

**GOVERNMENT ARTS COLLEGE FOR WOMEN (AUTONOMOUS),**  
(An Autonomous Institution affiliated to Bharathidasan University & Re-Accredited with “B++”  
Grade by NAAC)  
**PUDUKKOTTAI - 622 001.**

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**COURSE PATTERN AND SYLLABI  
FOR  
PG AND RESEARCH DEPARTMENT OF ENGLISH**

**From the Academic year 2021-2022 onwards**

**Board of studies meeting held**

**On**

**29.03.2022**



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**PG AND RESEARCH DEPARTMENT OF ENGLISH  
GOVERNMENT ARTS COLLEGE FOR WOMEN, (AUTONOMOUS)  
PUDUKKOTTAI -622 001.**

**GOVERNMENT ARTS COLLEGE FOR WOMEN (AUTONOMOUS),  
PUDUKKOTTAI -62 001.**

**PG AND RESERCH DEPARTMENT OF ENGLISH  
REGULATIONS FOR BA / MA / M.PHIL. ENGLISH  
(CBCS -PATTERN)**

**FOR THE STUDENTS ADMITTED FROM THE ACADEMIC YEAR 2021-2022 ONWARDS  
PREAMBLE:**

The English Department is one of the oldest departments started with the establishment of the College in 1969. The Department with an illustrious history, prides itself in having the distinction of being a forerunner in offering quality college education in English. It is still a force to reckon with for quality teaching in English Language and Literature. The Department provides intensive mentoring to students both within and beyond the classroom across a wide variety of forums. The Department organizes Literary Association Activities regularly to motivate the students to listen to speeches on various topics by resourceful people. They were also made to participate in many creative activities namely: Dumb charades, Elocution, Face Painting, Essay Writing, Enacting Literary Scenes, Literary Parades, Poetry Writing and many more. The Club is also named as ATHENA English Club from 2018. (In Greek mythology Athena means a virgin goddess of wisom, practical skills and prudent warfare. She was born fully armed, from the head of Zeus, the Supreme God). The Athena English Club focuses to bring in the “Athena” hidden in all the students. Here are few best practices of the Department:

1. Uploading grammar in you tube with simple examples for the benefit of rural students
2. E- Content Preparation for all the Papers
3. Teaching through PowerPoint slides
4. In every Part II class the students are asked to tell one new word with its meaning, opposite and make a sentence with the word
5. In every Part II class at least 5 students are asked to talk on a topic regularly and their mistakes are rectified
6. Individual care taken by the staff with respect to every student
7. Bringing out the talents of the students in curricular as well as co-curricular activities.
8. Make the students learn 5 words with phonetic transcription every day

“To strive, to seek, to find, and not to yield” having this extraordinary quote in mind, the PG and Research Department of English, Government Arts College for Women (Autonomous), Pudukkottai works for the betterment of the rural girl students. The Undergraduate, Postgraduate and Research program helps rural students to develop their LSRW and various other skills needed for English.

## **Mission and Vision of the Department:**

### **Vision**

**The PG and Research Department of English seeks to mould the intellectual development of the students and make them self-reliant.**

### **Mission**

**The overall mission of the English Department is:**

- **To promote literacy to the rural background and specifically to the women (our College is a Women's College).**
- **The ability to make them learn LSRW skills**
- **Develop critical and logical skills**
- **Reinforce the understanding of language and literacy**
- **Appreciate the life through the literature of past and present.**

**GOVERNMENT ARTS COLLEGE FOR WOMEN (AUTONOMOUS),  
PUDUKKOTTAI – 622001**

<b>CONTENTS</b>	
<b>S. No.</b>	<b>TOPIC</b>
<b>1</b>	<b>Members of the Board</b>
<b>2</b>	<b>Minutes of the Meeting</b>
<b>3</b>	<b>Programme Outcomes</b>
<b>4</b>	<b>Course Pattern for UG</b>
<b>5</b>	<b>Semester Wise Distribution</b>
<b>6</b>	<b>Title of Proposed Syllabi for UG</b>
<b>7</b>	<b>Course Pattern for PG</b>
<b>8</b>	<b>Semester Wise Distribution</b>
<b>9</b>	<b>Title of Proposed Syllabi for PG</b>
<b>10</b>	<b>Syllabi for UG</b>
<b>11</b>	<b>Syllabi for PG</b>
<b>12</b>	<b>Syllabi for M.Phil</b>

**GOVERNMENT ARTS COLLEGE FOR WOMEN (AUTONOMOUS),  
PUDUKKOTTAI - 622001**

**BOARD OF STUDIES for UG, PG & M. PHIL., (FULL TIME)**

**BOARD MEETING: 29.03.2021      TIME: 10.00 A.M.      YEAR: 2021**

**Minutes of the Board of Studies:**

The Board resolved to approve the common course recommended by Bharathidasan University. After thorough discussion the Board framed the syllabi for Part – II & Part – III UG to be offered under CBCS from the Academic Year 2021.

Mode of Evaluation for Part – II, Part – III & Part – IV  
The CIA is for 25% and the Semester Examination is for 75%

- Part – A (No Choice) 10 x 2 = 20  
Part – B (Either – or) 5 x 5 = 25  
Part – C (Open – Choice) 3 x 10 = 30

University Nominee:	Name of the Experts	Addresses of Experts	Signature
Expert – Nominated by University	Dr. M.H.Mohammed Rafiq M. A., M. Phil., Ph.D., Associate Professor, Dept.of English.	Jamal Mohamed College(A), Trichirapalli.	M.H.M. Rafiq 29/3/21
Expert – Nominated by Academic Council	1. Dr.D.M.Amala,M.A., M. Phil., Ph.D., Head & Associate Professor of English. 2. Dr.D.M. Sathya Marjory,M.A., M. Phil., Ph.D., Head & Assistant Professor of English.	Sri Meenakshi Govt Arts College for women(A), Madurai. Government Arts College for women Sivakangai.	D.M. Sathya Marjory 29/3/21
Special Expert (Editor)	Dr. S. Veeramani, M.A., M. Phil., Ph.D., Assistant Professor of English.	Government Arts College, Kulithalai.	S. Veeramani 29/3/21
Alumnus	P.Jayanthi, M.A., M.Phil., B.Ed., Assistant Professor of English.	Government Arts and Science college, Aranthangi.	P. Jayanthi 29/03/21
Chairman	Prof. C. Vellaiammal M.A., M.Phil., Head/ Asst Professor of English.	Government Arts College for Women (A), Pudukkottai	C. Vellaiammal 29/3/21
Regular Faculty	1. Dr. T.Vasantha Kumari M.A., M. Phil., B.Ed., Ph.D., Assistant Professor of English. 2. Dr. B.S.Prameela Priadersini M.A., B.Ed., Ph.D., Assistant Professor of English. 3. Dr. M.Sagaya Sophia M.A., M. Phil., Ph.D., NET & SET., Assistant Professor of English.	Government Arts College for Women (A), Pudukkottai Government Arts College for Women (A), Pudukkottai Government Arts College for Women (A), Pudukkottai.	T. Vasantha Kumari 29/3/21 B.S. Prameela 29/3/21 M. Sagaya Sophia 29/3/21

**GOVERNMENT ARTS COLLEGE FOR WOMEN (AUTONOMOUS)  
PUDUKKOTTAI – 622001  
PG & RESEARCH DEPARTMENT OF ENGLISH**

**BA ENGLISH / MA ENGLISH**

**(Upon Completion of the BA Degree Programme/ MA Degree Programme)**

<b>PO NO</b>	<b>Programme Outcomes</b>
PO – 1	Trace the origin of the socio – political and literary background of England since old English Period
PO – 2	Gain Knowledge about the literatures of various countries namely England, Indian and African American.
PO – 3	Appreciate various genres namely Poetry, Prose, Drama, Fiction and Short stories.
PO – 4	Develop LSRW, dramatic, Teaching, Critical, Creative and Journalistic skills.
PO – 5	Evaluate literary texts critically.
PO – 6	Engage in lifelong learning process by exploring their knowledge independently.
PO – 7	Exposure of teaching, criticizing and writing through courses such as ELT, Literary criticism and journalism.
PO – 8	Gain Critical Knowledge, awareness about different issues affecting their society, how, many theories evolved and learn to analyze the values for holistic life in society.
PO – 9	To appreciate the women’s writing.
PO – 10	Recognize employability options in English studies programme as part of skill development and as career avenues open to graduate in today’s global world
PO – 11	To develop professional writing, translation, teaching English at different levels, mass media, journalism, communication and personality development.
PO – 12	To enable students to develop an awareness of the linguistic cultural richness of India as an important outcome of English literary studies in India.

**GOVERNMENT ARTS COLLEGE FOR WOMEN (AUTONOMOUS),  
PUDUKKOTTAI - 622001**

**COURSE PATTERN UG ENGLISH**

Total Hours: 180

Part III Total Marks: 2400

Total Credits: 140

Total Marks: 4100

Sem	S.No	Code	Title	Instruction Hours	Credits
<b>I</b>	1	21UT1	Tamil	6	3
	2	21UE1	Basic Grammar, Prose & Poetry I	6	3
	3	21UEL01	Poetry I	6	5
	4	21UEL02	Prose	4	4
	5	21UELFA1	Literary Trends and Movements	6	3
	6	21UVB	Value Education	2	2
				30	20
<b>Total</b>				<b>30</b>	<b>16</b>
<b>II</b>	7	21UT2	Tamil	6	3
	8	21UE2	Basic Grammar, Prose & Poetry II	6	3
	9	21UEL03	History of English Literature	5	5
	10	21UEL04	Short Stories	4	4
	11	21UELFA2	Social History of England	5	3
	12	21UELFA3	Literary Forms	4	3
<b>Total</b>				<b>30</b>	<b>21</b>
<b>III</b>	13	21UT3	Tamil	6	3
	14	21UE3	Writing Skills and One Act Plays	6	3
	15	21UEL05	Poetry II	6	5
	16	21UEL06	Drama	5	5
	17	21UELFA1	Phonetics	5	3
	18	18UES	Environmental Studies	2	2
	<b>Total</b>				<b>30</b>
<b>Sem.</b>	<b>S.No</b>	<b>Code</b>	<b>Title</b>	<b>Instruction Hours</b>	<b>Credits</b>

<b>IV</b>	19	21UT4	Tamil	6	3
	20	21UE4	Writing Skills and Short Stories	6	3
	21	21UEL07	New Literature	4	4
	22	21UEL08	Children's Literature	3	3
	23	21UELSA2	Indian and European Classics in Translation	5	3
	24	21UELSA3	Comparative Literature	4	3
	25	21USE1	Developing Reading Skills	2	2
			<b>Total</b>	<b>30</b>	<b>21</b>
<b>V</b>	26	21UEL09	Shakespeare	5	5
	27	21UEL10	English Language Teaching	5	5
	28	21UEL11	Indian Writing in English	4	4
	29	21UEL12	Subaltern Writings of India	5	4
	30	21UELME1	Communication and Life Skills	4	4
	31	21USE2	Introduction to Translation Studies	2	2
	32	21USE3	Soft Skill	2	2
	33	21UELNME1	Communicative Skills for Toursim	2	2
	34	21USB1	Yoga and Health	1	2
			<b>TOTAL</b>	<b>30</b>	<b>30</b>
<b>VI</b>	35	21UEL13	Single Author Study - Rabindranath Tagore	5	5
	36	21UEL14	African and American Literature	6	5
	37	21UEL15	Literary Criticism	6	5
	38	21UELME2	Women Studies	5	4
	39	21UELME3	Journalism	5	4
	40	21UELNME2	Human Rights	2	2
	41	21UGS	Gender Studies	1	1
	42		EXTENSION ACTIVITY	-	1
			<b>TOTAL</b>	<b>30</b>	<b>27</b>



**PART II – I YEAR**

**SEMESTER: I**

**BASIC GRAMMAR PROSE AND POETRY – I**

**CODE: 21UE1**

**HOURS: 6 CREDITS: 3**

**General Objectives:**

- To make the students learn the basic Grammar
- To inspire them with Prose and Poetry

**COURSE OBJECTIVES:**

The Learner will be able to

<b>CO No.</b>	<b>Course Objectives</b>
CO-1	Recall basic grammar rules and its usage.
CO-2	Demonstrate an ability to recognize the main idea describe and explain the character and settings.
CO-3	Apply human values learnt through literature.
CO-4	Dissect aesthetic value of poetry.
CO-5	Justify nuances of language through poetry thereby enhancing their communication skill.
CO-6	Develop an interest to learn language through literature.

**UNIT - I: (Grammar I)**

- 1.1 Parts of speech
- 1.2 Tenses

**UNIT - II: (Grammar II)**

- 2.1 Sentence Pattern
- 2.2 Concord

**UNIT - III: (Prose) Building Humanity**

- 3.1 A.J. Cronin: The Best Investment I Ever Made

**UNIT - IV: (Poetry) Nature**

- 4.1 Robert Frost: Stopping by Woods on a Snowy Evening
- 4.2 Nissim Ezekiel: Island

## UNIT – V: (Poetry) Philosophy

5.1 William Shakespeare: All the World's a Stage

5.2 John Milton: On His Blindness

### COURSE OUTCOMES:

The Learner will be able to

CO No.	Course Outcomes
CO-1	Acquire proficiency in basic grammar
CO-2	Explain the themes and description used in prose
CO-3	Apply humanistic values learnt through the prescribed text.
CO-4	Analyze aesthetic values in poetry
CO-5	Evaluate the usage of language in literary writing
CO-6	Improve their fluency in English language

### Reference Books:

1. Quirk, Randolph and Greebaurn, Sidney. "A University ND, India, grammar of English", Pearson Education, ND, India, 1973, fourth Impression 2009.
2. <http://www.englishcollege.com/what-5-elements-grammar>.
3. <http://www.englishclub.com/grammar>

S.No	Programme outcome 21UE1												Mean Value
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	
CO1	2	2	2	4	3	4	4	2	2	2	4	4	2.917
CO2	4	2	4	3	4	3	4	4	2	2	4	2	3.167
CO3	2	2	3	2	4	4	3	4	2	4	4	4	3.167
CO4	3	4	4	4	4	4	4	4	3	4	3	4	3.750
CO5	3	4	4	4	4	4	2	2	3	4	4	4	3.500
CO6	3	4	4	4	4	4	4	4	4	4	4	4	3.917

Mapping	1-20%	21-40%	41-60%	61-80%	8-100%
Scale	1	2	3	4	5
Relation	1.1-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very poor	poor	moderate	high	Very high

## SEMESTER: I

### POETRY-I

CODE: 21UEL01

HOURS: 6 CREDITS: 5

#### General Objectives:

- To expose students to a comprehensive knowledge pertaining to the evaluation of English poetry down the ages.
- To inculcate a sense of appreciation and enjoyment of English poetry.

#### Course Objectives:

The learner will be able to

Co No.	Course Objectives
Co – 1	list out the various elements of poetry such as diction, tone, form, genre, imagery, figures of speech, symbolism, theme etc.
Co – 2	Give a detailed description about the rhythms, metrics and other musical aspects of poetry.
Co – 3	Acquire the knowledge about characteristic features of the sonnet.
Co – 4	Categorize the poetry.
Co – 5	Validate the poetic qualities.
CO – 6	Develop poetic influences and improves the quality of life.

