

**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			Credits	Maximum Marks		
		Lecture	Tutorial	Practical		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			Credits	Maximum Marks		
		Lecture	Tutorial	Practical		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		Practical	Credits	Maximum Marks		
		Lecture	Tutorial			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		Practical	Credits	Maximum Marks		
		Lecture	Tutorial			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			SEE	Total
		Lecture	Tutorial	Practical	Credits	CA		
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			SEE	Total
		Lecture	Tutorial	Practical	Credits	CA		
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

Title of the Paper	
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

Subject Code	Title of the Paper	
AECC1	Communication Skills	1 0 2 2
AECC2	Environmental Studies	2 0 0 2

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

Subject Code	Title of the Paper	
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

Subject Code	Title of the Paper	
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

Subject Code	Title of the Paper	
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-
கறுப்புமலர்கள்தொகுப்பில் **காகிதப்பூக்கள்**என்னும்தலைப்பி
லானகவிதை.
2. அப்துல்ரகுமான்-
ஆலாபனைதொகுப்பில் **போட்டி**என்னும்தலைப்பிலானகவிதை
3. ஈரோடுதமிழன்பன் -
ஒருவண்டிசென்ரியுதொகுப்பில்தேர்ந்தெடுக்கப்பட்டசென்ரியு
கவிதைகள்
4. ஆண்டாள்பிரியதர்ஷினி-
முத்தங்கள்தீர்ந்துவிட்டனதொகுப்பில் **‘இங்கேவரும்போது’**
என்னும்தலைப்பிலானகவிதை

அலகு 3: உரைநடை

9மணிநேரம்

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

அலகு 4: தமிழர்வாழ்வும்பண்பாடும்

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

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

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 visages de l'aventure , 8. A moi Auvergne 9.Recit de voyage- Réponses aux questions tirées de la leçon- Grammaire : Adjectif possessif- Les phrases au présent de l'indicatif-Les phrases avec les verbes pronominaux au présent.

OUTCOME :Enable students for framing the basic sentence.

UNIT :V- COMPOSITION :

09

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

CONTENT :A écrire une lettre à un ami l'invitant à 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.

Credit Hours

UNIT I

09

1. Dangers of Drug Abuse - Hardin B Jones
2. Tight Corners - E. V. Lucas

UNIT II

09

3. Futurology - Aldous Huxley
4. If You are Wrong, Admit it - Dale Breckenridge Carnegie

UNIT III

09

5. Industry - Dr.M.Narayana Rao & Dr.B.G.Barki
6. Turning Point of My Life - A.J Cronin

UNIT IV

09

7. Excitement - Mack R. Douglas
8. The Kanda Man Eater - Jim Corbett

UNIT V

09

9. Vocabulary and Exercises under the Lessons

Total

45 Hours

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

Credit Hours

UNIT I – BACKGROUND 12

- a. Feudalism
- b. The Church during the Age of Chaucer and after
- c. Monasteries

UNIT II - THE TUDOR AGE 12

- a. Renaissance
- b. Reformation
- c. Social Life during the Age of Shakespeare

UNIT III - THE AGE OF STUARTS 12

- a. The Puritan War
- b. Colonial Expansion

UNIT IV – STUART ENGLAND 12

The Glorious Revolution, The Great Plague and Great Fire of London,
Trade and Industry, The Royal Society

UNIT V – STUART ENGLAND 12

- a. The Golden Age of Queen Anne
- b. Social Hierarchy
- c. The City and Judiciary
- d. The Coffee Houses
- e. Religion and Education

Total 60 Hours

Course Outcome

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

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

Books Prescribed:

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

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

Credit Hours**UNIT I – BACKGROUND INFORMATION 12**

- a. From Chaucer to Renaissance

UNIT II – RENAISSANCE LITERATURE 12

- a. The Development of Drama
- b. Marlowe
- c. Ben Jonson
- d. Other minor dramatists of the 16th Century
- e. Elizabethan Poetry
- f. Elizabethan Prose

UNIT III – THE AGE OF MILTON 12

- a. The Poetry of Milton
- b. Prose

UNIT IV – THE AGE OF DRYDEN 12

- a. Restoration Drama
- b. Development of Prose
- c. Poetry during the Age of John Dryden

UNIT V – THE AGE OF POPE 12

- a. 18th Century Novel
- b. Transitional Poets

Total**60 Hours**

Course Outcome

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

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

C02 : Identify the major writers of various genres in British literature.

