

Undergraduate Department of English
Programme for BA English from 2015 series

Sem.	Part		Code	Title	Hr/ Wk	Cr.	Marks
I	Part I		TAM/FRE/HIN		3	2	30
	Part II		ENG 1201	Conversational Skills	3	2	30
	Part III Major	Core	ENG 1461	Prose I:	4	4	60
			ENG 1463	Short Story	4	4	60
			ENG 1565	One Act Play	5	5	75
		Supportive	ENG 1467	Literary Terms and Forms	5	4	60
	Part IV	Non-Maj. Elect.	TAM / ENG 1221	Basic Tamil / Advance Tamil / Film Appreciation	3	2	30
		Life Skill I	ENG 1223 ENG 1225	Word Power/ Pronunciation Skills	3	2	30
				Total	30	25	375
II	Part I		TAM/FRE/HIN		3	2	30
	Part II		ENG 1202	Reading & Writing Skills	3	2	30
	Part III Major	Core	ENG 1562	Poetry I: Chaucer to Arnold	5	5	75
			ENG 1464	Fiction I:	4	4	60
			ENG 1466	Drama I: Elizabethan to Augustan	4	4	60
		Supportive	ENG 1468	History of English Literature	5	4	60
	Part IV	Non-Maj. Elect.	TAM / ENG 1222	Basic Tamil / Advance Tamil / Science Fiction	3	2	30
		Life Skill II	ENG 1224	Spoken English	3	2	30
	Part V	Extension	XXX 0000	Extension Activity (PED/NSS/NCC/SLP)	2	1	
				Total	30+2	25+1	375
III	Part I		TAM/FRE/HIN		3	2	30
	Part II		ENG 2201	Study Skills	3	2	30
	Part III Major	Core	ENG 2561	Indian Literature in English	5	5	75
			ENG 2563	Poetry II: Modern English Poetry	5	5	75
			ENG 2565	Drama II: Modern British Drama	5	5	75
			ENG 2467	Fiction II:	4	4	60
		Supportive	ENG 2469	Critical Reading & Writing	5	4	60
			Total		30	27	405

Sem.	Part		Code	Title	Hr/ Wk	Cr.	Marks
IV	Part I		TAM/FRE/HIN		3	2	30
	Part II		ENG 2202	Career Skills	3	2	30
	Part III Major	Core	ENG 2562	American Literature	5	5	75
			ENG 2564	Translation	5	5	75
			ENG 2566	Prose II:	4	4	60
		Innovative	ENG 2568	21 st Century Bookers	5	5	75
		Supportive	ENG 2470	Modern Grammar & Usage	5	4	60
	Part V	Extension		Extension Activity (NSS/NCC/SLP)	2	1	
Total					30+2	27+1	405
V	III	Core	ENG 3671	New Literatures in English	6	6	90
			ENG 3673	Literary Criticism	6	6	90
			ENG 3675	Fiction III:	6	6	90
		Innovative	ENG 3577	English and Media	5	5	75
	IV	Life Skill III	ENG 3279	Creative English	3	2	30
	IV	VAL	XXX xxxx	Value Education	4	2	30
Total					30	27	405
VI	III	Core	ENG 3672	Introduction to Modern Linguistics	6	6	90
			ENG 3674	Contemporary English Literature	6	6	90
			ENG 3676	English Language Education	6	6	90
		Innovative	ENG 3578	Film and Literature	5	5	75
	IV	EVS	ENG 3200	Environmental Studies & Literature	4	2	30
	IV	Life Skill IV	ENG 3280	English for Competitive Exams	3	2	30
Total					30	27	405
Grand Total for semesters I-VI					180+4	158+2	2370

Life Skills Courses

SEM	Course No	Course Title	Hrs/Wk	Cr	Marks
I	ENG 1223	Word Power/Pronunciation Skills	3	2	30
II	ENG 1224	Spoken English	3	2	30
V	ENG 3279	Creative English	3	2	30
VI	ENG 3280	English for Competitive Exams	3	2	30
Total			12	8	120

Non-Major Electives

SEM	Course No	Course Title	Hrs/Wk	Cr	Marks
I	ENG 1221	Film Appreciation	3	2	30
II	ENG 1222	Science Fiction	3	2	30
Total			6	4	60

Self-Supportive Courses

Sem	Code	Title	Hrs	Cr	Marks
I	ENG 1467	Literary Terms & Forms	5	4	60
II	ENG 1468	History of English Literature	5	4	60
III	ENG 2469	Critical Reading & Writing	5	4	60
IV	ENG 2470	Modern Grammar & Usage	5	4	60
			20	16	240

Internal and External Evaluation Pattern

1. Poetry & Drama

- i. Annotation with three specific questions: $4/7 \times 5 (1+2+2) = 20$
- ii. Paragraph $5/7 \times 6 = 30$
- iii. Essay $5/7 \times 10 = 50$

2. Prose & Fiction, Linguistics, Survey, Literary Forms & Terms, ELE, Criticism

- i. Short Answer Questions $10 \times 2 = 20$ OR Multiple Choice
- ii. Paragraph $5/7 \times 6 = 30$
- iii. Essay $5/7 \times 10 = 50$

3. Three hour courses of two hour exam duration

- i. Short answer questions $10 \times 2 = 20$
- ii. Paragraph $2/3 \times 5 = 10$
- iii. Essay $3/5 \times 10 = 30$

4. Conversational Skills, Spoken English, Pronunciation Skills

100% Oral

5. Word Power & English for Competitive Exams

Different types of objective questions such as match-the-following, mcq, fill-in-the-blanks, rewrite-the-following...

6. Creative Writing

Questions on application and creativity can be asked.

7. National Literatures

- i. Annotations from poetry & drama with three specific questions: $4/7 \times 5 (1+2+2) = 20$
- ii. Short answer questions from Prose & fiction $10 \times 2 = 20$
- iii. Paragraph $4/7 \times 5 = 20$
- iv. Essay $4/7 \times 10 = 40$

Internal and External Examiners are expected to set both objective and descriptive questions that test students' knowledge, comprehension, application, analysis, evaluation, and creativity.

ENG 2201**Study Skills**

3 Hrs/2 Crs

The third sequential General English Course aims at empowering second year undergraduate students with study skills necessary to continue their chosen major disciplines. The course assumes importance in the context of students lacking study skills and strategies for academic success.

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

- i. develop healthy study habits and improve homework habits
- ii. fine tune their academic skills
- iii. apply time management skills
- iv. understand psychological traits
- v. use ICT skills

Unit 1 General

Definition & scope of study skills, their needs, learning styles, study habits, homework habits, and strategies to improve study skills

Unit 2 Academic Skills

Effective, active listening, effective reading strategies & essay writing, note taking & making, summarizing, paraphrasing, information transfer, library skills, and dictionary skills

Unit 3 Time Management

Motivation & success, choosing study partners, creation of study space, barrier to time management, strategies to overcome barriers, punctuality & time management, time management during exam

Unit 4 Psychological Traits

Concentration skills, memory, remembering, stress management, coping with test anxiety, critical thinking

Unit 5 ICT

ICT skills, computer literacy skills at basic, intermediate and advanced levels

Textbook

Sekar, J.J. 2015. **Study Skills**. Madurai: Department of English, The American College

ENG 2561**Indian Literature in English**

5 hrs/5 Cr

The purpose of the course is to provide an awareness of the historical, cultural and literary heritage of India as reflected in Indian Literature in English. This course also aims to throw light on Indian diasporic literature through references to diasporic writings and their works making the study of Indian Literature in English holistic. Through different literary genres, students will have aesthetic appreciation of their literature and a sense of pride of their country. Texts that reflect India's cultural heritage and contemporary social and political situations will be referred to for critical analysis.

At the end of the course students will be able to

1. understand the history of Indian Literature in English.
2. differentiate the characteristics between post and pre-independence Indian Literature.
3. relate instances and reflections in the texts to relevant issues in the society.
4. read and appreciate India's cultural heritage.
5. analyse the prescribed texts and write critical appreciation.

Unit 1	Poetry	
	Toru Dutt	Laxman
	Kamala Das	Introduction
	Nissim Ezekiel	A poem of Dedication
	Jayanta Mahapatra	Hunger
	A. K. Ramanujan	Anxiety
Unit 2	Keki N Daruwalla	The Unrest of Desire
	Short Story	
	Rabindranath Tagore	The Postmaster
	R. K. Narayan	A Horse and Two Goats
	Ruskin Bond	Night Train at Deoli
Unit 3	Meher Pestonji	Outsider
	Novel	
	Easterine Kire	When the River Sleeps
Unit 4	Manju Kapur	The Immigrant
	Drama	
Unit 5	Girish Karnad	Tughlaq
	Essay	
	Amartiya Sen	Poverty, Evil & Crime
Self Study	Arundhati Roy	The End of Imagination
	Manju Kapur	The Immigrant

ENG 2563

Poetry II: Modern British Poetry

5Hrs / 5 Credits

The aim of the course is to enhance the level of thinking of students to such a degree that they can interact with poems from Modern Age of English literature, understand and appreciate the different genres of poetry.

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

- i. learn the basic themes of the Modern poetry and understand the Modern Literary and social Movements
- ii. read and analyze the high diction, sublime poetry of the premier craftsmen of this period
- iii. explicate the highly intellectualized modern poetry and will appreciate the strange imagery, and the complicated thought
- iv. understand and appreciate a new kind of poetry that introduced new form and style, and

- v. explore more realistic modern poems which focused on the best practices of poets in earlier period and other cultures

Unit 1

Thomas Hardy	Man he killed
W.B. Yeats	Among School Children
William Earnest Henley	Black Bird
Dylan Thomas	Do not go gentle into that good night
Ezra Pound	A Pact

Unit 2

W H. Auden	In memory of W.B Yeats
D.H. Lawrence	A spiritual woman
Wilfred Owen	Strange Meeting
Edward Thomas	When I first Came Here
Mina Loy	Human Cylinders

Unit 3

G.K Chesterton	A Prayer in Darkness
T.S. Eliot	The Love Song of J Alfred Prufrock
Gerard Manly Hopkins	Easter communion
A.E. Houseman	Along the field as we came by
Rudyard Kipling	The Betrothed

Unit 4

Wilfred Wilson Gibson	Prelude
James Joyce	I Hear an Army
Robert Graves	The Last Poet
John Drinkwater	A Town Window
Philip Larkin	Church Going

Unit 5

John Mansfield	On growing old
Cecil Day-Lewis	In the Heart of Contemplation
Sir John Betjeman	A Subaltern's Love Song
Ted Hughes	Hawk Roosting
Carol Ann Duffy	Valentine

Self Study

1. William Earnest Henley Black Bird
2. Mina Loy Human Cylinders
3. Gerard Manly Hopkins Easter communion
4. John Drinkwater A Town Window
5. Sir John Betjeman A Subaltern's Love Song

Sources

Wain, John. *Anthology of Modern Poetry*. London: Hutchinson, 1963. Print.

Ellmann, Richard, and Robert O'Clair. *The Norton Anthology of Modern Poetry*. New York: Norton, 1973. Print.

<http://www.bartleby.com/40/index1.html>

www.poetryfoundation.org/

ENG 2565**Drama II: Modern British Drama****5 Hrs./5 Cr.**

This course traces the development of modern drama in the context of 20th century British literature. Students are exposed to British society, tradition, culture and language. It highlights how modern dramatists integrated in their setting realistic, naturalistic and absurd elements in their attempt at characterising humankind. The course will emphasize the significant themes, dialogues and the theatre forms by prominent playwrights of the modern era.

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

- i. develop a multilayered understanding of the society, culture, political and artistic milieu of the play and playwright
- ii. understand how exposition, conflicts, climax and denouement or the lack of them are effectively used by the playwright
- iii. analyze how comedy, absurd and farce are treated to comment on the society
- iv. understand how the settings and stage directions are crucial in the plot development
- v. appreciate the concept of vision and performance

Unit 1	Satire George Bernard Shaw	<u>Pygmalion</u>
Unit 2	Absurd Drama Samuel Beckett	<u>Waiting for Godot</u>
Unit 3	Realistic Drama John Osborne	<u>Look Back in Anger</u>
Unit 4	Comedy of Menace Harold Pinter	<u>The Birthday Party</u>
Unit 5	Farce Joe Orton	<u>Loot</u>
Self Study	George Bernard Shaw	<u>Pygmalion</u>

References

Griffiths, Stuart. *How Plays Are Made*. Oxford: Heinemann Educational Books, 1982.
 Esslin, Martin. *The Theatre of the Absurd*. London: Penguin Books, 1976.
 Watson, G.J. *Drama: An Introduction*. London: Macmillan, 1983.
 Esslin, Martin. *The Field of Drama*. London: Methuen, 1987.

