

**Semester** **II**  
**Name of the Course** : **B.A., B.Sc., & B.Com. Part II English**  
**Course code** : **GE2121**

<b>Hours / Week</b>	<b>Credits</b>	<b>Total Hours</b>	<b>Marks</b>
<b>6</b>	<b>4</b>	<b>90</b>	<b>100</b>

### **Objectives**

1. To enrich and equip the students entering Higher Education to cope with the demands of current learning.
2. To make the most of the opportunity of tertiary education with the learning tools provided in the text book proves to be a life transforming experience for the students.
3. To help the students use the different forms of written communication and set them on the path to realize their full potential.

### **Unit I**

1. Listening and Speaking
  - a. Listening and Responding to Complaints (formal situation)
  - b. Listening to Problems and Offering Solutions (informal)
2. Reading and Writing
  - a. Reading Aloud (brief motivational anecdotes)
  - b. Writing a Paragraph on a Proverbial Expression / Motivational Ideas
3. Word Power / Vocabulary
  - a. Synonyms & Antonyms
4. Grammar in Context
  - a. Adverbs
  - b. Prepositions

### **Unit II**

1. Listening and Speaking
  - a. Listening to Famous Speeches and Poems
  - b. Making Short Speeches – Formal: Welcome Speech and Vote of Thanks  
Informal Occasions: Farewell Party, Graduation Speech
2. Reading and Writing
  - a. Writing Opinion Pieces (could be on travel, food, film / book reviews or on any contemporary topic)
  - b. Reading Poetry
    - i. Reading Aloud (Intonation and Voice Modulation)
    - ii. Identifying and Using Figures of Speech – Simile, Metaphor, Personification etc.
3. Word Power
  - a. Idioms and Phrases
4. Grammar in Context

## Conjunctions and Interjections

### Unit III

#### 1. Listening and Speaking

a. Listening to Ted Talks

b. Making Short Presentations – Formal Presentation with PPT, Analytical Presentation of Graphs and Reports of Multiple Kinds

c. Interactions During and After the Presentations

#### 2. Reading and Writing

a. Writing emails of Complaint

b. Reading Aloud Famous Speeches

#### 3. Word Power

a. One Word Substitution

#### 4. Grammar in Context: Sentence Patterns

### Unit IV

#### 1. Listening and Speaking

a. Participating in a Meeting: Face to Face and Online

b. Listening with Courtesy and Adding Ideas and Giving Opinions during the Meeting and Making Concluding Remarks

#### 2. Reading and Writing

a. Reading Visual Texts – Advertisements

b. Preparing First Drafts of Short Assignments

#### 3. Word Power

a. Denotation and Connotation

#### 4. Grammar in Context: Sentence Types

### Unit V

#### 1. Listening and Speaking

a. Informal Interview for Feature Writing

b. Listening and Responding Questions at a Formal Interview

#### 2. Reading and Writing

a. Writing Letters of Application

b. Readers' Theatre (Script Reading)

c. Dramatizing Everyday Situations / Social Issues through Skits (writing scripts and performing)

#### 3. Word Power

a. Collocation

#### 4. Grammar in Context: Working with Clauses

### Text Book:

*Communicative English: Semester II.* Tamil Nadu State Council for Higher Education.

## Modules

Credit: 4

Total Working Hours: 90

Unit	Section	Topics	Lecture Hours	Learning Outcome	Pedagogy	Assessment/ Evaluation
<b>I</b>	1	Listening and Speaking	3	Improve listening, reading, writing and vocabulary skills.	Google Classroom, lecture	CIA I Assignment I Quiz I Class Test I
	2	Reading and Writing	4	Understand the importance of adverbs and prepositions.		
	3	Word Power / Vocabulary	4			
	4	Grammar in Context a. Adverbs b. Prepositions	4			
<b>II</b>	1	Listening and Speaking	4	Learn to make short speeches by listening to famous speeches.	Google Classroom, Interactive Session	CIA I Assignment I Quiz I Class Test I
	2	Reading and Writing	5	Know to identify figures of speeches and write reviews.		
	3	Word Power / Vocabulary	4			
	4	Grammar in Context- Conjunctions and Interjections	5	Know to use idioms and phrases also conjunctions and interjections.		
<b>III</b>	1	Listening and Speaking IV	5	Learn to listen to talks and learn to make short presentation.	Application Method with PPT	CIA II Assignment II Quiz II Class Test II I
	2	Reading and Writing	5	Know to read loudly and write emails of complaints.		
	3	Word Power / Vocabulary	4	Thorough with one word		

	4	Grammar in Context-Sentence Patterns	5	substitution and sentence pattern.		
IV	1	Listening and Speaking	5	Know to participate in a meeting face to face and giving opinions.	Google Classroom, lecture Video	CIA II Assignment II Quiz II Class Test II
	2	Reading and Writing	5	Listen to advertisements and write short assignments.		
	3	Word Power / Vocabulary	4	Understand denotation and Connotation and sentence type.		
	4	Grammar in Context-Sentence Type	5			
V	1	Listening and Speaking	5	Understand interview techniques.	Google Classroom, PPT, lecture Video	CIA II Quiz II Class test II Role Play
	2	Reading and Writing	5	Know to write applications and write scripts and dramatization.		
	3	Word Power / Vocabulary	4			
	4	Grammar in Context-Clauses	5			

**Course Instructor : Dr. Subha Ganapathy**

**Head of the Department : Dr. Alby Grace**

**Semester** **II**  
**Name of the Course** : **Major Core II: Modern English Grammar and Composition**  
**Subject code** : **EC2021**

No. of Hours per Week	Credits	Total No. of Hours	Marks
6	4	90	100

**Objectives:**

1. To make the students thorough with the basic grammar and its usage.
2. To rectify the common errors in writing.
3. To improve the communication skills.

**Course Outcomes**

CO	Upon completion of this course the students will be able to :	PSO addressed	CL
CO- 1	understand the basic grammar and its usage	PSO - 1	U
CO- 2	develop the quality of written communication	PSO – 1	Ev
CO- 3	rectify the common errors in writing	PSO – 1	Ap
CO -4	converse fluently in English	PSO - 1	Ap

**Unit I:**

The Sentence, Parts of Speech, Nouns, Adjectives, Articles, Pronouns, Adverbs, Prepositions, Conjunctions. (pg. 3-65 & 142-167)

**Unit II:**

Verbs, Concord or Agreement of the Verb with the Subject, Non-finite Verb, Strong and Weak Verbs. (pg. 66-112)

**Unit III:**

Simple, Compound, Complex, Compound-Complex Sentences, Clauses, Synthesis of Sentences, Transformation of Sentences. (pg. 171-224)

**Unit IV:**

Auxiliaries, Modal Auxiliaries, Sequences of tenses, Direct and Indirect Speech, Punctuation and Capitals, Verb Patterns and Structures. (pg.113 - 33, 225-249)

**Unit V:**

Paragraph Writing, Letter Writing, Expansion of Passages, Essay Writing. (pg. 341-359, 367-379)

**Text Book:**

David Green. *Contemporary English Grammar, Structures and Composition*. Second Edition: Trinity.

\*Question paper should have equal distribution between theory and exercises

**Modules**

**Credit: 4**

**Total Working Hours: 90**

<b>Unit</b>	<b>Section</b>	<b>Topic</b>	<b>Lecture Hours</b>	<b>Learning Outcome</b>	<b>Pedagogy</b>	<b>Assessment/ Evaluation</b>
<b>I</b>	1	The sentence, four kinds of sentences, Subject and Predicate, Clauses and phrases	2	Students make sentences on their own  Understand the difference between a clause and a phrase	Explanation with different examples	Exercises  Class test  Internal Test  Quiz
	2	Parts of speech- Noun	3	Students can identify the different kinds of nouns in sentences	Differentiating the different kinds of nouns with examples	Internal Test
	3	Adjectives/ Comparison of Adjectives	3	Students will be able to use the correct degrees of adjectives in sentences	Exercises to improve correct usage	
	4	Use of Articles	3	Rectify the errors in the usage of articles	Exercises to improve correct usage	
	5	Pronouns- Personal/ Reflexive/ Emphatic/ Demonstrative/ Indefinite/ Interrogative/ Distributive/ and Reciprocal pronouns	4	Become familiar with the different kinds of pronouns	Explanation with examples	
	6	Adverbs Prepositions Conjunctions	3	Understand the correct usage of the different parts of speech	Exercises	
	<b>II</b>	1	Simple/ Compound/ Complex/ Compound-Complex	5	Students will be able to differentiate the four kinds of sentences	Explanation with examples
2		Analysis of simple sentences	5	Can analyse simple sentences into Subject/ Predicate, Subject/ Verb/ Object, Subject/ Verb/ Subject Complement,	Analysis of sentences	Class Test  Internal Test  Assignment