C03 : 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 writers 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/filosofia/lm.lingue/insegnamenti/letteratura-inglese-ii/materiale-didattico-2019-2020/Edward%20Albert-%20History%20of%20English%20Literature-%20OUP-%202000.pdf>
- <http://www.unife.it/lettere/filosofia/lm.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

Credit Hours**UNIT I – POETRY 12**

- a. Subjective Poetry – The Lyric, Sonnet, Elegy, Ode
- b. Narrative Poetry – The Ballad, Epic, Satire, Dramatic Monologue

UNIT II – PROSE 12

- a. The Essay – Definition, Characteristics, Development Types – Personal and Impersonal essay, the Aphoristic essay, the Periodical essay, the Reviewers
- b. The Short Story, Autobiography, Biography, Criticism

UNIT III – DRAMA 12

- a. Tragedy, Comedy – Characteristics, Development. Types
- b. Melodrama, Farce, Masque

UNIT IV – FICTION 12

- a. The Novel, The Short Story, The Historical Romances, Science Fiction

UNIT V – NOVEL 12

- a. Types – The Picaresque, Gothic Detective and Stream of Consciousness Novels.

Total 60 Hours

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, Birjadesh 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) –மூன்றுஅதிகாரங்கள்முழுமையும்.
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

அலகு5: எழுத்துத்தமிழ், இலக்கியவரலாறு, இலக்கணம்

8மணிநேரம்

1. கலைச்சொல்லாக்கம் – தேவைகள் –
கலைச்சொற்களின் பண்புகள் – அறிவியல்கலைச்சொற்கள் –
கடிதம் – வகைகள் – அலுவலகக்கடிதங்கள் –
உறவுமுறைக்கடிதங்கள்.
2. பாடம்தழுவிய இலக்கியவரலாறு (அறஇலக்கியம்,
சிறுநிலக்கியம், 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 issues 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

Unit I - ' idgah' by Premchand' (kahani), Translation- Definition,Types **9**

Unit II - 'pitha ' by gyanranjan (kahani), Translation - Anuvadak ke gun **9**

Unit III - jamun ka ped by Krishna chander ' (kahani) , Translation Practice **9**

Unit IV - adhi rath ke baad by Shankar shesh (naatak), Translation Practice **9**

Unit V - adhi rath ke baad by Shankar shesh (naatak), Translation Practice **9**

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/eidgaah-story-munshi-premchand-pdf/>

<https://www.google.com/search?q=pitha+by+gyan+ranjan&oq=pitha+by+gya&aqs=chrome..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 tirées 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 tirées 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 know about the types of pronouns and their usage.

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 tirées de la leçon-grammaire : comparaison-les phrases au passé composé.

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 tirées de la leçon-grammaire :les phrases à l’imparfait-les phrases au futur

OUTCOME :Enable students for framing the basic sentence.

UNIT :V- COMPOSITION :

09

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

CONTENT :A écrire une lettre à un ami l’invitant à 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.

Credit Hours

UNIT I

09

1. Growing Old - Winston Farewell
2. Ecology - A. K. Ramanujan

UNIT II

09

3. Stopping by Woods on a Snowy Evening - Robert Frost
4. Our Casuarina Tree - Toru Dutt

UNIT III

09

5. Goodbye Party for Miss Pushpa T.S. - Nissim Ezekiel
6. The Bull - Ralph Hodgson

UNIT IV

09

7. If - Rudyard Kipling
8. The Drowned Children - Louise Glück

UNIT V

09

9. Australia - A.D.Hope
10. A Far Cry from Africa - Derek Walcott

Total

45 Hours

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

UNIT I – THE AGE OF REVOLUTIONS 12

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

UNIT II – THE REFORM BILLS 12

UNIT III – THE VICTORIAN AGE 12

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

UNIT IV –THE MODERN AGE 12

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

UNIT V –THE MODERN AGE 12

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

Total 60 Hours

Course Outcome

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

- 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**UNIT I – THE AGE OF WORDSWORTH 12**

