



# **SWAMI DAYANANDA**

## **COLLEGE OF ARTS & SCIENCE**

**Affiliated to Bharathidasan University, Tiruchirappalli.**  
**Accredited by NAAC 'B++' Grade with CGPA 2.99 (I Cycle)**  
**UGC Recognized u/s 2(f) & 12 (B) (An ISO 9001:2015 Certified Institution)**  
**Dayananda campus, Manjakkudi – 612 610. Tamilnadu, India.**

**HAND BOOK**

**DEPARTMENT OF ENGLISH**

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## **Profile of English (B.A., )**

B.A. English is a 3-year undergraduate course dealing with the various nuances of English as a language, both written and spoken. It is excellent preparation for careers in teaching, media, and advertising, writing, and publishing

The program aims to introduce a wide range of Literatures in English. In the primary phase, Bachelor of Arts course has the aim to offer the opportunity for students to be able to respond and read novels of the large spectrum, play and create poetry with associated genres.

At a secondary level, the students will be exposed to wider socio-cultural and political issues in relation to contemporary English Literature. This program in English will be serving as an excellent foundation for students who want to do a very deep study.

### **Career Prospects**

- One may choose from a range of careers like academics, journalism, advertising, and content writing.

### **B.A. English: Jobs**

Media and Journalism

Publishing Industry

Teaching & Research

Advertising & Marketing

HR/Administration

Hospitality Industry

Translators

Technical Writers

Content Developers

Through studying English you will develop a set of flexible interpersonal and professional skills that ensure you remain agile and able to take on future opportunities.

**B.A. ENGLISH**

**CHOICE BASED CREDIT SYSTEM – LEARNING OUTCOMES BASED  
CURRICULUM FRAMEWORK (CBCS - LOCF)**

(Applicable to the candidates admitted from the academic year 2022-2023 onwards)

Sem.	Part	Courses	Title	Ins. Hrs.	Credits	Exam. Hours	Maximum Marks		
							Int.	Ext.	Total
I	I	Language Course - 1 (Tamil \$/Other Languages +#)		6	3	3	25	75	100
	II	English Course-I		6	3	3	25	75	100
	III	Core Course – I (CC)	Prose	6	5	3	25	75	100
		Core Course-II (CC)	World Short Stories	6	5	3	25	75	100
		First Allied Course-I (AC)	Social History of England	4	3	3	25	75	100
	IV	Value Education	Value Education	2	2	3	25	75	100
		<b>Total</b>		<b>30</b>	<b>21</b>				<b>600</b>
II	<b>I</b>	<b>Language Course - II</b> (Tamil \$/Other Languages +#)		<b>6</b>	<b>3</b>	<b>3</b>	<b>25</b>	<b>75</b>	<b>100</b>
	<b>II</b>	<b>English Course-II</b>		<b>4</b>	<b>3</b>	<b>3</b>	<b>25</b>	<b>75</b>	<b>100</b>
	<b>III</b>	Core Course – III (CC)	Poetry I	6	5	3	25	75	100
		Core Course-IV (CC)	Fiction	6	5	3	25	75	100
		First Allied Course-II (AC)	Literary Forms	4	3	3	25	75	100
		<b>Add on Course- I ##</b>	<b>Professional English- I</b>	<b>6*</b>	<b>4</b>	<b>3</b>	<b>25</b>	<b>75</b>	<b>100</b>
	IV	Environmental Studies	Environmental Studies	2	2	3	25	75	100
	<b>VI</b>	<b>Naan Mudhalvan Scheme</b> <b>(NMS) @@</b>	<b>Language Proficiency</b> <b>for Employability -</b> <b>Effective English</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>25</b>	<b>75</b>	<b>100</b>
		<b>Total</b>		<b>30 +6 *</b>	<b>27</b>				<b>800</b>

III	I	Language Course - III (Tamil \$/Other Languages +#)		6	3	3	25	75	100
	II	English Course-III		6	3	3	25	75	100
	III	Core Course – V (CC)	Poetry II	6	5	3	25	75	100
		Core Course-VI (CC)	World One–Act Plays	6	5	3	25	75	100
		Second Allied Course-I (AC)	History of English Literature I	4	3	3	25	75	100
		<b>Add on Course- II ##</b>	<b>Professional English-II</b>	<b>6*</b>	<b>4</b>	<b>3</b>	<b>25</b>	<b>75</b>	<b>100</b>
	IV	@ Non-Major Elective Course-I	Presentation Skills	2	2	3	25	75	100
		Those who choose Tamil in Part -I can choose a non-major elective course offered by other departments.  Those who do not choose Tamil in Part- I must choose either  a) Basic Tamil if Tamil language was not studied in school level (or ) b) Special Tamil if Tamil language was studied upto 10 <sup>th</sup> & 12 <sup>th</sup> std.							
			<b>Total</b>	<b>30 +6 *</b>	<b>25</b>				<b>700</b>
IV	I	Language Course - IV ( Tamil \$/Other Languages +#)		6	3	3	25	75	100
	II	English Course-IV		6	3	3	25	75	100
	III	Core Course – VII (CC)	Drama	6	5	3	25	75	100
		Core Course-VIII (CC)	Introduction to Language and Linguistics	6	5	3	25	75	100
		Second Allied Course-II (AC)	History of English Literature II	4	3	3	25	75	100
	IV	@ Non Major Elective Course-II (NME)	Functional Skills	2	2	3	25	75	100
		Those who choose Tamil in Part-I can choose a non-major elective course offered by other departments.  Those who do not choose Tamil in Part-I must choose either  a) Basic Tamil if Tamil language was not studied in school level or b)Special Tamil if Tamil Language was studied upto 10 <sup>th</sup> & 12 <sup>th</sup> Std.							
	VI	<b>Naan Mudhalvan Scheme (NMS) @@</b>	<b>Digital Skills for Employability - Microsoft</b>	<b>-</b>	<b>2</b>	<b>3</b>	<b>25</b>	<b>75</b>	<b>100</b>
		<b>Total</b>		<b>30</b>	<b>23</b>				<b>600</b>

V	III	Core Course-IX (CC)	Shakespeare	5	5	3	25	75	100
		Core Course-X (CC)	Principles of Literary Criticism	5	5	3	25	75	100
		Core Course-XI (CC)	American Literature	5	5	3	25	75	100
		Core Course-XII (CC)	History of English Language and Phonetics.	5	5	3	25	75	100
		Major Based Elective Course-I (MBE)	1. Translation : Theory and Practice (or) 2. Creative Writing	5	5	3	25	75	100
	IV	Skill Based Elective Course-I	Communicative Skills for Tourism & Human Resource Management	3	2	3	25	75	100
		Soft Skills Development	Soft Skills Development	2	2	3	25	75	100
		<b>Total</b>		<b>30</b>	<b>29</b>				<b>700</b>
VI	III	Core Course- XIII (CC)	Indian Literature in English	5	5	3	25	75	100
		Core Course –XIV (CC)	Commonwealth Literature	6	5	3	25	75	100
		Core Course-XV (CC)	English Language Teaching	6	5	3	25	75	100
		Major Based Elective Course-II (MBE)	1. Introduction to Journalism (or) 2. English for Competitive Examinations	5	5	3	25	75	100
		Project	Project	4	3		20	80	100
	IV	Skill Based Elective Course-II	English for BPO (Business Process Outsourcing)	3	2	3	25	75	100
	V	Gender Studies	Gender Studies	1	1	3	25	75	100
		Extension Activities		--	1*	--	--	--	--
	VI	<b>Naan Mudhalvan Scheme (NMS) @@</b>	<b>Employability Readiness</b>	--	--	--	--	--	---
		<b>Total</b>		<b>30</b>	<b>27</b>		<b>150</b>	<b>450</b>	<b>700</b>
		<b>Grand Total</b>		<b>192</b>	<b>152</b>				<b>4200</b>

\$ For those who studied Tamil upto 10<sup>th</sup> +2 (Regular Stream)

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

# Those who studied Tamil upto 10<sup>th</sup> +2 but opt for other languages in degree level under Part- I should study special Tamil in Part -IV

## The Professional English – Four Streams Course is offered in the 2<sup>nd</sup> and 3<sup>rd</sup> Semester (only for 2022-2023 Batch) in all UG Courses. It will be taught apart from the Existing hours of teaching/ additional hours of teaching (1 hour /day) as a 4 credit paper as an add on course on par with Major Paper and completion of the paper is must to continue his/her studies further. (As per G.O. No. 76, Higher Education (K2) Department dated: 18.07.2020)

\* The Extra 6 hrs/cycle as per the G.O. 76/2020 will be utilized for the Add on Professional English Course.

@ NCC Course is one of the Choices in Non-Major Elective Course. Only the NCC cadets are eligible to choose this course. However, NCC Course is not a Compulsory Course for the NCC Cadets.

\*\* Extension Activities shall be out side instruction hours.

@@ Naan Mudhalvan Scheme: As per Naan Mudhalvan Scheme instruction

### SUMMARY OF CURRICULUM STRUCTURE OF UG PROGRAMMES ARTS/COMMERCE/MANAGEMENT

Sl. No.	Part	Types of the Courses	No. of Courses	No. of Credits	Marks
1.	I	Language Courses	4	12	400
2.	II	English Courses	4	12	400
3.	III	Core Courses	15	75	1500
4.		Allied Courses - I & II	4	12	400
5.		Major Based Elective Courses	2	10	200
6.		Add on Course I & II (Professional English)	2	8	200
7.		Project	1	3	100
8.	IV	Non Major Elective Courses	2	4	200
9.		Skill Based Elective Courses	2	4	200
10.		Soft Skills Development	1	2	100
11.		Value Education	1	2	100
12.		Environmental Science	1	2	100
13.	V	Gender Studies	1	1	100
14.		Extension Activities	1	1	---
15.	VI	Naan Mudhalvan Scheme (For All Arts Programmes Except Economics)	3	4	200
Total			44	152	4200

#### PROGRAMME OBJECTIVES:

- To create literary sensibility among the students for appreciation and enlightenment of the artistic and innovative aspects of English Language and literature.
- To instill ethical values and develop human concerns among the students by exposing them to various English literary texts.
- To enrich the students with literary analysis and linguistic competence.
- To enable to students critically analyze the cultural texts from different historical periods and genres and augment the existing stock of literary texts through research.
- To provide students with the critical faculties necessary in an academic environment, on the job, and in an increasingly complex, interdependent world.
- To enable the students perform better social adaptability and create original literature in at least one genre.

**PROGRAMME OUTCOMES:**

- Demonstrate a broad understanding of literature in English and translation and appreciate the historical significance in the creation and interpretation of literary works.
- Engage questions of justice, values, spirituality, and meaning raised by literary texts.
- Read, closely analyze, interpret, and produce texts in variety of forms and genre.
- Draw from different critical perspectives and appreciate how differences in theoretical framework can produce multiple readings of a literary text.
- Conduct scholarly inquiry to produce literary research.
- Write and speak effectively for specific audiences and purposes in university, public, and professional life.

**PROGRAMME SPECIFIC OUTCOMES:**

- Expertize the LSRW ability of English language and its divergent forms such as prose, poetry, drama and fiction.
- Increase the professional competency of exegesis linguistically, historically and culturally.
- Assimilate the contextual, critical and theoretical interpretation of any piece of literature.
- Apprehend and analyse various customs of ethics and cultural sensibilities in heterogeneous cultures through literary texts.
- Augment the employability skills mandatory in the spheres of teaching, translation, documentation, creative writing, media, and explication etc.
- Enable the students to employ the theoretical and practical knowledge of the global language in industries or institutes for better performance.



**First Year**

**CORE COURSE-I  
PROSE**

**Semester-I**

**Code:**

**(Theory)**

**Credit: 5**

**OBJECTIVES:**

- To acquaint the students with lives and works of great writers of prose.
- To instigate a sense of aesthetic beauty and love of aspiration.
- To provide some moral lesson through the essays.

**UNIT – I:**

Francis Bacon : Of Studies  
: Of Friendship

**UNIT – II:**

Joseph Addison : Sir Roger at the Play  
Oliver Goldsmith : The Man in Black

**UNIT – III:**

Charles Lamb : In the Praise of Chimney Sweepers  
William Hazlitt : On Going a Journey

**UNIT – IV:**

E. M Forster : A Note on English Character  
Robert Lynd : The Pleasures of Ignorance

**UNIT – V:**

A.G. Gardiner : On the Rule of the Road  
Virginia Woolf : Professions for Women

**UNIT - VI CURRENT CONTOURS (For Continuous Internal Assessment Only):**

Significance of language in the elements of prose such as character, theme, and style –  
Give a critical analysis of a passage of prose from English literature – Becoming aware of  
moral values through the stories from the prescribed prose pieces.

**REFERENCE:**

1. Damrosch, David. *The Longman Anthology of British Literature*. Longman, 2003.

**COURSE OUTCOMES :**

After completion of the course the students will be able to realize the following outcomes:

- To develop a knowledge about different genres of prose
- To get an idea about the development of prose through ages
- To expose the students early English Literature and transition
- To Understand the linguistic changes that took place during this period
- To provide knowledge about socio-cultural and historical development of this period

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**First Year**

**CORE COURSE-II  
WORLD SHORT STORIES  
(Theory)**

**Semester-I**

**Code:**

**Credit: 5**

**OBJECTIVES:**

- To explore the sequences in a story by knowing its themes, strategies and techniques employed by the writers and create an insight of various cultures of the world.
- To identify the characters and convey moral, ethical and cultural values.
- To enhance vocabulary knowledge of learning new words and phrases.

**UNIT-I BRITISH:**

H. H. Munro (Saki)	: The Open Window
Somerset Maugham	: The Verger

**UNIT-II INDIAN:**

Rabindranath Tagore	: Subha
Lakshmi Kannan	: Muniyakka

**UNIT-III RUSSIAN:**

Anton Chekhov	: A Work of Art
Leo Tolstoy	: How Much Land Does a Man Need?

**UNIT-IV AMERICAN:**

Kate Chopin	: The Story of an Hour
O. Henry	: The Last Leaf

**UNIT-V NEW ZEALAND & AUSTRALIAN:**

Katherine Mansfield	: A Cup of Tea
Tim Winton	: Neighbours

**UNIT - VI CURRENT CONTOURS (For Continuous Internal Assessment Only):**

Significance of reading various classical and modern stories of various countries and writers.  
Reading / Writing / Express a short story in own words and making a short video of a short story.

**BOOKS FOR REFERENCE:**

1. Joseph. A and Subramanian. *Memorable Tales*. Pogo Publishing House, 2013.
2. *Popular Short Stories* Edited by Board of Directors. Oxford University Press, 2006.
3. Kannan, Lakshmi. *India Gate and Other Stories*. Disha Books, 1993.

**COURSE OUTCOMES :**

**After completion of the course the students will be able to realize the following outcomes:**

- Analyze the style of writing and examine the story, plot and themes.
- Classify the different types of characters in real life situations.
- Understand the meanings of difficult words / phrases.
- Write or narrate a story creatively in own words.
- Recall and relate stories from different parts of the world.
- Explain and apply the values and understand that virtues always excel over vices.
- Empower to think creatively and discover the inner talent to b short story writers.

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**First Year**

**FIRST ALLIED COURSE-I  
SOCIAL HISTORY OF ENGLAND**

**Semester-I**

**Code:**

**(Theory)**

**Credit:3**

**OBJECTIVES :**

- To help learners understand the social and literary history of England from the Middle Ages to the 20th century
- To make learners aware of the relation between socio-political and socio-religious events and literary works

**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

**UNIT - VI      CURRENT CONTOURS (For Continuous Internal Assessment Only):**

Map Reading – Post World War England – Birth of Commonwealth – UK: Current Scenario - Economy and e-commerce.

**BOOKS FOR REFERENCE :**

1. Trevelyan, G. M. *English Social History*. Books Way, 2014.
2. Xavier, A. G. *An Introduction to the Social History of England*. S.V. Printers and Publishers, 2009.
3. Ward A. C. *Twentieth Century Literature (1900-1960)*. ELBS, 1965.
4. Bedarida Francois. *A Social History of England (1851-1990)*. Routledge, 1991.

**COURSE OUTCOMES:**

**After completion of the course the students will be able to realize the following outcomes:**

- Acquire knowledge of the course of British social history.
- Realize the major trends which have shaped English society
- Identify the key themes which encapsulate each period.
- Relate the socio–historical background to literature.
- Understand the impact of historical events on writers of each age.
- Explore the contemporary social history of England.

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**First Year**

**CORE COURSE-III**

**Semester-II**

**Code:**

**POETRY -I  
(Theory)**

**Credit: 5**

**OBJECTIVES:**

- To introduce learners to the changing trends in English poetry from Age of Renaissance to Johnson.
- To help learners analyse and appreciate poetry critically

**UNIT – I:**

Edmund Spenser	: Epithalamion
William Shakespeare	: Sonnet 116

**UNIT – II:**

John Donne	: Death be not Proud
Andrew Marvell	: The Garden

**UNIT – III:**

John Milton	: Lycidas
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**UNIT– IV:**

John Dryden	: To the Memory of Mr. Oldham
Alexander Pope	: Essay on Man
Epistle I	: Of the Nature and State of Man with Respect to the Universe.

**UNIT– V:**

Oliver Goldsmith	: The Village Preacher
William Blake	: The Tyger

**UNIT - VI      CURRENT CONTOURS (For Continuous Internal Assessment Only):**

Significance of poetry – Structure of a poem– Rhyming lines, metre rhythm and system of repetition, landscape of poem – Amplification, reflection and engagement with other national and international works - the diverse themes& poetic forms such as Haiku, Tanka, Free verse, etc. – demonstrate a crafty integration of words into ideas and vistas – illuminates a reflection on matters of National and Global issues.

**BOOKS FOR REFERENCE:**

1. *Fifteen Poets*. Oxford University Press, New Delhi, 1941.
2. Khan. M.Q. and Kumar Das, Bijoy, ed., *Treasury of Poems: An Anthology of Poems in English*. OxfordUniversity Press, New Delhi, 2011.
3. Sharma, R.S and Misra, L, ed., *Anthology of English Poems: From Shakespeare to Keats*. Oxford UniversityPress, New Delhi, 2001.

