

THIRUVALLUVAR UNIVERSITY

BACHELOR OF ARTS

B.A. ENGLISH

DEGREE COURSE

CBCS PATTERN

(With effect from 2020 - 2021)

The Course of Study and the Scheme of Examinations

S.NO.	Part	Study Components		Ins. hrs /week	Credit	Title of the Paper	Maximum Marks		
		Course Title					CIA	Uni. Exam	Total
SEMESTER I									
1.	I	Language	Paper-1	6	4	Tamil/Other Languages	25	75	100
2.	II	English (CE)	Paper-1	6	4	Communicative English I	25	75	100
3.	III	Core Theory	Paper-1	5	3	Indian writing in English	25	75	100
4.	III	Core Theory	Paper-2	5	3	Advanced English Grammar	25	75	100
5.	III	ALLIED -1	Paper-1	6	3	Literary forms and glossary of terms	25	75	100
6.	III	PE	Paper-1	6	3	Professional English I	25	75	100
7.	IV	Environmental Studies		2	2	Environmental Studies	25	75	100
Sem. Total				36	22		175	525	700
SEMESTER II							CIA	Uni. Exam	Total
8.	I	Language	Paper-2	6	4	Tamil/Other Languages	25	75	100
9.	II	English (CE)	Paper-2	4	4	Communicative English I	25	75	100
10.	III	Core Theory	Paper-3	5	3	British Literature I	25	75	100
11.	III	Core Theory	Paper-4	5	3	American literature (classical and modern literature)	25	75	100
12.	III	ALLIED-1	Paper-2	6	5	Social History of England	25	75	100
13.	III	PE	Paper-2	6	3	Professional English II	25	75	100
14.	IV	Value Education		2	2	Value Education	25	75	100
15.	IV	Soft Skill		2	1	Soft Skill	25	75	100
Sem. Total				36	25		200	600	800

B.A. English: Syllabus (CBCS)

S.NO.	Part	Study Components		Ins. hrs /week	Credit	Title of the Paper	Maximum Marks		
		Course Title					CIA	Uni. Exam	Total
SEMESTER III							CIA	Uni. Exam	Total
16.	I	Language	Paper-3	6	4	Tamil / Other Languages	25	75	100
17.	II	English	Paper-3	6	4	English	25	75	100
18.	III	Core Theory	Paper-5	4	4	British literature II	25	75	100
19.	III	Core Theory	Paper-6	5	4	Introduction to English Phonetics	25	75	100
20.	III	ALLIED-2	Paper-3	5	3	History of English literature I	25	75	100
21.	IV	Skill based Subject	Paper-1	2	2	Skills for Employment	25	75	100
22.	IV	Non-major elective	Paper-1	2	2	Language skills and communication I	25	75	100
Sem. Total				30	23		175	525	700
SEMESTER IV							CIA	Uni. Exam	Total
23.	I	Language	Paper-4	6	4	Tamil/Other Languages	25	75	100
24.	II	English	Paper-4	6	4	English	25	75	100
25.	III	Core Theory	Paper-7	5	4	British literature III	25	75	100
26.	III	Core Theory	Paper-8	4	3	History of English Language	25	75	100
27.	III	ALLIED-2	Paper-4	5	5	History of English Literature II	25	75	100
28.	IV	Digital Skills for Employability	Paper-2	2	2	Office Fundamentals	25	75	100
29.	IV	Non-major elective	Paper-2	2	2	Language skills and communication II	25	75	100
Sem. Total				30	24		175	525	700
SEMESTER V							CIA	Uni. Exam	Total
30.	III	Core Theory	Paper-9	5	4	British literature IV	25	75	100
31.	III	Core Theory	Paper-10	6	4	Shakespeare	25	75	100
32.	III	Core Theory	Paper-11	6	4	Literary Criticism.	25	75	100
33.	III	Core Theory	Paper-12	6	4	Subaltern Literature	25	75	100
34.	III	Internal Elective	Paper-1	4	3	(to choose one out of two) A. Children Literature B. Journalism	25	75	100
35.	IV	Skill based Subject	Paper-3	3	2	Content writing	25	75	100
Sem. Total				30	21		150	450	600
SEMESTER VI							CIA	Uni. Exam	Total
36.	III	Core Theory	Paper-13	5	4	Contemporary Literature	25	75	100

B.A. English: Syllabus (CBCS)

S.NO.	Part	Study Components		Ins. hrs /week	Credit	Title of the Paper	Maximum Marks		
		Course Title					CIA	Uni. Exam	Total
37.	III	Core Theory	Paper-14	5	4	Indian literature in translation	25	75	100
38.	III	Core Theory	Paper-15	5	3	New Literatures in English	25	75	100
39.	III	Compulsory Project	Paper-16	5	5	Group / Individual Project	25	75	100
40.	III	Internal Elective	Paper-2	4	3	(to choose one out of two) A. English for Information Technology B. Film appreciation and book review	25	75	100
41.	III	Internal Elective	Paper-3	3	3	(to choose one out of two) A. Writing for Specific Purpose B. Creative Writing	25	75	100
42.	IV	Skill based Subject	Paper-4	3	2	English Language Teaching	25	75	100
43.	V	Extension Activities		-	1		100	-	100
44.		Employability Readiness	-	-	-	(choose any one) • Naandi • Unnati • Quest • Izpay • IBM Skills build	-	-	-
Sem. Total				30	25		275	525	800
Grand Total					140				4300

Part	Subject	Papers	Credit	Total Credits	Marks	Total Marks
Part I	Languages	4	4	16	100	400
Part II	Communicative English & English	4	4	16	100	400
Part III	Allied (Odd Semester)	2	3	6	100	200
	Allied (Even Semester)	2	5	10	100	200
	Electives	3	3	9	100	300
	Core	15	(3-5)	54	100	1500
	Professional English	2	3	6	100	200
	Compulsory Project (Group/Individual Project)	1	5	5	100	100
Part IV	Environmental Science	1	2	2	100	100
	Soft skill	1	1	1	100	100
	Value Education	1	2	2	100	100
	Lang. & Others /NME	2	2	4	100	200
	Skill Based	4	2	8	100	400
Part V	Extension Activities	1	1	1	100	100
	Total	43		140		4300

THIRUVALLUVAR UNIVERSITY

B.A. ENGLISH SYLLABUS

CBCS PATTERN

(With effect from 2020 - 2021)

SECOND YEAR

SEMESTER III

CORE PAPER - 5

BRITISH LITERATURE II

Objectives

1. To acquaint the students with the transformation of literature from neoclassicism to Romanticism
2. To make the students familiar with the poems of Romantic age
3. To understand the essays of Charles Lamb and Oliver Goldsmith
4. To understand the characteristic features of Anti Sentimental Comedy
5. To expose the students to genres, Travelogue and Bildungsroman

UNIT - I: POETRY

1. Lines written a few Miles above Tintern Abbey - William Wordsworth
2. Ode to The West Wind - P B Shelly

UNIT - II: POETRY

1. Ode on a Grecian Urn - John Keats
2. Kublakhan - Samuel Taylor Coleridge

UNIT - III: PROSE

1. A Dissertation Upon Roast Pig - Charles Lamb
2. A City Night Piece - Oliver Goldsmith

UNIT - IV: DRAMA

1. The Rivals - Richard Brinsley Sheridan

UNIT - V: NOVEL

1. Robinson Crusoe - Daniel Defoe
2. Jane Eyre - Charollette Bronte

Course Outcome:

Unit I

The students will be able to understand :

1. William Wordsworth as a Nature Poet
2. Autobiographical element found in Tintern Abbey
3. P.B. Shelly as a Revolutionary Romantic poet
4. Literary devices used in Ode to the West Wind
5. The theme of regeneration in Ode to the West Wind

Unit II

The students will be able to

1. Characteristic features of Romantic age
2. Appreciate Keats as a poet who is Known for his Odes
3. Understand “beauty is Truth, truth beauty” with reference to Ode on a Grecian Urn
4. Understand Samuel Taylor Coleridge as a romantic poet
5. Analyze the supernatural element in Kublakhan

Unit III

The students will be able to

1. Know the essayists of the Romantic Age
2. Appreciate Charles Lamb as an essayist
3. Analyze the humour in “A Dissertation Upon Roast Pig
4. Understand Oliver Goldsmith as an essayist
5. Critically analyze the essay, “A City Night Piece”

Unit IV

The students will be able to understand

1. Rivals as an anti sentimental comedy
2. Why Lydia wants to marry a poor man
3. The idea of malapropism

4. The concept of duel
5. How does Falkland's plan backfire

Unit V

The students will be able to

1. Analyze Robinson Crusoe as a travelogue
2. Know whether Robinson Crusoe changed at the end of the novel
3. Critically analyze Jan Eyre as a gothic novel
4. Understand how Jane Eyre fits into romantic Literature
5. Analyze the character of Jane Eyre

Text Book and Reference material

Palgrave , F.T Palgrave's Golden Treasury, Oxford Publisher, 1997

Web Source:

<https://www.poetryfoundation.org/poems/45527/lines-composed-a-few-miles-above-tintern-abbey-on-revisiting-the-banks-of-the-wye-during-a-tour-july-13-1798>

<https://www.poetryfoundation.org/poems/45134/ode-to-the-west-wind>

<https://www.poetryfoundation.org/poems/44477/ode-on-a-grecian-urn>

<https://www.poetryfoundation.org/poems/43991/kubla-khan>

<https://www.bartleby.com/380/prose/491.html>

<http://www.blupete.com/Literature/Essays/Best/GoldsmithCity.htm>

<http://www.gutenberg.org/files/24761/24761.txt>

<https://www.planetebook.com/free-ebooks/robinson-crusoe.pdf>

<https://www.gutenberg.org/files/1260/1260-h/1260-h.htm>

CORE PAPER - 6

INTRODUCTION TO ENGLISH PHONETICS

Objectives

- 1) Students are exposed to the Evaluation of English Language at a deeper level, updating communication using Language, Spoken medium and Written medium.
- 2) Students enrich information about understanding English phonetics with information on general phonetics.
- 3) Illustrations facilitating readers comprehension of the subject both in orthography and in Phonetic transcription.
- 4) Student gets knowledge about medium of speech medium of writing.
- 5) Students attempt to the represent written language using marks on paper sounds used in spoken Language.
- 6) Students are thought about intricacies of articulating English sounds enabling them to speak better.
- 7) Students are thought about different levels of Linguistic analysis thereby preparing them to become effective speakers of English Language.
- 8) Students are exposed to the use of modern technology stressing the importance of speech using mobile phone, radio, tape recorder, multimedia, etc.,

SYLLABUS

UNIT - I

Introduction to Language - Arbitrariness - Duality - Displacement - Cultural Transmission.

