

Sub:Evaluation of BA & General English Syllabus - Reg.

Inbox



**Deans
office,
St.
Xavier
s
Colleg
e, TN**

Nov 15, 2017, 3:38 PM

Dear Dr. G. Dominic Savio, Greetings from St. Xavier's !We are in the process of revising the syllabus for all courses to be implemented from the academic year



G. Dominic Savio <gdsavio@gmail.com>
to me

Dec 15, 2017, 3:48 PM

Very Rev. Father,

Greetings to you.

Thank you for offering me an opportunity to be the reviewer of the syllabus of your esteemed institution.

After carefully going through the syllabus of the B. A. English programme (w.e.f. 2018-19) which has been well thought of and diligently planned and executed, I have a few suggestions to offer.

Apart from individual **suggestions** which are **marked in red** in the attachment, I have one suggestion to offer for the entire programme. **The Course outcome for all the courses shall be recast in learner's terms.**

The seven-tier UG General English programme is well designed and is an excellent model to be followed by other institutions.

Kudos to you for crafting a well designed General English programme.

Looking forward to interact with you on similar academic exercises. I once again thank you for the offer to review your skilfully crafted Bachelor of English programme.

Thank you.

Yours sincerely,

Dr. G. Dominic Savio

ST. XAVIER'S COLLEGE (AUTONOMOUS)

Palayamkottai – 627 002

(Recognized as “College with Potential for Excellence” by UGC)

(Re-accredited with “A” Grade with a CGPA of 3.50)

SYLLABUS

Preserve this copy of the syllabus until you complete the course, as it is an important document of your present course of study.

Name_____

BACHELOR OF ENGLISH

(w. e. f. 2018 -19)

Programme Outcome

- PO1: Understand the process of communicating and interpreting human experience through literary representation.
- PO2: Study how individuals in specific historical, cultural, and rhetorical circumstances represent their experience and ideas through the medium of language.
- PO3: Become effective thinkers and communicators in the current information-intensive society.
- PO4: Acquire the capability to interpret texts with critical, aesthetic, and ethical sensitivity.

Programme Specific Outcome

- PSO1: Develop skills for interpretation of poetry.
- PSO2: Identify the techniques employed by playwrights in different ages.
- PSO3: Explore the fictional properties employed by great novelists.
- PSO4: Acquire knowledge of English grammar.
- PSO5: understand the complex dynamics of literary genres.

B. A. ENGLISH—COURSE PATTERN

Semester	Status	Sub Code	Title	Hrs	Cdts
I	Language-I	18UGT11	Tamil- I	6	3
	Language	18UGH11	Hindi- I	6	3
	Language	18UGF11	French-I	6	3
	Language-II	18UGE11	English-I	6	3
	Core	18UGL11	Indian Writing in English	6	5
	Allied	18UELA11	Literary Forms and Terms	6	5
	NME-1	18UNM11	Spoken English/ Word Power	2	2
	SBE-1	18USB11	Personality Development	2	2
	VE	18UVE11	Religion-I/ Ethics	2	2
			TOTAL	30	22
II	Language-I	18UGT21	Tamil-II	6	3
	Language	18UGH21	Hindi-II	6	3
	Language	18UGF21	French-II	6	3
	Language-II	18UGE21	English-II	6	3
	Core	18UEL21	Drama	6	5
	Allied	18UELA21	Social History of England	6	5
	NME-2	18UNM21	Listening Skills/Essential English Grammar	2	2
	SBE-2	18USB21	Religion-II/Employability Skills	2	2
	SBE-3	18USB22	Soft Skills/The Art of Public Speaking	2	2
			TOTAL	30	22
III	Language-I	18UGT31	Tamil-III	6	3
	Language	18UGH31	Hindi-III	6	3
	Language	18UGF31	French-III	6	3
	Language-II	18UGE31	English-III	6	3
	Core	18UEL31	British Literature-I	6	5
	Allied	18UELA31	Spoken English: Theory and Practice	6	5
	SBE-4	18USB31	Human Rights and Social Analysis	2	2
	SBE-5	18USB32	Skills of Interpretation of Poetry	2	2
	ES	18UES31	Environmental Studies	2	2
			TOTAL	30	22
IV	Language-I	18UGT41	Tamil-IV	6	3
	Language	18UGH41	Hindi-IV	6	3
	Language	18UGF41	French-IV	6	3
	Language-II	18UGE41	English-IV	6	3
	Core	18UEL41	British Literature-II	6	5
	Allied	18UELA41	Grammar and Composition	6	5
	Elective	18UEL E41	Computer Literacy Programme	4	4
	SBE-6	18USB41	English for Competitive Examinations	2	2
			TOTAL	30	22
V	Core	18UEL51	British Literature-III	5	4
	Core	18UEL52	American Literature	5	4
	Core	18UEL53	Diaspora Literature	5	4
	Core	18UEL54	Literary Theory and Criticism	5	4
	Core	18UEL55	British Literature-IV	5	4
	Elective	18UEL E51	English for Career/Journalism	5	5
			TOTAL	30	25
VI	Core	18UEL61	Shakespeare	6	5
	Core	18UEL62	Postcolonial Literature	6	5
	Core	18UEL63	History of English Literature	6	5
	Core	18UEL64	Women's Writing in English	6	5
	Elective	18UEL E61	Fiction/Project	6	6
				TOTAL	30
			STAND		1
			TOTAL	180	140

NME- NON MAJOR ELECTIVE

SBE-SKILL BASED ELECTIVES

VE- VALUE EDUCATION

ES- ENVIRONMENTAL STUDIES

INDIAN WRITING IN ENGLISH

(Sub. Code: 18 UEL 11)

SEMESTER I	CORE-01	HOURS – 06	CREDITS -05
-------------------	----------------	-------------------	--------------------

Course Outcome

CO1: *Identify the wide range of themes in Indian Writing in English.*

CO2: *Learn the meaning of “Indianness” through representative works.*

CO3: *Understand the socio-cultural contexts in contemporary India through literary texts.*

UNIT – I Poetry

Rabindranath Tagore	Where the Mind Is without Fear
Toru Dutt	Our Casuarina Tree
Sarojini Naidu	Indian Weavers
Sri Aurobindo	The Tiger and the Deer
Nissim Ezekiel	The Night of the Scorpion

UNIT – II Poetry

Kamala Das	My Grandmother’s House
A. K. Ramanujan	A River
Jayanta Mahapatra	Freedom
Mamta Kalia	Tribute to Papa
Arun Kolatkar	An Old Woman

UNIT – III Drama

Girish Karnad	Tughlaq
---------------	---------

UNIT – IV Prose

V. S. Srinivasa Sastri	The Joy of Freedom
Jawaharlal Nehru	Asoka, Beloved of the Gods
S. Radhakrishnan	An Ideal before the Youth

