



## **B.A ENGLISH**

### **Curriculum and Syllabus**

### **Regulations 2021**

**(Based on Choice Based Credit System (CBCS)  
and  
Learning Outcome Based Curriculum Framework (LOCF))**

**Effective from the Academic Year  
2021-2022**

**Department of English  
School of Languages**

## **Vision of the Department:**

To emerge as a centre of excellence in ELT specialisation and Translation Studies.

## **Mission of the Department:**

The department is vested with the responsibility of bettering the communicative ability of students of all UG programmes besides in fusing confidence in them to face life with the help of soft skills.

## **B.A. English**

### **Programme 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.

### **Programme Outcome (PO)**

- PO1** Students learn the origin and development of English through the ages.
- PO2** Study of the history of English Language and Literature enables students to learn the English language in matters of vocabulary, Syntax, grammar and phonology.
- PO3** Age based literary knowledge helps students understand the social and historical background of England during the respective periods.
- PO4** Study of literature from the classical to the modern age helps students understand the varied and rich culture of the ages concerned.
- PO5** Students infer the European phenomenon of change of perception of life through the reading of literary texts.
- PO6** Students will be able to understand the world, to think critically and clearly about the local and the global through the reading of literatures
- PO7** Exposure to literature of various countries enlighten students with different perceptions about life.

### **Programme Specific Outcome (PSO)**

- PSO 1:** Study of language & literature facilitates the acquisition of intelligible pronunciation and accent
- PSO 2:** Exposure to world class literature opens up varied avenues to explore new vistas of higher studies and career.

## **List of Board of Studies Members along with their Designation/Roles**

**1. Dr. K. Ganesh**

(Formerly) Head, Department of English, Madras Christian College, Chennai.  
Visiting Faculty University of Madras.

**2. Dr. M. Kamalakkannan**

Associate Professor of English, Presidency College, Chennai.

**3. Dr. R. Venkataraman**

Professor and Head, Department of English, VISTAS (Chairman and Convener).

**4. Mrs. K. S. Vijayalakshmi**

Assistant Professor, Department of English, VISTAS.

**5. Mrs. S. Banudevi**

Assistant Professor, Department of English, VISTAS.

**6. Mrs. N. Indirapriyadharshini**

(Alumnus)

**VELS INSTITUTE OF SCIENCE, TECHNOLOGY AND ADVANCED  
STUDIES (VISTAS), CHENNAI**

**CHOICE BASED CREDIT SYSTEM (CBCS)  
and  
LEARNING OUTCOME BASED CURRICULUM FRAMEWORK (LOCF)**

**UG REGULATIONS 2021**

**(For ALL Arts, Science, Commerce and Humanities Programmes)**

**(Applicable to all the candidates admitted from the academic year 2021-22 onwards)**

**1. DURATION OF THE PROGRAMME**

- 1.1. Three years (six semesters)
- 1.2. Each academic year shall be divided into two semesters. The odd semesters shall consist of the period from July to November of each year and the even semesters from January to May of each year.
- 1.3 There shall be not less than 90 working days for each semester.

**2. ELIGIBILITY FOR ADMISSION**

2.1. Candidates for admission to the first year of the Bachelor Degree shall be required to have passed the Higher Secondary Examinations (Academic or Vocational Stream) conducted by the Government of Tamil Nadu or an Examination accepted as equivalent thereof by Vels Institute of Science, Technology and Advanced Studies provided that candidates for admission into the specific Main Subject of Study shall also possess such other qualifying conditions as may be prescribed by the Institute.

**3. MEDIUM OF INSTRUCTION**

The medium of instruction for all UG programmes is English excluding Tamil, Hindi and French Language Papers

**4. CREDIT REQUIRMENTS AND ELIGIBILITY FOR AWARD OF DEGREE**

A Candidate shall be eligible for the award of Degree only if he/she has undergone the prescribed course of study in VISTAS for a period of not less than three academic years and passed the examinations of all the prescribed courses of Six Semesters earning

a minimum of 140 credits as per the distribution given in for Part I, II, III and also fulfilled such other conditions as have been prescribed thereof.

## 5. COURSE

Each course / subject is to be designed under lectures / tutorials / laboratory or field work / seminar / practical training / Assignments / Term paper or Report writing etc., to meet effective teaching and learning needs.

## 6. COURSE OF STUDY AND CREDITS

The Course Components and Credit Distribution shall consist Part I, II & III:

**The UG** programme consists of a number of courses. The term ‘course’ is applied to indicate a logical part of the subject matter of the programme and is invariably equivalent to the subject matter of a ‘paper’ in the conventional sense. The following are the various categories of courses suggested for the UG programmes.

**Part I** – Language Courses (LC) (any one of Tamil, Hindi, French or special subject designed in lieu of the above).

**Part II** – English Language courses (ELC) or special subject designed in lieu of.

The Language courses and English Language Courses are 4 each / 2 each in number and the LC and ELC are meant to develop the students communicative skill at the UG level.

**Part III** – Core courses i.e. major courses that compulsorily required for each of the programme of study (CC), Ability Enhancement Course (AHC), Discipline Specific Elective Course (DSE) and Skill Enhancement Course (SEC).

For each course, credit is assigned based on the following:

Contact hour per week		CREDITS
1 Lecture hour	-	1 Credit
1 Tutorial hour	-	1 Credit
2 Practical hours	-	1 Credit

(Laboratory / Seminar / Project Work / etc.)

## 7. REQUIREMENTS FOR PROCEEDING TO SUBSEQUENT SEMESTER

- 7.1. **Eligibility:** Students shall be eligible to go to subsequent semester only if they earn sufficient attendance as prescribed there for by the Board of Management from time to time.
- 7.2. **Attendance:** All Students must earn 75% and above of attendance for appearing for the University Examination. (Theory/Practical)
- 7.3. **Condonation of shortage of attendance:** If a Student fails to earn the minimum attendance (Percentage stipulated), the HODs shall condone the shortage of attendance on medical grounds up to a maximum limit of 10% (i.e. between 65% and above and less than 75%) after paying the prescribed fee towards the condonation of shortage of attendance. The students with attendance of less than 65 and more than 50% shall be condoned by VC on the recommendation of HODs on genuine grounds, will be permitted to appear for the regular examination on payment of the prescribed condonation fee.
- 7.4. **Detained students for want of attendance:** Students who have earned less than 50% of attendance shall be permitted to proceed to the next semester and to complete the Program of study. Such Students shall have to repeat the semester, which they have missed by rejoining after completion of final semester of the course, by paying the fee for the break of study as prescribed by the University from time to time.
- 7.5. **Transfer of Students and Credits:** The strength of the credits system is that it permits inter Institutional transfer of students. By providing mobility, it enables individual students to develop their capabilities fully by permitting them to move from one Institution to another in accordance with their aptitude and abilities.
- 7.5.1. Transfer of Students is permitted from one Institution to another Institution for the same program with same nomenclature, provided, there is a vacancy in the respective program of Study in the Institution where the transfer is requested.
- 7.5.2. The marks obtained in the courses will be converted into appropriate grades as per the University norms.
- 7.5.3. The transfer students are not eligible for Ranking, Prizes and Medals.
- 7.5.4. Students who want to go to foreign Universities upto two semesters or Project Work with the prior approval of the Departmental / University Committee are allowed to transfer of their credits. Marks obtain in the courses will be converted

into Grades as per the University norms and the students are eligible to get CGPA and Classification.

## **8. EXAMINATION AND EVALUATION**

### **8.1. EXAMINATION:**

- i) There shall be examinations at the end of each semester, for odd semesters in the month of October / November, for even semesters in April / May. A candidate who does not pass the examination in any course(s) shall be permitted to appear in such failed courses in the subsequent examinations to be held in October / November or April / May.
- ii) A candidate should get registered for the first semester examination. If registration is not possible owing to shortage of attendance beyond condonation limit / regulations prescribed OR belated joining OR on medical grounds, the candidates are permitted to move to the next semester. Such candidates shall re-do the missed semester after completion of the programme.
- iii) The results of all the examinations will be published through University Website. In the case of passed out candidates, their arrear results, will be published through University Website.

**8.2 To Register for all subjects:** Students shall be permitted to proceed from the First Semester up to Final Semester irrespective of their failure in any of the Semester Examination, except for the shortage of attendance programs. For this purpose, Students shall register for all the arrear subjects of earlier semesters along with the current (subsequent) Semester Subjects.

**8.3. Marks for Continuous Internal Assessment (CIA) Examinations and End Semester Examinations (ESE) for PART I, II, III**

8.3.1 There shall be no passing minimum for Continuous Internal Assessment (CIA) Examinations.

8.3.2 For End Semester examination, passing minimum shall be 40% (Forty Percentage) of the maximum marks prescribed for the Course/Practical/Project and Viva-Voce.



8.3.3 In the aggregate (CIA and ESE) the passing minimum shall be of 40%.

8.3.4. He / She shall be declared to have passed the whole examination, if he/she passes in all the courses wherever prescribed in the curriculum by earning 140 CREDITS in PartI, II, III.

### **9. Question Paper Pattern for End Semester Examination**

SECTION – A 10 questions 10 X 2 = 20 Marks

SECTION – B 5 questions either or pattern X 16 = 80 Marks

Total 100 Marks

**10. SUPPLEMENTARY EXAMINATION:** Supplementary Examinations are conducted for the students who appeared in the final semester examinations. Eligible criteria for appearing in the Supplementary Examinations are as follows:

10.1. Eligibility: A Student who is having a maximum of two arrear papers is eligible to appear for the Supplementary Examination.

10.2. Non-eligibility for those completed the program: Students who have completed their Program duration but having arrears are not eligible to appear for Supplementary Examinations.

### **11. RETOTALLING, REVALUATION AND PHOTOCOPY OF THE ANSWER SCRIPTS:**

11.1. Re-totalling: All UG Students who appeared for their Semester Examinations are eligible for applying for re-totalling of their answer scripts.

11.2. Revaluation: All current batch Students who have appeared for their Semester Examinations are eligible for Revaluation of their answer scripts. Passed out candidates are not eligible for Revaluation.

11.3. Photocopy of the answer scripts: Students who have applied for revaluation can download their answer scripts from the University Website after fifteen days from the date of publication of the results.

**12. The examination and evaluation for MOOCs** will be as per the requirements of the regulatory bodies and will be specified at the beginning of the Semester and notified by the university NPTEL-SWAYAM Coordinator (SPOC).

### 13. CLASSIFICATION OF SUCCESSFUL STUDENTS

13.1. PART I TAMIL / OTHER LANGUAGES; PART II ENGLISH AND PART III CORE SUBJECTS, ALLIED, ELECTIVES COURSES AND PROJECT: Successful Students passing the Examinations for the Part I, Part II and Part III courses and securing the marks

- a) CGPA 9.00 to 10.00 shall be declared to have passed the examination in **First class with Outstanding**.
- b) CGPA 7.50 to 8.99 shall be declared to have passed the examination in **First class with distinction**.
- c) CGPA 6.00 to 7.49 shall be declared to have passed the examination in **First Class**.
- d) CGPA 5.00 to 5.99 in the aggregate shall be declared to have passed the examination in the **SECOND** Class.
- e) CGPA 4.00 to 4.99 shall be declared to have passed the examination in the **THIRD** Class.

**14. MARKS AND GRADES:** The following table shows the marks, grade points, letter grades and classification to indicate the performance of the Student:

**14.1. Computation of Grade Point Average (GPA) in a Semester, Cumulative Grade Point Average (CGPA) and Classification**

GPA for a Semester: =  $\frac{\sum_i C_i G_i}{\sum_i C_i}$  That is, GPA is the sum of the multiplication of grade points by the credits of the courses divided by the sum of the credits of the courses in a semester.

Where,  $C_i$  = Credits earned for course  $i$  in any semester,

$G_i$  = Grade Points obtained for course  $i$  in any semester

$n$  = Semester in which such courses were credited.

CGPA for the entire programme: =  $\frac{\sum_n \sum_i C_{ni} G_{ni}}{\sum_n \sum_i C_{ni}}$  That is, CGPA is the sum of the multiplication of grade points by the credits of the entire programme divided by the sum of the credits of the courses of the entire programme

<b>Grade Conversion Table - UG</b>			
<b>Range of Marks</b>	<b>Grade Points</b>	<b>Letter Grade</b>	<b>Description</b>
90 - 100	10	O	Outstanding
82 - 89	9	A+	Excellent
75 - 81	8	A	Very Good
67 - 74	7	B+	Good
60 - 66	6	B	Above Average
50 - 59	5	C	Average
40 - 49	4	D	Minimum for pass
0 - 39	0	RA	Reappear
		AAA	Absent

#### **14.2. Letter Grade and Class CGPA**

<b>Overall Performance - UG</b>		
<b>CGPA</b>	<b>GRADE</b>	<b>CLASS</b>
4.00 - 4.99	D	Third Class
5.00 - 5.99	C	Second Class
6.00 - 6.69	B	First Class
6.70 - 7.49	B+	
7.50 - 8.19	A	First Class with Distinction*
8.20 - 8.99	A+	
9.00 - 10.00	O	First Class - Outstanding*

- The Students who have passed in the first appearance and within the prescribed semester of the UG Programme (Major, Allied and Elective courses only) are eligible.

#### **15. RANKING**

- Students who pass all the examinations prescribed for the Program in the FIRST APPEARANCE ITSELF ALONE are eligible for Ranking / Distinction.
- In the case of Students who pass all the examinations prescribed for the Program with a break in the First Appearance are only eligible for Classification.
- Students qualifying during the extended period shall not be eligible for RANKING.

## **16. MAXIMUM PERIOD FOR COMPLETION OF THE PROGRAMS TO QUALIFY FOR A DEGREE**

16.1. A Student who for whatever reasons is not able to complete the programs within the normal period (N) or the Minimum duration prescribed for the programme, may be allowed two years period beyond the normal period to clear the backlog to be qualified for the degree. (Time Span = N + 2 years for the completion of programme)

16.2. In exceptional cases like major accidents and child birth an extension of one year considered beyond maximum span of time (Time Span= N + 2 + 1 years for the completion of programme).

## **17. REVISION OF REGULATIONS, CURRICULUM AND SYLLABI**

The University may from time to time revise, amend or change the Regulations, Curriculum, Syllabus and Scheme of examinations through the Academic Council with the approval of the Board of Management.

Vels Institute of Science and Technology and Advanced studies (VISTAS)

B.A Degree Course (Common Template)

**Courses of Study and Scheme of Assessment**

(Minimum Credits to be Earned : 140)

B.A. Course Components

<b>Component</b>	<b>I Sem</b>	<b>II Sem</b>	<b>III Sem</b>	<b>IV Sem</b>	<b>V Sem</b>	<b>VI Sem</b>	<b>Total Credits</b>
Program Core & Languages	15+6	15+6	14+6	10+6	4	-	82
Ability Enhancement Courses (AEC)	2	-	2	-	-	-	4
Discipline Specific Elective (DSE) & Generic Elective(GEC)	-	-	-	5	17	20	42
Skill enhancement Course(SEC)	-	2	2	3	2	3	12
<b>Total Credits</b>	<b>23</b>	<b>23</b>	<b>24</b>	<b>24</b>	<b>23</b>	<b>23</b>	<b>140</b>

# **Learning Outcomes-Based Curriculum Framework for Undergraduate Education in English**

## **Preamble**

Bachelor of English (BA) is a 3 – Year Under Graduate Programme spread over six semesters. The Course is designed to help learners understand the objectives of studying BA in English, that is, to analyze, appreciate, understand and critically engage with literary texts written in English, approaching them from various perspectives and with a clear understanding of locations. Bachelor’s Degree of English is a well-recognized, structured, and specialized graduate level qualification in tertiary, collegiate education. The contents of this degree are determined in terms of knowledge, understanding, qualification, skills and values that a student intends to acquire in order to look for professional avenues or move to higher education at the postgraduate level

## **1. Introduction**

Outcome based learning is the principal end of pedagogical transactions in higher education in today’s world in the light of exponential changes brought about in science and technology, and the prevalent utilitarian world view of the society. Since humanities are among the most questioned discipline, it is imperative to perspectives literary studies in English at the UG level. The function of literature is to bring the questions of values—human and literary—in focus. Literariness is the ability of literature to attract attention to itself that it achieves through deviant use of language. As a system of knowledge, it aims at providing pleasure first and knowledge thereafter. Therein lays its value in being pleasant. Thereafter, the important thing is to know what literature is valued for. Literature is known for what it stands or its commitment. Literature celebrates life in all forms and stands for and with values of life by representing the weak, the poor, the exploited, the vulnerable and the voiceless. In a way, literary values are values of life, particularly human life.

