



SCHOOL OF ARTS AND SCIENCE

DEPARTMENT OF ENGLISH

BA (HONOURS) IN ENGLISH

NEP – CURRICULUM – 2023-2026

I YEAR – II SEMESTER

| YEAR I / SEMESTER II | | | | | | | | | | |
|---|-------------|--|----------|-----------|----------|-----------|-----------|------------|------------|------------|
| Sl. No. | Course Code | Course Title | Category | Periods | | | Credits | Max Marks | | |
| | | | | L | T | P | | CAM | ESM | Total |
| THEORY | | | | | | | | | | |
| 1 | A23ENT203D | BRITISH LITERATURE - II – (FROM THE RESTORATION AGE TO THE ROMANTIC AGE) | MJD | 4 | 0 | 0 | 4 | 25 | 75 | 100 |
| 2 | A23ENT204D | INDIAN WRITING IN ENGLISH - I | MJD | 4 | 0 | 0 | 4 | 25 | 75 | 100 |
| 3 | A23END202D | LITERARY FORMS | MID | 4 | 0 | 0 | 4 | 25 | 75 | 100 |
| 4 | A23NDM201D | BASICS OF NUTRITION | MLD | 4 | 0 | 0 | 3 | 25 | 75 | 100 |
| SKILL ENHANCEMENT COURSE | | | | | | | | | | |
| 5 | A23ENL201D | CREATIVE WRITING IN ENGLISH | SEC | 0 | 0 | 6 | 3 | 50 | 50 | 100 |
| ABILITY ENHANCEMENT COURSE | | | | | | | | | | |
| 6 | A23TAT202C | TAMIL II | AEC | 2 | 0 | 0 | 2 | 25 | 75 | 100 |
| | A23FRT202C | FRENCH II | | 2 | 0 | 0 | | 25 | 75 | 100 |
| 7 | A23GET202C | GENERAL ENGLISH II | AEC | 2 | 0 | 0 | 2 | 25 | 75 | 100 |
| VALUE ADDED COURSE | | | | | | | | | | |
| 8 | A23VAC201C | UNDERSTANDING INDIA | VAC | 2 | 0 | 0 | 2 | 100 | 0 | 100 |
| EMPLOYABILITY ENHANCEMENT COURSE | | | | | | | | | | |
| 9 | A23ENC202D | ENGLISH FOR IT | EEC | 0 | 0 | 4 | - | 100 | - | 100 |
| Total | | | | 22 | 0 | 10 | 24 | 400 | 500 | 900 |

5/4

M. A. Lakshmi

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|-------------------|--|--|-----------------------------------|
| Department | English | Programme: B. A. | |
| Semester | II | Course Category Code: MJD | End Semester Exam Type: TE |
| Course Code | A23ENT203D | Periods / Week | Credit |
| | | L | T |
| | | P | C |
| Course Name | British Literature-II (FROM THE RESTORATION AGE TO THE ROMANTIC AGE) | 4 | 0 |
| | | 0 | 4 |
| | | 25 | 75 |
| | | 100 | |
| Prerequisite | The Neo-classical idea of life and literature | | |
| Course Objectives | To gain first-hand knowledge of the major literary works and writers of the period | | CO1 |
| | To know the political, social and intellectual background of writers of the period | | CO2 |
| | To study major literary movements and their social relevance in literature | | CO3 |
| | To study about the writers and their aesthetic appeal in life and literature | | CO4 |
| | To envision students in the different dimension of life and its ways through literature. | | CO5 |
| Course Outcomes | <i>On completion of the course, the students will be able to</i> | | BT Mapping (Highest Level) |
| | CO1 | The Students will know about British culture and society | K1 |
| | CO2 | Understand the cultural differences between Britain, Scotland, Ireland and Wales | K2 |
| | CO3 | Know about the social anarchy of British society | K3 |
| | CO4 | Critically evaluate the progress of British people and their ordinance. | K4 |
| | CO5 | Corresponds the satires of life and its enchantment in fulfilling the desire. | K5 |
| UNIT-I | Poetry | Periods: 12 | |
| 1. | Impromptu by Alexander Pope | | CO1 |
| 2. | Ode on the Spring by Thomas Grey | | |
| 3. | Ode to Evening by William Collins | | |
| 4. | Highland Mary by Robert Burns | | |
| 5. | The Shrubbery by William Cowper | | |
| UNIT-II | Prose | Periods: 12 | |
| 1. | Sir Roger at Church by Addison | | CO2 |
| 2. | A Friend of Mankind by Addison | | |
| 3. | Trial of the Dead in Reason by Addison | | |
| UNIT-III | Fiction | Periods: 12 | |
| 1. | Robinson Crusoe by Daniel Defoe | | CO3 |
| UNIT-IV | Drama | Periods: 12 | |
| 1. | All for Love by John Dryden | | CO4 |
| UNIT-V | Criticism | Periods: 12 | |

1. An Essay of Dramatic Poesy by John Dryden CO5

Lecture Periods: 60 **Tutorial Periods: 0** **Practical Periods: 0** **Total Periods: 60**

Text Books

1. Essays of Joseph Addison by John Richard Green pu (Green, 1898).
2. The Rape of the Lock by Alexander Pope, Wilsie Publisher, 2007.
3. Robinson Crusoe by Daniel Defoe, Modern Library Publisher, 2001.

Reference Books

1. The Coverly Papers, Addison and Steele, Malcom Publisher, 2007.
2. The Lives of English Poets by Samuel Johnson, Cassell and Company, 2002.
3. The Way of the World by William Congreve, Atlantic Publishers, 2023.
4. An Essay of Dramatic Poesy by John Dryden, Anmol Publisher, 2022.
5. The Lives of English Poets by Samuel Johnson, Cassell and Company, 2002.

Web References

1. <https://www.poetryfoundation.org/poems/50591/impromptu>
2. <https://www.poetryfoundation.org/poems/44304/ode-on-the-spring>
3. <https://www.poetryfoundation.org/poems/44003/ode-to-evening>
4. <https://www.poetryfoundation.org/poems/43807/highland-mary>
5. <https://www.poetryfoundation.org/poems/44033/the-shrubbery>

COs/POs/PSOs Mapping

| COs | Program Outcomes (POs) | | | | | Program Specific Outcomes (PSOs) | | |
|-----|------------------------|------|------|------|------|----------------------------------|-------|-------|
| | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PSO 1 | PSO 2 | PSO 3 |
| 1 | 2 | 2 | 3 | 3 | 2 | 3 | 2 | 2 |
| 2 | 3 | 2 | 2 | 3 | 3 | 3 | 3 | 3 |
| 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 4 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 |
| 5 | 3 | 3 | 2 | 3 | 2 | 2 | 2 | 3 |

Correlation Level

| High | Moderate | Low |
|------|----------|-----|
| 3 | 2 | 1 |

Evaluation Method

| Assessment | Continuous Assessment Marks (CAM) | | | | | (ESE) Marks | Total Marks |
|------------|-----------------------------------|-------|------------|-------------|------------|-------------|-------------|
| | CAT 1 | CAT 2 | Model Exam | Assignment* | Attendance | | |
| Marks | 10 | | 5 | 5 | 5 | 75 | 100 |

