**ANNEXURE - 2**

**ENGLISH**

**VISION**

* ***To empower the students by developing their imaginative, critical and moral faculties and make them instruments of cultural enrichment and social justice.***

**MISSION**

* ***To develop the students literary understanding, interpretive and creative skills and historical knowledge of the language.***
* ***To develop their oral and written communication skills.***
* ***To promote quality and ethics among learners.***

**Programme Educational Objectives (PEO)**

|  |  |
| --- | --- |
| PEO1 | Natural navigators and nimble witted in diagnosing problems, in enlisting steps to rectify them and in providing the most effective solutions in the best possible way |
| PEO2 | Moralistic while demonstrating their academic caliber, in recognizing and acknowledging value systems, in making decisions, accepting responsibilities and while concerned about society and public issues and needs |
| PEO3 | Self-reliant in learning and in real life job situations through which they support their peers and become stable and reliable students, workers and citizens |
| PEO4 | Steadfast in shielding and nurturing environment and stimulate its sustainable growth for a bright future |
| PEO5 | Versatile and vibrant communicators in person and through other media. Vigilant/vital in prolonging the long winding richness and tradition of their mother tongue |
| PEO6 | Neoteric global citizens of our nation, who would take the nation’s pride around the world by adapting and adopting the scientific and technological developments |
| PEO7 | Civilized and confident graduates, who believe in lifelong learning with the socio-cultural changes in the generations to come |

**Programme Outcome (PO)**

|  |  |
| --- | --- |
| PO1 | Developing intellectual, personal and professional abilities through effective communicative skills; ensuring high standard of behavioral attitude through literary subjects and shaping the students socially responsible citizens. |
| PO2 | Interpreting literary language and literary artifacts as true of various forms of literature such as poetry, drama, prose, novel and short story. |
| PO3 | Pronouncing, accentuating and intonating English words and sentences as per the prescriptions of the Received Pronunciation (RP) pattern |
| PO4 | Enhancing employability of the students by developing their linguistic competence and communicative skills |
| PO5 | Students would also be able to ethically gather, understand, evaluate and synthesize information from a variety of written and electronic resources. |
| PO6 | Continue professional development and learning as a life- long activity. |

**PROGRAM SPECIFIC OUTCOME (PSO)**

|  |  |
| --- | --- |
| PSO1 | On successful completion of the Programme, the students will be accurate both in oral and written communication as they will be strong in Grammar and its usage |
| PSO2 | Students can express a thorough command of English and its linguistic Structures |
| PSO3 | Students can apply critical frameworks to analyze the linguistic, cultural and historical background of texts written in English. |
| PSO4 | Students will be familiar with the conventions of diverse textual genres including fiction, non-fiction, poetry, autobiography, biography, Journal, film, plays, editorials etc. |
| PSO5 | Scope for employability and entrepreneurship in the field of Media and Journalism, Teaching, Public Relations, Human Resource, Civil Service, Creative Writing etc. |

**PEO - PO MAPPING**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** |
| **PEO1** | 3 | 2 | 1 | 3 | 3 | 3 |
| **PEO2** | 3 | 3 | 2 | 3 | 3 | 3 |
| **PEO3** | 3 | 3 | 2 | 3 | 3 | 3 |
| **PEO4** | 3 | 1 | 3 | 3 | 3 | 3 |
| **PEO5** | 3 | 2 | 3 | 3 | 3 | 3 |
| **PEO6** | 3 | 2 | 3 | 3 | 3 | 3 |
| **PEO7** | 3 | 1 | 3 | 3 | 3 | 3 |

STRONG – 3 ; MEDIUM – 2 ; LOW – 1

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SEM** | **Part – I** | **Part – II** | **Part – III** | | | **Part – IV** | |  | **Part – V**  **(6th Hr)** | **ACC**  **(6th Hr)** | | | **SLC** |
| I  Sem. | I  Lang  (6) | II  Lang  (6) | Core  (5) | Core  (5) | Allied  English  (6) | SBE  (2) | – | **Total (30)** | NCC/NSS/PED./  R.R/Li.Sc  (3) | Com.Eng  (2) | Comp.Lit  (1) | – | – |
| II  Sem. | I  Lang  (6) | II  Lang  (6) | Core  (4) | Core  (5) | Allied  English  (6) | SBE  (2) | Elec.  EVS  (1) | **Total**  **(30)** | NCC/NSS/PED./  R.R/Li.Sc  (3) | Com.Eng  (2) | Comp.Lit  (1) | – | SLC  English for Business |
| III  Sem. | I  Lang  (6) | II  Lang  (6) | Core  (4) | Core  (4) | Allied  English  (6) | NME  (2) | SBE  (2) | **Total**  **(30)** | NCC/NSS/PED./  R.R/Li.Sc  (3) | Com.Eng  (2) | Comp.Lit  (1) | – | SLC  Human Rights |
| IV  Sem. | I  Lang  (6) | II  Lang  (6) | Core  (4) | Core (4) | Allied  English  (6) | NME  (2) | SBE  (2) | **Total**  **(30)** | NCC/NSS/PED./  R.R/Li.Sc  (3) | Com.Eng  (2) | Comp.Lit  (1) | – | SLC Major |
| V  Sem. | Core  (6) | Core  (6) | Core  (5) | Core  (5) | Elec.  Project  (5) | SBE  Major  (2) | Elec.  W.S.  (1) | **Total**  **(30)** | – | Com.Eng  (2) | Comp.Lit  (1) | Skill Devt. – Career Guidance  (3) | SLC Major |
| VI  Sem. | Core  (5) | Core  (5) | Core  (4) | Elec.  (6) | Elec.  (6) | SBE  Major  (2) | Elec.  VBE  (2) | **Total**  **(30)** | – | Com.Eng  (2) | Comp.Lit  (1) | Skill Devt. – Career Guidance  (3) | –– |
| **TOTAL** | | | | | | | | **180**  **Hrs** |  | | | | |

I Language – Tamil

II Language – English

SBE – Skill – Based Electives

SLC – Self – Learning Course

EVS – Environmental Studies

W.S. – Women Studies

VBE - Value Based Education

**B.A. ENGLISH: CHOICE BASED CREDIT SYSTEM WITH OBE PATTERN**

**FOR THOSE WHO HAVE JOINED FROM THE ACADEMIC YEAR 2021–22 ONWARDS**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Part** | **Course** | **Subject** | **Sub code** | **Hrs.** | **6th Hr.** | **Cr.** | **Adl. Cr.** | **Exam (Hrs)** | **Marks Allotted** | |
| **Int.** | **Ext.** |
| **SEMESTER - I** | | | | | | | | | | |
| I | Lang – I | Tamil – I | 210103101 | 6 |  | 3 |  | 3 | 25 | 75 |
| II | Lang – II | General English – I | 211003101 | 6 |  | 3 |  | 3 | 25 | 75 |
| III | Core | Age of Shakespeare and Milton | 211303101 | 5 |  | 5 |  | 3 | 25 | 75 |
| Core | English Grammar | 211303102 | 5 |  | 5 |  | 3 | 25 | 75 |
| Al. English | Social History of England | 211303121 | 6 |  | 5 |  | 3 | 25 | 75 |
| IV | SBE - I | Soft Skill – I | 214403113 | 2 |  | 2 |  | 3 | 25 | 75 |
| V | Extension activities | NSS / NCC / PED/Rover and Rangers/Library Science and Information | – |  | 3 |  |  | – | – | – |
| Additional Credit Courses | | Communicative English–I |  | – | 2 |  |  | – | – | – |
| Computer Literacy |  | – | 1 |  |  | – | – | – |
| **SEMESTER – II** | | | | | | | | | | |
| I | Lang – I | Tamil – II | 210103201 | 6 |  | 3 |  | 3 | 25 | 75 |
| II | Lang – II | General English – II | 211003201 | 6 |  | 3 |  | 3 | 25 | 75 |
| III | Core | Age of Dryden and Pope | 211303201 | 4 |  | 4 |  | 3 | 25 | 75 |
| Core | Indian Writing in English | 211303202 | 5 |  | 4 |  | 3 | 25 | 75 |
| Al. English | History of English Literature | 211303221 | 6 |  | 5 |  | 3 | 25 | 75 |
| IV | SBE - II | Soft Skill – II | 214403213 | 2 |  | 2 |  | 3 | 25 | 75 |
| EVS | Environmental Studies | 214103201 | 1 |  | 1 |  | 2 | – | 100 |
| V | Extension activities | NSS / NCC / PED/Rover and Rangers/Library Science and Information | – |  | 3 |  |  | – | – | – |
| Additional Credit Courses | | Communicative English–I | 218003201 |  | 2 |  | 1 | 3 | 25 | 75 |
| Computer Literacy | – |  | 1 |  |  | – | – | – |
| SLC – Business Communication - I | 218003213 |  |  |  | 3 | 3 | – | 100 |
| **SEMESTER – III** | | | | | | | | | | |
| I | Lang. -I | Tamil – III |  | 6 |  | 3 |  | 3 | 25 | 75 |
| II | Lang. – II | General English – III |  | 6 |  | 3 |  | 3 | 25 | 75 |
| III | Core | Age of Wordsworth |  | 4 |  | 3 |  | 3 | 25 | 75 |
| Core | Victorian Age |  | 4 |  | 3 |  | 3 | 25 | 75 |
| Al. English | Literary Forms |  | 6 |  | 5 |  | 3 | 25 | 75 |
| IV | NME - I | Fundamentals of English Grammar |  | 2 |  | 2 |  | 3 | 25 | 75 |
| SBE- III | Film Appreciation |  | 2 |  | 2 |  | 3 | 25 | 75 |
| V | Extension activities | NSS / NCC / PED/Rover and Rangers/Library Science and Information |  |  | 3 |  |  | – | – | – |
| Additional Credit Courses | | Communicative English–II |  |  | 2 |  |  | – | – | – |
| Computer Literacy |  |  | 1 |  |  | – | – | – |
| SLC - Business Communication - II |  |  |  |  | 3 | 3 | – | 100 |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Part** | **Course** | | **Subject** | | **Sub code** | **Hrs.** | **6th Hr.** | **Cr.** | **Adl. Cr.** | **Exam (Hrs)** | **Marks** | |
| **Int.** | **Ext.** |
| **SEMESTER – IV** | | | | | | | | | | | | |
| I | Lang. -I | | Tamil – IV | |  | 6 |  | 3 |  | 3 | 25 | 75 |
| II | Lang. – II | | General English – IV | |  | 6 |  | 3 |  | 3 | 25 | 75 |
| III | Core | | Twentieth Century Literature | |  | 4 |  | 3 |  | 3 | 25 | 75 |
| Core | | American Literature | |  | 4 |  | 3 |  | 3 | 25 | 75 |
| Al. English | | Literary Criticism - I | |  | 6 |  | 5 |  | 3 | 25 | 75 |
| IV | NME - II | | English for Competitive Exams | |  | 2 |  | 2 |  | 3 | 25 | 75 |
| SBE– IV | | CV writing and Interview Techniques | |  | 2 |  | 2 |  | 3 | 25 | 75 |
| V | Extension activities | | NSS / NCC / PED/Rover and Rangers/Library Science and Information | |  |  | 3 | 1 |  | 3 | 25  \*40 | 75  \*60 |
| Additional Credit Courses | | | Communicative English–II | |  |  | 2 |  | 1 | 3 | 25 | 75 |
| Computer Literacy | |  |  | 1 |  |  | – | – | – |
| SLC - Creative Writing in English | |  |  |  |  | 4 | 3 | – | 100 |
| **SEMESTER – V** | | | | | | | | | | | | |
| III | | Core | | Post-modern Literature |  | 6 |  | 5 |  | 3 | 25 | 75 | |
| Core | | Shakespeare |  | 6 |  | 5 |  | 3 | 25 | 75 | |
| Core | | Literary Criticism – II |  | 5 |  | 4 |  | 3 | 25 | 75 | |
| Core | | Phonetics |  | 5 |  | 4 |  | 3 | 25 | 75 | |
| Elective I | | Project - \*Report;@Viva |  | 5 |  | 5 |  | – | 40  [24:16] | 60  [36:24] | |
| IV | | SBE | | Translation Studies |  | 2 |  | 2 |  | 3 | 25 | 75 | |
| WS | | Women Studies |  | 1 |  | 1 |  | 2 | – | 100 | |
| Additional Credit Courses | | | | Communicative English–III |  |  | 2 |  |  | – | – | – | |
| Computer Literacy |  |  | 1 |  |  | – | – | – | |
| Skill Development – Career Guidance |  |  | 3 |  |  | – | – | – | |
| SLC - Basics of Stylistics |  |  |  |  | 4 | 3 | – | 100 | |
| **SEMESTER – VI** | | | | | | | | | | | | | |
| III | | Core | | English Language Teaching |  | 5 |  | 4 |  | 3 | 25 | 75 | |
| Core | | Women’s Writing in English |  | 5 |  | 4 |  | 3 | 25 | 75 | |
| Core | | Common Wealth Literature |  | 4 |  | 4 |  | 3 | 25 | 75 | |
| Elective | | *Elective – II* |  | 6 |  | 5 |  | 3 | 25 | 75 | |
| Elective | | *Elective – III* |  | 6 |  | 5 |  | 3 | 25 | 75 | |
| IV | | SBE - VI | | Children’s Literature |  | 2 |  | 2 |  | 2 | 25 | 75 | |
| VBE | | Value Based Education |  | 2 |  | 2 |  | 2 | – | 100 | |
| Additional Credit Courses | | | | Communicative English–III |  |  | 2 |  | 1 | 3 | 25 | 75 | |
| Computer Literacy |  |  | 1 |  | 1 | 3 | – | 100 | |
| Skill Development – Career Guidance |  |  | 3 |  | 2 | 3 | – | 100 | |
|  | |  | | **TOTAL** |  | **180** | **36** | **140** | **20** |  |  |  | |

