



**SWAMI DAYANANDA COLLEGE OF ARTS AND SCIENCE, MANJAKKUDI.**

**(Affiliated to Bharathidasan University – Thiruchirappalli).**

**UGC Recognized U/S, 2(f) & 12(b)**

**Dayananda Campus, Manjakkudi, Tiruvarur District, Tamilnadu, India - 612610**

## **DEPARTMENT OF ENGLISH**

- 1) Course Outcomes**
- 2) Programme Outcomes**
- 3) Programme Specific Outcomes**



**BHARATHIDASAN UNIVERSITY, TIRUCHIRAPPALLI 620 024**  
**B.A English Syllabus under CBCS**

**(Applicable to the candidates admitted from the academic year 2016 -2017 onwards)**

Sem	Part	Course	Ins. Hrs	Credit	Exam Hours	Marks		Total
						Int.	Ext.	
I	I	<b>Language Course – I (LC) –</b> Tamil*/Other Languages +#	6	3	3	25	75	100
	II	<b>English Language Course - I (ELC)</b> Prose for Effective Communication	6	3	3	25	75	100
	III	<b>Core Course – I (CC) Prose</b>	6	5	3	25	75	100
		<b>Core Course – II (CC) Short Stories</b>	6	5	3	25	75	100
		<b>Allied Course –I (AC)</b> Social History of England	4	3	3	25	75	100
	IV	Value Education	2	2	3	25	75	100
		<b>Total</b>	<b>30</b>	<b>21</b>				<b>600</b>
II	I	<b>Language Course – II (LC) -</b> Tamil*/Other Languages +#	6	3	3	25	75	100
	II	<b>English Language Course – II</b> <b>(ELC)</b> Poetry for Effective Communication	6	3	3	25	75	100
	III	<b>Core Course – III(CC) Poetry I</b>	6	5	3	25	75	100
		<b>Core Course – IV (CC) Fiction</b>	6	5	3	25	75	100
		<b>Allied Course – II (AC)</b> Literary Forms	4	3	3	25	75	100
	IV	Environmental Studies	2	2	3	25	75	100
		<b>Total</b>	<b>30</b>	<b>21</b>				<b>600</b>
III	I	<b>Language Course – III (LC)</b> Tamil*/Other Languages +#	6	3	3	25	75	100
	II	<b>English Language Course - III</b> <b>(ELC)</b> Drama for Effective Communication	6	3	3	25	75	100
	III	<b>Core Course – V (CC)</b> Poetry II	6	5	3	25	75	100
		<b>Core Course – VI (CC)</b> One-Act Plays	6	5	3	25	75	100
		<b>Allied Course – III(AC)</b> History of English Literature I	4	3	3	25	75	100
	IV	<b>Non Major Elective I – for those</b> <b>whostudied Tamil under Part I</b> a) Basic Tamil for other languagestudents b) Special Tamil for those who studied Tamil up to 10th +2 but opt for other languages in degreeprogramme	2	2	3	25	75	100

	c) Presentation Skills						
	Total	<b>30</b>	<b>21</b>				<b>600</b>

IV	I	Language Course –IV (LC) Tamil*/Other Languages +#	6	3	3	25	75	100
	II	English Language Course – IV (ELC) Short Stories for Effective Communication	6	3	3	25	75	100
	III	<b>Core Course – VII (CC) – Drama</b>	5	5	3	25	75	100
		<b>Core Course - VIII (CC)- Introduction to Language and Linguistics</b>	5	5	3	25	75	100
		<b>Allied Course – IV (AC) History of English Literature II</b>	4	3	3	25	75	100
	IV	Non Major Elective II – for those whostudied Tamil under Part I a) Basic Tamil for other language students b) Special Tamil for those who studied Tamil upto 10 <sup>th</sup> +2 but opt for other languages in degree programme c) Functional Skills	2	2	3	25	75	100
	V	Skill-based Elective I	2	2	3	25	75	100
		<b>Total</b>	<b>30</b>	<b>23</b>				<b>700</b>
V	III	<b>Core Course – IX (CC) Shakespeare</b>	5	5	3	25	75	100
		<b>Core Course – X (CC) Principles of Literary Criticism</b>	5	5	3	25	75	100
		<b>Core Course – XI (CC) American Literature</b>	5	5	3	25	75	100
		<b>Core Course – XII (CC) Indian Culture and Literature</b>	5	5	3	25	75	100
		Major-based Elective – I Translation : Theory and Practice	4	3	3	25	75	100
	IV	Skill-based Elective – II	2	2	3	25	75	100
	IV	Skill-based Elective – III	2	2	3	25	75	100
	IV	Soft Skills Development	2	2	3	25	75	100
		<b>Total</b>	<b>30</b>	<b>29</b>				<b>800</b>
VI	III	<b>Core Course – X III (CC) Indian Writing in English</b>	6	5	3	25	75	100
		<b>Core Course – XIV (CC) Commonwealth Literature</b>	6	5	3	25	75	100
		<b>Core Course – XV (CC) English Language Teaching</b>	6	5	3	25	75	100
		Major-based Elective II Journalism	5	4	3	25	75	100
		Major-based Elective III English for Competitive Examinations	6	4	3	25	75	100
	V	Extension Activities		1	-	-	-	-
	V	Gender Studies	1	1	3	25	75	100
		<b>Total</b>	<b>30</b>	<b>25</b>				<b>600</b>
	<b>Grand Total</b>	<b>180</b>	<b>140</b>	-	-	-	<b>3900</b>	

**No. of Courses**

<b>Language Part – I</b>	-	<b>4</b>
<b>English Part –II</b>	-	<b>4</b>
<b>Core Paper</b>	-	<b>15</b>
<b>Allied Paper</b>	-	<b>4</b>
<b>Non-Major Elective</b>	-	<b>2</b>
<b>Skill Based Elective</b>	-	<b>3</b>
<b>Major Based Elective</b>	-	<b>3</b>
<b>Environmental Studies</b>	-	<b>1</b>
<b>Value Education</b>	-	<b>1</b>
<b>Soft Skill Development</b>	-	<b>1</b>
<b>Gender Studies</b>	-	<b>1</b>
<b>Extension Activities</b>	-	<b>1 (Credit only)</b>

\* for those who studied Tamil up to 10 +2 (Regular Stream)

+ Syllabus for other Languages should be on par with Tamil at degree level

# those who studied Tamil up to 10 +2 but opt for other languages at degree level under Part I should study special Tamil under Part IV

\*\* Extension Activities shall be outside instruction hours

Non Major Elective I & II – for those who studied Tamil under Part I

- a) Basic Tamil I & II for other language students
- b) Special Tamil I & II for those who studied Tamil up to 10<sup>th</sup> or +2 but opt for other languages in degree programmes

**Note:**

1. Theory:                      Internal      -    25 marks                      External      -    75 marks

2. Separate passing minimum is prescribed for Internal and External

- a) The passing minimum for CIA shall be 40% of 25 marks (i.e. 10 marks)
- b) The passing minimum for University Examinations shall be 40% of 75 marks (i.e. 30 marks)

## **B.A ENGLISH**

### **PROGRAMME OUTCOMES**

- PO1:** The Department of English exposes students to a wide range of writing from British, American and Anglophone traditions. It helps students explore how writers use the creative resources of language-in fiction, poetry, nonfiction prose, and drama to explore the entire range of human experience. Students are expected to strive, to be imaginative, rhetorically dexterous, and technically proficient and as a result, to gain a deeper insight into life.
- PO2:** To make learners read, understand and appreciate texts from various genres of literature.
- PO3:** To familiarize learners with various rhetoric devices. The issues of culture, history, gender, race, ethnicity, and politics are addressed and negotiated in the process of imparting knowledge of English literature in its pluralistic forms, to help student develop a critical mindset of their own.
- PO5:** English literature will help students build skills of analytical and interpretive argument, and become careful and critical readers. Again, students' engagement with various strategies of drafting and revising, style of writing and analytical skills, diagnosing and developing scholarly methodologies, use of language as a means of creative expression, will make them effective thinkers and communicators.
- PO6:** Developing intellectual, personal and professional abilities through effective communicative skills; ensuring high standard of behavioral attitude through literary subjects and shaping the students socially responsible citizens.
- PO7:** To enhance employability of the students by developing their linguistic competence and communicative skills.

## **PROGRAMME SPECIFIC OUTCOMES:**

On successful completion of the Programme, the students will be accurate both in oral and written communication as they will be strong in Grammar and its usage.

**PSO1:** To sharpen students' critical thinking skills and make students culturally aware of the target situation. They can express a thorough command of English and its linguistic Structures. They can apply critical frameworks to analyze the linguistic, cultural and historical background of texts written in English.

**PSO2:** To help learners read and comprehend literary texts to communicate effectively They will be familiar with the conventions of diverse textual genres including fiction, nonfiction, poetry, autobiography, biography, Journal, film, plays, editorials.etc.

**PSO3:** To train learners to improve their comprehension and composition skills through reading students This will also expand their range of experience and in the process they will learn to be more empathetic toward the plights of others.

## COURSE OUTCOMES

### PART-II ENGLISH

#### SEMESTER -I

#### 16ELCE1 - Prose for Effective Communication

##### Unit – I

C.E.M. Joad : “Civilization and History”

Issac Asimov : “The Fun They Had”

##### Unit – II

George Gamow : “Big Numbers and Infinities”

G.C. Thornley : “Oil”

##### Unit – III

Desmond Morris : “An Observation and an Explanation”

M.W.Thring : “A Robot about the House”

##### Unit – IV

Rabindranath Tagore : “A Wrong Man in Worker’s Paradise”

Horace Shipp : “Making Surgery Safe”

##### Unit – V

Swami Vivekananda’s Chicago : i) “Response to Welcome”

Addresses ii) “Why We Disagree”

#### I 16ELCE1 PROSE FOR EFFECTIVE COMMUNICATION

<b>Semester: I</b>	<b>Language Course : I</b>	<b>Prose for effective communication</b>	<b>Credit : 3</b>	<b>Allotted hours per week: 6</b>
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CO1: To support language acquisition among students

CO2: It enables students to comprehend the passage’s structure and context

CO3: It helps students learn how to pronounce words correctly

CO4: To describe the understanding of Genres of literature.