				Subject/ Verb/ Object/ Object Complement		Internal Test
	3	Clauses- Kinds of Clauses	4	Can make sentences using the different clauses	Explanation with different examples	
	4	Analysis of Complex, Compound and Compound- Complex sentences	4	Will be able to differentiate the main clause and subordinate clause	Analysis of sentences	
	5	Synthesis of sentences Transformation of sentences	5	Can combine sentences using different methods and also transform sentences from one category into another	Explanation with examples	
<b>III</b>	1	Verbs	5	Realize the Common errors in the use of Tenses And rectify them	Explanation with PPT	Exercises
	2	Non-Finite Verbs	5	Understand the correct use of infinitives and know the difference between participles and gerunds	Explanation with different examples	Internal Test
	3	Strong and Weak Verbs	4	Can use the correct form of verbs	Making the students repeat and learn the different forms of verbs	
<b>IV</b>	1	The Auxiliaries Modal Auxiliaries	5	Students know the correct use of auxiliaries in sentences	Explanation with examples	Exercises
	2	Sequence of Tenses/ Changing direct into indirect speech	4	Students know how to report a speech	Making students apply the rules and report a speech	Assignment Internal Test
	3	Verb Patterns and Sentence structures	6	Students will be able to make sentences on their own using	Making students apply the rules and construct sentences	

				the different structures		
<b>V</b>	1	Paragraph Writing	4	Students will be able to write descriptive/ narrative paragraphs	Explain the different types of paragraphs	Exercises Internal Test
	2	Letter Writing	4	Will be proficient in writing any kind of letter	Make them acquainted with the format for letter writing for any occasion with model letters	Assignment Internal Test Exercises Internal Test
	3	Expansion of Passages	4	Applying the hints given students can expand passages	Discussion Exercises	
	4	Paragraph Writing	4	Students will be able to write descriptive/ narrative paragraphs	Explain the different types of paragraphs	
	5	Essay Writing	4	Students prepare essays of the different types- Descriptive/ Narrative/ Reflective/ Imaginative/ and Expository essays	Explain the different types of Essays	

**Course Instructor : Ms. A. Judes Jalaja**

**Head of the Department : Dr. Alby Grace**





Blank Verse, Heroic Couplet, Ballad, Epic, Hymn, Onomatopoeia, Ethos and Bathos, Prosody, Refrain, Alliteration and Assonance, Masque, Simile and Metaphor, Haiku, Metonymy and Synecdoche.

**Text Books:**

Abrams, M. H. (1999). *A Glossary of Literary Terms*. Massachusetts: Heinle & Heinle.

Prasad, B. (1999). *A Background to the study of English Literature for Indian Students*. New Delhi: Macmillan.

**Reference Books:**

Chris Baldick. (2005). *Oxford Book of Literary Terms*. London: Oxford University Press.

William Henry Hudson. (2006). *An Introduction to the Study of Literature*. Chennai: Atlantic.

**Modules**

**Credit: 4**

**Total Working Hours: 90**

Theme	Sessions	Learning Outcome	Pedagogy	Assessment
<b>Unit I</b>				
Introduction	2	To give a thorough insight of the various literary forms and terms	Discussion and PPT	Formative Assessment, Assignment & Class Test
The Lyric	3	Mastering the history and features of the lyric	Discussion, PPT	
The Ode	3	Mastering the history and features of the ode	Discussion, PPT	
The Sonnet	3	Mastering the history and features of the sonnet	Discussion, PPT	
The Elegy	3	Mastering the history and features of the elegy	Discussion, PPT	
The Epic	3	Mastering the history and features of the epic	Discussion, PPT	
The Ballad	3	Mastering the history and features of the ballad	Discussion, PPT	
The Satire	3	Mastering the history and features of the satire	Discussion, PPT	
<b>Unit II</b>				
Tragedy and Comedy	3	To make the students understand the genres	Interaction, Discussion, Assignment	Formative Assessment & Short test
Tragi-comedy	4	To make the students understand the genre	Discussion, Assignment	
The One Act Play	3	To make the students understand the genre	Assignment, Discussion	
The Dramatic Monologue	4	To make the students understand the genre	PPT, Assignment	
<b>Unit III</b>				

The Essay	5	To make the students understand the genre	Seminar, PPT	Formative Assessment & Class test
The novel	5	To make the students understand the genre	Seminar , Group work, PPT	
The Short Story	5	To make the students understand the genre	Seminar. Discussion	
<b>Unit IV</b>				
Melodrama, Miracle, Morality and Interlude, Pantomime	5	To make the students comprehend the terms with examples	Seminar, PPT, Group work	Formative Assessment Quiz
Soliloquy, Aside, Farce, Comic Relief	5	To make the students comprehend the terms with examples	Discussion, seminar	
Allegory, Flat and Round Characters, Hamartia, Slapstick Comedy	5	To make the students comprehend the terms with examples	Discussion, seminar	
Rising and Falling Action, Genre, Media Res, Absurd Drama, Conceit	5	To make the students comprehend the terms with examples	Discussion, seminar	
<b>Unit V</b>				
Blank Verse, Heroic Couplet, Ballad, Epic	4	To make the students comprehend the terms with examples	Discussion and Seminar	Formative Assessment & Quiz
Hymn, Onomatopoeia, Ethos and pathos, Prosody	4	To make the students comprehend the terms with examples	PPT and Discussion	
Refrain, Alliteration and Assonance, Masque,	4	To make the students comprehend the terms with examples	PPT and Discussion	

Simile and Metaphor, Haiku, Metonymy and Synecdoche.	6	To make the students comprehend the terms with examples	PPT and Discussion	
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**Course Instructor : Dr. P. Sathya**

**Head of the Department : Dr. Alby Grace**

**Semester** : Semester II  
**Name of the Course** : NME: English for Career  
**Course code** : ENM202

Hours / Week	Credits	Total Hours	Marks
2	2	30	100

### Objectives:

1. To develop communicative skills for better career prospects.
2. To get equipped in oral and written communication.
3. To give exposure and train them in group discussion and interviews.

CO	Course outcomes Upon completion of this course the students will be able to :	PSOs addressed	CL
CO-1	understand the rudiments of effective communication	PSO-1	U
CO-2	get proficient in different kinds of communication	PSO- 3	U
CO-3	gain confidence to express one's thoughts and views effectively	PSO-1	C, Ap
CO-4	perform effectively in interviews	PSO-1	Ap

### Unit- I- Writing:

Writing a Resume with a covering letter

Report Writing

### Unit- II-Career Skills:

Interview Skills

Telephone Skills

### Unit- III – Group Discussion:

Group Discussion

### Unit – IV – Situational Conversation/ Dialogues

Five appropriate situational dialogues

### Unit- V- Filling up Forms:

Bank Forms

Online forms

**\*Compilation of these topics will be provided to the students**

## Modules

Credit: 2

Total Working Hours: 30

Unit	Section	Topics	Lecture Hours	Learning Outcome	Pedagogy	Assessment /Evaluation
<b>I</b>	<b>Writing</b>					
	1	Writing a resume with a covering letter	5	Will be able to prepare well-written resume and cover letter to showcase unique combination of skills and experience to meet the requirements of the desired career	Lecture, Discussion, Exercise	Quiz  Formative Assessment 1
	2	Report Writing	4	Will be able to prepare concise documents for particular purpose and audience	Lecture, Exercise	
<b>II</b>	<b>Career Skills</b>					
	1	Interview Skills	4	Students will be able to understand various types of interviews and the skill required to excel in the job market	Lecture and Discussion	Quiz
	2	Telephone Skills	3	Will be able to respond to business and academic professions through telephone in an effective way	Lecture	Formative assessment II
<b>III</b>	<b>Group Discussion</b>					
	1	Group Discussion	5	Students will be able to express their views on specific subjects during formal situations	Lecture, Discussion, Exercise	Quiz  Formative Assessment 1 & II
<b>IV</b>	<b>Situational Conversation/ Dialogues</b>					
	1	Five appropriate situational dialogues	3	Improve conversation skills for effective communication and active listening	Exercise and Discussion	Quiz  Formative Assessment 1
<b>Filling up Forms</b>						

V	1	Bank forms	3	Will be able to apply bank forms with ease and confidence	Lecture, PPT	Quiz Formative Assessment II
	2	Online forms	3	Students will be aware of applying various forms through online mode.	Lecture, PPT	

**Course Instructor : Dr. Snow J. Sharmilla**

**Head of the Department : Dr. Alby Grace**

**Semester : IV**  
**Name of the Course : B.A., B.Sc., & B.Com. Part II English**  
**Course Code : GE2141**

<b>Hours / Week</b>	<b>Credits</b>	<b>Total Hours</b>	<b>Marks</b>
<b>6</b>	<b>4</b>	<b>90</b>	<b>100</b>

## **Objectives**

1. To enrich and equip the students entering Higher Education to cope with the demands of current learning.
2. To make the most of the opportunity of tertiary education with the learning tools provided in the text book proves to be a life transforming experience for the students.
3. To help the students use the different forms of written communication and set them on the path to realize their full potential.

