

**ALAGAPPA UNIVERSITY, KARAIKUDI**  
**SYLLABUS UNDER CBCS PATTERN FOR AFFILIATED COLLEGES WITH**  
**EFFECT FROM THE ACADEMIC YEAR 2022-23 ONWARDS**

**B.A English**  
**Programme Structure**

Sem	Part	Course Code	Courses	Title of the Course	T/P	Credits	Hours/Week	Max. Marks		
								Int.	Ext.	Total
I	I	2211T	T/OL	Tamil /Other Languages -I	T	3	6	25	75	100
	II	712CE	E	Communicative English - I	T	3	6	25	75	100
	III	22BEN1C1	CC	Poetry	T	5	5	25	75	100
		22BEN1C2	CC	Prose	T	4	4	25	75	100
		-	AL-IA	History/ Political Science/Tamil/ Business Administration/ Economics/ Commerce	T	5	5	25	75	100
	IV	22BVE1	SEC - I	Value Education	T	2	2	25	75	100
		-	-	Library	-	-	2	-	-	-
				<b>Total</b>		<b>22</b>	<b>30</b>	<b>150</b>	<b>450</b>	<b>600</b>
II	I	2221T	T/OL	Tamil/Other Languages-II	T	3	6	25	75	100
	II	722CE	E	Communicative English - II	T	3	6	25	75	100
	III	22BEN2C1	CC	Social History of England	T	5	5	25	75	100
		22BEN2C2	CC	Fiction	T	4	4	25	75	100
		-	AL-IB	History/ Political Science/Tamil/ Business Administration/ Economics/ Commerce	T	5	5	25	75	100
	IV	22BES2	SEC – II	Environmental Studies	T	2	2	25	75	100
		Naan Mudhalvan Course		Language Proficiency for Employability (Effective English)	-	2	2	25	75	100
				<b>Total</b>		<b>24</b>	<b>30</b>	<b>175</b>	<b>525</b>	<b>700</b>
III	I	2231T	T/OL	Tamil/Other Languages-III	T	3	6	25	75	100
	II	2232E	E	English for Enrichment - I	T	3	6	25	75	100
	III	22BEN3C1	CC	Drama -I	T	5	5	25	75	100
		22BEN3C2	CC	Phonetics	T	4	4	25	75	100
		-	AL-IIA	History/ Political Science/Tamil/ Business Administration/ Economics/ Commerce	T	5	5	25	75	100
	IV	22BE3	SEC - III	Entrepreneurship	T	2	2	25	75	100
		-	NME-I	Adipadai Tamil/ Advance Tamil/ IT skills for Employment/ MOOC'S	T	2	2	25	75	100
				<b>Total</b>		<b>24</b>	<b>30</b>	<b>175</b>	<b>525</b>	<b>700</b>
IV	I	2241T	T/OL	Tamil/Other Languages - IV	T	3	6	25	75	100
	II	2242E	E	English for Enrichment - II	T	3	3	25	75	100
	III	22BEN4C1	CC	Drama -II	T	5	5	25	75	100
		22BEN4C2	CC	Remedial English Grammar	T	4	4	25	75	100
		22BEN4C3/ 22BENIV/ 22BENMP	CC	Indian Writing in English/ Industry Visit report/ Mini Project	T	2	2	25	75	100

		-	AL-IIB	History/ Political Science/Tamil/ Business Administration/ Economics/ Commerce	T	5	5	25	75	100	
	IV	-	NME -II	Adipadai Tamil/ Advance Tamil/ Small Business Management / MOOCS	T	2	2	25	75	100	
		Naan Mudhalvan Course		Digital Skills for Employability – (Microsoft-Office Fundamentals)	-	2	3	25	75	100	
				<b>Total</b>		<b>26</b>	<b>30</b>	<b>200</b>	<b>600</b>	<b>800</b>	
V	III	22BEN5C1	CC	Literary Forms	T	4	6	25	75	100	
		22BEN5C2	CC	Translation Studies – Theory and practice	T	5	6	25	75	100	
		22BEN5C3	CC	History of English Literature	T	5	5	25	75	100	
		22BEN5C4	CC	Shakespeare	T	5	5	25	75	100	
		22BEN5C5	CC	American Literature	T	5	5	25	75	100	
	IV		Others	Library / Yoga etc		-	3	-	-	-	
				<b>Total</b>		<b>24</b>	<b>30</b>	<b>125</b>	<b>375</b>	<b>500</b>	
VI		22BEN6I		Internship		24	26	150	250	400	
		Naan Mudhalvan Course		Employability Readiness* (Naandi /Unnati/Quest/IBM Skills build)	-	2	4	25	75	100	
				<b>Total</b>		<b>26</b>	<b>30</b>	<b>175</b>	<b>325</b>	<b>500</b>	
				(Or)							
	III		22BEN6E1	DSE	Post Colonial Literature	T	6	6	25	75	100
			22BEN6E2		Women’s Writing in English	T	6	6	25	75	100
			22BEN6E3		Literary Criticism	T	6	6	25	75	100
			22BEN6E4		English Language Teaching	T	6	6	25	75	100
	IV		Others	Library / Yoga etc	-	-	2	-	-	-	
		Naan Mudhalvan Course		Employability Readiness* (Naandi /Unnati/Quest/IBM Skills build)	-	2	4	25	75	100	
			<b>Total</b>		<b>26</b>	<b>30</b>	<b>125</b>	<b>375</b>	<b>500</b>		
			(Or)								
III		22BEN6PR	DSE	Project		6	8	25	75	100	
		22BEN6E1		Post Colonial Literature	T	6	6	25	75	100	
		22BEN6E3		Literary Criticism	T	6	6	25	75	100	
		22BEN6E4		English Language Teaching	T	6	6	25	75	100	
IV	Naan Mudhalvan Course		Employability Readiness* (Naandi /Unnati/Quest/IBM Skills build)	-	2	4	25	75	100		
			<b>Total</b>		<b>26</b>	<b>30</b>	<b>125</b>	<b>375</b>	<b>500</b>		
			<b>Grand Total</b>		<b>146</b>		--	--	<b>3800</b>		

\*Employability Readiness -Women’s Colleges Naandi course and all other Colleges IBM Skills build Course.