#### UNIT – I Elements of Poetry

##### I.1 Themes and Motifs

**1.2. Figures of Speech** --- denotation, connotation, imagery, metaphor, personification, symbol, allegory, simile, paradox, oxymoron

**1.3 Mood and Tone iv. Prosody:** rhythm, metre, scansion, foot (dimeter, heptameter, octameter), caesura, enjambment, free verse, blank verse, rhyme, alliteration, assonance, consonance

#### UNIT-II Renaissance

- 2.1 Sir Thomas Wyatt - The Long Love that in My Thought Doth Harbor
- 2.2 Edmund Spenser - Epithalamion

#### UNIT-III Elizabethan

- 3.1 William Shakespeare - Sonnets 65,116
- 3.2 John Donne - Canonization

#### UNIT-IV Puritan

- 4.1 John Milton - Ill Penseroso
- 4.2 John Dryden- Absalom & Achitophel (Portrait of Zimri)

## UNIT-V Romantic

- 5.1 Thomas Gray - *Elegy written in a Country Churchyard*  
5.2 William Blake - *The Lamb, Poison Tree*

### Course Outcomes:

The learner will be able to

CO No.	Course Outcomes
CO – 1	Recall the various elements of poetry.
CO – 2	Classify the types of poetry.
CO – 3	Acquire the knowledge about the features of the sonnet.
CO – 4	Categorize and classify the poetry.
CO – 5	Evaluate the poetic qualities.
CO – 6	Poetry influences and improves the quality of life.

### Reference Book:

- Hunter, Paul.J. *The Norton Introduction to Literature Poetry*.  
Alison Booth, *The Norton Introduction to Literature Poetry*.  
Kelly J.Mays *The Norton Introduction to Literature Poetry*. W.W.Norton 2002.
- <https://writers.com/literary-devices-in-poetry>
- <https://study.com/academy/lesson/poetic-devices-definition-types-examples.html>
- <https://www.poetryfoundation.org/learn/glossary-terms/figure-of-speech>

s.no	Programme outcome 21UEL01												Mean Value
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	
CO1	3	2	4	4	3	4	4	4	2	4	4	4	3.500
CO2	3	3	4	3	4	3	4	4	2	4	3	3	3.333
CO3	3	3	4	4	4	4	3	4	2	4	4	4	3.583
CO4	4	3	4	4	4	4	4	4	3	4	3	4	3.750
CO5	4	4	4	4	4	4	3	3	3	4	4	4	3.750
CO6	3	4	4	4	4	4	4	4	4	4	4	4	3.917

Mapping	1-20%	21-40%	41-60%	61-80%	8-100%
Scale	1	2	3	4	5
Relation	1.1-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very poor	poor	moderate	high	Very high

## SEMESTER: I

### PROSE

CODE: 21UEL02

HOURS: 4 CREDITS: 4

#### General Objectives:

- To expose the students to prose writing over the centuries
- To introduce students to the possibilities of different prose styles in British Literature.

#### Course Objectives:

The learners will be able to

Co No.	Course Objectives
Co – 1	define the students to know about the classification of genres.
Co – 2	Compare and contrast the different styles of prose writing.
Co – 3	Apply the prose writing in literature.
Co – 4	Distinguish the themes of flattery, science fiction.
Co – 5	Estimate the value of writing modern prose fiction.
Co_-6	Develop narratives.

#### UNIT-I

Description

1.1 Definition and

- 1.2 Comparison and Contrast
- 1.3 Classification and Division
- 1.4 Process in Narration; Argument and Persuasion
- 1.5 Diction and Style

2.1 Francis Bacon : *Of Studies*

#### UNIT-II

Renaissance -

- 2.2 Joseph Addison: *Sir Roger at Home*
- 2.3 Sir Richard Steele : *The Spectator Club*

#### UNIT III Romantic Period

Neoclassical

- 3.1 Charles Lamb : *Dream Children- A Reverie*
- 3.2 Charles Lamb : *Two Races of Men*

#### UNIT IV Victorian Period

cal

- 4.1 R.L. Stevenson : *Walking Tours*
- 4.2 G.K. Chesterton : *The Worship of the Wealthy*

#### UNIT-V

Modern Period

- 5.1 Robert Lynd : *On Good Resolutions*
- 5.2 E.M. Forster : *My Wood*

**Course Outcomes:**

The learner will be able to

CO No.	Course Outcomes
CO – 1	know the classification of genres.
CO – 2	compare and contrast the vague and simple writing of prose.
CO – 3	identify the prose writing in literature.
CO – 4	identify the themes of flattery science fiction
CO – 5	justify the value of writing a modern prose.
CO – 6	discuss various kinds of prose.

**Prescribed Text book:**

Sinha, Susanta. K. *English Essayists*. Oxford University Press: New Delhi 1987. 29<sup>th</sup> impression 2013.

[http:// literary devices.Net/prose/](http://literarydevices.Net/prose/)

S.NO	Programme outcome 21UEL02												Mean Value
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	
CO1	4	4	4	4	4	4	4	3	2	4	4	4	3.750
CO2	4	4	4	3	4	3	4	4	2	4	4	3	3.583
CO3	3	4	4	4	4	4	3	4	3	4	4	4	3.750
CO4	3	3	4	4	4	4	4	4	2	4	4	4	3.667
CO5	4	4	4	4	4	4	4	4	3	4	4	4	3.917
CO6	3	3	4	4	4	4	4	4	2	4	4	4	3.667

Mapping	1-20%	21-40%	41-60%	61-80%	8-100%
Scale	1	2	3	4	5
Relation	1.1-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very poor	poor	moderate	high	Very high

**SEMESTER: I**

## LITERARY TRENDS AND MOVEMENTS

**CODE: 21UELFA1**

**HOURS: 6 CREDITS: 3**

### **General Objectives:**

To know the students the literary trends and movements.

### **Course Objectives:**

The learners will be able to

<b>Co No.</b>	<b>Course Objectives</b>
Co – 1	give insights into the evolution of American literature through the ages with a focus on the literary works of the representative writers of each era.
Co – 2	Show the nexus between literature and society and their mutual impact.
Co – 3	Introduce the different schools of thoughts that shaped American literature.
Co – 4	Familiarize students with the multiculturalist nature of American literature.
Co – 5	Justify the great changes brought by avant-garde.
Co_-6	Inspire the students with new literary trends and movements.

### **UNIT – I**

**1.1 Transcendentalism** Ralph Waldo Emerson, Henry David Thoreau

**1.2 Gothic Literature** Edgar Allan Poe

**1.3 Dark Romanticism** Nathaniel Hawthorne, Herman Melville

### **UNIT – II**

**2.1 Realism** Mark Twain, Henry James

**2.2 Naturalism** Theodore Dreiser

**2.1 Impressionism** Stephen Crane

### **UNIT – III**

**3.1 Expressionism** Eugene O'Neill, Tennessee Williams.

**3.2 Harlem Renaissance and Negritude** Langston Hughes, Countee Cullen

### **UNIT – IV**

**4.1 The Lost Generation** Ernest Hemingway, F. Scott Fitzgerald

**4.2 Existentialism** Ralph Ellison, Richard Wright

**4.3 Avant Garde Movement** E.E.Cummings

### **UNIT – V**

**5.1 Confessional Poetry** Sylvia Plath

**5.2 Feminism** Toni Morrison, Maya Angelou

**Course Outcomes:**

The learner will be able to

CO No.	Course Outcomes
CO – 1	give insights into the evolution of American literature through the ages with a focus on the literary works of the representative writers of each era.
CO – 2	Show the nexus between literature and society and their mutual impact.
CO – 3	Introduce the different schools of thoughts that shaped American literature.
CO – 4	Familiarize students with the multiculturalist nature of American literature.
CO – 5	Justify the great changes by avant grade.
CO – 6	inspired about the new literary trends and movements.

**REFERENCE BOOKS:**

1. David, Galens.. Literary Movements for Students. Gale Publishers, Michigan, 2003.
2. Sen , Krishna and Ashok Sengupta. A Short History of American Literature. Orient Blackswan Publishers, 2018.
3. Patil , Malikarjun. Studies in American Literature. Atlantic Publishers, 2018.
4. Dutta, Nandana and Pramod K Nayar. American Literature (Literary Context), New Delhi, 2016.
5. Walker, Marshall. The Literature of The United States of America. Macmillan, 1983.

**E-LEARNING RESOURCES:**

1. The Literature Network. Literary Periods, Movements and History, <https://www.online-literature.com/periods/>. Accessed 22 August 2019.
2. Skyminds. 19th Century Literary Movements: Realism and Naturalism, 9 June 2018. <https://www.skyminds.net/19th-century-realism-naturalism/>
3. Rampton, Martha. Four Waves of Feminism, Pacific University. <https://www.pacificu.edu/about/media/four-waves-feminism>. Accessed 22 August 2019.
5. Wintz D. Cary. The Harlem Renaissance: What Was It?, and Why Does It Matter?. Humanities Texas, February 2015. Accessed 22 August 2019.



S.No	Programme outcome 21FA1												Mean Value
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	
CO1	3	2	4	4	3	4	4	4	4	3	4	3	3.500
CO2	3	3	4	3	4	3	4	4	4	4	3	3	3.500
CO3	3	3	4	4	4	4	3	4	4	3	3	4	3.583
CO4	4	3	4	4	4	4	4	4	4	4	3	4	3.833
CO5	4	4	4	4	4	4	3	3	4	4	4	4	3.833
CO6	3	4	4	4	4	4	4	4	4	3	4	4	3.833

Mapping	1-20%	21-40%	41-60%	61-80%	8-100%
Scale	1	2	3	4	5
Relation	1.1-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very poor	poor	moderate	high	Very high

## VALUE EDUCATION

### OBJECTIVES

- To understand the meaning of value based education
- To learn the values of various religion
- To study and develop the values revealed in literatures

### UNIT – I

Meaning and definition of Value – Objectives of value education – distinction between value, good & right. Value education & Ethics Education.

### UNIT – II

Classification of values – sources of value – values propounded by religions like Hinduism, Buddhism – Christianity – Jainism – Islam

### UNIT – III

Values : Indian Culture – Unity in Diversity – National Integration – Secularism.  
Living values : Peace – Happiness – Respect – Honest – Love – Freedom – Responsibility – Positive thinking – Tolerance – Humility – Simplicity – Optimism.

### UNIT – IV

Role of literatures like Thirukural, Nannool in life skills – Role of Leader in Social Reforms – Raja Ram Mohan Roy – Mahatma Gandhi – Swami Vivekananda – EVR. Periyar – Mother Teresa, Abdul Kalam's Ten Points for Enlightened Citizenship – Social values : Duty – Love and compassion, Gratitude – Politeness and courtesy.

### UNIT – V

Value Crisis : Wealth without effort – Education without character – Commerce without ethics – Corruption in Society Religious Fundamentalism and terrorism.

### Text :

- Value Education, Government Arts College for Women(Autonomous), Pudukkottai.

**PART II – I YEAR**

**SEMESTER: II**

**BASIC GRAMMAR PROSE AND POETRY – II**

**CODE: 21UE2**

**HOURS: 6 CREDITS: 3**

**Objectives:**

- To make the students learn the basic Grammar
- To inspire them with Prose and Poetry

**Course Objectives:**

The learner will be able to

Co No.	Course Objectives
CO – 1	recall the Articles, Voices and Speech.
CO – 2	illustrate the prosperity of a nation.
CO – 3	appreciate different types of prose.
CO – 4	infer the values of humanity.
CO – 5	justify the central idea of the poem.
CO – 6	inspire them with prose and poetry.

**UNIT –I (Grammar)**

1.1 Articles

1.2 Voices

1.3 Direct and Indirect Speech

**UNIT –II (Prose) Autobiography**

2.1 A.P. J. Abdul Kalam: *My Early Days*

**UNIT –III (Prose) Social Etiquette**

3.1 Mark MC Cormack: *To know when to say it's none of Your Business*

**UNIT –IV (Poetry) Mystery**

4.1 George Herbert: *Pulley*

4.2 Robert Browning: *The Last Ride Together*

**UNIT –V (Poetry) Patriotism and Nature**

5.1 Rabindranath Tagore: *Where the mind is without fear*

5.2 John Keats: *La Belle Dame sans Merci*

**Course Outcomes:**

The learner will be able to

CO No.	Course Outcomes
CO – 1	recall the basic grammar.
CO – 2	bring to light the patriotism.
CO – 3	analyze different types of prose.
CO – 4	infer the values of humanity.
CO – 5	understand and appreciate poetry.
CO – 6	inspire them with prose and poetry.

**TEXT BOOK:**

1. Quirk, Randolph and Greebaurn, Sidney. “ A University ND, India, grammar of English”, Pearson Education, ND, India, 1973, fourth Impression 2009.

2. [http:// www. englishcollege.com/what-5-elements-grammar](http://www.englishcollege.com/what-5-elements-grammar).

3. <http://www.englishclub.com/grammar>

S.NO	Programme outcome 21UE2												Mean Value
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	
CO1	3	4	4	4	4	4	4	3	2	4	4	4	3.667
CO2	2	4	4	3	4	3	4	4	2	4	4	4	3.500
CO3	3	4	4	4	4	4	3	4	3	4	4	4	3.750
CO4	3	3	4	4	4	4	4	4	2	4	4	4	3.667
CO5	4	4	4	4	4	4	4	4	3	4	4	4	3.917
CO6	3	3	4	4	4	4	4	4	2	4	4	4	3.667

Mapping	1-20%	21-40%	41-60%	61-80%	8-100%
Scale	1	2	3	4	5
Relation	1.1-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very poor	poor	moderate	high	Very high

**SEMESTER: II**

## HISTORY OF ENGLISH LITERATURE

**CODE: 21UEL03**

**HOURS: 5 CREDITS: 5**

### **General Objectives:**

- To introduce Students to major writers and their works in chronological order.
- To help them understand the English thoughts, culture and history reflected in literature

### **COURSE OBJECTIVES:**

The learners will be able to

<b>CO No.</b>	<b>Course Objectives</b>
CO-1	learn the socio-political history of England through the poetry from Chaucer to romantic poets
CO-2	illustrate the poetry from Victorian poets to twentieth century poets
CO-3	analyze the development of trends in British drama
CO-4	analyze the creative writing and socio-cultural context of England through prose
CO-5	evaluate the literary, cultural, historical and political influences of novels in the literary world
CO-6	improve the students' knowledge of social and political history of England

### **UNIT-I**

1.1 Poetry-From Chaucer to Romantics

### **UNIT-II**

2.1 Poetry-From the Victorian Poets to the Twentieth century Poetry

### **UNIT-III**

3.1 Drama

### **UNIT-IV**

4.1 Prose

### **UNIT-V**

5.1 Novel

## COURSE OUTCOMES:

The Learner will be able to

CO No.	Course Outcomes
CO-1	Recall the poetry of Chaucer and other eminent poets
CO-2	Interpret the poetry of Victorian poets and twentieth century poets
CO-3	Acquire knowledge of the growth and development of British drama
CO-4	Examine the issues discussed in the text in socio-cultural context
CO-5	Assess the influence of novels in the socio-political history of England
CO-6	Develop the knowledge of history of English literature

## Books for Reference:

Nair, Ramachandra. K.R: *Essays on the History of English Literature* -Emerald Publishers 2004.