| | | | | | | | | |
|---|--|---|----------|-----------------------------|--------------------|-----------------------------------|----------------------------|------------|
| Department | ENGLISH | Programme: B. A. | | | | | | |
| Semester | II | Course Category Code: MJD | | | | End Semester Exam Type: TE | | |
| Course Code | A23ENT204D | Periods / Week | | | Credit | Maximum Marks | | |
| Course Name | INDIAN WRITING IN ENGLISH - I | L | T | P | C | CAM | ESE | TM |
| | | 4 | 0 | 0 | 4 | 25 | 75 | 100 |
| Prerequisite | Basic knowledge of Indian writers, History and Growth of Indian writing in English | | | | | | | |
| Course Objectives | To familiarize the students with the emergence and growth of Indian Writing in English | | | | | | CO1 | |
| | To understand and explore the uniqueness of Indian writers in English Language | | | | | | CO2 | |
| | To Identify the influence of Classical Indian tradition and the impact of Western colonization on Indian English writers | | | | | | CO3 | |
| | To analyze Indian ethos found in the representative texts | | | | | | CO4 | |
| | To acquire knowledge on human values and literary texts | | | | | | CO5 | |
| Course Outcomes | <i>On completion of the course, the students will be able to</i> | | | | | | BT Mapping (Highest Level) | |
| | CO1 | Appreciate the historical trajectory of various genres of Indian Writing in English | | | | | K4 | |
| | CO2 | Understand how the sociological, historical, cultural and political context impacted the texts selected for study | | | | | K4 | |
| | CO3 | Evaluate critically the contributions of major Indian English poets and dramatists | | | | | K4 | |
| | CO4 | Able to identify the pluralistic aspects of Indian culture | | | | | K4 | |
| | CO5 | Understand the importance of human values and literary texts | | | | | K4 | |
| UNIT-I | Poetry | | | | Periods: 12 | | | |
| | 1. A.K Ramanujam – The Highway Stripper 2. Nissim Ezekiel – Goodbye Party for Miss Pushpa T.S 3. Sri Aurobindo - Electron 4. Henry Louis Vivian Derozio – To India – My Native Land | | | | | | CO1 | |
| UNIT-II | PROSE | | | | Periods: 12 | | | |
| | 1. Jawaharlal Nehru – The Indus Valley Civilization (From Discovery Of India) 2. M.K.Gandhi - Shyness my Shield | | | | | | CO2 | |
| UNIT-III | SHORT STORY | | | | Periods: 12 | | | |
| | 1. R. K Narayan – A Horse and Two Goats 2. Premchand – Two Bullocks 3. P. Raja – My father’s Bicycle | | | | | | CO3 | |
| UNIT-IV | Drama | | | | Periods: 12 | | | |
| | 1. Rabindranath Tagore – The Waterfall (An English version of Muktdadhara) | | | | | | CO4 | |
| UNIT-V | Novel | | | | Periods: 12 | | | |
| | 1. Shashi Deshpande – Roots and Shadows | | | | | | CO5 | |
| Lecture Periods: 60 | | Tutorial Periods: 0 | | Practical Periods: 0 | | Total Periods: 60 | | |
| Text Books | | | | | | | | |
| 1. The discovery of Indian, Jawaharlal Nehru, Oxford University Press, Delhi, 6 th Edition 1994. 2. The Story of My Experiments with Truth, M.K.Gandhi, Fingerprint Publishing House, 2019. 3. A Horse and Two Goats, R.K.Narayan, The Boadley Head Ltd, 1970. | | | | | | | | |

4. The Prem Chand Reader: Selected Short Stories, Anupa Lal, Ratna Sagar Ltd, 2008.
5. The Waterfall, Tagore Rabindranath, Rupa Publisher, 2002.
6. Roots and Shadows, Deshpande Shashi, Sangam Publisher, 1992.

Reference Books

1. Collected Poems of A.K.Ramanujam, Ramanujam A.K, Oxford University Press, 1999.
2. Collected Poems of Nissim Ezekiel, Nissim Ezekiel, Oxford University Press, 2005.
3. Collected Poems of Sri Aurabindo, Sri Aurobindo Ashram, Pondicherry, 2013.
4. Poems, H.L.Vivian, British Library, Historical Print Edition, 2011.
5. Indus Valley Civilization, Sir Moteemer Wheeler, Cambridge University Press, 3rd Edition, 1968.

Web References

1. <https://poetryilove-abhaiyengar.blogspot.com/2010/11/highway-stripper.html>
2. <https://allpoetry.com/poem/14330576-Goodbye-Party-For-Miss-Pushpa-T.S.-by-Nissim-Ezekiel>
3. <http://intyoga.online.fr/electron.htm>
4. <https://allpoetry.com/poem/8601269-To-My-Native-Land-by-Henry-Louis-Vivian-Derozio>
5. <https://www.youthaffairz.in/fiction1april2013.html>

COs/POs/PSOs Mapping

| COs | Program Outcomes (POs) | | | | | Program Specific Outcomes (PSOs) | | |
|-----|------------------------|------|------|------|------|----------------------------------|-------|-------|
| | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PSO 1 | PSO 2 | PSO 3 |
| 1 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 |
| 2 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 2 |
| 3 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 3 |
| 4 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 2 |
| 5 | 3 | 2 | 2 | 3 | 3 | 2 | 2 | 3 |

Correlation Level

| High | Moderate | Low |
|------|----------|-----|
| 3 | 2 | 1 |

Evaluation Method

| Assessment | Continuous Assessment Marks (CAM) | | | | | End Semester Examination (ESE) Marks | Total Marks |
|------------|-----------------------------------|-------|------------|-------------|------------|--------------------------------------|-------------|
| | CAT 1 | CAT 2 | Model Exam | Assignment* | Attendance | | |
| Marks | 10 | 5 | 5 | 5 | 5 | 75 | 100 |

* Application oriented / Problem solving / Design / Analytical in content beyond the syllabus

| | | | | | | | |
|--|---|--|----------|-----------------------------|-----------------------------------|--------------------------|-----------------------------------|
| Department | ENGLISH | Programme: B. A. | | | | | |
| Semester | II | Course Category Code: MID | | | End Semester Exam Type: TE | | |
| Course Code | A23END202D | Periods / Week | | | Credit | Maximum Marks | |
| Course Name | LITERARY FORMS | L | T | P | C | CAM | ESE TM |
| | | 4 | 0 | 0 | 4 | 25 | 75 100 |
| Prerequisite | Basic knowledge on various literary genres and devices of English Literature. | | | | | | |
| Course Objectives | To Improve the knowledge of students in literary genres and forms of literature | | | | | | CO1 |
| | Develop a taste for Fiction as a genre, its features | | | | | | CO2 |
| | Improve knowledge of the origin of drama, types and its various feature | | | | | | CO3 |
| | To familiarize with variations and adaptations of literary forms down the ages. | | | | | | CO4 |
| | Develop a taste the types of new-age forms in literature | | | | | | CO5 |
| Course Outcomes | <i>On completion of the course, the students will be able to</i> | | | | | | BT Mapping (Highest Level) |
| | CO1 | Understand and interpret the generic classification of English Literature | | | | | K1 |
| | CO2 | Obtain knowledge on various genres in literature | | | | | K2 |
| | CO3 | Interpret and analyze the various types of drama and literary terms | | | | | K3 |
| | CO4 | Critically evaluate and respond to literary works | | | | | K4 |
| | CO5 | Understand the literary terms while analyzing and interpreting the works of literature | | | | | K5 |
| UNIT-I | POETRY | | | | Periods: 12 | | |
| Epic; Lyric; Sonnet; Elegy; Ode; Ballad; Satire; Pattern Poetry; Dramatic Monologue; Free Verse. | | | | | | | CO1 |
| UNIT-II | FICTION | | | | Periods:12 | | |
| Epistolary; Picaresque; Historical Novel; Gothic Fiction; Realistic Fiction; Bildungsroman; Stream of Consciousness Novel; ScienceFiction; Fantasy Fiction; Short Stories; Metafiction | | | | | | | CO2 |
| UNIT-III | DRAMA | | | | Periods: 12 | | |
| Elizabethan Drama; Shakespearean Drama; Comedy of Manners; Comedy of Humors; Theatre of the Absurd; Closet Drama; Epic Theatre; Modern Drama | | | | | | | CO3 |
| UNIT-IV | PROSE AND NON-FICTION | | | | Periods: 12 | | |
| Biography; Autobiography; Essay- polemical, personal, expository, narrative and descriptive, writing for media; Travelogue | | | | | | | CO4 |
| UNIT-V | NEW AGE FORMS | | | | Periods: 12 | | |
| Doodle fiction; Digi fiction; Illustrated novels; Hyper poetry | | | | | | | CO5 |
| Lecture Periods: 60 | | Tutorial Periods: 0 | | Practical Periods: 0 | | Total Periods: 60 | |
| Text Books | | | | | | | |
| 1. Abram M.H., 'Literary terms', Cengage Learning:2015 | | | | | | | |
| 2. A.H. Upham, The Typical Forms of English Literature, Oxford University Press: 2008 | | | | | | | |
| 3. W.H.Hudson, Introduction to the Study of Literature, Atlantic Publishers and Distributors:2006 | | | | | | | |
| 4. Rees, R. J, English Literature, An Introduction to Foreign Readers, Macmillan Press Ltd.: 2009 | | | | | | | |
| 4. Prasad B. An Introduction to English Criticism Paperback – 1 January 2014. | | | | | | | |
| 5. Birjadish Prasad, A Background to the study of English literature, Macmillan press Ltd.2000 | | | | | | | |
| Reference Books | | | | | | | |
| 1. Cuddon J. A. The Penguin Dictionary of Literary terms and Literary Theory, London: Blackwell Publishers, 1998. Print | | | | | | | |

2. Childs, Peter and Roger Fowler. The Routledge Dictionary of Literary Terms, New York: Routledge, 2006. Print
3. Hudson W.H. An Outline History of English Literature, London: Atlantic Publishers, 1999. Print.
4. Ashok, Padmaja. A Companion to Literary Forms. Telengana: Orient BlackSwan, 2015
5. Wainwright, Jeffrey. The Basics: Poetry. Indian Reprint. Routledge, 2009.

