



B.A ENGLISH
Curriculum and Syllabus
Effective from the Academic year
2018-2019

Department of English
School of Languages

B.A. English

Program Educational Objectives (PEO)

- PEO1 To familiarize the learner with the origin and development of the English language and until the present Times.
- PEO2 Students are imparted of the why and how of English Literature which is modern and from which study of courses for the program starts.
- PEO3 Learners are introduced to the various periods in English Literature, classified according to the periods of monarchy and major literary currents.
- PEO4 To introduce students to other English literatures from Australia, New Zealand, Canada, the Caribbean, Africa and Asian countries including translation of classics to facilitate comparative studies.
- PEO5 Linguistics and study of the English language will help learners to investigate into the nuances of methods to teach English in the event of they taking to the profession of teaching.

Program Outcome (PO)

- PO1 English Language Knowledge: Students learn how the language originated in England and underwent various processes of development through the ages right from the middle of the 5th century A.D.
- PO2 Historical Knowledge: Study of the English Language history enables learners to know the difference between Old English and Modern English in matters of vocabulary, Syntax, grammar and phonology.
- PO3 Age based literary knowledge: The Renaissance with its two phases and texts inform learners of the initial stages of both modernity in the English language and thoughts in literature.
- PO4 Study of classical literature is given through literature of the neoclassical age.
- PO5 The European phenomenon of change of perception of life is imparted through the literature of the Romantic period.
- PO6 Students learn of the impact of science on literature through the Victorian and early 20th century writings.
- PO7 Writing after 1950s lend information on the psychological impact the thought process of writers underwent in all generic pursuits. Literature of America and India enlighten the learners as to the difference in perceptions about life.

Program Specific Outcome (PSO)

- PSO1 Students develop taste for specific generic forms and acquire nuances of creative writing.
- PSO2 Learners develop a penchant for specific writers which in all probability will help them in completing projects.
- PSO3 Study of Linguistics facilitates involvement in socio-linguistic projects.
- PSO4 Study of New Literatures opens up scope for higher studies abroad.
- PSO5 Study of Phonetics helps assimilate acceptable accent in speech.

BOARD OF STUDIES

S.No	Name	Affiliation	Role
1.	Department of English	VISTAS (Vels University)	Revision of Syllabus
2.	Department of English	VISTAS (Vels University)	Revision of Syllabus
3.	Department of English	VISTAS (Vels University)	Revision of Syllabus

VELS INSTITUTE OF SCIENCE, TECHNOLOGY AND ADVANCED STUDIES (VISTAS)
B.A. DEGREE COURSE (ENGLISH)
COURSES OF STUDY AND SCHEME OF ASSESSMENT
(CREDITS TO BE EARNED: 140)

Code No.	Course	Hours/Week			Credits	Maximum Marks		
		Lecture	Tutorial	Practical		CA	SEE	Total
SEMESTER 1								
LANG	Language Tamil/ Hindi/ French -I	5	0	0	5	40	60	100
ENG	English- I	5	0	0	5	40	60	100
CORE	Social History of England - I	5	0	0	5	40	60	100
CORE	History of English Literature – I	5	0	0	5	40	60	100
CORE	Literary Forms	4	0	0	4	40	60	100
		24	0	0	24			

SEMESTER 2

LANG	Language Tamil/ Hindi/ French - II	5	0	0	5	40	60	100
ENG	English - II	5	0	0	5	40	60	100
CORE	Social History of England - II	5	0	0	5	40	60	100
CORE	History of English Literature – II	5	0	0	5	40	60	100
CORE	The Elizabethan Age	2	0	0	2	40	60	100
		22	0	0	22			

CA - Continuous Assessment
SEE - Semester End Examination

VELS INSTITUTE OF SCIENCE, TECHNOLOGY AND ADVANCED STUDIES

Programme: B.A. DEGREE COURSE

Code No.	Course	Hours/Week				Credits	Maximum Marks		
		Lecture	Tutorial	Practical	CA		SEE	Total	
SEMESTER 3									
LANG	Language Tamil/ Hindi/ French - III	5	0	0	5	40	60	100	
ENG	English - III	5	0	0	5	40	60	100	
CORE	The Milton and Neoclassical A	4	0	0	4	40	60	100	
CORE	The Romantic Age	5	0	0	5	40	60	100	
AECC	Value Education	2	0	0	2	40	60	100	
SEC	Soft Skills I	2	0	0	2	40	60	100	
		23	0	0	23				

SEMESTER 4

LANG	Language – IV Tamil/ Hindi/ French	4	0	0	4	40	60	100	
ENG	English - IV	5	0	0	5	40	60	100	
CORE	The Victorian Age	5	0	0	5	40	60	100	
CORE	The Modern Period	5	0	0	5	40	60	100	
AECC	Environmental Science	2	0	0	2	40	60	100	
SEC	Soft Skills II	2	0	0	2	40	60	100	
		23	0	0	23				

CA - Continuous Assessment
SEE - Semester End Examination

VELS INSTITUTE OF SCIENCE, TECHNOLOGY AND ADVANCED STUDIES

Programme: B.A. DEGREE COURSE

Code No.	Course	Hour / Week				Maximum Marks		
		Lecture	Tutorial	Practical	Credits	CA	SEE	Total
SEMESTER 5								
DSE	Discipline Specific Elective- I	6	0	0	6	40	60	100
DSE	Discipline Specific Elective- II	6	0	0	6	40	60	100
DSE	Discipline Specific Elective- III	6	0	0	6	40	60	100
GE	Consumer Affairs	4	0	0	4	40	60	100
SEC	NSS	2	0	0	2	40	60	100
		24	0	0	24			
SEMESTER 6								
DSE	Discipline Specific Elective- IV	6	0	0	6	40	60	100
DSE	Discipline Specific Elective- V	6	0	0	6	40	60	100
GE	Disaster Management	4	0	0	4	40	60	100
SEC	Ethics and Values	2	0	0	2	40	60	100
	Project Work		0	6	6	40	60	100
		3						
		21	0	3	24			

CA - Continuous Assessment
 SEE - Semester End Examination

Recommended Generic Electives

1. Consumer Affairs

2. Disaster Management

LIST OF DISCIPLINE SPECIFIC ELECTIVE COURSES (DSE) L T P C

SUB CODE TITLE OF THE PAPER

DSE1 New Literature 6 0 0 6

DSE2 Shakespeare 6 0 0 6

DSE3 Linguistics and Rhetoric 6 0 0 6

DSE4 American Literature 6 0 0 6

DSE5 Indian Writing in English 6 0 0 6

LIST OF GENERIC ELECTIVE COURSES (GE)**L T P C****SUB CODE****TITLE OF THE PAPER**

GE1

Consumer Affairs

4 0 0 4

GE2

Disaster Management

4 0 0 4

List of Languages

Subject Code	Title of the Paper
18LENG11	English I
18LTA001	Foundation Course Language I
18LHN001	Hindi Paper – I
18LFR001	French Paper - I
18LENG21	English II
18LTA002	Foundation Course Language II
18LHN002	Hindi Paper – II
18LFR002	French Paper – II
18LENG31	English III
18LTA003	Foundation Course Language III
18LHN003	Hindi Paper – III
18LFR003	French Paper – III
18LENG41	English IV
18LTA004	Foundation Course Language IV
18LHN004	Hindi Paper – IV
18LFR004	French Paper – IV