**\*Elective II: Each elective paper has two choices, select any one.**

II. 1. Journalism & Mass Communication

II. 2. History of English Language

**\*Elective III:**

III. 1. English for Career Development

III. 2. Classical Literature in Translation

**B.A. ENGLISH: CHOICE BASED CREDIT SYSTEM WITH OBE PATTERN**

**FOR THOSE WHO HAVE JOINED FROM THE ACADEMIC YEAR 2021–22 ONWARDS**

**Core Subject AGE OF SHAKESPEARE AND MILTON Code: 211303101**

**SEMESTER I 5 Hrs/Week**

**Credits 5**

***PREAMBLE :***

* ***Students are introduced to the prominent writers of the Elizabethen Age and their contribution to the heritage of England, through their distinguished works, ideology of learning. Development of critical thinking and inculcation of social ethics and human values are brought out for student’s perusal.***

**COURSE OUTCOMES**

On Successful completion of the course, the student will be able to

|  |  |  |
| --- | --- | --- |
|  | **Course Outcome** | **Knowledge Level (According to Bloom’s Taxonomy)** |
| **CO 1** | recognize poetry frame and variety of cultures, languages, and historic periods. Apply the principles of literary criticism to analyze poetry. | Up to K3 |
| **CO 2** | develop their own critical thinking and aesthetic senses. | Up to K3 |
| **CO 3** | employ literary tradition to produce imaginative writing. | Up to K3 |
| **CO 4** | explore performance texts, understanding their social, cultural and historical context. | Up to K3 |
| **CO 5** | students respond to the existing problems and provide solutions. Improve moral and tend to serve the human kind and nature. | Up to K3 |

K1-knowledge K2- Understand K3 – Apply

UNIT I: Poetry **[15 Hrs]**

1. Edmund Spenser : Amoretti: Easter Morning (Sonnet).
2. John Donne : A Valediction Forbidding Mourning
3. Shakespeare : Sonnet 124

UNIT II: Poetry **[15 Hrs]**

1. Andrew Marwell : To His Coy Mistress
2. John Milton : Paradise Lost Book IX (Temptation Scene)

UNIT III: Prose **[15 Hrs]**

Francis Bacon 1. Of Truth

2. Of Studies

3. Of Friendship

UNIT IV: Drama – I **[15 Hrs]**

1. Christopher Marlowe : Doctor Faustus

UNIT V : Drama – II **[15 Hrs]**

1. Thomas Kyd : The Spanish Tragedy

**TEXT BOOKS:**

1. Marlowe Christopher, Doctor Faustus Oxford University Press.
2. Thomas Kyd, The Spanish Tragedy, Bloomsburg.

**REFERENCE BOOKS**

1. Kandasamy s Bacon’s Essays, Emerald, Chennai, 2007 Rengachari S. Selections from Elizabethan Lyrics Macmillan, Chennai, 2005.

**WEB RESOURCE :**

1. <https://www.bl.uk,collection.items>

**PEDAGOGY –**

Chalk/talk, Lecture, Black Board

**COURSE CONTENTS & TEACHING / LEARNING SCHEDULE**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Module No.** | **Topic** | **No. of Lectures** | **Content Delivery Method** | **Teaching Aids** |
| UNIT – I [15 Hrs] | | | | |
| 1.1 | Easter Morning | 5 | Chalk/talk | Creative writing |
| 1.2 | A Valediction Forbidding Mourning | 5 | Lecture | Black Board |
| 1.3 | Shakespeare Sonnet 124 | 5 | Lecture | Google/PPT |
| Unit II : [15 Hrs] | | | | |
| 1.1 | To His Coy Mistress | 8 | Chalk/talk | Creative Writing |
| 1.2 | Temptation Scene | 7 | Blended Learning | Online/Text video |
| Unit III: [15 Hrs] | | | | |
| 1.1 | Of Truth | 5 | Flipped learning | Google Class room |
| 1.2 | Of Studies | 5 | Lecture | Black Board |
| 1.3 | Of Friendship | 5 | Lecture  Discussion | Testing Comprehension |
| Unit IV: [15 Hrs] | | | | |
| 1.1 | Doctor Faustus | 15 | Lecture | Choral Speaking Role Play Tableaux improvisation Film. |
| Unit V: [15 Hrs] | | | | |
| 1.1 | The Spanish Tragedy | 15 | Blended Learning | Online/Text Videos Screening Movie |

**MAPPING OF COs WITH POs**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **P01** | **P02** | **P03** | **P04** | **P05** | **PO6** |
| **C01** | 3 | 2 | 3 | 3 | 2 | 3 |
| **C02** | 3 | 3 | 2 | 3 | 3 | 2 |
| **C03** | 3 | 2 | 3 | 3 | 2 | 2 |
| **C04** | 2 | 3 | 3 | 2 | 3 | 2 |
| **C05** | 3 | 2 | 2 | 2 | 1 | 2 |

3 – Strong 2-Medium 1- Low

**COURSE DESIGNER : Dr.S.Latharani**

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**Core Subject ENGLISH GRAMMAR Code: 211303102**

**SEMESTER I 5 Hrs/Week**

**Credits 5**

***PREAMBLE:***

* ***To help the students get a complete grasp of the language with their ethical attitude.***
* ***To guide them to achieve a complete mastery of English grammar to enrich their skills of English language.***
* ***To make them compatible to manage the corrections of mistakes in a sentence to improve their professional practices and to tackle their technical issues.***
* ***To help the students to acquire proficiency in oral and written communication without grammatical errors.***
* ***To enhance the students to understand sentence structure to face. technical problems during their higher studies and in their work environment.***

**COURSE OUTCOMES**

On Successful completion of the course, the student will be able to

|  |  |  |
| --- | --- | --- |
|  | **Course Outcome** | **Knowledge Level (According to Bloom’s Taxonomy)** |
| **CO 1** | help the students get a complete grasp of English language with their ethical attitude. | Up to K3 |
| **CO 2** | guide them to achieve a complete mastery of English Grammar and to enrich their skills of English language. | Up to K3 |
| **CO 3** | make them compatible to manage the corrections of mistakes in a sentence to improve their professional practices and to tackle their technical issues. | Up to K3 |
| **CO 4** | help the students to acquire proficiency in oral and written communication without grammatical errors. | Up to K3 |
| **CO 5** | enhance the students to understand sentence structure to face and manage technical problems during their higher studies and in their work environment. | Up to K3 |

K1-Knowledge K2- Understand K3 – Apply

UNIT I:  **[15 Hrs]**

Parts of Speech: Nouns, Pronouns, Adjectives

UNIT II: **[15 Hrs]**

Verbs, Modal Auxiliaries, Gerund and Participle, Adverbs

UNIT III: **[15 Hrs]**

Prepositions, Determiners, Conjunctions, Concord

UNIT IV: **[15 Hrs]**

Tenses, Active Voice and Passive Voice Direct and Indirect Speech

UNIT V:  **[15 Hrs]**

Degrees of comparison, Transformation of sentences (Simple, Compound & Complex)

**TEXT BOOK:**

Active English grammar and composition, Macmillan, New Delhi, 2006.

