## Annamalai University
### Department of English
#### M.A. English (Five Year Integrated) Programme
Programme Code: AENG51

Programme Structure
(For students admitted from the academic year 2019-2020)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours/Week</th>
<th>Marks</th>
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- Semester-VI: **24**
- Semester-VII: **23**
- Semester-VIII: **21**
- Semester-IX: **21**
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**Semester-X**

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**Semesters I-X Total Credits** 234

L- Lectures; P- Practical; C- Credits; CIA- Continuous Internal Assessment; ESE- End-Semester Examination

**Note:**
1. Students shall take both Department Electives (DEs) and Interdepartmental Electives (IDEs) from a range of choices available.
2. Students may opt for any Value-added Course listed in the University website.
## Elective Courses

### Department Electives (DE)

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Programme Outcomes

PO1: understand how British and American literary traditions developed and become familiar with significant writers, their works, and the connections between them

PO2: analyze a broad range of literatures written in English (including representative authors and major literary periods), recognizing their temporal, social, political, and artistic contexts

PO3: choose an appropriate critical approach through which to analyze a given text

PO4: understand the structure of language and its change over time and across social situations and groups

PO5: be able to think creatively and critically and to write effectively within all these areas of English Studies

PO6: express ideas clearly and incisively in their writing in ways required both inside and outside of the academy

PO7: utilize literary terminology, critical methods, and various lenses of interpretation in their writing

PO8: apply the rules of English grammar

PO9: be prepared for lifelong learning

PO10: be ready and able to pursue a wide range of personal and professional goals or to undertake further graduate studies

Programme Specific Outcomes

At the end of the programme, the student will be able to

PSO1: read, understand, analyze, interpret, and extrapolate from the complex texts that are at the heart of the diverse traditions of the English language.

PSO2: identify, analyze, interpret and describe the critical ideas, values, and themes that appear in literary and cultural texts and understand the way these ideas, values, and themes inform and impact culture and society, both now and in the past.

PSO3: demonstrate a command of written academic English, including the abilities to a) organize and present material in a cogent fashion, b) formulate and defend original arguments, c) employ effectively the language of their discipline, and d) write under time constraints.

PSO4: analyze, interpret, and understand the complex interrelationships between authors, texts, and specific social, political, and historical contexts.

PSO5: apply critical and theoretical approaches to the reading and analysis of literary and cultural texts in multiple genres.

PSO6: gained a demonstrable ability to use the terms, categories, and concepts of critical or “close” reading

PSO7: understand, analyze, and effectively use the conventions of the English language

PSO8: write well in a variety of formats, including essays, research papers, reflective writing, and critical reviews of secondary sources and to cogently convey their own interpretations and perspectives, or produce new creative and artistic works
Learning Objective (LO):

By introducing the course, it is intended to:

LO1: Develop the Language ability of the students
LO2: Enable students to understand the passage, to read fluently, to enrich their vocabulary, and to enjoy reading and writing
LO3: Make the students proficient in the four language skills
LO4: Make the students read with correct pronunciation, stress, intonation, pause, and articulation of voice
LO5: Develop their inquiry skills

Unit I

Stephen Leacock
“With the Photographer”
Winston S. Churchill
“Examinations”
Grammar:
Parts of Speech: Nouns, Verbs, Adjectives, and Adverbs

Unit II

G.B. Shaw
“Spoken English and Broken English”
M.K. Gandhi
“Voluntary Poverty”
Grammar:
Articles

Unit III

Robert Lynd
“On Forgetting”
Virginia Woolf
“Professions for Woman”
Grammar:
Pronouns

Unit IV

A. G. Gardiner
“On Umbrella Morals”
R.K. Narayan
“A Snake in the Grass”
Grammar:
Prepositions
Unit V
Martin Luther King (Jr.) “I Have a Dream”
George Orwell “The Sporting Spirit”
Grammar: Conjunctions & Interjections

Text Book:
2. David Green: Contemporary English Grammar: Structures and Composition, Macmillan

Course Outcomes
At the end of the course, the student will be able to

CO1: obtain competency in communication, both in written and oral skills
CO2: Acquire fluency in English language
CO3: Become knowledgeable about construction of sentence structures
CO4: Develop English vocabulary to use the English language effectively
CO5: Exhibit proficiency in the four communication skills

Outcome Mapping

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Semester-I
19IENC13: Literary Genres in English Credits: 5
Hours: 5

Learning Objective (LO):
By introducing the course, it is intended to:
   LO1: Introduce a variety of genres and make the students familiar with them
   LO2: Help students learn an inquiry approach to genre study
   LO3: Develop expertise in understanding specific genres and their characteristics
   LO4: Help the students apply their knowledge of genres in speaking, reading, and writing
   LO5: Help students write effectively across different genres

Unit I
Subjective and Objectives Poetry
Poetical Types
Stanza Forms
Schools and Movements

Unit II
Dramatic Types
Dramatic Devices

Unit III
The Essay
Biography and Autobiography

Unit IV
The Novel
The Short Story

Unit V
Criticism

Text Book:

Supplementary Reading:

Course Outcomes
At the end of the course, the student will be able to

CO1: Exhibit literary competence to answer MCQs for different competitive examinations
CO2: Show knowledge about different literary forms
CO3: Appreciate literature through a study of these genres
CO4: Get an overall idea of the development and growth of the literary genres
CO5: Acquire skills in literary writing in the different types of genres of English literature

Outcome Mapping

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Learning Objective (LO):

By introducing the course, it is intended to:

LO1: Enable the students to appreciate poems
LO2: Make them appreciate the rhyme and rhythm and figures of speech employed in the poems
LO3: Develop the emotional and aesthetic sides of the students personality
LO4: Enable them to recognize poetry from a variety of cultures, languages, and historic periods
LO5: Make them understand and appreciate poetry as a literary form

Unit I
Philip Sidney
John Donne
John Dryden
Alexander Pope
John Milton
“Strife Is Grown between Virtue and Love”
“The Relic”
“Epigram on Milton”
“Ode on Solitude”
“On His Blindness”

Unit II
Wordsworth
Coleridge
Lord Byron
Keats
Matthew Arnold
William Blake
“Lines Written in Early Spring”
“Kubla Khan”
“She Walks in Beauty”
“Meg Merrilies”
“Shakespeare”
“The Human Abstract”

Unit III
Tennyson
Browning
Dante Gabriel Rossetti
W.H. Auden.
“Break, Break, Break”
“The Lost Leader”
“The Blessed Damozel”
“Musee Des Beaux Arts”

Unit IV
John Berryman
James Dickey
Jorie Graham
Theodore Roethke
“Dream Song 14”
“The Heaven of Animals”
“The Geese”
“My Papa’s Waltz”

Unit V
Toru Dutt
Sarojini Naidu
PritishNandy
“The Lotus”
“Palanquin Bearers”
“Calcutta if You Must Exile Me”

Text Books: (Selections from the following)

Supplementary Reading:
Course Outcomes
At the end of the course, the student will be able to

CO1: Obtain a literary acumen to face MCQs of NET/SET examinations and other competitive examinations
CO2: Develop critical thinking skills
CO3: Develop a deeper appreciation of cultural diversity by getting introduced to poetry from a variety of cultures
CO4: Develop their own creativity and enhance their writing skills
CO5: Identify personal experiences that can be used when writing poems

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Semester-I 19IESC15: Environmental Studies – I Credits: 4 Hours: 4

Learning Objective (LO):
Objective: To introduce the learners to the ecosystem and to create environmental awareness among them. Also the course aims at creating pollution free environment and protecting the natural resources.

Unit: I THE ENVIRONMENTAL SYSTEM
(1.1) The Services Provided by the Environmental System
(1.2) Ecosystems: Food Chains, Food Webs, Ecological Pyramids
(1.3) Biochemical Cycles: Hydrological Cycle, Carbon Cycle.

Unit: II ENVIRONMENTAL DAMAGE- POLLUTION
Sources and impact of
(2.1) Air Pollution
(2.2) Water Pollution
(2.3) Land Pollution
(2.4) Municipal Solid Waste
(2.5) Noise Pollution

Unit: III RESOURCE DEPLETION
(3.1) Importance of Forests: Causes and Consequences of Deforestation.
(3.2) Bio Diversity: Meaning and Importance-Reasons and Consequences of Biodiversity Decline
(3.3) Consequences of Overdrawing Water Resources.

Unit: IV GLOBAL CLIMATE CHANGE
(4.1) The Sc19IENCe of Climate Change-The Green House Effect
(4.2) Sources and Impact of Climate Change
(4.3) Coping with Climate Change

Unit: V SUSTAINABLE DEVELOPMENT
(5.1) Concepts and Definition of Sustainable Development (Brundtland Commission Definition)
(5.2) Poverty, Population Growth and Environmental Damage
(5.3) Policies for Sustainable Development

Text Book:

References:

Course Outcomes
At the end of the course, the student will be able to
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Semester-I
19 IENA 16: Social History of England I
Credits: 4
Hours: 4

Learning Objective (LO):
By introducing the course, it is intended to:
- LO1: Make the students understand the social, political, cultural, and religious events that shaped the history of England
- LO2: Make the students aware of the different rulers who ruled over different periods of English history
- LO3: Make students understand how party system came into existence
- LO4: Make them understand the evolution of society in England
- LO5: Make them aware of the religious transformation that England witnessed

Unit I
The Renaissance
The Reformation in England
Dissolution of the Monasteries

Unit II
The Religion of England
The Tudor Navy and the Armada
The Elizabethan Theatre

Unit III
The East India Company
Colonial Expansion
The Civil War and its Social Significance

Unit IV
Puritanism
Restoration England
The Origin of Political Parties in England

Unit V
The Age of Queen Anne
Coffee-House Life
The Union of England and Scotland

Text Book:

Supplementary Reading:

Course Outcomes
At the end of the course, the student will be able to:

CO1: Answer MCQs of NET/SET examinations and other competitive examinations
CO2: Be familiar with the different rulers who ruled England and the evolution of the party system
CO3: Understand literature that emerged during varying periods of English history
CO4: Understand the social and religious events that shaped literature
CO5: Evaluate literature against the backdrop of its history

Outcome Mapping
Learning Objective (LO):
By introducing the course, it is intended to:
LO1: Develop the ability of the learner to comprehend and appreciate poems in English
LO2: Enhance the competence of the learner in using the English language
LO3: Improve the interest of the learner in human values and perceptions
LO4: Enable students to study and analyze the use of language in poetry
LO5: Provide learners with the theoretical and practical understanding of grammar

UNIT I
William Shakespeare  “Sonnet 116”
William Blake  “Lamb”
Robert Burns  “A Red, Red Rose”
Grammar  Finite & Non-finite verbs

UNIT II
PB Shelley  “To Wordsworth”
John Keats  “Sonnet to Sleep”
Thomas Hardy  “Neutral Tones”
Grammar  Strong and Weak Verbs, Auxiliaries and Modals

UNIT III
Robert Frost  “Stopping By Woods on a Snowy Evening"
Wilfred Owen  “Anthem for Doomed Youth”
Emily Dickinson  “A Narrow Fellow in the Grass”
Grammar  Transitive, Intransitive Verbs, Active and Passive Voice

UNIT IV
Sri Aurobindo  “The Tiger and the Deer”
AK Ramanujan  “Obituary”
Sarojini Naidu  “Queen’s Rival”
Grammar  Concord

UNIT V
Roger Mc Gough  “My Bus Conductor”
Maya Angelou  “Still I Rise”
Langston Hughes  “The Negro Speaks of Rivers”
Grammar  Tenses and their forms

Supplementary Reading

Course Outcomes
At the end of the course, the student will be able to:

CO1: Become competent in communication, both in written and oral skills
CO2: Gain fluency in English language
CO3: Attain knowledge about construction of sentence structures
CO4: Acquire the vocabulary to use the English language effectively
CO5: Acquire the aesthetic sense for appreciating poetry

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Semester-II  19IENC 23: Harmony of Prose I  Credits: 5  Hours: 5
Learning Objective (LO):
By introducing the course, it is intended to:

LO1: Introduce the learners to the various themes and techniques explored by popular prose writers
LO2: Conceive ideas about political and social situations of different periods
LO3: Help the students to acquire the social and ethical values through the study of prose
LO4: Introduce the historical, cultural, and social contexts in English prose
LO5: Enable the students to acquire an adequate exposure to important prose writers of the English language

Unit I
Francis Bacon                     “Of Studies”
Joseph Addison                  “Sir Roger at the Theatre”
Sir Richard Steele              “Sir Roger and the Widow”

Unit II
Oliver Goldsmith                 “The Man in Black”
Thomas Babington Macaulay       “Oliver Goldsmith”

Unit III
Charles Lamb                    “Poor Relations”
E V Lucas                       “Bores”

Unit IV
G K Chesterton                  The Worship of the Wealthy”
J B Priestley                   “Lectures”

Unit V
Robert Lynd                     “In Praise of Mistakes”
A G Gardiner                    “A Fellow Traveller”

Text Book:

Supplementary Reading:

Course Outcomes
At the end of the course, the student will be able to:

CO1: Obtain a literary acumen to face MCQs of NET/SET examinations and other competitive examinations
CO2: Understand the structure and techniques used in prose by different writers
CO3: Comprehend the social and cultural contexts of literature through prose writings
CO4: Appreciate the literary and philosophical thoughts of prose writers
CO5: Acquire a comprehensive knowledge of the various styles practised by the prose writers

Outcome Mapping
Learning Objective (LO):
By introducing the course, it is intended to:

LO1: Enable the students to learn and master the role of basic grammar and punctuation and expression in English
LO2: Provide students with the basic ideas, theories, and application of general writing skills
LO3: Strengthen their writing skills
LO4: Make them gain a proper grounding in the mechanics of writing
LO5: Teach them the basics of error free writing

Unit I
1. The Parts of Speech,
2. Sentence, Clause, and Phrase

Unit II
Faulty Agreement: 1. Subject – Verb
2. Pronoun – Antecedent
3. Demonstrative adjective – Noun

Faulty Reference: 1. Pronoun – Single antecedent
2. Pronoun – remote antecedent
3. Indefinite use of “they,” “it,” “you”
4. Awkward use of “it”
5. The dangling modifier
6. Verb – tense forms
7. Article
8. Fragments / run-ons / comma splice
9. Word order / misplaced modifiers
10. Prepositions
11. Misuse of subjunctive mood

Unit III
Punctuation: Comma, Semicolon, Colon, Dash, Parentheses

Unit IV
Mechanics: Apostrophe, Hyphen, Abbreviations, Numbers, Italics, and Quotation Marks, Capitalization
Unit V
Expression:
1. Errors in usage
2. Errors in diction
3. Inappropriate use of the passive voice
4. Awkward shifts in subjects, tense, voice
5. Awkwardness and wordiness
6. The derailed sentence
7. Errors in point of view

Supplementary Reading:

Course Outcomes
At the end of the course, the student will be able to:

CO1: Gain the literary acumen to face MCQs of NET/SET examinations and other competitive examinations
CO2: Understand more about punctuation errors in written English
CO3: Gain knowledge of effective writing
CO4: Acquire knowledge of written communication
CO5: Attain knowledge of mechanics and basic concepts of error free writing

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Semester-II 19IENA 25: Social History of England II

Learning Objective (LO):
By introducing the course, it is intended to:

**LO1:** To make the students learn about the economic, social, religious, and cultural life of the people of England from the 18th century until the present time so that they could understand and appreciate British literature

**LO2:** To learn about the social revolutions and political reforms in England

**LO3:** To gain knowledge of the different movements, wars, and their impact on England and English literature

**LO4:** To provide students the historical and social background of British empire in different centuries.

**LO5:** To teach them about the important political activities that influenced English literature

### Unit I

1. The Agrarian Revolution
2. The Industrial Revolution
3. The Methodist Movement

### Unit II

4. Other Humanitarian Movements
5. The War of American Independence
6. England and Ireland

### Unit III

7. Effects of the French Revolution
8. The Reform Bills
9. The Victorian Age

### Unit IV

10. Education in Victorian England
11. Means of Transport and Communication
12. Education in the 20th Century

### Unit V

13. The World Wars and Social Security
14. Trade Unionism in England
15. England Today

**Text Book**


**Supplementary Reading:**


**Course Outcomes**

At the end of the course, the student will be able to:

**CO1:** Gain a literary acumen to face MCQs of NET/SET examinations and other competitive examinations

**CO2:** Understand the social structure of 18th century England
CO3: Acquire knowledge of political and economical administration of British empire
CO4: Attain a comprehensive knowledge of the colonization of America and Ireland by Great Britain
CO5: A detailed socio-political outlook of the world wars

Outcome Mapping

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Semester-III

19ITAC 31: Tamil
Credits: 3
Hours: 3

19IENC 32: English Through Literature III: Drama
Credits: 3
Hours: 3

Learning Objective (LO):
By introducing the course, it is intended to:
- LO1: Enhance the conversational competence of the learners by introducing drama in English.
- LO2: Make the students understand characteristics of the Elizabethan Age.
- LO3: Make them appreciate Shakespearean drama.
- LO4: Make them learn the key elements of sentence structures
- LO5: Make the students master the mechanics of writing

Unit I
William Shakespeare
Grammar
The Tempest (Act I)
"Phrases and Clauses"

Unit II
William Shakespeare
Grammar
The Tempest (Act II)
“Simple, Compound, and Complex Sentences”

Unit III
William Shakespeare
Grammar
The Tempest (Act III)
“Transformation of Sentences”

Unit IV
William Shakespeare
Grammar
The Tempest (Act IV)
“Sequence of Tenses and Reported Speech”

Unit V
William Shakespeare
Grammar
The Tempest (Act V)
“Punctuation and Capitals”

Text Books:

Supplementary Reading:

Course Outcomes
At the end of the course, the student will be able to:

CO1: Obtain a literary acumen to answer MCQs of NET/SET examinations and other competitive examination
CO2: Appreciate conversational English
CO3: Recognize the dramatic elements of Shakespearean dramas
CO4: Use punctuations and capitals effectively in their composition
CO5: Recognize the elements of the spoken discourses

Outcome Mapping

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Learning Objective (LO):
By introducing the course, it is intended to:
  LO1: Make the students develop their literary acumen for poems by writers from different nations
  LO2: Make the students understand the various poetic forms
  LO3: Make the students appreciate the uniqueness of the modern British poetry
  LO4: Make the students understand the major characteristics of the American poetry
  LO5: Make the students appreciate the peculiar themes and forms of the Indian poetry

Unit I
Coventry Patmore  “The Toys”
Thomas Hardy  “New Year’s Eve”
D.H. Lawrence  “Don’ts”
Luis MacNeize  “Prayer before Birth”
John Betjeman  “Diary of a Church Mouse”

Unit II
Robert Frost  “The Gift Outright”
Carl Sandburg  “Chicago”
Gwendolyn Brooks  “Sadie and Maud”
Ela Wheeler Wilcox  “Solitude”

Unit III
James D. Corrothers  “At the Closed Gate of Justice”
Claude McKay  “Enslaved”
Langston Hughes  “Mother to Son”
Clarence Major  “On Watching a Caterpillar Become a Butterfly”
James Weldon Johnson  “The Creation”

Unit IV
Shaw Neilson  “Surely God was a Lover”
Gabriel Okara  “The Mystic Drum”
Bernard B. Dudie  “I Thank You God”
Shirely Linn  “Words for Father”
E.J.Pratt  “The Prize Cat”

Unit V
Sri Aurobindo  “The Tiger and the Deer”
J.Krishnamurti  “The Immortal Friend”
S.R. Dongerkery  “The Ivory Tower”
Harindranath Chattopadhaya  “Shaper Shaped”
Syed Amanuddin

“Don’t Call me Indo-Anglian”

**Text Books:**

**Supplementary Reading:**

**Course Outcomes**
At the end of the course, the student will be able to:

CO1: Appreciate the uniqueness of poetry and its different forms
CO2: Cherish less familiar, but interesting poems which they can easily comprehend
CO3: Enjoy Indian English poetry and its uniqueness
CO4: Feel how the blacks are oppressed in the name of race
CO5: Comprehend the new poetic techniques used by the recent poets.

**Outcome Mapping**

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Semester-III

19IENC 34: Harmony of Prose II

Credits: 5

Hours: 5
Learning Objective (LO):

By introducing the course, it is intended to:

LO1: Introduce the learners to the various themes and techniques exploited by prose writers in English

LO2: Make the students understand different kinds of essays

LO3: Introduce the learners to the forms and themes of Indian English prose

LO4: Make the students aware of American prose writers and their styles

LO5: Make the students appreciate Romantic and Victorian Prose writers

Unit I

George Orwell

“Gandhi”

“Shooting an Elephant”

“The Prevention of Literature”

Unit II

Charles Lamb

“Oxford in the Vacation”

“New Year’s Eve”

“Dream Children”

Unit III

Ruskin

“Of Queen’s Gardens” from Sesame and Lilies

Macaulay

“Goldsmith”

Unit IV

Emerson

“Shakespeare”

Thoreau

“The Battle of the Ants”

Walt Whitman

“The Preface to the 1855 edition of Leaves of Grass”

Unit V

F. Scott Fitzgerald

“The Crack-up”

R.K. Narayan

“The Problem of the Indian Writer”

Text Book: (Selections from the following)


Supplementary Reading:


Course Outcomes

At the end of the course, the student will be able to:

CO1: Obtain a literary acumen to answer MCQs of NET/SET Examinations and other competitive examination

CO2: Gather an adequate knowledge of various prose stylists in literature

CO3: Get acquainted with some major literary prose works

CO4: Possess a broad perspective of the various observations on the style of prose writers

CO5: Recognize and appreciate the various techniques practiced by prose writers
Outcome Mapping

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Semester-III: IENA 35: History of English Literature I
Credits: 4
Hours: 4

Learning Objective (LO):

By introducing the course, it is intended to:

LO1: Introduce the readers to the salient features of the different ages and the writers who shaped British Literature.
LO2: Make the students understand various writers who shaped British Literature from Old English Period to the Age of Pope.
LO3: Introduce the students to the social and political conditions from Old English to the Age of Pope.
LO4: Make the students understand how Old English literature is different from the rest of other literary periods.
LO5: Make the students understand the transitions of the various literary movements

Unit I
The Old English Period
The Middle English Period

Unit II
The Age of Chaucer
From Chaucer to Spenser

Unit III
The Age of Elizabeth

Unit IV
The Age of Milton

Unit V
The Age of Dryden
The Age of Pope

Text Book:

Supplementary Reading:

**Course Outcomes**
At the end of the course, the student will be able to:

**CO1**: Take part in NET/SET and Competitive Examinations efficiently
**CO2**: Appreciate Old English and Middle English
**CO3**: Comprehend the characteristics of Neoclassicism
**CO4**: Interpret the salient features of the Ages in Study
**CO5**: Appreciate the prominent writers of the Age and their works

**Outcome Mapping**

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**Learning Objective (LO):**

**OBJECTIVE**: To introduce the students to the fundamentals of both software and hardware of a computer and its application in different fields.

**UNIT - I**

**UNIT - II**
Introduction to Operating System: Types of Operating System (DOS, Windows) – Operating System Features – Booting (Warm and Cold Booting) - Introduction to Software: Software Types
(System Software, Application Software) - Computer Languages (Machine Language, Assembly Language and High Level Language) – Computer VIRUS, WORMS and Vaccines.

UNIT - III
Personal Productivity Software: Introduction to MS-Office - MS-Word - MS-Excel - MS-Power Point - MS-Access.

UNIT - IV
Data Communication: Elements - Computer Network - Types (LAN, MAN and WAN) - Topology - Transmission Media – Guided Medium (Twisted Pair, Coaxial Cable and Fiber Optic Cable) – Wireless Transmission.

UNIT - V
Introduction to Internet: Browser and Its types - World Wide Web (WWW) - Internet Service Provider (ISP) - HTTP - Electronic Mail - Introduction to Multimedia - HTML - Creation of Web Pages.