LIST OF ABILITY ENHANCEMENT COMPULSORY COURSES (AECC) L T P C

Subject Code	Title of the Paper	
18SSKU11	Soft Skills I	2002
18SSKU12	Soft Skills II	2002
AECC3	NSS	2002
AECC4	Ethics and Values	2002

LIST OF ABILITY ENHANCEMENT COMPULSORY COURSES (AECC) L T P C

Subject Code	Title of the Paper
AECC1	Value Education
AECC2	Environmental Science

SOCIAL HISTORY OF ENGLAND – I

5 0 0 5

COURSE OBJECTIVE:

- To enable students to acquire a basic knowledge of the Social History of England
- To help students get acquainted with English, History, Culture and Thought of the past years

	Credit Hours
UNIT I – Background	12
a. Feudalism	
b. The Church during the Age of Chaucer and after	
b. Monasteries	
UNIT II - The Tudor Age	12
a. Renaissance	
b. Reformation	
c. Social Life during the Age of Shakespeare	
UNIT III - The Age of Stuarts	12
a. The Puritan War	
b. Colonial Expansion	
UNIT IV – Stuart England	12
The Glorious Revolution, The Great Plague and Great Fire of London, Trade and Industry, The Royal Society	
UNIT V – Stuart England	12
a. The Golden Age of Queen Anne	
b. Social Hierarchy	
c. The City and Judiciary	
d. The Coffee Houses	
e. Religion and Education	
	Total: 60 Hours

COURSE OUTCOME

At the end of this course the students will be able to,

- CO1: Identify the key aspects of the Social History of England
- CO2: Interpret English History, Culture and Thought of the past years.
- CO3: Determine the background to major traditions of English Literature.
- CO4: Experiment with the diversity of literary and social voices within those traditions.
- CO5: survey texts in relation to their historical and cultural contexts in order to gain a richer understanding of both text and context as situated historically and culturally.

Books Prescribed:

- Social History of England – G.M. Trevelyan
(Free PDF can be downloaded from Internet)
- The Social History of England – Padmaja Ashok, Orient Black Swan, Chennai.
- Social History of England – P. Thailambal, Thirumani Printers, Coimbatore.

HISTORY OF ENGLISH LITERATURE – I

5 0 0 5

COURSE OBJECTIVE:

- To initiate students into a chronological study in English Literature
- To sharpen their literary sensibilities and to develop in them the right perspective to different genres of different ages

Credit Hours

UNIT I – Background Information

12

From Chaucer to Renaissance

UNIT II – Renaissance Literature

12

a. The Development of Drama

b. Marlow

c. Ben Jonson

d. Other minor dramatists of the 16th Century

e. Elizabethan Poetry

f. Elizabethan Prose

UNIT III – The Age of Milton

12 a.

The Poetry of Milton

b. Prose

UNIT IV – The Age of Dryden **12 a.** Restoration Drama

b. Development of Prose

c. Poetry during the Age of John Dryden

UNIT V – The Age of Pope

12 a.

18th Century Novel

b. Transitional Poets

Total: 60 Hours

COURSE OUTCOME

At the end of this course the students will be able to,

CO1: Apply themselves to a chronological study of English Literature.

CO2: Mark the development of modern English Literature from Chaucer

CO3: Examine the various stages of dramatic development

CO4: Interpret specific minds with novelties in the novel – romances, sentimental writings with religion embedded

CO5: Analyse literary trends facilitating realization of writing as being

Books Prescribed:

- An Outline History of English Literature – W. Hudson, Atlantic Publishers (Free PDF can be downloaded from Internet)

LITERARY FORMS

-4 0 0 4

COURSE OBJECTIVE:

-To help students to understand the different genres in Literature related to prose, poetry, drama and fiction

- To help them have an indepth knowledge of writers who are specialized in the different genres of Literature

	Credit Hours
UNIT I – Poetry	12
a. Subjective Poetry – The Lyric, the Sonnet, the Elegy, the Ode.	
b. Narrative Poetry – Ballad, Epic, Satire, Dramatic Monologue	
UNIT II – Prose	12
a. The Essay – Definition, Characteristics, Development Types – Personal and Impersonal essay, the Aphoristic essay, the Periodical essay, the Reviewers	
b. The Short Story, Autobiography, Biography, Criticism	
UNIT III – Drama	12
a. Tragedy, Comedy – Characteristics, Development. Types	
b. Melodrama, Farce, Masque	
UNIT IV – Fiction	12
The Essays, The Novel, The Short Story, Biography, Auto-Biography	
UNIT V – Novel	12
a. The Characteristics, Development	
b. Types – The Picaresque Novel, The Historical Romances, The Gothic Novel, The Detective Novel, The Science fiction, The Stream of Consciousness Novel	

Total: 60 Hours

COURSE OUTCOME

At the end of this course the students will be able to,

- CO1: Examine the nuances of different genres in literature and survey them chronologically.
- CO2: Classify sub generic forms of subjective and narrative poetry.
- CO3: Identify the various dimensions of prose.
- CO4: Explain the elaboration of intricacies of drama and fiction
- CO5: Distinguish the different styles of literary writing

Books Prescribed:

- Chris Baldick, Oxford Book of Literary Terms, Oxford University Press, London.
- W.H. Hudson, An Introduction to the Study of Literature, Atlantic Publishers, Chennai.
- Peter Childs, Roger Fowler, The Routledge Dictionary of Literary Terms, Routledge Taylor and Francis group, London.
- The Background Study of English Literature, Birjadish Prasad, Macmillan Rev.Ed (Free PDF can be downloaded from Internet)

SOCIAL HISTORY OF ENGLAND II

- 5 0 0 5

COURSE OBJECTIVE:

- To enable students to acquire a basic knowledge of the Social History of England
- To help the students get acquainted with English, History, Culture and Thought of the past years

Credit Hours

UNIT I – The Age of Revolutions

12

- a. The American War of Independence
- b. The French Revolution
- c. The Agriculture Revolution
- d. The Industrial Revolution

UNIT II – The Reform Bills

12

UNIT III – The Victorian Age

12

- a. The Victorian Problem
- b. Expansions
- c. Humanism
- d. Social Changes during the Victorian Age

UNIT IV – Modern Age

12

- a. Pre-war condition in England
- b. Social Effects of the First World War
- c. Post-War England

UNIT V – Modern Age

12

- a. Social Effects of the Second World War
- b. The Labour Movement
- c. Social Security and the Concept of the Welfare State

Total: 60 Hours

COURSE OUTCOME

At the end of this course the students will be able to,

CO1: Identify the key aspects of the Social History of England

CO2: Interpret English History, Culture and Thought of the past years

CO3: Determine the background to major traditions of English Literature.

