

ANNA ADARSH COLLEGE FOR WOMEN
DEPARTMENT OF ENGLISH
BA ENGLISH
COURSE HANDOUT
2021-2022

LIST OF FACULTY

1	Dr. Archana M Sardana, M.A, M.Phil, Ph.D
2	Dr. V. Meena Kumari, M.A, (Eng), M.A. (JMC), M.Phil, Ph.D
3	Mrs. R.V.Soupraja, M.A, B.Ed, M.PHIL
4	Mrs. K. Arulmozhi, M.A, M.Phil
5	Mrs. Mathangi Deepak, M.A, M.Phil, SLET
6	Dr. Baisakhi Mukherjee, M.A, M.Phil, Ph.D
7	Dr. Shamsun Sarika T.A, M.A, M.Phil, SET, Ph.D
8	Mrs.Rajalakshmi. M, M.A, M.Phil, M.H.R.M, SET
9	Dr. R. Vanitha, M.A, M.Phil, B.Ed, SLET, Ph.D
10	Dr.K. Srividhya, M.A, M.Phil, Ph.D
11	Dr. Sanghamitra Parhi, M.A, M.Phil, Ph.D
12	Mrs.T. Ulaganayaki, M.A, M.Phil, SLET
13	Dr. Chandreyee Sarkar Mitra, M.A, M.Phil, Ph.D
14	Dr. A.V.Joey, M.A, M.Phil, Ph.D
15	Dr. Nagarani D, M.A, M.Phil, Ph.D
16	Mrs.Sindhuja K.T, M.A, M.Phil, NET
17	Mrs. Aparna B, M.A, M.Phil, SLET
18	Mrs. K. Mary Elizabeth, M.A, M.Phil
19	Dr. Kavitha V, M.A, M.Phil, Ph.D

Model Curriculum and Syllabus for
B.A. English
(With effect from the Academic Year 2020-21)

1. Preamble

Literature makes sense of the world through works of poetry, prose, fiction, and drama. It is a gateway to the varied human experiences, both past and present. Therefore it brings focus to human nature, their values, morals, beliefs, ideologies, culture and practices. It fosters social justice and equality and teaches the need to think logically and critically. Studying Literature in a STEM world remains relevant as it alone can offer an understanding of the many forces that shape and rule human lives and appreciate them, to bring about a balance in societies.

Literature as a field of study involves the study of texts and thus differs from reading literature for pleasure. A study of English Literature refers to the study of literatures in English and in translation, from around the world. This allows knowledge of social and political history, philosophy, ideologies, culture, aesthetics and literary traditions across the world.

Literary texts also offer linguistic inputs to help learners acquire the skills for English language development and improvement. It facilitates one to interpret language better and enhance communication skills in English. The transferable skills thus developed are competencies required globally in the 21st century workplace.

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

2. Programme Learning Outcome

By the end of the B.A. programme, the students will be able to

1. acquire critical temper, creative ability, and realisation of human values
2. cultivate humaneness, respect, empathy and openness to the varied affiliations in different contexts across the world
3. employ the knowledge gained, in criticism, interpretation and in the different modes of writing and oral communication
4. interpret historical and cultural forces that shaped humanity through literary texts
5. formulate the interconnectedness of all areas of knowledge and its synthesis, and get inspired by great minds, thoughts, and actions.

Nature and Extent of the Programme

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

Aim of the Programme

The Programme aims at providing a holistic understanding of the discipline and equips the students with life and transferable skills to pursue higher education or a career.

Graduate Attributes

By the end of the B.A. (English) programme, the students will be able to

1. demonstrate knowledge of literature as a discipline by studying a range of literary texts written in English or translated into English from the past to present times
2. show an understanding of the significant historical, political, and social backgrounds relevant to the literary texts studied
3. derive an understanding of a variety of literary forms, styles, and structures for close

analysis of texts

4. appreciate literature as a source of understanding ideologies, practical wisdom, and aesthetic pleasure
5. apply language in academic and non-academic contexts and in a standardised system for communication.

3. COURSE STRUCTURE

SEMESTER I

Course Component	Name of the Paper	Credits	Instructional Hours	Max. Marks		Total
				Internal	External	
PART I	Language Paper -I	3	6	25	75	100
PART II	BP2-ENG01-Communicative English I	3	3	50	50	100
PART III	BEN-DSC01:British Literature-I	4	6	25	75	100
	BEN-DSC02:Shakespeare	4	5	25	75	100
	BEN-DSA01:Background to English Literature-I	5	6	25	75	100
PART IV	Basic Tamil / Adv. Tamil / * NME	2	-	25	75	100
	BP4-EASS01-English for Arts and Social Sciences I	4	4	50	50	100
SEMESTER-WISE CREDITS TOTAL		25				

*NME; Choose any one from other Department

SEMESTER II

Course Component	Name of the Paper	Credits	Instructional Hours	Max.Marks		Total
				Internal	External	
PART I	Language Paper – II	3	6	25	75	100
PART II	BP2-ENG02-Communicative English II	3	3	50	50	100
PART III	BEN-DSC03:British Literature- II	4	6	25	75	100
	BEN-DSC04:Indian Writing in English	4	5	25	75	100
	BEN-DSA02:Background to English Literature – II	5	6	25	75	100
PART IV	Basic Tamil / Adv Tamil / NME*	2	-	25	75	100
	BP4-EASS02-English for Arts and Social Sciences II	4	4	50	50	100
SEMESTER-WISE CREDITS TOTAL		25				

SEMESTER III

Course Component	Name of the Paper	Credits	Instructional Hours	Max.Marks		Total
				Internal	External	
Part I	Language - Paper III	3	6	25	75	100
Part II	BP2-ENG03-Literary Appreciation	3	6	50	50	100
Part III	BEN-DSC05:British Literature - III	4	6	25	75	100
	BEN-DSC06:Aspects of English Language-I	4	6	25	75	100
	BEN-DSA03:Background to English Literature – III	5	6	25	75	100
Part IV	Soft Skills	3	-	25	75	100
	Environmental Studies		Examination will be held in IV Sem.			
SEMESTER-WISE CREDITS TOTAL		25				

SEMESTER IV

Course Component	Name of the Paper	Credits	Instructional	Max.Marks		Total
				Internal	External	
Part I	Language Paper IV	3	6	25	75	100
Part II	BP2-ENG04- Academic Writing	3	6	50	50	100
Part III	BEN-DSC07:American Literature - I	4	6	25	75	100
	BEN-DSC08:Aspects of English Language – II	4	6	25	75	100
	BEN-DSA04:Background to European and American Literature	5	6	25	75	100
Part IV	Soft Skills	3	-	25	75	100
	Environmental Studies	2	-	25	75	100
SEMESTER-WISE CREDITS TOTAL		27				

FIFTH SEMESTER

Course Component	Name of the Course	Ins Hrs	Credits	Int. Marks	Ext. Marks	Total
PART III	Core Paper – IX: American Literature II	6	4	25	75	100
	Core Paper – X: Post Colonial Literature in English I, Australian Literature	6	4	25	75	100
	Core Paper-XI: Women's Writing	6	4	25	75	100
	Core Paper – XII: Introduction to Literary Theories	6	4	25	75	100
	Elective Paper – I: 1. Introduction to Translation Studies (or) 2. Practical Approach to Technical Writing	6	5	25	75	100
PART V	Value Education		2	25	75	100

SIXTH SEMESTER

Course Component	Name of the Course	Ins. Hrs	Credits	Int. arks	Ex Marks	Total
PART III	Core Paper – XIII: Contemporary Literature	6	4	25	75	100
	Core Paper – XIV: Post – Colonial Literature in English II Canadian Literature	6	4	25	75	100
	Core Paper- XV: Shakespeare	6	4	25	75	100
	Elective Paper II: World Literature in Translation	6	5	25	75	100
	Elective Paper III: Journalism	6	5	25	75	100
PART V	Extension Activities		1			

I BA ENGLISH- SEMESTER- I

HINDI-I- CLE1E

TAMIL-I -LA11A

FRENCH-I-CLK1S

LZ11A-COMMUNICATIVE ENGLISH-I

CORE PAPER - AG21A: BRITISH LITERATURE- PAPER I

CORE PAPER - AG21B: SHAKESPEARE

ALLIED PAPER- AG31A: BACKGROUND TO ENGLISH LITERATURE-I

PROFESSIONAL ENGLISH FOR ARTS & SOCIAL SCIENCES-SEMESTER – I

**NAME OF THE STAFF: Dr. J. PADMAPRIYA
CLE1E**

SUBJECT CODE:

YEAR/SEMESTER: I YR/ I SEM

I.COURSE OBJECTIVES:

The objectives of the course is to sensitize the students -

- 1. To the aesthetic and cultural aspects of literary appreciation and analysis.**
- 2. To introduce modern Hindi Prose to the students and to understand the cultural, social and moral values of modern Hindi Prose.**
- 3. To familiarize Official correspondence , General letter correspondence and technical words.**
- 4. To motivate to demonstrate human value in different life situations**

PART-I - HINDI

(With effect from the Academic Year 2015-2016)

I YEAR – I SEMESTER

PAPER – I - PROSE, FUNCTIONAL HINDI & LETTER WRITING

I. PROSE (Detailed Study) : HINDI GADHYA MALA

Ed. by Dr. Syed Rahamathulla

Poornima Prakashan, 4/7 Begum III Street

Royapettah, Chennai – 14.

LESSONS PRESCRIBED :

- 1. Sabhyata ka Rahasya**
- 2. Mitrata**
- 3. Yuvavon sen**

4. Paramanu Oorja evam Khadya Padarth Sanrakshan
5. Yougyata aur Vyavasay ka Chunav.

II. FUNCTIONAL HINDI & LETTER WRITING

Students are expected to know the office and Business Procedures, Administrative and Business Correspondence.

1. General Correspondence:

1. Personal Applications
2. Leave Letters
3. Letter to the Editor
4. Opening an A/C
5. Application for Withdrawal
6. Transfer of an A/C
7. Missing of Pass Book / Cheque Leaf
8. Complaints
9. Ordering for Books
10. Enquiry

III. OFFICIAL CORRESPONDENCE:

1. Government Order
2. Demi Official Letter
3. Circular
4. Memo
5. Official Memo
6. Notification
7. Resolution

BOOKS FOR REFERENCE :

1. Karyalayeen Tippaniya : Kendriya Hindi Sansthan, Agra
2. Prayojan Moolak Hindi : Dr. Syed Rahamathulla, Poornima Prakashan
4/7, Begum III Street, Royapettah, Chennai – 14.

UNITISED SYLLABUS

UNIT-I

1. Sabhyata ka Rahasya
2. Personal Applications
3. Leave Letters
4. Government Order
5. Administrative Terminology Hindi to English (25 Words)

UNIT - II

1. Mitrata
2. Letter to the Editor
3. Opening an A/C

4. Demi Official Letter
5. Administrative Terminology English to Hindi (25 Words)

UNIT-III

1. Yuvavon Se
2. Application for Withdrawal
3. Circular
4. Memo
5. Administrative Terminology Hindi to English (25 Words)

UNIT-IV

1. Paramanu Oorja evam Khadya Padarth Sanrakshan
2. Transfer of an A/C
3. Missing of Pass Book / Cheque Leaf
4. Official Memo
5. Administrative Terminology English to Hindi (25 Words)

UNIT-V

1. Yougyata aur Vyavasay ka Chunav
2. Complaints
3. Ordering for Books
4. Notification
5. Official Noting Hindi to English (25 words)

UNIT-VI

1. Enquiry
2. Resolution
3. Notice
4. Official Noting English to Hindi (25 words)

- **COURSE OUTCOMES:**

- 1. Understanding the concept and importance of functional Hindi**
- 2. Understanding various forms of functional Hindi and its usage according to its area of application**
- 3. Knowledge about good civilization qualities and culture.**
- 4. Knowledge about the importance of human values.**

பொதுத்தமிழ் - முதலாமாண்டு - முதற்பருவம் (FIRST SEMESTER)

SUBJECT CODE: LA11A

YEAR/SEMESTER: I YR/ I SEM

நோக்கும் கற்றல் பயன்பாடும் (2020 - 2021)

Objective – Syllabus – Out come (2020 -2021)

பாடத்திட்டத்தின் நோக்கம்:

காலந்தோறும் தமிழ் அடைந்துள்ள வளர்ச்சியையும், இன்றைய நவீன காலத்தில் உருவான தமிழ் இலக்கியங்களையும் ஒற்றுமை வேற்றுமைப்படுத்தி ஆராய்கின்ற நோக்கில் பொதுத்தமிழ்ப் பாடப்பகுதி கட்டமைக்கப்பட்டுள்ளது.

- பாரதியார், பாரதிதாசன், கவிமணி உள்ளிட்டோரின் மரபுக்கவிதைகளும், அப்துல் ரகுமான், சிற்பி, மு.மேத்தா, வைரமுத்து உள்ளிட்டோரின் புதுக் கவிதைகளும் இரா.பி.சுதுப்பிள்ளை அவர்களின் உரைநடை, முத்துசாமி அவர்களின் நாடகம் போன்றவை இடம்பெற்றுள்ளன.
- தமிழ் மக்களின் வாய்மொழி இலக்கியங்களில் சிலபாடல்கள் பாடமாக வைக்கப்பட்டுள்ளன. இந்த இலக்கியங்கள் சார்ந்த வரலாற்றுப் பின்புலமும் பாடமாக அமைந்துள்ளன.
- மாணவர்களுக்குப் படிப்பின் ஆர்வத்தைத் தூண்டும் வகையில் கவிதைகள், சிறுகதை, உரைநடை, நாடகம் போன்ற எளிமையான பகுதிகள் அமைக்கப்பட்டுள்ளன.
- இலக்கிய வாசிப்பின் ஆர்வத்தை ஊக்குவித்தல்.
- தற்கால தமிழ் இலக்கியத்தின் ஆளுமைகளை மாணவர்கள் புரிந்துகொள்ள வைத்தல்.
- தமிழ் இலக்கிய வரலாற்றில் தற்கால படைப்பாளர்களையும் படைப்புகளையும் அறிமுகப்படுத்துதல்
- தமிழ் இலக்கியப் பாரம்பரியத்தைப் புரிய வைத்தல்.
- பிழையின்றி எழுதுவதற்குரிய இலக்கண விதிமுறைகளைப் புரியவைத்தல்.
- தமிழ் மொழியின் கடினமான சொற்களுக்குரிய பொருளைத் தெரிந்துகொள்ளும் வகையில் அகராதியைப் பயன்படுத்துவதற்குரிய அடிப்படையைக் கற்றுத்தருதலே நோக்கமாகும்.

பாடத்திட்டம்

பாடப்பகுப்பு

- I.இலக்கியம்
- II.அதைச் சார்ந்த தமிழிலக்கிய வரலாறு
- III.மொழிப் பயிற்சி

அலகு - 1

மரபுக்கவிதை

1. பாரதியார் - பாரத சமுதாயம்.
2. பாரதிதாசன் - ஒற்றுமைப்பாட்டு
3. கவிமணி தேசிக விநாயகம் பிள்ளை - உடல் நலம் பேணல்
4. நாமக்கல் கவிஞர் வெ. இராமலிங்கம்பிள்ளை - தமிழன் இதயம்
5. கவிஞர் கண்ணதாசன் - குடும்பம் ஒரு கதம்பம்
6. பட்டுக்கோட்டை அ. கல்யாணசுந்தரம் - வருங்காலம் உண்டு
7. தமிழ் ஒளி - வழிப்பயணம்

புதுக்கவிதை

1. கவிஞர் ந. பிச்சமூர்த்தி - காதல்
2. கவிஞர் அப்துல் ரகுமான் - பித்தன்
3. கவிஞர் மு.மேத்தா - காதலர் பாதை, ஒரு கடிதம் அனாதையாகிவிட்டது, நிழல்கள்
4. கவிஞர் இன்குலாப் - ஒவ்வொரு புல்லையும் பெயர் சொல்லி அழைப்பேன்
5. கவிஞர் தமிழன்பன் - சொல்லில் உயர்வு தமிழ்ச்சொல்லே
6. கவிஞர் வைரமுத்து - விதைச்சோளம்
7. கவிஞர் அ.சங்கரி - இன்று நான் பெரிய பெண்

அலகு - 2

நாட்டுப்புற இலக்கியம்

1. ஏற்றப்பாட்டு
2. தெம்மாங்கு
3. அம்பா பாடல்கள்
4. விளையாட்டுப் பாடல்கள்
5. நடவுப் பாடல்கள்

அலகு - 3

சிறுகதைகள்

1. கு.ப.ரா - கனகாம்பரம்
2. கு.அழகிரிசாமி - குமாரபுரம் ஸ்டேஷன்
3. தமிழ்ச்செல்வன் - வெயிலோடு போய்
4. தோப்பில் முகமது மீரான் - வட்டக்கண்ணாடி
5. அம்பை - பிளாஸ்டிக் டப்பாவில் பராசக்தி முதலியோர்

உரைநடை

1. இரா.பி.சேதுப்பிள்ளை - வண்மையும் வறுமையும்

அலகு - 4

நாடகம்

நா.முத்துசாமி - நாற்காலிக்காரர்

அலகு - 5

தமிழிலக்கிய வரலாறு

1. மரபுக் கவிதை - இருபதாம் நூற்றாண்டு கவிஞர்கள்
2. புதுக்கவிதை - தோற்றம் - வளர்ச்சி - வரலாறு
3. நாட்டுப்புறப் பாடல்கள், கதைகள், கதைப்பாடல்கள், பழமொழிகள், விடுகதைகள் - வரலாறு

4. சிறுகதை, உரைநடை வரலாறு
5. நாடகம் - வரலாறு

அலகு - 6

மொழிப் பயிற்சி

1. வாக்கிய வகை(தொடர் வாக்கியம், தனி வாக்கியம், கூட்டு வாக்கியம்)
2. இரு வழக்குகள் (பேச்சு, எழுத்து)
3. எழுவாய், பயனிலை, செயப்படுபொருள்
4. ஒருமை, பன்மை மயக்கம்
5. திணை, பால், எண், இட வேறுபாடு
6. நால்வகைச் சொற்கள் (பெயர், வினை, இடை, உரி)
7. அகரவரிசைப் படுத்துதல்

கற்றலும் பயன்பாடும்:

- தமிழ் மொழியின் இலக்கிய வளங்களின் மதிப்பைப் புரிதல்.
- தமிழ் இலக்கிய வாசிப்பின் வழி சமூக விழிப்புணர்வைத் தூண்டுதல்.
- தமிழ் இலக்கிய வளங்களின் வாயிலாகத் தமிழ்ப்பண்பாட்டை அடுத்த தலைமுறைக்குக் கொண்டுசெல்லுதல்.
- மொழிவளத்தின் தேவையை வலியுறுத்துதல். மாணவர்கள் பிழையின்றி எழுத மொழிப்பயிற்சி உதவுகிறது.
- இப்பாடத்திட்டம் மாணவர்கள் தங்கள் படைப்புகளை உருவாக்குவதற்கும் பயன்படுகிறது.
- போட்டித்தேர்வுகளை எதிர்கொள்ளுவதற்குரிய வகையில் இலக்கிய வரலாற்றுப்பகுதி மிகுந்த பயனுடையதாய் உள்ளது.

பாடநூல்

சென்னைப்பல்கலைக்கழகம் (university of Madras)

- அடித்தளப் படிப்பு - பகுதி - I தமிழ்
முதலாம் மற்றும் இரண்டாம் பருவங்களுக்குரியது.
அனைத்துப் பட்டப்படிப்பு பிரிவுகளுக்கும் ஐந்தாண்டு ஒருங்குமுறை
பட்ட மேற்படிப்புப் பிரிவுகளுக்கும் பொதுவானது.
தாள் -I - செய்யுள் திரட்டு
(Foundation Course
Part - I Tamil - For I & II Semesters
Common to all undergraduate course and Five-Year Integrated postgraduate courses.
(2020 - 2021 onwards.)
- நாற்காலிக்காரர் - நா.முத்துசாமி
- தமிழ் இலக்கிய வரலாறு – பாடம் தழுவினவை
- மொழிப்பயிற்சி

Reference book

தமிழ் – பகுதி 4 - சென்னைப் பல்கலைக்கழகம் வடிவமைத்த பாடத்திட்டங்கள் ஆகையால் குறிப்புதவிநூல் என்று தனியாக இல்லை.
(Reference book not applicable)

Common to all B.A / B.sc / B.com courses

Inst.Hrs : 4

YEARI: I SEMESTER

Foundation Course: Paper I - French I

SUBJECT CODE: CLK1S

YEAR/SEMESTER: I YR/ I SEM

Title of the Paper : Prescribed text and grammar-I

Objectives

In teaching French we aim to

- provide the learners with a basic knowledge of grammar and gradually give them an insight into the culture and literature of France
- enable them to comprehend the nuances of the language so they are better equipped to express themselves in French
- discover another world , another people , another way of life .
- make them more accepting of people who differ from them

Prescribed textbook:

> Régine Mérieux & Yves Loiseau, Latitudes 1, Paris, Didier, 2017 (Units 1-6 only).

Unité 1 - Salut!

Saluer - entrer en contact avec quelqu'un - se présenter- s'excuser

Unité 2 - Enchanté !

Demander de se présenter - Présenter quelqu'un

Unité 3 - J'adore !

Exprimer ses goûts - Échanger sur ses projets

Unité 4 - Tu veux bien ?

Demander à quelqu'un de faire quelque chose - Demander poliment - Parler d'actions passées

Unité 5 - On se voit quand ?

Proposer , accepter, refuser une invitation. - Indiquer la date - Prendre et fixer un rendez-vous - Demander et indiquer l'heure

Unité 6 - Bonne idée !

Exprimer son point de vue positif et négatif - S'informer sur le prix - S'informer sur la quantité - Exprimer la quantité .

Outcome :

Learners are able

- to comprehend and express themselves well
- to have an interest to look into another world
- to improve communication skills
- to perform well in the University Exams .

Recommend text : Not applicable

LZ11A-COMMUNICATIVE ENGLISH-I

COURSE OBJECTIVES:

1. To give English language skill practice to students to enhance their English proficiency.
2. To expose students to native speakers' spoken language to enable students to recognize native speakers' accent and language usage.
3. To simulate real life situations in the classroom to practice real English dialogues and speeches to gain English language fluency.
4. To give both silent and loud reading practice to students, to enhance their comprehension and English sound recognition skills
5. To help students overcome their fear and to speak in English in front of their peers and teachers thus, build their self-confidence through various classroom activities and outdoor activities

SYLLABUS

Unit I

Listening and Speaking

- a. Introducing self and others
- b. Listening for specific information
- c. Pronunciation (without phonetic symbols)
 - i. Essentials of pronunciation
 - ii. American and British pronunciation
2. Reading and Writing
 - a. Reading short articles – newspaper reports / fact based articles
 - i. Skimming and scanning
 - ii. Diction and tone
 - iii. Identifying topic sentences
 - b. Reading aloud: Reading an article/report
 - c. Journal (Diary) Writing
3. Study Skills - 1
 - a. Using dictionaries, encyclopaedias, thesaurus
4. Grammar in Context:
Naming and Describing
Nouns & Pronouns
Adjectives

Unit II

1. Listening and Speaking
 - a. Listening with a Purpose
 - b. Effective Listening
 - c. Tonal Variation
 - d. Listening for Information

- e. Asking for Information
- f. Giving Information
- 2. Reading and Writing
 - 1. a. Strategies of Reading:
 - Skimming and Scanning
 - b. Types of Reading
 - Extensive and Intensive Reading
 - c. Reading a prose passage
 - d. Reading a poem
 - e. Reading a short story
- 2. Paragraphs: Structure and Types
 - a. What is a Paragraph?
 - b. Paragraph structure
 - c. Topic Sentence
 - d. Unity
 - e. Coherence
 - f. Connections between Ideas: Using Transitional words and expressions
 - g. Types of Paragraphs
- 3. Study Skills II:
 - Using the Internet as a Resource
 - a. Online search
 - b. Know the keyword
 - c. Refine your search
 - d. Guidelines for using the Resources
 - e. e-learning resources of Government of India
 - f. Terms to know
- 4. Grammar in Context
 - Involving Action-I
 - a. Verbs
 - Concord

Unit III

- 1. Listening and Speaking
 - a. Giving and following instructions
 - b. Asking for and giving directions
 - c. Continuing discussions with connecting ideas
- 2. Reading and writing
 - a. Reading feature articles (from newspapers and magazines)
 - b. Reading to identify point of view and perspective (opinion pieces, editorials etc.)
 - c. Descriptive writing – writing a short descriptive essay of two to three paragraphs.
- 3. Grammar in Context:
 - Involving Action – II
 - Verbals - Gerund, Participle, Infinitive
 - Modals

Unit IV

- 1. Listening and Speaking

- a. Giving and responding to opinions
- 2. Reading and writing
 - a. Note taking
 - b. Narrative writing – writing narrative essays of two to three paragraphs
- 3. . Grammar in Context:
 - Tense
 - Present
 - Past
 - Future

Unit V

- 1. Listening and Speaking
 - a. Participating in a Group Discussion
 - 2. Reading and writing
 - a. Reading diagrammatic information
 - interpretations maps, graphs and pie charts
 - b. Writing short essays using the language of comparison and contrast
- Grammar in Context: Voice (showing the relationship between Tense and Voice)

COURSE OUTCOMES:

1. The course seeks to develop the students’ abilities in grammar, oral skills, reading, writing and study skills
2. Students will heighten their awareness of correct usage of English grammar in writing and speaking
3. Students will improve their speaking ability in English both in terms of fluency and comprehensibility
4. Students will give oral presentations and receive feedback on their performance
5. Students will increase their reading speed and comprehension of academic articles

REFERENCE BOOKS :

Effective Communication and Soft Skills- Nitin Bhatnagar · 2011

MAPPING-COURSE OBJECTIVES WITH PROGRAMME OUTCOME

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	S	S	S	M	M
CO2	S	S	S	M	M
CO3	S	M	S	S	S
CO4	S	M	S	S	S

CO5	S	M	S	S	S
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Key: S-Strong, M-Medium/Moderate, L-Low

SEMESTER I
AG21A: BRITISH LITERATURE- PAPER I

COURSE OBJECTIVES:

1. To acquaint and introduce to the students different literary forms : Essay, poetry and drama.
2. To acquire the critical temper and creative ability of human values.
3. To study the interconnectedness of all areas of knowledge and its synthesis.
4. To introduce the students to the rich legacy of Literature from Britain that remains the fundamental body of literature written in English.
5. To introduce prominent English writers and their styles from the sixteenth to the eighteenth Century

SYLLABUS

UNIT 1: Poetry (Detailed)

