(For all undergraduates students admitted from 2015 onwards)

**SCOPE:** This course is designed to familiarize the learners with the different literary genres and for them to reflect on the prescribed literary works in order to better their communicative skills.

**Objectives:** To enable the learners to acquire English language skills at a faster pace.
To train the learners to reflect on the literary works and communicate flexibly.

**UNIT I:**
- **Prose:** Google Guys (Extract) – Richard L Brandt
- **Poetry:** The Blind Pedlar – Osbert Sitwell
- **Short Story:** A Garden So Rich – Christie Craig
- **Vocabulary:** Prefixes, Antonyms, Sentence Completion
- **Grammar:** Articles, Adverbs, Pronouns
- **Composition:** Proverb Expansion

**UNIT II:**
- **Prose:** Happiness 101 – Geeta Padmanabhan
- **Poetry:** An Old Woman – Arun Kolatkar
- **Vocabulary:** Suffixes, Analogies
- **Grammar:** Nouns, Adjectives
- **Composition:** Dialogue Writing

**UNIT III:**
- **Prose:** Structured Procrastination – John Perry
- **Short Story:** The Umbrella Man – Roald Dahl
- **One-Act Play:** The Boy Who Stopped Smiling – Ramu Ramanathan
- **Vocabulary:** Synonyms, Euphemisms, Word Definitions
- **Grammar:** Verbs, Conjunctions and Interjection, Indirect/Reported Speech

**UNIT IV:**
- **Poetry:** No Sentence – Anjum Hassan
- **One-Act Play:** While the Auto Waits- O’ Henry
- **Vocabulary:** Words Often Confused, Anagrams
- **Grammar:** Prepositions, Voice- Active and Passive
- **Composition:** Letter Writing- Informal

**UNIT V:**
- **Short Story:** The Bird – Amar Jalil
- **One-Act Play:** The Cellphone Epidemic – Claudia I. Haas
- **Vocabulary:** Portmanteau Words, One Word Substitute
- **Grammar:** Questions, Pronunciation
- **Composition:** Letter Writing- Formal

**Prescribed Text:**

**References:**
Scope: This paper aims the learners to attain proficiency in language by reading the prose works of various writers. It also gives way for the readers to know about the different kinds of prose writings.

Objectives: To train the learners to appreciate the prose works and also acquire necessary language skills. To enable them to identify different kinds of prose writings like expository, epistolary etc.

Detailed:
Unit I
Charles Lamb – Essays of Elia
1. The South-Sea House"
2. "Oxford In The Vacation"

Unit II
3. Francis Bacon – Of Studies, Of Truth
4. William Hazlitt - The Fight, On Familiar Style

Non-Detailed:
Unit III
Addison & Steele – Description of Club Members
The Coverly Household
Sir Roger at the Club
Sir Roger at the Theatre

Detailed:
Unit IV
Charles Lamb – Essays of Elia
3. "Dream-Children; A Reverie"
4. "Christ's Hospital Five-And-Thirty Years Ago"

Non-Detailed:
Unit V
1. Oliver Goldsmith-Man in Black
2. G.K. Chesterton- The Worship of the Wealthy

References:
3. Menon. K.P.K. Selected prose for Degree classes. (Macmillan)
Scope: It makes the students think technically by analyzing various prose pieces and interpret in their own. It also enhances their knowledge in this genre.

Objectives: To train the students in interpreting prose works using the techniques like economy words, locus, purpose, avoiding over-exaggeration. To train them come out with their own comprehension of the particular prose piece.

UNIT-I Socrates - A Man who Asked Questions- James Beaumont Neilson
Fairy Tales - Gilbert Keith Chesterton

UNIT-II On the Ignorance of the Learned British- William Hazlitt
Taking Time to Live- Norman Vincent Peale

UNIT-III Hymn before Action - Edward Morgan Forster
An Educated Person- Harold Nicolson

UNIT-IV Spoon-Feeding- William Ralph Inge
How to Make a Speech- Edgar I. Baker

UNIT-V The Role of Universities- Jawaharlal Nehru
The Mad and the Impotent- Khushwant Singh

References:
Scope: This paper aims at making the readers to have a comprehensive idea about England and its historic background.

Objectives: To make the students know the social, political and historic background of England so as to understand the literary works better.
To train the students in associating the literature of each period to its social religious and political background.

UNIT-I Renaissance and Reformation

UNIT-II Spanish Armada- Colonization- Civil War

UNIT-III Restoration in England- American War of Independence

UNIT-IV The Agrarian Revolution- The Industrial Revolution

UNIT-V Reform Bills- World War- Progress of Science and Technology

References:

Scope: This course is designed to familiarize the students by analysing various literary movements. Most of the text are used as tools of reading and are meant to direct the students towards a more critical assessment of literary movement.

Objectives: To train the students to know about the various literary movements and their impact on literature.
To develop a detailed idea about the background of literature.

Considering the various literary and non-literary movements that made significant and glaring changes to English literature the students must come up with reports that cover the answers for the basic questions: why, where, who, what and how. The reports must be pictorial illustrations too to help the learner towards understanding the history of the English better.

1. Arts and Architecture of Renaissance and Reformation
2. Civil War
3. Restoration Period in England
4. The Impact of Agrarian Revolution
5. The Impact of Industrial Revolution
6. Reform Bills
7. The World Wars
8. Progress of Science and Technology
SCOPE
The students fit for the future time and to develop a sense of competitive spirit, co-operation, leadership, diligence, punctuality, and team-spirit as well as to provide a backdrop for the development of their creative talents

OBJECTIVES
To improve the integral development of human beings
To train the students towards sustainable lifestyle
To create awareness about the values and their significance and role
To imbibe the concept of discipline and freedom

UNIT – I
Concept of Self, self-esteem and self-confidence. Concept of personality, determinants and disorgansation of it. Personality development – meaning.

UNIT – II
Goal setting – meaning and importance; steps in goal setting Manners and Etiquette – meaning need and importance; means to improve. Positive thinking.

UNIT – III
Discipline – meaning. Concept of Roles and Responsibility Time Management – Meaning and steps for effective time management.

UNIT – IV
Interpersonal relationship – meaning and importance; means to improve it. Healthy friendship.

