

**ARULMIGU PALANIANDAVAR ARTS COLLEGE FOR WOMEN, PALANI  
(AUTONOMOUS)**

**RE-ACCREDITED WITH B<sup>++</sup> GRADE BY NAAC**

**(Affiliated to Mother Teresa Women's University, Kodaikanal)**

**PG AND RESEARCH DEPARTMENT OF ENGLISH**

**CURRICULUM FRAMEWORK AND SYLLABUS FOR  
OUTCOME BASED EDUCATION**

**IN**

**PART - II ENGLISH**

**B.A., ENGLISH [A] [UGENGA]**

**B.A., ENGLISH [SF] [UGENGs]**

**EXTRA-CREDIT COURSES**

**&**

**VALUE ADDED COURSES**

**UNDER**

**CHOICE BASED**

**CREDIT SYSTEM**

**2022 - 2025**

**Preamble:**

The Department of English is one of the earliest to be established by Arulmigu Palaniandavar Arts College for Women in 1970. It has made its foray into Postgraduate education in 2006 and attained the status of Research Department by introducing the M.Phil., Degree Programme in 2007. The Department, then as now, has carefully and thoughtfully planned its course content in order to offer students the best possible curricular experience and to offer upright, sensitive and intelligent citizens to society. Every subsequent curriculum revision has been premised on the assumption that society requires students who will serve as its mind, heart and future. Further, one of the major objectives of every curriculum designed by the Department has been the employability of the students upon their successful completion of the programmes.

**Vision:**

The mainstay of the vision of the Department of English is to offer students adequate communication skills to prepare them for their professional needs in the globalized scenario prevalent today.

**Mission:**

Fostering knowledge and igniting love of literature and of language in the students is the prime mission of the department. To this end, a relevant and coherent curricular framework is provided. A variety of literary, analytical, pedagogical, theoretical as well as communication skills are taught. Encouraging learning, robust thinking and appreciation for liberal education is the ultimate responsibility of the teaching community of the institution.

**Bloom's Taxonomy in fixing the Learning Objectives:**

The curriculum of Part – II English, B.A., (Eng.Lit), M.A., (Eng.Lit) and M.Phil., (Eng.Lit) has been designed and the learning objectives and outcomes of the programmes are set, following the Bloom's Taxonomy Cognitive Domain. Accordingly, it is broken into six levels of learning objectives of each course. They are -

K1 / Knowledge = Remember

K2 / Comprehension = Understand

K3 / Application = Apply

K4 / Analysis = Analyze

K5 / Evaluation = Evaluate

K6 / Synthesis = Create

### **Bloom's Taxonomy Action Verbs:**

**K1 / Knowledge:** Arrange, Define, Describe, Duplicate, Identify, Label, List, Match, Memorize, Name, Order, Outline, Recognize, Relate, Recall, Repeat, Reproduce, Select, State

**K2 / Comprehension:** Classify, Convert, Defend, Describe, Discuss, Distinguish, Estimate, Explain, Express, Extend, Generalize, Give example(s), Identify, Indicate, Infer, Locate, Paraphrase, Predict, Recognize, Rewrite, Review, Select, Summarize, Translate

**K3 / Application:** Apply, Change, Choose, Compute, Demonstrate, Discover, Dramatize, Employ, Illustrate, Interpret, Manipulate, Modify, Operate, Practice, Predict, Prepare, Produce, Relate, Schedule, Show, Sketch, Solve, Use, Write

**K4 / Analysis:** Analyze, Appraise, Breakdown, Calculate, Categorize, Compare, Contrast, Criticize, Diagram, Differentiate, Discriminate, Distinguish, Examine, Experiment, Identify, Illustrate, Infer, Model, Outline, Point out, Question, Relate, Select, Separate, Subdivide, Test

**K5 / Evaluation:** Appraise, Argue, Assess, Attach, Choose, Compare, Conclude, Contrast, Defend, Describe, Discriminate, Estimate, Evaluate, Explain, Judge, Justify, Interpret, Relate, Predict, Rate, Select, Summarize, Support, Value

**K6 / Synthesis:** Arrange, Assemble, Categorize, Collect, Combine, Comply, Compose, Construct, Create, Design, Develop, Devise, Explain, Formulate, Generate, Plan, Prepare, Rearrange, Reconstruct, Relate, Reorganize, Revise, Rewrite, Set up, Summarize, Synthesize, Tell, Write

### **Mapping COs with POs:**

For each programme, the Educational objectives and the Specific objectives are specified. The programme outcomes are designed according to the curriculum, teaching, learning and evaluation process. For each course, the definite outcomes are set, giving challenge to the cognitive domain. The course outcomes are mapped with the programme outcomes. The performance of the stakeholders is assessed and the attainment rate is fixed, by using the measurements 'high', 'medium' and 'low'. The restructuring of the curriculum is done based on the rate of attainment.

### **Institutional Objectives:**

- Women Education
- Women Empowerment
- Self-reliance and
- Making Model Citizens.

### **Programme Educational Objectives:**

The programmes B.A., M.A., and M.Phil., (Eng.Lit) are offered with certain

educational objectives.

- To educate the students in both the artistry and utility of the English language through the study of literature and other contemporary forms of culture.
- To provide them with the critical faculties necessary in an academic environment, on the job, and in an increasingly complex, interdependent world.
- To graduate them who are capable of performing research, analysis, and criticism of literary and cultural texts from different historical periods and genres.
- To assist students in the development of intellectual flexibility, creativity, and cultural literacy so that they may engage in life-long learning.

#### **Programme Specific Objectives:**

- Providing theoretical and practical research experience in English to the scholars.
- Empowering them with domain specific capabilities and methodological competencies.
- Developing and enhancing their scientific approach to research, understanding of the methods and mechanics of writing.
- Introducing them to multidisciplinary approach to the study of literature through the exposure to the nuances of contemporary literary theory.

#### **Programme Specific Outcomes:**

Upon completion of the programme, certain outcomes that could be arrived at are -

- Gaining knowledge of modern literatures and technical aspects.
- Preparing research articles and writing creatively.
- Acquiring competency over the subject learnt.
- Scoring well in competitive and qualifying examinations.
- Imbibing human values and making model citizens.

#### **Mapping PEOs with IOs:**

<b>Programme Educational Objectives</b>	<b>Institutional Objectives</b>			
<b>B.A./M.A./M.Phil., (Eng. Lit)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>PEO1:</b> To educate the students in both the artistry and utility of				

the English language through the study of literature and other contemporary forms of culture.	S			
<b>PEO2:</b> To provide them with the critical faculties necessary in an academic environment, on the job, and in an increasingly complex, interdependent world.		M		
<b>PEO3:</b> To graduate them who are capable of performing research, analysis, and criticism of literary and cultural texts from different historical periods and genres.			S	
<b>PEO4:</b> To assist students in the development of intellectual flexibility, creativity, and cultural literacy so that they may engage in life-long learning.				S

**Measuring: H – High; M – Medium; L – Low**

## COMMON ACADEMIC STRUCTURE / B.A., (ENGLISH LITERATURE)

2022 – 2025

S.N	Title of the Course	Hrs	Credits	Marks			C. Code
				CIA	CE	Total	
SEMESTER - I							
1	Part I Tamil	6	3	25	75	100	
2	Part II / Generic English - I	6	3	25	75	100	
3	Part III / Core – I: Indian Writing in English	5	5	25	75	100	
4	Part III / Core – II: Chaucer and the Elizabethan Age	5	4	25	75	100	
5	Part III / Allied – I: Children’s Literature	5	4	25	75	100	
6	Part IV/ SBC – I: (Oral - Practical) Communicative English	2	2	25	75	100	
7	Part – V: Value Education	1	2	25	75	100	
Total		30	23			700	
SEMESTER - II							
8	Part I Tamil	6	3	25	75	100	
9	Part II / Generic English - II	6	3	25	75	100	
10	Part III / Core – III: The Neo-classical Age	6	5	25	75	100	
11	Part III / Core – IV: The Romantic Age	5	4	25	75	100	
12	Part III / Allied – II: Social History of England	5	4	25	75	100	
13	Part IV SBC – II: (Oral - Practical) Reading for Pleasure	2	2	25	75	100	
Total		30	21			600	
SEMESTER - III							
14	Part I Tamil	6	3	25	75	100	
15	Part II / Generic English - III	6	3	25	75	100	
16	Part III / Core – V: The Victorian Age	5	5	25	75	100	
17	Part III / Core – VI: Modern British Literature	5	4	25	75	100	
18	Part III / Allied – III:	4	4	25	75	100	

	Modern English Grammar and Usage						
19	Part IV / SBC-III: English for Careers	2	2	25	75	100	
20	Part IV / NME – I: (Oral - Practical) Employability Skills	2	2	25	75	100	
<b>Total</b>		<b>30</b>	<b>23</b>			700	
<b>SEMESTER - IV</b>							
21	Part I Tamil	6	3	25	75	100	
22	Part II / Generic English - IV	6	3	25	75	100	
23	Part III / Core – VII: American Literature	6	5	25	75	100	
24	Part III / Core – VIII: History of English Literature	5	5	25	75	100	
25	Part III / Allied-IV: Travel Writing	5	4	25	75	100	
26	Part IV SBC – IV: (Oral – Practical) Soft Skills	2	2	25	75	100	
27	Part V: Extension activities		1	-	-	100	
<b>Total</b>		<b>30</b>	<b>23</b>			<b>700</b>	
<b>SEMESTER - V</b>							
28	Part III / Core – IX: Literature of the Indian Diaspora	6	5	25	75	100	
29	Part III / Core – X: World Short Stories	6	5	25	75	100	
30	Part III / Core – XI: Green Studies	6	5	25	75	100	
31	Part III / Major Elective – I: Option – I: Literary Forms Option - II: English Language Teaching – I Option – III: MOOCS	5	4	25	75	100	
32	Part III / Major Elective – II: Option – I: A Study of English Sounds Option - II: Translation – Theory and Practice Option – III: MOOCS	5	4	25	75	100	
33	Part IV SBC – V: English for Enhancement	2	2	25	75	100	
<b>Total</b>		<b>30</b>	<b>25</b>			<b>600</b>	

SEMESTER - VI							
34	Part III / Core – XII: Shakespeare	6	5	25	75	100	
35	Part III / Core-XIII: Literature and Gender	6	5	25	75	100	
36	Part III / Core – XIV: Principles of Literary Criticism	6	5	25	75	100	
37	Part III / Major Elective – III: Option – I: Extensive Study of an Author Option – II: Comparative Literature Option – III: MOOCS	6	4	25	75	100	
38	Part IV SBC – VI: Project	2	2	25	75	100	
39	NME–II: (Oral-Practical) Presentation Skills	2	2	25	75	100	
40	Part V: Environmental Studies	2	2	25	75	100	
	Total	30	25			700	
Total Credits			140				
EXTRA-CREDIT COURSES							
1	Corporate English Training	02	02	25	75	100	
2	Creating Newspapers	02	02	25	75	100	
3	Short Movies and Documentaries	02	02	25	75	100	
VALUE-ADDED COURSES							
1	Photography	-	30	-	-	100	
2	Radio Jockeying	-	30	-	-	100	
3	Film Studies	-	30	-	-	100	



## **PART – II / ENGLISH**

### **Programme Objectives:**

- Honing the powers of comprehension, analysis and expression in the English language.
- Familiarizing them with the master pieces of literature.
- Imparting knowledge of basics of English grammar and vocabulary.
- Shaping the reading habit through the study of non-detailed texts.
- Providing an exposure to contemporary use of the English language.
- Developing their skills in public speaking, leadership and the histrionic arts.
- To mould them into effective communicators in day-to-day transactions as also business and academic affairs.

### **Programme Outcomes:**

After completion of the programme, certain outcomes are expected.

- **PO – 1** Acquiring complete knowledge of English language.
- **PO – 2** Gaining acquaintance with the language through literature.
- **PO – 3** Strengthening knowledge in English grammar and vocabulary.
- **PO – 4** Becoming well informed people through the habit of reading.
- **PO – 5** Knowing the usage of English language at all levels.
- **PO – 6** Creating public speakers, leaders and performers.
- **PO – 7** Being capable of communicating with the business and academic community.

### **Programme Specific Outcomes:**

- **PSO – 1** Realizing how life and literature are closely connected and imbibing human values
- **PSO - 2** Creating a favorable atmosphere to learn English grammar
- **PSO - 3** Equipping the learners with LSRW skills
- **PSO - 4** Encouraging the learners to write minor articles
- **PSO - 5** Producing an optimistic personality

**Part – II English**  
**Syllabus for B.A., / B.Sc., Degree Programmes**

Course Code		Generic English - I	Hrs	Credits	CIA	CE
Sem – I			6	3	25	75
Part – II English - I						

### Learning Objectives:

The course aims to

- make students understand the basic English language patterns through English literary pieces especially from Poetry and Prose.
- Explain the basic language skills through listening and reading.
- enhance word power to speak and write effectively.
- acquaint the students with the important features of Communication skills and enable them to communicate skillfully
- teach basic English grammar and aid the students to use effectively.

### COURSE CONTENT

#### Unit -I: Poetry and Prose

Nissim Ezekiel – Night of the Scorpion

Robert Frost - Stopping by Woods on a Snowy Evening

William Shakespeare - All the World's A Stage

Norah Burke - My Brother, My Brother

Charles Lamb - A Dissertation upon Roast Pig

#### Unit -II: Grammar

Parts of Speech - Nouns, Pronouns

Sentence Pattern

Types of Sentences

#### Unit -III: Vocabulary

Synonyms

Antonyms

Affixes

Homophones

Idioms & Phrases

#### Unit -IV: Functional English

Dialogue Completion

Autobiographical Account

Proverbial Expansion

### Unit – V: Creative Competency

Hints Development

Skimming Newspaper Report & Scanning Fact-Based Articles

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#### Books for Reference:

- ➡ P.C.Wren. & H.Martin.ed., *High School English Grammar & Composition*. S.Chand Company Ltd. 2005.
- ➡ *Communicative English* (For students of Arts and Science) –TANSCH. 2020.
- ➡ Baym, Nina. gen .ed and Levine, Robert S. ed. *The Norton Anthology of American Literature*. 8th ed. Vol E . W.W. Norton & Company, Inc. New York. 2012.
- ➡ *Great Short Stories of the World*. The Reader's Digest Association, Inc. Sydney.1973.
- ➡ Iyengar .R.Srinivasa. 1983, *Indian Writing in English*, New Delhi: Sterling Publishers Private Limited,

#### E- References:

- ➡ <https://englishsummary.com/lesson/indian-weavers-sarojini-naidu/>
- ➡ <https://youtu.be/to0UbOOUEnl>
- ➡ <https://m.youtube.com/watch?v=jaSFtcDEiE>
- ➡ <https://m.youtube.com/watch?v=4yJGUMAYiXQ>

#### Course Outcomes:

At the end of the course, certain outcomes are expected from the learners.

CO1	Acquiring knowledge of the basic English language through English Literature, especially from Poetry and Prose
CO2	Comprehending the basic language skills through listening and reading
CO3	Enhancing word power to speak and write effectively
CO4	Analyzing the important features of communication skills and communicate skillfully
CO2	Comprehending the basic English grammar and use effectively in day to day life

**Mapping of COs with POs & PSOs:**

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	POS3	POS4	PSO5
CO1	S	S	M	S	S	M	M	S	S	S	M	S
CO2	S	M	S	S	M	M	S	S	S	S	S	S
CO3	M	S	M	S	S	M	M	S	S	M	S	S
CO4	S	S	S	M	S	M	M	S	S	S	S	S
CO5	M	M	S	M	S	S	S	S	M	S	S	M

**QUESTION PATTERN****Section – A: (10X1=10)**

**Ten questions are to be given, testing K1. Each question carries one mark.**

1. Write the synonyms of the given words. (2X1/2 = 1) (List annexed)
2. Write the antonyms of the given words. (2X1/2 = 1) (List annexed)
3. Choose suitable prefix to the given words. (2X1/2 = 1)
4. Choose suitable suffix to the given words. (2X1/2 = 1)
5. Fill in the blanks with suitable idiomatic expressions. (2X1/2 = 1)
6. Identify the nouns in the given sentence. (2X1/2 = 1)
7. Fill up the blanks with suitable pronouns. (2X1/2 = 1)
8. Find out the pattern of the given sentences. (2X1/2 = 1)
9. Find out the type of the given sentences. (2X1/2 = 1)
10. Make sentences using the given homophones. (2X1/2 = 1)

**Section – B: (5X7=35)**

**Seven questions are to be given testing K2 and K3. Five questions are to be answered.**

**Each question carries seven marks.**

11. Paragraph question from Unit- I
12. Paragraph question from Unit- I
13. Paragraph question from Unit- I
14. Paragraph question from Unit- I
15. Complete the given dialogue.
16. Narrate a personal experience:- (Shocking / sad / happy / thrilling etc)
17. Expand the given proverb and make a paragraph. (List annexed)

**Section – C: (3X10=30)**

**Five questions are to be given testing K4 and K5. Three questions are to be answered.**

**Each question carries ten marks.**

**18.** Essay question from Unit –I

**19.** Essay question from Unit –I

**20.** Essay question from Unit –I

**21.** Develop the given hints and write the story

**22.** Scan the given newspaper report and answer the questions:-

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Course Code		Generic English - II	Hrs	Credits	CIA	CE
Sem – II			6	3	25	75
Part – II English - II						

### Learning Objectives:

The course aims to

- make students understand the basic language skills through Poetry and Short Story.
- familiarize students with the important features of Communication skills.
- Train in basic language skills such as listening and reading.
- increase word power to speak and write effectively.
- Gain knowledge of the basic grammar and enrich language skills.

### COURSE CONTENT

#### Unit -I: Poetry and Short Story

W.H.Auden – The Unknown Citizen

Walt Whitman - O Captain! My Captain!

William Wordsworth - Daffodils

Oscar Wilde – The Model Millionaire

R.K. Narayan – The Gateman's Gift

Gabriel Garcia Marquez – A very Old Man with Enormous Wings

#### Unit -II: Grammar

Parts of Speech – Verb, Adverb

Degrees of Comparison

Voice

#### Unit -III: Vocabulary

Synonyms

Antonyms

Compound Words

Mis-spelt Words

Denotation and Connotation

**Unit -IV: Functional English**

Short Expressions

Writing Advertisements

Describing a Process

**Unit – V: Creative Competency**

News Items

Informal Letter Writing

**Books for Reference:**

- ➡ P.C.Wren. & H.Martin. Ed., High School English Grammar & Composition. S.Chand Company Ltd. 2005.
- ➡ Communicative English (For students of Arts and Science) –TANSCH. 2020.

**E- References:**

- ➡ [https://www.youtube.com/watch?v=1Uv80xQejrg&ab\\_channel=RedFrostMotivation](https://www.youtube.com/watch?v=1Uv80xQejrg&ab_channel=RedFrostMotivation)
- ➡ <https://www.storyboardthat.com/lesson-plans/stuart-little-by-e-b—white>

**Course Outcomes:**

At the end of the course, certain outcomes are expected from the learners.

