

VIVEKANANDA COLLEGE

College with Potential for Excellence

Autonomous & Residential – A Gurukula Institute of Life-Training

Re-accredited with 'A' Grade (CGPA 3.59 out of 4.00) by NAAC

Affiliated to Madurai Kamaraj University

Tirurvedakam West, Madurai, Tamil Nadu – 625 234

DEPARTMENT OF ENGLISH

SYLLABUS

Choice Based Credit System & Learning Outcomes based Curriculum Framework

(For the students of the Academic Year 2022-23 onwards)

DEPARTMENT OF ENGLISH

Vision

The Department of English is entrusted with the commitment of imparting the basic aspects of English to the budding youths who aspire for higher education and with the task of moulding the agile adolescent as swift and synergy borne healthy citizens with sterling character.

Mission

The Department of English has initiated to tap the potentials of younger generation in learning English as the second language; has taken extraordinary interest in making the students acquire the communication skills, hone the soft skills and develop the art of creative thinking in English, and has planned to groom their personality in splendid rank.

About the Programme

UG Programme, Part-II English (LOCF-with CBCS)

Programme Educational Objectives (PEOs)

1. To enable the students to enrich their creative communicative skills in English
2. To enhance LSRW skills in English both in classroom and future scenario
3. To initiate creativity and innovative the soft skills through English classrooms

Programme Outcomes (POs)

On the successful completion of the course, the students would be able to:

1. Use innovative, and creative skills to interpret any interaction in English
2. Recognize listening, and reading proficiency through the literary discourses and interactions
3. State socio-linguistic transactions of authors, and characters found in the literary texts

Programme Specific Outcomes (PSOs)

Enhanced English with global-socio-linguistic-proficiency in LSRW transactions

Graduate Attributes (GA)

Mapping of PEO with PO

Mapping of PO and GA



TAMILNADU STATE COUNCIL FOR HIGHER EDUCATION



Dr. S. Krishnasamy,
Member - Secretary

Lady Willingdon College Campus,
Kamarajar Salai, Chennai - 600 005.
Phone Off:(044) 2844 6486

2844 5570
Date: 16-08-2021

F.No.2692/2020A

To
The Principal
Vivekananda College,
Thiruvudagam - 625234.

Sir/Madam,

Greetings!

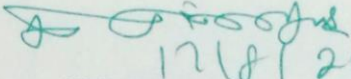
Sub: Syllabus revision - Part-II -General English for Semester III and
IV of 2020-21 batch -reg.

Ref: Minutes of the English BoS meeting dated 3.8.2021

The syllabi and books prepared by TANSCHÉ for Part-II English for the academic year 2020-21 will be retained and continued for semesters -I and II for the academic year 2021-22 also. State Universities those who have revised their syllabi for Part-II General English for Semesters -III and IV, based on UGC- LOCF can proceed to implement the same with effect from 2021-22 onwards. They are instructed to follow the upended model.

Prose	-15 Marks
Poetry	-15 Marks
Drama/Novel/One Act Play/Short Stories	-10 Marks
Communicative Skills	-35 Marks
Total	-75 Marks

All other Universities, who have not revised the syllabi, may continue with the existing old syllabi. However, they are directed to revise the syllabi according to UGC-LOCF recommendations, latest by 31st January 2022. This may be communicated to all the affiliated colleges of respective State Universities.


17/8/21
MEMBER SECRETARY

Website : <https://tnsche.tn.gov.in>
e-mail : tansche_edu@yahoo.co.in

*Copy to Dr. SDR
Head of Dept. of English
&
IQAC office
&
Dean office*

Scheme of Examinations**Programme:** B.A., B.Com., B.Com.(CA), & B.Sc.

(For the students of the Academic Year 2022-23 onwards)

PART – II : English		SEMESTER– I
Course Title : LOCF: Basic English Communication Skills		
Course Code: P2LE11/ P2CE11	Hours per week: 6	Credit: 3
CIA Marks: 25	ESE Marks: 75	Total Marks: 100

Scheme of Examinations**Programme:** B.A., B.Com., B.Com.(CA), & B.Sc.

(For the students of the Academic Year 2022-23 onwards)

PART – II : English		SEMESTER– II
Course Title : LOCF: Advanced English Communication Skills		
Course Code: P2LE21/ P2CE21	Hours per week: 6	Credit: 3
CIA Marks: 25	ESE Marks: 75	Total Marks: 100

Scheme of Examinations**Programme:** B.A., & B.Sc.

(For the students of the Academic Year 2022-23 onwards)

PART – II : English		SEMESTER– III
Course Title: LOCF: English for Innovative Skills in Higher Education		
Course Code: P2LE31/ P2CE31	Hours per week: 6	Credit: 3
CIA Marks: 25	ESE Marks: 75	Total Marks: 100

Scheme of Examinations**Programme:** B.A., & B.Sc.

(For the students of the Academic Year 2022-23 onwards)

PART – II : English		SEMESTER– IV
Course Title : LOCF: English for Environmental Communication Skills		
Course Code: P2LE41/ P2CE41	Hours per week: 6	Credit: 3
CIA Marks: 25	ESE Marks: 75	Total Marks: 100

Assessment: 25+75=100

Continuous Internal Assessment [CIA] Tests Marks: 25 Mark + External Mark: 75.