S.NO	Programme outcome 21UEL03												Mean Value
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	
CO1	4	4	4	4	4	4	4	3	2	4	4	4	3.750
CO2	4	4	4	3	4	3	4	4	2	4	4	4	3.667
CO3	4	4	4	4	4	4	3	4	2	4	4	4	3.750
CO4	3	3	4	4	4	4	4	4	2	4	4	4	3.667
CO5	4	4	4	4	4	4	4	4	2	4	4	4	3.833
CO6	3	3	4	4	4	4	4	4	2	4	4	4	3.667

Mapping	1-20%	21-40%	41-60%	61-80%	8-100%
Scale	1	2	3	4	5
Relation	1.1-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very poor	poor	moderate	high	Very high

## SEMESTER: II

### SHORT STORIES

**CODE: 21UEL04**

**HOURS: 4 CREDITS: 4**

**Objectives:**

- To expose the students to creative and imaginative writing
- To orient the students with fictional devices such as plot, characterization, dialogues, diction etc.

**COURSE OBJECTIVES:**

The learners will be able to:

CO No.	Course Objectives
CO-1	Tell the theme, setting and narrative techniques of the fictional work.
CO-2	Understand the human values through the eminent writers.
CO-3	Identify themselves with the character of the stories.
CO-4	Analyze the Psychological aspects of the short stories.
CO-5	Estimate the influence of science and technology in literary work
CO-6	Develop their of pleasure of reading

**UNIT-I**

- 1.1. Plot
- 1.2. Character
- 1.3. Setting
- 1.4. Narration
- 1.5. Suspense, Flashback.

**UNIT-II New Zealand / Canadian**

- 2.1 Katherine Mansfield - *The Fly*
- 2.2 Saul Bellow - *A Silver Dish*

**UNIT-III Indian**

- 3.1 Chaman Nahal - *The Silver Lining*
- 3.2 Mulk Raj Anand - *The Lost Child*

**UNIT-IV American / Indian**

- 4.1 Ernest Hemingway - *My Old Man.*
- 4.2 Kushwanth Singh - *The Interview*

**UNIT-V British**

- 5.1 J.G. Ballard – *Track 12*
- 5.2 H.G. Wells – *The Country of the Blind*

**COURSE OUTCOMES:**

The Learner will be able to

CO No.	Course Outcomes
CO-1	Define the theme, setting and narrative techniques of short stories and fiction.
CO-2	Summarize the human values through the short stories
CO-3	Develop their character by reading the short stories.
CO-4	Examine the Psychological defects in the short stories
CO-5	Explain the dystopian science fiction through the short stories.
CO-6	Develop their level of appreciation and imaginative level

**Reference Books:**

Abram, M.H and Harpham, Geoffery Galt .*A Glossary of Literary Terms (Eleventh Edition)* Cengage Learning, USA 2013.

Danial.T Kathleen and Safier Fanny. *Adventures in Appreciation* Harcourt College June 1985.

Fadiman , Clifton: *The World of the Short Story*. Houghton Mifflin 1986.

S.NO	Programme outcome 21UEL04												Mean Value
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	
CO1	3	2	4	4	3	4	3	3	4	3	4	4	3.417
CO2	2	4	2	3	4	3	4	4	4	4	3	3	3.333
CO3	2	3	4	4	4	4	3	4	4	3	3	4	3.500
CO4	2	3	2	4	4	4	4	4	4	4	3	3	3.417
CO5	3	3	3	3	4	4	3	3	4	4	4	4	3.500
CO6	3	4	4	4	4	3	4	4	4	3	4	4	3.750

Mapping	1-20%	21-40%	41-60%	61-80%	8-100%
Scale	1	2	3	4	5
Relation	1.1-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very poor	poor	moderate	high	Very high

**SEMESTER: II****SOCIAL HISTORY OF ENGLAND****CODE: 21UELFA2****HOURS: 5 CREDITS: 3**



**General Objective:**

To enlighten the students with the knowledge of social and political history of England.

**COURSE OBJECTIVES:**

The Learner will be able to

CO No.	Course Objectives
CO-1	Know the Renaissance, Reformation that made a great change in the socio-cultural-political-economic and religious revolution in England
CO-2	Relate the role of Elizabethan theatre, and effect of Puritanism
CO-3	Acquire Knowledge about the expansion of Colonies, Political parties
CO-4	Analyze the changes during Queen Anne and the role of Coffee House Life in London
CO-5	Evaluate how the revolutions broke and the movement of Humanitarians and the golden period of science and technology during Victorian period transformed the people
CO-6	Compile information about the society of England during various periods

**UNIT I From Darkness to Light : Rebirth**

- 1.1 The Renaissance
- 1.2 The Reformation
- 1.3 The Religion of England

**UNIT II The Golden Age in English History**

- 2.1 The Elizabethan Theatre
- 2.2 East India Company
- 2.3 Colonial Expansion

**UNIT III Radical changes in English Society**

- 3.1 Puritanism
- 3.2 The Origin and growth of Political parties in England
- 3.3 Age of Queen Anne

**UNIT IV Growth of Coffee houses and Various revolutions**

- 4.1 Coffee House Life in London
- 4.2 The Agrarian Revolution
- 4.3 The Industrial Revolution

**UNIT V Benevolence, Victorianism and World wars**

- 5.1 Other Humanitarian Movements
- 5.2 The Victorian Age
- 5.3 The World Wars and Social Security

**COURSE OUTCOMES:**

The Learner will be able to

CO No.	Course Outcomes
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CO-1	Recall and discuss the Renaissance, Reformation that made a great change in the socio-cultural- political-economic and religious revolution in England
CO-2	Demonstrate the theatrical experience and examine the effects of Puritanism
CO-3	Build facts about the expansion of Colonies, Political parties
CO-4	Examine the changes during Queen Anne and the role of Coffee House Life in London
CO-5	Evaluate the reasons for Revolutions, Humanitarian, and the growth of Science and Technology
CO-6	Create a mind map about the society of England during various periods

**PRESCRIBED TEXT:**

Xavier A.G. *Introduction to The Social History of England*. S. Viswanathan, Printers and Publishers.2007.

**BOOKS FOR REFERENCE:**Trevelyan G.M. *Social History of England*. London : The English Language Book Society and Longmans, 1962.

<https://www.youtube.com/watch?v=1bGPa1BBps0>

S.NO	Programme outcome 21UELFA2												Mean Value
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	
CO1	4	4	2	3	4	4	4	4	3	4	4	4	3.667
CO2	2	4	4	4	4	3	3	3	4	4	4	4	3.583
CO3	3	3	4	4	4	4	4	4	3	4	4	4	3.750
CO4	4	4	3	3	4	4	3	4	3	3	3	3	3.417
CO5	5	5	3	3	4	4	4	4	3	4	4	4	3.917
CO6	4	4	4	4	4	4	4	4	4	4	4	4	4.000

Mapping	1-20%	21-40%	41-60%	61-80%	8-100%
Scale	1	2	3	4	5
Relation	1.1-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very poor	poor	moderate	high	Very high

**SEMESTER: II**

**LITERARY FORMS**

**CODE: 21UELFA3**

**HOURS: 4 CREDITS: 3**

**General Objectives:**

- To introduce students to the English Literary background
- To inculcate in the beginners a proper understanding of all the literary forms and thus enable them to understand each form in isolation and in relation to other forms.

**Course Objectives:**

The Learner will be able to

<b>Co No.</b>	<b>Course Objectives</b>
Co – 1	relate the define and the types of poetry.
Co – 2	classify the types of prose.
Co – 3	acquire the knowledge about drama.
Co – 4	distinguish various types of novels.
Co – 5	explain the various literary terms.

**UNIT-1 (POETRY)**

1.1 Definitions of Poetry- Subjective and Objective Poetry

1.2 Lyric, Ode, Elegy, Sonnet, Ballad, Epic

**UNIT-II (PROSE)**

2.1 Essay

2.2 Short story

2.3 Biography

2.4 Autobiography

**UNIT-III (DRAMA)**

3.1 Tragedy

3.2 Comedy

3.3 One Act Play

3.4 Tragic-Comedy

3.5 Farce & Melodrama

3.6the Masque

**UNIT-IV (FICTION)**

4.1 Historical Novel

4.2 Picaresque Novel

4.3 Detective Novel,

4.4 Science Fiction

## UNIT-V Literary Terms

- 5.1. Allegory
- 5.2. Anachronism
- 5.3. Blank verse
- 5.4. Dramatic Irony
- 5.5. Epic Simile
- 5.6. Free verse
- 5.7. Heroic couplet
- 5.8. Pathetic Fallacy
- 5.9. Poetic Justice
- 5.10. Tragic Flaw

### Course Outcomes:

The Learner will be able to

CO No.	Course Outcomes
CO – 1	relate the define and the types of poetry.
CO – 2	classify the types of prose.
CO – 3	acquire the knowledge about drama.
CO – 4	distinguish various types of novels.
CO – 5	explain the various literary terms.

### Prescribed Text Books:

Nair, Ramachandra. K.R: *Literary Forms*-Emerald Publishers 2004.

Prasad, B. *A Background to the Study of English Literature* Macmillan publishers 2000.

S.NO	Programme outcome 21UELFA3												Mean Value
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	
CO1	4	4	4	3	4	4	3	4	3	4	4	4	3.750
CO2	4	4	4	4	4	4	3	4	4	4	4	4	3.917
CO3	3	3	4	3	4	4	4	4	3	4	4	4	3.667

CO4	4	4	4	4	4	4	4	4	4	4	4	4	4	4.000
CO5	3	4	3	3	4	4	4	4	3	4	4	4	4	3.667
CO6	4	3	4	3	4	4	3	2	4	4	2	4	4	3.417

Mapping	1-20%	21-40%	41-60%	61-80%	8-100%
Scale	1	2	3	4	5
Relation	1.1-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very poor	poor	moderate	high	Very high

**PART II – II YEAR**

**SEMESTER: III**

**WRITING SKILLS AND ONE ACT PLAYS**

**CODE: 21UE3**

**HOURS: 6 CREDITS: 3**

**Objectives:**

- To improve the Writing skills
- To make them learn One Act Plays and appreciate the techniques

**Course Objectives:**

The Learner will be able to

Co No.	Course Objectives
CO – 1	enable the students to recall letter writing skill and report writing.
CO – 2	infer the values of humanity.
CO – 3	identify the style in writing
CO – 4	analyze the structure of One Act Plays.
CO – 5	enable the students to judge of the characters
CO – 6	appreciate the techniques.

**UNIT –I Writing Skills**

- 1.1 Letter Writing
- 1.2 Report Writing

**UNIT –II Skill**

- 2.1 Kenneth Sawyer Good man: *The Game of Chess*

**UNIT –III Mystery and magic**

- 3.1 W.W. Jacobs: *Monkey's Paw*

**UNIT –IV Love**

- 4.1 Anton Chekhov: *The Bear*

**UNIT –V Value of mother**

- 5.1 J.B. Priestley: *Mother's Day*

**Course Outcomes:**

The Learner will be able to

CO No.	Course Outcomes
CO – 1	recall letter writing and report writing.
CO – 2	infer the values of humanity.
CO – 3	identify the style in writing

CO – 4	analyze the structures of One Act Plays.
CO – 5	judge of the characters.
CO – 6	appreciate the writing skills.

**Reference Books:**

Bert, Norman. *One act plays an anthology*. Meriwether/ Christian publisher LLC publishing Texas 1990

S.No	Programme outcome 21UE3												Mean Value
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	
CO1	4	2	2	4	2	4	4	4	2	4	4	4	3.333
CO2	4	2	4	4	4	4	4	4	2	4	4	2	3.500
CO3	4	4	4	4	4	4	4	4	4	4	4	4	4.000
CO4	4	4	4	4	4	4	4	4	3	4	3	4	3.833
CO5	4	4	4	4	4	4	4	4	3	4	4	4	3.917
CO6	4	4	4	4	4	4	3	4	4	4	4	4	3.917

Mapping	1-20%	21-40%	41-60%	61-80%	8-100%
Scale	1	2	3	4	5
Relation	1.1-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very poor	poor	moderate	high	Very high

**SEMESTER: III**

**POETRY- II**

**CODE: 21UEL05**

**HOURS: 6 CREDITS: 5**

**Objectives:**

- To inculcate a sense of appreciation of English Poetry in Students.
- To enable Students to assess Poetry as part of Literature

**Course Objectives:**

The Learner will be able to

Co No.	Course Objectives
CO – 1	relate poetry from a variety of cultures and historical periods.
CO – 2	explain poetry as a literary art form.
CO – 3	apply the principles of literary criticism.
CO – 4	analyze poetic works for their structure and meaning using poetic devices.
CO – 5	explain their ideas related to the poetic works.
CO – 6	develop their creativity.

**UNIT –I Romantic**

- 1.1 William Wordsworth – *Michael*
- 1.2 John Keats – *Ode on a Grecian Urn*

**UNIT –II Victorian Era**

- 2.1 Robert Browning – *My Last Duchess*
- 2.2 Alfred Tennyson – *The Lady of Shalott*

**UNIT –III Modern/ Irish**

- 3.1 William Butler Yeats – *A Prayer for my Daughter*
- 3.2 G.M. Hopkins – *The Windhover*

**UNIT –IV Modern / Imagist**

- 4.1 T.S. Eliot – *Song for Simeon*
- 4.2 W.H. Auden – *The Unknown Citizen*

**UNIT –V 20<sup>th</sup> Century**

- 5.1 Ted Hughes – *Hawk Roosting*
- 5.2 Jon Silkin – *Caring for Animals*

**Course Outcomes:**

The Learner will be able to

CO No.	Course Outcomes
CO – 1	relate poetry from a variety of cultures and historical periods.
CO – 2	explain poetry as a literary art form.
CO – 3	apply the principles of literary criticism.
CO – 4	analyze poetic works for their structure and meaning using poetic devices.



CO – 5	explain their ideas related to the poetic works.
CO – 6	develop their creativity.

**Reference Book:**

1. Hunter, Paul.J. Kelly J.Mays *The Norton Introduction to Literature Poetry*. W.W.Norton 2002.
2. <https://writers.com/literary-devices-in-poetry>
3. <https://study.com/academy/lesson/poetic-devices-definition-types-examples.html>
4. <https://www.poetryfoundation.org/learn/glossary-terms/figure-of-speech>

S.NO	Programme outcome 21UEL05												Mean Value
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	
CO1	4	4	4	4	4	4	4	4	4	4	4	4	4.000
CO2	3	3	4	4	4	4	4	4	4	4	4	4	3.833
CO3	3	3	4	4	4	4	4	4	2	4	4	4	3.667
CO4	2	3	4	3	4	4	2	4	2	4	4	4	3.333
CO5	2	3	4	4	4	4	4	4	4	4	4	4	3.750
CO6	2	3	3	4	4	4	4	4	3	4	4	4	3.583

Mapping	1-20%	21-40%	41-60%	61-80%	8-100%
Scale	1	2	3	4	5
Relation	1.1-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very poor	poor	moderate	high	Very high

## SEMESTER: III

### DRAMA

CODE: 21UEL06

HOURS: 5 CREDITS: 5

#### General Objectives:

- To introduce Students to the field of Dramatic Literature with special emphasis on societal problems and solutions.
- To enable students to understand the growth of drama down the ages.

