



**SRI MANAKULA VINAYAGAR ENGINEERING COLLEGE**

**(An Autonomous Institution)**

(Approved by AICTE, New Delhi and Affiliated to Pondicherry University)  
( Accredited by NBA-AICTE, New Delhi and Accredited by NAAC with “A” Grade)  
Madagadipet, Puducherry



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## **SCHOOL OF ARTS AND SCIENCE**

### **BACHELOR OF ARTS IN ENGLISH**

**ACADEMIC REGULATIONS 2020  
(R-2020)  
CURRICULUM AND SYLLABI**

## COLLEGE VISION AND MISSION

### Vision

To be globally recognized for excellence in quality education, innovation and research for the transformation of lives to serve the society.

### Mission

#### **M1: Quality Education:**

To provide comprehensive academic system that amalgamates the cutting edge technologies with best practices

#### **M2: Research and Innovation:**

To foster value based research and innovation in collaboration with industries and institutions globally for creating intellectuals with new avenues

#### **M3: Employability and Entrepreneurship:**

To inculcate the employability and entrepreneurial skills through value and skill based training

#### **M4: Ethical Values:**

To instill deep sense of human values by blending societal righteousness with academic professionalism for the growth of society

## DEPARTMENT OF ENGLISH VISION AND MISSION

### Vision

To envision the department as a center for literary studies, research, academic excellence and professional competency

### Mission

#### **M1: Analyzing Ability:**

To indoctrinate the analyzing abilities in all forms of literary expression

#### **M2: Research Development:**

To create balance between tradition and innovation in literary studies for carrying out research in cultural diversity

#### **M3: Pursuit of Academic Excellence:**

Academic excellence is achieved by means of systematic literature studies to perform, achieve and excel scholastic activities

#### **M4: Language Expertise:**

To advance communication skills for flourishing in higher education and expertizing in career



**STRUCTURE FOR UNDERGRADUATE PROGRAMME**

Sl. No.	Course Category	Breakdown of Credits
1	Modern Indian Language (MIL)	06
2	English (ENG)	06
3	Discipline Specific Core Courses (DSC)	75
4	Discipline Specific Elective Courses (DSE)	16
5	Interdisciplinary Courses (IDC)	16
6	Skill Enhancement Courses (SEC)	12
7	Employability Enhancement Courses (EEC*)	-
8	Ability Enhancement Compulsory Courses (AECC)	04
9	Open Elective (OE)	06
10	Extension Activity (EA)	01
11	Online Certification Course OCC)	02
12	Project	06
<b>Total</b>		<b>150</b>

**SCHEME OF CREDIT DISTRIBUTION – SUMMARY**

Sl.No.	Course Category	Credits per Semester						Total Credits
		I	II	III	IV	V	VI	
1	Modern Indian Language (MIL)	3	3	-	-	-	-	06
2	English (ENG)	3	3	-	-	-	-	06
3	Discipline Specific Core Courses (DSC)	8	8	12	12	16	12	68
4	Discipline Specific Elective Courses (DSE)	-	-	4	4	4	4	16
5	Interdisciplinary Courses (IDC)	4	4	4	4	-	-	16
6	Skill Enhancement Courses (SEC)	2	2	2	2	2	2	12
7	Employability Enhancement Courses (EEC*)	-	-	-	-	-	-	-
8	Ability Enhancement Compulsory Courses (AECC)	2	2	-	-	-	-	04
9	Open Elective (OE)	-	-	2	2	-	-	04
10	Extension Activity (EA)	-	1	-	-	-	-	01
11	Online Certificate Course	-	-	-	-	2	-	02
12	Project	-	-	-	-	-	5	05
<b>Total</b>								<b>140</b>

\* EEC is not included for CGPA calculation.




## Academic Curriculum and Syllabi R-2020

YEAR I / SEMESTER I										
Sl. No.	Course Code	Course Title	Category	Periods			Credits	Max Marks		
				L	T	P		CAM	ESM	Total
<b>THEORY</b>										
<b>PART I</b>										
1	A20TAT101	Tamil - I	MIL	3	0	0	3	25	75	100
1	A20FRT101	French - I *	MIL	3	0	0		25	75	100
<b>PART II</b>										
2	A20GET101	General English -I	ENG	3	0	0	3	25	75	100
<b>PART III</b>										
3	A20ENT101	Indian writing in English- I	DSC	3	1	0	4	25	75	100
4	A20ENT102	Background to the study of English Literature	DSC	3	1	0	4	25	75	100
5	A20END101	English Grammar and Usage	IDC	3	1	0	4	25	75	100
<b>Skill Enhancement Course</b>										
6	A20ENS101	Communication Skills Lab	SEC	0	0	4	2	100	0	100
<b>Ability Enhancement Compulsory Course</b>										
7	A20AET101	Environmental Studies	AECC	2	0	0	2	100	0	100
<b>Employability Enhancement Course</b>										
8	A20ENC101	Microsoft Office	EEC	0	0	2	-	100	-	100
<b>Total</b>				<b>17</b>	<b>3</b>	<b>6</b>	<b>22</b>	<b>425</b>	<b>375</b>	<b>800</b>

\*\*\*Certification courses are to be selected from the list given in Annexure III

\* New Introduction Modern Indian Language Course from AY 2021-22

YEAR I / SEMESTER II										
Sl. No.	Course Code	Course Title	Category	Periods			Credits	Max Marks		
				L	T	P		CAM	ESM	Total
<b>Theory</b>										
1	A20TAT202	Tamil - II	MIL	3	0	0	3	25	75	100
1	A20FRT202	French - II *	MIL	3	0	0		25		
2	A20GET202	General English -II	ENG	3	0	0	3	25	75	100
3	A20ENT203	Indian Writing in English - II	DSC	3	1	0	4	25	75	100
4	A20ENT204	British Literature-I	DSC	3	1	0	4	25	75	100
5	A20END202	Literary Forms	IDC	3	1	0	4	25	75	100
<b>Skill Enhancement Course</b>										
6	A20ENS202	Soft Skills Lab	SEC	0	0	4	2	100	0	100
<b>Ability Enhancement Compulsory Course</b>										
7	A20AET202	Public Administration	AECC	0	0	4	2	100	0	100
<b>Employability Enhancement Course</b>										
8	A20ENC202	English For IT	EEC	0	0	2	-	100	-	100
<b>Extension Activity</b>										
9	A20EAL201	National Service Scheme	EA	0	0	2	1	100	-	100
<b>Total</b>				<b>18</b>	<b>3</b>	<b>12</b>	<b>23</b>	<b>525</b>	<b>375</b>	<b>900</b>

\*\*\*Certification courses are to be selected from the list given in Annexure III

\* New Introduction Modern Indian Language Course from AY 2021-22

## Academic Curriculum and Syllabi R-2020

YEAR II / SEMESTER III										
Sl. No.	Course Code	Course Title	Category	Periods			Credits	Max Marks		
				L	T	P		CAM	ESM	Total
<b>Theory</b>										
1	A20ENT305	British Literature-II	DSC	3	1	0	4	25	75	100
2	A20ENT306	Introduction to Translation Studies	DSC	3	1	0	4	25	75	100
3	A20ENT307	Shakespearean Studies	DSC	3	1	0	4	25	75	100
4	A20ENE3XX	DSE- I*	DSE	3	1	0	4	25	75	100
5	A20END303	Journalism and Mass Media	IDC	3	1	0	4	25	75	100
6	A20XXO3XX	Open Elective-I**	OE	3	0	0	2	25	75	100
<b>Skill Enhancement Course</b>										
7	A20ENS303	Language and Linguistics Lab	SEC	0	0	4	2	100	0	100
<b>Employability Enhancement Course</b>										
8	A20ENC303	Communication Skills for Business	EEC	2	0	0	-	100	-	100
<b>Total</b>				<b>20</b>	<b>5</b>	<b>4</b>	<b>24</b>	<b>350</b>	<b>450</b>	<b>800</b>

\*Discipline Specific Electives are to be selected from the list given in Annexure I

\*\*Open Electives are to be selected from the list given in Annexure II

\*\*\*Certification courses are to be selected from the list given in Annexure III

YEAR II / SEMESTER IV										
Sl. No.	Course Code	Course Title	Category	Periods			Credits	Max Marks		
				L	T	P		CAM	ESM	Total
<b>Theory</b>										
1	A20ENT408	American Literature - I	DSC	3	1	0	4	25	75	100
2	A20ENT409	Aesthetic Experience in Literature	DSC	3	1	0	4	25	75	100
3	A20ENT410	English Literary Criticism-Classical to Victorian Age	DSC	3	1	0	4	25	75	100
4	A20ENE4XX	DSE- II*	DSE	3	1	0	4	25	75	100
5	A20END404	Comparative Literature	IDC	3	1	0	4	25	75	100
6	A20XXO4XX	Open Elective-II**	OE	3	0	0	2	25	75	100
<b>Skill Enhancement Course</b>										
7	A20ENS404	Basics of Computing	SEC	0	0	4	2	100	0	100
<b>Employability Enhancement Course</b>										
8	A20ENC404	Soft Skills and Personality Development	EEC	0	0	2	-	100	-	100
<b>Total</b>				<b>18</b>	<b>5</b>	<b>6</b>	<b>24</b>	<b>350</b>	<b>450</b>	<b>800</b>

\*Discipline Specific Electives are to be selected from the list given in Annexure I

\*\*Open Electives are to be selected from the list given in Annexure II

\*\*\*Certification courses are to be selected from the list given in Annexure III

## Academic Curriculum and Syllabi R-2020

YEAR III / SEMESTER V										
Sl. No	Course Code	Course Title	Category	Periods			Credits	Max Marks		
				L	T	P		CA M	ESM	Total
<b>Theory</b>										
1	A20ENT511	American Literature - II	DSC	3	1	0	4	25	75	100
2	A20ENT512	Women's Studies	DSC	3	1	0	4	25	75	100
3	A20ENT513	Twentieth Century Criticism and Theory	DSC	3	1	0	4	25	75	100
4	A20ENT514	Indian Literature in English Translation	DSC	3	1	0	4	25	75	100
5	A20ENE5XX	DSE- III*	DSE	3	1	0	4	25	75	100
<b>Skill Enhancement Course</b>										
6	A20ENS505	ELT	SEC	0	0	4	2	100	0	100
<b>OCC – Online Certificate Course</b>										
7	A20ENM501	Certification Course	OCC	0	0	2	2	100	0	100
<b>Total</b>				<b>15</b>	<b>5</b>	<b>6</b>	<b>24</b>	<b>325</b>	<b>375</b>	<b>700</b>

\* *Discipline Specific Electives are to be selected from the list given in Annexure I*

\*\*\**Certification courses are to be selected from the list given in Annexure III*

YEAR III / SEMESTER VI										
Sl. No.	Course Code	Course Title	Category	Periods			Credits	Max Marks		
				L	T	P		CAM	ESM	Total
<b>Theory</b>										
1	A20ENT615	Post - Colonial Literature	DSC	3	1	0	4	25	75	100
2	A20ENT616	World Literature	DSC	3	1	0	4	25	75	100
3	A20ENT617	Contemporary Literature	DSC	3	1	0	4	25	75	100
4	A20ENE6XX	DSE- IV*	DSE	3	1	0	4	25	75	100
<b>Project</b>										
5	A20ENP601	Project and Viva-voice	DSC	0	0	10	5	50	50	100
<b>Skill Enhancement Course</b>										
6	A20ENS606	Communication skill for Career Development	SEC	0	0	4	2	100	0	100
<b>Total</b>				<b>12</b>	<b>4</b>	<b>14</b>	<b>23</b>	<b>250</b>	<b>350</b>	<b>600</b>

\**Discipline Specific Electives are to be selected from the list given in Annexure I*

\*\*\**Certification courses are to be selected from the list given in Annexure III*

**Annexure I**

**Discipline Specific Electives**

<b>Discipline Specific Elective – I (Offered in Semester III)</b>		
<b>Sl. No.</b>	<b>Course Code</b>	<b>Course Title</b>
1	A20ENE301	Linguistics
2	A20ENE302	Literature of Diaspora
3	A20ENE303	Creative Writing
<b>Discipline Specific Elective – II (Offered in Semester IV)</b>		
<b>Sl. No.</b>	<b>Course Code</b>	<b>Course Title</b>
1	A20ENE404	Rhetoric and Stylistics
2	A20ENE405	Partition Literature
3	A20ENE406	Life Writing
<b>Discipline Specific Elective - III (Offered in Semester V)</b>		
<b>Sl. No.</b>	<b>Course Code</b>	<b>Course Title</b>
1	A20ENE507	Dalit Literature
2	A20ENE508	Folklore and Cultural Studies
3	A20ENE509	Content Editing and Writing
<b>Discipline Specific Elective – IV (Offered in Semester VI)</b>		
<b>Sl. No.</b>	<b>Course Code</b>	<b>Course Title</b>
1	A20ENE610	African and Caribbean Literature
2	A20ENE611	Myth and Mythology
3	A20ENE612	Children Literature

## Annexure – II

## OPEN ELECTIVE COURSES

Open Elective – I (Offered in Semester III)				
Sl. No	Course Code	Course Title	Offering Department	Permitted Departments
1	A20BTO301	Biotechnology for Human Culture	Bioscience	Chemistry, Food Science, Physics
2	A20BTO302	Food Processing	Bioscience	Chemistry, Food Science, Physics
3	A20BTO303	Food Technology	Bioscience	Chemistry, Food Science, Physics
4	A20CHO304	Food Analysis (Practical)	Chemistry	Bioscience, Computational Studies, Food Science, Mathematics, Physics
5	A20CHO305	Molecules of Life (Practical)	Chemistry	Bioscience, Computational Studies, Food Science, Mathematics, Physics
6	A20CHO306	Water Analysis (Practical)	Chemistry	Bioscience, Computational Studies, Food Science, Mathematics, Physics
7	A20CMO307	Fundamentals of Accounting and Finance	Commerce and Management	Bioscience, Chemistry, Computational Studies, English, Food Science, Mathematics, Media Studies, Physics
8	A20CMO308	Fundamentals of Management	Commerce and Management	Bioscience, Chemistry, Computational Studies, English, Food Science, Mathematics, Media Studies, Physics
9	A20CMO309	Fundamentals of Marketing	Commerce and Management	Bioscience, Chemistry, Computational Studies, English, Food Science, Mathematics, Media Studies, Physics
10	A20CPO310	Data Structures	Computational Studies	Mathematics
11	A20CPO311	Programming in C	Computational Studies	Commerce and Management, Mathematics, Media Studies






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12	<b>A20CPO312</b>	Programming in Python	Computational Studies	Commerce and Management, Mathematics, Media Studies
13	<b>A20ENO313</b>	Conversational Skills	English	Chemistry, Commerce and Management, Computational Studies, Media Studies, Mathematics, Physics
14	<b>A20ENO314</b>	Fine-tune your English	English	Chemistry, Commerce and Management, Computational Studies, Media Studies, Mathematics, Physics
15	<b>A20ENO315</b>	Interpersonal Skills	English	Chemistry, Commerce and Management, Computational Studies, Media Studies, Mathematics, Physics
16	<b>A20MAO316</b>	Mathematical Modelling	Mathematics	Chemistry, Commerce and Management, Computational Studies, Physics, Biotechnology, Nutrition and Dietetics
17	<b>A20MAO317</b>	Quantitative Aptitude - I	Mathematics	Chemistry, Commerce and Management, Computational Studies, Physics, Biotechnology, Nutrition and Dietetics
18	<b>A20MAO318</b>	Statistical Methods	Mathematics	Chemistry, Commerce and Management, Computational Studies, Physics, Biotechnology, Nutrition and Dietetics
19	<b>A20VCO319</b>	Event Management	Media Studies	Chemistry, Commerce and Management, Computational Studies, English, Mathematics, Physics
20	<b>A20VCO320</b>	Graphic Design	Media Studies	Chemistry, Commerce and Management, Computational Studies, English, Mathematics, Physics

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21	<b>A20VCO321</b>	Role of social media	Media Studies	Chemistry, Commerce and Management, Computational Studies, English, Mathematics, Physics
22	<b>A20NDO322</b>	Basic Food Groups	Food Science	Bioscience, Chemistry, Commerce and Management, Computational Studies, English, Mathematics, Media Studies, Physics, Tamil
23	<b>A20NDO323</b>	Life Style Management	Food Science	Bioscience, Chemistry, Commerce and Management, Computational Studies, English, Mathematics, Media Studies, Physics, Tamil
24	<b>A20NDO324</b>	Nutritive Value of Foods	Food Science	Bioscience, Chemistry, Commerce and Management, Computational Studies, English, Mathematics, Media Studies, Physics, Tamil
25	<b>A20PHO325</b>	Astrophysics	Physics	Bioscience, Chemistry, Computational Studies, Mathematics, Media Studies
26	<b>A20PHO326</b>	Basic of Modern Communication System	Physics	Bioscience, Chemistry, Computational Studies, Mathematics, Media Studies
27	<b>A20PHO327</b>	Bio-Physics	Physics	Bioscience, Chemistry, Computational Studies, Mathematics, Media Studies
28	<b>A20TMO328</b>	□□□□□□□□□□	Tamil	Bioscience, Chemistry, Commerce and Management, Computational Studies, English, Food Science, Mathematics, Media Studies, Physics

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29	<b>A20TMO329</b>	□□□□□□□□□□□□□□	Tamil	Bioscience, Chemistry, Commerce and Management, Computational Studies, English, Food Science, Mathematics, Media Studies, Physics
30	<b>A20TMO330</b>	□□□□□□□□□□□□□□	Tamil	Bioscience, Chemistry, Commerce and Management, Computational Studies, English, Food Science, Mathematics, Media Studies, Physics

**Open Elective – II (Offered in Semester IV)**

Sl. No.	Course Code	Course Title	Offering Department	Permitted Departments
1	<b>A20BTO401</b>	Fermented Food	Bioscience	Chemistry, Food Science, Physics
2	<b>A20BTO402</b>	Herbal Technology	Bioscience	Chemistry, Food Science, Physics
3	<b>A20BTO403</b>	Self-Hygiene	Bioscience	Chemistry, Food Science, Physics
4	<b>A20CHO404</b>	C++ Programming and its Application to Chemistry	Chemistry	Computational Studies, Mathematics, Physics
5	<b>A20CHO405</b>	Computational Chemistry Practical	Chemistry	Computational Studies, Mathematics, Physics
6	<b>A20CHO406</b>	Instrumental Methods of Analysis	Chemistry	Computational Studies, Mathematics, Physics
7	<b>A20CMO407</b>	Essential Legal Awareness	Commerce and Management	Bioscience, Chemistry, Computational Studies, English, Food Science, Mathematics, Media Studies, Physics
8	<b>A20CMO408</b>	Essentials of Insurance	Commerce and Management	Bioscience, Chemistry, Computational Studies, English, Food Science, Mathematics, Media Studies, Physics
9	<b>A20CMO409</b>	Practical Banking	Commerce and Management	Bioscience, Chemistry, Computational Studies, English, Food Science, Mathematics, Media Studies, Physics

