

**SHRIMATHI DEVKUNVAR NANALAL BHATT VAISHNAV COLLEGE  
FOR WOMEN (AUTONOMOUS)**

**CHENNAI - 600044.**

**Re accredited with A+ Grade by NAAC**

**BACHELOR OF ARTS - ENGLISH**

**SHIFT - II**

**Under the Faculty of Arts**

**DEPARTMENT OF ENGLISH**



**CHOICE BASED CREDIT SYSTEM (CBCS)  
OUTCOME BASED EDUCATION (OBE)**

**(Effective from the Academic Year 2021-22)**

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# **RULES AND REGULATIONS**

## **DEPARTMENT OF ENGLISH**

### **SHIFT - II**

#### **OBJECTIVES OF THE COURSE:**

- To expose students to various genres of English Literature
- To emulate the thoughts of great Intellectuals
- To facilitate students in enhancing language skills and inculcating good values
- To empower students with the language skills and enhance employability skills

#### **UG REGULATIONS**

##### **1. ELIGIBILITY FOR ADMISSION:**

- 1) Eligibility for admission is a minimum pass (40%) in Higher Secondary Examination.
- 2) Candidates with Advanced English (or) English Language (English Medium Candidate only) will be preferred.

##### **2. ELIGIBILITY FOR THE AWARD OF DEGREE:**

A candidate shall be eligible for the award of the degree only if she has undergone the prescribed course of the study in a college affiliated to the university for a period of not less than three academic years, passed the examinations all the Six-Semesters prescribed earning 140 Credits (in parts-I,II,III,IV&V)

##### **3. DURATION:**

- 1) Each academic year shall be divided into two semesters. The first academic year shall comprise the first and second semesters, the second academic year the third and fourth semesters and the third academic year the fifth and sixth semester respectively.
- 2) The odd semesters shall consist of the period from June to November of each year and the even semesters from December to April of each year. There shall be not less than 90 working days for each semester.

#### 4. COURSE OF STUDY:

The main subject of study for Bachelor Degree Courses shall consists of the following

PART –I TAMIL / OTHER LANGUAGES

PART – II ENGLISH

PART – III CORE SUBJECTS, ALLIED SUBJECTS, PROJECT/ ELECTIVES

PART- IV

1) NON- MAJOR ELECTIVES

- a) Those who have not studied Tamil up to XII Std. and taken a Non- Tamil Language under Part-I shall take Tamil comprising of two course(level will be at 6th Standard).
- b) Those who have studied Tamil up to XII Std. and taken a Non-Tamil Language under Part-I shall take Advanced Tamil comprising of two courses.
- c) Others who do not come under a & b can choose Non-Major elective comprising of two courses.

2) Skill based subject(Four) – (2 SOFT SKILLS + 1 skill based elective related to the subject +1 Computing skill)

3) Environmental Studies

4) Value Education – Yoga and Health

PART – V EXTENSION ACTIVITIES (SPORTS/NCC/NSS/ROTARACT)

PART – VI EXTRA- CURRICULAR AND CO-CURRICULAR ACTIVITIES

(Introduced From 2018 onwards)

#### RECOMMENDED CREDIT DISTRIBUTION

##### The Minimum Credit Points for UG (Three Year Program)

Particulars	Credits
1. Part I, II,III – ( Language/English/Core/Allied)	119

2. Part IV	20
a. Basic Tamil/Advanced Tamil/ Non-major(I & II Sem.)	4
b. Soft Skill (one paper per semester for 4 semesters)	12
c. EVS(III Semester)	2
d. Value Education(VI Sem.)	2
Total (Part I,II,III,IV)	139
Part V Extension Activities	
a. Sports credit for all, (or)Credits to international, national and state players	1-5
b. NCC,NSS,EDP, Consumer club	1-3
Total (PART I,II,III,IV,V)	140-144

### CREDITS-UG(HON)

Particulars	Components	No Of Papers	Credits / Paper	Total Credits
Part I Foundation Course	Language(Tamil/Hindi/Sanskrit)	2	3	6
Part II Foundation Course	English	2	3	6
Part III	Core Major	31	4	124
	Project	1	8	8
Total (PART I,II,III)				144

Part IV	Non-Major Electives/ Basic Tamil.Advanced Tamil	2	2	4
	Soft Skill	4	3	12
	EVS	1	2	2
	Value Education	1	2	2
Total(Part IV)				20
	Internship	3+2	2/4	14
Part V	Co-curricular (Sports)		1	1
	Extra-curricular (NCC, NSS,EDP, consumer club)		1-3	1-3
Total				179

### **B.Com.Honours (165+internship (14) + extra curricular ) credits**

#### **INTERNSHIP (FOR B.COM HONOURS)**

##### **From 2012 Batch**

- Two weeks of internship at the end of the first, third and fifth Semesters.
- Four weeks of internship at the end of the second and fourth semesters respectively.

##### **From 2015 Batch**

- 35 days of Internship at the end of the second, fourth and fifth semester respectively.
- 14 credits for Internship.

## **5. EXTENSION ACTIVITIES**

A candidate shall be awarded a minimum of 1 Credit for Compulsory Extension Service which is sports. Students can also enrol for NSS /NCC/ Rotaract. Depending on the level of their performance in the above mentioned activities including sports they can earn 2 to 5 credits and hence the minimum



required credits will vary from 140 – 144.

## **6. EXTRA – CURRICULAR & CO- CURRICULAR ACTIVITIES**

A student shall be awarded a minimum of 1 and a maximum of 2 credits depending on her level of performance in any of the following activities: Fine Arts / EDP / Environ Club / Consumer club / Quiz / Debate.

Students are encouraged to take up MOOC (SWAYAM) courses. On successful completion of these courses, students enrolled will be awarded credits 1/2/3 for each course as prescribed in SWAYAM. Students are trained in Advanced Communication and Presentation Skills for which 2 credits are awarded on successful completion of the course.

All these credits together will be considered as extra credits.

## **7. ATTENDANCE**

### CATEGORY-A: ATTENDANCE REQUIREMENT

All candidates must put in 75% and above of attendance for Arts, Science, Commerce courses both UG/PG including MBA/MCA Degree courses for appearing the University Examination. (Theory/Practical)

### CATEGORY –B: CONDONATION OF SHORTAGE OF ATTENDANCE

If a candidate fails to put in the minimum attendance (Percentage stipulated), the Principals shall condone the shortage of attendance up to a maximum limit of 10% (i.e. between 65% and above and less than 75%) for all UG/PG courses. (i.e. Arts Science, Commerce, MBA and MCA) after collecting the prescribed fee of RS.250/-each for Theory/Practical examination separately, (Theory Rs.250/- Per semester/Per Candidate: Practical Rs.250/- Per semester/ Per Candidate) towards the condonation of shortage of attendance.

### CATEGORY-C: NOT ELIGIBLE FOR CONDONATION OF SHORTAGE OF ATTENDANCE

Candidates who have secured less than 65% but more than 50% of attendance are NOT ELIGIBLE for condonation of shortage of attendance and such candidates will not be permitted to

appear for the regular examination, but will be allowed to proceed to the next year/next semester of the course and they may be permitted to take next University examination by paying the prescribed condonation fee of Rs.250/- each for Theory/Practical separately. Names of such candidates should be forwarded along with their attendance details in the prescribed format mentioning the category(3copies). Degree Wise/Year wise/Branch wise/semester wise/together with the fees collected from them. So as to enable them to get permission from the University and to attend the Theory/Practical examination subsequently without any difficulty.

#### CATEGORY-D: DETAINED STUDENTS FOR WANT OF ATTENDANCE

Candidates who have put in less than 50% of attendance have to repeat the course (by re-joining) for which they lack attendance without proceeding for II/III year as the case may be. Until they re-join the course and earn the required attendance for that particular semester/year, no candidates shall be permitted to proceed to the next year/next semester of the course under any circumstances. They have to obtain prior permission from the University to re-join the course.

Provided in case of candidates who are admitted from the academic year 2003 -2004 earning less than 50% of attendance in any one of the semesters due to any extraordinary circumstances such as medical ground, such candidates shall produce Medical Certificate issued by the authorized, Medical Attendant (AMA), duly certified by the Principal of the college shall be permitted to proceed to the next semester and to complete the course of study. Such candidates shall have to repeat the semester, which they have missed by re-joining after completion of final semester of the course, by paying the fee for the break of study and prescribed by the University from time to time.

#### CATEGORY-E: CONDONATION OF SHORTAGE OF ATTENDANCE FRP MARRIED WOMEN STUDENTS

In respect of married women students undergoing UG/PG course, the minimum attendance for condonation (Theory/Practical) shall be relaxed and prescribed as 55% instead of 65% if they conceive during their academic career. Medical certificate from the Doctor attached to the Government Hospital (D.G.O) and the prescribed fee of Rs.250/- therefor together with the attendance details shall be forwarded to this office to consider the condonation of attendance mentioning the category.

### 0% Attendance

The candidates who have earned 0% of attendance, have to repeat the course (by re-joining) without proceeding to succeeding semester and they have to obtain prior permission from the University to re-join the course immediately for which applications issued for the academic year.

## **8. BREAK IN STUDY**

After enrolling into any of the courses offered by the college a student is allowed to be absent continuously for a period of FIVE years (Max. Condonable period- from the day of enrolment) after which she forfeits her admission.

A student who wants to continue her study within the condonable break period can rejoin in the same semester in the EXISTING VACANCY after getting the permission from the Principal and subsequently from University of Madras. Such students should also get a letter from the respective Head of the Department stating that she is not repeating any paper which she has already completed in other semesters.

## **9. TRANSFER OF STUDENTS AND CREDITS:**

Transfer from other Autonomous or Non-Autonomous college or from other University is allowed for the same program with same nomenclature provided there is a vacancy in the respective program of study and the student has passed all the examinations under the previous system. **Students with standing arrears are NOT eligible for transfer.**

The marks obtained in the previous system will be converted and grades will be assigned as per the University norms.

Such students **are eligible** for classification.

Such student is NOT eligible for ranking, prizing and medals on qualifying the UG degree.

## **10. REQUIREMENTS FOR PROCEEDING TO SUBSEQUENT SEMESTERS**

- 1) Candidates shall register their names for the First Semester Examination after the admission in the B.A.ENGLISH Course.

- 2) Candidates shall be permitted to proceed from the first semester up to the final Semester irrespective of their failure in any of the Semester Examinations subject to the condition that the candidate should register for all arrear subjects of earlier semesters along with current (subject) semester subjects.

## **11. PASSING REQUIREMENTS**

- 1) There shall be no passing minimum for Internal. But 0 also should not be awarded. In case a student absents herself for all the CIA exams and ends in getting 0 in internal in a particular subject, she will be awarded 1 or 2 marks for attendance.
- 2) For all subjects except B.Com Honours (Theory/Practical/Project-Parts I, II, III, IV) the passing requirement is as follows: i) candidate should secure not less than 40% of marks in End Semester Examination (ESE) and not less than 40% in aggregate of the total internal and external marks. For B.Com Honours i) candidate should secure not less than 50% of marks in End Semester Examination (ESE) and not less than 50% in aggregate of the total internal and external marks.
- 3) A candidate who passes in all subjects earning minimum of 140 credits within the maximum period of five years reckoned from the date of admission to the course shall be declared to have qualified for the degree.
- 4) Grading shall be based on overall marks obtained (Internal + External)

## **12. MEDIUM OF INSTRUCTION AND EXAMINATIONS**

The medium of instruction and examinations for the papers of Part I, II & IV shall be the language concerned. For part III subjects other than modern languages, the medium of instruction shall be either Tamil or English and the medium of examinations is in English/Tamil irrespective of the medium of instructions. For modern languages, the medium of instruction and examination will be in the languages concerned.

## **13. SUBMISSION OF RECORD NOTE BOOKS FOR PRACTICAL EXAMINATIONS**

Candidates appearing for practical examinations should submit bonafide Record Note Books prescribed for practical examinations, otherwise the candidates will not be permitted to appear for

the practical examinations.

#### **14. CLASSIFICATION OF SUCCESSFUL CANDIDATES**

1. A Candidate who qualifies for the Degree and secures CGPA between 9.0 – 10.0 shall be declared to have passed the examination in FIRST CLASS - EXEMPLARY provided she has passed the examination in every subject she has registered as well as in the project work in the first appearance.
2. A Candidate who qualifies for the Degree and secures CGPA between 7.5 – 8.9 shall be declared to have passed the examination in FIRST CLASS WITH DISTINCTION provided she has passed the examination in every subject he/she has registered as well as in the project work in the first appearance.
3. A candidate who qualifies for the degree as per the regulations for passing requirements and secures CGPA between 6.0 – 7.4 shall be declared to have passed the examination in FIRST CLASS
4. A candidate who qualifies for the degree as per the regulations for passing requirements and secures CGPA between 5.0 – 5.9 shall be declared to have passed the examination in SECOND CLASS
5. All other successful candidates shall be declared to have passed in THIRD CLASS.
6. Only those candidates who have passed all the papers including practical and project work in the first appearance shall be considered for the purpose of RANKING.

#### **15. RANKING**

- 1) Candidates who pass all the examinations prescribed for the course in the first appearance itself alone are eligible for Ranking / Distinction.
- 2) Provided in the case of candidates who pass all the examinations prescribed for the course with a break in the First Appearance due to lack of attendance are only eligible for classification.

#### **16. GRADING SYSTEM**

The term grading system indicates a SEVEN (7) point scale of evaluation of the performance of students in terms of marks obtained in the Internal and External Examination, Grade points and

letter grade.

Minimum Credits to be earned:

For THREE year UG Programme: Best 140 - 144 Credits (Part I and II: Foundation Courses, Part III Major, Allied, Elective, Part –IV Soft skills and Part V: Extension activities)

Conversion of Marks to Grade Points and Letter Grade

(Performance in a Course / Paper)

RANGE OF MARKS	GRADE POINTS	LETTER GRADE	DESCRIPTION
90-100	9.0-10.0	O	Outstanding
80-89	8.0-8.9	D+	Excellent
75-79	7.5-7.9	D	Distinction
70-74	7.0-7.4	A+	Very Good
60-69	6.0-6.9	A	Good
50-59	5.0-5.9	B	Average
40-49	4.0-4.9	C	Satisfactory
00-39	0.0	U	Re-appear
ABSENT	0.0	AAA	ABSENT

## 17. CLASSIFICATION & CALCULATION OF GPA AND CGPA

For a Semester :

### GRADE POINT AVERAGE [GPA]

Sum of the multiplication of grade points by the credits of the courses

GPA = .....

Sum of the credits of the courses in a semester

For the entire programme:

Sum of the multiplication of grade points by the credits of the courses for entire programme

CGPA= .....

Sum of the credits of the courses of the entire programme

### **CUMULATIVE GRADE POINT AVERAGE [CGPA]**

CGPA	GRADE	CLASSIFICATION OF FINAL RESULT
9.5-10.0	O+	First Class - Exemplary *
9.0 and above but below 9.5	O	
8.5 and above but below 9.0	D++	First Class with Distinction *
8.0 and above but below 8.5	D+	
7.5 and above but below 8.0	D	
7.0 and above but below 7.5	A++	First Class
6.5 and above but below 7.0	A+	
6.0 and above but below 6.5	A	
5.5 and above but below 6.0	B+	Second Class
5.0 and above but below 5.5	B	
4.5 and above but below 5.0	C+	Third Class
4.0 and above but below 4.5	C	
0.0 and above but below 4.0	U	Re-appear

\* The candidates who have passed in the first appearance and within the prescribed semester of the UG Programme (Major, Allied and Elective courses alone)/PG/M.Phil. are eligible.

## **18. ESE REVALUATION**

A student is eligible to appeal for revaluation of the paper only **if she secures a minimum of 10 in the internal tests (CAT) of that paper** if the internal maximum marks is 25 and **a minimum of 6 in the internal tests (CAT) of that paper** if the internal marks is 15. This has to be done within 10 days from the publication of results. She also has to pay the prescribed fee. The revaluation will be done by an external examiner appointed by the Principal.

## **19. ARREAR / REPEAT EXAMINATIONS**

- 1) A candidate having arrear paper(s) shall have the option to appear along with the regular semester papers.
- 2) Candidates who fail in any of the papers in Part I, II, III & IV of UG degree examinations shall complete the paper concerned within **FIVE (N + 2)** years from the date of admission to the said course.

## **20. SUPPLEMENTARY / INSTANT EXAMINATION**

- 1) Final year students (UG – III year 6<sup>th</sup> semester) are **only** eligible to apply for Supplementary / Instant Examination.
- 2) Students who have only one paper as arrear in the final semester are allowed to take up supplementary / instant examination.
- 3) Supplementary / Instant Examination will not be conducted for practical papers and projects.

## **21. CONCESSIONS FOR DIFFERENTLY-ABLED STUDENTS**

- 1) Students who are mentally disabled, learning disability and mental retardation, who are slow learners, who are mentally impaired having learning disorder and seizure disorder and students who are spastic and cerebral palsy the following concessions shall be granted obtaining prior permission from the University
  - a. Part I Foundation course Tamil or any Language can be exempted.
  - b. One-third of the time of paper may be given as extra time in the examination.
  - c. Leniency in overlooking spelling mistakes
- 2) Students who have hearing, speaking impaired
  - a. Part I Foundation course Tamil or any Language can be exempted.
  - b. Part IV Non-Major Elective / Basic Tamil / Advanced Tamil can be exempted.
- 3) Students who are visually challenged



- a. Exempted from paying examination fees.
- b. A scribe shall be arranged by the college and the scribe be paid as per the college decision.

## **22. MALPRACTICE**

The College views malpractice of any kind very seriously. The college has a Malpractice committee consisting of four senior staff members. Students found to be directly or indirectly involved in malpractice of any kind during examinations will be subject to penalty of very high proportions.

## **23. MAXIMUM PERIOD FOR COMPLETION OF THE PROGRAMME TO QUALIFY FOR A DEGREE:**

1. A student who for whatever reasons is not able to complete the programme within the normal period (N) or minimum duration prescribed for the programme, may be allowed **TWO** year period beyond the normal period to clear the backlog to be qualified for the degree. (Time span is  $N + 2$  years for completion of the programme)

In exceptional cases like major accidents and child birth, an extension of **ONE** year be considered beyond maximum span of time that is  $N + 2 + 1$ . Students qualifying during the extension period are **NOT** eligible for ranking.

## **24. REGULATORY BODIES**

Under autonomy, the college is free to frame its curriculum and conduct examinations. These functions are monitored by the **Board of Studies, Board of Examiners and the Academic Council.**

### **Board of Studies**

Separate Board of studies are constituted for each programme offered by a department. Each Board of Studies will meet at least once a year to design courses, modify syllabi / examination pattern and recommend the same to the Academic Council.

The Board of Studies is composed of:

- ◆ Head of the respective Department (Chairperson)
- ◆ Two senior staff members of each specialization apart from Chairperson.
- ◆ Two subject experts from outside the parent University.
- ◆ Two subject experts from within parent University.
- ◆ One representative from Industry / Corporate sector / allied area.
- ◆ One alumnus
- ◆ One student representative from current batch (preferably a meritorious final year student).

The tenure of the external experts is for TWO years.