**COURSE OUTCOMES:**

**After completion of the course the students will be able to realize the followingoutcomes:**

- Identify the essential elements of poetry.
- Appreciate the tone and theme, sound devices metre, rhythm, rhyme scheme
- Explain the figures of speech used in the poems.
- Understand the different types of poetry.
- Analyze myths and biblical references of the poem.
- Examine the contemporary life of England as portrayed

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**First year**

**CORE COURSE-IV  
FICTION  
(Theory)**

**Semester-II**

**Code:**

**Credit:5**

**OBJECTIVES:**

- To introduce fiction as a literary genre.
- To familiarize learners with various techniques of fiction.
- To enable the learners to understand fiction as tool for enhancing reading skills.
- To orient the learners towards understanding the chronological development of fiction.
- To motivate the learners to write screenplay for the prescribed

**UNIT – I:**

Samuel Richardson : Pamela

**UNIT – II:**

Charles Dickens : Great Expectations

**UNIT – III:**

Joseph Conrad : Heart of Darkness

**UNIT – IV:**

Virginia Woolf : Mrs. Dalloway

**UNIT – V:**

Aldous Huxley : Brave New World

**UNIT - VI CURRENT CONTOURS (For Continuous Internal Assessment Only):**

Taking up fiction reading as an individual and group activity – Comparing the prescribed fiction with the works of regional writers – updating their knowledge on the contemporary novelists – watching the movie adaptation of prescribed fiction

**BOOKS FOR REFERENCE:**

1. Logan, Melville Peter. The Encyclopedia of Novel.
2. Richardson, Samuel. *Pamela: Or, Virtue Rewarded*. Penguin Classics, 1980.
3. Conrad, Joseph. *Heart of Darkness*. Fingerprint! Publishing, 2018.
4. Woolf, Virginia. *Mrs. Dalloway*. Maple Press, 2018.
5. Huxley, Aldous. *Brave New World*. RHUK, 2004.

**COURSE OUTCOMES:**

**After completion of the course the students will be able to realize the following outcomes:**

- Understand fiction as a literary genre.
- Gain a grip over skimming and scanning methods of reading.
- Develop the various methods of storytelling.
- Transform fiction into modern screen play.
- Familiarize themselves with contemporary popular fiction.
- Appreciate theme, characterization and setting of the novel .

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**First year**

**FIRST ALLIED COURSE-II**

**Semester-II**

**LITERARY FORMS**

**Code:**

**(Theory)**

**Credit:3**

**OBJECTIVES:**

- To initiate learners into the study of various literary forms
- To enable learners to understand the literary terms while analyzing and interpreting the works of literature

**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

**UNIT - VI CURRENT CONTOURS (For Continuous Internal Assessment Only):**

Haiku and other modern forms of poetry – drama and fiction in the postmodern era – memoir and life narrative –cyber literature – eco literature

**BOOKS FOR REFERENCE:**

1. Abrams, M H. *A Glossary of Literary Terms*. Harcourt Brace Jovanovich College Publishers, 2015.
2. Prasad B. *A Background to the Study of English Literature*. Trinity Press Pub., 1999.
3. Ashok, Padmaja. *A Companion to Literary Forms*. Orient Blackswan, 2015.
4. Rees, R J. *English Literature: An Introduction for Foreign Readers*. Macmillan, 1973.
5. NTC's *Dictionary of Literary Terms*. McGraw-Hill, 1992.
6. Baldick, Chris. *Oxford Dictionary of Literary Terms*. OUP, 2015.

**COURSE OUTCOMES:**

**After completion of the course the students will be able to realize the following outcomes:**

- Identify a wide variety of forms, styles and genres in English literature.
- Understand the significance of these forms in determining the meaning of texts.
- Have access to elementary literary vocabulary.
- Possess the basic skills required for the reading and understanding of literature.
- Acquire the ability to appreciate literature through analytical and responsive reading.
- Observe present trends in literary writings.

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### PART-IV VALUE EDUCATION COURSE

#### FOR ALL UG ARTS, SCIENCE, COMMERCE AND MANAGEMENT CHOICE BASED CREDIT SYSTEM – LEARNING OUTCOMES BASED CURRICULUM FRAMEWORK (CBCS - LOCF)

(Applicable to the candidates admitted from the academic year 2022-2023 onwards)

<b>First Year</b>	<b>PART-IV</b>	<b>Semester-I</b>
	<b>VALUE EDUCATION</b>	
<b>Code:</b>	<b>(Theory)</b>	<b>Credit: 2</b>

#### OBJECTIVES:

- To understand the philosophy of life and values through Thirukural
- To analyse the components of values education to attain the sense of citizenship
- To understand different types of values towards National Integration and international understanding
- To learn yoga as value education to promote mental and emotional health
- To understand human rights, women rights and other rights to promote peace and harmony

#### UNIT I : PHILOSOPHY OF LIFE AND SOCIAL VALUES:

Human Life on Earth (Kural 629) -Purpose of Life (Kural 46) -Meaning and Philosophy of Life (Kural 131, 226) -Family (Kural 45), Peace in Family (Kural 1025) Society (Kural 446), The Law of Life (Kural 952), Brotherhood (Kural 807) Five responsibilities / duties of Man (a) to himself (b) to his family (c) to his environment (d) to his society, (e) to the Universe in his lives (Kural 43, 981).

#### UNIT-II – HUMAN VALUES AND CITIZENSHIP

Aim of education and value education: Evolution of value oriented education, Concept of Human values: types of Values- Character Formation – Components of Value education- A P J Kalam's ten points for enlightened citizenship- The role of media in value building

#### UNIT-III VALUE EDUCATION TOWARDS NATIONAL AND GLOBAL DEVELOPMENT:

Constitutional or national values: Democracy, socialism, secularism, equality, Justice, liberty, freedom and fraternity - Social Values: Pity and probity, self-control, universal brotherhood - Professional Values - Knowledge thirst, sincerity in profession, regularity, punctuality and faith -Religious Values: Tolerance, wisdom, character - Aesthetic Values- Love and appreciation of literature and fine arts and respect for the same- National Integration and International Understanding.

#### **UNIT IV : YOGA AND HEALTH:**

Definition, Meaning, Scope of Yoga - Aims and objectives of Yoga - Yoga Education with modern context - Different traditions and schools of Yoga - Yoga practices: Asanas, Pranayama and Meditation.

#### **UNIT V : HUMAN RIGHTS:**

Concept of Human Rights: Indian and international perspectives- Evolution of Human Rights- definitions under Indian and International documents -Broad classification of Human Rights and Relevant Constitutional Provisions: Right to Life, liberty and Dignity- Right to equality- Right against exploitation- Cultural and Educational Right- Economic Rights- Political Rights- Social Rights - Human Rights of Women and Children – Peace and harmony.

#### **UNIT - VI: CURRENT CONTOURS: (for continuous internal assessment only):**

#### **BOOKS FOR REFERENCES:**

1. Thirukkural with English Translation of Rev. Dr. G.U. Pope, Uma Publication, 156, Serfoji Nagar, Medical College Road, Thanjavur 613 004
2. திருக்குறள் - ஜி.யு.போப் - ஆங்கில மொழியாக்கத்துடன் உமா நூல், வெளியிட்டகம், தஞ்சாவூர்,
3. Leah Levin, Human Rights, NBT, 1998
4. V.R. Krishna Iyer, Dialectics and Dynamics of Human Rights in India, Tagore Law Lectures.
5. Yogic Therapy - Swami Kuvalayananda and Dr.S.L.Vinekar, Government of India, Ministry of Health, New Delhi.
6. SOUND HEALTH THROUGH YOGA - Dr.K.Chandrasekaran, Prem Kalyan Publications, Sedapatti, 1999.
7. Grose. D. N - "A text book of Value Education' New Delhi (2005)
8. Gawande . EN - "Value Oriented Education" – Vision for better living. New Delhi (2002) Saruptsons
9. Brain Trust Aliyar- "Value Education for Health, Happiness and Harmony" Erode (2004) Vethathiri publications

**COURSE OUTCOMES:** After completion of the course, the student will be able to:

- Apply the values in thirukural to be peaceful, dutiful and responsible in family and society
- Develop character formation and sense of citizenship
- Be secular, self-control, sincere, respectful and moral.
- Master yoga, asana and meditation to promote mental health
- Be attitudinal to follow the constitutional rights

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**PART-IV ENVIRONMENTAL STUDIES COURSE**

**FOR ALL UG ARTS, SCIENCE, COMMERCE AND MANAGEMENT  
CHOICE BASED CREDIT SYSTEM – LEARNING OUTCOMES BASED  
CURRICULUM FRAMEWORK (CBCS - LOCF)  
(Applicable to the candidates admitted from the academic year 2022-2023 onwards)**

<b>First Year</b>	<b>PART-IV</b>	<b>Semester-II</b>
	<b>ENVIRONMENTAL STUDIES</b>	
<b>Code:</b>	<b>(Theory)</b>	<b>Credit: 2</b>

**COURSE OBJECTIVES:**

- To appreciate the scope of Environmental Studies, Community ecology and the interdisciplinary nature of environmental issues
- To have a basic knowledge of Natural resources its classification, concepts, and natural resources of India.
- The course designed to gain knowledge on values of biodiversity and conservation on global, national, and local scales
- To study about sources and effects of environmental pollution like air, water, soil, thermal, marine, nuclear and noise
- To understand the concerns related to Sustainable Development on environment and health
- To introduce the students in the field of Law and Policies and Acts both at the national and international level relating to environment.

**UNIT-1:** The Multidisciplinary nature of environmental studies  
Definition, scope and importance. (2 lectures)  
Need for public awareness

**UNIT-2:** Natural Resources:  
Renewable and non-renewable resources:  
Natural resources and associated problems.

- a) Forest resources: use and over-exploitation, deforestation, case studies. Timber extraction, mining, dams and their effects on forests and tribal people.
- b) Water resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams benefits and problems.
- c) Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources, case studies.

- d) Food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies.
  - e) Energy resources: Growing energy needs, renewable and non renewable energy sources, use of alternate energy sources. Case studies.
  - f) Land resources: Land as a resources, land degradation, man induced Landslides, soil erosion and desertification.
- Role of an individual in conservation of natural resources.
  - Equitable use of resources for sustainable lifestyles.

(8 lectures)

### **Unit: 3 Ecosystems**

- Concept of an ecosystem.
- Structure and function of an ecosystem.
- Producers, consumers and decomposers
- Energy flow in the ecosystem
- Ecological succession.
- Food chains, food webs and ecological pyramids
- Introduction, types, characteristic features, structure and function of the following ecosystem:-
  - a. Forest ecosystem
  - b. Grassland ecosystem
  - c. Desert ecosystem
  - d. Aquatic ecosystems, (ponds, streams, lakes, rivers, oceans, estuaries)

(6 lectures)

### **Unit: 4 Biodiversity and its conservation**

- Introduction – Definition : Genetic, species and ecosystem diversity
- Biogeographical classification of India
- Value of biodiversity : consumptive use, productive use, social, ethical, aesthetic and option values
- Biodiversity at global, National and local levels
- India as a mega-diversity nation
- Hot-spots of biodiversity
- Threats to biodiversity : habitat loss, poaching of wildlife, man-wildlife conflicts.
- Endangered and endemic species of India
- Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity.
- Biological Diversity Act 2002/ BD Rules, 2004

(8 lectures)

### **Unit: 5 Environmental Pollution**



## Definition

Causes, effects and control measures of :

- a. Air Pollution
- b. Water Pollution
- c. Soil Pollution
- d. Marine Pollution
- e. Noise pollution
- f. Thermal Pollution
- g. Nuclear hazards

- Solid waste Management: Causes, effects and control measures of urban and industrial wastes.
- Role of an individual in prevention of pollution
- Pollution case studies
- Disaster management: floods, earthquake, cyclone and landslides.
- Ill-Effects of Fireworks: Firework and Celebrations, Health Hazards, Types of Fire, Firework and Safety

(8 lectures)

## **Unit: 6 Social Issues and the Environment**

- From Unsustainable to Sustainable development.
- Urban problems related to energy.
- Water conservation, rain water harvesting, watershed management.
- Resettlement and rehabilitation of people; its problems and concerns.

Case studies

- Environmental ethics: Issues and possible solutions.
- Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Case studies.
- Wasteland reclamation.
- Consumerism and waste products.
- Environment Protection Act.
- Air (Prevention and Control of Pollution) Act.
- Water (Prevention and Control of Pollution) Act.
- Wildlife Protection Act.
- Forest Conservation Act.
- Issues involved in enforcement of environmental legislation
- Public awareness.

(7 lectures)

## **Unit: 7 Human Population and the Environment**

- Population growth, variation among nations.
- Population explosion – Family Welfare Programmes
- Environment and human health
- Human Rights - Value Education

- HIV/ AIDS - Women and Child Welfare
- Role of Information Technology in Environment and human health
- Case studies.

## **Unit: 8      Field Work**

- Visit to a local area to document environmental assets-river / forest/ grassland/ hill / mountain

## **References:**

1. Agarwal, K.C. 2001 Environmental Biology, Nidi Public Ltd Bikaner.
  2. Bharucha Erach, The Biodiversity of India, Mapin Publishing Pvt ltd, Ahamedabad – 380013, India, E-mail: [mapin@icenet.net\(R\)](mailto:mapin@icenet.net(R))
  3. Brunner R.C. 1989, Hazardous Waste Incineration, McGraw Hill Inc 480 p
  4. Clark R.S. Marine Pollution, Clanderson Press Oxford (TB)
  5. Cunningham, W.P.Cooper, T.H.Gorhani E & Hepworth, M.T. 2001.
  6. De A.K. Environmental Chemistry, Wiley Eastern Ltd
  7. Down to Earth, Centre for Science and Environment (R)
  8. Gleick, H.P. 1993. Water in crisis, Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env. Institute Oxford University, Press 473p.
  9. Hawkins, R.E. Encyclopedia of India Natural History, Bombay Natural History Society, Bombay (R)
  10. Heywood, V.H & Watson, R.T. 1995. Global Biodiversity Assessment. Cambridge University Press 1140 p.
  11. Jadhav, H & Bhosale, V.M. 1995. Environmental Protection and Laws Himalaya Pub. House, Delhi 284 p.
  12. Mckinney, M.L. & Schoch R.M. 1996. Environmental Science systems & Solutions, Web enhanced edition 639 p.
  13. Mhaskar A.K. Matter Hazardous, Techno-Science Publications (TB)
  14. Miller T.G. Jr. Environmental Science, Wadsworth Publishing Co. (TB)
  15. Odum, E.P. 1971 Fundamentals of Ecology. W.B. Saunders Co. USA. 574 p
  16. Rao MN & Datta, A.K. 1987 Waste Water treatment, Oxford & IBH Publication Co. Pvt Ltd 345 p.
  17. Sharma B.K. 2001 Environmental chemistry Goel Publ House, Meerut.
  18. Survey of the Environment, The Hindu (M ).
  19. Townsend C. Harper, J and Michael Begon, Essentials of Ecology, Blackwell science (TB)
  20. Trivedi R.K. Handbook of Environmental Laws, Rules, Guidelines, Compliances and Standards, Vol. I and II, Enviro Media (R).
  21. Trivedi R.K. and P.K. Goel, Introduction to air pollution, Techno-Science Publications (TB).
  22. Wagner K.D. 1998 Environmental Management. W.B. Saunders Co. Philadelphia USA 499 p
- (M) Magazine      (R) Reference      (TB) Textbook
23. <http://nbaindia.org/uploaded/Biodiversityindia/Legal/33%20Biological%20Diversity%20>

### **COURSE OUTCOMES:**

- Understand the environmental importance including interactions across local to global scales.
- The learners to update and analyze environmental relationships and interactions of environmental components
- The student to gain knowledge on importance of natural resources in a systematic way.
- The course content is introduce the concept of renewable and non-renewable energy resources and its scenario in India and at global level
- The students will know the relationship between biodiversity and ecosystem functions, direct and indirect values of biodiversity resources and their bioprospecting opportunities.
- The learners can gain awareness related on environmental pollution, causes and pollution control with case studies.
- Student to obtain the environmental ethics and gain knowledge about the sustainable development.
- Learners should realize the environmental legislation and policies of national and international regime and know the regulations applicable to industries and other organizations with significant Environmental aspects

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# PROFESSIONAL ENGLISH FOR ARTS & SOCIAL SCIENCES-I

## OBJECTIVES:

- To develop the language skills of students by offering adequate practice in professional contexts.
- To enhance the lexical, grammatical and socio-linguistic and communicative competence of first year physical sciences students
- To focus on developing students' knowledge of domain specific registers and the required language skills.
- To develop strategic competence that will help in efficient communication
- To sharpen students' critical thinking skills and make students culturally aware of the target situation.

## LEARNING OUTCOMES:

- Recognise their own ability to improve their own competence in using the language
- Use language for speaking with confidence in an intelligible and acceptable manner
- Understand the importance of reading for life
- Read independently unfamiliar texts with comprehension
- Understand the importance of writing in academic life
- Write simple sentences without committing error of spelling or grammar

(Outcomes based on guidelines in UGC LOCF – Generic Elective)

## UNIT 1: COMMUNICATION

1. **Listening:** Listening to instructions
2. **Speaking:** Telephone etiquette and Official phone conversations
3. **Reading** short passages (3 passages, one from each – History, Sociology/Social Work/ Psychology, English Literature)
5. **Writing:** Letters and Emails in professional context
6. **Grammar in Context:**
  - Wh and yes or no,
  - Q tags
  - Imperatives

## **7, Vocabulary in Context:** Word formation - .

- i) Creating antonyms using Prefixes
- ii) Intensifying prefixes (E. g inflammable)

Changing words using suffixes

A) Noun Endings

B) Adjective Endings

C) Verb Endings

## **UNIT 2: DESCRIPTION**

**Listening** – Listening to process description

**Speaking** - Role play

Formal: With faculty and mentors in academic environment, workplace communication

Informal: With peers in academic environment, workplace communication

**Reading** –Reading passages on social issue, psychological well-being, literary achievements/contributions

**Writing** – Writing sentence definitions (e.g. monarchy) and extended definitions (e.g. government)

Picture Description – Description of natural calamities and their impact on people/ Cultures and cultural practices

**Grammar in Context:** Connectives and linkers.

**Vocabulary** – Synonyms (register) - Compare & contrast expressions.

## **UNIT 3: NEGOTIATION STRATEGIES**

**Listening** - Listening to interviews of specialists / inventors in fields (Subject specific)

**Speaking** – Brainstorming. (mind mapping). Small group discussions (subject-specific)

**Reading** – Longer Reading text. (Comprehensive passages)

**Writing** – Essay Writing (250 word essay on topics related to subject area, like recording business trans)

**Grammar in Context:** Active voice & Passive voice – If conditional - Collocations –Phrasal verbs

## **UNIT 4: PRESENTATION SKILLS**

**Listening** - Listening to presentation. Listening to lectures. Watching – documentaries (discovery / history channel)

**Speaking** –Short speech

- Making formal presentations (PPT)

**Reading** – Reading a written speech by eminent personalities in the relevant field /Short poems / Short biography.

**Writing** - Writing Recommendations

Interpreting visuals - charts / tables/flow diagrams/charts

**Grammar in Context** – Modals

**Vocabulary** (register) - Single word substitution

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

**Listening** - Listening to advertisements/news and brief documentary films (with subtitles)

**Speaking** – Simple problems and suggesting solutions.

**Reading:** Motivational stories on Professional Competence, Professional Ethics and Life Skills (subject-specific)

**Writing** Studying problem and finding solutions- (Essay in 200 words)

**Grammar**-Make simple sentences

**Vocabulary** -Fixed expressions

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## **SUGGESTED ACTIVITIES**

### **UNIT 1**

**Listening:** Links for formal conversation can be given - Gap filling exercises – Multiple Choice questions – Making notes.

