

**SHRIMATHI DEVKUNVAR NANALAL BHATT VAISHNAV
COLLEGE FOR WOMEN (AUTONOMOUS)
CHENNAI - 600044.**

Re accredited with A+ Grade by NAAC

BACHELOR OF ARTS - ENGLISH

Under the Faculty of Arts

DEPARTMENT OF ENGLISH



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

(Effective from the Academic Year 2020-21)

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RULES AND REGULATIONS

DEPARTMENT OF ENGLISH

Revised Syllabus of 2020 - 2021 ENGLISH

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(III & IV Sem.)	
b. Soft Skill (one paper per semester for 4 semesters)	4
c. EVS(I Semester)	
d. Value Education(II Sem.)	12

	2
	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	2	2	4

	Tamil			
	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 6th 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)

- ◆ One subject expert from within parent university – as nominated by the Vice-Chancellor from a panel of recommended members (University Nominee)
- ◆ Two senior staff members of each specialization apart from Chairperson.
- ◆ Two subject experts from outside the 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

Bloom's Category Level	Sections	Marks	Word limit	Total	Meaning of K's
K1,K2	Section A Multiple Choice Questions 15 questions (15x2)	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-paper mode

Bloom's Category Level	Sections	Marks	Word limit	Total	Meaning of K's
K1, K2	Section A Multiple Choice Questions	30	Correct choice		
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	K 1 & K2 - Understanding Level K 3 - Apply Level K 4 - Analyze Level K 5 – Evaluate Level K 6 – Create Level
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*** 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,K 4,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.	K 1& K2 Verbs	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, examFle, 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

PART	COURSE	TITLE OF THE PAPER	CODE	L	T	H	C
I SEMESTER							
PAR T I	TAMIL/HIN DI/ 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

	SOFTSKILLS	ESSENTIALS OF LANGUAGE AND COMMUNICATION	USS/LC/1001				3
II SEMESTER							
PART I	TAMIL/HI NDI/ 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
	SOFTSKILLS	ESSENTIALS OF SPOKEN AND PRESENTATION SKILLS	USS/SP/2002				3
	YOGA	YOGA AND WELLNESS					2
III SEMESTER							
PART I	TAMIL/HI NDI/ 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						2
IV SEMESTER							
PART I	TAMIL/HI NDI/ SANSKRIT	TAMIL/HINDI/SANSKRIT IV					3

	/FRENCH					
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					
V SEMESTER						
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	INTRODUCTION TO JOURNALISM AND MASS MEDIA				4
PART IV		SKILL ENHANCEMENT COURSE				3
		VI SEMESTER				
PART III	CORE T14	WORLD CLASSICS IN TRANSLATION				4
	CORE T15	WOMEN'S WRITING				4
	CORE T16	ENGLISH FOR ACADEMIC AND CREATIVE PURPOSES				4
	CORE T17	ENGLISH LANGUAGE TEACHING				4
	CORE T18	PROJECT				4
PART IV		SKILL BASED ELECTIVE				3

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

RUBRICS FOR CONTINUOUS ASSESSMENT

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

Assessment Model (from 2020 – 21 onwards)
Under Graduate Programme
40% Internal 60% External

S.No	Assessment Component	Marks	Weighted %
A.	Theory		
1	INTERNAL ASSESSMENTS	2 x 50 = 100	15
	Continuous Assessment Test(best two out of three)		
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	Attendance*	05*	05
5	EXTERNAL ASSESSMENT	75	60
	End semester examinations		
	Grand Total		100
B	Practical		
1	INTERNAL ASSESSMENTS	2 x 50 = 100	15
	Continuous Assessment Test(best two out of three)		
2	Record + Observation	10 +10 = 20	15
3	MCQ (one test to be conducted online during the semester)	20	05
4	Attendance*	5*	05
5	EXTERNAL ASSESSMENT	60	60
	End semester Examinations		
	Grand Total		100

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

PART	COURSE	TITLE OF THE PAPER	CODE	L	T	H	C
I SEMESTER							
PAR T I	TAMIL/HIN DI/ SANSKRIT /FRENCH	TAMIL/HINDI/SANSKRIT	20ULTFC1001, 20ULHFC1001, 20ULSFC1001				3
PAR	ENGLISH	GENERAL ENGLISH I	20UGEFC1001				3

