

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

| Hours / Week | Credits | Total Hours | Marks |
|---------------------|----------------|--------------------|--------------|
| 6 | 4 | 90 | 100 |

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 |
|------------|---------|---|---------------|---|---------------------------------------|---|
| I | 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 | | | |
| II | 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. | | |
| III | 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 | | | |
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| 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 | | | |
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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

| Unit | Section | Topic | Lecture Hours | Learning Outcome | Pedagogy | Assessment/ Evaluation |
|-------------|----------------|--|---|---|--|--|
| I | 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 | |
| | II | 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 |

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|------------|---|--|---|--|---|-----------------------------|
| | | | | 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 | |
| III | 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 | |
| IV | 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 | |

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|----------|---|-----------------------|---|--|---|---|
| | | | | the different structures | | |
| V | 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

Semester

II

Name of the Course

: Allied II: Literary Forms and Terms

Subject Code

: EA2021

| Hours / Week | Credits | Total Hours | Marks |
|--------------|---------|-------------|-------|
| 6 | 4 | 90 | 100 |

Objectives:

1. To introduce the various genres that emerged over the centuries.
2. To make stylistic and critical evaluation of literary works.

Course Outcomes

| CO | Upon completion of this course the students will be able to : | PSOs Addressed | CL |
|------|---|----------------|-------|
| CO 1 | comprehend the origin and development of various English literary forms | PSO- 4 | U |
| CO 2 | identify the unique characteristics of each literary form | PSO- 4 | R, U |
| CO 3 | thematically and stylistically analyse literature of various forms | PSO- 4, 8 | C, Ap |
| CO 4 | evaluate the prominence of literary forms as a researcher or professional | PSO- 4, 8 | E |
| CO 5 | apply the nuances of literary forms in creative writing | PSO- 4 | E, C |

Unit I:

The Lyric, the Ode, the Sonnet, the Elegy, the Epic, the Ballad, the Satire

Unit II:

Tragedy and Comedy, Tragi-comedy, The One Act Play, The Dramatic Monologue

Unit III:

The Essay, The novel, The Short Story

Unit IV:

Glossary of Literary Terms chosen from M.H. Abrams:

Melodrama, Miracle, Morality and Interlude, Pantomime, Soliloquy, Aside, Farce, Comic Relief, Allegory, Flat and Round Characters, Hamartia, Slapstick Comedy, Rising and Falling Action, Genre, Media Res, Absurd Drama, Conceit

Unit V

Glossary of Literary Terms chosen from M.H.Abrams:

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 |
|------------------------|----------|--|-------------------------------------|---|
| Unit I | | | | |
| 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 | |
| Unit II | | | | |
| 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 | |
| Unit III | | | | |

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|--|---|---|---------------------------|-----------------------------------|
| 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 | |
| Unit IV | | | | |
| 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 | |
| Unit V | | | | |
| 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 | |

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|--|---|---|--------------------|--|
| 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 |
|-------------------------|--|---|---------------|---|-------------------------------|---|
| I | Writing | | | | | |
| | 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 | |
| II | Career Skills | | | | | |
| | 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 |
| III | Group Discussion | | | | | |
| | 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 |
| IV | Situational Conversation/ Dialogues | | | | | |
| | 1 | Five appropriate situational dialogues | 3 | Improve conversation skills for effective communication and active listening | Exercise and Discussion | Quiz Formative Assessment 1 |
| Filling up Forms | | | | | | |

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| 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

| Hours / Week | Credits | Total Hours | Marks |
|---------------------|----------------|--------------------|--------------|
| 6 | 4 | 90 | 100 |

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 |

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|-----|---|---|---|--|---------------------------------------|---|
| 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 |

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| | | 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 |

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|---|---|--|---|---|---------------------------------|---|
| | 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 |
|-----------|---------|--|---------------|--|------------------|--|
| I | 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 | |
| II | 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 |

| | | | | | | |
|-----------|----|--|---|--|------------------|---|
| IV | 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 |
| V | 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

PG & Research Department of English

Semester : VI
 Major Core X : Shakespeare
 Course Code : EC1761

| No. of Hours per Week | Credit | Total No. of Hours | Marks |
|-----------------------|--------|--------------------|-------|
| 6 | 6 | 90 | 100 |