CO4: Experiment with the diversity of literary and social voices within those traditions

CO5: Survey texts in relation to their historical and cultural contexts in order to gain a richer understanding of both text and context as situated historically and culturally.

Books Prescribed:

- Social History of England – G.M. Trevelyan
(Free PDF can be downloaded from Internet)
- The Social History of England – Padmaja Ashok, Orient Black Swan, Chennai.
- Social History of England – P. Thailambal, Thirumani Printers, Coimbatore.

HISTORY OF ENGLISH LITERATURE– II 5 0 0 5

COURSE OBJECTIVE:

- To initiate students into a chronological study of English Literature
- To sharpen their literary sensibilities and to develop in them the right perspective to different genres of different age

Credit Hours

UNIT I – The Age of Wordsworth

12 a. Poetry

b. Prose

c. Novel

UNIT II – The Victorian Age 12 a. Victorian Poetry

b. Victorian Prose

c. Novel

UNIT III – The Modern Age in Literature 12 a. Pre-war Literature

b. Literature between the Wars

UNIT IV – The Modern Age in Literature

12

a. English Literature after the Second World War

b. Trends in Modern English Poetry (20th Century)

UNIT V – The Modern Age in Literature

12

a. Trends in Modern English Prose (20th Century)

b. Trends in Modern English Novel (20th Century)

Total: 60 Hours

COURSE OUTCOME

At the end of this course the students will be able to,

- CO1: Apply themselves to a chronological study of English Literature.
- CO2: Mark the development of modern English Literature from Chaucer
- CO3: Examine the various stages of dramatic development
- CO4: Interpret specific minds with novelties in the novel – romances, sentimental writings with religion embedded
- CO5: Analyse literary trends facilitating realization of writing as being

Books Prescribed:

- An Outline History of English Literature – W. Hudson, Atlantic Publishers
(Free PDF can be downloaded from Internet)
- History of English Literature by Edward Albert, Oxford University Press, New York.
- A Short History of English Literature – Ifor Evans

THE ELIZABETHAN AGE

2002

COURSE OBJECTIVE:

- To provide students with a glimpse of the tempo of the age which was a golden age in the History of England
- To help the students get the right perspective of the outcome of the Renaissance

Credit Hours

UNIT I – Poetry

12

- a. Edmund Spenser – Prothalamion
- b. Philip Sidney – Loving in Truth and Faine in Verse My Love to Show
(from Astrophel and Stella)
- c. Thomas Wyatt – Forget not yet: And why thou leve me thus? The long love that my
though doth harbour.
- d. Henry Howard– When raging love with extreme pain; Martial: The things that do attain.

UNIT II – Poetry

12

- a. John Donne – The Sun Rising, The Flea, A Hymn to God the Father.
- b. George Herbert – Redemption
- Virtue
- c. Andrew Marvel – To his Coy Mistress

UNIT III – Drama

12

- a. Christopher Marlowe – Edward – II
- b. Ben Johnson – The Alchemist

UNIT IV – Prose **12** a. Francis Bacon:

- i. Of Friendship ii. Of Truth
- iii. Of Marriage
- iv. Of Great Place

UNIT V – Prose

12

- Sir. Thomas More –Utopia

Total: 60 Hours

COURSE OUTCOME

At the end of this course the students will be able to,

- CO1: Explain the stylistic devices of prose writing of the early renaissance.
- CO2: Develop their sense of generic novelties in poetry and drama.
- CO3: Identify the nuances of Renaissance English
- CO4: Mark the literary personalities who shaped the emerging literary patterns.
- CO5: Identify the diverse elements of style in the emerging modern English language in Individual authors.

Books Prescribed:

- Individual Text Books Prescribed are available in the market from various Publishers

THE MILTON AND NEO- CLASSICAL AGE 4 0 0 4

COURSE OBJECTIVE:

- To introduce students to the fresh political, economic, social situations of the Neo Classical Age
- To enable students to understand and appreciate the changing trends and style in the growth of Literature

Credit Hours

UNIT – I –POETRY **12**

- a. John Milton – Paradise Lost – Book IX
- b. John Dryden – Alexander’s Feast

UNIT – II – POETRY **12**

- a. John Dryden – Song for St. Cecilia’s Day
- b. Thomas Gray – Elegy Written on a Country Churchyard
- c. William Collins – Ode to Evening

UNIT – III – DRAMA **12**

- a. Richard Brinsley Sheridan – The Rivals
- b. Oliver Goldsmith – She Stoops to Conquer

UNIT – IV – PROSE **12**

- a. Samuel Johnson – Preface to Shakespeare
- b. Joseph Addison – Addison and the Gypsies, Steele- Rodger’s account of disappointment in love
- c. Oliver Goldsmith – Citizen of the World, The Man in Black, The Chinese Philosopher, The Shabby Beau

UNIT – V – FICTION **12**

- a. Daniel Defoe – Robinson Crusoe
- b. Oliver Goldsmith – The Vicar of Wakefield

Total: 60 Hours

COURSE OUTCOME

At the end of this course the students will be able to,

CO1: Identify Periodical Essay as a generic form.

CO2: Interpret the modality of the English Epic.

CO3: Identify the mock epic style in English poetry.

CO4: Perceive sentimentality and satire in literature.

CO5: Explain the emergence of the English novel.

Books Prescribed

- All textual materials are available in the market and in the internet.

THE ROMANTIC AGE

-5 0 0 5

COURSE OBJECTIVE:

- To expose students to comprehensive knowledge pertaining to the different genres of Literature in the Romantic Age
- To develop in them a trendy attitude as reflected in the spirit of the age

Credit Hours

UNIT – I – POETRY

12

- a. William Wordsworth – Tintern Abbey, Upon Westminster Bridge
- b. John Keats – Ode to a Nightingale, Ode to Psyche
- c. Percy Bysshe Shelley – Ode to the West Wind

UNIT –II-POETRY

12

- a. Lord Byron – She Walks in Beauty
- b. Samuel Taylor Coleridge- Kubla Khan

UNIT –III- PROSE

12

- a. Charles Lamb- Oxford in Vacation , South Sea House , Dream Children
- b. William Hazlitt- My First Acquaintance with the Poets
- c. Thomas De Quincey –Literature of Knowledge and Power

UNIT-IV–FICTION

12

- a. Jane Austen – Sense and Sensibility

UNIT-V-FICTION

12

- a. Walter Scott- Guy Mannering

Total: 60 Hours

COURSE OUTCOME

At the end of this course the students will be able to,

- CO1: Build a comprehensive knowledge on the different themes in literature in the Romantic Age.
- CO2: Analyze the psychological concepts such as emotion and feeling in Romantic Poetry.
- CO3: Explain the impact of trendy prose styles of the period in their writing styles.
- CO4: Identify the nuances of domestic settlement as shown in the domestic novels.
- CO5: Build their values based on the concept of Romanticism.

