

B.A., ENGLISH

Syllabus

Programme Code: 3UAENG

2024-2027



**SENGAMALA THAYAR EDUCATIONAL TRUST
WOMEN'S COLLEGE (AUTONOMOUS)**

(Affiliated to Bharathidasan University, Tiruchirappalli)
(Accredited by NAAC)

**Sundarakkottai, Mannargudi-614016, Thiruvarur (Dt.),
Tamil Nadu, India.**



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TAMILNADU, INDIA.

B.A., ENGLISH

**CHOICE BASED CREDIT SYSTEM- LEARNING OUTCOMES BASED
CURRICULUM FRAME WORK (CBCS-LOCF)**

(For the candidates admitted in the academic year 2024-2025)

CHOICE BASED CREDIT SYSTEM

The credit based semester system provides flexibility in designing curriculum and assigning credits based on the course content and hours of teaching. The choice based credit system provides a 'cafeteria' type approach in which the students can take courses of their choice, learn at their own pace, undergo additional courses and acquire more than the required credits, and adopt an interdisciplinary approach to learning. Our College has moved to CBCS and implemented the grading system.

OUTCOME-BASED EDUCATION (OBE)

LEARNING OUTCOME-BASED CURRICULUM FRAMEWORK (LOCF)

The fundamental premise underlying the learning outcomes-based approach to curriculum planning and development is that higher education qualifications are awarded on the basis of demonstrated achievement of outcomes (expressed in terms of knowledge, understanding, skills, attitudes and values) and academic standards expected of graduates of a programme of study. Learning outcomes specify what graduates completing a particular programme of study are expected to know, understand and be able to do at the end of their programme of study. The expected learning outcomes are used as reference points that would help to formulate graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes which in turn will help in curriculum planning and development, and in the design, delivery and review of academic programmes. They provide general guidance for articulating the essential learnings associated with programmes of study and courses within a programme, maintain national standards and international comparability of learning outcomes and academic standards to ensure global competitiveness, and to facilitate student/graduate mobility and provide higher education institutions an important point of reference for designing teaching-learning strategies, assessing student learning levels, and periodic review of programmes and academic standards.

Some important aspects of the Outcome Based Education Course: is defined as a theory, practical or theory cum practical subject studied in a semester. **Course Outcomes (COs):** are statements that describe significant and essential learning that learners have achieved, and can reliably demonstrate at the end of a course. Generally three or more course outcomes may be specified for each course based on its weightage. **Programme:** is defined as the specialization or discipline of a Degree. **Programme Outcomes (POs):** Programme outcomes are narrower statements that describe what students are expected to be able to do by the time of graduation. POs are expected to be aligned closely with Graduate Attributes. **Programme Specific Outcomes (PSOs):** PSOs are what the students should be able to do at the time of graduation with reference to a specific discipline. **Some important terminologies repeatedly used in LOCF.**

Core Courses (CC) A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course. These are the courses which provide basic understanding of their main discipline. In order to maintain a requisite standard certain core courses must be included in an academic program. This helps in providing a universal recognition to the said academic program.

Discipline Specific Elective Courses (DSE) Elective course may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective (DSE). These courses offer the flexibility of selection of options from a pool of courses. These are considered specialized or advanced to that particular programme and provide extensive exposure in the area chosen; these are also more applied in nature.

Generic Elective Courses An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective. Generic Elective courses are designed for the students of other disciplines. Thus, as per the CBCS policy, the students pursuing particular disciplines would have to opt Generic Elective courses offered by other disciplines, as per the basket of courses offered by the college. The scope of the Generic Elective (GE) Courses is positively related to the diversity of disciplines in which programmes are being offered by the college.

Non Major Elective (NME). A student shall choose at least two Non – major Elective Courses (NME) from outside his /her department. **Non –Major Elective I –** Those who choose Tamil in Part I can choose a non –major elective course offered by other departments. Those who do not choose Tamil in Part I must choose either a) Basic Tamil if Tamil language was not studied in school level or b) Special Tamil if Tamil language was studied upto 10th & 12th std.

Skill Enhancement Courses (SECs) These courses focus on developing skills or proficiencies in the student, and aim at providing hands-on training. Skill enhancement courses can be opted by the students of any other discipline, but are highly suitable for students pursuing their academic programme. These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based knowledge.

Field Study/Industrial Visit/Case Study: It has to be completed during the fifth semester of the degree programme. Credit for this course will be entered in the fifth semester's marks statement.

Internship: Students must complete internship during summer holidays after the fourth semester. They have to submit a report of internship training with the necessary documents and have to appear for a viva-voce examination during fifth semester. Credit for internship will be entered in the fifth semester's mark statement.

Extra Credit Courses: In order to facilitate the students, gaining knowledge/skills by attending online courses MOOC, credits are awarded as extra credits, the extra credit are at three semesters after verifying the course completion certificates. According to the guidelines of UGC, the students are encouraged to avail this option of enriching their knowledge by enrolling themselves in the Massive Open Online Courses (MOOC) provided by various portals such as SWAYAM, NPTEL etc.

Undergraduate Programme:

Programme Pattern: The Under Graduate degree programme consists of **FIVE** vital components.

They are as follows:

Part -I : Languages (Tamil / Hindi / French /

Sanskrit) Part-II : General English

Part-III: Core Course (Theory, Practicals, Generic Elective courses, Discipline Specific Elective courses , Compulsory and Optional Allied courses, Project)

Part-IV: Non Major Elective, Foundation Course, Value Education, Environmental studies, Skill Enhancement Courses/ Soft Skills, Internship / field visit / industrial visit/ Case Study), Professional Competency Course

Part –V

Extension activity, Gender studies

EXAMINATION

Continuous Internal Assessment (CIA):

UG - Distribution of CIA Marks

Passing Minimum: 40 %

Assignment-3	=	30%
Test-3 (Best 2 out of 3)	=	50%
Seminar	=	10%
Attendance	=	10%

Question Paper Pattern

Part A:

Part A 1 (10X1=10 marks)

One word question/ Fill in/ Match the following/True or False/ Multiple Choice Questions
Two Questions from Each unit

Part A 2 (5X2=10 marks)

Short Answers

One question from Each unit

Total Marks – 20

Part B: (5X5=25 marks)

Paragraph Answers

Either/ or type, One Question from each unit

Part C: (10X3=30)

Essay Type Answers

Answer 3 out of 5 Questions

One Question from each unit

Part A: K1 Level

Part B: K2, K3 and K4 Level

Part C: K5 and K6 Level

Knowledge levels for assessment of Outcomes based on Blooms Taxonomy

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

WEIGHTAGE of K – LEVELS IN QUESTION PAPER

(Cognitive Level) K- LEVELS →	Lower Order Thinking			Higher Order Thinking			Total
	K1	K2	K3	K4	K5	K6	
END SEMESTER EXAMINATIONS (ESE)	20	25			30		75
Continuous Internal Assessment (CIA)	20	25			30		75
QUESTION PATTERN FOR END SEMESTER EXAMINATION/Continuous Internal Assessment							
PART							MARKS
PART –A I. (No choice ,One Mark) TWO questions from each unit					(10x1 =10)		20
II. (No choice ,Two Mark) ONE question from each unit					(5x2 =10)		
PART -B (Either/ or type ,5-Marks) ONE questions from each unit					(5x5 =25)		25
PART -C (3 out of 5) (10 Marks) ONE question from each unit					(3x10 =30)		30
Total							75

BLUE PRINT OF QUESTION PAPER FOR END SEMESTER EXAMINATION

DURATION: 3. 00 Hours.							Max Mark : 75
K- LEVELS	K1	K2	K3	K4	K5	K6	Total
PART							Marks
PART –A (One Mark, No choice) (10x1 =10)	10						10
(2-Marks, No choice) (5x2=10)	10						10
PART –B (5- Marks) (Either/or type) (5x5=25)		5	10	10			25
PART -C (10 Marks) (3 out of 5) (3x10=30) Courses having only K5,K6 levels, K5 level- 3 Questions, K6 level- 2 Questions (One K6 level question is compulsory)					20	10	30
Total	20	05	10	10	20	10	75

EVALUATION

GRADING SYSTEM

Once the marks of the CIA and the end-semester examination for each of the courses are available, they will be added and converted as final mark. The marks thus obtained will then be graded as per the scheme provided in Table-1.

Grade Point Average (GPA) will be calculated from the first semester onwards for all semester. From the second semester onwards, the total performance within a semester and the continuous performance starting from the first semester are indicated by semester Grade Point Average (GPA) and Cumulative Grade Point Average (CGPA), respectively. These two are calculated by the following formulae:

$GPA = \frac{\sum_{i=1}^n C_i G_i}{\sum_{i=1}^n C_i}$	$WAM \text{ (Weighted Average Marks)} = \frac{\sum_{i=1}^n C_i M_i}{\sum_{i=1}^n C_i}$
Where, C_i is the Credit earned for the Course i G_i is the Grade Point obtained by the student for the Course i M_i is the marks obtained for the course i and n is the number of Courses Passed in that semester.	

CGPA: Average GPA of all the Courses starting from the first semester to the current semester.

CLASSIFICATION OF FINAL RESULTS:

1. For each of the first three parts, there shall be separate classification on the basis of CGPA, as indicated in Table-2.
2. For the purpose of declaring a candidate to have qualified for the Degree of Bachelor of Arts/Science/Commerce/Management as Outstanding/Excellent/Very Good/Good/Above Average/Average, the marks and the corresponding CGPA earned by the candidate in Part-III alone will be the criterion, provided the candidate has secured the prescribed passing minimum in the all the Five parts of the Programme.
3. Grade in Part –IV and Part-V shall be shown separately and it shall not be taken into account for classification.
4. A Pass in PART- V will be mandatory although the marks will not count for the calculation of the CGPA.
5. Absence from an examination shall not be taken an attempt

Table-1: Grading of the Courses – UG

Marks Range	Grade Point	Corresponding Grade
90 and above	10	O
80 and above and below 90	9	A+
70 and above and below 80	8	A
60 and above and below 70	7	B+
50 and above and below 60	6	B
40 and above and below 50	5	C
Below 40	NA	RA

The candidate's performance in every current semester is indicated by **Semester Grade Point Average (SGPA)** and from the second semester onwards, the continuous performance including previous semester /s is indicated by **Cumulative Grade Point Average (CGPA)**.