#### Course objectives:

The Learner will be able to

Co.No.	Course Objectives
Co – 1	list out the literary devices of drama.
Co – 2	explain the theme of pride and sin, flesh and spirit through the play.
Co – 3	identify the theme of true love overcoming obstacles, rivalry and forgiveness.
Co- 4	analyze the theme of nationalism in the play.
Co – 5	determine about British theatre, the theme of alienation.
Co -6	compare and contrast the dramatic elements of the literature.

#### UNIT –I

- 1.1 One act play
- 1.2 Problem Play
- 1.3 Absurd Drama
- 1.4 Farce.
- 1.5cAnticlimax
- 1.6 Aside,
- 1.7Catharsis
- 1.8 Chorus,
- 1.9Catastrophe
- 1.10Crisis.
- 1.11Denouement
- 1.12 Characterization,

1.13 Setting

1.15Unity.

1.16Realism,

1.17 Naturalism,

1.18Expressionism.

#### UNIT –II Elizabethan

- 2.1Christopher Marlowe – *Dr. Faustus*

#### UNIT –III Restoration

- 3.1Richard Brinsley Sheridan – *The Rivals*

#### UNIT –IV Victorian

- 4.1Bernard Shaw – *St. Joan*

#### UNIT –V Modern

- 5.1 John Osborne – *Look Back in Anger.*

**Course outcomes:**

The Learner will be able to

CO No.	Course Outcomes
Co -1	recall the literary devices of drama.
Co -2	explain the theme of pride and sin, flesh and spirit through the play.
Co -3	identify the theme of true love overcoming obstacles, rivalry and forgiveness.
Co -4	analyze the theme of nationalism in the play.
Co -5	evaluate about British theatre, the theme of alienation..
Co -6	compare and contrast the dramatic elements of the literature.

**Reference Book:**

Stayn .J.L: *Dramatic Experience* Cambridge University Press1975.

S.No	Programme outcome 21UEL06												Mean Value
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	
CO1	4	2	4	3	4	4	4	3	2	2	4	4	3.333
CO2	3	4	4	3	4	4	4	3	2	2	3	4	3.333
CO3	4	4	4	4	4	4	4	4	2	2	3	4	3.583
CO4	4	4	4	4	4	4	4	4	2	2	2	4	3.500
CO5	4	4	4	4	4	4	4	4	2	2	2	4	3.500
CO6	4	4	4	4	3	4	3	4	2	2	2	4	3.333

Mapping	1-20%	21-40%	41-60%	61-80%	8-100%
Scale	1	2	3	4	5
Relation	1.1-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very poor	poor	moderate	high	Very high

**SEMESTER: III**  
**PHONETICS**

**CODE: 21UELSA1**

**HOURS: 5 CREDITS: 3**

**General Objectives:**

- To enable students to acquire a theoretical background of the sound system in English.

- To enable them to acquire pronunciation skill

**Course Objectives:**

The Learner will be able to

Co No.	Course Objectives
CO – 1	make the students list of Phonetic symbols and Components of linguistics.
CO – 2	explain the students the articulation and classification of speech sounds.
CO – 3	enable the students to make use of Phonology, Phonemes and Allophones.
CO – 4	distinguish the pure vowels and diphthongs and the consonants of English.
CO – 5	know the importance of the accent and rhythm in connected speech.
CO – 6	enable the students to develop the knowledge of phonetics.

**UNIT –I Symbols and Components of linguistics**

- 1.1 List of Phonetics Symbols
- 1.2 Language, Linguistics and Communication
- 1.3 Components of Linguistics

**UNIT –II Articulation and classification of speech sounds**

- 2.1 Phonetics: The Articulation of Speech Sounds
- 2.2 Classification of speech sounds
- 2.3 Classification and Description of Consonants

**UNIT –III Classification of Vowels**

- 3.1 Classification and Description of Vowels
- 3.2 Phonology-Phonemes and Allophones
- 3.3 The Syllable

**UNIT –IV Diphthongs and consonants**

- 4.1 The Pure Vowels and Diphthongs of English
- 4.2 The Consonants of English
- 4.3 Word-accent in English

**UNIT –V Pronunciation**

- 5.1 Accent and Rhythm in Connected Speech
- 5.2 Intonation
- 5.3 Practice in Phonetic Transcription

**Course Outcomes:**

The Learner will be able to

CO No.	Course Outcomes
CO – 1	list of Phonetic symbols and Components of linguistics.
CO – 2	explain the articulation and classification of speech sounds.
CO – 3	make use of phonology and phonemes and allophones.

CO – 4	distinguish the pure vowels, diphthongs and consonants of speech sounds in English.
CO – 5	know the importance of the accent and rhythm in connected speech.
CO – 6	develop the knowledge of phonetics.

**Text Book:**

Balasubramanian,T: *A Textbook of English Phonetics for Indian Students* (Low price edition) Macmillan Chennai (1997).

S.No	Programme outcome 21UELSA1												Mean Value
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	
CO1	4	3	3	4	4	4	3	4	3	4	4	4	3.667
CO2	4	4	4	4	3	4	4	3	4	4	4	4	3.833
CO3	4	3	3	4	4	4	4	4	3	4	4	4	3.750
CO4	3	3	4	3	4	2	4	4	4	4	4	4	3.583
CO5	3	3	4	4	4	4	4	4	3	4	4	4	3.750
CO6	3	3	4	4	4	4	4	4	3	4	4	4	3.750

Mapping	1-20%	21-40%	41-60%	61-80%	8-100%
Scale	1	2	3	4	5
Relation	1.1-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very poor	poor	moderate	high	Very high

## ENVIRONMENTAL STUDIES

### Unit: 1 Introduction and Resources

Environmental studies- Definition, scope and importance. Need for environmental awareness

Natural Resources - Renewable and non-renewable resources. Forest resources- use and over-exploitation, deforestation. Timber extraction, dams and their effects on forests and tribal people. Water resources- Use and over-utilization of surface and ground water, floods and drought

Energy resources- Growing energy needs, renewable and non renewable energy sources, use of alternate energy sources. Land resources- Land as a resources, land degradation, man induced Landslides, soil erosion and desertification - Role of an individual in conservation of natural resources.

### Unit: 2 Ecosystem

Concept of an ecosystem - Structure and function of an ecosystem - Producers, consumers and decomposers . Energy flow in the ecosystem - Food chains, food webs and ecological pyramids

Characteristic features and structure of the following ecosystem- Forest ecosystem, Grassland ecosystem, Desert ecosystem and Aquatic ecosystems [pond]

### Unit: 3 Environmental Pollution

Definition - Causes, effects and control measures of - Air Pollution - Water Pollution - Soil Pollution -Noise pollution- Radiation Pollution. Climate change, global warming, acid rain, ozone layer depletion. Role of an individual in prevention of pollution.

### Unit: 4 Biodiversity and Social Issues

Definition- Value of biodiversity - consumptive use, productive use, social, ethical, aesthetic and optional values. Threats to biodiversity- habitat loss, poaching of wildlife, man-wildlife conflicts.

Water conservation, rain water harvesting, watershed management. Resettlement and rehabilitation of people -Solid waste Management- Causes, effects and control measures of urban and industrial wastes. Disaster management- floods, earthquake, cyclone and landslides.

### Unit: 5 Human Population and the Environment

Population growth- Population explosion -Family Welfare Programmes - Women and Child Welfare.

Environment and human health ,Human Rights - Value Education .Role of Information Technology in Environment and human health

### Text Book

Arumugam.N and Kumaresan .N Environmental Studies Saras Publication.

**SEMESTER: IV**

**WRITING SKILLS AND SHORT STORIES**

**CODE: 21UE4**

**HOURS: 6 CREDITS: 3**

**General Objectives:**

- To make the students learn the skills of interviewing and resume writing
- To get them acquainted with the short stories and learn the value it imparts

**Course Objectives:**

The Learner will be able to

<b>Co No.</b>	<b>Course Objectives</b>
CO – 1	enable the students to recall interview skill and resume writing.
CO – 2	infer the values of humanity.
CO – 3	identify the style in writing
CO – 4	analyze the structure of short stories
CO – 5	enable the students to judge of the characters
CO – 6	Create more short stories using skills taught

**UNIT –I (Language Study & Communication)**

- 1.1 Interviewing
- 1.2 Resume Writing
- 1.3 Paragraph Writing

**UNIT –II Writing skills**

- 2.1 Master of Ceremony Preparation
- 2.2 Story Writing
- 2.3 2.3Vote of Thanks

**UNIT –III America/Canada**

- 3.1 Ernest Miller Hemingway: *A Day's wait*
- 3.2 Stephen Leacock : *The Conjuror's Revenge*

**UNIT –IV Irish/American**

- 4.1 Oscar Wilde: *The Selfish Giant*
- 4.2 O. Henry : *After Twenty Years*

**UNIT –V French / Indian**

- 5.1 Guy de Maupassant: *The Necklace*
- 5.2 Kushwant Singh : *Karma*

**Course Outcomes:**

The Learner will be able to

CO No.	Course Outcomes
CO – 1	recall interview skills and resume writing.
CO – 2	infer the values of humanity.
CO – 3	identify the style in writing
CO – 4	analyze the structures of short stories.
CO – 5	judge of the characters.
CO – 6	Produce the short stories on their own.

**TEXT BOOK:**

1. Quirk, Randolph and Greenbaum, Sidney. *A University grammar of English*, Pearson Education, ND, India, 1973, fourth Impression 2009.

2. <http://www.englishcollege.com/what-5-elements-grammar>.

3. <http://www.englishclub.com/grammar>

S.No	Programme outcome 21UE4												Mean Value
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	
CO1	3	3	2	4	2	4	4	4	4	4	4	4	3.500
CO2	4	4	4	4	2	4	4	4	2	4	4	4	3.667
CO3	4	4	4	4	4	4	4	4	3	4	4	4	3.917
CO4	4	4	4	4	4	4	4	4	4	4	4	4	4.000
CO5	4	4	4	3	4	4	4	4	4	4	3	4	3.833
CO6	3	3	4	4	4	4	4	4	4	4	4	4	3.833

Mapping	1-20%	21-40%	41-60%	61-80%	8-100%
Scale	1	2	3	4	5
Relation	1.1-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very poor	poor	moderate	high	Very high

**SEMESTER: IV**

**NEW LITERATURE**



**CODE: 21UEL07**

**HOURS: 4 CREDITS: 4**

**General Objectives:**

- To acquaint students with the literatures other than British and American.
- To make Students empathize with the Post-Colonial stance

**COURSE OBJECTIVES:**

The learner will be able to

<b>CO No.</b>	<b>Course Objectives</b>
CO-1	Relate the writers of various regions
CO-2	Compare and contrast the various customs, habits, culture, language, socio-economic and political context of different countries.
CO-3	Identify the key writers and their style of writing
CO-4	Analyse various elements of the genres chosen for study
CO-5	Appraise the literary trends in various cultures
CO-6	Create an imaginary world of literature through the critical interpretation

**UNIT I (Poetry)**

- 1.1 Md.Haji.Salleh – *Blood*
- 1.2 Roy Cambell – *Poets in Africa*
- 1.3 A.D.Hope - *Australia*

**UNIT II (Prose)**

- 2.1 Pico Iyer – *Why we Travel*

**UNIT III (Drama)**

- 3.1 Sharon Pollock – *Blood Relations*

**UNIT IV (Short Stories)**

- 4.1 Nadine Gordimer – *Ultimate Safari*
- Henry Lawson – *The Drover's Wife*

**UNIT V (Fiction)**

- 5.1 Anita Nair – *The Ladies Coupe*

**COURSE OUTCOMES:**

The learner will be able to

<b>CO No.</b>	<b>Course Outcomes</b>
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CO-1	Relate the various writers of different regions
CO-2	Classify the various customs, habits, culture, language, socio-economical and political contexts of the writers
CO-3	Organize the writers under various categories
CO-4	Analyze and examine the various elements of the genres chosen for study
CO-5	Evaluate the literary trends in various literatures
CO-6	Construct an imaginary world of literature through the critical interpretations

**Reference Books:**

1. Srivastava, K. Avadhesh : *Alien Voice – Perspectives of Commonwealth literature*. Lucknow print House 1981.
2. Narasimhaiah, C.D: *An Anthology of Commonwealth poetry*. Laxmi publication 2014.

S.NO	Programme outcome 21UEL07												Mean Value
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	
CO1	4	2	4	3	4	4	4	3	3	4	4	4	3.583
CO2	3	4	4	3	4	4	4	3	3	4	3	4	3.583
CO3	4	4	4	4	4	4	4	4	3	4	3	4	3.833
CO4	4	4	4	4	4	4	4	4	3	4	2	4	3.750
CO5	4	4	4	4	4	4	4	4	3	4	2	4	3.750
CO6	4	4	4	4	3	4	3	4	3	4	2	4	3.583

Mapping	1-20%	21-40%	41-60%	61-80%	8-100%
Scale	1	2	3	4	5
Relation	1.1-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very poor	poor	moderate	high	Very high

**SEMESTER: IV**

**CHILDREN'S LITERATURE**

**CODE: 21UEL08**

**HOURS: 3 CREDIT: 3**

**General Objective:**

- To inculcate the students the values through fairy tales and stories retold.

**COURSE OBJECTIVES:**

The Learners will be able to

CO No.	Course Objectives
CO-1	Relate the knowledge of international and inter cultural issues, trends through Children literature.
CO-2	Demonstrate their positive attitude towards literary experiences.
CO-3	Develop their interest in fantasy stories.
CO-4	Analyze multiple perspectives and empathy while promoting their Cognitive, social, emotional, language and aesthetic development.
CO-5	Evaluate the influence of magical adventures in literary work.
CO-6	Build their reading competencies in Children's Literature

**UNIT – I Child-play**

1.1 Roald Dahl - *Matilda*

**UNIT – II Fantasy**

2.1 *Thumbelina*

2.2 *The Emperor's New Clothes*

2.3 *The Ugly Duckling*

**UNIT – III Wise stories from India**

3.1 Akbar and Beerbal –The Emperors value

3.2 Tenali Raman –In Delhi Durbar

3.3 Vikram Betal – The Blind Judges

**UNIT – IV Dreamworld**

4.1 Lewis Carol: *Alice Adventures in Wonderland*

**UNIT – V Adventure**

5.1 *Harry Potter and the Prisoner of Azkaban*

**COURSE OUTCOMES:**

The Learner will be able to

<b>CO No.</b>	<b>Course Outcomes</b>
CO-1	Recall international and inter cultural issues, trends through Children's literature. .
CO-2	Compare and contrast the positive and negative attitudes through the Shakespeare plays.
CO-3	Make use of the whole learning integrating Fairy tale stories.
CO-4	Analyze the thinking dispositions and habits of mind to take advantage on Children's Literature.
CO-5	Explain the connection of magical theory and practice.
CO-6	Develop values through fairy tales and the stories retold.