**Speaking** - Role play activity

**Reading** – Note making. Note-Taking.

**Writing:** Guided Writing (developing hints)

Email

**Grammar:** Vocabulary – Worksheets – Games.

### **UNIT 2**

**Listening-**

Process Descriptions (like recording business transactions in chronological order in the journal/ a process from the field of logistics)

**Speaking** – Role Play

**Reading** – Multiple choice questions - Evaluative answers – Classifying and labeling

**Writing** - Picture description –Description of natural calamities and their impact on people/ Cultures and cultural practices across India.

**Vocabulary:** Expansion of compound nouns

### **UNIT 3**

**Listening-** Gap fill exercises – Listening comprehension

**Speaking** -Debates

**Reading** -Reading comprehension

**Writing** – Essay Writing

**Grammar &Vocabulary:** Activities, Worksheets & Games.

## **UNIT 4**

**Listening** - Note taking (of listening & viewing items) - Filling a table based on the listening item.

**Speaking** – JAM, Presentations. (PPT-subject related)

**Reading**–Reading comprehension

**Writing**– Difference between recommendations and instructions

Questions/MCQs based on graphs/flow diagrams/charts

**Grammar & Vocabulary:** Activities, Worksheets & Games.

## **UNIT 5**

**Listening** – Radio News/ TV-News telecast /

**Speaking** - Watch or listen to documentaries and ask questions

**Reading** - Reading motivational stories (success stories in subject area)

**Writing** - Essay writing.

**Grammar&Vocabulary:** Activities, Worksheets & Games

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**Second Year**

**CORE COURSE-V  
POETRY - II  
(Theory)**

**Semester-III**

**Code:**

**Credit:5**

**OBJECTIVES:**

- To enable learners to comprehend the salient features of various types of poetry from the Romantics up to T. S. Eliot
- To make learners sharpen their poetic sensibility and stylistic skills

**UNIT-I:**

William Wordsworth	: Ode on Intimations of Immortality
S. T. Coleridge	: Kubla Khan

**UNIT-II:**

John Keats	: Ode to Autumn
P. B. Shelley	: To a Skylark

**UNIT-III:**

Robert Browning	: My Last Duchess
Alfred Tennyson	: Ulysses

**UNIT-IV:**

W.B Yeats	: The Second Coming
T. S. Eliot	: The Hollow Men

**UNIT-V:**

Rudyard Kipling	: The White Man's Burden
W .H. Auden	: Lullaby

**UNIT - VI CURRENT CONTOURS (For Continuous Internal Assessment Only):**

Significance of poetry – Structure of a poem– Rhyming lines, metre rhythm and system of repetition, landscape of poem – Amplification, reflection and engagement with other national and international works - The diverse themes & poetic forms such as Haiku, Tanka, Free verse, etc. – demonstrate a crafty integration of words into ideas and vistas – illuminates a reflection on matters of National and Global issues.

**BOOK FOR REFERENCE:**

1. Sharma, R.S and Misra, L, ed., *Anthology of English Poems: From Shakespeare to Keats*. Oxford UP, New Delhi, 2001.

2. *Fifteen Poets*. Oxford University Press, New Delhi, 1941.
3. Sen. S. and Chopra. J.K. ed., *W.H. Auden, Selected Poems: A Critical Evaluation*. Unique Publishers, New Delhi, 2007.
4. Mukherjee, Suroopa. ed., *Victorian Poets: Tennyson, Browning and Rossetti*. Worldview Pub., New Delhi, 2003, 2004.
5. Khan. M.Q. and Kumar Das, Bijoy, ed., *Treasury of Poems: An Anthology of Poems in English*. Oxford UP, New Delhi, 2011.

### **COURSE OUTCOMES:**

**After completion of this course, the student will be able to :**

- Recognize poetry from a variety of cultures, languages and historic periods.
- Analyze the various elements of poetry, such as diction, tone, form, genre, imagery, figures of speech, symbolism, theme, etc.
- Explain the features of different types of poetry.
- Recognize the influence of culture and experience of poets.
- Read and discuss selected poems in translation and enhance their writing skills.
- Identify the variations of poetic forms.

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**Second Year**

**CORE COURSE-VI  
WORLD ONE-ACT PLAYS  
(Theory)**

**Semester-III**

**Code:**

**Credit: 5**

**OBJECTIVES:**

- To provide a deep insight in one-act plays of knowing different cultures, traditions and values across the globe.
- To expose learners to the sociological and psychological dimensions of characterisation and focus the reality in life.
- To explore the genres of one-act plays and analyze the themes, stage performance, reading skill, style of the writers and writing plays.

**UNIT – I BRITISH:**

A. A. Milne : The Ugly Duckling

**UNIT – II RUSSIAN:**

Anton Chekov : A Marriage Proposal

**UNIT– III HUNGARIAN:**

Fritz Karinthy : Refund

**UNIT – IV AFRICAN:**

Erisa Kironde : The Trick

**UNIT – V AMERICAN:**

Stanley Houghton : The Dear Departed

**UNIT - VI CURRENT CONTOURS (For Continuous Internal Assessment Only):**

Significance of one-act plays and its distinction from drama – critical analysis of a one- act play of choice – Staging a one-act play selected from literature written in English.

**BOOKS FOR REFERENCE:**

1. Elias, M., *Plays in One Act*. Chennai: Orient BlackSwan, 2013.
2. Sujatha K., Ed. *On the Stage: One-Act Plays*. New Delhi: Orient BlackSwan, 2011.
3. Singh, Satyanarain. *Selected One Act Plays*. The Macmillan Co. of India Ltd., 1974.

**COURSE OUTCOMES:**

**After completion of the course the students will be able to realize the following outcomes:**

- Identify and discuss the theoretical elements of one-act plays.
- Explore the diverse cultures, traditional approaches and values in a play.
- Analyze critically the themes, plot and cultural aspects of the play.
- Complete reading and writing enhanced with expression and style.
- Explore the techniques of staging one-act plays
- Empower the inner talent to be creative writers of one-act plays.

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**Second Year**

**SECOND ALLIED COURSE-I  
HISTORY OF ENGLISH LITERATURE -I  
(Theory)**

**Semester-III**

**Code:**

**Credit:3**

**OBJECTIVES:**

- To help learners know the literary history of the texts from the Age of Chaucer to Dryden
- To make learners understand the rise and fall of literary movements and their relationships to socio-political and socio-religious events

**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

(All the chapters are from W. H. Hudson's *An Outline History of English Literature*)

**UNIT - VI CURRENT CONTOURS (For Continuous Internal Assessment Only):**

Contemporary history of English Literature and its relevance – reading classical literature in the modern era – reading Shakespeare in the postcolonial era – influence of classical writers in the 21<sup>st</sup> Century

**BOOKS FOR REFERENCE:**

1. Hudson, W. H. *An Outline History of English Literature*. Maples Press, 2011.
2. Albert, Edward. *History of English Literature*. Oxford UP, 2007.
3. Crompton – Rickett. *A Short History of English Literature*. Universal Book Stall, 1988.
4. Evans, Ifor. *A Short History of English Literature*. Penguin 4<sup>th</sup> Edition, 1990.

**COURSE OUTCOMES:**

**After completion of the course the students will be able to realize the following outcomes:**

- Understand the growth and development of English literature
- Gain perspective on the different issues and themes presented during each period.
- Recognize growth of various literary genres, movements and schools in English literature.
- Acquire knowledge about the major writers and their contributions to English literature
- Evaluate the way socio-cultural and historical phenomena influenced literary writing.
- Comment on the influence of classical writers in the 21<sup>st</sup> Century

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**Second Year**

**NON MAJOR ELECTIVE COURSE-I  
PRESENTATION SKILLS  
(Theory)**

**Semester-III**

**Code:**

**Credit:2**

**OBJECTIVES:**

- To enable students to develop their presentation skills as well as soft skills.
- To enhance students' communication skills including reading, writing, listening and speaking skills.

**UNIT – I :**

Reading Skills

**UNIT – II:**

Speaking Skills

**UNIT – III :**

Presentation Skills

**UNIT – IV:**

Types and Methods of Presentation

**UNIT – V:**

Obstacles to Presentation

**UNIT - VI      CURRENT CONTOURS (For Continuous Internal Assessment Only):**

Significance of presentation skills and soft skills – Read from text, extempore and impromptu speeches – Narrate stories, experiences, review and improve performances – Deliver effective PowerPoint presentations on various topics.

**BOOKS FOR REFERENCE:**

1. Townsend, Roz. *Presentation Skills for the Upwardly Mobile*. Emerald, 2006.
2. Hariharan. S, et al. *Soft Skills*. MJP Publishers, 2010.
3. Pease, Allan. *Body Language*. Sudha Publications, 1998.

**COURSE OUTCOMES:**

**After completion of the course the students will be able to realize the following outcomes:–**

- Read with confidence, comprehension and fluency while interacting with the message.

- Express ideas more effectively and enhance speaking and listening skills.
- Use slides, handouts, notes and other audio-visual aids effectively.
- Plan, structure and deliver powerful presentations with effective messages.
- Deal with anxiety and have a positive attitude towards presentation and public speaking.
- Learn the nuances of different types of public speaking (academic and non-academic).

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**Second Year**

**CORE COURSE-VII  
DRAMA  
(Theory)**

**Semester-IV**

**Code:**

**Credit:5**

**OBJECTIVES:**

- To introduce drama as a literary genre.
- To introduce drama as a literary genre.
- To familiarize learners with various techniques of drama.
- To orient the learners towards understanding the chronological development of drama studies.
- To enable the learners to understand drama as form of performance studies.
- To motivate the learners to experiment with their creative skills in staging performances of the prescribed plays

**UNIT – I :**

Christopher Marlowe : Dr. Faustus

**UNIT – II :**

John Webster : The Duchess of Malfi

**UNIT – III :**

Richard Brinsley Sheridan : The Rivals

**UNIT – IV :**

George Bernard Shaw : Pygmalion

**UNIT – V :**

Harold Pinter : The Birthday Party

**UNIT - VI CURRENT CONTOURS (For Continuous Internal Assessment Only):**

Memorizing select dialogues from the prescribed plays, taking up group activities of practicing and performing the scenes from the prescribed texts, updating the contemporary adaptations of the prescribed dramas.

**BOOKS FOR REFERENCE:**

1. McGraw-Hill *Encyclopedia of World Drama: An International Reference Work* in 5 volumes
2. John Smart. *Twentieth-Century British Drama*, Cambridge University Press, 2001
3. Una Mary Ellis-Fermor: *The Jacobean Drama: An Interpretation*.

4. Fredson Bowers: *Elizabethan Revenge Tragedy*
5. John Loftis (Ed.): *Restoration Drama: Modern Essays in Criticism*.
6. Martin Esslin. *The Theatre of the Absurd*. Knopf, 2009
7. Marlowe, Christopher. *Doctor Faustus*. Worldview Publications, 2000.

**COURSE OUTCOMES:**

**After completion of the course the students will be able to realize the following outcomes:**

- Understand the theatrical skills.
- Opt for performance studies as a field of research and career.
- Compare and contrast the classical and modern techniques of drama as a discourse and performance.
- Compose their own versions of classical drama.
- Imbibe the ability to direct short films, reels and trolls for various social media and as OERs.
- Develop the expertise in the techniques of film adaptation.

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**Second Year**

**CORE COURSE-VIII  
INTRODUCTION TO LANGUAGE AND  
LINGUISTICS**

**Semester-IV**

**Code:**

**(Theory)**

**Credit:5**

**OBJECTIVES:**

- To introduce learners to the history of English language and concepts in linguistics
- To enable learners to know the form and content of language and its scientific systems

**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

**UNIT - VI      CURRENT CONTOURS (For Continuous Internal Assessment Only):**

Significance of language and linguistics in the modern era – software and mobile apps in promoting transcription and word formation – exploring the link between the language, society and culture

**BOOK FOR REFERENCE:**

1. Wrenn, C L. *The English Language*. Methuen, 1949.
2. Yule, George. *The Study of Language: An Introduction*. CUP, 1985.
3. Lyons, John. *Language and Linguistics: An Introduction*. CUP, 1981.

**COURSE OUTCOMES:**

**After completion of the course the students will be able to realize the following outcomes:**

- Understand the discourse of linguistics.
- Describe the theoretical and practical manifestations of linguistics.
- Explain the origin of the English Language and its development.
- Classify and describe the English speech sounds and understand speech patterns in sentences.
- Gain knowledge of the main concepts of syntax and semantics.
- Analyze the link between the language, society and culture

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**Second Year**

**SECOND ALLIED COURSE-II  
HISTORY OF ENGLISH LITERATURE -II  
(Theory)**

**Semester-IV**

**Code:**

**Credit:3**

**OBJECTIVES:**

- To expose learners to the historical background of the literary texts from the Age of Pope to the Present Age
- To make learners understand the rise and fall of literary movements and their relationships to socio-political and socio-religious events

**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  
(All the chapters are from W. H. Hudson's *An Outline History of English Literature*)

**UNIT - VI CURRENT CONTOURS (For Continuous Internal Assessment Only):**

Socio-cultural matrix in literature through the ages – understanding the political history of every age in the literary texts – tracing the transformation of literary trends through the ages.

**BOOKS FOR REFERENCE:**

1. Hudson, W. H. *An Outline History of English Literature*. Maples Press, 2011.
2. Albert, Edward. *History of English Literature*. Oxford UP, 2007.
3. Crompton – Rickett. *A Short History of English Literature*. Universal Book Stall, 1988.
4. Evans, Ifor. *A Short History of English Literature*. Penguin 4<sup>th</sup> Edition, 1990.

## **COURSE OUTCOMES:**

**After completion of the course the students will be able to realize the following outcomes:**

- Understand the growth and development of English literature
- Gain perspective on the different issues and themes presented during each period.
- Recognize growth of various literary genres, movements and schools in English literature.
- Acquire knowledge about the major writers and their contributions to English literature.
- Evaluate the way socio-cultural and historical phenomena influenced literary writing.
- Develop the basic skills to prepare for competitive examinations.

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**Second Year**

**NON MAJOR ELECTIVE COURSE-II  
FUNCTIONAL SKILLS  
(Theory)**

**Semester-IV**

**Code:**

**Credit:2**

**OBJECTIVES:**

- To develop communicative skills of the learners in listening, Speaking, Reading and Writing.
- To focus on how English is used in real- life situations.

**UNIT- I:**

Word Formation-Prefix, Suffix-Synonyms-Antonyms-One word Substitution.

**UNIT- II:**

Sentence Pattern-Sentence Making-Error Correction.

**UNIT-III:**

Sounds-Diphthongs-Consonants-Syllable-Words Stress-Intonation.

**UNIT- IV:**

Communication-Types of Communication.

**UNIT-V:**

Report Writing-Letter Writing-Paragraph Writing-Dialogue Writing-E-mail Writing.

**UNIT - VI CURRENT CONTOURS (For Continuous Internal Assessment Only):**

Significance of Communication - give importance of LSRW Skills - Practical session on recent trends in interview and group discussion.

**BOOKS FOR REFERENCE:**

1. O'Connor, J.D. *Better English Pronunciation*. CUP, 2004.
2. Thomson, A.J and Martinat, A.V.A *Practical English Grammar*. OUP, 2006.
3. Quirk, Randolph and Greenbaum, Sidney. *A University Grammar of English*. Dorling Kindersley (India) Pvt. Ltd, 2009.
4. Yadugiri, M.A. *Making Sense of English: A Textbook of Sounds, Words and Grammar*, Viva Books Pvt. Ltd, 2008.

**COURSE OUTCOMES:**

**After completion of the course the students will be able to realize the following outcomes:**

- Understand that grammar can be seen as a flexible and useful tool for their day to day life.
- Heighten their knowledge of correct usage of English grammar in writing and Speaking.
- Improve their speaking ability in English both in terms of fluency and Comprehensibility.
- Strengthen their ability to write academic papers, essays and summaries.
- Review the grammatical forms of English in Specific communicative contexts.
- Attain and enhance competence in the four modes of literacy: listening, speaking, reading and writing.

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**OBJECTIVES:**

- To know the definition and concepts of tourism
- To understand the types of travel formalities
- To learn the Preparation of Tour Itinerary

**UNIT- I      TRANSPORT INDUSTRY:**

Introduction to Transport Industry – Road Transport – Rail Transport - Cruise Liners Transportation - Reading of Railway Time Table – Railway Ticket Booking Procedures.

**UNIT-II      AIR TRANSPORT:**

Development of Air Transport – Formation of IATA – Airline Industry (International and Domestic) - Role of Airlines in Tourism.

**UNIT-III      TRAVEL FORMALITIES:**

Passport – VISA – Medical Certificates – Insurance – Customs - Foreign Exchange -Baggage allowance.

**UNIT-IV      TRAVEL AGENCY:**

Evolution of Travel Agency – Departments and Functions of a Travel Agency - Source of income for Travel Agency.

**UNIT-V      TOURS OPERATIONS:**

Origin of Tour Operations – Organising a Tour Program – Package Tours – Car Rentals – Tourist Guide Service -Preparation of Tour Itinerary – Tour Costing.

**UNIT - VI      CURRENT CONTOURS (For Continuous Internal Assessment Only):**

Railway Ticket Booking Procedures - Baggage allowance - Organizing a Tour Program - Preparation of Tour Itinerary.

**REFERENCE BOOKS:**

1. Burkart and Melik, **Tourism -Past, Present and Future**, London, 1995.
2. R.M. Kaul, **Dynamics of Tourism – A Triology**, Vol.I., New Delhi, 1997.
3. Seth Pran Nath, **Successful Tourism Practices**, Vol.I., New Delhi, 1997.
4. Lonely Planet India, Guidebook, Travel literature

**COURSE OUTCOME:**

- Successful completion of this course will lead the students to appropriate knowledge in Tour operations.

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**CULTURAL TOURISM****Code:****(Theory)****Credit: 2****OBJECTIVES:**

1. To gain the knowledge of Cultural Resources.
2. To understand the idea of Cultural Festivals
3. To get the knowledge of Cultural destinations.

**UNIT- I CULTURAL TOURISM:**

Definition - Meaning and Scope - Significance – Types of Cultural Tourism Attractions - Culinary Traditions: North Indian - South Indian -Continental.

**UNIT-II ARTS AND CRAFTS :**

Music: Hindustani - Carnatic -Classical Dances: Kuchipudi, Odissi, Kathakali, Manipuri, Kathak and Bharathanattiyam - Folk Dances.

**UNIT-III CULTURAL RESOURCES OF NORTH INDIA :**

Madura- Jaipur-Vaishnavadevi Temple Deccan Region: Konark – Amaravati- Somnathpur Temple -South India : Belur, Helibidu, Guruvayur, Thirupathi- Madurai- Case studies: Darasuram, Velankanni.

**UNIT-IV FESTIVALS:**

Konark Festival in Odisha - Sarang Festival in Kolkata - Music Festival in Chennai- -Dance Festivals in Mamallapuram and Chidambaram - Music Festival in Thiruvaiyaru.

**UNIT-V INDIAN CULTURAL DESTINATION – CULTURAL INSTITUTION IN INDIA:**

Cultural Event Management – Preservation and Conservation of Monuments – Role of ASI, ICO, MOS -Mutts in India- Unique features of Tamil Culture: Chastity, Equality, Nobility, Charity , Justice.

