

INSTITUTE OF SCIENCE, TECHNOLOGY & ADVANCED STUDIES (VISTAS)
(Deemed to be University Estd. u/s 3 of the UGC Act, 1956)
PALLAVARAM - CHENNAI
ACCREDITED BY NAAC WITH 'A' GRADE
Marching Beyond 30 Years Successfully
INSTITUTION WITH UGC 12B STATUS

UNDERGRADUATE DEGREE PROGRAMME

B.A. ENGLISH

Three Years

/

B.A. English (Hons)

Four Years

CURRICULUM & SYLLABUS

REGULATION 2024

Choice Based Credit System (CBCS)

&

Learning Outcomes Based Curriculum Framework (LOCF)

Effective from the Academic Year

2024 -2025

Department of English
School of Languages



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DEPARTMENT OF ENGLISH

VISION OF THE DEPARTMENT
To instill curiosity and to develop creativity among students and to emerge a cynosure of excellence in the field of English Studies.

MISSION OF THE DEPARTMENT
The Department is committed to upskill students' holistic understanding of life through the lens of literature, and to foster the ability to communicate confidently in their respective domains with integrity.

PROGRAMME EDUCATIONAL OUTCOMES (PEO)	
PEO1	To familiarize students with the origin and development of the English language and with the recent changes and updates.
PEO2	To acquaint students with the understanding of various forms of poetry, prose, fiction, and drama.
PEO3	To introduce students to the various periods in English Literature, classified according to the periods of monarchy and major literary movements.
PEO4	To introduce students to other world English literatures including translation of classics and to facilitate comparative studies.
PEO5	To investigate the intricacies of English Teaching Methods, Linguistics, and study of the English language will benefit the learners when they pursue a career in teaching.

PROGRAMME OUTCOMES (PO)	
PO1	Students learn about the origin, development, and evolution of the English Language through the ages, starting from the middle of the 5th century A.D.
PO2	Students can develop a strong foundation in English Literature and acquire comprehensive knowledge of various literary theories.
PO3	Students will be able to infer the social, and cultural understanding in the literary texts with reference to historical, geographical, and cultural contexts.
PO4	Students will be able to understand and differentiate various terms in English lexical, syntactic, grammatical, and phonological aspects.
PO5	Students will be able to apply critical and theoretical approaches to read and analyse the literary and cultural texts in multiple genres.
PO6	The students learn to read, analyze, and interpret works of literature and to acquaint them with the forms, structures, and aesthetics of the style and techniques of literary works.
PO7	The students use their study of literature to acquire cultural, ethical, and global awareness.
PO8	Students develop critical and analytical skills in interpreting literary texts.

PROGRAMME SPECIFIC OUTCOMES (PSO)	
PSO1	Students will cultivate a taste for specific generic forms and refine their skills in creative writing.
PSO2	Students will develop an aesthetic sense of cherishing literature and become creative writers.
PSO3	The Study of Linguistics will facilitate participation in investigating the role of language in society and its implications.
PSO4	Students will identify language variations (formal/informal, world Englishes) and their appropriate uses in a given context.
PSO5	Students will develop communicative competency and enable them to communicate intelligibly in academics and the workplace.

BOARD OF STUDIES

List of Members

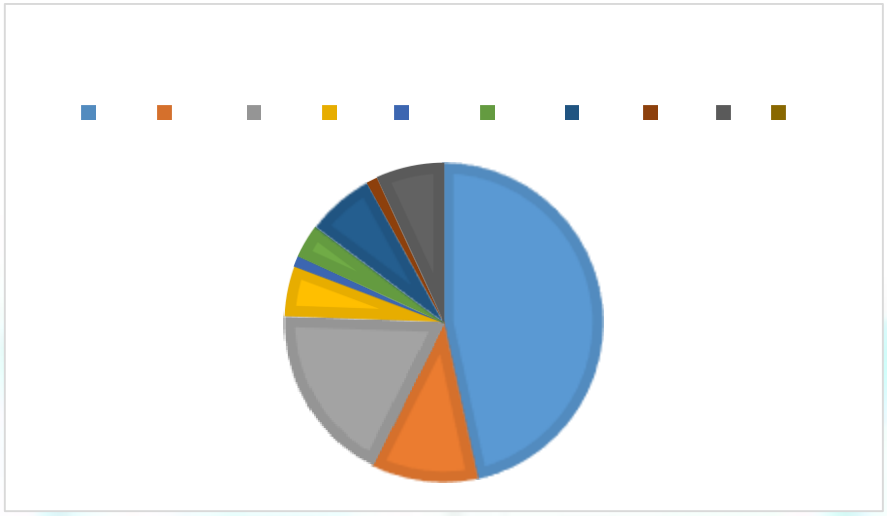
Department of English

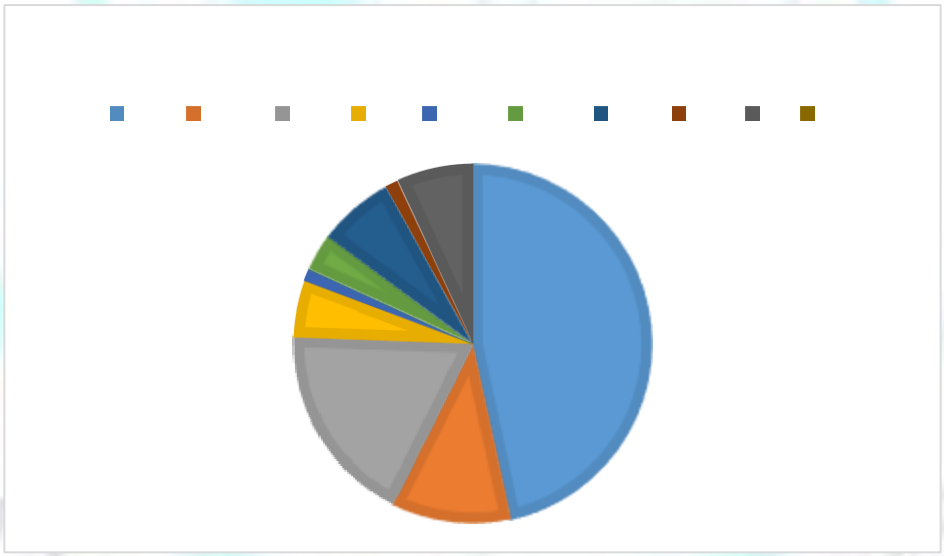
S. No	Name & Designation	Address	Role
1.	Dr. T. Senthamarai Professor and Head	Department of English, School of Languages, VISTAS, Chennai	Chairperson
2.	Dr. J. Mangaiyarkarasi Associate Professor and Head	Department of English, Ethiraj College, Chennai.	Academic Expert (External Member)
3.	Mrs. Padmaja Shivkumar Regional Manager – Product & Recognition.	Cambridge University Press & Assessment.	Industrial Expert (External Member)
4.	Dr. M. Nagalakshmi Professor	Department of English, School of Languages, VISTAS, Chennai	Internal Member
5.	Dr. V. Jaisre Professor	Department of English, School of Languages, VISTAS, Chennai	Internal Member
6.	Dr. A.A. Jayashree Prabhakar Associate Professor	Department of English, School of Languages, VISTAS, Chennai	Internal Member
7.	Dr. E. Sugantha Ezhil Mary Associate Professor	Department of English, School of Languages, VISTAS, Chennai	Internal Member
8.	Dr. M. Rajalakshmi Assistant Professor	Department of English, School of Languages, VISTAS, Chennai	Internal Member
9.	Dr. P. Suria Thilagam Assistant Professor	Department of English, School of Languages, VISTAS, Chennai	Internal Member
10.	Ms. S. Sheeba Jebamalar Content Writer	Xerago Private Limited, Chennai	Alumnus

CREDIT DISTRIBUTION

B.A Hons Degree Course
Minimum credits to be earned: 176
B.A Degree Course
Minimum credits to be earned: 132

Component	I Sem	II Sem	III Sem	IV Sem	V Sem	VI Sem	3 Yrs. Total Credits	VII Sem	VIII Sem	4 Yrs Total Credits
DSC	8	8	6	8	12	16	58	12	12	82
AECC & Languages	2+2	2+2	2+2	2+2+3	-	-	19	-	-	19
DSE / IDC / Minor	4	4	2+2	4	4	4	24	4	4	32
MDC	3	3	3	-	-	-	9	-	-	9
MDE	-	-	2	-	-	-	2	-	-	2
VAC	2	1	-	1	2	-	6	-	-	6
SEC	2	2	2	2	2	2	12	-	-	12
SI	-	-	1	-	1	-	2	-	-	2
RP	-	-	-	-	-	-	-	6	6	12
Total Credits	23	22	22	22	21	22	132	22	22	176





ABREVIATIONS

DSC	Disciplinary Specific Core
AECC	Ability Enhancement Compulsory Courses
DSE	Disciplinary Specific Elective
IDC	Interdisciplinary / Minor Courses
MDC	Multidisciplinary Courses
MDE	Multidisciplinary Elective
VAC	Value Added Courses
SEC	Skill Enhancement Courses
SI	Summer Internship
RP	Research Project

CURRICULUM STRUCTURE

B.A English Three Years
/
B.A English (Hons) Four Years

Total number of Credits: 176

B.A English (Hons) Minimum Credits to be earned:176 B.A English Minimum Credits to be earned: 132										
SEMESTER I										
			Hours/Week					**Maximum Marks**		
Category	**Code**	**Course**	**L**	**T**	**P**	**O**	**C**	**CIA**	**SEE**	**Total**
LANG 1	24LTAM11/ 24LHIN11/ 24LFRE11	Tamil I / Hindi I/ French I	2	-	-	1	2	40	60	100
ENG 1	24LENG11	English I	2	-	-	1	2	40	60	100
DSC 1	24CBEN11	Social History of England I	4	-	-	2	4	40	60	100
DSC 2	24CBEN12	History of English Literature I	4	-	-	2	4	40	60	100
MDC 1	24MBEN11	Journalism and Mass Communication	4	-	-	2	4	40	60	100
DSE 1/ IDC 1 / Minor 1	24DBEN11	Literary Forms	3	-	-	2	3	40	60	100
VAC 1	24DVAC12	Communication Skills	2	-	-	-	2	40	60	100
SEC 1	24SSKU11	Soft Skills I	2	-	-	1	2	40	60	100
SEC 2	24SBEN12	Orientation program / Industrial Visit	-	-	-	-	-	-	-	-
			23	**-**	**-**	**-**	**23**	**-**	**-**	**-**

CIA - Continuous Internal Assessment **SEE - Semester End Examination**

***L – Lecture, *T- Tutorial, *P- Practical, *O - Outside the class effort/self-study, C- Credits**

SEMESTER II										
			Hours/Week					Maximum Marks		
Category	Code	**Course**	**L**	**T**	**P**	**O**	**C**	**CIA**	**SEE**	**Total**
LANG	24LTAM21 24LFRE21 24LHIN21	Tamil II / Hindi II / French II	2	-	-	1	2	40	60	100
ENG / AECC	24LENG21	English II	2	-	-	1	2	40	60	100
DSC 3	24CBEN21	Social History of England -II	4	-	-	2	4	40	60	100
DSC 4	24CBEN22	History of English Literature-II	4	-	-				60	
MDC 2	24MBEN21	Public Speaking	3	-	-	2	3	40	60	100
DSE 2 / IDC 2 / Minor 2	24DBEN21	The Elizabethan Age	4	-	-	2	4	40	60	100
VAC II	24DVAC21	Universal Human Values	1	-	-	1	1	40	60	100
SEC 3	24SSKU21	Soft Skills II	2	-	-	1	2	40	60	100
			22	**-**	**-**		**22**	**-**	**-**	**-**

SEMESTER III										
			Hours/Week					Maximum Marks		
Category	Code	**Course**	**L**	**T**	**P**	**O**	**C**	**CIA**	**SEE**	**Total**
LANG	24LTAM31 24LFRE31 24LHIN31	Tamil III / Hindi III / French III	2	-	-	1	2	40	60	100
AECC	24LENG31	English –III English For Competitive Examinations	2	-	-	1	2	40	60	100
DSC 5	24CBEN31	Age of Milton	3	-	-	2	3	40	60	100
DSC 6	24CBEN32	Romantic Age	3	-	-	2	3	40	60	100
MDC 3	24MBEN31	Introduction to Psychology	3	-	-	2	3	40	60	100
MDE 1	24EMDE31	Indian Knowledge System	1	1	-	1	2	40	60	100
DSE 3 / IDC 3 / MINOR 3	24DBEN31	Victorian Age	2	-	-	2	2	40	60	100
	24DBEN32	Fundamentals of Phonetics	2	-	-	2		40	60	100
SEC 4	24SSKU31	Soft Skills III	2	-	-	1	2	40	60	100
SI 1	24IBEN31	Internship I	-	-	2	1	1	-	100	100
			20	**1**	**2**		**22**	**-**	**-**	**-**

SEMESTER IV										
			Hours/Week					Maximum Marks		
Category	**Code**	**Course**	**L**	**T**	**P**	**O**	**C**	**CIA**	**SEE**	**Total**
LANG	24LTAM41 24LFRE41 24LHIN41	Tamil IV / Hindi IV / French IV	2	-	-	1	2	40	60	100
ENG / AECC	24LENG41	English –IV Professional English	2	-	-	1	2	40	60	100
AECC	24EVS041	Environmental Studies	3	-	-	2	3	40	60	100
DSC 7	24CBEN41	Modern Period	4	-	-	2	4	40	60	100
DSC 8	24CBEN42	Phonetics	4	-	-	2	4	40	60	100
DSE 4 / IDC 4 / Minor 4	24DBEN41	New Literature	4	-	-	2	4	40	60	100
SEC 5	24SBEN41	Industry Oriented Employability Skills (Career Skills)	2	-	-	1	2	40	60	100
VAC III	24DVAC41	Yoga Education / NCC	-	-	2	-	1	40	60	100
SEC 6	24SBEN42	In-plant Training/ Industrial Tour / Summer Term	-	-	-	-	-	-	-	-
			21	**-**	**2**	**-**		**-**	**-**	**-**

SEMESTER V										
Category	**Code**	**Course**	**L**	**T**	**P**	**O**	**C**	**CIA**	**SEE**	**Total**
DSC 9	24CBEN51	American Literature	4	-	-	2	4	40	60	100
DSC 10	24CBEN52	Linguistics and Rhetoric	4	-	-	2	4	40	60	100
DSC 11	24CBEN53	Indian Writing in English	4	-	-	2	4	40	60	100
DSE 5 / IDC 5 / Minor 5	24DBEN51	Grammar and Usage	4	-	-	2	4	40	60	100
SEC 7	24SBEN51	Entrepreneurial Development	2	-	-	1	2	40	60	100
VAC 4	24DVAC51	Ethics and Values in Ancient Indian Traditions /NSS	2	-	-	1	2	40	60	100
SI 2	24IBEN51	Internship II	-	-	2	1	1	-	100	100
SEC 8	24SBEN52	Skill Enhancement Training / Student Club Activities / Innovation Council	-	-	-	-	-	-	-	-
			20	**-**	**2**	**-**	**21**	**-**	**-**	**-**

SEMESTER VI										
Category	**Code**	**Course**	**L**	**T**	**P**	**O**	**C**	**CIA**	**SEE**	**Total**
DSC 12	24CBEN61	Feminist Writing	4	-	-	2	4	40	60	100
DSC 13	24CBEN62	South Asian Literature	4	-	-	2	4	40	60	100
DSC 14	24CBEN63	Shakespeare	4	-	-	2	4	40	60	100
DSC 15	24CBEN64	Translation Studies	4	-	-	2	4	40	60	100
DSE 6 / IDC 6 / Minor 6	24DBEN61	Culture Studies	4	-	-	2	4	40	60	100
SEC 9	24SBEN61	Mini Project	-	-	4	1	2	-	100	100
SEC 10	24SBEN62	On Job Training / Apprenticeship / Startup	-	-	-	-	-	-	-	-
			20	**-**	**4**	**-**	**22**	-	**-**	**-**

SEMESTER VII										
Category	**Code**	**Course**	**L**	**T**	**P**	**O**	**C**	**CIA**	**SEE**	**Total**
DSC 16	24CBEN71	Film Studies	4	-	-	2	4	40	60	100
DSC 17	24CBEN72	Diaspora Studies	4	-		2	4	40	60	100
DSC 18	24CBEN73	Travel Literature	4	-		2	4	40	60	100
DSE 7 / IDC 7 / Minor 7	24DBEN71	Research Methodology	4	-	-	2	4	40	60	100
RP 1	24RBEN71	Dissertation I	-	-		2	6	40	60	100
			16	**-**	**6**	**-**	**22**	**-**	**-**	**-**