**Reference Books:**

1. Hans Andersen's Fairy Tales
2. <https://youtube/MH860D5D> tek

s.no	Programme outcome 21UEL08									
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	4	4	4	3	4	4	4	3	2	4
CO2	3	4	4	3	4	4	4	3	4	4
CO3	4	4	4	4	4	4	4	4	4	4
CO4	4	4	4	4	4	4	4	4	3	4
CO5	4	4	4	4	4	4	4	4	4	4
CO6	4	4	4	4	3	4	3	4	3	4

Mapping	1-20%	21-40%	41-60%	61-80%	8-100%
Scale	1	2	3	4	5
Relation	1.1-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very poor	poor	moderate	high	Very high

### SEMESTER: IV

### INDIAN AND EUROPEAN CLASSICS IN TRANSLATION

**CODE: 21UELSA2**

**HOURS: 5 CREDITS: 3**

#### General Objective:

- To provide the students with the knowledge on translated classics and the perspectives of World classics

#### COURSE OBJECTIVES:

The learners will be able to:

CO No.	Course Objectives
CO-1	Recall the historical background of Indian and European classical literature.
CO-2	Understand the importance of devotion and dedication in human life.
CO-3	Make use of poetry from other cultural languages.

CO-4	Examine the evolution of writer's thought.
CO-5	Evaluate the moral thoughts presented in the novel.
CO-6	Develop their perception of world classics.

**UNIT –I (Poem - Philosophy)**

1.1 G.U. Pope – *Thirukkural*

1.2 Possession of self-restraint; Not being Angry; Gratitude

1.3 Kahlil Gibran – *Love, Work*

**UNIT –II (Prose – Epic)**

2.1 Rajagopalachari – *The Mahabharata* (1<sup>st</sup> 25 Chapters)

**UNIT –III (Poem – Philosophy)**

- 3.1 Bharathidasan poems
  - 3.1.1. *Beauty*
  - 3.1.2. *The Skylark*
  - 3.1.3. *The Awakened Women.*
  - 3.1. 4. *The World Unity*
  - 3.1.5. *Word and Deed*

**UNIT –IV (Drama - Tragi comedy)**

- 4.1 Ibsen – *The Wild Duck*

**UNIT –V (Novel- Realization of Self)**

- 5.1 Herman Hesse – *Siddhartha.*

**COURSE OUTCOMES:**

The Learner will be able to

CO No.	Course Outcomes
CO-1	Define historical background of Indian and European classical literature.
CO-2	Explain the importance of devotion and dedication in human life.
CO-3	Develop the appreciation of Poetry in other classical languages.
CO-4	Analyze the human experiences.
CO-5	Examine the wisdom of indirection.
CO-6	Improve their knowledge on the world classics.

**Reference Book:**

Ramalingam, M: *Selected Poems of Bharathidasan* , Bharathidasan University 1991.  
 Rajagopalachari,C: *Mahabharatha*, Bharathiya Vidhya Bhavan 1951.

s.no	Programme outcome 21UELSA2									
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	4	4	4	3	4	4	4	3	2	4
CO2	3	4	4	3	4	4	4	3	2	4
CO3	4	4	4	4	4	4	4	4	2	4
CO4	4	4	4	4	4	4	4	4	2	4
CO5	4	4	4	4	4	4	4	4	2	4
CO6	4	4	4	4	3	4	3	4	2	4

Mapping	1-20%	21-40%	41-60%	61-80%	8-100%
Scale	1	2	3	4	5
Relation	1.1-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very poor	poor	moderate	high	Very high

**SEMESTER: IV**  
**COMPARATIVE LITERATURE**

**CODE: 21UELSA3**

**HOURS: 4 CREDITS:3**

**General Objectives:**

- To expose the students to the theory of Comparative Literature.
- To appreciate the literature of other languages

**COURSE OBJECTIVES:**

The Learner will be able to

CO No.	Course Objectives
CO-1	find the scope of Comparative Literature and various literatures
CO-2	compare different schools of literature



CO-3	identify the concepts such as influence and imitation, periodization and other movements
CO-4	analyze the elements of genre studies and thematology
CO-5	evaluate the relation between literature and society, and literature and other arts
CO-6	create the students in the field of comparative literature

**UNIT –I Introduction**

- 1.1 Definition and Scope-National literature,
- 1.2 Comparative Literature,
- 1.3 General Literature –
- 1.4 World Literature

**UNIT –II Other Schools**

- 2.1 The French and American Schools of Comparative Literature

### **UNIT –III Various Influences**

3.1 Influence and Imitation- Periodization-Epoch,

3.2 School

3.3 Movement

### **UNIT –IV Thematology**

4.1 Genre studies-Thematology

### **UNIT –V Impact of Literature in Society**

#### **5.1 Literature and Society, Literature and Other Arts**

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#### **Course Outcomes:**

The Learner will be able to

<b>CO No.</b>	<b>Course Outcomes</b>
CO-1	Define the national literature and literary tradition within the context of literature
CO-2	Compare and appreciate literary texts from different schools
CO-3	Apply the concepts of influence and imitation and other elements of comparative literature
CO-4	Distinguish major components of comparative literature such as genre studies and thematology
CO-5	Interpret the influence of literature in society and other arts
CO-6	Develop interest in comparative literature

#### **Reference Books:**

Weisstein , Ulrich: *Comparative Literature and Literary Theory*. Indiana University Press, 1974.

Wellek, Rene and Warren, Austin *Theory of Literature*. Harcourt, Brace and World 1956.

Praver .S, *Comparative Literature*. Gerald Duckworth& Co 1977.

s.no	Programme outcome 21UELSA3									
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	4	4	4	3	4	4	4	3	1	4
CO2	3	4	4	3	4	4	4	3	1	4
CO3	4	4	4	4	4	4	4	4	1	4
CO4	4	4	4	4	4	4	4	4	1	4
CO5	4	4	4	4	4	4	4	4	1	4
CO6	4	4	4	4	3	4	3	4	1	4

Mapping	1-20%	21-40%	41-60%	61-80%	8-100%
Scale	1	2	3	4	5
Relation	1.1-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very poor	poor	moderate	high	Very high

#### SEMESTER: IV

#### **DEVELOPING READING SKILLS**

**CODE: 21UELSE1**

**HOURS: 2 CREDITS: 2**

#### **General Objectives**

- To improve the Reading Skill of the students
- To inculcate the reading skills using comprehension passages

#### **Course Objectives:**

The Learner will be able to

<b>Co No.</b>	<b>Course Objectives</b>
CO – 1	enable the students to define the process and nature of reading.
CO – 2	explain the students the theories and importance of reading.
CO – 3	make the students identity the influence of L1 on L2.
CO – 4	motivate the importance of reading.
CO – 5	deduct the strategies of reading and improve their LSRW skills.
CO – 6	improve their reading skills.

### **UNIT – I Introduction**

- 1.1 Introduction to Reading- Definition of Reading
- 1.2 Reading- A Twofold process

### 1.3 Nature of Reading

#### **UNIT – II Reading**

- 2.1 Kinds of Reading
- 2.2 Purpose of Reading;Theories of Reading
- 2.3 Importance of Reading

#### **UNIT – III Studies of L1, L2**

- 3.1 Studies on L2 Reading
- 3.2 Influence of L1on L2;L1 factors that influence Reading in L2\_Language
- 3.3 Proficiency in L1

#### **UNIT – IV Reading Skills**

- 4.1 Reading Efficiency
- 4.2 Developing Efficient Reading Rate
- 4.3 Factors that improve Reading Efficiency
- 4.4 4.4Barriers to Reading
- 4.5Reading skills & Strategies

#### **UNIT – V Reading strategies**

- 5.1 Definition of Reading Strategies-
- 5.2 Kinds of Reading Strategies
- 5.3 Reading essential to improve Writing,
- 5.4 Listening& Speaking Skills
- 5.5 Comprehension passages-answering questions and preparing questions

#### **Course Objectives:**

The Learner will be able to

<b>Co No.</b>	<b>Course Objectives</b>
CO – 1	enable the students to define the process and nature of reading.
CO – 2	explain the students the theories and importance of reading.
CO – 3	make the students identity the influence of L1 on L2.
CO – 4	motivate the importance of reading.
CO – 5	deduct the strategies of reading and improve their LSRW skills.
CO – 6	improve their reading skills.

#### **Reference Books:**

Acebersold J.A & Field M.L: *From Reading to Reading Teacher* .Cambridge University press 2003.

Neil ,Anderson, *Exploring second language reading: Issues and Strategies*,1991.

Gerald , Duffy, *Developing Reading Habit*, 1967.

Nuttal ,C, *Teaching Reading Skills in Foreign Languages*, 1996.

s.no	Programme outcome 21USE1									
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	4	4	4	4	4	4	4	4	3	4
CO2	4	4	4	3	4	4	4	4	2	4
CO3	4	3	4	4	4	4	4	4	2	4
CO4	4	4	3	4	4	4	4	4	2	4
CO5	3	4	3	4	4	4	4	4	3	4
CO6	4	4	4	4	4	4	4	4	3	4

Mapping	1-20%	21-40%	41-60%	61-80%	8-100%
Scale	1	2	3	4	5
Relation	1.1-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very poor	poor	moderate	high	Very high

**SEMESTER: V**

**SHAKESPEARE**

**CODE: 21UEL09**

**HOURS: 5 CREDITS: 5**

**General Objectives:**

- To introduce the students to the Plays and Sonnets of Shakespeare.
- To develop an interest among them for Shakespeare.

**Course Objectives:**

The Learner will be able to

Co No.	Course Objectives
Co – 1	tell the students about the plays and sonnets of Shakespeare.
Co – 2	explain the features of Shakespeare’s comedy.
Co – 3	acquire the knowledge of historical facts of Shakespeare



Co – 4	analyze the tragic elements of the play
Co – 5	appraise the validity of sonnets
Co – 6	create the awareness of writing a play.

### **UNIT-I: General Shakespeare**

- 1.1 Shakespeare's Theatre and Audience
- 1.2 Shakespeare's Fool's and Clowns
- 1.3 Shakespeare's Sonnets
- 1.4 Shakespeare's Women Characters
- 1.5 Shakespeare's Supernatural Elements/ women

### **UNIT-II: Comedy**

- 2.1 *The Merchant of Venice*

### **UNIT-III: History**

- 3.1 *Henry IV Part-I*

### **UNIT-IV: Tragedy**

- 4.1 *Macbeth*

### **UNIT-V: Sonnets**

- 5.1 a) VIII. (8) b.) XXIV. (24) c) XXXV. (35)  
d) XL. (40). e) LVI. (56)

### **Course Outcomes:**

The Learner will be able to

<b>CO No.</b>	<b>Course Outcomes</b>
CO – 1	about the plays and sonnets of Shakespeare.
CO – 2	the features of Shakespeare's comedy.
CO – 3	the knowledge of historical facts of Shakespeare
CO – 4	the tragic elements of the play.
CO – 5	the validity of sonnets.
CO – 6	create the awareness of writing a play.

### **Reference Book:**

Johnson. *Complete Works of Shakespeare: Volume I*, The Classic Publishing Co., Newyork1903.

s.no	Programme outcome 21UEL09									
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	4	4	4	4	4	4	4	4	1	4
CO2	3	3	4	4	4	4	4	4	1	4
CO3	3	3	4	4	4	4	4	4	2	4
CO4	3	3	4	3	4	4	2	4	2	4
CO5	3	3	4	4	4	4	4	4	4	4
CO6	3	3	3	4	4	4	4	4	3	4

Mapping	1-20%	21-40%	41-60%	61-80%	8-100%
Scale	1	2	3	4	5
Relation	1.1-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very poor	poor	moderate	high	Very high

**SEMESTER: V**

**ENGLISH LANGUAGE TEACHING**

**CODE: 21UEL10**

**HOURS: 5 CREDITS: 5**

**General Objectives:**

- To train the Students in Language and Language skills required for teaching English
- To recognize the methods in English Language Teaching

**Course Objectives:**

The Learner will be able to

<b>Co No.</b>	<b>Course Objectives</b>
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Co – 1	make the students list the background, problems and prospects of ELT.
Co – 2	enable the students illustrate the importance of ELT.
Co – 3	utilize various aids for lesson plan.

Co – 4	enable the students to analyze certain approaches and return in ELT.
Co – 5	elaborate various methods of ELT.

### **UNIT-I Background of ELT**

- 1.1 A brief History of English Language Teaching
- 1.2 The Place of English in India
- 1.3 The Problems and Prospects for the Teachers of English.

### **UNIT -II Significance**

- 2.1 Importance of ELT

### **UNIT-III Utility of Aids**

- 3.1 Planning the Lesson and Use of Aids

### **UNIT -IV Methods in ELT**

- 4.1 Objectives of Teaching English
- 4.2 Characteristics of Good Text Books
- 4.3 Methods and Approaches

### **UNIT -V Approaches of ELT**

- 5.1 Task based Language Learning
- 5.2 The Post Methods Era
- 5.3 Natural Approaches

### **Course Outcomes:**

The Learner will be able to

<b>CO No.</b>	<b>Course Outcomes</b>
CO – 1	list the background, problems and prospects of ELT.
CO – 2	illustrate the importance of ELT.
CO – 3	utilize the various aids for preparing and teaching lessons.
CO – 4	analyze certain approaches and methods in ELT.
CO – 5	elaborate various methods of ELT.

### **Reference Book:**

Richards, Jack. C & Rodgers. S, Theodore: *Approaches and Methods in Language Teaching* (Second Edition). Cambridge Language Teaching Library.  
 Baruah : *English Teachers Handbook*

s.no	Programme outcome 21UEL10									
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	4	2	2	4	4	4	4	4	3	4
CO2	4	4	4	4	4	4	4	4	3	4
CO3	4	4	4	4	4	4	3	4	3	4
CO4	4	4	4	4	4	4	4	4	3	4
CO5	4	4	4	4	4	4	4	4	3	4
CO6	4	4	4	4	4	4	4	4	3	4

Mapping	1-20%	21-40%	41-60%	61-80%	8-100%
Scale	1	2	3	4	5
Relation	1.1-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very poor	poor	moderate	high	Very high

**SEMESTER: V**

## INDIAN WRITING IN ENGLISH

**Code: 21UEL11**

**Hours: 4 Credit: 4**

**General Objectives:**

- To introduce students to the Indian writers who have written in English.
- To familiarize the students with the ethos of India.

**Course Objectives:**

The Learner will be able to

Co No.	Course Objectives
Co – 1	recall the various features of poetry.
Co – 2	demonstrate the patriotism and Indian culture.
Co – 3	construct the drama features and theoretical skills.

Co – 4	discover the motifs and causes of fiction.
Co – 5	assess the characters in short stories and create an interest to be an Indian writing in English.

### UNIT-I: Poetry

- 1.1 Toru Dutt - *Sita*  
 1.2 A.K.Ramanujan - *Obituary*  
 1.3 Jayanta Mahapatra - *Grass*  
 1.4 Pritish Nandy - *Calcutta! You must exile me*

### UNIT-II: Prose

- 2.1 Dr. S. Radhakrishnan - *Indian Women*  
 2.2 A.P.J.Abdul Kalam - *Patriotism beyond Politics and Religion*

### UNIT-III: Short Story

- 3.1 R. K. Narayan - *An Astrologer's Day*  
 3.2 Prem Chand - *A Lesson in the Holy Life*

### UNIT-IV: Drama

- 4.1 Mahesh Dattani - *Where there is a will*

### UNIT-V: Fiction

- 5.1 Amitav Ghosh - *The Calcutta Chromosomes*

### Course Outcomes:

The Learner will be able to

CO No.	Course Outcomes
CO – 1	recall the various features of poetry.
CO – 2	demonstrate the patriotism and Indian culture.
CO – 3	construct the drama features and theoretical skills.
CO – 4	discover the motifs and causes of fiction.
CO – 5	assess the characters in short stories and create an interest to be an Indian.