UNIT - II

Phonetics - Phonology - Branches of Phonetics - Organs of Speech.

UNIT - III

Phonatory System and Articulatory System - Classification of Speech Sound - Consonants - Vowels.

UNIT - IV

Syllable and Syllabic Structure - Onset - Nucleus - Coda - Syllabic Consonants - Consonant Clusters - Abutting Consonants - Word accent - Rhythm and intonation.

UNIT - V

Place and Manner of articulation - Phonemic transcription.

References:

1. S. K. Verma and N. Krishnaswamy Modern Linguistics: An Introduction. New Delhi : OUP, 1989.28
2. H. A. Gleason: Linguistics and English Grammar. New York: Holt, Rinehart & Winston.Inc., 1965.
3. Radford A, Atkinson M, Britain D, Clahsen H and Spencer A: Linguistics - An Introduction. Cambridge University Press, Cambridge, 1999
4. Robins R H: General Linguistics: An Introductory Survey, Longman Group Limited, London:1971
5. Fasold R. W. And Connor-Linton J (ed.): An Introduction to Language and Linguistics, Cambridge University Press, Cambridge, 2006.
6. Daniel Jones: The Pronunciation of English. New Delhi: Blackie and Sons, 1976 A. C. Gimson. An Introduction to the Pronunciation of English. London: Methuen, 1980.
7. J. D. O'Conner. Better English Pronunciation. New Delhi: CUP, 2008. T. Balasubramanian. A Textbook of English Phonetics for Indian Students. New Delhi:Macmillan, 1981.
8. T. Balasubramanian. English Phonetics for Indian Students: A Workbook. New Delhi: Macmillan.
9. ABERCROMBIE, D., Elements of General Phonetics, Edinburgh, Edinburgh University Press, 1967.
10. BANSAL, R.K. AND J.B. HARRISON, Spoken English for India, Second Edition, Madras, Orient Longman, 1972.
11. GIMSON, A.C., An Introduction to the Pronunciation of English, London, Edward Arnold, 1962.
12. HEFFNER, R., General Phonetics, Madison, University of Wisconsin Press, 1949. JONEW, DANIEL, The Pronunciation of English, Eight Edition, Cambridge, Cambridge University Press, 1956.
13. _____, The Phoneme: Its Nature and Use, Cambridge, Heffer,1950.
14. _____, An English Pronouncing Dictionary, London, Dent, 1917; ELBS, 1968.
15. LADEFOGED, P., A Course in Phonetics, New York, Harcourt Brace Jovanovich, 1975.
16. Vir Aggarwal & V.S.Gupta., Handbook of Journalism and Mass Communication. Concept Publishing Company, New Delhi.
17. Puri. G.K. Competition Success: Review Communication. New Delhi: Sudha Publication.
18. Roy, Baron, Beginner's Guide to Journalism, New Helhi: Pushtak Mahal, 2003.
19. Parthasarathy, Rangaswami. Basic Journalism, Macmillan Publications, New Delhi, 1984 Print.

ALLIED -2

PAPER- 3

HISTORY OF ENGLISH LITERATURE I

Course Objectives

- 1 To provide an extensive background to the course
- 2 To introduce the eminent writers of English Literature
- 3 To expose the students to the magnum opuses of the literary masters
- 4 To prepare the students to undergo the course thoroughly
- 5 To provide the nuances of the history of English Literature

UNIT - I

Introduction to English Literature - Old English Secular Poetry Beowulf - Old English War Poems - Old English Prose Writings - Old English Grammar - Old English dialects, The Age of Chaucer - Geoffrey Chaucer - His Life and Career - The Canterbury Tales, The Sonneteers - Wyatt - Surrey - Daniel , Dryden - Spenser as a Sonneteer and Shakespeare's Sonnets - Major poets in the Elizabethan Age - Spenser and Shakespeare - Their works

UNIT - II

Prose in Elizabethan Age: Roger Ascham - The Chronicles of the tutor period - Hall - Holinshed - The Bible - Wycliffe, Tyndale, Coverdale - King James I' s authorized version of the Bible. Francis Bacon - Literary Criticism - Sir. Philip Sydney's Apologie for Poetry - Puritanism - Ben Jonson - - The origin and growth of English Drama - Mysteries, Miracles, Moralities, Interludes - The first English Comedy and Tragedy.

UNIT - III

The University Wits - George Peale- Thomas Kyd - Christopher Marlowe - Robert Greene - Thomas Nash - Thomas Lodge - John Lyly - William Shakespeare - Life of Shakespeare - The four periods of Shakespeare's dramatic career - His contemporaries and successors - Elizabethan Prose Fiction, The Puritan Writers - John Bunyan, John Milton, George Herbert, Sir Thomas Browne - The Metaphysical poets - John Donne & Others

UNIT - IV

The Restoration Age: Poetry: John Dryden & Samuel Butler: Drama: The Comedy of Manners - William Congreve - Wycherley - Thomas Shadwell - Dryden. Augustan Age - Alexander Pope as a poet , Critic - Addison and Steele - Doctor Johnson, Goldsmith - Sheridan - Henry Fielding - Tobias Smollett, Lawrence Sterne, Horace Walpole

UNIT - V

Pre Romantic and the Romantic Age: Goldsmith - Thompson - Gray - Burns - Blake - William Wordsworth - S.T Coleridge - Lord Bryon - P.B Shelley and Keats - Charles Lamb - Hazlitt, De Quincey , Jane Austen, Sir Walter Scott.

Text Books

1. A History of English Literature by DR. A. Shanmugakani, Harrows Publications
2. An Outline History of English Literature by W.H Hudson, Mahaam Publishers
3. A.C Ward: Twentieth Century English Literature
4. Authur Compton - Rickett: History of English Literature

Reference Items: Books, Journal

An Outline History of English Literature by Hudson, Mahaam Publishers

E - Materials

Course out Come:

1. Students are able to have a vast knowledge in History of English Literature down the ages
2. Students are exposed to the major movements, changes and impacts in history.
3. The students gain confidence in their course of study.
4. It helps them in the long run to take up the competitive examination.
5. It enables them to pass in the entrance tests when they go for higher studies.

SKILLS BASED SUBJECT

PAPER - 2

SKILLS FOR EMPLOYMENT

Course Objectives

1. Learn what a group is and how individuals interact in a group
2. Know why interviews are held and what they are looking for
3. Have a good understanding of what your own priorities are in a job
4. Appreciate the importance of etiquette for a successful cause
5. Examine how work attitudes relate to job performance.

UNIT - I

1. Skills for Group Discussion
2. Leadership and problem-solving skills

UNIT - II

1. Purpose of Interviews
2. Before and after the Interview

UNIT - III

1. Preparing a Resume
2. Writing a cover Letter
3. Answering FAQs about you and your family

UNIT - IV

1. Answering FAQs about likes and dislikes
2. Answering FAQs on justifying candidature
3. Answering FAQs on priorities, attitudes and biases

UNIT - V

1. Workplace etiquette
2. Values and Ethics
3. Culture
4. Gender equality

Course out Come

Student is able to prepare her\him self

Unit - I

1. The student will be able to know types of GD
2. The student will be able to know about GD
3. The student will be able to know how to prepare for GD
4. The student will be able to understand leadership and problem solving skills
5. The student will be able to develop leadership and problem solving skills

Unit - II

1. The student will be able to discuss the purpose of interviews
2. What are the technique the student will be able to follow at the time of interviews
3. The student will be able know their strengths and weakness
4. The students will be able to focus purpose of interviews
5. The student will be able to concentrate do and don'ts while attending the interviews

Unit - III

- 1.The students will be able to Know how to lay out the details in a CV
- 2.The student will be able to learn how to organize in formation in an cover letter
- 3.The student will be able come to know how to write a covering letter
- 4.The student will be able to know FAOS about their family members
- 5.The student will be able to learn how to answer question about yourself and your family

Unit - IV

- 1.The students will be able to grasp the workplace etiquette.
- 2.The student will come to know values and Ethics
- 3.The student will be able to discuss culture issues.
- 4.The students will be able to know equal rights of boys and girls
- 5.The students will come to know empowerment of women

Unit - V

- 1.The students will be able to know ones likes and dislikes
- 2.The student will be able to understand their attitude.
- 3.They will be become familiar with things they need to talk about to answer a question.
- 4.They will be able to answer the question about the suitability of the job.
- 5.The student will be able to understand positive qualities that are valued at work.

Reference

Co, Lina Mukhopadhyay &. *Polyskills: A course in communication skills and life skills*. Chennai: Foundation, 2012. print.

NON-MAJOR ELECTIVE

PAPER - 1

LANGUAGE SKILLS AND COMMUNICATION I

Course Objectives

To improve the ability of speaking skills.

To provide training in developing the interpersonal skills.

To develop communicative skills

To make students confident in dealing with communicative skills

To facilitate students practical social knowledge through conversations

UNIT - I

1. Meeting people
2. Exchanging greetings
3. Introducing, others, giving personal information, talking about people animals and places

UNIT - II

1. Answering telephone, asking for someone
2. Making enquiries on the phone
3. Dealing with wrong number
4. Taking and leaving messages

COURSE OUTCOMES

UNIT - I

1. Students will be able to know how to behave while meeting people.
2. Students will be able to understand the ways of exchanging greetings.
3. Students will be able to introduce them to a group of people.
4. Students will be able to understand how to introduce others in any situation.
5. Student will be able to understand how to give personal information in a coherent way.