- 1.1 “My galley charged” Sir Thomas Wyatt
- 1.2 “Alas, so all things now” Henry Howard
- 1.3 “Tell me, thou skilful shepherd’s swain” Michael Drayton
- 1.4 “Not marble, nor the gilded monuments”: William Shakespeare (Sonnet 55)
- 1.5 “A Valediction: Forbidding Mourning” John Donne
- 1.6 “How soon hath time” John Milton
- 1.7 “The Pulley” George Herbert
- 1.8 “The Retreat” Henry Vaughan

UNIT 2: Poetry (Non-Detailed)

- 2.1 “Prothalamion” Edmund Spenser
("CALM was the day...end my song" (Stanzas 1&2))
- 2.2 “Astrophel and Stella” Philip Sidney
(Sonnet XXXI: With how sad steps, O Moone, ...)
- 2.3 “Paradise Lost” (Book I - lines 1 - 83) John Milton
- 2.4 “The Garden” Andrew Marvel

UNIT 3: Prose (Detailed)

3.1 “On Revenge” Francis Bacon

3.2 “Of Studies” Francis Bacon

UNIT 4: Prose (Non-Detailed)

4.1 Book of Job: Prologue (chapters 1–2)
and The Bible [King James Version]

UNIT 5: Drama (Detailed)

5.1 Doctor Faustus Christopher Marlowe

Prescribed Texts:

- i) An Anthology of Elizabethan Poetry edited by Sukanta Chaudhuri, Oxford UP, Fourth impression–2002.[1.1to 1.4]
- ii) Six Ages of English Poetry edited by H. M. Williams, Blackie & Sons, Tenth impression–1976.[1.5]
- iii) The Winged Word edited by David Green, Macmillian, 2016 edition.[1.6 to 1.8]
- iv) An Anthology of Elizabethan Poetry edited by Sukanta Chaudhuri, Oxford UP, Fourth impression–2002.[2.2]
- v) Paradise Lost Books 1 & 2 Edited by Vrinda Nabar. Orient BlackSwan Annotated Study Texts, 2011 edition [2.3]
- vi) Epic and Mock-Epic Anamika Chakraborty OUP.
- vii) The Norton Anthology of English Literature (Tenth Edition) (Vol. Package 1: Volumes A, B, C) Tenth Edition

FURTHER READING (to be considered for internal assessment only)

“The Flaming Heart” – Richard Crashaw

“Another Grace for a Child” – Robert Herrick

“Epithalamion” – Edmund Spenser

“Faerie Queene” – Edmund Spenser

“The Passionate Shepherd to His Love” – Christopher Marlowe

“Definition of Love” – Andrew Marvell

“The Garden” – Andrew Marvell
“On Shakespeare” – John Milton
“Lycidas” – John Milton
“Easter Wings” – George Herbert
“Volpone” - Ben Jonson

REFERENCE BOOKS:

- English Poetry from the Elizabethans to the Restoration by Pramod K. Nayar. 2012.
- Triumphal Forms: Structural Patterns in Elizabethan Poetry by Alastair Fowler. Cambridge University Press, 2010.
- Elizabethan Women and the Poetry of Courtship by Ilona Bell. Cambridge University Press, 2010.
- The Birth of the Elizabethan Age: England in the 1560s (History of Early Modern England) by Norman L. Jones. Blackwell Publishers, 1995.
- British Literary Periods. <https://www.thoughtco.com/british-literary-periods-739034>
- Poems for all the semesters with a detailed introduction to the author.
- <https://www.poetryfoundation.org/>
- Renaissance Love Poetry. <https://www.thoughtco.com/renaissance-love-poems-1788871>
- Elizabethan Age. https://www.ducksters.com/history/renaissance/elizabethan_era.php
- Milton. <https://www.poetryfoundation.org/poets/john-milton>
- “Reading English : Why and How.” Dr. Sandie Byrne. <https://www.youtube.com/watch?v=6xbBa-sy-Tc>.
- Canterbury Tales. <https://www.youtube.com/watch?v=h0ZrBr9DOWA>.
- John Bunyan. <https://www.youtube.com/watch?v=2ByKbrzm5gI>.
- Edmund Spenser. <https://www.youtube.com/watch?v=rbpzer-OuQo>.

COURSE OUTCOMES:

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

1. Understand the impact of social and historical events of 16th, 17th, and 18th centuries on English writers and their works

2. Analyse the themes and styles in English poetry, prose and drama written in the Elizabethan and Jacobean Age
3. Assess different works of the same author(s) as well as compare and contrast works of different authors of the same literary period
4. Compare and contrast the prominent English writers and their styles from the sixteenth to the eighteenth Century
5. Learn the rich legacy of Literature from Britain that remains the fundamental body of literature written in English

MAPPING-COURSE OBJECTIVES WITH PROGRAMME OUTCOME

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	M	S	S	S	M
CO2	M	S	S	M	S
CO3	M	S	S	S	S
CO4	S	M	M	S	S
CO5	S	M	S	S	M

Key: S-Strong, M-Medium/Moderate, L-Low

AG21B: SHAKESPEARE

COURSE OBJECTIVES:

1. To expose the students to the vitality and robustness of drama in the Elizabethan Age as exemplified in Shakespeare
2. learn to interpret, analyze and appreciate
3. show an understanding of the significant historical, political, and social backgrounds relevant to the literary texts studied
4. derive an understanding of the Shakespearean plays and its structures for close analysis of texts
5. To appreciate Shakespearean language and its influence in the making of modern English

SYLLABUS

UNIT 1: History

1.1 Henry IV Part 1 - [For Annotations: Act I-Scene 1; Act II Scene 4; Act III-Scenes 1&3; Act IV - Scene1; Act V Scene 4

1.2 Shakespeare's Histories - Historical Sources-Common Features- Language- Reflection of the English social class

UNIT 2: Comedy

2.1 Twelfth Night - [For Annotations: Act I - Scenes 1 & 2; Act II - Scenes 1& 4; Act III -Scene 2; Act IV - Scene 2] Act V - Scene 5]

2.2 Shakespearean Comedies - Sources- Common features- Comedy through language- Themes-Complex plots-Mistaken Identities- Fools and Clowns- Use of songs- Dramatic devices

UNIT 3: Tragedy

3.1 Macbeth - [For Annotations: Act I - Scenes 1, 3 & 5; Act 2 - Scenes 1& 2; Act III - Scenes 2 & 4; Act IV - Scene 1;Act V - Scenes 1& 8]

3.2 Shakespearean Tragedies - Sources-Elements of Shakespearean

Tragedies – Themes – Language-Dramatic

aspects-Tragedy and Modern Dramatists

UNIT 4: Tragicomedy

4.1 The Tempest - [For Annotations: Act I - Scene 2;

Act 2 - Scene 2; Act III - Scene 1;

Act IV - Scene 1; Act V - Scene 1]

4.2 Shakespearean Tragicomedy - genre of play-dramatic elements- characters-

Functions-Influence on the Romantics and on 19th & 20th century dramatists

UNIT 5: Shakespeare's Theatre

5.1 Playhouses and the Globe Theatre - Staging of the Play-Audience-Actors,

Costumes- Influence

COURSE OUTCOMES:

After doing this course the students will be able to:

1. Recollect features of Elizabethan theatre along with Shakespeare's life and works
2. Identify the generic diversity in Shakespearean plays and describe significant features of Shakespearean oeuvre
3. Analyze prominent themes in Shakespearean plays appreciate Shakespearean language, literary elements and conventions
4. Synthesise acquired knowledge to critique plays and enact
5. show an understanding of the significant historical, political, and social backgrounds relevant to the literary texts studied

Prescribed Texts:

i) Henry IV, Part II The Philip Weller Annotated Shakespeare, Orient BlackSwan, 2014

ii) Twelfth Night The Philip Weller Annotated Shakespeare, Orient BlackSwan, 2014

iii) Macbeth The Philip Weller Annotated Shakespeare, Orient BlackSwan, 2014

iv) The Tempest The Philip Weller Annotated Shakespeare, Orient BlackSwan, 2014

FURTHER READING [to be considered for internal assessment only]

Complete Works of Shakespeare

Tales from Shakespeare by Charles Lamb and Mary Lamb

BOOKS REFERENCE:

Birch, Dinah. ed. "William Shakespeare" The Oxford Companion to English Literature.
OUP

Dobson, Michael. & Stanley Wells eds. "Shakespeare, William" in The Oxford Companion to Shakespeare.

Kurian Anna, Shakespeare, Orient Blackswan,2016

Leggatt, Alexander. The Cambridge Companion to Shakespearean Comedy, 2002.

Michael Neill, David Schalkwyk. The Oxford Handbook of Shakespearean Tragedy, 2016.

Clapp, Larry. A Complete Critical Analysis of Shakespearean Plays: With A Reference To Elizabethan

Theatre (Reprint) Hardcover – 1993 by (Author)

<https://www.britannica.com>

www.encyclopedia.com

<https://www.britannica.com/art/chronicle-play>

<https://www.thoughtco.com/shakespeare-histories-plays-2985246>

<https://www.thoughtco.com/how-to-identify-a-shakespeare-comedy-2985155>

<https://www.britannica.com/art/tragedy-literature/Shakespeares-tragic-art>

<https://www.thoughtco.com/introducing-shakespeare-tragedies-2985293>

<https://www.britannica.com/art/tragedy-literature/Tragedy-and-modern-drama>

<https://www.britannica.com/art/tragicomedy>

<https://www.britannica.com/topic/Globe-Theatre/images-videos>

The power of imagination: Lessons from Shakespeare

https://www.ted.com/talks/john_bolton_the_power_of_imagination_lessons_from_shakespeare#t-21959

VIRTUAL TOUR: Google Earth

i. [https://earth.google.com/web/@51.50808974,-](https://earth.google.com/web/@51.50808974,-0.09712407,19.29451181a,25.00298886d,35y,-0h,60t,0r/data=KAI)

[0.09712407,19.29451181a,25.00298886d,35y,-](https://earth.google.com/web/@51.50808974,-0.09712407,19.29451181a,25.00298886d,35y,-0h,60t,0r/data=KAI)

[0h,60t,0r/data=KAI](https://earth.google.com/web/@51.50808974,-0.09712407,19.29451181a,25.00298886d,35y,-0h,60t,0r/data=KAI)

ii. [https://earth.google.com/web/@52.19664585,-](https://earth.google.com/web/@52.19664585,-1.7129966,44.1944912a,14249.33519552d,35y,0h,0t,0r/data=CIYaVBJOCiUweDQ4NzBjNTlZzjgXODgwMzc6MHhhZjMxODg2ZGNmNDE5OTc3Gb_Uz5uKGEpAlcMnnUgwVfu_KhNTdHJhdGZvcnQtdXBvbi1Bdm9uGAIgAQ)

[1.7129966,44.1944912a,14249.33519552d,35y,0h,0t,0r/data=CIYaVBJOCiUweDQ4NzBjN](https://earth.google.com/web/@52.19664585,-1.7129966,44.1944912a,14249.33519552d,35y,0h,0t,0r/data=CIYaVBJOCiUweDQ4NzBjNTlZzjgXODgwMzc6MHhhZjMxODg2ZGNmNDE5OTc3Gb_Uz5uKGEpAlcMnnUgwVfu_KhNTdHJhdGZvcnQtdXBvbi1Bdm9uGAIgAQ)

[TlZzjgXODgwMzc6MHhhZjMxODg2ZGNmNDE5OTc3Gb_Uz5uKGEpAlcMnnUgwVfu_](https://earth.google.com/web/@52.19664585,-1.7129966,44.1944912a,14249.33519552d,35y,0h,0t,0r/data=CIYaVBJOCiUweDQ4NzBjNTlZzjgXODgwMzc6MHhhZjMxODg2ZGNmNDE5OTc3Gb_Uz5uKGEpAlcMnnUgwVfu_KhNTdHJhdGZvcnQtdXBvbi1Bdm9uGAIgAQ)

[KhNTdHJhdGZvcnQtdXBvbi1Bdm9uGAIgAQ](https://earth.google.com/web/@52.19664585,-1.7129966,44.1944912a,14249.33519552d,35y,0h,0t,0r/data=CIYaVBJOCiUweDQ4NzBjNTlZzjgXODgwMzc6MHhhZjMxODg2ZGNmNDE5OTc3Gb_Uz5uKGEpAlcMnnUgwVfu_KhNTdHJhdGZvcnQtdXBvbi1Bdm9uGAIgAQ)

iii. Shakespeare; The Globe Theatre London tour

<https://www.youtube.com/watch?v=m3VGa6Fp3zI&feature=youtu.be>

MAPPING-COURSE OBJECTIVES WITH PROGRAMME OUTCOME

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	M	S	S	S	M
CO2	M	S	S	M	S
CO3	S	S	S	S	S
CO4	S	M	M	S	S
CO5	S	M	S	S	S

Key: S-Strong, M-Medium/Moderate, L-Low

AG31A: BACKGROUND TO ENGLISH LITERATURE-I

COURSE OBJECTIVES:

1. To introduce basic concepts about English history, literary forms and literary periods with linguistic, historical and Legendary background
2. To enable students, understand the contexts and background from Medieval British literature up until the Elizabethan and Jacobean Age
3. To derive an understanding of a variety of literary forms of English Literature
4. To acquire knowledge of literary forms, from Medieval Europe up to the Britain of the Elizabethan and Jacobean Age
5. To learn the Impact of European and British Legend on Literature

SYLLABUS

Unit 1: I. Literary Forms

1.1 Poetry – Metrical Romance, Ballad [Folk, Literary, Mock], Lyric, Sonnet

[Petrarchan, Spenserian, Shakespearean]

1.2 Drama [Mystery and Morality Plays, Tragedy [Classical, Senecan, Romantic, Heroic, Neo-Classical,], Masque and Anti-Masque

1.3 Prose- Fable, Parable, Essay [Aphoristic, Personal, Periodical, Critical]

1.4 Fiction [Short-story, Novel], Non- Fiction [Biography, Auto-Biography]

1.5 Periods of English Literature – (pages 279-285)

II. Literary Elements

1.6 Poetry – Rhyme, Metre, Stanza, Verse [Blank Verse, Heroic /Couplet, Quatrain etc] Refrain

1.7 Drama- Plot- Prologue, Acts, Scenes, Epilogue, subplot, Unity of Time, Place, Action. Action – Conflict, Reversal of Fortune, Crisis, Rising Action, Climax, Denouement - Character – Hero [tragic flaw], Heroine, Villain, Stock Character, Foil Dialogue - Aside/ Soliloquy, Monologue, Choric Function - Stage/Setting – Proscenium Arch, Box set, Scenery, Props, dues ex machina

1.8 Prose – Fiction: Plot, Narration, Characterization [flat/ round characters], Setting

Unit 2: Impact of the History of English Language on Literature from 11th to 17th Century

2.1 The Descent of the English Language

2.2 The Old English (Anglo-Saxon) Period

2.3 The Middle English Period

Unit 3: Impact of Socio- Political History on Literature from 11th to 17th Century

3.1 ANGLO-SAXON ENGLAND – (pages 138 -139)

3.2 MEDIEVAL ENGLAND

The Norman Conquest [1066] –(pages 80-84).

A Struggle for Power –Magna Carta [1215] – (pages 126-128).

Henry VI and the Wars of Roses [1421- 71] – (pages 199-212)

3.3 TUDOR DYNASTY Henry VIII and the Break with Rome. –(pages 231- 253).

Queen Mary–(pages 261-264)

3.4 ELIZABETH I AND THE SUCCESSION – (pages 265-274)

The Conquest of the Armada– (pages 275- 286).

The English Renaissance – pages 287-291. Elizabethan England – (pages 292- 310)

3.5 CIVILWAR AND CROMWELL [1642 – 58]

Charles I and Parliament – pages 311-317. Civil War – (pages 326-340)

Unit 4: Literary History

4.1 Anglo-Saxon Literature – Romanized Britons, Arthurian romance, alliterative verse, development of English Christianity – (pages 3- 6). Development of Middle English Prose and Verse”- The Norman conquest, Anglo-French language, French cultural domination of Europe, French as the courtly language,

west Saxon dialect – (pages 31- 35).

4.2 Middle English Literature - Courtly French romance, the fable as a famous medieval literary form –(pages 68 – 70). Chaucer –(pages 89 – 91); Gower – (pages 121 – 123)

4.3 The Early Tudor Scene – new geographical discoveries and their impact on literature, beginning of the idea of national state – (pages – 147 – 148). Spenser and his Time – (pages 165 – 166 first paragraph). Drama from the Miracle Plays to Marlowe - English poetic drama, dramatic elaborations of the liturgy, transition from liturgical drama to miracle play – (pages 208 – 210); “University Wits” – Elizabethan popular drama –(page 226); “Christopher Marlowe” – „Tamburlaine, the Great“ – (page 235). Shakespeare – professional man of the theatre - (page 246) Drama from Jonson to the Closing of Theatres –Shakespeare and Ben Jonson – (pages 309 – 311 first paragraph);Analysis of English Poetic drama – (page 344-last paragraph).

4.4 Poetry after Spenser: The Jonsonian and the Metaphysical Traditions– (page 360); Donne’s influence –(page 368). John Milton – seventeenth century political background, effects of Civil war, Milton’s formative years –(pages 390 – 392).

4.5 Prose in the 16th and 17th Centuries - pamphleteering, colloquial prose formalised – (pages 458-459); Bible translations – (pages 461-472); Holinshed’s „Chronicles“ – (page 474); Walter Raleigh’s „History of the World“ – (page 475); Francis Bacon – (pages 485 – 488); Thomas Hobbes – (pages 495-496)
[Text - A Critical History of English Literature- Volume I.

Unit 5: Impact of European and British Legend on Literature

5.1 Valhalla – the Valkyrior – page 179. Thor’s Visit to Jotunheim – page 183. The death of Baldur – the Elves – Runic Letters – Skalds – Iceland – page 186.

5.2 The Druids – Iona - page 193: 3 King Arthur and the Knights of the Round Table – page 198

5. 3 Arthur – page 212, Sir Gawain –page 222, Launcelot of the Lake – page 229, Tristram and Iseult – page 241, Perceval – page 256

5.4 Beowulf- page 329

5.5 Robin Hood and his Merry Men – page 334

[Text - Bulfinch's Mythology: The Classic Introduction to Myth and Legend. Complete and Unabridged by Thomas Bulfinch. Penguin, 2014]

COURSE OUTCOMES:

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

1. Identify and define basic terms and concepts which are needed for advanced courses in British literatures
2. Describe the distinct periods of British literature
3. Write brief notes on seminal literary forms and devices
4. Write brief essays on seminal writers and their period from Medieval Europe up to the Britain of the Elizabethan and Jacobean Age
5. Write brief essays on the historical background of the same period

Prescribed Texts

A Glossary of Literary Terms by M.H. Abrams & Geoffrey Galt Harpham. Eleventh Edition. Cengage, 2019 (Indian Reprint)

History of English Language by F.T. Wood. Trinity Press. Revised edition, 2016. Unit 1: 1-67

A History of England. John Thorn, Roger Lockyer and David Smith. AITBS Publishers, India. 2012

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

Bulfinch's Mythology

The Penguin History of Europe by J.M. Roberts, 1996 Unit 3: pages: 120- 138

European Renaissance, Reformation and Counter- Reformation– pages 222 – 230

Modernity and modern history[End of Medieval Period] – pages 233-238

Enlightenment – pages 267-271

A History of England. John Thorn, Roger Lockyer and David Smith. AITBS Publishers, India. 2012.

History of English Language: British Council Archive

https://www.youtube.com/watch?v=_fJiHmR85cU

REFERENCE BOOKS:

(to be considered for internal assessment only)

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

Childs, Peter and Roger Fowler ed. The Routledge Dictionary of Literary Terms. Routledge. 6002

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

Periods of English Literature | Online Education | Paradigm Change

<https://www.youtube.com/watch?v=gzZ0wHgogjc>

MAPPING-COURSE OBJECTIVES WITH PROGRAMME OUTCOME

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	M	S	S	S	M
CO2	M	M	S	M	S
CO3	S	S	S	M	M
CO4	S	M	M	M	S
CO5	S	M	S	S	S

Key: S-Strong, M-Medium/Moderate, L-Low

PROFESSIONAL ENGLISH FOR ARTS & SOCIAL SCIENCES-SEMESTER - I

COURSE OBJECTIVES:

1. To develop the language skills of students by offering adequate practice in professional contexts.
2. To enhance the lexical, grammatical and socio-linguistic and communicative competence of first year students.
3. To focus on developing students' knowledge of domain specific registers and the required language skills.
4. To develop strategic competence that will help in efficient communication
5. To sharpen students' critical thinking skills and make students culturally aware of the target situation.

SYLLABUS

UNIT 1: COMMUNICATION

Listening: Listening to audio text and answering questions

- Listening to Instructions

Speaking: Pair work and small group work.

Reading: Comprehension passages –Differentiate between facts and opinion

Writing: Developing a story with pictures.

Vocabulary: Register specific - Incorporated into the LSRW tasks

UNIT 2: DESCRIPTION

Listening: Listening to process description.-Drawing a flow chart.

Speaking: Role play (formal context)

Reading: Skimming/Scanning-

Reading passages on products, equipment and gadgets.

Writing: Process Description –Compare and Contrast

Paragraph-Sentence Definition and Extended definition-

Free Writing.

Vocabulary: Register specific -Incorporated into the LSRW tasks.

UNIT 3: NEGOTIATION STRATEGIES

Listening: Listening to interviews of specialists /

Inventors in fields (Subject specific)

Speaking: Brainstorming. (Mind mapping).

Small group discussions (Subject- Specific)

Reading: Longer Reading text.

Writing: Essay Writing (250 words)

Vocabulary: Register specific - Incorporated into the LSRW tasks

UNIT 4: PRESENTATION SKILLS

Listening: Listening to lectures.

Speaking: Short talks.

Reading: Reading Comprehension passages

Writing: Writing Recommendations

Interpreting Visuals inputs

Vocabulary: Register specific - Incorporated into the LSRW tasks

UNIT 5: CRITICAL THINKING SKILLS

Listening: Listening comprehension- Listening for information.

Speaking: Making presentations (with PPT- practice).

Reading : Comprehension passages –Note making.

Comprehension: Motivational article on
Professional Competence, Professional Ethics and
Life Skills)

Writing: Problem and Solution essay– Creative writing –Summary writing

Vocabulary: Register specific - Incorporated into the LSRW tasks

COURSE OUTCOMES:

1. Recognise their own ability to improve their own competence in using the language
2. Use language for speaking with confidence in an intelligible and acceptable manner
3. Understand the importance of reading for life
4. Read independently unfamiliar texts with comprehension
5. Understand the importance of writing in academic life. Write simple sentences without committing errors of spelling or Grammar.

Reference- websites and Links

Costa 1 <https://doi.org/10.3390/jmse7070208>

<https://www.flickr.com/photos/phploveme/4683410057>

Source: <https://freesvg.org/>

https://en.unesco.org/sites/default/files/week_2_winners.pdf

Further references: <https://speakola.com/motivate/apj-abdul-kalam-iit-madras2010>

<https://in.pinterest.com/pin/389561436524014933/>

<https://www.verbaltovisual.com/what-is-sketchnoting/>

<https://in.pinterest.com/pin/358880664055306524/>

<https://www.verbaltovisual.com/what-is-sketchnoting/>

MAPPING-COURSE OBJECTIVES WITH PROGRAMME OUTCOME

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	S	S	S	M	M
CO2	S	S	S	M	M
CO3	S	M	S	S	S
CO4	S	M	S	S	S
CO5	S	M	S	S	S

Key: S-Strong, M-Medium/Moderate, L-Low

SEMESTER II

HINDI-II-CLE2G

TAMIL-II-LA12A

FRENCH-II-CLK2T

LZ12A-COMMUNICATIVE ENGLISH-II

CORE PAPER- AG22A: BRITISH LITERATURE- PAPER II

CORE PAPER- AG22B: INDIAN WRITING IN ENGLISH

ALLIED PAPER - AG32A: BACKGROUND TO ENGLISH LITERATURE-II

PROFESSIONAL ENGLISH FOR ARTS & SOCIAL SCIENCES-SEMESTER – II

NAME OF THE STAFF: Dr. J. PADMAPRIYA

SUBJECT

CODE: CLE2G

YEAR/SEMESTER: I YR/ II

SEM

I.COURSE OBJECTIVES:

The objectives of the course is

1. To appreciate and analyse the dramatic elements in Hindi literature.
2. To understand the distinct features Hindi short stories and One Act Play.
3. To understand the importance and process of translation and the qualities of translators.
4. To understand the importance of vocabularies.

I YEAR – II SEMESTER

PAPER – II – ONE ACT PLAY, SHORT STORY &
TRANSLATION

I. ONE ACT PLAY (Detailed Study): AATH EKANKI

Edited By: Devendra Raj Ankur, Mahesh Aanand

Vani prakashan, 4695, 21-A Dariyagunj,; New Delhi – 110 002

LESSONS PRESCRIBED :

1. Aurangzeb ki Aakhari Raat
2. Laksmi Ka Swagat
3. Basant Ritu ka Naatak
4. Bahut Bada Sawal

II. SHORT STORIES (Non- Detailed Study): SWARNA

MANJARI Edited by: Dr. Chitti. Annapurna

Rajeswari Publications

21/3, Mothilal Street, (Opp. Ranganathan Street),

T. Nagar, Chennai – 600 017.

LESSONS PRESCRIBED :

1. Mukthidhan
2. Mithayeewala
3. Seb aur Dev
4. Vivah ki Teen Kathayen

III. TRANSLATION PRACTICE : (English to Hindi) BOOKS FOR REFERENCE :

1. Prayojan Moolak Hindi : Dr. Syed Rahamathulla
Poornima Prakashan, 4/7, Begum III Street, Royapettah, Chennai – 14.
2. Anuvad Abhyas Part III
Dakshin Bharat Hindi Prachar Sabha T. Nagar, Chennai -17.

UNITISED SYLLABUS

UNIT – I

1. Aurazeb ki Aakhiri Raat
2. Mukthidhan
3. Practice of Annotation Writing
4. Practice of Summary and Literary evaluation Writing

UNIT – II

1. Lakshmi ka Swagat
2. Mithayeewala
3. Practice of Annotation Writing
4. Practice of Summary and Literary evaluation Writing

UNIT-III

1. Basant Ritu ka Natak
2. Seb Aur Dev
3. Practice of Annotation Writing
4. Practice of Summary and Literary evaluation Writing

UNIT-IV

1. Bahut Bada Sawal
2. Vivah ki Teen Kathayen
3. Practice of Annotation Writing
4. Practice of Summary and Literary evaluation Writing

UNIT-V

1. Translation Practice. (English to Hindi)

II. COURSE OUTCOMES:

1. Understand the role of Hindi short stories and One Act Play in the development of the society.
2. Knowledge about the importance of cultural, social and moral responsibility of human beings.
3. Enculcating the habit of book reading to gain knowledge of vocabularies.
4. Understanding the importance of art of translation.

