

Estd: 1966

SARASWATHI NARAYANAN COLLEGE

(An Autonomous Institution Affiliated to Madurai Kamaraj University)

(Reaccredited with Grade 'B' by NAAC)

Perungudi, MADURAI – 625 022.

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DEPARTMENT OF ENGLISH

Choice Based Credit System (CBCS)

**Learning Outcomes-based Curriculum Framework
(LOCF)**

M.A. English Programme

(For those who join in June 2022)

PRINCIPAL

Dr. M. Kannan M.A., M.Phil., Ph.D.

DEPARTMENT OF ENGLISH

1. **DR. M. Kannan , M.A., M.Phil., P.G.D.T.E, Ph.D.**
Associate Professor and Principal
2. **Dr. M.R. Chandran, M.A(Eng), M.A(Ling)., M.Phil,**
M.Ed., M.Sc (Psy)., M.BA, P.G.D.T.E. Ph.D
Associate Professor and Head
3. **Mr. T. Jayasingh, M.A. M.Phil.,**
Associate Professor
4. **Dr. B. Rajasekaran M.A., M.Phil., Ph.D.**
Associate Professor
5. **Dr. R. Visalakshi Thangamani, M.A. B.Ed., P.B.Ed,**
M.Phil., Ph.D.
Assistant Professor
6. **Dr. A.R. Uma, M.A., M.Phil., P.G.D.C.A., Ph.D.**
Assistant Professor
7. **Mr. D. Muneesvaran, M.A(Rng)., (Ling).,**
M.A.(Journalism)., M.Phil. Assistant Professor
8. **Dr. K. Valarmathy, M.A. M.Ed., M.Phil., Ph.D.**
Assistant Professor
9. **Mrs. M. Malini, M.A., M.Phil.,**
Assistant Professor
10. **Dr. G. Karthigai Selvi, M.A., B.Ed., M.Phil, Ph.D.**
Assistant Professor
11. **Dr. C. Kannan, M.A., M.Phil., D.G.T., Ph.D.**
Assistant Professor
12. **Dr. R. Indu Preethi., M.A., B.Ed., M.Phil., Ph.D.**
Assistant Professor
13. **Dr. S Nagalakshmi, M.A., B.Ed., M.Phil., Ph.D**
Assistant Professor

PROFILE OF THE COLLEGE

Thiru. L. Narayanan Chettiar, a renowned philanthropist founded Saraswathi Narayanan College at Perungudi near Madurai Airport in the year 1966. The college is a prestigious academic powerhouse catering to the educational needs of students hailing from economically weaker and socially oppressed section of our society. It imparts education of the highest quality to students irrespective of caste, creed and religion. The guiding principles of our college are duty, devotion and distinction. The institution has proved an innovative leader and a catalyst in the best educational, cultural and economic interests of students. It is committed to make the students morally upright, intellectually resourceful, socially advantaged and globally competent. It is devoted to teaching, research and extension activities with equal importance.

The college set off its academic journey with Pre-University Courses in the year 1966 – 67. The Institution started offering UG programmes from the academic year 1968 – 69. It was upgraded as Post-Graduate Institution in 1979 – 80 and as Research Institution in 1984 – 85. The co-educational system was introduced for M.Phil. programmes in the academic year 2001 – 02 and for PG programmes in the year 2002 – 03 with the noble objective of promoting higher education among girls in rural areas. Girls have been enrolled in UG programmes also since the academic year 2010 – 11.

The green campus of 66 acres has a built-up area of 1,70,059 sq.ft. A new library housed at Silver Jubilee building was built at the cost of Rs.25,00,000/- and it was inaugurated by His Excellency Dr. M. Chenna Reddy, then the Governor of Tamilnadu on 04.04.1994. The library was dedicated to the memory of Achi. The major donor of this building was Tmt. Saraswathi Narayanan, the better half of the Founder President Thiru. L. Narayanan Chettiar. Sri Vidhya Ganapathi Temple was built and consecrated on 27.08.2015.

The Departments of Botany, Mathematics, Commerce, English, Economics and Chemistry have been upgraded as university recognized research centres to carryout M.Phil and Ph.D research programmes in the college. NAAC accredited the college with grade B+ in the year 2005. UGC accorded the status of Autonomy to our institution in the year 2007. NAAC re-accredited the college with grade B (CGPA of 2.78) in the year 2016. UGC extended the Status of Autonomy to the institution for another period of five years from the academic year 2016 – 17.

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M.A ENGLISH COURSE STRUCTURE

Sl. NO	Course	Course Code	Title of the paper	H	Cr	Ex Hr	Marks		Total
							Int.	Ext.	
I SEMESTER									
1	CC 1	LPENCT11	Chaucer and the Elizabethan Age	6	4		25	75	100
2	CC2	LPENCT12	Shakespeare	6	4		25	75	100
3	CC 3	LPENCT13	Indian Writing in English	6	5		25	75	100
4	CC 4	LPENCT14	Study of English Language, Linguistics and Phonetics	6	5		25	75	100
5	DSE 1 a	LPENDS11	Diasporic Writing	6	4		25	75	100
	DSE 1 b	LPENDS12	Group Dynamics and Communication						
6	MOOC				2				
II SEMESTER									
7	CC 5	LPENCT21	The Neo Classical and The Romantic Age	6	5		25	75	100
8	CC 6	LPENCT22	American Literature	6	4		25	75	100
9	CC 7	LPENCT23	New Literatures in English	6	4		25	75	100
10	CC 8	LPENCT24	Journalism and Mass Communication	5	4	3	25	75	100
11	DSE 2 a	LPENDS21	English Language Teaching and Information and Communication Technology (ELT and ICT)	5	3		25	75	100
			World Short Stories						
12	DSE 2 b	LPENDS22	World Short Stories						
13	AEC 1 a	LPENAE21	Practice Teaching						
14	AEC 1 b	LPENAE22	English for Project Writing	2	2		25	75	100
15	SLC 1 a	LPENSC21	Theatre Arts						
16	SLC 1 b	LPENSC22	Human Rights		2		25	75	100
17	MOOC				2				

Sl. NO	Course	Course Code	Title of the paper	H	Cr	Ex Hr	INT	EXT	Total
18	CC 9	LPENCT31	The Victorian and The Modern Age	6	5	3	25	75	100
19	CC 10	LPENCT32	Research Methodology	6	4	3	25	75	100
20	CC 11	LPENCT33	Subaltern Literatures	6	4	3	25	75	100
21	CC 12	LPENCT34	Literary Theory and Criticism	5	4	3	25	75	100
22	GEC 1	LPENGE31	English for Career Development	5	4	3	25	75	100
23	AEC 2 a	LPENAE31	English Literature for UGC – NET/JRF/SET	2	2	3	25	75	100
24	AEC 2 b	LPENAE32	English Literature for Competitive Examinations						
25	SLC – 2 a	LPENSC31	Classical Myth and Literature		2			100	100
26	SLC – 2 b	LPENSC32	Adolescent Psychology						
27	MOOC				2				
IV SEMESTER									
28	CC 13	LPENCT41	Women's Writing in English and Translation	6	5	3	25	75	100
29	CC 14	LPENCT42	Translation Studies	6	5	3	25	75	100
30	CC 15	LPENCT43	Comparative Literature: Theory and Practice	6	4	3	25	75	100
31	CC 16	LPENCT44	Project	5	4		50	50	100

32	DSE 3 a	LPENDS41	Literature and Society	5	3	3	25	75	100
33	DSE 3 b	LPENDS42	Study of Genres: Autobiography and Biography						
34	SEC 1 a	LPENSE41	Grammar for Communication	2	2	3	25	75	100
35	SEC 1 b	LPENSE42	Essentials of Reading and Writing Skills						
36	MOOC				2				

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DEPARTMENT OF ENGLISH - PG-CBCS -LOCF

(For those who join in June 2022)

Title of the Course: Chaucer And The Elizabethan Age	Semester: I
Course Code:LPENCT11	Contact hours: 6hrs/w
	Credits: 4

Course Learning Outcomes:

On completion of the course, the students are able to

- know the early writers from the 14th century and understand the transition from the Middle English period to the Elizabethan Age.
- gain deeper knowledge of the seminal writers through representative texts.
- know the social and cultural pulse through stellar literature of the period.
- provide knowledge about socio-cultural and historical development of Chaucer and the Elizabethan Age.
- understand the linguistic changes that took place during this period

Pre-required knowledge:

- ✓ Chief Characteristics of the Middle English Period and the Elizabethan age.
- ✓ Characteristics of an English epic.
- ✓ Main features of Elizabethan Drama.

Unit I: POETRY-I

Geoffrey Chaucer-Select Tales

The Wife of Bath

The Knight

Earl of Surrey

The Happy Life
When Raging Love with Extreme Pain
William Shakespeare- Sonnets from 1 to 5

Unit II: POETRY-II

Edmund Spenser- *Prothalamion*
John Milton- *Paradise Lost Book –I*
John Donne
The Ecstasy
The Canonization

Unit III: PROSE

Bacon's Essays: Of Parents & Children, Of Love, Of Death
The Gospel according to St. Luke (King James Version)

Unit IV: FICTION & DRAMA

John Bunyan- *The Pilgrim's Progress*
Christopher Marlowe –*Edward II*

Unit V: CRITICISM

Sir Philip Sidney- *An Apology for Poetry*

Suggested Topics for Presentation:

- ✓ Characteristics of Elizabethan Poetry
- ✓ Aphorism in Bacon's Essays
- ✓ Main features of Metaphysical Poetry
- ✓ University Wits
- ✓ Classical Criticism of Sidney

Suggested Readings:

Text Books:

1. Chaucer, Geoffrey and A.J.Wyatt. Chaucer: *The Prologue to the Canterbury Tales*. London: U Tutorial, 1967.
2. Bacon, Francis. *Essays*. Clive, 1923.
3. H.S.Bennet. *Chaucer and the Fifteen Century*. London: Clarendon Press, 1970.
4. *Fifteen Poets*, Oxford university press, 2017.

5. Walter, Gary. *English Poetry of the Sixteenth Century: Longman Literature in English*. 2nd ed. London: Longman, 1993.

Reference Books:

1. Daiches David . *A Critical History of English Literature*. Vols. I & II, Secker and Warburg, London, 1981.
2. Robertson and, John Mackison. *Elizabethan Literature*. London. William & Norgate, 1914.
3. Robinson, Ian. *Chaucer and The English Tradition*. London, OUP, 1972.

Web Sources:

1. https://en.wikipedia.org/wiki/Shakespeare%27s_sonnets.
2. <https://www.poetryfoundation.org/poems/45718/paradise-lost-book-1-1674-version>.
3. <https://www.westegg.com/bacon/index.essays.html>.
4. NOC: Related - Video Course , NPTEL.
5. <https://nptel.ac.in/courses/109/106/109106124/>
6. Chaucer and the Elizabethan Age - Indian Institute of Technology, Madras and NPTEL via Swayam
7. https://onlinecourses.nptel.ac.in/noc19_hs46/preview

Title of the Course: SHAKESPEARE

Semester: I

Course Code: LPENCT12 Contact hours: 6hrs/w

Credits: 4

Course Learning Outcomes:

On completion of the course, the students are able to

- gain a general understanding of Shakespearean plays and theatre.
- acquire knowledge of the dramatic skills exemplified in Shakespeare's plays.
- imbibe the good values upheld by the Shakespearean Characters.
- critically analyse Shakespeare's plays.
- gain insight into the philosophy of Shakespeare.

Pre – required knowledge:

- Social profile of the Elizabethan Age
- Shakespeare’s Life and Works
- Elizabethan Theatre and Audience

Unit I: COMEDY

Much Ado About Nothing

Twelfth Night

Unit II: TRAGEDY AND TRAGI COMEDY

Hamlet

The Tempest

Unit III: HISTORY PLAY AND ROMAN PLAY

Richard II

Julius Caesar

Unit IV: GENERAL SHAKESPEARE AND SONNETS

Shakespearean Comedies

Shakespearean Tragedies

Shakespeare’s History plays

Shakespeare’s Dramatic Romances

Women in Shakespeare’s Plays

Fools in Shakespeare’s Plays

Shakespeare’s Sonnets – 12, 18,60 , 104 ,127

Unit V: CRITICISM

A.C.Bradley: from *Shakespearean Tragedy*

“LECTURE I – THE SUBSTANCE OF SHAKESPEAREAN TRAGEDY”

Wilson Knight: from *The Wheel Of Fire:*

“On the Principles of Shakespeare Interpretation”

Ernest Jones: Hamlet: The Psycho analytical solution

from *Twentieth Century Criticism* by Handy & Westbrook

Suggested Topics for Presentation:

- History of Elizabethan Drama
- Elizabethan Theatre and Audience
- Themes of Shakespearean Tragedies

- Moral and ethical values emphasized through Shakespeare's characters
- Stylistic features of Shakespeare's plays and sonnets

Suggested Readings:

i) Text books:

1. Shakespeare, William. *The Complete works of Shakespeare*,
2. Bradley, A.C. *Shakespearean Tragedy: Lectures on Hamlet, Othello, King Lear, Macbeth*, London: Macmillan Co.Ltd., 1964.
3. Knight G. *Wilson. The Wheel Of Fire*. Methuen &CO.Ltd. London, New Fetter Lane, 1969.

ii) Reference Books:

1. Ackroyd, Peter. *Shakespeare: The Biography*. New York: Anchor. 2006.
2. Dyson, HVD. *The Emergence of Shakespeare's Tragedy*. London: Oxford University Press, 1955.
3. Mathew, TC. *A Fresh Approach to Shakespeare*. Delhi: Delhi PusthakSadan, 1953.
4. Garrin, Harry. *Shakespeare's Contemporary Critical Approaches*. Bucknell University Press, 1980
5. Greenblatt, Stephen. *Tyrant: Shakespeare on Politics*. Kindle Edition, 1st ed., 2018

iii) Web Sources:

1. <https://www.natgeokids.com/uk/discover/history/genre/history/shakespeare-facts/>
2. <https://www.williamshakespeare.net/>
3. <https://www.britannica.com/biography/William-Shakespeare>

Title of the Course: Indian Writing in English	Semester: I
Course Code: LPENCT13	Contact hours: 6hrs/w
	Credits: 5

Course Learning Outcomes:

On completion of the course, the students are able to

- understand the various features of Indian Literature in English.

- be aware of Indian culture and Indian life through the study of significant literary works in the domain of Indian Writing in English.
- get a glimpse of the regional literatures translated in English.
- learn the values of spiritual refinement in human life.
- understand the socio-cultural aspects reflected in Indian Literature.

Pre – required knowledge:

- Origin of Indian Poetry in English
- Indian Prose Writers: An overview
- Evolution of Indian Drama

Unit I: Poetry

Nissim Ezekiel	-	The Enterprise
Jayanta Mahapatra	-	Indian Summer
K.N.Dharuwalla	-	Death of a Bird
G.Maria Joseph Xavier	-	Joy and Sorrow

Unit II: Prose

Jawaharlal Nehru	-	from <i>Essential Nehru: A Collection of Nehru's Essays</i> ed. C.D. Narasimhaiah
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i) Religion, Philosophy and Science

ii) A Glory has Departed

iii) Dynamic Life

Nirad C Chaudhuri	-	<i>Autobiography of an Unknown Indian (chapter I)</i>
APJ Abdul Kalam	-	Part-II "Creation" from <i>Wings of Fire</i>

Unit III: Drama

Asif Currimbhoy	-	<i>The Dumb Dancer</i>
Mahesh Dattani	-	<i>Tara</i>

Unit IV: Novel

- Anita Nair - *Ladies' Coupe*
Aravind Adiga - *The White Tiger*

Unit V: Criticism

- Dipesh Chakrabarty - *Postcoloniality and the Artifice of History: Who speaks for*

"Indian" Past?

- Aijaz Ahmad - *The Politics of Literary Postcoloniality* From

"Contemporary Postcolonial Theory: A Reader" Ed. Padmini Mongia

Suggested Topics for Presentation:

- Evolution of Indian Writing in English
- Indian Sensibility in Indian Writing in English
- Themes and Contexts of the Indian English Novel
- Aesthetics of Indian English Poetry
- Modernism in Indian English Literature
- Nationalism in Indian English Literature

Suggested Readings:

i)Text Books:

1. Iyengar, Srinivasa K.R. *Indian Writing in English*. 5thed. New Delhi-Sterling, 1990.
2. Mongia, Padmini. "Contemporary Postcolonial Theory: A Reader" Ed. OUP, 1997.
3. Parthasarathy R., *Ten Twentieth Century Indian Poets*. New Delhi, OUP, 1997.
4. Peeradina, Saleem. *Contemporary Indian Poetry in English*. Macmillan, 1977.

ii)Reference Books:

1. Singh, Bijender. *Indian Writing in English: Critical Insights*. New Delhi: Author Press, 2014.

2. Xavier, Maria Joseph. G. *Blossoms of Memory*. Pax Cottage, Ellis Nagar, Madurai. 1976.

iii) Web Sources:

1. <http://www.Sparkthemagazine.com>
2. <http://www.Induswomanwriting.com>
3. <http://www.MuseIndia.com>

Title of the Course: Study of English Language, Linguistics and Phonetics	Semester: I	
Course Code: LPENCT14	Contact hours: 6hrs/w	Credits: 5

Course Learning Outcomes:

On completion of the course the students are able to

- equip themselves with some tools, techniques and skills for linguistic analysis and practice.
- acquire the knowledge of the evolution of English.
- know the principles and practice of English phonology to achieve intelligible communication.
- demonstrate proficiency in listening and speaking in English.
- demonstrate proficiency in English grammar for appropriate English.