UNIT - II

1. Students will be able to know how to converse over phone.
2. Students will be able to know how to enquire over phone in formal situation
3. Students will be able to know how to deal with wrong numbers in telephone.
4. Students will be able to know how to take and leave message after a telephonic conversation.
5. Students will be able to develop the skill of answering over phone.

Text books:

Mastering communication skills and soft skills

N.Krishnaswamy, ManjuDariwal, LalithaKrishnaswamy(Bloomsbury)

SEMESTER IV

CORE PAPER - 7

BRITISH LITERATURE III

Objectives

The students learn

1. what makes the Victorian period unique in literature
2. the key themes of Victorian literature
3. to appreciate the plays of Victorian age
4. why this age is considered as the age of novels
5. to appreciate the novels of Dickens, Thomas Hardy and George Eliot.

SYLLABUS

UNIT - I: POETRY

1. Ulysses - Alfred Tennyson
2. The Scholar Gypsy - Mathew Arnold

UNIT - II: POETRY

1. Dover Beach - Mathew Arnold
2. My Last Duchess - Robert Browning

UNIT - III: POETRY

1. On Falling in Love - R.L. Stevenson
2. On Liberty - John Stuart Mill

UNIT - IV: DRAMA

1. The Importance of Being Ernest - Oscar Wilde

UNIT - V: NOVEL

1. Pickwick Papers - Charles Dickens
2. The Mayor of Casterbridge - Thomas Hardy
3. Silas Marner - George Eliot

Course outcome:

Unit I

The students will be able to understand

1. the theme of Ulysses
2. Ulysses as a dramatic monologue
3. Character of Ulyses
4. What does the scholar gypsy symbolize
5. The “strange disease of modern life”

Unit II

The students will be able to understand

1. My Last Duchess as a dramatic monologue
2. critical appreciation of the poem My Last Duchess
3. Describe the social custom according to “My Last Duchess “ - Ferrara by Robert Browning
4. Theme of Darkling Thrush
5. Mood of the poem Darkling Thrush

Unit III

The students will be able to

1. Know the novelist R.L. Stevenson as a poet
2. Critically appreciate the poem On Falling in Love.
3. Analyze the poem On Liberty
4. Comprehend the style of John Stuart Mill’s Poetry
5. Understand the social life of 19th Century.

Unit IV

The students will be able to

1. Identify targets of Wilde's satire and analyze the treatment of these targets.
2. Discuss the idea of art for art's sake.
3. Identify the pun central to the play and analyze its meaning
4. Who is the blocking figure in The Importance of Being Earnest?
5. What precisely is a Bunburyist?

Unit V

The students will be able to:

1. Identify who Charles Dickens was.
2. Summarize the characters and events of *The Pickwick Papers*.
3. understand that true happiness is achieved only through reciprocated love
4. See the tremendous impact that one person's life can have on the many people with whom he comes in contact.
5. Consider whether man or fate controls one's destiny.

Text Book and Reference material

Palgrave , F.T Palgrave's Golden Treasury, Oxford Publisher, 1997

Web Source

<https://www.poetryfoundation.org/poems/43606/the-scholar-gipsy>

<https://www.poetryfoundation.org/poems/43588/dover-beach>

<https://www.poetryfoundation.org/poems/43768/my-last-duchess>

<https://deriv.nls.uk/dcn6/7869/78693125.6.pdf>

<https://www.gutenberg.org/files/34901/34901-h/34901-h.htm>

<https://www.gutenberg.org/files/844/844-h/844-h.htm>

<http://www.gutenberg.org/files/580/580-0.txt>

<https://www.fulltextarchive.com/page/The-Mayor-of-Casterbridge-by-Thomas-Hardy/>

<http://www.gutenberg.org/files/550/550-0.txt>

CORE PAPER - 8

HISTORY OF ENGLISH LANGUAGE

Objectives

The students are expected to know

1. General characteristics of English language
2. Development of vocabulary and change of meaning
3. Foreign influences on English language
4. Evolution of American English and standard English
5. Development of English as World language

SYLLABUS

UNIT - I

1. Characteristic features of English Language
2. Indo European Family of Languages

UNIT - II

1. The Growth of English Vocabulary
2. Change of Meaning

UNIT - III

1. History of English Spelling, Pronunciation and Dictionaries
2. Growth of Standard English

UNIT - IV

1. Contribution of Foreign languages
 - a. Latin
 - b. Greek
 - c. French
2. American English

UNIT - V

1. American English
2. English as world language

Course Outcome:

Unit I

The students will be able to know the

1. Characteristic features of English language like heterogeneousness, effect of loss of inflexions, simplicity of inflexions, gender system of English and development of periphrases
2. Indo European family of languages
3. Grimm's law
4. Verner's law
5. English as part of Indo European family of languages

Unit II

The students will be able to understand

1. various methods of development of vocabulary
2. words coined by imitation, abbreviation, initials, back formation
3. words coined by suffixes and prefixes, syncopation, telescoping, metaanalysis, etc.
4. various methods of change of meaning
5. change of meaning listed by F.T. Wood,,

Unit III

The students will be able to understand

1. the impact of influences of foreign languages
2. the influence of Latin language
3. greek influence
4. French influence

Unit IV

The students will be able to understand

1. The history of English spelling
2. Reason for discrepancy between spelling and pronunciation
3. Development of dictionaries
4. Growth of Standard English
5. Received pronunciation

Unit V

The students will be able to understand

1. The reason for the development of American English
2. New coinages
3. Differences between American English and British English'
4. Evolution of English as world Language
5. Impact of English as universal language

ALLIED -2

PAPER - 4

HISTORY OF ENGLISH LITERATURE II

Course Objectives

1. To provide an extensive background to the course
2. To introduce the eminent writers of English Literature
3. To expose the students to the magnum opuses of the literary masters
4. To prepare the students to undergo the course thoroughly
5. To provide the nuances of the history of English Literature

SYLLABUS

UNIT - I

1. The Victorian Age:
2. Poetry: Tennyson, Browning, Arnold and Hopkins.
3. Prose: Macaulay calyces Ruskin - Arnold - Walter Pater - R.L Stevenson:
4. Drama: Oscar Wilde
5. Fiction: Dickens, Thackeray - Mrs. Gaskell - Willkie Collins, Charlotte Bronte - George Eliot - Thomas Hardy - Author Canonon Doyle - Rudyard Kipling

UNIT - II

1. The Pre- Raphaelite Movement: Dante Gabriel Rossetti - Morris - Swinburne:
2. Georgian Poets: John Masefield, Walter de la More, Blunden, Housman, W.H Davies; Lascelles Abercrombie

UNIT - III : TWENTIETH CENTURY

1. Poetry: W. B Yeats, T. S Eliot - W. H Adden - Stephen Spender - Dylan Thomas - C.D Lewis, Ted Hughes - Philip Larkin
2. Prose: G.K Chesterton, Robert Lynd - A.G Gardiner, Lytton Strachey - T.E Lawrence - Hilairie Belloc.

UNIT - IV : DRAMA

1. Drama: Bernard Shaw - John Galsworthy - J. M Synge - Sean O' Casey - J.M Barrie - T.S Eliot - Christopher Fry - Beckett - John Osborne - Harold Pinter

2. Fiction: Arnold Bennett - H.G Wells - Graham Greene - Joseph Conrad - Somerset Maugham - E.M Forster - D.H Lawrence - Aldus Huxley - James Joyce - Virginia Wolf - George Orwell - P.G Wodehouse - Kinsley Amis - John Braine - William Golding

UNIT - V : 21ST CENTURY

1. **Poetry:** Carol Ann Duffy, Kathleen Raine, Edward Bond
2. **Prose:** Monica Ali, Martin Louis Amis, Diana Athill
3. **Fiction:** Margaret Allen, Paul Adam, Douglas Adam, J.K Rowling, Salmon Rushdie
4. **Drama:** Samantha Ellis, Christine Dennison, Alan Bennett & Angela Clarke

Course out Come

1. Students are able to have a vast knowledge in History of English Literature down the ages
2. Students are exposed to the major movements, changes and impacts in history.
3. The students gain confidence in their course of study.
4. It helps them in the long run to take up the competitive examination.
5. It enables them to pass in the entrance tests when they go for higher studies.

Text Books

Unit - 1,2,3,4:

A History of English Literature by DR. A. Shanmugakani, Harrows Publications

An Outline History of English Literature by W.H Hudson, Mahaam Publishers

A.C Ward: Twentieth Century English Literature

Authur Compton - Rickett: History of English Literature

Unit - 5

<https://oxfords.com>

<https://www.britanica.com>

Reference Items: Books, Journal

An Outline History of English Literature by W.H Hudson, Mahaam Publishers

E - Materials

<https://oxfords.com>

<https://www.britanica.com>

SKILL BASED SUBJECT

PAPER - 2

Writing for Specific Purpose

Course Objectives

1. To create a passion for writing in English for special purposes
2. Enable students to learn the techniques of writing
3. To learn the situations and choose the right type of words and wages
4. To create develop creative interest and encourage them to write or them own
5. To help them become more competent and confident writers

SYLLABUS

UNIT - I

- Getting started
- Gaining control
- Writing for a Diverse Audience
- Organizing your thought
- Managing the purpose of writing
- Overcoming the writes Block.

