

### **Programme Objectives**

1. To impart Language and Learning Skills of a higher order than those envisaged under Part - II English through introducing Literary constructs.
2. To acquaint the learners with representative works in various genres in various periods so that they learn to focus on individual writers and the evolution of genres.
3. To initiate young learners into the approaches and methods of literary study and encourage library use through judicious exposure.
4. To promote peer group interaction through seminars and group assignments.
5. To facilitate independent reading of Literary Texts in various genres as a prelude to project work.

### **Programme Outcome – UG**

1. Acquire adequate knowledge and skills for creativity, analytical and critical thinking.
2. Apply the knowledge of their discipline for the attainment of solutions to the problems they come across in their day to day life / activities.
3. Communicate the fundamental and advanced concepts of English literary tradition in written and oral form.
4. Acquire the ability to grow as individuals and to contribute to the development of the community.

SEMESTER 1				
Course code:	Core Course-I	T/P	C	H/W
22BEN1C1	POETRY	T	5	5
<b>Objectives</b>	<ul style="list-style-type: none"> <li>➤ To expose the learners to English Literature from the Age of Chaucer to the Modern Age.</li> <li>➤ To enable students to perceive the relationship between literature and the socio-political milieu.</li> <li>➤ To equip learners with a perspective on the evolution of English poetry.</li> <li>➤ To enable learners to relate linguistic and literary trends.</li> <li>➤ To enable students to read and understand similar works as those in the syllabus.</li> </ul>			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>➤ assess the historical development of early English Literature from the the Age of Chaucer to the modern age.</li> <li>➤ deduce the nexus between literature and the socio-political milieu.</li> <li>➤ develop a historical perspective on the evolution of English poetry.</li> <li>➤ compare linguistic and literary trends .</li> <li>➤ develop a flair for literary appreciation and independent reading.</li> </ul>			

SEMESTER 1				
Course code:	Core Course -II	T/P	C	H/W
22BEN1C2	PROSE	T	4	4
<b>Objectives</b>	<ul style="list-style-type: none"> <li>➤ To expose the learners to English Literature from the Elizabethan to the Modern Age.</li> <li>➤ To enable students to perceive the relationship between literature and the socio-political milieu.</li> <li>➤ To equip learners with a perspective on the evolution of different forms of prose.</li> <li>➤ To enable learners to relate linguistic and literary trends.</li> <li>➤ To enable students to read and understand similar works as those in the syllabus.</li> </ul>			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>➤ assess the historical development of early English Literature from the Elizabethan Age to the modern age.</li> <li>➤ Deduce the nexus between literature and the socio-political milieu.</li> <li>➤ Develop a historical perspective on the evolution of English prose.</li> <li>➤ Compare linguistic and literary trends .</li> <li>➤ Develop a flair for literary appreciation and independent reading.</li> </ul>			

<b>SEMESTER 1</b>				
<b>Course code:</b> 22BEN2C1	<b>Core Course -III</b>	<b>T/P</b>	<b>C</b>	<b>H/W</b>
	<b>SOCIAL HISTORY OF ENGLAND</b>	T	5	5
<b>Objectives</b>	<ul style="list-style-type: none"> <li>➤ To familiarize learners, with socio-political trends, so that they are able to recognize these trends as reflected in literature (starting from the Medieval Age).</li> <li>➤ To equip the learners with the information needed to see literary works in their socio-cultural context</li> <li>➤ To enable the student to see how literature is a mirror of society.</li> <li>➤ To make them understand the cultural roots of literature.</li> <li>➤ To enable them to use the socio- historical approach to literary studies.</li> </ul>			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>➤ Develop an interest in the evolution of English society, its customs and manners.</li> <li>➤ Appraise literary works in their socio-political context.</li> <li>➤ Categorize Religious Sects in the European Continent and perceive their socio political impact.</li> <li>➤ Formulate the links between political ideology and ideational content of literary works.</li> <li>➤ Assess the political affiliations of various writers and their social background</li> </ul>			

