

BACHELOR OF ARTS IN ENGLISH LITERATURE

SYLLABUS 2018-19

(Outcome Based Education)



Dr. N.G.P. ARTS AND SCIENCE COLLEGE

(An Autonomous Institution, Affiliated to Bharathiar University, Coimbatore)

Approved by Government of Tamil Nadu and Accredited by NAAC with 'A' Grade (2nd Cycle)

Dr. N.G.P.- Kalapatti Road, Coimbatore-641048, Tamil Nadu, India

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BACHELOR OF ARTS ENGLISH LITERATURE REGULATIONS

ELIGIBILITY:

A candidate who has passed in Higher Secondary Examination with any Academic stream or Vocational stream as one of the subject under Higher Secondary Board of Examination, Tamil Nadu as per the norms set by the Government of Tamil Nadu or an Examination accepted as equivalent thereto by the Academic Council, subject to such conditions as may be prescribed thereto are permitted to appear and qualify for the **Bachelor of Arts English Literature Degree Examination** of this College after the programme of study of three academic years.

PROGRAMME EDUCATIONAL OBJECTIVES:

The Curriculum is designed to achieve the following learning goals which students shall accomplish by the time of their graduation:

1. To acquire a detailed knowledge and understanding of selected fields of study in core disciplines in the humanities, social sciences and languages
2. To enable and to gain advanced knowledge of the history, structure and uses of the English Literature and Language
3. To be committed to continuous learning and to qualify for employment in a wide range of occupations
4. To enhance the habits of effective reading and writing skills especially for academic purposes
5. To stimulate an interest in mounting academic discipline with a view to encouraging progression in research

SCHEME OF EXAMINATIONS

Course Code	Course	Hrs. of Instruction	Exam Duration (Hrs.)	Max Marks			Credit Points
				CA	CE	Total	
First Semester							
Part – I							
17UTL11T/ 17UHL11H/ 17UML11M/ 17UFL11F	Tamil-I/ Hindi-I/ Malayalam-I/ French – I	5	3	25	75	100	3
Part – II							
18UEG12G	English – I	5	3	25	75	100	3
Part – III							
17UEL13A	Core-I: Poetry	6	3	25	75	100	4
17UEL13B	Core- II: Grammar and Usage	6	3	20	55	75	4
17UEL1AA	Allied -I: Social History of England	6	3	25	75	100	4
Part – IV							
17UFC1FA	Value Education: Environmental Studies	2	2	-	50	50	2
	Total	30				525	20
Second Semester							
Part – I							
17UTL21T/ 17UHL21H/ 17UML21M/ 17UFL21F	Tamil-II/ Hindi-II/ Malayalam-II/ French – II	5	3	25	75	100	3
Part – II							
18UEG22G	English – II	5	3	25	75	100	3
Part – III							
17UEL23A	Core -III: Prose	6	3	20	55	75	4
17UEL23B	Core -IV: Drama	6	3	25	75	100	4
17UEL2AA	Allied- II: History of English Literature	6	3	25	75	100	4
Part – IV							

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20/12/2019
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17UFC2FA	Value Education: Human Rights	2	2	-	50	50	2
	Total	30				525	20
Third Semester							
Part - I							
17UTL31T/ 17UHL31H/ 17UML31M/ 17UFL31F	Tamil-III/ Hindi-III/ Malayalam-III/ French - III	4	3	25	75	100	3
Part - II							
17UEG32G	English - III	4	3	25	75	100	3
Part - III							
17UEL33A	Core- V: Indian Writing in English	5	3	25	75	100	4
17UEL33B/ 15UEL13B	Core- VI: Fiction	5	3	20	55	75	4
17UEL3AA	Allied- III : Literary Forms	5	3	25	75	100	4
17UEL3SA	Skill Based Course - I: Communicative English -I	3	3	20	55	75	3
Part - IV							
	NMEC - I	2	2	-	50	50	2
17UFC3FA/ 17UFC3FB/ 17UFC3FC/ 17UFC3FD/ 17UFC3FE	Basic Tamil / Advanced Tamil / Yoga for Human Excellence/ Women's Rights/ Constitution of India	2	3	-	50	50	2
	Total	30				650	25
Fourth Semester							
Part - I							
17UTL41T/ 17UHL41H/ 17UML41M/ 17UFL41F	Tamil-IV/ Hindi-IV/ Malayalam-IV/ French - IV	4	3	25	75	100	3
Part - II							
17UEG42G	English - IV	4	3	25	75	100	3

Part - III							
18UEL43A	Core- VII: Children's Literature	5	3	25	75	100	4
17UEL43B	Core- VIII: Introduction to Mass Communication	5	3	20	55	75	4
17UEL4AA	Allied - IV: Literary Criticism	5	3	25	75	100	4
17UEL4SA	Skill Based Course-II: Communicative English -II	3	3	20	55	75	3
Part - IV							
	NMEC-II:	2	2	-	50	50	2
17UFC4FA/ 17UFC4FB/ 17UFC4FC	Basic Tamil / Advanced Tamil/ General Awareness	2	2	-	50	50	2
	Total	30				650	25
Fifth Semester							
Part - III							
17UEL53A	Core- IX: Shakespeare	5	3	25	75	100	5
17UEL53B	Core -X: American Literature	6	3	25	75	100	4
17UEL53C	Core -XI: Intensive Study of An Author - R. K. Narayan	6	3	25	75	100	4
17UEL53D	Core -XII: 20 th Century British Literature	6	3	20	55	75	4
17UEL5SA	Skill Based Course - III: Communicative English- III	3	3	20	55	75	3
	Elective I:	4	3	25	75	100	4
17UEL53T	Industrial Training	Grade A to C					
	Total	30				550	24
Sixth Semester							
Part - III							
17UEL63A	Core- XIII: Linguistics and English Language Teaching	5	3	25	75	100	4

17UEL63B	Core -XIV: New Literatures in English	6	3	25	75	100	5
17UEL63C	Core- XV: Translation Studies	5	3	20	55	75	4
17UEL6SA	Skill Based Subject -IV: Communicative English- IV	3	3	20	55	75	3
	Elective II	5	3	25	75	100	4
	Elective III	6	3	25	75	100	4
Part-V							
17UEX65A	Extension Activity	-	-	-	-	50	2
	Total	30				600	26
Grand Total						3500	140

ELECTIVE - I

(Student shall select any one of the following Course as Elective-I in Fifth semester)

S. No	Course Code	Name of the Course
1.	17UEL5EA	English for Competitive Exams
2.	17UEL5EB	Study of Indian Theatre
3.	17UEL5EC	Short Stories

ELECTIVE - II

(Student shall select any one of the following Course as Elective-II in Sixth semester)

S. No	Course Code	Name of the Course
1.	17UEL6EA	Communicative English
2.	17UEL6EB	Fundamentals of Comparative Literature
3.	17UEL6EC	Writing for Media

ELECTIVE - III

(Student shall select any one of the following Course as Elective-III in Sixth semester)

S. No	Course Code	Name of the Course
1.	17UEL6ED	Basic Psychology
2.	17UEL6EE	Studying Novels
3.	17UEL6EF	English for Medical Transcription

**NON-MAJOR ELECTIVE COURSES OFFERED BY
ENGLISH DEPARTMENT**

S. No	Course Code	Name of the Course
1	17UNM34A	Business English
2	17UNM44A	English for Communication

FOR PROGRAMME COMPLETION

Students shall complete:

- Language papers (Tamil/Malayalam/French/Hindi, English) in I and II semester.
- One Value Education and Environmental Studies in I and II semester respectively (self-study).
- Value Added Courses in III and IV semester respectively.
- Allied papers in I, II, III and IV semesters.
- Non-Major Elective Courses in III and IV semester.
- Self study papers and papers by internal evaluation from the core subjects in the respective Semesters.
- Extension activity in VI semester.
- Elective papers in the fifth and sixth semesters. Students must undergo Industrial training for 15 – 30 days during IV Semester Summer Vacation. Evaluation of the Report done by the Internal and external Examiner in the V Semester. Based on their performance Grade will be awarded as A to C.
A-75marks and above
B- 60-74 marks
C-40-59 marks
Below 40 marks - (Re-Appear)

Total Credit Distribution

Courses	Credits	Total		Credits	Cumulative Total
Part I: Tamil	3	4x 100 =	400	12	24
Part II: English	3	4x 100 =	400	12	
Part III:					
Core	5	2x100=	200	10	102
Core	4	13 x 100 =	1300	52	
Elective	4	3 x 100 =	300	12	
Allied	4	4 x 100 =	400	16	
Skill Based	3	4 x 75 =	300	12	
Part IV:					
Human Rights	2	1 x 50 =	50	02	12
Value Education	2	1 x 50 =	50	02	
Environmental Studies	2	1 x 50 =	50	02	
NMEC	2	2 x 50 =	100	04	
Part V:					
Extension	2		50	02	02
Total			3500	140	140

Earning Extra credits is not mandatory for programme completion**Extra Credits**

Course	Credit	Total credits
BEC/ Self study courses	1	1
Hindi / French/ Other foreign Language approved by certified Institutions	1	1
Type Writing / Short Hand Course	1	1
Diploma/certificate/CPT/ ACS Foundation Course	1	1
Representation – Academic/Sports /Social Activities/ Extra Curricular / Co-Curricular activities at University/ District/ State/ National/ International	1	1
Total	5	5

Rules:

The students can earn extra credits only if they complete the above during the course period (I to V sem.) and based on the following criteria. Proof of Completion must be submitted in the office of the Controller of Examinations before the commencement of the VI Semester. (Earning Extra credits are not mandatory for Course completion)

1. Student can opt BEC course/ Self study course to earn one credit. They have to Enroll and complete any one of the course during their course period before fifth semester (I sem to V sem).

Self study paper offered by the Department of English

S. No.	Semester	Course Code	Course Title
1.	III	17UELSS1	Indian Epic
2.		17UELSS2	Fiction and Film

2. Student can opt Hindi/ French/ Other foreign Language approved by certified Institutions to earn one credit. The certificate (Hindi) must be obtained from **Dakshina Bharat Hindi Prachar Sabha** and He/ she has to enroll and complete during their course period (**first to fifth semester**)
3. Student can opt for Type writing /short hand course to earn one extra credit. He/she has to enroll and complete the course during their course period to obtain certificate through **Tamil Nadu Board of Technical Education**
4. Student can opt for Diploma/certificate/CPT/ACS Foundation Course to earn one extra credit. Student who opt for Diploma/ Certificate course have to enroll any diploma/certificate course offered by Bharathiar University through our Institution. Students who opt for CPT/ ACS/CMA have to enroll and complete the foundation level during the course period.
5. Award Winners in Academic/ Representation in Sports /Social Activities/ Extra Curricular/ Co-Curricular Activities at University/ District/ State/ National/ International level can earn one extra credit.

PROGRAMME OUTCOMES:

On successful completion of the programme, the following are the expected outcomes:

PO Number	PO Statement
PO1	To identify the literary essence of various genres like prose, poetry, drama, fiction and criticism
PO2	To label the classical touch of England through Allied papers like Social History of English, History of English Literature, Literary Forms and Literary Criticism
PO3	To develop historical aspects and literary importance of prose, poetry, fiction, drama and criticism
PO4	To construct the transformation of nature in poetry, prose, fiction, drama and criticism
PO5	To apply grammar modules in sentences, to develop Communication Skills and to bridge the communication gaps

17UTL11T	தாள் -I: தமிழ் - I	SEMESTER - I
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Total Credits: 3
Hours Per Week: 5

குறிக்கோள்:

- மொழிப்பாடங்களின் வாயிலாக தமிழரின் பண்பாடு , பகுத்தறிவு, கலை மற்றும் மரபு ஆகியவற்றை அறிந்து மாணவர்களின் படைப்பாக்கத்திறன்களை ஊக்குவித்தல்

பயனடைவுக்கல்வியின் விளைவாக ஏற்படும் பயன்பாடுகள்:

பாடத்திட்டப் பகுப்பு முறை	பாடத்திட்டத்தின் குறிக்கோள்	அறிவுத்திறன் வெளிப்படும் அளவு முறை
CO ₁	வாழ்க்கைத் திறன்கள் (Life Skills) - மாணவனின் செயலாக்கத்திறனைத் தாய்மொழி வாயிலாக ஊக்குவித்தல்	K ₁ , K ₂ , K ₃
CO ₂	மதிப்புக்கல்வி (Attitude and Value educations)	K ₂ , K ₄
CO ₃	பாட இணைச்செயல்பாடுகள் (Co-curricular activities)	K ₂ , K ₃ , K ₄
CO ₄	சூழலியல் ஆக்கம் (Ecology)	K ₄
CO ₅	மொழி அறிவு (Tamil knowledge)	K ₅ , K ₆

Mapping with Programme Outcomes:

COs/POs	PO1	PO2	PO3	PO4	PO5
CO1	S	M	M	M	M
CO2	S	M	M	M	M
CO3	S	M	M	M	M
CO4	S	M	M	M	M
CO5	S	M	M	M	M

S – Strong, M – Medium, L – Low

17UTL11T	தாள் -I: தமிழ் - I	SEMESTER - I
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Total Credits: 3
Hours Per Week: 5

கவிதை - சிறுகதை - இலக்கிய வரலாறு - இலக்கணம்

அலகு -1 கவிதைகள்- நாட்டுப்பற்று

1. பாரததேசம் - பாரதியார்
2. புத்தகசாலை,புதிய உலகு செய்வோம்- பாரதிதாசன்
3. ஒற்றுமையே உயிர்நிலை - கவிமணி
4. அவனும் அவளும் - நாமக்கல் கவிஞர்

அலகு - 2 சமூகமும், இயற்கையும்

1. ஒப்பில்லாத சமுதாயம்- அப்துல் ரகுமான்
2. காகிதப்பூக்கள் - நா.காமராசன்
3. கரிக்கிறது தாய்ப்பால்- ஆரூர் தமிழ்நாடன்
4. மரங்கள்- மு.மேத்தா
5. ஹைகூ கவிதைகள் (10 கவிதைகள்)

அலகு - 3 பெண்ணியம்

1. தற்காத்தல் - பொன்மணி வைரமுத்து
2. மாங்கல்ய மரமும் தொட்டில் மரமும் - ஆண்டாள் பிரியாதர்சினி
3. அம்மா - செல்வநாயகி
4. நீரில் அலையும் முகம்- அ.வெண்ணிலா

அலகு - 4 சிறுகதைகள்

- 1.பொன்னகரம் - புதுமைப்பித்தன்
2. விடியுமா? - கு.ப.ரா.
3. குருபீடம் - ஜெயகாந்தன்
4. காய்ச்சமரம் - கி.ராஜநாராயணன்
5. புதியபாலம் - நா. பார்த்தசாரதி
6. பூ- மேலாண்மை பொன்னுசாமி
7. வேட்கை- சூர்யகாந்தன்

அலகு- 5 இலக்கிய வரலாறு, இலக்கணம்

1. தமிழ்க் கவிதையின் தோற்றமும் வளர்ச்சியும் (மரபு,புதுக்கவிதைகள்)
2. தமிழ்ச் சிறுகதையின் தோற்றமும் வளர்ச்சியும்
3. வல்லினம் மிகும், மிகா இடங்கள்
4. ர,ற ; ல, ழ, ள ; ண, ந,ன, வேறுபாடு

பார்வை நூல்கள்:

- 1.செய்யுள் திரட்டு - தமிழ்த்துறை வெளியீடு
- 2.இலக்கிய வரலாறு - பேராசிரியர் முனைவர் பாக்கியமேரி

17UHL11H	PART-I: HINDI-I	SEMESTER - I
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Total Credits: 3
Hours Per Week: 5

PREAMBLE:

- To develop the writing ability and develop reading skill
- To learn various concepts and techniques for criticizing literature, to learn the techniques for expansion of ideas and translation process

COURSE OUTCOMES:

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

CO Number	CO Statements	Knowledge Level
CO1	Learn the fundamentals of novels and stories	K1
CO2	Understand the principles of translation work	K2
CO3	Apply the knowledge writing critical views on fiction	K3
CO4	Build creative ability	K3
CO5	Expose the power of creative reading	K2

MAPPING WITH PROGRAMME OUTCOMES:

COs/POs	PO1	PO2	PO3	PO4	PO5
CO1	S	M	M	M	S
CO2	S	M	M	M	S
CO3	S	M	S	M	S
CO4	S	M	S	M	S
CO5	S	M	S	M	S

S – Strong, M – Medium, L – Low

17UHL11H	PART-I: HINDI- I	SEMESTER - I
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Total Credits: 3
Hours Per Week: 5

CONTENTS

UNIT - I

गद्य – नूतन गद्य संग्रह (जय प्रकाश)

पाठ 1- रजिया

पाठ 2- मक्रील

पाठ 3- बहता पानी निर्मला

पाठ 4- राष्ट्र पता महात्मा गाँधी

प्रकाशक: सु मत्र प्रकाशन

204 लीला अपार्टमेंट्स, 15 हेस्टिंग्स रोड'

अशोक नगर इलाहाबाद-211001

UNIT - II

कहानी कुंज- डॉ वी.पी. 'अ मताभ' (पाठ 1-4)

प्रकाशक: गो वन्द प्रकाशन

सदर बाजार, मथुरा

उत्तर प्रदेश-281001

UNIT - III

व्याकरण : शब्द वचार (संज्ञा, सर्वनाम, कारक, वशेषण)

पुस्तक: व्याकरण प्रदिप – रामदेव

प्रकाशक: हिन्दी भवन 36

टेगोर नगर

इलाहाबाद-211024

UNIT - IV

अनुवाद अभ्यास-III (केवल अंग्रेजी से हिन्दी में)

(पाठ 1 to 10)

प्रकाशक: द क्षण भारत प्रचार सभा चेन्नई -17

17UML11M	PART-I: MALAYALAM-I	SEMESTER-I
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Total Credits: 3
Hours Per Week: 5

PREAMBLE:

- To develop the writing ability and develop reading skill
- To learn various concepts and techniques for criticizing literature, to learn the techniques for expansion of ideas and translation process

COURSE OUTCOMES:

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

CO Number	CO Statements	Knowledge Level
CO1	Learn the fundamentals of novels and stories	K1
CO2	Understand the principles of translation work	K2
CO3	Apply the knowledge writing critical views on fiction	K3
CO4	Build creative ability	K3
CO5	Expose the power of creative reading	K2

MAPPING WITH PROGRAMME OUTCOMES:

COs/POs	PO1	PO2	PO3	PO4	PO5
CO1	S	M	M	M	S
CO2	S	M	M	M	S
CO3	S	M	S	M	S
CO4	S	M	S	M	S
CO5	S	M	S	M	S

S – Strong, M – Medium, L – Low

17UML11M	PART-I: MALAYALAM-I	SEMESTER-I
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Total Credits: 3
Hours Per Week: 5

CONTENTS

Paper I Prose, Composition & Translation

This paper will have the following five units:

- 1. UNIT I &II** - Novel
- 2. UNIT III & IV** - Short story
- 3. UNIT V** - Composition & Translation

TEXT BOOKS:

- Unit I &II -Naalukettu – M.T. Vasudevan Nair (D.C. Books, Kottayam, Kerala)
- Unit III & IV - Manikkianum Mattu Prathana Kathakalum – Lalithampika Antharjanam (D.C.Books, Kottayam, Kerala)
- Unit V- Expansion of ideas, General Essay and Translation of a simple passage from English about **100** words) to Malayalam

REFERENCE BOOKS:

- Kavitha Sahithya Charitram –Dr. M.Leelavathi (Kerala Sahithya Academy, Trichur)
- Malayala Novel sahithya Charitram –K.M.Tharakan(N.B.S. Kottayam)
- Malayala Nataka Sahithya Charitram-G.Sankarapillai(D.C.Books, Kottayam)
- Cherukatha Innale Innu –M.Achuyuthan(D.C. Books, Kottayam)
- Sahithya Charitram Prasthanangalilude-Dr. K.M. George,(Chief Editor)(D.C. Books, Kottayam)

17UFL11F	PART-I: FRENCH- I	SEMESTER- I
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Total Credit: 3
Hours Per Week: 5

PREAMBLE:

- To Acquire Competence in General Communication Skills – Oral + Written – Comprehension & Expression
- To Introduce the Culture, life style and the civilization aspects of the French people as well as of France
- To help the students to acquire Competency in translating simple French sentences into English and vice versa

COURSE OUTCOMES:

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

CO Number	CO Statements	Knowledge Level
CO1	Learn the Basic verbs, numbers and accents	K1
CO2	To learn the adjectives and the classroom environment in France	K2
CO3	Learn the Plural, Articles and the Hobbies	K3
CO4	To learn the Cultural Activity in France	K3
CO5	To learn the Sentiments, life style of the French people and the usage of the conditional tense	K2

MAPPING WITH PROGRAMME OUTCOMES:

COs/POs	PO1	PO2	PO3	PO4	PO5
CO1	S	M	M	M	S
CO2	S	M	M	M	S
CO3	S	M	S	M	S
CO4	S	M	S	M	S
CO5	S	M	S	M	S

S – Strong, M – Medium, L – Low

17UFL11F	PART-I: FRENCH- I	SEMESTER- I
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Total Credit: 3
Hours Per Week: 5

CONTENTS

Compétence Culturelle	Compétence De communication	Compétence grammaticale
UNITÉ 1 - Ici, en France		
<ul style="list-style-type: none"> • Moi et les Autres • La France Express 	<ul style="list-style-type: none"> • INTERACTION: s'identifier • RÉCEPTION ECRITE: Comprendre une annonce d'aéroport • RÉCEPTION ORALE: comprendre l'écrit de la rue (Panneaux, plaques, rues...) • PRODUCTION ÉCRITE: écrire un SMS 	<ul style="list-style-type: none"> • Le présent des verbes: Je suis, je reste, J'arrive • Le lieu: (je suis) à... (je suis) ici • L'infinitif
UNITÉ 2 - Ici, en classe		
<ul style="list-style-type: none"> • Moi et le français • Le français dans le monde 	<ul style="list-style-type: none"> • INTERACTION: Se présenter • RÉCEPTION ORALE: Comprendre des consignes Orales • RÉCEPTION ÉCRITE: Comprendre une fiche D'inscription • PRODUCTION ÉCRITE: écrire un texte à l'impératif 	<ul style="list-style-type: none"> • Tu/vous • Le présent des Verbes en-er et de être: je, tu, vous • La forme Impérative (tu, vous) Des verbes en-er
UNITÉ 3 - Samedi		
<ul style="list-style-type: none"> • Le fil du temps 	<ul style="list-style-type: none"> • INTERACTION: S'informer • RÉCEPTION ORALE: Comprendre une annonce • RÉCEPTION ÉCRITE: Comprendre un article (titres et illustrations) • PRODUCTION ÉCRITE: écrire des slogans 	<ul style="list-style-type: none"> • Les articles Définies: le, la, les • A, de + le, la, les: Au, aux, du, des, à l', de l' • Être (présent) l'heure • Il faut + nom Il faut + infinitive • Phrases verbe + complément, Complément + verbe
UNITÉ 4 - Dimanche		
<ul style="list-style-type: none"> • Les activités Culturelles des Français 	<ul style="list-style-type: none"> • INTERACTION: Acheter, demander des Informations • RECEPTION ORALE: 	<ul style="list-style-type: none"> • Faire, present • Avoir, present • Il y a • Le présent des verbes

	<p>Comprendre les Titres du journal à la radio</p> <ul style="list-style-type: none"> • RÉCEPTION ÉCRITE: Comprendre les Informations • PRODUCTION ÉCRITE: Inventer des noms de journaux 	<p>en-er: Regarder</p> <ul style="list-style-type: none"> • Combien? • Quand? • Complément de nom: Tremblement de terre, les noms de pays.... • Du,des,de la(reprise U2) • Les adjectifs possessifs: Mon,ta,son, Ma,ta,sa Mes,tes,ses
UNITÉ 5 – Dommage!		
<ul style="list-style-type: none"> • Un baby-boom en 2000 et 2001 • L’amour, toujours 	<ul style="list-style-type: none"> • INTERACTION: exprimer la tristesse, la peur, conseiller,encourager • RÉCEPTION ORALE: Comprendre une émission De radio • RÉCEPTION ÉCRITE: Comprendre un sondage • PRODUCTION ÉCRITE: écrire des blogs 	<ul style="list-style-type: none"> • Est-ce que • Le present des verbes pouvoir,Vouloir • Le conditionnel des Verbs pouvoir, Vouloir • Ne...pas

TEXT BOOK:

1. *Marcella Di Giura Jean-Claude Beacco, Alors I. Goyal Publishers Pvt Ltd. University Block Jawahar Nagar (Kamla Nagar),New Delhi.*

18UEG12G	PART- II: ENGLISH -I	SEMESTER - I
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Total Credits: 3
Hours Per Week: 5

PREAMBLE:

To learn and teach English in a more relevant way through ecological issues and focus on environmental issues, a current problem that affects all lives

COURSE OUTCOMES:

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

CO Number	CO Statement	Knowledge Level
CO1	Identify the impact of nature on human lives	K 3
CO2	Experiment with ecofriendly ambience through technical advancements	K 3
CO3	Analyze and expose contemporary ecological issues	K 4
CO4	Extend the situational conversations created based on ecological factors	K 4
CO5	Improve grammar and related reading of ecological issues	K 6

MAPPING WITH PROGRAMME OUTCOMES:

COs/POs	PO1	PO2	PO3	PO4	PO5
CO1	M	M	S	S	S
CO2	S	S	S	S	S
CO3	S	S	S	S	S
CO4	S	S	S	S	S
CO5	S	S	S	M	M

S - Strong, M - Medium, L - Low

18UEG12G	PART- II: ENGLISH -I	SEMESTER - I
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Total Credits: 3
Hours Per Week: 5

CONTENTS

UNIT I – POETRY

To Nature – S. T. Coleridge’s - Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques

Sonnet 18 - Shall I Compare Thee To a Summer day? – W. Shakespeare’s - Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques

Stopping by Woods on a Snowy Evening – Robert Frost’s - Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques

UNIT II –PROSE

The Discovery of Radium – Eve Curie’s - Biography- Narrative structure- Exploration of the text- passage analysis- insight of ideas- cohesion and context- style- language techniques

The Bihar Earthquake – Jawaharlal Nehru’s - Biography- Narrative structure- Exploration of the text- passage analysis- insight of ideas- cohesion and context- style- language techniques

The Amazon Ants – F.W. Up de Graff’s - Biography- Narrative structure- Exploration of the text- passage analysis- insight of ideas- cohesion and context- style- language techniques

UNIT III – SHORT STORY

The Sound Machine – Roald Dahl’s biography - Background- Setting- Plot overview- Characters- Themes, Symbols and Motifs - Critical analysis

The Lamp at Noon – Sinclair Ross’s biography - Background- Setting- Plot overview- Characters- Themes, Symbols and Motifs - Critical analysis

The Last Leaf – O. Henry’s biography - Background- Setting- Plot overview- Characters- Themes, Symbols and Motifs - Critical analysis

UNIT IV - ONE ACT PLAY

Moonshine - Arthur Hopkins's biography- Plot Summary- Detailed summary and Analysis- Themes- Important Quotations- Characters- Description- analysis- Terms- Symbols- Critical analysis

UNIT V - FUNCTIONAL GRAMMAR AND COMPOSITION

Sentences

Verbs – tenses and Voice

Concord

Letter Writing

Dialogue Writing

TEXT BOOK:

1. Krishnaswamy, N and Lalitha Krishnaswamy, et al. 2015. Eco English. Bloomsbury. New Delhi.

REFERENCE BOOKS:

1. Shakespeare, William. 1977. **Shakespeare's Sonnets**. Ed. Stephen Booth. New Haven: Yale University Press. United States.
2. Krishnaswamy. N., 1975. **Modern English: A Book of Grammar Usage and Composition**. Macmillan. Chennai.
3. Collocott. T.C., 2015. **New Radiant Readers Book X**. Allied Pvt. Ltd, Chennai.
4. Dohl, Roald. 2012. **The Sound Machine**. Penguin. United Kingdom.
5. Hopkins, Arthur. 2012. **Moonshine**. Hard press. Los Angeles. United States.

