

**A.VEERIYA VANDAYAR MEMORIAL
SRI PUSHPAM COLLEGE (AUTONOMOUS)**

POONDI-613 503, THANJAVUR (DT)



SYLLABUS

M.A., English

(From 2020 - 2021 onwards)



Programme Outcome of M.A. English

- PO1 Understand the value and Quality of literature.
- PO2 Implement the mine of information about language and literature to find solution to the complicated problems in professional ethical and personal life.
- PO3 Acquire competence in communication and presentation skills and become employable.
- PO4 Attain analytical and Interpretative skills.
- PO5 Critically review literature and pursue state- of –the- art research to solve social problems.
- PO6 Understand and appreciate professional ethics and become reliable citizens.
- PO7 Resolves social, economic and human rights issues faced by humanity.

Programme Specific Outcome of M.A. English

- PSO1 Accomplish a good command on the history of English language and literature.
- PSO2 Obtain competency to appreciate and appraise various elements of literary texts.
- PSO3 Explore the myriads of human experience through novels and plays.
- PSO4 Understand gender and Racial discrimination and other social issues from various perspectives and familiarize themselves with modern critical theories
- PSO5 Cultivate their mind to enunciate the relations among culture, film, media and all the other arts.
- PSO6 Perceive classroom interaction and effective English teaching methods adopted in different schools through Hand on training.
- PSO7 Acquire Qualitative and Quantative judgement of research.
- PSO8 Learn about Media functioning and practical application of Translation.
- PSO9 Find placement opportunities in teaching, Tourism, media and the other relevant field they wish to pursue.
- PSO10 Cultivate valuable ideas and emerge as a better human being and grow empathetic towards the plight of other

M.A. ENGLISH (2020 - 2021)

Paper Code	Total No. Of Papers	Total Marks	Total Credits	Classification
Core	17	1700	72	✓
Elective	3	300	12	✓
E.D.C	1	100	---	✓
Project	1	100	4	x
Comprehensive Knowledge Testing	1	100	2	✓
Communicative Skill and Personality Development	--	--	---	x
Total	23	2300	90	

GRADING OF COURSE PERFORMANCE (10 POINT SCALE)

Aggregate Marks	Grade	Grade Point
96 and above	S+	10
91-95	S	9.5
86-90	D++	9.0
81-85	D+	9.0
76-80	D	8.0
71-75	A++	7.5
66-70	A+	7.0
61-65	A	6.5
56-60	B	6.0
50-55	C	6.5

EDC- Title (offered by Dept of English) - **“Shakespeare Studies”**

Comprehensive Knowledge Test: Objective type question pattern with 100 compulsory questions carrying 100 marks to be answered in 3 Hours with 2 credits. The portion is entire core courses.

Industrial Internship: Students have to undergo In-Plant training in Industry or Organization where any process related to Mathematics is going on. The period of training should be minimum 10 days. Students have to submit the report of the training underwent with the certificate from the concerned authority of the Industry / Organization.

Industrial Visit: Students have to attach a report on the Industrial visit made with the counter signature of Staff incharge for the Industrial visit while submitting the Project / Industrial Internship report

MOOC: Massive Open Online Course is introduced in the second and third semester as an extra credit course from this academic year 2020-2021. Students can avail any one or more of the courses available in MOOC to equip their skill and knowledge themselves.

Field Visit / Industrial Visit / Hands on Training Programme having minimum 15 hours of contact time as Extra credit course is introduced for I year PG students to gain experiential learning.

Evaluation of the visit report will be held at the end of II Semester

Components of Evaluation

Internal Marks	40
External Marks	60
Total	100

M.A. English Syllabus

**A.VEERIYA VANDAYAR MEMORIAL SRI PUSHPAM COLLEGE (AUTONOMOUS),
POONDI, THANJAVUR DIST.**

**Question Pattern for UG and PG Programmes for students to be admitted during
2020-2021 onwards**

Total Marks: 75

QUESTION PATTERN

**SECTION – A
(Question 1 to 10)**

10 x 2 = 20 Marks

1. Short Answer Questions
2. Two Questions from each units (All are answerable)

**SECTION – B
(Question 11 to 15)**

5 x 5 = 25 Marks

1. 5 Paragraph type questions with "either / or" type choice.
2. One question from each unit of the Syllabus.
3. Answer all the questions.

**SECTION – C
(Question 16 to 20)**

3 x 10 = 30 Marks

1. 5 Essay type questions – any three are answerable.
2. One questions from each unit of the Syllabus.

M.A. English Syllabus

Semester	Course Code	Title of the Course	Hours of Teaching/ Week	No. of Credits
I	20P1ENC1	Core – I The Ancient Literature	6	5

Objective

- To provide the students with the elite education of classical literature which laid foundation for history, philosophy, science and the whole western literary tradition. .

Unit- I

- Aristotle - The Poetics - Chapters – VI,VII,VIII
- Plato - The Republic – Book - I

Unit – II

- Homer - The Iliad – Book XVIII – XXIV

Unit – III

- Aeschylus - Agamemnon
- Sophocles - King Oedipus

Unit – IV

- Euripides - Medea
- Aristophanes - The Frogs

Unit – V

- Virgil - The Aeneid
- Dante - Paradiso – *Divine Comedie*

Course outcomes

After the completion of this course students will be able to

- **recognize the intellectual culture that championed the idea of impartial and rational depictions of life.**
- **evaluate the literary techniques and themes of classical literary writings**
- **understand and interpret grand narrative style of ancient writers**
- **imbibe the didactic elements in the text**
- **relate the concepts and values to the current socio cultural scenario.**

References:

- Cook, James Wyatt. *Encyclopedia of Ancient Literature*. New York: Facts on File, 2008.
- Hose, Martin and David Schenker. Eds. *A Companion to Greek Literature*. USA: John Wiley & sons, 2016.

M.A. English Syllabus

Semester	Course Code	Title of the Course	Hours of Teaching/Week	No. of Credits
I	20P1ENC2	The Age of Chaucer and Spenser	6	4
<p>Objectives</p> <ul style="list-style-type: none"> ➤ To enable the students to acquaint with the Spirit of the Age and to appreciate the Political, Religious, and Social Problems of the period and the literary imaginings of the formative age. ➤ To inculcate the analytical skill of the content and structure of the prescribed literary works. 				

Unit – I

Geoffrey Chaucer – Prologue to the Canterbury Tales

Unit – II

Sir Thomas Wyatt – My Heart I Gave Thee
 Henry Howard, Earl of Surrey – Youth and Age
 Spenser – From the Amoretti: Sonnet 67
 Walter Raleigh – The Lie
 Sir Philip Sidney – From Astrophel and Stella (Sonnets 1, 15, 27)
 Michael Drayton – Since There's No Help

Unit – III

Thomas Malory – Morte d' Arthur (Book – I, II, III, IV)

Unit – IV

Edmund Spenser – Prothalamion, Epithalamion

Unit – V

Thomas Dekker – The Shoemaker's Holiday

Course outcomes

- After the completion of this course, the students will be able to**
- **evaluate the works of the pioneering literary age known as the *Age of Transition, New Learning, and Standard English Language.***
 - **analyze the social, political and religious background of the literary texts**
 - **explore and understand the textual meanings**
 - **broaden the perception of the formative age**
 - **develop a critical outlook on the given texts**

References:

- Pearsall, Derek. *Old English and Middle English Poetry*. USA: Routledge library edition.
- Gosse, Edmund. *A Short History of Modern English Literature*. New York: Cambridge University Press, 2011.

M.A. English Syllabus

Semester	Course Code	Title of the Course	Hours of Teaching/ Week	No. of Credits
I	20P1ENC3	The Elizabethan and the Jacobean Age	6	4

Objective

- **To get to know the poetry, prose and drama of the Golden Age in Literature and to appreciate the brimming fertility, variety and splendour of the Age.**

Unit – I

John Milton – Paradise Lost - Book IV

Unit – II

George Herbert – The Pulley
Andrew Marvel – The Garden
John Donne – The Sun Rising, The Canonization
Richard Lovelace – To Lucasta , Going to the Wars

Unit – III

Francis Bacon – Of Marriage, Of Envy, Of Studies, Of Friendship

Unit – IV

Ben Jonson – Volpone
John Webster – The Duchess of Malfi

Unit – V

Christopher Marlowe – Edward II
William Shakespeare – A Midsummer Night's Dream

Course outcomes

After the completion of the course students will be able to

- **imbibe the aesthetic and the ethical values ingrained in the literature of this age**
- **interpret the finest works of this age by applying the relevant literary devices**
- **instill a creative and critical outlook**
- **undertake a textual analysis of literary products of this Age**
- **negotiate the intention of the author in terms of the situation and characters**

References:

- Sainsbury, George. *A History of Elizabethan Literature*. London: Macmillan & Co, 1887.
- Marcuse, Michael. J.A. *A Reference Guide for English Studies*. England: University of California press, 1990.

M.A. English Syllabus

Semester	Course Code	Title of the Course	Hours of Teaching/ Week	No. of Credits
I	20P1ENC4	The Restoration and the Neo-Classical Age	6	5

Objective

- To make the students learn about the religious flux and political upheavals and the resultant literatures of the Age and to sensitize the students with the intellectual, argumentative, controversial, personal and political satires of the representative authors.

Unit – I

- Alexander Pope – The Rape of the Lock
- John Dryden – Mac Flecknoe

Unit – II

- Thomas Gray – Elegy Written In a Country Churchyard
- Robert Burns – A Red, Red Rose
- Oliver Goldsmith – The Village School Master (The Deserted Village)

Unit – III

- Dr. Johnson – Preface to Shakespeare

Unit – IV

- Aphra Behn – The Rover
- William Congreve – Love for Love

Unit – V

- Henry Fielding – The History of Tom Jones
- Jonathan Swift – Gulliver’s Travels Book I & II

Course outcomes

After the completion of this course students will be able to

- **appraise the Restoration and Neoclassical Age as the age reflecting the sentiments of *Enlightenment, Logic and Reason.***
- **appreciate the influence of Classical antiquity, sensibility and aesthetic values in the creative imaginings of the Age.**
- **develop a keen sense of reasoning and analysis**
- **interpret the key critical terms related to literary products of the of the specific age**
- **evaluate the techniques and tools of the authors to execute the hidden agenda.**

References:

- Richetti, John. ed. *The Cambridge History of English Literature 1660-1780.* USA: Cambridge University Press.
- Luebering. J.E. ed. *English Literature from the Restoration Through the Romantic Period.* New York: Britannica Educational Publishing, 2011.