<b>SEMESTER 1</b>				
<b>Course code:</b> 22BEN2C2	<b>Core Course -IV</b>	<b>T/P</b>	<b>C</b>	<b>H/W</b>
	<b>FICTION</b>	T	4	4
<b>Objectives</b>	<ul style="list-style-type: none"> <li>➤ To introduce to the learner the Paradigm shifts in literature during the last two centuries both in Indian and English fiction.</li> <li>➤ Expose the learner to a few representative works from the Indian and English fiction writers.</li> <li>➤ Enable students to perceive the stylistic differences among writers</li> <li>➤ To sensitize students to the relationship between ideologies and literature.</li> <li>➤ To make students relate life and literature.</li> </ul>			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>➤ appraise paradigm-shifts in literature during the last two centuries both in Indian and English fiction</li> <li>➤ Critically assess the thematic and technical features of literary works.</li> <li>➤ evaluate various literary styles</li> <li>➤ deduce the link between ideas and literature</li> <li>➤ Evaluate the link between life and literature.</li> </ul>			

<b>SEMESTER III</b>				
<b>Course code:</b> 22BEN3C1	<b>Core Course -V</b>	<b>T/P</b>	<b>C</b>	<b>H/W</b>
	<b>DRAMA – I</b>	T	5	5
<b>Objectives</b>	<ul style="list-style-type: none"> <li>➤ Introduce learners to representative texts from British Drama.</li> <li>➤ To give learners a historical perspective on the areas.</li> <li>➤ To enable learners to perceive the effect of socio political forces on literature.</li> <li>➤ To enable students to perceive the thematic and technical aspects of Drama.</li> </ul>			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>➤ assess critically similar texts in British Drama.</li> <li>➤ evaluate fictional and dramatic works from a socio political angle.</li> <li>➤ analyze critically the thematic and technical aspects of Drama.</li> <li>➤ measure the impact of the social milieu on literary expression.</li> </ul>			

<b>Semester - III</b>
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<b>SEMESTER III</b>				
<b>Course code:</b> 22BEN3C2	<b>Core Course - VI</b>	<b>T/P</b>	<b>C</b>	<b>H/W</b>
	<b>PHONETICS</b>	T	4	4
<b>Objectives</b>	<ul style="list-style-type: none"> <li>➤ Understand the English sound system and pronunciation patterns.</li> <li>➤ Learn the structural patterns of language.</li> <li>➤ Perceive the various aspects of English phonetics.</li> <li>➤ Know the historical evolution of English.</li> <li>➤ Study the patterns of word formation and semantic change.</li> </ul>			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>➤ Improve their skill in articulating the sounds of English with reasonable acceptability.</li> <li>➤ Transcribe speech acts in the Phonetic Alphabet.</li> <li>➤ Choose and use right patterns of stress and intonation.</li> <li>➤ Construct minimal pairs, tongue-twisters, pneumatic rhymes and ICT Exercises for learning/ teaching right pronunciation.</li> </ul>			

<b>Semester - IV</b>				
<b>Course code:</b> 22BEN4C1	<b>Core Course -VII</b>	<b>T/P</b>	<b>C</b>	<b>H/W</b>
	<b>DRAMA – II</b>	T	5	5
<b>Objectives</b>	<ul style="list-style-type: none"> <li>➤ Introduce learners to representative texts from British Drama.</li> <li>➤ To give learners a historical perspective on the areas.</li> <li>➤ To enable learners to perceive the effect of socio political forces on literature.</li> <li>➤ To enable students to perceive the thematic and technical aspects of Drama.</li> </ul>			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>➤ assess critically similar texts in British Drama.</li> <li>➤ evaluate fictional and dramatic works from a socio political angle.</li> <li>➤ analyze critically the thematic and technical aspects of Drama.</li> <li>➤ measure the impact of the social milieu on literary expression.</li> </ul>			