## **Unit I**

### 1. Listening, Speaking & Writing

- A) Song: Que Sera Sera (Doris Day)
- B) Film: Chronicles of Narnia – The Lion, The Witch and the Wardrobe
- C) Speaking and Writing Exercises Based on Lexis and Syntax of Texts

### 2. Reading, Speaking and Writing

- A) Drama – Excerpt from Tughlaq
- B) Speaking and Writing Exercises Based on Lexis and Syntax of Texts

### 3. Composition – Letter Writing (Seeking Permission)

### 4. Grammar and Composition

The Art of Describing (Using Adjectives, Similes, Degrees of Comparison)

## **Unit II**

### 1. Listening, Speaking & Writing

- A) Song: Wildflowers (Dolly Parton)
- B) Film: Life of Pi
- C) Speaking and Writing Exercises Based on Lexis and Syntax of Texts

### 2. Reading, Speaking and Writing

- A) Book Review – Text for Appreciation – Review ‘A Red-necked Green Bird’ by Ambai
- B) Speaking and Writing Exercises Based on Lexis and Syntax of Texts

### 3. Composition – Book Review

### 4. Grammar and Composition

## **Unit III**



1. Listening, Speaking and Writing

- A) Song: This One is for the Girls (Martina McBride)
- B) Film: Jurassic Park
- C) Speaking and Writing Exercises Based on Lexis and Syntax of Texts

2. Reading, Speaking and Writing

- A) Famous Speech – Sashi Tharoor’s Speech at the Oxford Union
- B) Famous Essay – Fear Factor by Janaki Lenin
- C) Speaking and Writing Exercises Based on Lexis and Syntax of Texts

3. Composition – Essay

(With a note on the difference between drafting a speech and drafting an essay)

4. Grammar for Composition

- A) The Art of Declamation
- B) Beginning with an anecdote (Past Tense, Reported Speech)
- C) Presenting Compelling Facts and Figures (Tenses)  
(A model speech showcasing the use of the above-mentioned items of grammar)
- D) Using Rhetorical Questions

**Unit IV**

1. Listening, Speaking and Writing

- A) Song: Rhinestone Cowboy (Glen Campbell)
- B) Film: The Lion King (Disney Movies)
- C) Speaking and Writing Exercises Based on Lexis and Syntax of Texts

2. Reading, Speaking and Writing

- A) A Story with a Twist in the Tale
- B) Speaking and Writing Exercises Based on Lexis and Syntax of Texts

3. Composition – Narration of an Incident where there is a Twist in the Tale

4. Grammar for Composition

The Art of Giving Instructions / Directions (Using Imperative Sentences)

**Unit V**

1. Listening, Speaking and Writing

- A) Song: Heal the World (Michael Jackson)
- B) Film: Charlie and the Chocolate Factory
- C) Speaking and Writing Exercises Based on Lexis and Syntax of Texts

2. Reading, Speaking and Writing

- A) Film Review
- B) Speaking and Writing Exercises Based on Lexis and Syntax of Texts for Reading

3. Composition – Film Review

4. Grammar for Composition: The Art of Persuasive Writing (Topic Sentence, Evidence, Explanation, Linkers, Use of Adjectives and their Synonyms, Degrees of Coparison, Clauses, Rhetorical Questions)

**Text Book:**

*Communicative English: Semester IV.* Tamil Nadu State Council for Higher Education.

**Modules**

**Credits: 4**

**Total Working Hours 90**

Unit	Section	Topic	Lecture Hours	Learning Outcome	Pedagogy	Assessment Evaluation
I	1	Listening, Speaking & Writing (LSW) A) Song: Que Sera Sera (Doris Day)	4	Understand the importance of LSRW Skills.	Textual analysis, Reading exercise	Short test  Formative Assessment I
	2	Film: Chronicles of Narnia – The Lion, The Witch and The Wardrobe	5	Helps to understand the language of communication, such as personal communication.	Using Audio Visual Aids Lecture discussion, reading practice	Short test Formative Assessment I
	3	Speaking and writing exercises based on lexis and syntax of texts	4	Focus on the various dimensions of speaking skills	Discussion, Reading practice Short Videos	Oral quiz Formative Assessment I
	4	Composition - Letter Writing (seeking permission)	5	Enhance the writing skills in professional situations such as report writing, and	Textual analysis and Writing skills	Formative Assessment I
	5	Grammar for Composition * The Art of Describing (Using Adjectives, Similes, Degrees of Comparison)	5	Understand the nuances of English grammar.	Textual analysis and Writing skills	Short test Formative Assessment I
	1	Listening, Speaking & Writing (LSW) A) Song: Wildflowers (Dolly Parton)	5	Understand the aesthetics of literature through poetry.	Discussion and reading practice	Written test Formative Assessment I

II	2	Film: Life of Pi Speaking and writing exercises based on lexis and syntax of texts	5	Enhances the effectiveness of learning	Lecture Method	PPT Presentation  Formative Assessment I
	3	Reading, Speaking and Writing (RSW) Book Review –Text for Appreciation – Review of ‘A Red-necked Green Bird’ by Ambai. Speaking and writing exercises based on lexis and syntax of texts Composition - Book Review	5	Able to differentiate the difference between formal and informal speaking.	Writing Practice and Reading analysis	short test  Formative Assessment I
	4	Grammar for Composition * The Art of Narrating (Tense and Voice)	5	Knows how to use the right tense while speaking	Grammar exercises	One Word  Formative Assessment II
III	1	Listening, Speaking & Writing (LSW) A) Song: This One is for the Girls (Martina McBride) B) Film: Jurassic Park Speaking and writing based on lexis and syntax of texts	4	Use the right article. Understand the different traits used in a poem.	Using audio visual aids.	Short test  Formative Assessment I  Assignment
	2	Reading, Speaking and Writing (RSW) Famous Speech – ShashiTharoor’s Speech at the Oxford Union Speaking and writing based lexis and syntax of texts	5	Learn to use the right tense in sentences.	Exercise, mind mapping	One Word Test  Formative Assessment I  Assignment
	3	Composition – Essay (With a note on the difference between drafting a speech	5	Able to understand the difference between speeches and essays.	Practical Evaluation and	Descriptive  Formative Assessment II

		and drafting an essay)			discussion method	Assignment
	4.	Grammar for Composition * The Art of Declamation Beginning with an Anecdote (Past Tense, Reported Speech) Presenting Compelling facts and figures (Tenses) (A model speech showcasing the use of the above mentioned items of grammar) Using rhetorical questions	5	Understand the nuances of beginning of speech.	Short Videos	Assignment  Formative Assessment II
IV	1	1. Listening, Speaking & Writing (LSW) A) Song: Rhinestone Cowboy (Glen Campbell) B) Film: The Lion King (Disney movies) Speaking and writing based on lexis and syntax of texts	5	Able to communicate the information to the large number of audience at one stage.	Using Audio Visual Aids.  Review of Movie.	Exercises  Assignment  Formative Assessment II
	2	Reading, Speaking and Writing (RSW) A Story With a Twist in the Tale Speaking and writing based on lexis and syntax of texts.	5	Improve the grammatical skills of the students.	Exercises	Short test  Formative Assessment II
	3	Composition - Narration of an incident where there is a twist in the tale	4	Able to narrate an incident and cultivate a sense of appreciation towards the literary genre.	Exercise	Short tests  Formative Assessment II