CO5: To analyze various terms of prose and fictitious style of writing in prose



**PO-PSO-CO MAPPING MATRIX:**

<b>PO,PSO-CO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
<b>CO1</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>-</b>
<b>CO2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>-</b>	<b>2</b>	<b>-</b>	<b>3</b>
<b>CO3</b>	<b>3</b>	<b>-</b>	<b>2</b>	<b>2</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>3</b>
<b>CO4</b>	<b>-</b>	<b>2</b>	<b>-</b>	<b>-</b>	<b>2</b>	<b>-</b>	<b>3</b>	<b>-</b>
<b>CO5</b>	<b>2</b>	<b>-</b>	<b>3</b>	<b>-</b>	<b>-</b>	<b>2</b>	<b>3</b>	<b>-</b>

**LANGUAGE COURSE-2-16ELCE2 - Poetry for Effective Communication**

**Unit – I**

William Shakespeare: “All the World’s a Stage”

Robert Frost : “Road Not Taken”

**Unit – II**

P.B. Shelley : “Ode to the West Wind”

John Keats : “La Belle Dame sans Merci”

**Unit – III**

Alfred Tennyson : “Ulysses”

Robert Browning : “My Last Duchess”

**Unit – IV**

W.B.Yeats : “A Prayer for My Daughter”

T.S.Eliot : “Journey of the Magi”

**Unit – V**

W.H.Auden : “The Unknown Citizen”

Nissim Ezekiel : “Night of the Scorpion”

**References:**

Ambiga, Sen Gupta, ed. Selected College Poems. Chennai: Orient BlackSwan, 2009.

<b>Semester: II</b>	<b>Language Course : II</b>	<b>Poetry for effective communication</b>	<b>Credit : 3</b>	<b>Allotted hours per week: 6</b>
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## **16ELCE2 POETRY FOR EFFECTIVE COMMUNICATION**

CO1: To learn about poetic language and symbol systems

CO2: The students' recitation skills can be easily improved, and it's a great way to develop their listening skills since proper intonation is taught

CO3: It aids students in developing their creativity and training their emotions and feelings.

CO4: To understand historical background of the writer.

CO5: To realize elements of poetry.

### **PO-PSO-CO MAPPING MATRIX:**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
<b>CO1</b>	<b>3</b>	<b>3</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>3</b>	<b>-</b>	<b>2</b>
<b>CO2</b>	<b>-</b>	<b>-</b>	<b>3</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>2</b>	<b>-</b>
<b>CO3</b>	<b>2</b>	<b>2</b>	<b>-</b>	<b>3</b>	<b>-</b>	<b>2</b>	<b>-</b>	<b>3</b>
<b>CO4</b>	<b>-</b>	<b>2</b>	<b>-</b>	<b>-</b>	<b>2</b>	<b>-</b>	<b>3</b>	<b>-</b>
<b>CO5</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>-</b>	<b>-</b>	<b>2</b>	<b>-</b>	<b>2</b>

### **SEMESTER:III-16ELCE3-DRAMA FOR EFFECTIVE COMMUNICATION:**

#### **UNIT I TO UNIT V-The Merchant of Venice by William Shakespeare**

#### **References:**

William Shakespeare : The Merchant of Venice

#### **Textbook:**

Romagil. The Merchant of Venice. Delhi: Oxford UP, 1992.

<b>Semester: III</b>	<b>Language Course : III</b>	<b>Drama for effective communication</b>	<b>Credit : 3</b>	<b>Allotted hours per week: 6</b>
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### **III 16ELCE3 DRAMA FOR EFFECTIVE COMMUNICATION**

**CO1:** To learn fluency, co-operative learning, confidence building, and intercultural understanding, dramatic strategies and activities assist in the growth of communication skills

**CO2:** To enhance the students' pronunciation.

**CO3:** To identify the dramatic techniques of the era.

**CO4:** To review the series of the story.

**CO5:** To identify the various forms of literature.

#### **PO-PSO-CO MAPPING MATRIX:**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
<b>CO1</b>	-	3	-	2	-	3	-	2
<b>CO2</b>	3	-	2	-	-	-	3	-
<b>CO3</b>	-	3	3	-	2	-	-	2
<b>CO4</b>	2	-	3	-	-	3	-	-
<b>CO5</b>	-	2	2	-	3	-	2	1

### **SEMESTER:IV**

#### **LANGUAGE COURSE-16ELCE4 SHORT STORIES FOR EFFECTIVE COMMUNICATION**

##### **Unit – I**

Rabindranath Tagore : The Auspicious Vision

Bhabani Bhattacharya : Glory at Twilight

##### **Unit –II**

Oscar Wilde : The Nightingale and the Rose

John Galsworthy : Acme

##### **Unit – III**

Isaac Bashevis Singer : The Son from America

Ray Bradbury : The Pedestrian

##### **Unit – IV**

Anton Chekhov : A Nincompoop  
Guy de Maupassant : The Diamond Necklace

**Unit –V**

Katherine Mansfield : Sun and Moon  
Saki : Fur

**Textbook:**

Syamala, V, ed. Story Time. Chennai: Anu Chithra Publications, 1988.

<b>Semester: IV</b>	<b>Language Course : IV</b>	<b>Short stories for effective communication</b>	<b>Credit : 3</b>	<b>Allotted hours per week: 6</b>
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**16ELCE4 SHORT STORIES FOR EFFECTIVE COMMUNICATION**

**CO1:** To improve the vocabulary of students.

**CO2:** It aids in the improvement of learners' reading ability

**CO3:** It helps students to overcome their reading and speaking difficulties.

**CO4:** To enhance the skills of story- telling and understanding the story.

**CO5:** To develop the language skills of LSRW

**PO-PSO-CO MAPPING MATRIX:**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
<b>CO1</b>	-	2	-	3	-	3	-	2
<b>CO2</b>	3	2	-	-	3	-	2	-
<b>CO3</b>	-		3	-	-	-	-	3
<b>CO4</b>	3	2	-	-	2	-	3	-
<b>CO5</b>	-	2	-	-	-	2	-	-

**SEMESTER:I**

**LANGUAGE COURSE:1-20CEL1 COMMUNICATIVE ENGLISH – I(2020 Onwards)**

## **Unit -I (20 hours)**

### **1. Listening and Speaking**

- a. Introducing self and others
- b. Listening for specific information
- c. Pronunciation (without phonetic symbols)
  - i. Essentials of pronunciation
  - ii. American and British pronunciation

### **2. Reading and Writing**

- a. Reading short articles – newspaper reports / fact based articles
  - i. Skimming and scanning
  - ii. Diction and tone
  - iii. Identifying topic sentences
- b. Reading aloud: Reading an article/report
- c. Journal (Diary) Writing

### **3. Study Skills - 1**

- a. Using dictionaries, encyclopedias, thesaurus.

### **4. Grammar in Context:**

- Naming and Describing
- Nouns & Pronouns
  - Adjectives

## **Unit II (20 hours)**

### **1. Listening and Speaking**

- a. Listening with a Purpose
- b. Effective Listening
- c. Tonal Variation
- d. Listening for Information
- e. Asking for Information
- f. Giving Information

### **2. Reading and Writing**

1. a. Strategies of Reading:  
Skimming and Scanning
- b. Types of Reading :  
Extensive and Intensive Reading
- c. Reading a prose passage
- d. Reading a poem
- e. Reading a short story

#### **2. Paragraphs: Structure and Types**

- a. What is a Paragraph?
  - b. Paragraph structure
  - c. Topic Sentence
  - d. Unity

e. Coherence

f. Connections between Ideas: Using Transitional words and expressions

g. Types of Paragraphs

### 3. Study Skills II:

Using the Internet as a Resource

a. Online search

b. Know the keyword

c. Refine your search

d. Guidelines for using the Resources

e. e-learning resources of Government of India

f. Terms to know

### 4. Grammar in Context

Involving Action-I

a. Verbs

b. Concord

### Unit III (16 hours)

#### 1. Listening and Speaking

a. Giving and following instructions

b. Asking for and giving directions

c. Continuing discussions with connecting ideas

#### 2. Reading and writing

a. Reading feature articles (from newspapers and magazines)

b. Reading to identify point of view and perspective (opinion pieces, editorials etc.)

c. Descriptive writing – writing a short descriptive essay of two to three paragraphs.