M.A. English Syllabus

Semester	Course Code	Title of the Course	Hours of Teaching/ Week	No. of Credits
I	20P1ENE1A	Elective – I Feminist Writing	6	4

Objective

- To explore the politics, society and history from women writers' perspectives through the thematic concerns and stylistic innovations of their texts that range all genres and periods.

Unit – I

- Sarojini Naidu – Song of Radha, The Milkmaid
- Kamala Das – The Looking Glass
- Judith Wright – Clock and Heart
- Shirly Lim – Words for Father
- Anne Sexton – Cinderella
- Margaret Atwood – Spelling

Unit – II

- Elaine Showalter – Towards a Feminist Poetics
- Dale Spender – Language and Reality: Who Made the World.

Unit – III

- Jamaica Kincaid – Girl
- Margaret Laurence – The Loons
- Charlotte Perkins – The Yellow Wallpaper

Unit – IV

- Jodi Picoult – My Sister's Keeper
- Zadie Smith – The White Teeth

Unit – V

- Cassandra Medley – Ma Rose
- Uma Parameswaran – Sons Must Die

Course outcomes

After the completion of this course students will be able to

- **familiarize themselves with the feminist literary tradition**
- **engage with the question of sexuality and textuality, genre and gender etc.,**
- **acquire relevant research skill and critical and analytical faculties**
- **appraise the key texts of feminist sensibilities**
- **develop an egalitarian mental attitude**

References:

- Jacobus, Mary. *Women Writing and Writing about Women*. USA: Routledge, 1979.
- Finke Laurie, *A Feminist Theory, Women's Writing*, New York: Carnell University Press, 1992.

M.A. English Syllabus

Semester	Course Code	Title of the Course	Hours of Teaching/ Week	No. of Credits
I	20P1ENE1B	Elective – I Postcolonial Literature	6	4

Objectives

- **To obtain understanding of the issues and themes in Postcolonial Literature.**
- **To be familiar with literary concepts of Postcolonialism.**
- **To gain awareness of the historical context of literary production and reception.**

Unit – I

Theory of Postcolonialism and Postcolonial Literature

Unit – II

E.M. Forster – A Passage to India

Unit – III

Salman Rushdie – Midnight’s Children

Unit – IV

Wole Soyinka – Death and the King’s Horse man

Unit – V

J.M. Coetzee – Waiting for the Barbarians

Course outcomes

After the completion of this course students will be able to

- **analyze and interpret the social, political, and cultural narratives of the subaltern people of former colonization**
- **understand the cultural, philosophical, linguistic, and socio- political underpinning of the Postcolonial discourse**
- **gain solid groundings for research by familiarizing the broad range of critical and theoretical concepts ingrained in the prescribed texts**
- **interpret multiple definition of the critical key terms of Postcolonial theory**
- **broaden their perception on cross cultural expression**

References:

- Quayson, Ato. ed. *The Cambridge History of Postcolonial Literature*: Cambridge University Press, 2012.
- Abraham, Taisha – *Introducing Postcolonial Theory*: Delhi; Macmillan Indian Ltd, 2007.

M.A. English Syllabus

Semester	Course Code	Title of the Course	Hours of Teaching/ Week	No. of Credits
II	20P2ENC5	The Romantic Age	5	4

Objective

- **To acquaint the students with the salient features and literary products of the Romantic Age.**

Unit – I

William Wordsworth – Prelude (Book – 8)

Unit – II

S.T. Coleridge – The Ancient Mariner
John Keats – Eve of St. Agnes, Ode to a Nightingale
P.B. Shelley – To the Skylark
Lord Byron – She Walks in Beauty
William Blake – Spring
Felicia Hemans – Casablanca

Unit – III

Charles Lamb – Dream Children, New Year's Eve
William Hazlitt – Walking
De Quincey – On the Knocking at the Gate in Macbeth

Unit – IV

Jane Austen – Sense and Sensibility
Walter Scott – Kenilworth

Unit – V

P.B. Shelley – Prometheus Unbound

Course outcomes

After the completion of this course students will be able to

- **investigate the relationship between Sublime beauty of nature and human mind**
- **gain a wider knowledge of literary characteristics of the age**
- **develop an aesthetic sense in all life experiences**
- **understand the philosophical and spiritual notions ingrained in the texts**
- **enhance the critical and analytical faculty in mind**

References:

- Klancher, John ed. *A Concise Companion to the Romantic Age*. UK: Wiley Blackwell. 2009.
- Burwick, Frederick. *A History of Romantic Age*. UK: Wiley Blackwell. 2019.

M.A. English Syllabus

Semester	Course Code	Title of the Course	Hours of Teaching/ Week	No. of Credits
II	20P2ENC6	The Victorian Age	5	4

Objective

- **To get to know the culture, tradition, social and political issues as reflected in literature during Victorian Age.**

Unit – I

- Alfred Tennyson – The Lotus Eaters, Tithonus
- Robert Browning – My Last Duchess, Grammarian’s Funeral
- Matthew Arnold – The Scholar Gypsy

Unit – II

- G.M.Hopkins – God’s Grandeur
- A.C. Swinburne – The Garden of Proserpine
- Elizabeth Barrett Browning – Sonnets from the Portuguese, Sonnet 22
- Christina Rossetti – Remember
- William Morris – The Nymph’s Song to Hylas

Unit – III

- Thomas Carlyle – Signs of the Times
- John Ruskin – Roots of Honour (Unto This Last)
- R.L.Stevenson – An Apology for Idlers

Unit – IV

- Thomas Hardy – Tess O’ the Durbervilles
- Oscar Wilde – The Importance of Being Earnest

Unit –V

- George Eliot – Mill on the Floss
- Emily Bronte – Wuthering Heights

Course outcomes

After the completion of this course students will be able to

- **gain profound insights on the astonishing wealth and variety of literature inspired by social upheavals**
- **know the revolutionized ideas about nature, man and society**
- **engage in appreciation and multiple different critical readings of the texts**
- **explore the multilayered meanings and ideas**
- **assess inquisitiveness and rational spirit of the age through the texts**

References:

- Walker, Hugh. *The Literature of the Victorian Era*. New York: Cambridge University Press, 1910.
- Adam, James Eli. *A History of Victorian Literature*. UK: Wiley Blackwell. 2012.

M.A. English Syllabus

Semester	Course Code	Title of the Course	Hours of Teaching/ Week	No. of Credits
II	20P2ENC7	The Modern Age	5	4

Objective

- **To make the students learn about the spirit of the age and enable them to understand the political, religious and social problems and their impact in literature during that period.**

Unit – I

T.S.Eliot – The Waste Land

Unit – II

W.B.Yeats – Sailing to Byzantium
 Wole Soyinka – Telephone Conversation
 Margaret Atwood – This is a photograph of me

Unit – III

K.T.V. Melodious Harmony
 The Saga of Shakespeare
 The Concord of Yoga
 Non-violence a treat
 Unstinted Wisdom
 Trade on Truth
 Swamy's Resonance

Unit – IV

G.B.Shaw – Saint Joan
 J.M.Synge – The Playboy of the Western World

Unit – V

Joseph Conrad – Lord Jim
 William Golding – Lord of the Flies
 George Orwell – Animal Farm

Course outcomes

After the completion of this course students will be able to

- **unravel the conscience ridden, interrogative, innovative and independent ideals expressed in the writings of the Modern Age**
- **acquaint with the redefined perspectives of love, beauty, sentiment, power etc.**
- **gain insights on the contributions of the Atomic Age literary icons.**
- **develop a keen understanding of modernist philosophy**
- **discover the sudden shift in themes and styles in literary tradition**

References:

- K.T.V. *A Melodious Harmony*. Thanjavur: Rajendra Publishing House, 2017.
- Loewenstein, David and Janel Mueller, eds. *The Cambridge History of Early Modern English Literature*. UK: Cambridge University Press, 2002.
- Byerly, Alison. *Realism, Representation and the Arts in Nineteenth Century Literature*, Cambridge University Press, 1997.

M.A. English Syllabus

Semester	Course Code	Title of the Course	Hours of Teaching/ Week	No. of Credits
II	20P2ENC8	American Literature	5	4

Objective

- **To introduce the background of American literature and to familiarize with the important literary features and the themes and the styles of the outstanding works of the American authors.**

Unit – I

- Langston Hughes – Let America Be America Again
- Edward Arlington – Richard Cory
- Robert Lowell – Skunk Hour
- Carl Sandburg – A Dream Girl
- Adrienne Rich – Snapshots of a Daughter – In – Law
- Louise Gluck – The Wild Iris

Unit – II

- Washington Irving – The Legend of Sleepy Hallow
- Kate Chopin – Desiree’s Baby
- John Steinbeck – Flight

Unit – III

- William Faulkner – Nobel Prize Award Acceptance Speech
- Bell Hooks – Ending Violence (from Feminism for Everybody)
- Henry James – The Art of Fiction

Unit – IV

- Kurt Vonnegut – The Slaughterhouse-Five
- Harper Lee – To Kill a Mockingbird

Unit – V

- Sam Sheppard – Curse of the Starving Class
- Wendy Wasserstein – The Heidi Chronicles

Course outcomes

After the completion of this course students will be able to

- **explore the recurrent themes, distinct literary characteristics in American literature**
- **recognise varied literary movements in American literature**
- **determine their research scope in American literary contexts**
- **identify the diverse contexts (social, political, cultural etc.) in the texts**
- **conceptualize American literary canons and engage them in the texts.**

References:

- Castronova, Russ. *The Oxford Handbook of Nineteenth Century American Literature*, New York: Oxford University Press. 2012.
- Hugh, Rowland. *19th Century American Literature*. USA: Longman, 2011.

