

**A.VEERIYA VANDAYAR MEMORIAL  
SRI PUSHPAM COLLEGE (AUTONOMOUS)**

**POONDI-613 503, THANJAVUR (DT)**



**SYLLABUS**  
*B.A., ENGLISH*

**(From 2020 - 2021 onwards)**



### **Programme Outcome of B.A. English**

**After the successful completion of the programme students will be able to:**

- PO1 Enhance personal and intellectual skills through language and literature.
- PO2 Gain awareness about the best literary traditions of the world connected with the way of the world.
- PO3 Expand their range of experience through reading habit and achieve positive mental attitude.
- PO4 Acquire effective communication skills – listening, speaking, Reading and writing.
- PO5 Obtain the ability to enunciate their ideas distinctly.
- PO6 Realize their duties, social values and appreciate culture and integration linked to the well being of the society.
- PO7 Seek employment in the preferred field of interest.
- PO8 Show proficiency in soft skills which are required for higher education and placements.

### **Programme Specific Outcome of B.A. English**

**After the successful completion of the programme students will be able to:**

- PSO1 Acquire comprehensive knowledge of social, culture, biographical, historical milieu of the great writings in literature.
- PSO2 Develop a comprehensive understanding of diverse textual genres.
- PSO3 Promote professional abilities through effective communication skills in oral and written communication.
- PSO4 Analyse texts, evaluate ideas and apply critical concepts.
- PSO5 Imbibe the ethics and values inherited in texts and promote the quality of thinking and imagination.
- PSO6 Gain critical insights about the reality with the aid of literature, the storehouse of healthy thinking.
- PSO7 Liberate themselves from the narrow and negative belief system.
- PSO8 Determine their career choice and perform self analysis to understand their strengths and weaknesses.
- PSO9 Effectively mean to address the complex issues of identity, Nationalism and historical tradition.
- PSO10 Apprehend different cultures and cultural sensibilities around the world

**B.A. ENGLISH (2020 - 2021)**

| Sl.No. | Semester   | Category            | Subject code                      | Title of the Course                   | Maximum Marks |      |       | Minimum Marks for Pass |     |       | Hour Week  | Credits |
|--------|------------|---------------------|-----------------------------------|---------------------------------------|---------------|------|-------|------------------------|-----|-------|------------|---------|
|        |            |                     |                                   |                                       | CIA           | E.E. | TOTAL | CIA                    | E.E | TOTAL |            |         |
| 1.     | <b>I</b>   | Part - I            | 20U1ENT1/H1                       | Tamil - I / Hindi - I                 | 25            | 75   | 100   | 10                     | 30  | 40    | 6          | 3       |
| 2.     |            | Part - II           | 20U1ENE1                          | English - I                           | 25            | 75   | 100   | 10                     | 30  | 40    | 6          | 3       |
| 3.     |            | Core                | 20U1ENC1                          | Poetry – I                            | 25            | 75   | 100   | 10                     | 30  | 40    | 6          | 5       |
| 4.     |            | Core                | 20U1ENC2                          | Fiction                               | 25            | 75   | 100   | 10                     | 30  | 40    | 6          | 5       |
| 5.     |            | Allied              | 20U1ENA1                          | Social History of England             | 25            | 75   | 100   | 10                     | 30  | 40    | 5          | 3       |
| 6.     |            | Allied (NS)         | 20U2ENA3                          | History of English Literature (NS)    |               |      |       |                        |     |       | <b>1+3</b> |         |
| 7.     |            | ES                  | 20U1ENES                          | Environmental Studies                 | -             | 100  | 100   | -                      | 40  | 40    | SS         | 1       |
| 8.     | <b>II</b>  | Part - I            | 20U2ENT2/H2                       | Tamil - II / Hindi - II               | 25            | 75   | 100   | 10                     | 30  | 40    | 6          | 3       |
| 9.     |            | Part - II           | 20U2ENE2                          | English – II                          | 25            | 75   | 100   | 10                     | 30  | 40    | 6          | 3       |
| 10.    |            | Core                | 20U2ENC3                          | Prose                                 | 25            | 75   | 100   | 10                     | 30  | 40    | 5          | 5       |
| 11.    |            | Core                | 20U2ENC4                          | Basics of Linguistics                 | 25            | 75   | 100   | 10                     | 30  | 40    | 4          | 5       |
| 12.    |            | Allied              | 20U2ENA2                          | Literary Forms                        | 25            | 75   | 100   | 10                     | 30  | 40    | 5          | 3       |
| 13.    |            | Allied (NS)         | 20U2ENA3                          | History of English Literature (NS)    | 25            | 75   | 100   | 10                     | 30  | 40    | 3          | 3       |
| 14.    |            | SBE - I             | 20U2ENS1                          | Skill Based Elective – I Soft Skills  | 25            | 75   | 100   | 10                     | 30  | 40    | 1          | 2       |
| 15.    |            | VBE                 | 20U2ENVE                          | Value Based Education                 | 25            | 75   | 100   | 10                     | 30  | 40    | SS         |         |
| 16.    | <b>III</b> | Part - I            | 20U3ENT3/H3                       | Tamil - III / Hindi - III             | 25            | 75   | 100   | 10                     | 30  | 40    | 6          | 3       |
| 17.    |            | Part - II           | 20U3ENE3                          | English - III                         | 25            | 75   | 100   | 10                     | 30  | 40    | 6          | 3       |
| 18.    |            | Core                | 20U3ENC5                          | Comparative Literature –Theory        | 25            | 75   | 100   | 10                     | 30  | 40    | 5          | 5       |
| 19.    |            | Core                | 20U3ENC6                          | New Literatures                       | 25            | 75   | 100   | 10                     | 30  | 40    | 5          | 5       |
| 20.    |            | Allied              | 20U3ENA4                          | Indian Writing in English             | 25            | 75   | 100   | 10                     | 30  | 40    | 5          | 3       |
| 21.    |            | Allied (NS)         | 20U4ENA6                          | Principles of Literary Criticism (NS) |               |      |       |                        |     |       | 3          |         |
| 22.    |            | GS                  | 20U3ENGS                          | Gender Studies                        |               |      | 100   |                        | 40  | 40    | SS         |         |
|        |            | Extra Credit Course | MOOC (Massive Open Online Course) |                                       |               |      |       |                        |     |       |            |         |
| 23.    | <b>IV</b>  | Part - I            | 20U3ENT4/H4                       | Tamil - IV / Hindi - IV               | 25            | 75   | 100   | 10                     | 30  | 40    | 6          | 3       |
| 24.    |            | Part - II           | 20U4ENE4                          | English – IV                          | 25            | 75   | 100   | 10                     | 30  | 40    | 6          | 3       |
| 25.    |            | Core                | 20U4ENC7                          | Drama - I                             | 25            | 75   | 100   | 10                     | 30  | 40    | 5          | 5       |



|  |   |
|--|---|
| <p><b>Skill Based Elective</b><br/><b>(Offered by Dept. of English)</b></p> <p>Paper I 20U2ENS1- <b>Soft Skills</b></p> <p>Paper II 20U4ENS2- <b>Techniques of Editing and Writing</b></p> | <p><b>Non-Major Elective</b><br/><b>(Offered by Dept. of English)</b></p> <p>V Semester: 20U5ENNME-<b>Masterpieces in English</b></p> |
|--|---|

#### ABBREVIATIONS

|                                  |                             |
|----------------------------------|-----------------------------|
| ESE: Environmental Studies       | LSD: Life Skill Development |
| VBE: Value Based Education       | GK: General Knowledge       |
| SBE: Skill Based Elective        | NME: Non-Major Elective     |
| GS: Gender Studies               | EA:Extension Activities     |
| ME: Major Elective               | SS:Self Study               |
| CC:Certificate Course            | LSD: Life Skill Development |
| MOOC: Massive Open Online Course |                             |

**B.A. ENGLISH - 2020 - 2021**

| <b>Paper Code</b>               | <b>Total No. of Papers</b>  | <b>Total Marks</b> | <b>Total Credits</b> | <b>Classification</b> |
|---------------------------------|-----------------------------|--------------------|----------------------|-----------------------|
| <b>Part - I</b>                 | <b>04</b>                   | <b>400</b>         | <b>12</b>            | √                     |
| <b>Part – II</b>                | <b>04</b>                   | <b>400</b>         | <b>12</b>            | √                     |
| <b>Part – III</b>               |                             |                    |                      |                       |
| Core                            | 16                          | 1600               | 76                   |                       |
| Allied                          | 06                          | 600                | 20                   | √                     |
| Major Elective                  | 04                          | 400                | 14                   |                       |
|                                 | <b>26</b>                   | <b>2600</b>        | <b>110</b>           |                       |
| <b>Part – IV</b>                |                             |                    |                      |                       |
| Environmental Studies           | 1                           | 100                | 1                    |                       |
| Value based education           | 1                           | 100                | --                   |                       |
| Skill Based Elective            | 2                           | 200                | 2                    |                       |
| Gender studies                  | 1                           | 100                | --                   |                       |
| Non Major Elective              | 1                           | 100                | 1                    | √                     |
| Life skill development          | 1                           | 100                | --                   |                       |
| G.K                             | 1                           | 100                | --                   |                       |
| Comprehensive Knowledge<br>Test | 1                           | 100                | 1                    |                       |
|                                 | <b>9</b>                    | <b>900</b>         | <b>05</b>            |                       |
| <b>Part – V</b>                 | <b>Extension Activities</b> |                    | <b>1</b>             | X                     |
| <b>Total</b>                    | <b>43</b>                   | <b>4300</b>        | <b>140</b>           | √                     |

**Comprehensive Knowledge Test:** Objective type question pattern with 100 compulsory questions carrying 100 marks to be answered in 3 Hours with 2 credits. The portion is entire core courses.

**MOOC:** Massive Open Online Course is introduced in the third and fourth semester as an extra credit course from this academic year 2020-2021. Students can avail any one or more of the courses available in MOOC to equip their skills and knowledge themselves.

**Field Visit / Industrial Visit / Hands on Training Programme** having minimum 15 hours of contact time as an Extra credit course is introduced for II-year UG students to gain experiential learning.

Evaluation of the visit report will be held at the end of IV Semester

**Components of Evaluation**

|                |     |
|----------------|-----|
| Internal Marks | 40  |
| External Marks | 60  |
| Total          | 100 |

**Project** is introduced for III-year students to cater for the needs of advanced learners as extra credit course

**Components of Evaluation**

|                |     |
|----------------|-----|
| Internal Marks | 40  |
| External Marks | 60  |
| Total          | 100 |

**Soft Skill Development** course prescribed in V semester is changed as **Life Skill Development**.

This course will be handled by both Internal Staff and External Experts.

Mode of Assessment for this course is oral examination

**Components of Evaluation**

|                |     |
|----------------|-----|
| Internal Marks | 40  |
| External Marks | 60  |
| Total          | 100 |

**Skill Based Elective** offered by the Department

1. **Soft Skills**
2. **Techniques of Editing and Writing**

**Non – Major Elective** Course offered by the Department

**Masterpieces in English**

**A.VEERIYA VANDAYAR MEMORIAL SRI PUSHPAM COLLEGE (AUTONOMOUS),  
POONDI, THANJAVUR DIST.**

**Question Pattern for UG and PG Programmes for students to be  
admitted during 2020 – 2021 and afterwards**

**Total Marks: 75**

**QUESTIONS PATTERN**

**SECTION – A**

**(Question 1 to 10)**

**10 x 2 = 20 Marks**

1. Short Answer Questions
2. Two Questions from each unit (All are answerable)

**SECTION – B**

**(Question 11 to 15)**

**5 x 5 = 25 Marks**

1. 5 Paragraph type questions with "either / or" type choice.
2. One question from each unit of the Syllabus.
3. Answer all the questions.

**SECTION – C**

**(Question 16 to 20)**

**3 x 10 = 30 Marks**

1. 5 Essay type questions – any three are answerable.
2. One questions from each unit of the Syllabus.