Pre – required knowledge:

- Nature of English Language
- Value of concepts of Language
- Importance of Phonetics

Unit I: Introduction to English Language

Origin and Evolution of English Language

Indo- European Family of Languages

Standard English

American English

Unit II: Vocabulary

Growth of English Vocabulary

Contribution of Greek, Latin, French to English Vocabulary

Contribution of the Bible to English Vocabulary

Change of Meaning

Unit III: Linguistics

Phonology

Morphology

Syntax

Semantics

IC Analysis

TG Grammar

Universal Grammar

Unit IV: Phonetics

Organs of Speech

Classification of English Sounds: Vowels and Consonants

Unit V: Suprasegmentals of speech

Formation of Syllables

Stress, Intonation

Phonetic Transcription of short passages

Suggested Topics for Presentation:

- Origin of English Language
- Foreign influences on English Language
- Growth of English vocabulary
- Traditional and modern Grammar
- Speech organs and the production of speech sounds
- Phonetics and flawless English

Suggested Readings:

i)Text Books:

1. Veenu, S.K. and Krishnaswamy N. *Modern Linguistics: An Introduction*. New Delhi: Oxford University Press, 1989.
2. Balasubramanian. Dr K.A *Textbook of English Phonetics for Indian Students*. Macmillan Publishers India, 2000.
3. Wood, F.T. *An Outline History of the English Language*. New Delhi: Macmillan, Trinity Publications, 2010.

ii)Reference Books:

1. Baugh A C, 2nd edition , *History of English Language*. London: Routledge and Kegan Paul, 1959
2. Gimson A C, Reprint .*An Introduction to Pronunciation of English*. The University of California, 1962.
3. Sethi J and Dhamija P.V., 2nd ed. *A Course in Phonetics and Spoken English*,RajKamal Electric Press, New Delhi, 1999.
4. Hockett, Charles.F.,*A Course in Modern Linguistics*. New Delhi: MacMillan Publication, 2006.
5. Jones, Daniel, 18th edition, *Cambridge English Pronunciation Dictionary*. Cambridge University Press, 2011.

iii)Web Sources:

1. <https://tv-english.club/articles-en/discover-great-britain-en/the-best-way-for-the-studying-of-english-language/>
2. <https://www.britannica.com/science/linguistics>
3. <https://scholar.harvard.edu/files/adam/files/phonetics.ppt.pdf>

Title of the Paper: Diasporic Writing

Semester : I

Course Code:LPENDS11

Contact Hours:6hrs/w

Credits : 4

Course Learning Outcomes:

On completion of the course the students are able to

- become familiar with plurality of cultures and their impact on immigrants
- understand the varied aspects of immigrant experience as reflected in the writings of Diasporic writers
- comprehend the cultural diversity, plurality and schizophrenia engendered by globalism in post-modern context
- make comparative readings of texts about cultural interaction and migration

- realize the role of assimilation and acculturation in the diasporic context
- understand the problems of ethnicity and diaspora

Pre-required knowledge :

- Reasons for Diaspora
- Evolution of Diasporic Writings
- Important Diasporic Writers

UNIT I POETRY

Wole Soyinka	:	Telephonic Conversation
Derek Walcott	:	A Sea - Chantey
Rienzi Crusz	:	Roots
David Rubadiri	:	A Negro Labourer in Liverpool

UNIT II PROSE

Ruth Praver Jhabvala	:	Myself in India
Salman Rushdie	:	From Imaginary Homelands
Uma Parameswaran	:	Home is where your feet are, and may be your heart be there too! (from <i>Writers of the Indian Diaspora</i> ed. Jasbir Jain)
Gurbhagat Singh	:	Expatriate Writing and the Problematic of Centre
	:	Edward Said and Homi Bhabha (from <i>Writers of the Indian Diaspora</i> ed. Jasbir Jain)

UNIT III FICTION

Bharati Mukherjee	:	<i>Jasmine</i>
M.G. Vassanji	:	<i>No New Land</i>

UNIT IV DRAMA

Bina Shariff	:	<i>My Ancestor's House</i>
Uma Parameswaran	:	<i>Rootless but Green are Boulevard Trees</i>

UNIT V SHORT STORY

Yasmine Gooneratne	:	Bharat Changes His Image
Jhumpa Lahiri	:	The Third and Final Continent
Chitra Banerjee Divakaruni	:	Clothes

Suggested Topics for Presentation:

- South Asian Diasporic experience
- Racial discrimination in the poems of the Blacks
- Acculturation in Diasporic Writings
- Immigrant experience and cultural conflict in Diasporic Writings.
- Diasporic cultural dilemma and Nostalgia.

Suggested Readings:

i)Text-Books :

1. Narasimhaih, C.D. *An Anthology of Commonwealth Poetry*. Madras: Macmillan,1990.
2. Parameswaran,Uma. *Rootless but Green are Boulevard Trees*. Toronto:TSAR Publications,2007.
3. Divakaruni Chitra Banerjee .*Arranged Marriage*. United Kingdom: Black Swan,1997.
4. Jain, Jasbir. Ed. *Writers of the Indian Diaspora*, New Delhi: Rawat Publications, 2007.

ii)Reference Books:

1. Ashcroft, Bill., et al. *Empire Writes Back: Theory and Practice in Postcolonial Literature*. London: Routledge., and Kegan,2001.
2. Gooneratne, Yasmine.*Silence, Exile, and Cunning: The Fiction of Ruth Praver Jhabvala*. New Delhi: Orient Longman,1991.
3. Mittapalli, Rajeshwar and Kuortti Joel ed. *Salman Rushdie: New Critical Insights*. New Delhi: Atlantic Publishers and Distributors,2003.

iii) Web Sources :

1. https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.eng-literature.com/2015/12/diaspora-overview.html&ved=2ahUKEwi8sN3UneXzAhUf63MBHQmhCmcQFnoECAoQAQ&usg=AOvVaw0-Oe_0xIQ9_ZPmcNMCvq9I
2. https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.researchgate.net/publication/290653485_Toward_a_Definition_of_Diaspora_Literature&ved=2ahUKEwjw4qiLnuXzAhXojdgFHQnwBTkQFnoECBcQAQ&usg=AOvVaw0hoQ8I8ZDvpfYx-5ixN4SX
3. https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.bibleodyssey.org/en/people/related-articles/diaspora-literature&ved=2ahUKEwiazLShnuXzAhUo8HMBHdFaCDMQFnoECAMQAQ&usg=AOvVaw_sFKDKcqeB0t9tweM63Pn

Title of the Paper: Group Dynamics and Communication	Semester : I
Course Code:LPENDS12	Contact Hours:6hrs/w
	Credits : 4

Course Learning Outcomes:

On completion of the course, the students are able to

- understand the terminology of the study of group dynamics.
- know how groups are structured, how they enforce ideas and actions, how conflicts can be resolved and decisions made.
- apply research findings to everyday issues and recognize the influence of group
- understand dynamics in their own life and in the groups they observe.
- Facilitate effective communication.

Pre-required knowledge:

- Group and Group formation
- The importance of Decision making in a group

- The Pros and Cons of Power in Teamwork
- Development of leadership and communication abilities

UNIT I: CONCEPT OF GROUP DYNAMICS

Definition of a group –Types of groups - Reasons for group formation- Stages of group formation-Definition of Group dynamics-Principles of Group dynamics- Theories of Group formation.

UNIT II: GROUP COHESION, DECISION MAKING AND EMOTIONAL INTELLIGENCE

Definition of group cohesion- Factors affecting cohesiveness- Benefits of cohesiveness.

Definition of decision making- Techniques of decision making- Rational and irrational decision making- Definition of Emotional Intelligence- Importance of Emotional Intelligence at workplace.

UNIT III: POWER, CONFORMITY AND TEAMWORK

Definition of Power- Types of Power- Effective use of Power

Definition of Conformity – Factors affecting conformity

Definition of Teamwork- Importance of Teamwork

UNIT IV: CONFLICT AND CROWD BEHAVIOR

Definition of Conflict-Stages of Conflict Development-Strategies for managing Conflict

Definition of Crowd and crowd behavior-Crowd Disorder-Crowd management and Control

UNIT V: COMMUNICATION AND LEADERSHIP

Definition of Communication – Process and Principles of Communication – Barriers in Communication.

Definition of Leadership –Importance of Leadership- Leadership styles- Qualities of a good leader.

Suggested Topics for Presentation:

- Importance of Group formation
- Emotion and Decision making in Group Dynamics
- Use and Abuse of Power in Teamwork
- Methods of managing crowd disorder

- Leadership in Group Dynamics

Suggested Readings:

Text Books:

1. Forsyth, Donelson. *Group Dynamics*. Cengage learning, 2005.
2. Levi, Daniel. *Group Dynamics for Teams*. London: Sage Publications Ltd, 2011.

Reference Book:

Rosengren, Karl Eric. *Communication: An Introduction*. London: Sage Publications Ltd, 2000.

Web Sources :

1. <https://www.toppr.com/guides/fundamentals-of-economics-and-management/group-dynamics/meaning-and-definitions-of-group-dynamics/#:~:text=The%term%20'group%20dynamics'%20means,dynamism%20is%20bound%20to%20occur.&text=The%20social%20process%20by%20which,can%20be%20called%20group%20dynamism>
2. <https://hbr.org/2001/03/building-the-emotional-intelligence-of-groups>
3. <https://teams1.pressbooks.com/chapter/power-in-teams-and-groups/>
4. <https://www.sciencedirect.com/science/article/pii/S2352250X20300300>
5. <https://online.hbs.edu/blog/post/leadership-communication>

**Title of the Course: The Neo Classical Age and
The Romantic Age**

Semester: II

Course Code: LPENCT21

Contact hours: 6hrs/w

Credits: 5

Course Learning Outcomes:

On completion of the course, the students are able to

- get knowledge about the Neo-classical era.
- locate the works within the time period between 1600 and 1798 in order to trace the various trajectories of creative

- and critical expressions.
- analyze the works of Neoclassical literature in terms of content and style.
- connect Neoclassical literature to the Enlightenment and other intellectual and social changes of the era.
- get exposed to the importance of the revival of classical norms.

Pre-required knowledge:

- Characteristics of Neo-classicism and Romanticism.
- Arts of Neo-classic and romantic period
- Various themes and styles of Neo-classical and Romantic writings.

UNIT I: POETRY

John Dryden	:	A Song for St.Cecilia's Day
Alexander Pope	:	Rape of the Lock (Cantol & II)
Percy Bysshe Shelley	:	Ode to the West Wind
John Keats	:	Ode on a Grecian Urn

UNIT II: PROSE

Addison & Steele, from *The Coverley Papers*

- a) Sir Roger at Church
- b) Of the Club Charles Lamb, from *Essays of Elia*
- a) Dream Children: A Reverie
- b) Dissertation upon a Roast Pig

UNIT III: DRAMA

Oliver Goldsmith	:	<i>She Stoops to Conquer</i>
Richard Brinsley Sheridan	:	<i>The Rivals</i>

UNIT IV: FICTION

Henry Fielding	:	<i>Joseph Andrews</i>
Jane Austen	:	<i>Emma</i>

UNIT V: CRITICISM

John Dryden	:	<i>Essay on Dramatic Poesy</i>
William Wordsworth	:	<i>Preface to the Lyrical Ballads</i>

Suggested Topics for Presentation:

- The history of the Neo-classical Age and the Romantic Age.
- The differences in the style of language and the substance of the works of the Neo-classical and the Romantic Periods.
- Appreciation of the Neo-classical poetry and the Romantic poetry
- Kinds of Drama and Fiction in the 19th century.
- Various literary techniques in the Neo-classical and the Romantic writings.

Suggested Readings:

i)Text Books:

1. Nayar, M.G.Ed. *A Glossary of English Essayists*. Macmillan Publications, 1995.
2. Levine, Joseph M. *The Battle of the Books: History and Literature in the Augustan Age*. Ithaca, NY: Cornell UP, 1991. Print.

ii)Reference Books:

1. Richetti, John J. *The Cambridge History of English Literature*. 1660-1780. Cambridge: Cambridge UP, 2005. Print.
2. Xavier, A.G. Ed. *An Anthology of Popular Essays and Poems*. Trinity Publications, 2000.

iii)Web Sources:

1. https://en.wikipedia.org/wiki/Robinson_Crusoe.
 2. <https://www.megaessays.com/viewpaper/57479.html>.
 3. <https://www.poetryfoundation.org/poems/45527/lines-composed-a-few-miles-above-tintern-abbey-on-revisiting-the-banks-of-the-wye-during-a-tour-july-13-1798>.
 4. MOOC - Baroque Art to Neoclassicism – Online Course
 5. Neo classism – YouTube lectures by IIT, NIT Professors
 6. <https://nptel.ac.in/courses/109/106/109106084/>
-

Title of the Course: AMERICAN LITERATURE	Semester: II
Course Code: LPENCT22 Contact hours: 6hrs/w	Credits: 4

Course Learning Outcomes:

On the completion of the course, the students are able to

- get a comprehensive knowledge of American vistas through a selective study of American writers.
- study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts.
- understand insightfully the historical, religious and philosophical contexts of the American Spirit in Literature.
- have an insight into the social and cultural operations of American life in multi-racial social environment
- explore the American philosophy of life

Pre-required knowledge:

- American Dream
- Transcendentalism in America
- Black Arts Movement

UNIT I: POETRY

Walt Whitman	:	I Hear America Singing
Robert Frost	:	Home Burial
Maya Angelou	:	Equality
E.E.Cummings	:	Emperor of Icecream

UNIT II: PROSE

R.W.Emerson	:	The American Scholar
H.D. Thoreau	:	Where I Lived, and What I lived for
H.L. Mencken	:	In Defense of Women (Only Chapter I from “ The Feminine Mind”)
Irving Babbitt	:	The Critic and American Life.

UNIT III: DRAMA

Eugene O’Neill	:	<i>The Hairy Ape</i>
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Lorraine Hansberry : *A Raisin in the Sun*

UNIT IV: NOVEL

Nathaniel Hawthorne : *The Scarlet Letter*

Toni Morrison : *The Bluest Eye*

UNIT V: CRITICISM

Cleath Brooks : Language of Paradox

Stanley Fish : Is there a Text in This Class?

Suggested Topics for Presentation:

- American War of Independence
- The American Renaissance
- The Harlem Renaissance
- Reflections of Social concerns in Contemporary American Literature
- Language in Contemporary American Literature
- Narrative of life in African –American Literature
- Native American Literature.

Suggested Readings:

i)Text Book:

Axelrod, Steven Gould et.al. eds. *The New Anthology of American Poetry: Vol 1*:Rutgers University Press, 2012.

ii)Reference Books:

1. Oliver, Egbert S.Ed. *American Literature 1890-1965: An Anthology*. New Delhi: Eurasia Publishing House, 1977.
2. Fisher, William. J. Et al .Eds. *American Literature of the Nineteenth Century: An Anthology*. New Delhi: Eurasia Publishing House, 1977.
3. Perkins, Barbara & George Perkins. *The American Tradition in literature*.12th Ed. New York: Mc Grew-Hill, 2009.
4. Mundra, S.C. *A Reader's Guide to American Literature*. Bareilly: Prakash Book Depot, 1992.
5. Hall, David, Ed. *American Poetry*. London: Faber & Faber,

1969.