ENG 2467**Fiction II: 19th Century British Fiction****4 Hrs/4 Cr**

Second, in a sequence of three courses on British Fiction, this course will explore the way novel as a genre, in England developed during the 19th century British context. Women writers writing with male pseudonyms played a vital role in the popularity and the development of fiction in the 19th century. This was also a period that witnessed serialization of fiction. Though the realist mode was predominant, other narrative modes were adopted by writers of this period. This course will attempt to highlight the important thematic and formal traditions of fiction writing during this century.

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

- i. understand the various narrative styles adopted by a range of authors– omniscient narrator, multiple plot, round and flat characters, description and exposition.
- ii. compare different narrative modes and to learn different types of novels– historical, Romance, social, realist, domestic, provincial, gothic, bildungsroman and the fluctuating borderline among them.
- iii. analyse the thematic concerns such as male-female gender roles, history and politics, class and industrialisation, religion and sexuality
- iv. develop the technique of close reading.

Unit 1: Domestic

Jane Austen **Mansfield Park** (1814)

Unit 2: Historical

Sir Walter Scott **Ivanhoe** (1819)

Unit 3: Social

Charles Dickens **Oliver Twist** (1838)

Unit 4: Gothic

Charlotte Bronte **Jane Eyre** (1847)

Unit 5: Didactic

George Eliot **Silas Marner** (1861)

Self Study

Charles Dickens Oliver Twist

References

Watt, Ian. **The Victorian Novel: Modern Essays in Criticism**. New York: OUP, 1976.
 Wheeler, Michael. **English Fiction of the Victorian Period: 1830-1890**. London and New York: Longman, 1985.

ENG 2469

Critical reading And Writing

Crs. 5 Hrs. 5

Critical reading does not mean being critical about some idea or argument or some writing. On the other hand, it means engaging oneself in what they are reading by asking themselves questions like “What is the author trying to say?” or “What is the main argument being presented?” It therefore involves presenting a reasoned argument that evaluates and analyses what they have read. The course aims at enabling students to advance their own understanding of literary texts and articulating their responses orally and in writing, not dismissing and therefore closing off learning.

Students shall be able to

- i. understand the links between ideas, determining the importance & relevance of arguments & ideas
- ii. recognize, build, and apprise arguments, identify inconsistencies & errors in reasoning
- iii. approach problems in a consistent & systematic way, reflect on justification of their own assumptions, beliefs, and values,

- iv. achieve fluency (generating ideas), flexibility (shifting perspectives easily), originality (conceiving of something new), and elaboration (building on other ideas).
- v. to reflect on interpretations of the text by scrutinizing the style and structure of the text, the language, and the content

Unit 1

Ernst Hemingway	Hills Like White elephants A Clean Well-Lighted Place
Guy de Maupassant	The Necklace
O. Henry	The Cop and the Anthem

Unit 2

James Joyce	Araby
Stephen Crane	The Open Boat
Jamaica Kincaid	What I have been Doing Lately
N.S. Madhavan	When the Big Tree Falls
Jhumpa Lahiri	Interpreter of Maladies

Unit 3

James Baldwin	Sonny's Blues
Ambai	My Mother, Her Crime
D.H. Lawrence	Horse Dealer's Daughter
Kate Chopin	Story of an Hour

Unit 4

Anton Chekov	The Bear: A Joke in One Act, or The Boor
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Unit 5

H.G. Wells	The Invisible man
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Self study

H.G. Wells	The Invisible Man
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ENG 2202**Career Skills****3 Hrs. / 2 Cr.**

The fourth sequential General English Course aims at empowering second year undergraduate students with communication & cognitive skills and personality traits necessary to empower their career skills. The course assumes importance in the context of students lacking career skills and strategies for successful profession.

At the end of the course students will be able to

- i. develop communication skills
- ii. acquire the interview skills
- iii. improve cognitive skills
- iv. enhance thinking skills
- v. master personal traits

Unit 1**Communication Skills**

Active Listening & speaking, written & oral communication

Unit 2 Interview Skills

Interview questions, job application, CV preparation, self-introduction, presentation skills, negotiation skills, conducting a meeting, agenda setting, recording minutes

Unit 3 Cognitive Skills

Self motivation, setting personal goals, problem solving, decision making, delegation

Unit 4 Thinking Skills

Strategic thinking, organization, innovation, leadership skills

Unit 5 Personal Traits Skills

Personal development & empowerment, confidence & rapport building, tact & diplomacy, emotional intelligence, self-esteem, humour and persuasion skills

Textbook

Sekar, J.J. 2015. **Career Skills**. Madurai: Department of English, The American College.

ENG 2562**American Literature****5 Hrs. / 5 Cr**

This course intends to introduce students to the various literary genres of American Literature from both 19 and 20 Centuries. The text chosen for study will reflect the changing dimensions of American society from the days of American Dream through Transcendentalism to the post World War development era.

On completion of the course, students shall be able to

- i. appreciate the social, cultural, and historical development of both 19 and 20 centuries
- ii. critically appreciate American poetry
- iii. analyze thematic organization of the prose works
- iv. explore salient features of American fiction
- v. develop a critical perspective towards drama

Unit 1 History of American Literature

Colonization, Revolution, Transcendentalism, Naturalism, and Modernism

Unit 2 Poetry

Ralph Waldo Emerson	“Brahma”
Edgar Allan Poe	“The Raven”
Walt Whitman	“When Lilacs Last in the Dooryard Bloom’d”
Emily Dickinson	“Because I Could not Stop for Death”
Robert Frost	“Stopping by Woods on a Snowy Evening”
Carl Sandburg	“Chicago”
e.e. cummings	“Buffalo Bills”
William Carlos Williams	“Red Wheel Barrow”

Unit 3 Prose

Henry David Thoreau	“Where I Lived and What I Lived For”
William Faulkner	“Nobel Prize Acceptance Speech”

Unit 4 Fiction

Nathaniel Hawthorne	“Young Goodman Brown”
Ernest Hemingway	“Sun Also Rises”

Unit 5	Drama	
	Tennessee Williams	<i>The Glass Menagerie</i>
	Eugene O’Neil	<i>The Hairy Ape</i>

Self Study	Robert Frost	“Stopping by Woods on a Snowy Evening”
	William Faulkner	“Nobel Prize Acceptance Speech”
	Ernest Hemingway	“Sun Also Rises”

Reference

Cunliffe, Marcus. *The Literature of the United States*. Suffolk: Penguin, 1970.
 Fisher, William J. *American Literature of Ninetieth Century: An Anthology*. New Delhi: Eurasia Publisher, 1984
 Hart, James D. *The Oxford Companion to American Literature*. New York: OUP, 1995.
 Oliver, Egbert S. *American Literature 1890 – 1965: An Anthology*. New Delhi: Eurasia Publisher, 1986.

ENG 2564	Translation	5Hrs./5Cr.
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The course will trace the history of translation and its significance. A basic knowledge on theories of translation will be given focusing more on practice. It will also enable students to analyse different problems of translation and find solution to the problems by applying different translation theories, techniques and methods. The course will train students to become skilled translators.

At the end of the course students will able to

1. understand the significance and the importance of translation as an art and craft
2. acquire a knowledge on theories of translation
3. acquire a knowledge of different translation techniques and methods
4. learn to identify the problems of translation and solve them, and
5. develop the skill of a professional translator in the fields like Journalism & Mass Communication, Public Administration and Science & Technology.

Unit 1	Translation- Definition and Significance
Unit 2	Theories on Translation-Early Theories by theorists like Homer, Cicero, Dryden, Shelley, Matthew Arnold and Alexander Pope -Modern Theories of Edward Fitzgerald, Eugene Nida, George Steiner, and Theodore Savory
Unit 3	Methods of Translation- Various methods of translation like metaphrase, paraphrase, transliteration, transcreation, and transference
Unit 4	Practice of Translation -students will be trained to translate passages from English to Tamil and vice-versa.
Unit 5	Problems in Translation- Cultural and Linguistic untranslatability, problems encountered in translating different literary genres and solutions found.

Self Study The students shall practise translating literary and non literary texts and other articles.

Reference

Bassnet, Susan McGuire. **Translation Studies**. London: Routledge, 1998.

Bassnet, Susan McGuire and Harish Trivedi. **Post-Colonial Translation: Theory and Practice**. London: Routledge, 2000

ENG2566

Prose II

4Hrs./4 Cr.

This course aims to introduce students to the various modes of prose writing with a view to enabling them to distinguish and identify the characteristics specific to each mode.

At the end of the course, student shall be able to

- i. read and analyse a variety of prose writings using appropriate literary strategies
- ii. comprehend and appreciate different prose styles and different forms of prose- descriptive, narrative, epistolary etc .
- iii. develop their critical thinking ability and respond in relation to their socio- historic and cultural contexts.
- iv. identify the specificities of prose writing and to write prose in as many different modes as possible
- v. apply the acquired prose styles to their academic writing

Unit 1

E.V. Lucas	A funeral
	Bores
A.G. Gardiner	On Superstitions
	On Shaking Hands

Unit 2

G.K. Chesterton	On the Pleasures of No Longer Being Young
	The Worship of the Wealthy
E.M. Forster	My Wood
	What I believe

Unit 3

Aldous Huxley	Pleasures
	The Beauty Industry
Hillaire Bellock	The Idea of Pilgrimage
	On Spellings

Unit 4

Robert Lynd	On Good Resolutions
	A Disappointed Man
	In Praise of Mistakes
J.B. Priestly	On Getting off to Sleep
	On Doing Nothing

Unit 5

Stephen Leacock
Harold Pinter

The Ideal College
Art, Truth & Politics (excerpts from the
Nobel lecture)

Self Study

Bores, My Wood, Pleasures, A Disappointed Man, Art, Truth & Politics (excerpts from the Nobel lecture)

References

Muthiah, V.S. *Modern Prose Selections*. Madras: B.I. Publications, 1976

Susanta, K. Sinha ed. *English Essayists*. Oxford: Oxford University Press, 1987.

Boulton, Majorie. *The Anatomy of Prose*. New Delhi: Kalyani Publishers, 1993.

ENG 2568**21st Century Bookers**

5 Hrs./5 Cr.

The course introduces novels from commonwealth countries that have won Booker Prize in the present century. It exposes students to the nature of fiction that originates from different geographical locations and from authors who are shaped by the history, culture and the tradition of the particular locale. The novels and the politics of the prize further showcase how these transcend boundaries and become a commentary on the politics of such prizes.

On completion of the course, students will be able to

- i. understand the history of booker prize and the underlying politics in awarding the prize
- ii. inculcate love for creative writers/their writings
- iii. analyse the contemporary society in the globalised world and the depiction of the same by authors from various commonwealth countries
- iv. differentiate novels on the basis of crime, fantasy, humour, tragedy and history
- v. appreciate how emotional, physical and contemporary issues that affect humankind are treated effectively by the novelists

Unit 1**Booker Discourse**

Traces the history of the prize, selection criteria, reception of the prize winner, and politics of Booker prize and the subsequent change in the nomenclature of the prize to Man Booker

Unit 2**Crime**

Peter Carey True History of the Kelly Gang

Unit 3**Fantasy/Adventure**

Yann Martel Life of Pi

Unit 4**Dark Humour**

Aravind Adiga The White Tiger

Unit 5**Reviews**

Analysis of critical reviews and student responses

Self Study

Yann Martel Life of Pi

References

Boulton, Marjorie. *The Anatomy of the Novel*. London: Routledge and Kegan, 1984.
 Forster, E.M. *Aspects of the Novel*. London: Edward Arnold, 1927.
 Narasimhaiah, C.D. (ed.). *Commonwealth Literature*. Delhi: Oxford University Press, 1976.
 Booth, C. Wayne. *The Rhetoric of Fiction*. Chicago: University of Chicago Press, 1961.

ENG 2470

Modern Grammar and Usage

5 Hrs./4 Cr

The course is designed to provide students an understanding of the structure, pattern and usage of modern English grammar. The course would focus on motivating students to express themselves in correct English. It would aim at strengthening students' ability to express and write clearly and concisely. Further, it intends to motivate students in expressing their ideas and experiences in various forms of literature.

At the end of the course students will be able to

- i. develop a strong theoretical understanding on Modern Grammar
- ii. internalize an understanding of Modern English grammar and usage.
- iii. demonstrate free use of expressions in writing
- iv. try advanced forms of writing.

Unit 1

Basics—Parts of Speech

Nouns, Articles, Pronouns, Adjectives, Adverbs, prepositions, Conjunctions, interjections, Forms of Be, Tenses, Reported speech, and their usage.