UNIT - II

- Making your message Accessible
- The subject time
- Beginning
- Endings
- Headings
- Graphic Devices
- Bullets

UNIT - III

- An easy to read style
- Strengthening a weak memo
- Writing for special purpose
- The executive summary
- Clear Instructions

UNIT - IV

- Good well letters
- Letter of congratulations
- Thank you notes
- Letter of apology
- Letter of recommendation
- Delivering welcome news

UNIT - V

- Letter of complaint
- Responses to letters of complaint
- Letter of request
- Persuasion : some practical pointer
- Shaping a persuasion message
- The sales letter
- International correspondence
- Message for email

Course Out Comes :

Student is able to prepare her\him self

Unit I

1. To start with work
2. Learns the methodical approach
3. Able to focus on the task
4. Gains control and get involved in the specific work
5. Understands the need of the reading
6. Gain control one writing and get involved in the specific work

Unit II

1. Learn to organize ideas and write
2. Known how to draft the message
3. Write the revised message
4. Known to edit the draft after proof-reading
5. Learn to overcome the writes block.

Unit III

1. Construct subject line the key lines of the message in a captive way.
2. Include the punctuation marks in the right place
3. Learn to use the tens in the items in the menu bar like headings endings bullets and graphic devices
4. Makes the message accessible
5. Learn to incorporate the special effect

Unit IV

1. Read their writing and make it clear
2. Analyze the structure and word choice
3. Able to give helpful information
4. Known to write quick clean and direct
5. Learn to write an easy to read style.

Unit V

1. Learn to deliver un- welcome news
2. Responses to letter of complaints
3. Shape a persuasive message
4. Draft sales letters
5. Interact with international correspondence

Text Book :

Reference: Effective business writing Maryann PIOTROWSKI, Harper Collins publisher. Inc.
NY 10022

NON-MAJOR ELECTIVE

PAPER - 2

LANGUAGE SKILLS AND COMMUNICATION II

Course Objectives

1. To enable the students to improve both ability to communicate and linguistic competence in the language.
2. To study a language and various transferable skills as a part of this course

UNIT - I:

1. Getting people's attention and interrupting
2. Giving instructions and seeking clarification
3. Making requests, asking for directions and giving directions.

UNIT - II:

1. Inviting, accepting and refusing invitation.
2. Apologizing and responding to an apology.
3. Congratulating and responding to congratulations.
4. Asking for, giving and refusing permission.

COURSE OUTCOMES

UNIT I

1. Students will be able to use expression to get someone's attention.
2. Students will be able to mention connecting word while giving instruction.
3. Students will be able to know the ways of making request, asking for directions, and also giving directions.
4. Students will be able to know how to give instruction and seek clarification.
5. Student will be able to grasp the procedures while present dialogues for any situation.

UNIT II

1. Students will be able to know how to invite, accept and refusing invitation.
2. Students will be able to develop the formal and informal ways for accepting and declining invitation.
3. Students will be able to know how to congratulate and how to respond to congratulations.
4. Students will be able to know how to ask, give and refuse permission in both formal and informal situations.
5. Students will be able to learn how to apologize and respond to apologize.

Text books:

KamleshSadam and SusheelaPunitha. Spoken English:
A Foundation Course (Part I). Orient black swan. 2014

SEMESTER V

CORE PAPER - 9

BRITISH LITERATURE IV

Course Objectives

1. To introduce the twentieth century British literature.
2. To comprehend the development of trends in British literature.
3. To view British literature in its socio-cultural and political contexts.
4. To understand the theme, structure and style in twentieth century British literature.
5. To learn interpretative techniques like modernism and post-modernism in order to apply in the literary texts of various genres.

SYLLABUS

UNIT - I: POETRY

1. Second Coming - W.B Yeats
2. Tollund Man - Seamus Heaney
3. A Prayer for My Daughter- W.B. Yeats

UNIT - II: POETRY

1. God's Grandeur - Gerald Manley Hopkins
2. The Hound of heaven- Francis Thompson

UNIT - III: PROSE

1. The function of a Teacher- Bertrand Russell
2. Bookshop Memories - George Orwell
3. Notes on the English character - E.M.Foster

UNIT - IV: DRAMA

1. Pygmalion - G.B.Shaw

UNIT - V: NOVEL

1. Lord of the Flies - William Golding
2. 1984 - George Orwell

COURSE OUTCOMES

Unit - I

1. Students will be able to understand the coming of a new ominous reality.
2. Students will be able to understand the themes of the poems of W.B. Yeats with reference to “The Second Coming”.
3. Students will be able to know the background of Irish literature with reference to Seamus Heaney.
4. Students will be able to understand the violence and murders in Northern Ireland with reference to “Tollund Man”.
5. Students will be able to recognize the love of a father for his daughter through the poem “Prayer for My Daughter”.

Unit - II

1. Students will be able to understand the theme of the poems of G.M. Hopkins.
2. Students will be able to appreciate the literary genre sonnet.
3. Students will be able to understand man’s lack of awareness and his insensitivity to nature.
4. Students will be able to classify the poem, “Hound of Heaven” as an ode.
5. Students will be able to understand the pursuit of a sinner by a loving God.

UNIT - III

1. Students will be able to understand the role of a teacher in the society.
2. Students will be able to appreciate the responsibility of a teacher.
3. Students will be able to understand various kinds of people and their behaviour.
4. Students will be able to understand the idea of undeveloped heart.
5. Students will be able to understand the ways and means of expressing emotions through characters.

Unit - IV

1. Students will be able to appreciate G. B. Shaw as a Dramatist
2. Students will be able to understand various social issues in the plays of G.B. Shaw with reference to “Pygmalion”
3. Students will be able to understand the teacher- student relationship
4. Students will be able to recognize the sense of humour in the plays of G. B. Shaw.
5. Students will be able to understand the distinct social class system.

Unit - V

1. Students will be able to know the theme of the novels of William Golding with reference to “Lord of the Flies.”

2. Students will be able to understand the concept of bestial instinct and savagery.
3. Students will be able to understand the suitability of the novel for film making.
4. Students will be able to understand the concept of totalitarianism
5. Students will be able to understand how the views in the novels are relevant in the current scenerio.

TEXT BOOKS AND E- MATERIALS

Poetry down the Ages 2004. Orient Longman

George Bernard Shaw's **Pygmalion**. New York: Chelsea House **Publishers**, 1988.

Golding, William, and Edmund L. Epstein. **Lord of the Flies: A Novel**. New York: Perigee, 1954.

Orwell, George. **1984**. London: Secker and Warburg, 1949.

<https://www.gradesaver.com/the-second-coming/study-guide/poem-text>

<https://www.poetryinternational.org/pi/poem/23607/auto/0/0/Seamus-Heaney/THE-TOLLUND-MAN/en/tile>

<https://www.poetryfoundation.org/poems/44395/gods-grandeur>

<https://www.bartleby.com/236/239.html>

<http://www.askliterature.com/prose/functions-of-a-teacher-by-bertrand-russell/>

https://orwell.ru/library/articles/bookshop/english/e_shop

<https://sex-british.com/notes-on-the-english-character-e-m-forster/>

CORE PAPER - 10

SHAKESPEARE

Objectives

1. To make students understand the characteristics of Shakespearean tragedy
2. To stress the significance of filial love
3. To enable the students to appreciate the qualities of Shakespearean comedy
4. To show how Shakespeare excels as poet
5. To give a brief introduction to Shakespearean criticism

SYLLABUS

UNIT - I & II - King Lear

Unit III - A Midsummer Night' Dream

Unit IV - Sonnet 116, 130

Unit V - Shakespeare Criticism:

A Midsummer Night' Dream: The Round Table Characters of Shakespeare's Plays

A C Bradley Lecture VII

Course Outcome

Unit I and II

Students will be able to

1. grasp how Lear suffers from children's ingratitude
2. appreciate the innocence of Cordelia
3. appreciate the significance of fool
4. understand how hamartia leads to fall
5. understand the role of fate

UNIT - III

Students will be able to understand

1. Characteristic features of a romantic comedy
2. To appreciate the world of magic
3. The significance of love
4. Appreciate the role of Puck
5. Appreciate the role of songs

UNIT - IV

Students will be able to understand

1. To understand the characteristics of sonnets
2. Shakespeare's views on love
3. Shakespeare's affection for the dark lady
4. The poetic language of Shakespeare

UNIT - V

Students will be able to understand

1. Hazlitt as a critic
2. Greatness of Shakespeare as playwright
3. Critically appreciate *Midsummer Night's Dream* as a comedy
4. Dequincy's views on *Macbeth*
5. Why the porter Scene is introduced after Duncan's death

CORE PAPER - 11

LITERARY CRITICISM

Objectives

1. Understand the relationship between literature and what criticism
2. Understand Aristotles's concept of Tragedyt
3. Understand that the end result of novel is the whole man alive
4. Understand T.S. Eliot as a modern critic
5. Understand current literary theory

UNIT - I

- Poetics - Aristotle

UNIT - II

- Preface to Lyrical Ballads -William Wordsworth

UNIT - III

- Why the Novel Matter- D.H.Lawrence
- Tradition and the Individual Talent -T.S.Eliot

UNIT - IV

- New Criticism Structuralism- Post structuralism

UNIT - V

- Feminist Criticism - Post-Colonialism - Eco criticism

Course Outcome:

Unit I

The students will be able to understand

1. Aristotle's concept of tragedy
2. six formative element in tragedy
3. Aristotle's Plot, character and tragic hero
4. Functions tragedy

Unit II

The students will be able to

1. understand the genesis of the Preface to the Lyrical Ballads
2. know key concepts conversed in the Preface to the Lyrical Ballads
3. have Wordsworth's views on themes, subject matter, function & diction of poet

Unit III

1. Why does the novel matter?
2. How Lawrence highlight the superiority of the novel over other forms of literature
3. What according to Lawrence are the supreme old novels
4. The relation between tradition and individual talent
5. The concept of objective correlative

Unit IV

The students will be able to understand

1. John Crowe Ransom as a pioneer of New Criticism
2. The theory of new criticism
3. Ferdinand de Saussure as forerunner of Structuralism
4. The difference between new criticism and structuralism
5. The theory of post structuralism
 - Unit V Feminist Criticism - Post-Colonialism - Eco criticism

The students are able

1. to assess the different concept of Feminist Criticism
2. To get identify the different impact of post colonialist features in literature
3. Get introduce to Eurocentric concepts of criticism
4. To distinguish between impact of orientalism and European imperialism.
5. To understand the parallel between feminist criticism and eco criticism.

