

SHSA1104	General English – I	L	T	P	CREDIT
		3	0	0	3

Course Objectives:

- To provide opportunities for students to read and respond to representations of current issues
- To prepare the students to effectively communicate by applying reflective thinking practices
- To provide an opportunity to the students to improve their vocabulary
- To build on vocabulary and improve writing skills

UNIT I	9 Hours
Listening for specific information- Self Introduction- Fill in the gaps - Developing dialogue between characters- Talking about neighbours, family members, likes and dislikes Reading Comprehension strategies- Parts of Speech- Kinds of Sentences- Tenses and its Types- Voice- Impersonal Passive.	
UNIT II	9 Hours
Sentence structure ,Parts and types of sentences-Voice – Rules of Passive voice formation-Types of words- homonyms, homophones Listening for inference - Discourse Markers- Word Association-Transcoding - Encoding and Decoding- Paragraph Writing- Bar chart, Pie Chart- Tabular Column	
UNIT III	9 Hours
Listening to telephonic talk to fill blanks- Giving information- travel, hotel booking, making enquiries about availability of seats for admission, asking about courses Essay Writing - Note Making - Preparing checklists-WH questions - Question Tags - Types of sentences- simple, compound, complex	
UNIT IV	9 Hours
Reported speech- Phrasal verbs and idioms-Email Writing :to reschedule interview-to congratulate - Reading and identifying the topic sentence, - Recommendations and Instructions - Letter to the editor- Preparing user manual - Editing - Punctuation- Idioms & Phrases- Collocations	
UNIT V	9 Hours
Listening to Movie reviews and book reviews - Types of words- homonyms, homophones, eponyms, acronyms, Listening and summarizing- Giving impromptu talks- Reading and Summarizing- E-mail writing-Letter inviting dignitaries- Accepting/declining- Rearranging the Jumbled sentences- Reported Speech	

Total.45Hrs**Course Outcomes:**On the completion of the course, the student will be able to

- Recognize the knowledge of linking words related to both spoken and written discourse
- Understand collocations, words to express one's point of view in both writing and speaking
- Apply the rules for writing compare and contrast paragraphs
- Analyze critical thinking skills by framing questions related to elements of reasoning
- Evaluate written pieces to self-correct in the topic areas of verbs, reported speech
- Equip themselves with the required Professional Skills

Prescribed Text:

1.Sen S, Mahendra etal. (2015) Communication and Language Skills. Foundation books. Chennai

References:

1. English Grammar Reference Book, ASIN : B017OIP3PM, Publisher : Farlex (5 November 2015)
2. Cambridge guide to literature in English by Ian Ousby ISBN: 052126751X (2008)

END SEMESTER EXAMINATION QUESTION PAPER PATTERN**Max. Marks : 100****Exam Duration:3 Hrs****PART A :** 10 questions of 2 marks each - No choice**20 Marks****PART B :** 2 questions from each unit of internal choice; each carrying 16 marks**80 Marks**

SHSA1106	Literary Forms	L	T	P	CREDIT
		3	0	0	3

Course objectives:

- To provide the opportunity to gain knowledge on the formal and technical elements of literature
- To help the students to analyze and interpret the literary texts.
- To enhance the learners into the study of various literary forms
- To make learners aware of the forms and content of language

UNIT – 1: Poetry**(9Hrs)**

Nature and Elements of Poetry – Definitions; Classifications of Poetry – Subjective Objective. Stanza forms: The Heroic Couplet- The Blank Verse - The Spenserian Stanza- Terza Rima Ballad – Epic and Mock Epic – Dramatic Monologue –Limerick – Lyric – Ode – Elegy– Sonnet - Rhyme – Metre

UNIT – 2: Figures of Speech**(9Hrs)**

Types of Verse – Figures of Speech- Imagery – Simile and Metaphor – Personification – Onomatopoeia – Alliteration – Hyperbole – Oxymoron – Allegory –Allusion – Irony

UNIT – 3: Prose**(9 Hrs)**

The Essay, Short Story, Literary Criticism. Types of Prose and Prose Style: Autobiography/Biography, Formal Essay, Essay – Aphoristic, Personal, Critical, Periodical Literary Journalism.

UNIT – 4: Drama**(9 Hrs)**

The Origin and Growth of Drama in England – Tragedy and Comedy – Dramatic Design – Romantic Tragedy and Romantic Comedy – Tragicomedy – Chronicle Plays – Masque and Antimasque – Comedy of Humours – Comedy of Manners – Genteel Comedy – Sentimental Comedy – Farce – Melodrama – Expressionist Drama – Absurd Drama – One-Act Play

UNIT – 5: Fiction**(9 Hrs)**

Elements of Fiction –Scientific Fiction, Detective Fiction-The Stream of Consciousness novel- Short Story – Picaresque Novel – Historical, Sentimental and Gothic Novel – Science Fiction – Detective – Social and Proletarian – Petrofiction - Climate Change Fiction - “cli-fi”

Course outcomes:

At the end of the course the students will be able to:

- Define main genres of literature based on readings specified in the course.
- Explain the process and origin of the development of drama in its structure.
- Identify the poetic devices to the connection of poems
- Analyze the evolution of English Literature and the evolution of its popular genres
- Interpret the variety of literary forms closely in terms of style, figurative language.
- Evaluate the various types of novel with its structure.

Prescribed Text:

A Glossary of Literary Terms – M.H. Abrams – Macmillan Publishers India Ltd

https://mthoyibi.files.wordpress.com/2011/05/a-glossary-of-literary-terms-7th-ed_m-h-abrams-1999.pdf

References:

1. Abrams, M H., Harpham , Geoffrey Galt : A Glossary of Literary Terms. Heinle; 9th ed (1 March 2008)
2. W.H.Hudson : Introduction to the study of English
3. Rees, R J. English Literature: An Introduction for Foreign Readers. London: Macmillan, 1973
4. Prasad B. An Introduction to English Criticism Paperback – 1 January 2014.
5. Imre Szeman, Adam Carlson and Sheena Wilson, 'Introduction: On Petrocultures, Or, Why we need to understand oil to understand everything else', in Petrocultures: Oil, Politics, Culture, McGill-Queens University Press (2017)

SHSA1107	History of English Literature	L	T	P	CREDIT
		3	0	0	3

Course objectives:

- To familiarize students with important literary figures and canonical works of the historical period
- To introduce students the distinctive features of major literary movements and genres
- To demonstrate knowledge of the history or culture of the English Literature
- To comprehend an outline of English literature in terms of political, religious and social aspects

Unit 1: Elizabethan Period and Shakespeare Period**(9 hrs)**

Edmund Spenser, John Donne, Thomas Wyatt, Ben Jonson, John Webster, Thomas Kyd, William Shakespeare- Characteristics of Shakespearean Plays, Ben Jonson, Francis Bacon, Christopher Marlowe.

UNIT 2: Age of Milton & Dryden**(9 Hrs)**

Milton. Metaphysical Poets, Devotional Poets, Cavalier Poets, Richard Crashaw, Robert Herrick, Sir Thomas Browne, John Dryden, John Bunyan, Samuel Pepys, William Congreve, Ben Johnson.

UNIT 3: Augustan and the Romantic Period**(9 Hrs)**

Characteristics of Victorian Age, Alexander Pope, Joseph Addison, Johnson Swift, Thomas Gray, Dr. Samuel Johnson, Thomas Gray, William Blake, William Wordsworth, Samuel Taylor Coleridge, P.B. Shelley, John Keats, Charles Lamb, Jane Austen.

UNIT 4: The Victorian Age**(9 Hrs)**

Characteristics of Victorian Age, Alfred Tennyson, Robert Browning, Mathew Arnold, Charles Dickens, William Thackeray, Thomas Hardy, Gerald Manley Hopkins, W.B Yeats, John Ruskin, William Butler Yeats.

UNIT5: Twentieth Century: The Modern Period:**(9 Hrs)**

E.M Forester, Ezra Pound, D.H. Lawrence, James Joyce, Virginia Woolf, Samuel Beckett, George Orwell, Tennessee Williams, Alice Walker, Margaret Atwood.

Course outcomes: At the end of the course the students will be able to

- Explore the distinctive features of major literary movements and genres.
- Develop a comprehensive idea of the prescribed periods of history
- Analyze and evaluate texts that reflect diverse genres, time periods, and cultures.
- Interpret various influences that power and governs literary evaluation.
- Acquire knowledge about the three basic genres of literature namely poetry, prose and drama

Prescribed Text:

1. Hudson, William Henry. An Outline History of English Literature. India, Atlantic Publishers & Distributors, 1999.

References:

- a. Albert, Edward. *History of English Literature*, Oxford University Press, 1975
- b. Daiches, David. *A Critical History of English Literature*: Supernova Publishers, 1960.
- c. Prasad B. *A Background to the Study of English Literature*. New Delhi: Trinity Press Publication, 1999.
- d. Alexander, Michael. *A History of English Literature*. United Kingdom, Palgrave Macmillan, 2013.
- e. Evans, Ifor, and Bergonzi, Bernard. *A Short History of English Literature*. United Kingdom, Penguin Books, 1990.

SHSA1204	GENERAL ENGLISH – II	L	T	P	CREDIT
		3	0	0	3

Course Objectives:

- To enable students opportunities to read and respond to representations of current issues through texts
- To present themes and topics that are familiar, insightful and informative.
- To improve their vocabulary in various aspects
- To develop LSRW skills and to focus on creative writing

Unit 1**9Hrs**

Listening for details, Speaking - making a presentation, Reading for details and Global Comprehension Vocabulary Binomials
Types of Words- Synonyms, Antonyms that describe people, things and their actions- Letter Writing - Informal Letters- Letter to a Friend / Family Members - Creating blogs to post written materials.

UNIT2**9Hrs**

Listening for details - Speaking: Giving Interview, Public Speech based on specific topics given. Reading for Comprehension and for overall idea -. Vocabulary: Archaic words, phrases. Letter writing- Formal letters- inviting dignitary for a function, Application for job with resume, complain about local problems to the Collector

UNIT 3**9Hrs.**

Speaking Telephonic conversation - Vocabulary: positive and negative connotations - Critical Thinking Self-regulation: Continuing improvement in thinking - Language Focus: Adjective- degrees of Comparison, Direct and Indirect Speech - Types of Sentences (simple, compound, complex) -Collocations

UNIT 4**9Hrs.**

Listening for Overall information - Making requests and suggestions - Speaking: Group Discussion - Vocabulary: Simile, metaphor - Writing: Writing recommendations, stories and poems - Process description: flow chart -sending mails, creating diagrams - Language Focus: Transitive and Intransitive verbs, Wh questions

UNIT 5**9Hrs.**

Listening for specific details - Speaking using imagination. Reading to identify facts - Writing: Imaginative writing by predicting, . Note Making, Writing a Five-paragraph essay /Book or film review. Vocabulary: Countable forms and meaning, foreign nouns and framing of plurals. - Language focus: Modal verbs, Tenses

Course Outcomes:

On the completion of the course, the student will be able to

- Remember knowledge of linking words related to both spoken and written discourse
- Understand collocations, words to express one's point of view in both writing and speaking
- Apply the rules for writing compare and contrast paragraphs by using cohesive devices
- Analyze critical thinking skills by framing questions related to elements of reasoning
- Evaluate written pieces to self-correct in the topic areas of verbs, reported speech, and punctuation
- Equip the students with the required Professional Skills

Prescribed Text:

1. Reflections - An Anthology of Prose, Poetry and Fiction (2015) Foundation Books, Chennai.
2. Sen S, Mahendra etal. (2015) Communication and Language Skills. Foundation books. Chennai

References

1. Practical English Usage: Michael Swan (June 2017) ISBN-10 : 0194202461
2. Effective English (January 2009) Pearson Education ISBN-10 : 8131731006

SHSA1205	Fiction – I	L	T	P	CREDIT
		3	0	0	3

Course objectives:

- To develop a critical understanding of fiction
- To familiarize students with the cultural diversity of the world.
- To extend various perspective readings
- To provide an opportunity to the students to improve their vocabulary

UNIT – I Introduction to Fiction**(9 Hrs)**

Types of fiction – Elements of fiction – Structure – Plot – Character – Setting – Points of view

UNIT – II Historical Novel**(9 Hrs)****Detailed:** Charles Dickens : *Oliver Twist***Non Detailed:** Sir Walter Scott : *Kenilworth***UNIT – III Picaresque Novel****(9 Hrs)****Detailed:** Daniel Defoe : *Moll Flander***Non Detailed:** Henry Fielding : *The History of Tom Jones***UNIT – IV Detective Fiction****(9Hrs)****Detailed:** Wilkie Collins : *The Moon Stone***Non Detailed:** Arthur Conan Doyle : *The Hound of the Baskervilles***UNIT – V Science Fiction****(9Hrs)****Detailed:** H.G.Well : *Time Machine***Non Detailed:** Issac Asimov : *Nightfall***Course outcomes:**

At the end of the course the students will be able to

- Understand the growth and development of Fiction
- Appreciate literature's ability to inspire feeling
- Comprehend literal and figurative use of language
- Recognize the form and structure of a text
- Apply vocabulary techniques in day to day usage
- Analyze the varied cultural diversity through different genres

Prescribed Text:

Bausch & Cassill. The Norton Anthology of Short Fiction. 7th edition. (New York: W. W. Norton & Company, 2006). ISBN 0-393-92611-7

References:

1. Steven Craft and Helen D. Cross- *Literature, Criticism, and Style: A Practical Guide to Advanced Level English*. Oxford: OUP, 2000
2. Ian Watt. *The Rise of the Novel*. University of California Press, 2001
3. Wayne C. Booth. *Rhetoric of Fiction*, Chicago: The University of Chicago Press, 1983
4. Percy Lubbock. *Craft of Fiction*. Penguin, 2007
5. E.M.Forster. *Aspects of the Novel*. Trinity College: Cambridge Press, 1927
6. X.J.Kennedy, Dana Gioia . *An Introduction to Fiction*. Boston: University of Southern California, 2016.

SHSA1206	Poetry – I	L	T	P	CREDIT
		3	0	0	3

Course objectives:

- To understand and appreciate poetry as a literary art form
- To analyse the various elements of poetry
- To identify a variety of forms and genres of poetry from diverse cultures and historic periods
- To develop a deeper appreciation of cultural diversity by introducing them to poetry from a variety of cultures

UNIT 1: Introduction to Poetry and Poetic Forms**(9 Hrs)**

Definition of poetry, Lyric, Ode, Sonnet, the Dramatic Monologue, Elegy, Epic, Ballad. Satire, Allegory, Stanza Simile and Metaphor

UNIT 2: Chaucer and Elizabethan Age**(9 Hrs)**

- Detailed:**
1. Shakespeare's Sonnet No. 116 : *Let me not to the marriage of true minds...*
 2. John Donne : *Death Be Not Proud*
 3. Rudyard Kipling : *If*

- Non-Detailed:**
1. Chaucer : *Prologue to Canterbury Tales- The Knight, The Wife Of Bath, The Friar, and The Monk*

UNIT 3: Age of Milton and Augustan Age**(9 Hrs)**

- Detailed**
1. John Milton : *On his Blindness*
 2. John Milton : *Lycidas*

- Non-Detailed:**
1. Alexander Pope : *The Rape of the Lock (Canto I)*
 2. John Dryden : *Mac Flecknoe*

UNIT 4: Transitional Age (Pre-Romantics)**(9 Hrs)**

- Detailed:**
1. William Blake : (i) *The Tyger* (ii) *The Poison Tree*
 2. Robert Burns : *A Red, Red Rose*

- Non-Detailed:**
1. Thomas Gray : *Elegy Written on a Country Churchyard*
 2. Oliver Goldsmith : *The Village Schoolmaster*

UNIT 5: Romantic Age:**(9 Hrs)**

- Detailed:**
1. John Keats : *'La Belle Dame Sans Merci'*
 2. Alfred Lord Tennyson : *Ulysses*
 3. Percy Bysshe Shelley : *Ozymandias*

- Non-Detailed:**
1. William Wordsworth : *I Wandered Lonely as a Cloud*
 2. Samuel Taylor Coleridge : *The Rime of the Ancient Mariner*

Course outcomes:

At the end of the course the students will be able to

- Recognize and define major poetic forms such as lyric poetry, narrative poetry.
- Understand and appreciate the literal and symbolic/inner meaning of a poem.
- Identify and analyze special stylistic features of poetry such as imagery, tone, atmosphere
- Explore the contribution of literature to an understanding of areas of human concern.
- Analyze text and movements in English literary history.
- Evaluate the diverse contexts (socio-political, cultural) from which the canon has been re-conceptualized

Prescribed Text:

1. Appelbaum, Stanley, *English Romantic Poetry - An Anthology*, Dover Publications, 1996
2. Chaucer, Geoffrey. *The Prologue to the Canterbury Tales*. Kiribati, Perdix Press, 1984.