Books Prescribed

- All texts are available in the market and in the internet

COURSE OBJECTIVE:

- To give an insight into the growing skepticism and doubt of Victorian England through a study of Literature
- To help students have an idea of the philosophical thinking of man in the Nineteenth Century through the study of Literature

Credit Hours**UNIT –I – POETRY****12**

- a. Robert Browning – Andrea Del Sarto, My Last Duchess
- b. Alfred Lord Tennyson- Mariana, Ulysses

UNIT –II- POETRY**12**

- a. D.G. Rossetti- The Blessed Damozel
- b. Mathew Arnold- Forsaken Merman

UNIT-III-PROSE**12**

- a. Mathew Arnold- Essays on Keats

UNIT-IV-PROSE**12**

- a. John Ruskin- Sesame and Lilies

UNIT-V-FICTION**12**

- a. Dickens-A Tale of Two Cities
- b. Charlotte Bronte – Jane Eyre
- c. George Eliot- Mill on the Floss

Total: 60 Hours

COURSE OUTCOME

At the end of this course the students will be able to,

- CO1: Develop insight into the growing skepticism of Victorian England to explain its intricacies.
- CO2: Analyze the philosophic thinking of the 19th Century by examining the trends.
- CO3: Identify the sub generic forms such as the Dramatic Monologue.
- CO4: Modify the conventional thinking on literature.
- CO5: Identify the different tempers that determine the form of literature.

Books Prescribed:

- All texts are available in the market and in the internet

THE MODERN PERIOD

- 5 0 0 5

COURSE OBJECTIVE:

- To give students an exposure to turns of thought in poets, dramatists, fictionists and other prose writers
- To introduce the nuances the genres underwent in their structure in the Twentieth Century

Credit Hours

UNIT-I –POETRY

12

- a. a. T.S.Eliot – Preludes, Mariana
- b. b. W.B.Yeats-Easter1916
- c. c. D.H.Lawrence- The Mosquito
- d. d. Dylan Thomas- The force that through the green fuse drives the flowers

UNIT-II-POETRY

12

- e. Wilfred Owens- Strange Meeting
- f. Thomas Heaney- Blackberry Picking
- g. Philip Larkin- Church Going
- h. Ted Hughes- Thought Fox

UNIT-III-DRAMA

12

- a. Bernard Shaw-Caesar and Cleopatra
- b. Synge- Riders to the Sea

UNIT-IV-PROSE

12

- a. T.S.Eliot- Tradition and the Individual Talent
- b. D.H.Lawrence- Why the Novel Matters

UNIT-V-FICTION

12

- a. Lawrence- Fox or The Woman Who Rode Away
- b. E.M.Forster-A Passage to India
- c. Virginia Woolf-Mrs.Dalloway
- d. Graham Greene-The Power and the Glory
- e. Muriel Spark – The Prime of Miss. Jean Brodie

Total: 60 Hours

COURSE OUTCOME

At the end of this course the students will be able to,

CO1: Conclude how life and drama are related to each other

CO2: Examine the modern trend of thought in literature

CO3: Classify different styles in prose

CO4: Examine the complexities of social history in the modern period.

CO5: Develop specific taste for genres of literature.

Books Prescribed

- All texts are available in the market and in the internet

NEW LITERATURE

- 6 0 0 6

COURSE OBJECTIVE:

- To introduce students to literature written in English in countries where English is not native tongue
- Students are exposed to different cultures and impacts in social development

Credit Hours

UNIT-I-POETRY

12

- Gabriel Okara- The Mystic Drum
- Wole Soyinka- Africa
- Derek Walcott- Ruins of a Great House
- A.D.Hope-Australia

UNIT-II-POETRY

12

- Edwin Thumboo-The Exile
- E.M.Roach-I am the Archipelago
- Margaret Atwood-The Progressive Insanities of a Pioneer
- Allen Curnow-House and Land

UNIT-III-FICTION

12

- Michael Ondaatje- Running in the Family
- Shyam Selvadurai-Funny Boy

UNIT-IV-FICTION

12

- Chinua Achebe-Things Fall Apart
- Monica- Bricklane

UNIT-V-DRAMA

12

- Wole Soyinka- Lion and the Jewel
- Mahesh Dattani- Final Solutions
- Mahashweta Devi- Rudali

Total: 60 Hours

COURSE OUTCOME

At the end of this course the students will be able to,

CO1: Construct their opinion about the birth process of new literature.

CO2: Develop interest to study metaphysical literature.

CO3: Value the humanistic perception.

CO4: Examine the social history of commonwealth countries.

CO5: Evaluate world literature on comparative basis.

Books Prescribed

- All texts are available in the market and in the internet

SHAKESPEARE

-6006

COURSE OBJECTIVE:

- To help students to get the taste of the versatility of Shakespeare's genius
- To bring home the realization of Shakespeare as a prolific writer

Credit Hours

UNIT-I	12
a. Hamlet	
b. Macbeth	
UNIT-II	12
a. Antony and Cleopatra	
UNIT-III	12
a. Richard II	
UNIT-IV	12
a. Winter's Tale	
UNIT-V	12
a. Shakespeare's Audience, Comedies, Histories etc from Shakespeare by Peter Alexander	

Total: 60 Hours

COURSE OUTCOME

At the end of this course the students will be able to,

- CO1: Classify the versatility of Shakespeare.
- CO2: Conclude that study of Shakespeare's plays serves as skill-developer in countering different situations in life.
- CO3: Identify Shakespeare's sonnets and the imageries therein teach as to the estimating of language in different ways.
- CO4: Build their knowledge on the development of stage drama during Shakespeare's times
- CO5: Create perceptive ability relating to life, men and matters.

Books Prescribed

- All texts are available in the market and in the internet

COURSE OBJECTIVE:

- To teach the linguistic aspects to strengthen student's foundation in communication -
- To elevate their comprehension skills

Credit Hours**UNIT-I-GENERAL****12**

What is Linguistics? – Linguistics as a science- Synchronic and Diachronic approaches-

Branches of study

Language

Definition-Uses of Language-Phatic communion

Properties of Language- Species specific and species uniform, Symbolic system,

Arbitrariness, Duality of Structure, Productivity, Displacement, Cultural Transmission,

Discreteness, Interchangeability, Specialization, Non directionality

Origin of Language- Divine source, Natural sound source, Oral Gesture, Glasso Genetics

UNIT-II-LANGUAGE**12**

Development of Writing- Pictographic, Ideographic, Locographic, Rebus Writing, Syllabic Writing, Alphabetic Writing

Language Variation- Dialect, Standard and Non-Standard, Isoglasses, Dialect Boundaries,

Bilingual, Bidialectal, Idiolect, Register, Lingua Franca, Pidgin, Creole, The Post Creole Continuum

Language Change- Protos- Family relationship- Cognates- Comparative Reconstruction

UNIT-III- MORPHOLOGY, SYNTAX AND WORD MEANING**12**

Word- Morphemes- Free Morphemes and bound Morphemes- Prefix and Suffix- Inflectional and Derivational- Allomorphs, Zero morphemes- Morphological Study of words, Structural analysis, IC analysis- Labelled Tree diagram- Using IC analysis to disambiguate simple sentences- Deep and Surface Structure Word Meaning, Association, Connotation,

