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

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<thead>
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<th>Course Code</th>
<th>Course Title</th>
<th>Hours/Week</th>
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### Semester-I (November 2019)

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<td>19ENGC102</td>
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<td>19ENGC103</td>
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### Semester-II (May 2020)

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**Value Added Courses**

**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 Courses listed in the University website.
## Elective Courses

### Department Electives (DE)

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### Value Added Courses

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<td>English for Effective Communication</td>
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<td>CHEA415</td>
<td>Phytochemistry and Biological Activities of Medicinal Plants</td>
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### Programme Outcomes

To enable the students to
<table>
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<tr>
<th>PO1:</th>
<th>understand how British and American literary traditions developed and become familiar with significant writers, their works, and the connections between them</th>
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<tbody>
<tr>
<td>PO2:</td>
<td>analyze a broad range of literatures written in English (including representative authors and major literary periods), recognizing their temporal, social, political, and artistic contexts</td>
</tr>
<tr>
<td>PO3:</td>
<td>choose an appropriate critical approach through which to analyze a given text</td>
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<tr>
<td>PO4:</td>
<td>understand the structure of language and its change over time and across social situations and groups</td>
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<tr>
<td>PO5:</td>
<td>be able to think creatively and critically and to write effectively within all these areas of English Studies</td>
</tr>
<tr>
<td>PO6:</td>
<td>express ideas clearly and incisively in their writing in ways required both inside and outside of the academy</td>
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<tr>
<td>PO7:</td>
<td>utilize literary terminology, critical methods, and various lenses of interpretation in their writing</td>
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<tr>
<td>PO8:</td>
<td>apply the rules of English grammar</td>
</tr>
<tr>
<td>PO9:</td>
<td>be prepared for lifelong learning</td>
</tr>
<tr>
<td>PO10:</td>
<td>be ready and able to pursue a wide range of personal and professional goals or to undertake further graduate studies</td>
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**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 themselves |
| PSO9: | exhibit proficient in oral communication and writing |
Learning Objectives (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-1 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-2 Poetry
Edmund Spenser  “Prothalamion”
Sir Walter Raleigh  “The Nymph’s Reply to the Shepherd”
Sir Thomas Wyatt  “My Galley Charged with Forgetfulness”

Unit-3 Prose
The Bible  The Book of Job
Francis Bacon  “Of Love” “Of Studies” “Of Friendship”
               “Of Unity in Religion” “Of Beauty”

Unit-4 Drama
Christopher Marlowe  Edward II
John Webster  The Duchess of Malfi

Unit-5 Fiction
Thomas Dekker  The Shoemaker’s Holiday
Thomas Kyd  The Spanish Tragedy

Supplementary Reading:

Course Outcomes:
At the end of the course, the students 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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Learning Objectives:
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”
  - “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 students 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

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Semester-I 19ENGC103: English Literary Studies for Advanced Learners  Credits:5 Hours:5

Learning Objectives:
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 students 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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**Learning Objectives:**
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; The 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**

**Unit IV**

**Unit V**

**Text Books:**

**Supplementary Reading:**

**Course Outcomes:**
At the end of the course, the students 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.
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Semester-I  19ENGE105(1): Writing Skills  Credits: 3
Hours:       

Learning Objectives:
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 analyze 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 students 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-I 19ENGE105(2): Journalism

Learning Objectives:
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

Credits: 3
Hours: 19
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

Text Book:

Supplementary Reading:

Course Outcomes:
At the end of the course, the students 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

Outcome Mapping

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Learning Objectives:
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 students will be able to:
   CO1: Gain English language proficiency
   CO2: Use the choice of words and writing knowledge in business communication
   CO3: Get an overview of phrases and clauses that make a complete sentence while writing
   CO4: Keep the motivation levels high
   CO5: Ensure that people working in different functional and geographical areas are integrated into well-knit teams
Learning Objectives:
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

Unit II Poetry
Wordsworth
S. T. Coleridge
John Keats
P. B. Shelley
Lord Byron

Unit III Prose
Wordsworth
Charles Lamb

Unit IV Drama
P. B. Shelley

Unit V Fiction
Jane Austen
Walter Scott

Supplementary Reading:

**Course Outcomes:**

At the end of the course, the students 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