17UEL13A	CORE- I: POETRY	SEMESTER - I
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Total Credits: 4
Hours Per Week: 6

PREAMBLE:

To familiarize learners about the diverse schools of poetry, trends, individual traits of poets and to identify poetic devices and strategies and how to interpret a poem

COURSE OUTCOMES:

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

CO Number	CO Statement	Knowledge Level
CO1	Classify the sonnet form in poetry	K 2
CO2	Analyze 17 th century epic poetry	K 4
CO3	Classify Wordsworth's views on nature through his poems	K 2
CO4	Identify the romantic elements in poems of Coleridge and Shelley	K 3
CO5	Develop the themes of poetry during 19 th century	K 3

MAPPING WITH PROGRAMME OUTCOMES:

COs/POs	PO1	PO2	PO3	PO4	PO5
CO1	M	S	S	S	S
CO2	S	S	S	S	S
CO3	S	S	M	S	S
CO4	S	S	S	S	S
CO5	S	S	S	M	S

S – Strong, M – Medium, L – Low

17UEL13A	CORE- I: POETRY	SEMESTER - I
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Total Credits: 4
Hours Per Week: 6

CONTENTS

DETAILED

UNIT - I

Patience, Though I Have Not - Sir Thomas Wyatt's Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques- Annotation

All the World's a Stage - William Shakespeare's Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques- Annotation

UNIT - II

Paradise Lost Book I - John Milton's - Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques- Annotation

UNIT - III

Lines Written a Few Miles above Tintern Abbey - William Wordsworth's Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques- Annotation

NON-DETAILED

UNIT - IV

Kubla Khan - S.T. Coleridge's - Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques

***Ode to the West Wind* - Percy Bysshe Shelley's** - Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques

UNIT - V

***The Blessed Damsel* - D.G. Rossetti's** Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques

***Ulysses* - Alfred Lord Tennyson's** - Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques

TEXT BOOK:

1. *Du Syle, Louis*. 2009. **From Milton to Tennyson Masterpiece of English Poetry**. Oswald Press. London. United Kingdom.

REFERENCE BOOKS:

1. *Grierson & Smith*, 1970. **Critical History of English Poetry**. Oxford University Press. United Kingdom.
2. *John, Wain*. 1990. **Oxford Book of English Verse**. Oxford University Press. United Kingdom.
3. *Roberts*, 1979. **Faber Book of Modern Verse**. London: Faber & Faber, London. United Kingdom.
4. *Milton, John*. 2006. **Paradise Lost Book I**. Penguin Classics. New Delhi.
5. Makarand Paranjape (ed). 1993. **Indian English Poetry**. Macmillan, Chennai.

17UEL13B	CORE- II: GRAMMAR AND USAGE	SEMESTER -I
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Total Credits: 4
Hours Per Week: 6

PREAMBLE:

To train the learner to make use of Grammar in sentence construction and to enhance the learner to use traditional and Modern Grammar

COURSE OUTCOMES:

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

CO Number	CO Statement	Knowledge Level
CO1	Apply grammar modules in sentences	K2
CO2	Select “Be” forms in sentences	K3
CO3	Evaluate tenses through sentences	K1
CO4	Measure the action verbs in sentences	K3
CO5	Demonstrate writing skills through composition	K3

MAPPING WITH PROGRAMME OUTCOMES:

COs/POs	PO1	PO2	PO3	PO4	PO5
CO1	M	S	S	S	S
CO2	S	S	S	S	S
CO3	S	M	M	S	S
CO4	S	S	S	S	S
CO5	M	M	S	S	S

S – Strong, M – Medium, L – Low

17UEL13B	CORE- II: GRAMMAR AND USAGE	SEMESTER -I
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Total Credits: 4
Hours Per Week: 6

CONTENTS

UNIT - I

The Parts of your Speech - Classification of Nouns - Nouns: Number - Articles - Nouns: Gender - Pronouns and Person -Adjectives - Possessive Forms of Nouns - Possessive Adjectives and Possessive Pronouns - Demonstratives - Numerals and Numeral Adjectives (prepositional phrases) - Conjunctions - interjections

UNIT - II

To Be or Not to Be - Forms of 'be' - subjects and predicate - agreement or concord - the functions of 'be' - other linking verbs -negative sentences with 'be' - negative sentences with other linking verbs - Questions with answers 'yes' or 'no' - Yes/No Questions with other linking verbs - Information questions - Tag Questions - complements and Adjuncts - punctuation - paragraph writing - expressions

UNIT - III

Your Past Present and Future - transitive and intransitive verbs - transitive verbs with two objects - Active and Passive voice - Regular and irregular verbs - Have verbs - some verbs and their complements - Object complements - reflexive forms - Tenses - helping verbs - Modals and phrases - uses of tenses -adverbs of frequency - adverbs and adverbials - determiners - pronoun - articles - sequence of modifiers before nouns - preposition - prepositional verbs - paragraph writing

UNIT - IV

To Work is to Worship – sentences and clauses – noun clauses – reported speech – adjective clauses and the abridgement – uses of genitive or the possessive – infinites -ing forms – abstract noun phrases – Adverbial clauses – conditional clauses – Complex sentences – conjunction – connectors and cohesion – concord – substitution and ellipses – rewriting of sentences – Idioms

UNIT - V

Composition – Letter writing – Precis writing and comprehension – paraphrasing and expansion – descriptive writing and essays
Words

TEXT BOOK:

1. *Krishnaswamy, N.* 2000. **Modern English A Book of Grammar Usage and Composition**, Macmillan India Ltd. New Delhi.

REFERENCE BOOKS:

1. *Tickoo & Subramaniyan.* 2010. **A Functional Grammar with usage and Composition**, Frank Bros. & Co (Publishers) Ltd. Noida. Uttar Pradesh.
2. *Green, David.* **Contemporary English Grammar Structures and Composition**. Macmillan. New Delhi.
3. *Quirk, Randolph, Sidney Greenbaum, Geoffrey Leech and Jan Svartvik.* 1985. **A Comprehensive Grammar of the English Language**. Longman. United Kingdom.

17UEL1AA	ALLIED-I : SOCIAL HISTORY OF ENGLAND	SEMESTER- I
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Total Credits: 4
Hours Per Week: 6

PREAMBLE:

To enable students to have an intensive knowledge of British society, its culture, its rulers and to make them comprehend the prominent movements and events of the United Kingdom

COURSE OUTCOMES:

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

CO Number	CO Statement	Knowledge Level
CO1	Outline the revival and rebirth of England	K 2
CO2	Identify the culture and restoration status of monarch's in England	K 3
CO3	Relate the historical events of America and England	K 1
CO4	Summarize the transition and reformation of voting opportunities in England	K 2
CO5	Show the aftermath progress of science and technology	K 1

MAPPING WITH PROGRAMME OUTCOMES:

COs/POs	PO1	PO2	PO3	PO4	PO5
CO1	M	S	S	S	S
CO2	S	S	S	S	S
CO3	S	S	M	S	S
CO4	S	S	S	S	M
CO5	S	S	S	S	S

S – Strong, M – Medium, L – Low

17UEL1AA	ALLIED -I: SOCIAL HISTORY OF ENGLAND	SEMESTER-I
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Total Credits: 4
Hours Per Week: 6

CONTENTS

UNIT - I

The Renaissance - The Reformation -The Spanish Armada

UNIT - II

Colonization - Civil War -Restoration in England

UNIT - III

American war of Independence - The Agrarian Revolution

UNIT - IV

The Industrial Revolution -The Reform Bills

UNIT - V

World Wars - The Progress of Science and Technology

TEXT BOOK:

1. *Xavier, A.G.* 2012. **An Introduction to the Social History of England.** [Enlarged Edition] S.Viswanathan Publishers. Chennai.

REFERENCE BOOKS:

1. *Trevelyan G.M.* 1980. **English Social History.** Penguin. London. United Kingdom.
2. *Thailambal. P.* 2000. **Social History of England.** Ennes Publications. Udumalpet
3. *Green. J.R.* 2002. **A Short History of the English People** (Volumes I & II); Everyman's Library. London. United Kingdom.

17UFC1FA	PART-IV: VALUE EDUCATION- ENVIRONMENTAL STUDIES	SEMESTER - I
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Total Credits: 2
Hours Per Week: 2

CONTENTS

UNIT- I

The Multi Disciplinary Nature of Environmental Studies: Definition, scope and importance-Need for public awareness-Natural resources-Natural resources and associated problems-Role of an individual in conservation of natural resources-Equitable use of resources for sustainable lifestyle.

UNIT- II

Eco System: Concept of an eco system-structure and function of eco system-Producers, consumers and decomposers-Energy flow in the eco system-Ecological succession-Food chain, food webs and ecological pyramids-Forest ecosystem-Grassland eco system-Desert eco system-Aquatic eco system.

UNIT- III

Bio Diversity and its Conservation Introduction Definition: Genetic, Species and Eco System Diversity-Bio Geographical Classification Of India: Value of bio diversity: conceptive use, productive use, social, ethical and option values-bio diversity at global, national and local levels-India as a mega diversity nation, hot spots-threats: habitat loss, poaching of wild life-man wild life conflicts-endangered and endemic species of India, conservation of bio diversity.

UNIT- IV

Environmental Pollution: Definition-causes, effects and control measures of air, water, soil, noise, thermal pollution-soil waste management: causes, effects and control measures of urban and industrial wastes-prevention of pollution-pollution case studies-disaster management: floods, earthquake, cyclone and landslides.

UNIT- V

Social Issues and the Environment: Sustainable development-urban problems related to energy-water conservation, rain water harvesting, watershed management-resettlement and rehabilitation of people ;its problems and concerns-environmental ethics: issues and possible solutions-climate change, global warming, ozone layer, depletion, acid rain, nuclear accidents and holocaust-consumerism and waste products-environmental protection act-air, water act-wild life protection act-forest conservation act-issues involved in enforcement of environmental legislation-public awareness-human population and the environment.

TEXT BOOK:

1. *Kumaraswamy. K, A. Alagappa Moses and M. Vasanthy. 2001, Environmental Studies.* National Offset Printers. Thanjavur.

17UTL21T	தாள் -I: தமிழ் - II	SEMESTER - II
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Total Credits: 3
Hours Per Week: 5

குறிக்கோள்:

- மொழிப்பாடங்களின் வாயிலாக தமிழரின் பண்பாடு , பகுத்தறிவு, கலை மற்றும் மரபு ஆகியவற்றை அறிந்து மாணவர்களின் படைப்பாக்கத்திறன்களை ஊக்குவித்தல்

பயனடைவுக்கல்வியின் விளைவாக ஏற்படும் பயன்பாடுகள்:

பாடத்திட்டப் பகுப்பு முறை	பாடத்திட்டத்தின் குறிக்கோள்	அறிவுத்திறன் வெளிப்படும் அளவு முறை
CO ₁	வாழ்க்கைத் திறன்கள் (Life Skills) - மாணவனின் செயலாக்கத்திறனைத் தாய்மொழி வாயிலாக ஊக்குவித்தல்	K ₁ , K ₂ , K ₃
CO ₂	மதிப்புக்கல்வி (Attitude and Value educations)	K ₂ , K ₄
CO ₃	பாட இணைச்செயல்பாடுகள் (Co-curricular activities)	K ₂ , K ₃ , K ₄
CO ₄	சூழலியல் ஆக்கம் (Ecology)	K ₄
CO ₅	மொழி அறிவு (Tamil knowledge)	K ₅ , K ₆

MAPPING WITH PROGRAMME OUTCOMES:

COs/POs	PO1	PO2	PO3	PO4	PO5
CO1	S	M	M	M	M
CO2	S	M	M	M	M
CO3	S	M	M	M	M
CO4	S	M	M	M	M
CO5	S	M	M	M	M

S – Strong, M – Medium, L – Low

17UTL21T	தாள் -I: தமிழ் - II	SEMESTER - II
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Total Credits: 3
Hours Per Week: 5

செய்யுள் - உரைநடை - இலக்கிய வரலாறும் இலக்கணமும்

அலகு - 1

- 1.திருக்குறள் - அ. கூடா நட்பு (அ.எண் 83)
ஆ.கள்ளுண்ணாமை (அ.எண் 93)
இ. குறிப்பறிதல் (அ.எண் 110)
ஈ. காதல் சிறப்புரைத்தல் (அ.எண் 113)
- 2.மூதுரை -ஒளவையார் (10 பாடல்கள்- 6,7,9,10,14,16,17,23,26,30)

அலகு - 2

- 1.புரட்சிக்கவி - பாரதிதாசன்

அலகு - 3 உரைநடை

1. சங்க நெறிகள் - வ.சுப.மாணிக்கம்
2. கர்ணனும் கும்பகர்ணனும் - ரா.பி.சேதுப்பிள்ளை
3. அறிவியலும் கலையும்- மு.வரதராசன்

அலகு - 4 உரைநடை

1. வாழ்வியல் இயக்கம் - குன்றக்குடி அடிகளார்
2. பெரியார் உணர்த்தும் சுயமரியாதையும் சமதர்மமும் - வே.ஆனைமுத்து
3. போதைப்பொருள் - அமுதன்

அலகு - 5 இலக்கிய வரலாறும் இலக்கணமும் (பாடத்திட்டம் தழுவியது)

1. பதினெண்கீழ்க்கணக்கு நூல்கள்
2. தமிழ் உரைநடையின் தோற்றமும் வளர்ச்சியும்
3. வழு, வழுவமைதி,வழாநிலை
4. பிறமொழிச் சொற்களைத் தமிழில் மொழிபெயர்த்தல்

பார்வை நூல்கள்:

- 1.செய்யுள் திரட்டு - தமிழ்த்துறை வெளியீடு
- 2.இலக்கிய வரலாறு - பேராசிரியர் முனைவர் பாக்கியமேரி

17UHL21H	PART- I: HINDI-II	SEMESTER - II
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Total Credits: 3
Hours Per Week: 5

PREAMBLE:

- To develop the writing ability and develop reading skill
- To learn various concepts and techniques for criticizing literature, to learn the techniques for expansion of ideas and translation process

COURSE OUTCOMES:

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

CO Number	CO Statements	Knowledge Level
CO1	Learn the fundamentals of novels and stories	K1
CO2	Understand the principles of translation work	K2
CO3	Apply the knowledge writing critical views on fiction	K3
CO4	Build creative ability	K3
CO5	Expose the power of creative reading	K2

MAPPING WITH PROGRAMME OUTCOMES:

COs/POs	PO1	PO2	PO3	PO4	PO5
CO1	S	M	M	M	S
CO2	S	M	M	M	S
CO3	S	M	S	M	S
CO4	S	M	S	M	S
CO5	S	M	S	M	S

S – Strong, M – Medium, L – Low

17UHL21H	PART- I: HINDI- II	SEMESTER - II
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Total Credits: 3
Hours Per Week: 5

CONTENTS

UNIT - I

आधुनिक पद्य – शबरी (श्री नरेश मेहता)

प्रकाशक: लोकभारती प्रकाशन

पहली मंजिल, दरबारी बिल्डिंग,

महात्मा गाँधी मार्ग, इलाहाबाद-211001

UNIT - II

उपन्यास : सेवासदन-प्रेमचन्द

प्रकाशक: सु मत्र प्रकाशन

204 लीला अपार्टमेंट्स, 15 हेस्टिंग्स रोड

अशोक नगर इलाहाबाद-211001

UNIT - III

अनुवाद अभ्यास-III (केवल हिन्दी से अंग्रेजी में)

(पाठ 1 to 10)

प्रकाशक: द क्षण भारत प्रचार सभा चेन्नई -17

UNIT - IV

पत्र लेखन: (औपचारिक या अनौपचारिक)

17UML21M	PART- I: MALAYALAM- II	SEMESTER-II
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Total Credits: 3
Hours Per Week: 5

PREAMBLE:

- To develop the writing ability and develop reading skill.
- To learn various concepts and techniques for criticizing literature, to learn the techniques for expansion of ideas and translation process.

COURSE OUTCOMES:

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

CO Number	CO Statements	Knowledge Level
CO1	Learn the fundamentals of novels and stories	K1
CO2	Understand the principles of translation work	K2
CO3	Apply the knowledge writing critical views on fiction	K3
CO4	Build creative ability	K3
CO5	Expose the power of creative reading	K2

MAPPING WITH PROGRAMME OUTCOMES:

COs/POs	PO1	PO2	PO3	PO4	PO5
CO1	S	M	M	M	S
CO2	S	M	M	M	S
CO3	S	M	S	M	S
CO4	S	M	S	M	S
CO5	S	M	S	M	S

S – Strong, M – Medium, L – Low

17UML21M	PART- I: MALAYALAM-II	SEMESTER- II
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Total Credit: 3
Hours Per Week: 5

PAPER II PROSE: NON-FICTION

This Paper will have the following five units:

UNIT I & II

Biography

UNIT III, IV & V

Travelogue

TEXT BOOKS:

1. Unit III, IV & V Kappirikalude Nattil – *S.K. Pottakkadu* (D.C. Books, Kottayam)
2. Kannerum Kinavum – *V.T. Bhatathirippadu* Autobiography (D.C. Books, Kottayam)

REFERENCE BOOKS:

1. **Jeevacharitrasahithyam** – *Dr. K.M. George*(N.B.S. Kottayam)
2. **Jeevacharitrasahithyam Malayalathil** - *Dr. Naduvattom Gopalakrishnan* (Kerala Bhasha Institute, Trivandrum)
3. **Athmakathasahithyam Malayalathil** – *Dr. Vijayalam Jayakumar* (N.B.S. Kottayam)
4. **Sancharasahithyam Malayalathil** - *Prof. Ramesh Chandran. V,* (Kerala Bhasha Institute, Trivandrum)

17UFL21F	PART- I: FRENCH- II	SEMESTER- II
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Total Credit: 3
Hours Per Week: 5

PREAMBLE:

- To Acquire Competence in General Communication Skills – Oral + Written – Comprehension & Expression
- To Introduce the Culture, life style and the civilization aspects of the French people as well as of France
- To help the students to acquire Competency in translating simple French sentences into English and vice versa

COURSE OUTCOMES:

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

CO Number	CO Statements	Knowledge Level
CO1	Learn the Basic verbs, numbers and accents	K1
CO2	To learn the adjectives and the classroom environment in France	K2
CO3	Learn the Plural, Articles and the Hobbies	K3
CO4	To learn the Cultural Activity in France	K3
CO5	To learn the Sentiments, life style of the French people and the usage of the conditional tense	K2

MAPPING WITH PROGRAMME OUTCOMES:

COs/POs	PO1	PO2	PO3	PO4	PO5
CO1	S	M	M	M	S
CO2	S	M	M	M	S
CO3	S	M	S	M	S
CO4	S	M	S	M	S
CO5	S	M	S	M	S

S – Strong, M – Medium, L – Low

17UFL21F	PART- I: FRENCH-II	SEMESTER- II
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Total Credit: 3
Hours Per Week: 5

CONTENTS

Compétence Culturelle	Compétence De communication	Compétence grammaticale
UNITÉ 1 - Super!		
<ul style="list-style-type: none"> • L'égalité homme/femme 	<ul style="list-style-type: none"> • INTERACTION: Exprimer des sentiments, exprimer la joie, le plaisir, le bonheur • RÉCEPTION ORALE: Comprendre un jeu radiophonique • RÉCEPTION ÉCRITE: Comprendre des annonces • PRODUCTION ÉCRITE: Écrire des cartes postales 	<ul style="list-style-type: none"> • Les noms de professions masculine/feminine • Le verbe finir et les Verbes du groupe en-ir • Le present de l'impératif • Savoir(present) • Le participe passé: Fini, aimé, arrive, dit,écrit • Quel(s), quelle(s)..: Interrogatif et Exclamatif • À + infinitive • Les articles: n,une,des
UNITÉ 2 - Quoi?		
<ul style="list-style-type: none"> • Le 20 siècle: Petits progrès Grand progrès 	<ul style="list-style-type: none"> • INTERACTION: Décrire quelque chose, une personne • RECEPTION ORALE: Comprendre un message publicitaire • RÉCEPTION ÉCRITE: Comprendre un dépliant touristique • PRODUCTION ÉCRITE: Écrire des petites annonces 	<ul style="list-style-type: none"> • On • Plus, moins • Le verbe aller: • Present, impératif • Aller + infinitive • Le pluriel en -x
UNITÉ 3 - Et après		
<ul style="list-style-type: none"> • Nouvelles du jour 	<ul style="list-style-type: none"> • INTERACTION: Raconteur, situer un récit 	<ul style="list-style-type: none"> • L'imparfait:: quel-Ques forms pour introduire

	<p>dans le temps</p> <ul style="list-style-type: none"> • RÉCEPTION ORALE: Comprendre une description • RÉCEPTION ÉCRITE: Comprendre un test • PRODUCTION ÉCRITE: écrire des cartes postales 	<p>le récit:Il faisait, il y avait, il Était</p> <ul style="list-style-type: none"> • Un peu, beaucoup, trop,Assez • Très • Le verbe venir: Présent, impératif • En Suisse, au Maroc, aux Etats-Unis
UNITÉ 4- Mais oui!		
<ul style="list-style-type: none"> • La génération des 20-30 ans 	<ul style="list-style-type: none"> • INTERACTION: Donner son opinion, Expliquer pourquoi • RÉCEPTION ORALE: Comprendre des informations à la radio • RÉCEPTION ÉCRITE: Comprendre un texte informatif • PRODUCTION ÉCRITE: écrire un mél de protestation 	<ul style="list-style-type: none"> • Répondre, prendre: Présent, impératif, part Passé • Parce que pourquoi • Tout/tous, toute/s Tous/toutes les... (répétition action)
UNITÉ 5- Mais non!		
<ul style="list-style-type: none"> • De la ville à la campagne 	<ul style="list-style-type: none"> • INTERACTION: Débat:: exprimer l'accord, exprimer le Désaccord • RECEPTION ORALE: Comprendre un message sur un répondeur téléphonique • RÉCEPTION ÉCRITE: Comprendre un témoignage • PRODUCTION ECRITE: Rediger des petites Announces immobilières 	<ul style="list-style-type: none"> • Le verbe devoir: Present et participe passé • Le verbe vivre, present • Aller + infinitive • Venir+ infinitive • Etre pour/contre

TEXT BOOK:

1. *Marcella Di Giura Jean-Claude Beacco, Alors I.* Goyal Publishers Pvt Ltd. University Block Jawahar Nagar (Kamla Nagar) New Delhi.