**REFERENCE BOOK :**

Raj N.Bakshi, English Grammar Practice.

**WEB RESOURCES :**

1. [www.learngrammar.net](http://www.learngrammar.net)
2. [www.lear-english-today.com](http://www.lear-english-today.com)

PEDAGOGY: chalk and talk, Flip Classroom

**COURSE CONTENTS & TEACHING / LEARNING SCHEDULE**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Module No.** | **Topic** | **No. of Lectures** | **Content Delivery Method** | **Teaching Aids** | |
| UNIT –I [15 Hrs] | | | | | |
| 1.1 | Nouns, | 5 | Chalk & Talk | Black Board | |
| 1.2 | Pronouns | 5 | Chalk & Talk | Black Board | |
| 1.3 | Adjectives | 5 | Chalk & Talk | Black Board | |
| UNIT –II [15 Hrs] | | | | | |
| 2.1 | Verbs | 3 | Chalk & Talk | | Black Board |
| 2.2 | Modal Auxiliaries, | 3 | Chalk & Talk | | Black Board |
| 2.3 | Gerund | 3 | Chalk & Talk | | Black Board |
| 2.4 | Participle, | 3 | Chalk & Talk | | Black Board |
| 2.5 | Adverbs | 3 | Chalk & Talk | | Black Board |
| UNIT –III [15 Hrs] | | | | | |
| 3.1 | Prepositions, | 4 | Chalk & Talk | Black Board | |
| 3.2 | Determiners, | 4 | Chalk & Talk | Black Board | |
| 3.3 | Conjunctions, | 3 | Chalk & Talk | Black Board | |
| 3.4 | Concord | 4 | Chalk & Talk | Black Board | |
| UNIT –IV [15 Hrs] | | | | | |
| 4.1 | Tenses, | 5 | Chalk & Talk | Black Board | |
| 4.2 | Active Voice and Passive Voice | 5 | Chalk & Talk | Black Board | |
| 4.3 | Direct and Indirect Speech | 5 | Chalk & Talk | Black Board | |
| UNIT –I [15 Hrs] | | | | | |
| 5.1 | Degrees of comparison, | 6 | Chalk & Talk | Black Board | |
| 5.2 | Transformation of sentences | 9 | Chalk & Talk | Black Board | |

**MAPPING OF COs WITH POs**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **PO 1** | **PO 2** | **PO 3** | **PO 4** | **PO 5** | **PO6** |
| **CO 1** | 3 | 3 | 2 | 2 | 2 | 3 |
| **CO 2** | 3 | 3 | 2 | 2 | 2 | 3 |
| **CO 3** | 2 | 2 | 3 | 1 | 2 | 2 |
| **CO 4** | 3 | 3 | 2 | 3 | 3 | 3 |
| **CO 5** | 2 | 3 | 3 | 3 | 2 | 2 |

3 – Strong 2-Medium 1- Low

**COURSE DESIGNER** :  **Mrs.R.Arul Suba Maithily**

**\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\***

**Allied English SOCIAL HISTORY OF ENGLAND Code: 211303121**

**SEMESTER I 6 Hrs/Week**

**Credits 5**

***PREAMBLE :***

* ***To lay the historical background, which would make the students understand literature and to fix it in the respective historical background***
* ***To motivate students relate literature with social and historical aspects of living***

**COURSE OUTCOMES**

On Successful completion of the course, the student will be able to

|  |  |  |
| --- | --- | --- |
|  | **Course Outcome** | **Knowledge Level (According to Bloom’s Taxonomy)** |
| **CO1** | gain knowledge about the origins of English literature, religion and English navy | Up to K3 |
| **CO2** | learn the nuances of Elizabethan drama, which would also improve their leadership and team working skills | Up to K3 |
| **CO 3** | inculcate and gain knowledge about the formation of political parties | Up to K3 |
| **CO 4** | develop confidence and ethics by learning about the independence movement | Up to K3 |
| **CO 5** | gain knowledge about the modern world politics | Up to K3 |

K1-knowledge K2- Understand K3 – Apply

UNIT – I: **[18 Hrs]**

1. Renaissance
2. The Reformation and the dissolution of the monasteries
3. The Tudornavy and the Armada

UNIT – II: **[18 Hrs]**

1. The Elizabethan theatre
2. The East India Company
3. Colonial Expansion

UNIT – III: **[18 Hrs]**

1. Puritanism
2. Origin and Growth of Political Parties in England
3. Age of Queen Anne

UNIT – IV: **[18 Hrs]**

1. The Industrial Revolution
2. The war of American Independence
3. Effects of French Revolution

UNIT – V: **[18 Hrs]**

1. The Victorian Age
2. The world wars & Social security
3. Trade Unionism in England

**TEXT BOOK:**

1. Xavier, A.G. An Introduction to the social History of England, S.Viswanather (Printers & Publishers), Pvt., Ltd., Chennai 2010.

**REFERENCE BOOKS:**

1. Ashok, Padmaja, The social History of England Orient Black swen Pvt. Ltd., Hyderabad 2011.
2. Thailambol.P. Social History of England Ennes publics, udumal pet 2010.

**WEB RESOURCES :**

1. <https://www.britannica.com/art/English-literature/The-Renaissance-period-1550-1660>
2. <https://englishhistory.net/shakespeare/elizabethan-theatre/>
3. <https://www.historyextra.com/period/stuart/queen-anne-facts-life-favourites-duchess-marlborough-union-england-scotland/>
4. <https://www.bl.uk/romantics-and-victorians/articles/the-impact-of-the-french-revolution-in-britain>
5. <https://wwnorton.com/college/english/nael/victorian/review/summary.htm>

**PEDAGOGY –**

Lecture , Chalk & Talk, Visual Aids

**COURSE CONTENT & TEACHING LEARNING SCHEDULE**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Module No.** | **Topic** | **No. of Lectures** | **Content Delivery Method** | **Teaching Aids** |
| UNIT – I [18 Hrs] | | | | |
| 1.1 | Renaissance | 6 | Lecture | Chalk and talk |
| 1.2 | The Reformation and the dissolution of the monasteries | 6 | Lecture | Chalk and talk |
| 1.3 | The tudornavy and the Armada | 6 | Lecture | Chalk and talk |
| UNIT – II [ 18 Hrs] | | | | |
| 2.1 | The Elizabethan theatre | 6 | Lecture | Visual aids – pictures and Maps |
| 2.2 | The East India Company | 6 | Lecture | Visual aids – pictures and Maps |
| 2.3 | Colonial Expansion | 6 | Lecture | Visual aids – pictures and Maps |
| UNIT – III [ 18 Hrs] | | | | |
| 3.1 | Puritanism | 6 | Lecture | Chalk and Talk |
| 3.2 | Origin and Growth of Political Parties in England | 6 | Lecture | Chalk and Talk |
| 3.3 | Age of Queen Anne | 6 | Lecture | Chalk and Talk |
| UNIT – IV [18 Hrs] | | | | |
| 4.1 | The Industrial Revolution | 6 | Lecture | Power point presentation |
| 4.2 | The war of American Independence | 6 | Lecture | Power point presentation |
| 4.3 | Effects of French Revolution | 6 | Lecture | Power point presentation |
| UNIT – V [18 Hrs] | | | | |
| 5.1 | The Victorian Age | 6 | Lecture | Audio & Video |
| 5.2 | The world wars & Social security | 6 | Lecture | Audio & Video |
| 5.3 | Trade Unionism in England | 6 | Lecture | Chalk and talk |

**MAPPING OF COs WITH POs**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **P01** | **P02** | **P03** | **P04** | **P05** | **PO6** |
| **C01** | 3 | 2 | 3 | 2 | 2 | 3 |
| **C02** | 3 | 2 | 2 | 3 | 3 | 2 |
| **C03** | 3 | 2 | 2 | 1 | 3 | 3 |
| **C04** | 3 | 2 | 2 | 3 | 2 | 3 |
| **C05** | 3 | 2 | 2 | 3 | 3 | 2 |

3 – Strong 2-Medium 1- Low

**COURSE DESIGNER : Dr. K.MADHAVARAJAN**

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**Skill Based Elective-I SOFT SKILL - I Code: 214403113**

**SEMESTER I 2 Hrs/Week**

**Credits 2**

***PREAMBLE:***

* ***To develop effective communication skills and presentation skills, effective business correspondence become self – confident by mastering inter – personal, Team management and leadership skill, broad career plans, to get good placement.***

**COURSE OUTCOMES**

On Successful completion of the course, the student will be able to

|  |  |  |
| --- | --- | --- |
|  | **Course Outcome** | **Knowledge Level (According to Bloom’s Taxonomy)** |
| **CO 1** | various sorts of soft skills that will help them in their career. | Up to K3 |
| **CO 2** | learn about the different types of attitudes to be confident and relevant in professional scenarios | Up to K3 |
| **CO 3** | develop emotional intelligence and mental toughness to handle stressful situations in life. | Up to K3 |
| **CO 4** | acquire good one on one communication skills and build relationships in social and professional situations | Up to K3 |
| **CO 5** | become introspective for the personal growth and emancipation of themselves. | Up to K3 |

K1-Knowledge K2- Understand K3 – Apply

UNIT – I: **[6 Hrs]**

Introduction to soft skills an overview

UNIT – II: **[6 Hrs]**

Types of Attitude

UNIT – III: **[6 Hrs]**

Emotional Intelligence

1. What’s Emotional intelligence?
2. Four Branch model
3. Ways to Develop 51

UNIT – IV: **[6 Hrs]**

Inter Personal Skills

UNIT – V: **[6 Hrs]**

Self Development

1. Self awareness
2. Motivation
3. SWOT analyses
4. Johare window

**TEXT BOOK:**

1. ‘Soft Skills’, by S.Hariharan - MJP publishers, Chennai

**REFERENCE BOOKS :**

1. “Soft Skills – Enhancing Employability : Connecting campus with corporate” by M.S. Rao, IK International Publishing Pvt. Ltd.,
2. “Skills” by Dr.Rabindranath Athri, Partridge Publishing India.