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10	<b>A20CPO410</b>	Database Management Systems	Computational Studies	Commerce and Management, Media Studies, Mathematics
11	<b>A20CPO411</b>	Introduction to Data Science using Python	Computational Studies	Chemistry, Commerce and Management, English, Media Studies, Mathematics, Physics
12	<b>A20CPO412</b>	Web Development	Computational Studies	Commerce and Management, Media Studies, Mathematics
13	<b>A20ENO413</b>	Functional English	English	Chemistry, Commerce and Management, Computational Studies, Media Studies, Mathematics, Physics
14	<b>A20ENO414</b>	English Next-India	English	Chemistry, Commerce and Management, Computational Studies, Media Studies, Mathematics, Physics
15	<b>A20ENO415</b>	English for Competitive Exams	English	Chemistry, Commerce and Management, Computational Studies, Media Studies, Mathematics, Physics
16	<b>A20MAO416</b>	Discrete mathematics	Mathematics	Chemistry, Computational Studies, Physics
17	<b>A20MAO417</b>	Operations Research	Mathematics	Chemistry, Commerce and Management, Computational Studies, Physics, Biotechnology, Nutrition and Dietetics
18	<b>A20MAO418</b>	Quantitative Aptitude - II	Mathematics	Chemistry, Commerce and Management, Computational Studies, Physics, Biotechnology, Nutrition and Dietetics
19	<b>A20VCO419</b>	Basics of News Reporting	Media Studies	Chemistry, Commerce and Management, Computational Studies, English, Mathematics, Physics
20	<b>A20VCO420</b>	Scripting for media	Media Studies	Chemistry, Commerce and Management, Computational Studies, English, Mathematics, Physics
21	<b>A20VCO421</b>	Video Editing	Media Studies	Chemistry, Commerce and Management, Computational Studies, English, Mathematics, Physics
22	<b>A20NDO422</b>	Food Labelling	Food Science	Bioscience, Chemistry, Commerce and Management, Computational

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N. A. Zohary

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				Studies, English, Mathematics, Media Studies, Physics, Tamil
23	<b>A20NDO423</b>	Hygiene and Sanitation	Food Science	Bioscience, Chemistry, Commerce and Management, Computational Studies, English, Mathematics, Media Studies, Physics, Tamil
24	<b>A20NDO424</b>	Nutrition for Adolescent	Food Science	Bioscience, Chemistry, Commerce and Management, Computational Studies, English, Mathematics, Media Studies, Physics, Tamil
25	<b>A20PHO425</b>	Digital Electronics	Physics	Bioscience, Chemistry, Computational Studies, Mathematics, Media Studies
26	<b>A20PHO426</b>	Geo-Physics	Physics	Bioscience, Chemistry, Computational Studies, Mathematics, Media Studies
27	<b>A20PHO427</b>	Space Science	Physics	Bioscience, Chemistry, Computational Studies, Mathematics, Media Studies
28	<b>A20TMO428</b>	□□□□□□□□□□□□	Tamil	Bioscience, Chemistry, Commerce and Management, Computational Studies, English, Food Science, Mathematics, Media Studies, Physics
29	<b>A20TMO429</b>	□□□□□□□□□□□□□□	Tamil	Bioscience, Chemistry, Commerce and Management, Computational Studies, English, Food Science, Mathematics, Media Studies, Physics
30	<b>A20TMO430</b>	□□□□□□□□□□	Tamil	Bioscience, Chemistry, Commerce and Management, Computational Studies, English, Food Science, Mathematics, Media Studies, Physics

**Annexure – III**

**EMPLOYABILITY ENHANCEMENT COURSES**

<b>Employability Enhancement ( Offered in Semester I- VI)</b>		
<b>Sl. No</b>	<b>Course Code</b>	<b>Course Title</b>
1	A20ENC101	MS Office (MS EXCEL)
2	A20ENC202	English for IT
3	A20ENC303	Professional English
4	A20ENC404	Soft Skills and Personality Development
5	A20ENC505	Placement Training
6	A20ENC606	Placement Training

M. A. Zahedi

A20TAT101

மொழித்தான்

L T P C Hrs

தமிழ்-I

3 0 0 3 45

(B.A., B.Sc., B.Com., B.B.A., & B.C.A., பாடப்பிரிவுகளுக்கும்மான வாயுத்தான்)

**பாடத்திட்டத்தின் நோக்கம்**

- இரண்டாயிரம் ஆண்டுகால தமிழின் தொன்மையையும் வரலாற்றையும் அதன் விழுமியங்களையும் பண்பாட்டையு எடுத்துரைப்பதாக இப்பாடத்திட்டம் அமைக்கப்பட்டுள்ளது.
- தமிழ் இலக்கியம் உள்ளடக்கத்திலும், வடிவத்திலும் பெற்ற மாற்றங்கள், அதன் சிந்தனைகள், அடையாளங்கள் ஆ கியவற்றைக் காலந்தோறும் எழுதப்பட்ட இலக்கியங்களின் வழியாகக் கூறுவதற்கு இப்பாடத்திட்டம் அமைக்கப்பட்டு ள்ளது.
- மொழியின் கட்டமைப்பை புரிந்து கொள்வதாக இப்பாடத்திட்டம் வடிவமைக்கப்பட்டுள்ளது.
- வாழ்வியல் சிந்தனைகள், ஒழுக்கவியல் கோட்பாடுகள், சமத்துவம், சூழலியல் எனப் பல கூறுகளை மாணவர்களுக்கு எடுத்துரைக்கும் விதத்தில் இப்பாடத்திட்டம் உருவாக்கப்பட்டுள்ளது.
- சிந்தனை ஆற்றலைப் பெருக்குவதற்குத் தாய்மொழியின் பங்களிப்பினை உணர்த்த இப்பாடத்திட்டம் அமைக்கப்பட்டுள்ளது.

**பாடத்திட்டத்தின் வெளிப்பாடுகள்**

CO1-இலக்கியங்கள் காட்டும் வாழ்வியல் நெறிமுறைகளைப் பேணிநடத்தல்.

CO2-நமது எண்ணத்தை வெளிப்படுத்தும் கருவியாகத் தாய்மொழியைப் பயன்படுத்துதல்.

CO3-தகவல் தொடர்புக்குத் தாய்மொழியின் முக்கியத்துவத்தை உணர்த்தல்.

CO4-தாய்மொழியின் சிறப்பை அறிதல்.

CO5-இலக்கிய இன்பங்களை நுகரும் திறன்களை வளர்த்தல்.

**அலகு-1**

(9 Hrs)

**இக்காலக் கவிதைகள்-1**

1. பாரதியார் - கண்ணன் என் சேவகன்
2. பாரதிதாசன் - தமிழ்ப்பேறு
3. அப்துல் ரகுமான் - அவதாரம்
4. மீரா - கனவுகள் + கற்பனைகள் = காகிதங்கள்
5. து. நரசிம்மன் - மன்னித்துவிடு மகனே

**அலகு-2**

(9 Hrs)

**இக்காலக் கவிதைகள்-2**

1. ராஜா சந்திரசேகர் - கைவிடப்பட்ட குழந்தை
2. அனார் - மேலும் சில இரத்தக் குறிப்புகள்
3. சுகிர்தராணி - அம்மா
4. நா. முத்துக்குமார் - தூர்

**அலகு-3**

(9 Hrs)

**சிறுநிலக்கியங்கள்**

1. கலிங்கத்துப் பரணி - பொருதலக்கை வாள் எங்கே... (பாடல்-485)
2. அழகர்கிள்ளைவிடு தூது - இதமாய் மனிதருடனே... (பாடல்-45)
3. நந்திக் கலம்பகம் - அம்பொன்று வில்லொடிதெல்... (பாடல்-77)
4. முக்சுடற் பள்ளு - பாயும் மருதஞ் செழிக்கவே... (பாடல்-47)
5. குற்றாலக் குறவஞ்சி - ஓடக் காண்பதுமே... (பாடல்-9)

**காப்பியங்கள்**

1. மணிமேகலை-உலகறவி புக்க காதை- 'மாகூஇல் வால்ஒளி! -இந்நாள் போலும் இளங்கொடி கெடுத்தனை'. (28-அ டிகள்)

**அலகு-4**

(9 Hrs)

**தமிழ் இலக்கிய வரலாறு**

1. சிறுநிலக்கியம்- தோற்றமும் வளர்ச்சியும்

2. புதுக்கவிதை- தோற்றமும் வளர்ச்சியும்
3. சிறுகதை -தோற்றமும் வளர்ச்சியும்
4. புதினம் -தோற்றமும் வளர்ச்சியும்
5. உரைநடை - தோற்றமும் வளர்ச்சியும்

**அலகு 5**

(9 Hrs)

**மொழிப்பயிற்சி**

1. கலைச்சொல்லாக்கம்
2. அகரவரிசைப்படுத்துதல்
3. மரபுத்தொடர்/பழமொழி
4. கலை விமர்சனம்
5. நேர்காணல்

**உரைநடைப் பகுதி**

1. உ.வே.சாமிநாதையர் - சிவதருமோத்திரச் சுவடி பெற்ற வரலாறு.
2. தஞ்சாவூர் - சஜாவின் கோபம்.
3. இரா. பச்சியப்பன் - மாடல்ல மன்றையவை.

**உரைநடை நூல்கள்**

1. சக்திவேல், சு., தமிழ் மொழி வரலாறு, மாணிக்கவாசகர் பதிப்பகம், சிதம்பரம், 1988.
2. சிற்பி பாலசுப்ரமணியம் மற்றும் நீலபத்மநாபன், புதிய தமிழ் இலக்கிய வரலாறு, தொகுதி-1, 2, 3, சாகித்திய அகாட., புதுவடல், 2013.
3. பாரதியார், பாரதியார் கவிதைகள், குமரன் பதிப்பகம், சென்னை, 2011.

**பார்வை நூல்கள்**

1. கைலாசபதி, சு., தமிழ் நாவல் இலக்கியம், குமரன் பதிப்பகம், வடபழனி, 1968.
2. சுந்தரராஜன், பே.கோ. சிவபாதசுந்தரம். சோ., தமிழில் சிறுகதை வரலாறும் வளர்ச்சியும், கீரியா, சென்னை, 1989.
3. பரந்தாமனார், அ.கி., நல்ல தமிழ் எழுத வேண்டுமா, பாரி நிலையம், சென்னை, 1998.
4. பாக்கியமேரி, வகைமை நோக்கில் தமிழ் இலக்கிய வரலாறு, என்.சி.எச். பதிப்பகம், சென்னை, 2011.
5. வல்லிக்கண்ணன், புதுக்கவிதையின் தோற்றமும் வளர்ச்சியும், அன்னம், சிவகங்கை, 1992.

**இணையத்தளங்கள்**

1. <http://www.tamilkodal.com>
2. <http://www.languagelab.com>
3. <http://www.tamilweb.com>

5/4

M. A. S. S. S.



**A20FRT101**                      **FRENCH - I**                      **L T P C Hrs**  
( Common to B.A., B.Sc., B.Com., B.B.A. & B.C.A )    **3 0 0 3 45**

**OBJECTIVES**

- To enable the students read, understand, and write simple sentences.
- To grasp relevant grammar for communication
- To learn about the land, people and culture of France.

**UNITÉ - 1**

LeÇon 1 : Je m'appelle Elise. Et Vous ?

LeÇon 2 : Vous Dansez ? D'accord.

LeÇon 3 : Monica, Yukiko et compagnie

LeÇon 4 : Les Voisins de Sophie

**UNITÉ - 2**

LeÇon 5 : Tu vas au Luxembourg ?

LeÇon 6 : Nous Venons pour l'inscription

LeÇon 7 : A Vélo, en tain, en avoin

LeÇon 8 : Pardon, monsieur, le BHV s'il vous plait ?

**UNITÉ - 3**

LeÇon 9 : Au marche

LeÇon10 : On déjeune ici ?

LeÇon11 : On va chez ma copine ?

LeÇon12 : Chez Susana

**TextBook**

Prescribed Text book : *FESTIVAL 1* - Méthode de Français  
Authors : Sylvie POISSON-QUINTON  
Michèle MAHEO-LE COADIC  
Anne VERGNE-SIRIEYS  
Edition : CLE International, Nouvelle Édition révisée : 2009.  
Portions: Unites : 1, 2, 3.

**Reference Book** : Festival 1

A20GET101

**GENERAL ENGLISH I**  
**(Common to B.A., B.Sc., and BCA)**

**L T P C Hrs**  
**3 0 0 3 45**

**Course Objectives**

- To recognize the rhythms, metrics and other aspects of Literature
- To read a variety of texts critically and proficiently
- To enable the students to enjoy the flair of literature through the work of great writer
- To make the students to know the functions of basic grammar
- To enable them understanding the intrinsic nuances of writing in English language

**Course Outcomes**

*After completion of the course, the students will be able to*

**CO1**-Comprehend and discuss the various facets of selected poems

**CO2**-Analyze and interpret texts written in English

**CO3**-Read drama with graduate-level interpretive and analytical proficiency

**CO4**-Improve the fluency and formation of grammatically correct sentence

**CO5**-Enhance the writing skills for specific purposes

**UNIT I POETRY**

**(9 Hrs)**

1. John Milton - On His Blindness
2. William Wordsworth - Daffodils
3. Percy Bysshe Shelley - Ozymandias
4. Emily Dickinson - Because I could not stop for Death
5. Sarojini Naidu - The Queen's Rival

**UNIT II PROSE**

**(9 Hrs)**

1. Francis Bacon - Of Love
2. Charles Lamb - A Dissertation upon Roast Pig

**UNIT III DRAMA**

**(9 Hrs)**

1. Oscar Wilde - Lady Windermere's Fan

**UNIT IV GRAMMAR**

**(9 Hrs)**

1. Parts of Speech
2. Tenses
3. Subject-Verb Agreement

**UNIT V COMPOSITION**

**(9 Hrs)**

1. Essay Writing
2. Email

**Text Books**

1. James Barrett, "Brookside Musings: A Selection of Poems and Short Stories", Orient Longman Publication, 1<sup>st</sup> Edition, 2009.
2. Wilde Oscar, "The Importance of Being Earnest and Other Plays", Penguin Publication, 1<sup>st</sup> Edition, 1940.
3. Wren & Martin, "High School English Grammar & Composition". Blackie ELT Books, 18<sup>th</sup> Edition, 2017.

**Reference Books**

1. LalithaNatarajan&SasikalaNatesan, "English for Excellence: Poetry",Anuradha Publications, 1<sup>st</sup> Edition, 2015.
2. Charles Lamb, "Selected Prose", Penguin Classics Publication, 2<sup>nd</sup> Edition, 2013.
3. UshaMahadevan, "Sunbeams: Empower with English", Emerald Publishers, 2<sup>nd</sup> Edition, Chennai. 201

**Web References**

1. <https://www.englishcharity.com/of-love-by-francis-bacon-explanation/>
2. [https://www.poetry-archive.com/n/the\\_queens\\_rival.html](https://www.poetry-archive.com/n/the_queens_rival.html)
3. <https://www.gradesaver.com/lady-windermere-fan/study-guide/summary-act-i>
4. <https://www.english-grammar-revolution.com/parts-of-speech.html>
5. [https://www.internationalstudent.com/essay\\_writing/essay\\_tips/](https://www.internationalstudent.com/essay_writing/essay_tips/)

**A20ENT101**

**INDIAN WRITING IN ENGLISH – I**

**L T P C Hrs**  
**3 1 0 4 60**

**Course Objectives**

- To introduce the students to major writers of Indian Literature and their writing style in English
- To understand and explore the uniqueness in prose writing style of the writer
- To obtain knowledge on literary sensibility of the writer
- To make the students familiar with the techniques of fictional writing
- To acquire knowledge on human values and literary texts

**Course Outcomes**

*After completion of the course, the students will be able to*

**CO1**-Identify the major writers of Indian literature and their writing style

**CO2**-Explore the uniqueness in prose writing

**CO3**-Develop knowledge on literary sensibility in Indian Literature

**CO4**-Understand and appreciate the techniques in fictional writing

**CO5**-Understand the importance of human values and literary texts

**UNIT I POETRY**

**(12 Hrs)**

1. Sarojini Naidu - The Coromandel Fishers
2. A.K. Ramanujam - Of Mothers, among other things
3. JayantaMahapatra - Dawn At Puri
4. Toru Dutt - The Lotus

**UNIT II PROSE**

**(12 Hrs)**

1. Jawaharlal Nehru - The Discovery of India (Chapter – 1,2,3,4)
2. Swami Vivekananda - Work and its Secret

**UNIT III DRAMA**

**(12 Hrs)**

1. Rabindranath Tagore - The Post Office

**UNIT IV FICTION**

**(12 Hrs)**

1. Mulk Raj Anand - Untouchable

**UNIT V SHORT STORY**

**(12 Hrs)**

1. Khushwant Singh - Karma
2. Waman Hovel - The Storeyed House

**Text Books**

1. Indian Yarns, “An Anthology of Indian English Writing”, Cambridge University Press, 1<sup>st</sup> Edition, 2013.
2. Jawaharlal Nehru, “The Discovery of India”, Penguin Publication, 1<sup>st</sup> Edition, 2008.
3. Swami Vivekananda, “Work and its Secret”, Amazon Publication, Kindle Edition, 1980.

**Reference Books**

1. M.K.Naik, “A History of Indian English Literature”, Sterling Publications, 2<sup>nd</sup> Edition Edition, 2019.
2. K.A. Agrawal, “Indian Writing in English: A Critical Study”, Atlantic publisher, 1<sup>st</sup> Edition, January 2018.
3. Anand, Mulk Raj, “Untouchable”, Unique Publication, Revised Edition, 2014.

