

# Kongunadu Arts and Science College

*(Autonomous)*

*Re-accredited by NAAC with 'A' Grade 3.64 CGPA (3rd Cycle)*

*College of Excellence (UGC)*

*Co-Educational Institution Approved by UGC, New Delhi*

**G.N.Mills Post, Coimbatore - 641029, Tamilnadu, INDIA**



## Department of English (Aided)

**CURRICULUM AND SCHEME OF EXAMINATIONS (CBCS)**

**(2018-2019 and onwards)**

## **Vision of the College**

Developing the total personality of every student  
in a holistic way by adhering to the principles of  
**Swami Vivekananda** and **Mahatma Gandhi**.

## **Mission of the College**

- Imparting holistic and man-making education with emphasis on character, culture and value - moral and ethical.
- Designing the curriculum and offering courses that transform its students into value added skilled human resources.
- Constantly updating academic and management practices towards total quality management and promotion of quality in all spheres.
- Extending the best student support services by making them comprehensive and by evolving a curriculum relevant to student community and society at large.
- Taking steps to make education affordable and accessible by extending scholarships to the meritorious and economically disadvantaged students.
- Moulding the teachers in such a way that they become the role models in promoting Higher Education.

**Department of English (Aided)**  
**Kongunadu Arts and Science College**  
**Coimbatore-641029**

**MISSION**

The Department believes in the power of language to educate, exhort, excite and enlighten the students' community. It fosters to students and faculties to have a passion for teaching-learning activities in the capacious discipline of English studies.

**VISION**

- To protect and promote collegiality, to share governance and continue academic freedom and integrity
- To improve scholarship and creative activities of the students
- To attain excellence in the field of teaching English coupled with values

## CURRICULUM AND SCHEME OF EXAMINATION UNDER CBCS

(APPLICABLE TO STUDENTS ADMITTED DURING THE ACADEMIC YEAR 2018-2019 AND ONWARDS)

Semester	Part	Subject Code	Title of the Paper	Instruction hours/cycle	Exam. Marks			Duration of Exam. hours	Credit
					CIA	ESE	TOTAL		
I	I	18 TML101@	Language I/ Tamil/ Malayalam/Hindi/ French	6	25	75	100	3	3
	II	18ENG101	English I	6	25	75	100	3	3
	III	18UEL101	Core paper 1-Prose	6	25	75	100	3	4
		18UEL102	Core paper 2-Fiction	5	25	75	100	3	4
		18UEL1A1	Allied paper 1: Social History of England	5	25	75	100	3	5
	IV	18EVS101	Environmental Studies**	2	-	50	50	3	2
			Total	30	125	425	550	-	18
II	I	18TML202@	Language II Tamil/ Malayalam/Hindi/ French	6	25	75	100	3	3
	II	18ENG202	English II	6	25	75	100	3	3
	III	18UEL203	Core paper 3- Grammar and Usage	6	25	75	100	3	4
		18UEL204	Core paper 4-Drama	5	25	75	100	3	4
		18UEL2A2	Allied paper 2: Literary Forms	5	25	75	100	3	5
	IV	18VED201	Value Education- Moral and Ethics**	2	-	50	50	3	2
			Total	30	125	425	550	-	21
III	I	18TML303@	Language III Tamil/ Malayalam/Hindi/French	6	25	75	100	3	3
	II	18ENG303	English III	6	25	75	100	3	3
	III	18UEL305	Core paper 5- Poetry I	4	25	75	100	3	4
		18UEL306	Core paper 6- Introduction to Phonetics	5	25	75	100	3	4
		18UEL3A3	Allied paper 3: History of English Literature	5	25	75	100	3	5
	IV	18UGA3S1	Skill Based Subject: I General Awareness	2	25	75	100	3	3
		18UEL3N1/ 18TBT301/ 18TAT301	Basic Tamil*/ Advanced Tamil** (OR) Non-Major Elective-I**	2	-	75	75	3	3
			Total	30	150	525	675	-	25

UEL2

Sem	Part	Subject code	Title of the Paper	Instruction hours	Marks			Duration of Exam. hours	Credit
					CIA	ESE	Total		
IV	I	18TML404@	Language IV Tamil/ Malayalam/Hindi/French	6	25	75	100	3	3
	II	18ENG404	English IV	6	25	75	100	3	3
	III	18UEL407	Core paper 7-Poetry II	5	25	75	100	3	4
		18UEL408	Core paper 8-Indian Writing in English	4	25	75	100	3	4
		18UEL4A4	Allied paper 4: Introduction to Journalism	5	25	75	100	3	5
	IV	18UEL4S2	Skill Based Subject: 2 Personality Development	2	25	75	100	3	3
		18UEL4N2/ 18TBT402/ 18TAT402	Basic Tamil*Advanced Tamil**(OR) Non-Major Elective-II**	2	-	75	75	3	2
			<b>Total</b>	<b>30</b>	<b>150</b>	<b>525</b>	<b>675</b>	<b>-</b>	<b>24</b>
V	I	18UEL509	Core paper 9 -Shakespeare I	5	25	75	100	3	4
	II	18UEL510	Core paper 10 - American Literature	6	25	75	100	3	4
	III	18UEL511	Core paper 11-Literary Criticism	6	25	75	100	3	4
		18UEL512	Core paper 12-Introduction to Travel Writing	6	25	75	100	3	4
		18UEL5E1	Major Elective I	5	25	75	100	3	5
	IV	18UEL5S3	Skill Based Subject: 3 Inspiring Speeches	2	25	75	100	3	3
			<b>Total</b>	<b>30</b>	<b>150</b>	<b>450</b>	<b>600</b>	<b>-</b>	<b>24</b>
VI	I	18UEL613	Core paper 13 -Shakespeare II	6	25	75	100	3	3
	II	18UEL614	Core paper 14 - Indian Literature in English Translation	6	25	75	100	3	3
	III	18UEL615	Core paper 15- Women's Writings in English	6	25	75	100	3	3
		18UEL616	Core paper 16 - New Literature in English	5	25	75	100	3	3
		18UEL6Z1	Project and Viva voce	-	-	-	100	3	5
		18UEL6E2	Major Elective II	5	25	75	100	3	5
	IV	18UEL6S4	Skill Based Subject: 4 English Language Teaching	2	25	75	100	3	3
	V	\$\$	Extension Activities *	-	50	-	50	-	1
			<b>Total</b>	<b>30</b>	<b>225</b>	<b>525</b>	<b>750</b>	<b>-</b>	<b>26</b>
<b>Grand Total</b>				<b>180</b>			<b>3800</b>	<b>-</b>	<b>140</b>

\$\$ NCC/NSS/YRC/PYE/RRC/WEC/ECC

@ French / Hindi / Malayalam / Sanskrit

\* No End-of-Semester Examinations (ESE). Only Continuous Internal Assessment (CIA).

\*\* No Continuous Internal Assessment (CIA). Only End-of-Semester Examinations (ESE)

\*\*\* Project Report – 60 marks; Viva voce – 20 marks; Internal-20 marks

\*\*\*\* The students shall undergo an Internship training / field work for a minimum period of 2 weeks at the end of the fourth semester during summer vacation and submit the report in the fifth semester. The report will be evaluated for 100 marks along with the internal viva voce by the respective faculty. According to their marks, the grades will be awarded as given below.

Marks %	Grade
85-100	O
70-84	D
60-69	A
50-59	B
40-49	C
< 40	U (Reappear)

**Major Elective Papers** (2 papers are to be chosen from the following 6 papers)

1. English for Competitive Examinations
2. Children's Literature
3. Classical Literature in Translation
4. Ethics in Literature
5. Intensive Study of an Author
6. Commonwealth Literature

**Non-Major Elective Papers**

1. Human Rights
2. Women's Rights
3. Consumer Affairs

Note: In core/ allied subjects, no. of papers both theory and practical are included wherever applicable. However, the total credits and marks for core/allied subjects remain the same as stated below.

**Certificate Course:**

Journalism and Mass Media

Tally Table:

S.No.	Part	Subject	Marks	Credits
1.	I	Language – Tamil/Hindi/Malayalam/ French/ Sanskrit	400	12
2.	II	English	400	12
3.	III	Core – Theory/Practical/Project	1600	60
		Allied	400	20
		Electives	300	15
4.	IV	Basic Tamil / Advanced Tamil (or) Non-major Elective	150	4
		Skill Based Subject	400	12
		Environmental Studies	50	2
		Value Education	50	2
5.	V	Extension Activities	50	1
		Total	3800	140

Note :

CBCS – Choice Based Credit system  
 CIA – Continuous Internal Assessment  
 ESE – End of Semester Examinations

**BLOOM'S TAXONOMY BASED ASSESSMENT PATTERN****K1-Remember; K2-Understanding; K3-Apply; K4-Analyze; K5-Evaluate****1. Theory Examination - Part I, II & III****(i) CIA I & II and ESE: 75 Marks**

Knowledge Level	Section	Marks	Description	Total
K1 Q1 to 10	A (Answer all)	10 x 1 = 10	MCQ	75
K2 Q11 to 15	B (Either or pattern)	5 x 5 = 25	Short Answers	
K3 & K4 Q16 to 20	C (Either or pattern)	5 x 8 = 40	Descriptive / Detailed	

**(ii) CIA I & II and ESE: 55 Marks**

Knowledge Level	Section	Marks	Description	Total
K1 Q1 to 10	A (Answer all)	10 x 1 = 10	MCQ	55
K2 Q11 to 15	B (Either or pattern)	5 x 3 = 15	Short Answers	
K3 & K4 Q16 to 20	C (Either or pattern)	5 x 6 = 30	Descriptive / Detailed	

**2. Practical Examination:**

Knowledge Level	Section	Marks	Total
K3	Experiments	50	60
K4		10	
K5	Record Work		

**3. Project Viva Voce:**

Knowledge Level	Section	Marks	Total
K3	Project Report	60	80
K4		20	
K5	Viva voce		

**Components of Continuous Internal Assessment**

Components			Marks	Total
<b>Theory</b>	CIA 1	75	(75+75 = 150/10)	25
	CIA 2	75	15	
	Assignment/Seminar		5	



UEL6

Attendance	5	
<b>Practical</b> CIA Practical	25	40
Observation Notebook	10	
Attendance	5	
<b>Project</b> Review	15	20
Regularity	5	

**PROGRAMME: BA ENGLISH LITERATURE**

**Programme Outcome (PO)**

- PO 1:** To expose the students to the world of English literature and to make them realise the universal truths discussed in it, leading to a holistic life.
- PO 2:** To help the students write critically about literature, using textual evidence with proper citation.
- PO 3:** To prepare the student to use English proficiently in everyday life and to lay the foundation for various eligibility tests.
- PO 4:** To provide LSRW skills, soft skills and personality development for employability.
- PO 5:** To lay the foundations of a research mentality.
- PO 6:** To update knowledge in various upcoming areas of literature
- PO 7:** To endow the students with the necessary skill-set to face the global scenario.
- PO 8:** To arm the students with the knowledge and skills necessary to choose among a variety of occupations in related fields

**Programme Specific Outcome (PSO)**

- PSO 1:** To involve the students in analyzing and interpreting literature and to make the students realise how life and literature are closely connected.
- PSO 2:** To inculcate ethics in the minds of the pupils.
- PSO 3:** To equip the learners with linguistic and communicative skills
- PSO 4:** To facilitate the students to write comprehensive articles on journalistic stories, feature and travel writing.
- PSO 5:** To produce a positive personality leading to a suitable profession.

<b>Programme Code:01</b>		<b>B.A English Literature</b>		
<b>Course Code:18UEL101</b>		<b>Core Paper 1 – PROSE</b>		
<b>Batch</b>	<b>Semester</b>	<b>Hours / Week</b>	<b>Total Hours</b>	<b>Credits</b>
2018-2019	I	6	90	4

### Course Objectives

1. To enable the students various sentence structures through the essays
2. To expose the students to the matter and the style of the great literary mind and varied galaxy of human characters
3. To comprehend written text, and combine their understanding with prior knowledge to perform reading-comprehension skills

### Course Outcomes (CO)

K1	CO1	Identify simple facts presented in written text (literal comprehension)
K2	CO2	Evaluate about the written text's content (evaluative comprehension)
K3	CO3	Connect and discuss the text to other written passages and situations (inferential comprehension)
K4	CO4	Analyse to compare text to other written passages and situations

## Syllabus

<b>Unit I</b>	Francis Bacon Joseph Addison	– Of Friendship – Sir Roger at the Theatre
<b>Unit II</b>	Charles Lamb William Goldsmith	– The Dissertation upon the Roasted Pig – The Man in Black
<b>Unit III</b>	A.G. Gardiner G.K.Chesterton	- On Habits – On Running after One's Hat
<b>Unit IV</b>	Robert Lynd J.B.Priestley	– Window View – Different Inside
<b>Unit V</b>	A.J.Cronin C.E.M Joad	– An Episode from Dr.Cronin's Medical Career – Our Own Civilization *

\* denotes Self study

### Teaching Methods

Motion Pictures/ Power-point presentation/Seminar/Quiz/Discussion/Assignment

### Prescribed Texts:

**Pearls of Prose**, Department of English, Vam Press, Coimbatore, 2017

### Reference Books:

**Victorian Prose and Poetry**, Lionel Trilling and Harnold Blown, Oxford, London.

**A New Anthology of English Prose**, Prabhakar T Ed., The Diocesan Press, Madras, 1983.

**MAPPING**

<b>PSO</b> <b>CO</b>	<b>PSO1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO1</b>	S	H	M	S	M
<b>CO2</b>	H	S	H	M	H
<b>CO3</b>	S	M	S	H	S
<b>CO4</b>	S	S	S	H	H

**S** – Strong**H** – High**M** – Medium**L** – Low

<b>Programme Code:</b> 01		BA English Literature		
<b>Course Code:</b> 18UEL102		Core Paper – 2 - FICTION		
<b>Batch</b>	<b>Semester</b>	<b>Hours / Week</b>	<b>Total Hours</b>	<b>Credits</b>
2018-2019	I	5	75	4

### Course Objectives

1. To examine significant works of fiction from diverse cultures and periods in history.
2. To demonstrate literal and inferential comprehension of novels.
3. To make the students understand the social problems from the plot of the novels.

### Course Outcomes (CO)

K1	CO1	Gain the knowledge of unfamiliar and diverse cultures through the text and recognise it as a product of a particular culture and historical moment.
K2	CO2	Understand the variety of stylistic choices that novelists make within given forms and how the form influences meaning.
K3	CO3	Evaluate various interpretations of a text and their validity through reading, writing and discussion.
K4	CO4	Analyse the ways articulated in the text which contributes to self-understanding.

### Syllabus

**Unit I (15 Hours)**

R.L. Stevenson - Treasure Island

**Unit II (15 Hours)**

Ernest Hemingway - The Old Man and the Sea

**Unit III (15 Hours)**

Mulk Raj Anand - Coolie

**Unit IV (15 Hours)**

Jerome K. Jerome - Three Men in a Boat

**Unit V (15 Hours)**

George Orwell - Animal Farm\*

\* denotes Self study

**Teaching Methods**

PowerPoint presentation/Seminar/Quiz/Discussion/Assignment
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**Text Book(s):**

1. George Orwell, *Animal Farm*, Penguin India, 2011
2. Ernest Hemingway, *The Old Man and the Sea*, RHUK, 1994
3. Mulk Raj Anand, *Coolie*, Unique Publisher (I) Pvt Ltd; 2 edition, 2014
4. Jerome K. Jerome, *Three Men in a Boat*, Rupa, 1999
5. R.L. Stevenson, *Treasure Island*, Rupa, 2000

**Reference Books:**

1. **Politics and the English Language**, George Orwell, Penguin classics, 2013
2. **The Old Man and the Sea**, Paul Kammer, Charler, Scribners's sons, New York, 2003

3. **Mulk Raj Anand: Shaping the Indian Modern**, Annapurna Garimella Penguin classics, 2013

### MAPPING

<b>PSO CO</b>	<b>PSO1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO1</b>	S	S	S	H	S
<b>CO2</b>	S	H	H	H	S
<b>CO3</b>	S	H	S	S	H
<b>CO4</b>	H	S	H	S	H

**S** – Strong

**H** – High

**M** – Medium

**L** – Low



<b>Programme Code: 01</b>		B.A English Literature		
<b>Course Code:18UEL1A1</b>		<b>Title: Allied I – SOCIAL HISTORY OF ENGLAND</b>		
<b>Batch</b>	<b>Semester</b>	<b>Hours / Week</b>	<b>Total Hours</b>	<b>Credits</b>
2018-2019	I	5	75	5

### Course Objectives

1. To make the students understand the background in which English Literature blossomed.
2. To facilitate the students to understand the diverse events that influenced the English society.
3. To expose the students to history as a transforming influence in literature.