**Outcome Mapping**

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**Semester-II**

19ENGC202: *Literature of the Victorian Age*

**Credits:** 5
**Hours:** 5

**Learning Objectives:**

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
Robert Browning
Emily Bronte
Mathew Arnold

“Morte d’ Arthur” “Crossing the Bar”
“Andrea Del Sarto”
“The Night Wind”
“Memorial Verses” “Dover Beach”

**Unit II: Poetry**

Christina Rossetti
Francis Thompson

“Up-Hill” “A Birthday”
“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 students 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

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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 “Hunger” “The Bride”
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

Unit IV Drama
Girish Karnad Hayavadana
Rabindranath Tagore Natirpuja

Unit V Fiction
Nayantara Sahgal Rich Like Us
Sudha Murthy Mahashweta

Supplementary Reading:

Course Outcomes:
At the end of the course, the students 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
Learning Objectives:
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:
3. Koelb, Clayton and Susan Noakes. The Comparative Perspective on Literature:
Course Outcomes:
At the end of the course, the students 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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Semester-II

19ENGE204(2): Theory of Translation

Learning Objectives:
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 students will be able to:
CO1: Understand the significance of translation work in 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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Learning Objectives:
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  
Friedrich Holderlin  
Jorge Luis Borges  
Pablo Neruda  
Thiruvalluvar  

Unit III  Prose
Jorge Luis Borges  
Italo Calvino  

Unit IV  Drama
Bertolt Brecht  
Anton Chekhov  

Unit V  Fiction
Tagazhi S. Pillai  
Gabriel Garcia Marcquez  

Supplementary Reading:

Course Outcomes:
At the end of the course, the students 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 Objectives:
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 students 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
Outcome Mapping

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Semester-III

19ENGC301: Twentieth Century British Literature

Credits: 5
Hours: 5

Learning Objectives:
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
- LO6: Introduce the students to representative texts by major writers of the twentieth century

Unit I Poetry
W.B. Yeats
T.S. Eliot
W.H. Auden
Dylan Thomas
A.E. Housman
Ivor Gurney
Siegfried Sassoon

“Among School Children”
“The Hollow Men”
“The Shield of Achilles”
“The Hunchback in the Park”
“To an Athlete Dying Young”
“To his Love”
“The Death-Bed”

Unit II Poetry
Wilfred Owen
Stephen Spender
Philip Larkin
Ted Hughes
Geoffrey Hill
Thomas Gunn
Cecil Day Lewis
Seamus Heaney

“Futility” “Disabled”
“The Prisoners”
“Ambulances”
“Pike”
“September Song”
“On the Move”
“The Poet”
“Casualty”

Unit III Prose
T.S. Eliot
Cleanth Brooks

“The Metaphysical Poets”
“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 students 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

Outcome Mapping

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Semester-III  
19ENGC302: *American Literature*  
Credits:5  
Hours:5

Learning Objectives:
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  “Hamatreya”, “Brahma”
Poe  “The Raven”
Whitman  “Passage to India”
Emily Dickinson  “I Taste a liquor” “A narrow fellow in the grass”
的地方我不能停止” “Death”
Robert Frost  “Stopping By Woods” “Home Burial”
Ezra Pound  “Hugh Selwyn Mauberley”

Unit II Poetry
E.E. Cummings  “The Cambridge Ladies”
Sylvia Plath  “Lady Lazarus”
Carl Sandburg  “Cool Tombs,” “Fog”
Theodore Roethke  “The Storm”
Robert Lowell  “Skunk Hour”
Elizabeth Bishop  “Manners”
Wallace Stevens  “Thirteen Ways of Looking at a Blackbird”

Unit III Prose
Emerson  “Self Reliance”
Thoreau  “Civil Disobedience”
Robert Frost  “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 students 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
Semester-III

19ENGC303: New Literatures in English

Credits: 5
Hours: 5

Learning Objectives:
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
“Standardization”
Katherine Mansfield
“A Fine Day”
Allen Curnow
“House and Land”
Judith Wright
“Clock and Heart”
Dennis Brutus
“It is the Constant Image of your Face”
Gabriel Okara
“Were I to Choose”
John Pepper Clark
“Night Rain”
Margaret Atwood
“Journey to the Interior”