SEMESTER VIII										
Category	**Code**	**Course**	**L**	**T**	**P**	**O**	**C**	**CIA**	**SEE**	**Total**
DSC 19	24CBEN81	Commonwealth Literature	4	-	-	2	4	40	60	100
DSC 20	24CBEN82	Classical Literature	4	-	-	2	4	40	60	100
DSC 21	24CBEN83	Partition Literature	4	-	-	2	4	40	60	100
DSE 8 / IDC 8 / Minor 8	24DBEN81	Popular Literature	4	-	-	2	4	40	60	100
RP 2	24RBEN81	Dissertation II	-	-	6	2	6	40	60	100
			16	**-**	**6**	**-**	**22**	**-**	**-**	**-**

DISCIPLINE SPECIFIC CORE COURSES

Category	Code	Course	L	T	P	O	C
DSC 1	24CBEN11	Social History of England I	4	-	-	2	4
DSC 2	24CBEN12	History of English Literature I	4	-	-	2	4
DSC 3	24CBEN21	Social History of England-II	4	-	-	2	4
DSC 4	24CBEN22	History of English Literature-II	4	-	-	2	4
DSC 5	24CBEN31	The Age of Milton	3	-	-	2	3
DSC 6	24CBEN32	Romantic Age	3	-	-	2	3
DSC 7	24CBEN41	Modern Period	4	-	-	2	4
DSC 8	24CBEN42	Phonetics	4	-	-	2	4
DSC 9	24CBEN51	American Literature	4	-	-	2	4
DSC 10	24CBEN52	Linguistics and Rhetoric	4	-	-	2	4
DSC 11	24CBEN53	Indian Writing in English	4	-	-	2	4
DSC 12	24CBEN61	Feminist Writing	4	-	-	2	4
DSC 13	24CBEN62	South Asian Literature	4	-	-	2	4
DSC 14	24CBEN63	Shakespeare	4	-	-	2	4
DSC 15	24CBEN64	Translation Studies	4	-	-	2	4

DSC 16	24CBEN71	Film Studies	4	-	-	2	4
DSC 17	24CBEN72	Diaspora Studies	4	-	-	2	4
DSC 18	24CBEN73	Travel Literature	4	-	-	2	4
DSC 19	24CBEN81	Commonwealth Literature	4	-	-	2	4
DSC 20	24CBEN82	Classical Literature	4	-	-	2	4
DSC 21	24CBEN83	Partition Literature	4	-	-	2	4

DISCIPLINE SPECIFIC ELECTIVE COURSES

Category	Code	Course	L	T	P	O	C
DSE 1	24DBEN11	Literary Forms	4	-	-	2	4
DSE 2	24DBEN21	The Elizabethan Age	4	-	-	2	4
DSE 3	24DBEN31	Victorian Age	2	-	-	2	4
DSE 4	24DBEN32	Fundamentals of Phonetics	2	-	-	2	4
DSE 5	24DBEN41	New Literature	4	-	-	2	4
DSE 6	24DBEN51	Grammar and Usage	4	-	-	2	4
DSE 7	24DBEN61	Culture Studies	4	-	-	2	4
DSE 8	24DBEN71	Research Methodology	4	-	-	2	4
DSE 9	24DBEN81	Popular Literature	4	-	-	2	4

AECC & LANGUAGES

Category	Code	Course	L	T	P	O	C
LANG 1	24LTAM11 24LFRE11 24LHIN11	Tamil I / Hindi I/ French I	2	-	-	1	2
ENG 1	24LENG11	English I	2	0	0	1	2
LANG 2	24LTAM21 24LFRE21 24LHIN21	Tamil II / Hindi II / French II	2	-	-	1	2
ENG 2	24LENG21	English II	2	-	-	1	2
LANG 3	24LTAM31 24LFRE31 24LHIN31	Tamil III / Hindi III / French III	2	-	-	1	2
ENG 3	24LENG31	English -III English For Competitive Examinations	2	-	-	1	2
LANG 4	24LTAM41 24LFRE41 24LHIN41	Tamil IV / Hindi IV / French IV	2	-	-	1	2
ENG 4	24LENG41	English- IV Professional English	2	-	-	1	2
AECC 1	24EVS041	Environmental Studies	4	0	0	2	4

MULTIDISCIPLINARY COURSES

Category	Code	Course	L	T	P	O	C
MDC 1	24MBEN11	Journalism and Mass Communication	3	-	-	1	2
MDC 2	24MBEN21	Public Speaking	3	-	-	2	3
MDC 3	24MBEN31	Introduction to Psychology	3	-	-	2	3

MULTIDISCIPLINARY ELECTIVE

Category	Code	Course	L	T	P	O	C
MDE 1	24EMDE31	Indian Knowledge System	2	-	-	1	2

VALUE ADDED COURSES

Category	Code	Course	L	T	P	O	C
VAC 1	24DVAC11	Communication Skills	2	-	-	-	2
VAC 2	24DVAC21	Universal Human Values	2	-	-	1	2
VAC 3	24DVAC41	Yoga Education / NCC	-	-	2	-	1
VAC 4	24DVAC51	Ethics and Values in Ancient Indian Traditions/ NSS	2	-	-	1	2

SKILL ENHANCEMENT COURSES

Category	Code	Course	L	T	P	O	C
SEC 1	24SSKU11	Soft Skills I	2	-	-	1	2
SEC 2	24SBEN12	Orientation program / Industrial Visit	-	-	-	-	-
SEC 3	24SSKU21	Soft Skills II	2	-	-	1	2
SEC 4	24SSKU31	Soft Skills III	2	-	-	1	2
SEC 5	24SBEN41	Industry Oriented Employability Skills (Career Skills)	2	-	-	1	2
SEC 6	24SBEN42	In-plant Training/ Industrial Tour / Summer Term	-	-	-	-	-
SEC 7	24SBEN51	Entrepreneurial Development	2	-	-	1	2
SEC 8	24SBEN52	Skill Enhancement Training / Student Club Activities / Innovation Council	-	-	-	-	-
SEC 9	24SBEN61	Mini Project	-	-	4	1	2
SEC 10	24SBEN62	On Job Training / Apprenticeship / Startup	-	-	-	-	-

SUMMER INTERNSHIP

Category	Code	Course	L	T	P	O	C
SI 1	24IBEN31	Internship I	-	-	2	1	1
SI 2	24IBEN51	Internship II	-	-	2	1	1

RESEARCH PROJECT

Category	Code	Course	L	T	P	O	C
RP 1	24RBEN71	Dissertation I	-	-	6	2	6
RP 2	24RBEN81	Dissertation II	-	-	6	2	6

SEMESTER I

24LENG11 **ENGLISH – I**

L	T	P	O	C
2	0	0	1	2

COURSE OBJECTIVES:

- To enable students to develop their communication skills effectively.
- To make students familiar with usage skills in the English Language.
- To enrich their vocabulary in English.
- To develop communicative competence.

UNIT- I PROSE **06**

- Dangers of drug abuse - Hardin B.Jones
- Tight corners - E.V.Lucas

UNIT-II POETRY **06**

- Ecology - A.K.Ramanujan
- The Owl and the Chimpanzee - Jo Camacho

UNIT-III PLAY AND SHORT STORY **06**

- The Dear Departed - Stanley Houghton
- The Fool's Paradise- Isaac Bashevis Singer

UNIT – IV GRAMMAR **06**

- Parts of Speech, Articles

UNIT– V GRAMMAR **06**

- One-Word Substitution, Prefix, Suffix, Synonym, Antonym.

Total: 30 Hours

Course Outcomes:

At the end of this course students will be able to:

CO1: Understand the characteristic features of the language used in the text.

CO2: Strengthen their knowledge of basic grammar.

CO3: Improve narrative skills after studying diverse prose and play.

CO4: Understand to classify parts of speech and articles.

CO5: Develop critical writing skills in the textual content of the syllabus.

Reference Books:

- English for Communication Enrichment: by Jeya Santhi June 2015.
- Dr. M. Narayana Rao and Dr. B. G.Barki–Anu's Current English for Communication (AnuChitra). June 2012.
- Dr. Ananthan, R. Effective Communication. Ed. Chennai: Anu Chithra Pub.2010.

24CBEN11 **SOCIAL HISTORY OF ENGLAND – I**

L	T	P	O	C
4	0	0	2	4

COURSE OBJECTIVES:

- To enable students to acquire a basic knowledge of the Social History of England,
- To help students get acquainted with English, History, Culture and Thought of the past years.
- To understand a brief overview of socio-political events and study the literary texts.

UNIT- I BACKGROUND STUDY **12**

- Feudalism
- The Church during the Age of Chaucer and after
- Monasteries

UNIT-II THE TUDOR AGE **12**

- Renaissance
- Reformation
- Social Life during the Age of Shakespeare

UNIT-III THE AGE OF STUART **12**

- The Puritan War
- Colonial Expansion

UNIT – IV STUART ENGLAND I **12**

- The Glorious Revolution
- The Great Plague and Great Fire of London,
- Trade and Industry,
- The Royal Society

UNIT– V STUART ENGLAND II **12**

- The Golden Age of Queen Anne
- Social Hierarchy
- The City and Judiciary
- The Coffee Houses
- Religion and Education

Total: 60 Hours

Course Outcomes:

At the end of this course, students will be able to:

CO1: Identify the key aspects of the Social History of England

CO2: Interpret English History, Culture, and Thoughts of the past years.

CO3: Determine the background to major traditions of English Literature.

CO4: Experiment with the diversity of literary and social voices within those traditions.

CO5: Survey texts in relation to their historical and cultural contexts in order to gain a richer understanding of both text and context as situated historically and culturally.

Reference Books:

- Social History of England – G.M. Trevelyan
- The Social History of England – Padmaja Ashok, Orient Black Swan, Chennai.
- Social History of England – P. Thailambal, Thirumani Printers, Coimbatore.

24CBEN12 HISTORY OF ENGLISH LITERATURE – I

L	T	P	O	C
4	0	0	2	4

COURSE OBJECTIVES:

- To examine the major literary works and authors from the period of Chaucer to Pope.
- To understand the historical, social, and cultural contexts that influenced English literature during this time.
- To analyze the evolution of literary forms and genres from the Middle Ages to the early 18th century.
- To explore the themes, styles, and techniques characteristic of literature from Chaucer to Pope.
- To develop critical thinking and analytical skills through the study of key texts and their significance in the development of English literature.

UNIT-I AGE OF CHAUCER 12

- From Chaucer to Renaissance

UNIT-II RENAISSANCE 12

- The Development of Drama
- Marlowe
- Ben Jonson
- Minor Dramatists
- Elizabethan Poetry
- Elizabethan Prose

UNIT-III THE AGE OF MILTON 12

- Poetry
- Prose

UNIT–IV THE AGE OF DRYDEN **12**

- Restoration Drama
- Development of Prose
- Poetry

UNIT–V THE AGE OF POPE **12**

- 18th Century Novel
- Transitional Poets

Total: 60 Hours

Course Outcomes:

At the end of this course students will be able to:

CO1: Apply themselves to a chronological study of English Literature.

CO2: Mark the development of modern English Literature from Chaucer.

CO3: Examine the various stages of dramatic development**.**

CO4: Interpret specific minds with novelties in the novel – romances, sentimental writings with religion embedded

CO5: Analyse literary trends facilitating realization of writing as being.

Reference Books:

- An Outline History of English Literature – W. Hudson, Atlantic Publishers
- British and American utopian literature, 1516-1975: an annotated bibliography Sargent, Lyman Tower, 1940
- Saul Collection of nineteenth-century English Literature LONDON: G. BELL & SONS, LTD.
- Timeline: English literature Publisher: History World Online Publication Date: 2012.

24DBEN11 **LITERARY FORMS**

L	T	P	O	C
3	0	0	2	3

COURSE OBJECTIVES:

- To identify and describe the characteristics of various literary genres, including poetry, drama, and prose.
- To analyze the structural elements and thematic content unique to each literary form.
- To understand the historical and cultural development of different literary genres.
- To evaluate the influence of genre conventions on the creation and interpretation of literary works.
- To enhance critical reading and writing skills through the study of diverse literary forms and their techniques.

UNIT- I POETRY **12**

- Subjective Poetry – The Lyric, Sonnet, Elegy, Ode
- Narrative Poetry – The Ballad, Epic, Satire, Dramatic Monologue

UNIT-II PROSE **12**

- Essay –Definition ,Characteristics, Development Type –Personal and Impersonal Essay, the Aphoristic essay, the Periodical essay, the Reviews
- Narrative Short Story, Autobiography, Biography, Criticism

UNIT-III DRAMA **12**

- Tragedy, Comedy – Characteristics, Development. Types
- Melodrama, Farce, Masque

UNIT – IV FICTION **12**

- The Novel, The Short Story, The Historical Romances, Science Fiction.

UNIT– V NOVEL **12**

- Types – The Picaresque, Gothic Detective and Stream of Consciousness Novels.

Total: 60 Hours

Course Outcomes:

At the end of this course students will be able to:

CO1: Examine the nuances of different genres in literature and survey them chronologically.

CO2: Classify sub generic forms of subjective and narrative poetry.

CO3: Identify the various dimensions of prose.

CO4: Explain the elaboration of intricacies of drama and fiction.

CO5: Distinguish the different styles of literary writing.

Reference Books:

- Chris Baldick, Oxford Book of Literary Terms, Oxford University Press, London.
- W.H. Hudson, An Introduction to the Study of Literature, Atlantic Publishers, Chennai.
- Peter Childs, Roger Fowler, The Routledge Dictionary of Literary Terms, Routledge Taylor and Francis group, London.
- The Background Study of English Literature, Birjadish Prasad, Macmillan Rev. Ed.

24MBEN11 JOURNALISM AND MASS COMMUNICATION

L	T	P	O	C
4	0	0	2	4

COURSE OBJECTIVES:

- To provide students with a solid understanding of the theoretical frameworks underpinning communication, journalism, and media studies.
- To equip students with the necessary research skills to investigate and analyse media content, audience behaviours, and societal impacts of media.
- To cultivate critical thinking skills and media literacy among students, enabling them to evaluate media messages and understand their role in society critically.
- To provide opportunities for students to apply their skills and knowledge in real world of journalism and media.

UNIT- I 12

Meaning & definitions, Characteristics, Scope of Mass Communication, Mass Culture, Principles of Journalism, Definition Nature, Scope and Significance.

UNIT-II 12

Major Theories of Press- Authoritarian Theory, Libertarian Theory, Social Responsibility Theory, Soviet communist theory, Magic Bullet theory, Two-step flow theory, Uses and Gratification theory.

UNIT-III 12

Tools of Mass Communication- Newspapers, Magazines, Radio, TV, Films, Internet, mobiles, Advertising, Public Relations & Public Affairs, Traditional & Folk Media, Media and modern society, Media and Democracy.

UNIT – IV **12**

Journalism as Profession. Relationship between Press and Society - Press and Government. Code of Ethics of the press - Reader and his interests -understanding public taste -Press as a tool of social service. Newspaper Organization - The role of press as an agency of communication – Relationship between press and other mass media. Press and Democracy.

UNIT– V **12**

Types of Media: Print, Broadcast and New Media (Digital and social media); Structure of Newspaper organization; News: Definition, Types, Elements; News Sources; Structure of news: Inverted Pyramid; Intro or Lead; Objectivity; Political reporting, Financial reporting, Sports reporting; News Agencies: functions; International News Agencies.

Total: 60 Hours

Course Outcomes:

At the end of this course students will be able to:

CO1: Apply communication theories and concepts to analyse media texts, understand audience behaviours, and interpret media effects on society.

CO2: Understand ethical principles and legal regulations governing journalism and mass communication

CO3: Be proficient in multimedia production techniques.

CO4: Understand audience demographics, media consumption habits, and market trends.

CO5: Develop a comprehensive understanding of journalism and mass communication.

Reference Books:

- M.V. Kamath: Professional Journalism; Vikas Publishing, New Delhi.
- Sourin Banerjee: Journalism Update; Pragatishil Prokashak.
- Mark W. Hall: Broadcast Journalism: An Introduction to News Writing.
- Seema Hasan: Mass Communication; Principles and Concepts; CBS Publishers and Distributer

24DVAC12 **COMMUNICATION SKILLS**

L	T	P	O	C
2	0	0	1	2

COURSE OBJECTIVES:

- To develop effective verbal and non-verbal communication techniques for various contexts.
- To enhance listening skills for better comprehension and engagement in conversations.
- To improve written communication abilities, focusing on clarity, coherence, and style.
- To build confidence in public speaking through practice and constructive feedback.
- To cultivate interpersonal skills for successful collaboration and professional interactions.