UNIT –V Short Stories

R. K. Narayan	Astrologer’s Day
Mulk Raj Anand	The Lost Child
Prem Chand	Resignation

Ref.: <i>Indian Writing in English</i>	K.R. Srinivasa Iyengar
<i>Indian Poetry in English</i>	Ed. By Makarand Paranjape
<i>Gitanjali</i>	Rabindranath Tagore

QUESTION PAPER PATTERN

		Marks
I	20 Multiple Choice Questions (7 from units I&II, 7 from unit III, 6 from units IV & V)	20
II	1 Essay (300 Words) out of 3 from Unit I & II	15
III	1 Essay (300 Words) out of 3 from Unit III	15
IV	1 Essay (300 Words) out of 3 from Unit IV & V	15
V	3 Paragraphs (100 Words) out of 5 (1 from each Unit) 3X5	15
VI	4 Annotations out of 7 (from all Units) 4X5	20
	TOTAL	<u>100</u>

(Suggestion: There shall be at least one contemporary text in each Unit)

LITERARY FORMS AND TERMS

(Sub. Code: 18 UELA 11)

SEMESTER – I

ALLIED-01

HOURS – 06

CREDITS – 05

Course Outcome

CO1: *Comprehend the dimensions of literary forms.*

CO2: *Learn the meanings of literary terms.*

CO3: *Identify literature as a discipline and examine its fundamental components.*

UNIT – I Literary Forms

The Epic

The Sonnet

The Ode

The Elegy

UNIT- II Literary Forms

The Novel

Biography

The Short Story

Autobiography

UNIT – III Literary Forms

The Dramatic Art

Comedy

Tragedy

Tragi-Comedy

UNIT – IV Literary Terms

Image, Symbol, Simile, Metaphor, Personification, Paradox, Oxymoron, Exaggeration, Alliteration, Rhyme, Rhythm, Dramatic monologue, Character, Plot, Flashback, Chorus, Aside, Soliloquy

UNIT – V Literary Terms

Hamartia, Denouement, One-act play, Farce, Melodrama, Epilogue, Anecdote, Irony, Allegory, Genre, Parable, Fable, Myth, Pathos, Poetic Justice, Satire, Theme, Utopia

Text: *A Background to the Study of English Literature*- B. Prasad

Ref.: *A Handbook of Literary Terms* - M. H. Abrams & Geoffrey Galt Harpham.

QUESTION PAPER PATTERN

		Marks
I	20 Multiple Choice Questions (5 from units I, II & III)	= 20
II	1 Essay (300 Words) out of 3 from Unit I	= 15
III	1 Essay (300 Words) out of 3 from Units II & III	= 15
IV	4 Paragraphs (100 Words) out of 7 from Units I, II & III (4X5)	= 15
V	5 Short Notes (50 words) from Unit IV (5X3)	= 15
VI	5 Short Notes (50 words) from Unit V (5X3)	= 20
	TOTAL	100

SPOKEN ENGLISH (NON-MAJOR ELECTIVE)
(Sub. Code: 18 UNM 11)

SEMESTER-I	NME-01	HOURS -02	CREDITS -02
-------------------	---------------	------------------	--------------------

Course Outcome

CO1: *Develop fluency in English.*

CO2: *Perform conversational practice in situations.*

CO3: *Acquire the ability to participate in debate, panel discussion, role play, etc.*

UNIT – I Situational communication

At the railway station-At the restaurant- At the bank – At the cinema – At the bookshop – At the doctor’s – At the market – At the tailor’s – At the post office – In the library – Buying a computer – Planning a vacation

UNIT – II Pronunciation practice

Consonants
Vowels
Diphthongs

UNIT – III Communication Activities

Role play
Debate
Panel discussion
Speaking on the given topic

UNIT – IV Reading Skills

Practice in reading aloud

UNIT – V Group Discussion Skills

Importance of personality manifestation
How to overcome personal/physical/semantic barriers
Practical suggestions for success in group discussion

Internal Assessment: 100 marks

External Examination: 100 marks (Assessment will be done by the course teacher and one external examiner)

External Assessment Components

1.	Issue based conversation	= 25 marks
2.	Reading aloud	= 25 marks
3.	Group discussion	= 25 marks
4.	Speaking on the given topic	= 25 marks
	TOTAL	<u>100</u>

WORD POWER (NM ELECTIVE)
(Sub. Code: 18 UNM 11)

SEMESTER-I	NME	HOURS -02	CREDITS -02
-------------------	------------	------------------	--------------------

Course Outcome

CO1: Develop the active as well as passive Vocabulary of students

UNIT – I

Word formation (Etymology)
Words in context
Words and inflections

UNIT – II

Register building
Register collection

UNIT – III

Collocations

UNIT – IV

Words and shades of meaning

UNIT – V

Words as symbols

(Suggestion: In place of ‘Words as symbol,’ Word Derivation and etymology may be introduced)

QUESTION PAPER PATTERN

Marks

I	Inflections	= 15
II	Register Writing	= 15
III	Register using	= 15
IV	Collocations	= 15
V	Shades of meaning	= 15
VI	Homonyms	= 15
VII	Words in comprehension	= 10

TOTAL

100

DRAMA
(Sub. Code: 18 UEL 21)

SEMESTER-II	CORE-2	HOURS -06	CREDITS -05
--------------------	---------------	------------------	--------------------

Course Outcome

CO1: *Introduce to students the techniques and subtleties of the genre, drama*

CO2: *Enable students to know the different kinds of drama*

UNIT- I & II

Bernard Shaw - *Pygmalion*

UNIT III & IV

Arthur Miller - *All My Sons*

UNIT- V

Vijay Tendulkar - *Silence! The Court Is in Session*

QUESTION PAPER PATTERN

		Marks
I	20 Multiple Choice Questions (8 from units I & II, 6 from unit III & IV, 6 from units V)	= 20
II	1 Essay (400 Words) out of 3 from Units I & II	= 15
III	1 Essay (400 Words) out of 3 from Units III & IV	= 15
IV	1 Essay (400 Words) out of 3 from Unit V	= 15
V	4 Annotations out of 7 (from all Units) 4 X 5	= 20
VI	Paragraphs (100 Words) out of 5 from all Units (3 X 5)	= 15
TOTAL		<u>100</u>

SOCIAL HISTORY OF ENGLAND
(Sub. Code: 18 UEL A21)

SEMESTER-II	ALLIED-02	HOURS -06	CREDITS -05
--------------------	------------------	------------------	--------------------

Course Outcome

CO1: *Acquaint students with the Social history of England so that they may understand literary works better*

UNIT – I

The Renaissance	The Reformation
The Dissolution of the Monasteries	The Elizabethan Theatre

UNIT – II

The East India company	Colonial Expansion
The Civil War and its Social Significance	Restoration England

UNIT – III

Age of Queen Anne	Coffee- House Life in London
The Agrarian Revolution	The Industrial Revolution

UNIT – IV

The War of American Independence	Effects of the French Revolution
The Victorian Age	Means of Transport and Communication
The World Wars and Social Security	

UNIT – V Short notes on the following topics:

English Feudal system, The Tower of London, Black Death, The Divine Right Theory of Kingship, The Pilgrim Fathers, The Oxford Movement, The Royal society, The East India Company, The Salvation Army, The League of Nations, The Anti-slavery Movement, The Whigs and the Tories, Puritanism, Oxford and Cambridge Universities, Westminster Abbey.