6. Haff Man, Daniel. Ed. *Harvard Guide to Contemporary American Writing*. OUP, 1979.
7. Whitman, Walt. *Leaves of Grass*. New York: Rome Brothers, 1855.

iii) Web Sources:

1. <https://www.nam.ac.uk/explore/american-war-independence-key-battles>
2. <https://www.investopedia.com/terms/a/american-dream.asp>
3. <https://www.poetryfoundation.org/collections/148936/an-introduction-to-the-black-arts-movement>
4. <https://study.com/academy/lesson/contemporary-american-literature-authors-and-major-works.htm>

Title of the Paper: New Literatures In English	Semester : II
Course Code: LPENCT23	Contact Hours:6hrs/w
	Credits : 4

Course Learning Outcomes:

On completion of the course, the students are able to

- come out with the knowledge of the positive and negative impact of colonization
- gain knowledge about the life and culture and different experiences of different races of the universe
- become confident of appearing for NET/ SET exams.
- develop their language skills through their study of Postcolonial writings
- get a comprehensive knowledge of Commonwealth Literature

Pre-required knowledge

- Origin and Evolution of New Literatures
- Characteristics of New Literatures
- Nationalism in New Literatures

Unit – I POETRY

Dennis Brutus (South Africa)	:	You Laughed and Laughed and Laughed
A.D Hope (Australia)	:	Standardization
Allen Curnow (New Zealand)	:	Time
KishwarNaheed (Pakistan)	:	I am not that Woman

Unit – II PROSE

Chinua Achebe	:	The Novelist as Teacher
Ngugi WaThiang'o	:	Decolonizing the Mind
M.Davin	:	Introduction to New Zealand Poetry
Edward Said	:	Introduction to Orientalism

Unit – III DRAMA

Wole Soyinka (Nigeria)	:	<i>The Lion and the Jewel</i>
Douglas Stewart (Australia)	:	<i>Ned Kelly</i>

Unit – IV FICTION

Margaret Laurence	:	<i>The Diviners</i>
BapsiSidhwa	:	<i>An American Brat</i>

Unit – V CRITICISM

Margaret Atwood	:	<i>Survival</i> (First Three Chapters)
Stuart Hall	:	Cultural Identity and Diaspora

Suggested Topics for Presentation:

- Racism in New Literatures
- Cultural readings of New Literatures
- Women in New Literatures
- Feminist perspectives in New Literatures
- Characteristics of Postcolonial Writings/Criticism

Suggested Readings:

i)Text-Books :

1. Narasimhaiah, C.D. *An Anthology of Commonwealth Poetry*. New Delhi. Macmillan Publishers, 2010.
2. Atwood, Margaret. *Survival: A Thematic Guide to Canadian Literature*. Toronto. Anansi, 1972.
3. Walsh, William, ed. *Readings in Commonwealth Literature*. Oxford : Clarendon Press, 1973.

ii)Reference Books :

1. Ashcroft, Bill et al. *The Empire Writes Back: Theory and Practice in Post-colonial Literatures*. London, Routledge, 1989.
2. Loomba, Ania (1998) : *Colonialism / Post Colonialism*. London: Routledge, 2006.
3. Elleke, Boehmer. *Colonial and Postcolonial Literatures*. New York: Oxford University Press, 2005.

iii)Web Sources:

1. https://www.google.com/url?sa=t&source=web&rct=j&url=ht tp://webdoc.sub.gwdg.de/edoc/ia/eese/schreiber/Chapter3_3.html&ved=2ahUKEwidqlyEwv3yAhXswjGHYLZAcgQFn oECAQQBQ&usg=AOvVaw1r95vr3WxSHHoAvUUjFvFQ
2. https://www.google.com/url?sa=t&source=web&rct=j&url=ht tp://www.ipsnews.net/1997/04/literature-what-is-commonwealth-literature/&ved=2ahUKEwjH9-eNw_3yAhXGcn0KHZDOAWoQFnoECBoQAQ&usg=AOvV aw3ti-1Z4s2zrHufgTW-B4ao
3. <https://www.enotes.com/homework-help/what-basic-thematic-concerns-new-literatures-304613>

Title of the Paper : Journalism and Mass Communication Semester: I

Course Code: LPENCT24

Contact hours: 5hrs/w

Credit : 4

Course Learning Outcomes:

On completion of the course, the students are able to

- explore journalism and mass communication and their globalized conditions

- develop interest to become free lancers or reporters
- nurture interest to become RJ or VJ
- write news story for newspaper and script for radio, TV and cinema
- master the art of advertisement writing

Pre-required knowledge:

- The relevance of the study of ‘Journalism’ along with the study of literatures in English
- Communication and its importance through various media
- The career opportunities for the course, “Journalism and Mass Communication”

Unit I: Introduction to Communication

Definition-Meaning-Process of communication

Barriers to Communication

Role and Effects of Mass Media in Social Campaigns

(Literacy, Anti-poverty, Family planning, National integration, Secularism and Environment issues)

Emerging trends and Developments in Information and Communication Technologies

Unit II: Introduction to Journalism

Role of Press in India

Press (in England, America, Germany, and China)

Ethics and Principles of Journalism

Freedom of the Press

Unit III: Print Media

The Making of a Newspaper

Principles of Reporting – Feature writing, Interviews, Reviews and Cartoons

The Role of Editors and Sub-editors

News Agencies

Unit IV: Cinema, Radio, Television and Digital Media

Indian Documentary, Newsreel and Film Division

The growth and development of Television in India
Impact of Radio and TV on Society
Role of Digital/ Online media

Unit V: Advertisement

Types of Advertisement and Advertising Media
Techniques in Effective Advertisements
Code of Ethics for Advertisement Advertising and Marketing

Suggested Topics for Presentation:

- Importance of communication especially in media
- Press and its functions
- Role of Print media in disseminating information
- Importance of Radio, TV, and Cinema in the present scenario
- Scope of advertisement in media for income generation and code of ethics in advertisement

Suggested Readings:

i)Text Books :

- i) Kumar, Keval J. *Mass Communication in India*. Mumbai: Jaico Publishing House, 2018.
- ii) Ahuja, B.N. *Theory and Practice of Journalism*. Delhi: Surjeet Publications, 2018.

ii)Reference Book:

Parthasarathy, Rengasami. *Basic Journalism*. Madras: Macmillan, 1998.

iii)Web Sources:

1. <http://www.tvcinemaapp.com>
2. <http://www.seamedu.com>blog>
3. [http://en.m.wikipedia.org/wiki/vj-\(media-personality\)](http://en.m.wikipedia.org/wiki/vj-(media-personality))

Title of the Course: English Language Semester: II Semester: II
Teaching and Information and Communication technology (ELT AND ICT)
Course Code: LPENDS21 Contact hours: 5hrs/w Credits: 3

Course Learning Outcomes:

On completion of the course, the students are able to

- understand the various methods of English Language Teaching.
- prepare teaching aids for English language Teaching.
- analyse the recent trends in English language teaching.
- appreciate the digital developments in teaching and learning English Language.
- comprehend the theoretical background to ELT and ICT by introducing them to various approaches and methods.

Pre – required knowledge:

- ELT and its uses
- Various Approaches in ELT
- The importance of ICT

Unit I: Major trends in Twentieth-Century language teaching

A brief history of early developments in language teaching
Approaches, Methods, Techniques and Strategies in English Language Teaching

The Oral Approach and the Situational Language Teaching

The Audio Lingual Method

Unit II: Current Approaches and Methods

Communicative Language Teaching

Content-Based Instruction and Content and Language

Task-Based Language Teaching

The Lexical Approach

CLL - Co-operative Language Learning

CALL – Computer Assisted Language Learning

Unit III: Alternative Twentieth-Century Approaches and Methods

The Natural Approach

Total Physical Response

The Silent way

Suggestopedia

Community Language Learning

Unit IV: ICT enabled Teaching

Introduction of ICT

Evolution of ICT in Education

ICT tools and their Application for Optimizing Learning

Outcomes – e-resources, virtual labs

Unit V: ICT Applications

Content writing

Blog writing

e-content Development.

Suggested Topics for Presentation:

- Impacts of ICT on Education
- Innovations in Teaching – Learning Process
- Influence of ICT on Teachers' behaviours
- Indian experience in ICT aided learning
- Integrating ICT into English Language Teaching
- Language skill – tests and purposes

Suggested Readings:

i)Text Books:

1. Freed, Michael. *Methods, Techniques and Approaches in ELT* 2014.
2. Richards, Jack C. & Theodore S. Rodgers. *Approaches and Methods in Language Teaching*.
3. 3rded. New York: Cambridge University Press, 2016.
4. Shukla Bhavna, *ICT in Education: Visions and Realities*. Agrawal Publications, Agra, 2018.

ii)Reference Books:

1. Aslam, Mohammed. *Teaching of English: A Practical Course for B.Ed. Students*. Delhi: Foundation Books, 2003.

2. Baruah, T.C. *The English Teacher's Handbook*. 3rd edition. New Delhi: Sterling Published Pvt Ltd: 2004.
3. Krishnaswamy, N. *Modern Applied Linguistics*. Madras: Macmillan India Limited, 1992.
4. Venkadeswaran, S. *Principles of Teaching English*. New Delhi: Vikas Publishing House Pvt Ltd., 2014.
5. Verghese, Paul C. *Teaching English as a Second Language*. Delhi: Sterling Publishers Private Limited, 2005.

iii) Web Sources

1. <https://www.englishclub.com/tefl-articles/history-english-language-teaching.htm>
2. <https://www.slideshare.net/kechieq/chapter-1-introduction-to-ict>
3. <https://www.teachingenglish.org.uk/article/using-literature-introduction>

Title of the Course: World Short Stories	Semester: II
Course Code: LPENDS22	Contact Hours : 5hrs/w
	Credits: 3

Course Learning Outcomes:

On completion of the course, the students are able to

- understand the historical, social and cultural content of different nationalities.
- read and analyze essential elements of short stories.
- appreciate and enjoy the collection of short stories around the world.
- absorb and transfer knowledge and wisdom of the writers into their own thinking.
- grasp the origin of World Short Stories.

Pre-required knowledge:

- Definitions of Short Story by various critics
- Evolution of Short Story as a genre of Literature
- Traditional elements and Short Stories

Unit I: Introduction

Brief History of Short Story

Types of Short Story

Characteristics of Short Story

Importance of Short Story in Literature

Unit II: American literature

William Dean Howells : Christmas Everyday

T.S. Arthur : An Angel in Disguise

Mark Twain : A Ghost Story

Lorrie Moore : Debarking

Unit III: British Literature

Joseph Conrad : The Lagoon

E.M. Forster : The Other side of the Hedge

James Joyce : Clay

Aldous Huxley : The Doors of Perception

Unit IV: Commonwealth Literature

Oscar Wilde : The Selfish Giant

Nadine Gordimer : Six Feet of the Country

Chinua Achebe : The Dead Men's Path

Alice Munro : Boys and Girls

Unit V: Indian Literature

Rabindranath Tagore : Kabuliwallah

Ruskin Bond : A Tiger in the House

Khuswant Singh : Karma

Temsulao : A Simple Question

Suggested topics for Presentation:

- British short stories
- Learning English through short stories
- Indian short stories
- Indian culture and short stories
- Objectives of Reading Short Stories

Suggested Readings:

i)Text Books:

1. Buck,Pearl.S.*The Enemy*. Creative Education.1986.
2. Conrad,Joseph. *The Lagoon*. Create Space Independent Publishing Platform. 2015.
3. Achebe,Chinua. *A Study Guide for Chinua Achebe's 'Dead Men's Path'* Gale.1953.

ii)Reference Books:

1. Allen, Walter. *The Short Story in English*. Oxford: Clarendon Press, 1981.
2. Berger, Roger A. *Telling Stories: Transformations of the Twentieth- Century American Short Story*. Diss. University of Wisconsin, 1984.
3. Brooker, Peter et al., eds. *The Oxford Critical and Cultural History of Modernist Magazines*. 3 vols. Oxford: Oxford University Press, 2009-2013.

iii)Web Sources :

1. <https://americanliterature.com>
2. <https://worldstories.org.UK>
3. <https://nationalcentreforwriting.org.uk>

Title of the Paper: Practice Teaching

Semester : II

Course Code : LPENAE21 Contact Hours:2hrs/w

Credits :2

Course Learning Outcomes:

On completion of the course, the students are able to

- practise various teaching methods
- improve their Teaching and Learning skills
- get familiar with the different classroom techniques
- make use of modern teaching aids
- become aware of the common errors in English usage
- know the nuances of pronunciation and teach correct pronunciation

Pre-required knowledge

- Traditional Teaching Methods
- Modern Teaching Methods
- Classification of speech sounds

UNIT I

The Training of Teachers (Preface)

The Trainees' Teacher Training Methods – Theory and Application - Micro and Macro Teaching – Trainee's Own Language Skills –Making the Best of it - Working with Limitations – Improving English Skills – Final Test – The Supervision of Practice Teaching – The Organisation of Practice Teaching – The Evaluation of Practice Teaching – Records

UNIT II

Useful Classroom Techniques (Chapter II)

UNIT III

Teaching Aids(Chapter III)

UNIT IV

Errors and Mistakes(Chapter IV)

UNIT V

The Teaching of Pronunciation(Chapter V)

Suggested Topics for Presentation:

- Modern training methods of teaching English
- Recent classroom techniques
- Common Errors in English Grammar and Usage
- Teaching of Pronunciation
- Teaching English for TOEFL and IELTS

Suggested Readings:

i)Text-Book :

LA.Hill& Michael Dobbyn. *A Teacher Training Course: Lecturer's Books*. Cassell: London.

ii)Reference Book:

1. Peter Hubbard et al, *A Training Course for TOEFL ELBS* Publication.
2. O' Malley, A.Chamot. *Learning Strategies in second LanguageAcquisition*, London: CUP, 1990

iii)Web Sources:

1. http://www.scielo.org.za/scielo.php?script=sci_arttext&pid=S0256-01002009000300004
2. <https://www.edutopia.org/blog/5-highly-effective-teaching-practices-rebecca-alber>
<https://www.quizalize.com/blog/2018/02/23/teaching-strategies/>

Title of the Paper: English For Project Writing	Semester: II
Course Code:LPENAE22	Contact Hours:2hrs/w
	Credits : 2

Course Learning Outcomes:

On completion of the course, the students are able to:

- understand various parts of a project
- improve their power of argumentation
- know quality research writing
- prepare tables for their project
- use their language efficiently in writing a project

Pre-required knowledge :

- Difference between project and research
- Skills required for project writing
- Logic and argument in project writing
- Important components in a project

UNIT I

Structure of a project

Various components and their function

Introduction, Discussion and conclusion in a project

UNIT II

Discussion: Definition

Logic and Mode of discussion

Arguments

Reasoning persuasion

Expressive writing

UNIT III

1. Sentences and Paragraphs for summaries, Abstracts, Circulars, Questionnaires
2. Appropriate Tone
3. Clarity and Consistency

UNIT IV

1. Precision, coherence, usage of Coordination and Line words
2. Some exercises

UNIT V

Explanation and discussion of Non-verbal communication like Tables and Graphs

Suggested topics for Presentation:

- Project and its components
- Argument and reasoning in writing a research project
- Importance of clarity and coherence in writing a project
- The role of discussion in project writing
- Methods of preparing tables and graphs

Suggested Readings:

i)Text-Book :

Andrews, Deborah and Margaret D, Bickle. *Technical Writing: Principles and Forms*. 2nd ed. McMillan Publication & co,1982.

ii)Reference Book :

Tingle, Louis. *English for Science and Technology*. Cambridge University Press.

iii)Web Sources:

1. https://www.researchgate.net/publication/337112003_Is_Th ere_a_MethodMethodology_for_Literary_Research
 2. <https://www.slideshare.net/AbhaPandey3/research-methodology-for-research-in-english-31535071>
 3. <https://www.merriam-webster.com/words-at-play/rhetorical-devices-list-examples>
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Title of the Paper: THEATRE ARTS	Semester : II
Course Code:LPENSC21	Contact Hours/Week : NiL
	Credits : 2

Course Learning Outcomes:

On completion of the course, the students are able to

- enjoy and experience Literature especially Drama by exploring theatrical Sensibilities
- get introduced to the concept of theatre and the essentials of theatre - costume, setting, etc.
- know about make-up, lighting sound and direction etc.
- understand the language of theatre and the literary devices used in playwriting.
- get exposed to the technical aspects of acting and performance.
- train themselves to become the actor of the future and to nurture the visionary actor, to participate in the creation

Pre-required knowledge:

- Theatre in Graeco-Roman Period
- English Theatre and Theatrical Devices
- Techniques, Methods and Materials used in Theatre

UNIT I - HISTORY OF THEATRE

Greek Theatre, Roman Theatre

English Theatre.

Tamil Drama, Sanskrit Theatre.

UNIT II – LITERARY DEVICES & MODERN THEATRE

Literary devices of Drama- elements, genres, forms, features.

21st Century Modern Theatre – Realistic, Political , Post Modern, Global and Popular

Theatres, Street Theatre, Sports Theatre, Immersion Theatre.

UNIT III – ESSENTIALS OF THEATRE & ACTING

The Essentials of Theatre – Costume, Setting, Make –up, Lighting, Sound, Direction,

Wings, Green room, Limelight, Curtain call.

Acting theory and technique- Constantin Stanislavsky and Bertolt Brecht

UNIT IV- PRODUCTION PROCESS OF A PLAY

Materials, Tools and Process of a playwright

Structure of a play

UNIT V - TRANSFORMATION OF CLASSICAL MYTH INTO MODERN PLAYS

Roman – *Pandora's Box*

Indian- GirishKarnad: *Tale-Danda*

Suggested Readings:

i)Text Book :

Allian, Paul and Ten Harvie. *The Routledge Companion to Theatre and Performance*.

NewYork: Routledge: 2006.

ii)Reference Books :

1. Brown, John Russel, ed. *Drama and the Theatre with Radio, Film and Television – An Outline*
2. *for the Student*. London: Routledge and Kegan Paul, 1971.
3. Hodge, Francis. *Play Directing. Analysis, Communication and Style*. Fourth Edition.
4. Allyn and Bacon Boston, 1994.
5. Greenwald, Michael. L ed. *Longman Anthology of Drama and Theatre : A Global*
6. *Perspective*. London: Longman, 1945.

iii)Web Sources :

1. <https://www.britannica.com/art/theatre-building>
2. <https://nosweatshakespeare.com/blog/the-6-literary-devices-shakespeare-most-used-for-dramatic-effect/>
3. <https://literarydevices.net/drama/>
4. <https://link.springer.com/article/10.1007/s12138-019-00522-6>

Title of the Paper: HUMAN RIGHTS

Semester: II

Course Code: LPENSC22 Contact Hours/Week: Nil

Credits: 2

Course Learning Outcomes:

On completion of the course, the students are able to

- understand the basic concepts of Human Rights and Human values.
- learn the definition and the development of Human Rights.
- understand the various theories on Human Rights.
- know the International institutions and conventions on human Rights.
- acquire idea of the evolution of Human Rights in India.
- imbibe the knowledge of Human Rights violation in India.

Pre-required knowledge:

- The need for human rights
- Violation of human rights and its results
- Human equality and women's rights

UNIT I

Human Rights - Definition – Development of Human Rights: The Magna Carta (1215) - The Declaration on Rights of Man and Citizen (1789) - The Bill of Rights (1791).

UNIT II

Universal Declaration of Human Rights (1948) - International Covenant on Civil and Political Rights– International Covenant on Economic, Social and Cultural Rights.

UNIT III

Human Rights in India - Constitutional Guarantees on Human Rights - The Protection of Human Rights Act (1993).