Sem.	Course			Credits	Hours/ Week	Marks		
	Part	Course Code	Title of the Course			I	E	Total
I	III	71BEPA	Professional English For Arts and Social Science– I	4	5	25	75	100
II		72BEPA	Professional English For Arts and Social Science– II	4	5	25	75	100
III		*	Professional English For Arts and Social Science– III	4	5	25	75	100
IV			Professional English For Arts and Social Science - IV	4	5	25	75	100
			<b>Total</b>			--	--	

\*The Syllabus of Professional English for III & IV Semester will be provided after Receiving the syllabus from TANSCE.

**As per the TANSCE, The Professional English book will be taught to all streams apart from the existing hours of teaching / additional hours of teaching (1hour / Day) as a 4 credit paper as an add on course on per with Major paper and completion of the paper is a must to continue his / her studies further.**

- T/OL-Tamil/Other Languages,
- E – English
- CC-Core course –Core competency, critical thinking, analytical reasoning, research skill & teamwork
- Allied -Exposure beyond the discipline
- AECC- -Ability Enhancement Compulsory Course (Professional English & Environmental Studies) - Additional academic knowledge, psychology and problem solving etc.,
- SEC-Skill Enhancement Course - Exposure beyond the discipline (Value Education , Entrepreneurship Course, Computer application for Science, etc.,
- NME -Non Major Elective – Exposure beyond the discipline
- DSE – Discipline specific elective – -Student choice – either or
  - Internship
  - If internship – Marks = Internal =150 (75+75) two midterm evaluation
  - through Viva voce and External 250 marks (Report =150 +Viva Voce=100)=Total 400 marks
  - Theory papers or
  - Project + 3 theory papers.
- MOOCs - Massive Open Online Courses
- T-Theory, P- Practical

### Programme Objectives

1. To impart Language and Learning Skills of a higher order than those envisaged under Part - II English through introducing Literary constructs.
2. To acquaint the learners with representative works in various genres in various periods so that they learn to focus on individual writers and the evolution of genres.
3. To initiate young learners into the approaches and methods of literary study and encourage library use through judicious exposure.

4. To promote peer group interaction through seminars and group assignments.
5. To facilitate independent reading of Literary Texts in various genres as a prelude to project work.

**Programme Outcome – UG**

1. Acquire adequate knowledge and skills for creativity, analytical and critical thinking.
2. Apply the knowledge of their discipline for the attainment of solutions to the problems they come across in their day to day life / activities.
3. Communicate the fundamental and advanced concepts of English literary tradition in written and oral form.
4. Acquire the ability to grow as individuals and to contribute to the development of the community.

<b>Semester - I</b>					
<b>Course code:</b> 22BEN1C1	<b>Core Course-I</b>		<b>T/P</b>	<b>C</b>	<b>H/W</b>
	<b>POETRY</b>		<b>T</b>	<b>5</b>	<b>5</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>➤ To expose the learners to English Literature from the Age of Chaucer to the Modern Age.</li> <li>➤ To enable students to perceive the relationship between literature and the socio-political milieu.</li> <li>➤ To equip learners with a perspective on the evolution of English poetry.</li> <li>➤ To enable learners to relate linguistic and literary trends.</li> <li>➤ To enable students to read and understand similar works as those in the syllabus.</li> </ul>				
<b>Unit -I</b>	Geoffrey Chaucer	- Prologue to Canterbury Tales (First 100 lines)			
	Edmund Spenser	- Prothalamion.			
<b>Unit-II</b>	John Milton	- Paradise Lost (Book IV)			
	John Donne	-The Canonization			
<b>Unit- III</b>	John Dryden	- Mac Flecknoe			
	Thomas Gray	- Elegy Written in a Country Churchyard.			
	William Wordsworth	- Ode: Intimations of Immortality from Recollections of Early Childhood			
<b>Unit- IV</b>	John Keats	- Ode on a Grecian Urn			
	Matthew Arnold	-Dover Beach			
	Alfred Tennyson	-Ulysses			
<b>Unit- V</b>	D.G Rossetti	- The Blessed Damozel			
	G.M Hopkins	- The Windhover			
	T.S Eliot	- Journey of the Magi			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>➤ assess the historical development of early English Literature from the the Age of Chaucer to the modern age.</li> <li>➤ deduce the nexus between literature and the socio-political milieu.</li> <li>➤ develop a historical perspective on the evolution of English poetry.</li> <li>➤ compare linguistic and literary trends .</li> <li>➤ develop a flair for literary appreciation and independent reading.</li> </ul>				