(Listening & speaking) assessment through Assignment presentation: - 5 Mark,

(Reading & Writing) assessment through Cycle Test:- 5 Mark,

2 or 3 Monthly (CIA) Tests: - 15 Mark,

Distribution of Questions for 75 mark as per TANSICHE's letter dated: 02-07-2021					
Units: 1-5	Section – A 1- Marks (MCQs)	Section – B 2/14 – Marks	Section – C 5/25 - Marks	Section – D 10/50 - Marks	Total Marks
CLO1 Unit-1 Prose	4	6+2	5+5	-	15
CLO2 Unit-2 Poetry	1	4+2	-	10	15
CLO3 Unit-3 Drama/One-act play/Short-story/Novel, etc.	-	-	-	10+10	10
CLO4 Unit-4 Grammar...	5			10+10	15
CLO5 Unit-5 Communicative Skills (LSRW)			20+20		20
Total Marks	10	10/14	25/25	30/50	75/99

Distribution of Questions for 50 mark as per TANSICHE's letter dated: 02-07-2021					
Units: 1-5	Section – A 1- Marks (MCQs)	Section – B 2/14 – Marks (5×2=10 Marks)	Section – C 6/30 – Marks (3×6=18 Marks)	Section – D 12/24 – Marks (1×12=12 Marks)	Total Marks
CLO1 Unit-1 Prose	2	2+2	6	-	10
CLO2 Unit-2 Poetry	2	2+2	6+6	-	10
CLO3 Unit-3 Drama/One-act play/Short-story/Novel, etc.	2	-	6+6	-	8
CLO4 Unit-4 Grammar...	4	6	-	-	10
CLO5 Unit-5 Communicative Skills (LSRW)	-	-	-	12+12	12
Total Marks	10	10/14	18/30	12/24	50

Distribution of Questions as per TANSICHE's letter dated: 02-07-2021



Course Codes: P2LE.../P2CE...
VIVEKANANDA COLLEGE, TIRUVUDAKAM WEST
Autonomous & Residential – A Gurukula Institute of Life-Training
Re-accredited (3rd Cycle) with 'A' Grade (CGPA 3.59 out of 4.00) by NAAC
[Affiliated to Madurai Kamaraj University]
B.A., B.Com., B.Com. (CA), & B.Sc. Degree (Semester) Examinations, November 2030

Part – II: English: Semesters: I
Basic/Advanced English...
Under CBCS and LOCF – Credit 3

Time: 3 Hours

Max. Marks: 75

SECTION – A (Remembering)

I. Answer ALL Questions:

(10 × 1 = 10 Marks)

1. CLO1 Unit-1 Prose
2. CLO1 Unit-1
3. CLO1 Unit-1
4. CLO1 Unit-1
5. CLO2 Unit-2 Poetry
6. CLO4 Unit-4 Grammar...
7. CLO4 Unit-4
8. CLO4 Unit-4
9. CLO4 Unit-4
10. CLO4 Unit-4

SECTION – B (Remembering)

II. Answer Any FIVE Questions:

(5 × 2 = 10 Marks)

11. CLO1 Unit-1 Prose
12. CLO1 Unit-1
13. CLO1 Unit-1
14. CLO1 Unit-1
15. CLO2 Unit-2 Poetry
16. CLO2 Unit-2
17. CLO2 Unit-2

SECTION – C (Understanding)

III. Answer ALL Questions:

(5 × 5 = 25 Marks)

18. a. CLO1 Unit-1 Prose
(or)
b. CLO1 Unit-1 Prose
19. a. CLO5 Unit-5 Communicative Skills in LSRW
(or)
b. CLO5 Unit-5
20. a. CLO5 Unit-5
(or)
b. CLO5 Unit-5
21. a. CLO5 Unit-5 Communicative Skills in LSRW
(or)
b. CLO5 Unit-5
22. a. CLO5 Unit-5
(or)
b. CLO5 Unit-5

SECTION – D (Applying)

IV. Answer Any THREE Questions:

(3 × 10 = 30 Marks)

23. CLO2 Unit-2 Poetry
24. CLO3 Unit-3 Drama/One-act play/Short-story/Novel, etc.
25. CLO3 Unit-3
26. CLO4 Unit-4 Communicative Skills in LSRW
27. CLO4 Unit-4

DEPARTMENT OF ENGLISH
Programme: B.A., B.Com., B.Com.(CA), & B.Sc.
(For the students of the Academic Year 2022-23 onwards)

PART – II : English		SEMESTER-I
Subject Title : LOCF: Basic English Communication Skills		
Course Code: P2LE11/ P2CE11	Hours per week: 6	Credit: 3
CIA Marks: 25	ESE Marks: 75	Total Marks: 100

Preamble

The students are expected to inculcate English language proficiency and its socio-linguistic competency. The students are also expected to use the language skills for creativity and innovation with high quality both in study and profession.

Course Outcomes (CO)

On the successful completion of the course, the students would be able to:

No	Course Outcome	Knowledge Level (according to Bloom's Taxonomy)
CLO1	Recognize listening, and reading proficiency through the prose discourse	K1, K2, K3
CLO2	Use and interpret imaginative, and creative skills through the poetic genre	K1, K2, K3
CLO3	Discuss the socio-linguistic and psychological behaviour of author, and characters found in the one-act-play	K1, K2, K3
CLO4	Examine the functions of English language and its grammar in transactions	K1, K2, K3
CLO5	Execute and exercise LSRW skills in everyday interactions	K1, K2, K3

K1-Remembering K2 – Understanding K3 – Applying

Mapping of CO and PO

	PLO1	PLO2	PLO3	PLO4	PLO5
CLO1	3	3	3	3	3
CLO2	3	3	3	3	3
CLO3	3	3	3	3	3
CLO4	3	3	3	3	3
CLO5	3	3	3	3	3

3-Strong

2-Medium

1-Low

Syllabus

Unit-I Prose

1. Swami Chidbhavananda – The Teacher [extract from *The Indian National Education*]
2. Abraham Lincoln – Letter to His Son's Headmaster
3. Francis Bacon – Of Friendship

Unit-II Poetry

1. Coventry Patmore – The Toys
2. Henry Wadsworth Longfellow – A Psalm of Life
3. Ted Hughes – Hawk Roosting

Unit-III One-Act Play

Gordon Daviot – Remember Caesar

(For all the Continuous Internal Assessment [CIA] Tests)

Unit-IV Grammar & Language Practical Workbook Exercise for Capacity Building

1. Parts of Speech: Noun, Adjective, Pronoun, Verb, Adverb, Preposition, Conjunction, Interjection, and Article
2. Kinds of Sentences: Declarative, Imperative, Interrogative, and Exclamatory
3. Role of Auxiliary (Helping) and Modal Verbs in Tenses.

WORKBOOK: Cycle-1, Dave Willis, and Jon Wright. *Basic English Grammar & Practice*. London: HarperCollins Publishers, 1997.

