

# **FATIMA COLLEGE (AUTONOMOUS)**



**Re-Accredited with “A” Grade by NAAC (3<sup>rd</sup> Cycle)  
74<sup>th</sup> Rank in India Ranking 2020 (NIRF) by MHRD  
Maryland, Madurai- 625 018, Tamil Nadu, India**

**NAME OF THE DEPARTMENT : DEPARTMENT OF ENGLISH (SF)**

**NAME OF THE PROGRAMME : B.A. ENGLISH**

**PROGRAMME CODE : USEN**

**ACADEMIC YEAR : 2020- 2021**

## Curriculum for B.A. ENGLISH

**PART – II -ENGLISH – 12 CREDITS**

<b>S. NO</b>	<b>SEM.</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>HRS</b>	<b>CRE DIT</b>	<b>CIA Mks</b>	<b>ESE Mks</b>	<b>TOT. MKs</b>
1.	I	19EL1WB	BASIC COMMUNICATIVE ENGLISH	5	3	40	60	100
2.		19EL1WI	INTERMEDIATE COMMUNICATIVE ENGLISH	5	3	40	60	100
3.		19EL1WA	ADVANCED COMMUNICATIVE ENGLISH	5	3	40	60	100
4.	II	19EL2WB	ENGLISH FOR EFFECTIVE COMMUNICATION (BASIC)	5	3	40	60	100
5.		19EL2WI	ENGLISH FOR EMPOWERMENT (INTERMEDIATE)	5	3	40	60	100
6.		19EL2WA	ENGLISH FOR CREATIVE WRITING (ADVANCED)	5	3	40	60	100
7.	III	19EL3WN	ENGLISH FOR THE DIGITAL ERA	5	3	40	60	100
8.	IV	19EL4WN	ENGLISH FOR INTEGRATED DEVELOPMENT	5	3	40	60	100

## Curriculum for B.A. ENGLISH

**PART – III -MAJOR, ALLIED & ELECTIVES – 95 CREDITS****CORE COURSES : 60 CREDITS**

S. NO	SEM.	COURSE CODE	COURSE TITLE	HRS	CREDIT	CIA Mks	ESE Mks	TOT. MKs
1.	I	19W1CC1	AGE OF SHAKESPEARE & MILTON	6	4	40	60	100
2.		19W1CC2	INDIAN WRITING IN ENGLISH	6	4	40	60	100
3.	II	19W2CC3	AGE OF DRYDEN & POPE	6	4	40	60	100
4.		19W2CC4	ECOLOGICAL CONCERNS IN LITERATURE	6	4	40	60	100
5.	III	19W3CC5	AGE OF WORDSWORTH	6	4	40	60	100
6.		19W3CC6	AFRICAN AMERICAN LITERATURE	6	4	40	60	100
7.	IV	19W4CC7	AGE OF TENNYSON	6	4	40	60	100
8.		19W4CC8	GRAMMAR FOR EFFECTIVE WRITING	6	4	40	60	100
9.	V	W5CC9	SHAKESPEARE	7	6	25	75	100
10.		W5CC10	WORLD LITERATURE IN TRANSLATION	7	6	25	75	100
11.		W5CC11	TWENTIETH CENTURY LITERATURE	7	6	25	75	100
12.	VI	W6CC12	AMERICAN LITERATURE	6	5	25	75	100
13.		W6CC13	WOMEN IN LITERATURE	5	5	25	75	100
14.		W6CC14	LITERARY CRITICISM	5	4	25	75	100

## Curriculum for B.A. ENGLISH

**ALLIED-20 CREDITS**

S. NO	SEM.	COURSE CODE	COURSE TITLE	HR S	CRE DIT	CIA Mks	ESE Mks	TOT. MKs
1.	I	19W1AC1	LITERARY FORMS	5	5	40	60	100
2.	II	19W2AC2	PHONETICS & TRANSCRIPTION	5	5	40	60	100
3.	III	19W3AC3	SOCIAL HISTORY OF ENGLAND AND HISTORY OF ENGLISH(1450-1714)	5	5	40	60	100
4.	IV	19W4AC4	SOCIAL HISTORY OF ENGLAND AND HISTORY OF ENGLISH LITERATURE (1700-1955)	5	5	40	60	100

**ELECTIVES-15 CREDITS**

S. No	SEM.	COURSE CODE	COURSE TITLE	HR S	CRE DIT	CIA Mks	ESE Mks	TOT. Mks
1.	V	W5ME1	CANADIAN LITERATURE	5	5	25	75	100
2.		W5ME2	AUSTRALIAN LITERATURE			25	75	100
3.	VI	W6ME3	ECOLOGICAL CONCERNS IN LITERATURE	5	5	25	75	100
4.		W6ME4	HUMAN RIGHTS THROUGH LITERATURE			25	75	100
5.		W6ME5	POST COLONIAL LITERATURE	5	5	25	75	100
6.		W6ME6	FOLK LITERATURE			25	75	100

**PART - IV - 20 CREDITS**

- VALUE EDUCATION
- ENVIRONMENTAL AWARENESS
- NON MAJOR ELECTIVE
- SKILL BASED COURSES

Curriculum for B.A. ENGLISH

S. No	SEM.	COURSE CODE	COURSE TITLE	HR S	CRE DIT	CIA Mks	ESE Mks	TOT. Mks
1.	I	19G1VE1	VALUE EDUCATION	1	1	40	60	100
2.		19W1NME	FUNCTIONAL ENGLISH	2	2	40	60	100
3.	II	19G2VE2	VALUE EDUCATION	1	1	40	60	100
4.		19W2NME	FUNCTIONAL ENGLISH	2	2	40	60	100
5.	III	19EN	ENVIRONMENTAL EDUCATION	1	1	40	60	100
6.		19W3SB1	CONTENT WRITING	2	2	40	60	100
7.	IV	19EN	ENVIRONMENTAL AWARENESS	1	1	40	60	100
8.		19W4SB2	ORAL PRESENTATION SKILLS	2	2	40	60	100
9.	V	W5SB3	ENGLISH LANGUAGE TEACHING – I	2	2	50	50	100
10.		W5SB4	JOURNALISM - I	2	2	50	50	100
11.	VI	W6SB5	ENGLISH LANGUAGE TEACHING – II	2	2	50	50	100
12.		W6SB6	JOURNALISM - II	2	2	50	50	100

**PART – V – 1CREDIT**

**ALL PART-V**

- NSS
- NCC
- Women Empowerment Cell
- AICUF
- Physical Education
- RotaractClub
- Youth Red Cross

**OFF-CLASS PROGRAMME**

**ADD-ON COURSES**

Curriculum for B.A. ENGLISH

<b>Courses</b>	<b>Hrs.</b>	<b>Credits</b>	<b>Semester in which the course is offered</b>	<b>CIA Mks</b>	<b>ESE Mks</b>	<b>Total Marks</b>
<b>COMPUTER APPLICATIONS</b> for Science	<b>60</b>	<b>2</b>	<b>I</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>COMPUTER APPLICATIONS</b> for Arts	<b>60</b>	<b>2</b>	<b>II</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>ONLINE SELF LEARNING COURSE-</b> Foundation Course for Arts	<b>40</b>	<b>3</b>	<b>I</b>	<b>50</b>	<b>-</b>	<b>50</b>
<b>ONLINE SELF LEARNING COURSE-</b> Foundation Course for Science	<b>40</b>	<b>3</b>	<b>II</b>	<b>50</b>	<b>-</b>	<b>50</b>
<b>ETHICAL STUDIES-</b> Value Education	<b>15</b>	<b>2</b>	<b>I-VI</b>	<b>-</b>	<b>-</b>	<b>100</b>
<b>HUMAN RIGHTS</b>	<b>15</b>	<b>2</b>	<b>V</b>	<b>-</b>	<b>-</b>	<b>100</b>
<b>OUTREACH PROGRAMME-</b> Reach Out to Society through Action <b>ROSA</b>	<b>-</b>	<b>3</b>	<b>V &amp; VI</b>			<b>100</b>
<b>PROJECT</b>	<b>30</b>	<b>4</b>	<b>VI</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>READING CULTURE</b>	<b>10/Semester</b>	<b>1</b>	<b>II-VI</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>SELF LEARNING COURSE</b>	<b>-</b>	<b>-</b>	<b>V &amp; VI</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>MOOC COURSES</b> (Department Specific Courses) * Students can opt other than the listed course from UGC-SWAYAM portal as well as from NPTEL	<b>-</b>	Respective Credits allotted by UGC	<b>-</b>	<b>-</b>	<b>-</b>	<b>100</b>
<b>TOTAL</b>		<b>24 +</b>				

PROGRAM ME CODE	COURSE CODE	COURSE TITLE	CATEGOR Y	HRS/WEE K	CREDIT S
USEN	19EL1W B	BASIC COMMUNICATI VE ENGLISH	PART II ENGLISH	5	3

### **COURSE DESCRIPTION**

The course provides the necessary LSRW skills for communication in English.

### **COURSE OBJECTIVES**

The course intends to make the learners learn the basic grammar elements that would enable them to communicate their thoughts in English.

### **UNITS**

#### **UNIT –I LISTENING**

**( 15 HRS.)**

1. I have a Dream
2. Dennis the Menace

#### **UNIT –II SPEAKING- 1**

**(11 HRS.)**

1. Greeting and parting(**Self-Study**)
2. Accepting and declining invitation
3. On the telephone
4. At the Library(**Self-Study**)

#### **UNIT –III SPEAKING- 2**

**(13 HRS.)**

1. Daily Activities
2. What did you do?(**Self-Study**)
3. Asking directions(**Self-Study**)
4. Asking time (1)
5. Asking time (2)

**UNIT -IV READING**

**( 15 HRS.)**

1. Our Happiness
2. At the tea stall

**UNIT -V WRITING**

**( 15 HRS.)**

1. A Barber and Stranger
2. Jones' Suitcase

**UNIT -VI DYNAMISM(Evaluation Pattern-CIA only) ( 6 HRS.)**

Newspaper Articles on Pollution from

- The Guardian
- The First Post

**REFERENCES:**

1. *Getting Ahead*- in-house text book prepared by The Department of English, Fatima College, Madurai. 2001
2. *Spoken English*- in-house text book prepared by Ms. S. Aarthi, The Research Centre of English Fatima College, Madurai. 2015

**WEB REFERENCES :**

1. News Staff, Tech 2. Air pollution in China decreases after COVID-19-related lockdowns come into play. *The First Post*. Mar. 02, 2020.  
<https://www.firstpost.com/tech/science/air-pollution-in-china-decreases-after-covid-19-related-lockdowns-come-into-play-8107821.html>
2. Presse, France. India suffers most pollution-linked deaths in world, study finds. *The Guardian*. Dec. 19, 2020.  
<https://www.theguardian.com/world/2019/dec/19/india-suffers-most-pollution-linked-deaths-in-world-study-finds>



Curriculum for B.A. ENGLISH

<b>NO.</b>	<b>COURSE OUTCOMES</b>
CO 1	use basic English in writing
CO 2	read texts and comprehend passages
CO 3	develop their vocabulary
CO 4	comprehend and respond what they listen at the basic level
CO 5	comprehend and appreciate songs and cartoons

Curriculum for B.A. ENGLISH

**I B.A /I B.Sc/ B.Com**

**SEMESTER –I**

*For those who joined in 2019 onwards*

PROGRAM ME CODE	COURSE CODE	COURSE TITLE	CATEGOR Y	HRS/WEE K	CREDIT S
USEN	19EL1WI	INTERMEDIATE COMMUNICATIV E ENGLISH	PART II ENGLISH	5	3

### **COURSE DESCRIPTION**

The course provides the necessary LSRW skills for communication in English.

### **COURSE OBJECTIVES**

The course intends to make the learners learn the grammar components and enrich their communication skill that would enable them to chisel their career.

### **UNITS**

#### **Unit I- Listening**

**[15 hrs]**

1. Someone tell me Why
2. Respect the National Anthem

#### **Unit II- Speaking- 1**

**[12 hrs]**

1. Greeting and parting(**Self-Study**)
2. Accepting and declining invitation
3. On the telephone
4. Visiting a sick friend
5. Making Complaints(**Self-Study**)

#### **Unit III- Speaking- 2**

**[12 hrs]**

1. Daily Activities
2. What did you do?
3. Asking directions
4. Asking time (1) (**Self-Study**)
5. Asking time (2) (**Self-Study**)

Curriculum for B.A. ENGLISH

**Unit IV- Reading** [15 hrs]

1. Still I rise
2. Rapunzel! Let down your hair

**Unit V- Writing** [15 hrs]

1. To Dear Jeremy and Sacia
2. Oh Mind! Relax Please!

**UNIT –VI DYNAMISM(Evaluation Pattern-CIA only)** ( 6 HRS)

- Letters of Famous Personalities
- Videos on Global Warming

**REFERENCES:**

1. *English Matters Volume 1*- in-house text book prepared by The Research Centre of English Fatima College, Madurai. 2018.
2. *Spoken English*- in-house text book prepared by Ms. S. Aarthi, The Research Centre of English Fatima College, Madurai. 2018.
3. *English Matters Volume 1 Workbook*- in-house work book prepared by The Research Centre of English Fatima College, Madurai. 2018.

**WEB REFERENCES:**

1. [https://conbio.org/images/content\\_groups/SSWG/climatechangesongs.pdf](https://conbio.org/images/content_groups/SSWG/climatechangesongs.pdf)
2. <https://www.teachthought.com/pedagogy/5-videos-to-motivate-students/>
3. <https://www.thebetterindia.com/63310/letters-famous-indian-personalities/>
4. <https://www.quora.com/What-are-the-some-great-examples-of-Historical-Letters-by-great-leaders-that-shows-power-of-pen>

Curriculum for B.A. ENGLISH

<b>NO.</b>	<b>COURSE OUTCOMES</b>
CO 1	use English for effective writing
CO 2	read and Interpret Texts
CO 3	improve their vocabulary
CO 4	comprehend and respond to Situations
CO 5	comprehend and appreciate Songs and Videos

**SEMESTER –I**

*For those who joined in 2019 onwards*

PROGRAM ME CODE	COURSE CODE	COURSE TITLE	CATEGOR Y	HRS/WEE K	CREDIT S
USEN	19EL1W A	ADVANCED COMMUNICATI VE ENGLISH	PART II ENGLISH	5	3

**COURSE DESCRIPTION**

The course provides the necessary LSRW skills for communication in English.

**COURSE OBJECTIVES**

The course intends to make the learners learn the basic grammar elements that would enable them to communicate their thoughts in English.

**UNITS**

**UNIT –I LISTENING**

**( 9 HRS.)**

Moana (Movie)

**UNIT –II SPEAKING- 1**

**(15 HRS.)**

1. On the Campus
  - a. Making Introductions
  - b. Yes/ No Questions(**Self-study**)
  - c. Responses
2. At the Post office
  - a. Idioms and phrases(**Self-study**)
  - b. Obligations
  - c. Conversations

**UNIT –III SPEAKING- 2**

**(15 HRS.)**

1. Outside the class

Curriculum for B.A. ENGLISH

- a. Informal expressions
- b. Expressing abilities and possibilities
- c. Making inferences
- d. Persuading
- e. Using modals

**UNIT -IV READING**

**( 15HRS.)**

1. Oscar Wilde- Nightingale and the Rose(**Self-study**)
2. Rudyard Kipling- How the Whale got his throat
3. Ray Bradbury- A sound of thunder

**UNIT -V WRITING**

**( 15HRS.)**

1. At the College
  - a. Framing Questions
  - b. Letter Writing
  - c. Filling forms
2. For Business and Pleasure
  - a. Writing Instructions
  - b. Writing Reviews
  - c. Creating Advertisements

**UNIT -VI DYNAMISM(Evaluation Pattern-CIA only) ( 6 HRS.)**

Creating a scrapbook of advertisements in print media

Collection of reviews

**TEXT BOOK:**

Krishnaswamy N and Sriraman T. *Creative English for Communication*. Trinity Press, 2017, India.

**COURSE OUTCOMES**

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

<b>NO.</b>	<b>COURSE OUTCOMES</b>
CO 1	use English for creative writing
CO 2	acquire the techniques of polishing their language skills
CO 3	articulate with rich vocabulary
CO 4	distinguish between the right and wrong usage of phrases and expressions
CO 5	speak with eloquence

Curriculum for B.A. ENGLISH  
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**SEMESTER -II**

*For those who joined in 2019 onwards*

PROGRAM ME CODE	COURSE CODE	COURSE TITLE	CATEGOR Y	HRS/WEE K	CREDIT S
USEN	19EL2W B	ENGLISH FOR EFFECTIVE COMMUNICATI ON (BASIC)	PART II ENGLISH	5	3

**COURSE DESCRIPTION**

The course gives a comprehensive picture of the elements of grammar useful for communication.

**COURSE OBJECTIVES**

The course is designed to make the learners communicate in English by knowing the grammar and the nuances of speaking.