Collocation, Semantic Field

UNIT-IV- EXERCISES**12**

Morphological Analysis of words using tree diagram

IC analysis (simple sentences)

Use of IC analysis to disambiguate simple sentences

Deep and Surface Structure

UVIT-V- RHETORIC

12

Definition- Elements of Rhetoric- Style- Figures of Speech- Composition

Style- Definition- Qualities- Diction- Characteristics of Poetic Diction- Characteristics of Prose Diction- Diction as determined by Object and Occasion

Figures of Speech- Definition- Classification

Figures that promote clearness- Synecdoche and Metonymy- Simile- Metaphor-

Personification- Allegory

Figures that promote Emphasis- Exclamation- Interrogation, Apostrophe, Hyperbole, Irony, Antithesis, Epigram, Climax

Total: 60 Hours

COURSE OUTCOME

At the end of this course the students will be able to,

CO1: Develop their knowledge on phonetics and nuances of linguists.

CO2: Distinguish between socio and psycho linguistics

CO3: Develop their knowledge of the English language over centuries from 450 A.D.

CO4: Classify pronunciation besides identification of Received Pronunciation, slang and dialects of English

CO5: Make use of complex, sophisticated ideas, vocabulary, grammatical structures and sentence complexity in writing.

Books Prescribed:

- George Yule- The Study of Language
- Wall Work- Language and Linguistics
- Modern Linguistics An Introduction – S. K. Verma, N. Krishnaswamy Oxford University Press Delhi
- Dictionary of Literary Terms- M. H. Abrams
- The Ethics Of Rhetoric- Richard Wevar
- A Handlist of Rhetoric Terms- Richard A. Lanham □ A Handbook of Rhetoric Pdf available

AMERICAN LITERATURE

-6 0 0 6

COURSE OBJECTIVE:

- To get students introduced to another type of Literature
- To acquaint them with the different culture, society and thought of people of another nation

Credit Hours

UNIT-I- POETRY

12

- a. Anne Bradstreet- The Prologue
- b. Walt Whitman- Passage to India
- c. Emily Dickinson- A narrow fellow on the grass, Success is counted sweetest, Because I could not stop for Death, My life had stood, A loaded gun, These are the days when birds come back
- d. Frost- The Road not Taken, Gift Outright, West Running Brooke

UNIT-II- PROSE

12

- a. Emerson- Self- Reliance
- b. Thoreau- Civil Disobedience

UNIT-III- PROSE

12

- a. Martin Luther King- I Have a dream
- b. Allen Tate- The Man of Letters in the Modern World
- c. Henry James – The Art of Fiction

UNIT-IV- FICTION

12

- a. Halston- Young Goodman Brown
- b. John Steinbeck- The Pearl

UNIT-V- DRAMA

12

- a. Eugene O’Neill- Emperor Jones
- b. Tennessee Williams – The Glass Menagerie

Total: 60 Hours

COURSE OUTCOME

At the end of this course the students will be able to,

- CO1: Build their knowledge of the beginning of American Literature and its course down 20th century in all genres outlined and improve their understanding of the nature of American Literature.
- CO2: Develop new thoughts on literature. New ideals and conceptions become accessible to students through summation.
- CO3: Mark different country, culture and society.
- CO4: Discover nuances of difference in generic structure which is an expose in this course.
- CO5: Explain new patterns in literature.

Books Prescribed

- All texts are available in the market and in the internet

INDIAN WRITING IN ENGLISH - 6006

COURSE OBJECTIVE:

- To help students towards an understanding of the literature by Indian writers as an expression of Indian thought and sensibility
- To channelize the mind of the students towards the socio- political situations prevalent in the Indian scenario

	Credit Hours
UNIT-I- POETRY	12
a. Toru Dutt- Our Casuarina Tree	
b. Sri Aurobindo- Thought the Paraclete	
c. Sarojini Naidu- Palanquin Bearers	
UNIT-II-POERTY	12
a. Jayanta Mahapatra- Hunger	
b. Kamala Das- An Introduction	
c. A.K.Ramanujan- Small Scale Reflections on a Great House	
d. Eunice De Souza- Feeding the Poor at Christmas, Varca 1942	
UNIT-III-DRAMA	12
a. Tagore- Sacrifice	
b. Tendulkar- Silence ! The Court is in Session	
c. Girish Karnad- Tughlaq, Hayavadana	
UNIT-IV- PROSE	12
d. A.K.Ramanujan- Is there an Indian Way of Thinking?	
e. Tagore- The Surplus in Man	
UNIT-V- FICTION	12
a. R.K. Narayan- The Guide	
b. Kushwant Singh- The Train to Pakistan	
c. Salman Rushdie- Haroun and the Sea of Stories	
	Total: 60 Hours

COURSE OUTCOME

At the end of this course the students will be able to,

- CO1: Classify the three informative ways of this course - historical, social-historical and synthesis of the English language in Indian Literary minds.
- CO2: Explain the Renaissance aspects of Indian Literature through their English version to show their literary skill.
- CO3: Infer Indian sensibility in poetry to extend their comprehensive reach.
- CO4: Develop the spirit of nationalism by the recommended works of Gandhi, Gokhale and Kushwant Singh.
- CO5: Demonstrate the Indian psyche through the works of Karnad and Tagore.

Books Prescribed

- All Textual materials are available in the market and in the internet

A dissertation should be of about 50 pages on a book other than the ones prescribed in the Syllabus. Students should demonstrate their ability to present an argument; an understanding of the topic and some knowledge of what has already been written in the field and finally, an ability to present their world in accordance with accepted scholarly standards and conventions.

COURSE OUTCOME

At the end of this course the students will be able to,

CO1: Choose their favourite genre / author for their project.

CO2: Develop their thinking on the subject matter during the course of progress in project

CO3: Estimate their own progress.

CO4: Analyze their project in terms of understanding of subject and employment of style.

CO5: Take part in Group Discussion with class mates.

CONSUMER AFFAIRS 18GBCC51

OBJECTIVE: This paper seeks to familiarize the students with their rights and responsibilities as a consumer, the social framework of consumer rights and legal framework of protecting consumer rights. It also provides an understanding of the procedure of redress of consumer complaints, and the role of different agencies in establishing product and service standards. The student should be able to comprehend the business firms interface with consumers and consumer related regulatory and business environment.

UNIT-1: Conceptual Framework

consumer and markets: concept of consumer ,nature of markets: liberalization and globalization of markets with special reference to Indian consumer markets, E-Commerce with reference to Indian market, concept of price in retail and wholesale, maximum retail price(MRP), fair price, GST, labeling and packaging along with relevant laws, legal metrology, consumer buying process, consumer satisfaction/ dissatisfaction- Grievances-complaint, consumer complaining behaviour: Alternatives available to dissatisfied consumers, complaint handling process: ISO 10000 Suite.