18UEG22G	PART- II: ENGLISH - II	SEMESTER - II
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Total Credits: 3
Hours Per Week: 5

PREAMBLE:

To learn and teach English in a more relevant way through ecological issues and to focus on environment issues, a current problem that affect all lives

COURSE OUTCOMES:

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

CO Number	CO Statement	Knowledge Level
CO1	Take part in improving the eco system through eco literature	K 4
CO2	Apply conventional and new methods of learning speech and vocabulary	K 3
CO3	Analyze contemporary situation through current ecological issues	K 4
CO4	Interpret the situational Conversations created based on ecological factors	K 2
CO5	Develop spelling, punctuation, Grammar and related reading	K 3

MAPPING WITH PROGRAMME OUTCOMES:

COs/POs	PO1	PO2	PO3	PO4	PO5
CO1	M	S	S	S	M
CO2	S	S	S	S	S
CO3	S	S	S	S	S
CO4	S	S	S	S	S
CO5	M	S	S	S	M

S - Strong, M - Medium, L - Low

18UEG22G	PART- II: ENGLISH - II	SEMESTER - II
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Total Credits: 3
Hours Per Week: 5

CONTENTS

UNIT I - POETRY

Nature The Gentlest Mother is - Emily Dickinson's - Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques

To Autumn - John Keats's - Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques

The Boat - Rabindranath Tagore's - Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques

UNIT II -PROSE

Literature and Science - John Middleton Murry's - Biography- Narrative structure- Exploration of the text- passage analysis- insight of ideas- cohesion and context- style- language techniques

Ecology - Barry Commoner's Biography- Narrative structure- Exploration of the text- passage analysis- insight of ideas- cohesion and context- style- language techniques

Town by the Sea - Amitav Ghosh's - Biography- Narrative structure- Exploration of the text- passage analysis- insight of ideas- cohesion and context- style- language techniques

UNIT III - SHORT STORY

How the Camel Got His Hump - Rudyard Kipling's biography - Background- Setting- Plot overview- Characters- Themes, Symbols and Motifs - Critical analysis

A Day in the Country - Anton Chekhov's biography - Background- Setting- Plot overview- Characters- Themes, Symbols and Motifs - Critical analysis

The Tale of Peter Rabbit - Beatrix Potter's biography - Background- Setting- Plot overview- Characters- Themes, Symbols and Motifs - Critical analysis

UNIT IV - ONE ACT PLAY

Riders to the sea - J. M. Synge's biography- Plot Summary- Detailed summary and Analysis- Themes- Important Quotations- Characters- Description- analysis- Terms- Symbols- Critical analysis

UNIT V - FUNCTIONAL GRAMMAR AND COMPOSITION

Relative Pronoun

Degrees of Comparison

Reported speech

Correction of Sentences

Picture Composition

TEXT BOOK:

1. Krishnaswamy, N and Lalitha Krishnaswamy, et al. 2015. *Eco English*. Bloomsbury. New Delhi.

REFERENCE BOOKS:

1. Synge J.M., 2014. **Riders to the Sea**. Unique. New Delhi.
2. Ross, Sinclair. 1968. **The Lamp at Noon**, Mc Cleland and Stewart. Toronto.
3. Ghosh, Amitav. 2017. **The Town by the Sea**. Penguin. India.
4. Faulkner, Julia. 1820. **Twelve Poems of Emily Dickinson**. Melbourne: Boston. United States.
5. Krishnaswamy. N., 1975. *Modern English: A Book of Grammar Usage and Composition*. Macmillan. Chennai.

17UEL23A	CORE- III: PROSE	SEMESTER - II
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Total Credits: 4
Hours Per Week: 6

PREAMBLE:

To enable students to identify themes, styles, and techniques of writers and to provide students the scope for creative writing

COURSE OUTCOMES:

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

CO Number	CO Statement	Knowledge Level
CO1	Interpret Bacon's essays in prose form	K 2
CO2	Identify the social scenario of club and church during 17 th century	K 3
CO3	Compare the various techniques of essay writing	K 2
CO4	Assess human mannerism through prose	K 3
CO5	Make use of plan and to execute success in life	K 3

MAPPING WITH PROGRAMME OUTCOMES:

COs/POs	PO1	PO2	PO3	PO4	PO5
CO1	M	S	S	S	S
CO2	S	S	S	S	S
CO3	S	S	M	S	S
CO4	S	S	S	S	S
CO5	S	M	M	S	S

S – Strong, M – Medium, L – Low

17UEL23A	CORE- III: PROSE	SEMESTER - II
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Total Credits: 4
Hours Per Week: 6

CONTENTS

DETAILED

UNIT - I

Of Studies- Francis Bacon: Biography- Narrative structure- Exploration of the text- passage analysis- insight of ideas- cohesion and context- style- language techniques - Annotation

Of Truth-Francis Bacon: Biography- Narrative structure- Exploration of the text- passage analysis- insight of ideas- cohesion and context- style- language techniques- Annotation

UNIT - II

The Spectator Club- Richard Steele: Biography- Narrative structure- Exploration of the text- passage analysis- insight of ideas- cohesion and context- style- language techniques- Annotation

Sir Roger at Church -Joseph Addison: Biography- Narrative structure- Exploration of the text- passage analysis- insight of ideas- cohesion and context- style- language techniques- Annotation

UNIT - III

Dream Children: A Reverie- Charles Lamb: Biography- Narrative structure- Exploration of the text- passage analysis- insight of ideas- cohesion and context- style- language techniques- Annotation

The Apology for Idlers -R. L. Stevenson: Biography- Narrative structure- Exploration of the text- passage analysis- insight of ideas- cohesion and context- style- language techniques- Annotation

NON-DETAILED

UNIT - IV

On Saying Please -A.G. Gardiner: Biography- Narrative structure- passage analysis- insight of ideas- Critical summary

On Doing Nothing- J.B. Priestly: Biography- Narrative structure- passage analysis- insight of ideas- Critical summary

UNIT - V

On Good Resolutions- Robert Lynd: Biography- Narrative structure- passage analysis- insight of ideas- Critical summary

Selected Snobberies- Aldous Huxley: Biography- Narrative structure- passage analysis- insight of ideas- Critical summary

TEXT BOOKS:

1. *Nigam, N.M.* 2001. **Pleasures of English Prose.** Macmillan. New Delhi.
2. *Balaram Gupta, ed.* **Links Indian Prose in English.** Macmillan. New Delhi.

REFERENCE BOOKS:

1. *Ainger, Alfred.* 1900. **The Life and Works of Charles Lamb.** 12 vols. Macmillan and Co., London. United Kingdom.
2. *Whatley Richard.* 1857. **Bacon's Essays: with Annotations.** 3rd edition. John W. Parker and Son. West Strand. United Kingdom.
3. *Pitcher, John (ed).* 1985. **The Essays.** Harmondsworth: Penguin Classic Series. United Kingdom.

17UEL23B	CORE- IV: DRAMA	SEMESTER – II
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Total Credits: 4
Hours Per Week: 6

PREAMBLE:

To enhance verbal and non-verbal communication by enacting plays in real time and expose the students to the dramatic techniques, settings and stage crafts

COURSE OUTCOMES:

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

CO Number	CO Statement	Knowledge Level
CO1	Apply the dramatic technique of Marlowe in drama	K 3
CO2	Make use of the themes of Ibsen's plays	K 3
CO3	Illustrate the features of Anglo-Irish play	K 2
CO4	Summarize the characteristics of women through Oscar Wilde's play	K 2
CO5	Examine the characters in Restoration drama	K 3

MAPPING WITH PROGRAMME OUTCOMES:

COs/POs	PO1	PO2	PO3	PO4	PO5
CO1	M	S	S	S	S
CO2	S	S	S	S	S
CO3	S	S	M	S	S
CO4	S	S	S	S	S
CO5	M	M	S	S	S

S – Strong, M – Medium, L – Low

17UEL23B	CORE- IV: DRAMA	SEMESTER - II
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Total Credits: 4
Hours Per Week: 6

CONTENTS

DETAILED:

UNIT - I

Dr. Faustus - Christopher Marlowe: Biography- Background of the play- Plot Summary- Dramatis Personae- Paraphrasing of Act I, II, III, IV, and V- Themes- Description- analysis- Terms- Symbols- Critical analysis- Annotation

UNIT - II

A Doll's House - Henrik Ibsen: Biography- Background of the Irish play- Plot Overview- Dramatis Personae- Paraphrasing of Act I, II, and III- Themes- Modern Tragedy- Description- analysis- Terms- Symbols- Critical analysis- Annotation

UNIT - III

She Stoops to Conquer - Oliver Goldsmith: Biography- Background of the play- Plot Overview- Dramatis Personae- Paraphrasing of Act I, II, III, IV, and V - Themes- Comedy of Manners- Description- analysis- Terms- Symbols- Critical analysis- Annotation

NON-DETAILED:

UNIT - IV

Lady Windermere's Fan - Oscar Wilde: Biography- Plot Summary- Detailed summary and Analysis of Act wise- Themes- Characters- Description- analysis- Terms- Symbols- Satire and Satirical Theatre- Critical analysis

UNIT - V

The Way of the World - William Congreve: Biography- Plot Summary- Detailed summary and Analysis of Act wise - Themes- Comedy of Manners- Characters- Description- analysis- Terms- Symbols- Critical analysis

TEXT BOOKS:

1. *Christopher Marlowe*. 1998. **Dr. Faustus**. Macmillan. United States.
2. *Henrik Ibsen*. 2009. **A Doll's House**. Arc Manor LLC. United States.
3. *Oliver Goldsmith*. 1773. **She Stoops to Conquer**. OUP. London. United Kingdom.

REFERENCE BOOKS:

1. *Kinney, Arthur*. 2000. **The Cambridge Companion to English Literature**. Cambridge University Press. United Kingdom.
2. *Palfy, E. Stran*. 1989. **English Drama in the 20th Century**. Oxford University Press. United Kingdom.
3. *Oscar Wilde*. 2014. **Lady Windermere's Fan**. Start Classic. United Kingdom.
4. *William Congreve*. 2013. **The Way of the World**. Start Publishing LLC. London. United Kingdom.

17UEL2AA	ALLIED- II: HISTORY OF ENGLISH LITERATURE	SEMESTER- II
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Total Credits: 4
Hours Per Week: 6

PREAMBLE:

To acquaint the learners with the major periods, writers, genres, etc and to learn the respective literary trends at various ages by concentrating on the representative writers

COURSE OUTCOMES:

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

CO Number	CO Statement	Knowledge Level
CO1	Infer the age of Chaucer, Shakespeare and Milton in History of English Literature	K2
CO2	Experiment with various literary genres of Dryden and Pope during late 1750s	K 3
CO3	Interpret the writing style and the plot setting in the age of Wordsworth and Johnson in History of English Literature	K 2
CO4	Assess the devices of poetry and novel settings during 18 th century in History of English Literature	K 5
CO5	Find the social setup of 19 th and 20 th centuries English Literature	K 1

MAPPING WITH PROGRAMME OUTCOMES:

COs/POs	PO1	PO2	PO3	PO4	PO5
CO1	M	S	S	S	S
CO2	S	S	S	S	S
CO3	S	M	M	S	S
CO4	S	S	S	S	S
CO5	S	M	S	S	S

S - Strong, M - Medium, L - Low

17UEL2AA	ALLIED- II: HISTORY OF ENGLISH LITERATURE	SEMESTER-II
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Total Credits: 4
Hours Per Week: 6

CONTENTS

UNIT - I

The Age of Chaucer - Chaucer's Life - Chaucer's Work in General - The Canterbury Tales - General Characteristics of Chaucer's Poetry - Other Poets of Chaucer's Age - Prose of Chaucer's Age - From Chaucer Tottel's miscellany - The Fifteenth Century - Poetry of the Fifteenth Century - Prose of the Fifteenth Century - The Revival of Learning - Literature of Early Renaissance in England , The Development of the Drama - The Beginnings of the English Drama - Miracle Plays - Morality Plays and Interludes - The Beginnings of Regular Comedy and Tragedy

The Age of Shakespeare - Elizabethan Poetry before Spenser - Spenser and his Poetry - Other Poets from 1579 to 1625 - Verse, Drama and Prose - The Elizabethan Romantic Drama - Shakespeare's Predecessors - Shakespeare's Life - Characteristics of Shakespeare's Works - Other Dramatists of Shakespeare's Age - The Playhouses of Shakespeare's Time - Other Writers of Prose Fiction - Bacon and his Essays - Other Prose of the Period

The Age of Milton - Milton's Life - Prose Writings - Later Poetry - Characteristics of Milton's Poetry - Verse, Drama and Prose - - The Caroline Poets - Cowley and the 'Metaphysical' Poets - The Caroline Prose Writers

UNIT - II

The Age of Dryden - The Forerunners of Dryden - Dryden's Life - Poetry - Butler - Verse, Drama and Prose - The Rise of Modern Prose - Dryden's Prose Work - Bunyan - Other Prose Writers of the Period - Drama of the Age of Dryden

The Age of Pope – Characteristics of the Classical School of Poetry – Pope's Work – Other Poets of the Period – Verse, Drama and Prose – Defoe – Swift – Addison and Steele – Other Prose Writers of the Period

UNIT - III

The Age of Johnson – Other General Prose Writers of the Period – Novel – Prose Fiction in England Before Richardson – Historical Significance of the Novel – Other Novelists of the Period – The Revival of Romance

The Age of Wordsworth – General Prose – General Characteristics – Other Prose Writers of the Period – Novel – Characteristics of the Novel – Other Novelists of the Time

UNIT - IV

The Age of Wordsworth – The older Poets – Wordsworth's Life – The Lyrical Ballads and Wordsworth's Theory of Poetry – Characteristics of Wordsworth's Poetry – Other Poets Contemporary with Wordsworth- The Younger Poets – The Later Revolutionary Age – Other Poets of Later Revolutionary Age

The Age of Tennyson – Other Poets of the Period – Verse, General Prose – Other Prose Writers of the Time – Novel – General Characteristics – Other Novelists of the Period

UNIT - V

The Age of Hardy – Epilogue to the Victorian Age – The Eighteen – Nineteens – Poets of the Transition – The 'Revival' of Poetry Dramatists of the Transition – Irish Drama and Poetry – Other Playwrights – Novelists of the Transition – Twentieth Century Novelists –Miscellaneous Prose

The Present Age – Old Legacies and New Tendencies – The Changing Novel – Prose Drama – Miscellaneous Prose

TEXT BOOKS:

1. *Hudson, William Henry*. 1978. **An Outline History of English Literature**. B.I. Publications Pvt. Ltd. India.
2. *Daiches, David*. 2015. **A Critical History of the English Literature**. Supernova, New Delhi.

REFERENCE BOOKS:

1. *Daiches, David*. 2005. **A Critical history of English literature**. Allied Publishers. New Delhi.
2. *Long, J, William*. 1995. **History of English Literature**. Faber. London. United Kingdom.
3. *Albert, Edward*. 2001. **History of English Literature**. Routledge. United Kingdom.

17UFC2FA	PART-IV:VALUE EDUCATION- HUMAN RIGHTS	SEMESTER - II
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Total Credits: 2
Hours Per Week: 2

CONTENTS

UNIT- I

Concept of Human Values, Value Education Towards Personal Development

Aim of education and value education; Evolution of value oriented education; Concept of Human values; types of values; Components of value education

Personal Development: Self analysis and introspection; sensitization towards gender equality, physically challenged, intellectually challenged. Respect to - age, experience, maturity, family members, neighbours, co-workers.

Character Formation towards Positive Personality: Truthfulness, Constructivity, Sacrifice, Sincerity, Self Control, Altruism, Tolerance, Scientific Vision

UNIT - II

Value Education Towards National and Global Development National and International Values: Constitutional or national values - Democracy, socialism, secularism, equality, justice, liberty, freedom and fraternity

Social Values - Pity and probity, self control, universal brotherhood

Professional Values - Knowledge thirst, sincerity in profession, regularity, punctuality and faith

Religious Values - Tolerance, wisdom, character

Aesthetic values - Love and appreciation of literature and fine arts and respect for the same

National Integration and international understanding

UNIT - III

Impact of Global Development on Ethics and Values: Conflict of cross-cultural influences, mass media, cross-border education, materialistic values, professional challenges and compromise

Modern Challenges of Adolescent Emotions and behavior; Sex and spirituality: Comparison and competition; positive and negative thoughts

Adolescent Emotions, arrogance, anger, sexual instability, selfishness, defiance

UNIT - IV

Therapeutic Measures:

Control of the mind through

- a. Simplified physical exercise
- b. Meditation – Objectives, types, effect on body, mind and soul
- c. Yoga – Objectives, Types, Asanas
- d. Activities:
 - (i) Moralisation of Desires
 - (ii) Neutralisation of Anger
 - (iii) Eradication of Worries
 - (iv) Benefits of Blessings

UNIT- V

Human Rights

1. Concept of Human Rights – Indian and International Perspectives
 - a. Evolution of Human Rights
 - b. Definitions under Indian and International documents
2. Broad classification of Human Rights and Relevant Constitutional Provisions
 - a. Right to Life, Liberty and Dignity
 - b. Right to Equality
 - c. Right against Exploitation
 - d. Cultural and Educational Rights
 - e. Economic Rights
 - f. Political Rights

- g. Social Rights
- 3. Human Rights of Women and Children
 - a. Social Practice and Constitutional Safeguards
 - (i) Female Foeticide and Infanticide
 - (ii) Physical assault and harassment
 - (iii) Domestic violence
 - (iv) Conditions of Working Women
- 4. Institutions for Implementation
 - a. Human Rights Commission
 - b. Judiciary
- 5. Violations and Redressal
 - a. Violation by State
 - b. Violation by Individuals
 - c. Nuclear Weapons and terrorism
 - d. Safeguards.

REFERENCE BOOKS:

1. *Dey A. K*, 2002, **Environmental Chemistry**. New Delhi – Vile Dasaus Ltd.
2. *Gawande . E.N.* **Value Oriented Education**. Vision for better living. New Delhi, Saruptsons.
3. *Brain Trust Aliyar*, 2008, **Value Education for health, happiness and harmony**. Vethathiri publications, Erode.
4. *Ignacimuthu S. J. S*, 1999, **Values for life**. Bombay Better Yourself.
5. *Seetharam. R. (Ed)*, 1998 , **Becoming a better Teacher** Madras Academic Staff College.
6. *Grose. D. N* , 2005, **A text book of Value Education**. Dominant Publishers and Distributors, New Delhi.
7. *Shrimali K. L*, 1974, **A Search for Values in Education**. Vikas Publishers, Delhi.
8. *Yogesh Kumar Singh & Ruchika Nath* , 2005, **Value Education**. P. H Publishing Corporation, New Delhi.
9. *Venkataram & Sandhiya. N*, 2001, **Research in Value Education**. APH Publishing Corporation, New Delhi.
10. *Ruhela S. P.* **Human Value and Education**. Sterling publishers, New Delhi.
11. *Brain Trust Aliyar*, 2004, **Value Education for Health, Happiness and Harmony**. Vethathiri Publications, Erode.
12. *Swami Vivekananda*, 2008, **Personality Development**. Advaita Ashrama, Kolkata.
13. *Swami Jagadatmananda*, **Learn to Live**. Sri Ramakrishna Math, Chennai.

17UEG32G	PART II- ENGLISH III	SEMESTER - III
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Total Credits: 3
Hours Per Week: 4

PREAMBLE:

To develop and enrich the language competencies of the students with the Functional English

COURSE OUTCOMES:

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

CO Number	CO Statement	Knowledge Level
CO1	Develop knowledge on behavioral pattern and morale through prose	K3
CO2	Extend focus on Ecology through poetry	K2
CO3	Educate on Illustrating the significance of Short Stories	K2
CO4	Build knowledge on One-Act plays	K3
CO5	Test for descriptive Functional Grammar	K4

MAPPING WITH PROGRAMME OUTCOMES:

COs/POs	PO1	PO2	PO3	PO4	PO5
CO1	S	M	M	S	S
CO2	S	S	M	M	S
CO3	S	S	M	S	S
CO4	M	S	S	S	S
CO5	M	S	M	S	S

S – Strong, M – Medium, L – Low

17UEG32G	PART II- ENGLISH- III	SEMESTER- III
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Total Credits: 3
Hours Per Week: 4

CONTENTS

UNIT I -PROSE

Mobile and Mixed Up - Anil Dharker's - Biography- Narrative structure- Exploration of the text- passage analysis- insight of ideas- cohesion and context- style- language techniques

Good Manners - J.C. Hill's - Biography- Narrative structure- Exploration of the text- passage analysis- insight of ideas- cohesion and context- style- language techniques

Chasing Celebrities - R.K. Narayan's - Biography- Narrative structure- Exploration of the text- passage analysis- insight of ideas- cohesion and context- style- language techniques

UNIT II - POETRY

The Stolen Boat - William Wordsworth's - Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques

Money Madness - D.H. Lawrence's - Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques

On Killing a Tree - Gieve Patel's - Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques

UNIT III - SHORT STORIES

The Scorn - Bama's biography - Background- Setting- Plot overview- Characters- Themes, Symbols and Motifs - Critical analysis

The Dying Detective - Sir Authur Canon Doyle's - biography - Background- Setting- Plot overview- Characters- Themes, Symbols and Motifs - Critical analysis

The Refugees - Pearl. S. Buck's - biography - Background- Setting- Plot overview- Characters- Themes, Symbols and Motifs - Critical analysis

UNIT IV - ONE ACT PLAY

Refund - Fritz Karinthy's - biography- Plot Summary- Detailed summary and Analysis- Themes- Important Quotations- Characters- Description- analysis- Terms- Symbols- Critical analysis

Mother's Day - J.B. Priestley's - biography- Plot Summary- Detailed summary and Analysis- Themes- Important Quotations- Characters- Description- analysis- Terms- Symbols- Critical analysis

UNIT V - FUNCTIONAL ENGLISH

1. Agenda, Minutes & Notice
2. Report Writing
3. Electronic Correspondence

TEXT BOOK:

1. Board of Editors, **Melody**. Department of English. Dr. N.G.P. Arts and Science College (Autonomous), Coimbatore.

REFERENCE BOOKS:

1. Syamala.V., **Effective English Communication for You.**, Emerald Publishers., Chennai.
2. N. Krishnaswamy., **Modern English: A Book of Grammar, Usage And Composition.**, Macmillan India Ltd-New Delhi.
3. Wren and Martin, **High School English Grammar and Composition**. S. Chand Publishing 2006, New Delhi.

17UHL31H	PART- I: HINDI-III	SEMESTER - III
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Total Credits: 3
Hours Per Week: 4

PREAMBLE:

- To develop the writing ability and develop reading skill
- To learn various concepts and techniques for criticizing literature, to learn the techniques for expansion of ideas and translation process

COURSE OUTCOMES:

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

CO Number	CO Statements	Knowledge Level
CO1	Learn the fundamentals of novels and stories	K1
CO2	Understand the principles of translation work	K2
CO3	Apply the knowledge writing critical views on fiction	K3
CO4	Build creative ability	K3
CO5	Expose the power of creative reading	K2

MAPPING WITH PROGRAMME OUTCOMES:

COs/POs	PO1	PO2	PO3	PO4	PO5
CO1	S	M	M	M	S
CO2	S	M	M	M	S
CO3	S	M	S	M	S
CO4	S	M	S	M	S
CO5	S	M	S	M	S

S – Strong, M – Medium, L – Low

17UHL31H	PART- I: HINDI- III	SEMESTER - III
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Total Credits: 3
Hours Per Week: 4

CONTENTS

UNIT - I

पद्य – काव्य पराशर (भोलानाथ)

(प्राचीन- कबीर, तुलसी, सुर, मीरा, आधुनिक- गुप्त, प्रसाद, पंत, निरारा,
दिनकर, अज्ञेय)

प्रकाशक: जवाहर पुस्तकालय

सदर बाजार, मथुरा

उत्तर प्रदेश-281001

UNIT - II

हिन्दी साहित्य का इतिहास: (केवल आदिकाल और भक्तिकाल - साधारण ज्ञान)

अलंकार: अनुप्रास, यमक, श्लेष, वक्रोक्ति, उपमा, रूपक

प्रकाशक: विनोद पुस्तक मंदिर

आगरा-282002

17UML31M	PART- I: MALAYALAM- III	SEMESTER- III
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Total Credits: 3
Hours Per Week: 4

PREAMBLE:

- To develop the writing ability and develop reading skill
- To learn various concepts and techniques for criticizing literature, to learn the techniques for expansion of ideas and translation process

COURSE OUTCOMES:

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

CO Number	CO Statements	Knowledge Level
CO1	Learn the fundamentals of novels and stories.	K1
CO2	Understand the principles of translation work.	K2
CO3	Apply the knowledge writing critical views on fiction.	K3
CO4	Build creative ability.	K3
CO5	Expose the power of creative reading.	K2

MAPPING WITH PROGRAMME OUTCOMES:

COs/POs	PO1	PO2	PO3	PO4	PO5
CO1	S	M	M	M	S
CO2	S	M	M	M	S
CO3	S	M	S	M	S
CO4	S	M	S	M	S
CO5	S	M	S	M	S

- **S: Strong M: Medium L: Low**

17UML31M	PART-I: MALAYALAM-III	SEMESTER III
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Total Credits: 3
Hours Per Week: 4

CONTENTS

PAPER III- POETRY

This Paper will have the following five units:

Unit I, II & III

A part of Ezuthachan's Work

Unit IV & V

A Khandakavya of Vallathol

Text Books prescribed:

Unit I, II & III

Karnnaparvam – Ezuthachan
(Poorna Publications, Calicut)

Unit IV & V

Achanum Makalum – Vallathol (D.C. Books, Kottayam)

17UFL31F	PART- I: FRENCH-III	SEMESTER -III
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Total Credits: 3**Hours Per Week: 4****PREAMBLE:**

- To Acquire Competence in General Communication Skills – Oral + Written – Comprehension & Expression.
- To Introduce the Culture, life style and the civilization aspects of the French people as well as of France.
- To help the students to acquire Competency in translating simple French sentences into English and vice versa.