**UNITS**

**UNIT -I LISTENING ( 15HRS.)**

1. The Sun
2. On Smiling

**UNIT -II SPEAKING- 1 ( 13 HRS.)**

1. Hire purchase
2. Asking about a course (**Self-Study**)
3. Visiting a sick friend
4. Persuading a friend (**Self-Study**)
5. Making complaints

**UNIT -III SPEAKING- 2 (13 HRS.)**

- a. Days and dates (**Self-Study**)
- b. At the post office
- c. Time and Calendar
- d. Asking about prices (**Self-Study**)
- e. Immediate family relatives



**UNIT -IV READING****(15 HRS.)**

- 1.Black and White
- 2.Experiment and Experience

**UNIT -V WRITING****(15 HRS.)**

1. Little Dora
2. The Spirit's Pilgrimage

**UNIT -VI DYNAMISM(Evaluation Pattern-CIA only)****( 4 HRS.)**

Comic Strips

**REFERENCES:**

1. *Getting Ahead*- in-house text book prepared by The Department of English Fatima College, Madurai. 2001
2. *Spoken English*- in-house text book prepared by Ms. S. Aarthi, The Research Centre of English Fatima College, Madurai. 2015

**COURSE OUTCOMES**

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

<b>NO.</b>	<b>COURSE OUTCOMES</b>
CO 1	hone reading skills
CO 2	write formal writings in an effective way
CO 3	comprehend academic writings effectively
CO 4	read and understand newspaper articles
CO 5	develop effective writing skills to report events/ happenings

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**SEMESTER -II**

*For those who joined in 2019 onwards*

PROGRAMM E CODE	COURS E CODE	COURSE TITLE	CATEGO RY	HRS/WEE K	CREDIT S
USEN	19EL2 WI	ENGLISH FOR EMPOWERMENT (INTERMEDIATE )	PART II ENGLISH	5	3

**COURSE DESCRIPTION**

The course provides the necessary LSRW skills for communication in English.

**COURSE OBJECTIVES**

The course intends to make the learners learn the grammar components and enrich their communication skill that would enable them to chisel their career.

**UNITS**

**Unit I- Listening (15 HRS.)**

1. Love is natural
2. Obama on climate change

**Unit II- Speaking- 1 (13HRS.)**

1. Seeking advice and giving opinion
2. At the office- Seeking permission(**Self-Study**)
3. Congratulating and wishing well
4. Attending an Interview
5. Getting to know each other(**Self-Study**)

**Unit III- Speaking- 2 (13HRS.)**

1. Days and dates(**Self-Study**)
2. At the post office
3. Time and Calendar
4. Asking about prices(**Self-Study**)
5. Immediate family relatives

## Curriculum for B.A. ENGLISH

### Unit IV- Reading

(15HRS.)

1. Your turn to ask
2. Damon and Pythias

### Unit V- Writing

(15HRS.)

1. Explore to be Enlightened
2. Unleashing Creativity

### UNIT –VI DYNAMISM (Evaluation Pattern-CIA only)

(4HRS.)

- 1.Short Films
- 2.Videos on Climate Change

### REFERENCES:

1. *English Matters Volume 1*- in-house text book prepared by The Department of English Fatima College, Madurai. 2018.
2. *Spoken English*- in-house text book prepared by Ms. S. Aarthi, The Research Centre of English Fatima College, Madurai. 2018.
3. *English Matters Volume 1 Workbook*- in-house work book prepared by The Department of English Fatima College, Madurai. 2018.

### WEB REFERENCES:

- 1) <https://www.cntraveler.com/stories/2007-08-08/the-86-greatest-travel-books-of-all-time>
- 2) <https://transparency.kununu.com/most-common-interview-questions-and-answers-free-pdf-download/>
- 3) <https://www.youtube.com/watch?v=WTAWi4lj6Z0>
- 4) <https://www.incomediary.com/30-great-examples-blog-post-styling>
- 5) <https://video.nationalgeographic.com/video/101-videos/0000015d-3cb1-d1cb-a7fd-fcd49980000>
- 6) <https://archive.org/details/selectionfromwor00cody/page/28/mode/2up>

### COURSE OUTCOMES

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

NO.	COURSE OUTCOMES
CO 1	write contents for blogs and web pages
CO 2	listen to speeches and stories and comprehend them
CO 3	appreciate plays
CO 4	improve their conversational skills
CO 5	script their experiences

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**SEMESTER -II**

*For those who joined in 2019 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
USEN	19EL2WA	ENGLISH FOR CREATIVE WRITING (ADVANCED)	PART II ENGLISH	5	3

**COURSE DESCRIPTION**

The course gives a comprehensive picture of the elements of grammar useful for communication.

**COURSE OBJECTIVES**

The course is designed to make the learners communicate in English by knowing the grammar and the nuances of oral and written communication.

**UNITS**

**UNIT -I LISTENING**

**( 9HRS.)**

Speech of Steve Jobs (on Graduation day)

**UNIT -II SPEAKING- 1**

**(13HRS.)**

1. Are you smart?
  - a. Arguments
  - b. Telephone Conversation
  - c. Reactions
2. Are you Creative?
  - a. Creative excuses(**Self-study**)
  - b. Advices
  - c. Discussions

**UNIT -III SPEAKING- 2**

**(13HRS.)**

1.How to win?

- f. Informal dialogues(**Self-study**)
- g. Giving Solutions
- h. Story telling

2.Is it Hard to improve?

- a. Idiomatic resolutions
- b. Riddles
- c. Debates(**Self-study**)

**UNIT -IV READING**

**(18HRS.)**

Benyamin- *Goat Days*

**UNIT -V WRITING**

**(17 HRS.)**

1. Snakes and Ladders

- a. CV preparation
- b. Description of people(**Self-study**)
- c. Description of jobs

**UNIT -VI DYNAMISM(Evaluation Pattern-CIA only)**

**( 5HRS.)**

Re-telling Fairy Tales.

**TEXT:**

1.Benyamin translator. *Goat Days*.By Joseph Koyippally, Penguin, 2012, India.

2. Krishnaswamy N and Sriraman T. *Creative English for Communication*. Trinity Press, 2017, India.

## **COURSE OUTCOMES**

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

<b>NO.</b>	<b>COURSE OUTCOMES</b>
CO 1	express their thoughts creatively in English
CO 2	translate their ideas into words
CO 3	interpret poetry
CO 4	create cartoons and stories on their own
CO 5	read and appreciate literature

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**SEMESTER -III**

*For those who joined in 2019 onwards*

<b>PROGRAMME CODE</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGORY</b>	<b>HRS/WEEK</b>	<b>CREDITS</b>
<b>USEN</b>	<b>19EL3WN</b>	<b>ENGLISH FOR THE DIGITAL ERA</b>	<b>PART II ENGLISH</b>	<b>5</b>	<b>3</b>

**COURSE DESCRIPTION**

Authentic material from media to comprehend language and master language skills.

**COURSE OBJECTIVES**

To mould students as independent and autonomous communicators in the digital era for professional success.

**UNITS**

**UNIT -I LISTENING ( 15HRS.)**

1. Brave

**UNIT -II SPEAKING- 1 ( 15HRS.)**

1. Radio Chilli Hot

**UNIT -III SPEAKING- 2 (15HRS.)**

1. All Hats and no Cattle

**UNIT -IV READING ( 15HRS.)**

1. The Luncheon

**UNIT -V WRITING (15 HRS.)**

2. The Scattered Seeds
3. A Testament of Faith (**Self-Study**)

## Curriculum for B.A. ENGLISH

### TEXT BOOKS:

1. *English Matters Volume 2*- in-house text book prepared by The Department of English Fatima College, Madurai. 2018.
2. *English Matters Volume 2 Workbook*- in-house work book prepared by The Department of English Fatima College, Madurai. 2018.

### COURSE OUTCOMES

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

NO.	COURSE OUTCOMES
CO 1	understand English used in media
CO 2	enhance their presentation skills
CO 3	follow the different accents
CO 4	deliver formal speeches
CO 5	read and appreciate the different forms of writing



**II B.A /B.Sc/ B.Com**

**SEMESTER -IV**

*For those who joined in 2019 onwards*

<b>PROGRAMM E CODE</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>CATEGOR Y</b>	<b>HRS/WEE K</b>	<b>CREDIT S</b>
<b>USEN</b>	<b>19EL4W N</b>	<b>ENGLISH FOR INTERGRATE D DEVELOPMEN T</b>	<b>PART II ENGLISH</b>	<b>5</b>	<b>3</b>

**COURSE DESCRIPTION**

Intensive course and elaborate lessons for the holistic development of the learners.

**COURSE OBJECTIVES**

To interact with academic content and demonstrate behaviour and attitude to secure empowerment and employment.

**UNITS**

**UNIT -I LISTENING ( 15HRS.)**

1.Partition

**UNIT -II SPEAKING ( 15HRS.)**

1. Becoming one with the world

**UNIT -III READING ( 15HRS.)**

1. Into this Heaven of Freedom

**UNIT -IVWRITING- I ( 15HRS.)**

1.The Pride of Swat Valley

**UNIT -V WRITING- II (15 HRS.)**

1.Hit the Headlines

2.Zeus, The Greek God

## Curriculum for B.A. ENGLISH

### TEXT BOOKS:

1. *English Matters Volume 2*- in-house text book prepared by The Department of English Fatima College, Madurai. 2018.
2. *English Matters Volume 2 Workbook*- in-house work book prepared by The Department of English Fatima College, Madurai. 2018

### COURSE OUTCOMES

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

NO.	COURSE OUTCOMES
CO 1	acquire skills to compete in the job market
CO 2	use intelligible English
CO 3	understand the nuances of reading
CO 4	appreciate the features of biographies
CO 5	review movies and books

**I B.A ENGLISH****SEMESTER -I***For those who joined in 2019 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
USEN	19W1CC1	AGE OF SHAKESPEARE AND MILTON	CORE	6	4

**COURSE DESCRIPTION:**

The course titled AGE OF SHAKESPEARE AND MILTON enables students to understand the uniqueness of English language and literature of the Shakespearean era in the context of varied critical dimensions.

**COURSE OBJECTIVES:**

- The course intends to comprehend the different socio-political and religious environment of the then England as evinced in the texts prescribed.
- It gives a bird's eye view of the representative writers whose texts form a part of the canon.

**UNIT I - POETRY I****(15 Hrs)**

1. Sir Thomas Wyatt - A Revocation
2. Edmund Spense- Sonnet 79 (From *Amoretti*)
3. Shakespeare - Sonnet18 Shall I compare thee to a Summer'sDay? **(Self-Study)**

**UNIT II - POETRY II****(15 Hrs)**

4. Robert Herrick -A Hymn to Love
5. John Donne - (i)The Sun Rising  
- (ii) The Flea **(Self-Study)**
6. George Herbert - Pulley **(Self-Study)**
7. John Milton - Lycidas

**UNIT III - PROSE****(20 Hrs)**

1. Francis Bacon-(i) Of Parents and Children  
(ii) Of Studies  
(iii) Of Love

2. Sir Philip Sydney - From *Apology for Poetry*.

3. Book of Jonah (New King James Version)

**UNIT IV - DRAMA I**

**(20 Hrs)**

John Webster - *The Duchess of Malfi*(Scene III – **Self- Study**)

**UNIT V – DRAMA II**

**(20 Hrs)**

Christopher Marlowe -*Dr. Faustus*

-Parade of the Seven Deadly Sins –

*Dr.Faustus* (lines 100 – 130) –(**Self- Study**)

**UNIT –VI DYNAMISM(Evaluation Pattern-CIA only)**

1. Verse Writing task (Enid Blyton)
2. Discussion on various themes in Shakespeare’s works
3. Enacting scenes from *Dr. Faustus*

**BOOKS PRESCRIBED:**

1. Poems & Essays - Photocopies

**REFERENCE BOOKS:**

- Clements,John. Ed. *John Donne’s Poetry: Authoritative Texts / Criticism*, New York, 1996.
- Hazlitt, Johnson and Macaulay. *Milton: Poetry and Prose*, Tokyo, Oxford, 1962.
- Leishman, J.B. *Themes and Variations in Shakespeare’s Sonnets*. London, 1968

**COURSE OUTCOMES**

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

NO.	COURSE OUTCOMES
CO 1	define the socio-political, religious and literary significance of the Age
CO 2	identify, in specific, the flourish of poetry
CO 3	analyse and evaluate the contributions of the prose writers
CO 4	appreciate the growth of Theatre as a powerful medium of social interaction in the times of Shakespeare
CO 5	comprehend the social strictures that changed the Society’s attitude towards Theatre

**I B.A ENGLISH  
SEMESTER –I**

*For those who joined in 2019 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
USEN	19W1CC2	INDIAN WRITING IN ENGLISH	CORE	6	4

**COURSE DESCRIPTION**

The course titled INDIAN WRITING IN ENGLISH sensitizes the learners on the uniqueness of Indian culture and enables them to identify the Indianness as manifested in the prescribed texts.

**COURSE OBJECTIVES**

- The course focuses on features pertaining to India like socio-political, cultural and historical characteristics.
- The texts prescribed enable students to understand how imperial English evince many changes among the Indian writers.

**UNITS**

**UNIT-I POETRY**

**(18 Hrs)**

1. Rabindranath Tagore - From *Gitanjali*:  
“Where the mind is without fear...” (XXXV)
2. Sarojini Naidu - “The Bangle Sellers”
3. Nissim Ezekiel - “Night of the Scorpion”
4. A.K. Ramanujan - “A River”
5. Kamala Das - “An Introduction”
6. K.N. Daruwalla - “Draupadi”
7. Sarojini Naidu - “Indian Weavers” **(Self-Study)**
8. Gieve Patel - “On Killing a Tree”

**UNIT-II PROSE**

**(15 Hrs)**

1. Jawaharlal Nehru -From *The Discovery of India*  
Chap III -Unit:6 “The Variety and Unity of India”
2. M.K. Gandhi -From *My Experiments with Truth*  
Part I: Chapters 1 to 3: “Birth and Parentage”,  
“Childhood”, “Child Marriage” **(Self-Study)**  
Part I: Chapters 8: “Stealing and Atonement”  
Part IV-Chapter 34: Training of the Spirit”
3. R.K. Narayan - “Toasted English”
4. Dr.APJ Abdul Kalam - Speech at IIT - Hyderabad

**UNIT-III DRAMA**

**(20 Hrs)**

Mahesh Dattani - *Tara*

**UNIT- IV NOVEL**

**(20 Hrs)**

R. K. Narayan - *Swami and Friends*

**UNIT-V SHORT STORY**

**(12 Hrs)**

1. Sudha Murty- “Treat me as a Human” (46)  
(from *Wise and Otherwise*)**(Self-Study)**
2. Ruskin Bond - “A Battle of Wits” (125)  
(from *Tales and Legends from India*)
3. Khushwant Singh - “The Portrait of a Lady” (401)  
(from *Our Favourite Indian Stories*)

**UNIT -VI DYNAMISM (Evaluation Pattern-CIA only)**

**(5 Hrs)**

Appreciating Contemporary Indian Writers

**TEXT BOOKS :**

1. R.K. Narayan - *Swami and Friends*
2. Mahesh Dattani - *Tara*

**REFERENCE BOOKS:**

1. Bond, Ruskin. *Tales and Legends from India*. Delhi: Rupa publications India Pvt. Ltd., 2012.
2. Iyengar, Srinivasa. K.R. *Indian Writing in English*. Rev. and updated ed.  
Delhi : Sterling Publishers Pvt. Ltd., 2003.

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3. Naik, M.K. *Dimensions of Indian English Literature*. New Delhi: Sterling Publishers Pvt. Ltd., 1984.
4. Singh, Kushwant. Neelam Kumar. *Our Favourite Indian Stories*. Delhi: Pashupati Printers (P) Ltd., 2008.
5. Sundaram, P.S. *R.K. Narayan – As a Novelist*. Delhi: B.R. Publishing Corporation, 2001.

**WEB RESOURCES:**

[http://dmcdose.blogspot.com/2014/08/Dr-APJ-Abdul-Kalam-Speech-at-IIT Hyderabad.htm](http://dmcdose.blogspot.com/2014/08/Dr-APJ-Abdul-Kalam-Speech-at-IIT-Hyderabad.htm)

**COURSE OUTCOMES**

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

NO.	COURSE OUTCOMES
CO 1	identify the literary engagements of the prominent Indian poets
CO 2	comprehend the literary nuances
CO 3	understand the cultural diversity of India as found in the play
CO 4	comprehend how novel as a genre is adopted to discuss personal and social issues
CO 5	identify the Indianness in the prescribed pieces

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**SEMESTER -II**

*For those who joined in 2019 onwards*

PROGRAM ME CODE	COURSE CODE	COURSE TITLE	CATEG ORY	HRS/WE EK	CREDITS
USEN	19W2CC3	AGE OF DRYDEN AND POPE	CORE	6	4

**COURSE DESCRIPTION**

The course titled AGE OF DRYDEN AND POPE presents the ethos of the literature produced by a group of writers of the 18<sup>th</sup> century who strove for precision and decorum by consciously imitating the classical models such as Homer, Cicero, Virgil, and Horace.