References

- Jerome McGann. *The Oxford Book of Romantic Period Verse*, Oxford, 1994.
- Bristow, Joseph. *The Cambridge Companion to Victorian Poetry*. Cambridge: Cambridge University Press, 2000
- Bugeja, Micheal. *The Art and Craft of Poetry*. Cho: Writer's Digest Books, 2001
- Chaucer, Geoffrey. *Prologue to the Canterbury Tales*. New York: Duffield, 1914. Print.
- Sitter, John. *The Cambridge Companion to Eighteenth-Century Poetry*. Cambridge University Press, 2001
- Wordsworth, Jonathan. *The Penguin Book of Romantic Poetry*. United Kingdom, Penguin Books Limited, 2005

SHSA1207	Social History of England	L	T	P	CREDIT
		3	0	0	3

Course objectives:

- To develop knowledge and understanding of the cultural and historical diversity of England
- To critically analyze the influence of history and cultural diversity on literature and language.
- To help learners understand the social and literary history of England
- To make learners aware of the relation between socio-political and socio-religious events

UNIT 1: Tudor England**(9Hrs)**

Tudor England: The Renaissance and the Reformation, The Counter Reformation, The Elizabethan Theatre

UNIT 2: Restoration England**(9Hrs)**

Restoration England (1660 to 1688): Social Life, The Age of Queen Anne, The Coffee Houses. The Industrial Revolution, The Agrarian Revolution.

UNIT 3: French Revolution**(9Hrs)**

The impact of the French Revolution. The Victorian Age, The Reform Bills, Development of Transport and Communications, Development of Education

UNIT 4: Twentieth Century**(9Hrs)**

The Dawn of Twentieth Century The social impact of the two World Wars, Social Security and welfare state.

UNIT 5: Cold War**(9Hrs)**

Effects of Cold War, Life in the Eighties, The Origin and Growth of Political Parties in England.

Course outcomes:

At the end of the course the students will be able to:

- Define the social history of England in a political perspective.
- Interpret literary and cultural texts of historical, geographical, and cultural contexts.
- Identify main trends in the social history of England and their influence on literature
- Analyze the critical ideas, values and themes that appear in literary and cultural texts of various genres.
- Explain socio-political history with literary and cultural texts
- Discuss the evolution of the history of literary genres as contextualized in a land's social history.

Prescribed Text:

G. Xavier. Introduction to the Social History of England. Published by S. Viswanathan (Printers and Publishers) Pvt. Ltd., 2009.

References:

1. Sharma, P.D. *Essential British History-Made Easy*, Kitab Ghar, 1975
2. Xavier, A.G. *Introduction to Social History of England*, Chetput, 1993
3. Alexander, Michael. *A History of English Literature*. United Kingdom, Palgrave Macmillan, 2013.
4. Briggs, Asa. *A Social History of England*, Penguin, 1999

SVCA1203	Body Language and Communication	L	T	P	CREDIT
		3	0	0	3

COURSE OBJECTIVE

- Learn How to engineer a confident body language.
- The ability to interpret other people body language.
- To use body language online and improve online presence

UNIT 1: INTRODUCTION TO BODY LANGUAGE**9 HRS.**

Defining Body Language, Scope and relevance. Proxemics, Four different Zones of Intimacy. Proxemics: High context and low context cultures, Behavioural Connotations.

UNIT 2: HAPTICS, KINESICS AND FACIAL EXPRESSION**9 HRS.**

Oculistics – the language of eyes, Haptics – The language of Touch, kinesics and facial expressions. Macro and micro facial expressions

UNIT 3: UNDERSTANDING BODY MOVEMENTS**9 HRS.**

Cultural differences in Smiles, Major role of mouth in communication, Head tilts and inclines, Body language and Hand movements. Understanding finger movements, Movements of feet and legs.

UNIT 4: PARALANGUAGE AND CHRONEMICS**9 HRS.**

Paralanguage – Periphery of language, chronemics, Chromatics, Cultural Interpretation, olfactics, physical appearances and artifacts.

UNIT 5: DIGITAL BODY LANGUAGE**9 HRS.**

Gustorics and silence, Computer mediated communication, Social Presence Theory, Apprehensions about digital language for learning and development. Panoptic Studio, Online foot prints.

Max. 45 Hours**COURSE OUTCOME:**

- CO1:** To understand body language for effective communication
CO2: Able to use positive body language for better communication
CO3: To increase confidence level
CO4: To recognize signs of deceit, stalling and lies in your interlocutors
CO5: To understand importance of social presence and digital foot prints.
CO6: To read and decipher body language, non-verbal messages and deceit signals

TEXT / REFERENCE BOOKS

1. Pease, Allan. Body Language: How to Read Others Thoughts by Their Gestures (1997)
2. Pease, Allan and Pease, Barbara. The Definitive Book of Body Language (2004)
3. Calero, Nierenberg. How to Read a Person Like a Book: Observing Body Language to Know What People Are Thinking (2012)
4. Navarro, Joe and Karllins, Marvin. What Every BODY is Saying: An Ex-FBI Agent's Guide to Speed-Reading People (2008)

END SEMESTER EXAM QUESTION PAPER PATTERN**Max. Marks: 100****Exam Duration: 3 Hrs.****PART A:** 10 Questions of 2 marks each uniformly distributed – No choice**20 Marks****PART B:** 2 Questions from each unit of internal choice, each carrying 16 marks**80 Marks**

SHSA1301	Fiction – II	L	T	P	CREDIT
		3	0	0	3

Course objectives:

- To understand literary texts and their authors in cultural and historical context.
- To enhance reading literary fiction to develop empathy, theory of mind, and critical thinking.
- To identify and cogently discuss the literary style of a text.
- To interpret the literary images and symbols to infer their relationship to the main themes

UNIT1: Modernist fiction**(9 Hrs)**Khaled Hosseini : *The Kite Runner*J.K. Rowling : *Harry Potter and the Chamber of Secrets***UNIT 2: Historical fiction****(9 Hrs)**Salman Rushdie : *Midnight's Children*William Faulkner : *The Sound and the Fury***UNIT 3: Romantic fiction****(9 Hrs)**Jane Austen : *Pride and Prejudice*George Orwell : *Animal Farm***UNIT 4: Gothic Fiction****(9 Hrs)**Dickens : *Great Expectation*Mary Shelley : *Frankenstein***UNIT 5: Petro-fiction****(9 Hrs)**Chris Abani : *Graceland*Mad Max : *Fury Road***Course Outcomes:**

On completion of the course, the students will be able to

- Identify literary techniques using appropriate terminology and common rhetorical figures.
- Explain the tragedies and romances in terms of the language, characters, and themes.
- Demonstrate knowledge of techniques and styles based on types of fiction history and culture.
- Illustrate with examples, the elements of fiction, figures of speech, theoretical concepts
- Summarize, and evaluate critically the works suggested for the course.

Prescribed Text:

Bolton, Micheal Sean (2014). Mosaic of Juxtaposition. Brill Publishers.

References:

- Earnest Hemingway -The Sun Also Rises (1984) Harper Lee - To Kill A Mockingbird (1960)
- Zora Neale Hurston -Their Eyes Were Watching God (2020) Sanage Publishing House 2020);
- Suzanne Collins - The Hunger Games series (2008)

SHSA1302	Poetry – II	L	T	P	CREDIT
		3	0	0	3

Course objectives:

- To understand the practical elements of writing poetry and identify practical experiences
- To critically analyze and evaluate the poetic texts and the various elements of poetry.
- To create an awareness of the analysis in forming appreciation and understanding of poetry
- To correlate the life and the significance of the poet to poem to be analyzed.

UNIT – 1**(9Hrs)**

Detailed: 1. Robert Browning : *My Last Duchess*
2. Thomas Hardy : *The Darkling Thrush*

Non- Detailed: 1. Gerard Manley Hopkins : *The Windhover*
2. Matthew Arnold : *The Scholar Gipsy*

UNIT - 2**(9Hrs)**

Detailed: 1. W.B. Yeats : *'Easter 1916'*
2. W.B. Yeats : *A Prayer for My Daughter*

Non- Detailed: 1. Robert Browning : *Andrea Del Sarto*
2. T.S. Eliot : *The Love Song of J. Alfred Prufrock*

UNIT – 3**(9Hrs)**

Detailed: 1. Alfred Lord Tennyson : *The Charge of the Light Brigade*
2. Dylan Thomas : *And Death Shall Have no Dominion*

Non- Detailed: 1. W.H. Auden : *The Unknown Citizen*
2. Christina Rossetti : *The Blessed Damsel*

UNIT - 4**(9Hrs)**

Detailed: 1. Wilfred Owen : *1914*
2. Matthew Arnold : *Dover Beach*

Non- Detailed: 1. Philip Larkin : *Church Going*
2. D.H. Lawrence : *Snake*

UNIT- 5**(9Hrs)**

Detailed: 1. Gerard Manley Hopkins : *Binsey Poplars*
2. George Eliot : *Count That Day Lost*

Non- Detailed: 1. Ted Hughes : *The Thought-Fox*
2. Christina Rossetti : *A Birthday*

Course Outcomes:

On completion of the course, the students will be able to

- Analyze literature using appropriate terminology and common rhetorical figures.
- Inculcate a sense of appreciation of English Poetry
- Define the existing knowledge concerning social, political, and cultural characteristics of poems
- Demonstrate various perspective readings in poetry like gender, race, caste, etc
- Correlate their own sensibilities with the literary expressions in the text.
- Exhibit a vast panorama of literary devices used to create poetic world.

Prescribed Text:

Hopkins, David. *The Routledge Anthology of Poets on Poets - Poetic Responses to English Poetry from Chaucer to Yeats*. Routledge, 2016

References:

- Prasad, B. *A Background to the Study of English Literature*. Rev. ed. Chennai: Macmillan, 2008.
- Cronin, Richard, Antony H. Harrison & Alison Chapman *A Companion To Victorian Poetry*. John Wiley and Sons Ltd., 2002
- Birch, Dinah ed. *The Oxford Companion to English Literature*, Oxford: OUP, 2009
- Sanders, Andrew. *The Short Oxford History of English Literature*, Oxford: OUP, 2004
- Roberts, Neil ed. *A Companion to Twentieth Century Poetry*, Oxford: Blackwell, 2003 publishing company, 1983. Print

SHSA1303	Drama - I	L	T	P	CREDITS
		3	0	0	3

Course objectives:

- To enable the students to understand the origin and development of English drama
- To critically appreciate the trends that influenced the theatre and drama.
- To provide an insight into popular culture and its dramatic expressions.
- To enhance the knowledge on various aspects of Drama.

UNIT -1:**(9 Hrs)****0450 - 1066: Old English (Anglo-Saxon) Period & 1066 - 1500: Middle English Period****Detailed:** Christopher Marlowe : *Dr.Faustus***Non-Detailed:** The beginnings – liturgical plays – Miracles – Moralities – Interludes – first - English Comedy-- Tragedy – Senecan Plays – University wits – Lyly – Nash.**UNIT -2: 1500 - 1600: The Renaissance (Early Modern) Period;****1558 - 1603: Elizabethan Age & 1603 - 1625: Jacobean Age****(9 Hrs)****Detailed:** Ben Johnson : *The Alchemist***Non-Detailed:** Thomas Heywood : *A woman killed with kindness***UNIT 3: Caroline Age; Commonwealth Period; Restoration, the Augustan Age****(9 Hrs)****Detailed :** Oliver Goldsmith : *She stoops to conquer***Non-Detailed:** Sheridan : *The School for Scandal***UNIT 4: The Romantic Period****(9 Hrs)****Detailed:** Oscar Wilde : *An ideal husband***Non-Detailed:** Sam Shepard : *Fool for Love***UNIT 5: Victorian age****(9 Hrs)****Detailed:** G B Shaw : *Pygmalion***Non-Detailed:** John Synge : *The playboy of the western world***Course outcomes:**

- Define the origin and growth of drama in England
- Demonstrate their understanding of evolution of English drama
- Identify main trends in the area of drama
- Analyze the relationship between ideology and culture and their various dramatic expressions
- Explain dramatic techniques with respect to its plot, character, dialogue, theme, structure
- Discuss about the historical, socio-political and literary features of drama

Prescribed Text:

Bevis Richard W, English Drama: Restoration and Eighteenth Century 1660-1789 (Longman Literature In English Series) 1988

References:

1. Chothia, Jean, English Drama of the Early Modern Period 1890-1940 (Longman Literature In English Series), 2017.
2. Marlowe, Christopher (1962). *Bevington, David; Rasmussen, Eric, eds. Doctor Faustus, A- and B- texts* (1604, 1616). Manchester.
3. Johnson, Ben, *The Alchemist- Paperback* 2016.
4. Shepard, Sam, *Buried Child*. New York: Random House. (2006).
5. Shaw, G B, *Pygmalion Paperback* -2017.

SHSA1304	Indian Literature In English	L	T	P	CREDIT
		3	0	0	3

Course Objectives:

- To introduce learners to be acquainted with Indian fiction
- To interpret poetic writing in English
- To make learners aware of prominent Indian writers
- To sensitize the readers with value system of Indian literature.

UNIT – I Overview of the origin and development of Indian writing in English**9 Hrs**

The impact of British rule on Indian literature– the Gandhian movement and its impact on Indian Literature

– post-independence writers – Contemporary Indian women writers

UNIT – II Poetry**9 Hrs**

Keki N Daruwala : *The Unrest of Desire*

Sarojini Naidu : *Bird Sanctuary*

Kamala Das : *The Old Playhouse*

UNIT – III Drama**9 Hrs**

Girish Karnad : *Nagamandala*

Vijay Tendulkar : *Ghasiram Kotwal*

UNIT – IV Fiction**9 Hrs**

R.K. Narayan : *The English Teacher*

Anita Desai : *Fire on the Mountain*

Kushwant Singh : *Train to Pakistan*

UNIT-V Short Stories**9 Hrs**

Mulk Raj Anand : *Two Lady Rams*

Aravind Adiga : *The Sultan's Battery*

Raja Rao : *India - A Fable*

Course Outcomes:

On completion of the course, the students will be able to

- Enumerate how Indian writing emerged as a distinct field of study.
- Compute the development of history of English literature from its beginning to the present day.
- Ascertain the works of great writers of Indian writers in English.
- Analyze significant cultural and societal issues presented in Indian English literature
- Determine socio cultural aspects of Indian Literature.
- Compose a poem or story based on one's knowledge from literary works.

Prescribed Texts:

Indian Writing in English: A Critical Study Atlantic Publishers (1 Jan 2018) Indian Writing In English Atlantic Publication (2003)

A.K.Mehrotra. *A Concise History of Indian Literature in English*. Delhi, PermanentBlack, 2008

References:

1. A Concise History of Indian Literature in English The Orient Blackswan (1 January 2017)
2. Indian Writing In English: Critical Insights, Neha Publishers (2014)

SHSA1305	Women's Writing	L	T	P	CREDIT
		3	0	0	3

Course Objectives:

- To read and analyze literary texts with increased skill and insight.
- To identify the central points of a selection of feminist theory to use it as a context for reading literary texts.
- To integrate their understanding of literature into an evolving awareness of relevant cultural and historical contexts and perspectives.
- To trace the historical development of women's writing and the need for evolution of feminist thinking

UNIT – I Poetry**(9 Hrs)**

1. Marianne Moor : *Poetry*
2. Adrienne Rich : *Aunt Jennifer's Tigers*
3. Kamala Das : *My Grand Mother's House*
4. Emily Dickinson : *She rose to His Requirement*
5. Kishwar Naheed : *I am not That Woman*

UNIT – II Essay**(9 Hrs)**

Virginia Woolf : *Shakespeare and his Sister* (Excerpt from *A Room of One's Own*)

Alice Walker : *In Search of our Mothers Gardens* (From *In Search of Our Mother's Gardens*)

UNIT – III Drama**(9 Hrs)**

Lorraine Hansberry : *A Raisin in the Sun*

UNIT – IV Fiction**(9 Hrs)**

Alice Walker : *The Color Purple*

UNIT – V Short Story**(9 Hrs)**

Mrinal Pande : *Girls*

Katherine Mansfield : *The Garden Party*

Course Outcomes:

After completing the course students will be able to:

- Recognize themes, and narrative strategies of English-language feminist fiction
- Analyze and engage in theoretical and scholarly debates about feminist fiction.
- Perceive connections among literary texts across genres, historical periods, and/or cultural contexts
- Perform independent research to supplement the course material
- Analyze different kinds of literary analyses, such as thematic, technical, or theoretical
- Integrate information into course assignments

Prescribed Text:

1. Woolf, Virginia. *A Room of One's Own*. United Kingdom, Renard Press Limited, 2020.
2. Walker, Alice. *In Search of Our Mothers' Gardens: Womanist Prose*. United States, Harcourt Brace Jovanovich, 2004.