<b>SEMESTER 1V</b>				
<b>Course code:</b> 22BEN4C2	<b>Core Course -VIII</b>	<b>T/P</b>	<b>C</b>	<b>H/W</b>
	<b>REMEDIAL ENGLISH GRAMMAR</b>	T	4	4
<b>Objectives</b>	<ul style="list-style-type: none"> <li>➤ To reinforce learners' understanding of basic grammatical concepts semantic and stylistic nuances in the use of grammatical forms and categories</li> <li>➤ To enable learners to assess grammaticality, correctness and acceptability.</li> <li>➤ To equip learners to tackle testing items in various competitive examinations.</li> <li>➤ To ensure right usage of language by learners.</li> </ul>			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>➤ develop a keen awareness of the implications of grammatical usages.</li> <li>➤ compare and contrast different patterns of usage.</li> <li>➤ interpret and answer testing items rightly.</li> <li>➤ Improve the writing skill of learners with precision and correctness.</li> </ul>			

<b>Semester - IV</b>
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<b>SEMESTER V</b>				
<b>Course code:</b> 22BEN4C3	<b>Core Course -IX</b> <b>INDIAN WRITING IN ENGLISH</b>	<b>T/P</b> T	<b>C</b> 2	<b>H/W</b> 2
<b>Objectives</b>	<ul style="list-style-type: none"> <li>➤ To give the learner a taste for the multi generic richness of Indian Literature in English.</li> <li>➤ To sensitize learners to the regional and national and international dimensions of Indian Literature in English.</li> <li>➤ To make learners aware of the basic Indianness and uniqueness of Indian English.</li> </ul>			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>➤ develop a taste for Indian Literature in English.</li> <li>➤ perceive the regional, national and international ambiance of Indian Literature in English.</li> <li>➤ discover and choose books for extra reading</li> <li>➤ appraise the indianness and uniqueness of Indian English.</li> </ul>			

<b>SEMESTER V</b>				
<b>Course code:</b> 22BEN5C1	<b>Core Course -X</b> <b>LITERARY FORMS</b>	<b>T/P</b> T	<b>C</b> 4	<b>H/W</b> 6
<b>Objectives</b>	<ul style="list-style-type: none"> <li>➤ To introduce learners to the generic variety of Literature in English.</li> <li>➤ To enable them to perceive the evolution of genres and their refinement.</li> <li>➤ To enable learners to understand the link between form and content.</li> <li>➤ To make learners see genres in their cultural context.</li> <li>➤ To sensitize them to concepts like generic mosaic, parody etc.</li> </ul>			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>➤ distinguish various genres of literature in English.</li> <li>➤ develop a sensitivity to variations in the use of language.</li> <li>➤ improve their abilities to evolve into critical readers.</li> <li>➤ theorize on the evolution of genres, in particular cultural contexts.</li> <li>➤ assess literary works in relation to variations of form and style.</li> </ul>			

<b>SEMESTER V</b>				
<b>Course code:</b> 22BEN5C2	<b>Core Course -XI</b> <b>TRANSLATION STUDIES - THEORY AND PRACTICE</b>	<b>T/P</b> T	<b>C</b> 5	<b>H/W</b> 6
<b>Objectives</b>	<ul style="list-style-type: none"> <li>➤ To introduce learners to various Translation Theories and the emergence of Translatology</li> <li>➤ To make the learners understand the problems in translation of particular work/genres.</li> <li>➤ To give students practice in translating passages from one language to another and vice-versa.</li> <li>➤ To enable learners to assess different translations of the same text.</li> <li>➤ To give learners a historical perspective on translation studies.</li> </ul>			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>➤ evaluate the problems in period study and the various trends in the evolution of translation studies.</li> <li>➤ develop an interest in comparative linguistics /grammar/literarytheory.</li> <li>➤ compare different texts to assess problems in their translation.</li> <li>➤ estimate multiple translations and attempt original translations.</li> <li>➤ assess similarities and differences among translations of the same text from a historico - cultural context.</li> </ul>			