Web References

1. https://mthoyibi.files.wordpress.com/2011/05/a-glossary-of-literary-terms-7th-ed_m-h-abrams-1999.pdf
2. <https://www.mooc-list.com/course/introduction-literary-studies-saylororg>
3. <https://libguides.gustavus.edu/english/literatures/forms>
4. https://courses.edx.org/assets/courseware/v1/59740aea5ce109164f0fa36b9718d2bf/asset-v1:BerkeleyX+ColWri11.1+1T2023+type@asset+block/Glossary_of_Literary_Terms.pdf
5. <https://www.cambridge.org/core/books/abs/language-and-literary-structure/literary-form/C65A90CDE706EBF5F962122E4913C718>

COs/POs/PSOs Mapping

| COs | Program Outcomes (POs) | | | | | Program Specific Outcomes (PSOs) | | |
|-----|------------------------|------|------|------|------|----------------------------------|-------|-------|
| | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PSO 1 | PSO 2 | PSO 3 |
| 1 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 |
| 2 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 2 |
| 3 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 3 |
| 4 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 2 |
| 5 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |

Correlation Level

| High | Moderate | Low |
|------|----------|-----|
| 3 | 2 | 1 |

Evaluation Method

| Assessment | Continuous Assessment Marks (CAM) | | | | | End Semester Examination (ESE) Marks | Total Marks |
|------------|-----------------------------------|-------|------------|-------------|------------|--------------------------------------|-------------|
| | CAT 1 | CAT 2 | Model Exam | Assignment* | Attendance | | |
| Marks | 10 | 5 | 5 | 5 | 5 | 75 | 100 |

* Application oriented / Problem solving / Design / Analytical in content beyond the syllabus

| | | | | | | | | |
|--|--|--|----------|-----------------------------|--------------------|------------------------------------|------------|------------------------|
| Department | Food Science | Programme: B.A. | | | | | | |
| Semester | II | Course Category Code: MLD | | | | *End Semester Exam Type: TE | | |
| Course Code | A23NDM201D | Periods / Week | | | Credit | Maximum Marks | | |
| | | L | T | P | C | CAM | ESE | TM |
| Course Name | BASICS OF NUTRITION | 4 | 0 | 0 | 3 | 25 | 75 | 100 |
| Prerequisite | Nutrients, Sources and Functions | | | | | | | |
| Course Objectives | Know the basic concepts and definitions related to Food. | | | | | | | |
| | Know the basic concepts and definitions related to Nutrition and Health. | | | | | | | |
| | Understand the types, functions and sources of Macro nutrients | | | | | | | |
| | Understand the types, functions and sources Micro nutrients. | | | | | | | |
| | Understand the Balanced diet and RDA | | | | | | | |
| Course Outcome | On completion of the course, the students will be able to | | | | | | | BT Mapping |
| | | | | | | | | (Highest Level) |
| | CO1 | Obtain the basic knowledge about foods and its utilization | | | | | | K2 |
| | CO2 | Understand the Nutrition concepts and its relation to health | | | | | | K2 |
| | CO3 | Obtain the in-depth knowledge of macro nutrients, its role in human health | | | | | | K3 |
| | CO4 | Obtain the in-depth knowledge of micro nutrients, its role in human health | | | | | | K3 |
| CO5 | Obtain the in-depth knowledge of Balanced Diet and RDA | | | | | | K3 | |
| UNIT-I | Introduction to Food | | | | Periods: 09 | | | |
| Foods – Definition and Importance, Classification - Energy yielding, Body building and Protective foods, Functions - Physiological, Psychological and Social Functions, Food groups – Basic four suggested by ICMR, Food pyramid, My plate, Food in relation to health. | | | | | | | | CO1 |
| UNIT-II | Introduction to Nutrition | | | | Periods: 09 | | | |
| Nutrition and Health – Definitions, Types - Malnutrition – Under Nutrition, Over Nutrition, Imbalance, Specific Deficiency. | | | | | | | | CO2 |
| Inter relationship between Nutrition and Health, Vicious Cycle, Virtuous Cycle. | | | | | | | | |
| UNIT-III | Macro Nutrients | | | | Periods: 09 | | | |
| Macronutrients - Introduction and Types and Food Sources – Carbohydrates, Proteins and Fats. | | | | | | | | CO3 |
| UNIT-IV | Micro Nutrients | | | | Periods: 09 | | | |
| Micronutrients - Introduction and Types and Food Sources – Vitamins and Minerals | | | | | | | | CO4 |
| UNIT-V | Balanced Diet | | | | Periods: 09 | | | |
| Balanced Diet – Definition, Significance, Recommended Dietary Allowances(RDA) – Definition, Indian Reference Men and Reference Women, RDA Requirements for all age groups, Guidelines for Planning a Balanced Diets. | | | | | | | | CO5 |
| Lecture Periods: 45 | | Tutorial Periods: | | Practical Periods: - | | Total Periods: 45 | | |
| Text Books | | | | | | | | |
| <ol style="list-style-type: none"> 1. Srilakshmi, B, Nutrition Science, New Age International Publishers, 2020. 2. Yadav.S, Textbook of Nutrition and Health, Anmol Publishers 2002. 3. Smolin.A, Grosvenor, M.B, Basic Nutrition, Infobase Publishing, 2009. | | | | | | | | |
| Reference Books | | | | | | | | |
| <ol style="list-style-type: none"> 1. Whitney. E, Rolfes R.S, Understanding Nutrition, Cengage Learning, 2010. 2. Robinson, C.H, Marilyn Lawler. M Normal and Therapeutic Nutrition Paperback Macmillan USA; XVII Revised edition 1990. 3. Schlenker. E, Roth S.L, WILLIAM’S Essentials of Nutrition and Diet Therapy, Mosby Publishers, X Edition, 2010. | | | | | | | | |

4. Dietary Guidelines for Indians, ICMR, National Institute of Nutrition, Hyderabad, 2011.

Web References

1. <https://www.open.edu/openlearncreate/mod/oucontent/view.php?id=315&printable=1>
2. <https://mynutrition.wsu.edu/nutrition-basics>
3. <https://www.getsmarter.com/blog/market-trends/what-are-macronutrients-and-micronutrients/>

* TE – Theory Exam, LE – Lab Exam

COs/POs/PSOs Mapping

| COs | Program Outcomes (POs) | | | | | Program Specific Outcomes (PSOs) | | |
|-----|------------------------|-----|-----|-----|-----|----------------------------------|------|------|
| | PO1 | PO2 | PO3 | PO4 | PO5 | PSO1 | PSO2 | PSO3 |
| 1 | 3 | 2 | 2 | 1 | 2 | 2 | 1 | 2 |
| 2 | 2 | - | 1 | 1 | 2 | 2 | 2 | 3 |
| 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 |
| 4 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 |
| 5 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 |

Correlation Level: 1 - Low, 2 - Medium, 3 – High

Evaluation Method

| Assessment | Continuous Assessment Marks (CAM) | | | | | End Semester Examination (ESE) Marks | Total Marks |
|------------|-----------------------------------|-------|------------|-------------|------------|--------------------------------------|-------------|
| | CAT 1 | CAT 2 | Model Exam | Assignment* | Attendance | | |
| Marks | 10 | 5 | 5 | 5 | 5 | 75 | 100 |