TEXTS

Reference books:

- Barry, Peter. *Beginning Theory*. Manchester University Press 2009.
- [Hans Bertens](#). *Literary Theory: The Basics*, 2013
- [M.H. Abrams](#) et al. *A Glossary of Literary Terms* 11th Edition.
- English Literary Criticism and Theory by M.S .Nagarajan
- BOOK: English Critical Texts : D.J Enright Ernst De Chickera

CORE PAPER - 12

SUBALTERN LITERATURE

Objectives

1. To know the themes of subaltern poetry
2. To critically analyse the poems of subaltern literature
3. To know the theme of marginalization in Chinua Achebe's *The Sacrificial Egg* and Mahaswetha devi's *Draupadhi* .
4. To appreciate the plays of subaltern playwrights, Asif Currimbhoy and Wole Soyinka
5. To know the theme of hegemony in the novels of Amitav Ghosh and Khalid Hosseini

SYLLABUS

UNIT - I

Poetry

1. *The Dying Eagle* by E.J. Pratt
2. *Why have you left the Horse Alone* by Mahmoud Darwish
3. *Telephone Conversation* by Wole Soyinka

UNIT - II

Non Fiction

Nickel and Dimed by Barbara Ehrenreich

UNIT - III

Short stories

1. *The Sacrificial Egg* by Chinua Achebe
2. *Draupadhi* by Mahaswetha Devi

UNIT - IV

1. *Dumb Dancer* by Asif Currimbhoy
2. *Death and the King's Horseman* by Wole Soyinka

UNIT - V

1. *Hungry Tide* by Amitav Ghosh
2. *The Kite Runner* by Khalid Hosseini

Course Outcomes

Unit I

The students will be able to

1. Analyze the theme of loss of power
2. Know the inevitability of younger generatins overthrowing the older ones
3. Analyse myth and history in Mahmoud Darwish's poem, "Why have you left the horse alone"
4. Understand the pain of exile
5. Understand the theme of racial discrimination

Unit II

The students will be able to

1. understand the complications that arise from trying to survive on a minimum-wage job they are immediately facing destitution.
2. Realize that work is not a way out of poverty, but a physically and emotionally damaging state in which the economic laws of supply and demand often simply don't apply.
3. Understand that low-wage workers are forced to fight an uphill, or even impossible, battle:
4. understand that their problems stem not from individual weaknesses or laziness but from entrenched structural issues that make working your way out of poverty excruciatingly difficult.

Unit III

The students are able to understand

1. the tug-of-war between Western influences and native traditions and beliefs.
2. Through Julius, that even decades of colonialism are incapable of erasing the rituals and beliefs of a people
3. The concept of emptiness and loss.
4. That Draupadi is an ironic tale of exploitation and struggle faced by a woman for being born in a low birth
5. And explore the traumas undertaken by the women protagonists to resist and survive.

Unit IV

The students are able to understand

1. How the psychological thriller, Dumb Dancers incorporate the element of valour from the Mahabharata,
2. the stigma and struggle attached with mental illnesses, expressed through the traditional *dance* form, kathakali.
3. the mingling of Western and Yoruban elements in Death and the King's Horseman
4. the universality of the theme of cultural responsibility
5. The values of Yoruban society

Unit V

The students will be able to understand

1. The Environmental problems which are often underestimated by the majority of mankind in Hungry Tide.
2. Corruption and bureaucracy as disease, which develops quickly, but takes a lot of time, efforts and determination to recover from it
3. The necessity of Responsibility.
4. The theme of betrayal The Kite Runner
5. The life of guilt moving towards redemption

Text Book and Web Source

1. https://www.k-state.edu/english/westmank/spring_00/SOYINKA.html
2. <https://english2302.files.wordpress.com/2016/08/the-sacrificial-egg.pdf>
3. Currimboy, Asif. Dumb Dancers. Culcutta: Writers Workshop, 1992.
4. Ehrenreich, Barbara. Nickel and Dimed. Picador, n.d.
5. Gosh, Amitav. The Hungry Tide. Harper Collins, n.d.
6. Hosseini, Khaled. The Kite Runner. Bloomsbury Publishing , n.d.

INTERNAL ELECTIVE

PAPER - 1

(to choose one out of two)

A. CHILDREN LITERATURE

Objectives

1. To make the students read a broad range of children's literature from Fairy tales to recent books
2. it gives students appreciation about their own cultural heritage as well as those of others;
3. it helps students develop emotional intelligence and creativity;
4. to explore new vocabulary, to internalize grammar and linguistic structures,
5. to motivate the students to develop the habit of reading

SYLLABUS

UNIT - I

1. Little Women - Louisa May Alcott

UNIT - II

1. Anna of Green Gables (Book I)- Anne Montgommz

UNIT - III

1. Harry Potter and the Philosopher's Stone - J . K. Rowling

UNIT - IV

1. The Ugly Duckling - Hans Christian Andersen
2. Hansel and Gretel - Grimm's Fairy Tales

UNIT - V

1. C.S. Lewis- On Three ways of Writing for Children
2. Philip Pullman - On Children's Literature and the Critics Who Disdain It (From Daemon Voices: On Stories and Storytelling).

Course outcome:

Unit I

The students learn

1. Young woman's struggle between familial duty and personal wor
2. The danger of gender stereotyping
3. To find happiness through daily activities and dreams

4. The importance of being genuine
5. What they deserve depends on how hard they work

Unit II

The students are able to understand

1. How being good leads to problems
2. The traditional roles and propriety
3. The underlying moral character of Anne
4. How new moral codes perplex the traditional ones
5. Anne's vision of future

Unit III

The students are able to understand

1. How Harry learns that he is a wizard
2. Harry's first experience of wizarding
3. The character of Hermione Granger and Professor Quirrell
4. The Significance of Harry's eleventh birthday
5. The importance of Harry's vision on the Mirror of Erised

Unit IV

The students will be able to:

1. identify and describe the moral of the story, The Ugly Duckling
2. analyze the characters of the story.
3. analyze the elements of a fairy tale.
4. Understand how to manage problematic situations
5. compare and contrast fairy tales

Unit V

The students understand

1. it's in the fantasy literature that we find a sense of sub-creating a world and the tales that inhabit it that both reveal and delight.
2. that it is a wrong conception that one is behind in his reading and one is ahead,
3. that there isn't a complete and unbridgeable gap between the books of the children, and the grown-
4. That we grow up by moving along a sort of timeline, like a monkey climbing a stick.
5. They should not criticize anyone for reading children's fiction

Web Source:

<https://www.catholicculture.org/culture/library/view.cfm?recnum=9117>

Alcott, Louisa May. Little Women. Fingerprint Publishing, n.d.

Montgomery, L M. Anna of Green Gables. Penguin UK, n.d.

Rowling, J K. Harry Potter and the Philosopher's Stone. Bloomsbury Press, n.d.

INTERNAL ELECTIVE

PAPER - 1

B. JOURNALISM

Objectives:

- 1) To give students a better understanding on the history development of journalism in global and Indian context.
- 2) Introduce students the concept related to News and Journalistic practice
- 3) Ignites knowledge of professional Journalism and helps students to strengthen the underpinnings of journalism.
- 4) Stimulates the students on getting knowledge about how newspaper encourages photo-journalism development.
- 5) Prepares students has a good reporter and capable interpreted of society
- 6) Imparts knowledge of sciences and history of arts to make one's way up in a world to meet out increasingly demanding competence in the field of journalism.
- 7) Modality prepares a student to learn how to write editorials columns and feature articles.

SYLLABUS

UNIT - I

History - Definition of News - News sources - News Values - Role and functions of Journalism - Canons of Journalism.

UNIT - II

Reporter - News Editor - Sub Editor - Anatomy of Editing - Language and Style - Organisation and Structure of the News paper.

UNIT - III

Introduction to Copy Editing - Preliminary Copy Editing - Design and Specimen Pages.

UNIT - IV

On Screen Copy Editing - Preparing Text for typesetter - Illustrations - Proof.

UNIT - V

House Style

- House Style and Preliminary Pages
- Cross references
- Date and Time
- Spelling and Punctuations
- Tittle Page
- Content List
- List of Illustrations

Literary Material

- Running Heads
- Page Number
- Heading
- Footnotes and Endnotes
- Tables
- Appendixes
- Glossaries

References:

1. Mencher, Melvin; News Reporting and Writing; 7th edition; (1997); Columbia Univ.Press
2. Ed. Boyce, George; Curran, James; Wingate, Pauline; Newspaper History from the 17th century to the present day; (1978); Sage
3. Wilson, John; Understanding Journalism; (1996); Routledge
4. Mazumdar, Aurobindo; Indian Press and Freedom Struggle; (1993); Orient Longman
5. Parthasarthy, Ramaswamy; Here is the News; (1994); Streling
6. Brumley and O'Malley; A Journalism Reader, (1997); Routledge
7. Howard, T; New: A Reader; (1991); OUP
8. Williams, Framcos; Dangerous Estate: (1957); Longman
9. Dhavan, Rajeev; Only the Good News; (1987); bharat Enterprises
10. Sarkar, R.C.S; The press in India; (1984); S. Chand & Co. Ltd.