பொதுத் தமிழ் - முதலாமாண்டு - இரண்டாம் பருவம் (second semester)

**SUBJECT CODE: LA12A
YEAR/SEMESTER: I YR/ II SEM**

நோக்கும் சுற்றல் பயன்பாடும் (2020 – 2021)

Objective – Syllabus – Out come (2020 -2021)

பாடத்திட்டத்தின் நோக்கம்

காலந்தோறும் தமிழ் அடைந்துள்ள வளர்ச்சியும் பரந்து விரிந்து கிடக்கும் அதன் ஆழ அகலத்தையும் ஒரு பருந்து பார்வையில் நோக்கும் வகையில் பொதுத்தமிழ்ப் பாடப்பகுதி கட்டமைக்கப்பட்டுள்ளது.

- பழந்தமிழ் இலக்கியங்களின் வாயிலாக அறம், பொருள், இன்பம் ஆகியவற்றைப் போதித்தல்.
- பழந்தமிழ் இலக்கியங்களின் இலக்கியச் செறிவையும், சொல் வளங்களையும் உணர வைத்தல்.
- பழந்தமிழ்ச் சொற்களின் அருமையைப் புரியவைத்து மொழி கலப்பின்றிப் பேசுவதன் அவசியத்தை வலியுறுத்தல். பழந்தமிழ் மக்களின் வாழ்வியலை எடுத்துரைத்தல்.

இவையே இப்பாடத்திட்டத்தின் நோக்கமாகும்.

**பாடத்திட்டம்
(SYLLABUS)**

I.இலக்கியம்

II.அதைச் சார்ந்த தமிழிலக்கிய வரலாறு

III.மொழிப் பயிற்சி

அலகு 1

1. நற்றிணை - 87, 88
2. குறுந்தொகை - 46, 88, 89
3. கலித்தொகை - 11 ஆம் பாடல் - “அரிதாய அறன் எய்தி..

அலகு 2

1. அகநானூறு - 86 ஆம் பாடல் (உழுந்து தலைபெய்த)
2. ஐங்குறுநூறு - கிள்ளைப்பத்து
3. பரிபாடல் -செவ்வேள் 5, கடுவன் இளவெயினார் (1 முதல் 10 வரிகள் - வெற்றி வேல்)

அலகு 3

1. புறநானூறு - 182, 192

2. பதிற்றுப்பத்து -காக்கைப்பாடினியார், நச்செள்ளையார் பாடல் (56, 57)

அலகு 4

1. பத்துப்பாட்டு - முல்லைப்பாட்டு

அலகு 5

1. திருக்குறள் - பொருட்பால் - 3 அதிகாரம் (காலமறிதல், சுற்றந்தழால், கண்ணோட்டம்)
2. நாலடியார் - ஈகை (முதல் 5 பாடல்கள்)

II தமிழிலக்கிய வரலாறு

1. முச்சங்க வரலாறு, பதினெண்மேற்கணக்கு நூல்கள் (எட்டுத்தொகை, பத்துப்பாட்டு)
2. பதினெண்கீழ்க்கணக்கு நூல்கள்

III மொழிப் பயிற்சி

1. இலக்கணக் குறிப்பு (வேற்றுமைத் தொகை, உவமைத் தொகை, பண்புத் தொகை, உம்மைத் தொகை, அன்மொழித் தொகை.....வடிவம்) [பத்தியிலிருந்து இலக்கணக் குறிப்புகளைக் கண்டறிதல்]
2. ஒற்று மிகும் மிகா இடங்கள்
3. மரபுத் தொடர்கள் (தமிழ் மரபுத் தொடர்களைக் கண்டறிதல்)

பாடத்திட்டத்தின் பயன்கள்

- பழந்தமிழ் இலக்கியங்களின்வழியாக, அக்கால மக்களின் அகவுணர்வுகளையும் அக ஒழுக்கங்களையும் பண்பாட்டையும் உணர்ந்து கொள்ளுதல்.
- பழந்தமிழ் இலக்கிய வாசிப்பின் வழி இயற்கையின் உன்னத மகத்துவத்தைப் புரியவைத்தல்.
- தமிழ் இலக்கிய வளங்களின் வாயிலாகத் தமிழ்ப்பண்பாட்டை அடுத்த தலைமுறைக்குக் கொண்டுசெல்லுதல்.
- மொழிவளத்தின் தேவையை வலியுறுத்துதல்.
- மாணவர்கள் பிழையின்றி எழுத மொழிப்பயிற்சி உதவுகிறது.
- இப்பாடத்திட்டம் மாணவர்கள் தங்கள் நடிப்பு திறனை வளர்க்கின்றது.
- போட்டித்தேர்வுகளை எதிர்கொள்வதற்குத் தமிழ் இலக்கிய வரலாற்றுப்பகுதி மிகுந்த பயனுடையதாக அமைகிறது.

பாடநூல்

சென்னைப்பல்கலைக்கழகம் (University of Madras)

அடித்தளப் படிப்பு - பகுதி - I தமிழ்

முதலாம் மற்றும் இரண்டாம் பருவங்களுக்குரியது.

அனைத்துப் பட்டப்படிப்பு பிரிவுகளுக்கும் ஐந்தாண்டு ஒருங்குமுறை பட்ட மேற்படிப்புப் பிரிவுகளுக்கும் பொதுவானது.

தாள் -I - செய்யுள் திரட்டு

(Foundation Course - Part - Tamil

For I & II Semesters

Common to all undergraduate course and Five-Year Integrated postgraduate courses. - 2021 onwards.)

Reference book

தமிழ் - பகுதி 1 - சென்னைப் பல்கலைக்கழகம் வடிவமைத்த பாடத்திட்டங்கள் ஆகையால் குறிப்புதவிநூல் என்று தனியாக இல்லை.
(Reference book not applicable)

Semester II

Foundation Course: Paper II- French II

SUBJECT CODE: CLK2T YEAR/SEMESTER: I YR/ II SEM

Title of the Paper: Prescribed text and grammar-II

Objectives

In teaching French we aim to

- provide the learners with a basic knowledge of grammar and gradually give them an insight into the culture and literature of France
- enable them to comprehend the nuances of the language so they are better equipped to express themselves in French
- discover another world , another people , another way of life .
- make them more accepting of people who differ from them

Prescribed textbook:

> Régine Mérieux & Yves Loiseau, Latitudes 1, Paris, Didier, 2017 (Units 7-12 only).

Unité 7 - c'est où ?

Demander et indiquer une direction - localiser (près de, en face de ...)

Unité 8 - N'oubliez pas !

Exprimer l'obligation ou l'interdit - Conseiller

Unité 9 - Belle vue sur la mer !

Décrire un lieu - situer - se situer dans le temps

Unité 10 - Quel beau voyage !

Raconter - décrire les étapes d'une action - exprimer l'intensité et la quantité - interroger

Unité 11 - oh! Joli!

Décrire quelqu'un - comparer - exprimer l'accord ou le désaccord - se situer dans le temps

Unité 12 - Et après ?

Parler de l'avenir - exprimer des souhaits - décrire quelqu'un

Outcome :

Learners are able

- to comprehend and express themselves well
- to have an interest to look into another world
- to improve communication skills
- to perform well in the University Exams .

Recommend text - Not applicable

LZ12A-COMMUNICATIVE ENGLISH-II

COURSE OBJECTIVES:

1. To develop communicative skills.
2. To understand the relevance of Listening, Speaking, Reading and Writing in Communication.
3. To develop understanding of grammar.
4. To enhance vocabulary.

SYLLABUS

Unit I

1. Listening and Speaking
 - a. Listening and responding to complaints (formal situation)
 - b. Listening to problems and offering solutions (informal)
2. Reading and writing
 - a. Reading aloud (brief motivational anecdotes)
 - b. Writing a paragraph on a proverbial expression/motivational idea.
3. Word Power/Vocabulary
 - a. Synonyms & Antonyms
4. Grammar in Context
Adverbs Prepositions

Unit II

1. Listening and Speaking
 - a. Listening to famous speeches and poems
 - b. Making short speeches- Formal: welcome speech and vote of thanks.
Informal occasions- Farewell party, graduation speech
2. Reading and Writing
 - a. Writing opinion pieces (could be on travel, food, film / book reviews or on any contemporary topic)
 - b. Reading poetry

- b.i. Reading aloud: (Intonation and Voice Modulation)
 - b.ii. Identifying and using figures of speech - simile, metaphor, personification etc.
 - 3. Word Power
 - . Idioms & Phrases
- Grammar in Context Conjunctions and Interjections

Unit III

- 1. Listening and Speaking
 - a. Listening to Ted talks
 - Making short presentations – Formal presentation with PPT, analytical presentation of graphs and reports of multiple kinds
 - c. Interactions during and after the presentations , Reading and writing
 - a. Writing emails of complaint
 - b. Reading aloud famous speeches
 - 3. Word Power
 - a. One Word Substitution
- Grammar in Context: Sentence Patterns

Unit V

- 1. Listening and Speaking
 - a. Informal interview for feature writing
 - b. Listening and responding to questions at a formal interview
 - 2. Reading and Writing
 - a. Writing letters of application
 - b. Readers' Theatre (Script Reading)
 - c. Dramatizing everyday situations/social issues through skits. (writing scripts and performing)
 - 3. Word Power
 - a. Collocation
- Grammar in Context: Working With Clauses

COURSE OUTCOMES:

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

1. Possess excellent Listening, Speaking, Reading and Writing skills in communicating in English
2. Have a good understanding of grammar and vocabulary.
3. Make presentations and speeches.
4. Familiarise themselves with script writing, drafting assignments, reading visual texts, drafting emails etc.
5. Learn the structure of the Language and its usage.

Reference- websites and Links

Source: <https://www.thehindu.com/opinion/open-page/the-case-forthe-samosa-as-national-snack/article22384690.ece>

1. Sundar Pichai Inspirational Video https://www.youtube.com/watch?v=m050iy5_2ng
2. BTS speech at the United Nations <https://www.youtube.com/watch?v=oTe4f-bBEKg>
3. https://www.poetryfoundation.org/poems/browse#page=1&sort_by=recently_added&filter_poetry_audio=1

4. The Book in My Hand (by Ramachandra Guha). <https://www.thehindu.com/books/The-book-in-myhand/article16443755.ece>
5. Coordinates of Safety. <https://www.thehindu.com/opinion/oped/Coordinates-of-safety/article16643102.ece>
6. https://rpo.library.utoronto.ca/glossary#letter_m

MAPPING-COURSE OBJECTIVES WITH PROGRAMME OUTCOME

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	S	S	S	M	M
CO2	S	S	S	M	M
CO3	S	S	S	S	S
CO4	S	M	S	S	S
CO5	S	M	S	S	S

Key: S-Strong, M-Medium/Moderate, L-Low

AG22A: BRITISH LITERATURE- PAPER II

COURSE OBJECTIVE:

1. To introduce a few seminal texts of mainstream writers to students
2. To enable them to understand and interpret literary works of the Augustan and Romantic Ages.
3. To introduce the prose forms and their significance in the literary context.
4. To interpret the Social customs and Women's role in society.
5. To employ the knowledge of literary forms and prominent writers of the age.

SYLLABUS

UNIT 1: Poetry (Detailed)

- 1.1 "Macflecknoe" John Dryden
- 1.2 "Tyger" William Blake
- 1.3 "For A' That And A' That" Robert Burns
- 1.4 "Three years she grew" William Wordsworth
- 1.5 "Kubla Khan" Samuel Taylor Coleridge
- 1.6 "From Childe Harold's Pilgrimage" Lord Byron
- 1.7 "Ozymandias" Percy Bysshe Shelley
- 1.8 "Ode to a Nightingale" John Keats

UNIT 2: Poetry (Non - Detailed)

- 2.1 "The Rape of the Lock: Canto III"
(lines 125 -178) Alexander Pope
- 2.2 "The Rime of the Ancient Mariner" S.T. Coleridge
- 2.3 "Essay on Man From Epistle II" Alexander Pope
- 2.4 "The Deserted Village" Oliver Goldsmith

UNIT 3: Prose

- 3.1 "Dream-Children: A Reverie" Charles Lamb
- 3.2 "Sir Roger at the Theatre" Joseph Addison

UNIT 4: Drama

- 4.1 The Rivals R. B. Sheridan

UNIT 5: Fiction

5.1 Pride and Prejudice Jane Austen

COURSE OUTCOMES:

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

1. Identify and define basic terms and concepts which are needed for advanced courses in British literature
2. Write brief essays on the important works of mainstream writers from Augustan and Romantic Age
3. Describe the distinct features of British literature of the same period
4. Analyze and interpret seminal poetry of the period with close reading
5. Appreciate the prominent writers, their works and their relevance to the historical background.

Prescribed Texts: i) The Winged Word edited by David Green, Macmillian, 2016 edition.
ii) Six Ages of English Poetry edited by H. M. Williams, Blackie & Sons, Tenth impression–1976 iii) The Norton Anthology of English Literature (Tenth Edition) (Vol. Package 1: Volumes A, B, C)

FURTHER READING [Can be considered for Assignments & Presentations] John Dryden – “Absalom and Achitophel” Alexander Pope – “Epistle to Dr. Arbuthnot” Richard Brinsley Sheridan – Rivals James Boswell – “Life of Samuel Johnson” Dr. Samuel Johnson – “Preface to Shakespeare” John Keats – “Ode to Grecian Urn” William Wordsworth – “Tintern Abbey” William Wordsworth – “Lines Composed upon Westminster Bridge” Percy Bysshe Shelley - “Hymn to Intellectual Beauty” William Blake - The Chimney Sweeper: A little black thing among the snow “The Foundation of British Empire” pages 411- 419 - from A History of England. Eds. John Thorn, Roger Lockyer and David Smith. AITBS Publishers, India.

BOOKS & WEB SOURCES FOR

FURTHER REFERENCE

A Critical History of English Literature- Volume II – The

Restoration to the Present Day by David Daiches. Revised edition. Indian edition 2010. Supernova publishers. (“Romantic Poetry”- pages 856-935; “Restoration, Augustan Age, rise of novel, 18th century prose”- pages 537-766)

The Age of Reason by Thomas Paine. 2011. Romanticism (The New Critical Idiom) by Aidan Day. 1995.

Romanticism: A Very Short Introduction by Michael Ferber. Oxford, 2010.

Romanticism: An Oxford Guide by Nicholas Roe. 2005. Romanticism: A Literary and Cultural History (Routledge Concise Histories of Literature) by Carmen Casaliggi and Porscha Fermanis. 2016

The Romanticism Handbook (Literature and Culture Handbooks). Edited by Joel Faflak and Dr. Sue Chaplin. 2011.

The Age of Dryden.

<https://www.gutenberg.org/files/39817/39817-h/39817-h.htm>. Alexander Pope.

<https://www.poetryfoundation.org/poets/alexander-pope>. Eighteenth Century.

<https://www.britannica.com/art/English-literature/The-18th-century>. Age of Restoration.

<https://www.bl.uk/restoration-18th-century-literature/articles/neoclassicism>.

Romanticism. <https://www.britannica.com/art/Romanticism>.

Romanticism. <https://www.theartstory.org/movement/romanticism/>. Romanticism.

https://www.metmuseum.org/toah/hd/roma/hd_roma.htm. Romanticism.

<http://academic.brooklyn.cuny.edu/English/melani/cs6/rom.html>.

Romanticism. <https://wordsworth.org.uk/wordsworth/daffodils-and-other-poems/what-is-romanticism/>. Shelley. <https://www.poetryfoundation.org/poets/percy-bysshe-shelley>.

Wordsworth. <https://www.poetryfoundation.org/poems/45559/three-years-she-grew>.

“The Age of Reason and the Age of History.” Leiden University - Faculty of Humanities.

<https://www.youtube.com/watch?v=Q1YEr8ZiZhY>. Enlightenment. The Age of Reason.

https://www.youtube.com/watch?v=J0B28_gwj0M.

MAPPING-COURSE OBJECTIVES WITH PROGRAMME OUTCOME

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	M	S	S	S	M
CO2	M	M	S	M	S
CO3	S	S	S	S	M
CO4	S	S	M	M	S
CO5	S	S	S	S	S

Key: S-Strong, M-Medium/Moderate, L-Low

AG22B: INDIAN WRITING IN ENGLISH

COURSE OBJECTIVE:

1. To give an understanding of the evolution of Indian Writing in English
2. To appreciate its literature from the period of western colonization to the twenty first century.
3. To acquire critical temper and perception through the prescribed text.
4. To employ the knowledge gained, in criticism and interpretation through the select short stories.
5. To understand and appreciate the Indian fiction in the given context.

SYLLABUS

UNIT 1: Poetry

- 1.1. "Our Casuarina Tree" Toru Dutt
- 1.2. "Coromandel Fishers" Sarojini Naidu
- 1.3. "Night of the Scorpion" Nissim Ezekiel
- 1.4. "Introduction" Kamala Dass
- 1.5. "The Bus" Arun Kolatkar
- 1.6. "The Frog and the Nightingale" Vikram Seth
- 1.7. "Her Garden" Meena Alexander
- 1.8. "Narcissus" Easterine Kire

UNIT 2: Prose

- 2.1 "The Secret of Work" - Swami Vivekananda
- 2.2 "India and Greece" & "The Old Indian Theatre" - Jawaharlal Nehru
(Selection from The Discovery of India)
- 2.3. "Religion in a Changing World" - Dr.Radhakrisnan
(Religion, Science and Culture)
- 2.4. Passages from The Autobiography of an Unknown Indian- Nirad C.Chaudhuri
(Picador Book of Modern Indian Literature – Amit Chaudhuri)

UNIT 3: Drama

3.1 Dance Like a Man Mahesh Dattani

UNIT 4: Short Story

4.1 “Under the Banyan Tree” R.K Narayan

4.2 “The Night Train at Deoli” Ruskin Bond

4.3 “ Unaccustomed Earth” Jhumpa Lahiri

4.4 “Laburnum for my Head” Tamsula Ao

UNIT 5: Fiction

5.1 Kanthapura Raja Rao

COURSE OUTCOMES:

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

1. Understand the evolution of Indian Writing in English
2. Identify the influence of Classical Indian tradition and the impact of western colonisation on Indian English writers
3. Analyze Indian ethos found in the representative texts
4. Evaluate Indian English texts from the postcolonial perspective
5. Appreciate and get inspired by great minds, thoughts, and actions through the prescribed texts

Prescribed Texts

i) Gokak V.K, The Golden Treasury of Indo-Anglian Poetry, Sahitya Akademi, 2006

ii) Mehrotra, A.K. , The Oxford India Anthology of Modern Indian Poets , OUP,1993

iii) Peeradina, Salem , Contemporary Indian Poetry in English ,Macmillan 1972

iv) Nehru, Jawarhalal , The Discovery of India,1946

v) Vivekananda, Karma Yoga , Advaita Ashrama Publication,2012

vi) Radhakrishnan,Religion, Science and Culture,

Orient Paperback

vii) Chaudhuri, Amit, Picador Book of Modern Indian Literature. 2001

viii) Davidar, David, A Clutch of Indian Masterpieces, Aleph Books, 2016

ix) Ao Temsula,

Laburnum for my Head ,Penguin India, 2009

x) Lahiri, Jhumpa,Unaccustomed Earth,

Random House India,2008

xi) Collected Plays - Mahesh Dattani , Penguin, India.

FURTHER READING (to be considered for internal assessment only)

Henry Derozio -

“The Harp of India”

Sri Aurobindo - “The Tiger and the Deer”

Mamta Kalia - “

Tribute to Papa”

Jeet Tayil - “The Penitent”

Anjum Hasan -“A Place like Water”

Arundhati Subramaniam - “Another Way”

Amartya Sen – “ Diaspora and the World” from The Argumentative Indian

Arundhati Roy - “Capitalism :A Ghost Story” from Broken Republic

Novels by Mulkraj Anand, R.K.Narayan , Manoghar Malgonkar,Anitha Desai, Shashi

Deshpande , Arvind Adiga,

REFERENCE BOOKS:

Iyengar, K. R. Srinivasa. Indian Writing in English .

Revised edition, Sterling King, Bruce: Modern Indian Poetry in English . Oxford

University Press, 2005. M. K., Naik. A History of Indian English Literature. New Delhi:

Sahitya Akademi, 2009. Mehrotra, A. K. An Illustrated History of Indian Literature in

English . New Delhi:Permanent Black, 2003. Dharwadkar Vinay and

A.K.Ramanujam,The Oxford Anthology of Modern Indian Poetry A.K.Mehrotra,The

Oxford India Anthology of Modern Indian Poets Thieme John, The Arnold Anthology of

Postcolonial Literatures in English Singh Umeed,Sharma Pankaj ed. Reading a

Novel:Kanthapura & An Exercise in Language Use, Macmillan, 2016. Chaudhuri Amit,
 Picador Book of Modern Indian Literature, Picador
<https://cafedissensus.com/2017/06/15/easterine-kires-six-poems/>
<http://poetry.sangamhouse.org/2013/03/a-place-like-water-by-anjum-hasan/>
<https://www.youtube.com/watch?v=bHr4FIKIU6c>
https://www.youtube.com/watch?v=CzCE2_LoAXg

MAPPING-COURSE OBJECTIVES WITH PROGRAMME OUTCOME

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	M	S	S	S	M
CO2	S	S	S	M	S
CO3	S	S	S	S	M
CO4	S	S	M	M	S
CO5	S	S	S	S	S

Key: S-Strong, M-Medium/Moderate, L-Low

COURSE OBJECTIVE:

1. This paper aims at introducing basic concepts about English history, literary forms and literary periods with linguistic and historical background
2. To enable students, understand the contexts and background of British literature of Augustan and Romantic and Victorian Age.
3. To understand the Impact of Socio-Political History on Literature
4. To acquire knowledge and interpret historical events during 18th and early 19th c
5. To explore and demonstrate familiarity with the major themes and characteristics of Victorian age

SYLLABUS

Unit 1:

I. Literary Forms

1.1 Poetry: Ode [Pindaric, Horatian, English], Elegy, Pastoral

1.2 Epic and Mock Epic, Dramatic Monologue

1.3 Drama: Comedy, Romantic Comedy, Comedy of Manners, Farce

1.4 Drama: Sentimental Comedy, Melodrama, Comedy of Humours, Tragi- Comedy

1.5 Prose: Novel – Gothic, Picaresque, Sentimental, Epistolary, Domestic, Historical

II. Literary Devices

1.6 Poetry - Alliteration, Assonance, Metaphysical Conceit, [Epic] similes, Metaphor, Hyperbole.

1.7 Drama – Irony [Verbal, Dramatic, Situational, Cosmic], Pun, Metonymy, Malapropism, Anachronism

1.8 Fiction- Cliché, Paradox, Connotation, Epigram, Euphemism, Allusion

[Text - A Glossary of Literary Terms by M.H. Abrams & Geoffrey Galt Harpham.

Eleventh Edition. Cengage,2019 (Indian Reprint)]

Unit 2: Impact of the History of Language on Literature

2.1 The Renaissance and After – pages 68-81

2.2 The Growth of Vocabulary – pages 82-113

2.3 Change of Meaning – pages 114-147

[Text. History of English Language by F.T. Wood. Trinity Press. Revised edition, 2016

Unit 3: Impact of Socio-Political History on Literature

3.1 Restoration England - Charles II – pages 351- 365. James II and William III& the Glorious Revolution [1685-88] – pages 366-376. Queen Anne [1702-7] – pages 377 – 389

3.2 The Foundation of the British Empire – pages 411-418. The Industrial Revolution – pages 429-437. Britain and French Revolution – pages 438-445

3.3 Reactionary and Enlightened – pages 454-462. The Reform of Parliament– pages 463- 470. The Whigs and Reform [17th – Mid 19th Century]– pages 471- 481.

The Chartists and Robert Peel – pages 482-489

3.4 Victorian England [1854-6] – pages 492-496. Imperialism: The Last Years of Victorian England – pages 515-523

3.5 Britain and the First World War – pages 532-540. Irish Independence, General Strike and the Economic Crisis” – pp. 541-549

[Text Book: A History of England. John Thorn, Roger Lockyer and David Smith. AITBS Publishers, India. 2012]

Unit 4: Literary History I – 18th and early 19th c

4.1 The Restoration – pages 537 – 541; Restoration comedy - pages 541-549; Dryden – page 558; John Bunyan’s „Pilgrim’s Progress“ – pages 587 – 588. The Augustan Age: Defoe, Swift, Pope – pages 590 – 594; Joseph Addison and the Spectator – page 595; Daniel Defoe – pages 598 -599; Jonathan Swift - pages 602 – 603; Alexander Pope’s „Rape of the Lock“ – page 628;

4.2 The Novel from Richardson to Jane Austen – pages 700 – 701; Richardson’s Pamela – page 703; Henry Fielding’s Tom Jones – page 720; Laurence Sterne’s Tristram Shandy– page 733; Gothic novel – page 741; Jane Austen’s Pride and Prejudice – pages 750 – 754

4.3 Eighteenth Century Prose – pages 768 – 769; George Berkeley – page 772; David Hume – page 772; Dr. Johnson’s „Preface to Shakespeare“ – pages 782-783; „Life of Dr. Johnson“ by Boswell – page 795; Goldsmith – page 796;

Edmund Burke's „Reflections on the revolution in France“ – page 799;
Thomas Paine – „The Rights of man“ – page 803; Gibbon's „Decline and Fall
of the Roman Empire“ – page 807.

