1	2	100
	Environmental Studies	1	2	100
V	Extension Activities	1	2	100
		42	140	4200

Details of Course Category, Code, Credits & Title

Course Category	Course Code	Course Title	Hrs	CIAE	TEE	Max. Marks	Credits
Semester - I							
Part - I							
Language - I	20UTAL11/ 20UARL11/ 20UMLL11	Tamil / Arabic / Malayalam	6	25	75	100	3
Part - II							
English - I	20UENL11	English for Enrichment - I	6	25	75	100	3
Part - III (OBE)							
Core – I	20UENC11	Elizabethan Age	5	25	75	100	4
Core – II	20UENC12	Puritan Age	5	25	75	100	4
Allied – I	20UENA11	Literary Genres	4	40	60	100	4
Part - IV							
NME – I	20UENN11	English Speaking Skills	2	25	75	100	2
VED	20UVED11	Value Education	2	25	75	100	2
Total			30			700	22
Semester - II							
Part - I							
Language - II	20UTAL21/ 20UARL21/ 20UMLL21	Tamil / Arabic / Malayalam	6	25	75	100	3
Part - II							
English - II	20UENL21	English for Enrichment - II	6	25	75	100	3
Part - III (OBE)							
Core - III	20UENC21	Indian Writing in English	5	25	75	100	4
Core – IV	20UENC22	Restoration Age	5	25	75	100	4
Allied – II	20UENA21	Social History of England	4	40	60	100	4
Part - IV							
NME – II	20UENN21	English Writing Skills	2	25	75	100	2
EVS	20UEVS21	Environmental Studies	2	25	75	100	2
Total			30			700	22

Course Category	Course Code	Course Title	Hrs	CIAE	TEE	Max. Marks	Credits
Semester - III							
Part - I							
Language- III	20UTAL31/ 20UARL31/ 20UMLL31	Tamil / Arabic / Malayalam	6	25	75	100	3
Part - II							
English - III	20UENL31	English for Enlightenment - I	6	25	75	100	3
Part - III (OBE)							
Core - V	20UENC31	Neo-classical Age	4	25	75	100	4
Core – VI	20UENC32	Romantic Age	4	25	75	100	4
Core – VII	20UENC33	English Grammar and Usage	4	25	75	100	4
Allied – III	20UENA31	History of English Literature – I	4	25	75	100	4
Part - IV							
SBS – I	20UENS31	Creative Writing	2	25	75	100	2
Total			30			700	24
Semester – IV							
Part - I							
Language - IV	20UTAL41/ 20UARL41/ 20UMLL41	Tamil / Arabic / Malayalam	6	25	75	100	3
Part - II							
English - IV	20UENL41	English for Enlightenment - II	6	25	75	100	3
Part – III (OBE)							
Core - VIII	20UENC41	Victorian Age	6	25	75	100	4
Core – IX	20UENC42	Phonetics and Transcription	6	25	75	100	4
Allied – IV	20UENA41	History of English Literature – II	4	25	75	100	4
Part - IV							
SBS – II	20UENS41	Computer Literacy	2	25	75	100	2
Part - V							
EA		Extension Activities**	--	100	--	100	2
Total			30			700	22

Part – V
Extension Activities**

S.No.	Course Code	Course Title	Max. Marks	Credits
1.	20UNCC41	National Cadet Corps (Army)	100	2
2.	20UNCC42	National Cadet Corps (Navy)	100	2
3.	20UNSS41	National Service Scheme	100	2
4.	20UPED41	Physical Education	100	2
5.	20UYRC41	Youth Red Cross	100	2
6.	20URRC41	Red Ribbon Club	100	2
7.	20UHRC41	Human Rights Club	100	2
8.	20UCOC41	Consumer Club	100	2
9.	20UYOC41	Yoga Club	100	2
10.	20UHFC41	Health and Fitness Club	100	2
11.	20UECC41	Eco Club	100	2
12.	20ULIC41	Library & Information Science Club	100	2
13.	20USCC41	Science Communication Club	100	2
14.	20UFAC41	Fine Arts Club	100	2

Course Category	Course Code	Course Title	Hrs	CIAE	TEE	Max. Marks	Credits
Semester - V							
Part – III (OBE)							
Core – X	20UENC51	Modern Age	5	25	75	100	4
Core - XI	20UENC52	American Literature	5	25	75	100	4
Core - XII	20UENC53	English Language Teaching	5	25	75	100	4
Core – XIII	20UENC54	Human Values in Literature	5	25	75	100	4
Core - XIV	20UENC55	Journalism and Mass Communication	4	25	75	100	4
Elective - I	20UENE51	Literary Criticism - I	4	25	75	100	3
	20UENE52	One- Act Plays					
	20UENE53	Poetry					
Part - IV							
SBS – III	20UENS51	Soft Skills	2	25	75	100	2
Total			30			700	25
Semester - VI							
Part – III (OBE)							
Core – XV	20UENC61	Shakespeare	5	25	75	100	4
Core – XVI	20UENC62	Translation Studies	5	25	75	100	4
Core – XVII	20UENC63	New Literatures	5	25	75	100	4
Core – XVIII	20UENC64	Women’s Writings in English	5	25	75	100	4
Core – XIX	20UENC65	English for Competitive Examinations	4	25	75	100	4
Elective - II	20UENE61	Literary Criticism - II	4	25	75	100	3
	20UENE62	Twentieth Century Novelists					
	20UENE63	Short Stories					
Part - IV							
SBS - IV	20UENS61	Life Skills	2	25	75	100	2
Total			30			700	25
Grand Total			180			4200	140

Course Code	Course Title	Category	Total Hours	Credits
20UENC11	Elizabethan Age	Core - I	75	5

Nature of Course	
Knowledge Oriented	✓
Skill Oriented	✓
Employability Oriented	✓
Entrepreneurship Oriented	

Course Relevance	
Local	✓
Regional	✓
National	✓
Global	✓

Preamble

To enable the students to acquire the knowledge of golden age with regard to the literature and the important texts illustrating the Elizabethan age as prescribed.

Course Outcomes (CO)

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

No.	Course Outcome	Knowledge Level
CO1	Demonstrate the historical background and characteristics of Elizabethan Sonnets.	K1,K2
CO2	Develop the knowledge to appreciate the beauty, rhyme and style of the poems prescribed	K1,K2
CO3	Inspect the new forms of composition in English Literature through Bacon's essays	K1,K2,K3
CO4	Analyse the various aberrations of human nature and follies of man in Ben Johnson's 'Every Man in his Humour'	K1,K2,K3
CO5	Extend the knowledge of quintessential renaissance through Dr.Faustus	K1, K2

K1-Knowledge

K2-Understand

K3-Apply

Mapping of CO with PO

	P01	P02	P03	P04	P05
CO1	3	2	3	3	3
CO2	2	3	2	3	3
CO3	3	3	3	2	1
CO4	3	3	3	1	3
CO5	1	2	3	2	1

1-Low

2-Medium

3-Strong

Mapping of CO with PSO

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	1	2	3	3	3
CO2	2	3	2	3	3
CO3	3	3	3	3	3
CO4	3	2	2	1	3
CO5	2	1	1	3	3

1-Low

2-Medium

3-Strong

Syllabus

UNIT I

15 Hours

Poetry:

Edmund Spenser : Amoretti (Sonnet 1 & 2)
Sir Philip Sidney : Astrophel and Stella (iii & iv)
William Shakespeare : Sonnet (18 & 116)

UNIT II

15 Hours

Poetry:

Sir Walter Raleigh : The Lie
Michael Drayton : Ballad of Agincourt
Thomas Wyatt : Forget Not Yet the Tired Intent

UNIT III

15 Hours

Prose:

Francis Bacon : Of Great Place, Of Truth, Of Ambition,
Of Friendship

UNIT IV

15 Hours

Drama:

Ben Johnson : Every Man in his Humour

UNIT V

15 Hours

Drama:

Christopher Marlowe : Dr. Faustus

Reference Books

Hiller, Geoffrey G. **Poems of the Elizabethan Age**. London and New York: Routledge, 1990.

Marlowe, Christopher. **Dr. Faustus**. New Delhi: Bloomsbury Publishing India Private Limited, 2014.

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

Pedagogy

Chalk & Talk, E-Resources, Group Discussion, Learner – centred classroom

Teaching aids

Black Board, LCD Projector

Course Contents and Lecture Schedule

Module No.	Topic	No. of Lectures	Content Delivery Methods
UNIT - I			
1.1	Edmund Spencer – An Introduction	1	Handout
1.2	Textual Reading of <i>Sonnet I</i>	2	Lecture
1.3	Textual Reading of <i>Sonnet II</i>	2	PPT
1.4	Sir Philip Sidney – An Introduction	1	Handout
1.5	Textual Reading of <i>Astrophel and Stella (III & IV)</i>	4	PPT
1.6	William Shakespeare – An Introduction	1	Lecture
1.7	Textual Reading of <i>Sonnet (18&116)</i>	4	E- Resources
UNIT - II			
2.1	Sir Walter Raleigh – An Introduction	1	Handout
2.2	Textual Reading of <i>The Lie</i>	4	PPT
2.3	Michael Drayton – An Introduction	1	Lecture
2.4	Textual Reading of <i>Ballad of Agincourt</i>	4	Lecture
2.5	Thomas Wyatt – An Introduction	1	Handout
2.6	Textual Reading of <i>Forget Not Yet the Tired Intent</i>	4	PPT
UNIT - III			
3.1	Francis Bacon – An Introduction	1	Handout
3.2	Textual Reading of <i>Of Truth</i>	4	Lecture
3.3	Textual Reading of <i>Of Ambition</i>	5	PPT
3.4	Textual Reading of <i>Of Friendship</i>	5	Handout
UNIT - IV			
4.1	Ben Johnson – An Introduction	1	PPT
4.2	Textual Reading of <i>Every Man in his Humour</i>	10	Handout
4.3	Themes & Narrative Techniques	4	E- Resources
UNIT - V			
5.1	Christopher Marlowe – An Introduction	1	Handout
5.2	Textual Reading of <i>Dr. Faustus</i>	10	Lecture
5.3	Themes & Narrative Techniques	4	E- Resources
Total		75	

Course Designer

Ms. A. Sumaya Banu

Assistant Professor of English

Course Code	Course Title	Category	Total Hours	Credits
20UENC12	Puritan Age	Core - II	75	5

Nature of Course	
Knowledge Oriented	✓
Skill Oriented	✓
Employability Oriented	✓
Entrepreneurship Oriented	

Course Relevance	
Local	✓
Regional	✓
National	✓
Global	✓

Preamble

To enable the students with the knowledge of English Literature, during the Puritan Age. Texts of the renowned writers of the age are prescribed.

Course Outcomes (CO)

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

No.	Course Outcome	Knowledge Level
CO1	Demonstrate the knowledge of epic tradition and “Justifying the ways of God to Man” through Paradise Lost.	K1, K2, K3
CO2	Explain the features of great metaphysical conceits, psychological insight and, subtlety of thought and development.	K1, K2
CO3	Analyse John Milton’s ideas on church discipline and the structure of educational reforms.	K1, K2
CO4	Elucidate the importance of puritan age through “The White Devil”	K1, K2, K3
CO5	Identify the characteristics features of dark comedy and parallel plot in the prescribed drama.	K1, K2, K3

K1-Knowledge

K2-Understand

K3-Apply

Mapping of CO with PO

	P01	P02	P03	P04	P05
CO1	3	3	2	2	1
CO2	1	1	2	2	3
CO3	3	2	2	3	3
CO4	3	3	3	3	3
CO5	3	3	3	1	3

1-Low

2-Medium

3-Strong

Mapping of CO with PSO

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	1	3	2	1
CO2	2	3	1	3	3
CO3	3	2	3	3	2
CO4	3	3	2	3	3
CO5	3	3	3	3	1

1-Low

2-Medium

3-Strong

Syllabus

UNIT I

15 Hours

Poetry:

John Milton : Paradise Lost (Book –I)

UNIT II

15 Hours

Poetry:

John Donne : Ecstasy

Andrew Marvell : To His Coy Mistress

Anne Bradstreet : The Flesh and the Spirit

Henry Vaughan : The Retreat

UNIT III

15 Hours

Prose:

John Milton : Of Reformation, Of Education

UNIT IV

15 Hours

Drama:

John Webster : The White Devil

UNIT V

15 Hours

Drama:

Thomas Middleton : The Changeling

Reference Books

Milton, John. **Paradise Lost**. New Delhi: UBSPD books, 2014.

Pedagogy

Chalk & Talk, E-Resources, Group Discussion, Learner – centred classroom

Teaching aids

Black Board, LCD Projector

Course Contents and Lecture Schedule

Module No.	Topic	No. of Lectures	Content Delivery Methods
UNIT - I			
1.1	John Milton – An Introduction	1	PPT
1.2	What is Epic & Elements of Epic	1	Handout
1.3	Textual Reading of <i>Paradise Lost</i>	13	Lecture
UNIT - II			
2.1	John Donne – An Introduction	1	Handout
2.2	Textual Reading of <i>Ecstasy</i>	2	PPT
2.3	Anne Marvell – An Introduction	1	Lecture
2.4	Textual Reading of <i>To His Coy Mistress</i>	2	Handout
2.5	Anne Bradstreet – An Introduction	1	PPT
2.6	Textual Reading of <i>The Flesh and the Spirit</i>	3	Handout
2.7	Henry Vaughan– An Introduction	1	Lecture
2.8	Textual Reading of <i>The Retreat</i>	4	PPT
UNIT - III			
3.1	John Milton – An Introduction	1	Lecture
3.2	Textual Reading of <i>Of Reformation</i>	7	PPT
3.3	Textual Reading of <i>Of Education</i>	7	Lecture
UNIT - IV			
4.1	Introduction to Puritan Drama	1	Handout
4.2	Textual Reading of <i>The White Devil</i>	10	PPT
4.3	Revenge, Tragedy	4	E-Resources
UNIT - V			
5.1	Thomas Middleton – An Introduction	1	Handout
5.2	Textual Reading of <i>The Changeling</i>	10	Lecture
5.3	Themes, Techniques	4	E-Resources
Total		75	

Course Designer

Ms. B. Nagia

Assistant Professor of English

Course Code	Course Title	Category	Total Hours	Credits
20UENA11	Literary Genres	Allied – I	60	4

Nature of Course	
Knowledge Oriented	✓
Skill Oriented	✓
Employability Oriented	✓
Entrepreneurship Oriented	

Course Relevance	
Local	✓
Regional	✓
National	✓
Global	✓

Preamble

To enable the students to have deeper knowledge of literary elements and forms

Course Outcomes (CO)

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

No.	Course Outcome	Knowledge Level
CO1	Identify the characteristics of various forms of poetry.	K1,K2
CO2	Explain the most distinguished features of essay and to analyse the meaning and value of a work.	K1,K2,K3
CO3	Elucidate the complete terms and techniques of short stories, biography and autobiography.	K1,K2,K3
CO4	Demonstrate the beginnings and development of drama and one- act play in literature	K1,K2
CO5	Explain the origin and development of novel.	K1,K2

K1-Knowledge

K2-Understand

K3-Apply

Mapping of CO with PO

	P01	P02	P03	P04	P05
CO1	2	1	2	3	2
CO2	3	3	3	3	1
CO3	3	3	3	3	3
CO4	2	1	2	3	1
CO5	3	3	3	3	2

1-Low

2-Medium

3-Strong

Mapping of CO with PSO

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	2	2	3
CO2	2	1	3	3	2
CO3	1	3	3	1	3
CO4	3	3	3	3	3
CO5	3	3	3	3	1

1-Low

2-Medium

3-Strong

Syllabus

UNIT I

12 Hours

Poetry:
Forms of Poetry

UNIT II

12 Hours

Essay:
Criticism and Its Kinds

UNIT III

12 Hours

Short Story:
Biography
Autobiography

UNIT IV

12 Hours

Drama:
One – Act plays

UNIT V

12 Hours

Novel:
Kinds of Novels

Reference Books

Prasad, B. *A Background to the Study of English Literature*. Chennai: Trinity Press, 2012.

Nair, Ramachandran, K.R. *Literary Forms*. Chennai: Emerald Publishers, 2010.

Rees, R. J. *English Literature: An Introduction for Foreign Readers*. Chennai: Macmillan, 2016.

Pedagogy

Chalk & Talk, E-Resources, Group Discussion, Learner – centred classroom

Teaching aids

Black Board, LCD Projector

Course Contents and Lecture Schedule

Module No.	Topic	No. of Lectures	Content Delivery Methods
UNIT - I			
1.1	Poetry	6	PPT
1.2	Forms of Poetry	6	Lecture
UNIT - II			
2.1	Essay	6	Lecture
2.2	Criticism and Its Kinds	6	PPT
UNIT - III			
3.1	Short Story	4	Handout
3.2	Biography	4	Lecture
3.3	Autobiography	4	Handout
UNIT - IV			
4.1	Drama	6	PPT
4.2	One – Act plays	6	Handout
UNIT - V			
5.1	Novel	6	PPT
5.2	Kinds of Novels	6	Lecture
Total		60	

Course Designer

Ms. B. Nagia

Assistant Professor of English

Course Code	Course Title	Category	Total Hours	Credits
20UENC21	Indian Writing in English	Core - III	75	4

Nature of Course	
Knowledge Oriented	✓
Skill Oriented	✓
Employability Oriented	✓
Entrepreneurship Oriented	

Course Relevance	
Local	✓
Regional	✓
National	✓
Global	

Preamble

To inculcate the students to acquire the important trends and Indian English Literature through the various genres.

