

SEMESTER III

CODE	COURSE TITLE
18LTUC305	FICTION

Category	CIA	ESE	L	T	P	Credit
Core	25	75	55	5	-	04

Preamble

To develop analytical and critical reading and to introduce reading strategies

Course Outcomes

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

CO Number	CO Statement	Knowledge Level
CO1.	make them aware of the works of novelists of various ages and regions.	K1
CO2.	gain knowledge of art in the fiction elements and the art of writing fiction.	K2
CO3.	develop the skill of applying the knowledge about the art of fiction and critically analyse the prescribed text and to enable them to have it has a feeder course for creative writing	K2 &K3
CO4.	inspire a love of fiction in the students to open up their minds	K3
CO5.	stimulate the sympathetic and empathetic imaginations by allowing them to see the world through others eyes as well as to foster inter cultural dialogue	K3

Mapping with Programme Outcomes

Cos	PO1	PO2	PO3	PO4	PO5
CO1.	S	M	S	S	M
CO2.	M	M	S	M	S
CO3.	S	S	M	S	M
CO4.	S	M	M	S	M
CO5.	S	S	M	S	S

S- Strong; M-Medium

Syllabus

UNIT – I (British) 12 HRS

Detailed

Jane Austen – Pride and Prejudice

Applied Dynamics – Write a short story

UNIT – II (American) 12 HRS

Detailed

Mark Twin – Huckleberry Finn

Applied Dynamics – Attempt writing an adventurous story

UNIT – III (Indian Writing) 12 HRS

Detailed

Shashi Deshpande – That Long Silence

Applied Dynamics – Identify serious women issue and narrate it. (oral)

UNIT – IV (African American) 12 HRS

Detailed

Toni Morrison - Beloved

Applied Dynamics – To debate on an intercultural issue

UNIT – V (The Total Effect) 12 HRS

Analytical Skill

Genre - form and content, motive and fiction, point of view

Interpretative Skill

Foreshadowing and predicating outcomes.

- Plot, Character, Setting, Technique, Style, Atmosphere, Climax, Comedy, Descriptive pattern, narrative style.

Vocabulary – Context clues

Verbal Irony

Extension Skill

A book review- Any text of student's choice (IA)

Self Study

Book Talk

CODE	COURSE TITLE
18LTUC306	POST-COLONIAL LITERATURE

Category	CIA	ESE	L	T	P	Credit
Core	25	75	55	5	-	04

Preamble

To introduce learners to Region- specific literature and Culture – specific expressions

Course Outcomes

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

CO Number	CO Statement	Knowledge Level
CO1.	introduce students to key terms and concepts in Post – colonial studies	K1
CO2.	familiarize students with historical and cultural anxieties of the writers in independent nations and the significant historical circumstances of colonization that shaped them to be writers	K2
CO3.	develop the skill to look beyond for similarities and contrasts.	K2 &K3
CO4.	discuss language, nature of colonization, hybridity, gender and nation and to debate on racist or colonial undertones	K3
CO5.	Debate on racist or colonial undertones	K3

Mapping with Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5
CO1.	S	M	S	S	M
CO2.	M	M	S	M	S
CO3.	S	S	M	S	M
CO4.	S	M	M	S	M
CO5.	S	S	M	S	S

S- Strong; M-Medium

Syllabus

UNIT I: Poetry **12 Hrs.**

A.D.Hope: Australia
Radolp Stow:Mad maid whim
F.R.Scott: The Canadian Authors Meet
Fred Cogswell: A Christmas carol
Douglas Steward: The fisherman

Applied Dynamics: Imagine yourself as an immigrant and write a poem

UNIT II: Prose **12 Hrs.**

K.S. Ramamurti: The Canadian Women Novelists in a multicultural context.
A note on Margaret Atwood & Margaret Laurence
(Commonwealth Literature - P.K. Rajan)

Applied Dynamics:Write an essay on the key elements of Post- colonial literature

UNIT III: Drama **12 Hrs.**

Ryga, George- The Ecstasy of Rita Joe.

Applied Dynamics:Script a one – act play on cultural anxieties and enact it

UNIT IV: Fiction **12 Hrs.**

Margaret Atwood-The Robber Bride

Applied Dynamics:Attempt writing a long story on immigrant problems

UNIT V: Short story 12 Hrs.

A Cup of Tea – Katherine Mansfield

His Father’s Mate – Henry Lawson

Silence – Alice Munro

Applied Dynamics: Write a short story on women’s concerns

BOOKS FOR REFERENCE:

1. *Reading in Commonwealth Literature*, Ed. William Walsh, London, OUP, 1973
2. **ARMSTRONG S.**.. *Canadian Women’s Writing*, Creative Books, New Delhi, 2006.
3. **BURNS GRAHAM, KENNETH SLESSOR**, *Australian Writers and their Work Series*, Melbourne, OUP, 1976.