UNIT IV

National Human Rights Commission - State Human Rights Commission – Human Rights Court.

UNIT V

Human Rights Violations in India- Children –Human rights violations on Women – Refugees – Minorities – SCs & ST – Trans-gender

Suggested Readings:

i)Text-Books :

1. Basu, L.N. *Human Rights: Practice and Limitations*. Jaipur: Pointer Publishers,2006.

2. Chauhan, S.R., and Chauhan, N.S ed., *International Dimension of the Human Rights. Vol. I – III*, New Delhi: Rajdhani Publishers, 2007.

ii) Reference Books :

1. Gupta, U.N. *Human Rights, Vol. I – IV*. New Delhi: Atlantic Publishers, 2004.
2. Natarajan, A. *Human Rights in International Perspectives*. Madurai: Munnetra Pathipagam, 2004.
3. Raja Muthirulandi, E. *Manidha Urimaigal* (Tamil). Madurai: BPI Publishers, 2003.

iii) Web Sources :

1. <https://www.un.org/en/about-us/universal-declaration-of-human-rights>
2. <https://www.equalityhumanrights.com/en/human-rights/what-are-human-rights>
3. <https://www.unglobalcompact.org/what-is-gc/our-work/social/human-rights>

Title of the Course: The Victorian And The Modern Age Semester: III
Course Code: LPENCT31 Contact hours: 6hrs/w Credits: 5

Course Learning Outcomes:

On completion of the course, the students are able to

- understand the new trends in Modern British literature.
- know the salient features of the Literary Movements of Modern British literature.
- grasp the nuances in the works of great writers of Modern British literature.
- understand the transition of Literary tradition from the Victorian to the Modern Age.
- conceptualize the key terms such as Expressionism, Absurdism, Symbolism and Formalism.

Pre-required knowledge:

- Victorian Era as an age of transition
- Victorian compromise
- Absurd Theatre-Social Reflections

Unit I: Poetry

Robert Browning	:	Andrea Del Sarto
Alfred Tennyson	:	Crossing the Bar
W.B. Yeats	:	Byzantium
Philip Larkin	:	Church Going

Unit II: Prose

Thomas Carlyle	:	Signs of the Times
John Ruskin	:	“Of Queens Garden” from <i>Sesame and Lilies</i>
D.H.Lawrence	:	Why the Novel Matters

Unit III: Drama

Oscar Wilde	:	<i>Lady Windermere’s Fan</i>
Samuel Becket	:	<i>Waiting for Godot</i>

Unit IV: Fiction

Thomas Hardy	:	<i>Tess of the D’Urbervilles</i>
Doris Lessing	:	<i>The Grass is Singing</i>

Unit V: Criticism

Matthew Arnold	:	The Function of Criticism at the Present Time
T.S. Eliot	:	Metaphysical Poets

Suggested Topics for Presentation:

- Conflict between Science and Religion and its impact on social pulse in Victorian Literature.
- Characteristics of the Victorian Age
- Comparison between literatures of the Victorian Age and that of the Modern Age
- Pessimistic beat, conflicts, crises and their reflections in modern Literature
- Language and its reflection of social morality in modern Literature

Suggested Readings:

i)Text Books:

1. Becket, Samuel. *Waiting for Godot*. Grove Press. Newyork. 2011.
2. Lawrence. *D.H. Sons and Lovers*. Penguin English Library.UK.2012.
3. Finneran.J.Richard. *The Collected Poems of W.B.Yeats*.Scribner.1996.
4. Enright D.J, Chickera, Ernst De. *English Critical Texts*, Macmillan, 1995.

ii)Reference Books:

1. David,Green (ed.) *The Winged Word: An Anthology of Poems*. Macmillan Publication. Sep 29 2016 .London.
2. Felluga,Dino Franco, et al., *The Encyclopedia of Victorian Literature* (2015).
3. Kermode, Frank and John Hollander. (1973). *Modern British Literature*. London: Oxford University Press.
4. York Tindall, William. (2018). *Forces in Modern British Lit., 1885 – 1946*. Creative Media Partners.

iii)Web Sources :

1. <https://sites.udel.edu>
2. <https://www.ideals.illinois.edu>
3. <https://victorian-era.org>

Title of the Course: Research Methodology **Semester: III**

Course Code: LPENCT32 **Contact hours: 6hrs/w** **Credit: 4**

Course Learning Outcomes:

On completion of the course, the students are able to

- write research articles avoiding plagiarism
- carry out research projects with confidence
- adapt mechanics of writing while writing passages
- prepare works-cited list adapting proper bibliographic details
- master the art of in-text citation and parenthetical documentation

Pre-required knowledge:

- The basics of research writing
- Use of punctuations in writing
- The importance of documentation in research writing and academic integrity

Unit I: Principles of MLA Style

Introduction – Organize: Creating Your Document (p. 3-14)

Unit II: Principles of MLA Style

The List of Works Cited: The Core Elements (p. 20-60)

Unit III: Details of MLA Style

The Mechanics of Scholarly Writing (p. 61-101)

Unit IV: Details of MLA Style

Works Cited (p. 101-115)

Unit V: Details of MLA Style

In-Text Citation (p. 116-129)

Suggested Topics for Presentation:

- Plagiarism and Academic Dishonesty
- Preparing Works-cited list
- Mechanics of writing (through quizzes)
- Documentation and its various types (Parenthetical documentation)
- Project writing(mock practice)

Suggested Readings:**i) Text Book :**

MLA Handbook. 8th Edition. New York: The Modern Language Association of America, 2016.

iii)Web Sources:

1. https://www.researchgate.net/publication/337112003_Is_There_a_MethodMethodology_for_Literary_Research

2. <https://www.slideshare.net/AbhaPandey3/research-methodology-for-research-in-english-31535071>
3. <https://www.merriam-webster.com/words-at-play/rhetorical-devices-list-examples>

Title of the Course: Subaltern Literatures **Semester: III**
Course Code: LPENCT33 **Contact hours: 6hrs/w**
Credit: 4

Course Learning Outcomes:

On completion of the course, the students are able to

- cherish the values and the literary flavour found in aboriginal literature
- empathize with the predicament of subaltern people
- interpret and analyse the texts written by women writers applying feminist theories
- explore transgender literature applying queer theory
- analyse the themes of literature produced by differently-abled people

Pre-required knowledge:

- The importance of subaltern studies in the contemporary scenario
- Literatures that are brought into Subaltern Studies
- The condition of subalterns all over the world and the voice of these voiceless in literature

Unit I: FEMINIST STUDIES (POETRY)

- KuttiRevathy – i. The Spectral Horse
 ii. The Fiends that Fetter Us
- Maya Angelou – i. Caged Bird
 ii. Still I rise

Unit II: ABORIGINAL STUDIES (PROSE)

- A.D. Hope – i. Native Companions
 ii. The Literary Influence of Academics
- Derek Walcott – from *What the Twilight Says:*
An Overture

- i. What the Twilight Says
- ii. The Antilles: Fragments of Epic Memory

Unit III: GENDER STUDIES (DRAMA AND NOVEL)

- Mahesh Dattani – i. *Seven Steps around the Fire*
- Shashi Deshpande – ii. *That Long Silence*

Unit IV: DISABILITY STUDIES (SHORT STORY)

- Pearl S. Buck – i. The Old Mother
 - ii. Barren Spring (from Pearl S. Buck's *The First Wife and Other Stories*)
- Cyrus Mistry – i. Percy
 - ii. Two Angry Men (from Cyrus Mistry's *Passion Flower – Seven Stories of Derangement*)

Unit V: SUBALTERN STUDIO (CRITICISM)

Chinua Achebe – i. An Image of Africa: Racism in Conrad's Heart of Darkness

Ranjit Guha: "On Some Aspects of the Historiography of Colonial India"

From *Selected Subaltern Studies*

Gayatri Chakravorty Spivak – Subaltern Studies: Deconstructing Historiography (from *In Other Worlds*)

Suggested Topics for Presentation:

- The Literary Values in Aboriginal Literature
- Feminist perspectives in Women's writings
- Social realism in Indian dramas and novels
- Importance of disability study in literature
- Subaltern Studies - its importance and relevance

Suggested Readings:

i)Text Books :

1. Dattani, Mahesh. *Collected Plays*. New Delhi: OPU, 2006.

2. Guha, Ranajit. *Selected Subaltern Studies* Oxford University Press, 1988
3. Mistry, Cyrus. *Passion Flower – Seven Stories of Derangement*. New Delhi: Aleph Book Company, 2014.
4. Spivak, Gayatri Chakravorty. *In Other Worlds*. New York: Routledge, 1998.

ii) Reference Books:

1. Chaturvedi, Vinayak ed. *Mapping Subaltern Studies and the Postcolonial*. London
2. Iyayam. *The Begetter*. New Delhi: OPU, 2016
3. Sinha, Ramesh Chandra. *Subaltern Moralities: A Postmodern Vision*. New Delhi: Partridge India,
4. Spivak, Gayatri Chakravorty. *Can the Subaltern Speak?*. Germany: Walter Konig,

iii) Web Sources:

1. <https://www.asymptotejournal.com/special-feature/kutti-revathi-four-poems/>
2. <https://www.poemhunter.com/poem/caged-bird-21/>
3. <https://youngafrikanpioneers.wordpress.com/2015/07/16/language-and-the-destiny-of-man/>

Title of the Paper: Literary Theory And Criticism **Semester: III**

Course Code: LPENCT34 **Contact Hours:5hrs/w** **Credits : 4**

Course Learning Outcomes:

On completion of the course, the students are able to

- develop a critical faculty
- gain knowledge of the evolution of critical theories
- get confidence to appear for competitive exams
- get introduced to the impact of various movements on people's thought, culture, ideology and even ecology of the universe besides gender equality
- improve their language skills

Pre-required knowledge:

- Definition of Criticism
- Evolution of English Criticism
- Trends in Post-modern Criticism

Unit – I Classical, Neo-Classical and Romantic Criticism

- Aristotle : *Poetics* (Section I & II)
Samuel Johnson : *Preface to Shakespeare*
S.T.Coleridge : *Biographia Literaria* (Chapters 13 and 14)

Unit – II Cultural Criticism

- Matthew Arnold : Sweetness and Light (Chapter I from
Culture and Anarchy)
T.S.Eliot : Tradition and the Individual Talent
F.R. Leavis : Literary Criticism and Philosophy

Unit – III New Criticism

- Allen Tate : Tension in Poetry
Lionel Trilling : Sense of the Past
Northrop Frye : Archetypes of Literature

Unit – IV Post Structuralism and Postcolonialism

- Jacques Derrida : Structure, Sign and Play in the
Discourse of the Human Sciences
Roland Barthes : Death of the Author
Edward Said : From “Culture and Imperialism” –
Two visions of *Heart of Darkness*

Unit – V Feminism

- Julia Kristeva : From ‘Women’s Time’ (1981)
Lucy Irigaray : Sexual Difference
Sandra Gilbert and Susan Gubar : From “The Mad Woman in
the Attic”

Suggested Topics for Presentation:

- Characteristics of Classical Criticism
- Characteristics of Romantic Criticism
- Trends in Modern Criticism
- Features of Textual Criticism
- Deconstruction theory of Derrida
- Role of Feminist Criticism in critical practice

Suggested Readings:

i)Text-Books :

1. Rice, Philip and Patricia Waugh, eds. *Modern Literary Theory : A Reader*. 4th ed. London : Arnold, 2002.
2. Sethuraman, V.S. and S.Ramaswami. *The English Critical Tradition: An Anthology of English Criticism*. Vol.II.Madras : Macmillan, 2004.

ii)Reference Books :

1. Barry, Peter. *Beginning Theory : An Introduction to Literary and Cultural Theory*. Delhi : Viva Books, 2018.
2. Nayak, Pramod K. *Contemporary Literary and Cultural Theory : From Structuralism to Eco Criticism*. Delhi : Pearson, 2010.

iii)Web Sources :

1. <https://libguides.uta.edu/literarycriticism/theories#:~:text=W hat%20is%20Literary%20Theory%3F&text=%22A%20very%20basic%20way%20of,%2C%20literature%2C%20and%20even%20culture.&text=The%20different%20lenses%20a so%20allow,a%20work%20they%20consider%20important.%22>
 2. <https://www.masterclass.com/articles/literary-theory-explained#what-is-literary-theory>
 3. <https://www.supersummary.com/guide-to-literary-theory-and-criticism-summary/>
-

Course Learning Outcomes:

- On completion of the course, the students are able to
- gain knowledge of British & non British Literature
 - understand various Literary movements & genres
 - comprehend critical and literary theories
 - study the achievements of various writers and get comprehensive knowledge about their works
 - get confidence to get through national level eligibility tests for lecturership

Pre-required knowledge :

- Understanding of History of Literature
- Changing phases in English Literary Criticism
- Characteristics of Commonwealth Literature

UNIT I British Literature

Chaucer to the Restoration Period - Augustan Age to Romantic Period - Victorian Period to Modern Period

UNIT II British Literature

Contemporary Period - Literary Criticism upto Arnold - Modern Literary Criticism

UNIT III American Literature

American Literature in the Nineteenth Century - American Literature in the Twentieth Century

UNIT IV Commonwealth Literature

Canadian Literature - Australian Literature - African Literature - Indian English Literature

UNIT V Contemporary Literary Theory

Structuralism, Deconstruction, Reader – Response Criticism, Feminist Criticism, New Historicism, Inter textuality, Postcolonial Theory.

Suggested Topics for Presentation:

- Chief features of Neo-Classicism and Romanticism
- Impact of Modernism & Postmodernism on Literature
- Indian sensibility in Indian fiction in English
- Racism in African Literature
- Derrida and Deconstruction
- Feminism and Women's rights

Suggested Readings:

i)Text-Book :

Choudhury, Hira Lal. *UPKAR'S UGC – NET/JRF/SET English Literature*. (Paper I & II). Agra :UpkarPrakashan, 2015.

ii)Reference Books :

1. Kumar, Sathish. *Objective English Literature*. Delhi : LNA Publications, 2020.
2. *Objective English Literature for NET/SET/JRF Exams*. Delhi : Atlantic Publishers, 2018.

iii)Web Sources :

1. https://www.google.com/url?sa=t&source=web&rct=j&url=https://arpitakarwa.com/module-1-british-literature/&ved=2ahUKEwjmtG6Zn1AhX8UGwGHYZLDd4QFnoECAcQAQ&usg=AOvVaw0QxCRyE94_Y3wAJh5VC7LM
 2. <https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.netugc.com/ugc-net-solved-question-papers-in-english&ved=2ahUKEwiQ3qyg6Zn1AhU9S2wGHQn2B8AQFnoECDwQAQ&usg=AOvVaw2LVCrDVw42kyYqtRTeOnqG>
 3. https://www.googleadservices.com/pagead/aclk?sa=L&ai=DChcSEwivr_LG6Zn1AhXNmWYCHZG-ANMYABASGgJzbQ&ae=2&ohost=www.google.com&cid=CAESgQHg9oc6eoOKlhDeJHUUAhDMzNzfVzFsKJr2nE1wYRXLTVv54gsDmOjfmqSnqQ57cZPwk3OLsjnaWHeXZnb0siADdBYsEumjOp1I6FWqGxnhIEApyAZD3MPN0kc22pEygtwZbR7YMqmre7fPaxJXt472SfqmE-n3TEg1xAmP3py56JI&sig=AOD64_3ApERExnQla10bLVk1N5h7fUExUA&q&adurl&ved=2ahUKEwimunG6Zn1AhVWUGwGHeBhCx0Q0Qx6BAqDEAE
-

Title of the Paper: English Literature for Competitive Examinations **Semester: III**

Course Code: LPENAE32 **Contact Hours: 2hrs/w** **Credits: 2**

Course Learning Outcomes:

On completion of the course, the students are able to

- have the knowledge of major developments in context, style, focus and language of various literatures
- have the knowledge of social and cultural operations of various periods of time reflected in the representative writings
- be equipped with the comprehensive understanding of the seminal literary works to face the competitive examinations confidently
- get confidence to appear for various competitive examinations
- know about the values of life

Pre-required Knowledge:

- Understanding of History of Literature
- Genres of Literature
- Evolution of British Literature
- Evolution of Indian writing in English

Unit I: British Literature: Literary Contributions of Major Writers.

Chaucer, Spenser, Marlowe, University Wits, Shakespeare, Bacon, Metaphysical Poets, Milton, Dryden and Pope, Four Wheels of the Novel (18th Century), Wordsworth, Coleridge, Shelley, Keats, Charles Lamb, Jane Austen, Tennyson, Matthew Arnold, John Ruskin, Charles Dickens, T. S. Eliot, W. B. Yeats, Virginia Woolf, Bernard Shaw.

Unit II: American Literature

American Poetry, American Prose, American Fiction, American Drama.

Unit III: Indian Writing in English

Indian Poetry: Tagore, Aurobindo, Nissim Ezekiel, A.K.Ramanujan –Pioneers of Indian English Poetry-Indian Women Poets

Indian Prose: Aurobindo, M.K.Gandhi, Radhakrishnan, Nirad Chaudhuri, Abdul Kalam. Indian Fiction: Mulk Raj Anand, R.K.Narayan, Raja Rao, Salman Rushdie, Kushwant Singh, Contemporary Indian Women Novelists.

Indian Drama: Asif Currimbhoy, Girish Karnad, Mahesh Dattani.