UNIT – V
Family Relationship importance of it; Means to improve. Spirituality – meaning. Its relationship with Altruism, sacrifice, self control, tolerance and truthfulness.

TEXT BOOKS
SCOPE
To achieve the analytical and reasoning competencies and to improve their communication and presentation skills

OBJECTIVES
➢ To impact knowledge on both Aptitude and Soft skills to the students
➢ To critically evaluate and demonstrate various principles involved in solving mathematical problems and to adopt new and faster methods of calculations.
➢ Reinforcing competencies in soft skills which are crucial in a social setting

UNIT - I
Introduction to Quantitative Aptitude, Speed Maths, Problems on Numbers, Averages, Ratios and Proportions, Problems on Ages

UNIT - II
Number Series, Blood Relation, Image Analysis, Direction Sense, Syllogism, Coding and Decoding

UNIT – III
Percentages, Data Interpretation, Profit and Loss, Simple Interest and Compound Interest

UNIT – IV
Parts of Speech, Tense, Subject Verb Agreement, Active and Passive Voice, Articles, Prepositions

UNIT - V
Conditional Clause, Degrees of Comparison, Goal Setting, Interpersonal Skills
SCOPE: This paper deals with aesthetics that add to the charm of literature, by teaching such literary works of art, flooded with the beauty of life and other virtuous values, the learners are taught to enjoy the aesthetic pleasure that literature and only literature could imbibe in one with the by product Language Proficiency.

Objectives: To train the students in acquiring proficiency in English by reading different kinds of genres in literature.
To provide aesthetic pleasure through literature.

UNIT I:
Prose: The Unexpected- Robert Lynd
Poetry: The Village Schoolmaster – Oliver Goldsmith
Short Story: The Lion’s Share – Arnold Bennett
Vocabulary: Homonyms
Grammar: Irregular Verbs

UNIT II:
Prose: Travel by Train – J. B. Priestly
Poetry: The Gift of Indi – Sarojini Naidu
Grammar: Sentence patterns
Composition: Reading Comprehension

UNIT III:
Prose: Women’s Education is Almost More Important than the Education of Boys and Men – Indira Gandhi
Short Story: The Necklace – Guy De Maupassant
Vocabulary: Similes
Grammar: Discourse Markers
Composition: Report Writing

UNIT IV:
Poetry: Ozymandias – P.B. Shelley
One-Act Play: The Pot of Broth- W.B. Yeats
Vocabulary: Collective Nouns
Grammar: Correction of Sentences
Composition: Picture Reading

UNIT V:
Short Story: The Silver Butterfly– Pearl S. Buck
One-Act Play: The Bear – Anton Chekov
Vocabulary: Acronyms
Grammar: Question Tags
Composition: Drafting Advertisement

Prescribed Text:

References:
KARPAGAM ACADEMY OF HIGHER EDUCATION  
B.A. ENGLISH LITERATURE  

SEMESTER-II  

CORE –2- POETRY  

15EGU201

LTPC

5 1 0 6

**Scope:** Students are expected to be aware of literary, critical and political trends and also expected to seek connection between poetry and its cultural fabrics in terms of context of origin and contexts of reception.

**Objectives:** To create in the learners the love for poetry and also inculcate basic human values.  
To train the students in identifying different poetic forms

**Detailed:**

UNIT-I  
Paradise Lost- Book-I –John Milton

Non-detailed:

UNIT-II  
John Donne –Death be not Proud  
Herbert - Pulley, The Temple,  
Tennyson – Home They Brought her Warrior Dead  
G.M.Hopkins – The Windhover

UNIT- III  
Browning - My Last Duchess  
Robert Frost – Apple Picking  
Matthew Arnold – Dover Beach  
Thomas Gray – Ode on the Spring

UNIT-IV  
William Wordsworth- Tintern Abbey  
John Keats - Ode to Autumn, La Belle Dame Sans Merci  
Shelley - Ode to the west wind, To the Skylark  
Coleridge - Kubla Khan  
Blake - The Tiger, Lamb

UNIT-V  
T.S Eliot – Journey of the Magi  
W.B Yeats –A Prayer for My Daughter
Scope: It enables the readers in uncovering the meaning of the poem according to their understanding. It also makes the readers to interpret the poem in their own.

Objectives: To train the learners to interpret/paraphrase short poems.
To help them identify the kind of poetry—objective/subjective poetry.
To enable them in uncovering the meaning of the poem according to their understanding.

UNIT - I
William Shakespeare - Sonnet 123
Milton - On time

UNIT - II
John Donne - A Hymn to God the Father
William Wordsworth - Lines Written in Early Spring

UNIT - III
Emily Dickinson - Hope is the thing with feathers
Robert Frost - The Gift Outright

UNIT - IV
W.B. Yeats - The Indian upon God
A.D. Hope - As Well as They Can

UNIT - V
Sarojini Naidu - In the forest
Rabindranath Tagore - Silent Steps

Text Books:

References:
2. Lindy Miller, “Mastering Practical Criticism”, Palgrave Studies, 2001
Scope: It’s a foundation for the readers to know about the rise and growth of English literature. It also gives a clear idea of the political, cultural, traditional and social background of the early England.

Objectives: To expose the learners to understand the Rise and Growth of English Literature down the Ages.
To enable the students to relate the literary works to the social situation of that time.

UNIT-I CHAUCER AND ELIZABETHAN AGE

UNIT –II THE AGE OF MILTON

UNIT-III THE RESTORATION AGE

UNIT-IV THE ROMANTIC AGE AND THE VICTORIAN AGE

UNIT-V TWENTIETH CENTURY LITERATURE

Prescribed Text:

References:
Objectives: To trace and to segregate works of literature with due regards to the Age. To better understanding of the background of the artist, his/her real intention in producing, publishing the work.

The learners are expected to prepare an elaborate report on the Age, highlighting areas such as the history, important writers, movements and crowning pieces of literature that redefined the core idea of literature

1. The Age of Chaucer
2. The Age of Elizabeth
3. The Puritan Age and the Period of Restoration
4. Eighteenth Century Literature and the Romantic Age
5. The Victorian Age
6. Twentieth Century Literature
SCOPE

The study creates awareness among the people to know about various renewable and nonrenewable resources of the region, enables environmentally literate citizens (by knowing the environmental acts, rights, rules, legislation, etc.) to make appropriate judgments and decisions for the protection and improvement of the earth.

