

PART-II

English

PROFESSIONAL ETHICS

First Year

PART-II ENGLISH

Semester-I

GENERAL ENGLISH (Theory)

Code: 23ELGE 1

Credit: 3

Objectives

- To enable learners to acquire self-awareness and positive thinking required in various life situations.
- To help them acquire the attribute of empathy
- To assist them in acquiring creative and critical thinking abilities
- To enable them to learn the basic grammar
- To assist them in developing LSRW skills

Unit I SELF-AWARENESS (WHO) & POSITIVE THINKING (UNICEF) Life Story

1.1 Chapter 1 from Malala Yousafzai, I am Malala

1.2 An Autobiography or The Story of My Experiments with Truth (Chapters 1, 2 &3) M.K. Gandhi

Poem

1.3 Where the Mind is Without Fear – Gitanjali 35 – Rabindranath Tagore

1.4 Love Cycle – Chinua Achebe

Unit II EMPATHY

Poem

2.1 Nine Gold Medals – David Roth

2.2 Alice Fell or poverty – William Wordsworth

Short Story

2.3 The School for Sympathy – E.V. Lucas

2.4 Barn Burning – William Faulkner

Unit III CRITICAL & CREATIVE THINKING

Poem

3.1 The Things That Haven't Been Done Before – Edgar Guest

3.2 Stopping by the Woods on a Snowy Evening – Robert Frost

Readers Theatre

3.3 The Magic Brocade – A Tale of China

3.4 Stories on Stage – Aaron Shepard (Three Sideway Stories from Wayside School" by Louis Sachar)

Unit IV Part of Speech

4.1 Articles

4.2 Noun

4.3 Pronoun

4.4 Verb

4.5 Adverb

4.6 Adjective

4.7 Preposition

Unit V Paragraph and Essay Writing

5.1 Descriptive

5.2 Expository

5.3 Persuasive

5.4 Narrative

Reading Comprehension

Text books (Latest Editions)

1. Malala Yousafzai. I am Malala, Little, Brown and Company, 2013.
2. M.K. Gandhi. An Autobiography or The Story of My Experiments with Truth (Chapter – I), Rupa Publications, 2011.
3. Rabindranath Tagore. "Gitanjali 35" from Gitanjali (Song Offerings): A Collection of Prose Translations Made by the Author from the Original Bengali. MacMillan, 1913.
4. N. Krishnasamy. Modern English: A Book of Grammar, Usage and Composition Macmillan, 1975.
5. Aaron Shepard. Stories on Stage, Shepard Publications, 2017.
6. J.C. Nesfield. English Grammar Composition and Usage, Macmillan, 2019.

Course Outcomes

On completion of this course, students will:

- Acquire self-awareness and positive thinking required in various life situations
- Acquire the attribute of empathy.
- Acquire creative and critical thinking abilities.
- Learn basic grammar
- Development and integrate the use of four language skills i.e., listening, speaking, reading and writing.

**GENERAL ENGLISH
(Theory)**

Code: 23ELGE 2

Credit: 3

Objectives

- To make students realize the importance of resilience
- To enable them to become good decision makers
- To enable them to imbibe problem-solving skills
- To enable them to use tenses appropriately
- To help them use English effectively at the work place.

Unit I RESILIENCE

Poem

1.1 Don't Quit – Edgar A. Guest

1.2 Still Here – Langston Hughes

Short Story

1.3 Engine Trouble – R.K. Narayan

1.4 Rip Van Winkle – Washington Irving

Unit II DECISION MAKING

Short Story

2.1 The Scribe – Kristin Hunter

2.2 The Lady or the Tiger - Frank Stockton

Poem

2.3 The Road not Taken – Robert Frost

2.4 Snake – D. H Lawrence

Unit III PROBLEM SOLVING

Prose life Story

3.1 How I taught My Grandmother to Read – Sudha Murthy

Autobiography

3.3 How frog Went to Heaven – A Tale of Angolo

3.4 Wings of Fire (Chapters 1, 2, 3) by A.P.J Abdul Kalam

Unit IV Tenses

4.1 Present

4.2 Past

4.3 Future

4.4 Concord

Unit V English in the Workplace

5.1 E-mail – Invitation, Enquiry, Seeking Clarification

5.2 Circular

5.3 Memo

5.4 Minutes of the Meeting

References Books

1 Martin Hewings. Advanced English Grammar. Cambridge University Press, 2000.

- 2 SP Bakshi, Richa Sharma. Descriptive English. Arihant Publications (India) Ltd., 2019.
3. Sheena Cameron, Louise Dempsey. The Reading Book: A Complete Guide to Teaching Reading. S & L. Publishing, 2019.
- 4 Barbara Sherman. Skimming and Scanning Techniques, Liberty University Press, 2014.
5. Phil Chambers. Brilliant Speed Reading: Whatever you need to read, however. Pearson, 2013.
6. Communication Skills: Practical Approach Ed. ShaikhMoula Ramendra Kumar. Stories of Resilience, Blue Rose Publications, 2020.

Course Outcomes

On completion of this course, students will:

- Realize the importance of resilience
- Become good decision-makers
- Imbibe problem-solving skills
- Use tenses appropriately
- Use English effectively at the work place.

PAPER II – ENGLISH

GENERAL ENGLISH

(Theory)

Code: 23ELGE 3

Credit: 3

Objectives

- **To make them active listeners**
- **To enhance the interpersonal relationship skills**
- **To embolden them to cope with stress**
- **To master grammar skills**
- **To help them to use English effectively in a business environment**

Unit I ACTIVE LISTENING

Short Story

1.1 In a Grove – Akutagawa Ryunosuke Translated from Japanese by Takashi Kojima

1.2 The Gift of the Magi – O’ Henry

Prose

1.3 Listening – Robin Sharma

1.4 Nobel Prize Acceptance Speech – Wangari Maathai

Unit II INTERPERSONAL RELATIONSHIPS

Prose

2.1 Telephone Conversation – Wole Soyinka

2.2 Of Friendship – Francis Bacon

Song on (Motivational/ Narrative)

2.3 Ulysses – Alfred Lord Tennyson

2.4 And Still I Rise – Maya Angelou

Unit III COPING WITH STRESS

Poem

3.1 Leisure – W.H. Davies

3.2 Anxiety Monster – Rhona Mc Ferran Readers Theatre

3.3 The Forty Fortunes: A Tale of Iran

3.4 Where there is a Will – Mahesh Dattani

Unit IV Grammar

4.1 Phrasal Verbs & Idioms

4.2 Modals and Auxiliaries

4.3 Verb Phrases – Gerund, Participle, Infinitive

Unit V Composition/ Writing Skills

5.1 Official Correspondence – Leave Letter, Letter of Application, Permission Letter

5.2 Drafting Invitations

5.3 Brochures for Programmes and Events

References Books

1. Wangari Maathai – Nobel Lecture. Nobel Prize Outreach AB 2023. Jul 2023.
2. Mahesh Dattani, Where there is a Will. Penguin, 2013.
3. Martin Hewings, Advanced English Grammar, Cambridge University Press, 2000
4. Essential English Grammar by Raymond Murphy

Course Outcomes

On completion of this course, students will;

- Listen actively
- Develop interpersonal relationship skills
- Acquire self-confidence to cope with stress
- Master grammar skills
- Carry out business communication effectively

**PAPER II – ENGLISH
GENERAL ENGLISH
(Theory)**

Code: 23ELGE 4

Credit: 3

Objectives

- To help learners imbibe goal-setting attitude.
- To enable them to understand the value of integrity.
- To help them deal with emotions.
- To teach the learners to frame sentences using tenses.
- To enhance reporting skills.

Unit I GOAL SETTING (UNICEF)

Life Story

1.1 From Chinese Cinderella – Adeline Yen Mah

1.2 Why I Write - George Orwell

Short Essay

1.3 On Personal Mastery – Robin Sharma

1.4 On the Love of Life – William Hazlitt

Unit II INTEGRITY

Short Story

2.1 The Taxi Driver – K.S. Duggal

2.2 Kabuliwala - Rabindranath Tagore

2.3 A Retrieved Reformation – O Henry Extract from a play

2.4 The Quality of Mercy (Trial Scene from the Merchant of Venice - Shakespeare)

Unit III COPING WITH EMOTIONS

Poem

3.1 Pride – Dahlia Ravikovitch

3.2 Phenomenal Woman – Maya Angelou Reader's Theatre

3.3 The Giant's Wife a Tall Tale of Ireland – William Carleton

3.4 The Princess and the God: A Tale of Ancient India

Unit IV Language Competency Sentences

4.1 Simple Sentences

4.2 Compound Sentences

4.3 Complex Sentences

Direct and Indirect Speech

Unit V Report Writing

5.1 Narrative Report

5.2 Newspaper Report

Drafting Speeches

5.3 Welcome Address

5.4 Vote of Thanks

References Books

1. Oxford Practice Grammar, John Eastwood, Oxford University Press
- 2 Cambridge Grammar of English, Ronald Carter and Michael McCarthy
3. George Orwell Essays, Penguin Classics

Course Outcomes

Course Outcomes

On completion of this course, students will

- Determine their goals
- Identify the value of integrity
- Deal with emotions.
- Frame grammatically correct sentences
- Write cohesive reports.

B.A. English

PROFESSIONAL ETHICS

First Year

CORE COURSE-I

Semester-I

Code: 22ACCEN1

PROSE
(Theory)

Credit: 5

OBJECTIVES:

- To acquaint the students with lives and works of great writers of prose.
- To instigate a sense of aesthetic beauty and love of aspiration.
- To provide some moral lesson through the essays.

UNIT – I:

Francis Bacon : Of Studies
: Of Friendship

UNIT – II:

Joseph Addison : Sir Roger at the Play
Oliver Goldsmith : The Man in Black

UNIT – III:

Charles Lamb : In the Praise of Chimney Sweepers
William Hazlitt : On Going a Journey

UNIT – IV:

E. M Forster : A Note on English Character
Robert Lynd : The Pleasures of Ignorance

UNIT – V:

A.G. Gardiner : On the Rule of the Road
Virginia Woolf : Professions for Women

UNIT - VI CURRENT CONTOURS (For Continuous Internal Assessment Only):

Significance of language in the elements of prose such as character, theme, and style –
Give a critical analysis of a passage of prose from English literature – Becoming aware of
moral values through the stories from the prescribed prose pieces.

REFERENCE:

1. Damrosch, David. *The Longman Anthology of British Literature*. Longman, 2003.

COURSE OUTCOMES: After completion of the course the students will be able to realize the following outcomes:

- To develop a knowledge about different genres of prose
- To get an idea about the development of prose through ages
- To expose the students early English Literature and transition
- To Understand the linguistic changes that took place during this period
- To provide knowledge about socio-cultural and historical development of this period

PROFESSIONAL ETHICS

First Year

CORE COURSE-II WORLD SHORT STORIES

Semester-I

Code: 22ACCEN2

(Theory)

Credit: 5

OBJECTIVES:

- To explore the sequences in a story by knowing its themes, strategies and techniques employed by the writers and create an insight of various cultures of the world.
- To identify the characters and convey moral, ethical and cultural values.
- To enhance vocabulary knowledge of learning new words and phrases.

UNIT-I BRITISH:

H. H. Munro (Saki) : The Open Window
Somerset Maugham : The Verger

UNIT-II INDIAN:

Rabindranath Tagore : Subha
Lakshmi Kannan : Muniyakka

UNIT-III RUSSIAN:

Anton Chekhov : A Work of Art
Leo Tolstoy : How Much Land Does a Man Need?

UNIT-IV AMERICAN:

Kate Chopin : The Story of an Hour
O. Henry : The Last Leaf

UNIT-V NEW ZEALAND & AUSTRALIAN:

Katherine Mansfield : A Cup of Tea
Tim Winton : Neighbours

UNIT - VI CURRENT CONTOURS (For Continuous Internal Assessment Only):

Significance of reading various classical and modern stories of various countries and writers.
Reading / Writing / Express a short story in own words and making a short video of a short story.

BOOKS FOR REFERENCE:

1. Joseph. A and Subramanian. *Memorable Tales*. Pogo Publishing House, 2013.
2. *Popular Short Stories* Edited by Board of Directors. Oxford University Press, 2006.
3. Kannan, Lakshmi. *India Gate and Other Stories*. Disha Books, 1993.

COURSE OUTCOMES :

After completion of the course the students will be able to realize the following outcomes:

- Analyze the style of writing and examine the story, plot and themes.
- Classify the different types of characters in real life situations.
- Understand the meanings of difficult words / phrases.
- Write or narrate a story creatively in own words.
- Recall and relate stories from different parts of the world.
- Explain and apply the values and understand that virtues always excel over vices.
- Empower to think creatively and discover the inner talent to b short story writers.

HUMAN VALUES

First Year

**FIRST ALLIED COURSE-I
SOCIAL HISTORY OF ENGLAND**

Semester-I

Code: 22AFACEN1

(Theory)

Credit:3

OBJECTIVES:

- To help learners understand the social and literary history of England from the Middle Ages to the 20th century
- To make learners aware of the relation between socio-political and socio-religious events and literary works

UNIT – I:

Medieval and Tudor England – Renaissance, Reformation

UNIT – II:

The Civil War and the Restoration England

UNIT – III:

The Age of Queen Anne

UNIT – IV:

The Victorian Age

UNIT – V:

Twentieth Century

UNIT - VI CURRENT CONTOURS (For Continuous Internal Assessment Only):

Map Reading – Post World War England – Birth of Commonwealth – UK: Current Scenario - Economy and e-commerce.

BOOKS FOR REFERENCE :

1. Trevelyan, G. M. *English Social History*. Books Way, 2014.
2. Xavier, A. G. *An Introduction to the Social History of England*. S.V. Printers and Publishers, 2009.
3. Ward A. C. *Twentieth Century Literature (1900-1960)*. ELBS, 1965.
4. Bedarida Francois. *A Social History of England (1851-1990)*. Routledge, 1991.

COURSE OUTCOMES: After completion of the course the students will be able to realize the following outcomes:

- Acquire knowledge of the course of British social history.
- Realize the major trends which have shaped English society

- Identify the key themes which encapsulate each period.
- Relate the socio–historical background to literature.
- Understand the impact of historical events on writers of each age.
- Explore the contemporary social history of England.

HUMAN VALUES

First Year	PART-IV VALUE EDUCATION	Semester-I
Code:22UGVED	(Theory)	Credit: 2
OBJECTIVES:		

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

UNIT I : PHILOSOPHY OF LIFE AND SOCIAL VALUES:

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

UNIT-II – HUMAN VALUES AND CITIZENSHIP

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

UNIT-III VALUE EDUCATION TOWARDS NATIONAL AND GLOBAL DEVELOPMENT:

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

UNIT IV: YOGA AND HEALTH:

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

UNIT V: HUMAN RIGHTS:

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

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

BOOKS FOR REFERENCES:

1. Thirukkural with English Translation of Rev. Dr. G.U. Pope, Uma Publication, 156, Serfoji Nagar, Medical College Road, Thanjavur 613 004
2. j;UfFws · [A.Nghg · Mqfy nkho;ahffjJLd Ckh E}y> nts;|aLLfk> jQrhT}H>
3. Leah Levin, Human Rights, NBT, 1998
4. V.R. Krishna Iyer, Dialectics and Dynamics of Human Rights in India, Tagore Law Lectures.
5. Yogic Therapy - Swami Kuvalayananda and Dr.S.L.Vinekar, Government of India, Ministry of Health, New Delhi.
6. SOUND HEALTH THROUGH YOGA - Dr.K.Chandrasekaran, Prem Kalyan Publications, Sedapatti, 1999.
7. Grose. D. N - "A text book of Value Education' New Delhi (2005)
8. Gawande . EN - "Value Oriented Education" – Vision for better living. New Delhi (2002) Saruptsons
9. Brain Trust Aliyar- "Value Education for Health, Happiness and Harmony" Erode (2004) Vethathiri publications

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

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

PROFESSIONAL ETHICS

First Year

CORE COURSE-III

Semester-II

Code: 22ACCEN3

POETRY I
(Theory)

Credit: 5

OBJECTIVES:

- To introduce learners to the changing trends in English poetry from Age of Renaissance to Johnson.
- To help learners analyse and appreciate poetry critically

UNIT – I

Edmund Spenser : Epithalamion
William Shakespeare : Sonnet 116

UNIT – II

John Donne : Death be not Proud
Andrew Marvell : The Garden

UNIT – III

John Milton : Lycidas

UNIT– IV

John Dryden : To the Memory of Mr. Oldham
Alexander Pope : Essay on Man
Epistle I : Of the Nature and State of Man with
Respect to the Universe.

UNIT– V

Oliver Goldsmith : The Village Preacher
William Blake : The Tyger

UNIT - VI CURRENT CONTOURS (For Continuous Internal Assessment Only):

Significance of poetry – Structure of a poem– Rhyming lines, metre rhythm and system of repetition, landscape of poem – Amplification, reflection and engagement with other national and international works - the diverse themes& poetic forms such as Haiku, Tanka, Free verse, etc. – demonstrate a crafty integration of words into ideas and vistas – illuminates a reflection on matters of National and Global issues.

BOOKS FOR REFERENCE:

1. *Fifteen Poets*. Oxford University Press, New Delhi, 1941.
2. Khan. M.Q. and Kumar Das, Bijoy, ed., *Treasury of Poems: An Anthology of Poems in English*. OxfordUniversity Press, New Delhi, 2011.
3. Sharma, R.S and Misra, L, ed., *Anthology of English Poems: From Shakespeare to Keats*. Oxford UniversityPress, New Delhi, 2001.

COURSE OUTCOMES: After completion of the course the students will be able to realize the followingoutcomes:

- Identify the essential elements of poetry.
- Appreciate the tone and theme, sound devices metre, rhythm, rhyme scheme
- Explain the figures of speech used in the poems.
- Understand the different types of poetry.
- Analyze myths and biblical references of the poem.
- Examine the contemporary life of England as portrayed

First year

CORE COURSE-IV
FICTION

Semester-II

Code: 22ACCEN4

(Theory)

Credit:5

OBJECTIVES:

- To introduce fiction as a literary genre.
- To familiarize learners with various techniques of fiction.
- To enable the learners to understand fiction as tool for enhancing reading skills.
- To orient the learners towards understanding the chronological development of fiction.
- To motivate the learners to write screenplay for the prescribed

UNIT – I

Samuel Richardson : Pamela

UNIT – II

Charles Dickens : Great Expectations

UNIT – III

Joseph Conrad : Heart of Darkness

UNIT – IV

Virginia Woolf : Mrs. Dalloway

UNIT – V

Aldous Huxley : Brave New World

UNIT - VI CURRENT CONTOURS (For Continuous Internal Assessment Only):

Taking up fiction reading as an individual and group activity – Comparing the prescribed fiction with the works of regional writers – updating their knowledge on the contemporary novelists – watching the movie adaptation of prescribed fiction

BOOKS FOR REFERENCE:

1. Logan, Melville Peter. The Encyclopedia of Novel.
2. Richardson, Samuel. *Pamela: Or, Virtue Rewarded*. Penguin Classics, 1980.
3. Conrad, Joseph. *Heart of Darkness*. Fingerprint! Publishing, 2018.
4. Woolf, Virginia. *Mrs. Dalloway*. Maple Press, 2018.
5. Huxley, Aldous. *Brave New World*. RHUK, 2004.