UNIT- I INTRODUCTION TO COMMUNICATION SKILLS 06

- Fundamentals of Communications
- Elements of communications, Types of Communication

UNIT-II PRACTICAL ENGLISH I 06

- Importance of the Language - Word Usage and Jargon
- Tenses and the Effectiveness - Basics of Grammar (Noun/Verb/Adverb/Conjunction)

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UNIT-III EFFECTIVE COMMUNICATION 06

- LSRW (Listening, Speaking, Reading & Writing)
- Pronunciation - Vocabulary Building
- Intonations & its Importance

UNIT – IV WORKPLACE COMMUNICATION 06

- Basics of Telephone Etiquette
- E-Mail Writing

- Presentation Skills
- Interpersonal Skills
- Business English

UNIT– V QUANTITATIVE ABILITY **06**

- Verbal Ability - Verbal Analogy
- Debating Skills - Public Speaking

Total: 30 Hours

Course Outcomes:

At the end of this course students will be able to:

CO1: Enhance participants' business communication skills.

CO2: Enhance LSRW Skills (LSRW – Listening, Speaking, Reading & Writing).

CO3: Express opinions at free will in social/ personal gathering.

CO4: Impact leadership qualities among participants.

CO5: Engage in conversation with others to exchange ideas.

Reference Books:

- Elizabeth Harren, 7 April, 2022, last updated: 16 November, 2023
- Kerry Patterson, Joseph Grenny, Ron McMillan, Al Switzler (McGraw-Hill)
- Ethan Beute and Stephen Pacinelli (Greenleaf)

24SSKU11 **SOFT SKILLS I**

L	T	P	O	C
2	0	0	1	2

COURSE OBJECTIVES:

- To learn and apply basic etiquette for personal and professional interactions.
- To develop effective stress management techniques for maintaining mental and emotional well-being.
- To enhance self-awareness for personal growth and informed decision-making.
- To gain an overview of essential 21st-century skills necessary for success in a rapidly changing world.
- To foster creativity and critical thinking skills for innovative problem-solving and adaptability.

UNIT- I INTRODUCTION TO SOFT SKILLS 06

- Soft Skills & Hard Skills
- 15 Important Soft Skills
- Communication Skills, Time Management, Leadership Skills

UNIT-II OVERVIEW OF 21ST CENTURY SKILLS 06

- Lateral Thinking – Left Brain/Right Brain Functionality
- Problem Solving Skills

UNIT-III SELF AWARENESS 06

- Human Values
- Mindfulness
- SWOT Analysis
- PDCA Approach

UNIT – IV CREATIVITY / CRITICAL THINKING 06

- Six Thinking Traits
- Creative Writing Exercises
- Open Mindedness

UNIT– V PERSONAL HYGIENE AND STRESS MANAGEMENT **06**

- Basic Etiquettes
- Health and Personal Grooming
- Stress-Meaning and Nature, Eustress, Distress
- Stress Management Strategies

Total: 30 Hours

Course Outcomes:

At the end of this course students will be able to:

CO1: Demonstrate basic etiquette in various personal and professional settings.

CO2: Effectively manage stress using learned techniques.

CO3: Show increased self-awareness and make informed decisions.

CO4: Understand and articulate key 21st-century skills.

CO5: Apply creativity and critical thinking to solve problems innovatively.

Reference Books:

- Alex, Dr. K. (2014). Soft Skills (1st edition) S Chand & Company
- Taylor. Grant English Conversation Practice. Tata McGraw Hill Education Pvt. Ltd 2005
- Tiko, Champa& Jaya Sasikumar. Writing with a purpose. OUP New Delhi 1979
- Nelson-Jones, R. (1992). Life skills, a handbook, Trowbridge, Wilts: Detesios Ltd.
- Tuhovsky, Ian (2019). Communication Skills Training (2nd edition) Rupa Publication India.

SEMESTER II

24LENG21 **ENGLISH II**

L	T	P	O	C
2	0	0	1	2

COURSE OBJECTIVES:

- To read and understand different types of prose, poetry, and fiction.
- To think critically about texts and express ideas clearly.
- To recognize and discuss key themes and styles in literary works.
- To learn and use grammar rules correctly in writing and speaking.
- To write more effectively by applying grammar and literary techniques.

UNIT- I PROSE **12**

- If you are Wrong, Admit it- Dale Garnegie
- Words of Wisdom- Chetan Bhaghat

UNIT-II POETRY **12**

- La Belle Dame Sans Merci - John Keats
- Ozymandias- P.B.Shelley

UNIT-III FICTION **12**

- The School for Empathy - E.V. Lucas
- The Lamb to the Slaughter-Roald Dahl

UNIT – IV GRAMMAR **12**

- Types of Sentences, Concord

UNIT– V GRAMMAR **12**

- Tenses, Voices

Total: 60 Hours

Course Outcomes:

At the end of this course students will be able to:

CO1: Identify poetic expressions in the course of daily speech

CO2: Students will develop skills that enable them to communicate effectively in writing.

CO3: Students will develop skills that enable them to communicate effectively in writing.

CO4: Discriminate against different sensibilities in approaching life.

CO5: Strengthen the ability to solve life's problems, as highlighted in the selections.

Reference Books:

- Dr. M. Narayana Rao and Dr. B. G. Barki–Anu's Current English for Communication (Anu Chitra). June 2012.
- General English for competitive examinations by V.Rajagopalan (Mcgraw Hill Education) -2010.

24CBEN21 **SOCIAL HISTORY OF ENGLAND II**

L	T	P	O	C
4	0	0	2	4

COURSE OBJECTIVES:

- To explore the major social and political changes during the Age of Revolutions in England.
- To understand the impact of the Reform Bills on English society and governance.
- To analyse the key social, economic, and cultural developments of the Victorian Age.
- To examine the transformations in English society during the Modern Age.
- To evaluate the historical significance of these periods in shaping contemporary England.

UNIT- I THE AGE OF REVOLUTIONS 12

- The American War of Independence
- The French Revolution
- The Agriculture Revolution
- The Industrial Revolution

UNIT-II THE REFORM BILLS 12

- Political and Historical Context
- The Reform Act of 1832
- The Reform Act of 1867
- The Reform Act of 1884

UNIT-III THE VICTORIAN AGE 12

- The Victorian Problem
- Expansion of Empire
- Humanism
- Social Changes during the Victorian Age

UNIT – IV PRE- WAR **12**

- Pre-War Conditions in England
- Social Effects of the First World War
- Post-War England

UNIT– V THE MODERN AGE **12**

- Social Effects of the Second World War
- The Labour Movement
- Social Security and the Concept of the Welfare State

Total: 60 Hours

Course Outcomes:

At the end of this course students will be able to:

CO1: Identify the key aspects of the Social History of England

CO2: Interpret English History, Culture and Thought of the past years

CO3: Determine the background to major traditions of English Literature.

CO4: Experiment with the diversity of literary and social voices within those traditions

CO5: Survey texts in relation to their historical and cultural contexts in order to gain a richer understanding of both text and context as situated historically and culturally.

Reference Books:

- Social History of England – G.M. Trevelyan
- The Social History of England – Padmaja Ashok, Orient Black Swan, Chennai.
- Social History of England – P. Thailambal, Thirumani Printers, Coimbatore.

24CBEN22 HISTORY OF ENGLISH LITERATURE II

L	T	P	O	C
4	0	0	2	4

COURSE OBJECTIVES:

- To initiate students into a chronological study of English Literature.
- To sharpen their literary sensibilities and to develop in them the right perspective for different genres of different age.

UNIT- I THE AGE OF WORDSWORTH 12

- Poetry
- Prose
- Novel

UNIT-II THE VICTORIAN AGE 12

- Poetry
- Prose
- Novel

UNIT-III INTER-WAR PERIOD 12

- Pre-War Literature
- Literature between the Wars

UNIT – IV THE MODERN AGE-I 12

- English Literature after the Second World War
- Trends in Modern English Poetry (20th Century)

UNIT– V THE MODERN AGE-II 12

- Trends in Modern English Prose (20th Century)
- Trends in Modern English Novels (20th Century)

Total: 60 Hours

Course Outcomes:

At the end of this course students will be able to:

CO1: Apply themselves to a chronological study of English Literature.

CO2: Mark the development of modern English Literature from Chaucer

CO3: Examine the various stages of dramatic development.

CO4: Interpret specific minds with novelties in the novel – romances, sentimental writings with religion embedded**.**

CO5: Analyse literary trends facilitating the realization of writing as being.

Reference Books:

- An Outline History of English Literature – W. Hudson, Atlantic Publishers
- History of English Literature by Edward Albert, Oxford University Press, New York.
- A Short History of English Literature – Ivor Evans.

24MBEN21 **PUBLIC SPEAKING**

L	T	P	O	C
3	0	0	2	3

COURSE OBJECTIVES:

- To demonstrate an ability to conduct research, synthesizing this information and presenting it to targeted audiences.
- To develop critical thinking skills to make ethical and informed choices on how to effectively communicate with others.
- To foster listening skills that allow them to evaluate communication acts from their peers.

UNIT- I 12

Introduction to Public Speaking: Meaning and Significance. Types of Public Speaking: Media, Corporate and Political**.**

UNIT-II 12

Art of Public Speaking: Language, Etiquettes and Communication Skills. Techniques of Public Speaking: Audience Applause Technique, Practice with a Mini-Audience, Practice in front of a Camera, Soft Sale Storytelling Strategy.

UNIT-III 12

Tools for Public Speaking: Vocal delivery, Body language, Audio Visual aids. Effective Speaking: Presentation.

UNIT – IV 12

Modules: Understanding Speech, Making Ideas Interesting and Memorable, illustrating and Delivering the Ideas.

UNIT– V **12**

Practice and Review: Informative Speech, Persuasive Speech, Competitive Speech and Narrative Speech, Overcoming Fear of Public Speaking and Developing Great Delivery.

Total: 60 Hours

Course Outcomes:

At the end of this course, students will be able to:

CO1: become aware of the importance of communication in personal and professional environments.

CO2: gain experience in interpersonal, group, and public communication.

CO3: develop strategies for overcoming speech anxiety.

CO4: practice the delivery of professional and personal speeches using visual aids where appropriate to enhance their presentation.

CO5: make powerful public speeches confidently.

Reference Books:

- Davidson, Jeff, The Complete Guide to Public Speaking, Breathing Space Institute, 2003
- DiSanza, J. R., &Legge, N. J, Business and professional communication: Plans, processes, and performance (3rd ed.). Needham Heights, MA: Allyn & Bacon, 2005.
- Goleman, Daniel, Working with Emotional Intelligence, London: Banton Books, 1998
- Hall, Calvin S, et.al., Theories of Personality, New Delhi: Wiley, rpt.2011
- Hamilton, C, Essentials of public speaking (5th ed.). Belmont, CA: Wadsworth Cengage learning, 2012.

24DBEN21 **THE ELIZABETHAN AGE**

L	T	P	O	C
4	0	0	2	4

COURSE OBJECTIVES:

- To provide students with a glimpse of the tempo of the age, which was a golden age in the History of England.
- To help the students get the right perspective of the Outcomes of the Renaissance.

UNIT- I POETRY 12

- Edmund Spenser – Prothalamion
- Philip Sidney – Loving in Truth and Faine in Verse My Love to Show (from Astrophel and Stella)
- Thomas Wyatt – Forget not yet: And Why Thou Leave Me Thus? The Long Love that My Thought Doth Harbour.
- Henry Howard– When Raging Love with Extreme Pain; Martial: The Things that do Attain.

UNIT-II POETRY 12

- John Donne – The Sun Rising, The Flea, A Hymn to God the Father.
- George Herbert – Redemption, Virtue
- Andrew Marvel – To his Coy Mistress

UNIT-III DRAMA 12

- Christopher Marlowe – Edward – II
- Ben Johnson – The Alchemist

UNIT – IV PROSE **12**

Francis Bacon: i) Of Friendship ii) Of Truth

iii) Of Marriage iv) Of Great Place

UNIT– V PROSE **12**

Sir. Thomas More –Utopia (Conditions in England only).

Total: 60 Hours

Course Outcomes:

At the end of this course, students will be able to:

CO1: Explain the stylistic devices of prose writing of the early Renaissance.

CO2: Develop their sense of generic novelties in poetry and drama.

CO3: Identify the nuances of Renaissance English

CO4: Mark the literary personalities who shaped the emerging literary patterns.

CO5: Identify the diverse elements of style in the emerging modern English language in individual authors.

Reference Books:

- Individual Text References are available on the market from various publishers.
- Shakespeare's England: Life in Elizabethan & Jacobean Times Paperback – Import, 24 April 2003
- The Literature of the Elizabethan Age: A fine analysis of the literature of Queen Elizabeth's age by Nutan Poonia Beniwal
- The Elizabethan Age, Vol. 1: The Queen, Nobles, and Gentry (History Source Books) P.F. Speed, Mary Speed.

24DVAC11 **UNIVERSAL HUMAN VALUES**

L	T	P	O	C
1	0	0	1	1

COURSE OBJECTIVES:

- To appreciate the complementarity between the values and skills for sustained happiness and prosperity.
- To influence the students to approach life and profession with a holistic perspective towards value-based living in a natural way.
- To highlight plausible implications of holistic understanding of ethical human conduct.

UNIT- I INTRODUCTION TO VALUE EDUCATION 5

Living a fulfilling life. Value education. Skill education. Complementarity of Values and Skills. Development of a holistic perspective. Right understanding, relationship and physical facility. Understanding happiness and prosperity.

UNIT-II HARMONY AT MULTIPLE LEVELS 5

Human being as co-existence of the self and the human body. Understanding harmony in the self. Harmony in the family and understanding values in human-human relationships. Harmonyin the society and understanding universal human order. Harmony in nature and understanding the interconnectedness, self-regulation and mutual fulfillment. Harmony in existence and understanding co-existence at various levels.

UNIT-III IMPLICATIONS OF THE RIGHT UNDERSTANDING 5

Ethical human conduct, implications of value-based living, right understanding of professional ethics, humanistic education, holistic technologies, production systems, and management models, and strategies for transitioning to a value-based life and profession are the topics covered.

Total: 15 Hours

Course Outcomes:

At the end of the course, learners will be able to:

CO1: Develop qualities like responsibility and the ability to handle problems with sustainablesolutions.

CO2: Appraise human values and the harmony at various levels.

CO3: Perceive a better critical ability.

CO4: Develop qualities pertaining to value-based living.

CO5: Apply what they have learnt to their own self in real life settings.

Reference Books:

- R.R. Gaur, R. Asthana, G.P. Bagaria. (2023). A Foundation Course in Human Values andProfessional Ethics. 3rd Revised Edition. Excel Books, New Delhi.
- A. Nagaraj, Jeevan Vidya Prakashan, Amar Kantak. Jeevan Vidya (1999), Ek Parichaya
- Rakesh Gupta. Jeevan Vidya (2008), An Introduction (Introductory Book to Madhyasth Darshan-Coexistentialism). English Version.
- A. N. Tripathi (2004), Human Values. First Edition. New Age International Publishers, NewDelhi.

24SSKU21 **SOFT SKILLS II**

L	T	P	O	C
2	0	0	1	2

COURSE OBJECTIVES:

- To develop strategies to enhance teamwork and collaboration in professional settings.
- To cultivate a positive attitude and mindset to foster constructive relationships and productivity.
- To develop leadership, decision-making and team bonding skills.

UNIT- I PROFESSIONAL BEHAVIOUR 06

- Team Building – Team Bonding
- Inter-Personal Relationship– Intra-Personal Relationship

UNIT-II PERSONALITY DEVELOPMENT 06

- Types of Personality
- Self-Confidence - Confidence Building
- Attitude (Positive/Negative)

UNIT-III TELEPHONE ETIQUETTE 06

- Basics of Telephone Etiquette
- Giving Clear and Concise Information
- Tone & Rate of Spseech
- Intonations & its Importance
- Whatsapp Communications

UNIT – IV DECISION MAKING 06

- Types of Decisions – Planned-Unplanned, Individual-Group, Major-Minor

- Types of Leadership Styles – Autocratic, Democratic, Lesse-Faire, Participative, Beurocratic

UNIT– V PROFESSIONAL ETIQUETTE **06**

- Respect – Salutations
- Official Behaviour

Total: 30 Hours

Course Outcomes:

At the end of this course, students will be able to:

CO1: Understand the principles of effective team building and apply strategies to foster team bonding and cohesion in professional settings.

CO2: Become self-confident individuals by mastering interpersonal skills, team management skills, and leadership skills.

CO3: Practice techniques for effective communication in telephone conversations.

CO4: Evaluate decision-making processes and their implications in professional settings.

CO5: Exhibit professional conduct and demeanor in various professional situations.

Reference Books:

- Language Service, Universitat Oberta de Catalunya
- Taylor. Grant English Conversation Practice. Tata McGraw Hill Education Pvt. Ltd 2005
- Tiko, Champa & Jaya Sasikumar. Writing with a purpose. OUP New Delhi 1979
- Alex, Dr. K. (2014). Soft Skills (1st edition) S Chand & Company.
- Nelson-Jones, R. (1992). Life skills, a handbook, Trowbridge, Wilts: Detesios Ltd.