Unit-V Communicative Skills (LSRW):

Listening – Importance of Listening Skills in Classroom, Office, and Public-spaces,
Comprehension practice from Prose, Poetry, Drama, and Grammar,
Observing Guest/Invited Lectures/ E-content (with subtitles),

Conference/Seminar Presentations and Viewing DD News Live, BBC, etc.

Speaking – Importance of Speaking Skills at Articulation and Idea Fixation (AIF), Peer-Team-Interactions (PTI) on Critical Thinking, Negotiation, and Turn Taking, Group Discussion Forum (GDF) in Classroom on Intelligibility in speaking, Role-Play, Aspects of Pronunciation, Fluency, and Tongue Twisters, Seminar Presentations on Classroom-Assignments/Communication Skills.

Reading – Introduction to Reading Skills, Introduction to Basic Theories of Human, Communication Process and Principles, Types of Communication: verbal and non-verbal, Introducing different types of texts and appreciating: Argumentative, Narrative, Descriptive, Expository, etc.

Writing – Introduction to Writing Skills, Importance of Handwriting, Aspects of Cohesion and Coherence in Essay/Letter/Paragraph/ Report/Research writing, Notion of correctness and attitude to error correction at the Punctuation Marks, Asking & Giving Directions/Instructions, Developing Hints, and Filling Forms, Drafting different Types of Letters (applications, complaints, appreciation, conveying sympathies, etc.), and Résumé Preparation with a covering letter.

(For all the Continuous Internal Assessment [CIA] Tests)

Text Books

Swami Chidbhavananda. *The Indian National Education*. Tirupparaiturai: Sri Ramakrishna Tapovanam, 2017.

<http://www.rktapovanam.org/book_details.php?book_id=MjE=>

The Norton Anthology English Literature. New York/London: W.W.Norton, 2012.

Gordon Daviot, Josephine Tey. *Leith Sands and Other Short Plays*. Michigan: Duckworth, 1946

Wren and Martin. *High School English Grammar and Composition*. New Delhi: S.Chand& Company LTD.1935.

Owen Hargie, David Dickson, and Dennis Tourish. *Communication Skills for Effective Management*. New York: Palgrave Macmillan, 2004.

British Council | LearnEnglish <<https://learnenglish.britishcouncil.org/skills>>

BBC News < <https://www.bbc.com/news> >

VOA Learning English < <https://learningenglish.voanews.com/> >

University Grants Commission (UGC), New Delhi

< <https://www.ugc.ac.in/subpage/EContent-URL.aspx> >

British Council | LearnEnglish

< <https://www.youtube.com/channel/UCotnu-KKoAbN47IuYMeDPOg> >

Cambridge Assessment English < <https://www.cambridgeenglish.org/test-your-english/> >

CLIL (Content & Language Integrated Learning) – Module by TANSICHE

NOTE: (Text: Prescribed chapters or pages will be given to the students by the institution)

REFERENCE BOOKS

Swami Chidbhavananda. *The Indian National Education*. Tirupparaiturai: Sri Ramakrishna Tapovanam, 2017.

<http://www.rktapovanam.org/book_details.php?book_id=MjE=>

The Norton Anthology English Literature. New York/London: W.W.Norton, 2012.

Gordon Daviot, Josephine Tey. *Leith Sands and Other Short Plays*. Michigan: Duckworth, 1946

Wren and Martin. *High School English Grammar and Composition*. New Delhi: S.Chand& Company LTD.1935.

Owen Hargie, David Dickson, and Dennis Tourish. *Communication Skills for Effective Management*. New York: Palgrave Macmillan, 2004.

Pedagogy

Teacher made aids and Mechanical (ITC) Aids, Chalk and Talk with interactive session. Note: (Additional online sources, presentation, webinar, and online test will be given by the respective teachers in the English Language Lab).

Teaching Aids

Course Texts, Reference books, Writing Board, Guest Lecture/Invited Lecture, Group Discussion Forum, Online Sources and Webinar.

Course Contents and Lecture Schedule

Course Content and Teaching or Lecture Schedule				
SYLLABUS				
Module No	Topics	No. of Class Hours (90)	Content delivery method	Teaching Aids
Unit-I	Prose			

	<p>1. Swami Chidbhavananda – The Teacher [extract from <i>The Indian National Education</i>]</p> <p>2. Abraham Lincoln – Letter to His Son’s Headmaster</p> <p>3. Francis Bacon – Of Friendship</p>	<p>1×12=12</p> <p>1×6=6</p> <p>1×6=6</p>	<p>Teacher made aids and Mechanical (ITC) Aids, Chalk and Talk with interactive session</p>	<p>Course Texts, Writing Board, and Creative Activities in the classroom</p>
Unit-II	Poetry			
	<p>1. Coventry Patmore – The Toys</p> <p>2. Henry Wadsworth Longfellow – A Psalm of Life</p> <p>3. Ted Hughes – Hawk Roosting</p>	3×3=9	<p>Teacher made aids and Mechanical (ITC) Aids, Chalk and Talk with interactive Session</p>	<p>Course Texts, Writing Board, and Online Sources</p>
Unit-III	One-Act Play			
	<p>Gordon Daviot – Remember Caesar (For all the Continuous Internal Assessment [CIA] Tests)</p>	1×18=18	<p>Teacher made aids and Mechanical (ITC) Aids, Chalk and Talk with interactive Session</p>	<p>Course Texts, Writing Board, and Online Sources</p>
Unit-IV	Grammar & Language Practical Workbook Exercise for Capacity Building			
	<p>1. Parts of Speech: Noun, Adjective, Pronoun, Verb, Adverb, Preposition, Conjunction, Interjection, and Article</p> <p>2. Kinds of Sentences: Declarative, Imperative, Interrogative, and Exclamatory</p> <p>3. Role of Auxiliary (Helping) and Modal Verbs in Tenses. WORKBOOK: Cycle-1, Dave Willis, and Jon Wright. <i>Basic English Grammar & Practice</i>. London: HarperCollins Publishers, 1997.</p>	3×6=18	<p>Teacher made aids and Mechanical (ITC) Aids, Chalk and Talk with interactive Session</p>	<p>Course Texts, Writing Board, and Online Sources</p>
Unit-V	Communicative Skills (LSRW):			
	<p>Listening – Importance of Listening Skills in Classroom, Office, and Public-spaces, Comprehension practice from Prose, Poetry, Drama, and Grammar, Observing Guest/Invited Lectures/ E-content (with subtitles), Conference/Seminar Presentations and Viewing DD News Live, BBC, etc.</p> <p>Speaking – Importance of Speaking Skills at Articulation and Idea Fixation (AIF), Peer-Team-Interactions (PTI) on Critical Thinking, Negotiation, and Turn Taking,</p>	<p>1×21=21</p> <p>Listening-5 Speaking-6 Reading-5 Writing-5</p>	<p>Teacher made aids and Mechanical (ITC) Aids, Chalk and Talk with interactive session</p>	<p>Course Texts, Writing Board, and Online sources</p>