**COURSE OBJECTIVES**

- The course focuses on the history of Restoration and the emergence of the middle class sensibility.
- The course will enable the students to comprehend the socio-political scenario that impacted literature and the growing use of satire and invective as effective tools to make social commentaries.

**UNIT -I POETRY- I (15 HRS.)**

1. John Dryden - A Song for St.Cecilia's Day
2. Oliver Goldsmith - Deserted Village (34 lines)
3. Aphra Behn- The Dream  
- The Willing Mistress (**Self-Study**)



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**UNIT –II POETRY– II (15 HRS.)**

4. Alexander Pope - Essay on Man Epistle II (Part I – 52 lines)  
- Ode on Solitude

**UNIT –III PROSE (20 HRS.)**

1. Joseph Addison - Sir Roger and the Gipsies  
- Visit to Westminster Abbey
2. Richard Steele - Recollections **from the Tatler,**  
**Number 181, June 6, 1710**
3. Oliver Goldsmith - Man in Black  
- The Character of an Important Trifler  
- A City Night Piece (**Self-Study**)

**UNIT –IV DRAMA (15 HRS.)**

1. Goldsmith - *She Stoops to Conquer*

**UNIT –V NOVEL (25 HRS.)**

1. Daniel Defoe - *Robinson Crusoe*
2. Jonathan Swift - *Gulliver's Travels* (Part I: A Voyage to Lilliput  
& Part II : A Voyage to Brobdingnag)

**UNIT –VI DYNAMISM (Evaluation Pattern-CIA only)**

1. Reading the remaining parts of *Gulliver's Travels*.  
2. Analysing the entire poem *Deserted Village*.

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3. Discussion on the nature of Journals and Pamphlets published during the

Age of Dryden.

**REFERENCES:**

1. Albert, Edward. *A History of English Literature*. Calcutta: Oxford University Press, 1977.
2. Amarasinghe, Upali. *Dryden and Pope in the Early Nineteenth century: A Study of Changing Literary Taste*. New York : Cambridge University Press, 1962.
3. Bredvold, Louis I. *The Intellectual Milieu of John Dryden*. Michigan: Ann Arbor paper back, 1959.
4. Dixon, Peter. *The World of Pope's Satires*. London: Methun & co. ltd., 1968.
5. Hudson, William Henry. *An Outline History of English Literature*. London: G. Bell and sons ltd, 1952.
6. Myers, Williams. *Dryden*. London: Hutchinson University Library, 1973.

**WEB REFERENCES :**

1. <http://www.davidpbrown.co.uk/poetry/alexander-pope-2.html>
2. <http://www.poetryfoundation.org/poems-and-poets/poems/detail/50323>

## Curriculum for B.A. ENGLISH

### **COURSE OUTCOMES**

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

<b>NO.</b>	<b>COURSE OUTCOMES</b>
CO 1	understand the element of satire evinced in the representative poets
CO 2	analyse the poets who opted for decorum in art as opposed to the writers of the Romantic Age
CO 3	examine the literary styles of the major prose writers
CO 4	comprehend the interplay of humour and satire employed by the writers
CO 5	list the social, political, religious and literary significances of the Augustan Age
CO 6	identify the peculiar style and taste of the neo-classicists

**I B.A ENGLISH****SEMESTER -II***For those who joined in 2019 onwards*

PROGRAMM E CODE	COURSE CODE	COURSE TITLE	CATEGOR Y	HRS/WEE K	CREDIT S
USEN	19W2CC 4	ECOLOGICA L CONCERNS IN LITERATUR E	CORE	6	4

**COURSE DESCRIPTION**

The course titled ECOLOGICAL CONCERNS IN LITERATURE helps the learners to understand the primeval bond between man and nature and the dire need to sustain the same as presented in the texts. The prescribed works interpret and emphasize the deteriorating condition of our world's present scenario. This course lays the foundation for ecocritical theories.

**COURSE OBJECTIVES**

- The course emphasizes the environmental abundance and its spiritual essence as discussed in the texts
- It conscientizes the students with the environmental hazards and their impact upon all living beings.

**UNITS****UNIT -I POETRY I****(10HRS.)**

1. Alfred Lord Tennyson - Song of the Brook
2. William Collins - Ode to Evening
3. The Holy Bible (NKJV) - PSALM 8

**UNIT -II POETRY II****(10 HRS.)**

1. Robert Bridges - Nightingales

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2. Emily Dickinson - Nature, the Gentlest Mother is

3. William Cullen Bryant - The Planting of the Apple Tree

**UNIT –IIIPROSE**

**(15 HRS.)**

1. C.RajaGopalachari - The Tree Speaks

2. R.L. Stevenson - A Night among the Pines

3. John Muir - My First Summer in the Sierra

(Chapter 7 - A Strange Experience)

4. “The Author Visits the Lapland Alps” an extract from “Lachesis  
Lapponia”

**UNIT –IVNOVEL**

**(20HRS.)**

Ranjit Lal - *Small Tigers of Shergah*

**UNIT –V SHORT STORY (SELF-STUDY)**

**(15HRS.)**

1. Jean Giono - The Man who Planted trees

2. Dorris Lessing - A Mild Attack of the Locusts

3. John Steinbeck - Chrysanthemums

**UNIT –VI FILM**

**(15HRS.)**

1. Ecological perspectives in the movie *The Old Man and The Sea*

2. *Period, End of Sentence*

**UNIT –VII DYNAMISM(Evaluation Pattern-CIA only)**

**(5HRS.)**

Students will attempt an ecocritical reading of literary works and films.

**REFERENCES:**

1. Arun, Neerja & Saraswat, Rakesh. *Ecology and Literature: Global*

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*Perspective*. New Delhi: Creative Books, 2009.

2. Driessen, Paul. *Eco-Imperialism: Green power Black Earth*. Washington: The Free Enterprise Press, 2003.

3. Gadgil, Madhav & Guuha, Ramachandra. *The use and Abuse of Nature*. UK: Oxford University Press, 2000.

4. Pepper, David. *Eco-Socialism from deep Ecology to social justice*. London: Routledge, 1993.

5. Promm, Harold. *The Nature of being Human: from Environmentalism to*

*Consciousness*. Baltimore: John Hopkins University Press, 2009.

6. Bryant, Cullen <https://www.poets.org/poetsorg/poet/william-cullen-bryant>.

### COURSE OUTCOMES

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

NO.	COURSE OUTCOMES
CO 1	identify the environmental issues and solutions dealt in literature
CO 2	appreciate and analyse the ecological concerns in the prescribed poetry
CO 3	explain the views of the various prose writers
CO 4	comprehend and respond to the clarion call to protect the environment
CO 5	critique the emerging documentaries dealing with ecological crisis and augment scope for exploration and research

**II B.A ENGLISH**

**SEMESTER -III**

*For those who joined in 2019 onwards*

PROGRAM ME CODE	COURSE CODE	COURSE TITLE	CATEGO RY	HRS/WE EK	CREDI TS
USEN	19W3CC5	AGE OF WORDSWORTH	CORE	6	4

**COURSE DESCRIPTION**

The course Age of Wordsworth offers a purview of the representative writers and literary pieces of the Romantic Age.

**COURSE OBJECTIVES**

The course enables the learners to comprehend and appreciate the emotional and social upheavals of the Romantic age and the role of nature.

**UNITS**

**UNIT I – POETRY**

**(20Hrs)**

1. William Wordsworth - i) Lines Composed a few miles above Tintern Abbey on Revisiting the Banks of the Wye During a tour. July13,1798.  
- ii) I Wandered Lonely as a Cloud **(Self - Study)**
2. John Keats - i) Ode to a Nightingale  
- ii) The Human Seasons  
- iii) La Belle Dame Sans Merci**(Self - Study)**
3. Willam Blake - i) Tyger  
- ii) The Lamb

**UNIT II - POETRY**

**(15HRS.)**

1. Samuel Taylor Coleridge - i) Youth and Age
2. Percy Bysshe Shelley - i) The Cloud  
- ii) Ozymandias**(Self - Study)**

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3. Robert Southey - i) The Battle of Blenheim  
- ii) The Inchcape Rock (**Self - Study**)
4. William Blake - Laughing Song (**Self - Study**)

**UNIT III – PROSE (15HRS)**

1. William Hazlitt - i) On the Feeling of Immortality in Youth  
- ii) On Going a Journey  
- iii) On Actors and Acting – I

**UNIT IV – PROSE (20HRS)**

1. Charles Lamb -i) Dream Children - A Reverie  
-ii) The Praise of Chimney Sweepers  
-iii) Old China
2. Thomas De Quincey - From “The Pains of Opium” (An Excerpt from  
“Confessions of an English Opium-Eater”)

**UNIT V – NOVEL (20HRS)**

1. Jane Austen - *Sense and Sensibility*

**UNIT –VI DYNAMISM(Evaluation Pattern-CIA only)**

Poetry Writing

**REFERENCES:**

1. Abrams, M. H. Ed. *English Romantic Poets : Modern Essays in Criticism -* New York : Galaxy Book, 1964. Print.
2. Kiely, Robert. *The Romantic Novel in England.* New Delhi: Cambridge Univ. Press, 1973. Print.
3. Pinion, F. B. *A Jane Austen Companion: A Critical Survey and Reference Book.* London: Macmillan, 1973. Print.
4. Rand, Ayn. *The Romantic Manifesto: A Philosophy of Literature.* USA: Signet Classic, 1975. Print.

**COURSE OUTCOMES**

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

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<b>NO.</b>	<b>COURSE OUTCOMES</b>
CO 1	cherish the sublimity of Nature through various poetic forms
CO 2	understand the philosophical perspectives of Nature in Romantic poetry
CO 3	get acquainted with the felicity of the language of prose
CO 4	comprehend the interplay of humour, satire and melancholy in the prescribed pieces
CO 5	appreciate the significance of women novelists

**II B.A ENGLISH**

**SEMESTER -III***For those who joined in 2019 onwards*

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
USEN	19W3CC 6	AFRICAN AMERICAN LITERATURE	CORE	6	4

**COURSE DESCRIPTION**

The course titled AFRICAN AMERICAN LITERATURE helps the learners to appreciate the evolving and innovative literary styles and genres as manifested in the writings of the major African American writers. literary techniques in all the basic literary forms such as Prose, Poetry, Drama and Fiction focusing on the original flavour of their dialect which is quite different from Standard English.

**COURSE OBJECTIVES**

- This course focuses on the genesis of African American literature from the various oral forms up to the present times.
- It also gives the learners a broad overview of the socio-political and cultural factors that effected changes in the literary production.

**UNITS****UNIT -I POETRY****(18 HRS)**

1. Spirituals
  - “Go Down, Moses”
  - “Walk Together Children”
2. The Blues
  - “Trouble in Mind”
3. Countee Cullen
  - “Yet do I Marvel”
4. Langston Hughes
  - (i) “The Weary Blues”
  - (ii) “Harlem Sweeties”
5. Amiri Baraka
  - “Black Art”
6. Maya Angelou
  - “Still I Rise”
7. Gwendolyn Brooks
  - “Malcolm X” **(Self-Study)**

**UNIT -II PROSE****(18 HRS)**

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1. Booker T. Washington - "Up From Slavery" (Chapter I- Slave Narrative).
2. Martin Luther King. Jr., - " I Have a Dream"
3. Langston Hughes -"The Negro Artist and the Racial Mountain"
4. Amiri Baraka - "Black Writing"
5. Richard Wright -"The Ethics of Living Jim Crow" **(Self-Study)**

**UNIT -III -DRAMA (16 HRS)**

1. August Wilson -*Fences* (50 pages)

**UNIT -IV NOVEL (16HRS)**

1. Toni Morrison - *The Bluest Eye*

**UNIT -V FOLK TALES & SHORT STORIES (18 HRS)**

1. The Wonderful Tar-Baby Story
2. Rabbit Tricks Brer Fox Again
3. What the Rabbit learned
4. Terry McMillan - "Ma' Dear"
5. Annie McCary - "Breaking the Color-line"
6. Toni Cade Bambara - "Raymond's Son" **(Self-Study)**  
"Gorilla, My Love" **(Self-Study)**
7. The Awful Fate of Mr. Wolf **(Self-Study)**

**UNIT -VI DYNAMISM(Evaluation Pattern-CIA only) (4HRS)**

1. A study on the oral musical tradition.
2. Discussion on AfricanAmerican culture, race and religion.
3. Understanding the predicament of the African Americans in the neo-colonial scenario.

**TEXT BOOKS:**

Photocopies of chapters from the following books.

1. Gates.Jr., Henry Louis and Nellie Y. Mc Kay. *The Norton Anthology of African American Literature*. W.W. Norton and Company, 1997.
2. Jones, LeRoi. *Home: Social Essays*. New York: Akashic Books, 2009.

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3. Kanwar, Asha. ed. *The Unforgetting Heart: An Anthology of Short Stories by African American women (1859 - 1993)*. San Francisco: Aunt Lute Books, 1993.

### REFERENCES:

1. Aberjehani and Sandra L. West. Eds. *Encyclopedia of The Harlem Renaissance*. Checkmark Books, 2003.
2. Andrews, William L., Frances Smith Foster and Trudier Harris. Eds. *The Concise Oxford Companion to African American Literature*. Oxford University Press, 2001.
3. Nelson, Emmanuel. S. Ed. *The Greenwood Encyclopedia of Multiethnic American Literature*. C.T.: Greenwood Press, 2005.
4. Ostram, Hans and J. David Macey, Jr., eds. *The Greenwood Encyclopedia of African American Literature*. Vol. I to V. CT: Greenwood Press, 2005.
5. Manitou. *Modern Black Writers*. C.T.: St. James Press, 2000.

### COURSE OUTCOMES

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

NO.	COURSE OUTCOMES
CO 1	identify the uniqueness of the African American poetic tradition.
CO 2	examine the issues discussed in the prose writings and identify the difference between Black aesthetics and Western standards.
CO 3	analyse the artistic sensibility of the African American dramatists to use Theatre for social transformation.
CO 4	evaluate the contributions of the African American novelists
CO 5	understand the narrative forms of oral traditions and folklore as revealed in the folktales and short stories.

## II B.A ENGLISH

### SEMESTER -IV

*For those who joined in 2019 onwards*

## Curriculum for B.A. ENGLISH

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
USEN	19W4CC7	AGE OF TENNYSON	CORE	6	4

### **COURSE DESCRIPTION**

The course titled AGE OF TENNYSON offers a comprehensive view of how literature reflected the changing religious perspectives and the propensity towards mystic elements in arts and social values as presented by the representative writers of the Age.

### **COURSE OBJECTIVES**

- The course enables learners to identify the multifarious perspectives of various authors and appreciate their aesthetic principles.
- It also focuses on the changing attitudes toward moral values with the burgeoning growth in science and technology.

### **UNITS**

#### **UNIT -IPROSE**

**( 15 HRS.)**

1. John Stuart Mill - "From Coleridge" (pg.1090 – 1092)
2. Mathew Arnold – Extract from "The Study of Poetry" – (From *Essays in Criticism*)
3. Lytton Strachey – Extract from "Florence Nightingale", Extract from "Dr Arnold" (From *Eminent Victorians*)

#### **UNIT -II POETRY I**

**(15 HRS.)**

1. Matthew Arnold – "Dover Beach" (pg.904)
2. Robert Browning – "Andrea Del Sarto"(pgs.838 – 844)
3. Alfred Lord Tennyson – "The Lotus – Eaters" (pgs.722 – 726)
4. Coventry Patmore – "A Farewell" (From the Unknown Eros) (pgs. 993)
5. Lewis Carroll – "The Walrus and the Carpenter" (pgs.1067 – 1069)

#### **UNIT -III POETRY II**

**(15 HRS.)**

1. Gerard Manley Hopkins- "God's Grandeur" (pg. 1235)

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- 2 Alfred Lord Tennyson – “Tithonus” (pgs.737 – 739)
- 3.Christina Georgina Rossetti – “At Home”
4. Matthew Arnold - “Rugby Chapel” **(Self - Study)**
- 5.Robert Browning – “The Last Ride Together” (pgs.835 – 838)

**(Self –Study)**

**UNIT –IV DRAMA**

Oscar Wilde – *The Importance of Being Earnest*

**UNIT –V NOVEL**

**(20 HRS.)**

Charles Dickens – *David Copperfield*

**UNIT –VI DYNAMISM(Evaluation Pattern-CIA only)**

**( 10 HRS.)**

1. Educational reforms and Boarding schools in England
2. Socio-political scenario of England in the present times

**REFERENCES:**

**TEXT BOOKS:**

1. Meyer H. Abrams(Ed), *Norton Anthology of English Literature*. WW Norton Co. Inc, 1962.
2. Dickens, Charles. *David Copperfield* .Penguin classics, 2004.
3. Edmund T. Jones (Ed), *English Critical Essays: Nineteenth Century*. Oxford University,1956.
4. Strachey, Lytton. *Eminent Victorians*. Penguin Randomhouse, 1990
5. George K. Anderson, William E. Buckler, Mary Harris Veeder (Ed), *The Literature of England*. Scott Foresman.1967.