Table-3: Final Result

CGPA	Corresponding Grade	Classification of Final Result
9.00 and above	O	Outstanding
8.00 to 8.99	A+	Excellent
7.00 to 7.99	A	Very Good
6.00 to 6.99	B+	Good
5.00 to 5.99	B	Above Average
4.00 to 4.99	C	Average
Below 4.00	RA	Re-appearance

The candidates who have passed in the first appearance and within the prescribed duration of the UG programme are eligible. If the candidate's Grade is O/A+ with more than one attempt, the performance is fixed as "Very good".

VISION

Make the Women students who hail from the rural environment with poor communication skills, to excel in English communication and to buoy-up women in all fields where English plays a vital role.

MISSION

- ☐ To enhance the LSRW skills through constant and continuous practice using e-learning resources
- ☐ To enhance the communication skills and to instill self confidence
- ☐ To develop youth who have mental agility and dexterity, efficacy, reliability Confidence and capacity to face the future challenge.

PO No.	Programme Outcomes <i>(Upon completion of the B.A. Degree Programme, the Undergraduate will be able to)</i>
PO-1	Disciplinary knowledge: Demonstrate comprehensive knowledge and understanding of one or more disciplines that form a part of an undergraduate program of study in Bachelor of Arts.
PO-2	Critical thinking, Problem Solving and Reflective thinking: think critically about the issues and identify, critically analyze and solve problems from the disciplines of concern using appropriate tools and techniques and the knowledge, skills and attitudes acquired and extrapolate the same to real life situations; show critical sensibility to life experiences, with self-awareness and reflexivity of both self and society.
PO-3	Analytical & Scientific Reasoning: evaluate the reliability and relevance of evidence; identify logical flaws and holes in the arguments of others; analyze and synthesize data from a variety of sources; draw valid conclusions and support them with evidence and examples and addressing opposing viewpoints; critically evaluate ideas, evidence, and experiences from an open minded and reasoned perspective.
PO-4	Research-related Skills: develop a sense of capability for relevant/appropriate inquiry and asking questions, synthesize, articulate and report results and to recognize and predict cause and effect relationships, define problems, formulate and establish hypothesis, analyze and interpret and draw conclusions from data, execute and report the results of an experiment or investigation.
PO-5	Digital literacy and Effective Communication: use ICT in a variety of learning situations and speak, read, write and listen clearly in person and through electronic media in English and in one or more Indian languages, and make meaning of the world by connecting people, ideas ,books, media and technology; efficiently communicate thoughts and ideas in a clear and concise manner.
PO-6	Individual and Team Work: effectively accomplish tasks individually as well as work effectively and respectfully as member or leader with diverse teams, facilitate cooperative or coordinated effort on the part of a group, and act together as a group or a team in the interest so for a common cause and work efficiently as a member of a team.
PO-7	Multicultural Competence and Social Interaction: understand the values and beliefs of multiple cultures, global perspectives, engage and interact respectfully with diverse groups and elicit views of others, mediate disagreements and help reach conclusions in group settings.
PO-8	Awareness of Ethical issues, Human values and Gender Issues: embrace moral/ethical values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work and understand the value of relationship between self and the community and aware of the various issues concerning women and society.
PO-9	Awareness of Environment and Sustainability: understand the impacts of technology and business practices in societal and environmental contexts, and sustainable development.
PO-10	Self-directed and Lifelong learning: acquire knowledge and skills, including learning "how to learn", that are necessary for participating in learning activities throughout life and to engage in independent and life-long learning in the broadest context of socio-technological changes.

Programme Specific Outcomes: B.A ENGLISH

PSO1: Acquire good knowledge and understanding, to solve specific theoretical & applied problems indifferent area of English Language and Literature.
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PSO2: Understand, formulate, develop mathematical arguments, logically and use quantitative models to address issues arising in social sciences, business and other context /fields.

PSO3: To prepare the students who will demonstrate respectful engagement with other's ideas, behaviors, beliefs and apply diverse frames of references to decisions and actions. To create effective entrepreneurs by enhancing their critical thinking, problem solving, decision making and leadership skill that will facilitate startups and high potential organizations.

PSO4: Developing a research framework and presenting their independent ideas effectively.
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PSO5: Equipping their employability skills to excel in professions like teaching and exposing them to various activities to empower them through communication skills.

PSO6: Enabling a holistic perspective towards the socio-political inequalities and environmental issues
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TAMILNADU, INDIA.



B.A ENGLISH
CHOICE BASED CREDIT SYSTEM-LEARNING OUTCOMES BASED CURRICULUM
FRAME WORK- (CBCS LOCF)
UG PROGRAMME COURSE STRUCTURE

(Applicable to the Candidates admitted from the academic year 2024-2025)

ELIGIBILITY: Those who have completed +2 Examinations

Sem	Part	Nature of the Course	Course Code	Title of the Paper	Ins. Hrs/ Wee -k	Credit Distribution				Credits	Exam Hrs	Marks		
						L	T	P	S			CIA	ESE	Total
I	I	Language Course-I	U24LC101	Podhu Tamil-I	6	3	3	-	-	3	3	25	75	100
	II	English Language Course-I	U24ELC101	General English-I	6	3	3	-	-	3	3	25	75	100
	III	Core Course -I	U24EN101	Introduction To Literature	5	3	2	-	-	4	3	25	75	100
		Core Course-II	U24EN102	Indian Writing in English	5	3	2	-	-	4	3	25	75	100
		Allied Course -I	U24AEN101	Social History of England	4	2	2	-	-	3	3	25	75	100
	IV	Non Major Elective-I@ 1. Those who choose Tamil in Part –I can choose a non-major elective course offered by other departments. Those who do not choose Tamil in Part-I must choose either a) Basic Tamil if Tamil language was not studied in school level (or) b) Special Tamil if Tamil language was studied upto 10 th & 12 th std. 2. Those who choose NCC in Part –V must choose NCC course as Non-Major Elective	----	NME-I	2	1	1	-	-	2	3	25	75	100
		Foundation Course	U24FCEN11	Foundation Course For English Literature	2	1	1	-	-	2	3	25	75	100
Total					30	16	14	-	-	21	-	-	-	700

II	I	Language Course-II	U24LC202	Podhu Tamil-II	6	3	3	-	-	3	3	25	75	100
	II	English Language Course-II	U24ELC202	General English-II	6	3	3	-	-	3	3	25	75	100
	III	Core Course –III	U24EN203	British Literature-I	5	3	2	-	-	5	3	25	75	100
		Core Course –IV	U24EN204	American Literature-I	5	3	2	-	-	5	3	25	75	100
		Allied Course-II	U24AEN202	History of English Literature	4	2	2	-	-	3	3	25	75	100
	IV	Non Major Elective-II 1. Those who choose Tamil in Part-I can choose a non-major elective course offered by other departments. Those who do not choose Tamil in Part-I must choose either a) Basic Tamil if Tamil language was not studied in school level (or) Special Tamil if Tamil Language was studied upto 10 th & 12 th std. 2. Those who choose NCC in Part –V must choose NCC course as Non-Major Elective	---	NME-II	2	1	1	-	-	2	3	25	75	100
		Skill Enhancement Course-I	U24SEEN21	Personality Enrichment	2	1	1	-	-	2	3	25	75	100
Total					30	16	14	-	-	23	-	-	-	700
III	I	Language Course -III	U24LC303	Podhu Tamil-III	6	3	3	-	-	3	3	25	75	100
	II	English Language Course-III	U24ELC303	General English-III	6	3	3	-	-	3	3	25	75	100
	III	Core Course-V	U24EN305	British Literature-II	5	3	2	-	-	5	3	25	75	100
		Core Course-VI	U24EN306	American Literature-II	4	3	1	-	-	4	3	25	75	100
		Allied Course-III	U24AEN303	Literary Genres and Terms	3	2	1	-	-	3	3	25	75	100
	IV	Skill Enhancement Course-II	U24SEEN32	Public Speaking Skills	2	1	1	-	-	2	3	25	75	100
		Skill Enhancement Course-III	U24SEEN33	Functional English	2	1	1	-	-	2	3	25	75	100
	V	Special Course	24UGSC	Health and Wellness	2	-	-	2	-	1	-	-	-	-
Total					30	16	12	2	--	23	-	-	-	700