COURSE OUTCOMES:

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

CO Number	CO Statements	Knowledge Level
CO1	Learn the Basic verbs, numbers and accents.	K1
CO2	To learn the adjectives and the classroom environment in France.	K2
CO3	Learn the Plural, Articles and the Hobbies.	K3
CO4	To learn the Cultural Activity in France.	K3
CO5	To learn the Sentiments, life style of the French people and the usage of the conditional tense.	K2

MAPPING WITH PROGRAMME OUTCOMES:

COs/POs	PO1	PO2	PO3	PO4	PO5
CO1	S	M	M	M	S
CO2	S	M	M	M	S
CO3	S	M	S	M	S
CO4	S	M	S	M	S
CO5	S	M	S	M	S

- **S: Strong M: Medium L: Low**

17UFL31F	PART- I: FRENCH- III	SEMESTER - III
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Total Credits: 3
Hours Per Week: 4

CONTENTS

Compétence Culturelle	Compétence de Communication	Compétence Grammatical
UNITÉ 1- Excuses et vœux		
<ul style="list-style-type: none"> Convivialité (lieux et société, l'apéritif) 	<ul style="list-style-type: none"> INTERACTION ORALE: Accueillir quelqu'un, s'excuser, remercier RÉCEPTION ORALE: Comprendre des annonces enregistrées RÉCEPTION ÉCRITE: Comprendre une affiche PRODUCTION ÉCRITE: Écrire des cartes de vœux 	<ul style="list-style-type: none"> Pronoms personnels toniques <i>moi, je...; toi...tu</i> Pronoms personnels objets <i>Me, te, le...</i> Les verbes en -er comme appeler, acheter Les adjectifs possessifs <i>nos, vos, leurs</i>
UNITÉ 2 – Bravo et merci		
<ul style="list-style-type: none"> Communication et technologies (le portable, internet) 	<ul style="list-style-type: none"> INTERACTION ORALE: Interagir au téléphone, féliciter RÉCEPTION ORALE: Comprendre une émission à la radio RÉCEPTION ORALE: Comprendre une définition PRODUCTION ÉCRITE: Écrire des plaques commémoratives 	<ul style="list-style-type: none"> Oui, que Le passé composé Le participe passé <i>J'ai eu, elle a été</i> Longtemps, pendant ..., de... à
UNITÉ 3 – Faire et dire		
<ul style="list-style-type: none"> Jeunes : enquête 	<ul style="list-style-type: none"> INTERACTION ORALE: Demander de l'aide, donner des instructions RÉCEPTION ORALE: Comprendre un message enregistré RÉCEPTION ÉCRITE : Comprendre un article d'un magazine de 	<ul style="list-style-type: none"> Ce/ cet, cette, ces Le verbe voir Envoyer, appuyer Les articles partitifs <i>du, de la (de l)', des, de</i>

	consommateurs • PRODUCTION ÉCRITE : Écrire un règlement	
UNITÉ 4 – Faire ci ou faire ça		
• Les vacances des Français	<ul style="list-style-type: none"> • INTERACTION ORALE : Proposer quelque chose, accepter, refuser • RÉCEPTION ORALE : Comprendre une émission de cuisine • RECEPTION ÉCRITE : Comprendre une brochure d'informations • PRODUCTION ÉCRITE : Ecrire un' texte de promotion touristique 	<ul style="list-style-type: none"> • <i>S'il y a du soleil :</i> L'hypothèse (supposition, Condition) la préposition <i>Si + indicatif</i> • <i>Sinon... ou + indicatif</i> • <i>Sortir, partir</i> • <i>Quelques, plusieurs</i> • <i>Le long de</i> • <i>Au milieu de...</i> • <i>Au sommet de...</i>
UNITÉ 5 – Cœur et santé		
• Author du Couple	<ul style="list-style-type: none"> • INTERACTION ORALE: Exprimer son intérêt pour quelqu'un, exprimer l'affection • RECEPTION ORALE: Comprendre une chanson • RECEPTION ÉCRITE: Lire un horoscope • PRODUCTION ÉCRITE: Écrire une letter au courrier du cœur 	<ul style="list-style-type: none"> • J'étais...L'imparfait(1) • Aussi brillant que... • Le plus beau, le moins cher • Le verbe connaître

TEXT BOOK:

Marcella Di Giura Jean-Claude Beacco, Alors II . Goyal Publishers Pvt Ltd 86, University Block ,Jawahar Nagar (Kamla Nagar),New Delhi – 110007.

17UEG32G	PART- II: ENGLISH- III	SEMESTER - III
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Total Credits: 3**Hours Per Week: 4****PREAMBLE:**

To develop and enrich the language competencies of the students with the Functional English

COURSE OUTCOMES:

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

CO Number	CO Statement	Knowledge Level
CO1	Develop knowledge on behavioral pattern and morale through prose	K3
CO2	Extend focus on Ecology through poetry	K2
CO3	Educate on Illustrating the significance of Short Stories	K2
CO4	Build knowledge on One-Act plays	K3
CO5	Test for descriptive Functional Grammar	K4

MAPPING WITH PROGRAMME OUTCOMES:

COs/POs	PO1	PO2	PO3	PO4	PO5
CO1	S	M	M	S	S
CO2	S	S	M	M	S
CO3	S	S	M	S	S
CO4	M	S	S	S	S
CO5	M	S	M	S	S

S - Strong, M - Medium, L - Low

17UEG32G	PART- II: ENGLISH- III	SEMESTER- III
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Total Credits: 3
Hours Per Week: 4

CONTENTS

UNIT I -PROSE

Mobile and Mixed Up - Anil Dharker's - Biography- Narrative structure- Exploration of the text- passage analysis- insight of ideas- cohesion and context- style- language techniques

Good Manners - J.C. Hill's - Biography- Narrative structure- Exploration of the text- passage analysis- insight of ideas- cohesion and context- style- language techniques

Chasing Celebrities - R.K. Narayan's - Biography- Narrative structure- Exploration of the text- passage analysis- insight of ideas- cohesion and context- style- language techniques

UNIT II - POETRY

The Stolen Boat - William Wordsworth's - Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques

Money Madness - D.H. Lawrence's - Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques

On Killing a Tree - Gieve Patel's - Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques

UNIT III - SHORT STORIES

The Scorn - Bama's biography - Background- Setting- Plot overview- Characters- Themes, Symbols and Motifs - Critical analysis

The Dying Detective - Sir Authur Canon Doyle's - biography - Background- Setting- Plot overview- Characters- Themes, Symbols and Motifs - Critical analysis

The Refugees - Pearl. S. Buck's - biography - Background- Setting- Plot overview- Characters- Themes, Symbols and Motifs - Critical analysis

UNIT IV - ONE ACT PLAY

Refund - Fritz Karinthy's - biography- Plot Summary- Detailed summary and Analysis- Themes- Important Quotations- Characters- Description- analysis- Terms- Symbols- Critical analysis

Mother's Day - J.B. Priestley's - biography- Plot Summary- Detailed summary and Analysis- Themes- Important Quotations- Characters- Description- analysis- Terms- Symbols- Critical analysis

UNIT V - FUNCTIONAL ENGLISH

1. Agenda, Minutes & Notice
2. Report Writing
3. Electronic Correspondence

TEXT BOOK:

2. Board of Editors, 2016. **Melody**. Department of English. Dr. N.G.P. Arts and Science College (Autonomous), Coimbatore.

REFERENCE BOOKS:

4. Syamala.V., 2002. **Effective English Communication for You.**, Emerald Publishers., Chennai.
5. N. Krishnaswamy., 2016. **Modern English: A Book of Grammar, Usage And Composition.**, Macmillan India Ltd-New Delhi.
6. Wren and Martin, 2006. **High School English Grammar and Composition.** S. Chand Publishing. New Delhi.

17UEL33A	CORE- V: INDIAN WRITING IN ENGLISH	SEMESTER - III
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Total Credits: 4
Hours Per Week: 5

PREAMBLE:

To familiarize learners a wide array of Indian writing originally written in English and the translated works in English and to explore the Indo-Anglican and Indian cultural, political ethos

COURSE OUTCOMES:

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

CO Number	CO Statement	Knowledge Level
CO1	Outline the Fundamentals of Indian Writing in English	K2
CO2	Illustrate Indian poems in English	K2
CO3	Develop knowledge on creativity and self-confidence	K3
CO4	Extend the focus on Drama	K4
CO5	Utilize the genre of fiction in Indian Writing in English	K3

MAPPING WITH PROGRAMME OUTCOMES:

COs/POs	PO1	PO2	PO3	PO4	PO5
CO1	S	S	M	S	S
CO2	S	S	M	S	S
CO3	M	S	S	M	M
CO4	S	M	M	S	S
CO5	M	M	S	M	S

S – Strong, M – Medium, L – Low

17UEL33A	CORE-V: INDIAN WRITING IN ENGLISH	SEMESTER - III
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Total Credits: 4
Hours Per Week: 5

CONTENTS

UNIT- I

General Introduction: Introduction from Indian Writing in English by K. R. Srinivasa Iyengar

UNIT- II

Poetry

The Lotus - **Toru Dutt's** Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques

Background Casually - **Nissim Ezekiel's** Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques

A River - **A.K. Ramanujam's** Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques

In a Night of Rain - **Jayanta Mahapatra's** Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques

Indian Women - **Shiv K. Kumar's** Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques

UNIT-III

Prose

Dimension of Creativity - **Dr. A.P.J. Abdul Kalam's** biography- Narrative structure- Exploration of the text- passage analysis- insight of ideas- cohesion and context- style- language techniques

***What I believe in* - Swami Vivekananda's** biography- Narrative structure- Exploration of the text- passage analysis- insight of ideas- cohesion and context- style- language techniques

UNIT- IV

Drama

***Hayavadhana* - Girish Karnad's** biography- Plot Summary- Detailed summary and Analysis- Themes- Important Quotations- Characters- Description- analysis- Terms- Symbols- Critical analysis

UNIT- V

Fiction

***Train to Pakistan*- Khushwant Singh's** biography - Background- Setting- Plot overview- Characters- Themes, Symbols and Motifs - Critical analysis

TEXT BOOKS:

1. *Karnad, Girish*. 2001. **Hayavadhana**. Macmillan. New Delhi.
2. *Srinath*. 2001. **Indian Verse in English**. Macmillan. New Delhi.
3. *Vivekananda, Swami*. 2002. **The Complete Works of Swami Vivekananda**. Advaita Ashrama. India.
4. Board of Editors. 2012. **Vibrant**. Emerald. Chennai.
5. *Singh, Khushwant*. 2001. **Train to Pakistan**. Penguin Books. New Delhi.
6. *Iyengar, Srinivasa*. 1985. **Indian Writing in English**. Sterling Publication. New Delhi.

REFERENCE BOOKS:

1. *Agarwal, K.A.* 2003. **Indian writing in English: A Critical Study**. Atlantic publishers and distributors. New Delhi.
2. *Neeru, Tandon*. 2006. **Perspectives and Challenges in Indian-English Drama**. Atlantic publishers and distributors. New Delhi.
3. *Anita, Myles*. 2006. **Feminism and the Post-modern Indian Women Novelists in English**. Sarup and Sons. 1st edition. New Delhi

17UEL33B	CORE- VI: FICTION	SEMESTER- III
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Total Credits: 4
Hours Per Week: 5

PREAMBLE:

To familiarize the learners on the basic aspects of fiction and enable them to identify and interpret the fictional devices

COURSE OUTCOMES:

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

CO Number	CO Statement	Knowledge Level
CO1	Label Buildingsroman through Dickens' novel	K1
CO2	Interpret the realistic life of 17 th century people	K2
CO3	Develop knowledge of the students by absorbing the hardships in fisherman's life	K3
CO4	Demonstrate the basic facts and concepts of scientific novel	K2
CO5	Acquire knowledge in handling new situations	K3

MAPPING WITH PROGRAMME OUTCOMES:

COs/POs	PO1	PO2	PO3	PO4	PO5
CO1	S	M	S	M	S
CO2	M	S	S	S	M
CO3	S	M	S	M	S
CO4	M	S	M	S	M
CO5	M	S	M	M	S

S – Strong, M – Medium, L – Low

17UEL33B	CORE- VI: FICTION	SEMESTER- III
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Total Credits: 4
Hours Per Week: 5

CONTENTS

UNIT- I

Oliver Twist -**Charles Dickens**: Origin of Fiction- Development- Pioneers of fiction- Popular themes- Dickens' biography- Background- Setting- Plot overview- Characters- Themes, Symbols and Motifs - Critical analysis

UNIT- II

The Mill on the Floss - **George Eliot's** biography- Background- Setting- Plot overview- Characters- Themes, Symbols and Motifs - Critical analysis

UNIT- III

The Invisible Man - **H. G. Well's** biography- Background- Setting- Plot overview- Characters- Themes, Symbols and Motifs - Critical analysis

UNIT- IV

The Old Man and the Sea - **Ernest Hemingway's** biography- Background- Setting- Plot overview- Characters- Themes, Symbols and Motifs - Critical analysis

UNIT- V

Serious Men- **Manju Joseph's** biography- Background- Setting- Plot overview- Characters- Themes, Symbols and Motifs - Critical analysis

TEXT BOOKS:

1. *Charles Dickens*. 2000. **Oliver Twist**. Penguin. New Delhi.
2. *George Eliot*. 2000. **The Mill on the Floss**. Wordsworth Classics. United Kingdom.
3. *Ernest Hemingway*. 1998. **The Old Man and the Sea**. Rupa Classics. Kolkata.
4. *H. G. Wells*. 1990. **The Invisible Man**. Rupa Classics. Kolkata.
5. *Manju Joseph*. 2011. **Serious Men**. Harper Collins. United States.

REFERENCE BOOKS:

1. *Wilfred L. Guerin , Earle G. Labor, Le Morgan , Jeanne C. Reesman, and John Willingham*.1998. **A Handbook of critical Approaches to Literature** by Oxford University Press. United Kingdom.
2. *Eagleton, Terry*. 1996. **Literary Theory: An Introduction**. University of Minnesota Press. United States.
3. *Vincent B. Leitch*, 2010. *Michael Ryan*, 1998. **Literary Theory: A Practical Introduction**. Blackwell Publication. United States.
4. **Norton Anthology of Theory and Criticism** W. W. Norton and Company Publication. United States.
5. *David h. Richter*, 1999. **Falling into Theory: Conflicting Views on Reading Literature**. Bedford / St.Martin's Publisher. United States.

17UEL3AA	ALLIED- III: LITERARY FORMS	SEMESTER- III
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Total Credits: 4
Hours Per Week: 5

PREAMBLE:

To provide a thorough knowledge of literary genres and literary devices used in English literature

COURSE OUTCOMES:

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

CO Number	CO Statement	Knowledge Level
CO1	Classify various kinds and types of poetry and stanza forms	K2
CO2	Identify different dramatic art forms, types and devices	K3
CO3	Show the diverse categories of essays	K2
CO4	Outline the origin, structure, development and types of novels from the Elizabethan age to the post-modern trends	K2
CO5	Compare and contrast short stories, novels, biography and autobiography	K2

MAPPING WITH PROGRAMME OUTCOMES:

COs/POs	PO1	PO2	PO3	PO4	PO5
CO1	S	M	S	S	S
CO2	M	M	S	M	M
CO3	S	M	M	S	M
CO4	M	S	M	M	S
CO5	S	M	S	S	S

S - Strong, M - Medium, L - Low

17UEL3AA	ALLIED- III: LITERARY FORMS	SEMESTER- III
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Total Credits: 4
Hours Per Week: 5

CONTENTS

UNIT- I

Subjective and Objective Poetry- Poetical Types: The Lyric- The Ode- The Sonnet- The Epic- The Idyll- The Epic- The Ballad- The Satire- **Stanza Forms:** The Heroic Couplet- The Terza Rima- The Chaucerian Stanza or Rhyme Royal- The Ottava Rima- The Spenserian Stanza

UNIT- II

Schools and Movements: The Metaphysical School of Poets- the Classical Movement- the Romantic Revival- the Pre- Raphaelites – Poets of the First World War- the High Modernist Mode- Post- Modernism- Post- Modern Poetry

UNIT- III

The Dramatic Art- **Dramatic Types:** Tragedy and Comedy- Tragic-Comedy- Farce and Melodrama- The Masque- The One- Act Play- The Dramatic Monologue- **Dramatic Devices:** Dramatic Irony- Soliloquy and Aside- Expectation and Surprise- Stage Directions

UNIT- IV

The Essay: Definition- Origin- The Aphoristic Essay – The Character-Writers- The Critical Essay- The Periodical and Social Essay- The Reviewers- The Personal Essay- Recent Times

UNIT- V

The Novel: and other forms- Its structure- Purpose and Teaching- Brief History: Beginnings- Eighteenth Century- Nineteenth Century- The Present Time-The Novel in the Twentieth Century- Post-modern Trends in Fiction- **The Short Story:** Origin- Structure- Vogue in the Modern world- **Biography and Autobiography: Biography-** Pure and Impure Biography- Basis of the Biographical Instinct- Difficulties of the Biographer- Modern Tendencies- **Autobiography-** Objective and Subjective Autobiography- Difficulties of the Autobiographers

TEXT BOOKS:

1. *Prasad, B.* 2012. **A Background to the Study of English Literature.** Trinity Press. India.
2. Boulton, Marjorie. 2013. **The Anatomy of Prose.** Routledge Revivals. United Kingdom.

REFERENCE BOOKS:

1. *Murfin, Ross and Supriya Ray. M.* 1996. **The Bedford Glossary of Critical and Literary Terms.** Bedford/St. Martins. India.
2. *Chris Baldick.* 2008. **Oxford Dictionary of Literary Terms.** Oxford University Press Inc. New York.
3. *Abrams, M.H. and Geoffrey Galt Harpham.* 2009. **A Handbook of Literary Terms.** Cengage Learning. New Delhi.

17UEL3SA	SKILL BASED COURSE- I: COMMUNICATIVE ENGLISH- I	SEMESTER- III
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Total Credits: 3
Hours Per Week: 3

PREAMBLE:

To hone the communication skills of the students through introducing rudiments of English and to help the students get rid of fear about LSRW

COURSE OUTCOMES:

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

CO Number	CO Statement	Knowledge Level
CO1	Develop the listening skills through exercises	K3
CO2	Construct the skill of reading	K3
CO3	Interpret the reading comprehension	K2
CO4	Relate language and literature through short stories	K2
CO5	Show the language skill through essays	K1

MAPPING WITH PROGRAMME OUTCOMES:

COs/POs	PO1	PO2	PO3	PO4	PO5
CO1	S	M	S	S	S
CO2	M	M	S	M	M
CO3	S	M	M	S	M
CO4	M	S	M	M	S
CO5	S	M	S	S	S

S – Strong, M – Medium, L – Low

17UEL3SA	SKILL BASED COURSE- I: COMMUNICATIVE ENGLISH- I	SEMESTER -III
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Total Credits: 3
Hours Per Week: 3

CONTENTS

UNIT- I

Listening Skills: Hearing and Listening- Listening for the Main Idea or the Message- Listening for Factual information- Listening for details- Listening as an aid to Learning about Spoken English

UNIT- II

Reading Skills: Skimming- Scanning- Intensive Reading- Extensive Reading- Advantages of Skimming

UNIT- III

Reading Comprehension: Intensive Reading- Grasping the Meaning from the contexts- Cloze reading

UNIT- IV

Language through Literature - Short Stories: enhance vocabulary with interaction- the special uses of language- text arrangements beyond the sentence level, including paragraphs, connectors, etc.

UNIT- V

Language through Literature - Essays: Language Competence- Communication skills- Communicative Competence- integrated approach- Literacy skills- Critical thinking- lexical sets, parallelism, inversions and run-on lines

TEXT BOOKS:

1. Board of Editors, **Basics of Academic English- 1**. Orient Black Swan Private Ltd. New Delhi.
2. Board of Editors, **Basics of Academic English- 2**. Orient Black Swan Private Ltd. New Delhi.

REFERENCE BOOKS:

1. *Murphy, Raymond*. 1992. **Essential English Grammar**. Cambridge University Press. United Kingdom.
2. *Thomas, Samson*. 2001. **English Junction - A Communicative Course in English**. Sangam Books. India.
3. Board of Editors, **Essential English**, Orient Black Swan Private Ltd. New Delhi.

17UNM34A	NMEC - I: BUSINESS ENGLISH	SEMESTER - III
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Total Credits: 2
Hours Per Week: 2

PREAMBLE:

To enable students gain fundamental knowledge skills for employment and to enhance their skills to work in group and also their soft skills

COURSE OUTCOMES:

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

CO Number	CO Statement	Knowledge level
CO1	Relate the knowledge of writing, in preparing a resume and minutes of meeting	K1
CO2	Use verbal and non-verbal modes in presenting a data and replying and reading emails	K3
CO3	Understand professional attitude at work environment by introducing soft skills	K2
CO4	Develop skills of interacting with customers	K2
CO5	Understand and master the skills of group discussion and job interview	K1

MAPPING WITH PROGRAMME OUTCOMES:

COs/POs	PO1	PO2	PO3	PO4	PO5
CO1	S	M	M	M	M
CO2	S	M	S	S	M
CO3	S	M	S	S	M
CO4	S	S	S	S	M
CO5	S	M	M	M	M

S – Strong, M – Medium, L – Low

17UNM34A	NMEC - I: BUSINESS ENGLISH	SEMESTER - III
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Total Credits: 2
Hours Per Week: 2

CONTENTS

UNIT I

Preparing a CV or a Resume

Preparing the Minutes of a Meeting

UNIT II

Presenting Data in Verbal and Non-verbal modes

Reading and Replying to E-Mails

UNIT III

Attitude and Employment

Introduction to Soft Skills

UNIT IV

Interacting with Superiors

Listening to Reports and Customer Complaints

UNIT V

Group Discussion

Job Interview

TEXT BOOKS:

1. Synergy: Communication in English and Study Skills – Board of Editors.2008. Orient Longman Private Ltd., New Delhi.
2. Phillips, Terry. 2014. **Technical English: Course Book**. Garnet Education. United Kingdom.

REFERENCE BOOKS:

1. *Dr. Alex .K.* 2010. **Soft Skills Know Yourself and Know Others.** S Chand. New Delhi.
2. *Rao, M.S.* 2010. **Soft Skills- Enhancing Employability.** IK International Publishing House. New Delhi.
3. *Narula S.S.* 2013. **Personality Development and Communication Skills.** Taxmann Publications. New Delhi.

17UELSS1	SELF- STUDY- I: INDIAN EPIC	SEMESTER- III
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Credit: 1**PREAMBLE:**

To give an exposure to the great Indian epic, The Mahabharata

COURSE OUTCOMES:

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

CO Number	CO Statement	Knowledge Level
CO1	Outline the focus of the great Indian epic, The Mahabharata	K1
CO2	Illustrate the epic structure of The Mahabharata	K2
CO3	Label various symbols present in The Mahabharata	K1
CO4	Recall The Mahabharata as an Indian myth and a translated work	K1
CO5	Identify the themes and motifs of the epic The Mahabharata	K3

MAPPING WITH PROGRAMME OUTCOMES:

COs/POs	PO1	PO2	PO3	PO4	PO5
CO1	S	M	S	M	S
CO2	M	S	M	S	S
CO3	S	M	S	S	M
CO4	S	M	M	S	M
CO5	M	S	M	M	S

S – Strong, M – Medium, L – Low

17UELSS1	SELF- STUDY- I: INDIAN EPIC	SEMESTER- III
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Credit: 1

CONTENTS

UNIT I

Introduction to Indian myth - List of Characters and Places of Action in the Story: **The Eighth Baby- Enter- House of Joy** – Story description- Critical analysis- character analysis

UNIT II

Bride for Five- Uncle's Gift- City of Splendor – Story description- Critical analysis- character analysis

UNIT III

Stakes Unmatched- Wanderings- Hundred Questions- Story description- Critical analysis- - character study

UNIT IV

Servitude- Warning Shots- War or Peace?- Action- Story description- Critical analysis

UNIT V

Hesitant Hero- Delirium of Destruction- Victory and Sorrow- Story description- Critical analysis- - character investigation

TEXT BOOKS:

1. *Narayan. R. K.* 2014. **The Mahabharata.** Vision Books Publication First edition. New Delhi.
2. **The Great Epic of India: Character and Origin of the Mahabharata –** January 1, 1993 by *E.Wasburn Hopkins.* India.

REFERENCE BOOKS:

1. *Arjunsinh K. Parmar,* 2002. **Critical Perspectives on the Mahabharata.** Sarup and Sons Publishe. New Delhi.
2. *Karve, Irawati,* 2008. **Yuganta: The End of an Epoch.** Disha Books Publication. New Delhi.
3. *Divakaruni, Chitra Banerjee,* 2008. **The Palace of Illusions.** Pan Macmillan Publication. New Delhi.
4. *Pattanaik, Devdutt,* 2011. **Jaya: An Illustrated Retelling of the Mahabharata** (The Great Indian Epics Retold). Penguin Global Publishers. New Delhi.