References:

1. Gilbert, Sandra and Susan Gubar. *The Mad Woman in the Attic: The Woman Writer*. Yale UP, 1978. Literature and Gender. New York: 1996.
2. Showalter, Elaine. *The Vintage Book of American Women Writers*. United States, Vintage Books, 2011.
3. Greer, Germaine, et al. *The Cambridge guide to women's writing in English*. Italy, Cambridge University Press, 1999.
4. Gaur, Rashmi. *Women's Writing*. India, Sarup Book Publishers Pvt. Limited, 2003

SHSA1401	Drama - II	L	T	P	CREDIT
		3	0	0	3

Course objectives:

- To make students realize life and drama are closely linked.
- To introduce the students to experience dramatic literature
- To enable the students to understand the nuances of modern drama.
- To understand the newness of Absurd drama.

UNIT – 1 (20th Existentialists Dramas)**9 Hrs****Detailed :** Jean-Paul Sartre : *The Respectful Prostitute***Non-Detailed :** Albert Camus : *Caligula***UNIT – 2 (Early 20th Century Drama)****9 Hrs****Detailed:** Galsworthy : *Justice***Non-Detailed:** J.M. Barrie : *The Admirable Crichton***UNIT – 3 (20th Century Drama)****9 Hrs****Detailed :** T.S. Eliot : *The Waste Land***Non – Detailed:** Arthur Miller : *Death Of A Salesman***UNIT – 4 (20th Century - Absurd Drama)****9 Hrs****Detailed** Harold Pinter : *The Caretaker***Non- Detailed :** John Osborne : *Look Back in Anger***UNIT - 5 (21st Century Feminist Drama)****9 Hrs****Detailed:** Martin McDonagh : *Three Billboards Outside Ebbing, Missouri***Non – Detailed:** Caryl Churchill : *Top Girls***Course outcomes:***After completing the course students will be able to:*

- Identify the concepts of modern drama
- Associate the link between life and drama
- Determine the new concept of Absurd drama
- Differentiate Feminist Drama and Absurd Drama
- Explain the specialty and nuances of Modern Drama
- Cultivate the aesthetic merits, characterization and elements of Drama.

Prescribed Text:Fischer-Lichte, Erika, *History of European Drama and Theatre* London: Routledge, 2002**References:**

1. Bentley, Eric, *The Theory of the Modern Stage: An Introduction to Modern Theatre and Drama* London: Penguin, 1992
2. *Critical Analyses in English Renaissance Drama*, University of Wisconsin Press
3. *The Drama* (Jan 2012) General Books Publishers
4. *English Drama* by Bevis Taylor & Francis Publishers (21 June 2016)

SHSA1402	Introduction to Linguistics	L	T	P	CREDIT
		3	0	0	3

Course Objectives:

- To introduce Linguistics as a scientific study of language.
- To familiarize students with branches, concepts involved in the area of linguistics.
- To enhance students with the basic goals and assumptions of Grammar.
- To make students understand the major linguistic structures of English

UNIT I - Basic Concepts of Linguistics**(9 Hrs)**

Linguistics - Definition- Characteristics of Language – Means of Communication – Arbitrary - System of Systems – Vocal Language - Language VS animal communication - A form of social behaviour – Linguistics as Science.

UNIT II – A Historical Survey**(9 Hrs)**

Scope of Linguistics - Levels of Linguistic Analysis - Branches – Distinctions in Linguistics –Background – Greek and Roman Traditions – After the Renaissance – 20th Century Linguistics – Bloomfield - Later Developments

UNIT III – The Study of Language Variation**(9 Hrs)**

Diachronic and Synchronic Approaches - Variations - Varieties of Dialects – Classifications of Registers – Stylistics Study – Uses

UNITIV – Morphology**(9 Hrs)**

Grammar - Morphology and Word Formation – Segmentation - Affixes, Conversions, Compound Formation-

Sentence Patterns – Structuralist view of Grammar – IC Analysis – TG Grammar – Supra - Sentential Grammar.

UNIT V – Semantics**(9 Hrs)**

Semantics - Lexical and Grammatical Meaning – Theories of Semantics – Pragmatics – Discourse Analysis

– Lexicology – Dictionary – Types – Linguistic Features of Dictionary.

Course Outcomes:

At the end of the course, the student will be able to:

- Define the main ideas of language and linguistics.
- Differentiate descriptive and prescriptive view on linguistic phenomena.
- Identify the basic concepts within diachronic variations in language with examples.
- Evaluate the basic concepts of word formation.
- Discuss on semantic roles and basic concepts within semantics
- Explain pragmatics with a focus on lexical semantics.

Prescribed Text:

Syal P. & Jindal D.V. (2009) An Introduction to Linguistics PHI Learning Pvt Ltd. New Delhi

References:

- Balasubramanian, T. (2012). *A Textbook of English Phonetics for Indian Students*. Macmillan Publishers.
- Verma S.K. & Krishnaswamy N. (1997). *Modern Linguistics: An Introduction*. Oxford University Press.
- Bruce Haye et al. (2013). *Linguistics: An Introduction to Linguistic Theory*. John Wiley & Sons. India
- Elizabeth Winkler. (2015) *Understanding Language: A Basic Course in Linguistics*.
- Wrenn, C. L. (2007). *The English Language*. Vikas Publication House Pvt Ltd.
- Jespersen. Otto. (2010). *Growth and Structure of English Language*- Nabu Press.
- Albert C. Baugh. (2012) *A History of English Language*. Pearson.
- Mazon Wood. (2014). *An Outline History of The English Language*.

SHSA1403	Shakespeare	L	T	P	CREDIT
		3	0	0	3

Course Objectives:

- To probe into the works of Shakespeare
- To immerse in the world of the great master
- To the diction and prediction of human nature four hundred year ago.
- To Demonstrate greater reading fluency of Elizabethan English

UNIT 1: Life and works of Shakespeare**9 hrs**

Life of Shakespeare- works of Shakespeare - Elizabethan Theatre- Stage conditions- Special features

UNIT 2: Historical Plays**9 hrs****Detailed:***Julius Caesar***Non detailed:***Richard II***UNIT 3: Tragedies of Shakespeare****9 hrs****Detailed:***Macbeth***Non detailed:***Othello***UNIT 4: Comedies of Shakespeare****9 Hrs****Detailed:***A midsummer Night's Dream***Non detailed:***Timing of the Shrew***UNIT 5: Romance plays****9 Hrs****Detailed:***The Tempest***Non detailed:***The Winter's Tale***Course Outcomes:**

Upon successful completion of this course, students will be able to:

- Identify the distinct literary genres in Shakespeare's work
- Describe the literary characteristics of British literature
- Demonstrate greater reading fluency of Elizabethan English
- Analyze Shakespeare's plays for their structure and meaning,
- Discuss analytically about Shakespeare's works, using MLA guidelines

Prescribed Text:

1. Julius Caesar by William Shakespeare Cloudtail India and Fulfilled. | 10 August 2017
2. Macbeth by William Shakespeare Cloudtail India and Fulfilled . | May 2015
3. Shakespeare's The Merchant of Venice (Text with Paraphrase) by Xavier Pinto
4. The Tempest: by William Shakespeare and EduGorilla Community | 4 March 2021

References:

1. Shakespeare, a bibliographical guide Stanley Wells. Oxford: Oxford University Press, 1990.
2. Shakespeare's theatre : a dictionary of his stage context, Hugh M. Richmond. Continuum, 2002.
3. William Shakespeare: his world, his work, his influence John F. Andrews, ed. New York: Scribner, 1985. The Oxford Companion to Shakespeare, Michael Dobson and Stanley Wells, eds. Oxford: Oxford University Press, 2001
4. A Companion to Shakespeare's works Richard Dutton and Jean E. Howard, eds. Malden, MA:Blackwell Publishing, 2000.
5. The Cambridge Companion to Shakespeare Margreta de Grazia and Stanley Wells, eds. Cambridge: Cambridge University Press, 2001.

SHSA1404	Contemporary Literature	L	T	P	CREDIT
		3	0	0	3

Course objectives:

- To understand the origin and development of literature
- To develop the ability to appreciate contemporary
- To identify the works of contemporary literature in social and political point of view.
- To develop the skill in contemporary literary publishing milieu.

UNIT 1: POETRY**(9 hrs)**Maya Angelou : *Still I Rise, Touched by an Angel*Margaret Atwood : *You fit into me, Night Poem***UNIT 2: PROSE****(9hrs)**Khaled Hosseini : *The Kite Runner*Judy Brady : *Why I Want a Wife***UNIT 3: FICTION****(9hrs)**Yann Martel : *Life of Pi*Margret Atwood : *Handmaid's tale***UNIT 4: DRAMA****(9 hrs)**Girish Karnad : *The Fire and the Rain*Cedric Mount : *The Never-Never Nest***UNIT 5: SHORT STORIES****(9hrs)**Alice Munro : *Friend of My Youth - (1990)*Helen Philips : *The Knowers (2013)***Course outcomes: Upon successful completion of the course, the student will be able to**

- Describe a working knowledge of the cultural and historical contexts.
- Explain distinct literary characteristics of contemporary literature
- Explore literary works from various genres for their structure and meaning,
- Elaborate contemporary literature.
- Distinguish ideas related to the literary works.
- Analyze literary texts in multiple genres.

Prescribed Text:

Harvest - Manjula Padmanabhan - Aurora Metro, 2003.

References:

1. Seamus Heaney: The Crisis of Identity. Floyd Collins. University of Delaware Press, 2003.
2. Poetry of Seamus Heaney: A Critical Study. Narendra Kumar. Pinnacle Technology, 2009.
3. Caribbean Panorama: An Anthology from and about the English-speaking Caribbean with
4. Introduction, Study Questions, Biographies, and Suggestions for Further Reading. ed.
5. Kathleen Kelley Ferracane. La Editorial, UPR, 1999.
6. Perspectives on Wole Soyinka. Biodun Jeyifo. Univ. Press of Mississippi.2013

SHSA1405	Creative Writing	L	T	P	CREDIT
		3	0	0	3

Course Objectives:

- To emphasize the importance of creativity in writing
- To explore students in specified types of creative writing activities
- To make the students analyze various writing styles and strategies
- To retrieve students' originality in writing

UNIT 1: Elements of creativity**(9Hrs)**

Features of imagination- developing Writing Skills - Writing strategies: Description, narration, instructions, recommendations, comparison and contrast, cause and effect, definition, classification- writing autobiography

UNIT 2: Understanding Visualization**(9Hrs)**

Visualize your thoughts – Mindmaps- Quick Writing- Types of creative writing –Poetry, Plays, Movie and television scripts, Fiction, novels, novellas and short stories, Songs, Speeches, Memoirs - situational writing

UNIT 3: Tools and Techniques**(9Hrs)**

Kinds of Writing- Character and Plot development- setting- theme.-point of view.-Dialogue -Metaphors and similes- Using video clippings - Interpretation of pictures and charts-Writing Drama - Dialogues , Story.

UNIT 4: Imaginary Writing**(9Hrs)**

Writing poetry using metaphor, simile - Rhyme scheme- Imaginary Poems-Taboo words - Short story- Writing about improbable conditions- Compare and contrast - Novel Vs short story- Stories -Essays - creativity

UNIT 5: Writing for media**(9Hrs)**

Writing Advertisements-for business -Political news – Sport – Health issues – Business enquiry- Educational- Letter to the editor-Local Problems and Solutions given by the Government-current issues- recommendation keywords

Course Outcomes:

Upon successful completion of the course, the student will be able to

- Explore the distinctive features of creativity
- Recognize patterns and variations in poetry..
- Develop personal creativity in writing.
- Evaluate the effectiveness of a well-written narrative.
- Reflect the writing methodology with creativity
- Compose short stories and discover their own voice.

Prescribed Text:

Organizing creativity by Daniel Wessel (2012)

References:

1. Writing Better English for ESL Learners, Second Edition Paperback –2009
2. Jordan, R. R. Academic Writing Course: Study Skills in English, 3rd edition (1999)
3. On Writing: 10th Anniversary Edition: A Memoir of the Craft Paperback –2010 by Stephen King
4. The Classic Guide to Writing Nonfiction Paperback -2006 by WilliamZinsser
5. The Bloomsbury Introduction to Creative Writing By: Tara Mokhtari- 2015
6. H. Porter Abbott, The Cambridge Introduction to Narrative (Cambridge: CUP, 2008)

SHSA1501	Translation Studies	L	T	P	CREDIT
		3	0	0	3

Course Objectives:

- To familiarize students with the concepts and theories of translation.
- To focus on related subtopics and concepts.
- To compare the historical evolution to present translation.
- To interpret the theoretical consideration of machine translation

UNIT I : Fundamentals of translation (9 Hrs)

Key concepts of translation- A brief history of translation -Theories of translation: linguistic, literary, cultural and communicative translation. -Types of translation: Literary, Non-Literary – Technology aided translation.

UNIT II : Fiction In Translation (9 Hrs)

Franz Kafka (1883-1924) : *The Castle*

UNIT III : Poetry In Translation (9 Hrs)

Alexander Pushkin (1799-1837) : *Remembrance*

Subramania Bharathiyar(1882-1921) : *Much Adored Face is forgotten*

UNIT IV: Drama In Translation (9 Hrs)

Girish Karnad : *Hayavadana*

UNIT V : Short Story (9 Hrs)

Saadat Hasan Manto : *Toba Tek Singh*

Amritha Pritam : *The Weed*

Sujatha : *Washing Machine*

Course Outcomes:

At the end of the course the students will be able to

- Describe critical thinking on the connection between usage of language and translation
- Implement the diverse approaches to translation prevalent within the theories and types of translation
- Elaborate variety of issues in relation to translation, such as gender, power relations, and religion
- Acquire important transferable skills related to translation
- Evaluate the skills required to become a professional translator
- Elaborate the idea about translation competence

Prescribed Text:

A Handbook of Translation Studies (2008) by Biju Kumar Das

References:

1. Baker , M . In Other Words -- A Casebook on Translation, New York- London: Routledge 1997.
2. Gentzer, Edwin, Contemporary Translation Theories, London, Routledge 1993.
3. Malone, Joseph.L, The Science of Linguistics in the Art of Translation: New York Press 1988
4. Newmark, Peter, A textbook of Translation London Now York Prenticehall 1988.
5. Savery, Theodore The Art of Translation, London : Johnathan Cape, 1957
6. Bassnett, susan. Translation Studies, 4th Edition, Routledge (2013)

SHSA1502	American Literature	L	T	P	CREDIT
		3	0	0	3

Course Objectives:

- To make students observe literature in different historical periods in different regions.
- To describe the characteristic perspectives of literature.
- To enhance the knowledge on social, political, cultural, religious contexts
- To introduce correct prose, using various critical approaches to literature

UNIT 1: Poetry**(9Hrs)**

- Detailed:**
1. Robert Frost : *Home Burial*
 2. Emily Dickenson : *Because I could not stop for Death.*

- Non-Detailed:**
1. William Butler Yeats : *The Lake Isle of Innisfree*
 2. Robert Frost : *Mending Wall*
 3. Walt Whitman : *O Captain! My Captain!*

UNIT 2: Prose**(9Hrs)**

- Detailed:**
1. Martin Luther King : *I have a Dream*

- Non-Detailed:**
1. Henry David Thoreau : *Solitude*
 2. Obama's Speech : *Yes, We Can!*

UNIT 3: Fiction**(9Hrs)**

1. Ernest Hemingway : *A Farewell to Arms*
2. Herman Melville : *Moby-Dick*

UNIT 4: Drama**(9Hrs)**

1. Arthur Miller : *All My Sons*
2. Eugene O' Neil : *The Hairy Ape*

UNIT 5: Short Story**(9Hrs)**

1. Edgar Allen Poe : *The Fall of the House of Usher*
2. O. Henry : *The Gift of the Magi*

Course outcomes:

At the end of the course, the students will be able to

- Identify key ideas, representative authors and works, significant historical or cultural events
- Analyze literary works as expressions of individual or communal values
- Demonstrate knowledge of major literary movements, figures, and works in American Literature.
- Synthesize and write about American literature and authors
- Evaluate the characteristic forms or styles of expression
- Produce research-based critical papers about the assigned readings

Prescribed Text:

Bradley, David, et al. Anthology of American Literature. United Kingdom, Longman, 2011.