**WEB-RESOURCES:-**

1. https://www.oxford reference.com
2. <https://www.the> balance careers.com
3. https://www.accenture .com

**COURSE CONTENTS & TEACHING / LEARNING SCHEDULE**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Module No.** | **Topic** | **No. of Lectures** | **Content Delivery Method** | **Teaching Aids** |
| Unit – I | Introduction to soft skills an over view | 6 | Chalk & Talk | Black board |
| Unit – II | Types of Attitudes | 6 | Chalk & Talk | Black board |
| Unit – III | Emotional Intelligence | 6 | Chalk & Talk | Black board |
| Unit – IV | Inter-Personal Skills | 6 | Chalk & Talk | Black board |
| Unit – V | Self Development | 6 | Chalk & Talk | Black board & Projector |

**MAPPING OF COs WITH POs**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **P01** | **P02** | **P03** | **P04** | **P05** | **PO6** |
| **C01** | 3 | 1 | 3 | 3 | 3 | 3 |
| **C02** | 3 | 3 | 3 | 3 | 3 | 3 |
| **C03** | 3 | 3 | 2 | 3 | 2 | 3 |
| **C04** | 2 | 3 | 2 | 1 | 2 | 2 |
| **C05** | 3 | 3 | 3 | 1 | 2 | 2 |

3 – Strong 2-Medium 1- Low

**Course Designer : Mr. S. PRAVEEN KUMAR**

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**Core Subject AGE OF DRYDEN AND POPE Code: 211303201**

**SEMESTER II 4 Hrs/Week**

**Credits 4**

***Preamble:***

* ***To introduce the students to the illustrious galaxy of British men who contributed immensely each his share to general heritage of England by distinguished in his chosen field.***

**COURSE OUTCOMES**

On Successful completion of the course, the student will be able to

|  |  |  |
| --- | --- | --- |
|  | **Course Outcome** | **Knowledge Level (According to Bloom’s Taxonomy)** |
| **CO 1** | appreciate and understand the tradition of English Literature of the date 17th Century | Up to K3 |
| **CO 2** | understand the poetic characteristics of British writers | Up to K3 |
| **CO 3** | demonstrate the characteristic of English essays | Up to K3 |
| **CO 4** | utilize the enjoyable nuances of life in England as expressed in the work | Up to K3 |
| **CO 5** | critically justify the dramatic genre of the late Seventeenth Century | Up to K3 |

K1-Knowledge K2- Understand K3 – Apply

UNIT I: Poetry **[12 Hrs]**

John Dryden – A Song for St. Cecilia’s Day

Alexander Pope – Ode on Solitude

Thomas Gray – Elegy Written in a Country Churchyard.

UNIT II: Poetry **[12 Hrs]**

William Collins: Ode to Evening

William Blake: The Lamb

Oliver Goldsmith: The Village School Master

UNIT III: Prose **[12 Hrs]**

Joseph Addison – The Spectator Club

Richard Steele – The Trumpet Club

Oliver Goldsmith – Man in Black

UNIT IV: Fiction **[12 Hrs]**

Daniel Defoe- Robinson Crusoe

UNIT V: Drama **[12 Hrs]**

John Dryden – All for Love

**TEXT BOOKS:**

1. Green David, The Winged Words, Macmillan, New Delhi, 2006.
2. Defoe, Daniel, Robinson Crusoe, Surjith Publications, Dryden John, All for Love, Oxford University Press.
3. Nayar, A Galaxy of English Essayists, Macmillan, India Limited.

**REFERENCE BOOKS :**

1. Abrams, M.H. et.al, Norton Anthology of English Literature, Vol I& Vol. II London: W.W. Norton & Co. 1968.

**WEB-RESOURCES:-**

1. www.litcharts. Com
2. www.cliffsnotes.com

**COURSE CONTENTS & TEACHING / LEARNING SCHEDULE**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Module No.** | **Topic** | **No. of Lectures** | **Content Delivery Method** | **Teaching Aids** |
| UNIT - I [12Hrs] | | | | |
| 1.1 | A Song for St.C.Day | 4 | Chalk/talk lecture | Black Board, Google Class room, PPT |
| 1.2 | Ode on Solitude | 4 | Chalk/talk lecture | Black Board, Google Class room, PPT |
| 1.3 | Elegy written in a country | 4 | Chalk/talk lecture | Black Board, Google Class room, PPT |
| UNIT - II [12Hrs] | | | | |
| 2.1 | Ode to Evening | 4 | Chalk/talk lecture | Black Board, Google Class room, PPT |
| 2.2 | The Lamb | 4 | Chalk/talk lecture | Black Board, Google Class room, PPT |
| 2.3 | The Village School Master | 4 | Chalk/talk lecture | Black Board, Google Class room, PPT |
| UNIT - III [12Hrs] | | | | |
| 3.1 | The Spectator Club | 4 | Chalk/talk lecture | Black Board, Google Class room, PPT |
| 3.2 | The Trumpet Club | 4 | Chalk/talk lecture | Black Board, Google Class room, PPT |
| 3.3 | Man in Black | 4 | Chalk/talk lecture | Black Board, Google Class room, PPT |
| Unit IV Fiction | | | | |
| 4 | Robinson Crusoe | 12 | Chalk/talk lecture | Role Play, PPT |
| Unit V Drama | | | | |
| 5 | All for love | 12 | Chalk/talk lecture | Text Videos Screening Movie |

**MAPPING OF COs WITH POs**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **P01** | **P02** | **P03** | **P04** | **P05** | **PO6** |
| **C01** | S | M | S | M | M | 3 |
| **C02** | S | S | S | M | M | 3 |
| **C03** | S | M | M | S | M | 2 |
| **C04** | S | M | S | S | M | 2 |
| **C05** | s | S | S | M | M | 3 |

3 – Strong 2-Medium 1L- Low

**COURSE DESIGNER :Dr.P. BALAMURUGAN**

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**Core Subject INDIAN WRITING IN ENGLISH Code: 211303202**

**SEMESTER II 5 Hrs/Week**

**Credits 4**

***Preamble:***

* ***to know the panorama of Indian writers and their valuable contributions to the different genres of Indian English Literature***
* ***Analyse, evaluate and apply the theoretical approaches to critical reading of Indian English Literary texts.***
* ***Enhance the notion of Indianess and thereby posses appropriate solutions to the diversified social, ethical and environmental problems.***

**COURSE OUTCOMES**

On Successful completion of the course, the student will be able to

|  |  |  |
| --- | --- | --- |
|  | **Course Outcome** | **Knowledge Level (According to Bloom’s Taxonomy)** |
| **CO 1** | acquire knowledge about the nuances of poetic devices and to reflect their ideas and emotions in a refined and sociable way | Up to K3 |
| **CO 2** | enable the students in reading and comprehending prose and enhance their critical approach in merging various culture, politics and languages of India through literature | Up to K3 |
| **CO 3** | develop the techniques of writing skill – plan, organize and present an incident in a coherent manner, imbibe moral values by analyzing various characters. | Up to K3 |
| **CO 4** | improve their communication skills in English through the use of role play, script writing interpret different situations and thereby provide better solutions. | Up to K3 |
| **CO 5** | read contemporary and classic Indian English fiction and understand, interpret evaluate and respond to various characters, plot and setting awareness of the contemporary social milieu and reflect the Indian pluralism. | Up to K3 |

K1-knowledge K2- Understand K3 – Apply

UNIT – I: POETRY **[ 15 Hrs]**

1. Gitanjali No: 36 – Rabindranath Tagore
2. Night of the Scorpion – Nizzim Ezekiel
3. Dance of the Eunuchs – Kamala Das
4. A River – A.K.Ramanujam

UNIT – II: PROSE **[15 Hrs]**

1. Chicago Speech – Swami Vivekananda
2. The Panorama of India’s Past – Jawaharlal Nehru
3. Some Reminiscences of the Bar – Mahatma Gandhi
4. Life in Anand Bhawan – Vijayalakshmi Pandit

UNIT – III: SHORT STORY **[ 15 Hrs]**

1. The Mark of Vishnu – Kushwant Singh
2. Women on Platform 8 – Ruskind Bond
3. The Five Dollar Smile – Shashi Tharoor
4. Food for Thought – Sudha Murthy

UNIT-IV: DRAMA **[ 15 Hrs]**

1. Tuglaqh – Girish Karnad

UNIT – V: Fiction **[ 12 Hrs]**

1. The English Teacher – R.K.Narayan

**TEXT BOOKS:**

1. R.K.Narayan, The English Teacher, Indian Thought Publications, Chennai
2. Sudha Murthy, Food for Thought extract from Three thousand stitches, Penguin Random House, India
3. Swami Vivekananda, Chicago Addresses, Advaita Ashram, Kolkatta
4. M.K.Gandhi, Some Reminiscences of the Bar, Extract from ‘My Experiments with the Truth’
5. Vijayalakshmi Pandit, Life in Anand Bhawan Extract from her Autobiography, The Scope of Happiness, Macmillan Publishers.