**Web References**

1. [http://famouspoetsandpoems.com/poets/sarojini\\_naidu/poems/4505](http://famouspoetsandpoems.com/poets/sarojini_naidu/poems/4505)
2. [https://www.academia.edu/31873851/Voice\\_of\\_the\\_Unwanted\\_Girl\\_Child\\_Sujata\\_Bhatt\\_Analysis\\_by\\_An\\_ushree\\_Thareja](https://www.academia.edu/31873851/Voice_of_the_Unwanted_Girl_Child_Sujata_Bhatt_Analysis_by_An_ushree_Thareja)
3. <https://englishsummary.com/lesson/coromandel-fishers-summary/>
4. <https://www.gradesaver.com/untouchable>
5. [http://merittajoy.blogspot.com/2016/03/the-issue-of-self-liberation-in-waman\\_18.html](http://merittajoy.blogspot.com/2016/03/the-issue-of-self-liberation-in-waman_18.html)

<b>A20ENT102</b>	<b>BACKGROUND TO THE STUDY OF ENGLISH LITERATURE</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>	<b>Hrs</b>
		<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>	<b>60</b>

### Course Objectives

- To investigate and compare the literary forms of poetry
- To foster the knowledge of language and culture portray in prose
- To understand and interpret different forms of drama
- To inculcate the ability to read literature with its different perspectives
- To impart the knowledge of late Seventeenth and the Eighteenth centuries

### Course Outcomes

*After completion of the course, the students will be able to*

**CO1**-Compare the literary forms of poetry

**CO2**-Obtain knowledge on language and culture portray in prose

**CO3**-Interpret different drama style

**CO4**-Understand literature in different perspectives

**CO5**-Acquire knowledge on late Seventeenth and the Eighteenth centuries

### **UNIT I POETRY A BRIEF INTRODUCTION (12 Hrs)**

1. Subjective and Objective poetry
2. Pattern Poetry and Free Verse
3. The Chaucerian Stanza, The Ottava Rima and The Spenserian Stanza
4. The Heroic Couplet, The Terza Rima

### **UNIT II PROSE A BRIEF INTRODUCTION (12 Hrs)**

1. The Essay and its types (Aphoristic, Periodic, Satirical, Critical)
2. The Short Story

### **UNIT III DRAMA- A BRIEF INTRODUCTION (12 Hrs)**

1. Elizabethan Drama
2. Shakespearean Drama
3. Theatre of the Absurd

### **UNIT IV THE RENAISSANCE PERIOD (12 Hrs)**

1. An Introduction to Bible Translation - Tyndale, Coverdale
2. The University Wits

### **UNIT V THE LATE SEVENTEENTH AND THE EIGHTEENTH CENTURIES (12 Hrs)**

1. Comedy of Manners
2. Neo-Classicism

### Text Books

1. G. K. Chesterton, "The Victorian Age in Literature", House of Stratus Publication, 1<sup>st</sup> Edition, 2008.
2. Alexandra Köhler, "Social Class of the Mid-Victorian Period and Its Values", Grin Verlag Publication, 1<sup>st</sup> Edition, 2008.
3. R. J. Rees, "English Literature: An Introduction for Foreign Readers", Macmillan Publication, 1<sup>st</sup> Edition, 1973.

### Reference Books

1. Alexander, Michael, "A History of English Literature", Macmillan Publications, 1<sup>st</sup> Edition, 2007.
2. Hudson, William Henry, "An Outline History of English Literature", B.I Publications, 1<sup>st</sup> Edition, 2000.
3. Alastair Fowler, "The History of English Literature", Harvard University Press, 1<sup>st</sup> Edition, 1989.

### Web References

1. <http://www.victorianweb.org/painting/prb/1.html>
2. <https://www.slideshare.net/Jitendrasumra/victorian-poet-alfred-tennyson-and-robert-browning>
3. <https://www.poetryfoundation.org/poets/ezra-pound>

<b>A20END101</b>	<b>ENGLISH GRAMMAR AND USAGE</b>	<b>L T P C Hrs</b>
		<b>3 1 0 4 60</b>

**Course Objectives**

- To inculcate the rules of grammar and its usage
- To make them familiarize and infer things
- To train the students to improve the fluency and formation of grammatically correct sentences
- To enhance the students to frame sentences in a meaningful manner
- To train the learners to form sentences without grammatical errors

**Course Outcomes**

*After completion of the course, the students will be able to*

- CO1**-Gain comprehensive knowledge of English grammar  
**CO2**-Obtain knowledge on the basic and essential knowledge of English Grammar  
**CO3**-Eradicate grammatical errors in speech and writing  
**CO4**-Make inferences and predictions based on information in the text  
**CO5**-Form sentences with clarity

<b>UNIT I</b>	<b>(12 Hrs)</b>
1. Parts of speech	
2. Articles	
3. Preposition	
4. Punctuation	
<b>UNIT II</b>	<b>(12 Hrs)</b>
1. Modal Verbs	
2. Other Auxiliaries	
3. Phrasal Verbs	
<b>UNIT III</b>	<b>(12 Hrs)</b>
1. Tenses: Forms and Uses	
2. Active Voice and Passive Voice	
<b>UNIT IV</b>	<b>(12 Hrs)</b>
1. Question Tags	
2. Subject verb agreement	
3. Conditional Clauses	
<b>UNIT V</b>	<b>(12 Hrs)</b>
1. Degrees of Comparison	
2. Simple, Compound and Complex Sentences	
3. Infinitives	

**Text Books**

1. Wood. F.T, “A Remedial English Grammar for Foreign Students”, Macmillan Publication, 1<sup>st</sup> Edition, 2014.
2. Krishnaswamy.N, “Modern English – A book of Grammar Usage and Composition”, Laxmi Publications, 1<sup>st</sup> Edition, 2009.
3. Shabnam Gupta, “English Grammar: Easier Way”, Lotus Publication, 1<sup>st</sup> Edition, 2006.

**Reference Books**

1. Martin & Wren, “High School English Grammar and Composition”, Chand Publication, 18<sup>th</sup> Edition, 2017.
2. Subramanyam, J.V, “General English Grammar”, Sura Publication, Latest Edition, 2011.
3. Huddleston, Geoffrey & Pullum Pandey, “A Student’s Introduction to English Grammar”, Cambridge University Press, 1<sup>st</sup> Edition, 2005.

**Web References**

1. <https://basicenshishpeaking.com/basic-english-grammar-rules/>
2. <https://www.grammarbook.com/grammar/subjectVerbAgree.asp>
3. <https://prowritingaid.com/art/335/What-are-simple%2C-compound%2C-and-complex-sentences.aspx>
4. <http://www.english-for-students.com/Degrees-of-Comparison.html>
5. [https://www.englisch-hilfen.de/en/grammar/english\\_tenses.htm](https://www.englisch-hilfen.de/en/grammar/english_tenses.htm)

**A20ENS101**

**COMMUNICATION SKILLS LAB**  
**(Common to all Branches except B.Sc. Mathematics)**

**L T P C Hrs**  
**0 0 4 2 30**

**Course Objectives**

- To improve the skill of rapid reading and comprehending efficiently
- To decode the correspondence between sound and spelling in English
- To train students to organize, revise and edit ideas to write clearly and commendably
- To enhance the sense of social responsibility and accountability of the students
- To expound the significance of time and stress management

**Course Outcomes**

*After completion of the course, the students will be able to*

**CO1**-Understand the pattern to communicate effectively

**CO2**-Impart Speaking skills with self-confidence

**CO3**-Use writing strategies to improve their drafting skills and comprehending of articles

**CO4**-Demonstrate leadership qualities to Participate in Group Discussion and Interview efficiently

**CO5**-Expertise in Managerial skills

**UNIT I COMMUNICATION SKILLS - SPEAKING**

**(6 Hrs)**

1. Aspects of speaking
2. Process and techniques of effective speech
3. Presentations
4. Topic to be given to students for short speech
5. Self-Introduction

**UNIT II SELF-MANAGEMENT SKILLS**

**(6 Hrs)**

1. Time Management
2. Stress management
3. Perseverance
4. Resilience
5. Mind mapping
6. Self- confidence

**UNIT III COMMUNICATION SKILLS - READING**

**(6 Hrs)**

1. Phonics
2. Vocabulary
3. Comprehension
4. Skimming and Scanning

**UNIT IV SOCIAL SKILLS**

**(6 Hrs)**

1. Negotiation and Persuasion
2. Leadership
3. Teamwork
4. Problem solving
5. Empathy
6. Decision making

**UNIT V COMMUNICATION SKILLS - WRITING**

**(6 Hrs)**

1. Descriptive
2. Narrative
3. Persuasive
4. Expository
5. Picture composition

**Text Books**

1. Syamala, V, "Effective English Communication for you", Chennai: Emerald Publishers, 1<sup>st</sup> Edition, 2002.
2. Balasubramanian, T, "A Textbook of English Phonetics for Indian Students", Trinity Press, 1<sup>st</sup> Edition, 1981.

3. Sardana, C.K., "The Challenge of Public Relations", New Delhi: HarAnand Publications, 1st Edition, 1995.

**Reference Books**

1. Murphy, John J, "Pulling Together: 10 Rules for High-Performance Teamwork", Simple Truth Publication, 1<sup>st</sup> Edition, 2010.
2. Sanjay Kumar & Puspita. "Communication Skills", Oxford University Press, 2<sup>nd</sup> Edition, 2015.
3. Barun K. Mitra, "Personality Development and Soft skills", Oxford University Press, 2<sup>nd</sup> Edition, 2016.

**Web References**

1. <https://blog.dce.harvard.edu/professional-development/10-tips-improving-your-public-speaking-skills>
2. <https://corporatefinanceinstitute.com/resources/careers/soft-skills/management-skills/>
3. <https://zety.com/blog/how-to-introduce-yourself>
4. <https://www.thebalancecareers.com/problem-solving-skills-with-examples-2063764>
5. <https://positivepsychology.com/resilience-skills/>

**A20AET101**

**ENVIRONMENTAL STUDIES  
(Common to all Branches)**

**L T P C Hrs  
2 0 0 2 30**

**Course Objectives**

- To gain knowledge on the importance of natural resources and energy
- To understand the structure and function of an ecosystem
- To imbibe an aesthetic value with respect to biodiversity
- To understand the causes of types of pollution and disaster management
- To observe and discover the surrounding environment through field work

**Course Outcomes**

*After completion of the course, the students will be able to*

**CO1**-Realize the importance of natural resources and various energy resources

**CO2**-Learn about the biodiversity

**CO3**-Learn the different types of pollution and to prevent the pollution

**CO4**-Know about the pollution Act and social issues

**CO5**-Understand Human related issued and environment

**UNIT I INTRODUCTION TO NATURAL RESOURCES/ENERGY**

**(6 Hrs)**

Natural Resources – Definition – Scope and Importance – Need for Public Awareness

Renewable and Non-renewable Resources - Natural resources and associated problems - Forest resources and over-exploitation – Water resources and over- utilization – Mineral resource extraction and its effects - Food resources - food problems and Modern agriculture - Energy resources and its future

**UNIT II ECOSYSTEMS**

**(6 Hrs)**

Concept of an ecosystem-structure and function of an ecosystem-producers, consumers and decomposers-ecological succession- food chains(any 2 Examples)- food webs(any 2 Examples)-ecological pyramids

**UNIT III ENVIRONMENTAL POLLUTION /DISASTER MANAGEMENT**

**(6 Hrs)**

Definition-causes, effects and control measures of: Air, Water and Soil pollution- e- waste management- Disaster management: Natural and manmade- food/earthquake/cyclone, tsunami and landslides

**UNIT IV SOCIAL ISSUES AND THE ENVIRONMENT**

**(6 Hrs)**

Sustainable development- Climate change: global warming, acid rain, ozone layer depletion and nuclear radiation- Environment Protection Act (any 2) air, water, wildlife and forest

**UNIT V HUMAN POPULATION AND THE ENVIRONMENT**

**(6 Hrs)**

Population growth, variation among nations - Population explosion-Family Welfare Programme - Environment and human health - Human rights - Value education - HIV/AIDS - Women and Child Welfare Role of Information Techno

**Text Books**

1. K. De, "Environmental chemistry" 9th Ed; New age international (P) Ltd, New Delhi, 2010.
2. K. RaghavanNambiar, "Text Book of Environmental Studies" 2<sup>nd</sup> Ed, Scitech Publications (India)Pvt Ltd, India, 2010.
3. G. S. Sodhi, "Fundamental concepts of environmental chemistry", I Ed, Alpha Science International Ltd, India, 2000.

**Reference Books**

1. B.K. Sharma, "Environmental chemistry", Krishna Prakashan Media (P) Ltd, Meerut, 11<sup>th</sup> Ed, 2009.
2. S.S.Dara, and D.D. Mishra "A text book of environmental chemistry and pollution control", S. Chandand Company Ltd, New Delhi, 5<sup>th</sup> Edition, 2012.
3. Richard T. Wright, "Environmental Science: Toward a Sustainable Future", 10<sup>th</sup> edition, PrenticeHall, 2008.

**Web References**

1. [www.ifpri.org/topic/environment-and-natural-resources](http://www.ifpri.org/topic/environment-and-natural-resources)
2. <https://www.iucn.org/content/biodiversity>
3. <http://www.world.org/weo/pollution>
4. <https://www.iberdrola.com/environment/most-important-environmental-issues>



A20TAT202

மொழித்தாள்  
தமிழ்-II

L T P C Hrs  
3 0 0 3 45

(B.A., B.Sc., B.Com., B.B.A., & B.C.A., பாடப்பிரிவுகளுக்கும்மான பொதுத்தாள்)

**பாடத்திட்டத்தின் நோக்கம்**

- இரண்டாயிரம் ஆண்டுகால தமிழின் தொன்மையையும் வரலாற்றையும் அதன் விழுமியங்களையும் பண்பாட்டையும் எடுத்துரைப்பதாக இப்பாடத்திட்டம் அமைக்கப்பட்டுள்ளது.
- தமிழ் இலக்கியம் உள்ளடக்கத்திலும், வடிவத்திலும் பெற்ற மாற்றங்கள், அதன் சிந்தனைகள், அடையாளங்கள் ஆகியவற்றைக் காலந்தோறும் எழுதப்பட்ட இலக்கியங்களின் வழியாகக் கூறுவதற்கு இப்பாடத்திட்டம் அமைக்கப்பட்டுள்ளது.
- மொழியின் கட்டமைப்பை புரிந்து கொள்வதாகவும் பாடத்திட்டம் வடிவமைக்கப்பட்டுள்ளது.
- வாழ்வியல் சிந்தனைகள், ஒழுக்கவியல் கோட்பாடுகள், சமத்துவம், சூழலியல் எனப் பல கூறுகளை மாணவர்களுக்கு எடுத்துரைக்கும் விதத்தில் இப்பாடத்திட்டம் உருவாக்கப்பட்டுள்ளது.
- சிந்தனை ஆற்றலைப் பெருக்குவதற்குத் தாய்மொழியின் பங்களிப்பினை உணர்த்த இப்பாடத்திட்டம் அமைக்கப்பட்டுள்ளது.

**பாடத்திட்டத்தின் வெளிப்பாடுகள்**

- CO1-இலக்கியங்கள் காட்டும் வாழ்வியல் நெறிமுறைகளைப் பேணிநடத்தல்.  
CO2-நமது எண்ணத்தை வெளிப்படுத்தும் கருவியாகத் தாய்மொழியைப் பயன்படுத்துதல்.  
CO3-தகவல் தொடர்புக்குத் தாய்மொழியின் முக்கியத்துவத்தை உணர்தல்.  
CO4-தாய்மொழியின் சிறப்பை அறிதல்.  
CO5-இலக்கிய இன்பங்களை நுகரும் திறன்களை வளர்த்தல்.

**அலகு-1**

(9 Hrs)

**எட்டுத்தொகை:**

1. குறுந்தொகை (பாடல்-130).
2. நற்றிணை (பாடல்-27).
3. அகநானூறு (பாடல்-86)
4. ஐங்குறுநூறு (பாடல்-203)
5. கலித்தொகை- பாலைத்திணை (பாடல்-9)
6. புறநானூறு (பாடல்-235)

**பத்துப்பாட்டு:**

1. சிறுபாணாற்றுப்படை (அடிகள்-126-143)
2. முல்லைப்பாட்டு (6-21)

**அலகு-2**

(9 Hrs)

**பதினெண் கீழ்க்கணக்கு:**

1. திருக்குறள்- வெகுளாமை (அதிகாரம்-31), காதல் சிறப்புரைத்தல் (அதிகாரம்-113)
2. நாலடியார் - நல்லார் எனத்தான் (221)
3. திரிகடுகம்- கோலஞ்சி வாழும் குடியும் (33)
4. இனியவை நாற்பது- குழனி தளர்நடை (14)
5. கார் நாற்பது- நலமிசு கார்த்திகை (26)
6. களவழி நாற்பது-கவளங்கொள் யானை (14)

**அலகு-3**

(9 Hrs)

**சைவம்- பன்னிரு திருமுறைகள்**

1. திருஞானசம்பந்தர் - வேயறு தோளிபங்கள் (இரண்டாம் திருமுறை)
2. திருநாவுக்கரசர் - மனமெனும் தோணி (நான்காம் திருமுறை)
3. சுந்தரர் - ஏழிசையாய் இசைப்பயனாய் (ஏழாம் திருமுறை)
4. மாணிக்கவாசகர் - ஆதியும் அந்தமும் இல்லா (திருவெம்பாவை)
5. திருமூலர் - அன்பு சிவம் இரண்டு (திருமந்திரம்)

**வைணவம் - நாலாயிரத் திவ்வியப் பிரபந்தம்**

1. பேயாழ்வார் - திருக்கண்டேன் பொன்மேனி....
2. வரியாழ்வார் - கருங்கண் தோகை மயிற் பீலி....
3. தொண்டரடம்பொடிஆழ்வார் - பச்சைமாமலை போல்....
4. ஆண்டாள் - கருப்பூரம் நானுமோ? கமலப்பு....
5. திருமங்கையாழ்வார் - வாடினேன் வாடி வருந்தினேன்....