Unit IV: Non-British Literatures

Canadian Literature, Australian Literature, African Literature, New Zealand Literature

Unit V: Theories

Post – Structuralist Theory : Derrida, Barthes

Reader – Response Theory : Fish, Bleich

Feminist Theory : Kate Millet, Simone de Beauvoir

Post-Colonial Theory: Said, Homi K. Bhabha

New Historicist Theory : Foucault, Greenblatt

Suggested Topics for Presentation

- Evolution of Indian Literature in English.
- Characteristics of English Poetry of 20th century.
- Social Reflections in Indian Drama in English.
- 20th century American Drama and its Social Concerns.
- Racial Reflections of African – American Literature.
- Contribution of Women Writers to Black Literature.
- Ethical and Human values in Thirukural.

Suggested Readings:

i)Text Book:

1. Kumar, Sathish. *Objective English Literature*. (for UGC NET/SET/ JRF and other competitive Examinations).Agra: Lakshmi Narain Agarwal, 2010.
2. Selden, Raman, Peter Widdowson and Peter Brooker, 5th ed. *A Reader's Guide to Contemporary*
4. *Literary Theory*. London: Pearson, 2005.

ii)Reference Books:

1. Choudhary, Hiralal. *Upkar's UGC NET/JRT/SET English Literature*. Agra: UpkarPrakarshan, 2015.
2. Malik, R.S. *English For UGC-NET/JRF/SLET (Part II & III) and other competitive*
3. *Examinations*. New Delhi: Atlantic Publishers, 2019.
4. Jha, Vivekanand. *An Objective and Analytical Approach to English Literature for UGC NET –*
5. *JRF / SLET / SET / PRT and other Examinations*. New Delhi: Atlantic Publishers, 2019.
6. Panigrahi, B.P. *Trueman's UGC NET English Literature*, New Delhi Danika Publishing Company, 2019.
7. HridhaSevies. *UGC NET / SET / JRF English Literature*, New Delhi: Khanna Publishers, 2018.

iii)Web Sources:

1. https://www.google.com/url?sa=t&source=web&rct=j&url=https://arpitakarwa.com/module-1-british-literature/&ved=2ahUKEwjmtG6Zn1AhX8UGwGHYZLDd4QFnoECAcQAQ&usg=AOvVaw0QxCRyE94_Y3wAJh5VC7LM
 2. <https://www.google.com/url?sa=t&source=web&rct=j&url=http://www.netugc.com/ugc-net-solved-question-papers-in-english&ved=2ahUKEwiQ3qyg6Zn1AhU9S2wGHQn2B8AQFnoECDwQAQ&usg=AOvVaw2LVCrDVw42kyYqtRTeOnqG>
 3. https://www.googleadservices.com/pagead/aclk?sa=L&ai=DChcSEwjvr_LG6Zn1AhXNmWYCHZG-ANMYABASGgJzbQ&ae=2&ohost=www.google.com&cid=CAESgQHg9oc6eoOKIhDeJHUUAhDMzNzfVzFsKJr2nE1wYRxLTvV54gsDmOjfmqSngQ57cZPwk3OLsjnaWHeXZNb0siADdBYsEumjOp1l6FWqGxnhiEApyAZD3MPN0kc22pEygtwZbR7YMqmre7fPaxJXt472SfqmE-n3TEg1xAmP3py56JI&sig=AOD64_3ApEReXnQla10bLVk1N5h7fUExUA&q&adurl&ved=2ahUKEwiemunG6Zn1AhVWUGwGHeBhCx0Q0Qx6BAqDEAE
-

Title of the Paper: Classical Myth and Literature	Semester : III
Course Code: LPENSC31 Contact Hours/Week: Nil	Credits:2

Course Learning Outcomes:

On completion of the course, the students are able to

- become familiar with Greek and Roman myths
- know Greek and Roman Gods and Goddesses
- learn the significance of the Greek mythological stories
- comprehend the use of myth in poetry
- learn and relish the use of myth in drama
- compare other myths with Greek and Roman myths

Pre-required knowledge:

- What is Myth?
- Legendary stories and myths
- Myths in literature

UNIT I

The Palace of Olympus - Other Gods and Goddesses - The Titans - The Underworld of Tartarus - Daedalus – Alcestis - The End of Olympians.

UNIT II

Orpheus, King Midas's Ears, Europa and Cadmus, Theseus, Sisyphus, The Labours of Heracles, Jason and the Golden Fleece.

UNIT III

Paris and Queen Helen, The Expedition Sails, The First Eight Years of War, Achilles Quarrels with Agamemnon, The Wooden Horse

UNIT IV

Matthew Arnold	- Philomela
Tennyson	- Ulysses
W.H.Auden	- The Shield of Achilles
Rupert Brooke	- Helen and Menelaus

UNIT V

Shelley - *Prometheus Unbound*

Suggested Readings:

i)Text-Books:

1. Graves, Robert. *Greek Myths and Legends*. London: Cassell & Company,1967.
2. Green, David. *The Winged Word*. Chennai: Macmillan,2010.
3. Gupta, Ambika Sen. *Selected College Poems*. Mumbai: Orient Longman Limited,1998.

ii)Reference Books:

1. Banker, Carlos. *The Selected Poetry and Prose of Percy Bysshe Shelley*. New York: The Modern Library,1951.
2. Houghton, Ralph.E.C. *Selections from Matthew Arnold's Poetry*. London:Methuen& Co,1963.
3. Roberts, Michel. *The Faber Book of Modern Verse*. London: Faber and Faber,1982.

iii)Web Sources:

1. <https://www.britannica.com/topic/Greek-mythology>
2. [https://greektravelers.com/blog/30-of-the-most-famous-
tales-from-greek-mythology](https://greektravelers.com/blog/30-of-the-most-famous-tales-from-greek-mythology)
3. <https://www.sparknotes.com/lit/mythology/section1/>

Title of the Paper: Adolescent Psychology

Semester : III

Course Code:LPENSC32

Contact Hours/Week : Nil

Credits: 2

Course Learning Outcomes:

On completion of the course, the students are able to

- understand the physical and psychological changes happening during adolescent period
- gain knowledge regarding the changes in different domains of development during adolescence.
- develop and maintain good relationship with parents and peers.

- be aware of the issues challenging adolescents and measures to be taken to prevent those issues.
- face the challenges they face across the life span -adopt a few counseling techniques.

Pre-required knowledge :

- Psychology and human life
- Characteristics of Adolescent Phase
- Use of counseling in rehabilitating affected youth

UNIT I

Adolescence – Adolescent Characteristics, Problems of Adolescence. Biological transitions, Emotional transitions, Social transitions, Cognitive transitions, Changes in moral behavior, Developmental tasks.

UNIT II

Challenges of Adolescents-Health issues, Sexually transmitted diseases, Mental health issues, Social issues-Sexual abuse, Substance abuse, Influence of electronic media.

UNIT III

Development of Self- Identity development and autonomy, self - esteem, Gender and self- regulation. Self-reliance and personal decision making process. Peer Pressure and Family conflicts.

UNIT IV

Counselling – Styles of Counselling – An effective Counseling relationship - Managing crises – Effective Counselor - Maintain boundaries – Taking care of ourselves.

UNIT V

Qualities of a good Counseller

Empathy – open mindedness – Genuine and Trust Winning – Maintaining confidentiality – certain Do's and Dont's.

Discussion of the problems confronting adolescents today.

Group discussion on the use and misuse of electronic media by adolescents.

Discussion on issues relating to parent, adolescents relationship.

Suggested Readings:

i)Text-Book :

Chauhan S. *Psychology of Adolescence*. New Delhi: Allied Publishers Private Limited, 1983.

ii)Reference Books :

1. Elizabeth B Hurlock. *Developmental Psychology A Life - Span Approach*. New York: TMH Edition, 1985.
2. Aron, A., & Aron, E.N. *Statistics for Psychology*. New Jersey: Prentice Hall, 1994.
3. Miles, J. *Research Methods and Statics*. Exeter: Crucial, 2001.

iii)Web Sources :

1. <https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.verywellmind.com/what-is-adolescent-psychology-5201894&ved=2ahUKEwiozeahn-XzAhXkILcAHTxSC7QQFnoECBUQAQ&usg=AOvVaw1Ymw384T1jaJ82hDqPjANM>
2. <https://www.google.com/url?sa=t&source=web&rct=j&url=https://courses.lumenlearning.com/wmopen-psychology/chapter/reading-adolescence/&ved=2ahUKEwiozeahn-XzAhXkILcAHTxSC7QQFnoECAsQAQ&usg=AOvVaw0M5xn45ODpP8ttBP8LsYjK>
3. <https://www.betterhelp.com/advice/adolescence/adolescent-psychology-what-makes-teens-different-and-how-can-psychology-help/>

DEPARTMENT OF HISTORY – PG - CBCS – LOCF

Course Title : Indian History for Competitive Exams (NME) Semester: III

Course code: LPHSNM31

Contact Hours: 5

Credits: 4

Course Learning Outcomes:

On completion of this course, the students are able to

- understand the Indus Valley Civilisation.
- explain the administration of Mughals.

- analyse the causes and result of 1857 Mutiny.
- describe the salient features of Constitution of India.
- assess the current events in India and abroad.

Pre- required knowledge:

- Topics of competitive exams.
- Need of General Knowledge.
- Importance of Competitive exams.

Unit I : Ancient Indian History

Sources, - Indus Valley Civilization- Vedic Period - Mauryan Dynasty Buddhism and Jainism- Guptas.

Unit II: Medieval Indian History

Advent of Islam- Establishment of Delhi Sultanate – Mughals and Marathas- Advent of Europeans-Expansion and consolidation of British Rule- Social Reforms-Religious Movements.

Unit III: Indian National Movement

1857 Revolt - Indian National Congress -- Gandhian Era – Role of Tamil Nadu in Freedom Struggle.

Unit IV: Indian Polity

Constitution of India-Preamble- Salient Features - Fundamental Rights and Duties - Panjayat Raj - Center and State Relation- Emergency Provisions- Election Commission- Amendments.

Unit V: Current Events

Profile of States - Defense - National Security and Terrorism, NGO - Eminent Persons and Places- Sports - Books and Authors-Cultural Panorama – Historical Events in India – Covid 19 .

Suggested topics for group discussion and presentation:

- Mauriyan Administration.
- Establishment of Delhi Sultanate.
- Indian National Movement.
- Emergency Provisions.

- Covid 19

Suggested Readings:

Text Books:

1. Ishwari Prasad, History of Medieval India, The Indian Press Ltd., Calcutta, 2006.
2. BipinCandra, History of Modern India, Orient Blackswan Publication, Hyderabad, 2009.

Reference Books:

1. NilakandaSastri, K. A. History of South India, Oxford Publication, Calcutta, 1982.
2. Basham, A.L. Wonder that was India, Rupa and Co Publisher, Delhi, 1967.
3. Bipan Chandra, Modern India, NCERT, New Delhi, 2005.
4. India and the contemporary World- I and II, NCERT, New Delhi.2000
5. Indian History, Part I,II, and III, NCERT, New Delhi,2007.

Web Sources:

- www.clearIAS.com
- www.jagranJosh.com
- www.UPSC.gov.in

DEPARTMENT OF ECONOMICS – PG – LOCF

Title of the Course: Economics for Competitive Examinations (NME)	Semester: III
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Course Code: LPECNM31	Contact Hours: 5hrs/w	Credits: 4
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Course Learning Outcomes

On completion of the course, the students are able to

- Grasp the measures of Economic development and role of NITI Aayog
- Acquire the Skill of analysing the Government policies on poverty and population growth.
- Evaluate India's trade policy and gain knowledge on IMF, IBRD and ADB.

- Analyse the working of Indian Money Market.
- Understand the issues in the Indian Federal system and competently appear for Competitive examinations.

Pre- required Knowledge

- Economic growth, Economic development and Economic Planning.
- Absolute Poverty Vs Relative Poverty.
- Internal trade Vs International trade.
- Indian Financial Market: Meaning and Structure.
- Direct tax, Indirect tax and Non-tax Revenue.

Unit I: Economic Development and Planning

National Income – Various Committees on National Income estimation – Measures of Economic Development(PQLI, HDI, HPI and GDI) – National Income as a measure of welfare – Green Revolution and agriculture development- History of Economic Planning in India – Planning Commission Vs NITI Aayog – India’s role in BRICS.

Unit II: Population and Poverty

Population growth in India – Demographic features of India - India's Population Policy – Report of Lakdawala, Tendulkar and Rangarajan Committees on Poverty (Salient Points only) – Poverty Eradication Programme (IRDP, PMGAY, MGNREGA).

Unit III: International Trade Policy and Institutions

India's Trade Policy – Special Economic Zones – Foreign Investment Policy – Foreign Exchange Rate Policy – FEMA – Globalisation and WTO – International Financial Institutions: IMF, IBRD and ADB.

Unit IV: Indian Money Market

Money Market: Features and instruments – Banking Sector Reforms – Primary Market Reforms – Inflation and controlling measures in India

Unit V: Federal Financial System in India

Federal Structure – Consolidated and Contingency Funds

of India – Public Account – Centre – State Financial Relation – Finance Commission – GST and GST Council - Fiscal Sector reforms in India – State Finances – Fiscal Responsibility and Budget Management (FRBM) Act - Local Finances.

Suggested topics for group discussion/ Presentation

NITI Aayog differs from Planning Commission in terms of composition and powers.

Poverty estimation suffers from various methodological issues.

International Monetary Fund (IMF) provides international liquidity.

Indian Banking Sector reform measures are based on Basel- III norms.

State governments are suspicious of the motives of the government of India in raising and sharing of tax revenues with them.

Suggested Readings

Text Books

Ramesh Singh(2019), Indian Economy for Civil services, Universities and other Examinations, McGraw Hill Education, New Delhi.

Misra and Puri, (2019), Sectoral Problems Of Indian, Economy, Himalayas Publishing House.

Rudder Datt and Sundaram, (2018), Indian Economy, S. Chand, New Delhi.

Reference Books

Francis Cherunilam, (2019) International Trade and Export Management, Himalaya Publishing House.

Uma kapila (Ed.) (2018), Indian Economy since independence, Academic Foundation, New Delhi, 29 th edition.

Gupta. K. R and Manoranjansharma (2018) , Indian Economic Policies and Data McGraw Hill Publications.

- Abhijit, V. Banerjee et al. (2017), poverty and income distribution I India, juggernaut, New Delhi.
- Prakash B.A (2009) , The Indian Economy since 1991, Edited Book, Pearson Education New Delhi.
- Iswar C. Dhinkara, (2009) , The Indian Economy: Environment and Policy, Sultan Chand and Co.
- Manmohan Agarwal and Amit shovon Toy, (2007) ,Globalisation and the Millinnium Development Goals, Orient Black Swan, Hyderabad.
- Brahmananda, P. R, and V. R. Panchmuki (Eds) (2001), Development Experience in the Indian Economy: Interstate Respective, Bookwell, Delhi.
- Ahluwalia, I. J and I. M. D. Little (Eds) , (1999), India's Economic Reforms and Development, oxford Universities Press, New Delhi.
- Agarwal, A.N, (1981), Indian Economy, Vishwa prakashan, New Delhi.

Web Sources

- <https://www.vedantu.com/commerce/national-income>
- https://en.m.wikipedia.org/wiki/Demographics_of_India
- <https://en.m.wikipedia.org/wiki/Federation>

DEPARTMENT OF COMMERCE - PG - CBCS - LOCF

Title of the Paper: Entrepreneurship Development (NME)	Semester: III
Course Code: LPCONM31	Contact Hours: 5hrs/w
	Credit: 4

Course Learning Outcome:

- On completion of the course, the students are able to
- know the factors affecting entrepreneurial growth.
 - identify the problems faced by women entrepreneurs.
 - identify the various institutional support to the entrepreneur.
 - advocate for subsidy and incentives to be received from the Government.

- prepare the project reports.

Pre-required knowledge:

- ✓ Entrepreneurial venture
- ✓ Scope for women entrepreneurship
- ✓ Financial assistance from government

Unit- I: Introduction to Entrepreneurs

Entrepreneur - Definition - Concept - Characteristics - Qualities - Classification of entrepreneurs - Entrepreneur Vs Manager - Role of Entrepreneurs in the economic development -- Factors affecting entrepreneurial growth. **Entrepreneurship-** Concept - Distinction between Entrepreneur and Entrepreneurship

Unit- II: Women Entrepreneurs

Introduction - Definition - Problems - Suggestions to overcome - Government steps towards Women Entrepreneurs - Institutions support to women Entrepreneurs in India.

Entrepreneurship Development Programmes (EDP):

Meaning - Objectives - Stages in EDP- Pre-training Stage - Training phase - Post Training - Evaluation and Feedback of EDP.

Unit- III : Assistance to Entrepreneurs:

Financial and Non-Financial Institutions - TIIC and SFC - DIC - SIDBI - SIDCO - Commercial Banks.

Unit- VI : Incentives and Subsidies:

Incentives and subsidies of State and Central Govt - Objectives -Aims - Tax Concession - Assistance to MSME's - Backward areas - Industrial Estates

Unit-V : Project Report:

Meaning - Steps - Contents - Reasons for failure of a Project Report – Format – Guidelines.

Suggested Topics/Practical Exercises:

- The learners are required to
- ✓ list the various factors affecting entrepreneurial growth.
 - ✓ explain the steps to overcome the problem face by women entrepreneur.

- ✓ name any two financial institutions supporting entrepreneurs to grow in Tamilnadu.
- ✓ cite examples for the growth of business using Seed Capital Assistance / Scheme.
- ✓ draw a project report for a new business concern.