Unit 2

Syntax

Sentence, phrase, clauses - structure, coordination and subordination

Unit 3

Usage Issues in Modern English Grammar

Punctuation, verb forms, Subject-verb agreement, Pronoun-Antecedent agreement, Auxiliaries, Adjective-Adverb Confusions

Unit 4

Common Errors in English

Dangling construction, Parallel construction, American vs. British, Errors in common expressions, Errors by Non-Native students

Unit 5

Style and composition

Emphasis, Clarity, Concision and Consistency, Forms of writing

Textbook

Green, David. 2014. *Contemporary English Grammar—Structures and Composition*. Hyderabad: Macmillan
 Narayanaswamy, K. R. 2003. *Success with Grammar and Composition*. Hyderabad: Orient Longman

Undergraduate Department of English (UG) Aided

Proposed Curriculum for Semesters V & VI for students admitted from 2015 – 2016 onwards

Sem.	Part		Code	Title	Hr/ Wk	Cr.	Marks
I	Part I		TAM/FRE/HIN		3	2	30
	Part II		ENG 1201	Conversational Skills	3	2	30
	Part III Major	Core	ENG 1461	Prose I:	4	4	60
			ENG 1463	Short Story	4	4	60
			ENG 1565	One Act Play	5	5	75
		Supportive	ENG 1467	Literary Terms and Forms	5	4	60
	Part IV	Non-Maj. Elect.	TAM / ENG 1221	Basic Tamil / Advance Tamil / Film Appreciation	3	2	30
		<i>Life Skill I</i>	ENG 1223 ENG 1225	Word Power/ Pronunciation Skills	3	2	30
				Total	30	25	375
II	Part I		TAM/FRE/HIN		3	2	30
	Part II		ENG 1202	Reading & Writing Skills	3	2	30
	Part III Major	Core	ENG 1562	Poetry I: Chaucer to Arnold	5	5	75
			ENG 1464	Fiction I:	4	4	60
			ENG 1466	Drama I: Elizabethan to Augustan	4	4	60
		Supportive	ENG 1468	History of English Literature	5	4	60
	Part IV	Non-Maj. Elect.	TAM / ENG 1222	Basic Tamil / Advance Tamil / Science Fiction	3	2	30
		<i>Life Skill II</i>	ENG 1224	Spoken English	3	2	30
	Part V	Extension	XXX 0000	Extension Activity (PED/NSS/NCC/SLP)	2	1	
				Total	30+2	25+1	375
III	Part I		TAM/FRE/HIN		3	2	30
	Part II		ENG 2201	Study Skills	3	2	30
	Part III Major	Core	ENG 2561	Indian Literature in English	5	5	75
			ENG 2563	Poetry II: Modern English Poetry	5	5	75
			ENG 2565	Drama II: Modern British Drama	5	5	75
			ENG 2477	Fiction II:	4	4	60
		Supportive	ENG 2469	Critical Reading & Writing	5	4	60
			Total		30	27	405

Sem.	Part		Code	Title	Hr/ Wk	Cr.	Marks
IV	Part I		TAM/FRE/HIN		3	2	30
	Part II		ENG 2202	Career Skills	3	2	30
	Part III Major	Core	ENG 2562	American Literature	5	5	75
			ENG 2564	Translation	5	5	75
			ENG 2566	Prose II:	4	4	60
		Innovative	ENG 2568	21 st Century Bookers	5	5	75
		Supportive	ENG 2470	Modern Grammar & Usage	5	4	60
	Part V	Extension		Extension Activity (NSS/NCC/SLP)	2	1	
Total					30+2	27+1	405
V	III	Core	ENG 3671	New Literatures in English	6	6	90
			ENG 3673	Criticism and Approaches	6	6	90
			ENG 3675	Fiction III: Modern British Fiction	6	6	90
		Innovative	ENG 3577	English for Media	5	5	75
	IV	Life Skill III	ENG 3279	Creative Writing in English	3	2	30
	IV	VAL	XXX xxxx	Value Education	4	2	30
Total					30	27	405
VI	III	Core	ENG 3672	Introduction to Modern Linguistics	6	6	90
			ENG 3674	Contemporary English Literature	6	6	90
			ENG 3676	English Language Education	6	6	90
		Innovative	ENG 3578	Contemporary Tamil Fiction in Translation	5	5	75
	IV	EVS	ENG 3200	Environmental Studies	4	2	30
	IV	Life Skill IV	ENG 3280	English for Placement	3	2	30
Total					30	27	405
Grand Total for semesters I-VI					180+4	158+2	2370

Life Skills Courses

SEM	Course No	Course Title	Hrs/Wk	Cr	Marks
I	ENG 1223	Word Power/Pronunciation Skills	3	2	30
II	ENG 1224	Spoken English	3	2	30
V	ENG 3279	Creative Writing in English	3	2	30
VI	ENG 3280	English for Placement	3	2	30
Total			12	8	120

Non-Major Electives

SEM	Course No	Course Title	Hrs/Wk	Cr	Marks
I	ENG 1221	Film Appreciation	3	2	30
II	ENG 1222	Science Fiction	3	2	30
Total			6	4	60

Self-Supportive Courses

Sem	Code	Title	Hrs	Cr	Marks
I	ENG 1467	Literary Terms & Forms	5	4	60
II	ENG 1468	History of English Literature	5	4	60
III	ENG 2469	Critical Reading & Writing	5	4	60
IV	ENG 2470	Modern Grammar & Usage	5	4	60
Total			20	16	240

Proposed Changes in the Nomenclature of titles of Courses in V & VI Semesters in the Grid

S.No	Approved		Proposed	
	Course No	Title	Course No	Title
1	ENG 3279	Creative Writing	ENG 3279	Creative Writing in English
2	ENG 3557	English and Media	ENG 3557	English for Media
3	ENG 3675	Fiction:	ENG 3675	Fiction III: Modern British Fiction
4	ENG 3578	Film and Literature	ENG 3578	Contemporary Tamil Fiction in Translation
5	ENG 3673	Literary Criticism	ENG 3673	Criticism and Approaches
6	ENG 3280	English for Competitive Exams	ENG 3280	English for Placement

Internal and External Evaluation Pattern

Poetry & Drama

Annotation with three specific questions: $4/7 \times 5 (1+2+2) = 20$

Paragraph $5/7 \times 6 = 30$

Essay $5/7 \times 10 = 50$

Prose & Fiction, Linguistics, Survey, Literary Forms & Terms, ELE, Criticism

Short Answer Questions $10 \times 2 = 20$ OR Multiple Choice

Paragraph $5/7 \times 6 = 30$

Essay $5/7 \times 10 = 50$

Three hour courses of two hour exam duration

Short answer questions $10 \times 2 = 20$

Paragraph $2/3 \times 5 = 10$

Essay $3/5 \times 10 = 30$

Conversational Skills, Spoken English, Pronunciation

Skills 100% Oral

Word Power & English for Competitive Exams

Different types of objective questions such as match-the-following, mcq, fill-in-the-blanks, rewrite-the-following...

Creative Writing

Questions on application and creativity can be asked.

National Literatures

Annotations from poetry & drama with three specific questions: $4/7 \times 5$

$(1+2+2) = 20$

Short answer questions from Prose & fiction $10 \times 2 = 20$

Paragraph $4/7 \times 5 = 20$

Essay $4/7 \times 10 = 40$

Internal and External Examiners are expected to set both objective and descriptive questions that test students' knowledge, comprehension, application, analysis, evaluation, and creativity.

This course will introduce students to the literatures in English which have emerged outside the Anglo-American world. It will focus on the literatures produced in nations that have undergone the experience of colonialism, particularly the literatures from the ex-colonies of Britain. A diverse selection of texts- poetry, fiction and drama- will initiate students to critically engage with the issues of political decolonization and the contemporary socio-cultural concerns affecting these nations.

At the end of this course students shall be able

- to understand and problematize the historical forces of imperialism and colonialism, and their positive/negative impact on the erstwhile colonies
- to recognize and analyze the major themes reflected in these literature
- to identify the literary influences of writers and literary techniques employed in the texts
- to acquire critical vocabulary needed for the analysis of postcolonial texts
- to do close reading of texts

Unit-I: Introduction

Background and Key Concepts-Colony, Imperialism, Colonialism, Postcolonial, Settler Colony, Invaded Colony, Decolonization, Centre and Margin, Orient and Occident, Eurocentric, Race/Racism and Ethnicity, Apartheid, Hybridity, indigeneity, Aborigine, Creole, Negritude, Diaspora, Immigration, Neo-Colonialism. Definition and scope of the labels- Commonwealth Literature, Third World Literature, Postcolonial Literature, New literatures in English

Unit –II Invaded Colonies (i) - Africa

- Chinua Achebe - “The Nature of the Individual and His Fulfillment”
- Chinua Achebe - *Things Fall Apart*
- Wole Soyinka - *The Lion and the Jewel*
- Nadine Gordimer - “Six Feet of the Country”

Unit- III Invaded Colonies (ii) - Caribbean/South &South East Asia

- Derek Walcott - “A Far Cry From Africa”
- Edward Braithwaite - “Limbo”
- Sam Selvon - “Johnson and Cascadura”
- Alistair Clarke - “Griff”
- Sadat Haasan Manto - “Toba Tek Singh
- Zulfikar Ghose - “The Savage Mother of Desire”
- Romesh Gunasekera - “Road Kill”
- Shirley Geok-Lin Lim - “Shame”

Unit – IV Settler Colonies (i)- Australia/ New Zealand

- Patrick White - “The Prodigal Son”
- Judith Wright - “At Cooloolah”
- A.D. Hope - “The Wandering Islands”
- David Malouf - “The Only Speaker of His tongue”
- Witi Ihimaera - “The Life is Weary”

Unit – V Settler Colony (ii) - Canada

- A.M. Klein - "Indian Reservation: Caughnawagha"
 Margaret Atwood - "True Trash"
 Alice Munro - "The Love of a Good Woman"
 Alstair MacLeod - "As Birds Bring Forth the Sun"
 Thomas King - "The One About Coyote Going West"

Self-Study

- Chinua Achebe - "The Nature of the Individual and His Fulfillment"
 Patrick white - "The Prodigal Son"

References:

- Ashcroft, Bill, Gareth Griffiths and Helen Tiffin. *Postcolonial Studies: The Key Concepts*, 3rd Edn. London and New York: Routledge, 2013
 King, Bruce *The Internationalization of English Literature*, Vol.13 1948-2000. Oxford: OUP, 2004
 King, Bruce (Ed.) *New national and Post-Colonial Literatures: An Introduction*. Oxford: Clarendon Press, 1996.
 Narasimhaiah, C.D. (Ed.). *Essays in Commonwealth Literature: Hierloom of Multiple Heritage*. Delhi: Pencraft International, 1995.
 Walsh, William. *Commonwealth Literature*. London: OUP, 1973

ENG 3673**Criticism and Approaches
(CA)****6 Hrs./6 Cr.**

This course aims at familiarizing students with literary criticism helping them to identify a prescriptive grammar for literary works based on the expressed opinions of author-critics starting from Plato up to T.S. Eliot. This course further deals with some critical approaches and their application to literary texts.

Objectives

At the end of the course the students will be able to
 critically view literary artifacts with the help of concepts offered by Classical and Renaissance thinkers.
 acknowledge restraint as a virtue under Neoclassicism and reason giving way to emotion under Romanticism
 apply „high seriousness“ and disinterestedness as guiding principles in appreciating literature as during Victorian and Modern periods
 analyse psychologically works of art through Freud's theories
 appreciate myths and archetypes while reading literary works through Jungian principles

Unit 1: Classical & Renaissance Criticism
 Plato, Aristotle, Sidney, Ben Jonson

Unit 2: Neo-Classical & Romantic Criticism
 John Dryden, Samuel Johnson, William Wordsworth and S.T. Coleridge

Unit 3: Victorian & Modern Criticism

Mathew Arnold & T.S.Eliot

Unit 4: Psychological approach

Uses, abuses and misunderstandings of the psychological approach and Freud's theories

Application: Hamlet: The Oedipus complex; "Young Goodman Brown": Id vs. superego**Unit 5: Mythological and archetypal approaches**

Images, archetypal motifs or patterns, and archetypes as genres

Application: Jungian shadow, persona, and anima in "Young Goodman Brown"; myth criticism and the American Dream: Huckleberry Finn as the American Adam**Self Study**Touchstone Method: Excerpts from Dante's *The Divine Comedy*Objective Correlative: Shakespeare's *Macbeth***Recommended Texts**Enright, D.J. and Ernst De Chickera. (eds.). English Critical Texts. Delhi: OUP, 2005.Habib, M.A.R. A History of Literary Criticism. Oxford: Blackwell, 2006.Guerin, Wilfred L. et al. A Handbook of Critical Approaches to Literature. Delhi: OUP, 1999.**References**Bloom, Harold. The Western Canon: The Books and School of the Ages. London: Papermac, 1995.Drabble, Margaret (ed.). The Oxford Companion to English Literature. Oxford: OUP, 1995.Macey, David. The Penguin Dictionary of Critical Theory. London: Penguin, 2001.Rollason, Christopher and Rajeshwar Mittapalli (ed.). Modern Criticism. New Delhi: Atlantic Publishers, 2002.Wolfreys, Julian (ed.). Introducing Literary Theories: A Guide and Glossary. New Delhi: Atlantic Publishers, 2005.**ENG 3675****Fiction III: Modern British Fiction
(MBF)****6Hr./6Cr.**

This course aims to introduce students to the development of the novel from the late 19th century to the middle of the 20th century through an in-depth study of select novels by prominent writers of that time. It will explore the ways in which the modernist writing broke away from the earlier literary models of the Victorian Realist Fiction. Through the prescribed texts students will learn to problematize the concepts, modernism and modernity and analyze the „dis-contents“ of modern man and woman depicted in them.

