

**ARUMUGAM PILLAI SEETHAI AMMAL COLLEGE**  
**(Re-accredited with 'B+' Grade by NAAC)**

Thiruppattur -630 211, Sivagangai District



**PG & RESEARCH DEPARTMENT OF ENGLISH**



**ALAGAPPA UNIVERSITY**  
**B.A ENGLISH – SYLLABUS**

**2018-2019 to 2023-2024**

<b>Sl.No</b>	<b>Content</b>
<b>1</b>	<b>2018-2019 – B.A English Syllabus</b>
<b>2</b>	<b>2019-2020 to 2021-2022 - B.A English Syllabus</b>
<b>3</b>	<b>2022 -2023 - B.A English Syllabus</b>
<b>4</b>	<b>2023 -2024 – B.A English Odd Semester Syllabus</b>

**ALAGAPPA UNIVERSITY, KARAIKUDI**  
**NEW SYLLABUS UNDER CBCS PATTERN (w.e.f.2017-18)**

**B.A. ENGLISH – PROGRAMME STRUCTURE**

**B.A ENGLISH– ODD & Even Semester - 2018-2019 Academic Year**

Sem.	Part	Course Code	Title of the Paper	Cr.	Hrs./ Week	Max. Marks		
						Int.	Ext.	Total
I	I	711T	<b>Tamil /Other Languages -I</b>	3	6	25	75	100
	II	712E	<b>English – I</b>	3	6	25	75	100
	III	7BEN1C1	<b>Core-I- Social History of England</b>	4	6	25	75	100
		7BEN1C2	<b>Core – II – Poetry-I</b>	4	6	25	75	100
			<b>Allied – I</b>	5	5	25	75	100
	IV	7NME1A/ 7NME1B/ 7NME1C	<b>(1)Non Major Elective – I</b> (A)தமிழ் மொழியின் அடிப்படைகள்/ (B) இக்கால இலக்கியம்/ (C) Communicative English	2	1	25	75	100
			<b>Total</b>	<b>21</b>	<b>30</b>	<b>--</b>	<b>--</b>	<b>600</b>
II	I	721T	<b>Tamil/Other Languages-II</b>	3	6	25	75	100
	II	722E	<b>English – II</b>	3	6	25	75	100
	III	7BEN2C1	<b>Core – III – History of English Literature</b>	4	6	25	75	100
		7BEN2C2	<b>Core – IV – Poetry –II</b>	4	5	25	75	100
			<b>Allied – II</b>	5	5	25	75	100
	IV	7BES2	(3) Environmental Studies	2	2	25	75	100
			<b>Total</b>	<b>21</b>	<b>30</b>	<b>--</b>	<b>--</b>	<b>600</b>
III	I	731T	<b>Tamil/Other Languages-II</b>	3	6	25	75	100
	II	732E	<b>English – III</b>	3	6	25	75	100
	III	7BEN3C1	<b>Core – V – Prose</b>	4	5	25	75	100
		7BEN3C2	<b>Core – VI – Drama – I</b>	4	5	25	75	100
			<b>Allied – III</b>	5	5	25	75	100
	IV	7NME3A/ 7NME3B/ 7NME3C	<b>(1)Non Major Elective- II</b> (A) இலக்கியமும் மொழிப் பயன்பாடும்/(B)பழந்தமிழ் இலக்கியங்களும் இலக்கிய வரலாறும் / (C) Effective Employability Skills	2	1	25	75	100
		7SBS3A1/ 7SBS3A2/ 7SBS3A3	<b>Skill Based Subjects – I</b>	2	2	25	75	100
V	7BEA3	Extension Activities	1	-	100	--	100	
			<b>Total</b>	<b>24</b>	<b>30</b>	<b>--</b>	<b>--</b>	<b>800</b>

IV	I	741T	<b>Tamil /Other Languages - IV</b>	3	6	25	75	100
	II	742E	<b>English – IV</b>	3	6	25	75	100

	III	7BEN4C1	<b>Core – VII - Drama - II</b>	4	5	25	75	100	
		7BEN4C2	<b>Core – VIII - Literary Forms</b>	4	4	25	75	100	
			<b>Allied – IV</b>	5	5	25	75	100	
	IV	7SBS4B1/ 7SBS4B2/ 7SBS4B3	<b>(2) Skill Based Subjects - II</b>	2	2	25	75	100	
		7BVE4 / 7BMY4 / 7BWS4	<b>(4) Value Education / Manavalakalai Yoga / Women’s Studies</b>	2	2	25	75	100	
			<b>Total</b>	<b>23</b>	<b>30</b>	<b>--</b>	<b>--</b>	<b>700</b>	
V	III	4BEN5C1	<b>Core –IX – Indian Writing in English</b>	4	5	25	75	100	
		4BEN5C2	<b>Core – X – Women’s Writing in English</b>	4	5	25	75	100	
		4BEN5C3	<b>Core – XI – Commonwealth Literature</b>	4	6	25	75	100	
		4BENE1A/ 4BENE1B	<b>Elective – I- A) Translation Studies, Theory and Practice (or)B) English for Competitive Examination.</b>	5	5	25	75	100	
		4BENE2A / 4BENE2B	<b>Elective- II – A) English Language Teaching (or)B) Journalism and Mass Communication</b>	5	5	25	75	100	
	IV	4SBS5A4 / 4SBS5A5 /	<b>Skill Based Subjects – I</b>	2	2	25	75	100	
		4SBS5A6/ 4SBS5A7	<b>Skill Based Subjects – I</b>	2	2	25	75	100	
				<b>Total</b>	<b>26</b>	<b>30</b>	<b>--</b>	<b>--</b>	<b>700</b>
	VI	III	4BEN6C1	<b>Core – XII – Shakespeare</b>	4	6	25	75	100
			4BEN6C2	<b>Core–XIII–American Literature</b>	4	5	25	75	100
4BEN6C3			<b>Core–XIV–Literary Criticism</b>	4	5	25	75	100	
4BEN6C4			<b>Core- XV – Phonetics and Spoken English</b>	4	5	25	75	100	
4BENE3A / 4BENE3B			<b>Elective – III-A) Remedial English Grammar (or) B) Written Communication</b>	5	5	25	75	100	
IV		4SBS6B4 / 4SBS6B5 /	<b>Skill Based Subjects - II</b>	2	2	25	75	100	
		4SBS6B6/ 4SBS6B7	<b>Skill Based Subjects - II</b>	2	2	25	75	100	
				<b>Total</b>	<b>25</b>	<b>30</b>	<b>--</b>	<b>--</b>	<b>700</b>
			<b>Grand Total</b>	<b>140</b>	<b>180</b>	<b>--</b>	<b>--</b>	<b>4100</b>	

Core/ Elective

	Internal	External	Total
Theory Papers	25	75	100
Practical Papers	40	60	100

(1) Allied for Arts

	Internal	External	Total
Theory Papers	25	75	100

(2) Allied for Science (Theory and Practice)

	Internal	External	Total
Theory Papers	15	60	75
Practical Papers	20	30	50

## PART – I

### B.A ENGLISH I YEAR – I SEMESTER COURSE CODE: 711T

முதலாம் ஆண்டு - முதல் பருவம்  
பாடக்குறியீட்டு எண்:711வு

பொதுத்தமிழ் தாள் - 1 - தற்காலக் கவிதையும் உரைநடையும்  
அலகு 1

அ. மரபுக் கவிதை

பாரதி	-	நிலாவும் வான்மீனும் காற்றும் (முழுமையும்)
பாரதிதாசன்	-	தோழனே! உன்னிடம் சொல்வேன்!
நாமக்கல் கவிஞர்	-	உலகம் வாழ்க!
ஜீவானந்தம்	-	கோடிக்கால் பூதமடா
முடியரசன்	-	தலைமை வகிப்போம் (பாடுங்குயில், ப.8)
கண்ணதாசன்	-	புதியதோர் உலகு செய்வோம் (ஏழாவது தொகுதி)
ஆ. புதுக்கவிதை		
மு.மேத்தா	-	தேசப்பிதாவிற்கு ஒரு தெருப் பாடகனின் அஞ்சலி (கண்ணீர் பூக்கள்)
கவிக்கோ அப்துல்கரீம்	-	மானுடத்தின் மகுடாபிகேம் (பால்வீதி)
மீரா	-	காதல் என்ன கத்திரிக்காயா? (ஊசிகள்)
வைரமுத்து	-	மரங்களைப் பாடுவேன் (இந்தப் பூக்கள் விற்பனைக்கு அல்ல)

அலகு 2

1. எண்ணங்கள் - எம்.எஸ்.உதயமூர்த்தி.

அலகு 3 இலக்கணம்

எழுத்திலக்கணம், எண், பெயர், முறை, பிறப்பு, வடிவம், மாத்திரை, மொழி முதல் எழுத்துக்கள், மொழி இறுதி எழுத்துக்கள், இடைநிலை மெயம்மயக்கம், மொழி, பகுபத உறுப்பு, வடமொழி எழுத்து, (ஆ.சிவலிங்கனார், தமிழ் இலக்கண உணர்வுகள், பக்கம் 26 முதல் 69 வரை, கபிலன் பதிப்பகம், புதுச்சேரி)

அலகு 4 இலக்கிய வரலாறு

அலகு 1, அலகு 2ல் உள்ள பாடம் தொடர்பான இலக்கிய வகைகள் தொடர்பான இலக்கிய வரலாறு.

அலகு 5 படைப்பாற்றல்

பொதுக்கட்டுரை படைத்தல்.

**PART - II – ENGLISH**

**I YEAR – I SEMESTER**

**COURSE CODE: 712E**

**COURSE – I - ENGLISH FOR ENRICHMENT – I**

**Texts Prescribed**

1. Gate Way to English – *An Anthology of Prose and Poetry* Ed. By the Board of Editors, Harrows Publications, Chennai.
2. Modern English – *A Book of Grammar Usage and Composition* by N.Krishnaswamy, Macmillan Publishers.

**Unit I Prose**

1. Education for New India – C.Rajagopalachari.
2. All about a Dog – A.G.Gardiner
3. I have a Dream – Martin Lutherking

**Unit II Prose**

1. How I Became a Public Speaker – G.B. Shaw
2. With the Photographer – Stephen Leacock
3. Early Influences: Dr. APJ. Abdul Kalam

**Unit III Poetry**

1. Gitanjali (Songs : 1-2) Rabindranath Tagore
2. Shall I Compare thee to a Summer’s Day(Sonnet 18)–William Shakespeare
3. On his Blindness – John Milton.

**Unit IV Grammar**

Noun, Pronoun, Verb, Adverb

**Unit V Composition**

Informal Letter, Comprehension, Dialogue Writing, Hints Developing

**Allocation of Working Hours per week**

Prose	-	2	hours
Poetry	-	2	hours
Grammar &	-	2	hours
Composition	-----		
<b>Total -</b>		<b>6</b>	<b>hours</b>
		-----	



**B.A. ENGLISH  
I YEAR – I SEMESTER  
COURSE CODE: 7BEN1C1**

**CORE COURSE – I - SOCIAL HISTORY OF ENGLAND**

**The following chapters are prescribed for study**

**Unit - I**    The Renaissance  
              The Reformation  
              The Puritanism

**Unit- II**    Colonial Expansion  
              The Civil War and Its Social Significance  
              The Origin and Growth of Political Parties in England

**Unit- III**    Age of Queen Anne  
              The Agrarian Revolution  
              The Industrial Revolution

**Unit- IV**    Effects of the French Revolution  
              Humanitarian Movements  
              Reform Bills

**Unit- V**    World Wars and Social Securities  
              Trade Unionism

**Books for Reference:**

1. English Social History by G.M.Trevelyan, Orient Longman, 1980.
2. Introduction to the Social History of England by Dr.A.Shanmugakani, Manimekala Publishing House, Madurai.
3. An Introduction to the Social History of England by A.G.Xavier, S.Viswanathan, (Printers and Publishers) Pvt. Ltd. 2009.





**I YEAR – I SEMESTER  
COURSE CODE: 7BEN1C2**

**CORE COURSE – II- POETRY - I**

**Unit - I**

- |                          |                |
|--------------------------|----------------|
| A Prayer for My Daughter | - W.B Yeats    |
| God's Grandeur           | - G.M Hopkins  |
| Anthem for Doomed Youth  | - Wilfred Owen |

**Unit - II**

- |                          |               |
|--------------------------|---------------|
| Ozymandias               | - P.B.Shelley |
| La Belle Dame sans Merci | - John Keats  |
| When We Two Parted       | - Lord Byron  |

**Unit - III**

- |                 |                   |
|-----------------|-------------------|
| Ulysses         | - Alfred Tennyson |
| My Last Duchess | - Robert Browning |
| Dover Beach     | - Matthew Arnold  |

**Unit - IV**

- |                                       |                  |
|---------------------------------------|------------------|
| A Poison Tree                         | - William Blake  |
| A Red, Red Rose                       | - Robert Burns   |
| On the Receipt of My Mother's Picture | - William Cowper |

**Unit - V**

- |                   |                      |
|-------------------|----------------------|
| Leech Gatherer    | - William Wordsworth |
| Dejection: An ode | - S.T. Coleridge     |
| The Scholar       | - Southey            |



# **B.A. HISTORY - I YEAR**

## **MODERN GOVERNMENTS-I**

### **SYLLABUS**

**Unit – I :**Constitution - Written and Unwritten Constitution – Flexible and Rigid Constitution - Federal and Unitary Constitution – Separation of Powers.

**Unit – II :**The British Constitution - The Constitution of the USA - The Constitution of India

**Unit – III :**The Constitution of France - The Constitution of USSR - The Constitution of Switzerland

**Unit - IV:** The Constitution of Canada - The Constitution of Australia

**Unit - V:** The Constitution of Ireland - The Constitution of Japan

#### **Reference Books:**

1. A.S.Irish Bhandari, Samersen -Modern Governments
2. Hari Hara Das- Select Modern Governments
3. M.H.Syed- Encyclopedia of Modern Governments
4. J.Kasthuri- Modern Governments

Gomathi Nayagam-  
Modern  
Governments

## **PART IV (I) – (C)**

### **NON – MAJOR ELECTIVE – COURSE – I**

#### **I YEAR – I SEMESTER COURSECODE:7NME1C COURSE 1 – COMMUNICATIVE ENGLISH**

**15 hours per Semester – 1 hour per WeekObjective**

To enable each learner at the college level to communicate effectively in English both in the spoken and in the written mode

#### **Theory**

Practice oriented course. Hence, 75:25 scheme of marking has to be followed. 75 marks for external assessment.25 marks for internal marks assessment. Internal assessment will be carried out by the teacher who teaches the course while the external evaluation will be done by a group of 2 or 3 teachers who teach the course from the same college or from the nearby colleges.

#### **Unit I BASICS OF ENGLISH**

Sentence- Clause-Phrase-Word-Morpheme. Introduction to sounds of English-stress-intonations

#### **Unit II INTRODUCTION TO LSRW SKILLS**

Listening –Reading-Speaking-Writing skills

#### **Unit III SPOKEN COMMUNICATION**

Participating in Conversation. Preparation of Speech for shorter or longer duration

#### **Unit IV WRITTEN COMMUNICATION-I**

Note-Making-Summarizing-Paraphrasing-letter writing

#### **Unit V WRITTEN COMMUNICATION-II**

Introduction to preparing curriculum vitae-Creating and verifying personal and official e-mail-Preparing notice circulars, memos and agenda for a meeting-Report writing-Common errors in English Translation.

#### **ACTIVITIES**

1. Arrange the conversation between the students.
2. Preparing the speeches (for example, introducing a speaker or proposing a vote of thanks at the college function, explaining an experiment & etc.,)
3. Passage for note making
4. Passage for summarizing
5. Writing a paragraph on any topic(Statements and proverbs can be given)
6. Writing a C.V.
7. Writing a memo/notice/agenda/email/report
8. Ten sentences form Tamil to English & English to Tamil
9. Ten Sentences from error correction.

#### **RECOMMENDED BOOKS**

1. “Success with Spoken English II” Dr. Saraswathi and Dr. Noorjahan kother adham (2000), Common Wealth University books, Chennai.
2. “Teaching Spoken English and Communication Skills” Rev.Dr.Francis Soundararaj (1995), T.R.Publication, Chennai.
3. “Developing Communication Skills,” Krishna Mohan and Meera Benerji (2002) Macmillan India Limited.
4. 3 volumes – vowels  
– Consonants  
– Rhythm and Intonation prepared by Ciefc and published by Oxford University Press, Chennai.

COURSE CODE: 721T

LANGUAGE COURSE – II – அலுவலக மேலாண்மை

முதலாம் ஆண்டு - இரண்டாம் பருவம்

பாடக்குறியீட்டு எண்: 721T

பொதுத்தமிழ் தாள் -2 இடைக்கால இலக்கியமும் சிறுகதையும்

அலகு 1

அ. திருஞானசம்பந்தர்

1. திருவாடாணை -“மாதோர் கூறு” எனத் தொடங்கும் பாடல்.
2. திருப்புனவாசல் -“மின்னியல் செஞ்சடை” எனத் தொடங்கும்பாடல்.
3. திருக்கொடுங்குன்றம் -“வானிற் பொலிவெய்தும்” எனத் தொடங்கும் பாடல்.

ஆ. திருநாவுக்கரசர்

1. திருப்புத்தூர் - “மின்காட்டும்” எனத் தொடங்கும் பாடல்.
2. திருஇராமேச்சுரம்- “பாசமும்” எனத் தொடங்கும் முதல் பாடல்.
3. திருப்புவணம் - “வடியேறு” எனத் தொடங்கும் பாடல்.

இ. சுந்தரர்

1. திருக்கானப்பேர் - “தொண்டர் அடித் தொழிலும்” எனத் தொடங்கும் பாடல்.
2. திருச்சுழியல் - “ஊனாய் உயிர் உகலாய்” எனத் தொடங்கும் பாடல்.

ஈ. மாணிக்கவாசகர் - திருவாசகம்

1. திருப்பெருந்துறை -இன்பம் பெருக்கி எனத் தொடங்கும் பாடல்.(திருவெண்பா.11)
2. திரு உத்தரகோசமங்கை - நீத்தல் விண்ணப்பம், இருதலைக்கொள்ளி என்று தொடங்கும் பாடல்.

உ. திருமுலர் - திருமந்திரம்

1. அன்பும் சிவமும் எனத் தொடங்கும் பாடல்.
2. எட்டிப் பழுத்த எனத் தொடங்கும் பாடல்.
3. படமாடக் கோயில் எனத் தொடங்கும் பாடல்.

ஊ. திருமங்கை ஆழ்வார்

திருப்புல்லாணி - ஒன்பதாம் பத்து நாலாம் திருமொழி “காவார் மடல் பெண்ணை” எனத் தொடங்கும் ஒன்றாம் பாடல் முதல் “வில்லாள் இலங்கை” எனத் தொடங்கும் ஐந்தாம் பாடல் வரை (மொத்தம் ஐந்து பாடல்கள்)

எ. சிற்றிலக்கியம்

1. அபிராமி அந்தாதி - உதிக்கின்ற செங்கதிர் எனத் தொடங்கும் முதற்பாடல் தொடங்கி அதனைத் தொடர்ந்து வரும் 9 பாடல்கள் (ஆக மொத்தம் 10 பாடல்கள்).
2. தமிழ்விடு தூது - 17 ஆம் கண்ணி முதல் 27 ஆம் கண்ணி வரை.
3. திருக்குற்றாலக்குறவஞ்சி, வசந்தவள்ளி பந்தடித்தல்.
4. பாடுவார் முத்தப்பர், செயங்கொண்டார் சதகம் முதல் இரு பாடல்கள்.

அலகு 2 - சிறுகதை

சிறுகதைகள் 10 ஆசிரியர் குழு, அறிவுப் பதிப்பகம்.

அலகு 3 - இலக்கணம்

சொல்லிலக்கணம்

சொல்வகை, பெயர்ச்சொல், வினைச்சொல்,இடைச்சொல், உரிச்சொல்,இலக்கணம், வேற்றுமை, மயக்கம், ஆகுபெயர், (ஆ.சிவலிங்கனார், தமிழ் இலக்கண உணர்வுகள் - கபிலன் பதிப்பகம், புதுச்சேரி).

**அலகு 4 - இலக்கிய வரலாறு**

அலகு 1, அலகு 2ல் உள்ள பாடம் தொடர்பான இலக்கிய வகைகள் தொடர்பான இலக்கிய வரலாறு.

**அலகு 5 - படைப்பாற்றல்**

சிறுகதை படைத்தல்.



**COURSE CODE: 722E**

**COURSE - II – ENGLISH FOR ENRICHMENT – II**

**Texts Prescribed**

1. Gate Way to English – *An Anthology of Prose and Poetry* Ed. by the Board of Editors, Harrows Publications, Chennai.
2. Modern English – *A Book of Grammar Usage and Composition* by N.Krishnaswamy, Macmillan Publishers.

**Unit I Prose**

1. My Greatest Olympic Prize – Jesse Owens
2. Voluntary Poverty – Mahatma Gandhi
3. Helen Kellar – Ishbel Ross

**Unit II Prose**

1. Coffee Worries – R.K. Narayan
2. A Night Among the Pines – R.L. Stevenson
3. Spoon Feeding – W.R.Inge

**Unit III Poetry**

1. Daffodils - Wordsworth
2. Mending Wall – Robert Frost
3. A River – A.K.Ramanujan

**Unit IV Grammar**

Adjective, Preposition, Conjunction and Interjection.

**Unit V Composition**

Formal Letters, Resume Writing, Precise Writing and General Essays.

**Allocation of Working Hours per week**

Prose	-	3 hours
Poetry	-	1 hour
Grammar &	-	2 hours
Composition	-----	
<b>Total - 6 hours</b>		
-----		



**I YEAR – II SEMESTER**  
**COURSE CODE: 7BEN2C1**

**CORE COURSE – III- HISTORY OF ENGLISH LITERATURE**

**Unit – I**

The Age of Shakespeare	- Shakespeare, Ben Jonson, Bacon.
The Age of Milton	- Milton, The Metaphysical Poets

**Unit – II**

The Age of Dryden	- Dryden.
The Age of Pope	- Pope, Swift, Addison, Steele.

**Unit – III**

The Age of Johnson	- Johnson, Goldsmith, Sheridan.
The Age of Wordsworth	- Wordsworth, Byron, Shelley, Keats, Coleridge, Charles Lamb, Jane Austen.

**Unit-IV**

The Age of Tennyson	- Tennyson, Browning, Arnold, Dickens, George Eliot.
The Age of Hardy	- Hardy, D.H. Lawrence, Oscar Wilde.

**Unit-V**

The Present Age	- Virginia Woolf, T.S.Eliot, Hopkins
The Modern Age	- Samuel Beckett, John Osborne, Harold Pinter.

**Books for Reference:**

1. History of English Literature, by Edward Albert, OUP, New Delhi.
2. A History of English Literature Ed. by Board of Editors, Harrows Publications, Chennai.



**I YEAR – II SEMESTER  
COURSE CODE: 7BEN2C2**

**CORE COURSE – IV- POETRY - II**

**Unit – I**

Geoffrey Chaucer - Prologue to Canterbury Tales  
(First 100 lines)

Edmund Spenser - Epithalamion

**Unit - II**

John Milton - Paradise Lost (Book IX)

**Unit - III**

John Donne - Valediction Forbidding Mourning

George Herbert - The Gifts of God

**Unit - IV**

John Masfield - Laugh and be Merry

Alfred Noyes - The Highway Man

**Unit - V**

Oliver Goldsmith - The Village School Master

Thomas Gray - Elegy Written in a Country Churchyard.





**B.A.HISTORY - I YEAR ALLIED PAPER-  
MODERN GOVERNMENTS - II**

(Credits

-

4)

**Objectives**

- To make the Students to study about various Constitutions.
- To impart them the working of Political Institutions
- To enable the students shine in Competitive Examinations.

**Unit I: Constitution of Switzerland :** Salient Features – Federation and Distribution of Powers – Federal Council – Its Composition, Powers and Position – Legislature – Composition and Powers – Relation Between the Two Powers – Judiciary – Party System – Direct Democracy – An Evaluation - Mode of Amendment.

**Unit II: Constitution of France :** Constitutional Development upto 1985 – Circumstances leading to the Fifth Republic- Main features of the Constitution of the Fifth Republic – Executive – President – Powers and Position – Cabinet – Powers and Position – Legislature – Composition and Powers – Judiciary – Administrative Law – Structure of the Judiciary – Party System – Multi-party System – Local Government – Mode of Amendment.

**Unit III: Constitution of India :** Sources- Salient features –Federation and Distribution of Powers - Fundamental Rights – Nature and Safeguards - Fundamental Duties - Directive Principles of State Policy.

**Unit IV: Union Executive of India**

President – Election and Impeachment – Powers and Position - Vice President - Council of Ministers – Formation – Powers and Position – Prime Minister - Powers and Position.

**Unit V: The Parliament of India**

Legislature : Composition and Powers of Rajya Sabha and Lok Sabha – Presiding Officers – Relation between the two Houses – Process of Law Making - Committee System – Judiciary: Structure and Powers of the Supreme Court – Organization of the Judiciary – Government of the State – Union-State Relations – Administrative, Legislative and Financial – Emergency Provisions – Mode of Amendment – Civil Service – Party System.

**Reference Books:**

1. Gomathinayagam, P, Modern Governments, Tensy Publications, Sivakasi 2015.
2. Jayapalan, N, Modern Governments, Atlantic Publications & Distributors, New Delhi, 1998.
3. Kapur, A.C, Select Constitutions, S Chand & Co. Ltd, New Delhi, 1975
4. Mahajan V.D, Select Modern Governments, S.Chand & Co, Ltd., New Delhi, 1969.
5. Vishnoo Bhagawan, World Constitutions, Sterling Publishers Private Ltd, New Delhi, 2001.
6. Kasthuri, J, Modern Governments, Ennes Publications, Udumalaipet, 1998.
7. Ramalingam, T.S, Modern Governments, TSR Publications, Madurai, 1971.

## **PART-IV (3)**

**COURSE CODE: 7BES2 I YEAR – II SEMESTER**

### **COURSE – ENVIRONMENTAL STUDIES**

#### **Unit I The Multidisciplinary Nature of Environmental Studies**

Definition, Scope and importance  
Need for public awareness

#### **Unit II Natural Resources**

Renewable and non-renewable resources

- A) Forest resources: use and over-exploitation, deforestation, case studies, timber extraction, mining, dams and their effect on forests and tribal people
- B) Water resources: use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams- benefits and problems.
- C) mineral resources: use and exploitation, experimental effects of extracting and using mineral resources, case studies.
- D) Food resources: world food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies.
- E) Energy resources: growing energy needs, renewable and non-renewable energy sources, use of alternate energy resources, case studies.
- F) Land resources: land as a resource, land degradation, man induced landslides, soil-erosion and desertification
  - Role of individual in conservation of natural resources
  - Equitable use of resources for sustainable lifestyle

#### **Unit iii ecosystems, bio-diversity and its conservation**

##### **Ecosystems**

- ✓ Concept of an ecosystem
- ✓ Structure and function of an ecosystem
- ✓ Energy flow in the ecosystem
- ✓ Food chains, food webs and ecological pyramids

##### **Biodiversity and its conservation**

- ✓ Introduction- definition: genetic, species and ecosystem diversity
- ✓ Bio-geographical classification of india
- ✓ Value of biodiversity: consumptive use, productive use, social ethical, aesthetic and option values.
- ✓ Biodiversity at global, national and local levels
- ✓ India as a mega-diversity nation
- ✓ Hot spots of biodiversity
- ✓ Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts
- ✓ Endangered and endemic species of india
- ✓ Conservation of biodiversity in-situ and ex-situ conservation of biodiversity

#### **Unit IV Environmental Pollution**

- Causes, Effects And Control Measures Of:-

- A. Air pollution
- B. Water pollution
- C. Soil pollution
- D. Marine pollution
- E. Noise pollution
- F. Thermal pollution
- G. Nuclear hazards

#### **Unit V Field Work**

- Visit to a local area to document environmental assets–river/ forest/ grassland/ hill/ mountain
- Visit to a local polluted site- urban/rural/industrial/agricultural
- Study of common plants, insects, birds
- Study of simple ecosystem-pond, river, hill slopes, etc

#### **Books for Reference:**

1. Agarwal, k.c.2001 environmental biology, nidi publ.ltd., bikaner
2. Bharucha erach the biodiversity of india, mapin publishing pvt. Ltd, ahamedabad-380013,india, email: mapin@cent.net®
3. Burner r.c. 1989, hazardous waste inclination mcgraw hill inc.480p
4. Clark r.s. Marine pollution, clanderson press oxford(tb)
5. Cunnigham, w.p.cooper, t.h.gorhani, e& hepworth, m.t 2001 environmental encyclopedia, jaico publ. House, mumbai, 1196p.
6. De.a.k.environmental chemistry, wiley eastern ltd.
7. Down to earth, centre for science and environment®
8. Gleick h.p. 1993, water in crisis, pacific instutue for studies in dev, environment & security, stockholm env. Institute,oxford univ.press,473p
9. Hawlinks r.e., encyclopedia of indian natural history, bombay natural history society, bombay (r)
10. Heywood, v.h & watson, r.t.1995, global biodiversity assesment, cambridge univ.press, 114op
11. Jadhav, h&bhosale v.m.1995, environmental protection and laws, himalaya pub; house, delhi 284p
12. Mckinney, m.l & schoch, rm.1996 environmental science systems& solutions, web enhanced edition 639p
13. Mhaskar a.k.matter hazardous, techno-science publications(tb)
14. Miller t.g. Jr.environmental science wadsworth publicing co(tb)
15. Odurm, e.p.1971 fudamentalof ecology, w.b.saunders co. Usa 584p
16. Rao m.n & datta, a.k., 1987, tehchno-science, waste water treatment. Oxford& ibh publ, co.pvt. Ltd.,345p
17. Sharma b.k. 2001, environemtal chemistry goel publ,house,meerut
18. Survey of the environmental the hindu(m)
19. Townsend c, harper j, and michael degon,essential of ecology,blakewell science (tb)
20. Trivedi r.k., hand book of environmental laws, rules, guidelines, compliances and standards, vol i and ii, enviro meida ®
21. Trivedi r.k. & p.k.goel introduction to air pollution,techno-science publications (tb)
22. Wanger k.d, 1998 environmental management w.b. Environmental management. W.b.saunders co. Philadelphia, usa.499p

இரண்டாம் ஆண்டு - மூன்றாம் பருவம் -  
பாடக்குறியீட்டு எண்: 731T

பொதுத் தமிழ் தாள் - 3 - காப்பியமும் புதினமும்  
அலகு 1

- |                  |   |                                 |
|------------------|---|---------------------------------|
| 1. சிலப்பதிகாரம் | - | மங்கல வாழ்த்துப்பாடல்.          |
| 2. மணிமேகலை      | - | பாத்திர மரபு கூறிய காதை.        |
| 3. கம்பராமாயணம்  | - | சேது பந்தனப்படலம்.              |
| 4. பெரியபுராணம்  | - | கோச்செங்கட்சோழ நாயனார் புராணம். |
| 5. தேம்பாவணி     | - | கோலியாத் படலம்.                 |
| 6. சீறாப்புராணம் | - | மானுக்குப் பிணை நின்ற படலம்     |

அலகு 2 - புதினம்

வேரில் பழுத்தபலா - சு.சமுத்திரம்.

அலகு 3 - இலக்கணம்

யாப்பும அணியும்

செய்யுள் உறுப்புகள், எழுத்து, அசை, சீர், தளை, அடி, தொடை ஆகியன பற்றிய விளக்கம். பாவகை, வெண்பா, ஆசிரியப்பா ஆகியவற்றின் பொது இலக்கணங்கள்.

அணி, வகைகள், உவமை, உருவகம், வேற்றுமை, பின்வருநிலை, சிலேடை அணிகள்.

அலகு 4 - இலக்கிய வரலாறு

அலகு 1, அலகு 2ல் உள்ள பாடம் தொடர்பான இலக்கிய வகைகள் தொடர்பான இலக்கிய வரலாறு.

அலகு 5 - படைப்பாற்றல்

மரபுக் கவிதை - புதுக்கவிதை படைத்தல்.

**II YEAR – III SEMESTER ENGLISH  
FOR ENRICHMENT-III  
COURSE CODE: 732E**

**COURSE – III - ENGLISH FOR ENRICHMENT – III**

**Texts Prescribed**

1. *Six Short Stories*, Ed. by the Board of Editors, Harrows Publications, Chennai.
2. *One Act Plays*, Ed. by the Board of Editors, Harrows Publications, Chennai.
3. *Modern English – A Book of Grammar Usage and Composition* by N.Krishnaswamy, Macmillan Publishers.
4. *English for Communication*, Ed. by the Board of Editors, Harrows Publications, Chennai.

**Unit I Short Stories**

1. Two Old Men – Leo Tolstoy
2. The Diamond Necklace – Guy de Maupassant
3. The Verger – Somerset Maugham
4. The Postmaster – Rabindranath Tagore.

**Unit II One Act Plays**

1. Riders to the Sea – J.M.Synge
2. The Rising of the Moon – Lady Gregory

**Unit III One Act Plays**

1. A Kind of Justice – Margaret Wood
2. The Refugee – Asif Currimbhoy

**Unit IV Grammar**

Tenses, Voices, Degrees of Comparison

**Unit V Composition**

Agenda, Minutes, Notice, Descriptive Writing

**Allocation of Working Hours per week**

Short Stories	- 2 hours
One Act Plays	- 2 hours
Grammar &-	2 hours
Composition	-----
<b>Total</b>	<b>- 6 hours</b>
	-----

**II YEAR – III SEMESTER  
COURSE CODE: 7BEN3C1  
CORE COURSE – V- PROSE**

**Unit - I**

Francis Bacon

- Of Studies
- Of Revenge
- Of Friendship

**Unit- II**

Joseph Addison

- The Vision of Mirza

Richard Steele

- The Spectator Club

**Unit – III**

Charles Lamb

- A Dissertation upon Roast Pig
- Bachelor's Complaint

Oliver Goldsmith

- The Man in Black – (The Citizen of the World – Letter XXI)

**Unit – IV**

Jonathan Swift

- The Battle of the Books

**Unit – V**

RL. Stevenson

G.K. Chesterton

- An Apology for Idlers
- On Running after One's Hat.