**REFERENCE BOOKS:**

1. Chesterton, G.K. *The Pelican Guide to English Literature*. Penguin Press, 1973.
2. Chesterton, Gilbert Keith. *The Victorian Age in Literature*.Oxford University Press.1966.
3. Collins Philip(Ed),*Charles Dickens: The Critical Heritage*. Routledge and Kegan Paul,1971.
4. Kenneth and Miriam Allott. *Victorian Prose*.Penguin, 1956.

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5. Dale, Peter Allan. *The Victorian Critic and the Idea of History: Carlyle, Arnold and Peter*. Harvard University Press, 1977.

## COURSE OUTCOMES

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

NO.	COURSE OUTCOMES
CO 1	identify the various factors like progress of science, political awakening and educational expansion which shaped the writers' thinking
CO 2	illustrate and analyse the spirit of enquiry that prevailed through the age
CO 3	examine the Victorian writers concern over loss of human values and the craze for materialism
CO 4	evaluate the themes that embody the restless spirit of the age.
CO 5	analyse the rich and varied literature of this era

**II B.A ENGLISH**  
**SEMESTER -IV**

*(For those who joined in 2019 onwards)*

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PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
USEN	19W4CC8	GRAMMAR FOR EFFECTIVE WRITING	CORE	6	4

**COURSE DESCRIPTION**

The course titled GRAMMAR FOR EFFECTIVE WRITING empowers the students' competency in grammar by enhancing vocabulary to improve writing skills and focusing on accuracy by following systematic rules and patterns.

**COURSE OBJECTIVES**

- ❖ To give the students a basic knowledge of grammar which would help them to co-ordinate their skills in using certain patterns of expression
- ❖ To acquire adequate skills to use grammatically correct structures which in turn would promote effective writing.

**UNITS**

**UNIT –I SENTENCE STRUCTURE (15 HRS)**

Sentence fragment

Comma splice

Run-together sentence

**UNIT –II CONCORD AND PRONOUNS (16HRS.)**

Faulty agreement

Faulty reference of pronouns

**UNIT –III PRONOUN SHIFTS (16HRS.)**

Shifts in Point of view: mixed constructions and misplaced parts

**UNIT –IV DANGLING MODIFIERS (18HRS)**

Dangling constructions



Omissions

Incomplete and Illogical comparisons

**UNIT -V WRITING MODELS**

**(25HRS.)**

Evaluating a text

Paraphrasing

Note-making

Proof reading symbols

Editing

**UNIT -VI DYNAMISM(Evaluation Pattern-CIA only)**

Writing Research Papers

Blog Writing

Travelogue

Effective Article Strategies

Creative Writing

Competitive Examinations

**REFERENCES:**

**TEXT BOOKS**

1. Glenn Leggett. C. David Mead & William Charvat. *Essentials of Grammar and Composition*. New Delhi: Prentice-Hall of India Pvt. Ltd., 1988.
2. Bailey, Stephen. *Academic Writing, A Practical Guide for Students*. London: Routledge Falmer, 2006.

**REFERENCE BOOKS:**

1. Gower, Roger. *Grammar in Practice*. Cambridge: Cambridge University Press, 2002
2. Pink, Alderton M. and S.E. Thomas. *English Grammar and Composition and Correspondence* (Chap.8). London: Donnington Press, 1974.

**WEB REFERNCES :**

Curriculum for B.A. ENGLISH

1. <https://www.britishcouncil.in/library/collection/study>

2. <https://www.cambridge.org/us/academic/reference>

## **COURSE OUTCOMES**

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

<b>NO.</b>	<b>COURSE OUTCOMES</b>
CO 1	frame grammatically correct sentence structures
CO 2	examine and revise faulty constructions
CO 3	understand the usage of pronouns
CO 4	identify and avoid dangling constructions
CO 5	evaluate and edit a text

**III B.A. ENGLISH  
SEMESTER- V  
MAJOR CORE  
W5CC9 – SHAKESPEARE  
(For those who join from 2016 onwards)**

**HRS/WEEK: 7**

**CREDITS: 6**

Curriculum for B.A. ENGLISH

**GENERAL OBJECTIVE :**

- The students will be familiar with the social milieu through Shakespearean theatre and plays which established new trends in Elizabethan Drama.

**SPECIFIC OBJECTIVES:**

After the completion of the course, the students would be able to

- understand the nature of theatres and audience of the Elizabethan age
- appreciate the different types of Shakespearean plays
- acquire knowledge of the dramatic skills exemplified in the plays
- learn the different dramatic techniques employed by Shakespeare
- imbibe the good values upheld by the Shakespearean characters

**UNIT – I :INTRODUCTION TO SHAKESPEARE**

**[15 HRS]**

1. Shakespearean Sonnets
  2. Shakespearean Theatre and Audience
  3. Shakespeare’s History Plays
  4. Clowns & Fools in Shakespeare’s plays
  5. Shakespeare’s Women
  6. Salient features of Shakespeare’s tragedies
  7. Characteristic features of Shakespeare’s Comedies
  8. Shakespeare's Soliloquies
- } (SS)

**UNIT – II : – TRAGEDY**

**[24 HRS]**

*Macbeth*

**UNIT – III : - ROMANTIC COMEDY**

**[22 HRS]**

*Twelfth Night*

**UNIT – IV : – TRAGIC ROMANCE**

**[22 HRS]**

*Romeo and Juliet*

**UNIT – V : – HISTORY PLAY**

**[22 HRS]**

*Henry IV–Part I* (Short summaries will be given for the war scenes and sub-plots)

**TEXT BOOKS :**

Shakespeare's - *Macbeth*

Curriculum for B.A. ENGLISH  
*Twelfth Night*  
*Romeo and Juliet*  
*Henry IV–Part I*

**REFERENCE BOOKS :**

1. Clapp, Larry Ed. *A Complete Critical Analysis of Shakespearean Plays with a Reference to Elizabethan Theatre*. New Delhi: Dominant Publishers and Distributors, 2007.
2. Greenhill, Wendy and Paul Wignall. *Shakespeare: Man of the Theatre*. Oxford: Reed Educational and Professional Publishing Ltd., 2000.
3. Grene, Nicholas. *Shakespeare's Tragic Imagination*. London: Macmillan Press Ltd, 1992.
4. Justman, Stewart. *Shakespeare: The Drama of Generations*. New Delhi: Macmillan India Ltd., 2007.
5. Peter, Suco. *Shakespeare's English Kings: History, Chronicle and Drama*. New York: OUP, 1977.

**EVALUATION PATTERN :**

T1	T2	TA	C1*	C2*	Int. (A)	Ext. (B)	Total (A+B)
15	15	15	5	5	25	75	100

C1\*- Quiz

C2\*- VDP- Video graphing dramatic enactment of scenes from Shakespearean plays (Group work)

III B.A. ENGLISH  
SEMESTER- V  
MAJOR CORE  
W5CC10 - WORLD LITERATURE IN TRANSLATION  
(For those who join from 2016 onwards)

HRS/WEEK: 7

CREDITS: 6

GENERAL OBJECTIVE :

## Curriculum for B.A. ENGLISH

- The students will get exposed to the cultural diversity through the translated pieces of World's Classics

### **SPECIFIC OBJECTIVES :**

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

- appreciate world's best literary works
- comprehend literatures of diverse culture and language
- acquire knowledge of the varied literary forms and techniques adopted by the writers of different socio-cultural milieu

- appreciate the cultural diversity
- imbibe translation skills

### **UNIT – 1 : POETRY**

**[17 HRS]**

1. Wei -“A Young Soldier on Service” (Chinese)
2. Callimachus - “Heraclitus” (Greek)
3. Confucius - “Song of the Plantain Gatherers” (Chinese)
4. Anacreon - “Defiance of Age” (Greek)
5. Kwei - “The Wish of an Unhappy Man”(Ghana)
6. Thiruvalluvar - *Thirukurral*- Veracity- 30: 1-5 couplets Trans. By G.U. Pope (Tamil)
7. Haiku Poems – (Japanese)
  1. Yamaguchi Seishi -“Grasses Wilt” (SS)
  2. YosaBoson -“Blowing from the West” (SS)
  3. Matsuo Basho - “From Time to Time”

### **UNIT – II : PROSE**

**[16 HRS]**

1. Noah and the flood– Chapters from the Old Testament (Genesis: Chapter 6-9) (Hebrew)- 2pgs
2. Sermon on the Mount- Chapters from the New Testament (Matthew: Chapter 5-7) (Hebrew)-5pgs
3. On the benefits of being Silent (1-10) – Sadi, Trans. By James Ross (Persian)-2pgs

### **UNIT - III : DRAMA**

**[16 HRS]**

1. Kalidasa - *Sakuntala*Trans. By Arthur. W. Ryder (Sanskrit)

### **UNIT – IV : FICTION**

**[16 HRS]**

1. Taslima Nasrin - *Lajja* .(Bangla Deshi)

### **UNIT – V : SHORT STORY**

**[10 HRS]**

## Curriculum for B.A. ENGLISH

1. Premchand - “The Voice of God”(Indian) (SS)
2. Guy De Maupassant - “Timbuctoo” (French)

### PRESCRIBED PIECES TAKEN FROM:

Brown, S. Calvin, Edwin M. Everett, Rober L. Harrison. eds. *Masterworks of World Literature*. New York: Holt, Rinehar and Winston, Inc. 1970.  
Cunliffe, John W. and Ashley H. Thorndike. *Scandinavian and Slavonic Literature*. New Delhi: Cosmo Publications, 2008.  
Gottheil, Richard J.H. and Epiphanius Wilson. *Oriental Literature*. Volumes II and IV. New Delhi: Cosmo Publications, 2008.  
Pope, G.U. *Thirukkural: English Translation and Commentary*. India: CreateSpace Independent Publishing Platform, 2017.

### TEXT BOOK:

Kalidasa. *Sakuntala*. Trans. Arthur. W. Hyder. India: Surjeet Publications, 2012.

Nasrin, Taslima. *Lajja*. India: Penguin Books. 2017

### REFERENCE BOOK :

Khatri, C.L. *World Literature in English*. Book Enclave: Jaipur, 2006.

### EVALUATION PATTERN :

T1	T2	TA	C1*	C2*	Int.(A)	Ext.(B)	Total (A+B)
15	15	15	5	5	25	75	100

Translate 2 couplets from *Thirukkural* and prepare a wall poster.

*C1\**- Quiz

*C2\**- Poster making (Translate 10 couplets from *Thirukkural* and prepare a wall poster.)/  
Enacting a scene from “Shakunthala”/ Assignments

## III B.A. ENGLISH

### SEMESTER- V

### MAJOR CORE

### W5CC11– TWENTIETH CENTURY LITERATURE

(For those who join from 2016 onwards)

HRS/WEEK : 7

CREDITS : 6

## Curriculum for B.A. ENGLISH

### GENERAL OBJECTIVE:

- The students will get acquainted with the writers and thinkers whose works evinced radical changes and will comprehend the complex spirit of the modern age

### SPECIFIC OBJECTIVES:

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

- comprehend the socio-political spirit of the modern era
- appreciate the experimentation in literary form and content
- understand the changing literary scenario and the introduction of various 'isms'
- read and appreciate the new type of novel (Dystopia)
- enjoy the newness in language

### UNIT – I : POETRY

[16 HRS]

- |                   |   |                                |
|-------------------|---|--------------------------------|
| 1.W.B. Yeats      | - | “Easter 1916”                  |
| 2.W. H. Auden     | - | “The Unknown Citizen”          |
| 3.T.S. Eliot      | - | “The Hollow Men”               |
| 4.Isaac Rosenberg | - | “Break of Day in the Trenches” |
| 5.Philip Larkin   | - | “Deceptions”                   |
| 6.Ted Hughes      | - | “Vampire”                      |

### UNIT – II: PROSE

[16 HRS]

- |                     |   |                                       |
|---------------------|---|---------------------------------------|
| 1.Robert Lynd       | - | “On Forgetting”                       |
| 2.A.G. Gardiner     | - | “On Saying Please”                    |
| 3.E.V. Lucas        | - | “Tight Corners”                       |
| 4.E.M Forster       | - | “Tolerance”                           |
| 5.Bernard Shaw      | - | “How I Became a Public Speaker”       |
| 6. Bertrand Russell | - | “In Praise of idleness” (Part I only) |

### UNIT – III: DRAMA

[16 HRS]

- |                |   |                          |
|----------------|---|--------------------------|
| Samuel Beckett | - | <i>Waiting for Godot</i> |
|----------------|---|--------------------------|

### UNIT – IV : NOVEL

[17 HRS]

- |                 |   |                           |
|-----------------|---|---------------------------|
| Anthony Burgess | - | <i>A Clockwork Orange</i> |
|-----------------|---|---------------------------|

### UNIT - V : SHORT STORY

[10 HRS]

- |                       |   |                                  |
|-----------------------|---|----------------------------------|
| 1.D.H.Lawrence        | - | “Odour of Chrysanthemums”        |
| 2.Katherine Mansfield | - | “Marriage À La Mode (1921)” (SS) |

## Curriculum for B.A. ENGLISH

### TEXT BOOKS :

1. Burgess, Anthony. *A Clockwork Orange*. UK: Penguin Publishers, 1972.
2. Blackey, J. *Waiting for Godot*. Canada: Coles Pub. Company, 1973.

### REFERENCE BOOKS :

1. Couto, Maria. *Graham Greene: On the Frontier, Politics and Religion in the Novels*, Chennai: Macmillan, 1990.
2. Dobree, Bonamy. *Modern Prose Style*. New Delhi: Galgotia Pvt. Ltd., 1964.
3. Gupta, Monika. *Women Writers in the Twentieth Century Literature*. New Delhi: Atlantic Publishers and Distributors, 2000.
4. Langbaum, Robert. *The Modern Spirit: Essays on the Continuing of Nineteenth and Twentieth Century Literature*. New Delhi: Oxford University Press, 1970.
5. Myles, Nita. *Twentieth Century English Novelists*. New Delhi: Kanishka Publishers, 2001.
6. Ward, A.C. *Twentieth Century Prose 1940-1960*. London: G. Bell and Song, 1962.
7. Whalen, Terry. *Philip Larkin and English Poetry*. Hong Kong: Macmillan, 1986.

### EVALUATION PATTERN :

T1	T2	TA	C1*	C2*	Int. (A)	Ext. (B)	Total (A+B)
15	15	15	5	5	25	75	100

C1\*- Quiz

C2\*- PPT on the given topic

**III B.A. ENGLISH  
SEMESTER - VI  
MAJOR CORE  
W6CC12 – AMERICAN LITERATURE  
(For those who join from 2016 onwards)**

**HRS/WEEK : 6**

**CREDITS : 5**

**GENERAL OBJECTIVE:**



## Curriculum for B.A. ENGLISH

- The students will be exposed to American Literature, culture and civilization, and will analyze the works of art critically

### **SPECIFIC OBJECTIVES:**

After the completion of the course, the students would be able to

- understand and appreciate the representative American poets
- comprehend the aspects of Romanticism and Transcendentalism in the prescribed pieces
- appreciate the evolving techniques and trends in theatre
- comprehend the socio-political and cultural issues depicted in American fiction
- appreciate the unique features of American Literature and its significance

### **UNIT- I :POETRY**

**[20 HRS]**

1. Edgar Allan Poe - "The Raven"
2. Walt Whitman - "Crossing Brooklyn Ferry"
3. Emily Dickinson - "A Bird Came down the Walk"
4. Robert Frost - "Mending Wall"
5. Wallace Stevens - "Emperor of Ice-Creams"
6. Leslie Marmon Silko - "Ceremony Poem"
7. Sherman Alexie - "Grief Calls Us to the Things of this World"
8. Pat Mora - "Old Love"
9. Octavia Paz - "Wind, Water, Stone"

### **UNIT- II : PROSE**

**[20 HRS]**

1. Henry David Thoreau - "Where I Lived and What I Lived For"
2. Edgar Allan Poe - "The Philosophy of Composition"

### **UNIT- III :DRAMA**

**[15 HRS]**

Thornton Wilder - *Our Town*

### **UNIT –IV : NOVEL**

**[15 HRS]**

Ernest Hemingway - *A Farewell to Arms*

### **UNIT –V : SHORT FICTION**

**[5 HRS]**

Curriculum for B.A. ENGLISH

1. Henry James  
- *The Turn of the Screw*
2. O. Henry  
- *The Ransom of the Red Chief (SS)*

**TEXT BOOKS :**

1. *The Heath Anthology of American Literature* Vol. I & II. Toronto: D.C. Heath and Company, 1990. .
2. *The Norton Anthology of American Literature* 2 Vols. 5<sup>th</sup> Ed. New York: W.W. Norton & Company, 1998.