M.A. English Syllabus

Semester	Course Code	Title of the Course	Hours of Teaching/ Week	No.of Credits
II	20P2ENC9	Shakespeare Studies - Shakespearean Themes	5	4

Objective

- **To expose the historical, social and cultural backgrounds of Shakespeare's works and generating perceptions on his significance and relevance in his contemporary times and familiarizing his variety of dramatic themes, forms and techniques.**

Unit- I

The works of Shakespeare
The four periods of his Dramatic Career
Elizabethan Theatre and Audience
Stage properties and costumes
The taste of the audience

Unit – II

The Shakespearean Sonnet – Its structure
The sonnets: 29, 73, 94, 110, 129, 130 & 138

Unit – III

King Lear
Othello

Unit – IV

As You Like It
A Midsummer Night's Dream

Unit – V

Henry IV, Part I
The Winter's Tale

Course outcomes

After the completion of this course students will be able to

- **appreciating the range and versatility of the *Bard of Avon***
- **recognize Shakespeare's creative genius, innumerable contexts, themes and unparalleled characterization**
- **know the unique splendor of Shakespeare's language, rhetoric and discourses.**
- **synthesize issues of gender, identity, politics, colonialism, race etc., in our own contemporary discourses.**
- **inculcate the human values, life skills and broad outlook**

References:

- A.C. Bradley, *Shakespearean Tragedy*. UK: Scholars Choice Edition, 2015.
- A.C. Bradley, *Shakespearean Comedy*. UK: Scholars Choice Edition, 2015.
- A.C. Bradley, *Historical Plays*. UK: Scholars Choice Edition, 2015.
- Richmond, Hugh Macray, *Shakespeare's Theater: A Dictionary of his Stage Contexts*. London: Continuum, 2002.

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<i>Semester</i>	<i>Course Code</i>	<i>Title of the Course</i>	<i>Hours of Teaching/ Week</i>	<i>No. of Credits</i>
II	20P2ENEL2A	Elective II One Author Study – Rabindranath Tagore	5	4

Objective

- **To make the students concentrate on the essential humanistic, religious Indian sensibility and the universal outlook of Tagore.**

Unit – I

Gitanjali (1 to 25 Lyrics)

Unit – II

The Gardiner
The Fruit Gathering

Unit – III

Gora
The Home and the World

Unit – IV

The Cabuliwallah
The Child's Return
The Post Master
The Babus of Nayanjore

Unit – V

Chitra
Muktha Dhara

Course outcomes

After the completion of this course students will be able to

- **get enlightened about the substantial corpus of the *Bard of Bengal* encompassing a vast range of the genres**
- **explore the profoundly sensitive, and magical blend of lyricism, versatility, aestheticism and ideology in the texts**
- **identify the social innovations in his works**
- **examine the *zeitgeist*, the religious, literary and national vicissitudes of blooming modern India in his works**
- **imbibe the social ethics, patriotism and inclusive mind frame.**

References:

- Alan, Fakrul and RadhaChakravorty.eds.*The Essential Tagore*.USA:Harvard College, 2011.
- Chaudhuri,Sukanta.ed.*The Cambridge companion to Rabindranath Tagore*. UK: Cambridge University Press, 2020.

M.A. English Syllabus

<i>Semester</i>	<i>Course Code</i>	<i>Title of the Course</i>	<i>Hours of Teaching/ Week</i>	<i>No. of Credits</i>
II	20P2ENEL2B	Elective II European Literature	5	4

Objective

- **To familiarize the students with the European literature as the constituent of Western literature mainly focusing on Spanish, French, Dutch, Polish, German, Italian, Modern Greek, Russian, Turkish etc**

Unit – I: Poems

- Sappho – Poem 31
- Pablo Neruda – Walking around
- Charles Baudelaire – The Albatross
- Octavia Paz – Sunstone

Unit – II: Short Fiction

- Jorge Luis Borges – Borge and I
- Franz Kafka – A hunger Artist
- Fyodor Dostoyevsky – The Dream of a ridiculous man

Unit – III: Prose

- Albert Camus – The Myth of Sisyphus
- Umberto Eco – How to use a taxi Driver

Unit – IV: Plays

- August Strindberg – A Dream play
- Bertolt Brecht – Life of Galileo

Unit –V: Novel

- Orhan Pamuk – Snow
- Elfriede Jelinek – The Piano Teacher

Course outcomes

After the completion of this course students will be able to

- **understand and analyze the literary values of western creative imaginations in terms of the theme, techniques, characterization etc.**
- **gain a broad world view of human culture against the multifarious social backgrounds.**
- **engage in cross cultural interactions and Comparative literary studies**
- **promote critical and analytical aptitude by exploring the distinct characteristics, literary forms, themes and techniques**
- **extend their knowledge towards research endeavors**

References:

- Gaskell, Philip. *Landmarks in Continental European Literature*. UK: Fitzroy Dearborn Publisher. 1999.
- Trevor, Martin. *European Literature: From Romanticism to Postmodernism*, London: Continuum, 2001.

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<i>Semester</i>	<i>Course Code</i>	<i>Title of the Course</i>	<i>Hours of Teaching/ Week</i>	<i>No. of Credits</i>
III	20P3ENC10	Indian Writing in English	5	4

Objective

- **To introduce the Indian thought, religion and social life, and to give insights, perspectives and sensibilities of Indian culture, and to know the contemporary Indian scenarios such as society, economy and tradition.**

Unit – I

Eunice De Souza	-	Advice to Women
Shiv K Kumar	-	Indian Women
Vikrem Seth	-	The Frog and the Nightingale
Gieve Patel	-	Public Hospital
Rukmini Bhaya Nair	-	Kali
Sujatha Bhatt	-	A Different History

Unit – II

Ismat Chughtai	-	The Wedding Shroud
Khushwant Singh	-	A Portrait of the Lady
Anita Desai	-	Rooftop Dwellers

Unit – III

Shashi Deshpande	-	Writing From the Margin
Namvar Singh	-	Decolonising the Indian Mind
Chetan Bhagat	-	The Great Indian Social Network

Unit –IV

Mahesh Dattani	-	Tara
Dina Mehta	-	Getting Away with Murder

Unit –V

Amitav Ghosh	-	The Hungry Tide
Kavitha Kane	-	Karna's Wife

Course outcomes

After the completion of this course students will be able to

- **acquire wider knowledge about the colossally prospering and dynamic Indian writing in English language**
- **explore the culture, tradition, social, moral values, history, politics etc. as reflected in the distinctive literary expressions of Indian authors.**
- **recognize the myriad scopes for their research enterprise**
- **formulate a better understanding on the socio cultural diversities within the nation.**
- **develop analytical and language skill**

References:

- Chandra, N.D.R. ed. *Contemporary Indian Writing in English: Critical Perceptions*. New Delhi: Sarup&Sons, 2005.
- Mishra, Vinod and Sanjay Kumar. eds. *Indian Writings in English*. New Delhi: Atlantic Publishers, 2006.

M.A. English Syllabus

<i>Semester</i>	<i>Course Code</i>	<i>Title of the Course</i>	<i>Hours of Teaching/ Week</i>	<i>No. of Credits</i>
III	20P3ENC11	Afro - Caribbean Literature	5	4

Objective

- **To give an insight of African and Caribbean cultural life through their prospering literary contributions.**

Unit – I

Roy Campbell	–	Poetry of Africa
David Rubadiri	–	A Negro Labourer in Liverpool
David Diop	–	Africa
J.P.Clark	–	The Casualties
Mervyn Morris	–	Little Boy Crying
Edward Kamau Brathwaite	–	South

Unit – II

Wole Soyinka's	–	This Past Must Address its Present
Chinua Achebe	–	The Novelist as Teacher
Ngugi Wa Thiong'o	–	Decolonising the Mind

Unit – III

Nadine Gordimer	–	Once upon a time
Ama Ata Aidoo	–	The Girl Who Can
M.G.Vassanji	–	Leaving

Unit – IV

Chimamanda Ngozhi Adichie	–	Purple Hibiscus
Marlon James	–	A Brief History of Seven Killings

Unit – V

Athol Fugard	–	The Island
Derek Walcott	–	Dream on a Monkey Mountain

Course outcomes

After the completion of this course students will be able to

- **gaining acquaintance with the Anglophone Caribbean and West Indian writings as a distinctive literary arena.**
- **exploration of recurrent thematic concerns such as the *question of identity, migration, negritude, gender roles, indigenouness, ethnicity, language* etc. associated with African literature.**
- **development of the ability to locate, examine, organize, unravel the research scope through a thorough reading of the multiple meanings of the chosen texts.**
- **gain cross cultural understanding and matured outlook**
- **locate research questions and undertake the enterprise.**

References:

- Cumberdence, Daryl. Ed. *Fifty Caribbean Writers: A Bio- Bibliographical Critical Source book*. New York: Greenwood Press, 1986.
- Dalleo, Raphael. *Caribbean Literature and the Public Sphere*. USA: University of Virginia Press, 2011.

M.A. English Syllabus

<i>Semester</i>	<i>Course Code</i>	<i>Title of the Course</i>	<i>Hours of Teaching/Week</i>	<i>No. of Credits</i>
III	20P3ENC12	Modern Critical Theories	5	4

Objective

- **To initiate the students into a study of the major essays and concepts in literary criticism from the Twentieth century and instill the quality of appreciation and analysis of the literary work in the minds of the students.**

Unit – I

- I.A.Richards – The Two uses of Language
The Four kinds of meaning

Unit – II

- Sigmund Freud – Creative Writers and Day Dreaming
Juliet Mitchell – Feminity, Narrative and Psychoanalysis

Unit – III

- Edmund Wilson – The Historical Interpretation of Literature
Roland Barthes – The Death of the Author

Unit – IV

- Northrope Frye – The Archetypes of Literature

Unit – V

- Gayathri Spivak – Can the Subaltern Speak?
Jean Baudrillard – Simulacra and Simulation

Course outcomes

After the completion of this course students will be able to

- **getting acquainted with the most influential critical theories that emerged during and after 20th century**
- **inculcate the common sense to apply and interpret the theories and movements in the literary works**
- **assimilate of the theories and movements as a social inquiry intended to dispel dominance**
- **nurture human liberation, equality and better living condition**
- **develop an aptitude for research**

References:

- Lodge, David and Nigel Wood, *Modern Criticism and Theory: A Reader*. Second edn. New Delhi: Pearson Education, 1998.
- Wimsatt William K.Jr. & Cleanth Brooks, *Literary Criticism: A Short History*, New Delhi: Oxford& IHB, 1957.
- S. Ramaswami & V.S. Sethuraman, *An Anthology of English Literary Criticism*. Vol.I New Delhi: Trinily,1977.