T II							
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
II SEMESTER							
PART I	TAMIL/HI NDI/ SANSKRIT /FRENCH	TAMIL/HINDI/SANSKRIT II	20ULTFC2002, 20ULHFC2002, 20ULSFC2002				3
PART II	ENGLISH	GENERAL ENGLISH II	20UGEFC200 2				3
PART III	CORE T3	BRITISH LITERATURE II	20UELCT200 3				4
	CORE T4	INTRODUCTION TO LINGUISTICS AND PHONETICS	20UELCT200 4				4
	ALLIED II	LITERARY FORMS	20UELAT200 2				5
PART IV	EVS	ENVIRONMENTAL STUDIES					2
	SOFT SKILLS	ESSENTIALS OF SPOKEN AND PRESENTATION SKILLS	USS/SP/2002				3
	YOGA	YOGA AND WELLNESS					2
III SEMESTER							
PART I	TAMIL/HI NDI/ 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					
IV SEMESTER						
PART I	TAMIL/HI NDI/ 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					
V SEMESTER						
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 ELECTIVE I	INTRODUCTION TO JOURNALISM AND MASS MEDIA				4
PART IV		SKILL ENHANCEMENT COURSE				3
VI SEMESTER						
PART III	CORE T14	WORLD CLASSICS IN TRANSLATION				4
	CORE T15	WOMEN'S WRITING				4
	CORE T16	ENGLISH FOR ACADEMIC AND CREATIVE PURPOSES				4
	CORE T17	ENGLISH LANGUAGE TEACHING				4
	CORE ELECTIVE II	PROJECT				4
PART IV		SKILL BASED ELECTIVE				3

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

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

PART	COURSE	TITLE OF THE PAPER	CODE	L	T	H	C
I SEMESTER							
PAR T I	TAMIL/HIN DI/ 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

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:

CO No.	CO Statement At the end of the this course students will be able to
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:

- 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.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
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:

CO No.	CO Statement At the end of the this course students will be able to
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://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:

CO No.	CO Statement At the end of the this course students will be able to
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
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SYLLABUS:

UNIT– 1	15 Hrs
<ul style="list-style-type: none"> • Tudor England: The Renaissance and the Reformation • The Stuart Age: Puritanism and Colonial Expansion 	
UNIT– 2	15 Hrs
<ul style="list-style-type: none"> • Restoration England: Social Life • The Age of Queen Anne • The Agrarian Revolution 	
UNIT– 3	15 Hrs
<ul style="list-style-type: none"> • The Industrial Age • Humanitarian Movements 	
UNIT– 4	15 Hrs
<ul style="list-style-type: none"> • The Effects of the French Revolution on British Life • The Reform Bills • World Wars 	
UNIT– 5	15Hrs
<ul style="list-style-type: none"> • 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:

- Xavier, A. G. Introduction to the Social History of England. Orient Blackswan, 2011.
- Trevelyan, George Macaulay. A Shortened History of England. Penguin Books, 1987.
- A Social History of England 900-1200. Ed. Julia Crick.
- A Social History of England 1200 – 1500. Ed. Rose Mary.
- A Social History of England 1500-1750. Ed. Keith Wrightson

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
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		

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

ENGLISH
COURSE FRAME WORK

SEM	COURSE CODE	COURSE TITLE	TITLE OF THE PAPER	HRS	CREDITS	CA	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			
			TOTAL					

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:

CO No.	CO Statement
	At the end of the this course students will be able to
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:

UNIT– 1

POETRY

15 Hrs

- 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

UNIT– 2 PROSE 15 Hrs

- 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

UNIT– 3 DRAMA 15 Hrs

- Harold Pinter - The Birthday Party
- Oscar Wilde - Importance of Being Earnest
- G.B. Shaw - Pygmalion

UNIT– 4 FICTION 15 Hrs

- Wilkie Collins - The Women in White
- Aldous Huxley - Brave New World

UNIT– 5 NOVELLA 15Hrs

- 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> - 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:

CO No.	CO Statement At the end of the this course students will be able to
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 3rd 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
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

ALLIED PAPER – LITERARY FORMS

TOTAL HOURS: 75

SUB CODE:

CREDIT: 5

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:

CO No.	CO Statement At the end of the this course students will be able to
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

- 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
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		

DEPARTMENT OF ENGLISH

SDNB VAISHNAV COLLEGE FOR WOMEN (AUTONOMOUS)

CHENNAI-600044.