IV	I	Language Course-IV	U24LC404	Podhu Tamil-IV	6	3	3	-	-	3	3	25	75	100
	II	English Language Course-IV	U24ELC404	General English-IV	6	3	3	-	-	3	3	25	75	100
	III	Core Course-VII	U24EN407	World Literature in Translation	5	3	2	-	-	5	3	25	75	100
		Core Course-VIII	U24EN408	Aspects of Language and Linguistics	5	3	2	-	-	5	3	25	75	100
		Allied Course-IV	U24AEN404	English Teaching Methods and Materials	4	2	2	-	-	3	3	25	75	100
	IV	Skill Enhancement Course-IV	U24SEEN44	Interview Skills	2	1	1	-	-	2	3	25	75	100
		Skill Enhancement Course-V	U24SEEN45	English for Business	2	1	1	-	-	2	3	25	75	100
	Total				30	16	14	-	-	23	-	-	-	700
V	III	Core Course-IX	U24EN509	Authors in Focus	5	3	2	-	-	4	3	25	75	100
		Core Course-X	U24EN510	Women’s Writing in English & in Translation	5	3	2	-	-	4	3	25	75	100
		Core Course- XI	U24EN511	Indian Writing in Translation	5	3	2	-	-	4	3	25	75	100
		Core Course– XII	U24EN512	Introduction to Literary Theory and Criticism	5	3	2	-	-	4	3	25	75	100
		Elective Course-I	U24ENE51A/ U24ENE51B	A) English For Competitive Examinations(Or) B) Common Wealth Literature	4	2	2	-	-	3	3	25	75	100
		Elective Course-II	U24ENE52A/ U24ENE52B	A) Introduction To Comparative Literature (Or) B) Adventures in Literature	4	2	2	-	-	3	3	25	75	100
	IV	Environmental Studies	24UGCES	Environmental Studies	2	1	1	-	-	2	3	25	75	100
		Internship/ Industrial visit/Field Visit	U24ENI51	Internship/ Industrial visit/Field Visit	-	-	-	-	-	2	-	-	-	-
Total				30	17	13	-	-	26	-	-	-	700	
VI		Core Course – XIII	U24EN613	Shakespeare Studies	6	4	2	-	-	4	3	25	75	100
		Core Course– XIV	U24EN614	Modern English Grammar and Composition	6	4	2	-	-	4	3	25	75	100

III	Core Project– XV	U24ENPW	Project With Viva Voce/Group project	5	-	1	4	-	5	-	-	-	100
	Elective Course-III	U24ENE63A/ U24ENE63B	A) Mass Communication and Journalism (Or) B) Writing for Media	4	3	1	-	-	3	3	25	75	100
	Elective Course-IV	U24ENE64A/ U24ENE64B	A)Communicative English (Or) B) Digital Literacy and Concept	4	3	1	-	-	3	3	25	75	100
	Value Education	24UGVED	Value Education	2	1	1	-	-	2	3	25	75	100
	IV Professional Competency Skill	U24PCEN61	English for Careers	2	1	1	-	-	2	3	25	75	100
V	Gender Studies	24UGGS	Gender Studies	1	1	-	-	-	1	3	25	75	100
	Extension Activity	-----	Extension Activity	-	-	-	-	-	1	-	--	-	-
TOTAL				30	17	9	4	-	25	-	-	-	800
GRAND TOTAL				180	98	76	6	-	141	-	-	-	4300

L-LECTURE

T-TUTORIAL

P-PRACTICAL

S-SEMINAR

CREDIT DISTRIBUTION FOR UG PROGRAMME

S.No	Part	Subject	No. of Courses	Total Credits
1	I	Language	4	12
2	II	English	4	12
3	III	Core Course-Theory	14	61
4		Core Project-Project	1	5
5		Allied Course	4	12
6		Elective Course	4	12
7	IV	Non-Major Elective	2	4
8		Foundation Course	1	2
9		Skill Enhancement Course	5	10
10		Internship/Industrial Visit/Field Visit	1	2
11		Environmental Studies	1	2
12		Value Education	1	2
13		Professional Competency Skill	1	2
14	V	Special Course (Health and Wellness)	1	1
15		Extension Activity	1	1
16		Gender Studies	1	1
Total			46	141

Note:			
		CIA	ESE
1	Theory	25	75
2	Practical	25	75
3	Separate passing minimum is prescribed for Internal and External Marks		

FOR THEORY

The passing minimum for CIA shall be 40% out of 25 marks [i.e. 10 marks]

The passing minimum for University Examinations shall be 40% out of 75 marks [i.e. 30 marks]

NON-MAJOR ELECTIVE (NME) OFFERED BY THE DEPARTMENT

SEMESTER	PART	NATURE OF THE COURSE	COURSE CODE	TITLE OF THE COURSE
I	IV	NME-I	U24NMEEN11	Popular Literature and Culture
II	IV	NME-II	U24NMEEN22	Philosophy For Literature

SEMESTER-V



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(For the Candidates admitted in the academic year 2024-2025)
DEPARTMENT OF ENGLISH
B.A., ENGLISH

Semester: V- CC- IX - AUTHORS IN FOCUS

Ins. Hours/Week:5

Course Credit:4

Course Code:U24EN509

UNIT-I

(Hours-15)

Aristotle-Life and works.

Poetics (1-5 Chapters)

UNIT-II

(Hours-15)

Charles Dickens-Life & Works

Novel-A Tale of Two Cities

UNIT-III

(Hours-15)

Rabindranath Tagore-Life & Works

Gitanjali (1-10 Verses)

UNIT-IV

(Hours-15)

Walt Whitman- Life & Works

1. O Captain! My Captain!
2. I Hear America Singing
3. Out of the Cradle Endlessly Rocking
4. Pioneers! O Pioneers!

UNIT-V

(Hours-15)

Dignifying science: stories about women scientists / written
by Jim Ottaviani and illustrated by Donna Barr ... [et al.].

1. Marie Curie
2. Emmy Noether
3. Lise Meitner
4. Rosalind Fracklin
5. Barabara McClintock

(Total Lecture Hours: 75)

Course Outcomes On completion of this course, students will;

1. Demonstrate a broad and coherent body of knowledge with depth in the underlying principles and concepts
2. Integrate knowledge of the diversity of cultures and peoples
3. Apply critical thinking, independent judgment, intercultural sensitivity and regional, national and global perspectives to identify and solve problems in English Language and Literature
4. Demonstrate capacity for reflection, planning, ethical decision-making and inter-disciplinary team work in diverse contexts of community engagement.
5. Develop creativity, understanding, teaching and critical appreciation of English Literature

Text Books

1. Barnes, Jonathan, and Professor of Ancient Philosophy Jonathan Barnes. *Aristotle: A Very Short Introduction*. Oxford Paperbacks, 2000.
2. Fabiny, Sarah. *Who Was Jane Austen?* Penguin, 2017.

References Books

1. Gilbert, Sandra M., and Susan Gubar. *The Madwoman in the Attic*. Yale University Press, 2020.
2. Tagore, Rabindranath. *Rabindranath Tagore: An Anthology*. Macmillan, 1999.
3. Tomalin, Claire. *Charles Dickens*. Penguin UK, 2012.
4. Wilson, Cheryl A., and Maria H. Frawley. *The Routledge Companion to Jane Austen*. Routledge, 2021.

Web Resources

1. "About the Authors." *Beyond Performance*, John Wiley & Sons, Inc., 2015, pp.269–70, <http://dx.doi.org/10.1002/9781119202455.about>.
2. *Dignifying science : stories about women scientists / written by Jim Ottaviani and illustrated by Donna Barr---(et al).* PN 6714 .O88 D54 2003, <http://mirlyn.lib.umich.edu/Record/005090412>

Mapping with Programme Outcomes:

	P O1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1	3	2			3		3	3		3	3		3		3	
CO2	3		3	2		3		3	1	3		3	1	3	3	2
CO3	3	3	2		3	2	3	3		3	3	2	3		3	
CO4	3	2	3	3	3	2	3	2	1	3	3	3	3	2		2
CO5	3		3		2	2	2		3	3		2		3		3

Strong – 3

Medium - 2

Low - 1



SENGAMALA THAYAAR EDUCATIONAL TRUST WOMEN'S COLLEGE
(AUTONOMOUS)
SUNDARAKKOTTAI, MANNARGUDI – 614016.
(For the Candidates admitted in the academic year 2024-2025)
DEPARTMENT OF ENGLISH
B.A., ENGLISH

Semester: V- CC- X - WOMEN'S WRITINGS IN ENGLISH & IN TRANSLATION

Ins. Hours/Week:5

Course Credit:4

Course Code: U24EN510

UNIT I

(15 Hours)

Toru Dutt - Our Casuarina Tree.
Elizabeth Browning - How do I love thee?
Sappho - Hymn to Aphrodite
Sujatha Bhatt – Muliebrity
Judith Wright – Eve to her Daughters

UNIT II

(15 Hours)

Gwendolyn Brooks - Boy Breaking Glass.
Avvaiyar - Worth Four Crores (Give, Eat & Live)
On Reading Haiku – Elizabeth Searle Lamb
Rupi Kaur - The Healing (Milk & Honey)

UNIT III

(15 Hours)

Clarissa Pinkola Estes- Women Who Run With Wolves

UNIT IV

(15 Hours)

Kate Chopin – Awakening

UNIT V

(15 Hours)

Aphra Behn - Oroonoko.
Margaret Atwood - Surfacing
Ambai - In a forest, A deer.

(Total Lecture Hours:75)

Course Outcomes

On completion of this course, students will;

1. Examine and appreciate the role played by sociocultural-economic contexts in defining women.
2. Be enlightened about the issues and concerns of the women writers of the developed and developing countries.
3. Understand and appreciate the representation of female experience in literature
4. Gain awareness of class, race and gender as social constructs and how they influence women's lives.
5. Be equipped with analytical, critical and creative skills to interrogate the biases in the construction of gender and patriarchal norms.

Text Books

1. Gilbert, Sandra M., and Susan Gubar. *The Norton Anthology of Literature by Women*. W. W. Norton, 2007.(2 Volume Set)
2. Olson, S. Douglas. *The "Homeric Hymn to Aphrodite" and Related Texts*. Walterde Gruyter, 2012.

References Books

1. Estes, Clarissa Pinkola. *Women Who Run with the Wolves*.1995.
2. Holmström, Lakshmi. *In A Forest, A Deer*. OUP India, 2012.
3. Jain, Jasbir, and Avadhesh K. Singh. *Indian Feminisms*. 2001.
4. Woolf, Virginia. *A Room of One's Own*. Renard Press Ltd, 2020.

Web sources:

1. "Ambai (C. S. Lakshmi) b. 1944." *Name Me a Word*, Yale University Press, 2019,pp. 259–67, <http://dx.doi.org/10.12987/9780300235654-032>.