COURSE OUTCOMES: After completion of the course the students will be able to realize the following outcomes:

- Understand fiction as a literary genre.
- Gain a grip over skimming and scanning methods of reading.
- Develop the various methods of storytelling.
- Transform fiction into modern screen play.
- Familiarize themselves with contemporary popular fiction.
- Appreciate theme, characterization and setting of the novel .

PROFESSIONAL ETHICS

First year

FIRST ALLIED COURSE-II
LITERARY

Semester-II

Code: 22AFACEN2

(Theory)

Credit:3

OBJECTIVES:

- To initiate learners into the study of various literary forms
- To enable learners to understand the literary terms while analyzing and interpreting the works of literature

UNIT- I: POETRY:

Ballad – Epic and Mock Epic – Dramatic Monologue –Limerick – Lyric – Ode – Elogy – Pastoral Elogy – Sonnet

UNIT- II: POETRY:

Rhyme – Metre – Stanza Form – Types of Verse – Figures of Speech – Imagery – Simile and Metaphor – Personification – Onomatopoeia – Alliteration – Apostrophe –Hyperbole – Oxymoron – Allegory – Allusion – Irony and Metonymy

UNIT – III: DRAMA:

The Origin and Growth of Drama in England – Tragedy and Comedy – Dramatic Design – Romantic Tragedy and Romantic Comedy – Tragicomedy – Chronicle Plays – Masque and Antimasque – Comedy of Humours – Comedy of Manners – Genteel Comedy – Sentimental Comedy – Farce – Melodrama – Expressionist Drama – Absurd Drama – One-Act Play

UNIT- IV: NON-FICTION:

Biography – Autobiography – Essay – Aphoristic, Personal, Critical, Periodical

UNIT – V: FICTION:

Short Story – Picaresque Novel – Historical, Sentimental and Gothic Novel – Science Fiction

UNIT - VI CURRENT CONTOURS (For Continuous Internal Assessment Only):

Haiku and other modern forms of poetry – drama and fiction in the postmodern era – memoir and life narrative –cyber literature – eco literature

BOOKS FOR REFERENCE:

1. Abrams, M H. *A Glossary of Literary Terms*. Harcourt Brace Jovanovich College Publishers,

2015.

2. Prasad B. *A Background to the Study of English Literature*. Trinity Press Pub., 1999.
3. Ashok, Padmaja. *A Companion to Literary Forms*. Orient Blackswan, 2015.
4. Rees, R J. *English Literature: An Introduction for Foreign Readers*. Macmillan, 1973.
5. NTC's *Dictionary of Literary Terms*. McGraw-Hill, 1992.
6. Baldick, Chris. *Oxford Dictionary of Literary Terms*. OUP, 2015.

COURSE OUTCOMES: After completion of the course the students will be able to realize the following outcomes:

- Identify a wide variety of forms, styles and genres in English literature.
- Understand the significance of these forms in determining the meaning of texts.
- Have access to elementary literary vocabulary.
- Possess the basic skills required for the reading and understanding of literature.
- Acquire the ability to appreciate literature through analytical and responsive reading.
- Observe present trends in literary writings.

PROFESSIONAL ETHICS

Part III: PROFESSIONAL ENGLISH FOR ARTS & SOCIAL SCIENCES-I

First Year

Semester-II

Code: 20PELAS1

OBJECTIVES:

- To develop the language skills of students by offering adequate practice in professional contexts.
- To enhance the lexical, grammatical and socio-linguistic and communicative competence of first year physical sciences students
- To focus on developing students' knowledge of domain specific registers and the required language skills.
- To develop strategic competence that will help in efficient communication
- To sharpen students' critical thinking skills and make students culturally aware of the target situation.

LEARNING OUTCOMES:

- Recognise their own ability to improve their own competence in using the language
- Use language for speaking with confidence in an intelligible and acceptable manner
- Understand the importance of reading for life
- Read independently unfamiliar texts with comprehension
- Understand the importance of writing in academic life
- Write simple sentences without committing error of spelling or grammar (Outcomes based on guidelines in UGC LOCF – Generic Elective)

UNIT 1: COMMUNICATION

1. **Listening:** Listening to instructions
2. **Speaking:** Telephone etiquette and Official phone conversations
3. **Reading** short passages (3 passages, one from each – History, Sociology/Social Work/ Psychology, English Literature)
5. **Writing:** Letters and Emails in professional context
6. **Grammar in Context:**
 - Wh and yes or no,
 - Q tags
 - Imperatives

7, **Vocabulary in Context:** Word formation - .

- i) Creating antonyms using Prefixes
 - ii) Intensifying prefixes (E. g inflammable)
- Changing words using suffixes
- A) Noun Endings
 - B) Adjective Endings
 - C) Verb Endings

UNIT 2: DESCRIPTION

Listening – Listening to process description

Speaking - Role play

Formal: With faculty and mentors in academic environment, workplace communication

Informal: With peers in academic environment, workplace communication

Reading –Reading passages on social issue, psychological well-being, literary achievements/contributions

Writing – Writing sentence definitions (e.g. monarchy) and extended definitions (e.g. government)

Picture Description – Description of natural calamities and their impact on people/ Cultures and cultural practices

Grammar in Context: Connectives and linkers.

Vocabulary – Synonyms (register) - Compare & contrast expressions.

UNIT 3: NEGOTIATION STRATEGIES

Listening - Listening to interviews of specialists / inventors in fields (Subject specific)

Speaking – Brainstorming. (mind mapping). Small group discussions (subject-specific)

Reading – Longer Reading text. (Comprehensive passages)

Writing – Essay Writing (250 word essay on topics related to subject area, like recording business trans)

Grammar in Context: Active voice & Passive voice – If conditional -

Collocations –Phrasal verbs

UNIT 4: PRESENTATION SKILLS

Listening - Listening to presentation. Listening to lectures. Watching – documentaries (discovery / history channel)

Speaking –Short speech

- Making formal presentations (PPT)

Reading – Reading a written speech by eminent personalities in the relevant field /Short poems / Short biography.

Writing - Writing Recommendations

Interpreting visuals - charts / tables/flow diagrams/charts

Grammar in Context – Modals

Vocabulary (register) - Single word substitution

UNIT 5: CRITICAL THINKING SKILLS

Listening - Listening to advertisements/news and brief documentary films (with subtitles)

Speaking – Simple problems and suggesting solutions.

Reading: Motivational stories on Professional Competence, Professional Ethics and Life Skills (subject-specific)

Writing Studying problem and finding solutions- (Essay in 200 words)

Grammar-Make simple sentences

Vocabulary -Fixed expressions

SUGGESTED ACTIVITIES

UNIT 1

Listening: Links for formal conversation can be given - Gap filling exercises – Multiple Choice questions – Making notes.

Speaking - Role play activity

Reading – Note making. Note-Taking.

Writing: Guided Writing (developing hints)

Email

Grammar: Vocabulary – Worksheets – Games.

UNIT 2

Listening-

Process Descriptions (like recording business transactions in chronological order in the journal/ a process from the field of logistics)

Speaking – Role Play

Reading – Multiple choice questions - Evaluative answers – Classifying and labeling

Writing - Picture description –Description of natural calamities and their impact on people/ Cultures and cultural practices across India.

Vocabulary: Expansion of compound nouns

UNIT 3

Listening- Gap fill exercises – Listening comprehension

Speaking -Debates

Reading -Reading comprehension

Writing – Essay Writing

Grammar & Vocabulary: Activities, Worksheets & Games.

UNIT 4

Listening - Note taking (of listening & viewing items) - Filling a table based on the listening item.

Speaking – JAM, Presentations. (PPT-subject related)

Reading-Reading comprehension

Writing– Difference between recommendations and instructions

Questions/MCQs based on graphs/flow diagrams/charts

Grammar & Vocabulary: Activities, Worksheets & Games.

UNIT 5

Listening – Radio News/ TV-News telecast /

Speaking - Watch or listen to documentaries and ask questions

Reading - Reading motivational stories (success stories in subject area)

Writing - Essay writing.

Grammar & Vocabulary: Activities, Worksheets & Games

First Year

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

Semester-II

Code: 22UGCES

Credit: 2

COURSE OBJECTIVES:

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

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

- UNIT-2:** Natural Resources:
 Renewable and non-renewable resources:
 Natural resources and associated problems.
- a) Forest resources: use and over-exploitation, deforestation, case studies. Timber extraction, mining, dams and their effects on forests and tribal people.
 - b) Water resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams benefits and problems.
 - c) Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources, case studies.
 - d) Food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies.
 - e) Energy resources: Growing energy needs, renewable and non renewable energy sources, use of alternate energy sources. Case studies.
 - f) Land resources: Land as a resources, land degradation, man induced Landslides, soil erosion and desertification.
- Role of an individual in conservation of natural resources.

- Equitable use of resources for sustainable lifestyles.

(8 lectures)

Unit: 3 Ecosystems

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

(6 lectures)

Unit: 4 Biodiversity and its conservation

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

(8 lectures)

Unit: 5 Environmental Pollution

Definition

Causes, effects and control measures of :

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

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

(8 lectures)

Unit: 6 Social Issues and the Environment

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

Case studies

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

(7 lectures)

Unit: 7 Human Population and the Environment

- Population growth, variation among nations.
- Population explosion – Family Welfare Programmes
- Environment and human health
- Human Rights - Value Education
- HIV/ AIDS - Women and Child Welfare
- Role of Information Technology in Environment and human health
- Case studies.

Unit: 8 Field Work

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

References:

1. Agarwal, K.C. 2001 Environmental Biology, Nidi Public Ltd Bikaner.
 2. Bharucha Erach, The Biodiversity of India, Mapin Publishing Pvt ltd, Ahamedabad – 380013, India, E-mail: mapin@icenet.net(R)
 3. Brunner R.C. 1989, Hazardous Waste Incineration, McGraw Hill Inc 480 p
 4. Clark R.S. Marine Pollution, Clanderson Press Oxford (TB)
 5. Cunningham, W.P.Cooper, T.H.Gorhani E & Hepworth, M.T. 2001.
 6. De A.K. Environmental Chemistry, Wiley Eastern Ltd
 7. Down to Earth, Centre for Science and Environment (R)
 8. Gleick, H.P. 1993. Water in crisis, Pacific Institute for Studies in Dev., Environment & Security. Stockholm Env. Institute Oxford University, Press 473p.
 9. Hawkins, R.E. Encyclopedia of India Natural History, Bombay Natural History Society, Bombay (R)
 10. Heywood, V.H & Watson, R.T. 1995. Global Biodiversity Assessment. Cambridge University Press 1140 p.
 11. Jadhav, H & Bhosale, V.M. 1995. Environmental Protection and Laws Himalaya Pub. House, Delhi 284 p.
 12. Mckinney, M.L. & Schoch R.M. 1996. Environmental Science systems & Solutions, Web enhanced edition 639 p.
 13. Mhaskar A.K. Matter Hazardous, Techno-Science Publications (TB)
 14. Miller T.G. Jr. Environmental Science, Wadsworth Publishing Co. (TB)
 15. Odum, E.P. 1971 Fundamentals of Ecology. W.B. Saunders Co. USA. 574 p
 16. Rao MN & Datta, A.K. 1987 Waste Water treatment, Oxford & IBH Publication Co. Pvt Ltd 345 p.
 17. Sharma B.K. 2001 Environmental chemistry Goel Publ House, Meerut.
 18. Survey of the Environment, The Hindu (M).
 19. Townsend C. Harper, J and Michael Begon, Essentials of Ecology, Blackwell science (TB)
 20. Trivedi R.K. Handbook of Environmental Laws, Rules, Guidelines, Compliances and Standards, Vol. I and II, Enviro Media (R).
 21. Trivedi R.K. and P.K. Goel, Introduction to air pollution, Techno-Science Publications (TB).
 22. Wagner K.D. 1998 Environmental Management. W.B. Saunders Co. Philadelphia USA 499 p
- (M) Magazine (R) Reference (TB) Textbook
23. <http://nbaindia.org/uploaded/Biodiversityindia/Legal/33%20Biological%20Diversity%20Rules,%202004.pdf>.

COURSE OUTCOMES:

- Understand the environmental importance including interactions across local to global scales.
- The learners to update and analyze environmental relationships and interactions of environmental components
- The student to gain knowledge on importance of natural resources in a systematic way.

- The course content is introduce the concept of renewable and non-renewable energy resources and its scenario in India and at global level
- The students will know the relationship between biodiversity and ecosystem functions, direct and indirect values of biodiversity resources and their bioprospecting opportunities.
- The learners can gain awareness related on environmental pollution, causes and pollution control with case studies.
- Student to obtain the environmental ethics and gain knowledge about the sustainable development.
- Learners should realize the environmental legislation and policies of national and international regime and know the regulations applicable to industries and other organizations with significant Environmental aspects

PROFESSIONAL ENGLISH AND HUMAN VALUES

Second Year

CORE COURSE-V
POETRY - II

Semester-III

Code: 22ACCEN5

(Theory)

Credit:5

OBJECTIVES:

- To enable learners to comprehend the salient features of various types of poetry from the Romantics up to T. S. Eliot
- To make learners sharpen their poetic sensibility and stylistic skills

UNIT-I:

William Wordsworth : Ode on Intimations of Immortality
S. T. Coleridge : Kubla Khan

UNIT-II:

John Keats : Ode to :Autumn
P. B. Shelley : To a Skylark

UNIT-III:

Robert Browning : My Last Duchess
Alfred Tennyson : Ulysses

UNIT-IV:

W.B Yeats : The Second Coming
T. S. Eliot : The Hollow Men

UNIT-V:

Rudyard Kipling : The White Man's Burden
W .H. Auden : Lullaby

UNIT - VI CURRENT CONTOURS (For Continuous Internal Assessment Only):

Significance of poetry – Structure of a poem– Rhyming lines, metre rhythm and system of repetition, landscape of poem – Amplification, reflection and engagement with other national and international works - The diverse themes & poetic forms such as Haiku, Tanka, Free verse, etc. – demonstrate a crafty integration of words into ideas and vistas – illuminates a reflection on matters of National and Global issues.

BOOK FOR REFERENCE:

1. Sharma, R.S and Misra, L, ed., *Anthology of English Poems: From Shakespeare to Keats*. Oxford UP, New Delhi, 2001.
2. *Fifteen Poets*. Oxford University Press, New Delhi, 1941.
3. Sen. S. and Chopra. J.K. ed., *W.H. Auden, Selected Poems: A Critical Evaluation*.

Unique Publishers, New Delhi, 2007.

4. Mukherjee, Suroopa. ed., *Victorian Poets: Tennyson, Browning and Rossetti*. Worldview Pub., New Delhi, 2003, 2004.
5. Khan. M.Q. and Kumar Das, Bijoy, ed., *Treasury of Poems: An Anthology of Poems in English*. Oxford UP, New Delhi, 2011.

COURSE OUTCOMES:

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

- Recognize poetry from a variety of cultures, languages and historic periods.
- Analyze the various elements of poetry, such as diction, tone, form, genre, imagery, figures of speech, symbolism, theme, etc.
- Explain the features of different types of poetry.
- Recognize the influence of culture and experience of poets.
- Read and discuss selected poems in translation and enhance their writing skills.
- Identify the variations of poetic forms.

6. *Fifteen Poets*. Oxford University Press, New Delhi, 1941.
7. Sen. S. and Chopra. J.K. ed., *W.H. Auden, Selected Poems: A Critical Evaluation*. Unique Publishers, New Delhi, 2007.
8. Mukherjee, Suroopa. ed., *Victorian Poets: Tennyson, Browning and Rossetti*. Worldview Pub., New Delhi, 2003, 2004.
9. Khan. M.Q. and Kumar Das, Bijoy, ed., *Treasury of Poems: An Anthology of Poems in English*. Oxford UP, New Delhi, 2011.

COURSE OUTCOMES:

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

- Recognize poetry from a variety of cultures, languages and historic periods.
- Analyze the various elements of poetry, such as diction, tone, form, genre, imagery, figures of speech, symbolism, theme, etc.
- Explain the features of different types of poetry.
- Recognize the influence of culture and experience of poets.
- Read and discuss selected poems in translation and enhance their writing skills.
- Identify the variations of poetic forms.

PROFESSIONAL ETHICS AND HUMAN VALUES

Second Year

CORE COURSE-VI
WORLD ONE-ACT
PLAYS

Semester-III

Code: 22ACCEN6

(Theory)

Credit: 5

OBJECTIVES:

- To provide a deep insight in one-act plays of knowing different cultures, traditions and values across the globe.
- To expose learners to the sociological and psychological dimensions of characterisation and focus the reality in life.
- To explore the genres of one-act plays and analyze the themes, stage performance, reading skill, style of the writers and writing plays.

UNIT – I BRITISH:

A. A. Milne : The Ugly Duckling

UNIT – II RUSSIAN:

Anton Chekov : A Marriage Proposal

UNIT– III HUNGARIAN:

Fritz Karinthy : Refund

UNIT – IV AFRICAN:

Eisa Kironde : The Trick

UNIT – V AMERICAN:

Stanley Houghton : The Dear Departed

UNIT - VI CURRENT CONTOURS (For Continuous Internal Assessment Only):

Significance of one-act plays and its distinction from drama – critical analysis of a one-act play of choice – Staging a one-act play selected from literature written in English.

BOOKS FOR REFERENCE:

1. Elias, M., *Plays in One Act*. Chennai: Orient BlackSwan, 2013.
2. Sujatha K., Ed. *On the Stage: One-Act Plays*. New Delhi: Orient BlackSwan, 2011.
3. Singh, Satyanarain. *Selected One Act Plays*. The Macmillan Co. of India Ltd., 1974.

COURSE OUTCOMES:

After completion of the course the students will be able to realize the following outcomes:

Identify and discuss the theoretical elements of one-act plays.