### **Board of Examiners**

A list of board of examiners is obtained by circulating the details of courses offered by the college to other colleges and through the list provided by the departments. Single valuation is done for UG courses and double valuation, one Internal and one External, for PG courses.

### **Academic Council**

The Academic Council is composed of:

- ◆ The Principal (Chairman)
- ◆ All Heads of the Department in the college
- ◆ Four senior teachers of the college representing different categories of teaching

- ◆ Four representatives from the Industry / Corporate sector / allied area relating to placement / Commerce / Law / Education / Medicine / Engineering nominated by the Governing Body
- ◆ Three nominees of the University of Madras
- ◆ A faculty member nominated by the principal (Member Secretary)

The term of the nominated members shall be TWO years.

## **25. PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)**

PEO1: To expose students to various genres of English Literature.

PEO2: To emulate the thoughts of great intellectuals.

PEO3: To facilitate students in enhancing language skills and inculcating good values.

PEO4: To read, understand and appreciate the beauty of the language, develop aesthetic sense and improve LSRW skills.

PEO5: To orient the students towards fluency and accuracy through literature.

## **26. PROGRAMME OUTCOMES (POs)**

**On completion of the course, students will**

PO1: Understand the importance of language and literature through the works of great writers and thinkers.

PO2: Be able to bridge the gap in that society through language skills.

PO3: Explore the different genres of English literature.

PO4: Exhibiting their language skills through LSRW.

PO5: Get acquainted with English as a language through different genres of English literature.

PO6: Develop critical thinking skills and enhanced analytical skills.

## **27. PROGRAMME SPECIFIC OUTCOMES (PSOs)**

PSO1 - Gain language skills with strong foundation in English language through literature

PSO2 - Stay up-to-date with the best literary works which expand their perspectives of life and career.

PSO3 - Equip with literary, critical and oral skills to communicate effectively in business and social environments.

PSO4 - Comprehend English language and develop lateral and logical thinking skills which in turn enhance creative writing skill.

PSO5 - Develop out-of-box thinking and acquire ethical values needed for individual development and social transformation.

PSO6 - Be enriched with various skills like employability skills, multimedia literacy skills and interpersonal skills.

## **28. QUESTION PAPER PATTERN:**

QUESTION PAPER PATTERN FOR OBE

(2020-21 onwards)

Theory UG –**Question paper Pattern- Conventional on-paper mode**

<b>Bloom's Category Level</b>	<b>Sections</b>	<b>Marks</b>	<b>Word limit</b>	<b>Total</b>	<b>Meaning of K's</b>
K1,k2	Section A Multiple Choice Questions	30	Mark the correct choice	75	K 1 & K2 - Understanding Level K 3 - Apply Level K 4 - Analyze Level K 5 – Evaluate Level K 6 – Create Level
K2,k3,k4	Section B 5 out of 7 Questions *5 Marks	25	Short answers (500 Words)		
K3, K4,k5,k6	Section C 2 Out of 5 Questions *10 Marks	20	Elaborate answers (approx 1000 Words)		

**\* 75 marks to be converted as 60 marks.**

## QUESTION PAPER PATTERN FOR OBE

(2020-21 onwards)

Theory

PG –Question paper Pattern- conventional on-papermode

Bloom's Category Level	Sections	Marks	Word limit	Total	Meaning of K's
K1, K2	Multiple Choice Questions	30	Correct choice	75	K 1 & K2 - Understanding Level K 3 - Apply Level K 4 - Analyze Level K 5 – Evaluate Level K 6 – Create Level
K3, K4	Section B 5 Questions out of 7 questions *5 Marks	25	Short answers {approx. 500 Words)		
K4, K5,k6	Section C 1 out of 3 Questions *10 Marks + Compulsory Question 10 Marks	20	Elaborate answers (approx. 1000 Words)		

**\* 75 marks to be converted as 60 marks.**

UG/PG QUESTION PAPER PATTERN FOR OBE ONLINE  
ASSESSMENT (2020 - 2021)

Bloom's Category Level	Sections	Marks	Description of answer	Total	Meaning of K's
INTERNAL SETTING					
K1,K2, K3	Section A Multiple Choice Questions 25 Questions *1 Marks (No Choice)	25X1=25	Choose the write option.	50	K 1 & K2 - Understanding Level K 3 - Apply Level K 4 - Analyze Level K 5 – Evaluate Level K 6 – Create Level
EXTERNAL SETTING					
K2,k3, K4,K5, K6	Section B 5 out of 7 Questions *5 Marks	25	Short answers/500 Words		

\* 50 marks to be converted as 60 marks.

**BLOOM'S CATEGORY LEVEL (ANNEXURE chart)**

S.no	K component scale	Verbs for question
I.	<b>K 1&amp; K2 Verbs</b>	Verbs to be used for questioning are “choose, find, identify, indicate, match, name, state, what, when, where, which, who, cite, label, reproduce. define, list, quote, revise, explain, show, sketch, illustrate, interpret, describe, substitute, convert, give example, rephrase

2.	K2 & k3	The questions may contain the verbs such as explain, show, sketch, illustrate, interpret, describe, substitute, convert, examine, rephrase, apply, relate, solve, classify, predict, compute, prepare
3.	K4	The questions may contain verbs - Apply, relate, solve, classify, predict, compute, prepare.
4.	K5	The questions may contain any of the following verbs : Ascertain, diagnose, distinguish, infer, associate, examine, differentiate, reduce, discriminate, dissect, determine, justify, organize, recommend, solve.
5	K6	The questions may contain any of the following verbs: Appraise, conclude, critique, judge, assess, contrast, deduce, weigh. Compare, criticize, evaluate.

## **Question paper pattern for Continuous Assessment Test (CAT)**

**(The online assessment pattern)**

**U.G/P.G PROGRAMME**

### **SHRIMATHI DEVKUNVAR NANALAL BHATT VAISHNAV COLLEGE FOR WOMEN**

**B.Sc/M.Sc/B.A/M.A/B.Com/M.com DEGREE EXAMINATION, ....., 2020.**

**..... YEAR.....SEMESTER**

**CAT – I/II/III**

Sub Title:

Max. Marks: 50

Sub Code:

Date:



**Time: 2hrs.**

**Question paper Pattern-Two Components: (Max marks=50) - 3hrs**

**I. Multiple Choice Questions (MCQ) - 20 marks (10x2=20)**

**II. Google Class Room (GCR) - 30 marks (Structured)**

**A. Section A: 5 out of 6 – each carries 2 marks (5x2=10)**

**B. Section B: 4 out of 5 – each carries 5 marks (4x5=20)**

- The answers for the questions for QP uploaded in GCR will be as uploads (images of hand written answer sheets converted to .pdf ) in Google Classroom.
- The duration for each GCR session (answering and uploading) would be 3 hours (maximum).
- The structured component (30 marks) SHOULD be conducted in GCR as per the CAT schedule.MCQ (10X2=20) CAN be conducted out of schedule also, but should be completed during the CAT examination scheduled.

Note: The GCR question paper and MCQ assessment links to be shared with the COE office for approval and validity on or before the respective allotted dates.

## **PROGRAMME PROFILE**

### **DEPARTMENT OF ENGLISH**

**TOTAL CREDITS: 140**

**TOTAL TEACHING HRS: 180**

PAR T	COURSE	TITLE OF THE PAPER	CODE				C
<b>I SEMESTER</b>							
PAR T I	TAMIL/HIND I/ SANSKRIT /FRENCH	TAMIL/HINDI/SANSKRIT					3
PAR T II	ENGLISH	GENERAL ENGLISH I					3
PAR T III	CORE T1	BRITISH LITERATURE I					4
	CORE T2	CHILDREN'S LITERATURE					4
	ALLIED I	SOCIAL HISTORY OF ENGLAND					5
PAR	EVS	ENVIRONMENTAL STUDIES					2

T IV							
	SOFTSKILLS	ESSENTIALS OF LANGUAGE AND COMMUNICATION					3
<b>II SEMESTER</b>							
PART I	TAMIL/HINDI/SANSKRIT /FRENCH	TAMIL/HINDI/SANSKRIT II					3
PART II	ENGLISH	GENERAL ENGLISH II					3
PART III	CORE T3	BRITISH LITERATURE II					4
	CORE T4	INTRODUCTION TO LINGUISTICS AND PHONETICS					4
	ALLIED II	LITERARY FORMS					5
PART IV	EVS	ENVIRONMENTAL STUDIES					2
	SOFTSKILLS	ESSENTIALS OF SPOKEN AND PRESENTATION SKILLS					3
	YOGA	YOGA AND WELLNESS					2
<b>III SEMESTER</b>							
PART I	TAMIL/HINDI/SANSKRIT /FRENCH	TAMIL/HINDI/SANSKRIT III					3
PART II	ENGLISH	GENERAL ENGLISH III					3
PART III	CORE T5	INDIAN WRITING IN ENGLISH					4
	CORE T6	ENGLISH LANGUAGE					4
	ALLIED III	HISTORY OF ENGLISH LITERATURE FROM 1300-1800					3
PART IV	NME						
<b>IV SEMESTER</b>							
PART I	TAMIL/HINDI/SANSKRIT /FRENCH	TAMIL/HINDI/SANSKRIT IV					3
PART II	ENGLISH	GENERAL ENGLISH IV					3
PART III	CORE T7	INDIAN LITERATURES IN TRANSLATION					4
	CORE T8	NEW LITERATURES IN ENGLISH					4
	ALLIED IV	HISTORY OF ENGLISH LITERATURE FROM 1800 TO THE MODERN TIMES					3
PART IV	NME						

<b>V SEMESTER</b>							
PART III	CORE T9	SHAKESPEARE					4
	CORE T10	AMERICAN LITERATURE					4
	CORE T11	MYTHS AND LEGENDS OF THE WORLD					4
	CORE T12	INTRODUCTION TO LITERARY CRITICISM AND THEORY					4
	CORE T13/Elective	INTRODUCTION TO JOURNALISM AND MASS MEDIA					4
PART IV		SKILL ENHANCEMENT COURSE					3
<b>VI SEMESTER</b>							
PART III	CORE T14	WORLD CLASSICS IN TRANSLATION					4
	CORE T15	WOMEN'S WRITING					4
	CORE T16/Elective	ENGLISH FOR ACADEMIC AND CREATIVE PURPOSES					4
	CORE T17	ENGLISH LANGUAGE TEACHING					4
	CORE T18/Elective	PROJECT					4
PART IV		SKILL BASED ELECTIVE					3

**L** =Lecture Hrs; **T** =Tutorial Hrs; **H** = Hrs per week; **C** =Credits

## RUBRICS FOR CONTINUOUS ASSESSMENT

<b>Assignment</b>	10 marks
<b>Seminar</b>	10 marks
<b>Field visit</b>	
<b>Participatory Learning</b>	10 marks
<b>Group Discussion</b>	
<b>Flipped/Blended Learning</b>	

**Assessment Model (from 2020 – 21 onwards)**  
**Under graduation programme**  
**40% Internal 60% External**

S.No	Assessment Component	Marks	Weighted %
<b>A.</b>	<b>Theory</b>		
1	<b>INTERNAL ASSESSMENTS</b>		
	Continuous Assessment Test(best two out of three)	2 x 50 = 100	15
2	Quiz/Group Discussion/Seminar/Assignment/Role Play/ Case Study/ Open Book/ snap Test/ Video Presentation/ Review (any three to be considered)	3 x 10 = 30	15
3	MCQ (one test to be conducted online during the semester)	20	05
4	<b>Attendance*</b>	<b>05*</b>	<b>05</b>
5	<b>EXTERNAL ASSESSMENT</b>		
	End semester examinations	75	60
	<b>Grand Total</b>		<b>100</b>
<b>B</b>	<b>Practical</b>		
1	<b>INTERNAL ASSESSMENTS</b>		
	Continuous Assessment Test(best two out of	2 x 50 = 100	15

	three)		
2	Record + Observation	10 +10 = 20	15
3	MCQ (one test to be conducted online during the semester)	20	05
4	<b>Attendance*</b>	<b>5*</b>	<b>05</b>
5	<b>EXTERNAL ASSESSMENT</b>	60	60
	End semester Examinations		
	Grand Total		<b>100</b>

**Attendance\* - awarding marks for attendance (out of 5)**

**Attendance below 60% = 0 marks; 61% to 75% = 3 marks; 76% to 90% = 4 marks; above 91% = 5 marks**

**DEPARTMENT OF ENGLISH**  
**SDNB VAISHNAV COLLEGE FOR WOMEN (AUTONOMOUS) CHENNAI–**  
**600044.**  
**ENGLISH**

**COURSE FRAME WORK**  
**SEMESTER I**

PAR T	COURSE	TITLE OF THE PAPER	CODE	L	T	H	C
<b>I SEMESTER</b>							
PAR T I	TAMIL/HIND I/ SANSKRIT /FRENCH	TAMIL/HINDI/SANSKRIT	20ULTFC1001, 20ULHFC1001, 20ULSFC1001				3
PAR T II	ENGLISH	GENERAL ENGLISH I	20UGEFC1001				3
PAR T III	CORE T1	BRITISH LITERATURE I	20UELCT1001				4
	CORE T2	CHILDREN'S LITERATURE	20UELCT1002				4
	ALLIED I	SOCIAL HISTORY OF ENGLAND	20UELAT1001				5
PAR T IV	EVS	ENVIRONMENTAL STUDIES					2
	SOFT SKILLS	ESSENTIALS OF LANGUAGE AND COMMUNICATION	USS/LC/1001				3
<b>II SEMESTER</b>							
PART I	TAMIL/HIN DI/ SANSKRIT /FRENCH	TAMIL/HINDI/SANSKRIT II	20ULTFC2002, 20ULHFC2002, 20ULSFC2002				3
PART II	ENGLISH	GENERAL ENGLISH II	20UGEFC2002				3
PART III	CORE T3	BRITISH LITERATURE II	20UELCT2003				4
	CORE T4	INTRODUCTION TO LINGUISTICS AND PHONETICS	20UELCT2004				4
	ALLIED II	LITERARY FORMS	20UELAT2002				5
PART IV	EVS	ENVIRONMENTAL STUDIES					2
	SOFT SKILLS	ESSENTIALS OF SPOKEN AND PRESENTATION SKILLS	USS/SP/2002				3

	YOGA	YOGA AND WELLNESS					2
<b>III SEMESTER</b>							
PART I	TAMIL/HINDI/SANSKRIT/FRENCH	TAMIL/HINDI/SANSKRIT III					3
PART II	ENGLISH	GENERAL ENGLISH III					3
PART III	CORE T5	INDIAN WRITING IN ENGLISH					4
	CORE T6	ENGLISH LANGUAGE					4
	ALLIED III	HISTORY OF ENGLISH LITERATURE FROM 1300-1800					3
PART IV	NME						
<b>IV SEMESTER</b>							
PART I	TAMIL/HINDI/SANSKRIT/FRENCH	TAMIL/HINDI/SANSKRIT IV					3
PART II	ENGLISH	GENERAL ENGLISH IV					3
PART III	CORE T7	INDIAN LITERATURES IN TRANSLATION					4
	CORE T8	NEW LITERATURES IN ENGLISH					4
	ALLIED IV	HISTORY OF ENGLISH LITERATURE FROM 1800 TO THE MODERN TIMES					3
PART IV	NME						
<b>V SEMESTER</b>							
PART III	CORE T9	SHAKESPEARE					4
	CORE T10	AMERICAN LITERATURE					4
	CORE T11	MYTHS AND LEGENDS OF THE WORLD					4
	CORE T12	INTRODUCTION TO LITERARY CRITICISM AND THEORY					4
	CORE T13/Elective	INTRODUCTION TO JOURNALISM AND MASS MEDIA					4
PART IV		SKILL ENHANCEMENT COURSE					3
<b>VI SEMESTER</b>							
PART III	CORE T14	WORLD CLASSICS IN TRANSLATION					4
	CORE T15	WOMEN'S WRITING					4
	CORE T16/Elective	ENGLISH FOR ACADEMIC AND CREATIVE PURPOSES					4
	CORE T17	ENGLISH LANGUAGE TEACHING					4
	CORE T18/Elective	PROJECT					4
PART		SKILL BASED ELECTIVE					3

IV							
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**L**      **=Lecture Hrs;**      **T**   **=Tutorial Hrs;**      **H**   **= Hrs per week;**      **C =Credits**



**Branch XII (Major) Syllabus from  
2020 - 2023**

## **SEMESTER I**

### **BRITISH LITERATURE - I**

**TOTAL HOURS: 75**

**SUB CODE: 20UELCT1001**

**CREDIT: 4**

**L-T-P:**

### **COURSE OBJECTIVES:**

The course aims

- To introduce students to the Literary works from the Age of Chaucer to the Romantics
- To explore the religious and philosophical contexts of British spirit in literature
- To familiarize students to the prominent works of eminent British writers.
- To understand and analyze the various Socio-Cultural changes reflected in the Literature of these periods
- To explicate specific literary texts
- To vitalize students ability to identify, analyze and criticize the key issues in the text.

### **COURSE OUTCOMES:**

<b>CO No.</b>	<b>CO Statement At the end of the this course students will be able to</b>
CO1	appreciate the different genres in British Literature from different backgrounds and periods
CO2	have a concrete knowledge of the major works, literary figures and learn to appreciate, analyze, interpret and discuss the works
CO3	enrich active and passive vocabulary and develop different strategy
CO4	acquaint with different style of writing
CO5	examine various poetic devices and techniques

### **SYLLABUS:**

**UNIT– 1 POETRY****15 Hrs**

- Geoffrey Chaucer - The Prologue [1-42 lines]
- Dryden - A song for St. Cecilia's Day
- John Donne - Flea
- John Milton - Paradise Lost Book IV [1-270]
- Andrew Marvell - To His Coy Mistress
- John Keats - Eve of St. Agnes

**UNIT– 2 PROSE****15 Hrs**

- Francis Bacon - Of Friendship
- Sir Richard Steele - Art of Story Telling
- Addison - On Ghosts and Apparitions
- Abhram Cowley - Of Myself

**UNIT– 3 DRAMA****15 Hrs**

- Christopher Marlowe - Edward II
- Dryden - All for Love
- Sheridan - School for Scandal

**UNIT– 4 FICTION****15 Hrs**

- Goldsmith - Vicar of the Wakefield
- Jane Austen - Northanger Abbey
- Emily Bronte - Wuthering Heights

**UNIT– 5 NOVELLA****15Hrs**

- H. G. Wells - The Magic Shop
- Sir Walter Scott - The Tapestry Chamber

**BOOKS FOR REFERENCE:****Books**

- Vallath, Kalyani. A Contemporary Encyclopedia of British Literature, Bodhi Books and Publications, 2015
- Nayar, Pramod K, English Poetry from the Elizabethans to the Restoration, Orient Blackswan Pvt Ltd, 2012.
- Roe, Nicholas. Romanticism: An Oxford Guide, Oxford University Press, 2005.