At the end of the course the students shall be able
 to understand how the context of early 20th century shaped the literary texts
 to define main trends and avant-garde movements in the 20th century:
 Symbolism, impressionism, Cubism, Dadaism, Surrealism, Expressionism
 to identify themes such as fragmentation, alienation, gender and sexuality, empire, war,
 art and problem of perception, human psyche, the double, the nature of evil
 to analyze the texts and understand the modernist techniques in the narratives
 to develop critical thinking and close reading of texts

Unit- I	Naturalism and Realism Thomas Hardy <i>Far From the Madding Crowd</i> (1874)
Unit – II	Quest/Colonial Literature Joseph Conrad <i>Heart of Darkness</i> (1899)
Unit – III	Autobiographical/Psychological D.H. Lawrence <i>Sons and Lovers</i> (1913)
Unit- IV	Stream of Consciousness Virginia Woolf <i>Mrs. Dalloway</i> (1925)
Unit – V	Political Satire/Allegory/Fable George Orwell <i>Animal Farm</i> (1945)
Self-Study	Thomas Hardy <i>Far From the Madding Crowd</i> -

References:

Bradbury, M. *The Modern British Novel 1878-2001*. London: Penguin Books, 2001.
 Hewitt, Douglas. *English Fiction of the Early Modern Period 1890-1940*. New York: Longman, 1988.
 Stevenson, Randall. *The British Novel Since the Thirties: An Introduction*. Great Britain: University of Georgia Press, 1986.

ENG 3577

English for Media (EM)

3 Hrs./2 Cr.

This innovative course aims at developing the students' ability to use the English language for different forms of Media. This course introduces the key concepts in Language and Media.

Objectives

At the end of the course, students will be able to
 understand and identify the concept and types of mass communication
 become familiar with the key concepts in language and media
 appreciate media language
 analyze the media language
 engage themselves in media reading.

Unit 1: Introduction to Communication and its Types

Personal Conversation, Group Discussion, Mass Communication, Role of Mass Communication in the present day world

Unit 2: English Language and Media

Mediated Communication, Media Discourse, Media Rhetoric, Media Vocabulary, Web Communication

Unit 3: The Print Media

Writing Headlines, Analyzing Newspaper articles, Planning and Writing Newspaper Articles, Composing Magazine Cover, Planning and writing a cover story

Unit 4: The Broadcast Media

The language of Radio and Television programmes, Writing Screen Plays, Writing Film Reviews, Writing Jingles for Advertisements

Unit 5: Internet English

Mobile Assisted Language Learning (MALL), English and Social Media, Communication through Social Media, Writing Content for Web Pages, Using Blogs and Webinars

Self-Study

Mobile Assisted Language Learning (MALL)

References

Ahuja, B.N. (2005). *Audio visual journalism*. Delhi: Surjeet Publications.
 Ceramella, N. & Lee, E. (2008). *Cambridge English for the media*. Cambridge: CUP.
 Durant, A. & Lambrou, M. (2009). *Language and media*. London: Routledge
 Marshall, J. & Werndly, A. (2005). *The language of television*. London: Routledge
 Reah, D. (2008). *The language of newspapers*. London: Routledge.

ENG 3279**Creative Writing in English
(CWE)****3 Hr. / 2 Cr.**

This course will help develop a keen sense of observation, lateral thinking, creative imagination and effective communication. The course material would help demonstrate the flexibility of the English language and show how language can accommodate diverse cultural elements. The students would do individual and group exercises with the teacher as facilitator. They would attempt creative writing based on each kind of writing as part of the course requirement.

Objectives

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

- understand the concept of creativity and techniques in writing
- attempt different forms of poetry
- develop plot and distinguish it from story, and characters
- appreciate the role of observation in feature and travel writings
- edit and revise writings for better readability

Unit 1: The Art and Craft of Writing

Inspiration, Imagination, Creativity, Figures of Speech

Unit 2: Poetry & Prose

Lyrics, songs, free verse, memoir, diary writing and literary prose

Unit 3: Drama & Fiction

Character, Plot, Point of View, Milieu, Verbal and Non-Verbal Elements, Screenplay

Unit 4: Feature & Travel Writing

Concepts, Elements and Characteristics

Unit 5: Substantive Content Editing

Revising and Rewriting, Proof Reading, and Editing

Self Study:

Michael Mack	Small Pain in My Chest
Jawaharlal Nehru	Tryst with Destiny
Eugene O'Neil	Emperor Jones
Ernest Hemingway	Old Man and the Sea
Kathryn Schulz	The Really Big One
Pico Iyer	Hyderabad in Five Colors

References

Dev, Anjana Neira, Anuradha Marwah, Swati Pal. *Creative Writing: A Beginner's Manual*. New Delhi: Pearson Longman, 2009.

Brooks, Cleanth and Robert Penn Warren. *Modern Rhetoric*. New York: Harcourt Brace Jovancovich, 1979.

Simms, Norman. *Creative Writing*. Allahabad: New Horizon Publication, 1986.

ENG 3672

**Introduction to Modern Linguistics
(IML)**

6Hr./6Cr.

The course aims at offering students a set of basic tools and a framework which will enable them to understand the basic concepts in language and Linguistics. It also aims at introducing various branches of Applied Linguistics.

Objectives

After the completion of this course the students shall be able to

- learn the chief theories of human speech
- gain knowledge in various branches of linguistics
- recognize the acceptable system of sound and pronunciation
- differentiate the patterns of sounds
- understand the concepts of linguistics

- Unit 1: Origins of Language**
Origin and development of human language, the bow-wow theory, the ding-dong theory, the pooh-pooh theory, the gesture theory.
- Unit 2: Definition and Branches of Linguistics**
Methods of Applied Linguistics: Synchronic, Diachronic and Panchronic studies of language, Paradigmatic and Syntagmatic relationship, Linguistics Analysis
- Unit 3: Phonetics**
The production of speech sounds, vowels, and consonants, transcriptions
- Unit 4: Phonology**
Introduction, Phoneme and allophone, syllable, stress, intonation
- Unit 5: Modern Concepts in Theoretical & Applied Linguistics**
Words and Morphemes, Morphophonemics, Syntax, Semantics, Stylistics
- Self Study**
Unit 1: Origins of Language

Recommended Texts

- Verma, S.K. and N. Krishnaswamy. *Modern Linguistics: An Introduction*. Delhi: OUP, 2000.
- Jeyalakshmi, G. 2007. *A Text Book on the English Sounds: Vowels and Consonants*. Madurai: Tharvas.2007
- Wood, Frederick, T. *An Outline History of the English Language*. Delhi: Macmillan. 1984.

ENG 3674

**Contemporary English Literature
(CEL)**

6hr/6 Cr

The course aims to introduce students to contemporary literature written after 1980. It exposes students to representative contemporary texts, and provides them with a multi-cultural perspective by English authors who come from different national, cultural and ethnic backgrounds

Objectives

At the completion of the course, students shall be able to

- understand and appreciate the aesthetic, moral and cultural sensibilities of English literature written after 1980
- gain an insight into the relative values and unique aspects of contemporary literature
- identify the predominant themes of contemporary literature
- analyse the multi-dimensional experiments in subject matter, form and style in the literatures written after 1980.
- critically appreciate the representative literary pieces of contemporary writers

Unit 1:	Poetry	
	Maya Angelo	On the Pulse of Morning (1993) Phenomenal Woman (1995)
	Carol Ann Duffy	Orion (1993) Thrown Voices (1983)
	Amy Clampitt	Kingfisher (1983) Archaic Figure (1987)
	Seamus Heaney	Station Island (1984) North (1998)
	Derek Walcott	White Egrets (2010) Piano Practice (1981)
	Bob Dylan	Things have Changed (2006) Most of the Time (1989)
Unit 2:	Drama	
	Caryl Churchill	Top Girls (1982)
	David Hare	A Map of the World (1983)
Unit 3:	Prose	
	Nadine Godimer	Writing and Being (Nobel Prize Acceptance Speech)
	Shashi Tharoor	India from Midnight to the Millennium (1997)
Unit 4:	Novel	
	McEwan	The Children Act (2014)
	Martin Amis	Money (1984)
Unit 5:	Short Stories	
	Julian Barnes	Cross Channel (1996)
	Hilary Mantel	The Assassination of Margret Atwood (2000)
Self Study		
	Unit 3 Prose	

References

- King , Bruce. *The New English Literatures: Cultural Nationalism in a Changing World*. London: Macmillan, 1980
- Ashcroft, Bill. Et. Al. *The Empire Writes Back: Theory and Practice in Post-Colonial Literatures*. London: Routledge, 2002
- Bell, Michael. *Gabriel Gracia Marquez: Solitude and Solidarity*. Hampshire: Macmillan, 1993
- Walsh, William (ed.) *Readings in Commonwealth Literature*. Oxford: Clarendon Press, 1973

ENG 3676

**English Language Education
[ELE]**

6 Hrs/6 Cr.

Course aims at introducing some of the salient features of English language education so that students can meaningfully contextualize English language education both as a medium and as a subject of study. It includes the colonial history of ELE in India, place of English in Indian Educational Reports, paradigm shifts in English language curriculum, approaches, methods, and techniques, testing and evaluation, and concepts.

At the end of the course, students shall be able to
 analyze the colonial English language policies
 critically review the observations and recommendations of the various
 educational reports in Independent India
 relate the various macro-skills and micro-skills to today's needs and contexts
 synthesize various approaches and methods of teaching, learning, and
 assessment; and
 become familiar with the recent ELT concepts

- Unit 1: **History of English Language Education**
 Charles Grant, Macaulay's Minutes, Charles Wood's Despatch,
 Calcutta University Report
- Unit 2: **Place of English in Educational Reports**
 From Secondary Education Report of 1950-52 to Knowledge Commission Report
 of 2007
- Unit 3: **English Language Curriculum**
 Macro-Skills: Listening, Speaking, Reading, & Writing; Micro-Skills, Grammar,
 Role of Literature
- Unit 4: **Teaching-Learning Approaches, Methods, & Techniques, and Assessment**
 Grammar Translation, Direct, Communicative Language Learning, Task-based
 Instruction, Content-based Instruction, Project-based, Journals,
- Unit 5: **ELT Concepts**
 Learner strategies, Learning Styles, Fluency vs. Accuracy, Scaffolding,
 Motivation, Learner Autonomy, Teacher Cognition, Cooperative & Collaborative
 Learning, Learner-Centred,
- Self-Study**
 Unit 1

Books for Reference

Krishnaswamy, N. & Krishnaswamy, L. 2006. *The story of English in India*. Delhi:
 Foundation Books.

Aslam, M. 2003. *Teaching of English: A practical Course for B.Ed. Students*. Delhi:
 Foundation Books.

ENG 3578

**Contemporary Tamil Fiction in Translation
 (CTFT)**

5 Hr./5 Cr.

The course aims at introducing students to the rich contemporary literary fiction in Tamil
 literature translated into English. An appreciation of these fictions will help rediscover their own
 social and cultural milieu. It also reflects the sensibilities in human values and morals
 undergoing a change amidst a predominantly conservative society. Further, it demonstrates how
 modernization influences relationships, patriarchal and feminine sensibilities and Tamil identity.