UNIT-2: The consumer protection law in India

Consumer rights and UN Guidelines on consumer protection, consumer goods, defect in goods spurious goods and services, service, deficiency in service, unfair trade price and restrictive trade practice. Advisory Bodies: consumer protection councils at the central, state and district levels; adjudicatory bodies: district forums, state commissions, national commission: their composition, powers and jurisdiction(pecuniary and territorial), role of supreme court under the CPA with important case law.

UNIT-3: Grievance redressal mechanism under the Indian consumer protection law

Grounds of filing a complaint; limitation period; procedure for filing and hearing of a complaint; disposal of cases, relief/remedy available; temporary injunction, enforcement of order, appeal frivolous and vexatious complaints; offences and penalties. leading cases decided under consumer protection law by supreme court/national commission: medical negligence; banking; insurance; housing & real estate; electricity and telecom services; education; defective products; unfair trade practices.

UNIT-4: Role of industry regulators in consumer protection

Banking: RBI and Banking ombudsman, insurance: IRDA and insurance ombudsman, telecommunication: TRAI, Food products: FSSAI, Electricity supply: electricity regulatory commission, real estate regulatory authority.

UNIT-5: Contemporary Issues in consumer Affairs

Evolution of consumer movement in India, formation of consumer organizations and their role in consumer protection, misleading advertisements and sustainable consumption, national consumer helpline, comparative product testing, sustainable

consumption and energy ratings. voluntary and mandatory standards; role of BIS, Indian standards mark (ISI), Ag-mark, hallmarking, licensing and surveillance; role of international standards: ISO an overview.

Consumer Affairs

At the end of the course, the students should be able to comprehend

- The concepts of consumer and nature of markets, rights, and responsibilities as a consumer
- The social framework of consumer rights and legal framework of protecting consumer rights
- The procedure of redress of consumer complaints
- The role of different agencies in establishing product and service standards
- The business firms interface with consumers and the consumer-related regulatory and business environment.

DISASTERS MANAGEMENT

18GBCC61

UNIT-1-INTRODUCTION TO DISASTERS: Concepts and definitions(Disaster, hazard, vulnerability, resilience, risks)

UNIT-2-DISASTERS: CLASSIFICATION CAUSES, IMPACTS (including social, economic, political, environmental, health, psychological etc.) Differential impacts- in terms of caste, class, gender, age, location, disability global trends in disasters: urban disasters, pandemics, complex emergencies, climate change.

UNIT-3- APPROACHES TO DISASTERS RISK REDUCTION: Disaster cycle-its analysis, phases, culture of safety, prevention, mitigation and preparedness, community based DRR, Structural- non structural measures, roles and responsibilities of community, panchayat raj institutions/urban local bodies (PRIs/ ULBs), states, centre and other stakeholders.

UNIT-4- INTER-RELATIONSHIP BETWEEN DISASTERS AND DEVELOPMENT: Factors affecting vulnerabilities, differential impacts, impact of development projects such as dams, embankments, changes in land-use etc. climate change adaptation. Relevance of indigenous knowledge, appropriate technology and local resources.

UNIT-5- DISASTER RISK MANAGEMENT IN INDIA. Hazard and vulnerability profile of India components of disaster relief: water, food, sanitation, shelter, health, waste management institutional arrangements (mitigation, response and preparedness, DM Act and policy, other related policies, plans, programmes and legislation).

Disaster Management Course Outcome

At the end of the course, students should be able to understand

- The social nature of natural disasters and examine the consequences of disasters
- The causes of disasters and their impacts on society, economy, and environment
- The hazards and disasters, able to do a risk assessment and also to reduce high risk to low risk
- To use information technology to access current disaster-relevant information for assessing and planning policy adjustments, and applications of research findings
- The social work values and ethics, components of disaster relief, responding to recovery from disaster from local through global levels.

ENGLISH- I

-5 0 0 5

COURSE OBJECTIVE:

- To enable students to develop their communication skills effectively. To make students familiar with the English Language.
- To enrich their vocabulary in English
- To develop communicative competency

Credit Hours

UNIT I - Preparatory Lesson

12

1. Competition Matters
Suzanne Sievert
2. A Personal Crisis May Change History
Dr. A.P.J. Abdul Kalam
3. Why Preserve Biodiversity
Prof. D. Balasubramanian

UNIT II –Prose

12

1. The Unexpected
Robert Lynd
2. My Greatest Olympic Prize
Jesse Owens
3. If You are wrong, admit it
Dale Carnegie

UNIT III –Poetry

12

1. The Night of the Scorpion
Nissim Ezekiel
2. Pulley or The Gift of God
George Herbert
3. La Bella Dame Sans Merci
John Keats

UNIT IV- Short Story

12

1. The Gift of Magi
O Henry
2. Three Questions
Leo Tolstoy

UNIT V – One Act Play

12

1. The Shirt
Francis Dillion
2. The Pie and the Tart
Hugh Chesterman

Total: 60 Hours

COURSE OUTCOME

At the end of this course the students will be able to,

CO1: Examine the difference between poetic language and the language of the prose.

CO2: Utilize instructions on fundamentals of grammar

CO3: Develop their own style of writing after studying diverse prose essays.

CO4: Classify different poems on the basis of their types.

CO5: Conclude the textual content of both prose and poetry.

Books Prescribed:

- Confluence - Anu Chithra Publications

ENGLISH- II

-5 0 0 5

COURSE OBJECTIVE:

- To enable students to develop their communication skills effectively
- To make students familiar with various sentence patterns of the English Language
- To enrich their vocabulary in English
- To develop communicative competency

**Credit
Hours**

UNIT-I Prose

12

1. The Words of Wisdom
Chetan Bhagat
2. Forgetting
Robert Lynd
3. My Early Days
Dr. A.P.J. Abdul Kalam

UNIT II –Poetry

12

1. Ozymandias
Percy Bysshe Shelley
2. Mending Wall
Robert Frost
3. Where the Mind is Without Fear
Rabindranath Tagore

UNIT III –Short Story

12

1. Am I Blue?
Alice Walker
2. The Last Leaf
O' Henry
3. The Selfish Giant
Oscar Wilde

UNIT IV – One Act Play

12

1. Soul Gone Home
Langston Hughes

UNIT V

12

1. Lexical Skills
2. Vocabulary
3. Communication and Grammar at the end of all lessons

Total: 60 Hours

COURSE OUTCOME

At the end of this course the students will be able to,

- CO1:** Construct sentences owing to advanced grammar skills taught.
- CO2:** Prove better communicative ability because of illustrations from fundamental grammar.
- CO3:** Prove their skill in writing sentences after the modals of American, British and Indian English writers.
- CO4:** Develop different sensibilities in approaching life.
- CO5:** Solve life's problems as highlighted in the selections.

Books Prescribed:

Radiance - Emerald Publications

COURSE OBJECTIVE:

- To train students in the use of English language in varied literary and non-literary context
- To teach them soft skills and strengthen their foundation in grammar and composition
- To evaluate their comprehension skills.