**Reference Books:**

Iyyangar, Srinivasa . *Indian Writing in English* : Sterling Publications, Updated Edition 2019.  
 Agarval, K.A. *Indian Writing in English: A Critical Study*: Atlantic Publisher 2021.

s.no	Programme outcome 21UEL11									
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	4	4	4	4	4	4	4	4	4	4
CO2	2	4	4	4	4	4	4	4	4	4
CO3	4	4	4	4	4	4	4	4	4	4
CO4	4	4	4	4	4	4	4	4	4	4
CO5	3	4	4	4	4	4	4	4	4	4
CO6	3	4	4	4	4	4	4	4	4	4

Mapping	1-20%	21-40%	41-60%	61-80%	8-100%
Scale	1	2	3	4	5
Relation	1.1-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very poor	poor	moderate	high	Very high

**SEMESTER: V**

## SUBALTERN WRITINGS OF INDIA

Code: 21UEL12

Hours: 5 Credit: 4

### General Objectives:

- To introduce students to the Indian writers who have written in English.
- To familiarize the students with the ethos of India.

### Course Objectives:

The Learner will be able to

Co No.	Course Objectives
Co – 1	Introduce the distinctness of subaltern and dominant sections of the people
Co – 2	Sensitize students to the predicament of the ‘others’

Co – 3	Highlight the traits, customs, culture and ideologies of the subalterns and the tribal communities.
Co – 4	Show the impact of gender roles in a patriarchal society
Co – 5	assess the characters in short stories and create an interest to be an Subaltern writing in English.

### **UNIT I Caste**

1.1 Theory: Partha Chatterjee “Caste and Subaltern Consciousness” (Subaltern Studies VI, 169-209)

Text: Omprakash Valmiki Joothan

### **UNIT II Wisdom**

2.1 Theory: G.N. Devy “Wealth of Wisdom”, The Hindu, Lit Review, Aug 3, 2008

Text: Narayan Kocharethi

### **UNIT III Transgender Rights**

3.1 Theory: Manoj K “Transgender Rights in India”, IAS Study material, 2015

Text: Living Smile Vidya I Am Vidya: A Transgender’s Journey (Autobiography)

### **UNIT IV Feminism**

4.1 Theory: Radha Kumar “The Contemporary Feminist Movement” in The History of Doing pp 96-115

Text: Roshan G. Sahani “Her Infinite Variety” from Janani: Mothers, Daughters Motherhood. Ed by Rinki Bhattachary

### **UNIT V : Visual media**

5.1 Two Indian documentary films on the differently abled will be viewed and presented as assignments

Walcott, Derek. Remembrance & Pantomime: Two Plays. New York: Farrar, Straus, and Giroux, 1980. Print

### **Course Outcomes:**

The Learner will be able to

CO No.	Course Outcomes
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CO – 1	Compare the concepts of caste, class and marginalization
CO – 2	. Analyse and evaluate the environmental, social, cultural, economical and legal aspects of the marginalised
CO – 3	Discuss the works theoretically in the process of interconnecting cultural concepts and culture of the inclusive
CO – 4	. Address the rights of the marginalized.
CO – 5	prioritize and modify life skills.
CO – 6	estimate and explain the communication skill.

### **RECOMMENDED TEXTBOOKS:**

1. Narayan Kocharethi
2. Roshan G. Sahani Her Infinite Variety, from Janani: Mothers, Daughters Motherhood
3. Valmiki, Omprakash. "Joothan: A Dalit's Life"

### **REFERENCE BOOKS:**

1. Ranjit Guha (Ed.) Writings on South Asian History and Society, Subaltern Studies, Volume I-VI, Oxford University Press .
2. Partha Chatterjee and Gyanendra Pandey (Ed.), 1992 Writings on South Asian History and Society, Subaltern Studies, Volume VII Oxford University Press
3. David Arnold and David Hardiman (Ed.), 1994 Essays in honour of Ranajit Guha, Subaltern Studies, Volume VIII Oxford University Press
4. Shahid Amin and Dipesh Chakarabarty (Ed.) 1996 Writings on South Asian History and Society, Subaltern Studies, Volume IX Oxford University Press
5. Gautam Bhadra, Gyan Prakash and Susie Tharu (Eds) 1999 Writings on South Asian History and Society, Subaltern Studies, Volume X Oxford University Press

### **JOURNALS:**

1. International Journal of English Language, Literature and Humanities Volume

IV Issue XII December .2016 – Om Prakash Valmiki’s Joothan: Portrayal of a

Dalit’s Life Traumatic Experience

2. International Journal of Postcolonial Studies Volume 13, 2011 - Issue 1:

Between Subalternity and Indigeneity

**E-LEARNING RESOURCES:**

1. [https://www.sas.upenn.edu/~dludden/ReadingSS\\_INTRO.pdf](https://www.sas.upenn.edu/~dludden/ReadingSS_INTRO.pdf) A Brief History of

Subalternity by David Ludden

2. <https://academic.oup.com/ct/article-abstract/20/4/363/4085656> Dialog Theory in

Marginalized Settings: A Subaltern Studies Approach by Mohan Dutta, Mahuya Pa

s.no	Programme outcome 21UEL12									
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	4	4	4	4	4	4	4	4	4	4
CO2	2	4	4	4	4	4	4	4	4	4
CO3	4	4	4	4	4	4	4	4	4	4
CO4	4	4	4	4	4	4	4	4	4	4
CO5	3	4	4	4	4	4	4	4	4	4
CO6	3	4	4	4	4	4	4	4	4	4

Mapping	1-20%	21-40%	41-60%	61-80%	8-100%
Scale	1	2	3	4	5
Relation	1.1-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very poor	poor	moderate	high	Very high

**SEMESTER: V**  
**COMMUNICATION AND LIFE SKILLS**

**CODE: 21UELME1**

**HOURS: 4 CREDITS: 4**

**General Objectives:**

- To introduce Life skills, Communicative and Personality Skills to the students
- To make them read motivational writings and get inspired

**Course Objectives:**

The Learner will be able to

Co No.	Course Objectives
Co – 1	enable the students to list life skills and Personality skills.
Co – 2	make the students outline Communication Skills verbal and non verbal skills.
Co – 3	enable the students develop creative and critical thinking.
Co – 4	encourage the students to distinguish assertiveness, equanimity, self-awareness and resilience.
Co – 5	enable the students to prioritize and modify time management organizational skills.
Co – 6	enable the students to estimate communication skill.

**UNIT – I Life Skills**

- 1.1 Introduction to Life Skills
- 1.2 Personality Development

**UNIT – II Communication**

- 2.1 Communication Skills
- 2.2 Verbal and Non verbal

**UNIT – III Thinking skills**

- 3.1 Creative Thinking
- 3.2 Critical Thinking
- 3.3 Emotional Intelligence

**UNIT – IV Softskills**

- 4.1 Assertiveness and Equanimity
- 4.2 Resilience and Self awareness

**UNIT – V Managerial skills**

- 5.1 Time Management
- 5.2 Organizational skills

**Course Outcomes:**

The Learner will be able to

CO No.	Course Outcomes
CO – 1	list life skills and Personality skill.
CO – 2	outline communication skills, verbal and nonverbal skills.
CO – 3	learn to apply creative thinking and critical thinking.
CO – 4	assertive and resilience skills.
CO – 5	prioritize and modify life skills.
CO – 6	estimate and explain the communication skill.

**Reference Books:**

McGrath , Rev . *Basic Managerial Skills for All* –PHL Learning Private Limited Ninth Edition 2011.

Mohan, Krishna & Banerji, Meena. *Developing Communication Skills* Macmillan India Ltd.,2000

Goleman, Daniel. *Emotional Quotient* Bantam Books 1995 .

Benjamin, Abraham & Abraham ,Anita. *Practical Communication and Communicative English* – LSRW 2000.

S.No	Programme outcome 21UELME1												Mean Value
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	
CO1	4	4	4	4	4	4	4	4	3	4	4	4	3.917
CO2	4	4	4	4	4	4	4	4	3	4	4	4	3.917
CO3	4	4	4	4	4	4	4	4	3	4	4	4	3.917
CO4	4	4	4	4	4	4	4	4	3	4	4	4	3.917
CO5	4	4	4	4	4	4	4	4	3	4	4	4	3.917
CO6	4	4	4	4	4	4	4	4	3	4	4	4	3.917

Mapping	1-20%	21-40%	41-60%	61-80%	8-100%
Scale	1	2	3	4	5
Relation	1.1-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very poor	poor	moderate	high	Very high

**SEMESTER: V**

**INTRODUCTION TO TRANSLATION STUDIES**

**CODE: 21UEELSE2**

**HOURS: 2 CREDITS: 2**

**General Objectives**

- To enable the students to appreciate the importance of translation in a multilingual country like India, and familiarize them with the theories of translation and the current practices.

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**Course Objectives:**

The Learner will be able to

<b>Co No.</b>	<b>Course Objectives</b>
CO – 1	enable the students to define the process of translation.
CO – 2	explain the students the theories and importance of translation and transliteration.
CO – 3	make the students identity the types of Translation
CO – 4	motivate them to know the importance of variety of meanings
CO – 5	deduct the strategies of reading and improve their skills in transference and transcription.
CO – 6	improve their skills to analyze the problems and to create or recreate new methods to overcome the barriers.

**Unit I Definition**

Translation: An art and science – Translation and Transliteration

**Unit II Types**

Types of Translation – Literal and Free, Total and Restricted

**Unit III Meanings**

Meaning – Linguistic meaning, Denotative meaning, Connotative meaning Correspondence and Equivalences, Formal Correspondence, Dynamic Equivalence, Linguistic, Textual, and Cultural Equivalences

**Unit IV Division**

Transference and Transcription

**Unit V Problems**

Problems of Translation: Linguistic and Cultural Distance Translation of Literary, Religious, and Scientific Texts



**Text Book:**

1. Catford, J.C. *A Linguistic Theory of Translation*. Delhi: OUP, 2000.
2. Nida, Eugene. *Towards a Science of Translating*. Leiden: Brill, 1964.

**Course Outcomes:**

The Learner will be able to

CO No.	Course Outcomes
CO-1	Define the process of translation.
CO-2	Compare and appreciate the theories and importance of translation and transliteration.
CO-3	Apply the concepts to identify the types of Translation
CO-4	Distinguish major components of variety of meanings
CO-5	Interpret the transference and transcription.
CO-6	Develop interest to analyze the problems and to create or recreate new methods to overcome the barriers

**Reference Book:**

Bassnett, Susan. *Translation Studies*. London: Routledge, 2002

S.No	Programme outcome 21USE2												Mean Value
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	
CO1	4	4	4	4	4	4	4	4	1	4	4	4	3.750
CO2	3	4	4	4	4	4	4	4	1	4	4	4	3.667
CO3	4	4	4	4	4	4	4	4	1	4	4	4	3.750
CO4	4	4	4	4	4	4	4	4	1	4	4	4	3.750
CO5	2	4	4	4	4	4	4	4	1	4	4	4	3.583
CO6	4	4	4	4	4	4	4	4	1	4	4	4	3.750

Mapping	1-20%	21-40%	41-60%	61-80%	8-100%
Scale	1	2	3	4	5
Relation	1.1-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very poor	poor	moderate	high	Very high

SUBJECT CODE : 21USE2

BHARATHIDASAN UNIVERSITY, TIRUCHI  
UNDER GRADUATE DEGREE PROGRAMMES  
SOFT SKILLS DEVELOPMENT

Credit 2 hour: 2

**Learning Objective**

Today's world is all about relationship, communication and presenting oneself, one's ideas and the company in the most positive and impactful way. This course intends to enable students to achieve excellence in both personal and professional life.

**Unit I**

Know Thyself/ Understanding Self

Introduction to Soft skills-Self discovery-Developing positive attitude-Improving perceptions-Forming values

**Unit II**

Interpersonal Skills/ Understanding Others

Developing interpersonal relationship-Team building-group dynamics-Net working-Improved work relationship

**Unit III**

Communication Skills / Communication with others

Art of listening-Art of reading-Art of speaking-Art of writing-Art of writing e-mails-e-mail etiquette

**Unit IV**

Corporate Skills / Working with Others

Developing body language-Practising etiquette and mannerism-Time management-Stress management

**Unit V**

Selling Self / Job Hunting

Writing resume/cv-interview skills-Group discussion- Mock interview-Mock GD - Goal setting - Career planning

**TEXT BOOKS:**

Meena.K and V.Ayothi (2013) A Book on Development of Soft Skills (Soft Skills : A Road Map to Success), P.R. Publishers & Distributors, No, B-20 & 21, V.M.M. Complex, Chatiram Bus Stand, Tiruchirappalli- 620 002.  
(Phone No: 0431-2702824; Mobile No: 94433 70597, 98430 74472)

Alex K. (2012) Soft Skills - Know Yourself & Know the World, S.Chand & Company LTI), Ram Nagar, New Delhi- 110 055.  
Mobile No : 94425 14814 (Dr.K.Alex)

**REFERENCE BOOKS:**

- (i) Developing the leader within you John c Maxwell
- (ii) Good to Great by Jim Collins
- (iii) The seven habits of highly effective people Stephen Covey
- (iv) Emotional Intelligence Daniel Goleman
- (v) You can win Shive Khara
- (vi) Principle centred leadership Stephen Covey

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VII

**SEMESTER: V**  
**COMMUNICATIVE SKILLS FOR TOURISM**

**CODE: 21UELNME1**

**HOURS: 2 CREDITS: 2**

**General Objectives:**

- To introduce Life skills, Communicative and Personality Skills to the students
- To make them read motivational writings and get inspired

**Course Objectives:**

The Learner will be able to

Co No.	Course Objectives
Co – 1	study the fundamental concept of tourism.
Co – 2	understand nature and types of tourism.
Co – 3	Infer the root cause for motivation of travel.
Co – 4	gain the knowledge about various international travel and tourism organizations.
Co – 5	Measure the impact of tourism on socio, economic and culture

**Unit:1 BASIC CONCEPTS OF TOURISM**

- 1.1 Tourism: concepts, definitions, and historical development.
- 1.2 Types of tourists: tourist, traveller, excursionists.
- 1.3 Forms of tourism: inbound, outbound, domestic, and international.
- 1.4 Types of Tourism: natural and man-made.
- 1.5 Components of tourism.

**Unit:2 TRAVEL AND TOURISM AND COMPONENTS**

- 2.1 Nature and forms of Travel/Tourism.
- 2.2 Tourism System: Nature, characteristics, and components of travel industry.
- 2.3 Push-pull factors in Tourism.
- 2.4 Motivation for travel.
- 2.5 Basic travel motivators.

**Unit:3 BASICS OF TRAVEL MOTIVATION**

- 3.1 Early travel motivators.
- 3.2 Tourism Demand,
- 3.3 Motivation of Tourism Demand.
- 3.4 Tourism Supply characteristic of tourism supply.
- 3.5 Factors influencing tourism demand and supply.