Objectives

At the end of the course, students shall be able to
 identify regional novels and themes related to their regions
 understand the issues confronting human beings in urban areas
 perceive the effects of modernity and change on any given place
 read the voice of the marginalized and their quest for dignified life
 value the rich output in the form of short stories

Unit 1:	Regional Novel C.S. Chellapa	<i>Arena</i>
Unit 2:	Urban Milieu Ashokamitran	<i>Water</i>
Unit 3:	Changing Landscape Sundara Ramaswamy	<i>Tale of a Tamarind Tree</i>
Unit 4:	Resurgent Voice Imayam	<i>Arumugam</i>
Unit 5:	Short Story Devibharathi Vannadasan Ambai	“The Curse of Resurrection” Trans. N. Kalyan Raman “The Chariot Comes to Rest” Trans. Vasantha Surya “A Kitchen in the Corner of the House” Trans. Lakshmi Holmstrom

Self Study

C.S. Chellapa *Arena*

Texts

Kalyanaraman, N (Trans.), *Vaadivasal: Arena*. Delhi: OUP India. 2013
 Holmstrom, Lakshmi (Trans.) *Water*. New Delh: Katha. 2002
 Krishnan, M (Trans.) *Tale of a Tamarind Tree*. New Delhi: Penguin Books India.1995
 Ayyar, Krishna (Trans.) *Arumugam*. New Delhi: Katha. 2002
 Kumar, Dilip (Ed.) *A Place to Live: Classic Tamil Stories*. New Delhi: Penguin India, 2004

References

Parthasarathy, Indira, “Tamil Fiction: Old Morality and the New,” *Indian Literature*, Vol. 21, No. 4 (July-August 1978), pp. 6-9
 Chellappan, K., “Modern Trends in Tamil Fiction,” *Indian Literature*, Vol. 25, No. 3 (May-June 1982), pp. 27-39
 Swaminathan, Venkat, “The Dalit in Tamil Literature - Past and Present,” *Indian Literature*, Vol. 43, No. 5 (193) (Sept.-Oct., 1999), pp. 15-30
 Kennedy, Richard, “A Comparison of Two Literary Renaissances in Madras,” *Journal of South Asian Literature*, Vol. 25, No. 1, The City in South and Southeast Asian Literature (Winter, Spring 1990), pp. 33-54

ENG 3200**Environmental Studies
(ES)****4Hr./2Cr.**

This course aims to create and promote environmental awareness in students. It defines the scope and importance of the discipline. The course material will help students understand the basic concepts relating to renewable/non-renewable resources, ecosystems, environmental pollution, and biodiversity. The course also focuses on people in the environment, social issues relating to development, environmental degradation, control measures and ethics. Literary texts are introduced to sensitize the students to the urgent ecological concerns that threaten everyday life. The course would stress the role of an individual in the conservation of natural resources.

Objectives

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

- identify and understand environmental literary studies as a genre
- apply environmental ethics in literature
- locate deep ecology in nature writing
- connect women with nature
- read texts eco-critically

Unit 1: Environmental Literary Studies

Cheryll Glotfelty “Literary Study in an Age of Environmental Crisis”
Rachel Carson Excerpts from *Silent Spring*

Unit 2: Environmental Ethics

John Muir “God’s First Temples: How Shall We Preserve Our Forests”
Tom Regan “Animal Rights, Human Wrongs”
Suketu Mehta “Bhopal Lives”
Arundhati Roy *The Greater Common Good*

Unit 3: Deep Ecology

Nissim Ezekiel “Poet, Lover, Birdwatcher”
John Steinbeck “Chrysanthemums”
Salim Ali “Stopping by the Woods on a Sunday Morning”
D.H. Lawrence “Snake”
Alexander Frater Excerpts from *Chasing the Monsoon*

Unit 4: Eco Feminism

Vandana Shiva Women’s Indigenous Knowledge and Biodiversity Conservation

Unit 5: Eco-Criticism

Select Essays from *The Living Plant: A Collection of Writing on the Environment*

Self Study

Arundhati Roy *The Greater Common Good*

References

- Bharucha, Erach. *Environmental Studies for Undergraduate Courses*. Hyderabad: UGC Universities Press, 2005.
- Garrard, Greg. *Ecocriticism* (New Critical Idiom). New York: Routledge, 2004.
- Glottelty, Cheryll and Harold Fromm (ed.) *The Ecocriticism Reader: Landmarks in Literary Ecology*. London: University of Georgia Press, 1996.
- Graham Jr., Frank. *Since Silent Spring*. Boston: Houghton Mifflin Co., 1970.
- Green, Mary. *The Living Planet: A Collection of Writing on the Environment*. Cambridge: CUP, 2011.

ENG 3280

**English for Placement
(EP)**

3 Hrs./2 Cr.

This course aims to familiarize students with the distinctive ways in which nonverbal and verbal communicative skills could be developed in preparation for competitive exams and careers in professional organizations. It would also prepare students through training in speed and accuracy, fluency and competence in English. It also trains them in the modalities of test of English.

At the end of this course students shall be to

- understand the various types and channels of communication
- develop the skill to effectively approach reading passages in exams
- identify common errors in English and to make error free sentences
- communicate professionally in a work environment
- write different forms of writing

Unit 1: Dyadic Communication

Face to face Conversation, and Telephonic Conversation

Unit 2: Oral Communication

Group Discussion and Interviews

Unit 3: Reading Comprehension

Strategies for reading comprehension and enhancing word power, cloze reading, analogy and rearranging jumbled sentences

Unit 4: Spotting errors

Concord, verb, causative, tense, adjective, conditional, subjunctive, passive, preposition, determiner, conjunction, parallel structure, redundancy

Unit 5: Written Communication

Mechanics of Writing, Formal Reports, Memo, Minutes, Resume Writing, and Business letters

Independent Practice: Face to Face Communication

Telephonic Conversation
Listening to speeches

Texts

Mohan, Krishna and Meera Banerji. *Developing Communication Skills*. Madras: Macmillan, 2009.

Gopalan, R and Rajagopalan, V. *English for Competitive Examinations*. Noida: McGraw Hill Education. 2nd Edition, 2007

References

Hannah, Michael and Gerald C. Wilson. *Communicating in Business and Professional Settings*. Singapore: Mc-Graw-Hill International Editions, 1998.

Mohan, Krishna and N. P. Singh. *Speaking English Effectively*. New Delhi: Macmillan, 1995.

Pease, Allan. *The Definitive Book of Body Language*. London: Orion, 2004.

Ray, Reuben. *Communication Today*. Mumbai: Himalaya Publishing House, 1997. Bhatnagar, R.P. and Rajul Bhargava. *English for Competitive Examinations*. New Delhi: Macmillan, 1994.

Prasad, Hari Mohan and Uma Rani Sinha. *Objective English*. New Delhi: Tata McGraw-Hill, 1999.

Swan, Michael. *Practical English Usage*. ELBS, 1994.

UNDERGRADUATE DEPARTMENT OF ENGLISH**Grid for B.A. English****w.e.f. 2020-2021**

Sem	Part		Code	Title	Hr./Wk.	Cr.	Mark
I	Part I		TAM/FRE/HIN/TAS/FRS/HIS		3	2	30
I	Part II		ENG 1201	Conversational Skills	3	2	30
	Part III Major	Core	ENG 1481	Introduction to English Studies	5	4	60
			ENG 1483	British Prose I	4	4	60
		Supportive	ENG 1485	Sports Literature	4	4	60
			ENG1587	History of English Literature I	5	5	75
	Part IV	*Non-Maj. Elect.	ENG 1231	Introduction to Cinema	3	2	30
		Life Skill I	ENG 1233	English Communication for	3	2	30
				Total	30	25	375
II	Part I		TAM/FRE/HIN/TAS/FRS/HIS		3	2	30
II	Part II		ENG 1202	Reading & Writing Skills	3	2	30
	Part III Major	Core	ENG 1482	British Poetry I	5	4	60
			ENG 1484	British Fiction I	4	4	60
		Supportive	ENG 1486	British Drama I	4	4	60
			ENG 1588	History of English Literature II	5	5	75
	Part IV	*Non-Maj. Elect.	ENG 1232	Science Fiction	3	2	30
		Life Skill II	ENG 1234	Word Power	3	2	30
	Part V	Extension	XXX	(NSS /NCC, NSS, SLP)	2	1+1	
				Total	30+2	25	375

III	Part I		TAM/FRE/HIN/TAS/FRS/HIS		3	2	30
III	Part II		ENG 2201	Study Skills	3	2	30
	Part III Major	Core	ENG 2581	British Poetry II	5	5	75
			ENG 2483	British Prose II	4	4	60
			ENG 2485	British Fiction II	5	5	75
			ENG 2587	Indian Literature in English	5	5	75
		Supportive	ENG 2489	Critical Reading & Writing	5	4	60
			Total		30	27	405

Sem	Part		Code	Title	Hr/ Wk	Cr.	Ma rk
IV	Part I		TAM/FRE/HIN/TAS/FRS/HIS		3	2	30
	Part II		ENG 2202	Career Skills	3	2	30
	Part III Major	Core	ENG 2582	British Poetry III	5	5	75
			ENG 2584	British Drama II	5	5	75
			ENG 2586	American Literature	5	5	75
		Supportive	ENG 2488	Translation: Theory & Practice	5	4	60
		Innovative	ENG 2490	English for Media	4	4	60
	Part V	Extension	XXX	Extension Activity (NSS/NCC, NSS, SLP)	2	1	
				Total	30+2	27+1	405
V	Part III Major	Core	ENG 3691	British Fiction III	6	6	90
			ENG 3693	Literary Criticism	6	6	90
			ENG 3695	Varieties of English	6	6	90
		Innovative	ENG 3597	Human Rights & Literature	5	5	75
	Part IV	Life Skill Course	ENG 3299	Creative Writing in English	3	2	30
	Part IV	VAL	VAL xxxx	Value Education	4	2	30
				Total	30	27	405
VI	Part III Major	Core	ENG 3692	Critical Approaches to Literature	6	6	90
			ENG 3694	Asian Fiction in English	6	6	90
			ENG/ENS 3696	Teaching English as a Second Language	6	6	90
		Innovative	ENG 3598	Contemporary Tamil Fiction in Translation	5	5	75
	Part IV	Life Skill Courses	ENG 3204	Environmental Studies & Literature	3	2	30
			ENG 3206	English for Placement	4	2	30
					Total	30	27
Grand Total for semesters I-VI					180+4	158 + 2	2370

**Courses offered to Non-Major Students by the Department of English*

PART III Supportive

Sem	Course Code	Course Title	Hr./Wk	Cr.	Mark
I	ENG 1587	History of English Literature I	5	5	60
II	ENG 1588	History of English Literature II	5	5	60
III	ENG 2489	Critical Reading & Writing	5	4	60
IV	ENG 2488	Translation: Theory & Practice	5	4	60
	Total		20	16	240

PART IV Non-Major Electives

Sem	Course Code	Course Title	Hr./Wk	Cr.	Mark
I	ENG 1231	Introduction to Cinema	3	2	30
II	ENG 1232	Science Fiction	3	2	30
	Total		6	4	60

PART IV Life Skills Courses

Sem	Course Code	Course Title	Hr./Wk	Cr.	Mark
I	ENG 1233	English for Communication	3	2	30
II	ENG 1234	Word Power	3	2	30
V	ENG 3299	Creative Writing in English	3	2	30
VI	ENG 3206	English for Placement	3	2	30
			12	8	120

Value Added Courses

Sem	Course Code	Course Title	Hr./Wk	Cr.
I	ENG 121V	Punctuation	2	2
III	ENG 221V	Tenses	2	2
V	ENG 321V	Travel Writing	2	2
			6	6

Internal and External Evaluation Pattern

General Question Pattern

Section A: Multiple Choice Question – 20 – 20 Marks

Section B: Paragraphs/Annotation – Internal Choice 5 x 7 Marks = 35 Marks

Section C: Essays – Open Choice – 3/5 X 15 Marks = 45 marks

Total = 100 Marks

1. *Poetry & Drama*

- i. Annotation with three specific questions: (2 + 2 + 1)
- ii. Paragraph
- iii. Essay

2. *Prose & Fiction, Linguistics, Survey, Literary Forms & Terms, ELE, Criticism,*

National Literatures, Creative Writing

- i. Paragraph
- ii. Essay

3. *Three hour courses of two hour exam duration – Maximum 60 Marks*

- i. MCQ – 10 x 1 = 10 Marks
- ii. Paragraph 4/6 x 5 Marks = 20 Marks
- iii. Essay 3/5x10=30 Marks

4. *Conversational Skills, Spoken English, Pronunciation Skills*

100% Oral

5. *Word Power & English for Competitive Exams*

Different types of objective questions such as match-the-following, MCQ, fill-in-the- blanks, rewrite-the-following...

Internal and External Examiners are expected to set both objective and descriptive questions that test students' knowledge, comprehension, application, analysis, evaluation, and creativity.

Programme Specific Outcomes (PSOs) for BA English(Aided & SF)

Upon completion of the program, graduates will be able to

- 1. write well-organized and well-developed text-based paragraphs and essays;
- 2. identify and recall literary facts and concepts;
- 3. annotate and explain passages from prose, poetry and drama;
- 4. critically compare and contrast characters from the fictional world;
- 5. relate issues in fictional world to real life;
- 6. respond to social, ethical, political, cultural, environmental, and moral issues and dilemmas;
- 7. distinguish between opinions and facts;
- 8. pursue higher studies in Education, English, multidisciplinary courses, journalism and mass communication, and translation; perform well in competitive examinations, IELTS, TOEFL, public service examinations, and banking;
- 9. fluently communicate their ideas in English; and
- 10. learn, unlearn, and relearn as lifelong learners.