(ENGLISH)

COURSE FRAME WORK

SEMESTER III

SEM	COURS E CODE	COURSE TITLE	TITLE OF THE PAPER	HRS	CREDI TS	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
			TOTAL					

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:

CO No.	CO Statement
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-1 **15Hrs**

POETRY

- Toru Dutt - Sita
- Sarojini Naidu – The palanquin Bearers
- Meena Kandasamy – Is this the end?
- Keki N. Dharuwalla – Under Orion
- A. K. Ramanujan – The Striders
- Tishani Doshi – Ode to the walking woman

UNIT-2 **15 Hrs**

PROSE

- M. K. Gandhi- Voluntary Poverty
- Dr. B. R. Ambedkar – 4 and 5 Chapters from Annihilation of Caste
- Nehru – Rose Petals (Chapter 1)
- Shashi Tharoor – Bookless in Baghdad (Chapter1:Growing up with Books in India)

UNIT-3 **15Hrs**

SHORT STORIES

- Mulk Raj Anand – The Lost Child
- Ruskin Bond- The Eyes are not here
- Sudha Murty – The Day I stopped Drinking Milk
- Kushwant Singh – Karma
- K. S. Duggat – A Story of a Story
- Anita Desai – The Domestic Maid

UNIT-4 **15 Hrs**

DRAMA

- Vijay Tendulkar – Kanyadaan
- Mahesh Dattani – 7 Steps around the Fire

UNIT-5 **15Hrs**

NOVELS

- Jumpa Lahiri – Namesake
- Vikram Chandra- Red Earth and Pouring Rain

RECOMMENDED BOOKS:

- Mehrotra, Arvind Krishna. *A Concise History of Indian Literature in English*, The Orient Blackswan, 2017.
- 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
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 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:

CO No.	CO Statement
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

SYLLABUS

UNIT–1

15 Hrs

- General Character of English
- The Indo-European Family of Languages
- The Germanic Family
- English in the Germanic Family

UNIT–2

15 Hrs

- Bible Translations
- Shakespeare's influence
- Milton and the English Language
- American Influence

UNIT–3

15 Hrs

- The Descent of the English Language
- The old and middle English periods
- The Renaissance and after

UNIT–4

15 Hrs

- The Growth of Vocabulary
- Change of Meaning
- Standard English

UNIT–5

15Hrs

- Emergence of Englishes
- Technology and English
- English as a world language

RECOMMENDED BOOKS:

- Wren, C.L. *The English Language*, Vikas Publication, 2007.
- Wood, F.T. *An outline History of English Language*, Laxmi Publications, 2014.
- 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
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 III

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

TOTAL HOURS:75

SUB CODE:

CREDIT:5

L-T-P:

COURSE OBJECTIVES:

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

COURSE OUTCOMES:

CO No.	CO Statement
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–1

15 Hrs

INTRODUCTION

Renaissance, Classicism, Romanticism, Neoclassicism, Metaphysical Poetry

UNIT– 2

15 Hrs

PROSE

Early Prose: Thomas More, Philip Sydney, John Lyly, Francis Bacon, The Authorised Version of the Bible

Beginnings of Modern English Prose: John Dryden, Addison & Steele, Oliver Goldsmith, Jonathan Swift, Samuel Johnson.

UNIT– 3

15 Hrs

POETRY

14th Century: Geoffrey Chaucer, William Langland, John Gower.

Elizabethan and Jacobean Poetry: Sir Thomas Wyatt & Henry Howard, Earl of Surrey, Edmund Spenser, William Shakespeare, John Donne.

Caroline Age and Milton: John Milton

Neo-Classical : Alexander Pope

Pre-Romantics: Thomas Gray, William Lake, William Collins, Robert Burns

UNIT– 4

15 Hrs

DRAMA

Elizabethan and Jacobean Drama: University Wits, Christopher Marlowe, William Shakespeare, Samuel Johnson, Webster.

Restoration Drama: William Congreve, William Wycherley

UNIT– 5

15Hrs

NOVEL

Early English Novel: John Bunyan

18th Century Novel: Daniel Defoe, Samuel Richardson, Henry Fielding, Laurence Sterne, Tobias Smollet

RECOMMENDED BOOKS:

- Albert Edward. *History of English Literature* (Fifth Edition), New Delhi: OUP, 2017.
- Sanders Andrew. *The Short Oxford History of English Literature* (3rd 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, Boris. *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
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		

SEM	COURSE CODE	COURSE TITLE	TITLE OF THE PAPER	HRS	CRED ITS	CA	SE	T
IV		CORE I	INDIAN LITERATURES IN TRANSLATION	75	4	40	60	100
IV		CORE II	NEW LITERATURES IN ENGLISH	75	4	40	60	100
IV		ALLIED I	HISTORY OF ENGLISH LITERATURE - II (From 1800 to THE MODERN TIMES)	75	5	40	60	100
			TOTAL					