4.4 Scottish Literature & The Romantic Poets – page 809; Robert Burns – page 817;
Walter Scott and his attitude to Scotland – page 836. Period of transition –
pages 856-857; The Romantic Movement – page 860; William Blake's „Songs
of Innocence and Experience“ – page 863; Wordsworth's „Lyrical Ballads“ –
page 875; Coleridge's „Ancient Mariner“ – page 893. Shelley's „Prometheus
Unbound“ – page 909; Keats' „Endymion“ – page 917; Byron's „Childe
Harold“ – page 923

4.5 Prose of early and Middle 19th century – autobiographical creative works of
the Romantic writers – page 935; Charles Lamb's „Essays of Elia“ and „Tales
from Shakespeare“ – page 937; Hazlitt – page 939

[Text - A Critical History of English Literature- Volume II- The Restoration to
the Present Day by David Daiches. Revised. Indian Edition 2010. Supernova
Unit 5: Literary History II -Victorian Age

5.1 Victorian Prose – Macaulay's „History of England“ – page 949; Thomas
Carlyle's „French Revolution“ – page 955; „Victorian Prose“ - Ruskin's
„Modern Painters“ – page 968; Mathew Arnold's; Arnold's „Essays in
Criticism“ – p. 977

5.2 Victorian Poets: An introduction to the age – page 993; Tennyson's „In
Memoriam“ – page 1001; Robert Browning's dramatic monologue – page
1003; Browning's optimism – page 1007; Elizabeth Barrett Browning – page
1007; Mathew Arnold's „Scholar Gypsy“ – page 1013; Pre-Raphaelite
Brotherhood – page 1017

5.3 Edward Fitzgerald's „Omar Khayyam“ – page 1027; George Meredith's
„Poems and Lyrics“ – page 1028; Algernon Charles Swinburne's
choruses – page 1030; Thomas Hardy's poetry – page 1037; Gerard
Manley Hopkins' „God's Grandeur“ – page 1045

5.4 Victorian Novels: An introduction – page 1049; Charles Dickens' Pickwick
Papers – page 1051; William Makepeace Thackeray's Vanity Fair –
page 1060; Charlotte Bronte's Jane Eyre – page 1065; George Eliot's
Mill on the Floss- page 1069; Thomas Hardy's Mayor of Casterbridge–
page 1076;

5.5 Victorian Drama: Oscar Wilde's Importance of being Earnest – page 1104;
Bernard Shaw's well-made play – page 1105;
[Text - A Critical History of English Literature- Volume II– The Restoration to the
Present Day by David Daiches. Revised. Indian Edition 2010. Supernova Publishers.]
Publishers.]

COURSE OUTCOMES:

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

1. Identify and define basic terms and concepts which are needed for advanced courses in British literature
2. Describe the distinct periods of British literature
3. Write brief notes on literary forms
4. Write brief essays on seminal writers from Britain of Augustan and Romantic and Victorian Age
5. Write brief essays on the historical background of the same period.

Prescribed Texts

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

The Penguin History of Europe by J.M.Roberts, 1996.

A Glossary of Literary Terms by M.H.Abrams.

A History of England. John Thorn, Roger Lockyer and David Smith.

AITBS Publishers, India. 2012

A Glossary of Literary Terms by M.H.Abrams.

English Literature In Context by Paul Poplawski. CUP

<https://www.britannica.com/topic/Western-philosophy/Ancient-Greek-and-Roman-philosophy>

REFERENCE BOOKS (to be considered for internal assessment only)

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

Childs, Peter and Roger Fowler ed. The Routledge Dictionary of Literary Terms. Routledge.
6002

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

<https://sites.udel.edu/britlitwiki/> Periods of English Literature | Online Education |

Paradigm Change <https://www.youtube.com/watch?v=gzZ0wHgogjc>

Victorian Novel and the Late Victorian Period: nptel

<https://www.youtube.com/watch?v=E8NDuqI4zaU>

MAPPING-COURSE OBJECTIVES WITH PROGRAMME OUTCOME

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	M	S	S	S	M
CO2	S	M	M	M	S
CO3	S	S	S	S	M
CO4	S	S	M	M	S
CO5	S	S	S	S	S

Key: S-Strong, M-Medium/Moderate, L-Low

PROFESSIONAL ENGLISH FOR ARTS AND SCIENCES SEMESTER - II

Subject: PROFESSIONAL ENGLISH FOR ARTS AND SCIENCES SEMESTER - II

Subject Code: PZ1AB

Class: I B A ENGLISH

Semester: EVEN (II)

Hours:

COURSE OBJECTIVES:

The Professional Communication Skills Course is intended to help Learners in Arts and Science colleges:

- Develop their competence in the use of English with particular reference to the workplace situation.
- Enhance the creativity of the students, which will enable them to think of innovative ways to solve issues in the workplace.
- Develop their competence and competitiveness and thereby improve their employability skills.
- Help students with a research bent of mind develop their skills in writing reports and research proposals.

SYLLABUS

Unit 1- Communicative Competence

Listening – Listening to two talks/lectures by specialists on selected subject specific topics -(TED Talks) and answering comprehension exercises (inferential questions)

Speaking: Small group discussions (the discussions could be based on the listening and reading passages- open ended questions

Reading: Two subject-based reading texts followed by comprehension activities/exercises

Writing: Summary writing based on the reading passages.

Grammar and vocabulary exercises/tasks to be designed based on the discourse patterns of the listening and reading texts in the book. This is applicable for all the units.

Unit 2 - Persuasive Communication

Listening: listening to a product launch- sensitizing learners to the nuances of persuasive communication

Speaking: debates – Just-A Minute Activities

Reading: reading texts on advertisements (on products relevant to the subject areas) and answering inferential questions

Writing: dialogue writing- writing an argumentative /persuasive essay.

Unit 3- Digital Competence

Listening to interviews (subject related)

Speaking: Interviews with subject specialists (using video conferencing skills)

Creating Vlogs (How to become a vlogger and use vlogging to nurture interests – subject related)

Reading: Selected sample of Web Page (subject

area) Writing: Creating Web Pages

Reading Comprehension: Essay on Digital Competence for Academic and Professional Life.

The essay will address all aspects of digital competence in relation to MS Office and how they can be utilized in relation to work in the subject area

Unit 4 - Creativity and Imagination

Listening to short (2 to 5 minutes) academic videos (prepared by EMRC/ other MOOC videos on Indian academic sites – E.g.

<https://www.youtube.com/watch?v=tpvicScuDy0>)

Speaking: Making oral presentations through short films – subject

based Reading: Essay on Creativity and Imagination (subject based)

Writing – Basic Script Writing for short films (subject based)

Creating webpages, blogs, flyers and brochures (subject based)

Poster making – writing slogans/captions(subject based)

Unit 5- Workplace Communication& Basics of Academic

Writing Speaking: Short academic presentation using PowerPoint

Reading & Writing: Product Profiles, Circulars, Minutes of Meeting.

Writing an introduction, paraphrasing

Punctuation(period, question mark, exclamation point, comma, semicolon, colon, dash, hyphen, parentheses, brackets, braces, apostrophe, quotation marks, and ellipsis)

Capitalization (use of upper case)

COURSE OUTCOMES :

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

1. Attend interviews with boldness and confidence.
2. Adapt easily into the workplace context, having become communicatively competent.
3. Apply to the Research & Development organisations/ sections in companies and offices with winning proposals.
4. Improve the Creative Skills
5. Develop the 4 Essential Skills for Communication.

Reference Links:

<https://www.youtube.com/watch?v=tpvicScuDy0>

([http:// images.app.goo.gl/YGuyvP4RcuXrZ6TFA](http://images.app.goo.gl/YGuyvP4RcuXrZ6TFA))

<https://www.youtube.com/watch?v=laGZaS4sdeU>

REFERENCES: “How To Create A Vlog.” WordPress.comwordpress.com “How To Start A Vlog - Step by Step Guide For 2020 - Make A Website Hub” .makeawebsitehub.com

“What is Vlogging? - YouTube.” www.youtube.com “How to VLOG - Beginners Guide.”

https://www.youtube.co/watch?v=_qmg18vhrf4

<https://www.thebalancecareers.com/job-interview-questions-and-answers-2061204>

<https://slidesgo.com/theme/revolution-history-lesson>

MAPPING-COURSE OBJECTIVES WITH PROGRAMME OUTCOME

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	M	S	S	S	M
CO2	S	M	M	M	S
CO3	S	S	S	S	M
CO4	S	S	M	M	S
CO5	S	S	S	S	S

Key: S-Strong, M-Medium/Moderate, L-Low

SEMESTER III

HINDI -III-CLE3H

TAMIL-III-LA13A

FRENCH-III-CLK3V

LZ13C- LITERARY APPRECIATION

CORE PAPER- AG23A- BRITISH LITERATURE III

CORE PAPER- AG23B- ASPECTS OF ENGLISH LANGUAGE - PAPER I

ALLIED PAPER_ AG33A-BACKGROUND TO ENGLISH LITERATURE-III

TSSEC-ESSENTIALS OF SPOKEN AND PRESENTATION SKILLS I

NAME OF THE STAFF: Dr. J. PADMAPRIYA
CLE3H

SUBJECT CODE:

IIYR/IIISEMESTER

YEAR/SEMESTER:

I.COURSE OBJECTIVES:

The objectives of the course is to

1. Describe the beginning stage of Hindi literature in the development of Hindi language.
2. Describe the influence of Mughal dynasty on Indian culture and the poetic skill of Indian poets.
3. Understand the importance of Bhakthikaal in bringing the unity in diversity.
4. Describe the History of Hindi literature
5. Describing the role played by poets of Aadhikaal, Bhakthi Kaal and Reethi Kaal for the development of Hindi literature and the society.

II YEAR - III SEMESTER

SUBJECT CODE: CLE3H

YEAR/SEMESTER: II YR/ III SEM

Paper III Ancient Poetry and Introduction to Hindi Literature (Upto
ReetiKaal)

1. Ancient Poetry

Prescribed Text Book : Selections in Poetry (2007)

Lessons Prescribed :

1. Kabirdas - Saakhi (Dohas from 1 to 10)
2. Surdas - Bramargeet Saar only
3. Tulasidas – Vinay ke Pad only
4. Meera Bai – Pad only
5. Tiruvalluar (Dharmakaand only)
6. Biharilal (Dohas 1 to 5)

2. *Introduction to Hindi Literature (up to Reethikaal)*

Lessons Prescribed :

1. Literary Trends of Veeragatha Kaal (Aadikaal) - Important poets :
1. Chand Baradai 2. Vidhyapathi and their Works

2. Literary Trends of Bhakthi Kaal – Important Poets : 1. Kabirdas 2. Joyasi
3. Tulasidas 4. Surdas and their works

3. Literary Trends of Reethikaal – Important Poets :
1. Bihari 2. Bhushan 3. Ghananan

Reference Books:

1. Hindi Sahithya Ka Itihas
By: Ramchandra Shukla , Jayabharathi Publications, 217, B, Maya Press Road,
Allahabad– 211 003.
2. Hindi Sahithya Yug Aur
Pravrithiya By:
Dr. SivakumarVarma,
Asok Prakashan Nayi Sarak, New Delhi – 6
3. Hindi Sahithya ka Sybodh Itihas
By : Babu Gulabroy, Lakshmi Narayanan Agarwas Book Publishers seller, Anupama
Plaza-1, Block.No.50, Sanjay Place, Agra- 282002.

Unit wise Syllabus for III Semester

UNIT –I

1. Kabirdas - Saakhi (Dohas from 1 to 10)
2. Literary Trends of Veeragatha Kaal (Aadikaal)
3. Chand Baradai and his Works
4. Vidhyapathi and his works

UNIT - II

1. Surdas - Bramargeet Saar

2. Literary Trends of Bhakthi Kaal
3. Gyan Margi Shakha
4. Important Poet : 1. Kabirdas

UNIT - III

1. Tulasidas – Vinay ke Pad only
2. Literary Trends of Bhakthi Kaal – Prem Margi Shakha
3. Literary Trends of Bhakthi Kaal - Ram Bhakthi Shakha
4. Important Poets – 1. Joyasi and 2. Tulasidas

UNIT - IV

1. Meera Bai – Pad only
2. Tiruvalluar (Dharmakaand only)
3. Literary Trends of Bhakthi Kaal – Krishna Bhakthi Shakha
4. Important Poet – Surdas

UNIT - V

1. Biharilal (Dohas 1 to 5)
2. Literary Trends of Reethikaal
3. Important Poet : Bihari and his works
4. Bhushan and his works and Ghananand and his works

II. COURSE OUTCOMES:

1. Understanding the role played by the poets of Bhakthi cult in literature and society.
2. Describing the Ram leela and Krishna leela poetry by Thulsidas, Surdas and Meerabai respectively by relating it with philosophy of life.
3. Knowledge about the influence of Rama Bhakthi and Krishna Bhakthi in Indian Religion and literature.
4. Knowledge about Idol worship concepts and the influence of it in the development of Indian culture and Patriotic spirit.
5. Knowledge about the Aadhikaal of its artitect skill , Reethikall of its shringar ras.
6. Knowledge about the Idolless worship and Prem Marga cult of literature

Knowledge about the Histry of Hindi Litrature upto Reethi Kaal

பொதுத்தமிழ் - இரண்டாமாண்டு - மூன்றாம்பருவம்

PART - I - SECOND YEAR - III SEMESTER

SUBJECT CODE: LA13A

YEAR/SEMESTER: II YR/ III SEM

நோக்கும் கற்றல் பயன்பாடும் (2020 -2021)

பாடத்திட்டத்தின் நோக்கம்

சைவம், வைணவம் சார்ந்த இலக்கியங்கள் பாடங்களாக வடிவமைக்கப்பட்டுள்ளன. பழந்தமிழ் மன்னர்களின் நீதியை விளக்கும்

வகையில் உரைநடை அமைக்கப்பட்டுள்ளது. இந்த இலக்கியங்கள் சார்ந்த வரலாறும் பாடமாக அமைந்துள்ளன. மொழிப்பயிற்சியும் இடம்பெற்றுள்ளது.

- அறிவியலுக்கும் ஆன்மிகத்துக்கும் அன்றாட வாழ்வியலுக்கும் உள்ள தொடர்பினைப் புரிய வைத்தலே இப்பாடத்திட்டத்தின் நோக்கமாகும்.
- இறைப்பணியோடு மக்கள் பணி செய்த இறை அன்பர்களை அடையாளம் காட்டுவதும் இதன் தலையாய நோக்கமாகும்.

பாடத்திட்டம்

பாடப்பகுப்பு

I.இலக்கியம்

II.அதைச் சார்ந்த தமிழிலக்கிய வரலாறு

III.மொழிப் பயிற்சி

அலகு - 1

அ, தேவாரம் - திருநாவுக்கரசர் (நமச்சிவாயப் பதிகம்)

ஆ, திருவாசகம் - மாணிக்கவாசகர்

(திருவெம்பாவை முதல் 10 செய்யுள்கள்)

இ, நாலாயிரத்திவ்யப்பிரபந்தம் - ஆண்டாள்

(நாச்சியார் திருமொழி - வாரணம் ஆயிரம் தொடங்கி..10 செய்யுள்கள்)

அலகு - 2

கம்பராமாயணம் - கம்பர் - கும்பகருணன் வதைப்படலம்

அலகு - 3

பெரியபுராணம் - சேக்கிழார் - காரைக்கால் அம்மையார் புராணம்

அலகு - 4

உரைநடை - மனுமுறைகண்ட வாசகம் - இராமலிங்க அடிகளார்

அலகு - 5

தமிழிலக்கிய வரலாறு

அ. பல்லவர் கால பக்தி இலக்கியங்கள்

ஆ. பிற்காலச் சோழர்காலப் பேரிலக்கியங்கள்

இ. காப்பிய இலக்கிய வரலாறு

அலகு - 6

மொழிப்பயிற்சி

1.தனியார் நிறுவனத்துக்கு வேலைவாய்ப்பு வேண்டி விண்ணப்பம் எழுதுதல்,

2. ஊராட்சி, பேரூராட்சி, நகராட்சி, மாநகராட்சிக்கு,

அ) தெருக்குழாய் குடிநீர் இணைப்பு வேண்டி

ஆ) வீட்டுக்குக் குடிநீர் இணைப்பு வேண்டி

இ) தெருக்குப்பைகளை அப்புறப்படுத்த வேண்டி

ஈ) கொசுத்தொல்லை யை நீக்க மருந்து தெளிக்க வேண்டி

உ) வெறிநாய்களைக் கட்டுப்படுத்த வேண்டி
ஊ) தெருச்சாலைகளைச் செப்பனிட வேண்டி
எ) இரயில் பாதையின் மேல் மேம்பாலம் கட்டவேண்டி
விண்ணப்பம் எழுதுதல்.

பாடத்திட்டத்தின் பயன்கள்

- இறைபக்தியின் இன்றியமையாமை உணர்த்துதல்.
- சமயச் சான்றோர்கள் தமிழ் மொழிக்கு ஆற்றியுள்ள பங்களிப்புகளை அறிந்து கொள்ளுதல்.
- நாயன்மார்களும் ஆழ்வார்களும் தங்கள் புலமையினால் பாசுரங்களைப் படைத்ததோடு நில்லாமல் இசையோடு இசைத்துள்ளமையால் இசையின் தொன்மையினை அறிதல்.
- பக்தி இலக்கிய ஓதலின் வழி இறைச்சிந்தனையை மேம்படுத்துதல்.
- தமிழ் இலக்கிய வரலாற்றுப்பகுதி போட்டித்தேர்வுக்கு உறுதுணையாக விளங்குதல் ஆகியவையே பயன் ஆகும்.

பாடநூல்:

- சென்னைப்பல்கலைக்கழகம் (University of Madras)
அடித்தளப் படிப்பு - பகுதி - I பொதுத்தமிழ்
மூன்றாம் மற்றும் நான்காம் பருவங்களுக்குரியது.
அனைத்துப் பட்டப்படிப்பு பிரிவுகளுக்கும் ஐந்தாண்டு
ஒருங்குமுறை பட்ட மேற்படிப்புப் பிரிவுகளுக்கும் பொதுவானது.
தாள் -I - செய்யுள் திரட்டு
Foundation Course - Part - Tamil - For I & II Semesters
Common to all undergraduate course and Five Year Integrated postgraduate courses.
2016 - 2017 onwards.
- தமிழ் இலக்கிய வரலாறு – பாடம் தழுவிய இலக்கிய வரலாறு
- மொழிப்பயிற்சி

Reference book

தமிழ் – பகுதி 1 - சென்னைப் பல்கலைக்கழகம் வடிவமைத்த
பாடத்திட்டங்கள் ஆகையால் குறிப்புதவிநூல் என்று தனியாக இல்லை.
(Reference book not applicable)

Common for all B.A / B.Sc courses

No of hours :6

Year 2 : Semester III

Foundation Course: Paper III-French III

SUBJECT CODE: CLK3V
YEAR/SEMESTER: II YR/ III SEM

Title of the Paper: Translation, Comprehension and Grammar- I

Objectives

In teaching French we aim to

- provide the learners with a basic knowledge of grammar and gradually give them an insight into the culture and literature of France
- enable them to comprehend the nuances of the language so they are better equipped to express themselves in French
- discover another world , another people , another way of life .
- make them more accepting of people who differ from them

Prescribed textbook:K.Madanagobalane & N.C.Mirakamal, Le français par les textes, Chennai, SamhitaPublications-Goyal Publisher & Distributors Pvt Ltd, 2017

Syllabus :

Grammar components :

- Les pronoms relatifs
- Le passé composé
- L'imparfait
- Le plus-que-parfait
- Le subjonctif
- Le conditionnel
- La comparaison

Texts :

- Les feuilles mortes
- Le vrai père
- Nos études
- Demain des l'aube
- Par une journée d'été
- Une visite inattendue
- L'hiver
- Le librairie

Outcome :

Learners are able

- to comprehend and express themselves well
- to have an interest to look into another world
- to improve communication skills
- to perform well in the University Exams

Recommend text - Not applicable

LZ13C- LITERARY APPRECIATION

COURSE OBJECTIVES:

The contents of the syllabus aim to enable students to:

1. Show their understanding of the significance of studying literature in the modern context and express their knowledge of the different literatures in English around the world.
2. Illustrate their learning of the different genres and literary forms in English
3. Demonstrate their knowledge of styles, devices, elements/conventions in prose, poetry, drama and narrative
4. Show enhancement of their knowledge of literary terms
5. Acquire the literary tools to critique works of literature

SYLLABUS

UNIT 1: INTRODUCTION [10 Hours]

UNIT No. Main Topics Sub Topics

- 1.1 Studying Literature
- 1.2 Value of Humanities in the Present Times
- 1.3 Brief Survey of Literatures in English
- 1.4 Genres and Forms
 - 1.4.1 Poetic Forms
 - 1.4.2 Prose Forms
 - 1.4.3 Dramatic Forms
 - 1.4.4 Narrative Forms
- 1.5 Glossary of important terms in Genres and Forms
- 1.6 Unit –end Assessment and Assignment

UNIT 2: READING AND APPRECIATING POETRY [15 Hours]

- 2.1 Understanding Poetic Devices Syllable, Metre, Rhyme, Stanza, Verse, Imagery, Symbols, Figures of Speech.
- 2.2 Text-1
William Wordsworth
The World is Too Much With Us
Sonnet
- 2.3 Text-2
W.H.Auden
Funeral Blues
Elegy
- 2.4 Critical Analysis of Text I
Critical Appreciation based of Form and Devices

Critical Appreciation based on themes and Structure
2.5 Critical Analysis of Text 2
Critical Appreciation based of Form and Devices
Critical Appreciation based on themes and Structure
2.6 Glossary of Poetic Terms
2.7 Unit end Assessment/ Assignment

UNIT 3 : READING AND APPRECIATING PROSE [15 Hours]

Unit No. Main Topic Sub Topics
3.1 Understanding Non-Fiction Writing
Writing Styles, Devices Themes and Structure of Essays
3.2 My Lost Dollar Stephen Leacock
3.3 Kindly Adjust to our English ShashiTharoor
3.4 Critical Appreciation of Text 1
Critical Appreciation based of Form and Devices
Critical Appreciation based on themes and Structure
3.5 Critical Appreciation of Text 2
Critical Appreciation based of Form and Devices
Critical Appreciation based on themes and Structure
3.6 Glossary of Prose Terms
3.7 Unit end Assessment& Assignment

UNIT 4: READING AND APPRECIATING DRAMA [15 Hours]

Unit No. Main Topic Sub Topics
4.1 Understanding Dramatic Devices
Elements of Drama, Dramatic Conventions
4.2 G.B. Shaw's Arms & The Man Excerpts from ACT I
4.3 Critical Appreciation of Text 1
Critical Appreciation based of Form and Devices
Critical Appreciation based on themes and Structure
4.4 Neil Simon's The Defenseless Creature One-Act Play
4.5 Critical Appreciation of Text 2
Critical Appreciation based of Form and Devices
Critical Appreciation based on themes and Structure
4.6 Glossary of Dramatic Terms
4.7 Unit-end Assessment & Assignment

UNIT 5: READING AND APPRECIATING FICTION [15 Hours]

Unit No. Main Topics Sub Topics 5.1
Understanding Fiction Devices Narrative Types, Narrative Elements and Techniques
5.2 Anton Chekhov's "The Bet" Short story
5.3 Excerpts from Paulo Coelho's The Alchemist Novella
5.4 Short Story Critical Appreciation based of Form and Devices
Critical Appreciation based on themes and Structure
5.5 Novella Critical Appreciation based of Form and Devices
Critical Appreciation based on themes and Structure
5.6 Glossary of Fiction terms
5.7 Unit end Assessment & Assignment

COURSE OUTCOMES:

After completing the course the students will be able to:

1. Show their understanding of the significance of studying literature in the modern context.
2. Express their knowledge of the different literatures in English around the world
3. Illustrate their learning of the different genres and literary forms in English
4. Demonstrate their knowledge of literary devices, styles, themes and structures
5. Critically analyse different literary texts based on form and devices; themes and structures, Show enhancement of their knowledge of literary terms to read, understand and make a critical appreciation of literary works

REFERENCE BOOKS:

English Language through Literature by A Board of Editors

MAPPING-COURSE OBJECTIVES WITH PROGRAMME OUTCOME

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	S	S	S	S	M
CO2	M	M	S	S	S
CO3	S	M	S	M	M
CO4	S	S	S	M	S
CO5	S	S	S	S	S

Key: S-Strong, M-Medium/Moderate, L-Low

AG23A- BRITISH LITERATURE III

COURSE OBJECTIVES:

1. To introduce a few seminal texts of mainstream writers to students
2. to enable them to understand and interpret literary works of the Victorian age and Twentieth Century.
3. To enable the students with the knowledge of Victorian society and the Playwright's satirical view on the lifestyle.
4. To introduce the significance of the short stories through the prominent writers of the age.
5. To gain knowledge on the distinct features of the important works of mainstream writers from Victorian Age and Twentieth Century

SYLLABUS

UNIT 1: Poetry (Detailed)

- 1.1 "Ulysses" Alfred Tennyson
- 1.2 "My Last Duchess" Robert Browning
- 1.3 "Dover Beach" Mathew Arnold
- 1.4 "Easter 1916" W.B. Yeats
- 1.5 "Journey of the Magi" T.S.Eliot
- 1.6 "God's Grandeur" G.M. Hopkins
- 1.7 "The Unknown Citizen" W.H. Auden
- 1.8 "The Thought-Fox" Ted Hughes

UNIT 2: Prose

2.1 “An Apology for Idlers” R.L.Stevenson

2.2 “On Heroes, Hero Worship and the

Heroic in History Lecture III-Shakespeare” Thomas Carlyle

2.3 Pickwick Papers : Chapters 1 & 2 Charles Dickens

2.4 “You and the Atom Bomb” George Orwell

UNIT 3: Drama

3.1 Importance of Being Ernest Oscar Wilde

UNIT 4: Short Story

4.1 “The Dead” James Joyce

4.2 “A Haunted House” Virginia Woolf

4.3 “The Facts of Life” Somerset Maugham

UNIT 5: Fiction

5.1 Far from the Madding Crowd Thomas Hardy

COURSE OUTCOMES:

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

- Identify and define basic terms and concepts which are needed for advanced courses in British literature
- Write brief essays describing the distinct features of the important works of mainstream writers from Victorian Age and Twentieth Century

- Analyze and interpret seminal poetry of the period with close reading

Prescribed Texts:

i) The Norton Anthology of English Literature (Tenth Edition) (Vol. Package 1: Volumes A, B, C)

Tenth Edition

ii) Selected Essays: An Anthology of English Essays for Undergraduate Students. Orient Blackswan. 2013 (Unit 2:2.1)

iii) The Winged Word edited by David Green, Macmillian, 2016 edition.

iv) Six Ages of English Poetry edited by H. M. Williams, Blackie & Sons, Tenth impression– 1976

v) The Faber Book of Modern Verse. Edited by Michel Roberts. Revised by Peter Porter.

FURTHER READING (to be considered for internal assessment only)

Wilfred Owen – “Strange Meeting”

Dante Rossetti -“The Blessed Damozel”

Seamus Heaney -“Digging”

Arnold – “Rugby Chapel”, “Scholar Gypsy”

Charles Dickens - A Tale of Two Cities

George Eliot – Silas Marner,

Emily Bronte – Wuthering Heights

Arthur Conan Doyle – Sherlock Holmes

George Orwell - Nineteen Eighty-Four, Animal Farm

REFERENCE BOOKS:

The Cambridge Companion to the Victorian Novel by Deirdre David. 2012.

George Eliot and the British Empire by Nancy Henry. Cambridge University Press, 2006.

George Bernard Shaw by G K Chesterton. Cosimo Classics, 2007.