### Course Outcomes (CO)

K1	CO1	Gain knowledge of the course of English history
K2	CO2	Understand the impact of historical events on writers
K3	CO3	Apply the knowledge gained to the study of literature and become more active and critical readers
K4	CO4	Analyse and interpret English literature against the background of British social history

## **Syllabus**

### **Unit 1 (15 hours)**

The Renaissance  
The Reformation  
East India Company  
Colonial Expansion

### **Unit II (15 hours)**

Puritanism  
The Civil War and its Social Significance  
The Growth of Political Parties in England

### **Unit III (15 hours)**

Coffee Houses  
Queen Anne's England  
The Agrarian Revolution  
The Industrial Revolution

### **Unit IV (15 hours)**

The Humanitarian Movement  
The Reforms Bills  
The French Revolution

### **Unit V (15 hours)**

Victorian England  
The World Wars  
The Welfare State \*  
Trade Unionism in England

**\* denotes Self study**

**Teaching Methods**

Power Point presentation/Seminar/Quiz/Discussion/Assignment

**Prescribed Text (s):****Introduction to the Social History of England** - A G. Xavier, Macmillan, 2003.**Reference Books:**

1. **G.M. Trevelyan** – English Social History, Macmillan, 974.
2. **P. Thailambal** – Social History of England, B.I. Publications, 1997.

**MAPPING**

<b>PSO CO</b>	<b>PSO1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO1</b>	S	H	S	S	H
<b>CO2</b>	H	S	H	S	S
<b>CO3</b>	S	H	S	S	H
<b>CO4</b>	H	H	H	S	H

**S** – Strong**H** – High**M** – Medium**L** – Low

<b>Programme Code: 01</b>		B.A English Literature		
<b>Course Code:18EVS101</b>		ENVIRONMENTAL STUDIES		
<b>Batch</b>	<b>Semester</b>	<b>Hours / Week</b>	<b>Total Hours</b>	<b>Credits</b>
2018-2019	I	2	30	2

### Course Objectives

1. To inculcate knowledge and create awareness about ecological and environmental concepts, issues and solutions to environmental problems.
2. To shape students into good “ecocitizens” thereby catering to global environmental needs.

### Syllabus

#### UNIT I MULTIDISCIPLINARY NATURE OF ENVIRONMENT (6 hours)

Definition : scope and importance – Need for public awareness - Natural resources – Types of resources – Forest Resources – Water Resources – Mineral Resources – Food Resources – Energy Resources – Land Resources.

#### UNIT II ECOSYSTEMS (6 hours)

Concept of an ecosystem – Structure and functions of an ecosystem – Procedures, consumers and decomposers – Energy flow in the ecosystem – Ecological succession – Food chains, food web and ecological pyramids – Structure and function of the following ecosystem – Forest Ecosystem – Grassland Ecosystem – Desert Ecosystem – Aquatic Ecosystem.

#### UNIT III BIODIVERSITY AND ITS CONSERVATION (6hours)

Introduction – Definition – Genetic – Species and ecosystem diversity- Bio geographical classification of India – Value of biodiversity – Biodiversity at global, national and local levels – India as a mega - diversity Nation - Hot spot of biodiversity – Threats to biodiversity - Endangered and endemic species of India – Conservation of Biodiversity – insitu Conservation of Biodiversity – exsitu Conservation of Biodiversity

#### UNIT IV ENVIRONMENTAL POLLUTION (6 hours)

Definition - Causes, effects and control measures of : Air Pollution – Water Pollution – Soil Pollution – Marine Pollution – Noise Pollution – Thermal Pollution – Nuclear Pollution – Solid Waste Management: Causes, effects, control measures of urban and industrial wastes – Role of individual in prevention of pollution – Pollution case studies – domestic waste water,

effluent from paper mill and dyeing, cement pollution – Disaster Management – Food, Drought, Earthquake, Tsunami, Cyclone and Landslide.

#### **UNIT V SOCIAL ISSUES AND THE ENVIRONMENT (6 hours)**

Sustainable Development – Urban problems related to energy – Water Conservation: Rain Water Harvesting and Watershed Management – Resettlement and rehabilitation of people, its problems and concerns, case studies Narmatha Valley Project – Environmental ethics, issues and possible solutions – Climate change, global warming, ozone layer depletion, acid rain, nuclear accidents and holocaust, case studies – Hiroshima and Nagasaki, Chernobyl – Consumerism and waste products – Environmental Protection Act – Air Pollution Act (Prevention and Control) – Water Pollution Act (Prevention and control) – Wild Life Protection Act – Forest Conservation Act – Issues involved in enforcement of environmental legislation – Public awareness – Human Population and the environment – Population Growth and Distribution – Population Explosion – Family Welfare Programme – Environment and Human Health – Human Rights – Value Education – HIV/ AIDS – Women and Child Welfare – Role of Information Technology in Environment and Human Health -.

Self Study (Questions may be asked from these topics also)

#### **Text Book:**

1.P.Arul, A Text Book of Environmental Studies, Environmental Agency, No 27, Nattar street, Velacherry main road, Velacheery, Chennai – 42, First Edition, Nov.2004.

#### **Reference Books:**

1. Purohit Shammi Agarwal, A text Book of Environmental Sciences, Publisher Mrs.SaraswatiProhit, Student Education , Behind Naswan Cinema Chopansi Road, Jodhpur.
2. Dr.Suresh and K.Dhameja, Environmental Sciences and Engineering , Publisher S.K.Kataria& Sons, 424/6, Guru Nanak Street, Vaisarak, Delhi -110 006.
3. J.Glynn Henry and Gary W Heinke, Environmental Science and Engineering, Prentice Hall of India Private Ltd., New Delhi – 110 001.

<b>Programme Code: 01</b>		B.A English Literature		
<b>Course Code:18UEL203</b>		Core paper – 03 – GRAMMAR AND USAGE		
<b>Batch</b>	<b>Semester</b>	<b>Hours / Week</b>	<b>Total Hours</b>	<b>Credits</b>
2018-2019	II	6	90	4

### Course Objectives

1. To acquaint the students with modern English grammar.
2. To introduce the students to prominent genres, movements, writers and the American social scenario of various ages.
- 3.To expose the students to American English.

### Course Outcomes (CO)

K1	CO1	To enable the fundamentals of English language and basics of sentence completion.
K2	CO2	To understand the grammatical competencies to hone the practical abilities in English language.
K3	CO3	To apply their insight into the structure of English language.
K4	CO4	To figure out the knowledge of the underlying ‘rules’ of grammar.

## Syllabus

### Unit I (20 Hours)

Part I - The Sentence, Parts of Speech, Nouns – Classes and Gender, Nouns – Number and Case, Adjectives, Comparison of Adjectives, Articles, Pronouns, Personal, Reflexive and Emphatic, Pronouns-Demonstrative, Indefinite, Interrogative, Distributive and Reciprocal, Pronouns – Relative.

### Unit II (20 Hours)

Verbs – Transitive and Intransitive, Active and Passive Voice, Verbs-Mood and Tense, Concord or Agreement of the verb with the subject, Non-Finite Verbs, Strong and weak verbs, The Auxiliaries, Modal Auxiliaries

### Unit III (15 Hours)

Anomalous Finites, Adverbs, Prepositions, Conjunctions, Interjections, Part II – Simple, Compound, Complex and Compound-complex sentences – Analysis of Simple sentences.

### Unit IV (20 Hours)

Clauses, Analysis of Complex sentences, Analysis of Compound and Compound-complex sentences, Synthesis of sentences, Transformation of sentences, Transformation of sentences (Contd.) Sequence of Tenses and Direct and Indirect speech, Punctuation and capitals.

### Unit V (15 Hours)

Part III – Verb patterns and structures, Structures (contd.), Structures (contd.), Structures (Mainly conversational),

Part IV – Word Formation – The use of prefixes, Word Formation – The use of suffixes, Word formation – Compound words, Synonyms and Antonyms, Words often confused, Words with Appropriate prepositions.\*

**\* denotes Self study**

### Teaching Methods

PowerPoint presentation/Seminar/Quiz/Discussion/Assignment

### Text Book(s):

David Green, **Contemporary English Grammar, Structures and Composition**, Macmillan India Limited, 2007.

**Reference Books:**

1. N. Krishnaswamy, **Modern English – A Book of Grammar, Usage and Composition**. Macmillan India Limited, 1977.
2. A. Rajamanickam, **Every Man's English Grammar**, New Century Book House, 2007. Ref
3. John Eastwood, **Oxford Learners' Grammar Finder** (OUP), 2005.
4. W.H. Mittins, **A Grammar of Modern English**, Methuen and Co. Ltd., 1973.
5. Burton, **Mastering English Grammar**, Macmillan, 1984.

**MAPPING**

<b>PSO CO</b>	<b>PSO1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO1</b>	S	S	H	S	S
<b>CO2</b>	S	H	S	S	S
<b>CO3</b>	S	S	S	S	H
<b>CO4</b>	H	H	H	S	H

**S** – Strong**H** – High**M** – Medium**L** – Low



<b>Programme Code: 01</b>		B.A English Literature		
<b>Course Code:18UEL204</b>		Core Paper – 04 – DRAMA		
<b>Batch</b>	<b>Semester</b>	<b>Hours / Week</b>	<b>Total Hours</b>	<b>Credits</b>
2018-2019	II	5	75	4

### Course Objectives

1. To introduce the students to the field of drama with special emphasis on social issues and solutions.
2. To make the students realize or understand the distinctive characteristics different techniques of drama
3. To make the students realize how Life and Drama are closely related.

### Course Outcomes (CO)

K1	CO1	Knowledge about the genesis of drama and different mechanisms adopted by the play-wrights
K2	CO2	Understanding the galaxy of human characters portrayed
K3	CO3	Equip the students with ample skills to produce/enact plays
K4	CO4	Analyse the fictitious characters and their deeds in the light of real life

### Syllabus

**Unit I (15 hours)**

Christopher Marlowe - Dr. Faustus (Acts I & II)

**Unit II (15 hours)**

Christopher Marlowe - Dr Faustus (Acts III-V)

**Unit III (15 hours)**

Henrik Ibsen – The Doll’s House

**Unit IV (15 hours)**

Bernard Shaw - Pygmalion

**Unit V (15 hours)**

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

**\* denotes Self study**

**Teaching Methods**

Power-point presentation/Seminar/Quiz/Discussion/Assignment
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**Prescribed Texts:**

1. Christopher Marlowe, **Dr. Faustus**, Edited by Baskara Menon, Macmillan Publishers India Limited, 2009.
2. Henrik Ibsen, **The Doll’s House**, Macmillan Publishers India Limited, 2007.
3. Bernard Shaw, **Pygmalion**, Peacock Publication, 2004.
4. J.M Synge, **Riders to the Sea**, Surjeet Publications, 2006.

**Reference Books:**

1. Levin, H. The Overreacher: **A Study of Christopher Marlowe**, London, Faber and Faber. 1954.
2. Shav, George Bernard. **The Quintessence of Ibsenism**, New York, Dover Publications, 1904.

3. Stephens, S. **A Doll's House**. London. 2012

4. Egil. T. **Ibsen: A Doll's House**, Cambridge University Press, 1995.

### MAPPING

<b>PSO CO</b>	<b>PSO1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO1</b>	S	S	H	S	S
<b>CO2</b>	S	H	S	S	S
<b>CO3</b>	S	S	S	S	H
<b>CO4</b>	H	H	H	S	H

**S** – Strong

**H** – High

**M** – Medium

**L** – Low

<b>Programme Code: 01</b>		B.A English Literature		
<b>Course Code:18UEL2A2</b>		Allied Paper -2 LITERARY FORMS		
<b>Batch</b>	<b>Semester</b>	<b>Hours / Week</b>	<b>Total Hours</b>	<b>Credits</b>
2018-2019	II	5	75	5

### Course Objectives

1. To introduce the various genres of Literature.
2. To motivate the students to get interested in the study of literature.
3. To familiarise the students with the technical aspects of literature.

### Course Outcomes (CO)

K1	CO1	Gain knowledge of the technical aspects of literature
K2	CO2	Understand the characteristics of various literary forms
K3	CO3	Identify and classify literature and is equipped with fundamental knowledge to face recruitment /eligibility tests in the future
K4	CO4	Explore the issues and questions that arise regarding literary forms

## Syllabus

### Unit I (15 Hours)

<b>Poetry</b>	Lyric, Ode, Sonnet, Elegy, Ballad, Epic, The Heroic Couplet, The Terza Rima, The Chaucerian Stanza, The Otava Rima and The Spenserian Stanza
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### Unit II (15 Hours)

<b>Figures of Speech</b>	Imagery, Simile and Metaphor, Personification, Onomatopoeia, Alliteration, Apostrophe, Hyperbole, Oxymoron, Allegory
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### Unit III (15 Hours)

<b>Drama</b>	Origin of the English Drama, Tragedy and Comedy, Tragic-comedy, One-Act Play, Dramatic Irony, Dramatic Monologue, Soliloquy & Aside, Comedy of Humours, Comedy of Manners, Farce, Melodrama and Absurd Drama
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### Unit IV (15 Hours)

<b>Prose</b>	Essay, Biography, Autobiography
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### Unit V (15 Hours)

<b>Fiction</b>	Short Story, Picaresque Novel, Historical Novel, Psychological Novel, Gothic Novel, Detective Novel and Stream of Consciousness Novel*
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**\* denotes Self study**

### Teaching Methods

Power-point presentation/Seminar/Quiz/Discussion/Assignment

### Text Book(s):

1. **Handbook of Literary Forms**, Department of English, VAM Printers, 2018.

**Reference Books:**

1. Abrams, M H. *A Glossary of Literary Terms*. Fort Worth: Harcourt Brace Jovanovich College Publishers, 1993.
2. Ashok, Padmaja. *A Companion to Literary Forms*. Telengana: Orient BlackSwan, 2015.
3. Prasad B. *A Background to the Study of English Literature*. New Delhi: Trinity Press Publication, 1999.
4. Rees, R J. *English Literature: An Introduction for Foreign Readers*. London: Macmillan, 1973.
5. K.R.Ramachandran Nair, *Literary Forms*, Emerald Publishers, 2010.

**MAPPING**

<b>PSO</b> <b>CO</b>	<b>PSO1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO1</b>	M	S	M	S	M
<b>CO2</b>	H	S	H	S	H
<b>CO3</b>	S	S	S	H	S
<b>CO4</b>	S	S	S	H	M

**S** – Strong**H** – High**M** – Medium**L** – Low

<b>Programme Code: 01</b>		B.A English Literature		
<b>Course Code: 18VED201</b>		VALUE EDUCATION: MORAL AND ETHICS		
<b>Batch</b>	<b>Semester</b>	<b>Hours / Week</b>	<b>Total Hours</b>	<b>Credits</b>
2018-2019	II	2	30	2

### Course Objectives

1. To impart the value education in every walk of life.
2. To make them understand the relationship between Moral and Ethics.
3. To impart the right attitude by practicing self introspection.
4. To make them realize about their hidden power within them.
5. To develop a knowledge for the steps of upliftment
6. To know about their goal of life.
7. To make them understand the importance of yoga and meditation.
8. To realize what is the real peace.
9. To understand what are the ways to contribute peace to the whole world.
10. To goad youth to reach excellence and reap success.

### Syllabus

#### UNIT I (6 hours)

Introduction – Meaning of Moral and Ethics – Ethics and Culture – Aim of Education.

#### UNIT II (6 hours)

Swami Vivekananda – A Biography.

#### UNIT III (6 hours)

The Parliament of Religions – Teachings of Swami Vivekananda.

#### UNIT IV (6 hours)

Steps for Human Excellence.

#### UNIT V (6 hours)

Yoga & Meditation.

**Text Book:**

Value Base Education – Moral and Ethics – Published by Kongunadu Arts and Science College (Autonomous), First Edition, 2015.

**Reference Book:**

Easy steps to Yoga by Swami Vivekananda, A Divine Life Society Publication, 2000.

**Question paper pattern**

**(External only)**

Duration: 3 hrs

Total Marks: 50

Answer all Questions (5 x 10 = 50 Marks)

Essay type, either or type questions from each unit.



<b>Programme Code: 01</b>		B.A English Literature		
<b>Course Code:18UEL305</b>		Core Paper– 5 – POETRY I		
<b>Batch</b>	<b>Semester</b>	<b>Hours / Week</b>	<b>Total Hours</b>	<b>Credits</b>
2018-2019	III	4	60	4

### Course Objectives

1. To introduce the students to poetry and enable them to appreciate the thought, style, technique and approach used by poets.
2. To enhance the aesthetic sense of the students.
3. To acquaint students with the mainstream of the English poetic tradition.