DEPARTMENT OF ENGLISH
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CHENNAI-600044.
(ENGLISH)

COURSE FRAME WORK
SEMESTER IV
INDIAN LITERATURES IN TRANSLATION

TOTAL HOURS: 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:

CO No.	CO Statement
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

SYLLABUS

UNIT– 1

15hrs

POETRY

- Kabir Das (Hindi) - The songs of Kabir (13, 57,58) (Translated by Rabindranath Tagore)
- Bharathiyar (Tamil) - Kannan My Beloved (translated by Prema Nanda Kumar)
- Indira Sant (Marathi) - Household Fire (Tr. By VinayDharwadker)
- Ayyappa Panikar - (Malayalam)- Isn't that shameful for us?.
- A Jayaprabha (Telugu)- Burn this Saree (tr by V Narayana Rao)
- Mirza Arif (Urdu)- Six Rubaiyaats

UNIT– 2

15Hrs

PROSE

- Bharatha Muni (Sanskrit)- Rasa Theory (translated by Abhinav Gupta)
- Chanakya (Sanskrit)- Chanakya Neeti – Chapter XII (translated by Vishwamithra Sharma)
- Anees Jung (Urdu) - Mother and Children

UNIT– 3

15Hrs

SHORT STORIES

- The Panchatantra (Kannada) The Winning of Friends Book II–(Translated by Arthur W.Ryder)
- Neipayasam (Sweet Milk) (Malayalam)- Madhavikutty (translated by Sindhu V.Nair)
- Leftovers from The Leftovers (Punjabi) -translated by AjeetCour

UNIT– 4

15Hrs

DRAMA

- Rabindranath Tagore (Bengali) Chandalika

UNIT– 5

15Hrs

SHORT FICTION & FICTION

- IsmatChughtai (Urdu) Roots
- Amrita Pritam (Punjabi) The Skeleton
- Kalki Krishnamurthy(Tamil) - PonniyinSelvan Book one

RECOMMENDED BOOKS:

- Tagore, Rabindranath. *Three Plays*. Trans. Marjorie Sykes. Madras: Oxford University Press, 1960. Rpt.1970.
- Chughtai, Ismat. *Roots*, New Delhi: Rajkamal Paperbacks, 2012.
- Pritam, Amrita.*The Skeleton*, Penguin Books, New Delhi, 1970.
- Kalki,K. *PonniyinSelvan Book I* ,VanathiPathippagam. 2003.

BOOKS FOR REFERENCE:

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

E-LEARNING RESOURCES:

- https://www.hinduwebsite.com/sacredscripts/other/kabir_main.asp
- http://www.columbia.edu/itc/mealc/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
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	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 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:

CO No.	CO Statement
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– 1 POETRY

15Hrs

- A.D.Hope - The Death of a Bird (Australian)
- James Reaney - Maps (Canadian)
- Vikram Seth - Can't (Indian)
- Dereck Walcott - A Far Cry from Africa (Caribbean)
- Shirley Lim – Learning to love America (Malaysian)

UNIT– 2 PROSE

15Hrs

- Margaret Atwood - From Survival - A Thematic Guide to Canadian Literature
- Chinua Achebe - Novelist as Teacher (Nigerian)

UNIT– 3 SHORT STORIES

15Hrs

- Prajwal Parajuly (Indian) -The Cleft
- Salman Rushdie (Indian) - Haroun and the sea of stories (1-3 stories)

UNIT– 4 DRAMA

15Hrs

- Wole Soyinka - The Lion and the Jewel (Nigerian)

UNIT–5

15Hrs

FICTION

- Patrick White- *The Solid Mandala*: (Australian)
- Bapsi Sidwa - *The Crow Eaters* - (Pakistani)

RECOMMENDED BOOKS:

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

BOOKS FOR REFERENCE:

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

E-LEARNING RESOURCES:

- <https://www.lyrikline.org/en/poems/death-bird-1251> (A.D.Hope - The Death of a Bird)
- <http://poemsgathered.blogspot.com/2014/12/maps-by-james-reaney-1926-2008-five.html> (maps)
- <https://www.poemhunter.com/poem/can-t-20/> (Can't)
- <https://poets.org/poem/far-cry-africa> (A far cry)
- <https://www.poetryfoundation.org/poems/46551/learning-to-love-america> (learning to love america)
- <http://mrhuman.weebly.com/uploads/2/1/5/1/21516316/thenovelistasteacher.pdf>
- <http://theaerogram.com/cleft-prajwal-parajulys-gurkhas-daughter/file:///C:/Users/www/Downloads/Haroun%20and%20the%20Sea%20of%20Stories%20by%20Salman%20Rushdie.pdf>
- <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
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	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 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 21st century
2. Classify the major literary genres during these periods.
3. Broadly develop an outline of the History of English Literature from the 14th 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– 1

15Hrs

INTRODUCTION

Romantic Movement, Drama of Ideas, Kitchen Sink Drama, Absurd Theatre, Existentialism and Revival of Poetic Drama.