**B.A. English**

| Semester | Subject Code    | Title Of The Paper  | Hours Of Teaching / Week | No. of Credits |
|----------|-----------------|---|--------------------------|----------------|
| <b>I</b> | <b>20U1ENT1</b> | <b>இக்கால இலக்கியம்</b><br>(செய்யுள் , உரைநடை, சிறுகதை, புதினம், நாடகம் இலக்கிய வரலாறு) | <b>6</b>                 | <b>3</b>       |

**நோக்கம்**

1. இக்கால இலக்கிய வகைகளைக் கண்டறிவார்
- 2.எழுத்து,சொல் இலக்கணங்களின் அடிப்படைகளைக் கண்டறிவார்.
- 3.புதுக்கவிதை வாயிலாக வெளிப்படும் சமூக,அரசியல்விழுமியங்களை மதிப்பிடுவார்.
4. இக்கால இலக்கியத்தின் மீதான விருப்பத்தை மிகுவித்தல்.

**கூறு: 1 செய்யுள்**

**நேரம்:18**

1. பாரதியார் : கண்ணன் என் காதலன்,கண்ணம்மா என் காதலி (முதல்பாடல் மட்டும்)
2. பாரதிதாசன் : தமிழின் இனிமை,தமிழ் உணர்வு
3. கவிமணி : ஒற்றுமையே ,உயர்நிலை-நாட்டுக்குழைப்போம்
4. சுரதா : சிக்கனம்

**கூறு: 2 செய்யுள்**

**நேரம்:18**

1. பட்டுக்கோட்டை கல்யாணசுந்தரம்:நாட்டுக்கொரு வீரன்
2. கண்ணதாசன் : காலக்கணிதம்
3. மு.மேத்தா: கண்ணீர் பூக்கள் ,ஊர்வலம்,தாய் ,வெளிச்சம் வெளியே இல்லை
4. அப்துல் ரகுமான் : தேவகானம் - தேர்ந்தெடுக்கப்பட்ட 5 பாடல்கள்

**கூறு: 3 சிறுகதை**

**நேரம்:18**

1. கேட்டிவி : குரல்கொடுக்கும் வானம்பாடி (1-10 )
2. கேட்டிவி : மனோரஞ்சிதம் (1-10 )

**கூறு: 4 புதினம்**

**நேரம்:18**

புதினம் : துணிந்தவன் - வல்லிக்கண்ணன்

**கூறு:5 நாடகம் ,இலக்கிய வரலாறு**

**நேரம்:18**

- 1.நாடகம் : மாமன்னன் இராசராசன் - கு.வெ.பாலசுப்பிரமணியன்
- 2.இலக்கிய வரலாறு : இருபதாம் நூற்றாண்டு இலக்கியங்கள்

**பயன்கள்**

1. தமிழ் இலக்கியத்தின் மீதான ஆர்வம் மிகும்.
2. புதிய இலக்கிய வளங்களை அறிவார்.
3. கவிதை, சிறுகதை ஆகியவற்றைப் படைக்க முயல்வார்.
4. போட்டித் தேர்வுகளுக்குச் செல்பவர்கள் பயன் பெறுவார்.
5. நாடகக் கலைத்திறனை அறிவார்

*B.A. English*

| Semester | Course Code     | Title of The Course                                       | Hours of Teaching/ Week | No. of Credits |
|----------|-----------------|---|-------------------------|----------------|
| <b>I</b> | <b>20U1ENE1</b> | <b>PART – II - Prose, Poetry and Communication Skills</b> | <b>6</b>                | <b>3</b>       |

**Objective**

- **To initiate the students to understand English through Prose, Poetry and Basic Communicative Grammar.**

**Unit – I**

- Shakespeare - Shall I Compare Thee to a Summer's Day?
- John Milton - On His Blindness
- William Wordsworth - The Solitary Reaper
- P.B.Shelley - Song to the Men of England
- Robert Frost - The Road not Taken
- Nissim Ezekiel - Night of the Scorpion

**Unit – II**

- 1) The Running Rivulets of Man,
- 2) Parliament is Marking Time
- 3) The Lady in Silver Coat,
- 4) Mr. Applebaum at Play

**Unit – III**

- 1) The Feigning Brawl of an Impostor,
- 2) Thy Life Is My Lesson
- 3) Solve the Gamble,
- 4) The Stoic Penalty

**Unit – IV**

- 1) Nobility in Reasoning,
- 2) Malu the Frivolous Freak
- 3) Bharath! Gird Up Your Loins!
- 4) Honesty is the Cream Of Chastity

**Unit – V**

Parts of Speech, Nouns, Pronouns, Conjunctions, Adjectives, Articles, Verbs, Adverbs, Interjection – sentence.

**Course outcomes:**

**After the completion of this course, students will be able to**

- **understand and appreciate the English Prose, Poetry and basic functional communicative Grammar and study on style and substance.**
- **develop interest in appreciation of literature**
- **integrate the use of the four language skills: LSRW.**
- **communicate appropriately and use English effectively**
- **imbibe ethical, moral, national and cultural values**

**Prescribed Texts:**

- K.T.V. *A Melodious Harmony*. Thanjavur: Rajendra Publishing House, 2017.
- Natarajan, K. *Flying Colours*. Chennai: New Century Book House (P) Ltd., 2017.

***Advanced Grammar and Composition. Chennai: New Century Publishing House, 2017.***

**B.A. English**

| Semester | Course Code     | Title of The Course | Hours of Teaching/Week | No. of Credits |
|----------|-----------------|---------------------|------------------------|----------------|
| <b>I</b> | <b>20U1ENC1</b> | <b>Poetry – I</b>   | <b>6</b>               | <b>5</b>       |

**Objective**

- **To mould the students' sensibility to read and appreciate the aesthetic and utilitarian concerns in poetry.**

**Unit – I**

- Edmund Spenser – Sonnet – 75 (From the Amoretti)
- William Shakespeare – Sonnet 29
- Philip Sidney – The Nightingale

**Unit – II**

- John Donne – A Valediction: Forbidding Mourning
- George Herbert – The Pulley
- Andrew Marvell – To His Coy Mistress

**Unit – III**

- Alexander Pope – Ode on Solitude
- William Blake – A Poison Tree
- Burns – A Red, Red Rose

**Unit – IV**

- Thomas Gray – Ode to Adversity
- William Wordsworth – I Wandered Lonely as a Cloud
- S.T. Coleridge – Kubla Khan

**Unit – V**

- Lord Byron – When we Two Parted
- P.B. Shelley – Ode to the West Wind
- Keats – Ode on a Grecian Urn

**Course outcomes**

**After the completion of this course students will be able to**

- **capture the central idea and layers of meanings in the poem.**
- **substantiate their sensibility towards the goal of language and interpret the poetry in and out of its context.**
- **read the poem with correct rhyme and rhythm.**
- **enhance their creative and analytical ability**
- **gain confidence to write poems creatively**

**Prescribed Text:**

Greene, David. *The Winged Words*. Chennai: Macmillan, 2017

***B.A. English***

| Semester | Course Code | Title of The Course | Hours of Teaching/Week | No. of Credits |
|----------|-------------|---------------------|------------------------|----------------|
| I        | 20U1ENC2    | Fiction             | 6                      | 5              |

**Objective**

- **To familiarize the students with some of the specimens of fiction in English and make them appreciate the different elements of fiction such as plot, characterization, point of view and techniques of narration.**

**Unit – I**

Charles Dickens–David Copperfield

**Unit – II**

R.L.Stevenson– Treasure Island

**Unit – III**

Joseph Conrad –Heart of Darkness

**Unit – IV**

Virginia Woolf – To the Lighthouse

**Unit – V**

Aldous Huxley – Brave New World

**Course outcomes**

**After the completion of this course students will be able to**

- **bring home the substance out of the fiction in its variety and the intended objectives**
- **learn the mechanics of language by the way of appreciating and reviewing and criticizing the art of fiction.**
- **imbibe the values and standards of life**
- **know the life and culture of different ages in history**
- **learn new vocabulary and native expression for a specific context**

**References:**

- Kettle, Arnold. *An Introduction to the English Novel*. USA: Routledge, 2016.  
Long, William. *History of English Literature*. UK: Princeton University, 2009.

**B.A. English**

| Semester | Course Code | Title of The Course               | Hours of Teaching/Week | No. of Credits |
|----------|-------------|-----------------------------------|------------------------|----------------|
| I        | 20U1ENA1    | Allied –Social History of England | 5                      | 3              |

**Objective**

- **To familiarize the social, cultural and literary life of the writers to appreciate literature and for a comprehensive understanding of the works.**

**Unit – I**

The Renaissance, Medieval England  
The Reformation, Social life in the Elizabethan Age  
The Elizabethan Theatre

**Unit – II**

Puritanism, Civil War and its Significance  
Restoration England  
The Origin and growth of Political Parties in England

**Unit – III**

Social life in Queen Anne's period  
The Agrarian Revolution  
The Industrial Revolution

**Unit – IV**

The American War of Independence  
The Effects of the French Revolution  
The Victorian Age

**Unit – V**

Development of Education in the Victorian England,  
Means of Transport and Communication,  
Life between the World Wars, Twentieth Century

**Course outcomes**

**After the completion of this course students will be able to**

- **acquaint themselves with the study of literary history as an essential background knowledge**
- **understand how religious, social and political history influence literature**
- **learn the great works of great authors**
- **know the aspect of various revolutions and movements**
- **renew and sustain the spirit of learning**

**References:**

Trevelyan G.M. *Social History of England*. UK: Longman, 1973.  
Padmaja, Ashok. *Social History of England*. New Delhi: Orient Black Swan, 2011.

**B.A. English**

| Semester | Course Code | Title of The Course                                    | Hours of Teaching/Week | No. of Credits |
|----------|-------------|--|------------------------|----------------|
| I & II   | 20U2ENA3    | <b>Allied –<br/>History of English Literature (NS)</b> | <b>1+3</b>             | -              |

**Objective**

- **To know the literary background and the complete literary life of the writers for a comprehensive concept of literature and to sharpen the critical perspective of the students.**

**Unit – I**

**Age of Chaucer**

Chaucer, Spenser, Morality, Mystery and Miracle Plays  
Shakespeare, Sidney, University Wits, Marlowe.

**Unit – II**

**Age of Milton**

Milton, Metaphysical Poets, Dryden, Pope, Swift, Addison and Steel.

**Unit – III**

**Age of Johnson**

Johnson, Richardson, Fielding, Goldsmith, Sheridan, Wordsworth, Coleridge, Keats, Shelley, Hazlitt, Charles Lamb.

**Unit – IV**

**Age of Tennyson**

Tennyson, Robert Browning, Matthew Arnold, Hopkins, George Eliot, Bronte Sisters,  
Charles Dickens, Hardy.

**Unit – V**

**Modern Age**

T.S.Eliot, W.B.Yeats, D.H.Lawrence, G.B.Shaw, G.K.Chesterton

**Course outcomes**

**After the completion of this course students will be able to**

- **understand, appreciate and appraise the life and standing of literary scholars**
- **work with the available sources of literary Knowledge**
- **expand their insights and literary comprehension**
- **create an impact through the greatness of influential western thinkers.**
- **imbibe the standard ideas of literary expression**

**Prescribed Texts:**

Hudson, W.H. *History of English Literature*. New Delhi: Atlantic Publishers, 1999.  
Long William. *History of English Literature*. UK: Princeton University, 2009.

**B.A. English**

| Semester  | Subject Code    | Title Of The Paper   | Hours Of Teaching/ Week | No. of Credits |
|-----------|-----------------|--|-------------------------|----------------|
| <b>II</b> | <b>20U2ENT2</b> | <b>இடைக்கால இலக்கியம் -<br/>பயன்முறைத் தமிழ் -இலக்கண இலக்கிய<br/>வரலாறு,</b> | <b>6</b>                | <b>3</b>       |

**நோக்கம்**

1. தமிழிலக்கிய வரலாற்றில் பக்தி இலக்கியங்கள் பெறும் சிறப்பை உணர்வர்.
2. சமய வழிச் சமூக மாற்றத்தின் பெறுவர்.
3. சமய நல்லிணக்க உணர்வை மாணவர்கள் பெறுவர்.