<b>Semester - I</b>					
<b>Course code:</b> 22BEN1C2	<b>Core Course -II</b>		<b>T/P</b>	<b>C</b>	<b>H/W</b>
	<b>PROSE</b>		<b>T</b>	<b>4</b>	<b>4</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>➤ To expose the learners to English Literature from the Elizabethan to the Modern Age.</li> <li>➤ To enable students to perceive the relationship between literature and the socio-political milieu.</li> <li>➤ To equip learners with a perspective on the evolution of different forms of prose.</li> <li>➤ To enable learners to relate linguistic and literary trends.</li> <li>➤ To enable students to read and understand similar works as those in the syllabus.</li> </ul>				
<b>Unit -I</b>	Francis Bacon	<ul style="list-style-type: none"> <li>- Of Truth</li> <li>- Of Revenge</li> <li>- Of Friendship</li> </ul>			
<b>Unit-II</b>	Joseph Addison Richard Steele	<ul style="list-style-type: none"> <li>- Sir Roger at Church</li> <li>- The Spectator Club</li> </ul>			
<b>Unit- III</b>	Oliver Goldsmith Charles Lamb	<ul style="list-style-type: none"> <li>- Beau Tibbs At Home</li> <li>- Dream Children: A Reverie</li> <li>- A Bachelor's Complaint</li> </ul>			
<b>Unit- IV</b>	John Ruskin	<ul style="list-style-type: none"> <li>- Kings' Treasuries (Sesame and Lilies)</li> </ul>			
<b>Unit -V</b>	RL. Stevenson George Orwell	<ul style="list-style-type: none"> <li>- An Apology for Idlers</li> <li>- The Sporting Spirit</li> </ul>			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>➤ assess the historical development of early English Literature from the Elizabethan Age to the modern age.</li> <li>➤ Deduce the nexus between literature and the socio-political milieu.</li> <li>➤ Develop a historical perspective on the evolution of English prose.</li> <li>➤ Compare linguistic and literary trends .</li> <li>➤ Develop a flair for literary appreciation and independent reading.</li> </ul>				

<b>Semester - II</b>				
<b>Course code:</b> 22BEN2C1	<b>Core Course -III</b>	<b>T/P</b>	<b>C</b>	<b>H/W</b>
	<b>SOCIAL HISTORY OF ENGLAND</b>	T	5	5
<b>Objectives</b>	<ul style="list-style-type: none"> <li>➤ To familiarize learners, with socio-political trends, so that they are able to recognize these trends as reflected in literature (starting from the Medieval Age).</li> <li>➤ To equip the learners with the information needed to see literary works in their socio-cultural context</li> <li>➤ To enable the student to see how literature is a mirror of society.</li> <li>➤ To make them understand the cultural roots of literature.</li> <li>➤ To enable them to use the socio- historical approach to literary studies.</li> </ul>			
<b>Unit -I</b>	The Renaissance The Reformation The Puritanism			
<b>Unit-II</b>	Colonial Expansion The Civil War and Its Social Significance The Origin and Growth of Political Parties in England			
<b>Unit- III</b>	Age of Queen Anne The Agrarian Revolution The Industrial Revolution			
<b>Unit- IV</b>	Effects of the French Revolution Humanitarian Movements Reform Bills			
<b>Unit -V</b>	World Wars and Social Securities Trade Unionism			
<b>Books for Reference:</b>				
Shanmugakani .A., Manimekala , <i>Introduction to the Social History of England</i> , Publishing House, Madurai. Trevelyan G.M., Orient Longman, 1980, <i>English Social History</i> Xavier A.G., S.Viswanathan, 2009, <i>An Introduction to the Social History of England</i> , (Printers and Publishers) Pvt. Ltd.				
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>➤ Develop an interest in the evolution of English society, its customs and manners.</li> <li>➤ Appraise literary works in their socio-political context.</li> <li>➤ Categorize Religious Sects in the European Continent and perceive their socio political impact.</li> <li>➤ Formulate the links between political ideology and ideational content of literary works.</li> <li>➤ Assess the political affiliations of various writers and their social background</li> </ul>			

<b>Semester - II</b>					
<b>Course code:</b> 22BEN2C2	<b>Core Course -IV</b>		<b>T/P</b>	<b>C</b>	<b>H/W</b>
	<b>FICTION</b>		T	4	4
<b>Objectives</b>	<ul style="list-style-type: none"> <li>➤ To introduce to the learner the Paradigm shifts in literature during the last two centuries both in Indian and English fiction.</li> <li>➤ Expose the learner to a few representative works from the Indian and English fiction writers.</li> <li>➤ Enable students to perceive the stylistic differences among writers</li> <li>➤ To sensitize students to the relationship between ideologies and literature.</li> <li>➤ To make students relate life and literature.</li> </ul>				
<b>Unit -I</b>	Oscar Wilde	–	The Selfish Giant		
	Bonnie Chamberlain	–	The Face of Judas Iscariot		
<b>Unit-II</b>	Premchand	–	The Resignation		
	RK.Narayan	–	An Astrologer's Day		
<b>Unit- III</b>	Charlotte Bronte	–	Jane Eyre		
<b>Unit- IV</b>	Khushwant Singh	-	Train to Pakistan		
<b>Unit -V</b>	George Orwell	–	Animal Farm		
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>➤ appraise paradigm-shifts in literature during the last two centuries both in Indian and English fiction</li> <li>➤ Critically assess the thematic and technical features of literary works.</li> <li>➤ evaluate various literary styles</li> <li>➤ deduce the link between ideas and literature</li> <li>➤ Evaluate the link between life and literature.</li> </ul>				