M.A. English Syllabus

<i>Semester</i>	<i>Course Code</i>	<i>Title of the Course</i>	<i>Hours of Teaching/Week</i>	<i>No. of Credits</i>
III	20P3ENC13	Canadian, Australian and New Zealand Literatures	5	4

Objective

- **To initiate familiarity with the articulation of the Postcolonial ideas of Canada, Australia and New Zealand on their indigenous identity, cultural tradition and socio-politics.**

Unit – I

- Oodgero Noonuccal – No More Boomerang
- David Malouf – Revolving Days
- E.J. Pratt – The Dying Eagle
- P.K. Page – First Neighbours
- A.R.D. Fairburn – I'm Older than You, Please Listen
- Fleur Adcock – Weathering

Unit – II

- Janet Frame – Gorse is not people
- Barbara Baynton – The Chosen Vessel
- Alice Munro – The Bear Came over the mountain

Unit – III

- Germaine Greer – "Introduction" (Shakespeare's wife)
- Marshall McLuhan – "The Medium is the message" (Understanding Media: The Extensions of Man)

Unit – IV

- Sharon Pallock – Blood Relations
- Alan Seymour – The One Day of the Year

Unit – V

- Keri Hulme – The Bone people
- Margaret Atwood – The Testaments

Course outcomes

After the completion of this course students will be able to

- **enable the students to interpret the Postcolonial literary texts**
- **apply their own critical and analytical aptitudes in the texts**
- **know the broader perspectives of cross cultural insights**
- **develop a flair for comparative literature studies**
- **identify suitable contexts for their research**

References:

- Schwarz, Henry and Sangeetha Ray. *A Companion to Postcolonial Studies*. UK: Blackwell Publishing. 2005.
- Mcleod, John. ed. *The Routledge Companion to Postcolonial Studies*, New York: Routledge, 2011.

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<i>Semester</i>	<i>Course Code</i>	<i>Title of the Course</i>	<i>Hours of Teaching/ Week</i>	<i>No. of Credits</i>
IV	20P4ENC14	Literature & Film	5	4

Objective

- **To expose the learners to understand the Characterization, Conversation and Dramatic Techniques and enable them to learn the existential skills through a few representative texts and films in literature**

Unit - I

Shakespeare – Julius Caesar – Text & Film

Unit – II

Charles Dickens – A Tale of Two Cities – Text & Film

Unit – III

Mary Shelley – Frankenstein – Text & Film

Unit – IV

G.B. Shaw – Pygmalion (My Fair Lady)– Text & Film

Unit – V

Alice Walker – The Color Purple – Text & Film

Course outcomes

After the completion of this course students will be able to

- **gain of the comparative knowledge of the literature written in different times and places and their filmy adaptations**
- **analyze the aesthetic values and limitations of each medium(literature and film)**
- **get practical knowledge of the theoretical foundations of the comparative literature by privileging the students situate himself/herself as reader and viewer.**
- **enable the students to critically evaluate the role of visual and mass media culture**
- **comprehend the globalization and Consumer culture of modern times**

References:

- Stam Robert and Alexandra Raengo. eds. *A Companion to Literature and Film*, USA : Black well Publication.2004.
- Chair,LindaCostanzo.*Literature into Film: Theory and Practical approaches*. North Carolina: Mc Farland and Company.2006.

M.A. English Syllabus

<i>Semester</i>	<i>Course Code</i>	<i>Title of the Course</i>	<i>Hours of Teaching/ Week</i>	<i>No. of Credits</i>
III	20P3ENEDC	Extra Disciplinary Course - Shakespeare Studies	4	

Objective

- **To initiate the non English majoring students to study Shakespeare's plays, and his sonnets.**

Unit – I

Shakespeare's Sonnets 1, 18, 29, 33, 35, 65 and 130

Unit – II

The Merchant of Venice

Unit – III

Henry IV, Part I

Unit – IV

Othello

Unit – V

Antony and Cleopatra

Course outcomes

After the completion of this course students will be able to

- **gain appreciative and analytical understanding of Shakespeare's plays and sonnets.**
- **situate and relate Shakespeare's wisdom in various current disciplines and media cultures.**
- **obtain a profound perspectives on handling racism, class divisions, gender roles, crime, love, war, death betrayal, hope, loyalty etc., derived from the works**
- **understand the plays with their historical and cultural backgrounds**
- **imbibe the moral edicts and human values**

References:

- Bates, Jonathan. *The Genius of Shakespeare*. London: Picador, 1997.
- Leishman, J.B. *The Theme and Variation in Shakespeare's sonnets*. London: Routledge, 2005.

M.A. English Syllabus

<i>Semester</i>	<i>Course Code</i>	<i>Title of the Course</i>	<i>Hours of Teaching/ Week</i>	<i>No. of Credits</i>
IV	20P4ENC15	Language and Linguistics	5	5

Objectives

- **To initiate the students to have an adequate knowledge of the history of the English language through a diachronic study of the language.**
- **To introduce the phonological, morphological, and syntactical, semantic changes for a more creative and competitive use of language.**

Unit – I: Language History and the Process of Language Change

The Origins of Language
Development of Gesture, Sign, Words, Sounds, Speech and Writing
Core Features of Human Language, Animals and Human Language

Unit – II: Nature of Language

Pure Vowels, Diphthongs and Consonants
Language Varieties: Dialects, Idiolect, Pidgin and Creole
Language and Gender, Language and Disadvantage

Unit – III: Linguistic Form

Morphology, Grammar, Syntax
Saussurean Dichotomies: Synchronic and Diachronic Linguistics
Semantics, Pragmatics

Unit – IV: Branches of Linguistics

Structural Linguistics, Sociolinguistics, Psycholinguistics, Neurolinguistics,
Applied Linguistics

Unit – V: Applied Linguistics

Stylistics and Discourse Analysis: Relationship between Language and Literature,
Style and Function, Poetic Discourse, Narrative Discourse and Dramatic Discourse
Language Disorders: The Brain and Language Organisation, Aphasia, Dyslexia,
Dysgraphia, Clinical Syndromes
Lexicography: Monolingual Dictionary, Interlingual Dictionary, Structure and
Equivalences, Problems of Intertranslatability, General and Special Purpose
Dictionaries

Course outcomes

After the completion of this course students will be able to

- **obtain a of substantial knowledge on the fundamental properties and structures of languages and perspectives on their origin and growth.**
- **trace the development from the time of the earliest records in the language to present day**
- **gain a practical knowledge on the theoretical frameworks that operate between language and the speaker.**
- **build up the ability to apply the techniques of the theoretical study of language to the practical usages such as language teaching and speech and hearing science.**
- **gain an interdisciplinary insights about language**

References:

- Syal, Pushpinder and D.V. Jindal. *An Introduction to Linguistics: Language Grammar and Semantics*. India: Prentice Hall of India, 2004.
- Wood, F. T. *An Outline History of English Language*. India: Macmillan Publishers, 2000.

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Semester	Course Code	Title of the Course	Hours of Teaching/ Week	No. of Credits
IV	20P4ENC16	Research Methodology	5	5

Objective

- **This course aims at familiarizing the students with the characteristics that mark effective writing, providing adequate information to prepare research articles and undertake research endeavour**

Unit – I: Modes of Discourse

Methods of Exposition
Persuasion, Arguments,
Description and Narration

Unit – II: Defining Problems and Reviewing

Relevant Literature – Choosing the Topic
Data Collection
Planning the thesis

Unit – III: Format of the Thesis

The General Format

Unit – IV: The Mechanics of Writing

Norms and Conventions

Unit – V: Ethics and Integrity

Documentation: Citing Sources in the Text
Plagiarism – Intellectual Honesty – Accuracy
Disclosure of conflicts of interest

Course outcomes

After the completion of this course students will be able to

- **gain a understanding of philosophical, scientific, systematic, theoretical framework of how an academic research are conducted**
- **undertake dissertation, thesis, and academic journal articles writings**
- **learn the rhetoric of the words, sentences and paragraph by making a review of grammar and modern English usage**
- **learn the mechanics of academic writing**
- **understand the modern concept of intellectual property rights**

References:

- Anderson, Jonathan. and Millicent Poole. *Thesis and Assignment Writing*, UK: Wiley& Sons Ltd, 1991.
- Gibaldi, Joseph. *MLA Handbook*, VIII Edition. New York: The Modern Language Association of America, 2016

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<i>Semester</i>	<i>Course Code</i>	<i>Title of the Course</i>	<i>Hours of Teaching/ Week</i>	<i>No. of Credits</i>
IV	20P4ENC17	Classics : Masterpieces of World Literature	5	4

Objective

- **To expose the students to the various concepts in various genres in World Literature through Translation.**

Unit – I

Cervantes – Don Quixote

Unit – II

Khalil Gibran – The Prophet

Unit – III

Jean Paul Sartre – The Flies
Maxim Gorky – Mother

Unit – IV

Nadine Gordimer – Burger’s Daughter
Prem Chand – The Chess Players

Unit – V

Pablo Neruda – The Heights of Macchu Picchu

Course outcomes

After the completion of this course students will be able to

- **gain insights on the literary works glorified throughout the broader world**
- **obtain a cross cultural transmission of artistic knowledge.**
- **attain a solid grounding for research and interpretation by analyzing the conflicts and connections among the neighboring and distant cultural expressions**
- **assimilate ethical standards and human values**
- **extend the knowledge on global culture and widen their perception**

References:

- Damroche, David. *How to Read World Literature*. U K: Wiley & Sons Ltd, 2018
- D'hoen, Theo, et al., *World Literature: A Reader*. U K: Routledge, 2013.