#### 3. Grammar in Context:

Involving Action – II

• Verbals - Gerund, Participle, Infinitive

• Modals

### Unit IV (16 hours)

#### 1. Listening and Speaking

a. Giving and responding to opinions

#### 2. Reading and writing

a. Note taking

b. Narrative writing – writing narrative essays of two to three paragraphs

#### 3. Grammar in Context:

Tense

Present, Past, Future

### Unit V (18 hours)

#### 1. Listening and Speaking

a. Participating in a Group Discussion

2. **Reading and writing**
  - a. Reading diagrammatic information – interpretations maps, graphs and pie charts
  - b. Writing short essays using the language of comparison and contrast
3. **Grammar in Context:** Voice (showing the relationship between Tense and Voice)

<b>Semester: I</b>	<b>Language Course : I</b>	<b>Communicative English-I</b>	<b>Credit : 3</b>	<b>Allotted hours per week: 6</b>
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**CO1:** To follow a skill-based approach and focus on communication skills

**CO2:** To apply the twinning of skills, Reading and Writing, Speaking and Listening to ensure an integrated approach in employing the LSRW skill-based approach

**CO3:** Students are able to read and comprehend texts

**CO4:** To create utilizing awareness of academic resources.

**CO5:** Students will get enhanced communication skills.

**PO-PSO-CO MAPPING MATRIX:**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
<b>CO1</b>	<b>3</b>	-	-	<b>2</b>	-	<b>2</b>	<b>3</b>	-
<b>CO2</b>	-	<b>2</b>	<b>3</b>	-	<b>3</b>	-	<b>2</b>	-
<b>CO3</b>	-	<b>2</b>	-	-	-	<b>3</b>	-	<b>3</b>
<b>CO4</b>	<b>3</b>	<b>2</b>	<b>2</b>	-	<b>2</b>	-	<b>3</b>	-
<b>CO5</b>	-	<b>2</b>	-	-	-	<b>2</b>	-	<b>2</b>

**LANGUAGE COURSE; II-20CEL2-COMMUNICATIVE ENGLISH – II**

**Unit I (18 hours)**

1. Speaking and listening a. Participating in group discussions
2. Reading and writing a. Reading short fictional pieces i. Reading aloud ii. Identifying mood, tone, point of view iii. Working with diction
1. b. Writing short argumentative essays of two to three paragraphs c. Writing a resume
2. Grammar in Context a. Subject Verb Agreement b. Active and passive voice

**Unit II (20 hours)**

1. Speaking and Listening a. Making short presentations b. Interactions during and after the presentations
2. Reading and Writing a. Writing opinion pieces (could be on travel, food, film / book reviews or on any contemporary topic) b. Writing a cover letter c. Reading poetry i. Reading aloud: (Intonation and Voice Modulation) ii. Identifying and using simile, metaphor, personification etc.
3. Grammar in Context a. Idioms and phrasal verbs b. Second and third conditional

**Unit III (18 hours)**

1. Speaking and Listening a. Note making



2. Reading and writing a. Writing emails of complaint b. Reading longer fictional / non-fictional pieces in which all the reading skills can be brought into play c. Preparing outlines for short assignments

3. Grammar in Context a. Working with clauses b. Direct and indirect speech

**Unit IV (16 hours)**

1. Speaking and Listening a. Listening to an understanding different accents
2. Reading and Writing a. Reading visual texts – advertisements b. Preparing first drafts of short assignments c. Writing cover letter

**Unit V**

1. Speaking and listening a. Taking leave
2. Reading and Writing a. Peer-reviewing b. Preparing final draft using peer review comments c. Writing letters of application d. Readers’ Theatre: (Reading aloud a given script - Scripts by Aaron Shepherd available on the internet) e. Dramatizing everyday situations/social issues through skits.

<b>Semester: II</b>	<b>Language Course : II</b>	<b>Communicative English-II</b>	<b>Credit : 3</b>	<b>Allotted hours per week: 6</b>
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**LANGUAGE COURSE:II 20CEL2 COMMUNICATIVE ENGLISH – II**

**CO1:** Students get familiarized with learning skills required to navigate tertiary education.

**CO2:** Students master grammar in context deductive approach.

**CO3:** Students acquire a developed competency of independent learning.

**CO4:** Students are able to build up the ability for critical and analytical thinking.

**CO5:** Students will be able to communicate effectively.

**PO-PSO-CO MAPPING MATRIX:**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
<b>CO1</b>	-	3	-	2	-	3	-	3
<b>CO2</b>	3	-	2	-	3	-	2	-
<b>CO3</b>	-	-	2	-	-	-	-	-
<b>CO4</b>	-	2	-	2	-	-	3	-
<b>CO5</b>	3	-	3	-	-	2	-	2

## **20PELAS1 PROFESSIONAL ENGLISH FOR ARTS & SOCIAL SCIENCES**

### **UNIT 1: COMMUNICATION**

- a. Listening: Listening to audio text and answering questions
2. Listening to Instructions
  - a. Speaking: Pair work and small group work.
  - b. Reading: Comprehension passages –Differentiate between facts and opinion
  - c. Writing: Developing a story with pictures.
  - d. Vocabulary: Register specific - Incorporated into the LSRW tasks

### **UNIT 2: DESCRIPTION**

1. Listening: Listening to process description.-Drawing a flow chart.
  2. Speaking: Role play (formal context)
  3. Reading: Skimming/Scanning-
  4. Reading passages on products, equipment and gadgets.
  5. Writing: Process Description –Compare and Contrast
    - a. Paragraph-Sentence Definition and Extended definition-Free Writing.
- Vocabulary: Register specific -Incorporated into the LSRW tasks.

### **UNIT 3: NEGOTIATION STRATEGIES**

1. Listening: Listening to interviews of specialists / Inventors in fields
  - i. (Subject specific)
2. Speaking: Brainstorming. (Mind mapping).
  - i. Small group discussions (Subject- Specific)
3. Reading: Longer Reading text.
4. Writing: Essay Writing (250 words)
  - a. Vocabulary: Register specific - Incorporated into the LSRW tasks

### **UNIT 4: PRESENTATION SKILLS**

1. Listening: Listening to lectures.
2. Speaking: Short talks.
3. Reading: Reading Comprehension passages
4. Writing: Writing Recommendations
5. Interpreting Visuals inputs
6. Vocabulary: Register specific -Incorporated into the LSRW tasks

### **UNIT 5: CRITICAL THINKING SKILLS**

1. Listening: Listening comprehension- Listening for information.
2. Speaking: Making presentations (with PPT- practice).
3. Reading : Comprehension passages –Note making.
  - i. Comprehension: Motivational article on Professional Competence,
  - ii. Professional Ethics and Life Skills)
4. Writing: Problem and Solution essay– Creative writing –Summary writing
5. Vocabulary: Register specific - Incorporated into the LSRW tasks

**BOOKS:**PROFESSIONAL ENGLISH FOR SOCIAL SCIENCES BY TAMILNADU STATE COUNCIL FOR HIGHER EDUCATION.

<b>Semester: I</b>	<b>Core Course : I</b>	<b>Professional English-I</b>	<b>Credit : 5</b>	<b>Allotted hours per week: 6</b>
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**CO1:** Develop their competence in the use of English with particular reference to the workplace situation

**CO2:** Enhance the creativity of the students, which will enable them to think of innovative ways to solve issues in the workplace

**CO3:** Students can talk with confidence.

**CO4:** To enhance communication skills to perform better in work places.

**CO5:** To acquire professional skills through language.

#### **PO-PSO-CO MAPPING MATRIX:**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
<b>CO1</b>	-	<b>3</b>	-	-	-	<b>3</b>	-	-
<b>CO2</b>	<b>3</b>	-	<b>3</b>	-	<b>3</b>	-	<b>2</b>	-
<b>CO3</b>	-	<b>2</b>	-	<b>2</b>	-	-	-	<b>3</b>
<b>CO4</b>	-	<b>2</b>	-	-	-	-	<b>3</b>	-
<b>CO5</b>	<b>3</b>	-	-	-	-	<b>2</b>	-	-

#### **II 20 PELAS2 PROFESSIONAL ENGLISH II**

#### **Unit 1- Communicative Competence**

Listening: Listening to two talks/lectures by specialists on selected subject specific topics -(TED Talks) and answering comprehension exercises (inferential questions)

1. Speaking: Small group discussions (the discussions could be based on the listening and reading passages- open ended questions)
2. Reading: Two subject-based reading texts followed by comprehension activities/exercises
3. Writing: Summary writing based on the reading passages.

Grammar and vocabulary exercises/tasks to be designed based on the discourse patterns of the listening and reading texts in the book. This is applicable for all the units.

#### **Unit 2 - Persuasive Communication**

1. Listening: listening to a product launch- sensitizing learners to the nuances of persuasive communication

2. Speaking: debates – Just-A Minute Activities
3. Reading: reading texts on advertisements ( on products relevant to the subject areas) and answering inferential questions
4. Writing: dialogue writing- writing an argumentative /persuasive essay.

### **Unit 3- Digital Competence**

1. Listening: to interviews (subject related)
2. Speaking: Interviews with subject specialists (using video conferencing skills) Creating V logs (How to become a blogger and use blogging to nurture interests – subject related)
3. Reading: Selected sample of Web Page (subject area)
4. Writing: Creating Web Pages
5. Reading Comprehension: Essay on Digital Competence for Academic and Professional Life.
6. The essay will address all aspects of digital competence in relation to MS Office and how they can be utilized in relation to work in the subject area

### **Unit 4 - Creativity and Imagination**

1. Listening to short (2 to 5 minutes) academic videos (prepared by EMRC/ other
2. MOOC videos on Indian academic sites – E.g.  
<https://www.youtube.com/watch?v=tpvicScuDy0>)
3. Speaking: Making oral presentations through short films – subject based
4. Reading: Essay on Creativity and Imagination (subject based)
5. Writing – Basic Script Writing for short films (subject based)
  - Creating webpages, blogs, flyers and brochures (subject based)
  - Poster making – writing slogans/captions(subject based)

### **Unit 5- Workplace Communication& Basics of Academic Writing**

1. Speaking: Short academic presentation using PowerPoint
2. Reading & Writing: Product Profiles, Circulars, Minutes of Meeting.
  - i. Writing an introduction, paraphrasing
3. Punctuation (period, question mark, exclamation point, comma, semicolon, colon, dash, hyphen,
  - a. parentheses, brackets, braces, apostrophe, quotation marks, and ellipsis)
  - b. Capitalization (use of upper case)

<b>Semester: II</b>	<b>Core Course : II</b>	<b>Professional English-II</b>	<b>Credit : 5</b>	<b>Allotted hours per week: 6</b>
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**CO1:** To develop their competence and competitiveness and thereby improve their employability skills

**CO2:** To gain research bent of mind develop their skills in writing reports and research proposals

**CO3:** To gain knowledge in the relevant skills of interview.

**CO4:** To stimulate creativity in workplaces

**CO5:** To learn formal communication (Speaking & Writing) of the workplaces.

**PO-PSO-CO MAPPING MATRIX:**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
<b>CO1</b>	-	<b>3</b>	-	-	-	<b>3</b>	-	-
<b>CO2</b>	-	-	-	-	<b>3</b>	-	<b>2</b>	-
<b>CO3</b>	-	<b>2</b>	-	-	-	-	-	<b>3</b>
<b>CO4</b>	-	<b>2</b>	-	-	-	-	<b>3</b>	-
<b>CO5</b>	-	<b>2</b>	-	-	-	<b>2</b>	-	-

## B.A ENGLISH

### I 16ACCEN1-CORE COURSE PROSE

#### Unit – I

Francis Bacon : “Of Studies”

John Milton : “Books”

#### Unit – II

Joseph Addison : “Periodical Essays”

Richard Steele : “The Spectator Club”

#### Unit – III

William Hazlitt : “On Going a Journey”

Charles Lamb : “Dream-Children; A Reverie”

#### Unit – IV

R. L Stevenson : “An Apology for Idlers”

Robert Lynd : “The Pleasures of Ignorance”

#### Unit – V

A.G. Gardiner : “On the Rule of the Road”

E.V. Lucas : “On Finding Things”

#### Textbook:

Kumar, Ashok., et al., eds. *Selected Essays: An Anthology of English Essays for Undergraduate Students*. New Delhi: Orient BlackSwan, 2014.