<b>Semester - III</b>					
<b>Course code:</b> 22BEN3C1	<b>Core Course -V</b>		<b>T/P</b>	<b>C</b>	<b>H/W</b>
	<b>DRAMA – I</b>		T	5	5
<b>Objectives</b>	<ul style="list-style-type: none"> <li>➤ Introduce learners to representative texts from British Drama.</li> <li>➤ To give learners a historical perspective on the areas.</li> <li>➤ To enable learners to perceive the effect of socio political forces on literature.</li> <li>➤ To enable students to perceive the thematic and technical aspects of Drama.</li> </ul>				
<b>Unit -I</b>	Christopher Marlowe - Dr. Faustus				
<b>Unit-II</b>	John Webster - The White Devil				
<b>Unit- III</b>	Ben Jonson – The Alchemist				
<b>Unit- IV</b>	John Dryden - All for Love				
<b>Unit -V</b>	G.B Shaw - Pygmalion				
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>➤ assess critically similar texts in British Drama.</li> <li>➤ evaluate fictional and dramatic works from a socio political angle.</li> <li>➤ analyze critically the thematic and technical aspects of Drama.</li> <li>➤ measure the impact of the social milieu on literary expression.</li> </ul>				

Semester - III					
Course code: 22BEN3C2	Core Course - VI		T/P	C	H/W
	PHONETICS		T	4	4
<b>Objectives</b>	<ul style="list-style-type: none"> <li>➤ Understand the English sound system and pronunciation patterns.</li> <li>➤ Learn the structural patterns of language.</li> <li>➤ Perceive the various aspects of English phonetics.</li> <li>➤ Know the historical evolution of English.</li> <li>➤ Study the patterns of word formation and semantic change.</li> </ul>				
<b>Unit -I</b>	The Organs of Speech The Description of Speech Sounds				
<b>Unit-II</b>	The Sounds of English: Vowels The Sounds of English: Consonants				
<b>Unit- III</b>	Stress, Accent, Rhythm, Assimilation, Intonation				
<b>Unit- IV</b>	Phonetic Transcription, Conversation Passages for Practice				
<b>Unit -V</b>	Growth of Vocabulary, Change of meaning (F.T.Wood– An Outline History of the English Language)				
<b>Books for Reference:</b> Balasubramanian T. - <i>A Textbook of English Phonetics for Indian students</i> O'Connor - <i>Better English pronunciation</i> Palmer, <i>Grammar</i> Wood F.T. <i>An Outline History of The English Language.</i>					
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>➤ Improve their skill in articulating the sounds of English with reasonable acceptability.</li> <li>➤ Transcribe speech acts in the Phonetic Alphabet.</li> <li>➤ Choose and use right patterns of stress and intonation.</li> <li>➤ Construct minimal pairs, tongue-twisters, pneumonic rhymes and ICT Exercises for learning/ teaching right pronunciation.</li> </ul>				

<b>Semester - IV</b>				
<b>Course code:</b> 22BEN4C1	<b>Core Course -VII</b>	<b>T/P</b>	<b>C</b>	<b>H/W</b>
	<b>DRAMA – II</b>	T	5	5
<b>Objectives</b>	<ul style="list-style-type: none"> <li>➤ Introduce learners to representative texts from British Drama.</li> <li>➤ To give learners a historical perspective on the areas.</li> <li>➤ To enable learners to perceive the effect of socio political forces on literature.</li> <li>➤ To enable students to perceive the thematic and technical aspects of Drama.</li> </ul>			
<b>Unit -I</b>	T.S. Eliot - The Family Reunion			
<b>Unit-II</b>	John Galsworthy - Justice			
<b>Unit- III</b>	Harold Pinter - The Caretaker			
<b>Unit- IV</b>	J.M. Barrie - The Admirable Crichton			
<b>Unit -V</b>	John Osborne - Look Back in Anger			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>➤ assess critically similar texts in British Drama.</li> <li>➤ evaluate fictional and dramatic works from a socio political angle.</li> <li>➤ analyze critically the thematic and technical aspects of Drama.</li> <li>➤ measure the impact of the social milieu on literary expression.</li> </ul>			

<b>Semester - IV</b>				
<b>Course code:</b> 22BEN4C2	<b>Core Course -VIII</b>	<b>T/P</b>	<b>C</b>	<b>H/W</b>
	<b>REMEDIAL ENGLISH GRAMMAR</b>	T	4	4
<b>Objectives</b>	<ul style="list-style-type: none"> <li>➤ To reinforce learners' understanding of basic grammatical concepts semantic and stylistic nuances in the use of grammatical forms and categories</li> <li>➤ To enable learners to assess grammaticality, correctness and acceptability.</li> <li>➤ To equip learners to tackle testing items in various competitive examinations.</li> <li>➤ To ensure right usage of language by learners.</li> </ul>			
<b>Unit -I</b>	The Sentence- Parts of Speech- Nouns, Adjectives, Comparison of Adjectives, Articles, Pronouns.			
<b>Unit-II</b>	Verbs- Mood and Tense – Concord- Non-finite Verbs – Strong and Weak Verbs- Auxiliaries- Anomalous Finites- Adverbs – Prepositions – Conjunctions- Interjections.			
<b>Unit- III</b>	Simple, Compound, Complex and Compound Complex Sentences – Analysis of Simple Sentences- Clauses- Analysis of Sentences- Synthesis of Sentences – Transformation of Sentences- Direct and Indirect Speech- Punctuation and Capitals.			
<b>Unit- IV</b>	Verb Patterns – Structures- Word – Formation – The Use of Prefixes, the Use of Suffixes, Compound Words- Synonyms and Antonyms – Words often Confused – Words with Appropriate Prepositions.			
<b>Unit -V</b>	Paragraph Writing – Letter Writing – Précis Writing – Expansion of Passages- Essay Writing- Writing Stories from Outlines.			
<b>Book for Reference:</b>				
N.Krishnaswamy, <i>Modern English, A Book of Grammar Usage and Composition.</i>				
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>➤ develop a keen awareness of the implications of grammatical usages.</li> <li>➤ compare and contrast different patterns of usage.</li> <li>➤ interpret and answer testing items rightly.</li> <li>➤ Improve the writing skill of learners with precision and correctness.</li> </ul>			