11. Raghavan, G. N. S; PTi Story; (1987); Indraprastha Press
12. Rao, Amiya and Rao, B.G.; The Press she could not whip; (1977); Popular Prakashan
13. Srinivasan. R.; Crusaders of the 4th Estate; (1989); Bhartiya Vidya Bhavan
14. Smith, Anthony; The News an International History; (1979); Thames and Hudson
15. Hohenberg; The professional Journalist
16. Ahuja, B.N., Theory and Practice of Journalism, Surject Publications, Delhi,1979
17. Gunning, Robert, The Technique of Clear Writing, McGraw-Hill Book Co., New York.
18. Johnson, Stanley and Julian Hariss, The Complete Reporter, The MacMillan Co., New York, 1942.
19. Lent, John A. (ed), The Asian Newspaper's Reluctant Revolution, The State University Press, Ames Iowa, 1977.
20. Murthy, Nadig Krishna, Indian Journalism, Prasaranga, University of Mysore, 1966.
21. Natrajan, J., History of Indian Journalism. The Publications Division Government of India.
22. Parikh, R.D., The Press and Society, Popular Prakashan, Bombay, 1965.
23. Parthasarathy, Rangaswami, A Hundred Years of the Hindu; The epic story of Indian Nationalism, Kasturi and Sons Ltd., Madras/
24. Sahni, J.N., Truth About the Indian Press, Allied Publishers, Bombay, 1974.
25. Sethi, Patanjali, Professional Journalism, Orient Longman, Bombay,1974.
26. Wolseley, Roland E. (ed.), Journalism in Modern India, Asia Publishing House, Bombay, 1964.

Web Source:

copac.ac.uk:

copac@mimas.ac.uk

SKILL BASED PAPER SUBJECT

PAPER - 3

CONTENT WRITING

Course Objective

Expose students of English literature to the world of 'ideation and creation'. By providing a platform for writing contents for Advertisement, Websites, Product descriptions and Social media contents (for clients to express, inform, entertain or persuade the audience/ readers) enhances the artistic and analytic function of the student.

Course Outcome

Content Writing will play a vital role in the era of "start ups". With technical expertise along with good writing skill scan provide a great career opportunity to a student.

Unit I

Introduction

Writing for special purpose- nuances of technical writing- digital age writings- SEO- target identification and focus- various platforms. Types of Content Ads., Blogs, E-Books etc., Publication Platforms.

Unit II

Writing Tools, Tips, & Techniques.

Unit III

Advertising Objectives- Category of Ads. - Strategy - layout- language.

Unit IV

Social media and present day platforms.Social media tools.

Unit V

Content Writing Exercises, Commercials, Social Advertisements, Short films, Projects as teams.

Text Book

Reference Books.

- [Kristina Halvorson](#). *Content Strategy for the Web*.
- [Mark W. Schaefer](#). *The Content Code: Six essential strategies*. 2015.
- **Goddard Angelo**. *The language of Advertising*. 1998.
- **Caston Julia**. *Creative writing: A Practical Guide*. 1998.
- **Krikpan John**. *Good Style writing for Science*. 1992.

SEMESTER VI

CORE PAPER -13

CONTEMPORARY LITERATURE

Course Objectives

1. To introduce a wide range of contemporary literature.
2. To understand the variety of existing literary culture.
3. To expose the students to know the development of English language.
4. To expose the students to know to variety of characters
5. To promote the students to read contemporary literature.

Syllabus

UNIT - I: POETRY

1. Rain - Don Patterson
2. Wedding - Alice Oswald

UNIT - II: POTERY

1. Though My Mother was Already Two Years Dead (Long Distance II)- Tony Harrison
2. Lonely Moon- Sandra Feldman

UNIT - III: PROSE

1. Through the Tunnel- Doris Lessing
2. Once Upon a Time- Nadine Gordimer

UNIT - IV: DRAMA

1. The Humans- Stephen Karam
2. England People Very Nice- Richard bean

UNIT - V: NOVEL

1. Life of pi- Yann Martel
2. The Alchemist- Paulo Coelho

COURSE OUTCOMES

UNIT I

1. Students will be able to understand contemporary American poetry with reference to Don Patterson.
2. Students will be able to analyze why Patterson love all films that starts with rain.
3. Students will be able to understand the poetic techniques used by Alice Oswald.
4. Students will be able to know how art attempts to make a sense of the transformation after wedding.
5. Students will be able to understand the transformation that love creates in one's life.

UNIT II

1. Students will be able to understand contemporary English literature with reference to Toni Harrison.
2. Students will be able to recognize the universality of motherhood.
3. Students will be able to understand how dead people live in the memories of people alive.
4. Students will be able to critically analyze the theme of loneliness.
5. Students will be able to have a glimpse of Jewish literature with reference to Sandra Feldman.

UNIT III

1. Students will be able to understand contemporary English short story with reference to Doris Lessing.
2. Students will be able to know the historical context of the short story "Through the Tunnel".
3. Students will be able to know the psychological implications of imaginary fears.
4. Students will be able to understand the South African literature with reference to Nadine Gordimer.
5. Students will be able to fix the story, "Once Upon A Time" in the frame work- bed time stories.

UNIT IV

1. Students will be able to understand the contemporary British drama with reference to Richard Bean.
2. Students will be able to know the existing racism among ethnic groups.
3. Students will be able to understand the theatre techniques used.
4. Students will be able to understand the contemporary American drama with reference to Stephen Karam.
5. Students will be able to know the concept of familial drama.

UNIT V

1. Students will be able to know the contemporary Canadian literature with reference to Yann Martel.
2. Students will be able to appreciate the story of an Indian teen ager with a Bengal Tiger in a life boat after a ship wreck.
3. Students will be able to understand the contemporary Brazilian literature with reference to Paulo Coelho.
4. Students will be able to comprehend the role of symbols and omens in one's life.
5. Students will be able to understand the suitability of the novels for film making.

TEXT BOOKS AND E- MATERIALS

<https://poets.org/poem/rain-0>

<https://www.poetrybyheart.org.uk/poems/wedding/>

<https://poets.org/poem/long-distance-ii>

<https://www.poemhunter.com/poem/lonely-moon-5/>

<https://www.bartleby.com/topics/through-the-tunnel>

https://archive.org/stream/GordimerOnceUponATime/Gordimer_Once_Upon_a_Time_djvu.txt

Martel, Yann. **Life of Pi**. New York: Harcourt, Inc., 2001.

Coelho, Paulo. **The Alchemist**. San Francisco: HarperSanFrancisco, 1998. Print.

CORE PAPER -14

INDIAN LITERATURE IN TRANSLATION

Course Objectives

1. To introduce the student to the polyphony of modern Indian literature in translation.
2. To understand the multi-faceted nature of cultural identities in the various Indian literature in translation.
3. To compare literary texts produced across Indian regional landscapes to seek similarities and differences in thematic and cultural perspectives.
4. To explore images in literary productions that express the writer's views on their society.
5. To enable the students to understand and appreciate the richness and complexities of the respective languages and their literature.

Syllabus

UNIT - I: POETRY

1. Kurunthogai Verse 40 (poem: “**Red Earth and pouring rain**”):What could my mother be to yours)- Translated by Dr. JayanthasriBalakrishnan
- 2.The modern woman by Bharathiyar. (puthumai Pen)
3. Thirukkural - The Possession of love

UNIT - II: NON-FICTION

The five steps to success by Yandamoori Veerandranath

UNIT - III

1. Chemmeen - ThakazhiSivasankaraPillai (Translated by Anita Nair)
2. GracharGochar -VivekShenbag (Translated by SrinathPrerur)

UNIT - IV

1. Sakunthalam - Kalidasa
2. EvamIndrajith - Badal Sarkar (Translated by GirishKarnad)

UNIT - V

1. Bridges - Sivashankari (Translated by Krisnan)
2. The Bait - Mahim Bora (Translated by LalithSaika)

COURSE OUTCOMES

UNIT I

Students will be able to

1. Learn the universal qualities of pure love irrespective of caste, creed and society.
2. Appreciate the poetic style and the indigenous metaphor
3. The concept of modern woman by Bharathiya
4. The significance of selfless love
5. Thiruvalluvar as universal poet

UNIT II

Students will be able to know

1. how to overcome anger, laziness , fear and complexes
2. How to develop their leadership qualities
3. How to develop their relationships
4. Indian culture and tradition
5. Able to face life with confidence

UNIT III

1. Students will be able to understand the myths about chastity.
2. Students will be able to understand the customs, taboos, beliefs and rituals of fishermen community.
3. Students will be able to understand the socio-cultural background of India with reference to VivekShenbag.
4. Students will be able to face problems after marriage.
5. Students will be able to raise voice against domestic violence.

UNIT IV

1. Students will be able to understand the importance of culture depicted in the epic *Mahabaratha*.
2. Students will be able to develop a taste for language and literature with reference to *Sakuntalam*.
3. Students will be able to understand the sign of true love.
4. Students will be able to learn the genre absurd play and the stream of consciousness technique.
5. Students will be able to explore Sartrean existentialism.

UNIT V

1. Students will be able to understand Assamese literature with reference to Mahim Bora.
2. Students will be able to visualize the concept of first love.
3. Students will be able to know the importance of rural life.
4. Students will be able to know the practices and rituals of the Tamil ancestors.
5. Students will be able to understand the concept of birth and death.

TEXT BOOKS AND E MATERIALS

<https://www.worldcat.org/title/sins-of-appus-mother/oclc/309143>

<https://talesntunes.wordpress.com/2017/12/11/book-review-chemmeen-english-translation/>

<https://indianreview.in/fiction/indian-review-assamese-literature-the-bait-mahim-bora-translated-lalit-saikia/>

<https://www.worldcat.org/title/kalidas-abhigyan-shakuntalam/oclc/643914898>

Badal Sarkar, EvamIndrajith - translated by GirishKarnad. Oxford University Press, London 1974 Print.

<https://www.worldcat.org/title/bridges-paalangal/oclc/229343130>

https://www.academia.edu/9958506/TRANSLATION_OF_CLASSICS

CORE PAPER -15

NEW LITERATURES IN ENGLISH

Course Objectives

1. To introduce the finest works in English belonging to various countries.
2. To give insight into the dogma free world of spiritualism.
3. To enable the students to analyze literary works from different environment and different cultures.
4. To show how English language has become a tool against colonialism.
5. To give an objective view of dichotomies in society.