CO1	Gaining knowledge of language through the genres such as poetry and short story in English
CO2	Acquiring the skill to enact out dramas in English
CO1	Strengthening knowledge in English vocabulary by knowing the long expressions in single words
CO4	Practising official way of communicating in English
CO3	Being capable of applying the knowledge gained in official use of English language

**Mapping of COs with POs & PSOs:**

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	POS3	POS4	PSO5
CO1	S	S	M	S	S	M	M	S	S	S	M	S
CO2	S	M	S	S	M	M	S	S	M	S	S	S
CO3	M	S	M	S	S	M	M	S	S	M	S	S
CO4	S	S	S	M	S	M	M	S	S	S	S	M
CO5	M	M	S	M	S	S	S	S	S	S	S	S



## QUESTION PATTERN

### Section – A (10X1=10)

**Ten questions are to be given, testing K1. Each question carries one mark.**

1. Write the synonyms of the given words. (2X1/2 = 1)
2. Write the antonyms of the given words. (2X1/2 = 1)
3. Write compound words using the given list of words. (2X1/2 = 1)
4. Correct the spelling of the given words. (2X1/2 = 1)
5. What do the given words connote? (2X1/2 = 1)
6. Fill up the blanks with suitable verb forms. (2X1/2 = 1)
7. Change the degrees of the given sentence. (2X1/2 = 1)
8. Change the degrees of the given sentence. (2X1/2 = 1)
9. Change the active voice in the given sentences into passive voice (2X1/2 = 1)
10. Change the passive voice in the given sentences into active voice (2X1/2 = 1)

### Section – B: (5X7=35)

**Seven questions are to be given testing K2 and K3. Five questions are to be answered. Each question carries seven marks.**

11. Paragraph question from Unit- I
12. Paragraph question from Unit- I
13. Paragraph question from Unit- I
14. Paragraph question from Unit- I
15. Match the expressions with the suitable situations.
16. Write an advertisement.
17. Describe the process.

### Section – C: (3X10=30)

**Five questions are to be given testing K4 and K5. Three questions are to be answered. Each question carries ten marks.**

18. Essay question from Unit –I
19. Essay question from Unit –I
20. Essay question from Unit –I
21. Develop the given hints and prepare a soft news/hard news.
22. Informal Letter Writing.

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Course Code		Generic English - III	Hrs	Credits	CIA	CE
Sem – III Part – II English - III			6	3	25	75

### Learning Objectives:

The course aims to

- make students understand the basic English language through English literary pieces especially from Prose and One-act Play.
- Teach basic language skills such as reading and writing
- generate word power to speak and write effectively.
- acquaint students with the important features of communication skills to communicate skillfully.
- enable them to understand basic English grammar and use it in day to day situations effectively.

### COURSE CONTENT

#### Unit -I: Prose and One-act Play

A Glory has Departed - Jawaharlal Nehru

My Greatest Olympic Prize – Jesse Owens

Don't be Sorry for Yourself – A.J. Cronin

The Thread of Scarlet – John Joy Bell

The Pot of Broth – W.B. Yeats

#### Unit -II: Grammar

Parts of Speech - Articles, Prepositions, Conjunctions

Identifying Parts of Speech

Framing Questions - Wh-questions

- Verbal questions

Answering Questions – Wh-questions

Verbal questions

#### Unit -III: Vocabulary

Synonyms

Antonyms

Idiomatic Expressions

### **Unit -IV: Functional English**

Interpreting Non-verbal Presentation

Describing Personalities

Imaginative Writing

### **Unit – V: Creative Competency**

Diary Writing

Writing Application Forms

### **Books for Reference:**

- ➡ P.C.Wren & H.Martin, ed., *High School English Grammar & Composition*. S.Chand Company Ltd, 2005.
- ➡ *Communicative English* (For students of Arts and Science) –TANSCH. 2020.
- ➡ Dr. A.D. Sudha and Dr. R. Kavitha. ed. *English for Enrichment - I*. New Century Book House P. Ltd., Chennai.2018.

### **E- References:**

- ➡ [https://www.brainkart.com/article/With-the-Photographer--Questions-and-Answers\\_34389/](https://www.brainkart.com/article/With-the-Photographer--Questions-and-Answers_34389/)
- ➡ <https://www.learnram.com/english-summary/the-happy-prince-summary/>

### **Course Outcomes:**

At the end of the course, certain outcomes are expected from the students:

CO2	Comprehending basic English language through English literary pieces especially from Prose and One-act plays
CO2	Comprehending basic language skills such as reading and writing
CO6	Generating word power to speak and write effectively
CO2	Gaining acquaintance with the important features of communication skills and communicating skillfully
CO6	Gaining knowledge of the basic English grammar and use it effectively in day to day situations

**Mapping of COs with POs & PSOs:**

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	POS3	POS4	PSO5
CO1	S	S	M	S	S	M	M	S	S	S	S	S
CO2	S	M	S	S	M	M	S	M	S	S	S	S
CO3	M	S	M	S	S	M	M	S	S	M	S	M
CO4	S	S	S	M	S	M	M	S	S	S	S	S
CO5	M	M	S	M	S	S	S	S	S	S	M	S

**QUESTION PATTERN****Section - A**

**Ten questions are to be given, testing K1. Each question carries one mark.**

1. Write the synonyms of the given words. (2X1/2 = 1)
2. Write the antonyms of the given words. (2X1/2 = 1)
3. Identify the idiomatic expressions in the given sentences. (2X1/2 = 1)
4. Fill up the blanks with suitable articles. (2X1/2 = 1)
5. Fill up the blanks with suitable prepositions. (2X1/2 = 1)
6. Fill up the blanks with suitable conjunctions. (2X1/2 = 1)
7. Identify the parts of speech of the underlined words. (2X1/2 = 1)
8. Frame a 'Wh' question from the given statement. (1X1 = 1)
9. Frame a Verbal question from the given statement. (1X1 = 1)
10. Answer the Wh-/Verbal question. (1X1 = 1)

**Section – B: (5X7=35)**

**Seven questions are to be given testing K2 and K3. Five questions are to be answered. Each question carries seven marks.**

11. Paragraph question from Unit- I
12. Paragraph question from Unit- I
13. Paragraph question from Unit- I
14. Paragraph question from Unit- I (Novel)
15. Interpret the given data and write a paragraph.
16. Imagine yourself to be an object and write a paragraph about you.
17. Describe the given personality.

**Section – C: (3X10=30)**

**Five questions are to be given testing K4 and K5. Three questions are to be answered. Each question carries ten marks.**

- 18.** Essay question from Unit –I
- 19.** Essay question from Unit –I
- 20.** Essay question from Unit –I (Novel)
- 21.** Make a diary entry about the given event.
- 22.** Prepare an Application for the job suggested.

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Course Code		Generic English - IV	Hrs	Credits	CIA	CE
Sem – IV			6	3	25	75
Part – II English - IV						

### Learning Objectives:

The course aims to

- make students understand the basic English language through English literary pieces especially from Drama and Novel.
- teach basic language skills such as reading and writing.
- generate word power to speak and write effectively.
- acquaint students with the important features of communication skills to communicate skillfully.
- enable them to understand basic English grammar and use it in day to day situations effectively.

### COURSE CONTENT

#### Unit -I: Drama and Novel

##### Selected Scenes:

The death of Julius Caesar (Et tu, Brutus, - The fall, Caesar) – Scene I, Act III from *Julius Caesar* - William Shakespeare

The Murder of Duncan (Hark! Peace! It was the owl that shrieked) – Scene – II, Act – II from *Macbeth* – William Shakespeare

Portia and Nerrissa in Disguise in Courtroom (The quality of Mercy is not strained) – Scene – I, Act – IV  
from *The Merchant of Venice* – William Shakespeare

##### Novel:

Lord of the Flies – William Golding

#### Unit -II: Grammar

Auxiliary Verbs

Tenses

Kinds of Sentences: Simple – Compound - Complex

#### Unit -III: Vocabulary

Synonyms

Antonyms

Cloze Test

Sentence Completion

Words often Confused

Using Dictionary, Encyclopedia & Thesaurus

#### **Unit -IV: Functional English**

Filling in Bank Chalcans / Railway Reservation Forms

Describing an Object

Writing Circulars

#### **Unit – V: Creative Competency**

Opinion Piece

Resume Preparation

#### **Books for Reference:**

- ➡ P.C.Wren. & H.Martin.ed., High School English Grammar & Composition. S.Chand Company Ltd. 2005.
- ➡ Communicative English (For students of Arts and Science) –TANSCH. 2020
- ➡ Dr. A.D. Sudha and Dr. R. Kavitha. eds. *English for Enrichment - I*. New Century Book House P Ltd., Chennai.2018.
- ➡ Prof. N. Moorthy and Prof. V. Amardeep. eds. *English for Enrichment -III*. New Century Book House (P) Ltd., Chennai.2018.

#### **E- References:**

- ➡ <https://www.indiatoday.in/obama-visit/latest-updates/story/full-text-of-obama-speech-in-parliament-85230-2010-11-08>
- ➡ <https://www.gandhiashramsevagram.org/autobiography/chapter-104.php>

#### **Course Outcomes:**

At the end of the course, certain outcomes are expected from the learners.

CO2	Comprehending the basic English language through Drama and Novel
CO2	Comprehending the basic language skills through listening and reading
CO3	Increasing word power to speak and write effectively
CO1	Gaining acquaintance with the important features of communication skills and communicate skillfully

CO2	Comprehending the basic English grammar and use effectively in conversionsa
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### Mapping of COs with POs & PSOs:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	POS3	POS4	PSO5
CO1	S	S	M	S	S	M	M	S	S	S	S	S
CO2	S	M	S	S	M	M	S	S	S	S	S	S
CO3	M	S	M	S	S	M	M	S	S	S	S	S
CO4	S	S	S	M	S	M	M	S	S	S	S	S
CO5	M	M	S	M	S	S	S	S	S	S	S	S

### QUESTION PATTERN

#### Section – A: (10X1=10)

**Ten questions are to be given, testing K1. Each question carries one mark.**

1. Write the synonyms of the given words. (2X1/2 = 1)
2. Write the antonyms of the given words. (2X1/2 = 1)
3. Fill up the blanks using suitable tense forms. (1X1 = 1)
4. Fill up the blanks with suitable tense forms. (1X1 = 1)
5. Among the two, which word will suit the place. (2X1/2 = 1)
6. Fill in the blanks with suitable Primary auxiliary verbs. (1X1/2 = 1)
7. Fill up the blanks with suitable Modal auxiliary verbs. (1X1/2 = 1)
8. Identify the kind of the given sentences. (2X1/2 = 1)
9. Change the kind of the given sentence and rewrite it. (1X1 = 1)
10. Complete the given sentence. (1X1 = 1)

#### Section – B: (5X7=35)

**Seven questions are to be given testing K2 and K3. Five questions are to be answered. Each question carries seven marks.**

11. Paragraph question from Unit- I
12. Paragraph question from Unit- I
13. Paragraph question from Unit- I (Drama)
14. Fill in the bank chalan using the given details.
15. Fill in the blanks by choosing the correct words from the given list.
16. Prepare a Circular.



17. Comprehend the passage given from the dictionary / thesaurus and answer the questions that follow.

**Section – C: (3X10=30)**

**Five questions are to be given testing K4 and K5. Three questions are to be answered. Each question carries ten marks.**

- 18. Essay question from Unit –I
- 19. Essay question from Unit –I
- 20. Essay question from Unit –I (Drama)
- 21. Write your opinion on the given topic:-
- 22. Prepare a Resume.

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**Part – II English**  
**Syllabus for**  
**B.Com., / B.Com., (CA) / B.Sc., (CS) & BCA.,**  
**Degree Programmes**

Course Code		Generic English - I	Hrs	Credits	CIA	CE
Sem – I			6	3	25	75
Part – II English - I						

### Learning Objectives:

The course aims to

- make students understand the basic English language patterns through English literary pieces especially from Poetry and Prose.
- Explain the basic language skills through listening and reading.
- enhance word power to speak and write effectively.
- acquaint the students with the important features of Communication skills and enable them to communicate skillfully
- teach basic English grammar and aid the students to use effectively.

### Unit -I:

Robert Frost - Stopping by Woods on a Snowy Evening

William Shakespeare - All the World's a Stage

Norah Burke - My Brother, My Brother

Charles Lamb - A Dissertation upon Roast Pig

The Thread of Scarlet – John Joy Bell

The Pot of Broth – W.B. Yeats

### Unit -II: Grammar

Parts of Speech – Nouns, Pronouns, Verbs, Adverbs, Articles, Prepositions, Conjunctions

Identifying Parts of Speech

Types of Sentences

Framing Questions -Wh-questions

- Verbal questions

### Unit -III: Vocabulary

Synonyms

Antonyms

Affixes

One Word Substitution

Homophones

### Unit -IV: Functional English

Dialogue Completion

Writing Advertisements

Filling in Bank Chans, Railway Reservation Forms

Interpreting Non-verbal Presentation

### Unit –V: Creative Competency

Hints Development

Note-making

Precise-writing

Informal Letter Writing

### Books for Reference:

- ➡ P.C.Wren. & H.Martin.ed., High School English Grammar & Composition. S.Chand Company Ltd. 2005.
- ➡ Communicative English (For students of Arts and Science) –TANSCH. 2020.
- ➡ Green, David.ed. *The winged word*. Macmillan India Ltd., 2007.
- ➡ Baym, Nina. gen .ed and Levine, Robert S. ed. *The Norton Anthology of American Literature*. 8th ed. Vol D. W.W. Norton & Company, Inc. New York. 2012.

### E- References:

- ➡ <https://englishsummary.com/lesson/coromandel-fishers-summary/>
- ➡ <https://m.youtube.com/watch?v=QWZEDZsjEGo>
- ➡ <https://www.britannica.com/topic/Harry-Potter-and-the-Philosophers-Stone>

### Course Outcomes:

At the end of the course, certain outcomes are expected from the learners.

CO1	Acquiring knowledge of the basic English language through English Literature, especially from Poetry and Prose
CO2	Comprehending the basic language skills through listening and reading
CO3	Enhancing word power to speak and write effectively
CO4	Analyzing the important features of communication skills and communicate skillfully
CO2	Comprehending the basic English grammar and use effectively in day to day life

**Mapping of COs with POs & PSOs:**

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	POS3	POS4	PSO5
CO1	S	S	M	S	S	M	M	S	S	S	M	S
CO2	S	M	S	S	M	M	S	S	S	S	S	S
CO3	M	S	M	S	S	M	M	S	S	M	S	S
CO4	S	S	S	M	S	M	M	S	S	S	S	S
CO5	M	M	S	M	S	S	S	S	M	S	S	M

**QUESTION PATTERN****Section – A: (10X1=10) Question Pattern**

**Ten questions are to be given, testing K1. Each question carries one mark.**

1. Write the synonyms of the given words. (2X1/2 = 1) (List Annexed)
2. Write the antonyms of the given words. (2X1/2 = 1) (List Annexed)
3. Substitute one word for the given expressions. (2X1/2 = 1) (List Annexed)
4. Fill up the blanks with suitable homophones. (2X1/2 = 1)
5. Add suitable prefix to the given words. (2X1/2 = 1)
6. Add suitable suffix to the given words. (2X1/2 = 1)
7. Complete the given dialogue:- (2X1/2 = 1) (Only two responses)
8. Identify the parts of speech of the underlined words. (2X1/2 = 1)
9. Frame a Wh-/Verbal question from the given statement. (1X1 = 1)
10. Identify the type of the given sentences. (2X1/2 = 1)

**Section – B: (5X7=35)**

**Seven questions are to be given testing K2 and K3. Five questions are to be answered. Each question carries seven marks.**

11. Paragraph question from Unit- I
12. Paragraph question from Unit- I
13. Paragraph question from Unit- I
14. Paragraph question from Unit- I
15. Comprehend the given bank chalan / Railway Reservation Form and answer the questions:-.
16. Write an advertisement, using the given details:-.
17. Interpret the given data and write a paragraph.

**Section – C: (3X10=30)**

**Five questions are to be given testing K4 and K5. Three questions are to be answered. Each question carries ten marks.**

- 18.** Essay question from Unit –I
- 19.** Essay question from Unit –I
- 20.** Essay question from Unit –I (Drama)
- 21.** Develop the given hints and write the story.
- 22.** Informal letter writing.

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Course Code		Generic English - II	Hrs	Credits	CIA	CE
Sem – II			6	3	25	75
Part – II English - II						

### Learning Objectives:

The course aims to

- make students understand the basic English language through English literary pieces especially from Drama and Novel.
- teach basic language skills such as reading and writing.
- generate word power to speak and write effectively.
- acquaint students with the important features of communication skills to communicate skillfully.
- enable them to understand basic English grammar and use it in day to day situations effectively.

### COURSE CONTENT

#### Unit -I: Drama and Novel

##### Selected Scenes:

The death of Julius Caesar (Et tu, Brutus, - The fall, Caesar) – Scene I, Act III from *Julius Caesar* - William Shakespeare

The Murder of Duncan (Hark! Peace! It was the owl that shrieked) – Scene – II, Act – II from *Macbeth* – William Shakespeare

Portia and Nerrissa in Disguise in Courtroom (The quality of Mercy is not strained) – Scene – I, Act – IV from *The Merchant of Venice* – William Shakespeare

##### Novel:

Lord of the Flies – William Golding

#### Unit -II: Grammar

Auxiliary Verbs

Tenses

Kinds of Sentences: Simple – Compound - Complex

#### Unit -III: Vocabulary

Synonyms

Antonyms

Cloze Test

Sentence Completion

Words often Confused

Dictionary Reference

### **Unit -IV: Functional English**

Filling in Bank Chans / Railway

Reservation Forms Describing an Object

Writing Circulars

### **Unit – V: Creative Competency**

Note-making

Resume Preparation

### **Books for Reference:**

- ➡ P.C.Wren. & H.Martin.ed., High School English Grammar & Composition. S.Chand Company Ltd. 2005.
- ➡ Communicative English(For students of Arts and Science) –TANSCH. 2020
- ➡ Dr. A.D. Sudha and Dr. R. Kavitha. eds. *English for Enrichment - I*. New Century Book House P Ltd., Chennai.2018.
- ➡ Prof. N. Moorthy and Prof. V. Amardeep. eds. *English for Enrichment -III*. New Century Book House (P) Ltd., Chennai.2018.

### **E- References:**

- ➡ <https://www.indiatoday.in/obama-visit/latest-updates/story/full-text-of-obama-speech-in-parliament-85230-2010-11-08>
- ➡ <https://www.gandhiashramsevagaram.org/autobiography/chapter-104.php>

### **Course Outcomes:**

At the end of the course, certain outcomes are expected from the learners.