Mapping with Programme Outcomes:

	P O1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1	3			3	2	2	3	3	3	2	3	2	3	2		3
CO2	3		3		3	3	2	3	2	2	2	3	2	2	3	
CO3	2	3	3	2	2	1	3	3	2	2	3	3	3		2	2
CO4	2	1	1	2	3	3	3	1		3	2	3	2	1	3	3
CO5	3	2	3		3		2	2	3		3	1	2	2	2	3

Strong – 3

Medium - 2

Low - 1

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DEPARTMENT OF ENGLISH
B.A., ENGLISH

Semester: V- CC-X1: INDIAN WRITING IN TRANSLATION

Ins. Hours/Week:5

Course Credit:4

Course Code: U24EN511

UNIT I

(15 Hours)

Kalidasa - The Loom of Time.
Excerpts from Mahabharata – Tr.& Ed. Van Buitenen (106 – 169) Canto-I Summe
Ilango Adigal - *The Book of Vanci*. – Silappathikaaram Book 3 Tr. R. Parthasarathy.
Canto -24: The Round dance of Hill Dwellers Thirukkural Tr. Rajaji

Chapter -1 The Praise of God
Chapter-24 Renown
Chapter- 40 Learning
Chapter-60 Energy

Kurunthogai (Five verses each for one Tinai) – Sangam Literature – A.K Ramanujam
Five verses from Kurinji Tinai

UNIT II

(15 Hours)

Sarojini Naidu- The Soul's Prayer.
Nissim Ezeikel- The Railway Clerck.
A.K.Ramanujam- The Striders
Arun Kolatkar-An Old Woman

UNIT III

(15 Hours)

Hindu View of Life – Sarvepalli Radhakrishnan
Vanishing Landmarks – Nirad C. Chaudri

UNIT IV

(15 Hours)

Badal Sircar - Evam Indrajit

UNIT V

(15 Hours)

How the Raja's Son won the Princess Labam – Indian Fairy Tales by Joseph Jacob
Monday Morning, M.C.C., Before the Examinations from Swami & His Friends – R.K. Narayan
Chemmeen- Translated by Anita Nair

(Total Lecture Hours: 75)

Course Outcomes On completion of this course, students will;

1. Understand the multifaceted nature of cultural identities in the various Indian literatures through indigenous literary traditions
2. Compare literary texts produced across Indian regional landscapes to seek similarities and differences in thematic and cultural perspectives.
3. Learn to explore images in literary productions that express the writers' sense of their society.
4. Explore texts outside of the suggested reading lists to realize the immense treasure trove of translated Indian literary works.
5. Be familiar with concepts such as modernism, regionalism, the contemporary, and representations of history, class, and gender in modern Indian writing in translation

Text Books

1. Modern Indian Writing in Translation, Edited by Dhananjay Kapse, 2016.
2. Short Fiction from South India, Edited by Subashree Krishnaswamy and K.Srilata, 2007.

References Books

1. A Clutch of Indian Masterpieces, Edited by David Davidar, 2016.
2. Changing the Terms: Translating in the Postcolonial Era, Edited by Sherry Simon and Paul St. Pierre, 2000.
3. 100 Great Indian Poems by Abhay K. Bloomsbury, 2019.

Web Resources

1. Modern Indian Writing in Translation - Course (nptel.ac.in).

Mapping with Programme Outcomes:

	P O1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1	3		3	2	3	3	2	3	3	2	1	2	2	3	2	3
CO2	3	2	3	3	1	2	3	3	3	2	2	3	3	3	2	2
CO3	3	3	2	2	2	3	1	2	3	2	2	2		3	3	2
CO4	3	2	2	2	3	3	3	2	2	2	3	2	3	2	2	2
CO5		2	3	3	2	2	2	3	3	3	2	2	2	3	3	2

Strong – 3

Medium - 2

Low - 1

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**SENGAMALA THAYAAR EDUCATIONAL TRUST WOMEN'S COLLEGE
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(For the Candidates admitted in the academic year 2024-2025)

**DEPARTMENT OF ENGLISH
B.A., ENGLISH**

Semester: V- CC- XII – INTRODUCTION TO LITERARY THEORY & CRITICISM

Ins. Hours/Week:5

Course Credit:4

Course Code: U24EN512

UNIT I

(15 Hours)

Marxism

The formation of the Intellectuals & Hegemony & Separation of powers- Antonio Gramsci- Prison Notebooks (Pg.5,245-246)
Ideology & Ideological State Apparatuses-Lenin & Philosophy & Other essays-Louis Althusser (Pg.85 -126)

UNIT II

(15 Hours)

Feminism

20 years on: A literature of their own revisited- From Bronte to Lessing – Elaine Showalter (Pg. x i – x x x)
When Goods Get Together (pp.107-110) from This Sex Which Is Not One. – Luce Irigaray

UNIT III

(15 Hours)

Post Structuralism

Jacques Derrida Structure, Sign and Play from Modern Criticism and Theory: A Reader – David Lodge (Pg. 108 – 123)
Truth and Power-Power and Knowledge / What is an Author? – Michael Foucault (Pg. 109 – 133)

UNIT IV

(15 Hours)

Post-Colonial Studies

Passive Resistance and Education – Mahatma Gandhi (Pg. 88 – 106)
The Scope of Orientalism (Pg. 29-110) Edward Said

UNIT V

(15 Hours)

Indian Literature- Definition of category in Theory Classe, Nations, Literature (Pg. 243-285) – Aijaz Ahmad

(Total Lecture Hours: 75)

On completion of this course, students will;

1. Demonstrate familiarity with the history of literary theory in the West, including prominent theorists and critics, important schools and movements, and the historical and cultural contexts important to those theories.
2. Demonstrate an understanding of key concepts in literary Theory.
3. Explain to others the meaning, significance, and value of specific literary theoretical works.
4. Analyze specific literary theories in order to distinguish them from other theories and to identify the structure and logic of their arguments.
5. Use literary theoretical concepts to develop your own interpretations of literary texts.

Text Books

1. A History of English Criticism. George Saintsbury. Atlantic Publishers & Distributors, 2017
2. Critical Approaches to Literature David Daiches New Delhi: Orient Longman, 2016

References Books

1. B. Rajan & A.G George, Makers of Literary Criticism, New Delhi: Asia Publishing House, 2015
2. S. Ramaswami The English Critical Tradition. Macmillan India Limited, 2015
3. D.J. Enright & E.D English Critical Texts, eds D.J. Enright & E.D. Kolkata: Oxford University Press, Chickera, 2017

Web source:

1. www.ksu.edu/english/eiselei/eng 1795.

Mapping with Programme Outcomes:

	P O1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1	3	2	3	3	2	3	3	3	3	3	3	2	2	1	2	3
CO2	3	2	1	1	3	2	3	2	2	1	3	3	2	2	3	2
CO3	2	2	1	3	2	2	3	2	3	1	3	3	2	3	3	3
CO4	1	3	2	1	3	3	2	2	3	2	1	1	3	3	3	2
CO5	3	3	3	3	2	3	3	2	1	2	2	2	3	2	3	3

Strong – 3

Medium - 2

Low - 1



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DEPARTMENT OF ENGLISH
B.A., ENGLISH

Semester: V- EC-I: ENGLISH FOR COMPETITIVE EXAMINATIONS

Ins. Hours/Week:4

Course Credit:3

Course Code:U24ENE51A

UNIT I (12 Hours)

Kinds of Sentences (Assertive, Imperative, Interrogative and Exclamatory), Capitalization, Punctuation, Determiners, Parts of Speech.

UNIT II (12 Hours)

Tenses, Active and Passive Voice, Gerund, Infinitives, Direct and Indirect Speech.

UNIT III (12 Hours)

Degrees of Comparison, Simple, Complex, Compound, Hints Development, Jumbled Sentences.

UNIT IV (12 Hours)

Idioms and Phrases, Homonyms, Question Tags, Expansion of Proverbs, Essay Writing, Report Writing, Dialogue Writing.

UNIT V (12 Hours)

Spotting Errors, Reading Comprehension, CV Writing, Letter Writing, Email Writing.

(Total Lecture Hours: 60)

On completion of this course, students will;

1. Gain knowledge of English language to face the challenges in Competitive Examinations.
2. Acquire skills in vocabulary usage and grammar.
3. Acquire skills in logical reasoning, question error analysis and correct usage of words.
4. Build confidence in getting job opportunities.
5. Aware of the various types of jobs offered in both in the Central and State Government.

Text Books

1. English for Competitive Examinations -R.P.Bhatnagar & Rajal Bhargava.
2. Remedial Grammar - F.T.Wood

Mapping with Programme Outcomes:

	P O1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1	2	3	3	2	3	3			2	3	3	2	3	2	3	2
CO2	2	3	2	3	3	3			3	3	3	2	3	1	1	2
CO3	3	2	2	1	3	2	1		3	2	2	2	3	1	1	3
CO4	3	2	2	2	2	3			2	2	3	3	3	3	1	1
CO5	2	3	3	3	3	3		1	2	2	3	2	2	1	2	2

Strong – 3

Medium - 2

Low - 1

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DEPARTMENT OF ENGLISH
B.A., ENGLISH

SEMESTER: V–EC-I-COMMON WEALTH LITERATURE

Ins.Hrs./Week:4

Course Credit: 3

Course Code: U24ENE51B

UNIT-I **(12 Hours)**

(Poetry)

Sir Charles G.D Roberts	: The Solitary Woodsman
Razia Khan	: My Daughter's Boy friend
Judith Wright	: Five Senses

UNIT-II **(12 Hours)**

(Poetry)

Allen Curnow	: House and Land
E.J. Pratt	: The Dying Eagle
Derek Walcott	: A Far Cry from Africa

UNIT-III

(Prose) **(12 Hours)**

Margaret Atwood	: Nature as Monster From the Chapter 2 of survival
	: A Thematic Guide to Canadian Literature

UNIT-IV **(12 Hours)**

(Drama)

Wole Soyinka	: Lion and the Jewel
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UNIT-V **(12 Hours)**

(Fiction)

Alan Paton	: Cry the Beloved Country
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(Total Lecture Hours: 60)

On completion of this course, students will;

1. Appreciate all the literary works under common wealth literature
2. Understand the global relevance ,significance and resonance
3. List the major themes ,literary trends in common wealth countries
4. Discuss the problem of language in creative writing
5. Analyze and evaluate the post-colonial aspects of the literary works of Common wealth Countries

TEXT BOOK(S):

1. William Walsh, *Commonwealth Literature*. London: Oxford University Press, 1973.
2. .Pandit.M.L, *New Commonwealth Writing*, London: Prestige Books, 1996.