**இஸ்லாமியம்**

சீறாப்பூராணம்- பாடல் நின்ற நினை மானுக்குப்...5 பாடல்கள் (பாடல் எண்கள் 61-65)

**கிறித்துவம்**

இரட்சண்ய யாதீகம்- கடைதிறப்புப் படலம் -5 பாடல்கள் (பாடல் எண்கள்: 3,9,10,15,16)

**அலகு - 4**

**தமிழ் இலக்கிய வரலாறு**

1. சங்க இலக்கியங்கள்
2. நீதி இலக்கியங்கள்
3. பக்தி இலக்கியங்கள்
4. காப்பியங்கள்

(9 Hrs)

**அலகு-5**

**சிறுகதைகள்**

1. புதுமைப்பித்தன் - அகலிகை
2. நா. விச்சமூர்த்தி - வேப்பமரம்
3. அகிலன் - ஒரு வேளைச்சோறு
4. ஜி.நாகராஜன் - பச்சக் குதிரை
5. கி.ராஜநாராயணன் - கதவு
6. சா.கந்தசாமி - தக்கையின் மீது நான்கு கண்கள்
7. ஆண்டாள் விரியதர்ஷினி - மாத்திரை
8. வண்ணதாசன் - ஒரு உல்லாசப் பயணம்
9. சு. தமிழ்ச்செல்வன் - வெயிலோடு போய்
10. பாரததேவி - மாப்பிள்ளை விருந்து

(9 Hrs)

**பார்வை நூல்கள் :**

1. அரக, வீ., இருபதாம் நூற்றாண்டு சிறுகதைகள் நூறு, அடையாளம் பதிப்பகம், திருச்சி, 2013.
2. அருணாச்சலம், பா., பக்தி இலக்கியங்கள், பாரி நிலையம், சென்னை, 2010.
3. தமிழண்ணல், புதிய நோக்கில் தமிழ் இலக்கிய வரலாறு, மீனாட்சி புத்தக நிலையம், மதுரை, 2000.
4. பாக்கியமேரி, வகைமை நோக்கில் தமிழ் இலக்கிய வரலாறு, என்.சி.பி.எச். பதிப்பகம், சென்னை, 2011.
5. பசுபதி, மா. வே., செம்மொழித் தமிழ் இலக்கண இலக்கியங்கள், தமிழ்ப் பல்கலைக்கழகம், 2010 .

**உரைநடை நூல்கள் :**

1. அன்பு, பா., மா. பொ.சி யின் ஒரு இலக்கிய நூல்கள் ஒரு மதிப்பீடு, உலகத் தமிழ் ஆராய்ச்சி நிறுவனம், சென்னை, 1983.
2. பிள்ளை, கே.கே., தமிழக வரலாறும் மக்களும் பண்பாடும், உலகத் தமிழ் ஆராய்ச்சி நிறுவனம், சென்னை, 2000.
3. ஜெயமோகன், நவீன இலக்கிய அறிமுகம், உயிர்மெய் பதிப்பகம், சென்னை, 1995.

**இணையத்தளங்கள் :**

1. <http://www.tamilkodal.com>
2. <http://www.languagelab.com>
3. <http://www.tamilweb.co>

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M. A. Seshatya

**A20FRT202**

**FRENCH – II**  
(Common to B.A., B.Sc., B.Com., B.B.A. & B.C.A)

**L T P C Hrs**

**3 0 0 3 45**

**Course Objectives**

- To enable the students read, understand, and write simple sentences
- To grasp relevant grammar for communication
- To learn about the land, people and culture of France.

**UNITÉ - 4**

Leçon 13 : Qu'est -ce qu'on leur offre ?

Leçon 14 : On solde !

Leçon 15 : Découvrir Paris en bus avec l'open Tour

Leçon 16 : Si vous gagne vous ferez quoi

**UNITÉ - 5**

Leçon 17 : Parasol ou parapluie ?

Leçon 18 : Quand il est midi à Paris

Leçon 19 : Vous allez Vivre

Leçon 20 : L'avenir du Français

**UNITÉ - 6**

Leçon 21 : Souvenirs d'enfance

Leçon 22 : j'ai fait mes études à Lyon 2

Leçon 23 : Retour des Antilles

Leçon 24 : Au voleur ! Au voleur

**Tex Books**

Prescribed Textbook : *FESTIVAL 1* - Méthode de Français

Authors : Sylvie POISSON-QUINTON

Michèle MAHEO-LE COADIC

Anne VERGNE-SIRIEYS

Edition : CLE International, Nouvelle Édition révisée : 2009.

**Reference Book**

Festival 1

<b>A20GET202</b>	<b>GENERAL ENGLISH- II</b> <b>(Common to B.A, B.Sc. and BCA)</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>	<b>Hrs</b>
		<b>3</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>45</b>

**Course Objectives**

- To recognize poetry from a variety of cultures, languages and historic periods
- To develop the intensive study of language by critical reading
- To identify the various genres and analyze the works of writers in English
- To expand the basic understanding of targeted grammatical structures
- To understand the conventions of writing in English

**Course Outcomes**

*After completion of the course, the students will be able to*

**CO1**-Understand and appreciate poetry as a literary art form

**CO2**-Comprehend and recognize relationship between ideas, events and facts

**CO3**-Learn to explore characters and their conflicts, dilemmas and extend their response to stories

**CO4**-Apply grammatical structures meaningfully and appropriately in oral and written form

**CO5**-Write effectively and coherently

**UNIT I POETRY**

**(9 Hrs)**

1. Lord Byron - She Walks in Beauty
2. Robert Frost - Stopping by Woods on a Snowy Evening
3. Nissim Ezekiel - Night of the Scorpion
4. Rabindranath Tagore - Where the Mind is Without Fear

**UNIT II SHORT STORIES**

**(9 Hrs)**

1. Ernest Hemingway - A Day's Wait
2. Anton Chekhov - The Lottery Ticket

**UNIT III NOVEL**

**(9 Hrs)**

1. Jane Austen - Pride and Prejudice

**UNIT IV GRAMMAR**

**(9 Hrs)**

1. Article
2. Sentence Pattern
3. Sentence (Types)
4. Gerund

**UNIT V COMPOSITION**

**(9 Hrs)**

1. Letter Writing
2. Report Writing

**Text Books**

1. Sharma, O.C "The Approach to Life: A Selection of English Prose", Orient Longman Publication, 1<sup>st</sup> Edition, 2009.
2. Dipankar Purkayastha & Dipendu Das & Jaydeep Chakrabarty, "Brookside Musings: A Selection of Poems and Short Stories", Orient Longman Publication, 1<sup>st</sup> Edition, 2009.
3. Wren & Martin, "English Grammar and Composition", Chand Publication, 18<sup>th</sup> Edition, 2017.

**Reference Books**

1. Lalitha Natarajan & Sasikala Natesan, "English for Excellence: Poetry", Anuradha Publications, 1<sup>st</sup> Edition, 2015.
2. Ernest Hemingway, "The Complete Short Stories of Earnest Hemingway", Simon and Schuster Publication, 1<sup>st</sup> Edition, 1998.
3. Jane Austen, "Pride and Prejudice", Amazon Digital Publication, 1<sup>st</sup> Edition, 2014.

**Web References**

1. <https://www.litcharts.com/poetry/lord-byron/she-walks-in-beauty>
2. <https://americanliterature.com/author/anton-chekhov/short-story/the-lottery-ticket>
3. <https://www.cliffsnotes.com/literature/p/pride-and-prejudice/book-summary>

<b>A20ENT203</b>	<b>INDIAN WRITING IN ENGLISH – II</b>	<b>L T P C Hrs</b>
		<b>3 1 0 4 60</b>

**Course Objectives**

- To make learners aware of the history and the growth of Indian Writing in English
- To introduce learners to the rich literary tradition in Indian Writing in English
- To appreciate the changing trends in English literature from pre- to post-Independence era
- To understand and appreciate different genres in literature
- To acquire knowledge on human values and literary texts

**Course Outcomes**

*After completion of the course, the students will be able to*

- CO1**-Explore the uniqueness of Indian literature in English  
**CO2**-Literary sensibility and respond emotionally in genre  
**CO3**-Effectively communicate ideas related to the literary works and understand the human values  
**CO4**-Appreciate different genres in literature  
**CO5**-Understand the importance of human values and literary texts

**UNIT I PROSE**

**(12 Hrs)**

1. A. P. J. Abdul Kalam - The Power of Prayer
2. Nirad C. Chaudhuri – Our Behavior

**UNIT II POETRY**

**(12 Hrs)**

1. Sri Aurobindo - Despair on the Staircase
2. Rabindranath Tagore - Gitanjali – Song 50
3. Temsula Ao - Soul-bird
4. R. Parthasarathy- Under Another Sky

**UNIT III FICTION**

**(12 Hrs)**

1. Arundhati Roy - The God of Small Things
2. Amitav Ghosh - Sea of Poppies`

**UNIT IV DRAMA**

**(12 Hrs)**

1. Girish Karnad - Nagamandala

**UNIT V SHORT STORIES**

**(12 Hrs)**

1. Jhumpa Lahiri – Interpreter of Maladies
2. Hansda Sowvendra Shekhar - The Adivasi Will Not Dance (Story – 2)

**Text Books**

1. Hansda Sowvendra Shekhar, “The Adivasi Will Not Dance”, Speaking Tiger Publications, 1st Edition, 2015.
2. Bruce King, “Modern Indian Poetry in English”, Oxford University Press, 2<sup>nd</sup> Edition, 2005.
3. Naik, M. K, “Indian English Literature 1980-2000 A Critical Survey”,PencraftInternational Publication, 1<sup>st</sup> Edition, 2001.

**Reference Books**

1. Sriniva SaIyengar, “Indian Writing in English”, Sterling Publication, 2<sup>nd</sup> Edition, 2019.
2. Amitav Ghosh, “Sea of Poppies “, Penguin Publication, 1<sup>st</sup> Edition, 2015.
3. Bhatnagar. M.K, “Indian Writing in English”, Atlantic Publication, 1<sup>st</sup> Publication, 2000.

**Web References**

1. [www.foundationforindiastudies.org](http://www.foundationforindiastudies.org)
2. <https://www.poetryfoundation.org/poets/r-parthasarathy>
3. <https://statweb.stanford.edu/~naras/ncc-prev/>
4. <https://www.amitavghosh.com/seapoppies.html>
5. <https://cafedissensus.com/2017/06/14/pan-indian-and-cosmopolitan-concerns-in-temsula-aos-writing/>

<b>A20ENT204</b>	<b>BRITISH LITERATURE - I</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>	<b>Hrs</b>
		<b>3</b>	<b>1</b>	<b>0</b>	<b>4</b>	<b>60</b>

**Course Objectives**

- To apprise students with the evolution of English prose
- To introduce British literature through its socio-cultural and political contexts
- To enable students to identify poetic devices and strategies and interpret their effective use
- To familiarize students to critically evaluate the nuances of British poetry
- To encourage students to develop their unique style of story writing using the prescribed texts

**Course Outcomes**

*After completion of the course, the students will be able to*

**CO1**-Acquire knowledge of the historical and cultural background of the literary works

**CO2**-Compare and contrast the different genres of writing in British Literature

**CO3**- Demonstrate an understanding of how writers use language in different genres

**CO4**-Critically evaluate the literature (poetry, prose, novel and drama)

**CO5**-Write analytically about the literary works of the period

**UNIT I INTRODUCTION** **(12 Hrs)**

1. The Renaissance and its Impact on England
2. The Reformation – Cause and Effects
3. The Restoration – Cause and Effects
4. Coffee-Houses and their social relevance

**UNIT II PROSE** **(12 Hrs)**

1. Francis Bacon - Of Study
2. Charles Lamb - The South Sea-House
3. Somerset Maugham - The Verger

**UNIT III POETRY** **(12 Hrs)**

1. William Shakespeare - The seven ages of man
2. Wordsworth – We are Seven
3. John Donne – Holy Sonnet 10: Death, Be Not Proud
4. Ben Jonson – A Fit of Rhyme against Rhyme
5. Tennyson – Ulysses

**UNIT IV FICTION** **(12 Hrs)**

1. William Golding - The Lord of the Flies

**UNIT V DRAMA** **(12 Hrs)**

1. Christopher Marlowe - Doctor Faustus

**Text Books**

1. G M Trevelyan, “English Social History: A Survey of Six Centuries” England: Penguin, 1<sup>st</sup> Edition, 2000.
2. Christopher Marlowe, “Doctor Faustus”, Penguin Publication, 2<sup>nd</sup> Edition, 2010.
3. William Golding, “Lord of the Flies”, Penguin Publication, Deluxe Edition, 2016.

**Reference Books**

1. Damrosch.D, “Longman Anthology of British Literature”, Longman Publication, 4<sup>th</sup> Edition, 2009.
2. Fred B. Miller, “Contemporary British Literature”, Harper & Collins, 1<sup>st</sup> Edition, 2000.
3. John Wain, “The Oxford Anthology of English Poetry. Vol.II”, Oxford Publication, 1<sup>st</sup> Edition, 1990.

**Web References**

1. <https://www.gradesaver.com/the-lucy-poems/study-guide/summary>
2. <https://www.britannica.com/topic/david-copperfield-novel>
3. <https://www.theguardian.com/culture/2009/mar/08/samuel-beckett-waiting-for-godot>
4. <https://www.cliffsnotes.com/literature/l/lord-of-the-flies/lord-of-the-flies-at-a-glance>

**A20END202**

**LITERARY FORMS**

L	T	P	C	Hrs
3	1	0	4	60

**Course Objectives**

- To introduce students to the genetic classification of English Literature.
- To initiate learners into the study of various literary forms
- To familiarize the learner with variations and adaptations of different literary forms down the ages
- To train the learners to critically/creatively respond to literary works
- To introduce students to various types of Drama and Literary terms

**Course Outcomes**

*After completion of the course, the students will be able to*

**CO1**-Understand and interpret the generic classification of English Literature

**CO2**-Obtain knowledge on various genres in literature

**CO3**-Understand the literary terms while analyzing and interpreting the works of literature

**CO4**-Critically evaluate and respond to literary works

**CO5**-Read, interpret and analyze the various types of drama and literary terms

**UNIT I - INTRODUCTION TO PROSE**

**(10 Hrs)**

1. Essay
2. Biography, Autobiography and Historiography

**UNIT II - INTRODUCTION POETRY**

**(12 Hrs)**

1. Ballad, Elegy and Lyric
2. Epic and Mock Epic
3. Dramatic Monologue

**UNIT III - INTRODUCTION DRAMA**

**(12 Hrs)**

1. The Origin and Growth of Drama in England
2. Tragedy and Comedy – Dramatic Design
3. Masque and Antimasque
4. Comedy of Humors – Comedy of Manners - Sentimental Comedy
5. Farce – Melodrama – Expressionist Drama – Absurd Drama

**UNIT IV - INTRODUCTION FICTION**

**(12 Hrs)**

1. Short Story
2. Picaresque Novel
3. Historical, Sentimental and Gothic Novel
4. Science Fiction – Detective – Social and Proletarian – Stream-of-Consciousness Novel

**UNIT V - INTRODUCTION FIGURES OF SPEECH**

**(14 Hrs)**

1. Alliteration, Anaphora, Antimetabole, and Antithesis
2. Apostrophe, Assonance, and Hyperbole
3. Metonymy, and Onomatopoeia
4. Paradox, Pun, and Imagery
5. Synecdoche, Understatement, and Oxymoron

**Text Books**

1. Ashok, Padmaja, "A Companion to Literary Forms", Orient Black Swan Publication, 1<sup>st</sup> Edition, 2015.
2. Abrams M.H & Harpham, "A Glossary of Literary Terms", Wadsworth Publication, 11<sup>th</sup> Edition, 2014.
3. Ramachandran Nair, "Literary Forms", Emerald Publication, 1<sup>st</sup> Edition, 2004.

**Reference Books**

1. Hudson, William Henry, "An Introduction to the Study of Literature", Rupa Publications, 6<sup>th</sup> Edition, 2015.
2. Iyengar. S.K.R & Kumar P.N, "An Introduction to the Study of English Literature", Oxford University Press, 1<sup>st</sup> Edition, 2000.
3. Prasad, "English Literary Forms: A Background to the Study of English Literature", Macmillan Publication, 1<sup>st</sup> Edition, 2000.

**Web References**

1. <https://owlcation.com/humanities/Origin-of-Drama-in-English-Literature>
2. <https://study.com/academy/lesson/gothic-fiction-definition-characteristics-authors.html>
3. <https://literaryterms.net/figures-of-speech/>
4. <https://www.englishliterature.info/2020/04/origin-and-early-growth-of-drama.html>
5. <http://knarf.english.upenn.edu/Articles/hume.html>

5/4

M. A. Zehedy



<b>A20ENS202</b>	<b>SOFT SKILLS LAB</b> (Common to B.A English & Media Studies)	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>	<b>Hrs</b>
		<b>0</b>	<b>0</b>	<b>4</b>	<b>2</b>	<b>30</b>

**Course Objectives**

- To train students in soft skills in order to enable them to be professionally competent
- To facilitate the students for oral communication with confidence
- To enrich the sense of social responsibility and accountability of the students
- To help the students to train them for writing different types of resumes
- To train the students to work with team environment

**Course Outcomes**

*After completion of the course, the students will be able to*

- CO1**-Enhance the soft skills and compete professionally
- CO2**-Speak and present the ideas with confidence
- CO3**-Establish Interpersonal and leadership qualities
- CO4**-Draft different types of effective and impressive resume
- CO5**-Demonstrate the quality of a team-ship and manage things in professional and personal life

**UNIT I SOFT SKILLS AND PERSONALITY DEVELOPMENT (6 Hrs)**

1. Soft Skills: Meaning and Importance
2. Hard Skills versus Soft Skills
3. Power of Positive Attitude – Etiquette and Manners

**UNIT II COMMUNICATION SKILLS (6 Hrs)**

1. Oral Communication: Forms, Types of Speeches
2. Presentation: Elements of Effective Presentation and Use of Visual Aids in Presentation
3. Non-verbal Communication: Body Language and Proxemics

**UNIT III INTERPERSONAL SKILLS (6 Hrs)**

1. Interpersonal Skills - Relationship Development and Maintenance
2. Negotiation- Types, Stages and Skills
3. Counseling Skills

**UNIT IV EMPLOYABILITY SKILLS (6 Hrs)**

1. Goal Setting
2. Group Discussion
3. Interview Skills -
4. Resume Preparation

**UNIT V PROFESSIONAL SKILLS (6 Hrs)**

1. Decision Making Skills
2. Problem Solving
3. Time and Anger Management

**Text Books**

1. Sharma Prashant, "Soft Skills Personality Development for Life Success", BPB Publications, 1<sup>st</sup> Edition, 2018.
2. Robbins &Hunsaker, "Training in Interpersonal Skills", Pearson Publication, 6<sup>th</sup> Edition, 2015.
3. Vishnu P. Singh&C.Subhas&KapilDev, "Employability Skills", Asian Publication, 2<sup>nd</sup> Edition, 2014.