Text: *The Social History of England* by A. G. Xavier

QUESTION PAPER PATTERN

		Marks
I	20 Multiple Choice Questions (5 from each unit)	= 20
II	1 Essay (300 Words) out of 3 from Unit I	= 15
III	1 Essay (300 Words) out of 3 from Unit II	= 15
IV	1 Essay (300 Words) out of 3 from Unit III	= 15
V	1 Essay (300 Words) out of 3 from Unit IV	= 15
VI	10 Short notes out of 15 (from Unit V) 10X2	= 20
TOTAL		100

(Suggestions: G. M. Trevelyan's *English Social History* may be introduced as a reference text. Also the course title can be rephrased as "English Social History")

LISTENING SKILLS (NON-MAJOR ELECTIVE)

(Sub. Code: 18 UNM 21)

SEMESTER-II	NME-02	HOURS -02	CREDITS -02
--------------------	---------------	------------------	--------------------

Course Outcome

CO1: *Expose the learners to Spoken English in both neutral and native accent*

CO2: *Help the learners understand all kinds of spoken forms*

CO3: *Make the learners respond to the spoken word*

CO4: *Facilitate the learners take notes while listening*

CO5: *Make the learners assimilate correct pronunciation and intonation*

CO6: *Provide the learners some standard models of speech*

CO7: *Help the learners take TOFEL and IELTS tests online*

CO8: *Motivate the learners to speak in English by way of imitation*

Course Plan

The learners will be required to listen to passages in neutral accent in the initial stages and then to passages in native accent. They will be given practice in multiple sub-skills involved in listening. They will work with response sheets almost every hour. The passages they listen to will be culled from most relevant knowledge areas. Importance will be given for promoting vocabulary and register building.

SYLLABUS

UNIT I	Listening to comprehend
UNIT II	Listen and do tasks
UNIT III	Making intelligent guesses
UNIT IV	Listening and Channel Conversion Tasks
UNIT V	Listening and note taking

EVALUATION

CIA(15 Tests)	100 marks
Terminal test(1 hr)	100 marks

(Suggestion: Text book material shall be chosen from across disciplines to suit the needs of students of non-major electives)

ESSENTIAL ENGLISH GRAMMAR (NON-MAJOR ELECTIVE)

(Sub. Code: 18 UNM 21)

SEMESTER-II	NME-02	HOURS -02	CREDITS -02
--------------------	---------------	------------------	--------------------

Course Outcome

CO1: *Help students learn the essential aspects of English grammar*

CO2: *Help students write competitive examinations with confidence*

UNIT – I

Use of Prepositions with Nouns, Adjectives and Verbs

UNIT – II

Nouns used as Subjects, Objects, Complements and Objects of Prepositions

UNIT – III

Tenses and Voices

UNIT – IV

Formation of Adjectives and Degrees of Comparison

UNIT – V

Subordinating and Coordinating Conjunctions

Ref.: English Grammar and Composition– G. Radhakrishna Pillai.

QUESTION PAPER PATTERN

	Marks
I Questions from Unit I	= 20
II Questions from Unit II	= 20
III Questions from Unit III	= 20
IV Questions from Unit IV	= 20
V Questions from Unit V	= 20
TOTAL	<u>100</u>

(Suggestions: Present Unit V can be clubbed with Unit III. Unit V shall be on sentence types and construction. For teaching methodology, Inductive Approach can be tried.

SOFT SKILLS

(Sub. Code: 18 USB 22)

SEMESTER-II	SBE -3	HOURS -02	CREDITS -02
--------------------	---------------	------------------	--------------------

Course Outcome

CO1: *Equip students with basic communication skills focusing on the four basic skills*

Unit I: Life Skills

Communication: Process, barrier, Types- Career planning- time management- stress management- problem solving.

Unit – II Listening

Active listening- Introduction to Indian, British and American accents- listening to short Stories, news, passages.

Unit III: Speaking

Speaking on prompts- Presentation- Group Discussion.

Unit IV: Reading

Skimming & scanning- analytical reading- note making- précis writing.

(Suggestion: In addition to skimming & scanning – Analytical reading Global and Local Comprehension and Inferential Reading may be included)

Unit V: Writing

Email- report- proposal.

(Suggestion: In addition to Email-report-proposal, none-making and précis writing may be included)

Suggested Activities

Unit I: Goal setting -Mind mapping technique- mock interview.

Unit II: Listen & do- gap filling-matching-true or false- comprehension activities.

Unit III: Explaining the cue cards- extempore-impromptu- GD.

Unit IV: Interpreting the tables & charts – Comprehension of passages.

Unit V: Composing official E-mails- field reports, accident reports & event reports-proposal.

Reference Book

Soft Skills: Know Yourself & Know the World by Dr. K. Alex.

Assessment

CIA

Theory = 25 marks

Practical = 25 marks

Total 50 marks

Semester Exam

Theory = 50 marks

Practical = 50 marks

Total 100 marks

(Suggestion: Course Outcome may be expanded into a minimum of five)

THE ART OF PUBLIC SPEAKING

(Sub. Code: 18 USB 22)

SEMESTER-II	SBE-3	HOURS -02	CREDITS -02
--------------------	--------------	------------------	--------------------

Course Outcome

CO1: *Help students learn the techniques in public speaking*

CO2: *Enable students learn basic phonetics*

CO3: *Give students training in voice modulation*

UNIT –I

Basic knowledge of oratorical skills

UNIT –II

Figures of speech

UNIT- III

Basic phonetics

Intonation

Voice modulation

UNIT – IV

A collection of famous speeches

UNIT – V

Speaking on the given topics

Speaking on specific occasions

EXTERNAL EXAMINATION

Theory (1 hour)	=	50 marks
-----------------	---	----------

Speaking on the given topic	=	50 marks
-----------------------------	---	----------

TOTAL		100
--------------	--	------------

BRITISH LITERATURE -I

(Sub. Code: 18 UEL 31)

SEMESTER-III	CORE-03	HOURS -06	CREDITS -05
---------------------	----------------	------------------	--------------------

Course Outcome

CO1: Acquaint students with the important features of Elizabethan Literature

CO2: Help students study the representative works during the 16th and 17th centuries

UNIT – I Poetry

Edmund Spenser	Prothalamion
William Shakespeare	Shall I Compare Thee (18)
	Full Many a Glorious Morning (33)
	Not Marble (55)

UNIT – II Prose

Francis Bacon	Of Studies
	Of Travel
	Of Wisdom for a Man's Self
	Of Nobility

UNIT – III Drama

Christopher Marlowe	<i>Doctor Faustus</i>
---------------------	-----------------------