OBJECTIVES

• Creating the awareness about environmental problems among people.
• Developing an attitude of concern for the environment.
• Motivating public to participate in environment protection and improvement.

Unit I
Eco system and natural resources: Environment – Definition – components - Ecosystem -Definition, Concept, Scope, importance, structure and functions of ecosystem. Energy flow, Ecological succession. Food chains and food webs. Classification of ecosystem. Natural resources: Forest resources; water resources

Unit II
Environmental pollution: Cause, effects and control measures of Air pollution, water pollution, soil pollution, marine pollution, noise pollution, thermal pollution and nuclear hazards pollution. Solid waste management.

Unit III

Unit IV

Unit V
Text:

References:
Instruction Hours / week: L: 2  T: 0  P: 0     Marks: Internal: 100  External: Nil  Total: 100

SCOPE
To achieve the analytical and reasoning competencies and to improve their communication and presentation skills

OBJECTIVES
➢ To impact knowledge on both Aptitude and Soft skills to the students
➢ To critically evaluate and demonstrate various principles involved in solving mathematical problems and to adopt new and faster methods of calculations.
➢ Reinforcing competencies in soft skills which are crucial in a social setting

UNIT - I
Introduction to Quantitative Aptitude, Speed Maths, Problems on Numbers, Averages, Ratios and Proportions, Problems on Ages

UNIT - II
Number Series, Blood Relation, Image Analysis, Direction Sense, Syllogism, Coding and Decoding

UNIT – III
Percentages, Data Interpretation, Profit and Loss, Simple Interest and Compound Interest

UNIT – IV
Parts of Speech, Tense, Subject Verb Agreement, Active and Passive Voice, Articles, Prepositions

UNIT - V
Conditional Clause, Degrees of Comparison, Goal Setting, Interpersonal Skills
SCOPE: This paper aims at improving the confidence levels of the learners by throughing them with a set of preplanned and well-devised activities that push them toward exhibiting and honing their LSRW skills. Not only this paper helps the learners to become proficient as far as use of language goes but they even get to learn to work with a group of people with the effective use of language.

Objectives: To develop confidence to respond in English during situations where the use of English is imperative.
   To develop fluency in actual conversation in the English language.
   To develop speech skills necessary for confident and intelligent participations in Group Discussions and develop skills related to teamwork in work places.

UNIT I
Listening: Listening comprehension – Listening for Specific Information –Note Taking – Interpreting Charts and Diagrams.

UNIT II
Telephone Skills – Understanding telephone conversation – handling calls – leaving messages –making requests – giving instructions and orders
(Completing dialogues)

UNIT III
Reading: Reading – Reading with a purpose –Skimming and Scanning – locating main points – reading critically – Sequencing of sentences – Reading comprehension.

UNIT IV
Translation- Translating short sentences and passages from English to Tamil and from Tamil to English.

UNIT V
Vocabulary: Improve English vocabulary: Synonyms – Antonyms – Prefixes – Suffixes – Idioms – Collocations – Different types of English – British and American (Choose the best answer type from a database of 50 words each for each topic)

Functional Grammar: Forming questions, getting answers – Articles – Parts of Speech – Punctuation – Common mistakes in English (Homophones)(Exercise based)
References:
Scope: It provides the students a basic understanding of the linguistic structure and uses of English language.

Objective: To enhance the learner’s intellect from the basics of grammar to high standards.

UNIT – I

1. Nouns: Countable, Un-countable, Common, Proper-Noun, Concrete, Abstract
   Properties of Nouns: Gender, Number, Person, Case
2. Pronouns
3. Articles

UNIT – II

4. Adjectives
5. Prepositions

UNIT – III

7. Adverbs
8. Conjunctions and Interjections

UNIT – IV

9. The Sentence: Subject and Predicate
10. Types of Sentences
11. Sentence Patterns

UNIT – V

12. Idioms and Phrases
13. Figures of Speech

References:

Scope: This fictions paper provides the reader a clear and critical understanding of social, historical, cultural mindset of the characters

Objectives: To make the learners enjoy and appreciate the art of fiction down the ages.
To make them understand the theme, plot, characterization, background etc
To make them identify the kind of novel-historical, social, psychological etc

UNIT I
Pride and Prejudice – Jane Austen

UNIT II
Wuthering Heights – Emily Bronte

UNIT III
The Vicar of Wakefield – Oliver Goldsmith

UNIT IV
The Mayor of Caster Bridge – Thomas Hardy

UNIT V
Uncle Tom’s Cabin – Harriet Beecher Stowe

References:
1. Pride and Prejudice – Jane Austen-Macmillan
2. Wuthering Heights – Emily Bronte-Macmillan
3. The Vicar of Wakefield – Oliver Goldsmith-Macmillan
4. The Mayor of Caster Bridge – Thomas Hardy-Macmillan
5. Uncle Tom’s Cabin – Harriet Beecher Stowe-Macmillan
Scope: This paper expects the students to analyse and develop their writing skill. It greatly helps them in their career. It also helps them to identify the type of literature and describe them in words.

Objectives: To enable the students in writing book reviews on any short fiction of their choice.
To train them in analyzing the type of literature, describe and summarize the contents.
To help them form their opinion, which is crucial to the entire review.

UNIT I

John Ruskin - The Blue Umbrella.
Rudyard Kipling - The Jungle Book - Mowgli’s Brothers, Kaa’s Hunting, Tiger! Tiger!

UNIT II

J. K. Rowling – Harry Potter and the Philosopher’s Stone
Lewis Carroll – Alice in Wonderland.
Cornelia Funke - Inkheart.

UNIT III

Comics- A. A. Milne- Winnie-the–Pooh
Panchatantra- Pandit Vishnu Sharma Book 4: Labdhapranásam: Loss Of Gains
Amar Chithrakatha- Anand Pai (1999) Tales of Wit and Wisdom

UNIT IV

Chris Van Allsburg – Jumanji.