**REFERENCE BOOKS :**

- 1 Barbour, Scott, ed. *American Modernism*. San Diego: Green Haven Press Inc., 2000.
2. Bordman, Gerald. *Oxford Companion to American Theatre*. Oxford: Oxford University Press, 1992.
3. Hart, James David. and Philip Leininger, eds. *The Oxford Companion to American Literature*. 6<sup>th</sup> ed. Oxford University Press, 1995.
4. Howard, Leon. *Literature and the American Tradition*. New York: Eurasia Publication, 1960.
5. Lawrence, David Herbert. *Studies in Classic American Literature*. England: Penguin Books Ltd, 1971.
6. Narasinhaiah, C.D. ed. *Student's Handbook of American Literature*.  
Knonni- travancore: Kalyani Publishers, 1972.
7. Oliver, Egbert.S. *Studies in American Literature: Whitman, Emerson, Melville and Others*. New York: Eurasia Publication, 1971.
8. Spiller, Robert. *The cycle of American Literature – An Essay in Historical Criticism*. New Delhi: BPB Publications, 1956.

**EVALUATION PATTERN :**

Curriculum for B.A. ENGLISH

T1	T2	TA	C1*	C2*	Int. (A)	Ext. (B)	Total (A+B)
15	15	15	5	5	25	75	100

**C1\*- Quiz**

**C2\*- Diary preparation of a Fictional character/Poem Recitation**

**III B.A. ENGLISH  
SEMESTER - VI  
MAJOR CORE  
W6CC13 - WOMEN IN LITERATURE  
(For those who join from 2016 onwards)**

**HRS/WEEK : 5**

**CREDITS : 5**

Academic Council 28.3.2019

## Curriculum for B.A. ENGLISH

### GENERAL OBJECTIVE :

- The students will understand the multi-dimensions in women's writings and will be sensitized about the various levels of oppression and gender issues.

### SPECIFIC OBJECTIVES:

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

- understand various issues related to women across the world
- comprehend the theoretical perspectives of women writers
- appreciate the non-canonical women writers
- identify the emergence of the New Woman
- recognise the works of contemporary women writers

### UNIT – I : POETRY

[20 HRS]

1. Roula Pollard - "We, Women of Enlightenment"
2. Prerna Bakshi - "Gone and Buried" (SS)
3. Taslima Nasrin - "Border"
4. Ursula Fan Thorpe - "Mother- in- law"
5. Mary Gilmore - "Eve Song"
6. Margaret Atwood - "This is a Photograph of Me"

### UNIT – II : PROSE

[20 HRS]

1. Elaine Showalter - "Towards A Feminist Poetics" ( An Excerpt)
2. Hellen Keller - "Optimism within" from *Optimism :an Essay*

### UNIT – III : NOVEL

[15 HRS]

- Chimamanda Ngozi Adichie - *Purple Hibiscus*

### UNIT – IV : DRAMA

[15 HRS]

- Muthal Naidoo - *Flight from the Mahabarath*

### UNIT – V : SHORT STORIES

[5 HRS]

1. Amrita Pritam - "Wild Flower" (SS)
2. Louise Erdrich - "Scales"

### TEXT BOOKS :

1. Adichie, Chimamanda Ngozi. *Purple Hibiscus*. New York: Workman Publishing Company, 2003.

## Curriculum for B.A. ENGLISH

2. Keller, Hellen. *Optimism: an Essay*. New York: T. Y. Crowell and company, 1903.
3. Naidoo, Muthal. "Flight from the Mahabarath". Ed. Kathy A. Perkins. *Black South African Women: An Anthology of Plays*. New York: Routledge, 1998.
4. Showalter, Elaine. "Towards A Feminist Poetics". Ed. K.M. Newton. *Twentieth Century : Literary Theory*. Pg (216 - 220) Palgrave, London, 1997
5. Copies of prescribed poems, prose pieces, drama and short stories.

### REFERENCE BOOKS :

1. Erdrich, Louise. *Love Medicine*. New York: Harper Collins, 1984.
2. Gupta, Monika (Ed.) *Women Writers in the Twentieth Century Literature*. New Delhi: Atlantic Publishers and Distributors, 2000.
3. Hooks, Bell. *Feminist Theory: From Margin to Center*. London: Pluto Press, 2000.
4. Sarris, Greg, Connie A. Jacobs & James R. Giles Ed *Approaches to Teaching the Works of Louise Erdrich*. The Modern Language Association of America New York: 2004.
5. Showalter, Elaine. "Towards A Feminist Poetics". Ed. V.S. Seturaman. Pg (403 - 407) Macmillan India Limited, 1989
6. Singh, R.P. *Select Voices from Africa and Asia : New Literatures in English*. Jaipur: Yking Books, 2016.
7. Whitson J., Kathy. *Encyclopedia of Feminist Literature*. London: Greenwood Publishing Group Inc, 2004.

### EVALUATION PATTERN :

T1	T2	TA	C1	C2	Int. (A)	Ext. (B)	Total (A+B)
15	15	15	5	5	25	75	100

C1\*- Quiz

C2\*- Group discussion / PPT / critical evaluation of a work by any woman writer other than the prescribed ones.

## III B.A. ENGLISH SEMESTER - VI MAJOR CORE W6CC14 - LITERARY CRITICISM (For those who join from 2016 onwards)

HRS/WEEK : 5

CREDITS : 4

Academic Council 28.3.2019

## Curriculum for B.A. ENGLISH

### GENERAL OBJECTIVES :

- The students will be able to comprehend the critical tradition which will hone their critical sensibility

### SPECIFIC OBJECTIVES :

After the completion of the course the students will be able to:

- understand the beginnings of literary criticism
- identify the differences in the critical perspectives of Neo-Classicists and Romanticists
- comprehend Twentieth Century criticism and the emergence of Literary theories
- recognise the emergence of various approaches
- apply appropriate approach in evaluating a literary text

### UNIT - I

[15 HRS]

1. “Classical, Medieval and Renaissance Criticism”

(English Literary Criticism and Theory: An Introductory History – M.S. Nagarajan. Pgs 6 – 49)

### UNIT - II

[15 HRS]

1. “Neo-Classical, Romantic and Victorian Criticism.”

(English Literary Criticism and Theory: An Introductory History – M.S. Nagarajan. Pgs 51-103)

### UNIT - III

[15 HRS]

1. “Twentieth Century Criticism”

(Contemporary Literary Theory: A Student’s Companion – N. Krishnaswamy et al., Pgs 5-9) (SS)

2. “The Function of Criticism” – T.S. Eliot

### UNIT - IV

[15 HRS]

1. “Elder Olson – ‘Sailing to Byzantium’: Prolegomena to a Poetics of the Lyric”

### UNIT - V

[15 HRS]

1. “Approaches in Practice”:

(i) “Young Goodman Brown”: Id versus Superego” (A Handbook of critical

Approaches to Literature – Wilfred L. Guerin et al., Pg. 41- 144)

(ii) “Myth Criticism and the American Dream: Huckleberry Finn as the American Adam”

## Curriculum for B.A. ENGLISH

(A Handbook of Critical Approaches to Literature –Wilfred L. Guerin et.al., Pgs. 186- 191)

(iii) “Frailty Thy Name is Hamlet: Hamlet and Women.”(A Handbook of Critical Approaches to Literature – Wilfred L. Guerin et.al., Pg. 217-223)

### TEXT BOOKS :

1. Nagarajan, M.S. *English Literary Criticism and Theory: An Introductory History*.
2. Scott S. Wilbur. *Five Approaches of Literary Criticism*. New York:Macmillan Publishing Company, 1962.
3. Guerin, Wilfred L et al. *A Handbook of Critical Approaches to Literature*.

### REFERENCE BOOKS :

1. Blamires, Harry. *A History of Literary Criticism*. Delhi: Macmillan Press Ltd., 1991
2. Das, Bijay Kumar. *Twentieth Century Literary Criticism*.NewDelhi: Atlantic Publishers & Distributors (P) Ltd., 2010.
3. Lodge, David. ed. *Modern Criticism and Theory: A Reader*. New York: Longman Inc., 1988.
4. Ramaswami S. &SethuramanV.S., *The English Critical Tradition: An Anthology of English Literary Criticism*. Vol. – I & II. Madras: Macmillan India Ltd., 1986.
5. Waugh, Patricia. ed. *Literary Theory and Criticism: An Oxford Guide*. OUP, 2006.

### EVALUATION PATTERN :

T <sub>1</sub>	T <sub>2</sub>	TA	C1*	C2*	Int. (A)	Ext. (B)	Total (A + B)
15	15	15	5	5	25	75	100

Critically evaluate a literary piece using a literary theory or approach

\*C1- Quiz

\*C2- Evaluation of literary pieces (of their choice)

## I B.A ENGLISH

### SEMESTER –I

*For those who joined in 2019 onwards*

## Curriculum for B.A. ENGLISH

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
USEN	19W1AC1	LITERARY FORMS	ALLIED	5	5

**COURSE DESCRIPTION**

The course titled LITERARY FORMS renders a comprehensive view of the diverse genres, their features and function and of how they evolved over the period of time.

**Course objectives**

- The course provides a good introduction to the origin and development of various literary genres
- The course offers the learners with adequate illustrations from representative works / writers.

**UNIT I – PROSE****[10 Hrs]**

1. Biography
2. Autobiography
3. Essay

**UNIT II – POETRY****[20 Hrs]**

1. The Elements of Poetry
2. Figures of Speech
3. Types of Poetry

**UNIT III- DRAMA I****[15 Hrs]**

1. Tragedy
2. Comedy
3. Dramatic design
4. Classical Greek tragedy
5. Senecan or Revenge tragedy
6. Neoclassical tragedy
7. The origin and growth of drama in England
8. Romantic tragedy
9. Romantic comedy
10. Tragicomedy
11. Chronicle plays
12. *Features of Elizabethan theatre and drama*



Curriculum for B.A. ENGLISH

13. Masque and antimasque
14. Comedy of humours
15. Heroic tragedy
16. Comedy of manners
17. Genteel comedy

**UNIT IV - DRAMA II**

**[15 Hrs]**

1. Sentimental comedy
2. Domestic comedy
3. Closet drama
4. Farce
5. Melodrama
6. Cup-and-saucer drama
7. Problem play
8. Well-made play
9. Expressionist drama
10. Epic theatre
11. Theatre of Cruelty
12. Absurd drama
13. Kitchen sink drama
14. Poor theatre
15. Bread and puppet theatre
16. one-act play

**UNIT V – FICTION**

**[15 Hrs]**

1. The Elements of Fiction
2. Short Story
3. Types of Novel

**SELF-STUDY UNIT**

1. Picaresque novel
2. Epistolary novel
3. Historical novel
4. Sentimental novel

## Curriculum for B.A. ENGLISH

5. Domestic novel
6. Gothic Novel
7. Science Fiction Novel
8. Regional Novel
9. Detective Novel

### **UNIT VI: DYNAMISM**

1. Appreciation of various literary texts
2. Enables critical thinking through juxtaposition of texts
3. An ideal course for NET / SET aspirants

### **TEXT BOOK**

Ashok, Padmaja. *A Companion to Literary Forms*, Orient Blackswan  
Private Limited, 2015.

### **REFERENCE BOOKS**

1. Scott, Wilbur S. *Five Approaches of Literary Criticism*. London, 1977.
2. Saintsbury, George. *A Short History of English Literature*. London, 1912.
3. Lemon, Lee T. *A Glossary for the Study of English*. 1971.
4. Johnson, Samuel. *The Samuel Johnson Encyclopedia*. Westport, 1996.
5. Ionesco, Eugene. *The Chairs*. London, 2007.
6. Esslin, Martin. *The Theatre of the Absurd*. UK, 2004.
7. Eliot, T.S. *Selected Essays 1917 – 1932*. USA, 1932.

### **COURSE OUTCOMES**

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

NO.	COURSE OUTCOMES
CO 1	comprehend the various features of Prose as a literary genre.

Curriculum for B.A. ENGLISH

CO 2	identify and appreciate a wide range of poetic forms and their literary devices
CO 3	analyse the origin of Drama and its role in performing social and political issues
CO 4	critique the social-political and cultural changes that resulted in the Experimental Theatre
CO 5	develop an exclusive interest to read Novel as a new form of literature

**I B.A ENGLISH  
SEMESTER -II**

*For those who joined in 2019 onwards*

Curriculum for B.A. ENGLISH

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
USEN	19W2AC2	PHONETICS AND TRANSCRIPTION	Allied	5	5

**COURSE DESCRIPTION**

The course titled PHONETICS AND TRANSCRIPTION offers a comprehensive understanding of the scientific and systematic study of phonetic symbols, organs of speech, physical transmission of speech sounds, reception and perception of speech sounds.

**COURSE OBJECTIVES**

- The course helps the students to learn the correct manner of articulating the speech sounds through theoretical aspects and practical training.
- The course motivates the students on accuracy and nuances in pronunciation and master the art of transcription.

**UNITS**

**UNIT I: [15 HRS]**

1. List of Phonetic Symbols
2. Language, Linguistics and Communication
3. Components of Linguistics

**UNIT II: [15 HRS]**

1. Phonetics: The Articulation of Speech Sounds
2. Classification of Speech Sounds
3. Classification and Description of Consonants

**UNIT III: [15 HRS]**

1. Classification and Description of Vowels
2. The Syllable
3. Consonant Clusters in English

**UNIT IV: [15 HRS]**

1. The Concept of General Indian English
2. Word-Accent in English
3. Accent and Rhythm in Connected Speech

**UNIT V [13 HRS]**

1. Practice in Phonetic Transcription

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- i) Words
- ii) Sentences
- iii) paragraphs

**UNIT VI - DYNAMISM**

**[2 HRS]**

1. Practice in transcription of sentences and passages
2. Speaking practice and Listening Comprehension

**TEXT BOOK:**

- T. Balasubramanian. *T. Text book of English Phonetics for Indian Students*. Hyderabad: Laxmi Publications Private Limited, 2016.

**REFERENCE BOOKS:**

1. Crystal, David. *Dictionary of Linguistics and Phonetics*. 06 ed. Australia: Blackwell, 2008.
2. Ladefoged, Peter. *A Course in Phonetics*. 06 ed. Melbourne: Cengage Learning, 2015.
3. Roach, Peter. *English Phonetics & Phonology a Practical Course*. 4 ed. London: Cambridge University Press, 2009.

**COURSE OUTCOMES**

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

NO.	COURSE OUTCOMES
CO 1	classify and describe vowels and consonants
CO 2	apply the right manner of articulation for effective communication
CO 3	analyse and identify the basic anatomical structures and their roles in speech production
CO 4	speak fluently using GIE accent
CO 5	transcribe words / sentences

**II B.A ENGLISH**

**SEMESTER -III**

Curriculum for B.A. ENGLISH  
*For those who joined in 2019 onwards*

PROGRAM ME CODE	COURSE CODE	COURSE TITLE	CATEG ORY	HRS/ WEEK	CRED ITS
USEN	19W3AC3	<b>SOCIAL HISTORY OF ENGLAND &amp; HISTORY OF ENGLISH LITERATURE (1450-1714)</b>	<b>ALLIED</b>	<b>5</b>	<b>5</b>

### **COURSE DESCRIPTION**

The course titled SOCIAL HISTORY OF ENGLAND & HISTORY OF ENGLISH LITERATURE provides an extensive and comprehensive range of knowledge pertaining to the history of English Literature and the social history of England and their impact upon each other.

### **COURSE OBJECTIVES**

- The course emphasizes the need to understand the social history that strengthens the learners' understanding of Literature.
- The course traces the chronological evolution of British Literature.