Course Outcomes (CO)

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

No.	Course Outcome	Knowledge Level
CO1	Relate the social, political values of Indian English Prose	K1,K2
CO2	Indicate the Poems and its components of Indian English Literature	K1,K2
CO3	Trace the ideas of short stories of Indian English writers	K1,K2
CO4	Identify the historical aspects through the Indian drama	K1,K2,K3
CO5	Develop the ideas of women in Indian Society through Literature	K1,K2,K3

K1-Knowledge

K2-Understand

K3-Apply

Mapping of CO with PO

	P01	P02	P03	P04	P05
CO1	1	2	3	3	3
CO2	2	2	3	3	3
CO3	1	3	3	3	3
CO4	2	2	3	3	2
CO5	1	1	3	3	3

1-Low

2-Medium

3-Strong

Mapping of CO with PSO

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	1	3	3	2
CO2	3	2	3	3	1
CO3	3	2	3	3	2
CO4	3	2	3	3	2
CO5	3	1	3	3	1

1-Low

2-Medium

3-Strong

Syllabus

UNIT I

15 Hours

Prose:

- Swami Vivekananda – The Secret of Work
- Abdul Kalam – Patriotism beyond Politics and Religion
- Jawaharlal Nehru – The Discovery of India (Chapter – I)
- The War for Democracy

UNIT II

9 Hours

Poetry:

- Keki N Daruwalla – Death of a Bird
- Sarojini Naidu – Village Song
- Vikram Seth – Frog and the Nightingale

UNIT III

15 Hours

Short Story:

- Khushwant Singh – The Voice of God
- Rabindranath Tagore – Conclusion
- Anita Desai – The Farewell Party

UNIT IV

18 Hours

Drama:

- Girish Karnad – The Dreams of Tipu Sultan

UNIT V

18 Hours

Fiction:

- Manju Kapur – Difficult Daughters

Reference Books

Kumar, Satish. *Dr. Survey of Indian English Poetry*. Barellig: Prakash book publication, 2001

Chaudhary, Nandila. *Modern Indian English Poetry*. Swastiba, 2014.

Chaudhuri, Sukanta. *Selected Short Stories of Tagore*. Oxford: Tagore translation, 2000.

Karnad, Girish. *A Contemporary Playwright*. Atlantic: Wadikar, 2016.

Khan. A. ***Indian English Fiction***. Omega Publication, 2016.

Pedagogy

Chalk and Talk, ICT

Teaching aids

Blackboard, ICT, LCD Projector, PPT.

Course Contents and Lecture Schedule

Module No.	Topic	No. of Lectures	Content Delivery Methods
UNIT - I			
1.1	Swami Vivekananda – The Secret of Work	5	Lecture
1.2	Abdul Kalam – Patriotism beyond Politics and Religion	5	Handout
1.3	Jawaharlal Nehru – The Discovery of Indian(Chapter – I) The War for Democracy	5	PPT
UNIT - II			
2.1	Keki N Daruwalla – Death of a Bird	3	Handout
2.2	Sarojini Naidu – Village Song	3	PPT
2.3	Vikram Seth – Frog and the Nightingale	3	Text Books
UNIT - III			
3.1	Khushwant Singh – The Voice of God	5	Lecture
3.2	Rabindranath Tagore – Conclusion	5	Handout
3.3	Anita Desai – The Farewell Party	5	PPT
UNIT - IV			
4.1	Girish Karnad – An Introduction The Dreams of Tipu Sultan - An Introduction	2	Handout
4.2	Textual Reading of <i>The Dreams of Tipu Sultan</i>	16	PPT
UNIT - V			
5.1	ManjuKapur– An Introduction	2	Handout
5.2	ManjuKapur – Difficult Daughters	16	Lecture
Total		75	

Course Designer

Mr. S. Mohamed Rowther

Assistant Professor of English

Course Code	Course Title	Category	Total Hours	Credits
20UENC22	Restoration Age	Core - IV	75	4

Nature of Course	
Knowledge Oriented	✓
Skill Oriented	✓
Employability Oriented	✓
Entrepreneurship Oriented	

Course Relevance	
Local	✓
Regional	✓
National	✓
Global	✓

Preamble

To enable the students acquiring the knowledge of the Restoration Age and its impact on literature through the political events and the reflection of the time.

Course Outcomes (CO)

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

No.	Course Outcome	Knowledge Level
CO1	Examine the Socio-Political Concept of the Restoration Age	K1,K2
CO2	Construct the knowledge to acquire the Restoration Prose	K1,K2,K3
CO3	Identify the forms and components of Restoration Drama	K1,K2
CO4	Develop the dramatic views of women writers in Restoration Age	K1,K2,K3
CO5	Make use of the allegorical concepts in literature through fiction	K1,K2,K3

K1-Knowledge

K2-Understand

K3-Apply

Mapping of CO with PO

	P01	P02	P03	P04	P05
CO1	3	3	3	2	1
CO2	2	3	3	3	1
CO3	2	3	3	3	1
CO4	2	3	3	3	1
CO5	2	3	3	3	1

1-Low

2-Medium

3-Strong

Mapping of CO with PSO

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	1	3	1
CO2	2	2	1	3	2
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	2	3	3	3	1

1-Low

2-Medium

3-Strong

Syllabus

UNIT I

11 Hours

Poetry:

John Dryden

- Mac Flecknoe (Lines 1 – 117)
- A Song for St. Cecilia's Day

UNIT II

10 Hours

Prose:

John Locke

- Second Treatise of Government (Chapter – I and II)

Samuel Pepys

- A Holyday - Nov. 5, 1666 (From The Diaries)

UNIT III

18 Hours

Drama:

George Etherege

- The Man of Mode

UNIT IV

18 Hours

Drama:

Aphra Behn

- The Rover

UNIT V

18 Hours

Fiction:

John Bunyan

- Pilgrim's Progress

Reference Books

Behn, Aphra. *The Rover*. Methuen Drama Publishers; UK ed.2012.

Bunyan, John. *The Pilgrim's Progress*, Harper Press; UK ed. edition2013.

Etherege, George. *The Man of Mode*. Delhi: Bloomsbury Publishers, 2007.

Locke, John. *Second Treatise of Government London*: Ingram Short Title, 2011.

Pepys, Samuel. *The Diary of Samuel Pepys*. New Delhi: Penguin, 2003.

Pedagogy

Chalk and Talk, ICT

Teaching aids

Blackboard, ICT, LCD Projector, PPT.

Course Contents and Lecture Schedule

Module No.	Topic	No. of Lectures	Content Delivery Methods
UNIT - I			
1.1	Mac Flecknoe (Lines 1 – 117)	6	Lecture
1.2	A Song for St. Cecilia's Day)	5	PPT
UNIT - II			
2.1	Second Treatise of Government (Chapter – I and II)	5	PPT
2.2	A Holyday - Nov. 5,1666 (From <i>The Diaries</i>)	5	Handout
UNIT - III			
3.1	The Man of Mode: Introduction	2	Handout
3.2	The Man of Mode: Textual Reading	16	Text Books
UNIT - IV			
4.1	The Rover: Introduction	2	Handout
4.2	The Rover: Textual Reading	16	Lecture
UNIT - V			
5.1	John Bunyan : An Introduction	2	Handout
5.2	Pilgrim's Progress: Textual Reading	16	Text Books
Total		75	

Course Designer

Mr. S. Velmurugan

Assistant Professor of English

Course Code	Course Title	Category	Total Hours	Credits
20UENA21	Social History of England	Allied - II	60	4

Nature of Course	
Knowledge Oriented	✓
Skill Oriented	✓
Employability Oriented	✓
Entrepreneurship Oriented	

Course Relevance	
Local	✓
Regional	✓
National	✓
Global	✓

Preamble

To instruct the students knowing the history of England, its social and political developments and its contribution to English Literature.

Course Outcomes (CO)

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

No.	Course Outcome	Knowledge Level
CO1	Associate the various changes occurred in England	K1,K2
CO2	Classify the countenance of politics in England	K1,K2
CO3	Identify the various revolutions, movements took place in England	K1,K2,K3
CO4	Find the ideas of developments in education and also in the industries	K1,K2,K3
CO5	Explain the facts about two world wars, Irish problems and technological developments	K1,K2

K1-Knowledge

K2-Understand

K3-Apply

Mapping of CO with PO

	P01	P02	P03	P04	P05
CO1	1	3	3	3	2
CO2	2	3	3	1	2
CO3	3	3	3	3	1
CO4	3	3	3	3	2
CO5	1	3	3	2	1

1-Low

2-Medium

3-Strong

Mapping of CO with PSO

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	1	3	2	3	3
CO2	1	3	2	3	3
CO3	3	3	2	3	3
CO4	1	3	2	3	3
CO5	2	3	1	3	2

1-Low

2-Medium

3-Strong

Syllabus

UNIT I

12 Hours

Renaissance
Reformation
The Dissolution of Monasteries

UNIT II

12 Hours

The East India Company
The Civil War
Restoration
Age of Queen Anne

UNIT III

12 Hours

Agrarian Revolution
Industrial Revolution
Methodist and Humanitarian Movements
French Revolution and Its Impact

UNIT IV

12 Hours

Victorian English
Development of Education
Scientific and Industrial Changes
Trade Unionism

UNIT V

12 Hours

Causes and Effects of Two World Wars
Progress of Science and Technology in 20th Century
Irish Problem since 1920.

Reference Books

Trevelyan, G. M. *English Social History*. London: Penguin Book, 1942.
Xavier, A. G. *An Introduction to the Social History of England*. Chennai:
S. Viswanathan Publishers, 2012.

Pedagogy

Chalk and Talk, ICT

Teaching aids

Blackboard, ICT, LCD Projector, PPT.

Course Contents and Lecture Schedule

Module No.	Topic	No. of Lectures	Content Delivery Methods
UNIT - I			
1.1	Renaissance	4	Lecture
1.2	Reformation	4	PPT
1.3	The Dissolution of Monasteries	4	Lecture
UNIT - II			
2.1	The East India Company	3	Handout
2.2	The Civil War	3	PPT
2.3	Restoration	3	Text Books
2.4	Age of Queen Anne	3	Handout
UNIT - III			
3.1	Agrarian Revolution	3	Handout
3.2	Industrial Revolution	3	PPT
3.3	Methodist and Humanitarian Movements	3	Text Books
3.4	French Revolution and Its Impact	3	Handout
UNIT - IV			
4.1	Victorian English	3	Lecture
4.2	Development of Education	3	Text Books
4.3	Scientific and Industrial Changes	3	Lecture
4.4	Trade Unionism	3	Text Books
UNIT - V			
5.1	Causes and Effects of Two World Wars	4	Text Books
5.2	Progress of Science and Technology in 20 th Century	4	Lecture
5.3	Irish Problem since 1920.	4	Text Books
Total		60	

Course Designer

Mr. M. Mathan

Assistant Professor of English

Course Code	Course Title	Category	Total Hours	Credits
20UENC31	Neo- Classical Age	Core - V	60	4

Nature of Course	
Knowledge Oriented	✓
Skill Oriented	✓
Employability Oriented	✓
Entrepreneurship Oriented	

Course Relevance	
Local	✓
Regional	✓
National	✓
Global	✓

Preamble

To enable the students, understand the concept of the canons of the Neo-Classical Age

Course Outcomes (CO)

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

No.	Course Outcome	Knowledge Level
CO1	Explain the unique outcome of intellectual and imagination of Neo-Classical Poetry	K1,K2
CO2	Demonstrate the lucidity and beauty of prose of Restoration Age	K1,K2
CO3	Identify the characteristics and features of Restoration comedy through <i>The Good Natur'd Man</i>	K1,K2,K3
CO4	Discuss the satirical allegory through <i>The Battle of Books</i>	K1,K2,K3
CO5	Identify the features of 17 th century fiction through <i>Moll Flanders</i>	K1,K2,K3

K1-Knowledge

K2-Understand

K3-Apply

Mapping of CO with PO

	P01	P02	P03	P04	P05
CO1	3	2	3	3	2
CO2	3	1	3	3	2
CO3	3	2	3	1	3
CO4	3	2	3	3	1
CO5	3	3	3	1	2

1-Low

2-Medium

3-Strong

Mapping of CO with PSO

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	3	3	2
CO2	3	3	3	3	1
CO3	1	2	3	3	3
CO4	1	1	3	3	2
CO5	3	2	3	3	3

1-Low

2-Medium

3-Strong

Syllabus

UNIT I

12 Hours

Poetry:

- | | | |
|----------------|---|-------------------------------------|
| Alexander Pope | - | Essay on Man (Epistle II, Part – I) |
| James Thomson | - | Hymn on Solitude |
| Thomas Gray | - | Ode on the Spring |
| Matthew Prior | - | The Chameleon |

UNIT II

12 Hours

Prose:

- | | | |
|--------------------|---|--------------------------|
| Joseph Addison | - | On Ghost and Apparitions |
| | - | Of the Club |
| Sir Richard Steele | - | The Coverley Household |
| | - | Sir Roger at the Theatre |

UNIT III

12 Hours

Drama:

- | | | |
|------------------|---|----------------------|
| Oliver Goldsmith | - | The Good Natur'd man |
|------------------|---|----------------------|

UNIT IV

12 Hours

Fiction:

- | | | |
|----------------|---|-------------------------|
| Jonathan Swift | - | The Battle of the Books |
|----------------|---|-------------------------|

UNIT V

12 Hours

Fiction:

- | | | |
|--------------|---|---------------|
| Daniel Defoe | - | Moll Flanders |
|--------------|---|---------------|

Reference Books

- Addison, Joseph and Richard Steele. *The Spectator*. New Delhi: Nabu Press, 2011.
- Defoe, Daniel. *Moll Flanders*. London: Vintage Classics Publishers. 2010.
- Goldsmith. Oliver, *The Good-Natur'd Man*. Create space Independent Publishing Platform.2016.
- Swift Jonathan. *The Battle of the Books*. Chennai: Hard press Publishing, 2013.

Pedagogy

Chalk & Talk, E-Resources, Group Discussion and Learner – centred classroom

Teaching aids

Blackboard, ICT, LCD Projector

Course Contents and Lecture Schedule

Module No.	Topic	No. of Lectures	Content Delivery Methods
UNIT - I			
1.1	Alexander Pope – An Introduction	1	Handout
1.2	Textual reading of <i>Essay on Man</i> (<i>Epistle II, Part – I</i>)	2	PPT
1.3	James Thomson – An Introduction	1	Lecture
1.4	Textual reading of <i>Hymn on Solitude</i>	2	Handout
1.5	Thomas Gray – An Introduction	1	PPT
1.6	Textual reading of <i>Ode on the Spring</i>	2	Lecture
1.7	Matthew Prior – An Introduction	1	E- Resources
1.8	Textual reading of <i>The Chameleon</i>	2	Handout
UNIT - II			
2.1	Joseph Addison – An Introduction	1	Handout
2.2	Textual reading of <i>On Ghost and Apparitions</i>	2	PPT
2.3	Textual reading of <i>Of the Club</i>	2	Lecture
2.4	Sir Richard Steele – An Introduction	1	PPT
2.5	Textual reading of <i>The Coverley Household</i>	3	Handout
2.6	Textual reading of <i>Sir Roger at the Theatre</i>	3	Lecture
UNIT - III			
3.1	Oliver Goldsmith – An Introduction	2	PPT
3.2	Textual reading of <i>The Good Natur'd Man</i>	6	Handout
3.3	Themes & Narrative Techniques	4	Lecture
UNIT - IV			
4.1	Jonathan Swift – An Introduction	2	Lecture
4.2	Textual reading of <i>The Battle of the Books</i>	6	Handout
4.3	Themes & Narrative Techniques	4	E- Resources

UNIT - V			
5.1	Daniel Defoe – An Introduction	2	Handout
5.2	Textual reading of <i>Moll Flanders</i>	6	Lecture
5.3	Themes & Narrative Techniques	4	E- Resources
Total		60	

Course Designer

Mr. S. Mohamed Rowther

Assistant Professor of English

Course Code	Course Title	Category	Total Hours	Credits
20UENC32	Romantic Age	Core - VI	60	4

Nature of Course	
Knowledge Oriented	✓
Skill Oriented	✓
Employability Oriented	✓
Entrepreneurship Oriented	

Course Relevance	
Local	✓
Regional	✓
National	✓
Global	✓

Preamble

To enable the students to acquire the knowledge of the Romantic Age and its Significance.

Course Outcomes (CO)

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

No.	Course Outcome	Knowledge Level
CO1	Examine poetic aspects of Pre-Romantic Poets.	K1,K2
CO2	Illustrate the knowledge of later Romantic Poets.	K1,K2
CO3	Explain the forms and components of Romantic Prose	K1,K2,K3
CO4	Estimate the dramatic ideas of the Romantic Age	K1,K2,K3
CO5	Identify the concept of Romanticism through Fiction	K1,K2,K3

K1-Knowledge

K2-Understand

K3-Apply

Mapping of CO with PO

	P01	P02	P03	P04	P05
CO1	3	2	3	3	2
CO2	2	3	3	3	1
CO3	3	2	3	3	1
CO4	2	3	3	3	1
CO5	2	1	3	3	2

1-Low

2-Medium

3-Strong

Mapping of CO with PSO

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	3	3	3
CO2	3	3	3	3	1
CO3	1	2	3	3	3
CO4	1	1	3	3	2
CO5	3	2	3	3	2

1-Low

2-Medium

3-Strong

Syllabus

UNIT I

12 Hours

Poetry:

Robert Burns

-

Red Red Rose

William Blake

-

The Little Black Boy

-

The Chimney Sweeper

Robert Southey

-

After Blenheim

UNIT II

12 Hours

Poetry:

William Wordsworth

-

The Tables Turned

S. T. Coleridge

-

Kubla Khan

John Keats

-

Ode to Autumn

P. B. Shelley

-

To a Skylark

UNIT III

8 Hours

Prose:

Charles Lamb

-

Poor Relations

William Hazlitt

-

On Effeminacy of Character

UNIT IV

14 Hours

Drama:

Lord Byron

-

Manfred

UNIT V

14 Hours

Fiction:

Walter Scott

-

Ivanhoe

Reference Books

Byron, Lord. *Manfred*. Los Angeles: Wilder Publications, 2009.

Lamb, Charles, *Essays of Elia*, Chennai: Hard Press Publishers, 2013.

Scott, Walter. *Ivanhoe*. India: Maple Press, 2010.