TEXT BOOKS:

REFERENCES:

Course Outcomes
At the end of the course, the student will be able to:

| CO1: | CO2: | CO3: | CO4: | CO5: |

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26
Learning Objective (LO):

By introducing the course, it is intended to:
LO1: Develop the communicative competence of learners in the English Language through training them in the skills of listening, speaking, reading, and writing
LO2: Enable the students to know about the origin and development of short story
LO3: Write objectively, avoiding vagueness, prejudice, and exaggeration
LO4: Enable the learner to function through the written mode of English language in all situations including classroom, library, laboratory etc
LO5: Discover an author’s purpose, and draw conclusions about certain events, evaluating cause and effect, and understanding point of view

Unit I
1. O’ Henry
   “The Gift of The Magi”
2. Ken Liu
   “The Paper Menagerie”
   Grammar
   Synonyms and Antonyms

Unit II
1. Flora Annie Steel
   “Valiant Vicky”
2. Oscar Wilde
   “Happy Prince”
   Grammar
   Words often confused

Unit III
1. R. K. Narayan
   “The Martyr’s Corner”
2. Mahasweta Devi
   “Draupati”
   Grammar
   Paragraph-Writing

Unit IV
1. Leo Tolstoy
   “How much Land Does a Man Need?”
2. Somerset Maugham
   “The Verger”
   Grammar
   Letter-Writing

Unit V
1. Langston Hughes
   “On the Road”
2. Premchand
   “Bakthi Marg”
   Grammar
   Precis-Writing
Supplementary Reading:

Course Outcomes
At the end of the course, the student will be able to:

- CO1: Use more vocabularies while writing
- CO2: Ensure about the history and development
- CO3: Develop a flow in writing
- CO4: Come up with new ideas while reading stories from different perspectives
- CO5: Write in a style appropriate for communicative purposes

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Semester-IV  

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Learning Objective (LO):

By introducing the course, it is intended to:

- LO1: Enable the learners to get acquainted with the themes and techniques by British, American, and Indian dramatists
- LO2: Introduce Epic theatre, modern, and British drama
- LO3: Endeavour to read the plays as being representative products of their milieu by juxtaposing them against their political and socio-cultural contexts
- LO4: Give a bird’s eye-view of the dramatic changes that took place in twentieth century British, American, and European drama.
- LO5: Enable the students to appreciate diverse theatrical cultures and non-traditional approaches to the art

Unit I

Christopher Marlowe  

*Jew of Malta*
Unit II
William Congreve
The Way of the World

Unit III
T. S. Eliot
The Family Reunion

Unit IV
Arthur Miller
Death of a Salesman

Unit V
Mahesh Dattani
Final Solutions

Supplementary Reading:

Course Outcomes
At the end of the course, the student will be able to:

CO1: Obtain a literary acumen to answer MCQs of NET/SET examinations and other competitive examinations
CO2: Get awareness about the origin of theatres in Modern, British, and Indian Drama
CO3: Have clear cut idea about the history and development of drama
CO4: Evaluate the dramatic changes from its origins to the twentieth century
CO5: Interpret texts with attention to ambiguity, complexity, and aesthetic value

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Semester-IV

19IENC 44: Fiction I
Credits: 5
Hours: 5
Learning Objective (LO):

By introducing the course, it is intended to:
   LO1: Enable the learners to interpret and criticize the fictional works of different cultures
   LO2: Enable them to imagine a story which helps to activate the regions of the brain responsible for better understanding of others and seeing the world from a new perspective
   LO3: Conceptualize the spirit of adventure through picaresque fiction
   LO4: Read and analyze the prescribed texts from different perspectives
   LO5: Develop interest in and appreciation of literature

UNIT I
   John Bunyan : The Pilgrim’s Progress

UNIT II
   Jonathan Swift : Gulliver’s Travels

UNIT III
   Charles Dickens : Great Expectations

UNIT IV
   Mark Twain : The Adventures of Huckleberry Finn

UNIT V
   Raja Rao : The Serpent and the Rope

Supplementary Reading:

Course Outcomes
At the end of the course, the student will be able to:

   CO1: Obtain a literary acumen to answer MCQs of NET/SET examinations and other competitive examinations
   CO2: Read literary fiction and improve learners’ ability to identify and understand other people’s emotions
   CO3: View society from different perspectives.
   CO4: Realize the realities of life with the comparison of texts
   CO5: Guess about the actual psychological effects of fiction on individuals and society.

Outcome Mapping

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Learning Objective (LO):

By introducing the course, it is intended to:

L01: Introduce the learners to the characteristics of African-American Literature
L02: Make them understand the pangs and feelings of the suppressed section of the society
L03: Highlight the value of Race Literature
L04: Include two centuries of imaginative writing in English by persons of African descent in the United States
L05: Familiarize students with select specimens of protest literature

Unit I
Frederick Douglass  “We Raise de Wheat”
Phyllis Wheatley  “On Being Brought From Africa to America”
James Weldon Johnson  “Fifty years,” “Worn Out”
Paul Laurence Dunbar  “Sympathy”
Fenton Johnson  “My God in Heaven Said to Me”

Unit II:
Langston Hughes  “Harlem” “The Weary Blues”
Claude McKay  “Africa” “America”
Countee Cullen  “Yet Do I Marvel” “To John Keats, Poet, at Spring Time”
Gwendolyn Brooks  “The Ballad of Rudolph Reed”
Rita Dove  “Heart to Heart”

Unit III
W.E.B. Dubois  “Of Our Spiritual Strivings” from The Souls of Black Folk
Hoyt Fuller  “Towards a Black Aesthetic”

Unit IV
Amiri Baraka  Dutchman
Ed Bullins  The Taking of Miss Janie

Unit V Fiction
Ishmael Reed  Flight to Canada
Maya Angelou  I Know Why the Caged Bird Sings

Supplementary Reading:

**Course Outcomes**
At the end of the course, the student will be able to:

CO1: Obtain a literary acumen to answer MCQs of NET/SET examinations and other competitive examinations

CO2: Evaluate the contributions of the African American writers to the body of American literature

CO3: Decode protest literature in a historical perspective

CO4: Express sympathy for the downtrodden and the suffering

CO5: Know about histories, culture, politics, and economics of Africa

**Outcome Mapping**

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**Semester-IV**  
**IENA 46: History of English Literature II**  
Credits: 4  
Hours: 4

**Learning Objective (LO):**

By introducing the course, it is intended to:

- Lo1: Introduce the readers to the Salient features of the different ages and the writers who shaped British Literature from The Age of Transition to the Twentieth Century
- LO2: Help a student to develop a broad understanding of the ages, their characteristics, major literary movements with reference to the major writers.
- LO4: Learn about the development and evolution of English literature
- LO5: Know about the subsequent influence of France and Germany for the mainstream role in English Literature

**Unit I**  
The Age of Transition

**Unit II**  
The Return to Nature
Unit III
The Victorian Age

Unit IV
The Birth of Modern
The Inter War Years

Unit V
The Mid-Twentieth Century

Text Book:

Supplementary Reading:
5. G. Saintsbury. *A Short History of English Literature*.

Course Outcomes
At the end of the course, the student will be able to:

CO1: Take part in NET/SET and Competitive Examinations
CO2: Be familiar with the Salient Features of the Ages in Study
CO3: Familiarize themselves with the prominent writers of the Age and their works
CO4: Know about the cultural atmosphere at that time
CO5: Have knowledge about the political and social situations in each period

Outcome Mapping

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Semester-V 19IENC 51: Indian English Literature I Credits: 4 Hours: 4
Learning Objective (LO):

By introducing the course, it is intended to:

LO1: Enable the students to understand the historical movements and the cultural traits which shaped Indian English Literature
LO2: Introduce the major Indian English Poets
LO3: Familiarize the students with the predominant themes used by Indian writers writing in English
LO4: Facilitate learners with an overall exposure to Indian English Literature
LO5: Introduce the historical and social contexts in Indian English writing

Unit I Poetry - I

Henry Louis Vivian Derozio
“A Walk by Moonlight”

Kasi Prasad Ghose
“To a Dead Crow”

Manjeri S. Isvaran
“The Neem is a Lady”

Sarojini Naidu
“Palanquin Bearers”

Nissim Ezekiel
“Poet, Lover, Birdwatcher”

A.K.Ramanujan
“Obituary”

Kamala Das
“My Grandmother’s House”

Unit II Poetry - II

Rabindranath Tagore
Gitanjali (songs 1-10)

Unit III Prose & Criticism

Ramachandra Guha
Makers of Modern India (Part I)
“The First Liberal: Rammohan Roy”

M. K. Gandhi
My Experiments with Truth (Chapters 1-5)

Unit IV Drama

Girish Karnad
Hayavadhana

Vijay Tendulkar
Silence! The Court Is in Session

Unit V Fiction

Mulk Raj Anand
Two Leaves and a Bud

Kamala Markandaya
Nectar in a Sieve

Supplementary Reading:


Course Outcomes

At the end of the course, the student will be able to:

CO1: Obtain literary competence to answer MCQs of NET/SET examinations and other competitive examinations
CO2: Acquire literary sensibility to appreciate various works of Indian writers in English
CO3: Gather a comprehensive knowledge of the evolution of various genres practised by Indian English Writers
CO4: Receive an overall idea of the social, cultural, and political factors influencing the scenario of Indian Writing in English
CO5: Acquire literary appreciation of the evolution of literary techniques practiced by Indian writers in English

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Learning Objective (LO):

By introducing the course, it is intended to:

- **LO1:** Introduce the students to the literature of the United States of America of the nineteenth century
- **LO2:** Familiarize them with the important literary movements of that period
- **LO3:** Give them a firsthand knowledge of at least ten outstanding works and authors of that period
- **LO4:** Inculcate an atmosphere of cultural acceptance through the works of American Literature
- **LO5:** Encourage the students to discover various themes associated with American Literature

**UNIT I Poetry**

- Walt Whitman: “One’s Self I Sing”
- Anne Bradstreet: “To the Memory of My Father”
- William Cullen Bryant: “Thanatopsis”
- Emily Dickinson: “Success is Counted Sweetest,” “A Bird Came down the Walk,” “A route of evanescence”
- Robert Frost: “Fire and Ice,” “Nothing Gold can stay”

**UNIT II Poetry**

- E.E. Cummings: “Anyone Lived in a Pretty How Town”
- Sylvia Plath: “Daddy”
- Wallace Stevens: “Anecdote of the Jar”
- Hart Crane: “At Melville’s Tomb”
- Robert Lowell: “Night Sweat”
- A.R. Ammons: “So I Said I am Ezra”

**UNIT III Prose**

- Henry David Thoreau: The Poet
- Ishmael Reed: Neo: Hoodoo Manifesto
UNIT IV Drama
Tennessee Williams : The Glass Menagerie
John Guare : Six Degrees of Separation

UNIT V Fiction
Hawthorne : The Scarlet Letter
William Faulkner : The Sound and the Fury

Supplementary Reading:

Course Outcomes
At the end of the course, the student will be able to:

CO1: Obtain literary acumen in answering multiple choice questions for SET/NET and other competitive examinations
CO2: Acquire adequate knowledge of various American authors and their works
CO3: Gather a comprehensive idea of the evolution of different genres in American Literature
CO4: Analyze different stylistic practices of American writers
CO5: Acquire literary sensibility to appreciate the innovative narratological techniques employed by American writers

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Semester-V
19IENC 53: Shakespeare
Credits: 4
Hours: 4

Learning Objective (LO):
By introducing the course, it is intended to:
LO1: Enable the student to survey the history of tragedy and explore all the major aesthetic and philosophical aspects of tragedy, particularly in relation to Shakespeare’s plays
LO2: Enable the student to acquire a firsthand knowledge of the works of Shakespeare
LO3: Analyze and trace the evolution of Shakespeare’s vision and art
LO4: Relate the plays to the society, theatre, and genres of Shakespeare’s time
LO5: Familiarize the students with the critical judgment through ages

Unit – I
Two Gentlemen of Verona

Unit – II
King Lear

Unit – III
The Merchant of Venice

Unit – IV
Pericles

Unit – V
Sonnets: 1, 18, 73, 94, 97, 116, 130, 152

Supplementary Reading:

Course Outcomes
At the end of the course, the student will be able to:

CO1: Obtain literary acumen in answering multiple choice questions for SET/NET and other competitive examinations
CO2: Appreciate the literary and philosophical merits of Shakespeare’s plays
CO3: Acquire a comprehensive knowledge of the subtleties and nuances of the language of Shakespeare
CO4: Gather various interpretations by various critics of Shakespeare from the study of his plays
CO5: Acquire an adequate idea of Shakespeare, the Man and the Artist

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Learning Objective (LO):

By introducing the course, it is intended to:
LO1: Expose students to the different types of fiction based on the study of representative works
LO2: Trace the historical, cultural, political, and social background of these writers and their works
LO3: Make students read and appreciate texts
LO4: Enable the students acquire creative writing skills
LO5: Familiarize the students about the narrative techniques employed by different writers of fiction

Unit I
Laurence Sterne  
Alexandre Dumas

Unit II
Harriet Beecher Stowe  
George Eliot

Unit III
H.G. Wells  
Joseph Conrad

Unit IV
Leo Tolstoy  
Doris Lessing

Unit V
Alice Walker  
Manju Kapur

Supplementary Reading:

Course Outcomes
At the end of the course, the student will be able to:

CO1: Gain literary acumen in answering multiple choice questions for SET/NET and other competitive examinations
CO2: Gain adequate knowledge of major writers of Fiction
CO3: Attain a comprehensive outlook of various narrative techniques employed by the writers of fiction
CO4: Attain a literary sensibility to appreciate various thematic practices of novelists
CO5: Gain an encyclopedic knowledge of the growth and development of fiction over the centuries
Learning Objective (LO):

By introducing the course, it is intended to:
- LO1: Introduce the students to Dalit literature and the socio-economic and political problems afflicting Dalit community
- LO2: Make the students understand the emerging themes in the works of major Dalit writers
- LO3: Introduce the historical, cultural, and social issues discussed in Dalit writings
- LO4: Enable the students to comprehend the growth and development of Dalit literature
- LO5: Make the students understand the ethical values associated with this literature

Unit I  Prose
Baba Saheb B.R. Ambedkar
- The Annihilation of Caste (Chapters V & VI)
  - “Why Conversion?”
  - “Waiting for Visa”
  - “Speech at Mahad”
Sharatchandra Muktibodh
- “What is Dalit Literature?”
Sharankumar Limbale
- “About Dalit Literature”

Unit II  Poetry
Meena Kandasamy
- “Touch”
Arjun Dangle
- “I Will Belong to It”
Sharankumar Limbale
- “White Paper”
Sukirtharani
- “My Body”
Kutti Revathi
- “Breast”
Unit III Short Stories
Bandhumadhav
Waman Hoval
Arjun Dangle
Ravikumar
“The Poisoned Bread”
“The Storeyed House”
“Promotion”
“Knowing the Truth”

Unit IV Drama
K.A.Gunasekara
A. Santhakumar
Touch
Dreamhunt

Unit V Fiction
Bama
Sivakami
Sangati
The Grip of Change

Supplementary Reading:

Course Outcomes
At the end of the course, the student will be able to:

CO1: Gain literary acumen to answer multiple choice questions for SET/NET and other competitive examinations
CO2: Attain a comprehensive knowledge of the origin, growth, and development of Dalit literature
CO3: Appreciate Dalit aesthetics through the study of representative writers
CO4: Understand the various themes and motifs employed in Dalit writings
CO5: Get an idea on the issues of marginalization of Dalit people discussed in various texts devoted to the Dalit cause

Outcome Mapping

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Learning Objective (LO):

By introducing the course, it is intended to:

LO1: Enable the students to get an idea of the growth of English as a world language
LO2: Make students aware of the historical development of English language in different eras
LO3: Expose the students to various theories on the origin of language
LO4: Sensitize the students to the various changes undergone by English language over the centuries
LO5: Sensitize the students to understand the contributions of various writers to the development of English language

Unit I

1. Theories of Origin of Languages
2. Place of English in the Indo-European Family of Languages
3. Characteristics of Old English

Unit II

4. Characteristics of Middle English
5. Impact of Renaissance and Reformation on the English Language
6. Word Borrowing: French, Latin, and Greek

Unit III

7. Makers of English: Shakespeare, Milton, Bible Translators
8. Idiom and Metaphor
9. History of English Spelling and Spelling Reforms

Unit IV

10. Changes in Meaning of Words
11. The Growth of Vocabulary
12. Development of Dictionaries

Unit V

13. Evolution of Standard English
15. Sc191ENCe and Technology in English Language

Text Book


Supplementary Reading:


Course Outcomes

At the end of the course, the student will be able to:

CO1: Understand the descent of English language, coarseness of Old English, and the transformation that took place in Old English

CO2: Comprehend the process of word borrowings from Latin, Greek, and French and the
contributions of the Makers of English for the growth of vocabulary

CO3: Be aware of the various ways of building vocabulary, the changes in the meaning of words, and the development of lexicography

CO4: Understand the changes in evolutionary process of English phonological features and spelling and the evolution of the Standard and American English

CO5: Acquire an adequate knowledge of the various theories on the origin of language

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Learning Objective (LO):

By introducing the course, it is intended to:

LO1: Acquaint the students with the different schools and principles of criticism and to help them appreciate and evaluate literary texts.

LO2: Enable the students to relate literature to life in the socio-political and historical contexts

LO3: Train the students to master the different literary theories

LO4: Enable the students to apply the theories for evaluating the texts

Unit I
Aristotle
Poetics-Chapters 1 to 12

Unit II
Samuel Johnson
Life of Milton

Unit III
John Dryden
Essay on Dramatic Poesy

Unit IV
S. T. Coleridge
Biographia Literaria (Chapters XIV & XV)
P. B. Shelley
Defence of poetry

Unit V
Mathew Arnold
“Function of Criticism at the Present Time”
D.H. Lawrence
“Why the Novel Matters”
Supplementary Reading:

Course Outcomes
At the end of the course, the student will be able to:

CO1: Identify different schools and principles of literary criticism
CO2: Acquire the knowledge about the different methods of literary criticism
CO3: Distinguish between the various approaches to literary texts
CO4: Relate literature to life and analyze the texts in the light of socio-political and historical backgrounds
CO5: Obtain a literary acumen to face challenging competitive examinations like NET/SET etc., with confidence

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Learning Objective (LO):

By introducing the course, it is intended to:
LO1: Introduce the learners to the literatures of the Commonwealth nations which deal with different aspects of life and its problems
LO2: Introduce the learners to the characteristics of Commonwealth Literature
LO3: Familiarize the learners with representative authors from Commonwealth countries
LO4: Highlight the spirit and lifestyle of the people of the Commonwealth countries
LO5: Enable the learners to approach the texts from cross-cultural perspectives

Unit I
A.J.M. Smith
"The Archer"
Margaret Atwood
"Helen of Troy Does Countertop Dancing"
Wole Soyinka
"Civilian and Soldier"
Judith Wright
"Request to a year"
Peter Porter
"Competition is Healthy"

Unit II
Kenneth Slessor
"Beach Burial"
Shaw Neilson
"The Loving Tree"
Gabriel Okara
"Once Upon a Time"
Derek Walcott
"Love After Love"
Edwin Thumboo
"A Quite Evening"
Allen Curnow
"Wild Iron"

Unit III
Ananda K. Coomaraswamy
"Status of Indian Women" in The Dance of Shiva
Chinua Achebe
"Novelist as Teacher"

Unit IV
George Ryga
Indian
Douglas Stewart
Ned Kelly

Unit V
V.S. Naipaul
A House for Mr. Biswas
Margaret Atwood
The Hand maid's Tale

Supplementary Reading:

Course Outcomes
At the end of the course, the student will be able to:

CO1: Evaluate the contribution of the various writers from the commonwealth countries
CO2: Meet NET/SET and other competitive exams successfully
CO3: Obtain a good idea of the cross-cultural influences among the Commonwealth countries
CO4: Demonstrate a clear understanding of primary literary texts and familiarity with the culture, genre, and place in literary history
CO5: Identify the major theoretical schools and apply those approaches to a variety of texts

Outcome Mapping
Learning Objective (LO):

By introducing the course, it is intended to:

LO1: Introduce the learners to the unique characteristics of the plays written by the British, Canadian, American, Australian, and Indian playwrights

LO2: Facilitate learners with an overall exposure to the genre drama

LO3: Understand the central concerns of these dramatists through the age they were writing

LO4: Study the growth and development of drama

LO5: Practice reading habits to improve conversation

Unit I
John Galsworthy : The Silver Box

Unit II
Edward Albee : Who’s Afraid of Virginia Woolf

Unit III
Lynn Nottage : Ruined

Unit IV
Anton Chekhov : The Cherry Orchard

Unit V
Tagore : Chitra

Supplementary Reading:

**Course Outcomes**

At the end of the course, the student will be able to:

CO1: Obtain literary competence to answer MCQs of NET/SET examinations and other competitive examinations
CO2: Acquire literary sensibility to appreciate various works of dramatists belonging to different countries
CO3: Gather a comprehensive knowledge of the evolution of the dramaturgy of various dramatists
CO4: Receive an overall idea of the social, cultural, and political factors influencing the dramatists all over the world
CO5: Interpret texts with attention to ambiguity, complexity, and aesthetic value

**Outcome Mapping**

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**Learning Objective (LO):**

By introducing the course, it is intended to:

LO1: Familiarize the students with the different approaches to literature
LO2: Enable them to know the principles and techniques
LO3: Examine literature in the cultural, economic, and political contexts in which it was written
LO4: Enable the students to get acquainted with intellectual flexibility, creativity, and cultural literacy.

LO5: Make the students master the various approaches

Unit I:
The Moral Approach
Irving Babbitt
“Genius and Taste”

Unit II:
The Psychological Approach
Kenneth Burke
“The Poetic Process’

Unit III:
The Sociological Approach
George Orwell
“Rudyard Kipling”

Unit IV:
The Formalistic Approach
James Smith
“As You Like It”

Unit V:
The Archetypal Approach
Gilbert Murray
“Hamlet and Orestes”

Text Book:

Supplementary Reading:

Course Outcomes
At the end of the course, the student will be able to:

CO1: Identify the major authors, works, and genres of literary movements

CO2: Apply different approaches to a variety of texts

CO3: Explore the relationships between the artist and society

CO4: Examine the representation of psychological elements within the literature itself

CO5: Obtain a literary acumen to answer MCQs of NET/SET examinations and other competitive examinations

Outcome Mapping

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Learning Objective (LO):
By introducing the course, it is intended to:
LO1: Make the students understand the meaning of value education
LO2: Develop character and morality
LO3: Teach the students the purpose of life
LO4: Inculcate moral values among the students through education
LO5: Consider the relation between values and personal behaviour

Unit - I
Value education – Meaning – Nature and Purpose
Importance of Value Education

Unit – II
Basic Features of Rational Ethics
Moral Consciousness and Conscience
Love – The Ultimate Moral Norm

Unit – III
Morality and Freedom - Human Freedom and Moral Responsibility
God, Religion, and Morality
Sanction for Moral Life.

Unit – IV
Social Ethics: Value of Life and Human Beings
Liberty, Equality, and Fraternity

Unit – V
Ethical Issues Today: Religious Ethics, Family Ethics
Political Ethics - Business Ethics
Ethics and Culture.

