



**DHANALAKSHMI SRINIVASAN  
COLLEGE OF ARTS AND SCIENCE FOR WOMEN  
(AUTONOMOUS)**

Affiliated to Bharathidasan University, Tiruchirappalli  
(Nationally Re-Accredited with 'A' Grade by NAAC)  
Perambalur – 621212



**DEPARTMENT OF ENGLISH**

**UG COURSE STRUCTURE UNDER CBCS**

(Applicable to the candidate admitted from the academic year 2018-2019 onwards)

YEAR/ SEMESTER	PART	COURSE	COURSE TITLE	COURSE CODE	INSTRUCTION PERIODS WEEK	CREDIT	EXAM HOURS	MARKS		TOTAL
								INTERNAL	EXTERNAL	
I YEAR I SEMESTER	I	Language Course I	Cheyyl (Ikkala ilakkiyam), Sirukath ai, Ilakkiya Varalaru	21U1LT1	6	3	3	25	75	100
			Hindi	21U1LH1						
			French	21U1LF1						
			Arabic	21U1LA1						
				Sanskrit	21U1LS1					
	II	English Language Course I	English for Communication-I	21U1EL1	6	3	3	25	75	100
	III	Core Course I	Prose	21UEN1C1	5	5	3	25	75	100
	III	Core Course II	Fiction	21UEN1C2	5	5	3	25	75	100
III	Allied Course I	Social History of England-I	21UEN1A1	3	3	3	25	75	100	
III	Allied Course I	Comparative Literature	21UEN1A2	3	*	*	*	*	*	
IV	Environmental Studies	Environmental Studies	21U1EVS	2	2	3	25	75	100	
<b>TOTAL</b>					<b>30</b>	<b>20</b>		<b>150</b>	<b>450</b>	<b>600</b>
I YEAR II SEMESTER	I	Language Course II	Cheyyl, (Idaikala Ilakkiyam), Puthina m	21U2LT2	6	3	3	25	75	100
			Hindi	21U2LH2						
			French	21U2LF2						
			Arabic	21U2LA2						
				Sanskrit	21U2LS2					
II	English	English for	21U2EL2	6	3	3	25	75	100	

		Language Course II	Communication-II							
	III	Core Course III	Poetry-I	21UEN2C3	5	5	3	25	75	100
	III	Core Course IV	Drama-I	21UEN2C4	5	4	3	25	75	100
	III	Allied Course II	Comparative Literature	21UEN1A2	3	3	3	25	75	100
	III	Allied Course III	Social History of England-II	21UEN1A2	3	3	3	25	75	100
	IV	Value Education	Value Education	21U2VED	2	2	3	25	75	100
<b>TOTAL</b>					<b>30</b>	<b>23</b>		<b>175</b>	<b>525</b>	<b>700</b>
<b>II YEAR III SEMESTER</b>	<b>I</b>	<b>Language Course III</b>	Cheyyl (Kappiyangal) Urainadai, Aluval Murai Madalgal, Ilakiya Varalaru	21U3LT3	<b>6</b>	<b>3</b>	<b>3</b>	<b>25</b>	<b>75</b>	<b>100</b>
			Hindi	21U3LH3						
			French	21U3LF3						
			Arabic	21U3LA3						
			Sanskrit	21U3LS3						
	<b>II</b>	<b>English Language Course III</b>	English through Literature	21U3EL3	<b>6</b>	<b>3</b>	<b>3</b>	<b>25</b>	<b>75</b>	<b>100</b>
	<b>III</b>	<b>Core Course V</b>	Poetry-II	21UEN3C5	<b>5</b>	<b>5</b>	<b>3</b>	<b>25</b>	<b>75</b>	<b>100</b>
	<b>IV</b>	<b>Core Course VI</b>	Drama-II	21UEN3C6	<b>5</b>	<b>4</b>	<b>3</b>	<b>25</b>	<b>75</b>	<b>100</b>
	<b>III</b>	<b>Allied Course IV</b>	History of English Literature-I	21UEN34A	<b>3</b>	<b>3</b>	<b>3</b>	<b>25</b>	<b>75</b>	<b>100</b>
	<b>III</b>	<b>Allied Course V</b>	Principles of Literary Criticism	21UEN3A5	<b>3</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>	<b>*</b>
<b>IV</b>	<b>Non Major Elective I</b>	A.Remedial English	21UEN3N1A	<b>2</b>	<b>2</b>		<b>25</b>	<b>75</b>	<b>100</b>	
		B.Communication Skills	21UEN3N1B							
		C. English for Journalism	21UEN3N1C							
<b>TOTAL</b>					<b>30</b>	<b>20</b>		<b>150</b>	<b>450</b>	<b>600</b>
<b>II YEAR IV SEMESTER</b>	<b>I</b>	<b>Language Course IV</b>	Cheyyl (Sangakala Ilakkiyam, Neethi Ilakkiyam, Ilakiya Varalaru, Pothu Katurai)	21U4LT4	<b>6</b>	<b>3</b>	<b>3</b>	<b>25</b>	<b>75</b>	<b>100</b>
			Hindi	21U4LH4						
			French	21U4LF4						
			Arabic	21U4LA4						
			Sanskrit	21U4LS4						
	<b>II</b>	<b>English Language</b>	English for Competitive	21U4EL4	<b>6</b>	<b>3</b>	<b>3</b>	<b>25</b>	<b>75</b>	<b>100</b>

		<b>Course IV</b>	<b>Examination</b>							
	III	<b>Core Course VII</b>	<b>Canadian Literature</b>	<b>21UEN4C7</b>	<b>5</b>	<b>5</b>	<b>3</b>	<b>25</b>	<b>75</b>	<b>100</b>
	III	<b>Core Course VII</b>	<b>Literary Forms</b>	<b>21UEN4C8</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>25</b>	<b>75</b>	<b>100</b>
	III	<b>Allied Course V</b>	<b>Principals of Literary Criticism</b>	<b>21UEN3A5</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>25</b>	<b>75</b>	<b>100</b>
	III	<b>Allied Course VI</b>	<b>History of English Literature-II</b>	<b>21UEN4A6</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>25</b>	<b>75</b>	<b>100</b>
	IV	<b>Non-Major Elective II</b>	<b>A. Presentation Skills</b>	<b>21UEN4N2A</b>						
			<b>B. Effective Employability Skills</b>	<b>21UEN4N2B</b>	<b>2</b>	<b>2</b>		<b>25</b>	<b>75</b>	<b>100</b>
			<b>C. Functional English</b>	<b>21UEN4N2C</b>						
<b>TOTAL</b>					<b>30</b>	<b>23</b>		<b>175</b>	<b>525</b>	<b>700</b>
<b>III YEAR V SEMESTER</b>	III	<b>Core Course IX</b>	<b>Shakespeare</b>	<b>21UEN5C9</b>	<b>5</b>	<b>5</b>	<b>3</b>	<b>25</b>	<b>75</b>	<b>100</b>
	III	<b>Core Course X</b>	<b>Indian Writing in English</b>	<b>21UEN5C 10</b>	<b>5</b>	<b>5</b>	<b>3</b>	<b>25</b>	<b>75</b>	<b>100</b>
	III	<b>Core Course XI</b>	<b>American Literature</b>	<b>21UEN5C 11</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>25</b>	<b>75</b>	<b>100</b>
	III	<b>Core Course XII</b>	<b>Developing Language Skills</b>	<b>21UEN5C 12</b>	<b>5</b>	<b>5</b>	<b>3</b>	<b>25</b>	<b>75</b>	<b>100</b>
	III	<b>Major Based Elective I</b>	<b>A. Translation Theory and Practice</b>	<b>21UEN5M1A</b>						
			<b>B. English for Competitive Exam</b>	<b>21UEN5M1B</b>	<b>4</b>	<b>4</b>	<b>3</b>	<b>25</b>	<b>75</b>	<b>100</b>
			<b>C. Indian and European Classics in Translation</b>	<b>21UEN5M1C</b>						
		<b>Skill Based Elective I</b>	<b>A. Film Studies</b>	<b>21UEN5S1A</b>						
			<b>B. Basics of the Theatrical Arts</b>	<b>21UEN5S1B</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>25</b>	<b>75</b>	<b>100</b>
			<b>C. Office Automation</b>	<b>21UEN5S1C</b>						
		<b>Skill Based Elective II</b>	<b>A. Personality Development</b>	<b>21UEN5S2A</b>						
			<b>B. Grammar and Usage</b>	<b>21UEN5S2B</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>25</b>	<b>75</b>	<b>100</b>
			<b>C. Leadership Skills</b>	<b>21UEN5S2C</b>						
		<b>Soft Skill</b>	<b>Soft Skill</b>	<b>21U5SS</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>25</b>	<b>75</b>	<b>100</b>
<b>TOTAL</b>					<b>30</b>	<b>29</b>		<b>200</b>	<b>600</b>	<b>800</b>
<b>III YEAR VI SEMESTER</b>	III	<b>Core Course XIII</b>	<b>Commonwealth Literature</b>	<b>21UEN6C 13</b>	<b>6</b>	<b>5</b>	<b>3</b>	<b>25</b>	<b>75</b>	<b>100</b>
	III	<b>Core Course XIV</b>	<b>Women's Writing in English</b>	<b>21UEN6C 14</b>	<b>6</b>	<b>5</b>	<b>3</b>	<b>25</b>	<b>75</b>	<b>100</b>

III	Core Course XV	Language and Phonetics	21UEN6C 15	6	5	3	25	75	100
III	Major Based Elective II	A. Journalism and Mass Media	21UEN6M2A	6	4	3	25	75	100
		B. English Language Teaching	21UEN6M2B						
		C. Introduction to the Literary Criticism	21UEN6M2C						
III	Major Based Elective III	A. Written Communication	21UEN6M3A	5	4	3	25	75	100
		B. English for Tourism	21UEN6M3B						
		C. Media Studies	21UEN6M3C						
IV	Gender Studies	Gender Studies	21U6GS	1	1	3	25	75	100
V	Extension Activities	Extension Activities		0	1		0	0	0
<b>TOTAL</b>				<b>30</b>	<b>25</b>		<b>150</b>	<b>450</b>	<b>600</b>
<b>GRAND TOTAL</b>				<b>180</b>	<b>140</b>		<b>1000</b>	<b>3000</b>	<b>4000</b>

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**DEPARTMENT OF ENGLISH**

**(Applicable to the candidates admitted from the academic year 2018-2019 Onwards)**

**PROGRAM OUTCOMES**

**Graduates of the B.A, English program should attain the following outcomes:**

PO1	Student Should be familiar with representative Literary and Cultural text with in a significant number of Historical,Geographical and Cultural contexts.
PO2	Student should be able to apply Critical and Theoretical approaches to the reading and Analysis of Literary and Cultural text in multiple Genres.
PO3	Students should be able to Identify,analyze,Interpret and describe the critical ideas, values and themes that appear in literary and Cultural Texts and understand values and ideas impact cultural society,both now and in the past.
PO4	Student should be able to write analytically in a variety of formats including Esays, Research papers ,Reflective writing and Critical views of secondary sources.
PO5	Student Should be analyze to ethically gather, understand, Evaluate synthesis information from a variety of written and Electronic Sources.

**ENGLISH LANGUAGE COURSE-I**  
**ENGLISH FOR COMMUNICATION-1**

**Semester: I**  
**Course Code: 21U1EL1**  
**Total Periods: 90**

**Max. Marks: 75**  
**Credit: 3**  
**Exam Hours: 3**

**OBJECTIVES:**

- To make learners read , understand and appreciate Text from various genre of literature

**UNIT I** **(12 Pds)**

Francis Bacon : Of Studies, Of Travel

**UNIT II** **(15 Pds)**

Gold Smith : Beau Tibbs  
Charles Lamb : Old China

**UNIT III** **(18 Pds)**

Rabithrnath Tagore :A wrong Man in Workers' Paradise  
Issac Asimov : The Fun They Had

**UNIT IV** **(20 Pds)**

Dr. Radha Krishnan : The World Community  
Middleton : Science and Literature

**UNIT V** **(25 Pds)**

Grammar : Noun, Pronoun, Verb and Adjective

**TEXT BOOK RECOMMENDED:**

Kumar Ashok et al., Eds., Selected Essays; An Anthology of English Essays for Undergraduate Students. New Delhi: Orient Black Swan, 2014.

**REFERENCES:**

W.W. S. Baskar and NS PrabhuEnglishThrough Reading VOL I Lakshmi Publication  
English For Effective Communication Radhakrishnan

**COURSE OUTCOMES:**

<b>CO NUMBER</b>	<b>CO STATEMENT</b>	<b>KNOWLEDGE LEVEL</b>
<b>CO1</b>	Student would have learnt the way of reading prose	K1
<b>CO2</b>	Student would have learnt the reading style with appropriate punctuation and pause	K2
<b>CO3</b>	Student would have acquired the way of understanding the concept and theme	K1
<b>CO4</b>	Student would have a start with the start of basic of grammar	K3
<b>CO5</b>	Student would have had an idea in understanding on the pattern and structure to construct the grammar .	K2

**Mapping course outcome with Programme outcome:**

<b>COS</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO2</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO3</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO4</b>	<b>S</b>	<b>L</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO5</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>

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

## CORE COURSE– I

### PROSE

**Semester: I**  
**Course Code: 21UEN1C1**  
**Total Periods: 75**

**Max. Marks: 75**  
**Credit: 5**  
**Exam Hours: 3**

#### OBJECTIVES:

To introduce students to the possibilities of different prose styles in English.

#### UNIT I (12 Pds)

Francis Bacon : Of Friendship  
: Of Revenge  
: Of Adversity

#### UNIT II (16 Pds)

Joseph Addison : Sir Roger at Church  
Richard Steele : The Spectator Club

#### UNIT III (15 Pds)

Charles lamb : Dream Children.  
: The Dissertation upon the Roast Pig

#### UNIT IV (19 Pds)

A.G.Gardiner : On the Rule of the Road  
Cardinal Newman : Knowledge its own end.

#### UNIT V (13 Pds)

Stephen Leacock : Arcadian adventures with the Idle Rich

#### TEXT BOOK RECOMMENDED:

Essays by Francis Bacon  
Essays of Charles Lamb

#### REFERENCES:

Ruskin John: Sesame and Lillies  
Kumar Ashok et al., Eds., Selected Essays; An Anthology of English Essays for Undergraduate Students. New Delhi: Orient Black Swan, 2



**COURSE OUTCOMES:**

<b>CO NUMBER</b>	<b>CO STATEMENT</b>	<b>KNOWLEDGE LEVEL</b>
<b>CO1</b>	Student would have learnt the importance of Reading skill	K1
<b>CO2</b>	Student would have gained the knowledge about the respective prose	K2
<b>CO3</b>	Student would have a knowledge on the ground of different writing style	K1
<b>CO4</b>	Student would have get a chance to know and learn vocabulary	K3
<b>CO5</b>	Student would have Understand the passage and grasp its meaning.	K4

**Mapping course outcome with Programme outcome:**

<b>COS</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO2</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO3</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO4</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>L</b>	<b>M</b>
<b>CO5</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>

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

## **CORE COURSE-II**

### **FICTION**

**Semester: I**  
**Course Code: 21UEN1C2**  
**Total Periods: 75**

**Max. Marks: 75**  
**Credit: 4**  
**Exam Hours: 3**

#### **OBJECTIVES:**

To help learners appreciate different themes and techniques employed by the writers.