**II YEAR – III SEMESTER  
COURSE CODE: 7BEN3C2**

**CORE COURSE – VI - DRAMA - I**

<b>Unit - I</b>	Christopher Marlowe	- Dr. Faustus
<b>Unit - II</b>	Thomas Kyd	- The Spanish Tragedy
<b>Unit - III</b>	Ben Jonson	- The Alchemist
<b>Unit - IV</b>	Sheridan	- The Rivals
<b>Unit - V</b>	G.B Shaw	- Caesar and Cleopatra



**II YEAR – III**  
**SEMESTER COURSE CODE: 7BBAA3**

**Unit I**                    **ALLIED COURSE - III -ADVERTISING AND SALES PROMOTION**

Advertisement- Meaning, definition, importance, objectives – media, forms of media – press, Newspaper, trade journal, Magazines - outdoor advertising-poster, banners, neon signs, publicity literature booklets, folders, house organs - direct mail advertising - cinema and theatre programme - radio and television advertising – exhibition, trade fair, transportation advertising.

**Unit II**

Advertising agencies - Advertising Budget - Advertising Appeals - Social Effects of Advertising - Advertisement Copy - Objectives-Essentials - Types-Elements of Copy Writing: Headlines, Body Copy - Illustration-Catch Phrases and Slogans- Identification Marks.

**Unit III**

Advertising layout- functions-design of layout-typographic printing: process-lithography- printing Plates and reproduction paper, and cloth - size of advertising-repeat advertising-advertising Campaign- steps in campaign planning.

**Unit IV**

Sales force Management- Importance -sales force decision –sales force size-recruitment & selection-training-methods-motivating salesmen, Controlling - compensation & incentives-fixing sales territories, quota – Evaluation - Personal selling- Objectives - Salesmanship-Process of personal selling-types of salesman.

**Unit V**

Sales promotion: Meaning-methods-promotional strategy-marketing communication and persuasion-promotional instruments: techniques of sale promotion-consumer and dealer promotion. After sales service-packing – guarantee

**Books for Reference:**

1. Advertising and Sales Management : Sontakki C.N.
2. Salesmanship and advertising : Davar S.K.
3. Advertising Management–Sherslekar, Victor&Nirmala Prasad
4. Foundations of Advertising – Theory & Practice – S.A.Chunawala
5. Promotion Management - S.A. Chunawalla





**PART IV (I) – (C)**

**NON – MAJOR ELECTIVE – COURSE II**

**II YEAR – III SEMESTER**

**COURSE CODE: 7NME3C**

**COURSE II – EFFECTIVE EMPLOYABILITY SKILLS**

**Unit I Curriculum Vitae & Facing the Interview**

Applying for jobs, Preparing the curriculum Different formats vita, Facing the interviews, Frequently Asked Questions (FAQs).

**Unit II-Interpersonal Communication**

One to one Communication  
One to group  
Communication

**Unit III -Group Discussion**

Listening, Ice-breaking, Leader – Member Moderates his role responsibility, Conflict, Management, Consensus, Steps involved

**Unit IV -Team Work**

Qualities Selection constant & comfort, Orientation Review Tea, Review of the team work

**Unit V- Motivation**

Leadership & Motivation, Behaviour, Motives Managerial Skills

**Books for Reference:**

1. E.H.McGrath, S.J., “Basic Managerial Skills For All”, Prentice-Hall of India Private Limited, New Delhi 110 001. ISBN-0-87692-498-4.
2. D.K.Sarma, “You & Your Career”, Wheeler Publishing, 755, Anna Salai, Chennai 600002. ISBN 81-7544-170-4. -1999
3. Indian Jaycees, “Skills” Series, published by Indian Jaycees.
4. S.P.Sachdeva, “Interview In A Nutshell”, Sudha Publications (P) Ltd., B-5, Prabhat Kiran, Rajendra Place, New Delhi 110 008.



**PART IV (2) – SKILL BASED SUBJECTS**  
**(SBS)GROUP I – SET I**

**II YEAR – III SEMESTER**  
**COURSE CODE: 7SBS3A1**

**COURSE I – COMPETITIVE EXAMINATION SKILLS**

**Objectives:**

- To build a sense of awareness among students through proper guidance about various competitive examinations in order to motivate students for prospective career in government and corporate sector.
- To intensively guide students for competitive examinations like TNPSC, UPSC, SSC, RRB, IBPS etc.

**Unit I**

Public Service Commission: Tamil Nadu Public Service Commission (TNPSC) and its role - History of TNPSC - Constitutional Provisions on the Formation, Functions, and Powers of Public Service Commissions for the Union and for the States - TNPSC and its rules of Procedure.

Eligibility and examination pattern: TNPSC - Union Public Service Commission (UPSC) - Staff Selection Commission (SSC) - Railway Recruitment Board (RRB) – Institute of Banking Personnel Selection (IBPS).

**Unit II**

Intelligence, creativity & application, testing & assessment - Types, verbal abilities & fluency

**Unit III**

Numerical ability:

Numbers, simplification, time and work, percentage, fraction, speed and distance, simple and compound interest, ratio and proportion

**Unit IV**

Spatial and perceptual abilities, situation reaction test

**Unit V**

Memory and inductive reasoning, Logical reasoning, Coding and Decoding, Direction Test, Syllogism

**Books for Reference:**

1. Ajay rai, “intelligence tests”, sterling paperbacks, published by sterling publishers pvt. Ltd., 1-  
10, green park extension, new delhi 110 016., 2001
2. Competition success review magazines.



## **PART V**

### **II YEAR – III SEMESTER COURSE CODE: 7BEA3**

#### **PART – V – EXTENSION ACTIVITIES**

Extension Activities will be organized for 2 days in the Third Semester. The programme may be organized in any Saturday and Sunday.

A meeting of all the staff of the College (Teaching, Administrative and Technical Staff) be conducted before departing to the camp in which each and every aspect like Programmes to be carried out, accommodation, food, medical aid, transport facilities, etc., should be thoroughly discussed.

One credit will be allotted for this Extension Activities. The marks allotted for each camp will be 100. Each student participating in the camp will be evaluated internally for 100 marks. The criteria for evaluation of Extension Activities will be as follows:

<b>S. No.</b>	<b>Criteria</b>	<b>Maximum Marks</b>
1.	Interaction with villagers	10
2.	Participation / Attitude towards work	10
3.	Participation in interaction and discussion	10
4.	Knowledge of problems / issues	10
5.	Organising & decision making ability	20
6.	Expression: a) Cultural programmes	10
	b) Report Writing	20
7.	Ability to adjust and work in a team	10
<b>Total</b>		<b>100</b>



**II YEAR – IV SEMESTER**

**COURSE CODE: 741T**

**இரண்டாம் ஆண்டு - நான்காம் பருவம்**

**பாடக்குறியீட்டு எண்: 741வு**

**பொதுத்தமிழ் தாள் - 4 - பண்டைய இலக்கியமும் நாடகமும்**

**அலகு 1**

- அ. பத்துப்பாட்டு - சிறுபாணாற்றுப்படை  
ஆ. நற்றிணை - வெள்ளிவீதியார் பாடல் எண்கள்: 70,335,348.  
இ. குறுந்தொகை -  
பாடல் எண்.40 - யாயும் ஞாயும் எனத் தொடங்கும் பாடல் (குறிஞ்சி)  
செம்புலப்பெயல் நீரார்  
பாடல் எண்.43 - செல்வார் அல்லர் எனத் தொடங்கும் பாடல் (பாலை)  
ஒளவையார்  
பாடல் எண்.49 - அணிற் பல்லன்ன எனத் தொடங்கும் பாடல் (நெய்தல்)  
அம்முவனார்  
பாடல் எண்.61 - தச்சன் செய்த எனத் தொடங்கும் பாடல் (மருதம்)  
தும்பிசேர்கீரன்  
பாடல் எண்.110 - வாரார் ஆயினும் எனத் தொடங்கும் பாடல் (முல்லை)  
கிள்ளிமங்கலக்கிழார்  
ஈ. கலித்தொகை - பாடல் எண்.105. அரைசுபட எனத் தொடங்கும் பாடல்  
(முல்லை) சோழன் நல்லுருத்திரன்.  
உ. அகநானூறு - திருமணச் சடங்குப் பாடல்கள் 2 (86,128)  
ஊ. புறநானூறு - பிசிராந்தையார் பாடல்கள் (பாடல் எண்கள். 67,184)  
எ. திருக்குறள் - பெரியாரைத் துணைக்கோடல், சிற்றினம் சேராமை  
ஆகிய

இரு அதிகாரங்கள்.

- ஏ. நாலடியார் -  
பாடல் எண்.135 - கல்வி கரையில் எனத் தொடங்கும் பாடல்.  
பாடல் எண்.215 - கோட்டுப் பூப்போல எனத் தொடங்கும் பாடல்.  
பாடல் எண்.248 - நல் நிலைக்கண் தன்னை நிறுப்பானும் எனத் தொடங்கும்  
பாடல்.

**ஐ. பழமொழி நானூறு**

- பாடல் எண்.46 - நெடியாது எனத் தொடங்கும் பாடல்.  
பாடல் எண்.47 - தோற்றத்தாலர் எனத் தொடங்கும் பாடல்.  
பாடல் எண்.48 - மிக்குடையார் ஆகி எனத் தொடங்கும் பாடல்.

**அலகு 2 - நாடகம் - நீதிதேவன் மயக்கம் - அறிஞர் அண்ணா.**

**அலகு 3 - இலக்கணம்**

அகப்பொருள், (7 திணைகள்), புறப்பொருள் (12 திணைகள்), களவும், கற்பும், உள்ளுறை, இறைச்சி (ஆ.சிவலிங்கனார், தமிழ் இலக்கண உணர்வுகள், கபிலன் பதிப்பகம், புதுச்சேரி).

**அலகு 4 - இலக்கிய வரலாறு**

அலகு 1, அலகு 2ல் உள்ள பாடம் தொடர்பான இலக்கிய வகைகள் தொடர்பான இலக்கிய வரலாறு.

**அலகு 5 - படைப்பாற்றல்**

ஓரங்க நாடகம் படைத்தல்.

**II YEAR – IV SEMESTER  
ENGLISH FOR  
ENRICHMENT-IV  
II YEAR – IV SEMESTER  
COURSE CODE: 742E**

**COURSE – IV- ENGLISH FOR ENRICHMENT – IV**

**Texts Prescribed**

1. *Pygmalion* – G.B. Shaw
2. *Swami and Friends* – R.K. Narayan
3. *Tales from Shakespeare* Ed. by the Board of Editors, Harrows Publications, Chennai.
4. *Modern English – A Book of Grammar Usage and Composition* by N.Krishnaswamy, Macmillan Publishers.

**Unit I Drama**

*Pygmalion* – G.B. Shaw

**Unit II – Fiction**

*Swami and Friends* – R.K.Narayan

**Unit III – Tales from Shakespeare**

1. *The Merchant of Venice*
2. *Romeo and Juliet*
3. *The Winter’s Tale*

**Unit IV - Grammar**

1. Concord
2. Question Tag
3. Kinds of Sentences
4. Direct and Indirect speeches

**Unit V - Composition**

1. Expansion of Proverbs
2. Group Discussion
3. Conversation (Apologizing, Requesting, Thanking)

**Allocation of Working Hours per week**

Drama	-	2 hours
Fiction	-	2 hours
Grammar &	-	2 hours
Composition	-----	
<b>Total</b>	<b>-</b>	<b>6 hours</b>

**II YEAR – IV SEMESTER  
COURSE CODE: 7BEN4C1**

**CORE COURSE – VII - DRAMA - II**

**Unit - I**

T.S. Eliot - Murder in the Cathedral

**Unit - II**

John Galsworthy - Strife

**Unit - III**

Harold Pinter - The Birthday Party

**Unit - IV**

J.M. Barrie - The Admirable Crichton

**Unit - V**

Samuel Beckett - Waiting for Godot



**II YEAR – IV SEMESTER  
COURSE CODE: 7BEN4C2**

**CORE COURSE – VIII - LITERARY FORMS**

**Unit – I            POETRY**

Ballad, Epic, Lyric, Ode, Sonnet, Elegy

**Unit – II            DRAMA**

Comedy, Tragedy, Tragic – Comedy, One – Act play

**Unit – III           PROSE**

Essay, Epistle, Diary, Travelogue

**Unit – IV           FICTION**

- a) Short Story, Novella, Novel
- b) Parody
- c) Burlesque
- d) Picaresque
- e) Bildungsroman
- f) Satire
- g) Fantasy
- h) Science and Detective Fiction

**Unit – V            BIOGRAPHY AND AUTOBIOGRAPHY**

- a) Personality Traits
- b) Historical Verisimilitude

**Books for Reference:**

1. Abrahams, M.H., A Glossary of Literary Terms, California, Wadsworth Publishing, 2011.
2. Boulton, Marjorie, Anatomy of the Novel, New Delhi, Kalyani Publishing, 2006.
3. Rees, R.J., English Literature: An Introduction for Foreign Readers, London, Macmillan, 1973.
4. Seturaman, V.S., Indra, C.T., Practical Criticism, Madras, Macmillan, 1990.



**II YEAR - IV**  
**SEMESTER COURSE CODE: 7BBAA4**

**ALLIED COURSE - IV - CUSTOMER RELATIONSHIP MANAGEMENT**

**Unit I**

**Introduction:** Overview of Relationship Marketing – CRM and Relationship Marketing – Definition of CRM – Elements and History of CRM – Consumer Attitudes – Formation and Change; Consumer Values and Lifestyles – Customer Life Cycle – Using Customer touch points – Deciding who should lead the CRM Functions.

**Unit II**

**Strategy and Organization of CRM:** CRM processes and systems – Dynamics of Customer Supplier Relationships – CRM strategy – The relationship oriented organization – Customer knowledge – Relationship policy – Importance of Customer Divisibility in CRM.

**Unit III**

**Analytical CRM:** Relationship data management – Prospect Database – Data analysis, Data Warehouse and data mining – Segmentation and selection – Analysis of Customer Relationship Technologies – Reporting results – setting evaluation criteria for the appropriate CRM package

**Unit IV**

**CRM Subsystems:** Contact Management, Campaign Management, Sales Force Automation Value Chain – Concept – Integration Business Process Management – Benchmarks and Metrics – Culture Change – Customer Ecosystem – Vendor Selection – Implementation Strategy.

**Unit V**

**Operational CRM:** CRM Planning – Infrastructure, Information Process, Technology, People – Managing quality information, Quality systems, Customer privacy – Call centre management, Internet and website, Direct mail – Applications in various industries – in manufacturing, banking hospitality and telecom sectors – Best Practices in Marketing Technology – Indian Scenario.

**Books for Reference:**

1. Customer Relationship Management – Peelen, Ed. Pearson
2. The CRM Handbook – D. Jill Pearson
3. CRM, A strategic Imperative in the World of eBusiness – Brown, Stanley
4. CRM (Emerging Concepts, Tools & Applications) – Sheth, Jagdish N.
5. Marketing Research – Harper Boyd & Ralph Westfall
6. Consumer Behaviour – Schiffman





## **GROUP II – SET I**

### **II YEAR – IV SEMESTER COURSE CODE: 7SBS4B2**

#### **COURSE II – EMERGENCY AND MEDICAL LAB SKILLS**

##### **Objectives:**

- To recognize the nature and seriousness of the patient's condition or extent of Injuries to assess requirements for emergency medical care
- Administer appropriate emergency medical care based on assessment findings of the patient's condition
- To Perform safely and effectively the expectations of the job

##### **Unit I**

First Aid – Fracture and Fire

First Aid – Drowning and Snake animal, rodent bites.

First Aid – Diarrhoea, Dysentery and Heat Stroke

##### **Unit II**

Traffic Rules

Road accidents: precautions, preventions & emergency steps to be taken on the spot advantages of 108 ambulance.

##### **Unit III**

Basic Clinical lab Tests

Blood, Urine, saliva, stool Tests

##### **Unit IV**

Awareness Programmes on the importance of locally available herbal plants and Vegetables.  
Skin lashes poor eye-sight anemia

##### **Unit V**

Project on Locally available native treatments for various Health Problems (Project Report 15 to 25 Pages)

##### **Books for Reference:**

1. Era.Su.Muthu and Meera Ravishankar, “First Aid”, aug-2013 published by Sura Books (PVT) Ltd., 1620, ‘J’ Block, 16<sup>th</sup> Main Road, Anna Nagar, Chennai – 600 040.
2. Dr.Rama Rao, “Handbook of First Aid”, Chennai.



**II YEAR – IV SEMESTER  
COURSE CODE: 7BMY4  
COURSE – MANAVALAKALAI YOGA**

**VALUE EDUCATION**

மனவளக்கலை யோகா

**A BRIEF INTRODUCTION ABOUT MANAVALAKALAI YOGA**

in the “manavalakalai yoga”, practices formulated by thathuvagani vethathiri maharishi do not have any bearing on religion, caste or creed. this is an education for culturing the mind. it does not contain any customary observances of any sect. it comprises only rational and scientific education and practices. these are offered to all people without any discrimination.

learning and practicing manavalakalai yoga by students would help them to acquire physical health, mental acuteness, strength of life force and wisdom. offering this yoga to students is the only means through which social welfare could be derived. on the whole, manavalakalai yoga would be of immense help to achieve a holistic life for any human folk.

“for education to be complete, it should include not only the training of the intellect but also the refinement of the heart and discipline of the soul” declared dr.radhakrishnan.

the heart of education is to educate the heart and such an education alone can lead to health, happiness and harmony. it is the need of the hour that the students of colleges and universities and the general public be given a basic spiritual knowledge about their body, mind, soul, the cosmic link that runs through every system of the universe binding us all and above all, their duty to society of which every individual is a part. every individual knowingly or unknowingly lives by the labours of the various sections of society and as a solemn duty it is imperative on our part back to the society as much as we can by labour of our body or mind or both. our education to be socially relevant, it must inculcate in our youth this duty consciousness. every institution has this obligation to the society.

the quality of mind determines the quality of the man. mind can be considered to be the collective form of the thoughts arising spontaneously. an understanding of this leads to corrective measures on the thoughts and evolution of good thoughts only. then only good thoughts, words and deeds and also other virtues would prevail among the students.

**This course strives to achieve the following:**

- To train and develop the physical body for leading a healthy life.
- To rejuvenate the life energy, to retard the ageing process and to achieve spiritual development
- To offer meditation practices and introspection so as to strengthen the mind, increase its will power, concentration, creativity and receptivity and ultimately to transform the mind to achieve self realization
- To help every individual to realize the enduring values of peace, non-violence and harmony to revitalize human society for restoring its sanity and strength

**ANNEXURE – II****DETAILS OF NUMBER OF CENTRES AND YOGA MASTERS IN EACH DISTRICT OF TAMIL NADU**

<b>S. NO.</b>	<b>DISTRICT</b>	<b>CENTRES</b>	<b>yOGA mASTERS</b>
1.	Ariyalur District	9	39
2.	Chennai District	127	676
3.	Coimbatore District	122	678
4.	Cuddalore District	50	212
5.	Dharmapuri District	22	118
6.	Dindigul District	41	186
7.	Erode District	101	506
8.	Kanchipuram District	109	522
9.	Kanniyakumari District	11	79
10.	Karur District	16	67
11.	Krishnagiri District	13	72
12.	Madurai District	29	182
13.	Nagapattinam District	16	64
14.	Namakkal District	34	185
15.	The Nilgiri District	37	172
16.	Perambalur District	21	88
17.	Pudukottai District	34	152
18.	Ramanathapuram District	15	79
19.	Salem District	75	403
20.	Sivaganga District	20	100
21.	Thanjavur District	66	306
22.	Theni District	18	101
23.	Thirunelveli District	98	457
24.	Thiruvallur District	68	303
25.	Thiruvannamalai District	34	222
26.	Thiruvarur District	66	276
27.	Tutikorin District	36	162
28.	Tiruchy District	77	379
29.	Vellore District	80	418
30.	Villupuram District	31	160
31.	Viruthunagar District	13	110
<b>Total</b>		<b>1489</b>	<b>7667</b>

## **Value Education**

**80 hOURS**

### **UNIT I YOGA AND PHYSICAL HEALTH**

- 1.1 Physical structure – three bodies – five limitations
- 1.2 simplified physical exercises – hand exercises – leg exercises – breathing exercises – eye exercises – kapalapathi
- 1.3 maharasanas 1-2 massages – acu-puncture – relaxation
- 1.4 yogasanas – padmasana – vajrasanas – chakrasanas (side) – viruchasanas – yoga muthra – patchimothasanas – ustrasanas – vakkarasanas – salabasanas

### **UNIT II ART OF NURTURING THE LIFE FORCE AND MIND**

- 2.1 maintaining the youthfulness – postponing their ageing process
- 2.2 sex and spirituality – significance of sexual vital fluid – married life – chastity
- 2.3 ten stages of mind
- 2.4 mental frequency – methods for concentration

### **UNIT III SUBLIMATION**

- 3.1 purpose and philosophy of life
- 3.2 introspection – analysis of thought
- 3.3 moralization of desires
- 3.4 neutralization of anger

### **UNIT IV HUMAN RESOURCES DEVELOPMENT**

- 4.1 eradication of worries
- 4.2 benefits of blessings
- 4.3 greatness of friendship
- 4.4 individual peace and world peace

### **UNIT V LAW OF NATURE**

- 5.1 unified force – cause and effect system
- 5.2 purity of thought and deed and genetic centre
- 5.3 love and compassion
- 5.4 cultural education – five fold culture

**III YEAR – V SEMESTER  
COURSE CODE: 4BEN5C1**

**CORE COURSE – IX- INDIAN WRITING IN ENGLISH**

- Unit - I**                    **Poetry**  
Sir Aurobindo                    - The Fear of Life and Death  
Rabindranath Tagore           - Where the Mind is Without Fear  
Sarojini Naidu                    - Love and Death
- Unit - II**                    **Poetry**  
Toru Dutt                            - Lakshman  
Nissim Ezekiel                    - Goodbye Party for Miss Pushpa. T.S  
Kamala Das                        - A Hot Noon in Malabar
- Unit - III**                  **Prose**  
Mahatma Gandhi                - Tolstoy and the Youth  
Sir C.V. Raman                    - Water the Elixir of Life  
Jawaharlal Nehru                - Kamala Nehru
- Unit - IV**                  **Drama**  
Mahesh Dattani                  - Seven Steps Around Fire
- Unit - V**                  **Fiction**  
Chetan Bhagat                    - The Three Mistakes of my Life.



**III YEAR – V SEMESTER  
COURSE CODE: 4BEN5C2**

**CORE COURSE – X- WOMEN’S WRITING IN ENGLISH**

<b>Unit- I</b>	<b>Poetry</b>
	E.B. Browning - How do I love thee? Let me count the ways Sylvia Plath - Daddy Maya Angelo - Still I Rise
<b>Unit- II</b>	<b>Prose</b>
	Virginia Woolf - A Room of One’s Own
<b>Unit – III</b>	<b>Drama</b>
	Manjula Padmanapan - Harvest
<b>Unit- IV</b>	<b>Novel</b>
	Alice Walker - The Colour Purple
<b>Unit- V</b>	<b>Short Stories</b>
	Katherine Mansfield - A Cup of Tea Geetha Goswami - The Lost Shore Alice Munro - Silence



**III YEAR – V SEMESTER  
COURSE CODE: 4BEN5C3**

**CORE COURSE – XI- COMMONWEALTH LITERATURE**

<b>Unit - I</b>	<b>Poetry</b> Derek Walcott Razia Khan Margaret Atwood	- A Far Cry from Africa - My Daughter's Boyfriend - The City Planners
<b>Unit - II</b>	<b>Poetry</b> Allen Curnow E.J.Pratt David Diop	- House and Land - The Dying Eagle - Africa
<b>Unit - III</b>	<b>Prose</b> Chinua Achebe Dr.S.Radhakrishnan	- The Novelist as a Teacher - The World Community
<b>Unit - IV</b>	<b>Drama</b> Wole Soyinka	- The Lion and the Jewel
<b>Unit - V</b>	<b>Fiction</b> Margaret Atwood	- The Edible Woman



**III YEAR – V SEMESTER  
COURSE CODE: 4BENE1A**

**ELECTIVE COURSE – I (A)- TRANSLATION STUDIES, THEORY AND PRACTICE**

**Unit – I**

Introduction to Translation- History of Translation- Definition- Types of Translation

**Unit- II**

Decoding and Recoding  
Problems of Equivalence- History of Translation Theory

**Unit- III**

Specific Problems of Literary Translations

**Unit - IV**

Translating Literary Texts  
1. Thirukkural – First two chapters from G.U.Pope’s Translation.  
2. Bharathiar – Our Mother land  
3. T.S.Pillai - Chemmeen

**Unit - V**

Translation & Practice ( Tamil into English and Vice versa)

**Books for Reference:**

1. Savoury Theodore - The Art of Translation
2. Susan Bassnett - Translation Studies (Methuene)





**III YEAR – V SEMESTER  
COURSE CODE: 4BENE2A**

**ELECTIVE COURSE – II (A)-ENGLISH LANGUAGE TEACHING**

**Unit- I**

Place of English in India- Issues Involved in the Teaching of English- English as FL, SL, ESP (English as a Special Purpose)

**Unit- II**

Approaches and Methods- Grammar Translation Method- Audio-lingual Method- Communicative Approach – Natural Approach – Natural Approach- Content-based Instruction- Task-based Language Teaching.

**Unit- III**

Teaching of Prose, Poetry, Drama, Grammar, Composition – Teaching LSRW Skills

**Unit – IV**

Testing- Types of Tests- Characteristics of a Good Test- Preparation of Model Exercises and Questions

**Unit- V**

Use of Audio- Visual Aids- Television and Language Lab in Teaching English.

**Books for Reference:**

1. Baruah, T.C. The English Teacher's Handbook. New Delhi: Sterling Publishers, 1991.
2. Bright, John A., and G.P. McGregor. Teaching English as a Second Language. Longmans, 1970.
3. Richards, Jack C, and Theodore S. Rodgers. Approaches and Methods in Language Teaching: A Description and Analysis. Cambridge: CUP, 1986.
4. Varghese, Paul. Teaching English as a Second Language. New Delhi: Sterling Publishers, 1990.



**III YEAR – V SEMESTER  
COURSE CODE: 4BENE2B**

**ELECTIVE COURSE – II (B)-JOURNALISM AND MASS COMMUNICATION**

**Unit-I**

Journalism: its Definition & Scope – News & Newsworthiness – Journalism & its Social Effects – the Development of Journalism & its History

**Unit – II**

Communication Process – Methods of communication – Problems in Communication – Print Media – Electronic Media – Functions of Mass Media.

**Unit – III**

News Collecting & News Reporting – Film Reviews Writing – News Agencies & Their Role – Editing – Responsibilities of an Editor – Basic Principles of Editing

**Unit – IV**

Freedom of Press – Social Responsibilities – Code of Ethics – Press Laws

**Unit – V**

Public Relations & Advertising

**Books Recommended for Study:**

1. David Wainwright : **Journalism Made Simple**, Heinemann, London, 1986
2. Rangaswami Prathasarathay : **Basic Journalism**, Macmillan, Delhi, 2002
3. Krishna Mohan & MeeraBanerji: **Developing Communication Skills**, Macmillan, Delhi, 2004
4. Dodge, J.D & Viner, G: **The Practice of Journalism**, Heinemann, 1963



## GROUPI-SET II

III YEAR – V

SEMESTER COURSE CODE: 4SBS5A43

### COURSE II – HERITAGE AND TOURISM

#### Unit I

Tourism – Introduction – Concepts – Significance – Forms of Tourism – Effects of Tourism  
Social, Economic and Environmental aspects – Human Rights

#### Unit II

Importance of preserving heritage – Heritage Spots in India – In Tamil Nadu – Brief history  
of the heritage spots – The role of heritage spots in promoting tourism – UNESCO  
guidelines on Heritage

#### Unit III

Role of Government in promoting tourism – ITDC- TTDC-Palace on wheels – Travel  
industry service network – Land (rail and road) Air – Water – Travel Agency – Hospitality  
and Accommodation

#### Unit IV

Travel Guide – Features – requirements – One's role as a guide – Income and Employability  
Qualities and skills of a professional travel or tourist guide

#### Unit V

Project work – Field visit to heritage and tourism spots in Sivagangai and Ramanathapuram  
Districts and submission of a report (15 to 25 pages)

#### References

- Bhatia, A. K – Tourism Development Principles and Practices,  
(Sterling Publishers (P) Ltd., New Delhi)
- Ananand M. M – Tourism and Hotel Industry in India  
(Sterling Publishers (P) Ltd., New Delhi)
- Acharya Ram – Tourism and Cultural Heritage  
(Rosa Publications: Jaipur, 1986)
- Jha, S.M – Tourism Marketing (Himalaya Publishing House)



## **GROUPI-SET II**

### **III YEAR – V**

**SEMESTER COURSE CODE: 4SBS5A44**

## **COURSE III – MARKETING AND SALES MANAGEMENT**

### **UNIT I**

Introduction: evolution of marketing – types of marketing: consumer products marketing, industrial marketing and services marketing – demographic and behavioural dimensions of marketing – marketing planning

### **UNIT II**

Basics of market segmentation, targeting and positioning – components of the marketing mix: product – price – place – promotion – distribution channels: types – merits and demerits

### **UNIT III**

Marketing vs selling – nature and scope of sales management – personal selling and salesmanship – selling function – understanding consumer's decision making process – sales organization and types of selling

### **UNIT IV**

Prospecting – approaching the customer – sales presentation – sales demonstration – negotiating buyer concerns – closing the sale – post sales service and complaint handling

### **UNIT V**

Modern trends in marketing and sales: internet marketing – direct marketing – multi level marketing – relationship marketing – selling through kiosks

### **References**

1. Chunawalla, s. a., sales management, 5th edition (2007), himalaya publishing house
2. Havaladar, krishna; sales and distribution management, 1st edition (2006), tata mcgraw hill
3. Perreault, jr., william; mccarthy, e. jerome, basic marketing, 15th edition, 2006, tata mcgraw hill



**III YEAR – VI SEMESTER  
COURSE CODE: 4BEN6C1**

**CORE COURSE – XII-SHAKESPEARE**

**Unit I General Shakespeare**

1. Audience
2. Theatre
3. Clowns
4. Women
5. Soliloquy
6. Supernatural Elements

**Unit – II Sonnets**

No:- 116, 73, 29, 33, 104

**Unit III Drama**

King Lear

**Unit IV**

A Midsummer Night's Dream

**Unit V**

The Merchant of Venice



**III YEAR – VI SEMESTER  
COURSE CODE: 4BEN6C2**

**CORE COURSE – XIII-AMERICAN LITERATURE**

**Unit – I      Poetry**

- Emerson                    -      Brahma
- Edgar Allan Poe        -      The Raven
- Walt Whitman            -      On the Beach at Night Alone

**Unit – II      Poetry**

- Robert Frost            -      The Road Not Taken
- Emily Dickinson        -      I Felt a Funeral in My Brain
- Wallace Stevens        -      The Emperor of Ice-cream

**Unit – III     Prose**

- Emerson                -      Self Reliance
- Abraham Lincoln      -      The Gettysburg Address

**Unit – IV     Drama**

- Tennessee Williams    -      A Street Car Named Desire
- Arthur Miller            -      Death of a Salesman

**Unit – V      Fiction**

- Henry James            -      The Portrait of a Lady
- Nathaniel Hawthorne   -      The Scarlet Letter



**III YEAR – VI SEMESTER  
COURSE CODE: 4BEN6C3**

**CORE COURSE – XIV-LITERARY CRITICISM**

**Unit – I**

- T.S. Eliot - Tradition and Individual Talent  
I. A. Richard - Four Kinds of Meaning

**Unit – II**

- Matthew Arnold -The Study of Poetry  
P.B.Shelley -A Defence of Poetry

**Unit – III**

- Dr. Johnson - Preface to Shakespeare  
Dryden - An Essay on Dramatic Poesy

**Unit – IV**

- Aristotle - Poetics (Chapter IX)  
Philip Sidney - An Apology for Poetry

**Unit – V Five Approaches**

1. Moralistic Approach
2. Psychological Approach
3. Archetypical Approach
4. Sociological Approach
5. Formalistic Approach



**III YEAR – VI SEMESTER  
COURSE CODE: 4BEN6C4**

**CORE COURSE – XV- PHONETICS AND SPOKEN ENGLISH**

**Unit – I**

The Organs of Speech  
The Description of Speech Sounds

**Unit – II**

The Sounds of English: Vowels  
The Sounds of English: Consonants

**Unit – III**

Stress, Accent, Rhythm, Assimilation, Intonation

**Unit – IV**

Phonetic Transcription, Conversation Passages for Practice

**Unit – V**

Spoken English - in Various Situations in which Dialogues are deployed.

**Books Recommended:**

1. J.D.O Conner: Better English Pronunciation CUP.
2. A Textbook of English Phonetics for Indian Students – T.Balasubramanian.





**III YEAR – VI SEMESTER  
COURSE CODE: 4BENE3A**

**ELECTIVE COURSE – III (A) - REMEDIAL ENGLISH GRAMMAR**

**Unit – I**

The Sentence- Parts of Speech- Nouns, Adjectives, Comparison of Adjectives, Articles, Pronouns.

**Unit – II**

Verbs- Mood and Tense – Concord- Non-finite Verbs – Strong and Weak Verbs- Auxiliaries- Anomalous Finites- Adverbs – Prepositions – Conjunction- Interjections.

**Unit – III**

Simple, Compound, Complex and Compound Complex Sentences – Analysis of Simple Sentences- Clauses- Analysis of Sentences- Synthesis of Sentences – Transformation of Sentences- Direct and Indirect Speech- Punctuation and Capitals.

**Unit - IV**

Verb Patterns – Structures- Word – Formation – The Use of Prefixes, the Use of Suffixes, Compound Words- Synonyms and Antonyms – Words often Confused – Words with Appropriate Prepositions.

**Unit- V**

Paragraph Writing – Letter Writing – Précis Writing – Expansion of Passages- Essay Writing- Writing Stories from Outlines.

**Book for Reference:**

1. Modern English – A book of Grammar Usage and Composition by N.Krishnaswamy.



**III YEAR – VI SEMESTER  
COURSE CODE: 4BENE3B**

**ELECTIVE COURSE – III (B) - WRITTEN COMMUNICATION**

**Unit – I**

Communicating by Letter - Units 1 to 6

**Unit – II**

Different Ways of Presenting Information - Units 7 to 12

Description and Narration - Units 13 to 18

**Unit - III**

Note – Making - Units 19 to 24

**Unit - IV**

Reporting - Units 25 to 32

Arguing - Units 33 to 38

**Unit - V**

Expressing Yourself - Units 39 to 43

**Book for Reference:**

1. “Written Communication in English” by Sarah Freeman Orient Longman.