	<p>Group Discussion Forum (GDF) in Classroom on Intelligibility in speaking, Role-Play, Aspects of Pronunciation, Fluency, and Tongue Twisters, Seminar Presentations on Classroom-Assignments/Communication Skills.</p> <p>Reading – Introduction to Reading Skills, Introduction to Basic Theories of Human, Communication Process and Principles, Types of Communication: verbal and non-verbal, Introducing different types of texts and appreciating: Argumentative, Narrative, Descriptive, Expository, etc.</p> <p>Writing – Introduction to Writing Skills, Importance of Handwriting, Aspects of Cohesion and Coherence in Essay/Letter/Paragraph/ Report/Research writing, Notion of correctness and attitude to error correction at the Punctuation Marks, Asking & Giving Directions/Instructions, Developing Hints, and Filling Forms, Drafting different Types of Letters (applications, complaints, appreciation, conveying sympathies, etc.), and Résumé Preparation with a covering letter.</p> <p><i>(For all the Continuous Internal Assessment [CIA] Tests)</i></p>			
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DEPARTMENT OF ENGLISH

(For those students admitted during the Academic Year 2022-23 onwards)

Programme: B.A., B.Com., B.Com.(CA), & B.Sc.

PART – II : English		SEMESTER–II
Subject Title : LOCF: Advanced English Communication Skills		
Course Code: P2LE21/ P2CE21	Hours per week: 6	Credit: 3
CIA Marks: 25	ESE Marks: 75	Total Marks: 100

Preamble

The students are expected to inculcate English language proficiency and its socio-linguistic competency.

The students are also expected to use the language skills for creativity and innovation with high quality both in study and profession.

Course Outcome (CO):

On the successful completion of the course, the students would be able to:

No	Course Outcome	Knowledge Level (according to Bloom's Taxonomy)
CLO1	Recognize listening, and reading proficiency through the prose discourse	K1, K2, K3
CLO2	Interpret philosophical thoughts and language mastery found in the poetry	K1, K2, K3
CLO3	Face short artistic writing outcome in English through short-stories	K1, K2, K3
CLO4	Examine the functions of English language and its grammar in transactions	K1, K2, K3
CLO5	Execute and exercise LSRW skills in everyday interactions	K1, K2, K3

K1 – Remembering

K2–Understanding

K3 – Applying

Mapping of CO and PO

	PLO1	PLO2	PLO3	PLO4	PLO5
CLO1	3	3	3	3	3
CLO2	3	3	3	3	3
CLO3	3	3	3	3	3
CLO4	3	3	3	3	3
CLO5	3	3	3	3	3

3-Strong

2-Medium

1-Low

Syllabus

Unit-I Prose

1. Swami Vivekananda – Sisters and Brothers of America...
2. Swami Chidbhavananda –The Student [extract from *The Indian National Education*]
3. Martin Luther King Jr. – I Have a Dream...

Unit-II Poetry

1. Alfred Lord Tennyson – Ulysses
2. Nissim Ezekiel – Night of the Scorpion
3. Robert Frost – Stopping by Woods on a Snowy Evening

Unit-III Short Stories

1. R.K. Narayan – A Shadow
2. Khushwant Singh – Karma
3. Ruskin Bond – Tiger in the Tunnel

Unit-IV Grammar & Language Practical Workbook Exercise for Capacity Building

1. Spotting Errors (Articles & Tenses) and Concord/Agreement between different parts of a sentence
2. Analogy and One-Word Substitution
3. Degrees of Comparison

Workbook: Cycle-2, Dave Willis, and Jon Wright. *Basic English Grammar & Practice*. London: HarperCollins Publishers, 1997.

Unit-V Communicative Skills (LSRW)

Listening – Problems of listening to unfamiliar dialects,

Comprehension practice from Prose, Poetry, and Grammar,

Observing Guest/Invited Lectures/ E-content (with subtitles),

Conference/Seminar Presentations and Viewing DD National News Live, BBC, etc.

Speaking – PTI on Mock-Interview, and Mock Viva-voce,

AIF in Classroom on advancement in Spoken English

GDF in Classroom on Defending your assignment/project/field-visit,
Seminar Presentations on the Summary of any piece of literature/topic.

Reading – Identifying and overcoming problems of English Communication Skills,
Cross-cultural communication skills,
Intonation practice and its enhancement from Prose, Poetry, etc.
Reading out the Individual-Assignment/Research writing/Project.

Writing – Report Writing: Analyzing a topic for an essay, a report, or a research work,
Editing the drafts arrived at and preparing the final draft with Sentence Connectors/Linkers/Transitional Words and
Phrases in sentences, paragraph, etc.
Re-draft a piece of text with a different perspective (Manipulation exercise),
Expanding a given sentence without affecting the structure,
Reorganizing jumbled sentences into a coherent paragraph,
Transcoding (graphs, diagrams, Charts and data).

(For all the Continuous Internal Assessment [CIA] Tests)

Text Books

Swami Vivekananda. *Sisters and Brothers of America*, (Chicago address at the World Parliament of Religions, 11th Sep, 1893.) <<http://www.advaitayoga.org/advaitayogaarticles/svchicagoadd.html>>

Swami Chidbhavananda. *The Indian National Education*. Tirupparaiturai: Sri Ramakrishna Tapovanam, 2017.
<http://www.rktapovanam.org/book_details.php?book_id=MjE=>

Anderson et al. *Elements of Literature: Fourth Course Literature of the United States*. Florida: HRW Inc. 1993.