#### **UNIT I (17 Pds)**

Katherine Mansfield : A Cup of Tea  
: An Ideal family

#### **UNIT II (15 Pds)**

R.K. Narayan : Half a Rupee Worth  
ManoharMalgonkar : Bacha Lieutenant

#### **UNIT III (15 Pds)**

William Somerset Maugham : Mabel  
Oscar Wilde : The Happy Prince

#### **UNIT IV (13 Pds)**

Chinua Achebe : The Sacrificial Eggs.  
Leo Tolstoy : The Candle

#### **UNIT V (15 Pds)**

Charles Dickens : Oliver Twist

#### **TEXT BOOK RECOMMENDED:**

Wuthering heights by Emile Bronte

#### **REFERENCES:**

Seshadri, K G Ed. Stories for Colleges. Chennai: Macmillan India Ltd, 2003.

Joseph A, and Balasubramaniyan's Memorable Tales. Trichy; PoGo Publishing.

**COURSE OUTCOMES:**

<b>CO NUMBER</b>	<b>CO STATEMENT</b>	<b>KNOWLEDGE LEVEL</b>
<b>CO1</b>	Student would have learnt the Way of reading with right pause and intonation	K2
<b>CO2</b>	Student would have gained the story line	K3
<b>CO3</b>	Student had acquired the concept and intercepting underline background and deep analysis about the story	K1
<b>CO4</b>	Student would have inspired to write a artifice like the they read	K4
<b>CO5</b>	Student would have acquainted the characters from the story	K1

**Mapping course outcome with Programme outcome:**

<b>COS</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO2</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO3</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>M</b>
<b>CO4</b>	<b>S</b>	<b>L</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO5</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>S</b>

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

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

**Semester: I**  
**Course Code: 21UEN1A1**  
**Total Periods: 45**

**Max. Marks: 75**  
**Credit: 3**  
**Exam Hours: 3**

**OBJECTIVES:**

To facilitate the students understand the changing environment in the history of England and English literature.

**UNIT – I**

1. A Brief Outline of British History
2. The Renaissance
3. The Reformation

**UNIT – II**

4. The Dissolution of the Monasteries
5. The Religion of England
6. The Tudor Navy and the Armada

**UNIT – III**

7. The Elizabethan Theatre
8. The East India Company
9. Colonial Expansion

**UNIT – IV**

10. The Civil War and its Social Significance
11. Puritanism
12. Restoration England

**UNIT – V**

13. The Origin and Growth of Political Parties in England
14. Age of Queen Anne
15. The Union of England and Scotland

**TEXT BOOK:**

1. Xavier, A.G. *Introduction To The Social History Of England*. S. Viswanathan (Printers & Publishers), Madras, Revised Fourth Edition, 1982.

**REFERENCE:**

- Trevelyan, G.M. *English Social History: A Survey of Six Centuries Chaucer to Queen Victoria*. Longmans, Green and Co., London, 1944.

**COURSE OUTCOMES:**

<b>CO NUMBER</b>	<b>CO STATEMENT</b>	<b>KNOWLEDGE LEVEL</b>
<b>CO1</b>	Students would have followed the concept and significance of nature in all age poetry.	K1
<b>CO2</b>	They would have understood how to distinguish between reason and imagination and the predominance of imagination in romantic literature.	K2
<b>CO3</b>	The students would have understood the new concept of all types of drama and its development	K3
<b>CO4</b>	Students would have learnt about the socio political changes and the element of realism in modern .	K2
<b>CO5</b>	Students would have to relate the socio-historical background to the literature.	K4

**Mapping course outcome with Programme outcome:**

<b>COS</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO2</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>L</b>
<b>CO3</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO4</b>	<b>S</b>	<b>L</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO5</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>L</b>

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

**ALLIED-II  
COMPARATIVE LITERATURE**

**Semester: I**  
**Course Code: 21UEN1A2**  
**Total Periods: 90**

**Max. Marks: 75**  
**Credit: 3**  
**Exam Hours: 3**

**OBJECTIVES:**

To help the students to realize its cultural significance in the Globe as well as multilingual states India is the central to the goal of this course.

**UNIT – I** (20 Pds)  
Definition and Scope- National Literature, Comparative Literature- General Literature- World Literature

**UNIT- II** (20 Pds)  
The French and American School of Comparative Literature.

**UNIT- III** (17 Pds)  
Influence and Imitation- Periodization- Epoch, School, Movements

**UNIT- IV** (17 Pds)  
Genre Studies, Thematology

**UNIT- V** (16 Pds)  
Literature and Other Disciplines  
Literature and Other Arts

**TEXTBOOK**

Basnet, Susan 1993: Comparative Literature, Blackwell

**REFERENCE**

Ulrich Weisstein : Comparative Literature and Other Arts  
Wellek& Warren : Theory of Literature (Part-II)  
S.S. Pauer : Comparative Literature

**COURSE OUTCOMES:**

<b>CO NUMBER</b>	<b>CO STATEMENT</b>	<b>KNOWLEDGE LEVEL</b>
<b>CO1</b>	Students would be able to differentiate between canonical and the comparative literature.	K1
<b>CO2</b>	Students would have understood the effectiveness of the detective fiction, fantasy/mythology and romance which have a mass appeal by having a vast knowledge on comparative literature	K4
<b>CO3</b>	Students would have gained a better understanding of the comparative roots of literature.	K3
<b>CO4</b>	Students would have understood how to relate sense and nonsense in literature.	K2
<b>CO5</b>	Students would have to be able to construct interpretive arguments orally and in writing with increasing confidence level.	K1

**Mapping course outcome with Programme outcome:**

<b>COS</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO2</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO3</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>M</b>
<b>CO4</b>	<b>S</b>	<b>L</b>	<b>M</b>	<b>S</b>	<b>S</b>
<b>CO5</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>S</b>

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

**FOR ALL I UG**  
**ENGLISH LANGUAGE COURSE-II**  
**ENGLISH FOR COMMUNICATION-II**

**Semester: II**  
**Course Code: 21U2EL2**  
**Total Periods: 90**

**Max. Marks: 75**  
**Credit: 3**  
**Exam Hours: 3**

**OBJECTIVE:**

To keep learners read and comprehend literary text to communicate effectively.

**Unit I (19 Pds)**

Sir Richard Livingstone : Essentials of Education  
 Abdul Kalam : Early Influences

**Unit II (19 Pds)**

E.M. Foster : Hymns before Action  
 Norah Burke : Brother, My Brother

**Unit III (19 Pds)**

Jacob Bronowski : Science, the Destroyer or Creator  
 Sarojini Naidu : The Vision of Patriotism

**Unit IV (17 Pds)**

R.K. Narayan : Sweet for Angels  
 A.G Gardiner : On Keyhole Morals

**Unit V (16 Pds)**

Grammar Article and Preposition, Adverb and Conjunction

**REFERENCE BOOK:**

Pebbles of prose (Anthology of Prose) by Dr. P.G James Daniel

Contemporary English grammar structures and composition by David Green

**COURSE OUTCOMES:**

<b>CO NUMBER</b>	<b>CO STATEMENT</b>	<b>KNOWLEDGE LEVEL</b>
<b>CO1</b>	Student would have better understanding on the concept of story	K2
<b>CO2</b>	Student would have gained the reading skill developing	K4
<b>CO3</b>	Student would have better understanding on the concept of character evolving	K2
<b>CO4</b>	Student would have acquired the knowledge on the grammar on the Article , Preposition	K1
<b>CO5</b>	Students would have to refer to the dictionary for meaning, usage and grammar.	K3



**Mapping course outcome with Programme outcome:**

<b>COS</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO2</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO3</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>
<b>CO4</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>M</b>
<b>CO5</b>	<b>M</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>S</b>

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

## CORE COURSE-III

### POETRY-I

**Semester: II**  
**Course Code: 21UEN2C3**  
**Total Periods: 75**

**Max. Marks: 75**  
**Credit: 5**  
**Exam Hours: 3**

#### OBJECTIVES:

To inculcate a sense of appreciation and comprehensive knowledge pertaining to the Evaluation of English poetry down the ages

**UNIT-I** (15 Pds)  
Edmund Spenser (1552-1599): Sonnet No.75(From Amoretti)  
Philip Sydney : Astrophel and Stella  
William Shakespeare (1567-1616): Sonnet No. 116

**UNIT-II** (15 Pds)  
John Donne (1572-1631) : A Valediction:Forbidding Mourning  
George Herbert : Pulley  
Andrew Marvell (1621-1678): To His Coy Mistress

**UNIT-III** (15 Pds)  
John Dryden (1631-1700) : A Song for St Cecilia's Day  
Thomas Gray (1716-1771) : Elegy Written in aCountry Churchyard

**UNIT-IV** (15 Pds)  
Robert Burns : A Fond Kiss  
William Blake : Song of Innocence

**UNIT-V** (15 Pds)  
William Wordsworth : Lucy  
P.B. Shelley : Ozymandias

#### TEXT BOOKS RECOMMENDED:

1. Shakespeare, William. *Complete Works*. New Delhi:Oxford and IBH,1977.
2. Carey,John. *John Donne.The Major Works*. New Delhi: Oxford, 2008.
3. A Bouquet of Poems  
Edited by Dr. A. Shanmugakani  
Manimekala Publishing House, Madurai

#### REFERENCES:

- 1.Dryden,John. *Poems and Fables*. New Delhi: Milestone Publication,1980.
2. Pope, Alexander. *The Rape of the Lock*. New Delhi: Milestone Publication,2000.
- 3.Spenser, Edmund. *Poetical Works*. New Delhi: Milestone Publication,2000

**COURSE OUTCOMES:**

<b>CO NUMBER</b>	<b>CO STATEMENT</b>	<b>KNOWLEDGE LEVEL</b>
<b>CO1</b>	Students would have followed the concept and significance of nature in poetry.	K1
<b>CO2</b>	They would have understood how to distinguish between reason and imagination and the predominance of imagination used in poetry.	K3
<b>CO3</b>	Students would get glimpse of the presence of aesthetic element in poetry.	K4
<b>CO4</b>	They would understand the spiritual interpretation of nature and its educative power as depicted by the poets.	K2
<b>CO5</b>	Students would have read and appreciate poems on their own.	K1

**Mapping course outcome with Programme outcome:**

<b>COS</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO2</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO3</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>
<b>CO4</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>M</b>
<b>CO5</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>M</b>	<b>S</b>

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

## CORE COURSE- IV

### DRAMA-I

**Semester: II**  
**Course Code: 21UEN2C4**  
**Total Periods: 75**

**Max. Marks: 75**  
**Credit: 3**  
**Exam Hours: 3**

### OBJECTIVES

To expose students to a comprehensive knowledge pertaining to the Evaluation of English drama down the ages.

#### UNIT-I

(19 Pds)

Elements of Drama, Tragedy and its types, Comedy and various types, Tragi-Comedy, Expressionist Drama, Drama of ideals, Poetic drama, Closet drama, The Problem play, Theatre of Absurd.

#### UNIT –II

(14 Pds)

Shakespeare : Othello

#### UNIT III

(14 Pds)

Congreve : The Way of the World

#### UNIT IV

(13 Pds)

Hendric Ibsen :A Doll's House

#### UNIT V

(15 Pds)

George Bernard Shaw : Pygmalion

### TEXT BOOK RECOMMENDED

1. W.H. Hudson: An Introduction to the study of English Literature.
2. R.J. Rees : Introduction to English Literature for Foreign Students.
3. George Bernard Shaw, *Androcles and the Lion: Overruled : Pygmalion* (New York City: Brentano's, 1918).

### REFERENCE:

- 1 Shakespeare, William. *Complete Works*. New Delhi:Oxford and IBH,1977.
- 2Nicoll, A. *Introduction to Dramatic Theory*. New Delhi: Milestone Publication, 2001.
3. Ray, Mohit K. *Studies in Literature in English*. New Delhi: Atlantic Publishers and Distributors, 2004.

**COURSE OUTCOMES:**

<b>CO NUMBER</b>	<b>CO STATEMENT</b>	<b>KNOWLEDGE LEVEL</b>
<b>CO1</b>	The students would have understood the new concept of drama and its development	K2
<b>CO2</b>	Students would have learnt about the socio political changes and the element of realism in drama	K4
<b>CO3</b>	Students would have got an idea to make a comparative study of traditional drama and absurd drama	K1
<b>CO4</b>	Students would have acquainted with great dramatists and realistic approach of modern dramatist.	K3
<b>CO5</b>	Students would have analyze plays for their structure and meaning , using correct terminology.	K2

**Mapping course outcome with Programme outcome:**

<b>COS</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>
<b>CO2</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>M</b>
<b>CO3</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>
<b>CO4</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>M</b>
<b>CO5</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>

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

## ALLIED-II

### COMPARATIVE LITERATURE

**Semester: II**  
**Course Code: 21UEN1A2**  
**Total Periods: 90**

**Max. Marks: 75**  
**Credit: 3**  
**Exam Hours: 3**

#### OBJECTIVES:

To help the students to realize its cultural significance in the Globe as well as multilingual states India is the central to the goal of this course.

**UNIT – I** (20 Pds)  
Definition and Scope- National Literature, Comparative Literature- General Literature- World Literature

**UNIT- II** (20 Pds)  
The French and American School of Comparative Literature.

**UNIT- III** (17 Pds)  
Influence and Imitation- Periodization- Epoch, School, Movements

**UNIT- IV** (17 Pds)  
Genre Studies, Thematology

**UNIT- V** (16 Pds)  
Literature and Other Disciplines  
Literature and Other Arts

#### TEXTBOOK

Basnet, Susan 1993: Comparative Literature, Blackwell

#### REFERENCE

Ulrich Weisstein : Comparative Literature and Other Arts  
Wellek& Warren : Theory of Literature (Part-II)  
S.S. Pauer : Comparative Literature

#### COURSE OUTCOMES:

CO NUMBER	CO STATEMENT	KNOWLEDGE LEVEL
CO1	Students would be able to differentiate between canonical and the comparative literature.	K1
CO2	Students would have understood the effectiveness of comparative literature which have a mass appeal by having a vast knowledge on comparative literature and its theory	K4
CO3	Students would have gained a better understanding of the comparative roots of literature.	K3
CO4	Students would have understood how to relate sense and nonsense in literature.	K2
CO5	Students would have to be able to construct interpretive arguments orally and in writing with increasing confidence level.	K1

**Mapping course outcome with Programme outcome:**

<b>COS</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>S</b>
<b>CO2</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>S</b>
<b>CO3</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO4</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO5</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>

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

**ALLIED-II**  
**SOCIAL HISTORY OF ENGLAND-II**

**Semester: II**  
**Course Code: 21UEN1A1**  
**Total Periods: 45**

**Max. Marks: 75**  
**Credit: 3**  
**Exam Hours: 3**

**OBJECTIVES:**

To facilitate the students understand the changing environment in the history of England and English literature.

**UNIT – I** **(8 Pds)**  
Age of Enlightenment

**UNIT – II** **(9 Pds)**  
The Agrarian Revolution  
The Industrial Revolution  
The Methodist Movement

**UNIT – III** **(10 Pds)**  
Humanitarian movements  
The War of American Independence  
England and Ireland

**UNIT – IV** **(9 Pds)**  
Effects of French Revolution  
The Reform Bills  
The Victorian Age

**UNIT – V** **(9 Pds)**  
Transport and Communication  
Educational, Religion  
The 20<sup>th</sup> Century- the World War Welfare movement

**TEXT BOOK**

Padamaja Ashok: "THE SOCIAL HISTORY OF ENGLAND", Orient Black Swan. Pvt. Ltd



**COURSE OUTCOMES:**

<b>CO NUMBER</b>	<b>CO STATEMENT</b>	<b>KNOWLEDGE LEVEL</b>
<b>CO1</b>	Students would have followed the concept and significance of nature in all age and its significant movement.	
<b>CO2</b>	They would have understood how to distinguish between reason and imagination and the predominance of imagination in literature.	
<b>CO3</b>	The students would have understood the new concept of all types of movement and its development.	
<b>CO4</b>	Students would have learnt about the socio political changes and the element of realism in modern.	
<b>CO5</b>	Students would have learnt about correlate social history and the history of genres.	