Suggested Readings:

(i) Text Books

1. Gupta.C.B. (2018). Entrepreneurship Development. New Delhi: Sultan Chand and Sons.
2. Gordon. E. and Dr. Natarajan. K. (2020). Entrepreneurship Development. Mumbai: Himalaya Publishing House.

(ii) Reference Books

1. Gupta . C.B.& Srinivasan. N.P. (2018), Entrepreneurship Development. New Delhi: Sultan Chand and Sons.
2. Khanka S.S. (2018) Entrepreneurial Development. New Delhi: S.Chand & Company Ltd..
3. Kanishka Bedi. (2012). Management and Entrepreneurship, New Delhi: Oxford University Press.

(iii) Web-Sources:

1. www.tiic.in
2. www.sidco.in
3. www.dic.in

DEPARTMENT OF MATHEMATICS – PG – CBCS - LOCF

Title of the Course: Mathematics for Competitive Examinations (NME) Semester: III

Course Code: LPMSNM31 Contact Hours : 5hrs/w Credits: 4

Course Learning Outcomes:

- On completion of the course, the students are able to
- formulate the problem quantitatively
 - recall appropriate arithmetical methods to solve the problem
 - demonstrate various principles involved in solving mathematical problems.

- evaluate various real life situations by resorting to analysis of key issues and factors
- develop various mathematical skills to solve the problems

Pre-required Knowledge:

- ✓ Addition and subtraction
- ✓ multiplication and division
- ✓ product tables

Unit I: Quantitative Aptitude - I

HCF and LCM of numbers-Decimal Fractions – Simplification - Average-Problems on numbers-Problems on ages.

Unit II: Quantitative Aptitude – II

Percentage-Profit and loss-Ratio and proportion- Partnership-Simple interest-Compound interest.

Unit III: Quantitative Aptitude - III

Time and work-Time and distance-Problems on trains- Alligator or mixture.

Unit IV: Quantitative Aptitude and logic

Calendar – Clocks – Stock and shares - Odd man out and series.

Unit V: Reasoning

Verbal and non-verbal reasoning- verbal Reasoning – Analogy - Mathematical operations – Inserting the character. Non-Verbal Reasoning – Analytical Reasoning

Suggested Topics for Group Discussion/ Presentations:

1. Simplification
2. Simple and compound interest
3. Problems on trains
4. Stock and shares
5. Non-verbal reasoning

Suggested Readings:

(i) Text Books:

1. R.S. Agarwal, Quantitative Aptitude for Competitive Examinations Revised and Enlarged edition, S.Chand Publications, New Delhi, Reprint 2007.

2. R.S. Agarwal, Verbal and Non-Verbal reasoning S.Chand Publications, New Delhi, Reprint 2009.
Unit I: Book 1: Section 2,3,4,6,7 & 8.
Unit II: Section 10,11,12,13,21 & 22.
Unit III: Section 15,17,18 & 20.
Unit IV: Section 27,28,29 & 35.
Unit V: Book 2: Part I – Section I- 2,13 & 16. Part II – Section – 4

(ii) Reference books:

1. R.Gupta, Quantitative Aptitude, Unique Publishers Pvt. Ltd, 2013.
2. Arora. P.N. and Arora. S., Quantitative Aptitude Mathematics, Volume-1 S Chand & Company Ltd., New Delhi, 2009.
3. Kothari. C.R., Quantitative Techniques, Vikas Publishing House Pvt. Ltd., New Delhi, 1989.
4. Srinivasan. T.M., Perumalswamy. S. and Gopala Krishnan. M.D., Elements of Quantitative Techniques, Emerald Publishers, Chennai, 1985.

(iii) Web Resources:

1. <https://mathematician0.weebly.com/>
2. <https://youtu.be/rHzggZDdte4>
3. <https://youtu.be/ZADjT-wsQJw>
4. <https://youtu.be/ETiRE7N7pEI>
5. <https://www.youtube.com/watch?v=tnc9ojITRg4&list=PLpyc33gOcbVA4qXMoQ5vmhefTruk5t9lt>

DEPARTMENT OF CHEMISTRY – PG – CBCS-LOCF

Title of the paper: Chemistry for All (NME)	Semester: III
Course Code: LPCHNM31	Contact Hours: 5hrs/w Credits: 4

Course Learning Outcomes:

On completion of the course, the students are able to

- ✓ know the basic chemistry involving types of elements and chemical reactions.

- ✓ study different concepts of acids and bases and various chemical processes
- ✓ gain awareness on Pollution and types of pollution
- ✓ know the details of plastics, glass, cement, types of fuels
- ✓ gain knowledge in vitamins, food adulterants and Classification and biological functions of antibiotics

Pre-Required Knowledge

- ✓ Properties of Metals and non-metals
- ✓ Isotopes, Isobar and isotones
- ✓ Stability of Colloidal solution
- ✓ Thermosetting and thermoplastics
- ✓ Green house effect and global warning

Unit I: BASIC CHEMISTRY- I

Elements – atoms and molecules – Metals and non metal – metalloids, alloy, ore and minerals - Chemical formulae and symbols – Important basic terms such as pressure, volume, atomic mass, molecular mass, temperature, atomic number – Types of chemical reactions (exothermic and endothermic, Physical and chemical changes, oxidation and reduction) – ideal and real gas - Important laws of Chemistry (Boyle's law, Charles's law, Hess's law, Graham's law of diffusion, Beer's law, Henry's law, Faraday's law, Law of conservation of matter or energy).

Unit II: BASIC CHEMISTRY- II: (Only elementary idea can be given)

Different concepts of Acids and Bases (Arrhenius, Bronsted and Lewis) – pH concept (no calculation) – Water – Hard and soft water - Chemical nature of metals- Steel and iron (no manufacture) – heat treatment of steel – Solutions and their types (True, Colloidal and suspension) – uses of colloidal solution – Buffer solution – Nuclear Chemistry – isotopes and radioactivity Definitions of some important chemical processes (Haber's, Contact's, Ostwald's, Processes)

Unit III: ENVIRONMENTAL CHEMISTRY

Pollution and types of pollution – Composition of atmosphere – Major regions of atmosphere and their characteristics – Elementary idea of Green house effects and Acid rain – Air pollution – Control of air pollution and their harmful effects – CFC, Global warming, substitute for CFC (Just name only)-Water pollution – Dissolved oxygen – BOD, COD and TDS (elementary idea only)

Unit IV: CHEMISTRY IN SERVICE OF MAN –I: (Only elementary idea can be given)

Plastics – Classification with examples – Polymer (natural and synthetic) – Soaps and Glass – Annealing of glass – Cement – Constituents and setting and hardening of cement – Rubber – Types with examples and vulcanization of rubber- Corrosion of metal – prevention – Lubricants (definition and classification) – Fuel – Classification with suitable examples - calorific value – LPG and Rocket fuel.

Unit V: Chemistry in service of man –II: (Only elementary idea can be given)

Food adulterants – common food adulterants and their harmful effects and tests to identify them– Classification and biological functions of Vitamins A, B6, B12, C, D, E and K (structural elucidation not required) – Classification and biological functions of antibiotics – penicillin, chloroamphenicol, streptomycin and tetracycline.

SUGGESTED TOPICS FOR GROUP DISCUSSION/ PRESENTATIONS

- ✓ Metals and nonmetal
- ✓ Steel and iron
- ✓ Green house effects
- ✓ vulcanization of rubber
- ✓ organic and Inorganic pesticides

Suggested Readings

Text Books:

1. A Text book of Environmental Chemistry, O.D.Tyagi, M. Mehra, Anmol Publication, 1990.

2. Puri, Sharma and Pathania, Principles of Physical Chemistry, Vishal Publishing Co., 2004
3. Puri, Sharma and Pathania, Principles of Inorganic Chemistry, Vishal Publishing Co., 2004

Reference Books:

1. Applied Chemistry, K. BagawathiSundari, MJP Publishers, Chennai – 2006.
2. General Studies Manual, The TMH Publishers, 2008
3. Basic concepts of chemistry (HB) by Pegasus sold by Amazon Asia-Pacific Holdings Private Limited, 2018.

Websites and e-Learning Sources:

1. <https://youtu.be/eJXL0IrbtqE>
2. <https://2012books.lardbucket.org/pdfs/beginning-chemistry.pdf>
3. <https://youtu.be/J0v3stz7izA>
4. <https://youtu.be/EyBkPwsRY2E>
5. https://youtu.be/yU3GwJu_yNA
6. <https://youtu.be/uMBeXHnWhsE>
7. https://youtu.be/IUg7r7fu_eo
8. <https://youtu.be/eJXL0IrbtqE>

DEPARTMENT OF BOTANY - PG - CBCS - LOCF

Title of the Course: Plants and Human Welfare (NME)	Semester: III
Course Code: LPBYNM31	Contact hours: 5hrs/w
	Credit:4

Course Learning Outcomes:

On completion of the course, the students are able to

- acquire knowledge on Plants as food
- understand the cultivation of mushrooms.
- recognize the need of plant drugs.
- familiarize with the wood and its types.
- come to know about the Organic farming.

Pre-required knowledge:

- Plant groups
- Raw drugs
- Farming techniques

Unit I: Plants as food

Importance of plant genetic resources and utilization. Present status of resources in India. Agricultural, vegetable, horticultural and medicinal plants. Higher plants as food - Cereals- Rice, Pulses- Pigeon pea.

Unit II: Cultivation of mushrooms – *Pleurotus*

General characters of mushroom – present status of the mushroom industry in India common edible and non-edible mushrooms. Nutritive and Energy value of edible mushrooms.

Unit III: Biological Drugs

Brief history and scope of raw drugs of plant origins. Definition, herbals, classification and description. Classification of vegetable drugs. Biological sources of drugs.

Unit IV: Timbers

Structure of wood, sap wood – heart wood transition, properties of wood (Physical, chemical & mechanical). Dendrochronology and its significance. Commercial uses of woods of South India - Teak (*Tectona grandis*), Neem (*Azadirachta indica*).

Unit V: Organic farming

Organic farming, vermin-composting. Leguminous plants in green manuring. Biofertilizer -*Rhizobium* and Blue green algae (*Nostoc*); Biopesticides: *Bacillus thuringiensis*.

Suggested Topics for Seminar/Presentation/Group Discussion:

- Plants as food
- Recent methods for mushroom cultivation
- Biological sources of drugs
- Dendrochronology and its significance
- Techniques of vermicomposting and Methods of organic farming

Suggested Readings:

Text Books:

1. Albert F. Hill. (1952). Economic Botany. Tata McGraw-Hill Publishing Company Ltd., New Delhi.
2. Pradeep Sachdeva. (2014). A Naturalists Guide to the Trees & Shrubs of India. *Prakash books Publishers*, Chennai. ISBN: 978817599408.
3. Board Eiri (2008) Hand Book of Tree Farming. *Engineers India Research Institute Publishers*. New Delhi.
4. Suman, B.C. & Sharma, V.P. (2007). Mushroom cultivation in India. *Daya Publishing House*, Delhi.

Reference Books

1. Dorian Q. Fuller, Eleni Asouti. (2008) Trees and Woodlands of South India. *Munshiram Manoharlal Publishers*. New Delhi. ISBN: 9788121512145.
2. Sanjay Tiwari, and Nikhil Devasar. (2019). 100 Indian Trees: The Big Little Nature Book. *DK India publishers*, New Delhi.
3. Neginhal S.G. (2020). Forest Trees of South India. *Notion Press publishers*, Chennai.
4. Diego Cunha Zied, Arturo Pardo-Gimenez. (2017). Edible and Medicinal Mushrooms: Technology and Applications. *John Wiley & Sons*.
5. Kochhar, S.L. (1981). Economic Botany in the Tropics. *McMillan India Ltd.*, Madras.
6. Mukharjee, S.K. (1969). Survey of Plants of India. *Bull. Botanical Survey India*, 11(3): 217-223.
7. Sambamurthy, A.V.S.S. and N.S. Subramaniam. (1989). A Textbook of Economic Botany. *Wiley Eastern Ltd.*, New Delhi.
8. Albert E Hill and O P Sharma (1996). Economic Botany. *Tata McGraw Hill Co. Ltd.*, New Delhi.
9. Anonymous. (1948-1976). The Wealth of India - A Dictionary of Indian Raw Materials and Industrial Products. Vol. I to X. *Publication and Information Directorate, CSIR*, New Delhi.

Web Sources:

1. <https://byjus.com/biology/food-sources-animal-plant-products/>
2. <https://foodplantsinternational.com/>
3. https://namyco.org/mushroom_cultivation_resources.php
4. <https://www.fs.fed.us/wildflowers/ethnobotany/medicinal/index.shtml>

DEPARTMENT OF PHYSICS – PG – CBCS - LOCF

Title of the Course: Physics for Competitive Examinations (NME) Semester: III

Course Code: LPPHNM31 Contact Hours: 5hrs/w Credit: 4

Course Learning Outcomes:

On completion of the course, the students are able to

- understand various systems of units and newton's laws of motion
- acquire the basic knowledge on gravitation
- understand the various aspects in electrostatics and electricity
- have knowledge on various properties of light
- understand the electronic devices, circuits and various number systems

Pre-Required Knowledge:

- ✓ Gravitational force, acceleration due to gravity mass and other physical quantities
- ✓ Heat, energy, temperature, basic mathematics, basic ideas on charge and current
- ✓ Elementary idea on planetary systems and space

Unit I: Systems of Units and Newton's Laws

System of units S.I.- Fundamental units- derived units – Dimension of physical quantity – uses of dimensional equations – limitation of dimensional analysis. Force and inertia, Newton's first law of motion – momentum – second law of motion – conservation of linear momentum – Newton's Third law of motion – friction – laws of limiting friction – static and dynamic friction.

Unit II: Gravitation

Gravitation-Kepler's law of planetary motion – universal law of gravitation – acceleration due to gravity – variation of 'g' at poles – equator – Altitude – depth – rotation of earth – difference between mass and weight – Inertial mass and gravitational mass –Satellite – Orbital velocity – escape velocity – Rocket.

Unit III: Electrostatics and Electricity

Charge and fields – Coulomb's law – electric field due to a point charge – Gauss law – Application of Gauss law – Electric field due to parallel sheet of charge – Electric potential –Potential due to a point charge – Capacitor – Principle of a capacitor – Capacitance of a parallel plate capacitor –Effect of dielectric on capacitance – current and resistance – Electric current –Current density – Expression for current density – Ohm's law and electrical conductivity – Kirchoff's law – Application of Kirchoff's law to Wheatstone network and measurement of resistance.

Unit IV: Optics and Sound

Light – Reflection of light – Laws of reflection – Refraction of light – Laws of reflection – Dispersion visible range dual nature – Total internal reflection – Laser – Interaction of light with matter – Population inversion - Applications of laser. Simple Harmonic motion – Progressive wave properties – stationary waves – properties – ultrasonic – Properties and applications.

Unit V: Electronics

Difference between conductor, insulator and semiconductor using band theory – Intrinsic and extrinsic semiconductor – semiconductor diode –diode as a rectifier – Photo diode – LED – Zener diode as a voltage regulator – Number system – Binary, octal, Hexadecimal – Inter conversion – Cray code – exes 3 code , ASCII code – Basic gates – De-Morgan's theorem – Universal gates – Binary addition –Binary subtraction – 2's complement method - 1's complement method – binary multiplication – binary division.

Suggested Topics for Group Discussion/Presentation:

- ✓ Newton's laws of motion, concept of friction and its associated quantities
- ✓ Newton's law of Gravitation-Kepler's law of planetary motion,
- ✓ Electrostatics force, Electric field, electric potential, capacitors. Ohm's law Kirchoff's law
- ✓ Various properties of light, laser fundamentals and applications, Ultrasonics and applications.
- ✓ Various types of semiconductor devices, binary number systems

Suggested Readings:

(i) Text Books:

1. Murugesan, R. Mechanics, Properties of matter and sound. For Bsc ancillary physics, Reprint (2016).
2. Murugesan, R. Optics, Spectroscopy and Modern Physics, For Bsc ancillary physics, 1st edition (2017).
3. Murugesan, R. Electricity and electronics, for B.Sc Ancillary Physics, 1st edition, (2014).

(ii) Reference Book:

Halliday, D. Resnick, R and Walker, J. Principle of Physics, International Student version, Wiley India Private Ltd., 9th edition, reprint (2012).

(iii) Web Sources:

1. <https://www.khanacademy.org/science/physics>
2. https://ocw.uci.edu/courses/physics_3a_basic_physics.html
3. <https://www.concepts-of-physics.com/dr-hc-verma/videos.php#hc-verma-videos-on-mechanics>

Title of the Paper: Women's Writing in English and Translation

Semester: IV

Course Code: LPENCT41

Contact hours: 6hrs/w

Credits: 5

Course Learning Outcomes:

On completion of the course, the students are able to

- understand and critique the relationship between literature and gender.
- justify that society should facilitate gender equity recognized through the translated works.
- understand the multi-dimensions in women's writings and be sensitized about the various levels of oppression and gender issues.
- understand the role of woman in the contemporary society.
- analyze the various writers' works with feministic approach.

Pre-required knowledge:

- Translations of women's writing in other languages to understand the lives of women.
- Characteristics of women's writing and men's writing
- Various dimensions of women's writing through translation.