UNIT V

Enid Blyton- Five Go Off in a Caravan.
C. S. Lewis – The Chronicles of Narnia series- The Lion, the Witch and the Wardrobe.
Scope: This paper provides the students with the basic knowledge of the different genre in literature.

Objective: To impart basic information on the fundamental features of English literature
To outline the primary facts, themes, styles, motifs, techniques etc. present in the various genres of writing

UNIT I
Poetry: Subjective and Objective Poetry
    Poetical Types: Lyric-Ode-Sonnet-Elegy-Idyll-Epic-Ballad-Satire

UNIT II
Stanza Forms: The Heroic Couple-T-The Terza Rima the Chaucerian Stanza or Rhyme Royal-The Ottava Rima- Spenserian stanza

UNIT III
Drama: The Dramatic Art- Dramatic Types: Tragedy and Comedy-Tragic-comedy-Farce and Melodrama-The Masque- The One-Act play- The Dramatic Monologue

UNIT IV
Dramatic Devices: Origin of the English Drama-Dramatic Irony-Soliloquy and Aside-Expectation and Surprise-Stage Directions

UNIT V
Prose: The Essay
    The Novel
    The Short Story
    Biography and Autobiography

References:
“A Background to the Study of English Literature” by B.Prasad. Revised & edited by (Macmillan)
Scope: This paper provokes the insight awareness of reading literary text and untangles the in depth meaning of the text

Objective: To make the student aware of the characteristics of literature as a literary genre.
To unravel the many meanings of the text
To develop acumen to read, appreciate and discuss literature and its ramifications at various levels.

UNIT I

Reading: Various reading strategies such as Skimming and Scanning

UNIT II

Writing: Different types of writing such as narrative, descriptive, expository and argumentative.

UNIT III

Soft Skills: Oral presentation—Pair work—Small group work—Seminar presentation
Academic discussion—Debate—Extempore

UNIT IV

Language: The functional-communicative aspect of language will be taken care of through a series of real life tasks both in the spoken and the written forms.

UNIT V

Literature: Extracts from different sources belonging to various genres (other than those prescribed for hard core courses) in English, as well as translations into English.

References:

Reading for Re-creating (Calicut University Publications)
Academic Skills (OUP)
Murphy’s English Grammar (CUP)
A Glossary of Literary Terms (Macmillan)
Language Through Literature (CIEFL)
Critically Yours (Calicut University Publications)
INTRODUCTION TO LINGUISTICS

Scope: This paper enrich the knowledge about the nature and history of human language. Fundamentally, it is concerned with the nature of language and communication.

Objective: To familiarize the students with the origin and development of language with special reference to English.
To introduce the students to various levels of linguistic analysis—phonology, morphology, syntax and semantics.

UNIT I
Morphology

UNIT II
Syntax

UNIT III
Semantics, Pragmatics

UNIT IV
Phonetics

UNIT V
Phonology

References:
Scope: This paper examines the theory and craft of poetry in English such as economy, sensuous language and rhythmic nature.

Objectives: To understand the structures of different types of poems, rhymes, rhythms, stanzas (verse), simile, metaphor and imagery.
To write simple poems to express their ideas, feelings and thoughts.
To have fun in reading and writing poems.

1. Subjective And Objective Writing

   i. Lyric
   ii. Ode
   iii. Sonnet
   iv. Elegy
   v. Satire

2. Identifying Stanza Form

   i. Let me not to the marriage of true minds – William Shakespeare
   ii. La Belle Dame sans Merci – John Keats
   iii. Ode to the West Wind – P. B. Shelley
   iv. Sailing to Byzantium – William Butler Yeats
   v. The Watershed – W. H. Auden

References:

“A Background to the Study of English Literature” by B.Prasad. Revised & edited by (Macmillan)
Scope: This paper expects the students to examine the changes and growth of literary character.

Objectives: To help the students experience change and personal growth just like literary characters do.
To learn about the different aspects that goes into creating a comprehensive character analysis.

Analyse the different traits of character development, Role of Character, the Conflict that motivates and changes the protagonist.

1. Portia – The Merchant of Venice – William Shakespeare
2. Iago – Othello – William Shakespeare
3. Mama – A Raisin in the Sun – Lorraine Hansberry
4. Lakunle – The Lion and the Jewel – Wole Soyinka
5. Darcy – Pride and Prejudice – Jane Austen
7. Padmini – Hayavadana – Girish Karnad
8. Stephen Kumalo – Cry the Beloved Country – Alan Paton
**Scope:** This paper provides the students with the fundamental knowledge of linguistic, phonetics and language structure.

**Objectives:**
- To enable the students to know the basics of Language structure
- To enable them to understand the nuances of phonetics and linguistics

1. Morphology
2. Syntax: Grammatical Analysis
4. Phonetics: Identifying Sounds
5. Oral Exercise: Identifying Style and Intonation
SCOPE
This course provides student with a comprehensive study of the introduction to computers. It provides the knowledge of office package. This course also intends to teach the usage of internet.

OBJECTIVES
- Know the basic concept of computers.
- Understand the concept of Ms-word, Ms-Excel.
- Be able to work in Ms-PowerPoint.
- Knowledge about internet and the usage of E-Mail services.

Unit-I
Introduction- Characteristics of computers- development of computers- generations of computers-classification of computers-the computer system- types of Input/ Output and memory devices-computer software-categories of software.

Unit-II

Unit III

Unit IV

Unit-V
The Internet-Evolution of Internet-Owner of Internet- Anatomy of Internet – Internet Terminology- Getting Connected to Internet- Web Brower- Electronic Mail- Search engines- Uses of internet to society.

Text Book

References
Scope
Acquire basic knowledge on Multimedia devices. Understand current trends in multimedia by experiencing a variety of applications and development packages.

Objectives
- This course in curriculum is an introduction to the multimedia and its applications.
- This course enables students to understand how the web pages are designed interactively.
- How to critically evaluate website quality, learn how to create and maintain quality web pages learn to create and manipulate images.
- To gain the skills and project-based experience needed for entry into web design and development careers.