Pedagogy

Chalk & Talk, E-Resources, Group Discussion and Learner – centred classroom

Teaching aids

Blackboard, ICT, LCD Projector

Course Contents and Lecture Schedule

Module No.	Topic	No. of Lectures	Content Delivery Methods
UNIT - I			
1.1	Robert Burns - A Red, Red Rose	3	Handout
1.2	William Blake - The Little Black Boy	3	PPT
1.3	William Blake - The Chimney Sweeper	3	Lecture
1.4	Robert Southey - After Blenheim	3	Handout
UNIT - II			
2.1	William Wordsworth - The Tables Turned	3	Lecture
2.2	S. T. Coleridge - Kubla Khan	3	PPT
2.3	John Keats - Ode to Autumn	3	Handout
2.4	P. B. Shelley - To a Skylark	3	Lecture
UNIT - III			
3.1	Charles Lamb - Poor Relations	4	Handout
3.2	William Hazlitt - On Effeminacy of Character	4	Lecture
UNIT - IV			
4.1	Lord Byron: An Introduction	2	Handout
4.2	Textual Reading of <i>Manfred</i>	12	Lecture
UNIT - V			
5.1	Walter Scott: An Introduction	4	Handout
5.2	Textual Reading of <i>Ivanhoe</i>	10	Lecture
Total		60	

Course Designer

Mr. S. Mohamed Rowther

Assistant Professor of English

Course Code	Course Title	Category	Total Hours	Credits
20UENC33	English Grammar and Usage	Core-VII	60	4

Nature of Course	
Knowledge Oriented	✓
Skill Oriented	✓
Employability Oriented	✓
Entrepreneurship Oriented	

Course Relevance	
Local	✓
Regional	✓
National	✓
Global	✓

Preamble

To enable the students to enhance their correct usage of English grammar in writing and speaking

Course Outcomes (CO)

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

No.	Course Outcome	Knowledge Level
CO1	Identify the basic grammatical rules and usage	K1
CO2	Recognise and incorporate nouns, pronouns and adjectives in writing and speaking	K1,K2
CO3	Define and classify different types of grammatical structure	K1,K2,K3
CO4	Construct meaningful and clear sentences	K1,K2,K3
CO5	Apply the nuances of grammar	K1,K2,K3

K1-Knowledge

K2-Understand

K3-Apply

Mapping of CO with PO

	P01	P02	P03	P04	P05
CO1	3	2	3	3	2
CO2	3	1	3	3	2
CO3	3	2	3	1	3
CO4	3	2	3	3	1
CO5	3	3	3	1	2

1-Low

2-Medium

3-Strong

Mapping of CO with PSO

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	3	3	2
CO2	3	3	3	3	1
CO3	1	2	3	3	3
CO4	1	1	3	3	2
CO5	3	2	3	3	2

1-Low

2-Medium

3-Strong

Syllabus

UNIT I

12 Hours

Parts of Speech

Sentence Patterns

Kinds of Sentences

UNIT II

12 Hours

Nouns - Its Classifications - Number, Gender and Case - Functions of Noun

Pronouns - Kinds of Pronouns and Usage

Adjectives - Kinds of Adjectives and Usage

Prepositions

UNIT III

12 Hours

Verbs -Main Verbs, Regular Verbs, Irregular Verbs, Auxiliary Verbs,
Phrasal Verbs

Transitive and Intransitive Verbs

Modals

Participles, Gerunds and Infinitives

UNIT IV

12 Hours

Tense and Its Usage

Active and Passive Voices

Degrees of Comparison

UNIT V

12 Hours

Concord

Transformation of Sentences

Reported Speech

Contextual Usage of Grammar

Reference Books

Nesfield, J.C. *English Grammar, Composition and Usage*. London: Macmillan 2004.

Green, David. *Contemporary English Grammar Structures and Composition*. London: Macmillan, 2000.

Leech, Geoffrey, et al. *Communicative Grammar (3rd Ed)*. London: Longman, 2003.

Pedagogy

Chalk & Talk, E-Resources, Group Discussion and Learner – centred classroom

Teaching aids

Blackboard, ICT, LCD Projector

Course Contents and Lecture Schedule

Module No.	Topic	No. of Lectures	Content Delivery Methods
UNIT - I			
1.1	What are parts of speech?	3	Handout
1.2	Parts of Speech in English Language	2	PPT
1.3	Sentence Pattern : An Introduction	1	Lecture
1.4	Components of Sentence Pattern	2	Handout
1.5	Types of Sentences : Overview	2	E - Resources
1.6	Purposes of Sentences types	2	Handout
UNIT - II			
2.1	Definition, Kinds of Nouns	2	Handout
2.2	What is Pronoun?	2	Lecture
2.3	Types of Pronoun and its usage	2	Handout
2.4	Definition of Adjective	2	PPT
2.5	Types of Adjectives and its Applications	2	Lecture
2.6	Prepositions	2	E - Resources
UNIT - III			
3.1	What is Verb?	3	Handout
3.2	Basic forms of Verb	2	Lecture
3.3	Different types of Verb and its usage	2	Blackboard
3.4	Transitive & Intransitive Verbs	3	Handout
3.5	Functions of Participles, Gerund and Infinitives	2	PPT
UNIT - IV			
4.1	Tense – Introduction	3	Handout
4.2	Types of Tenses and its usage	2	PPT
4.3	What is Active and Passive Voices?	2	Handout
4.4	Rules of Active and Passive voice	1	Lecture

4.5	Definition of Degrees of comparison	2	PPT
4.6	Types of Degrees of comparison	2	Handout
UNIT - V			
5.1	Definition and examples of Concord	1	Handout
5.2	Rules of Concord	1	Lecture
5.3	Transformation of Sentences	1	Lecture
5.4	Concept & Conventional rules of transformation	2	Handout
5.5	What is Reported Speech?	2	E-Resources
5.6	Distinction between Direct Speech and Reported Speech	2	Lecture
5.7	Rules of changing Verbs and Tenses	2	PPT
5.8	Contextual Usage of Grammar	1	Handout
Total		60	

Course Designer

Ms. S. Nasreen Banu

Assistant Professor of English

Course Code	Course Title	Category	Total Hours	Credits
20UENA31	History of English Literature - I	Allied-III	60	4

Nature of Course	
Knowledge Oriented	✓
Skill Oriented	✓
Employability Oriented	✓
Entrepreneurship Oriented	

Course Relevance	
Local	✓
Regional	✓
National	✓
Global	✓

Preamble

To enable the students to know the historical background, literary periods, genres, drama and delineate major writers and their works in chronological order to explicate a diachronic and synchronic study of literature

Course Outcomes (CO)

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

No.	Course Outcome	Knowledge Level
CO1	Define the beginning of English Literature, socio-political aspects of Renaissance and Elizabethan Age	K1
CO2	Trace the origin and development of drama with reference to University Wits and Shakespeare	K1,K2
CO3	Find the elements of Jacobean drama, Metaphysical poetry and Epic poetry	K1,K2,K3
CO4	Estimate the historical features of the Restoration drama and their contemporaries	K1,K2,K3
CO5	Analyze the characteristics of essay and drama of Augustan Age	K1,K2,K3

K1-Knowledge

K2-Understand

K3-Apply

Mapping of CO with PO

	P01	P02	P03	P04	P05
CO1	3	3	3	2	3
CO2	1	2	3	2	3
CO3	3	3	2	3	1
CO4	1	3	3	3	2
CO5	3	3	3	2	1

1-Low

2-Medium

3-Strong

Mapping of CO with PSO

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	3	3	2
CO2	3	3	3	3	1
CO3	1	2	3	3	3
CO4	1	1	3	3	2
CO5	3	2	3	3	2

1-Low

2-Medium

3-Strong

Syllabus

UNIT I

12 Hours

The Age of Chaucer
The Renaissance
The Elizabethan Age

UNIT II

12 Hours

The Origin and Development of Drama
The University Wits
Shakespeare

UNIT III

12 Hours

Jacobean Dramatists
Metaphysical Poets
Milton and His Contemporaries

UNIT IV

12 Hours

Age of Restoration
Restoration Drama
Neo-Classical Age

UNIT V

12 Hours

Age of Johnson
The Great Essayists
Development of Drama

Reference Books

W.H.Hudson. *An Outline History of English Literature*. Pennsylvania: Maple Press, 2019.
Albert, Edward. *History of English Literature*. Oxford: OUP, 1979.
Long. J, William. *English Literature: Its History and Its Significance*. New Delhi: Rupa Publications, 2015

Pedagogy

Chalk & Talk, E-Resources, Group Discussion and Learner – centred classroom

Teaching aids

Blackboard, ICT, LCD Projector

Course Contents and Lecture Schedule

Module No.	Topic	No. of Lectures	Content Delivery Methods
UNIT - I			
1.1	Chaucer – An Introduction	2	Handout
1.2	Discussion on the Age of Chaucer period	2	Lecture
1.3	Introduction to the Renaissance period, writers and works	2	PPT
1.4	Discussion on Renaissance writers	2	Handout
1.5	An Introduction to the Elizabethan Age	2	Lecture
1.6	Discussion on Elizabethan writers	2	Handout
UNIT - II			
2.1	Introduction to Drama	2	Handout
2.2	Discussion on the origin and development of drama	2	PPT
2.3	Introduction about the University Wits	2	Lecture
2.4	Discussion on University Wits	2	PPT
2.5	Shakespeare -An Introduction	2	Handout
2.6	Discussion on Shakespeare and Contemporaries	2	PPT
UNIT - III			
3.1	Introduction to Jacobean Period	2	Handout
3.2	Discussion on Jacobean Dramatists	2	Lecture
3.3	Introduction to Metaphysical Poets	2	Blackboard
3.4	Discussion on Metaphysical Poets	2	Handout
3.5	Milton- An Introduction	2	PPT
3.6	Discussion on Milton and His Contemporaries	2	Handout
UNIT - IV			
4.1	Introduction to the Age of Restoration	4	Lecture
4.2	Drama: An Introduction	2	Handout
4.3	Discussion on Restoration Drama	2	E- Resources
4.4	Introduction to Neo- Classical Age	4	PPT

UNIT - V			
5.1	Johnson: An Introduction	2	Handout
5.2	Discussion on the Age of Johnson	2	Lecture
5.3	Discussion on the Great Essayists	4	E- Resources
5.4	Discussion on the Development of drama	4	Handout
Total		60	

Course Designer

Ms. M. Rizvana

Assistant Professor of English

Course Code	Course Title	Category	Total Hours	Credits
20UENS31	Creative Writing	SBS-I	30	2

Nature of Course	
Knowledge Oriented	✓
Skill Oriented	✓
Employability Oriented	✓
Entrepreneurship Oriented	

Course Relevance	
Local	✓
Regional	✓
National	✓
Global	✓

Preamble

To enable the students to understand creative writing and develop the skills and professional knowledge required for the art of writing

Syllabus

UNIT I	6 Hours
Creative Competence, Format and Style, Pre-requisites and first step, Ways to become an Effective Writer	
UNIT II	6 Hours
Paragraph Writing (Emerging Themes) Description and Narration	
UNIT III	6 Hours
Essay Writing – Creative Context	
UNIT IV	6 Hours
Features of Story, Fiction and Novel, Biography and Anecdotes	
UNIT V	6 Hours
Figures of Speech, Types of Discourse, Symbolism, Acrostics, Free Verse, Writing on Blog, Web pages and LMS	

Reference Books

V.R.Narayanaswami, *Strengthen your writing*, Hyderabad: Orient Blackswan 2005.
Dr. S. Paul, *Creative Writing* (A Monograph for the Beginners Ludhiana Kalyani Publishers.

Pedagogy

Chalk & Talk, E-Resources, Group Discussion and Learner – centred classroom

Teaching aids

Blackboard, ICT, LCD Projector

Course Contents and Lecture Schedule

Module No.	Topic	No. of Lectures	Content Delivery Methods
UNIT - I			
1.1	Creative Writing: An Introduction	1	Handout
1.2	Discussion on the ways to become an effective writer	2	Lecture
1.3	Format and Style on creative writing	1	PPT
1.4	Description on Pre - Requisites	2	Handout
UNIT - II			
2.1	Introduction to Paragraph writing	1	Handout
2.2	Discussion on Paragraph writing and its style	2	Lecture
2.3	Description and Narration: An Introduction	1	Handout
2.4	Discussion on Description and Narration	2	PPT
UNIT - III			
3.1	Essay Writing : An Introduction	2	PPT
3.2	Discussion on Essay format and style	2	Handout
3.3	Describing the types of Essay	2	E- Resources
UNIT - IV			
4.1	Introduction to Features of Story	1	PPT
4.2	Discussion on Feature Story	1	Lecture
4.3	Introduction to Fiction and Novel	1	E- Resources
4.4	Format and style of Fiction and Novel	1	Handout
4.5	Biography and Anecdotes : An Introduction	1	Lecture
4.6	Format and style of Biography and Anecdotes	1	E- Resources
UNIT - V			
5.1	Figure of Speech : An Introduction	1	Handout
5.2	Discussion on Types of Discourses	1	Lecture
5.3	Description about Symbolism	2	E- Resources
5.4	Introduction to Acrostics, Free Verse, Writing on Blog, Web pages, LMS	2	Lecture
Total		30	

Course Designer

Ms. M. Rizvana

Assistant Professor of English

Course Code	Course Title	Category	Total Hours	Credits
20UENC41	Victorian Age	Core - VIII	90	4

Nature of Course	
Knowledge Oriented	✓
Skill Oriented	✓
Employability Oriented	✓
Entrepreneurship Oriented	

Course Relevance	
Local	✓
Regional	✓
National	✓
Global	✓

Preamble

To enable the students, cognize the major themes and discuss the theoretical discourses and colonialism of Victorian texts

Course Outcomes (CO)

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

No.	Course Outcome	Knowledge Level
CO1	Relate the common techniques and forms of the poems prescribed	K1,K2
CO2	Identify various forms and types of poetry	K1
CO3	Examine the issues discussed in the text based on Socio - historic and cultural context	K1,K2
CO4	Apply the characteristics of drama in the Victorian Age	K1,K2,K3
CO5	Identify the theme, plot and characters of fiction in the Victorian text	K1,K2,K3

K1-Knowledge

K2-Understand

K3-Apply

Mapping of CO with PO

	P01	P02	P03	P04	P05
CO1	3	3	1	1	3
CO2	3	2	3	3	2
CO3	3	3	2	1	3
CO4	3	3	3	3	2
CO5	3	3	2	1	2

1-Low

2-Medium

3-Strong

Mapping of CO with PSO

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	3	3	1
CO2	2	1	3	3	2
CO3	3	2	1	3	3
CO4	3	3	3	1	3
CO5	3	3	3	3	2

1-Low

2-Medium

3-Strong

Syllabus

UNIT I

19 Hours

Poetry:

Alfred Tennyson - Lotos –Eaters

Robert Browning - Andrea Del Sarto

G M Hopkins - Felix Randal

No Worst, There is None

UNIT II

18 Hours

Poetry:

Elizabeth Barret Browning - How do I Love thee
(Sonnet 43, The Sonnets from Portuguese)

D G Rossetti - The Blessed Damozel

Matthew Arnold - Isolation: To Marguerite

UNIT III

17 Hours

Prose:

John Ruskin - Work
(Lecture-1 from *The Crown of Wild Olive*)

UNIT IV

18 Hours

Drama:

Oscar Wilde - The Importance of Being Earnest

UNIT V

18 Hours

Fiction:

Charles Dickens - A Christmas Carol

Reference Books

Bristow, Joseph. *The Cambridge Companion to Victorian Poetry*. Cambridge, 2000

Sachithanandan.V.Ed. *Six English Poets*. Chennai, Mac Millan 1st Edition 1978

Dickens, Charles. *A Christmas Carol* (Dover Thrift edition), 1991.

Wilde, Oscar. *The Importance of Being Earnest*. Prestwick House, 2005.

Pedagogy

Chalk & Talk, E-Resources, Group Discussion and Learner – centred classroom

Teaching aids

Blackboard, ICT, LCD Projector

Course Contents and Lecture Schedule

Module No.	Topic	No. of Lectures	Content Delivery Methods
UNIT - I			
1.1	Tradition and culture of Victorian society in literature	1	Handout
1.2	Textual reading of <i>Lotus Eaters</i>	4	Lecture
1.3	Textual reading of <i>Andrea Del Sarto</i>	5	PPT
1.4	Textual reading of <i>Felix Randal</i>	4	Handout
1.5	Textual reading of <i>No Worst, There is None</i>	2	Lecture
1.6	Theme, form, Language, poetic devices	3	E-Resources
UNIT - II			
2.1	Rapid modernisation in Victorian Age	2	Handout
2.2	Textual reading of <i>How do I Love thee</i>	4	Lecture
2.3	Textual reading of <i>The Blessed Damozel</i>	4	Handout
2.4	Textual reading of <i>Isolation: To Marguerite</i>	4	PPT
2.5	Theme, language, style	4	E-Resources
UNIT - III			
3.1	Architecture and Industrialisation in Victorian Age	4	PPT
3.2	John Ruskin – An Introduction	4	Lecture
3.3	Textual reading of <i>Work</i> (Lecture 1 from <i>The Crown of Wild Olive</i>)	6	Handout
3.4	Theme, Language	3	E-Resources
UNIT - IV			
4.1	Aspects of Drama in Victorian Age	4	PPT
4.2	Oscar Wilde – An Introduction	4	Handout
4.3	Textual reading of <i>The Importance of Being Earnest</i>	6	E- Resources
4.4	Thematic and dramatic techniques	4	Lecture

UNIT - V			
5.1	Figure of Speech : An Introduction	5	Lecture
5.2	Discussion on Types of Discourses	5	PPT
5.3	Description about Symbolism	4	Handout
5.4	Introduction to Acrostics, Free Verse, Writing on Blog, Web pages, LMS	4	PPT
Total		90	

Course Designer

Ms. S. Nasreen Banu

Assistant Professor of English

Course Code	Course Title	Category	Total Hours	Credits
20UENC42	Phonetics and Transcription	Core - IX	90	4

Nature of Course	
Knowledge Oriented	✓
Skill Oriented	✓
Employability Oriented	✓
Entrepreneurship Oriented	

Course Relevance	
Local	✓
Regional	✓
National	✓
Global	✓

Preamble

To enable the students to provide the foundation for the development of a student's knowledge on phonetics and phonology, to introduce the conceptual framework of the scientific study of sound systems in the languages of the world

Course Outcomes (CO)

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

No.	Course Outcome	Knowledge Level
CO1	Illustrate the speech mechanism and describe its functions	K1,K2
CO2	Associate the student with Phonetics and Phonetic symbols of English	K1,K2
CO3	Classify Vowels, Diphthongs and Consonants	K1,K2,K3
CO4	Discuss stress on compound nouns and several common multi – syllable words	K1,K2
CO5	Apply appropriate phonetic symbols in sentences and passages	K1,K2,K3

K1-Knowledge

K2-Understand

K3-Apply

Mapping of CO with PO

	P01	P02	P03	P04	P05
CO1	3	1	3	2	3
CO2	3	3	3	2	3
CO3	3	3	3	2	1
CO4	3	1	3	2	2
CO5	3	3	3	2	1

1-Low

2-Medium

3-Strong

Mapping of CO with PSO

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	3	1	3
CO2	2	3	3	1	2
CO3	2	3	3	1	3
CO4	1	3	3	2	3
CO5	2	3	3	3	3

1-Low

2-Medium

3-Strong

Syllabus

UNIT I	18 Hours
Speech Mechanism	
Organs of Speech	
UNIT II	18 Hours
Phonetics & Phonology	
UNIT III	18 Hours
Classification and Description of Vowel Sounds	
Classification and Description of Consonant Sounds	
The Sounds of English: Semi-Vowels and Diphthongs	
UNIT IV	18 Hours
Stress, Syllable	
Word Accent, Intonation	
UNIT V	18 Hours
Transcription of Words, Sentences, Passages	

Reference Books

T. Balasubramanian. *A Text Book of English Phonetics for Indian students* (3rd Edition), Macmillan, 2017.

Jones, Daniel. *Outline of English Phonetics*, B.G. Teubnee, 1922

J.D.O' Connor. *Better English Pronunciation*. Cambridge University Press, 1980.