UNIT – IV Drama

John Webster	<i>The Duchess of Malfi</i> (Acts I & II)
--------------	---

UNIT – V Drama

John Webster	<i>The Duchess of Malfi</i> (Acts III, IV & V)
--------------	--

QUESTION PAPER PATTERN

		Marks
I	20 Multiple Choice Questions (8 from units I&II 6 from unit III, 6 from units IV & V)	= 20
II	1 Essay (300 Words) out of 3 from Unit I & II	= 15
III	1 Essay (300 Words) out of 3 from Unit III	= 15
IV	1 Essay (300 Words) out of 3 from Unit IV&V	= 15
V	Paragraphs (100 Words) out of 5 (1 from each Unit) 3X5	= 15
VI	4 Annotations out of 7 (from Units) 4X5	=20
	TOTAL	<u>100</u>

SPOKEN ENGLISH: THEORY AND PRACTICE

(Sub. Code: 18 UEL A31)

SEMESTER-III	ALLIED-03	HOURS -06	CREDITS -05
---------------------	------------------	------------------	--------------------

Course Outcome

CO1: *Make the students learn communication strategies in the English language*

CO2: *Give students practice in declamation, debate, public speaking, etc.*

UNIT –I THEORY

Speech sound and symbols

Syllable and Stress

UNIT –II THEORY

Strong and weak Forms

Use of Dictionary

(Suggestion: For Unit I and II, T. Balasubramanian's A Textbook of English Phonetics for Indian Students may be considered as text)

UNIT- III PRACTICE

Debate

Declamation

Public Speaking

UNIT – IV PRACTICE

Conversation

Group Discussion

UNIT – V PRACTICE

Describing an experience / a picture

Making announcements

News reading

EXTERNAL EXAMINATION

Written test (One hour)

= 50 marks

Viva Voce (One Internal Examiner & One External Examiner)

= 50 marks

TOTAL

100

SKILLS OF INTERPRETATION OF POETRY

(Sub. Code: 18 USB 32)

SEMESTER-III	SBE	HOURS -02	CREDITS -02
---------------------	------------	------------------	--------------------

Course Outcome

CO1: *Help the students acquire the skill of analyzing the language used in poetry*

CO2: *Enable the students to identify the figures of speech, rhythm and structures*

CO3: *Help the students study rhetorical patterns and themes*

UNIT- I

William Shakespeare	Let Me Not (Sonnet 116)
Edith M. Thomas	Talking In Their Sleep

UNIT - II

Robert Burns	A Red Red Rose
A. D. Hope	Australia

UNIT - III

Walt Whitman	O Captain! My Captain!
Robert Frost	Stopping by Woods

UNIT - IV

Wole Soyinka	Telephone Conversation
Chinua Achebe	Refugee Mother and Child

UNIT - V

Sarojini Naidu	The Gift of India
Jayantha Mahapatra	Dawn at Puri

QUESTION PAPER PATTERN

		Marks
I	4 short notes 100 words each out of 6 (4x10)	= 40
II	3 Annotations out of 5 (3x10)	=30
III	2 Passages for ERC (2/3 questions for each)-(5qns.x2marks)	=10
IV	Interpretation of an unseen poem (250 words)	=20
	Total	100

(Suggestions: Chapter IV of *How to Read Literature* by Terry Eagleton may be considered as a text. *How to Read a Poem* by Shira Wolosky may be included as a text. One Unit can be set up for Theory of Interpretative Skills of Poetry by clubbing Units I and II by having only Shakespeare and Robert Burns)

BRITISH LITERATURE -II

(Sub. Code: 18 UEL 41)

SEMESTER-IV

CORE - 04

HOURS -06

CREDITS -05

Course Outcome

CO1: Acquaint students with the important features of the literature from the Age of Milton to the Pre-Romantic Period

CO2: Help students study the representative works during the 17th and 18th centuries

UNIT – I POETRY

John Milton

Paradise Lost, Book IV

(Line 31-70, 205-324, 411-491, 720-735)

UNIT – II POETRY

John Donne

A Valediction Forbidding Mourning

John Dryden

Alexander's Feast

Thomas Gray

Elegy Written in a Country Churchyard

UNIT – III PROSE

Addison and Steele

Sir Roger at Home

Of the Club

UNIT – IV DRAMA

Oliver Goldsmith

She Stoops to Conquer

UNIT – V FICTION

Daniel Defoe

Robinson Crusoe

QUESTION PAPER PATTERN

		Marks
I	20 Multiple Choice Questions (4 questions from each unit)	= 20
II	1 Essay (300 Words) out of 3 from Unit I	= 15
III	1 Essay (300 Words) out of 3 from Units II & III	= 15
IV	1 Essay (300 Words) out of 3 from Units IV&V	= 15
V	4 Annotations out of 7 from Units I, II, III & IV (4x5)	= 20
VI	3 Paragraphs (100 Words) out of 5 from Units IV&V (3X5)	= 15
	TOTAL	<u>100</u>

GRAMMAR AND COMPOSITION

(Sub. Code: 18 UEL A41)

SEMESTER-IV

ALLIED-04

HOURS -06

CREDITS -05

Course Outcome

CO1: *Help students comprehend how grammatical structures are systematically related to meaning*

CO2: *Practise letter writing and essay writing*

UNIT – I

Nouns: Countable and Uncountable – Singular and Plural – Gender

Articles

Prepositions

UNIT – II

Tenses

Active and Passive Voice

Question Tags

UNIT – III

Degrees of Comparison

Direct and Indirect speech

UNIT – IV

Phrases and Clauses

Simple, Complex, Compound Sentences

Synthesis of sentences

Transformation of sentences

UNIT – V

Essay Writing

Letter Writing

Comprehension

Text: *Contemporary English Grammar Structures and Composition* by David Green

QUESTION PAPER PATTERN

Marks

I	Question from Unit I	= 15
II	Question from Unit II	= 15
III	Question from Unit III	= 15
IV	Question from Unit IV	= 30
V	Question from Unit V	= 25

TOTAL

100

COMPUTER LITERACY PROGRAMME

(Sub. Code: 18 UEL E41)

SEMESTER-IV

ELECTIVE-01

HOURS -04

CREDITS -04

Course Outcome

CO1: Enable B.A. English Literature students gain a working knowledge of computer

CO2: Help students transfer the manuscript into power point presentation mode

CO3: Give students training in the use of Internet

UNIT –I

How to maintain a computer**	Entering and Closing Windows
MS WORD	What is a file?
What is a folder?	Windows operating system**

UNIT –II

Desk Top icons**	Windows applications**
MS Excel	MS Power Point
A to Z of computer	

UNIT- III

Classification of the parts of a computer	
Hardware**	Software**
Enemies of computer	Networking

UNIT – IV

Internet	Memory organization
Difference between man and machine	What is a data?
How does a computer function? **	Shortcut keys (30)

