

**KALASALINGAM ACADEMY OF RESEARCH AND EDUCATION**

(Under Section 3 of the UGC Act 1936)

**Anand Nagar, Krishnankoil-626126**

**Srivilliputtur(via); Virudhunagar(Dt.), Tamil Nadu, INDIA**

([www.kalasalingam.ac.in](http://www.kalasalingam.ac.in))



**B.A. ENGLISH PROGRAMME**

**Curriculum and Syllabus-2017**

**(CHOICE BASED CREDIT SYSTEM)**

## **UNIVERSITY VISION**

To be a Centre of Excellence of International Repute in Education and Research

## **UNIVERSITY MISSION**

To Produce Technically Competent, Socially Committed Technocrats and Administrators through Quality Education and Research

## **DEPARTMENT VISION**

To mould the young minds into worthy citizens of the country enabling them to contribute their best to the society by maximizing their potential in communication related avenues.

## **DEPARTMENT MISSION**

To serve the economically and socially backward children of our country and help them communicate fluently in English and instill confidence into them to take up lucrative positions so as to help them reach greater heights in their respective community.

## **Program Outcomes**

**PO 1:** Ability to develop a life-long passion for the English language and literature.

**PO 2:** Ability to speak good Indian English by gaining sufficient practice in classrooms and also in the language laboratory.

**PO 3:** Ability to make Oral Presentations.

**PO 4:** Ability to take part in Group Discussions.

**PO 5:** Ability to face any kind of Interviews.

**PO 6:** Ability to interpret Literary Texts.

**PO 7:** Ability to teach English in reputed Institutions.

**PO 8:** Ability to prepare Copy Writing and News Stories

## **Program Educational Objectives**

**PEO1:** Would have been serving in the leading English Dailies and Periodicals as Sub-Editors, and News Correspondents

**PEO2:** Would have been employed in various Call Centers.

**PEO3:** Would have found employment as Teachers in reputed Institutions

**PEO4:** Would have gone for Higher Studies.

## **PROGRAM SPECIFIC OUTCOMES**

**PSO 1:** To have gained ability to communicate fluently in English.

**PSO 2:** To have gained ability to take up teaching assignments in reputed institutions.

**PSO 3:** To have gained ability to serve in electronic and print media firms.

**PSO 4:** To have gained ability to compose poems, short stories and articles on hot topics.

**KALASALINGAM ACADEMY OF RESEARCH AND EDUCATION**  
**Department of English**

**BA -- ENGLISH LANGUAGE AND LITERATURE**

**SCHEME OF INSTRUCTION**

<b>Code No</b>	<b>Course Name</b>	<b>Course Type</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>
BAE17R 111	English - I	T	4	1	0	6
BAE17R 101	Individual and Society - I	T	4	1	0	6
BAE17R 102	Individual and Society - II	T	4	1	0	6
CHY17R 103	Environmental Studies	T	4	1	0	2
BAE17R 112	Tamil - I	T	4	1	0	6
BAE17R 104	Modern Indian Literature in English - I (Poetry and Short Stories)	T	4	1	0	6
BAE17R 105	Modern Indian Literature in English - II (Fiction and Plays)	T	4	1	0	6
BAE17R 106	Communicative English	T	4	1	0	2
BAE17R 213	English - II	T	4	1	0	6
BAE17R 201 (DSC-5)	British Literature – I (Elizabethan and Neo Classical)	T	4	1	0	6
BAE17R 202 (DSC-6)	British Literature – II (Augustan to Romantic Age)	T	4	1	0	6
BAE17R 203 (SEC-1)	Creative Writing, Book and Media Reviews	T	4	1	0	4
BAE17R 214	Tamil II	T	4	1	0	6
BAE17R 204 (DSC-7)	Literature of Contemporary Writers – I (Prose and Poetry)	T	4	1	0	6
BAE17R 205 (DSC-8)	Literature of Contemporary Writers – II (Fiction and Plays)	T	4	1	0	6
BAE17R 206	Translation Studies	T	4	1	0	4
BAE17R 301	Technical Writing	T	4	1	0	4
BAE17R 302	Soft Skills - I	T	4	1	0	6
BAE17R 303	Soft Skills - II	T	4	1	0	6
BAE17R 304	Gender and Human Rights	T	4	1	0	6
BAE17R 305	Business Writing	T	4	1	0	4
BAE17R 306	Academic Writing - I	T	4	1	0	6
BAE17R 307 (DSE-4)	Academic Writing - II	T	4	1	0	6
BAE17R 308 GE-2	Cultural Diversity	T	4	1	0	6

**Explanation of the Abbreviations:**

1. Discipline Specific Core (DSC) Course
2. Discipline Specific Elective (DSE) Course
3. Ability Enhancement Compulsory Courses (AECC)
4. Skill Enhancement Courses (SEC)
5. Generic Elective (GE) Course

**Discipline Specific Elective (DSE) Courses List:**

S.No No.	Code No	Course Name	Course Type	L	T	P	C
1	BAE17R302(DSE-1)	<b>1. Soft Skills – I</b>	T	4	1	0	6
2	BAE17R302A(DSE-1)	2. Modern English Grammar – I	T/P	3	1	1	6
3	BAE17R302B(DSE-1)	3. Literary Forms	T	4	1	0	6
4	BAE17R303(DSE-2)	<b>1. Soft Skills – II</b>	T	4	1	0	6
5	BAE17R303A(DSE-2)	2. Modern English Grammar – II	T/P	3	1	1	6
6	BAE17R303B(DSE-2)	3. Social History of England	T	4	1	0	6
7	BAE17R306(DSE-3)	<b>1. Academic Writing – I</b>	T	4	1	0	6
8	BAE17R306A(DSE-3)	2. Literary Criticism	T	4	1	0	6
9	BAE17R306B(DSE-3)	3. Shakespeare	T	4	1	0	6
10	BAE17R307(DSE-4)	<b>1. Academic Writing – II</b>	T	4	1	0	6
11	BAE17R307A(DSE-4)	2. Twentieth Century Literature	T	4	1	0	6
12	BAE17R307B(DSE-4)	3. American literature	T	4	1	0	6

### Skill Enhancement Courses(SEC)

Course No.	Course Code	Course Name	Course Type	L	T	P	Credits
1	BAE17R203(S EC-1)	<b>1.Creative Writing, Book and Media Reviews</b>	T	4	1	0	4
2	BAE17R203A( SEC-1)	2. Phonetics and Spoken English	T	4	1	0	4
3	BAE17R206(S EC-2)	<b>1.Translation Studies</b>	T	4	1	0	4
4	BAE17R206A( SEC-2)	2. Advertisements and Mass Communication	T	4	1	0	4
5	BAE17R301(S EC-3)	<b>1.Technical Writing</b>	T	4	1	0	4
6	BAE17R301A( SEC-3)	2. Spoken english	T	4	1	0	4
7	BAE17R305(S EC-4)	<b>1.Business Writing</b>	T	4	1	0	4
8	BAE17R305A( SEC-4)	2. Basics of Journalism	T	4	1	0	4

### Generic Elective(GE)Course

S.No No.	Code No	Course Name	Course Type	L	T	P	C
1	BAE 304 GE-1	<b>1.Gender and Human Rights</b>	T	4	1	0	6
2	BAE 304A GE-1	2. Literature by Women	T	4	1	0	6
3	BAE 308 GE-2	<b>1.Cultural Diversity</b>	T	4	1	0	6
4	BAE 308A GE-2	2. Film Appreciation	T	4	1	0	6

<b>BAE17R111 - ENGLISH</b> <b>Poetry, Short Stories, Fiction, Grammar, Composition and Vocabulary</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
	<b>4</b>	<b>1</b>	<b>0</b>	<b>6</b>
<b>Pre-requisite:</b> NIL		<b>Course Category:</b> Program Core		
<b>Course Type:</b> Theory				

**Course Objective(s):**

The course aims to help the students achieve fluency and accuracy in English

**Course Outcome(s):**

After completing this course, the student will be able to:

- CO1** To introduce World renowned poets to students.
- CO2** To make them understand the nuances of Short stories.
- CO3** To acquaint students with the writings of Nobel laureates.
- CO4** To excel in Grammar.
- CO5** To excel in Composition.

**Mapping of Course Outcome(s):**

<b>CO / PO</b>	<b>PO</b>											
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>CO1</b>	H											
<b>CO2</b>						M						
<b>CO3</b>							M					
<b>CO4</b>			L									
<b>CO5</b>								M				

**Unit – I– Poetry**

**(12 Hours)**

- Nissim Ezekiel – Night of the scorpion
- Robert Frost – Road Not Taken
- Percy Bysshe Shelley – Ode to the West Wind

**Unit – II – Short Stories**

**(12 Hours)**

- Jesse Owens - My Greatest Olympic Prize
- R.K.Narayan – An Astrologer’s Day
- Stephen Leacock – My Financial Career

**Unit – III– Fiction**

**(12 Hours)**

- Ernest Hemingway – The Old man and the Sea

**Unit – IV– Grammar**

**(12 Hours)**

- a. Tenses
- b. Nouns – Countable and Uncountable
- c. Kinds of Sentences

- d. Articles
- e. Prepositions

## **Unit – V – Composition and Vocabulary**

**(12 Hours)**

### **1. Composition**

- a. Letter Writing (Formal and Informal)
- b. Curriculum Vitae
- c. Situational Conversation

### **2. Vocabulary**

#### **One Word Substitutes:**

alimony, amateur, amnesty, anaesthesia, anarchist, anatomy, anonymous, archive, atheist, autobiography, cannibal, carcinogen, cardiologist, carnivorous, centenarian, contemporary, connoisseur, cosmopolitan, crew, detective, (21 – 40) emigrant, epitaph, extempore, fauna, feminist, fleet, flora, forgery, gymnasium, gynaecologist, herbivorous, hypocrisy, incorrigible, kleptomania, lexicographer, manuscript, mercenary, misanthrope, mortuary, novice, (41 – 60) obituary, omniscient, ophthalmologist, optimist, omnipotent, orphan, panacea, parasite, pedestrian, pessimist, philanthropy, philatelist, polygamy, posthumous, post-mortem, secular, somnambulist, theology, unanimous, utopia.

#### **Text Book:**

Sadanand Kamalesh. & Punitha, Susheela. **Spoken English: A Foundation Course.** Part 2  
Orient Black Swan, New Delhi, 2011

#### **Reference:**

Taylor, Grant. **English Conversational Practice.** New Delhi. Tata McGraw- Hill, 1975



<b>BAE17R101 - Individual and Society – I</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
	<b>4</b>	<b>1</b>	<b>0</b>	<b>6</b>
<b>Pre-requisite:</b> NIL		<b>Course Category:</b> Program Core		
		<b>Course Type:</b> Theory		

**Course Objective(s):**

The course aims to help the students in understanding the society and the importance of living in harmony with People.

**Course Outcome(s):**

After completing this course, the student will be able to:

- CO1:** To introduce Prose writers of India.
- CO2:** To make them understand the nuances of Poetry of the Marginalized.
- CO3:** To acquaint students with the writings of Commonwealth Writers.
- CO4:** To excel in Commonwealth Poetry.
- CO5:** To excel in Commonwealth Prose.

