

Holy Cross College (Autonomous)
Nationally Re-Accredited with A+ by NAAC (CGPA 3.35)
Nagercoil, Kanyakumari District, Tamil Nadu, India.

Affiliated to
Manonmaniam Sundaranar University, Tirunelveli



PG & Research Department of English

UG Syllabus

(With effect from the academic year 2020-2021)

Issued from the Deans' Office



PG & RESEARCH DEPARTMENT OF ENGLISH

Vision

Sculpting integrated individuals for a better future.

Mission

To develop globally competent professionals and to ensure self-actualization harnessed with socio ethical responsibility.

Programme Educational Outcomes (PEOs)

PEO – 1	The graduates will apply appropriate theory and scientific knowledge to participate in activities that support humanity and economic development nationally and globally, developing as leaders in their fields of expertise.
PEO – 2	The graduates pursue lifelong learning and continuous improvement of the knowledge and skills with the highest professional and ethical standards.
PEO – 3	The graduates will acquire a thorough knowledge on the historical, literary and theoretical aspects of English Literature and understand the various techniques and patterns employed in various literatures.

Programme Outcomes (POs)

	Upon completion of B.A. English Literature degree programme, the graduates will be able to:
PO - 1	utilize efficiently the acquired knowledge of humanities to face life challenges.
PO - 2	implement the contributions of great thinkers and transform the society in accordance with local, national and global needs.
PO - 3	prioritize cultural, ethical and moral values through learning experiences for a sustainable development.
PO - 4	develop professional and life skills.
PO - 5	enhance leadership qualities, team spirit and communication skills for a better developmental career.
PO - 6	apply the comprehensive learning to attain self-confidence and self-reliance in their chosen career and higher education.

Programme Specific Outcomes (PSOs)

	Upon completion of B.A. English Literature, the graduates will be able to:
PSO - 1	master communication skills for employability and higher education.
PSO - 2	ascertain specialized knowledge of literature and its backgrounds.
PSO - 3	interact confidently at the interface between life and self.
PSO - 4	address complex environmental issues and develop sensitivity for the natural, physical and human resources in their familiar neighbourhood.

Eligibility Norms for Admission

Candidate should have passed the Higher Secondary Examination conducted by the Government or any other equivalent course approved by Manonmaniam Sundaranar University, Tirunelveli.

Duration of the Programme: 3 years

Medium of Instruction: English

Passing Minimum

A minimum of 40% in the external examination and an aggregate of minimum 40% is required. There is no minimum pass mark for the Continuous Internal Assessment.

Components of B.A. English Programme

Part III (Major and Allied)

Major	Core – Theory Papers	(13x100)	1300
	Elective - Theory Papers	(3 x 100)	300
	Total Marks		1600
Allied (I & II)	Theory	(4x100)	400
	Total Marks		400
Part III - Total marks			2000

CBCS FOR UG PROGRAMME

Study Component	No. of Course s	Credit /Course	Total Credits
Part I - Tamil /French	4	4	16
Part II –English	4	4	16
Part III			
Core Theory, Practicals & Specific Elective Course	16- 24	3-6	88
Generic Elective Course (Allied)	4	4-6	
Part IV			
Add on Course - Professional English	4	2	8
Non-Major Elective (NME)	2	2	4
Skill Enhancement Course (SEC)	3	2	6
Ability Enhancement Course (AEC) - Environmental Studies (EVS)	1	2	2
Non-Academic Courses			
Part V			
Foundation Course I Values for Life	4	1	4
Foundation Course II Personality Development			
Foundation Course III Human Rights Education			
Foundation Course IV Gender Equity Studies			
Service Learning Programme (SLP) 1. Community Engagement Course	1	2	2
2. Reaching the Unreached Neighbourhood	1	2	2
Student Training Programme (STP) Clubs, Committees & NSS	1	2	2
	Total		140 + 10

Course Structure
Distribution of Hours and Credits

Course	Sem. I	Sem.II	Sem.III	Sem.IV	Sem.V	Sem.VI	Total	
							Hours	Credits
Part I - Language	6 (4)	6 (4)	6 (4)	6 (4)	-	-	24	16
Part II- English	6 (4)	6 (4)	6 (4)	6 (4)	-	-	24	16
Part-III								
Major Core – Theory	6 (4)	6 (4)	6(4)	6 (4)	6 (5) + 6 (5) + 6 (5) + 6 (5)	6(6) + 6(6) + 6(5) + 6(5)	72	58
Major Elective	-	-	4 (3)	4 (3)	-	4 (4)	12	10
Major Project	-	-	-	-	4 (4)	-	4	4
Allied	6 (4)	6 (4)	6 (4)	6 (4)	-	-	24	16
Part IV								
Add on Course (Professional English)	2(2)	2(2)	2 (2)	2 (2)	-	-	8	8
NME (Non- Major Elective)	2 (2)	2 (2)	-	-	-	-	4	4
SEC (Skill Enhancement Course)	2 (2)	2 (2)	-	-		2 (2)	6	6
AEC (Ability Enhancement Course)					2(2)		2	2
Total	30(22)	30(22)	30(21)	30(21)	30(26)	30(28)	180	140
Non-Academic Courses								
Part V								
FC –I (Values for Life)	-	(1)	-	-	-	-	-	1
FC– II (Personality Development)	-	-	-	(1)	-	-	-	1
FC–III (Human Rights Education)	-	-	-	-	(1)	-	-	1
FC –IV (Gender Equity Studies)	-	-	-	-	-	(1)	-	1

SLP- Community Engagement Course	-	(1)	(1)	-	-	-	-	2
SLP- Extension Activity (RUN)			(1)	(1)	-	-	-	2
STP - Clubs & Committees / NSS	-	(1)	-	(1)	-	-	-	2

- **Non-Academic Courses are mandatory and conducted outside the regular working hours. Skill Development Programme (Mandatory Certificate Course – 60 hours) is offered to all the I year students.**

Courses Offered

Semester	Course	Course Code	Title of the Course	Hours /Week	Credits
I	Part I	TL2011/ FL2111	Language: Tamil/ French	6	4
	Part II	GE2011 / GE2111	English	6	4
	Part III	EC2011	Major Core I: Poetry	6	4
		EA2011	Allied I: Social History of England	6	4
	Part IV	AAS201	Add on Course Professional English for Arts and Social Science – I	2	2
		ENM201	Non Major Elective (NME): English for Life	2	2
		SEC201	Skill Enhancement Course: Meditation and Exercise	2	2
	Part V	FCV201	Foundation Course I – Values for Life	-	-
		STP201	Student Training Programme (STP) – Clubs & Committees / NSS	-	-
II	Part I	TL2021/ FL2121	Language: Tamil/ French	6	4
	Part II	GE2021 / GE2121	English	6	4
	Part III	EC2021	Major Core II: Modern English Grammar and Composition	6	4
		EA2021	Allied II: Literary Forms and Terms	6	4
	Part IV	AAS202	Add on Course Professional English for Arts and Social Science - II	2	2
		ENM202	Non Major Elective (NME): English for Career	2	2

		SEC202	Skill Enhancement Course: Computer Literacy	2	2
	Part V	FCV201	Foundation Course I – Values for Life	-	1
		SLP201	Service Learning Programme (SLP) - Community Engagement Course	-	-
		STP201	Student Training Programme (STP) – Clubs & Committees / NSS	-	1
III	Part I	TL2031/ FL2031	Language: Tamil/ French	6	4
	Part II	GE2031 / GE2131	English	6	4
	Part III	EC2031	Major Core III: Non-Fiction	6	4
		EC2032	Elective I: (a) Life Writing	4	3
		EC2033	(b) English for Competitive Examinations		
		EC2034	(c) Indian Folklore		
		EA2031	Allied III: History of English Literature – I	6	4
	Part IV	AAS203	Add on Course: Professional English for Arts and Social Science - III	2	2
	Part V	FCV202	Foundation Course II – Personality Development	-	-
		SLP201	Service Learning Programme (SLP) - Community Engagement Course	-	2
		SLP202	Service Learning Programme (SLP) RUN	-	1
		STP201	Student Training Programme (STP) – Clubs & Committees / NSS	-	-
IV	Part I	TL2041/ FL2041	Language: Tamil/ French	6	4
	Part II	GE2041 / GE2141	English	6	4
	Part III	EC2041	Major Core IV: Drama	6	4
		EC2042	Elective II: (a) Journalism and Mass Communication	4	3
		EC2043	(b) Creative Writing		
		EC2044	(c) English for Tourism		
		EA2041	Allied IV: History of English Literature - II	6	4
	Part IV	AAS203	Add on Course: Professional English for Arts and Social Science - IV	2	2
	Part V	FCV202	Foundation Course II – Personality Development	-	1
		SLP202	Service Learning Programme (SLP): Extension Activity (RUN)	-	1

		STP201	Student Training Programme (STP) – Clubs & Committees / NSS	-	1
V	Part III	EC2051	Major Core V: Shakespeare	6	5
		EC2052	Major Core VI: Women's Writing in English	6	5
		EC2053	Major Core VII: English Language Teaching	6	5
		EC2054	Major Core VIII: Introduction to Literary Theories	6	5
		EC20PR	Major Project	4	4
	Part IV	AEC201	Ability Enhancement Course (AEC): Environmental Science	2	2
	Part V	FCV203	Foundation Course III- Human Rights Education	-	1
VI	Part III	EC2061	Major Core IX: Fiction	6	6
		EC2062	Major Core X: Marginal Writings	6	6
		EC2063	Major Core XI: Introduction to English Language and Phonetics	6	5
		EC2064	Major Core XII: Eco Literature	6	5
		EC2065 EC2066 EC2067	Major – (c) Fil Elective III: (a) Writing for Media (b) Film and Literature (c) English for Entrepreneurship	4	4
	Part IV	ESK206	Skill Enhancement Course (SEC): Translation: Basic Concepts and Practice	2	2
	Part V	FCV204	Foundation Course IV - Gender Equity Studies	-	1
			TOTAL	180	140+10

Self-Learning - Extra Credit Courses

Semester	Course Code	Title of the Course	Credits
III/ V	EC20S1	Children's Literature	2
IV/VI	EC20S2	Indian Short Stories	2
III - VI	EC20S3	MOOC Online Course	2

Value Added Courses

Semester	Course Code	Name of the Course	Total Hours
III/ IV	VAE201	Public Relations	30
V/VI	VAE202	Verbal Ability and Aptitude	30

Instruction for Course Transaction
Theory (Major Core) Paper Hours

Components	Sem. I	Sem. II	Sem. III	Sem. IV	Sem. V	Sem. VI
Lecture hours	75	75	75	75	75	75
Internal Test (2)	5	5	5	5	5	5
Quiz (2)	1	1	1	1	1	1
Class Test (3)	3	3	3	3	3	3
Open Book Test / Seminar / Class Assignment / Role Play / Article Review / GD	6	6	6	6	6	6
Total Hours	90	90	90	90	90	90

Theory (Elective / Allied) Paper Hours

Components	Elective				Allied	
	Sem. III	Sem. IV	Sem. V	Sem. VI	Sem. I/III	Sem. II / IV
Lecture Hours	75	75	60	60	60	60
Periodical Test	5	5	5	5	5	5
Quiz	1	1	1	1	1	1
Unit test	3	3	3	3	3	3
Group Discussion / Seminar / Open Book Test	6	6	6	6	6	6
Total Hours	90	90	75	75	75	75

Examination Pattern

Ratio of Internal and External (Major / Elective / Allied):

Internal – 30 : External – 70

Continuous Internal Assessment (CIA)

Internal Components and Distribution of Marks

Components	Marks
Internal Test (2)	15
Quiz (2)	4
Class Test (3)	6
Class Assignment / Home Assignment / Field Assignment / Article Review / Group Discussion / Problem Solving	5
Total	30

Question Pattern (Major / Allied / Elective)

Internal Test	Marks	External Exam	Marks
Part A	4 x 1 = 4	Part A (No Choice)	10 x 1 = 10
Part B	3 x 4 = 12	Part B (Internal Choice)	5 x 4 = 20
Part C	3 x 8 = 24	Part C (Internal Choice)	5 x 8 = 40
Total	40	Total	70

Project:

Ratio of Internal and External= 40:60

Total: 100 marks

Part IV (Add-on Course/ Non Major Elective (NME / SEC / AECC)

Ratio of Internal and External = 50: 50

a) Add-on Course: Professional English for Arts and Social Sciences

Internal Components and Distribution of Marks

Internal Components	Marks
Listening and Speaking	25
Reading and Writing	25
Total	50

Question Pattern for External Examination

External Exam	Marks
Written Test: Open Choice – 5 out of 7 Questions (5 x 10)	50
Total	50

b) Non Major Elective (NME)

Continuous Internal Assessment (CIA)

Internal Components and Distribution of Marks

Internal Components	Marks
Internal Test (2)	20
Quiz (2)	15
Class Assignment / Home Assignment / Project Report	15
Total	50

Question Pattern

Internal Test	Marks	External Exam	Marks
Part A 4 x 1 (No Choice)	4	Part A 5 x 1 (No Choice)	5
Part B 3 x 4 (Internal Choice)	12	Part B 5 x 3 (Internal Choice)	15
Part C 3 x 8 (Internal Choice)	24	Part C 5 x 6 (Internal Choice)	30
Total	40	Total	50

c) Skill Enhancement Course (SEC) - Computer Literacy

Internal Components

Component	Marks
Objective Type Questions (30x1)	30
Exercise (Book) Compulsory (2x10)	20
Total	50