* Application oriented / Problem solving / Design / Analytical in content beyond the syllabus

| | | | | | | | | |
|-------------------|---|---|----------|----------|---|---------------|-----------|-------------------------------|
| Department | English | Programme: B. A. | | | | | | |
| Semester | II | Course Category Code: SEC | | | End Semester Exam Type: Practical Exam | | | |
| Course Code | A23ENL201D | Periods / Week | | | Credit | Maximum Marks | | |
| Course Name | CREATIVE WRITING IN ENGLISH | L | T | P | C | CAM | ESE | TM |
| | | 0 | 0 | 6 | 3 | 50 | 50 | 100 |
| Prerequisite | Basic Knowledge in writing and creative thinking | | | | | | | |
| Course Objectives | To understand the Process of Writing in various fields | | | | | | | CO1 |
| | To enhance the creative part of thinking in their life | | | | | | | CO2 |
| | To empower them in creative thinking to meet the life consequences in writing | | | | | | | CO3 |
| | To establish a career in writing for media related fields | | | | | | | CO4 |
| | To execute multi-dimensional pattern of understanding through creative process. | | | | | | | CO5 |
| Course Outcomes | <i>On completion of the course, the students will be able to</i> | | | | | | | BT Mapping (Highest Level) |
| | CO1 | The students will know the ways of creative thinking | | | | | | K1 |
| | CO2 | Understand the technical part of writing in various fields | | | | | | K2 |
| | CO3 | Know about the social needs and prepare themselves according to it | | | | | | K3 |
| | CO4 | Critically evaluate the progress of writing through creative thinking. | | | | | | K4 |
| | CO5 | Corresponds the satires of life and its enchantment in fulfilling the desire. | | | | | | K5 |
| UNIT-I | Introduction to Creative Writing | | | | Periods: 09 | | | |
| | <ol style="list-style-type: none"> 1. Meaning and Significance of Creative Writing 2. Genres of Creative Writing: poetry, fiction, non-fiction, drama and other forms 3. Research for Creative Writing | | | | | | | CO1 |
| UNIT-II | Developing a Distinctive Writing Craft | | | | Periods: 09 | | | |
| | <ol style="list-style-type: none"> 1. Plot, Setting, Character, Dialogue, Point of View 2. Literary Devices and Figurative Language 3. Elements of Style 4. Grammar and the Structure of Language | | | | | | | CO2 |
| UNIT-III | Core -Creative Writing Genres | | | | Periods: 09 | | | |
| | <ol style="list-style-type: none"> 1. Fiction: short story, novella and novel 2. Poetry 3. Drama 4. Essay 5. Fable 6. Biography, Memoire and Autobiography 7. Travelogues, Diaries, Self-Narrative Writing | | | | | | | CO3 |
| UNIT-IV | Writing For Media | | | | Periods: 09 | | | |
| | <ol style="list-style-type: none"> 1. Web Content Writing and Blog Writing 2. Script Writing 3. Journalistic Writing 4. Copywriting 5. Graphic Novel 6. Flash Fiction | | | | | | | CO4 |
| UNIT-V | Editing and Publishing | | | | Periods: 09 | | | |
| | <ol style="list-style-type: none"> 1. Basics of Article writing 2. Proof reading | | | | | | | CO5 |

3. Editing
4. Basics of Script Writing
5. Writing Newspaper Article
6. Preparing and Publishing a Magazine

Lecture Periods: 0 **Tutorial Periods: 0** **Practical Periods: 45** **Total Periods: 45**

Text Books

1. Abrams, M.H. Glossary of Literary Terms. Boston: Wadsworth Publishing Company, 2005.
2. Bell, Julia and Magrs, Paul. The Creative Writing Course-Book. London: Macmillan, 2001.
3. Blackstone, Bernard. Practical English Prosody. Mumbai: Orient Longman, 1984.
4. Clark, Roy Peter. Writing Tools.US: Brown and Company, 2008.
5. Earnshaw, Steven (Ed). The Handbook of Creative Writing.zEdinburgh: EUP, 2007.

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1. Egri, Lajos. The Art of Dramatic Writing. NY: Simon and Schuster, 1960.
2. Gardner, John. The Art of Fiction. New York: Vintage, 1991.
3. Sartre, Jean-Paul. What Is Literature? And Other Essays. Harvard: Harvard Univ. Press, 1988.

Web References

1. <https://targetstudy.com/articles/importanceof-group-discussion.html>
2. Extempore Speech - <https://handmadewriting.com/blog/guides/extemporaneous-speech-topics/>
3. Mock Interviews <https://corporatefinanceinstitute.com/resources/careers/interviews/mock-interview-guide/>
4. Situational Conversations - <https://english.eagetutor.com/component/k2/itemlist/category/37-situational-conversation>

COs/POs/PSOs Mapping

| COs | Program Outcomes (POs) | | | | | Program Specific Outcomes (PSOs) | | |
|----------|------------------------|------|------|------|------|----------------------------------|-------|-------|
| | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PSO 1 | PSO 2 | PSO 3 |
| 1 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 3 |
| 2 | 2 | 3 | 3 | 3 | 2 | 2 | 2 | 2 |
| 3 | 3 | 2 | 2 | 3 | 1 | 3 | 2 | 3 |
| 4 | 2 | 3 | 3 | 2 | 1 | 2 | 3 | 2 |
| 5 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 |

Correlation Level

| High | Moderate | Low |
|------|----------|-----|
| 3 | 2 | 1 |

Evaluation Method

| Assessment | Continuous Assessment Marks (CAM) | | | | | End Semester Examination (ESE) Marks | Total Marks |
|------------|-----------------------------------|----------|--------------------|--------|------------|--------------------------------------|-------------|
| | Review 1 | Review 2 | Model Presentation | Record | Attendance | | |
| Marks | 20 | | 10 | 10 | 10 | 50 | 100 |