Objectives:

1. To develop familiarity in the students with the writings of Shakespeare's plays.
2. To comprehend the nature of the dramatic genres in which Shakespeare wrote, including comedy, romance, and tragedy.

| CO | Course outcomes Upon completion of this course the students will be able to : | PSOs addressed | CL |
|------|--|----------------|-------|
| CO-1 | understand the writings of Shakespeare | PSO – 2 | U |
| CO-2 | express the brilliance of Shakespeare's art of characterisation | PSO - 4 | C, Ev |
| CO-3 | find out the different sub-genres of Shakespearean plays | PSO - 4 | U |
| CO-4 | compare and contrast the various aspects of Shakespearean plays | PSO - 5 | Ev |
| CO-5 | assess the theatre as a creative space and texts as creative products | PSO – 3 | Ev |

Modules

Total contact hours: 90 (Including lectures, assignments and Tests)

| Unit | Section | Topics | Lecture Hours | Learning Outcomes | Pedagogy | Assessment |
|------|---|---|---------------|---|-----------------------|------------------------|
| I | <i>A Midsummer Night's Dream</i> | | | | | |
| | 1 | Introducing the source and background to <i>A Midsummer Night's Dream</i> | 2 | understand the writings of Shakespeare | Interaction | Formative Assessment I |
| | 2 | Act I of <i>A Midsummer Night's Dream</i> | 3 | Enjoy the careful handling of Shakespeare's exposition | Lecture & Discussion | |
| | 3 | Act II of <i>A Midsummer Night's Dream</i> | 3 | express the brilliance of Shakespeare's art of characterization | Lecture & Interaction | |
| | 4 | Act III of <i>A Midsummer Night's Dream</i> | 3 | Acquainted with Shakespeare's flair for writing | Lecture & Discussion | |

| | | | | | | |
|-----|------------------------------------|--|---|--|-----------------------|---|
| | 5 | Act IV of <i>A Midsummer Night's Dream</i> | 2 | Understand the comical elements in Shakespeare's plays | Lecture & Discussion | Quiz |
| | 6 | Act V of <i>A Midsummer Night's Dream</i> | 2 | Get knowledge of Shakespeare's climax scene | Lecture & Discussion | |
| II | <i>Antony and Cleopatra</i> | | | | | |
| | 1 | Introducing the source and background to <i>Antony and Cleopatra</i> | 2 | understand the writings of Shakespeare | Interaction | Formative Assessment II |
| | 2 | Act I of <i>Antony and Cleopatra</i> | 3 | Enjoy the careful handling of Shakespeare's exposition | Lecture & Discussion | |
| | 3 | Act II of <i>Antony and Cleopatra</i> | 3 | express the brilliance of Shakespeare's art of characterization | Lecture & Discussion | |
| | 4 | Act III of <i>Antony and Cleopatra</i> | 3 | Acquainted with Shakespeare's flair for writing | Lecture & Discussion | Formative Assessment II Quiz Open Book test |
| | 5 | Act IV of <i>Antony and Cleopatra</i> | 2 | Understand the tragical elements in Shakespeare's plays | Lecture & Interaction | |
| | 6 | Act V of <i>Antony and Cleopatra</i> | 2 | Get knowledge of the significance of the tragic flaw in Shakespeare's characters which lead to the tragedy | Lecture & Interaction | |
| III | <i>Othello</i> | | | | | |
| | 1 | Introducing the source and background to <i>Othello</i> | 2 | understand the writings of Shakespeare | Interaction | |
| | 2 | Act I of <i>Othello</i> | 5 | Enjoy the | Lecture & | |