External Components

Component	Marks
Exercise 1	20
Exercise 2	10
Procedures for Both Exercises	20
Total	50

Skill Enhancement Course (SEC) - Meditation and Exercise

Internal Components

Component	Marks
Objective Type Questions (20x1)	20
Exercise (2x10)	20
Assignment	10
Total	50

External Components

Component	Marks
Quiz	20
Written Test : Open Choice – 10 out of 15 Questions (10x3)	30
Total	50

e) Ability Enhancement Compulsory Course (AEC) – Environmental Studies

Internal Components

Component	Marks
Project Report	30
Viva Voce	20
Total	50

External Components

Component	Marks
Quiz	20
Written Test : Open Choice – 10 out of 15 Questions (10x3)	30
Total	50

Part V

i) Foundation Course (Values for Life, Personality Development, Human Rights Education and Gender Equity Studies)

Ratio of Internal and External = 50: 50

a) Foundation Course I: Values for Life

Internal Components

Component	Marks
Song, Mime, Skit	20
Book Activities	20
A Kind Action	10
Total	50

External Components

Component	Marks
Quiz	20
Written Test : Open Choice – 5 out of 7 Questions (5 x 6)	30
Total	50

b) Foundation Course II: Personality Development

Internal Components

Component	Marks
Exercise from Book	20
Skit	10
Group Album	20
Total	50

External Components

Component	Marks
Quiz	20
Written Test : Open Choice – 5 out of 7 Questions (5 x 6)	30
Total	50

c) Foundation Course III: Human Rights Education

Internal Components

Component	Marks
Album on Current Issues	20
Group Song/ Mime/ Skit	10
Open Book Test (Objective Type Questions)	20
Total	50

External Components

Component	Marks
Quiz	20
Written Test: Open Choice – 5 out of 7 Questions (5 x 6)	30
Total	50

d) Foundation Course IV: Gender Equity Studies

Internal Components

Component	Marks
Album on Current Issues	20
Group Song/ Mime/ Skit	10
Open Book Test (Objective Type Questions)	20
Total	50

External Components

Component	Marks
Quiz	20
Written Test : Open Choice – 5 out of 7 Questions (5 x 6)	30
Total	50

e) SLP - Community Engagement Course (CEC)

(Field Work – 15 Hours ; Class Hours – 15 Hours)

Internal Components

Component	Marks
Assignment	10
Group Discussion	10
Attendance (Field work)	30
Total	50

External Components

Component	Marks
Project Report / Case Study (10 - 15 pages in print)	50
Group project	
Total	50

f) SLP – Service Learning Programme: Reaching the Unreached Neighbourhood (RUN)

- 60 Hours mandatory programme included in the curriculum (2 credits).

g) STP – Student Training Programme

- Compulsory for all I & II year students (2 credits).
- Clubs and Committees – Eco Club, YRC, Rotaract Club, NSS/ RRC, AICUF, Consumer Club, Sports, Legal Literacy and Women's Cell.
- Each student can opt for one club/ committee.

Semester I
Major Core I: Poetry
Course Code: EC2011

Hours / Week	Credits	Total Hours	Marks
6	4	90	100

Objectives

1. To introduce to the students a selection of poets who made an impact on the literary scenario of different ages and continents.
2. To assist them in analyzing the poetic genre in its varied forms and techniques.

Course Outcomes

CO	Upon completion of this course the students will be able to :	PSOs Addressed	CL
CO-1	get acquainted with the poetry of the world cutting across ages and regions and their interconnectedness.	PSO –2	U
CO-2	appreciate the propensity of the poets of different eras and to reflect on the quintessential values and perspectives of mankind and nature.	PSO - 3	E
CO-3	learn the nuances of aesthetic expressions accomplished through various poetic techniques of form, content and style.	PSO - 4	An
CO-4	enhance their analytical acumen and master the language skills through intent listening and perceptive reading.	PSO - 1	Ap
CO-5	choose a career in creative writing, editing, reviewing, content writing etc.	PSO - 1	C

Unit I

John Milton	: On Shakespeare
William Blake	: The Chimney Sweeper
William Wordsworth	: The Solitary Reaper
Alfred Tennyson	: The Lady of Shalott

Unit II

T.S. Eliot	: The Journey of the Magi
Wilfred Owen	: Disabled
Seamus Heaney	: Blackberry Picking
Carol Anne Duffy	: In Mrs. Tilscher's Class

Unit III

Nissim Ezekiel	: Background, Casually
Dilip Chitre	: Father Returning Home
Vikram Seth	: Round and Round
Robin S. Ngangom	: My Invented Land

Unit IV

Robert Frost	: After Apple Picking
Maya Angelou	: A Brave and Startling
Derek Walcott	: Love after Love

Jenny Bronholdt	: Flight
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Unit V

Pablo Neruda	: Don't Go Far Off
Octavio Paz	: As One Listens to the Rain
Gunter Grass	: Open Wardrobe
Khalil Gibran	: A Visit from Wisdom

* A Handout of selected poems will be provided.

Reference Books

- Abrams M.H. (2015). *A Glossary of Literary Terms* Eleventh Edition). Seventh Edition. Stamford: Cengage Learning Inc.
- Bush, Douglas. (1971). *English Poetry*. London: Methuen & Co., Ltd.
- Enid, Hamer. (1966). *The Metres of English Poetry*. London: Metuen & Co. Ltd.

Semester I
Allied I: Social History of England
Course Code: EA2011

Hours / Week	Credits	Total Hours	Marks
6	4	90	100

Objectives:

1. To make the students know the social history of England so that they will be able to understand English literature better.
2. To extend the knowledge on the social issues to develop professional ethics.

Course Outcomes

CO	Upon completion of this course the students will be able to :	PSOs Addressed	CL
CO-1	gain an insight into the history of England which vitally shapes the language and literature	PSO – 1	U
CO-2	identify the ages' influence in the works of the concerned authors	PSO - 2	U
CO-3	express the merits and de-merits of each age and the gradual changes in the history	PSO - 2	An
CO-4	analyse the customs and practices of England over the centuries	PSO - 2	An
CO-5	prepare themselves for the eligibility test at the state and national level.	PSO - 1	Ap

Unit I

The Renaissance
The Reformation
The Religions of England
The Elizabethan Theatre

Unit II

Colonial Expansion
The Civil War and its Social Significance
Puritanism
Restoration England

Unit III

The Origin and Growth of Political Parties in England
Age of Queen Anne

Coffee-house life in London

The Agrarian Revolution

Unit IV

The Industrial Revolution

The American War of Independence

Effects of the French Revolution

The Reform Bills

Unit V

The Victorian Age

The Dawn of the Twentieth Century

Life between the Two World Wars

England in the 21st Century

Self Study

A Brief Outline of British History (From A.G. Xavier)

Reference Books

Xavier, A.G. (2009). *An Introduction to the Social History of England*. Chennai: Viswanathan Printers.

Padmaja Ashok. (2018). *Social History of England*. Hyderabad: Orient Blackswan Private Limited.

Trevelyan, G.M. (1987). *English Social History*. London: Penguin UK.

Semester I
Add On Course

Professional English for Arts and Social Sciences- I
Course Code: AAS201

Hours / Week	Credits	Total Hours	Marks
2	2	30	100

Unit I: Communication

1. Listening to Audio Text & answering Questions
2. Pair Walk
3. Comprehension passage
4. Developing a story with pictures
5. Vocabulary

Unit II: Description

1. Listening to Process Description – Online shopping
2. Speaking – Role play – sample 1
3. Reading Passages on Products
4. Process Description – Compare & Contrast
5. Vocabulary

Unit III: Negotiation Strategies

1. Listening to interviews of specialists
2. Brain Storming (Mind mapping)
3. Economic System (Longer Reading Text)
4. Why learn the skill of writing an essay
5. Vocabulary

Unit IV: Presentation Skill

1. Listening to Lecture – I
2. Short Talks – I
3. Reading comprehension – passage I
4. Writing Recommendations
5. Vocabulary

Unit V: Critical Thinking Skills

1. Listening Comprehension
2. Speaking – Making Presentation – Task 1 & 2
3. Reading – Comprehension Passages, Note making
4. Writing - Problem & Solution Essays, Creative writing
5. Vocabulary

Text Book:

Tamil Nadu State Council for Higher Education (TANSCHÉ). *Professional English for Arts and Social Sciences – I*.

Semester I
Non-Major Elective (NME): English for Life
Course Code: ENM201

Hours / Week	Credits	Total Hours	Marks
2	2	30	100

Objectives:

1. To take part effectively in social and professional communication in day to day life.
2. To make learners use English language in meaningful situations.

Course Outcomes

CO	Upon completion of this course the students will be able to :	PSOs Addressed	CL
CO-1	start vocabulary building through which they can benefit in the long run	PSO – 1	R
CO-2	identify the rudiments of English grammar	PSO – 1	U
CO-3	develop the basic skills in English	PSO - 1	An, Ap
CO-4	become proficient users of English involving all the skills of English language	PSO – 3	Ap

Unit I: Grammar:

Sentences

Concord

Unit II: Word Power:

Words often confused

Idioms& Phrases

Unit III: Reading:

Reading Comprehension

Unit IV: Functional English

Letter Writing& E- mail Writing

Unit V: Functional English

Reviews of Films & Books

***Compilation of these topics will be provided to the students**

Semester I
Skill Enhancement Course (SEC): Meditation and Exercise
Course Code: SEC201

Hours/ Week	Credit	Total Hours	Marks
2	2	30	100

Objectives

1. To promote good - health and emotional stability among students.
2. To increase relaxation of body and mind.
3. To equip the students with traditional understanding of yogasanas and meditation.
4. To prevent stress-related health problems.

Unit I: Physical Health

Physical Structure of Human Body- Five Factors to Balance in Life- Nadisuthi-
Neuro- Muscular Breathing Exercises - Eye exercises - Kapalabathi.

Unit II: Yogasanas

Surya Namaskar- Eka Pada Asana (Viruchhasana) - Chakrasana (sideways) -
Uthkadasana - Padmasana- Vajrasana- Pachi Mothasana- Navasana- Pavana Mukthasana-
Salabhasana- Dhanurasana- Makkarasana.

Unit III: Mind

Mind-Mental frequency- Meditation- Benefits of Meditation.

Unit IV: Personality Development

Analysis of Thought - Six roots for thought – Introspection for analysis of thought -
Practical technique for analysis of thought - Moralization of desire - Analysis of desire -
Practical technique for moralization of desire.

Unit V: Human Resources Development

Eradication of worries- Analyse your problems and eradicate worry – Practical exercise
to eradicate worries- Benefits of Blessings - Effect of good vibrations - practicing blessing a
daily habit.

Text Book:

Value Education - Vision for Wisdom World Community Service Centre , Aliyar.

Reference books:

1. Handbook on Yoga-N.C.Narayanan
2. Simplified Physical Exercises – Thathuvagnani Vethathiri Maharishi
3. Mind – Thathuvagnani Vethathiri Maharishi
4. Yoga for modern age – Thathuvagnani Vethathiri Maharishi.
5. Yogasanas-- Vision for Wisdom World Community Service centre , Aliyar.

Semester I
Foundation Course I - Values for Life
Course Code: FCV201

Hours / Week	Credit	Total Hours	Marks
1	1	30	100

Objectives:

1. To inculcate the importance of values among the students.
2. To instill personal, family, social and religious values among the learners.
3. To equip them as responsible human beings.

Course Outcomes (COs)

CO No.	<i>Upon completion of this course, the students will be able to:</i>	PSO Addressed	Cognitive Level
CO-1	understand the human values, its importance and components	PSO-	U
CO-2	apply the values learnt in real life situation	PSO-	Ap
CO-3	comprehend the different personal values and its components	PSO-	U
CO-4	realize the personal values and to practice them	PSO -	Ap
CO – 5	understand the family values	PSO -	U

Unit I

Values – meaning- definition –value education - importance – objectives – essence – components- process - issues to be taught – benefits – significance of values in the present scenario - core value concerns – role of educators

Unit II

Personal Values – importance – purpose – factors that form personal values – components - assistance, truth, hard work, perseverance, respect for elders and teachers.

Unit III

Family Values - types – selfless love and service, sacrifice, Affection, gratitude, sharing humanity, kindness, peace, obedience

Infatuation – love – marriage – relationship

Familial love – brotherly love – sisterly love – parental love – definition – quotes from title

Unit IV

Social values – function – benefits - Components – honesty, integrity, compassion, empathy, commitment, responsibility, discipline, punctuality, respect, courtesy, dedication, attitude.

Unit V

Religious values – faith, belief, forgiveness, surrender. Prayer – definition – components – types, benefits

God's love and protection – relevant quotes and reflections.

Text Book

Ed. Jansi, Mary, Jeyaseeli, Mary Helen Stella and Anitha Malbi. *Values for Life*. Saras Publication. Nagercoil.

Semester II
Major Core II: Modern English Grammar and Composition
Course Code: EC2021

Hours / Week	Credits	Total Hours	Marks
6	4	90	100

Objectives:

1. To make the students thorough with the basic grammar and its usage.
2. To rectify the common errors in writing.
3. To improve the communication skills.