<b>Semester - IV</b>					
<b>Course code:</b> 22BEN4C3	<b>Core Course -IX</b>		<b>T/P</b>	<b>C</b>	<b>H/W</b>
	<b>INDIAN WRITING IN ENGLISH</b>		T	2	2
<b>Objectives</b>	<ul style="list-style-type: none"> <li>➤ To give the learner a taste for the multi generic richness of Indian Literature in English.</li> <li>➤ To sensitise learners to the regional and national and international dimensions of Indian Literature in English.</li> <li>➤ To make learners aware of the basic Indianness and uniqueness of Indian English.</li> </ul>				
<b>Unit -I</b>	<b>Poetry</b>  Toru Dutt – The Casuarina Tree Sir Aurobindo – The Tiger and The Deer Sarojini Naidu – The Coromandel Fishers				
<b>Unit-II</b>	<b>Poetry</b>  Nissim Ezekiel – The Night of the Scorpion A.K.Ramanujan – A River Kamala Das – The Old Play House				
<b>Unit- III</b>	<b>Prose</b>  Mahatma Gandhi – Tolstoy and the Youth Rabindranath Tagore – Teaching Begins (From Recollections of my Early Life) Vivekananda - Nature and Man				
<b>Unit- IV</b>	<b>Drama</b>  Girish Karnad - Tughlaq				
<b>Unit -V</b>	<b>Fiction</b>  ChetanBhagat - Revolution 2020				
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>➤ develop a taste for Indian Literature in English.</li> <li>➤ perceive the regional, national and international ambiance of Indian Literature in English.</li> <li>➤ discover and choose books for extra reading</li> <li>➤ appraise the indianness and uniqueness of Indian English.</li> </ul>				

<b>Semester - V</b>				
<b>Course code:</b> 22BEN5C1	<b>Core Course -X</b>	<b>T/P</b>	<b>C</b>	<b>H/W</b>
	<b>LITERARY FORMS</b>	T	4	6
<b>Objectives</b>	<ul style="list-style-type: none"> <li>➤ To introduce learners to the generic variety of Literature in English.</li> <li>➤ To enable them to perceive the evolution of genres and their refinement.</li> <li>➤ To enable learners to understand the link between form and content.</li> <li>➤ To make learners see genres in their cultural context.</li> <li>➤ To sensitize them to concepts like generic mosaic, parody etc.</li> </ul>			
<b>Unit -I</b>	<b>POETRY</b> Ballad, Epic, Lyric, Ode, Sonnet, Elegy			
<b>Unit-II</b>	<b>DRAMA</b> Comedy, Tragedy, Tragic – Comedy, One – Act play			
<b>Unit- III</b>	<b>PROSE</b> Essay, Epistle, Diary, Travelogue			
<b>Unit- IV</b>	<b>FICTION</b> Short Story, Novella, Novel a) Picaresque b) Bildungsroman c) Fantasy d) Science and Detective Fiction e) Historical Fiction f) Dystopia			
<b>Unit -V</b>	<b>BIOGRAPHY AND AUTOBIOGRAPHY</b> a) Personality Traits b) Historical Verisimilitude			
<b>Books for Reference:</b> Abrahams, M.H. , 2011, <i>A Glossary of Literary Terms</i> , California, Wordsworth Publishing. Boulton, Marjorie, , 2006, <i>Anatomy of the Novel</i> , New Delhi, Kalyani Publishing. Rees, R.J., 1973 <i>English Literature: An Introduction for Foreign Readers</i> , London, Macmillan. Seturaman, V.S., Indra, C.T, 1990 <i>Practical Criticism</i> , Madras, Macmillan.				
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>➤ distinguish various genres of literature in English.</li> <li>➤ develop a sensitivity to variations in the use of language.</li> <li>➤ improve their abilities to evolve into critical readers.</li> <li>➤ theorize on the evolution of genres, in particular cultural contexts.</li> <li>➤ assess literary works in relation to variations of form and style.</li> </ul>			

<b>Semester - V</b>				
<b>Course code:</b> 22BEN5C2	<b>Core Course -XI</b>	<b>T/P</b>	<b>C</b>	<b>H/W</b>
	<b>TRANSLATION STUDIES - THEORY AND PRACTICE</b>	T	5	6
<b>Objectives</b>	<ul style="list-style-type: none"> <li>➤ To introduce learners to various Translation Theories and the emergence of Translatology</li> <li>➤ To make the learners understand the problems in translation of particular work/genres.</li> <li>➤ To give students practice in translating passages from one language to another and vice-versa.</li> <li>➤ To enable learners to assess different translations of the same text.</li> <li>➤ To give learners a historical perspective on translation studies.</li> </ul>			
<b>Unit -I</b>	Introduction to Translation - History of Translation – Definition - Types of Translation			
<b>Unit-II</b>	Decoding and Recoding Problems of Equivalence - History of Translation Theory			
<b>Unit- III</b>	Specific Problems of Literary Translations			
<b>Unit- IV</b>	Translating Literary Texts 1. Thirukkural – First two chapters from G.U.Pope’s Translation. 2. Bharathiar – Our Mother land 3. T.S.Pillai - Chemmeen			
<b>Unit -V</b>	Translation & Practice ( Tamil into English and Vice versa)			
<b>Books for Reference:</b>				
Savory Theodore - <i>The Art of Translation</i>				
Susan Bassnett - <i>Translation Studies</i> (Methuene)				
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>➤ evaluate the problems in period study and the various trends in the evolution of translation studies.</li> <li>➤ develop an interest in comparative linguistics /grammar/literarytheory.</li> <li>➤ compare different texts to assess problems in their translation.</li> <li>➤ estimate multiple translations and attempt original translations.</li> <li>➤ assess similarities and differences among translations of the same text from a historico - cultural context.</li> </ul>			