| | | | | | | |
|-----------|----------------------------|------------------------------------|---|--|-------------------------|-------------------------|
| | | | | careful handling of Shakespeare's exposition | Interaction | Quiz |
| | 3 | Act II of <i>Othello</i> | 5 | Acquainted with Shakespeare's flair for writing | Lecture & Discussion | Formative Assessment I |
| | 4 | Overview of Acts I and II | 3 | Gain a thorough knowledge of Acts I & II in <i>Othello</i> | | Formative Assessment I |
| IV | <i>Othello</i> | | | | | |
| | 1. | Act III | 5 | Gain knowledge of the Temptation Scene which forms the turning point of the play | | Formative Assessment II |
| | 2. | Act IV & Act V | 6 | Get knowledge of the significance of the tragic flaw in Shakespeare's characters which lead to the tragedy | Interaction and Lecture | |
| | 3. | Recapitulation | 4 | To recollect the knowledge of <i>Othello</i> | Discussion | |
| | | | | | | |
| V | General Shakespeare | | | | | |
| | 1. | Shakespearean Theatre and Audience | 3 | Understand the significance of Shakespeare's theatre and audience | Interaction | Quiz |
| | 2. | Women in Shakespeare's Plays | 3 | Understanding the importance of Women characters in Shakespeare's Plays | Lecture | Formative assessment I |
| | 3. | Supernatural Elements | 4 | Will be able to critically | Discussion | |

| | | | | | | |
|--|----|-----------------|---|--|-------------|-------------------------|
| | | | | analyze the significance of supernatural elements in Shakespeare | | Formative Assessment II |
| | 4. | Songs and Music | 4 | Acquainted with the charm and novelty of Shakespeare's Chorus in his plays | Discussion | |
| | 5. | Recapitulation | 3 | To recollect the knowledge of Shakespeare | Interaction | |

Course Instructors : Dr. Alby Grace & Ms. A.R. Jemi
HoD : Ms. A. Esther Leema Rose

PO- Program outcome; LO – Learning outcome; Cognitive Level R – Remember; U – Understand; Ap- Apply, An- Analyze; E-Evaluate; C- Create

Text Book:

Alexander, Peter, ed. (1964). *William Shakespeare: The Complete Works*. London: The English Language Book Society.

Reference Books:

1. Mullik, B.R. (1966). *Shakespeare's Othello*. New Delhi: Chand & Co Publishers.
2. Wakefield, G.P. (1968). *Othello (W. Shakespeare)*. Oxford: Basil Blackwell Publishers.
3. Mc, Lauchlan. (1971). *Shakespeare: Othello*. London: Edward Arnold Publishers.
4. Brown, John Russell. (1957). *Shakespeare and His Comedies*. Great Britain: Methuen & Co Ltd,.
5. Harrison, G.B. (1971). *Introducing Shakespeare*. England: Penquin Books Ltd,.
6. Gupta S.C. Sen. (1985). *Shakespearian Comedy*. New Delhi: Oxford University Press.
7. Charlton, H.B, (1973). *Shakespearian Comedy*. Great Britain: Methuen & Co Ltd, .

Semester : VI
Major Core XI : Dalit Literature
Course Code : EC1762

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

Objectives:

1. To instill in the learners an urge to be aware of the social realities and inequalities and to kindle social consciousness by analysing the issues of Dalits.
2. To resist human oppression and enhance the vision of reaffirmation and to voice against caste prejudice and promote egalitarian society.

| CO | Course outcomes Upon completion of this course the students will be able to : | PSOs addressed | CL |
|------|--|--------------------|--------|
| CO-1 | understand clearly the literary elements of Dalit writings | PSO – 4 | U |
| CO-2 | Identify and analyse the representative works of Dalit Literature in terms of historical and cultural backgrounds, regional and ethnic | PSO – 6 PSO – 7 | U, An |
| CO-3 | assess how literature reflects the society that favours the dominant culture | PSO – 6 | Ev |
| CO-4 | examine the unifying themes and motifs that reflect the Dalit literature | PSO – 7 | An, Ev |
| CO-5 | present a clear thesis that makes an interpretative argument about Dalit texts | PSO – 8 | Ap, C |