**REFERENCE BOOKS:**

1. Agarwal K.A., Indian Writing in English: A Critical Study,, Atlantic Publishes, Inida

**PEDAGOGY**:

Flip class room, Power point presentation, Chalk and Talk

**WEB RESOURCES:**

1. <https://www.youtube.com/watch?v=Eb8oWvvWTPo>, Gitanjali No: 36 – Rabindranath Tagore
2. <https://www.youtube.com/watch?v=PEy5HI_2E-0>, Night of the Scorpion – Nzyim Ezekiel
3. <https://www.youtube.com/watch?v=uFWbd-UhVI8>, A River – A.K.Ramanujam
4. https://www.youtube.com/results?search\_query=Chicago+Speech+%E2%80%93+Swami+Vivekananda , Chicago Speech – Swami Vivekananda
5. <https://www.youtube.com/watch?v=NW-5oG21fOA>, The Panorama of India’s past – Jawaharlal Nehru
6. <https://sites.google.com/site/1122703097v1/reminiscence>, Some Reminiscences of the Bar – Mahatma Gandhi
7. <https://www.readersdigest.in/culturescape/story-the-mark-of-vishnu-125281>, The Mark of Vishnu – Kushwant Singh
8. <https://www.youtube.com/watch?v=tdqWVVgNzOU>, Women on Platform 8– Rukind Bond
9. <http://www.shashitharoorbooks.com/the-five-dollar-smile-and-other-stories/>, The Five Dollar Smile – Shashi Tharoor
10. <https://www.youtube.com/watch?v=BWcmtKOAq_g> - Hayavadhana – Girish Karnad
11. <https://www.youtube.com/watch?v=vMfqYoLWPZg>, The English Teacher by R.K. Narayan (CH\_01)

**COURSE CONTENTS & TEACHING / LEARNING SCHEDULE**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Module No.** | **Topic** | **No. of Lectures** | **Content Delivery method** | **Teaching Aids** |
| UNIT – I – 15 Hrs | | | | |
| 1.1 | Gitanjali No: 36 – Rabindranath Tagore | 4 | Chalk & Talk | Black board |
| 1.2 | Night of the Scorpion – Nizzim Ezekiel | 4 | Recitation | Black board |
| 1.3 | Dance of the Eunuchs – Kamala Das | 4 | Lecture | Black board |
| 1.4 | A River – A.K.Ramanujam | 3 | Recitation | Black board |
| UNIT – II – 15 Hrs | | | | |
| 2.1 | Chicago Speech – Swami Vivekananda | 4 | Lecture / Reading | PPT |
| 2.2 | The Panorama of India’s Past – Jawaharlal Nehru | 4 | Lecture / Reading | Black board |
| 2.3 | Some Reminiscences of the Bar – Mahatma Gandhi | 4 | Lecture / Reading | Black board |
| 2.4 | Life in Anand Bhawan – Vijayalakshmi Pandit | 3 | Lecture / Reading | Black board |
| UNIT – III – 15 Hrs | | | | |
| 3.1 | The Mark of Vishnu – Kushwant Singh | 4 | Narration | LCD |
| 3.2 | Women on Platform 8– Rukind Bond | 4 | Narration / Reading | Black board |
| 3.3 | The Five Dollar Smile – Shashi Tharoor | 4 | Narration / Reading | Black board |
| 3.4 | Food for Thought – Sudha Murthy | 3 | Narration / Reading | Black board |
| UNIT – IV – [12 Hrs] | | | | |
| 4.1 | Hayavadhana – Girish Karnad | 15 | Role Play Discussion | LCD |
| UNIT – V – 15 Hrs | | | | |
| 5.1 | The English Teacher – R.K.Narayan | 15 | Reading / Discussion | LCD |

**MAPPING OF COs WITH POs**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** |
| **CO1** | 2 | 3 | 3 | 2 | 3 | 3 |
| **CO2** | 3 | 2 | 1 | 2 | 3 | 3 |
| **CO3** | 2 | 3 | 1 | 3 | 2 | 2 |
| **CO4** | 2 | 2 | 2 | 3 | 3 | 2 |
| **CO5** | 2 | 2 | 2 | 3 | 3 | 3 |

3 – Strong 2-Medium 1- Low

**Course DesigneR :** **Dr. J. SELVAMALAR**

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**Allied English HISTORY OF ENGLISH LITERATURE Code: 211303221**

**SEMESTER II 6 Hrs/Week**

**Credits 5**

***Preamble:***

* ***To perceive chronological survey of the major writers and their works that have contributed to the development of English Literature from the thirteenth century to the present age.***

**COURSE OUTCOMES**

On Successful completion of the course, the student will be able to

|  |  |  |
| --- | --- | --- |
|  | **Course Outcome** | **Knowledge Level (According to Bloom’s Taxonomy)** |
| **CO 1** | understand the tradition and beauty of English Literature from 14th to 17th century | Up to K3 |
| **CO 2** | develop a view of how English Literature has evolved through the centuries, establishing a perception of its literary history | Up to K3 |
| **CO 3** | to enable the students to enjoy the beauty of poetry of the Romantic age and to strengthen the aesthetic sense | Up to K3 |
| **CO 4** | analyse how the religious, social and political history of England influence the writers of the Victorian Age. | Up to K3 |
| **CO 5** | get a wide exposure of eminent writers, understand their style of writing of the present age | Up to K3 |

K1-knowledge k2- Understand k3 – Apply

UNIT I: **[18 Hrs]**

Chaucer and Elizabethan Age

Bacon, Philip Sidney

University wits, Shakespeare, Ben Jonson

UNIT II: **[18 Hrs]**

The Age of Milton, Dryden and Pope

Milton, Dryden, Pope

Metaphysical poets

1. Addison, Steele, Dr. Johnson
2. Swift, Fielding
3. Congreve, Sheridan

UNIT III: **[18 Hrs]**

The Romantic Age

1. Wordsworth, Coleridge, Shelley, Keats and Byron
2. Walter Scott, Jane Austen
3. Charles Lamb, William Hazlitt

UNIT IV: **[18 Hrs]**

The Victorian Age

1. Tennyson, Browning
2. Charles Dickens, Thomas Hardy
3. John Ruskin, Arnold

UNIT V: **[18 Hrs]**

Twentieth Century Literature

G.H. Hopkins, A.G. Gardnier, G.K. Chesterton, G.B. Shaw, T.S. Eliot, D.H.Lawrence, Virginia Woolf

**TEXT BOOKS:**

1. W.Hudson: An Outline History of English Literature, Maple Press, 2012.

**REFERENCE BOOKS :**

1. William, J. Long. Rupa Publications, 2015.

**WEB-RESOURCES:-**

1. www.historyworld.net
2. [www.britannica.com](http://www.britannica.com)

**COURSE CONTENTS & TEACHING / LEARNING SCHEDULE**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Module No.** | **Topic** | **No. of Lectures** | **Content Delivery Method** | **Teaching Aids** |
| UNIT - I [18 Hrs] | | | | |
| 1.1 | Chaucer and Elizabethan Age | 5 | Lecture | Chalk and Talk |
| 1.2 | Bacon, Philip Sidney | 4 | Lecture | Chalk and Talk |
| 1.3 | University wits | 3 | Lecture | Chalk and Talk |
| 1.4 | Shakespeare | 3 | Lecture | Chalk and Talk |
| 1.5 | Ben Jonson | 3 | Lecture | Chalk and Talk |
| UNIT - II [18 Hrs] | | | | |
| 2.1 | The Age of Milton, Dryden and Pope  Milton, Dryden, Pope | 6 | Lecture | Visual aids |
| 2.2 | Metaphysical poets | 6 | Lecture | Chalk and Talk |
| 2.3 | Addison, Steele,  Dr. Johnson  Swift, Fielding  Congreve, Sheridan | 6 | Lecture | Visual aids |
| UNIT - III [18 Hrs] | | | | |
| 3.1 | Wordsworth, Coleridge, Shelley, Keats and Byron | 6 | Lecture | Chalk and Talk |
| 3.2 | Walter Scott, Jane Austen | 6 | Lecture | Visual aids |
| 3.3 | Charles Lamb, William Hazlitt | 6 | Lecture | Chalk and Talk |
| UNIT - IV [18 Hrs] | | | | |
| 4.1 | Tennyson, Browning | 6 | Lecture | Chalk and Talk |
| 4.2 | Charles Dickens, Thomas Hardy | 6 | Lecture | Chalk and Talk |
| 4.3 | John Ruskin, Arnold | 6 | Lecture | Chalk and Talk |
| UNIT - V [18 Hrs] | | | | |
| 5.1 | G.H. Hopkins | 3 | Lecture | Chalk and Talk |
| 5.2 | .G. Gardnier, G.K. Chesterton, | 5 | Lecture | Visual aids |
| 5.3 | G.B. Shaw, T.S. Eliot, | 5 | Lecture | Visual aids |
| 5.4 | D.H.Lawrence, Virginia Woolf | 5 | Lecture | Chalk and Talk |

**MAPPING OF COs WITH POs**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **P01** | **P02** | **P03** | **P04** | **P05** | **PO6** |
| **C01** | 3 | 2 | 3 | 3 | 2 | 3 |
| **C02** | 3 | 3 | 2 | 3 | 3 | 2 |
| **C03** | 3 | 2 | 3 | 3 | 2 | 3 |
| **C04** | 2 | 3 | 3 | 2 | 3 | 2 |
| **C05** | 3 | 3 | 2 | 2 | 1 | 2 |

3 – Strong 2-Medium 1- Low

**Course Designer** :**Dr.C. CHITHRA**

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**Skill Based Elective SOFT SKILL - II Code: 214403213**

**SEMESTER II 2 Hrs/Week**

**Credits 2**

***PREAMBLE:***

* ***To develop effective communication skills and presentation skills, effective business correspondence become self – confident by mastering inter – personal, Team management and leadership skill, broad career plans, to get good placement.***

**COURSE OUTCOMES**

On Successful completion of the course, the student will be able to

|  |  |  |
| --- | --- | --- |
|  | **Course Outcome** | **Knowledge Level**  **(According to Bloom’s Taxonomy)** |
| **CO 1** | understand the process of communication and fine tune the language for better efficiency and efficacy while communicating | Up to K3 |
| **CO 2** | learn what LSRW skills are and how to use them for better reception and production of knowledge. | Up to K3 |
| **CO 3** | learn and develop the skill of how to deliver a presentation in an attractive and effective way. | Up to K3 |
| **CO 4** | pick up the skill set required to perform better at an interview. | Up to K3 |
| **CO 5** | acquire the knowledge of the role of a leader and how to be a leader for the benefit of everyone with them. | Up to K3 |

K1-Knowledge K2- Understand K3 – Apply

UNIT – I: **[6 Hrs]**

Process of Communication

UNIT – II: **[6 Hrs]**

Listening Skills

1. How to be a good listener?
2. Barriers to effective listening

Speaking skills

1. Benefits of speaking
2. Self development through speaking skills

Reading skills

1. Critical reading
2. Skimming and scanning

Writing skills

1. Purpose
2. Importance of style

UNIT – III: **[6 Hrs]**

Presentation skills

UNIT – IV: **[6 Hrs]**

Interview skills

UNIT – V: **[6 Hrs]**

Leadership Quality

1. Meaning
2. Traits of Leadership
3. Leaders Vs Managers

**TEXT BOOKS:**

1. ‘Soft Skills’, by S.Hariharan - MJP publishers, Chennai

**REFERENCE BOOKS :**

1. “Soft Skills – Enhancing Employability : Connecting campus with corporate” by M.S. Rao, IK International Publishing Pvt. Ltd.,
2. “Skills” by Dr.Rabindranath Athri, Partridge Publishing India.