	4	Grammar for Composition * The Art of Giving Instructions/Directions (Using Imperative Sentences)	2	Understand the usage of English for creative writing.	Exercise	Formative Assessment II
V	1	1. Listening, Speaking & Writing (LSW) A) Song: Heal the World (Michael Jackson) B) Film: Charlie and the Chocolate Factory Speaking and writing based on lexis and syntax of texts.	3	Analyse the various elements present in a movie.	Exercises	Formative Assessment II
	2	2. Reading, Speaking and Writing (RSW) Film Review Speaking and writing based on lexis and syntax of the text for reading.	3	Appreciate the rhetorical and cinematic art.	Writing practice	Written test Formative Assessment II
	3	3. Composition – Film Review	3	Critically analyse a film.	Practical Method and Discussion	Written test Formative Assessment II
	4	4. Grammar for Composition: The Art of Persuasive Writing (topic sentence, evidence, explanation, Linkers, use of adjectives and their synonyms, degrees of comparison, clauses, rhetorical questions)	3	Examine the various usages of grammar.	Writing practice	Written test Formative Assessment II

**Course Instructor : Ms. Anishya Dani**

**Head of the Department : Dr. Alby Grace**

**Semester** IV  
**Name of the Course** : Major Core IV: Drama  
**Course code** : EC2041

Hours / Week	Credits	Total Hours	Marks
6	4	90	100

**Objectives:**

1. To make the students familiarize with the types of dramas and its elements.
2. To help the students acquire knowledge of dramas of different continents.
3. To make the students acquaint with the themes explored in dramas.

**Course Outcomes**

CO	Upon completion of this course the students will be able to :	PSOs addressed	CL
CO-1	understand the importance of playwritings and the playwrights.	PSO - 2	U
CO-2	get knowledge of types of dramas, its elements and theatres.	PSO - 2	U
CO-3	understand the nuances of writing and acting.	PSO- 3	U
CO-4	develop the skill of delivering dialogues and the skill of acting.	PSO - 3	Ap
CO-5	analyse dramas from different critical perspective.	PSO - 3	An

**Unit –I**

Harold Pinter : *The Birthday Party*

**Unit –II**

Arthur Miller : *All My Sons*

**Unit – III**

Henrik Ibsen : *A Doll's House*

**Unit – IV**

Wole Soyinka : *The Strong Breed*

**Unit – V**

1. Chaos: Analysis of Harold Pinter's *The Birthday Party*.
2. Portrayal of Married Women in Arthur Miller's *All My Sons* and *Death of a Salesman*.
3. Henrik Ibsen's *A Doll's House*: A Postmodernist Study.
4. Leadership and cultural frames in Wole Soyinka's *The strong Breed*.

## Text Books:

1. Herold Pinter, (1991). *The Birthday Party*.UK: Faber and Faber.
2. ArthurMiller. (2009). *All My Sons*. UK: Penguin.
3. Henrik Ibsen (2016). *A Doll's House*. UK:Penguin Classics.
4. Wole Soyinka. (1963). *The Strong Breed*. Orisum: Orisum acting editions.

## Reference Books:

1. "Chaos: Analysis of Harold Pinter's *The Birthday Party*."(January 2018). *Asian Research Journal of Arts & Social Sciences*.Vol. 5, Issue 2, pp.1-5. Mudasir Ahmad Mir and Vinita Mohindra.
2. "Portrayal of Married Women Arthur Miller's *All My Sons* and*Death of a Salesman*." (Sep. 2015). *IOSR Journal Of Humanities And Social Science (IOSR-JHSS)*. Volume 20, Issue 9, pp. 35-38. P.Ananthan and Dr. K.Balachandran,
3. "Henrik Ibsen's *A Doll's House*: A Postmodernist Study." (September 2011). *Theory and Practice in Language Studies*. Vol. 1, Issue 9.NoorbakhshHooti and PuriaTorkamaneh.
4. "Leadership and cultural frames in Wole Soyinka's *The strong Breed*."(2018). *Journal of English Studies*. Vol. 16, pp. 221-236.

## Modules

Credit: 4

Total Working Hours: 90

Unit	Modules	Topics	Lecture Hours	Learning Outcome	Pedagogy	Assessment / Evaluation
I	1	Harold Pinter: The Birthday Party	15	Understand the different elements of drama through Pinter's concept	Lecture	Slip test Formative Assessment 1
II	1	Arthur Miller: All My Sons	15	Explore the pathos of human life through the play	Lecture Discussion	Quiz Formative Assessment 1
III	1	Henrik Ibsen: A Doll's House	15	Learn the significance of one's self and also gender equality	Debate	Quiz Formative Assessment 2
IV	1	Wole Soyinka: The Strong Breed	15	Understand the native African	PPT Seminar	Factual test Formative Assessment 2

				tribal life and their rituals		
V	1	Chaos: Analysis of Harold Pinter's <i>The Birthday Party</i>	5	Understand the nuances of menace play	Lecture	Formative Assessment I
	2	Portrayal of Married Women in Arthur Miller's <i>All My Sons</i> and <i>Death of a Salesman</i>	3	Examine the concept of patriarchy and gender equality	Discussion Lecture	Formative Assessment 1
	3	Henrik Ibsen's <i>A Doll's House: A Postmodernist Study</i>	3	Learn the different components of Postmodernism	Seminar	Quiz Formative Assessment 2
	4	Leadership and Cultural Frames in Wole Soyinka's <i>The Strong Breed</i>	4	Explore the cultural concepts and outcomes of different rituals	Lecture Video	Formative Assessment 2

**Course Instructor : Ms. A. R. Jemi**

**Head of the Department : Dr. Alby Grace**



**Semester IV**

**Name of the Course : Major Elective II (a): Journalism and Mass Communication**

**Course Code : EC2042**

No. of Hours per Week	Credits	Total Hours	Marks
4	3	60	100

**Objectives:**

1. To provide basic knowledge of journalism and mass communication and to cultivate the skills of writing for the print and electronic media and skill in public relations.
2. To develop competency in the students to face the needs of media industry with a view of pursuing a lucrative career and profession.

**Course Outcomes**

CO	Upon completion of this course the students will be able to:	PSOs Addressed	Cognitive Level
CO-1	understand the characteristics of good communication and learn to use it in the field of journalism.	PSO - 1	U
CO-2	understand the stages of work involved in the production and the advancements in media	PSO - 1	U
CO-3	analyse the different types of news and categorise it according to the need of media production.	PSO - 1	An
CO-4	identify the different precepts of journalistic skills and enhance the art of journalistic writing	PSO - 3	Ap
CO-5	competent enough to enter media industry (opportunities) as a professional journalist or media personality	PSO - 3	Ap

**Unit I**

Introduction to Journalism and Mass Communication - definition - process - functions- characteristics of good communication - the role of print media and electronic media - a brief history of the origin and growth of Indian Journalism – functions of the press – ethics of Journalism.

**Unit II**

News and its Dissemination (News Story, Types, Element of News, News Reporting and the Reporter, Style of Writing, News Releases, Non-news Releases, Timing of Press Releases)

Preparing a Feature Article (Selection of Subject, Collection of Material and Interview with people, Blueprint/Title/Sub-Title, The Lead, Style and Illustrations, Revision, Physical Appearance/ Placement)

**Unit III:**

Interview for News and Features (Types-News/Symposium/Personality, art of Interview)

Getting Features into Newspaper Columns (Exclusive Technique and Involvement of Reporter, Selection Guides, Feature Syndicates/Agencies)

Opinion Pieces (Editorial, Review, Article, Middle, Letter to the Editor, Column, Influencing Opinion Pieces)

**Unit IV:**

Types of Advertisements, Functions of Advertising, Photographs, Pictures, Cartoons, Illustrations

**Unit V: Assignment**

Classroom Newspaper

Online Journalism (Create a Blog and a Web page)

**Text Book:**

Mehta, D.S. (1979). *Mass communication and Journalism in India*. New Delhi: Allied Publishers.

**Reference Books:**

Keval Kumar J. (2007). *Mass Communication in India*. New Delhi: Jaico Publication.

Rangaswami Parthasarathy. (1997). *Journalism in India*. New Delhi: Sterling Publishers.

Kamath M.V. (1999). *Professional Journalist*. New Delhi: Vikas Publishing House Private Limited.