Mapping of Course Outcomes (COs) with Programme Specific Outcomes (PSOs)

Courses	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7	PSO 8	PSO 9	PSO 10
ENG1201								✓	✓	✓
ENG1481	✓	✓	✓	✓		✓	✓		✓	✓
ENG1483	✓	✓	✓	✓		✓	✓			✓
ENG1485	✓	✓	✓	✓	✓	✓	✓		✓	✓
ENG1587		✓		✓	✓	✓		✓	✓	
ENG1231				✓	✓	✓	✓		✓	✓
ENG1233						✓	✓	✓	✓	✓
ENG1202	✓						✓	✓	✓	✓
ENG1482		✓	✓	✓	✓	✓		✓	✓	
ENG1484		✓	✓	✓	✓	✓		✓	✓	
ENG1486		✓		✓	✓	✓			✓	
ENG1588		✓		✓	✓	✓		✓	✓	
ENG1232		✓		✓	✓	✓		✓	✓	
ENG1234		✓				✓	✓	✓	✓	✓

Mapping of Programme Specific Outcomes (PSOs) with Programme Outcomes (POs)

	PO1	PO2	PO3	PO4	PO5	PO5	PO6	PO7	PO8	PO9	PO10
PSO1	✓	✓	✓	✓	✓	✓			✓	✓	✓
PSO2	✓		✓	✓	✓	✓		✓	✓	✓	✓
PSO3	✓	✓	✓	✓	✓			✓	✓	✓	✓
PSO4	✓		✓	✓	✓			✓	✓	✓	✓
PSO5								✓	✓	✓	✓
PSO6	✓	✓	✓	✓	✓		✓		✓	✓	✓
PSO7	✓	✓	✓	✓	✓	✓			✓	✓	✓
PSO8	✓	✓	✓	✓	✓	✓			✓	✓	✓
PSO9	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓
PSO10	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓

ENG1201

Conversational Skills

3 Hrs./2 Cr.

The course aims at helping students converse in English on the matters that matter to them in daily life. It provides the learners with ample opportunities and social contexts through conversations so that they can freely and fluently use informal English. It also exposes them to the apt vocabulary of such informal conversations.

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

- i. articulate spoken utterances clearly and fluently,
- ii. speak simple sentences in English with one another in unpredictable situations,
- iii. participate in dyadic communication,
- iv. use phatic communion, and
- v. employ word-stress and intonation in spoken utterances.

Unit 1	Conversational skills	(9 Hours)
Unit 2	Day-to-day matters like eating, emotions, fashion, health, friendship, money, romance, housing, job, faith & hope, busy life, memory, shopping, time, traffic, travelling, vacation, weather	(15 Hours)
Unit 3	Social expressions	(10 Hours)
Unit 4	English sounds	(6 Hours)
Unit 5	English accent and intonation	(5 Hours)

Textbook

Sekar, J. J. 2014. *Conversational Skills*. Department of English, The American College.

Mapping of Course Outcomes with Bloom's Taxonomy

	K1	K2	K3	K4	K5	K6
CO1	1	2	3			
CO2	1	2	3	4	5	6
CO3	1	2	3	4	5	6
CO4	1	2	3	4	5	6
CO5	1	2	3			

Mean: 3.1

Introduction to English Studies is a gateway to the systematic study of literature. As a foundation course, it will problematize the notion of literature and introduce different types and various aspects of literary genres. With the help of examples – poems, stories and excerpts from novels and plays – the students will learn inductively different elements of literature. They will also learn to respond to literary texts.

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

- i. define literature and explain its functions,
- ii. understand and recognize the aspects of poetry and read poetry in the light of those aspects,
- iii. identify the difference between fiction and non-fiction prose and understand the elements of fiction,
- iv. describe features of drama and explain its development and
- v. critique literary texts against the backdrop of literary movements.

Unit 1 *Definition and Scope of Literature (10 hours)*
 “What is Literature?” from *Literary Theory: A Short Introduction* by Jonathan Culler
 “What is Literature?” from *Introduction to Literary Studies* by Mario Klarer (SS)
 Primary and Secondary sources

Unit 2 *Poetry (20 hours)*
 Types of Poetry: Narrative & Lyric Poetry—(Epic & Ballad) (Sonnet, Ode, Idyll, Satire, & Elegy)
How does a poem mean?
 Denotation & Connotation
 Voice, Tone, Attitude
 Figurative Language
 Devices of sound
 Prosody

Unit 3 *Fiction and non-fictional Prose (20 hours)*
 Fiction, Novel, Short Story
 Plot, Character & characterization, Points of view & perspectives, Setting, Verisimilitude
 Types: Picaresque, Epistolary, Historical, Realistic, Science, Romance, Social, Domestic, Campus
 Literary Prose & Essay, types of essays, Biography, Autobiography, Travelogue

Unit 4 *Drama (15 hours)*
 Tragedy, Comedy, Tragi-comedy, Farce, Mystery & Morality Plays, Historical Plays, Problem Plays, Restoration Plays, Comedy of Manners, One-act plays, & Absurd Plays
 Plot Structure, Unities, Acts & scenes, dialogues & conversations, Soliloquy, Aside

Unit 5

Literary Movements (10 hours)

Renaissance, Romanticism, Neo-classicism, Romantic Revival, Victorian & Pre-Raphaelite, Realism, Naturalism, Modernism, and Postmodernism

References

- Abrams, M.H. and Geoffrey Galt Harpham. *A Glossary of Literary Terms*, 10th Edn. Wadsworth Learning Cengage, 2009.
- Boulton, Marjorie. *The Anatomy of Prose*. Routledge, 2013.
- Kennedy, X. J. *An Introduction to Poetry*, 7th edn. Harper Collins, 1990.
- Klarer, Mario. *An Introduction to Literary Studies*, 2nd edn. Routledge, 2004.
- Mays, Kelly J. *The Norton Introduction to Literature*, 12th edn. W.W. Norton & Company, 2017.
- Miller, Ruth & Robert A. Greenberg. *Poetry: An Introduction*. Macmillan, 1981.
- Murphy, J.M. *Understanding Unseens: An Introduction to English Poetry and the English Novel for Overseas Students*. George Allen & Unwin Ltd., 1972.
- Perrine, Laurence. *Sound and Sense: An Introduction to Poetry*, 7th edn. Harcourt Brace Jovanovich, Inc., 1987.

Reading List

(The teachers of this course are free to choose from the list given below to inductively teach the aspects of different genres. They are also welcome to use their own examples.)

Poetry

Gerard Manley Hopkins	"God's Grandeur"
William Cowper	"I Was a Stricken Deer, That left the Herd," "The Red Wheel Barrow"
William Carols Williams	"Poem"
Carl Sandburg	"Fog"
Robert Frost	"Dust of Snow," "The Silken Tentt," "Fire and Ice," "The Road Not Taken"
Shakespeare	"Shall I Compare Thee to a Summer's Day?"
Thomas Hardy	"Ah, Are you Digging on My Grave?"
William Blake	"The Sick Rose," "The Garden of Love"
Wilfred Owen	"Anthem for Doomed Youth"
Gieve Patel	"On Killing a Tree"
Emily Dickinson	"I heard a fly buzz when I died"
Langston Hughes	"A Dream Deferred"
Gwendolyn Brooks	"We Real Cool"
Timothy Steele	"Waiting for the Storm"
Ezra Pound	"In the Station of the Metro"
Richard Wilbur	"A Simile for Her Smile"
Dudley Randall	"Ballad of Birmingham"
Theodore Rotheke	"My Papa's Waltz"

Fiction

Aesop	"The Two Crabs"
O. Henry	"The Gift of the Magi"
Ernest Hemingway	"A Cat in the Rain"
James Baldwin	"Sonny's Blues"
George Saunders	"Puppy"

R. K. Narayan	“An Astrologer’s Day”
John Updike	“The Rumour”
Guy de Maupassant	“Maademoiselle”
Gabriel Garcia Marquez	“A Very Old man with Enormous Wings”
Charles Dickens	An excerpt from <i>Oliver Twist</i> as found in <i>Understanding Unseens</i> , 195-196

Drama

William Shakespeare	The first scene of <i>Hamlet</i> , Mark Antony’s Speech, “If I profane with my “Unworthiest hands....” from <i>Romeo and Juliet</i>
George Bernard Shaw	An excerpt from <i>Pygmalion</i>

Mapping of Course Outcomes with Bloom’s Taxonomy

	K1	K2	K3	K4	K5	K6
CO1		2	3	4	5	
CO2		2	3	4	5	6
CO3		2	3	4	5	6
CO4		2	3	4	5	6
CO5		2	3		5	

Mean: 3.4

ENG 1483

British Prose I

4 Hrs./4 Cr.

This course aims at introducing students to the intellectual, social, religious, scientific, and political history of England from the 16th century up to the 19th century. The course will enable students to critically evaluate the nuances of British prose of these periods and thereby encourage them to learn various techniques involved in essay writing.

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

- i. appraise the didactic nature of English prose,
- ii. analyze the character types peculiar to the first half of the 18th century,
- iii. correlate the philosophical overtones of the late 18th century with the present times,
- iv. critique the romantic elements in English prose and
- v. generalize the different personality types.

Unit 1	<i>Renaissance Prose (12 hrs)</i>	
	Francis Bacon	“Of Ambition,” & “Of Travel” (SS)
	Jeremy Taylor	“Holy Dying”
	Abraham Cowley	“On Avarice”
Unit 2	<i>Neo-Classical Prose (12hrs)</i>	
	Joseph Addison	“A Citizen’s Diary” & “Ladies Head-dress”(SS), Sir
	Richard Steele	“A Prize Fight” & “The Pangs of the Jilted Lover”
Unit 3	<i>Transitional Prose (12hrs)</i>	
	Oliver Goldsmith	“The Man in Black,” & “National Prejudices” (SS)
	Edmund Burke	“A Philosophical Inquiry into the Origin of our Ideas of the Sublime and Beautiful”
Unit 4	<i>Romantic Prose (10hrs)</i>	
	S.T. Coleridge	“Table Talk”
	Charles Lamb	“In Praise of Chimney Sweepers”
		“A Dissertation upon a Roast Pig” (SS)
	William Hazlitt	“On the Ignorance of the Learned”
Unit 5	<i>Victorian Prose (14hrs)</i>	
	Thomas De Quincey	“Confessions of an English Opium Eater: The Pains of Opium”
		“On the Knocking at the Gate in Macbeth”(SS)
	Thomas Carlyle	“Heroes and Hero Worship”

References

- Lewin, Gerald. *Prose Models*. Harcourt Brace Jovanovich, 1964.
 Minto, William. *A Manual of English Prose Literature*. Atlantic Publishers, 1995.

Mapping of Course Outcomes with Bloom’s Taxonomy

	K1	K2	K3	K4	K5	K6
CO1		2	3	4	5	
CO2		2	3	4	5	6
CO3		2	3	4	5	
CO4		2	3	4	5	6
CO5		2	3	4	5	6

Mean: 3.8

ENS 1485

Sports Literature

4 Hrs./4 Cr.

This course will enable students to realize the unique relationship between sports, society and literature. It aims at creating an interest in reading and writing about literature. It would attempt to study the way meanings are made in life and society through sports. It also purports to engage students with values that are and can be nurtured through sports.

At the end of the course students will be able to

- i. discover the psychology of sports champions,
- ii. understand the quintessence of disability sports narratives,
- iii. correlate the themes of passionate struggle and triumph with cultural perspectives,
- iv. critique gender politics in sports and
- v. appraise various reflections of politics through life-writings.

Unit 1

Field stories (20 Hours)

Yuvraj Singh	<i>The Test of my life: From Cricket to Cancer and Back</i>
Haruki Murakami	"Most of what I know About Writing Fiction I learned by Running Every Day"
DeNeen Brown	"Six Pack Abs at Age 74" (SS)
David Halberstam	"Jordon's Moment"

Unit 2

Parasports (8 Hours)

Arunima Sinha	<i>Born Again on the Mountain</i>
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Unit 3

Culture and sports (10 Hours)

Mary Kom	<i>Unbreakable</i> (SS)
Franklin Foer	"How Soccer Explains the American Culture Wars"

Unit 4

Gender and Sports (12 Hours)

Ruth Padawer	"The Humiliating Practice of Sex-testing Female Athletes"
Joyce Carol Oates	"Rape and the Boxing Ring"

Unit 5

Politics and Sports (10 Hours)

Maya Angelou	"Champion of the World" Jessie
Owens	"My Greatest Olympic Prize"
Walter White	"The Issue Transcends All"

*Recommended Movies**Dangal**Bend It Like Beckham**Invictus*

References

- Bairner, Alan. et al., (eds.). *Routledge Handbook of Sports and Politic*. Routledge, 2016.
- Crowe, Chris. *More than a Game: Sports Literature for Young Adults*. Scarecrow Press, 2004.
- Dubey, Abishek. et.al. *She Dared, Women in Indian Sports*. Rupa Publications, 2019.
- Goldthwaite, Melissa. A., et al. (eds). *The Norton Reader: Fourteenth Edition*. W.W. Norton Company, 2016.
- Jarvie, Grant. *Sport, Culture and Society: An Introduction*. Routledge, 2006.
- Tadie, Alexis. et al., (eds.). *Sport, Literature, Society: Cultural Historical Studies*. Routledge, 2014.