Course Outcomes

CO	Upon completion of this course the students will be able to :	PSOs Addressed	CL
CO-1	understand the basic grammar and its usage	PSO - 1	U
CO-2	develop the quality of written communication	PSO – 1	Ap
CO-3	rectify the common errors in writing	PSO – 1	Ap
CO-4	speak correct English	PSO -1	Ap

Unit I:

The Sentence, Parts of Speech, Nouns, Adjectives, Articles, Pronouns, Adverbs, Prepositions, Conjunctions. (pg. 3-65 & 142-167)

Unit II:

Verbs, Concord or Agreement of the Verb with the Subject, Non-finite Verb, Strong and Weak Verbs. (pg. 66-112)

Unit III:

Simple, Compound, Complex, Compound-Complex Sentences, Clauses, Synthesis of Sentences, Transformation of Sentences. (pg. 171-224)

Unit IV:

Auxiliaries, Modal Auxiliaries, Sequences of tenses, Direct and Indirect Speech, Punctuation and Capitals, Verb Patterns and Structures. (pg.113 - 33, 225-249)

Unit V:

Paragraph Writing, Letter Writing, Expansion of Passages, Essay Writing. (pg. 341-359, 367-379)

Text Book:

David Green. *Contemporary English Grammar, Structures and Composition*. Second Edition: Trinity.

*Question paper should have equal distribution between theory and exercises

Allied II: Literary Forms and Terms

Course Code: EA2021

Hours / Week	Credits	Total Hours	Marks
6	4	90	100

Objectives:

1. To introduce the various genres that emerged over the centuries.
2. To make stylistic and critical evaluation of literary works.

Course Outcomes

CO	Upon completion of this course the students will be able to :	PSOs Addressed	CL
CO-1	comprehend the origin and development of various English literary forms	PSO-2	U
CO-2	identify the unique characteristics of each literary form	PSO-2	U
CO-3	apply the nuances of literary forms in creative writing	PSO-2	C
CO-4	thematically and stylistically analyse literature of various forms	PSO-2	An
CO-5	evaluate the prominence of literary forms as a researcher or professional	PSO-3	E

Unit I:

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

Unit II:

Tragedy and Comedy, Tragi-comedy, The One Act Play, The Dramatic Monologue

Unit III:

The Essay, The novel, The Short Story

Unit IV:

Glossary of Literary Terms chosen from M.H. Abrams:

Melodrama, Miracle, Morality and Interlude, Pantomime, Soliloquy, Aside, Farce, Comic Relief, Allegory, Flat and Round Characters, Hamartia, Slapstick Comedy, Rising and Falling Action, Genre, Media Res, Absurd Drama, Conceit

Unit V

Glossary of Literary Terms chosen from M.H.Abrams:

Blank Verse, Heroic Couplet, Ballad, Epic, Hymn, Onomatopoeia, Ethos and Bathos, Prosody, Refrain, Alliteration and Assonance, Masque, Simile and Metaphor, Haiku, Metonymy and Synecdoche.

Text Books:

Abrams, M. H. (1999). *A Glossary of Literary Terms*. Massachusetts: Heinle & Heinle.

Prasad, B. (1999). *A Background to the study of English Literature for Indian Students*. New Delhi: Macmillan.

Reference Books:

Chris Baldick. (2005). *Oxford Book of Literary Terms*. London: Oxford University Press.

William Henry Hudson. (2006). *An Introduction to the Study of Literature*. Chennai: Atlantic.

Add On Course

Professional English for Arts and Social Sciences- II

Course Code: AAS202

Hours / Week	Credits	Total Hours	Marks
2	2	30	100

Unit I: Communication

6. Listening to instruction
7. Small Group Work
8. Comprehension- Difference between facts & opinions
9. Developing a short poem with pictures
10. Vocabulary

Unit II: Description

6. Listening to Process Description - Cartographic Process
7. Speaking – Role play – sample 2
8. Reading Passages on Equipment & gadgets
9. Paragraph: Sentence Definition & Extended Definition, Free writing
10. Vocabulary

Unit III: Negotiation Strategies

6. Listening to interviews of inventors in fields
7. Small Group Discussion – Specific
8. Longer reading text –The Art of Loving
9. Essay Writing – Solidarity
10. Vocabulary

Unit IV: Presentation Skill

6. Listening to Lecture – 2
7. Short Talks – Poverty and the need to alleviate it
8. Reading comprehension – passage 2
9. Interpreting Visual Inputs
10. Vocabulary

Unit V: Critical Thinking Skills

6. Listening for Information
7. Making Presentation task 3& 4
8. Motivational Articles on Professional Competence, Professional Ethics & Life Skill
9. Problem & Solution Essays, Summary Writing
10. Vocabulary

Text Book:

Tamil Nadu State Council for Higher Education (TANSCHÉ). *Professional English for Arts and Social Sciences – I*.

Semester II
Non-Major Elective (NME): English for Career

Course Code: ENM202

Hours / Week	Credits	Total Hours	Marks
2	2	30	100

Objectives:

1. To develop communicative skills for better career prospects.
2. To get equipped in oral and written communication.
3. To give exposure and train them in group discussion and interviews.

Course Outcomes

CO	Upon completion of this course the students will be able to :	PSOs Addressed	CL
CO-1	understand the rudiments of effective communication	PSO-1	U
CO-2	get proficient in different kinds of communication	PSO- 3	U
CO-3	gain confidence to express one's thoughts and views effectively	PSO-1	C, Ap
CO-4	perform effectively in interviews	PSO-1	Ap

Unit I: Writing:

Writing a Resume with a covering letter

Report Writing

Unit II: Career Skills:

Interview Skills

Telephone Skills

Unit III: Group Discussion:

Group Discussion

Unit IV: Situational Conversation/ Dialogues

Five appropriate situational dialogues

Unit V: Filling up Forms:

Bank Forms

Online forms

***Compilation of these topics will be provided to the students**

Semester II
Skill Enhancement Course (SEC): Computer Literacy
Course Code: SEC202

Hours/Week	Credits	Total no. of hours	Total marks
2	2	30	100

Objective

To enable students to understand the basic working of ms office which includes ms word, excel and powerpoint.

Unit I

Microsoft Word: Starting MS-Word – Introduction to word 2007 user interface – Understanding document views – Creating a new document – Saving a file – Printing a document – Opening an existing file – Microsoft word 2007 basic features.

Unit II

Formatting text – Formatting paragraphs – Graphics – Tables – Page Setup – Bullets and Numbering – Columns and Ordering – Text Boxes – Mail Merge.

Unit III

Microsoft Excel: Starting MS- Excel – Introduction to Excel 2007 user interface – Creating a New workbook – Saving a workbook – Opening an Existing workbook – Entering data into a cell – Selecting cells – Entering data using autofill – Using merge & center – Sorting data – Creating a table – Formatting a table.

Unit IV

Adjusting cell data alignment – Changing cell data orientation - Adding borders to cell – Basic operations on worksheet – Advanced operations on worksheets – Resizing columns and rows in a worksheet – Using formulas and functions – Charts.

Unit V

Microsoft PowerPoint: The PowerPoint window – PowerPoint views – Create a new presentation - Changing a slide layout – Inserting text on a new slide – Inserting a new slide – Rearrange the order of slides – Delete a slide – Save a presentation – Applying themes to a presentation – Change background style – Creating a textbox – Format textboxes – Add an image – Format an image – WordArt – Slide transitions – Slide animation - Setup slide show.

Text Book

1. J. Anto Hepzie Bai & S. J. Jenepha Mary, “Step Into Microsoft Office 2007”.

LAB EXERCISES

MS WORD

1. Design an Invitation
2. Design a Book Cover
3. Prepare a Calender
4. Mail Merge

MS EXCEL

1. Mark Sheet Preparation
2. Chart
3. Macro
4. Built-in Functions

MS POWERPOINT

1. Creating Resume
2. Birthday Greeting Card

Semester II & III
Service Learning Programme (SLP)
Community Engagement Course
Course Code: SLP201

Credits	Total no. of hours	Total marks
2	30 (15 classroom + 15 field)	100(50 + 50)

Objectives:

- To develop an appreciation of rural culture, life-style and wisdom amongst students
- To learn about the status of various agricultural and rural development programmes
- To understand causes for rural distress and poverty and explore solutions for the same
- To apply classroom knowledge of courses to field realities and thereby improve quality of learning

Learning Outcomes:

After completing this course, student will be able to

- Gain an understanding of rural life, culture and social realities
- Develop a sense of empathy and bonds of mutuality with local community
- Appreciate significant contributions of local communities to Indian society and economy
- Learn to value the local knowledge and wisdom of the community
- Identify opportunities for contributing to community's socio-economic improvements

b) Credit

2 credit, 30 hours, at least 50% in field, compulsory for all students

c) Contents

Divided into four Modules, field immersion is part of each Unit

Course Structure: 2 Credits Course (1 Credit for Classroom and Tutorials and 1 Credit for Field Engagement)

S.No .	Module Title	Module Content	Assignment	Teaching/ Learning Methodology	No. of Classes
1	Appreciation of Rural Society	Rural life style, rural society, caste and gender relations, rural values with respect to community, nature and resources, elaboration of "soul of India lies in villages" (Gandhi),	Prepare a map (physical, visual or digital) of the village you visited and write an essay about inter-family relations in that village.	- Classroom Discussions - Field visit**	2 4 2

		rural infrastructure		- Assignment Map	
2	Understanding rural economy & livelihood	Agriculture, Farming, landownership, water management, animal husbandry, non-farm livelihoods and artisans, rural entrepreneurs, rural markets	Describe your analysis of rural household economy, its challenges and possible pathways to address them	- Field visit** - Group discussions in class - Assignment	3 4 1
3	Rural Institutions	Traditional rural organisations, Self-help Groups, Panchayati raj institutions (Gram	How effectively are Panchayati raj institutions functioning in the village? What would you suggest to	- Classroom - Field visit** Group presentation of	2 4 2

		Sabha, Gram Panchayat, Standing Committees), local civil society, local administration	improve their effectiveness? Present a case study (written or audio-visual)	Assignment	
4	Rural Development Programmes	History of rural development in India, current national programmes: Sarva Shiksha Abhiyan, Beti Bachao, Beti Padhao, Ayushman Bharat, Swachh Bharat, PM Awaas Yojana, Skill India, Gram Panchayat Decentralised Planning, NRLM, MNREGA, etc.	Describe the benefits received and challenges faced in the delivery of one of these programmes in the rural community; give suggestions about improving implementation of the programme for the rural poor.	- Classroom - Each student selects one program for fieldvisit** - Written assignment	2 4 2

**** Recommended** field-based practical activities:

- Interaction with SHG women members, and study of their functions and challenges; planning for their skill building and livelihood activities
- Visit MGNREGS project sites, interact with beneficiaries and interview functionaries at the work site
- Field visit to Swachh Bharat project sites, conduct analysis and initiate problem solving measures
- Conduct Mission Antyodaya surveys to support under Gram Panchayat Development Plan (GPDP)
- Interactive community exercise with local leaders, panchayat functionaries, grass-root officials and local institutions regarding village development plan preparation and resource mobilization
- Visit Rural Schools / mid-day meal centres, study Academic and

infrastructural resources and gaps

- Participate in Gram Sabha meetings, and study community participation
- Associate with Social audit exercises at the Gram Panchayat level, and interact with programme beneficiaries.
- Attend Parent Teacher Association meetings, and interview school drop outs
- Visit local Anganwadi Centre and observe the services being provided
- Visit local NGOs, civil society organisations and interact with their staff and beneficiaries,
- Organize awareness programmes, health camps, Disability camps and cleanliness camps
- Conduct soil health test, drinking water analysis, energy use and fuel efficiency surveys
- Raise understanding of people's impacts of climate change, building up community's disaster preparedness
- Organise orientation programmes for farmers regarding organic cultivation, rational use of irrigation and fertilizers and promotion of traditional species of crops and plants
- Formation of committees for common property resource management, village pond maintenance and fishing

Teaching & Learning Methods

A large variety of methods of teaching must be deployed:

UGC will prepare an ICT based MOOC for self-paced learning by students for the 1 credit to be conducted in the classroom

Reading & classroom discussions, Participatory Research Methods & Tools, Community dialogues, Oral history, social and institutional mapping, interactions with elected panchayat leaders and government functionaries, Observation of Gram Sabha, Field visits to various village institutions.

Recommended Readings

Books:

1. Singh, Katar, Rural Development : Principles, Policies and Management, SagePublications, New Delhi, 2015.
2. A Hand book on Village Panchayat Administration, Rajiv Gandhi Chair forPanchayati Raj Studies, 2002.
3. United Nations, Sustainable Development Goals, 2015 un.org/sdgs/
4. M.P.Boraian, Best Practices in Rural Development, Shanlax Publishers, 2016.

Journals:

1. Journals of Rural development, (published by NIRD & PR Hyderabad)
2. Indian Journal of Social Work, (by TISS, Bombay)
3. Indian Journal of Extension Education (by Indian Society of Extension Education)
4. Journal of Extension Education (by Extension Education Society)
5. Kurukshetra (Ministry of Rural Development, GoI)
6. Yojana (Ministry of Information and Broadcasting, GoI)

Semester III
Major Core III: Non Fiction
Course Code: EC2031

Hours / Week	Credits	Total Hours	Marks
6	4	90	100

Objectives:

1. To familiarise the students to the writings of variety of nonfiction writers.
2. To enhance sense of literary appreciation in the minds of the students.