UNIT– 2

15Hrs

PROSE

Romantic Age: Charles Lamb, William Hazlitt, De Quincey

Victorian Age: Thomas Carlyle, John Ruskin, Mathew Arnold, Thomas Babington Macaulay

20thCenturyAge: George Orwell, Aldous Huxley, Robert Lynd, G. K Chesterton, E. V Lucas.

UNIT– 3
POETRY

15Hrs

Romantic Age: William Wordsworth, Samuel Coleridge, Lord Byron, Percy Shelley, John Keats

Victorian Age: Lord Tennyson, Mathew Arnold, Lord Browning, D.G Rossetti, William Morris, Swinburne

20thCentury: John Hopkins, Wilfred Owen, Siegfried Sassoon, T.S Eliot, W. Yeats, W.H Auden, Philip Larkin, Ted Hughes, Thomas Gunn

UNIT–4
DRAMA

15Hrs

Revival of Drama: Oscar Wilde

20th Century Drama: George Bernard Shaw, J. M Synge, John Galsworthy, Samuel Beckett, Bertolt Brecht, John Osborne.

UNIT– 5

15Hrs

NOVEL

Romantic Age: Ann Radcliffe, Walpole, Jane Austen, Walter Scott.

Victorian Age: Dickens, W. M Thackeray, Bronte Sisters, R. L Stevenson, Thomas Hardy

20thCentury: Conan Doyle, H.G Wells, D.H Lawrence, Virginia Woolf, Joseph Conrad, Somerset Maugham, Graham Greene, William Golding

RECOMMENDED BOOKS:

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

BOOKS FOR REFERENCE:

- 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, 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
CO.4	2	0	3	2	0	2
CO.5	2	2	3	2	1	2
CO.6	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		

DEPARTMENT OF ENGLISH

SDNB VAISHNAV COLLEGE FOR WOMEN (AUTONOMOUS)

CHENNAI-600044.

(Department of English)

COURSE FRAME WORK**SEMESTER V**

SEM	COURSE CODE	COURSE TITLE	TITLE OF THE PAPER	HRS	CREDITS	CA	SE	T
V			SHAKESPEARE	75	4	40	60	100
V			AMERICAN LITERATURE	75	4	40	60	100

V			MYTHS AND LEGENDS OF THE WORLD	75	4	40	60	100
V			LITERARY CRITICISM	75	4	40	60	100
V			INTRODUCTION TO JOURNALISM AND MASS MEDIA	75	4	40	60	100
			TOTAL					

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
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	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

TOTALHOURS: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 19th 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/h>
[ttp://fallsapart.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
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 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:

CO No.	CO Statement
	CO1- on completion of the course, students must be able to identify the Mythical and legendary charact-
CO2	They should have the ability to discern the subtle nuances of the various myths and legends of the world
CO3	They must possess the skill of analyzing and critiquing the transcending layers of meanings and complexities as portrayed in the abstract literary world
CO4	course should help them to transcend the boundaries of the various myths and understand the sublime meaning that underlies every character
CO5	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
CO6	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

- 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.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

www.projectgutenberg.com

www.manushi-india.org/pdfs_issues/PDF%20141/03%20panchakanya%204-.pdf by P.Bhattacharya

ritsin.com/panch-kanya-indian-mythology.html/ 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

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
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 IV :LITERARY CRITICISM

TOTAL HOURS: 75
CREDIT: 4

SUB CODE:
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

UNIT– 1 Classical Criticism

15 Hrs

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

Aristotle- Tragedy and Comedy, Views on Poetry

UNIT– 2 Renaissance & Neo - Classical Criticism 15 Hrs

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

UNIT– 3 Romantic Criticism 15 Hrs

- William Wordsworth - Preface to Lyrical Ballads(Excerpts)- Poetic diction
- S.T. Coleridge– Biographia Literaria (Excerpts)- illusion and imagination

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

UNIT– 5 Theories of Criticism 15Hrs

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

RECOMMENDED BOOKS:

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.