## **2. Learning Outcomes-based Approach to Curricular Planning**

The fundamental premise underlying the learning outcomes-based approach to curriculum planning and development is that higher education qualifications such as a Bachelor’s Degree English programme are earned and awarded on the basis of (a) demonstrated achievement of outcomes (expressed in terms of knowledge, understanding, skills, attitudes and values) and (b) academic standards expected of graduates of a

programme of study. The expected learning outcomes are used as reference points that would help formulate graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes which in turn will help in curriculum planning and development, and in the design, delivery and review of academic programmes. Learning outcomes-based frameworks in any subject must specify what graduates completing a particular programme of study are (a) expected to know, (b) understand and (c) be able to do at the end of their programme of study. To this extent, LOCF in English is committed to allowing for flexibility and innovation in (i) programme design and syllabi development by higher education institutions (HEIs), (ii) teaching-learning process, (iii) assessment of student learning levels, and (iv) periodic programme review within institutional parameters as well as LOCF guidelines, (v) generating framework(s) of agreed expected graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes. The key outcomes that underpin curriculum planning and development at the undergraduate level include Graduate Attributes, Qualification Descriptors, Programme Learning Outcomes, and Course Learning Outcomes.

The LOCF for undergraduate education is based on specific learning outcomes and academic standards expected to be attained by graduates of a programme of study. However, an outcome-based approach identifies moves way from the emphasis on what is to be taught to focus on what is actually learnt by way of demonstrable outcomes. This approach provides greater flexibility to the teachers to develop—and the students to accept and adopt—different learning and teaching pedagogy in an interactive and participatory ecosystem. The idea is to integrate social needs and teaching practices in a manner that is responsive to the need of the community. HEIs, on their turn, shall address to the situations of their students by identifying relevant and common outcomes and by developing such outcomes that not only match the specific needs of the students but also expands their outlook and values. Moreover, it is borne in mind that outcome based curriculum does not obviate fact that the focus is not just on domain knowledge or outcomes only but on processes and approaches to be employed in pedagogical transactions. Processes are as important as the outcome. Else the outcomes would remain confined to the paper.

## **2.1 Nature and Extent of Bachelor's Degree Programme in English**

Bachelor's Degree of English is a well-known, planned, and specialized graduate level qualification in tertiary, collegiate education. The contents of this degree are determined in terms of knowledge, understanding, qualification, skills and values that a student intends to acquire in order to look for professional opportunities in particular employment settings or move to higher education at the postgraduate level. B.A English is predominantly comprised of structured learning opportunities. The programme is devoted to classroom learning, group and individual learning and library and field research projects. The key component in the programme is developing the ability to communicate at different levels, ranging from basic to critical communication. To complete the programme of study the student needs to demonstrate knowledge of the subject, understanding of one's location, ability to critically appreciate a text or tradition in itself or in relation to others, knowledge of the development of the discipline locally and globally through classroom study, self-study and research of existing literatures and current practices. The critical perspective acquired helps the student to link the degree to life skills including professional skills and awareness with an understanding of human and literary value.

## **2.2. Aim of Bachelor's programme:**

The Objectives of the B.A programme in English Literature are to develop in the student the ability to demonstrable the following outcomes:

- Disciplinary Knowledge of English Literature and Literary Studies
- Communication Skills
- Critical Thinking
- Analytical Reasoning
- Problem Solving
- Research-Related Skills
- Self-Directing Learning
- Multicultural Competence
- Values: Moral and Ethical, Literary and Human
- Digital Literacy



### **3. Undergraduate Attributes in English:**

- Knowledge of major literary works, genres and critical traditions
- Understand and empathize with other cultures and people through exploring their literary traditions
- Knowledge of linguistic, literary, cultural contexts in which literature is written and read Skills
- Written and oral communication skills - ability to define audience, construct an argument, present an idea, and provide background information on a variety of issues
- Write and speak with clarity and precision, and learn the best methods to persuade an audience
- Detailed, balanced and rigorous examination of texts or spoken language and the ability to articulate interpretations to others
- Sensitivity to how communication is shaped by circumstances, authorship and intended audience
- Sensitivity to the power of language and its role in creating meaning
- A broad vocabulary and ability to use critical terminology appropriately
- Skills in a variety of research methods and the ability to accurately and appropriately present research
- Awareness of how different social and cultural contexts affect the nature of language and meaning

### **4. Qualification Descriptors:**

The qualification descriptors for B.A programme in English shall be five learning attributes such as understanding, use, communication, expansion, and application of subject knowledge with a clear understanding of one's location. The key qualification descriptor for English Literature shall be clarity of communication as well as critical thinking and ethical awareness. The following may provide as essential qualification descriptors for UG degree in English:

- A coherent and systematic knowledge and understanding of the field of literary and theoretical developments in the field of English Studies and English Studies in India. This would also include the student's
- Ability to identify, speak and write about genres, forms, periods, movements and conventions of writing as well as the ability to understand and engage with literary-critical concepts, theories and categories

- Ability to understand the role of literature in a changing world from the disciplinary perspective as well as in relation to its professional and everyday use.
- Ability of the students to read texts with close attention to themes, conventions, contexts and value systems, a key aspect of this attribute is their ability to situate their reading, their position(s) in terms of community, class, caste, religion, language, region, gender, politics, and an understanding of the global and the local
- Ability to think and write critically and clearly about one's role as a located Indian citizen of the world through a reading of English literatures and literatures in translation
- Communicate ideas, opinions and values—both literary values and values of life in all shades and shapes—in order to expand the knowledge of the subject as it moves from the classroom to life and life-worlds
- Ability to share the results of academic and disciplinary learning through different forms of communication such as essays, dissertations, reports, findings, notes, etc, on different platforms of communication such as the classroom, the media and the internet
- Recognize the scope of English studies in terms of career opportunities, employment and lifelong engagement in teaching, publishing, translation, communication, media, soft skills and other allied fields
- Strengthen the student's ability to draw on narratives that alert us to layers and levels of meaning and differences in situations and complexities of relations.
- Linguistic and literary competence should help the students identify, analyze and evaluate key issues in the text and around in the world—thematic, contextual, professional, profession—and think of ways to find acceptable and sustainable solutions.
- Ability to understand and articulate with clarity and critical thinking one's position in the world as an Indian and as an Indian citizen of the world.

## **5. Programme learning outcomes**

- Educate students in both the artistry and utility of the English language through the study of literature and other contemporary forms of culture.
- Assist students in the development of intellectual flexibility, creativity, and cultural literacy so that they may engage in life-long learning.
- Provide students with the critical faculties necessary in an academic environment, on the job, and in an increasingly complex, interdependent world.

- Graduate students who are capable of performing research, analysis, and criticism of literary and cultural texts from different historical periods and genres.
- Students should be familiar with representative literary and cultural texts within a significant number of historical, geographical, and cultural contexts.
- Students should be able to apply critical and theoretical approaches to the reading and analysis of literary and cultural texts in multiple genres.
- 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 the way these ideas, values, and themes inform and impact culture and society, both now and in the past.
- Students should be able to write analytically in a variety of formats, including essays, research papers, reflective writing, and critical reviews of secondary sources.
- Students should be able to ethically gather, understand, evaluate and synthesize information from a variety of written and electronic sources.
- Students should be able to understand the process of communicating and interpreting human experiences through literary representation using historical contexts and disciplinary methodologies.

## **6. The Teaching Learning Process**

Learning is a challenging, engaging, and enjoyable activity. Learners should be encouraged to engage in a rigorous process of learning and self-discovery by adopting a highly focused and yet flexible approach to education as opposed to rote learning. Each day learners should be encouraged to focus on key areas of the course and spend time on learning the course fundamentals and their application in life and society. In teaching and learning pedagogy, there should be a shift from domain or conclusions based approach to the experiential or process/es based approach. In order to achieve its objective of focused process based learning and holistic development, the Institution/University use a variety of knowledge delivery methods:

- Classroom discussions and interactive learning.
- Audio visual presentation/ teaching methods.
- Presentation by students.
- Individuals/group training to work with software.
- Developing research skills through assignments/projects.
- Conduct theme based group activities.

- Developing Effective communication skills through group discussion.
- Beyond classroom teaching/learning through field excursions.
- Writing of reports/project.

## **7. Assessment Methods**

- The assessment of learners' achievement in BA English is aligned with the Programme learning outcomes (graduate descriptors) ,course learning outcomes (qualification descriptors),academic and professional skills suggested in the graduate learning descriptors in the LOCF recommendations.
- In order to assess the academic progress of the students periodically, continuous assessment tests are conducted once in the month with the duration of two hours.
- In addition, unit tests are conducted by the instructors during the class to check the level of understanding of the students then and there.
- Home assignments are given to test the students understanding of the subject as well as the analytical skills.
- Students are encouraged to give seminars and presentations with aim of developing their skills of expression and content delivery.
- Formative assessment is given due the weight age along with the summative assessment .The achievement in the formative tests is calculated along with the achievement summative assessment and the result is produced with 40:60 weight age respectively.
- In the final semester, students are assigned with mini individual project work in order to encourage their research aptitude.

**VELS INSTITUTE OF SCIENCE, TECHNOLOGY AND ADVANCED STUDIES  
(VISTAS)**

**B.A. DEGREE COURSE (Common Template)  
COURSES OF STUDY AND SCHEME OF ASSESSMENT**

**(MINIMUM CREDITS TO BE EARNED: 140)**

**SEMESTER 1**

Code No.	Course	Hours / Week			Maximum Marks			
		Lecture	Tutorial	Practical	Credits	CA	SEE	Total
LANG	Tamil I / Hindi / French	3	0	0	3	40	60	100
ENG	English I	3	0	0	3	40	60	100
CORE	Social History of England I	4	1	0	5	40	60	100
CORE	History of English Literature I	4	1	0	5	40	60	100
CORE	Literary Forms	5	0	0	5	40	60	100
AECC	Communication Skills	1	0	2	2	40	60	100
		20	2	2	23			

**SEMESTER 2**

Code No.	Course	Hours / Week			Maximum Marks			
		Lecture	Tutorial	Practical	Credits	CA	SEE	Total
LANG	Tamil II / Hindi / French	3	0	0	3	40	60	100
ENG	English II	3	0	0	3	40	60	100
CORE	Social History of England II	4	1	0	5	40	60	100
CORE	History of English Literature II	4	1	0	5	40	60	100
CORE	The Elizabethan Age	5	0	0	5	40	60	100
SEC	Soft Skills - I / Sector Skill Council Course	2	0	0	2	40	60	100
		21	2	0	23			

CA - Continuous Assessment

SEE -Semester End Examination

# VELS INSTITUTE OF SCIENCE, TECHNOLOGY AND ADVANCED STUDIES

## Programme: BA DEGREE COURSE

### SEMESTER 3

Code No.	Course	Hours/Week			Maximum Marks			
		Lecture	Tutorial	Practical	Credits	CA	SEE	Total
LANG	Tamil III / Hindi / French	3	0	0	3	40	60	100
ENG	English - III	3	0	0	3	40	60	100
CORE	The Milton Age	4	1	0	5	40	60	100
CORE	The Romantic Age	5	0	0	5	40	60	100
CORE	The Victorian Age	4	0	0	4	40	60	100
AECC	Environmental Studies	2	0	0	2	40	60	100
SEC	Soft Skills - II/ Sector Skill Council Course	2	0	0	2	40	60	100
		23	1	0	24			

### SEMESTER 4

Code No.	Course	Hours/Week			Maximum Marks			
		Lecture	Tutorial	Practical	Credits	CA	SEE	Total
LANG	Tamil IV / Hindi / French	3	0	0	3	40	60	100
ENG	English IV	3	0	0	3	40	60	100
CORE	The Modern Period	4	1	0	5	40	60	100
CORE	New Literature	5	0	0	5	40	60	100
DSE	Shakespeare I	5	0	0	5	40	60	100
SEC	Soft Skills III/ Sector Skill Council Course	2	0	0	2	40	60	100
		22	1	2	24			

CA -Continuous Assessment

SEE -Semester End Examination

# VELS INSTITUTE OF SCIENCE, TECHNOLOGY AND ADVANCED STUDIES

## Programme: B.A. DEGREE COURSE

### SEMESTER 5

Code No.	Course	Hour/Week			Maximum Marks			Total
		Lecture	Tutorial	Practical Credits	CA	SEE		
CORE	Linguistics and Rhetoric	3	1	0	4	40	60	100
DSE	American Literature	5	0	0	5	40	60	100
DSE	Indian Writing in English	4	0	0	4	40	60	100
DSE	English for Competitive Exam	4	0	0	4	40	60	100
DSE	Grammar and Usage	4	0	0	4	40	60	100
SEC	Internship / Mini Project / Sector Skill Council Course	0	0	4	2	40	60	100
		20	1	4	23			

### SEMESTER 6

Code No.	Course	Hour/Week			Maximum Marks			Total
		Lecture	Tutorial	Practical Credits	CA	SEE		
DSE	South Asian Literature	5	0	0	5	40	60	100
DSE	Feminist Writing	3	1	0	4	40	60	100
DSE	Shakespeare II	4	0	0	4	40	60	100
GE	Disaster Management	3	0	0	3	40	60	100
SEC	Educated Vocabulary for Tourism	2	0	0	2	40	60	100
DE	Project Work	0	0	8	4	40	60	100
SEC	Technical Seminar Innovation Council / Start up Initiative	0	0	2	1	40	60	100
		17	1	10	23			

CA - Continuous Assessment

SEE -Semester End Examination

### UGC Recommended Generic Electives

1. Consumer Affairs
2. Disaster Management
3. Universal Human Values

## List of Languages – LTPC

<b>Title of the Paper</b>	
English I	3 0 0 3
Foundation Course Language I	3 0 0 3
Hindi Paper – I	3 0 0 3
French Paper – I	3 0 0 3
English II	3 0 0 3
Foundation Course Language II	3 0 0 3
Hindi Paper – II	3 0 0 3
French Paper – II	3 0 0 3
English III	3 0 0 3
Foundation Course Language III	3 0 0 3
Hindi Paper – III	3 0 0 3
French Paper – III	3 0 0 3
English IV	3 0 0 3
Foundation Course Language IV	3 0 0 3
Hindi Paper – IV	3 0 0 3
French Paper – IV	3 0 0 3



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

<b>Subject Code</b>	<b>Title of the Paper</b>	
AECC1	Communication Skills	1 0 2 2
AECC2	Environmental Studies	2 0 0 2

**LIST OF SKILL ENHANCEMENT COURSE (SEC) L T P C**

<b>Subject Code</b>	<b>Title of the Paper</b>	
SEC1	Soft Skill I	2 0 0 2
SEC2	Soft Skill II	2 0 0 2
SEC3	Soft Skill III	2 0 0 2
SEC4	Educated Vocabulary for Tourism	2 0 0 2

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

<b>Subject Code</b>	<b>Title of the Paper</b>	
DSE1	Shakespeare I	5 0 0 5
DSE2	American Literature	5 0 0 5
DSE3	Indian Writing in English	4 0 0 4
DSE4	English for Competitive Exam	4 0 0 4
DSE5	Grammar and Usage	4 0 0 4
DSE6	South – Asian Literature	5 0 0 5
DSE7	Feminist Writing	3 1 0 4
DSE8	Shakespeare II	4 0 0 4

**LIST OF GENERIC ELECTIVE COURSES (GE) L T P C**

<b>Subject Code</b>	<b>Title of the Paper</b>	
GE1	Consumer Affairs	3 0 0 3
GE2	Disaster Management	3 0 0 3
GE3	Universal Human Values	3 0 0 3

# SEMESTER I

பருவம்-1, தமிழ்மொழிப்பாடம்-1, பகுதி-1, தகுதிப்புள்ளி: 3, வாரப்பாடநேரம்: 3.

தாள்-1

இக்காலக்கவிதைகள் – உரைநடை – பண்பாடு – மொழித்திறன்

அலகு 1: மரபுக்கவிதை

9மணிநேரம்

1. பாரதியார்- பாரததேசம்என்னும்தலைப்பில்ஆறுபாடல்கள்.  
(பாடல்எண்கள் 1, 6, 7, 9, 12, 13)
2. பாரதிதாசன்-தமிழுக்கும் அமுதென்று பேர்என்னும்தலைப்பிலானகவிதை.
3. தேசிகவிநாயகம்பிள்ளை - உடல்நலம்பேணல்என்னும்தலைப்பிலானகவிதை
4. முடியரசன்-காவியப்பாவை – “புண்படுமா” என்னும்கவிதை.