Supplementary Reading:

Course Outcomes
At the end of the course, the student will be able to:

CO1: Understand a sense of integrity and truth
CO2: Explore the structures of society
CO3: Develop their social relationship skills that lasts throughout their lives
CO4: Understand moral, spiritual, and cultural values
CO5: Lead a peaceful life

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Semester-VII

19IENC 71: Chaucer and the Elizabethan Age

Credits: 5
Hours: 5

Learning Objective (LO):

By introducing the course, it is intended to:

LO1: Enable the students get acquainted with the literary contribution of Chaucer and other major British writers during the Elizabethan period
LO2: Make the students understand the historical and cultural heritage of the period
LO3: Familiarize students with the characteristics of British Literature written during the Elizabethan Age
LO4: Highlight the various genres popular during the period
LO5: Help students decipher the vocabulary employed by the writers of the era
LO6: Make students analyze how the Elizabethan dialect differs from modern English

Unit I  Poetry
Geoffrey Chaucer  The Prologue to the Canterbury Tales
Ben Jonson  “To the Memory of My Beloved Master, William Shakespeare”
Earl of Surrey  “Complaint of a Lover Rebuked,” “The Means to Attain Happy Life”

Unit II  Poetry
Edmund Spenser  “Prothalamion”
Sir Walter Raleigh  “The Nymph’s Reply to the Shepherd”
Sir Thomas Wyatt  “My Galley Charged with Forgetfulness”

Unit III  Prose
The Bible  The Book of Job
Unit IV  Drama
Christopher Marlowe  Edward II
John Webster  The Duchess of Malfi

Unit V  Fiction
Thomas Dekker  The Shoemaker’s Holiday
Thomas Kyd  The Spanish Tragedy

Supplementary Reading:

Course Outcomes
At the end of the course, the student will be able to:

CO1: Obtain a literary acumen to face MCQs of NET/SET examinations and other competitive examinations
CO2: Significantly point out the religious and cultural temperament of the period
CO3: Analyze and interpret the language of the early writers of the Modern English period and the rise of drama during the period
CO4: Interpret the different genres employed during the period and the contribution of the writers prescribed for study
CO5: Analyze the different characters of the dramas in a unique way
CO6: Distinguish the various aspects of tragedy and comedy of the Elizabethan period

Outcome Mapping

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Semester-VII  19IENC 72: The Jacobean and the Restoration Ages
Credits: 5  Hours: 5

Learning Objective (LO):

By introducing the course, it is intended to:
LO1: Enable the students to have an idea of the spirit of the Jacobean and the Restoration ages
LO2: Make them understand the religious, political, literary, and social problems as reflected in the literature of these periods
LO3: Help students appreciate the seminal works of prominent writers of these periods
LO4: Enable students understand the characteristics of the Metaphysical poetry
LO5: Enhance the students’ understanding of the literary conventions followed during these periods
LO6: Highlight the salient features of Comedy of Manners

Unit I Poetry
John Milton
Paradise Lost - Book IV
Alexander Pope
Epistle 2 from An Essay on Man

Unit II Poetry
John Donne
“A Hymn to God the Father”
“The Ecstasie”
Andrew Marvell
“To His Coy Mistress”
George Herbert
“Easter Wings” “Man”
Richard Lovelace
“To Lucusta, On Going to the Wars”
“To Athens, from Prison”

Unit III Prose
John Dryden
Preface to the Fables
Jonathan Swift
“A Meditation upon a Broomstick”
John Donne
“Meditation 17”

Unit IV Drama
Oliver Goldsmith
She Stoops to Conquer
R. B. Sheridan
The Rivals

Unit V Fiction
Henry Fielding
Tom Jones
Samuel Richardson
Clarissa

Supplementary Reading:

Course Outcomes
At the end of the course, the student will be able to:

CO1: Obtain a literary acumen to face MCQs of NET/SET examinations and other competitive examinations
CO2: Get a complete view of the political, social, and cultural background of the Jacobean and the Restoration Ages
CO3: Reason out the causes for the Restoration of the monarchy
CO4: Get acquainted with the literary contributions of the Puritan England
CO5: Appreciate the literary style of the Restoration period, its features, important writers, and their works

Outcome Mapping
Learning Objective (LO):

By introducing the course, it is intended to:
  LO1: Enhance the learners’ ability to appreciate literary works through a study of literary terms
  LO2: Sharpen the learners’ critical and creative acumen
  LO3: Orient the students for a better interpretation of literary theories
  LO4: Classify, analyze, interpret, and write the history of the works of literature
  LO6: Help readers to steer their way through the shifting references and submerged ambiguities of literary application

Unit I
Allegory, Allusion, Essay, Epigram, Euphuism, Fable, Parable, Biography, Autobiography, Travelogue, Cliché, Didactic literature, Humanism, Palindrome, Paradox, Pastoral, Periods of English Literature, Periods of American Literature, Renaissance, Folklore

Unit II

Unit III
Act and Scene, Anticlimax or Bathos, Comedy, Tragedy, Romance, Farce, Heroic drama, Melodrama, Burlesque, Parody, Masque, Pantomime and Dumbshow Character and Characterization, Catharsis, Catastrophe, Chorus, Aside, Soliloquy, Expressionism, Three Unities, Humor and Comic, Stock character, Comic Relief, Satire, Irony, Pun, Wit, Epic Theatre

Unit IV
Plot, Setting, Point of view, Motif and Theme, Stream of Consciousness, Science Fiction and Fantasy, Short Story, Graphic Narrative, Bildungsroman, Gothic novel, Epistolary novel, Proletarian novel, Historical novel, Regional novel

**Unit V**
Dissociation of sensibility, Myth, Archetype, Touchstone, Objectives Correlative, Practical Criticism, Mimetic Criticism, Pragmatic Criticism, Expressive Criticism, Objective Criticism, New Criticism, New Historicism, Feminist Criticism, Marxist Criticism, Psychoanalytic Criticism, Post Structuralism, Deconstruction, Reader Response Criticism, Modernism, Post Modernism, Eco Criticism, Gyno Criticism, Women’s studies, Postcolonial Studies

**Text Book:**

**Supplementary Reading:**

**Course Outcomes**
At the end of the course, the student will be able to:

CO1: Define all the major terms pertaining to different genres like poetry, drama, novel, short story, and one act play

CO2: Evaluate the different genres applying the theories learnt from this course

CO3: Pass the competitive examinations like NET/SET

CO4: Distinguish the worthiness of literature

CO5: Explicate any piece of writing (including scientific and technical writing) using the terms they have learnt from the course

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**Semester-VII**

**19IENC 74: Phonetics and Spoken English**

**Credits:** 5

**Hours:** 5

**Learning Objective (LO):**
By introducing the course, it is intended to:

LO1: Enable the student to recognize the need for learning correct (RP) pronunciation
LO2: Make the student familiar with the different stages of speech production
LO3: Help the student know the criteria for the description of English vowels and consonants
LO4: Familiarize the student with the use of supra-segmental features

Unit I
Phonetics and Phonology; Spelling and Pronunciation Patterns in English, Types of Pronunciation, and Received Pronunciation; Speech Mechanism: The Organs of Speech, the Respiratory System, the Phonatory System, the Articulatory System, Active and Passive Articulators

Unit II
Definition and Classification of English Sounds: Vowels and Consonants; Description of Vowels: The Vowel Diagram, Cardinal Vowels, Articulation of Pure Vowels and Diphthongs; Description of Consonants: Manner of Articulation, Place of Articulation, Articulation of Consonants

Unit III
Phonetic Theory: Phonemes, Allophones, Segmental and Supra-segmental Phonemes
The Syllable: The Phonetic Approach, The Linguistic Approach, Syllable Structure, Consonant Clusters, Open and Closed Syllables, Abutting Consonants, Syllabic Consonants
Word Accent

Unit IV
Features of Connected Speech: Strong and Weak Forms, Accent in Connected Speech, Rhythm, Intonation, Transcription: Phonemic Transcription

Unit V
Morphophonemics: Assimilation, Elision, Liaison, Juncture, The Concept of General Indian English, Suggestions for the Improvement of Indian English

Text Books:

Supplementary Reading:

Course Outcomes
At the end of the course, the student will be able to:

CO1: Recognize the correspondences between English spelling and pronunciation and use the International Phonetic Alphabet (IPA) symbols to identify sound differences and transcribe words.
CO2: Identify and use stress at both the word and sentence levels
CO3: Use appropriate intonation patterns, pitch changes, and rhythms for English phrases
CO4: Apply the rules for linking and blending consonants and vowel sounds across words
CO5: Use the appropriate paralinguistic cues of communication that impact pronunciation
CO6: Use strategies to achieve comprehensible pronunciation in academic and professional contexts

Outcome Mapping
Learning Objective (LO):
By introducing the course, it is intended to:
LO1: Enable the students to acquire the skills of writing in English for literary and other purposes
LO2: Enhance the students master the art of writing in English to fulfill their academic and professional goals
LO3: Make the students understand the strategies involved in developing effective and coherent paragraphs
LO4: Make the students get acquainted with the conventions of academic writing in English
LO5: Help them analyse different sentence structures

Unit I
1. Organizing the Theme
2. Introduction and Conclusion

Unit II
1. The Paragraph
2. Logic

Unit III
3. Deadwood
4. Inflated Diction
5. Weak Word
6. Cliche

Unit IV
7. Sentence Structure: Sentence Fragment, Run–together Sentence, and Comma Splice
8. Sentence Structure: Faulty Pronoun Reference
9. Sentence Structure: Faulty Parallelism
10. Correct Usage
11. Agreement

Unit V
Punctuation and Mechanics
Text Book:

Supplementary Reading:

Course Outcomes
At the end of the course, the student will be able to:

CO1: Construct a variety of flawless sentences in English using appropriate grammatical structures
CO2: Earn their skills in Technical Writing
CO3: Draft effective research proposals/reports
CO4: Exploit the resources of English language for professional development
CO5: Develop effective introduction and conclusion
CO6: Master the mechanics of writing

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Semester-VII
IENE 75(2): Journalism
Credits: 3
Hours: 3

Learning Objective (LO):

By introducing the course, it is intended to:

LO1: Train the students for a profession in journalism or advertising by teaching them the principles of journalism and advertising
LO2: Enable the students familiarize with the emerging trends in the field of Journalism
LO3: Equip the learners with the technicalities of Journalism
LO4: Help them gain the factual knowledge about the various functions and responsibilities of the journalists
LO5: Enable them to understand the different functions and departments of a newspaper

Unit I
Introduction to Journalism

The Functions and Departments of a Newspaper
1. Information, Instruction, Entertainment  2. Advertisement Department  

**Unit II**
The Editorial Department at Work
1. Role of the Editor   2. The News Editor   3. Editorial Writer or Leader Writer  4. Sub Editor Reporting
1. The Role of a Reporter in a Newspaper   2. Duties of a Reporter

**Unit III**
The Art of Writing a Newspaper Story
1. What is news?  2. The Nose for News  3. The news sense  4. The news story’s Three Parts Main types of leads

**Unit IV**
Feature and Feature Writing
1. Role of Features   2. Characteristics  3. Feature and news story  
4. Feature and an Article
The art of Interviewing

**Unit V**
Proof reading
7. Advertisement through different media.

**Text Book:**

**Supplementary Reading:**

**Course Outcomes**
At the end of the course, the student will be able to:

- **CO1:** Choose a career in the field of Journalism
- **CO2:** Become a freelance writer
- **CO3:** Report news stories, press releases
- **CO4:** Acquire the knowledge of proof reading
- **CO5:** Write features & articles

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Learning Objective (LO):
By introducing the course, it is intended to:
   LO1: Equip the students with the language proficiency expected
   LO2: Expose them extensively to material actually used in the business world
   LO3: Acquaint students with the phonological and grammatical structure of English language for the analyses and interpretation of, and participation in, different types discourse.
   LO4: Disseminate knowledge and develop skills and attitudes among the people working in the organization.
   LO5: Enable students to take part in product literature, publicity, presentations, and demonstrations.