**Unit:4 VARIOUS WORLD TOURISM/ TRAVEL ORGANIZATIONS**

- 4.1 Organizations in tourism- need & factors.
- 4.2 National Tourist Organizations,
- 4.3 Role and functions of Tourism Organizations: UNWTO, IATA, PATA,
- 4.4 Role and functions of Tourism Organizations: TAAI, WTTC.
- 4.5 Seasonality and tourism.

**Unit:5 IMPACTS OF TOURISM**

- 5.1 Impacts of tourism at the destination.

5.2 Its impact: socio-cultural, environmental, and economic.

5.3 Factors affecting the future of tourism business.

5.4 Sociology of tourism.

5.5 Contemporary issue of tourism

**Course Outcomes:**

The Learner will be able

CO No.	Course Outcomes
CO – 1	study the fundamental concept of tourism.
CO – 2	understand nature and types of tourism.
CO – 3	Infer the root cause for motivation of travel.
CO – 4	gain the knowledge about various international travel and tourism organizations.
CO – 5	Measure the impact of tourism on socio, economic and culture

**Textbook(s)**

1 Kamra & Chand. *Basics of Tourism-* , Kaniskha Publishers, New Delhi: 2002.

2 Raj, Karan, *Modern Dictionary of Tourism*, Sarup and Sons Publishing House, New Delhi: 2002.

Reference Books

3. Bhatia , A.K., *Tourism Development* Sterling Publishers, New Delhi: 2002.

Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]

[https://www.tutorialspoint.com/tourism\\_management/tourism\\_management\\_introduction.htm](https://www.tutorialspoint.com/tourism_management/tourism_management_introduction.htm)

S.NO	Programme outcome 21UELNME1												Mean Value
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	
CO1	4	4	4	4	4	4	4	4	1	4	4	4	3.750
CO2	3	4	4	4	4	4	4	4	1	4	4	4	3.667
CO3	4	4	4	4	4	4	4	4	1	4	4	4	3.750
CO4	4	4	4	4	4	4	4	4	1	4	4	4	3.750
CO5	2	4	4	4	4	4	4	4	1	4	4	4	3.583
CO6	4	4	4	4	4	4	4	4	1	4	4	4	3.750

Mapping	1-20%	21-40%	41-60%	61-80%	8-100%
Scale	1	2	3	4	5
Relation	1.1-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very poor	poor	moderate	high	Very high

## SKILL BASED ELECTIVE

## YOGA AND HEALTH

## Objectives

1. Acquire knowledge to have good health through yoga mental hygiene.
2. Bring about a state of calm clarity, balanced energy, lightness of body and mind.
3. Strengthen the connection between our body and mind.
4. Possess emotional stability and to attain higher level of consciousness.
5. Develop basic benefits of yoga, in connection with our human welfare, and social qualities.

## Unit I : Introduction of Yoga

Definition of yoga – Aims & objectives of yoga – misconception about yoga – Contributions of patanjali and Tirumaular of yoga- Yama – Niyama – Asanas – Pranayama – pratyahara-Dharana-Dhiyana- samathi- Classification of Yoga -- comparison between yoga practices & Physical exercises – yoga diet – stress – Depression – Stress management through yoga .

## Unit II : Asanas and Practices

- (i) Asanas -Classification of Asanas – Meditative Asanas- Relaxative Asanas – Cultural Asanas -Precautions while performing Asanas.
- (ii) Asanas Practices : Sukhasana-siddhaasana – padmasana – vajarasana, Relaxative Asanas – Makarasana- Shavasana.

## Unit III : Pranayamas &amp; Practices

Pranayama – Different phases in phases in pranayama practices – Impact of yoga on Muscular system – Respiratory system – circulatory system, Digestive system and Endocrine system – nervous system -suha pranayama – Nadi Shodhana- sitkari pranayama – Nadi Shodhana – Sitkari pranayama – sitali pranayama – Chandra Bhedana pranayama – surya Bhe Dana pranayama.

## Unit IV : Meditation and Mudras

Preparation for Meditation (sitting in meditation Asanas with concentration on tip of nose and center eye brow) Pranadarana (body awaness)Yoga Nitra, kriyas- mudras.(chinmudras, chinmaya mudras- Aswini mudra-Shamugi mudra.



## Unit V : Health and Personality

Health – various dimensions of health (physical, mental, social and spiritual) – physical fitness – stress control exercises – sitting meditation and walking meditation – progressive muscle relaxation, gentle stretches.

Yoga and development of social Qualities – personality – co-operation – simplicity – Tolerance. Improvement of personal efficiency – physical efficiency – psychological efficiency and emotional efficiency through yoga.

### Outcomes:

1. Summarize the basic concepts of yoga(K2).
2. Classify different types of asanans (K4).
3. Examine different phases in pranayama practices(k4).
4. Utilize mudras for meditation (k3).
5. Develop various dimensions of health and personality (k6).

### Reference:

- 1.Dr.KChandrasekaran, Sound Health through Yoga, Prem Kalyan Publications, Sedapatti Madurai,1999.
- 2.Dr.P.Mariyah, Asanas, Sports Publications Coimbatore, Tamil Nadu.
3. YOGASANAS : A Teacher guide NCERT, New Delhi, 1983.
4. B.K.S. Iyengar, Light Pranayama, Harper Collins Publishers, New Delhi, India, 2000.
- 5.Dr.H.R.Nagendra, H.R.New perspective in stress management, Pub.Vivekantha Kendra Yoge prakashana, Bangalore, India, 2000.
- 6.YOGA [Asanas, Pranayama, Mudras, Kriyas] An Instruction Booklet, Published by Vivekanadha Kendra Prakashan Trust, Triplicane Chennai, 2001.
- 7.Dr.E.Nagarath. 1, Yoga for promotion of positive health, Swami Vivekanandha Yoga, Prakashana, Bangalore, India,2001.

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**SEMESTER: VI**

**SEMESTER: VI**  
**SINGLE AUTHOR STUDY- RABINDRANATH TAGORE**

**CODE: 21UEL13**

**HOURS: 5 CREDITS: 5**

**General Objective:**

- To Introduce Students To A Multi-Faceted Man of Literature
- To have a holistic approach of Tagore

**COURSE OBJECTIVES:**

The Learner will be able to

<b>CO No.</b>	<b>Course Objectives</b>
CO-1	Find about the Tagore's life and his works.
CO-2	Understand the spiritual enlightenment and emotions through Gitanjali and his other poems.
CO-3	Utilize the human life experience through his short stories.
CO-4	Examine the moral values through his plays.
CO-5	Evaluate the knowledge of unity through his novels.
CO-6	Create an interest on Tagore's works.

**UNIT-I (Poetry)**

- 1.1 Gitanjali- First 15 Verses*
- 1.2 Grandfather's Holiday*

**UNIT- II (Prose)**

- 2.1 Realization of Beauty*

**UNIT-III (Short story)**

- 3.1 A Wrong Man in Worker's Paradise*
- 3.2 Favourite Queen*
- 3.3 A Game with Names*

**UNIT-IV (Play)**

- 4.1 Chitra*
- 4.2 Chandalika*

**UNIT-V (Novel)**

- 5.1 Home and the World*



**COURSE OUTCOMES:**

The Learner will be able to

CO No.	Course Outcomes
CO-1	List out the knowledge of Tagore's life and works .
CO-2	Explain the spiritual enlighten and the emotional experiences of human life.
CO-3	Analyze the moral values through his plays.
CO-4	Develop the appreciation of human life through his short stories.
CO-5	Estimate the knowledge of Unity through his novels.
CO-6	Discuss the different approaches of Tagore in literature.

**Reference Books:**

Tagore , Rabindranath . *Collected Poems and Plays*- Rupa Publication 2002.

S.No	Programme outcome 21UEL13												Mean Value
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	
CO1	4	3	3	3	3	3	3	3	1	4	4	4	3.167
CO2	2	4	4	4	4	4	4	4	3	4	4	4	3.750
CO3	2	4	4	4	4	4	4	4	3	4	4	4	3.750
CO4	2	4	4	4	4	4	4	4	3	4	4	4	3.750
CO5	2	4	4	4	4	4	4	4	3	4	4	4	3.750
CO6	2	4	4	4	4	4	4	4	3	4	4	4	3.750

Mapping	1-20%	21-40%	41-60%	61-80%	8-100%
Scale	1	2	3	4	5
Relation	1.1-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very poor	poor	moderate	high	Very high

**SEMESTER VI**  
**AFRICAN AND AMERICAN LITERATURE**

**CODE: 21UEL14**

**HOURS: 6 CREDIT: 5**

**Objectives:**

- To familiarize the students with the main currents of developments in African and American literature from its beginning to the mid-twentieth century.
- To introduce students to a few select writings in African and American literature.

**Course objectives:**

The Learner will be able to

Co- no	Course objectives
Co -1	tell the students about poetry of African American literature.
Co-2	interpret the students the theme of corruption, and as material exploitation, political corruption of religious corruption, memory and nostalgia, filial piety and duty and gender roles.
Co -3	Marxist analysis of society a psychological depth twelve million black voices.
Co -4	decide the students it explores man's relationship with nature.
Co -5	criticize the students to know the Jewishness in American and African literature.
Co -6	predict the students to know about the social realism, folklore, and socio cultural development of the African and American literature.

**UNIT-I (POETRY)**

- 1.1 Walt Whitman- *O! Captain! My captain!*
- 1.2 Robert Frost- *Mending Wall*
- 1.3 Gabriel Okara- *Once upon A Time*
- 1.4 Kofi Awonoor- *Songs of Sorrow*

**UNIT-II (PROSE)**

- 2.1 Richard Wright- *Twelve Million Black Voices*
- 2.2 Anthonia C. Kalu – *Independence*

**UNIT- III (SHORT STORY)**

- 3.1 Bernard Malamud- *The Jew Bird*
- 3.2 Bessie Head- *The Deep River: A Story of Ancient Tribal Migration*

**UNIT- IV (PLAY)**

- 4.1 Wole Soyinka- *The Road*
- 4.2 Tennessee Williams- *The Glass Menagerie*

**UNIT-V (FICTION)**

- 5.2 Ernest Hemingway- *The Old Man and the Sea*

**Course outcomes:**

The Learner will be able to

CO No.	Course Outcomes
Co -1	recall the students about poetry of African and American.
Co -2	interpret the students the theme of corruption and as political corruption of religious corruption.
Co -3	analysis of society a psychological depth twelve million black voices.
Co -4	decide the students it explores man's relationship with nature.
Co -5	evaluate the students to know the Jewishness in American and African literature.
Co -6	predict the students to know about the social realism, folklore, and socio cultural development of the African and American literature.

**Reference Books:**

Egbert. S. Oliver. *An Anthology of American Literature* S.Chand1967

Kalu .C, Anthonia. *An Anthology of African Literature*. Lynne Rienner Publishers INC 2016.

S.No	Programme outcome 21UEL14												Mean Value
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	
CO1	4	3	3	3	3	3	3	3	4	4	4	4	3.417
CO2	3	4	4	4	4	4	4	4	3	4	4	4	3.833
CO3	3	4	4	4	4	4	4	4	3	4	4	4	3.833
CO4	3	4	4	4	4	4	4	4	3	4	4	4	3.833
CO5	3	4	4	4	4	4	4	4	3	4	4	4	3.833
CO6	3	4	4	4	4	4	4	4	3	4	4	4	3.833

Mapping	1-20%	21-40%	41-60%	61-80%	8-100%
Scale	1	2	3	4	5
Relation	1.1-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very poor	poor	moderate	high	Very high

**SEMESTER: VI**

**LITERARY CRITICISM**

**CODE: 21UEL15**

**HOURS: 6 CREDIT:5**

**General Objective:**

To motivate the students to acquire critical knowledge to analyze critical texts.

**COURSE OBJECTIVES:**

**The Learner will be able to**

<b>CO No.</b>	<b>Course Objectives</b>
CO-1	Know the fundamental critical concepts
CO-2	Classify literary theory from classical, and Renaissance to Victorian period
CO-3	Apply the notions and various techniques of literary criticism to the literary texts.
CO-4	Examine the different types of criticism with concrete evidences
CO-5	Evaluate how the ideological revolutions broke and the movement namely feminism, Marxism, Eco criticism and many more transformed the people and the society
CO-6	Create new critical study

**UNIT I**

- 1.1 Introduction to Literary Theory
- 1.2 Classical Literary Theory
- 1.3 Literary Theory from the Renaissance to the Victorian Era

**UNIT II**

- 2.1 Russian Formalism
- 2.2 New Criticism
- 2.3 Structuralism

**UNIT III**

- 3.1 Post Structuralism
- 3.2 New Historicism
- 3.3 Hermeneutics and Literary Hermeneutics

**UNIT IV**

- 4.1 Archetypal Approach
- 4.2 Psychoanalytical Literary Criticism
- 4.3 Feminist Literary Criticism

**UNIT V**

- 5.1 Marxist Literary Criticism
- 5.2 Post Colonial Criticism
- 5.3 Eco Criticism

**COURSE OUTCOMES:**

The Learner will be able to

CO No.	Course Outcomes
CO-1	Remember the fundamental literary concepts and identify/apply it with the already learnt literary texts
CO-2	Explain the true value of judging literature from classical to the Victorian era
CO-3	Make use of the Knowledge about the new critics- who focus on form and structure of the texts
CO-4	Distinguish between the various critical theories
CO-5	Estimate the differences in opinion among critics regarding similar or different ideological concepts.
CO-6	Create new critical texts

**PRESCRIBED TEXT:** Chandra, Joseph. & K. S. Antony Samy  
*Classical to Contemporary Literary Theory* :Atlantic Publishers 2016.

**BOOKS FOR REFERENCE:**

Abrams M.H, Harphman Geoffrey. *A Handbook of Literary Terms*. NewDelhi: Cleanage, 2007.

Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. Manchester: Manchester University Press, 2009, Print.