## **GROUP II – SET II**

### **III YEAR – VI SEMESTER COURSE CODE: 4SBS6B4**

#### **COURSE II – FRUIT, VEGETABLE PRESERVATION SKILLS**

##### **Unit I**

Principles, Methods, types of Preservation.

Preservation media and mode of action of preservation. Traditional & Modern methods.

##### **Unit II**

Study of various types of equipments – care & precautions and usage. Study of various types of containers.

##### **Unit III**

Vegetables & their product preservation Methods

Importance of personal hygiene and sanitary standards

##### **Unit IV**

Fruits & their preservation

##### **Unit V**

#### **Project:**

1. Mapping of preservation practices & centres

(or)

2. Preservation practices specific to fruits & Vegetables in your area (Project Report 15 to 25 Pages)

#### **References**

1. Srivastava R.P. and Kumar.S “Fruit and Vegetable Preservation: Principles”
2. Ranjit Singh “Fruits” National Book Trust.
3. Girdhari Lal Tandon et al “Preservation of Fruit and Vegetable Products”.



**B.A ENGLISH -Syllabus**  
**From 2019-2020 to 2021-2022**

**ALAGAPPA UNIVERSITY, KARAIKUDI**  
**NEW SYLLABUS UNDER CBCS PATTERN (w.e.f.2017-18)**

**B.A ENGLISH– ODD & Even Semester**  
**From 2019-2020 to 2021-2022 Academic Year**

**B.A. ENGLISH – PROGRAMME STRUCTURE**

Sem.	Part	Course Code	Title of the Paper	Cr.	Hrs./ Week	Max. Marks		
						Int.	Ext.	Total
I	I	711T	<b>Tamil /Other Languages -I</b>	3	6	25	75	100
	II	712E	<b>English – I</b>	3	6	25	75	100
	III	7BEN1C1	<b>Core-I- Social History of England</b>	4	6	25	75	100
		7BEN1C2	<b>Core – II – Poetry-I</b>	4	6	25	75	100
			<b>Allied – I</b>	5	5	25	75	100
IV	7NME1A/ 7NME1B/ 7NME1C	<b>(1)Non Major Elective – I</b> (A)தமிழ் மொழியின் அடிப்படைகள்/ (B) இக்கால இலக்கியம்/ (C) Communicative English	2	1	25	75	100	
			<b>Total</b>	<b>21</b>	<b>30</b>	--	--	<b>600</b>
II	I	721T	<b>Tamil/Other Languages-II</b>	3	6	25	75	100
	II	722E	<b>English – II</b>	3	6	25	75	100
	III	7BEN2C1	<b>Core – III – History of English Literature</b>	4	6	25	75	100
		7BEN2C2	<b>Core – IV – Poetry –II</b>	4	5	25	75	100
			<b>Allied – II</b>	5	5	25	75	100
IV	7BES2	(3) Environmental Studies	2	2	25	75	100	
			<b>Total</b>	<b>21</b>	<b>30</b>	--	--	<b>600</b>
III	I	731T	<b>Tamil/Other Languages-II</b>	3	6	25	75	100
	II	732E	<b>English – III</b>	3	6	25	75	100
	III	7BEN3C1	<b>Core – V – Prose</b>	4	5	25	75	100
		7BEN3C2	<b>Core – VI – Drama – I</b>	4	5	25	75	100
			<b>Allied – III</b>	5	5	25	75	100
IV	7NME3A/ 7NME3B/ 7NME3C	<b>(1)Non Major Elective- II</b> (A) ,yf;fpaKk; nkhopg; gad;ghLk;/ (B)goe;jkpo; ,yf;fpaq;fSk; ,yf;fpa tuyhWk; / (C) Effective Employability Skills	2	1	25	75	100	
		7SBS3A1/ 7SBS3A2/ 7SBS3A3	<b>Skill Based Subjects – I</b>	2	2	25	75	100
V	7BEA3	Extension Activities	1	-	100	--	100	
			<b>Total</b>	<b>24</b>	<b>30</b>	--	--	<b>800</b>

IV	I	741T	<b>Tamil /Other Languages – IV</b>	3	6	25	75	100	
	II	742E	<b>English – IV</b>	3	6	25	75	100	
	III	7BEN4C1	<b>Core – VII - Drama – II</b>	4	5	25	75	100	
		7BEN4C2	<b>Core – VIII - Literary Forms</b>	4	4	25	75	100	
		7BBAA4	<b>Allied – IV Customer Relationship Management</b>	5	5	25	75	100	
	IV	7SBS4B2	<b>(4)SBS– II Emergency and Medical Lab Skills</b>	2	2	25	75	100	
		7BMY4	<b>(4)Manavalakalai Yoga / Women’s Studies</b>	2	2	25	75	100	
			<b>Total</b>	<b>23</b>	<b>30</b>	<b>--</b>	<b>--</b>	<b>700</b>	
V	III	7BEN5C1	<b>Core –IX – Indian Writing in English</b>	4	5	25	75	100	
		7BEN5C2	<b>Core – X – Women’s Writing in English</b>	4	5	25	75	100	
		7BEN5C3	<b>Core – XI – Commonwealth Literature</b>	4	6	25	75	100	
		7BENE1A/ 7BENE1B	<b>Elective – I- A) Translation Studies, Theory and Practice (or)B) English for Competitive Examination.</b>	5	5	25	75	100	
		7BENE2A / 7BENE2B	<b>Elective- II – A) English Language Teaching (or)B) Journalism and Mass Communication</b>	5	5	25	75	100	
	IV	7SBS5A5 / 7SBS5A6/	<b>Skill Based Subjects – I Heritage and Tourism</b>	2	2	25	75	100	
			<b>SBS – IIMarketing and Sales Management</b>	2	2	25	75	100	
				<b>Total</b>	<b>26</b>	<b>30</b>	<b>--</b>	<b>--</b>	<b>700</b>
	VI	III	7BEN6C1	<b>Core – XII – Shakespeare</b>	4	6	25	75	100
			7BEN6C2	<b>Core–XIII–American Literature</b>	4	5	25	75	100
7BEN6C3			<b>Core–XIV–Literary Criticism</b>	4	5	25	75	100	
7BEN6C4			<b>Core- XV – Phonetics and Spoken English</b>	4	5	25	75	100	
7BENE3A / 7BENE3B			<b>Elective – III-A) Remedial English Grammar (or) B) Written Communication</b>	5	5	25	75	100	
IV		7SBS6B4 / 7SBS6B7	<b>Skill Based Subjects – II Fruit, vegetables Preservation Skills</b>	2	2	25	75	100	
			<b>Skill Based Subjects – II National Cadet Corps</b>	2	2	25	75	100	
<b>Total</b>				<b>25</b>	<b>30</b>	<b>--</b>	<b>--</b>	<b>700</b>	

Core/ Elective

	Internal	External	Total
Theory Papers	25	75	100
Practical Papers	40	60	100

(3) Allied for Arts

	Internal	External	Total
Theory Papers	25	75	100

(4) Allied for Science (Theory and Practice)

	Internal	External	Total
Theory Papers	15	60	75
Practical Papers	20	30	50

**PART – I**  
**I YEAR – I SEMESTER**  
**COURSE CODE: 711T**

**LANGUAGE COURSE – I –வணிகக்**

**கடிதங்கள் பகுதி 1 வணிகக் கடிதங்களின் அடிப்படைக் கூறுகள்**

வணிகக் கடிதங்களின் பொது அமைப்பு மற்றும் படிவங்கள் –  
கடித வகைகள் –சிறப்புக் கூறுகள்–நோக்கம் –கடிதம் எழுதுபவர் எழுதும் முன்  
மனதில் கொள்ள வேண்டிய செய்திகள்.

**பகுதி 2 விண்ணப்பக் கடிதங்கள்**

வேலை வேண்டி விண்ணப்பக் கடிதம் –கருத்துரை காட்டும்  
கடிதங்கள் –கடனுக்காக கடிதங்களும் சிபாரிசுகளும் –வியாபாரத்தில்  
நாணயமாக நடப்பது குறித்து கடிதங்கள் –விளம்பரப்படி –அதை தயாரிக்கும்  
முறை.

**பகுதி 3 வியாபாரக் கடிதங்கள்**

முனைவுக் கடிதங்கள் –விசாரணைகள் –விலைப்புள்ளிகள் –  
ஆணையறுக்கிகள் –புகார்களும் சரிகட்டலும் –சரக்கு பெற்றுக் கொண்டதை  
உறுதி செய்தல் –நிலுவைத் தொகை நினைவுறுத்தல்–வசூல் செய்தல் –கணக்கை  
நேர் செய்தல்.

**பகுதி 4 பல்வகைக் கடிதங்கள்**

ஏற்றுமதி இறக்குமதி தொடர்பான கடிதங்கள் –முகவாண்மை தொடர்பான கடிதங்கள்  
வியாபாரச் சுற்றறிக்கை தயாரித்தல் –வங்கிக் கடிதங்கள் –காப்பீட்டுக்  
கடிதங்கள் –போக்குவரத்துக் கடிதங்கள் –அரசுத்துறை சார்ந்த கடிதங்கள்

**பகுதி 5 நிறுமச் செயலரின் கடிதங்கள்**

பங்குதாரருடன், இயக்குநர்களுடன் செயலரின் கடிதத் தொடர்புகள் –நிறுமக் கூட்டம்  
–தீர்மானங்கள் –நிகழ்ச்சிக் குறிப்பு தயாரித்தல் –அறிக்கை தயாரித்தல்  
–தனிநபர் அறிக்கை –குழு அறிக்கை –அங்காடி அறிக்கை –புள்ளி  
விபரக் குறிப்பிலிருந்து அறிக்கை தயாரிக்கும் முறைகள்.

**பரிந்துரைக்கப்படும் புத்தகங்கள்:**

4. வகைத் தகவல் தொடர்பு : கதிரேசன், முனைவர் ராஜா.
5. வாணிபத் தகவல் தொடர்பு: முனைவர் ஏ.ஆ. செல்வராஜ்.
6. வணிகக் கடிதத் தொடர்பு : ஞ. முத்தையா



**PART - II – ENGLISH**  
**I YEAR – I SEMESTER**  
**COURSE CODE: 712CE**

**COURSE – I - ENGLISH FOR ENRICHMENT – I**

**Texts Prescribed**

3. Gate Way to English – *An Anthology of Prose and Poetry* Ed. By the Board of Editors, Harrows Publications, Chennai.
4. Modern English – *A Book of Grammar Usage and Composition* by N.Krishnaswamy, Macmillan Publishers.

**Unit I Prose**

1. Education for New India – C.Rajagopalachari.
2. All about a Dog – A.G.Gardiner
3. I have a Dream – Martin Lutherking

**Unit II Prose**

1. How I Became a Public Speaker – G.B. Shaw
2. With the Photographer – Stephen Leacock
3. Early Influences: Dr. APJ. Abdul Kalam

**Unit III Poetry**

1. Gitanjali (Songs : 1-2) Rabindranath Tagore
2. Shall I Compare thee to a Summer’s Day(Sonnet 18)–William Shakespeare
3. On his Blindness – John Milton.

**Unit IV Grammar**

Noun, Pronoun, Verb, Adverb

**Unit V Composition**

Informal Letter, Comprehension, Dialogue Writing, Hints Developing

**Allocation of Working Hours per week**

Prose	-	2	hours
Poetry	-	2	hours
Grammar &	-	2	hours
Composition	-----		
<b>Total -</b>		<b>6</b>	<b>hours</b>
		-----	



**B.A. ENGLISH  
I YEAR – I SEMESTER  
COURSE CODE: 7BEN1C1**

**CORE COURSE – I - SOCIAL HISTORY OF ENGLAND**

**The following chapters are prescribed for study**

- Unit - I**        The Renaissance  
                  The Reformation  
                  The Puritanism
- Unit- II**        Colonial Expansion  
                  The Civil War and Its Social Significance  
                  The Origin and Growth of Political Parties in England
- Unit- III**        Age of Queen Anne  
                  The Agrarian Revolution  
                  The Industrial Revolution
- Unit- IV**        Effects of the French Revolution  
                  Humanitarian Movements  
                  Reform Bills
- Unit- V**        World Wars and Social Securities  
                  Trade Unionism

**Books for Reference:**

1. English Social History by G.M.Trevelyan, Orient Longman, 1980.
2. Introduction to the Social History of England by Dr.A.Shanmugakani, Manimekala Publishing House, Madurai.
3. An Introduction to the Social History of England by A.G.Xavier, S.Viswanathan, (Printers and Publishers) Pvt. Ltd. 2009.



**I YEAR – I SEMESTER  
COURSE CODE: 7BEN1C2**

**CORE COURSE – II- POETRY - I**

**Unit - I**

- |                          |                |
|--------------------------|----------------|
| A Prayer for My Daughter | - W.B Yeats    |
| God's Grandeur           | - G.M Hopkins  |
| Anthem for Doomed Youth  | - Wilfred Owen |

**Unit - II**

- |                          |               |
|--------------------------|---------------|
| Ozymandias               | - P.B.Shelley |
| La Belle Dame sans Merci | - John Keats  |
| When We Two Parted       | - Lord Byron  |

**Unit - III**

- |                 |                   |
|-----------------|-------------------|
| Ulysses         | - Alfred Tennyson |
| My Last Duchess | - Robert Browning |
| Dover Beach     | - Matthew Arnold  |

**Unit - IV**

- |                                       |                  |
|---------------------------------------|------------------|
| A Poison Tree                         | - William Blake  |
| A Red, Red Rose                       | - Robert Burns   |
| On the Receipt of My Mother's Picture | - William Cowper |

**Unit - V**

- |                   |                      |
|-------------------|----------------------|
| Leech Gatherer    | - William Wordsworth |
| Dejection: An ode | - S.T. Coleridge     |
| The Scholar       | - Southey            |



# B.A. HISTORY - I YEAR

## MODERN GOVERNMENTS

### SYLLABUS

**Unit – I :**Constitution - Written and Unwritten Constitution – Flexible and Rigid  
Constitution - Federal and Unitary Constitution – Separation of Powers.

**Unit – II :**The British Constitution - The Constitution of the USA - The Constitution of India

**Unit – III :**The Constitution of France - The Constitution of USSR - The Constitution of  
Switzerland

**Unit - IV:** The Constitution of Canada - The Constitution of Australia

**Unit - V:** The Constitution of Ireland - The Constitution of Japan

#### **Reference Books:**

5. A.S.Irish Bhandari, Samersen -Modern Governments
6. Hari Hara Das- Select Modern Governments
7. M.H.Syed- Encyclopedia of Modern Governments
8. J.Kasthuri- Modern Governments

Gomathi Nayagam-  
Modern  
Governments

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**PART IV (I) – (C)**  
**NON – MAJOR ELECTIVE – COURSE – I**  
**I YEAR – I SEMESTER COURSE CODE:**  
**7NME1C COURSE 1 – COMMUNICATIVE**  
**ENGLISH**  
**15 hours per Semester – 1 hour per Week**

**Objective**

To enable each learner at the college level to communicate effectively in English both in the spoken and in the written mode

**Theory**

Practice oriented course. Hence, 75:25 scheme of marking has to be followed. 75 marks for external assessment. 25 marks for internal marks assessment. Internal assessment will be carried out by the teacher who teaches the course while the external evaluation will be done by a group of 2 or 3 teachers who teach the course from the same college or from the nearby colleges.

**Unit I BASICS OF ENGLISH**

Sentence- Clause-Phrase-Word-Morpheme. Introduction to sounds of English-stress-intonations

**Unit II INTRODUCTION TO LSRW SKILLS**

Listening –Reading-Speaking-Writing skills

**Unit III SPOKEN COMMUNICATION**

Participating in Conversation. Preparation of Speech for shorter or longer duration

**Unit IV WRITTEN COMMUNICATION-I**

Note-Making-Summarizing-Paraphrasing-letter writing

**Unit V WRITTEN COMMUNICATION-II**

Introduction to preparing curriculum vitae-Creating and verifying personal and official e-mail-Preparing notice circulars, memos and agenda for a meeting-Report writing- Common errors in English Translation.

**ACTIVITIES**

10. Arrange the conversation between the students.
11. Preparing the speeches (for example, introducing a speaker or proposing a vote of thanks at the college function, explaining an experiment & etc.,)
12. Passage for note making
13. Passage for summarizing
14. Writing a paragraph on any topic(Statements and proverbs can be given)
15. Writing a C.V.
16. Writing a memo/notice/agenda/email/report
17. Ten sentences from Tamil to English & English to Tamil
18. Ten Sentences from error correction.

**RECOMMENDED BOOKS**

5. “Success with Spoken English II” Dr. Saraswathi and Dr. Noorjahan kother adham (2000), Common Wealth University books, Chennai.
6. “Teaching Spoken English and Communication Skills” Rev.Dr.Francis Soundararaj (1995), T.R.Publication, Chennai.
7. “Developing Communication Skills,” Krishna Mohan and Meera Benerji (2002) Macmillan India Limited.

**I YEAR – II SEMESTER**  
LANGUAGE COURSE – II – அலுவலக மேலாண்மை  
**முதலாம் ஆண்டு - இரண்டாம் பருவம்**  
**பாடக்குறியீட்டு எண்: 721வு**  
**பொதுத்தமிழ் தாள் -2 இடைக்கால இலக்கியமும் சிறுகதையும்**  
**அலகு 1**

**அ. திருஞானசம்பந்தர்**

1. திருவாடாணை -“மாதோர் கூறு” எனத் தொடங்கும் பாடல்.
2. திருப்புனவாசல் -“மின்னியல் செஞ்சடை” எனத் தொடங்கும் பாடல்.
3. திருக்கொடுங்குன்றம் -“வானிற் பொலிவெய்தும்” எனத் தொடங்கும் பாடல்.

**ஆ. திருநாவுக்கரசர்**

1. திருப்புத்தூர் - “மின்காட்டும்” எனத் தொடங்கும் பாடல்.
2. திருஇராமேச்சுரம் - “பாசமும்” எனத் தொடங்கும் முதல் பாடல்.
3. திருப்புவணம் - “வடியேறு” எனத் தொடங்கும் பாடல்.

**இ. சுந்தரர்**

1. திருக்காணப்பேர் - “தொண்டர் அடித் தொழுவும்” எனத் தொடங்கும் பாடல்.
2. திருச்சுழியல் - “ஊனாய் உயிர் உகலாய்” எனத் தொடங்கும் பாடல்.

**ஈ. மாணிக்கவாசகர் - திருவாசகம்**

1. திருப்பெருந்துறை - இன்பம் பெருக்கி எனத் தொடங்கும் பாடல்.(திருவெண்பா.11)
2. திரு உத்தரகோசமங்கை - நீத்தல் விண்ணப்பம், இருதலைக்கொள்ளி என்று தொடங்கும் பாடல்.

**உ. திருமூலர் - திருமந்திரம்**

1. அன்பும் சிவமும் எனத் தொடங்கும் பாடல்.
2. எட்டிப் பழுத்த எனத் தொடங்கும் பாடல்.
3. படமாடக் கோயில் எனத் தொடங்கும் பாடல்.

**ஊ. திருமங்கை ஆழ்வார்**

திருப்புல்லாணி - ஒன்பதாம் பத்து நாலாம் திருமொழி “காவார் மடல் பெண்ணை” எனத் தொடங்கும் ஒன்றாம் பாடல் முதல் “வில்லாள் இலங்கை” எனத் தொடங்கும் ஐந்தாம் பாடல் வரை (மொத்தம் ஐந்து பாடல்கள்)

**எ. சிற்றிலக்கியம்**

1. அபிராமி அந்தாதி - உதிக்கின்ற செங்கதிர் எனத் தொடங்கும் முதற்பாடல் தொடங்கி அதனைத் தொடர்ந்து வரும் 9 பாடல்கள் (ஆக மொத்தம் 10 பாடல்கள்).
2. தமிழ்விடு தூது - 17 ஆம் கண்ணி முதல் 27 ஆம் கண்ணி வரை.
3. திருக்குற்றாலக்குறவஞ்சி, வசந்தவள்ளி பந்தடித்தல்.
4. பாடுவார் முத்தப்பர், செயங்கொண்டார் சதகம் முதல் இரு பாடல்கள்.

**அலகு 2 - சிறுகதை**

சிறுகதைகள் 10 ஆசிரியர் குழு, அறிவுப் பதிப்பகம்.

**அலகு 3 - இலக்கணம்**

சொல்லிலக்கணம்

சொல்வகை, பெயர்ச்சொல், வினைச்சொல்,இடைச்சொல், உரிச்சொல்,இலக்கணம், வேற்றுமை, மயக்கம், ஆகுபெயர், (ஆ.சிவலிங்கனார், தமிழ் இலக்கண உணர்வுகள் - கபிலன் பதிப்பகம், புதுச்சேரி).

**அலகு 4 - இலக்கிய வரலாறு**

அலகு 1, அலகு 2ல் உள்ள பாடம் தொடர்பான இலக்கிய வகைகள் தொடர்பான இலக்கிய வரலாறு.

**அலகு 5 - படைப்பாற்றல்**

சிறுகதை படைத்தல்.



**I YEAR – II SEMESTER  
COURSE CODE: 722CE**

**COURSE - II – ENGLISH FOR ENRICHMENT – II**

**Texts Prescribed**

3. Gate Way to English – *An Anthology of Prose and Poetry* Ed. by the Board of Editors, Harrows Publications, Chennai.
4. Modern English – *A Book of Grammar Usage and Composition* by N.Krishnaswamy, Macmillan Publishers.

**Unit I Prose**

1. My Greatest Olympic Prize – Jesse Owens
2. Voluntary Poverty – Mahatma Gandhi
3. Helen Kellar – Ishbel Ross

**Unit II Prose**

1. Coffee Worries – R.K. Narayan
2. A Night Among the Pines – R.L. Stevenson
3. Spoon Feeding – W.R.Inge

**Unit III Poetry**

1. Daffodils - Wordsworth
2. Mending Wall – Robert Frost
3. A River – A.K.Ramanujan

**Unit IV Grammar**

Adjective, Preposition, Conjunction and Interjection.

**Unit V Composition**

Formal Letters, Resume Writing, Precise Writing and General Essays.

**Allocation of Working Hours per week**

Prose	-	3 hours
Poetry	-	1 hour
Grammar &	-	2 hours
Composition	-----	
<b>Total - 6 hours</b>		
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## I YEAR – II SEMESTER

**COURSE CODE: 7BEN2C1**

### **CORE COURSE – III- HISTORY OF ENGLISH LITERATURE**

#### **Unit – I**

The Age of Shakespeare - Shakespeare, Ben Jonson, Bacon.  
The Age of Milton - Milton, The Metaphysical Poets

#### **Unit – II**

The Age of Dryden - Dryden.  
The Age of Pope - Pope, Swift, Addison, Steele.

#### **Unit – III**

The Age of Johnson - Johnson, Goldsmith, Sheridan.  
The Age of Wordsworth - Wordsworth, Byron, Shelley, Keats,  
Coleridge, Charles Lamb, Jane Austen.

#### **Unit-IV**

The Age of Tennyson - Tennyson, Browning, Arnold,  
Dickens, George Eliot.  
The Age of Hardy - Hardy, D.H. Lawrence, Oscar Wilde.

#### **Unit-V**

The Present Age - Virginia Woolf, T.S.Eliot, Hopkins  
The Modern Age - Samuel Beckett, John Osborne,  
Harold Pinter.

#### **Books for Reference:**

1. History of English Literature, by Edward Albert, OUP, New Delhi.
2. A History of English Literature Ed. by Board of Editors, Harrows Publications, Chennai.



**I YEAR – II SEMESTER  
COURSE CODE: 7BEN2C2**

**CORE COURSE – IV- POETRY - II**

**Unit – I**

Geoffrey Chaucer - Prologue to Canterbury Tales  
(First 100 lines)

Edmund Spenser - Epithalamion

**Unit - II**

John Milton - Paradise Lost (Book IX)

**Unit - III**

John Donne - Valediction Forbidding Mourning

George Herbert - The Gifts of God

**Unit - IV**

John Masefield - Laugh and be Merry

Alfred Noyes - The Highway Man

**Unit - V**

Oliver Goldsmith - The Village School Master

Thomas Gray - Elegy Written in a Country Churchyard.

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## ALLIED PAPER- MODERN GOVERNMENTS - II

### ALLIEDPAPER- MODERN GOVERNMENTS - II

#### (Credits4)

##### Objectives

- To make the Students to study about various Constitutions.
- To impart them the working of Political Institutions
- To enable the students shine in Competitive Examinations.

**Unit I: Constitution of Switzerland :** Salient Features – Federation and Distribution of Powers – Federal Council – Its Composition, Powers and Position – Legislature – Composition and Powers – Relation Between the Two Powers – Judiciary – Party System – Direct Democracy – An Evaluation - Mode of Amendment.

**Unit II: Constitution of France :** Constitutional Development upto 1985 – Circumstances leading to the Fifth Republic- Main features of the Constitution of the Fifth Republic – Executive – President – Powers and Position – Cabinet – Powers and Position – Legislature – Composition and Powers – Judiciary – Administrative Law – Structure of the Judiciary – Party System – Multi-party System – Local Government – Mode of Amendment.

**Unit III: Constitution of India :** Sources- Salient features –Federation and Distribution of Powers - Fundamental Rights – Nature and Safeguards - Fundamental Duties - Directive Principles of State Policy.

##### Unit IV: Union Executive of India

President – Election and Impeachment – Powers and Position - Vice President - Council of Ministers – Formation – Powers and Position – Prime Minister - Powers and Position.

##### Unit V: The Parliament of India

Legislature : Composition and Powers of Rajya Sabha and Lok Sabha – Presiding Officers – Relation between the two Houses – Process of Law Making - Committee System – Judiciary: Structure and Powers of the Supreme Court – Organization of the Judiciary – Government of the State – Union-State Relations – Administrative, Legislative and Financial – Emergency Provisions – Mode of Amendment – Civil Service – Party System.

##### Reference Books:

1. Gomathinayagam, P, Modern Governments, Tensy Publications, Sivakasi 2015.
2. Jayapalan, N, Modern Governments, Atlantic Publications & Distributors, New Delhi, 1998.
3. Kapur, A.C, Select Constitutions, S Chand & Co. Ltd, New Delhi, 1975
4. Mahajan V.D, Select Modern Governments, S.Chand & Co, Ltd., New Delhi, 1969.
5. VishnooBhagawan, World Constitutions, Sterling Publishers Private Ltd, New Delhi, 2001.
6. Kasthuri, J, Modern Governments, Ennes Publications, Udumalaipet, 1998.
7. Ramalingam, T.S, Modern Governments, TSR Publications, Madurai, 1971

## **I YEAR – II SEMESTER COURSE – ENVIRONMENTAL STUDIES**

### **Unit I The Multidisciplinary Nature of Environmental Studies**

Definition, Scope and importance  
Need for public awareness

### **Unit II Natural Resources**

Renewable and non-renewable resources

- G) Forest resources: use and over-exploitation, deforestation, case studies, timber extraction, mining, dams and their effect on forests and tribal people
- H) Water resources: use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams- benefits and problems.
- I) mineral resources: use and exploitation, experimental effects of extracting and using mineral resources, case studies.
- J) Food resources: world food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies.
- K) Energy resources: growing energy needs, renewable and non-renewable energy sources, use of alternate energy resources, case studies.
- L) Land resources: land as a resource, land degradation, man induced landslides, soil- erosion and desertification
  - Role of individual in conservation of natural resources
  - Equitable use of resources for sustainable lifestyle

### **Unit III Ecosystems, bio-diversity and its conservation**

- ✓ Concept of an ecosystem
- ✓ Structure and function of an ecosystem
- ✓ Energy flow in the ecosystem
- ✓ Food chains, food webs and ecological pyramids

#### **Biodiversity and its conservation**

- ✓ Introduction- definition: genetic, species and ecosystem diversity
- ✓ Bio-geographical classification of india
- ✓ Value of biodiversity: consumptive use, productive use, social ethical, aesthetic and option values.
- ✓ Biodiversity at global, national and local levels
- ✓ India as a mega-diversity nation
- ✓ Hot spots of biodiversity
- ✓ Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts
- ✓ Endangered and endemic species of india
- ✓ Conservation of biodiversity in-situ and ex-situ conservation of biodiversity

### **Unit IV Environmental Pollution**

- Causes, Effects And Control Measures Of:-
  - H. Air pollution
  - I. Water pollution
  - J. Soil pollution

- K. Marine pollution
- L. Noise pollution
- M. Thermal pollution

### **Nuclear hazards**

### **Unit V Field Work**

- Visit to a local area to document environmental assets—river/ forest/ grassland/ hill/ mountain
- Visit to a local polluted site- urban/rural/industrial/agricultural
- Study of common plants, insects, birds
- Study of simple ecosystem-pond, river, hill slopes, etc

### **Books for Reference:**

23. Agarwal, k.c.2001 environmental biology, nidi publ.ltd., bikaner
24. Bharucha erach the biodiversity of india, mapin publishing pvt. Ltd, ahamedabad-380013,india, email: mapin@cent.net®
25. Burner r.c. 1989, hazardous waste inclineration mcgraw hill inc.480p
26. Clark r.s. Marine pollution, clanderson press oxford(tb)
27. Cunnigham, w.p.cooper, t.h.gorhani, e& hepworth, m.t 2001 environmental encyclopedia, jaico publ. House, mumbai, 1196p.
28. De.a.k.environmental chemistry, wiley eastern ltd.
29. Down to earth, centre for science and environment®
30. Gleick h.p. 1993, water in crisis, pacific instutue for studies in dev, environment & security, stockholm env. Institute,oxford univ.press,473p
31. Hawlinks r.e., encyclopedia of indian natural history, bombay natural history society, bombay (r)
32. Heywood, v.h & watson, r.t.1995, global biodiversity assesment, cambridge univ.press, 114op
33. Jadhav, h&bhosale v.m.1995, environmental protection and laws, himalaya pub; house, delhi 284p
34. Mckinney, m.l & schoch, rm.1996 environmental science systems& solutions, web enhanced edition 639p
35. Mhaskar a.k.matter hazardous, techno-science publications(tb)
36. Miller t.g. Jr.environmental science wadsworth publicing co(tb)
37. Odurm, e.p.1971 fudamentalof ecology, w.b.saunders co. Usa 584p
38. Rao m.n & datta, a.k., 1987, tehchno-science, waste water treatment. Oxford& ibh publ, co.pvt. Ltd.,345p
39. Sharma b.k. 2001, environemtal chemistry goel publ,house,meerut
40. Survey of the environmental the hindu(m)
41. Townsend c, harper j, and michael degon,essential of ecology,blakewell science (tb)
42. Trivedi r.k., hand book of environmental laws, rules, guidelines, compliances and standards, vol i and ii, enviro meida ®
43. Trivedi r.k. & p.k.goel introduction to air pollution,techno-science publications (tb)
- N. Wanger k.d, 1998 environmental management w.b. Environmental management. W.b.saunders co. Philadelphia, usa.499p

**II B.A ENGLISH-YEAR –III SEMESTER**

**இரண்டாம் ஆண்டு - மூன்றாம் பருவம் -**

**பாடக்குறியீட்டு எண்: 731வு**

**பொதுத் தமிழ் தாள் - 3 - காப்பியமும் புதினமும்**

**அலகு 1**

- |                  |   |                                 |
|------------------|---|---------------------------------|
| 1. சிலப்பதிகாரம் | - | மங்கல வாழ்த்துப்பாடல்.          |
| 2. மணிமேகலை      | - | பாத்திர மரபு கூறிய காதை.        |
| 3. கம்பராமாயணம்  | - | சேது பந்தனப்படலம்.              |
| 4. பெரியபுராணம்  | - | கோச்செங்கட்சோழ நாயனார் புராணம். |
| 5. தேம்பாவணி     | - | கோலியாத் படலம்.                 |
| 6. சீறாப்புராணம் | - | மானுக்குப் பிணை நின்ற படலம்     |

**அலகு 2 - புதினம்**

வேரில் பழுத்தபலா - சு.சமுத்திரம்.

**அலகு 3 - இலக்கணம்**

யாப்புயம் அணியும்

செய்யுள் உறுப்புகள், எழுத்து, அசை, சீர், தளை, அடி, தொடை ஆகியன பற்றிய விளக்கம். பாவகை, வெண்பா, ஆசிரியப்பா ஆகியவற்றின் பொது இலக்கணங்கள்.

அணி, வகைகள், உவமை, உருவகம், வேற்றுமை, பின்வருநிலை, சிலேடை அணிகள்.

**அலகு 4 - இலக்கிய வரலாறு**

அலகு 1, அலகு 2ல் உள்ள பாடம் தொடர்பான இலக்கிய வகைகள் தொடர்பான இலக்கிய வரலாறு.

**அலகு 5 - படைப்பாற்றல்**

மரபுக் கவிதை - புதுக்கவிதை படைத்தல்.



**II YEAR – III SEMESTER  
COURSE CODE: 732E**

**COURSE – III - ENGLISH FOR ENRICHMENT – III**

**Texts Prescribed**

1. *Six Short Stories*, Ed. by the Board of Editors, Harrows Publications, Chennai.
2. *One Act Plays*, Ed. by the Board of Editors, Harrows Publications, Chennai.
3. *Modern English – A Book of Grammar Usage and Composition* by N.Krishnaswamy, Macmillan Publishers.
4. *English for Communication*, Ed. by the Board of Editors, Harrows Publications, Chennai.

**Unit I Short Stories**

1. Two Old Men – Leo Tolstoy
2. The Diamond Necklace – Guy de Maupassant
3. The Verger – Somerset Maugham
4. The Postmaster – Rabindranath Tagore.