UNIT – V

Practical: Typing the given booklet and printing the same for submission

The topic marked ** are meant only for paragraph questions

EXTERNAL EXAMINATION

Theory = 50 marks

Practical = 50 marks

TOTAL

100 marks

ENGLISH FOR COMPETITIVE EXAMINATIONS

(Sub. Code: 18 USB 41)

SEMESTER-IV	SBE-6	HOURS -02	CREDITS -02
--------------------	--------------	------------------	--------------------

Course Outcome

CO1: *Equip students for competitive exams with basic awareness of nuances in the language*

UNIT – I

Grammar: Articles, Prepositions, Tenses, Concord

UNIT – II

Spotting Errors (Multiple Choice type)

UNIT – III

Spotting Errors (Sentence Correction)

UNIT – IV

Vocabulary

UNIT – V

One Word Substitution

QUESTION PAPER PATTERN

	Marks
I Questions from Unit I	= 20
II Questions from Unit II	= 20
III Questions from Unit III	= 20
IV Questions from Unit IV	= 20
V Questions from Unit V	= 20
TOTAL	100

(Suggestion: The course title may be rephrased as “English for Placement.”)

BRITISH LITERATURE -III

(Sub. Code: 18 UEL 41)

SEMESTER-V	CORE - 05	HOURS -05	CREDITS -04
-------------------	------------------	------------------	--------------------

Course Outcome

CO1: *Acquaint students with the literature of the Romantic Age*

CO2: *Help students study the representative works during the first half of the 19th century*

UNIT – I POETRY

William Wordsworth Tintern Abbey

S. T. Coleridge The Ancient Mariner

UNIT – II POETRY

John Keats Ode on a Grecian Urn

P. B. Shelley Ode to the West Wind

UNIT – III PROSE

Charles Lamb Dream Children: A Reverie

The Praise of Chimney Sweepers

William Hazlitt On Going a Journey

UNIT – IV FICTION

Water Scott *Kenilworth*

UNIT – V FICTION

Jane Austen *Pride and Prejudice*

QUESTION PAPER PATTERN

		Marks
I	20 Multiple Choice Questions (4 question from each unit)	= 20
II	1 Essay (300 Words) out of 3 from Unit I&II	= 15
III	1 Essay (300 Words) out of 3 from Unit III	= 15
IV	1 Essay (300 Words) out of 3 from Units IV & V	= 15
V	4 Annotations out of 7 from Units I, II & III (4x5)	= 20
VI	3 Paragraphs (100 Words) out of 5 from Units IV&V (3X5)	= 15
	TOTAL	<u>100</u>

AMERICAN LITERATURE

(Sub. Code: 18 UEL 52)

SEMESTER-V	CORE - 06	HOURS -05	CREDITS -04
-------------------	------------------	------------------	--------------------

Course Outcome

CO1: *Introduce students to the representative works of American writers*

CO2: *Make students understand the dimensions of American Literature in the universal literary context*

UNIT – I POETRY

Walt Whitman Out of the Cradle Endlessly Rocking

Ralph Waldo Emerson The Problem

E. A. Poe The Raven

UNIT – II POETRY

Emily Dickinson Because I Could Not Stop for Death

Robert Frost Home Burial

e e cummings what if a much of a which of a wind

UNIT – III PROSE

Sherwood Anderson The Egg

Richard Wright Discovery

James Thurber University Days

UNIT – IV DRAMA

Tennessee Williams *The Glass Menagerie*

UNIT – V FICTION

Ernest Hemingway *The Old Man and the Sea*

QUESTION PAPER PATTERN

		Marks
I	20 Multiple Choice Questions (4 question from each unit)	= 20
II	1 Essay (300 Words) out of 3 from Unit I & II	= 15
III	1 Essay (300 Words) out of 3 from Unit III	= 15
IV	1 Essay (300 Words) out of 3 from Units IV & V	= 15
V	4 Annotations out of 7 from Units I, II, III & IV (4x5)	= 20
VI	3 Paragraphs (100 Words) out of 5 from Units IV&V (3X5)	= 15
	TOTAL	<u>100</u>

DIASPORA LITERATURE
(Sub. Code: 18 UEL 53)

SEMESTER-V	CORE-07	HOURS -05	CREDITS -04
-------------------	----------------	------------------	--------------------

Course Outcome

CO1: *Make students understand the dimensions of diasporic consciousness*

CO2: *Familiarize students with the significant works produced by diasporic writers*

UNIT I

Derek Walcott	The Sea Is History
Meena Alexander	Illiterate Heart
Vikram Seth	The Frog and the Nightingale

UNIT II & III

Salman Rushdie	<i>Midnight's Children</i>
----------------	----------------------------

(Suggestion: A relatively simpler and readable novel preferably by Bharati Mukherjee may be prescribed in place of Rushdie's *Midnight's Children*).

UNIT IV

Amitav Ghosh	<i>The Hungry Tide</i>
--------------	------------------------

UNIT V

Kiran Desai	<i>The Inheritance of Loss</i>
-------------	--------------------------------

QUESTION PAPER PATTERN

		Marks
I	20 Multiple Choice Questions (4 questions from each unit)	= 20
II	1 Essay (400 Words) out of 3 from Units I & II	= 15
III	1 Essay (400 Words) out of 3 from Unit III	= 15
IV	1 Essay (400 Words) out of 3 from Units IV & V	= 15
V	2 Short Essays (250 words) out of 3 from Unit I (2x10)	= 20
VI	3 Paragraphs (150 Words) out of 6 from Units II to V (3x5)	= 15
	TOTAL	<u>100</u>

LITERARY THEORY AND CRITICISM

(Sub. Code: 18 UEL 54)

SEMESTER-V

CORE - 08

HOURS -05

CREDITS -04

Course Outcome

CO1: Enable students develop critical sensibility

CO2: Study the theories of critics from Plato to Arnold

CO3: Learn to analyze representative critical works from Elizabethan Age to Victorian Age

UNIT I

Plato

Aristotle

Philip Sidney

UNIT II

John Dryden

William Wordsworth

Dr. Samuel Johnson S. T. Coleridge

UNIT III

Matthew Arnold

T.S. Eliot

Cleanth Brooks

UNIT IV

Apologie for Poetrie by Philip Sidney (Excerpts Pertaining to)

i) Superiority of Poetry over philosophy and history

ii) Sidney's answer to objections to poetry

Preface to Shakespeare by Dr. Johnson (Excerpts pertaining to)

i) Shakespeare as a poet of Nature

ii) Faults of Shakespeare

UNIT V

1. Structuralism 2. Post-structuralism 3. Modernism

4. Postmodernism

5. Feminism 6. Postcolonialism 7. Ecocriticism

8. Psychological Approach

Text:

An Introduction to English Criticism by B. Prasad

Ref.:

English Literary Criticism and Theory by M. S. Nagarajan

Beginning Theory by Peter Barry

Literacy Criticism: A Short History by Wimsatt & Brooks

A History of Literary Criticism & Theory by M.A.R. Habib

QUESTION PAPER PATTERN

		Marks
I	20 Multiple Choice Questions (5 questions from units I to IV)	= 20
II	1 Essay (400 Words) out of 2 from Unit I	= 15
III	1 Essay (400 Words) out of 2 from Unit II	= 15
IV	1 Essay (400 Words) out of 2 from Unit III	= 15
V	2 Short essays out of 4 from Unit IV	= 20
VI	3 Paragraphs (100 Words) out of 5 from all Unit V	= 15

TOTAL

100

(Suggestions: For Unit I, II and III, specific critical concepts of the critics such as T. S. Eliot's Disassociation of Sensibility, objective correlative or Mathew Arnold's Touchstone Method or Coleridge's Willing Suspension of Disbelief shall be explicitly stated.)