References:

1. Shuman, R. Baird. Great American Writers: Twentieth Century, New York, 2002.
2. Bercovitch, Sacvan. Gen. Ed. The Cambridge History of American Literature. Cambridge Mass.: CUP, 1999.
3. Gray, Richard. A History of American Literature. New York: Blackwell, 2004. Fiedler, Leslie. Love and Death in the American Novel. New York: Dalkey Archive, 1998.
4. The Vintage Book of American Women Writers. United States, Vintage Books, 2011.
5. The Chronology of American Literature: America's Literary Achievements from the Colonial Era to Modern Times. United Kingdom, Houghton Mifflin, 2004.

SHSA1503	Introduction to Literary Criticism	L	T	P	CREDIT
		3	0	0	3

Course objectives:

- To know about the concepts of Literary Criticism
- To acquaint the reader to the critical approaches of English literature
- To facilitate a chronological overview of critical theories
- To develop an overall understanding on various genres

UNIT – 1 Classical Criticism**9 hrs**

1. Aristotle : *Concepts on Tragedy (From Aristotle's Poetics)*
2. Plato : *Criticism of poetry and drama*

UNIT – 2 Medieval and Renaissance Criticism**9 hrs**

1. Longinus : *On the Sublime*
2. Sir Philip Sidney : *An Apology for Poetry*

UNIT – 3 Neo-Classical Criticism**9 hrs**

1. John Dryden : *Essay on Dramatic Poesy*
2. Samuel Johnson : *Lives of the English Poets*

UNIT – 4 Romantic Criticism**9 hrs**

1. Samuel Johnson : *Views on Shakespeare and the "Three Unities"*
2. Samuel Taylor Coleridge : *Imagination and fancy (from Biographia Literaria)*

UNIT – 5 Feminist Criticism**9 hrs**

1. Elaine Showalter : *'Introduction' in A Literature of Their Own: British Women Novelists from Bronte to Lessing*
2. Simone de Beauvoir : *'Introduction' in The Second Sex*

Course outcomes:

- Recognize the history and concepts of literary criticism.
- Explain theories and approaches of Criticism.
- Compute and formulate an argument about literary theories
- Explain the chronological overview of critical theories.
- Justify feminist criticism as an integral part of literary work.
- Develop various literary theory skills in understanding a particular text.

Prescribed Text:

M.S.Nagarajan. English Literary Criticism and Theory. Orient Blackswan: Hyderabad, 2006.

References:

1. Introduction to Literature, Criticism and Theory Pearson Education; (Jan 2008)
2. A History of Feminist Literary Criticism Cambridge University Press; (Oct 2012)
3. Literary Criticism from Plato to the Present: An Introduction Wiley-Blackwell; (Jan 2011)
4. Principles & History of Literary Criticism, Prakash Book Depot (Jan 2020)

SHSA3001	Technology in Teaching and Learning	L	T	P	CREDIT
		3	0	0	3

Course objectives:

- To apply comprehension strategies
- To train the students in the creation of digital content for the Internet
- To analyze and evaluate different sources of information on the internet
- To encourage and enhance students through interactive, multimedia pages

UNIT 1: Internet Technology**(9Hrs)**

Introduction to digital media- strategies and types- Using audio and video to learn vocabulary and grammar- Compare the features of print and digital technology- Digital Media Ethics - need for editing, proof-reading - Creating and Managing Email Accounts- Future of digital media

UNIT 2: Online Fundamentals**(9Hrs)**

Fundamentals of online communication -Online Tools and Applications -Writing online tests — LSRW skills online - Comprehension check -quizzes, online discussion – Quora - assignment –comprehension strategies- editing online- Posting Online feedback for any article

UNIT 3: Writing for the Web**(9Hrs)**

Writing for the Web -Writing effective headlines - Writing Advertisements for business -Political news - Sport - Health issues – Business enquiry- Educational- Filling an online application - Stylistics and the Media - Blogging - Caption Writing-News Reading and Writing, Copy Editing

UNIT 4: Learn With Social Media**(9Hrs)**

Social media- types- SMART strategies-business etiquettes- marketing -Creating Accounts - On line managing groups –best social media networking sites-Twitter- Face book - Skype- Linked in - Research Gate-You Tube - Flickr - merits and demerits-Impact of Social media in learning English

UNIT 5: Writing for Interactive Media**(9Hrs)**

Technical writing as a career.- Identification of opportunities-e- employment- Creating projects – Creating PowerPoint Presentation– Creating Blogs and You tube videos- uploading-Interactive platforms- Courses and Communication online- Merits and demerits.

Prescribed Text:

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

References:

1. *Writing for the Mass Media* James Glen Pearson Education, 2006(Sixth edition). Stovall
2. *News Writing & Reporting* James A Neal &Surjeeth Publications, 2003 Suzane SBrown
3. *An Introduction to Digital* Tony Feldman (Blueprint Series)1996
4. *Writing and Producing News* Eric Gormly Surjeet Publications,2005
5. *Media in the Digital Age* J.V Pavlik (Paperback - 1 May2008)

SHSA3002	English for Career	L	T	P	CREDIT
		3	0	0	3

Course objectives:

- To understand and offer students self-assessment options for employability skills
- To acquire the knowledge to improve soft skills.
- To upgrade their existing LSRW skills.
- To enhance learning English for socializing and entertainment as well as work

UNIT 1: Introducing Soft Skills**(9Hrs)**

Soft Skills - Communication techniques - Types of Communication - Listening & understanding -Speaking clearly& directly- Writing to the needs of the audience- Reading independently.

UNIT 2: Listening and Speaking Skills**(9Hrs)**

Listening for specific information- Group Discussion- Types of Job Interviews- Making oral presentations – Power Point Presentations - Telephonic Conversation - Public Speaking Techniques.

UNIT 3: Reading and Writing Skills**(9Hrs)**

Comprehension strategies- Reading and Summarizing - Reading and Recalling the data - Précis Writing- Building a Resume - Presenting Data in Verbal and Nonverbal modes- Advertisements

UNIT 4: Personal Skills**(9Hrs)**

Personal Skills-Integrity, adaptability, -Peoples skills- teamwork, communication, respect- Workplace skills- Interpersonal skills- Initiative and enterprise-Professional skills-Learning Technology.

UNIT 5: Employability Skills**(9Hrs)**

Effective communication skills –Applying for Jobs –Preparing Resumes – Writing covering letter – Preparing for interview- Taking interviews –Post –interview follow up.

Course outcomes:

At the end of the course, the students will be able to

- Understand basic knowledge and communication
- Evaluate the importance of LSRW skills.
- Experience the real environment of Job interviews
- learn the various aspects of writing and its techniques.
- Differentiate personal and professional skills.

References:

1. English For Competitive Examinations by R P Bhatnagar and Rajual Bhargava–Macmillan (2019)
2. Employability Skills by David W.G. Hind, Stuart Moss(2005)
3. Delivering Employability Skills in the Lifelong Learning Sector by Ann Gravells(2010)
4. Business Communication Techniques and Methodsby Orient Black Swan(2010)
5. Communication in English and Study Skills by Board of Editors . Orient Longman Private Ltd.,(2008)
6. English for Career Development.Orient Longman,2006

SHSA1601	Modern English Grammar	L	T	P	CREDIT
		3	0	0	3

Course Objectives:

- To understand the concepts of grammar and to identify the constructions, and usages.
- To analyze the use of grammar in written and spoken language, and the notion of standard language.
- To accomplish a communicative approach to grammar.
- To demonstrate more complex grammatical structures in conversations and discussions.

Unit I - The Basics: Form and Function**(9 Hrs)**

The Study of Grammar- The Parts of Speech- Basic Sentence Types-Functions in the Sentence- Parts of Speech, Nouns- Kinds of Nouns, Noun Features, Number, Gender, Case, The Genitive; The Articles; Pronouns-Personal Pronouns, Possessive Pronouns, Reflexive Pronouns, Relative Pronouns, Interrogative Pronouns, Demonstrative Pronouns, Indefinite Pronouns.

Unit II - Phrase and Clause Patterns.**(9 Hrs)**

The Phrase and the clause; Types of Lexical Verbs, Finite and Non-finite, The Infinitive, The Gerunds and The Participles, Auxiliaries And Modals; Tense; Active and Passive; Phrasal Verbs; Some Idiomatic Usages.

Unit III - Conjunctions and Comparatives**(9 Hrs)**

Adjectives, Adjective Features, Syntactic Functions of Adjectives, Order of Adjectives, Comparison of Adjectives. Adverbs- Position of Adverbs, Comparison of Adverbs; Connectives and Discourse Markers; Conjunctions - Subordinating Conjunctions, Coordinating Conjunctions.

Unit IV - Grammar at the Sentence Level**(9 Hrs)**

Questions, Negatives, Commands, Exclamations; The Simple, Complex and Compound Sentences- Introduction-Nominal Clauses, Relative clauses, Adverb Clauses, Comparative Clauses, Co-ordinate Clauses, Interchange of Affirmative and Negative sentences; Tag questions

Unit V - Grammatical Structure & Editing**(9 Hrs)**

Tense and Aspect, Mood, Prepositions and prepositional phrases; Subject- verb agreement, Reported Speech, Punctuation.

Course Outcomes: On completion of the course, student will be able to

- Classify words to use them in sentences with grammatical accuracy.
- Categorize information based on the understanding of reading materials to prepare notes
- Prepare and document to report, identify elements of editing
- Interpret technical definitions related to the text and design a user manual using instructions
- Summarize reading materials and outline an essay on any topic given
- Evaluate their language learning activities in the classroom/ online group environment

Prescribed Text:

Yadurajan K.S. (2014) *Modern English Grammar. Structure, Meanings, and Usage*. Oxford University Press.

References:

1. Thurman, Susan. *The Only Grammar Book You'll Ever Need: A One-Stop Source for Every Writing Assignment*. United States, Adams Media, 2003.
2. Murphy, R., 2012. *English grammar in use*. Cambridge: Cambridge University Press.
3. Venolia, Jan. *Write Right! A Desktop Digest of Punctuation, Grammar, and Style*. United States, Clarkson Potter/Ten Speed, 2011
4. Swan, M. and Walter, C., 2011. *Oxford English grammar course*. Oxford: Oxford University Press.
5. Jespersen, Otto. *Essentials of English Grammar*. United Kingdom, Taylor & Francis, 2013.

SHSA1602	FOLK LITERATURE	L	T	P	CREDIT
		3	0	0	3

Course objectives:

- To enable students to understand and appreciate folklore through songs and riddles
- To introduce students relevant theories of world folklore.
- To enable students to understand the link between culture and language.
- To expose to students folk forms

UNIT – 1 General Folklore**9 Hrs**

Definition of Folk Literature – Concepts of Folklore –Folklore Genres – Nature and Function of Folk Idioms, Sayings, Vocabulary, etc.

UNIT - 2 Folklore Theories**9 Hrs**

Mythological Theories – Performance Theory –Functional Theory –Psychoanalytic Theory

UNIT - 3 Oral Folklore**9 Hrs**

Beliefs, Customs, Festivals, Medicine, etc. – Folk Culture – Folk Religion –Folklore and electronic Technology

UNIT – 4 Folk forms from the world**9 Hrs**

Folk Tales – Folk Songs (Translated Texts) – Folk riddle – Folk Proverbs

UNIT - 5 Current Trends in Folk Literature**9Hrs**

Post Colonialism and Post Modernism Concepts - Feminism Gender Concepts - Gender and Society

Course outcomes:

On completion of the course, student will be able to

- Identify the knowledge of “lores” through cultural contexts.
- Articulate theories and concepts of folk world
- Ascertain the philosophies of different traditions, cultural aspects and texts
- Classify various folk tales for an overall understanding
- Interpret critical and reflective thinking through written and oral texts.
- Summarize folk forms and trends in Folklore

Prescribed Text:

Tribal Language, Literature And Folklore, Rawat Publications (Jan 2019)

References:

1. The Literature beyond Legends, Tales and Myths, Independently published; Amazon (Sep 2017)
2. Comparative Study of Northeastern Folklore and Modern Literary Works, Notion Press;(Aug 2020)
3. Indian Folk Literature in English Translation, Gullybaba Publishing House Pvt. Ltd.; (Jan 2020)
4. Orality and Folk Literature in the Age of Print Culture, Scientific Book Centre; (Jan 2015)

SHSA1603	English for Effective Communication	L	T	P	CREDIT
		3	0	0	3

Course objectives:

- To enable students to achieve a high degree of fluency in English.
- To enhance the effectiveness of oral and written communications
- To equip learners with languages skills that could provide good career opportunities

UNIT 1: An Introduction to Communication**(9Hrs)**

Communication – Basics & Principles– Objectives of Communication – Types-Verbal and non-verbal communication – Barriers to communication– The four essential Communication skills

UNIT 2: Methods & Strategies**(9Hrs)**

Effective Listening - Visual strategies - SWOT Analysis- Vocabulary Development - Digital Literacy- E- Mail Communications - Non-Verbal Communication

UNIT 3: Presentation Skills**(9Hrs)**

Speaking- Formal/ informal - Types-Mock Interview -Group Discussion Etiquettes -Telephone skills - Handling complaints.- Oral techniques.

UNIT 4: Soft Skills**(9Hrs)**

Listening Skills - Motivation skills - Leadership skills- Interpersonal and Team Skills
Emotional Intelligence Skills- Expressing ideas -Training and Feedback

UNIT 5: Technical Communication**(9Hrs)**

Grapevine communication - characteristics and functions-Social Media -Writing Blogs-online discussion- Basic computer skills - Power point presentation.

Prescribed Text:

Synergy: Communication in English and Study Skills, Board of Editors. Orient Longman Private Ltd., 2008

References:

1. *English for Effective Communication* Sanjay Kumar& Push Lata(2014)
2. *Technical Communication : Principles and Practice*, Meenakshi Raman& Sangeetha Sharma (2007)
3. *Presentation Zen: Simple Ideas on Presentation Design and Delivery* by GarrReynolds
4. *Personality Development and Soft Skills* by Barun Mitra (2016)
5. *Introduction to Communication* by S. Steinberg Course Book 1: The Basics (2006)

SHS1109	GENERAL ENGLISH - I	L	T	P	Credits
		3	0	0	3

OBJECTIVES OF THE COURSE:

The paper provides opportunities for students to read and respond to representations of current issues through texts that present themes and topics that are familiar, insightful and informative. The thrust is on preparing students to effectively communicate by applying reflective thinking practices. In this paper students will have an opportunity to improve their vocabulary related to immediate environment, practice speaking skills by discussing about issues based on reading texts, read texts that include everyday problems that provide opportunities to develop problem solving skills in cooperative learning situations, develop writing skills through writing essay, substance of a poem, letters and composition of dialogues.

Learner Outcomes: At the end of the course the students will be able to

- Demonstrate knowledge of linking words related to both spoken and written discourse, identify collocations.
- Apply the rules for writing by using cohesive devices based on prompts given thereby to write letters and reviews
- Demonstrate critical thinking skills by framing questions that generate information related to elements of reasoning
- Read topics suggested for to answer inferential and factual information
- Evaluate written pieces to self correct in the topic areas of determiners, verbs, concord, identifying sentence functions and sentence types

Unit I: Dress in communication

(9Hrs)

Speaking - Rhetorical analysis and Group Discussion. Reading for details and Global Comprehension - *Dress in communication, I have a Dream Speech by Martin Luther King and The Justice Peace by Hilaire Belloc* Critical Thinking: Asking Questions, Analyzing Assumptions and Biases. Vocabulary : Expressions and markers. Collocations – Identifying collocations by reading prose passages mentioned in the unit one. Fill gap and matching type. Language Focus Determiners, Parts of Speech Writing: Paragraph writing based on hints given ('My dream for my family/ country', 'importance of clothing for communication, 'social inequality in society', 'Judge the Book by its Cover- Can we judge people by their appearance?')