- Explore the diverse cultures, traditional approaches and values in a play.
- Analyze critically the themes, plot and cultural aspects of the play.
- Complete reading and writing enhanced with expression and style.
- Explore the techniques of staging one-act plays
- Empower the inner talent to be creative writers of one-act plays.

Identify and discuss the theoretical elements of one-act plays.

- Explore the diverse cultures, traditional approaches and values in a play.
- Analyze critically the themes, plot and cultural aspects of the play.
- Complete reading and writing enhanced with expression and style.
- Explore the techniques of staging one-act plays
- Empower the inner talent to be creative writers of one-act plays.

PROFESSIONAL ETHICS AND HUMAN VALUES

Second Year

SECOND ALLIED COURSE-I
HISTORY OF ENGLISH
LITERATURE -I
(Theory)

Semester-III

Code:22ASACEN1

Credit:3

OBJECTIVES:

- To help learners know the literary history of the texts from the Age of Chaucer to Dryden
- To make learners understand the rise and fall of literary movements and their relationships to socio-political and socio-religious events

UNIT- I:

Chapters II & III : The Age of Chaucer

UNIT- II:

Chapters IV & V : Development of Drama

UNIT - III:

Chapters VI, VII & VIII : The Age of Shakespeare

UNIT - IV:

Chapters IX & X : The Age of Milton

UNIT - V:

Chapters XI & XII : The Age of Dryden

(All the chapters are from W. H. Hudson's *An Outline History of English Literature*)

UNIT - VI CURRENT CONTOURS (For Continuous Internal Assessment Only):

Contemporary history of English Literature and its relevance – reading classical literature in the modern era – reading Shakespeare in the postcolonial era – influence of classical writers in the 21st Century

BOOKS FOR REFERENCE:

1. Hudson, W. H. *An Outline History of English Literature*. Maples Press, 2011.
2. Albert, Edward. *History of English Literature*. Oxford UP, 2007.
3. Crompton – Rickett. *A Short History of English Literature*. Universal Book Stall, 1988.
4. Evans, Ifor. *A Short History of English Literature*. Penguin 4th Edition, 1990.

COURSE OUTCOMES:

After completion of the course the students will be able to realize the following outcomes:

- Understand the growth and development of English literature
- Gain perspective on the different issues and themes presented during each period.
- Recognize growth of various literary genres, movements and schools in English literature.
- Acquire knowledge about the major writers and their contributions to English literature
- Evaluate the way socio-cultural and historical phenomena influenced literary writing.
- Comment on the influence of classical writers in the 21st Century

PROFESSIONAL ETHICS

Second Year

Semester-III

Professional English for Arts and Social sciences II

code: 22PELAS2

Credit:

Hours: 60

Objectives:

The Professional Communication Skills Course is intended to help Learners in Arts and Science colleges,

- Develop their competence in the use of English with particular reference to the workplace situation.
- Enhance the creativity of the students, which will enable them to think of innovative ways to solve issues in the workplace.
- Develop their competence and competitiveness and thereby improve their employability skills.
- Help students with a research bent of mind develop their skills in writing reports and research proposals.

Unit 1- Communicative Competence

Listening – Listening to two talks/lectures by specialists on selected subject specific topics - (TED Talks) and answering comprehension exercises (inferential questions)

Speaking: Small group discussions (the discussions could be based on the listening and reading passages- open ended questions

Reading: Two subject-based reading texts followed by comprehension activities/exercises

Writing: Summary writing based on the reading passages.

Grammar and vocabulary exercises/tasks to be designed based on the discourse patterns of the listening and reading texts in the book. This is applicable for all the units.

Unit 2 - Persuasive Communication

Listening: listening to a product launch- sensitizing learners to the nuances of persuasive communication

Speaking: debates – Just-A Minute Activities

Reading: reading texts on advertisements (on products relevant to the subject areas) and answering inferential questions

Writing: dialogue writing- writing an argumentative /persuasive essay.

Unit 3- Digital Competence

Listening to interviews (subject related)

Speaking: Interviews with subject specialists (using video conferencing skills)

Creating Vlogs (How to become a vlogger and use vlogging to nurture interests – subject related)

Reading: Selected sample of Web Page (subject area) Writing: Creating Web Pages

Reading Comprehension: Essay on Digital Competence for Academic and Professional Life.

The essay will address all aspects of digital competence in relation to MS Office and how they can be utilized in relation to work in the subject area

Unit 4 - Creativity and Imagination

Listening to short (2 to 5 minutes) academic videos (prepared by EMRC/ other MOOC videos on Indian academic sites – E.g. <https://www.youtube.com/watch?v=tpvicScuDy0>)

Speaking: Making oral presentations through short films – subject based **Reading:**

Essay on Creativity and Imagination (subject based)

Writing – Basic Script Writing for short films (subject based)

- Creating webpages, blogs, flyers and brochures (subject based)
- Poster making – writing slogans/captions(subject based) **Unit 5-**

Workplace Communication& Basics of Academic Writing Speaking: Short academic presentation using PowerPoint

Reading & Writing: Product Profiles, Circulars, Minutes of Meeting. Writing an introduction, paraphrasing Punctuation(period, question mark, exclamation point, comma, semicolon, colon, dash,hyphen, parentheses, brackets, braces, apostrophe, quotation marks, and ellipsis)

Capitalization (use of upper case)

Outcomes of the Course

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

- Attend interviews with boldness and confidence.
- Adapt easily into the workplace context, having become communicatively competent.
- Apply to the Research &Development organisations / sections in companies and officeswith winning proposals.

HUMAN VALUES

Second Year

NON MAJOR ELECTIVE COURSE – I

Semester-III

HUMAN RIGHTS

Code: 22ANMEDS2

(Theory)

Credit:2

OBJECTIVES:

- To make students to perceive the meaning of human rights and related aspects.
- To enlighten students on the universal declaration of human rights.
- To inform and explain students about the Indian constitutional guarantee of human rights.
- To sensitive students about the violation of human rights.
- To impart students about role of voluntary and government organizations ensuring human rights of the people.

COURSE CONTENTS

UNIT-I HUMAN RIGHTS:

Meaning of Human Rights – Kinds of Human Rights – Theories of human Rights – Human Rights in Ancient Thoughts The Concept of Human Rights – The concept of Liberty and Equality – Promotion and Protection of Human Rights By the United nations. History and Development of Human Rights Concepts.

UNIT-II UNIVERSAL DECLARATION OF HUMAN RIGHTS:

The Universal Declaration of Human rights – Preparation – Preamble and Enumeration of Rights in the Declaration – India and the Universal Declaration.

UNIT-III CONSTITUTION:

Indian Constitutional Guarantee of Human Rights – Preamble, Fundamental Rights – Fundamental Duties-Directive Principles of State Policy – Recent Amendments of Indian Constitution.

UNIT-IV VIOLATION:

Violation of Human Rights – Women – Children – Workers – Prisoners –Scheduled Caste and Tribes.

UNIT-V AGENCIES WORK FOR HUMAN RIGHTS:

Human Rights and Voluntary Organization at international, National and State Level – Human Rights Commissions in India – National Human Rights Commission – Its

Constitution – Power and Functions – Human Rights Court in Districts.

UNIT - VI CURRENT CONTOURS (For Continuous Internal Assessment Only):

Analyse the functions of Human Rights Commission – State/National

TEXTBOOKS :

1. Rashee, Jain, 2016. Text Book on Human Rights Law and Practice, Universal Law Publishing - An imprint of LexisNexis; Third edition. New Delhi.
2. Agarwal. H.O, 2020. Human Rights. Central Law Publications. Allahabad.

REFERENCES :

1. Richard Juck, 1979 Natural Rights Theories, Cambridge University.
2. Sieghart, Paul. The international law of human rights. Oxford University Press, 1983.
3. Jermy Waldrom, 1984 Theories of Rights, Oxford University Press, New Delhi
4. Bajwan G.S and D.K. Bajwa Human Rights in India Implementation and Violations New Delhi D.K. Publishers 1996
5. Jones, Peter. & quot; Human rights, group rights, and peoples' rights. & quot; Human Rights Quarterly 21.1 (1999): 80-107.
6. Alfab Alam(ed), 2000 Human Rights in India Raj Publication, New Delhi
7. Vijay Kumar 2003, Human Rights Dimensions and Issues, Anmol Publications, New Delhi
8. Jack Donnelly, 2005, Universal Human Rights in Theory and Practices, Manas Publication, New Delhi
9. Agarwal, Hari Om. International Law & Human Rights. Central law publications, 2008.
10. Donnelly, Jack. Universal human rights in theory and practice. Cornell University Press, 2013.

COURSE OUTCOMES:

Upon successful completion of this course the students would be able:

- To perceive the basic concepts of Human Rights
- To explain the Universal Declaration of Human Rights
- To have familiarity with Constitution
- To know about the violations of Human Rights against vulnerable
- To discuss about role of agencies protecting Human Rights

PROFESSIONAL ETHICS AND HUMAN VALUES

Second Year

CORE COURSE-
VII
DRAMA
(Theory)

Semester-
IV

Code: 22ACCEN7

Credit:5

OBJECTIVES:

- To introduce drama as a literary genre.
- To introduce drama as a literary genre.
- To familiarize learners with various techniques of drama.
- To orient the learners towards understanding the chronological development of drama studies.
- To enable the learners to understand drama as form of performance studies.
- To motivate the learners to experiment with their creative skills in staging performances of the prescribed plays

UNIT – I

Christopher Marlowe : Dr. Faustus

UNIT – II

John Webster : The Duchess of Malfi

UNIT – III

Richard Brinsley Sheridan: The Rivals

UNIT – IV:

George Bernard Shaw : Pygmalion

UNIT – V

Harold Pinter : The Birthday Party

UNIT - VI CURRENT CONTOURS (For Continuous Internal Assessment Only):

Memorizing select dialogues from the prescribed plays, taking up group activities of practicing and performing the scenes from the prescribed texts, updating the contemporary adaptations of the prescribed dramas.

BOOKS FOR REFERENCE:

1. McGraw-Hill *Encyclopedia of World Drama: An International Reference Work* in 5 volumes
2. John Smart. *Twentieth-Century British Drama*, Cambridge University Press, 2001
3. Una Mary Ellis-Fermor: *The Jacobean Drama: An Interpretation*.
4. Fredson Bowers: *Elizabethan Revenge Tragedy*
5. John Loftis (Ed.): *Restoration Drama: Modern Essays in Criticism*.
6. Martin Esslin. *The Theatre of the Absurd*. Knopf, 2009
7. Marlowe, Christopher. *Doctor Faustus*. Worldview Publications, 2000.

COURSE OUTCOMES:

After completion of the course the students will be able to realize the following outcomes:

- Understand the theatrical skills.
- Opt for performance studies as a field of research and career.
- Compare and contrast the classical and modern techniques of drama as a discourse and performance.
- Compose their own versions of classical drama.
- Imbibe the ability to direct short films, reels and trolls for various social media and as OERs.
- Develop the expertise in the techniques of film adaptation.

PROFESSIONAL ETHICS

Second Year

CORE COURSE-VIII

Semester-IV

INTRODUCTION TO LANGUAGE AND LINGUISTICS

Code: 22ACCEN8

(Theory)

Credit:5

OBJECTIVES:

- To introduce learners to the history of English language and concepts in linguistics
- To enable learners to know the form and content of language and its scientific systems

UNIT – I:

The Origins and the Development of Language

UNIT – II:

The Organs of Speech – Classification of Speech Sounds

UNIT – III:

Phonology – Morphology

UNIT – IV:

Syntax – Semantics

UNIT – V:

Language, Society and Culture

UNIT - VI CURRENT CONTOURS (For Continuous Internal Assessment Only):

Significance of language and linguistics in the modern era – software and mobile apps in promoting transcription and word formation – exploring the link between the language, society and culture

BOOK FOR REFERENCE:

1. Wrenn, C L. *The English Language*. Methuen, 1949.
2. Yule, George. *The Study of Language: An Introduction*. CUP, 1985.
3. Lyons, John. *Language and Linguistics: An Introduction*. CUP, 1981.

COURSE OUTCOMES:

After completion of the course the students will be able to realize the following outcomes:

- Understand the discourse of linguistics.
- Describe the theoretical and practical manifestations of linguistics.
- Explain the origin of the English Language and its development.
- Classify and describe the English speech sounds and understand speech patterns in sentences.
- Gain knowledge of the main concepts of syntax and semantics.
- Analyze the link between the language, society and culture

PROFESSIONAL ETHICS AND HUMAN VALUES

Second Year

SECOND ALLIED COURSE-II
HISTORY OF ENGLISH LITERATURE-II

Semester-IV

Code:
22ASACEN2

(Theory)

Credit:3

OBJECTIVES:

- To expose learners to the historical background of the literary texts from the Age of Pope to the Present Age
- To make learners understand the rise and fall of literary movements and their relationships to socio-political and socio-religious events

UNIT – I:

Chapters XIII & XIV : The Age of Pope

UNIT – II:

Chapters XV to XVII : The Age of Johnson

UNIT – III:

Chapters XVIII to XXI : The Age of Wordsworth

UNIT – IV:

Chapters XXII to XXIV : The Age of Tennyson

UNIT – V:

Chapters XXV & XXVI : The Age of Hardy and the Present Age
(All the chapters are from W. H. Hudson's An Outline History of English Literature)

UNIT - VI CURRENT CONTOURS (For Continuous Internal Assessment Only):

Socio-cultural matrix in literature through the ages – understanding the political history of every age in the literary texts – tracing the transformation of literary trends through the ages.

BOOKS FOR REFERENCE:

1. Hudson, W. H. *An Outline History of English Literature*. Maples Press, 2011.
2. Albert, Edward. *History of English Literature*. Oxford UP, 2007.
3. Crompton – Rickett. *A Short History of English Literature*. Universal Book Stall, 1988.
4. Evans, Ifor. *A Short History of English Literature*. Penguin 4th Edition, 1990.

COURSE OUTCOMES:

After completion of the course the students will be able to realize the following outcomes:

Understand the growth and development of English literature

- Gain perspective on the different issues and themes presented during each period.
- Recognize growth of various literary genres, movements and schools in English literature.
- Acquire knowledge about the major writers and their contributions to English literature.
- Evaluate the way socio-cultural and historical phenomena influenced literary writing.
- Develop the basic skills to prepare for competitive examinations.

UNIT - VI CURRENT CONTOURS (For Continuous Internal Assessment Only):

Self-Study: To understand current issues and practice debates regarding social problems in the community during field work training.

TEXTBOOK:

1. Ahuja, Ram (2021). Social Problem in India. Rawat Publications, 4th Edition. Jaipur.

REFERENCES:

1. Ahuja, Ram (1992) Social Problems in India, Rawat Publications, Jaipur
2. Madan.G.R. (2002) Indian Social Problems – Vol – 1, Seventh edition, Allied Publishing, New Delhi.
3. Shankar Rao C. N (2015) Indian Social Problems – A Sociological Perspective, S.Chand & Company Pvt Ltd.
4. Merton, Robert.K and Nisbet Robert Lemert, Contemporary Social Problems Ny:Hard Course Brace 1965.
5. Lemert, Social Pathology Ny, Hard Course Brace 1962. (1978 Reprint).
6. Threya, Venkatesh B Sheela Rani Chuukkath. Literacy and Empowerment Sage Publishing, New Delhi, 1996.
7. Williams Kornblum, Joseph Julian, Social Problems, 8th Edition, Prentice Hall Inc.,1975.
8. Sunil, Social Problems in India – Issues & Perspectives, Regency Publications House, New Delhi, 1990.
9. Bharti Sharma, Juvenile Delinquents and their social culture, Uppal Publishing House, New Delhi, 1990.
10. Bhattacharya. S.K. Social Problems in India – Issues and Perspectives, published by Regency Publications, New Delhi.

E-BOOKS/E-MATERIALS:

1. <https://en.wikipedia.org/wiki/Poverty>
2. <https://unesdoc.unesco.org/ark:/48223/pf0000151826>
3. http://ddceutkal.ac.in/Syllabus/MSW/Paper_07.pdf
4. <https://www.goodreads.com/book/show/8908426-juvenile-delinquency>
5. <https://aa-netherlands.org/big-book-online/>

COURSE OUTCOMES:

- To be able to trace the evolution of a given social problem to understand the historical, economic, cultural and political reasons that an issue has come to be defined as a social problem.
- To critically assess how social problems are presented to the public by the media, including how the various sides of the debate surrounding a social problem and possible solutions are reported in both
- Consider alternative explanations and solutions for contemporary social issues.

PROFESSIONAL ETHICS , GENDER & HUMAN VALUES

III YEAR V SEMESTER COURSE CODE: 22ACCEN9 CORE COURSE IX - SHAKESPEARE

Objectives:

- To provide an understanding of Elizabethan and Jacobean context.
- To engage learners with the themes, dramatic texts and devices.
- To enable learners to know about style of writing in Shakespearean context.

Unit I

The Winter's Tale

Unit II

Julius Ceasar

Unit III

Macbeth

Unit IV

The Merchant of Venice

Unit V

Shakespearean Theatre and Audience
Shakespearean Fools and Clowns
Shakespearean Women
Supernatural Elements in Shakespearean Plays
Shakespearean Soliloquies
Shakespeare Tragedy – A.C. Bradley

Unit - VI CURRENT CONTOURS (For Continuous Internal Assessment Only)

Relevance of Shakespeare in the 21st Century. – Reading Shakespeare through recent critical lens. Modern adaptation and re-readings of Shakespeare's plays.

BOOKS FOR REFERENCE:

1. Johnson, Samuel. Preface to Shakespeare. Kessinger Publishers, 2004.
2. Bradley, A. C. Shakespearean Tragedy. Martino Fine Books, 2016.
3. Acroyd, Peter. Complete Works of Shakespeare. Collins: New Alexander Text Edition, 2013.
4. Parker, Patricia. The Shakespeare Encyclopedia: Life, Works, World, and Legacy. Greenwood Pub. Groups, 2018.

COURSE OUTCOMES:

After completion of the course the students will be able to realize the following outcomes:

- Gain insight into the age of Shakespeare and the uniqueness of Shakespearean creative output.
- Recognize the greatness of Shakespeare in the usage of language and characterization.
- Understand the personality traits of dominant characters.

- Gain a working knowledge of communicative strategies and like skills.
- Experience and derive meaning from life-like situations.
- Evaluate Shakespeare's characters in today's society.