REFERENCE BOOK(S):

1. Narasimhaiah, C.D. *An Anthology of Common wealth Poetry. India*: Macmillan, 1990.
2. Ray, K. *Studies in Commonwealth Literature*. United States: Oxford University Press, 1973.
3. Soyinka, Wole. *Lion and the Jewel*. United Kingdom: Oxford University Press, 1965

Mapping with Programme Outcomes:

	P O1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1	2	2		2	3	3	3	2	3	2	3	2	1	2	3	3
CO2	3	3	2	2	3	2	3	2	3	3	3	3	2	2	1	3
CO3			3	2	3	2	3	2	1	1	1	1	3	1	1	2
CO4	3	3	3	3	2	1	3	2	2	3	2	3	2	2	1	2
CO5	1	3	3	1	1	3	2	3	2	3	2	3	2	1	2	

Strong – 3

Medium - 2

Low - 1

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DEPARTMENT OF ENGLISH
B.A., ENGLISH

Semester: V- EC-II: INTRODUCTION TO COMPARITIVE LITERATURE

Ins. Hours/Week:4

Course Credit:3

Course Code:U24ENE52A

UNIT-I

(Hours-12)

Definition and Scope, National Literature, Comparative Literature, General Literature, World Literature, The French and American Schools of Comparative Literature.

UNIT-II

(Hours-12)

Influence and Imitation- Periodization Movement, Genre Studies, Thematology

UNIT-III

(Hours-12)

Literature and other disciplines, Literature and other Arts

UNIT-IV

(Hours-12)

Comparative Study of Shelley and Bharathi,
Selected poems of Shelley
Ode to Liberty, Love's Philosophy.
Selected poems of Subramaniya Bharathi
Bharath Country, Kannan My Servant.

UNIT-V

(Hours-12)

Comparative study of Vairamuthu's *Kallikattu Ithikasam* and Ernest Hemingway's,
'The Old Man and the Sea'

(Total Lecture Hours: 60)

Course outcomes:**On completion of this course, students will;**

1. Read critically literary and cultural texts in a range of genres and media (novels, poetry, drama, film, monuments, political discourse, popular culture, audio, etc.)
2. Demonstrate knowledge of historical, linguistic, and cultural contexts of texts as they are produced and received across national boundaries and in response to the dynamics of global movements and crises creating dynamic intersections of power, peoples, and aesthetic practices.
3. Use critical terminology and interpretive methods drawn from specific 20th – and 21st century comparative and critical theories from multiple disciplines.
4. Recognize the different aims, formal constraints, rhetorical strategies, and ideological underpinnings at stake in different literary genres through texts in two or more foreign languages
5. Master a variety of theoretical and methodological approaches to texts and adopt them for comparative textual studies able to go beyond simply mechanical applications.

Text Books

Ulrich Weisstein: Comparative Literature and others

References Books

1. Arts Wellek & Warren: Theory of Literature
2. Part II S.S.Prawar :Comparative Literatures

Web Sources:

https://www.researchgate.net/publication/344172814_English_For_Career_Development?enrichId=rgreq-f03b840d2a167e34689a3348ec32dc12-XXX&enrichSource=Y292ZXJQYWdlOzM0NDE3MjgxNDtBUzo5MzM3Nzg3MTc0Mzc5NTdAMTU5OTY0MTYwMzU2NQ%3D%3D&el=1_x_2&_esc=publicationCoverPdf

Mapping with Programme Outcomes:

	P O1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
C01	1	2	2	3	3	2	1	3	2	3	2	3	1	3	3	3
C02	3	2	3	2	1	2	2	3	3	3	3	2	3	1	2	2
C03	3	3	2	3	1	2	3	3	2	3	2	3	2	1	3	2
C04	2	3	3	2	2	3	3	2	2	2	1	2	2	2	3	1
C05	1	3	2	3	2	3	2	1	1	1	2	3	3	3	2	2

Strong – 3

Medium - 2

Low - 1

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DEPARTMENT OF ENGLISH
B.A., ENGLISH

Semester: V –EC-II ADVENTURES IN LITERATURE

Ins.Hrs./Week:4

Course Credit: 3

Course Code:U24ENE52B

UNIT I		(12 hours)
	Daniel Defoe-Robinson Crusoe	
UNIT I		(12 hours)
	Jules Vernea – Around the World in 80 days	
UNIT III		(12 hours)
	Herman Melville – Moby Dick	
UNIT IV		(12 hours)
	Robert Louis Stevenson-Treasure Island	
UNIT V		(12 hours)
	Mark Twain-The Adventures of Tom Sawyer	

Total Lecture hours: 60

COURSE OUTCOME

Students will be able to,

1. Develop the critical thinking about adventure reading material meant largely for entertainment.
2. Know the critical thoughts about popular adventurous novels.
3. Focus on the adventures of popular characters.
4. Identify the ideas connected between the content and theme of the adventurous novels.
5. Develop the remarkable experience in the spirit of adventures

TEXT BOOK

1.S.S Chhabra, Hermen Melville's Moby Dick . New Delhi, Surjeet Publications , 2009.

REFERENCE BOOK(S):

1. Defoe, Daniel. *The Adventures of Robinson Crusoe*. New Delhi: BPI India, 2012.
2. Stevenson, Robert Louis. *Treasure Island*. Noida: New Kissan Offset Press, 2010.
3. Twain, Mark. *The Adventures of Tom Sawyer*. New Delhi: An Imprint of Om Book International, 2013.

Mapping with Programme Outcomes:

	P O1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1	3	2	3	2	3	2	3	2	2	2	2	3	2	1	2	1
CO2	2	3	3		2	1	2	2	1	2	3	3	2	1	3	1
CO3	2	3	3	1	2		2	3	2	1	2	3	2	2	3	1
CO4	2	2	3	2	1		2	2	3	1	1	2	2	1	3	
CO5	1	2	1	1	2		2	2	2	1	2	2	3	1	2	2

Strong – 3

Medium - 2

Low - 1

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**PART-IV ENVIRONMENTAL STUDIES COURSE**

**FOR ALL UG ARTS, SCIENCE, COMMERCE AND MANAGEMENT
CHOICE BASED CREDIT SYSTEM – LEARNING OUTCOMES BASED
CURRICULUM FRAMEWORK (CBCS - LOCF)**

(Applicable to the candidates admitted from the academic year 2022-2023 onwards)

Third Year

**PART-IV
ENVIRONMENTAL STUDIES
(Theory)**

Semester-V**Code: 24UGCES****Credit: 2****COURSE OBJECTIVES:**

- To appreciate the scope of Environmental Studies, Community ecology and the interdisciplinary nature of environmental issues
- To have a basic knowledge of Natural resources its classification, concepts, and natural resources of India.
- The course designed to gain knowledge on values of biodiversity and conservation on global, national, and local scales
- To study about sources and effects of environmental pollution like air, water, soil, thermal, marine, nuclear and noise
- To understand the concerns related to Sustainable Development on environment and health
- To introduce the students in the field of Law and Policies and Acts both at the national and international level relating to environment.

UNIT-1: The Multidisciplinary nature of environmental studies
Definition, scope and importance. (2 lectures)
Need for public awareness

UNIT-2: Natural Resources:
Renewable and non-renewable resources:
Natural resources and associated problems.

- a) Forest resources: use and over-exploitation, deforestation, case studies. Timber extraction, mining, dams and their effects on forests and tribal people.
- b) Water resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams benefits and problems.
- c) Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources, case studies.

- d) Food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies.
 - e) Energy resources: Growing energy needs, renewable and non renewable energy sources, use of alternate energy sources. Case studies.
 - f) Land resources: Land as a resources, land degradation, man induced Landslides, soil erosion and desertification.
- Role of an individual in conservation of natural resources.
 - Equitable use of resources for sustainable lifestyles.

(8 lectures)

Unit: 3 Ecosystems

- Concept of an ecosystem.
- Structure and function of an ecosystem.
- Producers, consumers and decomposers
- Energy flow in the ecosystem
- Ecological succession.
- Food chains, food webs and ecological pyramids
- Introduction, types, characteristic features, structure and function of the following ecosystem:-
- a. Forest ecosystem
- b. Grassland ecosystem
- c. Desert ecosystem
- d. Aquatic ecosystems, (ponds, streams, lakes, rivers, oceans, estuaries)

(6 lectures)

Unit: 4 Biodiversity and its conservation

- Introduction – Definition : Genetic, species and ecosystem diversity
- Bio geographical classification of India
- Value of biodiversity : consumptive use, productive use, social, ethical, aesthetic and option values
- Biodiversity at global, National and local levels
- India as a mega-diversity nation
- Hot-spots of biodiversity
- Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts.
- Endangered and endemic species of India
- Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity.
- Biological Diversity Act 2002/ BD Rules, 2004

(8 lectures)

Unit: 5 Environmental Pollution

Definition

Causes, effects and control measures of :

- a. Air Pollution
- b. Water Pollution
- c. Soil Pollution
- d. Marine Pollution
- e. Noise pollution
- f. Thermal Pollution
- g. Nuclear hazards

- Solid waste Management: Causes, effects and control measures of urban and industrial wastes.
- Role of an individual in prevention of pollution
- Pollution case studies
- Disaster management: floods, earthquake, cyclone and landslides.
- Ill-Effects of Fireworks: Firework and Celebrations, Health Hazards, Types of Fire, Firework and Safety

(8 lectures)

Unit: 6 Social Issues and the Environment

- From Unsustainable to Sustainable development.
- Urban problems related to energy.
- Water conservation, rain water harvesting, watershed management.
- Resettlement and rehabilitation of people; its problems and concerns.