Sethi, J. & P.V. Dhamija. *A Course in Phonetics and Spoken English*. New Delhi, Prentice-Hall, 1997.

Pedagogy

Chalk & Talk, E-Resources, Group Discussion and Learner – centred classroom

Teaching aids

Blackboard, ICT, LCD Projector

Course Contents and Lecture Schedule

Module No.	Topic	No. of Lectures	Content Delivery Methods
UNIT - I			
1.1	Language and Communication	3	Handout
1.2	Definitions of speech and phonetics	3	Lecture
1.3	Mechanism of speech production	3	PPT
1.4	Articulation and Vocal Cords	3	Handout
1.5	Résonance	3	Lecture
1.6	Classification of speech	3	E-Resources
UNIT - II			
2.1	Phonetics : An Introduction	2	Handout
2.2	The Articulation of Speech sounds	4	PPT
2.3	The Respiratory system	3	Lecture
2.4	The Articulatory and Phonatory system	3	PPT
2.5	Phonology- Phonemes and Allophones	6	E-Resources
UNIT - III			
3.1	Description of Vowel Sounds	3	PPT
3.2	Classification of Vowel Sounds	4	Handout
3.3	Description of Consonant Sounds	3	Lecture
3.4	Classification of Consonant Sounds	4	E-Resources
3.5	Semi – Vowels	2	PPT
3.6	Diphthongs	2	Lecture
UNIT - IV			
4.1	Analysis of Speech and the syllable	3	PPT
4.2	Syllable – Structure	4	Handout
4.3	Stress	2	E- Resources
4.4	Word Accent in English	3	Lecture
4.5	Intonation – Rising and Falling Intonation	3	PPT
4.6	Practice in Stress, Syllable, Word Accent and Intonation	3	PPT
UNIT - V			
5.1	Practice in Phonetic Transcription	18	Handout
Total		90	

Course Designer

Ms. A.J. Saleema Kathoon

Assistant Professor of English

Course Code	Course Title	Category	Total Hours	Credits
20UENA41	History of English Literature - II	Allied - IV	60	4

Nature of Course	
Knowledge Oriented	✓
Skill Oriented	✓
Employability Oriented	✓
Entrepreneurship Oriented	

Course Relevance	
Local	✓
Regional	✓
National	✓
Global	✓

Preamble

To enable the students to acquire the knowledge of Socio – Political, Literary aspects of English through the prescribed syllabus

Course Outcomes (CO)

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

No.	Course Outcome	Knowledge Level
CO1	Describe the facets of Various genres in the age of transition	K1
CO2	Classify the characteristics of Poetry, Prose, Drama, Fiction of the Romantic Age	K1,K2
CO3	Determine the elements of Victorian Writings	K1,K2,K3
CO4	Identify the literary aspects of Modern Era	K1,K2,K3
CO5	Explain the features of Literary genres in Inter – War Years	K1,K2

K1-Knowledge

K2-Understand

K3-Apply

Mapping of CO with PO

	P01	P02	P03	P04	P05
CO1	3	3	1	1	3
CO2	3	2	3	3	2
CO3	3	3	2	1	3
CO4	3	3	3	3	2
CO5	3	3	2	1	2

1-Low

2-Medium

3-Strong

Mapping of CO with PSO

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	3	3	1
CO2	2	1	3	3	2
CO3	3	2	1	3	3
CO4	3	3	3	1	3
CO5	3	3	3	3	2

1-Low

2-Medium

3-Strong

Syllabus

UNIT I

12 Hours

The Age of Transition:

Poetry - James Thomson, Thomas Gray, Robert Burns, William Blake

Prose - Dr. Johnson, Edmund Burke, Edward Gibbon

Drama - Richard Brinsley Sheridan, Oliver Goldsmith

Fiction - Samuel Richardson, Henry Fielding, Tobias Smollett, Laurence Sterne

UNIT II

12 Hours

The Romantic Age:

Poetry - William Wordsworth, S. T. Coleridge, P. B. Shelley, G. G. Byron, John Keats

Prose - Charles Lamb, William Hazlitt

Drama - G. G. Byron, P. B. Shelley

Fiction - Sir Walter Scott, Jane Austen

UNIT III

12 Hours

The Victorian Age:

Poetry - Alfred Tennyson, Robert Browning, Matthew Arnold, C. G. Rossetti, A. C. Swinburne

Prose - Thomas Carlyle, John Ruskin

Drama - Robert Browning, Alfred Tennyson

Fiction - Charles Dickens, W. M. Thackeray, Charlotte Bronte, George Eliot

UNIT IV

12 Hours

Modern Literature

Poetry - W. B. Yeats, Robert Bridges, John Masefield, Rupert Brooke

Prose - G. K. Chesterton, Hilaire Belloc

Drama - George Bernard Shaw, J. M. Synge, John Galsworthy, Oscar Wilde

Fiction - Thomas Hardy, Henry James, Joseph Conrad, H. G. Wells

UNIT V

12 Hours

The Inter-War Years

- Poetry - G. M. Hopkins, T. S. Eliot, W. H. Auden, Ezra Pound, Dylan Thomas
- Prose - Lytton Strachey, J. B. Priestley
- Drama - Harold Pinter, Samuel Beckett
- Fiction - D. H. Lawrence, James Joyce, Virginia Woolf, E. M. Forster, George Orwell, Isaac Asimov

Reference Books

Albert, Edward. *History of English Literature*. Oxford: OUP, 1979.

Long, J, William. *English Literature: Its History and Its Significance*. New Delhi: Rupa Publications, 2015.

W. H. Hudson. *An Outline History of English Literature*. Pennsylvania: Maple Press, 2009.

Pedagogy

Chalk & Talk, E-Resources, Group Discussion and Learner – centred classroom

Teaching aids

Blackboard, ICT, LCD Projector

Course Contents and Lecture Schedule

Module No.	Topic	No. of Lectures	Content Delivery Methods
UNIT - I			
1.1	The Age of Transition – Introduction	1	Handout
1.2	Poetry: William Wordsworth, S. T. Coleridge, P. B. Shelley, G. G. Byron, John Keats	3	Lecture
1.3	Prose: Dr Johnson, Edmund Burke, Edward Gibbon	3	PPT
1.4	Drama: Richard Brinsley Sheridan, Oliver Goldsmith	2	Lecture
1.5	Fiction: Samuel Richardson, Henry Fielding, Tobias Smollett, Laurence Sterne	3	PPT
UNIT - II			
2.1	The Romantic Age – Introduction	1	Lecture
2.2	Poetry: William Wordsworth, S. T. Coleridge, P. B. Shelley, G. G. Byron, John Keats	5	PPT
2.3	Prose: Charles Lamb, William Hazlitt	2	Handout

2.4	Drama: G. G. Byron, P. B. Shelley	2	PPT
2.5	Fiction: Sir Walter Scott, Jane Austen	2	E-Resources
UNIT - III			
3.1	The Victorian Age – Introduction	1	Lecture
3.2	Poetry : Alfred Tennyson, Robert Browning, Matthew Arnold, C. G. Rossetti, A. C. Swinburne	4	Handout
3.3	Prose: Thomas Carlyle, John Ruskin	2	PPT
3.4	Drama: Robert Browning, Alfred Tennyson	2	E-Resources
3.5	Fiction: Charles Dickens, W. M. Thackeray, Charlotte Bronte, George Eliot	3	PPT
UNIT - IV			
4.1	Modern Literature – Introduction	1	Handout
4.2	Poetry: W. B. Yeats, Robert Bridges, John Masefield, Rupert Brooke	4	Lecture
4.3	Prose: G. K. Chesterton, Hillarie Belloc	2	E- Resources
4.4	Drama: George Bernard Shaw, J. M. Synge, John Galsworthy, Oscar Wilde	3	Lecture
4.5	Fiction: Thomas Hardy, Henry James, Joseph Conrad, H. G. Wells	2	PPT
UNIT - V			
5.1	The Inter-War Years – Introduction	1	PPT
5.2	Poetry: G. M. Hopkins, T. S. Eliot, W. H. Auden, Ezra Pound, Dylan Thomas	3	Lecture
5.3	Prose: Lytton Strachey, J. B. Priestley	2	PPT
5.4	Drama: Harold Pinter, Samuel Beckett	2	Lecture
5.5	Fiction: D. H. Lawrence, James Joyce, Virginia Woolf, E. M. Forster, George Orwell, Isaac Asimov	4	E- Resources
Total		60	

Course Designer

Mr. S. Abubacker Siddiq

Assistant Professor of English

Course Code	Course Title	Category	Total Hours	Credits
20UENS41	Computer Literacy	SBS-II	30	2

Nature of Course	
Knowledge Oriented	✓
Skill Oriented	✓
Employability Oriented	✓
Entrepreneurship Oriented	

Course Relevance	
Local	✓
Regional	✓
National	✓
Global	✓

Preamble

To enable the students to acquire the basic concepts of computer operating skills

Syllabus

UNIT I

6 Hours

Hardware Concepts, Software Concepts, Input Devices, Output Devices, Primary Memory, Secondary Storage Devices

UNIT II

6 Hours

MS Word- Introduction- Word for Windows- Creating and Saving a Document- Page Setup- Print Preview, Print, Edit- Redo, Cut, Copy, Paste, Find and Replace, Views- Normal, Print layout, Ruler, Header and Footer, Insert Page number, Picture, Textbox

UNIT III

6 Hours

Power Point – Transitions and Animations, Word Art, Format font (Size, Color, Type), Bullet Numbering, Border and Shading, Columns and Change Cases

UNIT IV

6 Hours

Tools- Spelling and Grammar, Mail Merge, Table- draw, Insert, Delete, Select, Split Columns and Rows

UNIT V

6 Hours

MS Excel – Explanation, Page (Rows, Columns and Cells), Entering Data, Usage of Formulae and Functions, Creating an Excel chart, Data Manipulation and Types of Functions

Reference Books

Peter, Norton. *Introduction to Computers*. New Delhi: Tata McGraw Hill Pvt Ltd, 2009.

Nellaikannan, C. *MS OFFICE*. Chennai: Nel's Publications (3rd Edition), 2004.

Pedagogy

Chalk & Talk, E-Resources, Group Discussion and Learner – centred classroom

Teaching aids

Blackboard, ICT, LCD Projector

Course Contents and Lecture Schedule

Module No.	Topic	No. of Lectures	Content Delivery Methods
UNIT - I			
1.1	Hardware Concepts, Software Concepts Input Devices, Output Devices Primary Memory, Secondary Storage Devices	6	Lecture
UNIT - II			
2.1	MS Word- Introduction- Word for Windows- Creating and Saving a Document- Page Setup- Print Preview, Print, Edit- Redo, Cut, Copy, Paste, Find and Replace, Views- Normal, Print layout, Ruler, Header and Footer, Insert Page number, Picture, Textbox	6	PPT
UNIT - III			
3.1	Power Point – Transitions and Animations, Word Art, Format font (Size, Color, Type), Bullet Numbering, Border and Shading, Columns and Change Cases	6	Lecture
UNIT - IV			
4.1	Tools- Spelling and Grammar, Mail Merge, Table- draw, Insert, Delete, Select, Split Columns and Rows	6	Handout
UNIT - V			
5.1	MS Excel – Explanation, Page (Rows, Columns and Cells), Entering Data, Usage of Formulae and Functions, Creating an Excel chart, Data Manipulation and Types of Functions	6	PPT
Total		30	

Course Designer

Mr. Noushad PM

Assistant Professor of English

Course Code	Course Title	Category	Total Hours	Credits
20UENC51	Modern Age	Core – X	75	4

Nature of Course	
Knowledge Oriented	✓
Skill Oriented	✓
Employability Oriented	✓
Entrepreneurship Oriented	

Course Relevance	
Local	✓
Regional	✓
National	✓
Global	✓

Preamble

To enable the students, perceive the significance of literary works of Modern Age which comprises 19th and 20th century

Course Outcomes (CO)

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

No.	Course Outcome	Knowledge Level
CO1	Identify themes such as realism, humanitarianism, mysticism and democratic feeling in the 20 th century poetry	K1
CO2	Demonstrate the prose style of the writers of Modern Age	K1,K2
CO3	Determine common facts like uncertainty, fear, loss, grief in the short stories prescribed	K1,K2,K3
CO4	Discuss the characteristics of an absurd play through Pinter's <i>The Caretaker</i>	K1,K2
CO5	Estimate Conrad's complex style and theme development through the novel <i>Lord Jim</i>	K1,K2,K3

K1-Knowledge

K2-Understand

K3-Apply

Mapping of CO with PO

	P01	P02	P03	P04	P05
CO1	2	2	1	3	3
CO2	2	1	3	3	3
CO3	1	3	2	3	3
CO4	1	3	3	3	3
CO5	2	3	3	2	3

1-Low

2-Medium

3-Strong

Mapping of CO with PSO

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	3	1
CO2	3	3	2	3	1
CO3	3	3	2	3	2
CO4	3	3	2	3	1
CO5	3	3	1	3	2

1-Low

2-Medium

3-Strong

Syllabus

UNIT I

15 Hours

Poetry:

T. S. Eliot

- *The Journey of the Magic*

W. B. Yeats

- *Lake Isle of Innisfree*

W. H. Auden

- *Stop All the Clocks*

Philip Larkin

- *Take One Home for the Kiddies*

UNIT II

10 Hours

Prose:

George Orwell

- *Why I Write*

E.V. Lucas

- *The Town Week*

UNIT III

10 Hours

Short Stories

Graham Greene

- *A Case for the Defence*

W.W. Jacobs

- *The Monkey's Paw*

Luigi Pirandello

- *War*

UNIT IV

20 Hours

Drama

Harold Pinter

- *The Caretaker*

UNIT V

20 Hours

Fiction

Joseph Conrad

- *Lord Jim*

Reference Books

Eliot T.S. *The Waste Land and Other Poems*. Delhi: Unique Publications, 2020.

Yeats W.B. *Selected Poems*. Delhi: Unique Publishers, 2018.

Auden W.H. *Selected Poems*. A Critical Evaluation. Ed. Dr. Sen. Delhi: Unique Publishers, 2020.

Larkin, Philip. *Collected Poems*. London: Faber & Faber, 2003.

Orwell, George. *Why I Write*. United Kingdom: Renard Press Ltd., 2021.

Conrad, Joseph. *Lord Jim*. Canada: Broadview Press Inc., 1990.

Pinter, Harold. *The Caretaker*. London: Faber & Faber, 1991.

Pedagogy

Chalk & Talk, E-Resources, Group Discussion

Teaching aids

Black Board, LCD Projector

Course Contents and Lecture Schedule

Module No.	Topic	No. of Lectures	Content Delivery Methods
UNIT - I			
1.1	T. S. Eliot: An Introduction	1	Chalk & Talk
1.2	Textual Reading of <i>The Journey of Magi</i>	3	PPT
1.3	W. B. Yeats : An Introduction	1	PPT
1.4	Textual Reading of <i>Lake Isle of Innisfree</i>	3	E-Resources
1.5	W.H. Auden: An Introduction	1	PPT
1.6	Textual Reading of <i>Stop All the Clocks</i>	2	PPT
1.7	Philip Larkin: An Introduction	1	Chalk & Talk
1.8	Textual Reading of <i>Take One Home for the Kiddies</i>	3	E-Resources
UNIT - II			
2.1	George Orwell: An Introduction	2	PPT
2.2	Textual Reading of <i>Why I Write</i>	3	Chalk & Talk
2.3	E.V. Lucas: An Introduction	2	Chalk & Talk
2.4	Textual Reading of <i>The Town Week</i>	3	E-Resources
UNIT - III			
3.1	Graham Greene: An Introduction	1	Chalk & Talk
3.2	Textual Reading of <i>The Case for the Defence</i>	3	PPT
3.3	W.W. Jacobs: An Introduction	1	PPT
3.4	Textual Reading of <i>The Monkey's Paw</i>	2	E-Resources
3.5	Luigi Pirandello: An Introduction	1	PPT
3.6	Textual Reading of <i>War</i>	2	PPT
UNIT - IV			
4.1	Harold Pinter: An Introduction	2	PPT
4.2	Textual Reading of <i>The Caretaker</i>	15	Chalk & Talk
4.3	Themes & Narrative Techniques	3	PPT

UNIT - V			
5.1	Joseph Conrad: An Introduction	2	PPT
5.2	Textual Reading of <i>Lord Jim</i>	15	PPT
5.3	Themes & Narrative Techniques	3	E-Resources
Total		75	

Course Designer

Ms. S. AneesFathima

Assistant Professor of English

Course Code	Course Title	Category	Total Hours	Credits
20UENC52	American Literature	Core-XI	75	4

Nature of Course	
Knowledge Oriented	✓
Skill Oriented	✓
Employability Oriented	✓
Entrepreneurship Oriented	

Course Relevance	
Local	✓
Regional	✓
National	✓
Global	✓

Preamble

To enable the students, appraise the characteristics of American Literature through the prescribed literary works.