அலகு 2: புதுக்கவிதை

9மணிநேரம்

1. நா.காமராசன்-  
*கறுப்புமலர்கள்*தொகுப்பில்*காகிதப்பூக்கள்*என்னும்தலைப்பிலானகவிதை.
2. அப்துல்ரகுமான்-  
*ஆலாபனை*தொகுப்பில்*போட்டி*என்னும்தலைப்பிலானகவிதை
3. ஈரோடுதமிழன்பன் -  
*ஒருவண்டிசென்றியு*தொகுப்பில்*தேர்ந்தெடுக்கப்பட்டசென்றியுகவிதைகள்*
4. ஆண்டாள்பிரியதர்ஷினி-  
*முத்தங்கள்தீர்ந்துவிட்டன*தொகுப்பில்*‘இங்கேவரும்போது’*  
என்னும்தலைப்பிலானகவிதை

அலகு 3: உரைநடை

9மணிநேரம்

1. மாணாக்கரும்தாய்மொழியும் - திரு.வி.க.,
2. மனவலிமைவேண்டும்- மு.வரதராசனார்
3. செம்மொழித்தமிழின்சிறப்புகள்
4. பண்டைத்தமிழரின்சாதனைச்சுவடுகள்

அலகு 4: தமிழர்வாழ்வுப்பண்பாடும்

9மணிநேரம்

பண்பாடு-வாழ்வியல்முறை - அகம், புறம் - உணவுமுறை - விருந்தோம்பல் - நம்பிக்கைகள்-விழாவும்வழிபாடும் - கலைகள் - கட்டடம் - சிற்பம் - ஓவியம் - இசை-கூத்து- தொழிலும்வணிகமும் - அறிவியல்நோக்கு.

அலகு 5: மொழித்திறன், இலக்கியவரலாறு, இலக்கணம்

9மணிநேரம்

1. எழுத்துப்பிழை, தொடர்ப்பிழைகள்

2. வேற்றுமைஇலக்கணம்
3. செய்யுள்நலம்பாராட்டல்
4. பாடம்தழுவியஇலக்கியவரலாறு (மரபுக்கவிதை, புதுக்கவிதை, உரைநடை)

மொத்தம்: 45மணிநேரம்

பார்வைநூல்கள்

1. தமிழர்நாகரிகமும்பண்பாடும், டாக்டர் அ.தட்சிணாமூர்த்தி, ஐந்திணைப்பதிப்பகம்
2. தவறின்றித்தமிழ்எழுதுவோம், மா. நன்னன், ஏகம்பதிப்பகம்
3. தவறின்றித்தமிழ்எழுத-மருதூர்அரங்கராசன், ஐந்திணைப்பதிப்பகம்
4. தமிழ்இலக்கியவரலாறு, வரதராசன், மு., புதுதில்லி : சாகித்தியஅக்காதெமி ,
5. புதியதமிழ்இலக்கியவரலாறு, நீல. பத்மநாபன், சிற்பிபாலசுப்ரமணியம், சாகித்தியஅகாடெமி
6. செம்மொழிதமிழின்சிறப்பியல்புகள் - முனைவர்மறைமலைஇலக்குவனார்;  
<https://www.youtube.com/watch?v=HHZnmJb4jSY>
7. பாடநூல்தேடலுக்கானஇணையம் - <https://archive.org/>

### **Course Outcome:**

Students will able to

- CO1 Recall and recognize heritage and culture of Tamils through History of Tamil Language.
- CO2 Interpret the cultural life style of Ancient Tamils.
- CO3 Evaluate social and individuals moral value after studying Ethics In modern Literature
- CO4 Build the humanistic concept and moral life skills after studying divine and minor Literature.
- CO5 Improve their own creativity and writing skills after studying history of Modern Tamil Literature.

**VISTAS**  
**HINDI SYLLABUS (2021-22)**  
**I YEAR**

**I year-I Sem (Prose,official Letter writing& Technical words)**

**Course Objective:**

- To enable the students to develop communication skills
- To train students in official language
- To enrich their knowledge in Hindi literature
- To teach them human values & create awareness towards exploitation

<b>Unit I</b>	- 'Ek atuut kadi' by shri Rajkishore letter writing (application), Technical words (prashasanik vakyansh:1-50).	<b>9</b>
<b>Unit II</b>	'Devi singh' by agyeya , letter writing (bank A/C opening&closing), Technical words (prashasanik vakyansh:51-100).	<b>9</b>
<b>Unit III</b>	' kabiraa ki kaashi 'by Kumar Ravindra	<b>9</b>
<b>Unit IV</b>	' bharathiya vigyan ki kahaani - 'hamne diyaa ,hamne liyaa' 'by Gunakar mule, letter writing (shikayath pathra, gyapan) Technical words: takniki shabd-25.	<b>9</b>
<b>Unit V</b>	letter writing (sarkari pathra, ardha sarkaari pathra, kaaryalaya aadesh), Technical words: takniki shabd-25.	<b>9</b>
<b>Total hours</b>		<b>45</b>

**Course Outcome**

At the end of this course

CO 1 Students will be familiar with official letter writing

Co 2 will understand their responsibility in the society

CO 3 students will be moulded with good character understand  
human values

CO 4 students will gain knowledge about ancient &,rich culture of India

CO 5 will know the equivalent Hindi words for scientific terms

**Text Book:** Gadya Khosh , Prashasanik shabdavali, Patra lekhan

**Weblinks:**

<http://www.hindisamay.com/content/1321/1/%E0%A4%B0%E0%A4%BE%E0%A4>

<http://gadyakosh.org/gk/%E0%A4%A6%E0%A5%87%E0%A4%B5%E0%A5%80%E0>

<http://gadyakosh.org/gk/%E0%A4%A6%E0%A5%87%E0%A4%B5%E0%A5%80%E0>

<http://gadyakosh.org/gk/%E0%A4%A6%E0%A5%87%E0%A4%B5%E0%A5%80%E0%A4%B8%E0%A4%BF%E0%A4%82%E0%A4%B9 / %E0%A4%85%E0%A4%9C%E0%A5%8D%E0%A4%9E%E0%A5%87%E0%A4%AF>

<http://gadyakosh.org/gk/%E0%A4%A6%E0%A5%87%E0%A4%B5%E0%A5%80%E0%A4%B8%E0%A4%BF%E0%A4%82%E0%A4%B9 / %E0%A4%85%E0%A4%9C%E0%A5%8D%E0%A4%9E%E0%A5%87%E0%A4%AF>

**VELS INSTITUTE SCIENCE, TECHNOLOGY & ADVANCED  
STUDIES  
VELS UNIVERSITY  
PALLAVARAM-CHENNAI-600117**

**SYLLABUS  
FOR THE I YEAR & I SEMESTER FOR ALL UNDERGRADUATE  
STREAMS EFFECTIVE FROM ACADEMIC YEAR  
2020-2021.**

**SUB CODE:18LFRE11**

**OBJECTIVE:**

To introduce French language.  
To enable the students to understand and to acquire the basic knowledge of French language with elementary grammar.

**UNIT:I INTRODUCTION**

**09**

**AIM** :Is to impart the basics of french language

**CONTENT** :Introduction-Alphabet-comment prononcer, écrire et lire les mots-base: les prénoms personnel de 1er , 2eme et 3eme personnes-conjugaisons les verbes être et avoir en forme affirmative, négative Et interrogative.

**OUTCOME** :The content of the unit 1 aids the students to explore the basics of the new foreign language.

**UNIT II- LECON 1-3**

**09**

**AIM** : Is to make the students to known about the words formation and elementary grammar

**CONTENT** :Leçon 1 :Premiers mots en français- 2.Les hommes sont difficiles 3.Vive la liberté-Réponses aux questions tires de la leçon-Grammaire: Les adjectives masculines ou féminines-Les article définies et indéfinis-Singuliers et pluriels.

**OUTCOME** :The content of unit 2 to experience the basic formations of words and its basic grammar by differentiating with English.

**UNIT III-LECON4-6**

**09**

**AIM** : Is to motivate the students community by teaching about the Francophonie.

**CONTENT** :Leçons 4. L'heure c'est l'heure 5.Elle va revoir sa Normandie 6.Mettez-vous d'accord groupe de nom-Réponses aux questions tires de la leçon-Grammaire :A

placer et accorder l'adjectif en groupe de nom-Préposition de lieu-A écrire les nombres et l'heure en français

**OUTCOME** :This imparts the additional information in terms of general in the sense of geographical and culture.

**UNIT :IV-LECON 7-9**

**09**

**AIM** : Is to teach about the intermediate level of French grammar

**CONTENT** :Leçon 7.Trois visage de l'aventure , 8. A moi Auvergne 9.Recit de voyage- Réponses aux questions tires de la leçon- Grammaire : Adjectif processif- Les phrases au présent de l'indicatif-Les phrases avec les verbes pronominaux au présent.

**OUTCOME** :Enable students for framing the basics sentence.

**UNIT :V- COMPOSITION :**

**09**

**AIM** :Is to teach about the basic content of essay and letter writing.

**CONTENT** :A écrire une lettre a un ami l'invitant a une célébration différente ex :mariage-A faire le dialogue- A lire le passage et répondre aux questions.

**OUTCOME** :Making the students community to know the french format of letter writing and essay writing.

**TEXTBOOK :**

Jack GIRARDER & Jean Marie GRIDLIG,<<Méthode de Français PANORAMA>>, Clé Internationale, Goyal Publication ,New Delhi Edition 2014.

**REFERENCE BOOKS:**

DONDO Mathurin, "Modern French Course", Oxford University Press, New Delhi Edition 2014.

Nithya Vijayakumar get ready French grammar-Elementary Goyal publications ,New Delhi Edition 2014.

**WEB SITE RESOURCES LINK;**

<https://www.thoughtco.com/french-reading-tips-1369373>

<https://www.bnf.fr/fr>

<https://www.laits.utexas.edu/tex/>



**Course Objective:**

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

	<b>Credit Hours</b>
<b>UNIT I</b>	<b>09</b>
1. Dangers of Drug Abuse - Hardin B Jones	
2. Tight Corners - E. V. Lucas	
<b>UNIT II</b>	<b>09</b>
3. Futurology - Aldous Huxley	
4. If You are Wrong, Admit it - Dale Breckenridge Carnegie	
<b>UNIT III</b>	<b>09</b>
5. Industry - Dr.M.Narayana Rao & Dr.B.G.Barki	
6. Turning Point of My Life - A.J Cronin	
<b>UNIT IV</b>	<b>09</b>
7. Excitement - Mack R. Douglas	
8. The Kanda Man Eater - Jim Corbett	
<b>UNIT V</b>	<b>09</b>
9. Vocabulary and Exercises under the Lessons	
<b>Total</b>	<b>45 Hours</b>

**Note:** Lessons prescribed are from various anthologies and respective exercises therein will be taught.

**Course Outcome**

- At the end of this course students will be able to,
- CO1 Examine the characteristic feature of the language as it is used in the prose.
- CO2 Strengthen the knowledge in basic grammar
- CO3 Improve narrative skills after studying diverse prose.
- CO4 Understand to classify different essays on the basis of their types.
- CO5 Develop the skill of critical writing on the textual content of prose.

**Books Prescribed:**

- English for Communication Enrichment: by Jeya Santhi June 2015.
- Dr. M. Narayana Rao and Dr. B. G. Barki – Anu’s Current English for Communication (AnuChitra). June 2012.
- Dr. Ananthan , R. Effective Communication. Ed. Chennai : Anu Chithra Pub.2010.

**Web Sources:**

- <https://www.gradesaver.com/>
- <https://www.enotes.com/>
- <https://www.jstor.org/>
- <https://www.sparknotes.com/>
- <https://www.cliffsnotes.com/>

**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

	<b>Credit Hours</b>
<b>UNIT I – BACKGROUND</b>	<b>12</b>
a. Feudalism	
b. The Church during the Age of Chaucer and after	
c. Monasteries	
<b>UNIT II - THE TUDOR AGE</b>	<b>12</b>
a. Renaissance	
b. Reformation	
c. Social Life during the Age of Shakespeare	
<b>UNIT III - THE AGE OF STUARTS</b>	<b>12</b>
a. The Puritan War	
b. Colonial Expansion	
<b>UNIT IV – STUART ENGLAND</b>	<b>12</b>
The Glorious Revolution, The Great Plague and Great Fire of London, Trade and Industry, The Royal Society	
<b>UNIT V – STUART ENGLAND</b>	<b>12</b>
a. The Golden Age of Queen Anne	
b. Social Hierarchy	
c. The City and Judiciary	
d. The Coffee Houses	
e. Religion and Education	
<b>Total</b>	<b>60 Hours</b>

## **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)

## **Reference Books:**

- The Social History of England – Padmaja Ashok, Orient Black Swan, Chennai.
- Social History of England – P. Thailambal, Thirumani Printers, Coimbatore.

## **Web Sources:**

- <https://www.gradesaver.com/>
- <https://www.enotes.com/>
- <https://www.jstor.org/>
- <https://www.sparknotes.com/>
- <https://www.cliffsnotes.com/>

**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

	<b>Credit Hours</b>
<b>UNIT I – BACKGROUND INFORMATION</b>	<b>12</b>
a. From Chaucer to Renaissance	
<b>UNIT II – RENAISSANCE LITERATURE</b>	<b>12</b>
a. The Development of Drama	
b. Marlowe	
c. Ben Jonson	
d. Other minor dramatists of the 16th Century	
e. Elizabethan Poetry	
f. Elizabethan Prose	
<b>UNIT III – THE AGE OF MILTON</b>	<b>12</b>
a. The Poetry of Milton	
b. Prose	
<b>UNIT IV – THE AGE OF DRYDEN</b>	<b>12</b>
a. Restoration Drama	
b. Development of Prose	
c. Poetry during the Age of John Dryden	
<b>UNIT V – THE AGE OF POPE</b>	<b>12</b>
a. 18th Century Novel	
b. Transitional Poets	
<b>Total</b>	<b>60 Hours</b>

## **Course Outcome**

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

**CO 1:** Mark the development of modern English Literature from Chaucer

**CO2 :** Identify the major writers of various genres in British literature.

**CO3 :** Identify the literary, cultural, historical, political influence of fictional works in the literary

**CO 4:** Describe the ways in which English social and political history influence the literature of each period.

**CO5 :** Construct a chronological picture of British writes and their literary works

## **Books Prescribed:**

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

## **Recommended Texts:**

- British and American utopian literature, 1516-1975 : an annotated bibliography Sargent, Lyman Tower, 1940
- Saul Collection of nineteenth century English Literature LONDON: G. BELL & SONS, LTD.
- Timeline: English literature Publisher: HistoryWorld Online Publication Date: 2012

## **Web Sources:**

- [http://www.unife.it/lettere/lingue/lingue/insegnamenti/letteratura-inglese-ii/materiale-didattico-2019-2020/Edward%20Albert-%20History%20of%20English%20Literature-%20OUP-%202000.pdf](http://www.unife.it/lettere/lingue/lingue/lingue/insegnamenti/letteratura-inglese-ii/materiale-didattico-2019-2020/Edward%20Albert-%20History%20of%20English%20Literature-%20OUP-%202000.pdf)
- <http://www.unife.it/lettere/lingue/lingue/insegnamenti/letteratura-inglese-ii/materiale-didattico-2019-2020/Edward%20Albert-%20History%20of%20English%20Literature-%20OUP-%202000.pdf>
- <https://www.gradesaver.com/>
- <https://www.enotes.com/>
- <https://www.jstor.org/>
- <https://www.sparknotes.com/>
- <https://www.cliffsnotes.com/>

**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

	<b>Credit Hours</b>
<b>UNIT I – POETRY</b>	<b>12</b>
a. Subjective Poetry – The Lyric, Sonnet, Elegy, Ode	
b. Narrative Poetry – The Ballad, Epic, Satire, Dramatic Monologue	
<b>UNIT II – PROSE</b>	<b>12</b>
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	
<b>UNIT III – DRAMA</b>	<b>12</b>
a. Tragedy, Comedy – Characteristics, Development. Types	
b. Melodrama, Farce, Masque	
<b>UNIT IV – FICTION</b>	<b>12</b>
a. The Novel, The Short Story, The Historical Romances ,Science Fiction	
<b>UNIT V – NOVEL</b>	<b>12</b>
a. Types – The Picaresque, Gothic Detective and Stream of Consciousness Novels.	
<b>Total</b>	<b>60 Hours</b>

**Course Outcome**

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

**CO 1:** Understand the different genres in Literature related to prose, poetry, drama and fiction.

**CO 2:** Recognize and define various literary forms

**CO 3:** Classify sub generic forms of subjective and narrative poetry.

**CO 4:** Distinguish different styles of literary writing

**CO 5:** Examine the nuances of different genres in literature and survey them chronologically.

**Books Prescribed:**

- Chris Baldick, Oxford Book of Literary Terms, Oxford University Press, London.