**கூறு: 1**

**நேரம்:18**

1. திருஞானசம்பந்தர் தேவாரம் : சீகாழி திருப்பதிகம்—  
அடலேற அமருங்கொடி அன்ன (பா.எ.360—370)
2. திருநாவுக்கரசர் தேவாரம் : திருவையாற்றுப் பதிகம்  
விடகிலேன், அடிநாயேன்; வேண்டியக் கால் யாதொன்றும் (பா.எ.124—133 )
3. சுந்தரர் தேவாரம் : திருமழபாடி பதிகம்  
பொன் ஆர் மேனியனே! புலித்தோலை அரைக்கு அசைத்து,(பா.எ.1-10 பாடல்கள் )
4. மாணிக்கவாசகர் : திருவாசகம் - பிடித்த பத்து

**கூறு: 2**

**நேரம்:18**

1. பெரியாழ்வார் : திருமொழி - தாய்ப்பால் உண்ண அழைத்தல் 129—138 வரை  
10 பாசுரங்கள்
2. குலசேகர ஆழ்வார்: பெருமாள் திருமொழி- இராமர் தாலாட்டு - 719—729  
11 பாசுரங்கள்
3. ஆண்டாள் நாச்சியார்: நாச்சியார் திருமொழி - திருமணக்கனவை உரைத்தல்
4. திருப்பாணாழ்வார் : அமலனாதிபிரான் - 10 பாசுரங்கள்

**கூறு: 3**

**நேரம்:18**

1. குமரகுருபரர் : வருகைப் பருவம் - 10 பாடல்கள்
2. திரிகூடராசப்பக்கவிராயர் :குற்றாலக் குறவஞ்சி - குறத்தி மலைவளம் கூறல்
3. வீரமாமுனிவர் : தேம்பாவணி - காட்சிப்படலம் முழுவதும்
4. உற்றுப்புலவர் : சீறாப்புராணம்-விலாதத்துக் காண்டம்-கதீஜா கனவு கண்ட படலம்

**கூறு: 4 பயன்முறைத்தமிழ்**

**நேரம்:18**

எழுத்தியல்: உயிரெழுத்து, மெய்யெழுத்து, உயிர்மெய்யெழுத்து,முதலெழுத்து, சார்பெழுத்து, மொழிக்கு முதலாகவும் இறுதியாகவும் வரும்எழுத்துக்கள்,போலி.  
சொல்லியல்: இலக்கண, இலக்கிய வகையிலான சொற்கள்.  
பொதுவியல் : எழுத்துப் பிழைகளை நீக்குதல்,எழுத்துப் பிழைகளும் திருத்தங்களும்,வலி மிகுதல்,வலிமிகாமை ,வாக்கிய அமைப்புக்கள், நிறுத்தற் குறியீடுகள்.

கூறு;5 இலக்கணஇலக்கிய வரலாறு

நேரம்:18

1. இலக்கண வரலாறு (தமிழ்த்துறை வெளியீடு)
2. தமிழ் இலக்கிய வரலாறு: இடைக்கால இலக்கியம்

பயன்கள்

1. பல்வகை சமய இலக்கியப் போக்குகளை அறிந்து கொள்வர்.
- 2.சமயவழித் தமிழரின் வாழ்வியலை அறிவர்.
3. பல்வகை சமயக் கோட்பாட்டினை அறிந்துகொள்வர்.
4. பிழையின்றி எழுதப் பழகுவர்.
5. சமயங்களின் இன்றியமையாமையை உணர்வர்



*B.A. English*

| Semester  | Course Code     | Title of The Course  | Hours of Teaching/ Week | No. of Credits |
|-----------|-----------------|--|-------------------------|----------------|
| <b>II</b> | <b>20U2ENE2</b> | <b>PART – II- Extensive Readers and Communicative Skills</b> | <b>6</b>                | <b>3</b>       |

**Objective**

- **To impart language and communicative skills through short stories, one- act plays and communicative grammar.**

**Unit – I**

- Shakespeare - The Seven Stages of Man
- Longfellow - A Psalm of Life
- Nissim Ezakiel - Enterprise
- William Wordsworth - The world is too much with us

**Unit – II**

- Anton Chekhov - The Bear
- Cedric Mount - The Never-Never Nest
- Farrell Mitchell - The Case of the Stolen Diamonds
- M.V. Rama Sharma - The Mahatma

**Unit - III**

- Fyodor Dostoyevsky - The Christmas Tree and the Wedding
- The Duchess - The Jewelry
- O. Henry - The Romance of a Busy Broker

**Unit – IV**

Tense, Question Tag, Dialogue Writing, Paragraph Writing, Adjectives, Adverb

**Unit – V**

Voices, Degrees of Comparison, Direct and Indirect

**Course outcomes**

**After the completion of this course students will be able to**

- **promote the linguistic and communicative objectives through the study of poems, short stories and the communicative grammar.**
- **gain language and communicative skills through short stories**
- **identify and differentiate different forms of literature.**
- **engage in reflective writing after learning the prescribed lessons.**
- **enhance the communicative skills through LSRW**

**Prescribed Texts:**

- *Voices of Vision*, Board of Editors, NCBH, Chennai, 2016.
- Communicative Grammar*, The Department of English Course Material.

**B.A. English**

| Semester  | Course Code     | Title of The Course | Hours of Teaching/Week | No. of Credits |
|-----------|-----------------|---------------------|------------------------|----------------|
| <b>II</b> | <b>20U2ENC3</b> | <b>Prose</b>        | <b>5</b>               | <b>5</b>       |

**Objective**

- **These are taken from the works of eminent writers of impressionable minds by dint of their thought, context and style, to provide models of modern English Language.**

**Unit – I**

- Francis Bacon – Of Studies, Of Ambition
- Sir Richard Steele – The Spectator Club

**Unit – II**

- Charles Lamb – Dream Children, Old China, New Year’s Eve
- Goldsmith – The Man in Black

**Unit – III**

- G.K.Chesterton – On Running after One’s Hat
- G.B.Shaw – Spoken English and Broken English

**Unit – IV**

- Thomas Carlyle – “Hero as Man of Letters” on Heroes, Hero-worship, and The Heroic in History
- Robert Lynd – In Praise of Mistakes

**Unit – V**

- A.G. Gardiner – A Fellow Traveller
- William Hazlitt – The Fight

**Course outcomes**

**After the completion of this course students will be able to**

- **imbibe the thought, style, substance and context of literary writing**
- **promote the virtues and values of humanity**
- **understand the nature of critical situations and address them appropriately**
- **learn the value of tolerance and equality**
- **know the importance of communicative skills**

**References:**

- Robb, Cuthbert W. *A Representative Anthology of English Essays*. Chennai: Blackie.2005.
- Nayar, M.G. ed. *A Galaxy of English Essayists from Bacon to Beerbohm*. India: Macmillan, 2017.

## ***B.A. English***

| Semester  | Course Code     | Title of The Course          | Hours of Teaching/Week | No. of Credits |
|-----------|-----------------|------------------------------|------------------------|----------------|
| <b>II</b> | <b>20U2ENC4</b> | <b>Basics of Linguistics</b> | <b>4</b>               | <b>5</b>       |

### **Objective**

- **To orient the students for a better understanding of the components of linguistics theoretically and to improve their communicative skills practically.**

### **Unit – I: Phonology**

Phonetics – Speech Sounds, Phonemes, Transcription – Consonants – Vowels – Semi-vowels.

### **Unit – II: Phonology**

Syllable – Word Stress, Sentence Stress – Intonation

### **Unit – III: Structural Linguistics**

Morphemes, IC analysis.

### **Unit – IV**

Transformative – Generative Grammar, Transformation, Generation.

### **Unit – V**

Syntax and Semantics

### **Course outcomes**

#### **After the completion of this course students will be able to**

- **know the basics of Micro & Macro Linguistics**
- **understand the speech sounds**
- **recognize the importance of stress and Intonation.**
- **know the structure of the Transitional Grammar**
- **get the knowledge about pragmatics**

### **References:**

- Darbyshire A.E. *A Description of English*, New Delhi: Arnold Heinemann Publishers (India) Pvt. Ltd. 1967.
- Charles F. Hockett, *A Course in Modern Linguistics*, New Delhi: Oxford & IBH Publishing Co. Pvt. Ltd. 1970.
- O'Connor, J.D, *Better English Pronunciation*. Second Edition, UK: Cambridge University Press, 1967.

**B.A. English**

| Semester  | Course Code     | Title of The Course           | Hours of Teaching/Week | No. of Credits |
|-----------|-----------------|-------------------------------|------------------------|----------------|
| <b>II</b> | <b>20U2ENA2</b> | <b>Allied –Literary Forms</b> | <b>5</b>               | <b>3</b>       |

**Objective**

- **To introduce the different genres of literature and their origin and growth for a better understanding and appreciation of literature.**

**Unit – I**

The Study of Poetry, Subjective and Objective Poetry, Subjective: The Ode, the Elegy and other kinds. Objective: Ballad, Epic and other kinds.

**Unit – II**

Poetry as interpretation of life, Poetry as Revelation, Didacticism, Poetry as a Form of Art, The Study of Poetic Devices, Movements and the Schools

**Unit – III**

The Study of Drama, The types of Drama, Dramatic Devices

**Unit – IV**

Essay, Short Story, Biography, Autobiography, Criticism

**Unit – V**

The study of Novel - Types of Novels

**Course outcomes**

**After the completion of this course students will be able to**

- **obtain fundamental knowledge of genres**
- **acquire familiarity with a wide variety of forms, styles, structures, and modes in English literature**
- **identify and understand the significance of these forms in shaping a text's meaning**
- **read and analyze a variety of texts critically**
- **understand the literary devices**

**References:**

- Hudson, William Henry. *An Introduction to the study of Literature*. Delhi: Rupa, 2015.
- Prasad, B.A *Background to the study of English Literature*. New Delhi: Trinity Press Publication, 1999.

## *B.A. English*

| Semester | Course Code | Title of The Course                                    | Hours of Teaching/Week | No. of Credits |
|----------|-------------|--|------------------------|----------------|
| I & II   | 20U2ENA3    | <b>Allied –<br/>History of English Literature (NS)</b> | <b>3</b>               | <b>3</b>       |

### **Objective**

- **To know the literary background and the complete literary life of the writers for a comprehensive concept of literature and to shape the critical perspective of the students.**

### **Unit – I**

#### **Age of Chaucer**

Chaucer, Spenser, Morality, Mystery and Miracle Plays  
Shakespeare, Sidney, University Wits, Marlowe

### **Unit – II**

#### **Age of Milton**

Milton, Metaphysical Poets, Dryden, Pope, Swift, Addison and Steel

### **Unit – III**

#### **Age of Johnson**

Johnson, Richardson, Fielding, Goldsmith, Sheridan, Wordsworth, Coleridge, Keats,  
Shelley, Hazlitt, Charles Lamb.

### **Unit – IV**

#### **Age of Tennyson**

Tennyson, Robert Browning, Matthew Arnold, Hopkins, George Eliot,  
Bronte Sisters, Charles Dickens, Hardy.

### **Unit – V**

#### **Modern Age**

T.S.Eliot, W.B.Yeats, D.H.Lawrence, G.B.Shaw, G.K.Chesterton

### **Course outcomes**

**After the completion of this course students will be able to**

- **understand the growth and development of English literature.**
- **comprehend how various genres evolved.**
- **learn about prominent writers and famous works in English literature.**
- **acquire the knowledge of zeitgeist**
- **know about different types of writers**

### **Prescribed Texts:**

- Hudson W.H. *History of English Literature*. New Delhi: Atlantic Publishers, 1999
- Long William. *History of English Literature*. UK: Princeton University, 2009.

## *B.A. English*

| Semester  | Course Code     | Title of The Course                             | Hours of Teaching/Week | No. of Credits |
|---|-----------------|---|------------------------|----------------|
| <b>II</b>   | <b>20U2ENS1</b> | <b>Skill Based Elective - I<br/>Soft Skills</b> | <b>1</b>               | <b>1</b>       |
| <b>Objective</b><br>➤ <b>To enable learners to develop their communicative competence and facilitate them to hone their soft skills</b> |                 |   |                        |                |

### **Unit – I**

#### Soft Skills

Personality development and soft skills, the most important soft skills required for life success, How to develop soft skills, Seven habits of Highly successful people.