### Course Outcomes (CO)

K1	CO1	Knowledge about the major concerns, styles and perspectives of poetry writers.
K2	CO2	Understand the relationship between the historical /cultural contexts in which it is written.
K3	CO3	Apply the styles and concerns of the writers in creative writing.
K4	CO4	Analyse the various elements of poetry such as diction, tone, form, genre, imagery, figures of speech, symbolism, theme etc.,

## Syllabus

### Unit 1 (12 hrs)

John Milton –Paradise Lost Book I (lines1-380)

### Unit II (12 hrs)

John Milton – Paradise Lost Book I (lines 381-798)

### Unit III (12 hrs)

John Donne – Hymn To God, the Father.

Andrew Marvell – The Garden

### Unit IV (12 hrs)

John Dryden – Mac Flecknoe

William Collins – Ode to Evening\*

### Unit V (12 hrs)

William Wordsworth – Tintern Abbey

S.T.Coleridge – Kubla Khan

**\* denotes Self study**

## Teaching Methods

PowerPoint presentation/Seminar/Quiz/Discussion/Assignment

## Text Book(s):

1.**Blossoms: A Garland of Poems.** Compiled by the Department of English, Kongunadu Arts & Science College.

2. **Paradise Lost (Book I)**, John Milton, Ed. Alastair Fowler. London: Longman, 1976. Print.

## Reference Books:

1. **The Winged Words**, Ed. David Green.Macmillan India Limited, 2010.

2. **The Golden Treasury**, F.T. Palgrave. Macmillan, 2005.

**MAPPING**

<b>PSO CO</b>	<b>PSO1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO1</b>	S	H	S	S	H
<b>CO2</b>	H	S	H	S	S
<b>CO3</b>	S	H	S	S	H
<b>CO4</b>	H	H	H	S	H

**S** – Strong**H** – High**M** – Medium**L** – Low

<b>Programme Code: 01</b>		B.A English Literature		
<b>Course Code:18UEL306</b>		Core Paper– 6 INTRODUCTION TO PHONETICS		
<b>Batch</b>	<b>Semester</b>	<b>Hours / Week</b>	<b>Total Hours</b>	<b>Credits</b>
2018-2019	III	5	75	4

### Course Objectives

1. To make the students familiar with correct English pronunciation and accent.
2. To inculcate a scientific outlook toward the study of the language.
3. To introduce learners to the concepts in phonetics and linguistics

### Course Outcomes (CO)

<b>K1</b>	<b>CO1</b>	Possess knowledge and awareness of English phonetics and intonation as well as insight into the description and comparison of two varieties of English: British English and American English
<b>K2</b>	<b>CO2</b>	Familiar with basic English intonation patterns and the meaning they carry
<b>K3</b>	<b>CO3</b>	Explore the pronunciation which is less affected by other non-English articulation and intonation, through insight combined with practice.
<b>K4</b>	<b>CO4</b>	know how to apply technical terms to describe and analyse English pronunciation, so that learners can read and produce phonetic transcriptions

## **Syllabus**

### **Unit 1 (15 hours)**

The Air-Stream Mechanisms  
The Organs of Speech  
The Classification and Description of Speech Sounds I: Consonants

### **Unit II(15 hours)**

The Classification and Description of Speech Sounds: II –Vowels.  
Phonology  
The Syllable

### **Unit III (15 hours)**

The Vowels of English  
The Consonants of English  
Consonant Clusters in English

### **Unit IV (15 hours)**

The Concept of General Indian English  
Word Accent  
Accent and Rhythm in Connected Speech

### **Unit – V(15 hours)**

Intonation  
Assimilation and Elision  
Practice in Phonetic Transcription\*

**\* denotes Self study**

### **Teaching Methods**

Power Point presentation / Seminar / Group Projects / Assignment
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### **Prescribed Text:**

1. T. Balasubramanian.-**A Textbook of English Phonetics for Indian Students**. Macmillan India Ltd., 2006.

**Reference Books:**

- 1 .J. Sethi& P.V. Dhamija, **A Course in Phonetics and Spoken English**, PHI Learning Private Limited.,2001.
- 2.A.E. Darbyshire, **Description of English Language**: Macmillan India Ltd., 1984.
- Daniel Jones, **An Outline of English Phonetics**. 9th edition. Cambridge University Press,1975.
- 3.Gimson, A.C. **An Introduction to the Pronunciation of English**, Edward Arnold, 1970.
- 4.J.D.O'Connor, **Better English Pronunciation**, 2<sup>nd</sup> edition. Cambridge University Press,2003.
- Daniel Jones, **English Pronunciation Dictionary** – 14th edition Dent, 1977.

**MAPPING**

<b>PSO</b> <b>CO</b>	<b>PSO1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO1</b>	S	S	H	S	S
<b>CO2</b>	S	H	S	S	S
<b>CO3</b>	S	S	S	S	H
<b>CO4</b>	S	H	S	S	S

**S** – Strong**H** – High**M** – Medium**L** – Low

<b>Programme Code: 01</b>		B.A English Literature		
<b>Course Code:18UEL3A3</b>		Allied Paper-3 HISTORY OF ENGLISH LITERATURE		
<b>Batch</b>	<b>Semester</b>	<b>Hours / Week</b>	<b>Total Hours</b>	<b>Credits</b>
2018-2019	III	5	75	5

### Course Objectives

1. To expose the students to the evolution of English literature
2. To enable the learners to get the background knowledge about English literature
3. To facilitate the students in understanding the changing environment in English literature.

### Course Outcomes (CO)

K1	CO1	Knowledge about the major writers and their contributions to English literature
K2	CO2	Realise the themes of the varied genres
K3	CO3	Evaluate the perception of the ideology of a certain age of English literature.
K4	CO4	Analyse the various movements and waves in English Literature.

## Syllabus

### Unit I (15 Hours)

- Chapter 3: The Age of Chaucer
- Chapter 5: The Development of the Drama up to 1561
- Chapter 7: The Shakespeare - Drama

### Unit II (15 Hours)

- Chapter 9: The Age of Milton (1625-1660)
- Chapter 11: The Age of Dryden (1660-1700)
- Chapter 13: The Age of Pope (1770-1798)
- Chapter 14: The Age of Pope – Prose and Drama

### Unit III (15 Hours)

- Chapter 15: The Age of Johnson (1745-1798)
- Chapter 18: The Age of Wordsworth (1798-1832) The Older Poets
- Chapter 19: The Age of Wordsworth – The Younger Poets
- Chapter 20: The Age of Wordsworth – General Prose

### Unit IV (15 Hours)

- Chapter 21: The Age of Wordsworth – The Novel
- Chapter 22: The Age of Tennyson (1832-1887)
- Chapter 23: The Age of Tennyson – General Prose

### Unit V (15 Hours)

- Chapter 25: The Age of Hardy
- Chapter 26: The Present Age\*

**\* denotes Self study**

### Teaching Methods

Powerpoint presentation/Seminar/Quiz/Discussion/Assignment



**Text Book(s):**

1. **An Outline History of English Literature**, Hudson, B I Publications, 1976.

**Reference Books:**

1. **A Short History of English Literature**, Harry Blamires, Methuen, 1974.
2. **A History of English Literature**, Michael Alexander, Polygrane Macmillan, 2009.
3. **A Short History of English Literature**, Ivor Evans, Surjeet Publications, 2008.
4. **A History of English Literature**, Arthur Crompton Rockett, Thomas Nelson and Sons Ltd., 1978.

**MAPPING**

<b>PSO</b> <b>CO</b>	<b>PSO1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO1</b>	H	H	H	H	H
<b>CO2</b>	S	S	H	H	S
<b>CO3</b>	S	H	S	S	H
<b>CO4</b>	H	H	M	S	H

**S** – Strong**H** – High**M** – Medium**L** – Low

<b>Programme Code: 01</b>		B.A English Literature		
<b>Course Code: 18UGA3S1</b>		SBS I – GENERAL AWARENESS		
<b>Batch</b>	<b>Semester</b>	<b>Hours / Week</b>	<b>Total Hours</b>	<b>Credits</b>
2018-2019	III	2	30	3

### Course Objectives

1. To acquire knowledge in relation to various competitive examinations.
2. To encourage the students to newspaper reading and journals.
3. To familiarise the students with online examinations which are being adopted in competitive examinations.

### Course Outcomes (CO)

K1	CO1	Knowledge about literature, Reasoning, Science and Technology and Youth Red Cross.
K2	CO2	Remembering important data on general knowledge
K3	CO3	Make use of the data for competitive examinations
K4	CO4	Analyse social phenomena

## Syllabus

### Unit I (6 Hours)

#### 1. Tamil and other Literatures

Tamil, English, Christian and Muslim Literatures – Ancient Literature – Bakthi Literature – Epics – Medieval Literature – Modern Literature (Novel, Dramas, Short Stories, Modern Poetry).

#### 2. Economics and Commerce

Basic Economics – Auditing – Management – Capital Market – Foreign Trade – Companies – Banking.

#### 3. Social studies

Indian History – Inventions – Indian Poetry – Constitution – Judiciary – Languages – Literacy – Indian Geography – Lithosphere – Climate – Soil – Agriculture – Population.

### UNIT II (6 hours)

#### 4. Numerical Aptitude

Objective Arithmetic : Number systems – probability – HCF and LCM of numbers - decimal fractions – simplification – squareroots and cuberoots – average – percentage – profit and loss – ratio and proportion – time and work – simple interest – area, volume and surface area.

#### 5. Verbal Aptitude

Spot the odd one out – correct form of verb – preposition – find out the rightly spelt word – choose the correct meaning of idioms – synonyms and antonyms.

#### 6. Abstract Reasoning

Logic Reasoning : Logic – statement – arguments – statement assumptions – Statement course of action – theme detection – deriving conclusion from passages.

Non – verbal Reasoning : Series – analogy – classification – analytical reasoning – mirror images – water images – paper folding – paper cutting – rule detection – grouping of identical figures.

### UNIT III (6 hours)

#### 7. General Science and Technology

**SCIENCE** - Basic principles and concepts in Physics, Chemistry, Botany and Zoology.

**TECHNOLOGY** - Metallurgy, instrumentation, discoveries and inventions of techniques.

#### 8. Computer Science

Historical evolution of computers – Computer applications – Data processing concepts – Computer codes and arithmetic – Hardware components – Data Structures.

**9. Education**

Development process of the learner – Principles of development (physical, social, emotional and intellectual) – Learning process – Teaching and teacher behaviour – Interaction analysis

– Microteaching – Teacher as a leader – Motivation – Personality dimension – concept of mental health – Counselling.

**UNIT IV (6 hours)****10. Library and Information Science**

Library and Information Science – Basics, Computer, Library Network and others like Research, Reprography etc.

**11. Sports and Games**

Athletics – Track Events – Field Events – Games – Indoor Games – Outdoor Games – General knowledge – Sport and Olympics – First Aid.

**12. Current Affairs**

State, Central and International affairs: Budgets – Politics – Sports – Education – Commerce and Industry – Inventions – Science and Technology – Currency – Agriculture – Movies – Guinness records – Awards – IT Industry – Space Research – Defence etc.

**UNIT V (6 hours)****13. National Cadet Corps (NCC)**

Introduction to the Armed Forces (Army, Navy, Air Force) – Drill – Weapon Training – Map Reading – Civil Defence.

**14. National Service Scheme (NSS)**

History of NSS – History of Motto, Symbol, Badge – Aims and Objectives – Duties and Total Hours – Organisational and Administrative setup – History of voluntary organization – Regular activities – Special camp activities – Special programmes – awards – Important days.

**15. Youth Red Cross (YRC)**

History of International Red Cross – History of Indian Red Cross – History of Youth Red Cross – Main objectives of YRC – Emblem – Fundamental principles of Red Cross – Organizational Setup – Activities of Youth Red Cross – Role of different functionaries – Training programmes for YRC Program Officers – Training programme for YRC Volunteers – YRC Song – Working Hours – General orientation – Special orientation – Program skill learning.

**Text Book**

1. General Awareness, Question Bank, Kongunadu Arts and Science College, Coimbatore, First Edition 2014.

**Reference Books**

1. **General Knowledge Manual 2007**, Tata McGraw Hill Publication Company Limited, New Delhi, 2007.
2. Edgar Thorpe and Showick Thorpe, **The Pearson General Knowledge Manual 2013**, Dorling Kindersley India Pvt. Ltd, 2013.
3. Dr. Sanjay R Agashe, Introduction to **Physical Education Fitness and Sports**, Koncept Book, Uttarkhand, 2007.

**Teaching Methods**

Quiz/Discussion
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**MAPPING**

<b>CO \ PSO</b>	<b>PSO1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO1</b>	H	H	H	S	S
<b>CO2</b>	H	S	H	S	H
<b>CO3</b>	H	H	S	H	S
<b>CO4</b>	H	S	H	S	H

**S** – Strong**H** – High**M** – Medium**L** – Low

<b>Programme Code: 01</b>		B.A English Literature		
<b>Course Code:18UEL407</b>		Core Paper – 7 – POETRY II		
<b>Batch</b>	<b>Semester</b>	<b>Hours / Week</b>	<b>Total Hours</b>	<b>Credits</b>
2018-2019	IV	5	75	4

### Course Objectives

1. To acquaint students with the mainstream of the English poetic tradition.
2. To enable the learners to appreciate poetry.
3. To introduce the students to poetry and enable them to appreciate the thought, style, technique and approach used by the poetry writers.

### Course Outcomes (CO)

K1	CO1	Knowledge about the major concerns, styles and perspectives of poetry writers.
K2	CO2	Understand the relationship between the historical /cultural contexts in which it is written.
K3	CO3	Apply the styles and concerns of the writers in creative writing.
K4	CO4	Analyse the various elements of poetry such as diction, tone, form, genre, imagery, figures of speech, symbolism, theme etc.,

## Syllabus

### Unit I (10 Hours)

P.B.Shelley	– Ode to the West Wind
John Keats	– Ode to a Nightingale

### Unit II (10 Hours)

Lord Tennyson	- The Lady of Shalott
Robert Browning	–My Last Duchess

### Unit III (15 Hours)

Mathew Arnold	– Dover Beach
W. B. Yeats	– Easter 1916

### Unit IV (20 Hours)

T.S Eliot	– The Waste Land
D.G.Rossetti	– The Blessed Damozel

### Unit V (20 Hours)

T.S. Eliot	– The Waste Land
W.H. Auden	– The Unknown Citizen*

\* denotes Self study

### Teaching Methods

PowerPoint presentation/Seminar/Quiz/Discussion/Assignment

### Text Book(s):

**Blossoms: A Garland of Poems.** Compiled by the Department of English, Kongunadu Arts & Science College.

**Reference Books:**

1. The Winged Words. Ed. David Green. Macmillan India Limited, 2010.
2. The Golden Treasury. F.T. Palgrave. Macmillan, 2005.

**MAPPING**

<b>PSO CO</b>	<b>PSO1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO1</b>	S	H	S	S	H
<b>CO2</b>	H	S	H	S	S
<b>CO3</b>	S	H	S	S	H
<b>CO4</b>	H	H	H	S	H

**S** – Strong**H** – High**M** – Medium**L** – Low



<b>Programme Code: 01</b>		B.A English Literature		
<b>Course Code:18UEL408</b>		Core Paper-8 – INDIAN WRITING IN ENGLISH		
<b>Batch</b>	<b>Semester</b>	<b>Hours / Week</b>	<b>Total Hours</b>	<b>Credits</b>
2018-2019	IV	4	60	4

### Course Objectives

1. To introduce the students to the writings of Indian authors in English.
2. To expose the students to the contemporary Indian ethos.
3. To lay the foundation for future studies and research in this fast-growing of literature.

### Course Outcomes (CO)

K1	CO1	Recall the wealth of Indian Writing in English and gains up-to-date knowledge
K2	CO2	Understand and appreciate Indian cultural diversity
K3	CO3	Apply knowledge in the field to reading and interpretation of texts
K4	CO4	Analyse Indian literary texts based on genres, ages and issues

## Syllabus

### Unit I (12 Hours)

<b>Poetry</b>	Toru Dutt	- Our Casuarina Tree
	Nissim Ezekiel	- Night of the Scorpion
	A.K.Ramanujam	- Small Scale Reflections on a Great House.
	Sri Aurobindo	- The Tiger and the Deer
	Sarojini Naidu	- Indian Weavers
	Kamala Das	- My Grandmother's House

### Unit II (12 Hours)

<b>Prose</b>	Swami Vivekananda	- Work without Motive
	Jawaharlal Nehru	- Animals in Prison*
	Abdul Kalam	- When I Failed
	Nirad C. Chaudhuri	- Our Behaviour

### Unit III (12 Hours)

<b>Drama</b>	Rabindranath Tagore	- Chitra
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### Unit IV (12 Hours)

<b>Fiction</b>	Anita Desai	- The Village by the Sea
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### Unit V (12 Hours)

<b>Short Stories</b>	Mulk Raj Anand	- The Lost Child
	Manoj Das	- He who rode the Tiger*
	R.K.Narayan	- The Blind Dog
	Kushwant Singh	- Karma

\* denotes Self study

### Teaching Methods

Motion Pictures/ Power-point presentation/Seminar/Quiz/Discussion/Assignment

### Text Book(s):

1. **An Anthology of Commonwealth Poetry**. Ed. C.D. Narasimhaiah. Macmillan, 2011.
2. **Indo-English Prose: A Selection**. Ed. C.Subbian.Chennai: Emerald Publishers, 1991.
3. **A Treasure of Tagore's Writings Vol.I**. Rabindranath Tagore. Shrishti Publishers. 2012
4. **Selections from the Lotus and the Rose**. Ed.Anand Kumar Raju. Blackie, 1993.
5. **Links** –Ed. G.S. Balrama Gupta, Macmillan 2001.
6. **My Journey: Transforming Dreams into Actions**. A.P.J.Abdul Kalam. Rupa, 2013.