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<i>Semester</i>	<i>Course Code</i>	<i>Title of the Course</i>	<i>Hours of Teaching/ Week</i>	<i>No. of Credits</i>
IV	20P4ENE3A	Elective III Translation Theory And Practice	5	4

Objective

- **To instill the students the translation aptitude and introduce them different theories of translation and to make them learn the art of translation using the theories.**

Unit – I

Theories and Types of Translation

Unit – II

History of Translation

Unit – III

Literary Theories and Types

Unit – IV

Literary Scientific and Machine Translation

Unit – V

Practice of Translation

A) English to Tamil – Poem

B) Tamil to English – Prose

Course outcomes

After the completion of this course students will be able to

- **gain broader and deeper awareness on historical, cultural, ethical and professional contexts of translation studies**
- **learn vast and various ranges of translation theories**
- **apply the translation theories in multiple translation and analysis activities**
- **gain intense training in translating texts Tamil to English and vice versa by assimilating the strategies and techniques taught in the course.**
- **enhance the language skills and develop multilingual competency**

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<i>Semester</i>	<i>Course Code</i>	<i>Title of the Course</i>	<i>Hours of Teaching/ Week</i>	<i>No. of Credits</i>
IV	20P4ENE3B	Elective III World Movements in Literature	5	4

Objective:

- **To acquaint the students with new developments in literary activities around the world**

Unit – I

Humanitarianism

Unit – II

Imagism, Symbolism

Unit – III

Rococo and Other Stylistic Movements from Architecture

Unit – IV

Socialism, Marxism, Feminism

Unit – V

Post Colonialism, Post Modernism

Course outcomes

After the completion of this course students will be able to

- **gain an analytical ability to locate or synthesis the artistic, cultural and social movements and their impact on literary expressions.**
- **build up ability to interpret and evaluate the contexts in which a literary text is created and circulated.**
- **expand the realm of research scope and knowledge**
- **trace the development of intellectual culture that determined socio political stands of that age**
- **develop analytical and rational mental attitude**

References:

- Baldick, Chris. *Oxford Dictionary of Literary Terms*. UK: Oxford University Press, 2015.
- *Merriam- Webster's Encyclopedia of Literature*. Massachusetts: Merriam- Webster Incorporated Publishers. 1995.

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COMMUNICATION SKILL AND PERSONALITY DEVELOPMENT

Semester	Subject code	Title	Hours of teaching/ week	Noof Credits
IV	20P4-CPD	Communication Skill and Personality Development	1	

COURSE OBJECTIVES:

- To cultivate positive personality traits for successful life.
- To groom Winning Attitude among the learners.
- To assist the learners to identify their own potential and realize their aspirations.
- To enable a holistic development.
- To facilitate optimum means of improving personal performance.

UNIT 1

1. Personality- Definition.
2. Determinants of Personality.
3. Perceptual Process.
4. Personality Traits.
5. Developing Effective Habits.
6. Self Esteem (Freud and Erikson).
7. Self Appraisal and Self Development.
8. Dos and Don'ts to develop positive self esteem.
9. Interpersonal Relationship.
10. Difference between Aggressive, Submissive and Assertive behaviour.
11. Mind Mapping, Competency Mapping, 360 degree assessment.
12. Presentation Skills – Opening, ending, Handling nerves, Handling audience, Power Storytelling, Visual aids, Question and answer session

UNIT 2

1. Projecting Positive Body Language.
2. Conflict Management.
3. Change Management.
4. Stress Management.
5. Time Management.
6. Goal Setting.
7. Assertiveness and Negotiating Skill.
8. Problem Solving Skill.
9. Decision Making Skills.
10. Leadership Qualities of a Successful Leader.
11. Attitudes – Positive Attitudes.
12. Public Speaking – Engaging, Connecting, and Influencing the audiences.
13. Employability Skill – Group Discussion, Interview Questions, Psychometric analysis.

COURSE OUTCOMES:

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

- Gain self confidence and broaden perception of life.
- Maximize their potential and steer that into their career choice.

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- Enhance one's self image & self esteem.
- Find a means to achieve excellence and derive fulfilment.

References:

Hurlock.E.B (2006) : Personality Development, 28th Reprint. New Delhi: Tata McCraw Hill.

Stephen.P.Robbins and Timothy. A.Judge (2014) : Organisation Behaviour.16th Edition.Prentice Hall.

Andrews, Sudhir. How to Succeed at Interviews. 21st (rep) New Delhi.Tata McGrew Hill 1988.

Lucas, Stephen. Art of Publication. New Delhi. Tata McGrew Hill. 2001.

Kumar, Pravesh. All about Self Motivation. New Delhi. Goodwill Publication House. 2005.

EXTRA DISCIPLINARY COURSES

Sl. No.	Subject Code	Title of the Paper	Department
1.	20P3HYEDC	INDIAN ADMINISTRATION	History
2.	20P3ECEDC	ISSUES IN INDIAN ECONOMY	Economics
3.	20P3TAEDC	<i>தமிழ்மொழி வரலாறு</i>	Tamil
4.	20P3ENEDC	SHAKESPEARE STUDIES	English
5.	20P3CMEDC	ENTREPRENEURIAL DEVELOPMENT	Commerce
6.	20P3MAEDC	APPLICABLE MATHEMATICAL TECHNIQUES	Mathematics
7.	20P3PHEDC	FUNDAMENTALS OF NANOTECHNOLOGY	Physics
8.	20P3CHEDC	CHEMISTRY IN EVERY DAY LIFE	Chemistry
9.	20P3BOEDC	MEDICAL BOTANY AND PHARMACOGNOSY	Botany
10.	20P3MBEDC	MUSHROOM TECHNOLOGY	Microbiology
11.	20P3ZOEDC	CLINICAL LAB TECHNOLOGY	Zoology
12.	20P3BTEDC	RECENT TRENDS IN BIOTECHNOLOGY	Biotechnology
13.	20P3CSEDC 20P3ITEDC	E-LEARNING TECHNOLOGIES	Computer Science
14.	20P3LSEDC	DOCUMENTATION CENTERS IN INDIA	Library and Information Science

Semester	Course Code	Title of the Course	Hours of Teaching /Week	No. of Credits
III	20P3HYEDC	Extra Disciplinary Courses – Indian Administration	5	--

Objectives:

1. To know the evolution of Indian Administration.
2. To prepare the students for the competitive examination.
3. To give up-to-date knowledge on Indian administration.
4. To trace economic planning of India, through which the students may get practical knowledge on budget, etc.
5. To expose the state administration and the latest issues like Lok Ayukt and LokPal through which the students may get awareness about the latest issues.

Unit I

Hrs 15

The evolution of Indian administration: Structure and Functions–Mauryan and Mughal legacy; British Indian system: Company’s experiments–Warren Hastings, Lord Cornwallis, Lord Hastings and Lord Dalhousie; Administrative consolidation since 1861 – Famine policy – Financial, Police and judicial administration.

Unit II

Hrs 15

Indian Administration since 1950: Parliamentary Democracy–Federation–Structure of Central Administration–Central Secretariat–Cabinet Secretariat, Ministries–Department of Boards.

Unit III

Hrs 15

Machinery for planning: Plan formulation at the National level – National Development Council – Planning Commission – Public undertaking – Controls of Public expenditure.

Unit IV

Hrs 15

State Administration–Executives–Secretariat–Chief Secretary–Directorates–District and Local Administration–District Rural Development Agency–Special development programmes.

Unit V

Hrs 15

Center-State relations – Public services – Police and Judicial administration – Lok Ayukt – Lok Pal – issues on Indian administration – Integrity in administration – Administrative reforms.

General References:

1. Altekar, A.S., State and Government in Ancient India, 1958.
2. Bhambri, C.H., Public Administration in India.
3. Vidya Bhushan, Indian Administration, Delhi, 2000.
4. Vishnoo Bhagawan & Vidhya Bhushan., Indian Administration, New Delhi, 1996.

Course Outcome: The students have clearly understood about the evolution of Indian Administration, State and Central administration, police and judicial administration, Centre State relations, etc.

Semester	Subject code	Title of paper	Hours of Teaching / Week	No. of Credit
III	20P3ECEDC	Extra Disciplinary Courses – Issues in Indian Economy	4	-

Objective:

- This Elective paper is offered to the Non-Economics Students to make them familiar with the recent trends in Indian Economy. The syllabus is framed accordingly with the Civil Service Examination.

Course Outcomes

- To understand the status of Indian economy before the reforms
- To assess the rationale of introducing reforms in India
- To familiarize with the package of LPG
- to get insight on the recent trends in EXIM policy

Unit I

Hrs 15

Economic development and growth – determinants of growth and development – Market Economy – Indian Economy – a shift from mixed economy to Market economy – Reform measures introduced in India – First and second generation reforms – (Brief outline)

Unit-II

Hrs 15

Economic reforms in India – background, rationale – implementation – Trade policy – Industrial policy – exchange rate and capital market reforms

Unit-III

Hrs 15

Dis-investment of public enterprises – rationale – changing profile of PSUs comparison of public and private sector

Unit-IV

Hrs 15

Privatization – Meaning and scope – Globalization – impact on India – foreign capital – Types FDI and FII, Policies and pattern.

Unit-V

Hrs 15

Foreign Trade – Exim Policies – Recent exim policy – BOP- Trends in BOP – Economic reforms and BOP.