<b>Semester - V</b>				
<b>Course code:</b> 22BEN5C3	<b>Core Course -XII</b>	<b>T/P</b>	<b>C</b>	<b>H/W</b>
	<b>HISTORY OF ENGLISH LITERATURE</b>	T	5	5
<b>Objectives</b>	<ul style="list-style-type: none"> <li>➤ To introduce the learner to different ages in the evolution of English Literature from the Age of Chaucer to the Present Age of Dr. Johnson.</li> <li>➤ To enable the students to pursue dominant literary trends in the periods specified.</li> <li>➤ To introduce learners to the dominant writers in various genres during the periods Specified</li> <li>➤ To enable the learner to see the evolution of different genres</li> <li>➤ To make the learner identify the spirit of the age</li> </ul>			
<b>Unit -I</b>	The Age of Shakespeare - Shakespeare, Ben Jonson, Bacon. The Age of Milton - Milton, The Metaphysical Poets			
<b>Unit-II</b>	The Age of Dryden - Dryden. The Age of Pope - Pope, Swift, Addison, Steele.			
<b>Unit- III</b>	The Age of Johnson - Johnson, Goldsmith, Sheridan. The Age of Wordsworth - Wordsworth, Byron, Shelley, Keats, Coleridge, Charles Lamb, Jane Austen.			
<b>Unit- IV</b>	The Age of Tennyson - Tennyson, Browning, Arnold, Dickens, George Eliot. The Age of Hardy - Hardy, D.H. Lawrence, Oscar Wilde.			
<b>Unit -V</b>	The Present Age - Virginia Woolf, T.S.Eliot, Hopkins The Modern Age - Samuel Beckett, John Osborne, Harold Pinter.			
<b>Books for Reference:</b>				
Edward Albert, <i>History of English Literature</i> , OUP, New Delhi.				
<i>A History of English Literature</i> Ed. by Board of Editors, Harrows Publications, Chennai.				
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>➤ develop the historical perspective on literary trends and their respective exemplars.</li> <li>➤ estimate the evolution of genres .</li> <li>➤ compare and contrast writers and periods.</li> <li>➤ Identify the predominance of particular genres in particular ages.</li> <li>➤ relate literary trends to the respective world view of particular periods.</li> </ul>			

<b>Semester - V</b>				
<b>Course code:</b> 22BEN5C4	<b>Core Course -XII</b>	<b>T/P</b>	<b>C</b>	<b>H/W</b>
	<b>SHAKESPEARE</b>	T	5	5
<b>Objectives</b>	<ul style="list-style-type: none"> <li>➤ To introduce the learners to Shakespeare’s thematic and stylistic variety through representative texts.</li> <li>➤ To make students realize Shakespeare’s omni-humanity and negative capability by drawing attention to the infinite variety and depth of the characters.</li> <li>➤ To enable students to see the essential simplicity of Shakespeare’s language.</li> <li>➤ To make the learner understand Shakespeare’s dramatic craftsmanship</li> <li>➤ To enable the learner to see Shakespeare’s subtle manipulation of language, prose and verse.</li> </ul>			
<b>Unit -I</b>	<p style="text-align: center;"><b>General Shakespeare</b></p> <ol style="list-style-type: none"> <li>1. Audience</li> <li>2. Theatre</li> <li>3. Clowns</li> <li>4. Women</li> <li>5. Soliloquy</li> <li>6. Supernatural Elements</li> <li>7. Sonnets No:- 29, 33, 104</li> </ol>			
<b>Unit-II</b>	As You Like It			
<b>Unit- III</b>	Julius Caesar			
<b>Unit- IV</b>	Othello			
<b>Unit -V</b>	The Tempest			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>➤ interpret and understand Shakespeare’s plays. survey Shakespeare’s Omni humanity and negative capability, as seen in</li> <li>➤ the infinite variety and depth of his characters.</li> <li>➤ evaluate the simplicity and subtlety of Shakespeare’s language.</li> <li>➤ perceive aspects like dramatic irony, restraint, character- contrasts etc.</li> <li>➤ discover Shakespeare’s mastery of different types of language and style.</li> </ul>			

<b>Semester - V</b>				
<b>Course code:</b> 22BEN5C5	<b>Core Course -XIV</b>	<b>T/P</b>	<b>C</b>	<b>H/W</b>
	<b>American Literature</b>	T	5	5
<b>Objectives</b>	<ul style="list-style-type: none"> <li>➤ To give the learner a taste for American Prose, Poetry, Drama and Fiction through exposure to representative texts.</li> <li>➤ To enable the learner to perceive the evolution of American Prose, Poetry, Drama and Fiction.</li> <li>➤ To enable learners to perceive the effect of socio political forces on literature.</li> <li>➤ To sensitize learners to images, symbols, stylistic and tonal features.</li> <li>➤ To promote literary appreciation.</li> </ul>			
<b>Unit -I</b>	<b>Poetry</b> Emily Dickinson - A Bird Came down the walk Robert Frost - Mending Wall Walt Whitman - On the Beach at Night Alone			
<b>Unit-II</b>	<b>Poetry</b> Edgar Allan Poe - The Raven Wallace Stevens - The Emperor of Ice-Cream Sylvia Plath - Daddy			
<b>Unit- III</b>	<b>Prose</b> David Thoreau - The Walden Abraham Lincoln - Gettysburg Address Martin Luther King - I Have a Dream			
<b>Unit- IV</b>	<b>Drama</b> Arthur Miller - All My Sons Eugene O' Neill - The Hairy Ape			
<b>Unit -V</b>	<b>Fiction</b> Nathaniel Hawthorne – The Scarlet Letter Ernest Hemingway - The Old Man and the Sea			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>➤ Assess American Prose, Poetry, Drama and Fiction through exposure to representative texts.</li> <li>➤ Evaluate fictional and dramatic works from a socio political angle.</li> <li>➤ Analyze critically the thematic and technical aspects of representative works.</li> <li>➤ Measure the impact of the social milieu on literary expression.</li> </ul>			