Unit II: An Inconvenient Truth

(9Hrs)

Speaking: Debate on the topics related to Environmental issues and Discrimination in Society . Reading for details and Global Comprehension on *An Inconvenient Truth, A Different History* by Kamala Das and Sujata Bhatt. Critical Thinking: Identifying Facts and Opinions, Distinguish a main idea in text from a subordinate idea. Examine views on a controversial issue and consider one's own biases and personal interest.. ' Vocabulary: Collocations, Useful words to express point of view. Language focus- Tenses, Conjunctions and discourse markers Writing- Responding to Slogans, Campaign Leaflet and Writing Film Review , Letter writing

UNIT III: A Speech By N R Narayana Murthy

(9Hrs)

Speaking: Giving Impromptu speeches- Welcome address and Vote of Thanks. Reading for details and Global Comprehension- *A Speech by NR Narayana Murthy and Digging by Seamus Heaney* Critical Thinking: Asking ' wh ' questions Questions, Making informed decisions based on evidence, Examining Evidence by citing evidence from the textbook or lecture to support a position. Vocabulary - Word association, onomatopoeic words. Language focus: Sentence Function and Sentence Kinds Writing: Writing email , Writing Diary Entry

Unit IV: After Twenty Years

(9Hrs)

Listening: For details and Overall Idea , Speaking: Informal Speech, Reading for details and Global Comprehension- *After Twenty Years* by Jamila and *After Twenty Years* by O Henry Writing: Problem solving paragraph writing. Letter to the editor with solutions to current problems related to areas covered in the course Critical Thinking: Problem Solving selecting effective solutions for overcoming obstacles or constraints by explaining why it is the most effective of the possible solutions. Vocabulary : Phrasal Verbs Language Focus Types of sentences -simple, compound and complex. Language Focus: Subject verb Agreement

Unit V: I Love You Mom

(9Hrs)

Listening for details Speaking- Greeting , thanking , apologising, offering condolences by doing Role plays Reading for details and Global Comprehension- *I Love you Mom* by Joanna Fuchs and Prose passage on ' I Love You Mom'. Writing: Writing restaurant review, argumentative writing. Vocabulary: Phrasal Verbs , Synonyms and Antonyms Critical Thinking : Argumentation provides a well-articulated and detailed argument

Text Books Prescribed:

Reflections - An Anthology of Prose, Poetry and Fiction (2015) Foundation Books, Chennai
Sen S , Mahendra etal. (2015) Communication and Language Skills . Foundation books. Chennai

SHS1104	Literary Forms	L	T	P	CREDITS
		4	0	0	4

COURSE OBJECTIVES :

This course provides the opportunity to gain knowledge on the formal and technical elements of literature That will help them to analyse and interpret the literary texts.

LEARNER OUTCOMES:

At the end of the course the students will be able to

- Identify, recollect, define and categorize main genres of literature based on readings specified in the course.
- Analyze instances of the variety of literary forms closely in terms of style, figurative language and convention

UNIT – 1: Poetry (9Hrs)

Nature and Elements of Poetry – Definitions; Classifications of Poetry – Subjective – Objective.
Stanza forms : The Heroic Couplet , The Blank Verse ,The Spenserian Stanza, Terza Rima

UNIT – 2: Verse (9Hrs)

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

UNIT – 3: Narratives in Prose (9 Hrs)

The Essay, Short Story, Literary Criticism. Types of Prose and Prose Style: Autobiography/Biography and Memoir, Travelogue, Periodical Essay, Formal Essay, Personal Essay

UNIT – 4: Drama (9 Hrs)

Elements of Drama, Tragedy, Comedy, One- Act Play, Tragi- comedy, The Masque, Farce, Satire, Dramatic Monologue, Melodrama, Soliloquy, Aside

UNIT – 5: Fiction (9 Hrs)

Elements of Fiction – Historical Novel, Picaresque Novel, Scientific Fiction, Detective Fiction, Novella, Novel of Character , Novel of Sensibility, Novel of Incident, Novel of Manners

Prescribed Text:

A Glossary of Literary Terms – M.H. Abrams – Macmillan Publishers India Ltd

https://mthoyibi.files.wordpress.com/2011/05/a-glossary-of-literary-terms-7th-ed_m-h-abrams-1999.pdf

References :

1. W.H.Hudson : Introduction to the study of English
2. R.J.Rees : An Introduction to English Literature for Foreign students
3. Prasad : A Background to the study of English Literature

SHS1105	HISTORY OF ENGLISH LITERATURE	L	T	P	CREDITS
		4	0	0	4

COURSE OBJECTIVES:

To enrich the students with a wide knowledge of the historical and biographical details of the literary stalwarts of various ages.

LEARNING OUTCOMES: At the end of the course the students will be able to-

- Insight into the distinctive features of major literary movements and genres.
- Familiarize with important literary figures and canonical works of the historical period that is studied.
- They will be expected to know how to read and interpret some key texts.
- Develop a comprehensive idea of the prescribed periods of history and will be able to relate themselves to the millennia-long tradition of knowledge.
- Analyse and evaluate texts that reflect diverse genres, time periods, and cultures.
- Insight into various influences that power and governs literary evaluation.
- Demonstrate knowledge of the history or culture of the English Literature.

Unit 1: Elizabethan Period and Shakespeare Period (9hrs)

Edmund Spenser, John Donne, Thomas Wyatt, John Lyly, George Herbert, Ben Jonson, John Webster, Thomas Nash, Thomas Kyd, William Shakespeare- Characteristics of Shakespearean Plays, Ben Jonson, Francis Bacon, Christopher Marlowe

UNIT 2: Age of Milton & Dryden (9Hrs).

Milton. Metaphysical Poets, Devotional Poets, Cavalier Poets, Richard Crashaw, Robert Herrick, Philip Massinger, Sir Thomas Browne, Edward Hyde, John Dryden, John Bunyan, Samuel Pepys, William Congreve, Ben Johnson.

UNIT 3: Augustan and the Romantic Period (9 Hrs)

Alexander Pope, Joseph Addison, Johnson Swift, Daniel Defoe, Samuel Richardson, Thomas Gray, Dr. Samuel Johnson, James Boswell, Thomas Carlyle, Thomas Gray, William Blake, William Wordsworth, Samuel Taylor Coleridge, Lord Byron, P.B. Shelley, John Keats, Charles Lamb, Jane Austen.

UNIT 4: The Victorian Age (9 Hrs)

Alfred Tennyson, Robert Browning, Mathew Arnold, Charles Dickens, William Thackeray, George Eliot, Thomas Hardy, Gerald Manley Hopkins, W.B Yeats, George Bernard Shaw, Oscar Wilde, Charles Darwin, Thomas Carlyle, John Ruskin, William Butler Yeats, Henry James,

UNIT 5: Twentieth Century: The Modern Period: (9 Hrs)

E.M Forester, Ezra Pound, William Carlos Williams, D.H. Lawrence, H.G. Wells, James Joyce, G.K. Chesterton, Virginia Woolf, E.E Cummings, Samuel Beckett, George Orwell, Tennessee Williams, Alice Walker, Margaret Atwood.

TEXT BOOK:

1. Hudson, William Henry. *An Outline History of English Literature*. Atlantic Publishers, 2000.

REFERENCE BOOKS:

1. Albert, Edward. *History of English Literature*, Oxford University Press, 1975
2. Alexander, Micheal. *A History of English Literature*. Macmillan Foundation, London, 2000
3. Blamires, Harry. *A Short History of English Literature*, Taylor and Francis, London, 1984
4. *A Short History of English Literature*, Crompton Rickett, Cambridge Companion.
5. Nptel online course : https://onlinecourses.nptel.ac.in/noc17_hs29/preview

SHS1110	GENERAL ENGLISH – II	L	T	P	Credits
		3	0	0	3

OBJECTIVES OF THE COURSE:

The paper provides opportunities for students to read and respond to representations of current issues through texts that present themes and topics that are familiar, insightful and informative. The thrust is on preparing students to effectively communicate by applying reflective thinking practices. In this paper students will have an opportunity to improve their vocabulary related to immediate environment, practice speaking skills by discussing about issues based on reading texts, read texts that include everyday problems that provide opportunities to develop problem solving skills in cooperative learning situations, develop writing skills through writing essay, substance of a poem, letters and composition of dialogues.

Learner Outcomes: At the end of the course the learners will be able to –

- Demonstrate knowledge of linking words related to both spoken and written discourse, identify collocations, words to express one's point of view both in writing and speaking
- Apply the rules for writing compare and contrast paragraphs by using cohesive devices based on prompts given, write imperative sentences as instructions based on prompts
- Demonstrate critical thinking skills by framing questions that generate information related to elements of reasoning
- Read topics suggested for to answer inferential and factual information
- Evaluate written pieces to self correct in the topic areas of verbs, reported speech, punctuation

UNIT I : Unity of Minds - A P J Abdul Kalam

(9Hrs)

Listening for details, Speaking - making a presentation , Reading for details and Global Comprehension *Unity of Minds* by APJ Abdul Kalam -Vocabulary Binomials Writing: Writing compare contrast paragraphs by representing data given in pie chart, Tables; Writing Speeches. Vocabulary : Binomials , Affixes Language Focus : Active and Passive Voice , Punctuation. Critical Thinking : Comparing & Contrasting presenting information by including important characteristics on which the items should be compared or contrasted

Unit II: Leave this Chanting and Singing and Telling of Beads by Rabindranath Tagore and *Engine Trouble* by R K Narayanan

(9Hrs)

Listening for details Speaking: Giving impromptu speech based on topics given in the class for clarifying one's point of view. Reading for Comprehension and for overall idea -*Leave this Chanting and Singing and Telling of Beads* by Rabindranath Tagore and *Engine Trouble* by R K Narayanan , Vocabulary : Archaic words , phrases Writing: Language Focus Imperatives. Writing Writing Instructions and recommendations based on quotations given as prompts, writing an advertisement Critical Thinking: Expressing point of view

UNIT III: The Happy Prince by Oscar Wilde

(9Hrs)

Speaking Telephonic conversation, Drama In the class based on the story prescribed Reading for details and Global Comprehension *The Happy Prince* by Oscar Wilde Language Focus: Adjective- degrees of Comparison ,Functional and personal Nouns Vocabulary : positive and negative connotations. Writing: Letter writing- personal letters Critical Thinking Self-regulation: Continuing improvement in thinking, involving monitoring one's cognitive process and correcting errors and biases as needed.

UNIT IV: Two Gentlemen of Verona by A J Cronin

(9Hrs)

Listening for Overall information of '*Anthem for Doomed Youth*' by Wilfred Owen Speaking: Making requests and suggestions. Reading for details *Two Gentlemen of Verona* by A J Cronin , Vocabulary: Simile, metaphor , adjectives to describe people and their personalities. Idioms. Writing: Writing recommendations; Narratives based on prompts on plot and characters. Critical Thinking identifying the subject of the investigation and presenting a well-articulated solution to the confusions or contradictions associated with the situation based on listening speaking tasks in the class. Creative writing - stories and poems Language Focus: Reported Speech

Unit V: The Avenger by Anton Chekhov

(9Hrs)

Listening for specific details Speaking using imagination . Reading to identify factual and inferential information Writing: Imaginative writing by predicting. Vocabulary : Countables forms and meaning, foreign nouns and framing of plurals. Language focus: Modal verbs, use of would. Critical Thinking : Deductive reasoning- generating a valid prediction or conclusion by articulating the relationship between the prediction or conclusion

Text Books Prescribed:

Reflections - An Anthology of Prose, Poetry and Fiction (2015) Foundation Books, Chennai
Sen S , Mahendra etal. (2015) Communication and Language Skills . Foundation books. Chennai

Reference Links on Critical Thinking

<https://designteachengage.wisc.edu/course-activities-learner-interaction/sdc-activity-types-active-learning/>
<https://www.uen.org/rubric/previewRubric.html?id=1219>
<https://www.diigo.com/profile/Teachonlineuw?query=%22Critical+Thinking%22+rubric>

SHS1106	Fiction – I	L	T	P	CREDIT
		4	0	0	4

COURSE OBJECTIVES: The course aims to develop working knowledge and understanding of the fiction and to familiarize students with the cultural diversity of the world in relation Fiction in English language and to extend various perspective readings

LEARNER OUTCOMES: At the end of the course the students will be able to do following through presentations and writing assignments and tests -

- Examine short stories and novels analytically and interpretively, to identify and analyze literary elements like plot, character, setting, tone, point of view, theme, style, symbol, metaphor, and image.
- Compare and contrast authors' treatments of theme, character, and subject matter, as well as synthesize diverse critical studies of a given author or particular short stories or novels.
- Trace the historical development of the short story and the novel by examining selected representational works.

UNIT – I INTRODUCTION TO FICTION (9 Hrs)
Types of fiction –Elements of fiction – Structure – Plot – Character – Setting –Points of view

UNIT – II HISTORICAL NOVEL (9 Hrs)
Detailed: Charles Dickens: *A Tale of Two Cities*
Non Detailed: Sir Walter Scott: *Ivanhoe*

UNIT – III PICARESQUE NOVEL (9 Hrs)
Detailed: Daniel Defoe: *Moll Flander*
Non Detailed: Henry Fielding: *The History of Tom Jones*

UNIT – IV DETECTIVE FICTION (9Hrs)
Detailed: Wilkie Collins: *The Moon Stone*
Non Detailed: Arthur Conan Doyle: *The Hound of the Baskervilles*

UNIT – V SCIENCE FICTION (9Hrs)
Detailed: H.G.Well: *Time Machine*
Non Detailed: Issac Asimov: *Nightfall*

REFERENCE

1. Steven Craft and Helen D. Cross- *Literature, Criticism, and Style: A Practical Guide to Advanced Level English*. Oxford: OUP, 2000
2. Ian Watt. *The Rise of the Novel*. University of California Press, 2001
3. Wayne C. Booth. *Rhetoric of Fiction*, Chicago: The University of Chicago Press, 1983
4. Percy Lubbock. *Craft of Fiction*. Penguin, 2007
5. E.M.Forster. *Aspects of the Novel*. Trinity College: Cambridge Press, 1927
6. X.J.Kennedy, Dana Gioia . *An Introduction to Fiction*. Boston: University of Southern California, 2016.

SHS1107	POETRY- I	L	T	P	CREDITS
		4	0	0	4

COURSE OBJECTIVES: The course aims to introduce the students to different forms of poetry and the poetic expressions of great poets from the age from Chaucer to the Romantic Period.

LEARNER OUTCOMES: At the end of the course the students will be able to

- Recognize and define major poetic forms such as lyric poetry, narrative poetry.
- Understand and appreciate the literal and symbolic/inner meaning (connotative and denotative meaning) of a poem.
- Identify and analyse special stylistic features of poetry such as imagery, tone, atmosphere, special linguistic and stylistic features, and imagery.
- Explore the contribution of literature to an understanding of areas of human concern.
- Familiarize students with major authors, text and movements in English literary history.
- Locate the diverse contexts (socio-political, cultural) from which the canon has been re-conceptualized

UNIT 1: Introduction to Poetry and Poetic Forms (9 Hrs)

Poetry- d

Definition of poetry, Lyric, Ode, Sonnet, the Dramatic Monologue, Elegy, Epic, Ballad. Satire, Allegory, Stanza Simile and Metaphor.

UNIT 2: Chaucer and Elizabethan Age (9 Hrs)

Detailed: 1. Shakespeare's Sonnet No. 116 : *Let me not to the marriage of true minds...*
2. John Donne : *Death Be Not Proud*
3. Rudyard Kipling : *If*

Non-Detailed: 1. Chaucer's – *Prologue to Canterbury Tales*- The Knight, The Wife Of Bath, The Friar, and The Monk.