Case studies

- Environmental ethics: Issues and possible solutions.
- Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Case studies.
- Wasteland reclamation.
- Consumerism and waste products.
- Environment Protection Act.
- Air (Prevention and Control of Pollution) Act.
- Water (Prevention and Control of Pollution) Act.
- Wildlife Protection Act.
- Forest Conservation Act.
- Issues involved in enforcement of environmental legislation
- Public awareness.

(7 lectures)

Unit: 7 Human Population and the Environment

- Population growth, variation among nations.
- Population explosion – Family Welfare Programmes
- Environment and human health
- Human Rights - Value Education

- HIV/ AIDS - Women and Child Welfare
- Role of Information Technology in Environment and human health
- Case studies.

Unit: 8 Field Work

- Visit to a local area to document environmental assets-river / forest/ grassland/ hill / mountain

References:

1. Agarwal, K.C. 2001 Environmental Biology, Nidi Public Ltd Bikaner.
 2. Bharucha Erach, The Biodiversity of India, Mapin Publishing Pvt Ltd, Ahamedabad – 380013, India, E-mail: mapin@icenet.net(R)
 3. Brunner R.C. 1989, Hazardous Waste Incineration, McGraw Hill Inc 480 p
 4. Clark R.S. Marine Pollution, Clanderson Press Oxford (TB)
 5. Cunningham, W.P.Cooper, T.H.Gorhani E & Hepworth, M.T. 2001.
 6. De A.K. Environmental Chemistry, Wiley Eastern Ltd
 7. Down to Earth, Centre for Science and Environment (R)
 8. Gleick, H.P. 1993. Water in crisis, Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env. Institute Oxford University, Press 473p.
 9. Hawkins, R.E. Encyclopedia of India Natural History, Bombay Natural History Society, Bombay (R)
 10. Heywood, V.H & Watson, R.T. 1995. Global Biodiversity Assessment. Cambridge University Press 1140 p.
 11. Jadhav, H & Bhosale, V.M. 1995. Environmental Protection and Laws Himalaya Pub. House, Delhi 284 p.
 12. Mckinney, M.L. & Schoch R.M. 1996. Environmental Science systems & Solutions, Web enhanced edition 639 p.
 13. Mhaskar A.K. Matter Hazardous, Techno-Science Publications (TB)
 14. Miller T.G. Jr. Environmental Science, Wadsworth Publishing Co. (TB)
 15. Odum, E.P. 1971 Fundamentals of Ecology. W.B. Saunders Co. USA. 574 p
 16. Rao MN & Datta, A.K. 1987 Waste Water treatment, Oxford & IBH Publication Co. Pvt Ltd 345 p.
 17. Sharma B.K. 2001 Environmental chemistry Goel Publ House, Meerut.
 18. Survey of the Environment, The Hindu (M).
 19. Townsend C. Harper, J and Michael Begon, Essentials of Ecology, Blackwell science (TB)
 20. Trivedi R.K. Handbook of Environmental Laws, Rules, Guidelines, Compliances and Standards, Vol. I and II, Enviro Media (R).
 21. Trivedi R.K. and P.K. Goel, Introduction to air pollution, Techno-Science Publications (TB).
 22. Wagner K.D. 1998 Environmental Management. W.B. Saunders Co. Philadelphia USA 499 p
- (M) Magazine (R) Reference (TB) Textbook
23. <http://nbaindia.org/uploaded/Biodiversityindia/Legal/33%20Biological%20Diversity%20>

COURSE OUTCOMES:

- Understand the environmental importance including interactions across local to global scales.
- The learners to update and analyze environmental relationships and interactions of environmental components
- The student to gain knowledge on importance of natural resources in a systematic way.
- The course content is introduce the concept of renewable and non-renewable energy resources and its scenario in India and at global level
- The students will know the relationship between biodiversity and ecosystem functions, direct and indirect values of biodiversity resources and their bio prospecting opportunities.
- The learners can gain awareness related on environmental pollution, causes and pollution control with case studies.
- Student to obtain the environmental ethics and gain knowledge about the sustainable development.
- Learners should realize the environmental legislation and policies of national and international regime and know the regulations applicable to industries and other organizations with significant Environmental aspects

SEMESTER-VI



SENGAMALA THAYAAR EDUCATIONAL TRUST WOMEN'S COLLEGE
(AUTONOMOUS)
SUNDARAKKOTTAI, MANNARGUDI-614016.
(For the Candidates admitted in the academic year 2024-2025)
DEPARTMENT OF ENGLISH
B.A., ENGLISH

Semester: VI- CC-XIII- : SHAKESPEARE STUDIES

Ins. Hours / Week: 6

Course Credit: 4

Course Code:U24EN613

UNIT I

(15 Hours)

Bartlett's Shakespeare Quotations – John Bartlett
The Shakespearean Stage 1574–1642 – Andrew Gurr 4th Edition (CUP)

UNIT II

(15 Hours)

The Four Phases of Shakespeare's, Dramatic career
(<http://www.shakespeare-online.com/biography/fourperiods.html>)
Tragedy Lecture I & II – A.C. Bradley

UNIT III

(15 Hours)

30-Second Shakespeare-Tales from Shakespeare – Ros Barber &
Mary Rylance

UNIT IV

(15 Hours)

Detailed –Merchant of Venice
Non-Detailed- Tempest

UNIT V

(15 Hours)

Wilson Knight - The Wheel of Fire.
Neema Parvini - Shakespeare and Contemporary Theory-
New Historicism and Cultural Materialism.

(Total Lecture Hours:75)

Course Outcomes

Course Outcomes On completion of this course, students will;

1. Demonstrate an understanding of the historical, cultural and political contexts of the plays discussed.
2. Show evidence of wider reading and a knowledge of Shakespeare scholarship.
3. Articulate ideas that identify, analyze and communicate principles and concepts of the plays discussed, while considering competing points of view.
4. Undertake research to demonstrate detailed knowledge of theories and concepts in Shakespeare studies as applied to the plays discussed.
5. Engage critically with both primary and secondary texts to develop informed opinions and make incisive interpretations.

Text Books

1. Donaldson, Peter S. —Two of Both Kinds: Marriage and Modernism in Peter Hall's *A Midsummer Night's Dream*. "in *Reel Shakespeare*. Edited by Courtney Lehmann and Lisa Starks. Cranbury, NJ: Associated University Presses, 2002.
2. Frye, Northrop. —The Argument of Comedy. In *English Institute Essays*. New York, NY: Columbia University Press, 1949, pp. 58-73; repr. in *Shakespeare: Modern Essays in Criticism*. Edited by Edward Dean. New York: Oxford University Press, 1969 [1957]

References Books

1. Habicht, Werner. —Shakespeare and the German Imagination. In *Shakespeare: World Views*. Edited by Heather Kerr, Robin Eaden, and Madge Mitton. Cranbury, NJ : Associated University Presses, 1996.
2. Harris, Diana. —The Diva and the Donkey: Hoffman's Use of Opera in *A Midsummer Night's Dream* MS.
3. Jackson, Russell. —A Shooting Script for the Reinhardt-Dieterle Dream: the War with the Amazons, Bottom's Wife, and other Missing -Scenes. 'In *Shakespeare Bulletin* 16/4 (Fall, 1998)

Web Resource

1. Reinhardt, Max and William Dieterle. (1935): VHS, laserdisc

Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
C01	2	3	3	1	1			2	1		3	2	1		2	1
C02	3				3	2	1	2	1		3	3	2	1	1	
C03	2	3	3			2			1		2	3	2	1		
C04	2	3				1					2	2	1	2		
C05		3	2			1					2	3	1	2	1	

Strong – 3

Medium - 2

Low - 1

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SENGAMALA THAYAAR EDUCATIONAL TRUST WOMEN'S COLLEGE
(AUTONOMOUS)
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(For the Candidates admitted in the academic year 2024-2025)
DEPARTMENT OF ENGLISH
B.A., ENGLISH

Semester: -VI- CCXIV: MODERN ENGLISH GRAMMAR AND COMPOSITION

Ins. Hours / Week:6

Course Credit:4

Course Code: U24EN614

UNIT I

(15 Hours)

Verbs in Function - Gerund, Infinitives Participles & Uses
Synonyms & Antonyms - Precise Use Mood/ Modality

UNIT II

(15 Hours)

Morphology - Affixing, Inflection
Phrasal Verbs & Idioms
Word Order – Sentence Patterns
Co-Ordination – Subordination

UNIT III

(15 Hours)

Simple, Complex & Compound
Tag Questions

UNIT IV

(15 Hours)

Auxiliary verbs - Its uses
Punctuation
Subject / Verb Agreement in Sentences
Degrees of Comparison

UNIT V

(15 Hours)

Reordering of Jumbled Sentences
Error Correction
Paragraph and Essay Writing

PRACTICAL WORK

- Teaching Grammar in College for I Year Students under Supervision of Class in Charges.

(Total Lecture Hours :75)

Course Outcomes

Course Outcomes On completion of this course, students will;

1. Be able to understand the basic grammar structures of English language.
2. Understand the nuances for competitive exam.
3. Develop their critical thinking, reading and writing skills.
4. Understand the appropriate associated with Language and format a formal letter.
5. Learn a variety of ways to express their ideas clearly and logically.