Total contact hours: 90 (Including lectures, assignments and texts)

| Unit | Section | Topics | Lecture hours | Learning outcome | Pedagogy | Assessment/ Evaluation |
|----------------|---------|--|---------------|--|------------------------|--|
| I Prose | | | | | | |
| | 1 | Introduction to Dalit Literature | 1 | understand the background of Dalit literature | Discussion | Quiz Class test Formative Assessment 1 |
| | 2 | An introduction to Ambedkar | 1 | the students get exposed to the contribution of Ambedkar to Dalit Literature | Discussion, PPT | |
| | 3 | Annihilation of Caste- Chapter IV | 5 | Students will be able to understand the impact of caste system in society | Discussion, seminar | |
| | 4 | Caste cannot preserve a non – existent | 5 | Students understand the importance of casteless society | Discussion | |

| | | | | | | |
|--------------------------|---|--|---|--|-------------------------------|--|
| | | racial purity- Chapter V | | | | |
| II Poetry | | | | | | |
| | 1 | Introduction to Ragavan Atholi | 1 | know the Poet, his major themes and his contribution to Dalit Literature | Interaction | Quiz Class test Formative assessment 1 |
| | 2 | Analysis of the poem "Kandathi" | 2 | will have a critical insight | Discussion | |
| | 3 | Introduction to Basudev Sunani | 1 | know the Poet, his major themes and his contribution to Dalit Literature | Assignment, Discussion | |
| | 4 | Analysis of the poem "Body Purification" | 3 | Students will understand the agony of the scavengers | Discussion, seminar | |
| | 5 | Introduction to Namdeo Dhasal | 1 | know the Poet, his major themes and his contribution to Dalit Literature | Discussion | |
| | 6 | Analysis of the poem "Cruelty" | 3 | Understand the sufferings of the Dalits and their loss of hope | Discussion, PPT | |
| | 7 | Introduction to Jyoti Lanjewar | 1 | know the Poet, her major themes and his contribution to Dalit Literature | Discussion, Flipped classroom | |
| | 8 | Analysis of the poem "Mother" | 2 | Understand the cravings of a dalit mother | Discussion, Flipped classroom | |
| III Short Stories | | | | | | |
| | 1 | Bama – An Introduction | 1 | know more about the author and her general themes | seminar | Quiz Class Test |
| | 2 | "Ponnuthayi" | 5 | the students get exposed to the objectification of women | Lecture, Seminar | |

| | | | | | | |
|-------------------|---|---------------------------------|----|--|------------------------|--|
| | 3 | Arjun Dangle – An Introduction | 1 | know more about the author and his general themes | Seminar. Discussion | Formative Assessment 1 |
| | 4 | “Promotion ” | 5 | Understand the pain and anguish in trying to building an identity equal to the so called higher caste. | Lecture, Discussion | |
| IV Fiction | | | | | | |
| | 1 | Sivakami - Introduction | 1 | understand the author and the significance of her writings | Lecture, PPT | Quiz Class Test Formative Assessment 2 |
| | 2 | Translation – pros and cons | 3 | Understand the difficulties in translating a work | Discussion, PPT | |
| | 3 | <i>Grip of Change</i> – Book I | 10 | Understand the double marginalization of women | Discussion, seminar | |
| | 4 | <i>Grip of Change</i> – Book II | 10 | understand the author’s personal experience behind her writings | Seminar | |
| V Drama | | | | | | |
| | 1 | Mahasweta Devi - Introduction | 1 | expose the theme of the writer | Discussion, Lecture | Quiz Class test Formative Assessment 2 |
| | 2 | Mahasweta Devi as an activist | 2 | explore the reason behind the writer’s writings | Discussion, PPT | |
| | 3 | <i>Urvashi and Johnny</i> | 12 | expose the socio-Political issues | Seminar | |

Course Instructors : Dr. M.F. Anne Feril & Ms. R. Sadhana Rengaswamy
HOD : Ms. A. Esther Leema Rose

Text Books:

1. B.R.Ambedkar. (1991). *Annihilation of Caste*. New Delhi. Good Reads.
2. Sivakam. (2006). *Grip of Change*. New Delhi: Orient Black Swan.
3. Mahaswetha Devi. (2004). “Urvashi and Johnny”. *Five Plays*. Calcutta: Seagull Books.

Reference Books:

1. Valerian Rodrogues. (1979). *The Essential Writings of Ambedkar*. Delhi:
2. Ed. Shyamlal. (2008). *Ambedkar and Dalit Movement* . Delhi: Rawat pub.
3. Debjani Ganguly. (1998). *Caste and Dalit Lifeworlds: Postcolonial Perspectives*. Delhi: Orient Longman.