CODE	COURSE TITLE
18LTUA303	HISTORY OF ENGLISH LITERATURE

Category	CIA	ESE	L	T	P	Credit
Core	25	75	70	5	-	04

Preamble

To understand the under – currents of literary writings and creative art in terms of literary movements through the ages

Course Outcomes

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

CO Number	CO Statement	Knowledge Level
CO1.	understand the concepts, forces and concerns that shaped the literary writings of different ages	K1
CO2.	enable the students to comprehend and appreciate issues in British Literature through the ages in relation to authors, historical periods, major and minor figures, theme, genres or critical theories	K2
CO3.	sensitize the students to a diachronic and synchronic study of literature	K2 &K3
CO4.	prepare the students to be confident and competent to encounter literature – related jobs and examinations	K3
CO5.	Develop new ideas and ethical standpoints to describe English society	K3

Mapping with Programme Outcomes

Cos	PO1	PO2	PO3	PO4	PO5
CO1.	S	M	S	S	M
CO2.	M	M	S	M	S
CO3.	S	S	M	S	M
CO4.	S	M	M	S	M
CO5.	S	S	M	S	S

S- Strong; M-Medium

Syllabus

UNIT I: 15 Hrs.

Age of Chaucer
Elizabethan Age 1560-1616
Post-Shakespearean 1616-1650 - Drama & Poetry

Applied Dynamics: To trace the beginnings of Tamil Literature

UNIT II: 15 Hrs.

Literature in Puritan Age 1650-1660
Restoration Age 1660-1700

Applied Dynamics: Literature of Sangam Period

UNIT III: 15 Hrs.

Neo-Classical / Augustan Age / Age of Prose 1700-1750

Applied Dynamics: Compare and contrast literature of Chera, Chola, Pandian Dynasties

UNIT IV: 15 Hrs.

Romantic Revival (inclusive of Pre-Romantic Literature)
Victorian Age 1839-1902

Applied Dynamics: Revolutionary writing in Tamil – Bharathi, Bharathidasan, Kannadasan

UNIT V: 15 Hrs.

Modern Age 1902-1960
Postmodern Age

Applied Dynamics: Writing on social Issues

BOOKS FOR REFERENCE:

1. EDWARD ALBERT, *History of English Literature*, Orient Longman, Delhi, 1985.
2. DR. KANNAMMAL S & SAGUNTHALA M, *History of English Literature*.
3. LEGOUIS CAZAMIAN, *History of English Literature*, Macmillan, New York, 1926.
4. RAMACHANDRA NAIR K. R., *Essays on the History of Literature*, Emerald Publishers, New Delhi, 2008.
5. WILLIAM HENRY HUDSON, *An Outline History of English Literature*, B.I. Publications Ltd., 1961.

SEMESTER IV

CODE	COURSE TITLE
18LTU407	INDIAN WRITING IN ENGLISH

Category	CIA	ESE	L	T	P	Credit
Core	25	75	55	5	-	04

Preamble

To make the students understand the concepts and anxieties behind the shaping of Indian Literature.

Course Outcomes

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

CO Number	CO Statement	Knowledge Level
CO1.	recollect the background of Indian Literature , Social Background and lifestyle of an age	K1
CO2.	familiarize learners to a wide range of Indian writing originally written in English and translated from Indian Languages and to introduce Indian specific elements	K2
CO3.	introduce students to crucial debates and discussions in the field including language, Indianness, cultural differentiation and globalization and to the problems of conceptualizing a homogeneous India	K2 &K3
CO4.	enable learners to infer Indianness- socio- cultural ethos, aesthetics, etc from representation works	K3
CO5.	problematise the idea of “India” through the writings	K3

Mapping with Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5
CO1.	S	M	S	S	M
CO2.	M	M	S	M	S
CO3.	S	S	M	S	M
CO4.	S	M	M	S	M
CO5.	S	S	M	S	S

S- Strong; M-Medium

Syllabus

Unit I (Poetry)	12 HRS
Toru Dutt – Our Casuarina Tree Sarojini Naidu – Bangle Sellers Keki N. Daruwallah – The King Speaks to the Scribe C.N. Srinath – Then Came Gandhi Shiv K. Kumar – Indian Women	
Applied Dynamics : Attempt writing a poem on ‘Indian theme’	
Unit II (Prose)	12HRS
Nissim Ezekiel – The Heritage of India Gopal Krishna Gokhale – Students and their Duties	
Applied Dynamics: Write an essay on today’s India	
Unit III (Fiction)	12 HRS
R. K. Narayan - A Tiger for Malgudi Mahaswetha Devi- The American Champa Tree Anita Desai- Fasting Feasting	
Applied Dynamics: A Novella on Tamil cultural issue	
Unit IV (Drama)	12 HRS
Girish KARNAD – Tughlaq	
Applied Dynamics: Script a drama and enact it	
Unit V (Indian Writing in Translation)	12 HRS
Tagore: Gitanjali – (1- 15 verses) Bharathiyar – Panjali Sabatham	
Applied Dynamics: Translate any work of your choice in Tamil to English	

BOOKS FOR REFERENCE

1. Anita Desai, *Fasting and Feasting*. Mariner Books, 2000.
2. Girish Karnad, *Tughlag*. OUP, 2012.
3. Tagore, *Gitanjali*. Rupa, 2002.