### **UNITS**

#### **UNIT -1 (1450 - 1557)**

**[16 HRS]**

1. The Renaissance
2. The Reformation
3. The Dissolution of Monasteries **(Self-Study)**
4. English Literature before Chaucer (500-1340)
5. The Age of Chaucer (1340-1400)
  
6. From Chaucer to 'Tottel's Miscellany' (1400-1557)

#### **Unit - II (1560 - 1625)**

**[16 HRS]**

1. The Religion of England
2. The Tudor Navy and the Armada

Curriculum for B.A. ENGLISH

3. The Elizabethan Theatre
4. The East India Company **(Self-Study)**
5. The Development of the Drama to 1561
6. The Age of Shakespeare (1558-1625)

**Unit – III (1607 – 1625)**

**[14 HRS]**

1. Colonial Expansion **(Self-Study)**
2. The Civil War and its Social Significance
3. Puritanism
4. The Age of Shakespeare: The Drama
5. The Age of Shakespeare: Prose

**Unit – IV (1660 – 1794)**

**[13 HRS]**

1. Restoration England
2. The Origin and Growth of Political Parties in England
3. The Age of Milton (1625-1660): Milton
4. The Age of Milton: Other Poets and Prose Writers

**Unit – V (1702 – 1714)**

**[13 HRS]**

1. Age of Queen Anne
2. Coffee-house Life in London **(Self-Study)**
3. The Age of Dryden (1660-1700): Verse
4. The Age of Dryden. Prose and Drama

**UNIT –VI DYNAMISM(Evaluation Pattern-CIA only)**

**[3 HRS]**

1. Socio political issues in England- BREXIT
2. Issues related to Immigration into England
3. The Current Economic Scenario
4. Preparation for NET and Other Competitive Exams

**REFERENCES:**

Curriculum for B.A. ENGLISH

**TEXT BOOKS:**

- 1) Hudson, William Henry. *An Outline History of English Literature*. Bangalore: Rupa Publications, 2015.
- 2) Xavier, A.J. *An Introduction to the Social History of England*. Chennai: Viswanathan S., Printers Publishers Pvt Ltd, 2009.

**REFERENCE BOOKS:**

- 1) Albert, Edward. *History of English Literature*. New Delhi: Oxford, 2013.
- 2) Ashok, Padmaja. *Social History of England*. Chennai: Orient Blackswan, 2011.
- 3) Blamires, Harry. *A Guide to Twentieth Century Literature in English*. London: Routledge, 1983.
- 4) Carter, Ronald and John McRae. *The Routledge History of Literature in English*. Abingdon: Routledge, 2001.
- 5) Daiches, David. *A Critical History of English Literature*. New Delhi: Supernova Publishers, 2010.
- 5) Long, William J. *English Literature: Its History and its Significance for the Life of the English Speaking World*. Bangalore: Rupa Publications, 2015.
- 6) Trevelyan, George Macaulay. *English Social History: A Survey of Six Centuries from Chaucer to Queen Victoria*. United Kingdom: Barma's Books, 1946.

**COURSE OUTCOMES**

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

NO.	COURSE OUTCOMES
CO 1	describe the socio-political, cultural and literary scenario of the



Curriculum for B.A. ENGLISH

	Chaucerian England
CO 2	evaluate how Shakespearean theatre reflected the spirit of the Age
CO 3	identify the changing political scenario and its impact on literary movements
CO 4	critique the literary works produced during Restoration England
CO 5	recognise the beginnings of Age of Reason

**II B.A ENGLISH**  
**SEMESTER -IV**

*For those who joined in 2019 onwards*

Academic Council 28.3.2019

Curriculum for B.A. ENGLISH

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
USEN	19W4AC4	SOCIAL HISTORY OF ENGLAND & HISTORY OF ENGLISH LITERATURE (1700-1955)	ALLIED	5	5

**COURSE DESCRIPTION**

The course titled SOCIAL HISTORY OF ENGLAND & HISTORY OF ENGLISH LITERATURE (1700-1955) provides an extensive and comprehensive range of knowledge pertaining to the history of English Literature and the social history of England and their impact upon each other.

**COURSE OBJECTIVES**

- The course emphasizes the need to understand the social history that strengthens the learners' understanding of Literature.
- The course traces the chronological evolution of British Literature.

**UNITS**

**UNIT -1 (1700 – 1745)**

**(15 HRS)**

1. The Agrarian Revolution
2. The Industrial Revolution
3. The Methodist Movement **(Self-Study)**
4. The Age of Pope (1700 -1745): Verse
5. The Age of Pope: Prose and the Drama

**Unit – II (1775 – 1798)**

**(15 HRS)**

1. Other Humanitarian Movements
2. The War of American Independence

Curriculum for B.A. ENGLISH

3. England and Ireland **(Self-Study)**

4. The Age of Johnson (1745 - 1798): General Prose

5. The Age of Johnson: The Novel

6. The Age of Johnson: Verse

**Unit – III (1789 – 1832)**

**(16 HRS)**

1. Effects of the French Revolution

2. The Reform Bills **(Self-Study)**

3. The Age of Wordsworth (1798 - 1832): The Older Poets

4. The Age of Wordsworth: The Younger Poets

5. The Age of Wordsworth: General Prose

6. The Age of Wordsworth: The Novel

**Unit – IV (1837 – 1887)**

**(15 HRS)**

1. The Victorian Age

2. Development of Education in the Victorian England

3. The Age of Tennyson (1832 - 1887): Verse

4. The Age of Tennyson: General Prose

5. The Age of Tennyson: The Novel

**Unit – V (1942 – 1955)**

**(11 HRS)**

1. The World Wars and Social Security

2. Means of Transport and Communication **(Self-Study)**

3. The Age of Hardy (1887 - 1928)

4. The Present Age (1930 - 1955)

**UNIT –VI DYNAMISM(Evaluation Pattern-CIA only)**

**[3 HRS]**

1. The Political scenario of England

2. The present Social condition

3. Climate Talk: The Political sustainability of Climate Policy

Curriculum for B.A. ENGLISH

4. Preparation for NET and Other Competitive Exams

**REFERENCES:**

**TEXT BOOKS:**

1)Hudson, William Henry. *An Outline History of English Literature*. Bangalore: Rupa Publications, 2015.

2)Xavier, A.J. *An Introduction to the Social History of England*. Chennai: Viswanathan S., Printers Publishers Pvt Ltd, 2009.

**REFERENCE BOOKS:**

3) Albert, Edward. *History of English Literature*. New Delhi: Oxford, 2013.

Ashok, Padmaja. *Social History of England*. Chennai: Orient Blackswan, 2011.

4) Blamires, Harry. *A Guide to Twentieth Century Literature in English*. London: Routledge, 1983.

5) Carter, Ronald and John McRae. *The Routledge History of Literature in English*. Abingdon: Routledge, 2001.

6) Daiches, David. *A Critical History of English Literature*. NewDelhi: Supernova Publishers, 2010.

7) Long, William J. *English Literature: Its History and its Significance for the Life of the English Speaking World*. Bangalore: Rupa Publications, 2015.

8) Trevelyan, George Macaulay. *English Social History: A Survey of Six Centuries from Chaucer to Queen Victoria*. United Kingdom: Barma's Books, 1946.

**COURSE OUTCOMES**

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

Curriculum for B.A. ENGLISH

<b>NO.</b>	<b>COURSE OUTCOMES</b>
CO 1	describe the impact of Industrial Revolution on society and literature
CO 2	classify the evolving literary movements
CO 3	understand the impact of French Revolution and the beginning of Romantic Age
CO 4	recognise the growth of Education and literature during the Victorian Era
CO 5	appraise the impact of World Wars on literature

**III B.A. ENGLISH**  
**SEMESTER- V**  
**MAJOR ELECTIVE**  
**W5ME1 – CANADIAN LITERATURE**  
(For those who join from 2016 onwards)

Academic Council 28.3.2019

## Curriculum for B.A. ENGLISH

**HRS/WEEK : 5**

**CREDITS : 5**

### **GENERAL OBJECTIVE :**

- The students will get a purview of Canadian Literature and its various features and techniques

### **SPECIFIC OBJECTIVES:**

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

- get an insight of the trends and techniques of the Canadian Literary World
- understand the themes and social issues that prevail in Canada
- comprehend the different cultural norms practised by the various communities in Canada
- evaluate the representative pieces to get a wide spectrum of emerging patterns in Canada
- develop a critical acumen

### **UNIT – I : POETRY**

**[15 HRS]**

1. E.J. Pratt - “Brebeuf and his Brethren”
2. Margaret Atwood - “Journey to the Interior”
3. P.K. Page - “First Neighbours”
4. Robert Kroetsch - “I am Getting Old Now”
5. Duncan Campbell Scott - “A Prairie Water Colour” (SS)
6. Emily Pauline Johnson - “A Cry from an Indian Wife”

### **UNIT - II : PROSE**

**[16 HRS]**

1. Margaret Atwood – From “*Survival : A Thematic Guide to Canadian Literature*”- pages : 359-362.
2. Catherine Parr Traill – From “*Backwoods of Canada*”- pages 314-319 (SS)
3. Rudy Wiebe – Where is the Voice Coming From?

### **UNIT – III : DRAMA**

**[18 HRS]**

- Drew Hayden Taylor - *The Berlin Blues*

### **UNIT – IV : NOVEL**

**[18 HRS]**

- Lee Maracle - *Celia’s Song* 24 chapters

**UNIT – V : SHORT STORY****[8 HRS]**

1. Margaret Laurence - “The Loons”
2. Alice Munroe - “Face”

**TEXT BOOKS :**

Selections from:

1. Theme, John. *The Arnold Anthology of Post Colonial Literatures in English*. Arnold, 1996.
2. Maracle, Lee. *Celia’s Song*. Toronto, Ontario: Cormorant Books, 2014.
3. Taylor, Hayden Drew. *The Berlin Blues*. Vancouver: Talonbooks, 2007.

**REFERENCE BOOKS :**

1. Dhawan, R.K., ed. *Canadian Literature Today*. New Delhi: Prestige Books, 1995
2. Nair, Ramachandran & Snehaprabha ed. *Canadian Studies: New Perspectives*. New Delhi: Creative Books, 1998.
3. Pandey, Sudhakar. *Perspectives on Canadian Fiction*. New Delhi: Prestige Books, 1993.
4. Parameswari, D. ed. *Politics of Survival Studies in Canadian Literature*. New Delhi: Jane Publishers, 1999.

**EVALUATION PATTERN :**

T1	T2	TA	C1*	C2*	Int. (A)	Ext. (B)	Total (A+B)
15	15	15	5	5	25	75	100

**C1\*- Quiz****C2\*- PPT/Critical Evaluation/Reviews****III B.A. ENGLISH****SEMESTER- V****MAJOR ELECTIVE****W5ME2 - AUSTRALIAN LITERATURE**

Curriculum for B.A. ENGLISH  
(For those who join from 2016 onwards)

HRS/WEEK : 5

CREDITS : 5

**GENERAL OBJECTIVES:**

1. Australian literature is an emerging literature and it has a place at international level.  
The students will be acquainted with the historical, social, political & cultural background of Australia through the prescribed literary pieces.

**SPECIFIC OBJECTIVES:**

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

2. understand the predicament of the Aborigines and their struggle for survival
  - identify the unique features of Aboriginal writing
  - gain knowledge of the various trends and themes of Australian Literature
  - appreciate the unique contributions of the novelists
  - recognise the essence of Australian Literature in the prescribed pieces

**UNIT – I : POETRY**

**[15 HRS]**

1. Kath Walker - We are going
2. A. D. Hope - Australia (SS)
3. A. Banjo Paterson - The man from snowy river
4. Bruce Dawe - Home Coming
5. Shaw Neilson - Stony Town

**UNIT – II : PROSE**

**[16 HRS]**

1. Judith Wright - Whose country is it anyway?  
The landless peoples and their right to land.
2. Fiona Capp - Introduction to *My Blood's Country* (SS)

**UNIT –III : DRAMA**

**[18 HRS]**

- Ray Lawler - From *Summer of the Seventeenth Doll* (Act I Scene I)



Curriculum for B.A. ENGLISH  
[18 HRS]

**UNIT – IV : NOVEL**

Patrick White - *The Tree of man*

**UNIT – V :SHORT STORY**

[8 HRS] 1. Henry Lawson

- The Drover's Wife

2. Tim Winton

- Neighbours

**TEXT BOOK :**

Patrick White - *The Tree of man*

**REFERENCE BOOKS:**

1. Ashcraft, Bill, Gareth Griffiths & Helen Tiffin. *The Empire Writes Back*. London: Routledge, 2003.
2. Capp, Fiona, *My Blood's Country*. Australia: Allen&Unwin 2010.
3. Dhawan,R.K.*Australian Poetry and Fiction*. NewDelhi: Prestige, 1997.
4. Dhawan,R.K.ed.*Multiculturalism in Australian Literature*.NewDelhi; Prestige,2004.
5. Dhawan,R.K & David Kerr. *Australian Literature Today*. NewDelhi: Indian Society for Commonwealth Studies,1993.
6. Driesen,Cynthia Vanden & Adrian Mitchell,eds. *New Directions in Australian Studies*. New Delhi: Prestige,2000
7. Rani, Suneetha. *Australian Aboriginal Women's Autobiographies*. NewDelhi: Prestige,2007
- 8.Thieme, John.ed. *The Arnold Anthology of Post-Colonial Literatures in English*. New York: OUP, 2000.
- 9.Trikha, Pradeep. *Delphic Intimation: Dialogues with Australian Writer and Critics*.

Curriculum for B.A. ENGLISH  
New Delhi: Sarup&Sons, 2007.

10. Vanden, Cynthia, Ralph Crane, ed. *Diaspora - The Australian Experience*. New Delhi:

Prestige Books, 2005.

11. Wright, Judith. *Born of Conquerors* Canberra : Aboriginal Studies Press 1991.

**EVALUATION PATTERN:**

<b>T1</b>	<b>T2</b>	<b>TA</b>	<b>C1*</b>	<b>C2*</b>	<b>Int. (A)</b>	<b>Ext. (B)</b>	<b>Total (A+B)</b>
<b>15</b>	<b>15</b>	<b>15</b>	<b>5</b>	<b>5</b>	<b>25</b>	<b>75</b>	<b>100</b>

**C1\*- Quiz**

**C2\*- Assignment**

**III B.A. ENGLISH**

**SEMESTER - VI**

**MAJOR ELECTIVE**

**W6ME3- ECOLOGICAL CONCERNS IN LITERATURE**

**(For those who join from 2016 onwards)**

Academic Council 28.3.2019

## Curriculum for B.A. ENGLISH

**HRS/WEEK : 5**

**CREDITS: 5**

### **GENERAL OBJECTIVES :**

- The students would be sensitized towards and acquainted with the new and emerging Literature of Ecological concerns in the present day scenario of ecological crisis.
- The students would be able to find scope for exploration and research in the New Literatures in English related to issues concerning environment through the prescribed literary pieces.

### **SPECIFIC OBJECTIVES:**

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

- understand how poets appreciated Nature and addressed Ecological issues
- reaffirm the longstanding relationship between Human Beings and Nature
- gain insight on the significance of the coexistence of all living beings
- identify the challenges involved in cohabitation
- appreciate how environmental issues are discussed in films

### **UNIT – I : POETRY**

**[15 HRS]**

1. The Holy Bible (NKJV) - PSALM 8
2. Alfred Lord Tennyson - Song of the Brook
3. Robert Bridges - Nightingales
4. Emily Dickinson - Nature, the Gentlest Mother
5. William Collins - Ode to Evening

### **UNIT –II : PROSE**

**[18 HRS]**

1. C.RajaGopalachari - The Tree Speaks
2. R.L. Stevenson - A Night among the Pines
3. John Muir - My First Summer in the Sierra  
(Chapter 7 - A Strange Experience)

### **UNIT –III : NOVEL**

**[14 HRS]**

- Ranjit Lal - *The Small Tigers of Shergarh(SS)*

### **UNIT – IV : SHORT STORY**

**[15 HRS]**

1. Jean Giono - The Man who Planted trees
2. Dorris Lessing - A Mild Attack of the Locusts
3. John Steinbeck - The Chrysanthemums

**UNIT – V**

**[13 HRS]**

**Ecological perspectives in the movie Avatar**

**TEXT BOOKS:**

- 1.Lal, Ranjit. *The Small Tigers of Shergarh*. New Delhi :RST India Ink Publishing, 2006.
- 2 Green, David .Ed. *The Winged Word*. London:Macmillan, 1974.
3. Compiled Department copy of the text (for Units I, II, 1V& V)

**REFERENCE BOOKS:**

1. Arun, Neerja & Saraswat, Rakesh.*Ecology and Literature: Global Perspective*. NewDelhi: Creative Books,2009.
- 2.Driessen, Paul.*Eco-Imperialism: Green power Black Earth*. Wahington: The Free Enterprise Press, 2003
3. Gadgil, Madhav & Guuha, Ramachandra.*The use and Abuse of Nature*. UK:Oxford University Press , 2000.
4. Pepper, David. *Eco-Socialism from deep Ecology to social justice*. London: Routledge, 1993.
5. Promm, Harold. *The Nature of being Human: from Environmentalism to consciousness*.Baltmore: John Hopkins University Press, 2009.