SEMESTER V					
<b>Course code:</b> 22BEN5C3	<b>Core Course -XII</b>		<b>T/P</b>	<b>C</b>	<b>H/W</b>
	<b>HISTORY OF ENGLISH LITERATURE</b>		T	5	5
<b>Objectives</b>	<ul style="list-style-type: none"> <li>➤ To introduce the learner to different ages in the evolution of English Literature from the Age of Chaucer to the Present Age of Dr. Johnson.</li> <li>➤ To enable the students to pursue dominant literary trends in the periods specified.</li> <li>➤ To introduce learners to the dominant writers in various genres during the periods Specified</li> <li>➤ To enable the learner to see the evolution of different genres</li> <li>➤ To make the learner identify the spirit of the age</li> </ul>				
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>➤ develop the historical perspective on literary trends and their respective exemplars.</li> <li>➤ estimate the evolution of genres .</li> <li>➤ compare and contrast writers and periods.</li> <li>➤ Identify the predominance of particular genres in particular ages.</li> <li>➤ relate literary trends to the respective world view of particular periods.</li> </ul>				

SEMESTER V					
<b>Course code:</b> 22BEN5C4	<b>Core Course -XII</b>		<b>T/P</b>	<b>C</b>	<b>H/W</b>
	<b>SHAKESPEARE</b>		T	5	5
<b>Objectives</b>	<ul style="list-style-type: none"> <li>➤ To introduce the learners to Shakespeare’s thematic and stylistic variety through representative texts.</li> <li>➤ To make students realize Shakespeare’s omni-humanity and negative capability by drawing attention to the infinite variety and depth of the characters.</li> <li>➤ To enable students to see the essential simplicity of Shakespeare’s language.</li> <li>➤ To make the learner understand Shakespeare’s dramatic craftsmanship</li> <li>➤ To enable the learner to see Shakespeare’s subtle manipulation of language, prose and verse.</li> </ul>				
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>➤ interpret and understand Shakespeare’s plays. survey Shakespeare’s Omni humanity and negative capability, as seen in</li> <li>➤ the infinite variety and depth of his characters.</li> <li>➤ evaluate the simplicity and subtlety of Shakespeare’s language.</li> <li>➤ perceive aspects like dramatic irony, restraint, character- contrasts etc.</li> <li>➤ discover Shakespeare’s mastery of different types of language and style.</li> </ul>				

SEMESTER V					
<b>Course code:</b> 22BEN5C5	<b>Core Course -XIV</b>		<b>T/P</b>	<b>C</b>	<b>H/W</b>
	<b>American Literature</b>		T	5	5
<b>Objectives</b>	<ul style="list-style-type: none"> <li>➤ To give the learner a taste for American Prose, Poetry, Drama and Fiction through exposure to representative texts.</li> <li>➤ To enable the learner to perceive the evolution of American Prose, Poetry, Drama and Fiction.</li> <li>➤ To enable learners to perceive the effect of socio political forces on literature.</li> <li>➤ To sensitize learners to images, symbols, stylistic and tonal features.</li> <li>➤ To promote literary appreciation.</li> </ul>				
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>➤ Assess American Prose, Poetry, Drama and Fiction through exposure to representative texts.</li> <li>➤ Evaluate fictional and dramatic works from a socio political angle.</li> <li>➤ Analyze critically the thematic and technical aspects of representative works.</li> <li>➤ Measure the impact of the social milieu on literary expression.</li> </ul>				

**Semester - VI**

SEMESTER VI					
<b>Course code:</b> 22BEN6E1	<b>DSE-1</b>		<b>T/P</b>	<b>C</b>	<b>H/W</b>
	<b>POST COLONIAL LITERATURE</b>		T	6	6
<b>Objectives</b>	<ul style="list-style-type: none"> <li>➤ To give the learner a general idea of the issues dealt with in Post-Colonial Literature.</li> <li>➤ To make the learner understand the generic variety and potency of Post Colonial Literature through exposure to representative texts.</li> <li>➤ To make the learner aware of the trends in Post Colonial Literature.</li> <li>➤ To make the learners see the socio-economic and political issues that inevitably impinge on literature.</li> <li>➤ To make the learners realize the fusion of native and European literary traditions in Post Colonial Literature.</li> </ul>				
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>➤ perceive the basic tenets of Post Colonial theory and its historical origins.</li> <li>➤ evaluate a variety of geographical and cultural experiences in Post Colonial Literature.</li> <li>➤ categorize different literary forms concerned about identity, history, freedom, nationhood, and cultural heritage.</li> <li>➤ understand the generic variety and potency of Post Colonial Literature.</li> <li>➤ analyze critically the socio-economic and political issues involved in Post Colonialism.</li> </ul>				