**Reference Books:**

- 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)

**Web Sources:**

- <https://www.gradesaver.com/>
- <https://www.enotes.com/>
- <https://www.jstor.org/>
- <https://www.sparknotes.com/>
- <https://www.cliffsnotes.com/>



# SEMESTER II

பாடக்குறியீட்டுஎண்: 21LTA002

பருவம்-2, தமிழ்மொழிப்பாடம்-2, பகுதி-1, தகுதிப்புள்ளி: 3, வாரப்பாடநேரம்: 3.  
தாள்-2

அறஇலக்கியம் – சிற்றிலக்கியம் – சிறுகதை – பயன்பாட்டுத்தமிழ்

அலகு 1: அறஇலக்கியங்கள்

10மணிநேரம்

1. திருக்குறள்- வான்சிறப்பு(அறம்), ஊக்கமுடைமை(பொருள்), குறிப்பறிதல்(இன்பம்) –மூன்று அதிகாரங்கள்முழுமையும்.
2. நாலடியார் – மூன்றுபாடல்கள். (2, 3, 5)
3. பழமொழிநானூறு – மூன்றுபாடல்கள் (74, 75, 78)
4. திரிகடுகம் – மூன்றுபாடல்கள் (10, 12, 22)
5. இனியவைநாற்பது – மூன்றுபாடல்கள் (1, 12, 16)

அலகு 2: சிற்றிலக்கியம்

10மணிநேரம்

1. முத்தொள்ளாயிரம்  
சேரன் – வீரம் 14, 15 பாடல்கள்  
சோழன் – காதல் 23, 24 பாடல்கள்  
பாண்டியன் –நாடு87, 88 பாடல்கள்
2. தமிழ்விடுதாது – முதல் 20 கண்ணிகள்
3. திருக்குற்றாலக்குறவஞ்சி – மலைவளம்கூறுதல் – முதல்5 பாடல்கள்
4. முக்கூடற்பள்ளு – மூத்தபள்ளிநாட்டுவளம்கூறுதல் 3 பாடல்கள்,  
இளையபள்ளிநாட்டுவளம்கூறுதல் 3 பாடல்கள்.
5. கலிங்கத்துப்பரணி – பாலைபாடியது – முதல் 5 பாடல்கள்

அலகு 3: சிறுகதை

9மணிநேரம்

1. அறிஞர்அண்ணா - செவ்வாழை
2. புதுமைப்பித்தன் - கடவுளும்கந்தசாமிப்பிள்ளையும்
3. ஜெயகாந்தன் - யுகசந்தி
4. கு.அழகிரிசாமி - காற்று
5. அம்பை - காட்டில்ஒருமான்

அலகு 4: பேச்சுத் தமிழ்

8 மணி

நேரம்

பேச்சுத்திறன் – விளக்கம் – பேச்சுத்திறனின் அடிப்படைகள் – வகைகள் –  
மேடைப்பேச்சு – உடையாடல் - பயிற்சிகள்

**அலகு 5: எழுத்துத்தமிழ், இலக்கியவரலாறு, இலக்கணம்** 8மணிநேரம்

1. கலைச்சொல்லாக்கம் – தேவைகள் – கலைச்சொற்களின் பண்புகள் –  
அறிவியல்கலைச்சொற்கள் – கடிதம் – வகைகள் – அலுவலகக்கடிதங்கள் –  
உறவுமுறைக்கடிதங்கள்.
2. பாடம்தழுவிய இலக்கியவரலாறு (அறஇலக்கியம், சிற்றிலக்கியம், சிறுகதை)
3. அணிஇலக்கணம்
4. விண்ணப்பக்கடிதம் எழுதுதல்

மொத்தம்: 45மணிநேரம்

#### பார்வைநூல்கள்

1. பேசும் கலை, முனைவர்கு. ஞானசம்பந்தன் விஜயாபதிப்பகம்
2. தமிழ் இலக்கியவரலாறு, வரதராசன், மு., சாகித்திய அக்காதெமி, புதுதில்லி
3. தமிழ்நடைக்கையேடு, மொழி அறக்கட்டளை
4. பயன்பாட்டுத்தமிழ்,  
முனைவர் அரங்க இராமலிங்கம், முனைவர் ஒப்பிலாமதிவாணன்,  
சென்னை பல்கலைக்கழகம், 2007
5. மொழிபெயர்ப்பியல் அடிப்படைகள், கா.பட்டாபிராமன், யமுனைப்பதிப்பகம்,  
திருவண்ணாமலை

#### பாடநூல்தேடலுக்கான இணையம்

- <http://www.tamilvu.org/library>
- <https://archive.org/>

#### Course Outcome:

Students will able to

- CO1 Measure human mind through the studying of Tamil charity Literature in the aspect of moral value.
- CO2 Justify the contemporary social issueses through studying Tamil Epics.
- CO3 Build the life skills after studying of the poetry.
- CO4 Develop narrative skill after reading short stories.
- CO5 Improve their own style of writing after studying Terminology methods.

**VISTAS**  
**HINDI SYLLABUS(2021-22)**  
**I year-II Sem ( kahani , Natak & Translation)**

**Course Objective:**

- To train students in translation
- To develop reading & writing skills
- To create interest towards reading different types of literature

<b>Unit I</b> - ' idgah' by Premchand' ( <u>kahani</u> ), Translation- Definition,Types	<b>9</b>
<b>Unit II</b> - 'pitha ' by gyanranjan (kahani), Translation - Anuvadak ke gun	<b>9</b>
<b>Unit III</b> - jamun ka ped by Krishna chander ' (kahani) , Translation Practice	<b>9</b>
<b>Unit IV</b> - adhi rath ke baad by Shankar shesh ( <u>naatak</u> ), Translation Practice	<b>9</b>
<b>Unit V</b> - adhi rath ke baad by Shankar shesh ( <u>naatak</u> ), Translation Practice	<b>9</b>

**Total Hours :45**

**Course Outcome**

At the end of this course

- CO 1 Students will know the importance & process of translation  
CO 2 understand the values of elders in a family & extend their support  
CO 3 will know the different writing skills of authors  
CO 4 gain knowledge in Hindi literature  
CO 5 will acquire knowledge in Hindi Sahithya

**Text book :** Gadya khosh

**Weblinks:**

<https://premchandstories.in/aidgaah-story-munshi-premchand-pdf/>

<https://www.google.com/search?q=pitha+by+gyan+ranjan&oq=pitha+by+gya&aqs=chrome.1.69i57j0i13j0i22i30.10387j0j4&sourceid=chrome&ie=UTF-8>

<http://db.44books.com/2020/04/%e0%a4%86%e0%a4%a7%e0%a5%80-%e0%a4%b0%e0%a4%be%e0%a4%a4-%e0%a4%95%e0%a5%87-%e0%a4%ac%e0%a4%be%e0%a4%a6.html>

<http://gadyakosh.org/gk/%E0%A4%A6%E0%A5%87%E0%A4%B5%E0%A5%80%E0%A4%B8%E0%A4%BF%E0%A4%82%E0%A4%B9 / %E0%A4%85%E0%A4%9C%E0%A5%8D%E0%A4%9E%E0%A5%87%E0%A4%AF>

<http://gadyakosh.org/gk/%E0%A4%A6%E0%A5%87%E0%A4%B5%E0%A5%80%E0%A4%B8%E0%A4%BF%E0%A4%82%E0%A4%B9 / %E0%A4%85%E0%A4%9C%E0%A5%8D%E0%A4%9E%E0%A5%87%E0%A4%AF>

**VELS INSTITUTE SCIENCE, TECHNOLOGY & ADVANCED  
STUDIES  
VELS UNIVERSITY  
PALLAVARAM-CHENNAI-600117**

**SYLLABUS  
FOR THE I YEAR & I SEMESTER FOR ALL UNDERGRADUATE  
STREAM EFFECTIVE FROM ACADEMIC YEAR  
2020-2021.**

**SUB CODE:18LFRE21**

**OBJECTIVE:**

To introduce French language.  
To enable the students to understand and to acquire the basic knowledge of French language with elementary grammar.

**UNIT:LECON 10-11** **09**

**AIM** :Is to teach about the tense and objects.

**CONTENT** :Leçons :10 Les affaires marchent,11 un repas midi a problèmes- Réponses aux questions tires de la leçon-grammaire ;présent progressif passe récent ou future proche-complément d'Object directe-complément d'objet

**OUTCOME** :This enable students to learn the language without any grammatical errors.

**UNIT II- LECON 12-13** **09**

**AIM** : Is explain about the pronouns and their differences.

**CONTENT** : Leçons12 :tout est bien qui fini bien,-13 aux armes citoyens-réponses aux questions tires de la leçon-grammaire :les pronoms<<en ou y>> rapporter des paroles-Les pronoms relatifs que, qui ou ou.

**OUTCOME** :As a result of the content makes the students to known about the types of pronouns and their useage.

**UNIT III-LECON 14-15** **09**

**AIM** :Is to involve the students by making them to frame the own simple sentence without any grammatical mistakes.

**CONTENT** :Leçons 14.Qui ne risque rien n'a rien-15.la fortune sourit aux audacieux-réponses aux questions tirs de la leçon-grammaire : comparaison-les phrases au passe compose.

**OUTCOME** :This imparts the students in order to develop their basic writing skills.

**UNIT :IV-LECON 16-18**

**09**

**AIM** : Is to teach about the intermediate level of French grammar

**CONTENT** : Leçons 16 la publicité et nos rêves 17 la France la monde 18 campagne publicitaire réponses aux questions tirs de la leçon-grammaire :les phrases a l'imparfait-les phrases au future

**OUTCOME** :Enable students for framing the basics sentence.

**UNIT :V- COMPOSITION :**

**09**

**AIM** :Is to teach about the basic content of essay and letter writing.

**CONTENT** :A écrire une lettre a un ami l'invitant a une célébration différente ex :mariage-A faire le dialogue- A lire le passage et répondre aux questions.

**OUTCOME** :Making the students community to know the french format of letter writing and essay writing.

**TEXTBOOK :**

Jack GIRARDER & Jean Marie GRIDLIG,<<Méthode de Français PANORAMA>>, Clé Internationale, Goyal Publication ,New Delhi Edition 2014.

**REFERENCE BOOKS:**

DONDO Mathurin, "Modern French Course", Oxford University Press, New Delhi Edition 2014.

Nithya Vijayakumar get ready French grammar-Elementary Goyal publications ,New Delhi Edition 2014.

**WEB SITE RESOURCES LINK;**

<https://www.thoughtco.com/french-reading-tips-1369373>

<https://www.bnf.fr/fr>

<https://www.laits.utexas.edu/tex/>

## ENGLISH II – POETRY

- 3 0 0 3

### Course Objective:

- To enable students to develop their communication skills effectively.
- To enrich their vocabulary in English
- To develop communicative competency.

	<b>Credit Hours</b>
<b>UNIT I</b>	<b>09</b>
1. Growing Old - Winston Farewell	
2. Ecology - A. K. Ramanujan	
<b>UNIT II</b>	<b>09</b>
3. Stopping by Woods on a Snowy Evening - Robert Frost	
4. Our Casuarina Tree - Toru Dutt	
<b>UNIT III</b>	<b>09</b>
5. Goodbye Party for Miss Pushpa T.S. - Nissim Ezekiel	
6. The Bull - Ralph Hodgson	
<b>UNIT IV</b>	<b>09</b>
7. If - Rudyard Kipling	
8. The Drowned Children - Louise Glück	
<b>UNIT V</b>	<b>09</b>
9. Australia - A.D.Hope	
10. A Far Cry from Africa - Derek Walcott	
<b>Total</b>	<b>45 Hours</b>

### Course Outcome

- At the end of this course students will be able to,
- CO1 Identify poetic expressions in the course of daily speech.
  - CO2 Interpret a poetic language.
  - CO3 Analyze the poetic nuances and apply them to daily life.
  - CO4 Discriminate different sensibilities in approaching life.
  - CO5 Strengthen the ability to solve life's problems as highlighted in the selections.

### Books Prescribed:

- Selections from Caribbean Literature. Mahaam Publishers, Chennai.
- Our Casuarina Tree - Vasan Publication By Dr.A Shanmugakani

### Web Sources:

- <https://www.gradesaver.com/>
- <https://www.enotes.com/>
- <https://www.jstor.org/>
- <https://www.sparknotes.com/>
- <https://www.cliffsnotes.com/>



**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**

<b>UNIT I – THE AGE OF REVOLUTIONS</b>	<b>12</b>
a. The American War of Independence	
b. The French Revolution	
c. The Agriculture Revolution	
d. The Industrial Revolution	
 <b>UNIT II – THE REFORM BILLS</b>	 <b>12</b>
 <b>UNIT III – THE VICTORIAN AGE</b>	 <b>12</b>
a. The Victorian Problem	
b. Expansions	
c. Humanism	
d. Social Changes during the Victorian Age	
 <b>UNIT IV –THE MODERN AGE</b>	 <b>12</b>
a. Pre-war condition in England	
b. Social Effects of the First World War	
c. Post-War England	
 <b>UNIT V –THE MODERN AGE</b>	 <b>12</b>
a. Social Effects of the Second World War	
b. The Labour Movement	
c. Social Security and the Concept of the Welfare State	

<b>Total</b>	<b>60 Hours</b>
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### **Course Outcome**

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

- CO 1:** Identify the key aspects of the Social History of England from the Neo – Classical Age to the contemporary era.
- CO 2:** Survey the social history in relation to the literary background.
- CO 3:** Familiarize with the representative literary texts of various ages in the history of England.
- CO 4:** Connect social, historical and political events with the literary history.
- CO 5:** Discuss how literature influences the Social and political history of each period.

### **Books Prescribed:**

- Social History of England – G.M. Trevelyan  
(Free PDF can be downloaded from Internet)

### **Reference Books:**

- The Social History of England – Padmaja Ashok, Orient Black Swan, Chennai.
- Social History of England – P. Thailambal, Thirumani Printers, Coimbatore.

### **Web Sources:**

- <https://www.gradesaver.com/>
- <https://www.enotes.com/>
- <https://www.jstor.org/>
- <https://www.sparknotes.com/>
- <https://www.cliffsnotes.com/>

**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**

<b>UNIT I – THE AGE OF WORDSWORTH</b>	<b>12</b>
a. Poetry	
b. Prose	
c. Novel	
<b>UNIT II – THE VICTORIAN AGE</b>	<b>12</b>
a. Victorian Poetry	
b. Victorian Prose	
c. Novel	
<b>UNIT III – THE MODERN AGE IN LITERATURE</b>	<b>12</b>
a. Pre-war Literature	
b. Literature between the Wars	
<b>UNIT IV – THE MODERN AGE IN LITERATURE</b>	<b>12</b>
a. English Literature after the Second World War	
b. Trends in Modern English Poetry (20th Century)	
<b>UNIT V – THE MODERN AGE IN LITERATURE</b>	<b>12</b>
a. Trends in Modern English Prose (20th Century)	
b. Trends in Modern English Novel (20th Century)	
<b>Total</b>	<b>60 Hours</b>

### **Course Outcome**

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

- CO1: Trace the origin and development of various genres in British Literature throughout ages.
- CO 2: demonstrate a deeper understanding of social and historical background of English Literature.
- CO 3: understand the characteristics of each literary period and analyse the reflection of these features in the literary works
- CO 4: Explain various schools and literary movements in England.
- CO 5: Interpret specific minds with novelties in the novel, poetry and drama.

### **Books Prescribed:**

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

### **Reference Books:**

- History of English Literature by Edward Albert, Oxford University Press, New York.
- A Short History of English Literature – Ifor Evans

### **Web Sources:**

- <https://www.gradesaver.com/>
- <https://www.enotes.com/>
- <https://www.jstor.org/>
- <https://www.sparknotes.com/>
- <https://www.cliffsnotes.com/>

**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**

- a. Sir. Thomas More –Utopia (Conditions in England only).