Course Outcomes (CO)

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

No.	Course Outcome	Knowledge Level
CO1	Examine the characteristic of American Poetry	K1
CO2	Discuss the historical and cultural contexts of America through the prose writing	K1,K2
CO3	Determine aspects of American Short Story	K1,K2,K3
CO4	Identify Eugene O'Neill's writing techniques in Drama	K1,K2,K3
CO5	Illustrate the significance of Herman Melville's writings	K1,K2

K1-Knowledge

K2-Understand

K3-Apply

Mapping of CO with PO

	P01	P02	P03	P04	P05
CO1	1	3	3	2	3
CO2	1	2	3	3	3
CO3	1	3	1	2	3
CO4	2	3	3	2	3
CO5	2	3	3	3	3

1-Low

2-Medium

3-Strong

Mapping of CO with PSO

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	1	3	2
CO2	3	3	2	3	2
CO3	3	3	1	3	1
CO4	3	3	2	3	2
CO5	3	3	1	3	2

1-Low

2-Medium

3-Strong

Syllabus

UNIT I

10 Hours

Poetry:

- R.W. Emerson - *The Rhodora*
- Robert Frost - *Birches*
- Wallace Stevens - *Anecdote of the Jar*

UNIT II

10 Hours

Prose:

- Edgar Allan Poe - *The Philosophy of Composition*
- Henry David Thoreau - *The Battle of the Ants*

UNIT III

15 Hours

Short Stories

- Mark Twain - *Baker's Blue-Jay Yarn*
- Alice Walker - *Everyday Use*
- Ernest Hemingway - *A Clean Well-Lighted Place*

UNIT IV

20 Hours

Drama

- Eugene O'Neill - *The Emperor Jones*

UNIT V

20 Hours

Fiction

- Herman Melville - *Moby Dick*

Reference Books

Fisher, Samuelson and ReningerVaid. ***An American Literature of the 19th Century, An Anthology***. Chennai: Macmillan Publishers, 1964.

Dr. Egbert S. Oliver. ***American Literature 1890-1965, An Anthology***. New Delhi: Eurasia Publishing House, 1984.

O'Neill, Eugene. ***The Emperor Jones***, edited by Stanley Appelbaum. New York: Dover Thrift Editions, 1997.

Melville, Herman. ***Moby Dick***, edited by Elizabeth S Melville. USA: CH Simonds company Boston, 1922.

Pedagogy

Chalk & Talk, E-Resources, Group Discussion

Teaching aids

Black Board, LCD Projector

Course Contents and Lecture Schedule

Module No.	Topic	No. of Lectures	Content Delivery Methods
UNIT - I			
1.1	R.W. Emerson - <i>The Rhodora</i>	3	PPT
1.2	Robert Frost - <i>Birches</i>	3	E-Resources
1.3	Wallace Stevens - <i>Anecdote of the Jar</i>	4	PPT
UNIT - II			
2.1	Edgar Allan Poe - <i>The Philosophy of Composition</i>	5	PPT
2.2	Henry David Thoreau - <i>The Battle of the Ants</i>	5	E-Resources
UNIT - III			
3.1	Mark Twain- <i>Baker's Blue-Jay Yarn</i>	5	PPT
3.2	Alice Walker- <i>Everyday Use</i>	5	PPT
3.3	Ernest Hemingway- <i>A Clean Well-Lighted Place</i>	5	E-Resources
UNIT - IV			
4.1	Eugene O'Neill - <i>The Emperor Jones</i>	20	PPT
UNIT - V			
5.1	Herman Melville - <i>Moby Dick</i>	20	PPT
Total		75	

Course Designer

Mr. Noushad PM

Assistant Professor of English

Course Code	Course Title	Category	Total Hours	Credits
20UENC53	English Language Teaching	Core-XII	75	4

Nature of Course	
Knowledge Oriented	✓
Skill Oriented	✓
Employability Oriented	✓
Entrepreneurship Oriented	✓

Course Relevance	
Local	✓
Regional	✓
National	✓
Global	✓

Preamble

To enable the students, understand the essential components and concepts of English Language Teaching in order to enhance their attributes for becoming employable.

Course Outcomes (CO)

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

No.	Course Outcome	Knowledge Level
CO1	Examine the problems of second language learners	K1
CO2	Discuss the modes of teaching English Grammar and English Pronunciation	K1,K2
CO3	Determine the fundamentals of LSRW Skills	K1,K2,K3
CO4	Explain the strategies involved in Class Procedures and Evaluation Methods	K1,K2
CO5	Identify the ways of using Audio-Visual Aids and literature in ELT	K1,K2,K3

K1-Knowledge

K2-Understand

K3-Apply

Mapping of CO with PO

	P01	P02	P03	P04	P05
CO1	2	1	3	2	3
CO2	3	1	3	3	3
CO3	2	2	3	2	1
CO4	3	2	3	1	3
CO5	3	3	3	3	3

1-Low

2-Medium

3-Strong

Mapping of CO with PSO

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	3	3
CO2	3	3	3	3	3
CO3	2	2	2	1	1
CO4	2	3	1	2	1
CO5	3	3	3	3	3

1-Low

2-Medium

3-Strong

Syllabus

UNIT I

20 Hours

The Importance of Learning English

English for Communication

Problems of the Second-Language Learners

Learning and Acquisition – Communicative Competence

UNIT II

15 Hours

Teaching English Grammar

Approaches, Methods, Techniques and Strategies

Teaching English Pronunciation

UNIT III

15 Hours

Teaching the Four Skills

Teaching English Vocabulary

UNIT IV

15 Hours

Classroom Techniques

Methods of Assessment and Evaluation

UNIT V

10 Hours

The Use of Audio- Visual Aids

Teaching Literature – Prose, Poetry, Drama

Reference Books

Verghese, Paul. C. *Teaching English as a Second Language*, New Delhi: Sterling Publishers Private Ltd., 2007.

Krishnaswamy. N and Lalitha Krishnaswamy. *Methods of Teaching English*. Delhi: Macmillan India Ltd., 2007.

Richards, Jack C. & Theodore S. Rogers. *Approaches and Methods in Language Teaching*. UK: Cambridge University Press, 2014.

Bansal R.K, *Introduction to English Language Teaching* Vol.2 London: OUP, 1978. Gosh, R.N, et al., *Introduction to English Language Teaching* Vol. 3, London: OUP, 1977.

Pedagogy

Chalk & Talk, E-Resources, Group Discussion

Teaching aids

Black Board, LCD Projector

Course Contents and Lecture Schedule

Module No.	Topic	No. of Lectures	Content Delivery Methods
UNIT - I			
1.1	The Importance of Learning English	5	Chalk & Talk
1.2	Significance of English for Communication	5	PPT
1.3	Discussion of the problems of the Second-Language Learners	5	E-Resources
1.4	Discussion on Learning and Acquisition – Communicative Competence	5	PPT
UNIT - II			
2.1	The ways of teaching English Grammar	5	PPT
2.2	Discussion on the Approaches, Methods, Techniques and Strategies	5	Chalk & Talk
2.3	The ways involved in Teaching English Pronunciation	5	PPT
UNIT - III			
3.1	Teaching the Four Skills	7	Chalk & Talk
3.2	Discussion on the ways involved in Teaching English Vocabulary	8	E-Resources
UNIT - IV			
4.1	Explanation of Classroom Techniques	7	PPT
4.2	Discussion on Methods of Assessment and Evaluation	8	E-Resources
UNIT - V			
5.1	The use of Audio- Visual Aids	5	E-Resources
5.2	Discussion on Teaching Literature – Prose, Poetry, Drama	5	Chalk & Talk
Total		75	

Course Designer

Mr. A. Rajamani

Assistant Professor of English

Course Code	Course Title	Category	Total Hours	Credits
20UENC54	Human Values in Literature	Core - XIII	75	4

Nature of Course	
Knowledge Oriented	✓
Skill Oriented	✓
Employability Oriented	✓
Entrepreneurship Oriented	

Course Relevance	
Local	✓
Regional	✓
National	✓
Global	✓

Preamble

To enable the students, recognize the representations of human values in literary texts, thereby cultivating the abilities of human society to have a set of core ethics and values to live.

Course Outcomes (CO)

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

No.	Course Outcome	Knowledge Level
CO1	Examine the complexities of the world through poetry	K1
CO2	Elaborate the significance of natural gifts such as physical faculties, harmony, peace and the voice of humanity	K1, K2
CO3	Find the real life values through the short stories of Tolstoy, Chekhov and Oscar Wilde	K1, K2, K3
CO4	Relate the philosophy of life and rightful living	K1, K2
CO5	Develop sensitivity to cross cultural relationships.	K1, K2, K3

K1-Knowledge

K2-Understand

K3-Apply

Mapping of CO with PO

	P01	P02	P03	P04	P05
CO1	3	3	1	2	3
CO2	3	3	1	2	3
CO3	3	3	1	1	3
CO4	3	3	2	2	3
CO5	3	3	2	2	3

1-Low

2-Medium

3-Strong

Mapping of CO with PSO

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	3	2
CO2	3	3	1	3	3
CO3	3	3	1	3	3
CO4	3	2	2	3	2
CO5	3	3	1	3	1

1-Low

2-Medium

3-Strong

Syllabus

UNIT I

12 Hours

Poetry:

- Robert Frost - *Into My Own*
- Gabriel Okara - *Once Upon a Time*
- Margaret Atwood - *The Moment*
- Robert Browning - *The Patriot*

UNIT II

12 Hours

Prose:

- Helen Keller - *Three Days to See*
- Rabindranath Tagore - *The Voice of Humanity*

UNIT III

15 Hours

Short Stories:

- Leo Tolstoy - *The Son of a Thief*
- Anton Chekhov - *Misery*
- Oscar Wilde - *The Selfish Giant*

UNIT IV

18 Hours

Drama:

- Mahesh Dattani - *Seven Steps Around the Fire*

UNIT V

18 Hours

Fiction:

- Chris Cleave - *Little Bee*

Reference Books

- Browning, Robert. *Men & Women*. Boston: Ticknor & Fields, 1855.
- Cleave, Chris. *Little Bee*. Great Britain: Hodder & Stoughton Ltd., 2008.
- Dattani, Mahesh. *Seven Steps Around the Fire: A Radio Play*. New Delhi: Penguin Books, 2013.
- Keller, Helen. *Three Days to See*. Delhi: Atlantic Publishers, 1933.
- Okara, Gabriel. *African Poetry Book Series: Collected Poems*. Ed. BrendaMarie Osbey. New York: University of Nebraska Press. 2016.

Wilde, Oscar. *The Selfish Giant*: London:Longman Publishers Ltd., 2008.

Pedagogy

Chalk & Talk, E-Resources, Group Discussion

Teaching aids

Black Board, LCD Projector

Course Contents and Lecture Schedule

Module No.	Topic	No. of Lectures	Content Delivery Methods
UNIT - I			
1.1	What are Human Values?	1	PPT
1.2	Human Values through poetry	1	PPT
1.3	Textual Reading of <i>Into My Own</i>	1	PPT
1.4	Textual Reading of <i>Once Upon a Time</i>	2	PPT
1.5	Textual Reading of <i>The Moment</i>	2	PPT
1.6	Textual Reading of <i>The Patriot</i>	2	PPT
1.7	Aspects of Human Values in <i>Into My Own, Once Upon a Time, The Moment, The Patriot</i>	2	Chalk & Talk
1.8	Themes, Language, Poetic Devices, Form	1	E-Resources
UNIT - II			
2.1	Features of Prose	1	PPT
2.2	Human Values through Prose	1	PPT
2.3	Helen Keller: An Introduction	1	PPT
2.4	Textual Reading of <i>Three Days to See</i>	3	PPT
2.5	Human Values in <i>Three Days to See</i>	1	PPT
2.6	Rabindranath Tagore: An Introduction	1	PPT
2.7	Textual Reading of <i>The Voice of Humanity</i>	3	E-Resources
2.8	Human Values in <i>The Voice of Humanity</i>	1	E-Resources
UNIT - III			
3.1	Key characteristics of a short story	1	PPT
3.2	Textual Reading of <i>The Son of a Thief</i>	4	PPT
3.3	Textual Reading of <i>Misery</i>	3	PPT
3.4	Textual Reading of <i>The Selfish Giant</i>	4	PPT
3.5	Aspects of Human Values in <i>The Son of a Thief, Misery, The Selfish Giant</i>	3	E-Resources

UNIT - IV			
4.1	Mahesh Dattani: An Introduction	1	PPT
4.2	Textual Reading of <i>Seven Steps Around the Fire</i>	10	Chalk & Talk
4.3	Aspects of Human Values in <i>Seven Steps Around the Fire</i>	3	E-Resources
4.4	Themes and Dramatic Techniques adopted by Dattani	4	PPT
UNIT - V			
5.1	Characteristics of Fiction & British Fiction	1	PPT
5.2	Chris Cleave: An Introduction	1	Chalk & Talk
5.3	Excerpts from <i>Little Bee</i>	12	Discussion
5.4	Aspects of Human Values in <i>Little Bee</i>	2	Discussion
5.5	Themes, Plot and Narrative Techniques in <i>Little Bee</i>	2	PPT
Total		75	

Course Designer

Mr. S. AbubackerSiddiq

Assistant Professor of English

Course Code	Course Title	Category	Total Hours	Credits
20UENC55	Journalism and Mass Communication	Core – XIV	60	4

Nature of Course	
Knowledge Oriented	✓
Skill Oriented	✓
Employability Oriented	✓
Entrepreneurship Oriented	

Course Relevance	
Local	✓
Regional	✓
National	✓
Global	✓

Preamble

To enable the students, acquire the knowledge of the concepts and ideas of mass media involving activities with a view of developing the required skills for a career in journalism.

Course Outcomes (CO)

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

No.	Course Outcome	Knowledge Level
CO1	Examine journalistic writing as literature	K1
CO2	Discuss the sources and types of news in the field of journalism	K1, K2
CO3	Develop the aptitude for journalistic writing	K1, K2, K3
CO4	Relate the field of reporting	K1, K2
CO5	Find the nuances involved in editing, freelance writing, interviews, debates and discussions	K1, K2, K3

K1-Knowledge

K2-Understand

K3-Apply

Mapping of CO with PO

	P01	P02	P03	P04	P05
CO1	3	2	3	3	2
CO2	2	1	3	3	2
CO3	3	2	3	3	1
CO4	3	2	3	3	1
CO5	3	3	3	3	1

1-Low

2-Medium

3-Strong

Mapping of CO with PSO

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	2	3	3
CO2	1	2	3	3	3
CO3	1	2	3	3	3
CO4	1	3	2	3	3
CO5	1	3	3	3	3

1-Low

2-Medium

3-Strong

Syllabus

UNIT I

12 Hours

Journalism- Definition and Scope
Audio Visual Media (Doordarshan, AIR)
Mass Media & its Function

UNIT II

12 Hours

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

UNIT III

12 Hours

Newspaper and Magazine Writing- Leads- Headlines, Cartoons, Editorials,
Column, Features, Writing Reviews

UNIT IV

12 Hours

Quality of Reporters- Kinds of Reporting with reference to Court, Crime,
Investigation, Election, Sports

UNIT V

12 Hours

Editing, its basic Principles and Responsibilities of an Editor, Freelance
Writing, Interviews, Debates and Discussions

Reference Books

Ahuja B.N & S.S Chhabra. *Principles and Techniques of Journalism*. New Delhi: Surjeet Publication, 2006.

Roy, Barun. *Beginners Guide to Journalism and Mass Communication*. Delhi: Pustak Mahal, 2001.

Parthasarathy, Rangasamy. *Basic Journalism*. New Delhi: Macmillan India, 2004.

Verma D.S. *History of Journalism*. New Delhi Pearl Books I Edition, 2007.

Pedagogy

Chalk & Talk, E-Resources, Group Discussion

Teaching aids

Black Board, LCD Projector

Course Contents and Lecture Schedule

Module No.	Topic	No. of Lectures	Content Delivery Methods
UNIT - I			
1.1	Journalism- Definition and Scope	4	Chalk & Talk
1.2	Audio Visual Media (Doordarshan, AIR)	4	PPT
1.3	Mass Media & its Function	4	E-Resources
UNIT - II			
2.1	News-Definition and Sources	4	PPT
2.2	Hard News and Soft News	4	E-Resources
2.3	Scoop, Fillers, Box News, Expected & Unexpected News	4	PPT
UNIT - III			
3.1	Newspaper and Magazine Writing	3	PPT
3.2	Leads - Headlines, Cartoons	3	PPT
3.3	Editorials, Column	3	PPT
3.4	Features, Writing Reviews	3	E-Resources
UNIT - IV			
4.1	Quality of Reporters	4	PPT
4.2	Kinds of Reporting with reference to Court, Crime, Investigation, Election, Sports	8	Chalk & Talk
UNIT - V			
5.1	Editing, its basic Principles and Responsibilities of an Editor	4	PPT
5.2	Freelance Writing, Interviews	4	E-Resources
5.3	Debates and Discussions	4	Group Discussion
Total		60	

Course Designer

Ms. D. Gayathri Devi

Assistant Professor of English

Course Code	Course Title	Category	Total Hours	Credits
20UENE51	Literary Criticism - I	Elective - I	60	3

Nature of Course	
Knowledge Oriented	✓
Skill Oriented	✓
Employability Oriented	✓
Entrepreneurship Oriented	

Course Relevance	
Local	✓
Regional	✓
National	✓
Global	✓

Preamble

To enable the students, cognize various schools of Literary Criticism.