CO2	Comprehending the basic English language through Drama and Novel
CO2	Comprehending the basic language skills through listening and reading
CO3	Increasing word power to speak and write effectively
CO1	Gaining acquaintance with the important features of communication skills and communicate skillfully
CO2	Comprehending the basic English grammar and use effectively in conversations



**Mapping of COs with POs & PSOs:**

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	POS3	POS4	PSO5
CO1	S	S	M	S	S	M	M	M	S	S	S	S
CO2	S	M	S	S	M	M	S	S	S	S	S	S
CO3	M	S	M	S	S	M	M	S	S	M	S	S
CO4	S	S	S	M	S	M	M	S	S	S	S	M
CO5	M	M	S	M	S	S	S	S	S	S	S	S

**QUESTION PATTERN****Section – A: (10X1=10)**

**Ten questions are to be given, testing K1. Each question carries one mark.**

1. Write the synonyms of the given words. (2X1/2 = 1)
2. Write the antonyms of the given words. (2X1/2 = 1)
3. Fill up the blanks using suitable tense forms. (1X1 = 1)
4. Fill up the blanks with suitable tense forms. (1X1 = 1)
5. Among the two, which word will suit the place. (2X1/2 = 1)
6. Fill in the blanks with suitable Primary auxiliary verbs. (1X1/2 = 1)
7. Fill up the blanks with suitable Modal auxiliary verbs. (1X1/2 = 1)
8. Identify the kind of the given sentences. (2X1/2 = 1)
9. Change the kind of the given sentence and rewrite it. (1X1 = 1)
10. Complete the given sentence. (1X1 = 1)

**Section – B: (5X7=35)**

**Seven questions are to be given testing K2 and K3. Five questions are to be answered. Each question carries seven marks.**

11. Paragraph question from Unit- I
12. Paragraph question from Unit- I
13. Paragraph question from Unit- I (Drama)
14. Fill in the bank chalan using the given details.
15. Fill in the blanks by choosing the correct words from the given list.
16. Prepare a Circular.
17. Comprehend the passage given from the dictionary and answer the questions that follow.

**Section – C: (3X10=30)**

**Five questions are to be given testing K4 and K5. Three questions are to be answered. Each question carries ten marks.**

- 18. Essay question from Unit –I
- 19. Essay question from Unit –I
- 20. Essay question from Unit –I (Drama)
- 21. Make notes of the given passage.
- 22. Prepare a Resume.

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## **B.A., (ENGLISH LITERATURE)**

### **Programme Specific Objectives:**

The syllabus of B.A., (Eng.Lit) programme is aimed at preparing the students with the latest developments and put them on the right track to fulfil the present requirements. In addition, the programme is offered with the specific objectives like -

- Educating the students in both the artistry and utility of the English language through the study of literature and other contemporary forms of culture.
- Making them aware of the different communicative skills, and to develop among them an ability to effectively communicate in English, both in written and spoken modes.
- Providing them with the critical faculties necessary in an academic environment, on the job in an increasingly complex, interdependent world.

### **Programme Objectives:**

- Nurturing sensitivity towards the works of Literature.
- Imparting comprehensive knowledge of various aspects of English Literature.
- Empowering the students with language skills and soft skills.
- Developing powers of critical thinking through a grounding in literary criticism and appreciation.
- Creating an awareness of the interdisciplinary possibilities of English studies.
- Organizing intellectually stimulating academic programmes like workshops and seminars.
- Inspiring them to inculcate human values.

### **Programme Outcomes:**

- **PO1** - Approaching any piece of literature with aesthetic taste.
- **PO2** - Broadening knowledge of the aspects of literature.
- **PO3** - Enhancing the language and soft skills.
- **PO4** - Analyzing critically any piece of literature.
- **PO5** - Knowing the technical aspects related to literary studies.
- **PO6** - Acquiring hands-on experience through academic programmes.
- **PO7** - Adapting themselves within the human community.

## **SEMESTER – I**

Course Code		Indian Writing in English	Hrs	Credits	CIA	CE
Sem – I			5	5	25	75
Part – III Core - I						

### Learning Objectives:

The Programme aims to

- Outline the history of Indian writing in English and introduce students to some of the prominent writers and their works.
- Highlight the Indian religious and philosophical concept make familiar with students.
- Identify the writers of Indian literature to understand the style and techniques usage.
- Understand the historical and political movement of Indian through Indian writing in English

### COURSE CONTENT

#### Unit I: Poetry

Nissim Ezekiel – The Professor

Sarojini Naidu – Queen's Rival

K.N. Daruwalla – Death of a Bird

Gieve Patel – On Killing a Tree

Kamala Das – My Grandmother's House

#### Unit II: Prose

M.K Gandhi – Simple life

Jawaharlal Nehru – Harrow and Cambridge

Swami Vivekananda – Work and its Secrets

R.K Narayanan – A Horse and two Goats

Dr.APJ Abdul Kalam – My Vision of India

#### Unit III: Drama

Girish Karnad - Hayavadhana

#### Unit IV: Fiction

Anita Rau Badami – The Hero's Walk

#### Unit V: Criticism

Ananda Coomaraswamy –Education in India

**Books for Reference:**

- C. Subbiah. *Indo English Prose*. Emerald Publishers 1991.
- *An Anthology of Indian English Poetry* – Orient Langman Publications.
- Biswal K. Jayant. *A Critical Study of the Novels of R.K. Narayan*. The Comdy. Nirmal Publishers, New Delhi, 1987.
- *An Illustrated History of Indian Literature in English*. Ed. Arvind Krishna
- *Indian Writing in English*: K.R. Srinivasa Iyengar
- *Indian Writing in English, Past and Present*: Amarnath Prasad
- Parthasarathy. R. Ee. *Ten 20<sup>th</sup> Indian Poets*, Delhi: Oxford University Press, 1976.

**E – Reference:**

- <https://www.pacc.in/e-learning-portal/ec/admin/contemts/40--20201222406143359.docx>
- <https://www.supersummary.com/the-heros-walk/summary/>
- [http://ion.uwinnipeg.ca/~parmswrn/sitas\\_promise.html#:~:text=Sita's%20Promise%20%2D%20a%20Dance%20Drama,way%20in%20its%20northern%20migration.](http://ion.uwinnipeg.ca/~parmswrn/sitas_promise.html#:~:text=Sita's%20Promise%20%2D%20a%20Dance%20Drama,way%20in%20its%20northern%20migration.)
- <https://www.studypage.in/reading/my-vision-fpr-india-by-dr-a-p-j-abdul-kalam>
- <https://youtu.be/YKNZiKzBAGQ>
- <https://youtu.be/NleM8SC2h5c>
- <https://archive.org/stream/in.ernet.dli.2015.526804/2015.256804.Jawharlal-Nehru-djvu.txt>
- <https://www.mkgandhi.org/autobio/chap63.htm>
- <https://youtu.be/LafWe8lAvVy>
- <https://youtu.be/lqCjZ8RC6-A>
- <https://youtu.be/zJCPENgCnEA>
- <https://youtu.be/u2wza9KbooY>
- <https://youtube.com/watch?v=fcUGgFQ9cu8&feature=share>
- <https://youtu.be/mG4U5LO7IZ0>

**Course Outcomes:**

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

CO1	Understand the writers and works and their cultural background
CO2	Identify Indian ethos and the uniqueness
CO3	Analyze the spirit of Indian writers noble values of Indian society
CO4	Assess the writers and works of different periods
CO5	Evaluate the unique character and style of Indian writing in English

**Mapping of COs with POs & PSOs:**

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	POS3	POS4	PSO5
CO1	S	S	M	S	S	M	M	S	S	S	S	M
CO2	S	M	S	S	M	M	S	S	S	S	S	S
CO3	M	S	M	S	S	M	M	S	M	S	S	S

CO4	S	S	S	M	S	M	M	S	S	S	M	S
CO5	M	M	S	M	S	S	S	S	S	S	S	S

### QUESTION PATTERN

#### Section – A: (10X1=10)

Ten questions are to be given, testing K1. All questions are to be answered. Each question carries one mark. Questions must be taken from all units.

#### Section – B: (5X7=35)

Five questions are to be given in the internal choice (Either-or) pattern, testing K2 and K3. Questions must be taken from all units. Each question carries seven marks.

Q.No-11 (A and B) from Unit – I

Q. No -12 (A and B) from Unit – II

Q.No-13 (A and B) from Unit – III

Q.No-14 (A and B) from Unit – IV

Q.No-15 (A and B) from Unit – V

#### Section – C (3X10=30)

Five questions are to be given, testing K4 and K5. Three questions are to be answered. Each question carries Ten Marks. Questions must be taken in this order.

Q.No. – 16 from Unit – I

Q.No. – 17 from Unit – II

Q.No. – 18 from Unit - III

Q.No. – 19 from Unit - IV

Q.No. – 20 from Unit – V

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Course Code		Chaucer and the Elizabethan Age	Hrs	Credits	CIA	CE
Sem – I			5	4	25	75
Part – III / Core - II						

**Learning Objectives:**

The course aims to

- understand various literary genres of Elizabethan Age
- appreciate the works of the Elizabethan writers
- gain knowledge of the characteristics of the Age of Elizabeth

**COURSE CONTENT****Unit I: Poetry**

Geoffrey Chaucer - Wife of Bath, The Knight's Tale

Edmund Spenser - Prothalamion

William Shakespeare - Sonnets 18, 60, 116

**Unit II: Prose**

Francis Bacon - Of Truth

Of Studies

Of Ambition

Of Nobility

**Unit III: Drama**

Christopher Marlowe – Dr. Faustus

**Unit IV: Drama**

Ben Jonson – The Alchemist

**Unit V: Criticism**

Philip Sydney - Apology for Poetry

**Books for Reference:**

- ➡ Greene, David. *The Winged Word*, Macmillan publishers, New Delhi.
- ➡ Francis Bacon, Ed.Dr.S.Kandaswamy. New Delhi: Emerald Publications, 1996.
- ➡ Styron, J.L. *The Dramatic Experience*. London: CUP. 1988

**E – Reference:**

- ➡ <https://youtu.be/ijrCPWsJtYk>
- ➡ <https://youtu.be/PBTtm247Bt4>
- ➡ <https://youtu.be/pSs2vRiCB-g>

- ➡ <https://youtu.be/fxEDc4QeiQ4>
- ➡ <https://youtu.be/-IBy-3T8s1I>
- ➡ <https://youtu.be/ttWbEdSevKI>
- ➡ <https://youtu.be/nn4LVawNZdg>

### Course Outcomes:

At the end of the course, certain outcomes are expected from the students:

CO1	Gaining a broad familiarity with variety of writers and genres of Elizabethan era.
CO2	Understanding and appreciating the intense emotional and intellectual response in the literary text of the age.
CO3	Acquiring a working knowledge of a range of literary terms and critical approaches applicable to Chaucer's work and other literatures.
CO4	Analyzing works of the poets and dramatist of the Elizabethan Age.
CO5	Evaluating different themes, strategies and techniques employed by the writers of the age.

### Mapping of COs with POs & PSOs:

CO1	M	S	M	S	M	M	M	S	M	S	M	S
CO2	M	S	M	S	M	M	M	S	S	S	S	S
CO3	M	S	S	M	M	S	M	S	M	S	M	S
CO4	M	S	S	S	M	S	M	S	S	S	S	M
CO5	M	S	S	M	S	M	M	S	S	S	S	M

## QUESTION PATTERN

### Section - A: (10×1=10)

Ten questions are to be given, testing K1. All questions are to be answered.

Each question carries ten marks. Questions must be taken from all units .

### Section - B : (5×7 =35 )

Five questions are to be given in the Internal choice (Either - or) pattern, testing K2 and K3.

Questions must be taken from all units. Each question carries seven marks.

Q. No -11 (A and B) from Unit -I

Q. No -12 (A and B ) from Unit -II

Q. No -13 (A and B) from Unit -III

Q. No -14 (A and B) from Unit -IV

Q. No -15 (A and B) from Unit -V

**Section - C: (3×10=30)**

Five questions are to be given, testing K4and K5. Three questions are to be answered.

Each question carries ten marks. Questions must be taken in this order.

Q. No -16 from Unit -I

Q. No -17 from Unit -II

Q. No -18 from Unit -III

Q. No -19 from Unit -IV

Q. No - 20 from Unit –V

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Course Code		Children's Literature	Hrs	Credits	CIA	CE
Sem – I			5	4	25	75
Part – III / Allied - I						

### Learning Objectives:

The course aims to

- make the learners appreciate the works of art meant for children.
- enable them to apprehend the creativity of the writers and enjoy the amusing power of the work of art.
- Create interest on fantasy literature.
- Evaluating the literary work of art with their magical elements normally prevailing in the fictional world.

### COURSE CONTENT

#### UNIT-1: Poetry

R.L. Stevenson - From a Railway Carriage

A.A. Milne - Buckingham Place

Roald Dahl - Little Red Riding Hood

Hilaire Belloc - Matilda

S.T. Coleridge - A Child's Evening Prayer

#### UNIT-II: Short Stories

Nathaniel Hawthorne - The Snow Image

The Bogey Beast from 'English Fairy Tales'

Hans Christian Anderson - The Snow Queen

Brothers Grimm - Rapunzel

James Baldwin - Androcles and the Lion

#### UNIT-III: Drama

J.M. Barrie - Peter and Wendy

#### UNIT-IV: Fiction

Suzanne Collins - The Hunger Games

Patrick Ness - A Monster Calls

#### UNIT-V: Fiction

C.S. Lewis - The Lion, the Witch and the Wardrobe

**Books for Reference:**

- Stevenson, R.L. *A Child's Garden of Verses*. Longmans, Green & Co. 1885.
- Milne, A.A. *When We Were Very Young*. Winnie-the-pooh Series. 1924.
- Hawthorne, Nathaniel. *Snow Image: Other Twice-told Tales*. Ticknor, Reed & Fields, U.S. 1851.
- Grimm's Fairy Tales. *Rapunzel*. Pub. By Friedrich Schultz in *Kleine Romane*, Vol.5. 1762-98.
- Collins, Suzanne. *The Hunger Games*. Scholastic press. 2008.
- Ness, Patrick. *A Monster Calls*. Walker Books, U.K. 2011.
- Lewis, C.S. *The Lion, the Witch and the Wardrobe*. Geoffrey Bles, U.K. 1950.

**E-Resources:**

- <https://www.youtube.com/watch?v=adc-vpH93ss>
- <https://www.youtube.com/watch?v=SQVT1uYJYYM>
- <https://www.youtube.com/watch?v=kn7DIauS3mY>
- <https://www.youtube.com/watch?v=HxqlqGyu6eA>
- <https://www.youtube.com/watch?v=67JU10bilYE>
- <https://www.youtube.com/watch?v=QbZXuDizlQo>
- <https://www.youtube.com/watch?v=yhP1MqdAGNw>
- <https://www.youtube.com/watch?v=okUNzaETe6E>
- <https://www.youtube.com/watch?v=x4ONYCaeWIM>
- <https://www.youtube.com/watch?v=A1mSEwOmKdo>

**Course Outcomes:**

At the end of the course, certain outcomes are expected from the students:

CO1	Gaining knowledge of children's literature and acquiring a historical perspective on its development
CO2	Comprehending and enjoying several significant literary works, meant for children
CO3	Appreciating and evaluating the techniques of artistry in language.
CO4	Evaluating each work as an individual work with its own formal integrity
CO5	Becoming capable of building critical judgement in selecting books of literary merit for children

**Mapping of COs with POs & PSOs:**

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	POS3	POS4	PSO5
CO1	S	S	M	S	S	M	M	S	S	S	S	S
CO2	S	M	S	S	M	M	S	S	S	S	S	S
CO3	M	S	M	S	S	M	M	S	S	M	S	S
CO4	S	S	S	M	S	M	M	S	M	S	M	S
CO5	M	M	S	M	S	S	S	S	S	S	S	M

**Question Pattern:****Section - A: (10×1=10)**

Ten questions are to be given, testing K1. All questions are to be answered. Each question carries ten marks. Questions must be taken from all units .

**Section - B : (5×7 =35 )**

Five questions are to be given in the Internal choice (Either - or) pattern, testing K2 and K3. Questions must be taken from all units. Each question carries seven marks.

Q. No -11 (A and B) from Unit -I

Q. No -12(A and B ) from Unit -II

Q. No -13 (A and B) from Unit -III

Q. No -14 (A and B) from Unit -IV

Q. No -15 (A and B) from Unit -V

**Section - C : (3×10=30)**

Five questions are to be given, testing K4 and K5. Three questions are to be answered. Each question carries ten marks. Questions must be taken in this order.

Q. No -16 from Unit -I

Q. No -17 from Unit -II

Q. No -18 from Unit -III

Q. No -19 from Unit -IV

Q. No - 20 from Unit -V

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Course Code		Communicative English	Hrs	Credits	CIA	CE
Sem – I Part – IV / SBC – I (Oral Practical)			2	2	25	75

### Learning Objectives:

The course aims to

- improve the reading and listening skills of the students
- induce the self-interest of the students to speak fluently.
- encourage them to listen to and speak English in a stylish manner.
- enable them to comprehend the given text and enrich vocabulary.
- help them acquire the employability skills through spoken English.

## COURSE CONTENT

### Unit I

Listening Comprehension

Reading Comprehension

Dicto-Composition

Reading Newspaper

### Unit II

Dialogues with Expressions

Greetings, Invitation

Making Requests, Expressing Gratitude

Complimenting and Congratulating

Expressing Sympathy, Apologizing

Asking Information, Seeking Permission

Complaining and Expressing Regret

### Unit III

Conversational Practice at Various Places:

(Banks, Educational Institutions, Recreation Places, Public Gatherings etc)

### Unit IV

Mind Map

Role Play

**Unit V**

Group Discussion

Opinion Piece

**Books for Reference:**

- ➡ Krishna Mohan, N. P. Singh. Speaking English Effectively Macmillan India Limited, 1995.
- ➡ Roz Townsend, Presentation Skills For The Upwardly Mobile. Emerald Publishers, 2006.
- ➡ Dr. V. Saraswathi. & Dr. Noorjehan Kother Adham. Success With Spoken English- II. Commonwealth University Book Publishers, 1998.
- ➡ Krishna Mohan and Meenakshi Mohan. Advanced Communication English. Tata McGraw Hill Education Private Ltd. 2010.
- ➡ Jayashree Balan. Spoken English. McGraw Hill Education (India) Private Limited. 2014.
- ➡ G.Radhakrishna Pillai, K. Rajeevan. Spoken English for You. Emerald, Chennai, 1987.
- ➡ Marion Geddes. How To Listen . BBC English by Radio and Television, 1998.

**E- References:**

- ➡ <https://youtu.be/oUD2gUmdzel>
- ➡ <https://youtu.be/IhQt-fxGOcw>
- ➡ <https://youtu.be/D7so08lefu4>
- ➡ <https://youtu.be/gaqYzeHU8sl>

**Course Outcomes:**

At the end of the course, certain outcomes are expected from the students:

CO1	Gaining knowledge of the contents of the course.
CO2	Acquiring self-interest to practice the language.
CO3	Becoming better by the transformed behavioural mechanisms in them.
CO4	Performing well in academics, professional and personal lives.
CO5	Equipping and progressing with the acquisition of the job oriented skills.

**Mapping of COs with POs& PSOs:**

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	POS3	POS4	PSO5
CO1	S	S	M	S	S	M	M	S	S	S	S	M



CO2	S	M	S	S	M	M	S	M	S	S	S	S
CO3	M	S	M	S	S	M	M	S	S	M	S	S
CO4	S	S	S	M	S	M	M	S	M	S	S	S
CO5	M	M	S	M	S	S	S	S	S	S	M	S

### QUESTION PATTERN

Section A - Testing Unit - I & II = 30 Marks

Section B - Testing Unit - III, IV & V = 45 Marks

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75 Marks

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<b>Course Code</b>		<b>Value Education</b>	<b>Hrs</b>	<b>Credits</b>	<b>CIA</b>	<b>CE</b>
Sem – I Part – V / VE			1	2	25	75

Theory & Practical Training in Yoga & Meditation is given.