**Total 60 Hours**



# **SEMESTER III**

பாடக்குறியீட்டுஎண்: 21LTA003

பருவம்-3, தமிழ்மொழிப்பாடம்-3, பகுதி-1, தகுதிப்புள்ளி: 3, வாரப்பாடநேரம்: 3.  
தாள்-3

பக்திஇலக்கியம் – காப்பியம் – புதினம் - மொழிபெயர்ப்பு

அலகு 1:பக்திஇலக்கியம்

10மணிநேரம்

1. மாணிக்கவாசகர்- திருவாசகம் – மூன்றுபாடல்கள்
  - ✓ புல்லாகிபூடாகி(சிவபுராணம்)
  - ✓ எல்லாப்பிறப்பும்(சிவபுராணம்)
  - ✓ உற்றாரையான்வேண்டேன்(திருப்பலம்பல்)
2. ஆண்டாள்- திருப்பாவை – மூன்றுபாடல்கள் (1, 3, 4)
  - ✓ மார்கழித்திங்கள் ...(பாசுரம்1)
  - ✓ ஓங்கிலகலந்த...(பாசுரம் 3)
  - ✓ ஆழிமழைக்கண்ணா... (பாசுரம்4)
3. வீரமாமுனிவர் - தேம்பாவணி – மூன்றுபாடல்கள்
  - ✓ நீஒருதாய்; ஒருதாதையும்நீ (698 - சூசைஇறைவனின்தாயைப்போற்றுதல்)
  - ✓ அணிக்கலத்துஅழகுஅழுந்திய (1089 -  
வானவர்இயேசுநாமத்தைப்போற்றிவணங்கியசெய்தி)
  - ✓ வான்முறத்துஇலகும்செஞ்சுடர்காண (3510 -  
இறைவன்சூசைமுனிவர்க்குஏழுமணிகள்முறத்தில்ஒளிவிடும்முடியைச்சூட்டுதல்)
4. குணங்குடிமஸ்தான்சாகிபு - பராபரக்கண்ணி 1-10 கண்ணிகள்
5. திருமூலர் - திருமந்திரம் – மூன்றுபாடல்கள்
  - ✓ உடம்பார்அழியின்உயிரார்அழிவர் (திருமந்திரம்:724)
  - ✓ படமாடக்கோயில்பகவற்குஒன்றுஈயில்(திருமந்திரம்: 1857)
  - ✓ மரத்தைமறைத்ததுமாமதயானை (திருமந்திரம்: 2290)
6. இராமலிங்கஅடிகள் - திருவருட்பா- மூன்றுபாடல்கள்
  - ✓ எத்துணையும்பேதமுறா... (5297)
  - ✓ ஒருமையுடன்நினதுதிருமலரடிநினைக்கின்ற(2938)
  - ✓ கோடையிலே... (4091)

அலகு 2:காப்பியம்-1

9மணிநேரம்

1. சிலப்பதிகாரம் – அடைக்கலக்காதை (தெரிவுசெய்யப்பட்டபாடல்அடிகள் 120-199)
2. சீவகசிந்தாமணி – விமலையார்இலம்பகம் (தெரிவுசெய்யப்பட்டபாடல்கள்)

அலகு 3:காப்பியம்-2

9மணிநேரம்



1. கம்பராமாயணம் – மந்தரைசூழ்ச்சிப்படலம்(தெரிவுசெய்யப்பட்டபாடல்கள்)
2. பெரியபுராணம் – பூசலார்நாயனார்புராணம் (தெரிவு செய்யப்பட்டபாடல்கள்)

#### அலகு 4:புதினம்

8மணிநேரம்

1. கல்மரம் - கோ.திலகவதி

#### அலகு 5:மொழிபெயர்ப்பு, இலக்கணம், இலக்கியவரலாறு

9மணிநேரம்

1. அலுவல்சார்மொழிபெயர்ப்பு
2. இலக்கணக்குறிப்பு
3. பாடம்தழுவியஇலக்கியவரலாறு (பக்திஇலக்கியம், காப்பியம், புதினம்)

மொத்தம்: 45மணிநேரம்

#### பார்வைநூல்கள்

1. தமிழ்இலக்கியவரலாறு, வரதராசன், மு., சாகித்தியஅக்காதெமி ,புதுதில்லி
2. தமிழ்நடைக்கையேடு, மொழிஅறக்கட்டளை
3. பயன்பாட்டுத்தமிழ்,  
முனைவர்அரங்கஇராமலிங்கம்முனைவர்ஒப்பிலாமதிவாணன்,  
சென்னைபல்கலைக்கழகம், 2007
4. மொழிபெயர்ப்பியல்அடிப்படைகள், கா.பட்டாபிராமன், யமுனைப்பதிப்பகம்,  
திருவண்ணாமலை

#### பாடநூல்தேடலுக்கானஇணையம்

- <http://www.tamilvu.org/library>
- <https://www.tamildigitallibrary.in/book>

#### Course Outcome:

Students will able to

- CO1 Utilizing fundemendal Tami Grammer in their practical life.
- CO2 Improve their oratorical skill after studying of concept of oratory.
- CO3 Develop their own style of Translation Studies
- CO4 Translate english passage to Tamil.
- CO5 Apply their knowledge into journals, articles writings.

**VISTAS**  
**HINDI SYLLABUS (2021-22)**

**II YEAR**

**II year-III SEM ( Ancient & medieval poetry,Hindi sahitya ka Ithihas)**

**Course Objective:**

- To enrich the knowledge of students through Tamil literature
- Enable them to learn ancient poems
- To develop interest in learning history of hindi literature

<b>Unit I</b>	-	‘Thirukkural’, Hindi Sahitya_ka ithihas (aadikal)	<b>9</b>
<b>Unit II</b>	-	‘Kabir ke pad’, Hindi Sahitya_ka ithihas (aadikal)	<b>9</b>
<b>Unit III</b>	-	‘Sur ke pad’, Hindi Sahitya ka ithihas (bhakthi kal)	<b>9</b>
<b>Unit IV</b>	-	Thulsi ke pad,_Hindi Sahitya ka ithihas ( bhakthi kal)	<b>9</b>
<b>Unit V</b>	-	Rahim ke dohe ,_Hindi Sahitya ka ithihas (Rithikal)	<b>9</b>

**Total Hours :45**

**Course Outcome**

At the end of this course

- CO 1 Students will know the valuable messages in Thirukkural
- Co 2 will be interested in knowing ancient poems .
- CO 3 Gain knowledge in Hindi literature
- CO 4 will know the difference between Hindi & the languages used by ancient poets
- CO 5 will be familiar with different styles of poetry writing

**Rererence books:**

Thirukkural translation by Venkata krishnan  
Hindi Sahitya ka Ithihas by Dr.Nagendra,Dr.Hardayal mayur paper bags  
Noida

**Weblinks:**

<http://gadyakosh.org/gk/%E0%A4%A6%E0%A5%87%E0%A4%B5%E0%A5%80%E0%A4%B8%E0%A4%BF%E0%A4%82%E0%A4%B9 / %E0%A4%85%E0%A4%9C%E0%A5%8D%E0%A4%9E%E0%A5%87%E0%A4%AF>

<http://gadyakosh.org/gk/%E0%A4%A6%E0%A5%87%E0%A4%B5%E0%A5%80%E0%A4%B8%E0%A4%BF%E0%A4%82%E0%A4%B9 / %E0%A4%85%E0%A4%9C%E0%A5%8D%E0%A4%9E%E0%A5%87%E0%A4%AF>

<http://gadyakosh.org/gk/%E0%A4%A6%E0%A5%87%E0%A4%B5%E0%A5%80%E0%A4%B8%E0%A4%BF%E0%A4%82%E0%A4%B9 / %E0%A4%85%E0%A4%9C%E0%A5%8D%E0%A4%9E%E0%A5%87%E0%A4%AF>

**VELS INSTITUTE SCIENCE, TECHNOLOGY & ADVANCED STUDIES**

**VELS UNIVERSITY**

**PALLAVARAM-CHENNAI-600117**

**SYLLABUS FOR II YEAR & III SEMESTER COMMON TO ALL UG**

**PROGRAMMES EFFECTIVE FROM ACADEMIC YEAR 2020-2021.**

**SUB CODE: 18LFRE31/21LFR31**

**OBJECTIVE:**

To strengthen the Grammar and Composition in French language.

To train the students to enhance his skills in French language for communication

**UNIT: I LECON 11**

09

**AIM** :Is to impart the basics of french culture and civilisation.

**CONTENT** :Leçon 16-La famille Vincent. Page 44-Grammaire :Passe compose. Leçon 29-Vers l'hôtel. Page 80- Grammaire :Impératif, a mettre phrases Singulier, Pluriel.

**OUTCOME** :The content of the unit 1 aids the students to explore the basics of the new french culture and civilisation.

**UNIT II- LECON 12-13**

09

**AIM** :Is to impart the french poetry and intermediate grammar.

**CONTENT** :Leçon 40-L'Épicerie les Légumes et les Fruits. Page 112- Grammaire;Présent de l'indicatif. Leçon 44 La poste. Page-124 l'Grammaire :A mettre les phrases a l'impératif

**OUTCOME** :The content of the unit 2 aids the students to know about the french poetry and grammar.

**UNIT III-LECON 14-15**

09

**AIM** :Is to impart the french habitat and daily norms and activity.

**CONTENT** :Leçon 51-Le café et tabac page 142- Grammaire :A changer les phrases en interrogatif. Leçon 58-La chasse et la pêche. Page 160-Grammaire :Le plus que parfait.

**OUTCOME** :The content of the unit 3 aids the students to adapt to the french society.

**UNIT :IV-LECON 16-18**

09

**AIM** :Is to impart the importance of francophonie

**CONTENT** :Leçons 61-Un mariage a la campagne. Page-170 -grammaire :a changer au participe présent.

**OUTCOME** :The content of the unit 4 aids the students to know about francophonie.

**UNIT :V- COMPOSITION :**

09

**AIM** :Is to impart the production écrite and lre

**CONTENT** : A écrire une lettre a un ami l'invitation d'une célébration différente  
ex: Mariage-a faire un essai sur un sujet générale-a lire le passage et répondre aux questions.

**OUTCOME** : The content of the unit 5 aids the students to acquire the language proficiency.

**TEXTBOOK :**

Les leçons ont été choisis et tirés de i & ii degré de gauger << Cours de Langue et de Civilisation Française >> The Millennium, Publication Hachette, édition 2002

**REFERENCE BOOKS:**

DONDO Mathurin, "Modern French Course", Oxford University Press, New Delhi Edition 2014

**WEB SITE RESOURCES LINK;**

<https://www.thoughtco.com/french-reading-tips-1369373>

<https://www.bnf.fr/fr>

<https://www.laits.utexas.edu/tex/>

**Course Objective:**

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

	<b>Credit Hours</b>
<b>UNIT I</b>	<b>09</b>
• Introduction to Drama .	
<b>UNIT II</b>	<b>09</b>
• Shakespeare: Funeral Oration (Act III Scene II Julius Caesar) &	
• Monkey’s Paw - W.W.Jacobs	
<b>UNIT III</b>	<b>09</b>
• Comprehension	
<b>UNIT IV</b>	<b>09</b>
• Precis -Writing and Note Taking	
<b>UNIT V</b>	<b>09</b>
• General Essay on Current Topics	
<b>Total</b>	<b>45 Hours</b>

**Course Outcome**

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

- CO 1 Understand the fictional and non-fictional events through the dramatic scenes.
- CO 2 Improve different aspects of pragmatics for day- to - day communication
- CO 3 Enhance dramatic skill after reading the scenes of plays.
- CO 4 Elevate own style of writing after an expose to the prescribed dramatic pieces.
- CO 5 Understand the structure of essays.

**Books Prescribed:**

- An Introduction to Drama. IInd Edition by George Whitfield
- Reading Comprehension for College Students Paperback – Import, 1984 by Reinhart G. Kussat (Author)
- The Monkey’s Paw By W. W. Jacobs Publisher: Perfection Learning

**Web Sources:**

- <https://www.gradesaver.com/>
- <https://www.enotes.com/>
- <https://www.jstor.org/>
- <https://www.sparknotes.com/>
- <https://www.cliffsnotes.com/>

**THE AGE OF MILTON AND NEO-CLASSICISM - 4 1 0 5**

**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 in 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,

**CO 1:** Understand the unique features of Neoclassicism and its influence on English society.

**CO 2:** Interpret the modality of the Epic and the mock epic style in English poetry.

**CO 3:** Compare and contrast Restoration comedies and comedy of manners.

**CO 4:** Understand the two significant weapons of satire – irony and humour.

**CO 5:** Discuss the emergence of English novel as a literary genre.

## **Books Prescribed**

- Dryden: A Discourse Concerning the Origin and Progress of Satire
- The Vicar of Wakefield - Oliver Goldsmith - Ed. Stephen Coote (Penguin UK, 2004)
- She Stoops to Conquer Publisher: Start Publishing LLC (December 28, 2012)

## **Reference Books:**

- Patrides, C.A. The Age of Milton, edited by Raymond B. Waddington, Barnes & Noble Books-Imports, Div of Rowman & Littlefield Pubs., Inc . 1998
- Hagar Alan. Editor. The Age of Milton: An Encyclopedia of Major 17th Century British and American Authors. ABC-CLIO, 2004.

## **Web Sources:**

- <https://www.gradesaver.com/>
- <https://www.enotes.com/>
- <https://www.jstor.org/>
- <https://www.sparknotes.com/>
- <https://www.cliffsnotes.com/>



**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

	<b>Credit Hours</b>
<b>UNIT – I – POETRY</b>	<b>12</b>
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	
<b>UNIT –II-POETRY</b>	<b>12</b>
a. Lord Byron – She Walks in Beauty	
b. Samuel Taylor Coleridge – Kubla Khan	
<b>UNIT –III- PROSE</b>	<b>12</b>
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	
<b>UNIT-IV–FICTION</b>	<b>12</b>
Jane Austen – Sense and Sensibility	
<b>UNIT-V-FICTION</b>	<b>12</b>
Walter Scott – Guy Mannering	
<b>Total</b>	<b>60 Hours</b>

**Course Outcome**

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

- CO 1:** Comprehend the significance of the Romantic age and the writers belonged and its impact on literary works.
- CO 2:** Infer knowledge pertaining to the different genres of Literature in the Romantic Age
- CO 3:** Develop a trendy attitude as reflected in the spirit of the Romantic age
- CO 4:**Develop aesthetic sense through the readings of romantic poetry.
- CO 5:** Appreciate literary delights of the Romantic writers.

### **Books Prescribed**

- Maxwell ,Richard and Katie Trumpener, eds., The Cambridge Companion to Fiction in the Romantic Period 2008.

### **Reference Books:**

- Duncan Wu, A Companion to Romanticism, Blackwell Publishing, 1998.
- Rupert Christiansen. Romantic Affinities: Portraits From an Age, 1780–1830. London: Bodley Head, 1988

### **Web Sources:**

- <https://www.gradesaver.com/>
- <https://www.enotes.com/>
- <https://www.jstor.org/>
- <https://www.sparknotes.com/>
- <https://www.cliffsnotes.com/>

**Course Objective:**

- To give an insight into the growing scepticism 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**

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

**UNIT – II – POETRY** **12**

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

**UNIT – III – PROSE** **12**

- Mathew Arnold- Essay on Keats

**UNIT-IV-PROSE** **12**

- John Ruskin- Sesame and Lilies

**UNIT-V-FICTION** **12**

- Dickens-A Tale of Two Cities
- George Eliot- Mill on the Floss

**Total** **60 Hours**

**Course Outcome**

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

**CO 1:**Get an idea about the massive literary outputs of the Victorian Age.

**CO 2:**Understand the conflict between science and religion prevailed in the Victorian society.

**CO 3:**Analyse the concepts of marriage, sexuality and utilitarianism that persisted in the Victorian age and their impact on literature.

**CO 4:**Trace the origin and development of Novel as a literary genre.

**CO 5:**Develop a critical and analytical perspective with regard to Victorian texts and authors.

### **Books Prescribed:**

- The Longman Anthology of British Literature, Vol. 2B: The Victorian Age ed.by David Damrosch, Heather Henderson, William Chapman Sharpe. 2nd Edition.
- Cecil, David. *Early Victorian Novelists: Essays in Revaluation*. Constable and Co., Ltd, London, 1934.

### **Reference Books:**

- Tucker, Herbert F. (2014). *A New Companion to Victorian Literature and Culture*. Wiley Blackwell, Sussex
- Blain, Virginia, editor. (2009). *Victorian Women Poets: An Annotated Anthology*. Longman Annotated Texts.
- Johnson, E.D.H. *The Alien Vision of Victorian Poetry*. Princeton UP: Princeton, 1982.
- Staley, Allen. *Pre-Raphaelite Vision: Truth to Nature.*, Tate Publishing, London, 2003.

### **Web Sources:**

- <https://www.gradesaver.com/>
- <https://www.enotes.com/>
- <https://www.jstor.org/>
- <https://www.sparknotes.com/>
- <https://www.cliffsnotes.com/>

# **SEMESTER IV**

பருவம்-4, தமிழ்மொழிப்பாடம்-4, பகுதி-1, தகுதிப்புள்ளி: 3, வாரப்பாடநேரம்: 3.

தாள்-4

சங்கஇலக்கியம் – நாடகம் – வளர்தமிழ் - பொதுக்கட்டுரை

அலகு 1:சங்கஇலக்கியம்-1

10மணிநேரம்

1. புறநானூறு (மூன்றுபாடல்கள் - 183, 184, 192)
2. பதிற்றுப்பத்து (இரண்டுபாடல்கள்-14, 69)
3. பட்டினப்பாலை(காவிரியின்சிறப்புபாடல்அடிகள்01-07,சோழ நாட்டுவளம்பாடல்அடிகள்20-28,பல்பொருள்வளம்பாடல்அடிகள்183-193)
4. மதுரைக்காஞ்சி (பாண்டியர் பரம்பரை பாடல் அடிகள் 01-23, மன்னர் க்குமன்னன்பாடல்அடிகள்64-74, பாண்டியன்புகழ்பாடல்அடிகள்197-209).