7. **The Village by the Sea.** Anita Desai. Penguin, 1982.
8. **Essential Nehru,** C.D. Narasimhaiah, Macmillan, 1982
9. **Speeches and Writings of Swami Vivekananda.** Swami Vivekananda. Forgotten Books. 2017

**Reference Books:**

1. **Indian Writing in English.** K.R.Sriniasa Iyengar. Sterling Publishers, 2012.
2. **Writing India Anew: Indian English Fiction 2000-2010.** Rituparna Roy. Amsterdam University Press, 2013.

**MAPPING**

<b>CO \ PSO</b>	<b>PSO1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO1</b>	S	H	H	S	H
<b>CO2</b>	H	S	H	M	H
<b>CO3</b>	S	H	S	H	H
<b>CO4</b>	S	H	M	H	H

**S** – Strong

**H** – High

**M** – Medium

**L** – Low

<b>Programme Code: 01</b>		B.A English Literature		
<b>Course Code:18UEL4A4</b>		Allied Paper – 4 – INTRODUCTION TO JOURNALISM		
<b>Batch</b>	<b>Semester</b>	<b>Hours / Week</b>	<b>Total Hours</b>	<b>Credits</b>
2018-2019	IV	5	75	5

### Course Objectives

1. To expose the students to the art of Journalism.
2. To enhance awareness of the lexicon of Journalistic English.

### Course Outcomes (CO)

K1	CO1	To remember multicultural dimensions of communications and their relationship to the new trends in journalism and mass communication.
K2	CO2	To understand media industries and their relationship to culture and society.
K3	CO3	To apply critical thinking skills, effective oral and written communication skills in print and mass media.
K4	CO4	To analyse the theory and practise of journalism and mass communication in variety of contexts.

## Syllabus

### UNIT I (15 Hours)

So You want to be a Journalist?  
The Editor and His Men  
The News Operation

### UNIT II (15 Hours)

What is News? (Pages 83-123)

### UNIT III (15 Hours)

What is News? (Pages 123-153)

### UNIT IV (15 Hours)

Crime Reporting  
Headline Writing

### UNIT V (15 Hours)

The Special Correspondents  
Government, Media and Social Responsibility\*

\* denotes Self study

### Teaching Methods

PowerPoint presentation/Seminar/Quiz/Discussion/Assignment
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### Text Book(s):

M.V.Kamath. *Professional Journalism*. Vikash Publishing House Private Limited, 2002.

### Reference Books:

1. B.N. Ahuja, **Theory and Practice of Journalism**, Sujeet Publications, 2005.
2. Keval J. Kumar, **Mass Communication in India**, Jaico Publishing House, 2004.
3. R.K.Ravindran, **Handbook of Journalism**, Ammol Publication Private Limited. 2005.

**MAPPING**

<b>PSO</b> <b>CO</b>	<b>PSO1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO1</b>	S	S	H	S	H
<b>CO2</b>	S	H	S	S	S
<b>CO3</b>	S	H	S	S	H
<b>CO4</b>	H	S	H	S	H

**S** – Strong**H** – High**M** – Medium**L** – Low

<b>Programme Code: 01</b>		B.A English Literature		
<b>Course Code:18UEL4S2</b>		Skill Based Subject – 2 – PERSONALITY DEVELOPMENT		
<b>Batch</b>	<b>Semester</b>	<b>Hours / Week</b>	<b>Total Hours</b>	<b>Credits</b>
2018-2019	IV	2	30	3

### Course Objectives

1. To help the students build a positive personality.
2. To inculcate positive attitudes and values for holistic living.

### Course Outcomes (CO)

K1	CO1	To remember the anecdotes in diverse literary works and the insights into human experience.
K2	CO2	To understand the unique style, rich narrative technique and themes used by the writer.
K3	CO3	To apply the knowledge in real life situation identifying historical, cultural and political diversity.
K4	CO4	To analyse critically, precisely and persuasively with the blended learning.

### Syllabus

<b>Unit I</b>	<b>(6 Hours)</b>	
	Chapter I	– Importance of Attitude
	Chapter II	– How to build a positive attitude
<b>Unit II</b>	<b>(6 Hours)</b>	
	Chapter III	– Success
	Chapter IV	– What is holding us back?
<b>Unit III</b>	<b>(6 Hours)</b>	
	Chapter V	– Motivation
	Chapter VI	– Self – Esteem
<b>Unit IV</b>	<b>(6 Hours)</b>	
	Chapter VII	– Importance of Interpersonal skills
	Chapter VIII	– Twenty-Five Steps to building a positive personality
	Chapter IX	– Sub-conscious Mind and Habits
<b>Unit V</b>	<b>(6 Hours)</b>	
	Chapter X	– Goal setting*
	Chapter XI	– Values and vision

**\* denotes Self study**

### Teaching Methods

PowerPoint presentation/Seminar/Quiz/Discussion/Assignment

### Text Book(s):

1. Shiv Khera - **You Can Win**. Macmillan, 2009.



**Reference Books:**

1. Prem P. Bhalla – **Steps to Success** Goodwill Publishing House, 2006.
2. Swami Sukhabodhananda – **Oh, Life Relax Please!** Prasanna Trust, 2002.
3. Dale Carnegie - **How to Win Friends and Influence People**, RHUK, 2004

**MAPPING**

<b>CO \ PSO</b>	<b>PSO1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO1</b>	S	S	H	S	H
<b>CO2</b>	S	S	H	S	S
<b>CO3</b>	S	S	S	H	H
<b>CO4</b>	H	S	H	S	H

**S** – Strong**H** – High**M** – Medium**L** – Low

<b>Programme Code: 01</b>		B.A English Literature		
<b>Course Code: 18UEL509</b>		Core Paper- 9 – SHAKESPEARE I		
<b>Batch</b>	<b>Semester</b>	<b>Hours / Week</b>	<b>Total Hours</b>	<b>Credits</b>
2018-2019	V	5	75	4

### Course Objectives

1. To expose the students to the plays and sonnets of Shakespeare
2. To enable the learners to understand the rich and varied galaxy of human characters
3. To provide the students with the knowledge about the background of Shakespeare's theatre and audience.

### Course Outcomes (CO)

K1	CO1	Knowledge about Shakespeare's works, storylines, characters, historical background, narrative techniques etc.,
K2	CO2	Evaluate Shakespeare's plays and sonnets.
K3	CO3	Discuss the major dissimilarities between Shakespeare's tragedies and comedies. Appreciate themes and technical aspects of Shakespeare's sonnets.
K4	CO4	Analyse and compare Shakespeare's themes and characters with the society today, with special reference to his plays and sonnets.

## Syllabus

### Unit I (15 Hours)

Macbeth

### Unit II (15 Hours)

A Midsummer Night's Dream

### Unit III (15 Hours)

Cymbeline

### Unit IV (15 Hours)

Sonnets 1, 6, 8, 29 and 73

### Unit V (15 Hours)

Elizabethan Theatre

Elizabethan Audience

Female Characters\*

**\* denotes Self study**

### Teaching Methods

Motion Pictures/ Power-point presentation/Seminar/Quiz/Discussion/Assignment
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### Text Book(s):

1. **Macbeth**, William Shakespeare, Verity Edition, Macmillan, 2005.
2. **A Midsummer Night's Dream**, William Shakespeare, Verity Edition, Macmillan, 2005.
3. **Cymbeline**, William Shakespeare, Verity Edition, Macmillan, 2005.
4. **The Arden Shakespeare**, Ed. Katherine Duncan-Jones, Bloomsbury Publishing, 1998.
5. **The Sonnets**, William Shakespeare, Ed. Peter Jones, Macmillan, 1977.

### Reference Books:

1. **Preface to Shakespeare**, Samuel Johnson, Kessinger Publishers, 2004.
2. **Shakespearean Tragedy**, A.C. Bradley, Martino Fine Books, 2016.
3. **Oxford Illustrated Shakespeare Dictionary**, David & Ben Crystal, Oxford University Press, 2015.
4. **General Shakespeare**, Net Sources.

**MAPPING**

<b>PSO</b> <b>CO</b>	<b>PSO1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO1</b>	S	H	M	S	M
<b>CO2</b>	H	S	H	M	H
<b>CO3</b>	S	M	S	H	S
<b>CO4</b>	S	S	S	H	H

**S** – Strong**H** – High**M** – Medium**L** – Low

<b>Programme Code: 01</b>		B.A English Literature		
<b>Course Code:18UEL510</b>		Core Paper – 10 - AMERICAN LITERATURE		
<b>Batch</b>	<b>Semester</b>	<b>Hours / Week</b>	<b>Total Hours</b>	<b>Credits</b>
2018-2019	V	6	90	4

### Course Objectives

1. To expose the students to the masterpieces of American writers.
2. To introduce the students to prominent genres, movements, writers and the American social scenario of various ages.
3. To expose the students to American English.

### Course Outcomes (CO)

K1	CO1	Understand the issues in American literature in relation to authors, historical periods, major and minor figures, themes, genres or critical theories.
K2	CO2	Realise distinct literary characteristics of American literature.
K3	CO3	Evaluate the perception of the ideology of a certain age of American literature.
K4	CO4	Analyse diverse literary works and develop an appreciation for American Literature.

## Syllabus

### Unit I (20 Hours)

#### Poetry

The Raven	– Edgar Allen Poe
Mending Wall	– Robert Frost
In Just Spring	– E.E Cummings
Man and Wife*	– Robert Lowell
One's Self I Sing*	–Walt Whitman
Because I could not stop for death	– Emily Dickinson
The Emperor of Ice Cream	– Wallace Stevenson
Lady Lazarus	– Sylvia Plath

### Unit - II (20 Hours)

#### Prose

Self-Reliance	- Ralph Waldo Emerson
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### Unit III (15 Hours)

#### Drama

Glass Menagerie	- Tennessee Williams
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### Unit IV (15 Hours)

#### Fiction

A Farewell to Arms	- Ernest Hemingway
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### Unit V (20 Hours)

#### Short Stories

O. Henry	– A Retrieved Reformation
Ernest Hemingway	– A Day's Wait
John Steinbeck	– The Chrysanthemums
Edgar Allan Poe	– Some Words with a Mummy

\* denotes Self study

#### Teaching Methods

PowerPoint presentation/Seminar/Quiz/Discussion/Assignment

**Text Book(s):**

1. **An Outline History of English Literature**, Hudson, B I Publications, 1976.

**Reference Books:**

1. **American Literature – An Anthology of Poems** – Edited by C. Subbian Emerald Publishers, 1993.
2. **An Anthology of American Literature of the 19<sup>th</sup> and 20<sup>th</sup> Century**. Ed. Fisher
3. Samuelson Reninger Vard. Eureka Publishing House (Pvt.) Ltd., 1983.
4. Tennessee Williams - **The Glass Menagerie**. S.Chand and Company, 1989.
5. O.Henry – **The Best Short Stories of O.Henry**. Surjeet Publications, 2008.
6. **Popular Short Stories**. OUP, 1998

**Reference Books:**

1. **A History of American Literature**, Richard Gray, Wiley-Blackwell, 2011
2. **The Cambridge History of American Literature**, Sacvan Bercovich, CUP, USA, 1997
3. Current Perspectives on American Literature, S. Prakash Rao, Atlantic Publishers, New Delhi, 1998

**MAPPING**

<b>PSO</b> <b>CO</b>	<b>PSO1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO1</b>	S	S	H	H	H
<b>CO2</b>	S	H	H	S	S
<b>CO3</b>	S	H	S	S	H
<b>CO4</b>	H	H	M	S	H

**S** – Strong**H** – High**M** – Medium**L** – Low

<b>Programme Code: 01</b>		B.A English Literature		
<b>Course Code: 18UEL511</b>		Core Paper– 11 LITERARY CRITICISM		
Batch 2018-2019	Semester V	Hours / Week 6	Total Hours 90	Credits 4

### Course Objectives

1. To make the students learn about critics and criticism
2. To improve the critical faculties in the students and help in appreciating literature.
3. To facilitate the students in understanding the changing environment in literary criticism
4. To discover how a work of literature functioned as a self-contained, self-referential aesthetic object

### Course Outcomes (CO)

K1	CO1	Knowledge about the major critics and their contributions to English literary criticism
K2	CO2	Realise the literary themes of criticism in the varied genres
K3	CO3	Evaluate the ideology of critical theories, movements and critics of English literature.
K4	CO4	Analyse the quality of various movements, literary critics and waves in English Literature.



**Syllabus**

- Unit I            The Greek Masters**
- Plato  
Aristotle
- Unit II           The Battle of Tastes**
- General Survey  
Sir Philip Sidney  
Ben Jonson
- Unit III          The Triumph of Classicism**
- General Survey  
John Dryden  
Dr. Johnson  
Romantic Revolt\*  
William Wordsworth  
Samuel Taylor Coleridge
- Unit IV          The Victorian Compromise**
- General Survey  
Matthew Arnold  
Walter Pater
- Unit V           The Age of Innocence:**
- General Survey  
T.S. Eliot  
I.A. Richards

\* denotes Self study

**Teaching Methods**

Motion Pictures/ Power-point presentation/Seminar/Quiz/Discussion/Assignment
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**Prescribed Text:**

B. Prasad: **An Introduction to Literary Criticism**. Macmillan, 1991.

**Reference Books:**

- 1.Ramaswamy & V.S. Sethuramane. The English Critical Tradition: **An Anthology of**
- 2.English Literary Criticism**.Second Edition. Macmillan India Limited., 1986.
- 3.English Literary Criticism & Theory, An Introductory History**, M. S. Nagarajan .Orient BlackswanPvt. Ltd., 2006.
- 4.C. S. Lewis - **An Experiment in Criticism** Vikas Publishing Private,1979.
- 5.V. S. Sethuraman – **Practical Criticism** C. T. Indra, T. Sriraman, Macmillan, 2008.

\* denotes Self study

**MAPPING**

<b>CO \ PSO</b>	<b>PSO1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO1</b>	S	H	M	S	M
<b>CO2</b>	H	S	H	M	H
<b>CO3</b>	S	M	S	H	S
<b>CO4</b>	S	S	S	H	H

**S** – Strong

**H** – High

**M** – Medium

**L** – Low

<b>Programme Code: 01</b>		B.A English Literature		
<b>Course Code:18UEL512</b>		Core Paper 12- INTRODUCTION TO TRAVEL WRITING		
<b>Batch</b>	<b>Semester</b>	<b>Hours / Week</b>	<b>Total Hours</b>	<b>Credits</b>
2018-2019	V	6	90	4

### Course Objectives

- 1.To understand the definition, history and development of Travel Writing.
- 2.To expose the students to the different cultures and climes.
- 3.To explore the possible career opportunities in Travel and Tourism.

### Course Outcomes (CO)

<b>K1</b>	<b>CO1</b>	Gain background knowledge of the upcoming area of Travel Writing and exposure to travel literature
<b>K2</b>	<b>CO2</b>	Wider understanding of diverse cultures and gain interest in the area of travel writing
<b>K3</b>	<b>CO3</b>	Equipped with the practical skills necessary to write short articles on travel, opening up more job opportunities
<b>K4</b>	<b>CO4</b>	Able to analyse and interpret travel texts and also to develop a holistic personality through experience gained through travel and travel writing

## Syllabus

### Unit – I (18 hours)

Introduction to Travel Writing

Definition – History of Travel writing – Travel Writing Today – Qualities of a Travel Writer – Specialised Travel Writing – Techniques of Travel Writing – Illustrations and Photographs.