## **SEMESTER – II**

Course Code		The Neo-classical Age	Hrs	Credits	CIA	CE
Sem – II			6	5	25	75
Part III Core - III						

### Learning Objectives:

The course aims to

- make the learners appreciate the works of art written by famous literary writers of that age.
- enable them have adequate knowledge of the trend of the age.

### COURSE CONTENT

#### Unit I: Poetry

John Milton – Lines 404 to 1189 from *Paradise Lost* - Book IX

John Donne - Canonization

Alexander Pope - Ode on Solitude

#### Unit II: Prose

Jonathan Swift – A Voyage to Lilliput from *Gulliver's Travels*

Joseph Addison - Sir Roger at Church

Sir Richard Steele – Sir Roger and the Widow

#### Unit III: Drama

William Congreve – The Way of the World

#### Unit IV: Fiction

Henry Fielding – Tom Jones

#### Unit V: Criticism

John Dryden - An Essay on Dramatic Poesy

### Books for Reference:

- ➡ Greene, David. *Poetry down the Ages*. New Delhi: Orient Black, 2008
- ➡ Farrell, Demund.J. et al. *Patterns in literature*. 7<sup>th</sup> ed. Scott Foresman, 1987.print

### E – Reference:

- ➡ <https://youtu.be/JNDd-uF7khA>
- ➡ <https://youtu.be/sTWWUm6VDs4>
- ➡ <https://youtu.be/B63RQAt2ODQ>
- ➡ <https://youtu.be/PHcKZwWNQ4Q>

➡ [https://youtu.be/aELpHUT1Y\\_8](https://youtu.be/aELpHUT1Y_8)

➡ <https://youtu.be/eRLNbjidE-I>

➡ <https://youtu.be/tNSCFGGHx94>

➡ <https://youtu.be/gADkIAAufSY>

### Course Outcomes:

At the end of the course, certain outcomes are expected from the students:

CO1	Gaining in-depth knowledge of the literary texts produced by the various literary personalities of Neo Classical Age.
CO2	Comprehending the literary merits of the writers of this period.
CO3	Approaching the text with the knowledge of the socio-economic background of the period.
CO4	Analyzing the interface between the political beliefs and aesthetic positions during the puritan interregnum.
CO5	Applying the creative writing ability by contextualizing the ideas of the writers.

### Mapping of COs with POs& PSOs:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	POS3	POS4	PSO5
CO1	M	S	M	S	M	M	M	S	M	S	M	S
CO2	M	S	M	S	M	S	M	S	S	S	M	S
CO3	M	S	S	S	M	M	M	S	S	S	S	S
CO4	M	S	S	S	M	M	M	S	M	S	S	S
CO5	M	S	S	S	M	M	M	S	S	S	S	M

### QUESTION PATTERN

#### Section - A: (10×1=10)

Ten questions are to be given, testing K1. All questions are to be answered. Each question carries ten marks. Questions must be taken from all units .

#### Section - B: (5×7 =35 )

Five questions are to be given in the Internal choice (Either - or) pattern, testing K2 and K3. Questions must be taken from all units. Each question carries seven marks.

Q. No -11 (A and B) from Unit -I

Q. No -12(A and B ) from Unit -II

Q. No -13 (A and B) from Unit -III

Q. No -14 (A and B) from Unit -IV

Q. No -15 (A and B) from Unit -V

**Section - C :(3×10=30)**

Five questions are to be given, testing K4 and K5. Three questions are to be answered. Each question carries ten marks. Questions must be taken in this order.

Q. No -16 from Unit -I

Q. No -17 from Unit -II

Q. No -18 from Unit -III

Q. No -19 from Unit -IV

Q. No - 20 from Unit –V

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Course Code		The Romantic Age	Hrs	Credits	CIA	CE
Sem – II			5	4	25	75
Part III Core - IV						

### Learning Objectives:

The course aims to

- enable the students to appreciate the major works of the Romantic Age.
- impart adequate knowledge of the trend of the Romantic Age and the various aspects of the age.

### COURSE CONTENT

#### Unit I: Poetry

Thomas Gray - Hymn to Adversity

William Blake - The Little Black boy

Robert Burns - To a Mouse

William Wordsworth - Tintern Abbey

#### Unit II: Poetry

Samuel Taylor Coleridge – Kubla Khan

Lord Byron - The Prisoner of Chillon

P.B. Shelley – To a Skylark

John Keats - La Belle Dame sans Merci: A Ballad

#### Unit III: Prose

Charles Lamb - A Dissertation upon Roast Pig

Thomas de Quincey – Confessions of an Opium Eater

#### Unit IV: Fiction

Jane Austen – Pride and Prejudice

#### Unit V: Criticism

William Wordsworth - Preface to Lyrical Ballads

S.T. Coleridge – Biographia Literaria – Chapter XIV

### Books for Reference:

- ➡ Broise, Ford. (Ed.) *A pelican Guide to English literature From Blake To Byron*, vol.5,

- ➡ (Penguin ,1982)
- ➡ David Daiches, *A Critical History of English Literature*, vol .IV.*The Romantics to the present Day* ( Secker & Warburg, 1975)

#### E – Reference:

- ➡ <https://www.sparknotes.com/poetry/blake/section4/>
- ➡ <https://www.sparknotes.com/poetry/wordsworth/section1/>
- ➡ <https://youtu.be/vc2pbQ1drbU>
- ➡ <https://youtu.be/POuWzP4J3aQ>
- ➡ [https://youtu.be/UMb8b96Q\\_G4](https://youtu.be/UMb8b96Q_G4)
- ➡ <https://youtu.be/FJsZ0Y1k5x0>
- ➡ <https://youtu.be/70odQG3TpRM>
- ➡ <https://youtu.be/wJc3FDyp45g>

#### Course Outcomes:

At the end of the course, certain outcomes are expected from the students:

CO1	Gaining insight into the origins of the romantic literary thought and the subsequent change that took place in the style and subject to the works written.
CO2	Understanding the interconnectedness of human life and nature as reflected in works written during the Romantic period.
CO3	Analyzing various perspectives as reflected in the literary text.
CO4	Assessing the literary text with reference to social life of this age .
CO5	Evaluating different themes and creative techniques employed by the writers of this age.

#### Mapping of COs with POs& PSOs:

CO1	M	S	M	S	M	M	M	S	M	S	M	S
CO2	M	S	M	S	M	S	M	S	S	S	M	S
CO3	M	S	S	S	M	M	M	S	S	S	S	S
CO4	M	S	S	S	M	M	M	S	S	S	S	M
CO5	M	S	S	S	M	M	M	S	S	M	S	S

### QUESTION PATTERN

#### Section - A: (10×1=10)

Ten questions are to be given, testing K1. All questions are to be answered. Each question carries ten marks. Questions must be taken from all units.



**Section - B: (5×7 =35 )**

Five questions are to be given in the Internal choice (Either - or) pattern, testing K2 and K3. Questions must be taken from all units. Each question carries seven marks.

Q. No -11 (A and B) from Unit -I

Q. No -12(A and B ) from Unit -II

Q. No -13 (A and B) from Unit -III

Q. No -14 (A and B) from Unit -IV

Q. No -15 (A and B) from Unit -V

**Section - C : (3×10=30)**

Five questions are to be given, testing K4and K5. Three questions are to be answered. Each questions carries ten marks. Questions must be taken in this order.

Q. No -16 from Unit -I

Q. No -17 from Unit -II

Q. No -18 from Unit -III

Q. No -19 from Unit -IV

Q. No - 20 from Unit –V

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<b>Course Code</b>		<b>Social History of England</b>	<b>Hrs</b>	<b>Credits</b>	<b>CIA</b>	<b>CE</b>
Sem – II Part III Allied - II			5	4	25	75

### **Learning Objectives:**

The course aims to

- provide knowledge to the students of cultural, historical or political happening in England.
- explain the major forces and voices, that have contributed to the development of history of England.
- introduce the influence of political and religious movements on English literature.
- get introduced to the literary products within the particular socio-historical contexts.

### **COURSE CONTENT**

#### **Unit – I:**

The Renaissance

The Reformation

The Tudor Navy and the Armada

The East India Company

#### **Unit – II:**

The Colonial Expansion

Puritanism

The Civil war and Social significance

Restoration England

#### **Unit – III:**

The Origin and Growth of Political Parties in England

Age of Queen Anne

Coffee-houses in London

The Agrarian Revolution

The Industrial Revolution

#### **Unit – IV:**

The Methodist Movement

Humanitarian Movement

The War of American Independence

Effect of the French Revolution

### **Unit – V:**

The Reform Bills

The Victorian Age

The World War and Social Security

### **Books for Reference:**

- ➡ G. Xavier: *An Introduction to the Social History of England*. Orient Blackswan, 2011.
- ➡ G.M. Trevelyan, *English Social History*, Orient Longman, 1980.
- ➡ Ashok, Padmaja. *Social History of England*. Orient Blackswan (2011), 1<sup>st</sup> edition.  
*English Social and Cultural History: An Introductory Guide and Glossary*, Choudhury, Prentice Hall India Learning Private Limited (2005), 1 edition
- ➡ *A Social History of England*, Asa Briggs, Weidenfeld & Nicolson (15 September 1983), 1 edition.
- ➡ *The History of England*, Thomas Macaulay, Penguin; Reprint edition (26 July 1979).

### **Course Outcomes:**

At the end of the course, certain outcomes are expected from the students.

CO1	Gaining Knowledge of cultural, historical or political happening in England.											
CO2	Comprehending the major forces and voices, that have contributed to the development of history of England.											
CO3	Analyzing the progress of English language through different ages and contexts.											
CO4	Evaluating the influence of political and religious movements on English literature.											
CO5	Evaluating the literary products within the particular socio-historical contexts.											

### **Mapping of COs with POs& PSOs:**

CO1	M	S	M	S	M	M	M	S	M	S	M	S
CO2	M	S	M	S	M	S	M	S	S	S	M	S
CO3	M	S	S	S	M	M	M	S	S	S	S	S

CO4	M	S	S	S	M	M	M	S	S	S	S	S
CO5	M	S	S	S	M	M	M	S	S	S	S	S

### QUESTION PATTERN

#### **Section - A: (10×1=10)**

Ten questions are to be given, testing K1. All questions are to be answered. Each question carries ten marks. Questions must be taken from all units.

#### **Section - B : (5×7 =35 )**

Five questions are to be given in the Internal choice (Either - or) pattern, testing K2 and K3. Questions must be taken from all units. Each question carries seven marks.

Q. No -11 (A and B) from Unit -I

Q. No -12(A and B ) from Unit -II

Q. No -13 (A and B) from Unit -III

Q. No -14 (A and B) from Unit -IV

Q. No -15 (A and B) from Unit -V

#### **Section - C: (3×10=30)**

Five questions are to be given, testing K4 and K5. Three questions are to be answered. Each question carries ten marks. Questions must be taken in this order.

Q. No -16 from Unit -I

Q. No -17 from Unit -II

Q. No -18 from Unit -III

Q. No -19 from Unit -IV

Q. No - 20 from Unit -V

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<b>Course Code</b>		<b>Reading for Pleasure</b>	<b>Hrs</b>	<b>Credits</b>	<b>CIA</b>	<b>CE</b>
Sem – II			2	2	25	75
Part IV SBC - II						

### **Learning Objectives:**

The course aims to

- enrich the reading skill of the students.
- create reading culture among the students..
- enable them to obtain knowledge of morals conveyed in literature.
- make them write stories by their own.
- Enable them to become good narrator of stories.

### **COURSE CONTENT**

#### **Unit I**

Oscar Wilde - The Selfish Giant

R. K. Narayan- A Hero

Mulk Raj Anand - The Lost Child

#### **Unit : II**

Ruskin Bond - The Eyes Have It

Katherine Mansfield - A Cup of Tea

Mark Twain - Monday Morning

#### **Unit : III**

Anton Chekov - Vanka

Ernest Hemingway - A Day's Wait

O. Henry - The Gift of the Magi

#### **Unit : IV**

J. B. Priestley - On Doing Nothing

Alice Munro - The Eye

Frantz Kafka - A Hunger Artist.

#### **Unit : V**

Albert Camus - The Guest

Kushwant Singh- Mr. Kanjoos and the Great Miracle

Flora Annie- Valiant Vicky

### Books for Reference:

- Prof. K. Natarajan. Enlightening English Prose. NCBH, Chennai. 2003.
- C. Subbiah. Indo-English Prose A Selection. Emerald Publishers, Madras. 1991.
- G. Radhakrishna Pillai. English Throuh Short Stories. Emerald Publishers,
- Dr. A. D. Sudha&Dr.R.Kavitha.English for Enrichment-I. New Century Book House, Chennai. 2018.
- V. A. Shahane. Mosaic: Modern English Prose.

### E- References:

- [https:// www.owleyes.org>text>read](https://www.owleyes.org/text/read).
- [https:// resources. finalsite. net>... Pdf](https://resources.finalsite.net/... Pdf)
- [https://www.sisu.edu>camus 1 pdf](https://www.sisu.edu/camus 1 pdf)
- <https://icpla.edu.>2018/10 pdf>
- [https://buecherblogger.files.wordpress.com>...pdf](https://buecherblogger.files.wordpress.com/>...pdf)

### Course Outcomes:

At the end of the course, certain outcomes are expected from the students:

CO1	Acquiring the reading skills with their self interest.
CO2	Imbibing the didactic messages that the stories convey.
CO3	Obtaining perfection in writing skills.
CO4	Practising the competency of story narration.
CO5	Becoming creative writers.

### Mapping of COs with POs& PSOs:

CO1	M	S	M	S	M	M	M	S	M	S	M	S
CO2	M	S	M	S	M	S	M	S	S	S	M	S
CO3	M	S	S	S	M	M	M	S	S	S	S	S
CO4	M	S	S	S	M	M	M	S	S	S	S	S
CO5	M	S	S	S	M	M	M	S	S	M	S	S

### QUESTION PATTERN

Answer the questions asked in a word or a phrase. Questions will test K1 and K2. (10×3=30)

Answer the questions asked in about a paragraph. Questions will test K3 and K4. (3×10= 30)

Answer the questions asked in detail. Questions will test K5 and K6. (1×15=15)

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## **SEMESTER - III**

<b>Course Code</b>		<b>The Victorian Age</b>	<b>Hrs</b>	<b>Credits</b>	<b>CIA</b>	<b>CE</b>
Sem – III Part III CORE - V			5	5	25	75

### **Learning Objectives:**

The course aims to

- familiarize the students with the important writers of the Victorian age.
- Provide knowledge on industrial revolution, the unprecedented progress in science and the tremendous impact .
- explore the new modes and ways of experiencing the world that was unique to the Victorian period .

### **COURSE CONTENT**

#### **Unit I: Poetry**

Alfred Lord Tennyson - The Lotus Eaters

Robert Browning - Andrea Del Sarto

Dante Gabriel Rossetti - A Bird's Song (Stanzas I, II & III)

G. M. Hopkins – Wreck of the Deutschland

#### **Unit II: Prose**

John Ruskin - Sesame and Lilies (Part - I)

Henry John Newman - The Idea of a University

#### **Unit III: Drama**

Oscar Wilde – Lady Windermere's Fan

#### **Unit IV: Fiction**

Charles Dickens - Oliver Twist

#### **Unit V: Criticism**

Mathew Arnold – Preface to 1853 Poems

### **Books for Reference:**



- ➡ G.K. Chesterton. *The Victorian Age in literature* (1913, Echo : Middlesex, 2008)
- ➡ Basil Willey. *Coleridge to Matthew Arnold* (Cambridge UP : Cambridge, 1980)

#### E – Reference:

- ➡ [https://youtu.be/6eT9hIVft\\_E](https://youtu.be/6eT9hIVft_E)
- ➡ <https://www.gutenberg.org/files/1293/1293-h/1293-h.htm>
- ➡ [https://youtu.be/hLy3pRQN\\_Rw](https://youtu.be/hLy3pRQN_Rw)
- ➡ <https://englishsummary.com/study-poetry-matthew-arnold/>

#### Course Outcomes:

At the end of the course, certain outcomes are expected from the students:

CO1	Gaining knowledge of literary text produced by various literary personalities of this age.
CO2	Comprehending the literary merits of the writers of this period.
CO3	Analyzing the key text and concepts of this period of literary history of this age.
CO4	Assessing the literary texts with reference to social life of the this age.
CO5	Developing imaginative and creative writing by following literary style of the writers of this age.

#### Mapping of COs, POs & PSOs:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	POS3	POS4	PSO5
CO1	M	S	M	S	M	M	M	S	M	S	M	S
CO2	M	S	M	S	M	S	M	S	S	S	M	S
CO3	M	S	S	S	M	M	M	S	S	S	S	S
CO4	M	S	S	S	M	M	M	S	S	S	S	M
CO5	M	S	S	S	M	M	M	S	S	M	S	S

### QUESTION PATTERN

#### Section - A: (5×1=10)

Ten questions are to be given, testing K1. All questions are to be answered. Each question carries ten marks. Questions must be taken from all units.

**Section - B (5×7=35)**

Five questions are to be given in the Internal choice ( Either - or) pattern, testing K2 and K3. Questions are to be taken from all units. Each question carries seven marks.

Q.No - 11 (A and B) from Unit - I

Q.No - 12 (A and B) from Unit - II

Q.No - 13 (A and B) from Unit - III

Q.No - 14 (A and B) from Unit - IV

Q.No – 15 (A and B) from Unit - V

**Section - C: ( 3×10= 30)**

Five questions are to be given, testing K4 and K5. There questions are to be answered. Each question carries ten marks. Questions must be taken in this order.

Q.No. - 16 from Unit - I

Q.No. - 17 from Unit - II

Q.No. - 18 from Unit - III

Q.No.- 19 from Unit - IV

Q.No.- 20 from Unit - V

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Course Code		Modern British Literature	Hrs	Credits	CIA	CE
Sem – III Part III CORE - VI			5	4	25	75

### Learning Objectives:

The course aims to

- introduce the students to the modern age of British Literature.
- enable the students to analyze the complex impact of technology, the World wars , the subsequent depression, and loss of culture in the modern generation.

### COURSE CONTENT

#### Unit I: Poetry

W.B. Yeats – Sailing to Byzantium

T.S. Eliot – The Waste Land (Part IV – Death by Water)

Wilfred Owen - Insensibility

Rupert Brooke – The Soldier

#### Unit II: Prose

George Orwell - Shooting an Elephant

G.K. Chesterton - On Running after one's Hat and other Whimsies

Virginia Woolf – A Room of one's Own

#### Unit III: Drama

George Bernard Shaw - Pygmalion

#### Unit IV: Fiction

William Somerset Maugham - The Razor's Edge

#### Unit V: Criticism

T.S. Eliot - Tradition and Individual Talent

### Books for Reference:

- ➡ Greene, David. *The Winged Word*, New Delhi: Macmillan Publication, 2012

### E – Reference:

- ➡ <https://youtu.be/jUpkjrjv-rHg>
- ➡ <https://youtu.be/P0q2xXN4JHI>
- ➡ <https://youtu.be/u8UQI8iCwgg>
- ➡ <https://youtu.be/zU5eYcXbcFk>
- ➡ <https://youtu.be/zYIJqF82hB4>
- ➡ <https://youtu.be/HpJOnRqX7to>
- ➡ <https://youtu.be/2bStA2RRRJU>

### Course Outcomes:

At the end of the course, certain outcomes are expected from the learners:

CO6	Developing imaginative and creative writing by following literary style of the writers of this age.
CO2	Understanding the experimental nature of modern writing that reflects a society comprising a complex amalgamation of science, arts, and culture.
CO4	Analyzing the complex impact and the various perspectives as reflected in the literary text of this age.
CO5	Evaluating the works of poets, prose writers and novelists of this age.
CO1	Gaining knowledge of historical development and new concepts in modern British Literature.