SEMESTER III

24LENG31 ENGLISH-III -ENGLISH FOR COMPETITIVE EXAMINATIONS

L	T	P	O	C
2	0	0	1	2

COURSE OBJECTIVES:

- To enhance reading comprehension skills for understanding complex texts in competitive exams.
- To develop vocabulary and language proficiency to tackle verbal reasoning sections effectively.
- To improve grammar and writing skills for precise and coherent expression in written exams.
- To practice critical thinking and analytical reasoning abilities required for exam questions.

UNIT- I VERBAL ABILITY 06

- Homophones, Homonyms, Jumbled sentences, Spot the Errors

UNIT-II COMPREHENSION 06

- Reading Comprehension, Critical Reading, Cloze Test

UNIT-III GRAMMAR 06

- Idioms and Phrases, Question Tag, Phrasal Verbs, Prepositions, Articles

UNIT – IV GRAMMAR 06

- Tenses, Voices, Direct and Indirect Speech, Simple, Compound, Complex sentences

UNIT– V ACADEMIC WRITING 06

- Precis Writing, Report Writing, Email Writing

Total: 30 Hours

Course Outcomes:

At the end of this course, students will be able to:

CO1: imbibe the rules of language unconsciously and tune in to deduce language

structure and usage.

CO2: develop their abilities as critical readers and writers.

CO3: decipher the mechanism of language and use it for success in competitive examinations and job-related speaking and writing tasks.

CO4: construct grammatically flawless sentences in oral and written communication.

CO5: express their thoughts and views in a concise manner in writing.

Reference Books:

- General English for competitive examinations by V. Rajagopalan (McGraw Hill Education) -2010.
- Technical Communication – Principles and Practices By Meenakshi Raman & Sangeeta K. Sharma, Oxford Univ. Press, 2016, New Delhi.
- Ibbotson, Mark. Professional English in Use: Engineering: Technical English for Professionals. Cambridge University Press, 2009.
- Wallwork, Adrian. User guides, manuals, and technical writing: A guide to professional English. Springer, 2014.

24CBEN31 **THE AGE OF MILTON**

L	T	P	O	C
3	0	0	2	3

COURSE OBJECTIVES:

- To introduce students to the fresh political, economic, and social situations of the Neo-Classical Age.
- To enable students to understand and appreciate the changing trends and style in the growth of Literature.

UNIT- I POETRY 12

- John Milton – Paradise Lost – Book IX
- John Dryden – Alexander's Feast

UNIT-II POETRY 12

- John Dryden – Song for St. Cecilia's Day
- Thomas Gray – Elegy Written in a Country Churchyard
- William Collins – Ode to Evening

UNIT-III DRAMA 12

- Richard Brinsley Sheridan – The Rivals
- Oliver Goldsmith – She Stoops to Conquer

UNIT – IV PROSE 12

- Samuel Johnson – Preface to Shakespeare
- Joseph Addison– Addison and the Gypsies,
  Steele – Rodger's Account of Disappointment in Love
- Oliver Goldsmith – Citizen of the World, The Man in Black,
  The Chinese Philosopher, The Shabby Beau

UNIT– V FICTION **12**

- Daniel Defoe – Robinson Crusoe
- Oliver Goldsmith – The Vicar of Wakefield

Total: 60 Hours

Course Outcomes:

At the end of this course, students will be able to:

CO1: identify Periodical Essay as a generic form.

CO2: interpret the modality of the English Epic.

CO3: identify the mock-epic style in English poetry.

CO4: perceive sentimentality and satire in literature.

CO5: explain the emergence of the English novel.

Reference Books:

- Dryden: A Discourse Concerning the Origin and Progress of Satire
- The Vicar of Wakefield - Oliver Goldsmith - Ed. Stephen Coote (Penguin UK, 2004)
- She Stoops to Conquer Publisher: Start Publishing LLC (December 28, 2012)
- Patrides, C.A. The Age of Milton, edited by Raymond B.Waddington, Barnes & Noble Books-Imports, Div of Rowman & Littlefield Pubs., Inc . 1998
- Hagar Alan. Editor. The Age of Milton: An Encyclopedia of Major 17th Century British and American Authors.ABC-CLIO, 2004.

24CBEN32 **THE ROMANTIC AGE**

L	T	P	O	C
3	0	0	2	3

COURSE OBJECTIVES:

- To expose students to comprehensive knowledge pertaining to the different genres of Literature in the Romantic Age.
- To develop in them a trendy attitude as reflected in the spirit of the age.

UNIT- I POETRY **12**

- William Wordsworth – Tintern Abbey, Upon Westminster Bridge
- John Keats – Ode to a Nightingale, Ode to Psyche
- Percy Bysshe Shelley – Ode to the West Wind

UNIT-II POETRY **12**

- Lord Byron – She Walks in Beauty
- Samuel Taylor Coleridge – Kubla Khan

UNIT-III PROSE **12**

- Charles Lamb- Oxford in Vacation, South Sea House, Dream Children
- William Hazlitt- My First Acquaintance with the Poets
- Thomas De Quincey –Literature of Knowledge and Power

UNIT – IV FICTION **12**

- Jane Austen – Sense and Sensibility

UNIT– V FICTION **12**

- Walter Scott – Guy Mannering

Total: 60 Hours

Course Outcomes:

At the end of this course students will be able to:

CO1: build a comprehensive knowledge of the different themes in literature in the Romantic Age.

CO2: analyse the psychological concepts such as emotion and feeling in Romantic Poetry.

CO3: explain the impact of trendy prose styles of the period in their writing styles.

CO4: identify the nuances of domestic settlement as shown in the domestic novels.

CO5: build their values based on the concept of Romanticism.

Reference Books:

- Maxwell Richard and Katie Trumpener, eds., The Cambridge Companion to Fiction in the Romantic Period 2008.
- Duncan Wu, A Companion to Romanticism, Blackwell Publishing, 1998.
- Rupert Christiansen. Romantic Affinities: Portraits From an Age, 1780–1830. London: BodleyHead, 1988.

24MBEN31 **INTRODUCTION TO PSYCHOLOGY**

L	T	P	O	C
3	0	0	2	3

COURSE OBJECTIVES:

- Examine the various methods of psychology.
- Discuss the various concept of learning and its related theories.
- Analyze the motivation and its influence on human behavior.
- Acquire knowledge about concepts of intelligence and creativity.
- Familiarize with the concepts and theories of personality.

UNIT- I INTRODUCTION TO PSYCHOLOGY: DEFINITION, HISTORY, AND APPLICATIONS 12

Psychology: Meaning – Application of Psychology in various fields – Methods of study: Introspection – Experimental – Observational – Survey – Case Study. Conflict: Meaning – Types – Management. Assertiveness: Meaning – Characteristics of an assertive person – Non-Assertiveness: Meaning – Causes

UNIT-II BIOLOGICAL BASES OF BEHAVIOUR 12

The basic types, structures, and functions of neurons and synapses - the basic anatomy of the human nervous system and methods for investigation- the function of hormones in sexual development and behavior - the biological foundations of emotions (stress);

UNIT-III INTELLIGENCE AND CREATIVITY 12

Intelligence: Concept, meaning and its nature - Theories: Spearman's two factor theory, Thurston's group factor theory, Guilford's model of intellect, Howard Gardner's theory of multiple intelligence - Concept of mental age and intelligence quotient, Measurement of Intelligence - IQ range and classification - Creativity: concept, nature, difference between

creativity and intelligence - Techniques and methods of fostering creativity: brainstorming, problem solving, Group discussion, play way, Quiz etc – concept of Emotional intelligence and meta cognition

UNIT – IV PERSONALITY **12**

Personality: Meaning Nature and determinants of Personality - Approaches to personality: trait approach (Allport, Cattell), type approach (Sheldon, Kretschmer, Jung, Hippocrates) and trait cum type approach (Eysenck) - Psycho-analytic approach: Sigmund Freud - Assessment of Personality - Integrated Personality

UNIT– V STATES OF MIND **12**

Nature of consciousness; changes in consciousness- sleep-wake schedules (ii) Extended states of Consciousness - Hypnosis, Meditation, and Hallucinations.

Total: 60 Hours

Course Outcomes:

At the end of this course students will be able to:

CO1: Define the term psychology and demonstrate command of the basic terminology, concepts, and principles of the discipline.

CO2: Understand the physiological and biochemical links of human behaviour

CO3: Gain insight into human behaviour as products of empowerment.

CO4: Gain some key ideas about human development and the perspectives to understand and explain such developments.

CO5: Understand the different aspects of preparation for future life.

Reference Books:

- Bigge, M.L. and Hunt, M.P. (1962). Psychological Foundations of Education, New York: Harper and Row.
- Lazarus, R.S. (1963). Personality and Adjustment, New Jersey: Prentic Hall Inc.

- Mohanty, N., Varadwaj, K. & Mishra, H.C. (2014). Explorations of Human Nature and Strength: Practicals in Psychology, DivyaPrakashani, Samantarapur, Bhubaneswar
- Papalia, Diane E., Sally Wendos Olds (2006). Human Development. 9th Edition. New Delhi: Tata McGraw Hill • Baron, R. A. (2002). Psychology (5th Edition), New Delhi, Pearson Education.
- Morgan, C.T., King, R.A., Weisz, J.R., &Schopler, J. (2008). Introduction to psychology (7th edition) Bombay: Tata-McGraw Hill.

24EMDE31 **INDIAN KNOWLEDGE SYSTEM**

L	T	P	O	C
1	1	0	1	2

Course Objectives

- To gain an understanding of Indian Knowledge System.
- To develop an ability to apply the Indian Knowledge System to societal challenges faced today in areas such a holistic health, governance, public administration and sustainable living.
- To promote the youths to do research in the various fields of Indian knowledge system.

Unit1: An Overview of Indian Knowledge System (6 Hours)

Introduction- Organization of Indian Knowledge System- The IKS corpus- A Classification framework- Historicity of Indian KnowledgeSystem -Some salient aspects of Indian Knowledge System

Unit 2: Philosophical system (6 Hours)

Introduction to Philosophy- Development of Indian Philosophical system - Unique features of Indian Philosophical system- Introduction to Yoga.

Unit 3 : Governance and Public Administration (6 Hours)

Introduction - Understanding Governance from ancient to modern times- Relevance of Arthashastra- Glimpses of Nitishastra- Vidura Niti.

Unit 4 : Wisdom through the Ages (6 Hours)

Gateways of ancestral wisdoms-Introduction to Purāṇa- The Purāṇic repository- Issues of interest in Purāṇas- Introduction to Itihāsas- Key messages in Itihāsa-Wisdom through Nīti-śāstra.

Unit 5 Mathematics (6 Hours)

Introduction to Indian Mathematics- Unique aspects of Indian Mathematics- Indian Mathematicians and their Contributions.

Text Books:

1. Mahadevan B., Bhat V R, Nagendra Pavana R.N., Indian Knowledge System Concepts andApplication, PHI Learning Pvt. Ltd., 2022.
2. Kapoor Kapil, and Singh Avadesh Kumar, Indian Knowledge System Vol.1, DK Print World,Ltd., 2005.

Reference Books:

1. Textbook on The Knowledge System of Bhārata by Bhag Chand Chauhan.
2. Histrory of Science in India Volume-1, Part-I, Part-II, Volume VIII, by Sibaji Raha, et al. National Academy of Sciences, India and The Ramkrishan Mission Institute of Culture, Kolkata

Weblink:

1. https://onlinecourses.swayam2.ac.in/imb23_mg54/preview
2. https://digest.iimb.ac.in/2022/04/book-indian-knowledge-systems-co-authored-dr-b-mahadevan/
3. https://www.summarize.tech/www.youtube.com/watch?v=jcV0LIp570A

Course Outcomes

CO1	Classify the key concepts of Indian Knowledge System and discuss the multi-faceted nature of knowledge contained in the Traditional Systems of India.	**K4**
CO2	Identify the rich heritage of governance in Indian Knowledge System.	**K3**
CO3	Recognize the relevance of Arthashastra in public administration.	**K3**
CO4	Identify the Wisdom through Ages through Ithihasas.	**K3**
CO5	Knowledge of Indian Mathematicians and their contributions.	**K3**

24DBEN31 **THE VICTORIAN AGE**

L	T	P	O	C
2	0	0	1	2

COURSE OBJECTIVES:

- To give an insight into the growing scepticism and doubt of Victorian England through a study of Literature
- To help students have an idea of the philosophical thinking of man in the Nineteenth Century through the study of Literature

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UNIT- I POETRY **6**

- Alfred Lord Tennyson- Mariana, Ulysses

UNIT-II POETRY **6**

- D.G. Rossetti- The Blessed Damozel

UNIT-III PROSE **6**

- Mathew Arnold- Essay on Keats

UNIT – IV PROSE **6**

- John Ruskin- Sesame and Lilies

UNIT– V FICTION **6**

- Dickens-A Tale of Two Cities
- George Eliot- Mill on the Floss

Total: 30 Hours

Course Outcomes:

At the end of this course, students will be able to:

CO1: Develop insight into the growing scepticism of Victorian England to explain its intricacies.

CO2: Analyse the philosophic thinking of the 19th Century by examining the trends.

CO3: Identify the sub-generic forms such as the Dramatic Monologue.

CO4: Modify the conventional thinking on literature.

CO5: Identify the different tempers that determine the form of literature.

Reference Books:

- The Longman Anthology of British Literature, Vol. 2B: The Victorian Age ed. by David Damrosch, Heather Henderson, William Chapman Sharpe. 2nd Edition.
- Cecil, David. *Early Victorian Novelists: Essays in Revaluation*. Constable and Co., Ltd, London, 1934.
- Tucker, Herbert F. (2014). A New Companion to Victorian Literature and Culture. Wiley Blackwell, Sussex
- Blain, Virginia, editor. (2009). Victorian Women Poets: An Annotated Anthology. Longman Annotated Texts.
- Johnson, E.D.H. *The Alien Vision of Victorian Poetry*. Princeton UP: Princeton, 1982.
- Staley, Allen. *Pre-Raphaelite Vision: Truth to Nature*., Tate Publishing, London, 2003.

24DBEN32 FUNDAMENTAL OF PHONETICS

L	T	P	O	C
2	0	0	1	2

COURSE OBJECTIVES:

- To introduce students to the fundamental concepts of phonology and its relationship with phonetics.
- To explain the mechanisms of speech production and the different types of air-stream mechanisms.
- To develop analytical skills through the study of phoneme distribution and discovery procedures.
- To familiarize students with prosodic features such as stress, tone, and intonation and their linguistic functions.
- To expose students to the phonological systems of various languages and the impact of mother tongue influence on pronunciation.

UNIT- I INTRODUCTION TO PHONOLOGY 6

Relation of Phonetics and Phonology – Notion of a Phoneme: distinctiveness, phoneme-phone-allophone, archiphoneme – Psychological reality of a phoneme

UNIT-II BASIC COMPONENTS OF SPEECH PRODUCTION 6

Initiation or air-stream mechanism – Types of air-stream mechanisms: 1. Ingressive and egressive air-stream – 2. Pulmonic air – stream mechanism – 3. Velaric air-stream mechanism – Glottalic air-stream mechanism – Phonation (states of the glottis) – Phonation types – Articulation: Place and manner of articulation – various stricture types.

UNIT-III MODIFICATION OF PHONEMES OF A LANGUAGE (DISCOVERY PROCEDURES) 6

Complementary distribution – contrastive distribution and free variation – Phonetic similarity – Pattern congruity – Economy

UNIT – IV PROSODY 6

Prosodic features - Stress: primary and secondary stress, relation of stress with loudness – length and prominence, rhythm – Tone: pitch contours, types of tones and tonal languages – Intonation: Intonation groups – structure of the tone unit – functions of intonation – attitudinal function – accentual function – grammatical function – discourse function.

UNIT– V FICTION SOUND SYSTEMS LANGUAGES 6

In this module, students will be exposed to the sound systems of some of the languages of the world – Mother tongue influence in accent and pronunciation

Total: 30 Hours

Course Outcomes:

At the end of this course, students will be able to:

CO1: Distinguish between phonetics and phonology and understand the psychological reality of phonemes.

CO2: Describe and classify the components of speech production, including phonation and articulation types.

CO3: Analyze phoneme distribution patterns using concepts like complementary and contrastive distribution.

CO4: Identify and explain prosodic features and their roles in meaning and communication.

CO5: Examine and compare sound systems across languages, recognizing the influence of native language on second language pronunciation

Reference Books:

- Ladefoged, Peter, and Keith Johnson. *A Course in Phonetics*. 7th ed., Cengage Learning, 2015.
- Roach, Peter. *English Phonetics and Phonology: A Practical Course*. 4th ed., Cambridge UP, 2009.
- Gimson, A. C., and Alan Cruttenden. *Gimson's Pronunciation of English*. 8th ed., Routledge, 2014.
- Katamba, Francis. *An Introduction to Phonology*. Longman, 1989.
- Clark, John, Colin Yallop, and Janet Fletcher. *An Introduction to Phonetics and Phonology*. 4th ed., Wiley-Blackwell, 2007.
- Elango, K. *English Lab: A Hands-on Course for Language Learning*. Cambridge University Press, 2011.
- Sethi, J., and P. V. Dhamija. *A Course in Phonetics and Spoken English*. PHI Learning, 2006.