**Unit II One Act Plays**

1. Riders to the Sea – J.M.Synge
2. The Rising of the Moon – Lady Gregory

**Unit III One Act Plays**

1. A Kind of Justice – Margaret Wood
2. The Refugee – Asif Currimbhoy

**Unit IV Grammar**

Tenses, Voices, Degrees of Comparison

**Unit V Composition**

Agenda, Minutes, Notice, Descriptive Writing

**Allocation of Working Hours per week**

Short Stories	- 2 hours
One Act Plays	- 2 hours
Grammar &-	2 hours
Composition	-----
<b>Total</b>	<b>- 6 hours</b>
	-----

**II YEAR – III SEMESTER  
COURSE V- PROSE  
CODE: 7BEN3C1**

**Unit - I**

- |               |                 |
|---------------|-----------------|
| Francis Bacon | - Of Studies    |
|               | - Of Revenge    |
|               | - Of Friendship |

**Unit- II**

- |                |                       |
|----------------|-----------------------|
| Joseph Addison | - The Vision of Mirza |
| Richard Steele | - The Spectator Club  |

**Unit – III**

- |                  |  |
|------------------|--|
| Charles Lamb     | - A Dissertation upon Roast Pig                |
|                  | - Bachelor's Complaint                         |
| Oliver Goldsmith | - The Man in Black – (The Citizen of the World |
| –                | Letter XXI)                                    |

**Unit – IV**

- |                |                           |
|----------------|---------------------------|
| Jonathan Swift | - The Battle of the Books |
|----------------|---------------------------|

**Unit – V**

- |                 |                               |
|-----------------|-------------------------------|
| RL. Stevenson   | - An Apology for Idlers       |
| G.K. Chesterton | - On Running after One's Hat. |



**CORE COURSE – VI - DRAMA - I**

<b>Unit - I</b>	
Christopher Marlowe	- Dr. Faustus
<b>Unit - II</b>	
Thomas Kyd	- The Spanish Tragedy
<b>Unit - III</b>	
Ben Jonson	- The Alchemist
<b>Unit - IV</b>	
Sheridan	- The Rivals
<b>Unit - V</b>	
G.B Shaw	- Caesar and Cleopatra
♣♣♣♣♣♣♣♣♣♣	



## **ALLIED COURSE - III -ADVERTISING AND SALES PROMOTION**

### **Unit-I**

Advertisement- Meaning, definition, importance, objectives – media, forms of media – press, Newspaper, trade journal, Magazines - outdoor advertising-poster, banners, neon signs, publicity literature booklets, folders, house organs - direct mail advertising - cinema and theatre programme - radio and television advertising – exhibition, trade fair, transportation advertising.

### **Unit II**

Advertising agencies - Advertising Budget - Advertising Appeals - Social Effects of Advertising - Advertisement Copy - Objectives-Essentials - Types-Elements of Copy Writing: Headlines, Body Copy - Illustration-Catch Phrases and Slogans-Identification Marks.

### **Unit III**

Advertising layout- functions-design of layout-typographic printing: process-lithography- printing Plates and reproduction paper, and cloth - size of advertising-repeat advertising-advertising Campaign- steps in campaign planning.

### **Unit IV**

Sales force Management- Importance -sales force decision –sales force size-recruitment & selection-training-methods-motivating salesmen, Controlling - compensation & incentives-fixing sales territories, quota – Evaluation - Personal selling-Objectives - Salesmanship-Process of personal selling-types of salesman.

### **Unit V**

Sales promotion: Meaning-methods-promotional strategy-marketing communication and persuasion-promotional instruments: techniques of sale promotion-consumer and dealer promotion. After sales service-packing – guarantee

### **Books for Reference:**

6. Advertising and Sales Management : SontakkiC.N.
7. Salesmanship and advertising : Davar S.K.
8. Advertising Management–Sherslekar,Victor&Nirmala Prasad
9. Foundations of Advertising – Theory & Practice – S.A.Chunawala
10. Promotion Management - S.A. Chunawalla



**PART IV (I) – (C)**

**NON – MAJOR ELECTIVE – COURSE II**

**II YEAR – III SEMESTER  
COURSE CODE: 7NME3C**

**COURSE II – EFFECTIVE EMPLOYABILITY SKILLS**

**Unit I Curriculum Vitae & Facing the Interview**

Applying for jobs, Preparing the curriculum Different formats vita, Facing the interviews, Frequently Asked Questions (FAQs).

**Unit II Interpersonal Communication**

One to one Communication  
One to group Communication

**Unit III Group Discussion**

Listening, Ice-breaking, Leader – Member Moderates his role responsibility, Conflict, Management, Consensus, Steps involved

**Unit IV Team Work**

Qualities Selection constant & comfort, Orientation Review Tea, Review of the team work

**Unit V Motivation**

Leadership & Motivation, Behaviour, Motives Managerial Skills

**Books for Reference:**

5. E.H.McGrath, S.J., “Basic Managerial Skills For All”, Prentice-Hall of India Private Limited, New Delhi 110 001. ISBN-0-87692-498-4.
6. D.K.Sarma, “You & Your Career”, Wheeler Publishing, 755, Anna Salai, Chennai 600002. ISBN 81-7544-170-4. -1999
7. Indian Jaycees, “Skills” Series, published by Indian Jaycees.
8. S.P.Sachdeva, “Interview In A Nutshell”, Sudha Publications (P) Ltd., B-5, Prabhat Kiran, Rajendra Place, New Delhi 110 008.



**PART IV (2) – SKILL BASED SUBJECTS**  
**(SBS)GROUP I – SET I**

**II YEAR – III SEMESTER**  
**COURSE CODE: 7SBS3A1**

**COURSE I – COMPETITIVE EXAMINATION SKILLS**

**Objectives:**

- To build a sense of awareness among students through proper guidance about various competitive examinations in order to motivate students for prospective career in government and corporate sector.
- To intensively guide students for competitive examinations like TNPSC, UPSC, SSC, RRB, IBPS etc.

**Unit I**

Public Service Commission: Tamil Nadu Public Service Commission (TNPSC) and its role - History of TNPSC - Constitutional Provisions on the Formation, Functions, and Powers of Public Service Commissions for the Union and for the States - TNPSC and its rules of Procedure.

Eligibility and examination pattern: TNPSC - Union Public Service Commission (UPSC) - Staff Selection Commission (SSC) - Railway Recruitment Board (RRB) – Institute of Banking Personnel Selection (IBPS).

**Unit II**

Intelligence, creativity & application, testing & assessment - Types, verbal abilities & fluency

**Unit III**

Numerical ability:

Numbers, simplification, time and work, percentage, fraction, speed and distance, simple and compound interest, ratio and proportion

**Unit IV**

Spatial and perceptual abilities, situation reaction test

**Unit V**

Memory and inductive reasoning, Logical reasoning, Coding and Decoding, Direction Test, Syllogism

**Books for Reference:**

3. Ajay rai, “intelligence tests”, sterling paperbacks, published by sterling publishers pvt. Ltd., 1-  
10, green park extension, new delhi 110 016., 2001
4. Competition success review magazines.



**PART V**

**II YEAR – III SEMESTER  
COURSE CODE: 7BEA3**

**PART – V – EXTENSION ACTIVITIES**

Extension Activities will be organized for 2 days in the Third Semester. The programme may be organized in any Saturday and Sunday.

A meeting of all the staff of the College (Teaching, Administrative and Technical Staff) be conducted before departing to the camp in which each and every aspect like Programmes to be carried out, accommodation, food, medical aid, transport facilities, etc., should be thoroughly discussed.

One credit will be allotted for this Extension Activities. The marks allotted for each camp will be 100. Each student participating in the camp will be evaluated internally for 100 marks. The criteria for evaluation of Extension Activities will be as follows:

<b>S · N o.</b>	<b>Criteria</b>	<b>Maximum Marks</b>
1	Interaction with villagers	10
2	Participation / Attitude towards work	10
3	Participation in interaction and discussion	10
4	Knowledge of problems / issues	10
5	Organising & decision making ability	20
6	Expression: a) Cultural programmes	10
	b) Report Writing	20
7	Ability to adjust and work in a team	10
<b>Total</b>		<b>100</b>



## II YEAR- IV SEMESTER

இரண்டாம் ஆண்டு - நான்காம் பருவம்

பாடக்குறியீட்டு எண்: 741T

பொதுத்தமிழ் தாள் - 4 - பண்டைய இலக்கியமும் நாடகமும்

### அலகு 1

- அ. பத்துப்பாட்டு - சிறுபாணாற்றுப்படை  
ஆ. நற்றிணை - வெள்ளிவீதியார் பாடல் எண்கள்:  
70,335,348.  
இ. குறுந்தொகை - யாயும் ஞாயும் எனத் தொடங்கும் பாடல்  
பாடல் எண்.40 - செல்வார் அல்லர்  
(குறிஞ்சி) செம்புலப்பெயல் நீரார் பாடல் எண்.43 - ஓளவையார்  
எனத் தொடங்கும் பாடல் (பாலை) அணிற் பல்லன்ன எனத் தொடங்கும் பாடல்  
பாடல் எண்.49 - அம்முவனார் பாடல் எண்.61 - தச்சன் செய்த  
(நெய்தல்) அம்முவனார் பாடல் எண்.61 - தும்பிசேர்கீரன்  
எனத் தொடங்கும் பாடல் (மருதம்) வாரார் ஆயினும் எனத் தொடங்கும் பாடல்  
பாடல் எண்.110 - (முல்லை) கேள்ளிமங்கலக்கிழார்  
ஈ. கலித்தொகை - பாடல் எண்.105. அரைசுபட எனத்  
தொடங்கும் பாடல்  
(முல்லை) சோழன் நல்லுருத்திரன்.  
உ. அகநானூறு - திருமணச் சடங்குப் பாடல்கள் 2  
(86,128)  
ஊ. புறநானூறு - பிசிராந்தையார் பாடல்கள் (பாடல்  
எண்கள். 67,184)  
எ. திருக்குறள் - பெரியாரைத்  
துணைக்கோடல், சிற்றினம் சேரமை ஆகிய  
இரு அதிகாரங்கள்.  
ஏ. நாலடியார் -  
பாடல் எண்.135 - கல்வி கரையில் எனத் தொடங்கும் பாடல்.  
பாடல் எண்.215 - கோட்டுப் பூப்போல எனத் தொடங்கும் பாடல்.  
பாடல் எண்.248 - நல் நிலைக்கண் தன்னை நிறுப்பானும் எனத்  
தொடங்கும் பாடல்.  
ஐ. பழமொழி நானூறு  
பாடல் எண்.46 - நெடியாது எனத் தொடங்கும் பாடல்.  
பாடல் எண்.47 - தோற்றத்தாலர் எனத் தொடங்கும் பாடல்.  
பாடல் எண்.48 - மிக்குடையார் ஆகி எனத் தொடங்கும்  
பாடல்.

அலகு 2 - நாடகம்- நீதிதேவன் மயக்கம் - அறிஞர் அண்ணா.

### அலகு 3 - இலக்கணம்

அகப்பொருள், (7 திணைகள்), புறப்பொருள் (12 திணைகள்), களவும், கற்பும், உள்ளுறை, இறைச்சி (ஆ.சிவலிங்கனார், தமிழ் இலக்கண உணர்வுகள், கபிலன் பதிப்பகம், புதுச்சேரி.

### அலகு 4 - இலக்கிய வரலாறு

அலகு 1, அலகு 2ல் உள்ள பாடம் தொடர்பான இலக்கிய வகைகள் தொடர்பான இலக்கிய வரலாறு.

### அலகு 5 - படைப்பாற்றல்

ஓரங்க நாடகம் படைத்தல்

**B.A. ENGLISH  
II YEAR – IV SEMESTER  
COURSE CODE: 742E**

**COURSE – IV- ENGLISH FOR ENRICHMENT – IV**

**Texts Prescribed**

1. *Pygmalion* – G.B. Shaw
2. *Swami and Friends* – R.K. Narayan
3. *Tales from Shakespeare* Ed. by the Board of Editors, Harrows Publications, Chennai.
4. *Modern English – A Book of Grammar Usage and Composition* by N.Krishnaswamy, Macmillan Publishers.

**Unit I Drama**

*Pygmalion* – G.B. Shaw

**Unit II – Fiction**

*Swami and Friends* – R.K.Narayan

**Unit III – Tales from Shakespeare**

1. *The Merchant of Venice*
2. *Romeo and Juliet*
3. *The Winter’s Tale*

**Unit IV - Grammar**

1. Concord
2. Question Tag
3. Kinds of Sentences
4. Direct and Indirect speeches

**Unit V - Composition**

1. Expansion of Proverbs
2. Group Discussion
3. Conversation (Apologizing, Requesting, Thanking)

**Allocation of Working Hours per week**

Drama	-	2 hours
Fiction	-	2 hours
Grammar &	-	2 hours
Composition	-----	
<b>Total</b>	<b>-</b>	<b>6 hours</b>



**II YEAR – IV SEMESTER  
COURSE CODE: 7BEN4C1**

**CORE COURSE – VII - DRAMA - II**

**Unit - I**

T.S. Eliot - Murder in the Cathedral

**Unit - II**

John Galsworthy - Strife

**Unit - III**

Harold Pinter - The Birthday Party

**Unit - IV**

J.M. Barrie - The Admirable Crichton

**Unit - V**

Samuel Beckett - Waiting for Godot



**II YEAR – IV SEMESTER  
COURSE CODE: 7BEN4C2**

**CORE COURSE – VIII - LITERARY FORMS**

**Unit – I      POETRY**

Ballad, Epic, Lyric, Ode, Sonnet, Elegy

**Unit – II      DRAMA**

Comedy, Tragedy, Tragic – Comedy, One – Act play

**Unit – III     PROSE**

Essay, Epistle, Diary, Travelogue

**Unit – IV     FICTION**

- i) Short Story, Novella, Novel
- j) Parody
- k) Burlesque
- l) Picaresque
- m) Bildungsroman
- n) Satire
- o) Fantasy
- p) Science and Detective Fiction

**Unit – V      BIOGRAPHY AND AUTOBIOGRAPHY**

- a) Personality Traits
- b) Historical Verisimilitude

**Books for Reference:**

5. Abrahams, M.H., A Glossary of Literary Terms, California, Wadsworth Publishing, 2011.
6. Boulton, Marjorie, Anatomy of the Novel, New Delhi, Kalyani Publishing, 2006.
7. Rees, R.J., English Literature: An Introduction for Foreign Readers, London, Macmillan, 1973.
8. Seturaman, V.S., Indra, C.T, Practical Criticism, Madras, Macmillan, 1990.





## ALLIED COURSE - IV - CUSTOMER RELATIONSHIP MANAGEMENT

### Unit I

**Introduction:** Overview of Relationship Marketing – CRM and Relationship Marketing – Definition of CRM – Elements and History of CRM – Consumer Attitudes – Formation and Change; Consumer Values and Lifestyles – Customer Life Cycle – Using Customer touch points – Deciding who should lead the CRM Functions.

### Unit II

**Strategy and Organization of CRM:** CRM processes and systems – Dynamics of Customer Supplier Relationships – CRM strategy – The relationship oriented organization – Customer knowledge – Relationship policy – Importance of Customer Divisibility in CRM.

### Unit III

**Analytical CRM:** Relationship data management – Prospect Database – Data analysis, Data Warehouse and data mining – Segmentation and selection – Analysis of Customer Relationship Technologies – Reporting results – setting evaluation criteria for the appropriate CRM package

### Unit IV

**CRM Subsystems:** Contact Management, Campaign Management, Sales Force Automation Value Chain – Concept – Integration Business Process Management – Benchmarks and Metrics – Culture Change – Customer Ecosystem – Vendor Selection – Implementation Strategy.

### Unit V

**Operational CRM:** CRM Planning – Infrastructure, Information Process, Technology, People – Managing quality information, Quality systems, Customer privacy – Call centre management, Internet and website, Direct mail – Applications in various industries – in manufacturing, banking hospitality and telecom sectors – Best Practices in Marketing Technology – Indian Scenario.

#### **Books for Reference:**

7. Customer Relationship Management – Peelen, Ed. Pearson
8. The CRM Handbook – D. Jill Pearson
9. CRM, A strategic Imperative in the World of eBusiness – Brown, Stanley
10. CRM (Emerging Concepts, Tools & Applications) – Sheth, Jagdish N.
11. Marketing Research – Harper Boyd & Ralph Westfall
12. Consumer Behaviour – Schiffman



## **GROUP II – SET I**

**II YEAR – IV SEMESTER COURSE CODE: 7SBS4B2**

### **COURSE II – EMERGENCY AND MEDICAL LAB SKILLS**

#### **Objectives:**

- To recognize the nature and seriousness of the patient's condition or extent of Injuries to assess requirements for emergency medical care
- Administer appropriate emergency medical care based on assessment findings of the patient's condition
- To Perform safely and effectively the expectations of the job

#### **Unit I**

First Aid – Fracture and Fire

First Aid – Drowning and Snake animal,  
rodent bites. First Aid – Diarrhoea,  
Dysentery and Heat Stroke

#### **Unit II**

Traffic Rules

Road accidents: precautions, preventions & emergency steps to be taken on the spot advantages of 108 ambulance.

#### **Unit III**

Basic Clinical lab Tests

Blood, Urine, saliva, stool Tests

#### **Unit IV**

Awareness Programmes on the importance of locally available herbal plants and Vegetables. Skin lashes poor eye-sight anemia

#### **Unit V**

Project on Locally available native treatments for various Health Problems (Project Report 15 to 25 Pages)

#### **Books for Reference:**

3. Era.Su.Muthu and Meera Ravishankar, “First Aid”, aug-2013 published by Sura Books (PVT) Ltd., 1620, ‘J’ Block, 16<sup>th</sup> Main Road, Anna Nagar, Chennai – 600 040.
4. Dr.Rama Rao, “Handbook of First Aid”, Chennai.



**II YEAR – IV SEMESTER  
COURSE CODE: 7BMY4**

**COURSE – MANAVALAKALAI YOGA  
VALUE EDUCATION**

மனவளக்கலை யோகா

**A BRIEF INTRODUCTION ABOUT MANAVALAKALAI YOGA**

In the “manavalakalai yoga”, practices formulated by thathuvagani vethathiri maharishi do not have any bearing on religion, caste or creed. this is an education for culturing the mind. it does not contain any customary observances of any sect. it comprises only rational and scientific education and practices. these are offered to all people without any discrimination.

learning and practicing manavalakalai yoga by students would help them to acquire physical health, mental acuteness, strength of life force and wisdom. offering this yoga to students is the only means through which social welfare could be derived. on the whole, manavalakalai yoga would be of immense help to achieve a holistic life for any human folk.

“for education to be complete, it should include not only the training of the intellect but also the refinement of the heart and discipline of the soul” declared dr.radhakrishnan.

the heart of education is to educate the heart and such an education alone can lead to health, happiness and harmony. it is the need of the hour that the students of colleges and universities and the general public be given a basic spiritual knowledge about their body, mind, soul, the cosmic link that runs through every system of the universe binding us all and above all, their duty to society of which every individual is a part. every individual knowingly or unknowingly lives by the labours of the various sections of society and as a solemn duty it is imperative on our part back to the society as much as we can by labour of our body or mind or both. our education to be socially relevant, it must inculcate in our youth this duty consciousness. every institution has this obligation to the society.

the quality of mind determines the quality of the man. mind can be considered to be the collective form of the thoughts arising spontaneously. an understanding of this leads to corrective measures on the thoughts and evolution of good thoughts only. then only good thoughts, words and deeds and also other virtues would prevail among the students.

**This course strives to achieve the following:**

- To train and develop the physical body for leading a healthy life.
- To rejuvenate the life energy, to retard the ageing process and to achieve spiritual development
- To offer meditation practices and introspection so as to strengthen the mind, increase its will power, concentration, creativity and receptivity and ultimately to transform the mind to achieve self realization
- To help every individual to realize the enduring values of peace, non-violence and harmony to revitalize human society for restoring its sanity and strength

**ANNEXURE – II****DETAILS OF NUMBER OF CENTRES AND YOGA MASTERS IN EACH DISTRICT OF TAMIL NADU**

<b>S. NO.</b>	<b>DISTRICT</b>	<b>CENTRES</b>	<b>Yoga mASTERS</b>
1.	Ariyalur District	9	39
2.	Chennai District	127	676
3.	Coimbatore District	122	678
4.	Cuddalore District	50	212
5.	Dharmapuri District	22	118
6.	Dindigul District	41	186
7.	Erode District	101	506
8.	Kanchipuram District	109	522
9.	Kanniyakumari District	11	79
10.	Karur District	16	67
11.	Krishnagiri District	13	72
12.	Madurai District	29	182
13.	Nagapattinam District	16	64
14.	Namakkal District	34	185
15.	The Nilgiri District	37	172
16.	Perambalur District	21	88
17.	Pudukottai District	34	152
18.	Ramanathapuram District	15	79
19.	Salem District	75	403
20.	Sivaganga District	20	100
21.	Thanjavur District	66	306
22.	Theni District	18	101
23.	Thirunelveli District	98	457
24.	Thiruvallur District	68	303
25.	Thiruvannamalai District	34	222
26.	Thiruvarur District	66	276
27.	Tutikorin District	36	162
28.	Tiruchy District	77	379
29.	Vellore District	80	418
30.	Villupuram District	31	160
31.	Viruthunagar District	13	110
<b>Total</b>		<b>1489</b>	<b>7667</b>

## **Value Education**

### **UNIT i            YOGA AND PHYSICAL HEALTH**

- 1.5 Physical structure – three bodies – five limitations
- 1.6 simplified physical exercises – hand exercises – leg exercises – breathing exercises – eye exercises – kapalapathi
- 1.7 maharasanas 1-2 massages – acu-puncture – relaxation
- 1.8 yogasanas – padmasana – vajrasanas – chakrasanas (side) – viruchasanas – yoga muthra – patchimothasanas – ustrasanas – vakkarasanas – salabasanas

### **UNIT II            ART OF NURTURING THE LIFE FORCE AND MIND**

- 2.1 maintaining the youthfulness – postponing their ageing process
- 2.2 sex and spirituality – significance of sexual vital fluid – married life – chastity
- 2.3 ten stages of mind
- 2.4 mental frequency – methods for concentration

### **UNIT III SUBLIMATION**

- 3.1 purpose and philosophy of life
- 3.2 introspection – analysis of thought
- 3.3 moralization of desires
- 3.4 neutralization of anger

### **UNIT IV HUMAN RESOURCES DEVELOPMENT**

- 4.1 eradication of worries
- 4.2 benefits of blessings
- 4.3 greatness of friendship
- 4.4 individual peace and world peace

### **UNIT V            LAW OF NATURE**

- 5.1 unified force – cause and effect system
- 5.2 purity of thought and deed and genetic centre
- 5.3 love and compassion
- 5.4 cultural education – five fold culture

### III YEAR – V SEMESTER

**COURSE CODE: 7BEN5C1**

#### **CORE COURSE – IX- INDIAN WRITING IN ENGLISH**

<b>Unit - I</b>	<b>Poetry</b>	
	Sir Aurobindo	- The Fear of Life and Death
	Rabindranath Tagore	- Where the Mind is Without Fear
	Sarojini Naidu	- Love and Death
<b>Unit - II</b>	<b>Poetry</b>	
	Toru Dutt	- Lakshman
	Nissim Ezekiel	- Goodbye Party for Miss Pushpa. T.S
	Kamala Das	- A Hot Noon in Malabar
<b>Unit - III</b>	<b>Prose</b>	
	Mahatma Gandhi	- Tolstoy and the Youth
	Sir C.V. Raman	- Water the Elixir of Life
	Jawaharlal Nehru	- Kamala Nehru
<b>Unit - IV</b>	<b>Drama</b>	
	Mahesh Dattani	- Seven Steps Around Fire
<b>Unit - V</b>	<b>Fiction</b>	
	Chetan Bhagat	- The Three Mistakes of my Life.



**III YEAR – V SEMESTER  
COURSE CODE: 7BEN5C2**

**CORE COURSE – X- WOMEN’S WRITING IN ENGLISH**

**Unit- I            Poetry**

E.B. Browning    - How do I love thee? Let me count the ways  
Sylvia Plath        - Daddy  
Maya Angelo       - Still I Rise

**Unit- II**

**Prose**

Virginia Woolf       - A Room of One’s Own

**Unit – III**

**Drama**

Manjula Padmanapan - Harvest

**Unit- IV**

**Novel**

Alice Walker        - The Colour Purple

**Unit- V**

**Short Stories**

Katherine Mansfield - A Cup of Tea  
Geetha Goswami      - The Lost Shore  
Alice Munro            - Silence



**III YEAR – V SEMESTER  
COURSE CODE: 7BEN5C3**

**CORE COURSE – XI- COMMONWEALTH LITERATURE**

<b>Unit - I</b>	<b>Poetry</b> Derek Walcott Razia Khan Margaret Atwood	- A Far Cry from Africa - My Daughter's Boyfriend - The City Planners
<b>Unit - II</b>	<b>Poetry</b> Allen Curnow E.J.Pratt David Diop	- House and Land - The Dying Eagle - Africa
<b>Unit - III</b>	<b>Prose</b> Chinua Achebe Dr.S.Radhakrishnan	- The Novelist as a Teacher - The World Community
<b>Unit - IV</b>	<b>Drama</b> Wole Soyinka	- The Lion and the Jewel
<b>Unit - V</b>	<b>Fiction</b> Margaret Atwood	- The Edible Woman





**III YEAR – V SEMESTER  
COURSE CODE: 7BENE1A**

**ELECTIVE COURSE – I (A)- TRANSLATION STUDIES, THEORY AND PRACTICE**

**Unit – I**

Introduction to Translation- History of Translation- Definition- Types of Translation

**Unit- II**

Decoding and Recoding  
Problems of Equivalence- History of Translation Theory

**Unit- III**

Specific Problems of Literary Translations

**Unit - IV**

Translating Literary Texts

1. Thirukkural – First two chapters from G.U.Pope’s Translation.
2. Bharathiar – Our Mother land
3. T.S.Pillai - Chemmeen

**Unit - V**

Translation & Practice ( Tamil into English and Vice versa)

**Books for Reference:**

3. Savoury Theodore - The Art of Translation
4. Susan Bassnett - Translation Studies (Methuene)



**III YEAR – V SEMESTER  
COURSE CODE: 7BENE1B**

**ELECTIVE COURSE – I (B)-ENGLISH FOR COMPETITIVE EXAMINATION**

**Unit – I**

Basic in English Grammar and Usage: Articles, Prepositions, Tenses, Concord, Question Tag,

**Unit – II**

Homophones – Homonyms – Phrase and Idioms- One-word Substitution – Reading Comprehension.

**Unit – III**

Error Correction

**Unit – IV**

Letter Writing – Formal and Informal – Note- Making

**Unit – V**

Expansion of Proverbs – Writing Essays

**Books for Reference:**

1. Pillai, Radhakrishna. G. *English Grammar and Composition*. Emerald Publishers, 2002.
2. Bhatnagar, R. P. *English for Competitive Examination*. New Delhi: Laxmi Publishers India, 2009
3. Krishnaswamy, N. *Modern English: A Book of Grammar, Usage and Composition*. India Laxmi Publishers, 2000.
4. Prasad, Hari M, and Uma R. Shina. *Objective English for Competitive Examination*. New Delhi: TataMcGraw-Hill Education Pvt. Ltd., 2005.



**III YEAR – V SEMESTER  
COURSE CODE: 7BENE2A**

**ELECTIVE COURSE – II (A)-ENGLISH LANGUAGE TEACHING**

**Unit- I**

Place of English in India- Issues Involved in the Teaching of English- English as FL, SL, ESP (English as a Special Purpose)

**Unit- II**

Approaches and Methods- Grammar Translation Method- Audio-lingual Method- Communicative Approach – Natural Approach – Natural Approach- Content-based Instruction- Task-based Language Teaching.

**Unit- III**

Teaching of Prose, Poetry, Drama, Grammar, Composition – Teaching LSRW Skills

**Unit – IV**

Testing- Types of Tests- Characteristics of a Good Test- Preparation of Model Exercises and Questions

**Unit- V**

Use of Audio- Visual Aids- Television and Language Lab in Teaching English.

**Books for Reference:**

5. Baruah, T.C. The English Teacher's Handbook. New Delhi: Sterling Publishers, 1991.
6. Bright, John A., and G.P. McGregor. Teaching English as a Second Language. Longmans, 1970.
7. Richards, Jack C, and Theodore S. Rodgers. Approaches and Methods in Language Teaching: A Description and Analysis. Cambridge: CUP, 1986.
8. Varghese, Paul. Teaching English as a Second Language. New Delhi: Sterling Publishers, 1990.



**III YEAR – V SEMESTER  
COURSE CODE: 7BENE2B**

**ELECTIVE COURSE – II (B)-JOURNALISM AND MASS COMMUNICATION**

**Unit-I**

Journalism: its Definition & Scope – News & Newsworthiness – Journalism & its Social Effects – the Development of Journalism & its History

**Unit – II**

Communication Process – Methods of communication – Problems in Communication – Print Media – Electronic Media – Functions of Mass Media.

**Unit – III**

News Collecting & News Reporting – Film Reviews Writing – News Agencies & Their Role – Editing – Responsibilities of an Editor – Basic Principles of Editing

**Unit – IV**

Freedom of Press – Social Responsibilities – Code of Ethics – Press Laws

**Unit – V**

Public Relations & Advertising

**Books Recommended for Study:**

5. David Wainwright : **Journalism Made Simple**, Heinemann, London, 1986
6. Rangaswami Prathasarathay : **Basic Journalism**, Macmillan, Delhi, 2002
7. Krishna Mohan & MeeraBanerji: **Developing Communication Skills**, Macmillan, Delhi, 2004
8. Dodge, J.D & Viner, G: **The Practice of Journalism**, Heinemann, 1963



## GROUP I-SET II

**III YEAR – V SEMESTER COURSE CODE: 7SBS5A5**

### **COURSE II – HERITAGE AND TOURISM**

#### **Objectives:**

- To understand the definitions, terminology and concepts of cultural heritage and its relationships with tourism.
- To Understand heritage tourism supply by examining different categories of heritage attractions and the contexts within which heritage exists and additional perspectives on scale from the supply perspective
  - To understand the role of interpretation in cultural heritage sites and the relevance of such interpretation approaches to visitors.
  - Provide a framework to plan, design, and assess interpretation programs for tourists

#### **Unit I**

Tourism – Introduction – Concepts – Significance – Forms of Tourism – Effects of Tourism – Social, Economic and Environmental aspects – Human Rights

#### **Unit II**

Importance of preserving heritage – Heritage Spots in India – In Tamil Nadu – Brief history of the heritage spots – The role of heritage spots in promoting tourism – UNESCO guidelines on Heritage

#### **Unit III**

Role of Government in promoting tourism – ITDC- TTDC-Palace on wheels – Travel industry service network – Land (rail and road) Air – Water – Travel Agency – Hospitality and Accommodation

#### **Unit IV**

Travel Guide – Features – requirements – One’s role as a guide – Income and Employability – Qualities and skills of a professional travel or tourist guide

#### **Unit V**

Project work – Field visit to heritage and tourism spots in Sivagangai and Ramanathapuram Districts and submission of a report (15 to 25 pages)

#### **Books for Reference:**

- |              |   |  |
|--------------|---|--|
| Bhatia, A. K | – | Tourism Development Principles and Practices,<br>(Sterling Publishers (P) Ltd., New Delhi) |
| Ananand M. M | – | Tourism and Hotel Industry in India<br>(Sterling Publishers (P) Ltd., New Delhi)           |
| Acharya Ram  | – | Tourism and Cultural Heritage<br>(Rosa Publications: Jaipur, 1986)                         |
| Jha, S.M     | – | Tourism Marketing (Himalaya Publishing House)  |



## **GROUP1-SET II**

### **III YEAR – V SEMESTER COURSE CODE: 7SBS5A6**

#### **COURSE III – MARKETING AND SALES MANAGEMENT**

##### **Objectives:**

- To acquire analytical skills for solving marketing related problems and challenges and to familiar with the strategic marketing management process
- To learn the elements of sales force to be an effective component of an organization's overall marketing strategy.

##### **Unit I**

Introduction: Evolution of Marketing – Types of Marketing: Consumer Products Marketing, Industrial Marketing and Services Marketing – Demographic and Behavioural Dimensions of Marketing – Marketing Planning

##### **Unit II**

Basics of Market Segmentation, Targeting and Positioning – Components of The Marketing Mix: Product – Price – Place – Promotion – Distribution Channels: Types – Merits and Demerits

##### **Unit III**

Marketing Vs Selling – Nature and Scope of Sales Management – Personal Selling and Salesmanship – Selling Function – Understanding Consumer's Decision Making Process – Sales Organization and Types Of Selling

##### **Unit IV**

Prospecting – Approaching The Customer – Sales Presentation – Sales Demonstration – Negotiating Buyer Concerns – Closing The Sale – Post Sales Service and Complaint Handling

##### **Unit V**

Modern Trends in Marketing and Sales: Internet Marketing – Direct Marketing – Multi Level Marketing – Relationship Marketing – Selling through Kiosks

##### **Books for Reference:**

1. Chunawalla, S. A., Sales Management, 5<sup>th</sup> Edition (2007), Himalaya Publishing House
2. Havaladar, Krishna; Sales And Distribution Management, 1<sup>st</sup> Edition (2006), Tata Mcgraw Hill
3. Perreault, Jr., William; Mccarthy, E. Jerome, Basic Marketing, 15<sup>th</sup> Edition, 2006, Tata Mcgraw Hill



**III YEAR – VI SEMESTER  
COURSE CODE: 7BEN6C1**

**CORE COURSE – XII-SHAKESPEARE**

**Unit I General Shakespeare**

1. Audience
2. Theatre
3. Clowns
4. Women
5. Soliloquy
6. Supernatural Elements

**Unit – II Sonnets**

No:- 116, 73, 29, 33, 104

**Unit III Drama**

King Lear

**Unit IV**

A Midsummer Night's Dream

**Unit V**

The Merchant of Venice



**III YEAR – VI SEMESTER  
COURSE CODE: 7BEN6C2**

**CORE COURSE – XIII-AMERICAN LITERATURE**

**Unit – I      Poetry**

- |                 |   |                             |
|-----------------|---|-----------------------------|
| Emerson         | - | Brahma                      |
| Edgar Allan Poe | - | The Raven                   |
| Walt Whitman    | - | On the Beach at Night Alone |

**Unit – II      Poetry**

- |                 |   |                              |
|-----------------|---|------------------------------|
| Robert Frost    | - | The Road Not Taken           |
| Emily Dickinson | - | I Felt a Funeral in My Brain |
| Wallace Stevens | - | The Emperor of Ice-cream     |

**Unit – III      Prose**

- |                 |   |                        |
|-----------------|---|------------------------|
| Emerson         | - | Self Reliance          |
| Abraham Lincoln | - | The Gettysburg Address |

**Unit – IV      Drama**

- |                    |   |                           |
|--------------------|---|---------------------------|
| Tennessee Williams | - | A Street Car Named Desire |
| Arthur Miller      | - | Death of a Salesman       |

**Unit – V      Fiction**

- |                     |   |                        |
|---------------------|---|------------------------|
| Henry James         | - | The Portrait of a Lady |
| Nathaniel Hawthorne | - | The Scarlet Letter     |





**III YEAR – VI SEMESTER  
COURSE CODE: 7BEN6C3**

**CORE COURSE – XIV-LITERARY CRITICISM**

**Unit – I**

- |               |   |                                 |
|---------------|---|---------------------------------|
| T.S. Eliot    | - | Tradition and Individual Talent |
| I. A. Richard | - | Four Kinds of Meaning           |

**Unit – II**

- |                |   |                     |
|----------------|---|---------------------|
| Matthew Arnold | - | The Study of Poetry |
| P.B.Shelley    | - | A Defence of Poetry |

**Unit – III**

- |             |   |                            |
|-------------|---|----------------------------|
| Dr. Johnson | - | Preface to Shakespeare     |
| Dryden      | - | An Essay on Dramatic Poesy |

**Unit – IV**

- |               |   |                       |
|---------------|---|-----------------------|
| Aristotle     | - | Poetics (Chapter IX)  |
| Philip Sidney | - | An Apology for Poetry |

**Unit – V Five Approaches**

1. Moralistic Approach
2. Psychological Approach
3. Archetypal Approach
4. Sociological Approach
5. Formalistic Approach



**III YEAR – VI SEMESTER  
COURSE CODE: 7BEN6C4**

**CORE COURSE – XV- PHONETICS AND SPOKEN ENGLISH**

**Unit – I**

The Organs of Speech  
The Description of Speech Sounds

**Unit – II**

The Sounds of English: Vowels  
The Sounds of English: Consonants

**Unit – III**

Stress, Accent, Rhythm, Assimilation, Intonation

**Unit – IV**

Phonetic Transcription, Conversation Passages for Practice

**Unit – V**

Spoken English - in Various Situations in which Dialogues are deployed.