BRITISH LITERATURE –IV

(Sub. Code: 18 UEL 55)

SEMESTER-V	CORE - 09	HOURS -05	CREDITS -04
-------------------	------------------	------------------	--------------------

Course Outcome

CO1: Acquaint students with the important features in literature from the Victorian Age to the Present Day

CO2: Familiarize students with representative works from the Victorian Age to the Present Day

UNIT – I POETRY

Alfred Tennyson	Ulysses
Robert Browning	The Last Ride Together
Matthew Arnold	The Forsaken Merman

UNIT – II POETRY

Wilfred Owen	Anthem for Doomed Youth
W.H.Auden	The Unknown Citizen
Ted Hughes	Jaguar

UNIT – III PROSE

A.G.Gardiner	On the Rule of the Road
A.J. Cronin	The Best Investment I Ever Made
C.E.M. Joad	A Dialogue on Civilization

UNIT – IV DRAMA

T.S.Eliot	<i>Murder in the Cathedral</i>
-----------	--------------------------------

UNIT – V FICTION

Charles Dickens	<i>Great Expectations</i>
-----------------	---------------------------

QUESTION PAPER PATTERN

		Marks
I	20 Multiple Choice Questions (4 question from each unit)	= 20
II	1 Essay (300 Words) out of 3 from Units I & II	= 15
III	1 Essay (300 Words) out of 3 from Unit III	= 15
IV	1 Essay (300 Words) out of 3 from Units IV & V	= 15
V	4 Annotations out of 7 from Units I, II, III & IV (4x5)	=20
VI	3 Paragraphs (100 Words) out of 5 from Units IV&V (3X5)	= 15
	TOTAL	<u>100</u>

ENGLISH FOR CAREER
(Sub. Code: 18 UEL E51)

SEMESTER-V	ELECTIVE - 02	HOURS -05	CREDITS -05
-------------------	----------------------	------------------	--------------------

Course Outcome

CO1: Enable students write competitive examinations with confidence as English is a qualifying subject in most of them

CO2: Give students exposure to competitive examination models

Unit- I

Reading Comprehension , Cloze Test

Unit- II

Spotting Errors

Unit- III

Prepositions & Prepositional Phrases- Sentence Arrangement

Unit-IV

Vocabulary- Synonyms, Antonyms & One word substitution

Unit-V

Idioms & Phrases, Analogy

Text:

Objective English for Competitive Examinations by Hari Mohan Prasad

Question Pattern

Sl. No	Title	Marks
1.	Reading Comprehension	10
2.	Cloze Test	10
3.	Spotting the Error	20
4.	Preposition & Prepositional Phrases	10
5.	Sentence Arrangement	10
6.	Synonym	10
7.	Antonyms	05
8.	One word substitute	05
9.	Idioms and phrases	10
10.	Analogy	10
	Total	100

(Suggestion: This course and the course, English for Competitive Examinations are similar in structure and content. Therefore, one of the two may be done away with.)

JOURNALISM

(Sub. Code: 18 UEL E51)

SEMESTER-V	ELECTIVE	HOURS -05	CREDITS -05
-------------------	-----------------	------------------	--------------------

Course Outcome

CO1: Help students learn the principles of journalism

CO2: Make students learn the development of journalism in India

CO3: Give students training in producing their own magazines

UNIT – I

What is journalism?

Principles of journalism

Responsibilities of the press

UNIT – II

History of journalism in India

UNIT – III

The Sub-editor

The reporter

UNIT – IV

Photo journalism

Investigative journalism

Freelance writer

UNIT – V

Glossary of Newspaper Jargon (from *Basic Journalism* by Rangasamy Parthasarathy)

QUESTION PAPER PATTERN

		Marks
I	1 Essay (400 Words) out of 2 from Unit I	= 20
II	1 Essay (400 Words) out of 2 from Unit II	= 15
III	1 Essay (400 Words) out of 2 from Unit III	= 15
IV	1 Essay (400 Words) out of 2 from Units IV	= 15
V	Glossary of Newspaper Jargon (from Basic Journalism)(10x2)	= 20
VI	4 Paragraphs (100 Words) out of 7 from Units I, II, II & IV (4X5)	= 15
	TOTAL	<u>100</u>

(Suggestion: The course can include contents based on Role of English in Journalism: Topics shall include Report Writing, Editorial Writing, Op-ed articles, feature articles, film reviews and book reviews.)

SHAKESPERE

(Sub. Code: 18 UEL 61)

SEMESTER-VI

CORE - 10

HOURS -06

CREDITS -05

Course Outcome

CO1: *Make students understand the magnitude of the Shakespearean World*

CO2: *Enable students analyze the plays of Shakespeare in the Elizabethan context and relate them to the modern context*

CO3: *Help students understand the complexity and suggestiveness in Shakespeare*

UNIT – I

Twelfth Night

UNIT – II

Macbeth

UNIT – III

Antony and Cleopatra

UNIT – IV

Theatre and Audience

Sources

Songs and music

UNIT – V

Supernatural elements

Fools and Villains

Soliloquies

Ref.:

Shakespeare: A Critical Study of His Mind and Art by Edward Dowden

The Greenwood Companion to Shakespeare Ed. By Joseph Rosenblum

Studying Shakespeare by Martin Stephen & Philip Franks

Aspects of Shakespearean Tragedy by S. C. Sen Gupta

Shakespeare: His World and his Art by K. R. Srinivasa Iyengar

QUESTION PAPER PATTERN

		Marks
I	20 Multiple Choice Questions (6 from Unit I, 6 from Unit II, 8 from Unit III)	= 20
II	1 Essay (400 Words) out of 3 from Unit I	= 15
III	1 Essay (400 Words) out of 3 from Unit II	= 15
IV	1 Essay (400 Words) out of 3 from Units III	= 15
V	4 Annotations out of 6 from Units I, II & III	=20
VI	3 Paragraphs (100 Words) out of 5 from Units IV&V (3X5)	= 15
	TOTAL	100

POSTCOLONIAL LITERATURE

(Sub. Code: 18 UEL 62)

SEMESTER-VI	CORE - 11	HOURS -06	CREDITS -05
--------------------	------------------	------------------	--------------------