Academic Curriculum and Syllabi R-2023

| | | | | | | | | | | | |
|---|--|---|---|---------------------------|---|-----------------------------|--------------|-----|----------------------------|-----|--|
| Department | TAMIL | | | Programme: B.A. | | | | | | | |
| Semester | SECOND | | | Course Category Code: MIL | | *End Semester Exam Type: TE | | | | | |
| CourseCode | A23TAT202C | | | Periods/Week | | Credit | MaximumMarks | | | | |
| | | | | L | T | P | C | CAM | ESE | TM | |
| Course Name | TAMIL – II | | | 3 | 0 | 0 | 3 | 25 | 75 | 100 | |
| (Common to B.A, B.Sc., BBA., B.COM., BCA., B.COM CS.,) | | | | | | | | | | | |
| Prerequisite | பன்னிரெண்டாம் வகுப்பில் தமிழை ஒரு பாடமாகப் பயின்றிருக்க வேண்டும். | | | | | | | | | | |
| Course Objectives | <ul style="list-style-type: none"> செவ்விலக்கிய தன்மை கொண்ட தமிழ்மொழியின் சிறப்பினை எடுத்துரைப்பதாக இப்பாடத்திட்டம் அமைக்கப்பட்டுள்ளது. இரண்டாயிரம் ஆண்டுகாலத் தமிழின் தொன்மையையும் வரலாற்றையும் அதன் விழுமியங்களையும் பண்பாட்டையும் எடுத்துரைப்பதாக இப்பாடத்திட்டம் அமைக்கப்பட்டுள்ளது. தமிழ் இலக்கியம் உள்ளடக்கத்திலும், வடிவத்திலும் பெற்றமாற்றங்கள், அதன் சிந்தனைகள், அடையாளங்கள் ஆகியவற்றைக் காலந்தோறும் எழுதப்பட்ட இக்கியங்களின் வழியாகக் கூறுவதற்கு இப்பாடத்திட்டம் அமைக்கப்பட்டுள்ளது. வாழ்வியல் சிந்தனைகள், ஒழுக்கவியல் கோட்பாடுகள், சமத்துவம், சூழலியல் எனப் பல கூறுகளை மாணவர்களுக்கு எடுத்துரைக்கும் விதத்தில் இப்பாடத்திட்டம் உருவாக்கப்பட்டுள்ளது. சிந்தனை ஆற்றலைப் பெருக்குவதற்குத் தாய்மொழியின் பங்களிப்பினை உணர்த்த இப்பாடத்திட்டம் அமைக்கப்பட்டுள்ளது. | | | | | | | | | | |
| | On completion of the course, the students will be able to | | | | | | | | BT Mapping (Highest Level) | | |
| | Course Outcome | CO1 | இலக்கியங்கள் உணர்த்தும் வாழ்வியல் நெறிமுறைகளைப் பேணிநடத்தல். | | | | | | | K3 | |
| | | CO2 | நமது எண்ணத்தை வெளிப்படுத்தும் கருவியாகத் தாய்மொழியைப் பயன்படுத்துதல். | | | | | | | K3 | |
| | | CO3 | தகவல் தொடர்புக்குத் தாய்மொழியின் முக்கியத்துவத்தை உணர்தல். | | | | | | | K2 | |
| CO4 | | தாய்மொழியின் சிறப்பை அறிதல். | | | | | | | K3 | | |
| CO5 | | இலக்கிய இன்பங்களை நுகரும் திறன்களை வளர்த்தல். | | | | | | | K3 | | |
| UNIT-I | காப்பியம் | | | | | | Periods: 09 | | | | |
| சிலப்பதிகாரம் | - வழக்குரைகாதை—காவியுகநீரும்...முதல் தோற்றான் உயிர்வரை (8 வரிகள்) | | | | | | | | | CO1 | |
| மணிமேகலை | -பளிக்கறைபுக்ககாதை—மதுமலர்க் கூந்தல்...முதல் புறமறிப் பாராய் வரை(106-121வரிகள்) | | | | | | | | | | |
| பெரியபுராணம் | -இளையான்குடிமாறநாயனார்புராணம் - உள்ளம் அன்புகொண்டு...(17ஆவது பாடல்மட்டும்) | | | | | | | | | | |
| கம்பராமாயணம் | - கும்பகர்ணவதைப்படலம் - உறங்குகின்றகும்பகன்... (45ஆவதுபாடல் மட்டும்) | | | | | | | | | | |
| தேம்பாவணி | -பாலமாட்சிப்படலம் - ஊட்டினார் அருள்...(229 பாடல்மட்டும்) | | | | | | | | | | |
| சீராப்பராணம் | - மழையழைப்பித்தப் படலம் - வேயினைமுறித்துஎனத் தொடங்கும்(15ஆவது பாடல் மட்டும்) | | | | | | | | | | |
| UNIT-II | பதினெண் கீழ்க்கணக்கு நூல்கள் | | | | | | Periods: 09 | | | | |
| திருக்குறள் | - வலியறிதல் (48), நெஞ்சொடுகிளத்தல் (125) | | | | | | | | | CO2 | |
| நாலடியார் | - அரும்பெறல்...(பாடல் எண்:34) | | | | | | | | | | |
| சிறுபஞ்சமூலம் | -புவாதுகாய்க்கும்...(பாடல் எண்:22) | | | | | | | | | | |
| ஐந்திணைஐம்பது | - சுனைவாய்ச் சிறுநீரை...(பாடல் எண்:38) | | | | | | | | | | |
| கார்நாற்பது | - கருவினைகண்மலர்போல் பூத்தன...(பாடல் எண்:34) | | | | | | | | | | |
| களவழிநாற்பது | - ஞாட்பினுளெஞ்சிய (பாடல் எண்:2) | | | | | | | | | | |
| UNIT-III | சங்க இலக்கியம் - எட்டுத்தொகை | | | | | | Periods: 09 | | | | |
| ஐங்குறுநூறு | -பாடல் எண்:44 -தோழி கூற்று | | | | | | | | | CO3 | |
| குறுந்தொகை | - பாடல் எண்:224 - தலைவி கூற்று | | | | | | | | | | |
| நற்றிணை | - பாடல் எண்:284 - தலைவன் கூற்று | | | | | | | | | | |
| அகநானூறு | - பாடல் எண்:145 - செவிலி கூற்று | | | | | | | | | | |
| புறநானூறு | - பாடல் எண்:102 - ஔவையார் | | | | | | | | | | |
| பரிபாடல் | - பாடல் எண்:3 - திருமால் வாழ்த்து (1-11வரிகள்) | | | | | | | | | | |
| UNIT-IV | பத்துப்பாட்டு | | | | | | Periods: 09 | | | | |
| பொருநராற்றுப்படை-வாரியும் வடித்தம்...முதல் பெருந்தகுபாடினிவரை(25-47) | | | | | | | | | | CO4 | |
| சிறுபாணாற்றுப்படை- பைந்தனைஅவரை...முதல் வென்றிவேலூர் எய்தின் வரை (164-173) | | | | | | | | | | | |
| பெரும்பாணாற்றுப்படை-பார்வையாத்த...முதல் பதம் மிகப் பருகுவீர்வரை (95-105) | | | | | | | | | | | |
| குறிஞ்சிப்பாட்டு -அண்ணல் நெடுங்கோடு...முதல் சிவந்தகண்ணேம்வரை(54-61) | | | | | | | | | | | |

Academic Curriculum and Syllabi R-2023

| | | |
|---|---|---------------------------|
| மதுரைக்காஞ்சி | -மைபடுபெருந்தோள்...முதல் பெரும்பெயர் மதுரை வரை (687-699) | |
| நெடுநல்வாடை | -குளிர்காலக்காட்சி- கல்லென் துவலைத்...முதல் பண்ணுமுறைநிறுப்பவரை (64-70) | |
| UNIT-V | மொழிப்பயிற்சி,இலக்கியவரலாறு | Periods: 09 |
| 1.முதல்,கரு,உரிப்பொருள் அறிதல் 2.அலகிட்டுவாய்ப்பாடு 3.அணிகள் அறிதல் இலக்கியவரலாறு காப்பியம்,அறஇலக்கியம்,சங்க இலக்கியம் குறித்தப் பாடப்பகுதியை ஓட்டிய இலக்கிய வரலாறு. | | CO5 |
| LecturePeriods: 45 | TutorialPeriods:- | PracticalPeriods:- |
| TotalPeriods:45 | | |
| TextBooks | | |
| 1.சிவகுமார்,எஸ்., -கொங்குதேர்வாழ்க்கை,பாடல் தொகுப்பு நூல் - தொகுதி -1, யுனைடெட் ரைட்டர்ஸ்,சென்னை -86. முதற்பதிப்பு,2003. 2.சாமிநாதையர்டாக்டர்உ.வே. குறுந்தொகை மூலமும் உரையும்,டாக்டர்உ.வே.சாமிநாதையர் நூல் நிலையம், வெளியீட்டெண்: 277,பெசன்ட் நகர்,சென்னை- 600 090.எட்டாம் பதிப்பு- 2020. 3.வேங்கடராமன், வித்துவான்.ஹெச். (பதி.) - நற்றிணை மூலமும் உரையும்,டாக்டர்உ.வே.சாமிநாதையர் நூல் நிலையம், வெளியீட்டெண்: 277,பெசன்ட் நகர்,சென்னை- 600 090. எட்டாம் பதிப்பு- 2020. 4.திருவள்ளுவர்- சேயோன் டாக்டர் - திருக்குறள்,மயிலைத் திருவள்ளுவர் தமிழ்ச் சங்கம்,184,பிராட்வே,சென்னை 600 108 5.வேங்கடசாமிநாட்டார்,ந.மு., - கார்நாற்பது,களவழிநாற்பது-சாரதாபதிப்பகம்,சாந்திஅடுக்ககம், ஸ்ரீகிருஷ்ணபுரம் தெரு, இராயப்பேட்டை,சென்னை -14. முதற்பதிப்பு: 2005. | | |
| ReferenceBooks | | |
| 1.சிற்பிபாலசுப்பிரமணியம் மற்றும் நீலபத்மநாபன் (ப.ஆசி.) -புதியதமிழ் இலக்கியவரலாறு, தொகுதி-1,2,3,சாகித்தியஅகாதெமி,புதுடெல்லி, 2013. 2.பாக்கியமேரி,வகைமைநோக்கில் தமிழ் இலக்கியவரலாறு (செம்மைமற்றும் விரிவுப் பதிப்பு),பாரிநிலையம். சென்னை, 3.ஆனந்தன். சு. முனைவர்., - தமிழ் இலக்கியவரலாறு,கண்மணிபதிப்பகம், திருச்சி-2. இருபத்தி மூன்றாம் பதிப்பு- 2015. 4.பரந்தாமனார்,அ.கி.,நல்லதமிழ் எழுதவேண்டுமா,பாரிநிலையம்,சென்னை, 1998. 5.சம்பத், இரா., (பதி) -தொல்காப்பியக் கவிதையியல் வடிவம்-பாடுபொருள்-உத்தி-வகைமை,புதுச்சேரிமொழியியல் பண்பாட்டுஆராய்ச்சிநிறுவனம், புதுச்சேரி-605 001. முதற்பதிப்பு-அக்டோபர் 2015. | | |
| Web References | | |
| 1. http://www.tamilvu.org 2. http://www.tamilweb.com 3. http://www.tamilkodal.com 4. www.store.tamillexican.com 5. www.kala.tamilforu.blogspot.com 6. www.noolagam.com | | |