UNIT - I: POETRY

Australia - A.D.Hope

Your Children are Not Your Children - Khalil Ghibran

UNIT - II: POETRY

A Far Cry From Africa - Derek Walcott

House and Land - Allen Curnow

UNIT - III: PROSE

A Black Grand Mother - Sally Morgan

Novelist as a Teacher - Chinua Achebe

UNIT - IV: DRAMA

Death and the King's Horseman - Wole Soyinka

UNIT - V: NOVEL

Cry, the Beloved Country - Allen P

COURSE OUTCOMES

UNIT I

1. Students will be able to understand the background of Australian literature with reference to A.D.Hope.
2. Students will be able to understand the satire in the poems of A.D.Hope.
3. Students will be able to understand the use of symbolism through the poem "Australia".

4. Students will be able to understand parental narcissism as a toxic quality through the poem “Your Children are not Your Children”.
5. Students will be able to know importance of children’s individual views and independent ideologies not influenced by their parents.

UNIT II

1. Students will be able to understand the feelings of displacement through the poem “House and Land”.
2. Students will be able to know the New Zealand literature.
3. Students will be able to feel the state of immigrants.
4. Students will be able to understand the racial and cultural tensions in Africa.
5. Students will be able to understand the concept of colonialism.

UNIT III

Students will be able to understand how race plays an important role in works of African writers.

Students will be able to know the definition of emotional journey.

Students will be able to understand the importance of journey and its benefits.

Students will be able to understand how a writer takes up the role of a teacher.

Students will be able to differentiate post-colonial and western writers.

UNIT IV

1. Students will be able to understand the richness of the African literature.
2. Students will be able to develop taste for the techniques of drama with reference to *Death and the King’s Horseman*.
3. Students will be able to understand the concepts of anti-colonialism.
4. Students will be able to understand the background and rituals of Yoruba community.
5. Students will be able to analyze that the play as a bridge between African and European culture.

UNIT V

1. Students will be able to witness the background status of South Africa.
2. Students will be able to know the international attention to South Africa’s tragic history.
3. Students will be able to capture the extremes of human emotions.
4. Students will be able to comprehend African’s hope for their freedom from hatred, poverty and fear.
5. Students will be able to understand that the novel is a journey from rural life to urbanization.

TEXT BOOKS AND E MATERIALS

Soyinka, Wole. *Death and the King's Horseman* Norton critical edition. New York : Norton, 2003.

Paton, Alan. *Cry, the Beloved Country*. New York, N.Y: Scribner, 2003. Print.

<https://www.studymode.com/subjects/a-black-grandmother-by-sally-morgan-page1.html>

<http://mrhuman.weebly.com/uploads/2/1/5/1/21516316/thenovelistasteacher.pdf>

<https://cdn.auckland.ac.nz/assets/press/all-books/pdfs/2017/Appendix%20to%20Allen%20Curnow%20Collected%20Poems.pdf>

<https://poets.org/poem/far-cry-africa>

<https://sahyadriliterature.blogspot.com/2018/08/poem-analysis-of-australia-by-a.html>

<https://poets.org/poem/children-1>

INTERNAL ELECTIVE

PAPER - 2

(to choose one out of two)

A. ENGLISH FOR INFORMATION TECHNOLOGY

Objectives:

1. To make students familiar with internet and its usage
2. To help them learn the basic ways of exploring internet
3. To enhance their knowledge of using multimedia.
4. To improve their knowledge of computer in learning and teaching English
5. To enable them create their own blogs and web page

UNIT - I

1. World Wide Web & Email, Internet
2. Searching the Internet & Search FAQ's
3. The Internet as Resource Bank and classroom tool

UNIT - II

1. Introduction to NET (I)
2. Introduction to NET (II)
3. Writing Projects
4. Email projects and discussion lists

UNIT - III

Activities

1. Making news
2. Eco-tourism
3. Mystery Postcards
4. Classified ads
5. Puzzle Maker
6. Reviewing a website

UNIT - IV

Tools for Online works

1. Blogs and Wikis
2. Web Quest
3. Recent multimedia applications in everyday life.

UNIT - V

1. Professional development online
2. Listserv FAQs

3. Teaching online
4. Teaching development resources

Course Outcome:

Unit 1:

- 1 Student is able to use internet.
- 2 Learn to send and receive e-mails
- 3 Identify similar problems and know the ways to solve through FAO's
- 4 Incorporate the required material from the web resource bank in learning English
- 5 Exchange ideas using e-mail

Unit 2:

- 1 Learn the history of computer and its gradual development till date.
- 2 Get educated in online quiz and enrich their knowledge
- 3 Get their educational resource materials.
- 4 Involve in creating and publishing their articles.
- 5 Know to participate in online discussion and get their doubts clarified

Unit 3:

- 1 Students are able to compose news and upload
- 2 They are able to locate popular places of tourism and learn their ecological significance
- 3 Learn to create postcards and develop related knowledge
- 4 Learn to draft classified ads for practical benefits
- 5 They are able to construct puzzles and derive English language knowledge

Unit 4:

- 1 To create blogs and wikis
- 2 Know to use web page
- 3 Learn to apply multimedia in their web based activities
- 4 Learn to edit content in wikis
- 5 Know to operate playstore and download different apps

Unit 5:

- 1 Analyse content wise websites
- 2 Know to browse profession related websites
- 3 Have discussion and exchange ideas
- 4 Get educated new techniques in teaching learning
- 5 Improve their teaching learning in class rooms situation
- 6 Get familiarized with ICT

Prescribed Text

The Internet and the Language Classroom - A Practical Guide for Teachers - II Edition -
Gavin Dudley , Cambridge University Press, 2007.

INTERNAL ELECTIVE

PAPER - 2

B. FILM - APPRECIATION AND BOOK REVIEW

Objective:

- 1 To sensitize students in the nuances of cinema.
- 2 To introduce the semiotics of cinema to students
- 3 To introduce theories relevant to film appreciation
- 4 To expose students to the world of film language
- 5 To direct the massive influence of cinema towards the positive
- 6 To enhance their ability to analyse appreciate and write reviews

UNIT - I

1. Film appreciation : An introduction
2. Reading the visual and visualizing the text: Film Language

UNIT - II

1. Cinema : Aesthetics, Religion and politics
2. A Classic film is a critique of the medium

UNIT - III

- 1 What's in a Name?
- 2 Brevity is the soul of wit
- 3 How you say a thing
- 4 Acting is believing

UNIT - IV

1. Watching the recommended movies and writing reviews

UNIT - V

Reading books and writing Reviews

1. Becoming by Michelle Obama
2. A walk to remember by Nicholas Sparks
3. Three women , three ponds by Sudha Murthy
4. One Indian girl by Chetan Bhagat

Course outcome

UNIT I:

1. Students is able to get an overall view of cinema as a massive influence in the society
2. Understand semi-idiomatic expressions coined through movies
3. Differentiate regional movies from World Cinema
4. Classify the important feature of cinema
5. Learn to appreciate film language

UNIT II:

- 1 Learn the basics of film - language and venture on to higher level.
- 2 Become knowledgeable in the trained areas of signs, codes and syntax of film- language
- 3 Identify the circuit of film experience connected to different fields of social political and religious life
- 4 Become more knowledgeable at cultural, social and political levels
- 5 Encouraged to write scripts for film
- 6 Learn how myths are used in cinema.
- 7 Comprehend the potentialities of cinema by concentrating on the sub-text
- 8 Examine how the marginalized are portrayed through cinema
- 9 Understand how colours are used to highlight different ideas.
- 10 Appreciate the interactive process between the visual and the viewer

UNIT III:

1. Differentiate the main text from multiple sub- texts.
2. Understand that cinema is used not only on entertainment but as laughter therapy
3. Develops positive attitude
4. Establish revolutionary ideas against the odds of life
5. Appreciate the effects of sound and music

UNIT IV:

1. Interpret the different concepts of the movie.
2. Apprehend the art and culture depicted through movie
3. Enlist the number of techniques used in cinema.
4. Get trained to choose apt titles and catchy phrases to be used.
5. Analyse the plot- structure of the movie
6. Able to infuse valuable points through dialogues and impress audience
7. Develop to write reviews for movies.

UNIT V:

1. Develop the habit of book reading
2. Know the nuances and techniques of reading
3. Identify the difference from plot and structure
4. Learn their intricacies of characterization
5. Critically analyse the elements of the novel
6. Able to write reviews fluently on their own

Text Prescribed

1. Prof.N,Ilango,*Film- Appreciation for Beginners*, Manimekala Publishing House, Madurai, 2017.

BOOK RECOMMENDED:

1. Becoming by Michelle Obama
2. A walk to remember by Nicholas Sparks
3. Three women , three ponds by Sudha Murthy
4. One Indian girl by Chetan Bhagat

Movies Recommended:

1. Harry Potter, goblet of Fire directed by mike Newell
2. The Chronicle of Narnia directed by Andrew Adamson
3. Jungle Book, directed by Jon Favreau
4. Gandhi ,directed by Richard Attenborough
5. Ten Commandment directed by Cecil B.Demille
6. The Hound of Baskervilles directed by Sidney Lanfield
7. Schindler's List directed by Steven Spielberg

INTERNAL ELECTIVE

PAPER - 3

(to choose one out of two)

A. WRITING FOR SPECIFIC PURPOSE

Course Objectives

1. To create a passion for writing in English for special purposes
2. Enable students to learn the techniques of writing
3. To learn the situations and choose the right type of words and wages
4. To create develop creative interest and encourage them to write or them own
5. To help them become more competent and confident writers

UNIT - I

- Getting started
- Gaining control
- Writing for a Diverse Audience
- Organizing your thought
- Managing the purpose of writing
- Overcoming the writes Block.