<b>Semester: I</b>	<b>Core Course :I</b>	<b>Prose</b>	<b>Credit :5</b>	<b>Allotted hours per week: 6</b>
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#### Students will be able to

**CO1:** Know the evolution of English prose from the Elizabethan age to the 20th century.

**CO2:** Produce a well-organized essay.

**CO3:** Understand a variety of techniques critically and proficiently

**CO4:** Use the language as an effective tool of communication.

**CO5:** Write well organized text-based essays.

#### PO-CO MAPPING MATRIX:

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
<b>CO1</b>	3	-	-	-	-	3	-	3
<b>CO2</b>	-	3	2	-	3	-	2	-

<b>CO3</b>	<b>2</b>	-	-	-	-	-	-	<b>3</b>
<b>CO4</b>	<b>2</b>	-	-	<b>3</b>	-	-	<b>2</b>	-
<b>CO5</b>	<b>2</b>	-	<b>3</b>	-	<b>2</b>	<b>2</b>	-	-

### **CORE COURSE-II--16ACCEN2- SHORT STORIES**

**Unit – I (British)**

Saki : “Alice and the Liberal Party”

Somerset Maugham : “The Verger”

**Unit – II (Indian)**

Rabindranath Tagore : “The Postmaster”

Lakshmi Kannan : “Muniyakka”

**Unit – III (Russian)**

Anton Chekhov : “The Bet”

Leo Tolstoy : “The Candle”

**Unit – IV (American)**

Nathaniel Hawthorne : “The Snow-Image”

Edgar Allan Poe : “The Purloined Letter”

**Unit – V (New Zealand & African)**

Katherine Mansfield : “An Ideal Family”

Chinua Achebe : “The Sacrificial Eggs”

**Books for Reference:**

**Joseph A., and Balasubramanian M, eds. *Memorable Tales*. Trichy: PoGo Publishing House, 2013. (This collection has 7 out of 10 short stories)**

**Kannan, Lakshmi. *India Gate and Other Stories*. New Delhi: Disha Books, 1993.**

<b>Semester: I</b>	<b>Core Course :II</b>	<b>Short Stories</b>	<b>Credit :5</b>	<b>Allotted hours per week: 6</b>
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Students will be able to

CO1: Learn the development of short story writing over the centuries.

CO2: Improve reading and build academic vocabulary.

CO3: Ensure the use of contextual clues to find meaning of unfamiliar words from the text.

CO4: Summarize and paraphrase information in text.

CO5: Analyze short stories from different nations.

**PO-CO MAPPING MATRIX:**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
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<b>CO1</b>	-	-	<b>3</b>	-	-	<b>3</b>	-	-
<b>CO2</b>	-	-	<b>3</b>	-	<b>3</b>	-	<b>2</b>	-
<b>CO3</b>	-	<b>2</b>	-	-	-	-	-	<b>3</b>
<b>CO4</b>	<b>3</b>	<b>2</b>	-	-	-	-	<b>3</b>	-
<b>CO5</b>	-	<b>2</b>	-	-	-	<b>2</b>	-	-

**CORE COURSE:III-16ACCEN3-POETRY-I**

**Unit – I**

Edmund Spenser : *Amoretti* LXXV – “One Day I Wrote Her Name”

William Shakespeare : Sonnet 18

**Unit– II**

John Donne : “Go and Catch the Falling Star”

Andrew Marvel : “A Dialogue between the Soul and Body”

**Unit – III**

John Milton : “Lycidas”

**Unit– IV**

John Dryden : “A Song of St. Cecilia’s Day”

Alexander Pope : “Ode on Solitude”

**Unit – V**

Oliver Goldsmith : “The Village Preacher”

William Blake : “The Lamp”

<b>Semester: II</b>	<b>Core Course :III</b>	<b>Poetry</b>	<b>Credit :5</b>	<b>Allotted hours per week: 6</b>
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CO1: Students will be able to analyze and appreciate poetry, critically.

CO2: Students attain the ability to critically, aesthetically, instructively evaluate poetry.

CO3: Students can understand rhythms, metrical units and other musical aspects of poetry.

CO4: Students will be able to identify the difference in poems’ structure.

CO5: Students will be able to develop the literary thought in the poem.

**PO-PSO-CO MAPPING MATRIX:**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
<b>CO1</b>	-	<b>3</b>	-	-	-	<b>3</b>	-	-
<b>CO2</b>	-	-	-	-	<b>3</b>	-	<b>2</b>	-



<b>CO3</b>	-	-	<b>2</b>	-	-	-	-	<b>3</b>
<b>CO4</b>	<b>2</b>	-	-	-	-	-	<b>3</b>	-
<b>CO5</b>	-	<b>2</b>	-	-	-	<b>2</b>	-	-

### **CORE COURSE:IV-16ACCEN4 FICTION**

**Unit – I**

Charles Dickens : *David Copperfield*

**Unit– II**

R.L. Stevenson : *Treasure Island*

**Unit– III**

Joseph Conrad: *Heart of Darkness*

**Unit – IV**

Virginia Woolf : *To the Light House*

**Unit – V**

Aldous Huxley : *Brave New World*

<b>Semester: II</b>	<b>Core Course :IV</b>	<b>Fiction</b>	<b>Credit :5</b>	<b>Allotted hours per week: 6</b>
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**Students will be able to**

**CO1:** Improve their creative and imaginative skills through the novels of major British writers.

**CO2:** Analyze the theme and setting of a fictional work.

**CO3:** Recognize the narrative techniques of fictions.

**CO4:** Become familiar with the fictional works in the literary world.

**CO5:** Comprehend literary texts to communicate effectively

### **PSO-PO-CO MAPPING MATRIX:**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
<b>CO1</b>	-	<b>3</b>	-	-	-	<b>3</b>	-	<b>3</b>
<b>CO2</b>	-	-	<b>3</b>	-	<b>3</b>	<b>2</b>	-	-
<b>CO3</b>	-	<b>2</b>	-	-	-	-	-	<b>3</b>
<b>CO4</b>	-	<b>2</b>	-	-	-	-	<b>3</b>	-
<b>CO5</b>	-	<b>2</b>	-	<b>2</b>	-	<b>2</b>	-	<b>2</b>

### **CORE COURSE V-16ACCEN5- POETRY II**

**Unit – I**

William Wordsworth : “The Solitary Reaper”

S. T Coleridge : “Dejection: An Ode”

**Unit – II**

John Keats : “Ode to Nightingale”

P. B Shelley : “Ozymandias”

**Unit – III**

Robert Browning : “Andrea del Sarto”

Alfred Tennyson : “Break, Break, Break”

**Unit – IV**

W. B. Yeats : “Sailing to Byzantium”

Philip Larkin : “Ambulances”

**Unit – V**

T. S. Eliot : “Marina”

Ted Hughes : “Hawk Roosting”

<b>Semester: III</b>	<b>Core Course :V</b>	<b>Poetry-II</b>	<b>Credit :5</b>	<b>Allotted hours per week: 6</b>
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Students will be able to

**CO1:** Sharpen their poetic sensibility and stylistic skills.

**CO2:** Recognize poetic beauty through literary devices like similes, metaphors and other figures of speech.

**CO3:** Identify the various forms of poetry.

**CO4:** Recognize the poetical features in different contexts.

**CO5:** Understand the basic terminology and practical elements of poetry.

**PSO-PO-CO MAPPING MATRIX:**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
<b>CO1</b>	3	-	-	-	2	2	-	2
<b>CO2</b>	-	3	-	-	2	2	-	-
<b>CO3</b>	-		3	-	-	-	2	-
<b>CO4</b>	-	3		-	-	-	2	-
<b>CO5</b>	3	-	-	-	3	3	-	3

**CORE COURSE VI-16ACCEN6- ONE-ACT PLAYS**

**Unit – I (British)**

J. M. Synge : “Riders to the Sea”

**Unit – II (Russian)**

Anton Chekov : “The Swan Song”

**Unit– III (American)**

Tennessee Williams : “Lord Byron’s Love Letter”

**Unit – IV (Indian)**

Asif Currimbhoy : “The Refugee”

**Unit – V (African)**

Erisa Kironde : “The Trick”

**Books for Reference:**

Elias, M., *Plays in One Act*. Chennai: Orient BlackSwan, 2013.

Sujatha K., ed. *On the Stage: One-Act Plays*. New Delhi: Orient BlackSwan, 2011.