Unit I
Business Writing Today
Choosing the Right Word

Unit II
Sentences and Sentence Patterns

Unit III
Special Writing and Research Projects
Business Writing and the Job Search

Unit IV
Automation and the Information Age

Unit V
Capitalization, Abbreviations, Numbers

Text Book:

Supplementary Reading:

Course Outcomes
At the end of the course, the student will be able to:

CO1: Gain English language proficiency
Learning Objective (LO):
By introducing the course, it is intended to:
LO1: Introduce the students to the writers of the Pre-Romantic and Romantic Ages
LO2: Get the students learn the different genres of the periods
LO3: Enable the students to get acquainted with the unique characteristics of the literature of the Pre-Romantic and the Romantic Ages
LO4: Make the students comprehend the spirit of Romanticism
LO5: Inspire the students to appreciate the literary works of the periods

Unit I Poetry
Thomas Gray
Williams Collins
William Blake
“Elegy Written in a Country Churchyard”
“Ode to the Poetical Character”
“The Chimney Sweeper” from Songs of Innocence
“The Chimney Sweeper” Songs from Experience

Unit II Poetry
Wordsworth
S. T. Coleridge
John Keats
P. B. Shelley
Lord Byron
“Ode on the Intimations of Immortality”
The Rime of the Ancient Mariner
“Ode to a Nightingale”
“To a Skylark”
“She Walks in Beauty”

Unit III Prose
Wordsworth
Charles Lamb
Preface to the Lyrical Ballads
“South Sea House” “Christ’s Hospital”
“Poor Relations” “Oxford in the Vacation”
“A Dissertation upon a Roast Pig”

Unit IV Drama
P.B. Shelley
The Cenci

Unit V Fiction
Supplementary Reading:

Course Outcomes
At the end of the course, the student will be able to:

CO1: Grasp the political and social backgrounds of the growth of the romantic spirit
CO2: Compare and contrast the Pre-Romantic and the Romantic writers
CO3: Evaluate the contributions of the Pre-Romantic and the Romantic writers to the body of British literature
CO4: Analyze and interpret the works of the Romantic writers applying the different canons of criticism
CO5: Obtain a literary acumen to face the competitive examinations like NET/SET/TET Examinations with confidence

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Semester-VIII 19IENC 82: *Literature of the Victorian Age* Credits: 5 Hours: 5

Learning Objective (LO):

By introducing the course, it is intended to:

LO1: Enable the students to get acquainted with the major characteristics of the Victorian society in England
LO2: Enable the students to understand the conflicts of the Age which shows a kind of “struggle on the darkling plain”
LO3: Make the students master the literary inputs of the period
LO4: Inspire the students to critically evaluate the literature of the period
LO5: Analyze and interpret the works of the period using contemporary literary approaches
Unit I  Poetry
Alfred Tennyson            “Morte d’Arthur” “Crossing the Bar”
Robert Browning            “Andrea Del Sarto”
Emily Bronte               “The Night Wind”
Mathew Arnold              “Memorial Verses” “Dover Beach”

Unit II Poetry
Christina Rossetti        “Up-Hill” “A Birthday”
Francis Thompson          “A Fallen Yew”
G.M. Hopkins               “Carrion Comfort” “Felix Randall”
Rudyard Kipling            “If”
Mary Elizabeth Coleridge   “The Other Side of a Mirror”

Unit III Prose
Matthew Arnold             The Study of Poetry
Thomas Carlyle             “The Hero as Poet: Dante; Shakespeare”
John Stuart Mill           “What is Poetry?”

Unit IV Drama
Ibsen, Henrik              A Doll’s House
G.B. Shaw                  Arms and the Man

Unit V Fiction
George Meredith            The Egoist
Thomas Hardy               The Return of the Native

Supplementary Reading:

Course Outcomes
At the end of the course, the student will be able to:

CO1: Understand the reasons for the conflicts experienced during this period with the advent of science
CO2: Acquire a knowledge about the unique characteristics of the Victorian society and its literary outputs
CO3: Evaluate the contributions of the Victorian writers to the body of the British literature
CO4: Analyze and interpret the works of the Victorian writers, applying the different canons of nineteenth century criticism
CO5: Obtain a literary acumen to face competitive examinations like NET/SET/TET with confidence

Outcome Mapping
19IENC 83: Indian English Literature – II

Learning Objective (LO):

By introducing the course, it is intended to:
LO1: Enable the students to have an understanding of the historical and political movements in India
LO2: Enable the students to gain knowledge about Indian cultural ethos and its uniqueness
LO3: Encourage the students to analyze the cultural traits of Indian English Literature during the colonial and post colonial periods
LO4: Motivate the students to compare and contrast the Indian writers’ literary acumen with that of the British writers
LO5: Inspire the students to critically evaluate the merits and demerits of Indian English Literature

Unit I Poetry
Kamala Das
“The Dance of the Eunuchs” “Freaks”
Parthasarathy
“Under another Sky” “A River Once”
Nissim Ezekiel
“Marriage” “A Morning Walk”
A.K. Ramanujan
“The Striders” “Snakes”

Unit II Poetry
Jayanta Mahapatra
“The Hunger” “The Bride”
Keki N. Daruwalla
“The Ghaghra in Spate” “Death by Burial”
Sarojini Naidu
“The Queen’s Rival” “Indian Dancers”
Gieve Patel
“On Killing a Tree” “Servants”

Unit III Prose
Sri Aurobindo
The Renaissance in India
R. K. Narayan
My Dateless Diary: An American Journey
Supplementary Reading:

Course Outcomes
At the end of the course, the student will be able to:

CO1: Understand the social, and political controversies in India during the colonial and post-colonial periods
CO2: Acquire knowledge about Indian cultural ethos and its uniqueness
CO3: Evaluate the unique characteristics of Indian writing in English
CO4: Appreciate the spirit of the Indian writers to preserve the noble values of Indian society
CO5: Acquire literary acumen for facing the SET/ NET/TET and other competitive examinations with confidence

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Learning Objective (LO):

By introducing the course, it is intended to:

LO1: Introduce the students to the theories and practice of comparative literature
LO2: Enable the students to get acquainted with the various theories of comparative literature
LO3: Make the students comprehend the different concepts, approaches, and critical practices employed in the study of comparative literature
LO4: Motivate the students to understand the importance of comparative studies
LO5: Train the students to acquire comparative skill in the literary arena

Unit I
Comparative Literature: Definition and Scope
National Literature
General Literature
World literature

Unit II
The Study of Influence and Analogy
The Study of Reception

Unit III
Thematology

Unit IV
Genres
Comparative Literature and Translation

Unit V
Literature and other Arts: Music, Theatre, and Dance
Literature and other Disciplines: Psychology, Biography, History, Philosophy, Ecology, Physics, and Sociology

Supplementary Reading:

Course Outcomes
At the end of the course, the student will be able to:

CO1: Understand the values of comparative studies in the current scenario
CO2: Comprehend the correspondence between national and world literatures
CO3: Understand various theories pertaining to the dissemination of literature
CO4: Acquire knowledge about various genres and the correspondence between literature and other disciplines
CO5: Obtain literary competence to answer MCQs of NET/SET Examinations and other competitive examinations

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64
Learning Objective (LO):

By introducing the course, it is intended to:

LO1: Introduce the students to the different theories of translation
LO2: Enable the students to understand the significance of translation studies in general
LO3: Encourage the students to acknowledge the importance of translation in a multilingual country like India
LO4: Familiarize them with the theories of translation and the current practices
LO5: Inspire the students to critically evaluate and appreciate the translated genres.

Unit I
Introduction, Central issues, Language and Culture, Types of Translation, Decoding and Recoding, Problems of Equivalence

Unit II
Loss and Gain, Untranslatability, Science or Secondary Activity?, History of Translation Theory, Problems of “Period Study,” The Romans

Unit III
Meaning – Linguistic meaning, Denotative meaning, Connotative meaning
Correspondence and Equivalences, Formal Correspondence, Dynamic Equivalence, Linguistic, Textual, and Cultural Equivalences

Unit IV
Transference and Transcription

Unit V
Problems of Translation: Linguistic and Cultural Distance
Translation of Literary, Religious, and Scientific Texts

Text Book:
Supplementary Reading:

Course Outcomes
At the end of the course, the student will be able to:

CO1: Understand the significance of translation work in the literary field and acknowledge the various theories of translation studies
CO2: Understand how literary translation can work as a medium for cultural exchange between countries
CO3: Obtain skill to translate different genres and forms of literary works, applying the different theories
CO4: Evaluate and appreciate translated literary works
CO5: Obtain literary acumen in answering multiple choice questions for SET/NET and other competitive examinations

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Semester-VIII 19IENC 84(3): Masterpieces of World Literature Credits: 3 Hours: 3

Learning Objective (LO):

By introducing the course, it is intended to:
LO1: Expose the students to different literary works in world literature to broaden their aesthetic experience
LO2: Make the students get acquainted with the contributions of various writers writing in various languages
LO3: Enable students to practice as a translational professional
LO4: Enable students to develop deep understanding of the academic field
LO5: Enable them effective communication between people around the world
Unit I Poetry
Homer
The Odyssey - Book IX (Trans. by Samuel Butler)
Dante Alighieri
The Divine Comedy - Inferno I, II, and III

Unit II Poetry
Basho
“Haiku Poems”
Friedrich Holderlin
“When I was a Boy…”
Jorge Luis Borges
“Shinto”
Pablo Neruda
“The Word”
Thiruvalluvar
“Aram” – Chapter I (1-10)
“Porul” – Chapter II (381 – 390)

Unit III Prose
Jorge Luis Borges
“On the Cult of Books”
“Coleridge’s Flower”
“Kafka and His Precursors”
Italo Calvino
“Why Read the Classics?”
“Hemingway and Ourselves”

Unit IV Drama
Bertolt Brecht
Life of Galileo
Anton Chekhov
Uncle Vanya

Unit V Fiction
Tagazhi S. Pillai
Chemmeen (Trans. Narayana Menon)
Gabriel Garcia Marcquez
One Hundred Years of Solitude

Supplementary Reading:

Course Outcomes
At the end of the course, the student will be able to:

CO1: Obtain literary competence to answer MCQs of NET/SET examinations and other competitive examinations
CO2: Acquire literary sensibility to appreciate various writers and their works in world literature
CO3: Gather a comprehensive knowledge of the styles practiced by writers all over the world
CO4: Experience the euphoria of reading various texts from world literature
CO5: Offer ample opportunity for translation studies

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Learning Objective (LO):

By introducing the course, it is intended to:
- LO1: Introduce the students to the art of effective public speaking
- LO2: Enable the students to acquire the skill of tone modulation, stress, and intonation
- LO3: Acquaint the students with correct pronunciation
- LO4: Improve the students' listening skills
- LO5: Train the students in the art of body language
- LO6: Help the student develop a better use of the English language in day-to-day conversation
- LO7: Train the students to become successful public speakers in English

Unit I
Production of Speech
Process of Listening

Unit II
Characteristics of Voice
Body Language
Organization of Speech

Unit III
Preparing Steps
Modes of Delivery
Speeches for Special Occasions

Unit IV
Practice Material I
  a. Pronouncing Individual Sounds
  b. Acquiring High Intonation
  c. Using Contracted Forms

Unit V
Practice Material II
  a. Developing Conversational Ability
  b. Making a Public Speech
  c. Oral Reading of Poetry

Text Book:

Supplementary Reading:
Course Outcomes
At the end of the course, the student will be able to:

CO1: Learn and master correct pronunciation
CO2: Acquire practical knowledge in speech delivery
CO3: Be aware of the discrimination of speech sounds
CO4: Develop confidence in using the language effectively in day-to-day conversation
CO5: Get acquainted with the art of body language and to become successful public speakers
CO6: Take part, with confidence, in group discussion activities and to face one-to-one interviews with self confidence

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Learning Objective (LO):

By introducing the course, it is intended to:
LO1: Enable the students to understand the problems of twentieth century as they are presented through the appropriate forms and idioms of twentieth century British literature
LO2: Familiarize the learner with the literary genres and literary movements of the twentieth century
LO3: Sensitize students to the momentous changes in the twentieth century, especially British Literature
LO4: Enable them to understand experimental and innovative techniques used in literature
LO5: Improve the literary and critical competency of the students pertaining to this age

Unit I Poetry
W.B. Yeats  “Among School Children”  
T.S. Eliot  “The Hollow Men”  
W.H. Auden  “The Shield of Achilles”  
Dylan Thomas  “The Hunchback in the Park”  
A. E. Housman  “To an Athlete Dying Young”  
Ivor Gurney  “To his Love”  
Siegfried Sassoon  “The Death-Bed”  

Unit II Poetry  
Wilfred Owen  “Futility”  “Disabled”  
Stephen Spender  “The Prisoners”  
Philip Larkin  “Ambulances”  
Ted Hughes  “Pike”  
Geoffrey Hill  “September Song”  
Thomas Gunn  “On the Move”  
Cecil Day Lewis  “The Poet”  
Seamus Heaney  “Casualty”  