UNIT 3: Age of Milton and Augustan Age (9 Hrs)

Detailed: 1. John Milton : *On his Blindness*
2. John Dryden : *Alexander's Feast; or, The Power Of Music*

Non-Detailed: 1. Alexander Pope : *The Rape of the Lock (Canto I)*
2. John Milton : *Lycidas*

UNIT 4: Transitional Age (Pre-Romantics) (9 Hrs)

Detailed: 1. William Blake : (i) *The Tyger*
(ii) *The Poison Tree*
2. Robert Burns : *A Red, Red Rose*

Non-Detailed: 1. Thomas Gray : (i) *Elegy Written on a Country Churchyard*
(ii) *Ode on the Spring*
2. Oliver Goldsmith : *The Village Schoolmaster*

UNIT 5: Romantic Age: (9 Hrs)

Detailed: 1. John Keats : *'La Belle Dame Sans Merci'*
2. Alfred Lord Tennyson : *Ulysses*
3. Percy Bysshe Shelley : *Ozymandias*

Non-Detailed: 1. William Wordsworth : *The Tables Turned*
2. John Keats : *Ode on a Nightingale*

REFERENCES BOOKS:

1. Jerome McGann. *The Oxford Book of Romantic Period Verse*, Oxford, 1994.
2. Bristow, Joseph. *The Cambridge Companion to Victorian Poetry*. Cambridge: Cambridge University Press, 2000
3. Bugeja, Micheal. *The Art and Craft of Poetry*. Cho: Writer's Digest Books, 2001
4. Quinn, Vincent. *Pre-Romantic Poetry*. Northcote House, 2012
5. Sitter, John. *The Cambridge Companion to Eighteenth-Century Poetry*. Cambridge: Cambridge University Press, 2001

SHS1108	SOCIAL HISTORY OF ENGLAND	L	T	P	CREDIT
		4	0	0	4

COURSE OBJECTIVES:

The course aims to develop working knowledge and understanding of the cultural and historical diversity of England in relation English language and literature so as to enable them to critically analyse the influence of history and cultural diversity on literature and language.

LEARNER OUTCOMES:

At the end of the course the students will be able to do following through presentations ,writing assignments and tests

Identify, recollect, define and categorise main trends in the social history of England and their influence on literature based on readings specified in the course

UNIT 1: (9Hrs)

Tudor England: The Renaissance and the Reformation, The Counter Reformation, The Elizabethan Theatre

UNIT 2: (9Hrs)

Restoration England (1660 to 1688): Social Life, The Age of Queen Anne, The Coffee Houses. The Industrial Revolution, The Agrarian Revolution.

UNIT 3: (9Hrs)

The effects of the French Revolution. The Victorian Age, The Reform Bills, Development of Transport and Communications, Development of Education

UNIT 4: (9Hrs)

The Dawn of Twentieth Century, Life Between the Two World Wars, Social Security and welfare state.

UNIT 5: (9Hrs)

Effects of Cold War, Life in the Eighties, The Origin and Growth of Political Parties in England.

REFERENCES:

1. Ashok, Padmaja. *Social History of England*, Orient Black Swan, 2011
2. G.M. Trevelyan: *English Social History*, Longman, London, 1944
3. Sharma, P.D. *Essential British History-Made Easy*, Kitab Ghar, 1975
4. Xavier, A.G. *Introduction to Social History of England*, Chetput, 1993
5. Briggs, Asa. *A Social History of England*, Penguin, 1999.

SHS1201	DRAMA-I	L	T	P	CREDIT
		4	0	0	4

COURSE OBJECTIVES: The objectives of the course include to enable the students to understand the origin and development of English drama thereby to critically appreciate the trends that influenced the theatre and drama. The course provides them an insight into popular culture and its dramatic expressions.

LEARNER OUTCOMES: On completion of the course, the students will be able to
 Demonstrate their understanding of evolution of English drama, analyse the relationship between ideology and culture and their various dramatic expressions to identify, recollect, define and categorise main trends in the area of drama based on readings specified in the course.

UNIT 1: 0450 - 1066: Old English (Anglo-Saxon) Period & 1066 - 1500: Middle English Period (9 Hrs)

DETAILED:

1. Marlowe- Dr.Faustus
2. Kyd-Spanish Tragedy

Non-Detailed:

The beginnings – liturgical plays – Miracles – Moralities – Interludes – first English Comedy
 - Tragedy – Senecan Plays – University wits – Lyly – Nash.

UNIT 2: 1500 - 1600: The Renaissance (Early Modern) Period; 1558 - 1603: Elizabethan Age & 1603 - 1625: Jacobean Age (9 Hrs)

DETAILED:

1. Ben Johnson- The Alchemist

Non-Detailed:

1. Thomas Heywood-A woman killed with kindness

UNIT 3: Caroline Age; Commonwealth Period; Restoration, the Augustan Age (9 Hrs)

DETAILED:

1. Oliver Goldsmith- She stoops to conquer

Non-Detailed:

1. Sheridan-The Rivals

UNIT 4: The Romantic Period (9 Hrs)

DETAILED:

1. Oscar wilde-An ideal husband

Non-Detailed:

- 1.. Sam shepard-Buried child

UNIT 5: Victorian age (9 Hrs)

DETAILED:

1. G B Shaw-Pygmalion

Non-Detailed:

1. John synge-The playboy of the western world

References:

1. Shepard, Sam (2006). *Buried Child*. New York: Random House. p. viii.
2. Beckett, S., *Waiting for Godot*, (London: Faber and Faber, [1956] 1988), Edited by Phyllis F. Edelson
3. Marlan, Michael. *D.H. Lawrence - The Widowing of Mrs Holoyd and the Daughter in Law*. Heinemann: London
4. Marlowe, Christopher (1962). *Bevington, David; Rasmussen, Eric, eds. Doctor Faustus*, A- and B-texts (1604, 1616). Manchester.
5. Chambers, E. K. *The Elizabethan Stage*. Four volumes. Oxford: Clarendon Press, 1923.
6. Jackson, Russell (ed) (2000) [1980]. *The Importance of Being Earnest*. London: A & C Black. ISBN 071363040X.
7. The Earl of Harewood and Antony Peattie. *Kobbé's Complete Opera Book*. Ebury Press, London 1997.

SHS1202	Fiction – II	L	T	P	CREDIT
		4	0	0	4

COURSE OBJECTIVE: The objective of the course is to provide the opportunity to study the literary texts that reflects the socio-cultural and political interests of the period

LEARNER OUTCOMES: On completion of the course, the students will be able to -

- Analyze literature using appropriate terminology and common rhetorical figures.
- Analyze representative tragedies and romances in terms of the language, characters, and themes.
- Demonstrate knowledge of techniques and styles based on types of fiction history and culture.
- Identify and illustrate with examples, the elements of fiction, figures of speech, theoretical concepts introduced.
- Read, summarize, and evaluate critically the works suggested for the course.

UNIT – 1 NARRATIVE STRATEGIES

(9 Hrs)

Narrative Techniques and Styles –Types of Fiction, Structuralism, Imagism, Symbolism. Stream of Consciousness. Figures of Speech.

UNIT – 2 : Stream of Consciousness

(9 Hrs)

DETAILED: Salman Rushdie - Midnight's Children

NON-DETAIL: William Faulkner-The Sound and the Fury

UNIT – 3: Satire /Romance

(9 Hrs)

DETAILED- Jane Austen- Pride and Prejudice

NON-DETAILED- George Orwell - Animal Farm

UNIT – 4: Gothic Fiction

(9 Hrs)

DETAILED-Dickens – Great Expectation

NON-DETAILED- Mary Shelley-Frankenstein

UNIT – 5 Tragedy

(9 Hrs)

DETAIL- Thomas hardy – Tess of D'Urberville

NON-DETAIL- Leo Tolstoy- Anna Karenina

REFERENCE

McIlloagh Bruce: Representative English Novels

Barbara Nardy: Moral Art of Dickens

Beach J. Warren: The Technique of Thomas Hardy

Edward Wagenknecht: Cavacadet English Novel

Kettle Arnold: An Introduction to English Novel Vol. I, Vol. II

SHS1203	Poetry – II	L	T	P	CREDIT
		4	0	0	4

COURSE OBJECTIVE:

To introduce the students to the basic elements of poetry, including the stylistic and rhetorical devices employed in poetry, and to various genres of poetry.

LEARNER OUTCOMES: On completion of the course, the students will be able to -

- Analyze literature using appropriate terminology and common rhetorical figures.
- Inculcate a sense of appreciation of English Poetry in students.
- Refresh the existing knowledge of the students concerning social, political, historical, philosophical and cultural characteristics of the Victorian and Modernist period.
- Train students in various perspective readings in poetry like gender, race, caste, ethnicity, religion, region, environment and nation etc.
- Enable to correlate their own sensibilities with the literary expressions in the text.
- Exhibit a vast panorama of literary devices used to create poetic world.

UNIT - 1 (9 Hrs)

- Detailed:** 1. Robert Browning: *My Last Duchess*
2. Thomas Hardy: *The Darkling Thrush*
Non- Detailed: 1. Gerard Manley Hopkins: *The Windhover*
2. Matthew Arnold: *The Scholar Gipsy*

UNIT - 2 (9 Hrs)

- Detailed:** 1. W.B. Yeats: *'Easter 1916'*
2. W.B. Yeats: *A Prayer for My Daughter*
Non- Detailed: 1. Robert Browning: *Andrea Del Sarto*
2. T.S. Eliot: *The Love Song of J. Alfred Prufrock*

UNIT - 3 (9 Hrs)

- Detailed:** 1. Alfred Lord Tennyson: *Break, Break, Break*
2. Dylan Thomas: *And Death Shall Have no Dominion*
Non- Detailed: 1. W.H. Auden: *The Unknown Citizen*
2. Christina Rossetti: *The Blessed Damozel*

UNIT - 4 (9 Hrs)

- Detailed:** 1. Wilfred Owen: *1914*
2. Matthew Arnold: *Dover Beach*
Non- Detailed: 1. Philip Larkin: *Church Going*
2. D.H. Lawrence: *Snake*

UNIT – 5 (9 Hrs)

- Detailed:** 1. Gerard Manley Hopkins: *God's Grandeur*
2. George Eliot: *Count That Day Lost*
Non- Detailed: 1. Ted Hughes: *The Thought-Fox*
2. Christina Rossetti: *A Birthday*

References:

1. Prasad, B. *A Background to the Study of English Literature*. Rev. ed. Chennai: Macmillan, 2008.
2. Hudson, W.H.: *An Introduction to the Study of English Literature* (Chapter 3: The Study of Poetry)
3. Cronin, Richard, Antony H. Harrison & Alison Chapman *A Companion To Victorian Poetry*. John Wiley and Sons Ltd., 2002
4. Birch, Dinah ed. *The Oxford Companion to English Literature*, Oxford: OUP, 2009
5. Sanders, Andrew. *The Short Oxford History of English Literature*, Oxford: OUP, 2004
6. Roberts, Neil ed. *A Companion to Twentieth Century Poetry*, Oxford: Blackwell, 2003

SHS1204	INDIAN LITERATURE IN ENGLISH	L	T	P	CREDIT
		4	0	0	4

COURSE Objectives:

To introduce learners to Indian fictional and poetic writings in English

To make learners aware of the prominent Indian writers and sensitize them to the value system of this literature.

LEARNER OUTCOMES: On completion of the course, the students will be able to -

- Analyze literature using appropriate terminology and common rhetorical figures.
- Analyze representative trends thereby to identify the themes and characters and incidents and the language
- Demonstrate knowledge of techniques and styles based on types of history and culture.
- Identify, and illustrate with examples, the elements of fiction, figures of speech, theoretical concepts introduced.
- Demonstrate an ability to read, summarize, and evaluate critically fiction suggested for the course

UNIT – I Overview of the origin and development of Indian writing in English

(9 Hrs)

The impact of British rule on Indian literature– the Gandhian movement and its impact on Indian Literature – post-independence writers – Contemporary Indian women writers

UNIT – II Poetry

(9 Hrs)

Rabindranath Tagore- *Endless Time*
 Nissim Ezekiel - *A Poem of Dedication*
 Keki N Daruwala- *The Unrest of Desire*
 Sarojini Naidu - *Bird Sanctuary*
 Kamala Das - *The Old Playhouse*

UNIT – III Drama

(9 Hrs)

Girish Karnad – *Nagamandala*
 Vijay Tendulkar – *Ghasiram Kotwal*

UNIT – IV Fiction

(9 Hrs)

R.K. Narayan–*Swami and Friends*
 Anita Desai–*In Custody*
 Kushwant Singh – *The Sunset Club*

UNIT – V Short Stories

(9Hrs)

Mulk Raj Anand -*Two Lady Rams*
 Aravind Adiga -*The Sultan's Battery*
 Raja Rao– *India - A Fable*

References

1. K.R.Sreenivasa Iyengar. *Indian Writing in English* Delhi, Sterling, 1984.
2. M.K.Naik. *A History of Indian English Literature* Delhi, Sahitya Academi, 1982.
3. A.K.Mehrotra. *A Concise History of Indian Literature in English*. Delhi, Permanent Black, 2008
4. M.K.Naik. *Perspectives on Indian Poetry In English*. Delhi, Abhinav Publication, 1984
5. M.K.Naik. S.M.Punekar (ed) *Perspectives on Indian Drama in English* & Delhi, Permanent Black, 1977
6. H.M.Williams. *Indo-Anglian Literature A Survey 1800-1970*. Bombay, Orient Longman, 1976

SHS1205	WOMEN'S WRITING	L	T	P	CREDIT
		3	0	0	3

COURSE DESCRIPTION:

The course provides students with an overview of select women's writing from the history.

Students are exposed to different genres from around the world. This course builds upon students' existing writing skills through textual analysis, dialogue based on reading assignments

Course Objectives: The objectives of the course is to enable the students to -

- Identify some authors, themes, and genres in women's writing
- Consider cultural and global contexts in women's writing
- Differentiate important implications of women's literature in terms of the study of English literature, and the arts and humanities.
- Compare the developments, themes, and narrative strategies used by women writers expressing in English-language

LEARNING OUTCOMES: After completing the course students will be able to

- Recall some of the developments, themes, and narrative strategies of English-language feminist fiction
- Analyse literary texts through the perspective of gender
- Identify the central points of a selection of feminist theory to use it as a context for reading literary texts
- Analyse and engage in theoretical and scholarly debates about feminist fiction

UNIT – I ESSAY (9 Hrs)

1. Virginia Woolf: "Shakespeare and his Sister" (Excerpt from A Room of One's Own)
2. Alice Walker: "In Search of our Mothers' Gardens" (From In Search of Our Mother's Gardens)

UNIT – II POETRY (9 Hrs)

- Marianne Moor : "Poetry"
- Adrienne Rich : "Aunt Jennifer's Tigers"
- Kamala Das: "My Grand Mother's House"
- Margaret Atwood : "Spelling"
- Kishwar Naheed : "I am not That Woman"

UNIT – III SHORT STORY (9 Hrs)

1. Mrinal Pande: Girls (Short Story)
(From: Das, Monica. (ed) Her Story So Far : Tales of the Girl Child in India. Delhi, Penguin 2003.)
2. Katherine Mansfield : The Garden Party (Short Story)
(From: Norton Anthology of English Literature, Vol. 2. 7th Edition. New York, Norton & Co. 2000. 2423-2432)

UNIT – IV FICTION (9 Hrs)

- Alice Walker- "The Color Purple"

UNIT – V DRAMA (9 Hrs)

- Lorraine Hansberry-A Raisin in the Sun
- Caryl Churchill – Cloud Nine

Reference:

1. Gilbert, Sandra and Susan Gubar. The Mad Woman in the Attic: The Woman Writer. Yale UP, 1978. Goodman, Lisbeth ed. Literature and Gender. New York: Routledge, 1996.
2. Green, Gayle and Copelia Kahn. Making a Difference: Feminist Literary Criticism. New York: Routledge. Humm, Maggie ed. Feminisms: A Reader. New York: Wheat Sheaf, 1992.
3. Jain, Jasbir ed. Women in Patriarchy: Cross Cultural Readings. New Delhi: Rawat, 2005
4. Rich, Adrienne. Of Woman Born. New York: Norton.
5. Spacks, Patricia Mayor. The Female Imagination. New York: Avon, 1976.
6. Tharu, Susie and K Lalitha. Women Writing in India Vol I & II. New Delhi: OUP, 1991.
7. Walker, Alice. In Search of our Mothers' Gardens. New York: Harcourt Brace Jovanovich, 1983.
8. Woolf, Virginia. A Room of One's Own. London: Hogarth, 1929

SHS1206	Drama - II	L	T	P	CREDIT
		3	0	0	3

COURSE OBJECTIVES: The objectives of the course include to enable the students to understand the development of English drama from the time of 20th Existentialists Dramas, thereby to critically appreciate the trends that influenced the theatre and drama. The course provides them an insight into popular culture and its dramatic expressions.