17UELSS2	SELF- STUDY- II: FICTION AND FILM	SEMESTER- III
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Credit: 1**PERAMBLES:**

To expose students to the avenues of creativity through Fiction and Film

COURSE OUTCOMES:

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

CO Number	CO Statement	Knowledge Level
CO1	Bring out the realistic life of 18 th century	K1
CO2	Compare the psychological depth of Austen's characters	K2
CO3	Explain the use of symbolism and imagery	K2
CO4	Build the study of "Country House Novel"	K3
CO5	Identify the themes, Motifs, Style and Techniques of Austen's novel	K3

MAPPING WITH PROGRAMME OUTCOMES:

COs/POs	PO1	PO2	PO3	PO4	PO5
CO1	S	M	S	M	S
CO2	M	S	M	S	S
CO3	S	M	S	M	M
CO4	M	S	M	S	M
CO5	M	S	M	M	S

S - Strong, M - Medium, L - Low

17UELSS2	SELF- STUDY- II: FICTION AND FILM	SEMESTER- III
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Credit: 1**CONTENTS****UNIT I**

Chapters: Netherfield Park- The Family Hears of Mr. Bennet's visit to Netherfield- Mr. Bingley and Mr. Darcy at the Ball- Impressions of the Ball- Sir William and Lady Lucas- Mr. Darcy Finds Elizabeth Likable- Jane is invited to Netherfield- Jane and Elizabeth at Netherfield- Darcy's Growing Admiration for Elizabeth- The Arrival of Mr. Collins- Mr. Wickham Comes on the Scene- A pleasant Evening

UNIT II

Chapters: An Invitation- The Ball at Netherfield- A Pompous Proposal- Elizabeth Obtains Her Father's Support- The Bingley's Leave Netherfield- Charlotte Makes a Surprising Decision- Mrs. Benner is Extremely Angry- Mr. Bingley's Absence and Jane's Unhappiness- Jane is Invited to London- A change of Heart- A Brief Halt at London

UNIT III

Chapters: A brief Halt at London- Hunsford: Visiting the Collin's- Dinner at Rosings- Elizabeth meets Mr. Darcy and Colonel Fitzwilliam- A Musical Evening at Rosings- An Unexpected Visit from Mr. Darcy- A Revelation- A Strange Proposal- Darcy's Letter of Explanation- Elizabeth is Left to Her Reflections- Elizabeth and Jane Return to Longbourn

UNIT IV

Chapters: Elizabeth Discusses Wickham with Jane- Elizabeth is Anxious about Lydia- Elizabeth starts out on a Holiday- Elizabeth Meets Mr. Darcy at Pemberley- Mr. Darcy Brings His Sister to see Elizabeth- Elizabeth calls on Miss Darcy- Elizabeth Hears of Lydia's Elopement- The Family Reels Under the Blow- Mr. Collin's writes a Letter of Sympathy- Mr. Gardiner's Letter: An Agreement with Wickham- Elizabeth regrets Having Told Mr. Darcy about Lydia's Folly

UNIT V

Chapters: Lydia and Wickham Arrive at Longbourn- Mrs. Gardiner Explains Mr. Darcy's Part in Lydia's Marriage- Mr. Bingley and Mr. Darcy Visit the Bennets- Mr. Bingley and Mr. Darcy Dine with the Bennets- Jane is Engaged to Mr. Bingley- Lady Catherine pays a Visit to Elizabeth- Mr. Collins Writes Again- Darcy and Elizabeth- Mr. Darcy seeks Mr. Bennet's Permission to Marry Elizabeth- Some Letters- The Happy Conclusion

TEXT BOOKS:

1. *Austen, Jane. **Pride and Prejudice***. Tor Classics., Macmillan Publishers.
2. **Pride and Prejudice** directed by Joe Wright, produced by Studio Canal Working Title Films

REFERENCE BOOKS:

1. *Curtis, Sittenfeld*. 2016. **Eligible: A Modern Retelling of Pride and Prejudice**. Random House Publication. India.
2. *Wiley- Blackwell*. Editor. 2012. **Film Appreciation**. Malden, United Kingdom.
3. Debra Teachman. 2000. **Student Companion to Jane Austen**. Greenwood Press. Westport.
4. Janet Todd. 1983. **Jane Austen: New Perspectives**. Holmes & Meier. New York. United States.

17UFC3FA	பகுதி – 4 : அடிப்படைத்தமிழ்தாள் : 1 (Basic Tamil)	SEMESTER- III
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இளங்கலை 2017 – 2018 ஆம் கல்வியாண்டு முதல் சேர்வோர்க்குரியது

(10 மற்றும் 12 – ஆம் வகுப்பு வரை தமிழ் மொழிப்பாடம் பயிலாதவர்களுக்கு)

(பருவத் தேர்வு உண்டு)

அலகு : 1. தமிழ் மொழியின் அடிப்படைக் கூறுகள் .

அ) எழுத்துகள் :

- உயிர் எழுத்துக்கள் - குறில் , நெடில் எழுத்துகள்
- மெய் எழுத்துக்கள் - வல்லினம், மெல்லினம், இடையினம்
- உயிர்மெய் எழுத்துக்கள்

ஆ) சொற்களின் வகைகள் :பெயர்ச்சொல், வினைச்சொல் – விளக்கம் (எ.கா.)

அலகு : 2. குறிப்பு எழுதுதல்

- பெயர், முகவரி, பாடப்பிரிவு , கல்லூரியின் முகவரி
- தமிழ் மாதங்கள்(12), வாரநாட்கள்(7),
எண்கள் (ஒன்று முதல் பத்து வரை), வடிவங்கள், வண்ணங்கள்
- ஊர்வன, பறப்பன, விலங்குகள், மனிதர்களின்
உறவுப்பெயர்கள்
- இந்திய மாநிலங்கள், நதிகள், தேசத் தலைவர்கள் பற்றிய
குறிப்புகள்

வினாத்தாள் அமைப்பு முறை - மொத்த மதிப்பெண்கள் - 50			
பகுதி -அ	சரியான விடையைத் தேர்வு செய்தல்	10x2=20	அனைத்து அலகுகளில் இருந்தும் வினாக்கள் அமைதல் வேண்டும்
பகுதி -ஆ	அரைப்பக்க அளவில் விடையளிக்க	5x3=15	
பகுதி-இ	இரண்டு பக்க அளவில் விடையளிக்க	1x15=15	

17UFC3FB	பகுதி – 2 : சிறப்புத் தமிழ்தாள் : 1 (Advanced Tamil)	SEMESTER- III
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இளங்கலை 2017 – 2018 ஆம் கல்வியாண்டு முதல் சேர்வோர்க்குரியது
(10 மற்றும் 12 – ஆம் வகுப்புகளில் தமிழ் மொழிப்பாடம் பயின்றவர்களுக்கு உரியதுபருவத்
தேர்வு உண்டு)

அலகு – 1: மரபுக் கவிதைகள்

அ)பாரதியார் கவிதைகள்

- தமிழ்நாடு
- மனதில் உறுதி வேண்டும்
- வருகின்ற பாரதம் (பா.எண்.5-8)

ஆ)பாரதிதாசன் கவிதைகள்

- இன்பத்தமிழ்
- நீங்களே சொல்லுங்கள்
- உலக ஒற்றுமை
- வாளினை எட்டா!

அலகு – 2 : புதுக்கவிதைகள்

- கம்பன் கவியரங்கக் கவிதை - மு.மேத்தா
- தமிழா! நீ பேசுவது தமிழா! - காசியானந்தன்
- நட்புக் காலம் (10 கவிதைகள்) - அறிவுமதி கவிதைகள்

அலகு – 3 : இலக்கணம்

- வல்லினம் மிகும் மற்றும் மிகா இடங்கள்
- ர, ற, - ல, ழ, ள - ந, ண, ன - வேறுபாடு அறிதல்

அலகு – 4: கடிதங்கள் எழுதுதல்

- பாராட்டுக் கடிதம்
- நன்றிக் கடிதம்
- அழைப்புக் கடிதம்
- அலுவலக விண்ணப்பங்கள்

அலகு – 5: பாடம் தழுவிய வரலாறு

- பாரதியாரின் இலக்கியப் பணி
- பாரதிதாசனின் இலக்கியப்பணி
- மரபுக்கவிதை, புதுக்கவிதை - விளக்கம்

வினாத்தாள் அமைப்பு முறை - மொத்த மதிப்பெண்கள் – 50			
பகுதி -அ	சரியான விடையைத் தேர்வு செய்தல்	10x1=10	ஒவ்வொரு அலகிலும் இரண்டு வினாக்கள்
பகுதி -ஆ	அரைப்பக்க அளவில் விடையளிக்க	5x3=15	ஒவ்வொரு அலகிலும் ஒரு வினா
பகுதி -இ	இரண்டு பக்க அளவில் விடையளிக்க	5x5=25	ஒவ்வொரு அலகிலும் ஒரு வினா
குறிப்பு: பகுதி ஆ மற்றும் இ -க்கான வினாக்கள் இது அல்லது அது என்ற அடிப்படையில் அந்தந்த அலகுகளில் அமைதல் வேண்டும்			

17UFC3FC	PART-IV: YOGA FOR HUMAN EXCELLENCE	SEMESTER - III
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Total Credits: 2
Hours Per Week: 2

CONTENTS

UNIT - I

Yoga and Physical Health

- 1.1 Physical Structure-Three bodies-Five limitations
- 1.2 Simplified physical Exercise – Hand Exercises – Leg Exercises – Breathing Exercises – Eye Exercises –Kapalapathi
- 1.3 Maharasanas 1-2 Massages - puncture-Relaxation
- 1.4 Yogasanas– Padmasana- Vajrasanas-Chakrasanas (side) – Viruchasanas – Yoga muthra – Patchimothasanas – Ustrasanas – Vakkarasanas – Salabasanas

UNIT - II

Art of Nurturing the life force and Mind

- 2.1 Maintaing the youthfulness –Postponing the ageing process
- 2.2 Sex and Spirituality – Significancew of sexual vital fluid – Married life Chastity
- 2.3 Ten stages of Mind
- 2.4 Mental frequency – Methods for concentration

UNIT - III

Sublimation

- 3.1 Purpose and Philosophy of life
- 3.2 Introspection – Analysis of Thought
- 3.3 Moralization of Desires
- 3.4 Neutralization of Anger

UNIT IV

Human Resources Development

- 4.1 Eradication of worries
- 4.2 Benefits of Blessings
- 4.3 Greatness of Friendship
- 4.4 Individual Peace and World Peace

UNIT V

Law of Nature

5.1 Unified force – Cause and Effect system

5.2 Purity of Thought and Deed and Genetic Centre

5.3 Love and Compassion

5.4 Cultural Education – Fivefold Culture

17UFC3FD	PART- IV: WOMEN'S RIGHTS	SEMESTER - III
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Total Credits: 2
Hours Per Week: 2

CONTENTS

UNIT- I

Laws, Legal Systems and Change: Definition - Constitutional law, CEDAW and International Human Rights - Laws and Norms - Laws and Social Context - Constitutional and Legal Framework.

UNIT- II

Politics Of Land And Gender In India: Introduction - Faces of Poverty - Land as Productive Resources - Locating Identities - Women's Claims to Land - Right to Property - Case Studies.

UNIT- III

Women's Rights: Access to Justice: Introduction - Criminal Law - Crime Against Women - Domestic Violence - Dowry Related Harassment and Dowry Deaths - Molestation - Sexual Abuse and Rape - Loopholes in Practice - Law Enforcement Agency.

UNIT- IV

Women's Rights: Violence Against Women - Domestic Violence - The Protection of Women from Domestic Violence Act, 2005 - The Marriage Validation Act, 1982 - The Hindu Widow Re-marriage Act, 1856 - The Dowry Prohibition Act, 1961.

UNIT -V

Special Women Welfare Laws: Sexual Harassment at Work Places - Rape and Indecent Representation - The Indecent Representation (Prohibition) Act, 1986 - Immoral Trafficking - The Immoral Traffic (Prevention) Act, 1956 - Acts Enacted for Women Development and Empowerment - Role of Rape Crisis Centers

REFERENCES BOOKS:

1. *Nitya Rao*. 2008. **Good Women do not Inherit Land** Social Science Press and Orient Blackswan. New Delhi.
2. *International Solidarity Network*, 2006, **Knowing Our Rights** An imprint of Kali for Women. India.
3. *Kaushik. P.D.* 2007. **Women Rights**. Bookwell Publication.India.
4. *Aruna Goal*. 2004. **Violence Protective Measures for Women Development and Empowerment**. Deep and Deep Publications Pvt. India.
5. *Monica Chawla*. 2006. **Gender Justice**. Deep and Deep Publications Pvt Ltd. India.
6. *Preeti Mishra*. 2007. **Domestic Violence Against Women**. Deep and Deep Publications Pvt. India.
7. *ClairM.Renzetti, Jeffrey L.Edleson, and Raquel Kennedy Bergen*. 2001. Source Book on **Violence Against Women**. Sage Publications. New Delhi.

17UFC3FE	PART-IV: CONSTITUTION OF INDIA	SEMESTER - III
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Total Credits: 2
Hours Per Week: 2

CONTENTS

UNIT I

Making of Constitution - Constituent Assembly- Dr.RajendraPrasath-
Dr.B.R.Ambedkar - Salient features - Fundamental Rights.

UNIT II

Union Executive - President of India - Vice-President - Prime Minister
- Cabinet - Functions

UNIT III

Union Legislature - Rajiya Sabha - Lok Sabha - Functions and Powers

UNIT IV

Union Judiciary - Supreme Court - Functions - Rule of law

UNIT V

State - Executive - Legislature - Judiciary - Role of Tamil Nadu
Public Service Commission.

REFERENCE BOOKS:

1. *Agharwal.R.C.* 1977, **National Moment and Constitutional Development.** New Delhi.
2. *Chapra B.R.,* 1970, **Constitution of India.** New Delhi.
3. *Rao B.V,* 1975. **Modern Indian Constitution.** Hyderabad.
4. *Nani Palkhivala ,*1970, **Constitution of India,** New Delhi.
5. *Krishna Iyer, V.R.,* 2009, **Law and Justice.** New Delhi.
6. Reference Manual from the Govt. of Tamil Nadu.

17UTL41T	தமிழ் I - தாள் - IV	SEMESTER - IV
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Total Credits: 3
Hours Per Week: 4

குறிக்கோள்:

- மொழிப்பாடங்களின் வாயிலாக தமிழரின் பண்பாடு, பகுத்தறிவு, கலை மற்றும் மரபு ஆகியவற்றை அறிந்து மாணவர்களின் படைப்பாக்கத்திறன்களை ஊக்குவித்தல்
 பயனடைவுக்கல்வியின் விளைவாக ஏற்படும் பயன்பாடுகள்:

பாடத்திட்டப் பகுப்பு முறை	பாடத்திட்டத்தின் குறிக்கோள்	அறிவுத்திறன் வெளிப்படும் அளவு முறை
CO ₁	வாழ்க்கைத் திறன்கள் (Life Skills) - மாணவனின் செயலாக்கத்திறனைத் தாய்மொழி வாயிலாக ஊக்குவித்தல்	K ₁ , K ₂ , K ₃
CO ₂	மதிப்புக்கல்வி (Attitude and Value educations)	K ₂ , K ₄
CO ₃	பாட இணைச்செயல்பாடுகள் (Co-curricular activities)	K ₂ , K ₃ , K ₄
CO ₄	சூழலியல் ஆக்கம் (Ecology)	K ₄
CO ₅	மொழி அறிவு (Tamil knowledge)	K ₅ , K ₆

MAPPING With PROGRAMME OUTCOMES:

COs/POs	PO1	PO2	PO3	PO4	PO5
CO1	S	M	M	M	M
CO2	S	M	M	M	M
CO3	S	M	M	M	M
CO4	S	M	M	M	M
CO5	S	M	M	M	M

S - Strong, M - Medium, L - Low

17UTL41T	தமிழ் I - தாள் - IV	SEMESTER - IV
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Total Credits: 3
Hours Per Week: 4

சங்க இலக்கியம் - நாட்டுப்புற இலக்கியம்- இலக்கிய வரலாறு - இலக்கணம்

அலகு - 1 எட்டுத்தொகை

1. குறுந்தொகை - (நெய்தல் , பாடல் எண் : 57 - சிறைக்குடி ஆந்தையார்)
(மருதம் , பாடல் எண்: 61 - தும்பிசேர்கீரன்)
(முல்லை , பாடல் எண்: 167 - கூடலூர்கிழார்)
2. கலித்தொகை - (பாலைக்கலி , பாடல் எண் :17 - பெருங்கடுங்கோ)
3. அகநானூறு - (பாலை , பாடல் எண் : 43 - நல்லந்துவனார்)
4. புறநானூறு - (பா.எண்.192 - கணியன் பூங்குன்றனார், பா.எண் : 279 -
ஒக்கூர் மாசாத்தியார் , பா.எண்: 312 - பொன்முடியார்)

அலகு - 2 பத்துப்பாட்டு

1. முல்லைப்பாட்டு - நப்பூதனார்

அலகு - 3 நாட்டுப்புறவியல்

1. நாட்டுப்புறப்பாடல்கள் - அறிமுகம்
2. தாலாட்டுப் பாடல்கள் (2 பாடல்கள்)
3. தொழில் பாடல்கள் (1 பாடல்கள்)
4. ஆத்தங்கரை ஓரம் (புதினம்) - வெ.இறையன்பு

அலகு - 4 இலக்கிய வரலாறு

1. எட்டுத்தொகை
- 2.பத்துப்பாட்டு
3. புதினத்தின் தோற்றமும் வளர்ச்சியும்

அலகு - 5 இலக்கணம்

1. அகத்திணை - விளக்கம்
2. புறத்திணை - விளக்கம் (12 திணைகள்)

பார்வை நூல்கள்

- 1 . தமிழ்த்துறை வெளியீடு
2. இலக்கிய வரலாறு - பேராசிரியர் முனைவர் பாக்யமேரி
3. நாட்டுப்புற இயல் ஆய்வு - சு. சக்திவேல்

17UHL41H	PART- I: HINDI- IV	SEMESTER - IV
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Total Credits: 3
Hours Per Week: 4

PREAMBLE:

- To develop the writing ability and develop reading skill
- To learn various concepts and techniques for criticizing literature, to learn the techniques for expansion of ideas and translation process

COURSE OUTCOMES:

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

CO Number	CO Statements	Knowledge Level
CO1	Learn the fundamentals of novels and stories.	K1
CO2	Understand the principles of translation work.	K2
CO3	Apply the knowledge writing critical views on fiction.	K3
CO4	Build creative ability.	K3
CO5	Expose the power of creative reading.	K2

MAPPING WITH PROGRAMME OUTCOMES:

COs/POs	PO1	PO2	PO3	PO4	PO5
CO1	S	M	M	M	S
CO2	S	M	M	M	S
CO3	S	M	S	M	S
CO4	S	M	S	M	S
CO5	S	M	S	M	S

S – Strong, M – Medium, L – Low

17UHL41H	PART- I: HINDI- IV	SEMESTER - IV
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Total Credits: 3
Hours Per Week: 4

CONTENTS

UNIT - I

नाटक – लडाई – सर्वेश्वरदयाल सक्सेना

प्रकाशक: वाणी प्रकाशन

21-A, दरियागंज

नई दिल्ली-110002

UNIT - II

एकांकी : एकांकी पंचामृत – डॉ राम कुमार

(भोर और तारा छोड़कर)

प्रकाशक: जवाहर पुस्तकालय

सदर बाजार, मथुरा

उत्तर प्रदेश-281001

UNIT - III

साधारण निबंध

प्रकाशक: आदर्श निबंध

विनोद पुस्तक मंदिर

आगरा-282002

17UML41M	PART- I: MALAYALAM- IV	SEMESTER- IV
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Total Credits: 3
Hours Per Week: 4

PREAMBLE:

- To develop the writing ability and develop reading skill
- To learn various concepts and techniques for criticizing literature, to learn the techniques for expansion of ideas and translation process

COURSE OUTCOMES:

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

CO Number	CO Statements	Knowledge Level
CO1	Learn the fundamentals of novels and stories.	K1
CO2	Understand the principles of translation work.	K2
CO3	Apply the knowledge writing critical views on fiction.	K3
CO4	Build creative ability.	K3
CO5	Expose the power of creative reading.	K2

MAPPING WITH PROGRAMME OUTCOMES:

COs/POs	PO1	PO2	PO3	PO4	PO5
CO1	S	M	M	M	S
CO2	S	M	M	M	S
CO3	S	M	S	M	S
CO4	S	M	S	M	S
CO5	S	M	S	M	S

S – Strong, M – Medium, L – Low

17UML41M	PART I- MALAYALAM-IV	SEMESTER- IV
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Total Credits: 3
Hours Per Week: 4

CONTENTS

Drama & Folklore Paper IV. Drama & Folklore

Unit I, II & III

A Drama

Unit IV & V

Folklore

TEXT BOOKS:

1. Unit I, II & III Lankalakshmi – C. N. Sreekantan Nair (D.C. Books, Kottayam).
2. Amkapurappadu – From Vadankkanpattu Folk song. By Thikkurissi Gangadharan.

REFERENCE BOOKS:

1. Natyasasthram, K.P. Narayana Pisharodi, Trans. (Kerala Sahithya Akademi, Thrissur).
2. Malayala Nataka Sahithya Charithram, G. Sankara Pillai (Kerala Sahithya Akademi, Thrissur).
3. Malayala Nataka Sahithya Charithram, Vayala Vasudevan Pillai (Kerala Sahithya Akademi Thrissur).
4. Natakam – Oru Patanam (C. J. Smaraka Prasanga Samithi, Koothattukulam).
5. Natakaroopacharcha, Kattumadam Narayanan (NBS, Kottayam)
6. Folklore – Raghavan Payyanadu (Kerala Bhasha Institute, Trivandrum)

17UFL41F	PART- I: FRENCH- IV	SEMESTER- IV
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Total Credits: 3
Hours Per Week: 4

PREAMBLE:

- To Acquire Competence in General Communication Skills – Oral + Written – Comprehension & Expression
- To Introduce the Culture, life style and the civilization aspects of the French people as well as of France

COURSE OUTCOMES:

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

CO Number	CO Statements	Knowledge Level
CO1	Learn the Basic verbs, numbers and accents	K1
CO2	To learn the adjectives and the classroom environment in France	K2
CO3	Learn the Plural, Articles and the Hobbies	K3
CO4	To learn the Cultural Activity in France	K3
CO5	To learn the Sentiments, life style of the French people and the usage of the conditional tense	K2

MAPPING WITH PROGRAMME OUTCOMES:

COs/POs	PO1	PO2	PO3	PO4	PO5
CO1	S	M	M	M	S
CO2	S	M	M	M	S
CO3	S	M	S	M	S
CO4	S	M	S	M	S
CO5	S	M	S	M	S

S: Strong, M: Medium, L: Low

17UFL41F	PART- I: FRENCH- IV	SEMESTER- IV
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Total Credits: 3
Hours Per Week: 4

CONTENTS

Compétence Culturelle	Compétence de Communication	Compétence Grammatical
UNITÉ 6 - Problèmes problems		
<ul style="list-style-type: none"> • Le bénévolat 	<ul style="list-style-type: none"> • INTERACTION ORALE: Interroger sur la tristesse, l'abattement, exprimer sa sympathie, rassurer • RÉCEPTION ORALE: Comprendre une interview à la radio • RECEPTION ÉCRITE: Comprendre un test de magazine • PRODUCTION ÉCRITE: Écrire une lettre à un(e) amie 	<ul style="list-style-type: none"> • Les pronoms indéfinis rien, quelque chose • Le verbe crier • Du pluriel: eau, eu, al • Se soigner, s'excuser, se renseigner, s'appeler • La phrase négative: ne... plus, ne... jamais, ne... rien, ne... personne
UNITÉ 7 - C'est qui? C'est comment?		
<ul style="list-style-type: none"> • Les classes sociales 	<ul style="list-style-type: none"> • INTERACTION ORALE: Décrire quelqu'un • RECEPTION ORALE: Comprendre un bulletin météo • RECEPTION ÉCRITE: Comprendre une courte interview • PRODUCTION ÉCRITE: Écrire des notices biographiques 	<ul style="list-style-type: none"> • Les adjectifs qualificatifs: Formes au masculin et au féminin • Il fait beau, il neige, il pleut... • Le verbe décrire • Les verbes en -indre • Les adjectifs possessifs féminins mon, ton, son devant voyelle ou h
UNITÉ 8 - Et après? Et après		
<ul style="list-style-type: none"> • La mémoire et l'histoire 	<ul style="list-style-type: none"> • INTERACTION ORALE: Raconter une anecdote, une histoire, attirer l'attention • RÉCEPTION ORALE: Comprendre une interview à la radio 	<ul style="list-style-type: none"> • L'imparfait(2) • Les verbes en -oir • Les pronoms démonstratifs ça et cela • Prés de...

	<ul style="list-style-type: none"> • RÉCEPTION ÉCRITE: Comprendre des faits divers • PRODUCTION ÉCRITE: Écrire une brève 	Loin de... <ul style="list-style-type: none"> • La forme passive
UNITÉ 9 – Sûr et certain		
<ul style="list-style-type: none"> • L'université en France 	<ul style="list-style-type: none"> • INTERACTION ORALE Exprimer un point de vue, exprimer une certitude • RÉCEPTION ORALE : Comprendre et apprécier un poème • RÉCEPTION ÉCRITE : Comprendre un appel à participer à la vie collective • PRODUCTION ÉCRITE : Ecrire une lettre de motivation 	<ul style="list-style-type: none"> • Le futur des verbes <i>parler, Avoir, être, voir</i> • Le verbe <i>valoir</i> • Par • Les pronoms démonstratifs <i>celui-ci, celle -là</i>
UNITÉ 10 – Peut -être...peut-être		
<ul style="list-style-type: none"> • Le système de santé en France 	<ul style="list-style-type: none"> • INTERACTION ORALE : Exprimer une incertitude, exprimer l'évidence • RÉCEPTION ORALE : Comprendre et apprécier une chanson • RECEPTION ÉCRITE : Comprendre un débat d'idées • PRODUCTION ÉCRITE : Écrire au courrier des lecteurs 	<ul style="list-style-type: none"> • Les pronoms personnels objets, indirect <i>lui, leur</i> • L'impératif affirmatif + COD et COL • Les verbes <i>en - ayer</i> • L'interrogation à inversion

TEXT BOOK:

1. Marcella Di Giura Jean-Claude Beacco, **Alors II** . Goyal Publishers Pvt Ltd. University Block ,Jawahar Nagar (Kamla Nagar), New Delhi.