Unit III Prose  
T.S. Eliot  “The Metaphysical Poets”  
Cleanth Brooks  “Language as Paradox”  

Unit IV Drama  
Arnold Wesker  The Merchant  
Tom Stoppard  Arcadia  

Unit V Fiction  
D.H. Lawrence  Women in Love  
Zadie Smith  White Teeth  

Supplementary Reading:  

Course Outcomes  
At the end of the course, the student will be able to:  

CO1: Obtain a literary acumen to face MCQs of NET/SET Examinations and other competitive examinations  
CO2: Evaluate the impact of the two World Wars on British literature  
CO3: Examine the works of the twentieth century writers, applying the different tools of modernist and postmodernist approaches  
CO4: Make themselves self-sufficient in their knowledge to interpret at multiple levels  
CO5: Evaluate the reasons for the disintegration experienced by the writers in their works  

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70
Semester- IX

19IENC 92: American Literature II

Credits: 5

Hours: 5

Learning Objective (LO):

By introducing the course, it is intended to:

LO1: Introduce the students to the literature of America of the nineteenth and twentieth centuries

LO2: Familiarize them with the important literary and historical movements

LO3: Give them a firsthand knowledge of the outstanding works and authors

LO4: Acquaint them with the various styles and thoughts expressed by the writers of the age

LO5: Make clear the idea that the changes in human experience demand changes in mode of expression, rhythm, and rhyme

Unit I Poetry

Emerson
Poe
Whitman
Emily Dickinson
Robert Frost
Ezra Pound

“Hamatreya”, “Brahma”
“The Raven”
“Passage to India”
“I Taste a liquor” “A narrow fellow in the grass”
“Because I could not stop for Death”
“Stopping By Woods” “Home Burial”
“Hugh Selwyn Mauberley”

Unit II Poetry

E.E. Cummings
Sylvia Plath
Carl Sandburg
Theodore Roethke
Robert Lowell
Elizabeth Bishop
Wallace Stevens

“The Cambridge Ladies”
“Lady Lazarus”
“Cool Tombs,” “Fog”
“The Storm”
“Skunk Hour”
“Manners”
“Thirteen Ways of Looking at a Blackbird”

Unit III Prose

Emerson
Thoreau
Robert Frost

“Self Reliance”
“Civil Disobedience”
“The Figure a Poem Makes”
Unit IV Drama
O’Neill
The Hairy Ape
August Wilson
Fences

Unit V Fiction
Ernest Hemingway
The Old Man and the Sea
Joseph Heller
Catch 22
Jack Kerouac
On the Road

Supplementary Reading:

Course Outcomes
At the end of the course, the student will be able to:

CO1: Obtain a literary acumen to face MCQs of NET/SET Examinations and other competitive examinations
CO2: Significantly point out the religious and cultural temperament of the period and familiarize the various literary movements that flourished in America
CO3: Interpret the different genres and the contribution of the writers prescribed for study
CO4: Analyze modernism in American literature
CO5: Explore the uniqueness of American Literature at an advanced level
CO6: Analyze the American concept of freedom, liberty, and life

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Semester- IX
19IENC 93: New Literatures in English II
Credits: 5
Hours: 5

Learning Objective (LO):
By introducing the course, it is intended to:

LO1: Introduce the learners to the literatures of the Commonwealth nations which deal with different aspects of life and its problems
LO2: Introduce the learners to the characteristics of Commonwealth Literature
LO3: Familiarize the learners with representative authors from Commonwealth countries
LO4: Highlight the spirit and lifestyle of the peoples of the Commonwealth countries
LO5: Enable the learners to approach the texts from cross-cultural perspectives

**Unit I** Poetry

A.D. Hope
Katherine Mansfield
Allen Curnow
Judith Wright
Dennis Brutus
Gabriel Okara
John Pepper Clark
Margaret Atwood

“Standardization”
“A Fine Day”
“House and Land”
“Clock and Heart”
“It is the Constant Image of your Face”
“Were I to Choose”
“Night Rain”
“Journey to the Interior”

**Unit II** Poetry

P. K. Page
A. M. Klein
A. J. M. Smith
FR Scott
Derek Walcott
Mervyn Morris
Edwin Thumboo
Kishwar Naheed
Chinua Achebe

“First Neighbours”
“The Rocking Chairs”
“Ode on the Death of W.B. Yeats”
“The Unnamed Lake”
“A Far Cry from Africa”
“Little Boy Crying”
“Ulysses by the Merlion”
“We Sinful Woman”
“Love Cycle”

**Unit III** Prose

Ngugi Wa Thiong’o
Ananda K. Coomaraswamy

“Chapter III” from *Decolonising the Mind: the Politics of Language in African Literature*
“The Dance of Shiva”

**Unit IV** Drama

Ray Lawler
Wole Soyinka

*Summer of the Seventeenth Doll*
*The Road*

**Unit V** Fiction

Margaret Lawrence
Michael Ondaatje

*The Stone Angel*
*The English Patient*

**Supplementary Reading:**

**Course Outcomes**

At the end of the course, the student will be able to:

CO1: Evaluate the contribution of the various writers from the Commonwealth countries
CO2: Meet NET/SET and other competitive exams successfully
CO3: Obtain a good idea of the cross-cultural influences among the Commonwealth countries
CO4: Understand the dimensions of New Literatures
CO5: Identify the various themes presented in New Literatures

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Semester- IX  IENE 94(1): English Language Teaching  Credits: 3
Hours: 3

Learning Objective (LO):

By introducing the course, it is intended to:
  LO1: Introduce the students to theories of language and language learning, and their implications in teaching and learning
  LO2: Introduce them to prevailing methods in English language Teaching
  LO3: Familiarize them with the principles of course designing, testing, and evaluation for ELT courses
  LO4: Acquaint students with the history of English Language
  LO5: Help students learn the essential aspects of ELT and the different types of language

Unit I
  1. English in India –Past, Present, and Future
  2. The Nature of Human Language
  3. Linguistics, Psychology, and English Teaching Methods

Unit II
  4. Approach, Method, and Technique
  5. Essentials of English Speech
  6. Teaching Spoken English: Some Techniques
  7. Essential Word –Grammar for Teachers

Unit III
  8. Teaching of Vocabulary
  9. Essentials of English Grammar
  10. The Teaching of Grammar
  11. Reading and Teaching of Reading

Unit IV
  12. Writing and Teaching of Writing and Composition
  13. Teaching Prose
14. Teaching Poetry
15. Instructional Aids

Unit V
1. Study Skills and Reference Skills
2. Tests and Testing
3. Common Errors and Remedial English
4. Planning and Lesson Planning

Text Book:

Supplementary Reading:
5. Howait. AP. R. *A History of English Language Teaching*

Course Outcomes
At the end of the course, the student will be able to:

CO1: Be familiar with the theories of Second Language Teaching
CO2: Master the nuances of Second Language Teaching, especially English Language Teaching
CO3: Have gained confidence in the teaching of English as a second language
CO4: Be aware of the responsibility of a teacher of English
CO5: Cultivate a sense of understanding the importance of learning English as a second language

Outcome Mapping

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Semester- IX  
IENE 94(2): *Introduction to Linguistics*  
Credits: 3  
Hours: 3

Learning Objective (LO):
By introducing the course, it is intended to:
LO1: Understand the basic concepts in Linguistics and familiarize themselves with the fundamentals of modern Linguistics
LO2: Impart the knowledge on linguistics and its various levels viz. phonology, morphology, syntax, and semantics
LO3: Familiarize them with modern linguistic theories for a more creative and competent use of language
LO4: Enable them to learn the different perspectives of grammar
LO5: Introduce the concept of culture and to have clear picture about the socio-cultural organizations relating to language.

Unit I: Introduction to Language and Linguistics
1. Language and its Characteristics
2. Definition and Scope of Linguistics
3. Levels of Linguistic Analysis
5. Some fundamental concepts and distinctions of linguistics

Unit II: The Study of Grammar
6. Morphology
7. Grammar: Prescriptive and Descriptive Grammar
8. Structuralist View of Grammar and IC Analysis
9. Transformational Generative Grammar

Unit III: The Study of Meaning
10. Semantics and Theories of Semantics
11. Semantics, Pragmatics, and Discourse
12. Principles of Lexicography

Unit IV: Social and Psychological Perspectives
13. Socio-Linguistics
14. Varieties of Language
15. Psycholinguistics and Language Acquisition

Unit V: Application of Linguistics
16. Linguistics and Language Teaching
17. Contrastive Analysis
18. Error Analysis
19. Stylistics
20. Translation

Text Books:

Supplementary Reading:
Course Outcomes
At the end of the course, the student will be able to:

CO1: Comprehend the study of language that deals with definitions, scope of enquiry, and concepts in Linguistics

CO2: Apply the basics of modern grammar and the main tenets of transformational syntax for a competent usage of English language

CO3: Understand different sources of meaning

CO4: Perceive the relationship between language and society, and language and mind

CO5: Explore the different areas of applications of linguistics to language teaching, stylistics, and translation

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Learning Objective (LO):

By introducing the course, it is intended to:

LO1: Introduce the students to the basics of mechanics and techniques of technical communication

LO2: Help the learners to master the entire gamut of skills required of a successful professional

LO3: Provide a comprehensive coverage of writing skills.

LO4: Inculcate students to comprehend and connect ideas logically within a sentence.

LO5: Make the students grasp the concept of sentence emphasis and discuss the techniques of emphasis.

Unit I
Defining Technical Writing
Audience, Language and Style, Organization

Unit II
Writing Elements
Technical Definitions
Technical Descriptions
Summaries
Graphics
Instructions
Comparison and Contrast

Unit III
Forms of Technical Communication
Technical Reports
Forms, Memos, E-mail
Business Letters
Presentations
The Job Search: Resumes and Letters

Unit IV
Subjects and Verbs – Subjects/Verbs Agreement – Prepositional Phrases – Pronouns-- Pronoun
References – Avoiding Shifts – Avoiding Sexism – Modifiers – The Clause and Simple Sentences –
Compound Sentences – Complex and Compound-Complex Sentences – Fragments, Run-ons, and
Comma Splices – Transition Words - Parallelism

Unit V
Mechanics of Writings – Capital Letters – Abbreviations and Acronyms – End Punctuation –
Commas – Colons and Semicolons – Parentheses, Dashes, Brackets, Ellipses, Slashes, and
Hyphens – Apostrophe – Quotations

Text Book:

Supplementary Reading:
2008.

Course Outcomes
At the end of the course, the student will be able to:

CO1: Possess a basic understanding of functional grammar essential for effective Technical
Writing
CO2: Sharpen their language skills and technical communication skills
CO3: Distinguish between business letters and memos
CO4: Understand the nature and importance of employment communication and different
resume styles
CO5: Identify the components of a job application letters and resume design
CO6: Chalk out various strategies of writing a report and identify four report formats

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**Semester- IX**  
**ISSC 96: Soft Skills**  
**Credits: 3**  
**Hours: 3**

**Learning Objective (LO):**

By introducing the course, it is intended to:
- LO1: Train students in Soft skills in order to enable them to be employable.
- LO2: Train students in effective speaking and writing skills.
- LO3: Train students to communicate with confidence and conviction in Interviews and Group discussions.
- LO4: Facilitate student’s leadership skills and professional skills.
- LO5: Train students in the study of character / human behavior.

**Unit I: Introduction to Soft Skills**

What are soft skills?-What are hard skills?-Importance of soft skills-Importance of knowing yourself-SWOT Analysis and its benefits-Developing positive attitude-Power of positive attitude-overcoming negative attitude.

**Unit II: Effective Communication**

Meaning of Effective Communication-Verbal and non-verbal communication-Kinesis-Art of Effective Listening-Types of Listening-Barriers to Listening-Advantages of Active Listening-Art of public speech-Language and proficiency in public speech-Spoken English-Fluency-Benefits of Reading-Different types of Reading-Becoming an Effective Reader.