- a. Poetry
- b. Prose
- c. Novel

UNIT II – THE VICTORIAN AGE 12

- a. Victorian Poetry
- b. Victorian Prose
- c. Novel

UNIT III – THE MODERN AGE IN LITERATURE 12

- a. Pre-war Literature
- b. Literature between the Wars

UNIT IV – THE MODERN AGE IN LITERATURE 12

- a. English Literature after the Second World War
- b. Trends in Modern English Poetry (20th Century)

UNIT V – THE MODERN AGE IN LITERATURE 12

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

Total**60 Hours**

Course Outcome

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

- CO1:** 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

Course Outcome

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

- CO 1:** Acquire knowledge about the Elizabethan period and its literary outputs.
- CO 2:** Connect the political, economic and social background of the Elizabethan age with the literary texts.
- CO 3:** Analyse different poems and plays produced during this period.
- CO 4:** Comprehend the significance of Elizabethan literature and its Impact on literary works produced world over.
- CO 5:** Develop a critical and analytical perspectives through the readings of literary texts.

Books Prescribed:

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

Recommended Texts:

- Shakespeare's England: Life in Elizabethan & Jacobean Times Paperback – Import, 24 April 2003
- The Literature of Elizabethan Age: A fine analysis of the literature of Queen Elizabeth's age by Nutan Poonia Beniwal
- The Elizabethan Age, Vol. 1: The Queen, Nobles and Gentry (History Source Books) P.F. Speed, Mary Speed

Web Sources:

- <http://www.unife.it/lettere/filosofia/lm.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/>

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(திருப்புலம்பல்)
2. **ஆண்டாள்**- திருப்பாவை - மூன்றுபாடல்கள் (1, 3, 4)
 - ✓ மார்கழித்திங்கள் ... (பாசுரம்1)
 - ✓ ஓங்கிஉலகளந்த... (பாசுரம் 3)
 - ✓ ஆழிமழைக்கண்ணா... (பாசுரம்4)
3. **வீரமாமுனிவர்** - தேம்பாவணி - மூன்றுபாடல்கள்
 - ✓ நீஒருதாய்; ஒருதாதையும்நீ (698 -
சூசைஇறைவனின்தாயைப்போற்றுதல்)
 - ✓ அணிக்கலத்துஅழகுஅழுந்திய (1089 -
வானவர்இயேசுநாமத்தைப்போற்றிவணங்கியசெய்தி)
 - ✓ வான்புறத்துஇலகும்செஞ்சுடர்காண (3510 -
இறைவன்கூசைமுனிவர்க்குஏழுமணிகள்புறத்தில்ஒளிவிடும்முடி
யைச்சூட்டுதல்)
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

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

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'Epicerie 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.

	Credit Hours
UNIT I	09
<ul style="list-style-type: none"> • Introduction to Drama . 	
UNIT II	09
<ul style="list-style-type: none"> • Shakespeare: Funeral Oration (Act III Scene II Julius Caesar) & • Monkey's Paw - W.W.Jacobs 	
UNIT III	09
<ul style="list-style-type: none"> • Comprehension 	
UNIT IV	09
<ul style="list-style-type: none"> • Precis -Writing and Note Taking 	
UNIT V	09
<ul style="list-style-type: none"> • General Essay on Current Topics 	
Total	45 Hours

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/>

THE ROMANTIC AGE

-5 0 0 5

Course Objective:

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

	Credit Hours
UNIT – I – POETRY	12
a. William Wordsworth – Tintern Abbey, Upon Westminster Bridge	
b. John Keats – Ode to a Nightingale, Ode to Psyche	
c. Percy Bysshe Shelley – Ode to the West Wind	
UNIT –II-POETRY	12
a. Lord Byron – She Walks in Beauty	
b. Samuel Taylor Coleridge – Kubla Khan	
UNIT –III- PROSE	12
a. Charles Lamb- Oxford in Vacation , South Sea House, Dream Children	
b. William Hazlitt- My First Acquaintance with the Poets	
c. Thomas De Quincey –Literature of Knowledge and Power	
UNIT-IV–FICTION	12
Jane Austen – Sense and Sensibility	
UNIT-V-FICTION	12
Walter Scott – Guy Mannering	
Total	60 Hours