1. Cambridge Introduction to Travel Writing (pgs. 1-83)
2. Practical Travel Writing- Compiled by the Department of English

### Unit – II (18 hours)

1. Alfred Tennyson – The Brook
2. Robert Louis Stevenson – From a Railway Carriage
3. Robert Frost – Stopping by Woods on a Snowy Evening
4. S.T. Coleridge – The Ancient Mariner

### Unit - III (18 hours)

1. David Daiches – An Entry into the United States
2. E.V. Lucas – Thoughts at the Ferry
3. Charles Dickens – Journey to Niagara
4. Gandhi – On the Way to Pretoria (Chapter 32 from “Story of My Experiments with Truth)

### Unit – IV (18 hours)

1. Mark Twain – The Innocents Abroad (Chapters 1 to 20)

### Unit – V (18 hours)

- a) Academic Travel Writing
- b) Eco Travel Writing
- c) Spiritual Travel Writing
- d) Pleasure Travel Writing
- e) Promotional Travel Literature
- f) Armchair Travel Writing
- g) Travel Guide Writing
- h) Business Travel Writing
- i) Informative Tourist Articles\*
- j) Heritage Travel Writing

**Note:** Students are asked to submit a report of 20-25 pages containing necessary photographs/ illustrations with captions on any one of the topics above. The task is to be carried out by a group of four students after, if necessary visiting places (for 3 days max.) for the purpose of writing the report. The completed reports are to be presented before the class in the presence of the concerned staff members and suitable marks (out of 5) shall be awarded

**Teaching Methods**

Power Point presentation / Seminar / Quiz / Group Discussion / Assignment / Practical Travel Reporting

**Text Book(s):**

1. **Cambridge Introduction to Travel Writing** Tim Youngs, Cambridge University Press, 2013.
2. **The Innocents Abroad** – Mark Twain, Wordsworth Classics, New Delhi, 2010.
3. **Practical Travel Writing** -Compiled by the Department of English, Kongunadu Arts and Science College.

**Reference Books:**

1. **Travel Writing in India** – Shobana Bhattacharji, Sahitya Academy, 2008.
2. **Travel Writing** – Carl Thomson. Routledge, 2011.
3. **The Art of Travel** – Alain de Botton. Hamish Hamilton, 2014.
4. **A Short Walk in the Hindu Kush** – Eric Newby. Adventure Library, 1999.
5. **From Heaven Lake Travels Through Sinkiang and Tibet**-Vikram Seth. Vintage Departures, 1987.

**MAPPING**

<b>PSO</b> <b>CO</b>	<b>PSO1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO1</b>	S	S	H	S	S
<b>CO2</b>	S	H	H	S	S
<b>CO3</b>	S	H	S	S	H
<b>CO4</b>	S	H	S	S	S

S – Strong

H – High

M – Medium

L – Low

<b>Programme Code: 01</b>		B.A English Literature		
<b>Course Code:18UEL5S3</b>		Skill Based Subject 3 – INSPIRING SPEECHES		
<b>Batch</b>	<b>Semester</b>	<b>Hours / Week</b>	<b>Total Hours</b>	<b>Credits</b>
2018-2019	V	2	30	3

### Course Objectives

1. To provide an opportunity for students to read the texts of great orations.
2. To help the students develop the art of public speaking.
3. To provide contact with noble minds and sublime thoughts.

### Course Outcomes (CO)

K1	CO1	Knowledge about the powerful speeches that light a fire among the people.
K2	CO2	Realise their new perspectives in different themes of discourses in varied genres.
K3	CO3	Deploy their authentic speeches as catalysts for positive changes.
K4	CO4	Inspiration and motivation to the students with ‘Can Do’ approach.

**Syllabus****Unit I (6 Hours)**

- |                  |   |
|------------------|---|
| Victor Hugo      | – Against Capital Punishment            |
| John Stuart Mill | – On the Right of Women to Vote         |
| Abraham Lincoln  | – Gettysburg Address (19 November 1863) |

**Unit II (6 Hours)**

- |                    |                            |
|--------------------|----------------------------|
| Lucy Stone         | – A Disappointed Woman     |
| Swami Vivekananda  | – Chicago Address*         |
| Mohandas K. Gandhi | – The Pledge to Resistance |

**Unit III (6 Hours)**

- |                   |                                     |
|-------------------|-------------------------------------|
| V. I. Lenin       | – A Workers and Peasants Revolution |
| Winston Churchill | – Iron Curtain Speech               |
| Adolf Hitler      | – The Drummer of National Germany   |

**Unit IV (6 Hours)**

- |                  |                                 |
|------------------|---------------------------------|
| Jawaharlal Nehru | – A Glory Has Departed          |
| William Faulkner | – Nobel Prize Acceptance Speech |
| John F. Kennedy  | – Inaugural Address             |

**Unit V (6 Hours)**

- |                        |                                  |
|------------------------|----------------------------------|
| Nelson Mandela         | – The Rivonia Trial Address      |
| Martin Luther King, JR | – Nobel Peace Prize Address      |
| Aung San Suu Kyi       | – On the Rightful Place of Women |

\* denotes Self study

### Teaching Methods

**PowerPoint presentation/Seminar/Quiz/Discussion/Assignment**

### Prescribed Text:

Dr. P.Chitra. **Inspiring Speeches**. Department of English, Kongunadu Arts & Science College, Coimbatore, VAM Printers. 2017.

### Reference Books:

1. Speeches in World History – Suzanne McIntire with additional contributions by William E. Burns, Viva Books, 2013.

## MAPPING

<b>PSO</b> <b>CO</b>	<b>PSO1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO1</b>	S	S	H	S	H
<b>CO2</b>	H	S	H	S	S
<b>CO3</b>	S	H	H	S	H
<b>CO4</b>	H	S	S	S	H

**S** – Strong

**H** – High

**M** – Medium

**L** – Low



<b>Programme Code: 01</b>		B.A English Literature		
<b>Course Code: 18UEL613</b>		Core Paper 13 – SHAKESPEARE II		
<b>Batch</b>	<b>Semester</b>	<b>Hours / Week</b>	<b>Total Hours</b>	<b>Credits</b>
2018-2019	VI	6	90	3

### Course Objectives

- 1.To expose the students to the plays and sonnets of Shakespeare
2. To enable the learners understand the rich and varied galaxy of human characters
3. To provide the students with the knowledge about the background of Shakespeare's theatre and audience.

### Course Outcomes (CO)

K1	CO1	Knowledge about Shakespeare's works, storylines, characters, historical background, narrative techniques etc.,
K2	CO2	Evaluate Shakespeare's plays and sonnets.
K3	CO3	Discuss the major dissimilarities between Shakespeare's tragedies and comedies. Appreciate themes and technical aspects of Shakespeare's sonnets.
K4	CO4	Analyse and compare Shakespeare's themes and characters with the society today, with special reference to his plays and sonnets.

**Syllabus****Unit I (15 Hours)**

Othello

**Unit II (15 Hours)**

As You Like It

**Unit III (15 Hours)**

The Tempest

**Unit IV (15 Hours)**

Sonnets 18, 25, 55, 65 and 116

**Unit V (15 Hours)**

Problems Plays

Songs\*

Fools and Clowns

**\* denotes Self study**

**Teaching Methods**

Motion Pictures/ Power-point presentation/Seminar/Quiz/Discussion/Assignment
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**Text Book(s):**

1. **Othello**, William Shakespeare, Ed. Cedric Watts, Wordsworth Classics, 2010.
2. **As You Like It**, William Shakespeare, Verity Edition, Macmillan, 2005.
3. **The Tempest**, William Shakespeare, Verity Edition, Macmillan, 2005.
4. **The Arden Shakespeare**, Ed. Katherine Duncan-Jones, Bloomsbury Publishing, 1983.
5. **The Sonnets**, William Shakespeare, Ed. Peter Jones, Macmillan, 1977.

**Reference Books:**

1. **Preface to Shakespeare**, Samuel Johnson, Kessinger Publishers, 2004
2. **Shakespearean Tragedy**, A.C. Bradley, Martino Fine Books, 2016.
3. **Oxford Illustrated Shakespeare Dictionary**, David & Ben Crystal, Oxford University Press, 2015.
4. **General Shakespeare**. Net Sources

**MAPPING**

<b>PSO</b> <b>CO</b>	<b>PSO1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO1</b>	S	H	M	S	M
<b>CO2</b>	H	S	H	M	H
<b>CO3</b>	S	M	S	H	S
<b>CO4</b>	S	S	S	H	H

**S** – Strong**H** – High**M** – Medium**L** – Low

<b>Programme Code: 01</b>		B.A English Literature		
<b>Course Code:18UEL614</b>		Core Paper 14 - INDIAN LITERATURE IN ENGLISH TRANSLATION		
<b>Batch</b>	<b>Semester</b>	<b>Hours / Week</b>	<b>Total Hours</b>	<b>Credits</b>
2018-2019	VI	6	90	3

### Course Objectives

- 1.To make the students get interested in translation studies.
- 2.To give rise to thought about the typical Indian life and the creative excellence of Indian writers.
3. To recognize the important contribution of India to world literature

### Course Outcomes (CO)

K1	CO1	Knowledge of the most important areas and basic skills of translation studies and different text types
K2	CO2	Understand the difference between interpretation and translation, identify cultural differences with an impact on language of translation and ways dealing with such difficulties
K3	CO3	Evaluate published translation with a view to improve their own translation practice
K4	CO4	Analyse, draft and finalise full-scale translations for a variety of text types and diction.

## Syllabus

### Unit I(15 hours)

Thirukkural -English translation by V.V.S. Aiyar  
 Chapter 10 – Kindness of Speech  
 Chapter 21 – Fear of Evil-doing  
 Chapter 23 – Charity  
 Chapter 30 – Truthfulness  
 Chapter 32 – Non-injuring

### Unit II (15 hours)

Girish Karnad - Tughlaq

### Unit III (15 hours)

Rabindranath Tagore – My Reminiscences (Chapter I & II)

### Unit IV (15 hours)

Kalki - Parthiban's Dream

### Unit V (15 hours)

#### Short Stories:

<b>Malayalam</b>	Vaikom Mohammad Basheer	- Poovan Banana
<b>Oriya</b>	Pratibha Ray	- The Blanket
<b>Telugu</b>	Abburi Chaya Devi	- Wife-Working Woman
<b>Kannada</b>	Triveni	- The Final Decision
<b>Hindi</b>	Prem Chand	- Resignation
<b>Tamil</b>	Sundara Ramaswamy	- Our Teacher

\* denotes Self study

### Teaching Methods

Power Point presentation / Seminar / Quiz / Group Discussion / Assignment

### Prescribed Texts:

1. **Thirukkural.** Thiruvalluvar.Trans. V.V.S. Aiyar .Sri Ramakrishna Tapovanam, 1989.
2. **Tughlaq.**Girish Karnad .Oxford University Press, 1977.
3. **My Reminiscences.** Rabindranath Tagore. Niyogi Books, 2017.
4. **Parthiban's Dream.** Kalki.Trans.Gita Rajan. Katha, 2006.
5. **Poovan Banana and other Stories.**Vaikom Mohammad Basheer.Trans.V. Abdulla Orient Blackswan, 2010.

**6. Women Writing in India.**Vol.II. Eds. Susie Tharu and K.Lalita.Oxford University Press, 2012.

**7. Daughter of Man and other Stories.** Eds. Anthony Sivam and K.Gunasekaran.Thamarai, 2001.

**Reference Books:**

**1. How to Read in Indian: 50 Essential Writers in Translation,** Nilanjana S. Roy, Harper Collins, 2013.

**2. How to Translate into English,** Rajendara Prasad Sinha, Bharati Bhawan Publishers, 2017

**MAPPING**

<b>PSO</b> <b>CO</b>	<b>PSO1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO1</b>	S	S	H	S	S
<b>CO2</b>	S	H	H	S	S
<b>CO3</b>	S	H	S	S	H
<b>CO4</b>	S	H	S	S	S

**S** – Strong

**H** – High

**M** – Medium

**L** – Low

<b>Programme Code: 01</b>		B.A English Literature		
<b>Course Code:18UEL615</b>		Core Paper 15 – WOMEN’S WRITINGS IN ENGLISH		
<b>Batch</b>	<b>Semester</b>	<b>Hours / Week</b>	<b>Total Hours</b>	<b>Credits</b>
2018-2019	VI	6	90	3

### Course Objectives

- 1.To open students’ minds to new vistas through exposure to women’s writings.
- 2.To sensitize the students to women’s issues.
- 3.To develop their aesthetic and critical sense.

### Course Outcomes (CO)

K1	CO1	Recall the important milestones in women’s writing
K2	CO2	Comprehend the challenges faced by women
K3	CO3	Read texts in the light of women’s literary history and gender discrimination
K4	CO4	Analyse the style and content of women’s writing

**Syllabus****Unit I (12 Hours)****Poetry**

Toru Dutt	- The Lotus
Emily Dickinson	- After Great Pain a Formal Feeling Comes
Christina Rossetti	- Uphill
Sarojini Naidu	- The Queen's Rival
Genny Lim	- Wonder Woman
Razia Khan	- My Daughter's Boyfriend

**Unit II (12 Hours)****Prose**

Virginia Woolf	-Professions for Women
Zora Neale Hurston	- How It Feels to Be Colored Me

**Unit III (12 Hours)****Drama**

Lorraine Hansberry	- A Raisin in the Sun
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**Unit IV (12 Hours)****Fiction**

Charlotte Bronte	- Jane Eyre*
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**Unit V (12 Hours)****Short Stories**

Doris Lessing	- No Witchcraft for Sale
SashiDeshpande	- I Want . . .*
Chitra Banerjee Divakaruni	- Silver Pavements, Golden Roofs.



\* denotes Self study

### Teaching Methods

Motion Pictures/ Power-point presentation/Seminar/Quiz/Discussion/Assignment

### Text Book(s):

1. **An Anthology of Commonwealth Poetry.** Ed. C.D.Narasimhaiah. Macmillan, 2011.
2. **The Norton Anthology of American Literature.** Ed. Nina Baym. Eight edition. Norton, 2012.
3. **College Prose.** Ed. T. Sriraman. Macmillan, 2003.
4. **An Anthology of Popular Essays and Poems.** Ed. A.G.Xavier. Macmillan, 2011.
5. **Selections from the Lotus and the Rose.** Ed. Anand Kumar Raju. Blackie, 1993.
6. **This Bridge Called My Back: Writings by Radical Women of Color.** Eds. Cherrie Morgan and Gloria Anzaldua. Kitchen Table. Women of Color Press, 1983.
7. **A Raisin in the Sun.** Lorraine Hansberry. Knopf Doubleday, 2004.
8. **Jane Eyre.** Charlotte Bronte. Macmillan, 2010.
9. **Arranged Marriage.** Chitra Banerjee Divakaruni. Blackswan, 1997.
10. **Collected Stories (Vol 2).** Sashi Deshpande. Penguin, 2004.
11. **African Stories (Vol 1).** Doris Lessing. Ballentine, 1996.

### Reference Books:

1. **Speaking for Myself: An Anthology of Asian Women's Writing.** Sukrita Paul Kumar. Penguin India, 2009.
2. **Feminism: A Very Short Introduction.** Margaret Walters. Oxford University Press, 2010.

### MAPPING

CO \ PSO	PSO1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	S	H	S	S	H
CO2	H	S	H	S	H
CO3	S	H	S	H	S
CO4	S	S	S	H	H

S – Strong

H – High

M – Medium

L – Low

<b>Programme Code: 01</b>		B.A English Literature		
<b>Course Code:</b> 18UEL616		Core Paper 16 – NEW LITERATURES IN ENGLISH		
<b>Batch</b>	<b>Semester</b>	<b>Hours / Week</b>	<b>Total Hours</b>	<b>Credits</b>
2018-2019	VI	5	75	3

### Course Objectives

1. To introduce the students to different genres of New Literatures in English.
2. To promote a multicultural, pluralistic outlook.
3. To compare the multifaceted themes employed by the writers

### Course Outcomes (CO)

K1	CO1	Knowledge about the emerging social issues/trends discussed in various genres of world literature
K2	CO2	Understanding the perceptions of human lives with reference to race, culture, ethnicity etc,
K3	CO3	Identifying the autobiographical elements and contemporary society of the authors
K4	CO4	Evaluation of the multicultural and pluralistic view expressed

## Syllabus

### Unit I (12 hours)

#### Poetry

A.D.Hope	- Australia
Wole Soyinka	- Telephonic Conversation
Faiz Ahmad Faiz	- My Guest
P K Page	-First Neighbours.

### Unit II (12 hours)

#### Prose

Chinua Achebe	- The Novelist as Teacher
Abdul Kalam	- My Early Days

### Unit III (12 hours)

#### Drama

George Ryga	- Indian
GirishKarnad	- Dreams of Tipu Sultan

### Unit IV (12 hours)

#### Fiction

Yann Martel	- Life of Pi*
ChamanNahal	- Azadi

### Unit V (12 hours)

#### Short Stories

LuoShee	- The Oranges
GeethaGoswami	- The Lost Show
Alphonse Daudet	- The Old Folks at Home
Luigi Pirandello	- War

**\* denotes Self study**

#### Teaching Methods

PowerPoint presentation / Seminar / Quiz / Group Discussion / Assignment

#### Prescribed Texts:

- 1.An Anthology of Commonwealth Poetry.** Ed. C.D.Narasimhaiah. Macmillan, 2011.
- 2.Prose for Thought.** Eds.K.Gunasekaran, and R.Ganesan. Arivu Pathippagam, 2001.