Unit II Poetry
P. K. Page
“First Neighbours”
A. M. Klein
“The Rocking Chairs”
A. J. M. Smith
“Ode on the Death of W.B. Yeats”
FR Scott
“The Unnamed Lake”
Derek Walcott
“A Far Cry from Africa”
Mervyn Morris
“Little Boy Crying”
Edwin Thumboo
“Ulysses by the Merlion”
Kishwar Naheed
“We Sinful Woman”
Chinua Achebe
“Love Cycle”

Unit III Prose
Ngugi Wa Thiong’o
“Chapter III” from Decolonising the Mind: the Politics of Language in African Literature
Ananda K. Coomaraswamy
“The Dance of Shiva”

Unit IV Drama
Ray Lawler
Summer of the Seventeenth Doll
Wole Soyinka
The Road
Supplementary Reading:

Course Outcomes:
At the end of the course, the students 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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Learning Objectives:
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 students 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

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Learning Objectives:
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 students 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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**Semester-III**

19ENGINE305: Elective: Technical Writing

**Learning Objectives:**
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 students 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
Learning Objectives:
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:

Course Outcomes:
At the end of the course, the students 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

Outcome Mapping

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Semester-IV | 19ENGC401: Shakespeare & Shakespearean Criticism | Credits: 5 | Hours: 5

Learning Objectives:
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. Tillyard – *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 students 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

**Outcome Mapping**

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**Semester-IV 19ENGC402: Literary Theory and Criticism**

**Learning Objectives:**
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 20 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
Poetics – Chapter 13-26
Sidney
An Apology for poetry

Unit II
Dr. Johnson
Preface to Shakespeare
Pope
Essay on Criticism - Part I

Unit III
De Quincey
“On the Knocking at the Gate in Macbeth”
Coleridge
Biographia Literaria Chapters XVII & VIII

Unit IV
I.A. Richards
“Two Uses of Language”
Sigmund Freud
“Creative Writers and Day Dreaming”
Edmund Wilson
“The Historical Interpretation of Literature”

Unit V
R.P. Blackmur
“Language as Gesture”
Northrop Frye
“Archetypes of Literature”
Roland Barthes
“The Death of the Author”

References:

Course Outcomes:
At the end of the course, the students 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
Learning Objectives:
By introducing the course, it is intended to:
LO1: Enable the learners to gain practical knowledge through a four week attachment to any one of the mass media organizations or to conduct a short-term research on the topics of their choice
LO2: Develop the critical acumen of the students
LO3: Enable the students apply the theories they have learnt
LO4: Get them involved in the practical criticism of literary passages
LO5: Sharpen their interpretative skills

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 students will be able to:
CO1: Gain confidence to work in one of the mass media
CO2: Apply the theories they have learnt to interpret literary works
CO3: Evaluate literary texts on the basis of psycho analytical, linguistic, and stylistic theories
CO4: Appreciate texts and add to the existing body of knowledge
CO5: Obtain a literary acumen to face challenging competitive examinations like NET/SET etc., with confidence
Learning Objectives:
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 (Chapter 2 & 3)
Elaine Showalter Towards a Feminist Poetics
Nina Baym “Mad Woman and Her Languages”
(From Feminisms: An Anthology of Literary Theory and Criticisms eds. R. Warhol and Diane Price Herndl 279-291)
Simone de Beauvoir The Second Sex (Chapters 1 & 2)

Unit III
Kamala Das “An Introduction,” “The Old Play House”
Sylvia Plath “Mirror” “Daddy”
Gwendolyhn Brooks “A Lovely Love” “The Queen of the Blues”
Adrienne Rich “Snapshots of a Daughter-in-Law”
Maya Angelou “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 students 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-IV  
19ENGE404(2): Eco Studies in Literature  
Credits: 3

Learning Objectives:
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
Shakespeare  
Act II Scene I As You Like It
William Cowper  
“God Made the Country”
William Wordsworth  
“Tintern Abbey”
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 students 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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Semester-IV 19ENGGIE405: English for Career Development  Credits:3  Hours:
**Learning Objectives:**

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 students 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

**Outcome Mapping**

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Learning Objectives:
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 students 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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