CODE	COURSE TITLE
18LTUA408	SHAKESPEARE

Category	CIA	ESE	L	T	P	Credit
Core	25	75	70	5	-	04

Preamble

To familiarize the students with the nature of the dramatic genres which Shakespeare wrote, including comedy, romance, tragedy and history

Course Outcomes

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

CO Number	CO Statement	Knowledge Level
CO1.	Know the characters, plots and themes of Shakespearean plays	K1
CO2.	Understand the great ideas conveyed in his plays and appreciate the rhetorical and poetic art through which those ideas are conveyed	K2
CO3.	Apply a knowledge of the social, political and intellectual context of Elizabethan England to an understanding of Shakespeare's works	K2 & K3
CO4.	Gain knowledge on Shakespeare's models from human life and interest in mankind	K3
CO5.	Get a clear idea on Elizabeth age	K3

Mapping with Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5
CO6.	S	M	S	S	M
CO7.	M	M	S	M	S
CO8.	S	S	M	S	M
CO9.	S	M	M	S	M
CO10.	S	S	M	S	S

S- Strong; M-Medium

Syllabus

UNIT I & II

Macbeth

Self Study – The Merchant of Venice

Applied Dynamics: Story Board Writing and Role Play

UNIT III & IV

Romeo and Juliet

Self Study – The Tempest

Applied Dynamics: The process of making a montage

UNIT V

General features in Shakespeare's Plays

Theatre and Audience, Soliloquies, Fools, Women, Supernatural elements, Early Comedies, Romantic comedies, Tragedy, Last plays

Self Study Historical Plays and Problem Plays

Applied Dynamics: Enact a scene of your choice

BOOKS FOR REFERENCE:

1. Shakespeare, *Macbeth*. Create Space Independent Publishing Platform, 2019.
2. Shakespeare, *Romeo and Juliet*. Fingerprint Publishing, 2015.
3. Shakespeare, *The Merchant of Venice*. Fingerprint Publishing, 2018.
4. Shakespeare, *The Tempest*. Yale University Press, 1955.

CODE	COURSE TITLE
18LTUA404	HISTORY AND DEVELOPMENT OF LITERARY CRITICISM

Category	CIA	ESE	L	T	P	Credit
Core	25	75	70	5	-	04

Preamble

To guide the Indian student of English Literature to expound the basic truth of the art of criticism

Course Outcomes

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

CO Number	CO Statement	Knowledge Level
CO6.	train the students to be familiar with synchronic study of literary criticism	K1
CO7.	make them understand the factors involved in criticism like interpretation, elucidation, judgement and appreciation	K2
CO8.	develop critical sensibility of the students and to make them aware of intricacies of literary criticism	K2 &K3
CO9.	train the students to analyze different literary devices and techniques and understand their artistic effect	K3
CO10.	Enrich their understanding of the literary works	K3

Mapping with Programme Outcomes

COs	PO1	PO2	PO3	PO4	PO5
CO11.	S	M	S	S	M
CO12.	M	M	S	M	S
CO13.	S	S	M	S	M
CO14.	S	M	M	S	M
CO15.	S	S	M	S	S

S- Strong; M-Medium

Syllabus

UNIT I: 15 Hrs.

The Art of Criticism
Its forms
Its beginnings
Its limitations

Applied Dynamics: List the critical terms used in Aristotle and Plato

UNIT II: 15 Hrs

Aristotle
Kinds of Criticism: Legislative, Comparative, Biographical, Historical, Theoretical, Impressionistic, Descriptive

Applied Dynamics: Choose two critics and identify which kind he belongs

UNIT III: 15 Hrs.

John Dryden
Critical Trends: Renaissance, Neo – Classical

Applied Dynamics: Debate on similarities and difference between Renaissance and Neo – classical

UNIT IV: 15 Hrs.

William Wordsworth
Critical Trends: Victorian, New Criticism, Post – Modernist Trends

Applied Dynamics: Compare and contrast Arnold and Carlyle

UNIT V: 15 Hrs.