**Mapping of Course Outcome(s):**

CO / PO	PO											
	1	2	3	4	5	6	7	8	9	10	11	12
<b>CO1:</b>	H											
<b>CO2:</b>		M										
<b>CO3:</b>			L									
<b>CO4:</b>					H							
<b>CO5:</b>							M					

**Unit – I Prose (12 Hours)**

**Prem Chand** - **Deliverance**  
**Jotirao Phule** - **Caste Laws**  
**Omprakash Valmiki** - **Joothan**

**Unit – II Poetry (12 Hours)**

**Hira Bansode** - **Bosom Friend**  
**Jamaica Kincaid** - **Girl**  
**Marge Piercy** - **Breaking Out**

**Unit – III Prose (12 Hours)**

**Virginia Woolf** - **Shakespeare’s Sister**  
**Rabindranath Tagore** - **The Exercise Book**  
**Ismat Chughtai** - **Kallu**

**Unit – IV - Poetry (12 Hours)**

**W.B. Yeats** - **A Prayer for my Daughter**  
**Eunice De Souza** - **Marriages are Made**  
**Margaret Atwood** - **Reincarnation of Captain Cook**

**Unit – V – Prose**

**(12 Hours)**

<b>Ambai</b>	-	<b>The Yellow Fish</b>
<b>Roger Mais</b>	-	<b>Black Out</b>
<b>Nadine Gordimer</b>	-	<b>Jump</b>

**Text Book:**

1. The Individual and Society: Essays, Stories and Poems. **(Pearson/ Longman 2005).**

**Reference:**

1. The Individual and Society: Essays, Stories and Poems. **(Pearson/ Longman 2005).**

<b>BAE17R102 - Individual and Society – II</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
	<b>4</b>	<b>1</b>	<b>0</b>	<b>6</b>
<b>Pre-requisite:</b> NIL		<b>Course Category:</b> Program Core		
		<b>Course Type:</b> Theory		

**Course Objective(s):**

The course aims to help the students in understanding the society and the importance of living in harmony with People.

**Course Outcome(s):**

After completing this course, the student will be able to:

- CO1:** To introduce Prose writers of India.
- CO2:** To make them understand the nuances of Poetry of the Marginalized.
- CO3:** To acquaint students with the writings of Commonwealth Writers.
- CO4:** To excel in Commonwealth Poetry.
- CO5:** To excel in Commonwealth Prose.

**Mapping of Course Outcome(s):**

CO / PO	PO											
	1	2	3	4	5	6	7	8	9	10	11	12
<b>CO1:</b>	H											
<b>CO2:</b>		M										
<b>CO3:</b>				L								
<b>CO4:</b>					M							
<b>CO5:</b>							L					

**Unit – I Poetry (12 Hours)**

- A.K. Ramanujam - **The Highway Stripper**
- Wole Soyinka - **Telephone Conversation**
- Maya Angelou - **Still I Rise**

**Unit – II Prose (12 Hours)**

- Siegfried Sassoon - **Return from the Somme**
- Imtiaz Husain - **A Chronicle of the Peacocks**
- Roland Barthes - **Toys**

**Unit – III Poetry (12 Hours)**

- Langston Hughes - **Harlem**
- Wilfred Owen - **Dulce Et Decorum Est**
- Edna St. Vincent Milley - **Conscientious Objector**

**Unit – IV Prose (12 Hours)**

- Bibhas Sen - **Zero - Sum Game**
- Naomi Klein - **The Brand Expands**

Manto - **The Dog at Tetwal**

**Unit – V – Poetry** (12 Hours)

Henry Reed - **Naming of Parts**

C.B. Divakaruni - **Indian Movie, New Jersey**

E.K. Brathwaite - **Colombe**

**Text Book:**

1. The Individual and Society: Essays, Stories and Poems. (**Pearson/ Longman 2005**).

**Reference:**

- 1) The Individual and Society: Essays, Stories and Poems. (*Pearson/ Longman 2005*).

<b>CHY17R103– Environmental Studies</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
	<b>4</b>	<b>1</b>	<b>0</b>	<b>2</b>
<b>Pre-requisite:</b> NIL		<b>Course Category:</b> AECC		
		<b>Course Type:</b> Theory		

**Course Objective(s):**

This paper is to apprise the students of the various stages in the growth of the English language and to teach them the fundamentals of phonetics and the basics of the traditional, structural and generative grammar.

**Course Outcome(s):**

After completing this course, the student will be able to:

- CO1:** Know various natural resources available for man
- CO2:** Understand the Ecosystems
- CO3:** Understand Biodiversity and threats to it
- CO4:** Learn the reasons for Environmental Pollution
- CO5:** Protect Environment with Environment ethics as guidelines

**Mapping of Course Outcome(s):**

CO / PO	PO											
	1	2	3	4	5	6	7	8	9	10	11	12
<b>CO1:</b>	H											
<b>CO2:</b>		H										
<b>CO3:</b>				L								
<b>CO4:</b>						L						
<b>CO5:</b>								L				

**Unit I**

**(12 Hours)**

**The Multidisciplinary nature of Environmental Studies**

Definition, Need for public awareness, Renewable and non-renewable resources, Natural resources and associated problems, Forest resources, Water resources, Mineral resources, Food resources, energy resources, Land resources, Role of an individual in conserving natural resources, Equitable use of resources for sustainable lifestyles

**Unit II**

**(12 Hours)**

Ecosystems, Concept of an Ecosystem, Structure and function of an eco system, Producers, consumers, and decomposers, energy flow in the Ecosystem, food chains, Food webs, and Ecological Pyramids, Forest Ecosystems, Grassland Ecosystems, Desert Ecosystems, Desert Ecosystems, Aquatic Ecosystems—ponds, streams, lakes, rivers, oceans and estuaries

**Unit III**

**(12 Hours)**

Biodiversity and its Conservation—Definition, 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-biodiversity nation, Hotspots

of biodiversity, Threats to biodiversity—Habitat loss, poaching of wild life, man-wildlife conflicts, endangered and endemic species of India, Conservation of biodiversity

**Unit IV** **(12 Hours)**

Environmental Pollution—Definition, Causes, effects and control measures of Air pollution, Water pollution, Soil pollution, Marine pollution, Noise pollution, Thermal pollution, 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, earthquakes, cyclones and landslides.

**Unit V** **(12 Hours)**

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

**Text Book:**

1. Bharucha Erach. Textbook of Environmental Studies. Hyderabad: Orient Black Swan, 2013.

**Reference:**

1. Bharucha Erach. Textbook of Environmental Studies. Hyderabad: Orient Black Swan, 2013.







<b>BAE17R104-Modern Indian Literature in English - I</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
	<b>4</b>	<b>1</b>	<b>0</b>	<b>6</b>
<b>Pre-requisite:</b> NIL		<b>Course Category:</b> Program Core		
		<b>Course Type:</b> Theory		

**Course Objective(s):**

This paper has selections from literatures produced in Indian society. There being a separate paper on prose writers as well as fiction writers have been excluded from this paper. It is hoped that students will find the familiarity they gain about different writers from different societies a refreshing experience.

**Course Outcome(s):**

After completing this course, the student will be able to:

- CO1:** To help the learner to know Indian literature.
- CO2:** To help the learner to identify the themes of Indian literature.
- CO3:** To introduce the student to variant of Indian Poetry and Short stories.
- CO4:** To make student move toward selected texts for their literary value and cultural consequence.
- CO5:** To enable him to approach some texts form a cross cultural perspective.

**Mapping of Course Outcome(s):**

CO / PO	PO											
	1	2	3	4	5	6	7	8	9	10	11	12
CO1	H											
CO2		M										
CO3			L									
CO4					H							
CO5								L				

**SYLLABUS**

**UNIT – I - POETRY**

**(12 Hours)**

- Sarojini Naidu – Indian weavers, The Milk Maid Song
- SriAurobindo – The Stone Goddess
- Nissin Ezekiel – Enterprise
- A. K. Ramanujam – Love Poem for a Wife

**UNIT – II - POETRY****(12 Hours)**

Toru Dutt	- Our Casuarina Tree
Parthasarathy	- Exile
Kamala Dass	- The Freaks
Arun Kolatkar	- The railway Station

**UNIT – III - POETRY****(12 Hours)**

Subramania Bharathi	– Kannan My Father
Jayanth Mahapatra	– Dawn at Puri
Vikram Seth	– Departure Lounge
Prem Chand	– The Holy Panchayath

**UNIT – IV –SHORT STORY****(12 Hours)**

R. K. Narayan	– The Martyr’s Corner (From Malgudi Days)
Salman Rushdie	– Good Advice is rather than Rabies

**UNIT – V –SHORT STORY****(12 Hours)**

Rabindranath Tagore	– The Post Master
Chitra Banerjee Divakarunai	– Golden Roofs
Shashi desh Pandae	– Masks & Disguises

**Text book:**

1. Language through Literature (forthcoming) ed.Dr.Gauri Mishra, Dr.Ranjana Kaul, Dr.Brat Biswas.

**Reference:**

2. Language through Literature (forthcoming) ed.Dr.Gauri Mishra, Dr.Ranjana Kaul, Dr.Brat Biswas.

<b>BAE17R105 - Modern Indian Literature in</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
<b>English- II</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>6</b>
<b>Pre-requisite:</b> NIL		<b>Course Category:</b> Program Core <b>Course Type:</b> Theory		

**Course Objective(s):**

This paper has selections from literatures produced in Indian society. There being a separate paper on prose writers as well as fiction writers have been excluded from this paper. It is hoped that students will find the familiarity they gain about different writers from different societies a refreshing experience.

**Course Outcome(s):**

After completing this course, the student will be able to:

- CO1:** To help the learner to know Indian literature.
- CO2:** To help the learner to identify the themes of Indian literature.
- CO3:** To introduce the student to variant of Indian Fiction and Plays.
- CO4:** To make student move toward selected texts for their literary value and cultural consequence.
- CO6:** To enable him to approach some texts form a cross cultural perspective.

**Mapping of Course Outcome(s):**

CO / PO	PO											
	1	2	3	4	5	6	7	8	9	10	11	12
<b>CO1:</b>	H											
<b>CO2:</b>		M										
<b>CO3:</b>				L								
<b>CO4:</b>			M									
<b>CO5:</b>							L					

## **SYLLABUS**

<b>UNIT I – FICTION</b> R. K. Narayanan	– Swami and Friends	<b>(12 Hours)</b>
<b>UNIT II - FICTION</b> Arundhati Roy	– The God of Small Things	<b>(12 Hours)</b>
<b>UNIT III – FICTION</b> Arvind Adiga	– The White Tiger	<b>(12 Hours)</b>
<b>UNIT IV – PLAYS</b> Vijay Tendulkar	- Kanyadan	<b>(12 Hours)</b>
<b>UNIT V – PLAYS</b> Manjula Padmanaban	- Harvest.	<b>(12 Hours)</b>

### **Text book:**

1. Language through Literature (forthcoming) ed. Dr. Gauri Mishra, Dr. Ranjana Kaul, Dr. Brat Biswas.

### **Reference:**

1. Language through Literature (forthcoming) ed. Dr. Gauri Mishra, Dr. Ranjana Kaul, Dr. Brat Biswas.

<b>BAE17R106 –COMMUNICATIVE ENGLISH (COMMON TO ALL BRANCHES)</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
	<b>4</b>	<b>1</b>	<b>0</b>	<b>2</b>
<b>Pre-requisite:</b> NIL		<b>Course Category:</b> AECC <b>Course Type:</b> Theory		

**Course Objective(s):**

The purpose of this course is to introduce students to the theory, fundamentals and tools of communication and to develop in them vital communication skills which should be integral to personal, social and professional interactions. One of the critical links among human beings and an important thread that binds society together is the ability to share thoughts, emotions and ideas through various means of communication: both verbal and non-verbal. In the context of rapid globalization and increasing recognition of social and cultural pluralities, the significance of clear and effective communication has substantially enhanced.