3. **Readings in Commonwealth Literature.** Ed. William Walsh, Clarendon Press, Oxford.
4. **The Ecstasy of Rita Joe and Other Plays.** George Ryga. General Publishing. 1971.
5. Girish Karnad. **Dreams of Tipu Sultan.** Manimekala Publishing House, 2009.
6. Yann Martel. **Life of Pi.** Penguin, 2012.
7. Chaman Nahal. **Azadi.** Penguin, 2001.
8. **Stories from Many Countries.** Eds. K. Gunasekaran, and R. Ganesan. New Century, 2004.

#### Reference Books:

1. Gandhian Ideology and the Indian Novel: **Chaman Nahal's The Gandhi Quartet** A. V. Subba Rayudu .2000.
2. The Making of Life of Pi: A Film, a Journey **By Jean-Christophe Castelli.** Harper Collins, 2012
3. **English Postcoloniality: Literatures from around the World,** Radhika Mohanram; Gita Rajan Greenwood Press, 1996.

### MAPPING

PSO CO	PSO1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	S	S	S	H	S
CO2	S	S	H	S	S
CO3	S	S	S	S	H
CO4	H	H	H	S	H

S – Strong

H – High

M – Medium

L – Low

<b>Programme Code: 01</b>		B.A English Literature		
<b>Course Code: 18UEL6Z1</b>		PROJECT AND VIVA VOCE		
<b>Batch</b>	<b>Semester</b>	<b>Hours / Week</b>	<b>Total Hours</b>	<b>Credits</b>
2018-2019	VI	-	-	5

### Course Objectives

1. To introduce students to the basic research techniques
2. To widen their understanding in the other genres of literature
3. To guide the students to think and present their findings independently

### Course Outcomes (CO)

K1	CO1	Knowledge about the topic chosen
K2	CO2	Understanding of the basic research techniques
K3	CO3	Applying the concepts and methodology to projects
K4	CO4	Analysing the acquired knowledge and linking it with real life situations

A minimum 30 page dissertation with three chapters in original shall be submitted by the students individually. A standard research methodology has to be adopted. Students are instructed to meet their respective research supervisors regularly so as to submit the projects on or before the scheduled date. Further, students are required to attend a viva voce examination after their successful submission of the dissertation. Project Report and Viva voce will be evaluated jointly by both the research supervisor and an External Examiner.

### Recommended Areas for dissertation:

1. Poetry
2. Drama
3. Fiction

4. English Language Teaching
5. Travel Writing
6. Journalism
7. Advertising and copy Writing
8. Women's Studies
9. Translation
10. Comparative Literature

**Marks Distribution for UG Project Work**

<b>CIA/ESE</b>	<b>Particulars</b>	<b>Project out of 100 Marks</b>
<b>CIA</b>	Project Review	<b>15</b>
	Regularity	<b>5</b>
	<b>Total Internal Marks</b>	<b>20</b>
<b>ESE</b>	Project Report Present	<b>60</b>
	Viva Voce	<b>20</b>
	<b>Total External Marks</b>	<b>80</b>
<b>Total Marks (CIA + ESE)</b>		<b>100</b>

**MAPPING**

<b>PSO CO</b>	<b>PSO1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO1</b>	S	S	S	H	S
<b>CO2</b>	S	S	H	S	S
<b>CO3</b>	S	S	S	S	H
<b>CO4</b>	H	H	H	S	H

**S** – Strong**H** – High**M** – Medium**L** – Low

<b>Programme Code: 01</b>		B.A English Literature		
<b>Course Code:18UEL6S4</b>		Skill Bases Subject 4 - ENGLISH LANGUAGE TEACHING		
<b>Batch</b>	<b>Semester</b>	<b>Hours / Week</b>	<b>Total Hours</b>	<b>Credits</b>
2018-2019	VI	2	30	3

### Course Objectives

1. To make the students aware of various methods of teaching English
2. To give them expose to the evolution of the teaching of English
3. To inculcate good English language teaching skills.

### Course Outcomes (CO)

K1	CO1	Knowledge about the fundamental requirements to teach English
K2	CO2	Understanding the design and pattern of the syllabus
K3	CO3	Apply the varied techniques to the content of language learning
K4	CO4	Analysing different perspectives of teaching and class room management



## **Syllabus**

### **UNIT I (6 hours)**

The English Language Teaching Situation in India

Language Acquisition Theories

### **UNIT II (6 hours)**

Approaches, methods and techniques in ELT

Curriculum and syllabus design

Classroom management

### **UNIT III (6 hours)**

The Teaching of prose text

The teaching of language skills

The teaching of grammar

### **UNIT IV(6 hours)**

Remedial teaching

Language games

Lesson planning and classroom observation

### **UNIT V (6 hours)**

Language testing and evaluation

Constructing of language test

ELT and source disciplines\*

**\* denotes Self study**

#### **Prescribed Text:**

M.N.K Bose- **A Text Book of English Language Teaching**. New Century Book House Private Limited, 2005.

#### **Books Recommended for Study:**

1. Geetha Nagaraj - **A Textbook of English Language Teaching** – Approaches, Methods Techniques. Orient Longman publishers, 2008.

2. Carlo Papini Scaringi – **English Language and Linguistics** Anmol Publications Ltd, 2007]

**Teaching Methods**

Powerpoint presentation/Seminar/Quiz/Discussion/Assignment
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**MAPPING**

<b>PSO</b> <b>CO</b>	<b>PSO1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO1</b>	S	H	H	S	S
<b>CO2</b>	H	S	H	H	H
<b>CO3</b>	S	H	S	H	S
<b>CO4</b>	H	S	H	S	H

**S** – Strong**H** – High**M** – Medium**L** – Low

## **Major Elective Papers**

**(Two Papers are to be chosen from the following four papers)**

1. English for Competitive Examinations
2. Children's Literature
3. Classical Literature in Translation
4. Ethics in Literature
5. Intensive Study of an Author
6. English for Secretarial Practice

<b>Programme Code: 01</b>		B.A English Literature		
<b>Course Code:</b>		Major Elective I- ENGLISH FOR COMPETITIVE EXAMINATIONS		
<b>Batch</b> 2018-2019		<b>Hours / Week</b> 5	<b>Total Hours</b> 75	<b>Credits</b> 5

### Course Objectives

1. To prepare the students for competitive examinations, primarily for the English papers
2. To provide the students with ample skills in written English
3. To encourage the students to enrich their vocabulary

### Course Outcomes (CO)

K1	CO1	Gain knowledge of classics and contemporary children's texts and genres.
K2	CO2	Comprehend cultural diversity and challenges faced by children.
K3	CO3	Stimulate the imagination to write creatively.
K4	CO4	Approach texts from children's viewpoint and imbibe moral values

## **Syllabus**

### **UNIT I (15 Hours)**

Basics in English Grammar and Usage:

Articles, Prepositions, Tenses, Concord, Question Tags

### **UNIT II (15 Hours)**

Homophones

Homonyms

Phrases and Idioms

One-word Substitution

Reading Comprehension

### **UNIT III (15 Hours)**

Error Correction

### **UNIT IV (15 Hours)**

Letter Writing

Formal and Informal

Note-making

### **UNIT V (15 Hours)**

Expansion of Proverbs

Writing Essays

### **Textbooks:**

1. Bhatnagar, R. P. **English for Competitive Examinations**. New Delhi: Laxmi Publishers India, 2009.

2. Pillai, Radhakrishna. G. **English Grammar and Composition**. Emerald Publishers, 2002.

**Reference Books:**

1. Krishnaswamy, N. **Modern English: A Book of Grammar, Usage and Composition.** India: Laxmi Publishers, 2000.

2. Prasad, Hari M, and Uma R. Sinha. **Objective English for Competitive Examination.** New Delhi: Tata McGraw-Hill Education Pvt. Ltd., 2005.

**MAPPING**

<b>PSO</b> <b>CO</b>	<b>PSO1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO1</b>	S	S	M	S	S
<b>CO2</b>	H	S	H	H	H
<b>CO3</b>	h	H	S	S	S
<b>CO4</b>	H	S	S	H	M

**S** – Strong

**H** – High

**M** – Medium

**L** – Low

<b>Programme Code: 01</b>		B.A English Literature		
<b>Course Code:</b>		Major Elective II- CHILDREN'S LITERATURE		
<b>Batch</b> 2018-2019		<b>Hours / Week</b> 5	<b>Total Hours</b> 75	<b>Credits</b> 5

### Course Objectives

1. To create awareness and interest in the upcoming research area of literature for the young.
2. To fill a literary and cultural gap in order to enable wider perspective of literature.
3. To bring out the values inherent in children's literature.

### Course Outcomes (CO)

K1	CO1	Gain knowledge of classics and contemporary children's texts and genres.
K2	CO2	Comprehend cultural diversity and challenges faced by children.
K3	CO3	Stimulate the imagination to write creatively.
K4	CO4	Approach texts from children's viewpoint and imbibe moral values

## Syllabus

### Unit I (15 Hours)

#### Poetry

- |                    |                       |
|--------------------|-----------------------|
| Christina Rossetti | - Goblin Market       |
| R.L.Stevenson      | - The Unseen Playmate |
|                    | Block City            |
|                    | The Dumb Soldier      |
|                    | Travel                |

### Unit II (15 Hours)

#### Prose

- |            |   |
|------------|---|
| Anne Frank | – The Diary of a Young Girl (Letters 14 June, 1942 to 14 Aug, 1942) |
|------------|---|

### Unit III (15 Hours)

#### Drama

- |                 |                     |
|-----------------|---------------------|
| Una Nibuidh     | – A Christmas Carol |
| Vijay Tendulkar | – Bobby's Story     |

### Unit IV (15 Hours)

#### Novel

- |             |  |
|-------------|--|
| C.S. Lewis  | – The Lion, The Witch and The Wardrobe |
| R.K.Narayan | – Swami and Friends*                   |

### Unit V (15 Hours)

#### Short Stories

- |                         |                                |
|-------------------------|--------------------------------|
| Oscar Wilde             | - The Nightingale and the Rose |
| Hans Christian Andersen | - The Little Mermaid           |
| Ruskin Bond             | – The Panther's Moon           |

\* denotes Self study

### Teaching Methods

Motion Pictures/ Power-point presentation/Seminar/Quiz/Discussion/Assignment
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**Text Book(s):**

- 1.Christina Rossetti.**Goblin Market and Other Poems.** London: Dover Publications, 2000.
2. R.L.Stevenson. **A Child’s Garden of Verses.** London: Dover Publications, 1992.  
Anne Frank. **The Diary of a Young Girl.** Mumbai: Wilco, 2012.
3. Una Nibuaidh. **A Christmas Carol.** New Delhi: Orient Blackswan, 2009.
4. Vijay Tendulkar. **Five Plays for Children.** New Delhi: Scholastic India, 2010.
5. C.S.Lewis. **The Lion, The Witch and the Wardrobe.** New Delhi: HarperCollins, 2005.
6. R.K.Narayan. **Swami and Friends.** Chennai: Indian Thought Publications, 2007.
- 7.Oscar Wilde. **The Happy Prince and Other Stories.** New Delhi: Penguin Young Readers Group, 2009.
8. Ruskin Bond. **Panther’s Moon and Other Stories.** New Delhi: Puffin, 2015.

**Reference Books:**

- 1.**The Norton Anthology of Children’s Literature.** Ed. Jack Zipes.WW.Norton & Co., 2006.
- 2.**Children’s Literature: A Very Short Introduction.** Kimberley Reynolds.OUP, 2011.
- 3.**The Oxford Companion to Children’s Literature.** Ed. Daniel Hahn.OUP. 2016
- 4.**The Cambridge Companion to Children’s Literature.** Ed. M.O.Grenby and Andrea Immel. Cambridge University Press, 2010.

**MAPPING**

<b>PSO</b> <b>CO</b>	<b>PSO1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO1</b>	S	S	M	S	S
<b>CO2</b>	H	S	H	H	H
<b>CO3</b>	h	H	S	S	S
<b>CO4</b>	H	S	S	H	M

S – Strong

H – High

M – Medium

L – Low

<b>Programme Code: 01</b>		B.A English Literature		
<b>Course Code:</b>		Major Elective III - CLASSICAL LITERATURE IN TRANSLATION		
<b>Batch</b>		<b>Hours / Week</b>	<b>Total Hours</b>	<b>Credits</b>
2018-2019		5	75	5

### Course Objectives

1. To introduce the students to the great works of the ancients
2. To provide knowledge of the classical background of modern literature
3. To develop the aesthetic sense and moral values of the students

### Course Outcomes (CO)

K1	CO1	Gain knowledge of classical literature of various genres and countries.
K2	CO2	Understand the philosophical and moral values inherent in classical literature.
K3	CO3	Appreciate eastern and western classical literature and apply the wisdom of the ancients to everyday life and attempt translation of simple works.
K4	CO4	Analyse texts with knowledge of the cultural background.

## Syllabus

### Unit I (15 Hours)

#### Poetry

A.K.Ramanujan – The Interior Landscape (10 poems)

### Unit II (15 Hours)

#### Prose

Plutarch – The Life of Alexander  
The Life of Julius Caesar

### Unit III (15 Hours)

#### Drama

Sophocles – Oedipus the King

### Unit IV (15 Hours)

#### Novel

Ilango Adigal - The Cilappatikaram: the Tale of an Anklet

### Unit V (15 Hours)

#### Short Stories

Aesop – Fables (10 fables)\*

**\* denotes Self Study**

### Teaching Methods

Motion Pictures/ Power-point presentation/Seminar/Quiz/Discussion/Assignment
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### Prescribed Texts:

1. A.K. Ramanujan. **The Interior Landscape: Classical Tamil Love Poems.** NYRB Poets, 2014.
2. Plutarch. **Lives.** Vol. 2. Modern Library Classics, 2001.
3. Sophocles – **The Three Theban Plays.** Penguin, 2014.

4. R. Parthasarathy, Trans. **The Cilappatikaram: the Tale of an Anklet**. Penguin India, 2004.

5. Aesop – **Aesop's Fables**. Ed. Jack Zipes. Signet Classics, 2004.

**Reference Books:**

1. **The Oxford Guide to Literature in English Translation**. Oxford University Press, 2012.

2. **Murthy Classical Library of Indian Literature**. Harvard University Press, 2015.

**MAPPING**

<b>PSO</b> <b>CO</b>	<b>PSO1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO1</b>	S	S	M	S	S
<b>CO2</b>	H	S	H	H	H
<b>CO3</b>	H	H	S	S	S
<b>CO4</b>	H	S	S	H	M

**S** – Strong

**H** – High

**M** – Medium

**L** – Low

<b>Programme Code: 01</b>		B.A English Literature		
<b>Course Code:</b>		Major Elective IV – ETHICS IN LITERATURE		
<b>Batch</b>		<b>Hours / Week</b>	<b>Total Hours</b>	<b>Credits</b>
2018-2019		5	75	5

### Course Objectives

- 1.To help the students understand more about moral values
- 2.To enable the learners to develop a holistic approach to life
- 3.To create a better society through the inculcation of values

### Course Outcomes (CO)

K1	CO1	Knowledge about the good virtues
K2	CO2	Understand the significance of values in the present society.
K3	CO3	Spread morals.
K4	CO4	Analyse to strengthen one's self.

## Syllabus

### Unit I (15 Hours)

#### Poetry

Rudyard Kipling  
Emily Dickinson

- If  
- A bird came down the walk

Thiruvalluvar

- Chapter 37 - The Killing of Desire  
Chapter 100 - Courteousness

### Unit II (15 Hours)

#### Prose

How to Create your own happiness  
Knowledge and Wisdom  
Students and their Duties

- Norman Vincent Peale  
- Bertrand Russell  
- Gopala Krishna Gokhale

### Unit III (15 Hours)

#### Drama

John Galsworthy

– Justice

### Unit IV (15 Hours)

#### Fiction

R.K.Narayan

- The Mahabharatha

### Unit V (15 Hours)

#### Short Stories

A.J. Cronin

– The Two Gentlemen of Verona (Stories to Remember)

Leo Tolstoy

– How much Land Does a Man Need? (Popular Short Stories)\*

\* denotes Self study

#### Teaching Methods

Powerpoint presentation/Seminar/Quiz/Discussion/Assignment

#### Prescribed Texts:

1. **Current English for Language Skills** Macmillan India Ltd, 1975.
  2. K.K. Reddy, **Sesame- An Anthology of English Prose**, S. Chand & Company Ltd, New Delhi, 2001.
  3. Thiruvalluvar. **Thirukkural**. Trans. V.V.S. Aiyar .Sri Ramakrishna Tapovanam, 1989.
  4. **Links** –Ed. G.S. Balrama Gupta, Macmillan 2001.
  5. **The Mahabharatha** – R.K.Narayan Penguin, 2001.
- John Galsworthy, **Justice**, John Hampden ed. Allied Publishers Pvt. Ltd, 1982

**Reference Books:**

- 1. Ethics and Values.** Shiv Khera, Sterling Publishers: New Delhi, 2004.
- 2. Higher education for Human Development.** Power.K.B, Association of Indian Universities, New Delhi, 2000.
- 3. Ethical Values in a Changing World.** Rajammal.P. Devadas, Ramakrishna Mission Vidyalaya, Coimbatore, 1987.