4. Ravikumar & Azhagarasan. (2012). *The Oxford India Anthology of Tamil Dalit Writing*.
New Delhi: Oxford University Press.

Semester : VI
Name of the Course : Major Core XII: Green Literature
Subject code : EC1763

| No. of Hours per Week | Credits | Total No. of Hours | Marks |
|-----------------------|---------|--------------------|-------|
| 6 | 5 | 90 | 100 |

Objectives:

1. To introduce students to the eco-oriented literary and cultural studies.
2. To help students understand the inseparable relationship between nature and man.
3. To become aware of the present endangered state of nature due to human civilization.

| CO | Course outcomes Upon completion of this course the students will be able to : | PSOs addressed | CL |
|------|--|----------------|-------|
| CO-1 | Implement some of the best eco-friendly or green practices | PSO- 9 | Ap |
| CO-2 | Be cautious of the dying wilderness and create a better future. | PSO- 4 | U, C |
| CO-3 | Understand the ideas of nature and re-establish human bond with nature | PSO- 3 | An, R |
| CO-4 | Understand the inextricable relationship between human beings and nature. | PSO- 9 | U |
| CO-5 | The fundamentals of nature writing and its significance down the ages | PSO- 4 | U, E |

Modules

Credit: 5

Total Hours: 90 (Incl. Seminar & Test)

| Unit | Section | Topics | Lecture Hours | Learning Outcome | Pedagogy | Assessment/ Evaluation |
|-----------------|---------|--|---------------|--|-------------|------------------------|
| I Poetry | | | | | | |
| | 1 | Introduction to Alfred Tennyson and his poem "The Brook" | 2 | Acquainted with the knowledge of the author and the background of the poem | Lecture PPT | |
| | 2 | Poem "The Brook"- Analysis | 2 | Gain a deep insight into the prescribed poem | Interaction | |
| | 3 | W.H. Auden's "In Praise of Limestone"- Introduction | 2 | Get a clear idea about the purpose of the poem | Lecture PPT | |

| | | | | | | |
|-------------------------|----|--|---|--|-------------------------|-------------------------|
| | 4 | Poem "In Praise of Limestone"- Analysis | 2 | Understand the theme and concept of the poem | Lecture | Formative assessment I |
| | 5 | W.S. Merwin "To Ashes"- Introduction | 2 | Introduce the author and the background of the poem | Lecture PPT | |
| | 6 | "To Ashes"- Analysis | 2 | Analysis as a green text | Lecture | |
| | 7 | Pablo Neruda's "Oh Earth, Wait for Me"- Introduction | 2 | Introduce the author and the background of the poem | Lecture PPT | |
| | 8 | "Oh Earth, Wait for Me"- Analysis | 2 | Analysis as a green text | Lecture | |
| II Prose | | | | | | |
| | 1 | Emerson- Introduction | 2 | Get a detailed knowledge of the author | Lecture | Formative assessment I |
| | 2 | Introduction to Emerson's "Nature" | 2 | Gain an idea of the prose | Lecture | |
| | 3 | Chapters I & II from "Nature" | 3 | Understand the concept of nature and its entity | Interaction & Lecture | |
| | 4 | Chapters 3 - 8 | 6 | Perceive the essence of the essay | Interaction & Lecture | |
| III Prose | | | | | | |
| | 1 | Henry David Thoreau : <i>Walden</i> | 1 | Gain knowledge about the author and an overview of the text | Lecture PPT | Formative assessment II |
| | 2 | The Bean Field | 2 | Understand and evaluate the topic | Lecture PPT | |
| | 3 | The Village | 3 | Understand and evaluate the topic | Lecture | |
| | 4 | Baker Farm | 3 | Understand and evaluate the topic | Lecture PPT | |
| | 5 | House Warming | 3 | Understand and evaluate the topic | Lecture | |
| | 6 | Higher Laws | 3 | Understand and evaluate the topic | Lecture | |
| IV Short Stories | | | | | | |
| | 3. | Howard O' Hagan's "A Mountain Journey"- Introduction to the story and the author | 2 | Gain knowledge of Hagan's biography and the prescribed short story | Interaction PPT | |
| | 4. | Explanation of the story "A Mountain Journey"- "A Mountain Journey" | 3 | Get knowledge of the significance of the poem | Interaction and Lecture | |
| | 3. | Recapitulation | 1 | To recollect the knowledge of the prescribed text | Discussion | |
| | 4. | Dorris Lessing's "A Mild Attack of Locustus"- Introduction | 2 | Gain knowledge of Lessing's biography and the prescribed | Lecture PPT | |