Course Outcomes

CO	Upon Completion of this course, the students will be able to	PSOs Addressed	CL
CO-1	recognize the elements of Non Fiction	PSO – 2	U
CO-2	interpret text with awareness and curiosity for other view points	PSO – 1	An
CO-3	formulate knowledge on the stylistic strategies employed by different writers	PSO – 2	U
CO-4	deploy ideas from the texts in their own reading and writing	PSO – 2	Ap
CO-5	compare how writers from different places and times present experiences and use language	PSO - 1	An

Unit I

Francis Bacon : Of Great Place, Of Anger
 Virginia Woolf : The Death of the Moth

Unit II

Eula Biss : On Immunity: An Inoculation

Unit III

Nirad C. Chaudhuri : The Eternal Silence of these Infinite Crowds
 Reshma Qureshi : Make Love not Scars

Unit IV

David Low : I Believe
 Marcus Chown : I am a galaxy

Unit V

Paul Gallico : My Boss the Cat
 Rudolfo A. Anaya : A Celebration of Grandfathers
 JamakeHighwater : One Land, Two Worlds

Text Books:

Eula Biss. (2014). *On Immunity: An Inoculation*. United States: Graywolf Press.

Marcus Chown. (2013). *What a wonderful World*. London: Faber and Faber.

Reshma Qureshi (2018). *Being Reshma*. India: Pan Macmillan.

Sam Sahayam & Preethi (editors) (1998). *A Commonwealth Reader*. Chennai: Binil Publications.

Virginia Woolf. (1974). *The death of the Moth and Other Essays*. United States: Mariner Books.

Reference Book:

Edward Albert. (1979). *History of English Literature*. London: Oxford University Press.

Semester III
Elective I (a): Life Writing
Course Code: EC2032

Hours / Week	Credits	Total Hours	Marks
4	4	60	100

Objectives:

1. To cultivate the intellectual, spiritual, moral and social aspects of a person.
2. To instill the inspiration through real life situations from the lives of the writers.

Course Outcomes

CO	Upon Completion of this course, the students will be able to	PSOs Addressed	CL
CO-1	identify the characteristics of different genres of life writing	PSO – 2	U
CO-2	comprehend confessional and testimonial paradigms and their relevance to life writing	PSO –3	U
CO-3	analyse the life writing narratives and the verbal features of graphic memoir	PSO – 2	An
CO-4	explain current debates relating to authenticity, truth and self representation in life writing	PSO – 1	An
CO-5	apply critical concepts used in analyzing biographies, autobiographies and letters	PSO –2	Ap

Unit I

Revathi : *The Truth about Me*

Jon Krakauer : *Into the Wild*

Unit II

Elizabeth Gilbert : *Eat Pray Love: One Woman's Search for Everything across Italy, India and Indonesia*

Elie Wiesel : *Night*

Unit III

W.B. Yeats : *Letters*

To Katherine Tynan, To Lady Gregory, To John Quinn

Swami Vivekananda : *Letters of Swami Vivekananda* (Letters1, 2, 3, 4)

Unit IV

Helen Keller : *The Story of My Life*

Barack Obama : *Dreams from My Father*

Unit V

Joni Eareckson Tada : *Joni: An Unforgettable Story*

Jean Dominique Bauby : *The Diving Bell and the Butterfly: A memoir of Life in*

Death

Text Books:

Barack Obama. (2016). *Dreams From My Father*. New York: Random House

Elie Wiesel. (2008). *Night*. United Kingdom: Penguin

Elizabeth Gilbert. (2007). *Eat Pray Love: One Woman's Search for Everything across Italy, India and Indonesia*. United Kingdom: Bloomsberry.

Jean Dominique Bauby. (1998). *The Diving Bell and the Butterfly: A memoir of Life in Death*. United Kingdom: Vintage.

Jon Krakauer. (2011). *Into the Wild*. United Kingdom: Pan Books.

Joni Eareckson Tada. (2001). *Joni: An Unforgettable Story*. Michigan: Zondervan.

Helen Keller. (2016). *Story of My Life*. New Delhi: Finger Print.

Revathi A. (2010). *The Truth about Me*. New Delhi: Penguin.

W.B.Yeats. (1976). *Selected Prose*. United Kingdom: Pan Books.

Reference Book:

Gelindo R. Carpio. (2011). "Race and Inheritance in Barack Obama's *Dreams from My Father*." *Daedalus*. Vol. 140, No. 1, Cambridge: MIT Press.

Semester III
Elective I (b): English for Competitive Examinations
Course Code: EC2033

Hours / Week	Credits	Total Hours	Marks
4	4	60	100

Objectives

1. To aspire students to learn English and prepare themselves for competitive examinations.
2. To familiarize the students with new vocabulary and idiomatic expressions of the English Language.

Course Outcomes

CO	Upon completion of the course, the students will be able to	PSO Addressed	CL
CO-1	recognize the challenges of communication and the parameters of effective communication	PSO - 1	U
CO-2	acquire better knowledge on Vocabulary	PSO - 1	U
CO-3	identify the different types of communication which will facilitate them to become conscious of the purpose of communication	PSO - 1	U
CO-4	develop overall confidence in preparing competitive exams at national and global level	PSO - 1	Ap
CO-5	equip with nuances of the English language, which includes proficiency in grammar and its usage in speaking and writing	PSO - 3	U

Unit I

Sentence Pattern

Phrases

Clauses

Unit II

One-Word Substitutions

Spotting Errors

Sentence Completion

Unit III

Synonyms

Antonyms

Foreign Terms and Expressions

Unit IV

Words often confused or misused

Common notions& Idiomatic Expressions

Phrasal Verbs

Unit V

Reading comprehension

Sentence completion

Reconstructing Passages

Text Book:

Bhatnagar R.P. (2012). *English for Competitive examinations*. 3rd ed., Macmillan Publishers.

Reference Books:

Aarts, Bas (2011). *Oxford English Grammar*. London: Oxford University Press.

Adams, Valerie (1973). *An Introduction to Modern English Word-formation*. London: Longman.

Merriam-Webster's Dictionary of English Usage. Springfield, MA: Merriam-Webster, 1994.

Semester III
Elective I (c): Indian Folklore
Course Code: EC2034

Hours / Week	Credits	Total Hours	Marks
4	4	60	100

Objectives:

1. To comprehend the various dimensions of folk production and the difference between oral and written literary tradition.
2. To study the different narrative and thematic concerns of Indian folklore.

Course Outcomes

CO	Upon completion of this course the students will be able to	PSOs Addressed	CL
CO-1	understand the beginning and growth of folklore studies	PSO – 2	U
CO-2	recognize the subversive potential of folk forms as live performances, literature or oral traditions.	PSO – 2	U
CO-3	evaluate literature as a process of recreation and interpretation of existing tales in different socio-cultural contexts.	PSO – 2	E
CO-4	analyze the different forms and patterns of Indian folklore	PSO – 2	An

Unit I: Prose

An Introduction to Folklore

Indian Folklore: Forms, Patterns and Variations

Crooke, Chaube and Colonial Folklorists

Postcolonial Conclusion

Unit II: Theory

Eleazar Meletinsky - Typological Study of the Folktale

Herder, Folklore and Romantic Nationalism

Unit III: Poetry

Address to a Spoiled Child

Of Women

What Women Sing at Weddings

A Woman to her Lover

An Exchange of Compliments

What women Sing When the Bride is Taken Away

The Lament of a Mother

Buffalo Girls Come out to Play

Mother-in-law scolds her daughter-in-law

A Women to her Husband

Courtship

Unit IV: Short Stories

The Story of the Toad

The Tale of the Monkey and the Hare

The Story of the Simpleton

The Story of the Merchant's Son

The Seven Champions

How the Rivers Were Made

The Story of the Doe and the Raven

The Old Man and the Tiger

The Duel of the Giants

The Story of the Frogs and the Old Serpents

Unit V: Drama

Girish Karnad : *Nagamandala*

Text Books:

IGNOU MEG 16 Indian Folk Literature. (2020). New Delhi: Chakradhar Publication.

Sathana Naithani. (2006). "Crooke, Chaube and Colonial Folklorists." *In Quest of Indian Folktales*. Blumington: Indiana University Press.

Sathana Naithani. (2006). "Postcolonial Conclusion" *In Quest of Indian Folktales*. Blumington: Indiana University Press.

Drummond, A. D. (2009). *A Collection of Kachari Folktales and Rhymes*. Montana: Kessinger Publishing.

Girish Karnad. (1999). *Nagamandala*. UK: Oxford University Press.

Reference Books:

Girish Karnad. (1998). *Hayavadana*. UK: Oxford University Press.

Asif Currimbhoy. (1992). *The Dumb Dancer*. Asheville: Writers Workshop.

Mamang Dei. (2006). *The Legends of Pensam*. New Delhi: Penguin India.

Semester III
Allied III: History of English Literature – I
Course Code: EA2031

Hours / Week	Credits	Total Hours	Marks
6	4	90	100

Objectives:

1. To make them acquaint with the emergence of major literary genres.
2. To create in them a critical acumen with reference to the canonical writers and their texts.

Course Outcomes

CO	Upon completion of this course the students will be able to:	PSOs Addressed	CL
CO-1	gain an exacting knowledge of the literary history of England.	PSO - 2	U
CO-2	comprehend the socio-political events that shaped literature in this period..	PSO - 2	U
CO-3	recognise and appreciate the contributions made by major literary writers.	PSO - 2	U
CO-4	Situate an author in his/her literary period.	PSO - 2	Ap
CO-5	prepare themselves for professional exams at the National level (SET,NET) and International level (subject GRE exam)	PSO - 1	Ap

Unit I

Age of Chaucer

From Chaucer to Spenser

(Pgs. 26-67)

Unit II

The Age of Elizabeth

(Pgs. 68-134)

Unit III

The Age of Milton

The Age of Dryden

(135-176, 181-187)

Unit IV

The Age of Pope

(195-233)

Unit V

The Age of Transition

(236-295)

Text Book:

Albert, Edward. *History of English Literature*. Oxford UP, 1979.

Reference Books:

David Daiches. (2011). *A Critical History of English Literature*. (Revised Edition, Vol.I & II), Supernova Publishers.

Roland Carter and John McRae. (2001). *The Routledge History of Literature in English. Britain and Ireland*: Routledge.

Add On Course
Professional English for Arts and Social Sciences- III
Course Code: AAS203

Hours / Week	Credits	Total Hours	Marks
2	2	30	100

Unit I:

Listening – Answering comprehension exercises

Speaking – Reading passages – open ended questions

Reading – One subject based reading of text followed by comprehension activities / exercises

Writing – Summary writing based on the reading passages (semi-guided)

Unit II:

Listening – Announcement

Speaking – Just a minute activity

Reading – Analyzing Ads

Writing – Dialogue writing

Unit III:

Listening – Listening to interviews (subject based)

Speaking – Interview with subject teachers / professionals
(using video conferencing skills)

Reading – Selected sample of web page

Writing – Creating web pages

Reading Comprehension – Essay on Digital competence for academic and professional life

Unit IV:

Listening – General videos (lifestyle and values)

Speaking – Movie review, book review

Writing – Poster making – writing slogans / captions (subject based)

Reading – Essay on creativity and imagination

Unit V:

Speaking – Presentation using Power Point

Reading / Writing – Circulars, minutes of meeting, paraphrasing

Text Book:

Tamil Nadu State Council for Higher Education (TANSCHE). *Professional English for Arts and Social Sciences – II*.

Foundation Course II - Personality Development

Course Code: FCV202

Hours/ week	Credit	Total hours	Marks
1	1	30	100

Objectives

1. To practice personal and professional responsibility.
2. To develop and nurture a deep understanding of personal motivation.

Course Outcome

CO No.	<i>Upon completion of this course, the students will be able to:</i>	PSO Addressed	Cognitive Level
CO-1	identify various dimensions and importance of effective personality	PSO-	A
CO-2	apply the models of positive thinking in real life situations	PSO-	A
CO-3	To overcome shyness and loneliness and cope up with the society.	PSO-	Y

Unit I

Personality – Factors influencing personality – Theories on personality – Types of personality. Self acceptance – self awareness–self concept – elements - self esteem – types of self esteem

– impact of self esteem – importance – low self esteem.

Unit II

Self actualization– characteristics – Positive thinking – The profile of a positive thinker – Positive attitude – Models of positive thinking. Worry – Why to worry – ways to overcome – ways to turn negative thinking into positive.

Unit III

Motivation – Sources of motivation – Types of motivation – Factors determining motivation – characteristics of motivation. Goal setting – Types of goals – ways to achieve goals. Decision making – Steps for decision making.

Unit IV

Time Management – Definition – Controversies regarding time management – importance – Ways to manage time – controlling interruption – Leisure. Leadership and team building – types – qualities of a good leader – group formation – types-responsibilities of group members

– instructions to form groups. Communication – classification – verbal and non verbal – rules – hindrance to communication.

Unit V

Process of coping or adjustments – coping – mal adjustment – frustration – types – techniques to overcome frustration. Mental stress – types – mechanism of coping – positive and negative mechanism – steps for adjustment in life – coping with shyness – loneliness – techniques to overcome shyness and loneliness.