* TE – Theory Exam, LE – Lab Exam

COs/POs/PSOs Mapping

| Cos | Program Outcomes (POs) | | | | | Program Specific Outcomes (PSOs) | | |
|-----|------------------------|-----|-----|-----|-----|----------------------------------|------|-------|
| | PO1 | PO2 | PO3 | PO4 | PO5 | PSO1 | PSO2 | PSO 3 |
| 1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 3 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 3 |
| 4 | 2 | 3 | 2 | 3 | 2 | 2 | 3 | 2 |
| 5 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 3 |

Correlation Level: 1:Low, 2:Moderate, 3:High

Evaluation Method

| | | | |
|------------|-----------------------------------|-----|-------|
| Assessment | Continuous Assessment Marks (CAM) | End | Total |
|------------|-----------------------------------|-----|-------|

Academic Curriculum and Syllabi R-2023

| | CAT 1 | CAT 2 | Model Exam | Assignment* | Attendance | Semester Examination (ESE) Marks | Marks |
|-------|------------------|------------------|-----------------------|--------------------|-------------------|---|--------------|
| Marks | 10 | 5 | 5 | 5 | 5 | 75 | 100 |

* Application oriented / Problem solving / Design / Analytical in content beyond the syllabus

5/5

| | | | | | | | | |
|---|--|---|----------|----------|------------------------------------|---------------|-------------------------------|------------|
| Department | FRENCH | Programme: B. A. | | | | | | |
| Semester | II | Course Category Code: AEC | | | *End Semester Exam Type: TE | | | |
| Course Code | A23FRT202C | Periods/Week | | | Credit | Maximum Marks | | |
| | | L | T | P | C | CAM | ESE | TM |
| Course Name | FRENCH II | 3 | 0 | 0 | 2 | 25 | 75 | 100 |
| (Common to B.A., B.SC., AND BCA Branches) | | | | | | | | |
| Prerequisite | French-I | | | | | | | |
| Course Objective | To introduce the basics of French language to the students | | | | | | CO1 | |
| | To enable the students to read, understand and write simple sentences | | | | | | CO2 | |
| | To help them to learn the fundamentals of French grammar | | | | | | CO3 | |
| | To make the students to formulate correct phrases | | | | | | CO4 | |
| | To introduce them French and Francophone countries and their cultures | | | | | | CO5 | |
| Course Outcome | <i>On completion of the course, the students will be able to</i> | | | | | | BT Mapping (Highest Level) | |
| | CO1 | Have a general understanding of the language | | | | | K3 | |
| | CO2 | Analyze and interpret simple phrases written in French | | | | | K3 | |
| | CO3 | Have the basics of French grammar | | | | | K3 | |
| | CO4 | Communicate and ask basic questions in French language | | | | | K3 | |
| | CO5 | Appreciate the diversity and multiplicity of French and Francophone world | | | | | K3 | |
| UNIT-I | | | | | Periods:09 | | | |
| | 1. Qu'est-ce qu'on offre? 2. L'interro-négation. 3. On Solde 4. Le comparatif. 5. Les fêtes | | | | | | CO1 | |
| UNIT-II | | | | | Periods:09 | | | |
| | 1. Découvrir Paris en bus avec l'open tour. 2. Les verbes pronominaux 3. Si vous gagnez, vous ferez quoi? 4. Le futur simple 5. Les superlatifs. | | | | | | CO2 | |
| UNIT-III | | | | | Periods:09 | | | |
| | 1. Parasol ou parapluie 2. Le climat en France. | | | | | | CO3 | |

| | | | |
|---|--------------------------|----------------------------|-------------------------|
| 3. Quand il est midi à Paris? | | | |
| 4. L'emploi du temps:métro, boulot, restau. | | | |
| 5. Parler du temps qu'il fait. | | | |
| UNIT-IV | | Periods:09 | |
| 1. Vous allez vivre à Paris? | | | CO4 |
| 2. Les régions de France | | | |
| 3. L'avenir du français. | | | |
| 4. La place des adjectifs. | | | |
| 5. Souvenirs d'enfance. | | | |
| UNIT-V | | Periods:09 | |
| 1. J'ai fait mes études à Lyon. | | | CO5 |
| 2. Retour des Antilles | | | |
| 3. Raconter ses vacances. | | | |
| 4. Au voleur! Au voleur! | | | |
| 5. Les journaux en France. | | | |
| Lecture Periods:45 | Tutorial Periods: | Practical Periods:- | Total Periods:45 |
| TextBooks | | | |
| 1. Sylvie Poisson Quinton and Michèle Maheo, <i>Festival 1 Méthode de Français</i> , CLE editions, 2009 (Leçon-13 to Leçon-24) (p.74-131) | | | |
| ReferenceBooks | | | |
| 1. Régine Mérieux and Yves Loiseau, <i>Latitudes 1</i> , Didier editions, 2017 | | | |
| 2. Annie Berthet and Emmanuelle Daili, <i>Alter Ego + A1</i> , Hachette editions, 2012 | | | |
| 3. Bruno Giradeau, <i>Réussir le Delf A1</i> , Didier editions, 2019 | | | |
| Web References | | | |
| 1. https://www.tv5monde.com | | | |
| 2. https://www.rfi.fr | | | |
| 3. https://www.lemonde.fr | | | |
| 4. https://www.frenchpodcasts.com | | | |
| 5. https://www.coursera.org | | | |

COs/POs/PSOs Mapping

| COs | Program Outcomes (PO) | | | | | Program Specific Outcomes (PSOs) | | |
|-----|-----------------------|-----|-----|-----|-----|----------------------------------|------|------|
| | PO1 | PO2 | PO3 | PO4 | PO5 | PSO1 | PSO2 | PSO3 |
| 1 | 3 | 3 | 3 | 3 | 3 | 1 | 2 | 3 |
| 2 | 3 | 3 | 3 | 3 | 3 | 1 | 2 | 3 |
| 3 | 3 | 3 | 3 | 3 | 3 | 1 | 2 | 3 |
| 4 | 2 | 3 | 3 | 3 | 3 | 1 | 2 | 3 |
| 5 | 1 | 2 | 1 | 1 | 1 | 1 | 2 | 3 |

Correlation Level: 1 - Low, 2 - Medium, 3 – High

Evaluation Method

| Assessment | Continuous Assessment Marks (CAM) | | | | | End Semester Examination (ESE) Marks | Total Marks |
|------------|-----------------------------------|-------|------------|-------------|------------|--------------------------------------|-------------|
| | CAT 1 | CAT 2 | Model Exam | Assignment* | Attendance | | |
| Marks | 10 | | 5 | 5 | 5 | 75 | 100 |

* Application oriented / Problem solving / Design / Analytical in content beyond the syllabus