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
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
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		

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

(Department of English)

COURSE FRAME WORK

SEMESTER VI

SEM	COURSE CODE	COURSE TITLE	TITLE OF THE PAPER	HRS	CREDI TS	CA	SE	T
VI			WORLD CLASSICS IN TRANSLATION	75	4	40	60	100
VI			WOMEN'S WRITINGS	75	4	40	60	100
VI			ENGLISH FOR ACADEMIC AND CREATIVE PURPOSES	75	4	40	60	100
VI			ENGLISH LANGUAGE TEACHING	75	4	40	60	100
VI			PROJECT	75	8	40	60	100
VI			COMPUTING SKILLS		3			
VI			SKILL ENHANCEMENT COURSE		3			
			TOTAL					

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://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

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	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		
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SEMESTER VI
TITLE OF THE CORE PAPER II- WOMEN'S WRITINGS

TOTAL HOURS: 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 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/feminism><http://www.gutenberg.org/ebooks/26590>

<http://webapp1.dlib.indiana.edu/vwwp/welcome.do;jsessionid=CB4859A809E927F531DA33F46DF0C781>

<http://bailiwick.lib.uiowa.edu/wstudies/literature.html><http://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	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 VI

TITLE OF THE CORE PAPER IV- ENGLISH LANGUAGE TEACHING

TOTALHOURS: 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

CO No.	CO Statement
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

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*. Newyork: 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* (4th 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

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	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		

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:

CO No.	CO Statement
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
CO.5	2	2	3	2	1	2
CO.6	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 VI

TITLE OF THE CORE PAPER V- PROJECT

TOTALHOURS: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

CO No.	CO Statement
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

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	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

SEM	COURSE CODE	COURSE TITLE	TITLE OF THE PAPER	HRS	CREDITS	CA	SE	T
I	20UGFC1001	FOUNDATIONS ENGLISH – I	FOUNDATION ENGLISH – I	75	3	40	60	100
			TOTAL					100

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:

CO No.	CO Statement
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

SYLLABUS

UNIT– 1 PROSE 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 POETRY 15 Hrs

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

UNIT– 3 ONE-ACT PLAY 15 Hrs

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

UNIT– 4 SHORTSTORY 15 Hrs

- Anita Desai - Devoted son
- O Henry –The Ransom of the Red chief
- R K Narayan - The Roman Image
- Chinua Achebe - Marriage is a Private Affair
- Raymond Carver - Cathedral

UNIT– 5 GRAMMAR & COMPOSITION 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:

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K1, K2 level	Section A	50	10 x 2 marks = 20	75	
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COURSE FRAME WORK

SEMESTER II

SE M	COURSE CODE	COURSE TITLE	TITLE OF THE PAPER	HRS	CREDI TS	CA	SE	T
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II	20UGFC2002	FOUNDA TION ENGLISH - II	FOUNDATION ENGLISH - II	75	3	40	60	100
			TOTAL					100

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	PROSE	15 Hrs
<ul style="list-style-type: none">● 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 (Chapter 2 of <i>You can Win</i>)		
UNIT– 2	POETRY	15 Hrs
<ul style="list-style-type: none">● Pablo Neruda - Sonnet 17● Wallace Stevens - The Snow man● P B Shelley - To the Moon● John Milton - Paradise Lost Book -I (1-26 lines)● Nizzim Ezekiel – Urban● Kamala Das – Introduction		
UNIT– 3	ONE-ACT PLAY	15 Hrs
<ul style="list-style-type: none">● Clifford Bax - Silly Willy● John Drinkwater - Robinhood and the Pedlar● H.H. Munro - The Death trap		
UNIT– 4	SHORTSTORY	15 Hr
<ul style="list-style-type: none">● Somerset Maugham - The Verger● Wilkie Collins –Who Killed Zebedee?● Roald Dahl - Lamb to the Slaughter● Anton Chekov – Heartache● Sudha Moorthy – Helping the Dead		
UNIT– 5	GRAMMAR & COMPOSITION	15Hrs
Grammar <ul style="list-style-type: none">● Prefix, suffix● Homophones● Choose appropriate words● Match the incomplete sentences● Active and passive voice		
<ul style="list-style-type: none">● 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

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:

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		

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COURSE FRAME WORK**SEMESTER III**

SEM	COURSE CODE	COURSE TITLE	TITLE OF THE PAPER	HRS	CREDITS	CA	SE	T
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III		FOUNDATIONS ENGLISH – III	FOUNDATION ENGLISH – III	75	3	40	60	100
			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:

CO No.	CO Statement
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	PROSE (BIOGRAPHIES)	15 Hrs
	<ul style="list-style-type: none">● Ludwig van Beethoven● Muhammad Ali (Boxer)● Dr. V. Shanta (oncologist)● SallumaradaThimmakka (environmentalist)	
UNIT– 2	POETRY	15 Hrs
	<ul style="list-style-type: none">● 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	DRAMA	15 Hrs
	<ul style="list-style-type: none">● GirishKarnad – Yayati	
UNIT– 4	FICTION	15 Hrs
	<ul style="list-style-type: none">● Baroness Orczy - Scarlet Pimpernel	
UNIT– 5	GRAMMAR & COMPOSITION	15Hrs
Grammar		
	<ul style="list-style-type: none">● One word substitutes● Fill in the blanks with appropriate verbs● Error correction in sentences● Homonyms	
Composition		
	<ul style="list-style-type: none">● Letter writing- formal● Report writing● Drafting invitation	
BOOKS FOR REFERENCE:		
	<ul style="list-style-type: none">● 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
- www.biography.com
- www.thimmakka.org
- 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:

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COURSE FRAME WORK

SEMESTER IV

SEM	COURSE CODE	COURSE TITLE	TITLE OF THE PAPER	HRS	CREDITS	CA	SE	T
IV		FOUNDATION ENGLISH – IV	FOUNDATION ENGLISH – IV	75	3	40	60	100
			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 PROSE (FAMOUS SPEECHES) 15 Hrs

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

UNIT– 2 POETRY 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 DRAMA 15 Hrs

- Mahesh Dattani- Where there is a will

UNIT– 4 FICTION 15 Hrs

- R.K.Narayan – The Guide

UNIT–5 GRAMMAR & COMPOSITION 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
- www.biography.com

Mapping of CO with PSO:

CO / PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
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	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:

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		

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

Semester – II

Title	Internal Marks	External Marks	Credits

Soft Skills – Essentials of Spoken and Presentation Skills	50	-	3
Environmental Studies – For Self-Supporting Students	50	-	2
Yoga and wellness	50	-	2

Semester – III

Title	Internal Marks	External Marks	Credits
NME – Offered to other department students	50	-	2

Semester – IV

Title	Internal Marks	External Marks	Credits
NME – Offered to other department students	50	-	2

Semester – V

Title	Internal Marks	External Marks	Credits
Skill Enhancement course	50	-	3

Semester – VI

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

Changes in Part-II

Semester – I

Title	Internal Marks	External Marks	Credits
Skill based elective-Teaching Skills	50	-	3

Semester – II

Title	Internal Marks	External Marks	Credits
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Soft Skills – SWAYAM (MOOC)	50	-	4
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Semester – III

Title	Internal Marks	External Marks	Credits
Skill based elective -Research Skills	50	-	3

Semester – IV

Title	Internal Marks	External Marks	Credits
Extra Disciplinary– SWAYAM (MOOC)	50	-	4

SHRIMATHI DEVKUNVAR NANALAL BHATT VAISHNAV
COLLEGE FOR WOMEN (AUTONOMOUS)

CHROMEPET, CHENNAI – 600 044

U.G. DEPARTMENT OF ENGLISH

Minutes of the Meeting

Board of Studies meeting was conducted on 27th January 2021 (virtual mode) at 9.30 am.

III Semester and IV Semester (General English) syllabi were presented before the Board for approval.

III, IV, V, VI Semester major syllabi were submitted before The Board.

The Board members gave their valuable suggestions and referred certain books and changes to be incorporated in the syllabus.

Course outcomes, Programme specific outcomes, External and Internal Assessment and Evaluation methods were discussed.

The Board also appreciated the Department for its efforts in framing the new syllabi with good quality and gave its approval for the proposed syllabus.

The Recommendations and Suggestions of the Board:

1. It is suggested to redraft some key words (action verbs) in compliance with the Revised Bloom's Taxonomy, and maintain uniformity in giving the POs, PSOs, and COs.
2. It is suggested to ensure that COs are properly mapped with the suitable K levels in all the courses
3. In General English prose should be specified as Biography or speeches.
4. In the III Semester Poetry section, it was recommended to have only 5 poems.
5. In Composition, the board recommended to remove Précis writing and retain both CV and Resume writing.
6. In Indian writing in English Paper the Board felt that the content was extensive and recommended to remove certain works.
7. The Board recommended Long J William's English Literature for its history and significance as a reference book for the History of English Literature paper.
8. It was suggested to retain only Rabindranath Tagore's Chandalika as Indian Literatures in translation.
9. It was advised by the Board to retain Margret Atwood's and Chinua Achebe's prose works and to remove Saul Bellow's Dangling Man from New Literatures in English.