Course Outcomes (CO)

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

No.	Course Outcome	Knowledge Level
CO1	Define the ideas of the Greek and the Roman Critics	K1
CO2	Trace the development of Classical English Criticism	K1, K2
CO3	Find the characteristics of Neo-classical English Critics	K1, K2, K3
CO4	Describe the aspects of the Romantic and the Victorian Critics	K1, K2
CO5	Estimate the methods of literary analysis of New Critics	K1, K2, K3

K1-Knowledge

K2-Understand

K3-Apply

Mapping of CO with PO

	P01	P02	P03	P04	P05
CO1	2	1	2	3	1
CO2	2	1	2	3	2
CO3	1	2	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3

1-Low

2-Medium

3-Strong

Mapping of CO with PSO

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	2	1
CO2	3	3	2	3	2
CO3	3	3	2	3	1
CO4	3	3	1	3	2
CO5	3	3	1	3	3

1-Low

2-Medium

3-Strong

Syllabus

UNIT I

12 Hours

The Greek and the Roman Critics

- Plato - View of Art; Attack on Poetry; the Function of Poetry; Comments on Drama
- Aristotle - Observations on Poetry; Tragedy and Comedy
- Horace - Observations on Poetry and Drama
- Longinus - The Five Sources of the Sublime

UNIT II

12 Hours

The Classical English Critics

- Philip Sidney - The Argument of Apology for Poetry; Classicism
- Ben Jonson - The Qualifications of a Poet; Estimates of Bacon & Shakespeare

UNIT III

12 Hours

The Neo-classical English Critics

- John Dryden - The Nature of Poetry; The Function of Poetry; Dramatic Poetry; Views on Tragedy and Comedy
- Joseph Addison - True and False Wit; The Pleasures of Imagination
- Alexander Pope - Classicism; On the Function of Criticism
- Dr. Johnson - Historical Approach; On the kinds of Poetry, Versification and Poetic Diction; On Drama

UNIT IV

12 Hours

The Romantic and the Victorian Critics

- William Wordsworth - Concept of Poetic Diction; Concept of Poetry
- S.T. Coleridge - Theory of Imagination; Definition of a Poem; On Poetic Diction; On Dramatic Illusion
- Matthew Arnold - Criticism on Poetry; On Criticism

UNIT V

12 Hours

The New Critic

- T.S Eliot - Impersonality of Poetry, Other Concepts such as Objective Correlative and Dissociation of Sensibility
- I.A. Richards - Views on Two Uses of Language; Four kinds of Meaning: Sense, Meaning, Tone and Intention
- F. R. Leavis - Conception of the Business of Criticism

Reference Books

Bennet, Andrew & Nicholas Royale. *An Introduction to Literary Criticism and Theory*. New Jersey: Prentice Hall. 1999.

Kulkarni, Anand B, & G. Ashok. *An Introduction to Literary Theory and Criticism* Chennai: Orient Blackswan Pvt. Ltd. 2016.

Prasad, Brijadish. *An Introduction to English Criticism*. Bengaluru: Trinity, Press, 2019.

Pedagogy

Chalk & Talk, E-Resources, Group Discussion

Teaching aids

Black Board, LCD Projector

Course Contents and Lecture Schedule

Module No.	Topic	No. of Lectures	Content Delivery Methods
UNIT - I			
1.1	Discussion on Plato, His View of Art; Attack on Poetry; the Function of Poetry; Comments on Drama	3	Chalk & Talk
1.2	Discussion on Aristotle, His Observations on Poetry, Tragedy and Comedy	3	Discussion
1.3	Discussion on Horace : His Observations on Poetry and Drama	3	PPT
1.4	Discussion on Longinus & the Five Sources of the Sublime	3	Chalk & Talk
UNIT - II			
2.1	Discussion on Philip Sidney, The Argument of his Book <i>Apology for Poetry</i> , His Classicism	6	PPT

2.2	Discussion on Ben Jonson, the Qualifications of a Poet & Estimates of Bacon & Shakespeare	6	PPT
UNIT - III			
3.1	Discussion on John Dryden; His views on the Nature of Poetry, the Function of Poetry, Dramatic Poetry, Tragedy and Comedy	3	PPT
3.2	Discussion on Joseph Addison, True and False Wit, The Pleasures of Imagination	3	Discussion
3.3	Alexander Pope : His Classicism; On the Function of Criticism	3	PPT
3.4	Discussion on Dr. Johnson, His Historical Approach, his views on the Kinds of Poetry, Versification and Poetic Diction and Drama	3	E-Resources
UNIT - IV			
4.1	Discussion on William Wordsworth, his Concepts of Poetic Diction and Poetry	4	PPT
4.2	Discussion on S.T. Coleridge, his Theory of Imagination, his definition of a Poem, his views on Poetic Diction and Dramatic Illusion	4	PPT
4.3	Discussion on Matthew Arnold, his Criticism on Poetry and On Criticism	4	Chalk & Talk
UNIT - V			
5.1	Discussion on T.S Eliot, Impersonality of Poetry, Concepts such as Objective Correlative and Dissociation of Sensibility	4	PPT
5.2	Discussion on I.A. Richards, his views on Two Uses of Language, Four kinds of Meaning: Sense, Meaning, Tone and Intention	4	PPT
5.3	Discussion on F. R. Leavis, his Conception of the Business of Criticism	4	E-Resources
Total		60	

Course Designer

Mr. A. Rajamani

Assistant Professor of English

Course Code	Course Title	Category	Total Hours	Credits
20UENE52	One-Act Plays	Elective - I	60	3

Nature of Course	
Knowledge Oriented	✓
Skill Oriented	✓
Employability Oriented	✓
Entrepreneurship Oriented	

Course Relevance	
Local	✓
Regional	✓
National	✓
Global	✓

Preamble

To enable the students, acquire deeper knowledge of one act plays by a wide range of plays from various countries.

Course Outcomes (CO)

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

No.	Course Outcome	Knowledge Level
CO1	Define the irony and conflict through the dramatic action of the plays	K1
CO2	Describe the human nature, varieties, weaknesses, relationships and psychology of Chekhov's characters	K1, K2
CO3	Find plot constructions of American one act playwrights like Tennessee Williams and Susan Glaspell	K1, K2, K3
CO4	Discuss the dramatic techniques adopted by Indian playwrights	K1, K2
CO5	Determine the cultural perspectives through the plays of Kironde and Soyinka	K1, K2, K3

K1-Knowledge

K2-Understand

K3-Apply

Mapping of CO with PO

	P01	P02	P03	P04	P05
CO1	3	3	2	3	3
CO2	3	3	1	3	2
CO3	2	3	3	3	2
CO4	2	3	1	3	3
CO5	2	3	1	1	3

1-Low

2-Medium

3-Strong

Mapping of CO with PSO

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	1	3	2
CO2	3	3	2	3	1
CO3	3	3	3	3	2
CO4	3	3	1	2	1
CO5	3	3	2	3	3

1-Low

2-Medium

3-Strong

Syllabus

UNIT I

12 Hours

British

J. M. Synge - *Riders to the Sea*

Saki - *The Miracle Merchant*

UNIT II

12 Hours

Russian

Anton Chekhov - *The Swan Song*

Anton Chekhov - *The Bear*

UNIT III

12 Hours

American

Tennessee Williams - *Lord Byron's Love Letter*

Susan Glaspell - *Trifles*

UNIT IV

12 Hours

Indian

Asif Currimbhoy - *The Refugee*

M. Sajitha - *Matsyagandhi*

UNIT V

12 Hours

African

Eriakironde - *The Trick*

Wole Soyinka - *The Strong Breed*

Reference Books

Ayothi, V. and S. A. Sankaranarayanan, Ed. ***Six One-Acters***. Chennai: Arivu: Pathippagam, 2011.

Chekhov, Anton. ***The Bear***. New Delhi: PrabhatPrakashanPublishers, 2015

Sujatha, K. ***On the Stage: One-Act Plays***, New Delhi: Orient Blackswan, 2011.

Synge, J.M. ***Riders to the Sea***. UK: Good Press, 2019.

Pedagogy

Chalk & Talk, E-Resources, Group Discussion

Teaching aids

Black Board, LCD Projector

Course Contents and Lecture Schedule

Module No.	Topic	No. of Lectures	Content Delivery Methods
UNIT - I			
1.1	J. M. Synge - An Introduction	1	E-Resources
1.2	Textual reading of <i>Riders to the Sea</i>	4	Chalk & Talk
1.3	Saki - An Introduction	1	Discussion
1.4	Textual reading of <i>The Miracle Merchant</i>	4	PPT
1.5	Discussion on the Dramatic Techniques of the two plays	2	E-Resources
UNIT - II			
2.1	Anton Chekov- An Introduction	1	PPT
2.2	Textual reading of <i>The Swan Song</i>	4	Chalk & Talk
2.3	Textual reading of <i>The Bear</i>	4	Chalk & Talk
2.4	Discussion on the Dramatic Techniques of the two plays	3	E-Resources
UNIT - III			
3.1	Tennessee Williams- An Introduction	1	PPT
3.2	Textual reading of <i>Lord Byron's Love Letter</i>	4	Chalk & Talk
3.3	Susan Glaspell - An Introduction	1	Discussion
3.4	Textual reading of <i>Trifles</i>	4	PPT
3.5	Discussion on the Dramatic Techniques of the two plays	2	Chalk & Talk
UNIT - IV			
4.1	Asif Currimbhoy - An Introduction	1	Chalk & Talk
4.2	Textual reading of <i>The Refugee</i>	4	Discussion
4.3	M.Sajitha - An Introduction	1	PPT
4.4	Textual reading of <i>Matsyagandhi</i>	4	PPT
4.5	Discussion on the dramatic techniques of the two plays	2	E-Resources

UNIT - V			
5.1	ErisaKironde - An Introduction	1	PPT
5.2	Textual reading of <i>The Trick</i>	4	Chalk & Talk
5.3	Wole Soyinka – An Introduction	1	Discussion
5.4	Textual reading of <i>The Strong Breed</i>	4	PPT
5.5	Discussion on the dramatic techniques of the two plays	2	E-Resources
Total		60	

Course Designer

Ms. D. Gayathri Devi

Assistant Professor of English

Course Code	Course Title	Category	Total Hours	Credits
20UENE53	Poetry	Elective - I	60	3

Nature of Course	
Knowledge Oriented	✓
Skill Oriented	✓
Employability Oriented	✓
Entrepreneurship Oriented	

Course Relevance	
Local	✓
Regional	✓
National	✓
Global	✓

Preamble

To enable the students, develop a deeper appreciation of poetry through the introduction of various forms of poetry.

Course Outcomes (CO)

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

No.	Course Outcome	Knowledge Level
CO1	Show a deeper understanding of epic poetry of the Ancients	K1, K2
CO2	Discuss the dramatic context of pastoral poetry and appreciate its diction	K1, K2
CO3	Estimate the aspects of lyric poetry through the poems prescribed	K1, K2, K3
CO4	Associate humor and sarcasm through the satires prescribed	K1, K2
CO5	Determine the distinct literary characteristics of representative forms	K1, K2, K3

K1-Knowledge

K2-Understand

K3-Apply

Mapping of CO with PO

	P01	P02	P03	P04	P05
CO1	3	2	1	3	3
CO2	3	2	2	3	3
CO3	3	2	1	3	3
CO4	3	2	1	3	3
CO5	3	2	1	3	3

1-Low

2-Medium

3-Strong

Mapping of CO with PSO

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	3	2
CO2	3	3	2	3	2
CO3	3	3	2	3	2
CO4	3	3	1	3	1
CO5	3	3	1	3	1

1-Low

2-Medium

3-Strong

Syllabus

UNIT I

12 Hours

Epic Poetry

Selection from Homer's The Iliad - *The Shield of Achilles* (Lines 540-720)

Selections from Virgil's Aeneid - *Book-1* (Lines 1-75)

UNIT II

12 Hours

Pastoral Poetry

Theocritus - *Idyll – I*

UNIT III

12 Hours

Lyric And Reflective Poetry

Pindar - *Olympian – I*

Sappho - *Ode To Aphrodite*

UNIT IV

12 Hours

SATIRE

Horace - *The Town Mouse and the Country Mouse*

Juvenal - *Satire XIV* (Lines 1-73)

UNIT V

12 Hours

Representative Poetry

Robert Frost - *The Road Not Taken*

Louis MacNeice - *Prayer Before Birth*

Peter Porter - *A Consumer's Report*

Kamala Das - *An Introduction*

Reference Books

Aeolian Harp: An Anthology of Poetry in English. Scientific International Pvt. Ltd, 2013.

Frost Robert. *Mountain Interval*. New York: Holt, 1916.

Pindar's Odes. Translated by Swanson, Roy Arthur. USA: The Bobbs – Merrill Company, 1974.

Theocritus, *Idylls*. Translated by Anthony Verity, New York: Oxford University Press, 2002.

The Satires of Juvenal, edited by Thomas B Lindsay, New York: American Book Company, 1869.

Pedagogy

Chalk & Talk, E-Resources, Group Discussion

Teaching aids

Black Board, LCD Projector

Course Contents and Lecture Schedule

Module No.	Topic	No. of Lectures	Content Delivery Methods
UNIT - I			
1.1	Introduction to Epic Poetry with special reference to Homer & Virgil	2	PPT
1.2	Textual reading of <i>The Shield of Achilles</i> (540-720 lines) & its analysis as a form of Epic poetry	5	Chalk & Talk
1.3	Textual reading of Virgil's <i>Aenied</i> - Book-1 (Lines 1-75) & its analysis as a form of Epic poetry	5	PPT
UNIT - II			
2.1	Pastoral Poetry: Introduction	1	PPT
2.2	Theocritus: Introduction	1	PPT
2.3	Textual reading of <i>Idyll- I</i> & its analysis as a form of Pastoral Poetry	10	E-Resources
UNIT - III			
3.1	Introduction to Lyric and Reflective Poetry with special reference to Pindar & Sappho	2	PPT
3.2	Textual reading of <i>t Olympian – I</i> & its analysis as a lyric	5	Chalk & Talk
3.3	Textual reading of <i>OdeTo Aphrodite</i> & its analysis as a lyric	5	PPT
UNIT - IV			
4.1	Introduction to Satire with special reference to Horace and Juvenal	2	Chalk & Talk

4.2	Textual reading of <i>The Town Mouse and the Country Mouse</i> & its Analysis	5	E-Resources
4.3	Textual reading of <i>Satire XIV</i> & its analysis as a satire	5	PPT
UNIT - V			
5.1	Introduction to Representative Poetry with special reference to the poets prescribed	2	PPT
5.2	Textual reading of Robert Frost's <i>The Road Not Taken</i> and Louis MacNeice's <i>Prayer Before Birth</i> , & their analysis as representative form of poetry	5	PPT
5.3	Textual reading of Peter Porter's <i>A Consumer's Report</i> , Kamala Das' <i>An Introduction</i> and their analysis as representative form of poetry	5	Chalk & Talk
Total		60	

Course Designer

Ms. K. Fathima Nasreen

Assistant Professor of English

Course Code	Course Title	Category	Total Hours	Credits
20UENS51	Soft Skills	SBS - III	30	2

Nature of Course	
Knowledge Oriented	✓
Skill Oriented	✓
Employability Oriented	✓
Entrepreneurship Oriented	✓

Course Relevance	
Local	✓
Regional	✓
National	✓
Global	✓

Preamble

To enable the students, develop a range of soft skills essential for self-competency in order to enhance their skills required for employability.

Syllabus

UNIT I

6 Hours

Soft Skills – An Introduction
Definition and Meaning of Soft Skills
Significance of Soft Skills
List of Soft Skills
Hard Skills Vs Soft Skills
Characteristics of Soft Skills

UNIT II

6 Hours

Communication Skills
Definition of Communication Skills
Communication Cycle
Barriers of Communication and the ways to overcome them
Distortion through the stages of Communication
Verbal and Non-Verbal Communication
Characteristics of an effective speaker

UNIT III

6 Hours

Presentation Skills
Planning the Presentation
Structuring the Presentation
Designing the Presentation Effectively
Making a lively Presentation
Effective use of PowerPoint
Essentials of a Presentation

UNIT IV

6 Hours

Interview Skills

Types of Interviews – Group Interview, Panel Interview, Telephone Interview, Behavioural Interview, Case Interview, On-Site Interview, Video Conference Interview

Interview Structure Preparation for a Face-to-Face Interview, FAQs in Interviews

UNIT V

6 Hours

Resume Writing

What is Resume?

Types of Resume – Chronological, Functional & Mixed Resume

Principles of Writing a Resume

Structure and Contents of a Resume

Reference Books

Samy, Antony K.S., and Joseph Chandra. *Soft Skills and Personality Development: A Handbook of Employability Skills*. Chennai: Vijay NicoleImprints Private Limited, 2012.

Hariharan, S, et al., *Soft Skills*. Chennai: MJP Publishers, 2010.

Ramesh, Gopalasamy, and Mahadevan Ramesh. *The ACE of Soft Skills: Attitude, Communication and Etiquette for Success*. Delhi: Pearson, 2013.