அலகு 2:சங்கஇலக்கியம்-2

9மணிநேரம்

1. நற்றிணை (இரண்டுபாடல்கள் - 1, 172)
2. குறுந்தொகை (மூன்றுபாடல்கள் - 3, 40, 135)
3. ஐங்குறுநூறு(மூன்றுபாடல்கள் - 281, 283, 286)
4. அகநானூறு (இரண்டுபாடல்கள்- 4, 86)
5. கலித்தொகை (இரண்டுபாடல்கள் - 9, 133)

அலகு 3:நாடகம்

8மணிநேரம்

1. ஆட்டனத்திஆதிமந்தி - கவிஞர்கண்ணதாசன்

அலகு 4:வளர்தமிழ்

9மணிநேரம்

1. ஊடகத்தமிழ் - கணினித்தமிழ்அறிமுகம்

ஊடகத்தமிழ்:அச்சுக்கலை - இதழியல் - ஊடகவகைகள் - அச்சுஊடகங்கள் - மின்னணுஊடகம் -இதழியல்முன்னோடிகள் - அச்சுஊடகங்களில்தமிழ் - கருத்துப்பரிமாற்றம் - மொழிநடையின்தன்மை - நாளிதழ்கள்- வார, மாதஇதழ்கள் - மின்னணுஊடகங்களில்தமிழ் - வானொலி- தொலைக்காட்சி- திரைப்படம்.

கணினித்தமிழ்:

கணினித்தமிழின் அடிப்படையும் பயன்பாடும்-

கணிப்பொறியின்வரலாறும்வளர்ச்சியும்,கணினியும்தமிழும்,

விசைப்பலகை(Keyboard)

-

எழுத்துருக்கள்(Fonts)

-

தமிழைத்தட்டச்சுசெய்யஉதவும்மென்பொருள்கள்,

தமிழைத்தட்டச்சுசெய்யும்முறைகள்

-தமிழ்த்தட்டச்சுப்பயிற்சி

-

இணையமும்தமிழ்ப்பயன்பாடும்

-

தேடுபொறி(Search)

-

வலைப்பூ(Blog),மின்னூலகம்(Online e-Library), -மின்னகராதி (e-Dictionary), -மின்செய்தித்தாள் - e-Paper, - இணையவழித்தமிழ்க்கற்றலும்- கற்பித்தலும்- மின்வழிக்கற்றல் - e Learning.

**அலகு 5:பொதுக்கட்டுரை, இலக்கியவரலாறு, இலக்கணம் 9மணிநேரம்**

1. பொதுக்கட்டுரைவரைதல்
2. பாடம்தழுவியஇலக்கியவரலாறு (சங்கஇலக்கியம், நாடகம், வளர்தமிழ்)
3. இலக்கணம் (பொருளிலக்கணம்) திணை, துறைவிளக்கம்.

மொத்தம்: 45மணிநேரம்

**பார்வைநூல்கள்**

1. கணினித்தமிழ், முனைவர்இல.சுந்தரம், விகடன்பிரசுரம்
2. கணிப்பொறியில்தமிழ், த.பிரகாஷ், பெரிகாம்
3. தமிழ்க்கணினிஇணையப்பயன்பாடுகள், முனைவர்துரை.மணிகண்டன், மணிவானதிபதிப்பகம்
4. இதழியல்கலை, டாக்டர்மா. பா. குருசாமி, குரு - தேமொழிபதிப்பகம், திண்டுக்கல்
5. அச்சுக்கலைவழிகாட்டி, பாலசுப்பிரமணியன், ஆ., சென்னை : தனசுபதிப்பகம், 1966
6. தொலைக்காட்சிக்கலை, முனைவர்வெ. நல்லதம்பி,மங்கைப்பதிப்பகம், சென்னை42

**பாடநூல்தேடலுக்கானஇணையம்**

- <http://www.tamilvu.org/courses/nielit/Chapters/Chapter1/11.pdf>
- <https://www.tamildigitallibrary.in/>

**Course Outcome:**

**Students will able to**

- CO1 Interpret the cultural life style of Ancient Tamils.
- CO2 Formulated their new methods of fine arts through the sprite of ancient art of Tamils.
- CO3 Find out the solutions for the problems of life through the philosophical ideology of Tamil religions.
- CO4 Aquire the Knowledge and understanding theories of Media Tamil - Introduction of Tamil Computing
- CO5 Formlate the art of life through Tamil traditional scientific approach.

**VISTAS**  
**HINDI SYLLABUS (2021-22)**  
**II year-IV SEM ( Modern Poetry, Hindi sahithya ka ithihas**  
**–Adhunik kal, Advertisement writing)**

**Course Objective:**

- To develop interest in modern poetry
- To teach them the development of Modern Hindi poetry
- To train them in advertisement writings

<b>Unit I</b>	- Sansar by Mahadevi varma, Hindi Sahitya_ka ithihas (adhunik kal)	<b>9</b>
<b>Unit II</b>	- ‘ Mouun nimanthran’ by Sumithranandan panth, Hindi Sahitya_ka ithihas (adhunik kal)	<b>9</b>
<b>Unit III</b>	- ‘rah rahkar Tuutthaa rab kaa kahar’ by Dharmendra kumar nivathiya Hindi Sahitya_ka ithihas (adhunik kal)	<b>9</b>
<b>Unit IV</b>	‘samarpan’ by Subhadra kumara chouhan , Advertisement writing	<b>9</b>
<b>Unit V</b>	- ‘panthrah agasth kii pukaar ‘by atal bihari vajpayee, Advertisement writing	<b>9</b>

**Total Hours : 45**

**Course Outcome**

At the end of this course

- CO 1 Students will be familiar with modern poetry
- Co 2 Students will understand the importance of protecting atmosphere
- CO 3 will know the real meaning of patriotism & the value of freedom.
- CO 4 will get the ability to write various types of advertisement
- CO 5 will understand the different methods adopted in writing them



## **Reference books:**

Padya khosh  
Hindi patrakaritha ek parichaya

## **Weblinks:**

<http://gadyakosh.org/gk/%E0%A4%A6%E0%A5%87%E0%A4%B5%E0%A5%80%E0%A4%B8%E0%A4%BF%E0%A4%82%E0%A4%B9 / %E0%A4%85%E0%A4%9C%E0%A5%8D%E0%A4%9E%E0%A5%87%E0%A4%AF>

<http://gadyakosh.org/gk/%E0%A4%A6%E0%A5%87%E0%A4%B5%E0%A5%80%E0%A4%B8%E0%A4%BF%E0%A4%82%E0%A4%B9 / %E0%A4%85%E0%A4%9C%E0%A5%8D%E0%A4%9E%E0%A5%87%E0%A4%AF>

<http://gadyakosh.org/gk/%E0%A4%A6%E0%A5%87%E0%A4%B5%E0%A5%80%E0%A4%B8%E0%A4%BF%E0%A4%82%E0%A4%B9 / %E0%A4%85%E0%A4%9C%E0%A5%8D%E0%A4%9E%E0%A5%87%E0%A4%AF>

<http://gadyakosh.org/gk/%E0%A4%A6%E0%A5%87%E0%A4%B5%E0%A5%80%E0%A4%B8%E0%A4%BF%E0%A4%82%E0%A4%B9 / %E0%A4%85%E0%A4%9C%E0%A5%8D%E0%A4%9E%E0%A5%87%E0%A4%AF>

**VELS INSTITUTE SCIENCE, TECHNOLOGY & ADVANCED STUDIES**

**VELS UNIVERSITY**

**PALLAVARAM-CHENNAI-600117**

**SYLLABUS FOR THE II YEAR & IV SEMESTER COMMON TO ALL UG PROGRAMMES EFFECTIVE FROM ACADEMIC YEAR 2020-2021.**

**SUB CODE:15LFR004 FRENCH IV**

**OBJECTIVE:**

To strengthen the Grammar and Composition in French language.

To train the students to enhance his skills in French language for communication.

**UNIT:I**

**09**

**AIM :**To teach about the advanced grammar and slam poetry.

**CONTENT :**Leçon 20 : Une grande Nouvelle-Grammaire Le future.

Leçon 46 :Le mètre ;l'autobus-Grammaire-A former ou a changer L'adjectif masculin ou féminin a l'adverbe-Trouvez les noms qui correspondent aux verbes suivants.

**OUTCOME :**This unit enables the student to know about the french poet and poetry.

**UNIT :II**

**09**

**AIM :**To teach about the advanced grammar and the civic responsibility.

**CONTENT :**Leçon 48 : A la préfecture de police-Grammaire Les pronoms relatifs.

Leçon 63 :les sports-Grammaire le conditionnel présent.

**OUTCOME :** This unit enables the student to know about the french poet and poetry.

**UNIT :III**

**09**

**AIM :** To teach about the advanced grammar and the french monuments.

**CONTENT :**Leçon :56 A Biarritz la page-Grammaire le future antérieure.

**OUTCOME :** This unit enables the student to know about the french poet and poetry.

Leçon :57 Dans les Pyrénées-Grammaire le future antérieure suite.

**UNIT :IV**

**09**

**AIM :** To teach about the advanced grammar and french topographies.

**CONTENT :**Leçons 65-a fin des vacances Grammaire-a changer les phrases du pluriel au singulier, le présent du subjonctif.

**OUTCOME :** This unit enables the student to know about the french topographies.

**UNIT :V**

**09**

**AIM :** To teach about the advanced grammar and formal letter drafting.

**CONTENT :**Grammaire et composition :Transduction - réponses aux questions sur les passage-essai sur un sujet générale, :lettre :Ecrire une lettre a une amie.

**OUTCOME :** This unit enables the student to know about the formal letter drafting.

**TEXTBOOK :**

Les leçons ont été choisis et tire de i & ii degré de gauger<<Cours de Langue et de Civilisation Française>> The Millenium, Publication Hachette, édition 2002

**REFERENCE BOOKS:**

DONDO Mathurin, “Modern French Course”, Oxford University Press, New Delhi Edition 2014

**WEB SITE RESOURCES LINK;**

<https://www.thoughtco.com/french-reading-tips-1369373>

<https://www.bnf.fr/fr>

<https://www.laits.utexas.edu/tex/>

## ENGLISH IV - PRACTICAL ENGLISH (CONVERSATION PRACTICE)- 3 0 0 3

### Course Objective:

- To train students in the use of English language in varied literary and non-literary contexts.
- To teach them soft skills and strengthen their foundation in grammar.
- To evaluate students to sensitivity in conversational competency.

	<b>Credit Hours</b>
<b>UNIT I</b>	<b>09</b>
i. At the Airport	
ii. In a Bank	
iii. On a Bus	
<b>UNIT II</b>	<b>09</b>
iv. In Flight	
v. In a Hotel	
vi. In a Library	
<b>UNIT III</b>	<b>09</b>
vii. Tea Time	
viii. On a Train	
ix. In a Restaurant	
<b>UNIT IV</b>	<b>09</b>
x. On a Picnic	
xi. In a Police station	
xii. In a Post office	
<b>UNIT V</b>	<b>09</b>
xiii. In a travel agency	
xiv. Asking the way	
xv. At the theatre	
<b>Total</b>	<b>45 Hours</b>

### Course Outcome

- At the end of this course students will be able to,
- CO1 Develop language skills of students by offering adequate practice in business environment.
  - CO2 Focus on developing domain specific communication.
  - CO3 Enhance the communicative competence in public places.
  - CO4 make students culturally aware of the various situation.
  - CO5 develop strategic competence that will help in efficient communication

### Books Recommended:

- English Conversation Practice, D.H.Spencer, Oxford.
- Communicative English by Department of English, National College( Autonomous), Trichy.

### Web Sources:

- <https://self-publishingschool.com/how-to-write-dialogue/>
- <https://www.masterclass.com/articles/how-to-write-dialogue>

## THE MODERN PERIOD

- 4 1 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

<b>UNIT-I –POETRY</b>	<b>12</b>
a. T.S.Eliot – Preludes, Marina	
b. W.B.Yeats – Easter 1916	
c. D.H.Lawrence – The Mosquito	
d. Dylan Thomas – The Force that through the Green Fuse Drives the Flowers	
<b>UNIT-II-POETRY</b>	<b>12</b>
a. Wilfred Owen – Strange Meeting	
b. Thomas Heaney– Blackberry Picking	
c. Philip Larkin – Church Going	
d. Ted Hughes – Thought Fox	
<b>UNIT-III-DRAMA</b>	<b>12</b>
a. Bernard Shaw – Caesar and Cleopatra	
b. Synge – Riders to the Sea	
<b>UNIT-IV-PROSE</b>	<b>12</b>
a. T.S.Eliot – Tradition and the Individual Talent	
b. D.H.Lawrence – Why the Novel Matters	
<b>UNIT-V-FICTION</b>	<b>12</b>
a. Lawrence – Fox or The Woman Who Rode Away	
b. E.M.Forster – A Passage to India	
c. Graham Greene –The Power and the Glory	
<b>Total</b>	<b>60 Hours</b>

## **Course Outcome**

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

**CO 1:**Classify the sensibilities that characterize 20<sup>th</sup> century English literature.

**CO 2:**Take part in the hollowness of life as a distinct phase as projected in absurd literature.

**CO 3:**Develop feelings of empathy by reading the Modern literary texts.

**CO 4:**Build tendency to have humanistic perceptions in life.

**CO 5:**Develop the sensibility to adapt to diverse life-situations.

## **Books Prescribed**

- Bradbury, Malcolm.(1993). The Modern British Novel. Penguin, London.

## **Reference Books:**

- Brown, John Russell, editor. (2000). Modern British Dramatists.Prentice Hall, New Delhi
- Luckhurst, Mary Ed. (2012). A Companion to Modern British and Irish Drama (1880-2005). Blackwell, London.

## **Web Sources:**

- <https://www.gradesaver.com/>
- <https://www.enotes.com/>
- <https://www.jstor.org/>
- <https://www.sparknotes.com/>
- <https://www.cliffsnotes.com/>

**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**

<b>UNIT-I-POETRY</b>	<b>12</b>
<ul style="list-style-type: none"> <li>a. Gabriel Okara – The Mystic Drum</li> <li>b. Wole Soyinka – Africa</li> <li>c. Derek Walcott – Ruins of a Great House</li> <li>d. A.D.Hope – Australia</li> </ul>	
<b>UNIT-II-POETRY</b>	<b>12</b>
<ul style="list-style-type: none"> <li>a. Edwin Thumboo – The Exile</li> <li>b. E.M.Roach – I am the Archipelago</li> <li>c. Margaret Atwood – The Progressive Insanities of a Pioneer</li> <li>d. Allen Curnow – House and Land</li> </ul>	
<b>UNIT-III-FICTION</b>	<b>12</b>
<ul style="list-style-type: none"> <li>a. Michael Ondaatje – Running in the Family</li> <li>b. Shyam Selvadurai – Funny Boy</li> </ul>	
<b>UNIT-IV-FICTION</b>	<b>12</b>
<ul style="list-style-type: none"> <li>a. Chinua Achebe – Things Fall Apart</li> <li>b. Monica – Bricklane</li> </ul>	
<b>UNIT-V-DRAMA</b>	<b>12</b>
<ul style="list-style-type: none"> <li>a. Wole Soyinka – Lion and the Jewel</li> <li>b. Mahesh Dattani – Final Solutions</li> </ul>	
<b>Total</b>	<b>60 Hours</b>

## **Course Outcome**

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

- CO1:** Identify the ways in which writers of new world articulate and celebrate their identity.
- CO 2:** Be familiarized with literary productions that address issues related to cultural identity in the third world countries
- CO3:** Be exposed to diverse cultures as revealed in the non- British English literary works
- CO4:** Understand the emotions and sentiments behind the literary articulations of writers from various countries
- CO5:** Discuss the social and political issues expressed in fiction and drama of new world countries

## **Books Prescribed**

- Africana: The Encyclopedia of the African and African American experience by Kwame Anthony Appiah (Editor); Henry Louis Gates (Editor)

## **Reference Books:**

- Gary Geddes. ed. Fifteen Canadian Poets. Toronto: Oxford University Press, 2001.
- Oyekan Owomoyela. A History of Twentieth-Century African Literatures. University of Nebraska Press, 1993.
- Parekh, Pushpa Naidu and Siga Fatima Jagne. Postcolonial African Writers: A Bio-Bibliographical Critical Sourcebook. Greenwood Press, 1998.