### E-LEARNING RESOURCES:

- <https://www.thoughtco.com/british-literary-periods-739034>
- <https://www.poetryfoundation.org>.
- [https://www.ducksters.com/history/renaissance/elizabethan\\_ere.php](https://www.ducksters.com/history/renaissance/elizabethan_ere.php)
- <https://www.britannica.com/art/Romanticism>

### Mapping of CO with PSO:

#### CO PSO MAPPING: SEMESTER I

CO	PS01	PS02	PS03	PS04	PS05	PS06
CO.1	3	1	2	0	0	1
CO.2	2	2	2	1	1	2
CO.3	3	2	3	2	1	2
CO.4	3	0	1	1	1	2
CO.5	3	0	2	2	2	2
CO.6	2	2	2	3	2	3

### KEY:

### TEACHING METHODOLOGY:

Lectures, online teaching/ board-chalk method, classroom teaching, powerpoint presentations, using audio-visual aids, seminars/webinars, group discussion, classroom activities.

### QUESTION PAPER PATTERN

### END SEMESTER EXAMINATION:

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions if any
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K1, K2 level	Section A	50	10 x 2 marks = 20	75	
K3, K4 level	Section B	150	5 out of 7; 5 x 5 marks = 25		
C – K3, K4, K5, K6 level	Section C	250	3 out of 5; 3 x 10 marks = 30		

## SEMESTER I

### CHILDREN'S LITERATURE

**TOTAL HOURS: 75**

**SUB CODE: 20UELCT1002**

**CREDIT: 4**

**L-T-P:**

### **COURSE OBJECTIVES:**

The course aims

- To familiarize the history and development of Children's literature
- To provide an avenue for students to learn about their own cultural heritage and the cultures of other people
- To understand the genres and identify the underlying ideas in the works
- To stimulate their perception, attention and imagination
- To build their cognitive and language skills
- To evaluate and analyze literature

### **COURSE OUTCOMES:**

<b>CO No.</b>	<b>CO Statement</b> <b>At the end of the this course students will be able to</b>
CO1	describe the context of Children's literature, from oral tradition to modern novels.
CO2	appreciate cultural heritage through literary genres
CO3	identify and evaluate literary elements
CO4	develop emotional intelligence and creativity

CO5	explain the role of children's literature in the development of inter and intra personality skills
CO6	demonstrate an awareness of environmental issues, social issues, and multiculturalism

## SYLLABUS:

### UNIT– 1 POETRY

15 Hrs

- Samuel Taylor Coleridge - A Child's Evening Prayer
- Ralph Waldo Emerson - The Mountain and the Squirrel
- Robert Browning - The Pied Piper of Hamelin
- Julia .A. Carney - Little Things
- Robert Louis Stevenson - My Shadow
- Margaret Wise Brown - The Runaway Bunny

### UNIT– 2 PROSE

15 Hrs

- The Earl of Chesterfield - Worldly Wisdom ( Letters To His Son, Letter XX)
- A.G. Gardiner - On Habits
- Hillarie Belloc - A Conversation with a Cat
- George Orwell - Bookshop Memories

### UNIT– 3 SHORT STORIES

15 Hrs

- Vishnu Sharma - The Weaver and the Princess

Weaver goes to war ( Panchantantra Stories)

- Tenali Tales - Raman, the thief catcher (From Tenali Raman

Tales)

- The Brothers Grimm - Hansel and Gretel
- Ray Hicks - Jack's Magic Sack
- Ruskin Bond - The Cherry Tree

- Aaron Shepard - The Princess Mouse (From Finnish Folktales)

#### **UNIT– 4         DRAMA**

**15 Hrs**

- J.H. Walsh - The Finding of the Treasure(Adapted from R.L. Stevenson's 'Treasure Island')
- A.A. Milne - The Ugly Duckling

#### **UNIT– 5         FICTION**

**15Hrs**

- Rudyard Kipling - The Jungle Book
- E.R Braithwaite - To Sir, with Love
- Eoin Colfer - Artemis Fowl

#### **BOOKS FOR REFERENCE:**

- Kipling, Rudyard. The Jungle Book. London, Macmillan, 1894.
- Braithwaite, E.R. To Sir, with Love. London, Bodley Head, 1959.
- Colfer, Eoin. Artemis Fowl. London, Viking, 2001

#### **RECOMMENDED READING:**

- Hunt, Peter. International Companion of the Encyclopedia of Children's Literature, London. Routledge, 2004.
- Zipes, Jack. The Oxford Encyclopedia of Children's Literature.
- Oxford University Press, 2006.
- Reynolds, Kimberley. Children's Literature: A Very Short Introduction. Oxford, 2011.

#### **E-LEARNING RESOURCES:**

- <https://www.poemhunter.com/poem/a-child-s-evening-prayer/>
- <https://www.literaryladiesguide.com/book-reviews/the-runaway-bunny-by-margaret-wise-brown/>
- <https://www.pitt.edu/~dash/grimm015.html>
- <https://kathakids.com/folktales/tenali-raman-stories/tenali-raman-the-thief-catcher/>
- <http://www.princeton.edu/~english/ENG335/syl2.html>
- [https://www.teach-nology.com/teachers/child\\_lit/online/](https://www.teach-nology.com/teachers/child_lit/online/)
- <https://interestingliterature.com/2017/02/10-classic-childrens-poems-everyone-should-read/>
- <https://lithub.com/10-wonderful-childrens-poets-you-should-know/>

## Mapping of CO with PSO:

### CO PSO MAPPING: SEMESTER I

CO	PS01	PS02	PS03	PS04	PS05	PS06
CO.1	3	1	2	0	0	1
CO.2	2	2	2	1	1	2
CO.3	3	2	3	2	1	2
CO.4	3	0	1	1	1	2
CO.5	3	0	2	2	2	2
CO.6	2	2	2	3	2	3

### KEY:

### TEACHING METHODOLOGY:

Lectures, online teaching/ board-chalk method, classroom teaching, powerpoint presentations, using audio-visual aids, seminars/webinars, group discussion, classroom activities.

### QUESTION PAPER PATTERN

### END SEMESTER EXAMINATION:

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions if any
K1, K2 level	Section A	50	10 x 2 marks = 20	75	



K3, K4 level	Section B	150	5 out of 7; 5 x 5 marks = 25		
C – K3, K4, K5, K6 level	Section C	250	3 out of 5; 3 x 10 marks = 30		

## SEMESTER I

### ALLIED PAPER – SOCIAL HISTORY OF ENGLAND

**TOTAL HOURS: 75**

**SUB CODE: 20UELAT1001**

**CREDIT: 5**

**L-T-P:**

### **COURSE OBJECTIVES:**

The course aims

- To provide basic knowledge in understanding the social life of English people at various periods in history.
- To make them aware of the golden age in English history where art and creativity flourished
- To enable students to have knowledge of the political and social history of England
- To understand the cause and impact for various revolutions
- To appreciate the cultural and societal development
- To demonstrate mastery of the subject by characterizing, critiquing the social background of England

### **COURSE OUTCOMES:**

<b>CO No.</b>	<b>CO Statement</b> <b>At the end of the this course students will be able to</b>
CO1	To examine the basic knowledge of culture and various movements in England from 1500 to present
CO2	To develop a clear understanding of the renaissance and reformation spirit
CO3	To comprehend the socio-cultural and socio-economic conditions of England
CO4	To critically examine and interpret the historical problems

CO5	To create interest in conducting research that engages them to understand more about England and their life style
CO6	To assess and relate the past and the present development of the country

## **SYLLABUS:**

### **UNIT– 1**

**15 Hrs**

- Tudor England: The Renaissance and the Reformation
- The Stuart Age: Puritanism and Colonial Expansion

### **UNIT– 2**

**15 Hrs**

- Restoration England: Social Life
- The Age of Queen Anne
- The Agrarian Revolution

### **UNIT– 3**

**15 Hrs**

- The Industrial Age
- Humanitarian Movements

### **UNIT– 4**

**15 Hrs**

- The Effects of the French Revolution on British Life
- The Reform Bills
- World Wars

#### **UNIT– 5**

**15Hrs**

- Social Security and the Welfare State
- Trade union
- Transport and Communication

#### **BOOKS FOR REFERENCE:**

- Ashok, Padmaja. The Social History of England. Orient Blackswan, 2011.

#### **RECOMMENDED READING:**

#### **E-LEARNING RESOURCES:**

- Xavier, A. G. Introduction to the Social History of England. Orient Blackswan, 2011.
- Trevelyan, George Macaulay. A Shortened History of England, Penguin Books, 1987.
- Crick, Julia and Elisabeth Van Houts, editors. A Social History of England 900-1200. Cambridge University Press, 2011.
- Horrax, Rose Mary and Mark Wormrod, editors. A Social History of England, 1200 – 1500. Cambridge University Press, 2006.
- Wrightson, Keith, editor. A Social History of England 1500-1750., Cambridge University Press, 2016.

#### **Mapping of CO with PSO:**

##### **CO PSO MAPPING: SEMESTER I**

CO	PS01	PS02	PS03	PS04	PS05	PS06
<b>CO.1</b>	3	1	2	0	0	1
<b>CO.2</b>	2	2	2	1	1	2
<b>CO.3</b>	3	2	3	2	1	2
<b>CO.4</b>	3	0	1	1	1	2
<b>CO.5</b>	3	0	2	2	2	2

<b>CO.6</b>	2	2	2	3	2	3
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**KEY:**

### **TEACHING METHODOLOGY:**

Lectures, online teaching/ board-chalk method, classroom teaching, powerpoint presentations, using audio-visual aids, seminars/webinars, group discussion, classroom activities.

### **QUESTION PAPER PATTERN**

### **END SEMESTER EXAMINATION:**

<b>Knowledge Level</b>	<b>Section</b>	<b>Word Limit</b>	<b>Marks</b>	<b>Total</b>	<b>Special Instructions if any</b>
K1, K2 level	Section A	50	10 x 2 marks = 20	75	
K3, K4 level	Section B	150	5 out of 7; 5 x 5 marks = 25		
C – K3, K4, K5, K6 level	Section C	250	3 out of 5; 3 x 10 marks = 30		

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**600044.**  
**ENGLISH**

**COURSE FRAME WORK**  
**SEMESTER II**

SE M	COURSE CODE	COURSE TITLE	TITLE OF THE PAPER	HRS	CREDI TS	C A	SE	T
I		PART I	TAMIL/HINDI/SANSKRIT II		3	40	60	100
I		PART II	GENERAL ENGLISH II		3	40	60	100
I	20UELCT2003	CORE T1	BRITISH LITERATURE II	75	4	40	60	100
I	20UELCT2004	CORE T2	INTRODUCTION TO LINGUISTICS AND PHONETICS	75	4	40	60	100
I	20UELAT2002	ALLIED I	LITERARY FORMS	75	5	40	60	100
I		PART IV - EVS	ENVIRONMENTAL STUDIES		2	50	50	100
I	USS/SP/2002	SOFTSKILLS	ESSENTIALS OF SPOKEN AND PRESENTATION SKILLS		3	50	50	100
		YOGA	YOGA AND WELLNESS		2			
			<b>TOTAL</b>					

## SEMESTER II

### BRITISH LITERATURE - II

**TOTAL HOURS: 75**

**SUB CODE:**

**CREDIT: 4**

**L-T-P:**

### COURSE OBJECTIVES:

The course aims

- To introduce students to the Literary works from the Victorian Age to the Recent Times
- To explore the religious and philosophical contexts of British spirit in literature
- To familiarize students to the prominent works of eminent British writers.
- To understand and analyze the various Socio-Cultural changes reflected in the Literature of these periods
- To explicate specific literary texts
- To vitalize the students ability to identify, analyze and criticize the key issues in the text.

### COURSE OUTCOMES:

<b>CO No.</b>	<b>CO Statement At the end of the this course students will be able to</b>
CO1	appreciate the different genres in British Literature from different backgrounds and periods
CO2	have a concrete knowledge of the major works, literary figures and learn to appreciate, analyze, interpret and discuss the works
CO3	enrich active and passive vocabulary and develop different strategy
CO4	acquaint with different style of writing
CO5	examine various poetic devices and techniques
CO6	identify, analyze and criticize the key issues in the texts

## SYLLABUS:

- |                 |                          |               |
|-----------------|--------------------------|---------------|
| <b>UNIT– 1</b>  | <b>POETRY</b>            | <b>15 Hrs</b> |
| ● Tennyson      | - Ulysses                |               |
| ● Browning      | - My Last Duchess        |               |
| ● W.B. Yeats    | - Prayer for my Daughter |               |
| ● Mathew Arnold | - Dover Beach            |               |
| ● D.H. Lawrence | - Mosquito               |               |
| ● Dylan Thomas  | - Fern Hill              |               |

- |                   |  |               |
|-------------------|--|---------------|
| <b>UNIT– 2</b>    | <b>PROSE</b>                               | <b>15 Hrs</b> |
| ● Goldsmith       | - A City Night -Piece                      |               |
| ● G.K. Chesterton | - On his pleasure of no longer being young |               |
| ● J. B. Priestley | - Lectures ( An Extract)                   |               |
| ● Aldous Huxley   | - The English Snobbery                     |               |

- |                 |                               |               |
|-----------------|-------------------------------|---------------|
| <b>UNIT– 3</b>  | <b>DRAMA</b>                  | <b>15 Hrs</b> |
| ● Harold Pinter | - The Birthday Party          |               |
| ● Oscar Wilde   | - Importance of Being Earnest |               |
| ● G.B. Shaw     | - Pygmalion                   |               |

- |                  |                      |               |
|------------------|----------------------|---------------|
| <b>UNIT– 4</b>   | <b>FICTION</b>       | <b>15 Hrs</b> |
| ● Wilkie Collins | - The Women in White |               |
| ● Aldous Huxley  | - Brave New World    |               |

- |                   |                   |              |
|-------------------|-------------------|--------------|
| <b>UNIT– 5</b>    | <b>NOVELLA</b>    | <b>15Hrs</b> |
| ● R. L. Stevenson | The Body Snatcher |              |
| ● Liam O Flaherty | The Reaping Race  |              |

## BOOKS FOR REFERENCE:

- Vallath, Kalyani. A Contemporary Encyclopedia of British Literature, Bodhi Books and Publications, 2015

## E-LEARNING RESOURCES:

- <https://www.poetryfoundation.org/poets/alexander-pope>.
- <https://www.britannica.com/art/english-literature/The-18th-century>.

- [http: open.unom.edu](http://open.unom.edu) - English Open Textbooks – British Literature : Middle Ages to the Eighteenth Century and Neoclassicism

### Mapping of CO with PSO:

#### CO PSO MAPPING: SEMESTER II

CO	PS01	PS02	PS03	PS04	PS05	PS06
CO.1	3	2	2	0	0	1
CO.2	2	2	2	1	1	2
CO.3	3	2	3	2	1	2
CO.4	3	0	1	2	1	2
CO.5	3	0	3	2	2	2
CO.6	2	2	2	3	2	3

### KEY:

### TEACHING METHODOLOGY:

Lectures, online teaching/ board-chalk method, classroom teaching, powerpoint presentations, using audio-visual aids, seminars/webinars, group discussion, classroom activities.

### QUESTION PAPER PATTERN

### END SEMESTER EXAMINATION:

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions if any



K1, K2 level	Section A	50	10 x 2 marks = 20	75	
K3, K4 level	Section B	150	5 out of 7; 5 x 5 marks = 25		
C – K3, K4, K5, K6 level	Section C	250	3 out of 5; 3 x 10 marks = 30		

## SEMESTER II

### INTRODUCTION TO LINGUISTICS AND PHONETICS

**TOTAL HOURS: 75**

**SUB CODE:**

**CREDIT: 4**

**L-T-P:**

### **COURSE OBJECTIVES:**

The course aims

- to enable students to know the scientific systems and sub systems in language.
- to facilitate students to understand some linguistic concepts and ideas with examples.
- to encourage students to have practical training in phonetics and transcriptions.
- to give an idea about how the knowledge of linguistics can be applied in other domain of linguistic activities.
- to introduce the physical properties of speech sounds.
- to elaborate the language structure and interpret the regional and social variation of language.

### **COURSE OUTCOMES:**

<b>CO No.</b>	<b>CO Statement At the end of the this course students will be able to</b>
CO1	describe the context of Children's literature, from oral tradition to modern novels.
CO2	appreciate cultural heritage through literary genres

CO3	identify and evaluate literary elements
CO4	develop emotional intelligence and creativity
CO5	explain the role of children's literature in the development of inter and intra personality skills
CO6	demonstrate an awareness of environmental issues, social issues, and multiculturalism

## **SYLLABUS:**

### **UNIT– 1**

**15 Hrs**

- The Origin of Language - Chapter 1
- Animals and Human Language - Chapter 2

### **UNIT– 2**

**15 Hrs**

- The Sounds of Language – Chapter 4
- The Sound patterns of language – Phonology, Phonemes, Phones and allophones, syllables and clusters, Co-articulation effects - Chapter 5
- Transcription – Words and Sentences

### **UNIT– 3**

**15 Hrs**

- Words and Word-Formation Processes - Chapter 6
- Morphology- free and bound morphemes, morphological description, morphs and allomorphs.- Chapter 7
- Phrases and Sentences: Grammar – Traditional Grammar, Traditional Analysis, Prescriptive and Descriptive grammar, Structural analysis and IC analysis - Chapter 8

### **UNIT– 4**

**15 Hrs**

- Syntax - Chapter 9
- Semantics - Chapter 10

## UNIT– 5

15Hrs

- Language and Regional variation - Chapter 18
- Language and Social variation - Chapter 19
- Language and Culture - Chapter 20

## BOOKS FOR REFERENCE:

- Yule, George. The Study of Language. Cambridge 3<sup>rd</sup> Edition. University Press, 2006.
- Balasubramanian. T. Textbook of English Phonetics for Indian students. Macmillan Publication, 2012.

## RECOMMENDED READING:

- Roach, Peter, James Hartman, Jane Setter, and Daniel Jones. Cambridge English Pronouncing Dictionary. Cambridge University Press, 2006.
- Gimson, A. C. *Introduction to the Pronunciation of English*. Cambridge University Press, 2009.
- Crystal, David - Words, Words, Words. Oxford University Press, 2007.
- Lyons, John. *Language And Linguistics : An Introduction*. Cambridge .Cambridge University Press, 1981.

## E-LEARNING RESOURCES:

- <http://www.linguistlist.org>
- <http://www.englishspeaklikenative.com>
- <http://www.docsity.com>
- <http://sciencedirect.com>
- <http://www.bilingualkidspot.com>

## Mapping of CO with PSO:

### CO PSO MAPPING: SEMESTER II

CO	PS01	PS02	PS03	PS04	PS05	PS06
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<b>CO.1</b>	3	2	2	0	0	1
<b>CO.2</b>	2	2	2	1	1	2
<b>CO.3</b>	3	2	3	2	1	2
<b>CO.4</b>	3	0	1	2	1	2
<b>CO.5</b>	3	0	3	2	2	2
<b>CO.6</b>	2	2	2	3	2	3

**KEY:**

### **TEACHING METHODOLOGY:**

Lectures, online teaching/ board-chalk method, classroom teaching, powerpoint presentations, using audio-visual aids, seminars/webinars, group discussion, classroom activities.