24SSKU31 **SOFT SKILLS III**

L	T	P	O	C
2	0	0	1	2

COURSE OBJECTIVES:

- To enhance students' listening, speaking, and presentation skills for effective communication in both personal and professional contexts.
- To develop leadership qualities, decision-making, and problem-solving abilities, while fostering an understanding of non-verbal communication cues.

UNIT- I LISTENING SKILLS 06

- Basics of LSRW Skills
- Listening Skills: Active Listening and Feedback

UNIT-II SPEAKING SKILLS 06

- Public Speaking - Essential Elements of a Successful Speech
- Voice Modulation and Effective Use of Tone
- Presentation Skills

UNIT-III LEADERSHIP SKILLS 06

- Basics of Leadership: Traits and Styles
- Decision-Making and Problem-Solving
- Delegation and Accountability

UNIT – IV NON VERBAL CUES 06

- Facial Expressions, Body Language, Gestures, Posture and Eye Contact
- Professional Grooming and Appearance

UNIT– V WORK PLACE ETHICS AND PROFESSIONALISM 06

- Workplace Etiquette and Professional Behavior
- Integrity, Responsibility, and Ethical Decision-Making

Total: 30 Hours

Course Outcomes:

At the end of this course, students will be able to:

CO1: acquire the ability to actively listen, provide constructive feedback, and enhance comprehension skills.

CO2: effectively deliver `speeches using appropriate voice modulation and presentation techniques.

CO3: understand different leadership traits, develop critical decision-making and problem-solving skills.

CO4: foster better communication and interaction in both professional and social contexts.

CO5: develop a strong sense of professional ethics and etiquette to maintain integrity and professionalism.

Reference Books:

- Guffey, Mary Ellen, and Dana Loewy. *Essentials of Business Communication*. 11th ed., Cengage Learning, 2017.
- Northouse, Peter G. *Leadership: Theory and Practice*. 8th ed., Sage Publications, 2018.
- Ciulla, Joanne B. *Ethics, the Heart of Leadership*. 2nd ed., Praeger, 2014.



SEMESTER IV

24LENG41 ENGLISH –IV PROFESSIONAL ENGLISH

L	T	P	O	C
2	0	0	1	2

COURSE OBJECTIVES:

- To improve professional vocabulary and language usage appropriate for various fields and industries.
- To practice critical thinking and problem-solving skills through case studies and discussions.
- To prepare students for job interviews and career advancement through professional English proficiency.

UNIT- I REPORT WRITING AND DATA INTERPRETATION 06

- Report Writing – Business Report, Progress Report, Technical Report
- Instructions and Recommendations
- Interpretation of Graphs, Charts and Pictures

UNIT-II PROFESSIONAL WRITING I 06

- Agenda
- Minutes of the Meeting
- Review Writing
- Circular

UNIT-III PROFESSIONAL WRITING II 06

- Paragraph Writing
- Essay Writing
- Proposal Writing
- E-mail Writing

UNIT – IV SPEECH WRITING 06

- Tailoring the Speech for the Target Audience
- Writing for Professional Events - Welcome Address, Vote of Thanks
- Maintaining Clarity, Conciseness, and Precision

UNIT– V MEDIA WRITING **06**

- Introduction to Media Writing - News, Feature, Editorial, and PR
- Writing for Social Media and Digital Platforms, Freelance Writing

Total: 30 Hours

Course Outcomes:

At the end of this course students will be able to:

CO1: demonstrate proficiency in language use.

CO2: master the nuances of Spoken and Written Communication skills in professional contexts.

CO3: develop confidence and clarity in Professional English usage.

CO4: organize their ideas coherently in writing for formal contexts.

CO5: exhibit their oral and written communication skills for professional contexts such as presentations and meetings.

Reference Books:

- Professional English by Meenakshi Raman and Sangeetha Sharma -2018.
- General English for all competitive examinations by S.C.Gupta -2016.
- Ibbotson, Mark. *Professional English in Use: Engineering: Technical English for Professionals*. Cambridge University Press, 2009.
- Ruiz-Garrido, Miguel F., Juan C. Palmer-Silveira, and Inmaculada Fortanet-Gómez, eds. *English for professional and academic purposes*. Vol. 22. Amsterdam: Rodopi, 2010.

24EVS041 **ENVIRONMENTAL STUDIES**

L	T	P	O	C
3	0	0	2	3

Course Objective

- To inculcate the importance of environmental pollution, preservation of nature and environmental management for human welfare.

UNIT-I HUMAN COMMUNITIES AND THE ENVIRONMENT **9**

The man-environment interaction: Humans as hunter-gatherers; Mastery of fire; Origin of agriculture; Emergence of city-states; Great ancient civilizations and the environment, Indic Knowledge and Culture of sustainability; Middle Ages and Renaissance; Industrial revolution and its impact on the environment;
Environmental Ethics and emergence of environmentalism: Anthropocentric and eco-centric perspectives (Major thinkers); The Club of Rome- Limits to Growth; UN Conference on Human Environment 1972; World Commission on Environment and Development and the concept of sustainable development; Rio Summit and subsequent international efforts.

UNIT II NATURAL RESOURCES AND SUSTAINABLE DEVELOPMENT **9**

Renewable and non-renewable resources - Natural resources and associated problems. a) Forest resources b) Water resources c) Mineral resources d) Food resources e) Energy resources: f) Land resources; Role of an individual in conservation of natural resources- Equitable use of resources for sustainable lifestyles.
Introduction to sustainable development: Sustainable Development Goals (SDGs)- targets and indicators, challenges and strategies for SDGs.

UNIT-III ECOSYSTEM AND BIODIVERSITY **9**

Ecosystems and ecosystem services: Major ecosystem types in India and their basic characteristics- forests, wetlands, grasslands, agriculture, coastal and marine; Ecosystem services- classification and their significance.
Biodiversity and its distribution: Biodiversity as a natural resource; Levels and types of biodiversity; Biodiversity in India and the world; Biodiversity hotspots; Species and ecosystem threat categories. Threats to biodiversity and ecosystems: Land use and land cover change; Commercial exploitation of species; Invasive species; Fire, disasters and climate change. Major conservation policies: in-situ and ex-situ conservation approaches;

UNIT-IV ENVIRONMENTAL POLLUTION AND HEALTH **9**

Understanding pollution: Production processes and generation of wastes; Assimilative capacity of the environment; Definition of pollution; Point sources and non-point sources of pollution; Causes, effects and control measures of a) Air pollution b) Water pollution c) Soil pollution d) Marine pollution e) Noise pollution f) Thermal pollution g) Nuclear hazards. Solid waste Management. Causes, effects and control measures of urban and industrial wastes. Role of an individual in prevention of pollution. Pollution case studies.

UNIT-V ENVIRONMENTAL TREATIES AND LEGISLATION 9

Major International Environmental Agreements: Convention on Biological Diversity (CBD); Cartagena Protocol on Biosafety; Nagoya Protocol on Access and Benefit-sharing; Convention on International Trade in Endangered Species of Wild Flora and Fauna (CITES); Ramsar Convention on Wetlands of International Importance; United Nations Convention to Combat Desertification (UNCCD); Vienna Convention for the Protection of the Ozone Layer;
Environmental laws:
Environment Protection Act, Air (Prevention and Control of Pollution) Act, Water (Prevention and control of Pollution) Act, Wildlife Protection Act, Forest Conservation Act - Issues involved in enforcement of environmental legislation. Public awareness.

Total: 45 hours

Text Books

1. Fisher, Michael H. (2018) An Environmental History of India- From Earliest Times to the Twenty-First Century, Cambridge University Press.
2. William P. Cunningham and Mary Ann Cunningham, Environmental Science: A Global Concern 14th Edition, 2021.
3. Sinha, N. (2020) Wild and Wilful. Harper Collins, India.
4. Climate change: Science and politics (2021), Centre science and Environment, New Delhi,

Reference Books

1. Daniel B. Botkin and Edward A. Keller, **Environmental Science: Earth as a Living Planet,** 9th Edition, New Age International 2022.
2. Jadhav H and Bhosale VM, Environmental Protection and Laws. Himalaya Publishing House, Delhi 284pgs 2023.

Web link and we source

https://easyengineering.net/ge6351-environmental-science-and/
https://learnengineering.in/ge8291-environmental-science-and-engineering

https://cpcb.nic.in/ standards/

Course Outcomes (CO): At the end of this course, learners will be able to:

Course Outcomes		K Level
CO1:	Gain insights into the international efforts to safeguard the Earth's environment and resources.	**K2**
CO2:	Understand the concept of natural resources; identify types of natural resources, their distribution and use with special reference to India.	**K4**
CO3:	Understand the concepts of ecosystems, biodiversity and conservation.	**K1**
CO4:	Sensitize themselves to adverse health impacts of pollution.	**K3**
CO5:	Understand the sectoral effects on the local, regional, and global environmental issues	**K2**

Mapping of Program outcomes with course outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3
CO1	3	2	3	2	2	2	2	2	3	2
CO2	3	3	3	2	2	2	2	2	3	3
CO3	3	3	3	2	3	1	1	2	2	3
CO4	3	2	3	3	2	2	2	2	2	3
CO5	3	2	3	2	3	2	2	2	2	2
Average	3	2.4	3	2.2	2.4	1.8	1.8	2	2.4	2.6

Assessment Methods:

CAT1	CAT2	Model Exam	End Semester Exams	Assignments
✓	✓	✓	✓	✓
Quiz	**MCQ**	**Projects**	**Seminars**	**Demonstration/Presentation**
			✓	✓

24CBEN41 **THE MODERN PERIOD**

L	T	P	O	C
4	0	0	2	4

COURSE OBJECTIVES:

- To give students an exposure to turns of thought in poets, dramatists, fictionists and other prose writers.
- To introduce the nuances the genres underwent in their structure in the Twentieth Century.

UNIT- I POETRY 12

- T.S.Eliot – Preludes, Marina
- W.B.Yeats – Easter 1916
- D.H.Lawrence – The Mosquito
- Dylan Thomas – The Force that Through the Green Fuse Drives the Flowers

UNIT-II POETRY 12

- Wilfred Owen – Strange Meeting
- Thomas Heaney– Blackberry Picking
- Philip Larkin – Church Going
- Ted Hughes – Thought Fox

UNIT-III DRAMA 12

- Bernard Shaw – Caesar and Cleopatra
- Synge – Riders to the Sea

UNIT – IV PROSE 12

- T.S.Eliot – Tradition and the Individual Talent
- D.H.Lawrence – Why the Novel Matters

UNIT– V FICTION **12**

- Lawrence–Fox or The Woman Who Rode Away
- E.M.Forster – A Passage to India
- Graham Greene –The Power and the Glory

Total: 60 Hours

Course Outcomes:

At the end of this course, students will be able to:

CO1: Conclude how life and drama are related to each other

CO2: Examine the modern trend of thought in literature

CO3: Classify different styles in prose

CO4: Examine the complexities of social history in the modern period.

Reference Books:

- Bradbury, Malcolm. (1993). The Modern British Novel. Penguin, London.
- Brown, John Russell, editor. (2000). Modern British Dramatists.Prentice Hall, New Delhi
- Luckhurst, Mary Ed. (2012). A Companion to Modern British and Irish Drama (1880-2005). Blackwell, London.

24CBEN42 **PHONETICS**

L	T	P	O	C
4	0	0	2	4

COURSE OBJECTIVES:

- To introduce basic concepts of phonetic and phonological analysis.
- To acquaint learners with the mechanisms of speech production.
- To introduce concepts and techniques that would equip the students to undertake a basic phonological analysis of natural languages.
- To enhance the linguistic competency like natives and improve various skills and understanding of English pronunciation.

UNIT- I INTRODUCTION TO THE STUDY OF SPEECH 12

Phonetics: articulatory -auditory and acoustic aspects.

UNIT-II SPEECH MECHANISMS 12

Anatomy and physiology and speech production (organs of speech) – airstream mechanism – articulation process – Oral-nasal process – Phonation process.

UNIT-III CLASSIFICATION OF SPEECH SOUNDS 12

Major classes – vowels – consonants- liquids and glides – place and manner of articulation- Cardinal Vowels – Diphthongs - distinctive features - feature system.

UNIT – IV ASPECTS OF ARTICULATION AND INTONANTION 12

Complex articulation – segmental articulation – co-articulation – suprasegmentals - syllable and Syllabification – Tones – Types of Tones (Falling, Rising and Fall Rise).

UNIT– V PHONETIC TRANSCRIPTION 12

Speech and writing – phonetic transcription: IPA,

Broad and narrow transcription – Transliteration.

Total: 60 Hours

Course Outcomes:

At the end of this course, students will be able to:

CO1: To develop knowledge and awareness of English phonetics.

CO2: To identify the anatomy of the speech production mechanism.

CO3: To apply technical terms for describing and analyzing English pronunciation.

CO4: To read and produce phonemic transcriptions and transcription of intonation patterns.

CO5: To discuss the phonological rules and allophones of American English and contrast these with systems for other accents and languages.

Reference Books:

- Abercrombie, D. 1967.Elements of General Phonetics. Edinburgh: Edinburgh University Press.
- Ladefoged, Peter. 2001 (4th ed.). A course in phonetics. New York: Harcourt Brace.
- Ladefoged, Peter. 2001. Vowels and consonants: An introduction to the sounds of the languages of the world. Oxford: Blackwell.
- Ladefoged, P. and I. Maddieson. 1996. The Sounds of the World's Language. Oxford: Basil Blackwell.
- Laver, J. 1994. Principles of Phonetics Cambridge: University Press.

24DBEN41 **NEW LITERATURE**

L	T	P	O	C
4	0	0	2	4

COURSE OBJECTIVES:

- To introduce students to literature written in English in countries where English is not native tongue.
- Students are exposed to different cultures and impacts in social development.

UNIT- I POETRY 12

- Gabriel Okara – The Mystic Drum
- Wole Soyinka – Africa
- Derek Walcott – Ruins of a Great House
- A.D.Hope – Australia

UNIT-II POETRY 12

- Edwin Thumboo – The Exile
- E.M.Roach – I am the Archipelago
- Margaret Atwood – The Progressive Insanities of a Pioneer
- Allen Curnow – House and Land

UNIT-III FICTION 12

- Michael Ondatje – Running in the Family
- Shyam Selvadurai – Funny Boy

UNIT – IV FICTION 12

- Chinua Achebe – Things Fall Apart
- Monica – Bricklane

UNIT– V DRAMA 12

- Wole Soyinka – Lion and the Jewel
- Mahesh Dattani – Final Solutions

Total: 60 Hours

Course Outcomes:

At the end of this course, students will be able to:

CO1: Construct their opinion about the birth process of new literature

CO2: Develop an interest in studying metaphysical literature.

CO3: Value humanistic perception.

CO4: Examine the social history of commonwealth countries.

CO5: Evaluate world literature on a comparative basis.

Reference Books:

- Africana: The Encyclopedia of the African and African American Experience by Kwame Anthony Appiah (Editor); Henry Louis Gates (Editor)
- Gary Geddes. ed. Fifteen Canadian Poets. Toronto: Oxford University Press, 2001.
- Oyekan Owomoyela. A History of Twentieth-Century African Literatures. University of Nebraska Press, 1993.
- Parekh, Pushpa Naidu and Siga Fatima Jagne. Postcolonial African Writers: A Bio-Bibliographical Critical Sourcebook. Greenwood Press, 1998.

24SBEN41 INDUSTRY ORIENTED EMPLOYABILITY SKILLS
(CAREER SKILLS)

L	T	P	O	C
1	0	0	1	2

COURSE OBJECTIVES:

- To equip students with essential career skills and understanding employer-employee expectations.
- To develop practical job search strategies, including resume writing andinterviewing skills.
- To develop students' awareness of current national and international affairs to foster well-rounded, informed professionals.

UNIT- I INTRODUCTION TO CAREER SKILLS 06

- Overview of Career Development
- Importance of Career Skills in Personal and Professional Growth
- Setting Career Goals and Objectives

UNIT-II EMPLOYEE/EMPLOYER EXPECTATIONS 06

- Work-Life Balance, Opportunities for Growth and Development
- Creating a Positive Organizational Culture, Adherence to Company Policies and Ethical Standards
- Building Strong Employer-Employee Relationships

UNIT-III CURRENT AFFAIRS 06

- National Affairs
- International Affairs
- Technology, Sports.

UNIT – IV JOB PREPAREDNESS 06

- Bio-data, Resume, CV
- Social Media –Professional Presence (LinkedIn, FB, Instagram, Twitter)

- Cover Letter

UNIT– V INTERVIEW SKILLS **06**

- Types of Interviews and Interview Strategies
- Group Discussion - Mock GD – Mock Interview

Total: 30 Hours

Course Outcomes:

At the end of this course, students will be able to:

CO1: set realistic career goals and develop a strategic plan for their personal and professional growth.