Unit I: POETRY

Sylvia Plath : Lady Lazarus

Judith Wright : Typists in the Phoenix Building

Adrienne Rich : Snapshots of a Daughter in Law

Mamta Kalia : Tribute to Papa

UNIT II: PROSE

Alice Walker : *In Search of Our Mother's Gardens*:(select essays)

i "Saving the Life That Is Your Own: The Importance of Models in the Artist's Life"

ii"Breaking Chains and Encouraging Life"

Margaret Fuller : Woman in the Nineteenth Century

Charlotte Perkins : The Yellow Wallpaper

UNIT III: DRAMA

Susan Gaspell : *The Verge*

Mahasweta Devi : *Rudali*

UNIT IV: FICTION

Margaret Atwood : *Lady Oracle*

Bama : *Karukku*

UNIT V: CRITICISM

Virginia Woolf : *A Room of One's Own*

Betty Friedan : From *The Feminine Mystique*

Chapter 1 -The Problem that Has No Name

Chapter 2 - The Happy Housewife Heroine

Chapter 3 - The Crisis in Woman's Identity

Suggested Topics for Presentation:

- The various issues related to women across the world.
- Impact of Patriarchy on the social inequality
- Social construction towards women.
- The turmoil of women in society.
- Conflicts in women's life.

Suggested Readings:

i)Text Books:

1. Friedan, Betty. *The Feminine Mystique* London: Penguin Books,2010.
2. Sadowki, Piotr. *Gender and Literature: A System Study*. University Press of America, 2001.
3. Singh, R.P. *Select Voices from Africa and Asia: New Literatures in English*. Jaipur: Yking Books, 2016.

ii)Reference Books:

1. Beauvoir, Simon de. *Introduction to The Second Sex*. Tr. Constance Borde and ShielaMalvony. Vintage Publishers, London, 2010.
2. Gupta, Monika. Ed. *Women Writers in the Twentieth Century Literature*.New Delhi: Atlantic Publishers and Distributors, 2000.
3. Whitson J.Kathy. *Encyclopedia of Feminist Literature*. London: Greenwood Publishing Group Inc, 2004.

iii)Web Sources:

1. <https://www.poetryfoundation.org/poems/49000/lady->

- [lazarus.](#)
2. https://www.baenglishnotes.com/2017/10/tribute-to-papa-by-mamta-kalia_11.html.
 3. <https://www.nlm.nih.gov/exhibition/theliteratureofprescription/exhibition>
 4. <https://en.wikipedia.org/wiki/Rudaali.1>
 5. <https://www.outlookindia.com/website/story/introduction-to-karukku/211413>.

Title of the Paper : Translation Studies **Semester: IV**
Course Code: LPENCT42 **Contact Hours:6hrs/w** **Credits: 5**

Course Learning Outcomes:

On completion of the course, the students are able to

- know the general characteristics of translation.
- identify the various problems faced in the process of translation.
- develop the creative skills in translation.
- analyze the poem, story and prose with a deeper insight.
- compare one text with the other work

Pre-required knowledge:

- Evolution of Translation in global perspective and its development.
- Principles of Translation Studies.
- Understanding of intra-lingual impacts.

Unit I: INTRODUCTION TO TRANSLATION

Language and Culture

History of Translation theory

Specific Problems of Translation

Types of Translation

Unit II: CLASSICS IN TRANSLATION

Maxim Gorky: *The Mother*

Homer: *Odyssey* (First two chapters)

Unit III: REGIONAL TRANSLATION-I

Kalki Krishnamurthy: Ponnien Selvan (First Volume)
(Trans. C.V. Karthik Narayanan) Rajam Krishnan: When the
Kurinji Blooms

Unit IV: REGIONAL TRANSLATION-II

Translation of Bharathiyar songs by Prema Nanda
KumarGlory of Womanhood

1. In Praise of Tamil
2. The Kuyil

Thirukkukral by George Uglow Pope (Chapter 4 – Assertion
of the strength of Virtue, Chapter 30 – Veracity, Chapter 6-
Purity in Action, Chapter 98 – Greatness, Chapter 104 –
Farming)

Unit V: Translation in Practice

Translation of proverbs, statements, and passages from
English to Tamil language and Tamil to English language.

Suggested Topics for Presentation:

- The origin and development of translation.
- The process of translation.
- Advantages of Translation Studies
- The aspects of translation theory.
- Different theories of translation.
- Translating prose passages from one to another language.

Suggested Readings:

i)Text Books:

1. S.Kanagaraj and Samuel kirubakar. *The Anatomy of Translation*. Madurai Prem Publishers, 2005.
2. Bassnett Susan. *Translation Studies*. Psychology Press, 2002.

ii)Reference Books:

1. Bassnett Susan & Lefevere Andre: *Translation, History and Culture*. Pinter Publishers, 1990.

2. Savory, Theodore.H. *The Art of Translation*. Boston: The Writer, 1968.

iii)Web sources:

1. <https://en.wikipedia.org/wiki/Translation>.
2. <http://translationsofsomesongsofcarnticmusic.blogspot.com/2016/11/translations-of-some-mahakavi-bharathi.html>
3. <http://www.projectmadurai.org/pm.etexts/pdf/pm0153.pdf>.
4. Vinay Dharwadker 'Some Contexts of Modern Indian Poetry' *Chicago Review* 38 (1992)
5. Aparna Dharwadker 'Modern Indian Theatre' in *Routledge Handbook of Asian Theatre* ed. Siyuan Liu (London: Routledge 2016).

Title of the Paper: Comparative Literature: Theory and Practice

Semester : IV

Course Code: LPENCT43

Contact Hours:6hrs/w

Credits: 4

Course Learning Outcomes:

On completion of the course, the students are able to

- understand the values of comparative literature.
- Attain broad knowledge of various literary traditions
- realize that comparative study of literary pieces leads to a study of different cultures.
- Have transnational and transcultural experiences and perspectives
- understand literatures in different social political and historical contexts
- know the relationship of literature to the other arts, philosophy, media

Pre-required knowledge:

- World Literature as a Discipline
- Evolution of Comparative Literature
- Principles of Comparative Literature

UNIT I

Comparative Literature – Definition and scope - National, General and World

UNIT II

The American School of Comparative Literature
The French School of Comparative Literature
The Indian School of Comparative Literature

UNIT III

Influence study - Reception study - The Study of Genres
– Thematology Translation studies

UNIT IV

Literature and History - Literature and Psychology -
Literature and Sociology -Literature and other areas of
knowledge

UNIT V - Practice

Suggested Topics for Presentation:

- Definition and scope of comparative literature
- Various schools of comparative literature
- Periodization in comparative literature
- Relevance of comparative literature
- Literature and other areas of human knowledge

Suggested Readings:

i)Text-Book :

Subramaniam, N, Padma Srinivasan and G. R. Bala
krishnan. *Introduction to the Study of Comparative Literature:
Theory and Practice*. Madurai: TEESI Publications, 1997.

ii)Reference Books :

1. Praver, S.S.*Comparative Literary Studies: An Introduction*.
London: Duckworth, 1973
2. Watson, George. *The Study of Literature*. London: Orient
Longman, 1969
3. Weisstein, Ulrich.*Comparative Literature and Literary
Theory: Survey and Introduction*. New Delhi: Indian
University Press, 1973
4. Wellek, Rene & Austin Warren. *Theory of Literature*. 3rd
Rev.ed. New York: Harcourt Brace of World Inc, 1966

iii) Web Sources :

1. <https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.cmlt.uga.edu/&ved=2ahUKEwiB39qooOXzAhX4HMBHVxjBVgQFnoECFgQAQ&usq=AOvVaw14yZLB7nT2BwS24tZQj94k>
2. <https://www.google.com/url?sa=t&source=web&rct=j&url=https://wilson.fas.harvard.edu/aphorisms/comparative-literature&ved=2ahUKEwiNs->
3. [JoOXzAhVZ7nMBHeevA2MQFnoECCUQAQ&usq=AOvVaw2TOiiX9SO95InamDpAX7jQ](https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.joqxz.com/&ved=2ahUKEwiNs-)
4. <http://compalit.blogspot.com/2013/11/schools-of-comparative-literature.html>

Title of the Course: Project

Semester: IV

Course Code: LPENPJ41

Contact hours: 5hrs/w

Credits: 4

Learning Outcomes:

On completion of the course, the students are able to

- enrich their ability of critical appreciation of a creative / critical work towards insightful understanding of the same.
- get oriented towards formal project report writing in accordance with the prescription of the MLA Hand Book 8th edition.
- nurse and hone research sensibility to exercise critical evaluation of the creative work.
- be adept in organizing their ideas convincingly to the understanding of the readers.
- practising the mechanics of writing spotlessly in their research paper.

Procedure:

1. Each student will be allotted a Project Guide from the faculty of the Department concerned.
2. The student has to submit the completed project work in 2 copies to the Controller of Examinations through the Project Guide.

3. Project work will be evaluated by both the external and the internal (Project Guide) examiners for the maximum of 100 marks in total on the scale of the maximum of 50 marks for the internal and the external each.
4. Viva-voce will be conducted by the panel comprising HOD, External Examiner and Project Guide for the maximum of 100 marks in total on the scale of the maximum of 50marks for the internal and the external each

Suggested Topics for Presentation:

- Format of a Research project
- Mechanics of writing a project
- Plagiarism and its types
- Parenthetical documentation
- Punctuations in Project writing
- Preparing works cited list

Suggested Readings:

i)Text Book :

MLA Handbook. 8th Edition. New York: The Modern Language Association of America, 2016.

ii)Web Sources:

1. https://www.researchgate.net/publication/337112003_Is_Th ere_a_MethodMethodology_for_Literary_Research
2. <https://www.slideshare.net/AbhaPandey3/research-methodology-for-research-in-english-31535071>
3. <https://www.merriam-webster.com/words-at-play/rhetorical-devices-list-examples>

Title of the Paper: Literature And Society

Semester : IV

Course Code: LPENDS41

Contact Hours:5hrs/w

Credits : 3

Course Learning Outcomes:

On completion of the course, the students are able to

- understand the impact of sociological factors on the writer

- & Vice versa in determining the content of his works
- know about various cultural and sociological theories
- gain knowledge about the various social changes in various phases and their impact on writers of the East and the West.
- understand Marxist ideology in Literature
- evaluate literature from Sociological perspective

Pre-required knowledge:

- Relation between literature and society
- Literature as a product of society
- Importance of sociological study of literature

Unit – I Sociological Approach to Literature

Diana Laurensen and Alan Swingwood-Sociology of Literature
F.R.Leavis – Literature and Society

Unit – II Cultural Approach to Literature

Matthew Arnold – *Culture and Anarchy (Chapters – I, II and III)*
T.S.Eliot – Notes towards a Definition of Culture

Unit – III Marxist Approach to Literature

Edmund Wilson : Marxism and Literature
Terry Eagleton : Capitalism, Modernism and Postmodernism

Unit – IV Religious Approach to Literature

Sri Aurobindo – *Renaissance in India*

Unit – V Literary Approach to Society

Wellek and Warren – Literature and Society
Harry Levin – Towards a Sociology of the Novel

Suggested Topics for Presentation:

- Portrayal of social life in Thomas Hardy and Charles Dickens
- Relevance of Sociological criticism today
- Marxist Reading of select English writers

- Study of Literature and Sociology
- Culture Criticism of Matthew Arnold and F.R.Leavis

Suggested Readings:

i)Text-Book:

Lodge, David. *Twentieth Century Literary Criticism*. London: Longman, 1972.

ii)Reference Books:

1. Wellek, Rene and Warren. *Theory of Literature*. Penguin Books, 1956.
2. Scott, Wilbur. *Five Approaches to Literary Criticism*. Pocket books, 1990.

iii)Web Sources :

1. https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.ipsnews.net/1997/04/literature-what-is-commonwealth-literature/&ved=2ahUKEwjH9-eNw_3yAhXGcn0KHZDOAWoQFnoECBoQAAQ&usg=AOvVaw3ti-1Z4s2zrHufgTW-B4ao
2. <https://www.google.com/url?sa=t&source=web&rct=j&url=https://salirickandres.altervista.org/approaches-literary-criticism/&ved=2ahUKEwjNrZvj2P3yAhWXwzgGHWTaDNAQFnoECBoQAAQ&usg=AOvVaw16yShmR2Bp2hC3mEubkv47>
3. <https://www.preservearticles.com/essay/literature-and-society/3207>

Title of the Course: Study of Genres: Autobiography and Biography **Semester: IV**

Course Code: LPENDS42 **Contact hours: 5hrs/w** **Credits: 3**

Course Learning Outcomes:

On completion of the course, the students are able to

- understand the various experiences of the great leaders and literary personalities.
- follow the foot prints of the great personalities.

- learn to respect intellectual life as a precious gift.
- learn to make sense of the events in their lives.
- reconstruct the personal development within the given frame work.

Pre-required knowledge:

- Autobiography, Biography, Memoir- Definition and Features
- Autobiography and Biography as Literary genres
- Utility value of reading Autobiography and Biography

Unit I: Introduction to Autobiography and Biography

Narrative Characteristics of Autobiography and Biography

Unit II: Autobiography I

M.K. Gandhi :*My Experiments with Truth*

Unit III: Autobiography II

James Boswell :*Life of Samuel Johnson*

Unit IV: Biography I

Lord Charnwood : Abraham Lincoln ; Complete Biography

Unit V: Biography II

Kathryn Spink :*Mother Teresa-An Authorized Biography*

Suggested Topics for Presentation:

- Techniques adopted in the writings of Autobiography and Biography
- Political and Social principles of Mahatma Gandhi
- Mother Teresa- A saintly human being
- Biography of any Black writer

Suggested Readings:

i)Text Books:

1. Gandhi.M.K.*AnAutobiography.The Story of My Experiments with Truth.* The Floating Press,2009.
2. Boswell,James.*The Life of Samuel Johnson.*Penguin Publishing Group,1979.

ii)Reference Books:

1. Miller, Carolyn .R , “Genre as a Social Action”, *Quarterly Journal of Speed*, 70:151 – 67; reprinted in Freedman &Medway ,1994.

2. Swales, John M. *Genre Analysis*. Cambridge: Cambridge University Press, 1990.
3. Weale, Stephen. 'Question of Genre'. Oliver Boyd, Burrett & Ghisnew Bold Eds.
4. *Approaches to Media: A Reader*. London, 1995.

iii) Web Sources:

1. <https://www.biography.com/activist/mahatma-gandhi>
2. <https://www.biography.com/writer/maya-angelou>
3. <https://gre.magoosh.com>

Title of the Paper : Grammar For Communication	Semester: IV
Course Code:LPENSE41	Contact hours: 2hrs/w
	Credit: 2

Course Learning Outcomes:

On completion of the course, the students are able to

- apply the obtained knowledge of English grammar in communication
- use apt tenses and voice to achieve correctness to their communication
- cherish the shades of meaning found in idioms and phrases while writing sentences
- master the art of using correct English language
- excel the art of writing paragraphs and passages

Pre-required Knowledge:

- Basic Grammar
- Transformation of Sentences
- Uses of Tenses

Unit I: Parts of Speech

Nouns : Number, Gender, Possessive.
 Verbs : Transitive and Intransitive, Regular and Irregular, Finite and nonfinite, Modals and Auxiliary
 Pronoun: Personal and Possessive Pronoun
 Adjective: Possessive Adjective, Numeral Adjective
 Adverb : Adverbs and Adverbials Preposition

Conjunction: Coordinating and Subordinating conjunctions
and Sentence Connectors Interjection
Determiners

Unit II: Sentences

Four Kinds of Sentences

Degrees of Comparison

Simple, Compound and Complex sentences

Concord and Agreement

Unit III: Tenses and Voices

Simple Present, Present Continuous and the Simple Past

The Present Perfect and the Simple Past

The Past Continuous and the Past Perfect

The Present Perfect Continuous and the Past Perfect

Continuous

Active Voice and Passive Voice

Unit IV: Idioms, Phrases and Clauses

Idioms

Abstract Noun Phrase

Phrasal Verbs

Sentence and Clause

Noun Clause

Adjective Clauses and their Abridgement and Adverbial

Clauses

Conditional Clause

Unit V: Grammar in Practice

Paragraph Writing

Letter Writing

Essay Writing

Suggested Topics for Presentation:

- Parts of speech and changing from one part of speech to another (for example from noun to verb and so on)

- Kinds of sentences and converting sentences from one type to another (for example from simple to compound and so on)
- Using tenses and voice(s) in communication (for example in conversation or dialogue writing)
- Use and relevance of idioms and phrases in sentences
- Presentation on given Topics

Suggested Readings:

i)Text Book:

Krishnaswamy, N. *Modern English: A Book of Grammar Usage and Composition*. Chennai: Macmillan, 1975.

ii)Reference Book:

Turton, Nigel D. *ABC of Common Grammatical Errors*. Chennai: Macmillan, 1995.

iii)Web Sources:

1. <http://www.hurleywrite.com>
2. <http://writingcenter.unc.edu>
3. <http://www.antarticglaciers.org/students-3/study-skills/essay-writing>

Title of the Course: Reading and Writing Skills	Semester: IV
Course Code: LPENSE42	Contact Hours: 2hrs/w
	Credits: 2

Course Learning Outcomes:

On completion of the course, the students are able to

- know the different kinds of reading and writing and their purpose.
- increase their reading ability through practice.
- improve their writing skill.
- broaden their Vocabulary Package.
- increase their ability to communicate.

Pre-required knowledge:

- Nuances of Reading and Academic writing

- Vocabulary skills and Decoding
- Functional grammatical competence

Unit I: Types of Reading

Reading as an integrated process

Stages in Reading

Skimming and Scanning

Unit II: Reading in Practice

Reading for facts

Reading for Information

Reading for Interpretation and for improving vocabulary

Unit III: Academic Writing

Writing messages

Paragraphs

Essays

Summary Writing

Unit IV: Professional Writing

Formal Letter Writing

Report writing

Note-making

Advertisement

Unit V: Writing in Practice

Paraphrasing of a Poem

Expansion of Proverbs.