**MAPPING**

<b>PSO</b> <b>CO</b>	<b>PSO1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO1</b>	S	H	H	S	S
<b>CO2</b>	H	S	H	H	H
<b>CO3</b>	S	H	S	H	S
<b>CO4</b>	H	S	H	S	H

**S** – Strong**H** – High**M** – Medium**L** – Low

<b>Programme Code: 01</b>		B.A English Literature		
<b>Course Code:</b>		Major Elective V – INTENSIVE STUDY OF AN AUTHOR		
<b>Batch</b>		<b>Hours / Week</b>	<b>Total Hours</b>	<b>Credits</b>
2018-2019		5	75	5

### Course Objectives

1. To give the students an in-depth knowledge of the works of the renowned writer.
2. To enhance the aesthetic and critical faculties of the students.
3. To inculcate the habit of focused study.

### Course Outcomes (CO)

K1	CO1	Knowledge about the author's contributions to the literary world
K2	CO2	Realizing the themes and universal characters displayed and portrayed by the author
K3	CO3	Comparing the existing social scenario with the works of the author
K4	CO4	Analyse diverse literary characteristics presented by the author



## **Syllabus**

### **Unit I (15 Hours)**

**Gitanjali** (Songs 1-30)

### **Unit II (15 Hours)**

**Sacrifice**

### **Unit III (15 Hours)**

**Reminiscence**

### **Unit IV (15 Hours)**

**Sadhana** – Chapter 3

### **Unit V (15 Hours)**

**Short Stories**

Home Coming\*

Postmaster

**\* denotes Self study**

### **Teaching Methods**

PowerPoint presentation / Seminar / Quiz / Group Discussion / Assignment
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### **Text Book(s):**

- 1. Rabindranath Tagore.** Gitanjali . Chennai: Macmillan India Ltd, 2001.
- 2. Rabindranath Tagore.** Three Plays. New Delhi: OUP, 2001.
- 3. Rabindranath Tagore.** Gora. Chennai: Macmillan, 2002.
- 4. Rabindranath Tagore.** Sadhana . Chennai: Macmillan, 1988.
- 5. Rabindranath Tagore.** Selected Short Stories. Ed. Sukanta Chaudhri, New Delhi, OUP,2002

**MAPPING**

<b>PSO CO</b>	<b>PSO1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO1</b>	S	S	S	H	S
<b>CO2</b>	S	S	H	S	S
<b>CO3</b>	S	S	S	S	H
<b>CO4</b>	H	H	H	S	H

**S** – Strong**H** – High**M** – Medium**L** – Low

<b>Programme Code: 01</b>		B.A English Literature		
<b>Course Code:</b>		Major Elective VI – COMMONWEALTH LITERATURE		
<b>Batch</b>		<b>Hours / Week</b>	<b>Total Hours</b>	<b>Credits</b>
2018-2019		5	75	5

### Course Objectives

1. To make the students familiarize with the works of Commonwealth Writers.
2. To inspire the students to know more about the cultural elements of commonwealth nations
3. To facilitate the students to know more about the recent trends in Commonwealth Literature

### Course Outcomes (CO)

K1	CO1	Knowledge about the writers and their contributions to the Commonwealth Literature
K2	CO2	Realizing the themes and universal characters displayed and portrayed in Commonwealth Literature
K3	CO3	Comparing the existing social scenario with the works of World Literature
K4	CO4	Analyse the diverse literary characteristics presented in Commonwealth Literature

## **Syllabus**

### **Unit I (15 Hours)**

#### **Poetry**

A.D.Hope – Australia

Edwin Thamboo – Gods Can Die

Raiza Khan – My Daughter's Boyfriend

### **Unit II (15 Hours)**

#### **Prose**

1. The Shooting of an Elephant

2. The English Character

### **Unit III (15 Hours)**

#### **Drama**

Wole Soyinka- The Lion and the Jewel

### **Unit IV (15 Hours)**

#### **Fiction**

V.S.Naipaul – A House for Mr.Biswas

### **Unit V (15 Hours)**

#### **Short Stories**

1. Wilkie Collins – Blow Up with the Ship

2. Rabindranath Tagore – The Postmaster \*

**\* denotes Self study**

### **Teaching Methods**

PowerPoint presentation / Seminar / Quiz / Group Discussion / Assignment
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**Text Book(s):**

1. “Essays of Orwell.” Edited by M.G.Nayar. Macmillan
2. Twelve Short Stories Edited by C.M.Sharma
3. Wole Soyinka- The Lion and the Jewel. OUP.1963

**MAPPING**

<b>PSO CO</b>	<b>PSO1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO1</b>	S	S	S	H	S
<b>CO2</b>	S	S	H	S	S
<b>CO3</b>	S	S	S	S	H
<b>CO4</b>	H	H	H	S	H

**S** – Strong**H** – High**M** – Medium**L** – Low

**NON-MAJOR ELECTIVE PAPERS**

1. Human Rights
2. Women's Rights
3. Consumer Affairs

<b>Programme Code: 01</b>		B.A English Literature		
<b>Course Code:18UHR3N1</b>		NON MAJOR ELECTIVE I –HUMAN RIGHTS		
<b>Batch</b>	<b>Semester</b>	<b>Hours / Week</b>	<b>Total Hours</b>	<b>Credits</b>
2018-2019	III	2	30	2

### Course Objectives

1. To prepare for responsible citizenship with awareness of the relationship between Human Rights, democracy and development.
2. To impart education on national and international regime on Human Rights.
3. To sensitive students to human suffering and promotion of human life with dignity.
4. To develop skills on human rights advocacy
5. To appreciate the relationship between rights and duties
6. To foster respect for tolerance and compassion for all living creature.

### Syllabus

#### UNIT – I

Definition, Meaning, Concept ,Theories and Kinds of Human Rights- Evaluation and Protection of Human Rights in India- Development of Human Rights under the United Nations.

#### UNIT – II

United Nations Charter and Human Rights - U.N.Commission on Human Rights- Universal Declaration of Human Rights - International Covenant on

- Civil & Political Rights
- Economic, Social and Cultural Rights

### UNIT – III

Human Rights and Fundamental Rights (Constitution) - Enactments regarding Human Rights Laws in India - National Human Rights Commission and State Human Rights Commission.

### UNIT – IV

Aged persons and their Human Rights - Human Rights of Persons with Disabilities - Tribal Human Rights in India - Three Generation Human Rights.

### UNIT – V

Rights of Women, Child, Refugees and Minorities - Media and Human Rights - NGO's in protection of Human Rights - Right to Election

#### Books for Study:

1. Human Rights

Compiled by Dr.V. Sugantha, Dean(Unaided),  
Kongunadu Arts and Science College,  
Coimbatore –29.

#### Book for Reference:

1.Human Rights,  
Humanitarian Law and  
Refugee Law series,

Jaganathan, MA.,MBA.,MMM.,ML.,ML.,  
J.P.Arjun Proprietor,Usha Jaganathan  
1<sup>st</sup> floor, NarmathaNanthi Street, Mahathma Gandhi Nagar,  
Madurai – 625014.

2. Promoting Women's Rights  
As Human Rights

Publisher: United Nations.  
New York. 1999.

#### Question Paper Pattern (External only)

Duration: 3 hrs

Max: 75 marks

#### Section A(5x5=25)

Short notes

Either – Or/ Type - Question from each unit

#### Section B (5X10=50)

Essay type

Either – Or/ Type - Question from each unit



<b>Programme Code: 01</b>		B.A English Literature		
<b>Course Code:18UWR4N2</b>		NON MAJOR ELECTIVE II - WOMEN'S RIGHTS		
<b>Batch</b>	<b>Semester</b>	<b>Hours / Week</b>	<b>Total Hours</b>	<b>Credits</b>
2018-2019	IV	2	30	2

### Course Objectives

1. To know about the laws enacted to protect women against violence.
2. To impart awareness about the hurdles faced by women.
3. To develop a knowledge about the status of all forms of women to access to justice.
4. To create awareness about women's rights.
5. To know about laws and norms pertaining to protection of women.
6. To understand the articles which enable women's rights.
7. To understand the Special Women Welfare laws.
8. To realize how the violence against women puts an undue burden on health care services.

## Syllabus

### Unit I (6 hours)

#### Laws, Legal System & Change

Definition- Constitutional law, CEDAW and international human rights-law and norms-laws and social context-constitutional and legal frame.

### Unit II(6 hours)

#### Politics of Land and Gender in INDIA

Introduction-faces of poverty-land as productive resources-locating identities-women's claim to land –rights of properties-case studies.

### Unit III (6 hours)

#### Women's Rights: Access to Justices

Introduction-criminal law-crime agent women-domestic violence-dowry related harassment and dowry deaths-molestation-sexual abuse and rape-loopholes in practice-laws enforcement agency.

### Unit IV (6 hours)

#### Women's Rights

Violence against-women-domestic violence-the protection of women from domestic violence act, 2005-The Marriage Validation Act, 1982-The Hindu Widow Re-marriage Act, 1856 - The Dowry Prohibition Act, 1961.

### Unit V (6 hours)

#### Special Women Welfare Laws

Sexual harassment at work place-rape and indecent representation-the indecent representation act, 1956-acts enacted for women development and empowerment-role of rape crisis center.

**Book for study:** Published by Kongunadu Arts & Science College, 2011.

#### Books for reference:

- |  |   |
|--|---|
| 1. Good Women do not Inherit land  | Nitya Rao, Social Science Press and Orient Blackswan (2008).              |
| 2. Knowing Our Rights  | An Impart for Kali for Women (2006).<br>International solidarity network. |
| 3. Women Rights  | P.D.Kaushik, Bookwell Publications (2007).                                |
| 4. Violence Protective Measures for<br>Women Development and Empowerment | Aruna Goal, Deep and Deep Publications Pvt. (2004).                       |
| 5. Gender Justice  | Monika Chawla, Deep and Deep Publications Pvt. (2006).                    |

- |                                    |   |
|------------------------------------|---|
| 6. Domestic Violence Against Women | Preeti Mishra, Deep and Deep Publication Pvt. (2007).                                   |
| 7. Violence against Women          | Clair M. Renzetti, Jeffrey L. Edleson, Raquel Kennedy Bergen, Sage Publications (2001). |

**Question paper pattern**

**(External Only)**

**Duration: 3 hrs**

**Max: 75 Marks**

**Section A (5 x 5=25)**

Short notes

Either – or / type – question from each unit.

**Section B (5 x 10=50)**

Essay type

Either – or / type – question from each unit.

<b>Programme Code: 01</b>		BA English Literature		
<b>Course Code:</b> 18UWR4N3		NON MAJOR ELECTIVE III – CONSUMER AFFAIRS		
<b>Batch</b>	<b>Semester</b>	<b>Hours / Week</b>	<b>Total Hours</b>	<b>Credits</b>
2018-2019	V	2	30	2

**Course Objective:** This paper seeks to familiarize the students with their rights and responsibilities as a consumer, the social frame work of consumer rights and legal framework of protecting consumer rights. It also provides an understanding of the procedure of redress of consumer complaints, and the role of different agencies in establishing product and service standards. The student should be able to comprehend the business firms' interface with consumers and the consumer related regulatory and business environment.

## **Certificate Course in Journalism and Mass Media**

### **About the Programme:**

This six-month Certificate Course aims at preparing the students to take up journalism as a career or to enable them to become freelancers, besides the students' main profession. The programme with its three papers and a project is set to provide the learners with the varied facets of mass communication, the fundamental theories cum technical aspects of journalism and the modern mass media including television and social media. Each paper is taught in 30-hour theory classes, carrying 100 marks which is split into 75 and 25 for theory examination and internal assessment respectively. The Internal Assessment Mark 25 shall be given to the students based on their performance in the Group Discussion in the making of news stories for papers, comparison of Indian newspapers with reference to their style of reporting, ethics in journalism, advertisement etc., A minimum of 75 page project is required to be submitted, that includes a viva voce for 25 mark out of 100. The programme is thus designed for a total mark of 400.

## **PAPER - I - Introduction to Communication and Media**

### **Course Objective**

1. To introduce the various types of communication
2. To provide the students a fundamental of mass media
3. To help the students know more about advertising and public relations

### **Syllabus**

#### **Unit I (6 hrs)**

Communication as a Social Science – The Need for Communication – Communication and Language – Communication and Information – The Right to Communicate – Defining Communication – Types of Communication – The three stages of Interpersonal Communication – Group Communication – Mass Communication – Mass-Line Communication – Interactive Communication – Western Models of Communication – Barriers to Communication – Information Technology and Society.

#### **Unit II (6 hrs)**

Functions of the Mass Media – Theories of the Press/ Media – Journalism – What is Journalism? – Tabloid and Yellow Journalism – What is News? – Journalism as Public Relations – The role of Press – The Power of Press.

#### **Unit III (6 hrs)**

A Short History of Indian Journalism – News and News Values – The Making of a Newspaper – Print Media (Page 101) – Freedom of the Press - Press Codes and Ethics – Press Council's Guides to Journalistic Ethics.

#### **Unit IV (6 hrs)**

Censorship and Control in the Press – Media Laws – Press Ownership and Monopolies – Some Media Organisations – International News Agencies – News Agencies in India.

#### **Unit V (6 hrs)**

Advertising and Public Relations – History and Development of Advertising – Modern Advertising – History of Indian Advertising – Advertising in the Early 20<sup>th</sup> Century – Post independence Advertising – Types of Advertising – Outdoor or Out-of-Home (OOH) Advertising – Advertising and Corporate Social Responsibility – Ethics in Advertising in Public Relations.

**Prescribed Book:** Keval.J.Kumar, *Mass Communication in India*, Jaico Publishing House, Mumbai, 2012.

**Reference Books:**

1. Mcquail, Denis. *Mass Communication Theory*. London: Sage
2. De Fleur, Melvin. *Theories of Mass Communication*. New York: Longman
4. Joseph, Devito A. *Communicology*. New York: Harper And Row

## **PAPER – II - Basics of Journalism**

### **Course Objectives**

1. To expose the students to the varied news sources
2. To make the students understand the techniques in newsmaking
3. To acquaint the students with news operation

### **Syllabus**

#### **Unit I (6 hrs)**

News and how to find it – Pursuing News: What do I need to know?

#### **Unit II (6 hrs)**

Interviewing – Newswriting: What am I trying to say? – Newswriting: Choosing the words – Newswriting: Getting the words in order.

#### **Unit III (6 hrs)**

Newswriting for the Internet – Sportswriting – Investigative Reporting – Features: Illuminating the World.

#### **Unit IV (6 hrs)**

Getting the Story - Editing the Story - Broadcast and Online - Specialized Journalism.

#### **Unit V (6 hrs)**

The Editor and his Men –The News Operation – Headline writing.

#### **Prescribed Books:**

1. David Spark & Geoffrey Harris, *Practical Newspaper Reporting* (4<sup>th</sup> Edition), SAGE Publications India Pvt Ltd. New Delhi, 2012. (For Unit I, II & III)
2. Deborah Potter, *Handbook of Independent Journalism*. (For Unit IV)
3. M.V.Kamath, *Professional Journalism*. Vikas Publishing House Pvt.Ltd., New Delhi, 1990. (For Unit V)



**Reference Books:**

1. Bull, Andy , *Essential Guide to Careers in Journalism*
2. Burns, Lynette Sheridan, *Understanding Journalism*
3. Jones, John Paul, *Modern Reporter's Handbook*
4. Kamath M V, *The Journalist's Handbook*
5. Pape, Susan, *Newspaper Journalism*
6. Parthasarathy, Rangaswamy, *Basic Journalism*
7. Shrivastava K M, *News Reporting and Editing*

## **PAPER – III - Mass Media: Radio and TV and Social Media**

### **Course Objectives**

1. To introduce the students to electronic media
2. To equip the students with the techniques to write for TV and radio
3. To make the students aware of journalism on social media

### **Syllabus**

#### **Unit I (6 hrs)**

Print Media – Electronic Media – New Media

#### **Unit II (6 hrs)**

Radio and Communication Media – Writing for Radio and TV for News – Radio News.

#### **Unit III (6 hrs)**

Television News – Script writing for TV Documentary and Commentary.

#### **Unit IV (6 hrs)**

Radio – Television

#### **Unit V (6 hrs)**

Information Technology, Telecommunication and the Internet.