CO2: understand the mutual expectations between employees and employers to build positive workplace relationships.

CO3: develop the ability to stay updated on national and international affairs.

CO4: effectively prepare resumes and perform well in job interviews.

CO5: confidently handle various interview formats and demonstrate effective communication skills.

Reference Books:

- "Cracking the Coding Interview: 189 Programming Questions and Solutions" by Gayle McDowell
- "What to Say in Every Job Interview: Word-for-Word Scripts for Acing the Interview" by Don Georgevich
- "The Art of Interviewing: How to Ace Your Next Job Interview" by Peter Roberts.
- Vaghela, Kiran, and Urvashi Kaushal. "Students' Employability: An Empirical Study." *Resilience and Transformation for Global Restructuring: Resilience and Transformation for Global Restructuring* (2022)

24DVAC41 **YOGA EDUCATION**

L	T	P	O	C
0	0	2	1	1

Course Objective

The students will be able to:

- Understand the philosophy, aims, and health benefits of Yoga.
- Gain practical knowledge of yogic postures, breathing techniques, and relaxation practices.
- Apply yogic methods for stress reduction, emotional balance, and focus enhancement.
- Incorporate Yoga as a tool for lifestyle improvement, well-being, and inner awareness.

UNIT-I INTRODUCTION TO YOGA 5

Definition and meaning of Yoga – Classical and modern perspectives. -Philosophy and objectives of Yoga-Benefits of Yoga for physical, mental, and emotional health -Relevance of Yoga in daily life, especially for students and professionals - Guidelines for safe and mindful Yoga practice

UNIT II YOGA PRACTICES – ASANAS AND BREATHING 5

Loosening and warm-up exercises Neck, shoulder, spine, and joint movements - Standing AsanasTadasana, Trikonasana, Vrikshasana - Sitting AsanasVajrasana, Ardha Matsyendrasana, Bhadrasana - Prone and Supine AsanasBhujangasana, Shalabhasana, Pavanamuktasana - Breathing Practices (Pranayama)Anulom Vilom, Bhramari, Sheetali, Sheetkari - Relaxation TechniquesDeep Relaxation Technique (DRT)

UNIT-III YOGA FOR MENTAL WELL-BEING & LIFESTYLE MANAGEMENT 5

Ecosystems and ecosystem services: Major ecosystem types in India and their basic Role of Yoga in managing stress, anxiety, and fatigue - Importance of meditation and breath regulation - Basics of meditation: breath-based and mindfulness - Yogic lifestyle guidelines – diet, discipline, sleep, and conduct - Integrating Yoga into student routine for balance and productivity

Total: 15 hours

Text Books & Reference Books

1. Ministry of AYUSH. (2023). Common Yoga Protocol. Government of India
2. Swami Satyananda Saraswati. Asana, Pranayama, Mudra, Bandha. Bihar School of Yoga
3. Dr. R. Nagarathna & Dr. H. R. Nagendra. Yoga for Students. SVYASA
4. NCERT. (2020). Yoga – A Healthy Way of Living (Upper Primary and Secondary)

Course Outcomes (CO): At the end of this course, learners will be able to:

Course Outcomes	
CO1:	Explain the meaning and relevance of Yoga for overall well-being.

CO2:	Demonstrate basic asanas and breathing techniques with proper alignment.
CO3:	Practice guided relaxation and introductory meditation.

SEMESTER V

24CBEN51 **AMERICAN LITERATURE**

L	T	P	O	C
4	0	0	2	4

COURSE OBJECTIVES:

- To get students introduced to another type of Literature
- To acquaint them with the different cultures, societies and thoughts of people of another nation.

UNIT- I POETRY **12**

- Anne Bradstreet – The Prologue
- Walt Whitman – Passage to India
- Emily Dickinson – A narrow fellow on the grass,
  Success is counted sweetest Because I could not stop for Death,
  My life had stood, A loaded gun. These are the days when birds come back.
- Frost – The Road Not Taken, Gift Outright, West Running Brooke

UNIT-II PROSE **12**

- Emerson – Self- Reliance
- Thoreau – Civil Disobedience

UNIT-III PROSE **12**

- Martin Luther King – I Have a Dream
- Allen Tate – The Man of Letters in the Modern World
- Henry James – The Art of Fiction

UNIT – IV FICTION **12**

- Halston – Young Goodman Brown
- John Steinbeck – The Pearl

UNIT– V DRAMA **12**

- Eugene O'Neill – Emperor Jones
- Tennessee Williams – The Glass Menagerie

Total: 60 Hours

Course Outcomes:

At the end of this course students will be able to,

CO1: Build their knowledge of the beginning of American Literature and its course down the 20th century in all genres outlined and improve their understanding.

CO2: Develop new thoughts on literature. New ideas and conceptions become accessible to students through summation.

CO3: Mark different countries, cultures and societies.

CO4: Discover the nuances of differences in generic structure, which is an exposure in this course.

CO5: Explain new patterns in literature.

Reference Books:

- Ellmann, Richard, editor. (2001). The New Oxford Book of American Verse. Oxford University Press, New York.
- Horton, R W and H E Edwards, editors. (1974). Backgrounds of American Literary Thought.Prentice Hall, Englewood Cliffs, NJ.
- Gray, Richard. (2008). History of American Literature. Blackwell, Oxford.

24CBEN52 **LINGUISTICS & RHETORIC**

L	T	P	O	C
4	0	0	2	4

COURSE OBJECTIVES:

- To teach the linguistic aspects to strengthen student's foundation in communication
- To elevate their comprehension skills

UNIT- I GENERAL 12

- What is Linguistics? – Linguistics as a science – Synchronic and Diachronic approaches – Branches of study
- Language Definition – Uses of Language – Phatic communion
- Properties of Language – Species-specific and species-uniform, Symbolic system, Arbitrariness, Duality of Structure, Productivity, Displacement, Cultural Transmission, Discreteness, Interchangeability, Specialization, Non-directionality
- Origin of Language- Divine source, Natural sound source, Oral Gesture, Glasso Genetics

UNIT-II LANGUAGE 12

- Development of Writing – Pictographic, Ideographic, Locographic, Rebus Writing, Syllabic Writing, Alphabetic Writing
- Language Variation – Dialect, Standard and Non-Standard, Isoglasses, Dialect Boundaries, Bilingual, Bidialectal, Idiolect, Register, Lingua Franca, Pidgin, Creole, The Post Creole Continuum

- Language Change – Protos- Family relationship – Cognates – Comparative Reconstruction

UNIT-III MORPHOLOGY, SYNTAX, AND WORD MEANING 12

- Word- Morphemes- Free Morphemes and bound Morphemes
- Prefix and Suffix- Inflectional and Derivational
- Allomorphs, Zero morphemes- Morphological Study of words, Structural analysis
- IC analysis- Labelled Tree diagram- Using IC analysis to disambiguate simple sentences
- Deep and Surface Structure Word Meaning, Association, Connotation, Collocation, Semantic Field

UNIT – IV EXCERCISES 12

- Morphological Analysis of words using tree diagram
- IC analysis (simple sentences), Use of IC analysis to disambiguate simple sentences, Deep and Surface Structure

UNIT– V RHETORIC 12

- Definition- Elements of Rhetoric- Style- Figures of Speech- Composition
- Style- Definition- Qualities- Diction- Characteristics of Poetic Diction- Characteristics of Prose Diction- Diction as determined by Object and Occasion
- Figures of Speech- Definition- Classification
- Figures that promote clearness- Synecdoche and Metonymy- Simile- Metaphor- Personification- Allegory
- Figures that promote Emphasis- Exclamation- Interrogation, Apostrophe, Hyperbole, Irony, Antithesis, Epigram, Climax

Total: 60 Hours

Course Outcomes:

At the end of this course students will be able to,

CO1: Develop their knowledge of phonetics and nuances of linguists.

CO2: Distinguish between socio and psycholinguistics.

CO3: Develop their knowledge of the English language over centuries from 450 A.D.

CO4: Classify pronunciation besides the identification of Received Pronunciation, slang and dialects of English

CO5: Make use of complex, sophisticated ideas, vocabulary, grammatical structures and sentence complexity in writing.

Reference Books:

- George Yule- The Study of Language
- Wall Work- Language and Linguistics
- Modern Linguistics An Introduction – S. K. Verma, N. Krishnaswamy Oxford University Press Delhi.
- Dictionary of Literary Terms- M. H. Abrams
- The Ethics of Rhetoric- Richard Wevar
- A Handlist of Rhetoric Terms- Richard A. Lanham □A Handbook of Rhetoric Pdf available

24CBEN53 **INDIAN WRITING IN ENGLISH**

L	T	P	O	C
4	0	0	2	4

COURSE OBJECTIVES:

- To help students towards an understanding of the literature by Indian writers as an expression of Indian thought and sensibility.
- To channelize the mind of the students towards the socio-political situations prevalent in the Indian scenario.

UNIT- I POETRY **12**

- Toru Dutt – Our Casuarina Tree
- Sri Aurobindo – Thought the Paraclete
- Sarojini Naidu – Palanquin Bearers

UNIT-II POETRY **12**

- Jayanta Mahapatra – Hunger
- Kamala Das – An Introduction
- A.K.Ramanujan – Small Scale Reflections on a Great House
- Eunice De Souza – Feeding the Poor at Christmas, Varca 1942

UNIT- III DRAMA **12**

- Tendulkar – Silence! The Court is in Session
- Girish Karnad – Tughlaq,

UNIT- IV PROSE **12**

- A.K. Ramanujan – Is there an Indian Way of Thinking?
- Tagore – The Surplus in Man

UNIT- V FICTION **12**

- R.K. Narayan – The Guide
- Kushwant Singh – The Train to Pakistan

Total: 60 Hours

Course Outcomes:

At the end of this course students will be able to,

CO1: Classify the three informative ways of this course - historical, social-historical and synthesis of the English language in Indian Literary minds.

CO2: Explain the Renaissance aspects of Indian Literature through their English version to show their literary skill.

CO3: Infer Indian sensibility in poetry to extend their comprehensive reach.

CO4: Develop the spirit of nationalism through the recommended works of Gandhi, Gokhale, and Kushwant Singh.

CO5: Demonstrate the Indian psyche through the works of Karnad and Tagore.

Reference Books:

- Indian Writing in English Revised and Updated Edition Paperback – 1 January 2019 K. R. Srinivasa Iyengar
- The Making of Indian English Literature By Subhendu Mund
- Walsh, William. Indian Literature in English. London: Longman, 1990.

24DBEN51 **GRAMMAR AND USAGE**

L	T	P	O	C
4	0	0	2	4

COURSE OBJECTIVES:

- To create awareness in students to know what they know.
- To make students conscious about usage.
- To enable learners to correct themselves.

UNIT- I **12**

- Nouns: Countable, Un-countable, Common, Proper-Noun, Concrete, Abstract Properties of Noun: Gender, Number, Person, Case
- Pronouns
- Articles

UNIT- II **12**

- Adjectives
- Prepositions
- Verbs: Regular, Irregular, Transitive, Intransitive, Finite, Non-finite,
- Gerunds, Participles, Infinitives, Tenses, Voice

UNIT- III **12**

- Adverbs
- Conjunctions and Interjections

UNIT- IV **12**

- The Sentence: Subject and Predicate
- Types of Sentences, Sentence Patterns
- Spot the errors

UNIT- V **12**

- Idioms and Phrases, Collocations
- Figures of Speech
- Punctuation, Word Formation, Vocabulary Building

Total: 60 Hours

Course Outcomes:

At the end of this course students will be able to:

CO1: Classify sentences for improvement.

CO2: Develop their language usage ability by learning modal auxiliaries.

CO3: Improve the sentences by correcting the errors.

CO4: Build self-confidence in communication.

CO5: Improve their grammatical skills.

Reference Books:

- A.J.Thomson & F.V.Martinet: A Practical English Grammar Exercise. OUP
- Michael Strumpt: The Complete Grammar. Goodwill Publishing House.
- Raymond Murphy: Essential English Grammar. Cambridge University Press.

24SBEN51 **ENTERPRENEURIAL DEVELOPMENT**

L	T	P	O	C
2	0	0	1	2

COURSE OBJECTIVE:

To enrich the students towards the knowledge of entrepreneurial skills and to make the students understand the approaches to attain the goals of the business.

Unit 1: Introduction to Entrepreneurship **06**

Introduction, Concept of Entrepreneur, Entrepreneurship and Enterprise, Definition of Entrepreneurship, Objectives of Entrepreneurship Development, Phases of Entrepreneurship Development, Role of Entrepreneurship, The Entrepreneurial Mindset, Characteristics of Entrepreneurship, Traits of Entrepreneurship, Introduction to Entrepreneurship Skills

Unit 2: Entrepreneurship Development Skills **06**

Meaning of Entrepreneurship skill, Types of Entrepreneurship Skills: Business management skills, Teamwork and leadership skills, Communication and listening, Customer service skills, Financial skills, Analytical and problem-solving skills, Critical thinking skills, Strategic thinking and planning skills, Technical skills, Time management and organizational skills, Branding, marketing and networking skills, How to improve entrepreneurial skills, Entrepreneurial skills in the workplace.

Unit 3: Types of Entrepreneurs **06**

Classification and Types of Entrepreneurs; Women Entrepreneurs; Social Entrepreneurship; Corporate Entrepreneurs, Family Business: Concept, structure, and kinds of family firms; Culture and evolution of family firm; Managing Business.

Unit 4: Entrepreneur Project Development & Business Plan **06**

Generation of Ideas-Innovation, Invention, Creativity, Business Idea and change. Idea generation. Kinds of Business Analysis-Concept of Environmental scanning and SWOT analysis. Business Planning Process-The business plan as an Entrepreneurial tool, scope and value of Business plan. Fundamental Elements of Business-Plan, Objectives, Market and Feasibility Analysis, Marketing, Finance, Organisation & Management and Ownership.

Unit 5:Mobilizing Resources **06**

Resource Mobilization for entrepreneurship: Resources mobilization, types of resources, Process of resource mobilization, Arrangement of funds; writing a Funding Proposal, Traditional sources of financing, Venture capital, Angel investors, Business Incubators

Total: 30 Hrs

Course Outcomes:

At the end of the course, a student will be able to

CO1 T o Understand the concept of Entrepreneurship

CO2 To Identify, create and analyze entrepreneurial opportunities.

CO3 To Assess techno economic feasibility of a Business Plan

CO4 To Create Business Plans

CO5 To State various statutory institutions involved in the process of Entrepreneurship development

Text books:

1. Madhurima Lall and Sultan Ahmad (2021). Fundamentals of Entrepreneurship and Project Planning. S. Chand & Sons.
2. Bhatia. RC (2020). Entrepreneurship: Business and Management. S. Chand & Sons.
3. Nitin Zaware, Shilpa R Kankonkar and Yogesh S. Daudkhane (2019), Entrepreneurship Development. Thakur Publications Pvt. Ltd.

Web References:

1. https://openpress.usask.ca/entrepreneurshipandinnovationtoolkit/chapter/chapter-1-introduction- to-entrepreneurship/
2. https://articles.bplans.com/10-great-websites-for-entrepreneurs/
3. https://www.entrepreneur.com/article/272185

24DVAC51 ETHICS AND VALUES IN ANCIENT INDIAN TRADITIONS (Optional -1)

L	T	P	O	C
2	0	0	1	2

COURSE OBJECTIVES:

- To explore the historical and cultural context of Indian myths, legends, and folktales
- To analyze and interpret key narratives from Indian mythology
- To evaluate the ethical dimensions of Indian mythological texts
- To apply mythological wisdom to contemporary ethical dilemmas

UNIT- I INTRODUCTION 06

- Beginnings of Myth, Natural Phenomena as Myth, Myth and Legends.
- Definition of Folktales, Puranas and Itihasas.

UNIT- II STORIES FROM RAMAYANA 06

- The story of Mareecha
- The Burning of Lanka

UNIT- III STORIES FROM MAHABARATHA 06

- Kurukshetra – The Battle and the Deception of Bheema
- The Bhagavad Gita

UNIT- IV STORIES FROM PURNAS, EPICS AND VEDAS 06

- The story of Nala and Damayanthi
- The story of Nacheekata and Yama
- The story of Ganga
- The story of Sakuntala

UNIT- V CHARACTER ANALYSIS AND ETHICAL VALUES 06

- Examining characters like Lord Rama and Ravana.
- Learning moral lessons from their actions.
- Exploring values like honesty and compassion in Puranas.
- Applying these values to real-life situations today.

Total: 30 Hours

Course Outcomes:

At the end of this course students will be able to:

CO1: Understand the origins and significance of myths, legends, and folktales in Indian culture.