#### Emotional Intelligence

Intelligence Quotient (IQ) or Emotional Quotient (EQ) components of Emotional Intelligence. Ways to improve Emotional Intelligence

#### Self-Image management

What is first Impression, How to do a personal SWOT? How to build self Esteem and Self Image,

#### Time management and Goal setting

Hard work Vs smart work, Skills to become a better Time Manager, Eat the Frog. Beat Procrastination, the 5D Principle to beat Procrastination, Goal setting, How to set achievable and smart goals

### **Unit – II**

#### Team Building and cooperation

Team building the key for working together  
How to become part of winning teams?

Way to resolve conflict,  
Importance of Negotiation skills.

#### Non verbal communication

Types of Non – verbal communication  
Features of Powerful body Language  
Tips to demonstrate Powerful body Languages

#### Leadership & Creativity

What is Leadership, Everyday Leadership, How do everyday Leaders motivate others, Qualities of a Good Leader, What is creative? , Ways to become more creative. Mind mappings.

#### Courtesy and Habits

Importance of Etiquette and Good Manners, Importance of Professional appearance, Grooming and good Hygiene way to develop Etiquette and Good manners

**Course outcomes**

**After the completion of this course students will be able to**

- **augment self-performance and develop competence**
- **enhance their emotional and intelligent quotient**
- **reach their potential to the fullest**
- **determine their goals and set to work towards it**
- **overcome self-doubt and insecurities**

**Reference:**

Sharma, Prashant. *Soft Skills: Personality development for Life success*.  
India: BPB Publications. 2018.

**B.A. English**

| Semester   | Subject Code    | Title Of The Paper                              | Hours Of Teaching / Week | No. of Credits |
|------------|-----------------|---|--------------------------|----------------|
| <b>III</b> | <b>20U3ENT3</b> | <b>காப்பியங்கள், கட்டுரைகள், இலக்கிய வரலாறு</b> | <b>6</b>                 | <b>3</b>       |

**நோக்கம்**

1. காப்பியங்களின் உள்ளடக்கம், உத்திகளைக் கற்றுக்கொடுத்தல்.
2. காலந்தோறும் காப்பியங்களில் காணலாகும் பாடுபொருள்களின் மாற்றங்களை எடுத்துரைத்தல்.
3. காப்பியச்சுவையை மாணவர்கள் அறிந்து கொள்ளச் செய்தல்.

**கூறு: 1 காப்பியங்கள்**

**நேரம்:18**

1. சிலப்பதிகாரம்: மதுரைக்காண்டம்-வழக்குரைகாதை
2. மணிமேகலை; மலர்வனம் புக்ககாதை
3. சீவக சிந்தாமணி: சுரமஞ்சரியார் இலம்பகம்
4. கம்பராமாயணம்: கங்கைப் படலம்

**கூறு: 2 காப்பியங்கள்**

**நேரம்:18**

1. பெரியபுராணம் : மெய்ப்பொருள் நாயனார் புராணம்-முழுவதும்
2. அரிச்சந்திரபுராணம்: மயான காண்டம்
3. தேம்பாவணி: திருமணப் படலம்-1-10 பாடல்கள்
4. சீறாப்புராணம் : நபி அவதாரப் படலம்-1-10 பாடல்கள்

**கூறு: 3 கட்டுரைத் தொகுப்புகள்**

**நேரம்:18**

1. கேட்டிவி - இராகபாவம் (1-10 )
2. கேட்டிவி - பயணங்கள் தொடரும்

**கூறு:4 கட்டுரைக் கடிதங்கள் மொழிபெயர்ப்புப் பயிற்சிகள்**

**நேரம்:18**

- பயிற்சிக்கட்டுரைகளும் கடிதங்களும் -பாவை வெளியீடு  
கட்டுரைப் பயிற்சி - 10 மதிப்பெண்கள்  
மொழிபெயர்ப்புப் பயிற்சி - 5 மதிப்பெண்கள்

**கூறு:5 இலக்கிய வரலாறு**

**நேரம்:18**

காப்பிய இலக்கியங்கள் - சிற்றிலக்கியங்கள்

**பயன்கள்**

1. காப்பியங்கள் வாயிலாக அக்காலச் சமுதாயச் சூழலை அறிவர்.
2. பல்வேறு காப்பியங்களையும் ஒப்பிட்டு அவற்றின் தனித்தன்மைகளை அறிந்துகொள்வர்.
3. மீட்டுருவாக்கச் சிந்தனைகளை அறிவர்.
4. கட்டுரை எழுதும் திறன் பெறுவர்.
5. கடிதங்கள் எழுதும் பயிற்சி பெறுவர்.



*B.A. English*

| Semester   | Course Code     | Title of The Course  | Hours of Teaching /Week | No. of Credits |
|------------|-----------------|--|-------------------------|----------------|
| <b>III</b> | <b>20U3ENE3</b> | <b>PART - II<br/>Shakespeare, Extensive Readers And<br/>Communicative Skills</b> | <b>6</b>                | <b>3</b>       |

**Objective**

- **To introduce the language and creativity of the world-renowned dramatists and novelists to enhance the communicative skills of the learners.**

**Unit – I**

Julius Caesar  
The Merchant of Venice

**Unit – II**

Macbeth  
Twelfth Night

**Unit – III**

Romeo and Juliet  
Tempest

**Unit – IV**

Thomas Hardy – The Mayor of Casterbridge

**Unit – V**

Note making, Hints Developing, Expansion of Ideas and Proverbs, Clauses and Sentence, Structure: Simple, Compound and Complex.

**Course outcomes**

**After the completion of this course students will be able to**

- **promote their communicative skills through the study of Shakespeare and modern communicative methods.**
- **expand their perception interacting with the culture across the world**
- **imbibe moral and ethical prescriptions**
- **appreciate the creative genius and affluent expressions of Shakespeare**
- **develop the creative and analytical faculty**

**Prescribed Texts:**

Natarajan, K.ed. *Selected Scenes from Shakespeare*. Chennai: NCBH, 2017.  
Hardy, Thomas. *The Mayor of CasterBridge*. (abridged) Chennai: Macmillan Publishers, 2012.  
*Communicative Grammar*. Department of English Edition. 2017.

**B.A. English**

| Semester | Course Code | Title of The Course           | Hours of Teaching/Week | No. of Credits |
|----------|-------------|-------------------------------|------------------------|----------------|
| III      | 20U3ENC5    | Comparative Literature–Theory | 5                      | 5              |

**Objective**

- **To initiate the students' acumen to read literary works in other languages and do a comparative study for better appreciation, the Comparative Literary theory is introduced**

**Unit – I**

Definition and Scope – National Literature Comparative Literature  
General Literature – World Literature

**Unit – II**

Comparative Literature in Translation – Introduction on Translation,  
Influence Study and Reception study.

**Unit – III**

Influence and Imitation – Periodization, Epoch, School, Movement

**Unit – IV**

The French and American Schools of Comparative Literature  
Thematology – Themes, motifs and structure

**Unit – V**

Literature and Psychology, Literature and Society, Literature and Philosophy

**Course outcomes**

**After the completion of this course students will be able to**

- **equip their knowledge to comprehend the interdisciplinary themes.**
- **obtain vivid idea about the concepts of the theories.**
- **understand and analyze the characteristics of various schools of comparative theories**
- **grasp the notion of imitation and influence in literary production**
- **approach literature in analogy with other arts**

**References:**

Wellek, Rene and Austin Warren. *Theory of Literature*.USA: Harcourt, Brace & World, 1964.  
Prawar, S.S. *Comparative Literary Studies: An Introduction*.USA: Barns & Noble, 1973.

**B.A. English**

| Semester | Course Code | Title of The Course | Hours of Teaching/Week | No. of Credits |
|----------|-------------|---------------------|------------------------|----------------|
| III      | 20U3ENC6    | New Literatures     | 5                      | 5              |

**Objective**

- To expose the students to the contemporary literature of Postcolonial countries.

**Unit – I**

|               |                              |
|---------------|------------------------------|
| Gabriel Okara | – Once upon a Time           |
| Judith Wright | – The Harp and the king      |
| Jessie Mackay | – The Noosing of the Sun God |
| A.D.Hope      | – Australia                  |
| Chinua Achebe | – Refugee Mother and Child   |
| F.R.Scott     | – The Canadian Authors Meet  |

**Unit – II**

|                     |                         |
|---------------------|-------------------------|
| Margaret Laurence   | – Godman’s Master       |
| Katherine Mansfield | – Taking the Veil       |
| Henry Lawson        | – That there Dog O mine |

**Unit – III**

|                 |                   |
|-----------------|-------------------|
| Margaret Atwood | – The Lady Oracle |
| J.M. Coetzee    | – Foe             |

**Unit – IV**

|              |                          |
|--------------|--------------------------|
| George Ryga  | –The Ecstasy of Rita Joe |
| Wole Soyinka | –The Lion and the Jewel  |

**Unit – V**

|               |                     |
|---------------|---------------------|
| Chinua Achebe | – Things Fall Apart |
|---------------|---------------------|

**Course outcomes**

After the completion of this course students will be able to

- identify, analyze and interpret the new Postcolonial writings
- recognize critical ideas, values and themes in literary works
- gain intercultural awareness
- demonstrate equity and tolerance
- acquire language skill and interpretive attitude

**References:**

Maver, Igor. *Selected Essays on Canadian, Australian and New Zealand Literatures.Uk*: Cambridge Scholars Publishing, 2014.

Boehner, Elleke. *Colonial and Postcolonial Literature*. UK: Oxford University Press, 2005.

**B.A. English**

| Semester | Course Code | Title of The Course                      | Hours of Teaching/Week | No. of Credits |
|----------|-------------|--|------------------------|----------------|
| III      | 20U3ENA4    | <b>Allied –Indian Writing in English</b> | 5                      | 3              |

**Objective**

- **To familiarize the students with Indian thought and culture and the works by Indian writers.**

**Unit I**

**Poetry**

- Toru Dutt – Lakshman
- Tagore – Where the mind without fear
- Sarojini Naidu – Song of India
- Nissim Ezekiel – Enterprise
- Kamala Das – Punishment in Kindergarten

**Unit II**

**Prose**

- Amitav Ghosh – The Imam and I
- Dr.S.Radhakrishnan – The World Community

**Unit III**

**Short Story**

- Mulk RajAnand– The Barber’s Trade Union
- R.K. Narayan– The Blind Dog
- Chetan Bhagat – The Cut-off

**Unit IV**

**Drama**

- Rabindranath Tagore –Natir Puja
- Vijay Tendulkar – Silence, The Court is in Session

**Unit V**

**Novel**

- Mulk Raj Anand – Two Leaves and a Bud
- Raja Rao– The Serpent and the Rope
- Anita Desai– Cry, the Peacock

**Course outcomes**

**After the completion of this course students will be able to**

- **get acquainted with the iconic personalities of Indian writing in English through select literary texts**
- **appreciate the literary concepts and the major aesthetics and culture in Indian Writings.**
- **approach a text as a product of social, political and cultural dimensions**
- **know the historical events that shaped the nation and cultural products**
- **analyse the themes and techniques and stylistics of Indian authors**

**Reference:**

Iyengar, Srinivasa K .R. *Indian writings in English*, New Delhi: Asia Publishing House, 1973

**B.A. English**

| Semester | Course Code | Title of The Course                           | Hours of Teaching/Week | No. of Credits |
|----------|-------------|---|------------------------|----------------|
| III&IV   | 20U4ENA6    | Allied– Principles of Literary Criticism (NS) | 3                      | -              |

**Objective**

- **Promoting the ideas of Literary Criticism and try to interpret the specific works of literature by introducing the new theories of literary criticism**

**Unit – I**

Plato, Aristotle, Horace

**Unit – II**

Philip Sidney – An Apology for Poetry  
John Dryden – Essay On Dramatic Poesy

**Unit – III**

Dr. Johnson – Preface to Shakespeare

**Unit – IV**

Wordsworth – Preface to Lyrical Ballads  
S.T.Coleridge – Biographia Literaria (chapter XVIII)

**Unit – V**

Matthew Arnold – The Study of Poetry  
T.S.Eliot – Tradition and Individual Talent

**Course outcomes**

**After the completion of this course students will be able to**

- **absorb the analytical and critical ability for literary appreciation**
- **know the history and evolution of western intellectual culture**
- **develop the habit of close reading**
- **identify the techniques and themes and hidden meanings in a literary text**
- **develop scientific approach to judge the creative value of any artistic product**

**References:**

- Enright & Chickera, *English Critical Texts*, Oxford: Oxford Univ. Press, 1962.  
Prasad. B. *An Introduction to English Criticism*, Delhi: Macmillan, 1965.  
Lodge, David, ed., *Twentieth Century Literary Criticism: A Reader*, London & New York: Longman 1972.