Credit Hours

UNIT - I- Prose **12**

- 1. Two Gentleman of Verona - A.J. Cronin
- 2. Judas Iscariot - Bonnie Chamberlain
- 3. Dangers of Drug Abuse - J. V. S. Henbane

UNIT II - Short Stories **12**

- 1. Journey by Night - Norah Burke
- 2. The 2000-Mile Turtle - Henry Edward Fox
- 3. Fools Paradise - Isaac Bashevis Singer

UNIT III – Fiction **12**

- R. L. Stevenson - Dr. Jekyll & Mr. Hyde (Retold by Kennet) –
S. Chand & company Ltd.

UNIT IV - Functional English **12**

- 1. Paragraph Writing
- 2. Comprehension
- 1. Letter Writing
- 2. Report writing
 - a) News Paper Report
 - b) Reports for Government Official Attention
 - c) Definition

UNIT V – Conversation In Situations & Conversation Practice **12**

1. Conversation in Situations

- a) At the Airport
- b) In a Bank
- c) On the Beach
- d) At the Customs
- e) At the Doctors’
- f) In a Flight
- g) In a Hotel
- h) In a Restaurant
- i) In a Shop

- j) Tea Time
- k) On the Telephone
- l) In a Travel Agency
- m) On a Country Walk
- n) At the theatre
- o) In a Street

2. Conversation Practice

- a) Daily Activities
- b) Asking Directions
- c) Travel plans
- d) Living in an Apartment
- e) Money Problems
- f) Weather Conditions
- g) Dinner Conversations
- h) Common Health Problems
- i) Tag Questions
- j) Office Conversations

3. Expansion of Hints

Total: 60 Hours

COURSE OUTCOME

At the end of this course the students will be able to,

- CO 1** Estimate the essays in the light of appeal of values-based essays.
- CO 2** Prioritize pragmatic day to day communication through letter and comprehension.
- CO 3** Develop narrative skill after reading the short stories.
- CO 4** Improve their own style of writing after an expose to the prescribed prose pieces.
- CO 5** Adapt themselves to life context wherein soft skill learning is a must.

Books Prescribed:

1. Effective English Communications for You – V. Syamala, Emerald Publishers, Chennai.
2. English Conversation Practice by D. H. Spencer, Oxford University Press
3. English Conversation Practice by Grant Taylor, Tata McCraw-Hill, Publishing Company Limited, New Delhi.

ENGLISH – IV

-5 0 0 5

COURSE OBJECTIVE:

- To train students in the use of English language in varied literary and non-literary context
- To teach them soft skills and strength their foundation in grammar and composition
- To elevate their comprehension skills.

Credit Hours

UNIT I – Prose

12

1. Walking Tours - R. L. Stevenson
2. All About a Dog - A. G. Gardinar
3. No Man is an Island - Minno Masani

UNIT II - Short Stories

12

1. The Man Who Likes Dickens - Evelyn Waugh
2. Lamb to the Slaughter - Roald Dahl
3. Buck Hears the Call - Jack London

UNIT III – Drama

12

1. Selected Scenes from Shakespeare’s Plays – Book I, Emerald Publishers
 - a) Funeral Oration (Julius Caesar)
 - b) Trial for a Pound of Flesh (The Merchant of Venice)
 - c) Patterns of Love (As You Like It)

UNIT IV

12

1. General Essay Writing & Group Discussion
2. Persuasive Writing and Role Play

UNIT V

12

1. Notice, Agenda, Minutes.

Total: 60 Hours

COURSE OUTCOME

At the end of this course the students will be able to,

CO1: Illustrate the essential of presentation skills, thoughts, structure, voice modulation, audience analysis and body language

CO2: Utilize the psychological skills pertaining to time management, articulation, assertion and stress management

CO3: Utilize the psychological skills pertaining to time management, articulation, assertion and stress management

CO4: Appraise learners with varied skills needed for expose to interviews

CO5: Categorise the nature of questions asked usually in interviews

Books Prescribed:

1. Invitation to English Prose – A. E. Varadarajan & S. Jagadisan, Orient Black Swan, Chennai

**UG- III SEMESTER
PG – I SEMESTER
SOFTSKILLS – I**

1. Reading Comprehension and Vocabulary

Filling the blanks – Cloze Exercise – Vocabulary building – Reading and answering Questions.

2. Listening and Answering Questions.

Listening and writing – Listening and sequencing sentences – Filling in the blanks – Listening and answering questions.

3. Group Discussions

Why GD part of a selection process – Structure of a GD – strategies in GD – Team Work – Body Language

4. Conversation.

Face to face Conversation and Telephone conversation.

5. Self- Introduction and Role Play

COURSE OUTCOME

At the end of this course the students will be able to,

- CO 1** Prioritize power of understanding and aids assimilation of vocables. Vocabulary to charge communication with educated words
- CO 2** Develop comprehensive knowledge through listening leading to answering questions
- CO 3** Build observation power and infuse self-confidence through group discussions
- CO 4** Identify methodology for befitting constructional ability
- CO 5** Experiments with inward looking and visualization of the ‘otherness’ of situations

BOOKS RECOMMENDED

Barun K. Mitra. Personality Development and Soft Skills. Oxford University Press. New Delhi.2011.
S.P. Sharma. Personality Development. Pustaq Mahal. New Delhi. 2010.Meenakshi Raman and Sangeetha Sharma. Technical Communication. Oxford University Press. New Delhi. 2009.

UG IV SEMESTER

PG II SEMESTER

SOFT SKILLS – II

1. Presentation Skills

Elements of an effective presentation – structure of presentation – voice modulation – Audience analysis – Body language

2. Soft Skills

Time Management – Articulateness – Assertiveness – Stress management

3. Resume / Report preparation / Letter Writing

Structuring the resume / Report – Business letters – E-Mail Communication

4. Interview Skills

Kinds of Interviews – Required by Skills – Corporate Culture – Mock Interviews

5. 30 Frequently asked questions

COURSE OUTCOME

At the end of this course the students will be able to,

- CO1:** Illustrate the essential of presentation skills, thoughts, structure, voice modulation, audience analysis and body language
- CO2:** Utilize the psychological skills pertaining to time management, articulation, assertion and stress management
- CO3:** Construct methodology for preparation of resume, reports, business letters and email communication
- CO4:** Appraise learners with varied skills needed for expose to interviews
- CO5:** Categorize the nature of questions asked usually in interviews

BOOKS RECOMMENDED

Barun K.Mitra. Personality Development and soft skills. Oxford University Press. New Delhi. 2011.

S P Sharma. Personality Development. Pustaq Mahal. New Delhi. 2010.

Meenakshi Raman and Sangeetha Sharma. Technical Communication. Oxford University Press. New Delhi. 2009.

15BEN252

NATIONAL SERVICE SCHEME - IV

-3 0 0 2

Course Objectives:

- To create awareness among the students why the social services are important to the society.