CO2: Analyze and interpret key narratives from the Ramayana, Mahabharata, Puranas, and Vedas.

CO3: Evaluate the ethical values embedded within mythological and folkloric texts.

CO4: Enhance critical thinking skills to evaluate narrative techniques and thematic elements in Partition literature and film.

CO5: Apply the moral lessons learned from mythological characters to contemporary ethical dilemmas.

Reference Books:

- Coomaraswamy, Ananda K. & Sister Nivedita. Myth of the Hindus and Buddhists.NYC: Dover Publication, 1967. (Chapters III and IV only)
- Peterson, Linda. John C. Brereton. The Norton Reader. New York: W.W. Norton & Co., 2005. Bulfinch, Thomas. Bulfinch's Mythology. USA: Tarcher, 2014.
- Cotterell, Arthur & Rachel Storm. The Encyclopedia of World Mythology. US: J.G. Press, 2003.

24DVAC51 **NATIONAL SERVICE SCHEME (Optional -2)**

Course Objectives:

The students will be able to understand the concept of youth and the importance of youth population in Nation Building. The course also enable the students to appraise the nature and growth of national service scheme in India. The course enable the students to perceive the aims, objectives, logo, emblem and organizational structure of NSS.

UNIT-I INTRODUCTION **05**

Introduction to National Service Scheme. Philosophy of NSS. Basic concepts of NSS-Motto, Symbol, Badge, NSS Day. NSS programs and activities; NSS Components-Programme Officer, Volunteer, Community. Classification of NSS Programme.

UNIT-II ACTIVITIES OF NSS **05**

Regular activities of NSS – Adoption of villages, slums etc., Coordination with Voluntary Organizations, National Service Volunteer Scheme (NSVS), Day Camps, Special Camping Program-objectives, contributions and activities.

UNIT-III ADMINISTRATION, PLANNING & IMPLEMENTATION OF NSS PROGRAMS **05**

Administrative structure of NSS at National, State and University levels. NSS advisory committees. Planning and Implementation of NSS Programs-Off campus activities- Rally, Swatchatha Programme, Visit to heritage sites, conserving ancient monuments, Women empowerment program, Blood donation, Water conservation program etc.

Total Hours: 15

Course Outcomes:

At the end of the course, learners will be able to:

CO1: To explain the philosophy and basic concepts of NSS.

CO2: To appraise the activities of NSS.

CO3: To discuss the concepts of Special Camping Program.

Textbooks

1. National Service Scheme Manual (Revised), (2006), Government of India, Ministry of Youth Affairs and Sports, New Delhi.

Afsal Mohammad B, (2020), An introduction to volunteerism in India.

SEMESTER VI

24CBEN61 **FEMINIST WRITING**

L	T	P	O	C
4	0	0	2	4

COURSE OBJECTIVES:

To make learners understand the importance of Women in society.

To help students study different mental strains of different women.

To trigger the thought of the "other".

UNIT- I POETRY 12

- Supata Bhatttacharya – Draupadi
- Edna St.Vincent Millay – An Ancient Gesture
- Gladys Cardiff – Combing
- Julie Alvarez – Women's Work
- Prathiba Nandakumar – Poem

UNIT- II PROSE 12

- Simon De Beauvoir – Introduction to the Second Sex

UNIT- III DRAMA 12

- Susan Glaspell – Trifles

UNIT- IV FICTION 12

- Anita Nair – Ladies Coupe

UNIT- V SHORT STORY 12

- Annie Saumont – The Finest Story in the World
- Kate Chopin – The Story of an Hour

Total: 60 Hours

Course Outcomes:

At the end of this course students will be able to:

CO1: Develop new attitudes to feminine sensibilities.

CO2: Appraise the dimensions of women's problems.

CO3: Create solutions to feminine problems.

CO4: Discuss the involvement of males in feminism.

CO5: Discuss women's role at the international level.

Reference Books:

- Feminist Theory Reader: Local and Global Perspectives 2nd ed., edited by Carole McCann and Seung-Kyung Kim (2010, Routledge)
- The Second Sex, translated by H.M. Parshley, Alfred Knopf, 1953.

24CBEN62 **SOUTH-ASIAN LITERATURE**

L	T	P	O	C
4	0	0	2	4

COURSE OBJECTIVES:

- Indian Diasporic Writers and authors from Sri Lanka, Singapore, Caribbean Island, Pakistan, Bangladesh and Malaysia are introduced to enable students to have familiarity with trends of life in South Asia.
- To make students learn how to flex English according to local sensibilities.
- To make students get an awareness of colonization in the countries concerned.

UNIT- I INTRODUCTION 12

- Overview of South Asian literary traditions
- Historical and cultural contexts
- Postcolonial theory and its application to South Asian literature

UNIT II - POETRY 12

- Edwin Thumboo – Gods Can Die (Singapore)
- Kamala Wijeratne – On Seeing A White Flag Across A By- Road (Sri Lanka)
- Maki Kureshi – The Kittens (Pakistan)
- Razia Khan – The Monstrous Biped (Bangladesh)
- Shirley Lim – My Father's Sadness (Malaysia)

UNIT III - DRAMA **12**

- Thirty Days in September by Mahesh Dattani
- An Enemy of the People" (Bengali adaptation: "Duswapner Nagari") by Henrik Ibsen

UNIT IV - FICTION **12**

- Ice Candy Man by Bapsi Sidhwa
- Toba Tek Singh by Saadat Hasan Manto

UNIT V - SHORT STORY **12**

- Chitra Banerjee – Clothes
- Ismat Chughtai – The Veil

Total: 60 Hours

Course Outcomes:

At the end of this course students will be able to:

CO1: Students know various cultures.

CO2: Students realise the impact of respective cultures on the English Language.

CO3: Learners understand how to cope with people of different cultures.

CO4: Students are enabled to learn compromise and reconciliation.

CO5: Learners understand Humanism better.

Reference Books:

- Manto, Saadat Hasan. "Toba Tek Singh." 1955. (Print).
- Sidhwa, Bapsi. Ice Candy Man. New York: Milkweed Editions, 1991. Print.
- Ibsen, Henrik. An Enemy of the People. Dover Publications, 2001. Print.
- Dattani, Mahesh. Thirty Days in September. New Delhi: Penguin Books India, 2010. Print.

24CBEN63 **SHAKESPEARE**

L	T	P	O	C
4	0	0	2	4

COURSE OBJECTIVES:

- To introduce students to the life and works of William Shakespeare.
- To explore various critical approaches to analyzing Shakespeare's plays and sonnets.
- To examine the historical context and theatrical aspects of Shakespearean drama.
- To analyze and interpret key themes, characters, and literary techniques in Shakespeare's works.
- To develop critical thinking and writing skills through engagement with Shakespearean criticism.

UNIT I - INTRODUCTION TO SHAKESPEARE 12

- Shakespearean Sonnets
- Shakespearean Theatre and Audience
- Shakespeare’s History Plays
- Clowns & Fools in Shakespeare’s plays
- Shakespeare’s Women
- Salient features of Shakespeare’s tragedies
- Characteristic features of Shakespeare’s Comedies (SS)
- Shakespeare's Soliloquies

UNIT II - TRAGEDY 12

- Macbeth (Detailed)
- Measure for Measure (Non-detailed)

UNIT III - ROMANTIC COMEDY 12

- Romeo and Juliet (Detailed)
- As You Like It (Non-detailed)

UNIT IV - PROBLEM PLAYS 12

- King Lear (Detailed)
- Henry IV Part 1 (Non-detailed)

UNIT V - CRITICISM OF SHAKESPEARE 12

- Feminist Criticism of Shakespeare - Judith Butler's "Gender Trouble" and Shakespearean gender roles. (Power dynamics and representation of women in Shakespeare)
- Postcolonial Criticism of Shakespeare - Homi Bhabha's "The Location of Culture" and Shakespearean Colonialism (Decolonizing Shakespearean Narratives)

Total: 30 Hours

Course Outcomes:

At the end of this course students will be able to,

CO1: Students will gain a comprehensive understanding of Shakespeare's sonnets and their thematic richness.

CO2: Students will learn about the structure of Elizabethan theatres and the significance of the audience in shaping performances of Shakespearean plays.

CO3: Students will identify the salient features of Shakespeare's tragedies and analyse how they reflect human nature and moral dilemmas.

CO4: Students will study Shakespeare's use of soliloquies as a dramatic device for revealing character psychology and advancing the plot.

CO5: Students will engage with feminist and postcolonial criticism to analyse gender roles, power dynamics, and colonial themes in Shakespeare's works, fostering a critical awareness of cultural and social issues.

Reference Books:

- Kastan, David Scott, and Michelle Burnham. Shakespeare After Theory. Routledge, 2009.
- Traub, Valerie, M. Lindsay Kaplan, and Dympna Callaghan, editors. Feminist Readings of Early Modern Culture: Emerging Subjects. Cambridge University Press, 1996.
- Loomba, Ania, and Martin Orkin, editors. Postcolonial Shakespeare. Routledge, 1998.
- Leggatt, Alexander, editor. The Cambridge Companion to Shakespearean Comedy. Cambridge University Press, 2002.
- Calvo, Clara, and Jean-Marie Maguin, editors. The Routledge Companion to Shakespearean Tragedy. Routledge, 2010.

24CBEN64 **TRANSLATION STUDIES**

L	T	P	O	C
4	0	0	2	4

COURSE OBJECTIVES:

- To expose the students to the art of translation
- To introduce them to the theories and techniques of translation
- To provide them with an insight into the problems of a translator
- To provide them with practical knowledge of a translator's job.

UNIT I 12

Introduction to Translation Studies of Translation Theory – The Romans – Bible Translation-Education and the Vernacular – Early Theorists – The Renaissance up to the present – Translation Theories.

UNIT II 12

Challenges in Translation-Language and Culture – Types of Translation – Decoding and Recoding-Problems of equivalence – Loss and Gain- Untranslatability – Transliteration Transcreation-Machine Translation.

UNIT III 12

Specific problems in Literary Translation – Structures- Poetry, drama, prose translations.

UNIT IV 12

Translation in the global context – Translation of scientific, technical, medical and legal documents.

UNIT V **12**

Comparative Literature and Translation Studies-Semiotics-Literary and Cultural Tradition Translation Practice.

Total: 60 Hours

Course Outcomes:

At the end of this course students will be able to:

CO1: Understand the growth and development of translation Studies.

CO2: Understand how various genres evolved.

CO3: Learn about prominent writers and famous works in English Literature.

CO4: Explain the importance of Translation.

CO5: Understand cross-cultural themes and to translate different works.

Reference Books:

- Saldanha, Gabriela, and Sharon O'Brien. *Research methodologies in translation studies*. Routledge, 2014.
- Pym, Anthony. *Exploring Translation Theories*. Routledge, 2009.
- Gentzler, Edwin. *Contemporary Translation Theories*. Vol. 21. Multilingual Matters, 2001.
- As-Safi, Abdul Baki. *Translation Theories: Strategies and Basic Theoretical Issues*. Al Manhal, 2011.
- Bassnett, Susan, and Harish Trivedi, eds. Post-Colonial Translation: Theory and practice. Psychology Press, 1999.
- Pérez-González, Luis. *Audiovisual Translation: Theories, Methods and Issues*. Routledge, 2014.

24DBEN61 **CULTURE STUDIES**

L	T	P	O	C
4	0	0	2	4

COURSE OBJECTIVES:

- To introduce students to fundamental concepts and theories in culture studies.
- To analyze the role of culture in shaping individual and collective identities.
- To explore cultural diversity and globalization.
- To examine the intersections of culture with power, politics, and social structures.
- To foster critical thinking and analytical skills through the study of cultural texts, artifacts, and practices.

UNIT I - FOUNDATION OF CULTURE STUDIES 12

- Introduction to Culture Studies
- Key elements in Culture Studies
- Definition of culture- Historical development of culture studies
- Key theorists and theoretical frameworks

UNIT II - POSTCOLONIAL THEORY AND DECOLONIZATION 12

- Edward Said’s Orientalism
- Frantz Fanon’s The Wretched of the Earth

UNIT III - POWER AND RESISTANCE 12

- Lyotard's 'The Post-Modern Condition’
- George Orwell’s ‘Shooting an Elephant’

UNIT IV - FEMINIST THEORY AND GENDER STUDIES 12

- Judith Butler’s Gender Trouble
- Bell hooks’ ‘Understanding Patriarchy’

UNIT V - GLOBALIZATION AND TRANSNATIONALISM 12

- Hanif Kureishi: "The Buddha of Suburbia"
- Chimamanda Ngozi Adichie: Americanah

Total: 60 Hours

Course Outcomes:

At the end of this course students will be able to:

CO1: Understand Cultural Theories

CO2: Understand the impact of political, psychological and critical theory, among other disciplines.

CO3: Provide critical reflection on diverse experiences.

CO4: Study social, political, and cultural phenomena.

CO5: Understand cross-cultural themes and understand how to translate different works.

Reference Books:

- Said, Edward. Orientalism.Vintage Books, 1978.
- Fanon, Frantz. Black Skin, White Masks, Grove Press, 1952.
- Butler, Judith. Gender Trouble: Feminism and the Subversion of Identity. Routledge, 1990.
- Orwell, George. "Shooting an Elephant." The Orwell Reader: Fiction, Essays, and Reportage, edited by George Packer, Harcourt Brace, 1956, pp. 265-274.
- Smith, John. "Revisiting Orientalism: Contemporary Perspectives." Journal of Postcolonial Studies, vol. 12, no. 3, 2010, pp. 45-62.
- Doe, Jane. "Edward Said's 'Orientalism' and Its Impact on Cultural Studies." Cultural Critique, vol. 30, no. 2, 2002, pp. 112-128.

SEMESTER VII

24CBEN71 **FILM STUDIES**

L	T	P	O	C
4	0	0	2	4

COURSE OBJECTIVES:

- To familiarize the students with film theories, from classical to formalist perspectives and realist to ideological initiatives.
- To provide basic knowledge to students about the tools to analyze films.

UNIT I - ELEMENTS OF NARRATIVE 12

- Introduction to the basic concepts in film theory
  (i) Representation, (ii) Narrative, (iii) Text, (iv) Authorship
- Introduction to the major theorists and theoretical positions on cinema narratives.

UNIT II - CULTURE, CINEMA AND LITERATURE 12

- Arbitrary – cross-cultural- cultural transformation

UNIT III - POST-STRUCTURALISM FILM THEORY 12

- Christopher Nolan - realism – aesthetic paradigms

UNIT IV - FEMINIST FILM STUDIES 12

- Uma Narayan, "The Project of Feminist Epistemology: Perspective from a Non-Western Feminist"
- Feminist Theory Reader: Local and Global Perspectives
- Chandra Talpade Mohanty, "Feminist Encounters: Locating

UNIT V - SCRIPT WRITING 12

- Original (memory, experience, imagination),
- Adaptation (from a novel, story, play, news) - Theme - Type – Fiction, Non-fiction

- Short Film - Writing in terms of images, sound and rhythm - Form – Dramatic, Non-dramatic - Structure – Linear, Non-linear
- Parameters of a script – Plot, Story, Characterization, Time, .Space, Dialogue, Sound - Script Writing.

Total: 60 Hours

Course Outcomes:

At the end of this course, students will be able to:

CO1: understand the different perspectives on literature's impact on cinema.

CO2: Understand film as a form of language.

CO3: Learn the different genres.

CO4: Explain visual intelligence.

CO5: Identify and locate the historical and cultural implications.

Reference Books:

- Sikov, Ed. *Film studies: An introduction*. Columbia Institute Press, 2020.
- Hollinger, Karen. *Feminist film studies*. Routledge, 2012.
- Stam, Robert, and Alessandra Raengo, eds. *A companion to literature and film*. John Wiley & Sons, 2008.
- Nelmes, Jill, ed. *Introduction to film studies*. Routledge, 2012.
- Cartmell, Deborah, ed. *A Companion to Literature, Film, and Adaptation*. John Wiley & Sons, 2014.

24CBEN72 **DIASPORA STUDIES**

L	T	P	O	C
4	0	0	2	4

COURSE OBJECTIVES:

- To enable the student to understand the historical background of international migration.
- To understand the linkage between international migration, diaspora and transnationalism.
- To enable students to understand the contemporary migration patterns due to globalization.
- To establish how immigration, diaspora and transnationalism are studied in the context of the Indian diaspora.

UNIT I - INTERNATIONAL MIGRATIONS 12

- History of International Migration
- Theories of International Migrations
- Ethnicity and Gender in International Migrations.

UNIT II - SOCIOLOGY OF DIASPORA 12

- Definitions and Theories of Diaspora
- Major Diasporas: Jewish, British, African, Chinese, and other Diasporas
- Globalization and Diaspora.

UNIT III - THE INDIAN DIASPORA: A SURVEY 12

- The Indian Diaspora in South East Asia
- The Indian Diaspora in Africa and the Caribbean
- The Indian Diaspora in North America, Europe, and Australasia.