**B.A. English**

| Semester  | Subject Code    | Title Of The Paper  | Hours Of Teaching/ Week | No. of Credits |
|-----------|-----------------|---|-------------------------|----------------|
| <b>IV</b> | <b>20U4ENT4</b> | <b>சங்க இலக்கியம் - அற இலக்கியம் -<br/>செம்மொழி தமிழ்-<br/>இலக்கிய வரலாறு</b> | <b>6</b>                | <b>3</b>       |

**நோக்கம்:**

- 1.பழந்தமிழ் இலக்கியங்களின் திணைத்துறைக் கோட்பாடுகளை அறிதல்.
- 2.திணைசார் சமுதாய வாழ்வின் பல்வேறுபட்டப் பரிமாணங்களைப்
- 3.புலவர்கள் வாயிலாகவும் திணை இலக்கியத்தின் வாயிலாகவும் அறிதல்.
- 4.பழந்தமிழ் இலக்கியங்களின் உயர்தனித்தன்மை வாய்ந்த சிறப்பியல்புகளை அறிதல்.

**கூறு: 1 எட்டுத்தொகை**

**நேரம்:18**

**குறுந்தொகை**

- 1.குறிஞ்சி : தலைவன் கூற்று-யாயும் ஞாயும் யாராகியரோ - பா.எ.-40
- 2.முல்லை : தலைவி கூற்று-கருங்கால் வேம்பின் ஒண்பூ யாணர் - பா.எ.-24
- 3.மருதம் : தோழி கூற்று-யாய் ஆகியளே விழவு முதலாட்டி - பா.எ.-10
- 4.நெய்தல் : தலைவி கூற்று :நள்ளன் றன்றே யாமம் - பா.எ.-6
- 5.பாலை: செவிலி கூற்று-பறைபடப் பணிலம் - பா.எ.-15

**நற்றிணை**

1. குறிஞ்சி-நின்ற சொல்லர் பா.எ. 1
2. முல்லை:இறையும் அருந்தொழில் -பா.எ.161
3. மருதம்:அறியாமையின் அன்னை - பா.எ.50
4. நெய்தல்:இவளே கானல் நண்ணிய - பா.எ.45
5. பாலை:புணரில் புணராது பொருளே-பா.எ.16

**கலித்தொகை**

1. பாலை: எறித்தரு கதிர் தாங்கி- பா.எ.9
2. குறிஞ்சி : காமர் கடும்புனல்- பா.எ.39

**அகநானூறு**

1. குறிஞ்சி:நீர்நிறம் கரப்ப-பா.எ.18
2. முல்லை: வந்துவினை- பா.எ.44

**கூறு: 2 எட்டுத்தொகை**

**நேரம்:18**

1. ஐங்குறுநூறு : குறிஞ்சி -அன்னாய் வாழிப்பத்து -பா.எ.201-210
2. புறநானூறு : பாடல் எண்கள் - 9,16,20,51,109
3. பதிற்றுப்பத்து:ஆறாம் பத்து-  
பா.எ.1 வடுவடு நுண்ணுயிர், பா.எ.2.கொடி நுடங்கு நிலைய
4. பரிபாடல் : ஏழாம்பாடல் - வையை

**கூறு: 3 பத்துப்பாட்டு**

**நேரம்:18**

1. குறிஞ்சிப்பாட்டு: முழுவதும்

**கூறு: 4 அறநூல்கள்**

**நேரம்:18**

1. திருக்குறள்: செய்ந்நன்றியறிதல் ,வினைத்திட்டம்,நெஞ்சொடு கிளத்தல்
2. மூதுரை: 1-10 பாடல்கள்
- 3.நல்வழி: 11-20 பாடல்கள்
- 4.நீதிநெறி விளக்கம்: 51-60 பாடல்கள்

**கூறு: 5**

**நேரம்:18**

அ. செம்மொழித் தமிழ்— இலக்கிய வரலாறு :

செம்மொழி வரலாறு : மொழி விளக்கம்-மொழிக்குடும்பங்கள்-உலகச் செம்மொழிகள் - இந்தியச் செம்மொழிகள் — செம்மொழித் தகுதிகள் - வரையறைகள் - தமிழின் தொன்மை -தமிழ்ச் செம்மொழி நூல்கள்.

ஆ. இலக்கிய வரலாறு: சங்க இலக்கியங்கள் ,பதினெண் கீழ்க்கணக்கு நூல்கள்

**பயன்கள்**

- 1.பழந்தமிழ் இலக்கியங்களை ஆய்வியல் நோக்கில் அணுகுவதற்கான வழிமுறைகளை உணர்த்துதல்.
- 2.பண்டைத்தமிழரின் அக, புற வாழ்வியலை மாணவர்கள் அறியச் செய்தல்
- 3.அறத்தின் பெருமையை உணர்வர்
- 4.ஒழுக்க நெறிகளைப் பின்பற்றுவர்
- 5.தமிழ் செம்மொழியின் பண்புகளை உணருதல்
- 6.சங்க இலக்கியத்தின் தொன்மை உணர்தல்

*B.A. English*

| Semester  | Course Code     | Title of The Course                                       | Hours of Teaching/ Week | No. of Credits |
|-----------|-----------------|---|-------------------------|----------------|
| <b>IV</b> | <b>20U4ENE4</b> | <b>PART - II<br/>English For Competitive Examinations</b> | <b>6</b>                | <b>3</b>       |

**Objective**

- **To prepare the learners for competitive examinations and to teach the fundamentals of practical communication.**

**Unit – I**

**Grammar** – Number, Subject, Verb, Agreement, Articles, Sequence of Tenses, Common Errors

**Unit – II**

**Word Power** - Idioms & Phrases, one-word substitutes, Synonyms, Antonyms, Words we often confuse, foreign words & phrases, spelling.

**Unit – III**

Reading & Reasoning – Comprehension, Jumbled Sentences.

**Unit – IV**

**Writing Skills** – Paragraph, Précis Writing, Expansion of an idea, Report Writing, Essay, Letters, Reviews (Film & Book)

**Unit – V**

**Speaking**- Public speaking, Group Discussion, Interview, Spoken English.

**Course outcomes**

**After the completion of this course students will be able to**

- **develop English language skills by equipping themselves to face competitive exams**
- **improve English language abilities and gain the skills of writing and vocabulary building**
- **gain confidence to face competitive exams**
- **assimilate grammatical rule clearly and precisely**
- **hone their presentation and public speaking skills**

**Prescribed Text:**

*English for Competitive Examinations, NCBH, Chennai, Dec. 2019.*



**B.A. English**

| mester | Course Code | Title of The Course | Hours of Teaching/Week | No. of Credits |
|--------|-------------|---------------------|------------------------|----------------|
| IV     | 20U4ENC7    | Drama – I           | 5                      | 5              |

**Objective**

- **To train the students to appreciate modern plays and to make them understand the basic elements of drama**

**Unit – I**

Christopher Marlowe – Tamburlaine

**Unit – II**

Ben Jonson – The Alchemist

**Unit – III**

Thomas Kyd – The Spanish Tragedy

**Unit – IV**

Sheridan–The Rivals

**Unit – V**

Oliver Goldsmith – She Stoops to Conquer  
William Congreve –The Way of the World

**Course outcomes**

**After the completion of this course students will be able to**

- **identify the aesthetic, cultural and historical aspects of the plays produced before 18<sup>th</sup> century**
- **analyze the elements of drama and apply them in the prescribed texts**
- **enhance and reinforce critical thinking interpretive skill**
- **demonstrate Critical thinking independent judgment and intercultural sensitivity**
- **practically expose themselves to the native expressions and vocabulary**

**References:**

Nicoll, Allardice. *British Drama: An Historical Survey from the Beginning to the Present Time*. USA: University of Michigan, 1925.

Dietrich's, Richard F. *British Drama 1890 to 1950: A critical History*. USA :Twayne Publishers,1989.

**B.A. English**

| Semester | Course Code | Title of The Course | Hours of Teaching/Week | No. of Credits |
|----------|-------------|---------------------|------------------------|----------------|
| IV       | 20U4ENC8    | Poetry – II         | 5                      | 5              |

**Objective**

- **To learn language through poetry and to sharpen the analytical understanding of the students.**

**Unit – I**

John Milton – Paradise Lost - Book IX

**Unit – II**

Alfred Lord Tennyson – Ulysses

Robert Browning – Andrea del Sarto

Matthew Arnold – Thyrsis

Elizabeth Barrett Browning – How Do I Love Thee, let me count the ways

**UNIT - III**

D.G.Rossetti – The Blessed Damosel

G.M.Hopkins – The Windhover

Francis Thompson – The Hound of Heaven

**Unit – IV**

W.B.Yeats – The Second Coming

Walter de la Mare – The Listeners

T.S.Eliot – The Love of J.Alfred, Prufrock

Wilfred Owen – Dulce et Decorum est

**Unit – V**

W.H.Auden – The Unknown Citizen

Dylan Thomas – Poem in October

Philip Larkin – Wants

**Course outcomes**

**After the completion of this course students will be able to**

- **gain insights into the works of the poets,**
- **understand the poetic sensibility of the various literary periods**
- **appreciate the nuances of poetic language and poetic devices**
- **recognize rhythm metric and other poetic devices in the prescribed poems**
- **develop critical and analytical skills**

**Reference:**

Greene, David. *The Winged Words*. Chennai: Macmillan, 2017.

***B.A. English***

| Semester | Course Code | Title of The Course  | Hours of Teaching/Week | No. of Credits |
|----------|-------------|----------------------|------------------------|----------------|
| IV       | 20U4ENA5    | Allied – Shakespeare | 4                      | 3              |

**Objective**

- **To introduce Shakespearean themes to the students to expose the multifaceted dimensions of Shakespeare's greatness.**

**Unit – I**

Sonnets: 30, 65 & 130

**Unit – II**

Richard II

**Unit – III**

Twelfth Night

**Unit – IV**

Macbeth

**Unit – V**

The Tempest

**Course outcomes**

**After the completion of this course students will be able to**

- **gain an insight into the Elizabethan age of to analyze Shakespeare's works.**
- **discuss the themes and techniques of Shakespeare's plays**
- **gain an affluent insight on human psychology, cultural values and social life.**
- **apply a range of critical approaches relevant to the current age**
- **explain the key terms, relevant concepts and dramatic genres of the Playwright**

**References:**

Grazia, Magreta de. and Stanley Wells. *The Cambridge Companion to Shakespear*.UK: Cambridge University Press, 2001.

Raymond, Adrian. *Shakespeare's Sonnets*.USA: Heinemann Publishers, 1995.

**B.A. English**

| Semester | Course Code | Title of The Course                                   | Hours of Teaching/Week | No. of Credits |
|----------|-------------|---|------------------------|----------------|
| III&IV   | 20U4ENA6    | <b>Allied – Principles of Literary Criticism (NS)</b> | 3                      | 4              |

**Objective**

- **Promoting the ideas of Literary Criticism and try to interpret the specific works of literature by introducing the new theories of literary criticism**

**Unit – I**

Plato, Aristotle, Horace

**Unit – II**

Philip Sidney – An Apology for Poetry  
John Dryden – Essay on Dramatic Poesy

**Unit – III**

Dr. Johnson – Preface to Shakespeare

**Unit – IV**

Wordsworth – Preface to Lyrical Ballads  
S.T.Coleridge – Biographia Literaria (chapter XVIII)

**Unit – V**

Matthew Arnold – The Study of Poetry  
T.S.Eliot– Tradition and Individual Talent

**Course outcomes**

**After the completion of this course students will be able to**

- **absorb the analytical and critical ability for literary appreciation**
- **know the history and evolution of western intellectual culture**
- **develop the habit of close reading**
- **identify the techniques and themes and hidden meanings in a literary text**
- **develop scientific approach to judge the creative value of any artistic product**

**References:**

- Enright & Chickera, *English Critical Texts*, Oxford: Oxford Univ. Press, 1962.  
Prasad. B. *An Introduction to English Criticism*, Delhi: Macmillan, 1965.  
Lodge, David, ed., *Twentieth Century Literary Criticism: A Reader*, London & New York: Longman 1972.