### **QUESTION PAPER PATTERN**

### **END SEMESTER EXAMINATION:**

<b>Knowledge Level</b>	<b>Section</b>	<b>Word Limit</b>	<b>Marks</b>	<b>Total</b>	<b>Special Instructions if any</b>
K1, K2 level	Section A	50	10 x 2 marks = 20	75	
K3, K4 level	Section B	150	5 out of 7; 5 x 5 marks = 25		
C – K3, K4, K5, K6 level	Section C	250	3 out of 5; 3 x 10 marks = 30		

### **SEMESTER II**

### **ALLIED PAPER – LITERARY FORMS**

**TOTAL HOURS: 75**

**CREDIT: 5**

**SUB CODE:**

**L-T-P:**

### **COURSE OBJECTIVES:**

The course aims

- to describe the multiple types of literary forms for poetic analysis
- to explain in depth each types of genres and the figurative aspects in it.
- to describe forms as foundation from which it stretches out in many directions of expression.
- to enable the student to gain knowledge of the classic literary forms with suitable examples by eminent writers and its growth.
- to understand the literary forms which enhances the creativity of the students to critically appreciate artistically the form / genre which is helpful for higher studies
- to motivate the students to learn better with a help of modern aids to understand poetic forms.

### **COURSE OUTCOMES:**

<b>CO No.</b>	<b>CO Statement At the end of the this course students will be able to</b>
CO1	to choose various forms they are more interested to express their creativity in writing skills.
CO2	apply various kinds of figurative language, imagery, word play of literature in the curriculum as well as in their creative writing
CO3	utilize knowledge of classic Literary tradition to enhance knowledge of earlier poetic forms and understand the milestone of Literary forms
CO4	To critically examine and interpret the historical problems
CO5	use research to assist in problem solving (critical thinking) in reading and writing an analysis of drama and poetry
CO6	attain ample training in the use of web applications for power point presentations to enhance the modern learning process

## **SYLLABUS:**

### **UNIT– 1      LITERARY FORMS**

**15 Hrs**

Allegory, anecdote, black comedy, didactic literature, dystopia, epigram, fable, legend, memoir, myth, noir fiction, novella, parable, parody, pastoral, utopia, surrealism, limerick, palindrome, blank verse, acronym, haiku, parody, farce, couplet, figure of speech, imagery, irony, metaphor, metonymy, onomatopoeia, paradox, refrain, chorus, existentialism, travelogue, prosody, rhyme scheme, epithet, transferred epithet, aside, masque, satire

### **UNIT– 2      POETRY**

**15 Hrs**

- Lyric
- Ballad
- Ode
- Sonnet
- Elegy
- Epic
- Idyll

### **UNIT– 3**

**15 Hrs**

- Tragedy
- Comedy
- One act play
- Absurd Drama
- Melodrama
- Epic theatre
- Miracle play
- Tragi-comedy

### **UNIT– 4**

**15 Hrs**

- Epistolary novel

- Picaresque novel
- Sentimental novel
- Historical novel
- Psychological novel
- Detective novel
- Stream of Consciousness Novel
- Science fiction
- Flash Fiction
- Shuffle novel
- Graphics novel
- Short story
- Biography
- Autobiography
- Criticism

#### UNIT– 5

15Hrs

- Personal essay
- Critical essay
- Periodical essay
- Aphoristic essay
- Character essay

#### BOOKS FOR REFERENCE:

- Abrams, M. H. , and Geoffrey Galt Harpham. A Glossary of Literary Terms. 10th ed. Boston, Mass.: Wadsworth Cengage Learning, 2012.

#### E-LEARNING RESOURCES:

- <https://owlcation.com/humanities/Poetic-Forms-in-English-Literature>
- <https://study.com/academy/lesson/literary-devices-definition-examples-quiz.html>
- <https://writerswrite.co.za/the-17-most-popular-genres-in-fiction-and-why-they-matter/>
- <https://neoenglish.wordpress.com/2010/12/27/the-study-of-english-essays/>

#### Mapping of CO with PSO:

##### CO PSO MAPPING: SEMESTER II

CO	PS01	PS02	PS03	PS04	PS05	PS06

<b>CO.1</b>	3	2	2	0	0	1
<b>CO.2</b>	2	2	2	1	1	2
<b>CO.3</b>	3	2	3	2	1	2
<b>CO.4</b>	3	0	1	2	1	2
<b>CO.5</b>	3	0	3	2	2	2
<b>CO.6</b>	2	2	2	3	2	3

**KEY:**

### **TEACHING METHODOLOGY:**

Lectures, online teaching/ board-chalk method, classroom teaching, powerpoint presentations, using audio-visual aids, seminars/webinars, group discussion, classroom activities.

### **QUESTION PAPER PATTERN**

### **END SEMESTER EXAMINATION:**

<b>Knowledge Level</b>	<b>Section</b>	<b>Word Limit</b>	<b>Marks</b>	<b>Total</b>	<b>Special Instructions if any</b>
K1, K2 level	Section A	50	10 x 2 marks = 20	75	
K3, K4 level	Section B	150	5 out of 7; 5 x 5 marks = 25		
C – K3, K4, K5, K6 level	Section C	250	3 out of 5; 3 x 10 marks = 30		



**DEPARTMENT OF ENGLISH**  
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**(ENGLISH)**

**COURSE FRAME WORK**  
**SEMESTER III**

SE M	COURS E CODE	COURSE TITLE	TITLE OF THE PAPER	HR S	CRED ITS	CA	SE	T
III		CORE 1	INDIAN WRITINGS IN ENGLISH	75	4	40	60	100
III		CORE II	ENGLISH LANGUAGE	75	4	40	60	100
III		ALLIED 1	HISTORY OF ENGLISH LITERATURE - I ( From 1300 to 1800)	75	5	40	60	100
			<b>TOTAL</b>					

**SEMESTER III**  
**INDIAN WRITINGS IN ENGLISH**

**TOTALHOURS:75**

**SUB CODE:**

**CREDIT: 4**

**L-T-P:**

**COURSE OBJECTIVES:**

- To enable students to comprehend the importance of Indian Writings in English
- To familiarize students to the prominent works of eminent Indian writers of English
- To venture in propitiating the experience of vivid and diverse Indian culture through the prescribed texts.
- To cultivate a large sense of ethical and moral responsibility among students to develop a sense of reverence and tolerance towards fellow humans.
- To provide an insight into the varied rustic, native Indian world of illusions and reality
- To vitalize the students ability to identify, analyse and criticize the key issues in the texts.

**COURSE OUTCOMES:**

<b>CO No.</b>	<b>CO Statement</b>
CO1	on completion of the course, students must have the ability to discern the subtle nuances of Indian English from that of conspicuous native English writers
CO2	must possess the skill of analysing and critiquing the transcending layers of meanings and complexities as portrayed in the abstract literary world
CO3	course should help them to infer the sublime thoughts of remarkable authors
CO 4	they should have a concrete knowledge of literary genres
CO5	study of Indian Writings should have an intense impact persuading zeal for higher studies and research
C06	they should be adept in the art of creative writing.

## SYLLABUS

Unit	Content
<b>I POETRY</b>	<ul style="list-style-type: none"> <li>● Toru Dutt - Sita</li> <li>● Sarojini Naidu – The palanquin Bearers</li> <li>● Meena Kandasamy – Is this the end?</li> <li>● Keki N. Dharuwalla – Under Orion</li> <li>● A. K. Ramanujan – The Striders</li> <li>● Tishani Doshi – Ode to the walking woman</li> </ul>
<b>II PROSE</b>	<ul style="list-style-type: none"> <li>● M. K. Gandhi- Voluntary Poverty</li> <li>● Dr. B. R. Ambedkar – 4 and 5 Chapters from Annihilation of Caste</li> <li>● Nehru – Rose Petals ( Chapter 1)</li> <li>● Shashi Tharoor – Bookless in Baghdad (Chapter1 :Growing up with Books in India)</li> </ul>
<b>III SHORT STORIES</b>	<ul style="list-style-type: none"> <li>● Mulk Raj Anand – The Lost Child</li> <li>● Ruskin Bond- The Eyes are not here</li> <li>● Sudha Murty – The Day I stopped Drinking Milk</li> <li>● Kushwant Singh – Karma</li> <li>● K. S. Duggat – A Story of a Story</li> <li>● Anita Desai – The Domestic Maid</li> </ul>
<b>IV DRAMA</b>	<ul style="list-style-type: none"> <li>● Vijay Tendulkar – Kanyadaan</li> <li>● Mahesh Dattani – 7 Steps around the Fire</li> </ul>
<b>V NOVELS</b>	<ul style="list-style-type: none"> <li>● Jumpa Lahiri – Namesake</li> <li>● Vikram Chandra- Red Earth and Pouring Rain</li> </ul>

**UNIT– 1**

**15 Hrs**

**UNIT– 2**

**15 Hrs**

**UNIT– 3**

**15 Hrs**

**UNIT– 4****15 Hrs****UNIT– 5****15Hrs****RECOMMENDED BOOKS:**

1. [Mehrotra](#), Arvind Krishna. *A Concise History of Indian Literature in English*, The Orient Blackswan, 2017.
2. Naik.M.K. *A History of Indian English Literature*, Sahitya Akademi, 2009.

**Mapping of CO with PSO:****CO PSO MAPPING: SEMESTER III**

CO	PS01	PS02	PS03	PS04	PS05	PS06
CO.1	3	3	2	2	1	2
CO.2	3	3	2	3	3	2
CO.3	3	3	2	3	3	2
CO.4	2	0	3	2	0	2
CO.5	2	2	3	2	2	2

<b>CO.6</b>						
	3	3	3	2	2	3

**KEY:**

**TEACHING METHODOLOGY:**

Lectures, online teaching/ board-chalk method, classroom teaching, powerpoint presentations, using audio-visual aids, seminars/webinars, group discussion, classroom activities.

**QUESTION PAPER PATTERN END**

**SEMESTER EXAMINATION:**

<b>Knowledge Level</b>	<b>Section</b>	<b>Word Limit</b>	<b>Marks</b>	<b>Total</b>	<b>Special Instructions if any</b>
K1, K2 level	Section A	50	10 x 2 marks = 20	75	
K3, K4 level	Section B	150	5 out of 7; 5 x 5 marks = 25		
C – K3, K4, K5, K6 level	Section C	250	3 out of 5; 3 x 10 marks = 30		

**SEMESTER III**  
**ENGLISH LANGUAGE**

**TOTAL HOURS: 75**

**SUB CODE:**

**CREDIT:4**

**L-T-P:**

**COURSE OBJECTIVES:**

The course aims

- To enable students to acquaint themselves with a lucid and in depth knowledge of English language
- To promote a diligent study of the origin and growth of the language
- To enhance the appreciation of the profound richness of its vocabulary
- To pave way for the students to apply subject-specific skills in language
- To invoke interest in pursuing higher studies in this field of language
- To apprise students of the pragmatics of technology and English.

**COURSE OUTCOMES:**

<b>CO No.</b>	<b>CO Statement</b>
CO1	on completion of the course, students must have gained an extensive knowledge of words, vocabulary and language
CO2	they should possess the capacity to be adept and skillful in stylistic variations of the language
CO3	they should excel in this field of study of the language
CO 4	they should be aware of the scope of English studies in terms of availability of career and employment opportunities.
CO5	they should have the confidence to divulge into analytical study and research in explication of literary practices

C06	the course should have habituated them with the critical aptitude promulgating higher level of English studies using digital resources
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## SYLLABUS

Unit	Content
<b>I</b>	<ul style="list-style-type: none"> <li>● General Character of English</li> <li>● The Indo-European Family of Languages</li> <li>● The Germanic Family</li> <li>● English in the Germanic Family</li> </ul>
<b>II</b>	<ul style="list-style-type: none"> <li>● Bible Translations</li> <li>● Shakespeare's influence</li> <li>● Milton and the English Language</li> <li>● American Influence</li> </ul>
<b>III</b>	<ul style="list-style-type: none"> <li>● The Descent of the English Language</li> <li>● The old and middle English periods</li> <li>● The Renaissance and after</li> </ul>
<b>IV</b>	<ul style="list-style-type: none"> <li>● The Growth of Vocabulary</li> <li>● Change of Meaning</li> <li>● Standard English</li> </ul>
<b>V</b>	<ul style="list-style-type: none"> <li>● Emergence of Englishes</li> <li>● Technology and English</li> <li>● English as a world language</li> </ul>

**UNIT– 1**

**15 Hrs**

**UNIT– 2**

**15 Hrs**

**UNIT– 3**

**15 Hrs**

**UNIT– 4****15 Hrs****UNIT– 5****15Hrs****RECOMMENDED BOOKS:**

1. Wren, C.L. *The English Language*, Vikas Publication, 2007.
2. Wood, F.T. *An outline History of English Language*, Laxmi Publications, 2014.
3. Yule, George. *The study of Language*, Cambridge University Press, 2014.

**Mapping of CO with PSO:****CO PSO MAPPING: SEMESTER III**

CO	PS01	PS02	PS03	PS04	PS05	PS06
<b>CO.1</b>	3	3	2	2	1	2
<b>CO.2</b>	3	3	2	3	3	2
<b>CO.3</b>	3	3	2	3	3	2
<b>CO.4</b>	2	0	3	2	0	2
<b>CO.5</b>	2	2	3	2	2	2



<b>CO.6</b>						
	3	3	3	2	2	3

**KEY:**

**TEACHING METHODOLOGY:**

Lectures, online teaching/ board-chalk method, classroom teaching, powerpoint presentations, using audio-visual aids, seminars/webinars, group discussion, classroom activities.

**QUESTION PAPER PATTERN END**

**SEMESTER EXAMINATION:**

<b>Knowledge Level</b>	<b>Section</b>	<b>Word Limit</b>	<b>Marks</b>	<b>Total</b>	<b>Special Instructions if any</b>
K1, K2 level	Section A	50	10 x 2 marks = 20	75	
K3, K4 level	Section B	150	5 out of 7; 5 x 5 marks = 25		
C – K3, K4, K5, K6 level	Section C	250	3 out of 5; 3 x 10 marks = 30		



### SEMESTER III

#### HISTORY OF ENGLISH LITERATURE- I (FROM 1300 TO 1800)

**TOTAL HOURS:75**

**SUB CODE:**

**CREDIT:5**

**L-T-P:**

#### **COURSE OBJECTIVES:**

1. To describe how literature influences the social and political history of each period.
2. To identify and describe the works of major writers
3. To identify various literary movements, schools of poetry and drama.

The course aims

#### **COURSE OUTCOMES:**

<b>CO No.</b>	<b>CO Statement</b>
CO1	Understand texts in their cultural and historical contexts.
CO2	Establishes a perception of the English Literary History.
CO3	Perceive a chronological assessment of the major writers and their writings that have contributed much for the development of English Literature till 1800.
CO4	Acquire knowledge of various literary genres and their emergence in various ages.

## SYLLABUS

UNIT	CONTENT
UNIT- I <b>INTRODUCTION</b>	Renaissance, Classicism, Romanticism, Neo-classicism, Metaphysical Poetry
UNIT- II <b>PROSE</b>	<b>EarlyProse:</b> Thomas More, Philip Sydney, John Lyly, Francis Bacon, The Authorised Version of the Bible

	<b>Beginnings of Modern English Prose:</b> John Dryden, Addison & Steele, Oliver Goldsmith, Jonathan Swift, Samuel Johnson.
<b>UNIT- III POETRY</b>	<b>14<sup>th</sup> Century:</b> Geoffrey Chaucer, William Langland, John Gower.  <b>Elizabethan and Jacobean Poetry:</b> Sir Thomas Wyatt & Henry Howard, Earl of Surrey, Edmund Spenser, William Shakespeare, John Donne.  <b>Caroline Age and Milton:</b> John Milton <b>Neo-Classical :</b> Alexander Pope <b>Pre-Romantics:</b> Thomas Gray, William Lake, William Collins, Robert Burns
<b>UNIT-IV DRAMA</b>	<b>Elizabethan and Jacobean Drama:</b> University Wits, Christopher Marlowe, William Shakespeare, Samuel Johnson, Webster.  <b>Restoration Drama:</b> William Congreve, William Wycherley
<b>UNIT- V NOVEL</b>	<b>Early English Novel:</b> John Bunyan <b>18<sup>th</sup> Century Novel:</b> Daniel Defoe, Samuel Richardson, Henry Fielding, Laurence Sterne, Tobias Smollet.

**UNIT– 1** **15 Hrs**

**UNIT– 2** **15 Hrs**

**UNIT– 3** **15 Hrs**

**UNIT– 4** **15 Hrs**

**UNIT– 5** **15Hrs**

### **RECOMMENDED BOOKS:**

1. Albert Edward. *History of English Literature* (Fifth Edition), New Delhi: OUP, 2017.

- Sanders Andrew. *The Short Oxford History of English Literature* (3<sup>rd</sup> edition), New Delhi: OUP,2005.

### **BOOKS FOR REFERENCE:**

- Bowden, M.A. *Readers' Guide to Geoffrey Chaucer*, London: Thames and Hudson, 1965.
- Daiches, David. *A Critical History of English Literature*, New York: Ronald Press Co., 1960.
- Hudson, W.H. *An Outline History of English Literature*, London: Bell,1932.
- Ford, Borris. *A Pelican Guide to English Literature*, New York: Penguin Books, 1968.
- Long, J. William. *English Literature: Its History and Its Significance For the Life of the English Speaking*, Rupa Publications, 2015.

### **Mapping of CO with PSO:**

#### **CO PSO MAPPING: SEMESTER III**

CO	PS01	PS02	PS03	PS04	PS05	PS06
CO.1	3	3	2	2	1	2
CO.2	3	3	2	3	3	2
CO.3	3	3	2	3	3	2
CO.4	2	0	3	2	0	2
CO.5	2	2	3	2	2	2

<b>CO.6</b>						
	3	3	3	2	2	3

**KEY:**

**TEACHING METHODOLOGY:**

Lectures, online teaching/ board-chalk method, classroom teaching, powerpoint presentations, using audio-visual aids, seminars/webinars, group discussion, classroom activities.