PROFESSIONAL ETHICS

V SEMESTER

COURSE CODE: 22ACCEN10

CORE COURSE X - PRINCIPLES OF LITERARY CRITICISM

Objectives:

1. To acquaint learners with the knowledge of history of literary criticism, its various trends and schools
2. To help learners apply literary theory to texts in order to enrich their understanding and appreciation of literature
3. To make learners understand Wilbur Scott's five approaches to literature

Unit I

Literary Theory – Literary History – Literary Criticism

Unit II

Classical Criticism:

Plato – Aristotle – Horace – Quintilian – Longinus.

Unit III

Orientation of Critical Theories:

Mimetic Theories – Pragmatic Theories – Sidney – Dryden – Dr. Johnson – Coleridge – Arnold – T. S. Eliot

Unit IV

Five Approaches:

Moralistic Approach

Psychological Approach

Unit V

Archetypal Approach

Sociological Approach

Formalistic Approach

Unit - VI CURRENT CONTOURS (For Continuous Internal Assessment Only):

Application of Theory into literary texts – conceptualizing theories based on literary texts – reading the classics from contemporary critical and theoretical perspectives.

BOOKS FOR REFERENCE:

1. Scott, Wilbur. *Five Approaches of Literary Criticism*. MacMillan, 1966.
2. Habib, M. A. R. *Literary Criticism: From Plato to Present – An Introduction*. Wiley Blackwell, 2011.
3. Saintsbury, George. *A History of English Literary Criticism*. Atlantic Pub., 2004.
4. Blamires, Harry. *A History of Literary Criticism*. Laxmi Pub., 2008.
5. Nagarajan M.S. *English Literary Criticism and Theory: An Introductory History*. Orient Blackswan, 2006

COURSE OUTCOMES:

After completion of the course the students will be able to realize the following

Outcomes:

- Define critical terms and concepts from classical criticism to the contemporary criticism.
- Gain knowledge of various critical theories, approaches and schools of thought.
- Identify the major contributors to literary criticism and their ideas.
- Develop skills to analyse and interpret texts critically by close reading.
- Attempt practical criticism of short plays, passages and poems.
- Understand literature as more than a creative acts.

PROFESSIONAL ETHICS & HUMAN VALUES

V SEMESTER

COURSE CODE: 22ACCEN11

CORE COURSE XI - AMERICAN LITERATURE

Objectives:

1. To introduce learners to important aspects in various genres of American literature
2. To help learners get acquainted with the richness of American literature through representative works of poets, essayists and novelists

Unit I - Poetry

Walt Whitman : O Captain! My Captain!
Maya Angelou : On the Pulse of Morning

Unit II - Poetry

Robert Frost : Birches
Edgar Allan Poe : Annabel Lee

Unit III - Prose

Martin Luther King : I Have a Dream
Ralph Waldo Emerson : Self-Reliance

Unit IV - Drama

Arthur Miller : All My Sons

Unit V- Fiction

Nathaniel Hawthorne : The Scarlet Letter

Unit - VI CURRENT CONTOURS (For Continuous Internal Assessment Only):

Significance of American writers' contribution to English literature – Critically appreciate poems and plays written by any American poets and dramatists – Give a narration of a short story from American literature.

BOOKS FOR REFERENCE:

1. Cunliffe, Marcus. *American Literature to 1900*. P. Bedrick Books, 1987.
2. Gabler-Hover, Janet. & Robert Sattelmeyer. *American History through Literature, 1820-1870*. Charles Scribner's Sons, 2006.
3. Lyon, Thomas J. (Thomas Jefferson). *The Literary West: An Anthology of Western American Literature*. Oxford University Press 1999.
4. McMichael, George L, and Frederick C. Crews. *Concise Anthology of American Literature*. Macmillan, 1985.
5. Spiller, Robert E. *Literary History of the United States*. Macmillan, 1963.

COURSE OUTCOMES:

After completion of the course the students will be able to realize the following

Outcomes:

- Obtain knowledge about the major writers and their contribution to American Literature.
- Appreciate the richness of American literature across various forms of literature – poetry, prose, drama, short story and novel

- Describe the significant aspects of various genres of American literature.
- Examine the issues discussed in the text within the socio–historic and cultural context.
- Apply the knowledge gained in the study of literature and become a critical reader.
- Understand multi-culturalism in America

PROFESSIONAL ETHICS & HUMAN VALUES

V SEMESTER

COURSE CODE: 22ACCEN12

CORE COURSE XII – HISTORY OF ENGLISH LANGUAGE AND PHONETICS

Objectives:

- To introduce learners to the history of English language and concepts in phonetics.
- To familiarize learners with the prosodic features of language

Unit I

Place of English in the Indo–European Family of Languages – Characteristics of Old English - Characteristics of Middle English

Unit II

Word Borrowing (Scandinavian, French, Latin and Greek) – Makers of English (Shakespeare, Milton, Bible Translators) – History of English Spelling and Spelling Reforms – Changes in Meaning of Words

Unit III

Dictionaries and the Growth of Vocabulary – Evolution of Standard English – Growth of American English – English as a Universal Language.

Unit IV

Production of Speech Sounds – The Classification and Description of the Sounds of English

Unit V

The Phoneme – The Syllable – Word Accent – Intonation – Phonetic transcription.

Unit - VI CURRENT CONTOURS (For Continuous Internal Assessment Only):

Present day trends in English language - English as a global language – Digital Dictionaries and word pronunciation – Role of Language labs in enhancing pronunciation – software and mobile apps for practicing sounds – Varieties of English – British, American, Asian, Indian, etc.

BOOKS FOR REFERENCE:

1. Balasubramanian. T. *A Textbook of English Phonetics*. Macmillan India Limited. 2000.
2. Baugh, Albert C, and Thomas Cable. *A History of the English Language*. Routledge, 2002.
3. O'Connor, J.D.O. *Better English Pronunciation*. New Delhi: Universal Book Stall, 1997.
4. Sasikumar, P.V. and Dhamija P.V. *A Course in Phonetics and Spoken English*. McGraw, 1993.
5. Wood, F.T. *An Outline History of the English Language*. Macmillan, 2008.

COURSE OUTCOMES:

After completion of the course the students will be able to realize the following outcomes:

- Describe the origin of the English language and its development.
- Explain the various implications of word formation and the change of meanings of various words in the English language.
- Differentiate among different varieties of English spoken all over the world.
- Classify and describe the sounds in English language.
- Understand how word stress and accent help better pronunciation.
- Develop ability to transcribe sentences and passages into phonetic symbols.

PROFESSIONAL ETHICS

V SEMESTER COURSE CODE: 22AMBEEN1

MAJOR BASED ELECTIVE I - TRANSLATION: THEORY AND PRACTICE

Objectives:

1. To familiarize learners with the history and theory of translation
2. To introduce learners to the techniques involved in translation
3. To make learners translate prose passages from English to Tamil and vice versa

Unit I

Translation – Definition, Types, Principles – Decoding and Recoding – Problems of Equivalence – Untranslatability

Unit II

History of Translation Theory – Period Study – The Romans – Bible Translation – Early Theorists – The Renaissance – 17th Century and 18th Century – Romanticism – Victorians – 20th Century

Unit III

Problems of Literary Translation – Structures – Translating Poetry – Translating Prose – Translating Dramatic Texts

Unit IV

Two chapters from G.U Pope's Translation of Tirukkural: "The Utterance of Pleasant Words" "Not Doing Evil"

Unit V

Translation Practice: Translating Proverbs and Prose from English to Tamil and vice versa

Unit - VI CURRENT CONTOURS (For Continuous Internal Assessment Only):

Significance of translation theory – Translation: definition, types, principles – Decoding and Recoding – Problems of translation – Untranslatability – Translating small passages from Tamil to English and vice versa.

Books for Reference:

1. Bassnett, Susan. Translation Studies. London: Methuen, 1980.
2. Catford, J C. A Linguistic Theory of Translation: An Essay in Applied Linguistics. London: Oxford UP, 1965.
3. Savory, Theodore H. The Art of Translation. Boston: The Writer, 1968.

COURSE OUTCOMES:

After completion of the course the students will be able to realize the following

Outcomes:

- Understand the significance of translation studies in enriching literature.
- Define the basic concepts of translation theory and terminology relevant to practical translation.
- Explore the challenges and difficulties of translation across languages.

- Understand and appreciate works of different languages by reading the translated works in English.
- Develop translation skills by reading and translating small pieces of fiction into English.
- Analyze the issues related to cultural untranslatability

PROFESSIONAL ETHICS

Semester-V

Course Code: 22ASBEEN1

SKILL BASED ELECTIVE COURSE -I

COMMUNICATIVE SKILLS FOR TOURISM & HUMAN RESOURCE MANAGEMEN

(Theory)

Credit: 2

COURSE OBJECTIVES:

- Enhance the students' productive and receptive skills of the English language.
- Consolidate and complete the knowledge of grammar pertaining to the fields of transport, accommodation and catering.
- Master English for Occupational Purposes (EOP) and English for Tourism Purpose (ETP).
- Perform confidently in a job interview.
- Resolve difficult customer service situations.
- Communicate fluently with more confidence with foreign colleagues, organizations and
- Clients in a wide range of real-world professional contexts.

Unit - I READING AND LISTENING SKILLS:

Key Cards – Guide Books – Reports – Letters – Dialogues between Tourists and Guides – Face to Face Conversation – Telephone Conversation

Unit - II LISTENING AND SPEAKING SKILLS:

Dialogues – Role Plays – Wide Range of Accents – Listening to Tourism Advertisements – Extempore – Debates – Seminars and Group Discussions

Unit – III WRITING SKILLS:

Drafting Letters – Sending Fax – Memos – Notices – Drafting Circulars – Making Announcements and Drafting – Sending and Receiving Mails

Unit – IV RESPONDING TO THE ROLE IN A SPECIFIC SITUATION:

Enquiries at a Hotel Reception – Booking a Hotel Room – Taking order from Room Service – Explaining an Attraction as Guide – Complaint Handling by a Guide

Unit – V PACKAGE PREPARATION:

Preparation of Travel Agency List – Preparation of Conferences list – Negotiate with Tourists – Preparing Itinerary – Preparing Route Map.

Unit - VI CURRENT CONTOURS (For Continuous Internal Assessment Only):

Developing ethical understanding in all learning and deliverables – Increasing interpersonal Communication – Inculcating teamwork and networking culture – Intensifying thought Process thinking – Acquiring entrepreneurial skill sets.

BOOKS FOR REFERENCE:

1. Jones, Leo. *English for Travel and Tourism*. Cambridge University Press, 1998.
2. Krishnaswamy, N. *Modern English: A Book of Grammar, Usage and Composition*. Laxmi Publishers, 2000.

3. McIntyre, Ken. *English for Tourism*. Centre for Language Studies, Dili Institute of Technology, Dili, Timor Leste. 2013.

4. Revell, Rod and Chris Stott. *Five Star English: For Hotel and Tourist Industry*. OUP, 1996.

E-BOOKS:

1. <https://www.pdfdrive.net/english-for-tourism-tetun-dit-e12409847.html>

COURSE OUTCOMES:

After completion of the course the students will be able to realize the following

Outcomes:

- Communicate effectively, in the target language, concepts concerning the tourist industry.
- Use the acquired knowledge of English language skills, solve problems related to touristic and territorial environment.
- Deal with the public, preparing tours and events, management of planning, statistics and forecasting, and advertising.
- Possess vibrant interpersonal qualities.
- Develop appropriate learning skills to enable autonomous decision making.

PROFESSIONAL ETHICS & HUMAN VALUES

SEMESTER: V

COURSE CODE: 22UGSDC

PART IV - SOFT SKILLS DEVELOPMENT

Learning Objective:

Today's world is all about relationship, communication and presenting oneself, one's ideas and the company in the most positive and impactful way. This course intends to enable students to achieve excellence in both personal and professional life.

Unit I

Know Thyself/ Understanding Self Introduction to Soft skills-Self discovery-Developing positive attitude-Improving perceptions-Forming values

Unit II

Interpersonal Skills/ Understanding Others Developing interpersonal relationship-Team building-group dynamics-Net workingImproved work relationship

Unit III

Communication Skills / Communication with others Art of listening-Art of reading-Art of speaking-Art of writing-Art of writing e-mails-e mail etiquette

Unit IV

Corporate Skills / Working with Others Developing body language-Practising etiquette and mannerism-Time managementStress management

Unit V

Selling Self / Job Hunting Writing resume/cv-interview skills-Group discussion- Mock interview-Mock GD – Goal setting - Career planning

Text Books:

- (i) Meena.K and V.Ayothi (2013) A Book on Development of Soft Skills (Soft Skills : A Road Map to Success), P.R. Publishers & Distributors, No, B-20 & 21, V.M.M. Complex, Chatiram Bus Stand, Tiruchirappalli- 620 002. (Phone No: 0431-2702824: Mobile No: 94433 70597, 98430 74472)
- (ii) Alex K. (2012) Soft Skills – Know Yourself & Know the World, S.Chand & Company LTD, Ram Nagar, New Delhi- 110 055. Mobile No : 94425 14814 (Dr.K.Alex)

Reference Books:

- (i) Developing the leader within you John c Maxwell
- (ii) Good to Great by Jim Collins

- (iii) The seven habits of highly effective people Stephen Covey
- (iv) Emotional Intelligence Daniel Goleman
- (v) You can win Shive Khera
- (vi) Principle centred leadership Stephen Covey

PROFESSIONAL ETHICS & HUMAN VALUES

Semester-VI
CORE COURSE-XIII
COURSE Code: 22ACCEN13
INDIAN LITERATURE IN ENGLISH
(Theory)

Credit: 5

OBJECTIVES:

- To familiarize the students with the evolution of Indian Literature in English and the contribution of major writers to Indian Literature in English.
- To enable the students, understand the rich literary tradition and the contemporary relevance of various themes discussed in their writings.
- To introduce the students to the significant themes and techniques of Indian Literature in English and make them appreciate the changing trends in post-colonial and political context.

Unit – I POETRY:

Kamala Das : Dance of the Eunuchs
Mamta Kalia : Tribute to Papa

Unit – II PROSE:

M. K. Gandhi : Playing the English Gentleman (Chapter 15 from *The Story of My Experiments with Truth*)
A. P. J. Abdul Kalam : The Power of Prayer.

Unit – III SHORT STORIES:

Mahasweta Devi : Draupadi
Rabindranath Tagore : Kabuliwala

Unit – IV DRAMA:

Girish Karnad : The Dreams of Tipu Sultan

Unit – V FICTION:

Mulk Raj Anand : Untouchable

Unit - VI CURRENT CONTOURS (For Continuous Internal Assessment Only):

Encourage critical analysis of the latest works in Indian Literature in English – Analyze texts from social, political and eco critical point of view – Attempt critical analysis of the problems discussed in the women's writings – Understand the significance of rich Indian culture embedded in Indian English Literature – Explore the issues in Dalit literature.

BOOKS FOR REFERENCE:

1. Kalia, Mamta. *Tribute to Papa and other Poems*. Ind-U.S. Incorporated.
2. Gandhi, M.K. *The Story of My Experiments with Truth*. Fingerprint Publishing, 1999.
3. Kalam, Abdul. A.P.J. *Wings of Fire*. UP, 1999.
4. Tagore, Rabindranath. *Kabuliwala*, Vidya Books, 2011.
5. Karnad, Girish. *The Dreams of Tipu Sultan and Bali*. OUP, 2004.
6. Anand, Mulk Raj. *Untouchable*, Penguin, 2001.
7. Devi, Mahasweta. *Breast Stories*. Seagull Pub., 2014

COURSE OUTCOMES:

After completion of the course the students will be able to realize the following outcomes:

- Understand the major movements and writers of Indian Writing in English.
- Analyze and appreciate the concept of 'Indianness' found in the works of Indian writers.
- Understand how well the Indian culture is reflected in Literature and how the cultural and Societal issues are presented in Indian English literature.
- Recognize the artistic and innovative use of language employed by the writers.
- Appreciate values and traditions represented in literary texts of colonial and postcolonial period.
- Develop an insight in Indian Literature and Indian Values

PROFESSIONAL ETHICS

V SEMES

TER COURSE

CODE:

22ACCEN14

CORE COURSE XIV: COMMONWEALTH LITERATURE

OBJECTIVES:

- To appreciate literary works from various countries that were once under British colonial rule as a branch of English Literature in general.
- To recognize that 'Commonwealth Writing' has a global relevance, significance, and resonance
- To analyze and assess the postcolonial characteristics of Commonwealth literature.
- To realize translation studies' contribution to Commonwealth literature.
- To examine the importance of reading these texts in wake of globalization critically.

Unit – I POETRY:

Mervyn Morris: Judas

Kamala Wijeratne : To a Student

Unit – II POETRY:

Edwin Thumboo : Gods Can Die

E.J. Pratt: The Dying Eagle

Unit – III PROSE:

Margaret Atwood: Nature as a Monster (from Chapter 2 Survival: A Thematic Guide to Canadian Literature)

George Lamming: "Introduction" from *the Pleasures of Exile*

Unit – IV DRAMA:

Wole Soyinka: The Lion and the Jewel

Unit – V FICTION:

Chinua Achebe: Things Fall Apart

Unit - VI CURRENT CONTOURS (For Continuous Internal Assessment Only):

Present famous literary characters in different perspectives – Attempt critical analysis based on plot construction and portrayal of characters – Assess literary negotiations of colonization and decolonization, identity, inequality and marginalization – Investigate issues of cultural plurality and hybridity – Explore Ecological, Sociological and Psychological aspects related to the current scenario.

BOOKS FOR REFERENCE:

1. Achebe, Chinua. *Things Fall Apart*. William Heinemann, 1958.
2. Atwood, Margaret. *Survival: A Thematic Guide to Canadian Literature*. House of Anansi, 1972.
3. Narasimhaiah, C.D. Ed. *An Anthology of Commonwealth Poetry*. Trinity Press, 2014.
4. Soyinka, Wole. *The Lion and the Jewel*. OUP, (Revised Edition) 1974.
5. Lamming, George. *The Pleasures of Exile*.

[https://academics.skidmore.edu/blogs/transnational s19/files/2014/07/Lamming_Pleasures-of-Exile.pdf](https://academics.skidmore.edu/blogs/transnational%20s19/files/2014/07/Lamming_Pleasures-of-Exile.pdf)

COURSE OUTCOMES:

After completion of the course the students will be able to realize the following

Outcomes:

- Appreciate the literary works of Commonwealth countries after understanding the content related to the continents.
- Recognize the relevance, significance and resonance of the literary works in Commonwealth Literature.
- Evaluate the major themes and literary trends in Commonwealth Literature.
- Analyze and assess the postcolonial aspects in Commonwealth Literature.
- Refine the skills of oral and written presentations and discuss the hurdles in creative writing.
- Understand the global relevance of commonwealth literature in the contemporary world.