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M. A. Zahedi

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|---|---|---|---|---|-----------------------------------|---------------|-----|-----------------|
| Department | ENGLISH | Programme: B. A. | | | | | | |
| Semester | II | Course Category Code: AEC | | | End Semester Exam Type: TE | | | |
| Course Code | A23GET202C | Periods / Week | | | Credit | Maximum Marks | | |
| Course Name | GENERAL ENGLISH - II | L | T | P | C | CAM | ESE | TM |
| (Common to B.A., B.SC., AND BCA Branches) | | 2 | 0 | 0 | 2 | 25 | 75 | 100 |
| Prerequisite | Basic part-two language and knowledge gained from Grammar and Composition | | | | | | | |
| Course Objectives | To train students to identify poetic forms and issues related to contexts | | | | | | | CO1 |
| | To enable the student in the skill of reading for ideas | | | | | | | CO2 |
| | To enable the students to enjoy the literature through the work of great writer | | | | | | | CO3 |
| | To introduce drama as a social product and a literary form | | | | | | | CO4 |
| | To hone composition skills in students | | | | | | | CO5 |
| Course Outcomes | <i>On completion of the course, the students will be able to</i> | | | | | | | BT Mapping |
| | | | | | | | | (Highest Level) |
| | CO1 | comprehend and discuss the various facets of selected poems | | | | | | K3 |
| | CO2 | evaluate and Criticize the prose texts. | | | | | | K3 |
| | CO3 | illustrate various reflections and instances in short stories with personal experiences | | | | | | K3 |
| | CO4 | develop critical appreciation based on the understanding of the prescribed texts | | | | | | K3 |
| CO5 | enhance the writing skills for specific purposes | | | | | | K3 | |
| UNIT-I | POETRY | Periods: 09 | | | | | | |
| 1. | Nissim Ezekiel - <i>Minority Poem</i> | | | | | | | CO1 |
| 2. | Sarojini Naidu – <i>Indian Weaver</i> | | | | | | | |
| 3. | Walt Whitman – <i>O Captain My Captain</i> | | | | | | | |
| 4. | William Blake – <i>Tyger</i> | | | | | | | |
| 5. | Rabindranath Tagore – <i>Paper Boat</i> | | | | | | | |
| UNIT-II | PROSE | Periods: 09 | | | | | | |
| 1. | Jawaharlal Nehru – <i>A Tryst With Destiny</i> | | | | | | | CO2 |
| 2. | Martin Luther King – <i>I have a dream</i> | | | | | | | |
| 3. | Swami Vivekananda – <i>Speech at world Parliament of Religion Chicago</i> | | | | | | | |
| UNIT-III | SHORT STORIES | Periods: 09 | | | | | | |
| 1. | Arthur Canon Doyle – <i>A Scandal in Bohemia</i> | | | | | | | CO3 |
| 2. | Stephen Crane – <i>The Open Boat</i> | | | | | | | |
| UNIT-IV | DRAMA | Periods: 09 | | | | | | |
| 1. | Cedric Mount Short – <i>The Never Never Nest</i> | | | | | | | CO4 |
| 2. | Fritz Karinthy – <i>Refund</i> | | | | | | | |
| UNIT-V | GRAMMAR AND COMPOSITION | Periods: 09 | | | | | | |
| 1. | Cause and Effect Analysis | | | | | | | CO5 |
| 2. | Note Making | | | | | | | |
| 3. | Picture Comprehension | | | | | | | |
| 4. | Sentence Pattern | | | | | | | |

| | | | |
|--|---------------------|----------------------|-------------------|
| 5. Sentence Punctuation | | | |
| Lecture Periods: 45 | Tutorial Periods: 0 | Practical Periods: - | Total Periods: 45 |
| Text Books | | | |
| <ol style="list-style-type: none"> 1. Pegasus. <i>Scandal in Bohemia & Other Stories</i>, B Jain Publisher, 2016. 2. Crane, Stephen. <i>The Open Boat and Other Stories</i>, Createspace Independent Publisher, 2017. 3. Wren, Martin. <i>Primary School English Grammar and Composition</i>, Generics Publication, 2023. | | | |
| Reference Books | | | |
| <ol style="list-style-type: none"> 1. Sehrawat, Anjali . <i>Mother's Day : Bhagat Phoolsingh Women's University</i>, Notion Press Publication, 2022. 2. Martin Luther, Heming Daoudi. <i>Martin Luther King's I have a dream speech</i>, Kindle Edition, 2020. 3. Crane, Stephen. <i>The Open Boat Stephen Crane</i>, Createspace Independent Publication, 2013. 4. Rabindranath Tagore, William Radice. <i>Selected Poems: Rabindranath Tagore</i>, Penguin Publication, 2000. 5. Tapasyananda, Swami. <i>Swami Vivekananda his life and Legacy</i>, Ramakrishna Math Publication, 2008. | | | |
| Web References | | | |
| <ol style="list-style-type: none"> 1. https://allpoetry.com/Minority-Poem 2. http://www.sourcecodeonline.com/list?q=the_never_never_nest_author_cedric_mount 3. https://www.cam.ac.uk/files/a-tryst-with-destiny/index.html 4. https://poets.org/poem/tyger 5. https://www.poetryfoundation.org/poems/45474/o-captain-my-captain | | | |

COs/POs/PSOs Mapping

| COs | Program Outcomes (POs) | | | | | Program Specific Outcomes (PSOs) | | |
|-----|------------------------|------|------|------|------|----------------------------------|-------|-------|
| | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PSO 1 | PSO 2 | PSO 3 |
| 1 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 3 |
| 2 | 2 | 3 | 3 | 3 | 2 | 2 | 2 | 2 |
| 3 | 3 | 2 | 2 | 3 | 1 | 3 | 2 | 3 |
| 4 | 2 | 3 | 3 | 2 | 1 | 2 | 3 | 2 |
| 5 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 |

Correlation Level

| High | Moderate | Low |
|------|----------|-----|
| 3 | 2 | 1 |

Evaluation Method

| Assessment | Continuous Assessment Marks (CAM) | | | | | End Semester Examination (ESE) Marks | Total Marks |
|------------|-----------------------------------|-------|------------|-------------|------------|--------------------------------------|-------------|
| | CAT 1 | CAT 2 | Model Exam | Assignment* | Attendance | | |
| Marks | 10 | 5 | 5 | 5 | 5 | 75 | 100 |

* Application oriented / Problem solving / Design / Analytical in content beyond the syllabus

| | | | | | | | | |
|-------------|--|----------------------------------|---|---|--------|----------------------------|-----|-----|
| Department | English | Programme: B.A English | | | | | | |
| Semester | II | Course Category Code: VAC | | | | *End Semester Exam Type: - | | |
| Course Code | A23VAC201C | Periods / Week | | | Credit | Maximum Marks | | |
| | | L | T | P | C | CAM | ESE | TM |
| Course Name | UNDERSTANDING INDIA (Common to all UG Programmes) | 2 | 0 | 0 | 2 | 100 | 0 | 100 |

Course Overview:

The course aims at enabling the students to acquire and demonstrate the knowledge and understanding of contemporary India with its historical perspective, the basic framework of the goals and policies of national development, and the constitutional obligations with special emphasis on constitutional values and fundamental rights and duties. The course would also focus on developing an understanding among students of Indian society, Indian knowledge systems and cultural heritage.

Course Objective and Outcome:

The course aims at making the students understand India from global, national and local perspectives. A student would be able to understand India in geographical, historical, social, cultural and political settings. At the end of the semester, the students will be able to appreciate the multicultural and multifaceted nature of India.

Unit I: Geography of India

- India on the map of the world and its neighbouring countries
- Geographical diversities

Unit II History of India

- India's Freedom Struggle
- An introduction to Indian knowledge systems

Unit III: Communicating Culture

- Oral narratives: Myths, tales and folklore
- Introduction to the Tribal Cultures of India

Unit IV: Indian Social Structure

- Continuity and change of the Indian Social Structure: Caste, Community, Class and Gender

Unit V: Understanding Indian Polity

- The evolution of State in India: Nature and origin
- Interpretating India: Traditional, Modern and Contemporary
- Constitution as a living document

Reading List

Unit I: Geography of India

1. Ramesh Dutta Dikshit, *Political Geography: Politics of Place and Spatiality of Politics*, Macmillan Education, 2020.
2. Deshpande C. D., 1992: *India: A Regional Interpretation*, ICSSR, New Delhi.
3. Johnson, B. L. C., ed. 2001. *Geographical Dictionary of India*. Vision Books, New Delhi.
4. Mandal R. B. (ed.), 1990: *Patterns of Regional Geography – An International Perspective*. Vol. 3 – Indian Perspective.
5. Tirtha, Ranjit 2002: *Geography of India*, Rawat Pubs., Jaipur & New Delhi.
6. Pathak, C. R. 2003: *Spatial Structure and Processes of Development in India*. Regional Science Assoc., Kolkata.
7. Tiwari, R.C. (2007) *Geography of India*. Prayag Pustak Bhawan, Allahabad 12. Sharma,
8. T.C. (2013) *Economic Geography of India*. Rawat Publication, Jaipur