## **Web Sources:**

- <https://www.litcharts.com/lit/brick-lane/summary>
- <https://kenanmalik.com/2017/05/04/derek-walcott-inside-the-ruins/>
- <https://zocalopoets.com/2015/02/28/andre-bagoo-i-am-the-archipelago-eric-roach-and-black-identity/>
- <https://www.gradesaver.com/>
- <https://www.enotes.com/>
- <https://www.jstor.org/>
- <https://www.sparknotes.com/>
- <https://www.cliffsnotes.com/>



# SEMESTER V

**Course Objective:**

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

**Credit Hours****UNITI-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

**UNITII-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,

**CO 1:** Enhance their knowledge on phonetics and nuances of linguists.

**CO 2:** Develop a neutral accent and speak globally – intelligible English.

**CO 3:** Distinguish different word stress, inflections, intonations and voice modulation.

**CO 4:** Identify and solve specific problems resulting from the interference of the mother tongue.

**CO 5:** Classify pronunciation besides identification of Received Pronunciation, slang and dialects of English

### **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.

### **Reference Books:**

- 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

### **Web Sources:**

- <https://www.gradesaver.com/>
- <https://www.enotes.com/>
- <https://www.jstor.org/>
- <https://www.sparknotes.com/>
- <https://www.cliffsnotes.com/>

# SEMESTER VI

**DISCIPLINE SPECIFIC  
ELECTIVE (DSE) COURSES  
SYLLABUS**

**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

	<b>Credit Hours</b>
<b>UNIT-I</b>	<b>12</b>
Hamlet	
<b>UNIT-II</b>	<b>12</b>
Antony and Cleopatra	
<b>UNIT-III</b>	<b>12</b>
Richard II	
<b>UNIT-IV</b>	<b>12</b>
Winter’s Tale	
<b>UNIT-V</b>	<b>12</b>
Shakespeare’s Audience, Comedies, Histories etc from Shakespeare by Peter Alexander	
<b>Total</b>	<b>60 Hours</b>

**Course Outcome**

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

- CO 1:** Appreciate the versatility of Shakespeare’s genius
- CO 2:** Familiarise with the fundamental information about Shakespeare’s life, works and legacy.
- CO 3:** Identify the distinct literary genres of Shakespeare’s tragedies, comedies and historical plays.
- CO 4:** Discuss the social and ethical questions the plays of Shakespeare raise regarding human experience.
- CO 5:** Interpret Shakespeare’s drama and its relevance to the contemporary world.

### **Books Prescribed**

- O.J. Campbell and E.G. Quinn, (eds.) *A Shakespeare Encyclopaedia*
- Brown, John Russell. *William Shakespeare and His Comedies*. Methuen, London, 1957.

### **Reference Books:**

- E.K. Chambers, *William Shakespeare: A Study of Facts and Problems*
- Bradley, A.C. *Shakespearean Tragedy*. Macmillan. London, 1905.
- Knights, L.C. *William Shakespeare: The Histories*. London, 1962.
- Jean Wilson, *The Archaeology of Shakespeare*

### **Web Sources:**

- <https://www.gradesaver.com/>
- <https://www.enotes.com/>
- <https://www.jstor.org/>
- <https://www.sparknotes.com/>
- <https://www.cliffsnotes.com/>

**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:** Understand various aspects of American society through a critical examination of the literary texts representing different periods and cultures.

**CO2:** Demonstrate American literary movements through verses of the ages

**CO 3:** Analyse American prose as an expression of individual or communal values

**CO 4:** Trace the development of characteristic styles of expression through American fiction

**CO 5:** Define diverse dramatic styles and forms that existed though the ages in America.

## **Books Prescribed**

- Ellmann, Richard, editor. (2001). The New Oxford Book of American Verse. Oxford University Press, New York.

## **Reference Books:**

- Horton, R W and H E Edwards, editors. (1974). Backgrounds of American Literary Thought. Prentice Hall, Englewood Cliffs, NJ.
- Gray, Richard. (2008). History of American Literature. Blackwell, Oxford

## **Web Sources:**

- <https://www.gradesaver.com/>
- <https://www.enotes.com/>
- <https://www.jstor.org/>
- <https://www.sparknotes.com/>
- <https://www.cliffsnotes.com/>

**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.
- b. Tendulkar – Silence ! The Court is in Session
- c. Girish Karnad – Tughlaq,

**UNIT-IV- PROSE****12**

- a. A.K.Ramanujan – Is there an Indian Way of Thinking?
- b. Tagore – The Surplus in Man

**UNIT-V- FICTION****12**

- a. R.K. Narayan – The Guide
- b. Kushwant Singh – The Train to Pakistan

**Total****60 Hours**

### **Course Outcome**

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

- CO 1:** Identify the unique literary features of Indian writing in English.
- CO 2:** Classify the three informative ways of this course - historical, social-historical and synthesis of the English language in Indian Literary minds.
- CO 3:** Explain the Renaissance aspects of Indian Literature through their English version to show their literary skill.
- CO 4:** Infer Indian sensibility in poetry to extend their comprehensive reach.
- CO 5:** Discuss the use of myth in Indian Writing in English and its contemporary relevance.

### **Books Prescribed**

- Indian Writing in English Revised and Updated Edition Paperback – 1 January 2019  
by K. R. Srinivasa Iyengar

### **Reference Books:**

- The Making of Indian English Literature By Subhendu Mund
- Walsh, William. Indian Literature in English. London: Longman, 1990

### **Web Sources:**

- <https://www.gradesaver.com/>
- <https://www.enotes.com/>
- <https://www.jstor.org/>
- <https://www.sparknotes.com/>
- <https://www.cliffsnotes.com/>

**Course Objective:**

- This paper is intended to infuse confidence in students to face competitive examinations pertaining to English Skills.
- Serves as an opportunity to recall what has been learnt so far under Part II English and Communication Skills.
- To posit learners in comparatively advantageous position in the job market.

**Credit Hours**

<b>UNIT - I DETECTING USAGE ERRORS</b>	<b>12</b>
<ul style="list-style-type: none"> <li>a. Nouns Pronouns</li> <li>b. Articles and Preposition Adverbs</li> <li>c. Homonyms Punctuation Linking words</li> </ul>	
<b>UNIT - II DETECTING USAGE ERRORS</b>	<b>12</b>
<ul style="list-style-type: none"> <li>a. Phrases and Clauses</li> <li>b. Subject- Verb agreement</li> <li>c. Tag Questions</li> <li>d. Tense</li> <li>e. Reported Speech Active and Passive</li> <li>f. Sentence Completion</li> </ul>	
<b>UNIT – III</b>	<b>12</b>
<ul style="list-style-type: none"> <li>a. Business Letter</li> <li>b. Dialogue Writing (Situational)</li> </ul>	
<b>UNIT – IV</b>	<b>12</b>
<ul style="list-style-type: none"> <li>• Expansion of Proverbs Idiomatic Expressions Essay Writing</li> </ul>	
<b>UNIT – V</b>	<b>12</b>
<ul style="list-style-type: none"> <li>• General Knowledge : UNO, Countries and Capitals, Currencies, and Current Affairs</li> </ul>	
<b>Total</b>	<b>60 Hours</b>

### **Course Outcome**

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

- CO1 Understand the complexities of language skills.
- CO2 Participate in competitive examination
- CO3 Apply structure of sentence correctly.
- CO4 Discover new vocabularies (synonyms, antonyms and idiomatic expressions).
- CO5 Write reconstructing passages, report writing and essay writing.

### **Books Prescribed**

- J.K.Gangal : Competitive English for Professional Courses, S.Chand Publications.

### **Reference Books:**

- Objective General English by S.P. Bakshi.
- Tips & Techniques in English for Competitive Exams by Disha Experts.
- Objective English for Competitive Examination by Hari Mohan Prasad & Uma Sinha.

### **Web Sources:**

- <https://www.gradesaver.com/>
- <https://www.enotes.com/>
- <https://www.jstor.org/>
- <https://www.sparknotes.com/>
- <https://www.cliffsnotes.com/>

**Course Objective:**

- To create awareness in students to know what they know.
- To make students conscious about usage.
- To enable learners to correct themselves

**Credit Hours**

<b>UNIT – I</b>	<b>12</b>
1.Nouns: Countable, Un-countable, Common, Proper-Noun, Concrete, Abstract Properties of Noun: Gender, Number, Person, Case	
2.Pronouns	
3.Articles	
<b>UNIT – II</b>	<b>12</b>
1. Adjectives	
2. Prepositions	
3. Verbs: Regular, Irregular, Transitive, Intransitive, Finite, Nonfinite, Gerunds, Participles, Infinitives, Tenses	
<b>UNIT – III</b>	<b>12</b>
1. Adverbs	
2. Conjunctions and Interjections	
<b>UNIT – IV</b>	<b>12</b>
1. The Sentence: Subject and Predicate	
2. Types of Sentences	
3. Sentence Patterns	
<b>UNIT-V</b>	<b>12</b>
1. Idioms and Phrases	
2. Figures of Speech	
<b>Total</b>	<b>60 Hours</b>

## **Course Outcome**

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

- CO1 Recall, reinforce and test knowledge of English Grammar.
- CO2 Sensitize on correct and incorrect use of the English language.
- CO3 Show their understanding of language and its features.
- CO4 Distinguish between correct and incorrect use of the language.
- CO5 Build self-confidence in communication

## **Books Prescribed**

- A.J.Thomson & F.V.Martinet: A Practical English Grammar Exercise. OUP

## **Reference Books:**

- Michael Strumprt: The Complete Grammar. Goodwill Publishing House.
- Raymond Murphy: Essential English Grammar. Cambridge University Press.

## **Web Sources:**

- <https://www.gradesaver.com/>
- <https://www.enotes.com/>
- <https://www.jstor.org/>
- <https://www.sparknotes.com/>
- <https://www.cliffsnotes.com/>

**Course Objective:**

- Indian Diasporic Writers and authors from Sri Lanka, Singapore, Caribbean Island, Pakistan, Bangladesh and Malaysia are introduced to enable students to have familiarity with trends of life in South Asia.
- To make students learn the how about of flexing of English according to local sensibilities.
- To make students get an awareness of colonization in the countries concerned.

**Credit Hours****UNIT - I POETRY****12**

1. Edwin Thumboo – Gods Can Die (Singapore)
2. Kamala Wijeratne – On Seeing A White Flag Across A By- Road (Sri Lanka)
3. Maki Kureshi – The Kittens (Pakistan)
4. Razia Khan – The Monstrous Biped (Bangladesh)
5. Shirley Lim – Words For Father (Malaysia)

**UNIT - II PROSE****12**

1. Mahadevi Varma – The Art Of Living
2. V.S Naipaul – The Child of Exile

**UNIT - III DRAMA****12**

Mahesh Dattani – Thirty Days in September

**UNIT - IV FICTION****12**

Philip Jayaratnam – Abraham's Promise

**UNIT - V SHORT STORY****12**

1. Chitra Banerjee – Clothes
2. Ismat Chughtai – The Veil

**Total****60 Hours**



### **Course Outcome:**

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

- CO1      Imbibe various cultures.
- CO2      Realize the impact of respective culture on the English Language.
- CO3      Learn how to cope up with people of different cultures.
- CO4      Understand the importance of compromise and reconciliation.
- CO5      Strengthen the importance of human values and dignity better

### **Books Prescribed**

- Ulka Anjaria, ed. A History of the Indian Novel in English (Cambridge UP, 2015)

### **Reference Books:**

- Deepika Bahri, Native Intelligence: Aesthetics, Politics, and Postcolonial Literature (Minneapolis: University of Minnesota P., 2003)
- Mrinalini Chakravorty, In Stereotype: South Asia in the Global Literary Imaginary (Columbia University Press, 2014)

### **Web Sources:**

- <https://www.gradesaver.com/>
- <https://www.enotes.com/>
- <https://www.jstor.org/>
- <https://www.sparknotes.com/>
- <https://www.cliffsnotes.com/>

**Course Objective:**

- To make learners understand the importance of Women in society.
- To make students study different mental strains of different Women.
- To trigger the thought of the “other”.

	<b>Credit Hours</b>
<b>Unit - I Poetry</b>	<b>12</b>
<ul style="list-style-type: none"> <li>1. Supata Bhattacharya – Draupadi</li> <li>2. Edna St.Vincent Millay – An Ancient Gesture</li> <li>3. Gladys Cardiff – Combing</li> <li>4. Julie Alvarez – Women's Work</li> <li>5. Prathiba Nandakumar – Poem</li> </ul>	
<b>Unit - II Prose</b>	<b>12</b>
<ul style="list-style-type: none"> <li>1. Simon De Beauvoir – Introduction to the Second Sex</li> </ul>	
<b>Unit – III Drama</b>	<b>12</b>
<ul style="list-style-type: none"> <li>1. Susan Glaspell – Trifles</li> </ul>	
<b>Unit - IV Fiction</b>	<b>12</b>
<ul style="list-style-type: none"> <li>1. Anita Nair – Ladies Coupe</li> </ul>	
<b>Unit - V Short Story</b>	<b>12</b>
<ul style="list-style-type: none"> <li>1. Annie Saumont – The Finest Story In The World</li> <li>2. Kate Chopin – The Story of an Hour</li> </ul>	
<b>Total</b>	<b>60 Hours</b>

**Course Outcome**

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

- CO1 Identify and appreciate the feminist voices and perspectives in poetry.
- CO2 Understand how women are portrayed in the literary texts written by male authors.
- CO3 Analyse the predominant themes in women’s writings.
- CO4 Understand the impact of absence of feminist voices in literature.
- CO5 Discuss women’s role at micro and macro level.

### **Books Prescribed**

- Feminist Theory Reader: Local and Global Perspectives 2nd ed., edited by Carole McCann and Seung-Kyung Kim (2010, Routledge)

### **Reference Books:**

- The Second Sex, translated by H.M. Parshley, Alfred Knopf, 1953.

### **Web Sources:**

- <https://www.sjsu.edu/people/cynthia.rostankowski/courses/HUM2BS14/s0/The-Second-Sex-Introduction.pdf>
- <https://www.gradesaver.com/>
- <https://www.enotes.com/>
- <https://www.jstor.org/>
- <https://www.sparknotes.com/>
- <https://www.cliffsnotes.com/>

**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

	<b>Credit Hours</b>
<b>UNIT-I</b>	<b>12</b>
Macbeth	
<b>UNIT-II</b>	<b>12</b>
A Midsummer Night's Dream	
<b>UNIT-III</b>	<b>12</b>
Romeo and Juliet	
<b>UNIT-IV</b>	<b>12</b>
Henry IV – Part-I	
<b>UNIT-V</b>	<b>12</b>
The Tempest	
<b>Total</b>	<b>60 Hours</b>

**Course Outcome**

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

- CO1 Understand the contribution of Shakespeare to Drama.
- CO2 Correlate Shakespeare's plays in countering different situations of the present life.
- CO3 Identify the characteristics of Shakespeare's Tragedy and Comedy. (with his contemporary writers).
- CO4 Compare the development of stage drama during Shakespeare's times
- CO5 Create perceptive ability relating to life, men and matters.

**Books Prescribed**

- William Shakespeare by John F. Andrews (Editor)
- Brown, John Russell. *William Shakespeare and His Comedies*. Methuen, London, 1957.

### **Reference Books:**

- The Oxford Companion to Shakespeare by Michael Dobson (Editor); Stanley Wells (Editor); Will Sharpe (Editor); Erin Sullivan (Editor)
- A Companion to Shakespeare's Works by Richard Dutton (Editor); Jean E. Howard (Editor)

### **Web Sources:**

- <https://www.gradesaver.com/>
- <https://www.enotes.com/>
- <https://www.jstor.org/>
- <https://www.sparknotes.com/>
- <https://www.cliffsnotes.com/>

**ABILITY ENHANCEMENT  
COMPULSORY COURSES  
SYLLABUS**

**Course Objective:**

- This course is to subject the students to practise the components in various units.
- To make students ready for placement interviews within campus.
- To infuse confidence to face job situations.

	<b>Credit Hours</b>
<b>UNIT I</b>	<b>06</b>
<ul style="list-style-type: none"> <li>• Resume and CV Writing</li> <li>• Complaint Letter</li> <li>• Social Correspondence</li> <li>• Letter of Enquiry</li> </ul>	
<b>UNIT II</b>	<b>06</b>
<ul style="list-style-type: none"> <li>• Short Essay Writing</li> </ul>	
<b>UNIT III</b>	<b>06</b>
<ul style="list-style-type: none"> <li>• Explaining Proverbs</li> </ul>	
<b>UNIT IV</b>	<b>06</b>
<ul style="list-style-type: none"> <li>• Use of Prepositions</li> </ul>	
<b>UNIT V</b>	<b>06</b>
<ul style="list-style-type: none"> <li>• Synonymous Words</li> </ul>	
<b>Total</b>	<b>30 Hours</b>

**Course Outcome:**

- CO1 Enhance the skill of writing social correspondences.  
 CO2 Introduce the importance of writing short essays.  
 CO3 Learn the importance of Proverbs helps others to exchange ideas.  
 CO4 Understand the parts of speech.  
 CO5 Elevate the skill of learning new vocabularies

**Books Prescribed**

- For Unit I – V Effective Communication For You – V. Syamala  
Emerald Publishers, Chennai.
- Cameron, David. Mastering Modern English, Hyderabad: Orient Blackswan, 1978  
(rpt. 1989, 1993, 1995, 1998).
- Freeman, Sarah. Written Communication in English, Hyderabad: Orient Blackswan,  
1977 (21st Impression, 2007).
- Singh, Vandana R. The Written Word. New Delhi: Oxford university Press, 2003 (3rd  
Impression, 2007)
- Seely, John. Oxford Guide to Effective Writing and Speaking. New Delhi: Oxford  
University Press, 2000 (4<sup>th</sup> Impression, 2008)

**Web Sources:**

- <https://www.myperfectresume.com/career-center/resumes/how-to/write>
- <https://www.englishgrammar.org/>
- <https://www.thesaurus.com/browse/>

**Course objective:**

- To sensitize learners on environmental purity.
- To make learners practise environmental cleanliness.
- To make students educate society.