## ***B.A. English***

| Semester | Course Code | Title of The Course  | Hours of Teaching/ Week | No. of Credits |
|----------|-------------|--|-------------------------|----------------|
| IV       | 20U4ENS2    | <b>Skill Based Elective - II<br/>Techniques of Editing and Writing</b> | <b>1</b>                | <b>1</b>       |

### **Objectives**

- **An array of skills related to effective writing and editing are given due emphasis.**
- **To develop students written expression of thought and provide opportunities to explore ideas.**

### **Unit – I**

Abbreviations and contractions, Roman hangover, Acronyms, Adjectives, Adverbs and compound terms, American English/ British English, Apostrophe, Bibliographies and Reference lists. Capital letters, Use of colon, comma, hyphen, dashes, semicolon, and exclamation. Countries and regions, dates and Time, Ellipses, Italics, Getting Email right.

### **Unit – II**

Ways of editing – working with words – working with sentences – Improving a story, more ways to improve writing – Editing exercises

### **Course outcomes**

**After the completion of this course students will be able to**

- **promote the logical ability by learning a new skill and get acquainted with a new job prospect**
- **learn the nuances of editing that makes a write-up effective.**
- **get trained in the art of writing with accuracy and precision of matters.**
- **get acquainted with the mechanics of academic writings**
- **extend their knowledge in communicative skills in English**

### **Prescribed Texts:**

1. Sayce, Kay. *What Not to Write: A Guide to Dos and Donts of Good English*. Delhi: Viva Books Pvt.Lt.2014.Print. (Unit I)
2. Dianne, Bates. *How to self-edit: to Improve writing Skills*. Chennai: Emerald Publishers. 2005. Print. (Unit II)

*B.A. English*

| Semester | Course Code | Title of The Course | Hours of Teaching/Week | No. of Credits |
|----------|-------------|---------------------|------------------------|----------------|
| V        | 20U5ENC9    | American Literature | 5                      | 5              |

**Objective**

- **To introduce the background of American literature and to familiarize its various texts and their features.**

**Unit – I**

Robert Frost – Mending Wall  
Marianne Moore – To a Snail  
Emily Dickinson – Because I could not stop for Death  
Walt Whitman– O Captain my Captain  
Edgar Allan Poe – The Raven

**Unit – II**

O’ Henry– The Gift of Magi  
Ernest Hemingway–A Day's Wait  
Raymond Carver – Cathedral

**Unit – III**

Emerson– Self Reliance  
Thoreau – Where I lived and what I lived for

**Unit – IV**

Arthur Miller– All my sons  
Tennessee Williams– The Glass Menagerie

**Unit – V**

Hemingway – The Old Man and the Sea  
Mark Twain– The Adventures of Tom Sawyer

**Course outcomes**

**After the completion of this course students will be able to**

- **demonstrate familiarity of the social and political forces shaping American Literature**
- **learn the richness of American Literary tradition.**
- **locate Geographic, industrial, and social changes that found expression in literature**
- **identify variety and crosscurrent themes in the literary production of America**
- **build up psychological and philosophical consciousness through the human condition represented in the writings**

**References:**

Edgar, Christopher and Gary Lenhart. *The Teacher’s and Writer’s Guide to Classic American Literature*. New York: Teachers and Writers Collaborative, 2001.  
Parini, Jay. *The Oxford Encyclopedia of American Literature*. New York: Oxford University Press.2004.

## *B.A. English*

| Semester | Course Code | Title of The Course      | Hours of Teaching/Week | No. of Credits |
|----------|-------------|--------------------------|------------------------|----------------|
| V        | 20U5ENC10   | Asian Writing in English | 5                      | 5              |

### Objective

- To familiarize the students with select prose, poetry and drama written by Asian authors in English.
- To familiarize the students with select prose, poetry and drama written by Asian authors in English.
- To encourage students to read world literature in wider canvas.

### Unit – I: Poetry

|                               |   |   |
|-------------------------------|---|---|
| Nissim Ezekiel                | - | The Railway Clerk                       |
| Bei Dao (China)               | - | Moon Festival                           |
| Balakrishna Sama (Nepal)      | - | The Song                                |
| Faiz Ahmed Faiz (Pakistan)    | - | When Autumn Came                        |
| Edwin Thumboo (Singapore)     | - | Ulysses by the Merlion                  |
| Shuntaro Tanikawa (Japan)     | - | Two Tokyos                              |
| Yahuda Amichai (Israel)       | - | From ‘Seven Laments for the War – Dead’ |
| Jean Arasanayagam (Sri Lanka) | - | Nallur                                  |
| Laxmi Prasad Devako           | - | The Lunatic                             |

### Unit – II: Prose

|                            |   |   |
|----------------------------|---|---|
| Swami Vivekananda          | - | Modern India                            |
| Lafcadio Heam (Japan)      | - | Mosquitoes                              |
| J. Vijayatunga (Sri Lanka) | - | Village Goes to Town                    |
| Hu Shih (China)            | - | A Chinese Literature of National Speech |

### Unit III

|                                       |   |                   |
|---------------------------------------|---|-------------------|
| Githa Hariharan (India)               | - | The Will          |
| Lu Hisun (China)                      | - | A Little Incident |
| Srnethra Rajakarunanayake (Sri Lanka) | - | SMS               |

### Unit IV: Short Play

|                        |   |           |
|------------------------|---|-----------|
| Zeami Motokiyo (Japan) | - | Hagoromo  |
| Partap Sehgal (India)  | - | Ramanujan |

### Unit V: Criticism

|                             |   |   |
|-----------------------------|---|---|
| K. Kailasapathy (Sri Lanka) | - | Excerpts from ‘The Relation of Tamil and Western Literatures’ |
| Homi K. Bhabha (India)      | - | Of Mimicry and Man: The Ambivalence of Colonial Discourse.    |

### Course outcomes

After the completion of this course students will be able to

- acquaint with the proximity of Asian History, Geography, Diaspora etc.,
- uncover the distinctive literary strategies and devices deployed in Asian writing in English.
- know the kaleidoscopic ideas / contents that is found in various poems
- pick up the new spirit that emerged in world literature especially in the Asian continent.
- equip themselves with a potentiality to critically evaluate the style and substance of the text

### Reference:

Ganesan.S. *Asian Voices: An Anthology of Asian Writings in English*. Chennai: New Century Book House, July 2017.

## *B.A. English*

| Semester | Course Code      | Title of The Course     | Hours of Teaching/Week | No. of Credits |
|----------|------------------|-------------------------|------------------------|----------------|
| <b>V</b> | <b>20U5ENC11</b> | <b>Writing Feminism</b> | <b>5</b>               | <b>5</b>       |

### **Objective**

- **To familiarize women’s writing contributing to the development of English Poetry, Novel and their sweets and spoils, joys and sweets, ills and blessings, the present day politics, changes in traditions, and their problems through their works.**

### **Unit – I**

Toru Dutt – The Lotus  
Sarojini Naidu – The Queen’s Rival, Indian Weavers  
Sylvia Plath – Daddy  
Genny Lim – Wonder Woman  
Maya Angelou – Still I Rise

### **Unit – II**

Ismat Chughtai – Lihaf (Quilt)  
Kate Clanchy – The Not Dead and the Saved  
Anne Petry – The Winding Sheet

### **Unit – III**

Virginia Woolf – A Room of One’s Own  
Robin Lakoff – Talking Like a Lady

### **Unit – IV**

George Eliot – Silas Mariner  
Toni Morrison – Sula

### **Unit – V**

Lorraine Hansberry – A Raisin in the Sun

### **Course outcomes**

**After the completion of this course students will be able to**

- **learn the specific features of feminism, significant historical phases of feminist writings**
- **understand the nuances of feminist literary criticism and recognize women and their place in society.**
- **equip with basic knowledge about gender concepts and various issues related to women**
- **create a more equal world by empowering women to understand, recognize and exhibit their multi-dimensional roles.**
- **motivate Women to take strenuous efforts to reach out the society to bridge the inequalities that confront women**

### **References:**

- Sage, Lorna. *The Cambridge Guide to Women ‘s Writing in English*. UK: Cambridge University Press. 1999.
- Wayne, Tiffany. K. ed. *Feminist Writings: From Ancient Times to the Modern World*. USA: Greenwood, 2011.



**B.A. English**

| Semester | Course Code | Title of The Course        | Hours of Teaching/Week | No. of Credits |
|----------|-------------|----------------------------|------------------------|----------------|
| V        | 20U5ENC12   | Literature and Environment | 5                      | 5              |

**Objective:**

- **To instill a strong concern for environment and understanding the symbiotic relations of, natural, human and non human existence through literature.**

**Unit – I: Poetry**

|                    |   |                        |
|--------------------|---|------------------------|
| William Wordsworth | - | Daffodils              |
| Tennyson           | - | The Brook              |
| Robert Frost       | - | The West Running Brook |
| Emerson            | - | Hamatreya              |
| Pablo Nerudo       | - | Oh Earth, Wait for Me  |
| A.K. Ramanujan     | - | Ecology                |

**Unit – II: Prose**

|         |   |                    |
|---------|---|--------------------|
| Emerson | - | Nature             |
| Thoreau | - | From <i>Walden</i> |

Chapter 5: Solitude Chapter 8: The Village

**Unit – III: Short Story**

|                  |   |                      |
|------------------|---|----------------------|
| Howard O' Hagan  | - | A Mountain Journey   |
| Doris Lessing    | - | A Mild Attack        |
| Ernest Hemingway | - | By Two               |
| Anton Chekov     | - | A Day in the Country |

**Unit – IV**

|             |   |              |
|-------------|---|--------------|
| Yann Martel | - | Life of Pi   |
| Anna Sewell | - | Black Beauty |

**Unit – V: Fiction**

|              |   |                  |
|--------------|---|------------------|
| Amitav Ghosh | - | The Hungry Tides |
|--------------|---|------------------|

**Course outcomes**

After the completion of this course students will be able to

- understand the implications of environ-ecological thinking with reference to literary and cultural studies
- enhance the ability to recognize the significance of Environment and Nature by studying selective works in literature from a series of historical and geographical contexts
- determine and examine the strategies which the writers have used to address environmental questions.
- realize the changing trends in environmental concerns by using the methods of literary analysis and literary history.
- analyse the interconnected relationship between human behavior and the environment welfare

**References:**

Hart, George and Scott Slovic. *Literature and the Environment*. London: Greenwood Press, 2004.

Wesling, Louise. *The Cambridge Companion to Literature and Environment*. UK: Cambridge University Press, 2014.

## *B.A. English*

| Semester | Course Code | Title of The Course   | Hours of Teaching/Week | No. of Credits |
|----------|-------------|---|------------------------|----------------|
| V        | 20U5ENEL1A  | <b>Major Elective - I<br/>Translation Theory and Practice</b> | <b>4</b>               | <b>3</b>       |

### **Objectives**

- **To cater to the well – defined, specific needs of globalized learners.**
- **To meet the communication needs and to equip them with employability skill and Proficiency.**

### **Unit – I**

Translation – Definition, Types, Principles – Decoding and Recoding – Problems of Equivalence – Untranslatability.

### **Unit – II**

History of Translation Theory – Period Study – The Romans – Bible Translation – Early Theorists – The Renaissance – 17th Century and 18th Century – Romanticism – Victorians – 20th Century

### **Unit – III**

Problems of Literary Translation – Structures – Translating Poetry – Translating Prose – Translating Dramatic Texts

### **Unit – IV**

Two chapters from G.U Pope’s Translation of Tirukkural:  
“The Utterance of Pleasant Words” “Not Doing Evil”

### **Unit – V**

Translation Practice: Translating Proverbs and Prose from English to Tamil and vice versa

### **Course outcomes**

**After the completion of this course students will be able to**

- **get familiarised with the history and theories of translation; the practices involved in the translation of literary and non-literary texts and**
- **enhance the employability skills of the students as professional translators.**
- **acquire ability to accomplish the basic principles and goals of translation studies as reader, translator**
- **develop sensitivity towards the origin of culture, traditional values and connecting the lives of people through translation studies.**
- **gain confidence in translation enterprises due to the hands-on training provided during the course**

### **Books for Reference:**

Bassnett, Susan. *Translation Studies*. London: Methuen, 1980.  
Catford, J.C. *A Linguistic Theory of Translation: An Essay in Applied Linguistics*. London: Oxford UP, 1965.  
Savory, Theodore H. *The Art of Translation*. Boston: The Writer, 1968.