References:

- Uma kapila – Indian Economy (Issues in Development and Planning and Sectoral aspects) Fifth Edition, 2006-07, Academic Foundation, New Delhi
- Datt Rudder & Sundharam K.P.M. – Indian Economy (2007)
- Misrapuri – Indian Economy

Semester	Subject Code	Title of the Paper	Hours of Teaching/Week	No. of Credits
III	20P3TAEDC	கூடுதல் சிறப்புப் பாடம்: தமிழ்மொழி வரலாறு	4	-

கூறு: 1 இந்திய மொழிக் குடும்பங்கள்

நேரம்: 12

இந்தோ ஆரிய மொழிகள் - ஆஸ்டிக் மொழிகள் - சீன திபெத்திய மொழிகள் - திராவிட மொழிக் குடும்பம் - டாக்டர் கால்டுவெல், திராவிட மொழிகளின் சிறப்பியல்புகள் - தென் திராவிட மொழிகள் - தென் திராவிட மொழிகளில் தமிழ் - நடுத்திராவிட மொழிகள் - வட திராவிட மொழிகள்.

கூறு: 2 தமிழ்

நேரம்: 12

தமிழ் என்பதன் வடிவம் பற்றியும் பொருள் பற்றியும் பல்வேறு செய்திகள் - பெயரெச்சங்கள் - வினையெச்சம் - சங்க இலக்கியத்தில் வினையெச்சங்கள் - தொல்காப்பிய உரைகாரர்களும் வினையெச்சங்களும்.

கூறு: 3

நேரம்: 12

தமிழ் எழுத்தின் தோற்றமும் வளர்ச்சியும் - ஆய்வெழுத்து இராசியெழுத்து, நாள், எழுத்து - ஓவியம், பாளை ஓடுகள், இலங்கை முத்திரை முதலானவற்றில் காணப்படும் உருவ எழுத்துகள் - வட்டெழுத்து, பண்டைத் தமிழ் எழுத்து. தமிழ்மொழி வரலாறு: தமிழின் தொல் வரலாறு, தமிழ்மொழி வரலாறு - பழந்தமிழ்க் காலம், இடைத்தமிழ்.

கூறு: 4

நேரம்: 12

தொல்காப்பியமும் ஒலியியலும் - தொல்காப்பியமும் சொல்லியலும் - தமிழ் ஒலிகளின் பிறப்பு விளக்கம் - புணர்ச்சி வகை. தமிழ் உருபனியலும் தொடரியலும் - தலைமை இலக்கணக் கூறுகள் - தொடரமைப்பு இலக்கணம். பெயர்த்தொடர் அமைப்புகள்: மொழியின் பெருமை - எழுத்தும் பேச்சும் - கிளை மொழிகள் தோற்றம் - இலக்கியக் கிளைமொழி- வட்டாரக்கிளை மொழிகள்.

கூறு: 5

நேரம்: 12

தமிழ் வளர்ச்சி - தமிழ் ஆட்சிமொழி வரலாறு - தமிழ் கல்விமொழி வரலாறு - கலைச் சொல்லாக்கம் - அறிவியல் தமிழ் வளர்ச்சி-உலகத் தமிழ் மாநாடுகள்- உலக அரங்கில் தமிழ் - தமிழ் அமைப்புகள்- உலகத் தமிழாராய்ச்சி நிறுவனம் - தமிழ்ப்பல்கலைக் கழகம்-செம்மொழி ஆய்வுமையம் - அயல் மாநிலங்களில் தமிழ்.

பார்வை நூல்கள்:

1. தமிழ் வரலாறு - தேவநேயன். ஞா.
2. தமிழ் மொழி வரலாறு - பரிதிமாற்கலைஞர்
3. பழந்தமிழ் - இலக்குவனார் . சி
4. தமிழ் வரலாறு - குணா
5. தமிழ் மொழி வரலாறு - தமிழ் வளர்ச்சி இயக்ககம்
6. ஆட்சித் தமிழ் - புதுவை மொழியியல் பண்பாட்டுக் கழக வெளியீடு
7. இந்திய ஆட்சிப்பணி வழிகாட்டி - முனைவர் ரெ. குமரன்.
8. உலகத்தமிழ் மாநாடுகள் - சாலை இளந்திரையன்
9. தாய்மொழியில் படிக்க வைப்போம் - NCBH வெளியீடு.
10. தமிழ் ஆட்சி மொழி வரலாறு - தமிழ்ப்பல்கலைக்கழகம்.
11. தமிழ் ஆட்சிமொழி வரலாறு - தெ.பொ.மீ.
12. தமிழ் மொழி வரலாறு - சக்திவேல்

Semester	Course Code	Title of the Course	Hours of Teaching / Week	No. of Credits
III	20P3ENEDC	Extra Disciplinary Course - Shakespeare Studies	4	

Objective

- To initiate the non English majoring students to study Shakespeare's plays, and his sonnets.

Outcome

- Gaining appreciative and analytical understanding of Shakespeare's dramas and sonnets.
- Achieving potentiality to situate and relate Shakespeare's wisdom in various current disciplines and media cultures.
- Obtaining a profound perspectives on handling racism, class divisions, gender roles, crime, love, war, death betrayal, hope, loyalty etc., derived from the works

Unit – I

Shakespeare's Sonnets 1, 18, 29, 33, 35, 65 and 130

Unit – II

The Merchant of Venice

Unit – III

Henry IV, Part I

Unit – IV

Othello

Unit – V

Antony and Cleopatra

References:

- Bates, Jonathan. *The Genius of Shakespeare*. London: Picador, 1997.
- Leishman, J.B. *The Theme and Variation in Shakespeare's sonnets*. London: Routledge, 2005.

Semester	Subject Code	Title of the paper	Hours of Teaching/ Week	No. of Credits
III	20P3CMEDC	Entrepreneurial Development	4	-

Objective:

- To make the students to become a successful entrepreneur and to know the process involved in entrepreneurship.

Course Outcome:

- Learn the incentives and subsidies provided to budding entrepreneurs and Become familiar with institutions offering various forms of assistances.

Unit - I

Entrepreneurship - Nature and Characteristics of an Entrepreneur - Difference between Entrepreneur and Manager - Qualities, Types, and Functions of an Entrepreneur - Role of Entrepreneur in Economic Development.

Unit - II

Business Ideas - Sources of Idea - Idea Processing and Selection - Start up Process - Project Identification and Selection - Project Formulation - Project Appraisal.

Unit - III

Factory Design and Layout - Importance - Factors affecting Factory Design - Factory Layout - Objectives - Types - Consideration in Designing Layout - Design Requirements.

Unit - IV

Institutions Assisting to Entrepreneurs - NSIC - SIDCO - SSIB - DIC - TIIC - KVIC - TCO - ITCOT - Commercial Banks and New Entrepreneurial Development Agency.

Unit - V

Entrepreneurship Development Programmes - Need - Objectives - Institutional efforts in Developing Entrepreneurship - Evaluation of EDPs - Problems in the conduct of EDPs - Suggestions to make EDPs effective - Planning EDPs - Role of SISI, SIPCOT and SIDBI - Recent Development in Small Enterprises in India - Government rules and regulations - Rural Entrepreneurship - Need for Rural Entrepreneurship Problems - SHGs and Rural Development - MUDRA Banking /MSME Loans.

Text book:

1. C.B.Gupta., N.P.Srinivasan, (2018), Entrepreneurial Development, Sultan Chand & Sons, New Delhi.

Reference Books

1. Khanka S.S., (2019) Entrepreneurial Development, S.Chand & Co, New Delhi.
2. Saravanavel, P. (2016), Entrepreneurial Development, Principles, Policies and Programmes, Ess Pee Kay Publishing House, Tanjore.
3. Renu Arora, Sood S.K., (2018) Fundamentals of Entrepreneurship and Small Business, Kalyani Publications, Ludhiana.
4. Jayashree Suresh, (2019) Entrepreneurial Development, Margham Publications, Chennai.

Semester	Subject Code	Title of the Paper	House of Teaching / Week	No. of Credits
III	20P3MAEDC	Extra Disciplinary Course- Applicable Mathematical Techniques	4	-

Objectives:

- To discuss various methods of Interpolation

Out comes:After studying this course the student will be able to

- Student will demonstrate the ability to solve financial math problem.

Unit I

12 Hrs

Interpolation with unequal intervals: Newton's divided difference formula - Lagrange's interpolation formula and inverse interpolation. (Only simple Problems)

Unit II

12 Hrs

Assignment problems

Unit III

12 Hrs

Replacement problems (Only simple Problems)

Unit IV

12 Hrs

Decision Analysis

Unit- V

12 Hrs

Game Theory

Text Book:

1. For unit I, **Numerical Methods** – P. Kandasamy, K. Thilagavathy, K. Gunavathy, S.Chand
2. For units II to V, **Operation Research 12th Edition 2004**:KanthiSwarap, P.K. Gupta and Manmohan, Sultan Chanda and sons, New Delhi.

Unit I	:	Chapter - 8 (Sec: 8.5, 8.7)
Unit II	:	Chapter - 11 (Sec: 11.1 to 11.4)
Unit III	:	Chapter - 18 (Sec: 18.1 to18.3)
Unit IV	:	Chapter - 16 (Sec: 16.1 to 16.5)
Unit V	:	Chapter - 17 (Sec: 17.1 to 17.6)

General Reference:

1. S.S. Sastry *Introductory Methods of Numerical Analysis* Prentice Hall of India 2000.
2. H.A. Taha *Operation Research* Prentice Hall of India 1995.

Semester	Subject Code	Title of the paper	Hours of Teaching / Week	No. of Credits
III	20P3PHEDC	Extra Disciplinary Course- Fundamentals of Nanotechnology	4	-

Unit – I Introduction to Nanotechnology

Nanotechnology – Definitions - History of nanotechnology – Nanomaterials: classification – zero, one and two dimensional nanomaterials – Classification based on the composition of materials (metal, semiconductor, ceramic, polymeric and carbon-based nanomaterials) - Properties of nanomaterials – Surface area to volume ratio (S.A/V) – Quantum dots - Challenges in nanotechnology.

Unit – II Preparation Methods

Top-down and Bottom-up approaches – Top down methods: Ball milling - Electron beam lithography – Advantages – Limitations. Bottom-up methods: Vacuum evaporation - Sputter deposition process - Laser ablation – Advantages – Limitations.

Unit – III Fullerenes

Fullerenes – Types of fullerenes – Bucky ball/Buckminster fullerene - Carbon nano tubes (CNTs) - Single walled CNTs – Multi walled CNTs – Differences – mechanical and electrical properties of CNTs - preparation of CNTs – Plasma discharge method – Applications.