**UNIT - VI CURRENT CONTOURS (For Continuous Internal Assessment Only):**

Hindustani Music - Culinary traditions of South India - Konark Festival–Role of ASI in heritage conservation.

## REFERENCES :

1. V.s. Agarwal, the Heritage of Indian Art, Publications Divisions, Govt. of India, New Delhi.
2. A.L. Basham, The Wonder That was India, 3<sup>rd</sup> edition, London.
3. L. Basham, A Cultural History of India, Oxford University Press, New Delhi.
4. பண்டையநாகரிகங்கள் - எஸ்.எல். வி . மூர்த்தி
5. Art, Culture and Spirituality - Swami Atmaramananda&Dr.M.Sivaramkrishna.
6. The Book of Hindu Festivals and Ceremonies - Om Lata Bahadur.
7. Cultural Tourism In India- Luvkushmishra

## COURSE OUTCOME:

- Successful completion of this course will lead the students to appropriate knowledge in Cultural Tourism.

## **Professional English**

**[part-III -add on Course]**

**Weightage: 4 Credits**

**Duration: 90hrs**

### **Objectives:**

The Professional Communication Skills Course is intended to help Learners in Arts and Science colleges

- Develop their competence in the use of English with particular reference to the workplace situation.
- Enhance the creativity of the students, which will enable them to think of innovative ways to solve issues in the workplace.
- Develop their competence and competitiveness and thereby improve their employability skills.
- Help students with a research bent of mind develop their skills in writing reports and research proposals.

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

**(18 hrs)**

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

Speaking: Small group discussions (the discussions could be based on the listening and reading passages- open ended questions

Reading: Two subject-based reading texts followed by comprehension activities/exercises

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**

**(18 hrs)**

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

Speaking: debates – Just-A Minute Activities

Reading: reading texts on advertisements (on products relevant to the subject areas) and answering inferential questions

Writing: dialogue writing- writing an argumentative /persuasive essay.

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

**(18 hrs)**

Listening to interviews (subject related)

Speaking: Interviews with subject specialists (using video conferencing skills)

Creating Vlogs (How to become a vlogger and use vlogging to nurture interests – subject related)

Reading: Selected sample of Web Page (subject area)

Writing: Creating Web Pages

Reading Comprehension: Essay on Digital Competence for Academic and Professional Life.

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**

**(18 hrs)**

Listening to short (2 to 5 minutes) academic videos (prepared by EMRC/ other MOOC videos on Indian academic sites – E.g. <https://www.youtube.com/watch?v=tpvicScuDyo>)

Speaking: Making oral presentations through short films – subject based

**Reading: Essay on Creativity and Imagination (subject based)**

Writing – Basic Script Writing for short films (subject based)

- Creating blogs, flyers and brochures (subject based)
- Poster making – writing slogans/captions (subject based)

## **Unit 5- Workplace Communication& Basics of Academic Writing (18 hrs)**

Speaking: Short academic presentation using PowerPoint

Reading & Writing: Product Profiles, Circulars, Minutes of Meeting.

Writing an introduction, paraphrasing

Punctuation(period, question mark, exclamation point, comma, semicolon, colon, dash, hyphen, parentheses, brackets, braces, apostrophe, quotation marks, and ellipsis)

Capitalization (use of upper case)

### **Outcomes of the Course.**

At the end of the course, learners will be able to,

- Attend interviews with boldness and confidence.
  - Adapt easily into the workplace context, having become communicatively competent.
  - Apply to the Research &Development organisations/ sections in companies and offices with winning proposals.

### **Instruction to Course Writers:**

1. **Acquisition of subject-related vocabulary should not be overlooked.** Textboxes with relevant vocabulary may be strategically placed as a Pre Task or in Summing Up
2. Grammar may be included if the text lends itself to the teaching of a Grammatical item. However, testing and evaluation does not include Grammar.

**Third Year**

**CORE COURSE-IX  
SHAKESPEARE  
(Theory)**

**Semester-V**

**Code:**

**Credit:5**

**OBJECTIVES:**

- To provide an understanding of Elizabethan and Jacobean context.
- To engage learners with the themes, dramatic texts and devices.
- To enable learners to know about style of writing in Shakespearean context.

**UNIT – I:**

The Winter's Tale

**UNIT – II:**

Julius Caesar

**UNIT – III:**

Macbeth

**Unit – IV:**

The Merchant of Venice

**UNIT – V:**

Shakespearean Theatre and Audience

Shakespearean Fools and Clowns

Shakespearean Women

Supernatural Elements in Shakespearean Plays

Shakespearean Soliloquies

Shakespeare Tragedy – A.C. Bradley

**UNIT - VI      CURRENT CONTOURS (For Continuous Internal Assessment Only):**

Relevance of Shakespeare in the 21<sup>st</sup> Century. – Reading Shakespeare through recent critical lens. Modern adaptation and re-readings of Shakespeare's plays.

**BOOKS FOR REFERENCE:**

1. Johnson, Samuel. *Preface to Shakespeare*. Kessinger Publishers, 2004.

2. Bradley, A. C. *Shakespearean Tragedy*. Martino Fine Books, 2016.
3. Acroyd, Peter. *Complete Works of Shakespeare*. Collins: New Alexander Text Edition, 2013.
4. Parker, Patricia. *The Shakespeare Encyclopedia: Life, Works, World, and Legacy*. Greenwood Pub. Groups, 2018.

#### **COURSE OUTCOMES:**

**After completion of the course the students will be able to realize the following outcomes:**

- Gain insight into the age of Shakespeare and the uniqueness of Shakespearean creative output.
- Recognize the greatness of Shakespeare in the usage of language and characterization.
- Understand the personality traits of dominant characters.
- Gain a working knowledge of communicative strategies and like skills.
- Experience and derive meaning from life-like situations.
- Evaluate Shakespeare's characters in today's society.

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**Third Year**

**CORE COURSE-X  
PRINCIPLES OF LITERARY CRITICISM  
(Theory)**

**Semester-V**

**Code:**

**Credit:5**

**OBJECTIVES:**

- To acquaint learners with the knowledge of history of literary criticism, its various trends and schools.
- To help learners apply literary theory to texts in order to enrich their understanding and appreciation of literature
- To make learners understand Wilbur Scott's five approaches to literature

**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

**UNIT - VI     CURRENT CONTOURS (For Continuous Internal Assessment Only):**

Application of Theory into literary texts – conceptualizing theories based on literary texts – reading the classics from contemporary critical and theoretical perspectives.

**BOOKS FOR REFERENCE:**

1. Scott, Wilbur. *Five Approaches of Literary Criticism*. MacMillan, 1966.
2. Habib, M. A. R. *Literary Criticism: From Plato to Present – An Introduction*. Wiley Blackwell, 2011.
3. Saintsbury, George. *A History of English Literary Criticism*. Atlantic Pub., 2004.
4. Blamires, Harry. *A History of Literary Criticism*. Laxmi Pub., 2008.
5. Nagarajan M.S. *English Literary Criticism and Theory: An Introductory History*. Orient Blackswan, 2006

**COURSE OUTCOMES:**

**After completion of the course the students will be able to realize the following outcomes:**

- Define critical terms and concepts from classical criticism to the contemporary criticism.
- Gain knowledge of various critical theories, approaches and schools of thought.
- Identify the major contributors to literary criticism and their ideas.
- Develop skills to analyze and interpret texts critically by close reading.
- Attempt practical criticism of short plays, passages and poems.
- Understand literature as more than a creative acts.

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**Third Year**

**CORE COURSE-XI  
AMERICAN LITERATURE  
(Theory)**

**Semester-V**

**Code:**

**Credit:5**

**OBJECTIVES:**

- To introduce learners to important aspects in various genres of American literature.
- To help learners get acquainted with the richness of American literature through representative works of poets, essayists and novelists.
- To enable learners to know more about American writers and their works.

**UNIT – I POETRY:**

Walt Whitman : O Captain! My Captain!

Maya Angelou : On the Pulse of Morning

**UNIT – II POETRY:**

Robert Frost : Birches

Edgar Allan Poe : Annabel Lee

**UNIT – III PROSE :**

Martin Luther King : I Have a Dream

Ralph Waldo Emerson : Self-Reliance

**UNIT– IV DRAMA :**

Arthur Miller : All My Sons

**UNIT – V FICTION:**

Toni Morrison : The Bluest Eye

**UNIT - VI CURRENT CONTOURS (For Continuous Internal Assessment Only):**

Significance of American writers' contribution to English literature – Critically appreciate poems and plays written by any American poets and dramatists – Give a narration of a short story from American literature.

### **BOOKS FOR REFERENCE:**

1. Cunliffe, Marcus. *American Literature to 1900*. P. Bedrick Books, 1987.
2. Gabler–Hover, Janet. & Robert Sattelmeyer. *American History through Literature, 1820–1870*. Charles Scribner's Sons, 2006.
3. Lyon, Thomas J. (Thomas Jefferson). *The Literary West: An Anthology of Western American Literature*. Oxford University Press 1999.
4. McMichael, George L, and Frederick C. Crews. *Concise Anthology of American Literature*. Macmillan, 1985.
5. Spiller, Robert E. *Literary History of the United States*. Macmillan, 1963.

### **COURSE OUTCOMES:**

**After completion of the course the students will be able to realize the following outcomes:**

- Obtain knowledge about the major writers and their contribution to American Literature.
- Appreciate the richness of American literature across various forms of literature – poetry, prose, drama, short story and novel
- Describe the significant aspects of various genres of American literature.
- Examine the issues discussed in the text within the socio–historic and cultural context.
- Apply the knowledge gained in the study of literature and become a critical reader.
- Understand multi-culturalism in America.

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**Third Year**

**CORE COURSE-XII  
HISTORY OF ENGLISH LANGUAGE AND  
PHONETICS**

**Semester-V**

**Code:**

**(Theory)**

**Credit:5**

**OBJECTIVES:**

- To introduce learners to the history of English language and concepts in phonetics.
- To familiarize learners with the prosodic features of language

**UNIT – I:**

Place of English in the Indo–European Family of Languages – Characteristics of Old English  
– Characteristics of Middle English

**UNIT – II:**

Word Borrowing (Scandinavian, French, Latin and Greek) – Makers of English  
(Shakespeare, Milton, Bible Translators) – History of English Spelling and Spelling Reforms  
– Changes in Meaning of Words

**UNIT – III:**

Dictionaries and the Growth of Vocabulary – Evolution of Standard English – Growth of  
American English – English as a Universal Language.

**UNIT – IV:**

Production of Speech Sounds – The Classification and Description of the Sounds of English

**UNIT – V:**

The Phoneme – The Syllable – Word Accent – Intonation – Phonetic transcription.

**UNIT - VI      CURRENT CONTOURS (For Continuous Internal Assessment Only):**

Present day trends in English language - English as a global language – Digital Dictionaries  
and word pronunciation – Role of Language labs in enhancing pronunciation – software and  
mobile apps for practicing sounds – Varieties of English – British, American, Asian, Indian,  
etc.

**BOOKS FOR REFERENCE:**

1. Balasubramanian. T. *A Textbook of English Phonetics*. Macmillan India Limited. 2000.
2. Baugh, Albert C, and Thomas Cable. *A History of the English Language*. Routledge, 2002.
3. O'Connor, J.D.O. *Better English Pronunciation*. New Delhi: Universal Book Stall, 1997.

4. Sasikumar, P.V. and Dhamija P.V. *A Course in Phonetics and Spoken English*. McGraw, 1993.
5. Wood, F.T. *An Outline History of the English Language*. Macmillan, 2008.

#### **COURSE OUTCOMES:**

**After completion of the course the students will be able to realize the following outcomes:**

- Describe the origin of the English language and its development.
- Explain the various implications of word formation and the change of meanings of various words in the English language.
- Differentiate among different varieties of English spoken all over the world.
- Classify and describe the sounds in English language.
- Understand how word stress and accent help better pronunciation.
- Develop ability to transcribe sentences and passages into phonetic symbols.

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**Third Year**

**MAJOR BASED ELECTIVE COURSE-I**  
**1.TRANSLATION: THEORY AND**  
**PRACTICE**  
**(Theory)**

**Semester-V**

**Code:**

**Credit:5**

**OBJECTIVES:**

- To familiarize learners with the history and theory of translation
- To introduce learners to the techniques involved in translation
- To make learners translate prose passages from English to Tamil and vice versa

**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 – 17th Century and 18th Century – Romanticism – Victorians – 20th 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 into Tamil and vice versa

**UNIT - VI     CURRENT CONTOURS (For Continuous Internal Assessment Only):**

Significance of translation theory – Translation: definition, types, principles– Decoding and Recoding – Problems of translation – Untranslatability – Translating small passages from Tamil to English and vice versa.

**BOOKS FOR REFERENCE:**

1. Bassnett, Susan. *Translation Studies*. Methuen, 1980.
2. Catford, J C. *A Linguistic Theory of Translation: An Essay in Applied Linguistics*. Oxford UP, 1965.
3. Savory, Theodore H. *The Art of Translation*. The Writer, 1968.

**COURSE OUTCOMES:**

**After completion of the course the students will be able to realize the following outcomes:**

- Understand the significance of translation studies in enriching literature.
- Define the basic concepts of translation theory and terminology relevant to practical translation.
- Explore the challenges and difficulties of translation across languages.
- Understand and appreciate works of different languages by reading the translated works in English.
- Develop translation skills by reading and translating small pieces of fiction into English.
- Analyze the issues related to cultural untranslatability.

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**Third Year**

**MAJOR BASED ELECTIVE COURSE-I**

**Semester-V**

**2. CREATIVE WRITING**

**Code:**

**(Theory)**

**Credit:5**

**COURSE OBJECTIVES:**

- Comprehend complex texts and draw Inferences.
- Analyze and assess the characteristics of the literary works.
- Distinguish various aesthetic approaches.
- Use formal, aesthetic, and rhetorical conventions within the prescribed literary texts.
- Write with clear expression in addition to specific purposes. □ Encourage Creative Writing in English.

**UNIT - I WHAT IS CREATIVE WRITING?**

Defining Creativity - Measuring Creativity - Inspiration and Agency - Creativity and Resistance Art and Propaganda - Creativity and Madness - Imagination and Writing - Restrictions of an Open Field - The Importance of Reading

**UNIT - II THE ART AND CRAFT OF WRITING :**

Tropes and Figures - Style and Register - Formal and 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:**

Writing to Communicate: The Writer and the Reader - Writing Poetry – The Four Functions of Language - What to Write About and How to Start - Poetry and Prose - Shape, Form and Technique - Rhyme and Reason - Fixed Forms and Free Verse - Writing Drama - Writing for Films - Writing a Screenplay

**UNIT – IV WRITING FOR THE MEDIA :**

Introduction - The Print Media - The Broadcast Media - The New Media - Advertising

**UNIT – V PREPARING FOR PUBLICATION :**

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

**UNIT - VI CURRENT CONTOURS (For Continuous Internal Assessment Only):**

Presenting famous literary characters in different perspectives – Attempting critical analysis based on plot construction and portrayal of characters – Discerning and aesthetic understanding – Proposing and presenting the analytical work – Exploring Ecological, Sociological and Psychological aspects related to the current scenario.

**BOOKS FOR REFERENCE:**

1. Brande, Dorothea. *Becoming A Writer*. TarcherPerigee, 1981.
2. Neira Dev, Anjana, et al. *Creative Writing: A Beginner's Manual*. Pearson, India, 2009.

**COURSE OUTCOMES:**

**After completion of the course the students will be able to realize the following outcomes:**

- Describe the writers, texts and movements that influence their work.
- Contribute to literary magazine, book reviews and other publications.
- Recognize the relevance and importance of the literary works.
- Discuss the hurdles in creative writing.
- Refine the skill of written presentations.
- Acquire professional experiences in a variety of writing, editing and content-creation fields.

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**Third Year**

**SKILL BASED ELECTIVE COURSE-I  
COMMUNICATIVE SKILLS FOR TOURISM  
& HUMAN RESOURCE MANAGEMENT**

**Semester-V**

**Code:**

**(Theory)**

**Credit:2**

**COURSE OBJECTIVES:**

- Enhance the students' productive and receptive skills of the English language.
- Consolidate and complete the knowledge of grammar pertaining to the fields of transport, accommodation and catering.
- Master English for Occupational Purposes (EOP) and English for Tourism Purpose (ETP).
- Perform confidently in a job interview.
- Resolve difficult customer service situations.
- Communicate fluently with more confidence with foreign colleagues, organizations and clients in a wide range of real-world professional contexts.

**UNIT - I READING AND LISTENING SKILLS :**

Key Cards – Guide Books – Reports – Letters – Dialogues between Tourists and Guides – Face to Face Conversation – Telephone Conversation

**UNIT - II LISTENING AND SPEAKING SKILLS :**

Dialogues – Role Plays – Wide Range of Accents – Listening to Tourism Advertisements – Extempore – Debates – Seminars and Group Discussions

**UNIT – III WRITING SKILLS :**

Drafting Letters – Sending Fax – Memos – Notices – Drafting Circulars – Making Announcements and Drafting – Sending and Receiving Mails

**UNIT – IV RESPONDING TO THE ROLE IN A SPECIFIC SITUATION :**

Enquiries at a Hotel Reception – Booking a Hotel Room – Taking order from Room Service – Explaining an Attraction as Guide – Complaint Handling by a Guide

**UNIT – V PACKAGE PREPARATION :**

Preparation of Travel Agency List – Preparation of Conferences list – Negotiate with Tourists – Preparing Itinerary – Preparing Route Map .

**UNIT - VI CURRENT CONTOURS (For Continuous Internal Assessment Only):**

Developing ethical understanding in all learning and deliverables – Increasing interpersonal communication – Inculcating teamwork and networking culture – Intensifying thought process thinking – Acquiring entrepreneurial skill sets.

### **BOOKS FOR REFERENCE:**

1. Jones, Leo. *English for Travel and Tourism*. Cambridge University Press, 1998.
2. Krishnaswamy, N. *Modern English: A Book of Grammar, Usage and Composition*. Laxmi Publishers, 2000.
3. McIntyre, Ken. *English for Tourism*. Centre for Language Studies, Dili Institute of Technology, Dili, Timor Leste. 2013.
4. Revell, Rod and Chris Stott. *Five Star English: For Hotel and Tourist Industry*. OUP, 1996.

### **E-BOOKS:**

1. <https://www.pdfdrive.net/english-for-tourism-tetun-dit-e12409847.html>

### **COURSE OUTCOMES:**

**After completion of the course the students will be able to realize the following outcomes:**

- Communicate effectively, in the target language, concepts concerning the tourist industry.
- Use the acquired knowledge of English language skills, solve problems related to touristic and territorial environment.
- Deal with the public, preparing tours and events, management of planning, statistics and forecasting, and advertising.
- Possess vibrant interpersonal qualities.
- Develop appropriate learning skills to enable autonomous decision making.
- Assist international visitors and promote their services.