**Mapping course outcome with Programme outcome:**

<b>COS</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>S</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO3</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO4</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO5</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>S</b>

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

**FOR ALL II-UG PROGRAMME**  
**(Applicable to the candidates admitted from the academic year 2018-2019 Onwards)**

**ENGLISH LANGUAGE COURSE-II**

**ENGLISH THROUGH LITERATURE**

**Semester: III**  
**Course Code: 21U3EL3**  
**Total Periods: 90**

**Max. Marks: 75**  
**Credit: 3**  
**Exam Hours: 3**

**OBJECTIVES:**

To introduce learners to the changing trends in English poetry  
To inculcate a sense of appreciation and enjoyment of English Poetry  
To make learners read, understand and appreciate Text from various genre of literature.

**UNIT I** **(12 Pds)**

Alexander Pope - Ode on Solitude  
William Wordsworth - Lucy

**UNIT II** **(15 Pds)**

William Wordsworth – Ode on Intimations of Immortality  
Coleridge – Kubla Khan

**UNIT III** **(18 Pds)**

Alfred Tennyson - Ulysses  
Walt Whitman - O Captain! My Captain!

**UNIT IV** **(20 Pds)**

Robert Frost- Road Not Taken  
Robert Browning- My Last Duchess

**UNIT V** **(25 Pds)**

Nissim Ezekiel- Night of the Scorpion  
William Shakespeare- Sonnet 116

**TEXT BOOK RECOMMENDED:**

A Bouquet of Poems Edited by Dr. A. Shanmugakani Manimekala Publishing House, Madurai

**REFERENCE**

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

**COURSE OUTCOMES:**

<b>CO NUMBER</b>	<b>CO STATEMENT</b>	<b>KNOWLEDGE LEVEL</b>
<b>CO1</b>	Students would have learnt the values of spiritual refinement in human life through poetry.	K2
<b>CO2</b>	Students would have understood the need of wiping out social evils to dream of a healthy society.	K1
<b>CO3</b>	Students have understood how well the aesthetic sense cultivate its culture, and how it is reflected in Literature.	K3
<b>CO4</b>	Students have an understanding of the socio cultural aspect would have been reached.	K4
<b>CO5</b>	Student would have read and variety of text critically and proficiently to demonstrate in writing.	K2

**Mapping course outcome with Programme outcome:**

<b>COS</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	<b>M</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>S</b>
<b>CO2</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO3</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO4</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO5</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>S</b>

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

## CORE COURSE-V

### POETRY-II

**Semester: III**

**Course Code: 21UEN3C5**

**Total Periods: 90**

#### **Objectives**

To enable learners to comprehend the salient features of various types of poetry from the Romantic Age

To make learners sharpen their poetic sensibility and stylistic skills

**Max. Marks: 75**

**Credit: 3**

**Exam Hours: 3**

#### **UNIT I**

**(16 Pds)**

William Wordsworth - Ode on Intimations of Immortality

Coleridge - Kubla Khan

#### **UNIT II**

**(14 Pds)**

Shelley - To a Skylark

Keats - Ode on a Grecian Urn

#### **UNIT III**

**(15 Pds)**

Tennyson - The Lady of Shallot

Browning - My Last Duchess

#### **UNIT IV**

**(14 Pds)**

W.B. Yeats - Prayer for my Daughter

G.M. Hopkins - The Windhover

#### **UNIT V**

**(16 Pds)**

T.S. Eliot - The Journey of the Magi

W.H. Auden - In Memory of W.B. Yeats 21

#### **TEXT BOOK RECOMMENDED**

Wordsworth, William. *Poems of William Wordsworth*. London: Edward Moxon, 1947.

#### **REFERENCE:**

Coleridge, S.T. *Poems*. New Delhi: Milestone Publication, 1970.

Shelley, P.B. *Selections*. New Delhi: Milestone Publication, 1983.

Keats, John. *Complete Works of John Keats*. New Delhi: Gowrs and Gray, 2001.

**COURSE OUTCOMES:**

<b>CO NUMBER</b>	<b>CO STATEMENT</b>	<b>KNOWLEDGE LEVEL</b>
<b>CO1</b>	Students would have understood the significance of human values and moral values as reflected in the poem	K1
<b>CO2</b>	Students would have fostered the spirit of adventure as well as deep faith on god.	K2
<b>CO3</b>	The students would have understood the new literary form of poetry	K4
<b>CO4</b>	Students would have learnt the historical background and the literary developments from rural tourban in 18th century.	K3
<b>CO5</b>	They would have understood the prominence of logic and reason in the 18th century British literature.	K2

**Mapping course outcome with Programme outcome:**

<b>COS</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>S</b>
<b>CO3</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO4</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>L</b>	<b>M</b>
<b>CO5</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>S</b>

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

**CORE COURSE-VI  
DRAMA-II**

**Semester: III**  
**Course Code: 21UEN3C6**  
**Total Periods: 75**

**Max. Marks: 75**  
**Credit: 4**  
**Exam Hours: 3**

**OBJECTIVES:**

To introduce learners to the emergence of English Drama from the Elizabethans to the 20<sup>th</sup> Century  
To make learners sharpen their dramatic sensibility and stylistic skills

**UNIT – I** **(20 Pds)**

Christopher Marlowe -Doctor Faustus  
Ben Jonson -Every Man in his Humour

**UNIT – II** **(15 Pds)**

Richard Brinsley Sheridan - The Rivals

**UNIT-III** **(10 Pds)**

Oscar Wilde: The Importance of being Earnest

**UNIT – IV** **(15 Pds)**

Galsworthy -The Silver Box

**UNIT- V** **(15 Pds)**

Samuel Becket- End Game

**TEXT BOOKS**

Marlowe, Christopher. *Doctor Faustus*. New York: Signet Classics, 2001.  
Jonson, Ben. *Every Man in his Humour*.Faiford: The Eco Library, 2010.  
*B.A. English Literature 34*  
Sheridan, Richard Brinsley. *The Rivals*. London: Penguin Books, 1998.

**REFERENCES**

1. Allen, J. *Masters of British Drama*. London: Citadel, 1998.
2. Dawson, S. W. *Drama and the Dramatist*. New Delhi: Milestone Publication, 1980.
3. Fermor, U. Marvell. *The Frontiers of Drama*. London: Methuen, 1946.

**COURSE OUTCOMES:**

<b>CO NUMBER</b>	<b>CO STATEMENT</b>	<b>KNOWLEDGE LEVEL</b>
<b>CO1</b>	The students would have understood the new concept of drama and its development	K1
<b>CO2</b>	Students would have learnt about the socio political changes and the element of realism in drama	K3
<b>CO3</b>	Students would have got an idea to make a comparative study of traditional drama and absurd drama	K4
<b>CO4</b>	Students would have acquainted with great dramatists and realistic approach of modern dramatist.	K2
<b>CO5</b>	Students would have display a working knowledge of historic , socio-political, dramatic trends in plays by the most important play wrights from differing time periods.	K1

**Mapping course outcome with Programme outcome:**

<b>COS</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>S</b>
<b>CO2</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO3</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO4</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>M</b>	<b>M</b>
<b>CO5</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>S</b>

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

### ALLIED-III

#### HISTORY OF ENGLISH LITERATURE-I

**Semester: III**

**Course Code: 21UEN3A4**

**Total Periods: 75**

**OBJECTIVES:**

**Max. Marks: 75**

**Credit: 3**

**Exam Hours: 3**

1. To help learners aware of the literary history of English literature
2. To make learners understand the rise and fall of literary movements and their relationship to socio-political and socio-religious events

**UNIT I:** The Age of Chaucer - Chapters II & III **(9 Pds)**

**UNIT II:** The Age of Shakespeare- Chapters VI, VII & VIII **(10 Pds)**

**UNIT III:**The Age of Milton - Chapters IX & X **(10 Pds)**

**UNIT IV:** The Age of Dryden–Chapter XI & XII **(8 Pds)**

**UNIT V:** The Age of Pope-Chapters XII & XIV **(8 Pds)**

**TEXT BOOK RECOMMENDED:**

R.J.Rees:An outline History of English Literature

W.H. Hudson: An Outline History of English Literature

**REFERENCE:**

Edward Albert: History of English Literature 14

**COURSE OUTCOMES:**

<b>CO NUMBER</b>	<b>CO STATEMENT</b>	<b>KNOWLEDGE LEVEL</b>
<b>CO1</b>	By the end of course, students would have understood the Ages and the people who lives in the period	K1
<b>CO2</b>	Students would have gained knowledge about the various aspects of movement along with the different causes contributed to the rise of such movement.	K3
<b>CO3</b>	Students would have understood the aftermath of the movement and its impact on society.	K4
<b>CO4</b>	Students would have realized the decay and decadence of morality and human values in the modern age.	K2
<b>CO5</b>	Students would have learn about prominent writer and famous works in English literature.	K2



**Mapping course outcome with Programme outcome:**

<b>COS</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>S</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO3</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO4</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>M</b>
<b>CO5</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>

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

**ALLIED-IV**  
**PRINCIPLES OF LITERARY CRITICISM**

**Semester: III**  
**Course Code: 21UEN3A5**  
**Total Periods: 45**

**Max. Marks: 75**  
**Credit: 3**  
**Exam Hours: 3**

**OBJECTIVES:**

1. To acquaint learners with the knowledge of history of literary criticism, its various trend and schools
2. To help learners apply literary theory to texts in order to enrich their understanding and appreciation of literature.

**UNIT- I**

**(7 Pds)**

The Classical background- a brief introduction to Plato, Aristotle, Longinus and Horace. Aristotle's views on Poetry and tragedy- Key concept like mimesis, Catharsis, Hamartia, Peripatetia and anagnorises. (Relevant passage from Poetics to be explained). Qualities needed by the Critic – laws for the critic- the ideal life.

**UNIT-II**

**(10 Pds)**

Sir Philip Sydney: An Apology for Poetry- excerpts pertaining to (i) Superiority of poetry over philosophy (ii) objections to poetry and Sidney's answer.

**UNIT-III**

**(10 Pds)**

John Dryden: 'An Essay of Dramatic Poesy'- excerpts pertaining to Dryden's Defence of the English dramatic tradition- function of poetry- dramatic poetry.  
Dr. Johnson: 'Preface to Lyrical Ballads'- Shakespeare as a poet of nature- chief faults of Shakespeare.

**UNIT-IV**

**(10 Pds)**

Wordsworth: 'Preface to Lyrical Ballads'- excerpts pertaining to Wordsworth's theory of poetic diction-his definition of poetry and imagination.  
Coleridge: 'Biographia Literaria' excerpts pertaining to his views on poetry- His definition of poetry, imagination and fancy- his critique of Wordsworth's Theory of Poetic diction (Chapter XIII & XIV)

**UNIT-V**

**(8 Pds)**

I.A. Richards : The Four Kinds of Meaning  
Mathew Arnold : 'The Study of Poetry'.

**PRESCRIBED BOOKS:**

An Introduction to English Criticism Author: Birjadish Prasad 24

**BOOKS FOR REFERENCE:**

The English Critical Tradition.

An Anthology of English Literary Criticism (Volume I & II) Authors: S. Ramaswari V.S. Sethuraman  
 Publisher: Macmillan 30

**COURSE OUTCOMES:**

<b>CO NUMBER</b>	<b>CO STATEMENT</b>	<b>KNOWLEDGE LEVEL</b>
<b>CO1</b>	The students would have gained perception on the various important developments in the field of criticism.	K1
<b>CO2</b>	New literary terms and concepts would have been learnt.	K2
<b>CO3</b>	The students would have gained knowledge for analyzing critically a work of art.	K3
<b>CO4</b>	The student would have been exposed to the techniques and different critics their writing techniques and writing style	K4
<b>CO5</b>	The students would have been demonstrate skills in understanding literary piece.	K2

**Mapping course outcome with Programme outcome:**

<b>COS</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	<b>M</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>S</b>
<b>CO2</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO3</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO4</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO5</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>S</b>

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

## NON MAJOR ELECTIVE-I

### REMEDIAL ENGLISH

**Semester: III**  
**Course Code: 21UEN3N1A**  
**Total Periods: 30**

**Max. Marks: 75**  
**Credit: 2**  
**Exam Hours: 3**

#### OBJECTIVES:

1. To help the learners in raising the level of English Proficiency.
2. To enhance the grammatical skills of the learners thoroughly.

#### UNIT-I

**(8 Pds)**

1. Tenses-Forms and uses
2. Uses of modals and other auxiliaries
3. Agreement of subject with verb

#### UNIT-II

**(6 Pds)**

1. Active voice and Passive Voice
2. Articles

#### UNIT-III

**(5 Pds)**

1. Preposition
2. Adverbs

#### UNIT-IV

**(4 Pds)**

1. Question forms –Wh- Questions, Yes/No type questions
2. Conditionals

#### UNIT-V

**(7 Pds)**

1. Relative clauses
2. Simple, Compound and Complex sentences

#### REFERENCE BOOK

F.T.Wood: A Remedial English Grammar.

#### COURSE OUTCOMES:

CO NUMBER	CO STATEMENT	KNOWLEDGE LEVEL
CO1	Student would have better understand and critique sentence structure and a variety of sentences.	K1
CO2	Student would have learn to identify, critique, and revise fragments	K2
CO3	Student would have learn to identify, critique, and revise run-on sentences, comma splices, and general comma usage	K4
CO4	Student would have learned critique and revise the use of verb tense and agreement.	K3
CO5	Student would have learned critique and revise the use of both active and passive voices.	K2

**Mapping course outcome with Programme outcome:**

<b>COS</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>S</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>M</b>
<b>CO3</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO4</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO5</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>

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

**NON MAJOR ELECTIVE-I**  
**COMMUNICATION SKILLS**

**Semester: I**  
**Course Code: 21UEN3N1B**  
**Total Periods: 30**

**Max. Marks: 75**  
**Credit: 2**  
**Exam Hours: 3**

**OBJECTIVES:**

1. To help the learners to express their ideas effectively and with maximum efficiency.
2. To help the learners to express to overcome the barriers in communication process.

**UNIT I: INTRODUCTION TO COMMUNICATION SKILLS (6 Pds)**

The Process of Communication  
Types of Communication  
Barriers of Communication

**UNIT II: INTRODUCTION TO SOFT SKILLS (10 Pds)**

Four parameters of Soft Skills

1. Communicative Skills
2. Emotional Skills
3. Functional Skills
4. Personality Skills

**UNIT III: PUBLIC SPEAKING (2 Pds)**

Public Speaking

Greater Speakers of the World (recommended)

1. Swami Vivekananda- Chicago Speech
2. Martin Luther King Jr – Acceptance (Nobel Prize)
3. Barak Obama- 7 Rules of Success
4. Abraham Lincoln – Savior of Freedom
5. Jay Shetty – The Greatest Power

**UNIT IV: CAREER ORIENTED COMMUNICATION (5 Pds)**

Group discussion and Interviews

**UNIT V: JOB SKILLS (7 Pds)**

Leadership Qualities

**REFERENCE:**

1. Basic Managerial Skills for All – Rev Mcgrath(Prentice Hall)
2. Communicating For Results – Cherly Hamlion(Wordsworth)
3. Confident Public Speaking – Lenny Laskowski(Warner)
4. Emotional Quotient – Daniel Goleman (Prentice Hall)

**COURSE OUTCOMES:**

<b>CO NUMBER</b>	<b>CO STATEMENT</b>	<b>KNOWLEDGE LEVEL</b>
<b>CO1</b>	Students would have learnt the importance of skills of writing, reading, speaking and listening.	K2
<b>CO2</b>	The students would have strengthened their knowledge in pronunciation, phonetics and differentiating miscommunication from effective communication.	K1
<b>CO3</b>	The students would have received the various functions of language.	K3
<b>CO4</b>	The students would have learnt the factors influencing the communication and the barriers of communication.	K2
<b>CO5</b>	Students would have communication skills training for pediatric residence .	K4

**Mapping course outcome with Programme outcome:**

<b>COS</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>S</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO3</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO4</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO5</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>S</b>

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

**NON MAJOR ELECTIVE-I**  
**ENGLISH FOR JOURNALISM**

**Semester: III**  
**Course Code: 21UEN3N1C**  
**Total Periods: 30**

**Max. Marks: 75**  
**Credit: 2**  
**Exam Hours: 3**

**OBJECTIVES:**

1. To make the learners understand what is Journalism.
2. To help the learners to improve their skills for Interviews
3. To provide knowledge about Mass Communication in India.