**WEB-RESOURCES:-**

1. https://www.oxford reference.com
2. <https://www.the> balance careers.com
3. https://www.accenture .com

**PEDAGOGY –**

Chalk & Talk, Blackboard

**COURSE CONTENTS & TEACHING / LEARNING SCHEDULE**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Module No.** | **Topic** | **No. of Lectures** | **Content Delivery Method** | **Teaching Aids** |
| Unit – I | Process of Communication | 6 | Chalk & Talk | Black board |
| Unit – II | Four skills of LSRW | 6 | Chalk & Talk | Black board |
| Unit – III | Presentation skills | 6 | Chalk & Talk | Black board & Projector |
| Unit – IV | Interview skills | 6 | Chalk & Talk | Black board |
| Unit – V | Leadership quality | 6 | Chalk & Talk | Black board |

**MAPPING OF COs WITH POs**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **P01** | **P02** | **P03** | **P04** | **P05** | **PO6** |
| **C01** | 3 | 1 | 3 | 3 | 3 | 3 |
| **C02** | 3 | 3 | 3 | 3 | 3 | 3 |
| **C03** | 3 | 3 | 2 | 3 | 2 | 3 |
| **C04** | 2 | 3 | 2 | 1 | 2 | 2 |
| **C05** | 3 | 3 | 3 | 1 | 2 | 2 |

3 – Strong 2-Medium 1L- Low

**Course Designer: Mr. S. PRAVEEN KUMAR**

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**Self-Learning Course BUSINESS COMMUNICATION Code:** **218003213**

**SEMETER – II Addl.Credits: 3**

***PREAMBLE:***

***Enable students to improve their Business English language skills that they are found in everyday work scenarios.***

UNIT – I: What is Communication?

UNIT- II: The Need for Business Correspondence and its Importance

UNIT III: The Characteristics of a Business Letter

UNIT IV: The Organisation, Structure and Layout of a Letter

UNIT V: Enquiries and Replies, Offers and Quotations

TEXT BOOK:

Ramachandran,K.K, et,al***.*** *Business Communication*, Macmillan Publishers India Ltd, 2007.

REFERENCE:

Cypres, Linda***.*** *Let’s Speak Business English!,* Emarald Publishers, 1999.

**CHOICE BASED CREDIT SYSTEM WITH OBE**

**FOR THOSE WHO HAVE JOINED FROM THE ACADEMIC YEAR 2021–22 ONWARDS**

**PART – II ENGLISH**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Sem** |  | **Part** | **Subject** | **SUB.Code** | **Hrs.** | **Cr.** | **Exam (Hrs)** | **Marks Allotted** | |
| **In.** | **Ext.** |
| **I** | 01 | II | Paper – I:  General English – I | 211003101/211103101 | 6 | 3 | 3 | 25 | 75 |
| **II** | 01 | II | Paper – II:  General English – II | 211003201/211103201 | 6 | 3 | 3 | 25 | 75 |
| **III** | 01 | II | Paper – III:  General English – III | 211003301 | 6 | 3 | 3 | 25 | 75 |
| **IV** | 01 | II | Paper – IV:  General English – IV | 211003401 | 6 | 3 | 3 | 25 | 75 |

**Part II GENERAL ENGLISH – I Code: 211003101/**

**211103101**

**SEMESTER I 6 Hrs/Week**

**Credits 3**

***PREAMBLE :***

* *To enhance their ethical attitude and create interest among students for continual learning through the simple and descriptive poems.*
* *To make the students to acquire all the four skills in the second language and also enrich their social behavior*
* *To enroot the students to understand the intrinsic features of the second language and also self – disciplined behavior.*
* *To facilitate the students to understand sentence structure and also the technical part of the language.*
* *To introduce the formal situations, method to speak, and as a result their professional* practices may be enhanced.

**COURSE OUTCOMES (CO)**

On Successful completion of the course, the student will be able to

|  |  |  |
| --- | --- | --- |
|  | **Course Outcome** | **Knowledge Level**  **(According to Blooms Taxanomy)** |
| CO1 | Appreciate poetry aesthetically and learn about content and form | Up to K3 |
| CO2 | Develop communication skills through assessing sentences and paragraph | Up to K3 |
| CO3 | Inculcate the habit of reading and learning through short stories | Up to K3 |
| CO4 | Understand and reproduce grammatically correct sentence formations | Up to K3 |
| CO5 | Functionally use the English language and articulate thoughts into linguistic symbols | Up to K3 |

K1 – Knowledge K2 – Understand K3 – Apply

UNIT – I **[20 Hrs]**

**Poetry**

1. All the World’s a Stage – William Shakespeare
2. Up and Away – T. Mark
3. The Tyger – William Blake
4. Mending wall – Robert Frost

UNIT – II  **[20 Hrs]**

**Prose**

1. Manomajra – Khuswanth Singh
2. My Muscles Froze – Richard Wright
3. A Letter from Abraham Lincoln to his Son’s Teacher – Abraham Lincoln
4. Spoken English and Broken English – G.B.Shaw

UNIT – III  **[20 hrs]**

**Short – Story**

1. With the Photographer –Stephen Leacock
2. Little Girls Wiser than Men – Leo Tolstoy
3. Sweets for Angles – R.K. Narayan
4. Four Brothers – WaLter De La Mare

UNIT – IV  **[15 hrs]**

**Grammar**

1. Parts of Speech
2. Tenses
3. Active & Passive voices

UNIT – V **[15 Hrs]**

**Communication Skill**

1. Greetings
2. Introducing ( Self & Others)
3. Describing Things

**TEXT BOOK:**

1. ‘English for Young Learners’ – The Department of English(ed.,), N.M.S.S.V.N. College.

**REFERENCE BOOKS:**

1. Selected Poems -William Blake – Atalantic Publishers& distributors
2. The complete works of Shakespeare with annotations and General Introduction by Sidney Lee – Sagwan Press
3. Train to Pakistan – Khushwanth Singh – Penguin Publishers

**WEB RESOURCES**:

1. [manybooks.net](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&ved=2ahUKEwjr14OT_IToAhXhxDgGHUxDCMYQFjABegQIARAB&url=https%3A%2F%2Fmanybooks.net%2Ftitles%2Fshakespeetext94shaks12.html&usg=AOvVaw3jD86toIFe1mFX3Kbc1zsw)
2. www.bookdepository.com
3. www.englishclub.com

**COURSE CONTENTS & TEACHING / LEARNING SCHEDULE**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Module No.** | **Topic** | **No. of Lectures** | **Content Delivery Method** | **Teaching Aids** |
| Unit - I [20 Hrs] | | | | |
| 1.1 | All the World’s a Stage | 5 | Lecture | Black Board/PPT |
| 1.2 | Up and Away | 5 | Lecture | Black Board/PPT |
| 1.3 | The Tyger | 5 | Lecture | Black Board/PPT |
| 1.4 | Mending wall | 5 | Lecture | Black Board/PPT |
| Unit II : [20 Hrs] | | | | |
| 2.1 | Manomajra | 5 | Lecture | Black Board/PPT |
| 2.2 | My Muscles Froze | 5 | Lecture | Black Board/PPT |
| 2.3 | A Letter from Abraham Lincoln to his Son’s Teacher | 5 | Lecture | Black Board/PPT |
| 2.4 | Spoken English and Broken English | 5 | Lecture | Black Board/PPT |
| Unit III: [20 Hrs] | | | | |
| 3.1 | With the Photographer | 5 | Lecture | Black Board/PPT |
| 3.2 | Little Girls Wiser than Men | 5 | Lecture | Black Board/PPT |
| 3.3 | Sweets for Angles | 5 | Lecture | Black Board/PPT |
| 3.4 | Four Brothers | 5 | Lecture | Black Board/PPT |
| Unit IV: [15 Hrs] | | | | |
| 4.1 | Parts of Speech | 5 | Lecture | Black Board/PPT |
| 4.2 | Tenses | 5 | Lecture | Black Board/PPT |
| 4.3 | Active and Passive Voices | 5 | Lecture | Black Board/PPT |
| Unit V: [15 Hrs] | | | | |
| 5.1 | Greetings | 5 | Lecture | Black Board/PPT |
| 5.2 | Introducing(Self & Others) | 5 | Lecture | Black Board/PPT |
| 5.3 | Describing Things | 5 | Lecture | Black Board/PPT |

**MAPPING OF COs WITH POs**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** |
| **CO1** | 2 | 3 | 3 | 1 | 2 | 2 |
| **CO2** | 3 | 3 | 3 | 3 | 1 | 2 |
| **CO3** | 3 | 3 | 3 | 3 | 1 | 2 |
| **CO4** | 3 | 2 | 3 | 3 | 3 | 3 |
| **CO5** | 3 | 3 | 3 | 2 | 2 | 1 |

3- Strong 2- Medium 1- Low

**Course Designer** - **Mr. S. PRAVEEN KUMAR**

**\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\***

**Part II GENERAL ENGLISH – II Code: 211003201/**

**211103201**

**SEMESTER II 6 Hrs/Week**

**Credits 3**

***PREAMBLE :***

* *To enhance their ethical attitude and create interest among students for continual learning through the simple and descriptive poems.*
* *To make the students to acquire all the four skills in the second language and also enrich their social behavior*
* *To enroot the students to understand the intrinsic features of the second language and also self – disciplined behavior.*
* *To facilitate the students to understand sentence structure and also the technical part of the language.*
* *To introduce the formal situations, method to speak, and as a result their professional practices may be enhanced.*

|  |  |  |
| --- | --- | --- |
|  | **Course Outcome** | **Knowledge Level (According to Blooms Taxanomy)** |
| CO1 | Appreciate poetry aesthetically and learn about content and form | Up to K3 |
| CO2 | Develop communication skills through assessing sentences and paragraph | Up to K3 |
| CO3 | Inculcate the habit of reading and learning through short stories | Up to K3 |
| CO4 | Construct syntactically correct sentences using articles, prepositions and conjunctions | Up to K3 |
| CO5 | Learn to use the language professionally to aid the students in their career | Up to K3 |