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**Third Year**

**CORE COURSE-XIII  
INDIAN LITERATURE IN ENGLISH  
(Theory)**

**Semester-VI**

**Code:**

**Credit:5**

**OBJECTIVES:**

- To familiarize the students with the evolution of Indian Literature in English and the contribution of major writers to Indian Literature in English.
- To enable the students, understand the rich literary tradition and the contemporary relevance of various themes discussed in their writings.
- To introduce the students to the significant themes and techniques of Indian Literature in English and make them appreciate the changing trends in post-colonial and political context.

**UNIT – I POETRY:**

Kamala Das : Dance of the Eunuchs  
Mamta Kalia : Tribute to Papa

**UNIT – II 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 – III SHORT STORIES:**

Mahasweta Devi : Draupadi  
Rabindranath Tagore : Kabuliwala

**UNIT – IV DRAMA:**

Girish Karnad : The Dreams of Tipu Sultan

**UNIT – V FICTION:**

Mulk Raj Anand : Untouchable

**UNIT - VI CURRENT CONTOURS (For Continuous Internal Assessment Only):**

Encourage critical analysis of the latest works in Indian Literature in English – Analyze texts from social, political and eco critical point of view – Attempt critical analysis of the problems discussed in the women's writings – Understand the significance of rich Indian culture embedded in Indian English Literature – Explore the issues in Dalit literature.

**BOOKS FOR REFERENCE:**

1. Kalia, Mamta. *Tribute to Papa and other Poems*. Ind-U.S. Incorporated.
2. Gandhi, M.K. *The Story of My Experiments with Truth*. Fingerprint Publishing, 1999.
3. Kalam, Abdul. A.P.J. *Wings of Fire*. UP, 1999.
4. Tagore, Rabindranath. *Kabuliwala*, Vidya Books, 2011.
5. Karnad, Girish. *The Dreams of Tipu Sultan and Bali*. OUP, 2004.
6. Anand, Mulk Raj. *Untouchable*, Penguin, 2001.
7. Devi, Mahasweta. *Breast Stories*. Seagull Pub., 2014

**COURSE OUTCOMES:**

**After completion of the course the students will be able to realize the following outcomes:**

- Understand the major movements and writers of Indian Writing in English.
- Analyze and appreciate the concept of 'Indianness' found in the works of Indian writers.
- Understand how well the Indian culture is reflected in Literature and how the cultural and societal issues are presented in Indian English literature.
- Recognize the artistic and innovative use of language employed by the writers.
- Appreciate values and traditions represented in literary texts of colonial and postcolonial period.
- Develop an insight in Indian Literature and Indian Values

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**Third Year**

**CORE COURSE-XIV  
COMMONWEALTH LITERATURE  
(Theory)**

**Semester-VI**

**Code:**

**Credit:5**

**OBJECTIVES:**

- To appreciate literary works from various countries that were once under British colonial rule as a branch of English Literature in general.
- To recognize that 'Commonwealth Writing' has a global relevance, significance, and resonance
- To analyze and assess the postcolonial characteristics of Commonwealth literature.
- To realize translation studies' contribution to Commonwealth literature.
- To examine the importance of reading these texts in wake of globalization critically.

**UNIT – I POETRY :**

Mervyn Morris : Judas  
Kamala Wijeratne : To a Student

**UNIT – II POETRY :**

Edwin Thumboo : Gods Can Die  
E.J. Pratt : The Dying Eagle

**UNIT – III PROSE :**

Margaret Atwood : Nature as a Monster (from Chapter 2 Survival:  
A Thematic Guide to Canadian Literature)  
George Lamming : “Introduction” from *The Pleasures of Exile*

**UNIT – IV DRAMA:**

Wole Soyinka : The Lion and the Jewel

**UNIT – V FICTION:**

Chinua Achebe : Things Fall Apart

**UNIT - VI CURRENT CONTOURS (For Continuous Internal Assessment Only):**

Present famous literary characters in different perspectives – Attempt critical analysis based on plot construction and portrayal of characters – Assess literary negotiations of colonization and decolonization, identity, inequality and marginalization – Investigate issues of cultural plurality and hybridity – Explore Ecological, Sociological and Psychological aspects related to the current scenario.

### **BOOKS FOR REFERENCE:**

1. Achebe, Chinua. *Things Fall Apart*. William Heinemann, 1958.
2. Atwood, Margaret. *Survival: A Thematic Guide to Canadian Literature*. House of Anansi, 1972.
3. Narasimhaiah, C.D. Ed. *An Anthology of Commonwealth Poetry*. Trinity Press, 2014.
4. Soyinka, Wole. *The Lion and the Jewel*. OUP, (Revised Edition) 1974.
5. Lamming, George. *The Pleasures of Exile*.  
[https://academics.skidmore.edu/blogs/transnational-s19/files/2014/07/Lamming\\_Pleasures-of-Exile.pdf](https://academics.skidmore.edu/blogs/transnational-s19/files/2014/07/Lamming_Pleasures-of-Exile.pdf)

### **COURSE OUTCOMES:**

**After completion of the course the students will be able to realize the following outcomes:**

- Appreciate the literary works of Commonwealth countries after understanding the content related to the continents.
- Recognize the relevance, significance and resonance of the literary works in Commonwealth Literature.
- Evaluate the major themes and literary trends in Commonwealth Literature.
- Analyze and assess the postcolonial aspects in Commonwealth Literature.
- Refine the skills of oral and written presentations and discuss the hurdles in creative writing.
- Understand the global relevance of commonwealth literature in the contemporary world.

\*\*\*\*



**Third Year**

**CORE COURSE-XV  
ENGLISH LANGUAGE TEACHING  
(Theory)**

**Semester-VI**

**Code:**

**Credit:5**

**OBJECTIVES:**

- To expose learners to various approaches and methods, aspects and strategies of teaching English
- To help learners understand the essential components and concepts of 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

**UNIT - VI      CURRENT CONTOURS (For Continuous Internal Assessment Only):**

Recent trends in ELT – English as a global language – second language acquisition – language teaching in the digital era – role of online platform in language teaching.

**BOOKS FOR REFERENCE:**

1. Bright, John A., and G. P. McGregor. *Teaching English as a Second Language*. Longmans, 1970.
2. Richards, Jack C, and Theodore S. Rodgers. *Approaches and Methods in Language Teaching: A Description and Analysis*. Cambridge UP, 1986.
3. Varghese, Paul. *Teaching English as a Second Language*. Sterling Publishers, 1990.

4. Tickoo, M. L. *Teaching and learning English*. Orient Blackswan, 2003.

**COURSE OUTCOMES:**

**After completion of the course the students will be able to realize the following outcomes:**

- Analyze the significance of English as a second language in India.
- Describe the various approaches and methods in language teaching.
- Classify the different methods of teaching English and evaluation.
- Explain the principles of testing and evaluation and its types.
- Comment on the contemporary instructional aids used in teaching English.
- Explore the effective use of modern gadgets in language teaching.

\*\*\*\*

**Third Year**

**MAJOR BASED ELECTIVE COURSE-II**  
**1. INTRODUCTION TO JOURNALISM**  
**(Theory)**

**Semester-VI**

**Code:**

**Credit:5**

**OBJECTIVES:**

- To initiate learners into the history of journalism
- To expose learners to various aspects of journalism

**UNIT – I:**

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

**UNIT–II:**

New – 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.

**UNIT - VI      CURRENT CONTOURS (For Continuous Internal Assessment Only):**

Updating the modern developments of journalism – understanding the techniques of writing for new media – tracing the similarities and difference of various media.

**BOOKS FOR REFERENCE:**

1. Kumar, Keval. J. *Mass Communication in India*. Jaico Publishing House, 1994
2. Mehta, D.S. *Mass Communication and Journalism in India*. Allied, 1979.
3. Shrivastava, K. M. *News Reporting and Editing*. Sterling Publishers, 2003.
4. Parthasarathy, R. *Basic Journalism*. Sterling Publishers, 1984.

## **COURSE OUTCOMES:**

**After completion of the course the students will be able to realize the following outcomes:**

- Trace the history of journalism and the different stages of its development
- Gain knowledge in the basic aspects of journalistic crafts such as reporting, research and storytelling.
- Understand the factors that influence the message in a diverse, globalized media landscape.
- Create journalistic works including news stories, press releases, and advertising copy, following accepted journalistic standards.
- Focus on an area of specialization that draws on the creativity and entrepreneurial spirit of the student.
- Develop the ability to write news stories
- Understand the techniques of writing for digital media

\*\*\*\*

**Third Year**

**MAJOR BASED ELECTIVE COURSE-II  
2. ENGLISH FOR COMPETITIVE  
EXAMINATIONS**

**Semester-VI**

**Code:**

**(Theory)**

**Credit:5**

**OBJECTIVES:**

- To instill confidence in learners and improve their language skills to face the challenges of a competitive examination
- To equip learners with adequate English language skills to achieve success in 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

**UNIT - VI CURRENT CONTOURS (For Continuous Internal Assessment Only):**

Solving the previous year questions of various competitive examinations – Preparing question banks for competitive examinations – Involving in peer group study – managing time and stress

**BOOKS FOR REFERENCE:**

1. Bhatnagar, R. P. *English for Competitive Examinations*. Laxmi Publishers India, 2009.
2. Krishnaswamy, N. *Modern English: A Book of Grammar, Usage and Composition*. Laxmi Publishers, 2000.
3. Pillai, Radhakrishna. G. *English Grammar and Composition*. Emerald Publishers, 2002.

4. Prasad, Hari M, and Uma R. Sinha. *Objective English for Competitive Examination*. Tata McGraw–Hill Education Pvt. Ltd., 2005.

**COURSE OUTCOMES:**

**After completion of the course the students will be able to realize the following outcomes:**

- Acquire an appreciable understanding of grammar, comprehension and vocabulary.
- Produce grammatically and idiomatically correct spoken and written discourse.
- Spot language errors and correct them
- Understand basic sentence patterns and various types of phrases.
- Learn to perform and excel in the competitive examinations
- Use error free English language in written and spoken form.

\*\*\*\*

**Third Year**

**PROJECT**

**Semester-VI**

**Code:**

**Credit: 3**

The candidate shall be required to take up a Project Work by group *or individual* and submit it at the end of the final year. The Head of the Department shall assign the Guide who, in turn, will suggest the Project Work to the students in the beginning of the final year. A copy of the Project Report will be submitted to the University through the Head of the Department on or before the date fixed by the University.

The candidates in Sanskrit programme shall submit their Project only in Sanskrit.

The Project will be evaluated by an internal and an external examiner nominated by the University. The candidate concerned will have to defend his/her Project through a Viva-voce.

**ASSESSMENT/EVALUATION/VIVA VOCE:**

**1. PROJECT REPORT EVALUATION (Both Internal & External)**

I. Plan of the Project - 20 marks

II. Execution of the Plan/collection of Data / Organisation of Materials / Hypothesis, Testing etc and presentation of the report. - 45 marks

III. Individual initiative - 15 marks

2. Viva-Voce / Internal& External - 20 marks

**TOTAL - 100 marks**

**PASSING MINIMUM:**

Project	Vivo-Voce 20 Marks 40% out of 20 Marks (i.e. 8 Marks)	Dissertation 80 Marks 40% out of 80 marks(i.e. 32 marks)
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A candidate who gets less than 40% in the Project must resubmit the Project Report. Such candidates need to defend the resubmitted Project at the Viva-voce within a month. A maximum of 2 chances will be given to the candidate.

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**Third Year**

**SKILL BASED ELECTIVE COURSE-II  
ENGLISH FOR BPO (BUSINESS PROCESS  
OUTSOURCING)**

**Semester-VI**

**Code:**

**(Theory)**

**Credit:2**

**COURSE OBJECTIVES:**

- Enrich the students' communicative and writing skills of English language.
- Improve the grammatical knowledge related to the field of business.
- Enlighten the students about skills of verbal and non-verbal techniques of communication.
- Expose the students for the international standard of English language for business.
- Help the students learn writing business oriented documents in English.
- Perform confidently in a job interview.

**UNIT-1:**

Introduction to Basics of communication-definition of communication-features of communication –Process of communication barriers to effective communication

**UNIT-II:**

Basic vocabulary- how to improve vocabulary-developing fluency- basic grammar rules-official letters- English in situation

**UNIT-III:**

Improving LSRW skills-verbal and non-verbal communication-listening process-group discussion-forms of oral presentation-self-presentation=dynamic presentation

**UNIT-IV:**

BPO- basics, benefits of BPO-BPO models and types of vendors-BPO companies in India

**UNIT-V:**

Documentation using MS-Word-MS-Excel –creating and editing documents-auto-text-auto-correct-spelling and Grammar tool, document Dictionary-MS word mail merge

**UNIT -VI CURRENT CONTOURS (For Continuous Internal Assessment Only):**

Spoken English- practice and identification of meaning of verbal and non-verbal communication-practice of MS-office and power point presentations-learning the technique of documentation in English language

**REFERENCES:**

1. P. Bhalla, Prem. *Business English – A Complete Manual for Effective Business Communication*. V&S Editorials, 2016



2. Kulkarni, Sarika. ***Business Process Outsourcing***. Delhi: Jaico publishing house, 2005.
3. Raman, Meenakshi & Sharma, Sangeetha. ***Technical Communication***. OUP, 2017.
4. Krishnaswamy, N. ***Modern English: A Book of Grammar, Usage and Composition***. Laxmi Publishers, 2000.
5. V. Sople, Vinod. ***Business Process Outsourcing: A Supply Chain of Expertise***. PHI Learning Publisher, 2016

#### **COURSE OUTCOMES:**

**After completion of the course the students will be able to realize the following outcomes:**

- Acquire an appreciable understanding of comprehensive communication skills.
- Produce grammatically and idiomatically correct spoken and written texts.
- Spot the proper vocabulary for spoken and written business documents.
- Understand basic sentence patterns and various types of phrases useful for business.
- Learn to document the contents of the Business in English .
- Use error free English language in the business arena.

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# 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	Language Course – I (LC) – Tamil*/Other Languages + #	6	3	3	25	75	100
	II	English Language Course - I (ELC) Prose for Effective Communication	6	3	3	25	75	100
	III	Core Course – I (CC) Prose	6	5	3	25	75	100
		Core Course – II (CC) Short Stories	6	5	3	25	75	100
		Allied Course – I (AC) 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	Language Course – II (LC) - Tamil*/Other Languages + #	6	3	3	25	75	100
	II	English Language Course – II (ELC) Poetry for Effective Communication	6	3	3	25	75	100
	III	Core Course – III(CC) Poetry I	6	5	3	25	75	100
		Core Course – IV (CC) Fiction	6	5	3	25	75	100
		Allied Course – II (AC) 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	Language Course – III (LC) Tamil*/Other Languages + #	6	3	3	25	75	100
	II	English Language Course - III (ELC) Drama for Effective Communication	6	3	3	25	75	100
	III	Core Course – V (CC) Poetry II	6	5	3	25	75	100
		Core Course – VI (CC) One-Act Plays	6	5	3	25	75	100
		Allied Course – III(AC) History of English Literature I	4	3	3	25	75	100
	IV	Non Major Elective I – for those who studied Tamil under Part I a) Basic Tamil for other language students b) Special Tamil for those who studied Tamil up to 10th +2 but opt for other languages in degree programme c) Presentation Skills	2	2	3	25	75	100
		<b>Total</b>	<b>30</b>	<b>21</b>				<b>600</b>

<b>IV</b>	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 who studied 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>
<b>V</b>	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>
<b>VI</b>	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>-</b>	<b>-</b>	<b>-</b>	<b>3900</b>

	No. of Courses
<b>Language Part – I</b>	- 4
<b>English Part –II</b>	- 4
<b>Core Paper</b>	- 15
<b>Allied Paper</b>	- 4
<b>Non-Major Elective</b>	- 2
<b>Skill Based Elective</b>	- 3
<b>Major Based Elective</b>	- 3
<b>Environmental Studies</b>	- 1
<b>Value Education</b>	- 1
<b>Soft Skill Development</b>	- 1
<b>Gender Studies</b>	- 1
<b>Extension Activities</b>	- 1 (Credit only)

\* 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)

## **CORE COURSE I PROSE**

### **Objectives:**

To introduce learners to the evolution of English prose from the Elizabethans to the 20<sup>th</sup> century

To expose learners to various styles of prose writers

To train learners to imitate and improve their style of writing

### **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.

## **CORE COURSE II**

### **SHORT STORIES**

#### **Objectives:**

- To expose learners to short story writing over the centuries
- To provide learners an insight into different cultures
- To help learners appreciate different themes, strategies and techniques employed by the writers

#### **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.

## **ALLIED COURSE I SOCIAL HISTORY OF ENGLAND**

### **Objectives:**

To help learners understand the social and literary history of England from the Middle Ages to the 20<sup>th</sup> century

To make learners aware of the relation between socio-political and socio-religious events and literary works

### **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.

## CORE COURSE III

### POETRY I

**Objectives:**

- To introduce learners to the changing trends in English poetry from the Age of Renaissance to Johnson
- To help learners analyse and appreciate poetry critically

**Unit – I**

- |                     |   |
|---------------------|---|
| Edmund Spenser      | : <i>Amoretti</i> 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”             |



## CORE COURSE IV

### FICTION

#### Objectives:

To make learners understand different forms of novel from the Age of Tennyson to the 20<sup>th</sup> century

To enable learners to identify diverse fictional themes and techniques

To help learners improve their creative and imaginative faculties through the novels of major British writers

#### 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*

## ALLIED COURSE II

### LITERARY FORMS

#### Objectives:

To initiate learners into the study of various literary forms

To enable learners to understand the literary terms while analyzing and interpreting the works of literature

#### 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.

## CORE COURSE V

### POETRY II

#### Objectives:

To enable learners to comprehend the salient features of various types of poetry from the Romantics up to T.S. Eliot

To make learners sharpen their poetic sensibility and stylistic skills

#### 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”

## CORE COURSE VI

### ONE-ACT PLAYS

#### Objectives:

- To help learners understand the salient features of one-act plays
- To make learners comprehend and appreciate various cultures and varieties of presentation in the representative texts
- To expose learners to the sociological and psychological dimensions of characterization

#### 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)

Eisa 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.