<b>Semester - VI</b>										
<b>Course code:</b> 22BEN6E1	<b>DSE-1</b>	<b>T/P</b>	<b>C</b>	<b>H/W</b>						
	<b>POST COLONIAL LITERATURE</b>	T	6	6						
<b>Objectives</b>	<ul style="list-style-type: none"> <li>➤ To give the learner a general idea of the issues dealt with in Post-Colonial Literature.</li> <li>➤ To make the learner understand the generic variety and potency of Post Colonial Literature through exposure to representative texts.</li> <li>➤ To make the learner aware of the trends in Post Colonial Literature.</li> <li>➤ To make the learners see the socio-economic and political issues that inevitably impinge on literature.</li> <li>➤ To make the learners realize the fusion of native and European literary traditions in Post Colonial Literature.</li> </ul>									
<b>Unit -I</b>	<p><b>Poetry</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 60%;">Derek Walcott</td> <td style="width: 40%;">- A Far Cry from Africa</td> </tr> <tr> <td>Razia Khan</td> <td>- My Daughter's Boyfriend</td> </tr> <tr> <td>Margaret Atwood</td> <td>- The City Planners</td> </tr> </table>				Derek Walcott	- A Far Cry from Africa	Razia Khan	- My Daughter's Boyfriend	Margaret Atwood	- The City Planners
Derek Walcott	- A Far Cry from Africa									
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Margaret Atwood	- The City Planners									
<b>Unit-II</b>	<p><b>Poetry</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 60%;">Allen Curnow</td> <td style="width: 40%;">- House and Land</td> </tr> <tr> <td>E.J.Pratt</td> <td>- The Dying Eagle</td> </tr> <tr> <td>David Diop</td> <td>- Africa</td> </tr> </table>				Allen Curnow	- House and Land	E.J.Pratt	- The Dying Eagle	David Diop	- Africa
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<b>Unit- III</b>	<p><b>Prose</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 60%;">Chinua Achebe</td> <td style="width: 40%;">- The Novelist as a Teacher</td> </tr> <tr> <td>Dr.S.Radhakrishnan</td> <td>- The World Community</td> </tr> </table>				Chinua Achebe	- The Novelist as a Teacher	Dr.S.Radhakrishnan	- The World Community		
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<b>Unit- IV</b>	<p><b>Drama</b></p> <p style="text-align: center;">George Ryga – Indian</p>									
<b>Unit -V</b>	<p><b>Fiction</b></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 60%;">Chinua Achebe</td> <td style="width: 40%;">- Things Fall Apart</td> </tr> </table>				Chinua Achebe	- Things Fall Apart				
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<b>Outcomes</b>	<ul style="list-style-type: none"> <li>➤ perceive the basic tenets of Post Colonial theory and its historical origins.</li> <li>➤ evaluate a variety of geographical and cultural experiences in Post Colonial Literature.</li> <li>➤ categorize different literary forms concerned about identity, history, freedom, nationhood, and cultural heritage.</li> <li>➤ understand the generic variety and potency of Post Colonial Literature.</li> <li>➤ analyze critically the socio-economic and political issues involved in Post Colonialism.</li> </ul>									

<b>Semester - VI</b>					
<b>Course code:</b> 22BEN6E2	<b>DSE-2</b>		<b>T/P</b>	<b>C</b>	<b>H/W</b>
	<b>WOMEN'S WRITING IN ENGLISH</b>		T	6	6
<b>Objectives</b>	<ul style="list-style-type: none"> <li>➤ To enable the learner to make an in-depth study of Women Writers (specifically in American/British/Indian Literature).</li> <li>➤ To sensitize the learner to women's issues.</li> <li>➤ To make the learner see the uniqueness of the women's voice in literature.</li> <li>➤ To make the student see the various degrees of aggression and submission in the tone of women's writing.</li> <li>➤ To enable them to appreciate women's issues in a historical and ethical perspective.</li> </ul>				
<b>Unit -I</b>	Feminism and Feminist Literary Criticism: Definition, Historical Overview and major themes in Feminist Criticism.				
<b>Unit-II</b>	<b>POETRY</b> Sylvia Plath - Mirror Judith Wright - Woman to Man Maya Angelou - I Know Why the Caged Bird Sings				
<b>Unit- III</b>	<b>PROSE</b> Virginia Woolf - From A Room of One's Own (Chapter 2 & 3) Elaine Showalter - Towards A Feminist Poetics				
<b>Unit- IV</b>	<b>DRAMA</b> Manjula Padmanabhan - Harvest Caryl Churchill - Top Girls				
<b>Unit -V</b>	<b>FICTION</b> Margaret Atwood - A Handmaid's Tale Arundhati Roy - The God of Small Things				
<b>Book for Reference:</b>					
Beauvoir, Simone de. , 2015 <i>The Second Sex. Vintage Classic</i>					
Kemp, Sandra, and Judith Squires, 1998 <i>Feminisms</i> . Oxford University Press					
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>➤ Assess the creativity of women writers.</li> <li>➤ Analyze the ideological status of women's writing.</li> <li>➤ Perceive the special features of women's writing.</li> <li>➤ Examine the tonal richness of feminist writing.</li> <li>➤ Develop a historical perspective on the status of women in society.</li> </ul>				