UNIT - I

UNIT - II

UNIT - III

UNIT - IV

UNIT - V
TEXT BOOKS
1. Ranjan Parekh, 2013, Principles of Multimedia, 2\textsuperscript{nd} Edition, Tata McGraw hill. (Unit I, Unit II)
2. Nick Vandome, 2011, Photoshop Elements 9, Tata McGraw hill. (Unit III)

REFERENCES
Instruction Hours / week: L: 2 T: 0 P: 0      Marks: Internal: 100 External: Nil  Total: 100

SCOPE
To achieve the analytical and reasoning competencies and to improve their communication and presentation skills

OBJECTIVES
➢ To impact knowledge on both Aptitude and Soft skills to the students
➢ To critically evaluate and demonstrate various principles involved in solving mathematical problems and to adopt new and faster methods of calculations.
➢ Reinforcing competencies in soft skills which are crucial in a social setting

UNIT - I
Time, Speed and Distance, Time and Work, Pipes and Cisterns, Geometry, Data Arrangement

UNIT – II
Analogy, Logic based Venn diagram, Probability, Permutation and Combination, Logarithms

UNIT – III
Data Sufficiency, Clocks, Calendar, Reading Comprehension, Sentence Correction, Sentence Completion, Spotting the Errors, Jumbled Sentences

UNIT – IV
Synonyms, Antonyms, Verbal Analogy, Statements and Assumptions, Group Discussion

UNIT - V
Resume Writing, Introduction to HR rounds, Time Management, Attitude and Behaviour
Karpagam Academy of Higher Education  
B.A. English Literature  
Semester- IV  

Paper II- English-IV  

15ENU401  

LTPC  
4 0 0 4  

(For undergraduates students admitted from 2015 onwards)  

Scope: Just equipped with the knowledge of effective use of language will not bear the fruit that is expected of it, it needs a lot more understanding towards various concepts that deal with communication. This paper does just that, it introduces the learners to the concepts of communication, body language, personality manifestation and all that it takes to evolve as a professional.

Objectives: To train the students in understanding the concepts of communication.  
To train the students in developing their written communication and presentation skills.

Unit I – Concept of Communication – Barrier to Communication – Body language – Personality Development – Etiquette and Manners- Soft Skills – Emotional Intelligence

Unit II – Listening Comprehension – Reading Comprehension – Paragraph writing – Precis Writing – Writing Resume and Covering Letter – Speaking – Welcome Address, Vote of Thanks, Compering, Debates, Role Play, Dialogues – Vocal Communication Techniques. Voice, Quality, Volume, Pitch

Unit III – Dicto Composition – Letter Writing (Informal, Letters to the Editor etc) – Term paper – Book reviews


Prescribed Text:  

References:  
Scope: This paper makes the students aware of the correct pronunciation of words. It also helps them with their intonation so that the language becomes meaningful. Students are also benefitted by knowing certain intricacies about language like the pitch, tone, dialect, voice, etc.

Objectives: To train the learners in understanding the concepts in spoken English. To train the students in developing their intonation and communication skills

UNIT I

Nature of language: What is language? – Spoken and Written, Characteristics – Use of Language – levels of language, Approaches to language, language variations
The Origin of Language: Theories about language

UNIT II

Middle English – Characteristics – French influence
Modern English – characteristics – Renaissance Inkhorn Terms – Reformation – Bible Translations – Printing – Great Vowel Shift - Dictionaries

UNIT III

Standard English
English Today: English as an International language – BBC – British and American English

UNIT IV
Phonetics – Speech Mechanism
Description of Sounds – Vowels
Pure Vowels, Diphthongs
Description of Sounds: Consonants

UNIT V
Phonology – Syllable – Vocoid and Contoid – Phoneme – allophone

References:
Scope: It enables the students to know about various concepts that the dramatists possessed. Students become aware of the characterization which represents the people of that time. Also, it provides a chance for them to know about the dramatic technique.

Objective: To make the students aware of the art of dramatization which also mirrors the society.

Detailed:

UNIT-I
Shaw – Pygmalion

UNIT-II
Edward Albee – The Zoo Story

Non-detailed:

UNIT-III
Ibsen – A Doll’s House

UNIT-IV
William Congreve – The Way of the World

UNIT-V
Tennessee William – Glass Menagerie

References:

1. A Doll’s House by Ibsen (Macmillan)
2. The Way of the World by Congreve (Macmillan)
4. Pygmalion by Shaw – Macmillan
5. The Zoo story by Albee (Macmillan)
Scope: This paper focuses on the listening skill. Through continuous practice, they become aware of the exact pronunciation of the words.

Objectives: To make the learners to get practice in the speech sounds by listening to audio tracks.
To enable the students to handle the target language effectively in an acceptable manner with special emphasis on the exact production of speech sounds.

Identification of distinctive English sounds, its production and the varied Phonetic symbols. Listen and comprehend emerging/ acceptable English for New age jobs.

- Consonants
- Vowels
- Stress
- Intonation
- Syllabification

References

Scope: This paper aims at introducing the traditions of criticism. It also makes the students aware of the concepts of various writers and their critical views on literature.

Objective: To introduce the students to the ever evolving traditions of criticism.

UNIT I
The Background of English Criticism

Plato
Aristotle

UNIT II

Sidney
Ben Jonson

UNIT III

Dryden
Alexander Pope
Dr. Johnson

UNIT IV

Wordsworth
Coleridge
Arnold

UNIT V

T.S.Eliot
I. A. Richards

Textbook:
Prasad, B. An Introduction to English Criticism.2008: Macmillan

References:
David Lodge and Nigel Wood. Modern Criticism and Theory. 2007 Pearson: New Delhi
KARPAGAM ACADEMY OF HIGHER EDUCATION  
B.A. ENGLISH LITERATURE  

SEMESTER-IV  

ALLIED PRACTICAL – 4  

ANALYZING LITERATURE THROUGH CRITICAL APPROACHES  

15EGU412  

Scope: Through this paper, the students are exposed to different approaches in literature. It paves way for the students to analyze the work critically.

Objective: To introduce the students to the ever evolving traditions of criticism.