**UNIT- 1** **(6 Pds)**

Introduction- History, Origin and Background

What is Journalism? Ways and means gathering information.

**UNIT-II** **(8 Pds)**

Reporting- Distinguish between the Real and the Fake news

News Agencies

**UNIT-III** **(4 Pds)**

New writing

Interviews

**UNIT-IV** **(4 Pds)**

Language for Journalism, Style, Leads, Kinds, Headline, Writing.

**UNIT-V** **(4 Pds)**

Mass Communication in India- Keval J. Kumar

Print, Visual, Electronic (Internet Source)

**REFERENCE:**

M.V. Kamath- The Journalist handbook

M.V. Kamath- Professional Journalism

John Hohenberg- The Professional Journalist



**COURSE OUTCOMES:**

<b>CO NUMBER</b>	<b>CO STATEMENT</b>	<b>KNOWLEDGE LEVEL</b>
<b>CO1</b>	Students will be able to write a variety of mass media products	K1
<b>CO2</b>	Students will be able to create and design emerging media products	K2
<b>CO3</b>	Students will understand and be able to apply relevant case law involving journalism	K3
<b>CO4</b>	Students will understand how the journalistic approach to problem solving and story telling can produce locally engage, globally competence citizen.	K4
<b>CO5</b>	Students will able to express a critical understanding of the contextual factors that shape the media message in a diverse, globalised media landscape.	K2

**Mapping course outcome with Programme outcome:**

<b>COS</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>S</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO3</b>	<b>S</b>	<b>M</b>	<b>L</b>	<b>M</b>	<b>S</b>
<b>CO4</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO5</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>

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

**ENGLISH LANGUAGE COURSE-II**  
**ENGLISH FOR COMPETITIVE EXAM**

**Semester: IV**  
**Course Code: 21U4EL4**  
**Total Periods: 90**

**Max. Marks: 75**  
**Credit: 3**  
**Exam Hours: 3**

**OBJECTIVES:**

1. To expose learners to the scope, methodology and application of theories in Comparative Literature.
2. To help learners understand the Thematology and genre studies
3. To make learners know a few representative classics in translation

**UNIT – I** **(12 Pds)**

1. Parts of Speech
2. Tenses
3. Active Voice and Passive Voice
4. Question Tag

**UNIT – II** **(15 Pds)**

1. Spotting Errors
2. Precise Writing

**UNIT – III** **(18 Pds)**

Reading Comprehension

**UNIT – IV** **(20 Pds)**

Vocabulary- Synonyms, Antonyms, Prefix, Suffix, Homonyms, Homophones

**UNIT – V** **(25 Pds)**

- Letter Writing
- Resume Writing
- Guidance to a Group Discussion
- Guidance to attending an Interview

**TEXT BOOK RECOMMENDED**

R.P. Bhatnagar, RajulBhargava. *English for Competitive Examinations*. New Delhi: Macmillan Publishers , 1989.

J.V. Vilanilam, *More Effective Communication: A Manual for Professionals*, New Delhi: Response Books, 2000.

**REFERENCE:**

Ayothi, V & R. Vedavalli. *English for Competitive Examinations* Chennai: New Century.

Prasad, H.M. *Objective English for Competitive Examinations*. New Delhi: TataMcGraw Hill, 2008.

G. Ravindran, S.P.B.Elango, L. Arockiam. *Success Through Soft Skills*.  
Tiruchirappalli: IFCOT, 2009.

**COURSE OUTCOMES:**

<b>CO NUMBER</b>	<b>CO STATEMENT</b>	<b>KNOWLEDGE LEVEL</b>
<b>CO1</b>	The student gains the ability to analyze a problem and to identify the appropriate computing requirement.	K1
<b>CO2</b>	Student develop the ability to use skills, and tools necessary for communication practices.	K2
<b>CO3</b>	Student acquires understanding of professional, ethical and social responsibilities The ability to work in group.	K2
<b>CO4</b>	Student acquainted ability to communicate effectively with a range of audiences. The ability to face the test and interview conducted by different companies and succeed	K4
<b>CO5</b>	Student acquires ability to recognize the need for continuing professional development.	K3

**Mapping course outcome with Programme outcome:**

<b>COS</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO3</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO4</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO5</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>S</b>

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

**CORE-COURSE VII**  
**CANADIAN LITERATURE**

**Semester: IV**  
**Course Code: 21UEN4C7**  
**Total Periods: 75**

**Max. Marks: 75**  
**Credit: 5**  
**Exam Hours: 3**

**Objectives**

To introduce students to the works of eminent Canadian Writers

To make them understand that Canadian Literature can be interesting by reading different genres

**UNIT I- POETRY** **(15 Pds)**

1. F.R. Scott : The Canadian Authors Meet
2. Earle Birney : The Bear on the Delhi Road
3. Dorothy Livesay : Green Rain
4. A.J.M. Smith : Ode on the Death of W.B. Yeats

**UNIT II -PROSE** **(18 Pds)**

1. Louis Dudek : Poetry in English
2. George Woodcock : Away from Lost Worlds: Notes on the Development of Canadian Literature

**UNIT III- FICTION** **(12 Pds)**

Margaret Lawrence : Stone Angel

**UNIT IV- DRAMA** **(16 Pds)**

George Ryga : Indian

**UNIT V- CRITICISM** **(14 Pds)**

Margaret Atwood : Survival (Thematic of Canadian Literature)

**TEXT BOOK RECOMMENDED**

1. Twentieth Century Canadian Poetry Editor: Manorama Trikha Pencraft International, Delhi
2. Twentieth Century Literary Criticism 17 Editor: David Lodge

**REFERENCE**

1. Readings in Commonwealth Literature Editor: William Walsh
2. The Bush Garden – Essays on the Canadian Imagination 18

**COURSE OUTCOMES:**

<b>CO NUMBER</b>	<b>CO STATEMENT</b>	<b>KNOWLEDGE LEVEL</b>
<b>CO1</b>	Student develops proficiency the skills of literary analysis	K4
<b>CO2</b>	Student acquires to recognize the significance of literary and non-literary or cultural context of a work being studied, such as the biographical, historical, mythological or philosophical context;	K2
<b>CO3</b>	Student develop the reading skill in analysis the artifice critically and use in essays secondary sources, such as criticism and other texts by the same author, as an aid to comprehending the primary text(s) being studied;	K1
<b>CO4</b>	Student formulates a thesis on a given subject in one or more specific works, and to develop this thesis using suitable textual evidence.	K2
<b>CO5</b>	Students increased proficiency in the skills of literary analysis target in English courses.	K3

**Mapping course outcome with Programme outcome:**

<b>COS</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>S</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO3</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO4</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO5</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>S</b>

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

## CORE-COURSE VIII

### LITERARY FORMS

**Semester: IV**  
**Course Code: 21UEN4C8**  
**Total Periods: 75**

**Max. Marks: 75**  
**Credit: 4**  
**Exam Hours: 3**

#### OBJECTIVES:

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

#### UNIT I: POETRY

**(15 Pds)**

- (a) Nature and elements of Poetry in general. Definitions of Poetry.
- (b) Classification of Poetry Subjective, Objective
- (c) Explication of the Poem.

#### Unit II: Poetry

**(18 Pds)**

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

#### Unit III: Prose

**(12 Pds)**

The Essay, Short Story, Biography and Autobiography.

#### Unit IV: Drama

**(16 Pds)**

Elements of Drama,  
Tragedy, Comedy, One act play.

#### UNIT V: FICTION

**(14 Pds)**

Elements of Fiction, Historical Novel, Picaresque Novel, Detective Fiction, Science Fiction. Psychological Novel.

#### PRESCRIBED BOOK:

B. Prasad: A Background to the Study of English Literature

#### BOOKS FOR REFERENCE:

1. W.H. Hudson: An Introduction to the study of English Literature.
2. R.J. Rees: Introduction to English Literature for Foreign Students.

**COURSE OUTCOMES:**

<b>CO NUMBER</b>	<b>CO STATEMENT</b>	<b>KNOWLEDGE LEVEL</b>
<b>CO1</b>	Student learns to analyze and interpret texts written in English, evaluating and assessing the results in written or oral arguments using appropriate support;	K1
<b>CO2</b>	Student learn to design and create texts for a variety of purposes and audiences, evaluating and assessing the effectiveness and meaning of such texts.	K2
<b>CO3</b>	Student learn to read with interpretive and analytical proficiency one or more creative literary form (poetry, fiction, creative non-fiction);	K4
<b>CO4</b>	Student learn to write with proficiency in one or more creative literary form (poetry, fiction, creative non-fiction)	K3
<b>CO5</b>	The students have familiarities themselves with the origin and development of the English language.	K2

**Mapping course outcome with Programme outcome:**

<b>COS</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>S</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO3</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>S</b>
<b>CO4</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>M</b>
<b>CO5</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>S</b>

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

**ALLIED-V**  
**PRINCIPLES OF LITERARY CRITICISM-II**

**Semester: IV**  
**Course Code: 21UEN3A5**  
**Total Periods: 45**

**Max. Marks: 75**  
**Credit: 3**  
**Exam Hours: 3**

**OBJECTIVES:**

1. To acquaint learners with the knowledge of history of literary criticism, its various trend and schools
2. To help learners apply literary theory to texts in order to enrich their understanding and appreciation of literature.

**UNIT- I**

**(7 Pds)**

The Classical background- a brief introduction to Plato, Aristotle, Longinus and Horace. Aristotle's views on Poetry and tragedy- Key concept like mimesis, Catharsis, Hamartia, Peripatetia and anagnorises. (Relevant passage from Poetics to be explained). Qualities needed by the Critic – laws for the critic- the ideal life.

**UNIT-II**

**(10 Pds)**

Sir Philip Sydney: An Apology for Poetry- excerpts pertaining to (i) Superiority of poetry over philosophy (ii) objections to poetry and Sidney's answer.

**UNIT-III**

**(10 Pds)**

John Dryden: 'An Essay of Dramatic Poesy'- excerpts pertaining to Dryden's Defence of the English dramatic tradition- function of poetry- dramatic poetry.  
Dr. Johnson: 'Preface to Lyrical Ballads'- Shakespeare as a poet of nature- chief faults of Shakespeare.

**UNIT-IV**

**(10 Pds)**

Wordsworth: 'Preface to Lyrical Ballads'- excerpts pertaining to Wordsworth's theory of poetic diction-his definition of poetry and imagination.  
Coleridge: 'Biographia Literaria' excerpts pertaining to his views on poetry- His definition of poetry, imagination and fancy- his critique of Wordsworth's Theory of Poetic diction (Chapter XIII & XIV)

**UNIT-V**

**(8 Pds)**

I.A. Richards : The Four Kinds of Meaning  
Mathew Arnold: 'The Study of Poetry'.

**PRESCRIBED BOOKS:**

An Introduction to English Criticism Author: Birjadish Prasad 24

**BOOKS FOR REFERENCE:**

The English Critical Tradition.



An Anthology of English Literary Criticism (Volume I & II) Authors: S. Ramaswari V.S. Sethuraman  
 Publisher: Macmillan 30

**COURSE OUTCOMES:**

<b>CO NUMBER</b>	<b>CO STATEMENT</b>	<b>KNOWLEDGE LEVEL</b>
<b>CO1</b>	The students would have gained perception on the various important developments in the field of criticism.	K1
<b>CO2</b>	The students would have been learnt New literary terms and concepts.	K2
<b>CO3</b>	The students would have gained knowledge for analyzing critically a work of art.	K3
<b>CO4</b>	The students would have acquired idea on having a different perception on the idea of the Literary texts.	K4
<b>CO5</b>	The students would have familiarize themselves with the origin and development of the English language.	K1

**Mapping course outcome with Programme outcome:**

<b>COS</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>S</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO3</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO4</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO5</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>S</b>

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

**ALLIED-VI**  
**HISTORY OF ENGLISH LITERATURE-II**

**Semester: IV**  
**Course Code: 21UEN4A6**  
**Total Periods: 45**

**Max. Marks: 75**  
**Credit: 3**  
**Exam Hours: 3**

**OBJECTIVES:**

1. To help learners aware of the literary history of English literature
2. To make learners understand the rise and fall of literary movements and their relationship to socio-political and socio-religious events

**UNIT I:** The Age of Johnson- Chapters XV & XVII **(9 Pds)**

**UNIT II:** The Age of Wordsworth- Chapters XVIII & XXI **(9 Pds)**

**UNIT III:** The Age of Tennyson - Chapters XXII & XXIV **(9 Pds)**

**UNIT IV:** The Age of Hardy **(9 Pds)**

**UNIT V:** Present Age- Chapters XXV & XXVII **(9 Pds)**

**TEXT BOOK RECOMMENDED:**

R.J.Rees: An outline History of English Literature

W.H. Hudson: An Outline History of English Literature

**REFERENCE:**

Edward Albert: History of English Literature 14

**COURSE OUTCOMES:**

<b>CO NUMBER</b>	<b>CO STATEMENT</b>	<b>KNOWLEDGE LEVEL</b>
<b>CO1</b>	By the end of course, students would have understood the Ages and the people who lives in the period	K1
<b>CO2</b>	Students would have gained knowledge about the various aspects of movement along with the different causes contributed to the rise of such movement.	K4
<b>CO3</b>	Students would have understood the aftermath of the movement and its impact on society.	K2
<b>CO4</b>	Students would have realized the decay and decadence of morality and human values in the modern age.	K4
<b>CO5</b>	Students would have familiarize themselves with the origin and development of the English language.	K3

**Mapping course outcome with Programme outcome:**

<b>COS</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>S</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO3</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO4</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO5</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>S</b>

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

**NON MAJOR ELECTIVE-II**  
**PRESENTATION SKILLS**

**Semester: IV**  
**Course Code: 21UEN4N42A**  
**Total Periods: 30**

**Max. Marks: 75**  
**Credit: 2**  
**Exam Hours: 3**

**OBJECTIVES:**

1. To use structured presentation methodology to prepare presentation material and effective visual aids.
2. To learn, practice and acquire the skills necessary to deliver effective , presentation with clarity and impact.

**UNIT: I**

**(5 Pds)**

Preparation of presentation 1<sup>st</sup> part – what, how, for whom , structure, principles and presentation technique , business presentation , Report writing , Developing Effective Presentation Skills.

**UNIT: II**

**(7 Pds)**

Oral Presentation: Principles of oral presentation, factors affecting presentation, sales presentation , training presentation , conducting survey , speeches to motivate, effective presentation skills .  
Slide Presentation: Craft your message, Make Visuals, include proper Content of your presentation.

**UNIT: III**

**(7 Pds)**

Verbal communication – Jawbreakers, Argumentation , Usable and Unsuitable phrases,  
Communication skills – Listening , Empathic reaction , How to Question , Stealing the show , Opening door question Conflicts situation solving , Attack from the audience,-Communication skills as a work experience vivious circle of attack and defense .  
Non –Verbal communication during presentation – how to manage stress, what to do with hands, legs, activating the audience with non verbal communication, body language.