**Books Recommended:**

1. J.D.O Conner: Better English Pronunciation CUP.
2. A Textbook of English Phonetics for Indian Students – T.Balasubramanian.



**III YEAR – VI SEMESTER  
COURSE CODE: 7BENE3A**

**ELECTIVE COURSE – III (A) - REMEDIAL ENGLISH GRAMMAR**

**Unit – I**

The Sentence- Parts of Speech- Nouns, Adjectives, Comparison of Adjectives, Articles, Pronouns.

**Unit – II**

Verbs- Mood and Tense – Concord- Non-finite Verbs – Strong and Weak Verbs- Auxiliaries- Anomalous Finites- Adverbs – Prepositions – Conjunction- Interjections.

**Unit – III**

Simple, Compound, Complex and Compound Complex Sentences – Analysis of Simple Sentences- Clauses- Analysis of Sentences- Synthesis of Sentences – Transformation of Sentences- Direct and Indirect Speech- Punctuation and Capitals.

**Unit - IV**

Verb Patterns – Structures- Word – Formation – The Use of Prefixes, the Use of Suffixes, Compound Words- Synonyms and Antonyms – Words often Confused – Words with Appropriate Prepositions.

**Unit- V**

Paragraph Writing – Letter Writing – Précis Writing – Expansion of Passages- Essay Writing- Writing Stories from Outlines.

**Book for Reference:**

2. Modern English – A book of Grammar Usage and Composition by N.Krishnaswamy.



**III YEAR – VI SEMESTER  
COURSE CODE: 7BENE3B**

**ELECTIVE COURSE – III (B) - WRITTEN COMMUNICATION**

**Unit – I**

Communicating by Letter - Units 1 to 6

**Unit – II**

Different Ways of Presenting Information - Units 7 to 12

Description and Narration - Units 13 to 18

**Unit - III**

Note – Making - Units 19 to 24

**Unit - IV**

Reporting - Units 25 to 32

Arguing - Units 33 to 38

**Unit - V**

Expressing Yourself - Units 39 to 43

**Book for Reference:**

2. “Written Communication in English” by Sarah Freeman Orient Longman.



## **COURSE II – FRUIT AND VEGETABLE PRESERVATION SKILLS**

### **Objectives:**

- To understand the science, principles and techniques involved in fruits and vegetables preservation techniques
- To impart thorough knowledge on the technical skills in various aspects of food processing and preservation

### **Unit I**

Principles, Methods, types of Preservation.

Preservation media and mode of action of preservation. Traditional & Modern methods.

### **Unit II**

Study of various types of equipments – care & precautions and usage. Study of various types of containers.

### **Unit III**

Vegetables & their product preservation  
Methods Importance of personal hygiene  
and sanitary standards

### **Unit IV**

Fruits & their preservation

### **Unit V**

### **Project:**

3. Mapping of preservation practices & centre's  
(or)
4. Preservation practices specific to fruits & Vegetables in your area (Project Report 15 to 25 Pages)

### **Books for Reference:**

4. Srivastava R.P. and Kumar.S “Fruit and Vegetable Preservation: Principles”
5. Ranjit Singh “Fruits” National Book Trust.
6. Girdhari Lal Tandon et al “Preservation of Fruit and Vegetable Products”.



## **GROUP II – SET II**

### **III YEAR – VI**

#### **SEMESTER COURSE CODE**

#### **COURSE IV- NATIONAL CADET CORPS (NCC)**

##### **Objectives:**

- After going through this unit, the students would be able to gain an insight into aims and objectives of NCC.
- Explore the importance of NCC in nation building.
- Understand the concept of National Integration and its importance.

##### **Unit – I**

National Cadet Corps(NCC)-Introduction to NCC- Genesis –Objectives of NCC- Concept of Training in NCC- Organization of the NCC – Associate NCC officers – Cert Exam.

##### **Unit –II National Integration:**

National interests, Objectives, Threats and Opportunities. Religions, culture, traditions and customs of India, Importance and necessity. Freedom struggle and nationalist movement in India **Drill:**Foot drill, Arms drill, Ceremonial drill, Qualities of immediate and implicit obedience of orders.

##### **Unit-III Social Awareness and Community Development:**

NGO's Role and Contribution, Drug abuse and trafficking, Basics of social service and its need, Civic responsibility, Contribution of youth towards social welfare, Rural development programmes.

##### **Unit –IV Environmental Awareness and Conservation:**

Natural resources conservation and management, Water conservation and rain water harvesting, Hygiene and sanitation, structure and function of the human body, infectious and contagious diseases and its prevention.

##### **Unit –V Personality Development and Leadership:**

Introduction to personality development, self awareness, communication skills, Leadership traits, Time management.

##### **Books for Reference:**

1. Anonymous. 1995. Officers training manual. PRECIS, NCC, OTS, Kamptee
2. Bose, R and Faust, L. 2011. Mother Teresa, CEO, Unexpected Principles for Practical Leaders, Tata McGraw Hill Publications, New Delhi.
3. Ganapathi, R. 2003. Swami Vivekanandar, Ramakrishna Math Press, Chennai.
4. Gandhi, M.K. 1983. An Autobiography or The story of My Experiments with Truth, Navajivan Publishing House, Ahmedabad
5. Gupta, S.K. and Joshi, R. 2008. Human Resource Management, Kalyani Publishers, New Delhi.
6. Kalam, A.P.J. 1999. Wings of Fire, University Press, Hyderabad
7. Mishra, R.C. 2000. A Hand book of NCC, Kanti Prakashan, Etawah. Preci
8. Rana, B.S 2004. Maharana Pratap, Diamond Books (P) Ltd., New Delhi.  
Rana, B.S. 2004. Chatrapati Shivaji, Diamond Books (P) Ltd., New Delhi



**B.A ENGLISH**  
**Syllabus 2022-2023**

**ALAGAPPA UNIVERSITY, KARAIKUDI**  
**SYLLABUS UNDER CBCS PATTERN FOR AFFILIATED COLLEGES WITH**  
**EFFECT FROM THE ACADEMIC YEAR 2022-23 ONWARDS**

**ODD & Even Semester - 2022-2023 Academic Year**

**B.A English**

Programme Structure

Sem	Part	Course Code	Courses	Title of the Course	T/P	Credits	Hours/Week	Max. Marks		
								Int.	Ext.	Total
I	I	2211T	T/OL	Tamil /Other Languages –I	T	3	6	25	75	100
	II	712CE	E	Communicative English – I	T	3	6	25	75	100
	III	22BEN1C1	CC	Poetry	T	5	5	25	75	100
		22BEN1C2	CC	Prose	T	4	4	25	75	100
	IV	-	AL-IA	History/ Political Science/Tamil/ Business Administration/ Economics/ Commerce	T	5	5	25	75	100
		22BVE1	SEC - I	Value Education	T	2	2	25	75	100
		-	Library	-	-	2	-	-	-	
				<b>Total</b>		<b>22</b>	<b>30</b>	<b>150</b>	<b>450</b>	<b>600</b>
II	I	2221T	T/OL	Tamil/Other Languages-II	T	3	6	25	75	100
	II	722CE	E	Communicative English – II	T	3	6	25	75	100
	III	22BEN2C1	CC	Social History of England	T	5	5	25	75	100
		22BEN2C2	CC	Fiction	T	4	4	25	75	100
	IV	-	AL-IB	History/ Political Science/Tamil/ Business Administration/ Economics/ Commerce	T	5	5	25	75	100
		22BES2	SEC – II	Environmental Studies	T	2	2	25	75	100
		Naan Mudhalvan Course		Language Proficiency for Employability (Effective English)	-	2	2	25	75	100
				<b>Total</b>		<b>24</b>	<b>30</b>	<b>175</b>	<b>525</b>	<b>700</b>
II I	I	731T	T/OL	Tamil/Other Languages-III	T	3	6	25	75	100
	II	732E	E	English for Enrichment – I	T	3	6	25	75	100
	III	7BEN3C1	CC	Drama –I	T	5	5	25	75	100
		7BEN3C2	CC	Phonetics	T	4	4	25	75	100
	IV	7BBAA3-	AL-III	Advertising and Sales Promotion	T	5	5	25	75	100
		7NME3C 7SBS3A1	SEC - III	1.NME-II Effective Employability Skills 2.SBS-I Competitive Examination Skills	T	2	2	25	75	100
		7BEA3		Extension Activities	T	2	2	25	75	100
				<b>Total</b>		<b>24</b>	<b>30</b>	<b>175</b>	<b>525</b>	<b>700</b>
I V	I	741T	T/OL	Tamil/Other Languages – IV	T	3	6	25	75	100
	II	742E	E	English for Enrichment – IV	T	3	3	25	75	100
	III	7BEN4C1	CC	Drama –II	T	5	5	25	75	100
		7BEN4C2	CC	Remedial English Grammar	T	4	4	25	75	100
			7BEN4C3/	CC	Indian Writing in English/	T	2	2	25	75



		7BBAA4	AL-IIB	Customer Relationship Management	T	5	5	25	75	100
	IV	7SBS4B2 7BMY4		(2)SBS-II Emergency and Medical Lab Skills (4)Manavalakalai Yoga	T	2	2	25	75	100
						2	3	25	75	100
				<b>Total</b>		<b>26</b>	<b>30</b>	<b>200</b>	<b>600</b>	<b>800</b>
V	III	7BEN5C1		<b>Core –IX – Indian Writing in English</b>	T	4	6	25	75	100
		7BEN5C2		<b>Core – X – Women’s Writing in English</b>	T	5	6	25	75	100
		7BEN5C3		<b>Core – XI – Commonwealth Literature</b>	T	5	5	25	75	100
		7BEN5C4		<b>Elective – I- A) Translation Studies, Theory and Practice (or)B) English for Competitive Examination.</b>	T	5	5	25	75	100
		7BEN5C5		<b>Elective- II – A) English Language Teaching (or)B) Journalism and Mass Communication</b>	T	5	5	25	75	100
	IV	7SBS5A5		<b>Skill Based Subjects – I</b> <b>Heritage and Tourism</b>		-	3	-	-	-
		7SBS5A6		<b>Skill Based Subjects – I</b> <b>Marketing and Sales Management</b>		24	30	125	375	500
V I						24	26	150	250	400
							4	25	75	100
						26	30	175	325	500
				(						
	III	7BEN6C1		<b>Core – XII – Shakespeare</b>		6	6	25	75	100
		7BEN6C2		<b>Core–XIII–American Literature</b>		6	6	25	75	100
		7BEN6C3		<b>Core–XIV–Literary Criticism</b>		6	6	25	75	100
		7BEN6C4		<b>Core- XV – Phonetics and Spoken English</b>		6	6	25	75	100
	IV	7BENE3A / 7BENE3B -		<b>Elective – III-A) Remedial English Grammar (or) B) Written Communication</b>		-	2	-	-	-
		7SBS6B4 / 7SBS6B5 / 7SBS6B6/ 7SBS6B7		<b>Skill Based Subjects – II Fruit, Vegetable Preservation Skills</b> <b>National Cadet Crops</b> <b>Skill Based Subjects – II</b>			4	25	75	100
					26	30	125	375	500	

பருவம் - 01				
பாடக்குறியீட்டுஎண்: 2211T	பொதுத் தமிழ்	T/P	C	H/W
	தற்காலக் கவிதையும் உரைநடையும்	T	3	6
<b>நோக்கம் :</b>	<ul style="list-style-type: none"> <li>➤ கவிதை, உரைநடை வடிவங்களை வெளிப்படுத்தல்.</li> <li>➤ படைப்பாளர்கள் வெளிப்படுத்தும் சமூகவிழுமியப்பதிவுகளை எடுத்தியம்புதல்.</li> </ul>			
<b>அலகு - 1</b>	<p>அ. மரபுக் கவிதை</p> <ol style="list-style-type: none"> <li>1. பாரதியார் - பாரததேசமென்று பெயர் சொல்லுவார் (பாரததேசம்)</li> <li>2. பாரதிதாசன் - கனியிடை ஏறியகளையும் முற்றல்கழையிடை ஏறியசாரும்,</li> <li>3. நாமக்கல் கவிஞர் - காந்தியக் கவிஞர் (காந்தியஞ்சலி)</li> <li>4. கண்ணதாசன் - மனிதரைப் பாட மாட்டேன் (கவிதைகள்)</li> <li>5. முடியரசன் - தொழிலாளி</li> <li>6. ஜீவானந்தம் - "காலுக்கு செருப்புமில்லை... கால்வயிற்று கூழுமில்லை..."</li> </ol> <p>ஆ. புதுக்கவிதை</p> <ol style="list-style-type: none"> <li>1. அப்துல் ரகுமான் - வீட்டுக்கொரு மரம் (கூடு துறக்கும் பறவை)</li> <li>2. மு.மேத்தா - கண்ணீர் பூக்கள்</li> <li>3. சக்திஜோதி - தேடித்தீராத தெரு</li> </ol>			
<b>அலகு - 2</b>	<p><b>உரைநடை</b></p> <ol style="list-style-type: none"> <li>1. சவால் விடு - சாதனை செய் - இராமையா இ.ஆ.ப., நாமரைபதிப்பகம், சென்னை - 98.</li> </ol>			
<b>அலகு - 3</b>	<p><b>இலக்கணம்</b></p> <p>எழுத்திலக்கணம் : எண் - பெயர் - முறை - பிறப்பு - வடிவம் - மாத்திரை - மொழி முதல் எழுத்துக்கள் - மொழிஇறுதி எழுத்துக்கள் - மெய்யகம் - உருபு இலக்கணம்.</p>			
<b>அலகு - 4</b>	<p><b>இலக்கிய வரலாறு</b></p> <p>மரபுக்கவிதை, புதுக்கவிதை தொடர்பான இலக்கிய வரலாறு.</p>			
<b>அலகு - 5</b>	<p><b>படைப்பும் பயிற்சியும்</b></p> <p>கட்டுரை எழுதுதல்</p>			
<b>பயன்கள் :</b>	<ul style="list-style-type: none"> <li>➤ கவிதை, உரைநடை படைப்பாக்கச் சிந்தனை.</li> <li>➤ சமூகச் சிந்தனை வாயிலாக மாணவர் மேம்படுதல்.</li> </ul>			

Semester –I				
Course code: 712CE	COMMUNICATIVE ENGLISH-I	T/P	Credit	Hrs./Week
		T	3	6
Unit – 1	<p><b>1. Listening and Speaking</b></p> <ul style="list-style-type: none"> <li>a. Introducing self and others</li> <li>b. Listening for specific information</li> <li>c. Pronunciation (without phoneticsymbols) <ul style="list-style-type: none"> <li>i. Essentials of Pronunciation</li> <li>ii. American and British Pronunciation</li> </ul> </li> </ul> <p><b>2. Reading and Writing</b></p> <ul style="list-style-type: none"> <li>a. Reading short articles – newspaperreports / fact based articles i. Skimming and Scanning <ul style="list-style-type: none"> <li>ii. Diction and Tone</li> <li>iii. Identifying Topic Sentences</li> </ul> </li> <li>b. Reading aloud: Reading an article/report</li> <li>c. Journal (Diary) Writing</li> </ul> <p><b>3. Study Skills - 1</b></p> <ul style="list-style-type: none"> <li>a. Using dictionaries, Encyclopaedias, Thesaurus</li> </ul> <p><b>4. Grammar in Context:</b></p> <ul style="list-style-type: none"> <li><b>Naming and Describing</b></li> <li>· Nouns &amp; Pronouns, Adjectives</li> </ul>			

**Unit – 2**

**1. Listening and Speaking**

- a. Listening with a Purpose
- b. Effective Listening
- c. Tonal Variation
- d. Listening for Information
- e. Asking for Information
- f. Giving Information

**2. Reading and Writing**

- 1. a. Strategies of Reading:  
Skimming and Scanning
- b. Types of Reading : Extensive and Intensive Reading
- c. Reading a prose passage
- d. Reading a poem
- e. Reading a short story
  
- 2.Paragraphs: Structure and Types
  - a.What is a Paragraph?
  - b.Paragraph structure
  - c.Topic Sentence
    - d.Unity
    - e.Coherence
- f. Connections between Ideas: Using Transitional words and expressions

<b>Semester – I</b>					
<b>Course code:</b> 22BEN1C1	<b>Core Course-I</b>		<b>T/</b>	<b>C</b>	<b>H/</b>
	<b>POETRY</b>		<b>P</b>		<b>W</b>
			<b>T</b>	<b>5</b>	<b>5</b>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>➤ To expose the learners to English Literature from the Age of Chaucer to the Modern Age.</li> <li>➤ To enable students to perceive the relationship between literature and the socio- political milieu.</li> <li>➤ To equip learners with a perspective on the evolution of English poetry.</li> <li>➤ To enable learners to relate linguistic and literary trends.</li> <li>➤ To enable students to read and understand similar works as those in the syllabus.</li> </ul>				
<b>Unit -I</b>	Geoffrey Chaucer - Prologue to Canterbury Tales (First 100 lines) Edmund Spenser - Prothalamion.				
<b>Unit-II</b>	John Milton - Paradise Lost (Book IV) John Donne -The Canonization				
<b>Unit- III</b>	John Dryden - Mac Flecknoe Thomas Gray - Elegy Written in a Country Churchyard. William Wordsworth - Ode: Intimations of Immortality from Recollections of Early Childhood				
<b>Unit- IV</b>	John Keats - Ode on a Grecian Urn Matthew Arnold -Dover Beach Alfred Tennyson -Ulysses				
<b>Unit- V</b>	D.G Rossetti - The Blessed Damozel G.M Hopkins - The Windhover T.S Eliot - Journey of the Magi				
<b>Outcome s</b>	<ul style="list-style-type: none"> <li>➤ assess the historical development of early English Literature from the the Age of Chaucer to the modern age.</li> <li>➤ deduce the nexus between literature and the socio-political milieu.</li> <li>➤ develop a historical perspective on the evolution of English poetry.</li> <li>➤ compare linguistic and literary trends .</li> <li>➤ develop a flair for literary appreciation and independent reading.</li> </ul>				



<b>Semester – I</b>					
<b>Course code:</b> 22BEN1C2	<b>Core Course –II</b>		<b>T/P</b>	<b>C</b>	<b>H/ W</b>
	<b>PROSE</b>		T	4	4
<b>Objectives</b>	<ul style="list-style-type: none"> <li>➤ To expose the learners to English Literature from the Elizabethan to the Modern Age.</li> <li>➤ To enable students to perceive the relationship between literature and the socio- political milieu.</li> <li>➤ To equip learners with a perspective on the evolution of different forms of prose.</li> <li>➤ To enable learners to relate linguistic and literary trends.</li> <li>➤ To enable students to read and understand similar works as those in the syllabus.</li> </ul>				
<b>Unit –I</b>	Francis Bacon - Of Truth - Of Revenge - Of Friendship				
<b>Unit-II</b>	Joseph Addison Richard Steele - Sir Roger at Church - The Spectator Club				
<b>Unit- III</b>	Oliver Goldsmith Charles Lamb - Beau Tibbs At Home - Dream Children: A Reverie - A Bachelor's Complaint				
<b>Unit- IV</b>	John Ruskin - Kings' Treasuries (Sesame and Lilies)				
<b>Unit –V</b>	RL. Stevenson George Orwell - An Apology for Idlers - The Sporting Spirit				
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>➤ assess the historical development of early English Literature from the Elizabethan Age to the modern age.</li> <li>➤ Deduce the nexus between literature and the socio-political milieu.</li> <li>➤ Develop a historical perspective on the evolution of English prose.</li> <li>➤ Compare linguistic and literary trends .</li> <li>➤ Develop a flair for literary appreciation and independent reading.</li> </ul>				

## CODE: 22BVE1 - VALUE EDUCATION

### Objectives

- ☒ To impart humanism values among the student under various religious thoughts
- ☒ To make them awareness of ethics and civil rights
- ☒ To familiarities the students with basic features of extracurricular activities such NSS and NCC and relevance of Abdul Kalam and Mother Teresa efforts to teach values
- ☒ To impart skills by preparing project works such as writing poems and stories

### Unit -I

Definition – Need for Value Education – How Important Human Values are – Humanism and Humanistic Movement in the World and in India – Literature on the Teaching of Values Under Various Religions Like Hinduism, Buddhism, Christianity, Jainism, Islam, Etc. Agencies for Teaching Value Education in India – National Resource Centre for Value Education – NCERT– IITS and IGNOU.

### Unit-II

**Vedic Period – Influence** of Buddhism and Jainism – Hindu Dynasties – Islam Invasion – Moghul Invasion – British Rule – Culture Clash – Bhakti Cult – Social Reformers – Gandhi – Swami Vivekananda – Tagore – Their Role in Value Education.

### Unit- III

**Value Crisis – After Independence:** Independence – Democracy – Equality – Fundamental Duties – Fall of Standards in All Fields – Social, Economic, Political, Religious and Environmental – Corruption in Society. Politics Without Principle – Commerce Without Ethics – Education Without Character – Science Without Humanism – Wealth Without Work – Pleasure Without Conscience – Prayer Without Sacrifice – Steps Taken by The Governments – Central and State – To Remove Disparities on the Basis of Class, Creed, Gender.

### Unit -IV

**Value Education on College Campus:** Transition from School to College – Problems – Control – Free Atmosphere – Freedom Mistaken for License – Need for Value Education – Ways of Inculcating It – Teaching of Etiquettes – Extra-Curricular Activities – N.S.S., N.C.C., Club Activities – Relevance of Dr.A.P.J. Abdul Kalam’s Efforts to Teach Values – Mother Teresa.

### Unit -V

#### Project Work

1. Collecting Details about Value Education from Newspapers, Journals and Magazines.
2. Writing Poems, Skits, Stories Centering on Value-Erosion in Society.
3. Presenting Personal Experience in Teaching Values.
4. Suggesting Solutions to Value – Based Problems on the Campus.

#### Reference and Textbooks: -

Chakrabarti, M. (1997). *Value education: changing perspectives*. Kanishka Publishers. Eknath Ranade (1991). *Swami Vivekananda’s Rousing Call to Hindu Nation*. Centenary Publication Karabi Kakoti, *Value Education – Need of the Hour*.  
Radhakrishnan, S. (1968). *Religion and culture*. Orient Paperbacks, New Delhi

**Outcomes** After studied, the student will be able to

Knowledge about Humanism and Humanistic Movement in the World and in India

Understand the Social Reformers and Their Role in Value Education

Explore the theories of Fundamental Duties, Ethics, Extra-Curricular Activities – N.S.S., N.C.C

**UNIT 1: COMMUNICATION**

**Listening:** Listening to audio text and answering questions Listening to Instructions

**Speaking:** Pair work and small group work.

**Reading:** Comprehension passages –Differentiate between facts and opinion

**Writing:** Developing a story with pictures.

**Vocabulary:** Register specific - Incorporated into the LSRW tasks

**UNIT 2: DESCRIPTION**

**Listening:** Listening to process description- Drawing a flow chart.

**Speaking:** Role play (formal context)

**Reading:** Skimming/Scanning-

Reading passages on products, equipment and gadgets.

**Writing:** Process Description –Compare and Contrast Paragraph- Sentence Definition and Extended definition- Free Writing.

**Vocabulary:** Register specific -Incorporated into the LSRW tasks.

**UNIT 3: NEGOTIATION STRATEGIES**

**Listening:** Listening to interviews of specialists / Inventors in fields (Subject specific)

**Speaking:** Brainstorming (Mind mapping). Small group discussions (Subject- Specific)

**Reading:** Longer Reading text.

**Writing:** Essay Writing (250 words)

**Vocabulary:** Register specific - Incorporated into the LSRW tasks

**UNIT 4: PRESENTATION SKILLS**

**Listening:** Listening to lectures.

**Speaking:** Short talks.

**Reading:** Reading Comprehension passages

**Writing:** Writing  
Recommendations

Interpreting Visuals inputs

**Vocabulary:** Register specific -Incorporated into the LSRW tasks

**UNIT 5: CRITICAL THINKING SKILLS**

**Listening:** Listening comprehension- Listening for information.

**Speaking:** Making presentations (with PPT- practice).

**Reading:** Comprehension passages –Note making.

Comprehension: Motivational article on Professional Competence, Professional Ethics and Life Skills)

**Writing:** Problem and Solution essay– Creative writing –Summary writing

**Vocabulary:** Register specific - Incorporated into the LSRW tasks



I YEAR – II SEMESTER

பருவம் - 02					
பாடக்குறியீட்டுஎண்: 2221T	பொதுத் தமிழ்		T/P	C	H/W
	இடைக்கால இலக்கியமும் சிறுகதையும்		T	3	6
<b>நோக்கம் :</b>	<ul style="list-style-type: none"> <li>➤ இடைக்கால இலக்கியத்தின் வடிவங்களும் சிந்தனையும் வெளிப்படுத்தல்.</li> <li>➤ சிறுகதைப் படைப்பாளர்கள் வெளிப்படுத்தும் சமூக விழுமியப் பதிவுகளை எடுத்தியம்புதல்.</li> </ul>				
<b>அலகு - 1</b>	<p>அ. திருநாரசம்பந்தர் - திருமறைக்காடு (முதல் இரண்டு பாடல்கள்)</p> <p>ஆ. திருநாவுக்கரசர் - திருவதிகை வீரட்டானம் (முதல் இரண்டு பாடல்கள்)</p> <p>இ. சுந்தரர் - திருவெண்ணைநல்லூர் பதிகம் (முதல் இரண்டு பாடல்கள்)</p> <p>ஈ. மாணிக்கவாசகர் - திருவெம்பாவை (முதல் பாடல்)</p> <p>உ. குலசேகர ஆழ்வார் - பெருமாள் திருமொழி (முதல் இரண்டு பாடல்கள்)</p> <p>ஊ. ஆண்டாள் - திருப்பாவை (முதல் பாடல்)</p> <p>எ. சிற்றிலக்கியம்</p> <ol style="list-style-type: none"> <li>1. நந்திக்கலம்பகம் - முதல் ஐந்து பாடல்கள்</li> <li>2. கலிங்கத்துப்பரணி - முதல் ஐந்து பாடல்கள்</li> </ol>				
<b>அலகு - 2</b>	<p><b>சிறுகதை</b></p> <p>நவரத்தினக் கதைகள் - அறிவுப் பதிப்பகம், தொகுப்பு - முனைவர் சூ.நயினார் அறிவுப் பதிப்பகம், சென்னை - 14.</p>				
<b>அலகு - 3</b>	<p><b>இலக்கணம்.</b></p> <p>சொல்வகை - பெயர்ச்சொல் - வினைச்சொல் - இடைச்சொல் - உரிச்சொல்</p> <p>வேற்றுமை மயக்கம் - ஆகுபெயர்.</p>				
<b>அலகு - 4</b>	<p><b>இலக்கிய வரலாறு</b></p> <p>பக்தி இலக்கியம் மற்றும் சிற்றிலக்கியம் தொடர்பான இலக்கிய வரலாறு</p>				
<b>அலகு - 5</b>	<p><b>படைப்பாற்றல்</b></p> <p>சிறுகதை படைத்தல்.</p>				
<b>பயன்கள் :</b>	<ul style="list-style-type: none"> <li>➤ சமயச் சிந்தனையின் பங்கு மற்றும் சிறுகதைப் படைப்பாக்கச் சிந்தனை.</li> <li>➤ சமூகச் சிந்தனை வாயிலாக மாணவர் மேம்படுதல்.</li> </ul>				

Course code:  
722CE

## COMMUNICATIVE ENGLISH-II

### Unit - 1

- 1. Listening and Speaking** a. Listening and responding to complaints (formal situation)  
b. Listening to problems and offering solutions (informal)
- 2. Reading and writing** a. Reading aloud (brief motivational anecdotes)  
b. Writing a paragraph on a proverbial expression/motivational idea.
- 3. Word Power/Vocabulary :** a. Synonyms & Antonyms
- 4. Grammar in Context :** Adverbs, Prepositions

### Unit - 2

- 1. Listening and Speaking** a. Listening to Famous Speeches and Poems b. Making Short Speeches- Formal: welcome speech and vote of thanks. Informal Occasions- Farewell party, Graduation Speech
- 2. Reading and Writing**  
a. Writing Opinion Pieces (could be on travel, food, film / book reviews or on any contemporary topic) b. Reading poetry : i) Reading aloud: (Intonation and Voice Modulation)
- 3. Word Power :** a. Idioms & Phrases
- 4. Grammar in Context :** Conjunctions and Interjections

### Unit – 3 1. Listening and Speaking a. Listening to Ted talks

- b. Making Short Presentations – Formal Presentation with PPT, Analytical Presentation of Graphs and Reports of Multiple kinds c. Interactions during and after the Presentations
2. Reading and writing : a. Writing e-mails of Complaint b. Reading aloud Famous Speeches
  3. Word Power : a. One Word Substitution
  4. **Grammar in Context:** Sentence Patterns

### Unit – 4 1. Listening and Speaking a. Participating in a meeting: face to face and online

- b. Listening with courtesy and adding ideas and giving opinions during the meeting and making concluding remarks.
- 2. Reading and Writing** a. Reading visual texts – advertisements b. Preparing first drafts of short assignments
  - 3. Word Power:** a. Denotation and Connotation
  - 4. Grammar in Context:** Sentence Types

### Unit – 5 1. Listening and Speaking a. Informal interview for feature writing b.

Listening and responding to questions at a formal interview

- 2. Reading and Writing** a. Writing letters of application b. Readers' Theatre (Script Reading) c. Dramatizing everyday situations/social issues through skits. (writing scripts and performing)
- 3. Word Power:** a. Collocation
- 4. Grammar in Context:** Working With Clauses

## I YEAR – II SEMESTER

<b>Semester – II</b>				
<b>Course code:</b> 22BEN2C1	<b>Core Course –III</b>	<b>T/P</b>	<b>C</b>	<b>H/ W</b>
	<b>SOCIAL HISTORY OF ENGLAND</b>	T	5	5
<b>Objectives</b>	<ul style="list-style-type: none"> <li>➤ To familiarize learners, with socio-political trends, so that they are able to recognize these trends as reflected in literature (starting from the Medieval Age).</li> <li>➤ To equip the learners with the information needed to see literary works in their socio-cultural context</li> <li>➤ To enable the student to see how literature is a mirror of society.</li> <li>➤ To make them understand the cultural roots of literature.</li> <li>➤ To enable them to use the socio- historical approach to literary studies.</li> </ul>			
<b>Unit –I</b>	The Renaissance The Reformation The Puritanism			
<b>Unit-II</b>	Colonial Expansion The Civil War and Its Social Significance The Origin and Growth of Political Parties in England			
<b>Unit- III</b>	Age of Queen Anne The Agrarian Revolution The Industrial Revolution			
<b>Unit- IV</b>	Effects of the French Revolution Humanitarian Movements Reform Bills			
<b>Unit –V</b>	World Wars and Social Securities Trade Unionism			
<b>Books for Reference:</b>				
Shanmugakani .A., Manimekala , <i>Introduction to the Social History of England</i> , Publishing House, Madurai. Trevelyan G.M., Orient Longman, 1980, <i>English Social History</i> Xavier A.G., S.Viswanathan, 2009, <i>An Introduction to the Social History of England</i> , (Printers and Publishers) Pvt. Ltd.				
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>➤ Develop an interest in the evolution of English society, its customs and manners.</li> <li>➤ Appraise literary works in their socio-political context.</li> <li>➤ Categorize Religious Sects in the European Continent and perceive their socio political impact.</li> <li>➤ Formulate the links between political ideology and ideational content of literary works.</li> <li>➤ Assess the political affiliations of various writers and their social background</li> </ul>			

## I YEAR – II SEMESTER

Semester – II				
Course code: 22BEN2C2	Core Course –IV	T/ P	C	H/ W
	<b>FICTION</b>	T	4	4
<b>Objectives</b>	<ul style="list-style-type: none"> <li>➤ To introduce to the learner the Paradigm shifts in literature during the last two centuries both in Indian and English fiction.</li> <li>➤ Expose the learner to a few representative works from the Indian and English fiction writers.</li> <li>➤ Enable students to perceive the stylistic differences among writers</li> <li>➤ To sensitize students to the relationship between ideologies and literature.</li> <li>➤ To make students relate life and literature.</li> </ul>			
<b>Unit –I</b>	Oscar Wilde – The Selfish Giant Bonnie – The Face of Judas Iscariot Chamberlain			
<b>Unit-II</b>	Premchand – The Resignation RK.Narayan – An Astrologer’s Day			
<b>Unit- III</b>	Charlotte Bronte – Jane Eyre			
<b>Unit- IV</b>	Khushwant Singh - Train to Pakistan			
<b>Unit –V</b>	George Orwell – Animal Farm			
<b>Outcome s</b>	<ul style="list-style-type: none"> <li>➤ appraise paradigm-shifts in literature during the last two centuries both in Indian and English fiction</li> <li>➤ Critically assess the thematic and technical features of literary works.</li> <li>➤ evaluate various literary styles</li> <li>➤ deduce the link between ideas and literature</li> <li>➤ Evaluate the link between life and literature.</li> </ul>			

Sharma,R. *Principles of Management*. Lakshmi Narain Agarwal.  
 Tripathy, P.C., & Reddy.Tata Mcgraw Hill.