<b>Semester: III</b>	<b>Core Course :VI</b>	<b>One act Plays</b>	<b>Credit :5</b>	<b>Allotted hours per week: 6</b>
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**Students will be able to**

**CO1:** Understand the salient features of one-act-plays.

**CO2:** Enact a scene on their own.

**CO3:** Understand the pronunciation of English words and theatrical foundation of the genre

**CO4:** Compare and contrast the themes of one act plays of various literary background.

**CO5:** Distinguish the genre of one act play with other dramatic forms.

**PSO-PO-CO MAPPING MATRIX:**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
<b>CO1</b>	3	-	-	-	3	2	-	2
<b>CO2</b>	-	3	-	-	-	-	2	-
<b>CO3</b>	-	-	3	2	-	2	-	-
<b>CO4</b>	2	-	-	-	-	-	3	-
<b>CO5</b>	-	3	-	2	-	3	-	--

**Unit – I**Christopher Marlowe : *Dr. Faustus***Unit – II**Ben Jonson : *The Alchemist***Unit – III**Oliver Goldsmith : *She Stoops to Conquer***Unit– IV**G. B Shaw : *Pygmalion***Unit – V**Samuel Beckett : *Waiting for Godot*

<b>Semester: IV</b>	<b>Core Course :VII</b>	<b>Drama</b>	<b>Credit :5</b>	<b>Allotted hours per week: 6</b>
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Students will be able to

**CO1:** Understand the features of tragedy, comedy of humors, anti-sentimental comedy, drama of ideas and absurd play.

**CO2:** Gain the knowledge of structure, performance in theatres and history of theatre and the evolution.

**CO3:** Understand the origin and development of drama from the classical to modern age.

**CO4:** Relate the genre to non-dramatic forms of cultural expression such as poetry and literature.

**CO5:** Compare and contrast the genre with other dramatic forms.

**PSO-PO-CO MAPPING MATRIX:**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
<b>CO1</b>	<b>3</b>	-	-	-	<b>3</b>	<b>3</b>	-	<b>2</b>
<b>CO2</b>	-	<b>3</b>	-	<b>2</b>	-	-	-	<b>3</b>

<b>CO3</b>	-	<b>2</b>	-	-	<b>3</b>	-	<b>3</b>	-
<b>CO4</b>	<b>3</b>	-	<b>2</b>	-	-	-	<b>2</b>	<b>2</b>
<b>CO5</b>	<b>3</b>	-	-	-	<b>3</b>	<b>3</b>	-	<b>2</b>

### **CORE COURSE VIII-16ACCEN8- INTRODUCTION TO LANGUAGE AND LINGUISTICS**

#### **Unit – I**

The Origins and the Development of Language

#### **Unit – II**

The Organs of Speech – Classification of Speech Sounds

#### **Unit – III**

Phonology – Morphology

#### **Unit – IV**

Syntax – Semantics

#### **Unit – V**

Language, Society and Culture

#### **Textbook:**

Yule, George. *The Study of Language: An Introduction*. Cambridge: Cambridge UP, 1985.

#### **Book for Reference:**

Wrenn, C L. *The English Language*. London: Methuen, 1949.

<b>Semester: IV</b>	<b>Core Course :VIII</b>	<b>Introduction To Language And Linguistics</b>	<b>Credit :5</b>	<b>Allotted hours per week: 6</b>
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**CO1:** Students will be aware of the form and content of language.

**CO2:** Students will understand the origin of language and development of writing.

**CO3:** Students will enhance their accent and try to speak global English.

**CO4:** Students will be able to utilize intonation, phonetic symbols to improve pronunciation of English language.

**CO5:** Students will be able to grasp the complexity of language as a communication system shaped by cognitive, biological, cultural and social factors.

**PSO-PO-CO MAPPING MATRIX:**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
<b>CO1</b>	<b>3</b>	<b>2</b>	-	<b>2</b>	-	<b>3</b>	-	-
<b>CO2</b>	-	<b>3</b>	-	-	-	-	<b>2</b>	<b>2</b>
<b>CO3</b>	-	-	<b>3</b>	-	<b>2</b>	<b>3</b>	<b>2</b>	-
<b>CO4</b>	<b>3</b>	-	-	-	-	-	-	<b>2</b>
<b>CO5</b>	-	<b>3</b>	-	-	-	-	-	<b>2</b>

**CORE COURSE IX-16ACCEN9-SHAKESPEARE**

**Unit – I**

*A Midsummer Night's Dream*

**Unit – II**

*Julius Ceasar*

**Unit– III**

*King Lear*

**Unit – IV**

*Twelfth Night*

**Unit – V**

- 1)Shakespearean Theatre and Audience Shakespearean Fools and Clowns Shakespearean Women
- 2)Supernatural Elements in Shakespearean Plays Shakespearean Soliloquies.
- 3) Shakespeare as a Sonneteer and a Narrative Poet.

<b>Semester: V</b>	<b>Core Course :IX</b>	<b>Shakespeare</b>	<b>Credit :5</b>	<b>Allotted hours per week: 6</b>
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**CO1:** To learn about the dramatist Shakespeare.

**CO2:** To analyze the different themes in the plays of Shakespeare.

**CO3:** To acknowledge the diversity of genres in Shakespeare's plays.

**CO4:** To be familiar with the special nuances of Shakespeare's style of writing.

**CO5:** To develop sufficient ability for reading and understanding Elizabethan English.

**PSO-PO-CO MAPPING MATRIX:**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
<b>CO1</b>	<b>3</b>	-	-	-	-	<b>2</b>	<b>2</b>	-
<b>CO2</b>	-	<b>3</b>	<b>3</b>	-	-	-	-	<b>2</b>
<b>CO3</b>	<b>3</b>	-	<b>3</b>	-	-	-	<b>3</b>	<b>3</b>
<b>CO4</b>	<b>3</b>	-		-	<b>3</b>	<b>3</b>	-	-
<b>CO5</b>	-	-	-	-	<b>3</b>	-	<b>3</b>	-

**CORE COURSE X-16ACCEN10- PRINCIPLES OF LITERARY CRITICISM**

**Unit – I**

Literary Theory – Literary History – Literary Criticism

**Unit – II**

Classical Criticism:

Plato – Aristotle – Horace – Quintilian – Longinus

**Unit – III**

Orientation of Critical Theories:

Mimetic Theories – Pragmatic Theories – Sidney – Dryden – Dr. Johnson – Coleridge – Arnold –

T. S. Eliot

**Unit – IV**

Five Approaches:

Moralistic Approach Psychological Approach

**Unit – V**

Archetypal Approach Sociological Approach Formalistic Approach

**Textbook:**

Ravindranathan, S. *A Handbook on Principles of Literary Criticism (From Plato to Post-modernism)*. Chennai: Emerald Publishers, 2006.

<b>Semester: V</b>	<b>Core Course :X</b>	<b>Principles of Literary Criticism</b>	<b>Credit :5</b>	<b>Allotted hours per week: 6</b>
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**CO1:** To apply literary theory to texts in order to enrich their understanding and appreciation of literature.

**CO2:** To understand the fundamentals of literary criticism and aware of the definitions, nature, scope of functions of literary criticism.

**CO3:** To apply the key concepts of literary criticism in reading a text.

**CO4:** To make an objective evaluation of the given text with respect to its form of creative composition.

**CO5:** To accentuate expression of thoughts and views for critical appreciation, critical thinking and critical analytics.

#### **PSO-PO-CO MAPPING MATRIX:**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
<b>CO1</b>	<b>3</b>	<b>2</b>	-	-	-	<b>3</b>	-	<b>2</b>
<b>CO2</b>	-	<b>3</b>	<b>3</b>	-	<b>3</b>	-	-	<b>2</b>
<b>CO3</b>	-	-	-	-	<b>3</b>	-	<b>2</b>	-
<b>CO4</b>	-	<b>2</b>	-	<b>2</b>	-	<b>2</b>	-	-
<b>CO5</b>	<b>3</b>	-	-	-	-	-	<b>2</b>	-

#### **CORE COURSE- XI-16ACCEN11- AMERICAN LITERATURE**

##### **Unit – I: Poetry**

Walt Whitman : “I Hear America Singing”

Emily Dickinson : “A Bird Came Down the Walk”

##### **Unit – II: Poetry**

Robert Frost : “Mending Wall”

Sylvia Plath : “Lady Lazarus”

##### **Unit – III: Prose**

Martin Luther King : “I Have a Dream”

Ralph Waldo Emerson : “The American Scholar”

##### **Unit– IV: Drama**

Arthur Miller : *Death of a Salesman*



**Unit– V: Fiction**Nathaniel Hawthorne : *The Scarlet Letter*

<b>Semester: V</b>	<b>Core Course :XI</b>	<b>American Literature</b>	<b>Credit :5</b>	<b>Allotted hours per week: 6</b>
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**CO1:** To gain knowledge of the important aspects in various genres of American literature.

**CO2:** To acquire knowledge in the evaluation of American literature, the different cultural background of the American authors, their themes and the style of writing.

**CO3:** Students will be able to understand the American style of writing and ideology like transcendentalism, corruption, pride, power, racism and obsession along with spiritualism of Christian values.

**CO4:** To emphasize the meaning and the significance of American dream, then and now.

**CO5:** To know the life, culture, language and society of America through literature.

**PSO-PO-CO MAPPING MATRIX:**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
<b>CO1</b>	<b>3</b>	-	<b>2</b>	-	-	-	-	<b>3</b>
<b>CO2</b>	-	-	<b>3</b>	-	<b>2</b>	-	-	<b>2</b>
<b>CO3</b>	-	-	<b>3</b>	-		<b>2</b>	<b>3</b>	
<b>CO4</b>	-	<b>3</b>	-	-	-	-	<b>2</b>	<b>2</b>
<b>CO5</b>	<b>3</b>	-	-	<b>3</b>	-	<b>3</b>	-	-

**CORE COURSE XII-16ACCEN12-INDIAN CULTURE AND LITERATURE****Unit – I: Poetry**

Kalidasa : “Look to This Day”

K.J. Saunders : “Karma” (Selection from *Buddhist Verse*)**Unit – II: Poetry**Dr.T. N. Ramachandran : “Tiruyirattaimanimaalai” (Selection from Translation on *Kaaraikkaal Ammaiyaar*)Prof.K. G. Seshadri : “Fear We Not” (Selection from Translation on *Bharathi*)**Unit – III: Prose**

S. Radhakrishnan : “Character Is Destiny”

M.K. Gandhi : “Faith on Its Trial”

**Unit – IV: Drama**

T.P. Kailasam : “The Burden”

D.G. Mukerji : “The Judgment of Indra”

**Unit – V: Fiction**

Indira Goswami : “The Journey”

Bama : *Karukku*

**Reference:**

Ramachandran, T. N., trans. *The Hymns of Kaaraikkaal Ammaiyaar*. Dharmapuram: International Institute of Savia Siddhanta Research, 1993.