[https://www.youtube.com/watch?v=Jy\\_jbdXfPiA](https://www.youtube.com/watch?v=Jy_jbdXfPiA)

[https://www.youtube.com/watch?v=x\\_RLCbiIPiU](https://www.youtube.com/watch?v=x_RLCbiIPiU)

s.no	Programme outcome 21UEL15												Mean Value
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	
CO1	4	2	3	4	4	4	4	4	3	4	4	4	3.667
CO2	4	4	4	3	4	4	4	4	3	4	4	3	3.750
CO3	4	3	4	4	4	4	4	4	3	4	4	3	3.750
CO4	2	1	1	4	4	4	4	4	3	4	4	3	3.167
CO5	3	4	3	4	4	4	4	4	3	4	4	4	3.750
CO6	2	4	4	4	4	4	4	4	4	4	4	4	3.833

Mapping	1-20%	21-40%	41-60%	61-80%	8-100%
Scale	1	2	3	4	5

Relation	1.1-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very poor	poor	moderate	high	Very high

## SEMESTER: VI

### WOMEN STUDIES

**CODE: 21UELME2**

**Hours: 5 Credit: 4**

#### General Objectives:

- To make the students appreciate the writings of Women
- To study different genres written by Women

#### COURSE OBJECTIVES:

The learner will be able to

CO No.	Course Objectives
CO-1	Relate to the inspirational texts pertaining to women's issues
CO-2	Classify the various perspectives of women in literature
CO-3	Develop a sound knowledge of the important texts written by women
CO-4	Analyze the evolution of the thinking power of women
CO-5	Determine the conditions in which the writers were able to produce their works.
CO-6	Solve the problems existing in the prevailing situation

#### UNIT I (Poetry)

- |                      |   |                         |
|----------------------|---|-------------------------|
| 1.1. Kamala Das      | - | An Introduction         |
| 1.2. Sarojini Naidu  | - | The Soul's Prayer       |
| 1.3. Sylvia Plath    | - | Mirror                  |
| 1.4. Margaret Atwood | - | Journey to the Interior |

#### UNIT-II(Prose)

- |                          |   |                             |
|--------------------------|---|-----------------------------|
| 2.1. Virginia Woolf      | - | Professions For Women       |
| 2.2. Catherine M. Wilson | - | The Cat                     |
| 2.3. Padmini Sengupta    | - | Sarojini Naidu: A Biography |

#### UNIT III (Play)

- |                        |   |                     |
|------------------------|---|---------------------|
| 3.1 Lorainne Hansberry | - | A Raisin in the Sun |
|------------------------|---|---------------------|

#### Unit IV (Short Stories)

- |                          |   |                      |
|--------------------------|---|----------------------|
| 4.1. Liliana Hecker      | - | The Stolen Party     |
| 4.2. Katherine Mansfield | - | A Cup of Tea         |
| 4.3. Kamala Das          | - | The Tattered Blanket |

**Unit V (Fiction)**

5.1Jhumpa Lahiri

- Lowlands

**COURSE OUTCOMES:**

The Learner will be able to

CO No.	Course Outcomes
CO-1	Recognize and recall the inspirational texts pertaining to literature
CO-2	Infer the varied perspectives of women in literature
CO-3	Develop a sound knowledge of the vital texts written by women
CO-4	Analyse and examine the evolution of thought among the women writers
CO-5	Interpret the conditions in which the writers were able to produce their works.
CO-6	Elaborate on the problems existing which were prevalent and give solution

**Reference Book:**Walters, Margaret. *Feminism: A Very Short Introduction* Oxford University Press 2005.

S.NO	Programme outcome 21UELME2												Mean Value	
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12		
CO1	4	4	4	4	4	4	4	4	4	4	4	4	4	4.000
CO2	3	4	4	4	4	4	4	4	4	4	4	4	4	3.917
CO3	3	4	4	4	4	4	4	4	4	4	4	4	4	3.917
CO4	4	4	4	4	4	4	4	4	4	4	4	4	4	4.000
CO5	3	4	4	4	4	4	4	4	4	4	4	4	4	3.917
CO6	4	4	4	4	4	4	4	4	4	4	4	4	4	4.000

Mapping	1-20%	21-40%	41-60%	61-80%	8-100%
Scale	1	2	3	4	5
Relation	1.1-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very poor	poor	moderate	high	Very high

## SEMESTER: VI

### JOURNALISM

CODE: 21UELME3

HOURS: 5 CREDITS: 5

#### General Objectives:

- To make the students know the aspects of Journalism
- To train them to be a good editor, reporter and a journalist

#### Course Objectives:

The learner will be able to

Co No.	Course Objectives
Co – 1	exhibit basic terms and concepts of journalism..
Co – 2	illustrate the structure, style and concepts of broad casting.
Co – 3	make use of various kinds of journalism.
Co – 4	categorize the advantages and disadvantages of journalism..
Co – 5	assess journalism as a profession and its responsibilities.
C0- 6	design new causes for journalism.

#### UNIT-I

- 1.1 Journalism : Nature, Scope, Functions
- 1.2 Truth, Objectivity, Loyalty, Verification, Independent monitor ,
- 1.3 Forum for Criticism and Comment
- 1.4 Watch dog – Role of Press , Democracy
- 1.5 Printing Journalism.

#### UNIT-II

- 2.1 Broadcast – Story: Three Part structure, Size, Content, style,
- 2.2 Beats – Desk – Graphics and Illustrations
- 2.3 Proofreading
- 2.4 Desktop Publishing
- 2.5 Multimedia.

#### UNIT-III

- 3.1 Kinds of Journalism – Newspapers, Periodicals and specialized magazines
- 3.2 New journalism, Development journalism
- 3.3 Community Journalism
- 3.4 Digital Journalism.

#### UNIT-IV

- 4.1 Citizen Journalism
- 4.2 Advantages and Disadvantages
- 4.3 Blogs
- 4.4 Vlogs
- 4.5 Social Media
- 5.5 Journalism
- 5.6 Click bait.



## **Unit-V**

- 5.1 Journalism as Profession
- 5.2 Responsibilities and Criticism
- 5.3 Reader and His Interests
- 5.4 Understanding the Public Taste
- 5.5 Press as a Tool in social service
- 5.6 Relationship between Press and Other Mass Media.

**Course Outcomes:**

The learner will be able to

CO No.	Course Outcomes
CO – 1	exhibit basic terms, concepts of journalism.
CO – 2	recall the structure style and concept of broad casting..
CO – 3	make use of various kinds of journalism.
CO – 4	categorize the advantages and disadvantages of journalism.
CO – 5	assess journalism as a profession and its responsibilities.

**Reference:**

Arthur Asa Bergar, *Essentials of Mass Communication Theory*, Sage Publications, Inc. Defleur M.L.Everette, Dannis, *Understanding Mass – Communication* Goyal Sa, New Delhi: 1995.  
 Parthasarathi *Basic Journalism* .Macmillan 1994.  
 Lynette Sheriden Burns , *Understanding Journalism* . Sage Publication 2002.

S.No	Programme outcome 21UELME3												Mean Value
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	
CO1	3	4	4	4	4	4	4	4	1	4	4	4	3.667
CO2	3	4	4	4	4	4	4	4	2	4	4	4	3.750
CO3	3	4	4	4	4	4	4	4	2	4	4	4	3.750
CO4	4	4	4	4	4	4	4	4	1	4	4	4	3.750
CO5	4	4	4	4	4	4	4	4	1	4	4	4	3.750
CO6	4	4	4	4	4	4	4	4	2	4	4	4	3.833

Mapping	1-20%	21-40%	41-60%	61-80%	8-100%
Scale	1	2	3	4	5
Relation	1.1-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very poor	poor	moderate	high	Very high

SEM: IV

SUB COD 21UHSSAC-2

HUMAN RIGHTS HOURS: 2 CREDITS: 2

### Objectives

- To learn about the definition and classification of Human Rights.
- To know about the U.N.O and Human Rights
- To study about the Fundamental rights and Directive Principles of State policy
- To understand the functions of National and State Human Rights Commissions.
- To acquire knowledge about the Contemporary Challenges in Human Rights.

### UNIT- I

#### Specific Objectives

To know about the purpose and classification of Human rights.

- 1.1 Meaning and Nature of Human rights
- 1.2 Definition of Human rights
- 1.3 Historical Development
- 1.4 Theories about the Human rights
- 1.5 Classification of Human Rights

### UNIT-II

#### Specific Objectives

To learn about the U.N.O and Human rights

- 2.1 U.N.O. and Human Rights
- 2.2 Universal Declaration of Human Rights
- 2.3 International Covenant on Civil rights
- 2.4 International Covenant on Political Rights
- 2.5 Socio- Economic and Cultural Rights.

### UNIT-III

#### Specific Objectives

To learn about the features of Indian Constitution

- 3.1 Indian Constitutional Guarantee on Human Rights
- 3.2 Fundamental rights
- 3.3 Directive Principles of State Policy
- 3.4 Fundamental Duties
- 3.5 Protection of Human Rights Act of 1993.

#### UNIT-IV

Specific Objectives

To acquire knowledge about the functions of National and State Human Rights Commission.

- 4.1 National and State Human Rights Commission and its Functions.
- 4.2 Minority Rights Commission
- 4.3 National Commission for Women
- 4.4 National Commission for SC and ST
- 4.5 National Commission for Labourers Mission

#### UNIT-V

Specific Objectives

To understand about the contemporary issues in Human Rights.

- 5.1 Contemporary Challenges in Human rights
- 5.2 Child Labour rights, Bonded Labour rights and Violation against women rights
- 5.3 Rights of physically challenged and Refugees
- 5.4 Role of Voluntary Organizations in protection of Human rights
- 5.5 The Media and Human rights.

#### Books for Reference

- Andrews. International Protection of Human Rights, London, 1986.
- M.V.Raju, The Human Rights Today & Tomorrow, Swastik Publication, Delhi, 2010.
- Tej Prakash, Human Rights, Axis Publications, Delhi, 2010.
- Adi-ul Yasin and Archana Upadhyay, Human Right, Akansha Publishers, New Delhi 2004.
- Anu Saksena, Human Right and Child Labour in Indian Industries, Shipra Co-op Book Society, Delhi 1998.
- Kaarthikeyan D.R., Human Rights, Problems and Solutions, Gyan Publishing House, New Delhi, 2004.

Mishra R.C. Governance of Human Right: Challenges in the Age of Globalization, Publications, Dhi, 1999.

Rajindar Sachar, Human Rights Perspectives and Challenges, Gyan Publishing House New Delhi 2005.

### **Text Books**

Sharma N.R., Human Right in the world, pointers Publishers, Jaipur, 1999.

Iyyadurai C., Human Right., Ganga Publication, Pudukkottai, 2002.

### **Outcomes**

**After the completion of the course, the students shall be able to**

- Describe about the definition and classification of Human Rights.
- Discuss about the U.N.O and Human Rights
- Analyse the fundamental rights and Directive Principles of Human Rights
- Examine the functions of National and State Human Rights Commissions.
- Explain about the Contemporary Challenges in Human Rights..

SEMESTER - VI

SUBJECT CODE : 21UG3

HOURS : 1 CREDITS : 1

Bharathidasan University, Tiruchirappalli - 24

Gender Studies

Credit : 1 hours : 1

### Objectives

- ❖ To make boys and girls aware of each others strengths and Weakness.
- ❖ To develop sensitivity towards both genders in order to lead an ethically enriched life.
- ❖ To promote attitudinal change towards a gender balanced ambience and women empowerment .

### Unit - I

Concepts of Gender: Sex - Gender - Biological Determinism - Patriarchy - Feminism - Gender Discrimination - Gender Division of labour - Gender Stereotyping - Gender Sensitivity - Gender Equity - Equality - Gender Mainstreaming - Empowerment.

### Unit - II

Women's Studies vs Gender Studies : UGC's Guidelines - VII to XI Plans - Gender Studies : Beijing Conference and CEDAW - Exclusiveness and Inclusiveness.

### Unit - III

Areas of Gender Discrimination : Family - Sex Ratio - Literacy - Health - Governance - Religion Work Vs Employment - Market - Media - Politics - Law - Domestic Violence - Sexual Harassment - State Policies and Planning .

### Unit - IV

Women Development and Gender Empowerment : Initiatives - International Women's Decade - International Women's Year - National Policy for Empowerment of Women - Women Empowerment Year 2001 - Mainstreaming Global Policies .

### Unit - V

Women's Movements and Safeguarding Mechanism : In India National /State Commission for Women(NCW) - All Women Police Station - Family Court - Domestic Violence Act - Prevention of Sexual Harassment at Work Place Supreme Court Guidelines - Maternity Benefit Act - PNDA Act - Hindu Succession Act 2005 - Eve Teasing Prevention Act - Self Help Groups - 73<sup>rd</sup> and 74<sup>th</sup> Amendment for PRIS

## References

1. Bhasin Kamala, Understanding Gender : Gender Basics , New Delhi : Women Unlimited , 2004
2. Bhasin Kamala, Exploring Masculinity: Gender Basics , New Delhi: Women Unlimited ,2004
3. Bhasin Kamala , What is Patriarchy? : Gender Basics, New Delhi :Women Unlimited ,1993
4. Pernau Margrit, Ahmad Imtiaz, Reifeld Hermut (ed.) Family and Gender : Changing Values in Germany and India ,New Delhi :Sage Publications,2003
5. Agarwal Bina, Humphries Jane and Robeyns Ingrid(ed.) Capabilities , Freedom , and Equality: Amartya Sen's Work from a Gender Perspective,New Delhi : Oxford University Press ,2006
6. Rajadurai. S.V,Geetha.V.Themes in Caste Gender and Religion. Tiruchirappalli : Bharathidasan University ,2007
7. Misra Geetanjali, Chandiramani Radhika (ed.) Sexuality , Gender and Rights: Exploring Theory and Practice in South and Southeast Asia, New Delhi : Sage Publication ,2005
8. Rao Anupama (ed.,) Gender &Caste : Issues in Contemporary Indian Feminism, New Delhi : Kali for Women, 2003
9. Saha Chandana , Gender Equity and Gender Equality : Study of Girl Child in Rajasthan , Jaipur: Rawat Publication ,2003.
10. Krishna Sumi, (ed.,) Livelihood and Gender : Equity in Community Resource Management, New Delhi : Sage Publication ,2004
11. Pludi.A Michele(ed.,) praeger Guide to the Psychology of Gender ,London : Praeger Publisher ,2004
12. Wharton .S Amy , The Sociology of Gender : An Introduction to Theory and Research , USA : Blackwell Publishing ,2005
13. Mohanty Manoranjan(ed.,) Class ,Caste ,Gender : Readings in Indian Government and Politics – 5,New Delhi : Sage Publications ,2004.
14. Arya Sadhna Women ,Gender Equality and the State ,New Delhi :Deep &Deep Publication, 2000
15. பாலியலை புரிந்து கொள்வோம், மதுரை :ஏக்தா,.....
16. Mishra .O.P, Law Relating to Women &Child ,Allahabad :Central Law Agency ,2001
17. Chari Leelavathi ,Know Your Rights ,Madras; Tamilnadu Social Welfare Board,1987
18. Bhattacharya Malini , Sexual Violence and Law ,Kolkata; West Bengala Commission for Women ,2002
19. Sexual Harassment at the Workplace – A Guide , New Delhi ;Sakshi,1999
20. அஜிதா, குடும்ப வன்முறையிலிருந்து பெண்களை பாதுகாக்கும் சட்டம் 2005, மதுரை : ஏக்தா 2005
21. கு.சாமிதுரை & இராதாகிருட்டிணன், பெண்கள் நலன் காக்கும் சட்டங்கள், மதுரை: Account-Test Center:2007
22. பொன்.கிருஷ்ணசாமி,ஜே.பால் பாஸ்கர் & ஆ.ஜான் வின்சென்ட், பெண்களும் உச்ச நீதிமன்றமும், மதுரை :சோக்கோ வாசகர் வட்டம், 2004
23. வனஜா & சியாமா சந்திரி, பெண்களுக்கான சட்டங்கள், செகந்திராபாத் : உலகத்தோழமை மையம்
24. க.உமாசங்கர், பி.பாலசந்தர், க.சசிகலா, செ.பழனிச்சாமி, சூரியன் (பெண்கள் தொடர்பான சட்டங்கள் குறித்த தொடக்கநிலை கையேடு: செகந்திராபாத்: உலகத்தோழமை மையம்,2006
25. குடும்ப வன்முறையிலிருந்து பெண்களை பாதுகாக்கும் சட்டம் 2005- கையேடு, திருச்சி:
26. Women's Integrated National Development Trust
27. ரவீந்திரநாத். ஜி.ஆர்., 'ராகிங் ஒழிப்போம்!' 'ஈவ்டிசிங்' ஒழிப்போம், சென்னை I.D.P.D.வெளியீடு

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