Learner Outcomes: On completion of the course, the students will be able to
 Demonstrate their understanding of evolution of English drama, analyse the relationship between ideology and culture and their various dramatic expressions to identify, recollect, define and categorise main trends in the area of drama based on readings specified in the course.

UNIT – 1 (20th Existentialists Dramas) (9 Hrs)

Detailed : Jean-Paul Sartre : **The Respectful Prostitute**
 Non-Detailed : Albert Camus, **Caligula**

UNIT – 2 (Early 20th Century Drama) (9 Hrs)

Detailed : Galsworthy : **Justice (1910)**
 Non-Detailed: J.M. Barrie **The Admirable Crichton (1916)**

UNIT – 3 (20th Century Drama) (9 Hrs)

Detailed : T.S. Eliot : **Murder in the Cathedral(1935)**
 Non – Detailed: Arthur Miller : **Death Of A Salesman (1949)**

UNIT – 4 (20th Century - Absurd Drama) (9 Hrs)

Detailed : Harold Pinter : **The Caretaker (1960)**
 Non- Detailed : John Osborne : **Look Back in Anger (1956)**

UNIT - 5 (21st Century Feminist Drama) (9 Hrs)

Detailed : Martin McDonagh : **The Beauty Queen of Leenane (1996)**
 Non – Detailed : Caryl Churchill : **Top Girls (1982)**

References:

1. Bentley, Eric, *The Theory of the Modern Stage: An Introduction to Modern Theatre and Drama* London: Penguin, 1992
2. Fischer-Lichte, Erika, *History of European Drama and Theatre* London: Routledge, 2002

SHS1207	INTRODUCTION TO LINGUISTICS	L	T	P	CREDIT
		4	0	0	4

Course Objectives:

To introduce students to Linguistics as a scientific study of language and to familiarize them with different branches, basic concepts involved in the area of linguistics

Learning outcomes: At the end of the course, the student will be able to:

- Define the concepts of linguistics as a scientific study of language, demonstrate their knowledge of the main ideas of how the concept of language is defined in linguistics and various branches of linguistics by recollecting key terms and illustrate by giving examples, reason about its applicability on spoken language, written language and sign language, as well as on animal communication.
- Differentiate between a descriptive and a prescriptive view on linguistic phenomena and between fundamental concepts and distinctions in linguistics
- discuss some basic concepts within diachronic variations in language with examples
- describe and illustrate basic concepts like Varieties of dialect, Register, within morphology, such as: defining word, illustrating word formation
- define and analyse linguistic material with regards to the basic Sentence Patterns: Intransitive Predicate Pattern, Transitive Predicate Pattern
- recall definitions of Transformational Generative Grammar. Supra- Sentential Grammar.
- Semantic roles account for basic concepts within semantics and pragmatics with a focus on lexical semantics (e.g. synonymy, antonymy, hyponymy, homophony)

UNIT I - Basic Concepts of Linguistics

(9 Hrs)

What is Language, definitions of language. Language as a means of communication. Language is arbitrary. Language is a system of systems. Language is vocal. Language VS animal communication . Language is a form of social behaviour. Language is a symbol system. Productivity. Why study language? Linguistics- Definition. Linguistics as a Science. Descriptive, comparative and Historical Linguistics. Branches of Linguistics- Psycholinguistics, Socio linguistics, Anthropological Linguistics, Literary Stylistics. Relationship between branches of linguistics.

UNIT II – Fundamental Concepts and Distinctions in Linguistics

(9 Hrs)

The Language / Parole distinction, and competence vs Performance. Branches of Linguistics . Diachronic and Synchronic Approaches.

UNIT III – Modern Linguistics

The Study of Language Variation . Some diachronic variations in Language. Synchronic Variations due to language contact. Varieties of dialect. Register & Classification of Register.

(9 Hrs)

UNITIV – Study of Language; Study Language

(9 Hrs)

Functions and Definitions of Grammar . Morphology and word Formation. Segmentation. Ways of word formation – Affixes, Conversions, compound formation, Reduplication, Clippings, acronyms, Blends and Borrowings.

UNIT V – Syntax and Semantics

(9 Hrs)

A Basic Sentence . Basic Sentence Patterns: Intransitive Predicate Pattern, Transitive Predicate Pattern. Structuralists view of Grammar. Transformational Generative Grammar. Supra- Sentential Grammar. Semantics. What is Meaning? lexical and grammatical meaning

Text Book:

Syal P.& Jindal D.V.(2009) An Introduction to Linguistics PHI Learning Pvt Ltd. New Delhi

Reference:

Bruce Haye et al. (2013)Linguistics: An Introduction to Linguistic Theory. John Wiley & Sons. India

Elizabeth Winkler. (2015)Understanding Language: A Basic Course in Linguistics. Bloomsbury Publishing.

Wrenn C. L. English Language ISBN 9780706999068. Vikas Publications. India

Jespersen. Otto. (2010). Growth and Structure of English Language- Nabu Press. ISBN-13: 978-1177766593

Albert C. Baugh. (2012) A History of English Language. Pearson

Verma S.K. & Krishnaswamy N. (1997) Modern Linguistics: An Introduction. Mazon

Wood. (2014). An Outline History of The English Language.

Elements of English Rhetoric and Prosody- Bose & Sterling

A Textbook of English Phonetics for Indian Students- T. Balasubramanian

'An Encyclopedia of Linguistics- David Crystal An Introduction to Linguistics- Syal and Jindal.

SHS1208	SHAKESPEARE	L	T	P	CREDIT
		4	0	0	4

COURSE OBJECTIVE: The objectives of the course are to provide an insight into the age of Shakespeare to understand the themes and techniques of Shakespearean plays and sonnets so as to critically analyse and appreciate Shakespeare's works

Learner Outcomes

Upon successful completion of the course, the will be able to

- Identify and describe distinct literary, cultural, and historical characteristics of Shakespeare's plays
- Display a working knowledge of dramatic and poetic structures present in Shakespeare's work, as well as a familiarity with many of the varied interpretations, analyses, and dramatizations of these works since the 16th century
- Identify the distinct literary genres of the tragedies, comedies, and histories present in Shakespeare's work
- Demonstrate greater reading fluency of Elizabethan English
- Analyze Shakespeare's plays for their structure and meaning, using correct terminology
- Effectively communicate ideas related to Shakespeare's plays during class and group activities

UNIT 1: Life and works of Shakespeare (9 hrs)

Life of Shakespeare- works of Shakespeare-Elizabethan Theatre- Stage conditions- special features

UNIT 2: Historical Plays (9 hrs)

Detailed: Julius Caesar

Non detailed: Coriolanus

Non detailed: Richard II

UNIT 3: Tragedies of Shakespeare (9 hrs)

Detailed: Macbeth

Non detailed: Othello

Non detailed: Romeo and Juliet

UNIT 4: comedies of Shakespeare (9 Hrs)

Detailed: Merchant of Venice

Non detailed: A midsummer Night's Dream

Non detailed: As you like it

UNIT 5: Romance plays (9 Hrs)

Detailed: The Tempest

Non detailed: The winter's tale

Non detailed: Cymbeline

References:

1. Will in the World: How Shakespeare Became Shakespeare by Stephen Greenblatt Published 2005 by W.W. Norton (first published 2004) ISBN 039332737X
2. Shakespeare, a bibliographical guide Stanley Wells. Oxford: Oxford University Press, 1990.
3. Shakespeare's theatre : a dictionary of his stage context, Hugh M. Richmond. New York: Continuum, 2002.
4. William Shakespeare: his world, his work, his influence John F. Andrews, ed. New York: Scribner, 1985. 3 volumes.
5. The Oxford Companion to Shakespeare, Michael Dobson and Stanley Wells, eds. Oxford: Oxford University Press, 2001
6. A Companion to Shakespeare's works Richard Dutton and Jean E. Howard, eds. Malden, MA: Blackwell Publishing, 2000.
7. The Cambridge Companion to Shakespeare Margreta de Grazia and Stanley Wells, eds. Cambridge: Cambridge University Press, 2001.

SHS1209	CONTEMPORARY LITERATURE	L	T	P	CREDIT
		4	0	0	4

COURSE Objective: To provide the students an overview of the origin and development of literature after World War II, especially poetry, prose and drama that evolved in the period between 1930s and 2010 .

LEARNER OUTCOMES:

Upon successful completion of the course, the student should:

1. Display a working knowledge of the cultural and historical contexts of significant works prescribed for study
2. Identify and describe distinct literary characteristics of contemporary literature and demonstrate an understanding of how 21st century culture, trends, and historical events affect the literature produced today
3. Analyze literary works from various genres for their structure and meaning, using correct terminology
4. Write analytically about contemporary literature
5. Effectively communicate ideas related to the literary works during class and group activities

UNIT 1: POETRY

(9 hrs)

DETAILED:

1. Maya Angelou- Still I Rise, Touched by an Angel
2. Margaret Atwood- You fit into me, Night poem
3. Marion Angus- Mary's song

Non-Detailed:

1. Rupert Brooke- The soldier
2. E.E.CUMMINGS- I carry your heart, my love, love is a place
3. Stephen Spender- I think continually, The laborer in the vineyard

UNIT 2: PROSE

(9 hrs)

1. Khaled Hosseini - The kite runner
2. Judy Brady- why I want a wife

Non-Detailed:

2. Ruskin Bond- In search of sweet peas

UNIT 3: FICTION

(9 hrs)

DETAILED:

1. Yann Martel- Life of Pi
2. Margaret Atwood- Handmaid's tale

Non-Detailed:

1. Markus Zusak- The book thief
2. Harper Lee- To kill a mocking bird

UNIT 4: DRAMA

(9 hrs)

DETAILED:

1. Girish Karnad- The fire and the rain
2. Cedric Mount- The Never-Never nest
3. Fritz Karinthy- The Refund

Non-Detailed:

1. Caryl Churchill- Top Girls
2. Ken Urban- Sense of an ending

UNIT 5: SHORT STORIES

(9 hrs)

DETAILED:

1. Kate Chopin - The Story of an Hour
2. James Thurber- The secret life of Walter

Non-Detailed:

1. William Carlos- The use of force
2. Katherine Mansfield- Miss Brill
3. Hernando Tellez- Lather and Nothing else

References:

1. W.H. Auden: Selected Poems by Dr. S. Sen Paperback
2. Life of Pi. Yann Martel Published August 29th 2006 by Seal Books
3. Sense of an ending. Ken Urban. Published June 2nd 2015 by Bloomsbury Methuen Drama.
4. Top girls. Caryl Churchill. Published June 14th 1984 by Bloomsbury Methuen Drama
5. The book thief. Markus Zusak. Published March 14th 2006 by Knopf Books for Young Readers

SHS1604	CREATIVE WRITING	L	T	P	CREDIT
		4	0	0	4

OBJECTIVE:

1. To emphasise the importance of creativity in writing
2. To train students in specified types of creative writing
3. To bring out students' originality in writing

LEARNER OUTCOMES:

Upon successful completion of the course, the student should:

- Explore the distinctive features of creativity
- Act independently and write accordingly within academic institutions.
- Be generative to release fresh energy and to influence mind.
- Develop better appreciation of the skills and conviction that the creative act requires.
- Reflect the writing methodology with creativity
- Compose short stories and discover their own voice.

UNIT 1: Understanding Creativity (9Hrs)

Features of creativity -Writing Imaginary Poems, Stories and Essays Visualization- Quick Writing- Interpreting Pictures- Writing poetry using metaphor, simile - Writing with Rhyme scheme

UNIT 2: Be a Creative writer (9Hrs)

Various Kinds of Writing-Genres - Tools and Techniques - Using video clippings as creative writing resources-Writing Drama - Dialogues – Story and Character Development .

UNIT 3: Writing Skills (9Hrs)

Developing Imagination- Writing strategies: Description, narration, instructions, recommendations, comparison and contrast, cause and effect, definition, classification-Number of generative exercises

UNIT 4: Imaginary Writing (9Hrs)

Writing Advertisements-for business- Taboo words in writing- writing autobiography- writing a short story- Writing about improbable conditions

UNIT 5: Writing for media (9Hrs)

Political news - Sports – Health issues – Business enquiry- Educational- Local Problems and Solutions given by the Government-current issues

TEXT BOOK : Organizing Creativity by Daniel Wessel

REFERENCE BOOKS:

Writing Better English for ESL Learners, Second Edition Paperback –2009
Jordan, R. R. Academic Writing Course: Study Skills in English, 3rd edition (Essex: Pearson Education Ltd., 1999).
Orient Longman.
On Writing: 10th Anniversary Edition: A Memoir of the Craft Paperback –2010 by Stephen King
On Writing Well, 30th Anniversary Edition: The Classic Guide to Writing Nonfiction Paperback –2006 by William Zinsser
The Bloomsbury Introduction to Creative Writing By: Tara Mokhtari- 2015
Eusebio Abad, Heidi Emily. "Creative Writing without the Pain of Grammar: A Sourcebook for CW 10."

SHS1301	Translation Studies	L	T	P	CREDIT
		4	0	0	4

OBJECTIVE: To familiarize students with the concepts and theories of translation. and to introduce to them the art of translation

LEARNING OUTCOMES:

At the end of the course the students will be able to

- develop critical thinking on the connection between usage of language and translation
- learn to implement the diverse approaches to translation prevalent within the theories and types of translation
- broaden and deepen understanding of a variety of issues in relation to translation, such as gender, power relations, and religion
- acquire important transferable skills

UNIT I – Fundamentals of translation

(9 Hrs)

Key concepts of translation, A brief history of translation

Theories of translation: linguistic, literary, cultural and communicative translation.

Types of translation: Literary, Non-Literary – Technology aided translation.

UNIT II – FICTION IN TRANSLATION

(9 Hrs)

Franz Kafka (1883-1924): The Castle

UNIT III – POETRY IN TRANSLATION

(9 Hrs)

Alexander Pushkin (1799-1837): Remembrance

Subramania Bharathiyar(1882-1921) : Much Adored Face is forgotten

UNIT IV– DRAMA IN TRANSLATION

(9 Hrs)

Girish Karnad – Hayavadana

UNIT V – TRANSLATION PRACTICE

(9 Hrs)

Students will be trained to translate literary articles of common interest both from English to Regional language & vice versa.

Reference:

Baker , M . In Other Words -- A Casebook on Translation, New York- London: Routeledge 1997.

Gentzer, Edwin, Contemporary Translation Theories, London, Routeledge 1993.

Malone, Joseph.L, The Science of Linguistics in the Art of Translation: Some Tools From Linguistics for the Analysis and Practice of Translation, NY: State University of New York Press 1988

Newmark, Peter, A textbook of Translation London Now York Prenticehall 1988.

Savery, Theodore . The Art of Translation, London : Johnathan Cape, 1957.

Bassnett, susan. Translation Studies, 4th Edition, Routledge.

SHS1302	AMERICAN LITERATURE	L	T	P	CREDIT
		4	0	0	4

OBJECTIVE: To introduce the students to the socio-political, religious and cultural aspects of America through literary texts.

LEARNING OUTCOMES: At the end of the course, the students will be able to

- Identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature of different periods or regions.
- Analyse literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary period
- Demonstrate knowledge of major literary movements, figures, and works in American Literature.
- Analyse, synthesize, and write about American literature and authors
- Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods in different regions.
- Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature

UNIT 1: Poetry (9Hrs)

Detailed : 1. Emerson: Brahma
2. Emily Dickenson: Because I could not stop for Death.
Non-Detailed: 1. William Butler Yeats: The Lake Isle of Innisfree
2. Robert Frost: Mending Wall
3. Walt Whitman: O Captain! My Captain!