10. In Literary criticism paper, Board has suggested specific titles like Attack on Poetry and Functions (Plato), Tragedy and Comedy (Aristotle), Apology for Poetry (Sydney), Nature of Poetry, Dramatic Poetry and Function of Poetry (Dryden), Concepts of Poetry Diction (Wordsworth), Theory of Imagination and Dramatic Illusion (Coleridge), His Criticism on Poetry and Criticism (Arnold), Impersonality of Poetry, Objective Correlative and Dissociation of sensibility (T S Eliot)
11. In the paper English for Academic and Creative Purposes in Unit III, instead of Bio-Sketches, style of writing biographies was suggested to be included. In Unit IV, Diary writing needed to be changed to Journal writing, Blog writing, Content writing and E-writing were included. In Unit V, BEC and GRE need to be included.
12. In the paper Myths and Legends of the world instead of characters, Archetypes should be used.
 - Short stories to be removed.
 - In Unit IV, The Bible: Jeb 41.1-34, Creation Myth – Leviathan and Ngugi Wa Thiong'o excerpts from Weep not Child, First man and woman to be retained.
 - In Unit V, The Indian Story of Evolution: The Vedas and Upanishads to be removed.
 - In the reference section Devdutt Pattanaik's books on mythology can be included.
13. In Shakespeare Paper, Unit I, Shakespeare Theatre to be modified as Theatre and Audience & Types of Shakespeare Plays to be included.
14. In Introduction to Journalism and Mass Media, journalistic jargons to be included.
15. In World Classic Translation,
 - In Unit I, Poetry of Omar Khayyam's Rubaiyat verses I, II to be retained.
 - In Unit II, Bible, Matthew Chapter 5 & 6 to be retained and Horace's Ars Poetica to be removed.
 - In Unit V, Fiction, instead of Crime and Punishment of Tyador Dostoevsky, Poor Folk can be included.
16. In Women's writing, Unit IV, George Ryga's Ecstasy of Rita Joe to be removed.
 - In Unit II, Prose, Alice Walker – In Search of Mother's Garden to be removed.
 - In Unit V, Fiction, Alice Walker, The Colour People to be removed.
17. As suggested by the Board the contents of English Language Teaching paper was simplified and modified to cater to UG level.
18. Semester VI – Project, before writing a project the students should be sensitized with the ethics of writing to avoid plagiarism.

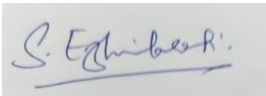


19. It is also recommended by the board to specify the textbooks and reference books in all the courses in compliance with the MLA Handbook (8th Edition) .





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U.G. DEPARTMENT OF ENGLISH

S. No.	Name of the Members Designation and Address	Role in BOS	Signature	
1.	Ms.S.Ezhilarasi, Head & Assistant Professor Department of English SDNB Vaishnav College for Women Chrompet, Chennai-44	Chairman		
2.	Dr.D.Venkataramanan, Professor, Dept. of English, University of Madras, Chepauk, Chennai-600005	University Nominee		
3.	Dr.P.Premchander, Assistant Professor Dept. of English, Annamalai University, Annamalai Nagar-608002 Ph- +91-9994831706. Email Id: prem_charn@yahoo.com	Subject Expert (Other University)		

4.	Dr.M.Moovendhan, Assistant Professor and Head, Dept. of English, Ayya Nadar Janaki Ammal College, (Affiliated to Madurai Kamaraj University) Sivakasi- 626124 Ph- +91-9942991199. Email Id: hodenganjac@gmail.com	Subject Expert (Other University)		
5.	Ms.Usha Raja, Newsreel Media Services Pvt. Ltd.,			
6.	Mrs. Komala	Alumnus		
7.	Ms. Aadhira Suresh III B.A English	Student Representative (Batch 2018- 2021)		
8.	Ms. G. Thilakavathy	Member (Aided- U.G. & Foundation English)		
9.	Dr. P. Beena	Member		
10.	Dr. K.Kanthimathi	Member		
11.	Mrs. P.Hema	Member		
12.	Dr.S.Sharmila	Member		
13.	Mrs. P.DivyaPrabha	Member		
14.	Mrs. L. Divyabharathi	Member		
15.	Mrs. Thangam	Member		

16.	Dr. Sivashankari	Member (Self support-Foundation English)		
17.	Mrs. A. Arundhathi	Member		