Dr.P.C.James Daniel, ed. *Gateway to English: An Anthology of Prose*. Chennai: Harrows Publications, 2018.

Vinay Harwadker, and A.K.Ramanujan, ed. *The Oxford Anthology of Modern Indian Poetry*. New Delhi: OUP, 1994.

The Norton Anthology English Literature. New York/London: W.W.Norton, 2012.

Suresh Kohli. *Great Stories from Modern India*, New Delhi: Om Books International; 2015.

Dave Willis and Jon Wright. *Basic Grammar: Helping Learners with Real English*. London: HarperCollins Publishers, 1997.

Wren and Martin. *High School English Grammar and Composition*. New Delhi: S.Chand& Company LTD.1935.

Owen Hargie, David Dickson, and Dennis Tourish. *Communication Skills for Effective Management*. New York: Palgrave Macmillan, 2004

British Council | LearnEnglish<<https://learnenglish.britishcouncil.org/skills>>

BBC News <<https://www.bbc.com/news>>

VOA Learning English <<https://learningenglish.voanews.com/>>

University Grants Commission (UGC), New Delhi <<https://www.ugc.ac.in/subpage/EContent-URL.aspx>>

British Council | LearnEnglish<<https://www.youtube.com/channel/UCOtnu-KKoAbN47IuYMeDPOg>> Cambridge

Assessment English <<https://www.cambridgeenglish.org/test-your-english/>>

CLIL (Content & Language Integrated Learning) – Module by TANSCHÉ

NOTE: (Text: Prescribed chapters or pages will be given to the students by the department and the college)

REFERENCE BOOKS

<<http://www.advaitayoga.org/advaitayogaarticles/svchicagoadd.html>>

Swami Chidbhavananda. *The Indian National Education*. Tirupparaiturai: Sri Ramakrishna Tapovanam, 2017.

<http://www.rktapovanam.org/book_details.php?book_id=MjE=>

Vinay Harwadker, and A.K.Ramanujan, ed. *The Oxford Anthology of Modern Indian Poetry*. New Delhi: OUP, 1994.

The Norton Anthology English Literature. New York/London: W.W.Norton, 2012.

Greatest Short Stories, Mulk Raj Anand, Jaico Publication House, 1999.

Murli Melwani. *The Indian Short Story in English*, BookBaby: 2015.

Dave Willis and Jon Wright. *Basic Grammar: Helping Learners with Real English*. London: HarperCollins Publishers, 1997.

Wren and Martin. *High School English Grammar and Composition*. New Delhi: S.Chand& Company LTD.1935.

Owen Hargie, David Dickson, and Dennis Tourish. *Communication Skills for Effective Management*. New York: Palgrave Macmillan, 2004

Pedagogy

Teacher made aids and Mechanical (ITC) Aids, Chalk and Talk with interactive session.

Note: (Additional online sources, presentation, and test will be given by the respective teachers in the English Language Lab)

Teaching Aids

Course Texts, Reference books, Writing Board, Guest Lecture/Invited Lecture, Group Discussion Forum and Online Sources.

Course Contents and Lecture Schedule

Unit-I	Prose	No. of Class Hours (90)	Content delivery method	Teaching Aids
	1. Swami Vivekananda – Sisters and Brothers of America... 2. Swami Chidbhavananda –The Student [extract from <i>The Indian National Education</i>] 3. Martin Luther King Jr. – I Have a Dream...	1×6=6 1×12=12 1×6=6	Teacher made aids and Mechanical (ITC) Aids, Chalk and Talk with interactive session	Course Texts, Writing Board, and Online sources
Unit-II	Poetry			
	1. Alfred Lord Tennyson – Ulysses 2. Nissim Ezekiel – Night of the Scorpion 3. Robert Frost – Stopping by Woods on a Snowy Evening	3×3=9	Teacher made aids and Mechanical (ITC) Aids, Chalk and Talk with interactive Session	Course Texts, Writing Board, and Online sources
Unit-III	Short Stories			
	1. R.K. Narayan – A Shadow 2. Khushwant Singh – Karma 3. Ruskin Bond – Tiger in the Tunnel	1×18=18	Teacher made aids and Mechanical (ITC) Aids, Chalk and Talk with interactive session	Course Texts, Writing Board, and Online sources
Unit-IV	Grammar & Language Practical Workbook Exercise for Capacity Building			
	1. Spotting Errors (Articles & Tenses), and Concord/Agreement between different parts of a sentence 2. Analogy and One-Word Substitution 3. Degrees of Comparison Workbook: Cycle-2, Dave Willis, and Jon Wright. <i>Basic English Grammar & Practice</i> . London: HarperCollins Publishers, 1997.	3×6=18	Teacher made aids and Mechanical (ITC) Aids, Chalk and Talk with interactive session	Course Texts, Writing Board, and Online sources
Unit-V	Communicative Skills (LSRW)			

	<p>Listening – Problems of listening to unfamiliar dialects, Comprehension practice from Prose, Poetry, and Grammar, Observing Guest/Invited Lectures/ E-content (with subtitles), Conference/Seminar Presentations and Viewing DD National News Live, BBC, etc.</p> <p>Speaking – PTI on Mock-Interview, and Mock Viva-voce, AIF in Classroom on advancement in Spoken English GDF in Classroom on Defending your assignment/project/field-visit, Seminar Presentations on the Summary of any piece of literature/topic.</p> <p>Reading – Identifying and overcoming problems of English Communication Skills, Cross-cultural communication skills, Intonation practice and its enhancement from Prose, Poetry, etc. Reading out the Individual-Assignment/Research writing/Project.</p> <p>Writing – Report Writing: Analyzing a topic for an essay, a report, or a research work, Editing the drafts arrived at and preparing the final draft with Sentence Connectors/Linkers/Transitional Words and Phrases in sentences, paragraph, etc. Re-draft a piece of text with a different perspective (Manipulation exercise), Expanding a given sentence without affecting the structure, Reorganizing jumbled sentences into a coherent paragraph, Transcoding (graphs, diagrams, Charts and data). <i>(For all the Continuous Internal Assessment [CIA] Tests)</i></p>	<p>1×21=21</p> <p>Listening-5 Speaking-6 Reading-5 Writing-5</p>	<p>Teacher made aids and Mechanical (ITC) Aids, Chalk and</p>	<p>Course Texts, Writing Board, and Online sources</p>
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DEPARTMENT OF ENGLISH
(For the students of the Academic Year 2022-23 onwards)
Programme: B.A., & B.Sc.