Textbook

Aazhumai Vazhampera– Dr. Sr. Mary Jhonsy, Dr. M. Mary Helen Stella and Dr. AnithaMalbi

Reference books

1. Personality Development (1999). Selvaraj, Palayamkottai Community College, V.M. Chattram, Tirunelveli.
2. Resource book for Value Education (2002). Mani Jacob, Institute of Value Education, New Delhi
3. You can win (1998). Shiv Kheera, published by Rajive Beri, Macmillan India Ltd, New Delhi.
4. The seven habits of highly effective people (1990). Covey Stephen, R. Simon and Schuster, New York.
5. Change or be changed (2008). Dr. Xavier Alphonse, S. published by ICRDCE, Chennai.

Children's Literature

Course Code: EC20S1

Hours / Week	Credits	Total Hours	Marks
-	2	-	100

Objectives:

1. To analyze how adults scaffold children's thinking through dialogic reading and read aloud activities.
2. To comprehend how children's books support children's multiple perspectives and empathy while promoting their cognitive, social, emotional, language and aesthetic development.

Course Outcomes

CO	Upon Completion of this course, the students will be able to	PSO Addressed	CL
CO-1	develop reading competencies through children's literature.	PSO - 2	Ev
CO-2	develop thinking dispositions and habits of mind to take advantage of children's literature.	PSO - 3	An
CO-3	understand the whole learning integrating children's books.	PSO - 1	U
CO-4	analyse literary works from various genres for their structure and meaning, using correct terminology.	PSO - 2	An

Unit I

Thea Stilton : The Journey to Atlantis

Unit II

Jeff Kinney : Diary of a Wimpy Kid

Unit III

J. K. Rowling : Harry Potter and the Philosopher's Stone

Unit IV

H. G. Wells : The Time Machine

Unit V

Lewis Carroll : Alice in Wonderland

Text Books:

Stilton, Thea., (2012). *The Journey to Atlantis*. Scholastic India Pvt. Ltd.

Kinney, Jeff. (2012). *Diary of a Wimpy Kid: The Ugly Truth*. Penguin Random House.

Rowling., J. K. (1997). *Harry Potter and the Philosopher's Stone*. Bloomsbury Publishing.

Wells., H. G., (1895). *The Time Machine*. William Heinemann.

Carroll, Lewis. (1865). *Alice in Wonderland*. Macmillan Publishers.

Course Code VAE201

Objectives:

1. to understand the basic premises and fundamental concepts of Public Relations
2. to offer a wholesome personality development which leads to professional prospects
3. to acquire skills in using communication tools
4. to understand basic concepts and practices in Marketing

Unit I

Introduction to Public Relations – Need for PR

Unit II

Effective Writing & Business Communication

Unit III

Public Speaking & Presentation Skills

Unit IV

E- Communication – writing blogs, websites, brochures, pamphlets

Unit V

Skill set for PR Personnel - Qualities of a PR Person - Ethics in PR

Evaluation

Live Project – Act as a PRO to any department in an institution and prepare a brochure for the same.

Reference Books:

1. Cutlip, S.M., A.H Center and G.M Broom. *Effective Public Relations*. New Jersey: Pearson Education, 2006.
2. Datta. K.B. *Fundamentals of Public Relations*. 2nd Ed. New Delhi: Akansha, 2007.
3. Lesly, P. *Handbook of Public Relations & Communications*. 3rd Ed. Mumbai: Jaico, 2008.

Semester IV

Major Core IV: Drama

Course Code: EC2041

Hours / Week	Credits	Total Hours	Marks
6	4	90	100

Objectives:

1. To make the students familiarize with the types of dramas and its elements.
2. To help the students acquire knowledge of dramas of different continents.
3. To make the students acquaint with the themes explored in dramas.

Course Outcomes

CO	Upon completion of this course the students will be able to :	PSOs Addressed	CL
CO-1	understand the importance of playwritings and the playwrights.	PSO - 2	U
CO-2	get knowledge of types of dramas, its elements and theatres.	PSO - 2	U
CO-3	understand the nuances of writing and acting.	PSO - 3	U
CO-4	develop the skill of delivering dialogues and the skill of acting.	PSO - 3	Ap
CO-5	analyse dramas from different critical perspective.	PSO - 3	An

Unit I

Harold Pinter : *The Birthday Party*

Unit II

Arthur Miller : *All My Sons*

Unit III

Henrik Ibsen : *A Doll's House*

Unit IV

Wole Soyinka : *The Strong Breed*

Unit V

1. Chaos: Analysis of Harold Pinter's *The Birthday Party*.
2. Portrayal of Married Women in Arthur Miller's *All My Sons* and *Death of a Salesman*.
3. Henrik Ibsen's *A Doll's House*: A Postmodernist Study.
4. Leadership and cultural frames in Wole Soyinka's *The strong Breed*.

Text Books:

Herold Pinter, (1991). *The Birthday Party*. UK: Faber and Faber.

Arthur Miller. (2009). *All My Sons*. UK: Penguin.

Henrik Ibsen (2016). *A Doll's House*. UK:Penguin Classics.

Wole Soyinka. (1963). *The Strong Breed*. Orisum: Orisum acting editions.

Reference Books:

“Chaos: Analysis of Harold Pinter's *The Birthday Party*.” (January 2018). *Asian Research Journal of Arts & Social Sciences*. Vol. 5, Issue 2, pp.1-5. Mudasir Ahmad Mir and Vinita Mohindra.

“Portrayal of Married Women Arthur Miller’s *All My Sons* and *Death of a Salesman*.” (Sep. 2015). *IOSR Journal Of Humanities And Social Science (IOSR-JHSS)*. Volume 20, Issue 9, pp. 35-38.

P.Ananthan and Dr. K.Balachandran,

“Henrik Ibsen’s *A Doll's House*: A Postmodernist Study.” (September 2011). *Theory and Practice in Language Studies*. Vol. 1, Issue 9. Noorbakhsh Hooti and Puria Torkamaneh.

“Leadership and cultural frames in Wole Soyinka’s *The strong Breed*.” (2018). *Journal of English Studies*. Vol. 16, pp. 221-236.

Semester IV

Major Elective II (a): Journalism and Mass Communication

Course Code: EC2042

Hours / Week	Credits	Total Hours	Marks
4	4	60	100

Objectives:

1. To provide basic knowledge of journalism and mass communication and to cultivate the skills of writing for the print and electronic media and skill in public relations.
2. To develop competency in the students to face the needs of media industry with a view of pursuing a lucrative career and profession.

Course Outcomes

CO	Upon completion of this course the students will be able to:	PSOs Addressed	CL
CO-1	understand the characteristics of good communication and learn to use it in the field of journalism.	PSO - 1	U
CO-2	understand the stages of work involved in the production and the advancements in media	PSO - 1	U
CO-3	analyse the different types of news and categorise it according to the need of media production.	PSO - 1	An
CO-4	identify the different precepts of journalistic skills and enhance the art of journalistic writing	PSO - 3	Ap
CO-5	competent enough to enter media industry (opportunities) as a professional journalist or media personality	PSO - 3	Ap

Unit I

Introduction to Journalism and Mass Communication - definition - process - functions- characteristics of good communication - the role of print media and electronic media - a brief history of the origin and growth of Indian Journalism – functions of the press – ethics of Journalism.

Unit II

News and its Dissemination (News Story, Types, Element of News, News Reporting and the Reporter, Style of Writing, News Releases, Non-news Releases, Timing of Press Releases)
Preparing a Feature Article (Selection of Subject, Collection of Material and Interview with people, Blueprint/Title/Sub-Title, The Lead, Style and Illustrations, Revision, Physical Appearance/ Placement)

Unit III

Interview for News and Features (Types-News/Symposium/Personality, art of Interview)
Getting Features into Newspaper Columns (Exclusive Technique and Involvement of Reporter, Selection Guides, Feature Syndicates/Agencies)
Opinion Pieces (Editorial, Review, Article, Middle, Letter to the Editor, Column, Influencing Opinion Pieces)

Unit IV:

Types of Advertisements, Functions of Advertising, Photographs, Pictures, Cartoons, Illustrations

Unit V: Assignment

Classroom Newspaper

Online Journalism (Create a Blog and a Web page)

Text Book:

Mehta, D.S. (1979). *Mass communication and Journalism in India*. New Delhi: Allied Publishers.

Reference Books:

Keval Kumar J. (2007). *Mass Communication in India*. New Delhi: Jaico Publication.

Rangaswami Parthasarathy. (1997). *Journalism in India*. New Delhi: Sterling Publishers.

Kamath M.V. (1999). *Professional Journalist*. New Delhi: Vikas Publishing House Private Limited.

Shrivastava K.M. (1999). *News Reporting and Editing*. New Delhi: Sterling publishers.

Singh P.P. (1998). *News Reporting and Editing*. New Delhi: Anmol publication.

Semester IV
Elective II (b) Creative Writing
Course Code: EC2043

Hours / Week	Credits	Total Hours	Marks
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4	4	60	100
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Objectives:

1. To introduce the concept of creative writing.
2. To familiarize the students with the process of writing poetry, fiction and drama.
3. To identify the creative skills of students in various aspects of narrative, copy writing and advertising ideas.

Course Outcomes

CO	Upon completion of this course the students will be able to:	PSOs Addressed	CL
CO – 1	understand the importance of reading as part of a creative writer's development.	PSO - 1	U
CO – 2	engage analytically and critically with a range of literary and media texts.	PSO - 2	Ap
CO – 3	recognise how critical reading supplies writers with inspiration and ideas.	PSO - 2	An
CO – 4	engage with the modes of reading and writing practice.	PSO - 2	Ap
CO – 5	become familiar with the publishing process in the literary market and improve as a writer by submitting work to literary journals and participating in the writing community.	PSO - 1	C

Unit I: Introduction to Creative Writing

Defining Creativity – Creativity and Resistance – Art and Propaganda – Creativity and Madness – Imagination and Writing – The Importance of Reading.

Unit II: The Art and Craft of Writing

Tropes, Figures – Style and Register – Formal, Informal Usage – Varieties of English – Language and Gender – Disordered Language – Playing with Words – Grammar and Word Order – Tense and Time – Grammatical Differences.

Unit III: Modes of Creative Writing

a) **Poetry:** Definitions – The Four Functions of Language – Shape, Form and Technique – Dominant Modes of Poetry – Voices in the Poem – Indian English Poets – Verse for Children – Problems in Writing Poetry.

b) **Fiction:** Fiction, Non-fiction – Importance of History – Literary and Popular Fiction – Short Story and Novel – Children's Literature.

c) **Drama:** Definition – Plot – Characterization – Overview of Indian English Theatre – Indian English Playwrights – Children's Theatre.

Unit IV: Writing for the Media

Print Media – Broadcast Media – New Media – Advertising.

Unit V: Publication Tips

Revising and Rewriting – Proof Reading – Editing – Submitting Manuscript for Publication

Text Book:

Neira Dev, Anjana, (2009). *Creative Writing: A Beginner's Manual*. Pearson Longman, Delhi.

Reference Books:

Scholes, Robert. (2007). *Elements of Literature: Essay, Fiction, Poetry, Drama, Film*. New Delhi: OUP.

Zina Bennet, Hal. (2001). *Write from the Heart: Unleashing the Power of Your Creativity*. California: New World Library.

*Question pattern will be of practical oriented from the III unit.

Semester IV
Elective II (c): English for Tourism
Course Code: EC2044

Hours / Week	Credits	Total Hours	Marks
4	4	60	70

Objectives:

1. To raise students' interest and understanding of travel and tourism related and English language
2. To contextualize tourism in broader dimensions.

Course Outcomes

CO	Upon completion of this course the students will be able to :	PSOs Addressed	CL
CO - 1	understand the circumstances related tourism	PSO - 3	U
CO- 2	attain proficiency in English regarding tourism services	PSO - 3	U
CO- 3	become an effective travel and tourist guide	PSO - 1	Ap
CO- 4	develop professional and personal skills to become an entrepreneur	PSO - 1	Ap

Unit 1

An Introduction to Tourism

Tourism Organisations, Promotion and Marketing

Types of Transport

Unit II

Accommodation

Hotel Staff

Planning and Booking a Holiday

Unit III

International Tourism: UK

International Tourism: Europe

International Tourism: USA

Unit IV

Eco Tourism

New Tourist Destinations

Unit V

Samanth Subramanian : *Following Fish*

Text Books:

1. Samanth Subramanian. (2010). *Following Fish*. India: Penguin Books.
2. Morris E. Cartin. *Flash on English for Tourism*, Giorgia: ESP series.

Semester IV

Allied IV: History of English Literature – II

Course Code: EA2041

Hours / Week	Credits	Total Hours	Marks
6	4	90	100

Objectives:

1. To make them acquaint with the emergence of major literary genres.
2. To create in them a critical acumen with reference to the canonical writers and their texts.

Course Outcomes

CO	Upon completion of this course the students will be able to:	PSOs Addressed	CL
CO-1	understand how literary writings evolved from the days of Wordsworth	PSO - 2	U
CO-2	comprehend how various new literary forms got developed	PSO - 2	U
CO-3	recognize the literary merits of the writers who authored some of the classics in this period.	PSO - 2	U
CO-4	analyse and criticize the texts which have withstood the test of time.	PSO - 2	Ap
CO-5	prepare themselves for professional exams at the National level (SET, NET) and International level (subject GRE exam)	PSO - 1	Ap

Unit I

The Return to Nature (310 - 388)

Unit II

The Victorian Age (396 - 462)

Unit III

The Birth of Modern Literature (469 - 541)

Unit IV

The Inter-War Years (552 - 602)

Unit V

The Mid-Twentieth Century (613 - 651)

Text Book:

1. Albert, Edward. *History of English Literature*. Oxford UP, 1979.

Reference Books:

1. David Daiches. (2011). *A Critical History of English Literature*. (Revised Edition, Vol.I & II), Supernova Publishers.
2. Roland Carter and John McRae. (2001). *The Routledge History of Literature in English. Britain and Ireland*: Routledge.