**COURSE CODE: 22BES2**  
**I YEAR – II SEMESTER**

**COURSE – ENVIRONMENTAL STUDIES**

**Unit I The Multidisciplinary Nature of Environmental Studies**

Definition, Scope and importance

Need for public awareness

**Unit II Natural Resources**

Renewable and non-renewable resources

- M) Forest resources: use and over-exploitation, deforestation, case studies, timber extraction, mining, dams and their effect on forests and tribal people
- N) Water resources: use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams- benefits and problems.
- O) mineral resources: use and exploitation, experimental effects of extracting and using mineral resources, case studies.
- P) Food resources: world food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies.
- Q) Energy resources: growing energy needs, renewable and non-renewable energy sources, use of alternate energy resources, case studies.
- R) Land resources: land as a resource, land degradation, man induced landslides, soil-erosion and desertification
  - Role of individual in conservation of natural resources
  - Equitable use of resources for sustainable lifestyle

**Unit iii ecosystems, bio-diversity and its conservation**

**Ecosystems**

- ✓ Concept of an ecosystem
- ✓ Structure and function of an ecosystem
- ✓ Energy flow in the ecosystem
- ✓ Food chains, food webs and ecological pyramids

**Biodiversity and its conservation**

- ✓ Introduction- definition: genetic, species and ecosystem diversity
- ✓ Bio-geographical classification of india
- ✓ Value of biodiversity: consumptive use, productive use, social ethical, aesthetic and option values.
- ✓ Biodiversity at global, national and local levels
- ✓ India as a mega-diversity nation
- ✓ Hot spots of biodiversity
- ✓ Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts
- ✓ Endangered and endemic species of india
- ✓ Conservation of biodiversity in-situ and ex-situ conservation of biodiversity

**Unit IV Environmental Pollution**

- Causes, Effects And Control Measures Of:-
  - O. Air pollution
  - P. Water pollution
  - Q. Soil pollution
  - R. Marine pollution

- S. Noise pollution
- T. Thermal pollution
- U. Nuclear hazards

**Unit V Field Work Visit to a local area to document environmental assets–river/ forest/ grassland/ hill/ mountain**

- Visit to a local polluted site- urban/rural/industrial/agricultural
- Study of common plants, insects, birds
- Study of simple ecosystem-pond, river, hill slopes, etc

**Books for Reference:**

45. Agarwal, k.c.2001 environmental biology, nidi publ.ltd., bikaner
46. Bharucha erach the biodiversity of india, mapin publishing pvt. Ltd, ahamedabad-380013,india, email: mapin@cent.net®
47. Burner r.c. 1989, hazardous waste inclination mcgraw hill inc.480p
48. Clark r.s. Marine pollution, clanderson press oxford(tb)
49. Cunnigham, w.p.cooper, t.h.gorhani, e& hepworth, m.t 2001 environmental encyclopedia, jaico publ. House, mumbai, 1196p.
50. De.a.k.environmental chemistry, wiley eastern ltd.
51. Down to earth, centre for science and environment®
52. Gleick h.p. 1993, water in crisis, pacific instutue for studies in dev, environment & security, stockholm env. Institute,oxford univ.press,473p
53. Hawlinks r.e., encyclopedia of indian natural history, bombay natural history society, bombay (r)
54. Heywood, v.h & watson, r.t.1995, global biodiversity assesment, cambridge univ.press, 114op
55. Jadhav, h&bhosale v.m.1995, environmental protection and laws, himalaya pub; house, delhi 284p
56. Mckinney, m.l & schoch, rm.1996 environmental science systems& solutions, web enhanced edition 639p
57. Mhaskar a.k.matter hazardous, techno-science publications(tb)
58. Miller t.g. Jr.environmental science wadsworth publicing co(tb)
59. Odurm, e.p.1971 fudamentalof ecology, w.b.saunders co. Usa 584p
60. Rao m.n & datta, a.k., 1987, tehchno-science, waste water treatment. Oxford& ibh publ, co.pvt. Ltd.,345p
61. Sharma b.k. 2001, environemtal chemistry goel publ,house,meerut
62. Survey of the environmental the hindu(m)
63. Townsend c, harper j, and michael degon,essential of ecology,blakewell science (tb)
64. Trivedi r.k., hand book of environmental laws, rules, guidelines, compliances and standards, vol i and ii, enviro meida ®
65. Trivedi r.k. & p.k.goel introduction to air pollution,techno-science publications (tb)
66. Wanger k.d, 1998 environmental management w.b. Environmental management. W.b.saunders co. Philadelphia, usa.499p

**Professional English for Arts and Social Science-  
II 72BEPA**

**Unit -1 Communicative Competencies**

**Listening Speaking Reading Writing**

**UNIT – 2 Persuasive Communication**

**Listening Speaking Reading Writing**

**UNIT – 3 Digital Competence**

**Listening Speaking Reading Writing**

**UNIT – 4 Creativity and Imagination:**

**Creative Thinking in Communication- Creative Thinking in Decision Making- Critical thinking and problem solving skills - Creative approach for communication in Business- Visual Aids- Techniques for an Effective oral Presentation- Creating a Web Page- Creating Blogs- Difference between Brochure and Pamphlets- Importance of poster making- Format of Poster Writing**

**UNIT – 5 Workplace Communication –**

**An Overview :**

**The methods of Communication- Tips for effective communication in workplace- Warm Up exercises- Academic Power Point Presentation- Plan the structure of your Power Point Presentation- Making PPT effective- Points to be avoided in a Power Point Presentation- Reading And Writing Skills**

இரண்டாம் ஆண்டு - மூன்றாம் பருவம் -  
பாடக்குறியீட்டு எண்: 731T

பொதுத் தமிழ் தாள் - 3 - காப்பியமும் புதினமும்  
அலகு 1

- |                             |   |                             |
|-----------------------------|---|-----------------------------|
| 1. சிலப்பதிகாரம்            | - | மங்கல வாழ்த்துப்பாடல்.      |
| 2. மணிமேகலை                 | - | பாத்திர மரபு கூறிய காதை.    |
| 3. கம்பராமாயணம்             | - | சேது பந்தனப்படலம்.          |
| 4. பெரியபுராணம்<br>புராணம். | - | கோச்செங்கட்சோழ நாயனார்      |
| 5. தேம்பாவணி                | - | கோலியாத் படலம்.             |
| 6. சீறாப்புராணம்            | - | மானுக்குப் பிணை நின்ற படலம் |

அலகு 2 - புதினம்

வேரில் பழுத்தபலா - சு.சமுத்திரம்.

அலகு 3 - இலக்கணம்

யாப்பும் அணியும்

செய்யுள் உறுப்புகள், எழுத்து, அசை, சீர், தளை, அடி, தொடை ஆகியன பற்றிய விளக்கம். பாவகை, வெண்பா, ஆசிரியப்பா ஆகியவற்றின் பொது இலக்கணங்கள்.

அணி, வகைகள், உவமை, உருவகம், வேற்றுமை, பின்வருநிலை, சிலேடை அணிகள்.

அலகு 4 - இலக்கிய வரலாறு

அலகு 1, அலகு 2ல் உள்ள பாடம் தொடர்பான இலக்கிய வகைகள் தொடர்பான இலக்கிய வரலாறு.

அலகு 5 - படைப்பாற்றல்

மரபுக் கவிதை - புதுக்கவிதை படைத்தல்.





**II YEAR – III SEMESTER  
COURSE CODE: 732E**

**COURSE – III - ENGLISH FOR ENRICHMENT – III**

**Texts Prescribed**

1. *Six Short Stories*, Ed. by the Board of Editors, Harrows Publications, Chennai.
2. *One Act Plays*, Ed. by the Board of Editors, Harrows Publications, Chennai.
3. *Modern English – A Book of Grammar Usage and Composition* by N.Krishnaswamy, Macmillan Publishers.
4. *English for Communication*, Ed. by the Board of Editors, Harrows Publications, Chennai.

**Unit I Short Stories**

1. Two Old Men – Leo Tolstoy
2. The Diamond Necklace – Guy de Maupassant
3. The Verger – Somerset Maugham
4. The Postmaster – Rabindranath Tagore.

**Unit II One Act Plays**

1. Riders to the Sea – J.M.Synge
2. The Rising of the Moon – Lady Gregory

**Unit III One Act Plays**

1. A Kind of Justice – Margaret Wood
2. The Refugee – Asif Currimbhoy

**Unit IV Grammar**

Tenses, Voices, Degrees of Comparison

**Unit V Composition**

Agenda, Minutes, Notice, Descriptive Writing

**Allocation of Working Hours per week**

Short Stories	- 2 hours
One Act Plays	- 2 hours
Grammar &-	2 hours
Composition	-----
<b>Total</b>	<b>- 6 hours</b>

**II YEAR – III SEMESTER  
COURSE V- PROSE  
CODE: 7BEN3C1**

**Unit - I**

- |               |                 |
|---------------|-----------------|
| Francis Bacon | - Of Studies    |
|               | - Of Revenge    |
|               | - Of Friendship |

**Unit- II**

- |                |                       |
|----------------|-----------------------|
| Joseph Addison | - The Vision of Mirza |
| Richard Steele | - The Spectator Club  |

**Unit – III**

- |                  |  |
|------------------|--|
| Charles Lamb     | - A Dissertation upon Roast Pig                |
|                  | - Bachelor's Complaint                         |
| Oliver Goldsmith | - The Man in Black – (The Citizen of the World |
| –                | Letter XXI)                                    |

**Unit – IV**

- |                |                           |
|----------------|---------------------------|
| Jonathan Swift | - The Battle of the Books |
|----------------|---------------------------|

**Unit – V**

- |                 |                               |
|-----------------|-------------------------------|
| RL. Stevenson   | - An Apology for Idlers       |
| G.K. Chesterton | - On Running after One's Hat. |



**CORE COURSE – VI - DRAMA - I**

**Unit - I**

Christopher Marlowe - Dr. Faustus

**Unit - II**

Thomas Kyd - The Spanish Tragedy

**Unit - III**

Ben Jonson - The Alchemist

**Unit - IV**

Sheridan - The Rivals

**Unit - V**

G.B Shaw - Caesar and Cleopatra



## ALLIED COURSE - III -ADVERTISING AND SALES PROMOTION

### Unit I

Advertisement- Meaning, definition, importance, objectives – media, forms of media – press, Newspaper, trade journal, Magazines - outdoor advertising-poster, banners, neon signs, publicity literature booklets, folders, house organs - direct mail advertising - cinema and theatre programme - radio and television advertising – exhibition, trade fair, transportation advertising.

### Unit II

Advertising agencies - Advertising Budget - Advertising Appeals - Social Effects of Advertising - Advertisement Copy - Objectives-Essentials - Types-Elements of Copy Writing: Headlines, Body Copy - Illustration-Catch Phrases and Slogans-Identification Marks.

### Unit III

Advertising layout- functions-design of layout-typographic printing: process-lithography- printing Plates and reproduction paper, and cloth - size of advertising-repeat advertising-advertising Campaign- steps in campaign planning.

### Unit IV

Sales force Management- Importance -sales force decision –sales force size-recruitment & selection-training-methods-motivating salesmen, Controlling - compensation & incentives-fixing sales territories, quota – Evaluation - Personal selling-Objectives - Salesmanship-Process of personal selling-types of salesman.

### Unit V

Sales promotion: Meaning-methods-promotional strategy-marketing communication and persuasion-promotional instruments: techniques of sale promotion-consumer and dealer promotion. After sales service-packing – guarantee

### Books for Reference:

11. Advertising and Sales Management : SontakkiC.N.
12. Salesmanship and advertising : Davar S.K.
13. Advertising Management–Sherslekar,Victor&Nirmala Prasad
14. Foundations of Advertising – Theory & Practice – S.A.Chunawala
15. Promotion Management - S.A. Chunawalla



**NON – MAJOR ELECTIVE – COURSE II**

**II YEAR – III SEMESTER  
COURSE CODE: 7NME3C**

**COURSE II – EFFECTIVE EMPLOYABILITY SKILLS**

**Unit I Curriculum Vitae & Facing the Interview**

Applying for jobs, Preparing the curriculum Different formats vita, Facing the interviews, Frequently Asked Questions (FAQs).

**Unit II Interpersonal Communication**

One to one Communication  
One to group Communication

**Unit III Group Discussion**

Listening, Ice-breaking, Leader – Member Moderates his role responsibility, Conflict, Management, Consensus, Steps involved

**Unit IV Team Work**

Qualities Selection constant & comfort, Orientation Review Tea, Review of the team work

**Unit V Motivation**

Leadership & Motivation, Behaviour, Motives Managerial Skills

**Books for Reference:**

9. E.H.McGrath, S.J., “Basic Managerial Skills For All”, Prentice-Hall of India Private Limited, New Delhi 110 001. ISBN-0-87692-498-4.
10. D.K.Sarma, “You & Your Career”, Wheeler Publishing, 755, Anna Salai, Chennai 600002. ISBN 81-7544-170-4. -1999
11. Indian Jaycees, “Skills” Series, published by Indian Jaycees.
12. S.P.Sachdeva, “Interview In A Nutshell”, Sudha Publications (P) Ltd., B-5, Prabhat Kiran, Rajendra Place, New Delhi 110 008.



**PART IV (2) – SKILL BASED SUBJECTS**  
**(SBS)GROUP I – SET I**

**II YEAR – III SEMESTER**  
**COURSE CODE: 7SBS3A1**

**COURSE I – COMPETITIVE EXAMINATION SKILLS**

**Objectives:**

- To build a sense of awareness among students through proper guidance about various competitive examinations in order to motivate students for prospective career in government and corporate sector.
- To intensively guide students for competitive examinations like TNPSC, UPSC, SSC, RRB, IBPS etc.

**Unit I**

Public Service Commission: Tamil Nadu Public Service Commission (TNPSC) and its role - History of TNPSC - Constitutional Provisions on the Formation, Functions, and Powers of Public Service Commissions for the Union and for the States - TNPSC and its rules of Procedure.

Eligibility and examination pattern: TNPSC - Union Public Service Commission (UPSC) - Staff Selection Commission (SSC) - Railway Recruitment Board (RRB) – Institute of Banking Personnel Selection (IBPS).

**Unit II**

Intelligence, creativity & application, testing & assessment - Types, verbal abilities & fluency

**Unit III**

Numerical ability:

Numbers, simplification, time and work, percentage, fraction, speed and distance, simple and compound interest, ratio and proportion

**Unit IV**

Spatial and perceptual abilities, situation reaction test

**Unit V**

Memory and inductive reasoning, Logical reasoning, Coding and Decoding, Direction Test, Syllogism

**Books for Reference:**

1. Ajay rai, “intelligence tests”, sterling paperbacks, published by sterling publishers pvt. Ltd., 1-10, green park extension, new delhi 110 016., 2001
2. Competition success review magazines.



**PART V**

**II YEAR – III SEMESTER  
COURSE CODE: 7BEA3**

**PART – V – EXTENSION ACTIVITIES**

Extension Activities will be organized for 2 days in the Third Semester. The programme may be organized in any Saturday and Sunday.

A meeting of all the staff of the College (Teaching, Administrative and Technical Staff) be conducted before departing to the camp in which each and every aspect like Programmes to be carried out, accommodation, food, medical aid, transport facilities, etc., should be thoroughly discussed.

One credit will be allotted for this Extension Activities. The marks allotted for each camp will be 100. Each student participating in the camp will be evaluated internally for 100 marks. The criteria for evaluation of Extension Activities will be as follows:

<b>S . N o.</b>	<b>Criteria</b>	<b>Maximum Marks</b>
1	Interaction with villagers	10
2	Participation / Attitude towards work	10
3	Participation in interaction and discussion	10
4	Knowledge of problems / issues	10
5	Organising & decision making ability	20
6	Expression: a) Cultural programmes	10
	b) Report Writing	20
7	Ability to adjust and work in a team	10
<b>Total</b>		<b>100</b>



**இரண்டாம் ஆண்டு - நான்காம் பருவம்**  
**பாடக்குறியீட்டு எண்: 741T**

**பொதுத்தமிழ் தாள் - 4 - பண்டைய இலக்கியமும் நாடகமும்**

**அலகு 1**

- அ. பத்துப்பாட்டு - சிறுபாணாற்றுப்படை  
ஆ. நற்றிணை - வெள்ளிவீதியார் பாடல் எண்கள்: 70,335,348.  
இ. குறுந்தொகை - யாயும் ஞாயும் எனத் தொடங்கும் பாடல் (குறிஞ்சி)  
பாடல் எண்.40 - செம்புலப்பெயல் நீரார்  
பாடல் எண்.43 - செல்வார் அல்லர் எனத் தொடங்கும் பாடல் (பாலை)  
ஒளவையார்  
பாடல் எண்.49 - அணிற் பல்லன்ன எனத் தொடங்கும் பாடல்  
(நெய்தல்)  
அம்முவனார்  
பாடல் எண்.61 - தச்சன் செய்த எனத் தொடங்கும் பாடல் (மருதம்)  
தும்பிசேர்கீரன்  
பாடல் எண்.110 - வாரார் ஆயினும் எனத் தொடங்கும் பாடல் (முல்லை)  
கிள்ளிமங்கலக்கிழார்  
ஈ. கலித்தொகை - பாடல் எண்.105. அரைசுபட எனத் தொடங்கும் பாடல்  
(முல்லை) சோழன் நல்லுருத்திரன்.  
உ. அகநானூறு - திருமணச் சடங்குப் பாடல்கள் 2 (86,128)  
ஊ. புறநானூறு - பிசிராந்தையார் பாடல்கள் (பாடல் எண்கள். 67,184)  
எ. திருக்குறள் - பெரியாரைத் துணைக்கோடல், சிற்றினம் சேரமை  
ஆகிய

இரு அதிகாரங்கள்.

- ஏ. நாலடியார் -  
பாடல் எண்.135 - கல்வி கரையில் எனத் தொடங்கும் பாடல்.  
பாடல் எண்.215 - கோட்டுப் பூப்போல எனத் தொடங்கும் பாடல்.  
பாடல் எண்.248 - நல் நிலைக்கண் தன்னை நிறுப்பானும் எனத் தொடங்கும்  
பாடல்.  
ஐ. பழமொழி நானூறு  
பாடல் எண்.46 - நெடியாது எனத் தொடங்கும் பாடல்.  
பாடல் எண்.47 - தோற்றத்தாலர் எனத் தொடங்கும் பாடல்.  
பாடல் எண்.48 - மிக்குடையார் ஆகி எனத் தொடங்கும் பாடல்.

**அலகு 2 - நாடகம்** - நீதிதேவன் மயக்கம் - அறிஞர் அண்ணா.

**அலகு 3 - இலக்கணம்**

அகப்பொருள், (7 திணைகள்), புறப்பொருள் (12 திணைகள்), களவும், கற்பும், உள்ளுறை, இறைச்சி (ஆ.சிவலிங்கனார், தமிழ் இலக்கண உணர்வுகள், கபிலன் பதிப்பகம், புதுச்சேரி.

**அலகு 4 - இலக்கிய வரலாறு**

அலகு 1, அலகு 2ல் உள்ள பாடம் தொடர்பான இலக்கிய வகைகள் தொடர்பான இலக்கிய வரலாறு.

**அலகு 5 - படைப்பாற்றல்**

ஓரங்க நாடகம் படைத்தல்.



**II YEAR – IV SEMESTER  
COURSE CODE: 742E**

**COURSE – IV- ENGLISH FOR ENRICHMENT – IV**

**Texts Prescribed**

1. *Pygmalion* – G.B. Shaw
2. *Swami and Friends* – R.K. Narayan
3. *Tales from Shakespeare* Ed. by the Board of Editors, Harrows Publications, Chennai.
4. *Modern English – A Book of Grammar Usage and Composition* by N.Krishnaswamy, Macmillan Publishers.

**Unit I Drama**

Pygmalion – G.B. Shaw

**Unit II – Fiction**

Swami and Friends – R.K.Narayan

**Unit III – Tales from Shakespeare**

1. The Merchant of Venice
2. Romeo and Juliet
3. The Winter’s Tale

**Unit IV - Grammar**

1. Concord
2. Question Tag
3. Kinds of Sentences
4. Direct and Indirect speeches

**Unit V - Composition**

1. Expansion of Proverbs
2. Group Discussion
3. Conversation (Apologizing, Requesting, Thanking)

**Allocation of Working Hours per week**

Drama	-	2 hours
Fiction	-	2 hours
Grammar &	-	2 hours
Composition	-----	
<b>Total</b>	<b>-</b>	<b>6 hours</b>

<b>Semester – IV</b>					
<b>Course code:</b> 22BEN4C1	<b>Core Course -VII</b>		<b>T/P</b>	<b>C</b>	<b>H/ W</b>
	<b>DRAMA – II</b>		T	5	5
<b>Objectives</b>	<ul style="list-style-type: none"> <li>➤ Introduce learners to representative texts from British Drama.</li> <li>➤ To give learners a historical perspective on the areas.</li> <li>➤ To enable learners to perceive the effect of socio political forces on literature.</li> <li>➤ To enable students to perceive the thematic and technical aspects of Drama.</li> </ul>				
<b>Unit -I</b>	T.S. Eliot - The Family Reunion				
<b>Unit-II</b>	John Galsworthy - Justice				
<b>Unit- III</b>	Harold Pinter - The Caretaker				
<b>Unit- IV</b>	J.M. Barrie - The Admirable Crichton				
<b>Unit -V</b>	John Osborne - Look Back in Anger				
<b>Outcome s</b>	<ul style="list-style-type: none"> <li>➤ assess critically similar texts in British Drama.</li> <li>➤ evaluate fictional and dramatic works from a socio political angle.</li> <li>➤ analyze critically the thematic and technical aspects of Drama.</li> <li>➤ measure the impact of the social milieu on literary expression.</li> </ul>				

Semester – IV					
Course code: 22BEN4C2		Core Course -VIII	T/P	C	H/ W
		REMEDIAL ENGLISH GRAMMAR	T	4	4
<b>Objectives</b>	<ul style="list-style-type: none"> <li>➤ To reinforce learners’ understanding of basic grammatical concepts semantic and stylistic nuances in the use of grammatical forms and categories</li> <li>➤ To enable learners to assess grammaticality, correctness and acceptability.</li> <li>➤ To equip learners to tackle testing items in various competitive examinations.</li> <li>➤ To ensure right usage of language by learners.</li> </ul>				
<b>Unit -I</b>	The Sentence- Parts of Speech- Nouns, Adjectives, Comparison of Adjectives, Articles, Pronouns.				
<b>Unit-II</b>	Verbs- Mood and Tense – Concord- Non-finite Verbs – Strong and Weak Verbs- Auxiliaries- Anomalous Finites- Adverbs – Prepositions – Conjunctions- Interjections.				
<b>Unit- III</b>	Simple, Compound, Complex and Compound Complex Sentences – Analysis of Simple Sentences- Clauses- Analysis of Sentences- Synthesis of Sentences – Transformation of Sentences- Direct and Indirect Speech- Punctuation and Capitals.				
<b>Unit- IV</b>	Verb Patterns – Structures- Word – Formation – The Use of Prefixes, the Use of Suffixes, Compound Words- Synonyms and Antonyms – Words often Confused – Words with Appropriate Prepositions.				
<b>Unit -V</b>	Paragraph Writing – Letter Writing – Précis Writing – Expansion of Passages- Essay Writing- Writing Stories from Outlines.				
<b>Book for Reference:</b> N.Krishnaswamy, <i>Modern English, A Book of Grammar Usage and Composition.</i>					
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>➤ develop a keen awareness of the implications of grammatical usages.</li> <li>➤ compare and contrast different patterns of usage.</li> <li>➤ interpret and answer testing items rightly.</li> <li>➤ Improve the writing skill of learners with precision and correctness.</li> </ul>				

<b>Semester – IV</b>					
<b>Course code:</b> 22BEN4C3	<b>Core Course -IX</b>		<b>T/P</b>	<b>C</b>	<b>H/ W</b>
	<b>INDIAN WRITING IN ENGLISH</b>		T	2	2
<b>Objectives</b>	<ul style="list-style-type: none"> <li>➤ To give the learner a taste for the multi generic richness of Indian Literature in English.</li> <li>➤ To sensitise learners to the regional and national and international dimensions of Indian Literature in English.</li> <li>➤ To make learners aware of the basic Indianness and uniqueness of Indian English.</li> </ul>				
<b>Unit -I</b>	<b>Poetry</b>  Toru Dutt – The Casuarina Tree Sir Aurobindo – The Tiger and The Deer Sarojini Naidu – The Coromandel Fishers				
<b>Unit-II</b>	<b>Poetry</b>  Nissim Ezekiel – The Night of the Scorpion A.K.Ramanujan – A River Kamala Das – The Old Play House				
<b>Unit- III</b>	<b>Prose</b>  Mahatma Gandhi – Tolstoy and the Youth Rabindranath Tagore – Teaching Begins (From Recollections of my Early Life) Vivekananda - Nature and Man				
<b>Unit- IV</b>	<b>Drama</b>  Girish Karnad - Tughlaq				
<b>Unit -V</b>	<b>Fiction</b>  ChetanBhagat - Revolution 2020				
<b>Outcome s</b>	<ul style="list-style-type: none"> <li>➤ develop a taste for Indian Literature in English.</li> <li>➤ perceive the regional, national and international ambience of Indian Literature in English.</li> <li>➤ discover and choose books for extra reading</li> <li>➤ appraise the indianness and uniqueness of Indian English.</li> </ul>				

**II YEAR - IV  
SEMESTER COURSE CO**

**ALLIED COURSE - IV - CUSTOMER RELATIONSHIP MANAGEMENT**

**Unit I**

**Introduction:** Overview of Relationship Marketing – CRM and Relationship Marketing – Definition of CRM – Elements and History of CRM – Consumer Attitudes – Formation and Change; Consumer Values and Lifestyles – Customer Life Cycle – Using Customer touch points – Deciding who should lead the CRM Functions.

**Unit II**

**Strategy and Organization of CRM:** CRM processes and systems – Dynamics of Customer Supplier Relationships – CRM strategy – The relationship oriented organization – Customer knowledge – Relationship policy – Importance of Customer Divisibility in CRM.

**Unit III**

**Analytical CRM:** Relationship data management – Prospect Database – Data analysis, Data Warehouse and data mining – Segmentation and selection – Analysis of Customer Relationship Technologies – Reporting results – setting evaluation criteria for the appropriate CRM package

**Unit IV**

**CRM Subsystems:** Contact Management, Campaign Management, Sales Force Automation Value Chain – Concept – Integration Business Process Management – Benchmarks and Metrics – Culture Change – Customer Ecosystem – Vendor Selection – Implementation Strategy.

**Unit V**

**Operational CRM:** CRM Planning – Infrastructure, Information Process, Technology, People – Managing quality information, Quality systems, Customer privacy – Call centre management, Internet and website, Direct mail – Applications in various industries – in manufacturing, banking hospitality and telecom sectors – Best Practices in Marketing Technology – Indian Scenario.

**Books for Reference:**

13. Customer Relationship Management – Peelen, Ed. Pearson
14. The CRM Handbook – D. Jill Pearson
15. CRM, A strategic Imperative in the World of eBusiness – Brown, Stanley
16. CRM (Emerging Concepts, Tools & Applications) – Sheth, Jagdish N.
17. Marketing Research – Harper Boyd & Ralph Westfall
18. Consumer Behaviour – Schiffman



## **GROUP II – SET I**

### **II YEAR – IV SEMESTER COURSE CODE: 7SBS4B2**

#### **COURSE II – EMERGENCY AND MEDICAL LAB SKILLS**

##### **Objectives:**

- To recognize the nature and seriousness of the patient's condition or extent of Injuries to assess requirements for emergency medical care
- Administer appropriate emergency medical care based on assessment findings of the patient's condition
- To Perform safely and effectively the expectations of the job

##### **Unit I**

First Aid – Fracture and Fire

First Aid – Drowning and Snake animal, rodent bites.

First Aid – Diarrhoea, Dysentery and Heat Stroke

##### **Unit II**

Traffic Rules

Road accidents: precautions, preventions & emergency steps to be taken on the spot advantages of 108 ambulance.

##### **Unit III**

Basic Clinical lab Tests

Blood, Urine, saliva, stool Tests

##### **Unit IV**

Awareness Programmes on the importance of locally available herbal plants and Vegetables.  
Skin lashes poor eye-sight anemia

##### **Unit V**

Project on Locally available native treatments for various Health Problems (Project Report 15 to 25 Pages)

##### **Books for Reference:**

5. Era.Su.Muthu and Meera Ravishankar, “First Aid”, aug-2013 published by Sura Books (PVT) Ltd., 1620, ‘J’ Block, 16<sup>th</sup> Main Road, Anna Nagar, Chennai – 600 040.
6. Dr.Rama Rao, “Handbook of First Aid”, Chennai.



## II YEAR – IV SEMESTER

### COURSE CODE: 7BMY4

#### COURSE – MANAVALAKALAI YOGA

#### VALUE EDUCATION

#### kdtsf;fiy Nahfh

#### A BRIEF INTRODUCTION ABOUT MANAVALAKALAI YOGA

in the “manavalakalai yoga”, practices formulated by thathuvagani vethathiri maharishi do not have any bearing on religion, caste or creed. this is an education for culturing the mind. it does not contain any customary observances of any sect. it comprises only rational and scientific education and practices. these are offered to all people without any discrimination.

learning and practicing manavalakalai yoga by students would help them to acquire physical health, mental acuteness, strength of life force and wisdom. offering this yoga to students is the only means through which social welfare could be derived. on the whole, manavalakalai yoga would be of immense help to achieve a holistic life for any human folk.

“for education to be complete, it should include not only the training of the intellect but also the refinement of the heart and discipline of the soul” declared dr.radhakrishnan.

the heart of education is to educate the heart and such an education alone can lead to health, happiness and harmony. it is the need of the hour that the students of colleges and universities and the general public be given a basic spiritual knowledge about their body, mind, soul, the cosmic link that runs through every system of the universe binding us all and above all, their duty to society of which every individual is a part. every individual knowingly or unknowingly lives by the labours of the various sections of society and as a solemn duty it is imperative on our part back to the society as much as we can by labour of our body or mind or both. our education to be socially relevant, it must inculcate in our youth this duty consciousness. every institution has this obligation to the society.

the quality of mind determines the quality of the man. mind can be considered to be the collective form of the thoughts arising spontaneously. an understanding of this leads to corrective measures on the thoughts and evolution of good thoughts only. then only good thoughts, words and deeds and also other virtues would prevail among the students.