1. The Paradise Lost Book I (poem)  
2. The Silver Butterfly (short story)  
3. The Bird (short story)  
4. Doll’s House (play)  
5. Wuthering Heights (novel)
15SSD301

SOFT SKILL DEVELOPMENT – II

Instruction Hours / week: L: 2 T: 0 P: 0       Marks: Internal: 100 External: Nil   Total: 100

SCOPE
To achieve the analytical and reasoning competencies and to improve their communication and presentation skills

OBJECTIVES
➢ To impact knowledge on both Aptitude and Soft skills to the students
➢ To critically evaluate and demonstrate various principles involved in solving mathematical problems and to adopt new and faster methods of calculations.
➢ Reinforcing competencies in soft skills which are crucial in a social setting

UNIT - I
Time, Speed and Distance, Time and Work, Pipes and Cisterns, Geometry, Data Arrangement

UNIT – II
Analogy, Logic based Venn diagram, Probability, Permutation and Combination, Logarithms

UNIT – III
Data Sufficiency, Clocks, Calendar, Reading Comprehension, Sentence Correction, Sentence Completion, Spotting the Errors, Jumbled Sentences

UNIT – IV
Synonyms, Antonyms, Verbal Analogy, Statements and Assumptions, Group Discussion

UNIT - V
Resume Writing, Introduction to HR rounds, Time Management, Attitude and Behaviour
Scope: This paper helps the students to identify the difference between tragedies, comedy, romance etc. It establishes the differences between Shakespeare on stage and film, provides an historical introduction and explores the key modes and genre conventions.

Objectives: To make the learners enjoy the unparalleled dramatic skill of Shakespeare. To make them identify the difference between tragedies, comedy, romance etc.

UNIT I
Shakespeare’s age, Theatre, Audience, Analyzing the plot, Role play

UNIT II
Detailed: HAMLET, THE MERCHANT OF VENICE

UNIT III
Non-detailed: MACBETH

UNIT IV
TEMPEST

UNIT V
HENRY IV-Part I

References:
1. Hamlet. Trinity Press
3. The Tempest. Trinity Press
4. Henry IV. Trinity Press
5. The Merchant of Venice. Trinity Press
Scope: It enables the students to identify the different genres and appreciate the works of Indian writers in English.

Objectives: To enable the learners to understand and appreciate the works of the Indian writers in English. To train them in identifying the different genres and their features.

UNIT I
Detailed:
Toru Dutt- The Lotus
A.K. Ramanujam – Obituary
Parthasarathy – Delhi
Tagore – Where the Mind is Without Fear

UNIT II
Non-detailed:
Sarojini Naidu – The Indian Weavers
Aurobindo – Revelation
Vikram Seth – Homeless
Kamala Das – The Old Playhouse

UNIT III
Prose:
Detailed: Raja Ram Mohan Roy – Letter to Lord Amherst on Western Education
Swami Vivekananda – The Secret of Work
Non-detailed: Dom Moraes – My Mother
Nehru – Freedom and License

UNIT IV
Drama:
Detailed: Girish Karnad – Hayavadhana

UNIT V
Fiction:
Non-detailed: Manju Kapur – Difficult Daughters

References:
1. Aravind Krishna. Twenty Indian Poems Links. Macmillan
Scope: This paper deals with the study of African literature which includes an exploration of aspects of the history, politics, intellectual tradition and cultural heritage of the diverse societies within which the literature is produced.

Objective: To make the learners understand the different genres and the style and skill of the African writers.

UNIT I
POETRY
Detailed: Gabriel Okra – The Snowflakes Sail Gently Down
Maya Angelou – The Mothering Blackness

Non-detailed:
Ben Okri – An African Elegy
Bernard B. Dadie – I Thank You God

UNIT II
PROSE
Detail: Chinua Achebe – The Novelist as Teacher
Non-detailed: Ezra Pound – A Retrospect of Imagism
Adrian Rosioe – Soyinka as Poet

UNIT III
SHORT STORY
Non-detailed: O’Henry – The Romance of a Busy Broker
Edgar Allan Poe – The Purloined Letter

UNIT IV
DRAMA
Detailed: Wole Soyinka – The Lion and the Jewel

UNIT V
FICTION
Nadine Gordimer – The Pickup
Scope: This paper deals with the systematic study of the theory, description and application of translation, interpreting, and localization. As an interdisciplinary, translation studies borrows much from the various fields of study that support translation.

Objective: To enable the learners understand the basic components of Translation, various types of Translation, Equivalence and their various problems.

UNIT I
Basic components of translation-definition-need of translation-importance of translation-source versus target languages

UNIT II
Types of translation-full versus partial-total versus restricted-phonological-graphological translations extent-level-ranks

UNIT III
Translation equivalence- types of equivalence-textual equivalence-formal correspondence-dynamic equivalence

UNIT IV
Types of problems-linguistics versus non-linguistics problems-lexical problems-cultural problems-problems on translation scientific terms-science text-problems on translating literature-metaphor-simile

UNIT V
Translating a given piece from Tamil/other language to English

References:
6. Nida. Translation Theory and Practice
Scope: This paper deals with the conflict theory and theoretical perspective which observes gender in its relation to power, both at the level of face-to-face interaction and reflexivity within a social structure at large. Focuses include sexual orientation, race, economic status, and nationality.

Objectives: To get introduced to the interdisciplinary field of feminist scholarship
To survey contemporary feministic issues in media
To incorporate international perspectives on women and feminism

Unit-I
Feminism as Philosophy - Feminist Theory and Feminist Movements - Feminism in India.

Unit-II
Feminist Fiction - French Feminism-post structural Feminism - Gender Issues-Work and Family-Sexuality and Health-Domestic Violence –Child abuse.

Unit-III
Psycho analytic feminism- Eco Feminism - Feminist movements to transform: Spirituality-Creativity-Language.

Unit-IV
Feminist Writers- South Asian Women Writers and feminists- Fiction – Poetry- Drama.

Unit-V
Portrayals of Women Characters in Indian English literature - Feminism in the Media – Women in Media-
Theme of the Quest for Identity, transformation and liberation in the genre of Indian film.

Text Books:
References:

1. Deborah Cameron, “Feminism and Linguistic Theory”, Palgrave, New York, 1992
**Scope:** This paper deals with the Nature and Development of the Personality of an individual. It also provides Guidance and Counselling, deals with the behaviour of the individual in a general way, educational psychology in concerned with the behaviour of the learner in an educational setting.