UNIT - II

- Making your message Accessible
- The subject time
- Beginning
- Endings
- Headings
- Graphic Devices
- Bullets

UNIT - III

- An easy to read style
- Strengthening a weak memo
- Writing for special purpose
- The executive summary
- Clear Instructions

UNIT - IV

- Good well letters
- Letter of congratulations
- Thank you notes
- Letter of apology
- Letter of recommendation
- Delivering welcome news

UNIT - V

- Letter of complaint
- Responses to letters of complaint
- Letter of request
- Persuasion : some practical pointer
- Shaping a persuasion message
- The sales letter
- International correspondence
- Message for email

Reference: Effective business writing Maryann PIOTROWSKI, Harper Collins publisher. Inc. NY 10022

Course Out Comes (five outcomes for each units should be mentioned)

Student is able to prepare her\him self

Unit - I

1. To start with work
2. Learns the methodical approach
3. Able to focus on the task
4. Gains control and get involved in the specific work
5. Understands the need of the reading
6. Gain control one writing and get involved in the specific work

Unit II

1. Learn to organize ideas and write

2. Known how to draft the message
3. Write the revised message
4. Known to edit the draft after proof-reading
5. Learn to overcome the writes block.

Unit III

1. Construct subject line the key lines of the message in a captive way.
2. Include the punctuation marks in the right place
3. Learn to use the tens in the items in the menu bar like headings endings bullets and graphic devices
4. Makes the message accessible
5. Learn the incorporate the special effect

Unit IV

1. Read their writing and make it clear
2. Analyze the structure and word choice
3. Able to give helpful information
4. Known to write quick clean and direct
5. Learn to write an easy to read style.

Unit V

1. Learn to deliver un- welcome news
2. Responses to letter of complaints
3. Shape a persuasive message
4. Draft sales letters
5. Interact with international correspondence

INTERNAL ELECTIVE

PAPER - 3

B. CREATIVE WRITING

Course Objectives

1. To know the process of beginning and growth of English language.
2. To know about various innovative ways of using English language in verbal and non-verbal communications.
3. To write clearly effectively and creatively and adjust writing style appropriately, to the content the context and nature of the subject
4. To write travelogues and advertisements
5. To write scripts for TV and Radio programmes

UNIT - I

1. Various kinds of writing
2. The creative Impulse, Creative ability
3. Tools and Techniques

UNIT - II

1. Poetry
2. Prose
3. Features and non - features
4. Writing for the Media

UNIT - III

1. Sketching the plot, conflict, climax, resolution
2. Character Sketch
3. Action Description
4. Dialogue

UNIT - IV

1. Travelogue
 2. Writing Advertisements
 3. Writing for Newspapers
- i) News ii) Articles

UNIT - V

1. Writing Documentaries
2. Writing for Television and Radio

Course Outcomes (five outcomes for each units should be mentioned)

Unit I

1. The student will be able to know various dimensions of creativity
2. The student will be able to develop creative impulse ability Geniuses and talent
3. The student will be able to grasp the tools and techniques of creative writing
4. The student will be able to appreciate the tools and techniques of writing
5. The student will be able to appreciate the talent of geniuses

Unit II

1. The student will be able to grasp the lyrical richness of the poetry
2. The student will come to know the literary devices of the poetry
3. The student will be able to understand the features of prose
4. The student will be able to understand the multiple features of creative writing?
5. The student will be able to know the principles of writing for digital media.

Unit III

1. The student will be able to understand the different elements and attributes of drama
2. The student will be able to understand various genres of fiction
3. The student will be able to analyze the character speech
4. The student will be able to form dramatic devices used in conjunction with the episodic and climactic plot forms
5. The student will be able to form action description in creative writing.

Unit IV

1. The students will be able to write a Photographic Description of places
2. The students will be able to highlight the Various Attractions.
3. The students will be able to give some cultural background of the places
4. the students will be able to write catchy advertisements
5. the students will be able to write articles for newspapers

Unit V

1. Students will be able to understand documentaries
2. Students will be able to write documentaries
3. The Students will be able to write scripts for Television programmes
4. The students will be able to write scripts for radio programmes
5. The students will be able to organize TV and Radio programmes.

References

Creative writing - Person by Dev

Ailsa Cox: Writing Short Stories.

Thomas S. Kane: The Oxford Essential Guide to Writing.

William Strunk, Jr. and E. B. White: The Elements of Style.

William Zinsser: On Writing Well: The Classic Guide to Writing Nonfiction.

**SKILL BASED SUBJECT
PAPER - 4**

ENGLISH LANGUAGE TEACHING - ELT

Course Objectives

1. To acquaint the learner with the theories and practices of teaching English.
2. To explain various methods of teaching and learning the English language.
3. To make familiar our students with teaching processes involve in English language teaching.
4. To learn the natural approach in communicative English
5. To make the student learn the competence based language teaching
6. To channelize their academic vision towards the language teaching and learning in a better way

UNIT - I

1. A Brief History of Language Teaching
2. Language Teaching Innovations
3. Objectives of Teaching English

UNIT - II

1. Interference and Transfer from the Mother Tongue
2. Listening Activities
3. Techniques in Teaching - Speaking
4. Barriers of Effective Communication

UNIT - III

1. Methods and Approaches in Teaching English
2. Translation Methods
3. Direct Methods
4. Bilingual Approaches
5. Situational Approaches
6. Eclectic Approaches

UNIT - IV

1. Communicative Language Teaching
2. Cooperative Language Teaching
3. Content - Based Language Teaching
4. Task-Based Language Teaching

UNIT - V

1. English Language Teaching in India
2. English as a World Language
3. English for Specific Purposes
4. Technological Influences on English
5. Media and Cyber Influences on English

Text Books

Unit-I:

1. Howatt, A. P. R., A History of English Language Teaching, Oxford: OUS
2. Stern, H. H., Fundamental Concepts of Language Teaching. Oxford: OUS

Unit-II:

1. David Nunan, Language Teaching Methodologies, Prentice Hall Publishers
2. Mackay, Ray. A Basic Introduction to English Language Teaching. Oxford: OUS

Unit III:

1. Jack. C. Richards and Theodore S. Rogers, Approaches and Methods in Language Teaching, 2nd Edition, Cambridge: Cambridge University Press
2. Halliday, M. A. K. Language on Social Semiotic, London : Edward Arnold

Unit- IV:

1. S P Dhanavel. English Language Teaching in India - The Shifting Paradigms. McGraw Hill Education Publisher
2. Slavin, R. Cooperative Learning: Theory, Research and Practice. 2nd Ed. New York: Prentice Hall

Unit - V:

1. Widdowson, H. Learning Purpose and Learning Use. Oxford: OUS
2. Wrenn, C.L. The English Language. Delhi: Vikas Publishing House Pvt Ltd.

Reference Items: books, Journal

1. Penny Ur, A Course in English Language Teaching. Cambridge: Cambridge University Press
2. Diane Larsen - Freeman and Marti Anderson. Techniques & Principles in Language Teaching. Oxford: OUS

3. Navita Arora. English Language Teaching - Approaches and Methodologies. Mcgrawhill Publisher
4. Dr. Praveen M Jain. Methodology of Teaching English - Tools, Techniques and Methods. Raj Publications
5. Dr. Meena Sehrawat and Dr. Subodh K. Jha. English Language Teaching. Lakshi Publishers
6. M L Tickoo. Teaching and Learning English - A Sourcebook for Teachers and Teacher - Learners. Orient Blackswan Publishers
7. Widdowson, H.G., Teaching Language as Communication. Oxford: OUS
8. Ashok Kumar. English Language Teaching: New Perspectives. Oxford: OUS
9. Jeremy Harmer. The Practice of English Language Teaching - 5th Ed with DVD. Pearson Publishers
10. Dr. Adi Ramesh Babu. English Language Teaching and Learning - Problems and Remedies. Pointer Publishers.

E- Materials

1. <https://eltbylinablog.wordpress.com>
2. <https://eltnotes.wordpress.com>
3. <https://medium.com/eltnotes>
4. <https://talimenam.blogspot.com>
5. <https://www.eltnotes.blogspot.com>
6. <https://www.teachingenglish.org.uk>.
7. <https://www.scribd.com>
8. <https://opencourse.uoa.org>
9. <https://news.collindelt.com>
10. <https://en.m.wikipedia.org>
11. <https://www.eltresearchbites.com>
12. <https://eltnotesfrombelow.org>
13. <https://shop.scholastic.co.uk.elt>
14. <https://eltaypwip.org.webnotes>
15. <https://www.cambridge.org.elt>

Course Out Comes

After studying

Unit - I

1. the student will be able to understand the brief history of language learning
2. the student will be able to know that language can be acquired as a skill not as a knowledge
3. the student will come to know the various innovative methods available in learning and teaching the language
4. the student will be able to develop a taste for language learning and teaching

5. the student will understand the objectives of teaching and learning English

Unit - II

1. the student will be able to understand the mother tongue influence on the English language and how to avoid this as this is a major problem for non native English speakers
2. the student will come to know the various listening activities as listening plays a very vital role in learning any language
3. the student will get inspiration to learn native English language with correct accent
4. the student will learn the techniques of spoken English
5. the student will remove the barriers that come across in effective communication

Unit - III

1. the student will be able to understand the methods and approaches in teaching English
2. the student will understand the translational method to learn the language
3. the student will get inspiration through the direct methods of learning the language
4. the student will understand the bilingual, situational and eclectic approaches of learning the language
5. the students by learning these approaches and methods easily learn the language.

Unit - IV

1. the student will be able to learn various methods of learning the language
2. the student will come to know the basis of communicative language teaching
3. the student will understand the cooperative language teaching
4. the student will get inspiration through the task-based and content-based teaching of English language
5. the student will be able to approach the learning of a language in an easy manner through learning these teaching methodologies

Unit - V

1. the student will be able to understand the status of English in the world as English has become a world language
2. the student will come to know the usage of English language in specific purposes related to all fields
3. the student will understand the methods of approaches practiced in India to teach the English language
4. the student will get inspiration through the various influences like technology, media and cyber on the English language
5. the student will be able use the language in all specific purposes