| | | | | | | |
|------------------|----|--|----|---|-----------------------|-------------------------|
| | | | | short story | | Formative assessment II |
| | 5. | Story- Analysis | 3 | Acquainted with the settings and theme of the story | Lecture & Interaction | |
| | 6. | Ernest Hemmingway's "Big Two-Hearted River" Introduction | 2 | Get an overview of the author and the prescribed story | Interaction PPT | |
| | 7. | Analysis of the story | 3 | Imbibe the knowledge of the background of the story | Lecture | |
| V Fiction | | | | | | |
| | 1 | Amitav Ghosh - <i>The Hungry Tide</i> | 1 | Gain knowledge about the author and an overview of the text | Lecture PPT | Formative assessment I |
| | 2 | <i>The Hungry Tide</i> | 14 | | Lecture & Seminar | |

Course Instructors: Dr.V.Virgin Nithya Veena & Dr.J.Bhavani
HOD: Ms. Esther Leema Rose

PO- Program outcome; LO – Learning outcome; Cognitive Level R – Remember; U – Understand; Ap- Apply, An- Analyze; E-Evaluate; C- Create

Text Books:

1. Amitav Ghosh. (2004). *The Hungry Tide*. New Delhi: Harper Collins.
2. Henry David Thoreau. (1854). *Walden*. New York: The Modern Library.
3. Ralph Waldo Emerson. (1836). *Nature*. New York: James Munroe and Company.

Reference Books:

1. Henry David Thoreau. (1964). *Walden*. Delhi: S. Chand and Co.
2. Ed. Robert. E. Spiller. (1965). *Selected Essays, Lectures, & Poems of Ralph Waldo Emerson*. USA: Washington Square Press, Inc.
3. Ed. Brooks Atkinson. (1950). *Walden and Other Writings of Thoreau*. Toronto: Random House.
4. Clarence A. Brown & John T.Flanagan. (1961). *American Literature: A College Survey*. USA: McGraw-Hill Book Company.
5. James E. Miller, Robert Hayden, Russell J. Hogan, Carlota Cardenas De Dwyer, Kerry M. Woodscott. (1979). *United States in Literature*. Illinois: Foresman & Company.

Semester : VI

Major Core XIII : Criticism: Theory and Practice

Course Code : EC1764

| No. of Hours Per Week | Credits | Total no. of hours | Marks |
|-----------------------|---------|--------------------|-------|
| 5 | 5 | 75 | 100 |

Objectives:

1. To expose the students to various critical terms and theories in literary criticism
2. To develop critical thinking by introducing various tools of criticism- analysis, comparison, theoretical approaches etc.

| CO | Course outcomes Upon completion of this course the students will be able to : | PSOs addressed | CL |
|------|---|----------------|----|
| CO-1 | recognise and identify any literary work and its form | PSO – 7 | U |
| CO-2 | confidently assess the merits and demerits of any literary work | PSO – 7 | Ev |
| CO-3 | ingrain the specifics of the four broad classifications of literary works namely fiction, drama, poetry and prose | PSO – 4 | Ap |
| CO-4 | analyse and recognise excerpts from major literary works | PSO – 2 | An |
| CO-5 | master the metrics and other literary techniques | PSO – 4 | Ev |

Total contact hours: 75 (Including lectures, assignments and tests)

| Unit | Section | Topics | Lecture hours | Learning outcome | Pedagogy | Assessment/ Evaluation |
|-----------|---------|---|---------------|---|------------------------|--------------------------------------|
| I | | | | | | |
| | 1 | New Criticism- Overview | 6 | Understand the background of New Criticism | Discussion | Quiz Class test |
| | 2 | Using Concepts from New Critical Theory | 6 | Evaluating literary texts in the light of New Criticism | Discussion, | Formative Assessment 1 |
| II | | | | | | |
| | 1 | Psychoanalytic Theory- Overview | 6 | Understand the concept of Psychoanalysis | Interaction Lecture | Quiz |
| | 2 | Using Concepts from Psychoanalytic Theory | 6 | Applying the concept of psychoanalysis to critically analyze any art form | Discussion | Class test Formative assessment 1 |