**Unit III: Business Communication**


**Unit IV: Employability Skills**

Definition of Interview-Types of Interviews-Typical Questions asked in Interviews-Job Application-CV preparation-Types of Resume-Group Discussion-Essential elements of Group Discussion-Skills required in Group Discussion-Group Discussion Etiquette

**Unit V: Professional Skills**

Leadership Qualities-Decision making-Time Management-Stress Management-Problem Solving-Team Building and Team work

**Supplementary Reading:**
1. Alex K. *Soft Skills* New Delhi:S.Chand & Co., 2016
Course Outcomes
At the end of the course, the student will be able to:

CO1: Obtain a literary acumen to answer MCQs of NET/SET Examinations and other competitive examinations
CO2: Sharpen their language skills and technical communication skills
CO3: Equip themselves with employability skills to enhance their prospect of placements.
CO4: Facilitate themselves to hone their soft skills
CO5: Develop their communicative competence

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Semester- X 19IENC 101: Shakespeare & Shakespearean Criticism
Credits: 5
Hours: 5

Learning Objective (LO):

By introducing the course, it is intended to:

LO1: Enable the students to appreciate the genius of Shakespeare that has made him a classic of eternal value
LO2: Enable them to know the historical and present day value of Shakespeare, the poet-dramatist
LO3: Make the students understand the aesthetics of Shakespeare
LO4: Get them understand the social, historical, and cultural content of Shakespearean works
LO5: Enable the students analyse the strengths and weaknesses of the characters
LO6: Enable the students appreciate Shakespeare’s skill of characterisation, plot construction, use of humour and wit, and song and music

Unit I
As You Like It
H.B. Charlton - Shakespearean Comedy, “Preliminary” and “Romanticism in Shakespearean Comedy” pp-1-43

Unit II
Macbeth
A.C. Bradley - Shakespearean Tragedy
Lecture i. “The Substance of Shakespearean Tragedy"

Unit III
Antony and Cleopatra
Derek Traversi - Shakespeare: The Roman Plays “Introduction” (18 pages)

Unit IV
The Tempest
Wilson G. Knight – The Crown of Life: Essays on the Interpretation of Shakespeare’s Final Plays "Myth and Miracle" (31 pages)

Unit V
Richard II
Sonnets from Peacock – Vol. II – 12, 18, 30, 116, 130, 152
E.M.W. Tilliyard – Shakespeare’s History Plays Chapter 1 “The Cosmic Background"
A.L. Rowse – Shakespeare’s Sonnets “Introduction"

Supplementary Reading:

Course Outcomes
At the end of the course, the student will be able to:

CO1: Obtain a literary acumen to answer MCQs of NET/SET Examinations and other competitive examinations
CO2: Significantly point out the contribution of the “supreme dramatist and poet of all times” and his mastery in various types of dramas
CO3: Probe the critical principles involved and to put the criticism in perspective by relating to the temper of the Age of Shakespeare
CO4: Engage with a variety of scholarly views and critical conversations about Shakespeare’s works as literature.

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Learning Objective (LO):

By introducing the course, it is intended to:
LO1: Introduce the students to the modern schools of literary thought
LO2: Acquaint the students with the different schools and principles of criticism and help them appreciate and evaluate literary texts
LO3: Enable the students to understand the changing trends in literary theories and approaches
LO4: Acquaint the students with the development of stylistics in the 20th century
LO5: Acquaint the students with the linguistic and psychoanalytic theories of literature
LO6: Enable the students to evaluate the literary texts in the light of new critical theories

Unit I
Aristotle
Sidney

Poetics – Chapter 13-26
An Apology for poetry

Unit II
Dr. Johnson
Pope

Preface to Shakespeare
Essay on Criticism - Part I

Unit III
De Quincy
Coleridge

"On the Knocking at the Gate in Macbeth"
Biographia Literaria Chapters XVII & VIII

Unit IV
I.A. Richards
Sigmund Freud
Edmund Wilson

"Two Uses of Language"
"Creative Writers and Day Dreaming"
"The Historical Interpretation of Literature"

Unit V
R.P. Blackmur
Northrop Frye
Roland Barthes

"Language as Gesture"
"Archetypes of Literature"
"The Death of the Author"

References:
Course Outcomes
At the end of the course, the student will be able to:

CO1: Trace the growth and development of literary theories and principles
CO2: Compare and contrast the modern schools of thought with the old ones.
CO3: Evaluate literary texts on the basis of psycho analytical, linguistic, and stylistic theories
CO4: Appreciate texts in the light of “Art for Art’s sake.”
CO5: Obtain a literary acumen to face challenging competitive examinations like NET/SET etc., with confidence

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Learning Objective (LO):

Objective:

To enable the learners to gain practical knowledge through a four week attachment to any one of the mass media organizations and to conduct a short-term research on the topics of their choice.

Every student will have to do a dissertation/project report on any area of literature/mass communication under the guidance of a regular faculty. The objective of the dissertation is to enable a student to have an in-depth knowledge of the subject of his/her choice. It should be a research-based effort and should endeavor to create new knowledge in an area of literature mass communication.

Each student, if she or he wants to take up a project, will have to undergo a four week or more attachment to any one of the media such as newspapers, magazines, radio, television, agencies of advertising/public relations/corporate communications or any other identified by the students and faculty. The student has to participate in study/field visits to media centres and he/she will submit his/her report based on observation. This condition is not applicable to the students who opt for dissertation writing. Teaching Research Methodology is left to the discretion of individual teachers, and they may do so to their respective students, when allotted for guidance under this project.

Course Outcomes
At the end of the course, the student will be able to:
Learning Objective (LO):

By introducing the course, it is intended to:

LO1: Enable the students to get acquainted with gender issues, to re-orientate them in literature studies from feminist perspectives, and to introduce them to feminist literary theory so as to understand feminist literary texts.

LO2: Make the students aware of the tradition of women’s writing.

LO3: Introduce some of the little known works which have not found a place on the literary canon.

LO4: Encourage the students to study well-known works which have been admitted into the canon, from a fresh point of view.

LO5: Initiate discussion on important issues connected with writings by women.

Unit I
1. Feminism and Feminist literary Criticism: Definitions
2. Historical overview and major themes in Feminist criticism.
   (From A Handbook of Critical Approaches to Literature (editor) Wilfred L. Guerin et al. pages 196-215 )

Unit II
Mary Wollstonecraft From A Vindication of the Rights of Woman (Introduction and Chapter 2)
Virginia Woolf From A Room of One’s Own (Chapters 2 & 3)
Elaine Showalter Towards a Feminist Poetics
Nina Baym “Mad Woman and Her Languages”
Simone de Beauvoir

*The Second Sex* (Chapters 1 & 2)

**Unit III**
- Kamala Das
- Sylvia Plath
- Gwendolyn Brooks
- Adrienne Rich
- Maya Angelou

“An Introduction,” “The Old Play House”
“Mirror” “Daddy”
“A Lovely Love” “The Queen of the Blues”
“Snapshots of a Daughter-in-Law”
“Phenomenal Woman”

**Unit IV**
- Manjula Padmanabhan
- Lorraine Hansberry

*Harvest*
*A Raisin in the Sun*

**Unit V**
- Bharati Mukherjee
- Chitra Banerjee Divakaruni

*Wife*
*The Mistress of Spices*

**Supplementary Reading:**

**Course Outcomes**
At the end of the course, the student will be able to:

CO1: Identify the images of women in the works being studied
CO2: Understand the portrayal of the victimization of women in society
CO3: Analyse feminist rereading of well-known works, directing attention to subversive strategies
CO4: Be aware of the contemporary concepts and masculinity and femininity, gender roles

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Semester- X  **IENE 104(2): Eco Studies in Literature**  Credits: 3
Hours: 3
Learning Objective (LO):

By introducing the course, it is intended to:

LO1: Enable the students to get acquainted with ecological issues
LO2: Introduce them to eco criticism so as to understand ecoliterature
LO3: Enable the learners study and appreciate literary texts from eco perspectives

Unit I Poetry
William Shakespeare
Act II Scene I As You Like It
William Cowper
“God Made the Country”
William Wordsworth
“Tintern Abbey”
P. B. Shelley
“Ode to the West Wind”
W. H. Davies
“Leisure”

Unit II Poetry
Toru Dutt
“Our Casuarina Tree”
Robert Frost
“Birches”
Wole Soyinka
“Dedication”
John Masefield
“Sea Fever”
Gieve Patel
“On Killing a Tree”

Unit III Prose
Thoreau
“Higher Laws” From Walden
Mary Oliver
“Dog Talk”
Charles C. Mann
“State of the Species”

Unit IV Drama
Tagore
Mukta Dhara
Rene Marques
La Carreta

Unit V Fiction
John Steinbeck
The Grapes of Wrath
Margaret Atwood
The Year of the Flood

Supplementary Reading:

Course Outcomes
At the end of the course, the student will be able to:

CO1: Obtain a literary acumen to answer MCQs of NET/SET Examinations and other competitive examination
CO2: Initiate discussions on environmental issues
CO3: Acquaint themselves with some major literary works in Eco Studies
CO4: Get a broad perspective of the various observations on nature
CO5: Be aware of the various factors that affect the environment
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### Learning Objective (LO):

By introducing the course, it is intended to:

- **LO1**: Prepare the students to face various competitive examinations with conviction
- **LO2**: Give learners authentic information on the most basic areas, and practice and prepare them to answer in wide variety of questions
- **LO3**: Train the students to acquire command over the language
- **LO4**: Groom the skills of the students to carry out casual interactions

### Unit I

- Comprehension Passages
- Cloze Test
- Spotting Errors

### Unit II

- Sentence Improvement
- Sentence Arrangement
- Sentence Completion
- Sentence Fillers

### Unit III

- Vocabulary
- Synonyms and Antonyms

### Unit IV

- Verbal Analogy
- Word Substitution

### Unit V

- Idioms and Phrasal Verbs
- Miscellaneous Vocabulary
Text book:

Supplementary Reading:

Course Outcomes
At the end of the course, the student will be able to:

CO1: Acquire a language acumen to answer MCQs of NET/SET examinations and other competitive examinations
CO2: Understand the concepts through guided practice
CO3: Improve their language skills and competence level on sentence structures
CO4: Enhance their vocabulary proficiency
CO5: Enrich their communication and language skills to mould their career
CO6: Familiarize with different rhetorical functions of the language

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Semester- X VAAR 013: English for Effective Communication

Learning Objective (LO):

By introducing the course, it is intended to:
LO1: Improve the four essential skills of mastering the English Language
LO2: Enhance the communication skills of the learners’ in English
LO3: Make them listen, speak, read, and write effectively

Unit – I (Effective Listening)
Active Listening
Reasons for Poor Listening
Traits of a Good Listener
Listening Modes
Types of Listening
Barriers to Effective Listening
Listening for General Content and Specific Information
Exercises

Unit – II (Effective Speaking)
Effective Speaking
Basic Sounds of English
Word Stress
Sentence Stress
Intonation

Unit – III (Effective Speaking)
Achieving Confidence, Clarity, and Fluency
Vocal Cues
Exercises
Conversations and Dialogues
Introduction
Conversations
Telephonic Conversations and Etiquette
Dialogue Writing
Exercises

Unit – IV (Effective Reading)
Reading Comprehension
Improving Comprehension Skills
Techniques for Good Comprehension
Predicting the Content
Understanding the Gist
SQ3R Reading Technique
Study Skills
Exercises

Unit – V (Effective Writing)
Vocabulary Development
Using the Dictionary and Thesaurus
Changing words from one form to another, Word Formation: Prefixes and Suffixes
Synonyms and Antonyms, Idioms, Confusables, One-word Substitutes, Homonyms
Homophones, Eponyms.
Elements of Effective Writing
Rights Words and Phrases
Sentences
Writing for the Web
Exercises
The Art of Condensation
Steps to Effective Precis Writing
Guidelines
Samples
Exercises

Text Book:
Supplementary Reading:

Course Outcomes
At the end of the course, the student will be able to:

CO1: Read diligently and communicate effectively
CO2: Improve their language skills and competence level of sentence structures
CO3: Enhance their vocabulary proficiency
CO4: Enrich their communication and language skills
CO5: Familiarize with different rhetorical functions of the language
CO6: Write meaningful sentences, effective paragraphs, and thought-provoking essays

Outcome Mapping

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