K1 – Knowledge K2 – Understand K3 – Apply

UNIT – I **[20 hrs]**

**Poetry**

1. Stopping By Woods on a Snowy Evening - Frost
2. On His Blindness – John Milton
3. The Tables Turned – William Wordsworth
4. In the Bazaars of Hyderabad – Sarojini Naidu

UNIT – II **[20 hrs]**

**Prose**

1. Three Days To See - Hellen Keller
2. On Earth One Family – Dr.Radhakrishnan
3. Between the Mosque and the Temple - Boman Desai
4. Knowledge and Wisdom – Bertrand Russell

UNIT – III  **[20 hrs]**

**Short – Story**

1. Mrs. Packletide’s Tiger - Saki
2. The Verger – Somereset Maugham
3. Karma – Kushwant Singh
4. The Model Millionaire – Oscar Wilde

UNIT – IV **[15 hrs]**

**Grammar**

1. Articles
2. Preposition
3. Conjunction
4. Concord

UNIT – V **[15 hrs]**

**Communication Skill**

1. Resume Writing
2. Minutes Writing
3. E-mail Writing
4. Advertisement Writing

**TEXT BOOK:**

1. ‘English for Young Learners’ – The Department of English(ed.,), N.M.S.S.V.N. College.

**REFERENCE BOOKS:**

1. Stories from Many Countries – New Century Book House Ltd, Chennai.

**WEB REFERENCES:**

1. [manybooks.net](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&ved=2ahUKEwjr14OT_IToAhXhxDgGHUxDCMYQFjABegQIARAB&url=https%3A%2F%2Fmanybooks.net%2Ftitles%2Fshakespeetext94shaks12.html&usg=AOvVaw3jD86toIFe1mFX3Kbc1zsw)
2. www.bookdepository.com
3. www.englishclub.com

**COURSE CONTENTS & TEACHING / LEARNING SCHEDULE**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Module No.** | **Topic** | **No. of Lectures** | **Content Delivery Method** | **Teaching Aids** |
| UNIT - I [20 Hrs] | | | | |
| 1.1 | Stopping By Woods on a Snowy Evening | 5 | Lecture | Black Board/PPT |
| 1.2 | On His Blindness | 5 | Lecture | Black Board/PPT |
| 1.3 | The Tables Turned | 5 | Lecture | Black Board/PPT |
| 1.4 | In the Bazaars of Hyderabad | 5 | Lecture | Black Board/PPT |
| UNIT II [20 Hrs] | | | | |
| 2.1 | Three Days To See | 5 | Lecture | Black Board/PPT |
| 2.2 | On Earth One Family | 5 | Lecture | Black Board/PPT |
| 2.3 | Between the Mosque and the Temple | 5 | Lecture | Black Board/PPT |
| 2.4 | Knowledge and Wisdom | 5 | Lecture | Black Board/PPT |
| UNIT III [20 Hrs] | | | | |
| 3.1 | Mrs. Packletide’s Tiger | 5 | Lecture | Black Board/PPT |
| 3.2 | The Verger | 5 | Lecture | Black Board/PPT |
| 3.3 | Karma | 5 | Lecture | Black Board/PPT |
| 3.4 | The Model Millionaire | 5 | Lecture | Black Board/PPT |
| UNIT IV [15 Hrs] | | | | |
| 4.1 | Articles | 3 | Lecture | Black Board/PPT |
| 4.2 | Preposition | 4 | Lecture | Black Board/PPT |
| 4.3 | Conjunction | 4 | Lecture | Black Board/PPT |
| 4.3 | Concord | 4 | Lecture | Black Board/PPT |
| UNIT V: [15 Hrs] | | | | |
| 5.1 | Resume Writing | 4 | Lecture | Black Board/PPT |
| 5.2 | Minutes Writing | 4 | Lecture | Black Board/PPT |
| 5.3 | E-mail Writing | 3 | Lecture | Black Board/PPT |
| 5.4 | Advertisement Writing | 4 | Lecture | Black Board/PPT |

**MAPPING OF COs WITH POs**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** |
| **CO1** | 2 | 3 | 3 | 1 | 2 | 2 |
| **CO2** | 3 | 3 | 3 | 3 | 1 | 2 |
| **CO3** | 3 | 3 | 3 | 3 | 1 | 2 |
| **CO4** | 3 | 3 | 3 | 3 | 3 | 3 |
| **CO5** | 3 | 2 | 3 | 3 | 3 | 3 |

3- Strong 2- Medium 1- Low

**Course Designer** - **Mr. S. PRAVEEN KUMAR**

**CHOICE BASED CREDIT SYSTEM WITH OBE PATTERN**

**FOR THOSE WHO HAVE JOINED FROM THE ACADEMIC YEAR 2021–22 ONWARDS**

**ADDITIONAL CREDIT COURSE**

**[COMMON FOR ALL UG COURSES]**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Sem** |  | **Part** | **Subject** | **Subject Code** | **6th Hr.** | **Adl. Cr.** | **Exam (Hrs)** | **Marks Allotted** | |
| **Int.** | **Ext.** |
| **I** |  | ACC | Communicative English – I | - | 2 | – | – | – | – |
| **II** | 01 | ACC | Communicative English – I | 218003201 | 2 | 1 | 3 | 25 | 75 |
| **III** |  | ACC | Communicative English – II | - | 2 | – | – | – | – |
| **IV** | 02 | ACC | Communicative English – II | 218003401 | 2 | 1 | 3 | 25 | 75 |
| **V** |  | ACC | Communicative English – III | - | 2 | – | – | – | – |
| **VI** | 03 | ACC | Communicative English – III | 218003601 | 2 | 1 | 3 | 25 | 75 |

**CHOICE BASED CREDIT SYSTEM WITH OBE PATTERN**

**FOR THOSE WHO HAVE JOINED FROM THE ACADEMIC YEAR 2021–22 ONWARDS**

**Addl. Cre. Course COMMUNICATIVE ENGLISH-I Code: 218003201**

**(I YEAR)**

**2 Hrs/Week**

**Credits 1**

***PREAMBLE:***

* *To communicate effectively and appropriately in day to day life.*
* *To use English effectively for study purpose across the educational curriculum.*
* *To develop and integrate the use of the four language skills i.e. Reading, Listening, Speaking, Writing*

UNIT- I: Aspects of Communication **[15 Hrs]**

Importance of Communication

Process of Communication

Technical Communication Skills

7C’s of Communication

Forms of Communication (Verbal and Non-Verbal)

Barriers of Communication.

UNIT- II: Listening Skills  **[10 Hrs]**

Listening to Words (Homophones and Homonyms)

Listening to Conversation and Stories

Listening and Note taking

UNIT- III: Speaking Skills  **[15 Hrs]**

Identifying IPA Sounds- Vowels and Consonants

The Speech Process- Delivering Short Speeches- Speeches for Special Occasion.

English in Situation- Introducing oneself and seeking Introduction- Asking and Giving Directions- Making Enquiries- (At the Post Office, Bank, Railway Station, Customer Care).

Public Speaking and Oral Presentation

UNIT- IV: Reading Skills  **[10 Hrs]**

Reading – A Communicative process

Reading Techniques: Skimming and Scanning Skills

Reading Strategies- Vocabulary Skills- Word Meaning Recognition- Guessing the Meaning from Word Structure and context

UNIT-V: Writing Skills  **[10 Hrs]**

Mechanics of Writing

Word Formation

Words Often Confused

Letter Writing- (Bonafide, Apology, Permission, Thanking)

Free Composition (Describing, Narrating any Scene or Event from everyday life)

**TEXT BOOK:**

1. Training Manual Prepared by The Department of Communicative English

**REFERENCE BOOKS:**

1. Das B.K. A Remedial Course in English, Book I, CIEFL (OUP), 1980.2. Raymond Murphy, Essential English Grammar, Cambridge University press, 1992.
2. Mohan Krishna, and Meer Banerji. Developing Communication Skills. 2nd Ed., Macmillan Publishers, New Delhi, 2009.
3. Kumar Sanjay, and Pushp Lata. Communication Skills. 2nd Ed., Oxford University Press, New Delhi, 2015.
4. Rizvi M Ashraf. Effective Technical Communication. Tata McGraw Hill Publishing Company Limted, New Delhi, 2007.
5. Dr. Venkatesh S. English for Elegance and Excellemce, Shanlax Publication, Madurai, 2020.
6. Pal Rajendra, Prem Lata Suri and SnigDha Budhiraja. English Grammar and Composition. Sultan Chand & Sons (P) LTD, 2019.

**Course Designer :**

**Mr.J. MARIYA NAVIS RAJAN & Ms.A. YUVA BALA SOBIKHA**

**CHOICE BASED CREDIT SYSTEM WITH OBE PATTERN**

**FOR THOSE WHO HAVE JOINED FROM THE ACADEMIC YEAR 2021–22 ONWARDS**

**EVALUATION PATTERN**

**Internal** : 25 Marks

**External** : 75 Marks

**INTERNAL:**

Test – 20 (average of the better two of the three tests conducted)

Project – 5

Question Paper Pattern:

|  |  |
| --- | --- |
| **INTERNAL** | **EXTERNAL** |
| Part – A : 6 × 1 = 6  (Multiple Choice)  Part – B : 2 × 7 = 14  (Either /Or)  Part – C : 2/3 ×10= 20  \*40 | Part – A :10 × 1 = 10  (Multiple Choice)  Part – B : 5 × 7 = 35  (Either /Or)  Part – C : 3/5×10 = 30  75 |

\* Internal test mark 40 will be converted to 20.