Shrivastava K.M. (1999). *News Reporting and Editing*. New Delhi: Sterling publishers.

Singh P.P. (1998). *News Reporting and Editing*. New Delhi: Anmol publication.

## Modules

**Credits: 3**

**Total Working Hours: 60**

Unit	Section	Topics	Lecture Hours	Learning Outcome	Pedagogy	Assessment /Evaluation
<b>I</b>	1.	Introduction to Journalism and Mass Communication	2	Develop basic knowledge of journalism	PPT	Evaluation through test
	2.	Characteristics of good communication	2	Understand the characteristics of good communication and learn to apply it in the field of media	Seminar	Assignment on writing for the print and electronic media
	3.	Role of print media and electronic media	2	Cultivate the skills for writing for print media and electronic media	Group work	
	4.	History of the origin and growth of Indian Journalism	2	Get clear idea about the growth of Indian Journalism	PPT	
	5.	Functions of the press and Ethics of Journalism	4	Gain knowledge about the functions of the press and ethics of journalism	PPT	
<b>II</b>	1.	News and its Dissemination: News Story, Types, Element of News	2	Develop knowledge to write News Story and understand the types and elements of News	PPT	Evaluation through test
	2.	News and its Dissemination: News Reporting, the Reporter, Style of Writing	2	Understand the style of news reporting and writings	Group discussion	Formative test - I

	3.	News and its Dissemination: News Releases, Non-news Releases, Timing of Press Releases	4	Gain knowledge about news and non-news release and timing of press release	Group discussion	Assignment on preparing feature article
	4.	Preparing a Feature Article: Selection of Subject, Collection of Material and Interview with people, Blueprint/Title/Sub-Title	3	Able to prepare feature article	PPT	
	5.	Preparing a Feature Article: The Lead, Style and Illustrations, Revision, Physical Appearance/ Placement	3			
III	1.	Interview for News and Features	2	Understand the concept of interview for news and features	Group work	Evaluation through factual test
	2.	Getting Features into Newspaper Columns (Exclusive Technique and Involvement of Reporter)	4	Gain knowledge about getting features into newspaper columns	PPT	Class Test - I
	3.	Getting Features into Newspaper Columns (Selection Guides, Feature Syndicates/Agencies)	2		Seminar	
	4.	Opinion Pieces (Editorial, Review, Article, Middle, Letter to the Editor)	3	Able to write editorial, review, article, letter to editor, column	Group Discussion	Assignment on writing editorial
	5.	Opinion Pieces (Column, Influencing Opinion Pieces)	3			
	1.	Types of Advertisements	6	Understand the types of advertisements	Seminar	Class test - II

<b>IV</b>	2.	Functions of Advertising, Photographs, Pictures, Cartoons, Illustrations	6	Understand the functions of advertising, photographs, pictures, Cartoons and illustrations	PPT	Assignment on collecting advertisement , photos and illustrations from newspapers
<b>V</b>	1.	Classroom Newspaper	5	Understand the concept of classroom newspaper	Group discussion	Evaluation through Quiz
	2.	Online Journalism (Create a Blog and a Web page)	3	Able to create blog and web page	Seminar	Formative Test - II

**Course Instructor : Ms. Judes Jalaja**

**Head of the Department : Dr. Alby Grace**

**Semester** IV  
**Name of the Course** : Allied IV: History of English Literature - II  
**Course Code** : EA2041

No of Hours per Week	Credits	Total Hours	Marks
6	4	90	100

**Objectives:**

1. To make them acquaint with the emergence of major literary genres.
2. To create in them a critical acumen with reference to the canonical writers and their texts.

**Course Outcomes**

CO	Upon completion of this course the students will be able to:	PSOs addressed	Cognitive Level
CO-1	understand how literary writings evolved from the days of Wordsworth	PSO - 2	U
CO-2	comprehend how various new literary forms got developed	PSO - 2	U
CO-3	recognize the literary merits of the writers who authored some of the classics in this period.	PSO - 2	U
CO-4	analyse and criticize the texts which have withstood the test of time.	PSO - 2	Ap
CO-5	prepare themselves for professional exams at the National level (SET, NET) and international level (subject GRE exam)	PSO - 1	Ap

**Unit I**

The Return to Nature (310 - 388)

**Unit II**

The Victorian Age (396 - 462)

**Unit III**

The Birth of Modern Literature (469 - 541)

**Unit IV**

The Inter-War Years (552 - 602)

**Unit V**

The Mid-Twentieth Century (613 - 651)

**Text Book:**

1. Albert, Edward. *History of English Literature*. Oxford UP, 1979.

**Reference Books:**

1. David Daiches. (2011). *A Critical History of English Literature*. (Revised Edition, Vol.I & II), Supernova Publishers.
2. Roland Carter and John McRae. (2001). *The Routledge History of Literature in English. Britain and Ireland*: Routledge.

### Modules

**Credits: 4**

**Total Working Hours: 90**

Unit	Section	Topic	Lecture Hours	Learning Outcome	Pedagogy	Assessment Evaluation
I	1	The Return to Nature	17	Understand the historical background of the writers who belong to the Romantic Age.	PPT	Short test  Formative Assessment I
II	1	The Victorian Age	17	Able to understand the writers and their genres during the Victorian Age.	Lecture Short videos PPT	Multiple Choice Questions  Formative Assessment I  Assignments
III	1	The Birth of Modern Literature	20	Identify the writers and their characteristics of the Modern Age.	Lecture	Short test  Formative Assessment I, II  Assignment
IV	1	The Inter-War Years	18	Identify various genres of the writers during the age of Inter- War Years.	Lecture	Formative Assessment

						II
V	1	The Mid-Twentieth Century	18	Understand the events during the Mid-twentieth Century	Lecture PPT Videos	Multiple Choice Questions Formative Assessment II

**Course Instructor** : Dr. Alby Grace

**Head of the Department** : Dr. Alby Grace

**Semester** VI

**Name of the Course** : Major Core IX: Fiction

**Course code** : EC2061



No. of Hours per Week	Credits	Total Hours	Marks
6	6	90	100

### Objectives

1. To give an overview of fictional writing.
2. To aid in the analytical reading of novels.

### Course Outcomes

CO	Upon completion of this course the students will be able to:	PSOs Addressed	CL
CO-1	think critically as well as creatively about the artistic technique used by the various authors.	PSO-2	An
CO-2	demonstrate close reading skill in terms of both literal and inferential reading.	PSO-2	Ap
CO-3	apply literary theories to the prescribed texts.	PSO-2	Ap
CO-4	write fiction to appreciate form and process.	PSO-2	C

### Unit I

Jane Austen : *Pride and Prejudice*

### Unit II

Charles Dickens : *Oliver Twist*

### Unit III

Ernest Hemingway : *The Old Man and the Sea*

### Unit IV

Chinua Achebe : *Things Fall Apart*

### Unit V

Arundhati Roy : *God of Small Things*

### Text Books

Arundhati Roy. (1997). *God of Small Things*. Penguin India.

Charles Dickens. (1837-39). *Oliver Twist*. Bentley's Miscellany Magazine.

Chinua Achebe. (1958). *Things Fall Apart*. William Heinemann Ltd Publishers.

Ernest Hemingway. (1952). *The Old Man and the Sea*. Charles Scribner's Sons Publishers.

Jane Austen. (1813). *Pride and Prejudice*. T. Egerton, Whitehall.

### References Books

Bloom, Harold, (1999). ed. *Modern Critical Interpretations: The Old Man and the Sea*. Philadelphia: Chelsea House Publishers.

Dillon, Sarah. "Pride and Prejudice." *Encyclopedia Britannica*, 25 Aug. 2021, <https://www.britannica.com/topic/Pride-and-Prejudice>. Accessed 30 November 2021

Irele, F. Abiola, "The Crisis of Cultural Memory in Chinua Achebe's Things Fall Apart", *African Studies Quarterly*, Volume 4, Issue 3, Fall 2000, pp. 1–40.

“The Oxford Companion to English Literature” (7 ed.) Edited by Dinah Birch (2009). Oxford University Press. ISBN: 9780192806871.