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|--|---|---------------------------------------|---|--|---------------------|--|
| | | | | | | |
| III | | | | | | |
| | 1 | Feminist Theory- Overview | 6 | Understanding the evolution of feminist theory and various other cultural theories | Lecture | Quiz Class test Formative assessment 1 & 2 |
| | 2 | Using Concepts from Feminist Theory | 6 | The students are able to read any literary text in the light of Feminist theory | Lecture Seminar | |
| IV | | | | | | |
| | 1 | Marxist Criticism- Overview | 6 | Understand the Marxist concepts of Hegel and Marx Engels | Lecture, PPT | Quiz Class Test Formative Assessment 2 |
| | 2 | Using Concepts from Marxist Criticism | 6 | Analyzing any literary form and also the current scenario by applying Marxist principles | Discussion, PPT | |
| V Short Stories for Application | | | | | | |
| | 1 | A Rose for Emily | 3 | Explore the story using any of the prescribed theories | Discussion, Lecture | Quiz Class test Formative assessment 2 |
| | 2 | The Battle Royal | 3 | Explore the story using any of the prescribed theories | Discussion | |
| | 3 | Everyday Use | 3 | Explore the story using any of the prescribed theories | Seminar | |
| | 4 | Don't Explain | 3 | Explore the story using any of the prescribed theories | Seminar | |

Course Instructors : Ms. Steffi K.B & Ms. S. Fransta Darshana
HOD : Ms. A. Esther Leema Rose

Textbooks:

1. *English Literary Criticism and Theory: An Introduction and History*. M.S.Nagarajan
2. *Using Critical Theory: How to Read and Write about Literature*. Lois Tyson

Books for Reference:

1. *The Well Wrought Iron: Studies in the Structure of Poetry*. Cleanth Brooks. New York: Harcourt, Brace and World, 1947.
2. *Psychoanalytic Criticism: A Reappraisal*. Judith Wright. New York: Routledge, 1998.
3. *Marxism and Literary Criticism*. Terry Eagleton. Berkeley: University of California Press, 1976.
4. *Feminism is For Everybody: Passionate Politics*. Bell Hooks. Cambridge, MA: South End Press, 2000.

Semester : VI
Major Elective II (a) : Journalism and Mass Communication
Course Code : EC1765

| No. of Hours per Week | Credits | Total No. of Hours | Marks |
|-----------------------|---------|--------------------|-------|
| 5 | 4 | 75 | 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.

| CO | Course outcomes Upon completion of this course the students will be able to : | PSOs addressed | CL |
|------|--|----------------|----|
| CO-1 | gain basic knowledge on journalism and mass communication | PSO - 4 | U |
| CO-2 | fathom the merits and the demerits of media and act accordingly | PSO - 3 | E |
| CO-3 | critically evaluate the influences of media | PSO - 3 | E |
| CO-4 | competent enough to enter media industry (opportunities) as a professional journalist or media personality | PSO – 11 | Ap |
| CO-5 | understand the stages of work involved in the production and the advancements in media | PSO - 3 | U |

Total contact hours: 75 (Including lectures, assignments and tests)

| Unit | Section | Topics | Lecture hours | Learning outcome | Pedagogy | Assessment/ Evaluation |
|---------------|---------|------------------------------------|---------------|--|---------------------|--|
| UNIT I | | | | | | |
| | 1 | Introduction to Mass Communication | 2 | understand the basic concept of Mass Communication | Discussion | Quiz Class test Formative Assessment 1 |
| | 2 | An introduction to Media | 3 | the students get introduced to the field of Mass Communication and journalism | Discussion, PPT | |
| | 3 | Print media | 3 | Students will be able to understand the subtle difference between the print and the electronic media | Discussion, seminar | |
| | 4 | An Overview of Media | 2 | Students understand the significance of media | Discussion | |