### **Prescribed Books:**

1. *Introduction to Mass Communication*, University of Calicut. (For Unit I)
2. Jan R. Hakenulder, Fay Ac De Jonge & P.P.Singh, *Radio and TV Journalism*, Anmol Publications Pvt Ltd. New Delhi, 1998. (For Unit II & III)
3. Keval. J. Kumar, *Mass Communication in India*, Jaico Publishing House, Mumbai, 2012. (For Unit IV & V)

### **Reference Books:**

1. Kenny, Robert F. *Teaching TV Production in a Digital World*. London: Libraries unlimited
2. Mark Boulton, *A Practical Guide to Designing for the Web*

3. Richard Craig, *Online Journalism: Reporting, Writing, and Editing for New Media*
4. Jim Hall, *Online Journalism*

## **PAPER IV**

### **Project Report and Viva-voce**

Each student shall submit a report of the media-related project undertaken on the topic of his choice duly discussed and consulted with the department faculty. The student will also appear for the viva-voce. The Project Report and the Viva-Voce will be for 100 marks each.

### **Books to be read:**

1. Nayyar Shamsi, *Journalism: Ethics and Codes*, Anmol Publications Pvt Ltd., New Delhi, 2005.
2. M.K.Joseph. *Outline Reporting*, Anmol Publications Pvt Ltd., New Delhi, 2002.
3. Rangaswami Parthasarathy, *Journalism in India* (3<sup>rd</sup> Revised edition).. Sterling Publishers, New Delhi, 1989.
4. M.V.Kamath, *The Journalist's Handbook*, Vikas Publishing House, Noida, 2002.
5. John Vivian, *The Media of Mass Communication*, (11<sup>th</sup> edition), PHI Learning Pvt. Ltd, New Delhi, 2012.

## Scheme of Curriculum

**Duration:** 6 months

S.No	Subject	Instr. Hours /week	Total Instr. Hours	Internal/ Viva voce*	External / Dissertation*	Max. Marks	Exam. Hrs.
1.	Paper I	2	30	25	75	100	3
2.	Paper II	2	30	25	75	100	3
3.	Paper III	2	30	25	75	100	3
4.	Project	-	-	25*	75*	100	-
Total Marks						400	

### Question Paper Pattern\*

#### Theory:

**External Max. Marks: 75 Marks**

Section – A (25 x 1 = 25 marks) – Multiple Choice Questions (5 Questions from each unit)

Section – B (5 x 4 = 20 marks) – Either or Type (Questions from all units)

Section – C (3 x 10 = 30 marks) – Any THREE out of FIVE questions (Questions from all units and Questions relating to the application part of the paper concerned)

**CURRICULUM AND SCHEME OF EXAMINATION UNDER CBCS**  
**PART II English**

(APPLICABLE TO STUDENTS ADMITTED DURING THE ACADEMIC YEAR 2018-2019 AND  
ONWARDS)

Semester	Part	Subject Code	Title of the Paper	Instruction hours/cycle	Exam. Marks			Duration of Exam. hours	Credits
					CIA	ESE	TOTAL		
I	II	18ENG101	English I – English for Literary and Career Orientation I	6	25	75	100	3	3
II	II	18ENG202	English II – English for Literary and Career Orientation II	6	25	75	100	3	3
III	II	18ENG303	English III – English for Communication and Literary Appreciation I	6	25	75	100	3	3
IV	II	18ENG404	English IV – English for Communication and Literary Appreciation II	6	25	75	100	3	3
			<b>Total</b>	<b>24</b>	<b>100</b>	<b>300</b>	<b>400</b>	<b>-</b>	<b>12</b>

## **PART II ENGLISH**

### **Programme Outcome (PO)**

- PO 1:** To expose the students to the world of English literature and to make them realise the universal truths discussed in it.
- PO 2:** To prepare the student to use English in everyday life.
- PO 3:** To develop a positive personality.
- PO 4:** To cope with student's core subject.
- PO 5:** To equip the students with LSRW skills
- PO 6:** To enable the students to acquire soft skills for employability
- PO 7:** To enable the students to appear for competitive examinations
- PO 8:** To help the students enhance their communicative skills to support their domain knowledge

### **Programme Specific Outcome (PSO)**

- PSO 1:** To make the students realise how life and literature are closely connected.
- PSO 2:** To create a conducive atmosphere to learn English grammar.
- PSO 3:** To equip the learners with LSRW skills
- PSO 4:** To encourage the students to write minor articles.
- PSO 5:** To produce an optimistic personality.

<b>Programme Code: 01</b>		For B.A/ B.Sc.,/ B.Com.,/BBM/BCA		
<b>Course Code:18ENG101</b>		English for Literary and Career Orientation I		
<b>Batch</b>	<b>Semester</b>	<b>Hours / Week</b>	<b>Total Hours</b>	<b>Credits</b>
2018-2019	I	6	90	3

### Course Objectives

1. To introduce the students to the varied genres of English Literature and the values discussed in it.
2. To make the students learn difference sentence patterns in English.
3. To help the students apply the language skills in career-related situations.

### Course Outcomes (CO)

<b>K1</b>	<b>CO1</b>	Understand the universal themes discussed in the varied genres of English Literature
<b>K2</b>	<b>CO2</b>	Ability to reproduce the stories in oral and in written formats.
<b>K3</b>	<b>CO3</b>	Skills to construct error-free sentences
<b>K4</b>	<b>CO4</b>	Analyze and apply the Language skills in everyday situations



**Syllabus****Unit I – Prose (30 Hours)**

- |                                  |                      |
|----------------------------------|----------------------|
| 1. The First Case                | - M K Gandhi         |
| 2. Pele's Thousandth Goal        | - Pele with R L Fish |
| 3. Three Days to See             | - Helen Keller       |
| 4. Headache                      | - R K Narayan        |
| 5. Water: The Elixir of Life     | - Sir C V Raman      |
| 6. How I Became a Public Speaker | - George Bernd Shaw  |

**Unit II – Poetry (15 Hours)**

- |                                  |                      |
|----------------------------------|----------------------|
| 1. On His Blindness              | - John Milton        |
| 2. Lines Written in Early Spring | - William Wordsworth |
| 3. Ozymandias                    | - P B Shelley        |
| 4. The Village Schoolmaster      | - Oliver Goldsmith   |
| 5. O Captain! My Captain         | - Walt Whitman       |
| 6. The Road Not Taken            | - Robert Frost       |

**Unit III – Short Stories (15 Hours)**

- |                             |                       |
|-----------------------------|-----------------------|
| 1. A Day's Wait             | - Ernest Hemingway    |
| 2. The Open Window          | - H H Munro (Saki)    |
| 3. The Gift of the Magi     | - O Henry             |
| 4. The Tattered Blanket     | - Kamala Das          |
| 5. The Tiger in the Tunnel* | - Ruskin Bond         |
| 6. A Cup of Tea*            | - Katherine Mansfield |

**Unit IV – Grammar (15 Hours)**

1. Parts of Speech
2. Kinds of Sentences

**Unit V – Composition (15 Hours)**

1. Letter Writing

2. Punctuation

3. Comprehension

\* denotes Self study

### Teaching Methods

Quiz/Group Discussion/Assignment/Language Games
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### Text Books

1. **NEW OASIS** (English for Literary Orientation), Department of English (Aided) Kongunadu Arts and Science College, Vam Press, Coimbatore, 2018.
2. **Radiance for Enrichment I**, Workbook on English Grammar and Composition, Department of English (aided) Kongunadu Arts and Science College, Vam Press, Coimbatore, 2018.

### Reference Books:

1. **English Grammar & Composition**, Wren & Martin, S. Chand & Company LTD, New Delhi, 1995
2. **English for Competitive Examinations**, R.P. Bhatnagar, Macmillan, New Delhi, 1995.

### MAPPING

<div>PSO</div> <div>CO</div>	PSO1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	S	H	H	S	S
CO2	S	S	S	H	H
CO3	S	H	S	H	H
CO4	S	H	S	H	H

S – Strong

H – High

M – Medium

L – Low

<b>Programme Code: 01</b>		For B.A/ B.Sc.,/ B.Com.,/BBM/BCA		
<b>Course Code:18ENG202</b>		English for Literary and Career Orientation II		
<b>Batch</b>	<b>Semester</b>	<b>Hours / Week</b>	<b>Total Hours</b>	<b>Credits</b>
2018-2019	II	6	90	3

### Course Objectives

1. To introduce the students to the varied genres of English Literature and the values discussed in it.
2. To make the students learn difference sentence patterns in English.
3. To help the students apply the language skills in career-related situations.

### Course Outcomes (CO)

<b>K1</b>	<b>CO1</b>	Understand the universal themes discussed in the varied genres of English Literature
<b>K2</b>	<b>CO2</b>	Ability to reproduce the stories in oral and in written formats.
<b>K3</b>	<b>CO3</b>	Skills to construct error-free sentences
<b>K4</b>	<b>CO4</b>	Analyze and apply the Language skills in everyday situations

**Syllabus****Unit I – Prose (30 Hours)**

- |  |                         |
|--|-------------------------|
| 1. Lalajee                                 | - Jim Corbett           |
| 2. On the Rule of the Road                 | - A G Gardiner          |
| 3. Bookshop Memories                       | - George Orwell         |
| 4. Travel by Train                         | - J P Priestly          |
| 5. Patriotism beyond Politics and Religion | - Dr. A P J Abdul Kalam |
| 6. Dangers of Drug Abuse                   | - Carl Sagan            |

**Unit II – Poetry (15 Hours)**

- |                                 |                        |
|---------------------------------|------------------------|
| 1. La Bella Dame sans Merci     | - John Keats           |
| 2. Up Hill                      | - C G Rossetti         |
| 3. Ulysses                      | - Alfred Lord Tennyson |
| 4. Incidents of the French Camp | - Robert Browning      |
| 5. Journey of the Magi          | - T S Eliot            |
| 6. Coromandel Fishers           | - Sarojini Naidu       |

**Unit III – Short Stories (15 Hours)**

- |                                       |                      |
|---------------------------------------|----------------------|
| 1. Alexander and the Horse Bucephalus | - <i>abridged</i>    |
| 2. The Ant and Grasshopper            | - W Somerset Maugham |
| 3. Half-a-Rupree Worth                | - R K Narayan        |
| 4. The Stolen Bacillus                | - H.G. Wells         |
| 5. The Necklace*                      | - Guy De Maupassant  |
| 6. Monday Morning*                    | - Mark Twain         |

**Unit IV – Grammar (15 Hours)**

1. Uses of Tenses
2. Sentence Pattern
3. Modal Auxiliary Verbs

**Unit V – Composition (15 Hours)**

1. Letter Writing

2. Expansion of a Proverb

3. Precis Writing

**\*denotes Self study**

### Teaching Methods

Quiz/Discussion/Assignment
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### Text Books

**1. NEW OASIS** (English for Literary Orientation), Department of English (Aided) Kongunadu Arts and Science College, Vam Press, Coimbatore, 2018.

**2. Radiance for Enrichment I**, Workbook on English Grammar and Composition, Department of English (aided) Kongunadu Arts and Science College, Vam Press, Coimbatore, 2018.

### Reference Books:

- 1. English Grammar & Composition**, Wren & Martin, S. Chand & Company LTD, New Delhi, 1995
- 2. English for Competitive Examinations**, R.P. Bhatnagar, Macmillan, New Delhi, 1995.

### MAPPING

<div>PSO</div> <div>CO</div>	PSO1	PSO 2	PSO 3	PSO 4	PSO 5
CO1	H	S	S	H	H
CO2	S	H	H	H	S
CO3	H	S	S	H	H
CO4	S	H	H	S	S

**S** – Strong

**H** – High

**M** – Medium

**L** – Low

<b>Programme: 01</b>		For B.A/ B.Sc.,		
<b>Course Code:</b> 18ENG303		English for communication and Literary Appreciation - I		
<b>Batch</b>	<b>Semester</b>	<b>Hours / Week</b>	<b>Total Hours</b>	<b>Credits</b>
2018-2019	III	6	90	3

### Course Objectives

- 1.To introduce the students to the classics of English Literature and appreciate them.
- 2.To make the students learn difference sentence patterns in English.
- 3.To help the students apply the language skills for better communication.

### Course Outcomes (CO)

<b>K1</b>	<b>CO1</b>	Understand the universal themes discussed in the varied genres of English Literature
<b>K2</b>	<b>CO2</b>	Ability to reproduce the stories in oral and in written formats.
<b>K3</b>	<b>CO3</b>	Skills to construct error-free sentences
<b>K4</b>	<b>CO4</b>	Analyze and apply the Language skills in everyday situations

**Syllabus****Unit I – (45 Hours)**

The Merchant of Venice - William Shakespeare

**Unit II – Developing Communication Skills (8 Hours)**

Communication through words

Communication through Body Language

Dyadic Communication

**Unit III (7 Hours)**

A Tale of Two Cities - Charles Dickens

**Unit IV – Grammar (15 Hours)**

Subject – Verb Agreement

Question Tags

Transformation of Sentences: Degrees of Comparison, Active and Passive voice.

**Unit V – Composition (15 Hours)**

Note making

Paraphrasing\*

Interpretation of Charts

**\* denotes Self study**

**Teaching Methods**

Quiz/Discussion/Assignment
----------------------------

**Text Books**

- 1. The Merchant of Venice**, William Shakespeare, Verity Edition, Macmillan, 2005.
- 2. Developing Communication Skills**, Krishna Mohan and Meera Banerji, Macmillan, New Delhi, 2009.
- 3. A Tale of Two Cities**, Charles Dickens, (abridged), New Central Book Agency, 2012.
- 4. Radiance for Enrichment II**, Workbook on English Grammar and Composition, Department of English (aided) Kongunadu Arts and Science College, Vam Press, Coimbatore, 2018.

**Reference Books:**

**1. English for Competitive Examinations**, R.P. Bhatnagar, Macmillan, New Delhi, 1994

**2. Communication Skills: A Multi-skill Course**, Macmillan, 2010.

**MAPPING**

<b>PSO</b> <b>CO</b>	<b>PSO1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO1</b>	S	S	H	H	S
<b>CO2</b>	S	H	S	S	H
<b>CO3</b>	H	S	H	S	S
<b>CO4</b>	S	H	S	H	H

**S** – Strong

**H** – High

**M** – Medium

**L** – Low



<b>Programme Code: 01</b>		For B.A/ B.Sc.,		
<b>Course Code:18ENG404</b>		English for communication and Literary Appreciation - II		
<b>Batch</b>	<b>Semester</b>	<b>Hours / Week</b>	<b>Total Hours</b>	<b>Credits</b>
2018-2019	IV	6	90	3

### Course Objectives

1. To introduce the students to the classics of English Literature and appreciate them.
2. To make the students learn difference sentence patterns in English.
3. To help the students apply the language skills for better communication.

### Course Outcomes (CO)

<b>K1</b>	<b>CO1</b>	Understand the universal themes discussed in the varied genres of English Literature
<b>K2</b>	<b>CO2</b>	Ability to reproduce the stories in oral and in written formats.
<b>K3</b>	<b>CO3</b>	Skills to construct error-free sentences
<b>K4</b>	<b>CO4</b>	Analyze and apply the Language skills in everyday situations

## Syllabus

### Unit I – (45 Hours)

Caesar and Cleopatra

- George Bernard Shaw

### Unit II – Developing Communication Skills (8 Hours)

Public Speaking and oral presentation

Active Listening

Notice, Agenda and Minutes

### Unit III (7 Hours)

Silas Marner

- George Eliot

### Unit IV – Grammar (15 Hours)

Error Spotting: Articles, Prepositions, Subject-Verb agreement, Pronouns, Conjunctions, Plurals

Transformation of Sentences: Direct and Indirect speech; simple, compound and complex

### Unit V – Composition (15 Hours)

Essay Writing

Resume Writing\*

Dialogue Writing

**\* denotes Self study**

### Teaching Methods

Quiz/Discussion/Assignment
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### Text Books

1. **Caesar and Cleopatra**, George Bernard Shaw, Orient Blackswan, 2011.
2. **Silas Marner**, George Eliot, Macmillan, Chennai, 2010.
3. **Developing Communication Skills**, Krishna Mohan and Meera Banerji, Macmillan, New Delhi, 2009
4. **Radiance for Enrichment II**, Workbook on English Grammar and Composition, Department of English (aided) Kongunadu Arts and Science College, Vam Press, Coimbatore, 2018.

**Reference Books:**

1. **English for Competitive Examinations**, R.P. Bhatnagar, Macmillan, New Delhi, 1994
2. **Communication Skills: A Multi-skill Course**, Macmillan, 2010.

**MAPPING**

<b>PSO</b> <b>CO</b>	<b>PSO1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO1</b>	S	H	H	H	S
<b>CO2</b>	H	S	S	H	H
<b>CO3</b>	S	H	H	S	H
<b>CO4</b>	H	S	S	H	S

**S** – Strong**H** – High**M** – Medium**L** – Low