**Course Outcome(s):**

After completing this course, the student will be able to:

- CO1:** The present course hopes to address some of these aspects through an interactive mode of teaching-learning processes and by focusing on various dimensions of communication skills
- CO2:** Language of communication, various speaking skills such as personal communication, social interactions and communication in professional situations such as interviews, group discussions and office environments, important reading skills as well as writing skills such as report writing, note-taking etc.
- CO3:** While, to an extent, the art of communication is natural to all living beings, in today's world of complexities, it has also acquired some elements of science. It is hoped that after studying this course, students will find a difference in their personal and professional interactions.
- CO4:** The recommended readings given at the end are only suggestive; the students and teachers have the freedom to consult other materials on various units/topics given below
- CO5:** Similarly, the questions in the examination will be aimed towards assessing the skills learnt by the students rather than the textual content of the recommended books.

**Mapping of Course Outcome(s):**

CO / PO	PO											
	1	2	3	4	5	6	7	8	9	10	11	12

<b>CO1:</b>	H											
<b>CO2:</b>		H										
<b>CO3:</b>			H									
<b>CO4:</b>					L							
<b>CO5:</b>								M				

## **SYLLABUS**

### **Unit - I**

**(12 Hours)**

**Introduction:** Theory of Communication, Types and modes of Communication

### **Unit - II**

**(12 Hours)**

#### **Language of Communication:**

Verbal and Non-verbal (Spoken and Written)

Personal, Social and Business

Barriers and Strategies

Intra Personal, Inter Personal and Group Communication

### **Unit - III**

**(12 Hours)**

#### **Speaking Skills:**

Monologue

Dialogue

Group Discussion

Effective Communication/Mis-Communication

Interview

Public Speech

### **Unit - IV**

**(12 Hours)**

#### **Reading and Understanding**

Cloze Reading

Comprehension

Summary Paraphrasing

Analysis and Interpretation

Translation (from Indian language to English and vice-versa)  
Literary/Knowledge Texts

**Unit – V**

**(12 Hours)**

**Writing Skills**

Documenting

Report Writing

Making notes

Letter Writing

**Text book:**

1. *Language through Literature* (forthcoming) ed. Dr. Gauri Mishra, DrRanjana Kaul, Dr Brat Biswas
2. *Fluency in English Part II* Oxford University Press, 2006

**Reference:**

- 1) *Business English*, Pearson, 2008.

<b>BAE17R213 – Prose, Poetry, Short Stories, Grammar and Composition</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
	<b>4</b>	<b>1</b>	<b>0</b>	<b>6</b>
<b>Pre-requisite:</b> NIL		<b>Course Category:</b> Program Core		
		<b>Course Type:</b> Theory		

**Course Objective(s):**

The course aims to help the students achieve fluency and accuracy in English.

**Course Outcome(s):**

After completing this course, the student will be able to:

- CO1:** To introduce World renowned prose writers to students.
- CO2:** To introduce World renowned poets to student
- CO3:** To make them understand the nuances of Short stories.
- CO4:** To excel in Grammar.
- CO5:** To excel in Composition.

**Mapping of Course Outcome(s):**

<b>CO / PO</b>	<b>PO</b>											
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>CO1:</b>	H											
<b>CO2:</b>		L										
<b>CO3:</b>			M									
<b>CO4:</b>						L						
<b>CO5:</b>					M							

**SYLLABUS**

**Unit I – Prose**

**(12 Hours)**

V.S.Srinivasa Sastri - Mahatma Gandhi

John Frazer - Mother Teresa

R.N.Roy - Martin Luther King

**Unit II – Poetry**

**(12 Hours)**

Sri Aurobindo – The Tiger and the Deer

Gabriel Okara – Once Upon a Time

Robert Frost – Stopping By Woods on a Snowy Evening

**Unit III – Short Stories**

**(12 Hours)**

Anton Chekhov – The Lottery Ticket

Oscar Wilde – The Selfish Giant

O.Henry – The Last Leaf

**Unit IV – Grammar**

**(12 Hours)**



- a) Modals
- b) Introductory 'it',
- c) Introductory 'there'
- d) Questions
- e) Infinitive forms

**Unit V – Composition**

**(12 Hours)**

**Précis Writing**

- a) Email
- b) Advertisement
- c) Notices, Agenda, Minutes
- d) Jumbled Sentences

**Text book:**

1. David Green: Contemporary English Grammar, Structures and Composition, Chennai: Macmillan, 1971

**Reference:**

1. Meenakshi Raman & Sangeeta Sharma, Technical Communication: Principle and Practice. New Delhi: OUP, 2011.

<b>BAE17R201 - British Literature - I</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
	<b>4</b>	<b>1</b>	<b>0</b>	<b>6</b>
<b>Pre-requisite:</b> NIL		<b>Course Category:</b> Program Core		
		<b>Course Type:</b> Theory		

**Course Objective(s):**

This paper is the first in the series of papers dealing with British literature. It introduces the student to writers of the Elizabethan period other than Shakespeare. The selection from *Chaucer's Canterbury Tales*, though in modern English, gives the student a feel of the writings of the "Father of English Poetry"

**Course Outcome(s):**

After completing this course, the student will be able to:

- CO1:** Understand the Works of Pre Elizabethan Age
- CO2:** Study about the poetic form in Elizabethan age.
- CO3:** Identify themes in Drama
- CO4:** Analyze the tragic and comic and other genre plays
- CO5:** Compare the literary works between the Pre – Elizabethan and Elizabethan age.

**Mapping of Course Outcome(s):**

CO / PO	PO											
	1	2	3	4	5	6	7	8	9	10	11	12
CO1	H											
CO2		L										
CO3			M									
CO4					L							
CO5							L					

**SYLLABUS**

**Unit I - Poetry (12 Hours)**

Chaucer – Nun's Priest's Tale

**Unit II - Poetry: (12 Hours)**

Edmund Spenser – "Prothalamion"& "Epithalamion"

**Unit III - Drama (12 Hours)**

Christopher Marlowe - Dr. Faustus

**Unit IV - Drama (12 Hours)**

Dekker -The Shoemaker's Holiday

**Unit V - Prose (12 Hours)**

Francis Bacon - Essays

**Of Truth, Of Nature in Man, Of Counsel**

**Text book:**

1. English Verse. Vol 1. Chosen and arranged by W. Peacock. London: Oxford University Press, 1963.

**Reference:**

- 1) Marlowe, Christopher. Doctor Faustus. With the English Faust Book. UK: Paper Back. rev.ed.
- 2) Bacon, Francis. **The Essays**. Ed. John Pitcher. UK: Paper Back. rev.ed.
- 3) Dekker, Thomas. **The Shoemakers Holiday**. UK: Paper Back, rev.ed.

<b>BAE17R202 - British Literature - II</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
	<b>4</b>	<b>1</b>	<b>0</b>	<b>6</b>
<b>Pre-requisite:</b> NIL		<b>Course Category:</b> Program Core		
		<b>Course Type:</b> Theory		

**Course Objective(s):**

This course gives an opportunity to understand the history of English literature in seventeenth century. This paper is the second in the series of papers dealing with British literature. It introduces the student to the leading authors of this period and their works.

**Course Outcome(s):**

After completing this course, the student will be able to:

- CO1:** Appreciate the Poetry of the 17<sup>th</sup> century.
- CO2:** Know the difference between Elizabethan poetry and Metaphysical poetry.
- CO3:** Understand Comedy of Humour.
- CO4:** Get an idea of early prose writings.
- CO5:** Learn the literary merits of Biblical compositions.

**Mapping of Course Outcome(s):**

CO / PO	PO											
	1	2	3	4	5	6	7	8	9	10	11	12
<b>CO1:</b>	H											
<b>CO2:</b>			M									
<b>CO3:</b>				L								
<b>CO4:</b>					M							
<b>CO5:</b>								L				

**SYLLABUS**

**Unit I - Poetry** (12 Hours)

Milton John - Lycidas

**Unit II - Poetry** (12 Hours)

John Donne - The Extasie,

Herbert - The Pilgrimage, The Collar

Andrew Marvel - To His Coy Mistress

**Unit III - Dram (12 Hours)**

Ben Jonson - Every Man in His Humour

**Unit IV - Prose (12 Hours)**

Thomas Moore - Utopia

**Unit V - Prose (12 Hours)**

The Gospel according to St. Mark (Kings James Version)

**Text book:**

1. Ben Jonson, **Every Man in His Humour**. Oxford university press, 1936.

**Reference:**

1. Ben Jonson, **Every Man in His Humour**. Oxford university press, 1936.

<b>BAE17R203 - Creative writing, Book and Media reviews</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
	<b>4</b>	<b>1</b>	<b>0</b>	<b>4</b>
<b>Pre-requisite:</b> NIL		<b>Course Category:</b> Elective, SEC		
		<b>Course Type:</b> Theory		

**Course Objective(s):**

The aim of this paper is to inculcate the skills of creative writing in Students.

**Course Outcome(s):**

- CO1:** After To instruct the art of creative writing
- CO2:** To enhance craftsmanship
- CO3:** To familiarize them with various modes of writing
- CO4:** To make them understand the Subtleties of Media.
- CO5:** To give a fair idea of Publication.

**Mapping of Course Outcome(s):**

CO / PO	PO											
	1	2	3	4	5	6	7	8	9	10	11	12
<b>CO1:</b>	H											
<b>CO2:</b>		M										
<b>CO3:</b>			L									
<b>CO4:</b>						M						
<b>CO5:</b>							L					

**SYLLABUS**

**Unit 1:** (12 Hours)

What is Creative Writing-Writing poems- short stories, novels

**Unit 2:** (12 Hours)

The Art and Craft of Writing-Structure-Classic Models

**Unit 3:** (12 Hours)

Modes of creative Writing-Personal- Impersonal

**Unit 4:** (12 Hours)

Writing for the Media-Articles-Write ups-commentaries

**Unit 5:** (12 Hours)

Preparing for Publication-Revising and Editing

**Text book:**

1. Creative writing: A Beginner's Manual by Anjana Neira Dev and Others, Published

by Pearson, Delhi, 2009.