### Mapping of COs, POs & PSOs:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	POS3	POS4	PSO5
CO1	M	S	M	S	M	M	M	S	M	S	M	S
CO2	M	S	M	S	M	S	M	S	S	S	M	S
CO3	M	S	S	S	M	M	M	S	S	S	S	S
CO4	M	S	S	S	M	M	M	S	S	S	S	S
CO5	M	S	S	S	M	M	M	S	S	S	S	S

## QUESTION PATTERN

### Section - A: (10×1=10)

Ten questions are to be given, testing K1. All questions are to be answered. Each question carries ten marks. Questions must be taken from all units .

### Section - B: (5×7 =35 )

Five questions are to be given in the Internal choice (Either - or) pattern, testing K2 and K3. Questions must be taken from all units. Each question carries seven marks.

Q. No -11 (A and B) from Unit -I

Q. No -12(A and B ) from Unit -II

Q. No -13 (A and B) from Unit -III

Q. No -14 (A and B) from Unit -IV

Q. No -15 (A and B) from Unit -V

**Section - C: (3×10=30)**

Five questions are to be given, testing K4and K5. Three questions are to be answered. Each questions carries ten marks. Questions must be taken in this order.

Q. No -16 from Unit -I

Q. No -17 from Unit -II

Q. No -18 from Unit –III

Q. No. – 19 from Unit – IV

Q. No. – 20 from Unit – V

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<b>Course Code</b>		<b>Modern English Grammar and Usage</b>	<b>Hrs</b>	<b>Credits</b>	<b>CIA</b>	<b>CE</b>
Sem – III			4	4	25	75
Part III ALLIED - III						

### **Learning Objectives:**

The course aims to

- provide a clear knowledge of the basic concepts of English grammar and its usage.
- explain the grammatical rules to be followed while activating the language skills.
- rectify the errors in speaking and writing.
- activate the skill of writing accurate sentence structures in English.

### **COURSE CONTENT**

#### **Unit – I:**

Noun- Kinds of Nouns, Number, Gender, Case, Gerund, Pronouns.

Verb- Finite, Non Finite, Transitive, Intransitive, Auxiliaries', Moods.

Adjectives – Kinds of Adjectives, Correct usage of Adjective.

Adverb – Kinds of Adverbs, Correct usage of Adverb.

#### **Unit – II:**

Question Tag

Articles

Prepositions

Conjunctions

Interjections

#### **Unit – III:**

Subject and Predicate

Sentence Pattern

Types of Sentences

Kinds of Sentences

#### **Unit – IV:**

Degrees of Comparison

Voice

Phrase and Clause

### Unit – V:

Tenses

Clause Analysis

Concord

### Books for Reference:

- ➡ Wren & Martin: *High School English Grammar & Composition*, S. Chand & Company, New Delhi.
- ➡ David Green; *Contemporary English Grammar, Structure and Composition*, Mac Publication 1991.
- ➡ N. Krishnaswamy: *Modern English: A Book of Grammar, Usage and Composition*, Mac Publication 2001.

### Course Outcomes:

At the end of the course, certain outcomes are expected from the students:

CO1	Gaining a clear knowledge of the basic concepts of English grammar and its usage.
CO2	Comprehending the grammatical rules to be followed while activating the language skills.
CO3	Monitoring and correcting errors in speaking and writing.
CO4	Acquiring the skill of writing accurate sentence structures in English.
CO5	Gaining Confidence of using the foreign language in suitable contexts.

### Mapping of COs, POs & PSOs:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	POS3	POS4	PSO5
CO1	M	S	M	S	M	M	M	S	M	S	M	S
CO2	M	S	M	S	M	S	M	S	S	S	M	S
CO3	M	S	S	S	M	M	M	S	S	S	S	S
CO4	M	S	S	S	M	M	M	S	S	S	S	S
CO5	M	S	S	S	M	M	M	S	S	S	S	S

### QUESTION PATTERN

**Section-A: (10×1=10)**

Ten questions are to be given, testing K1. All questions are to be answered. Each question carries ten marks. Questions must be taken from all units.

Q.No-1 Find out the other number/ gender of the given words. (2×1/2=1)

Q.No-2 Fill in the blanks with suitable pronouns. (2×1/2=1)

Q.No-3 Fill in the blanks with suitable Conjunctions. (2×1/2=1)

Q.No-4 Fill in the blanks with suitable Interjections. (2×1/2=1)

Q.No-5 Change the degree of the given sentence. (1×1=1)

Q.No-6 Change the degree of the given sentence. (1×1=1)

Q.No-7 Pick out the subject and the predicate in the given sentence. (1×1=1)

Q.No-8 Pick out the subject and the predicate in the given sentence. (1×1=1)

Q.No-9 Identify the kind of the given sentences. (1×1=1)

Q.No-10 Identify the kind of the given sentences. (1×1=1)

**Section-B: (5×7=35)**

Five questions are to be given in the internal choice (Either-or) pattern, testing K2 and K3.

Questions must be taken from all units. Each question carries seven marks.

Q. No- 11 (A and B) from Unit I (Theory Question)

Q. No- 12 (A and B) from Unit –II (Theory Question)

Q. No- 13 (A and B) Fill in the blanks, choosing suitable adjectives from the given list.

(OR)

Fill in the blanks, choosing suitable adverbs from the given list. (7×1=7)

Q. No- 14 (A and B) Fill in the blanks, choosing suitable articles and prepositions.

(OR)

Change the voice in the given sentences.(7×1=7)

Q. No- 15(A and B) Identify the pattern of the given sentences.

(OR)

Fill in the blanks with suitable tense forms..(7×1=7)

**Section-C: (3×10=30)**

Five questions are to be given, testing K4 and K5. Three questions are to be answered. Each question carries ten marks. Questions must be taken in this order.

Q. No- 16 (A and B) from Unit I (Theory Question)

Q. No- 17(A and B) from Unit –II (Theory Question)

Q. No- 18 (A and B) from Unit –III Rewrite the given sentences as directed (Types of sentences)



Q. No- 19 (A and B) from Unit –IV Rewrite the given sentences as directed (Direct to Indirect)

Q. No- 20 (A and B) from Unit –V Transform the given sentences as directed (In to Tenses)

**Note: (Theory questions must be taken only from Unit I &II)**

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Course Code		English for Careers	Hrs	Credits	CIA	CE
Sem – III Part III SBC - III			2	2	25	75

### **Learning Objectives:**

The course aims to

- improve the creative skills of the students
- induce self-interest of the students to speak fluently.
- comprehend the given item and present their own ideas according to the given situation.
- acquire the employability skills through spoken English.

### **COURSE CONTENT**

#### **Unit – I**

Body Language

Etiquettes

#### **Unit –II**

Just a Minute

Extempore

#### **Unit- III**

Presenting Data in Verbal modes

Presenting Data in Non – verbal modes

#### **Unit – IV**

Preparing Lectures on Topics

Preparing Persuasion Talks

## Unit –V

Business Talks over Telephone

Discussion on Career Prospects and Advancements

### Books for Reference:

- ➡ Dr. S. Kanitha. Ed., English for Employability. New century Book House.
- ➡ V. Saraswathi & Maya. K. Mudbhatkal: English for Competitive Examinations, Emerald Publishers, Chennai 2000
- ➡ Krishna Mohan, N. P. Singh. Speaking English Effectively Macmillan India Limited, 1995.
- ➡ Roz Townsend, Presentation Skills For The Upwardly Mobile. Emerald Publishers, 2006.
- ➡ Jayashree Balan. Spoken English. McGraw Hill Education (India) Private Limited. 2014.
- ➡ G.Radhakrishna Pillai, K. Rajeevan. Spoken English For You. Emerald, Chennai, 1987.

### Course Outcomes:

At the end of the course, certain outcomes are expected from the learners.

CO1	Gaining knowledge of the contents of the course.
CO2	Acquire self-interest to practice the presentations in English
CO3	Becoming better with changed behavioural mechanisms in them.
CO4	Performing well in academics, professional and personal lives.
CO5	Activating the job-oriented skills gained by them.

### Mapping of COs with POs& PSOs:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	POS3	POS4	PSO5
CO1	M	S	M	S	M	M	M	S	M	S	M	S
CO2	M	S	M	S	M	S	M	S	S	S	M	S
CO3	M	S	S	S	M	M	M	S	M	S	S	S
CO4	M	S	S	S	M	M	M	S	S	S	S	S
CO5	M	S	S	S	M	M	M	S	S	S	S	M

## QUESTION PATTERN

Section A - Testing Unit - I & II = 30 Marks

Section B - Testing Unit - III, IV & V = 45 Marks

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75 Marks

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Course Code		Employability Skills	Hrs	Credits	CIA	CE
Sem – III			2	2	25	75
Part IV NME- I						

### Learning Objectives:

The course aims to

- improve the reading and listening skills of the students
- induce self-interest of the students to speak fluently in English.
- encourage the students to listen and speak English with correct pronunciation.
- enable the students to comprehend the given text and enrich their vocabulary.
- help the students acquire the employability skills through spoken English.

### COURSE CONTENT

#### Unit – I

Debate

Argumentative Speech

#### Unit – II

Group Discussion

Job Interview

#### Unit –III

Marketing a Product

Advertisements

## Unit –IV

Power-point Presentations

Lecturing on a Topic

Micro Teaching

## Unit – V

Body language

Etiquettes

Stress management

### Books Recommended:

- ➡ Dr. S. Kanitha. Ed., English for Employability. New century Book House, Chennai.
- ➡ V. Saraswathi & Maya. K. Mudbhatkal: English for Competitive Examinations, Emerald Publishers, Chennai 2000.

### Course Outcomes:

At the end of the course, certain outcomes are expected from the learners.

CO1	Acquiring and exhibiting accurate sense of self
CO2	Understanding and nurturing personal motivation
CO3	Acquiring and Practicing personal and professional responsibility
CO4	Asserting strengthened personal character and an enhanced ethical sense
CO5	Applying the comprehensive set of skills and knowledge for success

### Mapping of COs with POs& PSOs:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	POS3	POS4	PSO5
CO1	S	S	M	S	S	M	M	S	S	S	S	M
CO2	S	M	S	S	M	M	S	S	M	S	S	S
CO3	M	S	M	S	S	M	M	S	S	S	M	S
CO4	S	S	S	M	S	M	M	S	S	S	S	S
CO5	M	M	S	M	S	S	S	S	M	S	S	M

### QUESTION PATTERN

Section A - Testing Unit - I & II = 30 Marks

Section B - Testing Unit - III, IV & V = 45 Marks

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75 Marks

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## **SEMESTER – IV**

Course Code		American Literature	Hrs	Credits	CIA	CE
Sem – IV			6	5	25	75
Part III Core - VII						

### Learning Objectives:

The course aims to

- Expose the students to the richness of American Literature through selected works.
- Provide knowledge of the culture of the land as depicted of America.
- Understand the changes and development of the culture of America.
- Analyze the cross cultural issues in American Literature.

### COURSE CONTENT

#### Unit I: Poetry

Walt Whitman – A Passage to India

Emily Dickinson – Hope is the thing with Feathers

Edgar Allen Poe – Raven

Robert Frost – Mending Wall

Ralph Waldo Emerson – Hamatreya

#### Unit II: Prose

Thoreau – Civil Disobedience

Ralph Waldo Emerson – The American Scholar

Mark Twain – Jim Baker's Blue Jay Yarn

#### Unit III: Drama

Thornton Wilder – Our Town

#### Unit IV: Fiction

John Ernest Steinbeck – Pearl

#### Unit V: Criticism

Edgar Allen Poe – The Philosophy of Composition

#### Books for Reference:

- ➡ Vanspanckeren, Kathryn. A Outline of American Literature (Revised Edition): United States, Department of State, 1994.
- ➡ Egbert S. Oliver: An Anthology of 'American Literature' William J. Fisher

[illegible]



CO3	S	S	S	M	S	S	S	S	S	M	S	S
CO4	S	S	M	S	S	S	S	S	S	S	S	S
CO5	S	S	S	S	S	M	S	M	S	S	S	M

### QUESTION PATTERN

#### Section – A: (10X1=10)

Ten questions are to be given, testing K1. All questions are to be answered. Each question carries one mark. Questions must be taken from all units.

#### Section – B: (5X7=35)

Five questions are to be given in the internal choice (Either-or) pattern, testing K2 and K3. Questions must be taken from all units. Each question carries seven marks.

Q.No-11(A and B) from Unit – I

Q. No -12 (A and B) from Unit – II

Q.No-13(A and B) from Unit – III

Q.No-14(A and B) from Unit – IV

Q.No-15(A and B) from Unit – V

#### Section – C (3X10=30)

Five questions are to be given, testing K4 and K5. Three questions are to be answered. Each question carries Ten Marks. Questions must be taken in this order.

Q.No. – 16 from Unit – I

Q.No. – 17 from Unit – II

Q.No. – 18 from Unit - III

Q.No. – 19 from Unit - IV

Q.No. – 20 from Unit – V

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Course Code		History of English Literature	Hrs	Credits	CIA	CE
Sem – IV			5	5	25	75
Part III Core - VIII						

### Learning Objectives:

The course aims to

- Enable the students gain knowledge of the principal works, Authors, genres of various ages, major texts and tradition of literature written in English in their social, cultural and historical contexts.
- Provide knowledge of the texts in their cultural and historical contexts.
- Analyze the development of literature with its social contexts in the chronological order.
- Evaluate the alternatively defined tradition and genres.

### COURSE CONTENT

#### Unit – I:

Chaucer to Shakespeare

#### Unit – II:

The Jacobean Age to the Restoration Age

#### Unit – III:

The Augustan Age to the Pre-Romantic Age

#### Unit – IV:

The Romantic Age

#### Unit – V:

The Victorian Age and the Modern Age

### Books for Reference:

- ➡ Hudson. *An Outline History of English Literature*, Maple Press New Edition, 2012. Albert, Edward. *History of English Literature*. Fifth Edition Oxford University Press.

- ➡ Peck, John & Martin Coyle. *A Brief History of English Literature*. Palgrave, 2012.
- Poplawski, Paul Ed. *English Literature in Context*. 2008.
- ➡ Thornley GC & Gwyneth Roberts. *An Outline of English Literature*. Pearson, 2011.

### Course Outcomes:

At the end of the course, certain outcomes are expected from the students:

CO1	Gaining knowledge of the major texts and tradition of literature written in English in their social, cultural and historical contexts.
CO2	Acquiring knowledge of the principal works, authors and genres of various ages.
CO3	Understanding the texts in their cultural and historical contexts.
CO4	Analyzing the development of literature with its social contexts in the chronological order.
CO5	Evaluating the alternatively defined tradition and genres.

### Mapping of COs with POs & PSOs:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	POS3	POS4	PSO5
CO1	S	S	S	S	S	S	M	S	S	S	S	S
CO2	S	M	S	S	S	S	S	M	S	S	S	M
CO3	S	S	S	M	S	S	M	S	S	M	S	S
CO4	S	S	M	S	S	S	S	S	S	S	S	S
CO5	S	S	S	S	S	M	S	S	S	S	M	S

### QUESTION PATTERN

#### Section-A: (10×1=10)

Ten questions are to be given, testing K1. All questions are to be answered. Each question carries ten marks. Questions must be taken from all units.

#### Section-B: (5×7=35)

Five questions are to be given in the internal choice (Either-or) pattern, testing K2 and K3. Questions must be taken from all units. Each question carries seven marks.

Q. No- 11 (A and B) from Unit I

Q. No- 12 (A and B) from Unit -II

Q. No- 13 (A and B) from Unit -III

Q. No- 14 (A and B) from Unit -IV

Q. No- 15 (A and B) from Unit -V

**Section-C: (3×10=30)**

Five questions are to be given, testing K4 and K5. Three questions are to be answered. Each question carries ten marks. Questions must be taken in this order.

Q. No- 16 (A and B) from Unit I

Q. No- 17 (A and B) from Unit -II

Q. No- 18 (A and B) from Unit -III

Q. No- 19 (A and B) from Unit -IV

Q. No- 20 (A and B) from Unit -V

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Course Code		Travel Writing	Hrs	Credits	CIA	CE
Sem – IV			5	4	25	75
Part III Allied - IV						

### Learning Objectives:

The course aims to

- Expose the students to the importance of travel and the experiences collected from it.
- Study about the different cultures and narrative techniques adopted by the novelists.
- Understand the changes and development of culture.

### COURSE CONTENT

#### Unit – I:

Kushwant Singh - “The Court of Muhammad Bin Tughlaq” from *City Improbable*

Mark Twain – Chapters VII, VIII and IX from *The Innocent Abroad*

Ernesto Guevara – The Motorcycle Diaries: A Journey around South America

#### Unit – II:

Rahul Sankrityayan – *From Volga to Ganga* (Section – I & II)

Elisabeth Bumiller – *May You be the Mother of a Hundred Sons: a Journey among the Women of India* (Chapters II & III).

Casey Balton – ‘Narrating Self and Other: A Historical View from *Travel Writing: The Self and the Other*

#### Unit – III:

Barry Lopez - Arctic Dreams

#### Unit – IV:

Joshua Slocum - Sailing alone around the World

#### Unit – V:

Paulo Coelho - The Alchemist

### Books for Reference:

Paul Theroux, *The Tao of Travel*, Hamish Hamilton, 2011.

Andrea Loselle, Translations of Orient.

Michael Caesar, *Comparative Literature*, Vol.38 No. 1, Winter 1986.

Jeffrey Meyers, *The Aesthetics of Travel*.

Carl Thompson, Travel Writing, Routledge, 2011.

Tim Youngs, *The Cambridge Introduction to Travel Writing*, 2013.

### E -Reference:

- ➡ <https://www.youtube.com/watch?v=TNiwuEuTA2Y>
- ➡ <https://www.youtube.com/watch?v=Hlq7iBRSLwk>
- ➡ [https://www.youtube.com/watch?v=4cU\\_xTd-9ss](https://www.youtube.com/watch?v=4cU_xTd-9ss)
- ➡ <https://www.youtube.com/watch?v=jtzjkIWA2DM>
- ➡ <https://www.youtube.com/watch?v=rfcDYh4njeo>

### Course Outcomes:

At the end of the course, certain outcomes are expected from the learners:

CO1	Gaining knowledge of the importance of travel and the experiences collected from it.
CO2	Comprehending the different cultures and narrative techniques of the traveler
CO3	Understanding the changes and development of culture.
CO4	Analyzing the autobiographical element and write an autobiographical essay by their own
CO5	Becoming a creative writer by being inspired by travel.