**QUESTION PAPER PATTERN END**

**SEMESTER EXAMINATION:**

<b>Knowledge Level</b>	<b>Section</b>	<b>Word Limit</b>	<b>Marks</b>	<b>Total</b>	<b>Special Instructions if any</b>
K1, K2 level	Section A	50	10 x 2 marks = 20	75	
K3, K4 level	Section B	150	5 out of 7; 5 x 5 marks = 25		
C – K3, K4, K5, K6 level	Section C	250	3 out of 5; 3 x 10 marks = 30		

**DEPARTMENT OF ENGLISH**

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**(ENGLISH)**

**COURSE FRAME WORK**

**SEMESTER IV**

<b>SE M</b>	<b>COURS E CODE</b>	<b>COURSE TITLE</b>	<b>TITLE OF THE PAPER</b>	<b>H RS</b>	<b>CRE DIT S</b>	<b>C A</b>	<b>S E</b>	<b>T</b>
<b>IV</b>		<b>CORE I</b>	<b>INDIAN LITERATURES IN TRANSLATION</b>	<b>75</b>	<b>4</b>	<b>4 0</b>	<b>6 0</b>	<b>10 0</b>
<b>IV</b>		<b>CORE II</b>	<b>NEW LITERATURES IN ENGLISH</b>	<b>75</b>	<b>4</b>	<b>4 0</b>	<b>6 0</b>	<b>10 0</b>
<b>IV</b>		<b>ALLIED I</b>	<b>HISTORY OF ENGLISH LITERATURE - II ( From 1800 to THE MODERN TIMES)</b>	<b>75</b>	<b>5</b>	<b>4 0</b>	<b>6 0</b>	<b>100</b>
			<b>TOTAL</b>					



**SEMESTER IV**  
**INDIAN LITERATURES IN TRANSLATION**

**TOTALHOURS: 75**

**SUB CODE:**

**CREDIT:4**

**L-T-P:**

**COURSE OBJECTIVES:**

- To rephrase the Indian cultural and social kaleidoscopic views through the translated works
- To relate the themes and social settings of all Indian writings
- To promote the style of writing, analytical skills and creative expression for getting into the information-intensive society.
- To discuss resources to complex activities of marginalized voices of the society with an understanding of the limitations
- To communicate the impact of writings in societal and environmental contexts and demonstrate the knowledge of and need for sustainable development
- To assess effectively as an individual and as a member or leader in diverse and multidisciplinary settings

**COURSE OUTCOMES:**

<b>CO No.</b>	<b>CO Statement</b>
CO1	Identify the knowledge of literature for the cultural, societal and environmental considerations
CO2	Paraphrase the rhetoric based knowledge for providing vivid conclusions to the translated works
CO3	Apply reasoning informed by the contextual knowledge to assess societal, cultural issues and the consequent responsibilities relevant to the Socio-practice.
CO 4	Distinguish the voices of dominant and marginalized of the society through the translated works
CO5	Judge the social and cultural traditions with the help of critical insight knowledge of the texts

C06	Develop Communication to demonstrate literary interpretation for life and work
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## SYLLABUS

Unit	Content
<b>I POETRY</b>	<ul style="list-style-type: none"> <li>Kabir Das (Hindi) - The songs of Kabir (13, 57,58) <b>(Translated by Rabindranath Tagore)</b></li> <li>Bharathiyar (Tamil) - Kannan My Beloved (translated by Prema Nanda Kumar)</li> <li>Indira Sant (Marathi) - Household Fire (Tr. By VinayDharwadker)</li> <li>Ayyappa Panikar - (Malayalam)- Isn't that shameful for us?.</li> <li>A Jayaprabha (Telugu)- Burn this Saree (tr by V Narayana Rao)</li> <li>Mirza Arif (Urdu) Six Rubaiyaats</li> </ul>
<b>II PROSE</b>	<ul style="list-style-type: none"> <li>Bharatha Muni (Sanskrit)- Rasa Theory (translated by Abhinav Gupta)</li> <li>Chanakya (Sanskrit)- Chanakya Neeti – Chapter XII (translated by Vishwamithra Sharma)</li> <li>Anees Jung (Urdu) - Mother and Children</li> </ul>
<b>III SHORT STORIES</b>	<ul style="list-style-type: none"> <li>The Panchatantra (Kannada) The Winning of Friends Book II–(Translated by Arthur W.Ryder)</li> <li>Neipayasam (Sweet Milk) (Malayalam)- Madhavikutty (translated by SindhuV.Nair)</li> <li>Leftovers from The Leftovers (Punjabi) -translated by AjeetCour</li> </ul>
<b>IV DRAMA</b>	<ul style="list-style-type: none"> <li>Rabindranath Tagore (Bengali) Chandalika</li> </ul>
<b>V SHORT FICTION&amp; FICTION</b>	<ul style="list-style-type: none"> <li>IsmatChughtai ( Urdu) Roots</li> <li>Amrita Pritam (Punjabi) The Skeleton</li> <li>Kalki Krishnamurthy(Tamil) - Ponniyinselvan Book one</li> </ul>

UNIT– 1

15 Hrs

UNIT– 2

15 Hrs

**UNIT– 3**

**15 Hrs**

**UNIT– 4**

**15 Hrs**

**UNIT– 5**

**15Hrs**

**RECOMMENDED BOOKS:**

1. Tagore, Rabindranath. *Three Plays*. Trans. Marjorie Sykes. Madras: Oxford University Press, 1960. Rpt.1970.
2. Chugtai, Ismat. *Roots*, New Delhi: Rajkamal Paperbacks, 2012.
3. Pritam, Amrita. *The Skeleton*, Penguin Books, New Delhi, 1970.
4. Kalki, K. *Ponniyin Selvan Book I*, Vanathi Pathippagam. 2003.

**BOOKS FOR REFERENCE:**

1. Kurian, Anna. *Texts and their Worlds I – Literatures of India: An Introduction*, 2005.
2. Daniel, Molly. *Oxford Anthology of Indian Literatures in Translation*, OUP, 2004.

**E-LEARNING RESOURCES:**

[https://www.hinduwebsite.com/sacredscripts/other/kabir\\_main.asp](https://www.hinduwebsite.com/sacredscripts/other/kabir_main.asp)  
[http://www.columbia.edu/itc/mealac/pritchett/00litlinks/panchatantra\\_ryder/index.html](http://www.columbia.edu/itc/mealac/pritchett/00litlinks/panchatantra_ryder/index.html)  
<http://www.littlemag.com/family/kamala.html>  
<http://apnaorg.com/books/english/ajeet-cour-2/book.php?fldr=book>  
<http://ncert.nic.in/ncerts/l/lek1131.pdf> (chandalika)

**Mapping of CO with PSO:**

**CO PSO MAPPING: SEMESTER IV**

CO	PS01	PS02	PS03	PS04	PS05	PS06
<b>CO.1</b>	3	3	1	2	1	2
<b>CO.2</b>	3	3	3	3	2	2
<b>CO.3</b>	3	3	2	2	3	2
<b>CO.4</b>	2	0	3	2	0	2
<b>CO.5</b>	2	2	3	2	1	2
<b>CO.6</b>	3	3	3	2	3	3

**KEY:**

**TEACHING METHODOLOGY:**

Lectures, online teaching/ board-chalk method, classroom teaching, powerpoint presentations, using audio-visual aids, seminars/webinars, group discussion, classroom activities.

**QUESTION PAPER PATTERN END**

**SEMESTER EXAMINATION:**

<b>Knowledge Level</b>	<b>Section</b>	<b>Word Limit</b>	<b>Marks</b>	<b>Total</b>	<b>Special Instructions if any</b>
K1, K2 level	Section A	50	10 x 2 marks = 20	75	
K3, K4 level	Section B	150	5 out of 7; 5 x 5 marks = 25		
C – K3, K4, K5, K6 level	Section C	250	3 out of 5; 3 x 10 marks = 30		

**SEMESTER IV**  
**NEW LITERATURES IN ENGLISH**

**TOTAL HOURS: 75**

**SUB CODE:**

**CREDIT:4**

**L-T-P:**

**COURSE OBJECTIVES:**

The course aims

- To identify the post-colonial themes across the commonwealth countries
- To understand the significance of literature reflecting life
- To instill the procedural knowledge of prominent writers through their works
- To expose knowledge of literature socially and psychologically
- To contribute solution to socially relevant issues
- To have social, cultural, global and environmental responsibilities through literary works

**COURSE OUTCOMES:**

<b>CO No.</b>	<b>CO Statement</b>
CO1	identify the pressing themes of prescribed literary works
CO2	interpret the general and specific literary style of the works to life-specific environment
CO3	classify the literary works to understand the past to indulge in present
CO 4	differentiate the genres to express the socio and psycho relevant issues in vivid ways
CO5	critique the theory based knowledge for solving the pressing social issues
C06	generalize themes across literatures to understand the existence of nature, human and science

## SYLLABUS

Unit	Content
<b>I POETRY</b>	<ul style="list-style-type: none"> <li>● A.D.Hope - The Death of a Bird (Australian)</li> <li>● James Reaney - Maps ( Canadian)</li> <li>● Vikram Seth - Can't (Indian)</li> <li>● Dereck Walcott - A Far Cry from Africa ( Caribbean)</li> <li>● Shirley Lim – Learning to love America (Malaysian)</li> </ul>
<b>II PROSE</b>	<ul style="list-style-type: none"> <li>● Margaret Atwood - From Survival - A Thematic Guide to Canadian Literature</li> <li>● Chinua Achebe - Novelist as Teacher (Nigerian)</li> </ul>
<b>III SHORT STORIES</b>	<ul style="list-style-type: none"> <li>● Prajwal Parajuly (Indian) -The Cleft</li> <li>● Salman Rushdie (Indian) - Haroun and the sea of stories (1-3 stories)</li> </ul>
<b>IV DRAMA</b>	Wole Soyinka - The Lion and the Jewel (Nigerian)
<b>V FICTION</b>	<b>Patrick White- The Solid Mandala: (Australian)</b> <b>Bapsi Sidwa - The Crow Eaters - (Pakistani)</b>

**UNIT– 1**

**15 Hrs**

**UNIT– 2**

**15 Hrs**

**UNIT– 3**

**15 Hrs**

**UNIT– 4**

**15 Hrs**

**UNIT– 5**

**15Hrs**

### **RECOMMENDED BOOKS:**

1. Atwood, Margaret. *Survival: A Thematic Guide to Canadian Literature*. Toronto: House of Anansi Press, 2012.
2. Walker, Alice. *In Search of Our Mother's Gardens*. Phoneix Publications,1988.
3. Parajuly, Prajwal. *The Gurkha's Daughter: Stories*, Quercus,2012.
4. Rushdie, Salman. *Haroun and The Sea of Stories*, Penguin India,2000.
5. Soyinka, Wole. *The Lion and the Jewel*, Oxford University Press,1963.
6. White,Patrick. *The Solid Mandala*, Penguin, 1977.
7. Sidwa, Bapsi. *The Crow Eaters*, Milkweed Editons,2006.

### **BOOKS FOR REFERENCE:**

1. Ashcroft,Bill,Gareth Griffiths and Helen Tiffin. *The Empire Writes Back: Theory and Practice in Post-Colonial Literatures*: New York:Routledge, 1989.
2. Ray,Mohan Kumar. *Studies in Commonwealth Literature*, Atlantic Publishers,2003.

### **E-LEARNING RESOURCES:**

1. <https://www.lyrikline.org/en/poems/death-bird-1251> (A.D.Hope - The Death of a Bird)
2. <http://poemsgathered.blogspot.com/2014/12/maps-by-james-reaney-1926-2008-five.html> (maps)
3. <https://www.poemhunter.com/poem/can-t-20/> (Can't)
4. <https://poets.org/poem/far-cry-africa> (A far cry)
5. <https://www.poetryfoundation.org/poems/46551/learning-to-love-america> (learning to love america)
6. <http://mrhuman.weebly.com/uploads/2/1/5/1/21516316/thenovelistasteacher.pdf>
7. <http://theaerogram.com/cleft-prajwal-parajulys-gurkhas-daughter/>
8. <file:///C:/Users/www/Downloads/Haroun%20and%20the%20Sea%20of%20Stories%20by%20Salman%20Rushdie.pdf>
9. <https://books.google.co.in/books?id=dICgGeasxYcC&printsec=frontcover#v=onepage&q&f=false>

### **Mapping of CO with PSO:**

### **CO PSO MAPPING: SEMESTER IV**



CO	PS01	PS02	PS03	PS04	PS05	PS06
<b>CO.1</b>	3	3	1	2	1	2
<b>CO.2</b>	3	3	3	3	2	2
<b>CO.3</b>	3	3	2	2	3	2
<b>CO.4</b>	2	0	3	2	0	2
<b>CO.5</b>	2	2	3	2	1	2
<b>CO.6</b>	3	3	3	2	3	3

**KEY:**

**TEACHING METHODOLOGY:**

Lectures, online teaching/ board-chalk method, classroom teaching, powerpoint presentations, using audio-visual aids, seminars/webinars, group discussion, classroom activities.

**QUESTION PAPER PATTERN END**

**SEMESTER EXAMINATION:**

<b>Knowledge Level</b>	<b>Section</b>	<b>Word Limit</b>	<b>Marks</b>	<b>Total</b>	<b>Special Instructions if any</b>
K1, K2 level	Section A	50	10 x 2 marks = 20	75	
K3, K4 level	Section B	150	5 out of 7; 5 x 5 marks = 25		
C – K3, K4, K5, K6 level	Section C	250	3 out of 5; 3 x 10 marks = 30		

## SEMESTER IV

### HISTORY OF ENGLISH LITERATURE- II (FROM 1800 TO THE MODERN TIMES)

**TOTAL HOURS: 75**

**SUB CODE:**

**CREDIT: 5**

**L-T-P:**

#### COURSE OBJECTIVES:

1. To understand the influence of social and political history of England in the texts from 1800's to the 21<sup>st</sup> century
2. Classify the major literary genres during these periods.
3. Broadly develop an outline of the History of English Literature from the 14<sup>th</sup> century to the present.

The course aims

#### COURSE OUTCOMES:

CO No.	CO Statement
CO1	Assess the changing perspectives of writings and place them in contemporary socio-political and cultural conditions.
CO2	Chronologically understand the writers, their texts and various movements associated with them.
CO3	Analyse the evolution of English Literature and the evolution of its popular genres.

#### SYLLABUS

UNIT	CONTENT
UNIT- I	Romantic Movement, Drama of Ideas, Kitchen Sink Drama, Absurd

<b>INTRODUCTION</b>	Theatre, Existentialism and Revival of Poetic Drama.
<b>UNIT- II PROSE</b>	<p><b>Romantic Age:</b> Charles Lamb, William Hazlitt, De Quincey</p> <p><b>Victorian Age:</b> Thomas Carlyle, John Ruskin, Mathew Arnold, Thomas Babington Macaulay</p> <p><b>20<sup>th</sup>CenturyAge:</b> George Orwell, Aldous Huxley, Robert Lynd, G. K Chesterton, E. V Lucas.</p>
<b>UNIT- III POETRY</b>	<p><b>Romantic Age:</b> William Wordsworth, Samuel Coleridge, Lord Byron, Percy Shelley, John Keats</p> <p><b>Victorian Age:</b> Lord Tennyson, Mathew Arnold, Lord Browning, D.G Rossetti, William Morris, Swinburne.</p> <p><b>20<sup>th</sup>Century:</b> John Hopkins, Wilfred Owen, Siegfried Sassoon, T.S Eliot, W. Yeats, W.H Auden, Philip Larkin, Ted Hughes, Thomas Gunn</p>
<b>UNIT-IV DRAMA</b>	<p><b>Revival of Drama:</b> Oscar Wilde</p> <p><b>20<sup>th</sup> Century Drama:</b> George Bernard Shaw, J. M Synge, John Galsworthy, Samuel Beckett, Bertolt Brecht, John Osborne.</p>
<b>UNIT- V NOVEL</b>	<p><b>Romantic Age:</b> Ann Radcliffe, Walpole, Jane Austen, Walter Scott.</p> <p><b>Victorian Age:</b> Dickens, W. M Thackeray, Bronte Sisters, R. L Stevenson, Thomas Hardy</p> <p><b>20<sup>th</sup>Century:</b> Conan Doyle, H.G Wells, D.H Lawrence, Virginia Woolf, Joseph Conrad, Somerset Maugham, Graham Greene, William Golding.</p>

**UNIT– 1**

**15 Hrs**

**UNIT– 2**

**15 Hrs**

**UNIT– 3**

**15 Hrs**

**UNIT– 4****15 Hrs****UNIT– 5****15Hrs****RECOMMENDED BOOKS:**

1. Albert Edward. *History of English Literature* (Fifth Edition), New Delhi: OUP, 2017.
2. Sanders Andrew. *The Short Oxford History of English Literature* (3<sup>rd</sup> edition), New Delhi: OUP, 2005.
3. Long, J. William. *English Literature: Its History and Its Significance For the Life of the English Speaking*, Rupa Publications, 2015.

**BOOKS FOR REFERENCE:**

1. Daiches, David. *A Critical History of English Literature*, New York: Ronald Press Co., 1960.
2. Hudson, W.H. *An Outline History of English Literature*, London: Bell, 1932.
3. Ford, Boris. *A Pelican Guide to English Literature*, New York: Penguin Books, 1968.

**Mapping of CO with PSO:****CO PSO MAPPING: SEMESTER IV**

CO	PS01	PS02	PS03	PS04	PS05	PS06
CO.1	3	3	1	2	1	2
CO.2	3	3	3	3	2	2
CO.3	3	3	2	2	3	2

<b>CO.4</b>	2	0	3	2	0	2
<b>CO.5</b>	2	2	3	2	1	2
<b>CO.6</b>	3	3	3	2	3	3

**KEY:**

**TEACHING METHODOLOGY:**

Lectures, online teaching/ board-chalk method, classroom teaching, powerpoint presentations, using audio-visual aids, seminars/webinars, group discussion, classroom activities.

**QUESTION PAPER PATTERN END**

**SEMESTER EXAMINATION:**

<b>Knowledge Level</b>	<b>Section</b>	<b>Word Limit</b>	<b>Marks</b>	<b>Total</b>	<b>Special Instructions if any</b>
K1, K2 level	Section A	50	10 x 2 marks = 20	75	
K3, K4 level	Section B	150	5 out of 7; 5 x 5 marks = 25		
C – K3, K4, K5, K6 level	Section C	250	3 out of 5; 3 x 10 marks = 30		

**DEPARTMENT OF ENGLISH**  
**SDNB VAISHNAV COLLEGE FOR WOMEN (AUTONOMOUS) CHENNAI–**  
**600044.**  
**(Department of English)**

**COURSE FRAME WORK**  
**SEMESTER V**

<b>SE M</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>TITLE OF THE PAPER</b>	<b>HRS</b>	<b>CREDI TS</b>	<b>C A</b>	<b>SE</b>	<b>T</b>
<b>V</b>			<b>SHAKESPEARE</b>	<b>75</b>	<b>4</b>	<b>40</b>	<b>60</b>	<b>10 0</b>
<b>V</b>			<b>AMERICAN LITERATURE</b>	<b>75</b>	<b>4</b>	<b>40</b>	<b>60</b>	<b>10 0</b>
<b>V</b>			<b>MYTHS AND LEGENDS OF THE WORLD</b>	<b>75</b>	<b>4</b>	<b>40</b>	<b>60</b>	<b>10 0</b>
<b>V</b>			<b>LITERARY CRITICISM</b>	<b>75</b>	<b>4</b>	<b>40</b>	<b>60</b>	<b>10 0</b>
<b>V</b>			<b>INTRODUCTION TO JOURNALISM AND MASS MEDIA</b>	<b>75</b>	<b>4</b>	<b>40</b>	<b>60</b>	<b>10 0</b>
			<b>TOTAL</b>					

## SEMESTER V

### TITLE OF THE CORE PAPER I- SHAKESPEARE

**TOTALHOURS:75**

**SUB CODE:**

**CREDIT:4**

**L-T-P:**

### COURSE OBJECTIVES:

The course aims

- To read and enjoy Shakespeare's works
- To expose students to the age of Queen Elizabeth
- To analyze the features of Shakespeare's life and works
- To understand the universality of his Characters

### COURSE OUTCOMES:

CO No.	CO Statement
CO1	gain an insight into the age of Shakespeare
CO2	understand the themes and techniques of Shakespearean plays and sonnets
CO3	analyse Shakespeare's works critically

### SYLLABUS

#### UNIT– 1 15 Hrs

Shakespeare and his Age  
Shakespearean Theatre and Audience  
Women in Shakespeare  
Fools and Clowns

#### UNIT– 2 15 Hrs

Sonnets 1, 12, 115, 121, 153

#### UNIT– 3 15 Hrs

**Comedy**



As you Like it  
Comedy of Errors

**UNIT– 4**                      **15 Hrs**

**Tragedy**  
Othello  
Macbeth

**UNIT– 5**                      **15Hrs**

**History play**  
Richard II

**BOOKS FOR REFERENCE:**

Leech, C. *Shakespeare's Tragedies, and Other Studies in Seventeenth Century Drama*, Chatto and Windus Publication, 1950.