| | | | | | | |
|----------------|---|--|---|---|--------------------------|--|
| | | selection | | | | |
| | 5 | Planning and scheduling of strategy | 2 | The strategies involved in planning and scheduling of media are made known to the students | Seminar Comprehension | |
| UNIT II | | | | | | |
| | 1 | Electronic Media – TV | 3 | Make the students probe into the electronic media | Interaction | Quiz Class test Formative assessment 2 |
| | 2 | Electronic Media – Radio | 3 | Helps the students to have a critical insight into the role of radio as an electronic media | Discussion | |
| | 3 | Media of the New Millennium - Internet | 2 | Enables the learners to probe into the issues of internet | Assignment, Discussion | |
| | 4 | Outdoor and Transit Media | 2 | Students will understand the concepts related to transit media | Discussion, Seminar | |
| | 5 | Cellular Telephones | 2 | Students learn the major themes, the advantages and disadvantages mobile phones | Discussion | |

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|-----------------|---|-----------------------|---|--|--------------------------|--|
| UNIT III | | | | | | |
| | 1 | Cinema and Films | 3 | Students understand the basic concept of Cinema and Films | PPT Discussion | Quiz Class test Formative Assessment 1 |
| | 2 | Non-traditional Media | 2 | Students get introduced to non-traditional media, and can understand the difference between traditional and non-traditional media. | Discussion, PPT | |
| | 3 | Print Production | 3 | Students will be introduced to the basic concepts regarding print production | Discussion, Seminar, PPT | |
| | 4 | TV Commercial | 2 | Students understand the significance of TV Commercial | PPT Discussion | |

| | | | | | | |
|--|---|-----------------|---|--|----------------------------|--|
| | 5 | Film Production | 2 | Students understand the strategies involved in planning and scheduling of film production. | Seminar' PPT Comprehension | |
|--|---|-----------------|---|--|----------------------------|--|

UNIT IV

| | | | | | | |
|--|---|-----------------------------------|---|---|----------------------------|--|
| | 1 | Introduction to Computer Graphics | 2 | Make the students probe into the basics of computer graphics | PPT, Interaction, Seminar | Quiz Class test Formative assessment 1 & 2 |
| | 2 | Fundamental of Computer Graphics | 3 | Helps the students to understand the concepts of computer graphics | Discussion, Seminar | |
| | 3 | Introduction to Animation Films | 2 | Enables the learners to develop a critical insight on Animation films | PPT Assignment, Discussion | |
| | 4 | Production of Animation Films | 3 | Students will understand the nuances behind the production of Animation films | Discussion, Seminar | |
| | 5 | Marketing Research | 2 | Students learn the major themes, the advantages and disadvantages marketing | Discussion, Assignment | |

UNIT V

| | | | | | | |
|--|---|----------------------------|---|---|------------------------|--|
| | 1 | Public Relations | 3 | Make the students aware and understand the nuances of public relations | Interaction | Quiz Class test Formative assessment 2 |
| | 2 | Media Personalities | 3 | Helps the students to have a critical insight regarding media personalities | Discussion PPT | |
| | 3 | Terminology on Print media | 2 | Enables the learners to understand and learn terminology of print media | Assignment, Discussion | |
| | 4 | Terminology on Media | 2 | Enables the learners to understand and learn terminology of media | Assignment, Discussion | |

| | | | | | | |
|--|---|----------------------------|---|--|------------------------|--|
| | 5 | An introduction to e-terms | 2 | Enables the learners to understand and learn e-terms | Assignment, Discussion | |
|--|---|----------------------------|---|--|------------------------|--|

Course Instructors : Dr. R. Abilasha & Dr. Selva Mary Gokila S. George.
HOD : Ms. A. Esther Leema Rose

Text Books:

1. Tony Harcup. (2014). *Oxford Dictionary of Journalism*. New Delhi: Oxford UP.
2. S.A.Chunawalla. (2010). *Mass Communications and Media Studies: Masscommmedia*. New Delhi: Himalaya Publishing House.

Reference Books:

1. JagadishChakravarthy. (2005). *Net, Media and the Mass Communication*. New Delhi: Authorspress.
2. ParanjyoguhaThakurta. (2012). *Media Ethics*. New Delhi: Oxford.
3. Monita Singh. (2010). *Print Media and Photo Journalism*. New Delhi: Centrum Press.