<http://tpkailasam.blogspot.in/2008/07/burden.html> [http://www.gutenberg.org/files/36984/36984-h/36984-h.htm#THE\\_JUDGMENT\\_OF\\_INDRA](http://www.gutenberg.org/files/36984/36984-h/36984-h.htm#THE_JUDGMENT_OF_INDRA)

<b>Semester: V</b>	<b>Core Course :XII</b>	<b>Indian Culture and Literature</b>	<b>Credit :5</b>	<b>Allotted hours per week: 6</b>
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**CO1:** To understand the rich literary heritage of India.

**CO2:** To acquire knowledge about the masterpieces in Indian classical literature.

**CO3:** To understand the richness of Indian literature.

**CO4:** To enable the students to appreciate the Indian classical literature.

**CO5:** To understand the didacticism and ethical value contained in Indian classical literature.

#### **PSO-PO-CO MAPPING MATRIX:**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
<b>CO1</b>	<b>3</b>	-	-	<b>2</b>	-	<b>3</b>	-	-
<b>CO2</b>	-	<b>2</b>	-	-	<b>2</b>	-	<b>2</b>	-
<b>CO3</b>	-	-	<b>3</b>	-	-	-	-	<b>3</b>
<b>CO4</b>	-	-	-	<b>3</b>	<b>3</b>	-	<b>2</b>	-
<b>CO5</b>	-	-	-	-	<b>3</b>	<b>3</b>	-	<b>2</b>

#### **CORE COURSE XIII-16ACCEN13- INDIAN WRITING IN ENGLISH**

##### **Unit– I: Poetry**

Henry Derozio: “The Harp of India”

Sarojini Naidu: “Love and Death”

##### **Unit– II: Poetry**

Nissim Ezekiel : “Poet, Lover, Birdwatcher”

A. K. Ramanujan : “Of Mothers, Among Other Things”

##### **Unit – III: Prose**

M. K. Gandhi : “Playing the English Gentleman” (Chapter 15 from *The Story of My Experiments with Truth*)

A. P. J. Abdul Kalam : “The Power of Prayer”

##### **Unit– IV: Drama**

Girish Karnad : *Nagamandala*

##### **Unit– V: Fiction**

Mulk Raj Anand : *Coolie*

<b>Semester: VI</b>	<b>Core Course :XIII</b>	<b>Indian Writing in English</b>	<b>Credit :5</b>	<b>Allotted hours per week: 6</b>
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**Students will be able to**

**CO1:** Be aware of the history and the growth of Indian writing in English.

**CO2:** Gain knowledge of Indianness through the writings of Indian writers in English.

**CO3:** Enhance their knowledge of culture and tradition in India and the unique features of Indian writing in English can be identified.

**CO4:** Familiarize themselves with the major Indian writers and their monumental works.

**CO5:** Inculcate the spiritual values and importance of self-realization.

**PSO-PO-CO MAPPING MATRIX:**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
<b>CO1</b>	<b>3</b>	-	-	<b>2</b>	-	<b>3</b>	-	-
<b>CO2</b>	-	-	<b>2</b>	-	-	-	<b>2</b>	-
<b>CO3</b>	-	<b>3</b>	-	<b>3</b>	<b>3</b>	-	-	<b>3</b>
<b>CO4</b>	-	<b>2</b>	-	-	-	-	<b>3</b>	-
<b>CO5</b>	-	-	<b>3</b>	-	<b>2</b>	-	-	<b>2</b>

**CORE COURSE XIV-16ACCEN14- COMMONWEALTH LITERATURE**

**Unit – I: Poetry**

Sir Charles G.D Roberts : “The Solitary Woodsman”

Razia Khan : “My Daughter’s Boyfriend”

**Unit – II: Poetry**

Allen Curnow : “House and Land”

E.J Pratt : “The Dying Eagle”

**Unit – III: Prose**

Margaret Atwood : “Nature as a Monster” from Chapter 2 of *Survival: A Thematic Guide to Canadian Literature*

**Unit – IV: Drama**

Wole Soyinka : *The Road*

**Unit – V: Fiction**

Chinua Achebe : *Things Fall Apart*

**Book for Reference:**

Narasimhaiah, C. D. *An Anthology of Commonwealth Poetry*. India: Macmillan, 1990.

<b>Semester: VI</b>	<b>Core Course :XIV</b>	<b>Common Wealth Literature</b>	<b>Credit :5</b>	<b>Allotted hours per week: 6</b>
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**CO1:** To acquire knowledge of the literatures of a few commonwealth countries.

**CO2:** To understand the major themes of literary trends in commonwealth literature.

**CO3:** To realize the effect of colonialism through commonwealth literature.

**CO4:** To interpret and appreciate structure and texture of texts.

**CO5:** To develop an overview of common wealth literature.

#### **SO-PO-CO MAPPING MATRIX:**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
<b>CO1</b>	<b>3</b>	-	-	-	<b>2</b>	<b>2</b>	-	-
<b>CO2</b>	-	-	<b>3</b>	-	<b>2</b>	-	-	<b>2</b>
<b>CO3</b>	-	<b>2</b>	-	-	<b>3</b>	-	-	<b>2</b>
<b>CO4</b>	<b>3</b>	-	-	-	-	-	<b>3</b>	-
<b>CO5</b>	<b>2</b>	-	<b>3</b>	<b>3</b>	-	<b>3</b>	-	-

#### **CORE COURSE XV-16ACCEN15- ENGLISH LANGUAGE TEACHING**

##### **Unit – I**

Place of English in India – Issues Involved in the Teaching of English – English as Foreign Language, Second Language, and English for Specific Purposes

##### **Unit – II**

Approaches and Methods – Grammar Translation Method – Audio-lingual Method – Communicative Approach – Natural Approach – Content-based Instruction – Task-based Language Teaching

##### **Unit– III**

Teaching of Prose, Poetry, Drama, Grammar, Composition – Teaching LSRW Skills

##### **Unit – IV**

Testing – Types of Tests – Characteristics of a Good Test – Preparation of Model Exercises and Questions

##### **Unit – V**

Use of Audio-Visual Aids – Television and Language Lab in Teaching English

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

Baruah, T C. *The English Teacher's Handbook*. New Delhi: Sterling Publishers, 1991. Bright, John A., and G. P. McGregor. *Teaching English as a Second Language*.

Longmans, 1970.

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

Varghese, Paul. *Teaching English as a Second Language*. New Delhi: Sterling Publishers, 1990.

<b>Semester: VI</b>	<b>Core Course :XV</b>	<b>English Language Teaching</b>	<b>Credit :5</b>	<b>Allotted hours per week: 6</b>
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**CO1:** To know various approaches and methods, aspects and strategies of teaching English.

**CO2:** To understand the structure of the language.

**CO3:** To understand the different methods of teaching and testing in English language.

**CO4:** To make students to know about test, and characteristics of a test.

**CO5:** To acquire new concepts of the teaching-learning methods of instruction and effective pedagogy.

#### **PSO-PO-CO MAPPING MATRIX:**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
<b>CO1</b>	<b>3</b>	<b>2</b>	<b>2</b>	-	<b>3</b>	<b>3</b>	-	-
<b>CO2</b>	<b>2</b>	-	<b>3</b>	-	-	-	<b>3</b>	-
<b>CO3</b>	-	<b>2</b>	-	<b>3</b>	<b>3</b>	<b>3</b>	-	<b>2</b>
<b>CO4</b>	<b>3</b>	-	-	-	-	-	-	<b>2</b>
<b>CO5</b>	-	<b>2</b>	-	<b>2</b>	-	<b>2</b>	<b>3</b>	-

## ALLIED COURSES:

### ALLIED COURSE-1-16AACEN1-Social History of England

#### Unit – I

Medieval and Tudor England – Renaissance, Reformation

#### Unit – II

The Civil War and the Restoration England

#### Unit – III

The Age of Queen Anne

#### Unit – IV

The Victorian Age

#### Unit – V

Twentieth Century

#### Book for Reference:

Xavier. A. G., *An Introduction to the Social History of England*. Chennai: S.V. Printers and Publishers, 2009.

<b>Semester: I</b>	<b>Allied Course: I</b>	<b>Social History of England</b>	<b>Credit :5</b>	<b>Allotted hours per week: 6</b>
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**CO1:** To understand the social and literary history of England from the Middle Ages to the 20th century

**CO2:** To be aware of the relation between socio-political and socio-religious events and literary works

**CO3:** To gain knowledge of the broad range of English life and culture, providing critical introductions for students and an important guide for experts

**CO4:** To develop critical analysis of history of England

**CO5:** To enhance the greater awareness of the interaction between social and other branches of history.

#### PSO-PO-CO MAPPING MATRIX:

	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3
CO1	3	2	-	2	2	2	-	3
CO2	3	2	2	-	3	3	-	2

<b>CO3</b>	<b>2</b>	<b>3</b>	-	<b>2</b>	<b>3</b>	<b>3</b>	<b>2</b>	-
<b>CO4</b>	-	-	<b>2</b>	-	<b>2</b>	-	<b>2</b>	-
<b>CO5</b>	<b>3</b>	-	<b>2</b>	<b>2</b>	-	<b>3</b>	-	<b>2</b>

## **ALLIED COURSE II -16AACEN2-LITERARY FORMS**

### **Unit– I: Poetry**

Ballad – Epic and Mock Epic – Dramatic Monologue –Limerick – Lyric – Ode – Elegy – Pastoral  
Elegy – Sonnet

### **Unit– II: Poetry**

Rhyme – Metre – Stanza Form – Types of Verse – Figures of Speech  
Imagery – Simile and Metaphor – Personification – Onomatopoeia – Alliteration – Apostrophe –  
Hyperbole – Oxymoron – Allegory – Allusion – Irony and Metonymy

### **Unit – III: Drama**

The Origin and Growth of Drama in England – Tragedy and Comedy – Dramatic Design –  
Romantic Tragedy and Romantic Comedy – Tragicomedy – Chronicle Plays – Masque and Antimasque –  
Comedy of Humours – Comedy of Manners – Genteel Comedy – Sentimental Comedy – Farce –  
Melodrama – Expressionist Drama – Absurd Drama – One-Act Play

### **Unit– IV: Non-Fiction**

Biography – Autobiography – Essay – Aphoristic, Personal, Critical, Periodical

### **Unit – V: Fiction**

Short Story – Picaresque Novel – Historical, Sentimental and Gothic Novel – Science Fiction –  
Detective – Social and Proletarian – Stream-of-Consciousness Novel

### **Books for Reference:**

Abrams, M H. *A Glossary of Literary Terms*. Fort Worth: Harcourt Brace Jovanovich College Publishers, 1993.