The Victorian Novel. Edited by Harold Bloom. Infobase Publishing, 2004.

The Cambridge Companion to the Victorian Novel. Edited by Deirdre David, David Deirdre, Professor Emerita of English Deirdre David. 2001.

The Oxford Handbook of the Victorian Novel. Edited by Lisa Rodensky. 2013.

The Oxford Handbook of Victorian Poetry. Edited by Matthew Bevis. 2013.

The Cambridge Companion to Victorian Poetry. Edited by Joseph Bristow. 2000.

Tragedy in the Victorian Novel: Theory and Practice in the Novels of George Eliot, Thomas Hardy and Henry James by Jeannette King. Cambridge University Press, 1978.

A Companion to Twentieth-Century Poetry. Edited by Neil Roberts. Blackwell Publishers, 2003.

The Cambridge Companion to the Twentieth-Century English Novel. Edited by Robert L. Caserio. 2009.

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

Poems for all the semesters with a detailed introduction to the author.

<https://www.poetryfoundation.org/>

Poems. <https://www.poemhunter.com/>

Charlotte Bronte. The Great British Channel.

<https://www.youtube.com/watch?v=QyTeDZZBpHl>.

Tennyson. <https://www.youtube.com/watch?v=1dryb5Qnf6o>.

“The Age of Reason and the Age of History.” Leiden University - Faculty of Humanities.

<https://www.youtube.com/watch?v=Q1YEr8ZiZhY>.

Thomas Hardy. BBC. https://www.youtube.com/watch?v=_Jgx6ez9LYM.

Charles Dickens. BBC. <https://www.youtube.com/watch?v=unKuZ2wlNdw>.

Hopkins. The Life and Poetry of Gerard Manley Hopkins- Mr. Steve Ayers, Authenticum Lecture Series. <https://www.youtube.com/watch?v=E32QgpEDEYo>.

T.S.Eliot. BBC. <https://www.youtube.com/watch?v=39CMZUyyw2s>.

Ted Hughes. BBC. <https://www.youtube.com/watch?v=bCVciE4tmyI&t=64s>.

Seamus Heaney. Irish History Documentaries.
<https://www.youtube.com/watch?v=YJekPyV2rJM>.

Robert Browning. My Last Duchess. https://www.youtube.com/watch?v=T9h_csKEwxg.

The Pre-Raphaelites: Victorian Revolutionaries (BBC Documentary) Part 1.
<https://www.youtube.com/watch?v=FkWONORqHZw>.

W.H.Auden. Yale Lectures.
<https://www.youtube.com/watch?v=LcRhInARHFs&list=PLwqI96-LQlzKBJLuQReplpttH9A7fp1DD&index=3>

MAPPING-COURSE OBJECTIVES WITH PROGRAMME OUTCOME

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	M	S	S	M	M
CO2	S	M	M	M	S
CO3	S	M	S	S	M
CO4	S	S	M	M	S
CO5	S	S	S	S	S

Key: S-Strong, M-Medium/Moderate, L-Low

AG23B- ASPECTS OF ENGLISH LANGUAGE - PAPER I

COURSE OBJECTIVES:

1. To recall, reinforce and test knowledge of English Grammar
2. To sensitise on correct and incorrect use of the English language
3. To enable the students with the Knowledge of English Language and Its Structure
4. To acquaint the students with Language in Use: Error corrections, Rewrite changing tense and numbers
5. To demonstrate the correct usage of English Language.

SYLLABUS

Unit 1: Introduction

1.1 Language - Definition – Uses of language - Phatic communion

1.2 Properties of language– Species specific and species uniform, Symbolic system, Arbitrariness, Duality of Structure, Productivity, Displacement, Cultural Transmission, discreteness, Inter changeability, Specialization, Non directionality

1.3 Origin of Language – Divine Source, Natural sound source, Oral Gesture, Glossogenetics

1.4 Development of Writing –Pictographic, Ideographic, Logographic, Rebus Writing, Syllabic Writing, Alphabetic Writing

Unit 2 - English Language and Its Structure -I

(Word Classes – Content Words/Lexemes)

2.1 Naming Words (Noun) –Types, Nominal Cases – Functional Categories - Subject, Complement, Object and part of Prepositional Phrase, Pronoun types.

2.2 Action Words(Verb), Weak and Strong Verbs, Regular and Irregular, Transitive and Intransitive, Reflexive, ‘Be’ ‘Have’ ‘Do’ as Main Verbs.,

2.3 Auxiliaries – Primary and Secondary Modal, Time and Tense – simple continuous, perfect.

2.4 Describing words (Adjectives) - Kinds, Functions - Attributive and Predicative,
Degree of comparison, Order of adjectives

2.5 Describing words (Adverbs) - Formation, Position of Adverbs, Comparison of
Adverbs, Sentence Adverb

Language in Use: Error corrections, Rewrite changing tenses, number,
substituting with pronouns.

Unit 3: English Language and Its Structure- II

3.1 Articles, Determiners

3.2 Prepositions, Inflections

3.3 Conjunctions – Coordinating and Subordinating Conjunctions

3.4 Linkers

3.5 Interjections

Language in Use: Error corrections, Rewrite changing tense and numbers

Unit 4: English Language And Its Structure- III (Phrases)

4.1 Nominal Phrase, its structure – Modifier, Qualifier Head, Gerund, Verbal Phrases,
Verbal Patterns, Phrasal Verbs, Adjectival, Adverbial Phrases and Prepositional
Phrases,

4.2 Independent and Dependent Clauses Conditional Clauses

4.3 Sentences - Pattern -Types of sentences - Simple, Compound and Complex
sentences - Kinds of sentences – Statement (Declarative), Interrogative, Imperative,
Exclamatory

4.4 Voice

4.5 Reported Speech

Language in Use: Conversion, Transformation, Rearrange (jumbled word sentences)

Sequencing

Unit 5: English Language And Its Structure IV – Spelling

5.1 Common rules- ‘i’ before ‘e’, dropping the final ‘e’, changing final ‘y’ to ‘I’.

Doubling of the final consonant.

5.2 Spelling – pronunciation differences

- single letter with multiple pronunciation

- single sound with multiple spelling

5.3 One word substitutions (for class work only. Not for testing)

5.4 Idioms and Phrases (for class work only. Not for testing)

5.5 Dictionary referencing (using Dictionaries to understand how words are entered in a Dictionary)

Language in Use: Error correction, unscrambling letters, commonly confused words

[Note:5.3, 5.4 & 5.5 are not for testing in the End Semester External Examination]

COURSE OUTCOMES:

After completing this course, the students will be able to:

- Show their understanding of language and its features
- Demonstrate their understanding of English Grammar
- Use English language correctly
- Distinguish between correct and incorrect use of the language.

Prescribed Texts

Unit Books Chapters and Page

Numbers; sub units

Unit 1 Language and Linguistics- J.F.Wallwork 1.1 (1-13) &1.3 &1.4

The Study of Language – George Yule 1.2 Chapter 2

Unit 2 Randolph Quirk and Sidney Greenbaum- A University Grammar
of English

2.1-2.5

Unit 3 A.J. Thomson and A.V. Martinet - A Practical English Grammar 3.1 (1-9)

Randolph Quirk and Sidney Greenbaum- A University Grammar
of English

3.2 (Chapter 2&3)

David Green - Contemporary English Grammar Structures and
Composition

3.3

S.K.Verma and N.Krishnaswamy “Word Classes – Form Words
(Functors)”- Modern Linguistics: An Introduction

3.4&3.5

Unit 4 Modern English - A Book of Grammar, Usage and Composition 4.1

A.J. Thomson and A.V. Martinet - A Practical English Grammar

Randolph Quirk and Sidney Greenbaum- A University Grammar of
English 155-177

Modern English - A Book of Grammar, Usage and Composition 4.2 (Chapter 4)

David Green - Contemporary English Grammar Structures and
Composition 4.3 (143-144), 4.4 &4.5

Unit 5 Dr.V.Saraswathy – Applied English Grammar

K.R.Narayanaswamy – A Teacher’s English Grammar

(Orient Black Swan) 5.1 to 5.5

REFERENCE BOOKS:

Bhatnagar and Rajul Bhargava – English for Competitive Examinations

David Green - Contemporary English Grammar Structures and Composition (Macmillan)

Dr. Varshney - An Introductory Text book of Linguistics and Phonetics

Dr. Williams and Dr. Saraswathy - A Handbook of English Grammar with Usage and Composition

F. T. Wood – A Remedial English Grammar for Foreign Students

George Yule - The Study of Language Third Edition (Cambridge)

J.F.Wallwork - Language and Linguistics (Chapter V) (Heinemann Educ.)

Michael Swan - Practical English Usage

N. Krishnaswamy - Modern English Grammar and Usage (Macmillan)

Rajeevan Karal - English Grammar Just for You (Oxford)

Stannard Allan - Living English Structure

Thomson and Martinet - A Practical English Grammar

www.all-about-linguistics.group.shef.ac.uk/branches-of-linguistics/phonology/

www.lexico.com/grammar/i-before-e-except-after-c

www.hitbullseye.com/Vocab/One-Word-Substitution.php

MAPPING-COURSE OBJECTIVES WITH PROGRAMME OUTCOME

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	M	S	S	M	M
CO2	M	M	S	S	S
CO3	M	M	S	S	M
CO4	S	S	M	M	S
CO5	S	S	S	S	S

Key: S-Strong, M-Medium/Moderate, L-Low

AG33A-BACKGROUND TO ENGLISH LITERATURE-III

COURSE OBJECTIVES:

1. This paper aims at introducing basic concepts about English history, literary forms and literary periods with linguistic, historical background
2. to enable students, understand the contexts and background of British literature of the Twentieth Century
3. To acquaint the students with the Twentieth Century Literary History
4. To introduce and signify the world wars and its consequence in the literary text
5. To equip the students with the knowledge of various literary forms.

SYLLABUS

Unit 1:

I. Literary Forms

1.1 POETRY - Idylls, Epistles, Confessional, Imagism-Haiku, War- Georgian,

Slam/Spoken Word Poetry

1.2 DRAMA - Poetic Drama, Problem Play, Cup- and -Saucer drama, Well- made Play, Expressionist Theatre,

1.3 DRAMA - Epic theatre, Theatre of Cruelty, Absurd Drama, Kitchen- Sink Drama, Bread and Puppet Theatre

1.4 NOVEL - Detective, Regional, Social, Bildungsroman

1.5 NOVEL -Psychological, Stream of Consciousness, Sci-Fi, Anti-Novel

II. Literary Devices/Concepts.

1.6 POETRY - Onomatopoeia, Pathetic fallacy, Poetic license, Apostrophe, Personification, oxymoron, zeugma

1.7 DRAMA - Poetic justice [Nemesis], Alienation effect, Defamiliarization, Fourth Wall, breaking the Fourth Wall, Disguise, Foreshadowing, Suspension of disbelief

1.8 NOVEL - Satire, Epiphany, Paradox, Symbolic, Flat and Round Characters

[Text - A Glossary of Literary Terms by M.H. Abrams & Geoffrey Galt Harpham. Eleventh Edition. Cengage,2019 (Indian Reprint)]

Unit 2:Impact of the History of language on Literature

2.1 The Evolution of Standard English – pages 148-157

2.2 Idiom and Metaphor- pages 158-171

2.3 The Foreign Contribution – pages – 172-193

[Text. History of English Language by F.T. Wood. Trinity Press. Revised edition, 2016]

Unit 3: Literary History - TWENTIETH CENTURY

3.1 Twentieth Century poetry influenced by French symbolism – page 1123;

W.B. Yeats' "Sailing to Byzantium" – page 1131; T.S. Eliot's "Wasteland" – page 1133; poets of the 1930s – page 1136; Ted Hughes – page 1151

3.2 Twentieth century novel – an introduction - pages 1152-1153;

E.M. Forster's *Passage to India* – page 1158;

Virginia Woolf's *Mrs. Dalloway* – page 1160;

3.3 James Joyce's *Ulysses* – page 1163;

D.H. Lawrence's *Sons and Lovers* – page 1164;

George Orwell's *Animal Farm* - page 1169

3.4 T.S. Eliot's poetic drama – *Murder in the Cathedral* – page 1111;

3.5 John Osborne's *Look Back in Anger* – page 1112

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

Unit 4: World War I

4.1 CAUSES - Assassination of Austrian Arch Duke [June 1914],

Declarations of War by Austria, Germany, Britain, France,

Montenegro, Japan.

4.2 EVENTS - Trench warfare begins at Marnes in France [Sep. 1914]/

Chemical Warfare [April 1915]/ Failed attempt to recapture Constantinople

by ANZAC and British troops [April 1915]/

Sinking of *Lusitania* [May 1915]/ Battle of Verdun, France [Feb. 1916]/

Battle of Somme launched by Britain [July 1916],

4.3 Vladimir Lenin and the Bolshevik Rebellion in Russia / Russian Civil War,

America enters War [April 1917] Tank Warfare at Cambrai [1917]

4.4 RESULTS- Russia surrenders claim to Ukraine, Poland and Baltic territories

[Mar.1918], Armistice [11 Nov. 1918]

4.5 IMPACT OF WWI - America becomes Super Power, Collapse of Germany, Russia, Turkey, Austria leading to WW II, Woodrow Wilson and the League of Nations

[Text: A History of England. John Thorn, Roger Lockyer and David Smith. AITBS Publishers, India, 2012 – Pages 532-540]

Unit 5: World War II

5.1 Introduction - Axis Powers [Germany, Italy, Japan], Allied Powers [Britain, France, Russia, U.S.A.]

5.2 Causes Of World War II - The Rise of Adolf Hitler and t Nazism and THIRD REICH/Rise of Fascism in Italy, Blitzkrieg and the Battle of Britain, Battle of the Atlantic, The Holocaust, Operation Barbarossa - The German Invasion of the Soviet Union

5.3 Attack on Pearl Harbour - America Enters the War, D-Day - Allied Invasion of Europe, Hiroshima and Nagasaki - Japan Surrenders, Life During World War II

5.4 End of World War II, Key Figures of World War II

5.5 Results and Aftermath of World War II- Rise Of Communism In Eastern Europe, The Cold War, Division Of Germany, The Berlin Wall, Birth Of Israel, War Time Crimes Tribunal, America's Role In Rebuilding Europe And Japan, Independence To British Colonies, The United Nations

[Text: A History of England. John Thorn, Roger Lockyer and David Smith. AITBS Publishers, India, 2012 - Pages 558-566]

COURSE OUTCOMES:

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

1. Identify and define basic terms and concepts which are needed for advanced courses in British literature
2. Describe the distinct periods of British literature
3. Write brief notes on literary forms
4. Write brief essays on seminal writers from Britain in the Twentieth century
5. Write brief essays on the historical background of the same period

Prescribed Texts

i. A Glossary of Literary Terms by M.H. Abrams & Geoffrey Galt Harpham. Eleventh Edition.

Cengage, 2019 (Indian Reprint)]

ii. History of English Language by F.T. Wood. Trinity Press. Revised edition, 2016

iii. A Critical History of English Literature- Volume II – The Restoration to the Present Day by

David Daiches. Revised. Indian Edition 2010. Supernova Publishers

iv. A History of England. John Thorn, Roger Lockyer and David Smith. AITBS Publishers, India, 2012

v. A History of England. John Thorn, Roger Lockyer and David Smith. AITBS Publishers, India, 2012

vi. English Literature In Context by Paul Poplawski. CUP

BOOKS AND WEB RESOURCES FOR FURTHER REFERENCE

(to be considered for internal assessment only)

Freeman, Henry World War 1: A History from Beginning to End

World War 2: A Captivating Guide from Beginning to End (The Second World War and D
Day Book 1)

www.thoughtco.com/world-war-ii-battle-of...

www.britannica.com/event/Russian-Revolution

<https://www.britannica.com/event/World-War-II/The-Battle-of-Britain>

world-war-2.wikia.org/wiki/

<http://www.americaslibrary.gov/>

<https://www.britannica.com/event/Holocaust>

[https://www.English-online.at/history/world-war-2/results-and-aftermath-of-world-war-](https://www.English-online.at/history/world-war-2/results-and-aftermath-of-world-war-ii.htm)

<https://www.britannica.com/list/timeline-of-the-american-civil-rights-movement>

www.britannica.com/event/Russian-Revolution

www.preservearticles.com/history/what-were-the-results...

www.clearias.com/first-world-war

MAPPING-COURSE OBJECTIVES WITH PROGRAMME OUTCOME

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	S	S	S	M	M
CO2	S	M	S	S	S
CO3	S	M	S	S	M
CO4	S	S	M	M	S
CO5	S	S	S	S	S

Key: S-Strong, M-Medium/Moderate, L-Low

TSSEC-ESSENTIALS OF SPOKEN AND PRESENTATION SKILLS I

COURSE OBJECTIVES:

Courses on Soft skills are intended to

1. Improve the communication skills enrich personality development,
2. Computing skills,
3. Quantitative aptitude and
4. knowledge of Foreign language of the students.
5. These courses are intended to enhance the employability of the students.

SYLLABUS

UNIT- I: Communication Skills for effective Business Presentation:

1. Perfecting oral skills
2. Aural skills
3. Reading skills

UNIT- II: Non Verbal Communication:

1. Cultural codes for effective Business Presentation
2. Business Etiquettes

UNIT- III: Formal and Informal Conversation:

1. Introducing
2. Opening & Closing speeches
3. Inviting
4. Thanking
5. Apologizing
6. Expressing anger
7. Resolving conflict
8. Giving and taking information

UNIT- IV: Etiquettes for Public Speaking

1. Extempore
2. Lectures
3. Interviews
4. Group discussion
5. Telephone conversation
6. Business meetings

UNIT- V: Etiquettes for Business Presentation:

1. Team Presentation
2. Individual presentation

COURSE OUTCOMES:

1. The courses will help to bridge the gap between the skill requirements of the employer or industry and the competency of the students
2. Will help the learners to develop communication in Workplace.
3. Enhance the presentation skills.
4. Equip the learners to excel in Interview skills
5. Will help the learners with Effective Communication.

Recommended texts:

Powell. In Company. MacMillan.

Cotton, et al. Market Leader. Longman.

Pease, Allan. 1998. Body Language: How to Read Others Thoughts by their Gestures. Suda Publications. New Delhi.

Gardner, Howard. 1993. Multiple Intelligences: The Theory in Practice: A Reader Basic Book. New York.

De Bono, Edward. 2000. Six Thinking Hats. 2nd Edition. Penguin Books. De

Bono, Edward. 1993. Serious Creativity. Re print. Harper Business.

MAPPING-COURSE OBJECTIVES WITH PROGRAMME OUTCOME

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	S	S	S	S	M
CO2	M	M	S	S	S
CO3	S	S	S	M	M
CO4	S	S	S	M	S
CO5	S	S	S	S	S

Key: S-Strong, M-Medium/Moderate, L-Low

SEMESTER IV

HINDI-IV-CLE4G
TAMIL-IV-LA14A
FRENCH IV-CLK4W
LZ14C- ACADEMIC WRITING

CORE PAPER - AG24A- AMERICAN LITERATURE- PAPER I
CORE PAPER- AG24B- ASPECTS OF ENGLISH LANGUAGE - PAPER II
ALLIED - AG34A-BACKGROUND TO EUROPEAN AND AMERICAN
LITERATURE-IV
TSSED- ESSENTIALS OF SPOKEN AND PRESENTATION SKILLS II
ENV4B - ENVIRONMENTAL STUDIES

NAME OF THE STAFF: Dr. J. PADMAPRIYA
CLE4J

SUBJECT CODE:

YEAR/SEMESTER: II

YR/IV SEMESTER

I.COURSE OBJECTIVES:

Objective of the course is to

1. Gain awareness about the social, cultural and literary situations during the Aadhunic Kaal .
2. Gain awareness on the importance of literature in addressing contemporary issues such as an environmental concerns, gender issues, social problems, thereby giving effective solution to such problems.
3. Acquire a comprehensive knowledge of historical, literary and theoretical aspects of Hindi literature, and all the genres of literature leading to the understanding of literary movements from times immemorial.
4. Imparting knowledge of Hindi as a world language and make communicate both in speaking and writing in a variety of contexts and genres.
5. Imparting the knowledge about the beginning and the development of modern Hindi literature such drama, short stories, novels, journalism and the famous writers like Acharya Ramachandra Shukla, Bharathendhu Harichandra, etc.
6. Influence of British rule on Indian society.

II YEAR - IV SEMESTER

SUBJECT CODE: CLE4H
YEAR/SEMESTER: II YR/ IV SEM

Paper –IV Modern Poetry And Introduction To Hindi Literature
(Aadhunik Kaal)”

1. *Modern Poetry*

Prescribed Text Book : Selections in Poetry

University Publications, University of Madras .

Lessons Prescribed :

1. Asha – (Jayashankar Prasad)
2. Tum Logon se Door (Nagarjun)
3. Kavi Aur Kalpana – (Dhramaveer Bhaarathi)
4. Bharat Ki Aarhi - (Shamsher Bahadhur Singh)
5. Varadan Mangoonga Nahi (Siva Mangal Singh Suman)
6. Anevalon Se Ek Savaal (Bharat Bhooshan Agarwal)

2. *Introduction to Hindi Literature (Aadhunik Kaal)*

Lessons Prescribed :

1. Literary Trends of Chayavaad
2. Literary Trends of Pragathivaad
3. Literary Trends of Nayee Kavita
4. Literary Trends of Hindi Short Stories
5. Literary Trends of Hindi One Act Plays
6. Brief Note on the writers and their works

Maithili Saran Gupta, Jayashankar Prasad, Nirala, Mahadevi Varma, Panth,
Dinakar, Premchand, Yashpaal Jainendra Kumar, Mohan Rakesh,

Reference Books :

1. Hindi Sahithya Ka Itihas
By: Ramchandra Shukla , Jayabharathi Publications, 217, B, Maya Press Road,
Allahabad– 211 003.
2. Hindi Sahithya Yug Aur
Pravrithiya By:
Dr. Sivakumar Varma,
Asok Prakashan Nayi Sarak, New Delhi – 6
3. Hindi Sahithya ka Sybodh Itihas
By : Babu Gulabroy, Lakshmi Narayanan Agarwas Book Publishers seller, Anupama
Plaza-1, Block.No.50, Sanjay Place, Agra- 282002.

Unit wise Syllabus for IV Semester

UNIT -I

1. Asha – (Jayashankar Prasad)
2. Tum Logon se Door (Nagarjun)
3. Literary Trends of Chayavaad

UNIT - II

1. Kavi Aur Kalpana – (Dhramaveer Bhaarathi)
2. Bharat Ki Aarhi - (Shamsher Bahadur Singh)
3. Literary Trends of Pragathivaad

UNIT - III

1. Varadan Mangoonga Nahi (Siva Mangal Singh Suman)
2. Anevalon Se Ek Savaal (Bharat Bhooshan Agarwal)
3. Literary Trends of Nayee Kavita

UNIT –IV

1. Literary Trends of Hindi Short Stories
2. Literary trends of Hindi One Act Plays

UNIT- V

1. Maithili Saran Gupta, Jayashankar Prasad, Nirala,
2. Mahadevi Varma, Panth, Dinakar, Premchand,
3. Yashpaal Jainendra Kumar, Mohan Rakesh,

II. COURSE OUTCOMES:

1. Analysing the development of Khadiboli Hindi
2. Knowledge about the reason of emergence of Aadhunik Kaal in Hindi literature.
3. Knowledge about the literary trends of Aadhunik Kaal.
4. Identifying the history of development of Hindi drama, short stories and novels, i.e. prose and journalism.
5. Good knowledge of literature that includes the comprehension of recent developments in Hindi language and literature the world over.
6. Major impact on the development of society, helps shaping civilizations, bringing transformations, changing political systems and exposing injustice by giving detailed preview of human experiences.
7. Understand the impact of modern Hindi literature in social and environmental contexts and need for sustainable development.

பொதுத்தமிழ் - இரண்டாமாண்டு - நான்காம் பருவம்
PART - I - SECOND YEAR- FOURTH SEMESTER

நோக்கும் கற்றல் பயன்பாடும் (2020 – 2021) SUBJECT CODE: LA14A
YEAR/SEMESTER: II YR/ IV SEM

பாடத்திட்டத்தின் நோக்கம்

சங்க இலக்கியம், நீதி இலக்கியம், இரட்டை காப்பியம் ஆகிய இலக்கியங்கள் இடம்பெற்றுள்ளன. இந்த இலக்கியங்கள் சார்ந்த வரலாறும் மொழிப்பயிற்சியும் பாடங்களாக அமைக்கப்பட்டுள்ளன. இந்த இலக்கியங்களின் வாயிலாக பழந்தமிழ் மக்களின் சமூக நிலை, பண்பாடு, வீரம் போன்ற செய்திகளை அறிந்துகொள்ள முடிகின்றது. பழந்தமிழ்ச் செய்யுள்களின் யாப்பு கட்டமைப்பினை உணரவைக்க ஏதுவாகின்றது. இலக்கியங்களின் செழுமையையும் அறக்கோட்பாடுகளையும் எடுத்துரைப்பதே இதன் நோக்கமாகும்.

பாடத்திட்டம்

பாடப்பகுப்பு

I.இலக்கியம்

II.அதைச் சார்ந்த தமிழிலக்கிய வரலாறு

III.மொழிப் பயிற்சி

அலகு - 1

1. நற்றிணை -10, 110, 129
2. குறுந்தொகை - 8, 25, 32
3. கலித்தொகை - 6, 37, 51
4. அகநானூறு - 7,122,155
5. புறநானூறு - 89,109, 204.

அலகு - 2

பத்துப்பாட்டு - நெடுநல்வாடை முழுவதும்

அலகு - 3

- சிலப்பதிகாரம் - மனையறம் படுத்த காதை
- மணிமேகலை - விழாவறை காதை

அலகு - 4

திருக்குறள்

- அறத்துப்பால் - வாழ்க்கைத்துணை நலம், மக்கட்பேறு
- பொருட்பால் - கல்வி, கேள்வி
- காமத்துப்பால் - குறிப்பறிதல், புணர்ச்சிமகிழ்தல்

அலகு - 5

தமிழ் இலக்கிய வரலாறு

- சங்க இலக்கிய வரலாறு
- அற இலக்கிய வரலாறு

அலகு -6

மொழிப்பயிற்சி

- ஆங்கிலத்திலிருந்து தமிழுக்கு மொழிபெயர்த்தல்
- தமிழிலிருந்து ஆங்கிலத்திற்கு மொழி பெயர்த்தல்.