Mapping of Course Outcomes with Bloom's Taxonomy

	K1	K2	K3	K4	K5	K6
CO1		3	3	4		
CO2		2		4	5	
CO3		2	3	4	5	
CO4		2		4	5	
CO5		2		4	5	

Mean: 3.5

This course is a chronological survey of the major forces and voices that have contributed to the development of an English literary tradition from the Old English Period to the Age of Sensibility. It intends to focus on the emergence, evolution and progress of English literature during this period. It aims to introduce students to these various periods in the British literary history with a view to enabling them distinguish and identify the characteristics specific to each period. The course will showcase major literary movements and events in the context of the social, political, religious and economic changes that shaped English history.

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

- i. trace the growth of English literature through the Old English and Middle English Period,
- ii. identify the characteristic features specific to the Elizabethan age,
- iii. compare and contrast the literary texts and genres of the Jacobean, Caroline and Commonwealth Periods,
- iv. frame an overview of the social and historical context of the Restoration Period and
- v. develop a chronological understanding of the major writers and their work in the Augustan Age.

Unit 1 The Old English Period (450-1066) to the Middle English Period (1066-1500) **(15 Hours)**

Unit 2 Elizabethan Age (1558-1603) **(10 Hours)**

Unit 3 Jacobean Age (1603-1625) Caroline Age (1625 to 1649) and Commonwealth Period (1649 to 1660) **(20 Hours)**

Unit 4 The Restoration Age to Enlightenment (1660 to 1700) **(15 Hours)**

Unit 5 Augustan Age (1700 to 1745) to Age of Sensibility (1745 to 1785) **(15 Hours)**

Textbook

Albert, Edward. *History of English Literature*, 5th edn. OUP, 2017.

References

Long, William J. *English Literature*. Generic, 2015.

Trevelyan, George M. *English Social History: A survey of Six Centuries-Chaucer to Queen Victoria*. Longmans, 1978.

Mapping of the Course Outcomes with Bloom's Taxonomy

	K1	K2	K3	K4	K5	K6
CO1	1	2	3	4		
CO2	1	2	3	4	5	
CO3	1	2	3	4	5	
CO4	1	2	3	4	5	
CO5	1	2	3	4	5	6

Mean: 3.04

ENG 1231

Introduction to Cinema

3Hrs./2Cr.

This course aims at exposing learners to cinema as an art form with socio-cultural and political underpinnings. It deals with predominantly western films, their genres and movements. It also includes select Asian stalwarts and their representative works for analysis. The course will focus on different aspects of film production as well.

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

- i. distinguish/discuss the various aspects of cinema,
- ii. interpret the visuals and visualize the text,
- iii. analyse cinema as an industry and locate movies in social milieu,
- iv. discuss/distinguish the views of acclaimed professionals in the field, and
- v. evaluate films critically and also venture as script writers, actors and directors in cinema/TV/Social media besides free lancing.

Unit 1

Film History (12 Hours)

Origin and development, Early American cinema, Art & Dialectic in Soviet Film, German Expressionism, Italian Neo-realism, Japanese Film and Indian film.

Unit 2

Aspects and Genres (8 Hours)

Aspects: - premise, plot, characterization, screenplay, direction, acting, sound, & image.

Genres: - action, comedy, crime, drama, epic, horror, musical, romance, science fiction and war.

Unit 3

Reading a Visual and Visualizing Script (8 Hours)

Mise en scène: - set design, lighting, space, Composition, costume, makeup and hair styles, acting, film stock, shots, angles and aspect ratio.

Montage: - association of ideas, combination of sounds, optical effects

Unit 4

Professionals Views (8 Hours)

Baradwaj Rangan *Kamal Hassan at 65: The Forgotten phase*

Edward Douglas *Exclusive Mel Gibson Interview: A Candid and Rare Conversation*

The Hindu *Craze for Hollywood films has come down, says PC Sreeram*

CBS News *John Williams on Spielberg "Star Wars," and the power of Music*

Unit 5

Screening and Critical Analysis (9 Hours)

Film review, Script writing, Media blogging

Films for screening may include

1. *The Battleship Potemkin* (1925)
2. *Seven Samurai* (1954)
3. *Pather Panchali* (1955)
4. *Ben-Hur* (1959)
5. *Psycho* (1960)
6. *Chemmeen* (1965)

Short films for screening may include

1. *2+2=5* (2005)
2. *Aaba* (2017)
3. *Kuppaikkaaran* (2019)

7. *The Godfather* (1972)
8. *The Bicycle Thief* (1984)
9. *Katrathu Tamil* (2007)
10. *Joker* (2019)

References

- Barnow, Erik and Krishnaswamy, S. *Indian Film: A Reviewing*. OUP, 1980
- Beja, Morris. *Film and Literature: An Introduction*. Longman, 1997.
- Ellis, Jack C. *A History of Film*. Allyn & Bacon, 1995.
- Hayward, Susan. *Key Concepts in Cinema Studies*. Routledge, 2004
- Monaco, James. *How to Read a Film*. OUP, 2009.
- Robinson, David. *World Cinema: A Short History*. Eyer Methyen, 1981

Mapping of Course Outcomes with Bloom's Taxonomy

	K1	K2	K3	K4	K5	K`6
CO1	1	2	3		5	
CO2	1	2	3	4		
CO3			3	4	5	6
CO4			3	4	5	6
CO5			3	4	5	6

Mean: 3.7

ENG 1223

English for Communication

3 Hrs./2 Cr.

The purpose of the course is to create an ambience for students to speak English fluently and fearlessly, and to increase their potential to succeed in their professional and personal life.

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

- i. listen to discourses in English,
- ii. speak English in their life situations,
- iii. use English for practical purpose,
- iv. express themselves fluently in any unpredictable circumstances and
- v. practise listening and speaking with better understanding

Unit 1 *Listening Comprehension (10 Hours)*
Mobile, Television, Computer, News, Theatre, Talk Shows, Radio, YouTube

Unit 2 *Communication Function (6 Hours)*
Greetings, introducing oneself, invitation, making request, expressing gratitude, complimenting and congratulating, expressing sympathy, apologising, asking for information, seeking permission, complaining and expressing regret.

Unit 3 *English in real life situations (10 Hours)*
At the College, Office, Library, Department, Bank, Railway Station, Post Office, Police Station, Travel Agency and Interview

Unit 4 *Fluency Development (10 Hours)*
Vocabulary enhancement, Conversational skills, Role play, Commentary etc.,

Unit 5 *English at Practice (9 Hours)*
Debates, Topic discussion, Story-Telling, Telephonic Conversation and Speech by Great Personalities

Activity: Independent Practice

Watching English movies
Listening to various News channels
Listening to Podcasts

Mapping of Course Outcomes with Bloom's Taxonomy

	K1	K2	K3	K4	K5	K6
CO1				4	5	6
CO2		2	3	4	5	6
CO3			3	4	5	6
CO4			3	4	5	6
CO5		2	3	4	5	6

Mean: 4.3

The course aims at improving the learners' productive skills of English. It offers professional guidance on meaningful and aggressive reading experiences by familiarizing them with techniques and micro-skills of reading, comprehension abilities through literary and non-literary reading materials. It also strengthens their writing skills through the forms of writing that are useful to them academically and vocationally.

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

- i. practise the reading of simple prose texts silently and fast,
- ii. produce their comprehension abilities,
- iii. write letter of requests, permission and apology,
- iv. write paragraphs with topic sentence and supportive sentences and
- v. write five-paragraph essays on simple, contemporary themes.

Unit 1 Reading and comprehension skills **(10 Hours)**

Unit 2 Reading at various speeds, skimming & scanning, inferring & interpreting, predicting, reorganizing material, comprehension skills **(9 Hours)**

Unit 3 Writing leave letters and apology letters **(6 Hours)**

Unit 4 Paragraph writing, five-paragraph essay writing, **(10 Hours)**

Unit 5 Types of essay and paragraph writing: descriptive, argumentation, narrative, and expository **(10 Hours)**

Textbook

Sekar, John, J. 2014. *Reading and Writing Skills*. Department of English, The American College.

Mapping of Course Outcomes with Bloom's Taxonomy

	K1	K2	K3	K4	K5	K6
CO1	1	2	3			
CO2	1	2	3			
CO3	1	2	3	4	5	6
CO4	1	2	3	4	5	6
CO5	1	2	3	4	5	6

Mean: 3.1

ENG 1482

British Poetry I

5Hrs. /4 Cr.

This course offers an introduction to the traditional forms of British poetry from the 16th century to the 18th century. The course presents an insight into the essential elements of poetry and helps students trace the rhyme scheme and metrical pattern in poems. Further it would offer an understanding of the nature and evolution of poetry and strengthen students' ability to read and analyze poems meaningfully.

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

- i. understand the characteristics of Elizabethan poetry,
- ii. analyse the elements of metaphysical poetry,
- iii. assess religious themes, symbols and motifs in poems,
- iv. appraise the satire and wit embedded in the long verse narratives of the Neoclassical poets and
- v. infer the idealization of the humble man, the country setting, and universal truths in the poems of the transitional poets

Unit 1	<i>Elizabethan Poetry (20 Hours)</i>	
	Philip Sidney	Sonnet 39: "Come sleep, O sleep" (from "Astrophel and Stella")
	William Shakespeare	Sonnet 130: My Mistress' Eyes are Nothing like the Sun"
	Edmund Spenser	"Amoretti": Sonnet 67 & Sonnet 75 (SS)
Unit 2	<i>Metaphysical Poetry (15 Hours)</i>	
	John Donne	"A Valediction: Forbidding Mourning"
	Andrew Marvell	"The Definition of Love" (SS). "To His Coy Mistress"
	George Herbert	"Redemption"
Unit 3	<i>Religious Poetry (20 Hours)</i>	
	John Milton	<i>Paradise Lost</i> (Book I)
Unit 4	<i>Neoclassical Poetry (10 Hours)</i>	
	John Dryden	"Mac Flecknoe" Alexander
	Pope	"The Riddle of the World" "An Essay on Man: Epistle II (Stanza I&II)"
		"Summer" (SS)
Unit 5	<i>Transitional Poetry (10 Hours)</i>	
	William Blake	"The Lamb," "The Tyger"
	Robert Burns	"My Luve's like a Red Red Rose"
	William Cowper	"Hatred and Vengeance," "The Sower" (SS)

References

- Gardner, Helen. *The New Oxford Book of English Verse*. OUP, 1972.
 Iona and Peter Opie. *The Oxford Book of Narrative Verse*. OUP, 1983.
 Spearing, A. C. *Medieval to Renaissance in English Poetry*. CUP, 1985.
 Quintana, Ricardo and Alvin Whitley. *English Poetry of the Mid and Late Eighteenth Century*. Alfred Knopf, 1963.

Mapping Of Course Outcomes with Bloom's Taxonomy

	K1	K2	K3	K4	K5	K6
CO1	1	2		4	5	
CO2	1	2		4	5	
CO3	1	2		4	5	
CO4	1	2		4	5	
CO5	1	2		4	5	

Mean: 3

ENG 1484

British Fiction I

4 Hrs./4 Cr.

This course introduces the seventeenth and eighteenth century fiction. It deals with the different types of novels. It also deals with the beginnings of the English novel.

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

- i. understand the elements of allegory and read the novel from a puritanical context,
- ii. analyse the themes of didacticism,
- iii. examine satire and the political contexts,
- iv. critique the aspects of the sentimental novel and modes of characterization and
- v. infer the different narrative techniques and themes of gothic novel.

Unit 1	<i>Allegory (12 Hours)</i> John Bunyan	<i>Pilgrim's Progress</i> (1678)
Unit 2	<i>Didactic fiction (12 Hours)</i> Daniel Defoe	<i>Robinson Crusoe</i> (1719)
Unit 3	<i>Satire (12 Hours)</i> Jonathan Swift	<i>Gulliver's Travels: A Voyage to Lilliput</i> (Book I) (1726) (SS)
Unit 4	<i>Sentimental Novel (12 Hours)</i> Oliver Goldsmith	- <i>The Vicar of Wakefield</i> (1766)
Unit 5	<i>Gothic Novel (12 Hours)</i> Horace Walpole	<i>The Castle of Otranto</i> (1764)

References

- Allen, Walter. *The English Novel*. Penguin Books Ltd., 1954.
- Cook, Terry. "Dividing the Swift Mind: A Reading of *Gulliver's Travels*." *Critical Quarterly*, XXII, No.3, Autumn, 1980.
- Eagleton, Terry. *The English Novel: An Introduction*. Blackwell Publishing Ltd., 2005.
- Hilliard, Raymond F. "The Redemption of Fatherhood in *The Vicar of Wakefield*." *Studies in English Literature 1500-1900*. Vol. XXIII, No.3, Summer, 1983.
- Kettle, Arnold. *An Introduction to the English Novel: Defoe to George Eliot*. Vol.1. Harper and Brothers, 1960.
- Probyn, Clive T. *English Fiction of the Eighteenth Century 1700-1789*. Longman Group, 1987.