Semester IV

Add On Course

Professional English for Arts and Social Sciences- IV

Course Code: AAS204

Hours / Week	Credits	Total Hours	Marks
2	2	30	100

Objectives

1. To enhance the academic writing and presentation skills.
2. To develop digital writing nuances for better employability.

Course Outcomes

CO	Upon completion of this course the students will be able to:	PSO addressed	CL
CO - 1	comprehend complex passages with professionalism.	1	R
CO - 2	differentiate between academic writing and media writing.	2	U
CO - 3	apply communicative skills with digital competence in the workplace.	3	Ap
CO - 4	analyse a variety of formats, including essays, research papers, reflective writing, and critical reviews.	4	An
CO - 5	analyze lectures, scripts, blogs, e-content, movies and short films.	4	An

Unit I: Listening – Listening to two talks / Lectures by specialists on selected subjects
Speaking – Small Group Discussions

Reading – One Subject Based Reading text followed by comprehension activities / exercises

Writing – Summary writing based on the reading passages (Free Writing)

Unit II:

Listening – Product Launch

Speaking – Debates

Reading – Reading Texts on advertisements (On products relevant to the subject areas) and answering inferential questions

Writing – Writing an argumentative / persuasive essay

Unit III:

Listening – Interview by a famous celebrity

Speaking –Interviewing any professional / Creating Vlogs (How to become vlogger and use vlogging to nurture interest – subject related)

Reading – Blog

Writing – Blog Creation

Unit IV:

Listening – Listening academic videos (Prepared by EMRC Other MOOC videos on Indian academic sites)

Speaking – Making oral presentations through short films – subject based

Reading – How is creativity possible in Science (Continuation of essay in semester III)

Writing – Creating flyers and Brochures (Subject Based)

Unit V:

Speaking – Presentation (Without Aids)

Reading & Writing – Product Profiles / Writing an Introduction

Text Book:

Tamil Nadu State Council for Higher Education (TANSCH). *Professional English for Arts and Social Sciences – II*.

Self Learning Course
Semester IV/VI
Indian Short Stories
Course Code: EC20S2

Hours / Week	Credits	Total Hours	Marks
-	2	-	100

Objectives:

1. To introduce the range of Indian short story writers.
2. To cultivate the sensitivity towards the cultural diversity of India.
3. To give an opportunity to learn about the social issues of the nation.

Course Outcomes

CO	Upon Completion of this course, the students will be able to:	PSO Addressed	CL
CO-1	understand the various features of Indian short stories written in English.	PSO - 2	U
CO-2	produce awareness among the students of the rich and diverse literary cultures of India.	PSO - 2	Ap
CO-3	enable the students to appreciate the Indian literature and to realize its value in practical aspects of life.	PSO - 3	An
CO-4	understand the didacticism and ethical value contained in Indian literature.	PSO - 2	U

Unit I

Rabindranath Tagore : Subha
R.S.Sudharshanam : Thy Will Be Done
Vaidehi : Soliloquies of Saugandhi

Unit II

Munshi Premchand : Resignation
Anita Desai : The Accompanist
Bashir Akhtar : Some Poses, Some Snaps

Unit III:

R.K.Narayan : The Missing Mail
S.K.Pottekkat : On the River Bank
Suresh Joshi : The Patch

Unit IV:

Ruskin Bond	:	The Last Truck Ride
Nrisinha Rajpurohit	:	Waiting
Kishori Charan Das	:	Death of an Indian

Unit V:

Gangadhar Gadgil	:	The Wan Moon
M.K.Binodhini Devi	:	Tune
N. Malathi	:	A House and a Home

Text Books:

Shantinath K.Desai. *Contemporary Indian Stories*. Series-III. Sahitya Akademi.

Shantinath K.Desai. *Contemporary Indian Stories*. Series-IV. Sahitya Akademi.

Semester V
Major Core V : Shakespeare
Course Code: EC2051

Hours / Week	Credits	Total Hours	Marks
6	5	90	100

Objectives:

1. To analyze thematic and stylistic features of Shakespeare's texts.
2. To understand the Universal appeal of Shakespeare.

Course Outcomes

CO	Upon completion of this course the students will be able to:	PSOs Addressed	CL
CO-1	evaluate the versatile writings of Shakespeare	PSO – 2	E
CO-2	analyze the poetic style of Shakespeare's sonnets	PSO – 2	An
CO-3	gain deep insight into the literary devices used by Shakespeare	PSO – 2	U
CO-4	analyze the characterization, plot, themes and dramatic and poetic techniques in Shakespearean plays	PSO – 3	An

Unit I

Sonnets – 67, 80, 102, 117, 126, 136, 141, 147, 149, 152

Unit II

A Midsummer Night's Dream

Unit III

Othello

Unit IV

Julius Caesar

Unit V: General Shakespeare

1. Is Man No More Than This? - Shakespeare's Ideas on Skepticism, Doubt, Stoicism, Pessimism, Misanthropy
2. Hold the Mirror Up to Nature - Shakespeare's Ideas on Writing and Acting
3. Here Our Play Has Ending- Ideas of Closure in the Late Plays

Text Books :

Bevington, David. (2008). *Shakespeare's Ideas More Things in Heaven and Earth*. West Sussex: Blackwell Publishing.

William Shakespeare. (2013). *The Complete Works*. New Delhi : Peacock Works.

Reference Books :

H.H Anniah Gowda. (1979). *Style and Structure in Shakespeare*. Vikas Publishing House.

Evans, Ifor. (1952). *The Language of Shakespeare's Plays*. University Paperbacks.

Leonard F. Dean. (1967). *Shakespeare's Modern Essays in Criticism*. Oxford University Press.

John Blades. (2007). *Shakespeare The Sonnets*. Palgrave Macmillan.

Semester V
Major Core VI: Women's Writing in English
Course Code: EC2052

Hours / Week	Credits	Total Hours	Marks
6	5	90	100

Objectives

1. To acknowledge the shared experience of women across the world.
2. To understand the thematic and narrative techniques used by women writers.

Course Outcomes

CO	Upon completion of this course the students will be able to:	PSOs Addressed	CL
CO-1	know some of the issues, themes, and narrative strategies of women's literature	PSO - 2	U
CO-2	rethink traditional roles and images of women	PSO - 3	An
CO-3	ascertain patterns of women's self-discovery and self-assertion.	PSO - 3	An
CO-4	employ literature to analyze issues and answer questions relating to women's experience and socio-cultural dimensions	PSO - 3	An

Unit I: Prose

Chimamanda Ngozi Adichie : We should all be feminist
 Alice Walker : In Search of our Mother's Garden

Unit II: Poetry

Gwendelyn Brooks : Sadie and Maud
 Sylvia Plath : The Moon and the Yew Tree
 Anne Sexton : Her Kind
 Kamala Das : Introduction
 Judy Grahn : The Common Women Poems, II. Ella, in a square apron, along Highway 80

Unit III: Short Stories

Charlotte Perkins Gilman : The Giant Wisteria
 Ambai : In a Forest, a Deer
 Kate Chopin : Desiree's Baby
 Katherine Mansfield : Sweat

Amy Tan : Rules of the Game

Unit IV: Fiction

Chitra Banerjee Divakaruni : *Oleander Girl*

Unit V: Drama

Susan Glaspell : *Trifles*

Text Books

Banerjee, Chitra Divakaruni. (2014). *Oleander Girl*. Simon & Schuster.

Glaspell, Susan. (2017). *Trifles* Createspace Independent Pub.

Reference Books

Tharu Susie & K. Lalitha. (1991). *Women Writing in India*. Delhi: OUP,

Walker Alice., (1983). *In Search of our Mothers' Gardens*. New York: Harcourt Brace Jovanovich.

Myles, Anita. (2006). *Feminism and the Post-modern Indian Women Novelists in English*. New Delhi: Sarup & Sons.

V Samuel Morris, M. Poonkodi. (2019). "Deterritorialization and Traumatic Experiences of the Protagonist in *Oleander Girl*." *International Journal of Engineering and Advanced Technology*. Vol. 8. Issue. 653.

Semester V
Major Core: VII: English Language Teaching
Course Code: EC2053

Hours / Week	Credits	Total Hours	Marks
6	5	90	100

Objectives:

1. To understand the essential concepts of English language teaching
2. To become familiar with the methods of teaching LSRW skills

Course Outcomes

CO	Upon completion of this course the students will be able to:	PSOs Addressed	CL
CO-1	understand the key concepts and terms in ELT	PSO - 1	U
CO-2	compare and contrast the various methods and approaches of teaching and learning English	PSO - 3	Ev
CO-3	discuss the basic concepts of language and explain the process of learning English	PSO - 3	An
CO-4	design the lesson plan and prepare the critical analysis of tests and techniques	PSO - 1	An
CO-5	remember and understand the general concepts of language and the various techniques of teaching and testing	PSO - 3	R

Unit I: Introduction

Key concepts in English Language Teaching - ESL, EPL, EST, ELF - Dictionary of ELT terms - Learning Vs Acquisition, Competence Vs Performance, Comprehensible Input, Comprehensible Output, LAD

Unit II: Methods of Language Teaching

The Grammar Translation Method - The Direct Method - The Audio-Lingual Method - The Reading Method - The Bilingual Method - Communicational Teaching

Unit III: Approaches to Language Teaching

The Structural - Oral - Situational Approach - The Silent Way - Community Language Learning – Suggestopedia - Total Physical Response

Unit IV: Techniques of Teaching English

Techniques of Teaching Listening and Speaking - Techniques of Teaching Reading and Writing - Integrating Skills - Techniques of Teaching Grammar - Techniques of Teaching Vocabulary

Unit V: Teaching Aids and Testing

The Blackboard - Pictures - Realia - The language laboratory - Video - Television - Testing

Text Books

Francis, Peter M. *A Glossary of ELT Terms and Concepts*. RACE. Chennai: Loyola College.

Nagaraj, Geetha. (2004). *English Language Teaching*. Orient Longman Pvt.

References Books:

David Crystals. (1995). "Linguistics." I.F. Wall Work. *Language and Linguistics*, London: Longman House. (Pages 239-243, 9-36)

Mark Arff and Janie Rees (2001). Miller ed. *The Handbook of Linguistics*. USA: Blackwell Publishers.

Richards Jack C. and T. S. Rodgers. *Approaches and Methods in Language Teaching: A Description and Analysis*. Cambridge UP, 1986.

Tickoo. M. L. (2010). *Teaching and Learning English*. Orient Blackswan.

E-learning Resources:

<https://www.teachingenglish.org.uk>

<https://www.researchgate.net>

Semester V
Major Core VIII: Introduction to Literary Theories
Course Code: EC2054

Hours / Week	Credits	Total Hours	Marks
6	5	90	100

Objectives:

1. To introduce to the students major literary theories / theorists.
2. To develop a sense of critical reading of literary texts.

Course Outcomes

Cos	Upon Completion of this course, the students will be able to:	PSOs Addressed	CL
CO-1	understand the key concepts of literary theories.	PSO - 2	U
CO-2	apply relevant theoretical arguments to various literary texts.	PSO - 2	Ap
CO-3	analyse the plurality of meanings beyond the limits of the author's intention.	PSO - 2	An
CO-4	evaluate how literary texts encode or subvert ideas about class, race and gender.	PSO - 3	E
CO-5	understand the contribution of select theorists	PSO - 3	C

Unit I

Structuralism and Semiotics

Unit II

Post Structuralism

Unit III

Psychoanalytic Criticism

Unit IV

Feminism

Unit V

Race and Postcoloniality

Text Book

The Routledge Companion to Critical and Cultural Theory. Edited by Simon Malpas and Paul Wake. London & New York: Routledge, 2013.

Reference Books

M.A.R. Habib. *Modern Literary Criticism and Theory*. Blackwell Pub. New Delhi.

Manoharlal Shah. *Fundamentals of Literary Theory and Criticism*. Swastik Pub., New Delhi.

---. *Studies in Critical Approaches to Literature*. Swastik Pub., New Delhi.

Lodge, David and Nigelwood, ed. *Modern Criticism and Theory: A Reader*. Pearson Education, India.

Semester V
Major Project
Course Code: EC20PR

Hours / Week	Credits	Total Hours	Marks
4	4	60	100

Guidelines

- The Project will be done under the direct supervision of a teacher of the department.
- The list containing the groups and its members and their Supervisor will be finalized at the beginning of the fifth semester.
- Selection of topics/areas have to be finalized in the course of the first week of the Fifth semester itself with the prior concurrence of the Supervisor
- The teaching hours allotted for the Project is used to make the students familiar with Research Methodology and project writing.
- A maximum of six students will work as a group and submit their project. The members of the group will be allotted by the class in charge. Each group will submit a project and face the viva-voce examination at the end of the fifth semester.
- The Project must be between 30 and 35 pages. The maximum and minimum limits are to be strictly observed.
- There should be a one-page Preface consisting of the significance of the topic, objectives and the chapter summaries.
- **General guidelines for the preparation of the Project:** • Paper must of A4 size only. • Line Spacing: double. • Printing Margin: 1.5 inch left margin and 1 inch margin on the remaining three sides. • Font: Times New Roman only. • Font size: Main title -14 BOLD & Document - 12 normal. • Paragraphs and line spacing: double space between lines [MLA format]. • Double space between paragraphs. No additional space between paragraphs. • Start new Chapter on a new page. • Numbering of pages to be done continuously from Chapter One onwards, on the top right-hand corner
- One copy of the Project has to be submitted at the department by each group for internal and external evaluation.
- The total marks for the project is 100, of which 40 marks is awarded on the basis of internal evaluation and 60 marks on the basis of external.
- There will be an external evaluation of the Project by an External examiner appointed by the Controller of Examinations. This will be followed by a viva voce Examination. All the members of the group will have to be present for the viva voce. The grades obtained for the external evaluation and viva voce will be the grade for the Project for each student within that group.
- The student who fails to attain 40 % of marks for Project shall redo and resubmit his/her project.