#### **This course strives to achieve the following:**

- To train and develop the physical body for leading a healthy life.
- To rejuvenate the life energy, to retard the ageing process and to achieve spiritual development
- To offer meditation practices and introspection so as to strengthen the mind, increase its will power, concentration, creativity and receptivity and ultimately to transform the mind to achieve self realization
- To help every individual to realize the enduring values of peace, non-violence and harmony to revitalize human society for restoring its sanity and strength

**ANNEXURE – II****DETAILS OF NUMBER OF CENTRES AND YOGA MASTERS IN EACH DISTRICT OF TAMIL NADU**

<b>S. NO.</b>	<b>DISTRICT</b>	<b>CENTRES</b>	<b>yOGA mASTERS</b>
1.	Ariyalur District	9	39
2.	Chennai District	127	676
3.	Coimbatore District	122	678
4.	Cuddalore District	50	212
5.	Dharmapuri District	22	118
6.	Dindigul District	41	186
7.	Erode District	101	506
8.	Kanchipuram District	109	522
9.	Kanniyakumari District	11	79
10.	Karur District	16	67
11.	Krishnagiri District	13	72
12.	Madurai District	29	182
13.	Nagapattinam District	16	64
14.	Namakkal District	34	185
15.	The Nilgiri District	37	172
16.	Perambalur District	21	88
17.	Pudukottai District	34	152
18.	Ramanathapuram District	15	79
19.	Salem District	75	403
20.	Sivaganga District	20	100
21.	Thanjavur District	66	306
22.	Theni District	18	101
23.	Thirunelveli District	98	457
24.	Thiruvallur District	68	303
25.	Thiruvannamalai District	34	222
26.	Thiruvarur District	66	276
27.	Tutikorin District	36	162
28.	Tiruchy District	77	379
29.	Vellore District	80	418
30.	Villupuram District	31	160
31.	Viruthunagar District	13	110
<b>Total</b>		<b>1489</b>	<b>7667</b>



## **Value Education**

**80 hOURS**

### **UNIT I YOGA AND PHYSICAL HEALTH**

- 1.9 Physical structure – three bodies – five limitations
- 1.10 simplified physical exercises – hand exercises – leg exercises – breathing exercises – eye exercises – kapalapathi
- 1.11 maharasanas 1-2 massages – acu-puncture – relaxation
- 1.12 yogasanas – padmasana – vajrasanas – chakrasanas (side) – viruchasanas – yoga muthra – patchimothasanas – ustrasanas – vakkarasanas – salabasanas

### **UNIT II ART OF NURTURING THE LIFE FORCE AND MIND**

- 2.1 maintaining the youthfulness – postponing their ageing process
- 2.2 sex and spirituality – significance of sexual vital fluid – married life – chastity
- 2.3 ten stages of mind
- 2.4 mental frequency – methods for concentration

### **UNIT III SUBLIMATION**

- 3.1 purpose and philosophy of life
- 3.2 introspection – analysis of thought
- 3.3 moralization of desires
- 3.4 neutralization of anger

### **UNIT IV HUMAN RESOURCES DEVELOPMENT**

- 4.1 eradication of worries
- 4.2 benefits of blessings
- 4.3 greatness of friendship
- 4.4 individual peace and world peace

### **UNIT V LAW OF NATURE**

- 5.1 unified force – cause and effect system
- 5.2 purity of thought and deed and genetic centre
- 5.3 love and compassion
- 5.4 cultural education – five fold culture

Semester – V				
Course code: 22BEN5C1	Core Course –X	T/P	C	H/ W
	<b>LITERARY FORMS</b>	T	4	6
<b>Objectives</b>	<ul style="list-style-type: none"> <li>➤ To introduce learners to the generic variety of Literature in English.</li> <li>➤ To enable them to perceive the evolution of genres and their refinement.</li> <li>➤ To enable learners to understand the link between form and content.</li> <li>➤ To make learners see genres in their cultural context.</li> <li>➤ To sensitize them to concepts like generic mosaic, parody etc.</li> </ul>			
<b>Unit –I</b>	<b>POETRY</b> Ballad, Epic, Lyric, Ode, Sonnet, Elegy			
<b>Unit-II</b>	<b>DRAMA</b> Comedy, Tragedy, Tragic – Comedy, One – Act play			
<b>Unit- III</b>	<b>PROSE</b> Essay, Epistle, Diary, Travelogue			
<b>Unit- IV</b>	<b>FICTION</b> Short Story, Novella, Novel a) Picaresque b) Bildungsroman c) Fantasy d) Science and Detective Fiction e) Historical Fiction f) Dystopia			
<b>Unit –V</b>	<b>BIOGRAPHY AND AUTOBIOGRAPHY</b> a) Personality Traits b) Historical Verisimilitude			
<b>Books for Reference:</b> Abrahams, M.H. , 2011, <i>A Glossary of Literary Terms</i> , California, Wordsworth Publishing. Boulton, Marjorie, , 2006, <i>Anatomy of the Novel</i> , New Delhi, Kalyani Publishing. Rees, R.J., 1973 <i>English Literature: An Introduction for Foreign Readers</i> , London, Macmillan. Seturaman, V.S., Indra, C.T, 1990 <i>Practical Criticism</i> , Madras, Macmillan.				
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>➤ distinguish various genres of literature in English.</li> <li>➤ develop a sensitivity to variations in the use of language.</li> <li>➤ improve their abilities to evolve into critical readers.</li> <li>➤ theorize on the evolution of genres, in particular cultural contexts.</li> <li>➤ assess literary works in relation to variations of form and style.</li> </ul>			

Semester – V				
Course code:	Core Course –XI	T/P	C	H/W
22BEN5C2	<b>TRANSLATION STUDIES - THEORY AND PRACTICE</b>	T	5	6
<b>Objectives</b>	<ul style="list-style-type: none"> <li>➤ To introduce learners to various Translation Theories and the emergence of Translatology</li> <li>➤ To make the learners understand the problems in translation of particular work/genres.</li> <li>➤ To give students practice in translating passages from one language to another and vice-versa.</li> <li>➤ To enable learners to assess different translations of the same text.</li> <li>➤ To give learners a historical perspective on translation studies.</li> </ul>			
<b>Unit –I</b>	Introduction to Translation - History of Translation – Definition - Types of Translation			
<b>Unit-II</b>	Decoding and Recoding Problems of Equivalence - History of Translation Theory			
<b>Unit- III</b>	Specific Problems of Literary Translations			
<b>Unit- IV</b>	Translating Literary Texts 1. Thirukkural – First two chapters from G.U.Pope’s Translation. 2. Bharathiar – Our Mother land 3. T.S.Pillai - Chemmeen			
<b>Unit –V</b>	Translation & Practice ( Tamil into English and Vice versa)			
<b>Books for Reference:</b>				
Savory Theodore - <i>The Art of Translation</i>				
Susan Bassnett - <i>Translation Studies</i> (Methuene)				
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>➤ evaluate the problems in period study and the various trends in the evolution of translation studies.</li> <li>➤ develop an interest in comparative linguistics /grammar/literarytheory.</li> <li>➤ compare different texts to assess problems in their translation.</li> <li>➤ estimate multiple translations and attempt original translations.</li> <li>➤ assess similarities and differences among translations of the same text from a historico - cultural context.</li> </ul>			

Semester – V				
Course code:	Core Course –XII	T/P	C	H/W
22BEN5C3	<b>HISTORY OF ENGLISH LITERATURE</b>	T	5	5
<b>Objectives</b>	<ul style="list-style-type: none"> <li>➤ To introduce the learner to different ages in the evolution of English Literature from the Age of Chaucer to the Present Age of Dr. Johnson.</li> <li>➤ To enable the students to pursue dominant literary trends in the periods specified.</li> <li>➤ To introduce learners to the dominant writers in various genres during the periods Specified</li> <li>➤ To enable the learner to see the evolution of different genres</li> <li>➤ To make the learner identify the spirit of the age</li> </ul>			
<b>Unit –I</b>	The Age of Shakespeare - Shakespeare, Ben Jonson, Bacon. The Age of Milton - Milton, The Metaphysical Poets			
<b>Unit-II</b>	The Age of Dryden - Dryden. The Age of Pope - Pope, Swift, Addison, Steele.			
<b>Unit- III</b>	The Age of Johnson - Johnson, Goldsmith, Sheridan. The Age of Wordsworth - Wordsworth, Byron, Shelley, Keats, Coleridge, Charles Lamb, Jane Austen.			
<b>Unit- IV</b>	The Age of Tennyson - Tennyson, Browning, Arnold, Dickens, George Eliot. The Age of Hardy - Hardy, D.H. Lawrence, Oscar Wilde.			
<b>Unit –V</b>	The Present Age - Virginia Woolf, T.S.Eliot, Hopkins The Modern Age - Samuel Beckett, John Osborne, Harold Pinter.			
<b>Books for Reference:</b>				
Edward Albert, <i>History of English Literature</i> , OUP, New Delhi.				
<i>A History of English Literature</i> Ed. by Board of Editors, Harrows Publications, Chennai.				
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>➤ develop the historical perspective on literary trends and their respective exemplars.</li> <li>➤ estimate the evolution of genres .</li> <li>➤ compare and contrast writers and periods.</li> <li>➤ Identify the predominance of particular genres in particular ages.</li> <li>➤ relate literary trends to the respective world view of particular periods.</li> </ul>			

Semester – V				
Course code: 22BEN5C4	Core Course -XII	T/P	C	H/ W
	<b>SHAKESPEARE</b>	T	5	5
<b>Objectives</b>	<ul style="list-style-type: none"> <li>➤ To introduce the learners to Shakespeare’s thematic and stylistic variety through representative texts.</li> <li>➤ To make students realize Shakespeare’s omni-humanity and negative capability by drawing attention to the infinite variety and depth of the characters.</li> <li>➤ To enable students to see the essential simplicity of Shakespeare’s language.</li> <li>➤ To make the learner understand Shakespeare’s dramatic craftsmanship</li> <li>➤ To enable the learner to see Shakespeare’s subtle manipulation of language, prose and verse.</li> </ul>			
<b>Unit –I</b>	<p><b>General Shakespeare</b></p> <ol style="list-style-type: none"> <li>1. Audience</li> <li>2. Theatre</li> <li>3. Clowns</li> <li>4. Women</li> <li>5. Soliloquy</li> <li>6. Supernatural Elements</li> <li>7. Sonnets No:- 29, 33, 104</li> </ol>			
<b>Unit-II</b>	As You Like It			
<b>Unit- III</b>	Julius Caesar			
<b>Unit- IV</b>	Othello			
<b>Unit –V</b>	The Tempest			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>➤ interpret and understand Shakespeare’s plays. survey Shakespeare’s Omni humanity and negative capability, as seen in</li> <li>➤ the infinite variety and depth of his characters.</li> <li>➤ evaluate the simplicity and subtlety of Shakespeare’s language.</li> <li>➤ perceive aspects like dramatic irony, restraint, character- contrasts etc.</li> <li>➤ discover Shakespeare’s mastery of different types of language and style.</li> </ul>			

## **GROUP I-SET II**

<b>Semester – V</b>				
<b>Course code:</b> 22BEN5C5	<b>Core Course -XIV</b>	<b>T/P</b>	<b>C</b>	<b>H/ W</b>
	<b>American Literature</b>	T	5	5
<b>Objectives</b>	<ul style="list-style-type: none"> <li>➤ To give the learner a taste for American Prose, Poetry, Drama and Fiction through exposure to representative texts.</li> <li>➤ To enable the learner to perceive the evolution of American Prose, Poetry, Drama and Fiction.</li> <li>➤ To enable learners to perceive the effect of socio political forces on literature.</li> <li>➤ To sensitize learners to images, symbols, stylistic and tonal features.</li> <li>➤ To promote literary appreciation.</li> </ul>			
<b>Unit –I</b>	<b>Poetry</b> Emily Dickinson - A Bird Came down the walk Robert Frost - Mending Wall Walt Whitman - On the Beach at Night Alone			
<b>Unit-II</b>	<b>Poetry</b> Edgar Allan Poe - The Raven Wallace Stevens - The Emperor of Ice-cream Sylvia Plath - Daddy			
<b>Unit- III</b>	<b>Prose</b> David Thoreau - The Walden Abraham Lincoln - Gettysburg Address Martin Luther King - I Have a Dream			
<b>Unit- IV</b>	<b>Drama</b> Arthur Miller - All My Sons Eugene O’ Neill - The Hairy Ape			
<b>Unit –V</b>	<b>Fiction</b> Nathaniel Hawthorne – The Scarlet Letter Ernest Hemingway - The Old Man and the Sea			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>➤ Assess American Prose, Poetry, Drama and Fiction through exposure to representative texts.</li> <li>➤ Evaluate fictional and dramatic works from a socio political angle.</li> <li>➤ Analyze critically the thematic and technical aspects of representative works.</li> <li>➤ Measure the impact of the social milieu on literary expression.</li> </ul>			

## **GROUP I-SET II**

**III YEAR – V SEMESTER COURSE CODE: 7SBS5A5**

### **COURSE II – HERITAGE AND TOURISM**

#### **Objectives:**

- To understand the definitions, terminology and concepts of cultural heritage and its relationships with tourism.
- To Understand heritage tourism supply by examining different categories of heritage attractions and the contexts within which heritage exists and additional perspectives on scale from the supply perspective
  - To understand the role of interpretation in cultural heritage sites and the relevance of such interpretation approaches to visitors.
  - Provide a framework to plan, design, and assess interpretation programs for tourists

#### **Unit I**

Tourism – Introduction – Concepts – Significance – Forms of Tourism – Effects of Tourism – Social, Economic and Environmental aspects – Human Rights

#### **Unit II**

Importance of preserving heritage – Heritage Spots in India – In Tamil Nadu – Brief history of the heritage spots – The role of heritage spots in promoting tourism – UNESCO guidelines on Heritage

#### **Unit III**

Role of Government in promoting tourism – ITDC- TTDC-Palace on wheels – Travel industry service network – Land (rail and road) Air – Water – Travel Agency – Hospitality and Accommodation

#### **Unit IV**

Travel Guide – Features – requirements – One's role as a guide – Income and Employability – Qualities and skills of a professional travel or tourist guide

#### **Unit V**

Project work – Field visit to heritage and tourism spots in Sivagangai and Ramanathapuram Districts and submission of a report (15 to 25 pages)

#### **Books for Reference:**

- |              |   |  |
|--------------|---|--|
| Bhatia, A. K | – | Tourism Development Principles and Practices,<br>(Sterling Publishers (P) Ltd., New Delhi) |
| Ananand M. M | – | Tourism and Hotel Industry in India<br>(Sterling Publishers (P) Ltd., New Delhi)           |
| Acharya Ram  | – | Tourism and Cultural Heritage<br>(Rosa Publications: Jaipur, 1986)                         |
| Jha, S.M     | – | Tourism Marketing (Himalaya Publishing House)  |



## **GROUP1-SET II**

**III YEAR – V SEMESTER  
COURSE CODE: 7SBS5A6**

### **COURSE III – MARKETING AND SALES MANAGEMENT**

#### **Objectives:**

- To acquire analytical skills for solving marketing related problems and challenges and to familiar with the strategic marketing management process
- To learn the elements of sales force to be an effective component of an organization's overall marketing strategy.

#### **Unit I**

Introduction: Evolution of Marketing – Types of Marketing: Consumer Products Marketing, Industrial Marketing and Services Marketing – Demographic and Behavioural Dimensions of Marketing – Marketing Planning

#### **Unit II**

Basics of Market Segmentation, Targeting and Positioning – Components of The Marketing Mix: Product – Price – Place – Promotion – Distribution Channels: Types – Merits and Demerits

#### **Unit III**

Marketing Vs Selling – Nature and Scope of Sales Management – Personal Selling and Salesmanship – Selling Function – Understanding Consumer's Decision Making Process – Sales Organization and Types Of Selling

#### **Unit IV**

Prospecting – Approaching The Customer – Sales Presentation – Sales Demonstration – Negotiating Buyer Concerns – Closing The Sale – Post Sales Service and Complaint Handling

#### **Unit V**

Modern Trends in Marketing and Sales: Internet Marketing – Direct Marketing – Multi Level Marketing – Relationship Marketing – Selling through Kiosks

#### **Books for Reference:**

4. Chunawalla, S. A., Sales Management, 5<sup>th</sup> Edition (2007), Himalaya Publishing House
5. Havaldar, Krishna; Sales And Distribution Management, 1<sup>st</sup> Edition (2006), Tata Mcgraw Hill
6. Perreault, Jr., William; Mccarthy, E. Jerome, Basic Marketing, 15<sup>th</sup> Edition, 2006, Tata Mcgraw Hill





**GROUP1-SET II**

<b>Semester – VI</b>										
<b>Course code:</b> 22BEN6E1	<b>DSE-1</b>	<b>T/ P</b>	<b>C</b>	<b>H/ W</b>						
	<b>POST COLONIAL LITERATURE</b>	T	6	6						
<b>Objectives</b>	<ul style="list-style-type: none"> <li>➤ To give the learner a general idea of the issues dealt with in Post-Colonial Literature.</li> <li>➤ To make the learner understand the generic variety and potency of Post Colonial Literature through exposure to representative texts.</li> <li>➤ To make the learner aware of the trends in Post Colonial Literature.</li> <li>➤ To make the learners see the socio-economic and political issues that inevitably impinge on literature.</li> <li>➤ To make the learners realize the fusion of native and European literary traditions in Post Colonial Literature.</li> </ul>									
<b>Unit –I</b>	<p><b>Poetry</b></p> <table border="0" style="width: 100%;"> <tr> <td style="width: 30%;">Derek Walcott</td> <td style="width: 30%;">- A Far Cry from Africa</td> </tr> <tr> <td>Razia Khan</td> <td>- My Daughter's Boyfriend</td> </tr> <tr> <td>Margaret Atwood</td> <td>- The City Planners</td> </tr> </table>				Derek Walcott	- A Far Cry from Africa	Razia Khan	- My Daughter's Boyfriend	Margaret Atwood	- The City Planners
Derek Walcott	- A Far Cry from Africa									
Razia Khan	- My Daughter's Boyfriend									
Margaret Atwood	- The City Planners									
<b>Unit-II</b>	<p><b>Poetry</b></p> <table border="0" style="width: 100%;"> <tr> <td style="width: 30%;">Allen Curnow</td> <td style="width: 30%;">- House and Land</td> </tr> <tr> <td>E.J.Pratt</td> <td>- The Dying Eagle</td> </tr> <tr> <td>David Diop</td> <td>- Africa</td> </tr> </table>				Allen Curnow	- House and Land	E.J.Pratt	- The Dying Eagle	David Diop	- Africa
Allen Curnow	- House and Land									
E.J.Pratt	- The Dying Eagle									
David Diop	- Africa									
<b>Unit- III</b>	<p><b>Prose</b></p> <table border="0" style="width: 100%;"> <tr> <td style="width: 30%;">Chinua Achebe</td> <td style="width: 30%;">- The Novelist as a Teacher</td> </tr> <tr> <td>Dr.S.Radhakrishnan</td> <td>- The World Community</td> </tr> </table>				Chinua Achebe	- The Novelist as a Teacher	Dr.S.Radhakrishnan	- The World Community		
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Dr.S.Radhakrishnan	- The World Community									
<b>Unit- IV</b>	<p><b>Drama</b></p> <table border="0" style="width: 100%;"> <tr> <td style="width: 30%;">George Ryga – Indian</td> <td></td> </tr> </table>				George Ryga – Indian					
George Ryga – Indian										
<b>Unit –V</b>	<p><b>Fiction</b></p> <table border="0" style="width: 100%;"> <tr> <td style="width: 30%;">Chinua Achebe</td> <td style="width: 30%;">- Things Fall Apart</td> </tr> </table>				Chinua Achebe	- Things Fall Apart				
Chinua Achebe	- Things Fall Apart									
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>➤ perceive the basic tenets of Post Colonial theory and its historical origins.</li> <li>➤ evaluate a variety of geographical and cultural experiences in Post Colonial Literature.</li> <li>➤ categorize different literary forms concerned about identity, history, freedom, nationhood, and cultural heritage.</li> <li>➤ understand the generic variety and potency of Post Colonial Literature.</li> <li>➤ analyze critically the socio-economic and political issues involved in Post Colonialism.</li> </ul>									

**GROUP SET II**

<b>Semester – VI</b>					
<b>Course code:</b> 22BEN6E2	<b>DSE-2</b>		<b>T/P</b>	<b>C</b>	<b>H/ W</b>
	<b>WOMEN’S WRITING IN ENGLISH</b>		T	6	6
<b>Objectives</b>	<ul style="list-style-type: none"> <li>➤ To enable the learner to make an in-depth study of Women Writers (specifically in American/British/Indian Literature).</li> <li>➤ To sensitize the learner to women’s issues.</li> <li>➤ To make the learner see the uniqueness of the women’s voice in literature.</li> <li>➤ To make the student see the various degrees of aggression and submission in the tone of women’s writing.</li> <li>➤ To enable them to appreciate women’s issues in a historical and ethical perspective.</li> </ul>				
<b>Unit –I</b>	Feminism and Feminist Literary Criticism: Definition, Historical Overview and major themes in Feminist Criticism.				
<b>Unit-II</b>	<p><b>POETRY</b></p> <p>Sylvia Plath - Mirror</p> <p>Judith Wright - Woman to Man</p> <p>Maya Angelou - I Know Why the Caged Bird Sings</p>				
<b>Unit- III</b>	<p><b>PROSE</b></p> <p>Virginia Woolf - From A Room of One’s Own (Chapter 2 &amp; 3)</p> <p>Elaine - Towards A Feminist Poetics</p> <p>Showalter</p>				
<b>Unit- IV</b>	<p><b>DRAMA</b></p> <p>Manjula Padmanabhan - Harvest</p> <p>Caryl Churchill - Top Girls</p>				
<b>Unit –V</b>	<p><b>FICTION</b></p> <p>Margaret Atwood - A Handmaid’s Tale</p> <p>Arundhati Roy - The God of Small Things</p>				
<p><b>Book for Reference:</b></p> <p>Beauvoir, Simone de. , 2015 <i>The Second Sex. Vintage Classic</i></p> <p>Kemp, Sandra, and Judith Squires, 1998 <i>Feminisms</i>. Oxford University Press</p>					
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>➤ Assess the creativity of women writers.</li> <li>➤ Analyze the ideological status of women’s writing.</li> <li>➤ Perceive the special features of women’s writing.</li> <li>➤ Examine the tonal richness of feminist writing.</li> <li>➤ Develop a historical perspective on the status of women in society.</li> </ul>				

**GROUP SET II**

<b>Semester – VI</b>				
<b>Course code:</b> 22BEN6E3	<b>DSE-3</b>	<b>T/P</b>	<b>C</b>	<b>H/ W</b>
	<b>LITERARY CRITICISM</b>		T	6
<b>Objectives</b>	<ul style="list-style-type: none"> <li>➤ To give the learner a general outlook on the various trends in literary criticism through exposure to representative authors and works.</li> <li>➤ To sensitize the learners to the evolution of critical theories.</li> <li>➤ To develop a taste among students for critical reading and debate.</li> <li>➤ To make the students understand and evaluate critical writing.</li> <li>➤ To make them see the uniqueness of particular schools of thought and approach.</li> </ul>			
<b>Unit –I</b>	Introduction to Classical Criticism (Plato to Quintilian) Philip Sidney - An Apology for Poetry			
<b>Unit-II</b>	Dryden - An Essay on Dramatic Poesy Dr. Johnson - Preface to Shakespeare			
<b>Unit- III</b>	William Wordsworth – Preface to Lyrical Ballads Matthew Arnold -The Study of Poetry			
<b>Unit- IV</b>	I. A. Richard - Four Kinds of Meaning T.S. Eliot - Tradition and Individual Talent			
<b>Unit –V</b>	<b>Five Approaches</b> <ol style="list-style-type: none"> <li>1. Moralistic Approach</li> <li>2. Psychological Approach</li> <li>3. Archetypical Approach</li> <li>4. Sociological Approach</li> <li>5. Formalistic Approach</li> </ol>			
<b>Books for Reference:</b> Wimsatt and Brooks : <i>Literary Criticism A Short History</i> B.Prasad : <i>A Short History of English Criticism</i> Peter Barry : <i>Beginning Theory</i> V.S.Seturaman,C.T.Indra and T.Sriraman - <i>Practical Criticism</i> Wilbur Scott : <i>Five Approaches Of Literary Criticism</i>				
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>➤ develop a taste for critical writing.</li> <li>➤ assess the evolution of critical theories.</li> <li>➤ improve their analytical skills.</li> <li>➤ evaluate critical writing.</li> <li>➤ analyze the features of particular approaches in literary criticism.</li> </ul>			

## GROUP I-SET II

<b>Semester – VI</b>				
<b>Course code:</b> 22BEN6E4	<b>DSE-4</b>	<b>T/P</b>	<b>C</b>	<b>H/W</b>
	<b>ENGLISH LANGUAGE TEACHING</b>	T	6	6
<b>Objectives</b>	<ul style="list-style-type: none"> <li>➤ To introduce the learners to various issues involved in ELT.</li> <li>➤ To inform learners about various approaches and methods – their pros and cons.</li> <li>➤ To make learners aware of procedures and problems in teaching prose, poetry, grammar, composition, Literature and the four skills.</li> <li>➤ To introduce the learners to different types of tests, the attributes of a good test and enable them to construct testing items.</li> <li>➤ To make students aware of the principles of curriculum and course design, error analysis and remediation.</li> </ul>			
<b>Unit –I</b>	Place of English in India- Issues Involved in the Teaching of English- English as FL, SL, ESP (English for Special Purposes)			
<b>Unit-II</b>	Approaches and Methods- Grammar Translation Method- Audio-lingual Method- Communicative Approach – Natural Approach – Natural Approach- Content-based Instruction- Task-based Language Teaching.			
<b>Unit- III</b>	Teaching of Prose, Poetry, Drama, Grammar, Composition – Teaching LSRW Skills.			
<b>Unit- IV</b>	Testing- Types of Tests- Characteristics of a Good Test- Preparation of Model Exercises and Questions.			
<b>Unit –V</b>	Use of Audio- Visual Aids- Television and Language Lab in Teaching English.			
<p><b>Books for Reference:</b>            Baruah, T.C. , 1991, <i>The English Teacher's Handbook</i>. New Delhi: Sterling Publishers.            Bright, John A., and G.P. McGregor. , 1970 <i>Teaching English as a Second Language</i>. Longmans.            Richards, Jack C, and Theodore S. Rodgers. , 1986 <i>Approaches and Methods in Language Teaching: A Description and Analysis</i>. Cambridge: CUP.            Varghese, Paul. , 1990 <i>Teaching English as a Second Language</i>. New Delhi: Sterling Publishers.</p>				
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>➤ perceive the need for a holistic approach to language teaching.-K5</li> <li>➤ develop skills in materials production.-K6</li> <li>➤ assess lesson plans and implement them effectively.-K5</li> <li>➤ construct exercises for practice and items for testing.K6</li> <li>➤ develop the skill to identify, classify, explain and remediate errors.K6</li> </ul>			

**GROUPII-SETH**  
**III YEAR – VI**  
**SEMESTER COURSE COD**

Semester - VI		C	H/W
<b>Course Code</b> 22BEN6PR	<b>PROJECT</b>	6	10
<b>Objectives</b>	<ul style="list-style-type: none"> <li>➤ To initiate the learners to research</li> <li>➤ To promote reference, note taking and organizing skills</li> <li>➤ To inculcate proper documentation practices</li> <li>➤ To inculcate research ethics.</li> <li>➤ To demystify the research process by giving a chance to write an original piece and encourage further research.</li> </ul>		
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>➤ <b>On completion of the course, students will be able to</b></li> <li>➤ take part in similar projects.</li> <li>➤ interpret works from original angles.</li> <li>➤ discover and apply right documentation practices.</li> <li>➤ classify and codify bibliographical information (working and final)</li> <li>➤ prioritize fresh avenues of research.</li> </ul>		

**Unit I** forms). **Unit II**

**GROUPII-SETH**  
**III YEAR – VI**  
**SEMESTER COURSE COD**

**COURSE II – FRUIT AND VEGETABLE PRESERVATION SKILLS**

**Objectives:**

- To understand the science, principles and techniques involved in fruits and vegetables preservation techniques
- To impart thorough knowledge on the technical skills in various aspects of food processing and preservation

**Unit I**

Principles, Methods, types of Preservation.

Preservation media and mode of action of preservation. Traditional & Modern methods.

**Unit II**

Study of various types of equipments – care & precautions and usage. Study of various types of containers.

**Unit III**

Vegetables & their product preservation Methods  
Importance of personal hygiene and sanitary standards

**Unit IV**

Fruits & their preservation

**Unit V**

**Project:**

5. Mapping of preservation practices & centre's  
(or)
6. Preservation practices specific to fruits & Vegetables in your area (Project Report 15 to 25 Pages)

**Books for Reference:**

7. Srivastava R.P. and Kumar.S “Fruit and Vegetable Preservation: Principles”
8. Ranjit Singh “Fruits” National Book Trust.
9. Girdhari Lal Tandon et al “Preservation of Fruit and Vegetable Products”.



## **GROUP II – SET II**

### **III YEAR – VI**

#### **SEMESTER COURSE CODE**

#### **COURSE IV- NATIONAL CADET CORPS (NCC)**

##### **Objectives:**

- After going through this unit, the students would be able to gain an insight into aims and objectives of NCC.
- Explore the importance of NCC in nation building.
- Understand the concept of National Integration and its importance.

##### **Unit – I**

National Cadet Corps(NCC)-Introduction to NCC- Genesis –Objectives of NCC- Concept of Training in NCC- Organization of the NCC – Associate NCC officers – Cert Exam.

##### **Unit –II National Integration:**

National interests, Objectives, Threats and Opportunities. Religions, culture, traditions and customs of India, Importance and necessity. Freedom struggle and nationalist movement in India **Drill:**Foot drill, Arms drill, Ceremonial drill, Qualities of immediate and implicit obedience of orders.

##### **Unit-III Social Awareness and Community Development:**

NGO's Role and Contribution, Drug abuse and trafficking, Basics of social service and its need, Civic responsibility, Contribution of youth towards social welfare, Rural development programmes.

##### **Unit –IV Environmental Awareness and Conservation:**

Natural resources conservation and management, Water conservation and rain water harvesting, Hygiene and sanitation, structure and function of the human body, infectious and contagious diseases and its prevention.

##### **Unit –V Personality Development and Leadership:**

Introduction to personality development, self awareness, communication skills, Leadership traits, Time management.

##### **Books for Reference:**

9. Anonymous. 1995. Officers training manual. PRECIS, NCC, OTS, Kamptee
10. Bose, R and Faust, L. 2011. Mother Teresa, CEO, Unexpected Principles for Practical Leaders, Tata McGraw Hill Publications, New Delhi.
11. Ganapathi, R. 2003. Swami Vivekanandar, Ramakrishna Math Press, Chennai.
12. Gandhi, M.K. 1983. An Autobiography or The story of My Experiments with Truth, Navajivan Publishing House, Ahamedabad
13. Gupta, S.K. and Joshi, R. 2008. Human Resource Management, Kalyani Publishers, New Delhi.
14. Kalam, A.P.J. 1999. Wings of Fire, University Press, Hyderabad
15. Mishra, R.C. 2000. A Hand book of NCC, Kanti Prakashan, Etawah.Precis
16. Rana, B.S 2004. Maharana Pratap, Diamond Books (P) Ltd., New Delhi. Rana, B.S. 2004. Chatrapati Shivaji, Diamond Books (P) Ltd., New Delhi



**B.A ENGLISH**  
**ODD SEMESTER 2023 -2024**



**ALAGAPPA UNIVERSITY, KARAIKUDI**  
**NEW SYLLABUS UNDER CBCS PATTERN**  
**(w.e.f.2023)**

**B.A ENGLISH– ODD - 2023-2024 Academic Year**

B.A., English Curriculum Design

Se m.	Part	Course Code	Courses	Title of the Paper		C re di ts	Hours	Marks		
								CIA	ESE	Total
I	Part-I	2311T	T/OL		T	3	6	25	75	100
	Part-II	2312E	E	General English-I	T	3	6	25	75	100
	Part-III	23BEN1C1	CC	Introduction To Literature	T	5	5	25	75	100
		23BEN1C2	CC	Indian Writing In English	T	5	5	25	75	100
		-	Generic Elective (Allied)	Social History of England	T	3	4	25	75	100
	Part-IV	23BENS1	SEC-I	Popular Literature and Culture	T	2	2	25	75	100
		23BENFC	FC	English For Communication	T	2	2	25	75	100
<b>TOTAL</b>						<b>23</b>	<b>30</b>	<b>125</b>	<b>57</b>	<b>700</b>

III	I	2231T	T/OL	Tamil/Other Languages-III	T	3	6	25	75	
	II	2232E	E	English for Enrichment - I	T	3	6	25	75	
	III	22BEN3C1	CC	Drama -I	T	5	5	25	75	
		22BEN3C2	CC	Phonetics	T	4	4	25	75	
		-	AL-IIA	History/ Political Science/Tamil/ Business Administration/ Economics/ Commerce	T	5	5	25	75	
	IV	22BE3	SEC - III	Entrepreneurship	T	2	2	25	75	
		-	NME-I	Adipadai Tamil/ Advance Tamil/ IT skills for Employment/ MOOC'S	T	2	2	25	75	
	<b>Total</b>							<b>24</b>	<b>30</b>	<b>175</b>

V	III	7BEN5C1		Core-IX Indian Writing in English	T	4	6	25	75	100
		7BEN5C2		Core-X Women's Writing in English	T	5	6	25	75	100
		7BEN5C3		Core-XI Common Wealth Literature	T	5	5	25	75	100
		7BEN5C4		Elective-I-A) Translation Studies, Theory and Practice	T	5	5	25	75	100
		7BEN5C5		Elective-II English Language Teaching	T	5	5	25	75	100
IV	7SBS5A5		Skill Based Subjects-I Heritage and Tourism		-	3	-	-	-	

	7SBS5A6		<b>Skill Based Subject-I Marketing and Sales Management</b>		<b>24</b>	<b>30</b>	<b>125</b>	<b>375</b>	<b>500</b>
					24	26	150	250	400
				-	2	4	25	75	100
			<b>Total</b>		<b>26</b>	<b>30</b>	<b>175</b>	<b>325</b>	<b>50</b>

பொதுத்தமிழ்-1

தமிழ் இலக்கிய வரலாறு -1

முதலாம் ஆண்டு - முதற் பருவம்

Course Code	Course Name	category	L	T	P	S	Credits	Ins.Hrs	CIA	Externa	Total
2311T	பொதுத்தமிழ் -1 தமிழ் இலக்கிய வரலாறு -1	Supportive	Y	-	-	-	3	6	25	75	100
Pre-Requisite		பள்ளிரெண்டாம் வகுப்பில் தமிழை ஒரு பாடமாகப் பயின்றிருக்க வேண்டும்							SV 2023		
Learning Objectives											
<ul style="list-style-type: none"> <li>• முதலாமாண்டுப் பட்ட வகுப்பு மாணவர்களுக்குத் தமிழ் மொழி இலக்கியங்களை அறிமுகம் செய்தல்</li> <li>• தமிழ் இலக்கியப் போக்குகளையும், இலக்கணங்களையும் மாணவர் அறியுமாறு செய்து அவர்களின் படைப்பாற்றலைத் தூண்டுதல்</li> <li>• தமிழ் இலக்கியம் சார்ந்த போட்டித் தேர்வுகளுக்கு ஏற்ப கற்பித்தல் நடைமுறைகளை மேற்கொள்ளுதல்</li> </ul>											
Expected Course Outcomes											
On the Successful completion of the Course, Students will be able to											
இப்பாடத்தைக் கற்பதால் பின்வரும் பயன்களை மாணவர் அடைவர்											
CO 1	சங்க இலக்கியத்தில் காணப்பெறும் வாழ்வியல் சிந்தனைகளை அறிந்து கொள்வர்										K4
CO 2	அற இலக்கியம் மற்றும் தமிழ் காப்பியங்களின்வழி வாழ்வியல் சிந்தனையைப் பெறுவர்										K5, K6
CO 3	பக்தி இலக்கியங்களைக் கற்பதன் மூலம் பக்தி நெறியினையும், பகுத்தறிவு இலக்கியங்களைக் கற்பதன் வழி நல்வினக்கத்தையும் தெரிந்து பின்பற்றுவர்										K3
CO 4	மொழியறிவோடு சிந்தனைத்திறனைப் பெறுவர்										K3
CO 5	மொழிப்பயிற்சிக்குத் தேவையான இலக்கணங்களைக் கற்பர்.										K2
K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 - Evaluate; K6 - Create											

அலகு-1	தமிழ் இலக்கிய, இலக்கண வரலாறு அறிமுகம்.
<p>1. இலக்கணம்;</p> <p>அ.தொடக்காப்பியம், இறையனார் களவியல் உரை, நம்பியகப் பொருள், புறப்பொருள் வெண்பா மாலை, நன்னூல், தண்டியலங்காரம், யாப்பருங்கலக்காரிகை- நூல்கள்</p>	

3

<p>ஆ.மொழிப் பயிற்சி- ஒற்றுப்பிழை தவிர்ந்தல்</p> <ul style="list-style-type: none"> <li>• வல்லினம் மிகும் இடங்கள்</li> <li>• வல்லினம் மிகா இடங்கள்</li> <li>• ஈரொற்று வரும் இடங்கள்</li> <li>• ஒரு, ஒர் வரும் இடங்கள்</li> <li>• அது, அஃது வரும் இடங்கள்</li> <li>• தான், தாம் வரும் இடங்கள்</li> </ul> <p>பயிற்சி : வல்லினம் மிகும் இடங்கள், மிகா இடங்கள் தவறாக வரும்வகையில் ஒரு பத்தி கொடுத்து ஒற்றுப் பிழை திருத்தி எழுதச் செய்தல்.</p>	
<p>2. சங்க இலக்கியம் - எட்டுத்தொகை, பத்துப்பாட்டு</p> <p>3. அற இலக்கியம்-பதினெண்சீழ்க்கணக்கு நூல்கள்</p> <p>4. காப்பிய இலக்கியம் - ஐம்பெருங் காப்பியங்கள், ஐங்குறு காப்பியங்கள், சமயக் காப்பியங்கள்</p> <p>5. பக்தி இலக்கியமும் (பள்ளிரு திருமுறைகள், நாலாயிர திவ்வியப் பிரபந்தம் – பகுத்தறிவு இலக்கியமும் (சித்தர் இலக்கியங்கள், புலவர் குழந்தையின் இராவண காவியம்)</p>	
அலகு-2	சங்க இலக்கியம்
<p>எட்டுத்தொகை ;எ</p> <ol style="list-style-type: none"> <li>1. நற்றிணை-முதல் பாடல் -நின்ற சொல்லர்</li> <li>2. குறுந்தொகை 3 ஆம் பாடல் -நிலத்தினும் பெரிதே</li> <li>3. ஐங்குறுநூறு -ஊல் பல பொலிக்! பொன் பெரிசு சிங்கக்! (ஊல் பாடல் )-வேட்கைப் பக்க</li> </ol>	