Pedagogy

Chalk & Talk, E-Resources, Group Discussion

Teaching aids

Black Board, LCD Projector

Course Contents and Lecture Schedule

Module No.	Topic	No. of Lectures	Content Delivery Methods
UNIT - I			
1.1	Definition and Meaning of Soft Skills	1	Chalk & Talk
1.2	Significance of Soft Skills	1	PPT
1.3	List of Soft Skills	2	PPT
1.4	Hard Skills Vs Soft Skills	1	Chalk & Talk
1.5	Characteristics of Soft Skills	1	Discussion
UNIT - II			
2.1	Definition of Communication Skills	1	PPT
2.2	Communication Cycle	1	PPT

2.3	Barriers of Communication and the ways to overcome them	1	PPT
2.4	Distortion through the stages of Communication	1	Chalk & Talk
2.5	Verbal and Non-Verbal Communication	1	Discussion
2.6	Characteristics of an effective speaker	1	PPT
UNIT - III			
3.1	Planning the Presentation	1	PPT
3.2	Structuring the Presentation	1	PPT
3.3	Designing the Presentation effectively	1	PPT
3.4	Making a lively Presentation	1	Chalk & Talk
3.5	Effective use of PowerPoint	1	Discussion
3.6	Essentials of a Presentation	1	PPT
UNIT - IV			
4.1	Types of Interviews	2	PPT
4.2	Interview Structure	2	PPT
4.3	Preparation for a Face-to-Face Interview	1	Chalk & Talk
4.4	FAQs in Interviews	1	PPT
UNIT - V			
5.1	What is Resume?	1	PPT
5.2	Types of Resume	1	Discussion
5.3	Principles of Writing a Resume	1	Chalk & Talk
5.4	Structure and Contents of a Resume	3	PPT
Total		30	

Course Designer

Ms. H. Rakhiba

Assistant Professor of English

Course Code	Course Title	Category	Total Hours	Credits
20UENC61	Shakespeare	Core - XV	75	4

Nature of Course	
Knowledge Oriented	✓
Skill Oriented	✓
Employability Oriented	✓
Entrepreneurship Oriented	

Course Relevance	
Local	✓
Regional	✓
National	✓
Global	✓

Preamble

To enable the students, identify the works and writing style of Shakespeare.

Course Outcomes (CO)

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

No.	Course Outcome	Knowledge Level
CO1	Determine the aspects of Shakespeare's Writings	K1
CO2	Identify the tragical elements in Antony and Cleopatra	K1,K2,K3
CO3	Explain the Historical ideas of the play Henry IV(Part- I)	K1,K2
CO4	Define the dramatic aspects of The Tempest	K1
CO5	Recall the textual aspects of A Midsummer Night's Dream	K1,K2,K3

K1-Knowledge

K2-Understand

K3-Apply

Mapping of CO with PO

	P01	P02	P03	P04	P05
CO1	1	2	3	3	3
CO2	2	2	2	3	3
CO3	1	3	1	3	3
CO4	1	2	3	3	3
CO5	2	3	3	3	3

1-Low

2-Medium

3-Strong

Mapping of CO with PSO

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	1	3	1
CO2	3	3	2	3	1
CO3	3	3	2	3	2
CO4	3	2	3	3	2
CO5	3	3	3	3	1

1-Low

2-Medium

3-Strong

Syllabus

UNIT I

15 Hours

General Shakespeare – Sources, Historical and Chronological Order of Plays, Sonnets, Fools and Clowns, Theatre, Audience, Women Characters, Soliloquies, Last Plays

UNIT II

15 Hours

Antony and Cleopatra

UNIT III

15 Hours

Henry-IV (Part I)

UNIT IV

15 Hours

The Tempest

UNIT V

15 Hours

A Midsummer Night's Dream

Reference Books

Shakespeare William. *A Midsummer Night's Dream*, New Delhi: Fingerprint Publishing, 2017.

Shakespeare William. *Antony and Cleopatra*, New Delhi: Atlantic Publishers, 2010.

Shakespeare William. *Henry IV* Part – I, London: Penguin Publishers, 2015.

Shakespeare William. *The Tempest*, New Delhi: Maple Press, 2010.

Harrison, G.B. *Introducing Shakespeare*. New Delhi: Penguin Books, 1968.

Pedagogy

Chalk & Talk, E-Resources, Group Discussion

Teaching aids

Black Board, LCD Projector

Course Contents and Lecture Schedule

Module No.	Topic	No. of Lectures	Content Delivery Methods
UNIT - I			
1.1	Sources	2	PPT
1.2	Historical and Chronological Order of Plays	2	PPT
1.3	Sonnets	2	E-Resources
1.4	Fools and Clowns	1	PPT
1.5	Theatre	1	E-Resources
1.6	Audience	1	PPT
1.7	Women Characters	2	PPT
1.8	Soliloquies	2	PPT
1.9	Last Plays	2	PPT
UNIT - II			
2.1	Introduction	2	PPT
2.2	Textual Reading of <i>Antony and Cleopatra</i>	10	Chalk & Talk
2.3	Themes and Ideas of <i>Antony and Cleopatra</i>	3	E-Resources
UNIT - III			
3.1	Introduction	2	PPT
3.2	Themes and Historical background of <i>Henry IV Part - I</i>	4	E-Resources
3.3	Textual Reading of <i>Henry IV Part - I</i>	9	Chalk & Talk
UNIT - IV			
4.1	Introduction	2	PPT
4.2	Character Introduction	2	E-Resources
4.3	Textual Reading of <i>The Tempest</i>	11	Chalk & Talk
UNIT - V			
5.1	Introduction	2	Chalk & Talk
5.2	Character Introduction	2	PPT
5.3	Textual Reading of <i>A Midsummer Night's Dream</i>	11	Chalk & Talk
Total		75	

Course Designer

Mr. V. Rajesh Kanna

Assistant Professor of English

Course Code	Course Title	Category	Total Hours	Credits
20UENC62	Translation Studies	Core - XVI	75	4

Nature of Course	
Knowledge Oriented	✓
Skill Oriented	✓
Employability Oriented	✓
Entrepreneurship Oriented	✓

Course Relevance	
Local	✓
Regional	✓
National	✓
Global	✓

Preamble

To enable the students, develop the knowledge about various aspects and nuances in translation

Course Outcomes (CO)

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

No.	Course Outcome	Knowledge Level
CO1	Recall the knowledge of definition, theories and history of translation	K1
CO2	Identify the methods, procedure and problems in translation	K1,K2,K3
CO3	Demonstrate the scope and limitations in translation	K1,K2
CO4	Define the major problems in translating literary text	K1
CO5	Translate the source language into target language	K1,K2,K3

K1-Knowledge

K2-Understand

K3-Apply

Mapping of CO with PO

	P01	P02	P03	P04	P05
CO1	3	2	3	3	3
CO2	1	1	3	3	3
CO3	2	1	3	2	1
CO4	3	2	3	3	2
CO5	3	2	3	3	3

1-Low

2-Medium

3-Strong

Mapping of CO with PSO

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	3	2	2
CO2	3	3	3	1	2
CO3	2	3	3	1	2
CO4	3	3	3	1	3
CO5	3	3	3	1	3

1-Low

2-Medium

3-Strong

Syllabus

UNIT I

15 Hours

Definition, Translation and the Concepts of Translation,
History of Translation

UNIT II

15 Hours

Kinds and Methods of Translation
Translation Procedures and Problems

UNIT III

15 Hours

The Limitation of Translation
The Role of the Translator

UNIT IV

15 Hours

Problems in Translating Prose, Poetry and Drama

UNIT V

15 Hours

Translation Exercises (Source Language to Target Language)

Reference Books

Bassnett, Susan Meguire. *Translation Studies*. Routledge: London, 1988.

Kumar Das, Bijay. *A Handbook of Translation Studies*. New Delhi: Atlantic, 1995

Pedagogy

Chalk & Talk, E-Resources, Group Discussion

Teaching aids

Black Board, LCD Projector

Course Contents and Lecture Schedule

Module No.	Topic	No. of Lectures	Content Delivery Methods
UNIT - I			
1.1	Definition	5	Chalk & Talk
1.2	Theories and the Concept of Translation	5	E-Resources
1.3	History of Translation	5	PPT
UNIT - II			
2.1	Kinds of Translation	4	E-Resources
2.2	Methods of Translation	4	PPT
2.3	Translation Procedures and Problems	7	Chalk & Talk
UNIT - III			
3.1	The Limits of Translation	7	PPT
3.2	The Role of Translator	8	E-Resources
UNIT - IV			
4.1	Problems of Translating Prose	5	PPT
4.2	Problems of Translating Poetry	5	PPT
4.3	Problems of Translating Drama	5	PPT
UNIT - V			
5.1	Translation Exercises (Source Language to Target Language)	15	PPT
Total		75	

Course Designer

Ms. A. SumayaBanu

Assistant Professor of English

Course Code	Course Title	Category	Total Hours	Credits
20UENC63	New Literatures	Core – XVII	75	4

Nature of Course	
Knowledge Oriented	✓
Skill Oriented	✓
Employability Oriented	✓
Entrepreneurship Oriented	

Course Relevance	
Local	✓
Regional	✓
National	✓
Global	✓

Preamble

To enable the students, identify the colonial encounters and socio-cultural inter-faces across the colonized boundaries

Course Outcomes (CO)

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

No.	Course Outcome	Knowledge Level
CO1	Define the discrimination and oppression of women through the prescribed poems	K1
CO2	Discuss the aspect of racialism through “The Novelist as a Teacher”	K1,K2
CO3	Examine the theme of enforcement of gender roles and marital incompatibility through the text prescribed	K1
CO4	Describe the facets such as colonisation and marginalisation of the indigenous people of Canada	K1,K2
CO5	Identify the colonialism and its adverse impact through the text prescribed	K1,K2,K3

K1-Knowledge

K2-Understand

K3-Apply

Mapping of CO with PO

	P01	P02	P03	P04	P05
CO1	2	3	2	3	3
CO2	1	3	3	1	3
CO3	1	3	3	2	3
CO4	2	3	2	3	3
CO5	3	3	1	2	3

1-Low

2-Medium

3-Strong

Mapping of CO with PSO

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	3	2
CO2	3	3	2	3	2
CO3	3	3	2	3	2
CO4	3	3	1	3	1
CO5	3	3	1	3	1

1-Low

2-Medium

3-Strong

Syllabus

UNIT I

15 Hours

Poetry

Maya Angelou - *Woman Work*

Bruce Dawe - *Life Cycle*

Wilfred Campbell - *The Winter Lakes*

Margaret Atwood - *Journey to the Interior*

UNIT II

15 Hours

Prose

Chinua Achebe - *The Novelist as a Teacher*

UNIT III

15 Hours

Short Stories

Alice Munro - *The Turkey Season*

Sinclair Roes - *The Lamp at Noon*

UNIT IV

15 Hours

Drama

George Ryga - *The Ecstasy of Rita Joe*

UNIT V

15 Hours

Fiction

Amitav Ghosh - *The Shadow Lines*

Reference Books

Munro, Alice. *Selected Stories*. Vintage books: London, 1996

Ghosh, Amitav. *The Shadow Lines*. Talonbooks, 1970

Narasimhaiyah.CD. An *Anthology of Commonwealth Poetry*. New Delhi: Macmillan.2006

Pedagogy

Chalk & Talk, E-Resources, Group Discussion

Teaching aids

Black Board, LCD Projector

Course Contents and Lecture Schedule

Module No.	Topic	No. of Lectures	Content Delivery Methods
UNIT - I			
1.1	Maya Angelou - An Introduction	1	Chalk & Talk
1.2	Textual Reading of <i>Woman Work</i>	3	PPT
1.3	Bruce Dawe - An Introduction	1	PPT
1.4	Textual Reading of <i>Life Cycle</i>	3	PPT
1.5	Wilfred Campbell – An Introduction	1	Chalk & Talk
1.6	Textual Reading of <i>The Winter Lake</i>	3	PPT
1.7	Margaret Atwood - An Introduction	1	Chalk & Talk
1.8	Textual Reading of <i>Journey to the Interior</i>	2	PPT
UNIT - II			
2.1	Chinua Achebe – An Introduction	2	Chalk & Talk
2.2	Textual reading of <i>The Novelist as a Teacher</i>	13	E-Resources
UNIT - III			
3.1	Alice Munro – An Introduction	1	PPT
3.2	Textual Reading of <i>The Turkey Season</i>	6	PPT
3.3	Sinclair Roes – An Introduction	1	PPT
3.4	Textual Reading of <i>The Lamp at Noon</i>	7	PPT
UNIT - IV			
4.1	George Ryga – An Introduction	1	PPT
4.2	Textual Reading of <i>The Ecstasy of Rita Joe</i>	10	PPT
4.3	Themes & Narrative Techniques	4	E-Resources
UNIT - V			
5.1	Amitav Ghosh – An Introduction	1	PPT
5.2	Textual Reading of <i>The Shadow Lines</i>	10	PPT
5.3	Themes & Narrative Techniques	4	Chalk & Talk
Total		75	

Course Designer

Ms. B. Nagia

Assistant Professor of English

Course Code	Course Title	Category	Total Hours	Credits
20UENC64	Women's Writings in English	Core-XVIII	75	4

Nature of Course	
Knowledge Oriented	✓
Skill Oriented	✓
Employability Oriented	✓
Entrepreneurship Oriented	

Course Relevance	
Local	✓
Regional	✓
National	✓
Global	✓

Preamble

To enable the students, recognize and discuss the facets of women's writings

Course Outcomes (CO)

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

No.	Course Outcome	Knowledge Level
CO1	Describe the emotional outpour and feelings of women through the prescribed poems	K1
CO2	Discuss the uniqueness of women's voice in literature	K1,K2
CO3	Find women related issues in the short stories prescribed	K1,K2,K3
CO4	Associate themes such as racism and classicism in Suzan – Lori Parks' <i>Topdog/Underdog</i>	K1,K2
CO5	Determine the subordination and objectification of African American women through the fiction <i>Their Eyes were watching God</i>	K1,K2,K3

K1-Knowledge

K2-Understand

K3-Apply

Mapping of CO with PO

	P01	P02	P03	P04	P05
CO1	3	3	1	3	3
CO2	3	3	2	3	3
CO3	2	3	1	2	3
CO4	3	3	1	2	3
CO5	2	3	1	2	3

1-Low

2-Medium

3-Strong

Mapping of CO with PSO

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	3	2
CO2	3	3	2	3	2
CO3	3	3	1	3	1
CO4	3	3	2	3	2
CO5	3	3	1	3	1

1-Low

2-Medium

3-Strong

Syllabus

UNIT I

8 Hours

Poetry

Gwendolyn Brooks

- *The Mother*

Alice Walker

- *Expect Nothing*

Judith Wright

- *Woman to Child*

KishwarNaheed

- *We Sinful Women*

UNIT II

10 Hours

Prose

Toni Morrison

- *The Bird in our Hand: Is it Living or Dead?*

ChimamandaNgoziAdichie

- *I decided to call myself a Happy Feminist*

UNIT III

12 Hours

Short Stories

Kate Chopin

- *The Story of an Hour*

Maxine Hong Kingston

- *No Name Woman*

MrinalPande

- *Girls*

UNIT IV

20 Hours

Drama

Suzan – Lori Parks

- *Topdog/Underdog*

UNIT V

25 Hours

Fiction

Zora Neale Hurston

- *Their Eyes were Watching God*

Reference Books

Chopin, Kate. *The Story of an Hour*. Canada: Joe Books Limited, 2018.

Hurston, Zora Neale. *Their Eyes Were Watching God*. Philadelphia: J.B. Lippincot, 1937.

Kingston, Maxin Hong. *The Woman Warrior: Memoirs of a Girlhood among Ghosts*. New York: Vintage Books, 1989.

Parks, Suzan – Lori. *Topdog/Underdog*. New York: Dramatists Play Service, Inc., 1999.

Pedagogy

Chalk & Talk, E-Resources, Group Discussion

Teaching aids

Black Board, LCD Projector

Course Contents and Lecture Schedule

Module No.	Topic	No. of Lectures	Content Delivery Methods
UNIT - I			
1.1	Introduction to Women's Writings & Gwendolyn Brooks	1	PPT
1.2	Textual reading and analysis of <i>The Mother</i>	1	PPT
1.3	Introduction to Alice Walker, Textual reading and analysis of <i>Expect Nothing</i>	2	PPT
1.4	Introduction to Judith Wright and Textual reading and analysis of <i>Woman to Child</i>	2	PPT
1.5	Introduction to KishwarNaheed, Textual reading and analysis of <i>We Sinful Women</i>	2	E-Resources
UNIT - II			
2.1	Introduction to Toni Morrison, Textual reading and analysis of <i>The Bird in our Hand: Is it Living or Dead?</i>	5	PPT
2.2	Introduction to ChimamandaNgoziAdichie, Textual reading and analysis of <i>I decided to call myself a Happy Feminist</i>	5	Discussion
UNIT - III			
3.1	Introduction to Kate Chopin and textual reading of <i>The Story of an Hour</i>	3	Chalk & Talk
3.2	Introduction to Maxine Hong Kingston and textual reading of <i>No Name Woman</i>	3	PPT
3.3	Introduction to MrinalPandeand textual reading of <i>Girls</i>	3	E-Resources
3.4	Discussion on the themes and aspects of the short stories	3	PPT

UNIT - IV			
4.1	Introduction to drama and Suzan – Lori Parks	2	PPT
4.2	Textual reading of <i>Topdog/Underdog</i>	14	Discussion
4.3	Discussion of the themes and dramatic techniques adopted by the playwright	4	E-Resources
UNIT - V			
5.1	Introduction to Zora Neale Hurston	2	Chalk & Talk
5.2	Textual reading of <i>Their Eyes were watching God</i>	18	Discussion
5.3	Discussion on the narrative elements of the novel	5	E-Resources
Total		75	

Course Designer

Ms. K. FathimaNasreen

Assistant Professor of English

Course Code	Course Title	Category	Total Hours	Credits
20UENC65	English for Competitive Examinations	Core - XIX	60	4

Nature of Course	
Knowledge Oriented	✓
Skill Oriented	✓
Employability Oriented	✓
Entrepreneurship Oriented	✓

Course Relevance	
Local	✓
Regional	✓
National	✓
Global	✓

Preamble

To enable the students, build a sense of awareness besides providing guidance and information about competitive examinations

Course Outcomes (CO)

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

No.	Course Outcome	Knowledge Level
CO1	Define the knowledge of basic and common errors in English	K1
CO2	Relate vocabulary to develop effective communication	K1,K2
CO3	Describe the context of vocabulary and sentences	K1
CO4	Apply conventional, idiomatic expression and phrasal verbs in communication	K1,K2,K3
CO5	Use the proficiency to crack competitive examination	K1,K2,K3