**Reference Books**

1. Ghosh, B.N, “Managing Soft Skills for Personality Development”,Tata McGraw Education Publication,1<sup>st</sup> Edition, 2012.
2. NeeraJain&ShomaMukherji., “Effective Business Communication” New Delhi:Tata McGraw Hill Education Publication, 1<sup>st</sup> Edition, 2012.
3. Ashraf Rizwi.M, “Effective Technical Communication”,Tata McGraw Hill Education Publication, 1<sup>st</sup> Edition, 2010.

**Web References**

1. [https://www.mindtools.com/pages/main/newMN\\_LDR.htm](https://www.mindtools.com/pages/main/newMN_LDR.htm)
2. <https://www.skillsyouneed.com/ips/negotiation.html>
3. <https://www.investopedia.com/terms/i/interpersonal-skills.asp>
4. <https://www.smemaxx.com/becorporateready>
5. <https://www.skillsyouneed.com/ips/interviewing-skills.html>



A20AET202	<b>PUBLIC ADMINISTRATION</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>	<b>Hrs</b>
	<b>(Common to all Branches)</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>2</b>	<b>30</b>

**(Compulsory Course designed as per the directions issued by Government of India, MHRD, Department of Higher Education (Central University Bureau) F.No.19-6.2014-Desk U Dated 19-05-2014)**

#### **Course Objectives**

- To introduce the elements of public administration
- To help the students obtain a suitable conceptual perspective of public administration
- To introduce them the growth of institution devices to meet the need of changing times
- To instill and emphasize the need of ethical seriousness in contemporary Indian Public Administration

#### **Course Outcomes**

*After completion of the course, the students will be able to*

**CO1**-Understand the concepts and evolution of Public Administration

**CO2**-Be aware of what is happening in the Public Administration in the country

**CO3**-Explain the Territory Administration in the State and the Centre

**CO4**-Appreciate emerging issues in Indian Public Administration

#### **UNIT I INTRODUCTION TO PUBLIC ADMINISTRATION (7 Hrs)**

Meaning, nature and Scope of Public Administration and its relationship with other disciplines- Evolution of Public Administration as a discipline – Woodrow Wilson, Henry Fayol , Max Weber and others - Evolution of Public Administration in India – Arthashastra – Colonial Administration upto 1947

#### **UNIT II PUBLIC ADMINISTRATION IN INDIA (8 Hrs)**

Enactment of Indian Constitution - Union Government – The Cabinet – Central Secretariat – All India Services – Training of Civil Servants – UPSC – NitiAyog – Statutory Bodies: The Central Vigilance Commission – CBI - National Human Rights Commission – National Women’s Commission –CAG

#### **UNIT III STATE AND UNION TERRITORY ADMINISTRATION (8 Hrs)**

Differential Administrative systems in Union Territories compared to States Organization of Secretariat: -Position of Chief Secretary, Functions and Structure of Departments, Directorates – Ministry of Home Affairs supervision of Union Territory Administration – Position of Lt. Governor in UT – Government of Union Territories Act 1963 – Changing trend in UT Administration in Puducherry and Andaman and Nicobar Island

#### **UNIT IV EMERGING ISSUES IN INDIAN PUBLIC ADMINISTRATION (7 Hrs)**

Changing Role of District Collector – Civil Servants – Politicians relationship – Citizens Charter - Public Grievance Redressal mechanisms – The RTI Act 2005 – Social Auditing and Decentralization – Public Private Partnership.

#### **Text Books**

1. Avasthi and Maheswari, “Public Administration”, Lakshmi NarainAgarwal, 1<sup>st</sup> Edition, 2016.
2. Ramesh K.Arora, “Indian Public Administration: Institutions and Issues”, New Age International Publishers, 3<sup>rd</sup> Edition, 2012.
3. RumkiBasu, “Public Administration: Concept and Theories”, Sterling, 1<sup>st</sup> Edition, 2013.

#### **Reference Books**

1. SiuliSarkar, “Public Administration in India”, Prentice Hall of India, 2<sup>nd</sup> Edition, 2018.
2. M. Laxmikanth, “Public Administration”, McGraw Hill Education, 1<sup>st</sup> Edition, 2011.
3. R.B.Jain, “Public Administration in India, 21st Century Challenges for Good Governance”, Deep and Deep Publications,2002.

#### **Web References**

1. <http://cic.gov.in/>
2. <http://www.mha.nic.in/>
3. <http://rti.gov.in/>

A20EAL201	<b>NATIONAL SERVICE SCHEME</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>	<b>Hrs</b>
	<b>(Common to all Branches)</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>30</b>

### Course Objectives

- To introduce about various activities carried out by national service scheme
- To gain life skills through community service
- To gain awareness about various service activities performed in higher educational institutions.
- To give exposure about the use of technology to uplift the living standards of rural community.
- To induce the feeling of oneness through harmony of self and society

### Course Outcomes

*After completion of the course, the students will be able to*

**CO1** - Recognize the importance of national service in community development.

**CO2** - Convert existing skills into socially relevant life skills.

**CO3** - Differentiate various schemes provided by the government for the social development

**CO4** - Identify the relevant technology to solve the problems of rural community.

**CO5** - Associate the importance harmony of nation with long term development

### **UNIT I INTRODUCTION TO NATIONAL SERVICE SCHEME (6Hrs)**

History and objectives, NSS symbol, Regular activities, Special camping activities, Village adaptation programme, Days of National and International Importance, Hierarchy of NSS unit in college. Social survey method and Data Analysis. NSS awards and recognition. Importance of Awareness about Environment, Health, Safety, Gender issues, Government schemes for social development and inclusion policy etc.,

### **UNIT II LIFE SKILLS AND SERVICE LEARNING OF VOLUNTEER (6Hrs)**

Communication and rapport building, problem solving, critical thinking, effective communication skills, decision making, creative thinking, interpersonal relationship skills, self- awareness building skills, empathy, coping with stress and coping with emotions. Understanding the concept and application of core skills in social work practice, Team work, Leadership, Event organizing, resource planning and management, time management, gender equality, understanding rural community and channelizing the power of youth.

### **UNIT III EXTENSION ACTIVITIES FOR HIGHER EDUCATIONAL INSTITUTIONS (6Hrs)**

Objective and functions of Red Ribbon Club, SwatchhBharathAbhiyan, Unnat Bharat Abhiyan, JalShakthiAbhiyan, Road Safety Club, Environmental club and Electoral literacy club.

### **UNIT IV USE OF TECHNOLOGY IN SOLVING ISSUES OF RURAL INDIA (6Hrs)**

Understanding community issues, economic development through technological development. Selection of appropriate technology, Understanding issues in agriculture, fishing, artisans, domestic animals, health and environment.

### **UNIT V NATIONAL INTEGRATION AND COMMUNAL HARMONY**

**(6Hrs)**

The role of Youth organizations in national integration, NGOs, Diversity of Indian Nation, Importance of National integration communal harmony for the development of nation, Indian Constitution, Building Ethical human Relationships, Universal Human Values, Harmony of self and Harmony of nation.

### Reference Books

1. Joseph, Siby K and Mahodaya Bharat (Ed.), (2007), Essays on Conflict Resolution, Institute of Gandhian Studies, Wardha
2. Barman Prateeti and Goswami Triveni (Ed.), (2009), Document on Peace Education, Akansha Publishing House, New Delhi

## Academic Curriculum and Syllabi R-2020

3. Sharma Anand, (2007), Gandhian Way, Academic Foundation, New Delhi Myers G. Davi (2007). Social Psychology. New Delhi: Tata Mc.Graw Hill.
4. Taylor E. Shelly et.al (2006), Social Psychology (12th Edn.), New Delhi, Pearson Prentice Hall Singh.
5. Madhu (2003), Understanding Life Skills, background paper prepared for education for all: The leap to equality, Government of India report, New Delhi.
6. Sandhan (2005), Life Skills Education, Training Module, Society for education and development, Jaipur. Radakrishnan Nair and Sunitha Rajan (2012), Life Skill Education: Evidences form the field, RGNIYD publication, Sriperumbudur
7. National Service Scheme Manual (Revised) , Government of India, Ministry of Youth Affairs and Sports, New Delhi.
8. National Service Scheme in India: A Case study of Karnataka, M. B. Dishad, Trust Publications, 2001

### Web References

1. <http://www.thebetterindia.com/140/national-service-scheme-nss/>
2. <http://en.wikipedia.org/wiki/national-service-scheme> 19=<http://nss.nic.in/adminstruct>
3. <http://nss.nic.in/propexpan>
4. <http://nss.nic.in>
5. <http://socialworknss.org/about.html>

**A20ENT305****BRITISH LITERATURE - II****L T P C Hrs****3 1 0 4 60****Course Objectives**

- To help the students understand and interpret literary texts.
- To enable the students to comprehend the broad spectrum of thought
- To enhance their literary research and critical thinking
- To develop an imaginary aspect in Literary Drama and Poetry
- To picturize the social issues that takes place in society

**Course Outcomes**

*After the completion of this course, the students will be able to*

**CO1**-Understand and interpret literary texts

**CO2**-Critically analysis social events with texts

**CO3**-Understand Twentieth century with historical events and war

**CO4**-Critically evaluate the nuances of British prose, poetry and short stories

**CO5**-Identify poetic device and strategies and interpret effectively

**UNIT- 1 PROSE****(10 Hrs)**

1. Charles Lamb - Dream Children
2. Leigh Hunt - Getting upon the Cold Morning

**UNIT- 2 POETRY****(14 Hrs)**

1. S. T. Coleridge - Kubla Khan
2. William Wordsworth - The Solitary Reaper
3. P. B. Shelley - Ode to the West Wind
4. Robert Browning - My Last Duchess
5. Matthew Arnold - Dover Beach

**UNIT- 3 SHORT STORIES****(10 Hrs)**

1. George Eliot - Brother Jacob
2. C. Doyle - The Adventure of the Blue Carbuncle

**UNIT- 4 FICTION****(16 Hrs)**

1. Emily Bronte - Wuthering Heights
2. George Orwell - Animal Farm

**UNIT- 5 DRAMA****(10 Hrs)**

1. Samuel Beckett - Waiting for Godot

**TEXT BOOKS**

1. Becket, Samuel, "Waiting for Godot", Booksway Publication, 2016.
2. Bronte, Emily, "Wuthering Height", Om Book Publication, 2018.
3. Orwell, George, "Animal Farm", Penguin Publication, 4<sup>th</sup> Edition, 2011.

**BOOKS REFERENCE**

1. Fred B. Miller, "Contemporary British Literature", Harper & Collins, London. 2000.
2. Robert DeMaria Jr, "British Literature 1640-1789 - An Anthology", Backwell Publications, Australia. 1999.
3. Lamb, Charles, "Selected Prose". Penguin Classical Publication, 2013

**WEB REFERENCE**

1. <http://www.eastoftheweb.com/short-stories/UBooks/InviMan939.shtml>.
2. <https://www.poetryfoundation.org/poems/43768/my-last-duchess>.
3. <https://poets.org/poem/ode-west-wind>.
4. [https://www.lkouniv.ac.in/site/writereaddata/siteContent/202004201521035216onkar\\_eng\\_Dream\\_Children.pdf](https://www.lkouniv.ac.in/site/writereaddata/siteContent/202004201521035216onkar_eng_Dream_Children.pdf).
5. <https://warburg.sas.ac.uk/pdf/cih1150b2210146v1>.




<b>A20ENT306</b>	<b>INTRODUCTION TO TRANSLATION STUDIES</b>	<b>L T P C Hrs</b>
		<b>3 1 0 4 60</b>

**Course Objectives**

- To develop practical skills in Translation
- To promote an understanding of cultural difference and diversity
- To understand difficulties in Translation
- To understand barriers for translators and strategies for their solution
- To develop an understanding of difference in the text types

**Course Outcomes**

*After the completion of this course, the students will be able to*

- CO1**-Identify different text types in literature  
**CO2**-Identify cultural difference with an impact on the target language  
**CO3**-Evaluate published translations with a view to improve their own translation practices  
**CO4**-Understand barriers and ways of dealing with such difficulties  
**CO5**-Finalize full-scale translations for a variety of diverse types

**UNIT I INTRODUCTION (12 Hrs)**

1. Introduction to Translation Studies
2. Definition and Scope of Translation
3. Types of Translation

**UNIT II THEORIES AND ISSUES (14 Hrs)**

1. A Brief History of Translation
2. Translation Theories
3. Problem of Equivalence

**UNIT III TRANSLATION WORKS - POEM (10 Hrs)**

1. Thiruvalluvar - Thirukkural (1-10) Translated by G U Pope and Rajaji
2. Kurunthokai - 68,74,95 (Translated by A. K. Ramanujan)
3. Kapilar - Natrinai - 1 KurinjiThinai - What the Heroine said to her friend (Translated by Vaidehi)

**UNIT IV TRANSLATION WORKS - SHORT STORIES (12 Hrs)**

1. Ambai - A Deer in the Forest (Translated by Lakshmi Holmstrom)
2. Puthumai Pithan - God and Kandasamy Pillai (Translated by Lakshmi Holmstrom)

**UNIT V TRANSLATION WORK - NOVELS (12Hrs)**

1. Perumal Murugan - One Part Woman (Translated by Aniruddhan Vasudevan)

**Textbooks**

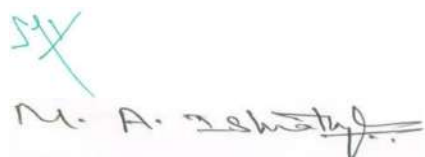
1. Ramanujan, A.K. Folktales from India- A selection of Oral Tales from Twenty-Two Languages. New Delhi: Penguin. Book ltd. 2009.
2. Munday, Jeremy. Introduction Translation Studies-Theories and Applications. London: Routledge. 2012.
3. Murugan, Perumal. One Part Woman. Grove Press Black Cat Publication. 2018.

**Books Reference**

1. Bassnett, Susan. *Translation Studies*. Routledge Publishers .1980.
2. Kumar, Bijay. *A Handbook of Translation Studies*. Atlantic Publication.2019.
3. Sukanta, Chaudhuri. *Translation and Understanding*. Oxford University Press. 1999.

**Web Reference**

1. <https://feministwords.wordpress.com/2013/06/01/in-a-forest-a-deer/>
2. <https://kaveripak.com/2018/03/04/the-god-and-kandasamy-pillai-pudumaipithan/>
3. <https://madhuram.org/2015/04/21/a-man-a-home-and-a-world/>
4. <https://marielebert.wordpress.com/2016/11/02/translation/>
5. <https://sangampoemsinenglish.wordpress.com/sangam-tamil-scholar-a-k-ramanujan/>


  
 M. A. Zehatya

A20ENT307

SHAKESPEAREAN STUDIES

L T P C Hrs  
3 1 0 4 60

**Course Objectives**

- To introduce different styles and genres of Shakespearean Drama
- To inculcate a sense of appreciation of English Drama.
- To interpret poetic lines and dramatic techniques
- To enable students to critically appreciate poetic texts.
- To know about the Shakespearean techniques

**Course Outcomes**

*After the end of this course students will be able to*

**CO1**-Understand the different styles and genres of Shakespearean Drama

**CO2**-Appreciate the sense of appreciation of English Drama.

**CO3**-Learn poetic lines and dramatic techniques

**CO4**-Sense and critically appreciate poetic texts.

**CO5**-Understand the Shakespearean techniques

**UNIT I INTRODUCTION**

(12 Hrs)

1. Theatre Conventions and Sources
2. Trends in Shakespeare Studies
3. Shakespeare Sonnet Criticism and Theatre Criticism
4. Shakespeare's plays into film

**UNIT II POETRY - SONNET**

(12 Hrs)

1. Sonnet - 12, 18, 65, 127, 130

**UNIT III DRAMA – TRAGEDY**

(12 Hrs)

1. William Shakespeare – Hamlet

**UNIT IV DRAMA - COMEDY**

(12 Hrs)

1. William Shakespeare - A Midsummer Night's Dream

**UNIT V CRITICISM**

(12 Hrs)

1. T. S. Eliot - Hamlet and his Problems
2. Samuel Johnson – Preface to Shakespeare

**Text Books**

1. Barker, Granville. Preface to Shakespeare. Oxford University Press, London, 1993.
2. Bradley A.C. The Tragedies of Shakespeare. Forth Edition. Macmillan Education. UK. London. 2006.
3. Shakespeare, William. A Midsummer Night's Dream. Fingerprint Publishing, 2019.

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1. Shakespeare, William. Hamlet, Maple Publication, 2012.
2. Shakespeare, William, the Sonnets Pan Macmillan India Publication. 2016.
3. A.C Bradley, Shakespearean Tragedy, Atlantic Publication, 1<sup>st</sup> Edition, 2021.

**Web Resources**

1. <https://www.nosweatshakespeare.com/plays/types/problem/>
2. <https://www.the-american-interest.com/2016/06/17/shakespeares-civic-art-and-the-politics-of-poetry/>
3. <https://interestingliterature.com/2017/03/a-short-analysis-of-t-s-eliot-hamlet-and-his-problems/>
4. <https://www.gutenberg.org/files/16966/16966-h/16966-h.htm>
5. <https://interestingliterature.com/2016/11/a-short-analysis-of-shakespeares-sonnet-12-when-i-do-count-the-clock/>

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**A20ENE301**

**LINGUISTICS**

**L T P C Hrs**  
**3 1 0 4 60**

**Course Objective**

- To enable students to achieve a scientific sense through Linguistics
- To complement the aesthetic sense from their study of literature.
- To enable them to learn about a language.
- To enable them to know the scientific systems and sub-systems in the language.
- To enable them to learn an acceptable system of sound and pronunciation.