Text Books

1. High School English Grammar and Composition, Wren & Martin, Revised Edition, S. Chand Publishing
2. English Grammar and Composition, Rajendra Pal & Prem Lata Suri, S. Chand Publishing.
3. The Oxford Handbook of English Grammar Bas Aarts (ed.), Jill Bowie (ed.),
Gergana Popova (ed.)

References Books

1. Dr. R.S. Aggarwal, Objective General English, S. Chand Publishing. 2014.
2. L.S. Deshpande . Modern English Grammar, , AbhayPub. Nanded.2017.
3. Hornby, A S (1977). Guide to Patterns and Usage in English, Fourth Impression. Oxford: Oxford University Press.

Web Resource

1. Grammar for Improving Composition Skills | Open Resources for EnglishLanguage Teaching (ORELT) Portal (col.org)

Mapping with Programme Outcomes:

	P O1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1	2	3	2		2		3				3	2	3		1	
CO2	2	3	2	1	3		2		1		2	3	2		3	1
CO3	3	2	2			1		1			3	3	2	2		
CO4	2	2	3			2		2			3	2			2	3
CO5	3	3	3			3					2	3	2	2	1	

Strong – 3

Medium - 2

Low - 1

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DEPARTMENT OF ENGLISH
B.A., ENGLISH

Semester: VI-EC-III : MASS COMMUNICATION AND JOURNALISM

Ins. Hours / Week:4

Course Credit:3

Course Code:U24ENE63A

UNIT-I (15 Hours)

Mass Communication in India, Print Medium, Audio-Visual Media, Other Media

UNIT-II (15 Hours)

News Agencies, News and its Dissemination, Feature and Column Writing, Editorials.

UNIT-III (15 Hours)

Advertising, Illustrations.

UNIT-IV (15 Hours)

House and Trade Journals, Starting of Newspapers and Periodicals.

UNIT-V (15 Hours)

Preparation for a Career, Research in Journalism, Planning and Publicity Campaigns.

(Total Lecture Hours:75)

Course Outcomes

Course Outcomes On completion of this course, students will;

1. Students would be able to enhance understanding of the origin and of the print, electronic and web media. Electronic and web media.
2. Students would be able to inculcate the knowledge of growth of print, electronic and web
3. Students would be able to understand the significance of speech communication.
4. Students explore journals.
5. Students would find research gaps.

Text Book

1. D.S.Mehta, Mass Communication and Journalism in India, Allied Publishers Ltd, New Delhi.

Mapping with Programme Outcomes:

	P O1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1	3	3	3					3		2	3	2	3			
CO2	3	2	2	3			2	2		3	2	3	2			1
CO3	2	2	1	2	3		2	3	1		3	3	3		2	
CO4	3	3	2	2				2			2	1	3			1
CO5	3	2	1			2					2	3	2	2	1	1

Strong – 3

Medium - 2

Low - 1

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DEPARTMENT OF ENGLISH
B.A., ENGLISH

Semester: VI-EC-III : WRITING FOR MEDIA

Ins. Hours / Week:4

Course Credit:3

Course Code:U24ENE63B

UNIT-I

(12 Hours)

Introduction to types of media, print electronic, digital writing, significance of media and social benefits.

UNIT-II

(12 Hours)

Writing for the media-the basic principles-Style of media writing.

UNIT-III

(12 Hours)

Types of media writing-1 News Reports-Interviews-Commentaries.

UNIT-IV

(12 Hours)

Types of media writing-2 Reviews of Art, Literature, Film-Reporting Cultural Events.

UNIT-V

(12 Hours)

Types of media writing- journalism in education, tabloid, investigative, developmental and photography.

(Total Lecture Hours:60)

Course Outcomes

On completion of this course, students will;

1. Recall the basics of reporting and writing for print media.
2. Report news keeping values and qualities of a good reporter.
3. Apply theoretical knowledge in writing reports, commentaries, and reviews.
4. Distinguish between the different styles of Journalism and compose specific articles.
5. Apply various knowledge in regard to various branches of journalism.

Text Books:

1. Pickering, Ian. Writing for News Media: The Story Teller's Craft. Routledge, 2018.
2. Flak, Vincent F. Dynamics of Media Writing: Adapt and Connect. Sage, 2018.
3. Batty, Craig and Cain, Sandra. Media Writing: A Practical Introduction. Red Globe Press, 2016.

Mapping with Programme Outcomes:

	P O1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1	2	3	2	2	1						3	3	3			
CO2	3	3	3	2	1	2			1	1	1			2		
CO3	3	2	1								3	1		2		
CO4	3	3	1				2				3			3		
CO5	3	2	1					2			3			2		1

Strong – 3

Medium - 2

Low - 1

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DEPARTMENT OF ENGLISH
B.A., ENGLISH

Semester: VI- : EC-IV COMMUNICATIVE ENGLISH

Ins. Hours / Week: 4

Course Credit:3

Course Code:U24ENE64A

UNIT-I

(6 Hours)

Kinds of sentences, Word Order, usage of preposition, use of adjectives, Adverbs for description, Determiners-Agreement (Subject – Verb, Pronoun-Antecedent) Collocation.

UNIT-II

(6 Hours)

Tenses Reported speech, Active and passive Voice, Phrasal Verbs, Linkers/ Discourse Markers, Question Tags.

UNIT-III

(6 Hours)

Paragraph writing – Cohesion - Development: definition, comparison, Classification, contrast, cause and effect - Essay writing: Descriptive and Narrative.

UNIT-IV

(6 Hours)

Reading Comprehension – Skimming and scanning-inference and deduction – Reading various kinds of material –Speaking: Narration of incidents / stories/ anecdotes- Current News Awareness.

UNIT-V

(6 Hours)

Nirad C Chaudhuri - Indian Crowds [Non-Detailed]
Charles Lamb -Dream Children [Detailed]
Alfred Lord Tennyson -Ulysses [Detailed]

(Total Lecture Hours:30)

Course Outcomes

On completion of this course, students will;

1. Recall fundamental concepts of the four linguistic skills.
2. Apply different styles communication in professional context.
3. Participate in different planned and extempore communicative activities.
4. Interpret and discuss facts as well as information in each context.
5. Critique literary texts that develop an appreciation for human values.

Text Books:

1. Ruskin Bond, Time Stops at Shamli and Other Stories, Penguin Books India Pvt Ltd, 1989.
2. Shyamala, V. Speak English in Four Easy Steps, Improve English Foundation Thiruvananthapuram: 2006.

Mapping with Programme Outcomes:

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
C01	3		2	1	2	2	2	2		2	3	3	1	3	3	1
C02	2	3	3	3	3		2	3	2	2	3	2	3	1	3	2
C03	3	2	3	2	2	2		1	1	3	3	1	3	3		2
C04	2	2	2	3		3	1	3	3	1		2		2	3	
C05				2	3	2	2		2	3	2		2			3

Strong – 3

Medium - 2

Low - 1

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DEPARTMENT OF ENGLISH
B.A., ENGLISH

Semester: VI- : EC-IV-DIGITAL LITERACY AND CONCEPT

Ins. Hours / Week: 4

Course Credit: 3

Course Code:U24ENE64B

UNIT-I

(12 Hours)

Introduction to the Digital Literacy Journey -Digital Literacy, Digitizing Information, Social Impact of Computing, Communication, Collaboration, Ethics.

UNIT-II

(12 Hours)

What are digital literacies? Values of Digital Literacy, Digital Literacy in the language classroom, Focus on language: print and texting literacies, Focus on connections: personal, participatory and intercultural literacies.

UNIT-III

(12 Hours)

Information Literacy, Media Literacy, Young People's Identity Engagement with Technology, Labeling the Digital Generations.

UNIT-IV

(12 Hours)

Teachers' Engagement with Digital Literacy, The role of literature in language and literacy learning, Digital literacy: A conceptual framework for survival skills in the digital era, Challenges for Digital Literacy in English Curriculum, Digital Literacy and Digital Literature.

UNIT-V

(12 Hours)

Socio-economic Factors in Digital Literacy, Digital Literacy and Composition, Digital Databases.

(Total Lecture Hours :60)

Course Outcomes**On completion of this course, students will;**

1. Gain knowledge of digital literacy.
2. Acquire skills in text literacies and language.
3. Acquire skills in information digital literacy.
4. Build confidence in using digital literacy.
5. Aware of the various types socio- economic factors in digital literacy.

Text Books:

1. Introduction to Digital Literacy (2nd Edition) - Mark Bowles.
2. Popular Culture, New Media and Digital Literacy in Early Childhood – J.Marsh
3. Digital Literacy: Different Cultures, Different Understandings – E.Helsper.

References Books

1. Implementing Media Literacy: Empowerment, Participation and Responsibility –S.Livingston.
2. Literacy: Reading the word and the word – P.Freire and P.Macedo.
3. Media Literacy in Schools: Practice, Production and Progression –A.Burn and J.Durran.
4. Digital Literacy for Learning – A.Martin and D.Madigan
Changing Literacies –C.Lankshear.

Mapping with Programme Outcomes:

	P O1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1	3	3	2	3	2	2	1	3	3	1	2	3	2	1	2	3
CO2	2	2	3	2	3	1	3	3	2	1	3	3	2	1	2	3
CO3	1	2	1	2	2	3	2	2	1	1	3	2	3	2	2	2
CO4	2	3	2	2	1	2	2	1	2	2	1	3	2	3	3	2
CO5		2		3	3	3	3	1	1		1	1	2	2	3	1

1.