**EVALUATION PATTERN :**

T1	T2	TA	C1*	C2*	Int. (A)	Ext. (B)	Total (A+B)
15	15	15	5	5	25	75	100

**C1\* - Quiz**

**C2\*- Assignment - Students shall be guided to work on pairs and prepare a PPT choosing five English movies that showcase Ecological and social concerns .**

**III B.A. ENGLISH**

**SEMESTER - VI**

**MAJOR ELECTIVE**

**W6ME4 – HUMAN RIGHTS THROUGH LITERATURE**

Curriculum for B.A. ENGLISH  
(For those who join from 2016 onwards)

**HRS/WEEK : 5**

**CREDITS :5**

**GENERAL OBJECTIVE:**

- The learners will be sensitized to the basic knowledge of human rights through literature

**SPECIFIC OBJECTIVES:**

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

- understand the basic rights of human beings and realize the value of life
- empathise with the victims and find solutions
- recognize the rights of women
- analyse the violation of the rights of the ethnic communities
- identify the unique problems of indigenous communities and Dalits

**UNIT - I : POETRY**

**[20 HRS]**

1. YevTushenko -“Babi yar”
2. Sojourner Truth -“Ain’t I a Woman”
3. Elizabeth Barrett Browning -“Cry of the Children”
4. Wole Soyinka -“Telephone Conversation”
5. Paul Laurence Dunbar -“We Wear the Mask”
6. David Rubardi -“A Negro Labourer in Liverpool”

**UNIT - II : PROSE**

**[15 HRS]**

1. Anne Frank The diary of A Young Girl - Thursday, 9 July 1942.  
-Thursday, 3 February 1944
2. Malala Yousafzai - Nobel acceptance speech
3. Amitav Ghosh - Extract from *Countdown*( pg-1-7)

**UNIT - III : DRAMA**

**[10 HRS]**

1. Dhina Mehta - *Brides are Not for Burning*(SS)

**UNIT - IV : FICTION**

**[20 HRS]**

1. ShyamSelvadurai -*Funny Boy*

**UNIT - V : SHORT STORY****[10 HRS]**

1. Bama -“Annachi”
2. Mahasweta Devi -“Draupadi”

**TEXT BOOKS :**

1. Bama. *HarumScarum Saar and other Stories*. New Delhi: Women Unlimited, 2006.
2. Frank, Anne. *The Diary of a Young Girl*. Otto H Frank. Ed. New Delhi: Penguin Books India Pvt., Ltd.,1996.
3. Ghosh, Amitav. *Countdown*. New Delhi: Penguin Books India Pvt., Ltd.,1998.
4. Selvadurai, Shyam. *Funny Boy*. New Delhi: Penguin Books India Pvt., Ltd.,1994.
5. Copies of prescribed poems, drama and short stories.

**REFERENCE BOOKS :**

1. Barnes, Julian. *A History of the World in 10 Chapters*. New York: Vintage Books, 1989.
2. Joshi,S.C.*Human Rights-Concepts, Issues & laws*. New Delhi, Akansha Publishing House,2006.
3. Mill, JS. “From On Liberty and the Subjection of Women”. *The Norton Anthology of English Literature*. Vol 2. New York: Norton, 1986. 1044-1066.
4. Nirmal. CJ, *Human Rights in India: Historical, Social and Political Perspectives*. New Delhi: Oxford University Press, 2000
5. Perry, MJ. *The Constitution, the Courts and Human Rights*. Yale:Yale University Press,1982.

**EVALUATION PATTERN :**

T1	T2	TAV	C1*	C2*	TOT- INT(A)	EXT (B)	TOT (A+B)
15	15	15	5	5	25	75	100

**C1\*- Quiz****C2\*- Assignment:** Review documentaries/ news stories/ articles on social Issues on violation of human rights or organize debates / discussion on such issues.**III B.A. ENGLISH****SEMESTER - VI****MAJOR ELECTIVE****W6ME5– POSTCOLONIAL LITERATURE****(For those who join from 2016 onwards)**

## Curriculum for B.A. ENGLISH

**HRS/WEEK : 5**

**CREDITS : 5**

### **GENERAL OBJECTIVE :**

The students will get acquainted with the new literatures which have been currently brought under the label “postcolonial”, and will understand the “continuum of experience” of the colonial days and the impact of the colonizers on the various countries like Africa, Australia, Canada, Caribbean islands, New Zealand, and the various regions in Asia.

### **SPECIFIC OBJECTIVES :**

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

- comprehend the changes in cultural discourses
- identify the influence of indigenous cultures and languages
- appreciate the hybridization of cultures
- study the different varieties of English language
- understand the meta narratives

### **UNIT - I : POETRY**

**[14 HRS]**

1. Henry Kendall - “The Last of His Tribe” (Australia)
2. Ben Okri - “Edge of time Future” (Nigeria)
3. Agha Shahid Ali - “Postcard from Kashmir” (Kashmiri American)
4. Mohammad Bin Haji Salleh - “Do Not Say” (Malaysia)
5. Allen Curnow - “Landfall in Unknown Seas” (New Zealand)

### **UNIT - II : PROSE**

**[13 HRS]**

1. Chinua Achebe - “My Home under Imperial Fire”
2. Sally Morgan - “A Black Grandmother” (From *My Place*)

### **UNIT – III : DRAMA**

**[14 HRS]**

1. Athol Fugard - *Sorrows and Rejoicings*

### **UNIT – IV : FICTION**

**[18 HRS]**

1. Alan Paton - *Cry, the Beloved Country*

### **UNIT – V : SHORT STORY**

**[16 HRS]**

Curriculum for B.A. ENGLISH

1. Nadine Gordimer - “Six Feet of the Country”  
2. Rohinton Mistry - “Swimming Lessons”  
“Auspicious Occasion” (SS)

**REFERENCE BOOKS :**

1. Agarwalla, Shyam S. *The African Poetry & Drama*. New Delhi; Prestige,2000.
2. Ashcroft,Bill.et.al. *The Empire Writes Back*. (2<sup>nd</sup>ed)London: Routledge,2003.
3. Chrisman, Laura & Benita Parry.ed. *Post colonial Theory & Criticism*. Cambridge:The English Association,2000.
4. Cook, David. *African Literature*. London: Longman Group Ltd.,1980.
5. Edward, Justin D. *Post colonial Literature*.New Delhi: Macmillan, 2008.
6. Gandhi,Leela. *Post – Colonial Theory: A Critical Introduction*. London: Oxford UP,2006.
7. Loomba, Ania. *Colonialism / Post Colonialism*. London: Routledge,1998.
8. Parry, Benita. *Post colonial Studies: A Materialistic Critique*. New York: Routledge,2004.
9. Roy, Arundhati. *The Shape of the Beast*. New Delhi: Penguin Books, 2008.
10. Thieme, John.ed. *The Arnold Anthology of Post-Colonial Literatures in English*. New York: OUP, 2000.
11. Walder, Dennis. *Postcolonial Literature in English: History, Language, Theory*. New York: Basil Blackwell,2002.
12. Mistry, Rohinton. *Tales FromFirozshaBaag*. London: Faber and Faber, 1987.
13. <https://hellopoetry.com/ben-okri/>

**EVALUATION PATTERN :**

T1	T2	TAV	C1*	C2*	INT TOT(A)	EXT (B)	Total Marks (A+B)
15	15	15	5	5	25	75	100

C1\*- Quiz

C2\*- PPT on the topic given

**FATIMA COLLEGE (AUTONOMOUS), MADURAI – 625018**

**III BA ENGLISH - VI SEMESTER**

**W6ME6 – FOLK LITERATURE**

**(FROM 2018 ONWARDS)**

Academic Council 28.3.2019



Curriculum for B.A. ENGLISH  
(For those who joined in 2016)

**HRS/WEEK: 5**

**CREDITS: 5**

**GENERAL OBJECTIVE:**

- The learners would be exposed to stories that have stood the test of time, which are culture specific and at the same time universal.

**SPECIFIC OBJECTIVES:**

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

- understand the various nuances of Folk Songs
- rediscover the joy of reading through Fables, Fairy Tales and Folktales
- pick up core values embedded in Folk Literature
- identify the felicity of the oral idiom
- appreciate the significance and the various forms of Oral Tradition

**UNITS:**

**Unit I: Poetry**

**( 13 Hrs )**

1. "Song of the Earth" (A Navajo Song) – Anonymous
2. "Eagle Poem" (Muscogee) – Anonymous
3. Luiseno Songs of the Seasons (Luiseno) – Anonymous

**Unit II: Prose**

**( 14 Hrs )**

1. "Cupid and Psyche" – *The Age of Fable* (Pgs. 99 - 112)
2. Morphology of the Folk Tale – *Literary Theory: An Anthology*. (Pgs. 72-75)

**Unit III : Drama**

**( 18 Hrs )**

1. Sophocles - *Oedipus Rex (The Three Theban Plays)*

**Unit IV: Short Fiction**

**( 14 Hrs )**

**Fairy Tales:**

1. Grimm Brothers – Rumpelstiltskin.

**Folk Tales:**

2. "The Devil on Horseback" – Anonymous (Pakistani)

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3. "The Three Questions" – Anonymous (Sri Lankan)
4. "The Fairies" – Anonymous (French)
5. "The Woman who came from Heaven" – Anonymous (Japanese)
6. "All God's Chidden had Wings" – Anonymous (African American)

### Fables:

7. Aesop – "The Hare and the Tortoise"
8. Aesop – "The Ant and the Grasshopper"

### Unit V: Short Stories

( 16 Hrs )

1. *The Panchatantra* (Self Study)

#### Book I:

- a) *The Dual between Elephant and Sparrow.* (Pgs 51-53 )
- b) *The Heron that liked the Crab Meat* (Pgs 63-65)

#### Book II:

- a) *The Mice that set Elephants Free* (Pgs 149-150)
- b) *Soft, the Weaver.* (Pgs 151 -155)

#### Book III:

- a) *How the Rabbit fooled the Elephant.* ( Pgs 202-205)
- b) *The Cat's Judgement.* (Pgs 209-212)

#### Book IV:

- a) *Flop-ear and Dusty.* ( Pgs 240-243)
- b) *How Super Smart ate the Elephant.* (Pgs 244-246)

#### Book V:

- a) *The Lion Makers* (Pgs 255 -256)
- b) *The Unforgiving Monkey* (Pgs 261-265)

### TEXT BOOKS:

1. Bulfinch, Thomas. *The Golden Age of Myth & Legend.* Wordsworth edition, 1993.
2. Swann, Brain. *Native American Songs and Poems.* Dover Publications, 1996.
3. Vladimir Propp
4. Sophocles: *The Three Theban Plays.*
5. Parasurama, Sunita. *The Panchatatra: Wisdom for today from the timeless classic.* Jaico Publishing House, 2011.
6. Anderson, Hans. *Fairy Tales.* England: Wardlock Limited, 1987
7. Grimm Brothers. *Fairy Tales.* Trans. Lucas, E.V., Luce Crane and Marian Edwards. Grosset& Dunlap publishers.

### REFERENCE BOOKS:

1. Rivkin, Julie and Michael Ryan. eds. *Literary Theory: An Anthology.* Blackwell Publishing Ltd, 2004.
2. Sharma, Vandhana. ed. *Studies in Myth Orality and Folklore in World Literature.* Atlantic Publishers & Distributers(p)LTD, 2013.
3. Dorairaj, Joseph. A. *Myth and Literature.* Folklore Recourses and Research Centre, 2003.

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4. Campbell, Joseph. "Mythological Themes in Creative Literature and Art." *Myths, Dreams, and Religion*. Ed. Joseph Campbell. E.P.Dutton & Co. Inc, 1970.

**EVALUATION PATTERN:**

T1	T2	TAV	C1	C2	INT TOT(A)	EXT (B)	Total Marks (A+B)
15	15	15	5	5	25	75	100

C1 – Quiz

C2 – Retelling a story

**I B.A/B.Sc/ B.Com**

**SEMESTERS –I& II**

***For those who joined in 2019 onwards***

Curriculum for B.A. ENGLISH

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
USEN	19W1NME	FUNCTIONAL ENGLISH	NON MAJOR ELECTIVE	2	2

**COURSE DESCRIPTION**

The course titled FUNCTIONAL ENGLISH provides the essential materials and training to enhance the communication skills and soft skills of the students.

**COURSE OBJECTIVES**

- The course equips the learners to make effective use of language in various occasions.
- The course helps the learners hone their language skill specifically to procure jobs.

**UNIT –I INTRODUCTION**

**(6 HRS)**

1. Making introduction
2. Expressing requests and enquiries

**UNIT –II SOCIAL INTERACTION(6HRS.)**

1. Greetings
2. Gratitude

**UNIT III –SKILLS FOR EMPLOYABILITY(6HRS.)**

1. Telephone Etiquette
2. Group discussion
3. Interviews

**UNIT –IV COMMUNICATION SKILLS**

**( 6HRS.)**

1. Listening
2. Speaking

3. Reading

4. Writing

**UNIT -V PRESENTATION**

**(6HRS.)**

1. Situational Conversation

2. Extempore Speech

**UNIT - VI DYNAMISM**

1. Group Discussion

2. Debate

3. Mock Interview

**REFERENCES:**

1. Vincent. Lawrence. *Soft Skills Develop Yourself*. New century book house(p)ltd.,2017.
2. Ravindran.Elango.Arockiam. *Success through Soft Skills*. Institute for Communication and Technology. 2009.

**COURSE OUTCOMES**

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

<b>NO.</b>	<b>COURSE OUTCOMES</b>
CO 1	use language appropriately in informal situations
CO 2	identify the specific use of language for social interaction
CO 3	develop macro skills
CO 4	demonstrate presentation skills
CO 5	develop confidence to face interviews

**I B.A/B.SC/ B.COM**

**SEMESTERS -I& II**

***For those who joined in 2019 onwards***

Curriculum for B.A. ENGLISH

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
USEN	19W2NME	FUNCTIONAL ENGLISH	NON MAJOR ELECTIVE	2	2

**COURSE DESCRIPTION**

The course titled FUNCTIONAL ENGLISH provides the essential materials and training to enhance the communication skills and soft skills of the students.

**COURSE OBJECTIVES**

- The course equips the learners to make effective use of language in various occasions.
- The course helps the learners hone their language skill specifically to procure jobs.

**UNIT –I INTRODUCTION**

**(6 HRS)**

1. Making introduction
2. Expressing requests and enquiries

**UNIT –II SOCIAL INTERACTION(6HRS.)**

1. Greetings
2. Gratitude

**UNIT III –SKILLS FOR EMPLOYABILITY(6HRS.)**

1. Telephone Etiquette
2. Group discussion
3. Interviews

**UNIT –IV COMMUNICATION SKILLS**

**(6HRS.)**

1. Listening

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2.Speaking

3.Reading

4.Writing

**UNIT -V PRESENTATION**

**(6HRS.)**

1.Situational Conversation

2.Extempore Speech

**UNIT - VI DYNAMISM**

1. Group Discussion

2. Debate

3. Mock Interview

**REFERENCES:**

1.Vincent. Lawrence.*Soft Skills Develop Yourself*. New century book house(p)ltd.,2017.

2.Ravindran.Elango.Arockiam.*Success through Soft Skills*. Institute for Communication and Technology. 2009.

**II B.A ENGLISH**

**SEMESTER -III**

***For those who joined in 2019 onwards***

Academic Council 28.3.2019

Curriculum for B.A. ENGLISH

PROGRAMME CODE	COURSE CODE	COURSE TITLE	CATEGORY	HRS/WEEK	CREDITS
USEN	19W3SB1	CONTENT WRITING	SKILL BASED	2	2

### COURSE DESCRIPTION

The course on Content Writing enables the learners to become effective content writers, the much needed professionals of the age.

### COURSE OBJECTIVES

The course covers the types of content writings and the modes of writing them. It gives an overview of the software like HTML, CSS and Java used in the field of content writing. The course is also designed to make the learners learn to maintain the ethical and moral standards in their upcoming professional life.

### UNITS

#### UNIT I: INTRODUCTION (5 HRS)

1. Content Writing and its types
2. Writing Skills

#### UNIT II: PROFESSIONAL CONTENT (4 HRS)

1. Complaints & Apologies
2. Proposals

#### UNIT III: TOOLS FOR CONTENT WRITING (10 HRS)

1. HTML & CSS
2. Basics of JAVA

#### UNIT IV: MEDIA CONTENT (3 HRS)

1. E-mails
2. Blogs

#### UNIT V: PROFESSIONAL ETHICS (SELF-STUDY) (4 HRS)

1. Ethics for Digital Age
2. E-mail Etiquettes

#### UNIT -VI DYNAMISM(Evaluation Pattern-CIA only) ( 4 HRS.)



## Curriculum for B.A. ENGLISH

1. Procedures
2. Status Reports

### REFERENCES

1. Ashton, Robert. Copywriting in a week. Hodder & Stoughton Essex, 2003.
2. Booher, Dianna. E-Writing. Macmillan Ltd, 2007.
3. Chakravarthy, Jagadish. Net, Media and Mass Communication. Authors Press, 2004.
4. Keeble, Richard. Ethics for Journalists. Routledge, 2001.