PROFESSIONAL ETHICS

VI SEMESTER

COURSE CODE: 22ACCEN15

CORE COURSE XV - ENGLISH LANGUAGE TEACHING

Objectives:

1. To expose learners to various approaches and methods, aspects and strategies of teaching English
2. To help learners understand the essential components and concepts of language teaching

Unit I

Place of English in India – Issues Involved in the Teaching of English – English as FL, SL, ESP

Unit II

Approaches and Methods – Grammar Translation Method – Audio-lingual Method – Communicative Approach – Natural Approach – Content-based Instruction – Task-based Language Teaching

Unit III

Teaching of Prose, Poetry, Drama, Grammar, Composition – Teaching LSRW Skills

Unit IV

Testing – Types of Tests – Characteristics of a Good Test – Preparation of Model Exercises and Questions

Unit V

Use of Audio-Visual Aids – Television and Language Lab in Teaching English

Unit - VI CURRENT CONTOURS (For Continuous Internal Assessment Only):

Recent trends in ELT – English as a global language – second language acquisition – Language teaching in the digital era – role of online platform in language teaching

BOOKS FOR REFERENCE:

1. Bright, John A., and G. P. McGregor. *Teaching English as a Second Language*. Longmans, 1970.
2. Richards, Jack C, and Theodore S. Rodgers. *Approaches and Methods in Language Teaching: A Description and Analysis*. Cambridge UP, 1986.
3. Varghese, Paul. *Teaching English as a Second Language*. Sterling Publishers, 1990.
4. Tickoo, M. L. *Teaching and learning English*. Orient Blackswan, 2003.

COURSE OUTCOMES:

After completion of the course the students will be able to realize the following

Outcomes:

- Analyze the significance of English as a second language in India.
- Describe the various approaches and methods in language teaching.

- Classify the different methods of teaching English and evaluation.
- Explain the principles of testing and evaluation and its types.
- Comment on the contemporary instructional aids used in teaching English.
- Explore the effective use of modern gadgets in language teaching.
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PROFESSIONAL ETHICS

VI SEMESTER COURSE CODE: 22AMBEEN3 MAJOR BASED ELECTIVE II - JOURNALISM

Objectives:

1. To initiate learners into the history of journalism
2. To expose learners to various aspects of journalism

Unit I

Definition of Journalism – Role of Journalism – Ethics – Press Laws – Press Council

Unit II

News – Definition – Kinds – Elements – Source – News Agencies

Unit III

Reporting – Qualities of Reporters – Beats – Kinds of Reporting with Special Reference to Court, Crime, Election, Sport – Investigative Reporting

Unit IV

Editing – News Editor – Sub Editors – Anatomy of Editing.

Unit V

Language of Journalism – Writing a News Story – Writing Opinion Pieces – Writing Leads – Headlines.

Unit - VI CURRENT CONTOURS (For Continuous Internal Assessment Only):

Updating the modern developments of journalism – understanding the techniques of writing for new media – tracing the similarities and difference of various media.

BOOKS FOR REFERENCE:

1. Kumar, Keval. J. *Mass Communication in India*. Jaico Publishing House, 1994
2. Mehta, D.S. *Mass Communication and Journalism in India*. Allied, 1979.
3. Shrivastava, K. M. *News Reporting and Editing*. Sterling Publishers, 2003.
4. Parthasarathy, R. *Basic Journalism*. Sterling Publishers, 1984.

COURSE OUTCOMES:

After completion of the course the students will be able to realize the following

Outcomes:

- Trace the history of journalism and the different stages of its development
- Gain knowledge in the basic aspects of journalistic crafts such as reporting, research and Storytelling.
- Understand the factors that influence the message in a diverse, globalized media landscape.
- Create journalistic works including news stories, press releases, and advertising copy, following accepted journalistic standards.
- Focus on an area of specialization that draws on the creativity and entrepreneurial spirit of the student.
- Develop the ability to write news stories
- Understand the techniques of writing for digital media.

PROFESSIONAL ETHICS

Semester-VI

Course Code: 22AENPW

PROJECT

Credit: 3

The candidate shall be required to take up a Project Work by group *or individual* and submit it at the end of the final year. The Head of the Department shall assign the Guide who, in turn, will suggest the Project Work to the students in the beginning of the final year. A copy of the Project Report will be submitted to the University through the Head of the Department on or before the date fixed by the University. The candidates in Sanskrit programme shall submit their Project only in Sanskrit. The Project will be evaluated by an internal and an external examiner nominated by the University. The candidate concerned will have to defend his/her Project through a Viva voce.

ASSESSMENT/EVALUATION/VIVA VOCE:

1. PROJECT REPORT EVALUATION (Both Internal & External)

I. Plan of the Project - 20 marks

II. Execution of the Plan/collection of - 45 marks

Data / Organisation of Materials /

Hypothesis, Testing etc and

Presentation of the report.

III. Individual initiative - 15 marks

2. Viva-Voce / Internal& External - 20 marks

TOTAL - 100 marks

PASSING MINIMUM:

Project	Vivo-Voce 20 Marks 40% out of 20 Marks (i.e. 8 Marks)	Dissertation 80 Marks 40% out of 80 marks(i.e. 32 marks)
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A candidate who gets less than 40% in the Project must resubmit the Project Report. Such candidates need to defend the resubmitted Project at the Viva-voce within a month. A maximum of 2 chances will be given to the candidate.

PROFESSIONAL ETHICS

Semester-VI

SKILL BASED ELECTIVE COURSE-II

Course Code: 22ASBEEN2

ENGLISH FOR BPO (BUSINESS PROCESS OUTSOURCING)

Credit: 2

COURSE OBJECTIVES:

- Enrich the students' communicative and writing skills of English language.
- Improve the grammatical knowledge related to the field of business.
- Enlighten the students about skills of verbal and non-verbal techniques of communication.
- Expose the students for the international standard of English language for business.
- Help the students learn writing business oriented documents in English.
- Perform confidently in a job interview.

Unit-1:

Introduction to Basics of communication-definition of communication-features of communication –Process of communication barriers to effective communication

Unit-II:

Basic vocabulary- how to improve vocabulary-developing fluency- basic grammar rules official letters- English in situation

Unit-III:

Improving LSRW skills-verbal and non-verbal communication-listening process-group discussion-forms of oral presentation-self-presentation=dynamic presentation

UNIT-IV:

BPO- basics, benefits of BPO-BPO models and types of vendors-BPO companies in India

UNIT-V:

Documentation using MS-Word-MS-Excel –creating and editing documents-auto-text-auto correct-spelling and Grammar tool, document Dictionary-MS word mail merge

UNIT -VI CURRENT CONTOURS (For Continuous Internal Assessment Only):

Spoken English- practice and identification of meaning of verbal and non-verbal
Communication-practice of MS-office and power point presentations-learning the technique of documentation in English language

REFERENCES:

1. P. Bhalla, Prem. *Business English – A Complete Manuel for Effective Business Communication*. V&S Editorials, 2016
2. Kulkarni, Sarika. *Business Process Outsourcing*. Delhi: Jaico publishing house, 2005.
3. Raman, Meenakshi & Sharma, Sangeetha. *Technical Communication*. OUP, 2017.
4. Krishnaswamy, N. *Modern English: A Book of Grammar, Usage and Composition*. Laxmi Publishers, 2000.
5. V. Sople, Vinod. *Business Process Outsourcing: A Supply Chain of Expertise*. PHI Learning Publisher, 2016

COURSE OUTCOMES:

After completion of the course the students will be able to realize the following outcomes:

- Acquire an appreciable understanding of comprehensive communication skills.
- Produce grammatically and idiomatically correct spoken and written texts.
- Spot the proper vocabulary for spoken and written business documents.
- Understand basic sentence patterns and various types of phrases useful for business.
- Learn to document the contents of the Business in English .
- Use error free English language in the business arena.

GENDER

VI SEMESTER COURSE CODE : UGGS

PART V - GENDER STUDIES

Objectives:

- To make boys and girls aware of each others strengths and Weakness.
- To develop sensitivity towards both genders in order to lead an ethically enriched life.
- To promote attitudinal change towards a gender balanced ambience and women empowerment .

Unit I

Concepts of Gender: Sex – Gender – Biological Determinism – Patriarchy – Feminism – Gender Discrimination – Gender Division of labour – Gender Stereotyping – Gender Sensitivity – Gender Equity – Equality – Gender Mainstreaming - Empowerment.

Unit II

Women's Studies vs Gender Studies : UGC's Guidelines – VII to XI Plans – Gender Studies : Beijing Conference and CEDAW – Exclusiveness and Inclusiveness.

Unit III

Areas of Gender Discrimination : Family – Sex Ratio – Literacy – Health – Governance – Religion Work Vs Employment – Market – Media – Politics – Law – Domestic Violence – Sexual Harassment – State Policies and Planning .

Unit IV

Women Development and Gender Empowerment : Initiatives – International Women's Decade – International Women's Year – National Policy for Empowerment of Women – Women Empowerment Year 2001 – Mainstreaming Global Policies .

Unit V

Women's Movements and Safeguarding Mechanism : In India National /State Commission for Women(NCW) – All Women Police Station – Family Court – Domestic Violence Act – Prevention of Sexual Harassment at Work Place Supreme Court Guidelines – Maternity Benefit Act – PNDT Act – Hindu Succession Act 2005 – Eve Teasing Prevention Act – Self Help Groups – 73rd and 74th Amendment for PRIS

References :

1. Bhasin Kamala, Understanding Gender : Gender Basics , New Delhi : Women Unlimited , 2004
2. Bhasin Kamala, Exploring Masculinity: Gender Basics , New Delhi: Women Unlimited ,2004
3. Bhasin Kamala , What is Patriarchy? : Gender Basics, New Delhi :Women Unlimited ,1993
4. Pernau Margrit, Ahmad Imtiaz, Reifeld Hermut (ed.,)Family and Gender : Changing Values in Germany and India ,New Delhi :Sage Publications,2003
5. Agarwal Bina, Humphries Jane and Robeyns Ingrid(ed.,) Capabilities , Freedom , and Equality: Amartya Sen's Work from a Gender Perspective,New Delhi : Oxford University Press ,2006
6. Rajadurai. S.V,Geetha.V,Themes in Caste Gender and Religion, Tiruchirappalli : Bharathidasan University ,2007
7. Misra Geetanjali, Chandiramani Radhika (ed.,) Sexuality , Gender and Rights: Exploring Theory and Practice in South and Southeast Asia, New Delhi : Sage Publication ,2005
8. Rao Anupama (ed.,) Gender &Caste : Issues in Contemporary Indian Feminism, New Delhi : Kali for Women, 2003
9. Saha Chandana , Gender Equity and Gender Equality : Study of Girl Child in Rajasthan , Jaipur: Rawat Publication ,2003.
10. Krishna Sumi, (ed.,),Livelihood and Gender : Equity in Community Resource Management, New Delhi : Sage Publication ,2004
11. Pludi.A Michele(ed.,) praeger Guide to the Psychology of Gender ,London : Praeger Publisher ,2004
12. Wharton .S Amy , The Sociology of Gender : An Introduction to Theory and Research , USA : Blackwell Publishing ,2005
13. Mohanty Manoranjan(ed.,) Class ,Caste ,Gender : Readings in Indian Government and Politics – 5,New Delhi : Sage Publications ,2004.
14. Arya Sadhna Women ,Gender Equality and the State ,New Delhi :Deep &Deep Publication, 2000

M.A. English

PROFESSIONAL ETHICS

First Year	CORE COURSE-I	Semester-I
Code: P22ENCC11	LANGUAGE AND LINGUISTICS	Credit: 5
	(Theory)	

OBJECTIVES:

- To provide learners an insight into the nature of language
- To familiarize learners with the discourse of linguistics and to expose them to theoretical and practical manifestations of linguistics
- To enable learners to understand the link between literature and society

UNIT-I:

The Origin of Language - Development of Gesture, Sign, Words, Sounds, Speech and Writing
Language History and the Process of Language Change
Core Features of Human Language, Animals and Human Language

UNIT-II:

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

UNIT-III:

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

UNIT-IV:

Branches of Linguistics
Structural Linguistics, Sociolinguistics, Psycholinguistics, Neurolinguistics, Applied Linguistics

UNIT-V:

Stylistics and Discourse Analysis: Relationship between Language and Literature, Style and Function, Poetic Discourse, Narrative Discourse and Dramatic Discourse

UNIT – VI: CURRENT CONTOURS (For internal assessment only)

Recent trends in linguistics as an interdisciplinary study: Significance of linguistics in Artificial Intelligence, Translation Softwares, Computational Linguistics, Linguistics and neuroscience.

REFERENCE:

1. Aitchison, J. *Linguistics: An Introduction*. London: Hodder & Stoughton, 1995.
2. Atkinson, M., Kilby, D. & Rocca, I. *Foundations of General Linguistics*. London: George Allen & Unwin, 1982.
3. Lyons, John. *Language and Linguistics: An Introduction*. CUP, 1981.
Radford, A. et al. *Linguistics: An Introduction*. UK: Cambridge University Press, 1999.
4. Wardhaugh, R. *An Introduction to Sociolinguistics*. Massachusetts: Blackwell, 1986.
5. Wood, F. T. *An Outline History of the English Language*. India: Macmillan Publishers, 2000.
6. Yule, G. *The Study of Language*. 4th edn. Cambridge: CUP, 2014.

COURSE OUTCOMES:

- Understand how language, society and culture are related.
- Describe the theoretical and practical manifestations of linguistics.
- Understand the discourse of linguistics.
- Explain the origin of the English Language and its development.
- Explain the various implications of word formation.
- Establish a relationship between linguistics and language teaching.

First Year

CORE COURSE-II

Semester-I

Code: P22ENCC12

MODERN LITERATURE – I (1400-1660)
(Theory)

Credit: 5

OBJECTIVES:

- To introduce learners to the evolution of Old English and classical English literature
- To familiarise them with the salient features of classical and metaphysical poetry
- To trace the origin and development of English essays and plays

UNIT – I POETRY :

Geoffrey Chaucer : *The General Prologue*(Lines 1- 360)
Edmund Spenser : “Prothalamion”

UNIT – II POETRY:

John Donne : a) “Valediction Forbidding Mourning” b) “Extasie”
Andrew Marvell : “To His Coy Mistress”
George Herbert : “Affliction”
Henry Vaughan : “The Retreat”

UNIT – III PROSE:

Francis Bacon : a) “Of Truth”b) “Of Adversity”c) “Of Ambition”
The Bible : “Book of Job”

UNIT – IV DRAMA :

Christopher Marlowe : *Dr. Faustus*
John Webster : *The White Devil*

UNIT – V: DRAMA :

Thomas Kyd :*The Spanish Tragedy*
Ben Jonson :*Every Man in His Humour*

UNIT – VI CURRENT CONTOURS (For Internal Assessment Only):

Emerging perspectives on Jacobean English drama – Influence of Classical literature on the future generation – comparison of neo-classical literature with that of classical literature

REFERENCE:

1. Bacon, Francis, and F G Selby. *Bacon's Essays, Ed. with Introduction and Notes*. London: Macmillan, 1927.
2. Baron, Anne. *Ben Jonson, Dramatist*. Cambridge UP, 1984.
3. Bennett, Joan. *Five Metaphysical Poets: Donne, Herbert, Vaughan, Crashaw, Marvell*. Cambridge: UP, 1984.
4. Chaucer Geoffrey, *The Canterbury Tales The Oxford Book of English Verse (1250-1980)*. ED Sir Arthur Quiller- Couch, Oxford University Press.
5. Daichess, David. *A Critical History of English Literature*. London: Secker & Warburg, 1960.
6. Donne, John and Frank Kermode. *The Poems of John Donne*. New York: Heritage Press, 1970.
7. Levin, Harry. *Christopher Marlowe*. Coral Gables; U of Miami P, 1970.
8. Reeves, James. *A Short History of English Poetry, 1340-1940*. New York: Dutton, 1962.

COURSE OUTCOMES:

After the completion of the course the students will be able to realise the following outcomes:

- Demonstrate the literary techniques and style employed during the classical age.
- Promote the learning of the various poetic devices
- Establish a link between literature and society
- Prepare for qualifying and competitive examinations in English literature.
- Trace the development of the English language and society.
- Equip the readers with the techniques of teaching English literature.

PROFESSIONAL ETHICS, HUMAN VALUES

First Year

CORE COURSE-III

Semester-I

MODERN LITERATURE – II (1660 – 1798)

Code: P22ENCC13

(Theory)

Credit: 5

OBJECTIVES :

- To expose learners to the changing trends in English poetry from Milton to Pre – Romantics.
- To make learners understand the prose allegory of the Restoration period and varied prose works of the Age of Pope.
- To make learners know the salient features of anti-sentimental comedy and Restoration comedy.

UNIT – I POETRY:

John Milton : *Paradise Lost* Book I

UNIT – II POETRY:

John Dryden : “Mac Flecknoe”
Alexander Pope : “Epistle to Dr. Arbuthnot”
Robert Burns : “The Cotter’s Saturday Night”
Thomas Gray : Odes : “Ode on the Spring”

UNIT – III PROSE:

Addison and Steele : From *The Spectator*
“Of the Club” (Steele)
“Sir Roger at Church ” (Addison)
Jonathan Swift : *The Battle of the Book*

UNIT – IV DRAMA:

R B Sheridan : *The School for Scandal*
William Congreve : *The Way of the World*

UNIT – V FICTION:

Henry Fielding : *Tom Jones*
Oliver Goldsmith : *The Vicar of Wakefield*

UNIT – VI CURRENT CONTOURS (For Internal Assessment only):

Relevance of Milton's ideas to the modern world, the universal values of long suffering and faith – understand the emergence of the English novel during the Age of Transition – Latest Trends in writing and approaching literary texts.

BOOKS FOR REFERENCE :

1. Danielson, Dennis R. *The Cambridge Companion to Milton*. Cambridge : Cambridge UP,1989.
2. Ford, Boris. *The New Pelican Guide to English Literature : A Guide for Readers.*: Penguin Books, 1983.
3. Humphreys, A.R. *The Augustan World : Society, Thought, and Letters in Eighteenth – Century England*. New York : Harper & Row, 1963.
4. Morwood, James, and David Crane. *Sheridan Studies*. Cambridge : Cambridge UP,1995.
5. Walker, Hugh. *English Satire and Satirists*. New York : Octagon Books, 1965.
6. Willey Basil. *The Seventeenth Century Background : Studies in the Thought of the Age in Relation to Poetry and Religion*. Garden City : Doubleday, 1953.