SEMESTER VI					
<b>Course code:</b> 22BEN6E2	<b>DSE-2</b>		<b>T/P</b>	<b>C</b>	<b>H/W</b>
	<b>WOMEN'S WRITING IN ENGLISH</b>		T	6	5
<b>Objectives</b>	<ul style="list-style-type: none"> <li>➤ To enable the learner to make an in-depth study of Women Writers (specifically in American/British/Indian Literature).</li> <li>➤ To sensitize the learner to women's issues.</li> <li>➤ To make the learner see the uniqueness of the women's voice in literature.</li> <li>➤ To make the student see the various degrees of aggression and submission in the tone of women's writing.</li> <li>➤ To enable them to appreciate women's issues in a historical and ethical perspective.</li> </ul>				
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>➤ Assess the creativity of women writers.</li> <li>➤ Analyze the ideological status of women's writing.</li> <li>➤ Perceive the special features of women's writing.</li> <li>➤ Examine the tonal richness of feminist writing.</li> <li>➤ Develop a historical perspective on the status of women in society.</li> </ul>				

SEMESTER VI					
<b>Course code:</b> 22BEN6E3	<b>DSE-3</b>		<b>T/P</b>	<b>C</b>	<b>H/W</b>
	<b>LITERARY CRITICISM</b>		T	6	5
<b>Objectives</b>	<ul style="list-style-type: none"> <li>➤ To give the learner a general outlook on the various trends in literary criticism through exposure to representative authors and works.</li> <li>➤ To sensitize the learners to the evolution of critical theories.</li> <li>➤ To develop a taste among students for critical reading and debate.</li> <li>➤ To make the students understand and evaluate critical writing.</li> <li>➤ To make them see the uniqueness of particular schools of thought and approach.</li> </ul>				
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>➤ develop a taste for critical writing.</li> <li>➤ assess the evolution of critical theories.</li> <li>➤ improve their analytical skills.</li> <li>➤ evaluate critical writing.</li> <li>➤ analyze the features of particular approaches in literary criticism.</li> </ul>				

Semester - VI				
Course code: 22BEN6E4	DSE-4 ENGLISH LANGUAGE TEACHING	T/P T	C 6	H/W 5
<b>Objectives</b>	<ul style="list-style-type: none"> <li>➤ To introduce the learners to various issues involved in ELT.</li> <li>➤ To inform learners about various approaches and methods – their pros and cons.</li> <li>➤ To make learners aware of procedures and problems in teaching prose, poetry, grammar, composition, Literature and the four skills.</li> <li>➤ To introduce the learners to different types of tests, the attributes of a good test and enable them to construct testing items.</li> <li>➤ To make students aware of the principles of curriculum and course design, error analysis and remediation.</li> </ul>			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>➤ perceive the need for a holistic approach to language teaching.-K5</li> <li>➤ develop skills in materials production.-K6</li> <li>➤ assess lesson plans and implement them effectively.-K5</li> <li>➤ construct exercises for practice and items for testing.K6</li> <li>➤ develop the skill to identify, classify, explain and remediate errors.K6</li> </ul>			

SEMESTER VI			
course Code 22BEN6PR	PROJECT	6	10
<b>Objectives</b>	<ul style="list-style-type: none"> <li>➤ To initiate the learners to research</li> <li>➤ To promote reference, note taking and organizing skills</li> <li>➤ To inculcate proper documentation practices</li> <li>➤ To inculcate research ethics.</li> <li>➤ To demystify the research process by giving a chance to write an original piece and encourage further research.</li> </ul>		
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>➤ <b>On completion of the course, students will be able to</b></li> <li>➤ take part in similar projects.</li> <li>➤ interpret works from original angles.</li> <li>➤ discover and apply right documentation practices.</li> <li>➤ classify and codify bibliographical information (working and final)</li> <li>➤ prioritize fresh avenues of research.</li> </ul>		