PART – II : English		SEMESTER–III
Course Title: LOCF: English for Innovative Skills in Higher Education		
Course Code: P2LE31/P2CE31	Hours per week: 6	Credit: 3
CIA Marks: 25	ESE Marks: 75	Total Marks: 100

Preamble:

The students are expected to inculcate English language proficiency and its socio-linguistic competency. The students are also expected to use the language skills for creativity and innovation with high quality.

Course Outcome (CO):

On the successful completion of the course, the students would be able to:

No	Course Outcome	Knowledge Level (according to Bloom's Taxonomy)
CLO1	Appraise various authors' socio-linguistic values through the prose discourse	K1, K2, K3
CLO2	Develop comprehension skills of poetic diction/usage through the poetry	K1, K2, K3
CLO3	Critique the views of the author, and characters from their discourses found in the drama	K1, K2, K3
CLO4	Examine the functions of English language and its grammar in transactions	K1, K2, K3
CLO5	Execute and exercise LSRW skills in everyday interactions	K1, K2, K3

K1-Remembering

K2- Understanding

K3 –Applying

Mapping of CO and PO

	PLO1	PLO2	PLO3	PLO4	PLO5
CLO1	3	3	3	3	3
CLO2	3	3	3	3	3
CLO3	3	3	3	3	3
CLO4	3	3	3	3	3
CLO5	3	3	3	3	3
	3-Strong	2-Medium			1-Low

Syllabus

Unit-I Prose

1. Stephen Leacock – With the Photographer
2. Frank R. Stockton – The Lady, or the Tiger?
3. Bertrand Russell – How to Avoid Foolish Opinions

Unit-II Poetry

1. Rabindranath Tagore – Where the Mind is without Fear
2. John Keats – La Belle Dame Sans Merci
3. Toru Dutt – The Lotus

Unit-III Drama

William Shakespeare – The Tempest

(For all the Continuous Internal Assessment [CIA] Tests)

Unit-IV Grammar & Language Practical Workbook Exercise for Capacity Building

1. Idiom and Phrases from English and other languages.
2. Question Tags, Short Answers, and Indirect Questions
3. Active Voice and Passive Voice (Reporting the past)

Workbook: Cycle-3, Dave Willis, and Jon Wright. *Basic English Grammar & Practice*. London: HarperCollins Publishers, 1997.

Unit-V Communicative Skills (LSRW)

Listening – Comprehension practice from Prose, Poetry, Short Stories, and Grammar,

Online Practice of listening skills and online Observation of Innovative Thinkers' creativities, Observing Guest/Invited Lectures/ E-content (with subtitles), Conference/Seminar Presentations on Higher Education in present and future, Viewing DD National News Live, BBC, etc.

Speaking – Peer-Team-Interactions(PTI) on Innovation in colleges, and universities,

Presentation Skills at the Mock Viva-voce,
 Articulation and Idea Fixation (AIF) in Class-room on Debating, and Defending Research Article/Paper at
 the Higher Education Institutions,
 Group Discussion Forum (GDF) in Classroom on Cultural Importance in Higher Education Seminar Presentations
 on Classroom-Assignments/Projects.

Reading – Different Reading Strategies in Poetry, Prose, Novel, etc,
 Reading Body Language during Theatrical/Dramatic Enactment, PTI, AIF, and GDF.

Writing – Dialogue/Conversation Writing, Advertisement Writing,
 Creative Writing (essay, article, etc.) for Social/Digital Media.
 (For all the Continuous Internal Assessment [CIA] Tests)

Text Books

Vinay Harwadker, and A.K.Ramanujan, ed. *The Oxford Anthology of Modern Indian Poetry*. New Delhi:OUP, 1994.
The Norton Anthology English Literature. New York/London: W.W.Norton, 2012.
 Dr.P.C. James Daniel, ed. *Gateway to English: An Anthology of Prose*. Chennai: Harrows Publications, 2018.
 Abhijit Acharjee, and Rakesh Ramamoorthy, ed. *Frontiers of Communication: An Anthology of Short Stories and Prose*. Chennai: Cambridge University Press,2018.
 Michael Swan and Catherine Walter. *How English Works: A Grammar Practice Book*. Oxford: OUP, 1997.
 Wren and Martin. *High School English Grammar and Composition*. New Delhi: S.Chand& Company LTD.1935.
 Owen Hargie, David Dickson, and Dennis Tourish. *Communication Skills for Effective Management*. New York: Palgrave Macmillan, 2004.
 British Council | LearnEnglish<<https://learnenglish.britishcouncil.org/skills>>
 BBC News <<https://www.bbc.com/news>>VOA LearningEnglish
 <<https://learningenglish.voanews.com/>>
 University Grants Commission (UGC), New Delhi <<https://www.ugc.ac.in/subpage/EContent-URL.aspx>>
 British Council | LearnEnglish<<https://www.youtube.com/channel/UCOtnu-KKoAbN47IuYMeDPOg>>
 Cambridge Assessment English<<https://www.cambridgeenglish.org/test-your-english/>>
 CLIL (Content & Language Integrated Learning) – Module by TANSCHÉ

NOTE: (Text: Prescribed chapters or pages will be given to the students by the department and the college)

REFERENCE BOOKS

The Norton Anthology English Literature. New York/London: W.W.Norton, 2012.
 Dr.P.C. James Daniel, ed. *Gateway to English: An Anthology of Prose*. Chennai: Harrows Publications, 2018.
 Abhijit Acharjee, and Rakesh Ramamoorthy, ed. *Frontiers of Communication: An Anthology of Short Stories and Prose*. Chennai: Cambridge University Press,2018.
 Michael Swan and Catherine Walter. *How English Works: A Grammar Practice Book*. Oxford: OUP, 1997.