Bradley A.C. *Shakespearean Tragedy*. Palgrave Macmillan, 2006.

Ridler, A. *Shakespeare Criticism*, OUP, 1970.

Stephen Greenblatt, ed., *The Norton Shakespeare*, (Romances & Poems, Tragedies, Comedies), W.W. Norton & Co., London. 2. Standard editions of texts., 1997.

Leishman J.B. *Themes and Variation in Shakespeare's Sonnets*, Routledge, 2005.

**E-LEARNING RESOURCES:**

<http://www.shakespeare.bham.ac.uk/resources>

<http://www.shakespeare-online.com/plays/>

<https://www.folger.edu/shakespeares-work>

TED TALKS livepage.apple.com

"Why Shakespeare? Because it's 2016"

**Mapping**

CO	PS01	PS02	PS03	PS04	PS05	PS06
CO.1						
	3	3	1	2	1	2

<b>CO.2</b>	3	3	3	3	2	2
<b>CO.3</b>	3	3	2	2	3	2
<b>CO.4</b>	2	0	3	2	0	2
<b>CO.5</b>	2	2	3	2	1	2
<b>CO.6</b>	3	3	3	2	3	3

**KEY:**

### **TEACHING METHODOLOGY:**

Lectures, online teaching/ board-chalk method, classroom teaching, powerpoint presentations, using audio-visual aids, seminars/webinars, group discussion, classroom activities.

**QUESTION PAPER PATTERN END SEMESTER  
EXAMINATION**

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions if any
K1, K2 level	Section A	50	10 x 2 marks = 20	75	
K3, K4 level	Section B	150	5 out of 7; 5 x 5 marks = 25		
C – K3, K4, K5, K6 level	Section C	250	3 out of 5; 3 x 10 marks = 30		

### SEMESTER V

#### TITLE OF THE CORE PAPER I- AMERICAN LITERATURE

**TOTAL HOURS: 75**

**SUB CODE:**

**CREDIT: 4**

**L-T-P:**

### COURSE OBJECTIVES

The course aims

- To comprehend the origin and evolution of American Literature through specific literary texts.
- To explore the religious and philosophical contexts of the American spirit in literature.
- To understand inclusiveness and diversity of American literature.
- To critically appreciate the texts with the background of the historical and cultural movements.
- To expose the voices from different levels of American society.
- To analyse the concepts and standards underlying in American literature

### COURSE OUTCOMES:

On completion of the course, students should be able to do

CO No.	CO Statement
CO1	To identify and interpret the different themes and issues in American literature
CO2	To study the characteristic features, poetic forms and plot techniques of American Literature in the different genres

CO3	Assess the social, political and historical context of America as reflected in the literary works
CO4	Identify the American spirit and idea of freedom in American texts CO5 - Appreciating the diversity of individuals by analysing the wide variety of experiences and attitudes in the melting pot culture.

## SYLLABUS

### UNIT– 1- 15 Hrs

#### Poetry

- Robert Frost – Mending Wall
- Walt Whitman – Miracles
- Sylvia Plath – Tulips
- Maya Angelou – I Know Why The Caged Bird Sings
- Alexie Sherman Alexie - Evolution
- Emily Dickinson – Success is Counted Sweetest

### UNIT– 2 15 Hrs

#### Prose

- Thoreau – Where I lived and What I lived for
- Emerson- Self Reliance
- Henry James- The Art of Fiction
- Martin Luther King- I Have a Dream
- Abraham Lincoln- Second Inaugural Speech

### UNIT– 3 15 Hrs

#### SHORT STORIES

- Ambrose Bierce - An Occurrence at Owl Creek Bridge
- Edgar Allan Poe- The Cask of Amontillado
- Henry – The Cactus

### UNIT– 4 15 Hrs

#### Drama

- Eugene O Neill – The Emperor Jones
- Tennessee Williams- The Glass Menagerie

### UNIT– 5 15Hrs

#### FICTION

- Ernest Hemingway - Old Man and the Sea
- Harper Lee – To Kill A Mockingbird

## RECOMMENDED BOOKS:

Baym, Nina. *The Norton Anthology of American Literature*. W.W. Norton, 1998.  
 Perkins, George B., and Barbara Perkins. *The American Tradition in Literature*. McGraw-Hill, 2009.  
 Samuelson, Fisher and Reniger Vaid. *American Literature of the 19<sup>th</sup> Century: an Anthology*. Eurasia Publishing House, 1984.  
 Fisher, William J. *American Literature of the Nineteenth Century: An Anthology*. New Delhi: Eurasia Pub, 1970.

#### Text books:

Williams, Tennessee. *The Glass Menagerie*. Dramatists Play Service, 1976.  
 O'Neill, Eugene. *The Emperor Jones*. Random House, 1920.  
 Hemingway, Ernest. *The Old Man and the Sea*. Grafton, 1989.  
 Lee, Harper. *To Kill a Mockingbird*. Harper Collins Publishers, 2018.

#### E-Learning Resources:

<https://americanliterature.com/author/ambrose-bierce/short-story/anoccurrence-at-owl-creek-bridge>  
<https://www.ourdocuments.gov/doc.php?flash=false&doc=38&page=transcript>  
<https://myweb.uiowa.edu/rhorwitz/>  
<http://commonplace.online/http://www.poetspath.com/>  
<https://www.modernamericanpoetry.org/dashboard>  
<http://www.emilydickinson.org>  
<http://www.eoneill.com/http://fallsapart.com/>

#### Mapping of CO with PSO:

CO	PS01	PS02	PS03	PS04	PS05	PS06
CO.1	3	3	2	2	1	2
CO.2	3	3	2	3	3	2
CO.3	3	3	2	3	3	2

<b>CO.4</b>	2	0	3	2	0	2
<b>CO.5</b>	2	2	3	2	2	2
<b>CO.6</b>	3	3	3	2	2	3

**KEY:**

**TEACHING METHODOLOGY:**

Lectures, online teaching/ board-chalk method, classroom teaching, powerpoint presentations, using audio-visual aids, seminars/webinars, group discussion, classroom activities.

**QUESTION PAPER PATTERN END SEMESTER EXAMINATION:**

<b>Knowledge Level</b>	<b>Section</b>	<b>Word Limit</b>	<b>Marks</b>	<b>Total</b>	<b>Special Instructions if any</b>
K1, K2 level	Section A	50	10 x 2 marks = 20	75	
K3, K4 level	Section B	150	5 out of 7; 5 x 5 marks = 25		
C – K3, K4, K5, K6 level	Section C	250	3 out of 5; 3 x 10 marks = 30		

## SEMESTER V

### TITLE OF THE CORE PAPER I - MYTHS AND LEGENDS OF THE WORLD

**TOTALHOURS:** 75

**CREDIT:** 4

**SUB CODE:**

**L-T-P:**

#### COURSE OBJECTIVES

- To enable students to comprehend the importance of Myths and Legends
- To familiarize students to the best of the Mythical and Legendary Characters  
To venture in propitiating the experience of vivid and diverse culture of the world through the prescribed texts.
- To cultivate a large sense of ethical and moral responsibility among students to develop a sense of reverence and tolerance towards humanity and to kindle the universal brotherhood.
- To focus on the innumerable cultural, historical and social impacts created through literature
- To embellish the students' ability to identify, analyze and criticize the key issues from different characters discussed in the text.

#### COURSE OUTCOMES:

<b>C O No .</b>	<b>CO Statement</b>
	<b>CO1-</b> on completion of the course, students must be able to identify the Mythical and legendary charact-
<b>CO2</b>	They should have the ability to discern the subtle nuances of the various myths and legends of the world
<b>CO3</b>	They must possess the skill of analyzing and critiquing the transcending layers of meanings and complexities as portrayed in the abstract literary world
<b>CO4</b>	course should help them to transcend the boundaries of the various myths and understand the sublime meaning that underlies every character
<b>CO5</b>	study of Myths and legends should have an intense impact providing a overall knowledge of the meaning of creation and the belief systems in various cultures and societies
<b>CO6</b>	should promulgate for their research and higher studies

## **SYLLABUS**

### **UNIT– 1 Introduction 15 Hrs**

- Introduction to Myths
- Introduction to Legends
- Classical Mythologies and Legends: Greek , Roman and Indian

### **UNIT– 2 Classical Mythologies and Legends : Greek & Roman 15 Hrs**

#### **Poem**

- A.D. Hope: Prometheus Unbound
- William Carlos Williams: Landscape with the Fall of Icarus

#### **Archetypes**

- The Olympians: (Gods and Goddess): Zeus, Hera, Phoebus, Apollo, Aphrodite, Hermes, Pallas, Athena, Artemis, Hephaestus, Ares
- Famous Heroes & Heroines: Odysseus, Hercules, Theseus, Oedipus, Tiresias

### **UNIT– 3 Celtic and Egyptian Mythologies and Christain Legends 15 Hrs**

- Jesse L(aidlay) Weston From Ritual to Romance: Chapter X -The Secret of The Grail (I) -The Mysteries -The story of the Holy Grail looking at Celtic and Christian legends  
Sir James George Frazer (1854–1941): The Golden Bough (1922): Chapter XXXVIII. The Myth of Osiris (The story of Osiris)

### **UNIT– 4 African Mythology 15 Hrs**

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NgugiwaThiong’o: Excerpts from Weep Not, Child -first man and woman (Gikuyu and Mumbi)

### **UNIT– 5 Indian Mythology 15Hrs**

## **RECOMMENDED BOOKS:**

### **BOOKS FOR REFERENCE:**

Unit 1: Berens, E M. *A Hand-Book of Mythology: The Myths and Legends of Ancient Greece and Rome*. Clark & Maynard, 1886.

Hard, Robin, and H J. Rose. *The Routledge Handbook of Greek Mythology: Based on H.j. Rose's "handbook of Greek Mythology"*. Routledge, 2004.

*Bible*.Mosman: iMinds, 2009.



Bascara, Linda R. *World Literature*. Rex Book Store, 2000.

### E-LEARNING RESOURCES:

[www.englishonline.tki.org.nz](http://www.englishonline.tki.org.nz)

<http://www.celtictwilight.com/camelot/weston/fr2r/index.htm> <http://www.bartleby.com/196/85.html>

[https://www.gutenberg.org/files/348/348-h/348-h.htm#link2H\\_4\\_0013](https://www.gutenberg.org/files/348/348-h/348-h.htm#link2H_4_0013)

[www.projectgutenberg.com](http://www.projectgutenberg.com)

[www.manushi-india.org/pdfs\\_issues/PDF%20141/03%20panchakanya%204-.pdf](http://www.manushi-india.org/pdfs_issues/PDF%20141/03%20panchakanya%204-.pdf) by P.Bhattacharya

[ritsin.com/panch-kanya-indian-mythology.html/](http://ritsin.com/panch-kanya-indian-mythology.html/)

[www.starsai.com/panchakanya-ahalyadraupadikuntitara-mandodari-five-virgins/](http://www.starsai.com/panchakanya-ahalyadraupadikuntitara-mandodari-five-virgins/)

A Wonder-Book for Girls and Boys by Nathaniel Hawthorne covers the myths of Greek and Roman

**UnitII** :<http://www.gutenberg.org/ebooks/>

**Unit V** :[www.amarchithrakatha.com](http://www.amarchithrakatha.com)

### Mapping of CO with PSO:

CO	PS01	PS02	PS03	PS04	PS05	PS06
CO.1	3	3	2	2	1	2
CO.2	3	3	2	3	3	2
CO.3	3	3	2	3	3	2

<b>CO.4</b>	2	0	3	2	0	2
<b>CO.5</b>	2	2	3	2	2	2
<b>CO.6</b>	3	3	3	2	2	3

#### KEY:

#### TEACHING METHODOLOGY:

Lectures, online teaching/ board-chalk method, classroom teaching, powerpoint presentations, using audio-visual aids, seminars/webinars, group discussion, classroom activities.

#### QUESTION PAPER PATTERN END SEMESTER EXAMINATION:

<b>Knowledge Level</b>	<b>Section</b>	<b>Word Limit</b>	<b>Marks</b>	<b>Total</b>	<b>Special Instructions if any</b>
K1, K2 level	Section A	50	10 x 2 marks = 20	75	
K3, K4 level	Section B	150	5 out of 7; 5 x 5 marks = 25		
C – K3, K4, K5, K6 level	Section C	250	3 out of 5; 3 x 10 marks = 30		

**SEMESTER V**  
**TITLE OF THE CORE PAPER IV :LITERARY CRITICISM**  
**TOTALHOURS: 75**                      **SUB CODE:**  
**CREDIT: 4**                                **L-T-P:**

**COURSE OBJECTIVES**

The course aims

- To familiarize the students with the background and development of literary criticism and theories
- To impart knowledge on a wide range of literary philosophers and movements
- To gain systematic knowledge of literary criticism and theories
- To develop critical aptitude and reflexive thinking
- Able to relate literary movement to social situations
- Will be able to strengthen and deepen their interpretative skills

**COURSE OUTCOMES:**

CO No.	CO Statement
CO1	-on completion of the course, students must have the ability to discern the subtle nuances of the understanding of the critical approaches to literature
CO2	- they must possess the skill of analysing and the transcending layers of meanings and complexities as portrayed in the abstract literary world
CO3	- course should help them to infer the sublime thoughts of remarkable authors
CO4	- they should have a concrete knowledge of literary theories
CO5	-study of Literary Criticism and theories have an intense impact persuading zeal for higher studies and research
CO6	- they should be adept in synthesizing the art of creative writing.

**SYLLABUS**

- General Introduction to Criticism
- Plato - Attack on Poetry
- Function of Poetry

Aristotle- Tragedy and Comedy, Views on Poetry

- **Sir Philip Sidney** - An Apologie for Poetrie(Excerpts) – arguments
- John Dryden– Essay of Dramatic Poesy(Excerpts)- Nature, Function and Dramatic Poetry

**UNIT- 4      Victorian and Modern Criticism      15 Hrs**

- Mathew Arnold -The Study of Poetry(Excerpts) –Criticism on Poetry and On Criticism
- T.S. Eliot – Tradition and the Individual Talent (Excerpts)-impersonality of poetry, objective co-relative, dissociation of sensibility

- Deconstruction
- Postmodernism
- Psychoanalytic Criticism
- Feminist Criticism
- Marxist Criticism
- New Historicism and Cultural Materialism
- Post Colonialism
- Cultural Studies
- Eco-Criticism

Nagarajan M.S. *English Literary Criticism and Theory*.Orient Longman, 2006.  
 Barry, Peter. *Beginning Theory: An Introduction to literary and Cultural Theory*.Manchester University Press, 1995.  
 Habib, M.A.R. *Literary Criticism from Plato to the Present – An Introduction*, Blackwell Publishing,2005.  
 Prasad .B, *An Introduction to Literary Criticism*,2014.

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CO	PS01	PS02	PS03	PS04	PS05	PS06
CO.1	3	3	2	2	1	2
CO.2	3	3	2	3	3	2
CO.3	3	3	2	3	3	2
CO.4	2	0	3	2	0	2
CO.5	2	2	3	2	2	2
CO.6	3	3	3	2	2	3

**KEY:**

**TEACHING METHODOLOGY:**

Lectures, online teaching/ board-chalk method, classroom teaching, powerpoint presentations, using audio-visual aids, seminars/webinars, group discussion, classroom activities.

**QUESTION PAPER PATTERN END SEMESTER EXAMINATION:**

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions if any
K1, K2 level	Section A	50	10 x 2 marks = 20	75	
K3, K4 level	Section B	150	5 out of 7; 5 x 5 marks = 25		
C – K3, K4, K5, K6 level	Section C	250	3 out of 5; 3 x 10 marks = 30		

## SEMESTER V

### TITLE OF THE CORE PAPER: INTRODUCTION TO JOURNALISM AND MASS MEDIA

**TOTAL HOURS: 6**

**SUB CODE:**

**CREDIT: 4**

**L-T-P:**

### COURSE OBJECTIVES

- Provide a good grounding in the best practice of Journalism and Mass Communication.
- To introduce the basic concepts of journalism
- To sensitize to the growing impact of mass media
- Develop journalistic skills and identify avenues for career
- Prepare graduates for careers in- News Paper, TV, Advertising, Public Relation, New Media, Radio and various media industries.

To Provide Hands-on training as interns

### COURSE OUTCOMES:

CO No.	CO Statement
CO1	On Completion of the course Students will be able to CO1: Relate to the emerging trends in the field of journalism. : Analyze the various aspects of journalism

CO2	: Analyze the various aspects of journalism
CO3	Identify, assess, issues related to news.
CO4:	Understand the importance of the aspects related to editorial policy, Press Laws, Codes and Ethics

## SYLLABUS

### UNIT– 1 15 Hrs

- Introduction to the Principles of Journalism
- History of print media, growth of print media in India, Electronic media
- Fourth Estate, Functions of Journalism
- Press Codes and Ethics, Press Laws – Defamation, Libel, Contempt of Court, Copyright’s Laws, Working Journalist Act, Press Regulation Act, Law of Privileges, cyber laws

### UNIT– 2 15 Hrs

- NEWS – intros, inverted pyramid, structure, sources, questions, facts, 5Ws 1H, interviewing for news, hard news, lead, balance, news features
- Headlines, Interview, Editorials, News report and Features, Reviews and Criticism, Personal Columns, Photojournalism
- Newspaper Vs Radio & TV News
- Impact of media

### UNIT– 3 15 Hrs

- Types of Journalist, Skills for journalist, Reporting, Rights and responsibilities of the Editor
- News agencies, Local and International journalism
- Editing, Layout designing, Editing and Proof Reading, News process and packaging
- Journalism in Techno-age (Twitter, Facebook, Blog)

### UNIT– 4 15 Hrs

- Writing news and features, conducting interviews, web writing (Blog), writing for broadcast, writing for magazines

### UNIT– 5 15Hrs

- Writing reviews, Headline writing, Picture captions
- Hands-on training to publish

## BOOKS FOR REFERENCE:

Hasan, Seema. *Mass Communication – Principles and Concepts*, CBS Publishers and Distributors, 2019.

Agarwal, VirBala and V.S.Gupta, *Handbook of Journalism & Mass Communication*, Concept Publisher Delhi, 2001.

Kamath, M.V. *Professional Journalism*. Vikas Publishing, 2018.

Craig, Richard. *Online Journalism – Reporting, Writing and Editing for New Media*, Wadsworth Publishing, 2004.