Course Outcome

CO1: Enable students develop a taste for New Literature in English

CO2: Help students identify the various themes presented in New Literature in English

UNIT – I POETRY

Dilip Chitre	Father Returning Home
Margaret Atwood	This Is a Photograph of Me
Gabriel Okara	The Mystic Drum
Robert Kroetch	I Am Getting Old Now
John Pepper Clark	The Casualties

UNIT – II PROSE

Salman Rushdie	Imaginary Homelands (pp.226 - 231, <i>Literature in the Modern World: Critical Essays and Documents</i>)
----------------	---

UNIT – III DRAMA

Wole Soyinka	<i>The Lion and the Jewel</i>
--------------	-------------------------------

UNIT – IV NOVEL

Chinua Achebe	<i>Things Fall Apart</i>
---------------	--------------------------

UNIT – V NOVEL

Arundhati Roy	<i>The God of Small Things</i>
---------------	--------------------------------

QUESTION PAPER PATTERN

		Marks
I	20 Multiple Choice Questions (6 from Units I&II, 6 from Unit III, 8 from Units IV &V)	= 20
II	1 Essay (400 Words) out of 3 from Unit I	= 15
III	1 Essay (400 Words) out of 3 from Units II & III	= 15
IV	1 Essay (400 Words) out of 3 from Units IV&V	= 15
V	4 Annotations out of 7 from Units I, II &III (4x5)	= 20
VI	3 Paragraphs (100 Words) out of 5(From Units IV & V) (3X5)	= 15
TOTAL		100

(Suggestion: One African representative is enough and text from Indian Writing in English may be replaced with another South Asian literary text like Sri Lankan or Pakistani's text.)

HISTORY OF ENGLISH LITERATURE
(Sub. Code: 18 UEL 63)

SEMESTER-VI

CORE - 12

HOURS -06

CREDITS -05

Course Outcome

CO1: *Enable a comprehensive view of English Literature from the Age of Chaucer to the present day*

CO2: *Acquaint students with important movements in various ages of English Literature and their salient features*

UNIT – I

Geoffrey Chaucer
Elizabethan Age

Literary characteristics of the

Edmund Spenser

University Wits**

Ben Jonson**

UNIT – II

John Milton

The Metaphysical poets

John Bunyan**

Literary Characteristics of the Neo-classical age

John Dryden

Alexander Pope**

Samuel Johnson

Samuel Richardson**

Henry Fielding **

Oliver Goldsmith **

Joseph Sheridan**

UNIT – III

The Romantic Movement

William Wordsworth

S. T. Coleridge **

John Keats

P.B. Shelley

George Byron**

Charles Lamb

Walter Scott

Jane Austen

UNIT – IV

Literary characteristics of the Victorian Age

Alfred Tennyson

Robert Browning

Matthew Arnold**

The Pre-Raphaelite Movement

George Eliot **

The Bronte Sisters**

Thomas Hardy

John Ruskin **

John Carlyle**

UNIT – V

Trends in Twentieth Century Literature	T. S. Eliot
**War Poets (Wilfred Owen, W.H.Auden, Stephen Spender)	
Virginia Woolf	D.H.Lawrence **
H.G.Wells **	James Joyce **
Bernard Shaw	John Galsworthy**

**Topics are meant only for paragraph questions.

Textbook:

English Literature: Its History and its Significance by William J. Long

(Suggestion: The above textbook may be replaced with Edward Albert's *History of English Literature*.)

References:

A History of English Literature by Arthur Compton-Rickett

The Routledge History of Literature in English by Ronald carter & John Mc.Rae

A Short History of English Literature by George Saintsbury

English Literature in Context Ed. By Paul Pop Laurki

An Outline History of English Literature by W.H. Hudson

A Brief History of English Literature by John Peck & Martin Coyle

QUESTION PAPER PATTERN

Marks

I	20 Multiple Choice Questions (4 questions from each unit)	= 20
II	1 Essay (400 Words) out of 3 from Units I & II	= 15
III	1 Essay (400 Words) out of 3 from Unit III	= 15
IV	1 Essay (400 Words) out of 3 from Units IV	= 15
V	1 Essay (400 Words) out of 3 from Units V	= 15
VI	4 Paragraphs (100 Words) out of 7 from all Units (4X5)	= 20

TOTAL

100

(Suggestion:

WOMEN'S WRITING IN ENGLISH
(Sub. Code: 18 UEL 64)

SEMESTER-VI

CORE - 13

HOURS -06

CREDITS -05

Course Outcome

CO1: *Enable students realize the marginalization of women in society*

CO2: *Introduce the salient features of Woman's writing English*

UNIT – I POETRY

Edith Sitwell Still Falls the Rain

Emily Dickinson A Bird Came Down the Walk

Nimah Nawwab The Longing

UNIT – II PROSE

Virginia Woolf Professions for Women

(Suggestion: The above text may be replaced with the first two chapters from *A Room of One's Own* by Virginia Woolf.)

UNIT – III FICTION

Charlotte Bronte *Jane Eyre*

UNIT – IV FICTION

Margaret Atwood *Surfacing*

UNIT – V FICTION

Kamala Markandaya *Nectar in a Sieve*

(Suggestion: The above text may be replaced with Shashi Deshpande's *The Dark Holds No Terrors*.)

Ref.:

A Room of One's Own by Virginia Woolf

QUESTION PAPER PATTERN

		Marks
I	20 Multiple Choice Questions (4 from each Unit)	= 20
II	2 Short Essay (200 Words) out of 3 from Unit I & II (2x10)	= 15
III	1 Essay (400 Words) out of 3 from Unit III	= 15
IV	1 Essay (400 Words) out of 3 from Units IV	= 15
V	1 Essay (400 Words) out of 3 from Units V	= 20
VI	3 Paragraphs (100 Words-Either or type) from Units III, IV&V	= 15
	TOTAL	100

FICTION

(Sub. Code: 18 UEL E61)

SEMESTER-VI

ELECTIVE - 03

HOURS -06

CREDITS -06

Course Outcome

CO1: Enable students develop the skill of reading novels with focus on portrayal of theme, characterization, structure and stylistic devices

CO2: Introduce students to translated works

UNIT I & II BRITISH FICTION

Thomas Hardy *The Mayor of Casterbridge*

UNIT III AMERICAN FICTION

Nathaniel Hawthorne *The Scarlet Letter*

UNIT IV INDIAN ENGLISH FICTION

R.K.Narayan *The Guide*

UNIT V TRANSLATION

M.T.Vasudevan Nair *Kaalam*

QUESTION PAPER PATTERN

		Marks
I	20 Multiple Choice Questions (4 from each Unit)	= 20
II	1Essay (400 Words) out of 3 from Unit I	= 15
III	1 Essay (400 Words) out of 3 from Unit II	= 15
IV	1 Essay (400 Words) out of 3 from Units III	= 15
V	1 Essay (400 Words) out of 3 from Units IV & V	= 15
VI	4Paragraphs (100 Words) out of 7 from all Units (4x5)	= 20
	TOTAL	<u>100</u>