UNIT: I

Environment Issues

6

Environment conservation, enrichment and Sustainability - Climate change - Waste management - Natural resource management - (Rain water harvesting, energy Conservation, waste land development, soil conservations and afforestation)

UNIT: II

Disaster Management

6

Introduction to Disaster Management, classification of disasters - Role of youth in Disaster Management

UNIT: III Project Cycle Management 6

Project planning - Project implementation - Project monitoring - Project evaluation: Impact assessment

UNIT: IV

Documentation and Reporting

6

Collection and analysis of data - Preparation of documentation/reports - Dissemination of documents/reports

UNIT: V

Project work/ Practical

6

Workshops/seminars on personality development and improvement of communication Skills.

TOTAL: 30h

COURSE OUTCOME

At the end of this course the students will be able to,

- CO1: Develop their commitment to experiment with social service
- CO2: Explain their knowledge of disaster management
- CO3: Improve their awareness of project cycle management
- CO4: Prove their skills of dissemination of documents and reports

CO5: Develop personality and communication

ETHICS AND VALUES -

3 0 0 2

Course objective:

- To help students understand the significance of ethics and values in business.
- To understand ethical issues and not to fall prey to unethical practices and to be socially responsible.

UNIT-I

Introduction **6**
Why Value Education – Ethical Reflections – What is Ethics? Swami Vivekananda

UNIT: II

Approach to Life **6**
Approach to Life - Happiness as Goal - Historical Perspective – Life in the Past and Present

UNIT: III

Kinds of Values **6**
Kinds of Values S.Ignacimuthu S.J – Living Excellence Anthony Robbins – Concern for Others – Student’s Definition why Concern.

UNIT:IV

Goals and Human Rights **6**
Use Goals to help you grow David J.Schwartz – essential Characteristics of Human Rights. H. Victor Conde

UNIT : V

Influence of Science and Technology in Human’s Social Life **6**
Social Relevance of Science and Technology – Economic Awareness – Economic Features – Status of Women – Mass Media and Values.

Total : 30 Hrs

COURSE OUTCOME

At the end of this course the students will be able to,

- CO1: Develop utilitarian value of ethics in business.
- CO2: Choose values for perceptible benefit.
- CO3: Develop tendency not to fall victims to unethical practices
- CO4: Combine values to become socially responsible
- CO5: Take part in disseminating ethical values to others.

Textbook:

Touchstone: Synergy of Values – University of Madras.

Reference books:

In harmony- Value Education at College Level- Dept. of Ethics and Religious Studies
Loyolla
College, Madras.

VALUE EDUCATION

Unit I Philosophy of Life and Social Values

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

Unit II Human Rights and Organisations

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

Unit III Human Rights : Contemporary Challenges

Child labour - Womens Right - Bonded labour - Problems of refugees - Capital punishment. National and State Human Rights Commissions

Unit IV Yoga and Health

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

Unit V Role of State Public Service Commission

Constitutional provisions and formation - Powers and Functions - Methods of recruitment

- Rules and notification, syllabi for different exams - written and oral - placement.

COURSE OUTCOME

At the end of this course the students will be able to,

- CO1: Develop utilitarian value of ethics in business.
- CO2: Choose values for perceptible benefit.
- CO3: Develop tendency not to fall victims to unethical practices
- CO4: Combine values to become socially responsible
- CO5: Take part in disseminating ethical values to others.

BOOKS FOR REFERENCES:

1. Thirukkural with English Translation of Rev. Dr. G.U. Pope, Uma Publication, 156, Serfoji Nagar, Medical College Road, Thanjavur 613 004
2. கீவ்஑ு஑ு . \B/஑஑஑ . Nrgz olipbiggkKme dli Fz/ outbmmgI?kRsiU,I/
3. Leah Levin, Human Rights, NBT, 1998
4. V.R. Krishna Iyer, Dialectics and Dynamics of Human Rights in India, Tagore Law Lectures.
5. Yogic Therapy - Swami Kunalayananda and Dr.S.L.Vinekar, Government of India, Ministry of Health, New Delhi.
6. SOUND HEALTH THROUGH YOGA - Dr.K.Chandrasekaran, Prem Kalyan Publications, Sedapatti, 1999.

ENVIRONMENTAL SCIENCE

Unit 1 : (2lectures)

Multidisciplinary nature of environmental studies Definition, scope and importance. Need for public awareness.

Unit 2 : (8 lectures)

Natural Resources : Renewable and non-renewable resources : Natural resources and associated problems. a) Forest resources : Use and over-exploitation, deforestation, case studies. Timber extraction, mining, dams and their effects on forest and tribal people. b) Water resources : Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems. c) Mineral resources : Use and exploitation, environmental effects of extracting and using mineral resources, case studies. d) Food resources : World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies. e) Energy resources : Growing energy needs, renewable and non renewable energy sources, use of alternate energy sources. Case studies. f) Land resources : Land as a resource, land degradation, man induced landslides, soil erosion and desertification. • Role of an individual in conservation of natural resources. • Equitable use of resources for sustainable lifestyles.

Unit 3 (6 lectures)

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

Unit 4 (8 lectures)

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

Unit 5 : **(8 lectures)**

Environmental Pollution Definition • Cause, effects and control measures of :- a. Air pollution b. Water pollution c. Soil pollution d. Marine pollution e. Noise pollution f. Thermal pollution g. Nuclear hazards • Solid waste Management : Causes, effects and control measures of urban and industrial wastes. • Role of an individual in prevention of pollution. • Pollution case studies. • Diastermanagement : floods, earthquake, cyclone and landslides.

Unit 6 : **(7 lectures)**

Social Issues and the Environment • From Unsustainable to Sustainable development • Urban problems related to energy • Water conservation, rain water harvesting, watershed management • Resettlement and rehabilitation of people; its problems and concerns. Case Studies • Environmental ethics : Issues and possible solutions. • Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Case Studies. • Wasteland reclamation. • Consumerism and waste products. • Environment Protection Act. • Air (Prevention and Control of Pollution) Act. • Water (Prevention and control of Pollution) Act • Wildlife Protection Act • Forest Conservation Act • Issues involved in enforcement of environmental legislation. • Public awareness.

Unit 7 : **(6 lectures)**

Human Population and the Environment • Population growth, variation among nations. • Population explosion – Family Welfare Programme. VII • Environment and human health. • Human Rights. • Value Education. • HIV/AIDS. • Women and Child Welfare. • Role of Information Technology in Environment and human health. • Case Studies.

Unit 8 : **(Field work Equal to 5 lecture hours)**

Field work

- Visit to a local area to document environmental Assets river/forest/grassland/hill/mountain
- Visit to a local polluted site-Urban/Rural/Industrial/Agricultural
- Study of common plants, insects, birds.
- Study of simple ecosystems-pond, river, hill slopes, etc.

COURSE OUTCOME

At the end of this course the students will be able to,

CO1: Take part in environmental awareness

CO2: Explain the ill-effects of pollutants

- CO3: Classify and recall various natural resources available
- CO4: Examine bio-diversity and its conservation
- CO5: Develop tendency to live in pollution free atmosphere.