Ashok, Padmaja. *A Companion to Literary Forms*. Telengana: Orient BlackSwan, 2015. Prasad B. *A Background to the Study of English Literature*. New Delhi: Trinity Press Publication, 1999.

Rees, R J. *English Literature: An Introduction for Foreign Readers*. London: Macmillan, 1973.



<b>Semester: II</b>	<b>Allied Course :II</b>	<b>Literary Forms</b>	<b>Credit :5</b>	<b>Allotted hours per week: 6</b>
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**CO1:** To obtain thorough acumen into the study of various literary forms

**CO2:** To understand the literary terms while analyzing and interpreting the works of literature

**CO3:** To know the different types of genres and sub-genres.

**CO4:** To distinguish a specific literary genre from others.

**CO5:** To describe the origin of the development of drama in its structure with the text.

**PSO-PO-CO MAPPING MATRIX:**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
<b>CO1</b>	2	2	-	3	2	3	-	2
<b>CO2</b>		3	-	-	3	-	2	3
<b>CO3</b>	2	-	-	2	-	2	-	2
<b>CO4</b>	3	-	3	-	-	-	3	-
<b>CO5</b>	-	3	-	2	3	2	-	2

**AIILED COURSE- III- HISTORY OF ENGLISH LITERATURE I**

**Unit– I**

Chapters II & III : The Age of Chaucer

**Unit– II**

Chapters IV & V : Development of Drama

**Unit – III**

Chapters VI, VII & VIII : The Age of Shakespeare

**Unit – IV**

Chapters IX & X : The Age of Milton

**Unit – V**

Chapters XI & XII : The Age of Dryden

**Textbook:**

Hudson W. H. *An Outline History of English Literature*. Noida: Maples Press, 2011.

<b>Semester: III</b>	<b>Allied Course :III</b>	<b>History of English Literature-I</b>	<b>Credit :5</b>	<b>Allotted hours per week: 6</b>
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**CO1:** To be aware of the literary history of the texts from the Age of Chaucer to Dryden

**CO2:** To understand the rise and fall of literary movements and their relationships to socio-political and socio-religious events

**CO3:** To learn how stories, poems, novels and plays use literature to make sense in the world

**CO4:** To obtain knowledge of various schools and forms of literature.

**CO5:** To categorize the development of diverse genres in literature in different periods of time.

**PSO-PO-CO MAPPING MATRIX:**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
<b>CO1</b>	2	-	-	3	2	3	-	-
<b>CO2</b>	-	-	3	-	2		2	-
<b>CO3</b>	2	-	2	-	-	2	-	-
<b>CO4</b>	-	3	-	-	2		-	3
<b>CO5</b>	-	2	-	2	-	2	2	-

**ALLIED COURSE- IV-16AACEN4- HISTORY OF ENGLISH LITERATURE II**

**Unit – I**

Chapters XIII & XIV : The Age of Pope

**Unit – II**

Chapters XV to XVII : The Age of Johnson

**Unit – III**

Chapters XVIII to XXI : The Age of Wordsworth

**Unit – IV**

Chapters XXII to XXIV : The Age of Tennyson

**Unit – V**

Chapters XXV & XXVI : The Age of Hardy and the Present Age

**Textbook:**

Hudson W. H. *An Outline History of English Literature*. Noida: Maples Press, 2011.

<b>Semester: IV</b>	<b>Allied Course :IV</b>	<b>History of English Literature-II</b>	<b>Credit :5</b>	<b>Allotted hours per week: 6</b>
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**CO1:** Get exposed to the historical background of the literary texts from the Age of Pope to the Present Age

**CO2:** To understand the writing march during the age of Johnson

**CO3:** To gain better understanding of our modern writing.

**CO4:** To access different works of literature over a period of time.

**CO5:** To identify cultural and political background of the work of Art.

**PSO-PO-CO MAPPING MATRIX:**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
<b>CO1</b>	2	-	3	-	2	3	2	3
<b>CO2</b>	2		3	-	3	2	2	-
<b>CO3</b>	-	3	-	3	2	-	2	-
<b>CO4</b>	2	2	-	2	-	2	-	2
<b>CO5</b>	2	-	3	-	3	2	-	2

**MAJOR BASED ELECTIVES**

**MAJOR BASED ELECTIVE I -16AMBEEN1-TRANSLATION: THEORY AND PRACTICE**

**Unit – I**

Translation – Definition, Types, Principles – Decoding and Recoding – Problems of Equivalence – Untranslatability

**Unit – II**

History of Translation Theory – Period Study – The Romans – Bible Translation – Early Theorists – The Renaissance – 17<sup>th</sup> Century and 18<sup>th</sup> Century – Romanticism – Victorians – 20<sup>th</sup> Century

**Unit – III**

Problems of Literary Translation – Structures – Translating Poetry – Translating Prose – Translating Dramatic Texts

**Unit– IV**

Two chapters from G.U Pope’s Translation of *Tirukkural*: “The Utterance of Pleasant Words” “Not Doing Evil”

**Unit – V**

Translation Practice: Translating Proverbs and Prose from English to Tamil and vice versa

**Books for Reference:**

Bassnett, Susan. *Translation Studies*. London: Methuen, 1980.

Catford, J C. *A Linguistic Theory of Translation: An Essay in Applied Linguistics*. London: Oxford UP, 1965.

Savory, Theodore H. *The Art of Translation*. Boston: The Writer, 1968.

<b>Semester: V</b>	<b>Major Based Elective Course: I</b>	<b>Translation Theory and Practice</b>	<b>Credit :5</b>	<b>Allotted hours per week: 6</b>
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**CO1:** To get familiarized with the history and theory of translation and to introduce learners to the techniques involved in translation

**CO2:** To be able to translate prose passages from English to Tamil and vice versa

**CO3:** To exchange practical information and cultural production.

**CO4:** To recognize and handle different genres in both the Source and Target languages for translation.

**CO5:** To analyze the nature of difficulties in translation both informally in discussion and formally in writing.

**PSO-PO-CO MAPPING MATRIX:**

	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3
CO1	3	2		2	3	3		2
CO2			3		3	2	2	
CO3	3					3	2	
CO4	3			2	3	2		2
CO5		2		3			2	3

### Major-Based Elective II -16AMBEEN2-JOURNALISM

#### Unit – I

Definition of Journalism – Role of Journalism – Ethics – Press Laws – Press Council

#### Unit–II

News – Definition – Kinds – Elements – Source – News Agencies

#### Unit– III

Reporting – Qualities of Reporters – Beats – Kinds of Reporting with Special Reference to Court, Crime, Election, Sport – Investigative Reporting

#### Unit – IV

Editing – News Editor – Sub Editors – Anatomy of Editing.

#### Unit – V

Language of Journalism – Writing a News Story – Writing Opinion Pieces – Writing Leads – Headlines.

#### Books for Reference:

Mehta, D.S. *Mass Communication and Journalism in India*. Bombay: Allied, 1979. Shrivastava, K. M. *News Reporting and Editing*. New Delhi: Sterling Publishers, 2003.

Semester: VI	Major Based Elective Course :II	Journalism	Credit :5	Allotted hours per week: 6
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**CO1:** To have exposure into the history of journalism and various aspects of journalism

**CO2:** To gain knowledge in basic concepts of communication and its role in society.

**CO3:** To get familiarized with various processes and theories of communication.

**CO4:** To get familiarized with editing.

**CO5:** To obtain exposure of the different types of media, their characteristics, merits and demerits.

#### PSO-PO-CO MAPPING MATRIX:

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
<b>C01</b>	3		2	3	3	2	3	
<b>C02</b>		3	2					3
<b>C03</b>	2		2	2	3		3	
<b>C04</b>					3			3
<b>C05</b>	2		3	2		2	3	2

## MAJOR-BASED ELECTIVE III-ENGLISH FOR COMPETITIVE EXAMINATIONS

### Unit – I

Basics in English Grammar and Usage: Articles, Prepositions, Tenses, Concord, Question Tag

### Unit – II

Homophones – Homonyms – Phrases and Idioms – One-word Substitution – Reading Comprehension

### Unit – III

Error Correction

### Unit – IV

Letter Writing – Formal and Informal – Note-making

### Unit – V

Expansion of Proverbs – Writing Essays

### Textbook:

Pillai, Radhakrishna. G. *English Grammar and Composition*. Emerald Publishers, 2002.

### Books for Reference:

Bhatnagar, R. P. *English for Competitive Examinations*. New Delhi: Laxmi Publishers India, 2009.

Krishnaswamy, N. *Modern English: A Book of Grammar, Usage and Composition*. India: Laxmi Publishers, 2000.