Unit – IV Characterization Techniques

Construction, working principle, merits and demerits of X-ray diffractometer - Scanning Electron Microscope (SEM) – Atomic Force Microscope (AFM) - UV-Vis-NIR double beam spectro photometer – Energy dispersive X-ray analysis (EDAX) .

Unit – V Applications

Nanoelectronics – Nanophotonics – Nanomaterials in energy conversion and storage – Nanomaterials as antibacterial agents – Nanomaterials as photocatalysts – Nanomaterial in industrial applications – Bio-medical applications : Targeted drug delivery – Nanomaterial based radiation therapy – Photodynamic therapy (PDT) – Bio imaging.

Books for Study

1. K. Ravichandran, K. Swaminathan, P.K. Praseetha, P. Kavitha, Introduction to Nanotechnology, JAZYM publications.
2. M.Ratner.et al., Nanotechnology; A Gentle intro Practices – hall ISBN 0-13-101400-5, 2003.
3. Nanotechnology; Basic Science and Emerging Technologies, CRC Press

Books for Reference

1. Charles P.Poole Jr and Frank J.Owens. "Introduction to Nanotechnology" Wiley, 2003.
2. A. S. Edelstien and R.C. Cornmarata, Nanomaterials; synthesis, Properties and Applications, 2ed, Iop (U.K), 1996.

Semester	Subject code	Title of the paper	Hours of Teaching/Week	No. of Credits
III	20P3CHEDC	Extra Disciplinary Course - Chemistry in Every Day Life	4	

OBJECTIVES

Students learn about the scientific and chemical principles underlying in everyday life.

- Students learn about the cleaning agents and water chemistry,
- Students understand about the food chemistry,
- Students shall learn about the cosmetic and their effect in health aspects
- Students shall know about the green chemistry and their significance for clean environments
- Students learn about the nano technology and their importance.

Unit-I

Cleaning agents - manufacture and uses of soaps, detergents, baking powder, shampoo, washing powder and bleaching powder **Water** – uses of water Characteristics' of water, soft water and hard water - removal of hardness – ion exchange method. Reverse osmosis method, Water pollution, causes and prevention.

Unit-II

Food – importance – spoilages – causes, preservation – additives – colouring and flavouring agents, beverages. Soft drinks aerated water – manufacturing – mineral water. Fruits, vegetables, dairy product – storage, preservation. Minerals in food and anti oxidants. Preparation of fruit Jam and pickle.

Unit-III

Cosmetics – Face powder – constituents, uses – side – effects. Nail polish, hair dye – composition and side effects. Tooth powder – lotions. Preparation of phenyl, liquid blue and incense sticks.

Unit-IV

Basic concepts of Green chemistry and its significance in day to day life. Polymers – Classification – Types of polymerization – plastics – classification – types of plastics – PVC, Teflon, PET, Bakelite – Rubber – Natural and synthetic – Buna rubber, Butyl Rubber. Vulcanization of rubber, neoprene rubber, Plastic pollution and prevention.

Unit-V

Basic concepts of Nano Technology and its importance in day to day life.

Dyes – importance of food colours – PFA (Prevention of Food Adulteration Act) Natural dyes – Synthetic Classification importances – Uses of the following Synthetic dyes - Direct dyes, acid dye, Basic dye, mordant dye, Reactive dye, Disperse dye, Fastness – Light and Washing. Application of dyes in food, paper, plastic and lather.

COURSE OUTCOME:

- Students should able to learn about the cleaning agents and water chemistry,
- Students should able to understand about the food chemistry,
- Students should able to learn about the cosmetic
- Students should able to know about the green chemistry
- Students should able to learn about the nano technology

References:

1. Norrish Shreave. R. and Joseph A. Brink Jr Chemical Process Industries, McGraw Hill, Industrial Book Company London 1978.
2. Brain A.C.S. Reinhold, Production and properties of Industrial chemicals 11th Ed, John Wiley & Sons, New York.
3. Burgh, A. Fermentation Industries, Inter science, 4th Ed, 1983, A *Inter science*, New York.
4. Ramani,V. Alex, Food Chemistry(2009),MJP publishers.

Semester	Subject Code	Title of the Paper	Hours of Teaching / Week	No. of Credits
III	20P3BOEDC	Extra Disciplinary Course – Medicinal Botany and Pharmacognosy	4	-

Objectives

- ❖ To enable the students to identify local medicinal plants.
- ❖ To enable the students to prepare herbal medicines for curing human ailments.
- ❖ To impart knowledge to students on Botany and Phyto chemistry of medicinal plants.

Unit I

Medicinal Botany: Definition, Introduction, History, – Classification – Common medicinal plants cultivation, storage, collection and habitats of medicinal plants (*Catharanthus, Coleus, Aloe*) – Importance of medicinal plants.

Unit II

Indian systems of medicine – AYUSH - Siddha, Ayurveda, Homeopathy and Unani – Indigenous medicinal plants – Useful parts – Chemical constituents – medicinal uses – medicinal plant drugs.

Unit III

Herbal medicines for human ailments – Heart, kidney, liver, eye, skin, hair, stomach problems, diabetics, blood pressure, headache, cough, cold, fever, digestive problems, joint pains and wounds.

Unit IV

Pharmacognosy – History, Introduction, commercial drugs, crude drugs – classification of drugs – Chemistry of drug and drug evaluation of natural products.

Unit V

Drug adulteration and detection – Substitution – Detection of Adulterations – Elementary knowledge on alkaloids and flavonoids – Preparation of herbal oil, herbal tooth powder, herbal soup, herbal immune boosters.

Books for Reference

- Kumar, N.C., (1993). An introduction to Medical Botany and Pharmacognosy.
- Shah, S.C. and Quadry (1990). A text book of Pharmacognosy.
- Nadkarni, (1981). Indian MateriaMedica.
- Jain, S.K., (1980). Indian Medicinal Plants.
- Balu, S., Murugan, R. and Pandiyan, P., (2005). Herbal Technology.

Outcome

After completion of this course, students would be able to

- Understand the various Indian system of medicine
- Learn about the vital role of herbal medicines for human ailments
- Outline and classify the crud drugs
- Trained about drugs adulteration and direction

Semester	Subject Code	Title of the Paper	Hours of Teaching / Week	No. of Credits
III	20P3MBEDC	Extra Disciplinary Course – Mushroom Technology	4	-

Objectives

- ❖ To know the various types of edible mushroom and their nutritional value.
- ❖ To understand the methods of cultivation of mushrooms.
- ❖ To know the types of food prepared from mushroom and their importance in human health.
- ❖ Marketing of mushrooms in India and abroad.
- ❖ Mushroom cultivation unit visit- mandatory –Neighbouring District –one day.

Unit I

Introduction – history – scope of edible mushroom cultivation – Types of edible mushrooms available in India – *Calocybeindica*, *Volvariellavolvacea*, *Pleurotuscitrinopileatus*, and *Agaricusbisporus*.

Unit II

Pure culture – preparation of medium (PDA and Oatmeal agar medium) sterilization – preparation of test tube slants to store mother culture – culturing of *Pleurotusmycelium* on petriplates, preparation of mother spawn in saline bottle and polypropylene bag and their multiplication.

Unit III

Cultivation Technology: Infra structure – Mushroom bed preparation – paddy straw, sugarcane thrash, maize straw, banana leaves. Factors affecting the mushroom bed preparation – Low cost technology. Composting technology in Mushroom production.

Unit IV

Storage and nutrition: Short-term storage (Refrigeration – upto 24 hours) Long term Storage (canning, pickles, papads), drying, storage in salt solutions. Nutritive value – proteins – amino acids, mineral elements – Carbohydrates, Crude fibre content – Vitamins.

Unit V

Food Preparation – Types of food prepared from mushroom; Soup, Cutlet, Omlette, Samosa, Pickles, Curry – Research Centres – National level and Regional level – Cost benefit ratio – Marketing in India and abroad, Export value.

Books for Reference:-

- Marimuthu, T., Krishnamoorthy, A.S., Sivaprakasam, K. and Jayaranjan, R., (1991). Oyster Mushrooms, Department of Plant Pathology, Tamil Nadu Agricultural University, Coimbatore.
- Swaminathan, M., (1960). Food and Nutrition. Bappco, The Bangalore Printing and Publishing Co. Ltd., No.88, Mysore Road, Bangalore 560 018.
- Tewari, Pankaj Kapoor, S.C., (1988). Mushroom Cultivation, Mittal Publications, Delhi.
- Nita Bahi (1984-1988). Handbook of Mushrooms, II Ed, Vol. I & II.
- Paul Stamets, J.S and Chilton J.s (2004). Mushroom cultivation. A practical guide to graining mushroom at home Agarikon Press.

Semester	Subject Code	Title of the Paper	Hours of Teaching / Week	No. of Credits
III	20P3ZOEDC	Extra Disciplinary Course – Clinical Lab Technology	4	-

Objectives:

1. To study the various sterilization techniques.
2. To know the disposal of waste.
3. To identify the blood group and urine sugar.
4. To identify the bacteria and fungus.
5. To know the various diagnostic equipment.

Unit I **12 Hrs**

Scope for study of Clinical Technology. Sterilization – Methods of Sterilization – Dry heat method – Wet heat method – Chemical method of sterilization – Disposal of hospital wastes and infected material - Disinfection laboratory glassware and equipments.

Unit II **12 Hrs**

Composition of blood–ABO blood typing–Rh blood typing–Blood cells counting – Total erythrocyte count, total WBC count and differential count – Sugar level in Blood – Hypoglycemia, Hyperglycemia conditions. Composition of urine – Physical characters of urine–Method of urine analysis for sugars.

Unit III **12 Hrs**

Analysis of Semen, Sputum and stool, Identification of blood parasites, Bacterial culture in NA medium, Fungal culture in PDA medium, Histological study of cells – Histological procedure for the preparation of tissue slides.

Unit IV **12 Hrs**

Diagnostic equipment and apparatus – ECG, EEG, Colorimeter, pH meter, PCR, laminar airflow inoculation chamber, Binocular microscope and Incubator.