## AIILED COURSE III

### HISTORY OF ENGLISH LITERATURE I

#### Objectives:

To help learners aware of the literary history of the texts from the Age of Chaucer to Dryden

To make learners understand the rise and fall of literary movements and their relationships to socio-political and socio-religious events

#### 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.

## **NON MAJOR ELECTIVE I**

### **PRESENTATION SKILLS**

Prescribed Book: Presentation Skills for the Upwardly Mobile by ROZ Townsend, Emerald Publishers, Chennai

Internal: 25 marks

10 marks for Reading Skills

10 marks for Speaking

5 marks for Presentation

## CORE COURSE VII

### DRAMA

#### Objectives:

To introduce learners to the emergence of English Drama from the Elizabethans to the 20<sup>th</sup> century

To make learners understand the features of tragedy, comedy of humours, anti-sentimental comedy, drama of ideas and absurd play

#### 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*

## **CORE COURSE VIII**

### **INTRODUCTION TO LANGUAGE AND LINGUISTICS**

#### **Objectives:**

- To introduce learners to the history of English language and concepts in phonetics and linguistics
- To make learners aware of the form and content of language
- To enable learners to know the scientific systems of the language

#### **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.



**AILLED COURSE IV**  
**HISTORY OF ENGLISH LITERATURE II**

**Objectives:**

- To expose learners to the historical background of the literary texts from the Age of Pope to the Present Age
- To make learners understand the rise and fall of literary movements and their relationships to socio-political and socio-religious events

**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.

## **NON MAJOR ELECTIVE II**

### **FUNCTIONAL SKILLS**

Prescribed books:

1. Functional Grammar, Spoken and Written Communication in English by Bikram K.Das
2. Functional English by Dr.B.Shyamala Rao

## CORE COURSE IX

### SHAKESPEARE

#### Objectives:

- To introduce learners to the dramatic and theatrical conventions of Shakespeare
- To make learners understand the characterization, dramatic and poetic techniques in Shakespearean plays
- To enhance learners' appreciation and enjoyment of select plays of Shakespeare

#### Unit – I

*A Midsummer Night's Dream*

#### Unit – II

*Julius Ceasar*

#### Unit– III

*King Lear*

#### Unit – IV

*Twelfth Night*

#### Unit – V

Shakespearean Theatre and Audience

Shakespearean Fools and Clowns

Shakespearean Women

Supernatural Elements in Shakespearean Plays

Shakespearean Soliloquies

Shakespeare as a Sonneteer and a Narrative Poet

**CORE COURSE X**  
**PRINCIPLES OF LITERARY CRITICISM**

**Objectives:**

- To acquaint learners with the knowledge of history of literary criticism, its various trends and schools
- To help learners apply literary theory to texts in order to enrich their understanding and appreciation of literature
- To make learners understand Wilbur Scott's five approaches to literature

**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.

**CORE COURSE XI**  
**AMERICAN LITERATURE**

**Objectives:**

To introduce learners to important aspects in various genres of American literature  
To help learners get acquainted with the richness of American literature through  
representative works of poets, essayists and novelists

**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	: <i>Death of a Salesman</i>
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**Unit– V: Fiction**

Nathaniel Hawthorne	: <i>The Scarlet Letter</i>
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**CORE COURSE XII**  
**INDIAN CULTURE AND LITERATURE**

**Objectives:**

To make learners understand the rich literary heritage of India  
To appreciate the underlying unity among the diverse languages and literatures of India  
To recognize the important contribution of India to world 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)

## Major Based Elective I

### TRANSLATION: THEORY AND PRACTICE

#### Objectives:

- To familiarize learners with the history and theory of translation
- To introduce learners to the techniques involved in translation
- To make learners translate prose passages from English to Tamil and vice versa

#### 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.

**CORE COURSE XIII**  
**INDIAN WRITING IN ENGLISH**

**Objectives:**

To make learners aware of the history and the growth of Indian Writing in English  
To introduce learners to the rich literary tradition in Indian Writing in English  
To enable learners to appreciate the changing trends in Indian literature in English  
from pre to post-Independence era

**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*



**CORE COURSE XIV**  
**COMMONWEALTH LITERATURE**

**Objectives:**

- To introduce learners to the literatures of a few commonwealth countries
- To enable learners to understand and appreciate various cultures, traditions and mores

**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 <i>Survival: A Thematic Guide to Canadian Literature</i> |
|-----------------|--|

**Unit – IV: Drama**

- |              |                   |
|--------------|-------------------|
| Wole Soyinka | : <i>The Road</i> |
|--------------|-------------------|

**Unit – V: Fiction**

- |               |                            |
|---------------|----------------------------|
| Chinua Achebe | : <i>Things Fall Apart</i> |
|---------------|----------------------------|

**Book for Reference:**

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

**CORE COURSE XV**  
**ENGLISH LANGUAGE TEACHING**

**Objectives:**

To expose learners to various approaches and methods, aspects and strategies of teaching English

To help learners understand the essential components and concepts of 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.

## **Major-Based Elective II**

### **JOURNALISM**

#### **Objectives:**

- To initiate learners into the history of journalism
- To expose learners to various aspects of 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.

## **Major-Based Elective III**

### **ENGLISH FOR COMPETITIVE EXAMINATIONS**

#### **Objectives:**

To instil confidence in learners and improve their language skills to face the challenges of a competitive examination

To equip learners with adequate English language skills to achieve success in 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.



**Applicable to the candidates admitted from the Academic year 2018-19 onwards**

**Part IV - VALUE EDUCATION (Revised Syllabus)**

**Unit I : Philosophy of Life and Social Values**

Human Life on Earth (Kural 629) Purpose of Life (Kural 46) Meaning and Philosophy of Life (Kural 131, 226) Family (Kural 45), Peace in Family (Kural 1025) Society (Kural 446), The Law of Life (Kural 952), Brotherhood (Kural 807) Five responsibilities / duties of Man (a) to himself (b) to his family (c) to his environment (d) to his society, (e) to the Universe in his lives (Kural 43, 981).

**Unit II : Human Rights and Organizations**

Definitions, Nature of Human Rights. Universal Declaration of Human Rights, International covenant on Civil and Political Rights - International covenant of Economic, Social and Cultural Rights. Amnesty International Red Cross.

Contemporary Challenges: Child Labour – Women's Right - Bonded Labour - Problems of refugees - Capital punishment. National and State Human Rights Commissions

**Unit III : RTI Act, 2005 & Consumer Protection Act, 1986**

Definition of RTI Act, 2005 and obligations of Public Authorities – The Central Information Commission – The State Information Commission – Powers and Functions of the Information Commissions – Appeal and Penalties.

Definition of The Consumer Protection Act, 1986 – State and Central Consumer Protection Councils – Consumer Disputes Redressal Agencies.

**Unit IV : Yoga and Health**

Definition, Meaning, Scope of Yoga - Aims and objectives of Yoga - Yoga Education with modern context - Different traditions and schools of Yoga - Yoga practices: Asanas, Pranayama and Meditation.

**Unit V : Role of State Public Service Commission**

Constitutional provisions and formation - Powers and Functions - Methods of recruitment - Rules and notification, syllabi for different exams - written and oral - placement.

**BOOKS FOR REFERENCES:**

1. Thirukkural with English Translation of Rev. Dr. G.U. Pope, Uma Publication, 156, Serfoji Nagar, Medical College Road, Thanjavur 613 004
2. திருக்குறள் - ஜி.யு.போப் - ஆங்கில மொழியாக்கத்துடன் உமா நூல். வெளியீட்டகம், தஞ்சாவூர்.
3. Leah Levin, Human Rights, NBT, 1998
4. V.R. Krishna Iyer, Dialectics and Dynamics of Human Rights in India, Tagore Law Lectures.
5. Yogic Therapy - Swami Kuvalayananda and Dr.S.L.Vinekar, Government of India, Ministry of Health, New Delhi.
6. SOUND HEALTH THROUGH YOGA - Dr.K.Chandrasekaran, Prem Kalyan Publications, Sedapatti, 1999.
7. Right to Information Act, 2005-Website:  
[www.tnpsc.gov.in/RTI%20ACT%202005.pdf](http://www.tnpsc.gov.in/RTI%20ACT%202005.pdf)
8. The Consumer Protection Act, 1986 – Website:  
[http://ncdrn.nic.in/bare\\_acts/consumer%20Protection%20Act-1986.html](http://ncdrn.nic.in/bare_acts/consumer%20Protection%20Act-1986.html)



**BHARATHIDASAN UNIVERSITY, TIRUCHIRAPPALLI- 620 024**

**ENVIRONMENTAL STUDIES**

**(Applicable to the candidates admitted from the Academic year 2019-20 onwards)**

- Unit: 1**      The Multidisciplinary nature of environmental studies  
Definition, scope and importance. (2 lectures)  
Need for public awareness
- Unit: 2**      Natural Resources:  
Renewable and non-renewable resources:  
Natural resources and associated problems.
- a) Forest resources: use and over-exploitation, deforestation, case studies. Timber extraction, mining, dams and their effects on forests and tribal people.
  - b) Water resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams benefits and problems.
  - c) Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources, case studies.
  - d) Food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies.
  - e) Energy resources: Growing energy needs, renewable and non renewable energy sources, use of alternate energy sources. Case studies.
  - f) Land resources: Land as a resources, land degradation, man induced Landslides, soil erosion and desertification.
- Role of an individual in conservation of natural resources.
  - Equitable use of resources for sustainable lifestyles.
- (8 lectures)
- Unit: 3**      **Ecosystems**
- Concept of an ecosystem.
  - Structure and function of an ecosystem.
  - Producers, consumers and decomposers
  - Energy flow in the ecosystem
  - Ecological succession.
  - Food chains, food webs and ecological pyramids
  - Introduction, types, characteristic features, structure and function of the following ecosystem:-

- a. Forest ecosystem
- b. Grassland ecosystem
- c. Desert ecosystem
- d. Aquatic ecosystems, (ponds, streams, lakes, rivers, oceans, estuaries)

(6 lectures)

#### **Unit: 4      Biodiversity and its conservation**

- Introduction – Definition : Genetic, species and ecosystem diversity
- Biogeographical classification of India
- Value of biodiversity : consumptive use, productive use, social, ethical, aesthetic and option values
- Biodiversity at global, National and local levels
- India as a mega-diversity nation
- Hot-spots of biodiversity
- Threats to biodiversity : habitat loss, poaching of wildlife, man-wildlife conflicts.
- Endangered and endemic species of India
- Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity.
- Biological Diversity Act 2002/ BD Rules, 2004

(8 lectures)

#### **Unit: 5      Environmental Pollution**

##### **Definition**

Causes, effects and control measures of :

- a. Air Pollution
  - b. Water Pollution
  - c. Soil Pollution
  - d. Marine Pollution
  - e. Noise pollution
  - f. Thermal Pollution
  - g. Nuclear hazards
- Solid waste Management: Causes, effects and control measures of urban and industrial wastes.
  - Role of an individual in prevention of pollution
  - Pollution case studies
  - Disaster management: floods, earthquake, cyclone and landslides.
  - Ill-Effects of Fireworks: Firework and Celebrations, Health Hazards, Types of Fire, Firework and Safety

(8 lectures)

**Unit: 6            Social Issues and the Environment**

- From Unsustainable to Sustainable development.
- Urban problems related to energy.
- Water conservation, rain water harvesting, watershed management.
- Resettlement and rehabilitation of people; its problems and concerns.

Case studies

- Environmental ethics: Issues and possible solutions.
- Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Case studies.
- Wasteland reclamation.
- Consumerism and waste products.
- Environment Protection Act.
- Air (Prevention and Control of Pollution) Act.
- Water (Prevention and Control of Pollution) Act.
- Wildlife Protection Act.
- Forest Conservation Act.
- Issues involved in enforcement of environmental legislation
- Public awareness.

(7 lectures)

**Unit: 7            Human Population and the Environment**

- Population growth, variation among nations.
- Population explosion – Family Welfare Programmes
- Environment and human health
- Human Rights - Value Education
- HIV/ AIDS - Women and Child Welfare
- Role of Information Technology in Environment and human health
- Case studies.

**Unit: 8            Field Work**

- Visit to a local area to document environmental assets-river / forest/ grassland/ hill / mountain



## References:

1. Agarwal, K.C. 2001 Environmental Biology, Nidi Public Ltd Bikaner.
  2. Bharucha Erach, The Biodiversity of India, Mapin Publishing Pvt Ltd, Ahamedabad – 380013, India, E-mail: [mapin@icenet.net](mailto:mapin@icenet.net)(R)
  3. Brunner R.C. 1989, Hazardous Waste Incineration, McGraw Hill Inc 480 p
  4. Clark R.S. Marine Pollution, Clanderson Press Oxford (TB)
  5. Cunningham, W.P.Cooper, T.H.Gorhani E & Hepworth, M.T. 2001.
  6. De A.K. Environmental Chemistry, Wiley Eastern Ltd
  7. Down to Earth, Centre for Science and Environment (R)
  8. Gleick, H.P. 1993. Water in crisis, Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env. Institute Oxford University, Press 473p.
  9. Hawkins, R.E. Encyclopedia of India Natural History, Bombay Natural History Society, Bombay (R)
  10. Heywood, V.H & Watson, R.T. 1995. Global Biodiversity Assessment. Cambridge University Press 1140 p.
  11. Jadhav, H & Bhosale, V.M. 1995. Environmental Protection and Laws Himalaya Pub. House, Delhi 284 p.
  12. Mckinney, M.L. & Schoch R.M. 1996. Environmental Science systems & Solutions, Web enhanced edition 639 p.
  13. Mhaskar A.K. Matter Hazardous, Techno-Science Publications (TB)
  14. Miller T.G. Jr. Environmental Science, Wadsworth Publishing Co. (TB)
  15. Odum, E.P. 1971 Fundamentals of Ecology. W.B. Saunders Co. USA. 574 p
  16. Rao MN & Datta, A.K. 1987 Waste Water treatment, Oxford & IBH Publication Co. Pvt Ltd 345 p.
  17. Sharma B.K. 2001 Environmental chemistry Goel Publ House, Meerut.
  18. Survey of the Environment, The Hindu (M ).
  19. Townsend C. Harper, J and Michael Begon, Essentials of Ecology, Blackwell science (TB)
  20. Trivedi R.K. Handbook of Environmental Laws, Rules, Guidelines, Compliances and Standards, Vol. I and II, Enviro Media (R).
  21. Trivedi R.K. and P.K. Goel, Introduction to air pollution, Techno-Science Publications (TB).
  22. Wagner K.D. 1998 Environmental Management. W.B. Saunders Co. Philadelphia USA 499 p
- (M) Magazine      (R) Reference      (TB) Textbook
23. <http://nbaindia.org/uploaded/Biodiversityindia/Legal/33%20Biological%20Diversity%20Rules,%202004.pdf>.

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# PROFESSIONAL ENGLISH FOR ARTS & SOCIAL SCIENCES-I

## OBJECTIVES:

- To develop the language skills of students by offering adequate practice in professional contexts.
- To enhance the lexical, grammatical and socio-linguistic and communicative competence of first year physical sciences students
- To focus on developing students' knowledge of domain specific registers and the required language skills.
- To develop strategic competence that will help in efficient communication
- To sharpen students' critical thinking skills and make students culturally aware of the target situation.

## LEARNING OUTCOMES:

- Recognise their own ability to improve their own competence in using the language
- Use language for speaking with confidence in an intelligible and acceptable manner
- Understand the importance of reading for life
- Read independently unfamiliar texts with comprehension
- Understand the importance of writing in academic life
- Write simple sentences without committing error of spelling or grammar

(Outcomes based on guidelines in UGC LOCF – Generic Elective)

## UNIT 1: COMMUNICATION

1. **Listening:** Listening to instructions
2. **Speaking:** Telephone etiquette and Official phone conversations
3. **Reading** short passages (3 passages, one from each – History, Sociology/Social Work/ Psychology, English Literature)
5. **Writing:** Letters and Emails in professional context
6. **Grammar in Context:**
  - Wh and yes or no,
  - Q tags
  - Imperatives

## **7, Vocabulary in Context:** Word formation - .

- i) Creating antonyms using Prefixes
- ii) Intensifying prefixes (E. g inflammable)

Changing words using suffixes

A) Noun Endings

B) Adjective Endings

C) Verb Endings

## **UNIT 2: DESCRIPTION**

**Listening** – Listening to process description

**Speaking** - Role play

Formal: With faculty and mentors in academic environment, workplace communication

Informal: With peers in academic environment, workplace communication

**Reading** –Reading passages on social issue, psychological well-being, literary achievements/contributions

**Writing** – Writing sentence definitions (e.g. monarchy) and extended definitions (e.g. government)

Picture Description – Description of natural calamities and their impact on people/ Cultures and cultural practices

**Grammar in Context:** Connectives and linkers.

**Vocabulary** – Synonyms (register) - Compare & contrast expressions.

## **UNIT 3: NEGOTIATION STRATEGIES**

**Listening** - Listening to interviews of specialists / inventors in fields (Subject specific)

**Speaking** – Brainstorming. (mind mapping). Small group discussions (subject-specific)

**Reading** – Longer Reading text. (Comprehensive passages)

**Writing** – Essay Writing (250 word essay on topics related to subject area, like recording business trans)

**Grammar in Context:** Active voice & Passive voice – If conditional - Collocations –Phrasal verbs

## **UNIT 4: PRESENTATION SKILLS**

**Listening** - Listening to presentation. Listening to lectures. Watching – documentaries (discovery / history channel)

**Speaking** –Short speech

- Making formal presentations (PPT)

**Reading** – Reading a written speech by eminent personalities in the relevant field /Short poems / Short biography.

**Writing** - Writing Recommendations

Interpreting visuals - charts / tables/flow diagrams/charts

**Grammar in Context** – Modals

**Vocabulary** (register) - Single word substitution

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

**Listening** - Listening to advertisements/news and brief documentary films (with subtitles)

**Speaking** – Simple problems and suggesting solutions.

**Reading:** Motivational stories on Professional Competence, Professional Ethics and Life Skills (subject-specific)

**Writing** Studying problem and finding solutions- (Essay in 200 words)

**Grammar**-Make simple sentences

**Vocabulary** -Fixed expressions

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## SUGGESTED ACTIVITIES

### UNIT 1

**Listening:** Links for formal conversation can be given - Gap filling exercises – Multiple Choice questions – Making notes.

**Speaking** - Role play activity

**Reading** – Note making. Note-Taking.

**Writing:** Guided Writing (developing hints)

Email

**Grammar:** Vocabulary – Worksheets – Games.

### UNIT 2

**Listening-**

Process Descriptions (like recording business transactions in chronological order in the journal/ a process from the field of logistics)

**Speaking** – Role Play

**Reading** – Multiple choice questions - Evaluative answers – Classifying and labeling

**Writing** - Picture description –Description of natural calamities and their impact on people/ Cultures and cultural practices across India.

**Vocabulary:** Expansion of compound nouns

### UNIT 3

**Listening-** Gap fill exercises – Listening comprehension

**Speaking** -Debates

**Reading** -Reading comprehension

**Writing** – Essay Writing

**Grammar &Vocabulary:** Activities, Worksheets & Games.

## **UNIT 4**

**Listening** - Note taking (of listening & viewing items) - Filling a table based on the listening item.

**Speaking** – JAM, Presentations. (PPT-subject related)

**Reading**–Reading comprehension

**Writing**– Difference between recommendations and instructions

Questions/MCQs based on graphs/flow diagrams/charts

**Grammar & Vocabulary:** Activities, Worksheets & Games.

## **UNIT 5**

**Listening** – Radio News/ TV-News telecast /

**Speaking** - Watch or listen to documentaries and ask questions

**Reading** - Reading motivational stories (success stories in subject area)

**Writing** - Essay writing.

**Grammar&Vocabulary:** Activities, Worksheets & Games

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Professional English for Arts and Social Science

Semester II

Hours: 60

**Objectives:**

The Professional Communication Skills Course is intended to help Learners in Arts and Science colleges,

- Develop their competence in the use of English with particular reference to the workplace situation.
- Enhance the creativity of the students, which will enable them to think of innovative ways to solve issues in the workplace.
- Develop their competence and competitiveness and thereby improve their employability skills.
- Help students with a research bent of mind develop their skills in writing reports and research proposals.