COURSE OUTCOMES:

After the completion of the course the students will be able to realise the following outcomes:

- Demonstrate the literary techniques and style employed during the classical age.
- Promote the learning of the various poetic devices
- Establish a link between literature and society
- Prepare for qualifying and competitive examinations in English literature.
- Trace the development of the English language and society.
- Equip the readers with the techniques of teaching English literature.

First Year

CORE CHOICE COURSE- I

Semester-I

**INTRODUCTION TO COMPARATIVE
LITERATURE
(Theory)**

Code: P22ENCC1A

Credit: 4

OBJECTIVES:

- To make the students learn the evolution of Comparative Literature
- To initiate the students to Influence studies and Parallel Studies
- To make the students realize the relationship Literature has with Psychology and various Arts

UNIT – I:

Definition and Theory of Comparative Literature – Scope, Methodology, Application
– National Literature - Comparative Literature- Comparative Literature in India

UNIT – II:

French and American Schools of Comparative Literature - Influence studies ;
analogy or parallel studies

UNIT – III:

Thematology, reception study , Study of Genres and Forms – Periodization

UNIT – IV:

Literature and Society, Literature and Religion

UNIT – V:

Literature and Psychology, Literature and Other Arts

UNIT – VI CURRENT CONTOURS (For Internal Assessment Only)

Significance of Comparative Literature; scope of Comparative Literature in India; the role of Sahitya Academy, CLAI and others towards the promotion of CL ; the role of translation in the development of CL

REFERENCE:

1. Bhatnagar, M.K. *Comparative English Literature*. New Delhi: Atlantic Publishers and Distributors, 1999
2. George, K.M. *Comparative Indian Literature*. Trichur : Kerala Sahitya Akademi, 1984
3. Pawar S. *Comparative Literary Studies : An Introduction*. Duckworth N. 1973
4. Weisstein, Ulrich. *Comparative Literature and Literary Theory : Survey and Introduction*.
i. Bloomington : Indiana Univ. Press, 1974
5. Welleck, Rene and Austin Warren. *Theory of Literature*. New York : Harcourt, Brace, 1993

COURSE OUTCOMES:

After completion of the course the students will be able to realise the following outcomes:

- Explain the evolution of Comparative Literature
- Describe the salient features of the French and American Schools of CL
- Realize the methodology employed in Influence and Parallel Studies
- Understand the finer points of thematology, reception study and study of the genres
- Spell out the relationship Literature has with society and religion
- Comment on the relationship Literature has with Psychology and various Arts

PROFESSIONAL ETHICS

First Year

ELECTIVE COURSE- I
ASIAN LITERATURE IN ENGLISH
(Theory)

Semester-I

Code: P22ENE1A

Credit: 3

OBJECTIVES:

- To introduce the learners the themes and techniques of Asian writing in English
- To make learners aware of various Asian cultures through the select works
- To create research interest in Asian writing in English

UNIT – I POETRY:

Bei Dao (Chinese)	: “Moon festival”
Balkrishna Sama (Nepali)	: “The song”
Taslina Nasreen(Bangladeshi)	: “Border”

UNIT – II PROSE :

Lafcadio Hearn (Japanese)	: “Mosquitoes”
J. Vijayatunga (Sri Lankan)	: “Village Goes Town”

UNIT – III DRAMA:

Asif Currimbhoy (Indian)	: <i>The Refugee</i>
Zeami Motokiyo (Japanese)	: <i>Takasago</i>

UNIT – IV SHORT STORY:

Sunethra Raja Karunanayake (Sri Lankan)	: “SMS”
Lu Hsun (Chinese)	: “A little Incident”
Zaugyi (Myanmarese)	: “His Spouse”

UNIT – V FICTION:

Kamila Shamise (Pakistani)	: <i>Burnt Shadow</i>
Hwang Sok-Yong (Korean)	: <i>Princess Bari</i>

UNIT – VI CURRENT CONTOURS (For Internal Assessment Only):

Evolution or History of Asian Literature - Importance and development - Recent Asian Writers and their contribution - Themes and cultural issues - Genres, forms and writing style of Asian Literature

REFERENCE:

1. Azim, Firdous, and Niaz Zaman. *Galpa: Short Stories by Women from Bangladesh.* Dhaka: Rachana, writers. Ink, 2006.
2. Currimbhoy, Asif. *The Complete Plays.* Calcutta: Writers Workshop, 1970.
3. Shamise, Kamila, *Broken Verses* Harcourt
4. Shamsie, Muneeza. *And the World Changed: Contemporary Stories by Pakistani Women.* N.P., 2008.
5. Tyler, Royall Ed.&Trans. *Japanese No Dramas.* London: Penguin Books, 2004.
6. Wijesinha, Rajiva. *Bridging Connections: An Anthology of Sri Lankan Short Stories.* New Delhi; National Book Trust, 2007.
7. [https:// www.Scribd .com /book 263729589 / princess Bari.](https://www.Scribd.com/book/263729589/princess-Bari)
8. [https:// never imitates .word press .com/2015/04/25/ book-review-princess-Bari.](https://neverimitates.wordpress.com/2015/04/25/book-review-princess-Bari)

COURSE OUTCOMES:

After the completion of the course the students will be able to realise the following outcomes:

- Students will be able to appreciate and assess the Asian Literature written in English.
- Ecognize the universality of human experiences reflected in these works.
- Analyze elements of literature such as imagery, theme, motifs, style, tone etc...
- Compare and contrast the works of authors of different cultural backgrounds which deal with similar themes.
- Develop cultural awareness and compare that with the learners cultural background .
- Demonstrate improvement in critical writing and critical thinking skills.

PROFESSIONAL ETHICS, HUMAN VALUES

First Year

VALUE ADDED COURSE- I

Semester-I

SOFT SKILLS THROUGH LITERATURE

Code: P22ENVAC1

(Theory)

Credit: 2

OBJECTIVES:

- To enhance the life skills of the learners
- To make the learners aware of workplace and career skills
- To focus on positive behavior and management techniques

UNIT – I :

Leadership Skills -Communication – Strategic Thinking – Planning and Execution – People Management – Persuasion and Influence

Team Spirit – Clarity – Discussion – Listening - Motivation – Feedback

Alfred Tennyson’s “Ulysses”

Rudyard Kipling’s “If”

UNIT- II:

Decision Making – Intuition – Foresight – Critical Thinking – Emotional Intelligence – Self Control

Robert Frost’s “The Road Not Taken”

Shakespeare’s Hamlet – “To Be or Not To Be” (Act III, Scene i)

UNIT – III:

Public Speaking – Communication – Clarity – Voice –Gesture – Stage Presence – Body Language

Oratorical Skills – Confidence – Content – Know your Audience –Key Points – Practice

Shakespeare’s *Julius Caesar* – Funeral Speech (Act III, Scene ii)

Shakespeare’s *The Merchant of Venice* – Trial Scene (Act IV, scene i)

UNIT – IV:

Emotional Intelligence – Self-awareness – Self-regulation - Motivation – Empathy – Social Skills

Perseverance – Fixing Goal – Innovation – Plan – Execution - Equanimity

William Blake “The Chimney Sweeper” from Songs of Innocence and Songs of Experience

W. Somerset Maugham “The Verger” (short story)

UNIT – V:

Problem Solving – Problem Identification – Structuring the Problem – Solutions – Implementation – Feedback

Wole Soyinka’s “Telephone Conversation”

A.G. Gardiner’s “All About a Dog”

UNIT – VI : CURRENT CONTOURS (For Internal Assessment Only):

Emerging trends in soft skills: Experiential Learning, Virtual Reality, Learning the skill and techniques through the characters, themes, images of Plays, Poems and Fiction

REFERENCE:

1. Almonte, Richard. *A Practical Guide to Soft Skills: Communication, Psychology, and Ethics Your Professional Life*. Routledge, 2021.
2. Barlow, Richard E., et al. *Reliability and Decision Making*. CRC P, 1993.
3. German, Kathleen M., et al. *Principles of Public Speaking*. Routledge, 2016.
4. Gidwani, Gitika. *The act of perseverance*. Spectrum Of Thoughts, 2021.
5. Wentz, Frederick H. *Soft Skills Training: A Workbook to Develop Skills for Employment*. Create space Independent Publishing Platform, 2012.

COURSE OUTCOMES:

After completion of the course the students will be able to realise the following outcomes:

- Develop employment Skills and enhance communication skills
- Create awareness on career enhancement and develop creative skills
- Understand the skills through the literary text
- Develop effective presentation and analytical skills
- Strengthen the potentiality to emerge as a team leader
- Improve logical and critical thinking

First Year

CORE COURSE- IV

Semester-II

MODERN LITERATURE – III (1798-1832)

Code: P22ENCC21

(Theory)

Credit: 5

OBJECTIVES:

- To familiarize learners with the characteristics of Romantic poetry.
- To acquaint learners with the unique qualities of the essays of romantic period.
- To make learners aware of the characteristics of novels during romantic period.

UNIT – I POETRY:

William Wordsworth : “Lines Composed a Few Miles above Tintern Abbey”
S.T. Coleridge : “The Rime of the Ancient Mariner”

UNIT – II POETRY:

John Keats : “Ode on a Grecian Urn”
P. B. Shelley : “Ode to the West Wind”

UNIT – III PROSE:

Charles Lamb : “Christ Hospital”
William Hazlitt : “On Reading Old Books”

UNIT – IV DRAMA:

Lord Byron : *Manfred*

UNIT –V FICTION:

Jane Austen : *Sense and Sensibility*
Walter Scott : *Kenilworth*

UNIT- VI: CURRENT CONTOURS (For Internal Assessment Only)

Significance of Modern Literature from 1798 to 1832, Romantic poetry, Prominent themes and well known writer's contribution to Modern Literature – contribution to the understanding of ecology and its relationship with mankind

REFERENCE:

1. Abrams, M H. *English Romantic Poets. Modern Essays in Criticism*. Oxford UP, 1967.
2. Bowra, C M. *The Romantic Imagination*. Harvard UP, 1949.
3. Kirkham, Margaret. *Jane Austen, Feminism and Fiction*. Athlone Press, 1997.
4. Reeves, James. *A Short History of English Poetry, 1340-1940*. Dutton, 1962.
5. Wasserman, Earl R, and John Keats. *The Finer Tone: Keats' Major Poems*. Baltimore: John Hopkins Press, 1953.

COURSE OUTCOMES:

After completion of the course the students will be able to realize the following outcomes:

- Develop knowledge of principal works of Modern Literature from 1798 to 1832.
- Create an awareness of the characteristics of Romantic poetry.
- Acquire knowledge of the political, social and intellectual background of the age through the works of various writers of the Romantic period.
- Understand and deploy a range of terms and concepts pertaining to literature.
- Establish the link between man and nature through romantic poetry
- Gain an ability to view texts in terms of development, values and socio-cultural context.

PROFESSIONAL ETHICS, HUMAN VALUES

First Year

CORE COURSE- V

Semester-II

MODERN LITERATURE – IV

(1832-1945)

Code: P22ENCC22

(Theory)

Credit: 5

OBJECTIVES:

- To enable learners to understand the spirit of Victorian England and its influence on poetry
- To help learners appreciate the revolution brought about through Aesthetic Movement and anti- Victorian Movement in poetry, drama and novel during the Age of Hardy
- To expose learners to various aspects of the works of 20th century writers

UNIT – I POETRY:

Matthew Arnold : “The Scholar Gypsy”
Robert Browning : “Rabbi Ben Ezra”
Alfred Tennyson : “Lotus Eaters”

UNIT – II POETRY:

W. B. Yeats : “The Second Coming”
G. M. Hopkins : “The Windhover”
T. S. Eliot : Section V “What the Thunder Said?” from *The Wasteland*
W. H. Auden : “In Memory of W .B . Yeats”
Wilfred Owen : “The Strange Meeting”

UNIT – III PROSE:

Thomas Carlyle : “The Hero as Poet”
John Ruskin : “Of Queens’ Gardens”
E. M. Forster : “A Book that Influenced Me”

UNIT – IV DRAMA :

G. B. Shaw : *Man and Superman*
Harold Pinter : *The Home Coming*

UNIT – V FICTION:

Charles Dickens : *Great Expectations*
Thomas Hardy : *The Mayor of Casterbridge*

UNIT – VI CURRENT CONTOURS (For Internal Assessment only):

Naturalism and Imagism, Style and Stylistics, Existentialism and Absurdism , Modes of narrative Fiction in the literature of the modern era.

REFERENCE:

1. Batho, Edith C, Bonamy Dobrée, and Guy Chapman. *The Victorians and After, 1830-1914*. London: Cresset, 1962.
2. Cecil, David. *Early Victorian Novelists: Essays in Revaluation*. London: Constable &Co., Ltd, 1934.
3. Colin Clarke. ed. *D.H. Lawrence: The Rainbow and Women in Love*. London: Macmillan, 1979.
4. Corrigan, R. *Theatre in the Twentieth Century*. New York: Grove Press, 1961.
5. Esslin, M. *The Theater of the Absurd*. London: Eyer&Spottiswoode, 1964.
6. Gassner, John. *An Anthology. Introduction to the Drama*. New York: Holt, Rinehart and Winston, 1963.
7. Gransden, K W. *E.M. Forster*. New York: Grove Press, 1962.
8. Leavis, FR, and Q D. Leavis. *Dickens, the Novelist*. New York: Pantheon Books, 1971.
9. Malins, Edward G. *A Preface to Yeats*. New York: Scribner, 1974.
10. Martin, Jay, and T S. Eliot. *A Collection of Critical Essays on "The Waste Land."* Englewood Cliffs: Prentice-Hall, 1968.
11. Smith, Stan. *The Cambridge Companion to W.H. Auden*. Cambridge: Cambridge UP, 2004.

COURSE OUTCOMES:

After the completion of the course the students will be able to realise the following outcomes:

- Appreciate the issues such as capitalism, race , the evolution of democracy that shaped the 19th century England
- Acquire in-depth knowledge of the religious, socio-intellectual and cultural thoughts of the period
- Analyse and examine the representation of the characteristics of the era in the literature
- Analyse the thematic concerns such as male female gender roles, history and politics, class and industrialization, religion and sexuality.
- Examine the aesthetic and political shifts from the earlier periods
- Analyse and appreciate Prose, Poetry and Drama in terms of changing socio-cultural contexts.

First Year

CORE COURSE- VI

Semester-II

SHAKESPEARE

Code: P22ENCC23

(Theory)

Credit: 5

OBJECTIVES:

- To expose learners to the development of linguistic, social, psychological and existential skills through a few representative plays of Shakespeare.
- To familiarize learners with the characterization, dramatic and poetic techniques of Shakespeare.
- To enable learners to understand Shakespeare's influence and contribution in English literature.

UNIT – I:

Othello

UNIT – II:

Twelfth Night

UNIT – III:

Richard II

UNIT – IV:

The Tempest

UNIT – V:

Shakespearean Theatre and Audience
Shakespearean Fools and Clowns
Shakespearean Women
Supernatural Elements in Shakespearean Plays
Shakespearean Soliloquies
Shakespeare as a Sonneteer and a Narrative Poet

UNIT – VI: CURRENT CONTOURS (For Internal Assessment Only)

Application of Shakespearean characters in the contemporary situation – Application of the latest theories on Shakespearean plays – relevance of Shakespeare studies in the recent times.

REFERENCE:

- Bradley, A C. *Shakespearean Tragedy: Lectures on Hamlet, Othello, King Lear, Macbeth*. Macmillan and Co, 1905.
- Bowers, Fredson. *Elizabethan Revenge Tragedy: 1587-1642*. Peter Smith, 1959.
- Charlton, H B. *Shakespearean Comedy*. Methuen, 1938.
- Ford, Boris. *The Age of Shakespeare*. Penguin Books, 1982.
- Knight, G W. *The Imperial Theme: Further Interpretations of Shakespeare's Tragedies, Including the Roman Plays*. Methuen, 1951.

COURSE OUTCOMES:

After completion of the course the students will be able to realize the following outcomes:

- Understand the socio-political influences of Britain during the Shakespearean age.
- Appreciate the characterization, dramatic and poetic techniques of Shakespeare.
- Examine Shakespeare's choice of subject matter and his use of the form of tragic-comedy.
- Discuss the characteristic features of Shakespearean stage and Shakespeare's skill in affecting catharsis through his tragedies.
- Analyze the technique of disguise in Shakespeare's plays, the reason behind it and discuss the significance of women characters in his plays.
- Demonstrate the portrayal of history in the historical plays of Shakespeare.

First Year

**CORE CHOICE COURSE- II
ENGLISH LANGUAGE TEACHING**

Semester-II

Code: P22ENCC2A

(Theory)

Credit: 4

OBJECTIVES:

- To introduce learners to the theories of language description and language learning, and their implications in teaching and learning
- To make learners understand different methods of teaching English and assess them
- To familiarize learners with principles of course designing and testing and evaluation

UNIT – I:

History of English Language Teaching – Need for Teaching/Learning English – English in India: Past, Present and Future – Teaching English in India – Fluency vs Accuracy – Role of Mother Tongue – Second Language Acquisition Research

UNIT – II:

Nature of Approaches and Methods in Language Teaching – Grammar Translation Method – Oral Approach – Audiolingual Method – Direct Method – Bilingual Method – Communicative Approach to Language Teaching

UNIT – III:

Total Physical Response – The Silent Way – Community Language Teaching – Suggestopedia – The Natural Approach – Content-based Instruction – Task-based, Game-based Language Teaching – Post-methods era

UNIT – IV:

Teaching the Four Skills of the language – Teaching Drama, Fiction, Prose, Poetry, Vocabulary, Grammar and Composition at Various Levels – Preparing Lesson Plan

UNIT – V:

Language Teaching with ICT, using modern instructional aids like tape-recorder, video, television, Language Lab

Study Aids: Study Skills and Reference Skills
Language Testing and Evaluation – Principles – Types and Techniques – Testing
Language Skills, Grammar and Vocabulary – Technology for Testing

UNIT – VI CURRENT CONTOURS (For Internal Assessment only):

From English to Englishes – ELT in Digital World – ELT and Social Media – Grammar Teaching and ELT - Incorporating the ICT based learning of LSRW skills, Incorporating the Artificial Intelligence methodology in acquiring grammatical patterns and linguistic skills, harnessing the use of automated learning portals.