### Modules

Credits: 6

Total Working Hours: 90

Unit	Section	Topic	Lecture Hours	Learning Outcome	Pedagogy	Assessment Evaluation
I	1	<i>Pride and Prejudice</i> -Jane Austen	6	Explore the important fictional works of the 19 <sup>th</sup> century writers.	Lecture PPT	Formative Assessment I Short Test Multiple Choice Questions
	2		6		Short Videos	
	3		6		Screening of Movie	
II	1	<i>Oliver Twist</i> -Charles Dickens	6	Understand the society, and social practices present during the writer's period.	Lecture	Multiple Choice Questions
	2		6		Short videos PPT	Formative Assessment I
	3		6		Screening of Movie.	Assignments
III	1	<i>The Old Man and the Sea</i> -Ernest Hemingway	5	Able to understand the significance of a novella.	Lecture with Discussion	One Word Test Formative Assessment II Assignment
	2		5		Short Videos	

IV	1	<i>Things Fall Apart</i> -Chinua Achebe	6	Explore the various fictional works all around the world.	Lecture PPT	Open Book Test Formative Assessment II
	2		6		Videos	
	3		6			
	4		6			
V	1	<i>God of Small Things</i> -Arundhati Roy	6	Analyse how a literary medium voices against the social evils present in the society.	Lecture PPT	Multiple Choice Questions Formative Assessment II Assignments
	2		5		Videos	
	3		5			
	4		4			

**Course Instructor : Ms. Fransta Darshana**

**Head of the Department : Dr. Alby Grace**

**Semester** VI  
**Name of the Course** : Major Core X: Marginal Writings  
**Course code** : EC2062

Hours / Week	Credits	Total Hours	Marks
6	6	90	100

### Objectives:

1. To familiarize the students on issues pertaining to the marginalized.
2. To introduce to the students the literary texts on marginality.

### Course Outcomes

CO	Upon completion of this course the students will be able to:	PSOs Addressed	CL
CO-1	understand the types of discrimination prevailing all over the world	PSO -2	U
CO-2	identify issues related to women, refugees, blacks, aborigines, etc.	PSO - 2	An
CO-3	comprehend the sufferings of the marginalized	PSO- 2	U
CO-4	analyze how the author deals with marginalization	PSO - 2	An

#### Unit I: Prose

Toni Morrison : Black Matters  
 Sharankumar Limbale : Dalit Literature and Aesthetics  
 Dominique Lapierre and Larry Collins : A Lament for A Generation

#### Unit II: Poetry

Maya Angelou : Still I Rise  
 Meena Kandasamy : Mascara  
 Oodgeroo Noonuccal : The Dawn is at Hand  
 Gloria Anzaldua : O Live in the Borderlands  
 Tenzin Tsundue : The Tibetan in Mumbai

#### Unit III: Short Story

Mahesweta Devi : Draupadi  
 Kapil Krishna Thakur : The Other Jew  
 Basil Fernando : We Shall Win Some Day  
 Archie Weller : Going Home

#### Unit IV: Fiction

Michael Ondaatje : *In the Skin of a Lion*

**Unit V: Drama**

Wole Soyinka : *The Strong Breed*

**Text Books:**

Collins, Larry. & Dominique Lapierre., (1972). *O Jerusalem!*. Simon & Schuster. Beverly Hills.

Edt.by. Sankar Prasad Singha & Indranil Acharya. (2012). *Survival and Other Stories: Bangla Dalit Fiction in Translation.*

Michael Ondaatje. (1987). *In the Skin of a Lion.* McClelland & Stewart. Canada.

Sharankumar Limbale. (2004). *Towards an Aesthetic of Dalit Literature*, Translated from Marathi by Alok Mukherjee. Orient Blackswan Private Limited.

Toni Morrison. (1992). *Playing in the Dark: Whiteness and the Literary Imagination.* Vintage Books. New York.

Wole Soyinka. (1964). *The Strong Breed.* Oxford University Press, London.

**Reference Books:**

Dubost, Thierry (2008). “Soyinka’s The Strong Breed as a Tragedy of Hope.”

*Commonwealth: Essays and Studies: Pari’s.* vol. 30, Issue 2. (22 - 34), 127.

Enas, Subli Amar (2014). *Search for Identity in Michael Ondaatje’s Postcolonial Novel in the Skin of a Lion.* J. of College of Education for Women. Vol.25 (1).

Roynon, Tessa (2019). *Toni Morrison: American Literary Giant Made it her Life’s Work to Ensure that Black Lives (and voices) Matter.* University of Oxford.

**Modules**

**Credits: 6**

**Total Working Hours: 90**

Unit	Section	Topics	Lecture Hours	Learning Outcome	Pedagogy	Assessment / Evaluation
I	Prose					
	1	Toni Morrison: Black Matters	12	To familiarize the students on issues pertaining to the marginalized African American Community in the US.	PPT	Quiz

	2	Sharankumar Limbale: Dalit Literature and Aesthetics	8	To introduce to the students the literary texts on Dalits.	PPT & Interactive session	Short Test
	3	Dominique Lapierre and Larry Collins : A Lament for A Generation	10	To introduce to the students the literary texts on marginality and the marginalised.	Lecture	
<b>II</b>	<b>Poetry</b>					
	1	Maya Angelou: Still I Rise	3	Understand the types of discrimination prevailing all over the world identify issues related to women, blacks, etc	Explanation of Analysis	Assignment
	2	Meena Kandasamy : Mascara	3	Analyze how the author deals with the marginalization of Devadasis	Lecture	
	3	Oodgeroo Noonuccal: The Dawn is at Hand	3	Understand the types of discrimination prevailing all over the world identify issues related to race, refugees, aborigines, etc.	PPT & Interaction	
	4	Gloria Anzaldua: O Live in the Borderlands	3	Comprehend the sufferings of the marginalized	Lecture and Discussion	
	5	Tenzin Tsundue: The Tibetan in Mumbai	3	Analyze how the author deals with marginalization amidst the subalterns	PPT and Group Discussion	
<b>III</b>	<b>Short Stories</b>					
	1	Mahesweta Devi : Draupadi	3	Comprehend the sufferings of the marginalized and downtrodden	Lecture and Discussion	Assignment

	2	Kapil Krishna Thakur : The Other Jew	3	Comprehend the sufferings of the marginalized	PPT and Group Discussion	Short Test
	3	Basil Fernando : We Shall Win Some Day	3	Analyzes how the author deals with marginalization	Lecture and Discussion	
	4	Archie Weller : Going Home	3	Presents the hardships in the life of the people living in the periphery	Lecture and Discussion	
IV	<b>Fiction</b>					
	1	Michael Ondaatje : <i>In the Skin of a Lion</i>	5	Comprehend the sufferings of the marginalized and downtrodden	Lecture, Discussion	Seminar Quiz Short test
	2		5		Critical Analysis	
	3		5			
	4		5			
V	<b>Drama</b>					
	1	Wole Soyinka : <i>The Strong Breed</i>	5	Understand and analyse the sufferings of the marginalized and downtrodden Africans	Lecture Discussion Analysis	Seminar Quiz
	2		5			
	3		3			

**Course Instructor : Ms. Anishya Dani**

**Head of the Department : Dr. Alby Grace**

**Semester** VI  
**Name of the Course** : Major Core XI: Introduction to History of English Language and Phonetics  
**Course Code** : EC2063

Hours / Week	Credits	Total Hours	Marks
6	5	90	100

**Objectives:**

1. To introduce the students the concepts of the origin of English language.
2. To familiarize the learners with English Phonology and train them in transcription.

**Course Outcomes**

CO	Upon completion of the course, the students will be able to:	PSOs Addressed	CL
CO-1	understand the origins and development of English language	PSO - 1	U
CO-2	distinguish the different periods of language development.	PSO - 2	An
CO-3	perceive the major contributions in terms of writers and language.	PSO - 2	R
CO-4	appraise the technical aspects of language production and phonology.	PSO - 3	E
CO-5	recognize the various phonetic symbols and relate them to transcription	PSO - 1	Ap

**Unit I**

The Origin of English - Indo-European Family of Languages - Centum and Satem Groups - Indo-Iranian – Albanian – Armenian – Greek – Italic – Celtic - Germanic - Grimm’s Law - Verner’s Law.