**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)

Speaking: Small group discussions (the discussions could be based on the listening and reading passages- open ended questions

Reading: Two subject-based reading texts followed by comprehension activities/exercises

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

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

Speaking: debates – Just-A Minute Activities

Reading: reading texts on advertisements ( on products relevant to the subject areas) and answering inferential questions

Writing: dialogue writing- writing an argumentative /persuasive essay.

## Unit 3- Digital Competence

Listening to interviews (subject related)

Speaking: Interviews with subject specialists (using video conferencing skills)

Creating Vlogs (How to become a vlogger and use vlogging to nurture interests – subject related)

Reading: Selected sample of Web Page (subject area)

Writing: Creating Web Pages

Reading Comprehension: Essay on Digital Competence for Academic and Professional Life.

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

Listening to short (2 to 5 minutes) academic videos (prepared by EMRC/ other

MOOC videos on Indian academic sites – E.g.

<https://www.youtube.com/watch?v=tpvicScuDy0>)

Speaking: Making oral presentations through short films – subject based



Reading: Essay on Creativity and Imagination (subject based)

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

Speaking: Short academic presentation using PowerPoint

Reading & Writing: Product Profiles, Circulars, Minutes of Meeting.

Writing an introduction, paraphrasing

Punctuation(period, question mark, exclamation point, comma, semicolon, colon, dash, hyphen, parentheses, brackets, braces, apostrophe, quotation marks, and ellipsis)

Capitalization (use of upper case)

## Outcomes of the Course

At the end of the course, learners will be able to,

- Attend interviews with boldness and confidence.
- Adapt easily into the workplace context, having become communicatively competent.
- Apply to the Research &Development organisations/ sections in companies and offices with winning proposals.

## NON MAJOR ELECTIVES (ARTS)

(For the candidates admitted from the academic year 2016-2017)

SI. No.	DEPARTMENT OFFERING THE NON-MAJOR ELECTIVE COURSES	TITLE OF THE NON-MAJOR ELECTIVE COURSES
1.	Applied Tamil	I. தமிழ் நடைக்கூறுகள் II. சிந்தனையியல்
2.	B.Litt.	
3.	Pulavar Degree	
4.	Tamil	
5.	B.B.A. (Bachelor of Business Administration)	I. Management Principles <b>(or)</b> Stock Exchange Practices II. Banking Practices <b>(or)</b> International Business
6.	B.Com.	I. Personal Investment <b>(or)</b> Elements of Insurance II. Introduction to Accountancy <b>(or)</b> Salesmanship
7.	B.Com. (Applied)	
8.	B.Com. (Computer Applications)	
9.	B.Com. (Bank Management)	I. Banking Practices <b>(or)</b> Indian Banking System II. Rural Banking <b>(or)</b> Elements of Insurance
10.	B.Com (Corporate Secretaryship)	I. Elements of Company Law II. Stock Markets in India
11.	B.Com (Co-operation)	I. Fundamentals of Cooperation <b>(or)</b> Cooperative Finance and Banking II. Cooperatives in Foreign Countries <b>(or)</b> Cooperative Bookkeeping System
12.	Economics	I. Advertisement Management II. Economics of Transportation
13.	English	I. Presentation Skills II. Functional Skills
14.	History	I. Freedom Movement in India II. Working of Indian Constitution
15.	Journalism & Mass Communication	I. Basic Photography II. Freelance Journalism
16.	Public Administration	I. Public Administration for Civil Services II. Indian Government and Administration
17.	Sanskrit	I. Introduction to Early Sanskrit Literature <b>(or)</b> History of fables & Popular tales and Didactic Literature Pub. R.S. Vadhyer Pub. Palakad II. Scientific Literature <b>(or)</b> Indian Aesthetics
18.	Social Work	I. Human Rights II. Contemporary Social Issues and Problems
19.	Sociology	I. Dynamics of Society II. Women Empowerment
20.	Tourism And Travel Management	I. Basics of Tourism II. Cultural Tourism

## **NON MAJOR ELECTIVE I**

### **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

## **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

#### **Ref.**

1. History of Sanskrit Literature – AB Keith, Motilal publications

2.A short History of classical Sanskrit literature – TK Ramachandra Iyer –  
RS Vadhyer Publications, Palakkad

பாரதிதாசன் பல்கலைக்கழகம்,  
(2016-17ஆம் கல்வியாண்டு முதல் சேர்க்கை பெறும் மாணாக்கர்களுக்கு)



திருச்சிராப்பள்ளி - 620 024

மூன்றாம் பருவம்

அடிப்படைத் தமிழ் - I  
(Basic Tamil – I)

**நோக்கம்:** தமிழ்மொழியின் அடிப்படைகளை அறிந்துகொள்ளுதல். தமிழ் மொழியை எழுதவும் படிக்கவும் கற்றுக்கொள்ளுதல்.

அலகு 1

எழுத்துக்கள் அறிமுகம் - எழுத்துக்களின் வகைப்பாடு, எண்ணிக்கை - உயிரெழுத்துக்கள் - மெய்யெழுத்துக்கள் - உயிர்மெய்யெழுத்துக்கள் - ஆய்த எழுத்து - இனஎழுத்துக்கள் - வடமொழி எழுத்துக்கள்.

அலகு 2

எழுதும் பயிற்சி - தமிழ் எழுத்து வடிவங்களைக் காட்டி - அவற்றை இனங்காணவும் - வேறுபடுத்தி அறியவும் பயிற்சி தருதல் - ஒலிப்பு - பொருத்தமான எழுத்தைத் தேர்ந்தெடுக்கப் பரிசோதித்தல் - எழுத்துக்களை எழுதப் பயிற்றுவித்தல்.

அலகு 3

சொற்கள் கற்றல் - கோடிட்ட இடங்களை நிரப்புவதன் மூலம் எழுத்துகளையும் சொற்களையும் பயிற்றுவித்தல். வாசித்தல் - படம் ஒலிபெயர்ப்புச் சொல், இணையான ஆங்கிலச்சொல் முதலியவற்றைத் தந்து எழுத்துகளையும் சொற்களையும் பயிற்றுவித்தல்.

அலகு 4

சிறுதொடர் கற்றல் - எளிய தொடர்களை அறிமுகப்படுத்துதல் - சிறு தொடரின் உறுப்புகளைக் கற்றுத்தருதல் - அவ்வறுப்புக்களைத் தொடரில் இனங்காணச்செய்தல் - சிறு தொடர்களை எழுதும் பயிற்சி தருதல்.

அலகு 5

மழலைப் பாடல்கள், அறநெறிக்கதைகள் - பாடல்களையும் கதைகளையும் பிழையின்றி வாசிக்கச் செய்தல் - பிழையின்றி எழுதச்செய்தல்.

**பார்வை :**

தமிழ் இணையப் பல்கலைக்கழகச் சான்றிதழ்க் கல்விப்பாடத்திட்டத்தில் உள்ள முதல் அலகான "அடிப்படைநிலை" ([www.tamilvu.org](http://www.tamilvu.org))

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## நான்காம்பருவம்

### அடிப்படைத் தமிழ் - II (Basic Tamil – II)

**நோக்கம்:** இப்பாடத்தில் கீழே தடித்த எழுத்துக்களில் தரப்பட்டுள்ள பாடங்களின் வழியாகத் தமிழ்மொழியை எழுதவும் வாசிக்கவும் பழக்குதல்.

#### அலகு 1

சந்தை - மலர்கள், காய்கறிகள், பழங்கள் முதலியன குறித்த செய்திகளை அறியச் செய்தல் - அவை தொடர்பான வாக்கியம் அமைக்கப் பழக்குதல் எங்கள் குடும்பம் - குடும்ப உறுப்பினர், குடும்ப உறவு முறைகள் பற்றி அறியச் செய்தல் - தொடர்பான சொற்கள், தொடர்கள் முதலியவற்றை வாசிக்கவும் எழுதவும் பழக்குதல்.

#### அலகு 2

விருந்தோம்பல் - உணவு பரிமாறும் முறை - உணவு வகைகள் முதலியன பற்றி விளக்கமாக அறியச் செய்தல் - ஆறு, குளம், கடல், வானம், மேகம், மலை, மழை முதலியன பற்றி அறியச் செய்தல் : இவை தொடர்பான சொற்கள், தொடர்கள் முதலியவற்றை வாசிக்கவும் எழுதவும் பழக்குதல்.

#### அலகு 3

பாரதியார் - பாரதியார் பற்றிய வரலாறு, அவரது ஓரிரு கவிதைகள் பற்றி அறியச்செய்தல் - கணைக்கால் இரும்பொறை - இம்மன்னனின் தன்மான உணர்வினை நாடகத்தின் வழியாக உணர்த்துதல். இப்பாடங்கள் தொடர்பான சொற்கள், தொடர்களை வாசிக்கவும் எழுதவும் பழக்குதல்.

#### அலகு 4

மாமல்லபுரம் - மாமல்லபுரம் அமைந்துள்ள இடம் மற்றும் கலைக்கோயில்கள் பற்றி விளக்குதல் - பயணம் - பேருந்தில் பயணம் செய்யும் முறையை விளங்க வைத்தல் இ வாசிக்கவும் எழுதவும் பழக்குதல்.

#### அலகு 5

மொழி - விளக்கம் - மொழிக்குடும்பங்கள் - உலகச் செம்மொழிகள் - இந்தியச் செம்மொழிகள் - செம்மொழித் தகுதிகள் - வரையறைகள் - வாழும் தமிழ்ச் செம்மொழி - தமிழின் தொன்மை - தமிழின் சிறப்புகள் - தமிழ்ச் செம்மொழி நூல்கள் - தமிழ்ச் செம்மொழி அறிந்தேற்பு பரிதிமாற்கலைஞர் அவர்கள் முதல் கலைஞர் திரு.மு.கருணாநிதி அவர்கள் வரை (அறிஞர்கள் - அமைப்புகள் - நிறுவனங்கள் - இயக்கங்கள் தொடர் முயற்சிகள் - அறப்போராட்டங்கள் - உலகத் தமிழ்ச் செம்மொழி மாநாடு, கோவை 2010)

#### பார்வை :

தமிழ் இணையப் பல்கலைக்கழகச் சான்றிதழ்க் கல்வி பாடத்திட்டத்தில் உள்ள இரண்டாம் அலகு மற்றும் மூன்றாம் அலகுகளான முறையே இடைநிலை, மேல்நிலை ஆகியவை ([www.tamilvu.org](http://www.tamilvu.org)).

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பாரதிதாசன் பல்கலைக்கழகம்,

திருச்சிராப்பள்ளி - 620 024

(2016-17ஆம் கல்வியாண்டு முதல் சேர்க்கை பெறும் மாணாக்கர்களுக்கு)

மூன்றாம் பருவம்

சிறப்புத் தமிழ் - தாள் I  
(Special Tamil - I)

(பத்து அல்லது பன்னிரண்டாம் வகுப்பு வரை தமிழ் படித்திருந்து இளநிலைப் பட்டப்படிப்பில் (UG) பகுதி I இல் இதர மொழிப்பாடங்கள் படிக்கின்ற மாணவ / மாணவியர் படிக்க வேண்டிய சிறப்புத் தமிழ் முதலாம் தாளாக்குரியபாடத்திட்டம். இப்பாடத்திட்டப் பகுதிகள் பல்கலைக்கழக இளங்கலை முதலாமாண்டு செய்யுள் திரட்டு நூலை அடிப்படையாகக் கொண்டது.)

அலகு - I

பாரதியார்	1. செந்தமிழ்நாடு	2. புதுமைப்பெண்
பாரதிதாசன்	1. அழகு	2. தமிழனுக்கு வீழ்ச்சியில்லை
கவிமணி தேசிகவிநாயகம் பிள்ளை	1. சுகாதாரக்குமரி	
சுரதா	1. கலப்பை	

அலகு - II

கவி காமு ஷெரீப்	1. நிலவே சொல்	2. அறிய முயல்
கண்ணதாசன்	1. நட்பு	
வாணிதாசன்	1. வாழ்க இளம்பரிதி	

அலகு - III

நாட்டுப்புறப்பாடல்கள்	1. தாலாட்டுப் பாடல்	2. ஒப்பாரிப் பாடல்
புதுக்கவிதைகள்	1. அப்துல் ரகுமான் - வெற்றி	
	2. அறிவுமதி - நட்புக்காலம்	
	3. ஆண்டாள் பிரியதர்ஷினி - நிலாச்சோறு	
	4. சிற்பி - ஓடு ஓடு சங்கிலி	
	5. தாமரை - தீர்ப்பு	
	6. மீரா - தலைகுனிவு	
	7. மேத்தா.மு - வெளிச்சம் வெளியே இல்லை	
	8. வைரமுத்து - ருசி	

ஐக்க கவிதைகள்

1. அமுதபாரதி	2. அரிமதி இளம்பரிதி	3. அரிமதி தென்னகன்
4. அன்பாதவன்	5. இராசன்.எ.மு.	6. உயிர்வேலி ஆலா
7. கார்முகில்	8. செந்தமிழன்	9. புதுவை இளவேனில்
10. புதுவை தமிழ் நெஞ்சன்		

அலகு - IV

சிறுகதை	1. கைவண்ணம்...(தேர்ந்தெடுக்கப்பட்ட சிறுகதைகள்) தொகுப்பாசிரியர் முனைவர் தங்க. செந்தில்குமார் அய்யா நிலையம், கதவு எண், 1603, ஆரோக்கிய நகர், ஐந்தாம் தெரு, E.B. காலனி, நாஞ்சிக்கோட்டைச் சாலை, தஞ்சாவூர் - 613 006 விலை ரூ.70/-
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அலகு - V

இலக்கிய வரலாறு	1. மரபுக் கவிதை	2. புதுக்கவிதை	3. சிறுகதை
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## நான்காம்பருவம்

### சிறப்புத் தமிழ் - தாள் II (Special Tamil - II)

(பத்து அல்லது பன்னிரண்டாம் வகுப்பு வரை தமிழ் படித்திருந்து பகுதி I இல் இதர மொழிப்பாடங்கள் படிக்கின்ற மாணவ / மாணவியர் படிக்க வேண்டிய **சிறப்புத் தமிழ் இரண்டாம் தாளுக்குரிய பாடத்திட்டம்**. இப்பாடத்திட்டப் பகுதிகள் பல்கலைக்கழக இளங்கலை இரண்டாமாண்டு செய்யுள் திரட்டு நூலை அடிப்படையாகக் கொண்டது.)

#### அலகு - I

##### புறநானூறு

1. 'வள்ளியோர் படர்ந்து' எனத் தொடங்கும் பாடல் (பாடல் எண். 47)
2. 'நின்னயந்துறைஞர்க்கும்' எனத் தொடங்கும் பாடல் (பாடல் எண். 163)

##### குறுந்தொகை

1. 'வில்லோன் காலன கழலே' எனத் தொடங்கும் பாடல் (பாடல் எண். 07)
2. 'அகவன் மகளே! அகவன் மகளே' எனத் தொடங்கும் பாடல் (பாடல் எண். 23)

#### அலகு - II

##### சிறுபாணாற்றுப்படை (முழுவதும்)

#### அலகு - III

##### திருக்குறள் நாலடியார்

1. புறங்கூறாமை (அதிகாரம் 19)
2. மானம் (அதிகாரம் 97)
1. 'அரும்பெறல்' எனத் தொடங்கும் பாடல் (பாடல் எண். 34)
2. 'கல்லாதுபோகிய நாளும்' எனத் தொடங்கும் பாடல் (பாடல் எண். 169)

#### அலகு - IV

##### சிலப்பதிகாரம்

- அடைக்கலக் காதை (பல்கலைக்கழக செய்யுள் திரட்டில் உள்ள பகுதி மட்டும்)

##### கம்பராமாயணம்

- குகப் படலம் (பல்கலைக்கழக செய்யுள் திரட்டில் உள்ள பகுதி மட்டும்)

#### அலகு - V

##### இலக்கிய வரலாறு

- அற இலக்கியம்,  
சங்க இலக்கியம்  
காப்பிய இலக்கியம்

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**SKILL BASED ELECTIVE PAPERS**  
(2016 onwards)

Updated on 19.02.2018

Sl. No.	Skill Based Elective Paper	Paper	Semester	Title of the Paper
1.	Clinical Microbiology	I	IV	Clinical Bacteriology
		II	V	Clinical Mycology and Virology
		III	V	Clinical Parasitology
2.	Computer Application	I	IV	Hardware Troubleshooting
		II	V	Ruby on Rails
		III	V	Web Services
3.	Customer Relationship Management	I	IV	Overview of Customer Relationship Management (CRM)
		II	V	CRM in Services Marketing & its Tools
		III	V	E – CRM (Virtual Marketing)
4.	Desktop Publishing	I	IV	Page Maker
		II	V	Corel Draw
		III	V	Dream weaver
5.	Herbal Medicine	I	IV	Ethno Medicine
		II	V	Pharmacognosy
		III	V	Herbs and Drug Action
6.	Journalism and Public Relations	I	IV	Journalism and Mass Media
		II	V	Reporting and Editing
		III	V	Public Relations
7.	Office Management	I	IV	Introduction to Office Management
		II	V	Office Management Tools
		III	V	Communication & Interpersonal Skills
8.	Sales and Marketing Management	I	IV	Introduction to Marketing Management
		II	V	Sales Management
		III	V	Retail Management
9.	Tourism and Travel Management	I	IV	Tourism and Travel Agency
		II	V	Cultural Tourism in India
		III	V	Tourism Product – 3
10.	Yoga and Stress Management	I	IV	Fundamentals of Yogic Practices
		II	V	Stress Management Through Yoga
		III	V	Asanas and Pranayamas – Practical
11.	அச்ச ஊடகங்கள்	I	IV	தமிழ் இதழியல் வரலாறு
		II	V	நாளிதழ் உருவாக்கமும் வடிவமைப்பும்
		III	V	இலக்கிய இதழ்கள்
12.	Biotechnology	I	IV	Aqua Culture
		II	V	Biofertilizer
		III	V	Mushroom Cultivation and Value Addition
13.	Chemistry	I	IV	Food and Nutrition
		II	V	Agricultural Chemistry
		III	V	Dyeing Techniques and Water Treatment

14.	<b>Electronics</b>	I	IV	Home Appliance Maintenance and Servicing
		II	V	Computer Hardware and Networking
		III	V	Mobile Servicing
15.	<b>Hotel Management and Catering Science</b>	I	IV	Hospitality Marketing
		II	V	Information Technology in Hotel Industry
		III	V	Information Technology in Hotel Industry (P)
16.	<b>Microbiology</b>	I	IV	Microbial Nanotechnology
		II	V	Diagnostic Microbiology
		III	V	Antimicrobial agents
17.	<b>Zoology</b>	I	IV	Apiculture
				Aquaculture
		II	V	Sericulture
				Poultry Farming
		III	V	Vermiculture
				Dairy farming