**Reference:**

1. Creative writing: A Beginner's Manual by Anjana Neira Dev and Others, Published by Pearson, Delhi, 2009.





சாஹித்யம், மறைமலையபகா

தொ - {-நாடகங்களில் வகைகா உரைநடை வளம்சரி- தனித்தமிழ்

இயக்கா- ஹிய நாராயண சாஹித்யம்-மறைமலையபகா

தொ - {-நாடகங்களில் வகைகா ட - கவிதை-

படைப்பாளிகா-வானபாபு பத்ய இயக்கா-எழ - பத்ய

இலக்கிய இதிகா-சிறுதை வளம்சரி-ட - மைப்பித்தை பத்ய

படைப்பாளிகா- மணிமகாப காலா-நாவா வளம்சரி(புதா கை

நாவாகா) நாவா வகைகா-

ஹை - கவிதை-செகா ட ஹியேயா கவிதைகா

- p-4 (12 Hours)

ஹசிகா (ட - கவிதை தொழி

- p-5 (12 Hours)

அப்படை இலக்கணா - செகா வகைகா

(பெய. வினை, இடை, உரிசெகா ட கா- இலக்கணா-வகைகா

பாட பா :

1. தமிழ் இலக்கிய வரலாறு

பனைவன் ச. வே. & பரிமணியக, மணிவாசக பதிப்பகா, ஏழாா பதிப்பு :

செட்டாய், 2010, 31, சிபக தொ, பாா பனை, செகனை-600 108

2. நக - அ-சொலதிகாரா, பனைவன் & அழகசக உரை,

& தக பதிப்பகா, - - -

3. ஹசிகா, மீரா, கௌரா பதிப்பகா, செகனை.

<b>BAE17R204– Literature of Contemporary writers – I</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
	<b>4</b>	<b>1</b>	<b>0</b>	<b>6</b>
<b>Pre-requisite:</b> NIL		<b>Course Category:</b> Program Core		
		<b>Course Type:</b> Theory		

**Course Objective(s):**

The course aims to acquaint students with representative contemporary Prose and Poetry, offering a multi-cultural perspective by authors who come from different national, cultural and ethnic backgrounds.

**Course Outcome(s):**

- CO1:** The socio-historical context of the development of the pre-colonial, colonial and post-colonial eras.
- CO2:** To understand and be able to write about literary works through a contemporary view.
- CO3:** To make them understand the Subtleties of Media.
- CO4:** To acquaint students with the important features of Contemporary Poetry.
- CO5:** To give a fair idea of Publication.

**Mapping of Course Outcome(s):**

<b>CO / PO</b>	<b>PO</b>											
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>CO1:</b>	H											
<b>CO2:</b>		M										
<b>CO3:</b>				L								
<b>CO4:</b>						M						
<b>CO5:</b>								L				

**SYLLABUS:**

**UNIT I - Poetry-I**

**(12 Hours)**

A.D.Hope : The Death of a Bird, Standardization  
Gabriel Okara : Once Upon a Time, The Mystic Drum  
Sylvia Plath : Spider

**UNIT II - Poetry-II**

**(12 Hours)**

Pablo Neruda : The Way Spain Was, The Discoverers of Chile  
Margaret Atwood : This is a Photograph of Me, The Animals in That  
Country  
Derek Walcott : The Sea is History

**UNIT III - Prose-I**

**(12 Hours)**

E.V.Lucas : On Finding Things  
Ruskin Bond : The Kite Maker

**UNIT IV - Prose-II**

**(12 Hours)**

Vladimir Nabokov : Signs and Symbols

**UNIT V – Short Story**

**(12 Hours)**

C.P.Cavafy : In Broad Daylight  
Ilka Papp Zakor : Caviar

**Reference Works:**

1. Niyi Osundare : The Eye of the Earth (Poems); Heinemann Frontline Series, Heinemann Educational Books, Nigeria Limited, Ibadan, 1986.
2. Fraser, G.S. The Modern Writer and His World, 1964.
3. Holbrook, D. Lost Bearings in English Poetry, 1977.
4. Any Poetry Anthology containing the recommended poems.

<b>BAE17R205 – Literature of Contemporary</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
<b>Writers – II</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>6</b>
<b>Pre-requisite:</b> NIL		<b>Course Category:</b> Program Core		
		<b>Course Type:</b> Theory		

**Course Objective(s):**

The course aims to acquaint students with representative contemporary fiction and plays, offering a multi-cultural perspective by authors who come from different national, cultural and ethnic backgrounds.

**Course Outcome(s):**

- CO1** To equip them for research in interdisciplinary areas such as tribal, diasporic, cultural, historical and anthropological fields.
- CO2** To familiarize students with the significant works produced by contemporary writers.
- CO3** To inform the student and situate him/her within the area of contemporary writing in English.
- CO4** To encourage the debate regarding India’s cross cultural identity and to address issues related to the intellectual tradition associated with English studies.
- CO5** To evolve new critical practices and indigenous critical discourse.

**Mapping of Course Outcome(s):**

CO / PO	PO											
	1	2	3	4	5	6	7	8	9	10	11	12
<b>CO1:</b>	H											
<b>CO2:</b>		L										
<b>CO3:</b>				M								
<b>CO4:</b>						H						
<b>CO5:</b>								L				

**SYLLABUS:**

**UNIT I – Fiction-I (12 Hours)**

Henning Mankel : The Shadow Girls

**UNIT II - Fiction-II (12 Hours)**

Cedric Mount : The Never-Never Nest

**UNIT III –Fiction-III (12 Hours)**

Mavis Gallant : Fairly Good Time

**(12 Hours)**

**UNIT IV –Play-I**

Moliere : The Doctor in spite of Himself

**UNIT V – Play-II (12 Hours)**

Lorraine Hansberry : A Raisin in the Sun

**Text book:**

1. Levenson, Michael, ed. The Cambridge Companion to Modernism. (1999), 2003.
2. Butterworth, Stephen, Black Autobiography in America, Amherst Univ. Press, 1974.

**Reference:**

1. Boehmer, Elleke. Colonial & Postcolonial Literature (1995). New Delhi: OUP, 2006.

<b>BAE17R206 – Translation Studies</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
	<b>4</b>	<b>1</b>	<b>0</b>	<b>4</b>
<b>Pre-requisite:</b> NIL		<b>Course Category:</b> Elective SEC II <b>Course Type:</b> Theory		

**Course Objective(s):**

The purpose of the paper is to introduce translation as a creative activity involving language and culture. It imparts to the student a sound knowledge of the theories of translation and their practical application.

**Course Outcome(s):**

- CO1: Understand the History of Translation.
- CO2: Know the issues cropped up in Translation.
- CO3: Learn the early Translation of the Bible
- CO4: Get a general idea about Translation of Tamil classics
- CO5: Read and enjoy translated Malayalam classics

**Mapping of Course Outcome(s):**

<b>CO / PO</b>	<b>PO</b>											
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>CO1:</b>	H											
<b>CO2:</b>		L										
<b>CO3:</b>				M								
<b>CO4:</b>					H							

CO5:							L					
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**SYLLABUS:**

**Unit I (12 Hours)**

Definitions – The role of the Translator – History of Translation – Theory of Translation

**Unit II (12 Hours)**

Techniques of Translation -- Problems Involved in Translation – Procedure -- Language -- Translation of Texts: Prose, Poetry and Drama

**Unit III (12 Hours)**

The Bible in Translation - The Book of Proverbs (Chapters I – III)

**Unit IV (12 Hours)**

The Thirukkural in Translation - Arathupal (Chapters I – V)

**Unit V (12 Hours)**

Novel in Translation – Chemmeen

**Text book(s):**

- 1) The Holy Bible – King James Version
- 2) The Thirukkural: Translated by G.U.Pope

**Reference(s):**

1. Pillai, Thakazhi Sivasankara. Chemmeen. Trans. Narayana Menon. Bombay: Jaico Publications, 1968.
2. Weissbort, Daniel. and Eysteinnsson, Astradur .Ed. Translation - Theory and Practice. OUP. 2006

<b>BAE17R301 – Technical Writing</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
	<b>4</b>	<b>1</b>	<b>0</b>	<b>4</b>
<b>Pre-requisite:</b> NIL		<b>Course Category:</b> Elective SEC III		
		<b>Course Type:</b> Theory		

**Course Objective(s):**

This course gives an opportunity to engineering pursuing Technical students to instill confidence in them with providing the necessary communicative components that they could interact with one another freely breaking the mother tongue barrier.

**Course Outcome(s):**

- CO1: Learn to speak good English covering their day to day activities
- CO2: Understand the importance of Listening in order to communicate well.
- CO3: Make Situational Dialogues on emerging multiple situations
- CO4: Learn the importance of Reading aloud Newspapers and other Texts
- CO5: Compose effective error free composition

**Mapping of Course Outcome(s):**

CO / PO	PO											
	1	2	3	4	5	6	7	8	9	10	11	12
CO1:	H											
CO2:		M										
CO3:			L									
CO4:							L					
CO5:						H						

**SYLLABUS:**

**Unit I** (12 Hours)  
Communication: Language and communication, differences between speech and writing.

**Unit II** (12 Hours)  
Distinct features of speech, distinct features of writing.

**Unit III** (12 Hours)  
Writing Skills; Selection of topic, thesis statement, developing the thesis introductory, developmental, transitional and concluding paragraphs

**Unit – IV** (12 Hours)  
Linguistic unity, coherence and cohesion, descriptive, narrative, expository and argumentative writing.

**Unit – V** (12 Hours)  
Technical Writing: Scientific and technical subjects; formal and informal writings; formal



writings/reports, handbooks, manuals, letters, memorandum, notices, agenda, minutes;  
common errors to be avoided.

**Text book:**

- 1) M. Frank. *Writing as thinking: A guided process approach, Englewood Cliffs,*  
Prentice Hall Regents.

**Reference:**

- 1) M. Frank. *Writing as thinking: A guided process approach, Englewood Cliffs,*  
Prentice Hall Regents.

<b>BAE17R302– Soft Skills – I</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
	<b>4</b>	<b>1</b>	<b>0</b>	<b>6</b>
<b>Pre-requisite:</b> NIL	<b>Course Category:</b> Elective DSE I			
	<b>Course Type:</b> Theory			

**Course Objective(s):**

The aim of the paper is to make the students understand the importance of EQ & IQ

**Course Outcome(s):**

CO1:To develop inter personal Skills.

CO2:To nurture one’s emotional Quotience.

CO3:To make complete personalities.

CO4: To create self-dependence.

CO5: To understand teamwork.

**Mapping of Course Outcome(s):**

CO / PO	PO											
	1	2	3	4	5	6	7	8	9	10	11	12
<b>CO1:</b>	H											
<b>CO2:</b>		M										
<b>CO3:</b>				L								
<b>CO4:</b>						M						
<b>CO5:</b>								L				

**SYLLABUS:**

**Unit – I** (12 Hours)

Teamwork- Communication Skills – Personality Development

**Unit – II** (12 Hours)

Emotional Intelligence-habits formation- habits intersection of knowledge

**Unit – III** (12 Hours)

Adaptability-Synergies subordinate feelings to values

**Unit – IV** (12 Hours)

Leadership- The story of Steve Jobs (the CEO of Apple Corporation).

**Unit – V** (12 Hours)

Problem solving- Impart of skills to the less fortunate - Need to eradicate poverty

**Text book:**

1. Dr.Kalyana Chakravarthy and Latha Chakravarthy. *Soft Skills for Managers*. New

Delhi: Bizantra Publication, 2016.

**Reference:**

1. Rao M.S. *Soft Skills for Young Managers*. New Delhi: Bizantra Publication, 2014.

<b>BAE17R303 - Soft Skills – II</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
	<b>4</b>	<b>1</b>	<b>0</b>	<b>6</b>
<b>Pre-requisite:</b> NIL		<b>Course Category:</b> Elective DSE II		
		<b>Course Type:</b> Theory		

**Course Objective(s):**

The aim of the paper is to make the students understand the importance of EQ & IQ

**Course Outcome(s):**

- CO1: To develop inter personal Skills.
- CO2: To nurture one’s emotional Quotience.
- CO3: To make complete personalities.
- CO4: To create self-dependence.
- CO5: To understand teamwork.