Prasad, Hari M, and Uma R. Sinha. *Objective English for Competitive Examination*. New Delhi: Tata McGraw-Hill Education Pvt. Ltd., 2005.

<b>Semester: VI</b>	<b>Major Based Elective Course :III</b>	<b>English for Competitive Examinations</b>	<b>Credit :5</b>	<b>Allotted hours per week: 6</b>
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**CO1:** To gain instilled confidence and improve their language skills to face the challenges of a competitive examination.

**CO2:** To equip with adequate English language skills to achieve success in competitive examinations.

**CO3:** To analyze logical reasoning questions, error analysis, correct usage of words and homophones.

**CO4:** To elaborate the knowledge in the topic, sentence structure.



**CO5:** To develop language skills of LSRW.

**PSO-PO-CO MAPPING MATRIX:**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
<b>CO1</b>	<b>3</b>			<b>2</b>		<b>2</b>		<b>2</b>
<b>CO2</b>		<b>3</b>		<b>3</b>	<b>2</b>	<b>3</b>		
<b>CO3</b>		<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>		<b>3</b>	
<b>CO4</b>					<b>3</b>			<b>3</b>
<b>CO5</b>	<b>3</b>		<b>3</b>	<b>3</b>		<b>2</b>	<b>2</b>	<b>3</b>

**NON-MAJOR ELECTIVE PAPERS:**

**DEPARTMENT OF SANSKRIT**

**A) INTRODUCTION TO EARLY SANSKRIT LITERATURE**

Unit I: Vedas

Unit II: Society in Vedic Period

Unit III: Upanisads

Unit IV: Kalpasuutras

Unit V: Vedangas

**Ref. Books:**

History of Vedic Literature – S.N. Sharma – Chowkambha Publications, Varanasi

<b>Semester: III</b>	<b>Non-Major Elective Paper:I</b>	<b>Introduction To Early Sanskrit Literature</b>	<b>Credit :2</b>	<b>Allotted hours per week: 2</b>
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**CO1:** Students will be able to interpret the Vedic text by the help of these etymologies.

**CO2:** Students will be able to understand Vedic structure and greatness of Sanskrit.

**CO3:** Students will be able to understand the inner heritage of Sanskrit literature.

**CO4:** Students will be known of the Vedic myths & religion, and they would also know the development of Sanskrit language.

**CO5:** Students will be able to understand Vedic literature properly.

### PSO-PO-CO MAPPING MATRIX:

	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3
CO1	3			2		2		2
CO2		3		3	2	3		
CO3		2	3	2	2		3	
CO4					3			3
CO5	3		3	3		2	2	3

### NON MAJOR ELECTIVE II A)SCIENTIFIC LITERATURE

Unit I: Introduction to Scientific Literature in Sanskrit

Unit II: Mathematics

Unit III: Astronomy and Astrology

Unit IV: Medicine

Unit V : Architecture

#### Reference books:

1. History of Sanskrit Literature – AB Keith, Motilal publications 2.A short History of classical Sanskrit literature – TK Ramachandra Iyer – RS Vadhyer Publications, Palakkad.

Semester: IV	Non-Major Elective Paper :II	Scientific Literature	Credit :2	Allotted hours per week: 2
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**CO1:** To provide adequate knowledge of Sanskrit language this enables the students to understand Sanskrit environmental, national and global scenario in the discipline of science.

**CO2:** Students will be able to learn Sanskrit in the fields of Mathematics

**CO3:** Students will be able to learn Sanskrit in the fields of Astronomy and Astrology

**CO4:** Students will be able to acknowledge the literary richness of medicine.

**CO5:** Students will be able to understand the literature of architecture properly.

**PSO-PO-CO MAPPING MATRIX:**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
<b>CO1</b>	<b>3</b>	<b>2</b>		<b>2</b>		<b>2</b>		<b>2</b>
<b>CO2</b>		<b>3</b>		<b>3</b>	<b>2</b>	<b>3</b>		<b>2</b>
<b>CO3</b>		<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>		<b>3</b>	
<b>CO4</b>					<b>3</b>			<b>3</b>
<b>CO5</b>	<b>3</b>		<b>3</b>	<b>3</b>		<b>2</b>	<b>2</b>	<b>3</b>

**SKILL BASED ELECTIVES:**

Journalism and Public Relations (Elective I, II & III )

**Skill Based Elective I (Semester IV) Journalism and Mass Media**

**Unit I**

Journalism: Concept, definition, growth and history: world, national, and regional (area specific), news Skill Based Electives and magazines, introduction to reporting , editing and layout and design, magazines as a medium of mass communication.

**Unit II**

Radio: Introduction to recording, transmission and receiving technologies, types of television programmes private channels-local, national and international.

**Unit III**

Television: as a medium of mass communication, types of television programme, TV Channels –local, national and international.

**Unit IV**

Films: Growth of films, brief introduction to the process of cinema production and exhibition, effects of cinema, current trends.

**Unit V**

Internet: concept, application and potential of internet. References Indian Press, Indian and Eastern NewsSkill Based Elective society, 2003 Vidura, Press institute of India, 2000 Introduction to Mass Communication, Black, Jay, 1999.

<b>Semester: IV</b>	<b>Skill based Elective Paper :I</b>	<b>Journalism and Mass Media</b>	<b>Credit :2</b>	<b>Allotted hours per week: 2</b>
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**CO1:** To acknowledge the definition, growth and history of journalism

**CO2:** To familiarize with the role of Radio in mass communication

**CO3:** To recognize the aid of television in communication process

**CO4:** To know about the effects of cinema in communication and its significant part in transmitting news

**CO5:** Students will understand the major contribution of internet in the field of communication

#### **PSO-PO-CO MAPPING MATRIX:**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
<b>CO1</b>	<b>3</b>	<b>2</b>		<b>2</b>		<b>2</b>		<b>2</b>
<b>CO2</b>		<b>3</b>		<b>3</b>	<b>2</b>	<b>3</b>		<b>2</b>
<b>CO3</b>		<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>		<b>3</b>	
<b>CO4</b>					<b>3</b>			<b>3</b>
<b>CO5</b>	<b>3</b>		<b>3</b>	<b>3</b>		<b>2</b>	<b>2</b>	<b>3</b>

#### **2 Skill Based Elective II (Semester V) Reporting and Editing**

##### **Unit I**

Reporting: Principles of reporting, functions and responsibilities, writing newslead-types of leads; body- Techniques of re-writing-techniques of re-writing news agency copy.

##### **Unit II**

Reporting: Reporting techniques-qualities of reporter-news-elements,sourcetypes – pitfalls and problems in reporting –attribution-off-the –record-embargopool reporting; follow up –advocacy, interpretation, investigation.

### Unit III

Reporting –Crime, courts, society, culture, polities, commerce and business, education reporting; practical.

### Unit IV

Editing: Nature and need for editing. Principles of editing, editorial desk, functions of editorial desk-copy editing, preparation of copy for press-Style sheet-editing symbols, proof reading symbols and their significance.

### Unit V

Functions and qualifications of a sub-editor and chief-sub editor, copy selection and copy tasting, basic principle of translation. References Parhhar, Weekly newsSkill Based Electives Management, 2002 Industrial editing, Smith, 2000

<b>Semester: V</b>	<b>Skill based Elective Paper :II</b>	<b>Reporting and Editing</b>	<b>Credit :2</b>	<b>Allotted hours per week: 2</b>
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**CO1:** To understand the principles and responsibilities of the discipline, reporting.

**CO2:** To provide the basic nature of the work of reporters.

**CO3:** Students will be able to learn the importance of reporting in society.

**CO4:** Students will be able to learn the contribution of editing in reporting process.

**CO5:** Students will be able to learn the functions and qualifications of sub-editors.

### PSO-PO-CO MAPPING MATRIX:

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
<b>CO1</b>	3	2		2		2		2
<b>CO2</b>		3		3	2	3		2
<b>CO3</b>		2	3	2	2		3	

<b>CO4</b>					<b>3</b>			<b>3</b>
<b>CO5</b>	<b>3</b>		<b>3</b>	<b>3</b>		<b>2</b>	<b>2</b>	<b>3</b>

### **Skill Based Elective III (Semester V) Public Relations**

#### **Unit I**

Nature and scope of public relations and its definitions - History and development of Public Relations - P.R. in management theory and practices.

#### **Unit II**

P.R. policy - objectives and making of a P.R. man - Communication in industry and business -9 Organisation of P.R. Department.

#### **Unit III**

P.R.as staff function and P.R. counseling - P.R. and the publics - Employees relations dealer customer relations -Government relations-community relations.

#### **Unit IV**

P.R. and the media - Spoken word, printed word animation - P.R. process-fact printing and feedback.

#### **Unit V**

P.R. Process-planning - P.R. Process communicating, -evaluating results - P.R. towards a profession

#### **Books & References:**

House Journals. References Hand Book of public relations, Stephenson, 1999 Practical public relations, Harlow and Black, 2001 Effective public relations, Cullip and Center , 2003

<b>Semester: VI</b>	<b>Skill based Elective Paper :III</b>	<b>Public Relations</b>	<b>Credit :2</b>	<b>Allotted hours per week: 2</b>
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**CO1:** To learn the study of public relations and the scope of public relations.

**CO2:** Students can understand the objectives of public relations.

**CO3:** To understand the importance of interaction in the study of public relations.

**CO4:** To learn the process of creating public relations by using different media.

**CO5:** To acknowledge the importance of public relations

**PSO-PO-CO MAPPING MATRIX:**

	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
<b>CO1</b>	<b>3</b>	<b>2</b>		<b>2</b>		<b>2</b>		<b>2</b>
<b>CO2</b>		<b>3</b>		<b>3</b>	<b>2</b>	<b>3</b>		<b>2</b>
<b>CO3</b>		<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>		<b>3</b>	
<b>CO4</b>					<b>3</b>			<b>3</b>
<b>CO5</b>	<b>3</b>		<b>3</b>	<b>3</b>		<b>2</b>	<b>2</b>	<b>3</b>