UNIT 2: Prose (9Hrs)

Detailed: 1. Martin Luther King: I have a Dream
Non-Detailed: 2. Henry David Thoreau: Solitude

UNIT 3: Fiction (9Hrs)

1. Ernest Hemingway : A Farewell to Arms
2. Herman Melville: Moby-Dick

UNIT 4: Drama (9Hrs)

1. Arthur Miller : All My Sons
2. Eugene O' Neil: The Hairy Ape

UNIT 5: Short Story (9Hrs)

1. Edgar Allen Poe : The Fall of the House of Usher
2. O. Henry : The Gift of the Magi

REFERENCE BOOKS:

1. Abel, Darrel. (ed) American Literature, Volume 1: Colonial and Early National Writing
2. Abel, Darrel. (ed) American Literature, Volume 2: Literature of the Atlantic Culture
3. Shuman, R. Baird. Great American Writers: Twentieth Century, New York, 2002.
4. Marudanayagam, R. American Literature: An Anthology of Prose. New Delhi: Milestone Publication, 2002.
5. Oakes, Elizabeth. American Biographies-American Writers: New York: Facts on File, 2004.

SHS1605	ENGLISH FOR TECHNOLOGY	L	T	P	CREDIT
		4	0	0	4

OBJECTIVE:

- To make students aware of appropriate learning technologies
- To train them the creation of digital content for the Internet
- To provide access to a variety of innovative solutions of learning and achievement
- To encourage and enhance students through interactive, multimedia pages

LEARNING OUTCOMES: At the end of the course, the students will be able to

- Get knowledge on Technology and Digital Literacy
- Apply online tools and strategies and enjoy working in an online environment
- Write, create and complete the assignments online
- Create accounts in various social networks and to handle the common platform carefully.
- Create PPT, Blogs, HTML pages and upload in the website.

UNIT 1: Digital Media (9Hrs)

Introduction to Internet & World Wide Web - Creating and Managing Email Accounts – Future of digital media - Using audio and video to learn vocabulary and grammar.

UNIT 2: Online Strategies (9Hrs)

Online Tools and Applications -Writing online tests - Fundamentals of online communication– Developing LSRW skills - Posting Online feedback for any article.

UNIT 3: Writing for the screen (9Hrs)

Writing effective headlines - Writing Advertisements - Filling an online application - Difference in writing styles between Print , Electronic and Digital Media.

UNIT 4: Social Media Strategies (9Hrs)

Need for social media- merits and demerits-Creating Accounts - On line Groups -Twitter- Face book - Skype- Linked in - Research Gate-You Tube - Flickr .

UNIT 5: Writing for Interactive Media (9Hrs)

Projects – Creating PowerPoint Presentation and uploading – Creating Blogs and uploading data.

Total No of Hours: 45

TEXT BOOK :

1. Prescribed Text: The Internet and the Language Classroom – A Practical Guide for Teachers – II Edition –Gavin Dudeney , Cambridge University Press, 2007.

REFERENCE BOOKS:

1. <http://www.ed.gov/technology/netp->
2. *Writing for the Mass Media* James Glen Pearson Education, 2006(Sixth edition). Stovall
3. *News Writing & Reporting* James A Neal & Surjeeth Publications, 2003 Suzane S Brown
4. *An Introduction to Digital* Tony Feldman (Blueprint Series) 1996
5. *Writing and Producing News* Eric Gormly Surjeet Publications, 2005
6. *Media in the Digital Age* J.V Pavlik (Paperback - 1 May 2008)

SHS1606	ENGLISH FOR CAREER	L	T	P	CREDIT
		4	0	0	4

OBJECTIVE:

1. To offer students self assessment options for employability skills
2. To improve access to soft skills.
3. To upgrade their existing LSRW skills.

LEARNING OUTCOMES:At the end of the course, the students will be able to

- Understand basic knowledge and understanding on communication and LSRW skills.
- experience the real environment of Job interviews
- learn the various aspects of writing and its techniques.
- differentiate personal and professional skills
- get analytical skills, vocabulary and experience multitasking environment.

UNIT 1: Skills Required for Employment (9Hrs)

Soft Skills - Communication techniques - Types of Communication - Listening & understanding -Speaking clearly& directly-Writing to the needs of the audience- Reading independently.

UNIT 2: Listening & Speaking Skills (9Hrs)

Listening for specific information- Group Discussion- Types of Job Interviews- Making oral presentations - PowerPoint Presentations - Telephonic Conversation - Public Speaking Techniques.

UNIT 3: Reading & Writing Skills (9Hrs)

Comprehension strategies- Reading and Summarizing - Reading and Recalling the data - Précis Writing-Building a Resume - Presenting Data in Verbal and Nonverbal modes- Advertisements

UNIT 4: Incorporating Employability skills (9Hrs)

Personal Skills-Integrity, adaptability, -Peoples skills- teamwork, communication, respect- Workplace skills- Interpersonal skills- Initiative and enterprise-Professional skills-Learning Technology.

UNIT 5: Eligibility for Employment (9Hrs)

Basic Communication skills - Organisational skills - Skills in critical reasoning and analysis-Broad range of vocabulary - Basic IT skills- Online Group Task - Numeracy Skills.

Total No of Hours: 45

TEXT BOOK : "Skills for Employment I & II" – By Dr. K.Revathi & K.S.Purushothaman, Ponnasai Publishers & Distributors

REFERENCE BOOKS:

1. English For Competitive Examinations by R P Bhatnagar and RajualBhargava.(Macmillan)
2. Employability Skills by David W.G. Hind, Stuart Moss (2005)
3. Delivering Employability Skills in the Lifelong Learning Sector by Ann Gravells (2010)
4. Business Communication Techniques and Methodsby Orient Black Swan (2010)
5. Communication in English and Study Skills by Board of Editors . Orient Longman Private Ltd., (2008)

SHS1305	Introduction to Literary Criticism	L	T	P	CREDIT
		4	0	0	4

OBJECTIVE:

- It seeks to acquaint the reader to the critical approaches that have significantly impacted the study of English literatures.
- It attempts to facilitate a chronological overview of critical theories (and recent trends and developments surrounding them) while simultaneously allowing for a quick survey of classical criticism along the way

LEARNING OUTCOMES: At the end of the course, the students will be able to understand, analyse and evaluate the literary works and then apply the critical theories into the literary works.

UNIT – 1

Classical Criticism

9 hours

- i) Aristotle: Concepts on *Tragedy* (From Aristotle's *Poetics*)
- ii) Plato : Criticism of poetry and drama

UNIT - 2

Medieval and Renaissance Criticism

9 hours

- i) Longinus: *On the Sublime*
- ii) Sir Philip Sidney : *An Apology for Poetry*

UNIT - 3

Neo-Classical Criticism

9 hours

- i) Alexander Pope: *An Essay on Criticism*
- ii) Dr. Johnson : *Preface to Shakespeare*

UNIT - 4

Romantic Criticism

9 hours

- i) Samuel Johnson : Views on Shakespeare and the "Three Unities"
- ii) Samuel Taylor Coleridge: Imagination and fancy (from *Biographia Literaria*)

UNIT - 5

Feminist Criticism

9 hours

- i) Elaine Showalter: 'Introduction' in *A Literature of Their Own: British Women Novelists from Bronte to Lessing (1977)*
- ii) Simone de Beauvoir: 'Introduction' in *The Second Sex*

References:

1. Abrams, M. H. *A Glossary of Literary Terms*. Holt: London, 1988.
2. M.S.Nagarajan. *English Literary Criticism and Theory*. Orient Blackswan: Hyderabad, 2006.
3. Eagleton, Mary. *Feminist Theory: A Reader*. Blackwell: Oxford, 1996.
4. Eagleton, Terry. *Literary Theory: An Introduction*. Blackwell: Oxford, 1983.
5. Guerin Wilfred L. et al. *A Handbook of Critical Approaches to Literature*. OUP: New York, 1992.
6. Hawthorne, Jeremy. *Criticism and Critical Theory*. Fourth Ed. Arnold: London, 1984.
7. Lodge, David. *Modern Criticism and Theory*. Longman: London, 1988.

SHS1607	MODERN ENGLISH GRAMMAR	L	T	P	CREDIT
		4	0	0	4

Course Objectives:

- To make the students understand the concepts of grammar and to identify the constructions, and usages, with examples to illustrate the topics included to showcase their knowledge of the same.
- To make them construct grammatically correct sentences and identify errors with 80% accuracy.
- To think analytically and arrive at significant conclusions by evaluating the tasks given.

Learning Outcomes: At the end of the course, students acquire

- The jargon – that is, the labels – of English grammar that will allow them to talk professionally and specifically about grammar;
- An understanding and a working knowledge of English grammar and how the parts all fit together so that they can self correct, demonstrate understanding of the same by doing gap fill activities, editing, framing sentences, identify and label parts of sentences, words, phrases.
- Knowledge to produce and understand the sentences with grammatical accuracy

UNIT : I THE BASICS: FORM AND FUNCTION

9 Hrs

An overview of English grammar, The Study of Grammar-Grammar, Idiom, and Usage-The Parts of Speech-Units of Structure-Basic Sentence Types-Functions in the Sentence- Parts of Speech, Nouns-Structure of the Noun phrase, Noun classes, Noun Features, Number, Gender, Case, The Genitive, The Articles, Pronouns-Personal Pronouns, Possessive Pronouns-Reflexive /Emphatic pronouns, Relative Pronouns, Interrogative Pronouns, Demonstrative Pronouns, -Indefinite pronouns. Prepositions-Types, Functions, Prepositional Meanings, Some Idiomatic Usages

UNIT – II PHRASE AND CLAUSE PATTERNS.

9 Hrs

Types of Lexical Verbs, Forms of Lexical Verbs, Finite and Non-finite, The Infinitive-Gerunds and Participles, Gerund and the Infinitive, The Auxiliary, Modals, Mood and Modality-Tense, expressing future, mood Voice: Active and Passive, Structure of the Verb Phrase-Phrasal Verbs

UNIT : III CONJUNCTIONS AND COMPARATIVES

09 Hrs

Adjectives, Adverbs and Conjunctions. Adjective Features, Syntactic Functions of Adjectives, Order of Adjectives, Comparison of Adjectives. Adverbs-Adverb as a Part of Speech, Functions of Adverbs, Position of Adverbs, Comparison of Adverbs, Adjectives and Adverbs. conjunctions-Introduction, Co-ordinating and Subordinating Conjunctions, Subordinating Conjunctions, Co-ordinating Conjunctions, Complex phrases and coordination. Clause types and negation, Finite subordinate clauses, Non-finite and verbless subordinate clauses

UNIT :IV : GRAMMAR AT THE SENTENCE LEVEL

9 Hrs

The Simple Sentence, The Simple Sentence Defined. Clause Patterns in the Simple Sentence-Syntactic functions and Thematic Roles-Questions, Negatives, Commands, Exclamations-Complex And Compound Sentences-Introduction-Nominal Clauses, Relative clauses, Adverb Clauses, Comparative Clauses, Co-ordinate Clauses

UNIT : V GRAMMATICAL STRUCTURE AND INFORMATION ORGANIZATION

9 Hrs

Tense and aspect, Mood, Information structuring, Some Principles of Information Organization Concord, Reported Speech, Punctuation

Text Book:

Yadurajan K.S. (2014) Modern English Grammar. Structure, Meanings, and Usage. Oxford University Press.

Reference Books:

Bas Aarts(2011) Oxford Modern English Grammar. Oxford University Press.

Betty Kirkpatrick (2008) Modern English Grammar. Amazon Books

Krishnaswamy. n(2000). Modern English a book of grammar usage and composition. Macmillan India Limited

Wood FT (1971) A Remedial English Grammar for Foreign Students. Macmillan

SHS1608	Folk Literature	L	T	P	CREDIT
		4	0	0	4

OBJECTIVES:

This course

- Aims to familiarize students with the nature, history and theories of folklore.
- Will acquaint students with selected genres of indian folklore and trace the history and growth of indian folklore studies.
- aims to teach students about tools, techniques and methods of fieldwork in folklore

LEARNING OUTCOMES

- Demonstrate an understanding of the content of the narratives, both the structure and motives and the psychological ramifications by applying the theoretical concepts
- Recognize and describe major developments in the history of the genre
- Recognize and analyse different kinds of narrative through illustrations and examples
- Identify unique characteristics of the genre: myth, folktale, folklore, and fairy tales.
- Produce written work to show evidence of knowledge of the different genres.
- Read and listen to genre examples to increase knowledge of genre characteristics.
- Use Web tools to access information about different cultures.
- Use Web tools to write and publish original myths, folktales, and fairy tales.

UNIT – 1 General Folklore 9 Hrs

- Definition of Folk Literature – History of Folklore, Discourse, Concepts of Folklore, Folklore Genres – The differences between myths, fairy tales and legends, Myths and religions, Importance and meaning in fairy tales

UNIT - 2 Folklore Theories 9Hrs

Comparative Folklore Theory, Mythological Theories, Performance Theory, Functional Theory, Psychoanalytic Theory, Anthropological theory, Structural Folklore Theory, Structural theories, Eclectic theories

UNIT – 3 Folklore and Folk Knowledge 9Hrs

Folklore and social context, Folklore and cosmology, Folklore and tradition, Folklore and epistemology, Folk Tales, Folk Songs, Folk Performances, Folk Instruments and Folk Music

UNIT – 4 Folk Culture and Beliefs 9 Hrs

Beliefs, Customs, Festivals, Medicine, Folk Culture, – Folk Religion –Folklore and electronic Technology, Nature and Function of Folk Idioms and Sayings, Vocabulary

UNIT - 5 Indian Folklore 9 Hrs

Folklore studies in India: Growth and development, Folk Drama in India – Forms, Trends and Issues, Folktales of India – Forms and Issues. Folksongs of India - Forms and Issues.

Reference :

1. Babloyan. Robert and Mirlena Shumakays. Comp. Folk Tales from the Soviet Union. Moscow: Raduga publishers. 1986.
2. Chaudhury, P. C. Roy. Gen. de. Folk Tales of India Series: 21 volumes New Delhi; Sterling Publishers Pvt. Ltd., 1971.
3. Coffin. T. American Folklore. Chennai; Higginbothams Pvt Ltd., 1969.
4. Crooke, W. Popular Religion and Folklore of Northern India, Vol. 1. New Delhi. M. M. P. Pvt. Ltd., 1978.
5. Kingscote. H., Sastri, P. Tales of the Sun (Cap) or Folklore of Southern India. New Delhi; Asian educational services pub. 1984.

SHS1609	ENGLISH FOR EFFECTIVE COMMUNICATION	L	T	P	CREDIT
		4	0	0	4

OBJECTIVE: To enable students to achieve a high degree of fluency in English.
To enhance the effectiveness of oral and written communications
To equip learners with languages skills that could provide good career opportunities

LEARNING OUTCOMES: At the end of the course, the students will be able to

- get knowledge on Communication and its types
- enjoy working in an online environment knowing the listening strategies
- learn how to face various audience
- learn how to impress the audience by communicating Effectively
- create PPT, Blogs and participate in online discussion

UNIT 1: An Introduction to Communication (9Hrs)

Communication – Basics & Principles– Objectives of Communication – Types-Verbal and non-verbal communication – Barriers to communication– The four essential Communication skills

UNIT 2: Methods & Strategies (9Hrs)

Effective Listening - Visual strategies - SWOT Analysis- Vocabulary Development - Digital Literacy- E-Mail Communications - Non-Verbal Communication

UNIT 3: Presentation Skills (9Hrs)

Speaking- Formal/ informal - Types-Mock Interview -Group Discussion Etiquettes -Telephone skills - Handling complaints.- Oral techniques.

UNIT 4: Soft Skills (9Hrs)

Listening Skills - Motivation skills - Leadership skills- Interpersonal and Team Skills Emotional Intelligence Skills- Expressing ideas -Training and Feedback

UNIT 5: Technical Communication (9Hrs)

Grapevine communication - characteristics and functions-Social Media -Writing Blogs-online discussion- Basic computer skills - Power point presentation .

TEXT BOOK :

Synergy: Communication in English and Study Skills , Board of Editors. Orient Longman Private Ltd., 2008

REFERENCE BOOKS:

1. *English for Effective Communication* Sanjay Kumar& Push Lata (2014)
2. *Technical Communication : Principles and Practice*, Meenakshi Raman& Sangeetha Sharma (2007)
3. *Presentation Zen: Simple Ideas on Presentation Design and Delivery* by Garr Reynolds
4. *Personality Development and Soft Skills* by Barun Mitra (2016)
5. *Introduction to Communication* by S. Steinberg Course Book 1: The Basics (2006)