**Unit II**

The Old English - Old English Dialects - The Middle English - Middle English Dialects -The Modern English - Renaissance to Present Day - Varieties of English

**Unit III**

Major Contributors - Shakespeare and Milton - Dr. Samuel Johnson’s Dictionary - Foreign Influence - Germanic - French - Latin

**Unit IV**

Production and Classification of Sounds - Speech Organs – Vowels – Consonants

**Unit V**

Syllable and Syllabification - Stress and Intonation - Phonetic Transcription

**Text Books:**

F. T. Wood (2015). *An Outline History of English Language*. New Delhi: Trinity

T. Balasubramanian (1981). *A Textbook of English Phonetics for Indian Students*. New Delhi: Trinity.



**Reference Books:**

Abercrombie, D. 1967. *Elements of General Phonetics*. Edinburgh: Edinburgh University Press.

Charles Barber, et. al. *The English Language: A Historical Introduction*, 2<sup>nd</sup> edition.

Clark, J. C. Yallop. 1990. *An Introduction to Phonetics and Phonology*. Oxford, Basil Blackwell

Daniel Jones (1972). *An Outline of English Phonetics*. New York: Cambridge University Press.

Dennis Freeborn. *From Old English to Standard English: A Course Book in Language Variation Across Time*.

**Modules****Credits: 5****Total Working Hours: 90**

Unit	Section	Topics	Lecture Hours	Learning Outcome	Pedagogy	Assessment /Evaluation
<b>I</b>	1.	The Origin of English Language	4	Understand the origin of English language	Lecture	Evaluation through test I CIA
	2.	Indo-European Family of Language	5	Understand the growth of languages	PPT	Assignment on the development of languages
	3.	Centum and Satem Groups – Indo-Iranian, Albanian, Armenian, Greek, Italic, Celtic, Germanic	7	Understand the development of Centum and Satem groups of languages	PPT	
	4.	Grimm’s Law and Verner’s Law	4	Understand the changes in languages through defined laws.	Lecture	
<b>II</b>	1.	The Old English and Dialects	3	Know the change in English through time	Lecture	Evaluation through test I CIA
	2.	The Middle English and Dialects	4	Understand the changes took place during the Middle English period	Lecture	Formative test

	3.	The Modern English period	4	Recognize the changes in English language in different period	PPT	Assignment on the growth of language through different periods
	4.	Renaissance to Present Day	4	Understand how the present-day English developed	PPT	
	5.	Varieties of English	6	Know the difference in the dialect spoken around the world	Lecture	Formative Test
<b>III</b>	1.	Major Contributions of Shakespeare, Milton and Dr. Samuel Johnson's Dictionary	5	Gain knowledge of vocabularies through writers	PPT	Factual Test
	2.	Foreign Influence – Germanic, French and Latin	7	Understand the contribution of words from various languages	Lecture	Evaluation through factual test II CIA  Assignment on the influence of different languages in English
<b>IV</b>	1.	Production and Classification of Sounds	8	Understand the importance of sounds and its production	Lecture	Evaluation through test II CIA
	2.	Speech Organs	6	Gain knowledge about the organs used for sound production	PPT	Assignment on language production and phonology  Formative test
	3.	Vowels and Consonants	6	Understand the variation of sounds through phonology	Group work	
<b>V</b>	1.	Syllable and Syllabification	6	Gain knowledge of syllabification	Group work	Evaluation through Quiz II CIA
	2.	Stress and Intonation	5	Understand the importance of Stress and	Group Discussion	Assignment on the importance

				intonation in pronunciation		of Syllable and Intonation
	3.	Phonetic Transcriptions	6	Understand and use the phonetic symbols to transcribe words	Student Centric	Formative Test

**Course Instructor : Ms. C. Nesavathy**

**Head of the Department : Dr. Alby Grace**

**Semester** VI  
**Name of the Course** : Major Core XII: Eco Literature  
**Course code** : EC2064

Hours / Week	Credits	Total Hours	Marks
6	5	90	100

### Objectives:

1. To instill eco consciousness in the students through literature.
2. To familiarize with major environmental issues and eco-critical approaches.

### Course Outcomes

CO	Upon completion of this course the students will be able to :	PSOs Addressed	CL
CO-1	comprehend the interrelatedness of nature and humanity	PSO – 4	U
CO-2	analyse texts from an ecological perspective	PSO – 4	An
CO-3	reflect how writers deal with environmental issues in creative writing	PSO – 4	E
CO-4	understand the concepts of eco criticism	PSO – 4	U
CO-5	make eco critical reading of literary texts	PSO – 2	Ap

### Unit I: Prose

Cheryll Glotfelty : Introduction: Literary Studies in an Age of Environmental Crisis  
Edward Abbey : Polemic: Industrial Tourism and the National Parks

### Unit II: Poetry

William Wordsworth : On the Projected Kendal and Windermere Railway  
A.D. Hope : Australia  
Carl Dennis : The Green House Effect  
Gulzar : Manali  
Alice Oswald : A Short Story of Falling

### Unit III: Short Story

Ruskin Bond : Dust on the Mountain  
Sarah Orne Jewett : A White Heron  
Hassan Blasim : Don't Kill Me, I Beg You. This is my Tree  
Alice Walker : Am I Blue?

### Unit IV: Fiction

Barbara Kingsolver : *Prodigal Summer*

### Unit V: Drama

Steve Waters : *The Contingency Plan (Part - I) On the Beach*

**Text Books:**

Abbey, Edward. (1990). "Polemic: Industrial Tourism and the National Parks". *Desert Solitaire*. Touchstone.

Glotfelty, Cheryll, and Harold Fromm, editors. (1996). Introduction. "Literary Studies in an Age of Environmental Crisis." *The Ecocriticism Reader*. Athens: University of Georgia Press.

Kingsolver, Barbara. (2013). *Prodigal Summer*. Faber & Faber.

Waters, Steve. (2009). *The Contingency Plan: On the Beach & Resilience*. London: Nick Hern Books.

**References Books:**

Barry, Peter. (2002). "Ecocriticism." *Beginning Theory: An Introduction to Literary and Cultural Theory*. Manchester, UK: U of Manchester P.

Bilal, Tawfiq Hamamra. (2021). Alice Walker's "am I Blue?": *Allegory for Ecofeminism*, ANQ: A Quarterly Journal of Short Articles, Notes and Reviews, 34:3, 259 - 61, DOI: 10.1080 / 0895769X. 2019. 1640106.

Hudson, Julie. (2012). "If You Want to Be Green Hold Your Breath." *Climate Change in British Theatre*. New Theatre Quarterly. 28. 10.1017/S0266464X12000449.

**Modules****Credit: 5****Total Working Hours: 90**

Unit	Section	Topics	Lecture Hours	Learning Outcomes	Pedagogy	Assessment
I	<b>Prose</b>					
	1	Cheryll Glotfelty- Introduction: Literary Studies in an Age of Environmental Crisis	9	Acquainted with the concept of ecocriticism and its recent development	Lecture	Quiz Formative Assessment I
	2	Edward Abbey -Polemic: Industrial Tourism and the National Parks	8	To gain critical insight of the text	Lecture	Formative Assessment II Quiz
II	<b>Poetry</b>					
	1	William Wordsworth: On the Projected Kendel and	4	To understand the background of the poem	Lecture Recitation	Formative Assessment I Assignment Quiz

		Windermere Railway				
	2	A.D. Hope: Australia	4	Gain insight on the landscape and history of Australia	Lecture	
	3	Carl Dennis: The Green House Effect	4	Understand the seriousness of global warming	Interaction & Lecture	
	4	Gulzar: Manali	4	Analyse the beauty of nature	Interaction & Lecture	Formative Assessment II
	5	Alice Oswald: A Short Story of Falling	4	Evaluate the poetic techniques employed by the poet	Interaction & Lecture	Quiz
	<b>Short Stories</b>					
III	1	Ruskin Bond: Dust on the Mountain	5	Analyse the relationship of man with nature	Discussion	Formative Assessment I
	2	Sarah Orne Jewett: A White Heron	5	Analyse the human potential in preserving wild animals and birds	Interaction & Lecture	Quiz Assignment
	3	Hassan Blasim: Don't Kill Me, I Beg You. This is my Tree	5	Evaluate Blasim as a short story writer	Lecture & Discussion	Formative Assessment II
	4	Alice Walker: Am I Blue?	4	Analyse the writing style of Alice Walker	Lecture	Quiz
	<b>Fiction</b>					
IV	1	Barbara Kingsolver: <i>Prodigal Summer</i>	16	Understanding the natural setting of the novel	Interaction & Lecture	Seminar Formative Assessment II
	<b>Drama</b>					
V	1	Steve Waters: <i>The Contingency Plan (Part - I) On the Beach</i>	18	Evaluating the impact of global warming and its impact on humanity	Interaction & Lecture	Formative Assessment I Seminar Role Play