**UNIT: IV**

**(5 Pds)**

Work with audience – Ice Breaking, Get them in mood, Work with Emotion, Visualization tools, nonstandard situation Improvisation and unprepared presentation Personal Typology, Professional typology, Social aspects, man-woman view.

**UNIT: V**

**(6 Pds)**

Feedback – appreciation and critique , Paradigm of human cooperation – why there could be problems to start the communication and what to di with it –Defense against manipulation, how to say NO to stresss managements, Images and etiquette.

**REFERENCE:**

1. Effective Presentation Skills – Robert Dilts, Meta Publication.
2. Business Communication Today –Boove and Thill:Tata McGraw Hikk,
3. Presentation Skills 2011.

**COURSE OUTCOMES:**

<b>CO NUMBER</b>	<b>CO STATEMENT</b>	<b>KNOWLEDGE LEVEL</b>
<b>CO1</b>	Students will be able to understand the research methods associated with the study of human communication, and apply at least one of those approaches to the analysis and evaluation of human communication.	K1
<b>CO2</b>	Students will be able to find, use, and evaluate primary academic writing associated with the communication discipline.	K2
<b>CO3</b>	Students will develop knowledge, skills, and judgment around human communication that facilitate their ability to work collaboratively with others. Such skills could include communication competencies such as managing conflict, understanding small group processes, active listening, appropriate self-disclosure, etc.	K3
<b>CO4</b>	Students will be able to communicate effectively orally and in writing.	K4
<b>CO5</b>	Students will be able to uses structured presentation methodology to prepare presentation material and effective visual aids.	K2

**Mapping course outcome with Programme outcome:**

<b>COS</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>S</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO3</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO4</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO5</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>S</b>

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

**NON MAJOR ELECTIVE-II**  
**EFFECTIVE EMPLOYABILITY SKILLS**

**Semester: IV**  
**Course Code: 21UEN4N2B**  
**Total Periods: 30**

**Max. Marks: 75**  
**Credit: 2**  
**Exam Hours: 3**

**OBJECTIVES:**

1. To help learners to develop their employability skills and personal qualities related to gaining and sustaining employment.
2. To evaluate the personal attributes and employability skills which are necessary for successful employment and career development.

**UNIT- I**

**(6Pds)**

Communication- Definition- The Communication situation- Written Communication- Oral Communication- Face to Face Communication- Audio Visual Communication- Silence

**UNIT-II**

**(6 Pds)**

Greeting- Introduction- Inviting a person- Thinking- Seeking Permission- Offering Suggestions- Giving Advice- Asking Questions- Praising and Complimenting, Complaining and Apologizing- Giving Instruction.

**UNIT-III**

**(6 Pds)**

Non Verbal communication- Body Language- Facing an Interview

**UNIT-IV**

**(6 Pds)**

Designing Resume- Writing Paragraph- Writing Letters

**UNIT-V**

**(6 Pds)**

Interviews: Different ways of Presenting and expressing oneself

**REFERENCE:**

1. TickoChampa and Jaya Sasikumar- Writing with purpose Oxford University Press 1997
2. Nae- Rayanaswamy VR strengthen your writing New Delhi Orient Black Swan 1979

**COURSE OUTCOMES:**

<b>CO NUMBER</b>	<b>CO STATEMENT</b>	<b>KNOWLEDGE LEVEL</b>
<b>CO1</b>	The student gains the ability to analyze a problem and to identify the appropriate computing requirement.	K1
<b>CO2</b>	Student develop the ability to use skills, and tools necessary for communication practices.	K2
<b>CO3</b>	Student acquires understanding of professional, ethical and social responsibilities. The ability to work in group.	K4
<b>CO4</b>	Student acquainted ability to communicate effectively with a range of audiences. The ability to face the test and interview conducted by different companies and succeed	K3
<b>CO5</b>	Student acquires ability to recognize the need for continuing professional development.	K4

**Mapping course outcome with Programme outcome:**

<b>COS</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO3</b>	<b>M</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>S</b>
<b>CO4</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO5</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>S</b>

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

**NON MAJOR ELECTIVE-II**  
**FUNCTIONAL ENGLISH**

**Semester: IV**  
**Course Code: 21UEN4N2C**  
**Total Periods: 30**

**Max. Marks: 75**  
**Credit: 3**  
**Exam Hours: 3**

**OBJECTIVES:**

1. To develop communicative skills of the learners in Listening, Speaking, Writing and Reading

**UNIT- I** **(6 Pds)**

Listening Skills

1. A. Form Completion B. Notes Completion
2. Labeling a diagram
3. Short answer questions in Comprehension
4. Dialogue and Monologue
- 5.

**UNIT-II** **(6 Pds)**

Speaking Skills

- A) Introducing Oneself ( Spoken Greetings request)
- B) Interview – Answer- Questions
- C) Two-Way Discussions

**UNIT-III** **(6 Pds)**

Writing Skills

- A) Describing bar Charts, Pie- Charts and Tables
- B) Letter writing Requests, Complaints
- C) General Essay (Agree/ Disagree , For and Against)
- D) Organization of Paragraphs

**UNIT-IV** **(6 Pds)**

Reading Skills

- A) Matching headings to Paragraphs
- B) Table Completion
- C) Skimming and Scanning

**UNIT-V** **(6 Pds)**

Practical Testing: Language Lab, Multimedia Usage (Merits & Demerits), Software- Program (Application & Usage)

**REFERENCE:**

1. Effective Presentation Skills- Robert Dilts, Meta Publication.
2. Bussiness Communication Today- Boove and Thill: Tata McGraw Hikk
3. Presentation Skills 2011



**COURSE OUTCOMES:**

<b>CO NUMBER</b>	<b>CO STATEMENT</b>	<b>KNOWLEDGE LEVEL</b>
<b>CO1</b>	Develop English language skills in listening, speaking, reading and writing by having learners engage in a range of communicative tasks and activities	K1
<b>CO2</b>	Encourage the use of strategies, such as contextualization of new vocabulary, use of previewing, skimming and scanning techniques, and knowledge of text organization and discourse markers, to aid the comprehension of written and spoken language.	K2
<b>CO3</b>	Expand the learner's use of grammatically correct and situational and culturally appropriate language in speaking and writing for effective communication in a variety of interpersonal and academic situations.	K3
<b>CO4</b>	Create awareness about learning styles and college resources, encourage the adoption of study skills, and increase competence in the use of technology so that learners may more effectively achieve academic goals.	K1
<b>CO5</b>	Build cross-cultural understanding and confidence in using language through collaboration with classmates, increased participation in college activities, and increased interaction within the college and the larger community in order to complete class assignments such as surveys, reports and presentations.	K4

**Mapping course outcome with Programme outcome:**

<b>COS</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>S</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO3</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO4</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO5</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>S</b>

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

**CORE COURSE –IX**  
**SHAKESPEARE**

**Semester: V**  
**Course Code: 21UEN5C9**  
**Total Periods: 75**

**Max. Marks: 75**  
**Credit: 5**  
**Exam Hours: 3**

**OBJECTIVES:**

1. To introduce learners to the dramatic and theoretical conventions of Shakespeare
2. To make learners understand the characterization ,dramatic and poetic techniques in Shakespearean plays
3. To enhance learners appreciation and enjoyment of select plays of Shakespeare.

**UNIT -I:**

**(15 Pds)**

Shakespeare- Biography, Important works, Theater description (design architect) importance of theatre, Soliloquy, Importance of Audience, Role of Women

**UNIT II: Julius Caesar**

**(15 Pds)**

**UNIT III: A Midsummer Night's Dream**

**(15 Pds)**

**UNIT IV: As You Like It**

**(15 Pds)**

**UNIT V: Much Ado About Nothing**

**(15 Pds)**

**PRESCRIBED BOOK:**

1. Shakespeare, William. New Clarendon Shakespeare, A Mid Summer Night's Dream. New Delhi.
2. Shakespeare, William. New Clarendon Shakespeare, Julius Caesar. New Delhi.
3. Shakespeare, William. New Clarendon Shakespeare, As you Like It. New Delhi.
4. Shakespeare, William. *New Clarendon Shakespeare, The Tempest.* New Delhi.

**REFERENCES**

1. Bradley, A.C. Shakespearean Tragedy: Lectures on Hamlet, Othello, King Lear, Macbeth. 2nd ed. London: Macmillan, 1905.
2. Chambers, K. The Elizabethan Stage. 4 Volumes. Oxford: Clarendon Press, 1923.
3. Dillon, Janette. The Cambridge Introduction to Shakespeare's Tragedies. Cambridge: Cambridge University Press, 2007.
4. Hopkins, Lisa. Beginning Shakespeare. Manchester: Manchester University Press. 2005.
5. Halliday, F. E. A Shakespeare Companion. Baltimore: Penguin, 1964.
6. Spurgeon, Caroline. Shakespeare's Imagery and What It Tells Us. Cambridge: Cambridge University Press, 1935.

**COURSE OUTCOMES:**

<b>CO NUMBER</b>	<b>CO STATEMENT</b>	<b>KNOWLEDGE LEVEL</b>
<b>CO1</b>	The student will be able to gain an insight into the age of Shakespeare	K1
<b>CO2</b>	The student will be able to understand the themes and techniques of Shakespearean plays and sonnets	K2
<b>CO3</b>	The student will be able to analyse Shakespeare's works critically	K4
<b>CO4</b>	The students will be able to compare experiences with themes and issues brought up in Shakespeare plays	K2
<b>CO5</b>	The students will be able to the structure sand organisations of his dramatic works.	K3

**Mapping course outcome with Programme outcome:**

<b>COS</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>S</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO3</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO4</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO5</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>S</b>

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

**CORE COURSE –X**  
**INDIAN WRITING IN ENGLISH**

**Semester: V**  
**Course Code: 21UEN5C10**  
**Total Periods: 75**

**Max. Marks: 75**  
**Credit: 5**  
**Exam Hours: 3**

**OBJECTIVES:**

1. To make learners aware of the history and the growth of Indian writing in English.
2. To introduce the rich literary tradition in Indian writing in English.
3. To enable learners to appreciate the changing trends in Indian writing in English.

**UNIT I (POETRY) (12 Pds)**

Sarojini Naidu - The Queen's Rival  
Nissim Ezekiel - Night of the Scorpion  
Kamala Das - An Introduction  
A.K. Ramanujam - Obituary

**UNIT II (PROSE) (14 Pds)**

Jawaharlal Nehru - Freedom and License  
A.P.J. Abdul Kalam- The Power of Prayer

**UNIT III (DRAMA) (10 Pds)**

GirishKarnad–Hayavadana

**UNIT IV (SHORT STORIES) (17 Pds)**

Ruskin Bond - The Eyes Have it  
Anita Desai - A Devoted Son

**UNIT V (NOVEL) (22 Pds)**

R.K.Narayan - The Vendor of Sweets  
Mulk Raj Anand-Coolie

**BOOKS FOR REFERENCE:**

1. Ramaswamy, S. *Commentaries on Commonwealth Poetry and Drama*. New Delhi: Prestige Books, 1994.
2. Pandit, Raghunath ed., *Indian Poetry : An Anthology of Verse*. Goa: Goan Poet's Circle, Goa Cultural & Social Centre, 1977.
3. Dattani, Mahesh. *Dance Like a Man*. New Delhi: Penguin Books, 2006.
4. Karnad, Girish, *Hayavadana*. New Delhi: Oxford University Press, 1999.
5. Nehru, Jawaharlal. *The discovery of India*. New Delhi: Penguin Book, 2004.
6. Narayan, R.K. *The Vendor of Sweets*. New York: Noonday Press, 1964.

**COURSE OUTCOMES:**

<b>CO NUMBER</b>	<b>CO STATEMENT</b>	<b>KNOWLEDGE LEVEL</b>
<b>CO1</b>	By the end of course the students would have gained knowledge about the masterpieces in Indian classical literature .	K2
<b>CO2</b>	Students would have motivated by the superb classical drama of Kalidas and Sudrak.	K2
<b>CO3</b>	Students would have been imbibed by the virtue of sacrifice , passions, integrity, tolerance and selflessness.	K4
<b>CO4</b>	Students would have motivated to make a comparative study of English literature and Indian classical literature.	K3
<b>CO5</b>	Students would have understood the richness of Indian literature	K1

**Mapping course outcome with Programme outcome:**

<b>COS</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>S</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO3</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO4</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO5</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>S</b>

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

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

**Semester: V**  
**Course Code: 21UEN5C11**  
**Total Periods: 75**

**Max. Marks: 75**  
**Credit: 4**  
**Exam Hours: 3**

**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, essayist and novelist.

**UNIT I (POETRY) (15 Pds)**

Walt Whitman : Out of the cradle endlessly rocking.  
Robert Frost : The Road Not Taken  
Emily Dickinson : Because I could not stop for Death  
Sylvia Plath : Lady Lazarus

**UNIT II(PROSE) (15 Pds)**

Emerson - Self Reliance  
Richard Wright- Blueprint for Negro Writing

**UNIT III(DRAMA) (15 Pds)**

Tennessee Williams - The Glass Menagerie  
Arthur Miller- The Death of a Salesman

**UNIT IV (SHORT STORIES) (15 Pds)**

Mark Twain - Ghost Story  
James Thurber - Secret Life of Walter Mitty

**UNIT V(NOVEL) (15 Pds)**

Harper Lee - To kill a Mockingbird  
Theodore Dreiser- The American Tragedy  
Alice Walker-The Colour Purple

**TEXT BOOKS:**

1. Dickenson, Emily. *Collected Poems*. New York: Barns and
2. Nobel, 1914.
3. Frost, Robert..*The Road Not Taken*.New York: Baker and Taylor, 2009
4. Jessie, Rittenhouse. *The Little Book of American Poets*. New York:
5. Penguin Books, 1980.
6. Emerson, Ralph Waldo. *The Wisdom of Ralph Waldo-“Self-*
7. *Reliance”*. New York: Three Rivers, 1991.

**REFERENCES**

1. Miller, Arthur. *Death of a Salesman*. New York: Penguin Books,
2. 1998.

3. Gates, Henry Louis Jr.,Nellie Y. Mckay,ed. *The Norton*
4. *Anthology of African American Literature*. New York: W.W.Norton& Company,1997

**COURSE OUTCOMES:**

<b>CO NUMBER</b>	<b>CO STATEMENT</b>	<b>KNOWLEDGE LEVEL</b>
<b>CO1</b>	Instills the background of civil war and Trancendentalism.	K1
<b>CO2</b>	Emphasizes on the meaning and the significance of American Dream, then and now	K4
<b>CO3</b>	Aids to comprehend the effects of racism	K2
<b>CO4</b>	Extends an opportunity to study a brief history American Literature – Poetry, Drama and Fiction	K3
<b>CO5</b>	Paves way to know the life, culture language and society through literature	K4

**Mapping course outcome with Programme outcome:**

<b>COS</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>S</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO3</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO4</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO5</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>S</b>

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

**CORE COURSE –XII**  
**DEVELOPING LANGUAGE SKILLS**

**Semester: V**  
**Course Code: 21UEN5C12**  
**Total Periods: 75**

**Max. Marks: 75**  
**Credit: 5**  
**Exam Hours: 3**

**OBJECTIVE:**

1. To develop the language skills of the learners in Listening, Speaking, Reading and Writing.
2. To enable students to understand the mechanism of speech, to produce English sounds correctly, to pronounce English with appropriate stress and intonation.