Semester V
Ability Enhancement Course
Environmental Studies
Course Code: AEC201

Hours / Week	Credits	Total Hours	Marks
2	2	30	100

Objectives

- To understand the ecosystem, biodiversity and their conservation
- To make them identify the impact of pollution, disaster and population

Course outcome

CO	Upon completion of this course the students will be able to:	CL
CO - 1	understand the multidisciplinary nature of environmental studies	U
CO - 2	recall the components of different ecosystems	R
CO - 3	interpret the levels of diversity and its conservation	A
CO - 4	analyze the impact of population, pollution and disasters	An

Unit I Multidisciplinary nature and Natural Resources (6 hrs)

Multidisciplinary nature of environmental studies – scope of environmental studies- natural resources - renewable and non renewable resources – land, water, forest and energy resources.

Unit II Eco system (6 hrs)

Ecosystem – components – types – structure and function – food chain – food web – major ecosystems- forest, grass land, desert and aquatic - pond, marine and river ecosystems.

Unit III Biodiversity and conservation (6 hrs)

Definition – magnitude of biodiversity - levels of diversity – biogeographical classification of India – Biodiversity hotspots in India – Himalayas, Indo Burma, Western Ghat and Sunderland, Endemic, Endangered Red Data Book - Insitu and Exsitu conservation.

Unit IV Environmental Pollution

(6 hrs)

Pollution – types, sources and effects of air, water, soil, noise, radioactive and plastic pollutions - Role of an individual in prevention of pollution.

Unit V Social Issues and Environment

(6 hrs)

Disaster - cyclone, flood, drought, earthquake and management - Population explosion – impact of population growth on environment and social environment.

Reference books

1. Sharma R.C, Gurbir sangha, (2018). Environmental Studies. New Delhi: Kalyani Publishers,
2. Murugesan. R, (2014).Environmental studies, Madurai: Millennium publishers and distributors,
3. Arumugam.N, Kumaresan.V, (2012). Environmental Studies. Nagercoil: SARAS Publication.
4. Dr.Asthana.D.K., Dr.Meera Asthana, (2010). Environmental Studies. New Delhi: S.Chand& Company Ltd.,
5. Beny Joseph, (2018). Perspectives in Environmental Studies. New Age International Publishers.

Semester V
Foundation Course III- Human Rights Education (HRE)

Course Code: FCV203

Objectives

1. Make them to identify issues, problems and violation of human rights.
2. Resolve the problems of human rights in their own life and society.

Course outcome

CO	Upon completion of this course the students will be able to:	PSO addressed	CL
CO - 1	explains the historical growth of the idea of human rights.		U
CO - 2	interpret the problems of human rights and find solution.		A
CO - 3	analyze the importance of women and child rights		An
CO - 4	evaluate concepts and ideas of human rights		E

Unit I

Social Justice - Need for Social Justice, Parameters of Social justice. Untouchability - problems, causes, casteism. Social reformers - contributions of Dr. B.R. Ambedkar and E.V. Ramasamy. Role of Mandal commissions in Social justice - Social, educational, economic indicators and recommendations

Unit II

Human Rights - approaches and concept of human rights. United Nations - UN commission on Human rights, other UN bodies on Human rights. Fundamental rights of Indian Citizen. Fundamental duties of Indian Citizen. Political rights of Indian Citizen. Human rights concern in India.

Unit III

Women Rights - History and need of women rights. United Nation on women rights - issues by identified United Nation. Women and climate change. Women rights and problems.

Problem faced by women during medieval and modern India.

Unit IV

Gender inequality - seven types of inequality. Constitutional and legal provision for women in India. Special initiatives for women. Women struggle and reforms. Women today.

Unit V

Child Rights: History and declaration of rights of children. Convention on rights of child, Child rights in India. National commission on women rights. Issues faced by women.

Constitutional and Legal provision in India. Child rights in Indian Constitution.

Reference Book

Dr. Arymugam, N., Dr. Mohana., & Lr. Palkani. (2017). Value Based Education. (4th ed.). TamilNadu, Saras Publication

Value - Added Course
Semester V/VI
Verbal Ability & Aptitude
Course Code VAE202

Objectives

1. To be able to acquire skills in writing and speaking in English, comprehending written and spoken English.
2. The students are trained to introduce themselves and others, to carry out short conversation, to ask for simple information, and to interact in a basic way.
3. To be able to attend competitive examinations, face interviews and handle real life situations.

Course Outcome

CO	Upon Completion of this course, the students will be able to	PSO Addressed	CL
CO-1	acquire satisfactory competency in use of verbal reasoning.	PSO - 1	U
CO-2	compete in various competitive exams.	PSO - 1	Ap
CO-3	obtain multitude of opportunities in testing and applying grammar, vocabulary, spelling and comprehension resulting in the refinement of the language skills.	PSO - 1	An, Ap
CO-4	apply the skills for effective communication.	PSO - 4	Ap

Unit I

Phrasal Verbs

Unit II

Miscellaneous Vocabulary

Analogy

Unit III

Collocations – Collocation of Similes, Verb Collocations, Collocations related to time

Unit IV

Writing Dialogues- Greeting, Introducing, Inviting, Making Requests, Seeking Permission, Expressing Gratitude, Apologising, Making Suggestions

Unit V

Sentence Improvement

Sentence Completion

Text books:

Objective English for Competitive Examinations, 2nd Edition by Hari Mohan Prasad and Uma Rani Sinha.

Current English Usage: A Practical Reference Book by Dr.K.Hema.

Emerald English Grammar and Composition by G. Radhakrishna Pillai.

Semester VI
Major Core IX: Fiction
Course Code: EC2061

Hours / Week	Credits	Total Hours	Marks
6	6	90	100

Objectives

1. To give an overview of fictional writing.
2. To aid in the analytical reading of novels.

Course Outcomes

CO	Upon completion of this course the students will be able to:	PSOs Addressed	CL
CO-1	think critically as well as creatively about the artistic technique used by the various authors.	PSO-2	An
CO-2	demonstrate close reading skill in terms of both literal and inferential reading.	PSO-2	Ap
CO-3	apply literary theories to the prescribed texts.	PSO-2	Ap
CO-4	write fiction to appreciate form and process.	PSO-2	C

Unit I

Jane Austen : *Pride and Prejudice*

Unit II

Charles Dickens : *Oliver Twist*

Unit III

Ernest Hemingway : *The Old Man and the Sea*

Unit IV

Chinua Achebe : *Things Fall Apart*

Unit V

Arundhati Roy : *God of Small Things*

Text Books

Arundhati Roy. (1997). *God of Small Things*. Penguin India.

Charles Dickens. (1837-39). *Oliver Twist*. Bentley's Miscellany Magazine.

Chinua Achebe. (1958). *Things Fall Apart*. William Heinemann Ltd Publishers.

Ernest Hemingway. (1952). *The Old Man and the Sea*. Charles Scribner's Sons Publishers.

Jane Austen. (1813). *Pride and Prejudice*. T. Egerton, Whitehall.

References Books

Bloom, Harold, (1999). ed. *Modern Critical Interpretations: The Old Man and the Sea*. Philadelphia: Chelsea House Publishers.

Dillon, Sarah. "Pride and Prejudice." *Encyclopedia Britannica*, 25 Aug. 2021, <https://www.britannica.com/topic/Pride-and-Prejudice>. Accessed 30 November 2021

Irele, F. Abiola, "The Crisis of Cultural Memory in Chinua Achebe's *Things Fall Apart*", *African Studies Quarterly*, Volume 4, Issue 3, Fall 2000, pp. 1–40.

"The Oxford Companion to English Literature" (7 ed.) Edited by Dinah Birch (2009). Oxford University Press. ISBN: 9780192806871.

Semester VI
Major Core X: Marginal Writings
Course Code: EC2062

Hours / Week	Credits	Total Hours	Marks
6	6	90	100

Objectives:

1. To familiarize the students on issues pertaining to the marginalized.
2. To introduce to the students the literary texts on marginality.

Course Outcomes

CO	Upon completion of this course the students will be able to:	PSOs Addressed	CL
CO-1	understand the types of discrimination prevailing all over the world	PSO -2	U
CO-2	identify issues related to women, refugees, blacks, aborigines, etc.	PSO - 2	An
CO-3	comprehend the sufferings of the marginalized	PSO- 2	U
CO-4	analyze how the author deals with marginalization	PSO - 2	An

Unit I: Prose

Toni Morrison : Black Matters
 Sharankumar Limbale : Dalit Literature and Aesthetics
 Dominique Lapierre and Larry Collins : A Lament for A Generation

Unit II: Poetry

Maya Angelou : Still I Rise
 Meena Kandasamy : Mascara
 Oodgeroo Noonuccal : The Dawn is at Hand
 Gloria Anzaldua : O Live in the Borderlands
 Tenzin Tsundue : The Tibetan in Mumbai

Unit III: Short Story

Mahesweta Devi : Draupadi
 Kapil Krishna Thakur : The Other Jew
 Basil Fernando : We Shall Win Some Day
 Archie Weller : Going Home

Unit IV: Fiction

Michael Ondaatje : *In the Skin of a Lion*

Unit V: Drama

Wole Soyinka : *The Strong Breed*

Text Books:

Collins, Larry. & Dominique Lapierre., (1972). *O Jerusalem!*. Simon & Schuster. Beverly Hills.

Edt.by. Sankar Prasad Singha & Indranil Acharya. (2012). *Survival and Other Stories: Bangla Dalit Fiction in Translation*.

Michael Ondaatje. (1987). *In the Skin of a Lion*. McClelland & Stewart. Canada.

Sharankumar Limbale. (2004). *Towards an Aesthetic of Dalit Literature*, Translated from Marathi by Alok Mukherjee. Orient Blackswan Private Limited.

Toni Morrison. (1992). *Playing in the Dark: Whiteness and the Literary Imagination*. Vintage Books. New York.

Wole Soyinka. (1964). *The Strong Breed*. Oxford University Press, London.

Reference Books:

Dubost, Thierry (2008). "Soyinka's The Strong Breed as a Tragedy of Hope." *Commonwealth: Essays and Studies: Pari's*. vol. 30, Issue 2. (22 - 34), 127.

Enas, Subli Amar (2014). *Search for Identity in Michael Ondaatje's Postcolonial Novel in the Skin of a Lion*. J. of College of Education for Women. Vol.25 (1).

Roynon, Tessa (2019). *Toni Morrison: American Literary Giant Made it her Life's Work to Ensure that Black Lives (and voices) Matter*. University of Oxford.

Semester VI
Major Core XI: Introduction to History of English Language
and Phonetics
Course Code: EC2063

Hours / Week	Credits	Total Hours	Marks
6	5	90	100

Objectives:

1. To introduce the students the concepts of the origin of English language.
2. To familiarize the learners with English Phonology and train them in transcription.

Course Outcomes

CO	Upon completion of the course, the students will be able to:	PSOs Addressed	CL
CO-1	understand the origins and development of English language	PSO - 1	U
CO-2	distinguish the different periods of language development.	PSO - 2	An
CO-3	perceive the major contributions in terms of writers and language.	PSO - 2	R
CO-4	appraise the technical aspects of language production and phonology.	PSO - 3	E
CO-5	recognize the various phonetic symbols and relate them to transcription	PSO - 1	Ap

Unit I

The Origin of English - Indo-European Family of Languages - Centum and Satem Groups - Indo-Iranian – Albanian – Armenian – Greek – Italic – Celtic - Germanic - Grimm's Law - Verner's Law.

Unit II

The Old English - Old English Dialects - The Middle English - Middle English Dialects - The Modern English - Renaissance to Present Day - Varieties of English

Unit III

Major Contributors - Shakespeare and Milton - Dr. Samuel Johnson's Dictionary - Foreign Influence - Germanic - French - Latin

Unit IV

Production and Classification of Sounds - Speech Organs – Vowels – Consonants

Unit V

Syllable and Syllabification - Stress and Intonation - Phonetic Transcription

Text Books:

F. T. Wood (2015). *An Outline History of English Language*. New Delhi: Trinity

T. Balasubramanian (1981). *A Textbook of English Phonetics for Indian Students*. New Delhi: Trinity.

Reference Books:

Abercrombie, D. 1967. *Elements of General Phonetics*. Edinburgh: Edinburgh University Press.

Charles Barber, et. al. *The English Language: A Historical Introduction*, 2nd edition.

Clark, J. C. Yallop. 1990. *An Introduction to Phonetics and Phonology*. Oxford, Basil Blackwell

Daniel Jones (1972). *An Outline of English Phonetics*. New York: Cambridge University Press.