**Mapping of Course Outcome(s):**

CO / PO	PO											
	1	2	3	4	5	6	7	8	9	10	11	12
CO1:	H											
CO2:		M										
CO3:			L									
CO4:				M								
CO5:							L					

**SYLLABUS:**

**UNIT I - Soft Skills & Hard Skills (12 Hours)**

What are Soft skills? – What are hard skills? — Computer and Technical literacy- Interpersonal Skills- Adaptability.

**UNIT II - Interdependence and Independence (12 Hours)**

Differentiation between interdependence and independence- Man’s life Largely interdependent-, Skill and desire- knowledge theoretical paradigm- skill how to do it?

**UNIT III - Need to be Proactive (12 Hours)**

Be proactive- Begin with the end in mind- Put first things first- Think win-win

**UNIT IV - Values versus Feelings (12 Hours)**

Successful executives – driven by values – a story of Joseph in the Old Testament-

**UNIT V - Responsibility of the Educated**

**(12 Hours)**

Skilled persons — loving nature – child care – empowering the economically disadvantaged. The story of Shiv Nadar ( CEO of HCL Technology) – Story of Anic Agarwal (CEO Vedanta Corporation)

**Text book:**

1. Dr.Kalyana Chakravarthy and Latha Chakravarthy. *Soft Skills for Managers*. New Delhi: Bizantra Publication, 2016.

**Reference:**

1. Rao M.S. *Soft Skills for Young Managers*. New Delhi: Bizantra Publication, 2014.

<b>BAE17R 304– Gender And Human Rights</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
	<b>4</b>	<b>1</b>	<b>0</b>	<b>6</b>
<b>Pre-requisite:</b> NIL		<b>Course Category:</b> Elective GE I		
		<b>Course Type:</b> Theory		

**Course Objective(s):**

This course introduces Human rights and theories of Human Rights along with their accompanying cultures, religious practices, human values in literary and holy texts and also the need to imbibe human values in one’s professional life.

**Course Outcome(s):**

- CO 1: Understand various theories of Human rights
- CO 2: Learn culture, wisdom and International relations of one’s own country
- CO 3: Understand the different issues related to Minorities, displaced persons, and asylum-seekers
- CO4: Familiarize with diverse human values and ethics in literary and holy texts
- CO5: Convince the dire need to inculcate human values in one’s professional life.

**Mapping of Course Outcome(s):**

CO / PO	PO											
	1	2	3	4	5	6	7	8	9	10	11	12
<b>CO1:</b>	H											
<b>CO2:</b>		M										
<b>CO3:</b>				L								
<b>CO4:</b>						M						
<b>CO5:</b>								L				

**SYLLABUS:**

**UNIT I - Introduction to Human Rights and Theories of Human Rights (12 Hours)**

Human Rights, Introduction, Definition, Historical Background, Bases and Sources, Idea and Ethos; The UN and its Charter, International Bill of Human Rights, Perspectives on Human Rights and Human Duties, State Responsibility in International Law, Indian Perspectives on Human Rights, UN Perceptions, Emerging Dimensions in Human Rights, Future Trends for the Third Millennium, Theories and Principles, Inter-nationalisation of Human Rights, Modern Theories of International Human Rights, Political Philosophy, Paradigms of Legal Philosophy

**UNIT II - Culture, Wisdom, Religion, International Relations and Human Rights**

**(12 Hours)**

Human Rights and Cultural Relativism, Religion and Human Rights, Theological Perspectives, Impacts of the New World Order, UN and the Challenge of Human Rights and Cultural Diversity, Global Pluralism and Diversity, Holistic Humanism, Indian Traditions and Western Imagination; Ecological Wisdom and Human Rights, Theory of International Relations, Decolonisation, Human Rights and Respect for Life, Liberty, Justice and Equity, Political Democracy, Survival of Cultures

**UNIT III - State of Human Rights in India**

**(12 Hours)**

Genesis of Human Rights in India, Human Rights in Ancient India, Human Rights in Islamic Era, Human Rights in British India, Human Rights after Independence, Right to Equality, Civil Rights, Political Rights, Rights relating to Person, Right to Privacy, Economic and Social Rights, Rights of Minorities, Rights of Suspects, Judicial Protection, Human Rights in India - A Balance Sheet, Human Rights and Refugees, Uprooted and Displaced Persons, Problems of Immigration, Asylum and Anti Foreigner Violence, The Rights of Refugees and Stateless Persons, Rights of Persons Displaced within their own Country, Refugees in the SAARC Region, Indian Position on the Legal Status of Refugees

**UNIT IV - Human Values in Literary and Holy Texts (12 Hours)**

Sources from where Values Come in, Core Values in Family, Building Values in Personal Life, Values, Morals and Ethics, Integrity, Work Ethics, Honesty, Courage, Empathy, Self-Confidence, Character, Human Values Found in Thirrukural and Naladiar, Cultural Values, Binaries of Good and Evil in the World, Solomon's Book of Proverbs, Ten Commandments of the Bible, Values Taught by The Ramayan and The Mahabharath

**UNIT V - Gender issues (12 Hours)**

Feminisms: Global and Local -Development: Gender Perspectives -Gendering Social History  
Optional Courses -Legal Terrains: Gender Concerns - Course (Thematic) - Inequalities and Exclusions: Gender Perspectives - Courses - Feminist Thought and Feminist Theory - Gender, Culture and Development: Theoretical Perspectives

**Text book:**

1. The Proverbs in the Bible
2. Shakespeare's The Four Great Tragedies (Macbeth; Hamlet; Othello; King Lear)

<b>BAE17R305– Business Writing</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
	<b>4</b>	<b>1</b>	<b>0</b>	<b>4</b>
<b>Pre-requisite: NIL</b>		<b>Course Category: Elective SECIV</b>		
		<b>Course Type: Theory</b>		

**Course Objective(s):**

The aim of this paper is to impart the skills of Business writing on students.

**Course Outcome(s):**

CO 1: Know how to write letters both personal and professional

CO 2: Understand how to compose Circulars, Notices, Memos

CO 3: Practice dynamics of Professional presentations

CO 4: Understand Body Language

CO5: Compose situational conversations

**Mapping of Course Outcome(s):**

CO / PO	PO											
	1	2	3	4	5	6	7	8	9	10	11	12
CO1:	H											
CO2:			L									
CO3:				M								
CO4:					L							
CO5:								M				

**SYLLABUS:**

**Unit – I**

**(12 Hours)**

Introduction to the essentials of Business Communication: Theory and practice. Citing references, and using bibliographical and research tools

**Unit – II**

**(12 Hours)**

Writing a project report. Writing reports on field work/visits to industries, business concerns etc. /business negotiations.

**Unit –III**

**(12 Hours)**

Summarizing annual report of companies, Writing minutes of meetings

**Unit – IV**

**(12 Hours)**

E-correspondence, Spoken English for business communication (Viva for internal assessment)

**Unit – V**

**(12 Hours)**

Presentation Skills –Making Written and Oral Presentation.



**Text books:**

1. Scot, O.; Contemporary *Business Communication*. Biztantra, New Delhi.
2. Lesikar, R.V. & Flatley, M.E.; *Basic Business Communication Skills for Empowering the Internet Generation*, Tata McGraw Hill Publishing Company Ltd. New Delhi.

**References:**

1. Ludlow, R. & Panton, F.; *The Essence of Effective Communications*, Prentice Hall Of India Pvt. Ltd., New Delhi.
2. R. C. Bhatia, *Business Communication*, Ane Books Pvt Ltd, New Delhi

<b>BAE17R306 – Academic Writing - I</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
	<b>4</b>	<b>1</b>	<b>0</b>	<b>6</b>
<b>Pre-requisite:</b> NIL		<b>Course Category:</b> Elective DSE III		
		<b>Course Type:</b> Theory		

**Course Objective(s):**

This course provides some interesting insights into what exactly constitutes academic writing.

**Course Outcome(s):**

CO 1: Gain knowledge about academic writing.

CO 2: Learn all the literary terms.

CO 3: Understand the usages of literary devices

CO 4: Appreciate literary devices in classics.

CO5: Enjoy the nuances of literary styles.

**Mapping of Course Outcome(s):**

CO / PO	PO											
	1	2	3	4	5	6	7	8	9	10	11	12
CO1:	H											
CO2:		L										
CO3:				M								
CO4:					M							
CO5:							L					

**SYLLABUS:**

**Unit I - Academic Writing and Rhetoric (12 Hours)**

Definition of Academic Writing—examples of Academic Writing—Discourse community—Rhetoric—Scope—History—As a Civic Art—As a Course of Study

**Unit II - Literary Terms (12 Hours)**

Metaphor—Clichés—Paradoxes—Equivocations—Irony –Allusion—Illusion—Literary Motifs—Point of View—Types and Definitions—Foreshadowing—types and examples—Catharsis—definition and examples—consonance –assonance—repetition

**Unit III - Allegory and Verbal Irony (12 Hours)**

Allegory—history—definition and examples—Features of allegory—Fables and parables—their difference—Aesop’s Fables--Parables in the Bible--verbal irony--Examples

**Unit IV - Symbolism and Imagery (12 Hours)**

Definitions of symbolism and imagery—objectives of using symbolism in academic writing—Byron’s “My love is like a red, red rose”—George Orwell’s Animal Farm

**Unit V - Literary Style (12 Hours)**

Components of literary style—tone and mood literary words—Literary Motifs—Narrators in

Literature—What is Point of view—types of narration—Omniscient—Limited—Objective

**Text Book:**

1. Luey, Beth (2010). **Handbook for Academic Authors**, 5th edn (Cambridge: Cambridge University Press)

**References:**

1. Canagarajah, A. Suresh. **A Geopolitics of Academic Writing**. University of Pittsburgh Press, 2002.
2. David. 'Concordancing Yourself: A Personal Exploration of Academic Writing', **Language Awareness**, Vol. 13, Issue 1,2004, pp. 49–55
3. Murray, Rowena, and Sarah Moore. **The Handbook of Academic Writing: A Fresh Approach** (Maidenhead: Open University Press), 2006
4. *Swales, J and C. Feak. Academic Writing for Graduate Students. Michigan: Michigan University Press, 2004*

<b>BAE17R307 – Academic Writing - II</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
	<b>4</b>	<b>1</b>	<b>0</b>	<b>6</b>
<b>Pre-requisite:</b> NIL		<b>Course Category:</b> Elective DSEIV		
		<b>Course Type:</b> Theory		

**Course Objective(s):**

This course takes the learner to the second stage of academic writing.

**Course Outcome(s):**

- CO 1: Plan and begin academic pre-writing.
- CO 2: Learn the Parts of Speech
- CO 3: Understand the Academic Writing Applications
- CO 4: Apply the Mechanics of Writing to compositions.
- CO5: Enjoy writing academic articles.