Mapping of Course Outcomes with Bloom's Taxonomy

	K1	K2	K3	K4	K5	K6
CO1		2	3	4		
CO2			3	4	5	6
CO3				4	5	
CO4				4	5	6
CO5					5	6

Mean: 4.4

ENG 1486

British Drama I

4 Hrs./4Cr.

This course will enable students to read and interpret different sub-genres of drama in English Literature. It will also help students to know the different aspects of drama and the importance of Shakespeare in relation to other playwrights between the 16th and the 19th century.

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

- i. identify the features of Renaissance Drama,
- ii. distinguish the aspects of Shakespearean comedy,
- iii. examine the common themes in Shakespearean comedy,
- iv. illustrate socio-political background of Restoration tragedy and
- v. assess Comedy of Manners as a satire on contemporary society.

Unit 1	<i>Elizabethan Tragedy (12 Hours)</i> Christopher Marlowe <i>Doctor Faustus</i>
Unit 2	<i>Shakespearean Comedy (12 Hours)</i> William Shakespeare <i>A Midsummer Night's Dream (ACTS I & II)</i>
Unit 3	<i>Shakespearean Comedy (12 Hours)</i> William Shakespeare <i>A Midsummer Night's Dream (ACTS III, IV&V)</i>
Unit 4	<i>Restoration Tragedy (12 Hours)</i> John Dryden <i>All for Love</i>
Unit 5	<i>Comedy of Manners (12 Hours)</i> Oscar Wilde <i>The Importance of Being Earnest (SS)</i>

References

Charlton, H.B. *Shakespearean Comedy*. Methuen & Co Ltd, 1938.
 Griffiths, Stuart. *How Plays Are Made*. Heinemann Educational Books, 1982.
 Neilson, William Allan (ed.). *Lectures on The Harvard Classics: Drama*. 1914.
 Watson, G.J. *Drama: An Introduction*. Macmillan, 1983.

Mapping of Course outcomes with Bloom's Taxonomy

	K1	K2	K3	K4	K5	K6
CO1	1	2	3	4		6
CO2	1	2	3	4		6
CO3	1	2	3	4		6
CO4	1	2	3	4		6
CO5	1	2	3	4		6

Mean: 3.2

ENG 1588

History of English Literature II

5 Hrs./5 Cr.

This course is a sequential course to History of English literature I. It is a chronological survey of the major contexts and authors that had contributed to the development of English literature from the Romantic Age to the present. It aims to introduce the students to these various periods in the history of English literature, with a view to enable them distinguish and identify the characteristics specific to each period. The course will also throw light on the historical perspective and the social, political and religious background that shaped the history of other literatures in English.

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

- i. trace the growth of English literature through the Romantic age,
- ii. identify and distinguish the characteristic features specific to the Victorian age,
- iii. develop an understanding of the works of the Modernist writers from a socio political and cultural perspective,
- iv. assess the changing perspectives of writings through the age of postmodernism, and
- v. develop an awareness of alternatively defined traditions and history of other literatures in English.

Unit 1	The Romantic Age (1798 to 1832) (15 Hours)
Unit 2	The Victorian Age (1832 to 1901) (15 Hours)
Unit 3	The Modern Age (1901...) (15 Hours)
Unit 4	History of other literatures in English I (10 Hours) American Literature, Asian Literature
Unit 5	History of other literatures in English II (20 Hours) Canadian, Australian, New Zealand, Indian, Caribbean and African

Textbook

Albert, Edward. *History of English Literature*. 5th edn. OUP, 2017.

A Handbook on history of other literatures in English prepared by the Department

References

Long, William J. *English Literature*. Generic, 2015.

Trevelyan, George M. *English Social History: A survey of Six Centuries-Chaucer to Queen Victoria*.

Longmans, 1978.

Walsh, William. *Commonwealth Literature*. Macmillan, 1979.

Mapping of the Course Outcomes with Bloom's Taxonomy

	K1	K2	K3	K4	K5	K6
CO1	1	2	3	4		
CO2	1	2	3	4	5	
CO3	1	2	3	4	5	
CO4	1	2	3	4	5	
CO5	1	2	3	4	5	6

Mean: 3.04

ENG 1232

Science Fiction

3 Hrs./2 Cr.

The purpose of this course is to provide an understanding of contemporary science fiction by tracing the origin of the genre. It will survey the history of the genre and then delve into representative themes in texts and films.

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

- i. classify the science fiction,
- ii. examine the space and time warps stemming from scientific theories,
- iii. analyse the influence of science and technology in literature,
- iv. assess the Other endangered habitants outside the earth and
- v. relate science fiction to movies adapted from science fiction.

Unit 1	<i>Introduction (9 Hours)</i> Classifications: Hard & Soft science fiction (material prepared by the Department)
Unit 2	<i>Time Travel Science Fiction (9 Hours)</i> H.G. Wells <i>Time Machine</i>
Unit 3	<i>Cyberpunk (9 Hours)</i> William Gibson <i>Johnny Mnemonic</i>
Unit 4	<i>Alien Science Fiction (9 Hours)</i> Olaf Stapleton <i>Star Maker</i>
Unit 5	<i>Science Fiction Film adaptation (9 Hours)</i> Alex Proyas <i>I, Robot (SS)</i>

References

Bould, M., and Robert, A. *The Routledge Companion to Science Fiction*, Routledge. 2009.
 Kaveney, Roz. *From Alien to The Matrix: Reading Science Films*. I. B. Tauris. 2005.
 Marshall B. Tymn, *The Science Fiction Reference Book*. Borgo Press. 1996.
 Stableford, Brain. *Science Fact and Science Fiction: An Encyclopaedia*. Routledge. 2006.

Mapping of Course Outcomes with Bloom's Taxonomy

	K1	K2	K3	K4	K5	K6
CO1		2				
CO2				4		
CO3					5	
CO4			3			
CO5						6

Mean: 4

ENG 1234

Word Power

3 Hrs./2 Cr.

The course aims at helping students enrich their English vocabulary for academic and career purposes. They are introduced to a variety of strategies that enhance their ability to understand and retain new words. It also enables them to understand and apply the vocabulary gained in medicine, business, education, law, technology, sciences and the humanities.

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

- i. assess their present vocabulary range,
- ii. grade their understanding of different and difficult words,
- iii. analyse and apply the technical terms in every day usage,
- iv. practise vocabulary for professional exams and
- v. develop word power through word games.

Unit 1	<i>Introduction (8 Hours)</i> Test of vocabulary range; test of verbal speed; test of verbal responsiveness; affixation- prefix, suffix; synonyms.
Unit 2	<i>Homonyms and Homographs (10 Hours)</i> Words of foreign origin; antonyms; redundant words; phrases; acronyms; words commonly confused; slang and new words.
Unit 3	<i>Technical Terms (9 Hours)</i> Personality types; behavior; relationships; family; medicines and science; buildings; education; law; technology and the humanities.
Unit 4	<i>Vocabulary for professional exams (10 Hours)</i> TOEFL; IELTS; SAT; GRE; CAT; MAT; TANCET; BEC; GMAT
Unit 5	<i>Word Building through Language Games (8 Hours)</i> Word building through puzzles; puns; riddles; word play; games.

References

Lewis, Norman. (2019) *Word Power Made Easy*. Bloomsbury.

Web sources

1. www.spelling-words-well.com
2. <http://spellingbee.com>
3. www.freotech4teachers.com
4. www.word-buff.com
5. www.vocabulary.com
6. <http://www.merriam-webster.com/home.htm>
7. <http://infohawk.uiowa.edu>

Mapping of Course Outcomes with Bloom's Taxonomy

	K1	K2	K3	K4	K5	K6
CO1	1	2	3	4	5	
CO2	1	2		4		
CO3	1	2	3	4		
CO4	1	2	3			
CO5	1		3	4		6

Mean: 4.4

Punctuation is important to writing as much as intonation is to speech. It primarily helps writers to indicate the pauses and the emphases on certain ideas or thoughts or arguments that are discussed in the text. This course aims at enabling first year undergraduate English literature students, who are expected to develop skills to document their responses in writing as the main mode of assessment and evaluation, to accurately use punctuation since it helps to strengthen the argument.

At the end of the course, students will be able to fluently use in their writing

- i. the period, the question mark, and apostrophe,
- ii. the comma, the colon and the semicolon,
- iii. the exclamation, the dash, and the hyphen,
- iv. the parentheses, the brackets, and ellipsis, and
- v. the quotation marks, the ellipsis, and the interrobang (!!).

Unit 1	Period, Question mark, and Apostrophe (6 Hours)
Unit 2	Comma, Colon, and Semicolon (6 Hours)
Unit 3	Exclamation, Dash, and Hyphen (6 Hours)
Unit 4	Parentheses, Brackets, and ellipsis (6 Hours)
Unit 5	Quotation marks, Ellipsis, and Interrobang (6 Hours)

Methodology of Teaching-Learning

One hour of teaching a punctuation mark and one hour of interaction or discussion of teacher's feedback on students' use of the same in writing.

References

- Butterworth, J. (1999). *Punctuation*. OUP.
 King, G. (2004). *Good Punctuation*. Collins.
 Straus, J. (2007). *The Blue Book of Grammar and Punctuation: An easy-to-use guide with clear rules, real-world examples, and reproducible quizzes*. Jossey-Bass.
 Trask, R.L. (1999). *The Penguin Guide to Punctuation*. Penguin.

Mapping of Course Outcomes with Bloom's Taxonomy

	K1	K2	K3	K4	K5	K6
CO1			3			6
CO2			3			6
CO3			3			6
CO4			3			6
CO5			3			6

Mean: 4.5

ENG 221V

Tenses

2 Hrs/2 Cr.

Tense is a basic concept of English Grammar. Tense enables users of English to convey the accurate time of action. Hence the course aims at helping students to master the uses of tenses.

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

- i. identify forms of the verb and modals,
- ii. understand the concepts of tense and time,
- iii. express action in the present,
- iv. express action in the past and
- v. express action in the future.

Unit 1 Forms of the Verb and Modals (**2 Hours**)

Unit 2 Tense & Time (**4 Hours**)

Unit 3 *The Present Tense (8 Hours)*
Simple Present, Present Progressive, Present Perfect, Present Perfect Progressive.

Unit 4 *The Past Tense (8 Hours)*
Simple Past, Past Progressive, Past Perfect, Past Perfect Progressive.

Unit 5 *The Future (8 Hours)*
Simple Future, Future Progressive, Future Perfect, Future Perfect Progressive.

Methodology of teaching-learning

One hour of teaching of the rules which govern tenses and one hour of exercises on the usage of the particular tense will be taken up.

References

- Bourke, K. (2003). *English Verbs and Tenses*. OUP.
Davidson, G. (2003). *English Verbs and Tenses*. Learner's Publishing.
Fletcher, M. (1999). *Pictures of English Tenses: Level 1 & Level 2*. Brainfriendly Publication.

Mapping of Course Outcomes with Bloom's Taxonomy

	K1	K2	K3	K4	K5	K6
CO1			3			6
CO2			3			6
CO3			3			6
CO4			3			6
CO5			3			6

Mean: 4.5

ENG 321V
Hrs./2 Cr.

Travel Writing

2

This course aims at introducing students to the genre of travel writing. It would enable students to transform travel experiences and observations into narratives. .

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

- i. understand Travel Writing as an emerging narrative,
- ii. analyse different travel trends,
- iii. explain the features of narrative journalism,
- iv. demonstrate conventions of Travel Writing and
- v. write widely across genres the experience of travel.

Unit 1

Introduction (6 Hours)
Introduction to Travel Writing.

Unit 2

Understanding Travel Trends (6 Hours)
Raul Dias “Notes from Bulgaria”

Unit 3

Narrative Journalism (6 Hours)
Priyadarshini Paitandy & Pradeep Kumar “What Air
Travel Looks Like in the New Normal

Unit 4

Conventions of Travel Writing (6 Hours)
Paul Theroux *The Great Railway Bazaar*.

Unit 5

Documentation & Publication (6 Hours)
Researching, Rewriting and Self editing stories, breaking into
print media for newspapers and magazines, Press tips, and
syndicating their stories.

Reference

George, Don and Janine Eberle. *Lonely Planet's How to be a Travel Writer*.
Penguin. 2017

Mapping of Course Outcomes with Bloom's Taxonomy

	K1	K2	K3	K4	K5	K6
CO1			3	4	5	6
CO2			3	4	5	6
CO3			3	4	5	6
CO4			3	4	5	6
CO5			3	4	5	6

Mean: 4.5