Suggested Topics for Presentation:

I. Importance of reading and writing skills

- Functional grammar and writing
- Means to develop reading and writing skills
- How to improve reading and writing skills?
- Advanced reading and writing skills

Suggested Readings:

i)Text Books

1. Grellet, Francoise. *Developing Reading Skills: A Practical Guide to Reading and Writing*.Cambridge University Press, 1981.
2. Peterson, Arian. *How to Increase your Reading and Writing Skills*. Independently Published. 2020.
3. Marzano.J.Robert. *New Approaches to Literary Helping Students Develop Reading and Writing Skills*. American Psychological Association, 1994.

ii)Reference Books:

1. Ackerman, P.L. (1988). "Determinants of individual differences during skill acquisition: Cognitive abilities and information processing". *Journal of Experimental Psychology: General*, 117, 288-318.
2. Baard, P.P., Deci, E.L., Ryan, R.M. (2004). "Intrinsic need satisfaction: A motivational basis of performance and well-being in two work settings". *Journal of Applied Social Psychology*, 34, 2,045-2,068.
3. Backman, L., and Nilsson, L.-G.(1985). "Prerequisites for lack of age differences in memory performance". *Experimental Aging Research*, 11,67-73.

iii)Web Sources :

1. <https://www.Myguruedge.com>
 2. www.Wordstream.com
 3. www.masterclass.com
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RULES AND REGULATIONS FOR THE PROJECT / DISSERTATION WORK (UG, PG AND M.PHIL)

- Research supervisors will be allotted to the students / scholars by the respective Department.
- Research topic shall be chosen by the student / scholar in consultation with his/ her research supervisor.
- Every department has to maintain the year-wise list of project works carried out by the students. Research works done by the students / scholars of the previous batches should not be repeated by the students / scholars of the current academic year.
- The general structure of the project report is given below.
 - Title page with college emblem
 - Research supervisor's certificate
 - Student's declaration counter signed by Research Supervisor and the HOD
 - Student's Acknowledgement
 - Contents
 - List of Tables if any
 - Introduction
 - Review of Literature
 - Materials and Methods
 - Results and Discussion
 - Summary of Findings and Conclusion
 - Bibliography
 - Annexure
- Four copies of the project report should be submitted, typed in A4 Paper in Times New Roman with the font size of 12 and 1.5 line spacing.

SARASWATHI NARAYANAN COLLEGE

(Autonomous Institution – Affiliated to Madurai Kamaraj University)

(Reaccredited with B^(2.78) Grade by NAAC in the second cycle)

MADURAI -22

EVALUATION METHOD UNDER CBCS- LOCF

CONTINUOUS INTERNAL ASSESSMENT (CIA)

Internal assessment is based on the continuous evaluation of performance of the students in each semester. Internal mark is awarded to each course in accordance with the following guidelines.

UNDER GRADUATE, POST GRADUATE AND M.PHIL:

1. Internal test will be conducted for the maximum of 60 marks and converted to 15 marks.
2. Two internal tests will be conducted and the average of marks secured in the two tests will be taken as the Final Internal Test mark.
3. The distribution of Internal Assessment marks is given below.

THEORY

Test	-	15
Seminar	-	5
Quiz	-	5

PRACTICAL

Record Note	-	10
CIA	-	15
Model Exam	-	15

Internal Maximum -

25

Internal Maximum -

40

4. There is no Cumulative Internal Assessment (CIA) for Self Learning Courses, Add on Certificate / Diploma Programmes and Part-1 subjects other than Tamil.

5. Internal marks for those UG, PG and M.Phil. students who have to Repeat the Semester (RS) for want of attendance should be marked “AA” in the foil card.
6. There is no minimum mark for Internal assessments marks for all the UG, PG and M.Phil. Programmes.
7. Internal test for improvement of marks is not allowed under any circumstances
8. Special Internal Assessment tests for the absentees may be conducted on genuine reasons with the prior approval of HOD, Dean and Principal. Such tests may be conducted before the commencement of the Summative Examinations.

SUMMATIVE EXAMINATIONS (SE)

1. Summative Examinations for all the UG, PG and M.Phil. Programmes are conducted in November and April for the Odd and the Even semesters respectively.
2. Question paper setting along with the scheme of valuation is purely external for all the UG, PG and M.Phil. Programmes.
3. The office of the CEO is conferred with the right of choosing the Question Paper Setters and the External Examiners from the Panels suggested by the Boards of Studies of Programmes offered by the respective Department and approved by the Academic Council of the College. The question papers set for the Summative Examinations will be finalised by the Scrutiny Committee constituted by the office of the COE.
4. Practical Examinations will be conducted by the External Examiner and the course teacher, who will act as the Internal Examiner. In the absence of course teacher / External Examiner, HOD will act as the Internal Examiner / External Examiner.
5. The marks scored by the students in the External Examinations in Self Learning Courses and Add – on Courses will be converted to 100 for each course.
6. The theses submitted by the M.Phil. scholars after the conduct of Awards Committee meeting can be valued and the Viva-Voce Examinations can be conducted. The Principal is empowered to declare the results and it can be ratified in the next Awards Committee meeting.

**Knowledge levels for assessment of Outcomes
based on Blooms Taxonomy**

S. No	Level	Parameter Description	Description
1	K1	Remembering	Remembering It is the ability to remember the previously learned
2	K2	Understanding	The learner explains ideas or Concepts
3	K3	Applying	The learner uses information in a new way
4	K4	Analysing	The learner distinguishes among different parts
5	K5	Evaluating	The learner justifies a stand or decision
6	K6	Creating	The learner creates a new product or point of view

WEIGHTAGE OF K-LEVELS IN QUESTION PAPER

	K-LEVELS (Cognitive Level)					Total
	K1	K2	K3	K4	K5/ K6	
SUMMATIVE EXAMINATIONS– 75 Marks Pattern	21	30	18	18	13	100
SUMMATIVE EXAMINATIONS–50 Marks Pattern	24.5	24.5	17	17	17	100
CONTINUOUS INTERNAL ASSESSMENT(CIA)	24	26	14	25	11	100

QUESTION PATTERN FOR SUMMATIVE EXAMINATIONS For those who join in June 2022 UG and PG (Language Courses, Core Courses, Discipline Specific Electives, Generic Elective Courses, Non-Major Electives(PG))	
	TOTAL MARKS 75
<p style="text-align: center;">SECTION–A(Answer all questions)</p> <p>I. Choose the correct answer (FIVE questions –ONE question from each unit) (Q.No.1-5)-All questions are at K2 level</p> <p>II. Fill in the blanks (FIVE questions - ONE question from each unit) (5x1=5) (Q.No.6-10)-All questions are at K1 level</p>	10
<p style="text-align: center;">SECTION-B</p> <p>Answer all questions not exceeding 50 words each. ONE set of questions from each unit. Q. No. : 11 to 15 (5x2=10)</p> <p>K2 level – 2 Questions K3 level – 1 Question K4 level –1 Question K5/K6 level – 1 Question</p>	10
<p style="text-align: center;">SECTION-C-Either/or type</p> <p>Answer all questions not exceeding 200 words each. ONE set of questions from each unit. Q. No. : 16 to 20 (5x5=25)</p> <p>K1 level – 1 Question K2 level – 2 Questions K3 level – 1 Question K4 level – 1 Question</p>	25
<p>SECTION-D-Answer any THREE questions not exceeding 400 words each. ONE question from each unit. Q. No. : 21 to 25 (3x10=30)</p> <p>K1 level – 1 Question K2 level – 1 Question K3 level – 1 Question K4 level – 1 Question K5/K6 level – 1 Question</p>	30
Total	75

QUESTION PATTERN FOR SUMMATIVE EXAMINATIONS For those who join in June 2022 UG and PG (Skill Enhancement Courses, Self Learning Courses, Non Major Electives (UG)and Part V Courses (except NCC))	
	TOTAL MARKS 50
SECTION–A (Answer all questions) I. Choose the correct answer (FIVE questions – ONE question from each unit) (Q.No.1-5)-All questions are at K2 level II. Fill in the blanks (FIVE questions – ONE question from each unit) (5x1=5) (Q.No.6-10)-All questions are at K1 level	10
SECTION-B Answer all questions not exceeding 50 words each. ONE set of question from each unit Q. No. : 11 to 15 (5x2=10) K1 level – 1 Question K2 level – 1 Question K3 level – 1 Question K4 level – 1 Question K5/K6 level – 1 Question	10
SECTION-C Answer any THREE questions not exceeding 400 words each. ONE question from each unit Q. No. : 16 to 20 (3x10=30) K1 level – 1 Question K2 level – 1 Question K3 level – 1 Question K4 level – 1 Question K5/K6 level – 1 Question	30
Total	50

QUESTION PATTERN FOR INTERNAL ASSESSMENT (CIA) For those who join in June 2022 UG and PG	
	TOTAL MARKS 60
<p style="text-align: center;">SECTION–A(Answer all questions)</p> <p>I. Choose the correct answer (5 x 1 = 5) (Q.No.1-5)-All questions are at K2 level</p> <p>II. Fill in the blanks (5 x 1 = 5) (Q.No.6-10)-All questions are at K1 level</p>	10
<p style="text-align: center;">SECTION-B</p> <p>Answer all questions not exceeding 50 words each. ONE set of question from each unit</p> <p style="text-align: right;">(4 x 2 = 8)</p> <p>Q.No. 11 – K2 level Q.No. 12 – K3 level Q.No. 13 – K3 level Q.No. 14 – K5/ K6 level</p>	8
<p style="text-align: center;">SECTION-C-Either/or type</p> <p>(Answer all questions not exceeding 200 words each. (3 x 6 = 18)</p> <p>Q.No. 15 – K3 level Q.No. 16 – K4 level Q.No. 17 – K5/K6 level</p>	18
<p style="text-align: center;">SECTION-D</p> <p>Answer any TWO questions not exceeding 400 words each. (2 x 12 = 24)</p> <p>Q.No. 18 – K1 level Q.No. 19 – K2 level Q.No. 20 – K4 level</p>	24
Total	60

QUESTION PATTERN FOR SUMMATIVE EXAMINATIONS For those who join in June 2022 UG and PG (Language Courses, Core Courses, Discipline Specific Electives, Generic Elective Courses, Non-Major Electives(PG))						
DURATION:3HRS			MAXMARKS:75			
K-LEVELS	K1	K2	K3	K4	K5/K6	TOTAL MARKS
SECTIONS						
SECTION A (Answer all questions, each question carries One Mark)	5	5				10
SECTION B (Answer all questions, each question carries TWO Marks, ONE question from Each unit)		4	2	2	2	10
SECTION C (Answer all questions- Either/or type- ONE Question from each unit)	5	10	5	5		25
SECTION D (Answer any THREE questions, ONE question from each unit, each question carries TEN Marks)	10	10	10	10	10	30
TOTAL	20	29	17	17	12	75

QUESTION PATTERN FOR SUMMATIVE EXAMINATIONS For those who join in June 2022 UG and PG (Skill Enhancement Courses, Self Learning Courses, Non Major Electives (UG)and Part V Courses (except NCC))						
DURATION:2HRS			MAX MARKS:50			
K-LEVELS	K1	K2	K3	K4	K5/ K6	TOTAL MARKS
SECTIONS						
SECTION A (Answer all questions, each question carries One Mark)	5	5				10
SECTION B (Answer all questions, each question carries TWO Marks, ONE question from Each unit)	2	2	2	2	2	10
SECTION C (Answer any THREE questions, ONE question from each unit, each question carries TEN Marks)	10	10	10	10	10	30
TOTAL	17	17	12	12	12	50

BLUE PRINT OF QUESTION PAPER FOR INTERNAL ASSESSMENT (CIA)						
DURATION:2HRS			MAX MARKS:60			
K-LEVELS	K1	K2	K3	K4	K5/ K6	TOTAL MARKS
SECTIONS						
SECTION A (Answer all question. Each question Carries ONE Mark)	5	5				10
SECTION B (Answer all questions. Each question carries TWO Marks)		2	4		2	8
SECTION C (Answer all questions- Either/or type -Each question carries SIX Marks)			6	6	6	18
SECTION D (Answer any TWO questions. Each question carries TWELVE Marks)	12	12		12		24
TOTAL	17	19	10	18	8	60

VALUATION

1. Central valuation system is adopted.
2. Single Valuation system is followed for UG, PG and M.Phil. theory examinations. The valuation is done by the external examiners only.
3. UG and PG Practical Examinations are valued by both Internal and External Examiners.
4. Any discrepancy in the question paper should be brought to the notice of the Controller of Examinations by the respective Course Teacher through the Head of the Department within five days from the date of examination.

DECLARATION OF RESULTS

1. The total credit should not exceed 140 for UG Programmes and 90 for PG Programmes, excluding the credits earned for additional credit courses. This is applicable to the students migrating from other colleges also.
2. The students migrating from other colleges have to appear for the Summative Examinations conducted by the college for non-equivalent theory and practical courses. Mark scored by such a student in the Summative Examinations conducted by the previous college shall be converted to 100 if it is less than 100 for any equivalent course.
3. The students who repeat the semester have to appear not only for Summative Examinations but also for internal tests. The Internal marks scored by such students in their previous attempts shall stand invalid.
4. Results will be published within 20 days from the date of completion of all the Examinations.
5. Results will be declared as per the norms given in the following table in consultation with the Awards Committee.

Maximum and Passing Minimum Marks

Course	External Exam (SE)		Aggregate Marks (CIA + SE)	
	Passing Minimum	Maximum Mark	Passing Minimum	Maximum Mark
UG (Theory)	27	75	40	100
UG – NME / SEC / Part V (except NCC)	18	50 (converted to 75 marks)	40	100
UG – SLC	20	50	40	100
UG (Practicals)	21	60	40	100
UG Project	18	50	40	100
PG (Theory)	34	75	50	100
PG (Practicals)	27	60	50	100
PG (Project)	23	50	50	100
M.Phil. (Theory)	34	75	50	100
M.Phil. Project				
1. Dissertation	50	100 (Internal 50 + External 50)	-	-
2. Viva – Voce	50	100 (Internal 50 + External 50)	-	-

REVALUATION AND SUPPLEMENTARY EXAMINATIONS

1. Students can apply for Revaluation within 10 days from the date of the publication of the results.
2. Final year students of UG and PG Programmes can appear for Supplementary Examinations for the arrear papers of only the V and VI Semesters of UG Programmes and III and IV Semesters of PG Programmes. Students having the maximum of three arrear papers alone are eligible for Supplementary Examinations.
3. Absentees in the Summative Examinations are not eligible to apply for the Supplementary Examinations.
4. Supplementary Examinations will be conducted every year in the month of July.

ATTENDANCE

1. Students with the minimum of 75% of attendance (68 days out of 90 days) in a semester are permitted to appear for the summative examinations.
2. Students who do not have the minimum attendance should go for condonation.
3. Students who do not have the minimum attendance of 20 hrs for Certificate Programme and the minimum attendance of 20 hrs for each course in Diploma Programme will not be permitted to appear for the summative examinations.

The following are the regulations for grant of condonation.

Attendance	Condonation Fee	Authority to Consider	Nature of Penalty
65% - 74% (59-67 days)	Rs.500/-	Head of the Department	As decided by the HOD
50% - 64% (58-45 days)	Rs.1000/-	Principal and the Examination Committee	Application for exemption to be made on prescribed form with the specified remarks of the Principal
< 50% (Below 45 days)	To repeat the whole semester	-----	-----

EXAMINATION RULES AND REGULATIONS

1. Students without hall ticket and identity card are not permitted to appear for the examinations.
2. Possession of materials in any form for copying is strictly prohibited in the examination hall.
3. Students indulging in any form of malpractices in the examination are liable for severe punishment.
4. Students are not allowed into the examination hall after 30 minutes of the commencement of the examination.
5. Students should not write their names or any other identification marking except their register number in the answer scripts.
6. Students who have discontinued the Degree Programme are not permitted to write the summative examinations.
7. Students who have not completed the theory and practical courses during the Programme of their study are allowed to appear for the Summative Examinations in the same syllabi up to a period of three years from the year of the completion of Programme. However, after the completion of three years, they have to appear for the summative examinations for the equivalent course in the current syllabi only. The equivalence of a course is to be decided by the respective HOD, Dean, the Controller of Examinations and the Principal. This is also applicable to those students who repeat the semester.

**PENAL ACTIONS FOR VARIOUS FORMS OF
MALPRACTICES IN THE SUMMATIVE EXAMINATIONS**

Sl. No.	Malpractice	Penal Action
1	In Possession of Materials relevant to the examination concerned	Cancellation of that particular paper.
2	Copied from materials in his/her possession	Cancellation of all papers of that semester
3	Copied from neighbours	Cancellation of all papers including arrear papers of that semester Cancellation of that particular paper of the candidate who helped for copying
4	Copied by exchanging answer script between neighbours	Cancellation of all papers of the candidates who exchanged their answer scripts
5	Misbehaviour in the examination hall	Cancellation of that particular paper
6	Copying and Misbehaviour in the examination hall	Cancellation of all papers of that semester and debarring the candidate from appearing for the next semester examination.
7	Insertion of answer sheets which were previously stolen and written	Cancellation of all papers of that semester and debarring the candidate from appearing for the next semester examination.
8	Impersonation in the examination	Cancellation of all papers of that semester and recommending dismissal from the college.