*B.A. English*

| Semester | Course Code | Title of The Course  | Hours of Teaching/Week | No. of Credits |
|----------|-------------|--|------------------------|----------------|
| V        | 20U5ENEL1B  | <b>Major Elective - I</b><br>History of the English Language | 4                      | 3              |

**Objective**

- To initiate the students to have an adequate knowledge of the history of the English language through a diachronic study of the language tracing its development from the time of the earliest records to the present day. To introduce the phonological morphological, syntactic and semantic changes.

**Unit – I**

The Origin of Language  
The Middle English Period

**Unit – II**

The Growth of Vocabulary

**Unit – III**

The Change of Meaning

**Unit – IV**

The Standard English

**Unit – V**

Idiom and Metaphor  
The Foreign contribution

**Course outcomes**

After the completion of this course students will be able to

- learn how the English language has evolved throughout different historic periods and
- equip with the nuances of Syntax, Semantics and Morphology
- familiarize themselves with modern linguistic theories for a more creative and comparative use of language
- enhance their knowledge about the contributions of Foreign languages to English
- recognise the major stages in the language that transformed English from a synthetic to an analytic language

**References:**

Wood, F. T. *An Outline History of English Language*. India: Macmillan Publishers, 2000.  
Derbyshire A.E, *A Description of English*, New Delhi: Arnold Heinemann Publishers (India) Pvt. Ltd. 1967.

## *B.A. English*

| Semester | Course Code | Title of The Course   | Hours of Teaching/Week | No. of Credits |
|----------|-------------|---|------------------------|----------------|
| V        | 20U5ENEL2A  | <b>Major Elective - II</b><br><b>English Language Teaching with ICT</b> | <b>4</b>               | <b>3</b>       |

### **Objective**

- **To empower the students with the skill of teaching four language skills Listening, Speaking, Writing and Reading integrating information and communication technology**

### **Unit – I**

English in India today, General Principles of Language Learning and Teaching, aims of teaching English.

### **Unit – II**

Methods of Teaching English, Teaching the patterns of English, developing the skills of Listening and Speaking.

### **Unit – III**

Teaching Grammar, Vocabulary, Prose, Poetry, Composition.

### **Unit – IV**

Use of the Mother tongue and Teaching of Translation instructional aids. Tests and Examinations, Lesson Planning

### **Unit – V**

Using Technology – Internet, Mobile, Smart classroom, Web resources, ipod, e- content development, e- publishing – education portal .com, Free online courses, Mooc, Edoc, Courses, Internet of Things (IOT) Social media, mobility, analytics and cloud(SMAC).

### **Course outcomes**

**After the completion of this course students will be able to**

- **know different language teaching methodologies and approaches with a special emphasis on Information and Communications Technology**
- **learn the English teaching techniques through a chain of practical activities.**
- **integrate Information and Communication Technology such as computers, communications facilities and features that variously support teaching learning and a range of activities in education**
- **increase the quality of education and meet the requirements set by the coeval knowledge society**
- **grow more innovative with the help of e-learning**

### **Reference:**

Kohli. A.L. *Techniques of Teaching English*. New Delhi: Dhanpat Rai Publishing, 2018.

## *B.A. English*

| Semester | Course Code       | Title of The Course   | Hours of Teaching/Week | No. of Credits |
|----------|-------------------|---|------------------------|----------------|
| <b>V</b> | <b>20U5ENEL2B</b> | <b>Major Elective - II<br/>English for Specific Purpose</b> | <b>4</b>               | <b>3</b>       |

### **Objectives**

- **To cater to the well – defined, specific needs of the learners.**
- **To meet the communication needs of students seeking job opportunities.**
- **To help students gain a certain degree of proficiency in spoken English**

### **Unit – I How to Speak Sentences in English**

Distinction between Content Lexical Words and Structural / Grammatical Words.  
The Stressed Syllable in Each Groups.  
Taking Note of The Weak Forms of Under Stressed Syllable.  
Intonation: Falling/ Rising

### **Unit – II Mastering the 20 English Vowel Sounds.**

Differentiating Short and Long Vowels.  
Grasp and Practice Diphthongs.  
Special Difficulties Faced By Tamil Learners With Regard To Certain English Sounds.

### **Unit – III: The Correct Way to Pronounce Consonants**

Drills In Voiced and Voiceless Consonants.  
Special Attention to Plosives – When to Be Aspirated

### **Unit – IV**

Reinforcement by Drilling Wh- Questions and Yes/ No Type.

### **Unit – V: Select Context Based Conversations.**

At the Airport, In a Railway Station, At the Post Office, On the Telephone,

### **Course outcomes**

**After the completion of this course students will be able to**

- **learn English with an overall aim to develop their professional language competencies**
- **function commendably in culturally diverse academic and professional environments.**
- **improve communication skills through adequate exposure in LSRW and the related sub-skill**
- **get rid of present flaws and mistakes in pronunciation and grammar.**
- **assimilate writing skills actuate the dynamics of effective writing.**

### **References:**

Taylor, Grant. *English Conversation Practices*. India: Tata McGraw-Hill, 2009.  
Jones, Daniel. *The Pronunciation of English*, UK: Cambridge University Press, 1914.

***B.A. English***

| Semester | Course Code | Title of The Course                                     | Hours of Teaching/Week | No. of Credits |
|----------|-------------|---|------------------------|----------------|
| V        | 20U5ENNME   | <b>Non-Major Elective -<br/>Masterpieces in English</b> | <b>1</b>               | <b>1</b>       |

**Objective**

- **To enhance the students at the undergraduate level to a taste of classics dealing with different situations and themes to enrich their learning experience.**

**Unit – I**

Rabindranath Tagore - Gitanjali (1 – 40 Poems)  
Kahlil Gibran - The Broken Wings

**Unit – II**

William Shakespeare - Romeo and Juliet  
William Shakespeare - Macbeth

**Course outcomes**

**After the completion of this course, the students will be able to**

- **know the indispensable literary masters of all-time, their exceptional literary contribution**
- **appreciate and analyse the artistic prerequisites that prevails in those masterpieces.**
- **expand the cross-cultural understanding and outlook**
- **analyze the social, cultural, historical and political background of the literary texts**
- **learn new vocabulary and native expression and their cultural background**

**References:**

Paul, S. K. *The Complete Poems of Rabindranath Tagore's Gitanjali*. New Delhi: Sarup & Sons, 2006.

Holderness, Graham. Ed. *William Shakespeare: Romeo and Juliet*. USA: Penguin Books, 1990.

Leggett, Alexander. *William Shakespeare's Macbeth: A Source Book*. USA: Routledge Publishers, 2006.

## ***B.A. English***

| <b>Semester</b> | <b>Subject Code</b> | <b>Title of the Paper</b>     | <b>Hours of Teaching / Week</b> | <b>No. of Credits</b> |
|-----------------|---------------------|-------------------------------|---------------------------------|-----------------------|
| <b>V</b>        | <b>20U5ENLSD</b>    | <b>Life skill development</b> | <b>1</b>                        | <b>-</b>              |

### **Course objectives**

- To enhance one's ability to be fully self-aware by helping oneself to overcome all fears and insecurities and to grow fully from inside out and outside in.
- To increase one's knowledge and awareness of emotional competency and emotional intelligence at place of study/work.
- To provide opportunity for releasing one's potential through practical experience.
- To develop interpersonal skills and adopt good leadership behaviour for empowerment of self and others.
- To set appropriate goals, manage stress and time efficiently.
- To manage competency- mix at all levels for achieving excellence with ethics.

### **Unit – I (30 hrs)**

#### **Communication and Professional skills**

1. Writing and different modes of writing. (4 hrs)
2. Digital Literacy. (4 hrs)
3. Effective use of social media. (3 hrs)
4. Non verbal communication. (2 hrs)
5. Resume skills. (3 hrs)
6. Presentation skills. (4 hrs)
7. Listening as a Team skill. (2 hrs)
8. Brainstorming. (2 hrs)
9. Social and cultural Etiquettes. (4 hrs)
10. Internal communication. (2 hrs)

### **Unit – II (30 hrs)**

#### **Leadership, management and Universal Human Value**

1. Leadership skills. (4 hrs)
2. Managerial skills. (4 hrs)
3. Entrepreneurial skills. (4 hrs)
4. Innovative Leadership and Design thinking. (4 hrs)
5. SWOT (Strengths, Weaknesses, Opportunities and Threats Analysis) (4 hrs)
6. EQ (Emotional Quotient) (2 hrs)
7. Love and Compassion. (4 hrs)
8. Truth. (1 hr)
9. Non Violence. (1 hr)
10. Righteousness. (1 hr)
11. Ethic and Integrity. (1 hr)

**Course outcomes**

At the end of the programme learners will be able to:

- Gain Self Competency and Confidence.
- Practice Emotional Competency.
- Gain Intellectual Competency.
- Gain an edge through Professional Competency.
- Aim for high sense of Social Competency.
- Be an integral Human Being.

**References:**

1. Bailey, Stephen, Academic Writing: A handbook for International Students, 2010 Rourlege.
2. ShlpaSablok Bhardwaj (2018). Computer Applications for Class 9 MS Office Blueprint Education (Contributor).
3. [http:// WWW.lyfemarketing.com / blog / how-digital – marketing – works/](http://WWW.lyfemarketing.com/blog/how-digital-marketing-works/)
4. [http:// WWW.thoughtco.com/what-is-nnverbasl - communication - 1691351](http://WWW.thoughtco.com/what-is-nnverbasl-communication-1691351)
5. [http:// WWW.wikihow.com/Write-a-Neat-Resume](http://WWW.wikihow.com/Write-a-Neat-Resume)
6. [http:// WWW.gildabonanno.com/presentation-skill-coaching-videos](http://WWW.gildabonanno.com/presentation-skill-coaching-videos)
7. [http:// blog.vantagecircle.com/active-listening/](http://blog.vantagecircle.com/active-listening/)
8. Osborn, A.F. (1963) Applied imagination: Principles and procedures of creative problem solving (Third Revised Edition). New York, NY: Charles Scribner's Sons.
9. [http:// WWW.thespruce.com/what - is - etiquette – and – why – is- it- important – 1216650](http://WWW.thespruce.com/what-is-etiquette-and-why-is-it-important-1216650)
10. [http:// WWW.talkfreely.com/blog/internal-and-eternal-communication](http://WWW.talkfreely.com/blog/internal-and-eternal-communication)



**B.A. English**

| Semester | Course Code | Title of The Course | Hours of Teaching/Week | No. of Credits |
|----------|-------------|---------------------|------------------------|----------------|
| VI       | 20U6ENC13   | Drama – II          | 5                      | 5              |

**Objective**

- **To train the students to appreciate modern plays and to make them understand the basic elements of drama**

**Unit – I**

Oscar Wilde – Lady Windermere’s Fan  
J.M Synge – The Riders to the Sea

**Unit – II**

John Galsworthy – The Skin Game  
T.S.Eliot – The Family Reunion

**Unit – III**

George Bernard Shaw – The Apple Cart  
J.M. Barrie – The Admirable Crichton

**Unit – IV**

Samuel Becket – Waiting for Godot  
Edward Albee – The Zoo Story

**Unit – V**

Tom Stoppard - Rosencrantz and Guildenstern

**Course outcomes**

**After the completion of this course students will be able to**

- **learn to critically and aesthetically analyze works in dramatic literature.**
- **identify the aesthetic, cultural and historical aspects of play produced after 18<sup>th</sup> century**
- **enhance and reinforce critical thinking interpretive skill**
- **demonstrate Critical thinking independent judgment and intercultural sensitivity**
- **practically expose themselves to the native expressions and vocabulary**

**References:**

Ines, Christopher. *Modern British Drama: The Twentieth Century*. UK: Cambridge University Press, 2002.

Smart, Kohn., et al., *Twentieth Century British Drama*. UK: Cambridge University Press, 2001.