**Mapping of Course Outcome(s):**

CO / PO	PO											
	1	2	3	4	5	6	7	8	9	10	11	12
<b>CO1:</b>	H											
<b>CO2:</b>		L										
<b>CO3:</b>			M									
<b>CO4:</b>							M					
<b>CO5:</b>						L						

**SYLLABUS:**

**Unit I - Planning and Writing**

**(12 Hours)**

Planning and Prewriting—Vocabulary--Collaborating--Researching--Drafting

**Unit II - Parts of Speech (12 Hours)**

Parts of Speech--Parts of the Sentence--Types of Sentences--Active and Passive Voice— Simple— Complex and Compound Sentences--Editing-Reviewing--Revising--Proofreading

**Unit III - Analyzing Applications (12 Hours)**

Analyzing Assignments--Description--Narration--Exposition--Evaluation--Argumentation

**Unit IV - Mechanics of Writing (12 Hours)**

Punctuation--Commas--Semicolons--Colons--Apostrophes--Quotation Marks--Hyphens and Dashes--Parentheses--Capitalization--Common Errors--Writing Feedback--Citing Sources-- Plagiarism

**Unit V - Writing Process (12 Hours)**

Annotated Bibliography --Rhetorical Analysis--Sentence Structure--Grammar---peer review—final draft

**Text Book(s)**

1. Eastwood, John. **Oxford Practice Grammar**. New Edition. New Delhi: Oxford University Press, 2016
2. Murray, N. **Writing Essays in English Language and Linguistics**. London: Cambridge University Press, 2012

**References**

1. Bailey, S. **Academic Writing: A Handbook for International Students**. London and New York: Routledge, 2001
2. Hewings, Martin. **Advanced English Grammar**. Delhi: Cambridge University Press, 2016
3. Kortepeter, Paul. **Writing and Rhetoric Book 2: Narrative I**. Student Edition, 2013
4. **Oxford Advanced Learner’s Dictionary**. New Delhi: Oxford University Press, 2016

<b>BAE17R308 – Cultural Diversity</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
	<b>4</b>	<b>1</b>	<b>0</b>	<b>6</b>
<b>Pre-requisite:</b> NIL		<b>Course Category:</b> <b>Course Type:</b> Theory		

**Course Objective(s):**

The aim of this paper is to familiarize students with different cultures across the world.

**Course Outcome(s):**

- CO1:** To read seminal works in Post-Colonial Literature
- CO2:** To understand Oriental culture
- CO3:** To know the historical background of the Texts
- CO4:** To realize the cultural ethos of a community
- CO5:** To understand the ways of Colonizers

**Mapping of Course Outcome(s):**

CO / PO	PO											
	1	2	3	4	5	6	7	8	9	10	11	12
<b>CO1:</b>	H											
<b>CO2:</b>		H										
<b>CO3:</b>				L								
<b>CO4:</b>						M						
<b>CO5:</b>								L				

**SYLLABUS:**

**Unit – I Fiction**

Chinua Achebe

*-Things Fall Apart*

**(12 Hours)**

**Unit II Fiction**

Gabriel Garcia Marquez

*-Chronicle of a Death Foretold*

**(12 Hours)**

### Unit III Short Stories

Bessie Head - 'The Collector of Treasures' Ama Ata Aidoo 'The Girl who can'

Grace Ogot 'The Green Leaves'

(12 Hours)

### Unit – IV Poetry

(12 Hours)

Pablo Neruda 'Tonight I can Write' 'The Way Spain Was'

Derek Walcott 'A Far Cry from Africa' 'Names'

### Unit – V Poetry

(12 Hours)

David Malouf 'Revolving Days' 'Wild Lemons'

Mamang Dai 'Small Towns and the River' 'The Voice of the Mountain'

### Suggested Topics and Background Prose Readings for Class Presentations Topics

De-colonization, Globalization and Literature  
Literature and Identity Politics  
Writing for the New World Audience  
Region, Race, and Gender  
Postcolonial Literatures and Questions of Form

#### Text book:

1. Franz Fanon, 'The Negro and Language', in *Black Skin, White Masks*, tr. Charles Lam Markmann (London: Pluto Press, 2008) pp. 8–27.
2. Ngugi wa Thiong'o, 'The Language of African Literature', in *Decolonising the Mind* (London: James Curry, 1986) chap. 1, sections 4–6.

#### Reference:

1. Gabriel Garcia Marquez, the Nobel Prize Acceptance Speech, in *Gabriel Garcia Marquez: New Readings*, ed. Bernard McGuirk and Richard Cardwell (Cambridge: Cambridge University Press, 1987).

## Electives

<b>BAE17R302A – Modern English Grammar – I</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
	<b>3</b>	<b>1</b>	<b>1</b>	<b>6</b>
<b>Pre-requisite:</b> NIL		<b>Course Category:</b> Elective DSEI		
<b>Course Type:</b> Theory				

### **Course Objective(s):**

This is the first of the two grammar papers the curriculum offers. The primary goal of this course is to enhance the students' English grammar skills and help to lay a strong foundation required for developing the student's communicative skills and for his reaching levels of excellence in the study of literature.

### **Course Outcome(s):**

After completing this course, the student will be able to:

**CO6** Understand the basic concepts in English Grammar.

**CO7** Get the main idea of how to put words into sentences and frame dialogues.

**CO8** Frame simple sentences to express daily activities

**CO9** Students will use the right prepositions in their utterances.

**CO10** .Students will make effective telephonic conversations

### **Mapping of Course Outcome(s):**

CO / PO	PO											
	1	2	3	4	5	6	7	8	9	10	11	12
<b>CO6</b>	H											
<b>CO7</b>		M										
<b>CO8</b>				L								
<b>CO9</b>						M						
<b>CO10</b>								L				

### **UNIT I (12 Hours)**

Words – vocabulary – new technical words – Sentences – making conversation – Kinds of Sentences – The Declarative Sentence – The Imperative Sentence – The Interrogative Sentence – An Exclamatory Sentence – Nouns – Types of Nouns – Uncountable Nouns – Countable Nouns – Kinds of Nouns – Proper Nouns – Common Nouns – Collective Nouns – Material Nouns – Abstract Nouns – Pronouns.

### **UNIT II (12 Hours)**

Verbs – Tenses – Present – Past – Perfect – Continuous – simple Present – Present Continuous – Present Perfect – Present Perfect Continuous – Simple Past – Past Continuous – Past Perfect – Past Perfect Continuous – Exercise.

### **UNIT III (12 Hours)**

Verbs – Tenses – Future – Simple Future – Future Perfect – Future Continuous – Future Perfect Continuous – Exercise – Modal Verbs – Exercise.

### **UNIT IV (12 Hours)**

Prepositions – Kinds of Prepositions – On – Without – Within – Inside – Outside – Into – Beneath – Below – Behind – Between – In – On – At – About – Over – Under – Off – Of – For – To etc.

### **UNIT V**

**(12 Hours)**

Language Lab – Listening with Comprehension – Listening to audio – Taking notes while listening – Listening to documentaries, radio broadcasts, TV Newscasts, Pod casts – English in Conversation – To understand short conversations, short lectures, short monologues and announcements – Dialogue Writing - Telephonic Conversation. To help familiarize with Major English Accents - British Accent (BBC) – American Accent (CNN) – Indian Accent (Doordharshan, NDTV, etc). Language Focus – Articles – Prepositions – Numerical Adjectives – Group Discussion.

#### **Text book:**

1. Eastwood, John. Oxford Practice Grammar. 2<sup>nd</sup> ed. New Delhi: Oxford University Press, 1999.

#### **Reference:**

1. Hewings, Martin. Advanced English Grammar. New Delhi: Cambridge University Press, 1999.
2. Hornby, A.S. Guide to Patterns and Usage in English. 2<sup>nd</sup> ed. New Delhi: Oxford University Press, 1975



<b>BAE17R302B Literary Forms</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
	<b>4</b>	<b>1</b>	<b>0</b>	<b>6</b>
<b>Pre-requisite:</b> NIL		<b>Course Category:</b> Elective DSEI		
<b>Course Type:</b> Theory				

**Course Objective(s):**

To furnish the student with the understanding of the history of literature as it is an understanding about that various genres in which literature is created. The students need to have this knowledge before being exposed to works of literature.

**Course Outcome(s):**

After completing this course, the student will be able to:

- CO1: Understand the need and the importance to study literature
- CO2: Learn to know the difference among the different genres of poetry
- CO3: Know the difference among different genres of plays
- CO4: Understand what the dramatic Monologue means
- CO5: Appreciate reading Novels and Biographies

**Mapping of Course Outcome(s):**

CO / PO	PO											
	1	2	3	4	5	6	7	8	9	10	11	12
CO1	H											
CO2		M										
CO3				L								
CO4						M						
CO5								L				

**Unit I** (a) Why We Study Literature? (b) The Lyric (c) The Ode (d) The Sonnet **(12 Hours)**

**Unit II** (a) The Elegy (b) The Epic (c) The Ballad **(12 Hours)**

**Unit III** (a) The Satire (b) Tragedy (c) Comedy (d) Tragic -comedy **(12 Hours)**

**Unit IV** (a) The One Act Play (b) The Dramatic Monologue (c) The Essay **(12 Hours)**

**Unit V** (a) The Novel (b) The Short Story (c) Biography (d) Autobiography **(12 Hours)**

**TEXT BOOK :**

1. Prasad, B. A Background to the Study of English Literature. Madras: Macmillan, 1965.

**REFERENCE :**

1. Rees, R. J. English Literature: An Introduction for Foreign Readers .London: Macmillan Press Limited , 1978.
2. Saintsbury, George. A Short History of English Literature. New Delhi: AITBS, 2012.
3. Hudson, W.H. An Introduction to the Study of English Literature. 2<sup>nd</sup> ed. New Delhi: AITBS, 2012.

<b>BAE17R303A Modern English Grammar – II</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
	<b>3</b>	<b>1</b>	<b>1</b>	<b>6</b>
<b>Pre-requisite:</b> NIL		<b>Course Category:</b> Elective DSEII		
<b>Course Type:</b> Theory				

**Course Objective(s):**

This is the second of the two grammar papers the curriculum offers. This grammar papers help to lay a strong foundation required for developing the student’s communicative skills and for his reaching levels of excellence in the study of literature.

**Course Outcomes:**

- CO1** Understand the basic concepts in English Grammar.
- CO2** Get the main idea of how to put words into sentences and frame dialogues.
- CO3** Frame simple sentences to express daily activities
- CO4** Students will use the right prepositions in their utterances.
- CO5** .Students will make effective telephonic conversations

**Mapping of Course Outcome(s):**

<b>CO / PO</b>	<b>PO</b>											
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>CO1</b>	H											
<b>CO2</b>		M										
<b>CO3</b>				L								
<b>CO4</b>						M						
<b>CO5</b>								L				

**UNIT I**

The Infinitive and the –ing form **(12 Hours)**

**UNIT II**

Adjectives and Adverbs **(12 Hours)**

**UNIT III**

Reported Speech – Conditionals and Wish – Appendices **(12 Hours)**

**UNIT IV**

Relative Clauses – Linking Words – Appendices – Questions – Negatives and Answers – Appendices **(12 Hours)**

**UNIT V**

Language Lab **(12 Hours)**

**Text:**

1. Eastwood, John. Oxford Practice Grammar. 2<sup>nd</sup> ed: New Delhi: Oxford University Press, 1999.

**Reference:**

1. Hewings, Martin. Advanced English Grammar. New Delhi: Cambridge University Press, 1999.
2. Hornby, A.S. Guide to Patterns and Usage in English. 2<sup>nd</sup> ed. New Delhi: Oxford

University Press, 1975.