அலகு-3	அற இலக்கியம்
1.திருக்குறள் -அறன் வலியுறுத்தல் அதிகாரம் 2.நாலடியார்-பாடல்: 131 (குஞ்சியழகுத்) 3.நான்மணிக்கடிகை-நிலத்துக்கு அணியென்ப 4.பழமொழி நானூறு- தம் நடை நோக்கார் 5.இனியவை நாற்பது- 37. இளமையை மூப்பு என்று	
அலகு-4	காப்பிய இலக்கியம்
1. சிலப்பதிகாரம் - வழக்குரைகாதை 2. மணிமேகலை- பாத்திரம் பெற்ற காதை	

4

3. பெரியபுராணம் - பூசலார் நாயனார்புராணம் 4. கம்பராமாயணம்- சூகப் படலம் 5. சீறாப்புராணம் - மாணுக்குப் பிணை நின்ற படலம் 6. இயேசு காவியம் -ஊதாரிப்பிள்ளை	
அலகு-5	பக்தி இலக்கியமும், பகுத்தறிவு இலக்கியமும்
பக்தி இலக்கியம்; 1. திருநாவுக்கரசர் தேவாரம் - நாமார்க்கும் குடியல்லேம் எனத் தொடங்கும் பாடல் மட்டும் 2. மாணிக்கவாசகர் திருவாசகம் - நமச்சிவாய வாஅழ்க நாதன்தான் வாழ்க முதல் சிரம்குவிவார் ஓங்குவிக்கும் சீரோன் கழல் வெல்க வரை 3. பொய்கையாழ்வார்-வையந் தகனியா வர்கடலே 4. பூதத்தாழ்வார்-அன்பே தகனியா 5. பேயாழ்வார்-திருக்கண்டேன் பொன்மேனி கண்டேன் 6. ஆண்டான் - திருப்பாவை மார்கழித் திங்கள் (முதல் பாடல்)	

FIRST YEAR - SEMESTER I  
PAPER II –GENERAL ENGLISH-I 2312E

**Unit 1: SELF-AWARENESS(WHO)&POSITIVE THINKING(UNICEF) Life Story**

- 1.1 Chapter 1 from MalalaYousafzai, I am Malala
- 1.2 An Autobiography or The Story of My Experiments with Truth (Chapters 1, 2 & 3) M.K.Gandhi Poem
- 1.3 Where the Mind is Without Fear – Gitanjali 35 – Rabindranath Tagore
- 1.4 Love Cycle – Chinua Achebe

**Unit 2: EMPATHY Poem**

- 2.1 Nine Gold Medals – David Roth
- 2.2 Alice Fell or poverty – William Wordsworth Short Story
- 2.3 The School for Sympathy – E.V. Lucas
- 2.4 Barn Burning – William Faulkner

**Unit 3: CRITICAL & CREATIVE THINKING Poem**

- 3.1 The Things That Haven't Been Done Before – Edgar Guest
- 3.2 Stopping by the Woods on a Snowy Evening – Robert Frost Readers Theatre
- 3.3 The Magic Brocade – A Tale of China
- 3.4 Stories on Stage – Aaron Shepard (Three Sideway Stories from Wayside School” by Louis Sachar)

**Unit 4: Part of Speech**

- 4.1 Articles
- 4.2 Noun
- 4.3 Pronoun
- 4.4 Verb
- 4.5 Adverb
- 4.6 Adjective
- 4.7 Preposition

**Unit 5: Paragraph and Essay Writing**

- 5.1 Descriptive
- 5.2 Expository
- 5.3 Persuasive
- 5.4 Narrative

Reading

Comprehension

# FIRST YEAR -SEMESTER -I

## CORE I –INTRODUCTION TO LITERATURE

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23BEN1C1	Core	Y	Y	-	-	4	5	25	75	100
<b>Learning Objectives</b>										
LO1	To introduce the different forms of literature									
LO2	To provide learners with the background knowledge of literature									
LO3	To enable learner to understand the different genres of writing									
LO4	To examine the various themes and methodologies present in literature									
LO5	To create the ability of critically examining a text									
<b>Details</b>										
<b>UNIT I</b>	Introduction: Poetry-Different forms of poetry- Sonnet, Ode, Elegy, Lyric Ballad. Prose- Short Story, Novella, Novel. Drama- Comedy, Tragedy, Tragi-Comedy.									
<b>UNIT II</b>	Michael Drayton- <i>The Parting</i> . William Shakespeare- <i>Sonnet 18, Sonnet 116</i> . John Milton- <i>When I Consider How My Light is Spent</i> , William Wordsworth - <i>Daffodils</i> . John Keats- <i>Ode to Nightingale</i> . Thomas Gray- <i>Elegy Written in a Country Churchyard</i> . Robert Frost- <i>Mending Wall</i> Theodore Roethke – <i>The Meadow Mouse</i>									
<b>UNIT III</b>	J.M. Barrie - <i>The Admirable Crichton</i> . Lady Gregory- <i>The Rising of the Moon</i> .									
<b>UNIT IV</b>	Manohar Malgonkar - <i>Spy in Amber</i> . Don Quixote- <i>Tilting at the Windmills</i> . <i>A Dill Pickle, The Escape</i> from Katherine Mansfield- <i>Bliss</i> and other stories.									
<b>UNIT V</b>	Saki - <i>The Open Window</i> Robert Lynd – <i>Sweet</i>									
<b>Text Books (Latest Editions)</b>										

1 .	Backpack Literature: An Introduction to Fiction, Poetry, Drama, and Writing- X.J. Kennedy, by Pearson, 2016.
2 .	Portable Literature: Reading, Reacting, Writing-9th edition- Laurie Kirszner, by Cengage Learning, 2016
<b>References Books (Latest editions, and the style as given below must be strictly adhered to)</b>	
1 .	Henny Herawati et al., Introduction to Literature, Sanata Dharma University Press, October 2021.
2 .	Michael Meyer, D. Quentin Miller, The Compact Bedford Introduction to Literature with 2021 MLA Update, Bedford/St. Martin's, August 2021.
3 .	Janice Campbell., Introduction to Literature: Excellence in Literature English 1, 4th Ed, Everyday Education, LLC, January 2021.
4 .	Subhendu Mund., The Making of Indian English Literature, Taylor & Francis Ltd., 2021.
5 .	Adamson H.D. Linguistics and English Literature: An Introduction, Cambridge University Press, 2019.



**FIRST YEAR -SEMESTER I**  
**CORE II – INDIAN WRITING IN ENGLISH**

Subject Code	Category	L	T	P	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23BE NIC2	Core	Y	Y	-	-	4	5	25	75	100
<b>Learning Objectives</b>										
LO1	To familiarize the students with the emergence and growth of Indian Writing in English in the context of colonial experience.									
LO2	To help in understanding issues concerning Indian Writing in English such as the representation of culture, identity, history, constructions of nation, (Post) national and gender politics, cross-cultural transformations.									
LO3	To enable learners to appreciate Nation-Nationalism; Counter Discourse; Subalternity; Identity Movements.									
LO4	To closely examine the various themes and methodologies existing in Contemporary Indian Writing in English.									
LO5	To help learners apply the ideas encapsulated in Indian Aesthetic to literary texts									
<b>Details</b>										
<b>UNIT I</b>	<i>Winning of Friends (Panchathantra)</i> – Vishnu Sharma ( there are four stories to choose from) <i>Hachiko</i> – Pamela S. Turner <i>Brother's Day</i> from Folktales – A.K. Ramanujan <i>Handful of Nuts, Night Train to Deoli</i> from Ruskin Bond <i>Sparrows</i> - K.A. Abbas									
<b>UNIT II</b>	Rabindranath Tagore - Khabhuliwala. India through a Traveller's Eye excerpt from My Several Worlds - Pearl S. Buck. <i>The School Among the Pines, Boy Scouts Forever, Uncle Ken's Rumble in the Jungle from School Days</i> - Ruskin Bond Inspection Episode- Examination- from Part I Childhood – M.K. Gandhi -Autobiography Science, Humanities and Religion									
<b>UNIT III</b>	The Lotus - Toru Dutt The Tiger and the Deer - Sri Aurobindo									
<b>UNIT IV</b>	Sarojini Naidu- The Village Song A.K. Ramanujan- Still Another View of Grace Shiv K. Kumar- Indian Women Mirza Ghalib- It is not Love, it is Madness									
<b>UNIT V</b>	Rabindranath Tagore- Mukhthadhara. The Window, Sentry's Lantern - Five Plays - Harindranath Chattopadhyay Nalini: A Comedy in Three Acts – Three Plays - Nissim Ezeikel Joginder Paul- Sleepwalkers.									

# FIRST YEAR - SEMESTER I

ME 1–SOCIAL HISTORY OF  
ENGLAND(ELECTIVE)

Subject Code	Category	I	T	I	S	Credits	Inst. Hours	Marks		
								CI A	External	Total
23BENA1	Allied					4	4	25	75	100
<b>Learning Objectives</b>										
LO1	To provide students with a comprehensive idea about the development of English literature and language over the ages									
LO2	To help student trace the trajectory of the growth of English literature from the period of its inception, dating back to the seventh century, to the present era									
LO3	To help them develop an understanding of the structural development of the English language									
LO4	To inform them about the various external linguistic influences that have contributed to the making of the language									
LO5	To create the ability of critically examining a text									
<b>Details</b>										
<b>UNIT I</b>	The Renaissance And Its Impact On England, The Reformation- Causes And Effects									
<b>UNIT II</b>	The Commonwealth Of Nations, The Restoration, Coffee- Houses And Their Social Relevance									
<b>UNIT III</b>	Impact Of The Industrial, Agrarian And The French Revolutions On The English Society, Humanitarian Movements In England									
<b>UNIT IV</b>	The Reform Bills And The Spread Of Education- Social Impact Of The Two World Wars, The Labour Movement, The Welfare State									
<b>UNIT V</b>	The Cold War (1985-1991)- The Falkland War (1981)- The Gulf War (1991).									

**POPULAR LITERATURE AND CULTURE**

Subject Code	Category	I	T	I	S	Credits	Inst. Hours	Marks		
								CIA	External	Total
23BENS1	SEC	Y	Y	-	2	2	25	75	100	
<b>Learning Objectives</b>										
LO1	To broaden the idea of literature and the concept of texts.									
LO2	To learn the difference between genre fiction and literary fiction.									
LO3	To make students gain an understanding of the folk roots of popular literature.									
LO4	To make students find a perspective into the debate between high and low cultures.									
LO5	To analyze the fantasy work that gains popularity.									
<b>Details</b>										
<b>UNIT I</b>	Glover, David and Scott McCracken.—Introduction as an essay Felicity Hughes, 'Children's Literature: Theory and Practice', English Literary History, vol.45, 1978									
<b>UNIT II</b>	Brothers Grimm—The Juniper Tree   Adventure of the Speckled Band   Roald Dahl— Extracts from <i>Charlie and the Chocolate Factory</i> (Chapters 13 to 15, Penguin 2013)									
<b>UNIT III</b>	Satyajit Ray—Professor Shonku and the UFO   (from <i>The Mystery of Munroe Island and Other Stories</i> , Puffin Classics 2015)									
<b>UNIT IV</b>	Hergé: <i>Tintin in Tibet</i> (Hergé. <i>Tintin in Tibet</i> . London: Egmont. 2012) Somdev Bhatt:— The Story of Padmavati and Prince Vajramuktil (Vikram-Betaal Story)									
<b>UNIT V</b>	Anuja Chauhan: <i>The Zoya Factor</i> J.K. Rowling: <i>Harry Potter and the Philosopher's Stone</i>									
<p><b>The course outcome is based on the Learning Objectives. Each course objective will have a course outcome. This will elucidate what the student will acquire once he completes that particular unit. There will be equal number of Learning Objectives and Course outcomes. The Bloom's taxonomy verbs will be given as a separate annexure for your reference. Each course outcome should be mapped with the POs. The mapping of each CO can be done with any number of POs.</b></p>										

**ENGLISH FOR COMMUNICATION**

Subject Code	Category	I	T	E	S	Credits	Inst. Hours	Marks		
								CI A	External	Total
<b>23BENFC</b>	FC					2	2	25	75	100
<b>Learning Objectives</b>										
LO1	To enhance the level of literary and aesthetic experience of students and to help them respond creatively.									
LO2	To sensitize students to the major issues in the society and the world.									
LO3	To provide the students with an ability to build and enrich their communications skills.									
LO4	To equip students to utilize the digital knowledge resources effectively for their chosen fields of study									
LO5	To help them think and write imaginatively and critically									
<b>Details</b>										
<b>UNIT I</b>	Communication: Basic Communication Styles- Passive, Aggressive, Assertive- Significance of communication.									
<b>UNIT II</b>	Types of communication- Verbal- Non-Verbal.									
<b>UNIT III</b>	Effective communications skills									
<b>UNIT IV</b>	Skills to be acquired in communication									
<b>UNIT V</b>	Application of learning									

பருவம் - 03					
பாடக்குறியீட்டுஎண்: 2231T	பொதுத் தமிழ்		T/P	C	H/W
	காப்பியமும் புதினமும்		T	3	6
<b>நோக்கம் :</b>	<ul style="list-style-type: none"> <li>➤ காப்பியம், புதின வடிவங்களை வெளிப்படுத்தல்.</li> <li>➤ படைப்பாளர்கள் வெளிப்படுத்தும் பதிவுகளை எடுத்தியம்புதல்.</li> </ul>				
<b>அலகு - 1</b>	<ol style="list-style-type: none"> <li>1. சிலப்பதிகாரம் - அடைக்கலக் காதை (மதுரைக் காண்டம்)</li> <li>2. மணிமேகலை - ஆதிரை பிச்சையிட்ட காதை</li> <li>3. கம்பராமாயணம் - அங்கதன் தூதுப் படலம்</li> <li>4. பெரியபுராணம் - அப்பூதியடிகள் நாயனார் புராணம்</li> <li>5. தேம்பாவணி - நாட்டுப் படலம்</li> <li>6. சீறாப்புராணம் - விருந்தாட்டுப் படலம்</li> </ol>				
<b>அலகு - 2</b>	<p><b>புதினம்</b> பனையடி - இரா.செல்வம் இ.ஆ.ப., நியூ செஞ்சுரி புக ஹவுஸ் பிரைவேட் லிமிடெட்.சென்னை - 98.</p>				
<b>அலகு - 3</b>	<p><b>இலக்கணம்</b> செய்யுள் உறுப்புகள் : எழுத்து - அசை - சீர் - தளை - அடி - தொடை - பாவகை - அணி வகைகள் - உவமை - உருவகம் - சிலேடை - பின்வருநிலை அணி - வேற்றுமை.</p>				
<b>அலகு - 4</b>	<p><b>இலக்கிய வரலாறு</b> காப்பியம் மற்றும் புதின இலக்கியம் தொடர்பான இலக்கிய வரலாறு.</p>				
<b>அலகு - 5</b>	<p><b>படைப்பாற்றல்.</b> கவிதை படைத்தல்.</p>				
<b>பயன்கள் :</b>	<ul style="list-style-type: none"> <li>➤ கவிதை, புதினம் படைப்பாக்கச் சிந்தனை.</li> <li>➤ காப்பியம், புதினம் வெளிப்படுத்தும் சமூகச் சிந்தனை வாயிலாக மாணவர் மேம்படுதல்.</li> </ul>				

**Course  
code:  
2232E**

**Seme  
General English  
ENGLISH FOR ENRICHMENT – I**

- Unit – 1**
- Poetry**
1. Let me not to the Marriage of True Minds - William Shakespeare
  2. Stopping by Woods on a Snowy Evening - Robert Frost
  3. The Lotus- Toru Dutt
- Prose**
- Unit - 2**
1. My Greatest Olympic Prize- Jesse Owens
  2. Early Influences- Dr.A.P.J.AbdulKalam
  3. On Keyhole Morals- A.G.Gardiner
- Short Stories**
- Unit - 3**
1. The Selfish Giant- Oscar Wilde
  2. Tree Speaks- C.Rajagopalachari
  3. The Diamond Necklace- Guy De Maupassant
- Biography**
- Unit - 4**
1. Abraham Lincoln- J.B.Neilson
  2. Indira Gandhi- A Profile- R.Sunder Raju
- Grammar and Composition**
- Unit - 5**
1. Sentence Patterns
  2. Kinds of Sentences
  3. Active Voice and Passive Voice
  4. Reported Speech
  5. Letter Writing (Formal and Informal)
  6. Writing Cover Letter and Resume Writing

**Text Book:**

*Snow Flakes, Edited by Dr.V.Nagarajan and Prof.P.Madhan, Harrows Publications, Chennai.*

Modern English – A Book of Grammar Usage and Composition by N.Krishnaswamy, Macmillan Publishers.

<b>Semester – III</b>					
<b>Course code:</b> 22BEN3C1	<b>Core Course –V</b>		<b>T/P</b>	<b>C</b>	<b>H/ W</b>
	<b>DRAMA – I</b>		T	5	5
<b>Objectives</b>	<ul style="list-style-type: none"> <li>➤ Introduce learners to representative texts from British Drama.</li> <li>➤ To give learners a historical perspective on the areas.</li> <li>➤ To enable learners to perceive the effect of socio political forces on literature.</li> <li>➤ To enable students to perceive the thematic and technical aspects of Drama.</li> </ul>				
<b>Unit –I</b>	Christopher Marlowe - Dr. Faustus				
<b>Unit-II</b>	John Webster - The White Devil				
<b>Unit- III</b>	Ben Jonson – The Alchemist				
<b>Unit- IV</b>	John Dryden - All for Love				
<b>Unit –V</b>	G.B Shaw - Pygmalion				
<b>Outcome s</b>	<ul style="list-style-type: none"> <li>➤ assess critically similar texts in British Drama.</li> <li>➤ evaluate fictional and dramatic works from a socio political angle.</li> <li>➤ analyze critically the thematic and technical aspects of Drama.</li> <li>➤ measure the impact of the social milieu on literary expression.</li> </ul>				

Semester – III					
Course code: 22BEN3C2	Core Course – VI		T/ P	C	H/ W
	PHONETICS		T	4	4
<b>Objectives</b>	<ul style="list-style-type: none"> <li>➤ Understand the English sound system and pronunciation patterns.</li> <li>➤ Learn the structural patterns of language.</li> <li>➤ Perceive the various aspects of English phonetics.</li> <li>➤ Know the historical evolution of English.</li> <li>➤ Study the patterns of word formation and semantic change.</li> </ul>				
<b>Unit –I</b>	The Organs of Speech The Description of Speech Sounds				
<b>Unit-II</b>	The Sounds of English: Vowels The Sounds of English: Consonants				
<b>Unit- III</b>	Stress, Accent, Rhythm, Assimilation, Intonation				
<b>Unit- IV</b>	Phonetic Transcription, Conversation Passages for Practice				
<b>Unit –V</b>	Growth of Vocabulary, Change of meaning (F.T.Wood– An Outline History of the English Language)				
<b>Books for Reference:</b> Balasubramanian T. - <i>A Textbook of English Phonetics for Indian students</i> O’Connor - <i>Better English pronunciation</i> Palmer, <i>Grammar</i> Wood F.T. <i>An Outline History of The English Language.</i>					
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>➤ Improve their skill in articulating the sounds of English with reasonable acceptability.</li> <li>➤ Transcribe speech acts in the Phonetic Alphabet.</li> <li>➤ Choose and use right patterns of stress and intonation.</li> <li>➤ Construct minimal pairs, tongue-twisters, pneumatic rhymes and ICT Exercises for learning/ teaching right pronunciation.</li> </ul>				



**Course code:**  
22BBAA3

**ALLIED II – A**  
**ADVERTISING AND SALES**  
**PROMOTION**

- Objectives**      Make the students:
- To understand the enormous and powerful influence of advertising and sales promotion.
  - To assist the student in understanding that sales promotion results. To enable the student to understand the concept of Sales force Management.
- Unit-I**      Advertisement- Meaning, definition, importance, objectives – media, forms of media – press, Newspaper, trade journal, Magazines - outdoor advertising-poster banners, neon signs, publicity literature booklets, folders, house organs direct mail advertising - cinema and theatre programme - radio and television
- Unit-II**      Advertising agencies - Advertising Budget - Advertising Appeals - Social Effects of Advertising - Advertisement Copy - Objectives-Essentials - Types-Elements of Copy Writing: Headlines, Body Copy - Illustration-Catch Phrases and Slogans
- Unit -III**      Advertising layout- functions-design of layout-typographic printing: process- lithography- printing Plates and reproduction paper, and cloth - size of advertising-repeat
- Unit -IV**      Sales force Management- Importance -sales force decision –sales force size recruitment & selection-training-methods-motivating salesmen, Controlling - compensation & incentives-fixing sales territories, quota – Evaluation - Personal selling
- Unit -V**      Sales promotion: Meaning-methods-promotional strategy-marketing communication and persuasion-promotional instruments: techniques of sale promotion-consumer

**SUGGESTED READING:**

Sontakki C.N. *Advertising and Sales Management*  
Davar S.K. *Salesmanship and advertising*  
Sherslekar, Victor & Nirmala Prasad, *Advertising Management*  
Chunawala S.A., *Foundations of Advertising – Theory & Practice*  
Chunawalla S.A.,

- Outcomes**      The students shall be able to:
- Explain how advertisement is used as a strategic tool to achieve marketing objectives.
  - Recognize how an understanding of advertising strategies can lead to business success. Critically evaluate an advertising campaign.
  - Create advertisements for specific products/institution targeted to specific markets. Critically evaluate a sales Promotion package.

### Semester – III

**Course code:** SEC-III  
**22BE3**  
**ENTREPRENEURSHIP**

<b>Objectives</b>	To enable the students to understand the concept of Entrepreneurship and to learn the professional behaviour about Entrepreneurship. To identify significant changes and trends which create new business opportunities? To analyse the institutional arrangement for potential business opportunities. To provide conceptual exposure on converting ideas to an women entrepreneurship
<b>Unit -I</b>	Entrepreneur – Meaning – Importance – Definition – Types – Functions – Qualities of an
<b>Unit-II</b>	Business Promotion – Product selection – Form of ownership – Plant location – land, building, water and power, raw material, machinery, power and other infrastructural facilities–
<b>Unit- III</b>	Institutional arrangements for entrepreneurship development – DIC, SIDCO, NSIC, SISI – Institutional finance to entrepreneurs – TIIIC, SIDBI, Commercial banks – Incentives to small scale industries.
<b>Unit -IV</b>	Project report – Meaning and importance – Project report – Format of a report (as per requirements of financial institutions) – Project appraisal – Market feasibility – Technical feasibility – Financial feasibility and economic feasibility – Break even
<b>Unit -V</b>	Entrepreneurship development in India – Women entrepreneurship in India – Sickness in small

#### Reference and Textbooks: -

Entrepreneurship and Management of Small business – Centre for Entrepreneurship Development, Madurai Joseph Paul, N. Ajit kumar and T.Mampilly. *Entrepreneurship development*. Himalayan Publishing House. Khan, M.A. *Entrepreneurship Development Programmes in India*. Kanishka Publishing House, Delhi Saravanavel, P. (1997). *Entrepreneurial Development. Ess Pee kay Publishing House, Chennai*.

<b>Outcomes</b>	After studied, the student will be able to To understand the significance of entrepreneurship and entrepreneur qualities. To know about the developing ideas and techniques of business. To understand about the procedures of startup. To identify the institutional support provided to entrepreneurs. To analyse the women entrepreneurship development
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## SEC- IT SKILLS FOR EMPLOYMENT

### Subject Code : 22NME3C

#### Learning Objectives

- LO1 To understand the components of computer
- LO2 To understand Internet and its terminology
- LO3 To understand basic cyber safety and security norms

#### Contents

- Unit I Basic of Computer network – Modem, Hub, Switch, Bridge, Routers – Wi-Fi- Bluetooth. Introduction to Free and open source software (FOSS) – Need of Open Sources – Advantages of Open sources – copyrights – Software piracy.
- Unit II Basic operating of word processing – Creating, opening and Closing documents – Use of shortcuts – Creating and Editing of text – Formatting the text – Find and replace – Drawing Table- Page layout- Header/Footer – Setting page number – Creating simple applications.
- Unit III Basic of Excel worksheet and its importance – Creating simple worksheets – formulas – conditional formatting – sort – filter – chart. Introduction to PowerPoint – Understand various views of presentation, animations, transitions, header, footer etc. Online educational websites (MOOC's – nptel – Swayam
- Unit IV Central – Spoken – Tutorial.org) – Video tutorials – Step to use Government portals like aadhar – Election Commission website – Eservices.
- Unit V Internet Safety concerns: (Digital Footprints, Threats, Virus, Worm, Trojan Horse, Spam, Malware, Adware, Spyware, Snooping) – Security Measures – Cyber crime (Spoofing, Hacking) – Cyber Safety.

#### Course Outcomes

- CO1 Skills to work efficiently with windows, word, excel, PowerPoint presentation.
- CO2 Skills to use internet for various purpose with safe and secure.

#### Reference Books

- 1 Vikas B. Agarwal Jyoti P. Mirani, Computer Fundamentals – Publisher: Nirali Prakashan (1 august 2019)
- 2 Adesh K. Pandey, Internet fundamentals.
- 3 James KL, The Internet : A users guide
- 4 Jaago Teens, Cyber Safety for Everyone – BPB Publications
- 5 Mike Mc Grath and Michael, office 2016 in Easy Steps, BPB Publications

**III YEAR – V SEMESTER  
COURSE CODE: 7BEN5C1**

**CORE COURSE – IX- INDIAN WRITING IN ENGLISH**

<b>Unit - I</b>	<b>Poetry</b> Sir Aurobindo - The Fear of Life and Death Rabindranath Tagore - Where the Mind is Without Fear Sarojini Naidu - Love and Death
<b>Unit - II</b>	<b>Poetry</b> Toru Dutt - Lakshman Nissim Ezekiel - Goodbye Party for Miss Pushpa. T.S Kamala Das - A Hot Noon in Malabar
<b>Unit - III</b>	<b>Prose</b> Mahatma Gandhi - Tolstoy and the Youth Sir C.V. Raman - Water the Elixir of Life Jawaharlal Nehru - Kamala Nehru
<b>Unit - IV</b>	<b>Drama</b> Mahesh Dattani - Seven Steps Around Fire
<b>Unit - V</b>	<b>Fiction</b> Chetan Bhagat - The Three Mistakes of my Life.



**III YEAR – V SEMESTER  
COURSE CODE: 7BEN5C2**

**CORE COURSE – X- WOMEN’S WRITING IN ENGLISH**

<b>Unit- I</b>	<b>Poetry</b>
	E.B. Browning - How do I love thee? Let me count the ways
	Sylvia Plath - Daddy
	Maya Angelo - Still I Rise
<b>Unit- II</b>	<b>Prose</b>
	Virginia Woolf - A Room of One’s Own
<b>Unit – III</b>	<b>Drama</b>
	Manjula Padmanapan - Harvest
<b>Unit- IV</b>	<b>Novel</b>
	Alice Walker - The Colour Purple
<b>Unit- V</b>	<b>Short Stories</b>
	Katherine Mansfield - A Cup of Tea
	Geetha Goswami - The Lost Shore
	Alice Munro - Silence



**III YEAR – V SEMESTER  
COURSE CODE: 7BEN5C3**

**CORE COURSE – XI- COMMONWEALTH LITERATURE**

<b>Unit - I</b>	<b>Poetry</b> Derek Walcott Razia Khan Margaret Atwood	- A Far Cry from Africa - My Daughter's Boyfriend - The City Planners
<b>Unit - II</b>	<b>Poetry</b> Allen Curnow E.J.Pratt David Diop	- House and Land - The Dying Eagle - Africa
<b>Unit - III</b>	<b>Prose</b> Chinua Achebe Dr.S.Radhakrishnan	- The Novelist as a Teacher - The World Community
<b>Unit - IV</b>	<b>Drama</b> Wole Soyinka	- The Lion and the Jewel
<b>Unit - V</b>	<b>Fiction</b> Margaret Atwood	- The Edible Woman



**III YEAR – V SEMESTER  
COURSE CODE: 7BENE1A**

**ELECTIVE COURSE – I (A)- TRANSLATION STUDIES, THEORY AND PRACTICE**

**Unit – I**

Introduction to Translation- History of Translation- Definition- Types of Translation

**Unit- II**

Decoding and Recoding  
Problems of Equivalence- History of Translation Theory

**Unit- III**

Specific Problems of Literary Translations

**Unit - IV**

Translating Literary Texts

1. Thirukkural – First two chapters from G.U.Pope’s Translation.
2. Bharathiar – Our Mother land
3. T.S.Pillai - Chemmeen

**Unit - V**

Translation & Practice ( Tamil into English and Vice versa)

**Books for Reference:**

5. Savoury Theodore - The Art of Translation
6. Susan Bassnett - Translation Studies (Methuene)



**III YEAR – V SEMESTER  
COURSE CODE: 7BENE2A**

**ELECTIVE COURSE – II (A)-ENGLISH LANGUAGE TEACHING**

**Unit- I**

Place of English in India- Issues Involved in the Teaching of English- English as FL, SL, ESP (English as a Special Purpose)

**Unit- II**

Approaches and Methods- Grammar Translation Method- Audio-lingual Method- Communicative Approach – Natural Approach – Natural Approach- Content-based Instruction- Task-based Language Teaching.

**Unit- III**

Teaching of Prose, Poetry, Drama, Grammar, Composition – Teaching LSRW Skills

**Unit – IV**

Testing- Types of Tests- Characteristics of a Good Test- Preparation of Model Exercises and Questions

**Unit- V**

Use of Audio- Visual Aids- Television and Language Lab in Teaching English.

**Books for Reference:**

9. Baruah, T.C. The English Teacher's Handbook. New Delhi: Sterling Publishers, 1991.
10. Bright, John A., and G.P. McGregor. Teaching English as a Second Language. Longmans, 1970.
11. Richards, Jack C, and Theodore S. Rodgers. Approaches and Methods in Language Teaching: A Description and Analysis. Cambridge: CUP, 1986.
12. Varghese, Paul. Teaching English as a Second Language. New Delhi: Sterling Publishers, 1990.





**III YEAR – V SEMESTER  
COURSE CODE: 7BENE2B**

**ELECTIVE COURSE – II (B)-JOURNALISM AND MASS COMMUNICATION**

**Unit-I**

Journalism: its Definition & Scope – News & Newsworthiness – Journalism & its Social Effects – the Development of Journalism & its History

**Unit – II**

Communication Process – Methods of communication – Problems in Communication – Print Media – Electronic Media – Functions of Mass Media.

**Unit – III**

News Collecting & News Reporting – Film Reviews Writing – News Agencies & Their Role – Editing – Responsibilities of an Editor – Basic Principles of Editing

**Unit – IV**

Freedom of Press – Social Responsibilities – Code of Ethics – Press Laws

**Unit – V**

Public Relations & Advertising

**Books Recommended for Study:**

9. David Wainwright : **Journalism Made Simple**, Heinemann, London, 1986
10. Rangaswami Prathasarathay : **Basic Journalism**, Macmillan, Delhi, 2002
11. Krishna Mohan & MeeraBanerji: **Developing Communication Skills**, Macmillan, Delhi, 2004
12. Dodge, J.D & Viner, G: **The Practice of Journalism**, Heinemann, 1963



**III YEAR – VSEMESTER**  
**COURSE CODE: 7SBS5A5**  
**COURSE II – HERITAGE AND TOURISM**

Unit -I

Tourism – Introduction – Concepts – Significance – Forms of Tourism – Effects of Tourism  
– Social, Economic and Environmental aspects – Human

Rights Unit II

Importance of preserving heritage – Heritage Spots in India – In Tamil Nadu – Brief history of the heritage spots – The role of heritage spots in promoting tourism – UNESCO guidelines on Heritage

Unit III

Role of Government in promoting tourism – ITDC- TTDC-Palace on wheels – Travel industry service network – Land (rail and road) Air – Water – Travel Agency – Hospitality and Accommodation

Unit IV

Travel Guide – Features – requirements – One’s role as a guide – Income and Employability  
– Qualities and skills of a professional travel or

tourist guide Unit V

Project work – Field visit to heritage and tourism spots in Sivagangai and Ramanathapuram Districts and submission of a report (15 to 25 pages)

References

Bhatia, A. K – Tourism Development Principles and Practices,  
(Sterling Publishers (P) Ltd., New Delhi)

Ananand M. M – Tourism and Hotel Industry in India  
(Sterling Publishers (P) Ltd., New Delhi)

Acharya Ram – Tourism and Cultural Heritage  
(Rosa Publications: Jaipur, 1986)

Jha, S.M – Tourism Marketing (Himalaya Publishing House)

## **COURSE III – MARKETING AND SALES MANAGEMENT**

### **UNIT I**

Introduction: evolution of marketing – types of marketing: consumer products marketing, industrial marketing and services marketing – demographic and behavioural dimensions of marketing – marketing planning

### **UNIT II**

Basics of market segmentation, targeting and positioning – components of the marketing mix: product – price – place – promotion – distribution channels: types – merits and demerits

### **UNIT III**

Marketing vs selling – nature and scope of sales management – personal selling and salesmanship – selling function – understanding consumer's decision making process – sales organization and types of selling

### **UNIT IV**

Prospecting – approaching the customer – sales presentation – sales demonstration – negotiating buyer concerns – closing the sale – post sales service and complaint handling

### **UNIT V**

Modern trends in marketing and sales: internet marketing – direct marketing – multi level marketing – relationship marketing – selling through kiosks

### **References**

4. Chunawalla, s. a., sales management, 5th edition (2007), himalaya publishing house
5. Havaladar, krishna; sales and distribution management, 1st edition (2006), tata mcgraw hill
6. Perreault, jr., william; mccarthy, e. jerome, basic marketing, 15th edition, 2006, tata mcgraw hill