**Credit Hours****Unit I:****06**

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

**Unit II :****06**

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 III****06**

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 IV****06**

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 V • 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 V

06

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. • Disaster management: floods, earthquake, cyclone and landslides.

**Total**

**30 Hours**

### Course Outcome

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

**CO 1:** Participate in environmental awareness activities.

**CO 2:** Understand the causes and effects of pollutants and the necessity to curtail them.

**CO 3:** Classify various natural resources and their utility.

**CO 4:** Examine bio-diversity and create awareness on the importance of its conservation.

**CO 5:** Sensitize the society to live in pollution free atmosphere.

### Books Prescribed:

- Agarwal, K.C. 2001 Environmental Biology, Nidi Publ. Ltd. Bikaner.
- Bharucha Erach, The Biodiversity of India, Mapin Publishing Pvt. Ltd., Ahmedabad – 380 013, India, Email:mapin@icenet.net ®

### Reference Books:

- Brunner R.C., 1989, Hazardous Waste Incineration, McGraw Hill Inc. 480p
- Clark R.S., Marine Pollution, Clanderson Press Oxford (TB)
- Cunningham, W.P. Cooper, T.H. Gorhani, E & Hepworth, M.T. 2001, Environmental Encyclopedia, Jaico Publ. House, Mumabai, 1196p
- De A.K., Environmental Chemistry, Wiley Eastern Ltd.
- Down to Earth, Centre for Science and Environment ®

### Web Sources:

- [https://en.wikipedia.org/wiki/Environmental\\_studies/](https://en.wikipedia.org/wiki/Environmental_studies/)
- <https://www.edx.org/course/subject/environmental-studies>
- <https://www.aminotes.com/2017/02/study-material-environmental-science.html>

**SKILL ENCHANCEMENT  
COURSES  
SYLLABUS**

**Course Objective:**

- To enable participants Business Communication Skills
- To enhance participants E-mail writing skills
- To impart Leadership and Team Bonding skills

**Credit Hours****UNIT I: EFFECTIVE COMMUNICATION SKILLS****06**

Talking about your company – Making Polite requests – Introducing yourself and others–Socialising with others – Talking about work activities – Talking about your job – Communication practice – Role plays

**UNIT II: WRITTEN BUSINESS COMMUNICATION****06**

Essential Email writing skills – Formal and Informal E-mails – Usage of formal language – Report Writing – Writing project reports – Extended writing practice – Email Etiquette – Understanding Business E-mails

**UNIT III: TELEPHONE ETIQUETTE****06**

The basics of Telephone Etiquette – Customer Service – Being courteous – Making arrangements – Giving clear and concise information – Tone and Rate of speech – Pronunciations – Summarisation – Mock Telephonic Conversations

**UNIT IV: LEADERSHIP SKILLS****06**

Essential Leadership Skills – Interpersonal Skills – Team Building – Team work – Do's and Don'ts of Leadership skills – Importance of communication in Leadership – Delegating and Handling of Projects

**UNIT V: LISTENING AND ANSWERING QUESTION****06**

Listening for the main ideas – Listening for details – Listening for specific information – Predicting and listening for opinions – Recognising context – Listening for sequence – Understanding Pronunciation – Listening practice

**Total****30 Hours****Course Outcome:**

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

- CO1 Participate business meetings.
- CO2 Improve LSRW skills.
- CO3 Engage and exchange their ideas in business conversation.
- CO4 Impart leadership qualities among the participants
- CO5 Build their social skills and relationship.

**Books Prescribed**

- Raman, M. & Sangeeta Sharma. Technical Communication.OUP.2008
- Taylor, Grant.English Conversation Practice. Tata McGraw Hill Education Pvt. Ltd. 2005
- Tiko, Champa & Jaya Sasikumar. Writing with a Purpose.OUP. New Delhi. 1979

**Web Sources:**

- <https://www.skillsyouneed.com/ips/communication-skills.html>
- <https://blog.smarp.com/top-5-communication-skills-and-how-to-improve-them>
- <https://blog.hubspot.com/service/phone-etiquette>

**Course Objective:**

- To enable students to develop their communication skills effectively
- To enhance students Reading, Writing, Listening and Speaking skills
- To develop their self-confidence through communication

**Credit Hours****UNIT I: READING COMPREHENSION AND VOCABULARY****06**

Reading Techniques – Types of Reading – Skimming – Scanning – Reading for detail – Identifying key words – Underlining unfamiliar key words – Vocabulary Building – Reading Comprehension practice

**UNIT II: PRESENTATION SKILLS****06**

Presentation Methods – Preparation and Practice – Organising content – Do's and Don'ts of a Presentation – Presentation Techniques – Mock Presentation

**UNIT III: GROUP DISCUSSION****06**

Introduction to Group Discussion – Preparation for GD – Structure of GD's – Do's and Don'ts – Tips and Strategies – Etiquette and Practice – Body Language and Posture – Sharing Ideas with respect – Understanding Opinions – Mock GD Practice

**UNIT IV: CONVERSATIONAL SKILLS****06**

Introduction to Small talk – How to start and end a conversation – Exchanging ideas – Expressing Interests – Giving Opinions – Social skills and Etiquette – Informal Conversations – Formal Meetings – Group Practice

**UNIT V: SELF – INTRODUCTION AND ROLE PLAY****06**

Introducing oneself – Exchange of Greetings – Appropriate Greetings – Usage of Vocabulary – Rapport Building – Handshakes and First Impressions – Basic Etiquette

**Total****30 Hours****Course Outcome:**

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

- CO1 Understand the importance of communication skills in English
- CO2 Learn the important effective communication techniques
- CO3 Prepare the students to meet an interview.
- CO4 Introduce the way of communication with others.
- CO5 Teach the basic etiquette to face large group of audience with confidence.

**Books Prescribed**

- English for Competitive Examinations by R.P.Bhatnagar & Rajul Bhargava, Macmillan India Ltd. Delhi.
- Carnegie, Dale. The Quick and Easy Way to Effective Speaking. New York: Pocket Books, 1977.
- Kalish, Karen. How to Give a Terrific Presentation. New York: AMACOM, 1996

**Web Sources:**

- <https://www.skillsyouneed.com/ips/communication-skills.html>
- <https://venngage.com/blog/presentation-skills/>
- <https://gdpi.hitbullseye.com/Group-Discussion.php>

**Course Objective:**

- To enable students to develop their soft skills and Body Language
- To enhance students Reading, Writing, Listening and Speaking skills
- To develop their self-confidence to excel at Interviews

	<b>Credit Hours</b>
<b>UNIT I: SKILL ENHANCEMENT</b>	<b>06</b>
Time Management – Planning and Organisation – Scheduling – Prioritization – Delegation – Task Management – Stress Management – Overcoming anxiety – Confidence Building – Body Language	
<b>UNIT II: RESUME / COVER LETTER WRITING</b>	<b>06</b>
SWOT Analysis – Details and Resume Writing – Resume Examples – Building Resume using SWOT – Writing Resume – Writing Cover Letter – Resume Correction – Resume Feedback	
<b>UNIT III: INTERVIEW SKILLS</b>	<b>06</b>
Interview Do's and Don'ts – First Impression – Grooming – Body Language – Frequently asked questions – Useful Language – Mock Interview	
<b>UNIT IV: QUANTITATIVE ABILITY</b>	<b>06</b>
Permutation & Combinations – Probability – Profit & Loss – Ratio Proportions & Variations – Cubes – Venn Diagrams – Logical Reasoning – Critical Reasoning	
<b>UNIT V: REVISIONARY MODULES</b>	<b>06</b>
Group Discussions – HR Process – Interview Process – Mock Group Discussions	
<b>Total</b>	<b>30 Hours</b>

**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 Prescribed**

- Meena. K and V.Ayothi (2013) A Book on Development of Soft Skills (Soft Skills: A Road Map to Success) P.R. Publishers & Distributors.
- Soft Skills – Know Yourself & Know the World, S.Chand & Company LTD, Ram Nagar, New Delhi.
- Prasad, H. M. How to Prepare for Group Discussion and Interview. New Delhi: Tata McGraw-Hill Publishing Company Limited, 2001.
- Pease, Allan. Body Language. Delhi: Sudha Publications, 1998.

**Web Sources:**

- <https://www.skillsyouneed.com/ips/communication-skills.html>
- <https://www.businessnewsdaily.com/5836-top-interviewing-skills.html>
- <https://gdpi.hitbullseye.com/Group-Discussion.php>

**Course Objective:**

- To introduce learners' to know right vocabulary
- To enable learners' to know different word forms of vocabulary used
- To make students assimilate educated expressiveness

	<b>Credit Hours</b>
<b>Unit I</b>	
Forts and Religious Places	06
<b>Unit II</b>	
Scenes of Nature	06
<b>Unit III</b>	
Architecture	06
<b>Unit IV</b>	
Hotels and Restaurants	06
<b>Unit V</b>	
Places of Historical Importance	06
<b>Total</b>	<b>30 Hours</b>

**Course Outcome**

After undergoing the course students will be able to,

- CO1 Describe the rich heritage sites in India.
- CO2 Demonstrate the importance of sustainable development.
- CO3 Educate tourists on the nuances of objects in different locations
- CO4 Cater to international tourism
- CO5 Acquaint with the past, present and future of Global Tourism

**Books Prescribed:**

- “Going International: English for Tourism Student’s Book” -Oxford Press book

**Reference Books:**

- “English for International Tourism” - Pearson Publishing
- English for Tourism Vocabulary Builder: Dialogues and Practice for Airports, Hotels, Food & Beverage, Transportation, & Sightseeing - Jackie Bolen

**Web Sources:**

- <https://www.thelanguagegallery.com/blog/tips-and-vocabulary/english-vocabulary-for-tourism-and-hospitality>
- <https://www.thoughtco.com/travel-vocabulary-esl-4176622>
- <https://englishstrategies.wordpress.com/2012/05/24/vocabulary-on-tourism-travel-and-attractions-1/>

**GENERIC ELECTIVE COURSES**  
**SYLLABUS**

**Course 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.

**Credit Hours****UNIT-1: CONCEPTUAL FRAMEWORK****09**

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****09**

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****09****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 09**

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 09**

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.

**Total 45 Hours**

#### **Course Outcome**

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

- CO1 The concepts of consumer and nature of markets, rights, and responsibilities as a consumer
- CO2 The social framework of consumer rights and legal framework of protecting consumer rights
- CO3 The procedure of redress of consumer complaints
- CO4 The role of different agencies in establishing product and service standards
- CO5 The business firms interface with consumers and the consumer-related regulatory and business environment.

#### **Books Prescribed:**

1. Khanna, Sri Ram, Savita Hanspal, Sheetal Kapoor, and H.K. Awasthi. Consumer Affairs” (2007) Delhi University Publication; pp. 334.
2. Aggarwal, V. K. (2003). Consumer Protection: Law and Practice. 5th Ed. Bharat Law House, Delhi, or latest edition.
3. Girimaji, Pushpa (2002). Consumer Right for Everyone Penguin Books.
4. Nader, Ralph (1973). The Consumer and Corporate Accountability. USA, Harcourt Brace Jovanovich, Inc.
5. Sharma, Deepa (2011).Consumer Protection and Grievance-Redress in India: A Study of Insurance Industry (LAP LAMBERT Academic Publishing GmbH & Co.KG, Saarbrucken, Germany; pp.263 pp.
6. Empowering Consumers e-book, [www.consumeraffairs.nic.in](http://www.consumeraffairs.nic.in)
7. EBook [www.bis.org](http://www.bis.org)
8. The Consumer Protection Act, 1986

### **Reference Books:**

1. Verma, D. P. S. (2002). Developments in Consumer Protection in India. Journal of Consumer Policy. Vol. 25. No. pp 107 –123.
2. Verma, D.P.S. (2002). Regulating Misleading Advertisements, Legal Provisions and Institutional Framework. Vikalpa. Vol. 26. No. 2. pp. 51-57.
3. Ralph L. Day and Laird E. Landon, Jr. (1997). Towards a Theory of Consumer Complaining Behaviour. Ag Woodside, et al. (Eds.). Consumer and Industrial Buying Behaviour. New York; North Holland pp. 425-37.
4. George, S. Day and A. Aaker (1970). A Guide to consumerism. Journal of Marketing. Vol. 34. pp 12-19.
5. Sharma, Deepa (2003).New measures for Consumer Protection in India. The Indian Journal of Commerce. Vol.56. No.4. pp. 96-106
6. Sharma, Deepa (2011).Consumer Grievance Redress by Insurance Ombudsman. BIMAQUEST.Vol.11. pp.29-47.

### **Web Sources:**

- [www.ncdrc.nic.in](http://www.ncdrc.nic.in)
- [www.fcamin.nic.in](http://www.fcamin.nic.in)
- [www.consumeraffairs.nic.in](http://www.consumeraffairs.nic.in)
- [www.iso.org.in](http://www.iso.org.in)
- [www.bis.org](http://www.bis.org)
- [www.ascionline.org.in](http://www.ascionline.org.in)
- [www.trai.gov.in](http://www.trai.gov.in)
- [www.irda.gov.in](http://www.irda.gov.in)
- [www.derc.gov.in](http://www.derc.gov.in)

**Course Objective :**

- To infuse sense of bravery in students.
- To acquire a sense of managerial compromise.
- To beget psychological strength.

**Credit Hours****UNIT-1 INTRODUCTION TO DISASTERS: 09**

Concepts and Definitions (Disaster, hazard, vulnerability, resilience, risks)

**UNIT-2 DISASTERS: CLASSIFICATION CAUSES, IMPACTS 09**

(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: 09**

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 stake-holders.

**UNIT-4 INTER-RELATIONSHIP BETWEEN DISASTERS AND DEVELOPMENT: 09**

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. 09**

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).

**Total 45 Hours**

## **Course Outcome**

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

- CO1 The social nature of natural disasters and examine the consequences of disasters
- CO2 The causes of disasters and their impacts on society, economy, and environment
- CO3 The hazards and disasters, able to do a risk assessment and also to reduce high risk to low risk
- CO4 To use information technology to access current disaster-relevant information for assessing and planning policy adjustments, and applications of research findings.
- CO5 The social work values and ethics, components of disaster relief, responding to recovery from disaster from local through global levels.

## **Books Prescribed:**

- Natural Hazards and Disaster Management: Vulnerability and Mitigation by R B Singh.
- Disaster Management and Mitigation by Prof R B Singh.
- Disaster Mitigation: Experiences and Reflections by Alka Dhameja and Pardeep Dhameja.

## **Reference Books:**

- Disaster Management Guidelines, GOI-UND Disaster Risk Program (2009-2012)
- Damon, P. Copola, (2006) Introduction to International Disaster Management, Butterworth Heineman.
- Gupta A.K., Niar S.S and Chatterjee S. (2013) Disaster management and Risk Reduction, Role of Environmental Knowledge, Narosa Publishing House, Delhi.
- Murthy D.B.N. (2012) Disaster Management, Deep and Deep Publication PVT. Ltd. New Delhi.
- Modh S. (2010) Managing Natural Disasters, Mac Millan publishers India LTD.

## **Web Sources:**

- NIDM Publications at <http://nidm.gov.in> - Official Website of National Institute of Disaster Management (NIDM), Ministry of Home Affairs, Government of India
- <http://cwc.gov.in>
- <http://ekdrm.net>
- <http://www.emdat.be>
- <http://www.nws.noaa.gov>
- <http://pubs.usgs.gov>

A Dissertation should be of about 50 pages on a literary work 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 work in accordance with accepted scholarly standards and conventions.

**Course Outcome**

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

- CO1 Identify their favourite genre / author for their project.
- CO2 Compare their hypothesis with old and present research works.
- CO3 Apply and evaluate methodology.
- CO4 Explore learning in fields beyond intended areas of specialization\
- CO5 Suggest various ideas for the further research.