Unit II: History of India

1. <https://iksindia.org>
2. Bose D. M., S. N. Sen and B. V. Subbarayappa ed. (1971) *A Concise History of Science in India*, Indian National Science Academy, New Delhi.
3. Chandra, Bipan, Amal Tripathi & Barun De (1972), *Freedom Struggle*, National Book Trust, New Delhi.
4. Husain, S. Abid. (2003). *The National Culture of India*, National Book Trust, New Delhi.
5. Kapoor, Kapil and Avadesh Kumar Singh ed. (2005), *Indian Knowledge Systems*, 2 Volumes, DK Printworld, New Delhi.
6. Mohanta, Basant Kumar and Vipin Kumar Singh ed. (2012), *Traditional Knowledge System and Technology in India*, Pratibha Prakashan
7. *History of Technology in India*, 3 Volumes (1997-2012), Indian National Science Academy, New Delhi.
8. *The Cultural Heritage of India Series*, 8 Volumes (2002), Ramakrishna Mission Institute, Calcutta.

Unit III: Communicating Culture: Tellings, Representations, and Leisure

1. Kanak Mital, “A Santhal Myth, Five Elements” & M.D. Subash Chandran, “Peasant Perception of Bhutas, Uttara Kannada” in *Prakrti, The Integral Vision*, Vol. 1 (Primal
2. Elements – The Oral Tradition, edited by Baidyanath Saraswati), pp. 119-125; 151-166.
3. K. Ramanujan, “‘A Flowering Tree’: A Woman’s Tale”, *Oral Tradition*, 12/1 (1997):226-243.
4. Stuart H. Blackburn, “The Folk Hero and Class Interests in Tamil Heroic Ballads”, *Asian Folklore Studies*, Vol. 37, No. 1 (1978), pp. 131-149.
5. Beatrix Hauser, “From Oral Tradition to ‘Folk Art’: Reevaluating Bengali Scroll Paintings”, in *Asian Folklore Studies*, Vol. 61, No. 1 (2002), pp. 105-122.
6. Komal Kothari, “Myths, Tales and Folklore: Exploring the Substratum of Cinema” pdf.

Unit IV: Indian Social Structure

1. Singh, Y. (1968). Caste and Class : Some Aspects of Continuity and Change. Sociological Bulletin, 17(2), 165–186. <https://doi.org/10.1177/0038022919680205>
2. Singh, Y. (1986). Modernization of Indian Tradition: A Systemic Study of Social Change. India: Rawat Publications.
3. Gupta, D. (2000). Interrogating caste: understanding hierarchy and difference in Indian society. India: Penguin Books.
4. Rege, S. (1996). Caste and Gender: The Violence Against Women in India. Italy: European University Institute.
5. Xaxa, V. (2008). State, Society, and Tribes: Issues in Post-colonial India. India: Dorling Kindersley (India), licencees of Pearson Education in South Asia.
6. Uberoi, P. (1994). Family, Kinship and Marriage in India. India: Oxford University Press.
7. Robinson, R. (2004). Sociology of Religion in India. India: SAGE Publications.
8. Srinivas, M. N. (2000). Caste: Its 20Th Century Avatar. India: Penguin Books Limited.
9. Jamil, G. (2021). Women in Social Change. SAGE Publishing India.
10. Bhasin, K. (2000). Understanding Gender.

Unit V: Understanding Indian Polity

1. Madhav Khosla. *The Indian Constitution*. New Delhi, Oxford University Press, 2012.
2. Ramachandra Guha. *Makers of Modern India*. Cambridge, Mass., The Belknap Press of Harvard University Press, 2013.
3. Thapar, Romila. *Indian Cultures as Heritage: Contemporary Pasts*. London, Seagull Books, 2021.
4. Venkataraghavan Subha Srinivasan. *The Origin Story of India's States*. Penguin Random House India Private Limited, 25 Oct. 2021.
5. J Sai Deepak. *India That Is Bharat : Coloniality, Civilisation, Constitution*. New Delhi, Bloomsbury, 2021

| | | | | | | | | |
|-------------|----------------|-------------------------------------|----------|----------|---------------------------|---------------|----------|------------|
| Department | English | Programme: B. A. | | | | | | |
| Semester | II | Course Category Code: EEC | | | End Semester Exam Type: - | | | |
| Course Code | A23ENC202D | Periods / Week | | | Credit | Maximum Marks | | |
| Course Name | ENGLISH FOR IT | L | T | P | C | CAM | ESE | TM |
| | | 0 | 0 | 4 | 0 | 100 | - | 100 |

ENGLISH FOR IT

The English for IT certification validates the skills of non-native English speakers looking to start careers in IT. An individual earning this certification has approximately 150 hours of instruction and hands-on experience. Individuals who have earned the English for IT certification have demonstrated expertise of the following skills.

1. USE OF ENGLISH

- 1.1. Interpret and implement instructions, guidelines and training materials
 - 1.1.1. Implement the rules and expected behaviors described in a company's code of conduct document
 - 1.1.2. Analyze descriptions of familiar job roles and responsibilities
- 1.2. Construct appropriate requests for information and feedback
 - 1.2.1. Make requests for updates on actions taken to solve problems, or ask for detailed feedback about specific points of a business idea or proposal
 - 1.2.2. Ask questions to better understand the specific details of a problem
- 1.3. Update colleagues on work-related topics
 - 1.3.1. Respond to a request for a status update on a project
 - 1.3.2. Select appropriate language to open a meeting and lead or manage a discussion, expanding and developing ideas, so that the group is able to make a decision
 - 1.3.3. Encourage discussion by inviting others to join in, say what they think, etc.
- 1.4. Incorporate goals and objectives into the working environment
 - 1.4.1. Distinguish different goals using a range of expressions
 - 1.4.2. State how to do something, giving detailed instructions
 - 1.4.3. Apply specialized terms and complex technical information such as operating instructions, specifications for familiar products and services
- 1.5. Defend a point of view
 - 1.5.1. Use persuasive language to convince others to agree with their recommended course of action
 - 1.5.2. Answer complaints from dissatisfied employees and customers politely and resolve conflicts, asking employees and customers to rephrase language (Non-Violent Communication)

2. LISTENING

- 2.1. Identify concerns about an issue, a product or service, or a business situation
 - 2.1.1. Follow a plan of action that details a problem, how it will be fixed, and by when
 - 2.1.2. Identify specific concerns about a work-related issue or business situation, or a product or piece of equipment, and demand what action should be taken in an appropriate way

Examine key information from a conversation

- 2.1.3. Follow in detail work-related phone messages, listen to a customer detailing a problem with a

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product or service, and decide the steps necessary to overcome the problem

- 2.1.4. Discern the main ideas of complex technical issues in the work environment
- 2.2. Participate in discussions and conversations, exchanging information when necessary
 - 2.2.1. Collate factual information in routine formal discussions conducted in clear standard speech
 - 2.2.2. Express varying degrees of certainty about a recommended course of action

3. READING

- 3. Analyze and prioritize opinions and recommendations
 - 3.1. Respond to comments made during the development of a collaborative project
 - 3.2. Identify different opinions and recommended courses of action, if provided with sufficient background information
 - 3.3. Justify a viewpoint on an issue by identifying pros and cons of various options
- 4. Analyze factual information from various sources
 - 4.1. Interpret the main message from a text
 - 4.2. Infer meaning from contextual clues in a document or report
 - 4.3. Identify specific information in a linguistically complex factual text
- 5. Evaluate information from various sources
 - 5.1. Evaluate the advantages and disadvantages of different options or approaches to an issue
 - 5.2. Synthesize, summarize and evaluate familiar information and arguments from a number of sources
- 6. Identify a problem and its cause, and identify solutions
 - 6.1. Identify a work-related problem and its causes, the actions taken, and the results of those actions
 - 6.2. Summarize how a product or service meets a specific need
 - 6.3. Identify how a change will help the company, its employees, or its customers, and how the success of the change will be measured