**Objectives:**
- To know the learner’s psychology
- To plan for the experimental or survey study of learning process
- To understand the socio-psychological aspects of learners

**UNIT I**
**PSYCHOLOGY:** Branches of Psychology - Educational Psychology – Etymology, Nature and Scope – Functions of Educational Psychology - Social Maturity – Role of Education in Character Development

**UNIT II**
**METHODS OF STUDYING BEHAVIOUR:** Observation Method - Experimental Method – Survey Method – Clinical method – Case study Method – Role of Teachers in Educational Development

**UNIT III**

**UNIT IV**
**CREATIVITY AND INTELLIGENCE:** Concept of Creativity – Difference between Creativity and Intelligence – Measurement of Intelligence – Assessment of Personality – Meaning of Statistics - Methods of Organizing and Presenting Data

**UNIT V**

**Text Book:**

**References:**
Scope: This paper aims at the students to learn and understand language. It also makes the students to analyze the language process like orthography, phonology and phonetics, morphology, syntax, semantics, and pragmatics. Many aspects of language can be studied from each of these components and from their interaction.

Objectives: To orient students to form perspectives on thinking and cognition - the way they describe, perceive, remember, and judge information. To enable students to reflect on their own thinking and cognitive processes and develop skills.

UNIT I

Thinking – cognition – Thinking and cognition skills

UNIT II

Thinking styles/pattern – cognitive styles

UNIT III

Howard Gardner Multiple Intelligence

UNIT IV

Six thinking hat method

UNIT V

Language and thought – thinking and communication

References

McGraw Hill Education (India) Private Limited/ Educational Psychology: Teaching and Learning Perspectives 2013 Ramalingam Panch
Six Thinking Hats - 2010 - Bono Edward De - Penguin UK
Frames of Mind: The Theory of Multiple Intelligences/ 2011 / Howard Gardner
Scope: It helps the students immensely in their carrier. It recapitulates everything that the students learnt in the past. This paper makes the students confident about the language.

Objective: To prepare the students for competitive examinations for their career.

UNIT – I
GRAMMAR
   Number
   Subject – Verb Agreement
   Articles
   Sequences of Tenses
   Common Errors

UNIT – II
WORD POWER
   Idioms and Phrases
   One word substitution
   Synonyms
   Antonyms
   Words often confused

UNIT – III
   Paragraph
   Expansion of an idea

UNIT – IV
   Report writing
   Essay
   Letters

UNIT – V
   SPEAKING
   Public Speaking
   Group discussion
   Interview
   Spoken English

References:
V. Saraswathi & Maya K. Mudbhatkal. English for Competitive Examinations. Emerald Publishers
Scope: This paper helps the students to know about social and cultural values that prevailed in India.

Objective: To help students develop familiarity with the cultural, linguistic, and social nuances of regional literature.
To help generate the broad vision of life by making students to come to grips with universal problems and varied life situations.

1. Thirukkural (Chapter 60 & 65)
2. Kurunthokai (Verse 4, 36, 46, 220, 237)
3. Short story: Coconuts – Sujatha (translated by V. Nagarajan)
4. Wings of Fire – Dr. A.P.J. Abdul Kalam
**Scope:** This paper provokes the students to know the importance of nature and its values. It kindles them to develop ecological values.

**Objective:** To nurture respect for a natural world
To develop deep ecological values
To enable students become global citizens who are knowledgeable about and inspired to take responsibility for the sustainability of the world- human and non-human- that enable them to live and develop according to their nature.

**Note:** This being a self-study course, it will not be taught formally as a part of the time-table. Learners enrolled on the BA (English) programme are expected to follow it on their own on the basis of the reading material provided to them.

**UNIT I: POETRY: DETAILED**
1. The Garden – Andrew Marvell
2. Tree – Tina Morris
3. Our Casuarina Tree – Toru Dutt
4. On Killing a Tree – Gieve Patel
5. There is another Sky – Emily Dickinson

**UNIT II: POETRY: NON-DETAILED**
1. The Prelude Book 1 – William Wordsworth
2. Snakes – A. K. Ramanujan
3. Pray to What Earth – Henry David Thoreau
4. Spring – Edna St. Vincent Millay
5. God the Artist – Angela Morgan

**UNIT III: PROSE: NON-DETAILED**
1. Nature – Emerson

**UNIT IV: DRAMA: NON-DETAILED**
1. Red Oleander - Rabindranath Tagore

**UNIT V: FICTION**
1. The Nectar in the Sieve – Kamala Markandaya
2. Tess of the D’Urbervilles – Thomas Hardy
Scope: The main aim of the paper is to give the readers about the various genres of the literature by an individual author and his techniques in writing.

Objective: To enable the learners to get an in depth idea on a versatile author.

UNIT I
Poetry:
- Gitanjali
- The Flower-School
- The Banyan Tree
- Authorship

UNIT II
- The Fruitseller from Kabul
- The Letter from the wife

UNIT III
Drama- Postmaster

UNIT IV
Drama - Chitra

UNIT V
Fiction- Relationships
Scope: This paper provides a brief overview of the way early modern women's writing. It also explains how the quantity of material written by women became far more substantial, and grew dramatically. It adds that religion had a great influence in the writings of early modern women.

Objectives: To enable students to identify concepts of class, race and gender as social constructs and interrelated throughout women’s lives
To lead them to explore the plurality of female experience in relation of these
To equip them with analytical, critical and creative skills to interrogate the biases in the construction of gender and patriarchal norms

UNIT I

Feminism: Gender Based Approach: Introduction to Feminism - Feminist Criticism

UNIT II

POETRY
Detailed: Sarojini Naidu-The Village Song
Indian Weavers
Song of Radha: The Milk Maid
Sylvia Plath –Daddy

Non Detailed: Edith Sitwell –A Mother to her Dead Child
Dorothy Livesay - The Woman I am

UNIT III

PROSE
Non-detailed: Virginia Woolf – A Room of One’s Own (Chapter II)

UNIT IV

DRAMA
Detailed: Lorraine Hansbury – A Raisin in the Sun

UNIT V

FICTION
Non-detailed: Terry Macmillan - Mama
Scope: This paper expects the students to be aware of the traditions and mind set of the people of the common wealth nations through literature.