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

பாடக்குறியீட்டுஎண்: 21LTA004

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

தாள்-4

சங்கஇலக்கியம் - நாடகம் - வளர்தமிழ் - பொதுக்கட்டுரை

அலகு1: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 -
அச்சஊடகங்கள் - மின்னணுஊடகம் -இதழியல்முன்னோடிகள் -
அச்சஊடகங்களில்தமிழ் -கருத்துப்பரிமாற்றம் -
மொழிநடையின்தன்மை - நாளிதழ்கள்- வார, மாதஇதழ்கள் -

மின்னணுஊடகங்களில்தமிழ் - வானொலி- தொலைக்காட்சி-
திரைப்படம்.

கணினித்தமிழ்: கணினித்தமிழின் அடிப்படையும் பயன்பாடும்-
கணிப்பொறியின் வரலாறும் வளர்ச்சியும், கணினியும் தமிழும்,
விசைப்பலகை (Keyboard) - எழுத்துருக்கள் (Fonts) -
தமிழைத்தட்டச்செய்ய உதவும் மென்பொருள்கள்,
தமிழைத்தட்டச்செய்யும் முறைகள் - தமிழ்த்தட்டச்சுப்பயிற்சி -
இணையமும் தமிழ்ப்பயன்பாடும் - தேடுபொறி (Search) -
வலைப்பூ (Blog), மின்னூலகம் (Online e-Library), - மின்னகராதி
(e-Dictionary), - மின்செய்தித்தாள் - e-Paper, -
இணையவழித்தமிழ்க்கற்றலும் - கற்பித்தலும் - மின்வழிக்கற்றல் - e
Learning.

அலகு 5: பொதுக்கட்டுரை, இலக்கிய வரலாறு, இலக்கணம்

9 மணி நேரம்

1. பொதுக்கட்டுரை வரைதல்
2. பாடம் தழுவி இலக்கிய வரலாறு (சங்க இலக்கியம், நாடகம், வளர்தமிழ்)
3. இலக்கணம் (பொருளிலக்கணம்) திணை, துறை விளக்கம்.

மொத்தம்: 45 மணி நேரம்

பார்வை நூல்கள்

1. கணினித்தமிழ், முனைவர் இல. சுந்தரம், விகடன் பிரசுரம்
2. கணிப்பொறியில்தமிழ், த. பிரகாஷ், பெரிகாம்
3. தமிழ்க்கணினி இணையப்பயன்பாடுகள், முனைவர்துரை. மணிகண்டன், மணிவானதி பதிப்பகம்
4. இதழியல்கலை, டாக்டர் மா. பா. குருசாமி, குரு - தேமொழி பதிப்பகம், திண்டுக்கல்
5. அச்சுக்கலைவழிகாட்டி, பாலசுப்பிரமணியன், ஆ., சென்னை : தனசுபதிப்பகம், 1966
6. தொலைக்காட்சிக்கலை, முனைவர் வெ. நல்லதம்பி, மங்கைப்பதிப்பகம், சென்னை 42

பாட நூல்தேடலுக்கான இணையம்

- <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 throgh 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 sahitya 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

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

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 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/>

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.

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

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

UNIT-I –POETRY 12

- 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

UNIT-II-POETRY 12

- a. Wilfred Owen – Strange Meeting
- b. Thomas Heaney– Blackberry Picking
- c. Philip Larkin – Church Going
- d. Ted Hughes – Thought Fox

UNIT-III-DRAMA 12

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

UNIT-IV-PROSE 12

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

UNIT-V-FICTION 12

- a. Lawrence – Fox or The Woman Who Rode Away
- b. E.M.Forster – A Passage to India
- c. Graham Greene –The Power and the Glory

Total 60 Hours

Course Outcome

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

CO 1:Classify the sensibilities that characterize 20th 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**UNIT-I-POETRY 12**