**B.A. English**

| Semester | Course Code | Title of The Course     | Hours of Teaching/Week | No. of Credits |
|----------|-------------|-------------------------|------------------------|----------------|
| VI       | 20U6ENC14   | Postcolonial Literature | 5                      | 5              |

**Objective**

- **To acquaint the students to enumerate the heterogeneous product of diverse mentalities and the common characteristics of the commonwealth literature.**

**Unit – I**

Colin Johnson (Mudrooroo)– They Give Jacky Rights  
Margaret Atwood – Journey to the Interior  
Razia Khan –My Daughter’s boy Friend  
J.P.Clark– The Casualties  
Osundare – Invocations of the Word  
Derek Walcott – A Far Cry from Africa

**Unit – II**

Edward Said– Crisis [In Orientalism]  
Ngugi WaThiong’o – Language of African Literature

**Unit – III**

Patrick White –Happy Valley  
Eleanor Catton –Luminaries.

**Unit – IV**

Wole Soyinka –Kongi’s Harvest  
Sharon Pollock –Walsh

**Unit – V**

Chinua Achebe– The Arrow of God.

**Course outcomes**

**After the completion of this course students will be able to**

- **promote an objective view of social, political, economic and cultural growth of Postcolonial nations.**
- **discuss and explain interconnections and functions of postcolonial literature and its contexts, including comparative and interdisciplinary issues**
- **communicate arguments effectively and show a degree of independent thinking**
- **determine the prescribed texts critically in the context of postcolonial theory**
- **recognise critical contexts, and modes of interpretation**

**References:**

Nayar, Promod. K. Postcolonial Literature: Introduction, New Delhi: Pearson Longman, 2008.

Mullaney, Julie. Postcolonial literatures in Context. New York: Continuum, 2010.

## *B.A. English*

| Semester | Course Code | Title of The Course        | Hours of Teaching/Week | No. of Credits |
|----------|-------------|----------------------------|------------------------|----------------|
| VI       | 20U6ENC15   | Developing Language Skills | 5                      | 5              |

### **Objective**

- **To develop and master all the four dimensions of communication skills namely Listening, Speaking, Reading and Writing. It provides a comprehensive coverage to become a successful communicator.**

### **Unit – I: Language and Communication**

Importance of communication  
Purpose of Communication  
Effects of Communication

### **Unit – II: Developing Reading Skills**

Text analysis  
1. Stephen Leacock – My Lost Dollar  
2. Charles Lamb – The South Sea House

### **Unit – III: Developing Writing Skills**

Advertisements, News stories, articles, travel writing, Agenda.

### **Unit – IV: Developing Speaking Skills**

Overcoming the Barriers of Communication  
Body Language – Personal appearance  
Posture – Gesture – Eye conduct  
Facial expressions.

### **Unit – V: Language Skills Practice**

Essay Writing, Letter Writing  
Group Discussion – Interview

### **Course outcomes**

**After the completion of this course students will be able to**

- **speak English language fluently and upgrade their skills in reading and writing**
- **increase their reading speed and comprehension of any form of writings**
- **extend their range of vocabulary and employ them suitably**
- **learn the correct usage of English grammar in writing and speaking**
- **strengthen their ability to write academic papers, essays and summaries**

### **Reference:**

Mohan, Krishna & Bannerji Meera. *Developing Communicative Skills*.  
N.Delhi: Macmillan, 1990.

**B.A. English**

| Semester | Course Code | Title of The Course      | Hours of Teaching/Week | No. of Credits |
|----------|-------------|--------------------------|------------------------|----------------|
| VI       | 20U6ENC16   | Major Literary Movements | 5                      | 4              |

**Objective:**

- To familiarize the students with the new developments that influenced the literary activities.

**Unit – I**

The Renaissance  
The Metaphysical school of Poetry

**Unit – II**

The Pre Raphaelite-Movement in English Poetry  
Symbolist movement

**Unit – III**

The Stream of Consciousness Novel  
Magic Realism

**Unit – IV**

Theatre of Absurd  
Expressionism (Theatre)

**Unit – V**

Harlem Renaissance  
The Lost generation

**Course outcomes**

After the completion of this course students will be able to

- Acquaint themselves with the significant literary movements and understand the traits of style, subject, and literary genres in a chronological order
- revisit the reflections of global events like wars, changes of social structure, or shifts in power in America and Europe.
- learn the factors which were influential on formation and occurrence of the movements
- analyse the literary works as part of the features of the literary movements.
- cultivate a wider outlook of the world and life

**References:**

Hudson, W.H. *History of English Literature*. New Delhi: Atlantic Publishers, 1999.

Hudson, William Henry. *An Introduction to the study of Literature*. Delhi: Rupa, 2015.

Abrams, M.H. *A Glossary of Literary Terms*. New Delhi: Macmillan Ltd., 1971.

## *B.A. English*

| Semester | Course Code | Title of The Course               | Hours of Teaching/ Week | No. of Credits |
|----------|-------------|-----------------------------------|-------------------------|----------------|
| VI       | 20U6ENEL3A  | Print and Broadcasting Journalism | 4                       | 3              |

### Objective

- **To introduce the principles and practices of journalism and broadcasting as a profession to the students.**

### Unit I

Principles of Journalism – Role and Effects of Mass media Press Freedom, Media Integrity – News Organization – Language of Journalism, Techniques of Editing – Proof Symbols and abbreviations.

### Unit II

Lay out of a Newspaper – Broad sheet and Tabloid – Yellow Journalism & Gutter Press – Writing News story Inverted Pyramid Style – Headlines and Lead.

### Unit III

Writing TV and Radio Scripts – Art of interviewing, Short Film and documentary making – Film reviewing and semiotics.

### Unit IV

News categories, components of a News story Reporting and its types, planning and writing a news article, Process of editing a news story.

### Unit V

Designing a journal, Photo Journalism, Online/Digital Journalism (Blogs, Web papers) – Moto, Writing content for WebPages.

### Course outcomes

#### After the completion of this course students will be able to

- **know various career opportunities in Print and Broadcasting Journalism.**
- **gain insights into the functioning and impacts of print and broadcasting journalism**
- **learn the procedures like editing, proof reading and formatting print and digital contents**
- **understand the ethics and laws that are followed in the modern print/broadcasting media**
- **develop interdisciplinary insights and explore new vistas in it**

### References:

- Keval, J. Kumar. *Mass communication in India*. New Delhi: Jaico, 1994.  
Nair, Latha. *English for the media*. New Delhi: OUP, 2014.  
Ahuja, B.N. & S.S. Chhabra. *Principles and Techniques of Journalism*. New Delhi. Surjeet Publication, 2006.  
Bainbridge, Jasan. *Media and Journalism. Theory to Practice*, Melbourne. OUP, 2008.

**B.A. English**

| Semester  | Course Code       | Title of The Course  | Hours of Teaching/ Week | No. of Credits |
|-----------|-------------------|--|-------------------------|----------------|
| <b>VI</b> | <b>20U6ENEL3B</b> | <b>Major Elective - III<br/>Special Period of the Romantic Age</b> | <b>4</b>                | <b>3</b>       |

**Objective:**

- **To get to know the special and significant features of the Romantic Age.**

**Unit – I**

William Wordsworth - Tintern Abbey  
Lord Byron - The Ocean

**Unit – II**

S.T.Coleridge – The Ancient Mariner  
John Keats – The Eve of St. Agnes

**Unit – III**

John Keats – La Belle Dame Sans Merci  
P.B.Shelley – The Cloud

**Unit – IV**

Charles Lamb – New Year’s Eve, Poor Relations

**Unit – V**

Jane Austen – Pride and Prejudice  
Walter Scott – Ivanhoe

**Course outcomes**

**After the completion of this course students will be able to**

- **determine the Romantic Age as one of the most noteworthy periods in English literature,**
- **elucidate the socio-cultural backgrounds, key features of poetry and fiction of the Age**
- **gain commonsense to critically evaluate the texts of key writers**
- **understand the principal aesthetic theories emerged during the Age**
- **mould the love for Nature and live close to Nature.**

**References:**

Schneider, Joanne. *The Age of Romanticism*. USA: Green wood Press, 2007.

Moore, Jane and John Strachan. *Key Concepts in Romantic Literature*. UK: Palgrave Macmillan, 2010

**B.A. English**

| Semester  | Course Code       | Title of The Course                                | Hours of Teaching/<br>Week | No. of<br>Credits |
|-----------|-------------------|--|----------------------------|-------------------|
| <b>VI</b> | <b>20U6ENEL4A</b> | <b>Major Elective – IV<br/>Presentation Skills</b> | <b>4</b>                   | <b>3</b>          |

**Objective:**

- **To develop and acquire the effective communication skills in order to make vibrant spoken and written presentation.**

**Unit – I**

What is your motivation, where to begin, what are you going to say?  
It is time to write.

**Unit – II**

The Power of storytelling, Humor, Visual aids, Rehearsal voice

**Unit – III**

Openings and ending, handling nerves, Handling audience  
Question and answer session.

**Unit – IV**

Getting ready, as the moment approaches, Stripped bare,  
Interactivity, Progress report.

**Unit – V**

**Written Presentation:**

Develop an agenda, conference report, writing skills Present in clear English, Answer the question Why, What is the point, Who are you writing to? Obstacle to communication, Capitalization, Spelling, Gender, Tautology.

**Course outcomes**

**After the completion of this course students will be able to**

- **increasing the awareness of the Presentation Skills and the essential elements of an effective oral and written presentations**
- **get hands on training to practice public speaking skills.**
- **deal with nerves and gain confidence in presentation**
- **learn the ways to garner the audiences' focus and interest.**
- **use slides and visual aids effectively**

**Prescribed Texts:**

Theobald, Theo. *Develop your Presentation Skills: How to inspire and inform with clarity and confidence.* London:Kogan page.2019.(Unit I)

Townsend, Roz. *Presentation Skills for the Upwardly Mobile: A Guide for young Executives.* Chennai: Emerald pub., 2013. (Unit II)

## *B.A. English*

| Semester  | Course Code       | Title of The Course                                   | Hours of Teaching/ Week | No. of Credits |
|-----------|-------------------|---|-------------------------|----------------|
| <b>VI</b> | <b>20U6ENEL4B</b> | <b>Major Elective - IV<br/>Public Speaking Skills</b> | <b>4</b>                | <b>3</b>       |

### **Objective**

- **The course is totally practical-oriented, six hours a week allotted for training the students to speak in English.**

### **Unit – I: The Art of Public Speaking**

- i. Developing and Enliven Presentation
- ii. Captivating and inspiring audience

### **Unit – II: Reading Skill:**

Reading techniques, sensitizing, Improving Reading speed, From Skimming to Scanning

### **Unit – III**

Memorising and recitation, Extempore, Self-introduction, Declamation, Reciting quotes from poems, speeches, Essays, Impromptu speeches.

### **Unit – IV: Great Speeches:**

Mark Antony and Marcus Brutus (Julius Caesar) Cicero, Oliver Cromwell, Atticus Finch (To Kill a Mocking Bird) Henry V, Portia (Merchant of Venice) Party orator (Orwell's 1984) Socrates, Jesus (Sermon on the Mount), Alexander the Great, Demosthenes, Pericles etc.,

### **Unit – V: Historic Speeches**

Neil Armstrong, Winston Churchill, John F.Kennedy, Abraham Lincoln, Barack Obama, Ronald Reagan, Franklin D. Roosevelt, Nelson Mandela, Jawaharlal Nehru, Mahatma Gandhi, Swami Vivekananda, Malala Yousafzai, Martin Luther, Sojourner Truth, William Faulkner, etc.,

### **Course outcomes**

#### **After the completion of this course students will be able to**

- **state questions, concerns, ideas and make a clear, organized and accurate oral presentation in public**
- **speak confidently in front of an audience utilising eye contact, gestures, movement & vocal variety**
- **critically assess their own speaking and that of others.**
- **optimize the public speaking exercises administered throughout the course.**
- **understand the process of communicating with others**

### **References:**

Davidson, Jeff, *The complete Guide to Public Speaking*. New Jersey: John Wiley & Sons, Inc.2003.

Grellet, Françoise. *Reading skills: A Practical Guide to Reading comprehension exercises*. New York: Cambridge university press.1981.