REFERENCE:

1. Baruah, T C. *The English Teacher's Handbook*. New Delhi: Sterling Publishers, 1991.
2. Krishnaswamy, N, and Lalitha Krishnaswamy. *Methods of Teaching English*. Delhi: Macmillan India, 2007.
3. Lado, Robert. *Language Testing: The Construction and Use of Foreign Language Tests: a Teacher's Book*. New York: McGraw-Hill, 1964.
4. Larsen-Freeman, Diane. *Techniques and Principles in Language Teaching*. New York, N.Y., USA: Oxford University Press, 1986.
5. Richards, Jack C, and Theodore S. Rodgers. *Approaches and Methods in Language Teaching: A Description and Analysis*. Cambridge: Cambridge University Press, 1986.

COURSE OUTCOMES:

After completion of the course the students will be able to realise the following outcomes:

- Describe the role of mother tongue in teaching English in India.
- Comment on the contemporary theories of Second Language Acquisition.
- Describe the various methods of English Language Teaching.
- Describe the four different skills of language acquisition.
- Elucidate the major steps in Lesson Plan preparation.
- Briefly discuss the role ICT in language teaching.

PROFESSIONAL ETHICS

First Year

ELECTIVE COURSE- II

Semester-II

RESEARCH METHODOLOGY

Code: P22ENE2A

(Theory)

Credit: 3

OBJECTIVES:

- To expose learners to philosophy of research
- To enable learners to use different research sources and document them
- To make learners know the format of research and mechanics of writing

UNIT – I:

Definition of Research – Types of Research -- Literary and Scientific Research – Philosophy of Research, Preliminary Study, Choosing a Viable Topic, Primary and Secondary Sources

UNIT – II:

The Modern Academic Library, Research Sources: Printed and Electronic Including Web Sources, Digital Library Sources, Identifying the Right Sources, Compiling Working Bibliography. Evaluating the Sources

UNIT –III:

Taking Notes and Collecting Materials Thesis Statement, Working Outline, Preparing Samples, Writing Drafts—Revising the Outline and Drafts The Introduction and the Conclusion—the Main Chapters: Clarity, Unity, Coherence, Emphasis, Interest, Point of view

UNIT – IV:

The Format of the Thesis, Preparing the Final Outline and Final Draft – Organizing Principles and Methods of Development, Plagiarism, Converting the Working Bibliography to List of Works-Cited, Abbreviations, Proof Reading

UNIT – V:

Language and Style of Thesis Writing: General principles – Kinds and Suitability of Style, Style Sheet Conventions, Documentation: Parenthetical Documentation, Foot Notes, End Notes
The Mechanics of Writing: Spelling, Punctuation, Quotations, etc.

UNIT – VI CURRENT CONTOURS (For Internal Assessment Only):

Different kinds of style books and their implications – acknowledging web podcasts, social media and beyond – need for uploading the research work in the digital platform for plagiarism-free future

BOOKS FOR REFERENCE:

1. Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. 9th Edition 2021.
2. Moore, Robert H. *Effective Writing*. New York: Holt, Rinehart and Winston, 1965.

COURSE OUTCOME:

After completion of the course the students will be able to realise the following outcomes:

- Define research
- Differentiate the types of research
- Describe the use of library in academic research
- Comment on the different types of note making
- Explain the methods of outlining
- Elucidate the mechanics of thesis writing

PROFESSIONAL ETHICS

First Year NON MAJOR ELECTIVE COURSE-I Semester-II
INTRODUCTION TO INDIAN ECONOMY

(Theory)

Code: P22ECNME1

Credits: 2

OBJECTIVES:

- To help the students know the various natural and human resources.
- To familiarize the feature of Agricultural, Industrial and Service sector of India.
- To analyze the problem of poverty in India and the various government schemes for eradication of poverty.
- To study the role of planning in the development of Indian economy.
- To help students know the typical feature of Globalization and India's foreign trade policies.

UNIT – I NATURAL RESOURCES AND HUMAN RESOURCES:

Natural Resources – meaning and importance – forest resources – energy resources – mineral resources – water resources – use patterns of natural resources – environmental degradation policies on management of environmental resources Demography- size, growth and occupation composition of the population – density and distribution – demographic dividend - national population policy – human capital – quality of health and education – Human Development Index – National Skill Development Corporation.

UNIT – II AGRICULTURAL, INDUSTRIAL AND SERVICES SECTORS:

Nature and importance of agriculture – factors influencing agricultural development – agricultural production and productivity – new agricultural policy – green revolution – issues in food security – farmers suicide – role of governments for agricultural sector development. Industrial development under Five Year Plans – New industrial policy – position of public sector enterprises – labour market reform – Make in India Programme - infrastructure and economic development - transport: railways, roads, shipping and airways – energy – power – role of service sector in economic development – banking – insurance – telecommunications – IT Industry – ITES.

UNIT – III POVERTY AND INEQUALITY:

Poverty – its meaning – V M Dandekar & Nilakanta Rath, Suresh Tendulkar and Rangarajan methodology for poverty estimation-poverty alleviation programmes since 1970s – MGNREGP (Mahatma Gandhi National Rural Employment Guarantee Programme) - Food Security Act – PDS – ICDS -PURA (Vision 2020).

UNIT – IV PLANNING AND POLICY ENVIRONMENT:

Planning in India – objectives – strategies – achievements and failures - Eleventh and Twelfth Five Year Plans - objectives, allocation and target - NITI [National Institution for Transforming India] Aayog – Structure and functions – Plan performance to tackle poverty,

inequality and unemployment – New economic reforms – Liberalization, Privatization and Globalization; rationale behind economic reforms – Macro Economic policies – fiscal and monetary.

UNIT – V GLOBALIZATION AND TRADE:

Directions and composition of foreign trade – balance of trade and payments – current account deficit –India's foreign trade policy – WTO – features and assessment – globalization – features and problems – sectoral contribution trade – import substitution and export promotion – Foreign Direct Investment (FDI) and MNCs.

UNIT- VI: CURRENT CONTOURS (For Continuous Internal Assessment Only) :

Current developments in various sectors of Indian economy

REFERENCE:

1. Agarwal, A.N. (2004) Indian Economy, Wishwa Prakashan, New Delhi
2. Ahluwalia, I.J. and I.M.D. Little (Eds.) (1999), India's Economic Reforms and Development (Essays in honour of Manmohan Singh), Oxford University Press, New Delhi.
3. Alagh, Y.K. (1995), Indian Development Planning and Policy, Vikas, New Delhi.
4. Bardhan, P.K. (9th Edition) (1999), The Political Economy of Development in India, Oxford University Press, New Delhi.
5. Bawa, R.S. and P.S. Raikhy (Ed.) (1997), Structural Changes in India Economy, Guru Nanak Dev University Press, Amritsar.
6. Brahmananda, P.R. and V.R. Panchmukhi (Eds.) (2001), Development Experience in the Indian Economy : Inter-State Perspectives, Bookwell, Delhi.
7. Chakravarty, S. (1987), Development Planning : The Indian Experience, Oxford University Press, New Delhi.
8. Dantwala, M.L. (1996), Dilemmas of Growth : The Indian Experience, Saga Publications, New Delhi.
9. Datt Ruddan and K.P.M. Sundaram (2001), Indian Economy, S. Chand & Co., New Delhi.
10. Dhar, P .K, (2002) Indian Economy - its growing dimensions, Kalyani Publishers, New Delhi
11. Dhingra, I.C., (2012) The Indian Economy: Environment and Policy, 16th e, Sultan Chand & Sons, New Delhi
12. Dreze, Jean and Amartya Kumar Sen (1999), India : Economic Development and Social Opportunity, OUP, New Delhi.
13. Government of India, Economic Survey, (Annual), Ministry of Finance, New Delhi.
14. Jalan, B. (1992), The Indian Economy – Problems and Prospects, Viking, New Delhi.
15. Kindleberger,C.P. (1977), Economic Development, 3e,McGraw Hill, New York.
16. Jhingan, M.L., (2010) The Economics of Development and Planning, Vikas Publishing House PVT Ltd., New Delhi.
17. Kindleberger,C.P. (1977), Economic Development, 3e,McGraw Hill, New York.

18. Meier, G.M. (1995), Leading Issues in Economic Development,6e, Oxford University Press, New Delhi.
19. Mishra,S.K. and V.K.Puri, (2010) Economics of Development and Planning, Himalaya Publishing House, New Delhi.
20. Pantwala.S (1987), Dilemmas of Growth : Indian Experience, Sage Publications, New Delhi.
21. Parkh, K.S. (1999), India Development Report (Annual), Oxford University Press, New Delhi.
22. Reserve Bank of India, Report of Currency and Finance, (Annual).
23. Todaro, M.P, Economic Development, Wesley Longman, New Delhi 7th edition, 2000.
24. Uma Kapila, Indian Economy: Performance and Policies
25. Uma Kapila, Indian Economy since Independence

COURSE OUTCOMES: On completion of the course, students should be able to:

- Understand various natural resources and human resources.
- Evaluate the Policies and Performance of Agriculture, Industry and Service sectors of India.
- Gain a perspective on key issues related to Poverty and Inequality existing in India.
- Understand the role of planning in the development of Indian economy.
- Make aware about the concept of Globalization and its impact on Indian economy.

PROFESSIONAL ETHICS

Second Year

CORE COURSE-VII

Semester-III

INDIAN ENGLISH LITERATURE

Code: P22ENCC31

(Theory)

Credit: 5

OBJECTIVES:

- To make the learners aware of Indian sensibility in the representative works
- To motivate the students to appreciate and enjoy the rich cultural background and grandeur of Indian literature
- To stimulate the learners to understand the tendency of Indian ideology in the works of Indian authors

UNIT –I POETRY:

Toru Dutt	: “Our Casuarina Tree”
Kamala Das	: “A Hot Noon in Malabar”
Nissim Ezekiel	: “Enterprise”
A.K. Ramanujan	: “Obituary”
Keki. N. Daruwalla	: “Death of a Bird”
R. Parthasarathy	: “River Once”
Rabindranth Tagore	: <i>Gitanjali</i> (Song 1&2)

UNIT – II PROSE:

Jawaharlal Nehru	: “Through the Ages” (Chapter V of the <i>Discovery of India</i>) Dr. S.
Radhakrishnan	: “The World Community”

UNIT – III DRAMA:

Girish Karnad	: <i>The Fire and the Rain</i>
Mahesh Dattani	: <i>Seven Steps Around the Fire</i>

UNIT – IV SHORT STORY:

R. K. Narayan	: “An Astrologer’s Day”
Ruskin Bond	: “The Thief”
K. A. Abbas	: “Sparrows”
Prem chand	: “The Voice of God”

UNIT – V FICTION:

Mulk Raj Anand	: <i>Two Leaves and a Bud</i>
Kiran Desai	: <i>The Inheritance of Loss</i>

UNIT - VI CURRENT CONTOURS (For Continuous Internal Assessment Only) :

Reflection of Indian Cultural Milieus in Indian English Literature -Emergence of Women Novelists in India - Indian Freedom Movement in Indian Literature

REFERENCE:

1. Dattani, Mahesh. *Collected Plays*. New Delhi: Penguin Books, 2005.
2. Karnad, Girish. *Three Plays of Girish Karnad*. New Delhi. OUP, 2004
3. Narasimhaiah, C. D. *An Anthology of Commonwealth Poetry*. New Delhi: Macmillan India, 1990.
4. Tagore, Rabindranath. *Gitanjali*. New Delhi: Rupa Classics, 2005.
5. The Introduction to Indian Writing in English. <https://www.ukessays.com>

COURSE OUTCOMES:

After the completion of the course the students will be able to realise the following outcomes:

- Discuss the different phases evolution of Indian writing in English
- Explain the Indianness as reflected in the texts.
- Depict the various customs and traditions through which the writers portray the Indian life
- Bring out the autobiographical elements of Indian Writers in English
- Comment on the pluralistic aspects of Indian culture and identity
- Introduce the themes, genres and recent trends of Indian writing in English

PROFESSIONAL ETHICS

Second Year

CORE COURSE-VIII

Semester-III

Code: P22ENCC32

AMERICAN LITERATURE

(Theory)

Credit: 5

OBJECTIVES:

- To introduce the students to the different genres of American literature
- To make the students understand the culture and the society of America as reflected in the literary texts
- To acquaint the learners with the various styles and thoughts expressed by the writers

UNIT-I POETRY:

Edgar Allan Poe : “Annabel Lee”
Walt Whitman : “When Lilacs Last in the Dooryard Bloom’d” Emily
Dickinson : “Success is Counted Sweetest”
Robert Frost : “Mending Wall”

UNIT – II POETRY:

Hart Crane : “Poem: To Brooklyn Bridge”
E.E. Cummings : “Buffalo Bill’s”
Wallace Stevens : “Anecdote of the Jar”
Carl Sandburg : “Chicago”
Maya Angelou : “I Know Why the Caged Bird Sings”

UNIT – III PROSE:

Ralph Waldo Emerson : “Self-Reliance”
Henry David Thoreau : “Where I Lived and What I Lived for” from *Walden Pond*
Saul Bellow : “Nobel Prize Acceptance Speech”

UNIT – IV DRAMA:

Amiri Baraka : *Dutchman*
Tennessee Williams: *The Glass Menagerie*

UNIT – V FICTION:

Ernest Hemingway : *Farewell to Arms*
Toni Morrison : *Jazz*

UNIT – VI CURRENT CONTOURS (For Continuous Internal Assessment Only) :

American Literature in Multicultural America – American culture as a melting pot/mosaic/salad bowl - Naïve American Literature – Post 9/11 American Literature

REFERENCE:

1. Cunliffe, Marcus. *American Literature to 1900*. New York: P.BedrickBooks,1987.
2. Matthiessen, F.O. *American Renaissance: Art and Expression in the Age of Emerson and Whitman*. N.p.,1941.
3. McMichael, George L, and Frederick C. Crews. *Concise Anthology of American Literature*. New York: Macmillan,1985.
4. Spiller, Robert E. *Literary History of the United States*. New York: Macmillan,1963.

COURSE OUTCOMES:

After completion of the course the students will be able to realize the following outcomes:

- Acquire adequate knowledge of various American authors and their works
- Gather a comprehensive idea of the evolution of different genres in American Literature
- Acquire literary sensibility to appreciate the innovative narratological techniques employed by American writers
- Point out the religious and cultural temperament of the period and familiarize the various literary movements that flourished in America
- Interpret the different genres and the contribution of the writers prescribed for study
- Explore the uniqueness of American Literature at an advanced level

PROFESSIONAL ETHICS

Second Year

CORE COURSE- IX LITERARY CRITICISM

Semester-III

Code: P22ENCC33

(Theory)

Credit: 5

OBJECTIVES:

- To acquaint the students with the different schools and principles of criticism and to help them appreciate and evaluate literary texts.
- To enable the students to relate literature to life in the socio-political and historical contexts
- To train the students to apply the theories for evaluating the texts

UNIT – I:

Plato: From : *The Ion* (679-681)

: From: *The Republic* (681-685)

Aristotle : From: *On Poetics* (686-696)

Horace : From: *The Art of Poetry* (696-700)

Longinus : From: *On the Sublime* (706-708)

(Extracts from *The English Critical Tradition* Vol.2 by
S. Ramaswami and V.S. Sethuraman)

UNIT – II:

Philip Sidney : *Apology for Poetry*

Ben Jonson : From: *Discoveries* (pp. 73-87)

UNIT – III:

John Dryden : *An Essay on Dramatic Poesie*

Dr. Johnson : *Preface to Shakespeare*

UNIT – IV:

William Wordsworth : *Preface to the Lyrical Ballads*

S. T. Coleridge : *Biographia Literaria* Chapter XIV

UNIT – V:

Arnold : “Culture and Anarchy”

T. S. Eliot : “The Metaphysical Poets”

UNIT - VI CURRENT CONTOURS (For Continuous Internal Assessment Only) :

Rhetoric and Public Speaking, Argumentative Discourse, Clarity of Ideas, Using abstract ideas to persuade

REFERENCE:

1. David Daiches: *Critical Approaches to Literature*, 2nd ed., Hyderabad: Orient Longman, 2001.
2. Enright, D J, and Chickera E. De. *English Critical Texts: 16th Century to 20th Century*. Delhi: Oxford UP, 1983.
3. Habib, M.A.R. *A History of Literary Criticism: From Plato to the Present*. Blackwell, 2005.
4. Harry Blamires: *A History of Literary Criticism*, Delhi: Macmillan, 2001.
5. Humphrey House: *Aristotle's Poetics*, Ludhiana: Kalyani Publishers, 1970.
6. Nagarajan, M.S. *English Literary Criticism & Theory: An Introductory History*. Hyderabad: Orient Longman, 2006.
7. Patricia Waugh: *Literary Theory & Criticism: An Oxford Guide*, Delhi: OUP, 2006.
8. Ramaswami, S and V.S. Sethuraman. *The English Critical Tradition: An Anthology of English Literary Criticism*. Vol. 2 Macmillan India Limited, 2000.

COURSE OUTCOMES:

After completion of the course the students will be able to realise the following outcomes:

- Identify different schools and principles of literary criticism
- Acquire the knowledge about the different methods of literary criticism
- Distinguish between the various approaches to literary texts
- Relate literature to life and analyze the texts in the light of socio-political and historical backgrounds
- Obtain a literary acumen to face challenging competitive examinations like NET/SET etc., with confidence
- Learn the nuances of the 20th Century literary criticism

PROFESSIONAL ETHICS

Second Year

CORE CHOICE COURSE- III
WORLD CLASSICS IN TRANSLATION

Semester-III

Code: P22ENCC3A

(Theory)

Credit: 4

OBJECTIVES:

- To introduce the students with Classical literature from all over the world
- To make the students understand the various themes and techniques used by the writers from different countries
- To motivate the students to appreciate the translated version of the classical literature

UNIT – I POETRY:

G.U.Pope : Three chapters from the translation of *Tirukkural*
: “The Excellence of Rain,” “Domestic Life,” “Learning”
Omar Khayyam : *The Rubaiyat*

UNIT – II DRAMA :

Aeschylus : *Agamemnon*
Sophocles : *Antigone*

UNIT – III DRAMA:

Ibsen : *The Pillars of Society*
Brecht : *Mother Courage and Her Children*

UNIT – IV SHORT STORY:

Leo Tolstoy : “God Sees the Truth, But Waits”
Anton Chekhov : “The Bet”
Fyodor Dostoyevsky: “An Honest Thief”

UNIT – V FICTION:

Thakazhi Sivasankara Pilla : *Chemmeen*
Akilan : *Chittirappavai* (Translated by Prema Nanda kumar as
Portrait of a Woman)

UNIT - VI CURRENT CONTOURS (For Continuous Internal Assessment Only) :

Identifying and studying the Contemporary World Classics -- studying the major works of World famous writers of all languages

REFERENCE:

1. Aeschylus. *The Agamemnon*. Translated by John Conington/ London: J. W. Parker, 1848.
2. Akilan. *Chittirappavai*. Translated by Prema Nanda kumar. *Portrait of a Woman*. Macmillan India 1981.
3. Brecht, Bertolt. *Mother Courage and Her Children*. Translated by David Hare. New York : Arcade Pub., 1996.
4. Ibsen, Henrik. *Pillars of Society*. Mint Edition. Graphic Arts Books. 2021.
5. Omar Khayyam. *The Rubaiyat of Omar Khayyam*. Translated by Edward Fitzgerald. Mount Vernon, N.Y. :Peter Pauper Press, 1949.
6. Pillai, Thakazhi Sivasankara. *Chemmeen*. Translated by Anita Nair. Harper Collins India, 2011.
7. Pope. G. U., et. al. *Tirukkural - English Translation and Commentary*. W. H. Allen & Co., 1886.
8. Sophocles. *Antigone*. Translated by Richard E. Braun. New York: Oxford University Press, 1989.