<b>BAE17R303B Social History Of England</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
	<b>4</b>	<b>1</b>	<b>0</b>	<b>6</b>
<b>Pre-requisite:</b> NIL		<b>Course Category:</b> Elective DSE II		
<b>Course Type:</b> Theory				

**Course Objective(s):**

This Course makes the students familiar with the different epochs in the history of England and the important social changes. This understanding is a prerequisite to a good understanding of British Literature

**Course Outcomes:**

**CO1:** Know the life and times of England from the 11th century down to the late 20th century

**CO2:** Have a better understanding of the social, economic and political background of England

**CO3:** Have a better understanding of the social, economic and political background of England

**CO4:** Appreciate and understand how the works of a writer were influenced by the times he / she lived in

**CO5:** Get an idea of how London Coffee- Houses became the hot spot of literary productions

**Mapping of Course Outcome(s):**

<b>CO / PO</b>	<b>PO</b>											
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>CO1</b>	H											
<b>CO2</b>		L										
<b>CO3</b>				M								
<b>CO4</b>					L							
<b>CO5</b>								H				

**UNIT I**

(a) The Renaissance; (b) The Reformation; (c) The Dissolution of the Monasteries **(12Hours)**

**UNIT II**

(a) Elizabethan Theatre; (b) The East India Company; (c) Colonial Expansion **(12 Hours)**

**UNIT III**

(a) Puritanism; (b) The Social Significance of the Civil War; **(12 Hours)**  
(c) Restoration England

**UNIT IV**

(a) The Origin and Growth of Political Parties in England (b) Coffee House Life in **(12 Hours)**

England; (c) Agrarian Revolution (12 Hours)

## **UNIT V**

(a) Humanitarian Movements; (b) The War of American Independence; (c) Effects of the French Revolution; (d) The Victorian Age **(12 Hours)**

### **Text:**

1. Xavier, A.G. **Introduction to Social History of England.** Chennai: Macmillan, 1988.

### **Reference:**

2. Trevelyan, G.M. **English Social History.** London: Cambridge Univ. Press, 1983

<b>BAE17R306A</b>	<b>Literary Criticism</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
		<b>4</b>	<b>1</b>	<b>0</b>	<b>6</b>
<b>Pre-requisite: NIL</b>		<b>Course Category: Elective DSEIII</b>			
<b>Course Type: Theory</b>					

**Course Objective(s):**

This paper (Criticism) is helps to analysis and judge the works of art. It examines the principles by which the work of art may be understood. Literary critics have made our literary experience rewarding and meaningful.

**Course Outcomes:**

**CO1:** Understand the early classical compositions of criticism

**CO2:**Analyze the criticisms of Dante and Sidney

**CO3:**Study the criticisms of Neo classical masters

**CO4:**Understand the critical tenets of Romantic and Victorian classicists.

**CO5:**Evaluate the Major criticisms of the 20<sup>th</sup> century

**Mapping of Course Outcome(s):**

<b>CO / PO</b>	<b>PO</b>											
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>CO1</b>	H											
<b>CO2</b>			M									
<b>CO3</b>				L								
<b>CO4</b>						M						
<b>CO5</b>								L				

**Unit I** The Art of Criticism; Plato; Aristotle; (12 Hours)

**Unit II** Dante; Sir Philip Sidney; Ben Jonson(12 Hours)

**Unit III** John Dryden; Alexander Pope; Dr. Johnson(12 Hours)

**Unit IV** William Wordsworth; S.T. Coleridge, Matthew Arnold; (12 Hours)

**Unit V** T.S. Eliot; I.A. Richards; F.R. Leavis(12 Hours)

**Text:**

**1. Prasad, B.An Introduction to English Criticism. Chennai: Macmillan, 1990.**

**Reference:**

**1.Prasad, B.An Introduction to English Criticism. Chennai: Macmillan, 1990.**

<b>BAE17R306B - Shakespeare</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
	<b>4</b>	<b>1</b>	<b>0</b>	<b>6</b>
<b>Pre-requisite:</b> NIL		<b>Course Category:</b> Elective DSEIII		
<b>Course Type:</b> Theory				

**Course Objective(s):**

The aim of this paper is to expose the student to the depth and range of the dramatic achievement of the Elizabethan period as exemplified in Shakespeare and to make the student appreciate the verbal felicity and thematic diversity of Shakespeare's plays

**Course Outcomes:**

**CO1:** Know about Shakespeare's Theatre and Audience

**CO2:** Know the themes of Shakespeare's Sonnets and his long poems

**CO3:** Read and enjoy Roman History plays

**CO4:** Read and enjoy major tragedies of Shakespeare

**CO5:** Read and Enjoy Tragic- comedies of Shakespeare

**Mapping of Course Outcome(s):**

<b>CO / PO</b>	<b>PO</b>											
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>CO1</b>	H											
<b>CO2</b>		L										
<b>CO3</b>			H									
<b>CO4</b>					M							
<b>CO5</b>							H					

**Unit I** Shakespeare's Life; Theatre; Audience; Classification of Plays. **(12 Hours)**

**Unit II** The Phoenix and the Turtle; Sonnets: 12, 18, 47, 91, 121 **(12 Hours)**

**Unit III** The Tempest ACT I, II **(12 Hours)**

**Unit IV** The Tempest ACT III, IV **(12 Hours)**

**Unit V** The Tempest ACT V **(12 Hours)**

**Text:**

1. Complete Works of William Shakespeare. Ed. Oxford & IBH Publishing Co. Pvt. Ltd., 2011

**Reference:**

Complete Works of William Shakespeare.Ed. Oxford & IBH Publishing Co.Pvt. Ltd., 2011

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<b>BAE17R307A – Twentieth Century Literature</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
	<b>4</b>	<b>1</b>	<b>0</b>	<b>6</b>
<b>Pre-requisite:</b> NIL		<b>Course Category:</b> Elective DSE IV		
<b>Course Type:</b> Theory				

**Course Objective(s):**

This course gives an opportunity to understand the history of English literature in Twentieth Century. This is the last of the papers on British literature and has a selection that represents the major writers of the last century. The paper introduces the student to literary trends that have helped shape the contemporary literature in English.

**Course Outcomes:**

**CO1:**Read and Enjoy Post world war Poetry

**CO2:**Get to know the merits of the British Drama

**CO3:** Learn the various themes of the Post world War Fiction

**CO4:**Enjoy reading British Short stories.

**CO5:** Learn the narrative strategies of British dramatic plays

**Mapping of Course Outcome(s):**

<b>CO / PO</b>	<b>PO</b>											
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>CO1</b>	H											
<b>CO2</b>		L										
<b>CO3</b>				M								
<b>CO4</b>					L							
<b>CO5</b>								M				

**Unit I Poetry**

W.B. Yeats                    “An Irish Airman Foresees His Death”  
D.H. Lawrence              “Song of a Man Who Has Come Through”  
Wilfred Owen                “Send Off”  
Edmund Blunden            “Report on Experience”  
John Masefield              “Spanish Waters”  
W.H. Auden                  “Look Stranger at the Island Now”

**(12 Hours)**

**Unit II Drama**

Bernard Shaw Arms and the Man

**(12 Hours)**

**Unit III**

**Novel**

Graham Greene            The Power and the Glory

(12 Hours)

**Unit IV**

**Short Story**

Oscar Wilde The Devoted Friend

Saki (H.H. Munro) The Mouse

Virginia Woolf The Duchess and the Jeweller

(12 Hours)

**Unit V One-act Plays**

Anton Chekhov A Marriage Proposal

W.St.John Tayleur Reunion

(12 Hours)

**Text:**

1. Shaw, Bernard. Arms and the Man. Chennai: Orient Black Swan, 2010
2. Graham Greene. The Power and the Glory

**Reference:**

A Book of Plays. Chennai: Orient Black Swan, 2010

<b>BAE17R307B American Literature</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
	<b>4</b>	<b>1</b>	<b>0</b>	<b>6</b>
<b>Pre-requisite:</b> NIL		<b>Course Category:</b> Elective DSEIV		
<b>Course Type:</b> Theory				

**Course Objective(s):**

American literature reflects the many religious, historical, and cultural traditions of the American people. The early writings of the Americans can be traced back to the Puritan settlers and American literature thus spreads over too long a period to be covered satisfactorily in just one paper.

**Course Outcomes:**

**CO1:** Identify and describe distinct literary characteristics of poetic forms

**CO2:** Analyze literary works for their structure and meaning

**CO3:** Identify the difference between typical American poetry and its British counterpart

**CO4:** Read and enjoy 20<sup>th</sup> century American drama, wherein the themes mostly centre around the two World Wars

**CO5:** Know the difference between 20<sup>th</sup> century American plays and 20<sup>th</sup> century British plays

**Mapping of Course Outcome(s):**

CO / PO	PO											
	1	2	3	4	5	6	7	8	9	10	11	12
CO1	H											
CO2		L										
CO3			M									
CO4						L						
CO5							M					

**Unit I Poetry**

- |                            |                            |                   |
|----------------------------|----------------------------|-------------------|
| William Cullen Bryant      | – “To a Waterfowl”         |                   |
| Ralph Waldo Emerson        | – “Snow-Storm”             |                   |
| Henry Wadsworth Longfellow | – “A Psalm of Life”        |                   |
| Edgar Allan Poe            | – “Annabel Lee”            | <b>(12 Hours)</b> |
| Walt Whitman               | – “I Hear America Singing” |                   |

**Unit II Poetry**

- |                          |                                       |
|--------------------------|---------------------------------------|
| Emily Dickinson          | – “I Taste a Liquor Never Brewed”;    |
|                          | “I’m Nobody! Who Are You?”            |
|                          | “A Bird Came Down the Walk”           |
| Robert Frost             | – “Birches”; “Two Tramps in Mud Time” |
| Edwin Arlington Robinson | – “Richard Cory”                      |

Vachel Lindsay – “Abraham Lincoln Walks at Midnight” (12 Hours)

**Unit III Poetry**

Ezra Pound – “Ballad of the Goodly Fere”

Richard Eberhart – “The Groundhog”

Theodore Roethke – “The Waking”

Delmore Schwartz – “The True-Blue American”

Karl Shapiro – “Troop Train”

Robert Lowell – “Mr. Edwards and the Spider” (12 Hours)

**Unit IV Drama**

Eugene O’Neill -- Hairy Ape (12 Hours)

**Unit V Drama**

Arthur Miller – Death of a Salesman (12 Hours)

**Text:**

1. Arthur Miller. **Death of a Salesman**. Heinemann Educational Publishers, 1949.

2. Eugene O’Neill. **The Hairy Ape**. Dodo Press, 2007

**Reference:**

1. Oliver, Egbert. ed. **American Literature**. 2 vols. New Delhi: Eurasia Publishing H,  
1977

<b>BAE17203A - Phonetics And Spoken English</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
	<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>
<b>Pre-requisite:</b> NIL		<b>Course Category:</b> Elective SECI		
<b>Course Type:</b> Theory				

**Course Objective(s):**

This paper is to apprise the students of the various stages in the growth of the English language and to teach them the fundamentals of phonetics and the basics of the traditional, structural and generative grammar.