Dennis Freeborn. *From Old English to Standard English: A Course Book in Language Variation Across Time*.

Semester VI
Major Core XII: Eco Literature
Course Code: EC2064

Hours / Week	Credits	Total Hours	Marks
6	5	90	100

Objectives:

1. To instill eco consciousness in the students through literature.
2. To familiarize with major environmental issues and eco-critical approaches.

Course Outcomes

CO	Upon completion of this course the students will be able to :	PSOs Addressed	CL
CO-1	comprehend the interrelatedness of nature and humanity	PSO – 4	U
CO-2	analyse texts from an ecological perspective	PSO – 4	An
CO-3	reflect how writers deal with environmental issues in creative writing	PSO – 4	E
CO-4	understand the concepts of eco criticism	PSO – 4	U
CO-5	make eco critical reading of literary texts	PSO – 2	Ap

Unit I: Prose

Cheryll Glotfelty : Introduction: Literary Studies in an Age of Environmental Crisis
Edward Abbey : Polemic: Industrial Tourism and the National Parks

Unit II: Poetry

William Wordsworth : On the Projected Kendal and Windermere Railway
A.D. Hope : Australia
Carl Dennis : The Green House Effect
Gulzar : Manali
Alice Oswald : A Short Story of Falling

Unit III: Short Story

Ruskin Bond : Dust on the Mountain
Sarah Orne Jewett : A White Heron

Hassan Blasim : Don't Kill Me, I Beg You. This is my Tree
Alice Walker : Am I Blue?

Unit IV: Fiction

Barbara Kingsolver : *Prodigal Summer*

Unit V: Drama

Steve Waters : *The Contingency Plan (Part - I) On the Beach*

Text Books:

Abbey, Edward. (1990). "Polemic: Industrial Tourism and the National Parks". *Desert Solitaire*. Touchstone.

Glottfelty, Cheryll, and Harold Fromm, editors. (1996). Introduction. "Literary Studies in an Age of Environmental Crisis." *The Ecocriticism Reader*. Athens: University of Georgia Press.

Kingsolver, Barbara. (2013). *Prodigal Summer*. Faber & Faber.

Waters, Steve. (2009). *The Contingency Plan: On the Beach & Resilience*. London: Nick Hern Books.

References Books:

Barry, Peter. (2002). "Ecocriticism." *Beginning Theory: An Introduction to Literary and Cultural Theory*. Manchester, UK: U of Manchester P.

Bilal, Tawfiq Hamamra. (2021). Alice Walker's "am I Blue?": *Allegory for Ecofeminism*, ANQ: A Quarterly Journal of Short Articles, Notes and Reviews, 34:3, 259 - 61, DOI: 10.1080 / 0895769X. 2019. 1640106.

Hudson, Julie. (2012). "If You Want to Be Green Hold Your Breath." *Climate Change in British Theatre*. New Theatre Quarterly. 28. 10.1017/S0266464X12000449.

Semester VI
Elective III (a): Writing for Media
Course Code: EC2065

Hours / Week	Credits	Total Hours	Marks
4	4	60	100

Objectives:

1. To impart the specific skills in writing for the media.
2. To understand the role of advertising and Public Relation.

Course Outcomes

CO	Upon completion of this course the students will be able to:	PSOs Addressed	CL
CO-1	write stories for newspaper and magazine	PSO – 3	AP
CO-2	enhance their knowledge in writing scripts	PSO – 1	AP
CO-3	improve their skill in social media writing	PSO – 1	U
CO-4	take up jobs in media industry	PSO – 1	Ap
CO-5	promote their writings in the field of media	PSO – 3	Ap

Unit I: Writing for the Print Media

News and News Writing
Writing for Newspaper
Writing Articles for Magazine

Unit II: Script Writing

Script Writer or Screen Writer
Script Writing

Unit III: Social Media Writing

Blog
Vlog
Content Writing
Book Review, Movie Review, Product Review

Unit IV: Advertising and Public Relation

Definition and Concept of Advertising
Types of Advertisement
Function and Role of Advertising Agency
Definition and Concept of Public Relation
Public Relation Tools and Techniques
Public Relation in Research and Educational Institutions

Unit V: Project Work

Each student will submit a project report on any one of the following subjects.

- i. Reporting News
- ii. Documentary Films
- iii. Script for films
- iv. Publish Articles
- v. Series for Newspapers
- vi. Creating Newspaper
- vii. Creating Advertisement video

Reference Books:

Aashish Pahwa. “What is Public Relations? PR Functions, Types and Examples.”
www.feedough.com/what-is-public-relations-pr-functions-types-examples/

Jaiwardhan, Prashant. *MEDIA ETHICS AND LAWS*. www.jru.edu.in/wp-content/uploads/moocs/e-books/journalism-and-mass-communication/Media_Ethics_Laws.pdf.

Semester VI
Major Elective II (b): Film and Literature
Course Code: EC2066

Hours / Week	Credits	Total Hours	Marks
4	4	75	100

Objectives

1. To understand the film adaptations of literary works.
2. To analyze a novel through its film version

Course Outcomes

CO No	Upon Completion of this course, the students will be able to	PSOs Addressed	CL
CO-1	have an overview of film adaptation of literary texts	PSO – 2	U
CO-2	get acquainted with the different genres of films	PSO – 2	U
CO-3	identify the shortcoming in adopting a book to the screen media.	PSO – 2	E
CO-4	understand the complexities of cinematic techniques that involve film adaptations	PSO – 2	C

Unit I

Joy Gould Boyum : Double Exposure: Fiction into Film (Parts I & II) Pg. 1-81

Unit II

C.S. Lewis : *The Chronicles of Narnia: Prince Caspian* (2008)

Unit III

Charles Dickens : *A Christmas Carol* (2009)

Unit IV

William Shakespeare : *Romeo and Juliet* (2013)

Unit V:

Scott Fitzgerald : *The Great Gatsby* (2013)

Text Books

Boyum, Joy Gould. (1985). *Double Exposure: Fiction into Film*. Kolkata: Seagull Books.

Broadbent, J., Adamson, A., Johnson, M., Steuer, P., Peacock, A., Henley, G., Keynes, S. (2006). *The Chronicles of Narnia*. United States: Buena Vista Home Entertainment.

Carlei, Carlo. (2013). *Romeo and Juliet*. England: Echo Lake Entertainment.

Dickens, Charles. (1843). *A Christmas Carol*. London: Chapman & Hall.

Fitzgerald, Scott F. (2014). *The Great Gatsby*. New York: Scribner Paperback Fiction.

Lewis, C. S. (1970). *Prince Caspian: The Return to Narnia*. New York: Collier Books.

Shakespeare, William. (1993). *Romeo and Juliet*. United States: Dover Publications.

The Great Gatsby. (2013). Dir. Baz Luhrmann. Perf. Leonardo DiCaprio, Tobey Maguire and Carey Mulligan. Warner Bros. Pictures.

Zemeckis, R. (2009). *A Christmas Carol*. United States: Walt Disney Studios Motion Pictures.

Movie Links

<https://youtu.be/VhYdMPpRqAA>

<https://youtu.be/4wAYG03qbEk>

<https://youtu.be/9PKSLIXkLEY>

<https://youtu.be/YQgHHjFCfU>

Reference Books

Andrew, Dudley. (1984). *Concepts in Film Theory*. United Kingdom: Oxford University Press.

Jinks, William. (1971). *The Celluloid Literature*. New York: Glencoe Press.

Kracauer, Siegfried. (1965). *Theory of Film: The Redemption of Physical Reality*. United Kingdom: Oxford University Press.

Semester VI
Major Elective III (c): English for Entrepreneurship
Course Code: EC2067

Hours / Week	Credits	Total Hours	Marks
4	4	60	100

Objectives:

1. To develop communicative skills for entrepreneurship.
2. To become proficient in business presentations

Course Outcomes

CO	Upon completion of this course the students will be able to :	PSOs Addressed	CL
CO-1	master the etiquettes of business communication	PSO-1	U
CO-2	understand the components of business communication	PSO- 1	Ap
CO-3	become proficient in business writing	PSO-1	Ap
CO-4	make good business presentations	PSO-4	Ap

Unit I: Etiquette: What to do and how to behave?

Introduction, Greetings, Farewells, Invitations - Giving Requests, Advice, Recommendations - Offers, Instructions, Orders - Apologies, Regret, Gratitude, Asking the Way - Some Rules of Pedestrians' and Drivers' Behaviour - Making Accommodations in Hotels - Choosing Meals, the ABC of Table Manners - Telephoning, Making Appointments by Phone.

Unit II: a) Office Regulations and Procedure

Starting a Job in a Company - Company Organisation - Asking for Information on a Company - A Receptionist: A Visitor - A Customer: A Telephonist - A Customer: A Person in Charge - Summarising Telephone Messages - Vocabulary Supplement on Telephoning.

b) Work with a Client

Planning Ahead - Making Arrangements - Recruiting: Advertising, Interviewing - Work with a Client of a Bank - Vocabulary Supplement on Office Equipment

c) Organising Presentations and Meetings

Presentation - Preparation of Successful Presentation - Meeting Running a Meeting - Opening a Meeting - Controlling a Meeting - International Meeting - Sample of Invitation Letters - Evaluating a Meeting

Unit III: Office Writing & Letter Writing, Memoranda, Reports

Business Letter Format and Conventions - More Recommendations on Letter Writing - Writing Memoranda - Parts of a Memo - Memo Samples

Unit IV: Constructing Sentences and Paragraphs, Good Business Style

What is a Sentence? - Building Sentences into Paragraphs - How Sentences and Paragraphs affect the Way you Speak? - Using the Right Tone - Choosing the Right Words - Speaking Clearly

Unit V: Business Concepts and Activities, Business Fields and Careers, Management

‘Learning the Ropes’ - Who are Managers and What do Managers do? - “Sharpening the Basic Skills” - The Role of the Manager - What is a Market? – Marketing - Marketing Strategies: Marketing Strategies: Marketing Mix and Target Market

Text Books

Bennie, Michael. (2009). *A Guide to Good Business Communication*. 5th Edition. howtobooks.
Pilucka, Svetlana. *Business English*. DPU, 1998.

Reference Books

Guffy, Mary Ellen and Carolyn M. Sheefer. (2008). *Business English*. 10th Edition.
MacKenzie, Ian. (2010). *English for Business Studies*. 3rd Edition.

Semester VI
Skill Enhancement Course (SEC): Translation: Basic Concepts
and Practice

Course Code: ESK206

Hours / Week	Credits	Total Hours	Marks
2	2	30	100

Objectives

1. To expose students to the principles and theories of translation.
2. To develop the skill of translation through practice in translation

Course Outcomes:

CO	Upon completion of this course the students will be able to:	PSOs Addressed	CL
CO-1	understand and appreciate the literary merits of great works not only in English but also in other regional languages	PSO - 1	U
CO-2	understand the multi-lingual heritage of India and the challenges of rendering them in translation	PSO -3	U
CO-3	have an increased awareness of the nuances of the regional languages	PSO - 1	E
CO-4	act as a translator who recreates literary works with aesthetic use of languages	PSO -1	Ap

Unit I

Introduction

History of Translation in Europe

History of Translation and Translation Theories in India

Is Translation a Science or Art?

Unit II

The Translator's Responsibilities

Kinds of Translation

Translation Procedures

Unit III

Equivalence

Machine Translation

Translation of the Bible

Translating Prose Texts

Unit IV

Translating Scientific Texts

Course Translations and Translations of Folkloristic Literature

Translation of Poems

Translation of Poems and Plays

Unit V

Some Concepts of Translation

Evaluating a Translation

Experts' Views on Translation

Model Translated Text in Tamil

A Note on Translation

Text Book

Shanmugakani. A & Samuel KirubaharJ. *Translatology*. Madurai: Vasans Publishing House.

Reference Books

Bassnett. Susan, (1991). *Introduction to Translation Studies*. London, Routledge.

Nihamathullah, A. (2009). *Procedures of Translating*. Tirunelveli: Shameem Publication.

Semester VI
Foundation Course IV- Gender Equity Studies

Course Code: FCV204

Hours / Week	Credits	Total Hours	Marks
1	1	15	100

Objectives:

1. To understand the historical background and trace the position of women down the ages.
2. To make the students aware of the legitimate rights and laws that aid women to march towards emancipation and empowerment.

Course outcome

CO	Upon completion of this course the students will be able to :	PSOs addressed	CL
CO-1	develop a critical judgment regarding the views of religions, epics and literary imagination about women	PSO-4	U
CO-2	analyze the socio-cultural and religious practices that subjugate women	PSO-4	An
CO-3	probe deep into the root cause of marginalization of women	PSO- 4	U
CO-4	understand the implementation of feministic concepts in practical life	PSO- 3	U
CO-5	examine how women are exploited as commercial commodities in advertisements and media	PSO-4	An

Unit I

Women in Historical Background

Women through the Ages

Unit II

Feminism – An Explanation

Feminist Thoughts in Practical Life

Unit III

As Religions see Women

Women in Christianity

Women in Islam

Unit IV

The Rights of Women

Women and the Constitution

Unit V

The Portrayal of Women in Advertisements

The End of Enslavement of Women

Empowerment of Women: Need of the Hour

Reference Book

1. *Women in My Perspective*. (2012). Nagercoil: HCC Women's Study Centre.