17UEG42G	PART- II: ENGLISH- IV	SEMESTER- IV
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Total Credits: 3
Hours Per Week: 4

PREAMBLE:

To develop and enrich English language competencies of students in Functional English

COURSE OUTCOMES:

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

CO Number	CO Statement	Knowledge Level
CO1	Infer the prose works of R.K.Narayan, Stephen Leacock and Kasturi Sreenivasan.	K2
CO2	Compare Indian poetry with British Poetry.	K4
CO3	Analyse the themes in similitude by understanding the short stories.	K4
CO4	Organize role plays after understanding the one act plays.	K3
CO5	Test for Functional Grammar, Interviews skills, Group Discussions and Presentations.	K4

MAPPING WITH PROGRAMME OUTCOMES:

COs/POs	PO1	PO2	PO3	PO4	PO5
CO1	M	S	M	S	M
CO2	S	M	S	M	S
CO3	S	M	S	S	M
CO4	M	S	S	S	S
CO5	S	M	S	M	S

S – Strong, M – Medium, L – Low

17UEG42G	PART- II: ENGLISH- IV	SEMESTER- IV
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Total Credits: 3
Hours Per Week: 4

CONTENTS

UNIT- I PROSE

Sweets for Angels - R.K. Narayan's - Biography- Narrative structure- Exploration of the text- passage analysis- insight of ideas- cohesion and context- style- language techniques

How to be a Doctor - Stephen Leacock's - Biography- Narrative structure- Exploration of the text- passage analysis- insight of ideas- cohesion and context- style- language techniques

I prepared to go to Coimbatore - Kasthuri Srinivasan's - Biography- Narrative structure- Exploration of the text- passage analysis- insight of ideas- cohesion and context- style- language techniques

UNIT- II POETRY

The Road Not Taken - Robert Frost's - Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques

Ode on a Grecian Urn - John Keats's - Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques

Indian Weavers - Sarojini Naidu's - Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques

UNIT- III SHORT STORIES

The Monkey's Paw - W.W. Jacobs's biography - Background- Setting- Plot overview- Characters- Themes, Symbols and Motifs - Critical analysis

The Imp and the Crust - Leo Tolstoy's biography - Background- Setting- Plot overview- Characters- Themes, Symbols and Motifs - Critical analysis

The Doll's House - Katherine Mansfield's biography - Background- Setting- Plot overview- Characters- Themes, Symbols and Motifs - Critical analysis

UNIT- IV ONE ACT PLAYS

Never Never Nest – Cedric Mount’s biography- Plot Summary- Detailed summary and Analysis- Themes- Important Quotations- Characters- Description- analysis- Terms- Symbols- Critical analysis

The Bishop’s Candlesticks – Norman Mckline’s biography- Plot Summary- Detailed summary and Analysis- Themes- Important Quotations- Characters- Description- analysis- Terms- Symbols- Critical analysis

UNIT- V FUNCTIONAL ENGLISH

Preparing for Interviews

Preparing for group discussions

Presentations

TEXT BOOK:

1. Board of Editors. **Melody**. 2016. Department of English., Dr. N.G.P. Arts and Science College (Autonomous), Coimbatore.

REFERENCE BOOKS:

1. Syamala.V. 2002. **Effective English Communication for You**. Emerald Publishers. Chennai.
3. N. Krishnaswamy. 2016. **Modern English: A Book of Grammar, Usage and Composition**. Macmillan India Ltd-New Delhi.
4. Wren and Martin. 2006.**High School English Grammar and Composition**. S. Chand Publishing. New Delhi.

18UEL43A	CORE- VII: CHILDREN'S LITERATURE	SEMESTER - IV
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Total Credits: 4
Hours Per Week: 5

PREAMBLE:

To achieve a general overview of Children's Literature and to acquire a historical perspective on its development

COURSE OUTCOMES:

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

CO Number	CO STATEMENT	Knowledge Level
CO1	Distinguish Poetry from picture books	K4
CO2	Compare tales with Drama	K2
CO3	Make use of the style and technique of Mark Twain's writing through his fiction.	K3
CO4	Analyze Lewis Carol's Creation of Imagination Through his fiction Alice in Wonderland	K4
CO5	Summarize the context of Children's Literature by stating the main ideas	K4

MAPPING WITH PROGRAMME OUTCOMES:

COs/POs	PO1	PO2	PO3	PO4	PO5
CO1	S	M	S	M	S
CO2	M	S	M	S	S
CO3	S	S	M	M	S
CO4	S	M	S	S	M
CO5	S	S	S	S	M

S – Strong, M – Medium, L – Low

18UEL43A	CORE- VII: CHILDREN'S LITERATURE	SEMESTER - IV
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Total Credits: 4
Hours Per Week: 5

CONTENTS

DETAILED:

UNIT- I Poetry & Picture Books

Robert Louis Stevenson- My Shadow - Author's Biography - Analysis - Themes - Background - Stanza Explanation - Picture Description of the poem- Annotation

Ted Hughes - The Jaguar - Author's Biography - Analysis - Themes - Background - Stanza Explanation - Picture Description of the poem- Annotation

Roald Dahl - Little Red Riding Hood and the Wolf - Author's Biography - Analysis - Themes - Background - Stanza Explanation - Picture Description of the poem- Annotation

Grace Nicholas - Lizard - Author's Biography - Analysis - Themes - Background - Stanza Explanation - Picture Description of the poem- Annotation

Valery Nash - Witch Words - Author's Biography - Analysis - Themes - Background - Stanza Explanation - Picture Description of the poem- Annotation

UNIT- II Tales and Drama

Vishnu Sharma- The Panchatantra (I to V):

The Ungrateful Wife - Biography - Background of the story - Plot Summary - Themes - Description - Analysis - Terms - Symbols - Critical Analysis- Annotation

The Winning of Friends - Biography - Background of the story - Plot Summary - Themes - Description - Analysis - Terms - Symbols - Critical Analysis- Annotation

Results of Education - Biography - Background of the story - Plot Summary - Themes - Description - Analysis - Terms - Symbols - Critical Analysis- Annotation

The Brahmin's Dream - Biography - Background of the story - Plot Summary - Themes - Description - Analysis - Terms - Symbols - Critical Analysis - Annotation

The Care that Talked - Biography - Background of the story - Plot Summary - Themes - Description - Analysis - Terms - Symbols - Critical Analysis- Annotation

Charles Perrault - Little Red Riding Hood - Biography – Background of the tale – Plot Summary – Dramatis Personae – Themes – Description – Analysis – Terms – Symbols – Critical Analysis- Annotation

Brothers Grimm - Hansel and Gretel - Biography – Background of the tale – Plot Summary – Dramatis Personae – Themes – Description – Analysis – Terms – Symbols – Critical Analysis- Annotation

J.M. Barrie - Peter Pan - Biography – Background of the tale – Plot Summary – Dramatis Personae – Themes – Description – Analysis – Terms – Symbols – Critical Analysis- Annotation

Lawrence Yep - Dragonwings - Biography – Background of the play – Plot Summary – Dramatis Personae – Themes – Description – Analysis – Terms – Symbols – Critical Analysis- Annotation

UNIT- III Fiction

The Adventures of Tom Sawyer - Mark Twain - Biography – Background of the play – Plot Summary – Character Analysis – Themes - Description – Terms – Symbols - Critical Analysis

NON-DETAILED:

UNIT- IV Fiction

Alice in Wonderland - Lewis Carol - Background of the play – Plot Summary – Character Analysis – Themes - Description – Terms – Symbols - Critical Analysis

UNIT- V General Introduction

The Contexts of Children's Literature: The Ancient World-Greece and Rome (ca. 850 BCE to 476 CE)-The Medieval World (ca. 476-1450)- The Renaissance (ca. 1450-1700)- The Eighteenth Century- The Nineteenth Century- The Twentieth Century and Beyond- Summary- Timeline

TEXT BOOKS:

1. *David L. Russell*. 2011. **Literature for Children: A Short Introduction**. Pearson Publication. United Kingdom.
2. *Hughes, Ted*. 2005. **Collected Poems for Children**. London: **Faber and Fabe**. United Kingdom.
3. *Ryder, Arthur W.*1975. trans. **The Panchatantra**. Bombay: Jaico Publishing House. Mumbai.
4. *Beaumont, Jeanne Marie and Claudia Carlson*. 2003. **The Poets' Grim: 20th Century Poems From Grimm's Fairy Tales**. Ed. Ashland, OR: Story Line Press. United States.
5. *Twain, Mark*. 1884. **The Adventures of Tom Sawyer**. Macmillan Publishers. United States.
6. *Carroll, Lewis*. 2013. **Alice in Wonderland**, WW Norton Co, United States.

REFERENCE BOOKS:

1. *Heyman, Michael, Sumanyu Satpathy, and Anushka Ravishankar*. 2007. **The Tenth Rasa: An Anthology of Indian Nonsense**. Penguin. New Delhi.
2. *Zipes, Jack et al*. 2005. **The Norton Anthology of Children's Literature: The Traditions in English**. Norton. New York. United States.
3. *Reynolds, Kimberley, and M O Grenby, eds*. 2011. **Children's Literature Studies: A Research Handbook**. Palgrave. New York. United States.
4. *Macmillan, Rudd, David*. 2010. **Routledge Companion to Children's Literature**. Routledge. United States.
5. *Stahl, J. D., Tina L. Hanlon, and Elizabeth Lennox Keyser, eds*. 2007. **Crosscurrents of Children's Literature**. Oxford University Press. United States.
6. *Wolf, Shelby, Karen Coats, Patricia A. Enciso, and Christine Jenkins, eds*. 2011. **Handbook of Research on Children's and Young Adult Literature**. Routledge. New York. United States.

17UEL43B	CORE - VIII: INTRODUCTION TO MASS COMMUNICATION	SEMESTER- IV
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Total Credits: 4
Hours Per Week: 5

PREAMBLE:

To familiarize students in employing personal as well as professional ethics, adhering to Journalistic justice

COURSE OUTCOMES:

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

CO Number	CO Statement	Knowledge Level
CO1	Explains the basics of journalism with the introduction of Media practice	K2
CO2	Outlines the history of different forms of Media and growth of Media in the Indian perspective	K2
CO3	Compares the study of landscape in Cinema and Indian TV Commercials	K4
CO4	Classifies News by its characteristics, elements, types and its development of News sense	K3
CO5	Analyzes news sources, Media laws and ethics of print Media	K4

MAPPING WITH PROGRAMME OUTCOMES:

COs/POs	PO1	PO2	PO3	PO4	PO5
CO1	S	S	M	S	S
CO2	S	S	M	S	S
CO3	M	S	S	M	M
CO4	S	M	M	S	S
CO5	M	M	S	M	S

S - Strong, M - Medium, L - Low

17UEL43B	CORE - VIII : INTRODUCTION TO MASS COMMUNICATION	SEMESTER- IV
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Total Credits: 4
Hours Per Week: 5

CONTENTS

UNIT- I

Introduction- Key terms and concepts – Objectives of journalism – reading the media – media audience –media institutions – journalism a profession – news agencies - mac bride commission – agenda setting theory

UNIT - II

Media in the Indian context – history of different forms of media – music in the age of mechanical reproduction – Stephen Putnam Hughes – a historical study of cinema – a study of India's broadcasting policy – history of Indian journalism, Indian Media industry size, Circulation and advertising revenues.

UNIT- III

Media forms, genres, texts – Fashioning a cosmopolitan identity – game shows, commodities and cultural identity – a study of landscape in cinema – images of domesticity and motherhood in Indian Television Commercials – A semiotic Study of TV add Images.

UNIT - IV

Understanding News – definitions – Characteristics and importance of News – Elements of News – Types of News – Difference between News and Information – Developing a News Sense – News Section – News Values – News Peg – Journalist Jargons - Class Exercise – Read Newspapers daily – Discuss the Headlines and Issues.

UNIT - V

Elements of a good story – the interview – interview news sources – sharing techniques – background research – cultivating news sources – Do's and Dont's in Interviews – Media Laws and Ethics – Freedom of Speech – Defamation – Contempt of court – Copyright Privacy – Right of Information law and journalism – codes of ethics, Print media and the origins of the press Laws, Broadcast media evolution and the challenges to policy- Mojo (Mobile Journalism)

TEXT BOOKS:

1. *Rayner, et al.* 2001. **Media Studies: The Essential Introduction, Routledge**, London. United Kingdom.
2. *Rangaswami, Parthasarathy.* **Basic Journalism** (4th Ed). Macmillan Publishers, India.
3. *Keval J. Kumar.* 1994. **Mass Communication in India** (English) 4th Edition, Jaico Publications, New Delhi.

REFERENCES:

1. *McLuhan, Marshall.* 1964. **Understanding Media: The Extension of Man.** MIT Press, Massachusetts. United States.
2. *Chomsky, Noam.* 2002. **Manufacturing Consent: The Political Economy of the Mass Media.** Pantheon, New York. United States.
3. *Postman, Neil.* 2005. **Amusing Ourselves to Death: Public Discourse in the Age of Show Business.** Penguin books, New Delhi.

17UEL4AA	ALLIED- IV: LITERARY CRITICISM	SEMESTER - IV
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Total Credits: 4
Hours Per Week: 5

PREAMBLE:

To provide a thorough knowledge of the literary genres and significant literary movements in English Literature

COURSE OUTCOMES:

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

CO Number	CO Statement	Knowledge Level
CO1	Outline the literary views of the Battle of Tastes	K2
CO2	Identify the role of writers responsible for the Triumph of Classicism	K3
CO3	Compare the critical aspects of writers belonging to the period of Romantic Revolt	K4
CO4	Demonstrate the period of Victorian compromise and writers belonging to this period	K2
CO5	Illustrate the importance of the age of interrogation	K2

MAPPING WITH PROGRAMME OUTCOMES:

COs/POs	PO1	PO2	PO3	PO4	PO5
CO1	M	M	M	S	M
CO2	S	M	S	M	S
CO3	S	M	M	S	M
CO4	S	S	S	M	S
CO5	S	S	S	M	M

S – Strong, M – Medium, L – Low

17UEL4AA	ALLIED- IV: LITERARY CRITICISM	SEMESTER - IV
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Total Credits: 4
Hours Per Week: 5

CONTENTS

UNIT- I

The Battle of Tastes-General Survey- Sir Philip Sidney- Ben Johnson- Literary devices of the writers

UNIT- II

The Triumph of Classicism - General Survey- John Dryden-Joseph Addison- Alexander Pope-Dr Johnson- Literary devices of the writers

UNIT- III

The Romantic Revolt- General Survey- William Wordsworth- St Coleridge- Literary devices of the writers

UNIT- IV

The Victorian Compromise-General Survey-Mathew Arnold- Walter Pater- Literary devices of the writers

UNIT- V

The Age of Interrogation-General Survey TS Eliot- I A Richards- FR Levis- Literary devices of the writers

TEXT BOOK:

1. *Prasad, B.* 2009. **An Introduction to English Criticism.** Macmillan. New Delhi.

REFERENCE BOOKS:

1. *Nagarajan, M.S.* 2011. **English Literary Criticism and Theory.** Orient Blackswan Pvt. Ltd. New Delhi.
2. *Habib, M.A.R.* 2012. **A History of Literary Criticism and Theory.** Wiley. United States.
3. *Eagleton Terry.* 1996. **Literary Theory: An Introduction.** 1996 by Blackwell. United States.

17UEL4SA	SKILL BASED SUBJECT- II: COMMUNICATIVE ENGLISH- II	SEMESTER-IV
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Total Credits: 3
Hours Per Week: 3

PREAMBLE:

To develop pronunciation skills through facilitating speech sounds and to create awareness of circumstances through extempore

COURSE OUTCOMES:

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

CO Number	CO STATEMENT	Knowledge Level
CO1	Enhance listening	K3
CO2	Infer the Self Introduction and others Invitation	K2
CO3	Applying the Diction of greetings according to the new situations	K3
CO4	Rephrase the given passage in a precise form	K2
CO5	Construct the various skills like Writing, Advertising, Booking Tickets and Attending Interviews	K3

MAPPING WITH PROGRAMME OUTCOMES:

COs/POs	PO1	PO2	PO3	PO4	PO5
CO1	S	M	S	S	M
CO2	M	S	M	S	S
CO3	S	S	M	M	S
CO4	S	M	S	M	M
CO5	M	S	M	M	M

S - Strong, M - Medium, L - Low

17UEL4SA	SKILL BASED SUBJECT- II: COMMUNICATIVE ENGLISH- II	SEMESTER- IV
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Total Credits: 3
Hours Per Week: 3

CONTENTS

UNIT- I

Listening Skills: Hearing and Listening- Listening for the Main Idea or the Message- Listening for Factual information- Listening for details- Listening as an aid to Learning about Spoken English

UNIT- II

Language through Literature – Poems: Creative thinking – brainstorming – Observation – Organization – Unique style – Analyze – Imagination – Rethink – Evaluate – paraphrasing – vocabulary – grammar – patterns and all language skills

UNIT- III

Reading and Narrating a Story – Imaginative features: Skimming- Scanning- Intensive Reading- Extensive Reading - Descriptive and Interpretive – Simple Language – Adequate Speed – Interesting Style

UNIT- IV

Dialogue at different situations: At the Post Office, Bank, Railway Stations, Airport, Government Offices, Workshops, Doctors Clinic, Market Place etc.

UNIT- V

Punctuations at the right place: Mechanics, and Spelling - increase readability – Increase clarity – Use dictionary – Useful to make proper sense of the sentence – proper understanding

TEXT BOOKS:

1. Board of Editors. **Basics of Academic English- 1 & 2.** Orient Black Swan. New Delhi.
2. *S.P. Dhanavel.* **English and Soft Skills.** Orient Black Swan. New Delhi.

REFERENCE BOOKS:

1. *Murphy, Raymond.*1992.**Essential English Grammar.** Cambridge University Press. United Kingdom.
2. *Thomas, Samson.*2001.**English Junction-A Communicative Course in English.** Sangam Books. India.
3. Board of Editors, **Essential English,** Orient Black Swan Private Ltd. New Delhi.

17UNM44A	NMEC - II: ENGLISH FOR COMMUNICATION	SEMESTER - IV
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Total Credits: 2
Hours Per Week: 2

PREAMBLE:

To learn the fundamentals of communication especially in business contexts through LSRW

COURSE OUTCOMES:

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

CO Number	CO Statement	Knowledge level
CO1	Understand the basic concepts of verbal and non-verbal communication	K2
CO2	Construct business correspondence, speeches, meetings and effective listening	K3
CO3	Develop vocabulary, editing, reference skills	K3
CO4	Infer notices, agenda, minutes and emails	K2
CO5	Understand interview techniques and make presentations	K3

MAPPING WITH PROGRAMME OUTCOMES:

COs/POs	PO1	PO2	PO3	PO4	PO5
CO1	S	S	M	S	S
CO2	S	S	M	S	M
CO3	S	M	S	M	M
CO4	S	S	S	M	S
CO5	S	M	M	M	M

S – Strong, M – Medium, L – Low

17UNM44A	NMEC - II: ENGLISH FOR COMMUNICATION	SEMESTER - IV
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Total Credits: 2
Hours Per Week: 2

CONTENTS

UNIT- I

An Introduction to Communication-What is communication- 7c's of communication - How to develop Communication in English Verbal & Non-Verbal communication -Vocabulary Development- Body language- Personality Development

UNIT- II

Business Correspondence- writing official letters and profiles- Speeches- How to frame an effective speech- Remove stage fear-Delivering an effective speech Meetings- Purpose and types of meetings- planning and structuring effective meeting- Effective Listening -Importance of Effective Listening- How to improve Listening Skills

UNIT- III

Vocabulary Development – Word Building- Editing Skills -Editing and proof reading - Reference Skills- Printed Dictionary – Online Dictionary

UNIT- IV

Notices, Agendas and Minutes -Framing Notice Agenda and Minutes- E-Mail Communications- Framing Electronic mails

UNIT- V

Making Presentations – Types of presentations- Drafting an Effective Presentation- Delivering a good Presentation - Interview Techniques -Types of interviews- How to prepare for an interview- preparing a good CV

TEXT BOOK:

1. OMP. Juneja & Aarati Mujundar. 2010. **Business Communication Techniques and Methods**. Orient Black Swan. United States.

REFERENCE BOOKS:

1. Means Thomas L. 2005. **English & Communication**. Cengage Learning. United States.

2. *Khanna Pooja*. 2016. **English communication**. Chand S Publishing. New Delhi.
3. *Kumar S*.2011.**Communicative Skill**. Oxford University Press. New Delhi.
4. *Kumar Sanjay, Pushpalata*. 2015. **Communication Skills**. Oxford University Press. New Delhi.
5. *Dhanavel S P*.2010.**English and Soft Skill**. Orient Black Swan. New Delhi.

17UFC4FA	PART- IV: அடிப்படைத் தமிழ்	SEMESTER - IV
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Total Credits: 2
Hours Per Week: 2

(10 மற்றும் 12- ஆம் வகுப்பு வரை தமிழ் மொழிப்பாடம் பயிலாதவர்களுக்கு)
(பருவத் தேர்வு உண்டு)

அலகு: 1 நீதி நூல்கள்

- ஆத்திசூடி (முதல் – 12 பாடல்கள்) – “அறம் செய விரும்பு” முதல் “ஓளவியம் பேசேல்” வரை
- கொன்றை வேந்தன் (முதல் – 7 பாடல்கள்)- அன்னையும் பிதாவும் முன்னறி தெய்வம்” முதல் எண்ணும் எழுத்தும் கண் எனத் தகும்” வரை
- திருக்குறள் (6 பாடல்கள்)
1.அகர முதல (1),
2. மனத்துக் கண்.....(34)

3. இனிய உளவாக(100)

4.தீயவை தீய பயத்தலான்..(202)

5. கற்க கசடற(391)

6.கண்ணோடு கண்ணினை..(1100)

அலகு : 2 அ) எளிய நீதிக்கதைகளும் வாழ்க்கை முறைகளும்

- நீதிகாத்த மன்னன்
- சிங்கமும் முயலும்
- புத்திசாலி உழவனும் போக்கிரிப் பூதமும்
- தேனியும் புறாவும்
- முயல் கூறிய தீர்ப்பு

ஆ) தமிழகப் பண்பாடுகள் : (சொற்களைத் தொடராக்குதல்)

- தமிழர் விழாக்கள் (பொங்கல், ஆடிப்பெருக்கு)
- தமிழர் கலைகள் (தெருக்கூத்து, ஓவியம், சிற்பம்,)
- தமிழர் விளையாட்டுகள் (ஏறுதழுவுதல், சடுகுடு)

17UFC4FB	யுசுவு- ஐஏ: யுனையெநன வுயஅடை	SEMESTER - IV
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Total Credits: 2
Hours Per Week: 2

(10 மற்றும் 12- ஆம் வகுப்புகளில் தமிழ் மொழிப்பாடம் பயின்றவர்களுக்கு உரியது)
(பருவத் தேர்வு உண்டு)

அலகு – 1: மரபுக் கவிதைகள்

அ)பாரதியார் கவிதைகள்

- தமிழ்நாடு
- மனதில் உறுதி வேண்டும்
- வருகின்ற பாரதம் (பா.எண்.5-8)

ஆ)பாரதிதாசன் கவிதைகள்

- இன்பத்தமிழ்
- நீங்களே சொல்லுங்கள்
- உலக ஒற்றுமை
- வாளினை எட்டா!

அலகு – 2 : புதுக்கவிதைகள்

- கம்பன் கவியரங்கக் கவிதை - மு.மேத்தா
- தமிழா! நீ பேசுவது தமிழா! - காசியானந்தன்
- நட்புக் காலம் (10 கவிதைகள்) - அறிவுமதி கவிதைகள்

அலகு – 3 : இலக்கணம்

- வல்லினம் மிகும் மற்றும் மிகா இடங்கள்
- ர, ற, - ல, ழ, ள - ந, ண, ன - வேறுபாடு அறிதல்

அலகு – 4: கடிதங்கள் எழுதுதல்

- பாராட்டுக் கடிதம்
- நன்றிக் கடிதம்
- அழைப்புக் கடிதம்
- அலுவலக விண்ணப்பங்கள்

அலகு – 5: பாடம் தழுவிய வரலாறு

- பாரதியாரின் இலக்கியப் பணி
- பாரதிதாசனின் இலக்கியப்பணி
- மரபுக்கவிதை, புதுக்கவிதை - விளக்கம்

17UFC4FC	PART-IV: GENERAL AWARENESS	SEMESTER - IV
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Total Credits: 2
Hours Per Week: 2

CONTENTS

Verbal Aptitude

Numerical Aptitude

Abstract Reasoning

Tamil And Other Literature

General Science And Technology And Education

Computer Science

Economics And Commerce

History And Freedom Struggle

Sports

Current Affairs

17UEL53A	CORE- IX: SHAKESPEARE	SEMESTER - V
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Total Credit: 5
Hours Per Week: 5

PREAMBLE:

To study Shakespeare and to examine the plots, themes, characters, motifs and techniques

COURSE OUTCOMES:

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

CO Number	CO Statement	Knowledge level
CO1	Examine the historical elements of Julius Caesar	K4
CO2	Experiment with the critical perspectives of Shakespeare's Othello	K3
CO3	Interpret The Merchant of Venice for its language and literature	K2
CO4	Explain the way characters, plot, form, language, setting and theme contribute to the effects of the plays on an audience	K3
CO5	Relate the development of modern thoughts through comedy in Shakespearean play	K2

MAPPING WITH PROGRAMME OUTCOMES:

COs/POs	PO1	PO2	PO3	PO4	PO5
CO1	S	M	M	M	M
CO2	S	S	S	M	M
CO3	S	S	S	S	M
CO4	M	M	S	S	M
CO5	S	S	M	M	S

S – Strong, M – Medium, L – Low

17UEL53A	CORE- IX: SHAKESPEARE	SEMESTER - V
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Total Credit: 5
Hours Per Week: 5

CONTENTS

DETAILED:

UNIT- I

Julius Caesar- Shakespeare's Biography -Historical Background of the play- Themes- Characters- Plot overview - Context- Literary Technique and Devices- Annotation

UNIT- II

Othello- Plot Summary- Detailed summary and Analysis- Themes- Important Quotations- Characters- Description - Analysis- Terms- Symbols - Annotation

UNIT- III

The Merchant of Venice- Plot Summary- Detailed summary and Analysis- Themes- Important Quotations- Characters- Description - analysis- Terms- Symbols - Annotation

NON-DETAILED:

UNIT- IV

The Winter's Tale- Themes- Genre of Comedy- Characters- Plot overview - Literary Technique and Devices

UNIT- V

A Midsummer Night's Dream- Themes- Genre of Comedy- Characters- Plot overview -Literary Technique and Devices

TEXT BOOKS:

1. *William Shakespeare.* 2011. **The Complete Works of William Shakespeare.** Wilco Publishing House. Mumbai.
2. *A.C Bradley.* 2007. **Shakespeare's Tragedies: A Concise Edition and Reassessment by John Russell Brown,** Publisher: Palgrave, Macmillan. Chennai.