### WEB REFERENCES

1. Conroy, Gary. "Technical What?" Technical Writing 1997. <https://www.techwriting.about.com>.
2. Kolunovsky, Nina. "Becoming a Technical Writer in Three Easy Steps." Society for Technical Communication 1996. <https://www.stctoronto.org>.
3. U.S. Department of Labor, Bureau of Labor Statistics. "Writers and Editors, Including Technical Writers." Occupational Outlook Handbook 2000. <https://stats.bls.gov/oco>.

### COURSE OUTCOMES

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

NO.	COURSE OUTCOMES
CO 1	identify the types of contents
CO 2	demonstrate their writing skills
CO 3	identify the importance of Programming Language
CO 4	produce online content material
CO 5	practise professional ethics

## II B.A ENGLISH SEMESTER -IV

*For those who joined in 2019 onwards*

Curriculum for B.A. ENGLISH

PROGRAMM E CODE	COURSE CODE	COURSE TITLE	CATEG ORY	HRS/WE EK	CREDI TS
USEN	19W4SB2	ORAL PRESENTATION SKILLS	SKILL BASED	2	2

**COURSE DESCRIPTION**

The course titled ORAL PRESENTATION SKILLS is designed to provide the learners with the basic stylistic and professional skills to acquire job opportunity.

**COURSE OBJECTIVES**

- The course intends to explain the techniques and types of presentation skills.
- The course equips students with required skills to become competent as per the demands of the current job market.

**UNITS**

**UNIT -I INTRODUCTION ( 6HRS)**

Methods -vocal aspects & non-vocal aspects

**UNIT -II AUDIENCE ( 6HRS)**

Analysis and body language

**UNIT -III LANGUAGE (6 HRS)**

Usage -Importance, accuracy & pitfalls

**UNIT -IV MEDIA (6 HRS)**

Media presentations- RJ &T.V anchoring

**UNIT -V TYPES &STRATEGIES (6HRS)**

Informative presentation , persuasive, presentation group presentation, interviews

**UNIT –VI DYNAMISM(Evaluation Pattern-CIA only)**

Demonstration of various media presentations

**REFERENCES:**

1. Booher, Diana. *E-writing: 21st Century Tools for Effective Communication*. Macmillan, 2007.
2. Bradbury, Andrew. *Successful Presentation Skills*. Kohan Page Pvt.Ltd.2002Van Emden, Joan and Lucida Becker. *Presentation Skills for Students*. Palgrave Macmillan,2009
3. Mohan, Krishna and Meera Banerjee. *Developing Communication Skills*.ed.2. Macmillan, 2009.
4. Osborn, Michael and Suzzane Osborn. *Public Speaking*.ed.6. Biztanta,2005.
5. Stanton, Nicky. *Mastering Communication*. ed.3. Palgrave,1996.
6. Wainwright, Gordon. *Body Language*. Cox and Wyman Ltd., 2009.

**WEB REFERNCES :**

CDs: *Communicate! Learn Powerful CDs: Body Language: The Best Guide for Non-verbal Communication*. Chennai: SatvatInfosol, [www.satvat.itstore.com](http://www.satvat.itstore.com)

1. 21 Steps to Personality Development. Mumbai, SPSOFT. May 2005.
2. *Presentations and Public Speaking*. Mumbai, V3interactivepvt. Ltd.,
3. [www.v3interactive.co.in](http://www.v3interactive.co.in). Jan 2009*communication skills*. Mumbai, Midisoft, [www.v3i.in](http://www.v3i.in).
4. *Art of Public Speaking*. Mumbai, Dove Multimedia Pvt. Ltd.

## Curriculum for B.A. ENGLISH

### **COURSE OUTCOMES**

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

<b>NO.</b>	<b>COURSE OUTCOMES</b>
CO 1	enhance communication skills
CO 2	build self-confidence to make stage presentations
CO 3	apply the skills to procure viable career opportunities
CO 4	utilize the skills acquired to increase self-employability
CO 5	developcreativity to excel in media

Curriculum for B.A. ENGLISH

**III B.A. ENGLISH**

**SEMESTER- V**

**SKILL BASED**

**W5SB3– ENGLISH LANGUAGE TEACHING - I**

**(For those who join from 2016 onwards)**

**HRS/WEEK : 2**

**CREDITS : 2**

**GENERAL OBJECTIVE :**

- The students would be acquainted with the necessary skills in the teaching of English Language

**SPECIFIC OBJECTIVES:**

After the completion of the course, the student will be able to

- understand the different approaches to language learning and teaching
- recognize the significance of Listening and Speaking Skills
- comprehend the significance of Reading and Writing Skills
- choose appropriate Teaching Aids and plan Lessons
- gain hands-on teaching experience

**UNIT - I**

**[6 HRS]**

1. English in India. (SS)
2. Methods and Approaches in English Language Teaching.

**UNIT - II**

**[6 HRS]**

1. Teaching Language Skills.
  - i) Listening
  - ii) Speaking

**UNIT - III**

**[6 HRS]**

1. Teaching Language Skills.
  - iii) Reading
  - iv) Writing

**UNIT - IV**

**[6 HRS]**

## Curriculum for B.A. ENGLISH

1. Teaching Aids. (SS)

2. Planning a Lesson.

### UNIT - V

[6 HRS]

1. Teaching Practice (reduced 2 hours)

### TEXT BOOKS :

Photocopies of chapters from the following books.

1. Baruah, T. C. *The English Teacher's Handbook*. 3<sup>rd</sup> edition. New Delhi: Sterling Publisher Pvt Ltd. 2004. P. 1 – 15.
2. Tickoo, M.L. *Teaching and Learning English : A Source Book for Teachers and Teacher Trainers*. New Delhi: Orient Longman, 2004. Pg. 218 – 231, 347
3. Venkadeswaran, S. *Principles of Teaching English*. New Delhi: Vikas Publishing House Pvt Ltd., 2014. Pg. 74 – 119, 172 – 182.

### REFERENCE BOOKS :

1. Doff, Adrian. *Teach English: A Training Course for Teachers*. UK: Cambridge University Press, 2007.
2. Ed. Tarinayya. *English Language Teaching: Theory & Practice*. Chennai: T R Publications, 1992.
3. Ur, Penny. *A Course in Language Teaching: Practice and Theory*. UK: Cambridge University Press, 2009.

### EVALUATION PATTERN :

T1	T2	TA	PRACTICE TEACHING	INT	EXT	TOTAL
30	30	30	20	50	50	100

### Practice Teaching: (20) - (ONLINE TEACHING)

- Handle remedial classes on all Mondays to slow learners of the Basic Stream.
- Four classes will be assessed without prior intimation and average mark will be considered for internal practice teaching.

Curriculum for B.A. ENGLISH

SEMESTER- V

SKILL BASED

**W5SB4– JOURNALISM - I**  
(For those who join from 2016 onwards)

**HRS/WEEK : 2**

**CREDITS : 2**

**GENERAL OBJECTIVE :**

- The students will acquire practical skill based training in various skills relevant to the print media that would enable them take up a career in Journalism

**SPECIFIC OBJECTIVES:**

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

- gain knowledge on the basics of Journalism
- acquire specific skills related to report writing
- write Headlines
- draft different types of stories
- develop basic skills for Editing

**UNIT - I : Introduction**

**[6 HRS]**

1. Introduction to Journalism - (*Mass Communication in India* p. 61-64)
2. Understanding News – (*Fundamentals of Reporting and Editing* – p. 1-11)
3. Types of News - Hard/Soft News (*Fundamentals of Reporting and Editing*– p. 19-25)

**UNIT - II : Report Writing**

**[6 HRS]**

4. Inverted Pyramid (p. 28-32)
5. The Five Ws (p. 32)
6. Types of Leads (32-37)

(Material for this Unit selected from *Fundamentals of Reporting and Editing*)

**UNIT – III : Headlines**

**[6 HRS]**

7. Headlines–Functions & Features (p. 321- 325)

## Curriculum for B.A. ENGLISH

8. Writing Headlines – (338 – 340)

9. Rules & Principles of Headline Writing – (340 – 348)

(Material for this Unit selected from *Fundamentals of Reporting and Editing*)

### UNIT - IV : Writing Stories

[6 HRS]

10. Personals & Briefs (*Fundamentals of Reporting and Editing* – p. 118-123)

11. Fillers & Speeches (*Fundamentals of Reporting and Editing* – p.124 - 127)

12. Review of Books and Films (*Multimedia Journalism: A Practical Guide* - p. 378-380)

### UNIT – V: Editing

[6 HRS]

13. Introduction to Editing (p. 278 – 280)

14. Editing Job (p. 282 – 284)

15. Editor's choice of words – (p. 296 – 298) (Includes Editing Tasks)

(Material for this Unit selected from *Fundamentals of Reporting and Editing*)

### TEXT BOOKS :

**Material compiled by the Department - taken from the following books:**

1. Bull, Andy. *Multimedia Journalism: A Practical Guide*. Routledge, 2016
2. Kumar J, Keval. *Mass Communication in India*. New Delhi: JaicoPublishing House, 2011.
3. Saxena, Ambrish. *Fundamentals of Reporting And Editing*. New Delhi: Kanishka Publishers, 2016

### REFERENCE BOOKS :

1. Chaudhary K K. *Print and Broadcast Journalism*. New Delhi: Abhijeet Publications, 2012.
2. Gandhi, Ved Prakash. *A First Course in Practical Journalism*. New Delhi:Lok Sabha Secretariat, 2001.
3. Madhusudan K P. *Development of Mass Communication – Futuristic Approach: Making of Journalist*. New Delhi: Sarup& Sons, 2002.
4. Parthasarathy, Rengaswami*Basic Journalism*. New Delhi : Macmillan, 2003.
5. Roy, Barun. *A Beginner's Guide to Journalism*.Delhi: PusthakMahal, 2000.



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6. Shamsi, Nayyar. *Journalism :The News*. New Delhi: AnmolPublicationsPvt. Ltd., 2005.
7. Whitaker W. et.al. *Media Writing*. 3<sup>rd</sup> Edition. New York: Routledge, 2009.

**EVALUATION PATTERN :**

T1	T2	TA	C1*	C2*	Int. (A)	Ext.	Total (A+B)
			Practical tasks			(B)	
30	30	30	10	10	50	50	100

**C1\* - Report/Story Writing – Students should write an original report/story based on a real incident/person in their locality – should not have been published in the newspaper.**

**C2\*- Group work – 5 members each - Prepare a Broadsheet – 5 pages. Each member takes up the role of the Chief Editor, Sub-editors, Reporters, Photographers. Quark Express software can be used for this purpose.**

**III B.A. ENGLISH**

**SEMESTER - VI**

**SKILL BASED**

**W6SB5– ENGLISH LANGUAGE TEACHING - II**

(For those who join from 2016 onwards)

**HRS/WEEK : 2**

**CREDITS : 2**

**GENERAL OBJECTIVE :**

- The students will be acquainted with the necessary skills in the teaching of English Language.

**SPECIFIC OBJECTIVES :**

After the completion of the course, the student will be able to

- adopt appropriate teaching techniques
- hone various teaching skills.
- frame syllabus for remedial classes
- design customised activities for remedial classes
- engage in peer teaching

**UNIT - I**

**[6 HRS]**

1. Teaching Grammar
2. Techniques of Teaching English (SS)

**UNIT - II**

**[6 HRS]**

1. Teaching Vocabulary
2. Role of a Teacher (SS)

**UNIT - III**

**[6 HRS]**

Designing

1. Syllabus

**UNIT - IV**

**[6 HRS]**

1. Testing

Teaching Practice

### TEXT BOOKS :

Photocopies of chapters from the following books.

1. McDonough Jo, et al. *Materials and Methods in ELT : A Teacher's Guide*. 3<sup>rd</sup> edition. UK: Willey Blackwell, 2013.
2. Sinha, Sidheshwar Dhari. *Pedagogical Linguistics*. New Delhi: Atlantic, 2010. Pg. 250 – 271.
3. Tickoo, M.L. *Teaching and Learning English : A Source Book for Teachers and Teacher Trainers*. New Delhi: Orient Longman, 2004. Pg. 161 – 190.
4. Venkadeswaran, S. *Principles of Teaching English*. New Delhi: Vikas Publishing House Pvt Ltd., 2014. Pg. 135 – 154, 183 - 198.

### REFERENCE BOOKS :

1. Doff, Adrian. *Teach English: A Training Course for Teachers*. UK: Cambridge University Press, 2007.
2. Ed. Tarinayya. *English Language Teaching: Theory & Practice*. Chennai: T R Publications, 1992.
3. Ur, Penny. *A Course in Language Teaching: Practice and Theory*. UK: Cambridge University Press, 2009.

### EVALUATION PATTERN :

T1	T2	TA	PRACTICE TEACHING	INT	EXT	TOTAL
30	30	30	20	50	50	100

#### Practice teaching: (20)

- Design a syllabus for General English remedial class. (5)
- Handle remedial classes on all Mondays to slow learners of the Basic Stream.
- Two classes will be assessed without prior intimation and average mark will be considered for internal practice teaching. (10)
- Assessment of testing pattern. (5)

**III B.A. ENGLISH**

**SEMESTER - VI**

**SKILL BASED**

**W6SB6– JOURNALISM - II**

(For those who join from 2016 onwards)

**HRS/WEEK : 2**

**CREDITS : 2**

**GENERAL OBJECTIVE :**

- The students will acquire practical skill based training in convergent journalistic skills that would enable them take up a career in the field of mass media.

**SPECIFIC OBJECTIVES:**

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

- learn the basics of Multimedia Journalism
- acquire interview skills
- use appropriate video material
- learn the basics of photography skills and picture composing
- understand the basics of audio journalism

**UNIT - I : INTRODUCTION**

**[6 HRS]**

1. Introduction to Multimedia Journalism (p. 188 – 189)
2. Skills required – Multimedia Tools (p.190 – 193)
3. Social media skills – (p. 193-198)

(Material for this Unit selected from *Convergent Journalism: An Introduction*)

**UNIT – II : INTERVIEWING**

**[6 HRS]**

4. Personal Interview (*Fundamentals of Reporting and Editing* – p. 133-141)
5. Asking questions – (*Multimedia Journalism: A Practical Guide* – p. 230 - 232)
6. Difficult Interviews – (*Multimedia Journalism: A Practical Guide* - p. 232 – 234)

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### UNIT - III : GRAPHICS REPORTING

[6 HRS]

7. Information graphics – (p. 101-103)
8. Role of Graphics reporter – (p. 103 – 104)
9. Graphics Typology – (p. 104 – 120)

(Material for this Unit selected from *Convergent Journalism: An Introduction*)

### UNIT - IV : VIDEO JOURNALISM

[6 HRS]

10. Photography Skills - Choice of camera & Visual composition (p. 79 – 87)
11. Composing Picture Series – (p. 97 – 98)
12. Video in a Converged Media Environment – (p. 128 – 134)

(Material for this Unit selected from *Convergent Journalism: An Introduction*)

### UNIT - V : AUDIO JOURNALISM

[6 HRS]

13. Writing for the Ear - (*Convergent Journalism: An Introduction* p.121 - 122)
14. Presentation of Sound bites (*Convergent Journalism: An Introduction* p.123 - 126)
15. Audio Slideshows – (*Multimedia Journalism-* p. 291-295)

### TEXT BOOKS :

**Material compiled by the Department - taken from the following books:**

1. Bull, Andy. *Multimedia Journalism: A Practical Guide*. Routledge, 2016
2. Filak, Vincent F. *Convergent Journalism: An Introduction – Writing and Producing Across Media*. Taylor & Francis Group, 2015
3. Saxena, Ambrish. *Fundamentals of Reporting and Editing*. Kanishka Publishers, 2016

### REFERENCE BOOKS :

1. Chaudhary K K. *Print and Broadcast Journalism*. New Delhi: Abhijeet Publications, 2012.
2. Gandhi, Ved Prakash. *A First Course in Practical Journalism*. New Delhi: Lok Sabha Secretariat, 2001. Print.
3. Madhusudan K P. *Development of Mass Communication – Futuristic Approach: Making of Journalist*. New Delhi: Sarup & Sons, 2002.

## Curriculum for B.A. ENGLISH

4. Parthasarathy, Rengaswami *Basic Journalism*. New Delhi : Macmillan, 2003.
5. Roy, Barun. *A Beginner's Guide to Journalism*. Delhi: PusthakMahal, 2000.
6. Shamsi, Nayyar. *Journalism :The News*. New Delhi: AnmolPublicationsPvt. Ltd., 2005.
7. Whitaker W et.al. *Media Writing*. 3<sup>rd</sup> Edition. New York: Routledge, 2009.

### EVALUATION PATTERN :

T1	T2	TA	C1*	C2**	Int. (A)	Ext. (B)	Total (A+B)
			Practical tasks				
30	30	30	10	10	50	50	100

**C1\*** - Make a Graphic Presentation (use both Audio and Video) of a News Story – group work of 5 members each

**C2\*\***- Role play an interview of a famous personality – pair work – both members should take turns to play the interviewer