### Mapping of COs with POs& PSOs:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	POS3	POS4	PSO5
CO1	S	S	S	S	S	S	M	S	S	S	S	S
CO2	S	M	S	S	S	S	S	S	S	S	S	S
CO3	S	S	S	M	S	S	S	S	S	S	S	S
CO4	S	S	M	S	S	S	S	S	S	S	S	S
CO5	S	S	S	S	S	M	S	S	S	S	S	S

### QUESTION PATTERN

#### Section-A: (10×1=10)

Ten questions are to be given, testing K1. All questions are to be answered. Each question carries ten marks. Questions must be taken from all units.

#### Section-B: (5×7=35)

Five questions are to be given in the internal choice (Either-or) pattern, testing K2 and K3.

Questions must be taken from all units. Each question carries seven marks.

Q. No- 11 (A and B) from Unit I

Q. No- 12 (A and B) from Unit -II

Q. No- 13 (A and B) from Unit -III

Q. No- 14 (A and B) from Unit -IV

Q. No- 15 (A and B) from Unit -V

**Section-C: (3×10=30)**

Five questions are to be given, testing K4 and K5. Three questions are to be answered. Each question carries ten marks. Questions must be taken in this order.

Q. No- 16 (A and B) from Unit I

Q. No- 17 (A and B) from Unit -II

Q. No- 18 (A and B) from Unit -III

Q. No- 19 (A and B) from Unit -IV

Q. No- 20 (A and B) from Unit -V

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Course Code		Soft Skills	Hrs	Credits	CIA	CE
Sem – IV			2	2	25	75
Part - IV / SBC - IV						

### Learning Objectives:

The course aims to

- make the learners sensitive to the contents of soft skills through acquisition and practice.
- modify their better behavioural patterns.
- create good performers academically and in their own lives.
- offer the required job-oriented skills.

### COURSE CONTENT

#### Unit: I

Self - Introduction

Introducing Others

Giving Directions

#### Unit II

Narrating Stories

Poem Recitation

Enacting a story

Narrating Personal Experiences

#### Unit III

Famous Speeches

Stress Management

Problem Solving

#### Unit IV

Welcome Address

Vote of Thanks

Felicitation Speech

Key note Address

#### Unit V

News Gathering and Reporting



## Preparing a Power-point Presentation

### Books for Reference:

- ➡ K.S. Antonysamay & Joseph Chandra. Soft Skills and Personality Development, A Handbook of Employability Skills. Vijay Nicole Imprints Private Limited, Chennai 2012.
- ➡ David O'Dell. Creative Problem- Solving. Jaico Publishing House. Mumbai. 2006. Gopalaswamy Ramesh, Mahadevan Ramesh. The Ace of Soft Skills. Pearson, Delhi, 2010.
- ➡ Roz Townshed. Presentation Skills For The Upwardly Mobile. Emerald Publishers, Chennai, 2006.
- ➡ Dr.T. Jayasudha & Mrs. M. R. Wajida Begum. Soft / Communication Skills, New Century Book House, Chennai: 2011.

### E- References:

- ➡ <https://youtu.be/YvXYyDyee4>
- ➡ <https://novoresume.com>>career- blog
- ➡ <https://www.thebalancecareers.com>

### Course Outcomes:

At the end of the course, certain outcomes are expected from the learners:

CO1	Becoming sensitized to the course contents of soft skills through acquisition and practice.
CO2	Getting changed better in their behavioural patterns.
CO3	Performing well academically and in their personal lives.
CO4	Gaining the needful employability skills.
CO5	Acquiring complete ability to get placed.

### Mapping of COs with POs& PSOs:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	POS3	POS4	PSO5
CO1	S	S	S	S	S	S	M	S	S	M	S	M
CO2	S	M	S	S	S	S	S	S	S	S	S	S
CO3	S	S	S	M	S	S	S	S	S	M	S	S
CO4	S	S	M	S	S	S	S	M	S	S	S	S

CO5	S	S	S	S	S	M	S	S	S	S	S	M
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### QUESTION PATTERN

Section A : Testing Unit I & II = 30 Marks

Section B : Testing Unit III, IV & V = 45 Marks

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75 Marks

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<b>Course Code</b>		<b>Extension Activities</b>	<b>Hrs</b>	<b>Credits</b>	<b>Total Marks</b>
Sem – IV Part - V				1	100

**Extension and Outreach Programmes are conducted in the nearby hamlets.**

**If needed, Awareness Programmes are conducted through Online Mode.**

## **SEMESTER - V**

Course Code		Literature of the Indian Diaspora	Hrs	Credits	CIA	CE
Sem – V			6	5	25	75
Part III CORE - IX						

### Learning Objectives:

The course aims to

- Provide complete knowledge of the challenges and issues, faced by the Indian diaspora in other lands.
- Expose the different experiences undergone by the people who migrate to other countries.

### COURSE CONTENT

#### Unit I:

M. G. Vassanji - The Book of Secrets

#### Unit II:

Rohinton Mistry - A Fine Balance

#### Unit III:

Meera Syal - Anita and Me

#### Unit IV:

Jhumpa Lahiri - The Namesake

#### Unit V:

Bharati Mukherjee - Wife

### Books for Reference:

- ➡ The Diaspora, Nostalgia, New Medium Alienation
- ➡ “Introduction: The Diasporic Imaginary” in Mishra, V. (2008). Literature of the Indian Diaspora. London: Routledge.
- ➡ “Cultural Configurations of Diaspora,” in Kalra, V. Kaur, R. and Hutynuk, J. (2005).
- ➡ *Diaspora & hybridity*. London: Sage Publications.

➡ “The New Empire within Britain,” in Rushdie, S. (1991). *Imaginary Homelands*.

London: Granta Books.

### Course Outcomes:

At the end of the course, certain outcomes are expected from the learners:

CO1	Gaining knowledge of the importance of diasporic experiences collected from various writers
CO2	Comprehending the different cultures and narrative techniques of the writer of diasporic literature
CO3	Understanding the changes and development of culture.
CO4	Analyzing the autobiographical element and write an autobiographical essay of their own
CO5	Analyzing the challenges met by the diasporic writers

### Mapping of COs with POs& PSOs:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	POS3	POS4	PSO5
CO1	S	S	S	S	S	S	M	S	S	S	S	S
CO2	S	M	S	S	S	S	S	S	S	S	S	S
CO3	S	S	S	M	S	S	S	S	S	S	S	S
CO4	S	S	M	S	S	S	S	S	S	S	S	S
CO5	S	S	S	S	S	M	S	S	S	S	S	S

### QUESTION PATTERN

#### Section-A: (10×1=10)

Ten questions are to be given, testing K1. All questions are to be answered. Each question carries ten marks. Questions must be taken from all units.

#### Section-B: (5×7=35)

Five questions are to be given in the internal choice (Either-or) pattern, testing K2 and K3. Questions must be taken from all units. Each question carries seven marks.

Q. No- 11 (A and B) from Unit I

Q. No- 12 (A and B) from Unit -II

Q. No- 13 (A and B) from Unit -III

Q. No- 14 (A and B) from Unit -IV

Q. No- 15 (A and B) from Unit -V

**Section-C: (3×10=30)**

Five questions are to be given, testing K4 and K5. Three questions are to be answered. Each question carries ten marks. Questions must be taken in this order.

Q. No- 16 (A and B) from Unit I

Q. No- 17 (A and B) from Unit -II

Q. No- 18 (A and B) from Unit -III

Q. No- 19 (A and B) from Unit -IV

Q. No- 20 (A and B) from Unit -V

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Course Code		World Short Stories	Hrs	Credits	CIA	CE
Sem – V			6	5	25	75
Part III CORE - X						

### Learning Objectives:

The course aims to

- Gain knowledge on the short story writers of the world.
- Comprehend the themes and narrative techniques adopted by the writers.
- Evaluate the stories works according to the attributes of human diversity and beliefs of one's own culture.
- Analyze the presentation of versatile race, class, gender, history and identity.

### COURSE CONTENT

#### Unit I – Russian Short Stories

Mumu – Ivan Turgenev

The Beggar Boy at Christ's Christmas Tree - Fyodor Dostoevsky

What Men live by – Leo Tolstoy

Ward No. 6 - Anton Chekhov

#### Unit II – American Short Stories

Rip Van Winkle – Washington Irving

The Celebrated Jumping Frog of Calaveras County - Mark Twain

The Snows of Kilimanjaro – Ernest Hemingway

The Split Cherry Tree – Jesse Stuart

Speech Sounds – Octavia Butler

#### Unit III – Indian Short Stories

Sultana's Dream – Begum Rokeya Shekhawat Hussain

Sparrows – K.A. Abbas

A Flowering Tree: A Woman's Tale - A. K. Ramanujan

Kabuliwallah – Rabinranath Tagore

Squirrel –Ambai

#### Unit IV – Short Stories from across the World

My Father, the Englishman, and I - Nuruddin Farah (Somalian)



The Train from Rhodesia - Nadine Gordimer (South African)

A very Old Man with Enormous Wings - Gabriel Garcia Marquez (Colombian)

Prelude - Katherine Mansfield (New Zealand)

One Small Step - Aime Kaufman ( Australian)

**Unit V – Practice of short story writing**

Practical Sessions on short story writing.

**Course Outcomes:**

At the end of the course, certain outcomes are expected from the learners:

CO1	Gaining knowledge on the short story writers of the world.
CO2	Comprehending the themes and narrative techniques adopted by the writers.
CO3	Evaluating the stories works according to the attributes of human diversity and beliefs of one's own culture.
CO4	Analyzing the presentation of versatile race, class, gender, history and identity.
CO5	Identifying the short story writing skill in them and attempting to write stories.

**Mapping of COs with POs& PSOs:**

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	POS3	POS4	PSO5
CO1	S	S	S	S	S	S	M	S	S	S	S	S
CO2	S	M	S	S	S	S	S	S	S	S	S	S
CO3	S	S	S	M	S	S	S	S	S	S	S	S
CO4	S	S	M	S	S	S	S	S	S	S	S	S
CO5	S	S	S	S	S	M	S	S	S	S	S	S

**QUESTION PATTERN**

**Section-A: (10×1=10)**

Ten questions are to be given, testing K1. All questions are to be answered. Each question carries ten marks. Questions must be taken from all units.

**Section-B: (5×7=35)**

Five questions are to be given in the internal choice (Either-or) pattern, testing K2 and K3. Questions must be taken from all units. Each question carries seven marks.

Q. No- 11 (A and B) from Unit I

Q. No- 12 (A and B) from Unit -II

Q. No- 13 (A and B) from Unit -III

Q. No- 14 (A and B) from Unit -IV

Q. No- 15 (A and B) from Unit -V

**Section-C: (3×10=30)**

Five questions are to be given, testing K4 and K5. Three questions are to be answered. Each question carries ten marks. Questions must be taken in this order.

Q. No- 16 (A and B) from Unit I

Q. No- 17 (A and B) from Unit -II

Q. No- 18 (A and B) from Unit -III

Q. No- 19 (A and B) from Unit -IV

Q. No- 20 (A and B) from Unit -V

\*\*\*\*\*

Course Code		Green Studies	Hrs	Credits	CIA	CE
Sem – V Part III CORE - XI			6	5	25	75

### Learning Objectives:

The course aims to

- provide knowledge of ecology and its relationship with mankind.
- differentiate ecology from environmentalism.
- Apply the theories of eco-criticism and analyze the literary texts.
- Synthesize the learning of eco-consciousness with real life.
- Imbibe the practice of protecting flora and fauna

### COURSE CONTENT

#### Unit – I: Poetry

W. H. Davies – A Happy Life

William Bryant – A Forest Hymn

Emerson- Water

A.K.Ramanujan- River

Wordsworth- The Worlds Too Much With Us

#### Unit-II: Prose

Emerson- Nature

Thoreau- Where I Lived, What I Lived For

Luigi Ugolini- The Vegetable Man

#### Unit – III: Drama

Rabindranath Tagore- Muktha Dhara

#### Unit – IV: Fiction

J.G.Ballard- The Drowned World

#### Unit –V: Criticism

Raymond Williams- The Green Language

### Books for Reference:

- ➡ Buell, L. *The Environmental Imagination: Thoreau, Nature Writing, and the Formation of American Culture*. Cambridge, London, England: Harvard University Press, 1995.
- ➡ Coupe, Laurence, ed. *The Green Studies Reader: From Romanticism to Eco-criticism*: Routledge, 2000. Frederick, Suresh. *Contemporary Contemplation on Ecoliterature*, Authorpress, New Delhi, 2012.
- ➡ Glotfelty, Cheryll and Fromm, Harold. eds., *The Eco-criticism Reader: Landmarks in Literary Ecology* :University of Georgia Press, 1996.
- ➡ Garrard, G. *Ecocriticism*. London: Routledge. 2004
- ➡ Jha, Shivani. *Eco-critical Readings Rethinking Nature and Environment*, Partridge India, 2015.
- ➡ Meeker, J. *The Comedy of Survival: Studies in Literary Ecology*. New York: Scribner.

### Course Outcomes:

At the end of the course, certain outcomes are expected from the learners:

CO1	Gaining knowledge of ecology and its relationship with mankind
CO2	Comprehending the difference between ecology and environmentalism
CO3	Applying the theories of eco-criticism and analyzing the literary texts
CO4	Synthesizing the learning of eco-consciousness with real life.
CO5	Imbibing the practice of protection of flora and fauna

### Mapping of COs with POs& PSOs:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	POS3	POS4	PSO5
CO1	S	S	S	S	S	S	M	S	S	S	S	M
CO2	S	M	S	S	S	S	S	S	S	S	S	S
CO3	S	S	S	M	S	S	M	S	S	M	S	S
CO4	S	S	M	S	S	S	S	S	S	S	S	S
CO5	S	S	S	S	S	M	S	S	S	S	M	S

## QUESTION PATTERN

### **Section-A: (10×1=10)**

Ten questions are to be given, testing K1. All questions are to be answered. Each question carries ten marks. Questions must be taken from all units.

### **Section-B: (5×7=35)**

Five questions are to be given in the internal choice (Either-or) pattern, testing K2 and K3. Questions must be taken from all units. Each question carries seven marks.

Q. No- 11 (A and B) from Unit I

Q. No- 12 (A and B) from Unit -II

Q. No- 13 (A and B) from Unit -III

Q. No- 14 (A and B) from Unit -IV

Q. No- 15 (A and B) from Unit -V

### **Section-C: (3×10=30)**

Five questions are to be given, testing K4 and K5. Three questions are to be answered. Each question carries ten marks. Questions must be taken in this order.

Q. No- 16 (A and B) from Unit I

Q. No- 17 (A and B) from Unit -II

Q. No- 18 (A and B) from Unit -III

Q. No- 19 (A and B) from Unit -IV

Q. No- 20 (A and B) from Unit -V

\*\*\*\*\*

Course Code		Literary Forms	Hrs	Credits	CIA	CE
Sem – V Part III Major Elective – I Option - I			5	4	25	75

### **Learning Objectives:**

The course aims to

- provide knowledge of the terminology related to the various genres of literature.
- comprehend the role played by the different types of literary genres.
- analyze the characteristics of the specific literary genres.
- evaluate the literary works according to the attributes of particular literary form.
- create works of art of adhering to their form.

### **COURSE CONTENT**

#### **Unit – I: Poetry:**

Ode

Lyric

Sonnet

Elegy

Epic

Ballad

Satire

#### **Unit – II: Prose:**

Essay

Biography

Auto-biography

#### **Unit – III: Drama:**

##### **Revenge Play**

Comedy of Humours

Comedy of Manners

Tragic Comedy

One-Act Play

Melodrama

#### **Unit – IV: Fiction:**

Novels

## Short Stories

### Unit – V: Figures of Speech:

Simile, Metaphor, Alliteration, Assonance, Consonance, Hyperbole, Litotes, Onomatopoeia, Personification, Euphemism, Irony, Oxymoron, Epigram, Transferred Epithet, Antithesis, Pun, Symbolism and Imagery.

### Books for Reference:

Prasad: *A Background to English Literature*, Macmillan. M.H. Abrams: *A Glossary of Literary Terms*.

Radhakrishnan: *A Study of Literary Terms*.

A. H. Upham: *The typical Forms of English Literature*

W. H. Hudson: *Introduction to the Study of Literature*

Birjadish Prasad: *A Background to the Study of English Literature*

### Course Outcomes:

At the end of the course, certain outcomes are expected from the learners.

CO1	Gaining knowledge of the terminology related to the various genres of literature.
CO2	Comprehending the role played by the different types of literary genres
CO3	Analyzing the characteristics of the specific literary genres.
CO4	Evaluating the literary works according to the attributes of particular literary form.
CO5	Creating works of art of adhering to their form.

### Mapping of COs with POs& PSOs:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	POS3	POS4	PSO5
CO1	S	S	S	S	S	S	M	S	S	S	S	S
CO2	S	M	S	S	S	S	S	S	S	S	S	S
CO3	S	S	S	M	S	S	S	S	S	S	S	S
CO4	S	S	M	S	S	S	S	S	S	S	S	S
CO5	S	S	S	S	S	M	S	S	S	S	S	S

## QUESTION PATTERN

### Section-A: (10×1=10)

Ten questions are to be given, testing K1. All questions are to be answered. Each question carries ten marks. Questions must be taken from all units.

**Section-B: (5×7=35)**

Five questions are to be given in the internal choice (Either-or) pattern, testing K2 and K3.

Questions must be taken from all units. Each question carries seven marks.

Q. No- 11 (A and B) from Unit I

Q. No- 12 A and B) from Unit -II

Q. No- 13(A and B) from Unit -III

Q. No- 14(A and B) from Unit -IV

Q. No- 15(A and B) from Unit -V

**Section-C: (3×10=30)**

Five questions are to be given, testing K4 and K5. Three questions are to be answered. Each question carries ten marks. Questions must be taken in this order.

Q. No- 16(A and B) from Unit I

Q. No- 17(A and B) from Unit -II

Q. No- 18(A and B) from Unit -III

Q. No- 19(A and B) from Unit -IV

Q. No- 20(A and B) from Unit -V

\*\*\*\*\*



Course Code		English Language Teaching	Hrs	Credits	CIA	CE
Sem – V Part III Major Elective – I Option - II			5	4	25	75

### **Learning Objectives:**

The course aims to

- provide knowledge of the various available methods of teaching English to the learners.
- differentiate the approaches given to the methods of teaching English in India.
- analyze the tools and aids used to drive home English in the easiest manner.
- evaluate and generate innovative methods in teaching English.

### **COURSE CONTENT**

#### **Unit – I: Introduction:**

The Place of English in India

The Problem in Teaching English in India

#### **Unit – II: Approach and Methods**

The Structural Oral Situational Approach

The Communicative Approach

The Translation Method

The Direct Method

New Method

The Project Method

Inductive Method

Deductive Method

#### **Unit – III: Techniques of Teaching:**

Teaching Poetry

Teaching Prose

Teaching Grammar

Teaching, Listening and Speaking Exercises

Teaching, Reading and Writing Exercises

#### **Unit – IV: Teaching Aids:**

Preparation of Teaching Aids

The Use of Teaching Aids

**Unit – V:**

Micro Teaching

Macro Teaching

Preparing Lesson Plan

**Books for Reference:**

- ➡ Kripa K. Gautam, *English Language Teaching: A Critical Study of Methods and Approaches*. New Delhi: Harman Publishing House, 1988.
- ➡ Harold B Allen. *Teaching English as a Second Language*. Bombay: Tata McGraw Hill Publishing Company, 1965.