REFERENCE BOOKS:

1. *Jonathan Bate, Eric Rasmussen.* 2007. **The RSC Shakespeare: The Complete Works.** Palgrave Macmillan, Chennai.
2. *Rene Girard.* 1991. **A Theater of Envy: William Shakespeare.** Oxford University Press, New York. United States.
3. *Terry Hands,* 1990.**Shakespeare A to Z: the essential reference to his plays, his poems, his life and times, and more** Charles Boyce; David White, editorial consultant, New York. United States.

17UEL53B	CORE- X: AMERICAN LITERATURE	SEMESTER -V
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Total Credit: 4
Hours Per Week: 6

PREAMBLE:

To lay the foundation knowledge of the origin and development of American Literature and Culture and to enhance the ability to discuss and evaluate the relationship among literature, society and arts with various genres

COURSE OUTCOMES:

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

CO Number	CO Statement	Knowledge Level
CO1	Infer the historical perspectives of American Literature	K2
CO2	Demonstrate the usage of metaphorical, symbolic and figurative nature of poetic diction	K2
CO3	Analyze narrative techniques and the structure of the language	K4
CO4	Interpret dialogue sequences and criticize the plots	K5
CO5	Organize students to construct an analytical essay on the use of vivid language in fiction	K3

MAPPING WITH PROGRAMME OUTCOMES:

COs/POs	PO1	PO2	PO3	PO4	PO5
CO1	S	M	M	S	S
CO2	S	S	M	S	M
CO3	S	M	S	M	S
CO4	S	M	S	M	M
CO5	S	S	M	S	M

S – Strong, M – Medium, L – Low

17UEL53B	CORE- X: AMERICAN LITERATURE	SEMESTER -V
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Total Credit: 4
Hours Per Week: 6

CONTENTS

UNIT- I General Introduction

The American Literary Field 1860-1890 (pg. 11- 62): Narrative structure- Exploration of the text- passage analysis- insight of ideas- cohesion and context- style- language techniques

Cambridge History of American Literature: Narrative structure- Exploration of the text- passage analysis- insight of ideas- cohesion and context- style- language techniques

UNIT- II Poetry

A Bird came down for a walk- Emily Dickinson's- Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques- Annotation

The Road not Taken – Robert Frost's- Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques- Annotation

Out of the Cradle Endlessly Rocking – Walt Whitman's- Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques- Annotation

The Snow Man- Wallace's- Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques- Annotation

Mirror- Sylvia Plath's- Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques- Annotation

UNIT- III Prose

Self – Reliance – Emerson's - Biography- Narrative structure- Exploration of the text- passage analysis- insight of ideas- cohesion and context- style- language techniques-Annotation

UNIT- IV Drama

The Glass Menagerie – Tennessee Williams’ - Biography- Narrative structure- Exploration of the text- passage analysis- insight of ideas- cohesion and context- style- language techniques

UNIT- V Fiction

To Kill a Mocking Bird- Harper Lee’s - Biography- Background- Setting- Plot overview- Characters- Themes, Symbols and Motifs - Critical analysis

TEXT BOOKS:

1. *Twain, Mark*. 1884. *Adventures of Huckleberry Finn*. United Kingdom.
2. *Ed. Rita Dove*. 2008. *Penguin Anthology of American Literature*. Penguin Publishers. United States.
3. *The Norton Anthology of American Literature*. 2011. *W. W. Norton & Company, Inc.* United States.

REFERENCE BOOKS:

1. *Ed. Susan Belasco*. 2014. **The Bedford Anthology of American Literature Beginnings to 1865**. Macmillan, New Delhi.
2. *Gray Richard*. 2010. **A History of American Literature**. Wiley-Blackwell, United States.
3. *Norman Foster*. **American Poetry and Prose, Vol. 2**; Boston Houghton Mifflin Company, United States.
4. *Hart James D, Phillip W. Leininger*. 1941. **The Oxford Companion to American Literature**. Oxford University Press, New York. United States.

17UEL53C	CORE- XI: INTENSIVE STUDY OF AN AUTHOR- R. K. NARAYAN	SEMESTER – V
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Total Credit: 4
Hours Per Week: 6

PREAMBLE:

To motivate students to trace the autobiographical elements of R. K. Narayan's literary journey and his evolution as a worldwide writer and to interpret R. K. Narayan's works

COURSE OUTCOMES:

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

CO Number	CO Statement	Knowledge Level
CO1	Illustrate episodes of R. K. Narayan's personal and literary life	K2
CO2	Assume the aspects of Indian cultural background through multiple short stories	K4
CO3	Categorize the work as a realistic one of typical south Indian life	K4
CO4	Estimate the employment of R. K. Narayan's narrative techniques, usage of words and his setting in an imaginary town	K5
CO5	Build models to evaluate, explore and synthesize texts	K5

MAPPING WITH PROGRAMME OUTCOMES:

COs/POs	PO1	PO2	PO3	PO4	PO5
CO1	S	M	M	S	S
CO2	S	S	M	S	M
CO3	S	M	S	M	S
CO4	S	M	S	M	M
CO5	S	M	M	S	M

S – Strong, M – Medium, L – Low

17UEL53C	CORE- XI: INTENSIVE STUDY OF AN AUTHOR- R. K. NARAYAN	SEMESTER - V
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Total Credit: 4
Hours Per Week: 6

CONTENTS

DETAILED:

UNIT- I

Selection from My Days: Chapter I to XVII- Author's Introduction-
Narrative structure- Exploration of the text- passage analysis- insight of ideas-
cohesion and context- style- language techniques- Annotations

UNIT- II

Under the Banyan Tree and Other Stories (Chapter. 1- 4):

Nitya- Narrative structure- Exploration of the text- passage analysis- insight
of ideas- cohesion and context- style- language techniques- Annotations

House Opposite- Narrative structure- Exploration of the text- passage
analysis- insight of ideas- cohesion and context- style- language techniques-
Annotations

A Horse and Two Goats- Narrative structure- Exploration of the text- passage
analysis- insight of ideas- cohesion and context- style- language techniques-
Annotations

The Roman Image- Narrative structure- Exploration of the text- passage
analysis- insight of ideas- cohesion and context- style- language techniques-
Annotations

UNIT- III

Swami and Friends- Background- Setting- Plot overview- Characters-
Themes, Symbols and Motifs - Critical analysis

NON-DETAILED

UNIT- IV

The English Teacher- Background- Setting- Plot overview- Characters-
Themes, Symbols and Motifs - Critical analysis

UNIT- V

Criticism: R. K. Narayan by Srinivasa Iyengar- about criticism – interpretation – Iyengar's view – conclusion

TEXT BOOKS:

1. *Heinemann, William.* 1935. **Under the Banyan Tree.** Viking Press. Penguin Books Ltd., Chennai.
2. *Narayan, R.K.* 1940. Hamish Hamilton, London. United Kingdom.
3. *Narayan, R.K.* 1935. **Swami and Friends.** Hamish Hamilton, London. United Kingdom.
4. *Narayan, R.K.* 1945. **The English Teacher.** Eyre & Spottiswoode, London. United Kingdom.
5. *Iyengar, Srinivasa.* 1985. **Indian Writing in English.** Sterling Publication, New Delhi.

REFERENCE BOOKS:

1. *Beatina, Mary.* 2008. **R. K. Narayan: A Study in Transcendence,** Peterlang Publications, New York.
2. *Biswal, S. K.* 2011. **R. K. Narayan: A Critical Study.** Omega Publications, New Delhi.
3. *Lakshmi Holmstrom.* 1973. **Novels of R. K. Narayan.** Calcutta: A Writers' Workshop Publication, Calcutta.
4. *Ashok Kumar Jha.* 2000. **R. K. Narayan. Myths and Archetypes in His Novels.** B. R. Publishing Corporation, New Delhi.
5. *M. K. Naik.* 1983. **The Ironic Vision: A Study o f the fiction o f R. K. Narayan.** Sterling Publishers, New Delhi.

17UEL53D	CORE- XII: 20th CENTURY BRITISH LITERATURE	SEMESTER- V
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Total Credit: 4
Hours Per Week: 6

PREAMBLE:

To enable students to critically appreciate representative literary works of 20th Century British literature

COURSE OUTCOMES:

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

CO Number	CO Statement	Knowledge Level
CO1	Illustrate the multitudes of the age through an interpretation of poems	K2
CO2	Demonstrate the features of 20 th century British prose through an analysis of the prescribed writer	K2
CO3	Define the meaning of the term 'Absurd Drama	K1
CO4	Extend understanding of Nature Writings through an interpretation of Ruskin Bond	K2
CO5	Develop an understanding of the characteristics of modernist novel	K3

MAPPING WITH PROGRAMME OUTCOMES:

COs/POs	PO1	PO2	PO3	PO4	PO5
CO1	S	M	M	S	S
CO2	S	S	M	S	M
CO3	S	M	S	M	S
CO4	S	M	S	M	M
CO5	S	S	M	S	M

S - Strong, M - Medium, L - Low

17UEL53D	CORE- XII: 20 th CENTURY BRITISH LITERATURE	SEMESTER- V
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Total Credit: 4
Hours Per Week: 6

CONTENTS

DETAILED

UNIT- I

A Dialogue of Self and Soul- W.B. Yeats' - Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques- Annotations

Sweeny among the Nightingales- T.S. Eliot's Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques- Annotations

Don't Go Gentle into the Night- Dylan Thomas' Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques- Annotation

The Great Lover- Rupert Brooke's Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques- Annotation

To An Athlete Dying Young- Housman's Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques- Annotation

UNIT- II

Prose

Notes on English Character- E. M. Forster's Biography- Narrative structure- Exploration of the text- passage analysis- insight of ideas- cohesion and context- style- language techniques-Annotation

UNIT- III

Drama

Waiting for Godot- Samuel Beckett's Biography- Plot Summary- Detailed summary and Analysis- Themes- Important Quotations- Characters- Description - analysis- Terms- Symbols - Annotation

NON-DETAILED

UNIT- IV

Short Story

The Thief- Ruskin Bond's Biography- Background- Setting- Plot overview- Characters- Critical analysis

UNIT- V

Fiction

Lord Jim- Joseph Conrad's Biography- Setting- Plot overview- Characters- Themes, Symbols and Motifs - Critical analysis

TEXT BOOKS:

1. *Ramaswamy and Sethuraman*. Eds. 2004 Reprint. **The English Critical Tradition: An Anthology of English Literary Criticism (Vol II)**. Macmillan, New Delhi.
2. *Aizawl*. **Poetry down the Ages. Selections made by the Board of Studies (English)**, Mizoram University, Orient Blackswan, New Delhi.
3. *M. G. Nayar*. **A Galaxy of English Essayists From Bacon to Beerbohm**– Ed. Macmillan, New Delhi.
4. *Sasikumar, V.* Ed. 2002. **Fantasy- A Collection of Short Stories**. Orient Longman, Hyderabad.

REFERENCE BOOKS:

1. *Acheson, James & Romana Huk*. 1996. Contemporary British Poetry: Essays in Theory and Criticism. **New York State University Press. New York.** United States.
2. *Armitage, Simon & Robert Crawford*, eds. 1998. **The Penguin Book of Poetry from Britain and Ireland since 1945**. Penguin. United Kingdom.
3. *Bigsby, C.W.E.* 1981. **Contemporary English Drama**. Edward Arnold. California. United States.

4. *Halio, Jay L.* Ed. 1983. **British Novelists Since 1960.** Gale Research Inc. United Kingdom.
5. *Marcus, Laura and Peter Nicholls.* 2004. **The Cambridge History of Twentieth-Century English Literature.** Cambridge University Press. United Kingdom.
6. *Sinfield, Alan.* 2004. **Literature, Politics and Culture in Postwar Britain.** Continuum. United States.
7. *Stringer, Jenny and John Sutherland ed.* 1996. **The Oxford Companion to Twentieth-Century Literature in English.** Oxford University Press, London. United Kingdom.
8. *Waugh, Patricia.* 1995. **Harvest of the Sixties: English Literature and Its Background, 1960-90.** Oxford University Press, London. United Kingdom.

17UEL5SA	SKILL BASED COURSE- III: COMMUNICATIVE ENGLISH- III	SEMESTER- V
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Total Credit: 3
Hours Per Week: 3

PREAMBLE:

To help the students practice pronunciation and enable writing skills in terms of improving business communication

COURSE OUTCOMES:

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

CO Number	CO Statement	Knowledge Level
CO1	Develop the writing, revising and drafting skills	K3
CO2	Relate communication skills in different imperative situations	K1
CO3	Interpret the right pronunciation of words and sentences	K2
CO4	Apply the skill of writing through sentence and paragraph writing	K3
CO5	Identify spelling errors and follow spelling rules	K3

MAPPING WITH PROGRAMME OUTCOMES:

COs/ POs	PO1	PO2	PO3	PO4	PO5
CO1	M	S	S	S	M
CO2	S	M	M	M	S
CO3	M	S	S	S	M
CO4	S	S	M	M	S
CO5	M	S	M	M	M

S - Strong, M - Medium, L - Low

17UEL5SA	SKILL BASED COURSE- III: COMMUNICATIVE ENGLISH- III	SEMESTER- V
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Total Credit: 3
Hours Per Week: 3

CONTENTS

UNIT- I

Approaches to Writing- Conventions- Forming Arguments- Planning-
Editing-Revising the Written Draft

UNIT- II

Dialogue in Different Situations- Greeting- Leave Taking- Making Requests-
Expressing Gratitude- Apologising- Complaint

UNIT- III

Word Accent- Intonation and Stress

UNIT- IV

Sentence Completion- Paragraph Writing

UNIT V

Spelling Errors- Spelling Rules

TEXT BOOKS:

1. Board of Editors, **Basics of Academic English- 1** ., Orient Black Swan Private Ltd. New Delhi.
2. Board of Editors, **Basics of Academic English- 2** ., Orient Black Swan Private Ltd. New Delhi.

REFERENCE BOOKS:

1. *Murphy, Raymond.* 1992. **Essential English Grammar.** Cambridge University Press, United Kingdom.
2. *Thomas, Samson.* 2001. **English Junction – A Communicative Course in English.** Sangam Books, Hyderabad.
3. *Hewings, Martin.* 1999. **Advanced English Grammar.** Cambridge University Press, New York.
4. *Lewis, Norman.* 2011. **Word Power Made Easy.** New Delhi.
5. *Gupta. S.C.* 2014. **English Grammar and Composition.** Arihant Publication, New Delhi.

17UEL5EA	ELECTIVE- I: ENGLISH FOR COMPETITIVE EXAMINATIONS	SEMESTER -V
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Total Credit: 4
Hours Per Week: 4

PREAMBLE:

To develop writing skills, restrain the errors and to inculcate various skills for competitive exams

COURSE OUTCOMES:

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

CO Number	CO Statement	Knowledge level
CO1	Illustrate the fundamentals of English and explain how to avoid errors	K2
CO2	Develop writing sentences, constructing passages and formulating précis	K3
CO3	Explain reading skills and relate the techniques in composition and letter writing	K2
CO4	Recall the spellings, vocabulary and to omit grammatical errors in writing skills	K1
CO5	Apply the terms of idiomatic expressions by using the diction of language	K3

MAPPING WITH PROGRAMME OUTCOMES:

COs/POs	PO1	PO2	PO3	PO4	PO5
CO1	S	M	M	M	M
CO2	M	S	S	M	S
CO3	M	S	S	S	M
CO4	M	M	S	M	M
CO5	S	S	M	S	S

S – Strong, M – Medium, L – Low

17UEL5EA	ELECTIVE- I: ENGLISH FOR COMPETITIVE EXAMINATIONS	SEMESTER -V
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Total Credit: 4
Hours Per Week: 4

CONTENTS

UNIT- I

Basics of English- Errors and How to Avoid Them- Spotting Errors

UNIT- II

Sentence Completion- Reconstructing Passages- How to Write a Précis

UNIT- III

Reading Comprehension- Composition- Letter Writing

UNIT- IV

Report Writing- Spellings- Vocabulary

UNIT- V

Some Notions, Conventional and Idiomatic Expressions- Phrasal Verbs-
Spoken English

TEXT BOOKS:

1. *Bhatnagar, R. P. and Rajul Bhargava. English for Competitive Examinations.* Macmillan India Limited, New Delhi.
2. *Drabble, Margaret.* 2006. **The Oxford Companion to English Literature.** OUP, New York.

REFERENCE BOOKS:

1. *Chawla, Swarn.* 2006. **English for Competitive Examinations: Practice Tests for Language.** Vikas Publishing House Pvt. Limited, New Delhi.
2. *Abrams, M.H. and Geoffrey Galt Harpham.* 2009. **A Handbook of Literary Terms.** Cengage Learning, New Delhi.
3. *Anderson, Robert and John Malcolm Brinnin.* 1952. Ed. **Elements of Literature.** Holt, Rinehart and Winston Inc., New York.
4. *Lodge, David.* 2004. Ed. **Modern Criticism and Theory: A Reader.** Pearson Education Ltd., New Delhi.
5. *Solomon, Philip Sunil.* 2016. **English for Success in Competitive Exams.** Oxford University Press, India.

17UEL5EB	ELECTIVE- I: STUDY OF INDIAN THEATRE	SEMESTER- V
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Total Credit: 4
Hours Per Week: 4

PREAMBLE:

To expose the students to the tradition of Indian theatre and to develop the communicative potential of students through drama

COURSE OUTCOMES:

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

CO Number	CO Statement	Knowledge level
CO1	Define the background of Indian theatre	K1
CO2	Identify the traditions of Indian Drama	K3
CO3	Develop the skills of writing a play	K3
CO4	Understand the methods in production of a play	K2
CO5	Interpret and review a play	K2

MAPPING WITH PROGRAMME OUTCOMES:

COs/POs	PO1	PO2	PO3	PO4	PO5
CO1	S	S	M	S	S
CO2	M	S	S	S	S
CO3	S	S	M	M	M
CO4	S	M	M	M	M
CO5	S	M	M	M	M

S – Strong, M – Medium, L – Low

17UEL5EB	ELECTIVE- I: STUDY OF INDIAN THEATRE	SEMESTER- V
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Total Credit: 4
Hours Per Week: 4

CONTENTS

UNIT- I

Introduction to Indian Theatre- Background- Origin and Development

UNIT- II

Traditions of Performance- Theatrical performance in Ancient and Modern era

UNIT- III

How to Write a Play- Context- stage directions- character development- theme and subplot

UNIT- IV

How to Produce a Play- Finding Right Theater- Casting the Lead Role- Finding Musicians- Managing Budget- Rehearsals- Promoting the Play

UNIT- V

Review of a Play – Project- Dialogue for a Situation

TEXT BOOKS:

1. *Thailambal. P.* 2000. **Study of Indian Theatre.** ENNES Publications, Udumalpet.
2. *Hollander, Julia.* 2007. **Indian Folk Theatres.** Routledge Publishers, New York.

REFERENCE BOOKS:

1. *Lal, Ananda.* 2004. **The Oxford Companion to Indian Theatre.** Oxford University Press, New Delhi.

2. *Vatsyayan, Kapila.* 2005. **Traditional Indian Theatre: Multiple Streams.** Theater and Ballet. India.
3. *Galieva, Saule.*1996. **Bulletin of the International Council for Traditional Music,** Issues 88-93.
4. *Whitton, David.* 1995. Molière, **Don Juan.** Cambridge University Press, London. United Kingdom.
5. *Helbo, André.*1987. **Theory of Performing Arts.** John Benjamins Publishing Company, United States.

17UEL5EC	ELECTIVE- I: SHORT STORIES	SEMESTER- V
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Total Credit: 4**Hours Per Week: 4****PREAMBLE:**

To imbibe the writing styles of various authors and discuss the story content and structure in depth

COURSE OUTCOMES:

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

CO Number	CO Statement	Knowledge level
CO1	Demonstrate the sociological setup of characters in American Literature.	K2
CO2	Apply Technology, political allegory and science fiction in the story.	K3
CO3	Interpret the moralistic views and humane reception of supernatural beliefs.	K2
CO4	Examine the theme of assumptions and illusions in 19 th century.	K4
CO5	Illustrate the culture, author biographic and the historic context.	K2

MAPPING WITH PROGRAMME OUTCOMES:

COs/POs	PO1	PO2	PO3	PO4	PO5
CO1	S	M	M	S	M
CO2	M	M	S	M	S
CO3	S	S	M	S	M
CO4	M	M	S	M	S
CO5	S	S	M	S	M

S – Strong, M – Medium, L – Low

17UEL5EC	ELECTIVE- I: SHORT STORIES	SEMESTER- V
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Total Credit: 4
Hours Per Week: 4

CONTENTS

UNIT I

The Lottery- Shirley Jackson -Author's Biography - Background- Setting- Plot overview- Characters- Themes, Symbols and Motifs - Critical analysis

The Nightingale and the Rose- Oscar Wilde -Author's Biography - Background- Setting- Plot overview- Characters- Themes, Symbols and Motifs - Critical analysis

UNIT II

The Veldt- Ray Bradbury - Author's Biography - Background- Setting- Plot overview- Characters- Themes, Symbols and Motifs - Critical analysis

The Ones Who Walk Away from Omelas- Ursula Le Guin -Author's Biography - Background- Setting- Plot overview- Characters- Themes, Symbols and Motifs - Critical analysis

UNIT III

The Three Questions- Leo Tolstoy - Author's Biography - Background- Setting- Plot overview- Characters- Themes, Symbols and Motifs - Critical analysis

A Very Old Man with Enormous Wings- Gabriel Garcia Marquez - Author's Biography - Background- Setting- Plot overview- Characters- Themes, Symbols and Motifs - Critical analysis

UNIT IV

Grief- Anton Chekov - Author's Biography - Background- Setting- Plot overview- Characters- Themes, Symbols and Motifs - Critical analysis

Man from the South- Roald Dahl - Author's Biography - Background- Setting- Plot overview- Characters- Themes, Symbols and Motifs - Critical analysis

UNIT V

In Another Country- Ernest Hemingway - Author's Biography - Background- Setting- Plot overview- Characters- Themes, Symbols and Motifs - Critical analysis

A Hunger Artist- Franz Kafka - Author's Biography - Background- Setting- Plot overview- Characters- Themes, Symbols and Motifs - Critical analysis

TEXT BOOKS:

1. *Jackson, Shirley*. 2001. **Collected Short Stories**. Peterson Publications, London. United Kingdom.
2. *Wilde, Oscar*. 2016. **Complete Stories**. Projapoti Publications, West Bengal.

REFERENCE BOOKS:

1. *Tolstoy, Leo*. 2009. **The Greatest Short Stories of Leo Tolstoy**. Jaico Publishing, New Delhi.
2. *Garcia Marquez, Gabriel*. 2000. **Collected Stories**. Penguin India, New Delhi.
3. *Chekov, Anton*. **100 Collected Stories**. 2015. Projapoti Publications, West Bengal.
4. *Bradbury, Ray*. 2010. **The Short Stories of Ray Bradbury**. Everyman Publisher, New Delhi.
5. *Le Guin, Ursula*. Le Guin. 2016. **Short Stories and Novellas**. Saga Press, New York. United States.

17UEL63A	CORE- XIII: LINGUISTICS AND ENGLISH LANGUAGE TEACHING	SEMESTER -VI
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Total Credit: 4
Hours Per Week: 5

PREAMBLE:

To make the students understand the basic concepts and methodologies of linguistics

COURSE OUTCOMES:

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

CO Number	CO Statement	Knowledge Level
CO1	Outline the understanding of Linguistics in general with specification to Phonology and Semantics	K2
CO2	Explain the Fundamentals of Linguistics theories like Chomsky's Theories, Government and Binding theory and Transformational Generative Grammar	K2
CO3	Infer various forms of Linguistics like Anthropology linguistics, Sociolinguistics and Educational linguistics	K2
CO4	Assume the methods of teaching English starting from Grammar Translation method to Neurolinguistic Programming	K4
CO5	Determine the recent developmental phase in ELT from Communicative Language Learning to the Post-modern era	K5

MAPPING WITH PROGRAMME OUTCOMES:

COs/POs	PO1	PO2	PO3	PO4	PO5
CO1	S	M	S	S	M
CO2	M	S	M	M	S
CO3	M	M	M	S	S
CO4	S	M	S	M	M
CO5	M	S	S	M	S

S – Strong, M – Medium, L – Low

17UEL63A	CORE- XIII: LINGUISTICS AND ENGLISH LANGUAGE TEACHING	SEMESTER -VI
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Total Credit: 4
Hours Per Week: 5

CONTENTS

UNIT- I

Linguistics- Brief history- Study of sounds- Study of sound patterns- How words are made- The study of meaning

UNIT- II

Introduction to Chomsky's theories- Transformational Generative Grammar-I
– More about Grammar- Government and Binding Theory

UNIT- III

Universal Grammar- Anthropology Linguistics- Sociolinguistics- Language
Death- Educational Linguistics

UNIT- IV

Approach, Method and Technique- Grammar Translation Method- Direct
Method- Audio-lingual Method- Total Physical Response- Multiple
Intelligence- Neurolinguistic programming

UNIT- V

Communicative Language Learning- Natural Approach- Co-operative
Language Learning- Task-based Language Teaching- Post- modern Era

TEXT BOOKS:

1. *Rahman, Tariq*.2013. **A General Introduction to Linguistics**. Orient Blackswan, New Delhi.
2. *Saraswathi. V.* 2009. **English Language Teaching: Principles and Practice**. Orient Blackswan, Hyderabad.
3. *Richards and Theodore*s. 2012. **Approaches and Methods in Language Teaching. (2nd Edition)**. Cambridge University Press, New York.