COURSE OUTCOMES:

After completion of the course the students will be able to realise the following outcomes:

- Identify and discuss seminal classics across the globe.
- Assess the translation process involved in the classical texts
- Appreciate characterization and themes of the literary works
- Distinguish various literary techniques employed by the classical writers
- Understand literary traditions around the world
- Appreciate the richness of culture and tradition as presented in the world literature

PROFESSIONAL ETHICS, GENDER, HUMAN VALUES

Second Year

ELECTIVE COURSE- III

Semester-III

**1. ENGLISH LITERATURE FOR
COMPETITIVE EXAMINATIONS**

Code: P22ENE3A

(Theory)

Credit: 3

OBJECTIVES:

- To help learners have a wide range of knowledge in literature – poetry, prose, drama, short story and novel
- To acquaint the students with the broader genres of literature in general
- To introduce the curriculum and test patterns of various competitive exams.

UNIT– I:

Chaucer to Shakespeare Jacobean to Restoration

UNIT– II:

Romantic Period Victorian Period

Unit– III:

Modern Period Contemporary Period

UNIT– IV:

American Literature
New Literatures in English (Indian, Canadian, African, Australian) English Language Teaching
Translation Studies

UNIT– V:

Classicism to New Criticism Contemporary Theory

UNIT - VI CURRENT CONTOURS (For Continuous Internal Assessment Only) :

Latest trends in different literatures written in English all over the world – recent critical approaches to literature – Mock Tests based on recent question pattern

REFERENCE:

1. Benet D E., and Samuel Rufus. *NET.SET..GO...English*. N.p., 2014.
Masih, K. Ivan.et.al. *An Objective Approach to English Literature: For NET, JRF, SLET and Pre-*
2. *Ph.D. Registration Test*. New Delhi: Atlantic Publishers, 2007.

COURSE OUTCOMES:

After the completion of the course the students will be able to realise the following outcomes:

- Understand the test pattern of various competitive exams
- Know the development of English literature during different periods
- Understand the growth and development of world literature, literary theory and criticism
- Understand the growth of English language teaching and its importance
- Identify their unique strategy in preparation for competitive examinations

Acquire insights and prepare for the national level test independently

PROFESSIONAL ETHICS

Second Year

NON MAJOR ELECTIVE COURSE - II

Semester - III

GLOBALIZATION: AN INTRODUCTION

(THEORY)

Code: P22ECNME2

Credit: 2

COURSE OBJECTIVES:

- To make students know the key features of mercantilism and Gold standard.
- To analyze the role of Globalization in the way of growth and development of a nation.
- To make students aware about the impact of globalization in various sectors an economy.
- To elucidate the role of globalization in the promotion of democracy in a nation.
- To help students know the concept of Globalization and Gain from trade.

UNIT –I:

What is globalization –Measurement of Globalization – Gains from Trade - States and Markets –Complements or Substitutes.

UNIT- II:

Mercantilism and the pre-modern world economy – Nineteenth century liberalism – The Classical Gold Standard (its downfall).

UNIT- III:

The Bretton Woods Compromise – Demise – Financial globalization – Globalization and Economic Development.

UNIT- IV:

Impact of Globalization – Pros and Cons; Sector wise Impacts – Political manifestations of globalization -Social and cultural manifestations of globalization.

UNIT –V:

Democracy – Globalization – Models of Global Governance – The Ethics of Globalization.

UNIT- VI CURRENT CONTOURS (For Continuous Internal Assessment Only):

Contemporary developments in various aspects of Globalization.

REFERENCE:

1. Michael W. Weinstein, ed., ‘Globalization: What’s New’, Columbia University Press, New

York, 2005.

1. Ronald Findlay and Kevin H. O'Rourke, 'Power and Plenty: Trade, War, and the World Economy in the Second Millennium', Princeton University Press, Princeton and Oxford, 2007.
2. Barry Eichengreen, 'Globalizing Capital: A History of the International Monetary System', 2nd ed., Princeton University Press, Princeton and Oxford, 2008.
3. Peter Singer, 'One World: The Ethics of Globalization', 2nd ed., Yale University Press, New Haven and London, 2002.
4. Dani Rodrik, 'Has Globalization Gone Too Far?', Institute for International Economics, Washington, DC, 1997.
5. Edward E. Leamer, - 'A Flat World, A Level Playing Field, a Small World After All, or None of the Above?', Journal of Economic Literature, March 2007, 83-126.
6. N. Gregory Mankiw, 'Principles of Economics', 9th ed., 2009, chap. 9, pp. 177-199.
7. Kenneth A. Scheve and Matthew J. Slaughter, — 'A New Deal for Globalization' Foreign Affairs. July/August 2007, pp. 1-33.
9. David Held and Anthony McGrew, 'Globalization/Anti-globalization: Beyond the Great Divide', 2nd ed., Polity Press, 2007, chaps. 10-11, pp. 185-219.

COURSE OUTCOMES:

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

- Understand the concepts of Globalization and Gain from trade.
- Learn key features of mercantilism and Gold standard.
- Identify the role of Globalization on the way of growth and development of a nation.
- Evaluate the impact of globalization in various sectors of an economy.
- To determine the role of globalization in the promotion of democracy in a nation.

PROFESSIONAL ETHICS, GENDER AND HUMAN VALUES

CORE COURSE -X

Semester-IV

Second Year

POST COLONIAL LITERATURE

Code: P22ENCC41

(Theory)

Credit: 5

Objectives:

- To create a way for learners to get familiarize with writers of postcolonial literature
- To enable learners to understand the cultures of the people from the Postcolonial countries
- To understand and apply the postcolonial critical theories to various literary texts

UNIT – I POETRY:

David Diop	: “Africa”
Chinua Achebe	: “Refugee Mother and Child”
Derek Walcott	: “A Far Cry from Africa”
F.R. Scott	: “Canadian Authors Meet”

UNIT – II POETRY:

Leonard Cohen	: “If It Were Spring”
A.D. Hope	: “Australia”
Judith Wright	: “Fire at Murdering Hut”
Oodgeroo Noonuccal	: “We are Going”

UNIT – III SHORT STORIES:

Nadine Gordimer	: “Six Feet of the Country”
Shashi Deshpande	: “A Liberated Woman”
Margaret Laurence	: “Godman’s Master”
David Malouf	: “Jacko’s Reach”

UNIT – IV DRAMA:

Wole Soyinka	: <i>The Swamp Dwellers</i>
George Ryga	: <i>The Ecstasy of Rita Joe</i>

UNIT – V FICTION:

Patrick White	: <i>Voss</i>
Margaret Atwood	: <i>Surfacing</i>

UNIT - VI CURRENT CONTOURS (For Continuous Internal Assessment Only) :

Articulate and justify an aesthetic, historical, and tradition-based interpretation of a postcolonial literary text - Examine central concepts, questions, and debates in postcolonial studies- Negotiate between colonial and indigenous cultural traditions

BOOKS FOR REFERENCE:

1. Atwood, Margaret. *Surfacing*. Virago, 1997.
2. Gordimer, Nadine. *Six Feet of the Country and Other Stories*. Penguin Books, 1986.
3. Laurence, Margaret. "Godman's Master". *Splendid Short Stories*. New Century Book i. House, 2017.
4. Malouf, David. "Jaiko's Reach". *Dream Stuff*. Random House, 2001.
5. Mansfield, Katherine. "Taking the Veil". *Splendid Short Stories*. New Century Book i. House, 2017.
6. Narasimhaiah C D Ed. *An Anthology of Commonwealth Poetry*. Trinity, 2016.
7. Ryga, George. *The Ecstasy of Rita Joe*. Talon Books, 1970.
8. Soyinka, Wole. *The Swamp Dwellers*. OUP, 1997.
9. White, Patrick. *Voss*. Penguin Classics, 2009.

COURSE OUTCOMES:

After the completion of the course the students will be able to realise the following outcomes:

- Appreciate the writers and their contribution to the postcolonial literature
- Identify and understand vital postcolonial authors and texts in their historical and cultural contexts.
- To define and organize central terms and concepts in postcolonial studies.
- To understand the struggle for freedom, transition and comprehending the phase of independence.
- To read, comprehend, and engage with postcolonial literary criticism.
- To think critically about the contexts of exploration and to understand diverse approaches to nationalism, multiculturalism, gender and race in the context of postcolonial societies.

PROFESSIONAL ETHICS

Second Year

CORE COURSE –XI
LITERARY THEORY

Semester-IV

Code: P22ENCC42

(Theory)

Credit: 5

OBJECTIVES:

- To introduce learners to literary theory from the beginning of the twentieth century to the present day
- To help learners apply theory in the analysis of literary texts
- To enable learners to understand a wide range of theoretical perspectives to enhance their appreciation of literary texts

UNIT-I:

Formalism, New Criticism, Semiotics,
“The Intentional Fallacy” – Wimsatt and Beardsley

UNIT-II:

Structuralism, Poststructuralism, Deconstruction
“Structure, Sign, and Play in the Discourse of the Human Sciences” – Derrida

UNIT-III:

Modernism, Postmodernism, Marxism, Neo- Marxism, New Historicism and Cultural Materialism,
“Capitalism, Modernism and Postmodernism” – Terry Eagleton

UNIT-IV:

Feminism, Neo- Feminism, Queer Theory, Ecocriticism, Colonialism, Postcolonialism
“Feminism and Critical Theory” – Gayatri Spivak

UNIT-V:

Intertextuality, Phenomenology, Hermeneutics, Reader-Response Criticism
“The Death of the Author” – Roland Barthes

UNIT - VI CURRENT CONTOURS (For Continuous Internal Assessment Only) :

Latest trends in literary theories – Literary theory in the digital era – post theories – opening up new vistas of human knowledge to the literary world

REFERENCE:

1. Barry, P. (1995). *Beginning theory: An introduction to literary and cultural theory*. Manchester England: Manchester University Press.
2. Culler, Jonathan. *Literary Theory: A Very Short Introduction*. Oxford: Oxford University Press, 1997.
3. Lodge, David, and Nigel Wood. *Modern Criticism and Theory: A Reader*. 3rd ed. Harlow: Longman, 2008.
4. Scott, Wilbur. *Five Approaches of Literary Criticism*: London: Colluer Books, 1962.
5. Sethuraman, V.S. *Contemporary Criticism: An Anthology*. Macmillan India Limited, 1989.

COURSE OUTCOMES:

After completion of the course the students will be able to realise the following outcomes:

- Understand the key concepts in literary theory
- Explain the meaning, significance, and value of specific literary theoretical works.
- Develop own interpretation of literary text using the theoretical background
- Study the various schools of critical theories in 20th century.
- Explore possible applications of critical theory to various literary texts.
- Demonstrate in-depth knowledge of foundational critical texts

PROFESSIONAL ETHICS

Second Year

INDUSTRY BASED COURSE INTRODUCTION TO JOURNALISM AND MASS COMMUNICATION

Semester-IV

Code:P22ENIBC

(Theory)

Credit: 5

OBJECTIVES:

- To train the students for a profession in journalism or advertising
- To enable the students familiarize with the emerging trends in the field of Journalism
- To expose learners to the functions of mass media and mass culture and popular culture

UNIT – I:

Definition of Journalism–Origin and Growth of Journalism in India–Role of Journalism– Press Council –Kinds of News– Sources of News–News Agencies

UNIT – II:

Reporting–Qualities of Reporters–Kinds of Reporting–Anatomy of Editing– News Editor–Sub-editors

UNIT – III:

Language of Journalism–Writing a News Story–Writing Opinion Pieces–Writing Leads–Headlines

UNIT – IV:

Mass Media – Definition and Classification – Functions – Agenda Setting – Reality Defining and Constructing–Social Control–Distribution of Knowledge–Mass Media Theory–Information Age

UNIT – V:

The Rise of Mass Media – Media Diversity and Its Benefits – Types of Mass Media – Print Media –Electronic Media

UNIT VI CURRENT CONTOURS (For Internal Assessment Only)

New Age Media (Mobile, Internet) Media and Its Effects – E-Publishing – Blog Writing

REFERENCE:

1. Allan and Barbara Pease. *The Definitive Book of Body Language*. New Delhi: Munjal Publishing House, 2005.
2. De Fleur, M. *Theories of Mass Communication*, 2nd ed., New York: David McKay, 1970.
3. Kumar, Keval J. *Mass Communication in India*. ,New Delhi: Jaico Books, 2013.
4. Mehta, D.S. *Mass Media and Journalism in India*. Bombay: Allied,1979.
5. Shrivastava, K.M. *News Reporting and Editing*. New Delhi: Sterling Publishers, 2003.
6. Shymali Bhattacharjee. *Media and Mass Communication: An Introduction*. New Delhi: Kanishka Publishers, 2005.

COURSE OUTCOMES:

After completion of the course the students will be able to realise the following outcomes:

- Choose a career in the field of Journalism
- Become a freelance writer
- Report news stories, press releases
- Acquire the knowledge of proofreading
- Write features and articles
- Explore the growth and diversity of mass media

PROFESSIONAL ETHICS

Second Year
Code: P22ENPW

PROJECT

Semester-IV
Credit: 5

Each candidate shall be required to take up a Project Work and submit it at the end of the final year. The Head of the Department shall assign the Guide who, in turn, will suggest the Project Work to the student in the beginning of the final year. A copy of the Project Report will be submitted to the University through the Head of the Department on or before the date fixed by the University.

The Project will be evaluated by an internal and an external examiner nominated by the University. The candidate concerned will have to defend his/her Project through a Viva-voce.

ASSESSMENT /EVALUATION /VIVA-VOCE:

1. PROJECT REPORT EVALUATION (Both Internal & External):

- I. Plan of the Project - 20 marks
- II. Execution of the Plan/collection of Organisation of Materials / Hypothesis, Testing etc and presentation of the report. - 45 marks Data /
- III. Individual initiative - 15 marks

2. VIVA-VOCE / INTERNAL& EXTERNAL - 20 marks

TOTAL - 100 marks

PASSING MINIMUM:

Project	Vivo-Voce 20 Marks 40% out of 20 Marks (i.e. 8 Marks)	Dissertation 80 Marks 40% out of 80 marks(i.e. 32 marks)
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A candidate shall be declared to have passed in the Project work if he/she gets not less than 40% in each of the Project Report and Viva-voce but not less than 50% in the aggregate of both the marks for Project Report and Viva-voce.

A candidate who gets less than 40% in the Project must resubmit the Project Report. Such candidates need to defend the resubmitted Project at the Viva-voce within a month. A maximum of 2 chances will be given to the candidate.

PROFESSIONAL ETHICS

Second Year

VALUE ADDED COURSE-II

Semester-IV

HUMAN RIGHTS THROUGH LITERATURE

Code: P22ENVAC2

(Theory)

Credit: 2

OBJECTIVES:

- To provide learners an insight into the concept “interdisciplinary prespective”
- To enable learners to present a coherent argument in writing on the relationship between Human Rights or a related concept
- To familiarise students with the concept of Human Rights in works of literature

UNIT – I HUMAN RIGHTS -AN INTRODUCTION:

Introduction- Classification of Human Rights- Scope of Human Rights-Characteristics of Human Rights-NHRC-SHRC-Challenges for Human Rights in the 21st Century.

UNIT – II HUMAN RIGHTS IN INDIA:

Introduction-Classification of Fundamental Rights-Salient Features of Fundamental Rights-and Fundamental Duties.

UNIT – III WOMEN AND HUMAN RIGHTS:

Women’s Rights in Kamala Markandaya’s *Nectar in a Sieve*.
Issues related to women’s rights in Toni Morrison’s *Beloved*

UNIT – IV CHILDREN AND HUMAN RIGHTS:

Rights of Children and child Labour in Mulk Raj Anand’s *Coolie*
Rights of children and abuse in Khushwant Singh’s *The Company of Women*

UNIT – V RACE AND HUMAN RIGHTS:

Violation of Human Rights in Nelle Harper Lee’s *To Kill a Mocking Bird*
Exploitation of Human Rights in Elie Wiesel ‘s *Night*

UNIT – VI CURRENT CONTOURS (For Continuous Internal Assessment only):

Human Rights Investigation – Documenting physical injuries- Interviewing witnesses- Identifying suspects- case study

REFERENCE:

1. Bhathoke Neera. *Human Rights Content and Extent*. New Delhi: Swastika Publications, 2011.
2. Groome, Dermot, *The Handbook of Human Rights Investigation* 2nd edition. 2011.
<https://ssrn.com/abstract=2660371>
3. Naik Varun and Mukesh Shany. *Human Rights Education and Training*. New Delhi:
crescent Publishing Corporation, 2011
4. Venkatachalem. Dr. *The Constitution of India*. Salem: Giri Law House, 2005.
5. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2660347
6. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2660371
7. <https://www.un.org/en/universal-declaration-human-rights/>. Accessed 05 Mar. 2021.
8. <https://www.ilo.org/global/lang--en/index.htm>. Accessed 05 Mar. 2021.
9. <https://www.amnesty.org/en/>. Accessed 05 Mar. 2021.

COURSE OUTCOMES:

After completion of the course the students will be able to realise the following outcomes:

- Identify potential roles for oneself in the promotion of Human Rights
- Identify the importance and the values of human rights
- Apply the provisions of human rights to solve the issues in the society
- Analyse the violations of human rights to the marginalized section in the society
- Understand and relate works of literature from different literatures to the concept of Human rights

Develop an awareness among the learners to involve in the struggles and activities of the human rights organizations