**Course Outcomes:**

At the end of the course, certain outcomes are expected from the students:

CO1	Gaining knowledge of the various available methods of teaching English to the learners.
CO2	Comprehending the difference among the different approaches given to the methods of teaching English in India.
CO3	Analyzing the tools and aids used to drive home English in the easiest manner.
CO4	Evaluating and generating innovative methods in teaching English.
CO5	Becoming the best teachers of English.

**Mapping of COs with POs& PSOs:**

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	POS3	POS4	PSO5
CO1	S	S	S	S	S	S	M	S	S	S	S	M
CO2	S	M	S	S	S	S	M	S	S	S	S	S
CO3	S	S	S	M	S	S	S	S	S	M	S	S
CO4	S	S	M	S	S	S	S	S	S	S	S	M
CO5	S	S	S	S	S	M	S	M	S	S	M	S

**QUESTION PATTERN**

**Section-A: (10×1=10)**

Ten questions are to be given, testing K1. All questions are to be answered. Each question carries ten marks. Questions must be taken from all units.

**Section-B: (5×7=35)**

Five questions are to be given in the internal choice (Either-or) pattern, testing K2 and K3.

Questions must be taken from all units. Each question carries seven marks.

Q. No- 11(A and B) from Unit I

Q. No- 12(A and B) from Unit -II

Q. No- 13(A and B) from Unit -III

Q. No- 14(A and B) from Unit -IV

Q. No- 15(A and B) from Unit -V

**Section-C: (3×10=30)**

Five questions are to be given, testing K4 and K5. Three questions are to be answered. Each question carries ten marks. Questions must be taken in this order.

Q. No- 16(A and B) from Unit I

Q. No- 17(A and B) from Unit -II

Q. No- 18(A and B) from Unit -III

Q. No- 19(A and B) from Unit -IV

Q. No- 20(A and B) from Unit -V

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<b>Course Code</b>		<b>MOOCS</b>	<b>Hrs</b>	<b>Credits</b>	<b>Ext. Examination</b>
Sem – V Part III Major Elective – I Option - III			5	4	100

- ➡ The Massive Open Online Courses (MOOCs), which are relevant and available on SWAYAM, NPTEL and other such portals will be considered and chosen for study as an optional course in Major Elective – I.
- ➡ The Credit Courses, available in the MOOCS Portal alone will be considered.
- ➡ The chosen course must carry the equal credit and weightage as the other two optional courses, mentioned in the common structure.
- ➡ On successful completion of the MOOCS course, the credit will be transferred and added with the credits, scored by the student already.

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Course Code		A Study of English Sounds	Hrs	Credits	CIA	CE
Sem – V Part III Major Elective – II Option - I			5	4	25	75

### **Learning Objectives:**

The course aims to

- provide knowledge of the English sounds, Received Pronunciation and transcriptions of sounds.
- Differentiate British English from American English in pronunciation.
- Identify and produce English key sounds as well as its basic rhythm, stress and intonation patterns in context.
- Make capable of speaking in English with clarity and accuracy.
- Enable them to use the knowledge gained to communicate with native speakers easily and effectively.

### **COURSE CONTENT**

#### **Unit – I:**

The Respiratory System

The Phonatory System

The Articulatory System

#### **Unit – II:**

Introducing the English Consonants

Place of Articulation

Manner of Articulation

Three term Labels

#### **Unit – III:**

Introducing the English Vowel

Pure Vowels

Diphthongs

#### **Unit – III:**

Morphology

Stress

Intonation

Minimal Pairs

**Unit – V:**

Phonetic Transcription of words

**Books for Reference:**

- ➡ Frederick T. Wood: *An Outline History of the English Language*, Chennai, Macmillan, 1969.
- ➡ Daniel Jones: *An Outline of English Phonetics*
- ➡ T. Balasubramanian: *A Textbook of English Phonetics for Indian Students*.

**Course Outcomes:**

At the end of the course, certain outcomes are expected from the learners.

CO1	Gaining knowledge of the English sounds, Received Pronunciation and transcriptions of sounds.
CO2	Comprehending the difference between British English and American English in pronunciation.
CO3	Being capable of identifying and producing English key sounds as well as its basic rhythm, stress and intonation patterns in context.
CO4	Being skilful in speaking in English with clarity and accuracy.
CO5	Being able to use the knowledge gained to communicate with native speakers easily and effectively.

**Mapping of COs with POs& PSOs:**

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	POS3	POS4	PSO5
CO1	S	S	S	S	S	S	M	S	S	S	S	S
CO2	S	M	S	S	S	S	S	S	S	S	S	S
CO3	S	S	S	M	S	S	S	S	S	S	S	S
CO4	S	S	M	S	S	S	S	S	S	S	S	S
CO5	S	S	S	S	S	M	S	S	S	S	S	S

**QUESTION PATTERN**

**Section-A: (10×1=10)**

Ten questions are to be given, testing K1. All questions are to be answered. Each question carries ten marks. Questions must be taken from all units.

**Section-B: (5×7=35)**

Five questions are to be given in the internal choice (Either-or) pattern, testing K2 and K3.

Questions must be taken from all units. Each question carries seven marks.

Q. No- 11(A and B) from Unit I

Q. No- 12(A and B) from Unit -II

Q. No- 13(A and B) from Unit -III

Q. No- 14(A and B) from Unit -IV

Q. No- 15(A and B) from Unit –V

Transcribe the given short words into Phonetic symbols. (List Annexed).

(OR)

Mark the intonation in the given sentence. (List Annexed) (7×1=7)

**Section-C: (3×10=30)**

Five questions are to be given, testing K4 and K5. Three questions are to be answered. Each question carries ten marks. Questions must be taken in this order.

Q. No- 16 (A and B) from Unit I

Q. No- 17 (A and B) from Unit -II

Q. No- 18 (A and B) from Unit -III

Q. No- 19 (A and B) from Unit -IV

Q. No- 20 (A and B) from Unit –V

Transcribe the given short sentences into Phonetic symbols. (List Annexed) (10×1=10).

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Course Code		Translation – Theory and Practice	Hrs	Credits	CIA	CE
Sem – V			5	4	25	75
Part III Major Elective – II						
Option - II						

### **Learning Objectives:**

The course aims to

- provide knowledge of the theories of translation related to the various genres of literature.
- comprehend the role played by the different kinds of translation.
- analyze the characteristics of the specific Translation Procedures.
- evaluate the problems in translation according to the attributes of particular translation.

### **COURSE CONTENT**

#### **Unit-1: Theories of Translation:**

Theodore Savory

Eugene Nida

C.J. Catford

Host Frenz

Peter Newmark

#### **Unit-II: Kinds of Translation:**

Roman Jakobson's Methods of Translation

Dryden's Methods of Translation

Catford's Classification of Translation

Literal Translation

#### **Unit-III: Translation Procedures:**

Transliteration

Transference

Transcreation



Transposition

**Unit-1V: Problems in Translation:**

Prose Translation

Poetry Translation

Dramatic Texts: Problems in Translation

**Unit-V:**

The Bible Translation

Shakespeare in Translation

Translation of Scientific and Technological Texts

Practice in Translation

Tamil to English (Short story only)

English to Tamil

**Books for Reference:**

- ➡ Dr.S. Kanagaraj & Dr. J. Samuel Kirubahar: Anatomy of Translation.
- ➡ Dr. S. Kanagaraj, Translatology, Prem Publishers, Madurai.

**Course Outcomes:**

**At the end of the course, certain outcomes are expected from the students.**

CO1	Gaining knowledge of the theories of translation related to the various genres of literature.
CO2	Comprehending the role played by the different kinds of translation.
CO3	Analyzing the characteristics of the specific Translation Procedures.
CO4	Evaluating the problems in translation according to the attributes of particular translation.
CO5	Becoming the best translation of English.

**Mapping of COs with POs& PSOs:**

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	POS3	POS4	PSO5
CO1	S	S	S	S	S	S	M	S	S	S	S	S
CO2	S	M	S	S	S	S	S	S	S	S	S	S
CO3	S	S	S	M	S	S	S	S	S	S	S	S
CO4	S	S	M	S	S	S	S	S	S	S	S	S
CO5	S	S	S	S	S	M	S	S	S	S	S	S

**QUESTION PATTERN**

**Section-A: (10×1=10)**

Ten questions are to be given, testing K1. All questions are to be answered. Each question carries ten marks. Questions must be taken from all units.

**Section-B: (5×7=35)**

Five questions are to be given in the internal choice (Either-or) pattern, testing K2 and K3. Questions must be taken from all units. Each question carries seven marks.

Q. No- 11 (A and B) from Unit I

Q. No- 12 (A and B) from Unit -II

Q. No- 13 (A and B) from Unit -III

Q. No- 14 (A and B) from Unit -IV

Q. No- 15 (A and B) from Unit -V

**Section-C: (3×10=30)**

Five questions are to be given, testing K4 and K5. Three questions are to be answered. Each question carries ten marks. Questions must be taken in this order.

Q. No- 16 (A and B) from Unit I

Q. No- 17 (A and B) from Unit -II

Q. No- 18 (A and B) from Unit -III

Q. No- 19 (A and B) from Unit -IV

Q. No- 20 (A and B) from Unit -V

\*\*\*\*\*

Course Code		MOOCS	Hrs	Credits	External Examination
Sem – V Part III Major Elective – II Option - III			5	4	100

- ➡ The Massive Open Online Courses (MOOCs), which are relevant and available on SWAYAM, NPTEL and other such portals will be considered and chosen for study as an optional course in Major Elective – II.
- ➡ The Credit Courses, available in the MOOCS Portal alone will be considered.
- ➡ The chosen course must carry the equal credit and weightage as the other two optional courses, mentioned in the common structure.
- ➡ On successful completion of the MOOCS course, the credit will be transferred and added with the credits, scored by the student already.

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Course Code		English for Enhancement	Hrs	Credits	CIA	CE
Sem – V			2	2	25	75
Part IV SBC - V						

### Learning Objectives:

The course aims to

- enhance the vocabulary skills.
- obtain good writing skills in English Language.
- develop the comprehensive and composition skills.
- gain knowledge of written communication in English.

### COURSE CONTENT

#### Unit : I

Homograph

Compound Words

One Word Substitution

Report Writing (Project)

#### Unit: II

E-mail Drafting

Notice Making

Writing Agenda

Writing Minutes

#### Unit: III

Comprehending a Prose

Job Interview

Hints Developing

Dialogue Writing

#### Unit: IV

Summary Writing

[illegible]

CO5	S	S	S	S	S	M	S	S	M	S	S	S
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### **Question Pattern**

Section A : Testing Unit : I & II = 30 marks.

Section B : Testing Unit : III, IV & V = 45 Marks.

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## **SEMESTER – VI**

Course Code		Shakespeare	Hrs	Credits	CIA	CE
Sem – VI Part III CORE - XII			6	5	25	75

### Learning Objectives:

The course aims to

- highlight the essence of the universality of Shakespeare
- understand the concept of the Romantic comedy, Shakespearean tragedy, tragic comedy, problem play, and other related features
- get knowledge of the age, social life, historical and cultural content of the works
- gain knowledge of the aesthetics of Shakespeare
- Analyze the strengths and weakness of the characters
- understand Shakespeare's skill in characterization, plot, wit and humour, and songs and music.

### COURSE CONTENT

#### Unit I: General Shakespeare

Shakespeare's life and Literary Career

The Elizabethan Theatre and Audience

Soliloquies in Shakespeare's Plays

Women in Shakespeare's Plays

Fools in Shakespeare's Plays

Supernatural Elements in Shakespeare's Plays

#### Unit II: Comedy

As you like It

#### Unit III: Tragedy

Macbeth

## Unit IV: Historical Play

Julius Caesar

## Unit V: Criticism

Samuel Johnson - Preface to Shakespeare

Wilson Knight – “Macbeth and the Metaphysic of Evil” from *The Wheels of Fire*

### Book for Reference:

- ➡ William Shakespeare: *The Complete Works*. Oxford & IBH Publishing Pvt., Ltd, New Delhi.
- ➡ *A Companion to Shakespeare Studies*: ed. Granville-Barker & G.B. Harrison. Cambridge University Press, 1966.
- ➡ G.B. Harrison: *Introducing Shakespeare. Trends in Shakespearean Criticism*: S.P. Sengupta. Prakash Book Depot, Bareilly, 2009.

### E – Reference:

- ➡ <https://en.m.wikipedia.org/wiki/William-Shakespeare>
- ➡ <https://shakespeareandbeyond.folger.edu/2018192255/audience-expectations/#:~:text=Elizabethan%20audience%20clapped%20and%20booed.actually%20sit%20on%20the%20stage>
- ➡ <https://nosweatshakespeare.com/quotes/soliloquies/>
- ➡ <https://en.m.wikipedia.org/wiki/women-in-shakespeare%275-works>
- ➡ <https://en.m.wikipedia.org/wiki/Shakespearean-fool>.
- ➡ <https://www.ukessays.com/essays/English-literature/analysis-of-the-villains-in-Shakespeares-plays.php>
- ➡ <https://Essayshark.com/blog/Shakespeare-essay-the-supernatural-elements-in-writing/>
- ➡ <https://en.m.wikipedia.org/wiki/As-you-like-it>
- ➡ <https://en.m.wikipedia.org/wiki/king-lear>
- ➡ <https://en.m.wikipedia.org/wiki/Antony-and-Cloptra>

### Course Outcomes:

At the end of the course, certain outcomes are expected from the students:

CO1	Understanding the techniques of plays of Shakespeare and his contemporaries
CO2	Appreciating and playing the roles of Shakespearean heroes and heroines
CO3	Identifying the universality of Shakespearean plays
CO4	Applying the literary theories to Shakespeare's plays



CO5	Locating and synthesizing the moral and social values as exhibited in Shakespearean dramas
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**Mapping of Cos with POs & PSOs:**

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	POS3	POS4	PSO5
CO1	S	S	S	S	M	S	S	S	S	S	S	S
CO2	S	M	S	S	S	M	S	S	S	S	S	S
CO3	S	S	S	S	M	S	M	S	S	S	S	S
CO4	S	S	S	S	S	M	M	S	S	S	S	S
CO5	S	S	M	S	S	M	S	S	S	S	S	S

**QUESTION PATTERN**

**Section – A:** (10X1=10)

Ten questions are to be given, testing K1. All questions are to be answered. Each question carries one mark. Questions must be taken from all units.

**Section – B:** (5X7=35)

Five questions are to be given in the internal choice (Either-or) pattern, testing K2 and K3. Questions must be taken from all units. Each question carries seven marks.

Q.No-11 (A and B) from Unit – I

Q. No -12 (A and B) from Unit – II

Q.No-13 (A and B) from Unit – III

Q.No-14 (A and B) from Unit – IV

Q.No-15 (A and B) from Unit – V

**Section – C** (3X10=30)

Five questions are to be given, testing K4 and K5. Three questions are to be answered. Each question carries Ten Marks. Questions must be taken in this order.

Q.No. – 16 from Unit – I

Q.No. – 17 from Unit – II

Q.No. – 18 from Unit - III

Q.No. – 19 from Unit - IV

Q.No. – 20 from Unit - V

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<b>Course Code</b>		<b>Literature and Gender</b>	<b>Hrs</b>	<b>Credits</b>	<b>CIA</b>	<b>CE</b>
Sem – VI Part III CORE - XIII			6	5	25	75

### **Learning Objectives:**

The course aims to

- provide knowledge of the literary texts across genres, historical periods and cultural contexts
- understand the range of feminist perspectives, towards gender issues
- analyze the common and particular challenges that women face
- evaluate the standards of the society and the result of them on the womenfolk

### **COURSE CONTENT**

#### **Unit – I: Poetry**

Nancy Morejon – Black Woman

Sandra Cisneros – Cloud

Kishwar Naheed – I am not that Woman

Sarojini Naidu – Indian Weavers

Carol Ann Duffy - Originally

#### **Unit – II: Prose**

Margaret Atwood – The Resplendent Quetzal

Virginia Woolf – Professions for Women

Aung San Suu Kyi - Courage, Thy Name Is

#### **Unit – III: Drama**

Susan Glaspell – Alison’s House

#### **Unit – IV: Fiction**

Chitra Bannerjee Divakaruni – Sisters of My Heart

#### **Unit – V: Criticism**

Mary Wollstonecraft – A Vindication of the Rights of Woman (Chapters – I & II)

Elaine Showalter – Towards a Feminist Poetics

#### **Books for Reference:**

*An Anthology of Women Poets*, ed. Dr. S. Kanitha, New Century Book House, Chennai.

Kuumba, M. Bahati. (2003). “Gender and Social Movements”. Rawat Publications, New Delhi.

#### **Course Outcomes:**

At the end of the course, certain outcomes are expected from the learners.

CO1	Gaining knowledge of the literary texts across genres, historical periods and cultural contexts.
CO2	Understanding the range of feminist perspectives, towards the gender issues.
CO3	Analyzing the common and particular challenges that women face.
CO4	Evaluating the standards of the society and the result of them on the womenfolk.
CO5	Becoming creative writers and voicing out their views.

#### **Mapping of Cos with POs & PSOs:**

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	POS3	POS4	PSO5
CO1	S	S	S	S	M	S	S	S	S	S	S	M
CO2	S	M	S	S	S	M	S	S	S	S	S	S
CO3	S	S	S	S	M	S	M	S	S	M	S	S
CO4	S	S	S	S	S	M	M	S	S	S	M	S
CO5	S	S	M	S	S	M	S	M	S	S	S	S

### **QUESTION PATTERN**

#### **Section – A: (10X1=10)**

Ten questions are to be given, testing K1. All questions are to be answered. Each question carries one mark. Questions must be taken from all units.

**Section – B: (5X7=35)**

Five questions are to be given in the internal choice (Either-or) pattern, testing K2 and K3. Questions must be taken from all units. Each question carries seven marks.

Q.No-11(A and B) from Unit – I

Q. No -12 (A and B) from Unit – II

Q.No-13(A and B) from Unit – III

Q.No-14(A and B) from Unit – IV

Q.No-15(A and B) from Unit – V

**Section – C (3X10=30)**

Five questions are to be given, testing K4 and K5. Three questions are to be answered. Each question carries Ten Marks. Questions must be taken in this order.

Q.No. – 16 from Unit – I

Q.No. – 17 from Unit – II

Q.No. – 18 from Unit - III

Q.No. – 19 from Unit - IV

Q.No. – 20 from Unit - V

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Course Code		Principles of Literary Criticism	Hrs	Credits	CIA	CE
Sem – VI Part III CORE - XIV			6	5	25	75

### **Learning Objectives:**

The course aims to

- provide knowledge of the basic critical concepts and the evolution of criticism.
- apply the critical theories to works of literature and testify their standard.
- analyze the various forms of literature with the perspective of a literary critic.
- Gain the ability to discriminate the different standards of literature.
- know about the forth-coming critical theories and approaches.