Unit V **12 Hrs**

Immuno techniques – ELISA, HLA typing, VDRL Test.

Viral , bacterial and fungal diseases, First aid- definition and types and applications

Reference:

1. Medical Laboratory Technology (1994) (4th edition), By Ramik Sood, Jaypee Brother Medical Publishers (P) Ltd., New Delhi 110 002.
2. Medical Laboratory Technology, K.M. Samuel.
3. Clinical Pharmacology (1987), by Dr. Lawrance and P.N. Bennett (Sixth Edition), ELBS, English Language Book Society, Churchil Livingstone, England.
4. District Laboratory Practice in Tropical countries, part I, By Mouica Cheesbrough, Cambridge Las Priced Edition, Cambridge University Press, Cambridge, U.K.
5. Basic Clinical Paraitology (1993), W.Harold Brown and A.Franklin Neva (5th edition), Prntice Hall Internation Edition.
6. Biological Chemistry – Leringer.

7. Human Physiology by Pearse.
 8. The Biology of Animal Parasites (1984), Cheng, T. Toppan C9 Ltd., Japan.
 9. Medical Laboratory Technology: A procedure manual for routine diagnostic tests Volume – I-II By Kanai, L. Mukherjee, Tata McGraw – Hill Publishers, New Delhi.
 10. Basic Clinical Parasitology 5th Edn, Harrold, W. Harold Brown and A. Franklin Neva-prentice Hall International Editions, U.S.A.
-

Web Links:

https://www.sunydutchess.edu/academics/catalog/current/courses/medical_laboratory_technology/index.pdf (Dutchess Community College, New York).

<https://www.sunydutchess.edu/academics/catalog/current/programs/medicalandalliedhealth/mlt.pdf> (Dutchess Community College, New York).

[https://makautwb.ac.in/syllabus/BSc%20\(Medical%20Lab%20Technology\)28.02.2018.pdf](https://makautwb.ac.in/syllabus/BSc%20(Medical%20Lab%20Technology)28.02.2018.pdf)

Course Outcome

- Prepare the way for basic idea of various aseptic technique.
- Understanding the significance of waste disposal.
- Knowledge on Blood grouping and Blood sugar & urine sugar level.
- Gaining knowledge on culture of Bacteria, fungi and expertise on histological slide preparation.
- Operation technique of Diagnostic apparatus.
- Understanding for various immune techniques.

Semester	Subject Code	Title of the Paper	Hours of Teaching / Week	No. of Credits
III	20P3BTEDC	Extra Disciplinary Course – Trends in Biotechnology	4	-

Objectives:

1. To study the concept and scope of Biotechnology.
2. To Understand r-DNA Technology.
3. To aware the programmes of cell culture, preparations of hormones and vaccines, transgenic animals and human genome project.
4. To study the Bioprocess technology and their applications.
5. To study the Environment Biotechnology and aware the biodiversity and their conservation.

Unit I

Hrs12

Biotechnology – Introduction and Scope of Biotechnology – Gene Cloning, Cell –free protein production – Production of Health care Products, Medical and Forensic application (RFLP, RAPD, DNA finger printing). Applications of PCR and LCR in disease diagnosis.

Unit II

Hrs12

Nuclear transplantation, Transgenic Animals Development and uses – mice, goat, fish and sheep. Tendered meat production. Transgenic Plant: Insect resistance, fungus resistance, virus resistance, drought, cold resistance, saline resistance, Transgenic plant with vitamin A, Gene Production of therapeutic antibodies and edible vaccine.

Unit III

Hrs12

Bioprocess technology – Scope – Fermentor –Bioprocess products: Organic acids – Citric acid, Lactic acid, acetic acid. Antibiotics – Wide and Narrow specxtrum antibiotics. Aminoacids – Glutamic acid, Lysine, Isoleucine, Aspartic acid and Proline. Production of SCP. Enzyme Production – Amylase, Pectinase and Cellulase. Dairy products and Biofuel production.

Unit IV

Hrs12

Biofertilizers – N₂ fixing microbes (Azolla, Azatobacter, Azospirillum) for use in Agriculture – A. tumifasciens for crop improvement – Biopesticides. Biopolymer and its Application – Biosensor and its application – Bioleaching- Biomining – Biotechnology in oil recovery – Bioremediation of Xenobiotics – superbug – its application. Biodegradation.

Unit V

Hrs12

Regulations of Biosafety: possible dangers of GEO, Biohazards of rDNA technology. National and International biosafety guidelines, Primary and secondary containments and implementation. Web based information of biosafety on GMO.

Reference:

1. Dubey, R.C. – A Text Book of Biotechnology, S. Chand & Co., Ltd, New Delhi, 1996.
2. Gupta, P.K. – Elements of Biotechnology, Rastogi and Co., Meerut, 1994.
3. Kumar, H.F. A text book on Biotechnology, Affiliated East & West Press Pvt., Ltd, N-Delhi.
4. D.Balasubramanian *et. al.*, - Concepts in Biotechnology.
5. Singh, R.S. – Introductory Biotechnology, Central book deport, Allahabad.
6. Primrose, R. – Molecular Biotechnolgy, ASM Press.
7. Lick, E.R. and Pastenak – J.J. Molecular Biotechnology.
8. Ignachimuthu – Plant biotechnology, Oxford IBH Publishers, New Delhi.
9. Ranga – Fishery Biotechnology.
10. Primrose, R. – Molecular Biotechnology, ASM Press.
11. Purohit – A Text Book of Biotechnology, Agrobions, Jodhpur.

Semester	Subject code	Title of the course	Hours of Teaching/ Week	No. of Credits
III	20P3CSEDC/ 20P3ITEDC	Extra Disciplinary Course- E-Learning Technologies	4	-

Objective

- To learn the various E-learning approaches and components.
- To understand the types of design models of E-Learning.
- To explore the models for E-learning courseware development.
- To learn about E-learning authoring tools.
- To know about evaluation and management of E-learning solutions.

UNIT I INTRODUCTION

Need for E-Learning – Approaches of E-Learning – Components of E-Learning – Synchronous and Asynchronous Modes of Learning – Quality of E-Learning – Blended Learning: Activities, Team and Technology – Work Flow to Produce and Deliver E-Learning Content – Basics of Design Thinking.

UNIT II DESIGNING E-LEARNING COURSE CONTENT

Design Models of E-Learning – Identifying and Organizing E-Learning Course Content: Needs Analysis – Analyzing the Target Audience – Identifying Course Content – Defining Learning Objectives – Defining the Course Sequence – Defining Instructional Methods – Defining Evaluation and Delivery Strategies – Case Study.

UNIT III CREATING INTERACTIVE CONTENT

Preparing Content: Tips for Content Development and Language Style – Creating Storyboards: Structure of an Interactive E-Lesson – Techniques for Presenting Content – Adding Examples – Integrating Multimedia Elements – Adding Examples – Developing Practice and Assessment Tests – Adding Additional Resources– Courseware Development Authoring Tools – Types of Authoring Tools – Selecting an Authoring Tool

UNIT IV LEARNING PLATFORMS

Types of Learning Platforms – Proprietary Vs. Open – Source LMS – LMS Vs LCMS – Internally Handled and Hosted LMS – LMS Solutions – Functional Areas of LMS.

UNIT V COURSE DELIVERY AND EVALUATION

Components of an Instructor-Led or Facilitated Course – Planning and Documenting Activities – Facilitating Learners Activities – E-Learning Methods and Delivery Formats – Using Communication Tools for E-Learning – Course Evaluation.

REFERENCES:

1. Clark, R. C. and Mayer, R. E, "eLearning and the Science of Instruction", Third Edition, John Wiley, 2016.
2. Means, B., Toyama, Y., and Murphy, R, "Evaluation of Evidence – Based Practices in Online Learning: A Meta – Analysis and Review of Online Learning Studies", Centre for Learning Technologies, 2010.
3. Crews, T. B., Sheth, S. N., and Horne, T. M, "Understanding the Learning Personalities of Successful Online Students", Educause Review, 2014.
4. Johnny Schneider, "Understanding Design Thinking, Lean and Agile", O'Riley Media, 2011.
5. Madhuri Dubey, "Effective E – learning Design, Development and Delivery", University Press, 2011.

Course Outcomes:

On completion of the course, the students will be able to:

- Distinguish the phases of activities in the models of E-learning.
- Identify appropriate instructional methods and delivery strategies.
- Choose appropriate E-learning authoring tools, Create interactive E-Learning courseware, Evaluate the E-learning courseware, Manage the E-learning courseware.

Semester	Subject Code	Title of the Paper	Hours of Teaching / Week	No. of Credits
III	20P3LSEDC	Extra Disciplinary course Documentation Centers in India	4	-

Objectives:

- To promote and support adoption of standards in library operations.
- To coordinate with other regional, national & international network for exchange of information and documents

Unit I

Components of information systems-Libraries, Documentation centers, Information centers.

Unit II

Data banks, Information analysis centers, Referral centers, Clearing Houses, Reprographic and translation centers-Their function and services.

Unit III

National Information systems: DESIDOC, NASSDOC, SENDOC, NISCAIR and INFLIBNET.

Unit IV

Information Aggregators, Databases Proquest, EBscohost, J-gate, POPLINE, Shodhganga, NDL,.

Unit V

Information products and series – Newsletters, House Bulletins in – house Journals, state of art reports, digest and Technical Digest.

Outcome:

The students shall be able to:

- Know the standards in library operations.
- Understand the regional, national & international network for exchange of information and documents

Reference:

1. Date, C.J. An Introduction to Database System, ed.7, Delhi: Pearson Education (Singapore), 2002
2. Desai, Bipin C. An Introduction to Database System, New Delhi, Galgetia, 2001
3. Karts Henry F, DBS Computer, New Delhi, McGraw Hill, 2000.
4. Raghu Ramakrishnan, DBMSS, New Delhi, McGraw Hill, 2000.
5. Gangadharaiah G, Management of Information Products and Services in University Libraries, Common Wealth, New Delhi, 2012.