<b>Semester - VI</b>					
<b>Course code:</b> 22BEN6E3	<b>DSE-3</b>		<b>T/P</b>	<b>C</b>	<b>H/W</b>
	<b>LITERARY CRITICISM</b>		T	6	6
<b>Objectives</b>	<ul style="list-style-type: none"> <li>➤ To give the learner a general outlook on the various trends in literary criticism through exposure to representative authors and works.</li> <li>➤ To sensitize the learners to the evolution of critical theories.</li> <li>➤ To develop a taste among students for critical reading and debate.</li> <li>➤ To make the students understand and evaluate critical writing.</li> <li>➤ To make them see the uniqueness of particular schools of thought and approach.</li> </ul>				
<b>Unit -I</b>	Introduction to Classical Criticism (Plato to Quintilian) Philip Sidney - An Apology for Poetry				
<b>Unit-II</b>	Dryden - An Essay on Dramatic Poesy Dr. Johnson - Preface to Shakespeare				
<b>Unit- III</b>	William Wordsworth – Preface to Lyrical Ballads Matthew Arnold -The Study of Poetry				
<b>Unit- IV</b>	I. A. Richard - Four Kinds of Meaning T.S. Eliot - Tradition and Individual Talent				
<b>Unit -V</b>	<b>Five Approaches</b> <ol style="list-style-type: none"> <li>1. Moralistic Approach</li> <li>2. Psychological Approach</li> <li>3. Archetypical Approach</li> <li>4. Sociological Approach</li> <li>5. Formalistic Approach</li> </ol>				
<b>Books for Reference:</b> Wimsatt and Brooks : <i>Literary Criticism A Short History</i> B.Prasad : <i>A Short History of English Criticism</i> Peter Barry : <i>Beginning Theory</i> V.S.Seturaman,C.T.Indra and T.Sriraman - <i>Practical Criticism</i> Wilbur Scott : <i>Five Approaches Of Literary Criticism</i>					
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>➤ develop a taste for critical writing.</li> <li>➤ assess the evolution of critical theories.</li> <li>➤ improve their analytical skills.</li> <li>➤ evaluate critical writing.</li> <li>➤ analyze the features of particular approaches in literary criticism.</li> </ul>				

<b>Semester - VI</b>				
<b>Course code:</b> 22BEN6E4	<b>DSE-4</b>	<b>T/P</b>	<b>C</b>	<b>H/W</b>
	<b>ENGLISH LANGUAGE TEACHING</b>	T	6	6
<b>Objectives</b>	<ul style="list-style-type: none"> <li>➤ To introduce the learners to various issues involved in ELT.</li> <li>➤ To inform learners about various approaches and methods – their pros and cons.</li> <li>➤ To make learners aware of procedures and problems in teaching prose, poetry, grammar, composition, Literature and the four skills.</li> <li>➤ To introduce the learners to different types of tests, the attributes of a good test and enable them to construct testing items.</li> <li>➤ To make students aware of the principles of curriculum and course design, error analysis and remediation.</li> </ul>			
<b>Unit -I</b>	Place of English in India- Issues Involved in the Teaching of English- English as FL, SL, ESP (English for Special Purposes)			
<b>Unit-II</b>	Approaches and Methods- Grammar Translation Method- Audio-lingual Method- Communicative Approach – Natural Approach – Natural Approach- Content-based Instruction- Task-based Language Teaching.			
<b>Unit- III</b>	Teaching of Prose, Poetry, Drama, Grammar, Composition – Teaching LSRW Skills.			
<b>Unit- IV</b>	Testing- Types of Tests- Characteristics of a Good Test- Preparation of Model Exercises and Questions.			
<b>Unit -V</b>	Use of Audio- Visual Aids- Television and Language Lab in Teaching English.			
<b>Books for Reference:</b>				
Baruah, T.C. , 1991, <i>The English Teacher's Handbook</i> . New Delhi: Sterling Publishers.				
Bright, John A., and G.P. McGregor. , 1970 <i>Teaching English as a Second Language</i> . Longmans.				
Richards, Jack C, and Theodore S. Rodgers. , 1986 <i>Approaches and Methods in Language Teaching: A Description and Analysis</i> . Cambridge: CUP.				
Varghese, Paul. , 1990 <i>Teaching English as a Second Language</i> . New Delhi: Sterling Publishers.				
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>➤ perceive the need for a holistic approach to language teaching.-K5</li> <li>➤ develop skills in materials production.-K6</li> <li>➤ assess lesson plans and implement them effectively.-K5</li> <li>➤ construct exercises for practice and items for testing.K6</li> <li>➤ develop the skill to identify, classify, explain and remediate errors.K6</li> </ul>			

<b>Semester - VI</b>		<b>C</b>	<b>H/W</b>
<b>Course Code</b> 22BEN6PR	<b>PROJECT</b>	6	10
<b>Objectives</b>	<ul style="list-style-type: none"> <li>➤ To initiate the learners to research</li> <li>➤ To promote reference, note taking and organizing skills</li> <li>➤ To inculcate proper documentation practices</li> <li>➤ To inculcate research ethics.</li> <li>➤ To demystify the research process by giving a chance to write an original piece and encourage further research.</li> </ul>		
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>➤ <b>On completion of the course, students will be able to</b></li> <li>➤ take part in similar projects.</li> <li>➤ interpret works from original angles.</li> <li>➤ discover and apply right documentation practices.</li> <li>➤ classify and codify bibliographical information (working and final)</li> <li>➤ prioritize fresh avenues of research.</li> </ul>		