**Course Outcome**

*After the completion of this course, the students will be able to*

- CO1**-Understand the scientific sense of linguistics
- CO2**-Prioritize in phonetics and language
- CO3**-Gain knowledge in the sub-systems of the language
- CO4**-Pronounce the word with proper articulation
- CO5**-Learn language and its origin

**UNIT I OVERVIEW**

**(12 Hrs)**

1. Definition and Scope
2. Linguistic systems
3. Difference between Linguistic and Literary Studies
4. Application

**UNIT II PHONETICS & PHONOLOGY**

**(12 Hrs)**

1. Speech
2. Pronunciation
3. Sounds (Syllables and Sound Description)
4. Practice

**UNIT III LEXIS**

**(12 Hrs)**

1. Lexical patterning
2. Lexical Choice
3. Rules and Patterns
4. Lexical phrases
5. Lexical fields

**UNIT IV SYNTAX**

**(12 Hrs)**

1. Phrase Structure Rules
2. Basic Verb Classes
3. Case Grammar
4. Rules and constraints

**UNIT V SEMANTICS**

**(12 Hrs)**

1. Communication and Message
2. Problems and solutions concerning Semantics
3. Psycho-Social Dimensions of Language
4. Change of Meaning
5. Kinds of Meaning

**Text Books**

1. Carnie, Andrew. Syntax: A Generative Introduction, by Oxford: Blackwell Publishing. 2002.
2. Fromkin. V. Linguistics: An Introduction to Linguistics. Cambridge: Blackwell. 2000.
3. Gimson, S.C. : An Introduction to the Pronunciation of English.

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1. Leech, G. Semantics: The Study of Meaning. Penguin Book Publication. 1974.
2. Lewis, M. The Lexical Approach: the state of ELT and the way forward. Australia. Penguin Book Publication. 2002.
3. Radford, A. Transformational Grammar Cambridge: Cambridge University Press. 1998

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2. <https://linguist.com>
3. <https://www.igi-global.com/dictionary/lexical-pattern/51438>
4. <https://www.sltinfo.com/the-semantic-problem/>
5. [http://linguistics.berkeley.edu/~levmichael/pubs/l\\_michael\\_soc\\_lang\\_chng\\_web.pdf](http://linguistics.berkeley.edu/~levmichael/pubs/l_michael_soc_lang_chng_web.pdf)

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**A20ENE302**

**LITERATURE OF DIASPORA**

**L T P C Hrs**  
**3 1 0 4 60**

**Course Objectives**

- To develop knowledge about 20<sup>th</sup> century social history
- To understand globalization and its impact
- To acquire knowledge about Diasporic characteristic element
- To enhance perceptive of nativity and foreign land
- To develop psychological feature of Human mind and its expectation

**Course Outcomes**

*After the completion of this course, the students will be able to*

**CO1**-Understand nativity, culture, and tradition

**CO2**-Critically read the text with diasporic elements and globalization

**CO3**-Read and understand writer's intention and identity crisis

**CO4**-Relate the diasporic characteristics with day-to-day life

**CO5**-Differentiate nativity and alienation with psychological features of Human mind

**UNIT I : INTRODUCTION**

**(12 Hrs)**

1. Introduction to Diaspora
2. Introduction to Transnational Communities and Migration
3. Four Major Kinds of Diaspora
4. Role of Religion in Migration

**UNIT II : DIASPORIC FICTION**

**(12 Hrs)**

1. V. S. Naipaul : A House for Mr. Biswas

**UNIT III: DIASPORIC FICTION**

**(12Hrs)**

1. Kiran Desai - The Inheritance of Loss

**UNIT IV: DIASPORIC FICTION**

**(12Hrs)**

1. Jhumpa Lahiri - Namesake

**UNIT V: DIASPORIC PROSE AND POETRY**

**(12Hrs)**

1. Wislawa Szymborska - Three Oddest World, Utopia
2. Gwendolyn Brooks - To the Diaspora
3. Mahmoud Darwish - If I were Another
4. Chitra Banerjee - Tiger Mask Ritual

**Text Books**

1. Ali, Agha Shahid. The Veiled Suite: the Collected Poems by Agha Shahid Ali. New York, Norton Publication. 2009.
2. Alexander, Meena. Indian Love Poems. Everyman's Library, Knopf Publication. 2005.
3. Blunt, Alison. Domicile and Diaspora: Anglo Indian Women and The Spatial Politics of Home. USA: Blackwell Publishing. 2005.

**Book Reference**

1. Chandra, Bipan and Mahajan, Sucheta. Eds. Composite Culture in a Multicultural Society. New Delhi, Oxford University Press. 2007.

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2. Chandra, N.D.R. Contemporary Indian writing in English: Critical Perception. New Delhi: Sarup and Sons.2005.
3. Dhawan, R.K.Indian Women Novelists. Set1:Vol.1. New Delhi: Prestige Books. 1991.

#### Web Reference

1. <https://www.cliffsnotes.com/literature/n/the-namesake/book-summary>
2. <https://www.litcharts.com/lit/the-inheritance-of-loss/summary>
3. <https://www.bloomsbury.com/uk/a-thousand-splendid-suns-9780747582793/>
4. <https://www.gradesaver.com/brick-lane/study-guide/summary>
5. <https://www.theguardian.com/books/2016/feb/12/teju-cole-vs-naipaul-a-house-for-mr-biswas-trinidad-novel>

**A20ENE303**

**CREATIVE WRITING**

**L T P C Hrs**  
**3 1 0 4 60**

#### Course Objectives

- To teach the fundamentals of good writing
- To help the students aware of the basic conventions of fiction writing
- To provide the students the tools for self - expression in this medium
- To enhance the creative thinking and critical thinking
- To develop their imagination into words

#### Course Outcomes

*After the completion of this course, the students will be able to*

**CO1**-Understand the basic characteristics of effective writing

**CO2**-Write fictional story and creative poetry

**CO3**-Express their views about society and nature through their words

**CO4**-Think creatively with incorporating styles and literary terms

**CO5**-Identify the literary devices and diction

#### UNIT I BASIC CONSIDERATION

(12 Hrs)

1. Various kinds of writing
2. Creative impulse, creative ability
3. Rules, tools and techniques
4. Creative writing, imaginative writing
5. Genius, talent

#### UNIT II MECHANICS

(12 Hrs)

1. Sketching the plot
2. Story structure – conflict, climax, resolution
3. Character sketch

#### UNIT III WRITING

(12 Hrs)

1. Writing with specific details
2. Action descriptions
3. Point of view
4. Dialogue

#### UNIT IV SETTING

(12 Hrs)

1. Setting and atmosphere
2. Rhythm & Style
3. Content & character
4. Contrast – in characters, settings, feelings

#### UNIT V PROJECT

(12 Hrs)

1. Theatre improvisation exercise/Poetry project/Writing for media:
2. Students' Project

#### Text Books

1. Victor Jones, "Creative Writing". Kent Holder and stoughton,1974.
2. Isabelle Siegler, "Creative Writing", New York: Barnes and Novel, 1968.
3. Julian Birkett, 'Word Power: A guide to Creating Writing', London: A & C Block, 1983.
4. Aristotle, 'Poetics' & Aristotle, Horace, Longinus: 'Classical Literary Criticism'. Ed. T.S.

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5. Dorset. Harmondsworth: Penguin Books, 1965.

**Book Reference**

1. Abram, M.H., 'A Glossary of Literary Terms. Madras: Macmillan. 1978.
2. Shakespeare, William. Hamlet. Fingerprint Publication. 2018
3. Morley. The Cambridge Companion to Creative Writing South Asian. Cambridge University Press. 2012.
4. Pinker, Steven. The Sense of Style: The Thinking Person's Guide to Writing in the 21<sup>st</sup> Century. Penguin Publication. 2015.
5. Peter, Ray. Writing Tools: 50 Essential Strategies for Every Writer. Little, Brown Spark Publication. Reprint edition, 2008.

**Web Reference**

1. <https://openoregon.pressbooks.pub/aboutwriting/chapter/types-of-writing-styles/>
2. <https://www.theguardian.com/books/2012/oct/19/how-to-write-preliminary-outline-day-three>
3. <https://www.hurleywrite.com/Blog/212010/Make-your-writing-instantly-more-impactful-with-specificity>
4. <https://www.britannica.com/art/rhythm-music>
5. <https://thewritepractice.com/plot/>

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**A20ENO313**

**CONVERSATIONAL SKILLS**

**L T P C Hrs**  
**3 0 0 2 45**

**Course Objectives**

- To improve students' command over language needed in different situations
- To develop their sensitivity to degrees of acceptability in their use of English
- To attain and enhance competence in the four modes of literacy
- To understand Meta communication
- To develop their ability as good speakers

**Course Outcomes**

*After the completion of this course, the students will be able to*

**CO1**-Pertain to use their skill in an academic setting

**CO2**-Develop their degree of competencies

**CO3**-Practice in the four modes of literacy

**CO4**-Review their blending of verbal and non-verbal communications

**CO5**-Present large audience

**UNIT – I INTRODUCTION**

**(9 Hrs)**

Conversational Skills – Importance – Rules – Types – Supporting Skills: Language – Attitude – Listening – Interpersonal Communication - Grammar – Vocabulary - Phonetics

**UNIT –II COMMUNICATION COMPETENCIES**

**(9 Hrs)**

Language Competence – Socio - Linguistic competence and Pragmatic competence.

**UNIT III DEVELOPING CONVERSATIONAL ABILITY**

**(9 Hrs)**

Formal Interviews - Making enquiries - Making requests and seeking permissions - Expressing gratitude and apologizing - Complaining - Expressing sympathy and offering condolences - Congratulating people and responding to congratulations

**UNIT – IV BASIC COMMUNICATION**

**(9 Hrs)**

Telling stories - Reading Dialogues - Making short speeches - Telephonic Communication – Telephone Etiquette - Public Speaking – Introducing – Developing – Extending – Maintaining

**UNIT- V META COMMUNICATION**

**(9 Hrs)**

Concept- Definition – Types – Verbal & Non-Verbal Communication – Role of Meta Communication in workplace – Intra personal communication – Extra personal Communication

**Text Books**

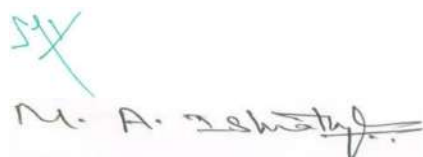
1. Hargie, Owen.Ed. The Handbook of Communication Skills. New York: Routledge, 2006.
2. Riggio, Ronald E. Applications of Nonverbal Communication.
3. Barker, Alan. Improve Your Communication Skills. London: Kogan Page, 2013.

**Reference Books**

1. Baker, Joanna and Heather Westrup. Essential Speaking Skills. London: VSO Books, 2003.
2. Bygate, Martin. Speaking. New York: OUP, 2003.
3. Mehrabian, Albert. Non Verbal Communication. University of Michigan Press, 1972.

**Web Reference**

1. <https://amity.edu> > [gurugram](#) > [naac](#) > [communica](#).
2. <https://www.coursera.org> > [learn](#) > [conversational-engl](#)
3. <https://ocw.mit.edu> > [courses](#) > [global-languages](#) > [s](#)
4. <https://www.freerangelawyers.com> > [what-is-metacomm](#).
5. <https://psychcentral.com> > [lib](#) > [meta-communication-w](#)


  
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**A20ENO314**

**FINE-TUNE YOUR ENGLISH**

**L T P C Hrs**  
**3 0 0 2 45**

**Course Objectives**

- To strengthen the grammatical competence of students
- To train the students in conversational and soft skills which are specifically necessary for the BPOs.
- To familiarize the necessary technical language skills
- To develop the necessary language skills for them to pursue teaching careers
- To fine-tune their English Language

**Course Outcomes**

*After the completion of this course, the students will be able to*

- CO1**-Revisit certain rudimentary concepts in English Grammar
- CO2**-Manage the voice process and various other jobs in the corporate sector.
- CO3**-Facilitate themselves in pursuit of careers as professionals in the field of electronic media.
- CO4**-Develop their abilities to teach the language
- CO5**-Refine their communication

**UNIT – I REMEDIAL GRAMMAR**

**(9 Hrs)**

Parts of Speech – A quick overview; Word Classes [Open and closed]; nouns –kinds, gender, pronouns – persons - Articles and Prepositions - Verbs – Auxiliaries & Modals, Kinds [regular & irregular], Tenses, aspects: Conjugation tables; Voices [Transformations and uses] - Direct & Indirect [Reported] speech - Active and Passive voice - Conjunctions, linkers - Phrases & clauses, Words often confused - Common errors – SV concord, degrees of comparison: adjectives & adverbs; idioms - Transformation of sentences: simple, compound and complex

**UNIT - II ENGLISH FOR BPO**

**(9 Hrs)**

Types of BPOs - Functions of a BPO - Outbound/Inbound Centre - Scope of BPO Industry - Voice and Accent - Developing Fluency - Pronunciation of Consonants and Vowels - Articulation and Diction - Accent Naturalization – Elimination of Mother Tongue Influence - Cultural Variations: Basics of American and British Accent

**UNIT – III ENGLISH FOR ELECTRONIC MEDIA**

**(9 Hrs)**

Fundamentals of Electronic Media - Introduction to Electronic Media - Introduction to the Internet – Social Media - Blog - Design and Production - Vlogs and Podcasts - Design and Production - Content Creation - Prepare and present news for radio and television - Fundamentals of TV & Radio-Writing Scripts for TV and Radio Programmer/Radio Jockey - Copyediting - Proofreading

**UNIT- IV ENGLISH FOR TEACHERS**

**(9 Hrs)**

The Making of an English Teacher •Diverse Roles of an English Teacher - English Teachers as curriculum developers & Evaluators - English Teachers as Material Developers - English Teachers as Researchers - Collaborative Action Research, Reflective Practices - The English Teacher’s professional competence - Being a Better English Teacher

**UNIT –V EVERYDAY ENGLISH**

**(9 Hrs)**

Redundancies – Intensifiers – Euphemisms – Ellipsis – Nuances – Coherences – Collocations – Connotation – Quantifiers – Qualifiers – Paralinguistic Sounds

**Text Book**

1. Hewings, “Advance English Grammar”, Cambridge University Press, 1<sup>st</sup> Edition, 1999
2. English Language Teaching Today-Theory and Practice
3. Day, “Teaching English”, Pearson Publication, 1<sup>st</sup> Edition, 2012.
4. Murphy, Raymond, “English Grammar in Use Book with Answers: A Self-Study
5. Reference and Practice. Book for Intermediate” Cambridge University Press, 1<sup>st</sup> Edition, 2012

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**Reference Books**

1. Dr. Sumanjari. S, “Activity-oriented English Language Teaching in BPO”, Notion Publication, 1<sup>st</sup> Edition, 2021.8.1
2. Information Technology Outsourcing Transactions
3. Call Center Optimization by G.M. Koole

**Web Reference**

1. <https://bookauthority.org> > ... > [Learning English](#)
2. <https://digitalcommons.usu.edu> > [oer\\_textbooks](#)
3. English for everyone.org
4. <https://jainbookdepot.com> > [servlet](#) > [jbsubjdisp](#) > [subn.](#)
5. <https://www.fusionbposervices.com> > [blog](#) > [6-custome](#)

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**A20END303**

**JOURNALISM AND MASS MEDIA**

**L T P C Hrs**  
**3 1 0 4 60**

**Course Objectives**

- To understand the importance, functions & scope of communication and media.
- To describe the growth and development of communication and media.
- To understand the periodic changes in the media.
- To understand the art of writing, report and editing.
- To develop skills of writing, report and editing.

**Course Outcomes**

*After the completion of this course, the students will be able to*

**CO1**-Students would be able to analyze the various aspects of journalism with objectivity

**CO2**-Students would be able to understand the importance of the institution of editor

**CO3**-Students would be able to understand various perspectives related to news.

**CO4**-Students would be able to introduce to history and development of television industry.

**CO5**-Students understand the history and basics of online media.

**UNIT I**

**(12 Hrs)**

1. Basic concepts and types of Communication and Journalism,
2. Nature of media
3. Mass communication in India

**UNIT II**

**(12 Hrs)**

1. Role of media in society
2. Impact of media on audience
3. Media effects
4. Limitations
5. Mass campaigns
6. Different form of media

**UNIT III**

**(12 Hrs)**

1. Role and responsibilities of journalist
2. Ethics, careers & training in journalism
3. Media management
4. Media laws in India
5. Freedom of press

**UNIT IV**

**(12 Hrs)**

1. History of different forms of media
2. Small newspapers
3. Development of radio and TV
4. Committees in broadcasting

**UNIT V**

**(12 Hrs)**

1. Communication and theories of social change
2. Role of media in social change
3. Development communication

**Text Books**

1. Kumar, Kewal J Mass Communication in India, Jaico Books, New Delhi,
2. J.S. Yadava & Pradeep Mathur Issues in Mass Communication: The Basic Concepts, Kanishka Publishers, Delhi, 2008
3. Shymali Bhattacharjee., Media and Mass Communication: An Introduction, Kanishka Publishers, Delhi, 2005

**Reference Books**

1. Natrajan J, History of Indian Journalism, Publications Division, Ministry of Information & Broadcasting. Govt. of India, 1997
2. Parthasarthy, Rangaswami., Journalism in India, Sterling Publishers Pvt. Ltd., New Delhi,
3. Aruna Zachariah., Print Media, Communication and Management : Elements, Dimensions and Images. Kanishka Publishers, Delhi, 2007

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2. <https://bluegrass.libguides.com/c.php>
3. <https://bluegrass.libguides.com/c.php>
4. [https://www.macloo.com/journalism/refs\\_online\\_jo](https://www.macloo.com/journalism/refs_online_jo).
5. <https://libguides.colostate.edu/journalism/reference>

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A20ENO315

**INTERPERSONAL SKILLS**

**L T P C Hrs**  
**3 0 0 2 45**

**Course Objectives**

- To equip students with the English language skills required for the successful academic
- To provide guidance and practice in basic general and classroom conversation
- To improve general and academic listening skills
- To understand feedback and correction
- To make effective presentations.

**Course Outcomes**

*After the completion of this course, the students will be able to*

**CO1**-Listen and respond appropriately.

**CO2**-Participate in group discussions

**CO3**-Make effective use of chunks

**CO4**-Participate and act according to the feedback

**CO5**-Participate confidently and appropriately in conversations both formal and informal

**UNIT I LISTENING**

**(9 Hrs)**

Listening as a key skill- its importance- speaking – give personal information – ask for Personal information – Express ability – Enquire about ability – Ask for clarification Improving pronunciation – Pronunciation basics taking lecture notes – Preparing to listen to a lecture – Articulate a complete idea as opposed to producing fragmented utterances.

**UNIT - II SPEAKING**

**(9 Hrs)**

Process information- give information, as part of a simple explanation – Conversation starters: Small talk – Stressing Syllables and Speaking clearly – Intonation patterns – Compare and Contrast information and ideas from multiple sources- Converse with reasonable accuracy over a wide range of everyday topics.