**Course Instructor : Ms. Steffi K B**

**Head of the Department : Dr. Alby Grace**

**Semester** VI  
**Name of the Course** : Elective III (a): Writing for Media  
**Course code** : EC2065

No. of Hours per Week	Credits	Total Hours	Marks
4	4	60	100

**Objectives:**

1. To impart the specific skills in writing for the media.
2. To understand the role of advertising and Public Relation.

**Course Outcomes**

CO	Upon completion of this course the students will be able to:	PSOs Addressed	CL
CO-1	write stories for newspaper and magazine	PSO – 3	AP
CO-2	enhance their knowledge in writing scripts	PSO – 1	AP
CO-3	improve their skill in social media writing	PSO – 1	U
CO-4	take up jobs in media industry	PSO – 1	Ap
CO-5	promote their writings in the field of media	PSO – 3	Ap

**Unit I: Writing for the Print Media**

News and News Writing  
 Writing for Newspaper  
 Writing Articles for Magazine

**Unit II: Script Writing**

Script Writer or Screen Writer  
 Script Writing

**Unit III: Social Media Writing**

Blog  
 Vlog  
 Content Writing  
 Book Review, Movie Review, Product Review

**Unit IV: Advertising and Public Relation**

Definition and Concept of Advertising  
 Types of Advertisement  
 Function and Role of Advertising Agency  
 Definition and Concept of Public Relation  
 Public Relation Tools and Techniques

Public Relation in Research and Educational Institutions

**Unit V: Project Work**

Each student will submit a project report on any one of the following subjects.

- i. Reporting News
- ii. Documentary Films
- iii. Script for films
- iv. Publish Articles
- v. Series for Newspapers
- vi. Creating Newspaper
- vii. Creating Advertisement video

**Reference Books:**

Aashish Pahwa. "What is Public Relations? PR Functions, Types and Examples."  
[www.feedough.com/what-is-public-relations-pr-functions-types-examples/](http://www.feedough.com/what-is-public-relations-pr-functions-types-examples/)

Jaiwardhan, Prashant. *MEDIA ETHICS AND LAWS*. [www.jru.edu.in/wp-content/uploads/moocs/e-books/journalism-and-mass-communication/Media\\_Ethics\\_Laws.pdf](http://www.jru.edu.in/wp-content/uploads/moocs/e-books/journalism-and-mass-communication/Media_Ethics_Laws.pdf).

**Modules**

**Credit: 4**

**Total Working Hours: 60**

Unit	Section	Topics	Lecture Hours	Learning Outcome	Pedagogy	Assessment / Evaluation
I	<b>Writing for the Print Media</b>					
	1	News and News Writing	4	To analyze the events happening both in the society and around the world	Seminar	Class test Quiz Formative Assessment II
	2	Writing for Newspaper	4	To understand the techniques of writing and collect the news for reporting in newspapers, radio, and television.	Discussion PPT	
	3	Writing Articles for Magazine	4	To explore more on current events/news or politics some focus on entertainment.	Discussion PPT	



				They are organized with flowing facts and ideas.		
II	<b>Script Writing</b>					
	1	Script Writer or Screen Writer	4	To promote skills as a writer to convince a producer to create a movie. In short, to create and narrate a visual story.	Discussion PPT	Seminar Formative Assessment II & III
	2	Script Writing	4	To understand and create concept for video production in written form.	Discussion Interaction	Quiz
III	<b>Social Media Writing</b>					
	1	Blog	4	Gain an insight to leadership and attract new customers through a website or page	Discussion, PPT presentation, Interaction	Seminar Formative Assessment III Quiz
	2	Vlog	5	To understand the ways to create a video on a particular subject		
	3	Content Writing	3	To understand and assess the value of a book, movie or product and convey it to the potential readers		
	4	Book Review	3			
	5	Movie Review	3			
	6	Product Review	3			
IV	<b>Advertising and Public Relation</b>					
	1	Definition and Concept of Advertising	4	To know the methods to introduce new products, brand awareness, encourage customer in decision-making process and	Discussion, PPT presentation, Interaction	Short Test, Assignment Seminar Formative Assessment I & II
	2	Types of Advertisement	2			
	3	Function and Role of Advertising Agency	2			

	4	Definition and Concept of Public Relation	2	enhance the confidence to buy.		
	5	Public Relation Tools and Techniques	2	To promote development of social and cultural trends.		
	6	Public Relation in Research and Educational Institutions	2			
V	<b>Project Work</b>					
	1	Reporting News Documentary Films Script for films Publish Articles Series for Newspapers Creating Newspaper Creating Advertisement video	5	Acquire critical acumen by re-reading texts, gain a different perspective in different techniques used by Shakespeare	Discussion Interaction PPT	Seminar  Formative Assessment III Quiz

**Course Instructors : Dr. Selva Mary Gokila S. George & Ms. C. Nesavathy**

**Head of the Department : Dr. Alby Grace**

**Semester** VI  
**Name of the Course** : SEC: Translation: Basic Concepts and Practice  
**Course Code** : ESK206

Hours / Week	Credits	Total Hours	Marks
2	2	30	100

### Objectives

1. To expose students to the principles and theories of translation.
2. To develop the skill of translation through practice in translation

### Course Outcomes

CO	Upon completion of this course the students will be able to:	PSOs Addressed	CL
CO-1	understand and appreciate the literary merits of great works not only in English but also in other regional languages	PSO - 1	U
CO-2	understand the multi-lingual heritage of India and the challenges of rendering them in translation	PSO -3	U
CO-3	have an increased awareness of the nuances of the regional languages	PSO - 1	E
CO-4	act as a translator who recreates literary works with aesthetic use of languages	PSO -1	Ap

### Unit I

Introduction  
 History of Translation in Europe  
 History of Translation and Translation Theories in India  
 Is Translation a Science or Art?

### Unit II

The Translator's Responsibilities  
 Kinds of Translation  
 Translation Procedures

### Unit III

Equivalence  
 Machine Translation  
 Translation of the Bible  
 Translating Prose Texts

### Unit IV

Translating Scientific Texts  
 Course Translations and Translations of Folkloristic Literature

Translation of Poems  
 Translation of Poems and Plays

### Unit V

Some Concepts of Translation  
 Evaluating a Translation  
 Experts' Views on Translation  
 Model Translated Text in Tamil  
 A Note on Translation

### Text Book

Shanmugakani. A & Samuel KirubaharJ. *Translatology*. Madurai: Vasans Publishing House.

### Reference Books

Bassnett. Susan, (1991). *Introduction to Translation Studies*. London, Routledge.

Nihamathullah, A. (2009). *Procedures of Translating*. Tirunelveli: Shameem Publication.

### Modules

Credits: 2

Total Hours: 30

Unit	Section	Topics	Lecture Hours	Learning Outcome	Pedagogy	Assessment / Evaluation
I	1	Introduction to Translation, History of Translation in Europe and India	3	Understand the concept of Translation	Lecture	Evaluation through test
	2	Translation- Science or Art?	3	Understand the types of translation and its procedures	PPT	Assignment on translating words
II	1	Translator's Responsibilities	3	Understand the translator's difficulties in translation	Group Work	Evaluation through test
	2	Kinds of Translation	3	Apply translation theories to literary pieces	Lecture	Slip Test
III	1	Equivalence	2	Understand the concept of equivalence	PPT	Evaluation through factual test
	2	Machine Translation	2	Gain knowledge of translation down the ages	PPT	Assignment Factual Test

	3	Translation of the Bible	1	Understand the nuances of translating religious texts	Group Work	
	4	Translation of Prose Texts	1	Able to comprehend more about translation	PPT	
IV	1	Translating Scientific Texts, Court translations, Folkloristic literature	3	Understand the concept of Scientific translation	Lecture	Evaluation through test
	2	Translation of poems and plays	3	Understand the various nuances of translating poems and plays	PPT	Assignment of translation of proverbs
V	1	Concepts of translation, Evaluating a translation, Experts' views on translation	3	Understand translation theories through experts' views	Lecture	Evaluation through Quiz
	2	Model Translated Text and A Note on translation	3	Gain knowledge of practical application of translation	PPT	Assignment of translating a short literary piece

**Course Instructor : Ms. A. R. Jemi Head of the Department :  
Dr. Alby Grace**