பாடத்திட்டத்தின் பயன்கள்

- சங்க இலக்கிய செய்யுள்களின் நுட்பத்தையும் புலமையையும் வலியுறுத்துதல்.
- அக்கால மக்களின் வாழ்க்கை நிலை உணர்வை வெத்தல்.
- பழந்தமிழர்களின் பண்பாட்டைத் தக்க வைத்துக்கொள்வதின் தேவையைப் புரிய வைத்தல்
- மொழி வளம் பாதுகாப்பின் அவசியத்தை உணர்த்துதல்

பாடநூல்:

- சென்னைப் பல்கலைக்கழகம் (University of Madras)
அடித்தளப் படிப்பு - பகுதி - I தமிழ்
மூன்றாம் மற்றும் நான்காம் பருவங்களுக்குரியது.
அனைத்துப் பட்டப்படிப்பு பிரிவுகளுக்கும் ஐந்தாண்டு
ஒருங்குமுறை பட்ட மேற்படிப்புப் பிரிவுகளுக்கும் பொதுவானது.
தாள் - I - செய்யுள் திரட்டு
Foundation Course
Part - Tamil - For I & II Semesters
Common to all undergraduate course and FiveYear Integrated postgraduate courses.
(2016 - 2017 onwards.)
- தமிழ் இலக்கிய வரலாறு
- மொழிப்பயிற்சி

Reference book

- தமிழ் – பகுதி 1 - சென்னைப் பல்கலைக்கழகம் வடிவமைத்த பாடத்திட்டங்கள் ஆகையால் குறிப்புதவிநூல் என்று தனியாக இல்லை. (Reference book not applicable)

Common for all B.A / B.Sc courses

No of hours :6

Year 2 :Semester IV

Foundation Course: Paper IV-French IV

SUBJECT CODE: CLK4V

YEAR/SEMESTER: II YR/ IV SEM

Title of the Paper: Translation, Comprehension and Grammar-I

Objectives

In teaching French we aim to

- provide the learners with a basic knowledge of grammar and gradually give them an insight into the culture and literature of France
- enable them to comprehend the nuances of the language so they are better equipped to express themselves in French
- discover another world , another people , another way of life .
- make them more accepting of people who differ from them

Prescribed textbook:

K.Madanagobalane & N.C.Mirakamal, Le français par les textes, Chennai, Samhita Publications-Goyal Publisher & Distributors Pvt Ltd, 2017

Grammar components:

- Le passé simple
- Temps du passé - Emplois (le passé composé,l'imparfait,le passé simple,le plus-que-parfait)
- L'expression de la cause
- L'expression de la conséquence
- L'expression du but
- L'expression de la concession
- L'expression de la condition et de l'hypothèse

Outcome :

Learners are able

- to comprehend and express themselves well
- to have an interest to look into another world
- to improve communication skills
- to perform well in the University Exams

Recommend text - not applicable

LZ14C- ACADEMIC WRITING

COURSE OBJECTIVES:

1. To equip the students at the tertiary level with an understanding of the basics of academic writing and the mechanics of writing for professional purposes
2. To acquire the knowledge and practice of using formal language and specific conventions to write about literature
3. To become adept in the requirements and specifications used for writing research papers
4. To empower the students with transferable skills for life and career

SYLLABUS:

UNIT 1 WRITER'S RESOURCES

- 1.1 Recall and Write
- 1.2 Observe and Write
- 1.3 Read and Write
- 1.4 Converse and Write
- 1.5 Imagine and Write
- 1.6 Assignments

UNIT II THINKING AND WRITING

- 2.1 Critical Thinking – Asking Questions
- 2.2 Comparing and Contrasting
- 2.3 Analysing and Evaluating Evidence
- 2.4 Arguing and Interpreting, arriving at a thesis
- 2.5 Establishing Cause and Effect
- 2.6 Assignments

UNIT III WRITTEN LANGUAGE AND ACCURACY

- 3.1 Fundamentals of Language I
- 3.2 Fundamentals of Language II
- 3.3 Punctuation and Mechanics of Writing
- 3.4 Cohesion and Coherence in Writing
- 3.5 Common Errors in Writing and how to avoid them
- 3.6 Assignments

UNIT IV RESEARCH AND WRITING

- 4.1 Writing from References
- 4.2 Literary Research Writing I
- 4.3 Literary Research Writing II
- 4.4 Documentation
- 4.5 Plagiarism
- 4.6 Assignments

UNIT V WRITING PROCESS

- 5.1 Generating Ideas
- 5.2 Outlining a draft
- 5.3 Revising a draft
- 5.4 Completing the draft
- 5.5 Peer reviewing drafts
- 5.6 Assignments

PRACTICAL APPLICATION

COURSE OUTCOMES:

After doing the course, students will be able to:

1. Gain a scholarly understanding in writing about literature, Adopt a more organised approach to academic writing by acquiring the required writer's resources
2. Identify the broad categories in academic writing styles and use their format appropriately
3. Improve accuracy in writing by editing sentences, using apt punctuations, avoiding common errors and by ensuring cohesion and coherence, Acquire skills to use references and engage in research writing

4. Understand the importance of documentation and peer reviewing and the need to avoid plagiarism
5. Organise and refine the writing process, Write academically with the ability to analyse, convey understanding, think critically and focus on technique and style.

Reference Book:

THE BEDFORD GUIDE TO COLLEGE WRITERS (Second Edition) by X.J. Kennedy and Dorothy M. Kennedy

AG24A- AMERICAN LITERATURE- PAPER I

COURSE OBJECTIVES:

1. To introduce the students to the evolution of American literature through the study of pioneering texts
2. To acquaint the students with the origin and study of American Literature.
3. To illustrate the significance of the Play and its major themes
4. To identify the historical trends and the writers' use of popular literary forms to portray the events.
5. To Substantiate the role of the writer and the issues in the literary context.

SYLLABUS:

UNIT 1: Poetry

1.1 "Prologue" Anne Bradstreet

1.2 "Brahma" R. W. Emerson

1.3 "The Broken Oar" Henry W Longfellow

1.4 "Because I could not stop for Death Emily Dickinson

1.5 "Vigil Strange I Kept on the Field One Night" Walt Whitman

1.6 "Sparrow" Paul Laurence Dunbar

1.7 "The Raggedy Man" James Whitcomb Riley

1.8 "The Anti-Suffragists" Charlotte Perkins Gilman

UNIT 2: Prose

2.1 "Where I Lived, and What I Lived For" H.D. Thoreau

2.2 "The Philosophy of Composition" Edgar Allan Poe

2.3 "The American Scholar" R. W. Emerson

[Excerpt: Paragraph beginning 'In this view of him as Man Thinking...' upto the lines ending...]

'popular judgments and mode of action.—Education of the American writer by nature, books and action']

2.4 "The Slaves' New Year's Day" Harriet Jacobs

UNIT 3: Drama

3.1 Trifles Susan Keating Glaspell

UNIT 4: Short Story

4.1 "The Murders at the Rue Morgue" Edgar Allen Poe

4.2 "Jim Baker's Blue Jay's Yarn" Mark Twain

4.3 "The Luck of Roaring Camp" Bret Harte

4.4 "Regret" Kate Chopin

UNIT 5: Fiction

5.1 Adventures of Huckleberry Finn Mark Twain

COURSE OUTCOMES:

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

1. Trace the origin and history of American Literature
2. Understand and explain the cultural, political, and stylistic protocols that governed early American literature and the impact of Puritanism
3. To learn the significance of Transcendentalism using prescribed texts
4. Assess thematic aspects of literary texts as a part of cultural and historical movements in America
5. Identify the literary trends and their impact on the readers

Prescribed Text and Web Sources:

- i) The Norton Anthology of American Literature, Vol. C, Baym, Nina et al. Fifth Avenue, USA, 2012
- ii) Norton Anthology of American Literature, Vol. D, Fifth Avenue, New York-17, U.S.A.
- iii) Norton Anthology of American Literature, Vol. E, Fifth Avenue, New York-17, U.S.A.
- iv) The Oxford Book of American Poetry edited by David Lehman, John Brehm. OUP
- v) A Pageant Of Poems By Sheppard, C. A. (ed.) Orient Longman Press. 1998
- vi) Short Story Masterpieces, Five American Masters, Jaico Pub. House, Mumbai- 23, 2003.
- vii) 1.5 <https://rpo.library.utoronto.ca/poems/raggedy-man>
- viii) 1.8 <https://www.poetryfoundation.org/poems/52090/the-anti-suffragists>
- ix) 2.3 <http://digitalemerson.wsulibs.wsu.edu/exhibits/show/text/the-american-scholar>
- x) 4.4 <https://americanliterature.com/author/kate-chopin/short-story/regret>
- xi) 5.1 <http://www.gutenberg.org/files/642/642-h/642-h.htm>

FURTHER READING (to be considered for internal assessment tasks only)

“Song of Myself” & “I hear America Singing” by Walt Whitman

“Of Deserts” by Herman Melville

“Virtue” by Phillis Wheatley

“On Women’s Right to Vote” by Susan B. Anthony

“Incidents in the Life of a Slave Girl” by Harriet Jacobs

“The Fall of the House of Usher” by Edgar Allan Poe

“Young Goodman Brown” by Nathaniel Hawthorne

“Brown Wolf” by Jack London

“Chikamauga” by Ambrose Bierce

The Adventures of Tom Sawyer by Mark Twain

The Bridge of San Luis Rey by Thornton Wilder

REFERENCE BOOKS:

Larson, Kerry, *The Cambridge Companion to Nineteenth-Century American Poetry*,
Cambridge

University Press, 2011.

The Cambridge History of American Literature Volumes 1-8

The Literary History of the United States

Barbour, James & Thomas Quirk; *Romanticism: Critical Essays in American Literature*,
Routledge, 2016.

American Poetry | Encyclopedia.com

American literature - Poetry | Britannicawww.britannica.com ›

American Poetry in the New Century by John Barr | Poetry www.poetryfoundation.org

<https://www.history.co.uk/history-of-america>

<https://www.youtube.com/watch?v=6iQeuzP2guk>

Columbia Literary History of the United States

<https://www.bcueluj.ro/hu/cuprins/pdf/Ameri/cuprins000159530.pdf>

<https://www.peng-uin.com/static/pdf/teachersguides/IncidentsSlaveGirlTG.pdf>

The Beginnings of American Literature: <https://www.youtube.com/watch?v=qibmsTdCTaI>

MAPPING-COURSE OBJECTIVES WITH PROGRAMME OUTCOME

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	S	S	S	S	M
CO2	M	M	S	S	S
CO3	S	M	S	M	M
CO4	S	S	S	M	S
CO5	S	S	S	S	S

Key: S-Strong, M-Medium/Moderate, L-Low

COURSE OBJECTIVES:

1. To provide learners the fundamentals of English Linguistics and sensitize learners on the nuances of English Language
2. to enable them to use English with a thorough knowledge of its aspects
3. To introduce the sounds of the language to the students
4. To enable the students with the Grammatical structure of the English Language
5. To equip the students with the knowledge of Language and its structural features.

SYLLABUS

Unit 1: Introduction

- 1.1 What is Linguistics? – Linguistics as a science
- 1.2 Nature and scope of Linguistics
- 1.3 Synchronic and Diachronic approaches
- 1.4 Branches of study
- 1.5 Kinds of Linguistics - Descriptive, Comparative and Historical

Course Components

Unit 2: English Phonetics and Phonology -I

- 2.1 Introduction to Phonetics and Phonology – The unphonetic character of English Orthography and the need for a phonetic script – phonetics , phonemics, phonics
- 2.2 Organs of Speech - Respiratory Region, Phonatory Region and Articulatory Region ,
Air Stream Mechanisms
- 2.3 Segmental Phonemes - Consonants – Definition– Articulation of individual Consonants
Three term Label
- 2.4 FIVE point Description – Position of the Vocal Cords, Position of the Soft Palate,
Place of Articulation, Manner of Articulation – Active and Passive Articulators

2.5 Minimal Pairs- Contrastive Distribution, Phonetic Environment – Allophones –
Complementary distribution and Free Variation

Unit 3: English Phonetics and Phonology -II

3.1 Vowels – Definition, Cardinal vowels , Vowel Chart

3.2 Description of Vowels – Pure vowels, Diphthongs, Triphthongs – Three Term label,
Description of individual Vowels

3.3 Syllable, Syllabic division, Syllabic Structure, Consonant clusters, Arresting and
Releasing consonants

3.4 Stress - Word Stress, Sentence Stress, Rhythmic Stress/ Stress timed Rhythm
Intonation – Tone group, Tonic syllable, Tone (Static and Kinetic)

3.5 Suprasegmental features – Assimilation, Elision, Linking and Intrusive ‘r’
Glossary of Phonological Terms- I

Language in Use :Transcription – words and single sentences, Reverse Transcription,
Using a Dictionary to note IPA symbols and stress markers

Unit4: Morphology and Word Formation

4.1 Morphemes – Free and bound Morphemes

4.2 Affixes -Prefix , Suffix and Infix

4.3 Allomorphs - Zero morphemes Empty Morphemes

4.4 Compound Words, Back formation Portmanteau words, Clipping of Words

4.5 Morphophonemics - Phonetic Realization of Plural, Past, Third Person Singular
morphemes (pronunciation of – ed, -s &-es)

Language in Use: Morphological analysis of words in sentences, separating portmanteau
words

Unit 5: Semantics

5.1 Word Meaning – Associative and Denotative Meaning

5.2 Seven Types of Meaning (logical or Conceptual, Connotative, social, affective, reflected, collective and thematic)

5.3 Lexical Relations - Collocation, Homonymy, homophony, Hyponymy, Polysemy, Synonymy, Antonymy)

5.4 Semantic Roles

5.5 Semantic Field

Glossary of Semantic Terms- I

Language in Use: testing all types of meaning in context

COURSE OUTCOMES:

After completing this course students will be able to:

- Use English with an understanding of the sounds present in the language
- Use English words with a thorough understanding of their structure and meaning
- Know the proper usage of Language and its functions
- Acquire the writing skills through grammatical structures.
- Gain knowledge on the significance of the articulation of the English Language.

Prescribed Texts:

Unit Books

Unit 1 The Study of Language – George Yule

Unit 2 A Textbook of Phonetics for Indian Students – T.Balasubramaniam

Unit 3 English Phonetics and Phonology – Peter Roach

Exercises in spoken English – Consonants, Vowels, Accent, Rhythm and Intonation –

CIEFL

A Textbook of Phonetics for Indian Students – T.Balasubramaniam

Unit 4 Modern Linguistics: An Introduction- S.K.Verma and N.Krishnaswamy

The Study of Language – George Yule- Chapter 6

Unit 5 Semantics - Geoffrey Leech

The Study of Language – George Yule- Chapter 9

Language and Linguistics- J F Wallwork

REFERENCE BOOKS:

Daniel Jones- The Pronunciation of English

Balasubramanian. T - A Textbook of English Phonetics for Indian Students – A workbook .

R. K. Bansal and J. B. Harrison – Spoken English .

Lalitha Ramamurthi - A History of English Language and Elements of Phonetics

T. Balasubramanian - English Phonetics for Indian Students – A workbook

George Yule – The Study of Language

J.F.Wallwork - Language and Linguistics

S.K Verma, N.Krishnaswamy -Modern Linguistics – An Introduction

Dr. Varshney - An Introductory Text book of Linguistics and Phonetics

Adrian Akmajian & others- Linguistics – An introduction to Language and Communication

Geoffrey Leech – Semantics (PENG-uin)

Exercises in spoken English – Consonants, Vowels, Accent, Rhythm and Intonation – CIEFL

Nativlang: What is meaning? Semantics, logic and the meaning of words-- Linguistics

<https://www.youtube.com/watch?v=9ZDkp8dUWyw>

Introduction to Semantics: <https://www.youtube.com/watch?v=I3t2VPcHwCw>

<https://nptel.ac.in/content/storage2/courses/109106085/downloads/03->

MAPPING-COURSE OBJECTIVES WITH PROGRAMME OUTCOME

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	S	S	S	S	M
CO2	M	M	S	S	S
CO3	S	M	S	M	M
CO4	S	S	S	M	S
CO5	S	S	S	S	S

Key: S-Strong, M-Medium/Moderate, L-Low

AG34A-BACKGROUND TO EUROPEAN AND AMERICAN LITERATURE-IV

COURSE OBJECTIVES:

This paper aims at introducing basic concepts about seminal concepts from European and American histories

to enable students, understand the contexts and background of European and American literatures

To introduce the evolution of American Literature

To familiarize the students with The History and Culture Of America

To equip the students with the knowledge of the Background of American Literature.

SYLLABUS

Unit 1: Literature And Greaco-Roman Schools Of Thought

1.1 Ancient Greece – pages 22-35

1.2 Ancient Greece – pages 35-43

1.3 Making of the Roman World – pages 44-55

1.4 Making of the Roman World – pages 55-64

1.5 Hylozoism, Great chain of Being (Plato, Aristotle), Imitation [mimesis], Idealism (Kant), Platonism, Epicureanism, Skepticism, Stoicism, Cynicism, Sophism, Narcissism, Hedonism.

1.1 & 1.4 [Text – The Penguin History of Europe by J.M.Roberts, 1996.]

1.5 [Text - A Glossary of Literary Terms by M.H. Abrams & Geoffrey Galt Harpham. Eleventh Edition. Cengage, 2019 (Indian Reprint)]

Unit 2 : The Shaping Of Europe

2.1 Western Christendom, Papacy, Charlemagne, Carolingian heritage, Mediterranean Europe, Vikings, Anglo-Saxon England – pages 120- 138

2.2 The Crusades – pages 167-171, Europe's emerging shape – pages 178-179

2.3 The Ottomans, the end of Byzantium, Ottoman Europe – pages 209- 213, Renaissance and Printing – pages 218-221, Modernity and modern history – pages 233-238

2.4 European Reformation and Counter- Reformation - pages 260-265

2.5 Enlightenment – pages 267-271

[Text – The Penguin History of Europe by J.M.Roberts, 1996.]

Unit 3: The Discovery Of America

3.1 The Discovery of America – European Enterprise – a new World –

pages 224 - 230

3.2 The Americas – pages 319-321

3.3 North American Colonies – pages 324 -326

3.4 American Revolution – First Overseas European Nation pages 344-347

3.5 United States and European opinion – pages 347- 349

[Text – The Penguin History of Europe by J.M.Roberts, 1996.]

Unit 4: The History And Culture Of America

4.1 The History and culture of the United States of America –

Chapter 1- European settlers in a new continent; Colonial America –

Thirteen colonies; [pp.1-28]

Plantation Slaves in the South[1641-1865], the Westward Movement, the Gold

Rush[1807-1910], the Declaration and American War of Independence[1775-

83]; the framing of the Constitution, Lincoln and the Civil war; Reconstruction;

[pp.1-15]

[Text – A Short History of American Literature by Krishna Sen and Ashok Sengupta.

Orient Blackswan, 2017]

4.2 America and World War I [1914-18], The League of Nations;

4.3 Prohibition up to The breakdown of Trusts (Sherman /

Clayton Anti –Trust Acts-1890/1914) and the Mafia [1920-],

Great Depression[1929]

America's role in World War II[1939- 45],

4.4 Martin Luther King Jr. and the Civil Rights Movement [late 1940s-1968]

4.5 American Foreign Policy-The Cold War [1945-89] and McCarthyism

[late 1940s-1950s], J.F. Kennedy's Foreign and Black rights policy,

War with Vietnam [1954-73], Cuba and the Bay of Pigs Invasion [1961]

[[Text – A Short History of American Literature by Krishna Sen and Ashok Sengupta. Orient Blackswan, 2017]

UNIT 5: Background to American Literature

5.1 Chapter 1 -The narrative of American literature; The New world; Puritan myth;

American exceptionalism; Myth of the frontier; American Dream;

American Pastoralism; Multiculturalism– pages 1-28

5.2 From the Early narratives to the Colonial Era – Chapter 2 – Puritan literature;

histories and journals; Conversion narratives; Sermons; Captivity narratives;

poetry;

5.3 Literature of the 18th century; Literature and the Revolution; Emergence of the

American novel; Fenimore Cooper– pages 29-58,

5.4 Harlem Renaissance and Hippie culture

5.5 Periods of American literature – pages 273-278

[5.1 to 5.4 -Text – A Short History of American Literature by Krishna Sen and Ashok Sengupta. Orient Blackswan, 2017]

[5.5 -Text - A Glossary of Literary Terms by M.H. Abrams & Geoffrey Galt Harpham. Eleventh Edition. Cengage, 2019 (Indian Reprint)]

COURSE OUTCOMES:

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

- Identify and define basic terms and concepts which are needed for advanced courses in European and American literature
- Write brief essays on the historical background of European and American literatures.
- Illustrate the historical perspective in the study of American Literature.
- Learn the various literary movements and their impact on Literature.
- Gain Knowledge on the American Literature and its evolution.

Prescribed Texts

- i. Krishna Sen and Ashok Sengupta. (2017). A Short History of American Literature. Orient Blackswan.
- ii. J.M.Roberts. (1996). The Penguin History of Europe.
- iii. Abrams M.H. & Geoffrey Galt Harpham.(2015) A Glossary of Literary Terms Eleventh Edition. Cengage,2019 (Indian Reprint)]

BOOKS AND WEB RESOURCES FOR FURTHER REFERENCE

Transcendentalism in America – pages 409-411; symbolist movement – pages 394-395; surrealism –pages 390-391; stream of consciousness – pages 378-379; [Text- A Glossary of Literary Terms by M.H.Abrams.]

Mercer, B. (2019). Student Revolt in 1968. In Student Revolt in 1968: France, Italy and West Germany. Cambridge University Press.

Blackman, R. (2019). 1789: The French Revolution Begins. Cambridge University Press.

De Graaf, J. (2019). Socialism across the Iron Curtain: Socialist Parties in East and West and the Reconstruction of Europe after 1945. Cambridge University Press.

Enstad, J. (2018). Soviet Russians under Nazi Occupation. In Soviet Russians under Nazi Occupation: Fragile Loyalties in World War II. Cambridge University Press.

Pergher, R. (2017). Mussolini's Nation-Empire. In Mussolini's Nation-Empire: Sovereignty and

Settlement in Italy's Borderlands, 1922–1943. Cambridge University Press.

Von Bulow, M. (2016). West Germany, Cold War Europe and the Algerian War. Cambridge University Press.

Cichopek-Gajraj, A. (2014). Beyond Violence: Jewish Survivors in Poland and Slovakia, 1944–48. Cambridge University Press.

Walter Cohen. (2017). A History of European Literature: The West and the World from Antiquity to the Present. Edinburgh University Press.

Kagan, Donald, Steven E. Ozment, and Frank M. Turner. (2007). The Western Heritage: Since 1300. Macmillan Publishing, New York.

Viault, Birdsall S. (1990). Modern European History. McGraw-Hill.

Lars Boje Mortensen. (2018). European Literature and Book History in the Middle Ages, c. 600-c. 1450. Oxford.

Malcolm Bradbury and James McFarlane. (1978). Modernism: A Guide to European Literature 1890-1930. Penguin.

MAPPING-COURSE OBJECTIVES WITH PROGRAMME OUTCOME

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	S	S	S	S	M
CO2	M	M	S	S	S
CO3	S	M	S	M	M
CO4	S	S	S	M	S
CO5	S	S	S	S	S

Key: S-Strong, M-Medium/Moderate, L-Low

TSSSED- ESSENTIALS OF SPOKEN AND COMMUNICATION SKILLS II

Subject: ESSENTIALS OF SPOKEN AND COMMUNICATION SKILLS II

Subject Code: TSSSED

Class: II B A ENGLISH

Semester: EVEN (IV)

Hours: 30

COURSE OBJECTIVES:

- To understand the nuances of speech delivery and importance of body language.
- To understand the importance of developing self esteem and personality in the context of communication.

SYLLABUS

Unit – I

Body Language – Kinesics, Proxemics, Para linguistic, Chronemics, Nuances of Speech Delivery.

Personality Development: Building self esteem.

Unit – II

Team work and participating in group discussions – Team building and Team work, Team briefing, Role of Team leader, Conflict resolution, Methodology of Group discussions, Role Functions in Group Discussion, Types of Non – functional Behavior, Improving group performance. Participating in Mock group discussions.

Unit – III

Interviews – Types of Interviews, preparing for interviews, facing interviews, reviewing performance, participating in mock interviews.

Unit – IV

Business Presentations – Preparing successful presentations, thinking about audience, making effective use of visual aid, Delivering presentation, using prompts, dealing with questions and interruptions, Mock presentations.

COURSE OUTCOMES:

After completing this course students will be able to:

- Understand the role of team leader in conflict management, team briefing etc. In a professional situation.
- Prepare themselves for interviews by understanding the different types of interviews.
- Learn how to carry out successful business presentations by preparing visual aids and dealing with interruptions and questions.

Recommended Texts:

Peter, Francis. Soft Skills and Professional Communication. New Delhi: Tata McGraw Hill. 2012. Print.

Singh, Prakash and Raman, Meenakshi. Business Communication. New Delhi: Oxford UP. 2006. Print.

Bailey, Edward P. Writing and Speaking at Work: A Practical Guide for Business Communication. Pennsylvania: Prentice Hall. 2007. Print.

Pease, Allan and Peas, Barbara. The Definitive Book of Body Language. New York: Random House. 2006. Print.

DeBono, Edward. 1993. Serious Creativity. Re print. Harper Business.

MAPPING-COURSE OBJECTIVES WITH PROGRAMME OUTCOME

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	M	S	S	M	M
CO2	S	M	M	M	S
CO3	S	M	S	S	M
CO4	S	S	M	M	S
CO5	S	S	S	S	S

Key: S-Strong, M-Medium/Moderate, L-Low

ENV4B - ENVIRONMENTAL STUDIES

COURSE OBJECTIVES:

1. To provide every person with opportunities to acquire the knowledge, values, attitudes, commitment, and skills needed to protect and
2. improve the environment; to create new patterns of behavior of individuals, groups, and society as a whole towards the environment.

SYLLABUS

Unit 1: Introduction to Environmental Studies

Multidisciplinary nature of environmental studies;

Scope and importance; concept of sustainability and sustainable development.

Unit 2 : Ecosystem (2 lectures)

What is an ecosystem? Structure and function of ecosystem; Energy flow in an ecosystem:

Food chains, food webs and ecological succession, Case studies of the following ecosystem:

a) Forest ecosystem

b) Grassland ecosystem

c) Desert ecosystem

d) Aquatic ecosystem (ponds, stream, lakes, rivers, ocean, estuaries)

Unit 3: Natural Resources : Renewable and Non – renewable Resources (6 lectures)

Land resources and land use change: Land degradation, soil erosion and desertification.

Deforestation : Causes and impacts due to mining, dam building on environment, forests, biodiversity and tribal populations.

Water : Use and over –exploitation of surface and ground water, floods, droughts, conflicts over water (international and inter-state).