Pedagogy

Teacher made aids and Mechanical (ITC) Aids, Chalk and Talk with interactive session.
 Note: (Additional online sources, presentation, and test will be given by the respective teachers in the English Language Lab)

Teaching Aids

Course Texts, Reference books, Writing Board, Guest Lecture/Invited Lecture, Group Discussion Forum and Online Sources.

Course Contents and Lecture Schedule

Unit-I	Prose	No. of Class Hours (90)	Content delivery method	Teaching Aids
	1. Stephen Leacock – With the Photographer 2. Frank R.Stockton – The Lady, or the Tiger? 3. Bertrand Russell – How to Avoid Foolish Opinions	3×6=18	Teacher made aids and Mechanical (ITC) Aids, Chalk and Talk with interactive session	Course Texts, Writing Board, and Online sources

Unit-II	Poetry			
	1. Rabindranath Tagore – Where the Mind is without Fear 2. John Keats – La Belle Dame Sans Merci 3. Toru Dutt – The Lotus	3×5=15	Teacher made aids and Mechanical (ITC) Aids, Chalk and Talk with interactive session	Course Texts, Writing Board, and Online sources
Unit-III	Drama			
	William Shakespeare – The Tempest (For all the Continuous Internal Assessment [CIA] Tests)	3×6=18	Teacher made aids and Mechanical (ITC) Aids, Chalk and Talk with interactive session	Course Texts, Writing Board, and Online sources
Unit-IV	Grammar & Language Practical Workbook Exercise for Capacity Building			
	1. Idiom and Phrases from English and other languages. 2. Question Tags, Short Answers, and Indirect Questions 3. Active Voice and Passive Voice (Reporting the past) Workbook: Cycle-3, Dave Willis, and Jon Wright. <i>Basic English Grammar & Practice</i> . London: HarperCollins Publishers, 1997.	3×6=18	Teacher made aids and Mechanical (ITC) Aids, Chalk and Talk with interactive session	Course Texts, Writing Board, and Online sources
Unit-V	Communicative Skills (LSRW)			
	Listening – Comprehension practice from Prose, Poetry, Short Stories, and Grammar, Online Practice of listening skills and online Observation of Innovative Thinkers’ creativities, Observing Guest/Invited Lectures/ E-content (with subtitles), Conference/Seminar Presentations on Higher Education in present and future, Viewing DD National News Live, BBC, etc. Speaking – Peer-Team-Interactions(PTI) on Innovation in colleges, and universities, Presentation Skills at the Mock Viva-voce Articulation and Idea Fixation (AIF) in Classroom on Debating, and Defending Research Article/Paper at the Higher Education Institutions, Group Discussion Forum (GDF) in Classroom on Cultural Importance in Higher Education Seminar Presentations on Classroom-Assignments/Projects. Reading – Different Reading Strategies in Poetry, Prose, Novel, etc, Reading Body Language during Theatrical/Dramatic Enactment, PTI, AIF, and GDF. Writing – Dialogue/Conversation Writing, Advertisement Writing, Creative Writing (essay, article, etc.) for publication in for Social/Digital Media.	1×21=21 Listening-5 Speaking-6 Reading-5 Writing-5	Teacher made aids and Mechanical (ITC) Aids, Chalk and Talk with interactive session	Course Texts, Writing Board, and Online sources

	<i>(For all the Continuous Internal Assessment [CIA] Tests)</i>			
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DEPARTMENT OF ENGLISH
(For the students of the Academic Year 2022-23 onwards)

Programme: B.A., & B.Sc.,

PART – II : English		SEMESTER-IV
Course Title: LOCF: English for Environmental Communication Skills		
Course Code: P2LE41/ P2CE41	Hours per week: 6	Credit: 3
CIA Marks: 25	ESE Marks: 75	Total Marks: 100

Preamble:

The students are expected to inculcate English language proficiency and its socio-linguistic competency along with environmental consciousness.

Course Outcome (CO):

On the successful completion of the course, the students would be able to:

No.	Course Outcome	Knowledge Level (according to Bloom's Taxonomy)
CLO1	Appraise various authors' socio-linguistic and environmental values through the prose discourses	K1, K2, K3
CLO2	Develop comprehension skills of poetic diction/usage through the poetry which are concerned with nature	K1, K2, K3
CLO3	Discuss the socio-linguistic and Environmental observation of author, and other natural elements found in the Environmental Writing	K1, K2, K3
CLO4	Examine the functions of English language and its grammar in transactions	K1, K2, K3
CLO5	Execute and exercise LSRW skills in everyday interactions	K1, K2, K3

K1-Remembering

K2 – Understanding

K3 –Applying

Mapping of CO and PO

	PLO1	PLO2	PLLO3	PO4	PLO5
CLO1	3	3	3	3	3
CLO2	3	3	3	3	3
CLO3	3	3	3	3	3
CLO4	3	3	3	3	3
CLO5	3	3	3	3	3

3-Strong

2-Medium

1-Low

Syllabus

Unit-I Prose

1. C.Rajagopalachary – Tree Speaks
2. C.V.Raman – Water-The Elixir of Life
3. William and Stella Nida – The Story of the Sea

Unit-II Poetry

1. A.K. Ramanujan – The River
2. Sarojini Naidu – The Coromandel Fishers
3. William Brighty Rands – Great, Wide, Beautiful, Wonderful World

Unit-III Environmental Writing

Ben Lerwill – Climate Rebels

(For all the Continuous Internal Assessment [CIA] Tests)

Unit-IV Grammar & Language Practical Workbook Exercise for Capacity Building

1. Simple, Compound and Complex Sentences
2. Expansion of Proverbs
3. Direct Speech and Indirect/Reported Speech

Workbook: Cycle-4, Dave Willis, and Jon Wright. *Basic English Grammar & Practice*. London: HarperCollins Publishers, 1997.