**Course Outcomes:**

**CO1:** Know about the Articulatory system

**CO2:** Get an idea about the English consonant sounds

**CO3:** Understand the vowel sounds of English

**CO4:** Practice Phonemic Transcription

**CO5:** Know about the accent system in English

**Mapping of Course Outcome(s):**

CO / PO	PO											
	1	2	3	4	5	6	7	8	9	10	11	12
CO1	H											
CO2			M									
CO3							M					
CO4				L								
CO5								H				

**Unit I** An Overview of Articulatory Phonetics (12 Hours)

The Airstream Mechanism, The Organs of Speech

**Unit II** The Consonants of English, Classification of Consonants Sounds, Place of Articulation, Manner of Articulation, Description of Consonants. (12Hours)

**Unit III** The Vowel Sounds of English Articulation of Vowels, Cardinal Vowels, Classification and Description of Vowels, Vowel Length, Diphthongs or Vowel Glides (12Hours)

**Unit IV** Phonology and Phonetic Description (12 Hours)  
The Phonology of English, Transcription of Words

**Unit V** The Syllable and Consonant Clusters in English Composition of the Syllable, Consonant Clusters in English; Accent in English Segment English, Word Accent, Accent and Rhythm, Strong and Weak Forms

Practical Classroom Interaction (12 Hours)

<b>BAE17R206A.–Advertisementsand Mass Communication</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
	<b>4</b>	<b>1</b>	<b>0</b>	<b>4</b>
<b>Pre-requisite:</b> NIL		<b>Course Category:</b> Elective SECII		
<b>Course Type:</b> Theory				

**Course Objective(s):**

This course gives an opportunity to enhance students to collect a various information about journalism and a various forms of advertisements. Journalism uplifts people’s life.

**Course Outcomes:**

**CO1:** Know the fundamentals of Advertising and the major Advertising firms

**CO2:** Learn various types of Advertising

**CO3:** Understand Advertisements and its social responsibilities

**CO4:** Learn different forms of advertisements.

**CO5:** Know the Impact of Advertisements on Mass Psychology

**Mapping of Course Outcome(s):**

<b>CO / PO</b>	<b>PO</b>											
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>CO1</b>	H											
<b>CO2</b>			M									
<b>CO3</b>					L							
<b>CO4</b>								M				
<b>CO5</b>							H					

**Unit I**      Origins and Development of Advertising, Modern Advertising, Advertising Agencies, History of Indian Advertising, The Business of Advertising and Public Relations      **(12 Hours)**

**Unit II**      Types of Advertising – Online Advertisements, Mobile phone Advertisements, the Nature and Role of Advertising and Public Relations, Advertising Planning, Testing Advertising Effectiveness, Principles of Advertising      **(12 Hours)**

**Unit III**      Public Relations in Industry, Media Relations, Advertising and Social Responsibility, Ethics in Advertising and Public Relations      **(12 Hours)**

**Unit IV**      Mass Communication and Social Sciences, Media Audiences, The Audience as ‘Market’, Psychology of Audiences, The ‘Mass’ Audience      **(12 Hours)**

**Unit V**      Copy Righting – Sample – Exercise      **(12 Hours)**

**Text:**

1. J.Kumar, Keval. Mass Communication in India. Mumbai: Jaico Publishing House, 2008.
2. Bartel, Diane. Putting on Appearances: Gender and Advertising. Temple University Press, 1988.
3. Examines the cultural meaning behind contemporary American advertising. The author shows how gender identities are emphasized and how advertising created a gendered relationship with the consumer.

**Reference:**

1. Dyer, Gillian. Advertising as Communication. London: Methuen 1982.

<b>BAE17R301ASpoken English</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
	<b>4</b>	<b>1</b>	<b>0</b>	<b>4</b>
<b>Pre-requisite:</b> NIL		<b>Course Category:</b> Elective SECIII		
<b>Course Type:</b> Theory				

**Course Objective(s):**

This course gives an opportunity to students to instil confidence in them with providing the necessary communicative components that they could interact with one another freely breaking the mother tongue barrier

**Course Outcomes:**

**CO1:**Learn to speak good English covering their day to day activities

**CO2:**Understand the importance of Listening in order to communicate well

**CO3:**Make Situational Dialogues on emerging multiple situations

**CO4:**Learn the importance of Reading aloud Newspapers and other Texts

**CO5:** Compose effective error free composition

**Mapping of Course Outcome(s):**

CO / PO	PO											
	1	2	3	4	5	6	7	8	9	10	11	12
CO1	H											
CO2		M										
CO3				L								
CO4						M						
CO5								L				

**UNIT I**

- Asking for and Giving Opinion
- Agreeing and Disagreeing with Opinion.
- Seeking and Giving Advice and Making Suggestions
- Persuading and Dissuading people
- Making a Compliment and Responding to One **(12 Hours)**

**UNIT II**

- Expressing Likes and Dislikes
- Expressing Hopes, wishes, Regrets an Concern
- Expressing Sympathy and Offering Condolence
- Expressing Emotions
- Talking about Past Events **(12 Hours)**

**UNIT III**



1. Talking about Quality
2. Describing Manner and Frequency
3. Assuming and Inferring
4. Making comparison
5. Explaining Words and Actions and Giving Reasons **(12 Hours)**

#### UNIT IV

1. Talking about Future Events
2. Talking about Intentions and Plans
3. Talking about Purpose and Consequence
4. Talking about Arrangements
5. Reporting What People Said **(12 Hours)**

#### UNIT V

1. Expressing Certainty and Uncertainty
2. Expressing Possibility and Impossibility
3. Expressing Probability and Improbability
4. Expressing Obligation and Necessity
5. Expressing Ability and Inability **(12 Hours)**

#### **Text:**

1.Kamalesh Sadanand and Susheela Punitha.*Spoken English, a Foundation Course.*  
Hyderabad:Orient BlackSwan,2014

#### **Reference:**

1.Kamalesh Sadanand and Susheela Punitha.*Spoken English, a Foundation Course.*  
Hyderabad:Orient BlackSwan,2014

<b>BAE17R305A –Basics Of Journalism</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
	<b>4</b>	<b>1</b>	<b>0</b>	<b>4</b>
<b>Pre-requisite:</b> NIL		<b>Course Category:</b> Elective SECIV		
<b>Course Type:</b> Theory				

**Course Objective(s):**

This paper makes the students familiar with the Basics of Journalism and the important aspects of Journalism. This understanding is a prerequisite to a good understanding of Journalism

**Course Outcomes:**

**CO1:** Understand what Journalism stands for today

**CO2:** Understand different Roles of Journalists

**CO3:** Get an idea of Newspaper designing

**CO4:** Know News coverage of different News stories

**CO5:** Organize media Interviews (Practical)

**Mapping of Course Outcome(s):**

<b>CO / PO</b>	<b>PO</b>											
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>CO1</b>	H											
<b>CO2</b>		L										
<b>CO3</b>				M								
<b>CO4</b>					L							
<b>CO5</b>							M					

**UNIT-I**

1. What is Journalism – Importance – Development of Journalism in India – Principles and Ethics of Journalism. **(12 Hours)**

**Unit II**

Journalistic departments and their functions:

Editing : Role of an Editor, Sub- Editor and News Editors

Reporting : Quality of Reporting, Kinds of Reporters, Gathering information, Investigative Reporting , Free Lancing

Interview : Interviewing – the role of an interviewer – ethics and codes followed by an interviewer while interviewing. **(12 Hours)**

**Unit III, IV & V**

Practical:

Designing a Newspaper (Chart File)  
Picture Album of News Reports  
Fact File : A Document of Latest News on the Stock Market, Business, science &  
Technology and Agriculture  
Interviewing a Person : Audio Cassette / CD/ Written Script  
Language Lab **(36 Periods)**

**Text:**

1. Kumar. J. Keval. Mass Communication in India. Revised edition.  
Jaico Publication House, Mumbai: 1994.

**Reference:**

**1. D.S. Mehta. Mass communication and Journalism in India.  
Vol I, Second Edition, Allied Publishers. 1979.**

<b>BAE304A- Literature By Women</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
	<b>4</b>	<b>1</b>	<b>0</b>	<b>6</b>
<b>Pre-requisite:</b> NIL		<b>Course Category:</b> Elective GEI		
<b>Course Type:</b> Theory				

**Course Objective(s):**

This course introduces you to representative works by and about women from historical, social, and literary perspectives as it seeks to inform you about gendered identities. You will learn how gender roles develop and change and how women's views of themselves are reflected in their writing. You will read different literary forms, and you should become able to identify motifs, themes, and stereotypical patterns in that literature

**Course Outcomes:**

**CO1:** To apply analytical and problem solving skills to personal, social, and professional issues and situations

**CO2:** To communicate successfully, both orally and in writing, to a variety of audiences

**CO3:** To construct a critical awareness of and appreciation for diversity

**CO4:** To understand and use technology effectively and to understand its impact on the individual and society

**CO5:** To develop interpersonal capacity.

**Mapping of Course Outcome(s):**

CO / PO	PO											
	1	2	3	4	5	6	7	8	9	10	11	12
CO1	H											
CO2		L										
CO3			M									
CO4							L					
CO5								H				

**Unit-I**

Elizabeth Barret Browning- “Aurora Leigh”

Emily Dickinson - "Success is counted sweetest”

"I taste a liquor neverbrewed –"

**(12 Hours)**

**Unit- II**

Mary Wollstonecraft Shelley- Vindications for the Rights of Women

**(12 Hours)**

**Unit-III**

Virgina Woolf- Angel inthe House

**(12 Hours)**

**Unit IV**

Claire Booth Luce- Slam the Door Softly

**(12 Hours)**

**Unit V**

Margret Laurence- Fire Dwellers

**(12 Hours)**

**Text:**

**Simon de Beauvoir . The Second Sex. OUP: 1999**

**Reference:**

**Simon de Beauvoir . The Second Sex. OUP: 1999**

<b>BAE17R308A –Film Appreciation</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Credit</b>
	<b>4</b>	<b>1</b>	<b>0</b>	<b>6</b>
<b>Pre-requisite:</b> NIL		<b>Course Category:</b> Elective GEII		
<b>Course Type:</b> Theory				

**Course Objective(s):**

This paper aims at giving a brief outline of Films and its different modes of existence. It also will discuss in brief the types of films and how to understand and appreciate them

**Course Outcomes:**

**CO1:** Know about world Film making History

**CO2:** Get to know different film genres

**CO3:** Review Films

**CO4:** Understand the nuances of Film Making

**CO5:** Compare Indian Films with Hollywood Films

**Mapping of Course Outcome(s):**

<b>CO / PO</b>	<b>PO</b>											
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>CO1</b>	H											
<b>CO2</b>		L										
<b>CO3</b>			M									
<b>CO4</b>					H							
<b>CO5</b>							L					

**Unit I** Film History: Soviet Propaganda film, Classic Hollywood, Italian Neorealism, French New Wave, Indian new wave, Iranian new wave **(12 Hours)**

**Unit II** Genres: **Action, Adventure, Animated, Comedy, Western, Documentary, Drama, Family, Fantasy, Horror, Musical, Science Fiction, Suspense, War, Crime,** Practical **(12 Hours)**

**Unit III, IV and V**-Practical Viewing and Critiquing Select Movies. **(36 Periods)**

**Text:**

**The Serpents Eye view of Indian Cinema. Theodor Baskaran. Kalachuvadu:1999**  
**Reference:**

**The Serpents Eye view of Indian Cinema. Theodor Baskaran. Kalachuvadu:1999**