Energy resources : Renewable and non renewable energy sources, use of alternate energy sources, growing energy needs, case studies.

Unit 4: Biodiversity and Conservation (8 lecturers)

Levels of biological diversity: genetics, species and ecosystem diversity,

Biogeographic zones of India: Biodiversity patterns and global biodiversity hot spots

India as a mega- biodiversity nation, Endangered and endemic species of India.

Threats to biodiversity: Habitat loss, poaching of wildlife, man- wildlife conflicts, biological invasions; Conservations of biodiversity: In-situ and Ex-situ Conservation of biodiversity.

Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value.

Unit 5: Environmental Pollution (8 lecturers)

Environmental pollution: types, causes, effects and controls: Air, Water, soil and noise

Pollution.

Nuclear hazards and human health risks

Solid waste management: Control measures of urban and industrial waste

Pollution case studies

Unit 6: Environmental Policies & Practices (8 lecturers)

Climate change, global warming, ozone layer depletion, acid rain and impacts on human communities and agriculture

Environment Laws: Environment Protection Act, Air (Prevention & Control of Pollution) Act; Water (Prevention and Control of Pollution) Act; Wildlife Protection Act; Forest Conservation Act. International agreements: Montreal and Kyoto protocols and Convention on Biological Diversity (CBD).

Nature reserves, tribal populations and rights, and human Wildlife conflicts in Indian context.

Unit 7: Human Communities and the Environment (7 lectures)

Human population growth, impacts on environment, human health and welfare.

Resettlement and rehabilitation of projects affected persons; case studies.

Disaster management: floods, earthquake, cyclone and landslides.

Environmental movements : Chipko, Silent Valley, Bishnois of Rajasthan.
 Environmental ethics : Role of Indian and other religions and cultures in environmental conservation.
 Environmental communication and public awareness, case studies(e.g. CNG Vehicles in Delhi)

Unit 8 : Field Work (6 lectures)

Visit to an area to document environmental assets: river / forest/ flora/ fauna etc.
 Visit to a local polluted site – Urban / Rural/ Industrial/ Agricultural.
 Study of common plants, insects, birds and basic principles of identification.
 Study of simple ecosystem- pond, river, Delhi Ridge etc.

COURSE OUTCOMES:

After completing this course students will be able to:

1. Communicate complex environmental information to both technical and non-technical audiences.
2. Understand and
3. Evaluate the global scale of environmental problems.
4. Reflect critically on their roles, responsibilities, and identities as citizens, consumers and environmental actors in a complex, interconnected world.
5. Create an awareness on the Environmental issues.

Suggested Readings:

1. Carson , R. 2002.Slient Spring, Houghton Mifflin Harcourt.
2. Gadgil , M.,& Guha, R. 1993.This Fissured Land: An Ecological History of India. Univ.of California Press.
3. Glesson, B. and Low, N.(eds.)1999. Global Ethics and Environment, London, Routledge.
4. Gleick,P.H.1993.Water Crisis. Pacific Institute for Studies in Dev.,Environment & Security. Stockholm Env.Institute, Oxford Univ.Press.
5. Groom, Martha J., Gary K.Meffe, and Carl Ronald Carroll. Principles of Conservation Biology. Sunderland: Sinauer Associates,2006.
6. Grumbine,R.Edward, and Pandit,M.K2013.Threats from India’s Himalayas dams .Science,339:36-37
7. McCully,P.1996.Rivers no more :the environmental effects of dams(pp.29-64).Zed books.
8. McNeill,John R.2000.Something New Under the Sun: An Environmental History of the Twentieth Century.
9. Odum,E.P.,Odum, H.T.& Andrees,J.1971.Fundamental of Ecology. Philadelphia Saunders.

MAPPING-COURSE OBJECTIVES WITH PROGRAMME OUTCOME

CO/PO	PO1	PO2	PO3	PO4	PO5
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CO1	M	S	S	M	M
CO2	S	M	M	M	S
CO3	S	M	S	S	M
CO4	S	S	M	M	S
CO5	S	S	S	S	S

Key: S-Strong, M-Medium/Moderate, L-Low

SEMESTER-V

BRA5A-AMERICAN LITERATURE – PAPER II

COURSE OBJECTIVES:

1. To enable the students to understand the trends in American literature through the study of seminal texts and its contribution.
2. To equip the students with the various literary forms
3. To introduce to the students the key ideas and the prominent writers
4. To appreciate the literary texts in relation to their historical and cultural contexts.
5. To illustrate the literary devices and the social issues through select works.

SYLLABUS

Unit-1: Introduction

Harlem Renaissance, World War II and its aftermath, Post-modern impulse, Multiculturalism

Unit-2: Poetry

1. Richard Cory – Edward Arlington Robinson
2. The Road Not Taken – Robert Frost
3. In a Station of the Metro – Ezra Pound
4. The Snow Man – Wallace Stevens
5. Harlem - A Dream Deferred – Langston Hughes
6. Mirror – Sylvia Plath
7. Mr. Edwards and the Spider – Robert Lowell
8. An Agony. As Now. – Amiri Baraka

Unit-3: Drama

The Crucible – Arthur Miller

Unit-4: Short Stories

1. This Is What It Means to Say Phoenix, Arizona – Sherman Alexie
2. Something to Remember Me By – Saul Bellow
3. Separating – John Updike
4. The Snows of Kilimanjaro – Ernest Hemingway

Unit-5: Fiction

The House on Mango Street – Sandra Cisneros

COURSE OUTCOMES:

After doing the course, students will be able:

1. To evaluate new forms of space, identity, and writing that transformed canonical English literary structures that emerged through American Literature
2. To assess thematic aspects of literary texts as a part of cultural and historical movements in America.
3. To gain knowledge on the historical and cultural background of the American Literature.
4. To learn the religious beliefs and the social issues through select texts.
5. To understand the different forms of literature and their thematic aspects.

REFERENCE BOOKS:

Prescribed Texts:

The Crucible. Arthur Miller. Penguin, 2003.

The House on Mango Street. Sandra Cisneros. 2nd ed. Arte Publico Press, 1983.

Relevant Videos on YouTube:

S. No.	Video
1	Harlem Renaissance
2	The Road Not Taken
3	A Dream Deferred
4	Mirror
5	The Crucible
6	The Snows of Kilimanjaro

MAPPING-COURSE OBJECTIVES WITH PROGRAMME OUTCOME

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	S	S	S	S	M
CO2	M	M	S	S	S
CO3	S	M	S	M	M
CO4	S	S	S	M	S
CO5	S	S	S	S	S

Key: S-Strong, M-Medium/Moderate, L-Low

BRA5B-POST-COLONIAL LITERATURE IN ENGLISH I: AUSTRALIAN LITERATURE

COURSE OBJECTIVES:

1. To introduce a cross-section of writings in English from the colonized nations
2. To illustrate their similarities and differences and their richness and variety.
3. To study in context, local histories, politics and cultural patterns, and the impact of colonial forces on them and comprehend the extent to which they interrogate Eurocentric conceptions of culture and language.
4. To familiarize the students with the Australian Literature and the major themes through the prescribed texts.
5. To explore on origins, traditions and cultures of Australian Literature and the impact of colonization.

SYLLABUS

Unit-1:Introduction

Theory:Colonialism/ Settler Colonialism, Concepts of Identity, Insider/ Outsider,Home, Displacement, Assimilation, Nationhood

Australian History, Confrontation and Conflicts between Settlers/Aboriginal Cultures.**Literature-** Oral Traditions/AboriginalWritings/ Bush Culture/Convictism-Australian Legend/ The National Myths (e.g. The Wild Colonial Boy etc.), Pre-War and Post-War Immigration to Australia/ Immigrant Experience/ Recent Developments in Australian Writing

Unit- 2: Short Stories

Mate – Kate Grenville

One Sunday in February 1942 – Thomas Keneally

Unit-3: Poetry

Waltzing Matilda – Banjo Paterson

No more Boomerang – Kath Walker

The Immigrant Voyage – Les Murray

For New England – Judith Wright

Myths and Legends

The Aboriginal Song Cycle - The Djanggawul Song Cycle (Part ONE-**Song 1**
from *Macmillan Anthology of Australian Literature*)

The Wild Colonial Boy

Unit 4:Drama

Ned Kelly – Douglas Stewart

Unit 5:Novel

Seven Little Australians – Ethel Turner

COURSE OUTCOMES:

On completing the course, the students will be able to:

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

REFERENCE BOOKS:

- The Cambridge Companion to Australian Literature – Elizabeth Webby –Cambridge University Press – 2000
- The Macmillan Anthology of Australian Literature – Ken Goodwin and AllanLawson, Macmillan – 1990

ONLINE REFERENCES:

- Australian Government – www.australia.gov.au/about-australia/australian-stories
- Creative Spirits – www.creativespirits.info
- Austlit: The Australian Literature Resource – www.austlit.edu.au

MAPPING-COURSE OBJECTIVES WITH PROGRAMME OUTCOME

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	S	S	S	S	M
CO2	M	M	S	S	S
CO3	S	M	S	M	M
CO4	S	S	S	M	S
CO5	S	S	S	S	S

Key: S-Strong, M-Medium/Moderate, L-Low

BRA5C-WOMEN'S WRITING

COURSE OBJECTIVES:

1. This course intends to acquaint the students to the body of literature written by women as a discrete academic discipline and become aware of women's voices and perspectives and their integral role in human experiences
2. To know the role of women in society
3. To create an awareness on the issues and challenges of Women around the world
4. To learn the Tenets of Feminism
5. To equip the students with the knowledge of Gender studies through select texts.

SYLLABUS

Unit-1: Introduction

Women's writing and the specific issues it deals with, gender aspects viz-a-viz society, theories.

Ecriture Feminine

Female, feminist, femininity

Waves of Feminism, Postfeminism

Tenets of Feminism- Liberal, Radical, Socialist, Cyber feminism.

Patriarchy, Androgyny, Double marginalization, Stereotyping, male gaze, objectification
Womanism

Language and gender

Unit-2: Prose

A Vindication of the Rights of Woman: with Strictures on Political and Moral Subjects -

Mary Wollstonecraft

(Restricted to Chapter 13)

Ain't I a woman? - Sojourner Truth (Speech)

Unit-3: Poetry

Persephone, Falling - Rita Dove

Journey to the Interior - Margaret Atwood

Request to a Year - Judith Wright

Medusa - Sylvia Plath

A Sunset of the City - Gwendolyn Brooks

The Old Playhouse – Kamala Das

Unit-4: Drama

Trifles - Susan Glaspell

Unit-5: Short Stories

Draupathi - Mahasweta Devi

The Yellow Wallpaper - Charlotte Perkins Gilmar

Forest – Ambai

COURSE OUTCOMES:

After completing this course, the students will be able to

1. Understand the impact of patriarchy on women and become sensitized to the need for gender equality
2. Distinguish women's writing as one shaped by their gender experiences
3. Identify genres and narrative strategies employed by different women writers and the language used
4. Gain an understanding from the themes of suppression, oppression and marginalization expressed by women writers across the world and gauge its effect in changing the social construct
5. Analyse literary texts through the perspective of gender.

REFERENCE BOOKS:

PRESCRIBED TEXTS:

Trifles - Susan Glaspell. Baker's Plays, 2010

RECOMMENDED TEXTS:

Feminism: A Very Short Introduction. Margaret Walters. Oxford University Press, 2005.

The Cambridge Companion to Feminist Literary Theory. Ellen Rooney. Cambridge University Press, 2006.

MAPPING-COURSE OBJECTIVES WITH PROGRAMME OUTCOME

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	S	S	S	S	M
CO2	M	S	M	S	S
CO3	S	M	S	M	M
CO4	S	S	S	M	S
CO5	S	S	S	S	S

Key: S-Strong, M-Medium/Moderate, L-Low

BRA5D-INTRODUCTION TO LITERARY THEORIES

COURSE OBJECTIVES:

1. To introduce the basic concepts of Western literary theory and criticism to students
2. To enable the students to understand various literary theories and their concepts.
3. To equip the students with the knowledge of structuralism.
4. To exhibit the concepts of Post-Modernism and Psychoanalytic Criticism.
5. To explore the various critical theories and their relevance to the age.

SYLLABUS**Unit-1: Introduction**

Literary theorizing from Aristotle to F.R. Leavis, some key moments, the transition to 'theory', some recurrent ideas in critical theory (Pages 20 – 35 of the prescribed text)

Unit-2: Structuralism

The Scope of Structuralists, What Structuralist Critics do

(Pages 38 – 58 of the prescribed text - Excluding ‘Stop and Think’ portions)

Post-structuralism and Deconstruction(Pages 59 – 65; 68-70 of the prescribed text)

Unit-3: Post-Modernism and Psychoanalytic Criticism

Post Modernism: Pages 78-88 Up to What postmodernist critics do(Excluding ‘Stop and Think’ portions)

Psychoanalytic Criticism : 92-97 and 100 - [What Freudian Psychoanalytic critics do] of the prescribed text (Excluding ‘Stop and Think’ portions)

Unit-4: Feminist and Marxist Criticism

Feminist Criticism: Pages 118 -124 of the prescribed text

Marxist Criticism: Pages 150-154 of the prescribed text

Unit-5: Post-Colonial Criticism

New Historicism and Cultural Materialism (Pages 172-184 of the prescribed text)

PostColonial Criticism: Pages 185 -192 of the prescribed text - Excluding ‘Stop and Think’ portions

Ecocriticism: Pages 239-248 of the prescribed text

COURSE OUTCOMES:

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

1. Remember the critical thinkers or philosophers and their seminal works
2. Understand the significance of major critical theories
3. Analyse the themes and structure of literary works
4. Examine dominant ideologies in literary works
5. Evaluate a literary work using a theoretical framework

REFERENCE BOOKS:

Beginning Theory: An Introduction to Literary and Cultural Theory, Peter Barry – Viva Books Pvt. Ltd., 2017.

RECOMMENDED TEXTS:

M. H. Abrams - A Glossary of Literary Terms -7th Ed. Heinle & Heinle, 1999.

The Penguin Dictionary of Literary terms and Literary Theory, J.A. Cuddon revised by C.E. Preston, Penguin Books, London, 6th edition, 1999.

MAPPING-COURSE OBJECTIVES WITH PROGRAMME OUTCOME

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	S	S	S	S	S
CO2	M	S	M	S	S
CO3	S	S	M	M	M
CO4	S	S	S	M	S
CO5	S	S	S	S	S

Key: S-Strong, M-Medium/Moderate, L-Low

BRE5B-PRACTICAL APPROACH TO TECHNICAL WRITING

COURSE OBJECTIVES:

1. To introduce the basics of technical writing.
2. To acquire the knowledge of better framework and planning.
3. To comprehend and equip the students with the knowledge of the Technical Writing Process.
4. To enhance the students to acquire the skill of structuring and designing the document.
5. To introduce and familiarize the students with the Ethics of Technical Writing

Unit-1: Introduction

Introduction to technical writing, objectives and importance of technical writing

Unit-2: The Technical Writing Process

The technical writing process - examining purpose, determining goals, considering audience and gathering data, determining the context, formatting, pre-writing, writing andrewriting

Unit-3: Examples of Technical Writing

Preparing marketing material, composing promotional material, describing products services and incorporating facts for homepages on websites, press releases, brochure,product descriptions

Unit-4: Ethics and Technical Writing

Legalities, practicalities, ethicalities, guidelines for ethical standards, strategies formaking ethical decisions, multicultural communication

COURSE OUTCOMES:

At the end of the course students will be able to

1. Acquire research skills to discover and employ information in Technical Writing.
2. Develop and Improve the Correspondence Skills.
3. Equip the Promotional Skills to persuade and disseminate information to the public.
4. Learn Visual Communication Skills in Preparing Promotional material.
5. Practice the professional writing in rhetoric and precis and coherent in expression.

REFERENCEBOOKS:

Technical writing, Process and Product - Shaaron J Gerson and Stevan M Gerson, 5th edition
Writing for the Web – Faye Hoffman

MAPPING-COURSE OBJECTIVES WITH PROGRAMME OUTCOME

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	S	S	S	S	S
CO2	M	M	M	S	S
CO3	S	S	M	M	M
CO4	S	S	S	M	S
CO5	S	S	S	S	S

Key: S-Strong, M-Medium/Moderate, L-Low

VALUE EDUCATION

COURSE OBJECTIVES:

Value are socially accepted norms to evaluate objects, persons and situations that form part and parcel of sociality. A value system is a set of consistent values and measures.

Knowledge of the values are inculcated through education. It contributes in forming true human being, who are able to face life and make it meaningful. There are different kinds of values like, ethical or moral values, doctrinal or ideological values, social values and aesthetic values. Values can be defined as broad preferences concerning appropriate courses of action or outcomes. As such, values reflect a person's sense of right and wrong or what "ought" to be. There are representative values like, "Equal rights for all", "Excellence deserves admiration". "People should be treated with respect and dignity". Values tend to influence attitudes and behavior and help to solve common human problems. Values are related to the norms of a culture.

SYLLABUS

UNIT I: Value education-its purpose and significance in the present world – Value system – The role of culture and civilization – Holistic living – balancing the outer and inner – Body, Mind and Intellectual level – Duties and responsibilities.

UNIT II: Salient values for life – Truth, commitment, honesty and integrity, forgiveness and love, empathy and ability to sacrifice, care, unity, and inclusiveness, Self esteem and self confidence, punctuality – Time, task and resource management – Problem solving and decision making skills – Interpersonal and Intra personal relationship – Team work – Positive and creative thinking.

UNIT III: Human Rights – Universal Declaration of Human Rights – Human Rights violations – National Integration – Peace and non-violence – Dr.A P J Kalam's ten points for enlightened citizenship – Social Values and Welfare of the citizen – The role of media in value building.

UNIT IV: Environment and Ecological balance – interdependence of all beings – living and non-living.

The binding of man and nature – Environment conservation and enrichment.

UNIT V: Social Evils – Corruption, Cyber crime, Terrorism – Alcoholism, Drug addiction – Dowry –Domestic violence – untouchability – female infanticide – atrocities against women – How to tackle them.

COURSE OUTCOMES :

- Students will gain deeper understanding about the purpose of their life. Students will understand and start applying the essential steps to become good leaders.

- Students will emerge as responsible citizens with clear conviction to practice values and ethics in life.
- Students will become value based professionals.

Books for Reference :

1. M.G. Chitakra: Education and Human Values, A.P.H. Publishing Corporation, New Delhi, 2003.
2. Chakravarthy, S.K: Values and ethics for Organizations: Theory and Practice, Oxford University Press, New Delhi, 1999.
3. Satchidananda, M.K: Ethics, Education, Indian Unity and Culture, Ajantha Publications, Delhi, 1991.
4. Das, M.S. & Gupta, V.K.: Social Values among Young adults: A changing Scenario, M.D. Publications, New Delhi, 1995.
5. Bandiste, D.D.: Humanist Values: A Source Book, B.R. Publishing Corporation, Delhi, 1999.
6. Ruhela, S.P.: Human Values and education, Sterling Publications, New Delhi, 1986.
7. Kaul, G.N.: Values and Education in Independent Indian, Associated Publishers, Mumbai, 1975.
8. NCERT, Education in Values, New Delhi, 1992.
9. Swami Budhananda (1983) How to Build Character A Primer : Rmakrishna Mission, New Delhi.
10. A Culture Heritage of India (4 Vols.), Bharatiya Vidya Bhuvan, Bombay, (Selected Chapters only)
11. For Life, For the future : Reserves and Remains – UNESCO Publication.
12. Values, A Vedanta Kesari Presentation, Sri Ramakrishna Math, Chennai, 1996.
13. Swami Vivekananda, Youth and Modern India, Ramakrishna Mission, Chennai.
14. Swami Vivekananda, Call to the Youth for Nation Building, Advaita Ashrama, Calcutta.
15. Awakening Indians to India, Chinmayananda Mission, 2003.

SEMESTER VI
BRA6A-CONTEMPORARY LITERATURE

COURSE OBJECTIVES:

1. To introduce a few modern and contemporary writings, in all its diversity to study the issues and experiences that dominated the world in the twentieth century and after.
2. To equip students with the recent literary trends
3. To acquaint students with the contemporary writings and the prominent writers
4. To explore on the various Literary Genre
5. To familiarize students with current issues.

SYLLABUS

Unit-1:Introduction

Multiculturalism,

Diasporic Writing

Displacement and Alienation and Identity crisis

Theme of Acculturation,Assimilation,Globalisation, Hybridity

Unit-2: Prose

Joseph Anton - A Memoir : An Extract-

Chap. II – Manuscripts Don't Burn (Paragraph beginning: "On the day he received the bound proofs of The Satanic Verses " Paragraph ending "It was Valentine's Day")

Edition: Jonathan Cape, 2012.

The Bomb and I - Arundathi Roy

The Medicine Bag - Virginia Driving Hawk Sneve

The Handsomest Drowned Man in the World - Gabriel Garcia Marquez.

Unaccustomed Earth - Jhumpa Lahiri

Unit 3: Poetry

Black Berry Picking - Seamus Heaney

A Far Cry from Africa - Derek Walcott

Hamlet - Wole Soyinka

I Know Why the Caged Bird Sings - Maya Angelou

Unit 4 Drama

Harvest- Manjula Padmanabhan

Unit 5: Fiction

Life of Pi - Yann Martel

COURSE OUTCOMES:

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

1. Examine the representation of contemporary trends, thematic concerns and innovations in genres
2. Identify key concepts like, multiculturalism, globalization, acculturation, displacement, alienation and identity crisis in contemporary texts post World War II
3. Categorize major streams of thought, literary styles and issues that dominate the world
4. Analyze the inter-connectedness of human experiences with a developed understanding of their social, cultural and aesthetic contexts.
5. Acquire Knowledge on the recent Literary Trends and Writings.

REFERENCE BOOKS:

PRESCRIBED TEXTS:

Joseph Anton: A Memoir - Salman Rushdie - Knopf Canada, 2012.

Harvest - Manjula Padmanabhan - Aurora Metro, 2003.

Life of Pi - Yann Martel - Houghton Mifflin Harcourt, 2003

RECOMMENDED TEXTS:

Diasporas. Stéphane Dufoix. Trans. William Rodarmor. University of California Press: London, 2008.

Seamus Heaney: The Crisis of Identity. Floyd Collins. University of Delaware Press, 2003.

Poetry of Seamus Heaney: A Critical Study. Narendra Kumar. Pinnacle Technology, 2009.

Caribbean Panorama: An Anthology from and about the English-speaking Caribbean with Introduction, Study Questions, Biographies, and Suggestions for Further Reading. ed.

KathleenKelley Ferracane. La Editorial, UPR, 1999.

Perspectives on Wole Soyinka. Biodun Jeyifo. Univ. Press of Mississippi.

Relevant Videos on YouTube

S. No.	Video
1	What is multiculturalism?
2	Joseph Anton : A Memoir
3	Black berry picking
4	A Far Cry From Africa
5	I Know Why The Caged Bird Sings
6	Through the Tunnel - Doris Lessing
7	Life of Pi

MAPPING-COURSE OBJECTIVES WITH PROGRAMME OUTCOME

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	S	S	S	S	M
CO2	M	M	S	S	S
CO3	S	M	S	M	M
CO4	S	S	S	M	S
CO5	S	S	S	S	S

Key: S-Strong, M-Medium/Moderate, L-Low

BRA6B-POST-COLONIAL LITERATURE IN ENGLISH II: CANADIAN LITERATURE

COURSE OBJECTIVES:

1. To introduce a cross-section of writings in English from the colonized nations
2. To illustrate their similarities and differences and their richness and variety.

3. To study in context, local histories, politics and cultural patterns, and the impact of colonial forces on them and comprehend the extent to which they interrogate Eurocentric conceptions of culture and language.
4. To familiarize the students with the Canadian Literature and the major themes through the prescribed texts.
5. To explore on origins, traditions and cultures of Canadian Literature and the impact of colonization.

SYLLABUS

Unit-1: Introduction

Post-Colonial Literature

Origins of Canadian Literature

Oral traditions including myths, folklore, and legends

The First Nations: Native Literature

Colonization and the Colonizers: British and French and economically colonized by the Americans

The Garrison mentality as a common theme in Canadian literature

Recent developments and mainstream writers.

Unit-2: Prose

Godzilla vs. Post-Colonial – Thomas King

Disunity as Unity: A Canadian Strategy - Robert Kroetsch

Unit-3: Poetry

First Neighbours – P K Page

Indian Reservation: Caughnawaga – A M Klein

The Cattle Thief – Emily Pauline Johnson

Like an Old Proud King in a Parable – A J M Smith

Unit-4 : Drama

The Ecstasy of Rita Joe – George Ryga

Unit -5: Short Stories and Fiction

Face – Alice Munro

“The Hostelry of Mr Smith” (Sunshine Sketches of a Little Town) – Stephen Leacock

Cannibal Woman – Ron Geyschick

Fiction

The Edible Woman – Margaret Atwood

COURSE OUTCOMES:

On completing the course, the students will be able to:

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

REFERENCE BOOKS:

PRESCRIBED TEXTS:

History of Canadian Literature - W H New

Canadian Culture: An Introductory Reader – Ed. Elspeth Cameron

An Anthology of Commonwealth Poetry – Ed . C D Narasimhiah

New Contexts of Canadian Criticism – Ed Ajay Heble, Donna Palmateer Pennee and J RStruthers

An Anthology of Canadian Native Literature – Ed. Daniel David Moses and Terry Goldie - 2nd Edition

WEBSITES:

Canadian Encyclopedia –

www.thecanadianencyclopedia.com Canadian Culture -

www.culturecanada.gc.ca

MAPPING-COURSE OBJECTIVES WITH PROGRAMME OUTCOME

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	S	S	S	S	M
CO2	S	M	S	S	S
CO3	S	M	S	M	M
CO4	S	S	S	M	S
CO5	S	S	S	S	S

Key: S-Strong, M-Medium/Moderate, L-Low

BRA6C-SHAKESPEARE

COURSE OBJECTIVES:

1. To introduce the students the origin and evolution of the Shakespearean Theatre and Plays.
2. To analyse and study the wide range of plays written by Shakespeare
3. To explore the thematic aspects in the select plays.
4. To illustrate the aspects of the historical plays through the prescribed text.
5. To enhance the critical study of the plays through prominent critics.