Unit-V Communicative Skills (LSRW)

Listening – Comprehension practice from Prose, Poetry, Novel, and Grammar,
Online Oral Presentation and Listening to Online Ecology Presentations,
Observing Guest/Invited Lectures/ E-content (with subtitles),
Conference/Seminar Presentations, on Environment and Literature,
Viewing DD National News Live, BBC, etc.

Speaking – PTI on the Role of English in Environmental Studies/Protection,
AIF in Classroom on role of students and institutions in Environment protection,
GDF in Classroom on the Role of world Leaders on Global Warming,
Seminar Presentations on Classroom-Assignments/Projects/Public Speech.

Reading – Extensive Reading of Reports, Literature, Film, related to Earth and Space,
Reading different types of texts: Argumentative, Narrative, Descriptive, Expository, etc.

Writing – Enhancing Cohesion and Coherence in Essay/Letter/Report/Research writing,
Notion of correctness and attitude to error correction at the Punctuation Marks,
Writing and editing different Types of Letters (applications, complaints, appreciation, conveying sympathies, etc.),
and Résumé, Preparing and rehearsing Public Speech like Master of Ceremony/Anchoring, Welcome Address/Vote
of Thanks, Keynote Speech, etc.

(For all the Continuous Internal Assessment [CIA] Tests)

Text Books

John Fiske. *Introduction to Communication Studies*. London: Routledge, 1982.
Janet S.Hyden et al. *Communicating for Success*. New York: South-Western Educational Publishing, 1999.
Sharon J. Gerson and Steven M. Gerson. *Technical Communication: Process and Product*. New Delhi: Pearson, 2014.
Rudolph F. et al. *Communicate!*. London: Thomson and Wadsworth, 2005.
Cary J Green. *Leadership and Soft Skills for Students*. Indiana: Dog Ear Publishing. 2015. Bruce Tulgan. *Bridging the Soft Skills Gap: How to Teach the Missing Basics to Today’s Young Talent*: New Jersey: John Wiley & Sons Inc., 2015.
Owen Hargie, David Dickson, and Dennis Tourish. *Communication Skills for Effective Management*. New York: Palgrave Macmillan, 2004.
Dale Carnegie. *The Art of Public Speaking*. Massachusetts: Wyatt North Publishing, 2013.
<https://ia800204.us.archive.org/34/items/olivertwist01dickrich/olivertwist01dickrich.pdf>
British Council | LearnEnglish <<https://learnenglish.britishcouncil.org/skills>>
BBC News <<https://www.bbc.com/news>> VOA Learning English <<https://learningenglish.voanews.com/>>
University Grants Commission (UGC), New Delhi <<https://www.ugc.ac.in/subpage/EContent-URL.aspx>> British Council | LearnEnglish <<https://www.youtube.com/channel/UCotnu-KKoAbN47IuYMeDPOg>> Cambridge Assessment English <<https://www.cambridgeenglish.org/test-your-english/>>
CLIL (Content & Language Integrated Learning) – Module by TANSCHÉ
NOTE: (Text: Prescribed chapters or pages will be given to the students by the department and the college)

Pedagogy

Teacher made aids and Mechanical (ITC) Aids, Chalk and Talk with interactive session.

Note: (Additional online sources, presentation, and test will be given by the respective teachers in the English Language Lab)

Teaching Aids

Course Texts, Reference books, Writing Board, Guest Lecture/Invited Lecture, Group Discussion Forum and Online Sources.

Course Contents and Lecture Schedule

Unit-I	Prose	No.of Class Hours (90)	Content delivery method	Teaching Aids
	1. C.Rajagopalachary – Tree Speaks 2. C.V.Raman – Water-The Elixir of Life 3. William and Stella Nida – The Story of the Sea	3×7=21	Teacher made aids and Mechanical (ITC) Aids, Chalk and Talk with interactive session	Course Texts, Writing Board, and Online sources
Unit-II	Poetry			
	1. A.K. Ramanujan – The River 2. Sarojini Naidu – The Coromandel Fishers 3. William Brighty Rands – Great, Wide, Beautiful, Wonderful World	3×3=9	Teacher made aids and Mechanical (ITC) Aids, Chalk and Talk with interactive session	Course Texts, Writing Board, and Online sources
Unit-III	Environmental Writing			

	Ben Lerwill – Climate Rebels (For all the Continuous Internal Assessment [CIA] Tests)	1×21=21	Chalk and Talk with interactive session and PPT	Course Texts, Writing Board, and Online sources
Unit-IV	Grammar & Language Practical Workbook Exercise for Capacity Building			
	1. Simple, Compound and Complex Sentences 2. Expansion of Proverbs 3. Direct Speech and Indirect/Reported Speech Workbook: Cycle-4, Dave Willis, and Jon Wright. <i>Basic English Grammar & Practice</i> . London: HarperCollins Publishers, 1997.	3×6=18	Teacher made aids and Mechanical (ITC) Aids, Chalk and Talk with interactive session	Course Texts, Writing Board, and Online sources
Unit-V	Communicative Skills (LSRW)			
	Listening – Comprehension practice from Prose, Poetry, Novel, and Grammar, Online Oral Presentation and Listening to Online Ecology Presentations, Observing Guest/Invited Lectures/ E-content (with subtitles), Conference/Seminar Presentations, on Environment and Literature, Viewing DD National News Live, BBC, etc. Speaking – PTI on the Role of English in Environmental Studies/Protection, AIF in Classroom on role of students and institutions in Environment protection, GDF in Classroom on the Role of world Leaders on Global Warming, Seminar Presentations on Classroom-Assignments/Projects/Public Speech. Reading – Extensive Reading of Reports, Literature, Film, related to Earth and Space, Reading different types of texts: Argumentative, Narrative, Descriptive, Expository, etc. Writing – Enhancing Cohesion and Coherence in Essay/Letter/Report/Research writing, Notion of correctness and attitude to error correction at the Punctuation Marks, Writing and editing different Types of Letters (applications, complaints, appreciation, conveying sympathies, etc.), and Résumé, Preparing and rehearsing Public Speech like Master of Ceremony/Anchoring, Welcome Address/Vote of Thanks, Keynote Speech, etc. (For all the Continuous Internal Assessment [CIA] Tests)	1×21=21 Listening-5 Speaking-6 Reading-5 Writing-5		