K1-Knowledge

K2-Understand

K3-Apply

Mapping of CO with PO

	P01	P02	P03	P04	P05
CO1	3	1	2	3	2
CO2	3	2	3	2	1
CO3	3	3	1	3	3
CO4	3	1	2	3	3
CO5	3	2	3	3	3

1-Low

2-Medium

3-Strong

Mapping of CO with PSO

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	3	3	3
CO2	2	3	3	3	2
CO3	3	3	3	2	1
CO4	1	2	3	2	1
CO5	3	3	3	3	1

1-Low

2-Medium

3-Strong

Syllabus

UNIT I

12Hours

Basics of English

Common Errors in English

UNIT II

12 Hours

Portmanteau Words

Vocabulary and Anagrams

Acronyms and Bacronyms

UNIT III

12 Hours

Homophones

Heteronyms

Twin words in English

UNIT IV

12 Hours

Some Notions, Conventional and Idiomatic Expression

Phrasal Verbs

Voice

UNIT V

12 Hours

Reading Comprehension

Letter Writing

Report Writing

Reference Books

Rao Ramesh. A. *Facets of English Language*. Notion Press: Chennai, 2016

Bhatnagar, R.P. *English for Competitive Examinations*. Lakshmi: Chennai. 2014

Pedagogy

Chalk & Talk, E-Resources, Group Discussion

Teaching aids

Black Board, LCD Projector

Course Contents and Lecture Schedule

Module No.	Topic	No. of Lectures	Content Delivery Methods
UNIT - I			
1.1	Basic of English	4	PPT
1.2	Common Errors in English	4	PPT
1.3	Exercises	4	E-Resources
UNIT - II			
2.1	Promanteau Words – Definition	2	PPT
2.2	Exercises	2	E-Resources
2.3	Vocabulary – Definition	2	PPT
2.4	Exercises	2	Discussion
2.5	Anagrams	2	PPT
2.6	Exercises	2	E-Resources
UNIT - III			
3.1	Homophones – Definition	2	PPT
3.2	Exercises	2	Chalk & Talk
3.3	Heteronyms – Definition	2	PPT
3.4	Exercises	2	Chalk & Talk
3.5	Twin words in English – Definition	2	PPT
3.6	Exercises	2	E-Resources
UNIT - IV			
4.1	Some Notions, Conventional and Idiomatic Expression – Definition	2	PPT
4.2	Exercises	2	E-Resources
4.3	Phrasal Verbs – Definition	2	PPT
4.4	Exercises	2	Chalk & Talk
4.5	Voice – Definition	2	PPT
4.6	Exercises	2	E-Resources

UNIT - V			
5.1	Reading Comprehension – Explanation	2	PPT
5.2	Exercises	2	E-Resources
5.3	Letter Writing - Explanation	2	PPT
5.4	Exercises	2	Discussion
5.5	Report Writing - Explanation	2	PPT
5.6	Exercises	2	Discussion
Total		60	

Course Designer

Ms. A. SumayaBanu

Assistant Professor of English

Course Code	Course Title	Category	Total Hours	Credits
20UENE61	Literary Criticism - II	Elective – II	60	3

Nature of Course	
Knowledge Oriented	✓
Skill Oriented	✓
Employability Oriented	✓
Entrepreneurship Oriented	✓

Course Relevance	
Local	✓
Regional	✓
National	✓
Global	✓

Preamble

To enable the students, evaluate literary works by applying distinctive approaches

Course Outcomes (CO)

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

No.	Course Outcome	Knowledge Level
CO1	Examine the modern trends and approaches of criticism	K1
CO2	Demonstrate Eliot's views on 'artistic creation'	K1,K2
CO3	Develop the knowledge of the ways of interpreting poetry	K1,K2
CO4	Determine Showalter's observations on gynocriticism	K1,K2,K3
CO5	Find the scope of possible interpretation of a literary text through Stanley Fish's essay	K1,K2,K3

K1-Knowledge

K2-Understand

K3-Apply

Mapping of CO with PO

	P01	P02	P03	P04	P05
CO1	2	3	1	3	3
CO2	1	2	3	3	3
CO3	3	3	3	2	3
CO4	1	3	3	3	3
CO5	1	2	2	3	2

1-Low

2-Medium

3-Strong

Mapping of CO with PSO

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	2	1
CO2	3	3	2	3	1
CO3	3	3	2	3	1
CO4	3	3	2	3	2
CO5	3	3	2	3	1

1-Low

2-Medium

3-Strong

Syllabus

UNIT I

20Hours

Trends in Criticism, New Criticism, Sociological Criticism, Marxism and Formalistic Criticism, Psychological Approach, Archetypal Criticism

UNIT II

10 Hours

T.S Eliot - *Tradition and Individual Talent*

UNIT III

10 Hours

Cleanth Brooks - *Language of Paradox*

UNIT IV

10 Hours

Elaine Showalter - *Towards a Feminist Poetics*

UNIT V

10 Hours

Stanley Fish - *Is there a Text in This Class?*

Reference Books

Lodge, David. *20th Century Literary Criticism*. Longman House: London, 1986.

Sethuraman, V.S. *Contemporary Criticism: An Anthology*. Macmillan: Delhi, 2011.

Pedagogy

Chalk & Talk, E-Resources, Group Discussion

Teaching aids

Black Board, LCD Projector

Course Contents and Lecture Schedule

Module No.	Topic	No. of Lectures	Content Delivery Methods
UNIT - I			
1.1	Trends in Criticism	4	PPT
1.2	New Criticism	4	PPT
1.3	Sociological Criticism	3	PPT
1.4	Marxism and Formalistic Criticism	3	PPT
1.5	Psychological Approach	3	E-Resources
1.6	Archetypal Criticism	3	PPT
UNIT - II			
2.1	T.S Eliot – An Introduction	2	Chalk & Talk
2.2	Textual Reading of <i>Tradition and Individual Talent</i>	8	PPT
UNIT - III			
3.1	Cleanth Brooks – An Introduction	2	Chalk & Talk
3.2	Textual Reading of <i>Language of Paradox</i>	8	E-Resources
UNIT - IV			
4.1	Elaine Showalter – An Introduction	2	Chalk & Talk
4.2	Textual Reading of <i>Towards a Feminist Poetics</i>	8	PPT
UNIT - V			
5.1	Stanley Fish - An Introduction	2	Chalk & Talk
5.2	Textual Reading of <i>Is there a Text in This Class?</i>	8	PPT
Total		60	

Course Designer

Ms. B. Nagia

Assistant Professor of English

Course Code	Course Title	Category	Total Hours	Credits
20UENE62	Twentieth Century Novelists	Elective-II	60	3

Nature of Course	
Knowledge Oriented	✓
Skill Oriented	✓
Employability Oriented	✓
Entrepreneurship Oriented	

Course Relevance	
Local	✓
Regional	✓
National	✓
Global	✓

Preamble

To enable the students, identify the works and writing style of Twentieth Century novelists through the prescribed texts.

Course Outcomes (CO)

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

No.	Course Outcome	Knowledge Level
CO1	Identify the textual aspects of <i>The Grapes of Wrath</i> .	K1
CO2	Discuss the dystopian elements in <i>Brave New World</i> .	K1,K2,K3
CO3	Explain autobiographical elements and writing techniques of George Orwell.	K1,K2
CO4	Recall the themes and techniques of <i>The God of Small Things</i>	K1
CO5	Determine the racial discrimination in <i>The Grass is Singing</i>	K1,K2,K3

K1-Knowledge

K2-Understand

K3-Apply

Mapping of CO with PO

	P01	P02	P03	P04	P05
CO1	1	2	3	3	3
CO2	2	2	2	3	3
CO3	1	3	1	3	3
CO4	1	2	3	3	3
CO5	2	3	3	3	3

1-Low

2-Medium

3-Strong

Mapping of CO with PSO

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	1	3	1
CO2	3	3	2	3	1
CO3	3	3	2	3	2
CO4	3	2	3	3	2
CO5	3	3	3	3	1

1-Low

2-Medium

3-Strong

Syllabus

UNIT I		12Hours
John Steinbeck	- <i>The Grapes of Wrath</i>	
UNIT II		12Hours
Aldous Huxley	- <i>Brave New World</i>	
UNIT III		12 Hours
George Orwell	- <i>Homage to Catalonia</i>	
UNIT IV		12 Hours
Arundhati Roy	- <i>The God of Small Things</i>	
UNIT V		12 Hours
Doris Lessing	- <i>The Grass is Singing</i>	

Reference Books

Lessing, Doris. *The Grass is Singing*. USA: Fourth Estate. 2014
Huxley, Aldous. *Brave New World*, RHUK, 2004.
Orwell, George. *Homage to Catalonia*. USA: Mariner Books. 2015
Roy, Arundhati. *The God of Small Things*, India: Penguin Publishers. 2002
Steinbeck, John. *The Grapes of Wrath*, Penguin UK, 2011.

Pedagogy

Chalk & Talk, E-Resources, Group Discussion

Teaching aids

Black Board, LCD Projector

Course Contents and Lecture Schedule

Module No.	Topic	No. of Lectures	Content Delivery Methods
UNIT - I			
1.1	Introduction	2	Chalk Talk
1.2	Writing techniques and characters sketch of <i>The Grapes of Wrath</i>	2	E-Resources
1.3	Textualreading of <i>The Grapes of Wrath</i>	8	Chalk Talk
UNIT - II			
2.1	Introduction	2	PPT
2.2	Themes and characters sketch of <i>Brave New World</i>	3	E-Resources
2.3	Textualreading of <i>Brave New World</i>	7	Chalk Talk
UNIT - III			
3.1	Introduction	1	PPT
3.2	Themes and characters sketch <i>Homage to Catalonia</i>	2	E-Resources
3.3	Textualreading of <i>Homage to Catalonia</i>	9	Chalk Talk
UNIT - IV			
4.1	Introduction	2	PPT
4.2	Themes and characters sketch <i>The God of Small Things</i>	2	E-Resources
4.3	Textualreading of <i>The God of Small Things</i>	8	Chalk Talk
UNIT - V			
5.1	Introduction	2	PPT
5.2	Writing techniques and characters sketch of <i>The Grass is Singing.</i>	2	PPT
5.3	Textualreading of <i>The Grass is Singing.</i>	8	PPT
Total		60	

Course Designer

Mr. V. Rajesh Kanna

Assistant Professor of English

Course Code	Course Title	Category	Total Hours	Credits
20UENE63	Short Stories	Elective - II	60	3

Nature of Course	
Knowledge Oriented	✓
Skill Oriented	✓
Employability Oriented	✓
Entrepreneurship Oriented	

Course Relevance	
Local	✓
Regional	✓
National	✓
Global	✓

Preamble

To enable the students to examine the plot construction and narrative techniques in Short Stories

Course Outcomes (CO)

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

No.	Course Outcome	Knowledge Level
CO1	Relate the theme of fortune and fear of morality through the prescribed text	K1
CO2	Demonstrate themes such as rivalry, love, commitment, greed and trust in the prescribed short stories	K1,K2
CO3	Identify the inhumanity of social class discrimination	K1,K2,K3
CO4	Interpret the term of modernism through the prescribed texts	K1,K2
CO5	Build knowledge on the theme of existential anxiety	K1,K2,K3

K1-Knowledge

K2-Understand

K3-Apply

Mapping of CO with PO

	P01	P02	P03	P04	P05
CO1	2	3	3	3	2
CO2	3	3	2	3	3
CO3	1	3	3	3	2
CO4	1	3	3	3	2
CO5	1	1	2	3	3

1-Low

2-Medium

3-Strong

Mapping of CO with PSO

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	3	1
CO2	3	3	2	3	1
CO3	3	3	1	3	2
CO4	3	3	1	3	2
CO5	3	3	2	3	2

1-Low

2-Medium

3-Strong

Syllabus

UNIT I 12Hours

- Premchand - *The Underserved Reward*
Rabindranath Tagore - *The Skeleton*

UNIT II 12Hours

- O. Henry - *Buried Treasure*
Guy de Maupassant - *Happiness*

UNIT III 12 Hours

- Anton Chekhov - *The Bet*
Katherine Mansfield - *The Doll's House*

UNIT IV 12 Hours

- Lucy Maud Montgomery - *At Five O' Clock in the Morning*
Virginia Woolf - *Kew Gardens*

UNIT V 12 Hours

- Franz Kafkaz - *Eleven Sons*
Saki - *The Phantom Luncheon*

Reference Books

Premchand. *Selected Short Stories*. New Delhi: Indiana Publications.2010
Tagore, Rabindranath. *Selected Short stories*. New Delhi: BPI.2013
Maupassant, Guy De. *The Best Short stories*. New Delhi: Rohan.2004
51 Best Short stories. New Delhi:BPI.2013
Chekhov, Anton. *Selected Stories*. New Delhi: Rupa Publication. 2014
Kafka, Franz. *The Complete Short Stories*. Kolkata: Projapoti. 2014

Pedagogy

Chalk & Talk, E-Resources, Group Discussion

Teaching aids

Black Board, LCD Projector

Course Contents and Lecture Schedule

Module No.	Topic	No. of Lectures	Content Delivery Methods
UNIT - I			
1.1	Premchand - An Introduction	1	Chalk & Talk
1.2	Textual Reading of <i>The Underserved Reward</i>	5	PPT
1.3	Rabindranath Tagore – An Introduction	1	Chalk & Talk
1.4	Textual Reading of <i>The Skeleton</i>	5	PPT
UNIT - II			
2.1	Guy de Maupassant – An Introduction	1	Chalk & Talk
2.2	Textual Reading of <i>Happiness</i>	5	PPT
2.3	O. Henry – An Introduction	1	Chalk & Talk
2.4	Textual Reading of <i>Buried Treasure</i>	5	E-Resources
UNIT - III			
3.1	Anton Chekhov - An Introduction	1	Chalk & Talk
3.2	Textual Reading of <i>The Bet</i>	5	E-Resources
3.3	Katherine Mansfield - An Introduction	1	Chalk & Talk
3.4	Textual Reading of <i>The Doll's House</i>	5	PPT
UNIT - IV			
4.1	Lucy Maud Montgomery – An Introduction	1	Chalk & Talk
4.2	Textual Reading of <i>At Five O' Clock in the morning</i>	5	PPT
4.3	Virginia Woolf - An Introduction	1	Chalk & Talk
4.4	Textual Reading of <i>Kew Gardens</i>	5	E-Resources
UNIT - V			
5.1	Franz Kafka - An Introduction	1	Chalk & Talk
5.2	Textual Reading of <i>Eleven Sons</i>	5	PPT
5.3	Saki - An Introduction	1	Chalk & Talk
5.4	Textual Reading of <i>The Phantom Luncheon</i>	5	E-Resources
Total		60	

Course Designer

Ms. A. SumayaBanu

Assistant Professor of English

Course Code	Course Title	Category	Total Hours	Credits
20UENS61	Life Skills	SBS-IV	30	2

Nature of Course	
Knowledge Oriented	✓
Skill Oriented	✓
Employability Oriented	✓
Entrepreneurship Oriented	✓

Course Relevance	
Local	✓
Regional	✓
National	✓
Global	✓

Preamble

To enable the students to apply and use the skills in their life.

Syllabus

UNIT I

6 Hours

Introduction: Interpersonal Skills - Leadership Qualities - Lateral Thinking- Creativity- Innovation - Time Management - Stress Management - Ego Styles

UNIT II

6 Hours

Attitude: Types of Attitude, Steps to Overcome Challenged Attitude, Dealing With Attitude-Balanced Life-Develop Your Positive Attitude

UNIT III

6 Hours

Emotional Intelligence: Processing of Emotions- Emotional Intelligence - Four Branch Model - How to Measure Emotional Intelligence - Ways to Develop EI

UNIT IV

6 Hours

Interpersonal Skills: Positive Character Traits - Formal Interpersonal Skills - Reasons for Poor Interpersonal Skills - Poor Emotional Intelligence – Self – Diffidence – Defiance - Lack of Cooperation – Incompatibility – Stress - Character Problems

UNIT V

6 Hours

Self-Development: Self-awareness - Motivation - Maslow's Theory of hierarchy and Needs - Self-analysis through SWOT - The Johari Window - Goal-setting Based on Principle of SMART - SMART Goal Setting and Goal Setting Systems - Enhancing Knowledge Through Reading

Reference Books

Samy, Antony K.S., and Joseph Chandra. ***Soft Skills and Personality Development: A Handbook of Employability Skills***. Chennai: Vijay Nicole Imprints Private Limited, 2012.

Hariharan, S, et al., ***Soft Skills***. Chennai: MJP Publishers, 2010.

Pedagogy

Chalk & Talk, E-Resources, Group Discussion

Teaching aids

Black Board, LCD Projector

Course Contents and Lecture Schedule

Module No.	Topic	No. of Lectures	Content Delivery Methods
UNIT - I			
1.1	Interpersonal Skills - Leadership Qualities - Lateral Thinking- Creativity - Innovation - Time Management - Stress Management - Ego Styles	6	Chalk & Talk
UNIT - II			
2.1	Types of Attitude, Steps to Overcome Challenged Attitude, Dealing With Attitude-Balanced Life-Develop Your Positive Attitude	6	PPT
UNIT - III			
3.1	Processing of Emotions- Emotional Intelligence-Four Branch Model- How to Measure Emotional Intelligence-Ways to Develop EI	6	E-Resources
UNIT - IV			
4.1	Positive Character Traits-Formal Interpersonal Skills-Reasons for Poor Interpersonal Skills-Poor Emotional Intelligence-Self-Diffidence-Defiance-Lack of Cooperation-Incompatibility-Stress-Character Problems	6	PPT

UNIT - V			
5.1	Self-awareness- Motivation- Maslow's Theory of hierarchy and Needs- Self-analysis through SWOT -The Johari Window- Goal-setting Based on Principle of SMART-SMART Goal Setting and Goal Setting Systems-Enhancing Knowledge Through Reading	6	E-Resources
Total		30	

Course Designer

Mr. V. Rajesh Kanna

Assistant Professor of English