**UNIT I** **(10 Pds)**  
Listening (New items, Reports, Drama, Poetry and Short stories( preferably from DVD's)  
Classic Movies ,Speeches by International Personalities , Current Affairs)

**UNIT II** **(14 Pds)**  
Mechanics of Writings  
Research Papers and Articles  
1. Research Papers  
2. Articles

**UNIT III** **(22 Pds)**  
Speaking 1.Stress on words  
2. Intonation  
3. Pronuciation  
Extempore - Dynamics of Speaking  
A) Presentation  
B) Poise or Body Language  
C) Subject Matter

**UNIT IV** **(15 Pds)**  
Writing 1. Register based vocabulary  
2. Paragraph writing  
3. Report writing  
4. Precise writing  
5. Vocational writing

**UNIT V** **(14 Pds)**  
Testing Listening – 1. Passage reading  
2. Paragraph Writing  
3. Report Writing  
4. Vocational Writing

**REFERENCE:**

1. Listening, Speaking with CD by foundation with CD by Upendra
2. Orient Longman.



**COURSE OUTCOMES:**

<b>CO NUMBER</b>	<b>CO STATEMENT</b>	<b>KNOWLEDGE LEVEL</b>
<b>CO1</b>	Students would have learnt the importance of skills of writing, reading, speaking and listening.	K1
<b>CO2</b>	The students would have strengthened their knowledge in pronunciation, phonetics and differentiating miscommunication from effective communication.	K2
<b>CO3</b>	The students would have received the various functions of language.	K4
<b>CO4</b>	The students would have learnt the factors influencing the communication and the barriers of communication.	K3
<b>CO5</b>	The students would have attain and enhance competence in the four modes of literacy, writing, speaking, reading and listening	K4

**Mapping course outcome with Programme outcome:**

<b>COS</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>S</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO3</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO4</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO5</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>S</b>

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

**MAJOR BASED ELECTIVE-I**  
**TRANSLATION THEORY AND PRACTICE**

**Semester: V**  
**Course Code: 21UEN5M1A**  
**Total Periods: 60**

**Max. Marks: 75**  
**Credit: 4**  
**Exam Hours: 3**

**OBJECTIVES:**

1. To familiarize learners with the history and theory of translation
2. To introduce learners to the techniques involved in translation
3. To make learners translate prose passage from English to Tamil and vice versa

**UNIT-I** **(15 Pds)**  
Translation- Definition, principles-A Brief History of Translation and Translation Theory. Bible Translation. Theories of Translation.Aspects of Translation Theory.

**UNIT-II** **(10 Pds)**  
Types of Translation Procedure.  
Communicative and Semantic Translation.

**UNIT-III** **(15 Pds)**  
Translation Procedures –Equivalence- Problems of Equivalence  
Problems of literary translation- Structures- Prose-Poetry-Dramatic Texts.  
Existing Techniques of Translation

**UNIT-IV** **(10 Pds)**  
Two Chapters from G.U.Pope’s Translation of Thirukkural  
The Utterance of Pleasant Words  
Not Doing Evil.

**UNIT-V** **(10 Pds)**  
Translation Practice: Translating proverbs and Prose from English to tamil and Vice Versa.

**REFERENCES:**

1. Newmark, Peter. Approaches to Translation.NewYork :Prentice Hall, 1988.
2. Bassnett, Susan. Translation Studies. London: Routledge, 1988.

**COURSE OUTCOMES:**

<b>CO NUMBER</b>	<b>CO STATEMENT</b>	<b>KNOWLEDGE LEVEL</b>
<b>CO1</b>	Developed expertise in their working languages in the practice of translation.	K1
<b>CO2</b>	Mastered the different theoretical knowledge and know-how relating to translation and become able to employ them in an appropriate fashion in order to translate a document while respecting the author's intentions and register;	K2
<b>CO3</b>	Assimilated a range of thematic (disciplinary) and cultural knowledge which they are capable of employing and completing independently in order to carry out their translation assignment;	K3
<b>CO4</b>	Mastered all aspects of written communication, and in particular accuracy, readability and flow to a high level of expertise;	K4
<b>CO5</b>	Become able to implement a rigorous scientific and methodological approach to a translation problem and thereby improve their service	K2

**Mapping course outcome with Programme outcome:**

<b>COS</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>S</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO3</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO4</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO5</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>S</b>

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

**MAJOR BASED ELECTIVE-I**  
**ENGLISH FOR COMPETITIVE EXAMINATION**

**Semester: V**  
**Course Code: 21UEN5M1B**  
**Total Periods: 60**

**Max. Marks: 75**  
**Credit: 4**  
**Exam Hours: 3**

**OBJECTIVES:**

1. To Read renowned classics in English
2. To understand the Cultural Values of the various lands expressed in the classics

**UNIT- I** **(9 Pds)**

Basics of English

**UNIT-II** **(9 Pds)**

Spotting Completion  
Letter Writing

**UNIT-III** **(10 Pds)**

Sentence Completion  
Report Writing

**UNIT-IV** **(12 Pds)**

Vocabulary- Synonyms & Antonyms  
Homophones

**UNIT-V** **(20 Pds)**

Jumble Words  
Essay Writing

**REFERENCES:**

English for Competitive Examinations (Author: ManmohanBhatnagar)

**COURSE OUTCOMES:**

<b>CO NUMBER</b>	<b>CO STATEMENT</b>	<b>KNOWLEDGE LEVEL</b>
<b>CO1</b>	The student gains the ability to analyze a problem and to identify the appropriate computing requirement.	K1
<b>CO2</b>	Student develop the ability to use skills, and tools necessary for communication practices.	K4
<b>CO3</b>	Student acquires understanding of professional, ethical and social responsibilities The ability to work in group.	K3
<b>CO4</b>	Student acquainted ability to communicate effectively with a range of audiences. The ability to face the test and interview conducted by different companies and succeed	K4
<b>CO5</b>	Student acquires ability to recognize the need for continuing professional development.	K1

**Mapping course outcome with Programme outcome:**

<b>COS</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>S</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO3</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO4</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO5</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>S</b>

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

**MAJOR BASED ELECTIVE-I**  
**INDIAN AND EUROPEAN CLASSICS IN TRANSLATION**

**Semester: V**  
**Course Code: 21UEN5M1C**  
**Total Periods: 60**

**Max. Marks: 75**  
**Credit: 4**  
**Exam Hours: 3**

**OBJECTIVES:**

1. To Read renowned classics in English
2. To understand the Cultural Values of the various lands expressed in the classics

**UNIT- I** **(10Pds)**  
Translation of Bharathiyar Poetry

**UNIT-II** **(12Pds)**  
The Ramayana : Anxiety in Lanka

**UNIT-III** **(10 Pds)**  
Ibsen : A Doll's House

**UNIT-IV** **(18Pds)**  
Leo Tolstoy : God sees the truth but waits  
Maxin Gorky : The Traitor's Mother

**UNIT-V** **(10 Pds)**  
Victor Hugo : Hunch Bag of Norte Dame

**REFERENCES:**

Robin Classics of World Literature. The Best Short Story of Franz Kafka. New Delhi  
Robin Books 2007.

**COURSE OUTCOMES:**

<b>CO NUMBER</b>	<b>CO STATEMENT</b>	<b>KNOWLEDGE LEVEL</b>
<b>CO1</b>	Broadens the origin of English education during British Empire in India.	K1
<b>CO2</b>	Focuses on the role of English during freedom struggle	K2
<b>CO3</b>	Analyses the cause for the decline of the British colonies	K4
<b>CO4</b>	Emphasizes on the emergence and importance of Dalit Literature in India	K2
<b>CO5</b>	Highlights the glory of Indian writings in English	K4

**Mapping course outcome with Programme outcome:**

<b>COS</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>S</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO3</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO4</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO5</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>S</b>

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

## SKILL BASED ELECTIVE-I

### FILM STUDIES

**Semester: V**  
**Course Code: 21UEN5S1A**  
**Total Periods: 30**

**Max. Marks: 75**  
**Credit: 2**  
**Exam Hours: 3**

#### OBJECTIVES:

1. To develop knowledge and skills in filmmaking and cinema studies
2. To develop critical thinking, persuasive and creative writing.

#### UNIT- I

**(5 Pds)**

Film Definition- Stardom and Film Industry

#### UNIT-II

**(6Pds)**

Evolution of Cinema as Language- Images and Signs in Cinema- History of Silent Era film (Battleship Bottoms Him), Black & White (Charlie Chaplin- City Life), Colour Film. (7 Samurai Warriors)

#### UNIT-III

**(7 Pds)**

Sequence and Script analysis, Clock Work Orange- Theory and Concepts of Film narrative, Script Writing and direction.

#### UNIT-IV

**(7Pds)**

Cinema in India: Nation and Region, Awards (National , International Awards)

#### UNIT-V

**(5 Pds)**

Facets of Indian Cinema, FDC (funds, Film Industry), Art, Masala, Documentary (Balachandra, BaluMahendra, Arul Gopal, Aravindhhan)

#### TEXT BOOK PRESCRIBED:

Cinema Studies: the Key concepts- Susan Hayward

#### REFERENCES:

The film Encyclopedia- Ephraim Katz

Schirmer Encyclopedia- Encyclopedia of Film

The Routledge Encyclopedia of Film Theory- Edward Branigan

#### COURSE OUTCOMES:

CO NUMBER	CO STATEMENT	KNOWLEDGE LEVEL
CO1	Observe with knowledge and reflect upon the articulation of a film's content	K4
CO2	Identify and define the formal and stylistic elements of film. Develop an understanding of film language and terminology	K2
CO3	Gain a basic understanding of film theory and global film history	K4
CO4	Demonstrate familiarity with diverse forms of the moving image	K3
CO5	Understand the relationship between film form and its historical and cultural contexts. Describe how a film offers a set of social	K4



**Mapping course outcome with Programme outcome:**

<b>COS</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>S</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO3</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO4</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO5</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>S</b>

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

**SKILL BASED ELECTIVE-I  
BASICS OF THE THEATERICAL ARTS**

**Semester-V**  
**Course Code: 21UEN5S1B**  
**Total periods: 30**

**Max Marks: 75**  
**Credit: 2**  
**Exam Hrs: 3**

**UNIT-I**

**(5 HRS)**

Literature and History of theatre, Acting Skill (expressing facial and gesture)

**UNIT-II**

**(6 HRS)**

Direction- Script writing, Story writing, Narrating story, Stagecraft- On screen and Off screen role.

**UNIT-III**

**(7 HRS)**

Theatre Personality and Involvements, Character, Plot, Structure.

**UNIT-IV**

**(7 HRS)**

Literature and History of Indian Television. Development and improvement.

**UNIT-V**

**(5 HRS)**

Activity class based on Theatrical Skill and Enactment of Tabulae.

**References**

Text: Wilson, Edwin. The theatre experience 13<sup>th</sup> edition, Newyork city, NY: MC Graw Hill Publishing, 2015.

**COURSE OUTCOMES:**

<b>CO NUMBER</b>	<b>CO STATEMENT</b>	<b>KNOWLEDGE LEVEL</b>
<b>CO1</b>	Student able to demonstrate knowledge of theatre and dance history and literature and draw connections between theatrical practices and social contexts in both modern and pre modern periods.	K4
<b>CO2</b>	Student able to practice collaborative skills in various theatrical contexts.	K3
<b>CO3</b>	Student able to develop and apply process skills in rehearsal, production and classroom settings.	K4
<b>CO4</b>	Student able to demonstrate problem-solving skills in the creation of artistic work.	K2
<b>CO5</b>	Student able to demonstrate proficiency in one or more area-specific skills: acting, directing, choreography, design, technical theatre, management, playwriting, or dramaturgy.	K1

**Mapping course outcome with Programme outcome:**

<b>COS</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>S</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO3</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO4</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO5</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>S</b>

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

**SKILL BASED ELECTIVE-I**  
**OFFICE AUTOMATION**

**Semester-V**  
**Course Code: 21UEN5S1C**  
**Total periods: 30**

**Max Marks: 75**  
**Credit: 2**  
**Exam Hrs: 3**

**UNIT-I (5 HRS)**

MS –Word-Introduction to the computers-Hardware-software,operating system windows XP-MS Paint,Notepad,wordpad,creating,editing and formatting document- working with Drawing objects-Text manipulation

**UNIT-II (6 HRS)**

Working with tables columns-labels,plotting,editing and filling drawing objects,bookmark-Header &Footer-checking and correcting a document-creating Labels-envelops-Mail Marge-Formatted Output and Report generation printing documents working with internet

**UNIT-III (7 HRS)**

Ms- Excel,MS-Excel introduction –Data Entry-Cell Formatting-plotting Graphs-Workbook Features –library Functions

**UNIT-IV (7 HRS)**

Conditional Functions and data sorting-Limit the Data on a worksheet-Data validation-Data consolidation-chart creation-checking and correcting data-Tracking and managing changes-Advanced Features

**UNIT-V (5 HRS)**

MS powerpoint-introduction-creating-editing and formatting presentation-applying transition and animation Effects-applying design templates-viewing and setting up a slide show-navigating among different views-MS outlook introduction to folder list-Address

**REFERENCES**

1. Jill Murphy,Microsoft office word-comprehensive course,Labryinth publications,2003
2. Bassnett, Susan. Translation Studies. London: Routledge, 1988.2
3. NellaiKnnan,c.MS office ,New Publications TamilNadu,2002

**COURSE OUTCOMES:**

<b>CO NUMBER</b>	<b>CO STATEMENT</b>	<b>KNOWLEDGE LEVEL</b>
<b>CO1</b>	The students will be able to perform documentation	K4
<b>CO2</b>	The students will be able to perform accounting operations	K2
<b>CO3</b>	The students will be able to perform presentation skills	K3
<b>CO4</b>	The students will be able to exhibit improved understanding of computer operations.	K4
<b>CO5</b>	The students will be able to perform documentation	K2

**Mapping course outcome with Programme outcome:**

<b>COS</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>S</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO3</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO4</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO5</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>S</b>

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

**SKILL BASED ELECTIVE-A  
PERSONALITY DEVELOPMENT**

**Semester:V**  
**Course Code:18UEN5S2A**  
**Total Periods: 30**  
**Objectives:**

**Max Marks:75**  
**Credit:2**  
**Exam Hrs:3**

To build self-confidence, enhance self-esteem and improve overall personality of the students.  
To groom the learners about proper behavior, socially and professionally in formal and informal circumstances.

**UNIT-I**

What is Personality?  
Types& Determinates of personality  
Introvert,Extrovert,Ambivert

**UNIT-II**

Self-evaluation-Importance of attitude and aptitude

**UNIT-III**

Communication  
Verbal and Non-Verbal, Body Language

**UNIT-IV**

Building up confidence  
Problem Solving Techniques

**UNIT-V**

Public Speaking, Thinking Skills (logi,lateral)

**Reference:**

- 1.Basic Managerial Skills for All-Rev MvGrath (Prantice Hall)
- 2.Communicating for Result – Cheryl Hamilton (Wordsworth)
- 3.Confident Public Speaking- Lenny Laskowsky (Warner)
- 4.Emotional Quotient –Daniel Goleman
- 5.Verbal and Non verbal Communication – Lena Sen
- 6.You CanWin- Shiv Kera

**COURSE OUTCOMES:**

<b>CO NUMBER</b>	<b>CO STATEMENT</b>	<b>KNOWLEDGE LEVEL</b>
<b>CO1</b>	Power Dressing: Wardrobe Etiquette	K4
<b>CO2</b>	Grooming for Success	K2
<b>CO3</b>	Body Language,Poise, and Eye Contact	K3
<b>CO4</b>	Pronunciation, Voice Modulation, and Diction	K4
<b>CO5</b>	Self-Esteem and Confidence	K2

**Mapping course outcome with Programme outcome:**

<b>COS</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>S</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO3</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO4</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO5</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>S</b>

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

**SKILL BASED ELECTIVE-II -B**  
**GRAMMAR AND USAGE**

**Semester-V**

**Course Code: 21UEN5S2B**

**Total periods: 30**

**Objectives:**

To help the students to use the language correctly and effectively.

To help the learners to use grammar as a rule governed behavior.

To enable the students to assimilate the correct patterns of the language.