Strong – 3**Medium - 2****Low - 1**

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**PART-IV VALUE EDUCATION COURSE****FOR ALL UG ARTS, SCIENCE, COMMERCE AND
MANAGEMENT CHOICE BASED CREDIT SYSTEM –
LEARNING OUTCOMES BASED CURRICULUM
FRAMEWORK (CBCS - LOCF)****(Applicable to the candidates admitted from the academic year 2022-2023 onwards)****PART-IV
VALUE EDUCATION
(Theory)****Semester-VI****Code:24UGVED****Credit: 2****OBJECTIVES:**

- To understand the philosophy of life and values through Thirukural
- To analyse the components of values education to attain the sense of citizenship
- To understand different types of values towards National Integration and international understanding
- To learn yoga as value education to promote mental and emotional health
- To understand human rights, women rights and other rights to promote peace and harmony

UNIT- I: PHILOSOPHY OF LIFE AND SOCIAL VALUES:

Human Life on Earth (Kural 629) -Purpose of Life (Kural 46) -Meaning and Philosophy of Life (Kural 131, 226) -Family (Kural 45), Peace in Family (Kural 1025) Society (Kural 446), The Law of Life (Kural 952), Brotherhood (Kural 807) Five responsibilities / duties of Man (a) to himself (b) to his family (c) to his environment (d) to his society, (e) to the Universe in his lives (Kural 43, 981).

UNIT-II – HUMAN VALUES AND CITIZENSHIP:

Aim of education and value education: Evolution of value oriented education, Concept of Human values: types of Values- Character Formation – Components of Value education- A P J Kalam's ten points for enlightened citizenship- The role of media in value building

**UNIT-III VALUE EDUCATION TOWARDS NATIONAL AND
GLOBAL DEVELOPMENT:**

Constitutional or national values: Democracy, socialism, secularism, equality, Justice, liberty, freedom and fraternity - Social Values: Pity and probity, self-control, universal brotherhood - Professional Values - Knowledge thirst, sincerity in profession, regularity, punctuality and faith -Religious Values: Tolerance, wisdom, character - Aesthetic Values- Love and appreciation of literature and fine arts and respect for the same- National Integration and International Understanding.

UNIT IV: YOGA AND HEALTH:

Definition, Meaning, Scope of Yoga - Aims and objectives of Yoga - Yoga Education with modern context - Different traditions and schools of Yoga - Yoga practices: Asanas, Pranayama and Meditation.

UNIT V : HUMAN RIGHTS:

Concept of Human Rights: Indian and international perspectives- Evolution of Human Rights- definitions under Indian and International documents -Broad classification of Human Rights and Relevant Constitutional Provisions: Right to Life, liberty and Dignity- Right to equality- Right against exploitation- Cultural and Educational Right- Economic Rights- Political Rights- Social Rights - Human Rights of Women and Children – Peace and harmony.

BOOKS FOR REFERENCES:

1. Thirukkural with English Translation of Rev. Dr. G.U. Pope, Uma Publication, 156, Serfoji Nagar, Medical College Road, Thanjavur 613 004
2. திருக்குறள்- ஜி.யு. பப்பபோப் ஆங்கில மஃப ப ாழிக்ப்பகோட்டுடன் உஃப ப ா நூல் மமளியீட்டகஃ ஃ, தஞ்பப ாலூர்.
3. Leah Levin, Human Rights, NBT, 1998
4. V.R. Krishna Iyer, Dialectics and Dynamics of Human Rights in India, Tagore Law Lectures.
5. Yogic Therapy - Swami Kuvalayananda and Dr.S.L.Vinekar, Government of India, Ministry of Health, New Delhi.
6. SOUND HEALTH THROUGH YOGA -Dr.K.Chandrasekaran, Prem Kalyan Publications, Sedapatti, 1999.
7. Grose. D. N —A text book of Value Education‘ New Delhi (2005)
8. Gawande . EN —Value Oriented Education— Vision for better living. New Delhi (2002) Saruptsons
9. Brain Trust Aliyar- —Value Education for Health, Happiness and Harmony— Erode (2004) Vethathiri publications

COURSE OUTCOMES:

After completion of the course, the student will be able to:

- Apply the values in thirukkural to be peaceful, dutiful and responsible in family and society
- Develop character formation and sense of citizenship
- Be secular, self-control, sincere, respectful and moral.
- Master yoga, asana and meditation to promote mental health
- Be attitudinal to follow the constitutional rights



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DEPARTMENT OF ENGLISH
B.A., ENGLISH

Semester: VI- PCC-: ENGLISH FOR CAREERS

Ins. Hours / Week: 2

Course Credit: 2

Course Code: U24PCEN61

UNIT-I

(6 Hours)

Definition of English Language-Characteristic Features

UNIT-II

(6 Hours)

Purposes of English Language

UNIT-III

(6 Hours)

Major Roles played by English Language in Education and various career choices

UNIT-IV

(6 Hours)

English language as an identity to popular culture

UNIT-V

(6 Hours)

The major developments happening in the contemporary world by Using English language.

(Total Lecture Hours:30)

On completion of this course, students will;

1. Attain communicative competence so that they can use language accurately and appropriately
2. Understand the basic features of communication and aim at improving language skills
3. Gain useful letter/report writing tools, tips and techniques to effectively apply the skills to their everyday workplace correspondence.
4. Demonstrate the particulars of writing effective emails, whilst improving punctuation and grammar.
5. Make sure that the style, content and message is concise, correct and appropriate.

Text Books:

1. The Water fall. The English Writings of Rabindranath Tagore. Ed. Sisir Kumar Das. Vol. II. New Delhi: Sahitya Academy, 1966. 163-208. Print
2. Geddes, Patrick. The Life and Work of J. C. Bose. London: Longman's Green and Co., 1920. Print.

Reference Book:

1. Bose, D.M. "J.C. Bose." Dr. D. M. Bose Centenary Celebration Commemoration Volume 1885- 1985. Kolkata: Bose Institute, 1995. Print.

Mapping with Programme Outcomes:

	P O1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1	3		2	1	3			2	3	2	2	2	1	2		3
CO2	2	3	2	1	2	3		2	3	2	3	2	1	2	2	2
CO3	2	2	3	2	2	3			2	3	2	3	2	3	3	2
CO4		2	2	3	3		2	3		1	2		3			2
CO5	3		2	3				3	1			1			1	1

Strong – 3**Medium - 2****Low - 1**

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BHARATHIDASAN UNIVERSITY

TIRUCHIRAPPALLI - 620 024

PART-V GENDER STUDIES COURSE

**FOR ALL UG ARTS, SCIENCE, COMMERCE AND MANAGEMENT
CHOICE BASED CREDIT SYSTEM – LEARNING OUTCOMES BASED
CURRICULUM FRAMEWORK (CBCS - LOCF)**

(Applicable to the candidates admitted from the academic year 2022-2023 onwards)

Third Year

**PART-V
GENDER STUDIES**

Semester-VI

Code:24UGGS

(Theory)

Credit: 1

UNIT-I - INTRODUCTION TO GENDER STUDIES CONCEPTS

Gender Spectrum.-Sex – Gender distinction – Biological Determinism – Patriarchy – Feminism –Gender Socialization and Stereotyping-Gender Discrimination – Gender Division of labour and roles– Gender Sensitivity and awareness – Gender Equity – Equality – Gender Main streaming and Gender Analysis.

UNIT-II -UGC INITIATIVES ON WOMEN'S STUDIES

Definition of Women's Studies –Gender Studies –UGC Initiatives and guidelines on Women's Studies - Beijing Conference, UN Initiatives – Convention on Elimination of All forms of Discrimination Against Women (CEDAW) - Sustainable Development Goals on Gender Equality (SDG 5) and targets.

UNIT-III - AREAS OF GENDER DISCRIMINATION

Gender Socialization- Sex Ratio– Health and Nutrition– – Literacy and Education - Employment- Governance – participation in decision making- politics- property rights and access to credit- gender based violence- Social institutions –Family, Caste, Class, religion, gender, State. Market – Media – Politics – Judiciary.

UNIT-IV-WOMEN DEVELOPMENT AND GENDER EMPOWERMENT

Towards Equality Report of Status of Women in India 1974 – International Women's Decade – International Women's Year –National Policy for Empowerment of Women 2001

UNIT -V-WOMEN'S MOVEMENTS AND SAFEGUARDING MECHANISM:

In India National /State Commission for Women(NCW) – All Women Police Station – Family Court Legislations safeguarding women –Transgender Policy— Constitutional amendments for women's political participation

UNIT – VI-CURRENT CONTOURS: (for continuous internal assessment only):

Tamil Nadu State Policy for Women 2021- National Policy for Women 2015 –

Prevention of Sexual Harassment at Work places Act 2013- Protection of Children from Sexual Offences Act, 2012 - Analysis of regressive and progressive High court and Supreme Court judgments- women proactive policies, programmes, interventions.

REFERENCES :

1. Bhasin Kamala, Understanding Gender: Gender Basics , New Delhi : Women Unlimited , 2004.
2. Bhasin Kamala, Exploring Masculinity: Gender Basics , New Delhi: Women Unlimited,2004.
3. Bhasin Kamala , What is Patriarchy? : Gender Basics, New Delhi :Women Unlimited,1993.
4. Arya Sadhna Women ,Gender Equality and the State ,New Delhi :Deep &Deep Publication.,2000.
5. Mishra .O.P, Law Relating to Women &Child ,Allahabad :Central Law Agency ,2001.
6. Uma Chakravarti, Gendering Caste Through a Feminist Lens, Sage Publication 2003.
7. Bhattacharya Malini, Sexual Violence and Law ,Kolkata; West Bengala Commission for Women ,2002.
8. Sexual Harassment at the Workplace – A Guide, New Delhi ;Sakshi,1999. Women's Integrated National Development Trust
9. <https://www.schooloflegaleducation.com/women-and-law-in-india-e-book/>

COURSE OUTCOMES:

- Students would have gained a perspective and understood the social reality of gender society understood the differences of gender and sex and may resort to building alternative perspectives and critical thinking.
- Gained knowledge on the various social institutions governing gender and the intersectionality.
- Exposed to the kind of initiatives of the State towards