**SKILL BASED ELECTIVE PAPERS**  
(2016 onwards)

Sl. No.	Skill Based Elective Paper	Paper	Semester	Title of the Paper
1.	அச்ச ஊடகங்கள்	I	IV	தமிழ் இதழியல் வரலாறு
		II	V	நாளிதழ் உருவாக்கமும் வடிவமைப்பும்
		III	V	இலக்கிய இதழ்கள்
2.	<b>Biotechnology</b>	I	IV	Aqua Culture
		II	V	Biofertilizer
		III	V	Mushroom Cultivation and Value Addition
3.	<b>Chemistry</b>	I	IV	Food and Nutrition
		II	V	Agricultural Chemistry
		III	V	Dyeing Techniques and Water Treatment
4.	Clinical Microbiology	I	IV	Clinical Bacteriology
		II	V	Clinical Mycology and Virology
		III	V	Clinical Parasitology
5.	Computer Application	I	IV	Hardware Troubleshooting
		II	V	Ruby on Rails
		III	V	Web Services
6.	Customer Relationship Management	I	IV	Overview of Customer Relationship Management (CRM)
		II	V	CRM in Services Marketing & its Tools
		III	V	E – CRM (Virtual Marketing)
7.	Desktop Publishing	I	IV	Page Maker
		II	V	Corel Draw
		III	V	Dream weaver
8.	<b>Electronics</b>	I	IV	Home Appliance Maintenance and Servicing
		II	V	Computer Hardware and Networking
		III	V	Mobile Servicing
9.	Herbal Medicine	I	IV	Ethno Medicine
		II	V	Pharmacognosy
		III	V	Herbs and Drug Action
10.	<b>Hotel Management and Catering Science</b>	I	IV	Hospitality Marketing
		II	V	Information Technology in Hotel Industry
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11.	Journalism and Public Relations	I	IV	Journalism and Mass Media
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12.	<b>Microbiology</b>	I	IV	Microbial Nanotechnology
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13.	Office Management	I	IV	Introduction to Office Management
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14.	Sales and Marketing Management	I	IV	Introduction to Marketing Management
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16.	Yoga and Stress Management	I	IV	Fundamentals of Yogic Practices
		II	V	Stress Management Through Yoga
		III	V	Asanas and Pranayamas – Practical
17.	<b>Zoology</b>	I	IV	Apiculture
				Aquaculture
		II	V	Sericulture
				Poultry Farming
		III	V	Vermiculture
				Dairy farming

**Journalism and Public Relations**  
(Elective I, II & III – வினாக்கள் தமிழ் மற்றும் ஆங்கிலம் ஆகிய இருமொழிகளிலும்  
அமைதல் அவசியம்)

**Skill Based Elective I (Semester IV)**

**Journalism and Mass Media**

**Unit I**

Journalism: Concept, definition, growth and history: world, national, and regional (area specific), newsSkill 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

மக்கள் ஊடகத் தொடர்பியல் - 1 – அ. சாந்தா & வீ. மோகன் - மீடியா பப்ளிகேஷன்ஸ்,  
மதுரை.

தொலைக்காட்சியும் பிற தகவல் துறைகளும் - வெ. நல்லதம்பி, திரைப்படம் தயாரிப்பது  
எப்படி ? – மதன் காப்ரியல்.

## **Skill Based Elective II (Semester V)**

### **Reporting and Editing**

#### **Unit I**

Reporting: Principles of reporting, functions and responsibilities, writing news-lead-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, source-types –pitfalls and problems in reporting –attribution-off-the –record-embargo-pool reporting; follow up –advocacy, interpretation, investigation.

#### **Unit III**

Reporting –Crime, courts, society, culture, politics, 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

இதழியல் கலை – மா.பா. குருசாமி

இதழியல் - ச. ஈஸ்வரன் & இரா. சபாபதி NCBHS

## **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 - 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 feed back.

#### **Unit V**

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

#### **References**

Hand Book of public relations, Stephenson, 1999

Practical public relations, Harlow and Black, 2001

Effective public relations, Cullip and Center , 2003

தகவல் தொடர்பியல் - வெ. கிருஷ்ணசாமி

மக்கள் ஊடகத் தொடர்பியல் (புதிய பரிமாணங்கள்) அ. சாந்தா, வீ. மோகன் - மீடியா

பப்ளிக் ரிஷன்ஸ், மதுரை.

**SOFT SKILLS DEVELOPMENT****Learning Objective**

Today's world is all about relationship, communication and presenting oneself, one's ideas and the company in the most positive and impactful way. This course intends to enable students to achieve excellence in both personal and professional life.

**Unit I**

Know Thyself/ Understanding Self

Introduction to Soft skills-Self discovery-Developing positive attitude-Improving perceptions-Forming values

**Unit II**

Interpersonal Skills/ Understanding Others

Developing interpersonal relationship-Team building-group dynamics-Net working-Improved work relationship

**Unit III**

Communication Skills / Communication with others

Art of listening-Art of reading-Art of speaking-Art of writing-Art of writing e-mails-e mail etiquette

**Unit IV**

Corporate Skills / Working with Others

Developing body language-Practising etiquette and mannerism-Time management-Stress management

**Unit V**

Selling Self / Job Hunting

Writing resume/cv-interview skills-Group discussion- Mock interview-Mock GD – Goal setting - Career planning

**TEXT BOOKS:**

Meena.K and V.Ayothi (2013) A Book on Development of Soft Skills (Soft Skills : A Road Map to Success), P.R. Publishers & Distributors, No, B-20 & 21, V.M.M. Complex, Chatiram Bus Stand, Tiruchirappalli- 620 002.

(Phone No: 0431-2702824; Mobile No: 94433 70597, 98430 74472)

Alex K. (2012) Soft Skills – Know Yourself & Know the World, S.Chand & Company LTD, Ram Nagar, New Delhi- 110 055.

Mobile No : 94425 14814 (Dr.K.Alex)

**REFERENCE BOOKS:**

- (i) Developing the leader within you John c Maxwell
- (ii) Good to Great by *Jim Collins*
- (iii) The seven habits of highly effective people Stephen Covey
- (iv) Emotional Intelligence Daniel Goleman
- (v) You can win Shive Khera
- (vi) Principle centred leadership Stephen Covey

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**Bharathidasan University, Tiruchirappalli – 24**

## **Gender Studies**

### **Objectives**

- ❖ To make boys and girls aware of each others strengths and Weakness.
- ❖ To develop sensitivity towards both genders in order to lead an ethically enriched life.
- ❖ To promote attitudinal change towards a gender balanced ambience and women empowerment .

### **Unit – I**

**Concepts of Gender:** Sex – Gender – Biological Determinism – Patriarchy – Feminism – Gender Discrimination – Gender Division of labour – Gender Stereotyping – Gender Sensitivity – Gender Equity – Equality – Gender Mainstreaming - Empowerment.

### **Unit – II**

**Women’s Studies vs Gender Studies :** UGC’s Guidelines – VII to XI Plans – Gender Studies : Beijing Conference and CEDAW – Exclusiveness and Inclusiveness.

### **Unit – III**

**Areas of Gender Discrimination :** Family – Sex Ratio – Literacy – Health – Governance – Religion Work Vs Employment – Market – Media – Politics – Law – Domestic Violence – Sexual Harassment – State Policies and Planning .

### **Unit – IV**

**Women Development and Gender Empowerment :** Initiatives – International Women’s Decade – International Women’s Year – National Policy for Empowerment of Women – Women Empowerment Year 2001 – Mainstreaming Global Policies .

### **Unit – V**

**Women’s Movements and Safeguarding Mechanism :** In India National /State Commission for Women(NCW) – All Women Police Station – Family Court – Domestic Violence Act – Prevention of Sexual Harassment at Work Place Supreme Court Guidelines – Maternity Benefit Act – PNDT Act – Hindu Succession Act 2005 – Eve Teasing Prevention Act – Self Help Groups – 73<sup>rd</sup> and 74<sup>th</sup> Amendment for PRIS

## பாலின சமத்துவம்

### அலகு - I

**பாலினம் தொடர்பான கோட்பாடுகள் :**பாலியல் - பாலினம் - உடற்கூறுரீதியாக நிர்ணயித்தல் - ஆணாதிக்கம் - பெண்ணியம் - பாலின பாகுபாடு - பாலின வேலைப்பாகுபாடு - பாலின ஒருபடித்தானவைகள் - பாலின உணர்வூட்டல் - பாலின சமவாய்ப்பு - பாலின சமத்துவம் - பாலின மையநீரோட்டமாக்கல் - அதிகாரப்படுத்துதல்

### அலகு -II

**மகளிரியல் Vs பாலின சமத்துவக்கல்வி -** பல்கலைக்கழக மானியக்குழுவின் வழிக்காட்டுதல்கள் - ஏழாவது ஐந்தாண்டுதிட்டம் முதல் பதினோராவது ஐந்தாண்டுதிட்டம் - பாலின சமத்துவக்கல்வி : பெய்ஜிங் மாநாடு மற்றும் பெண்களுக்கு எதிரான அனைத்து வன்முறைகளையும் ஒழிப்பதற்கான சர்வதேச உடன்படிக்கை - இணைத்தல் /உட்படுத்துதல் - ஒதுக்கல் -

### அலகு - III

**பாலியல் பாகுபாட்டிற்கான தளங்கள் :** குடும்பம் - பாலின விகிதாச்சாரம் - கல்வி - ஆரோக்கியம் - ஆளுமை -மதம் - வேலை Vs வேலை வாய்ப்பு - சந்தை - ஊடகங்கள் - அரசியல் - சட்டம் -குடும்ப வன்முறை -பாலியல் துன்புறுத்தல் - அரசு கொள்கைகள் மற்றும் திட்டங்கள் .

### அலகு - IV

**பெண்கள் மேம்பாடு மற்றும் பாலின சமத்துவ மேம்பாடு :** முயற்சிகள் - சர்வதேச பெண்களுக்கான தசாப்தம் - சர்வதேச பெண்கள் ஆண்டு - பெண்களின் மேம்பாட்டிற்கான தேசிய கொள்கை - பெண்கள் அதிகார ஆண்டு 2001 - சர்வதேச கொள்கைகளை மைய நீரோட்டமாக்கல்

### அலகு - V

**பெண்கள் இயக்கங்கள் மற்றும் பாதுகாப்பு நிறுவன ஏற்பாடுகள் :** தேசிய மற்றும் மாநில மகளிர் ஆணையம் - அனைத்து மகளிர் காவல் நிலையங்கள் - குடும்ப நீதி மன்றங்கள் - குடும்ப வன்முறையிலிருந்து பெண்களைப் பாதுகாக்கும் சட்டம் 2005 - பணியிடங்களில் பெண்கள் மீதான பாலியல் துன்புறுத்தல்களை தடுப்பதற்கான உச்சநீதிமன்ற வழிகாட்டுதல்கள் - தாய்சேய் சேமநலச்சட்டம் - பெண்சிசுவை கருவிலேயே கண்டறியும் தொழில் நுட்பம் (முறைப்படுத்துதல் மற்றும் தவறாக பயன்படுத்துதலை தடை செய்திடும் ) சட்டம் - ஈவ்ஹிங் (பெண்களை தொல்லை செய்தல் ) தடுப்புச்சட்டம் - சுய உதவிக் குழுக்கள் - பஞ்சாயத்து அமைப்புகளுக்கான 73வது மற்றும் 74வது சட்டத்திருத்தம்.

## References

1. Bhasin Kamala, Understanding Gender : Gender Basics , New Delhi : Women Unlimited , 2004
2. Bhasin Kamala, Exploring Masculinity: Gender Basics , New Delhi: Women Unlimited ,2004
3. Bhasin Kamala , What is Patriarchy? : Gender Basics, New Delhi :Women Unlimited ,1993
4. Pernau Margrit, Ahmad Imtiaz, Reifeld Hermut (ed.,)Family and Gender : Changing Values in Germany and India ,New Delhi :Sage Publications,2003
5. Agarwal Bina, Humphries Jane and Robeyns Ingrid(ed.,) Capabilities , Freedom , and Equality: Amartya Sen's Work from a Gender Perspective,New Delhi : Oxford University Press ,2006
6. Rajadurai. S.V,Geetha.V,Themes in Caste Gender and Religion, Tiruchirappalli : Bharathidasan University ,2007
7. Misra Geetanjali, Chandiramani Radhika (ed.,) Sexuality , Gender and Rights: Exploring Theory and Practice in South and Southeast Asia, New Delhi : Sage Publication ,2005
8. Rao Anupama (ed.,) Gender &Caste : Issues in Contemporary Indian Feminism, New Delhi : Kali for Women, 2003
9. Saha Chandana , Gender Equity and Gender Equality : Study of Girl Child in Rajasthan , Jaipur: Rawat Publication ,2003.
10. Krishna Sumi, (ed.,),Livelihood and Gender : Equity in Community Resource Management, New Delhi : Sage Publication ,2004
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12. Wharton .S Amy , The Sociology of Gender : An Introduction to Theory and Research , USA : Blackwell Publishing ,2005
13. Mohanty Manoranjan(ed.,) Class ,Caste ,Gender : Readings in Indian Government and Politics – 5,New Delhi : Sage Publications ,2004.
14. Arya Sadhna Women ,Gender Equality and the State ,New Delhi :Deep &Deep Publication, 2000
15. பாலியலை புரிந்து கொள்வோம், மதுரை :ஏக்தா,.....
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### **CODE OF CONDUCT FOR STUDENTS**

1. Students should not leave the College premises during class hours without written permission of the Principal / Competent authority.
2. Students should be punctual in attending classes and other co-curricular and extra-curricular activities. Late comers will not be allowed in the class.
3. Students will be responsible for all equipment entrusted to them. Students should not cause any damage to any property, equipment, instruments, tools etc., of the College. An amount of Rs.150 towards General maintenance, is payable by each Student at the end of the Academic Year, prior to Examinations. In case of any damage, the actual cost will be recovered from the student along with a fine.
4. Students should take care of their belongings while within the campus. The College will not be responsible for any loss of such belongings.
5. Use of Mobile phones, Pagers, Cameras, etc., are prohibited inside the campus, during College hours, from 10am to 4pm. If found in contravention, they will be confiscated.

Smoking and consumption of pan is prohibited inside the campus. Consumption of any intoxicants or drugs is totally prohibited, and will lead to immediate dismissal from the College.

6. Students should display their Identity Card prominently, while they are within the campus and while travelling in the College bus. The security staff will not permit any student inside the campus without their identity card.
7. All Students should dress in a presentable manner. T-shirts and sleeveless dresses are not permitted.
8. The management reserves the right to modify the class timings and schedule.
9. Students should not hold any meetings or collect any money from other students without proper permission from the Principal / HOD.
10. Students should not involve themselves in any political or religious activity inside the Campus.

Ragging in any form is totally banned and is punishable as per the Government Order. If any student is found to be indulging in any sort of ragging or harassment to juniors or other fellow students, inside or outside the campus, bus, he/she will be dismissed immediately from the College, and criminal action will be taken against them as per the rules.

11. The following acts of misconduct will result in immediate dismissal from the College:

- (i) Assault of any person
- (ii) Willful damage to College property
- (iii) Intimidation, coercion and/or interference with other students
- (iv) Misbehavior with other students and/or Staff

12. The decision of the Principal decision is final and binding on all the students, in all matters pertaining to the College.

13. All other rules, regulations and guidelines prescribed by University / Government agencies will be implemented.

14. Attendance

1. Absence from class without proper reason and without prior permission from the HOD is tantamount to breach of discipline and such absence will attract punishment and should be avoided. One period of absence in the forenoon or afternoon session will be treated as half a day of absence.

2. Absence for more than 10 days without prior permission from the HOD may lead to removal from the nominal roll.

3. Students appearing for the University examinations must have at least 80% of attendance as per the rules of the University. A minimum of 70% attendance is required to appear for examinations.

**RULES OF CONDUCT AND DISCIPLINE**

1. All students should conduct themselves with DECENCY, DECORUM and DIGNITY at all times and in all places.

2. Students must co-operate in protecting and taking care of all college property and equipments. They are expected to keep the building, playfield and their rooms neat and tidy.

3. Difficulties experienced by the students and suggestions for improving their welfare may be brought to the notice of the principal or any other staff member for consideration and necessary action.

4. Students who want to participate in matches and competitions not conducted by the college can do so only after getting the permission of the principal.

5. Students are forbidden from taking any part in political activities of any kind particularly those directed against the authority of the government.

6. Students who are found damaging college property will be expelled from the college. If any damage to the college property is caused by the student who is not identified minimum collective fine of Rs.100/- per student will be levied at the end of the year.

**RULES REGARDING ATTENDANCE & LEAVE OF ABSENCE**

1. A Candidates other than private one shall be required to put in seventy five percent to qualify for admission to any prescribed examination of the university.

2. If a student is absent for one or more hours during a session (Forenoon or afternoon) he/she will lose the attendance for half-a-day.

3. The Principal of the college shall have a power to condone shortage of attendance of students to be admitted for university examinations upto a maximum of a 10 percent, ie., nine days each semester on valid reasons as ill health etc., on payment of the prescribed condonation fee of Rs.500/-.

4. Statement of attendance of the students shall be displayed in the college notice board every month.
5. In case the shortage of attendance of a student exceeds the limit prescribed for purpose of condonation of attendance, he/she will not be presented to the University examinations.
6. A student will be given only one opportunity to carry forward the deficiency in attendance of one semester to the next semester during the degree course, failing which he/she will have to re-do the course.

#### **DISCIPLINE REGULATIONS**

The following rules shall be on force in the college as per the Tamilnadu Educational rules.

1. No Student who has been convicted of any offence in a criminal court will be allowed to continue his studies in the college.
2. Students should abstain from active participation in party or communal politics.
3. Students who indulge in political propaganda or who organize fellow students in to political factions in the premises of the college or who otherwise engage themselves in party politics are liable to be expelled from the college.
4. Principal or other constituted college authorities may frame and issue from time to time disciplinary rules of a permanent or temporary nature relating to the conduct, inside and outside the college premises, of students.
5. Principal and other constituted college authorities shall have full powers to inflict the following punishments in the interest of the students or of the institution concerned fine, denial of attendance, denial of terms certificates, suspensions and expulsion.
6. Students should not indulge in any activity leading to the disruption of peace and discipline and dislocation of normal work in the college premises. Those who are guilty of violation of this rule will be severely dealt with.
7. Ragging is strictly forbidden. Anyone who is guilty of ragging will be severely punished.
8. Students who are guilty of (a) rude language towards the staff of the college or (b) assault or attempt to assault the staff or fellow students of the college, will be expelled from the institution.

#### **RAGGING – WARNING**

- Ragging of any sort is banned.
- Ragging is illegal and punishable.
- Ragging in any form at any place in the college campus or outside is strictly prohibited.
- Ragging is punishable with imprisonment upto 7 years with a fine of Rs.25,000. Strict disciplinary action will be taken against any student found indulging in an act of ragging.

- Any complaint about ragging has to be reported to the respective HODs or authorities.
- Ragging of any sort will be informed to the Police authorities.

#### **IDENTITY CARD**

Every student will be provided with an identity card with his photo duly attested by the principal. Students are required to keep their identity card with them always.