**Max Marks: 75**

**Credits: 2**

**Exam Hrs: 3**

**UNIT-I**

Nouns, Adjectives, Articles, Pronoun (Chapter I to X)

**(5 Pds)**

**UNIT-II**

Verbs, Concord ( Chapter XI to XV)

**(6 Pds)**

**UNIT-III**

Auxiliaries, Adverbs, prepositions, Conjunctions, Interjections, (Chapter XVI to XXII)

**(7 Pds)**

**UNIT-IV**

Simple, compound, complex sentences, clauses, Direct and Indirect speech, Punctuation and capitals

**(7 Pds)**

**UNIT-V**

Verb patterns and Structures (Chapter XXXIII to XXXVI)

**(5 Pds)**

**TEXT BOOK PRESCRIBED:**

David Green- Contemporary English Grammar, Structures and Composition, Composition, MacMillan publishers

**REFERENCE:**

1. Thomosn and Martinet – Apractical English Grammar
2. K.V.Josep – A Textbook of English Grammar and Usage (Vijay Nicole)
3. N.Krishnaswamy – Modern English Grammar and Usage (MacMillan)



**COURSE OUTCOMES:**

<b>CO NUMBER</b>	<b>CO STATEMENT</b>	<b>KNOWLEDGE LEVEL</b>
<b>CO1</b>	Student learns then basic rhetorical ability by completing texts for atleast three different rhetorical situation, with each one written appropriately for the context.	K2
<b>CO2</b>	Student learns awareness of basic proof reading and editing skills by comleting finished drafts that follow appropriate conventions of grammar punction,usage, and spelling.	K4
<b>CO3</b>	Students learn revise and reflect on all major project at least three effectively, based on instructor	K3
<b>CO4</b>	Student learns effectively use different software programs and applications to compose and revise documents in different modes and mediums.	K1
<b>CO5</b>	Student learns demonstrate awariness of multiple genres by producing at least one effective text in a professional, public, and non-essay genre.	K2

**Mapping course outcome with Programme outcome:**

<b>COS</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>S</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO3</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO4</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO5</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>S</b>

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

**SKILL BASED ELECTIVE-II**  
**LEADERSHIP SKILLS**

**Semester-V**  
**Course Code: 21UEN5S2C**  
**Total periods: 30**

**Max Marks: 75**  
**Credits: 2**  
**Exam Hrs: 3**

**OBJECTIVES:**

This course is aimed at introducing the students to the nuances of developing the basic skills that required of an educated youth; and to train them to present the best of themselves as job seekers.

**UNIT-I-LEADERSHIP (5 Pds)**

Leadership: definition & characteristics  
Rolls of Leader  
Types of Leader  
Characteristics of leader

**UNIT-II-MOTIVATION (7 Pds)**

Nature and Characteristics of motivation  
Traditional Theory  
Maslow's theory

**UNIT-III PROBLEM SOLVING AND DECISION MAKING (6 Pds)**

Factors involved  
Difficulty in Decision Making

**UNIT-IV-DELEGATION OF AUTHORITY (7 Pds)**

Types of Delegation  
Advantages & disadvantages

**UNIT-V-EFFECTIVE LEADERSHIP (5 Pds)**

Successful time Management  
Importance of integrity  
Self Discipline  
Improving interpersonal Relationship

**TEXT BOOK PRESCRIBED:**

Antony D'souza Leadership volume:Mumbai:Better yourself Books1989

**REFERENCE:**

Developing the leaders around you.India Magna Publishingco.ltd.1995

**COURSE OUTCOMES:**

<b>CO NUMBER</b>	<b>CO STATEMENT</b>	<b>KNOWLEDGE LEVEL</b>
<b>CO1</b>	Student understands how current technologies can be used to communicate effectively in professional environments.	K2
<b>CO2</b>	Student able to gather, assess, and use information to make informed and well-reasoned decisions.	K4
<b>CO3</b>	Student was able to apply theories of leadership to create an effective team environment in the workplace.	K3
<b>CO4</b>	Student are able to have a broad understanding of effective leadership roles and strategies and be able to apply them in a variety of professional, personal, and civic environments.	K1
<b>CO5</b>	Student be able to demonstrate the ability to understand and apply communication theory in order to effect appropriate change in a variety of leadership settings.	K2

**Mapping course outcome with Programme outcome:**

<b>COS</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>S</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO3</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO4</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO5</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>S</b>

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

## SOFT SKILL DEVELOPMENT

**Semester-V**  
**Course Code: 21U5SS**  
**Total periods: 30**

**Max Marks: 75**  
**Credit: 2**  
**Exam Hrs: 3**

### OBJECTIVES:

This course is aimed at introducing the students to the nuances of developing the basic skills that required of an educated youth; and to train them to present the best of themselves as job seekers.

### UNIT 1: EFFECTIVE COMMUNICATION & RESUME WRITING (6 Pds)

Basics of communication - definition of communication, Barriers of Communication, Non-verbal Communication; Effective Communication - Johari Window, The Art of Listening, Conversation Techniques, GoodManners and Etiquettes.

### UNIT II: RESUME WRITING & INTERVIEW SKILLS (6 Pds)

Resume Writing: What is resume? Types of Resume - Chronological, Functional and Mixed Resume, Steps in preparation of Resume. Interview Skills: Common interview questions, Attitude, Body Language, The mockinterviews, Phone interviews, Behavioral interviews.

### UNIT III: GROUP DISCUSSION (6 Pds)

Group Discussion Basics, GD Topics for Practice, Points for GD Topics. Personal Effectiveness: Self Discovery; and Goal Setting

### UNIT IV: NUMERICAL ABILITY (6 Pds)

Average, Percentage; Profit and Loss, Simple Interest, Compound Interest; Time and Work, Pipes and Cisterns; Time and Distance, Problems on Trains,Boats and Streams; and Calendar, Rations and Proportions.

### UNIT V: TEST OF REASONING (6 Pds)

Verbal Reasoning: Series Completion, Analogy; Data Sufficiency, Assertion and Reasoning; and Logical Deduction. Non-Verbal Reasoning: Series.

### REFERENCES

1. Aggarwal, R.S. 2010. A Modern Approach to Verbal and Non Verbal Reasoning. S.Chand, New Delhi.
2. Covey, Stephen. 2004. 7 Habits of Highly effective people, Free Press. Egan, Gerard. (1994).
3. The Skilled Helper (5th Ed). Pacific Grove, Brooks/Cole.
4. Khera, Shiv 2003. You Can Win. Macmillan Books , Revised Edition.
5. Murphy, Raymond. 1998. Essential English Grammar. 2nd ed., Cambridge University Press. Sankaran, K., & Kumar, M. Group Discussion and Public Speaking. M.I. Pub, Agra, 5th ed., Adams, Media.
6. Trishna's 2006. How to do well in GDs & Interviews, Trishna Knowledge Systems.
7. Yate, Martin. 2005. Hiring the Best: A Manager's Guide to Effective Interviewing and Recruiting.

**COURSE OUTCOMES:**

<b>CO NUMBER</b>	<b>CO STATEMENT</b>	<b>KNOWLEDGE LEVEL</b>
<b>CO1</b>	Resilience – learning to keep going when things don't go according to plan, coping with the unfamiliar, managing disappointment and dealing with conflict	K2
<b>CO2</b>	Teamwork – learning to connect and work with others to achieve a set task	K1
<b>CO3</b>	Leadership – assessing the requirements of a task, identifying the strengths within the team, utilising the diverse skills of the group to achieve the set objective, awareness of risk/safety	K4
<b>CO4</b>	Communication – demonstrating clear briefing and listening skills, not being afraid to ask for help and support when necessary	K2
<b>CO5</b>	Effectively communicate through verbal and oral communication and improve the literary skills.	K3

**Mapping course outcome with Programme outcome:**

<b>COS</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>S</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO3</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO4</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO5</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>S</b>

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

**CORE COURSE-XIII**  
**COMMON WEALTH LITERATURE**

**Semester-VI**  
**Course Code: 21UEN6C13**  
**Total periods: 90**

**Max Marks: 75**  
**Credit: 5**  
**Exam Hrs: 3**

**OBJECTIVES**

1. To introduce learners to the literature of a few Commonwealth countries
2. To enable learners to understand and appreciate various cultures, traditions and mores

**UNIT I: (18 Pds)**

A.D. Hope: Australia  
Micheal-de-Anang: Africa Speaks  
F.R. Scott: The Canadian Authors Meet

**UNIT II: (25 Pds)**

Atwood: Journey to the Interior  
Allan Curnow: Time  
Walcott: Ruins of a Great House

**UNIT III: (10 Pds)**

Wole Soyinka: The Kongi's Harvest

**UNIT IV: (12 Pds)**

Achebe: The Novelist as a Teacher  
Katherine Mansfield: Bliss, Prelude, Picture (Short Stories)

**UNIT V: (10 Pds)**

Achebe: Things Fall Apart

**REFERENCES**

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

**COURSE OUTCOMES:**

<b>CO NUMBER</b>	<b>CO STATEMENT</b>	<b>KNOWLEDGE LEVEL</b>
<b>CO1</b>	Student learns problematize and define Commonwealth Literature	K2
<b>CO2</b>	Student learnsto identify the geography of commonwealth literature	K1
<b>CO3</b>	Student learns state the Functions of Commonwealth Literature	K4
<b>CO4</b>	Student learnsto discuss how the Commonwealth Organisation has promoted Commonwealth Literature	K2
<b>CO5</b>	Student learnstomention major Characteristics of Commonwealth Literature/Issues common to the writers	K3

**Mapping course outcome with Programme outcome:**

<b>COS</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>S</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO3</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO4</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO5</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>S</b>

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

**CORE COURSE-XIV**  
**WOMENS WRITING IN ENGLISH**

**Semester-VI**  
**Course Code: 21UEN6C14**  
**Total periods: 90**

**Max Marks: 75**  
**Credit: 5**  
**Exam Hrs:3**

**OBJECTIVES:**

1. To introduce students to, and/or expand their knowledge of the range and long history of women's writing across the world.
2. To expand students' knowledge about the relation between gender, sexuality and nationalism in each of the selected readings.
3. To expand students' critical vocabulary about representation, identity and nationalism.

**UNIT-I (POETRY)**

**(12 Pds)**

Carol Ann Duffy (Scottish): "Mrs. Aesop"  
Carol Shields (Canadian): "Wedding"  
Amrita Pritam : "A Letter", "Empty Space"

**UNIT-II (POETRY)**

**(17 Pds)**

Marianne Moore (American): "Marriage"  
Sylvia Plath (American): "Lady Lazarus", "Daddy"  
Marge Piercy (American): "Rape Poem", "Right to Life"  
Margaret Christakos : "The Lovely Figure" (Canadian)

**UNIT-III (SHORT STORIES)**

**(15 Pds)**

Angela Carter (English): "The Company of Wolves"  
Mrinal Pande (Indian): "Bitch"  
Amrita Pritam (Indian): "Wild Flower"

**UNIT-IV (FICTION)**

**(18 Pds)**

Florence Nightingale (English): Cassandra  
Toni Morrison (African): "The Bird in Our Hand: Is It Living or Dead?" (Nobel Prize Acceptance Speech)

**UNIT-V (NOVEL)**

**(13 Pds)**

Buchi Emecheta (Nigerian): The Bride Price (1976)  
Kavita Daswani (Indian-American): For Matrimonial Purposes (2003)

**REFERENCES**

1. Cornillon, Susan Koppelman. Ed. Images of Women in Fiction: Feminist Perspectives. Bowling Green, Ohio: Bowling Green University Popular Press, 1972. Print.
2. Coward, Rosalind. Female Desire: Women's Sexuality Today. London: Paladin, 1984. Print.
3. Emecheta, Buchi. The Bride Price. George Braziller Incorporated 2014. Print.
4. Fisher, Jerilyn and Ellen S. Silber (Eds). Women in Literature: Reading through the Lens of Gender. Greenwood Publishing Group. Print.



5. Gilbert, Sandra and Susan Gubar (Eds). The Norton Anthology of Literature by Women: The Traditions in English. New York and London: Norton, 1996. Print.
6. Markandaya, Kamala. Nectar in a Sieve. UK: Penguin. Print.
7. Nightingale, Florence. Cassandra: An Essay. Feminist Press, 1979. Print.
8. Sage, Lorna. Cambridge Companion to Women's writing in English. Australia: CUP, 1999. Print.5

**COURSE OUTCOMES:**

<b>CO NUMBER</b>	<b>CO STATEMENT</b>	<b>KNOWLEDGE LEVEL</b>
<b>CO1</b>	Students would have understood the gender equality and women's rights.	
<b>CO2</b>	Students would have understood the revolutionary changes occurred due to women empowerment.	
<b>CO3</b>	Students would have been aware of the negative impact of female feticide and woman exploitation In the society.	
<b>CO4</b>	Students would have participate in critical and theoretical debates surrounding womrns writing	
<b>CO5</b>	To expand students' ability to think, speak and write critically about the collective term 'women'	

**Mapping course outcome with Programme outcome:**

<b>COS</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>S</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO3</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO4</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>M</b>	<b>M</b>
<b>CO5</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>S</b>

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

**CORE COURSE-XV  
LANGUAGE AND PHONETICS**

**Semester-VI**  
**Course Code: 21UEN6C15**  
**Total periods: 90**

**Max Marks: 75**  
**Credit:5**  
**Exam Hrs:3**

**OBJECTIVES:**

1. To provide learners an insight into the nature of language.
2. To familiarize learners with the discourse of phonetics and to expose them to theoretical and practical manifestation of linguistics
3. To enable learners to understand the nexus between literature and society.

**UNIT: I**

**(14 Pds)**

Old English -Foreign Contribution to the growth of English- Middle English- Modern English.  
Contribution of Shakespeare and Milton to English -Change of meaning

**UNIT II:**

**(15 Pds)**

The air stream mechanism, The organs of Speech. Classification and description of English Speech Sounds, Received Pronunciation.

**UNIT III**

**(15 Pds)**

Syllable, Stress, Intonation, its types and uses, Strong forms and weak forms.  
Transcription of words and Short Sentences.  
Limitations of the English Alphabet- Importance of the IPA- Airstream mechanisms  
Definition of phonetics and phoneme- Types of phonetics

**UNIT IV**

**(16 Pds)**

Manner and place of articulation- State of the glottis- Description of consonant phonemes-The cardinal vowel chart- Pure vowels- Diphthongs- Triphthongs

**UNIT V:**

**(15 Pds)**

Definition-Allophones- Syllables- Strong and weak syllables-Consonant clusters  
Stress in simple words- Stress in complex words- Functions of English tones- Pronunciation difficulties for Indian speakers- Phonetic transcription

**TEXTBOOK**

1. Balasubramanian, T. (1997). *A textbook of English phonetics for Indian students*(Low price edition). Chennai: Macmillan. .
2. C.L. Wren: *The English Language*.
3. A.C. Bough: *A History of English Language* 23

**REFERENCES**

1. Asher, R.E. and Henderson, E.J.A. (eds.) (1981). *Towards a history of phonetics*. Edinburgh: Edinburgh University Press.
2. Bowen, J.D. (1975). *Patterns of English pronunciation*. Cambridge MA: Newbury House.
3. Gimson, A.C. (1962). *An introduction to the pronunciation of English*. London: Edward Arnold.

4. Jones, D. (1975). *An outline of English phonetics* (9th ed.). Cambridge: Cambridge University Press.
5. Jones, D. *English pronouncing dictionary* (15th ed.). Cambridge: Cambridge University Press.
6. Laver, J. (2000). *Principles of Phonetics*. Cambridge: Cambridge University Press.
7. O'Connor. (1982). *Better English pronunciation* (2nd ed.). Cambridge: Cambridge University Press.