SELF STUDY PAPERS

GREAT LIVES, GREAT THOUGHTS

Code: 18 UELS 01

Semester: I

Credits: 3

Course Outcome

CO1: Facilitate exposure to sublime thoughts

CO2: Help students attain holistic development

UNIT—I

Navin Chawla -- *Mother Teresa* (Ch. 7 – Brothers and Co-Workers)

UNIT—II

Navin Chawla -- *Mother Teresa* (Ch. 8 – ShishuBhavan)

UNIT—III

Jawaharlal Nehru -- From *The Discovery of India*

1. The War for Democracy
2. India's Strength and Weakness
3. Life and Work in Ancient India

UNIT—IV

A.P.J. Abdul Kalam -- From *The Wings of Fire* (Ch. 1. Orientation)

UNIT—V

A.P.J. Abdul Kalam -- From *The Wings of Fire* (Ch. 2. Creation)

QUESTION PAPER PATTERN

	Marks
I 1 essay (300 words) out of 3 from Unit I& II	= 20
II 1 essay (300 words) out of 3 from Unit III	= 20
III 1 essay (300 words) out of 3 from Unit IV	= 20
IV 1 essay (300 words) out of 3 from Unit V	= 20
V 2 Short Notes (150 words) out of 4 from all the Units	= 20
Total	= 100

INDIAN ENGLISH FICTION

Code: 18 UELS 02

Semester: II

Credits: 3

Course Outcome

CO1: Expose students to a wide range of Indian Writing in English

CO2: Help students learn the meaning of “Indianness” through representative works

UNIT—I

Mulk Raj Anand *Two Leaves and a Bud*

UNIT—II

R. K. Narayan *Tiger for Malgudi*

UNIT—III

Salman Rushdie *The Enchantress of Florence*

UNIT—IV

Rohinton Mistry *Such a Long Journey*

UNIT—V

Aravind Adiga *The White Tiger*

QUESTION PAPER PATTERN

Marks

I 1 essay (300 words) out of 3 from Unit I = 20

II 1 essay (300 words) out of 3 from Unit II = 20

III 1 essay (300 words) out of 3 from Unit III = 20

IV 1 essay (300 words) out of 3 from Unit IV = 20

V 1 essay (300 words) out of 3 from Unit V = 20

Total = 100

DEVOTIONAL POETRY

Code: 18 UELS 03

Semester: III

Credits: 3

Course Outcome

CO1: Learn to appreciate the devotional poetry in English

CO2: Understand the dimensions of the genre across time and geography through samples

UNIT—I

The Bible -- *Psalms* 1-14

UNIT—II

The Bible -- *Psalms* 90-106

UNIT—III

The Bible -- *Proverbs* 10-24

UNIT—IV

Rabindranath Tagore -- *Gitanjali* 1-47

UNIT—V

Rabindranath Tagore -- *Gitanjali* 48-103

QUESTION PAPER PATTERN

Marks

I 1 essay (300 words) out of 3 from Unit I& II = 20

II 1 essay (300 words) out of 3 from Unit III = 20

III 1 essay (300 words) out of 3 from Unit IV = 20

IV 1 essay (300 words) out of 3 from Unit V = 20

V 2 Short Notes (150 words) out of 4 from all the Units = 20

Total = 100

AMERICAN LITERATURE

Code: 18 UELS 04

Semester: IV

Credits: 3

Course Outcome

CO1: Make students understand the dimensions of American Literature in the universal literary context

CO2: Help students study the representative works of American writers

UNIT—I POETRY

Whitman	Passage to India
Emily Dickinson	I Never Lost As Much But Twice
Robert Frost	Mending Wall

UNIT—II PROSE

Ralph W. Emerson	The American Scholar
------------------	----------------------

UNIT—III DRAMA

Arthur Miller	<i>Death of a Salesman</i>
---------------	----------------------------

UNIT—IV FICTION

William Faulkner	<i>As I Lay Dying</i>
------------------	-----------------------

UNIT—V FICTION

Saul Bellow	<i>Seize the Day</i>
-------------	----------------------

QUESTION PAPER PATTERN

	Marks
I 1 essay (300 words) out of 3 from Unit I& II	= 20
II 1 essay (300 words) out of 3 from Unit III	=20
III 1 essay (300 words) out of 3 from Unit IV	= 20
IV 1 essay (300 words) out of 3 from Unit V	= 20
V 2 Short Notes (150 words) out of 4 from all the Units	= 20
Total	= 100

NOBEL LAUREATES OF LITERATURE

Code: 18 UELS 05

Semester: V

Credits: 3

Course Outcome

CO1: Expose students to world literature through the works of Nobel Laureates

CO2: Help students gain insights into the universality of the concepts of Nobel Laureates

UNIT—I: POETRY

W. B. Yeats	Among School Children
Jaroslav Seifert	To Be a Poet
Seamus Heaney	Oysters
Octavio Paz	As One Listens to the Rain

UNIT—II: DRAMA

Samuel Beckett	<i>Waiting for Godot</i>
----------------	--------------------------

UNIT—III: NOVEL

John Steinbeck	<i>The Grapes of Wrath</i>
----------------	----------------------------

UNIT—IV: NOVEL

J. M. Coetzee	<i>Disgrace</i>
---------------	-----------------

UNIT—V: SHORT STORIES

Antole France	Our Lady's Juggler
Luigi Pirandello	War
Pearl S. Buck	Once Upon a Christmas

QUESTION PAPER PATTERN

		Marks
I	2 short essays out of 4 from Unit I (2 x 10)	= 20
II	1 essay out of 3 from Unit II	= 20
III	1 essay out of 3 from Unit III	= 20
IV	1 essay out of 3 from Unit IV	= 20
V	1 essay out of 3 from Unit V	= 20
	Total	= 100

DRAMA

Code: 18 UELS 06

Semester: VI

Credits: 3

Course Outcome

CO1: Help students understand the subtleties in theme and structure of drama

CO2: Introduce students to some representative plays

UNIT I

Henrik Ibsen *A Doll's House*

UNIT II

Oscar Wilde *Lady Windermere's Fan*

UNIT III

Eugene O' Neill *Emperor Jones*

UNIT IV

Badal Sircar *Evam Indrajit*

UNIT V ONE- ACT PLAYS

1. Maurice Maeterlinck *A Miracle of St. Antony*
2. Wole Soyinka *The Strong Breed*

QUESTION PAPER PATTERN

		Marks
I	1 Essay (300 words) out of 3 Unit I	= 20
II	1 Essay (300 words) out of 3 from Unit II	= 20
III	1 Essay (300 words) out of 3 from Unit III	= 20
IV	1 Essay (300 words) out of 3 from Unit IV	= 20
V	2 Short Notes (150 words) out of 4 from Unit V	= 20
	Total	= 100