E-Learning Resource:

Anne Wysocki, *Writing New media –Theory and Applications for expanding the teaching of composition*, 2004, Utah State University Press

## E-LEARNING RESOURCES:

<https://repository.upenn.edu/>

## Mapping of CO with PSO:

CO	PS01	PS02	PS03	PS04	PS05	PS06
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CO.2	3	3	2	3	3	2
CO.3	3	3	2	3	3	2
CO.4	2	0	3	2	0	2
CO.5	2	2	3	2	2	2
CO.6	3	3	3	2	2	3



**KEY:****TEACHING METHODOLOGY**

Lectures, online teaching/ board-chalk method, classroom teaching, powerpoint presentations, using audio-visual aids, seminars/webinars, group discussion, classroom activities.

**QUESTION PAPER PATTERN END SEMESTER EXAMINATION:**

<b>Knowledge Level</b>	<b>Section</b>	<b>Word Limit</b>	<b>Marks</b>	<b>Total</b>	<b>Special Instructions if any</b>
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**DEPARTMENT OF ENGLISH**

**SDNB VAISHNAV COLLEGE FOR WOMEN (AUTONOMOUS) CHENNAI–  
600044.**

**(Department of English)**

**COURSE FRAME WORK****SEMESTER VI**

<b>SEM</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>TITLE OF THE PAPER</b>	<b>HRS</b>	<b>CREDITS</b>	<b>CA</b>	<b>SE</b>	<b>T</b>
<b>VI</b>			<b>WORLD CLASSICS IN TRANSLATION</b>	<b>75</b>	<b>4</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>VI</b>			<b>WOMEN'S WRITINGS</b>	<b>75</b>	<b>4</b>	<b>40</b>	<b>60</b>	<b>100</b>

VI			<b>ENGLISH FOR ACADEMIC AND CREATIVE PURPOSES</b>	75	4	40	60	10 0
VI			<b>ENGLISH LANGUAGE TEACHING</b>	75	4	40	60	10 0
VI			<b>PROJECT</b>	75	8	40	60	10 0
VI			<b>COMPUTING SKILLS</b>		3			
VI			<b>SKILL ENHANCEMENT COURSE</b>		3			
			<b>TOTAL</b>					

## SEMESTER VI

### TITLE OF THE CORE PAPER I- WORLD CLASSICS IN TRANSLATION

**TOTALHOURS: 75**

**SUB CODE:**

**CREDIT:4**

**L-T-P:**

### COURSE OBJECTIVES

The course aims

To introduce Classical texts and writers who have surpassed time and age

To understand the literary merits of classical writers

### COURSE OUTCOMES:

CO No.	CO Statement
CO1	Analyse literary texts and acquire culture and history of the Past
CO2	Discuss the literary, historical, social and cultural backgrounds of these texts.
CO3	Identify some of the main theoretical and methodological issues involved in reading World classics
CO4	Develop philosophical values, socio-political and cross- cultural perspectives
CO5	Understand texts with comparative perspectives

## SYLLABUS

### UNIT –1

**15 Hrs**

#### Poetry

Virgil – Aeneid – Book I (Lines 1-244) translated by Dryden

Thiruvalluvar -Thirukkural – Arathu Paal (1 to 20 couplets- Translated by G.U.Pope)

Khalil Gibran - And when my sorrow was born

Alexander Pushkin - I loved you

Jalalludin Rumi - Let go of your worries

Omar Khayam – Rubaiyat – Verses 1, 11, 27, 49

### UNIT– 2

**15 Hrs**

#### Prose

Bible - Mathew - Chapter 5 & 6

Al Ghazzali – The Knowledge of self - The Alchemy of Happiness

Montaigne - Of Idleness

**UNIT– 3**

**15 Hrs**

**Drama**

Anton Chekov – Three Sisters

Henrik Ibsen - A Dolls House

**UNIT– 4**

**15 Hrs**

**Short Stories**

Sir Richard E. Burton (Ed.) - The Tale of the Wazir and the Sage Duban, (Selections from 1001 Arabian Nights)

Boccaccio - Decameron (Day 1 story 1)

Leo Tolstoy - God Sees the Truth, But Waits

Guy de Maupassant - The Convert

**UNIT– 5**

**15Hrs**

**Fiction**

Fyodor Dostoevsky – Poor Folk

Herman Hesse - Siddhartha

**RECOMMENDED BOOKS:**

Bowra, C.M. The Greek Experience. New York: The World Publishing Company, 1957.

Classics in Translation, Volume I: Greek Literature, *Edited by Paul L. MacKendrick and Herbert M. Howe*, University of Wisconsin Press, 1959.

**E-LEARNING RESOURCES:**

<https://oll.libertyfund.org/title/dryden-the-aeneid-dryden-trans>

[http://data.nur.nu/Kutub/English/Ghazali\\_Alchemy-of-Happiness.pdf](http://data.nur.nu/Kutub/English/Ghazali_Alchemy-of-Happiness.pdf)

<http://www.telelib.com/authors/B/BurtonRichard/prose/arabiannight01/arabiannight01008.html>

<http://essays.quotidiana.org/montaigne/idleness/>

[https://www.lonestar.edu/departments/english/tolstoy\\_god\\_sees.pdf](https://www.lonestar.edu/departments/english/tolstoy_god_sees.pdf)

**Mapping of CO with PSO:**

CO	PS01	PS02	PS03	PS04	PS05	PS06
CO.1	3	3	1	2	1	2

<b>CO.2</b>	3	3	3	3	2	2
<b>CO.3</b>	3	3	2	2	3	2
<b>CO.4</b>	2	0	3	2	0	2
<b>CO.5</b>	2	2	3	2	1	2
<b>CO.6</b>	3	3	3	2	3	3

**KEY:**

**TEACHING METHODOLOGY:**

Lectures, online teaching/ board-chalk method, classroom teaching, powerpoint presentations, using audio-visual aids, seminars/webinars, group discussion, classroom activities.

**QUESTION PAPER PATTERN**

**END SEMESTER EXAMINATION:**

<b>Knowledge Level</b>	<b>Section</b>	<b>Word Limit</b>	<b>Marks</b>	<b>Total</b>	<b>Special Instructions if any</b>
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K3, K4 level	Section B	150	5 out of 7; 5 x 5 marks = 25		
C – K3, K4, K5, K6 level	Section C	250	3 out of 5; 3 x 10 marks = 30		

## SEMESTER VI

### TITLE OF THE CORE PAPER II- WOMEN'S WRITINGS

**TOTALHOURS: 75**

**SUB CODE:**

**CREDIT: 4**

**L-T-P:**

## COURSE OBJECTIVES

The course aims

- To introduce the study of women's writings in different literary genres.
- To explore the social, religious, economic and historic contexts in the development of women's writings.
- To expose the interlapping levels of suppression in the voices of women.
- To trace the concepts and ideologies through the language in women's works of literature.
- To critically analyse the common undertone across writings by representative women from across the world

To infer the themes and techniques in women's writing

**COURSE OUTCOMES:**On completion of the course, students should be able to do

CO No.	CO Statement
CO1	Identify and to appreciate women's experience through literature
CO2	Comprehend the underlying theories and narrative that define women's writing
CO3	To re-conceptualise the concept of gender and patriarchy
CO4	Assess the social, cultural and economic influences in defining women in today's society.
CO5	To restructure the meaning the and practice of reading texts in the light of gender inequalities

## SYLLABUS

## INTRODUCTION

Introduction to Feminism, The Waves of Feminism, Concept of Gender, Understanding Patriarchy, Language of Women

### **UNIT– 1**

**15 Hrs**

#### **POETRY**

Adrienne Rich – Snapshots of A Daughter-in-law

Sujatha Bhatt – Search for my tongue

Taslima Nasrin – Border

KishwarNaheed – We Sinful Women

Tara Patel – Woman

### **UNIT– 2**

**15 Hrs**

#### **PROSE**

Sojourner Truth – Ain't I A Woman

Bharathi Mukherjee – An Invisible Woman

Virginia Woolf – A Room of One's Own (Chapter 3)

Alice Walker – In Search of our Mother's Garden

### **UNIT– 3**

**15 Hrs**

#### **SHORT STORIES**

Mahasweta Devi – Rudali

Ambai – In the Forest, A Deer

Chimamanda Kogi Adichie - Olikoye

Alice Munro – Boys and Girls

### **UNIT– 4**

**15 Hrs**

#### **DRAMA**

Dina Mehta - Brides Are Not for Burning

George Ryga – Ecstasy of Rita Joe

### **UNIT– 5**

**15Hrs**

#### **FICTION**

IsmatChughtai – Heart Breaks Free

### **RECOMMENDED BOOKS:**

Walker, Alice. *The Colour Purple: 10th Anniversary Ed.*

Harcourt, 1992.

Chughtai, Ismat. *A Chughtai Collection: The Quilt and Other Stories ; the Heart Breaks Free ; the Wild One.* Women Unlimited, 2004.

Print.

Ryga, George. *The Ecstasy of Rita Joe*. New Talonbooks, 2016.

Sage, Lorna, Germaine Greer, and Elaine Showalter. *The Cambridge Guide to Women's Writing in English*. Cambridge University Press, 1999.

Tharu, Susie and Lalitha K,Eds. "Introduction", *Women's Writing I India, 600B.C to Present* .The Feminist Press,1993.

Goodman, Lizbeth, et al. *Literature and Gender*.Taylor and Francis, 2002.

### E-Learning Resources:

<https://www.womensweb.in/2013/01/ambai-in-a-forest-a-deer/https://www.britannica.com/topic/feminismhttp://www.gutenberg.org/ebooks/26590>

<http://webapp1.dlib.indiana.edu/vwwp/welcome.do;jsessionid=CB4859A809 E927F531DA33F46DF0C781>

<http://bailiwick.lib.uiowa.edu/wstudies/literature.htmlhttp://jacklynch.net/Lit/women.html>

### Mapping of CO with PSO:

CO	PS01	PS02	PS03	PS04	PS05	PS06
CO.1	3	3	1	2	1	2
CO.2	3	3	3	3	2	2
CO.3	3	3	2	2	3	2
CO.4	2	0	3	2	0	2
CO.5	2	2	3	2	1	2
CO.6		3	3	2	3	3



**KEY:****TEACHING METHODOLOGY:**

Lectures, online teaching/ board-chalk method, classroom teaching, powerpoint presentations, using audio-visual aids, seminars/webinars, group discussion, classroom activities.

**QUESTION PAPER PATTERN  
END SEMESTER EXAMINATION:**

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C – K3, K4, K5, K6 level	Section C	250	3 out of 5; 3 x 10 marks = 30		

**TITLE OF THE CORE PAPER III- ENGLISH FOR ACADEMIC AND CREATIVE  
PURPOSES**
**TOTALHOURS: 75**
**SUB CODE:**
**CREDIT:4**
**L-T-P:**
**COURSE OBJECTIVES:**

The Course aims to

- learn how creative writing enhances one's employability skills
- identify and understand the various factors of creative writing
- explore the different venues in creative writing.
- empower with the language skills

enrich the vocabulary and language skills facilitating the academic and creative writing purposes

## **COURSE OUTCOMES:**

<b>CO No.</b>	<b>CO Statement</b>
CO1	The Course aims to enable students To understand the importance of enhancing language skills
CO2	kindles the creative ability among the students and prepares them for future
CO3	enabling the students to differentiate the academic and non- academic writing
CO4	realize the value and importance of writing skills to boost confidence Analyse literary texts and acquire culture and history of the Past

## **SYLLABUS**

### **UNIT– 1**

**15 Hrs**

Punctuation

Misspelt words and Confusing words

Vocabulary - Useful words and phrases (weather, trekking, village visit, space travel, wedding, cookery)

### **UNIT– 2**

**15 Hrs**

Jumbled sentences

Sentence framing

Error Analysis

Form questions

### **UNIT– 3**

**15 Hrs**

Bio-sketches – Style of writing

Writing reports, summary, paraphrasing, (elaborating, Shortening) critical analysis of text, analysing reports (pictures, graphs etc),

**UNIT– 4**

**15**

**Hrs**

**Preparing for Language Tests**

IELTS

TOEFL  
GRE  
BEC

## UNIT– 5

15Hrs

### Creative Writing

Story building  
Word pictures  
Writing jingles  
Guessing poetic lines  
Diary writing  
Travel writing  
Translating passages  
Blog writing

### RECOMMENDED BOOKS:

Stephen Bailey-Academic Writing -A handbook for international students  
Writing for Academic success, Sage Publications  
Lisa Cron – Story Genius.

### Mapping of CO with PSO:

CO	PS01	PS02	PS03	PS04	PS05	PS06
CO.1	3	3	1	2	1	2
CO.2	3	3	3	3	2	2
CO.3	3	3	2	2	3	2
CO.4	2	0	3	2	0	2

<b>CO.5</b>						
	2	2	3	2	1	2
<b>CO.6</b>						
	3	3	3	2	3	3

**KEY:**

### **TEACHING METHODOLOGY:**

Lectures, online teaching/ board-chalk method, classroom teaching, powerpoint presentations, using audio-visual aids, seminars/webinars, group discussion, classroom activities.

### **QUESTION PAPER PATTERN**

### **END SEMESTER EXAMINATION:**

<b>Knowledge Level</b>	<b>Section</b>	<b>Word Limit</b>	<b>Marks</b>	<b>Total</b>	<b>Special Instructions if any</b>
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C – K3, K4, K5, K6 level	Section C	250	3 out of 5; 3 x 10 marks = 30		

### **SEMESTER VI**

### **TITLE OF THE CORE PAPER IV- ENGLISH LANGUAGE TEACHING**

**TOTAL HOURS: 75**

**SUB CODE:**

**CREDIT: 4**

**L-T-P:**

## **COURSE OBJECTIVES**

The course aims

- To identify the relationship between English Language Learning and English Language Teaching
- To apply technology in teaching and learning process.
- To discuss on transferable English teaching strategies for future co-teaching
- To utilize international educational collaboration and to promote the advancement of education
- To identify the major pedagogy that English teachers adopt in the classroom

To demonstrate learner autonomy in English Language Teaching

**COURSE OUTCOMES:**On completion of the course, students should be able to do

<b>CO No.</b>	<b>CO Statement</b>
CO1	On completion of the course, students should be able to State valuable insights which can make them to involve into the design and implementation of English language education programmes.
CO2	Apply the use of technology-integrated learning in education context especially in ELT
CO3	Build awareness to consider the challenges and opportunities of working in different environments.
CO4	Examine the collaboration with researchers and foresee to take up international researcher collaboration
CO5	Assess how in-state solutions to pedagogical issues to resonate globally (in future)
CO6	Prepare them for lifelong learning and allows them to make best use of learning opportunities.

## **SYLLABUS**

### **UNIT– 1**

**15 Hrs**

#### **Introduction to ELT**

Historical perspective of ELT

Theories of psychology in language learning

Theories of communication

### **UNIT– 2**

**15 Hrs**

ELT – Materials for teaching

Second language acquisition and ELT  
Blooms taxonomy

### **UNIT– 3**

**15 Hrs**

#### **English As A Skill**

Listening  
Speaking  
Reading  
Writing

### **UNIT– 4**

**15 Hrs**

#### **Syllabus Planning and Assessment methods**

Planning the lesson  
Classroom activities

#### **Types of Test and Assessment**

Achievement Test  
Aptitude Test  
Proficiency Test  
Diagnostic Test

### **UNIT– 5**

**15Hrs**

#### **Methods and techniques to teach**

Bilingual method  
Communicative language teaching  
Task based language teaching  
Content and language integrated learning  
Integrating technology into ELT (Blended Learning, Flipped Learning)

### **RECOMMENDED BOOKS:**

Ghosh, R.N. and Others. *Introduction to English Language Teaching, Volume 3: Methods at the College Level*. CIEFL Hyderabad.

Mackay, Ray, *A Basic Introduction to English Language Teaching*, 2014

Saraswati, V. *English Language Teaching: Principles & Practice Paperback*, 1 January 2004.

AACTE (Ed.). *Handbook of technological pedagogical content knowledge (TPCK) for educators*. Routledge, 2008.

Bloom, B.S. *Taxonomy of Educational Objectives: The Classification of Educational Goals, Handbook: Cognitive Domain*. New York: David Mackay Company Inc, 1956.

Crystal, David. *English as a global language*. Cambridge: CUP, 1997.

Crystal, David. *Language and the Internet*. CUP, 2006.

Cook, V. J. *Second Language Learning and Language Teaching* (4<sup>th</sup> Ed.) Hodder Education, 2008.

Larsen and Freeman. *Techniques and Principles in Language Teaching*. OUP, 2020.

Prabhu, N.S. *Second Language Pedagogy*. OUP. 1987.

Nunan, David. *Practical English Language Teaching: Young Learners*. McGraw Hill, 2003.

**E-Learning Resources:**

[file:///C:/Users/www/Downloads/epdf.pub\\_an-outline-of-second-languageacquisition-theories.pdf](file:///C:/Users/www/Downloads/epdf.pub_an-outline-of-second-languageacquisition-theories.pdf)

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**KEY:****TEACHING METHODOLOGY:**

Lectures, online teaching/ board-chalk method, classroom teaching, powerpoint presentations, using audio-visual aids, seminars/webinars, group discussion, classroom activities.

**QUESTION PAPER PATTERN  
END SEMESTER EXAMINATION:**

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**SEMESTER VI**

**TITLE OF THE CORE PAPER V- PROJECT**

**TOTAL HOURS: 75**

**SUB CODE:**

**CREDIT: 8**

**L-T-P:**

**COURSE OBJECTIVES**

The course aims

To prepare students for research writing and draft a dissertation

**COURSE OUTCOMES:** On completion of the course, students should be able to do

<b>CO No.</b>	<b>CO Statement</b>
CO1	Learn to draft a plan for carrying out systematic writing process
CO2	Understand the process of collecting resources and compiling them
CO3	Refer to authentic sources of information and document the same properly
CO4	Appreciate and critically analyse techniques used in literary works



CO5	Acquire Research ethics .
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## SYLLABUS

- Introducing basics of research
- Training to write academically
- Ethics of Publication
- Components of Project
  1. Introduction
  2. Statement of the problem
  3. Review of Literature
  4. Questionnaire and Surveys
  5. Analysis
  6. Summary, findings and suggestions
  7. Bibliography

## Guidelines

Topic – Authors prescribed in syllabus - Text from outside the prescribed syllabus

MLA (latest edition) style to be followed for documentation

Evaluation of the Project: INTERNAL 40 marks EXTERNAL – 60 marks

## RECOMMENDED BOOKS:

Kumar, Ranjit. *Research Methodology: A Step-by-Step Guide for Beginners*. Vikas, 2012.

Manuals of style (MLA Style Sheet) latest edition

## Journal

## E-Learning Resources:

## Mapping of CO with PSO:

CO	PS01	PS02	PS03	PS04	PS05	PS06
CO.1	3	3	1	2	1	2
CO.2	3	3	3	3	2	2

<b>CO.3</b>	3	3	2	2	3	2
<b>CO.4</b>	2	0	3	2	0	2
<b>CO.5</b>	2	2	3	2	1	2
<b>CO.6</b>	3	3	3	2	3	3

**KEY:**

**TEACHING METHODOLOGY:**

Lectures, online teaching/ board-chalk method, classroom teaching, powerpoint presentations, using audio-visual aids, seminars/webinars, group discussion, classroom activities.