Unit-1: Introduction

The Age of Shakespeare

Life of Shakespeare,

Shakespearean theatre

Shakespearean audience,

Shakespearean players,

Shakespeare Canon,

Shakespeare's Texts: Quartos and Folios,

Shakespeare and Classical conventions,

Shakespearean comedies, tragedies, histories, romances, problem-plays,

Unit-2: Tragedy

Macbeth

Unit-3: Comedy

Twelfth Night

Unit-4: History

Richard II

Unit-5: Critical Essays

1. “From Hamlet to Lear” from *Shakespeare in a Changing World* – Arnold Kettle
2. “On the Tragedies of Shakespeare” – Charles Lamb from *The English Critical Tradition* –Ed. S. Ramaswami & V.S. Sethuraman (Vol. I)

COURSE OUTCOMES:

On completing the course, the students will be able to:

1. Gain knowledge on the Shakesperean plays
2. Develop analytical study through compare and contrast method.
3. Differentiate the plays written through the select texts.
4. Write critical essays on different perspectives of the plays.
5. View the plays through various interpretation of the critics.

REFERENCE BOOKS:

Prescribed Texts:

The English Critical Tradition – Ed. S. Ramaswami & V.S. Sethuraman (Vol. I)

Macbeth (Penguin Shakespeare) by William Shakespeare

Twelfth Night - Ed. Roger Warren and Stanley Wells - Oxford University Press 2008

Richard II- Ed by Frances E. Dolan (Editor, Introduction), Stephen Orgel (Series Editor), A. R. Braunmuller (Series Editor)

Shakespeare in a Changing World - Arnold Kettle – Published by Lawrence and Wishart

MAPPING-COURSE OBJECTIVES WITH PROGRAMME OUTCOME

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	S	S	S	S	M
CO2	S	M	M	S	S
CO3	S	M	S	M	M
CO4	S	S	S	M	S
CO5	S	S	S	S	M

Key: S-Strong, M-Medium/Moderate, L-Low

BRE6A-WORLD LITERATURE IN TRANSLATION

COURSE OBJECTIVES:

1. This paper aims at introducing students to a few seminal classics of the world to expose them to classical literary styles and perspectives
2. To gain an understanding of early human experiences from different parts of the world.
3. To understand the theories and basic tenets of World Literature.
4. To Explore different Genres of World Literature.
5. To familiarize students with the prominent authors and their texts.

SYLLABUS

Unit-1: Introduction

1. Goethe's concept of World literature
2. Tragedy of Fate
3. French Revolution
4. Realistic drama of Ibsen and Chekhov
5. Multiculturalism
6. Realism
7. Concept of the Absurd
8. Postmodernism

Unit-2: Poetry

1. The Gate of Hell : Canto III (*Inferno*) - Dante Alighieri
2. Ithaca- Constantine Petrou Cavafy
3. The Burning of the Books- Bertolt Brecht
4. Lot's Wife- Anna Akhmatova
5. The End and the Beginning- Wislawa Szymborska

Unit-3: Drama

Oedipus Rex – Sophocles

Unit-4: Short Stories

1. The Guest-Albert Camus
2. The Convert - Guy de Maupassant

3. A Christmas Tree and a Wedding - Fyodor Dostoyevsky
4. One Autumn Night - Maxim Gorky
4. The Blizzard - Alexander Pushkin
5. The Fairy Amoureuse – Emile Zola

Unit-5: Fiction

The Count of Monte Cristo – Alexander Dumas

Course Outcomes:

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

1. Learn the basics of World Literature in Translation.
2. Acquire knowledge on the popular World Literature in Translation through select texts
3. Know the significance of the Various Literatures .
4. Enhance their knowledge in critical analysis.
5. Write an essay on the various interpretations and views on the prescribed texts.

BRE6A-WORLD LITERATURE IN TRANSLATION

REFERENCE BOOKS:

Prescribed Texts:

Oedipus the King. Sophocles. Trans. David Grene. University of Chicago Press, 2012.

MAPPING-COURSE OBJECTIVES WITH PROGRAMME OUTCOME

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	S	S	S	S	M
CO2	S	M	M	S	S
CO3	S	M	S	M	M
CO4	S	S	S	M	S
CO5	S	S	S	S	M

Key: S-Strong, M-Medium/Moderate, L-Low

BRE6B-JOURNALISM

COURSE OBJECTIVES:

1. To introduce the students with the origin and prospects of Journalism
2. To equip the students with knowledge of ethics in Mass Media and Journalism.

3. To learn the process of report writing
4. To develop the written communication skills.
5. To learn the Technical Aspects in publishing and promoting in Journalism.

SYLLABUS:

Unit-1: Introduction

1. Introduction to Journalism
2. A Short History of Journalism in India
3. Ethics of Journalism

Unit-2: The Press

1. Freedom of Press and Threats to Press Freedom
2. The Government and the Press
3. Press Laws: Defamation, Libel, Contempt of Court, Slander, Copyright Laws, Press Regulation Act, Press Registration Act, Law of Privileges

Unit-3: Reporting News

1. Role of the Reporter and the Editor
2. Types of News Reports – Straight, Interpretive, Investigative, Scoop, Sting
3. Headlines - Editorial, Feature Writing, Personal Column, Reviews, Interviews and Press Conferences
4. Reporting – News Values, Human Interest, Story Angle, Obituaries

Unit-4: Layouts, Advertising and News Agencies

1. Make-up of a newspaper - Editing, Proof-Reading
2. Photographic Journalism, Cartoons, News Agencies, Press Council of India
3. Advertisements – Types and Social Responsibility

Exercises

Editing, Proof-reading, Feature Writing, News Reporting, Planning Interviews and Reviews

Unit 5: Electronic and New Media

Electronic Media- Radio, Television

Emergence of New Age Media-Definition & Conceptualization of New Media, Future of New Media

Ethics and Social Responsibilities of New Media

COURSE OUTCOMES:

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

1. Learn the process of publishing and writing in Journalism.
2. Acquire the Skills in Printing, Publishing and Promoting the News.
3. Familiarize the Journalistic terminologies.
4. Equip with the knowledge of future prospects of New Media
5. Differentiate the various forms of Mass and Print Media.

REFERENCE BOOKS:

The Professional Journalism – M V Kamath

The Press – Chalapathi Rao

Journalism as a Career - Sengupta

Mass Communication: Principles and Concepts, (2nd Edition, Kindle Edition) -Seema Hasan

MAPPING-COURSE OBJECTIVES WITH PROGRAMME OUTCOME

CO/PO	PO1	PO2	PO3	PO4	PO5
CO1	S	S	S	S	M
CO2	S	S	M	S	S
CO3	S	M	S	M	M
CO4	S	S	S	M	S
CO5	S	S	S	S	M

Key: S-Strong, M-Medium/Moderate, L-Low

ASSESSMENT PATTERN

**CORE PAPERS, ELECTIVE PAPERS AND EXTRA DISCIPLINARY
PAPERS**

SUMMATIVE ASSESSMENT: 75 Marks

FORMATIVE ASSESSMENT : 25 Marks

TOTAL: 100 Marks

SUMMATIVE ASSESSMENT

End Semester External University Examination: **75 MARKS**

Duration 3 Hours

Part -A-(10X1=10) Answer any 10 out of 12 Questions 1-12

Part -B-(5X5=25) Answer any 5 out of 7 Questions 13-19

Part -C-(4X10=40) Answer any 4 out of 6 Questions 20-25

FORMATIVE ASSESSMENT PATTERN

Continuous Internal Assessment

Assignment: 5 MARKS

Assignment on a prescribed topic.

Seminar: 5 MARKS

Presentation on Text Based topics.

Class Test: 10 MARKS

Test on different units taught.

Combination of objective and descriptive questions.

Attendance: 5 MARKS

Total: 25 MARKS

QUESTION PAPER PATTERN

Time 3 Hours

SUBJECT NAME	MARKS	TOTAL	SPECIAL INSTRUCTION IF ANY
	CIA-	25	
	Assignment: 5 MARKS Assignment on a prescribed topic. Seminar: 5 MARKS	25	

	<p>Presentation on Text Based topics. Class Test: 10 MARKS Test on different units taught.</p> <p>Combination of objective and descriptive questions. Attendance: 5 MARKS</p>		
	SUMMATIVE ASSESSMENT	75	
	<p>End Semester External University Examination: Duration 3 Hours Part -A-(10X1=10) Answer any 10 out of 12 Questions 1-12 Part -B-(5X5=25) Answer any 5 out of 7 Questions 13-19 Part -C-(4X10=40) Answer any 4 out of 6 Questions 20-25</p>	75	

ASSESSMENT PATTERN
CORE PAPERS, ELECTIVE PAPERS, AND EXTRA DISCIPLINARY PAPERS

SUMMATIVE ASSESSMENT: 75 Marks

FORMATIVE ASSESSMENT: 25 Marks

TOTAL: 100 Marks

SUMMATIVE ASSESSMENT

End Semester External University Examination: 75 MARKS

Duration 3 Hours

Part -A-(10X1=10) Answer any 10 out of 12 Questions 1-12

Part -B-(5X5=25) Answer any 5 out of 7 Questions 13-19

Part -C-(4X10=40) Answer any 4 out of 6 Questions 20-25

FORMATIVE ASSESSMENT PATTERN
CONTINUOUS INTERNAL ASSESSMENT

Assignment: 5 MARKS

Assignment on a prescribed topic.

Seminar: 5 MARKS

Presentation on Text Based topics.

Class Test: 10 MARKS

Test on different units taught.

Combination of objective and descriptive questions.

Attendance: 5 MARKS

Total: 25 MARKS

Question Paper Pattern

Time 3 Hours

Subject Name	Marks	Total	Special Instruction If Any
	FORMATIVE ASSESSMENT PATTERN CONTINUOUS INTERNAL ASSESSMENT-CIA	25	
All Major, Allied and Electives	Assignment: 5 Marks Assignment on a prescribed topic. Seminar: 5 Marks Presentation on Text Based topics. Class Test: 10 Marks Test on different units taught. Combination of objective and descriptive questions. Attendance: 5 Marks	25	
	SUMMATIVE ASSESSMENT	75	
<ul style="list-style-type: none"> • British Literature-I 	End Semester External University Examination: Duration 3 Hours SECTION A	75	

- British Literature-II
- British Literature-III

(From Unit 1: Detailed Poetry only)

I. Annotate FIVE of the following:

(5 out of 8)

5x2= 10 Marks

SECTION B

(From Poetry (non-detailed), Prose and Drama)

II. Analyse any THREE of following passages and answer the questions given below:

(3 out of 5)

3x5=15 Marks

(5-7 lines to be given and three questions to be asked for each passage)

[1. textual question (1 Mark)

2. Word meaning/allusion (1 Mark)

3. Explanation (3 Marks)]

III. Answer any FOUR of the following questions in about 100 words (from Units

3,4,5) (4 out of 6) **4x5 = 20 Marks**

SECTION C

(from all Units) IV. Write essays on any

THREE of the following in 300 words.

(3 out of 5)

3x10=30 Marks

<ul style="list-style-type: none"> • Indian Writing in English • American Literature- Paper I 	<p>SECTION A (From Poetry only) – I. Annotate FIVE of the following: (5 out of 8) 5x2= 10 Marks</p> <p>SECTION B (From Prose) (3 out of 5) II. Analyse any THREE of following passages and answer the questions given below: 3x5=15 Marks (5-7 lines to be given and three questions to be asked for each passage) [1. Textual Question (1 Mark) 2. Word meaning/allusion (1 Mark) 3. Explanation (3 Marks)]</p> <p>III. Answer any FOUR of the following questions: (from Drama/Graphic Fiction & Short Stories) (4 out of 6) 4x5 = 20 Marks</p> <p>SECTION C (From all units) (3 out of 5) IV. Write essays on any THREE of the following in 300 words. (from all Units) 3x10=30 Marks</p>	

<ul style="list-style-type: none"> • Shakespeare 	<p>SECTION A I. Annotate any FIVE of the Following without omitting any Group 5x2= 10 Marks Group –A (3 passages from Henry IV Part I) Group –B (3 passages from Twelfth Night) Group –C (3 passages from Macbeth) Group –D (3 passages from Tempest)</p> <p>SECTION B (5 out of 7) (Theoretical questions from Unit divisions-1.2, 2.2, 3.2, 4.2 and Unit V) II. Answer any FIVE of the following in about 100 words 5x5 = 25 Marks</p> <p>SECTION C III. Answer any FIVE of the following in 250 words without omitting any Group. 5x8=40 Marks Group –A (3 questions from Unit I) Group –B (3 questions from Unit II) Group –C (3 questions from Unit III) Group –D (3 questions from Unit IV) Group –E(3 questions from Unit V)</p>		
	<p>SECTION A</p>		

<ul style="list-style-type: none"> Aspects Of English Language Paper I 	<p>MCQ- Questions 1 - 20 – Based on Language in Use indicated in all Units I. Choose the correct answer. 20x1= 20 Marks</p> <p>SECTION B Short answers – Q 21- Q27 – Theoretical questions from all Units (5 out of 7) II. Answer any FIVE of the following in about 100 words. 5x 5 = 25 Marks</p> <p>SECTION C III. Answer the following Q 28 or Q 29 - (internal choice) – Essay Question from Unit 1 – Introduction – 10 Marks Q 30 – (Grammar - Higher Order Applications/ practice) 5x2 = 10 Marks a. Rewrite the sentence in the right order (jumbled words) - (5) Marks b. Rewrite the paragraph by writing the sentences in the correct sequence - (5) Marks Q 31 – (Higher Order Applications/ practice) 2 X 5 =10 Marks</p>	
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	<p>a. Conversion (Change the voice, direct vs reported speech) – 2 sentences - (2) Marks</p> <p>b. Transformation of sentences (simple-compound- complex, linkers)- 2 sentences (2) Marks</p> <p>c. Error correction - 4 errors – tense, concord, preposition, pronoun - (2) Marks</p> <p>d. Rewrite the sentences by changing the tense– 2 sentences - (2) Marks</p> <p>e. Rewrite the sentences by changing the pronoun and number - (2) Marks</p>		
<ul style="list-style-type: none"> Aspects Of English Language Paper II 	<p>SECTION A MCQ Q1 - Q20 – all Units - as given in Language in Use I. Choose the correct answer: 20x1=20 marks</p> <p>SECTION B (short answers from all units, transcription, morphological analysis) II. Answer the following. 25 Marks Q 21 – Q25 -- Answer any 3 out of 5 – (3 x 5 = 15) Marks Q26. Phonetic transcription – short sentences - 2 sentences (5) Marks Q 27. Morphological analyses – tree diagram – 2 sentences (5) Marks</p>		

	<p>SECTION C (Essays – Internal choice – Choices should not be from the same unit) III. Answer any THREE of the following in about 300 words. 10x 3=30 Marks</p> <p>Q28. a. or b. Q 29. a. or b. Q 30. a. or b.</p>		
<ul style="list-style-type: none"> • Background to English Literature –Paper I, II &III • Background to European and American Literature 	<p>SECTION A (MCQ from all the Units) I. Choose the correct answer; 20x1=20 Marks</p> <p>SECTION B II. Answer any FIVE of the following in about 100 words 5x5=25 Marks</p> <p>SECTION C III. Answer any THREE of the following in about 300 words 10x3=30 Marks</p>		

<ul style="list-style-type: none"> • Major Paper IX American Literature II • Major Paper X Post Colonial Literature in English I • Major Paper XI Women’s writing • Major Paper XII Introduction to Literary Theories • Practical Approach to Technical Writing • Major Paper – XIII Contemporary Literature • Major Paper – XIV Post - colonial literature in English II • Major Paper – XV Shakespeare • Electives Paper II World Literature in Translation • Electives Paper III Journalism 	<p>SECTION-A Questions 1 to 10 Multiple choice questions from Unit I – Introduction Marks – 10x1=10 Questions 11 to 20 Multiple choice questions from Unit II to Unit V (Prose, Poetry, Drama & Fiction) Marks – 10x1=10</p> <p>SECTION B Five Paragraph answers – 200 words each – Choice 5 out of 7 Marks - 5x5=25 Questions 21 to 27 - Unit II to Unit V</p> <p>SECTION C 3 essays – 300 words each – Choice 3 out of 5 Marks - 3x10=30 Questions 28 to 32 – Unit II to Unit V</p>		
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Question Paper Pattern

Time 3 Hours

Subject Name	Marks	Total	Special Instruction If Any
SEMESTER-I Communicative English-I	FORMATIVE ASSESSMENT PATTERN CONTINUOUS INTERNAL ASSESSMENT-CIA	50	
	INTERNALS (50 Marks) i. Attendance – 5 Marks ii. Continuous Assessment – 10 Marks iii. Internal Examination -- 35 Marks Total – 50 Marks iii. Internal Examination - 35 Marks (to be conducted by the respective institutions at the end of the semester) → Listening - 15 marks *Speaking - 15 marks (*each student to be tested individually/in pairs) Study Skills - 5 marks		
	SUMMATIVE ASSESSMENT	50	
	Question Paper Pattern for End Semester University Examination		
	PART – A (20 marks) I. Read the following passage and answer the questions that follow (15 marks) [1 long passage – questions to include – • factual - 4 questions– 4 marks • Inferential –		

	<p>2 question – 5 marks • Vocabulary – 4 questions – 4 marks (meaning for the given word; meaning given, find the word; synonym; antonym) • Reasoning - True / False (with reasons) - 2 questions – 2 marks]</p> <p>II. Read the following graph and answer the questions that follow. (5x1=5marks) (questions to include – factual, inferential, vocabulary, reasoning, extrapolation)</p> <p>PART – B (10 marks)</p> <p>III. Read the following passage. Each line contains an error. Identify the error and write the correct answer in the space given. (5 marks) (errors – spelling / commonly confusing word (familiar words), articles, sub-verb agreement, punctuation, tense form.) IV. Rewrite any one of the following passages: (5 marks) Present tense to past tense Active to passive Descriptive to dialogue</p> <p>PART C (20 marks)</p> <p>V. Answer any 4 out of 6 (4x5=20marks)</p> <p>Diary writing (journal writing) Narrative writing Descriptive writing Giving directions</p>	50	
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	Note making Compare and contrast (argumentative)		
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Question Paper Pattern

Time 3 Hours

Subject Name	Marks	Total	Special Instruction If Any
SEMESTER-II Communicative English-II	FORMATIVE ASSESSMENT PATTERN CONTINUOUS INTERNAL ASSESSMENT-CIA	50	
	INTERNALS (50 Marks) i. Attendance – 5 Marks ii. Continuous Assessment – 10 Marks iii. Internal Examination -- 35 Marks Total – 50 Marks iii. Internal Examination - 35 Marks (to be conducted by the respective institutions at the end of the semester) – Listening - 15 marks *Speaking - 15 marks (*each student to be tested individually/in pairs) Study Skills - 5 marks		
	SUMMATIVE ASSESSMENT	50	
	Question Paper Pattern for End Semester University Examination		
	PART – A (20 marks)		

	<p>1. Read the following passage and answer the questions that follow (15 marks) ONE Long Motivational Passage / Inspirational Story Questions to include – Factual -- 4 questions– 4 marks Inferential – 2 questions – 5 marks Vocabulary – 4 questions – 4 marks (synonym; antonym; idioms/ phrases; collocations; connotations) Reasoning - 2 questions – 2 marks – True / False (with reasons)</p> <p>2. Read the following visual text / advertisement and answer the questions that follow. 5x 1=5 marks) Questions to include – Factual -- 1 question – 1 mark Inferential – 1 question – 1 mark Vocabulary – 1 question – 1 mark Reasoning - 1 question –1 mark Extrapolation - 1 question – 1 mark</p> <p>Part – B (10 marks)</p>	50	
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	<p>3. Read the following passage. Each line contains an error. Identify the error and write the correct answer in the space given. (5 marks) (Errors – adverb, preposition, conjunction, sub-verb agreement, tense.) 4. Rewrite any one of the following passages: (5 marks) (Important Note – passage to be given as a paragraph not isolated sentences) a. Rewrite the sentences by rearranging the words/ phrases in the correct order. b. Rewrite the statements into questions. c. Replace the underlined words with suitable clauses.</p> <p>Part C (20 marks)</p> <p>5. Answer any 4 out of 6 (4 x 5=20 marks) (Important Note – contexts / situation must be given for all the questions) a. Emails of complaint b. Opinion pieces c. A situation/ story into a dramatic script d. Letters of Application e. Preparing a Brochure f. Short assignment on a topic</p>	
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Question Paper Pattern

Time 3 Hours

Subject Name	Marks	Total	Special Instruction If Any
SEMESTER-III LITERARY APPRECIATION	FORMATIVE ASSESSMENT PATTERN CONTINUOUS INTERNAL ASSESSMENT-CIA	50	
	INTERNAL EXAMINATION – 35 Marks I. PART A (5 Marks) Speaking Skills: (5 Marks) Oral Review of any literary text that students have read		
	II. PART B (20 Marks) [Frame Text-based questions similar to/from Each Unit-end Formative Assessment Tasks] 1. Unit 1 (4 marks) 2. Unit 2 (4 marks) 3. Unit 3 (4 marks) 4. Unit 4 (4 marks) 5. Unit 5 (4 marks)		
	III. PART C (10 Marks) 1. Critical appreciation of a textual passage – Prose/ Poetry (5 marks) 2. Critical appreciation of a textual passage – Drama/ Fiction (5 marks)		
	SUMMATIVE ASSESSMENT	50	
	Question Paper Pattern for End Semester University Examination		

	<p>1. a) Read the following passage and answer the questions that follow (5 marks) [Passage from Unit 1.4 Genres and Forms]</p> <p>b) Questions based on any of the following 1.5 (5 marks) [Glossary of important terms in Genres and Forms]</p> <p>2. a) Read the following lines and answer the questions that follow (5 marks) [Lines from the two texts in Unit 2- Poems - Questions to be on Form, Devices, Theme and Structure] b) Questions based on any of the following in Unit 2.1&2.6 (5 marks) [Understanding Poetic Devices -Syllable, Metre, Rhyme, Stanza, Verse, Imagery, Symbols, Figures of Speech Glossary of Poetic Terms.]</p> <p>3. a) Read the following lines and answer the questions that follow (5 marks)</p>	50	
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	<p>[Lines from the two texts in Unit 3 - Prose- Questions to be on Form, Devices, Theme and Structure]</p> <p>b) Questions based on any of the following in Unit 3.1 & 3.6 (5 marks)</p> <p>[Understanding Non-Fiction Writing - Writing Styles, Devices Themes and Structure of Essays Glossary of Prose Terms]</p> <p>4. a) Read the following lines and answer the questions that follow (5 marks)</p> <p>[Lines from the texts in Unit 4 Drama-- Questions to be on Form, Devices, Theme and Structure]</p> <p>b) Questions based on any of the following in Unit 4.1 & 4.6 (5 marks)</p> <p>[Understanding Dramatic Devices -Elements of Drama, Dramatic Conventions Glossary of Dramatic Terms]</p> <p>5. a) Read the following lines and answer the questions that follow (5 marks)</p>		
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	[Lines from the Literary texts in Unit 5 Fiction -Questions to be on Form, Devices, Theme and Structure		
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Question Paper Pattern

Time 3 Hours

Subject Name	Marks	Total	Special Instruction If Any
	FORMATIVE ASSESSMENT PATTERN	50	
	CONTINUOUS INTERNAL ASSESSMENT-CIA		
	i. Attendance - 5 marks	50	
	ii. Continuous Assessment Tests - 10 marks		
	iii. Summative Internal Assessment * - 35 marks		
	INTERNAL EXAMINATION – 35 Marks		
	PART A (5 Marks)		
	I. Writing Skills: (5 Marks)		
	Questions must pertain to any two styles (internal choice) - critical/ compare and contrast/ persuasive/ argumentative/ cause and effect relationship		
	PART B (20 Marks)		
	II. [Text-based questions similar to/from Each Unit-end Formative Assessment Tasks]		
	a) Unit 1 (4 marks) situation to be given on which students can write freely		
SEMESTER-IV Academic Writing			

	<p>b) Unit 2 (4 marks) question to pertain to style not asked in Part A c) Unit 3 (4 marks) Error correction / rewriting coherently d) Unit 4 (4 marks) theoretical questions on literary research/ documentation e) Unit 5 (4 marks) theoretical questions on the writing processes PART C (10 Marks) III. a) Academic writing (5 marks) (internal choice) one theoretical question and one passage for critical writing</p>		
	SUMMATIVE ASSESSMENT	50	
	Question Paper Pattern for End Semester University Examination		
	<p>Note: Answer any FIVE questions. Each question carries 10 marks. 1. a) Situation to be given with a question pertaining to Recall/ Observe/ Converse/ Imagine and Write. (5 marks) b) Read and paraphrase/ summarise(5 marks) 2. a) Topic to be given with a Question pertaining to any one style of writing</p>	50	

	<p>(5 marks)</p> <p>b) Theoretical question asking to explain any one style of writing (5 marks)</p> <p>3. a) Passage for error correction and rewriting. (5 marks)</p> <p>b) Theoretical question on any the significance of written language and accuracy (5 marks)</p> <p>4. a) A passage with quotations with details of the author and publication to be given for documentation. (5 marks)</p> <p>b) Theoretical question of Literary research writing (5 marks)</p> <p>5. a) Critically evaluate / review in 300 words a given essay/ article (5 marks)</p> <p>b) Theoretical question on the writing process (5 marks)</p> <p>6. A Practical writing task on a given topic (choose one topic from three) (10 marks)</p>		
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Question Paper Pattern

Time 3 Hours

Subject Name	Marks	Total	Special Instruction If Any
Environmental Studies	FORMATIVE ASSESSMENT PATTERN CONTINUOUS INTERNAL ASSESSMENT-CIA	25	
	Assignment: 5 Marks Assignment on a prescribed topic.	25	
	Seminar: 5 Marks Presentation on Text Based topics.		
	Class Test: 10 Marks Test on different units taught. Combination of objective and descriptive questions.		
	Attendance: 5 Marks		
	SUMMATIVE ASSESSMENT	75	
	SECTION-A (5X5=25) Marks Answer any FIVE questions. Each answer should not exceed 100 words: Q 1-8	75	
	SECTION B — (5 × 10 = 50 Marks) Answer ALL questions each in 500 words. Q 2-16 Either or Choice		

Question Paper Pattern**Time 3 Hours**

Subject Name	Marks	Total	Special Instruction If Any
Value Education	FORMATIVE ASSESSMENT PATTERN CONTINUOUS INTERNAL ASSESSMENT-CIA	25	
	Assignment: 5 Marks Assignment on a prescribed topic.	25	
	Seminar: 5 Marks Presentation on Text Based topics.		
	Class Test: 10 Marks Test on different units taught.		
	Combination of objective and descriptive questions. Attendance: 5 Marks		
SUMMATIVE ASSESSMENT	75		
SECTION-A (5X5=25) Answer any FIVE questions. Each answer should not exceed 100 words:Q 1-8	75		
SECTION-B (5X10=50) Answer any FIVE questions. Each answer should not exceed 200 words:Q 2-16			

Yachara Sardara

Signature of HOD

R. Shanthi

Signature of Principal