**CHOICE BASED CREDIT SYSTEM WITH OBE PATTERN**

**FOR THOSE WHO HAVE JOINED FROM THE ACADEMIC YEAR 2021–22 ONWARDS**

**ADDITIONAL CREDIT COURSE**

**[COMMON FOR MBA MAJOR STUDENTS]**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Sem** | **Part** | **Subject** | **Code** | **Hrs.** | **Addl.Cr.** | **Exam (Hrs)** | **Marks** | |
| **Int.** | **Ext.** |
| **I** | ACC | Communicative English – I | 178004101 | 2 | 1 | 3 | 25 | 75 |
| **II** | ACC | Communicative English – II | 178004201 | 2 | 1 | 3 | 25 | 75 |
| **III** | ACC | Soft Skills – I | 178004301 | 2 | 1 | 3 | 25 | 75 |
| **IV** | ACC | Soft Skills – II | 178004401 | 2 | 1 | 3 | 25 | 75 |

**Those Who Have Joined From The Academic Year 2021–22 Onwards Under CBCS System**

**Addl.Cre.Course** **COMMUNICATIVE ENGLISH PAPER – I**

**[For MBA Major Students]**

**SEMESTER I Code: 218004101**

**2 Hrs/Week**

**Addl. Credit 1**

***Objectives:***

* ***To make students use basic communication skills – Listening, Speaking, Reading and Writing***
* ***To develop oral communication skills.***
* ***To make the students fluent in thought and speech***
* ***To enable the students to use good English***

UNIT – I: **[6 Hrs]**

Introduction to Communication – Listening, Speaking, Reading & writing in Communication – Basic Aspects of Grammar usage.

UNIT – II: **[6 Hrs]**

Corporate communication skills - Short speeches for various situations – Framing different types of questions & answers – Corporate etiquette & Communication

UNIT – III: **[6 Hrs]**

Reading Skills – Types of Reading – Objectives and methods of improving reading**-** Reading for Vocabulary.

UNIT – IV:

Mobile Etiquette – Social Media Communications – various forms of communication . E-mail Etiquette. **[6 Hrs]**

UNIT – V: **[6 Hrs]**

Group Discussions - online presentations – Webinar – online interview methods.

TEXT BOOK:

1. Training Manual prepared by the Department of Communicative English

REFERNCES:

1. Anita & Abraham. Practical Communication: Communicative English LSRW 2000.
2. Pillai G. Radhakrishnan, K. Rajeevan and P. Baskaran Nair, Written English for You,Chennai, Emerald Publishers, 1995
3. Tyagi,Kavita, Padma Misra. Advance Technical communication.

(2013), PHI Learning private Limited : Delhi.

1. Krishna Mohan and Meera Banerji. Developing Communication Skills, Macmillan , 2009.

**Addl.Cre.Course COMMUNICATIVE ENGLISH PAPER – II**

**[for MBA Major Students]**

**SEMESTER II Code: 218004201**

**2 Hrs/Week**

**Addl. Credit 1**

***Objectives:***

* ***To Enable students to build a repertoire of functional vocabulary and to move from the lexical level to the syntactic level***
* ***To Train students to use words, sentences, phrases relevant to the immediate communication context***
* ***To Enable students to be fluent in communication.***

UNIT – I: **[6 Hrs]**

Conversation Practice – Transcoding & Oral Presentation- Dialogue in Different Situations -Greeting, leave taking, Making requests, Expressing gratitude, apologizing, Complaint - Narration of Incidents & Stories.

UNIT – II: **[6 Hrs]**

Extempore – Turn Coat – Compare and Contrast – Role Play - JAM ( Just a Minute) - Public Speech

UNIT – III: **[6 Hrs]**

Techniques to improve Reading - Reading Comprehension Technique - Types of Reading Comprehension – Reading Short Episodes – Listening Comprehension Techniques.

UNIT – IV: **[6 Hrs]**

Hints Developing – Note Making - Paragraph Writing – Types of Paragraph.

UNIT – V: **[6 Hrs]**

Drafting Invitation – Story Writing - Diary Writing – Notice writing .

TEXT BOOKS:

1. Kavitha Tyagi and padma Misre. Basic Technical Communication. PHI learning pvt. Ltd.,2012.
2. Shyamala v., Effective English Communication For you, Emerald, 2007.
3. Developing Communication Skills —Krishna Mohan and Meera Banerji Macmillan pvt Ltd., 2009

**Communicative English: Those who have joined from the academic year 2021–22 onwards under CBCS System**

**EVALUATION PATTERN**

**Internal** : 25 Marks

**External** : 75 Marks

**INTERNAL:**

Test –15 (average of the better two of the three tests conducted)

Assignment – 5

Seminar – 5

Question Paper Pattern:

|  |  |  |
| --- | --- | --- |
| **INTERNAL** |  | **EXTERNAL** |
| Part – A : 5\*1 = 5  Part – B : 3/5\*5 = 15  Part – C : 1/2\*10 = 10  \*30 | Part – A : 5/8\*2 = 10  Part – B : 5/8\*7 = 35  Part – C : 3/5\*10 = 30  75 |

\* Internal test mark 30 will be converted to 15.

**CERTIFICATE COURSE IN COMMUNICATIVE ENGLISH**

**(NON-SEMESTER)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Sem** |  | **Subject** | **Subject code** | **Teaching Hrs Per Week** | **Duration of Exam (Hrs)** | **Marks Allotted** | |
| **Internal** | **External** |
| **II** | 01 | Functional English | 211307201 /211307203 | 1 | 3 | 25 | 75 |
| 02 | Journalism and Mass Communication | 211307202 /211307204 | 2 | 3 | 25 | 75 |

***Objective:***

* ***To enable students to improve written and Spoken English.***

*Teaching Hours:*

90 contact hours for I and II Semesters, 45 hours each semester: 3 hours per week.

*Eligibility for Admission:*

Under graduate students belong to any discipline are eligible for admission.

*Scheme and Regulation:*

The Certificate course will be conducted during I and II Semesters. The course will have 90 contact hours (45 hours per semester: 3 hours per week)

*Evaluation:*

Internal : 25 Marks

External : 75 Marks

There will be two papers at the end of II Semester.

*Internal*: a) Written Test : 20 Marks for each paper

b) Assignment : 5 Marks for each paper

*External*: Written examination of 3 Hours duration: 75 Marks for each paper

*Passing Minimum:*

35 out of 100 marks. Staff Members of the English Department of the college will act as external examiners.

*Theory Papers: There are two theory papers*

1. Paper I : Communicative English
2. Paper II : Functional English.

**FUNCTIONAL ENGLISH**

**Code: 211307201 /**

**211307203**

**3 Hr / Week**

***COURSE DESCRIPTION***

* *The objective of this paper is to comprehend the fundamentals and usage of communication and language skills.*

***COURSE OBJECTIVES***

* ***To introduce corrective measures to eliminate grammatical errors in speaking and writing conceptual understanding of the elements of grammar.***
* ***To introduce different social situations to learners for developing their conversational skills.***
* ***To acquire practical knowledge in Business correspondence.***

UNIT- I: Communicative Grammar **(8 Hrs)**

Parts of speech : Forms & functions of prepositions, adjectives, adverbs.

Concord: Agreement of Verb with the subject

Sentence with conditional clause (if )

UNIT- II:Overview of English Sound System **(10Hrs)**

Introduction to Speech sounds

Description and classification of vowels and Consonants

Stress and Intonation

UNIT- III: Conversational English **(10 Hrs)**

Conversational Techniques- Starting a conversation, Making Friends, Asking for Information.

English for Specific Purpose : Anchoring at various functions/occasions: inaugural, annual, valedictory, entertainment programme, etc.

UNIT – IV Business English  **( 8 Hrs)**

Business Letter:Structure and layout of a Business letter- Letters of : Enquiries and Replies, Offers, Complaints,—Collection letters—Sales letters. Business vocabulary—negotiations.

UNIT- V: Creative Writing  **(9 Hrs)**

Fictional Writing: Story writing -Non Fictional Writing: Travelogue

Writing for Social Media (emails, blogs etc), Report Writing ( Industrial Visit)

**TEXT BOOK:**

1. Training Manual Prepared by The Department of Communicative English

**REFERENCE BOOKS:**

1. McCraigh Jim . write words that sell. salt river press LLC, USA,2001,
2. Krishna Mohan, Developing Communication Skills, 2nd Ed., Trinity Press, New Delhi, 2018.
3. Wren,P.C & H.Martin (2000) high school English grammar and compositions , s, chand & CO.,
4. Taylor, Grant. English Conversation Practise. New Delhi: Tata Macgraw Hill, 1975

**WEB REFERENCES (OPTIONAL)**

**Course Designer : Mr. K.KALAIARASAN & Mr. N.MANIKANDAN**

**JOURNALISM AND MASS COMMUNICATION**

**3 Hrs/Week**

**Code: 211307201 /**

**211307203**

***COURSE OBJECTIVES***

* ***To create an awareness of the concepts related to communication and to give basic training in writing for the newspaper.***
* ***To familiarize them with the characteristics of print media content and be a stepping stone for the student to be a print media professional.***

UNIT- I: Basic Journalism  **[7 Hrs]**

Introduction to Journalism- Functions and Principles - Kinds of Journalism – Currents Trends in Journalism.

UNIT- II: Introduction to Mass Communication **[7 Hrs]**

Concept of Mass Communication and its Evolution- Nature and Characteristics – Types of Mass Communication.

UNIT- III Print and Electronic Media **[15 Hrs]**

Print Media: Advantages and Limitations- Role and Responsibilities of a Journalist.

Electronic media and film: Characteristics and functions of Radio and Television- Strengths and limitations of radio and television – Organizational Structure of Radio and Television – Film as a medium- New Trends in Electronic media and film.

UNIT- IV: Journalistic English **[10 Hrs]**

Writing Captions &Headlines (language, tense, voice and style) – Idioms and Jargons in Journalism – Mechanics of Journalism (Spelling, Punctuation and Reporting Speech).

UNIT - V New Media for Mass Communication  **[6 Hrs]**

The New Media- SNS (Social Networking Sites) – E-Book, E- Journal, Internet, Web and Profile Writing.

**Text Book:**

1. Training Manual Prepared by The Department of Communicative English

**REFERENCE BOOKS:**

1. 01.Gupta V.S and Vir Bala Aggarwal. *Handbook of Journalism and Mass*
2. *Communication.* Concept Publishing Company, 2001.
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**WEB REFERENCES (OPTIONAL)**

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