**UNIT III LEXICAL CHUNKS**

**(9 Hrs)**

Lexical chunking for accuracy and fluency- Factors influence fluency, deliver a five-Minute Informal talk – Greet – Respond to greetings – Describe Health and Symptoms – Invite and Offer – Accept – Decline – Take leave – listen for and follow the gist- Listen for detail

**UNIT IV PARTICIPATION AND FEEDBACK**

**(9 Hrs)**

Being an active Listener: Verbal and Non-Verbal feedback – Participating in a Group Discussion – Summarizing Academic readings and lectures conversational speech listening to and participating in conversations – Persuade.

**UNIT V PRESENTATION**

**(9 Hrs)**

Formal and Informal talk – Listen to follow and respond to explanations, directions and instructions in academic and business contexts – Strategies for presentations and interactive communication – Group/pair presentations – Negotiate Disagreement in group work.

**Text Books**

1. Brooks, Margret. Skills for Success. Listening and Speaking. Level 4 Oxford University Press, Oxford: 2011.
2. Richards, C. Jack. & David Bholke. Speak Now Level 3. Oxford University Press, Oxford: 2010.
3. Bhatnagar, Nitin and Mamta Bhatnagar. Communicative English for Engineers and Professionals. Pearson: New Delhi, 2010.

**Reference Books**

1. Hughes, Glyn and Josephine Moate. Practical English Classroom. Oxford University Press: Oxford, 2014.
2. Vargo, Mari. Speak Now Level 4. Oxford University Press: Oxford, 2013.
3. Richards C. Jack. Person to Person (Starter). Oxford University Press: Oxford, 2006.

**Web Reference**

1. <https://Padeepz.Net> > Hs8381- Interpersonal-Skill.
2. <http://osou.ac.in> > pdf > CERTIFICATE IN COM.
3. <https://eapps.austincc.edu> > faculty > syllabus

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4. <http://communication.cofc.edu> › syllabi

5. <https://uk.as.com>>list of interpersonal communication

**A20ENS303**

**LANGUAGE AND LINGUISTICS LAB**

**L T P C Hrs**

**3 1 0 2 45**

**Course Objectives**

- To make learners aware of the form and content of language
- To introduce and trace the Origin of English Language
- To introduce learners to the history of English language and concepts in phonetics and linguistics
- To enable learners to know the scientific systems of the language
- To introduce learners to Language Varieties and the basics of Linguistics and Language

**Course Outcomes**

*After the Completion of the course the student will be able to*

**CO1**-Identify the basics of Origin of Language and concept of Linguistics

**CO2**-Outline the important Language varieties

**CO3**-Understand the basic definition of Linguistics

**CO4**-Describe the classification of speech sounds

**CO5**-Demonstrate a clear understanding of concepts and theories introduced in the course

**UNIT – I THE ORIGINS AND THE DEVELOPMENT OF LANGUAGE**

**(9Hrs)**

1. Definitions
2. Theories of Language Origin
3. Speech and Writing
4. Origins of the writing Systems

**UNIT – II WHAT IS LINGUISTICS**

**(9Hrs)**

1. The Traditional Approaches
2. Modern Linguistics
3. Branches of Linguistics

**UNIT – III PHONOLOGY – MORPHOLOGY**

**(9Hrs)**

1. The speech Mechanism
2. Vowels
3. Cardinal Vowels and English Vowels
4. Diphthongs in English
5. Consonants in English
6. The syllable – Supra segmental - Received Pronunciation

**UNIT – IV SYNTAX – SEMANTICS**

**(9Hrs)**

1. Communication and message
2. Change of Meaning - Kinds of Meaning
3. Discourse Analysis

**UNIT – V LANGUAGE, SOCIETY AND CULTURE**

**(9Hrs)**

1. Definitions
2. Functions of Language
3. Psycho – Socio dimension of Language - Application

**Text Books**

1. Yule, George. The Study of Language: An Introduction. Cambridge: Cambridge UP, 1985.
2. L, Wrenn C. The English Language. London: Methuen, 1949.

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3. Jones, Daniel. Cambridge English Pronouncing Dictionary. n.d. Palmer, Frank. Grammar.

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1. Wrenn, C L. The English Language. London: Methuen, 1949.
2. A.C.Gimson: An Introduction to English Pronunciation

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- 1.[https://en.wikipedia.org/wiki/Outline\\_of\\_linguistics](https://en.wikipedia.org/wiki/Outline_of_linguistics)
- 2.<https://www.researchgate.net>
- 3.<https://www.thoughtco.com/received-pronunciation-rp-1692026>
- 4.<https://benjamins.com> ›

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**A20ENT408**

**AMERICAN LITERATURE – I**

**L T P C Hrs**  
**3 1 0 4 60**

**Course Objectives**

- To understand the roots of American Literature in the American experience
- To compare the social life with literature
- To locate American Literature in the Universal literary context
- To be aware of the resonance and diverse perspective
- To read a selection of well-known writing in prose, poetry, and drama

**Course Outcomes**

*After the completion of this course, the students will be able to*

- CO1**-Gain knowledge about the American literature
- CO2**-Perceptions based on inequality and compare the social life
- CO3**-Know the societal relationship and Race discrimination
- CO4**-Ability to overcome and face the hardships in literary works
- CO5**-Follow the beauty of language and literature

**UNIT I INTRODUCTION**

**(12 Hrs)**

1. Concepts and Movements: Beginnings of American Literature
2. Transcendentalism and Individualism
3. The Frontier
4. Harlem Renaissance - Rise of Black Culture and Literature
5. Multiculturalism

**UNIT II PROSE**

**(12 Hrs)**

1. William Bradford - The Mayflower Compact
2. Thomas Paine - The American Crisis

**UNIT III POETRY**

**(12 Hrs)**

1. Emerson – Brahma
2. Walt Whitman - I Sit and Look Out
3. Robert Frost - Birches
4. Emily Dickinson - A Bird came down the walk
5. Edger Allan Poe - The Raven

**UNIT IV DRAMA**

**(12 Hrs)**

1. Eugene O’ Neil - Emperor Jones
2. Tennessee Williams - The Glass Menagerie

**UNIT V SHORT STORIES**

**(12 Hrs)**

1. Edger Allan Poe - The cask of Amantillado
2. Henry James - The Real Thing

**Text Books**

1. Lawrence, D H. Studies in Classic American Literature. Martino Fine Publishing. 2019.
2. O’Neil, Eugene. The Emperor Jones. Booksway Publication. 2009.
3. Sengupta, Krishna. A Short History of American Literature. Orient Blackswan Publishing. 2017.

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1. Williams, Tennessee. The Glass Menagerie. Bloombury Publishing. 2014.
2. Allan Poe, Edgar. Greatest Works of Edgar Allan Poe. Fingerprint Publishing. 2018.
3. American Poetry. 101 Great American Poems. Dover Publication. 1998.

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1. <https://literariness.org/2020/09/28/critical-analysis-of-eugene-oneills-the-emperor-jones/>
2. <https://www.telilib.com/authors/P/PoeEdgarAllan/Verse/raven.html>
3. <https://poemanalysis.com/emily-dickinson/a-bird-came-down-the-walk/>
4. <https://www.ushistory.org/paine/crisis/>

**A20ENT409**

**AESTHETIC EXPERIENCE LITERATURE**

**L T P C Hrs**  
**3 1 0 4 60**

**Course Objectives**

- To understand the aesthetics in literature
- To compare the routine life with aesthetics in literature
- To have comprehend knowledge on Aesthetic criticisms
- To enhance their knowledge about the comparative aspects
- To read a selection of well-known writing in prose, poetry, and novel

**Course Outcomes**

*After the completion of this course, the students will be able to*

- CO1**-Understand the aesthetics in literature  
**CO2**-Compare the routine life with aesthetics in literature  
**CO3**-Comprehend knowledge on Aesthetic criticisms  
**CO4**-Enhance their knowledge about the comparative aspects  
**CO5**-Read a selection of well-known writing in prose, poetry, and novel

**UNIT I INTRODUCTION**

**(12 Hrs)**

1. Introduction - Aesthetics and modernity
2. Introduction - Aesthetics and 'postmodernity'
3. Kant - Modern philosophy and the emergence of aesthetic theory (Chapter 1)  
(Andrew Bowie - Aesthetics and subjectivity: from Kant to Nietzsche)

**UNIT II PROSE**

**(12 Hrs)**

1. Art, Beauty, and Aesthetic Appreciation (Chapter – 5)
2. Art and Morals (Chapter – 9)  
(Anne Sheppard - Aesthetics: An Introduction to the Philosophy of Art)

**UNIT III POETRY**

**(12 Hrs)**

1. John Donne – The Flea
2. Robert Burns – To a Mouse
3. Emily Bronte – A narrow Fellow in the Grass
4. Edgar Allan Poe – Alone
5. Langston Hughes – I, Too

**UNIT IV DRAMA**

**(16 Hrs)**

1. Vijay Tendulkar – Kamala
2. Oscar Wilde – A Woman of No Importance

**UNIT V SHORT STORIES**

**(08 Hrs)**

1. Oscar Wilde – The Model Millionaire
2. R.K.Narayan - The Gateman's Gift
3. K.A. Abbas - The Sparrow

**Text Books**

1. Bowie, Andrew. Aesthetics and subjectivity: from Kant to Nietzsche. Manchester University Press. 2nd edition.2003.
2. Sheppard, Anne. Asthetics: An Introduction to the Philosophy of Art. Oxford University Press.1987.
3. Tendulkar, Vijay. Collected Plays in Translation. Oxford University Press. 2004.

**Books Reference**

1. Wilde, Oscar. Oscar Wilde Collection Vol 2: A Woman of No Importance, Lady Windermere's Fan, Salome. A Tragedy in one Act. Createspace Independent Publication. 2017.
2. Ricks, Christopher. Metaphysical Poetry. Penguin Classical Publication. 2006.
3. Wilde, Oscar. The Complete Works of Oscar Wilde: Stories, Plays, Poem & Essays. Harper Perennial Modern Publication. 2008.

**Web Resources**

1. <https://www.poetryfoundation.org/poems/44365/love-i>
2. <https://www.bookishsanta.com/blogs/booklings-world/sparrows-by-k-a-abbas>
3. <https://poets.org/poem/i-too>

**A20ENT410**

**ENGLISH LITERARY CRITICISM  
CLASSICAL TO VICTORIAN AGE**

**L T P C Hrs  
3 1 0 4 60\**

**Course Objectives**

- To impart the basics about criticism
- To make them familiar with classical criticism
- To enhance in the Elizabethan age criticism
- To know the backdrop of Literary criticism
- To understand criticism and literary works

**Course Outcomes**

*After the completion of the course the student will be able to*

- CO1**-Incorporate critical understanding of text
- CO2**-Understand classical criticism and its ideology
- CO3**-Develop critical analysis on text
- CO4**-Be a critic and develop their critical thinking
- CO5**-Understand famous critics and their ideologies

**UNIT- I CLASSICAL CRITICISM**

**(12 Hrs)**

1. Definitions of Literary Criticism
2. Aristotle - Taxonomy of Tragedy, Three Unities
3. Longinus - Theory of the Sublime

**UNIT- II LITERARY CRITICISM FROM RENAISSANCE TO ELIZABETHAN AGE**

**(12 Hrs)**

1. Ben Jonson – Theory of Comedy

**UNIT- III NEO - CLASSICAL CRITICISM**

**(12 Hrs)**

1. John Dryden - Essay on Dramatic Poesy
2. Alexander Pope - Essay on Criticism

**UNIT- IV ROMANTIC AGE CRITICISM**

**(12 Hrs)**

1. Coleridge - Theory of Imagination – from Biographia Literaria
2. P. B Shelley - A Defense of Poetry

**UNIT-V VICTORIAN CRITICISM**

**(12 Hrs)**

1. Matthew Arnold - The Study of Poetry

**Text Books**

1. Abrams M.H and Harpham. A Glossary of Literary Terms. Boston: Cengage Learning, 2011. Print.
2. T. Dorsch, Penelope Murray. Classical Literary Criticism. Penguin Publication. 2000.
3. Baldick, Chris. The Oxford Dictionary of Literary Terms. Oxford: Oxford University Press. 2008.

**Reference Books**

1. Childs, Peter and Roger Fowler. The Routledge Dictionary of Literary Terms. New York: Routledge Publication. 2006.
2. Barry, Peter. Beginning Theory. Viva Books Publication. 2018
3. Cuddon J.A and Habib. M.A. R. The Penguin Dictionary of Literary Terms and Literary Theory: Fifth Edition. Penguin Publication. 2015.

**Web Resources**

1. <https://core.ac.uk/download/pdf/142051372.pdf>
2. <https://www.britannica.com/art/tragicomedy>
3. <https://shakespearebrasileiro.org/en/preface-to-shakespeare-1725-alexander-pope/>
4. <https://www.literaturemini.com/2018/10/comment-on-arnolds-touchstone-method.html>
5. <https://sites.udel.edu/britlitwiki/preface-to-lyrical-b>



A20END404

COMPARATIVE LITERATURE

L T P C Hrs

3 1 0 4 60

**Course Objectives**

- To make the students acquaint with Comparative literature
- To introduce students to the style and content in comparative study
- To make them aware of the critical thinking
- To enhance their knowledge about the comparative aspects
- To gather and make a comparison of works

**Course Outcomes**

*After the completion of the course the student will be able to*

**CO1**-Understand the basic traits of Comparative Literature

**CO2**-Read, interpret and analyses the works of representative writers of Literature

**CO3**-Demonstrate a comparative knowledge of the aesthetic and societal norms

**CO4**-Obtain knowledge on comparative ideals and concepts and its impact on Literature

**CO5**-Appreciate different cultures and polemics about human relationship

**UNIT I INTRODUCTION TO COMPARATIVE LITERATURE**

(12 Hrs)

1. Comparative Literature - Definition and Scope
2. Origin and History
3. Theories and Approaches
4. Motif, Myths and Archetypes

**UNIT II INTRODUCTION TO TRANSLATION STUDIES**

(12 Hrs)

1. Translation Studies - Definition and Scope
2. Origin and History
3. Theories and Approaches

**UNIT III COMPARATIVE LITERATURE - POETRY**

(12 Hrs)

1. P.B. Shelly - Ode to Skylark and Bharathiyar - The Sparrow
2. Confucius - The Analects and Thiruvalluvar - Thirukkural

**UNIT IV COMPARATIVE LITERATURE – DRAMA**

(12 Hrs)

1. William Shakespeare - The Tempest and Kalidasa - Shakuntala

**UNIT V COMPARATIVE CONTEXT OF INDIAN LITERATURE**

(12 Hrs)

1. Folk Tradition
2. Western Tradition and Indian Tradition

**Text Books**

1. Bassnett, Susan. *Comparative Literature: A Critical Introduction*. Oxford UK: Blackwell Publishers. 1993.
2. Hutchinson, Ben. *Comparative Literature: A Very Short Introduction*. OUP Oxford publication. 2018.
3. Bassnett, Susan and Harish Trivedi. *Post-Colonial Transition: Theory and practice*. London: Routledge.19

**Books Reference**

1. George. K.M. *Comparative Indian Literature*. Volume I and II. Kerala SahityaAkademi. 1984.
2. Munday, Jeremy. *Introduction Translation Studies-Theories and Applications*. London: Routledge. 2012.
3. Weisstein, Ulrich. *Comparative Literature and Literary Theory: Survey and Introduction*. London: Indian University Press.1974.

**Web Resources**

1. <https://www.litcharts.com/lit/shakuntala/summary>
2. <https://www.britannica.com/art/folk-literature>
3. <https://www.litcharts.com/poetry/percy-bysshe-shelley/to-a-skylark>
4. <https://www.tamil literature.in/liberation-little-sparrow-by-bharathiyar/>
5. [https://www.britannica.com/topic/Confucianism/The-Analects-as-the-embodiment-of-Confucian- i](https://www.britannica.com/topic/Confucianism/The-Analects-as-the-embodiment-of-Confucian-)

**A20ENE404**

**RHETORIC AND STYLISTICS**

**L T P C Hrs**  
**3 1 0 4 60**

**COURSE OBJECTIVES**

- To acquaint the learners with the theoretical aspects of Rhetoric and Stylistics
- To develop capacity for independent reading and analysis of literary texts
- To enable them to stylistically analyse, interpret and infer meanings from literary texts
- To develop critical and analytical abilities and improve language and organization skills
- To enrich Rhetoric and Stylistic in English literary text

**COURSE OUTCOMES**

*After the completion of this course, the students will be able to*

**CO1**-Excel in Rhetoric and stylistics

**CO2**-Analyse stylistically and interpret the literary text

**CO3**-Identify hidden meaning of literary lines

**CO4**-Effectively analyse the literary works

**CO5**-Develop their reading and understand critically

**UNIT I RHETORIC**

**(12 Hrs)**

1. Meaning of Rhetoric
2. Definition of Rhetoric
3. Scope of Rhetoric
4. Rhetorical Devices
5. Rhetorical Approach

**UNIT II BRIEF HISTORY OF RHETORIC**

**(12 Hrs)**

1. Classical Rhetoric
2. Plato
3. Aristotle
4. Cicero
5. Quintilian
6. Modern Rhetoric

**UNIT III ARISTOTLE'S RHETORIE THEORY**

**(12 Hrs)**

1. Types of Rhetorical Proof
2. Ethos
3. Pathos
4. In Logos
5. Five Cannons of Rhetoric

**UNIT IV STYLISTICS**

**(12 Hrs)**

1. Definition of stylistics
2. Qualities of good style
3. Perspicuity
4. Precision
5. Figurative Language / Figures of Speech

**UNIT V RHETORICAL ASPECTS OF DISCOURSE IN PRESENT-DAY SOCIETY**

**(12 Hrs)**

1. Rhetoric in Political Discourse
2. Political Campaigns
3. Political Addresses
4. Public Debates

**Text Reference**

1. Crystal, D. and Davy, D. Investigating English Style. London: Longman Publication. 1969
2. Cumming & Simmons. Language of Literature. 1985
3. Eugene Garver, Aristotle's Rhetoric An Art of Character, University of Chicago Press. 1994.