**DEPARTMENT OF ENGLISH**  
**SDNB VAISHNAV COLLEGE FOR WOMEN (AUTONOMOUS) CHENNAI–**  
**600044.**  
**(Department of English)**  
**COURSE FRAME WORK**

**SEMESTER I**

<b>SE M</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>TITLE OF THE PAPER</b>	<b>HRS</b>	<b>CREDI TS</b>	<b>C A</b>	<b>SE</b>	<b>T</b>
<b>I</b>	<b>20UGEFC100 1</b>	<b>FOUND ATION ENGLI SH –I</b>	<b>FOUNDATION ENGLISH –I</b>	<b>75</b>	<b>3</b>	<b>4 0</b>	<b>6 0</b>	<b>10 0</b>
			<b>TOTAL</b>					<b>100</b>

## **SEMESTER I**

### **TITLE OF THE PAPER**

#### **FOUNDATION ENGLISH – SEMESTER I**

**TOTAL HOURS: 75**

**SUB CODE: 20UGEFC1001**

**CREDIT: 3**

**L-T-P:**

### **COURSE OBJECTIVES**

The course aims

- To expose students to various genres of Literature
- To envisage the thoughts of great men
- To train them in language skills and inculcate good values

### **COURSE OUTCOMES:**

<b>CO No.</b>	<b>CO Statement</b>
On successful completion of the course, the students should -	
CO1	Get acquainted with English as second language through different genres of English Literature
CO2	Listen, read with comprehension, learn and respond to teacher-talk and text
CO3	Understand literary elements, read and present one-act plays and develop conversational skills.
CO4	Learn basic grammatical structures with appropriate determiners, gain knowledge of reading with apt pronunciation and writing with punctuation
CO5	Use lexical items to deduce the meaning of the context and create sentences on their own

CO6	Develop global comprehension and learn Business English for effective communication
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## SYLLABUS

### UNIT– 1 15 Hrs

- G B Shaw - Spoken English Broken English
- James Thurber - University days
- R K Narayan - My educational outlook
- George Orwell - Shooting an Elephant
- Jawaharlal Nehru- The Variety and Unity of India
- UPSC essay -Plastic Ban & its impact on Economy

### UNIT– 2 15 Hrs

- William Shakespeare – Sonnet 116
- William Wordsworth - Lucypoems
- John Keats - La belle dame sans merci
- Christina Rossetti- Dirge
- Sarojini Naidu - Indian Weavers
- Alexander Pope - Ode on Solitude

### UNIT– 3 15 Hrs

- Hugh Chesterman - Pie and the Tart
- Fritz Karinthy - The Refund
- Lady Gregory - Spreading the news

### UNIT– 4 15 Hrs

- Anita Desai - Devoted son
- O Henry - Ransom of the Red chief
- R K Narayan - The Roman Image

- Marriage is a Private Affair – Chinua Achebe
- Cathedral – Raymond Carver

## **UNIT– 5**

**15Hrs**

### **Grammar**

- Spellings
- Articles, Prepositions
- Synonyms, Antonyms
- Tag Questions
- Match the following
- Punctuation
- Parts of speech

### **Composition**

- Bank Challans, DD, Cheques
- Develop the hints to a Story
- Comprehension

### **FOR INTERNAL MARKING ONLY**

- Better late than never (Prose)
- On not answering the telephone (Prose) W. Polmer
- Laugh and Be Merry (Poem) John Masefield
- Song 36 (Poem) Rabindranath Tagore
- Sparrows (story) K A Abbas
- A cup of Tea (story) Catherine Mansfield
- The Never Never Nest (Play) Cedric Mount

### **BOOKS FOR REFERENCE:**

N.D. Turton & J. B. Heaton (1998). Longman: Dictionary of Common errors, Longman publishing

### **E-LEARNING RESOURCES:**

#### **Books/Web link**

<https://learnenglishteens.britishcouncil.org/>

### **Mapping of CO with PSO:**

CO / PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO.1	3	1	2	0	0	1
CO.2	2	2	2	1	1	2
CO.3	3	2	3	2	1	2
CO.4	3	2	3	2	1	2
CO.5	3	0	2	2	2	2
CO.6	2	2	2	3	2	3
Average						

**KEY:**

### **TEACHING METHODOLOGY:**

Lectures, online teaching/ board-chalk method, classroom teaching, powerpoint presentations, using audio-visual aids, seminars/webinars, group discussion, classroom activities.

### **QUESTION PAPER PATTERN END SEMESTER EXAMINATION:**

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions if any
K1, K2 level	Section A	50	10 x 2 marks = 20	75	
K3, K4 level	Section B	150	5 out of 7; 5 x 5 marks = 25		
C – K3, K4, K5, K6 level	Section C	250	3 out of 5; 3 x 10 marks = 30		

**DEPARTMENT OF ENGLISH**

**SDNB VAISHNAV COLLEGE FOR WOMEN (AUTONOMOUS) CHENNAI–**

**600044.**

**(Department of English)**

**COURSE FRAME WORK**

**SEMESTER II**

<b>SE M</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>TITLE OF THE PAPER</b>	<b>HRS</b>	<b>CREDI TS</b>	<b>C A</b>	<b>SE</b>	<b>T</b>
<b>II</b>	<b>20UGEFC200 2</b>	<b>FOUND ATION ENGLI SH - II</b>	<b>FOUNDATION ENGLISH - II</b>	<b>75</b>	<b>3</b>	<b>4 0</b>	<b>6 0</b>	<b>10 0</b>
			<b>TOTAL</b>					<b>100</b>



## SEMESTER II

### TITLE OF THE PAPER

#### FOUNDATION ENGLISH - SEMESTER II

**TOTAL HOURS: 75**

**SUB CODE: 20UGEFC2002**

**CREDIT: 3**

**L-T-P:**

### COURSE OBJECTIVES

The course aims

- To expose students to various genres of Literature
- To envisage the thoughts of great men
- To train them in language skills and inculcate good values

### COURSE OUTCOMES:

CO No.	CO Statement
On successful completion of the course, the students should -	
CO1	Develop interest in learning popular literary works and imbibe values of life through literature
CO2	Read, understand and appreciate the beauty of the language, develop aesthetic sense and improve writing skill
CO3	Stage one-act plays, practise dialogue writing and hone soft skills for successful entrepreneurship
CO4	Comprehend and apply targeted grammatical structures in oral and written production
CO5	Build up productive as well as receptive vocabulary skill and express opinion to elicit the views of others and present own ideas and take active part in interaction
CO6	Enhance communication skills and be prepared for ICT enabled classroom

## SYLLABUS

### UNIT– 1

**15 Hrs**

- Robert Lynd -On Forgetting
- Mahatma Gandhi -Woman not the weaker Sex
- A G Gardiner - A Fellow Traveller
- Rabindranath Tagore- The Religion of Forest
- Marnell Jameson - Bouncing Back from Adversity
- Shiv Khera – Success

### UNIT– 2

**15 Hrs**

- Pablo Neruda - Sonnet 17
- Wallace Stevens - The Snow man
- P B Shelley - To the Moon
- John Milton - Paradise Lost
- Nizzim Ezekiel – Urban
- Kamala Das – Introduction

### UNIT– 3

**15 Hrs**

- Silly Willy
- Robinhood and the Pedlar
- The Death trap

### UNIT– 4

**15 Hr**

- The Verger
- Happiness
- Lamb to the Slaughterhouse

### UNIT– 5

**15Hrs**

#### ammar

- Prefix, suffix
- Homophones
- Choose appropriate words
- Match the incomplete sentences
- Active and passive voice

- Parts of Speech
- Punctuation

### Composition

- Letter writing
- Paragraph writing
- Dialogue writing
- Note making

### FOR INTERNAL MARKING ONLY

- The Secret of Work (Prose) – Swami Vivekananda
- The World is becoming a toxic Garbage Dump (Prose) - Maneka Gandhi
- On His Blindness (Poetry) - John Milton
- The village Schoolmaster (Poetry) - Oliver Goldsmith
- The Anniversary (Play) – Anton Chekov

### BOOKS FOR REFERENCE:

Saumya Sharma (2017), Common Errors in English, Oxford University Press.

### E-LEARNING RESOURCES:

#### Books/Weblink

[https://www.poetryfoundation.org/poems/browse#page=1&sort\\_by=recently\\_added](https://www.poetryfoundation.org/poems/browse#page=1&sort_by=recently_added)

### Mapping of CO with PSO:

CO / PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO.1	3	2	2	0	0	1
CO.2	2	2	2	1	1	2
CO.3	3	2	3	2	1	2
CO.4	3	0	1	2	1	2
CO.5	3	0	3	2	2	2
CO.6	2	2	2	3	2	3
Average						

**KEY:****TEACHING METHODOLOGY:**

Lectures, online teaching/ board-chalk method, classroom teaching, powerpoint presentations, using audio-visual aids, seminars/webinars, group discussion, classroom activities.

**QUESTION PAPER PATTERN END SEMESTER EXAMINATION:**

<b>Knowledge Level</b>	<b>Section</b>	<b>Word Limit</b>	<b>Marks</b>	<b>Total</b>	<b>Special Instructions if any</b>
K1, K2 level	Section A	50	10 x 2 marks = 20	75	
K3, K4 level	Section B	150	5 out of 7; 5 x 5 marks = 25		
C – K3, K4, K5, K6 level	Section C	250	3 out of 5; 3 x 10 marks = 30		

**DEPARTMENT OF ENGLISH**

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600044.**

**(Department of English)**

**COURSE FRAME WORK**  
**SEMESTER III**

SE M	COURSE CODE	COURSE TITLE	TITLE OF THE PAPER	HRS	CREDI TS	C A	SE	T
III		FOUND ATION ENGLI SH – III	FOUNDATION ENGLISH –III	75	3	4 0	6 0	10 0
			TOTAL					100

## **SEMESTER III**

### **TITLE OF THE PAPER**

#### **FOUNDATION ENGLISH – SEMESTER III**

**TOTALHOURS: 75**

**SUB CODE:**

**CREDIT: 3**

**L-T-P:**

### **COURSE OBJECTIVES**

The course aims

- To orient the students towards fluency and accuracy through literature
- To enable the students read, appreciate and enjoy literary texts
- To improve communication skills through the use of role play, script writing and improvisation
- To expand ability to make use of grammar in their own writing
- To facilitate the students to develop their oracy and literacy skills

### **COURSE OUTCOMES:**

<b>CO No.</b>	<b>CO Statement</b>
On successful completion of the course, the students should	
CO1	Read, comprehend and recite the poem with intonation and rhythm, appreciate literary and figurative use of language and develop imaginative skill
CO2	Visualize the story, describe and enact role play to augment integrated skills
CO3	Develop play reading skill and learn the literary device dramatic exposition
CO4	Apply substitution method and situational learning for practising grammatical structures inductively
CO5	Discuss with peers, organise ideas and assimilate thematic concepts
CO6	Emulate great personalities' lives, develop leadership skills and imbibe self-confidence through learning the art of resilience

## SYLLABUS

### UNIT– 1

15 Hrs

- Ludwig van Beethoven
- Muhammad Ali (Boxer)
- Dr. V. Shanta (oncologist)
- Sallumarada Thimmakka (environmentalist)

### UNIT– 2

15 Hrs

- Lord Byron- She walks in beauty
- Philip Larkin- Toads
- Alfred Lord Tennyson- Break Break Break
- Sarojini Naidu - Indian Weavers
- Robert Frost- Birches
- Robert Browning- Porphyria's Lover

### UNIT– 3

15 Hrs

- Girish Karnad – Yayati

### UNIT– 4

15 Hrs

- Baroness Orczy - Scarlet Pimpernel

### UNIT– 5

15Hrs

#### Grammar

- One word substitutes
- Fill in the blanks with appropriate verbs
- Error correction in sentences
- Homonyms

#### Composition

- Letter writing- formal
- Report writing
- Drafting invitation

## BOOKS FOR REFERENCE:

Karnad, Girish. 2007. Yayati. Oxford University Press; Latest Edition. Print

Orczy, Baroness. 2019. The Scarlet Pinernel (Collins Classics). Collins publication.

## E-LEARNING RESOURCES:

Web reference:

[www.poemhunter.com](http://www.poemhunter.com)

[www.biography.com](http://www.biography.com)

[www.thimmakka.org](http://www.thimmakka.org)

[http://www.winentrance.com/general\\_knowledge/dr-v-shanta.html](http://www.winentrance.com/general_knowledge/dr-v-shanta.html)

## Mapping of CO with PSO:

CO / PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO.1	3	3	2	2	1	2
CO.2	3	3	2	3	3	2
CO.3	3	3	2	3	3	2
CO.4	2	0	3	2	0	2
CO.5	2	2	3	2	2	2
CO.6	3	3	3	2	2	3
Average						

KEY:

## TEACHING METHODOLOGY:

Lectures, online teaching/ board-chalk method, classroom teaching, powerpoint presentations, using audio-visual aids, seminars/webinars, group discussion, classroom activities.

## QUESTION PAPER PATTERN END SEMESTER EXAMINATION:

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions if any
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K1, K2 level	Section A	50	10 x 2 marks = 20	75	
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**CHENNAI – 600044.**  
**(Department of English)**

**COURSE FRAME WORK**  
**SEMESTER IV**

SE M	COURSE CODE	COURSE TITLE	TITLE OF THE PAPER	HRS	CREDI TS	C A	SE	T
IV		FOUND ATION ENGLI SH – IV	FOUNDATION ENGLISH –IV	75	3	4 0	6 0	10 0
			TOTAL					100

## SEMESTER IV

### TITLE OF THE PAPER

#### FOUNDATION ENGLISH – SEMESTER IV

**TOTAL HOURS: 75**

**SUB CODE:**

**CREDIT: 3**

**L-T-P:**

### COURSE OBJECTIVES

The course aims

- To introduce the well-known novel for reading intensively and extensively
- To make the students aware of dramatic techniques and art of characterization
- To integrate their ideas with those of others using summary, paraphrase, quotation and analysis of relevant sources
- To achieve functional proficiency in listening, speaking, reading and writing skills
- To develop self-learning habit

### COURSE OUTCOMES:

CO No.	CO Statement
On successful completion of the course, the students should -	
CO1	Practise creative writing using poetical devices
CO2	Be prepared in guided and controlled writing, reproduce the model for dramatization of a scene which in turn develop negotiation skill
CO3	Enact and reproduce the scene through characters, develop hot seating technique to enhance questioning skill
CO4	Gain knowledge on functional application of grammatical structures and improve language efficiency
CO5	Acquire vocabulary by exposure to native-like expression and enhance oral and written communication in real-life scenario
CO6	Apprehend ethical values, social and life skills for inspired living, develop multimedia presentation skills and be employable

## SYLLABUS

### UNIT– 1

15 Hrs

- Socrates's Final speech
- Swami Vivekananda's Chicago speech
- Esther Duflo's Nobel Prize Banquet speech
- Barrack Obama

### UNIT– 2

15 Hrs

- William Wordsworth- We are seven
- Emily Dickinson- Because I could not stop for death
- Charles Kingsley- The Ballad of Earl Walden's daughter
- Rupert Brooke- Menelaus and Helen
- Kamala Das- My grandmother's house
- Nissim Ezekiel – Urban

### UNIT– 3

15 Hrs

- Mahesh Dattani- Where there is a will

### UNIT– 4

15 Hrs

- R.K.Narayan – The Guide

### UNIT–5

15 Hrs

15Hrs

#### Grammar

- Idioms and phrases
- Complete the Proverbs
- Derivatives
- Homographs

#### Composition

- Write a paragraph with the given hints

- CV writing/Resume
- Filling up forms- Application, Investment, ATM, Bank forms
- Essay writing
- Précis writing
- Agenda

## BOOKS FOR REFERENCE:

Dattani, Mahesh. (2013). Where there is a will. Penguin. Print.

Narayan.R.K. (2006). The Guide. Penguin Classics. Print.

## E-LEARNING RESOURCES:

### Web reference:

<https://www.nobelprize.org/prizes/economic-sciences/2019/duflo/speech/>

<https://www.news18.com/news/india/swami-vivekanandas-1893-chicago-speech-531217.html>

<http://www.worldfuturefund.org/Reports/Socrates/socrates.html>

[www.poemhunter.com](http://www.poemhunter.com)

[www.biography.com](http://www.biography.com)

## Mapping of CO with PSO:

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CO.5	2	2	3	2	1	2
CO.6	3	3	3	2	3	3
Average						

## KEY:

## TEACHING METHODOLOGY:

Lectures, online teaching/ board-chalk method, classroom teaching, powerpoint presentations, using audio-visual aids, seminars/webinars, group discussion, classroom activities.

## QUESTION PAPER PATTERN END SEMESTER EXAMINATION:

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**Shrimathi Devkunvar Nanalal Bhatt Vaishnav College for Women (Autonomous)**  
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## Amendments in the regulations from 2020 – 2021 onwards

### UG -

#### Changes in Part-IV

#### Semester – I

Title	Internal Marks	External Marks	Credits
Soft Skills – Essentials of Communication Skills	50	-	3

Environmental Studies – For Day Students	50	-	2
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### Semester – II

<b>Title</b>	<b>Internal Marks</b>	<b>External Marks</b>	<b>Credits</b>
Soft Skills – Essentials of Spoken and Presentation Skills	50	-	3
Environmental Studies – For Self-Supporting Students	50	-	2
<b>Yoga and wellness</b>	<b>50</b>	<b>-</b>	<b>2</b>

### Semester – III

<b>Title</b>	<b>Internal Marks</b>	<b>External Marks</b>	<b>Credits</b>
NME – Offered to other department students	50	-	3

### Semester – IV

<b>Title</b>	<b>Internal Marks</b>	<b>External Marks</b>	<b>Credits</b>
NME – Offered to other department students	50	-	3

### Semester – V

<b>Title</b>	<b>Internal Marks</b>	<b>External Marks</b>	<b>Credits</b>
<b>Skill Enhancement course</b>	<b>50</b>	<b>-</b>	<b>3</b>

Semester – VI

<b>Title</b>	<b>Internal Marks</b>	<b>External Marks</b>	<b>Credits</b>
<b>Skill based Elective</b> – Offered to students of same department SWAYAM – MOOC or other (For Non-Commerce Students) ArthaVidhya (For Commerce Students)	50	-	3

**PG**

Changes in Part-II

Semester – I

<b>Title</b>	<b>Internal Marks</b>	<b>External Marks</b>	<b>Credits</b>
Skill based elective-Teaching Skills	50	-	3

Semester – II

<b>Title</b>	<b>Internal Marks</b>	<b>External Marks</b>	<b>Credits</b>
Soft Skills – SWAYAM (MOOC)	50	-	4

Semester – III

<b>Title</b>	<b>Internal Marks</b>	<b>External Marks</b>	<b>Credits</b>
Skill based elective -Research Skills	50	-	3

Semester – IV

<b>Title</b>	<b>Internal Marks</b>	<b>External Marks</b>	<b>Credits</b>
Extra Disciplinary– SWAYAM (MOOC)	50	-	4