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

UNIT-II-POETRY 12

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

UNIT-III-FICTION 12

- a. Michael Ondaatje – Running in the Family
- b. Shyam Selvadurai – Funny Boy

UNIT-IV-FICTION 12

- a. Chinua Achebe – Things Fall Apart
- b. Monica – Bricklane

UNIT-V-DRAMA 12

- a. Wole Soyinka – Lion and the Jewel
- b. Mahesh Dattani – Final Solutions

Total 60 Hours

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, Glasseo Genetics

UNITII-LANGUAGE**12**

- Development of Writing – Pictographic, Ideographic, Locographic, Rebus Writing, Syllabic Writing, Alphabetic Writing
- Language Variation – Dialect, Standard and Non-Standard, Isoglosses, 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

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

Course Outcome

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

- 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 through 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

UNIT - I DETECTING USAGE ERRORS 12

- a. Nouns Pronouns
- b. Articles and Preposition Adverbs
- c. Homonyms Punctuation Linking words

UNIT - II DETECTING USAGE ERRORS 12

- a. Phrases and Clauses
- b. Subject- Verb agreement
- c. Tag Questions
- d. Tense
- e. Reported Speech Active and Passive
- f. Sentence Completion

UNIT – III 12

- a. Business Letter
- b. Dialogue Writing (Situational)

UNIT – IV 12

- Expansion of Proverbs Idiomatic Expressions Essay Writing

UNIT – V 12

- General Knowledge : UNO, Countries and Capitals, Currencies, and Current Affairs

Total 60 Hours

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

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

Total 60 Hours

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 Strumtp: 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”.

Credit Hours

Unit - I Poetry 12

1. Supata Bhattacharya – Draupadi
2. Edna St.Vincent Millay – An Ancient Gesture
3. Gladys Cardiff – Combing
4. Julie Alvarez – Women's Work
5. Prathiba Nandakumar – Poem

Unit - II Prose 12

1. Simon De Beauvoir – Introduction to the Second Sex

Unit – III Drama 12

1. Susan Glaspell – Trifles

Unit - IV Fiction 12

1. Anita Nair – Ladies Coupe

Unit - V Short Story 12

1. Annie Saumont – The Finest Story In The World
2. Kate Chopin – The Story of an Hour

Total 60 Hours

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

Credit Hours

UNIT-I **12**

Macbeth

UNIT-II **12**

A Midsummer Night's Dream

UNIT-III **12**

Romeo and Juliet

UNIT-IV **12**

Henry IV – Part-I

UNIT-V **12**

The Tempest

Total **60 Hours**

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.

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

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 (4th 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.

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://www.edx.org/course/subject/environmental-studies>
- <https://www.aminotes.com/2017/02/study-material-environmental-science.html>

**SKILL ENHANCEMENT
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

Credit Hours**UNIT I: SKILL ENHANCEMENT****06**

Time Management – Planning and Organisation – Scheduling – Prioritization –
Delegation – Task Management – Stress Management – Overcoming anxiety –
Confidence Building – Body Language

UNIT II: RESUME / COVER LETTER WRITING**06**

SWOT Analysis – Details and Resume Writing – Resume Examples – Building
Resume using SWOT – Writing Resume – Writing Cover Letter – Resume Correction –
Resume Feedback

UNIT III: INTERVIEW SKILLS**06**

Interview Do's and Don'ts – First Impression – Grooming – Body Language –
Frequently asked questions – Useful Language – Mock Interview

UNIT IV: QUANTITATIVE ABILITY**06**

Permutation & Combinations – Probability – Profit & Loss – Ratio Proportions &
Variations – Cubes – Venn Diagrams – Logical Reasoning – Critical Reasoning

UNIT V: REVISIONARY MODULES**06**

Group Discussions – HR Process – Interview Process – Mock Group Discussions

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

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

- CO1 Illustrate the essential of presentation skills, thoughts, structure, voice modulation, audience analysis and body language
- CO2 Utilize the psychological skills pertaining to time management, articulation, assertion and stress management
- CO3 Construct methodology for preparation of resume, reports, business letters and email communication
- CO4 Appraise learners with varied skills needed for exposure 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

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

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
THE INDIAN CONSUMER PROTECTION LAW****09**

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, Saarbrücken, Germany; pp.263 pp.
6. Empowering Consumers e-book, www.consumeraffairs.nic.in
7. EBook 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
- www.fcamin.nic.in
- www.consumeraffairs.nic.in
- www.iso.org.in
- www.bis.org
- www.ascionline.org.in
- www.trai.gov.in
- www.irda.gov.in
- 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.