Objective: To make the learners aware of the sufferings of the African people and how literature provides them an outlet to voice out their plight.

UNIT I
POETRY:
Detailed: Margaret Atwood – Journey to the Interior
A.D. Hope – Australia

Non-Detailed: Judith Wright – Turning Fifty
Yasmine Gooneratne – There was a Country

UNIT II
PROSE: Coomarasami – The Dance of Shiva

UNIT III
DRAMA: Douglas Steward – Ned Kelly

UNIT IV
FICTION: Rohinton Mistry – Family Matters

UNIT V
SHORT STORY: Catherine Mansfield: A Cup of Tea
Scope: This paper aims to give the background and historical contexts of American Literature and for the learners to attain a complete understanding of the history of American movement in the context of the representative texts on their own.

Objective: To make the learners understand the different genres and the style and skill of the American writers.

UNIT I
POETRY
Detailed: Robert Frost – The Mending Wall
Walt Whitman – When Lilacs Last in the Dooryard Bloom’d

Non-detailed: Emily Dickinson – Because I Could Not Stop for Death
Wallace Stevens – Emperor of Ice-cream

UNIT II
PROSE
Detail: William Faulkner – Noble Prize Acceptance Speech

Non-detailed: Ezra Pound – A Retrospect of Imagism

UNIT III
DRAMA
Detailed: Eugene O’Neil – The Hairy Ape

UNIT IV
FICTION
Nathaniel Hawthorne – The Scarlet Letter

UNIT V
FICTION
George Orwell - Animal Farm
Scope: This paper focuses on the present trends of media and makes the students aware about the essential requirements for writing for the media.

Objectives: To improve language skill for mass media
To promote news writing, news style and media writing and inspire creativity in students
To introduce current trends, practices and developments in mass media

Unit - I
Introduction to Media Communication

Unit – II
Functions of Mass Media- Journalism, Cinema, Radio, Television and Advertising & Public Relations.

Unit – III
Psychology and Sociology of Media Audiences

Unit – IV
Mass Communication And Society

Unit – V
Mass Media, Culture and Development

Text Book:

References:
SCOPE: This paper focuses on the changes in the twentieth century literature. It gives an awareness about the socio cultural changes in the present scenario.

Objective: To sensitize students to the momentous changes in the 20th century, especially, literature.
   To enable them to understand experimental and innovative techniques used in literature.
   To make clear the idea that changes in human experience demand changes in mode of expression.

UNIT I

Song of a Dream – Sarojini Naidu
As I Walked Out One Evening - W. H. Auden

UNIT II

The Catcher in the Rye - J. D. Salinger
In a free state- V.S. Naipal

UNIT III

The Death of the Moth – Virginia Woolf
Ram Mohan Roy – Rabindranath Tagore

UNIT IV

The Man with the Scar – William Somerest Maugham

UNIT V

The Birthday Party – Harold Pinter
The final solution – Mahesh Dattani

References

Harold Pinter, The Birthday Party. Rama Brothers India Pvt. Ltd: New Delhi,
The Catcher in the Rye - J. D. Salinger - Penguin Books India - 2010
In a free state - V.S. Naipal - PAN MACMILLAN INDIA - 2011
SCOPE: This paper is designed to arrive at an appreciation of film as an art form and its aesthetics. Its goal is to provide film majors with a solid grounding in the history and theory of film; its relation to other forms of art; and its synthesis of visual storytelling, technology, economics, and sociopolitical context, as well as the means to begin writing a script and making a short film.

Objectives:
To see film as a gateway subject and to foster through film an understanding of visual aesthetics, forms and technological innovation.
To critically appraise the nature of representation on screen and how class, race ethnicity and sexuality are represented.
To develop analytical skills so that the student can produce informed and thorough close readings of films.

UNIT I
Introduction: Origin – Evaluation – Recent trends

UNIT II
Analysing a movie: Cinematography – Story – Background of the story – Music – Costumes and Properties – Settings – Techniques

UNIT III
• The sound of Music
• Avatar

UNIT IV
• Julius Caesar
• The Ten Commandments

UNIT V
• Hugo
• I Robot

Reference:
SCOPE: This individual project work is incorporated in the curriculum to increase the competency of the students with regards to critical thinking, use of language, and effective presentation of one’s own ideas in a scholarly manner. The course is devoted to the project which is to be worked out and completed by the student by the end of the sixth semester.

OBJECTIVES:

- To increase the critical thinking capabilities of the students
- To make the students emerge as better writers
- To boost their confidence and morale

The project is a specimen document that reflects the student’s competence in and mastery of English, ingenuity and workmanship.

Every student will have a member of faculty as Project Guide. The Project Guide is to

1. Diagnose the difficulties and provide remediation
2. Continuously evaluate the progress
3. Promote divergent thinking

The student can select any subject covering a wide range of topics related to areas covered through the three-year program.

The expected length of the Project is 3000 words.
SCOPE: This paper is designed to display familiarity with the background developments and historical contexts of Dalit studies and for the learners to attain a fuller understanding of the history of Dalit movement in the context of the representative texts on their own.

OBJECTIVES:

- To display familiarity with the background developments and historical contexts of Dalit studies.
- To attain a fuller understanding of the history of Dalit movement in the context of the representative texts.
- To be aware of the issues related to the Dalit movement in the light of the representative works

UNIT I
At Last Our Eyes are Advancing - Pratibha Rajanand (translated by Swapna Banerjee-Guha)
Four Words - Narayan Surve (translated by Swapna Banerjee-Guha)
Namdeo Dhasal – Hunger

UNIT II
Abhimani - The Show
Daya pwar – blood Wave

UNIT III
Santhakumar Dreamhunt

UNIT IV
Coolie – Mulkraj Anand

UNIT V
Karukku – Bama

References:

Texts

Websites
http://sanhati.com/excerpted/6049/

Note: This being a self-study course, it will not be taught formally as a part of the time-table. Learners enrolled on the BA (English) programme are expected to follow it on their own on the basis of the reading material provided to them.
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SEMESTER-VI

NCC/NSS/SPORTS/CLUB ACTIVITY

15YEBAA601