### **COURSE CONTENT**

#### **Unit - I**

Longinus

Plato

Aristotle

#### **Unit-II**

Philip Sidney

John Dryden

Dr. Samuel Johnson

#### **Unit- III**

William Wordsworth

S.T. Coleridge

Matthew Arnold

#### **Unit- IV:**

Walter Pater

T. S. Eliot

I.A. Richards

F.R. Leavis

### Unit- : V

Practical Criticism: Analyzing a work of art, by applying the critical standards of the above-said writers.

### Prescribed Reading:

➡ Prasad, Background to the Study of English Criticism, Macmillan.

### Course Outcomes:

At the end of the course, certain outcomes are expected from the learners.

CO1	Gaining knowledge of the basic critical concepts and the evolution of criticism
CO2	Applying the critical theories to works of literature and testify their standards
CO4	Analyzing the various forms of literature with the perspective of a literary critic
CO5	Gaining the ability to discriminate the different standards of literature
CO5	Being motivated to know about the forth-coming critical theories and approaches

### Mapping of Cos with Pos & PSOs:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	POS3	POS4	PSO5
CO1	S	S	S	S	S	M	S	S	S	S	S	S
CO2	S	S	S	S	S	M	S	M	S	S	S	S
CO3	S	S	S	S	S	S	S	S	S	M	S	S
CO4	S	S	S	M	S	S	S	S	S	S	S	S
CO5	S	S	M	S	S	S	S	S	S	M	S	S

### QUESTION PATTERN

#### Section – A: (10X1=10)

Ten questions are to be given, testing K1. All questions are to be answered. Each question carries one mark. Questions must be taken from all units.

#### Section – B: (5X7=35)

Five questions are to be given in the internal choice (Either-or) pattern, testing K2 and K3. Questions must be taken from all units. Each question carries seven marks.

Q.No-11(A and B) from Unit – I

Q. No -12 (A and B) from Unit – II

Q.No-13(A and B) from Unit – III

Q.No-14(A and B) from Unit – IV

Q.No-15(A and B) from Unit – IV

**Section – C (3X10=30)**

Five questions are to be given, testing K4 and K5. Three questions are to be answered. Each question carries Ten Marks. Questions must be taken in this order.

Q.No. – 16 from Unit – I

Q.No. – 17 from Unit – II

Q.No. – 18 from Unit - III

Q.No. – 19 from Unit - IV

Q.No. – 20 from Unit – V

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Course Code		Extensive Study of an Author	Hrs	Credits	CIA	CE
Sem – VI Part III Major Elective – III Option - I			6	4	25	75

**Learning Objectives:**

The course aims to

- provide knowledge of the writer chosen for detailed research study.
- comprehend the common themes handled by him/her in his/her writings.
- analyze the works of the writer in the socio, political and religious background.
- evaluate the merits and messages conveyed by the writer and assess him/her as a literary personality.
- carry out the detailed research work on the chosen works of the writer.

**COURSE CONTENT**

**Unit – I:**

A Study of the Social, Economic, Political and Religious Background of the author

Life and Works of the author

The Essence of his/her writings

**Unit – II:**

A Brief Survey of the works

**Unit – III:**

A Study of the characters in the works

**Unit – IV:**

Various themes and issues in the works

**Unit – V:**

Narrative Techniques

Style of Writing

**Course Outcomes:**

At the end of the course, certain outcomes are expected from the learners.

CO1	Acquiring knowledge of the writer chosen for detailed research study.
CO2	Comprehending the common themes handled by him/her in his/her writings.
CO3	Analyzing the works of the writer in the socio, political and religious background.
CO4	Evaluating the merits and messages conveyed by the writer and assessing him/her as a literary personalities.
CO5	Carrying out the detailed research work on the chosen works of the writer.

**Mapping of Cos with POs & PSOs:**

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	POS3	POS4	PSO5
CO1	S	S	S	S	M	S	S	S	S	S	S	S
CO2	S	M	S	S	S	M	S	S	S	S	S	S
CO3	S	S	S	S	M	S	M	S	S	S	S	S
CO4	S	S	S	S	S	M	M	S	S	S	S	S
CO5	S	S	M	S	S	M	S	S	S	S	S	S

**QUESTION PATTERN**

Section A : Testing Unit : I & II = 30 marks.

Section B : Testing Unit : III, IV & V = 45 Marks.



<b>Course Code</b>		<b>Journalism and Mass Communication</b>	<b>Hrs</b>	<b>Credits</b>	<b>CIA</b>	<b>CE</b>
Sem – VI Part III Major Elective – III Option - II			6	4	25	75

### **Learning Objectives:**

The course aims to

- gain knowledge of the basics of journalism and mass communication.
- comprehend the legal aspects involved in journalism.
- create and design emerging media products, including blogs, digital audio, digital video, social media, digital photography and multimedia.

### **COURSE CONTENT**

#### **Unit -I: Journalism**

Definition and Principles of Journalism

History of Press in India

Press Laws

News Agencies

Code of Ethics in Journalism

#### **Unit -II: Reporting, Editing & Writing News**

Qualifications and Aptitudes of a Reporter

Qualifications, Responsibilities and Rights of an Editor

Headlines

Feature Writing

### **Unit -III: Mass Communication**

Introduction to Mass Communication

Mass Communication in India

Visual Communication

### **Unit -IV: Development of Media**

Radio as a Medium of Mass Communication

Television as a Medium of Mass Communication

Film as a Mass Medium

Internet as New Medium

### **Unit – V: Practical Journalism (Practical – For Internal Assessment only)**

Reporting a News

Preparing a Newspaper

Advertisements

News Capsuling and Radio Commentary

Writing for Television Programs

#### **Books for Reference:**

- ➡ Keval J. Kumar, *Mass Communication in India*, Jaico Publishing Housing, Bombay, 1991. Melvin C. Defleur, *Theories of Mass Communication*, Longman, New York, 1992.
- ➡ Peterson et.al (ed)., *The Mass Media and Modern Society*, Holt Rinehart & Watson Inc. 1965
- ➡ Adhikari Gautam, *Press Council, Press Institute of India*, New Delhi.
- ➡ Arun Bhattacharjee, *The Indian Press, Profession to Industry*, Vikas Publication, New Delhi, 1972.

#### **Course Outcomes:**

At the end of the course, certain outcomes are expected from the learners.

CO1	Gaining knowledge of the basics of journalism and mass communication.
CO2	Comprehending the legal aspects involved in journalism.
CO4	Synthesizing abilities to write a variety of mass media products, including news stories and press releases.
CO5	Creating and designing emerging media products, including blogs, digital audio, digital video, social media, digital photography and multimedia.

CO5	Mastering the skill and becoming journalists and media writers in future.
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### Mapping of Cos with Pos & PSOs:

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	POS3	POS4	PSO5
CO1	S	S	S	S	S	M	S	S	S	S	S	S
CO2	S	S	S	S	S	M	S	S	S	S	S	S
CO3	S	S	S	S	S	S	S	S	S	S	S	S
CO4	S	S	S	M	S	S	S	S	S	S	S	S
CO5	S	S	M	S	S	S	S	S	S	S	S	S

### QUESTION PATTERN

#### Section – A: (10X1=10)

Ten questions are to be given, testing K1. All questions are to be answered. Each question carries one mark. Questions must be taken from all units.

#### Section – B: (5X7=35)

Five questions are to be given in the internal choice (Either-or) pattern, testing K2 and K3. Questions must be taken from all units. Each question carries seven marks.

Q.No-11(A and B) from Unit – I

Q. No -12 (A and B) from Unit – II

Q.No-13(A and B) from Unit – III

Q.No-14 (A and B) from Unit – IV

Q.No-15 (A and B) from Unit – IV

#### Section – C (3X10=30)

Five questions are to be given, testing K4 and K5. Three questions are to be answered. Each question carries Ten Marks. Questions must be taken in this order.

Q.No. – 16 from Unit – I

Q.No. – 17 from Unit – II

Q.No. – 18 from Unit - III

Q.No. – 19 from Unit - IV

Q.No. – 20 from Unit – V

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<b>Course Code</b>		<b>MOOCS</b>	<b>Hrs</b>	<b>Credits</b>	<b>External Examination</b>
Sem – VI Part III Major Elective – III Option - III			5	4	100

- ➡ The Massive Open Online Courses (MOOCs), which are relevant and available on SWAYAM, NPTEL and other such portals will be considered and chosen for study as an optional course in Major Elective – III.
- ➡ The Credit Courses, available in the MOOCS Portal alone will be considered.
- ➡ The chosen course must carry the equal credit and weightage as the other two optional courses, mentioned in the common structure.
- ➡ On successful completion of the MOOCS course, the credit will be transferred and added with the credits, scored by the student already.

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<b>Course Code</b>		<b>Project</b>	<b>Hrs</b>	<b>Credits</b>	<b>CIA</b>	<b>CE</b>
Sem – VI Part IV SBC – VI			2	2	25	75

Course Code		Presentation Skills	Hrs	Credits	CIA	CE
Sem – VI Part IV NME – II			2	2	25	75

### **Learning Objectives:**

The course aims to

- provide knowledge of the various modes of presentation.
- comprehend the types of presentation depending on the occasion.
- apply the acquired styles of presentation and practise them.
- develop a style of presentation of their own and becoming better presenters.

### **COURSE CONTENT**

#### **Unit – I:**

Welcome Address

Vote of Thanks

Keynote Address

Convocation Address

#### **Unit –II:**

Reciting Great Speeches (any 3)

Reciting Soliloquies / Monologues (any 3)

Reciting Poems (any 3)

#### **Unit –III:**

Motivational Speech

Argumentative Speech

Narrative Speech

Informative speech

#### **Unit – IV:**

Role play

Mono –acting

#### **Unit –V**

Conversion of a Story into a Drama

Enacting a Scene

#### **Book Recommended:**

➡ Brown Michael: *Making Presentation Happen*. Allen & Unwin, Australia, 2004.

#### **Course Outcomes:**

At the end of the course, certain outcomes are expected from the learners.

CO1	Gaining knowledge of the various modes of presentation
CO2	Comprehending the types of presentation depending on the occasion
CO3	Applying the acquired styles of presentation and practising them
CO4	Developing a style of presentation of their own and becoming better presenters
CO5	Marketing the skill of presentation to fix themselves in better jobs

#### **Mapping of Cos with Pos & PSOs:**

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	POS3	POS4	PSO5
CO1	S	S	S	S	S	M	S	M	S	S	S	S
CO2	S	S	S	S	S	M	S	S	S	S	S	M
CO3	S	S	S	S	S	S	S	S	S	M	S	S
CO4	S	S	S	M	S	S	S	S	S	S	S	S
CO5	S	S	M	S	S	S	S	S	S	S	M	S

#### **QUESTION PATTERN**

Section A : Testing Unit : I & II = 30 marks.

Section B : Testing Unit : III, IV & V = 45 Marks.

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**EXTRA- CREDIT COURSES**



**Programme:** B.A., /B.Sc., /B.Com.,

**Subject:** All Disciplines (Optional)

**Course Type:** Extra-credit Course - I

**Course:** Corporate English Training

**Course Code:**

**Credits:** 2

**Contact Hours:** 30 (Out of College Hours)

**CE:** 100

### **COURSE CONTENT**

#### **Unit -I:**

Describing your Role

Describing your Responsibilities

#### **Unit -II:**

Discussing Key Issues in Meetings (Group work)

#### **Unit -III:**

Participating in Meetings – Agreeing and Disagreeing (Group work)

#### **Unit -IV:**

Telephonic Conversation

#### **Unit – V:**

Individual Presentation

Group Presentation

#### **Course Outcomes:**

Description	Blooms' Taxonomy Level
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Gaining a working knowledge of business words and phrases	Knowledge (Level K1)
Gaining confidence and sociability to introduce one's role and responsibilities	Synthesis (Level K6)
Communicating confidently and effectively in business meetings	Synthesis (Level K6)
Acquiring confidence to participate in debates on business topics	Synthesis (Level K6)
Employing strategies to be a successful employee or employer in the workplace	Synthesis (Level K6)

### QUESTION PATTERN

**Section – A:** Testing Unit – I and II (50 marks)

**Section – B:** Testing Unit – III, IV and V (50 marks)

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**Programme:** B.A./B.Sc./B.Com.,

**Subject:** All Disciplines (Optional)

**Course Type:** Extra-credit Course - II

**Course:** Creating Newspapers

**Course Code:**

**Credits:** 2

**Contact Hours:** 30 (Out of College Hours)

**CE:** 100

### COURSE CONTENT

**Unit -I:**

Journalism as an Art

**Unit -II:**

The Components of a Newspaper

**Unit -III:**

Discussing the Features of a Newspaper

**Unit -IV:**

Display of a Newspaper Prepared by the Learner

**Unit – V:**

Describing the Newspaper Prepared by the Learner

**Book for Reference:**

Adhikari Gautam, *Press Council, Press Institute of India*, New Delhi.

Arun Bhattacharjee, *The Indian Press, Profession to Industry*, Vikas Pub, New Delhi, 1972.

**Course Outcomes:**

Description	Blooms' Taxonomy Level
Gaining knowledge of the basics of journalism	Knowledge (Level K1)
Comprehending the various components of a newspaper	Comprehension (Level K2)
Synthesizing abilities to write a variety of mass media products, including news stories and press releases	Synthesis (Level K6)
Creating and designing emerging media products, including social media	Synthesis (Level K6)
Mastering the skill and becoming journalists and media writers in future	Synthesis (Level K6)

**QUESTION PATTERN**

**Section – A:** Testing Unit – I and II (50 marks)

**Section – B:** Testing Unit – III, IV and V (50 marks)

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**Programme:** B.A./B.Sc./B.Com.,

**Subject:** All Disciplines (Optional)

**Course Type:** Extra-credit Course - III **Course:** Short Movies and Documentaries (Practical)

**Course Code:**

**Credits:** 2

**Contact Hours:** 30 (Out of College Hours)

**CE:** 100

**COURSE CONTENT****Unit -I:**

Introduction to Short Movies and Documentaries

**Unit -II:**

The Components of a Short Movie and Documentary

**Unit -III:**

A Practical Study of Successful Short Movies and Effective Documentaries

**Unit -IV:**

Display of a Short Movie Directed by the Learner

**Unit – V:**

Participating in Short Movie Making Competition

**Course Outcomes:**

Description	Blooms' Taxonomy Level
Gaining knowledge of the basics of film making	Knowledge (Level K1)
Comprehending the various aspects of a short movie	Comprehension (Level K2)

Synthesizing abilities to create short movies focusing on the social problems	Synthesis (Level K6)
Creating and designing short movies and participating in competitions	Synthesis (Level K6)
Mastering the skill and becoming short movie makers in media	Synthesis (Level K6)

### QUESTION PATTERN

**Section – A:** Testing Unit – I and II (50 marks)

**Section – B:** Testing Unit – III, IV and V (50 marks)

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### VALUE ADDED COURSES

## SEMESTER - II

Course Code			Hrs	Cre	CIA	CE
VAC- I		Photography	-	-	-	100
Learning Objectives	<b>The course aims to</b> <ul style="list-style-type: none"><li>• understand the concept of visual grammar</li><li>• develop skills related to photography</li><li>• produce a basic photography portfolio</li></ul>					

## COURSE CONTENT

### Unit – I: Evolution of Photography

Human eye and photography

Pixel and Resolution of digital images

Formats of a digital image

Utility of Photograph

### Unit – II: How Camera Works

Camera & its types (Including pinhole, view camera, compact camera,

T.L.R., S.L.R., digital camera)

Lenses & its type

Contribution of eminent Photographers

### **Unit – III: Understanding Lenses**

Introduction to Lenses

Understanding Focal Lengths (Including Normal, Short, Long, Portrait and Focal)

Zoom Lenses

Lens Accessories

### **Unit – IV: Displaying and Sharing Printed Photographs**

How color photographs are printed

Scrapbooks

Photo Gifts and novelties

Laser- Etching and Fire Ceramics

### **Unit – V: Beyond the Still Image**

Panoramic Photography

Stereo Photography

Animations

Shooting Movies

Morphing

### **Books for reference:**

Curtin, P. Dennis, The textbook of Digital Photography. Massachusetts, USA.

### **Course Outcomes:**

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

CO1	understand the basics of digital photography
CO2	produce and critique photographs
CO3	develop behaviors such as curiosity, initiative, and persistence that will help them engage with the world in productive ways.
CO4	clearly communicate the content and context of their work visually, orally and in writing.

### SEMESTER - IV

Course Code			Hrs	Cre	CIA	CE
VAC- II		Radio Jockeying	-	-	-	100
Learning Objectives	<b>The course aims to</b> <ul style="list-style-type: none"><li>• be familiar with different styles of voice modulation</li><li>• understand the basics of radio production</li><li>• become a radio production person</li><li>• develop a unique style of presentation</li></ul>					

### COURSE CONTENT

#### Unit – I: General Awareness about Radio

History of Radio

Radio Programme Formats

Functions & Characteristics of Radio

#### Unit – II: Radio Jockeying Techniques

Who is RJ?

Introduction to the voice

Voice Modulation

How to make it presentable

### **Unit – III: Radio Production**

Radio Production Techniques & Tools

Elements of Radio Production

Interviews

Radio Talk

Discussions

Review programmes

### **Unit – IV: Production related with different program format**

Musical shows

Interviews

Vox Pop

Commentary

Drama/ Skits

Advertisements

Promos

Jingles

Talent show

### **Unit – V: Latest Trend**

Latest trends and style

### **Books for Reference:**

Kohli, S, Kohli, Simran. The Radio Jockey Hand Book. Diamond Pocket Books.

### **Course Outcomes:**

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

CO1	To apply talent of RJing
CO2	To simplify the rules of different tools and techniques required for radio production
CO3	To identify different program formats
CO4	To function skillfully in the production of different Radio program



### SEMESTER - VI

Course Code			Hrs	Cre	CIA	CE
VAC- III		Film Studies	-	-	-	100
Learning Objectives	<b>The course aims to</b> <ul style="list-style-type: none"><li>• help students develop theoretical understanding of the growth of films globally with special emphasis on the Film trends India.</li><li>• to help students develop skills to critically appreciate films, nationally as well as internally</li></ul>					

### COURSE CONTENT

#### Unit – I: Language of Cinema

Visual Language, Cinematography, Visual Universe

Mise-en-scene, Colour as storytelling device

#### Unit – II: The birth of Indian Cinema

Beginnings of Cinema

Silent Era

Talkies, Golden Age of the 1950s

New Wave Indian Cinema

#### Unit – III: Film, Culture and Society

Film Genres and Sub Genres

Documentaries and Experimental films

Gender and Sexuality in Cinema

Concept of the Avant Garde on Indian Art Cinema

**Unit – IV: Film Culture**

Evolution of Censorship

Film Criticism- Cinephilia

**Unit – V: Latest Trend**

Latest trends in Films

**Books for Reference:**

Kohli, S, Kohli, Simran. The Radio Jockey Hand Book. Diamond Pocket Books.

**Course Outcomes:**

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

CO1	To trace the history and development of Cinema
CO2	To comprehend the role and impact of Cinema in society and vice-versa
CO3	To develop an understanding of the political, cultural and aesthetic nuances of filmmaking
CO4	To critically analyze and appreciate Cinema as an art

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