T. S. Eliot
Approaches: Sociological, Archetypal, Moralistic, Psychological, Formalistic

Applied Dynamics: Choose a critic of modern times and apply, analyze under one of these approaches.

BOOKS FOR REFERENCE:

1. PRASAD B., *An Introduction to English Criticism*. Delhi : Macmillan India Ltd.
2. EAGLETON, TERRY, *The Function of Criticism :From the Spectator to post-structuralism*, London, verso, 1984
3. KRISHANAN DAS& DEEPCHAND PATRA, *History of Literary Criticism*, Commonwealth Publishers Ltd., 2009.

CODE	COURSE TITLE
18LTUS301	Skill Based Subjects I ENGLISH FOR LIFE SKILLS

Category	CIA	ESE	L	T	P	Credit
Core	25	75	35	10	-	03

AIM: To enable the students to improve their accent and pronunciation in English.

OBJECTIVE: To train the students to engage themselves in interpersonal communication and prepare them for career opportunities.

UNIT – I(Listening) – Instructor led Module – Classroom activity.

9 Hrs.

Stage 1 – Listening to the teacher/student narrating and describing events; to be followed by comprehension questions (Oral Skill)

Students need to answer orally and through the written mode which will strengthen their vocabulary and grammar.

UNIT – II (Reading and Writing)

9 Hrs.

Reading Basics and strategies.

Brainstorming Collocations

Discussing of reports

Role play

(Through the reading skill, speaking skill is strengthened)

Writing

Report Writing

Note-taking/making

UNIT - III (Non-verbal Language)

9 Hrs.

Personal appearance

Posture

Gestures

Facial Expression

UNIT – IV Job Skills – Role Play

9 Hrs.

Career plans

Dream Job

Describing your company

Product profiles

UNIT – V (Speaking) Instructor led Workshop – Role Play

9 Hrs.

Sounds of English

Note:

Questions would be from Units II –V only

Unit I meant for class room activity only

BOOKS FOR REFERENCE:

1. **Dr. PRAKASH C. L.**, *An Advanced Course in Communication and Media Awareness*, Cambridge University Press, New Delhi, 2007.
2. **KRISHNA MOHAN & MEERA BANERJI**, *Developing Communication Skills*, Macmillan, India, 2009.
3. **SASIKUMAR V., et al.**, *Oral Communication Skill*, Foundation Books, Cambridge University Press, New Delhi, 2009.

CODE	COURSE TITLE
18LTUS402	MULTISKILL DEVELOPMENT PAPER

Category	CIA	ESE	L	T	P	Credit
Core	40	60	40	5	-	03

AIM: To equip the students with knowledge on all topics as desirable from the point of view of brilliant success in the competitive examinations.

OBJECTIVE: To familiarize the students with various types of tests that are employed by the diverse examining bodies.

UNIT I: **9 hrs**

Communication: Question tag – Gerund and Infinitives – Spotting the errors – Vocabulary – Synonyms – Antonyms – Prepositions – Articles – One word substitution – Sentence completion.

UNIT II: **9 hrs**

Numerical Aptitude : Problems on numbers – Problems on Ages – Percentage – Profit and loss – Ratio and Proportion – Time and Work – Time and Distance – Simple Interest – Compound Interest.

UNIT III: **9 hrs**

Credit Reasoning: Logical Inference Questions and Syllogism.

Analytical Reasoning: Arrangement problems – Family / Blood Relation Qualms – Sense of Directions – Age Doubts.

Verbal Reasoning: Verbal Analogy – (Letter series and number series only) – Coding and Decoding.

UNIT IV: **9 hrs**

1. Soft Skills
2. Developing Positive Attitude
3. Etiquette and Manners
4. Preparing Curriculum Vitae / Resume

UNIT V: **9 hrs**

1. Team Building and Team Work
2. Interview Skills

3. Group Discussion

BOOKS FOR REFERENCE:

1. **Dr. R.S. Agarwal**, *Quantitative Aptitude*, S. Chand 2012 (Unit II)
2. *Test of Reasoning for Competitive Examinations* – Edgar Thorpe 4th edition, Tata McGraw-Hill Publishing Company Limited, New Delhi. (Unit III)
3. **Dr. R.S. Aggarwal** *A Modern Approach to Verbal Reasoning (Fully Solved)*, Revised edition, S. Chand Company Limited, New Delhi, 2012. (Unit- III)
4. **Hari Mohan Prasad and Uma Rani Sinha**. 2011. *Objective English for Competitive Examinations*. New Delhi: Tata McGraw Hill Education Private Ltd.
5. **Jain T.S.** *Upkar's SBI Clerical Cadre Recruitment Examination*. Agra: Upkar Prakashan
6. **Dr. Alex.K**, *Soft Skills-Know Yourself and Know the World*. S.Chand & Company Ltd., 2011