**COURSE OUTCOMES:**

<b>CO NUMBER</b>	<b>CO STATEMENT</b>	<b>KNOWLEDGE LEVEL</b>
<b>CO1</b>	Student understand and be able to apply some of the techniques available for analysing words, morphemes, sentence constituents and sentence structure	K1
<b>CO2</b>	Student understand language structure, processing, variation and use	K2
<b>CO3</b>	Student use broad and narrow IPA to accurately transcribe spoken language	K3
<b>CO4</b>	Student understand the phonotactic and prosodic structure of speech	K4
<b>CO5</b>	Student understand how speech sounds are produced in the vocal tract, the effect of the position of the articulators (tongue, lips, velum, etc.) on speech sounds and the acoustic principles underlying these effects	K2

**Mapping course outcome with Programme outcome:**

<b>COS</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>S</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO3</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO4</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO5</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>S</b>

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

**MAJOR BASED ELECTIVE III**  
**JOURNALISM AND MASS MEDIA**

**Semester-VI**  
**Course Code: 21UEN6M2A**  
**Total periods: 90**

**Max Marks: 75**  
**Credit: 4**  
**Exam Hrs: 3**

**UNIT I** (20 Pds)  
Introduction- What is Journalism?- The Role of The Press- News, Values, Kinds of News- English in advertisements (video)

**UNIT II** (20 Pds)  
Reporting- Qualities of a Reporter- Different kinds of Reporting- News Agencies and their role.

**UNIT III** (15 Pds)  
Writing for Journalism- News Writing- Features, Articles, Reviews- Interviews

**UNIT IV** (15 Pds)  
Language for Journalism, Style, Leads, Kinds, Headline, Writing.

**UNIT V** (20 Pds)  
Publish an Article for the Department Magazine. Department Event College Day, Sports Day, etc), Book Review, Scoop, Correspondent, Broad sheet ( Hinduism) Tabloid, Scribe.

**PRESCRIBED BOOK:**

Written communication in English by Sarah Freeman Orient Longman

**COURSE OUTCOMES:**

<b>CO NUMBER</b>	<b>CO STATEMENT</b>	<b>KNOWLEDGE LEVEL</b>
<b>CO1</b>	Students will be able to write a variety of mass media products, including news stories, press releases, and advertising copy, following accepted journalistic standards, including Associated Press style.	K1
<b>CO2</b>	Students will be able to create and design emerging media products, including blogs, digital audio, digital video, social media, digital photography, and multimedia.	K2
<b>CO3</b>	Students will understand and be able to apply relevant case law involving journalism, the First Amendment, and other mass media issues.	K3
<b>CO4</b>	Student will be able to understanding the role of the news editor and its function duties and reponsibilities.	K4
<b>CO5</b>	Students will be able to understanding the importance of editorial and its choice of subjects, arrangement and stlye of presentation.	K2

**Mapping course outcome with Programme outcome:**

<b>COS</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>S</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO3</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO4</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO5</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>S</b>

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

**MAJOR BASED ELECTIVE III**  
**ENGLISH LANGUAGE TEACHING**

**Semester-VI**

**Course Code: 21UEN6M2A**

**Total periods: 90**

**Credit: 4**

**Max Marks: 75**

**Exam Hrs: 3**

**OBJECTIVES:**

1. To analyze language learning concepts and processes.
2. To make the students know about techniques of English Language Teaching

**UNIT I**

**(15 Pds)**

Problems and Prospects for the Teacher of English  
What is involved in Teaching English?

**UNIT II**

**(20 Pds)**

The Content of the Teaching of English  
Strategies & Techniques for the Teacher

**UNIT III**

**(20 Pds)**

Planning the Lesson  
Methods & Techniques for Teaching English in Large Classes  
Teaching of Prose Text

**UNIT IV**

**(20 Pds)**

Teaching Reading Skills  
Teaching Poetry

**UNIT V**

**(15 Pds)**

Teaching of Grammar & Composition  
Examinations in English

**PRESCRIBED BOOK:**

Ghosh, Sastri, Das: Introductions to English Language Teaching Vol: 3 CIEFL (OUP).

**REFERENCE:**

1. Bright, McGregor: Teaching English as a Second Language (Longman/ ELBS).
2. Krishnaswamy&Sriraman.: Teaching of English in India (T.R. Publication) Pit Corder: Introducing Applied Linguistics (Part III), Penguin Educational Publication.
3. Introduction to English Language Teaching – Vol. III, CIEFL (OUP) Jack C. Richards & Theodore S. Rodgers: Approaches and methods in Language Teaching (CUP)

**COURSE OUTCOMES:**

<b>CO NUMBER</b>	<b>CO STATEMENT</b>	<b>KNOWLEDGE LEVEL</b>
<b>CO1</b>	Encourage the use of strategies, such as contextualization of new vocabulary, use of previewing, skimming and scanning techniques, and knowledge of text organization and discourse markers, to aid the comprehension of written and spoken language.	K1
<b>CO2</b>	Expand the learner's use of grammatically correct and situational and culturally appropriate language in speaking and writing for effective communication in a variety of interpersonal and academic situations.	K2
<b>CO3</b>	Create awareness about learning styles and college resources, encourage the adoption of study skills, and increase competence in the use of technology so that learners may more effectively achieve academic goals.	K3
<b>CO4</b>	Build cross-cultural understanding and confidence in using language through collaboration with classmates, increased participation in college activities, and increased interaction within the college and the larger community in order to complete class assignments such as surveys, reports and presentations.	K4
<b>CO5</b>	To make the students know about techniques of English Language Teaching.	K2

**Mapping course outcome with Programme outcome:**

<b>COS</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>S</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO3</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO4</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO5</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>S</b>

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

**MAJOR BASED ELECTIVE-II**  
**INTRODUCTION TO LITERARY CRITICISM**

**Semester-VI**  
**Course Code: 21UEN6M2C**  
**Total periods: 90**

**Max Marks: 75**  
**Credit: 4**  
**Exam Hrs: 3**

**OBJECTIVES:**

To get acquainted with the work of significant critics from the New Critics to the present time.

**UNIT-I**

**(16 Pds)**

Criticism –Definition,nature and Function-The Phases of Literary criticism, Poetics, Aesthetics (Old & New)- Edgar Allen Poe (Raven), Beginning Theory- Peter Barry.

**UNIT-II**

**(19 Pds)**

Plato- His attack on poetry and function of poetry, Sociological Criticism- A Social Prey, Manas, Sociological Criticism- Geoffrey Chaucer, Jane Austen (Canterbury Tales), Social Realism, Stimulation (Life is Truth), Life like Character.

**UNIT-III**

**(25 Pds)**

William Wordsworth –concept of poetic Diction and concept of poetry  
Mathew Arnold –Criticism on Poetry, Touchstone method

**UNIT-IV**

**(10 Pds)**

Psychological Criticism, Psychological of the Character (Novel), Hamlet, Dr. Earnest and Jones  
Sigmund Freud –Id, Ego, Super Ego, Repression Art and Neurosis

**UNIT-V**

**(20 Pds)**

Eco-Criticism, Historic Criticism (Hysterious, Back Background, Old & New History- Peter Barry)

**REFERENCE BOOK**

1. Prasad Brijadish- An introduction to literary criticism
2. John and martin Coyle, Literary Terms and criticism london2002



**COURSE OUTCOMES:**

<b>CO NUMBER</b>	<b>CO STATEMENT</b>	<b>KNOWLEDGE LEVEL</b>
<b>CO1</b>	The students would have gained perception on the various important developments in the field of criticism.	K1
<b>CO2</b>	New literary terms and concepts would have been learnt.	K4
<b>CO3</b>	New literary terms and concepts would have been learnt.	K2
<b>CO4</b>	The students would have gained knowledge for analyzing critically a work of art.	K3
<b>CO5</b>	Write effectively literary analyses defending arguable these based on close reading of texts and incorporating relevant literary terms and concepts.	K4

**Mapping course outcome with Programme outcome:**

<b>COS</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>S</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO3</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO4</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO5</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>S</b>

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

**MAJOR BASED ELECTIVE-III**  
**WRITTEN COMMUNICATION**

**Semester-VI**  
**Course Code: 21UEN6M3A**  
**Total periods: 75**

**Max Marks: 75**  
**Credit: 4**  
**Exam Hrs: 3**

**OBJECTIVES:**

1. To design, Construct and implement that facilities understanding and results in written communication.
2. To develop Students' written Expression of thought and provide learners opportunities to explore ideas and to build connection between content areas.

**UNIT-I**

**(15 Pds)**

Writing Skill: Purpose, Process, Methodologies and Strategy, Audience

**UNIT-II**

**(15 Pds)**

Effective Writing Skills: Elements of Effective Writing, Main Forms of Written Communication, Agenda, Minutes, Notices, Circular.

**UNIT-III**

**(15 Pds)**

Writing of CV, Memo, Drafting an E-Mail, Press Release. Correspondence: Personal Official and Business, Report Writing

**UNIT-IV**

**(15 Pds)**

Idioms and Phrases, Words often Confused, One Word Substitutes, Word Formation, Prefixes, Bases and Suffixes (Derivational & Inflectional). Word Choice: Right Words.

**UNIT-V**

**(15 Pds) Paragraph,**

Essay (Topic, Illustration), Introduction, Conclusion

**PRESCRIBED BOOK:**

1. PranNath Seth and Sushma Seth Bhai: An Introduction to Travel and Tourism (Sterling), 1993
2. John Eastwood : English for Travel (OUP), 1980

**REFERENCE:**

1. Nehru: The Discovery of India, Penguin India, 2008
2. Basic of Tourism, Krishna K. Kumara, Kanishka Publishers Distributors (2007)
3. Tourism Research Planning & Development, RomilaChawala, Sonali Publications (2003)
4. Global Tourism, RomilaChawla, Sonali Publications (2003)
5. Development of Tourism and Travel industry, PremNathDhar, Kanishka Publishing House (1 April 2009)

**COURSE OUTCOMES:**

<b>CO NUMBER</b>	<b>CO STATEMENT</b>	<b>KNOWLEDGE LEVEL</b>
<b>CO1</b>	Students will be able to understand the research methods associated with the study of human communication, and apply at least one of those approaches to the analysis and evaluation of human communication.	K4
<b>CO2</b>	Students will be able to communicate effectively orally and in writing.	K2
<b>CO3</b>	Students will be able to find, use, and evaluate primary academic writing associated with the communication discipline.	K3
<b>CO4</b>	Effectively communicate through the written word for a wide variety of purpose and audiences.	K4
<b>CO5</b>	Students will develop knowledge, skills, and judgment around human communication that facilitate their ability to work collaboratively with others. Such skills could include communication competencies such as managing conflict, understanding small group processes, active listening, appropriate self-disclosure, etc.	K2

**Mapping course outcome with Programme outcome:**

<b>COS</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>S</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO3</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO4</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO5</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>S</b>

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

**MAJOR BASED ELECTIVE III**  
**ENGLISH FOR TOURISM**

**Semester-VI**  
**Course Code: 21UEN6M3D**  
**Total periods: 75**

**Max Marks: 75**  
**Credit: 4**  
**Exam Hrs: 3**

**Learning Objective:**

- i) To explore World of Tourism
- ii) To improve communication in various travel situations for job opportunities

**UNIT I** **(15 Pds)**  
World of Travel and Tourism – Travel through Ages- Modern tourism- Definition of tourist- India's share in international tourism- Types of tourism

**UNIT II** **(15 Pds)**  
Role of travel agencies- Types of travel agencies- Services provided by them

**UNIT III** **(15 Pds)**  
Transport- Accommodations- Hotels- Resorts- Modes of Transportation- Railway- Water ways- Roadways- Hotel Industry

**UNIT IV** **(15 Pds)**  
India as a Tourist destination- Historical Past- Dance and Music- Seasons- Shopping- Food- Tourist attractions.

**UNIT V** **(15 Pds)**  
English for Travel- Advertising- English in different situations such as Asking about travel at Airport, at Hotel, Shopping etc.

**PRESCRIBED BOOK:**

1. PranNath Seth and Sushma Seth Bhal: An Introduction to Travel and Tourism (Sterling), 1993.
2. John Eastwood: English for Travel (OUP), 1980.

**REFERENCE:**

1. Nehru: The Discovery of India, Penguin India, 2008.
2. Basic of Tourism, Krishna K. Kumara, Kanishka Publishers Distributors (2007)
3. Tourism Research Planning & Development, RomilaChawla, Sonali Publications (2003)
4. Global Tourism, RomilaChawla, Sonali Publications (2003)
5. Development of Tourism and Travel industry, PremNathDhar, Kanishka Publishing House( 1 April 2009)

**COURSE OUTCOMES:**

<b>CO NUMBER</b>	<b>CO STATEMENT</b>	<b>KNOWLEDGE LEVEL</b>
<b>CO1</b>	Demonstrate commitment to ethical practices of tourism.	K4
<b>CO2</b>	Actively engage in the world as global citizens.	K2
<b>CO3</b>	Practice empathy and respect for diversity and multicultural perspectives.	K2
<b>CO4</b>	Apply principles of sustainability to the practice of tourism in the local and global context.	K3
<b>CO5</b>	Demonstrate leadership and teamwork to achieve common goals.	K4

**Mapping course outcome with Programme outcome:**

<b>COS</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>S</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO3</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO4</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO5</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>S</b>

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

**MAJOR BASED ELECTIVE III**  
**MEDIA STUDIES**

**Semester-VI**  
**Course Code: 21UEN6M3C**  
**Total periods: 75**

**Max Marks: 75**  
**Credit: 4**  
**Exam Hrs: 3**

**OBJECTIVES:**

To make the students learn about the centrality of Media in Politics, Economics, Social Life and Culture.

**UNIT I** **(15 Pds)**

Media studies-concept-Definition-Growth-History-Effects of various media- Theoretical and Methodological focus-understanding media studies on the basis of creative industries,politics,Economics and cultural –media Psychology

**UNIT II** **(15 Pds)**

Journalism-Reporting, Writingand editing-Newspaper organization and printing, Advertising-public relation

**UNIT III** **(15 Pds)**

Television in India-trends in Indian television –cable DTH service in India-Formats of Television of programs-TV programs-TV program productions-key professionals involved

**UNIT IV** **(15 Pds)**

Indian cinema-various genres of Indian cinema-cinema and society-Film making:Film Appreciation/criticism

**UNIT V** **(15 Pds)**

Writing for media-script writing for TV serials and films-writingFilmdocumentary-writing newspaper article-film Reviews-Designing an advertisements

**PRESCRIBED BOOK:**

Dictionary of media and communication-Dantel chandler and Rod Munday

**REFERENCE:**

Global media studies-TobyMiller

**COURSE OUTCOMES:**

<b>CO NUMBER</b>	<b>CO STATEMENT</b>	<b>KNOWLEDGE LEVEL</b>
<b>CO1</b>	Student recognize and apply foundational historical context from the field of communication and media studies to an examination of the contemporary world.	K4
<b>CO2</b>	Student learn to Interpret and evaluate contemporary global culture through a critical framework, to apply theoretical concepts and ethical principles of equity and social justice from within the field of communication and media studies to issues of power, privilege, and oppression.	K2
<b>CO3</b>	Student learns implement intellectually developed critical thinking skills, creative and imaginative use of communicative forms and technologies, and preparedness for the careers of today and the future.	K1
<b>CO4</b>	Student acquire to produce work that contributes knowledge and expresses creativity with competent and effective communication skills in media across written, oral, visual, and interactive forms.	K3
<b>CO5</b>	Produce work that contributes knowledge and expresses creativity with competent and effective communication skills in media across written, oral, visual, and interactive forms.	K4

**Mapping course outcome with Programme outcome:**

<b>COS</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>
<b>CO1</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>S</b>
<b>CO2</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO3</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>CO4</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>M</b>
<b>CO5</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>M</b>	<b>S</b>

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