UNIT IV - IDENTITY IN THE INDIAN DIASPORA 12

- Religion and Caste - Language and Culture- Institutions and Associations.

UNIT V - INDIAN DIASPORA AND TRANSNATIONALISM 12

- Definitions and Theories of Transnationalism
- Indian Diaspora and Transnationalism.

- Diaspora Policy - Sending Country's Perspective
- Diaspora Policy - Receiving Country's Perspective.

Total: 60 Hours

Course Outcomes:

At the end of this course students will be able to:

CO1: understand the growth and development of Diaspora Studies

CO2: understand theories of Diaspora and major Diasporas.

CO3: learn about Survey studies of different regions

CO4: understand different Diaspora policies

CO5: unsderstand Definitions and Theories of Transnationalism

Reference Books:

- New routes for diaspora studies. Banerjee, Sukanya, Aims McGuinness, and Steven C. McKay, eds. Indiana Institute Press, 2012.
- Sierstorfer, Klaus, and Janet M. Wilson. *The Routledge diaspora studies reader*. Routledge, 2017.
- Davies, Carole Boyce, et al., eds. *Decolonising the academy: African diaspora studies*. Africa World Press, 2003.
- Stillman, Yedida Kalfon, and Norman A. Stillman, eds. *From Iberia to diaspora: studies in Sephardic history and culture*. Vol. 19. Brill, 1999.
- Rolón-Dow, Rosalie, and Jason G. Irizarry. *Diaspora Studies in Education: Toward a Framework for Understanding the Experiences of Transnational*. Peter Lang Publishing, New York, 2014.

24CBEN73 **TRAVEL LITERATURE**

L	T	P	O	C
4	0	0	2	4

COURSE OBJECTIVES:

- To explore and analyze different forms of travel literature, including journals, essays, memoirs, and guidebooks.
- To develop critical thinking and writing skills through the analysis of travel literature.
- To examine the role of travel literature in the construction of national and global narratives.

UNIT I INTRODUCTION 12

- Introduction to Travel Literature
- Definition of travel literature
- Historical overview of travel literature
- Different types of travel literature (guidebooks, travel memoirs, travelogues, blogs, vlogs, etc.)

UNIT II KEY CONCEPTS 12

- Key Concepts in Travel Literature
- Travel, tourism, and exploration – Representation and eroticisation of the other Travel writing as a form of self-discovery

UNIT III APPROACHES TO TRAVEL LITERATURE 12

- Theoretical Approaches to Travel Literature
- Post-colonial perspectives on travel literature
- Feminist readings of travel narratives
- Eco-critical approaches to travel writing

UNIT IV TRAVEL WRITERS 12

i) Marco Polo ii) Christopher Columbus

iii) Mary Wollstonecraft iv) Paul Theroux

UNIT V THEMES 12

- Popular Themes in Travel Literature

- Quest for adventure and self-discovery
- Encounter with the other Colonial and post-colonial narratives
- Travel as a spiritual journey.

Total: 60 Hours

Course Outcomes:

At the end of this course, students will be able to:

CO1: understand how travel literature reflects and shapes perceptions of place, identity, and culture.

CO2: Critically evaluate the ways in which travel literature represents and constructs ideas about travel, place, and identity.

CO3: Communicate their ideas effectively through written assignments and class discussions

CO4: Gain a deeper understanding of the connections between travel literature and history, politics, and culture.

CO5: Identify and analyse key themes, motifs, and styles in travel literature

Reference Books:

- Adams, Percy G. *Travel Literature and the Evolution of the Novel*. University Press of Kentucky, 2014.
- Speake, Jennifer. *Literature of travel and exploration: an encyclopedia*. Routledge, 2014.
- Hanne, Michael, ed. *Literature and travel*. Vol. 11. Rodopi, 1993.
- Edwards, Justin D. *Exotic Journeys: Exploring the Erotics of US Travel Literature, 1840-1930*. UPNE, 2001.
- Peat, Alexandra. *Travel and Modernist Literature: Sacred and Ethical Journeys*. Routledge, 2012.

24DBEN71 **RESEARCH METHODOLOGY**

L	T	P	O	C
4	0	0	2	4

COURSE OBJECTIVES:

- To familiarize students with the essential principles and methodologies of research.
- To develop students' abilities to write clear, structured, and coherent academic papers.
- To teach students accurate citation practices and how to compile works cited pages.
- To prepare students to effectively present their research findings both in written and oral formats.

UNIT I FUNDAMENTAL OF RESEARCH **12**

Introduction, Objectives, Meaning of Research, Definition of Research, Characteristics of Research

UNIT II METHODOLOGY OF RESEARCH **12**

Types of Research, Formulation of Research Problem

UNIT III THE MECHANICS OF WRITING **12**

Spelling, • Punctuation, • Italics, • Names of Persons, • Numbers, • Titles of works in research papers, • Quotations, • Capitalization

UNIT IV DOCUMENTATION **12**

- Types of Sources, Formatting the Works Cited Page, Parenthetical notation/citation,
- works cited

UNIT V PRESENTATION OF RESEARCH **12**

- Steps of a Research Presentation
- Techniques of an Effective Presentation

Total: 60 Hours

Course Outcomes:

At the end of this course students will be able to:

CO1: demonstrate the ability to distinguish between different research approaches (qualitative, quantitative, and mixed methods).

CO2: exhibit their academic writing skills with clarity and coherence.

CO3: citation styles: MLA, APA, and others. techniques for effective research presentations.

CO4: document various sources in appropriate styles.

CO5: make effective presentation of their research findings.

Reference Books:

- Gibaldi, Joseph, MLA Handbook for Writers of Research papers, New Delhi: EWP 2016 (8 edition)
- Research Methods for English Studies-Gabriel Griffin-Edinburg press
- Kothari, C.R. Research Methodology Methods and Techniques, Delhi, New Age.
- International Ltd 1985.
- Gupta, Dr Kirti, Research Methodology, Nirali Prakashan, 2013.
- Ahuja, Ram, Research Methods, Rawat Pubns, 2001.
- Deshpande, H.V., Research in Literature and Language: Philosophy, Areas and Methodology, Notion Press, 2018.
- Kumar, Ranjit, Research Methodology: A Step-by-Step Guide for Beginners, 2e, Pearson Education, 2005.

SEMESTER VIII

24CBEN81 **COMMONWEALTH LITERATURE**

L	T	P	O	C
4	0	0	2	4

COURSE OBJECTIVES:

- To familiarize students with key literary works from Commonwealth countries.
- To analyse and interpret texts within their historical, cultural, and political contexts.
- To examine the themes and techniques used by Commonwealth writers.
- To develop critical thinking, analytical, and writing skills through close reading and discussion
- To understand the impact of colonialism, globalization, and multiculturalism on literature.

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UNIT I – INTRODUCTION 12

- Definition and Scope of Commonwealth Literature
- Historical context: Colonialism and post colonialism
- Key concepts: Identity, hybridity, diaspora

UNIT II - FICTION - 12

- Jean Rhys - Wide Sargasso Sea **(**Detailed**)**
- V. S. Naipaul – The House of Mr. Biswas **(**Detailed**)**
- Ngugi wa Thiong'o – Weep Not, Child (Non-Detailed**)**

UNIT III - NON-FICTION 12

- Jamaica Kincaid – A Small Place
- Frantz Fanon - Black Skin, White Masks

UNIT IV - FICTION 12

- Peter Carey – True History of the Belly Gang **(**Detailed**)**
- Keri Hulme – The Bone People**(**Non-detailed**)**

UNIT V - ISSUES AND APPROACHES 12

(i) Contemporary Themes and Trends

- Globalization

- Climate change
- Migration narratives

(ii) Postcolonial Theory

- Colonialism
- Imperialism
- Resistance and Decolonization

Total: 60 Hours

Course Outcomes:

At the end of this course students will be able to:

CO1: become familiar with important literary works from Commonwealth countries.

CO2: analyse texts in their historical, cultural, and political contexts.

CO3: explore themes and techniques used by Commonwealth writers.

CO4: develop critical thinking, analytical, and writing skills.

CO5: understand how colonialism, globalisation, and multiculturalism impact literature.

Reference Books:

- Ashcroft, Bill, Gareth Griffiths, and Helen Tiffin. The Empire Writes Back: Theory and Practice in Post-Colonial Literatures. Routledge, 1989.
- Ashcroft, Bill, Gareth Griffiths, and Helen Tiffin, editors. The Post-Colonial Studies Reader. Routledge, 2006.

24CBEN82 **CLASSICAL LITERATURE**

L	T	P	O	C
4	0	0	2	4

COURSE OBJECTIVES:

- To introduce students to rich and diverse Classical Literature.
- To provide an understanding of key concepts related to the form and content of Classical Literature.
- To help students appreciate the European and Indian translated literary pieces.
- To explore the historical, cultural, and philosophical origins of tragedy and comedy.

UNIT I INTRODUCTION 12

- Introduction to Classical Literature – The Epic
- Comedy and Tragedy in Classical Drama
- Catharsis and Mimesis – Satire – Literary Cultures in Augustan Rome
- The Indian Classical Literature: Background Study

UNIT II POETRY 12

- Homer – The Iliad, tr. E.V. Rieu

UNIT III DRAMA 12

- Sophocles - Oedipus the King, tr. Robert Fagles in Sophocles: The Three Theban Plays

UNIT IV CRITICAL TREATISE 12

- Aristotle- Poetics, translated with an introduction and notes by Malcolm Heath, (London: Penguin, 1996) chaps. 6–17, 23, 24, and 26.
- Plato- The Republic, Book X,
- Horace - ‘Ars Poetica’, trans. H. Rushton Fairclough (Harvard University Press, 1929). Pp 451-73

UNIT V SELECTIONS FROM THE MAHABHARATA **12**

(Krishna-Dwaipayana Vyasa -The Mahabharata - trans. K. M. Ganguli)

a) 'The Dicing' and 'Sequel to Dicing', Book 2, Sabha Parva Section XLVI-LXXII
b) 'The Temptation of Karna', Book 5, Udyog Parva, Section CXL-CXLVI.
c) 'Dhritrashtra and Gandhari's Wrath', Book 11, Section XI-XV.

Total: 60 Hours

Course Outcomes:

At the end of this course students will be able to:

CO1: gain an understanding of the classical that is valuable in itself and as a frame of reference for subsequent periods of literary studies.

CO2: understand how various genres evolved in ancient times.

CO3: learn about prominent writers and famous works in Classical Literature.

CO4: gain knowledge of the aesthetic and cultural values that serve as the groundwork for later developments in Indian philosophical and social change.

CO5: comprehend the rich and diverse cultures of different countries.

Reference Books:

- Homer The Iliad, tr. E.V. Rieu (Harmondsworth: Penguin,1985).
- Sophocles Oedipus the King, tr. Robert Fagles in Sophocles: The Three Theban Plays (Harmondsworth: Penguin, 1984).
- Plato, The Republic, Book X, tr. Desmond Lee (London: Penguin, 2007).
- Horace, Ars Poetica, tr. H. Rushton Fairclough, Horace: Satires, Epistles and Ars Poetica (Cambridge Mass.: Harvard University Press, 2005)
- Iravati Karve, 'Draupadi', in Yuganta: The End of an Epoch (Hyderabad: Disha, 1991).

- Vinay Dharwadkar, 'Orientalism and the Study of Indian Literature', in Orientalism and the Postcolonial Predicament: Perspectives on South Asia, ed. Carol A. Breckenridge and Peter van der Veer (New Delhi: OUP, 1994).
- Salman Rushdie, 'Commonwealth Literature does not exist', in Imaginary Homelands (London: Granta Books, 1991).
- Horace, 'Ars Poetica', Horace: Satires, Epistles and Ars Poetica. tr. H. Rushton Fairclough, Cambridge Mass.: Harvard University Press, 2005.
- Kapoor, Kapil. Indian Knowledge System Vol. 1. New Delhi: D.K. PrintworldPvt. Ltd., 2005.

24CBEN83 **PARTITION LITERATURE**

L	T	P	O	C
4	0	0	2	4

COURSE OBJECTIVES:

- To examine the historical context and events leading to the Partition of India.
- To analyze the representation of Partition trauma, displacement, and identity in literature and cinema.
- To explore the intersection of gender, memory, and nationalism in Partition narratives.
- To critically evaluate narrative techniques and thematic concerns in Partition literature and film.
- To understand the impact of Partition on society, culture, and collective memory.

UNIT I - INTRODUCTION 12

- Historical Context of the Partition of India.
- Understanding Trauma in the Context of Partition.
- Displacement and its Ramifications.
- Memory and its Role in Shaping Partition Narratives.

UNIT II - POETRY 12

- Lament for a Soldier - Faiz Ahmed Faiz
- Partition author W.H. Auden
- Learning Urdu –Agha Shahid Ali

UNIT III - SHORT STORIES 12

- Open It!-Sa'adat Hasan Manto
- Lajwanti-Rajinder Singh Bedi:
- Lihaaf (The Quilt) - Ismat Chugtai

UNIT IV - NOVELS OF PARTITION **12**

- Cracking India- Bapsi Sidhwa
- Midnight's Children- Salman Rushdie
- A River with Three Banks- Shiv K.Kumar

UNIT V - FILMED NOVELS **12**

- Tamas- Bhisham Sahni (Directed by Govind Nihalani)
- Garam Hawa - Alia Bukhari (Directed by M.S. Sathyu)

Total: 60 Hours

Course Outcomes:

At the end of this course students will be able to:

CO1: acquire an understanding of the historical context and factors that led to the Partition.

CO2: develop the ability to analyse how Partition trauma, displacement, and identity are depicted in literature and cinema

CO3: explore the connections between gender, memory, and nationalism as portrayed in Partition narratives.

CO4: enhance critical thinking skills to evaluate narrative techniques and thematic elements in Partition literature and film.

CO5: gain knowledge about the societal, cultural, and collective memory impacts of Partition.

Reference Books:

- Menon, Ritu, and Bhasin, Kamla, eds. Borders & Boundaries: Women in India's Partition. Rutgers University Press, 1998.
- Butalia, Urvashi.The Other Side of Silence; Voices from the Partition of India, Duke University Press, 2000.
- Manto, Sa'adat Hasan. Selected Short Stories. Translated by Khalid Hasan. Penguin Books, 1991.
- Bedi, Rajinder Singh. "Lajwanti" in Selected Stories. Raj Pocket Books, 2010.

- Ismat Chugtai. The Quilt and Other Stories. Translated by M. Asaduddin. Oxford University Press, 2009
- Sidhwa, Bapsi. *Cracking India*. Penguin Books, 1991.
- Rushdie, Salman. *Midnight's Children*. Vintage Books, 1991.Nihalani, Govind, director. Tamas. Produced by Doordarshan, 1988.

24DBEN81 **POPULAR LITERATURE**

L	T	P	O	C
4	0	0	2	4

COURSE OBJECTIVES:

- To expose the students to popular literature.
- To demonstrate an understanding of the distinguishing features of various genres.
- To analyze and interpret texts of Popular Literature.
- To create awareness and understanding of contemporary society.

UNIT I - INTRODUCTION **12**

- Introduction to Popular Literature
- Origin – Definition – Characteristics
- Genres of Popular Literature – Graphic Narratives – Visual Narratives.

UNIT II - CHILDREN AND YOUNG ADULT FICTION **12**

- Funny Boy – Shyam Selvadurai
- Charlie and the Chocolate Factory – Roald Dahl

UNIT III - FANTASY FICTION **12**

- Harry Potter and the Philosopher's Stone – J.K.Rowling
- The Chronicles of Narnia I – C.S.Lewis

UNIT IV - MYSTERY AND THRILLER FICTION **12**

- The Girl with the Dragon Tattoo – Stieg Larsson
- The Da Vinci Code – Dan Brown

UNIT V - NON-FICTION **12**

- Becoming – Michelle Obama(Memoir)
- Unbowed – Wangari Maathai (Biography)

Total: 60 Hours

Course Outcomes:

At the end of this course students will be able to:

CO1: acquire an understanding of the historical context and factors that led to the Partition.

CO2: develop the ability to analyse how Partition trauma, displacement, and identity are depicted in literature and cinema

CO3: explore the connections between gender, memory, and nationalism as portrayed in Partition narratives.

CO4: enhance critical thinking skills to evaluate narrative techniques and thematic elements in Partition literature and film.

CO5: gain knowledge about the societal, cultural, and collective memory impacts of Partition.

Reference Books:

- Smith, John, editor. *The Magical World of Children's Fantasy*. Penguin Books, 2020.
- Rowling, *J.K. Harry Potter and the Sorcerer's Stone.* Scholastic, 1998.
- Stableford, Brian. *The A to Z of Fantasy Literature*. Scarecrow Press, 2005.
- Obama, Michelle. *Becoming*. Crown, 2018.
- Maathai, Wangari. *Unbowed*: A Memoir.Anchor Books,2007