REFERENCE BOOKS:

1. *Chaskar, Pagare and Jadhav*. 2015. **Linguistics: An Introduction**. Orient Blackswan, Hyderabad.
2. *Kudchedkar. S.* 2013. **Readings in English Language Teaching in India**. Orient Blackswan, New Delhi.
3. *Widdowson. H. G.* 2011. **Defining Issues in English Language Teaching**. OUP, United Kingdom.

17UEL63B	CORE- XIV: NEW LITERATURES IN ENGLISH	SEMESTER- VI
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Total Credit: 5
Hours Per Week: 6

PREAMBLE:

To compare and contrast different perspectives used to explain the international issues and to enable the students to approach texts from a cross cultural perspective

COURSE OUTCOMES:

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

CO Number	CO Statement	Knowledge Level
CO1	Define different poets in New Literature	K1
CO2	Summarize the qualities of a novelist as the teacher	K2
CO3	Identify the Yoruba culture in African society	K3
CO4	Analyze the short stories of different nations	K4
CO5	Experiment with the views on India- Pakistan partition through the novel	K3

MAPPING WITH PROGRAMME OUTCOMES:

COs/ POs	PO1	PO2	PO3	PO4	PO5
CO1	M	S	S	S	M
CO2	S	M	S	M	M
CO3	M	S	S	S	M
CO4	S	S	M	M	S
CO5	S	M	M	M	M

S – Strong, M – Medium, L – Low

17UEL63B	CORE- XIV: NEW LITERATURES IN ENGLISH	SEMESTER- VI
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Total Credit: 5

Hours Per Week: 6

CONTENTS

DETAILED:

UNIT- I Poetry

Australia- A. D. Hope's Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques- Annotation

Journey to the Interior- Margaret Atwood's Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques- Annotation

Time- Allen Curnow's Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques- Annotation

The Medal- Taufiq Rafat's Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques- Annotation

Ruins of a Great House- Derek Walcott's Biography- title indications- outline- paraphrasing the poem- context of poem- form- poetic devices- enjambment- techniques- Annotation

UNIT- II Prose

The Novelist as a Teacher - Chinua Achebe's biography- Narrative structure- Exploration of the text- passage analysis- insight of ideas- cohesion and context- style- language techniques - Annotation

UNIT- III Drama

The Kongi's Harvest - Wole Soyinka's biography- Plot Summary- Detailed summary and Analysis- Themes- Important Quotations- Characters- Description - analysis- Terms- Symbols- Critical analysis - Annotation

NON- DETAILED:

UNIT- IV Short Stories

Happy Endings- Margaret Atwood's biography -narrative structure- passage analysis- insight of ideas- cohesion and context- style- language techniques

Monkey's Paw- W. W Jacobs' biography -narrative structure- passage analysis- insight of ideas- cohesion and context- style- language techniques

UNIT- V Fiction

Ice Candy Man- Bapsi Sidhwa's biography - Background- Setting- Plot overview- Characters- Themes, Symbols and Motifs - Critical analysis

TEXT BOOKS:

1. *Atwood, Margaret.* 1983. **Happy Endings. Canadian Short Story Collection from Murder in the Dark.** Virago, London. United Kingdom.
2. *Achebe, Chinua.* 1988. **The Novelist as a Teacher.** Heinemann, London. United Kingdom.
3. *Sidwa, Bapsi,* 1991. **Ice Candy Man.** Penguin Books. Ltd., India.
4. *Soyinka, Wole.* 1971. **The Kongi's Harvest.** Oxford University Press, New York. United States.
5. *Narasimhaiah, C.D.* 1990. **An Anthology Commonwealth Poetry.** Macmillan Ltd., New Delhi.

REFERENCE BOOKS:

1. *Natarajan, N.* 1996. **Handbook of Twentieth Century Literatures of India.** Greenwood Press, London. United Kingdom.
2. *Fredman, Stephen.* 2005. **A Concise Companion to Twentieth Century American Poetry.** Blackwell Publishing Ltd., United Kingdom.
3. *Nagel, James.* 2015. **The American Short Story.** Blackwell Publishing Ltd., United Kingdom.

4. *Rabate, Michael, Jean.*2013. **A Handbook of Modernism Studies.** John Willey & Sons Ltd., United Kingdom.
5. *Bradshaw, David. Kevin J.H. Dettmar.* 2006. **A Companion to Modernist Literature and Culture.** Blackwell Publishing Ltd., United Kingdom.

17UEL63C	CORE- XV: TRANSLATION STUDIES	SEMESTER- VI
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Total Credit: 4
Hours Per Week: 5

PREAMBLE:

To introduce the basic theories related to translation and also to provide a practical exposure to various forms of Translation from English to Tamil and vice versa

COURSE OUTCOMES:

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

CO Number	CO Statement	Knowledge level
CO1	Infer the concept, history and definition of Translation	K2
CO2	Recall the kinds and methods of Translation	K1
CO3	Interpret the problems of Translation in translating Prose, Poetry and Short Story	K2
CO4	Identify the theories of Translation; Romans Translation and The Bible Translation and early theories	K3
CO5	Analyze the Proverbs, Poems, Short Stories and Prose Translations	K4

MAPPING WITH PROGRAMME OUTCOMES:

COs/POs	PO1	PO2	PO3	PO4	PO5
CO1	M	S	M	S	M
CO2	S	M	M	S	S
CO3	M	S	S	M	M
CO4	S	M	M	S	S
CO5	M	M	S	S	M

S – Strong, M – Medium, L – Low

17UEL63C	CORE- XV: TRANSLATION STUDIES	SEMESTER- VI
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Total Credit: 4
Hours Per Week: 5

CONTENTS

UNIT- I

Translation: The Concept and Definition of Translation- History of Translation

UNIT- II

Kinds of Translation- Methods of Translation

UNIT- III

Problems of Translation- Problems encountered in translating Prose, Poetry and Short Story

UNIT- IV

Translation Theories- Romans and The Bible Translation and Early Theories

UNIT- V

Translation of Proverbs and Poems- Translation Short Stories and Prose

TEXT BOOK:

1. *Kanagaraj, S. and Samuel Kirbakar.* 1995. **The Anatomy of Translation.** Madurai Prem Publishers, Madurai.

REFERENCE BOOKS:

1. *Gambier, Yves and Doorslaer, Luc van.* 2014. **Handbook of Translation Studies.** John Benjamins Publishers, Netherlands.
2. *Thailambal.* **Translation Tasks.** ENNES Publications, Udumalpet.
3. *Bassnet, Susan Mcguire and Harish Trivedi.* 2000. **Post-Colonial Translation; Theory and Practice.** Routledge, London. United Kingdom.

17UEL6SA	SKILL BASED SUBJECT- IV: COMMUNICATIVE ENGLISH- IV	SEMESTER- VI
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Total Credit: 3
Hours Per Week: 3

PREAMBLE:

To impart correct spelling and pronunciation in order to enhance the speaking etiquettes in different situations

COURSE OUTCOMES:

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

CO Number	CO Statement	Knowledge level
CO1	Recall the strengths and weaknesses of a language and format associated with letter writing	K1
CO2	Explain an audience with brief legible information about themselves to others in a friendly manner	K2
CO3	Make use of polite speech besides expressions for accepting or declining invitation	K3
CO4	Develop coherent content and support with relevant details using a variety of grammatical and sentence structures accurately	K3
CO5	Categorize academic, personal and social domain through guided experiences and structured reflection	K4

MAPPING WITH PROGRAMME OUTCOMES:

COs/POs	PO1	PO2	PO3	PO4	PO5
CO1	M	S	M	S	M
CO2	S	M	M	S	S
CO3	M	M	S	M	M
CO4	S	M	M	S	S
CO5	M	M	S	S	M

S – Strong, M – Medium, L – Low

17UEL6SA	SKILL BASED SUBJECT- IV: COMMUNICATIVE ENGLISH- IV	SEMESTER-VI
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Total Credit: 3
Hours Per Week: 3

CONTENTS

UNIT- I

Letter Writing: Formal and Non-Formal- Applications

UNIT- II

Introduction: Self- Others Invitations

UNIT- III

Welcome Address- Vote of Thanks- Accepting and Declining Invitation

UNIT- IV

Precise Writing- Guidelines- Steps- Rough and Fair Draft

UNIT- V

Reserving Tickets- Seeking admission in a college- Applying for a post-
Attending the interviews- Buying and selling products like car, flats etc.

TEXT BOOKS:

1. Board of Editors, **Basics of Academic English- 1** ., Orient Black Swan Private Ltd., New Delhi.
2. Board of Editors, **Basics of Academic English- 2** ., Orient Black Swan Private Ltd., New Delhi.

REFERENCE BOOKS:

1. *Murphy, Raymond.* 1992. **Essential English Grammar.** Cambridge University Press, United Kingdom.

2. *Thomas, Samson.* 2001. **English Junction – A Communicative Course in English.** Sangam Books, Hyderabad.
3. *Oshima Alice and Hogue Ann.* 2006. **Introduction to Academic Writing (The Longman Academic Writing Series, Level 3).** Criterion. SM Publisher, New York. United States.
4. *Hewings Martin, Thaine Craig & McCarthy Michael.* 2012. **Cambridge Academic English- An Integrated Skills Course for EAP.** Cambridge University Press, United Kingdom.
5. *Morley, David and Philip Neilsen.* 2012. **The Cambridge Companion to Creative Writing.** South Asian Edition, India.

17UEL6EA	ELECTIVE- II: COMMUNICATIVE ENGLISH	SEMESTER- VI
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Total Credit: 4
Hours Per Week: 5

PREAMBLE:

To understand the language proficiency of students, focusing on how knowledge, skills and competencies of an individual is important in providing a threshold to the corporate world

COURSE OUTCOMES:

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

CO Number	CO Statement	Knowledge level
CO1	Demonstrate the theoretical ideas measuring the quality of student focusing on how knowledge and skills obtained are used in various contexts	K2
CO2	Choose communication appropriately and effectively within various organizational contexts	K1
CO3	Apply the knowledge in the skill of writing Formal Reports, Style, Technical Proposal and Business Correspondence	K3
CO4	Develop knowledge in writing skill – Notices, Agenda, Minutes, etc.	K3
CO5	Organize the format requirements to prepare the manuscript	K3

MAPPING WITH PROGRAMME OUTCOMES:

COs/POs	PO1	PO2	PO3	PO4	PO5
CO1	M	M	M	S	M
CO2	S	M	S	M	S
CO3	M	S	S	M	M
CO4	M	S	M	S	S
CO5	M	M	S	S	M

S – Strong, M – Medium, L – Low

17UEL6EA	ELECTIVE- II: COMMUNICATIVE ENGLISH	SEMESTER- VI
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Total Credit: 4
Hours Per Week: 5

CONTENTS

UNIT- I

Part I: Theoretical Background: Language and Communication- Non-Verbal Communication- Communication in Organizations

UNIT- II

Part II: Oral Communication: Dyadic Communication- Meetings- Seminars and Conferences- Group Discussion- Audio-Visual Aids

UNIT- III

Part III: Written Communication: Formal Reports- Style- Technical Proposals- Business Correspondence

UNIT- IV

Part IV: Written Communication: Notices, Agenda and Minutes- Handbooks and Manuals- Research Papers and Articles- Advertising and Job Description- Graphic Aids

UNIT- V

Part V: Mechanics of Manuscript Preparation: Copy Editing- Words Commonly Misspelt- Punctuation and Capitalization- Abbreviation and Numerals

TEXT BOOK:

1. *Mohan, Krishna and MeeraBenerji.* 2000. **Developing Communication Skills.** Macmillan India Limited, New Delhi.

REFERENCE BOOKS:

1. *Mohan, Krishna and Meenakshi Raman.* 2010. **Effective English Communication.** Tata Mcgraw- Hill Publishing Company. New Delhi.
2. *Bhatnagar. R.P.* 1979. **Communication in English.** Orient Longman. New Delhi.
3. *Koneru, Aruna.* 2011. **English Language Skills.** McGraw - Hill Education, Chennai.
4. *Sharma, R.C. and Krishna Mohan.* 2016. **Business Correspondence and Report Writing.** 5th Edn. McGraw - Hill Education, Chennai.
5. *Swan, Michael.* 2017. **Practical English Usage,** (4th Ed.). Oxford University Press, New York. United States.

17UEL6EB	ELECTIVE- II: FUNDAMENTALS OF COMPARATIVE LITERATURE	SEMESTER- VI
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Total Credit: 4
Hours Per Week: 5

PREAMBLE:

To enable the students to have an understanding of literatures of the world and also to orient towards understanding of different cultures

COURSE OUTCOMES:

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

CO Number	CO Statement	Knowledge Level
CO1	Infer the meaning and definition of comparative literature	K2
CO2	Define the principles of comparative literature	K1
CO3	Compare Asian and European literatures	K2
CO4	Extend Eastern and Western aesthetic sense through literature	K2
CO5	Apply the understanding of comparative literature in short stories and poems	K3

MAPPING WITH PROGRAMME OUTCOMES:

COs/ POs	PO1	PO2	PO3	PO4	PO5
CO1	M	S	S	M	M
CO2	S	S	M	M	S
CO3	S	M	S	S	M
CO4	M	S	M	M	S
CO5	S	M	M	S	M

S – Strong, M – Medium, L – Low

17UEL6EB	ELECTIVE- II: FUNDAMENTALS OF COMPARATIVE LITERATURE	SEMESTER- VI
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Total Credit: 4
Hours Per Week: 5

CONTENTS

UNIT - I

Introduction: Definition and Scope of Comparative Literature- National, Comparative, General and World Literature

UNIT - II

French, American and Russian Schools of Comparative Literature, Indian School of Comparative Literature- The Study of Influence- Analogy/Parallel Studies

UNIT - III

Reception Study- Periodisation- The Matology- The Study of Genres

UNIT - IV

Literature and Other Disciplines- (Literature and Psychology)-Literature and Sociology- Literature and Philosophy

UNIT - V

Literature and Other Arts- Literature and the History of Ideas- Comparative Literature and Translation- Short notes on Comparative Literature- Short notes on the contribution of some important comparatists

TEXT BOOK:

1. *Yusuf, S.* 2016. **A Handbook of Comparative Literature.** Manimekala Publishing House, Madurai.

REFERENCE BOOKS:

1. *Dev, Amiya and Sisir Kumar Das.* 1989. **Indian Institute of Advanced Study.** New Delhi.
2. *Saussy, Haun.* 2006. **Comparative Literature in an Age of Globalization.** John Hopkins University Press, Maryland, United States.

3. *Bassnett, Susan*.1993. **Comparative Literature: A Critical Introduction**.1st edition. Blackwell Publishers, United Kingdom.
4. *Ray,Mohit.K*. 2002. **Studies in Comparative Literature**. Atlantic Publishers, New Delhi.
5. *Pradhan, Prakash Ram*. 2011. **Glimpses of Comparative Literature**. Atlantic Publishers. New Delhi.

171EL6EC	ELECTIVE- II: WRITING FOR MEDIA	SEMESTER- VI
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Total Credit: 4
Hours Per Week: 5

PREAMBLE:

To help the students to know the rudiments in media writing and to provide a forum to develop writing at professional level

COURSE OUTCOMES:

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

CO Number	CO Statement	Knowledge Level
CO1	Define the basic concepts of Internet and E-Resources	K1
CO2	Infer the Resources on Web Media	K2
CO3	Develop the skills of writing through project and script writing	K3
CO4	Examine the basic on-line skills in professional development	K4
CO5	Summarize web sources by identifying its techniques	K2

MAPPING WITH PROGRAMME OUTCOMES:

COs/ POs	PO1	PO2	PO3	PO4	PO5
CO1	M	S	S	M	M
CO2	S	S	M	M	S
CO3	S	M	S	S	M
CO4	M	S	M	M	S
CO5	S	M	M	S	M

S – Strong, M – Medium, L – Low

171EL6EC	ELECTIVE- II: WRITING FOR MEDIA	SEMESTER- VI
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Total Credit: 4
Hours Per Week: 5

CONTENTS

UNIT- I

World Wide Web- E-Mail- Searching the Internet- The Internet as Resource Bank

UNIT- II

Email Projects and Discussion Lists- Web-Quests- Blogs and Wikis- Online Groups- Chat

UNIT- III

Writing Projects- Process of script writing- Writing for television news, documentary, serial and advertisement

UNIT- IV

Professional Development On-line- FAQs- Teaching On-line- Teacher Development Resources

UNIT- V

Giving Advice- Film Reviews- A Good Book- Classified Advertisements- Puzzle Maker- Computer Detectives

TEXT BOOK:

1. *Dudency, Gavin.* 2007. **The Internet and the Language Classroom -A Practical Guide for Teachers-** II Edition. Cambridge University Press, New York.

REFERENCE BOOKS:

1. *Milan D .Meeske*. 2006. **Copy Writing for Electronic Media: A Practical Guide**. Wadsworth Publishing Co, United States.
2. *Boyd, Andrew*. 2009. **Broadcast Journalism: Techniques of Radio and Television Journalism**. Focal Press, United Kingdom.
3. *White, Ted*. 2008. **Broadcasting News: Writing, Reporting and Producing**. Focal Press, United Kingdom.
4. *June A. Valladates*. **The Craft of Copywriting**. Response Books, New Delhi.
5. *Raman, Usha*. 2010. **Writing for Media**. Oxford University Press. United Kingdom.

17UEL6ED	ELECTIVE- III: BASIC PSYCHOLOGY	SEMESTER- VI
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Total Credit: 4
Hours Per Week: 6

PREAMBLE:

To acquaint students with various psychological disorders and developments and bridging psychology to literature

COURSE OUTCOMES:

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

CO Number	CO Statement	Knowledge Level
CO1	Define the basic terminologies related to psychology	K1
CO2	Demonstrate a gradual development of psychology	K2
CO3	Relate psychology to practical life by explaining key terms like 'juvenile delinquency' & 'exceptional children'	K3
CO4	Explain the various manifestations of emotions with a psychological perspective	K2
CO5	Build an understanding of motivation as a psychological phenomenon	K3

MAPPING WITH PROGRAMME OUTCOMES:

COs/POs	PO1	PO2	PO3	PO4	PO5
CO1	M	S	M	S	S
CO2	S	S	M	S	M
CO3	M	M	S	M	S
CO4	S	S	M	M	S
CO5	S	S	M	S	M

S – Strong, M – Medium, L – Low

17UEL6ED	ELECTIVE- III: BASIC PSYCHOLOGY	SEMESTER-VI
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Total Credit: 4
Hours Per Week: 6

CONTENTS

UNIT- I

Psychology- Meaning, Nature and Scope - Introduction to Psychology - Defining Psychology - Nature of Psychology- Scope of psychology

UNIT- II

Psychology of Growth and Development - Meaning of growth and development - Stages of growth and development - Principles of Development - Kohlberg's Theory of Moral Development

UNIT- III

Educating Exceptional Children - Introduction - Definition of the term "Exceptional Children" - Gifted children - The Mentally Retarded - Juvenile Delinquency

UNIT- IV

Emotional Development and Emotional Intelligence - What are Emotions? - Nature and Characteristics of Emotions - Kinds of Emotions - Physiological changes accompanying Emotions

UNIT- V

Psychology of Motivation - What is Motivation? - Needs - Drives - Motives - Theories of Motivation

TEXTBOOK:

1. *Nagarajan, K.* 2009. *Advanced Educational Psychology*. 2nd Ed. APH Publishing Corporation, New Delhi.

REFERENCE BOOKS:

1. *Coon, Dennis and John O. Mitterer.* 2014. **Introduction to Psychology: Gateways to Mind and Behavior**. Cengage Learning. United States.
2. *Feldman, Robert.* 1996. **Understanding Psychology** (10th Edition). Tata McGraw-Hill, London. United Kingdom.
3. *Hergenhahn, B.R and Tracy Henley.* 2013. **An Introduction to the History of Psychology**. Wadsworth Publishing Co Inc., United Kingdom.
4. *Kalat, James W.* 2010. **Introduction to Psychology**. Cengage Learning. London. United Kingdom.
5. *Lynn, Steven J et al.* 2013. **Psychology: From Inquiry to Understanding** (3rd Edition). Pearson, United Kingdom.
6. *Mangal. S.K.* 2012. **Advanced Educational Psychology** (2nd Edition). PHI Learning Pvt. Ltd., New Delhi.

17UEL6EE	ELECTIVE- III: STUDYING NOVELS	SEMESTER- VI
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Total Credit: 4
Hours Per Week: 6

PREAMBLE:

To gain an in-depth knowledge about novels, to recognize its themes and techniques and to critically appreciate by understanding its characters, settings and plot

COURSE OUTCOMES:

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

CO Number	CO Statement	Knowledge level
CO1	Understand the writers, their background and other works	K2
CO2	Study of characters in the Novel	K1
CO3	Identify the background and settings and its importance in the Novel	K3
CO4	Explain the plot and story of a Novel	K2
CO5	Infer the Themes in Novels	K3

MAPPING WITH PROGRAMME OUTCOMES:

COs/POs	PO1	PO2	PO3	PO4	PO5
CO1	S	S	M	S	M
CO2	S	S	M	S	M
CO3	S	S	M	S	M
CO4	S	S	M	S	M
CO5	S	M	M	M	M

S – Strong, M – Medium, L – Low

17UEL6EE	ELECTIVE- III: STUDYING NOVELS	SEMESTER-VI
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Total Credit: 4
Hours Per Week: 6

CONTENTS

UNIT- I

Authors – readers and authors

UNIT- II

Characters -Responding to characters - characterization and persons - language and making of characters – language revealing characters

UNIT- III

Setting- thinking about stories- fiction and lies – writing about novels- human mind and society – love war

UNIT- IV

Plot and Story – human identity – stories in our lives – our lives in stories – thinking about stories – fiction and lies

UNIT- V

Themes – the elements of novel – class and dialect - dialogue and theme

TEXT BOOK:

1. *Gill, Richard*. 2006. **Mastering English Literature**. Palgrave MacMillan, United Kingdom.

REFERENCE BOOKS:

1. *Hawthorn, Jeremy.* 2010. **Studying the Novel.** Bloomsbury, London. United Kingdom.
2. *Richardson, Jack.* 2007. **The Illustrated Dictionary of Literature.** Lotus Press, India.
3. *Johnson, Roy.*1992. **Studying Fiction: A Guide and Study Programme.** Manchester United Press. United Kingdom.
4. *Felman, S. (Ed.).* 1982. **Literature and Psychoanalysis.** Johns Hopkins University Press. United States.
5. *Bentley, Nick.* 2008. **Contemporary British Fiction.** Edinburgh University Press. United Kingdom.

17UEL6EF	ELECTIVE- III: ENGLISH FOR MEDICAL TRANSCRIPTION	SEMESTER- VI
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Total Credit: 4
Hours Per Week: 6

PREAMBLE:

To inculcate knowledge, skills, abilities, and responsibilities required to practice in the field of medical transcription

COURSE OUTCOMES:

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

CO Number	CO Statement	Knowledge Level
CO1	Explain the basics of Medical transcription	K2
CO2	Define the basic medical terms for better transcription	K1
CO3	Identify the skills of a medical transcriptionist	K3
CO4	Develop the key responsibilities of a medical transcriptionist	K6
CO5	Utilize the abilities of a Medical transcriptionist	K3

MAPPING WITH PROGRAMME OUTCOMES:

COs/POs	PO1	PO2	PO3	PO4	PO5
CO1	M	S	S	S	S
CO2	S	S	S	S	S
CO3	S	S	M	S	S
CO4	S	S	S	M	S
CO5	S	M	S	S	S

S – Strong, M – Medium, L – Low

17UEL6EF	ELECTIVE- III: ENGLISH FOR MEDICAL TRANSCRIPTION	SEMESTER- VI
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Total Credit: 4
Hours Per Week: 6

CONTENTS

UNIT- I

Introduction: Body - Basics - Medical Terminology - Basics

UNIT- II

Dermatology- Ophthal-mology- Otorhinolaryngology- Pulmonology

Cardiology

UNIT- III

Gastroenterology- Genitourinary System- Gynecology and Obstetrics

Orthopedics

UNIT- IV

Neurology- Endocrinology- Immunology- Lymphatics- Hematology

UNIT- V

The Nitty-Gritty of those Punctuation Marks- Grammar- Common Errors

Transcription Guidelines

TEXT BOOK:

1. Jha, Alok & Arora, Priyanka. 2002. **Medical Transcriptions Made Easy**.
Macmillan Publication. New Delhi.

REFERENCE BOOKS:

1. <http://www.angelfire.com/mt2/transcription/medical_dictionary_book_s.html>
2. Health Professions Inst. 2007. **Medical Transcription: Fundamentals and Practice** (3rd edition). Prentice Hall Publication. United States.

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