**Book Reference**

1. Jordan, P. Michael. Rhetoric of Everyday English Texts. London: George Allen &Unwin. 1984.

## Academic Curriculum and Syllabi R-2020

2. Leech, Geoffrey and Short, Michael. *Style in Fiction* London: Longman. 1986
3. Lisa Jardine, Francis Bacon. *Discovery and the Art of Discourse*, Cambridge University Press. 1975

### Web Reference

1. <https://www.degruyter.com/document/doi/10.1515/9783110198980.3.243/html>
2. [https://www.nordicom.gu.se/sites/default/files/kapitel-pdf/134\\_103-110.pdf](https://www.nordicom.gu.se/sites/default/files/kapitel-pdf/134_103-110.pdf)
3. <https://plato.stanford.edu/entries/aristotle-rhetoric/>
4. <https://www.artofmanliness.com/articles/history-of-rhetoric/>
5. <https://www.thoughtco.com/stylistics-language-studies-16920>

5/4

M. A. Zahedi

**A20ENE405**

**PARTITION LITERATURE**

**L T P C Hrs**  
**3 1 0 4 60**

**Course Objectives**

- To develop knowledge about Partition
- To understand the reason and reality of Partition
- To develop a critical vision on Partition text
- To interpret history and textual information
- To acquire knowledge about India in Partition

**Course Outcomes**

*After the completion of this course, the students will be able to*

**CO1** - Critically view historical content and textual reality (K5)

**CO2** - Read behind the lines of the literary text

**CO3** - Understand the Partition and its consequence

**CO4** - Acquire knowledge about Indian Politics during Partition

**CO5** - Read and understand the Partition literary text

**UNIT I INTRODUCTION**

**(12 Hrs)**

1. Introduction to Partition
2. Political and Religion Background
3. Independence Impact
4. Impact of Partition
5. World Partition

**UNIT II NOVELS INDIAN PARTITION NOVEL**

**(12 Hrs)**

1. Bapsi Sidhwa - Ice Candy Man
2. Qurratulain Hyder - River of Fire

**UNIT II SHORT STORIES**

**(12 Hrs)**

1. S.H. Manto – Black Border Black Margins
2. Intizar Husain - The Boat
3. SalilChaudhury - The Dressing Table
4. SurjitSarna - Distance to Lahore

**UNIT III POEMS**

**(12 Hrs)**

1. Keki N. Daruwalla - Partition Ghazal
2. Achintyo Kumar Sengupta– Uprooted
3. W H Auden – Partition
4. Taslima Nasreen – Broken Bengal
5. Jibanananda Das – Go Where You Will

**UNIT IV: REFLECTION ON PARTITION**

**(12 Hrs)**

1. UrvashiButalia : Excerpts from The Other Side of Silence
2. Krishna Sobti : Excerpts from Zinadaginama

**Text Reference**

1. Sidhwa, Bapsi. Ice Candy Man. Penguin Publication. 2000.
2. Hyder, Qurratulain. River of Fire. Women Unlimited Publication. 2003.
3. Butalia, Urvashi. The Other Side of Silence: Voice from the Partition of India. Penguin Publication. 2017

**Book Reference**

1. Bandyopadhyay, S. From Plassey to Partition: A History of Modern India. New Delhi: Penguin Publication. 2004.
2. Bandyopadhyay, Manabendra. BhedBibhed. (Bangla) Kolkata: Deys Publishing House. 1995.
3. Bhalla, Alok. Partition Dialogues: Memories of a Lost Home. New Delhi. Oxford. 2006.
4. Bose, Pradip Kr. "Partition: Memory Begins Where History Ends," in Reflections on Partition in the East edited by Samaddar New Delhi: Vikas Publishing House. 1997.
5. Butalia, Urvashi. The Other Side of Silence: Voices from the Partition of India. New Delhi: Penguin.1998.

**Web Reference**

1. <https://www.thehindu.com/entertainment/theatre/in-manto-we-trust/article26006629.ece>
2. [http://www.columbia.edu/itc/mealac/pritchett/00litlinks/basti/txt\\_intizar\\_asif\\_2005.pdf](http://www.columbia.edu/itc/mealac/pritchett/00litlinks/basti/txt_intizar_asif_2005.pdf)
3. <https://www.firstpost.com/living/keki-daruwalla-on-poetry-growing-up-in-pre-partition-india-and-the-perils-of-intolerance-4216573.html>
4. <https://www.jstor.org/stable/23344738?seq=1>
5. <https://www.asymptotejournal.com/blog/writer/achintya-kumar-sengu>

5/4

M. A. Zahid

**A20ENE405**

**LIFE WRITING**

**L T P C Hrs**  
**3 1 0 4 60**

**Course Objectives**

- To expose the students to the features and variety of Life Writing
- To approach it as a literary genre
- To examine the philosophical problems involved in the construction
- To analyze the epidemiological issues in the construction
- To make learners familiar with the life and achievement of great personalities

**Course Outcomes**

*After the completion of this course, the students will be able to*

- CO1**-Familiar with life writing and its content
- CO2**-Understand the reality and meaning of life
- CO3**-Acquainted with the great personalities' words and works
- CO4**-Find clarity and perfection in life
- CO5**-Interpret the life and lifelessness

**UNIT I INTRODUCING CONTEMPORARY GENRES OF LIFE WRITING**

**(12 Hrs)**

1. Life Writing
2. Memoir
3. Diary
4. Biography
5. Autobiography

**UNIT II LETTERS**

**(12 Hrs)**

1. Jawaharlal Nehru - Letters from A Father to His Daughter - First 10 letters
2. Martin Luther King - Letter from Birmingham City Jail and The Negro is Your Brother

**UNIT III AUTO-BIOGRAPHY**

**(12 Hrs)**

1. Helen Keller - Story of My Life
2. Mahatma Gandhi - An Autobiography: The Story of My Experiments with Truth (First 10 chapters)

**UNIT IV NOVEL**

**(12 Hrs)**

1. Paul Theroux - The Great Railway: Bazaar - By Train Through Asia

**UNIT - V PROSE**

**(12 Hrs)**

2. Alice Walker - In Search of Our Mothers' Gardens
3. Ali Cobby Eckerman - Too Afraid to Cry

**Text Reference**

1. Gandhi, MK. An Autobiography: The Story of My Experiments with Truth. Rupa Publication. 2011.
2. Keller, Hele. Story of My Life. RHUS Publication.1990.
3. Das Gupta, Uma. Rabindranath Tagore. A Biography. Oxford University Press. 2004

**Book Reference**

1. Theroux, Paul. The Great Railway Bazaar: By Train Through Asia. Houghton Mifflin. 1975.
2. Pico Iyer. Falling Off the Map. Vintage. 1994.
3. Cockshut, AJ. The Art of Autobiography. London: Yale University Press. 1984.

**Web Reference**

1. <https://oxlifewriting.wordpress.com/what-is-life-writing/>
2. <https://www.britannica.com/art/diary-literature>
3. <https://www.britannica.com/art/biography-narrative-genre>
4. <https://www.britannica.com/art/au>

**A20ENO413**

**FUNCTIONAL ENGLISH**

**L T P C Hrs**  
**3 0 0 3 45**

**Course Objectives**

- Functional English as a multi-focal discipline
- Acquisition of skills required to use current English in a variety of contexts
- To help the students gain an insight into the language reading
- To acquaint the students with the role of literary skills in communication
- To understand language in advertisement

**Course Outcomes**

*After the completion of this course, the students will be able to*

- CO1**-Heighten their awareness of correct usage of language in context
- CO2**-Improve their speaking ability in English both in terms of fluency and comprehensibility
- CO3**-Increase their reading speed and comprehension of academic articles
- CO4**-Enlarge their literary skills by keeping a regular touch with Figures of Speech
- CO5**-Strengthen their ability to write advertisement and summaries using the process approach

**UNIT - FUNCTIONAL ENGLISH**

**(9 Hrs)**

Definition and Purpose – Difference between English and Functional English  
– Scope – Importance- 12 Types - Michael Halliday’s concept of Functionalism –  
8 Functional Languages

**UNIT- II DEVELOPING CONVERSATIONAL ABILITY**

**(9 Hrs)**

Greetings and Introduction - Participating in small talks- At the office, At the railway station,  
At the airport, At the travel agency, At the bank, At the doctor’s clinic, At the hospital  
– Telephone conversation

**UNIT III FUNCTIONAL READING**

**(9 Hrs)**

Reading official Letters and Profiles - Reading News Reports/Newspapers –  
Reading Online Content -Reading Comprehension, Description and  
Narration (Objects, Places and People)

**UNIT IV LANGUAGE AND LITERARY SKILLS**

**(9 Hrs)**

Figures of speech: Simile, Metaphor, Irony, Personification, Hyperbole,  
Alliteration.(Identifying the same in a given passage) - Idioms and Phrases  
- One word substitution

**UNIT V COPY WRITING**

**(9 Hrs)**

Language of advertisements - Classified and Commercial advertisement  
- Reading advertisements

**Text Books**

1. Crystal, David. English as a Global Language. Cambridge: CUP, 1997.
2. Halliday MAK. An Introduction to Functional Grammar. London: Arnold, 1994
3. Halliday MAK. Spoken and Written Language. London: OUPP, 1989 Longman Department of Studies & Research.

**Reference Books**

1. Functional English Grammar Through direct approach with illustrations by A. Rajamurthy
2. Functional Skills English-CG Publications
3. Functional English by Balwanth Kumar

**Web References**

1. <https://www.amazon.in › Functional-English-Grammar-...>
2. <https://www.nagpuruniversity.ac.in › F.>
3. <https://www.researchgate.net › publication › 342869636 ...>

A20ENO414

ENGLISH NEXT – INDIA

L T P C Hrs  
3 0 0 3 45

**Course Objectives**

- To understand the status of English in India
- To know the three main drivers in India towards greater use of English
- To understand the wider process of economic and social changes
- To recognize the present curriculum and teaching methods towards developing spoken English
- To identify the policy implications which aspires language education

**Course Outcomes**

*After the completion of this course, the students will be able to*

**CO1**-Develop mother tongue competence

**CO2**-Cognizant towards the transition of English in current society

**CO3**-Aware about languages in India

**CO4**-See the key ingredients which allows the human and economic developments

**CO5**-Acquaint diversified development of English in India

**UNIT – I ENGLISH IN INDIA**

(12 Hrs)

The story of English in India – English in India is growing –Number of people speaks English

**UNIT –II INDIA IN TRANSITION**

(12 Hrs)

Indian Society – The divided society – The Urbanization Puzzle - Social Trends and Issues – An Economy in Transition – The employment puzzle – The Domestic economy - Trends and Issues – Communications – The IT, BPO revolution - Media – Road, Rail and Air – IT and social change – Trends and Issues

**UNIT – III THE LANGUAGES OF INDIA**

(12 Hrs)

Multilingualism – The European Experiences – Languages trends and issues

**UNIT – IV ENGLISH IN INDIAN EDUCATION**

(12 Hrs)

Schools – Towards Universal education – Improving Quality – The great language divide – The privatizing of Indian Education – Ever more English – The first generation learners – The global Picture – The danger of English - Beyond School – English in the universities – Employability skills – Beyond Schools Trends and issues

**UNIT – V POLICY IMPLICATIONS**

(12 Hrs)

English in a development context – English and the economy – English in Indian Education – English multilingual contexts – English and social aspirations

**References**

1. Annual State of Education Report
2. Data from CENSUS of INDIA
3. Department of Official Languages
4. Detailed data about primary schools. Maintained by the NUEPA for the MHRD
5. The ministry responsible for education

**Web References**

1. [www.censusindia.gov.in/](http://www.censusindia.gov.in/)
2. [www.rajbhasha.gov.in/](http://www.rajbhasha.gov.in/)
3. [www.dise.in/www.schoolreportcards.in/](http://www.dise.in/www.schoolreportcards.in/)
4. [www.publicationsdivision.nic.in/others/india\\_2009.pdf](http://www.publicationsdivision.nic.in/others/india_2009.pdf)
5. [www.education.nic.in/](http://www.education.nic.in/)



A20ENO415

ENGLISH FOR COMPETITIVE EXAMS

L T P C Hrs  
3 0 0 3 45**Course Objectives**

- To prepare the students for competitive examinations such as UGC-NET, SLET, UPSC-Civil Services Examination etc.
- To introduce students with the common question types asked in competitive examinations concerning English- grammar, vocabulary, comprehension, and other significant topics.
- To enable students to prepare for the competitive exams of various kinds especially meant for testing Descriptive writing in English.
- To encourage students to appear and prepare for the competitive exams without any mistakes
- To encourage the students to use correct sentence

**Course Outcomes**

*After the completion of this course, the students will be able to*

**CO1**-Overcome the fear about English as a compulsory subject in various competitive exams.

**CO2**-Enrich and Enhance Vocabulary needed for Competitive exams

**CO3**-Write structural paragraphs with all its strategies

**CO4**-Find the corrections with themselves

**CO5**-Explore ideas in correct sentences

**UNIT - I BASIC GRAMMAR****(09 Hrs)**

Correct usage of Articles - Correct usage of Preposition - Correct usage of Adverbs –  
Correct usage of Adjectives - Subject Verb –Agreement - Sequence of Tenses –  
Active Voice and Passive Voice - Indirect Sentences

**UNIT - II VOCABULARY****(09 Hrs)**

Word Formation - Use of Synonyms & Antonyms - Use of simple Idioms & Phrases –  
Words, which are commonly getting confused - One word substitution – Word Association

**UNIT- III PASSAGE WRITING****(09 Hrs)**

Passages - Unseen Passages - Passage Completion – Theme detection - Drawing of Inferences –  
Comprehension and its correct usage – Précis Writing

**UNIT- IV ERROR CORRECTION****(09 Hrs)**

Punctuation - Spelling Correction - Spotting the error - Error Correction –  
Correction of sentences – Multiple Meanings

**UNIT – V SENTENCES****(09 Hrs)**

Sentence Arrangement - Sentence Completion - Sentence Structure - Fill in the Blanks –  
Sentence Patterns - Interrogative Sentence - Shuffling of Sentence Parts – Para Jumbles

**Text Books**

1. English Grammar – Wren and Martin
2. Objective General English by SP Bakshi
3. Thrope & Thorpe. English for Competitive Examinations. 2012, Pearson

**Reference Books**

1. NCERT English Textbooks till Class 10<sup>th</sup>
2. Perfect English Grammar – Pawan Soni
3. Instant Vocabulary – Ida Ehrlich

**Web Reference**

1. <https://byjus.com> › ... › Government Exam Articles
2. <https://leverageedu.com> › blog › English-for-competition
3. <https://www.schools360.in> › IBPS
4. <https://udemy.com>>learn anything>online courses
5. <https://sscstudy.com> › General English PDF

**A20ENS404**

**BASICS OF COMPUTING**

**L T P C Hrs**  
**0 0 4 2 30**

**Course Objective**

- To understand the basics of Computing
- To study the basic taxonomy and terminology of the computer networking
- To enumerate the layers of OSI model and TCP/IP model.
- To acquire knowledge of Hardware and Software.
- To read the fundamentals and basics of programming.

**Course outcomes**

**CO1**-Describe the functions of each layer in OSI and TCP/IP model.

**CO2**-Explain the functions of Number Systems.

**CO3**-Describe the Session layer design issues and Transport layer services.

**CO4**- analyze how to assign the IP addresses for the given network.

**CO5**-Describe the methods of planning the computer program.

**UNIT I INTRODUCTION TO COMPUTING AND OPERATION SYSTEM**

**(6 Hrs)**

1. Introduction to Computing
2. Computer Organization
3. Disk Organization
4. Introduction to Software.
5. Operating System
6. Introduction to MS-DOS
7. Introduction to Windows

**UNIT II NUMBER SYSTEMS**

**(6 Hrs)**

1. Number Representation
2. Binary Arithmetic
3. Unsigned and Signed Numbers
4. Number System conversions
5. Digital Codes

**UNIT 3 HARDWARE AND SOFTWARE**

**(6 Hrs)**

1. Processing Devices
2. Memory Devices
3. I/P and O/P devices
4. Storage devices
5. System Software
6. Application Software
7. Graphics and Multimedia

**UNIT 4 NETWORKING FUNDAMENTALS**

**(6 Hrs)**

1. Overview of Data Communication
2. Computer Networking Basics & Types
3. Structuring of Networks

**UNIT 5 PROBLEM SOLVING AND PROGRAMMING IN C.**

**(6 Hrs)**

1. Planning the Computer Program
2. Programming Fundamentals
3. Variable and Data types.
4. Operations & Expressions.
5. Managing Input / Output operators.
6. Decision Making.
7. Branching and Looping.

**Textbook**

1. Thomas L.Floyd and R.P.Jain, "Digital Fundamentals", 8th Edition, Pearson Education, 2007.
2. Peter Norton "Introduction to Computers", 6th Edition, Tata Mc Graw Hill, New Delhi, 2006.
3. Ashok.N.Kamthane, "Computer Programming", Pearson Education (India), 2008.

**Reference Books**

1. Behrouz A. Forouzan and Richard.F.Gilberg, “A Structured Programming Approach Using C”, II Edition, Brooks-Cole Thomson Learning Publications, 2007.
2. Morris Mano, “Digital Design”, 3rd Edition, Pearson Education, 2006.
3. Albert Paul Malvino, Donald P. Leech, “Digital Principles and Applications”, 6th Edition, Mc Graw Hill Publishers, 2007.

**Web Reference**

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2. [https://www.just.edu.jo/~mqais/CIS99/PDF/Ch.01\\_Introduction\\_%20to\\_computers.pdf](https://www.just.edu.jo/~mqais/CIS99/PDF/Ch.01_Introduction_%20to_computers.pdf)
3. <https://code.tutsplus.com/articles/number-systems-an-introduction-to-binary-hexadecimal-and-more--active-10848>
4. [http://cs.sru.edu/~mullins/cpsc100book/module02\\_introduction/module02-03\\_introduction.html](http://cs.sru.edu/~mullins/cpsc100book/module02_introduction/module02-03_introduction.html)
5. <https://www.geeksforgeeks.org/difference-between-hardware-and-software/>

5/4

M. A. Zehedy

**A20ENT511**

**AMERICAN LITERATURE - II**

**L T P C Hrs**  
**3 1 0 4 60**

**Course Objectives**

- To Identify key ideas, representative authors and works,
- To recognize author's significant historical and cultural events
- To analyze literary works as expressions of individual or communal values
- To demonstrate knowledge of forms and styles of historical periods in different regions
- To understand twentieth century themes and theories

**Course Outcomes**

*After completion of the course, the students will be able to*

- CO1-** understand themes and theories of twentieth century  
**CO2-** analyze literary works of authors and communal values  
**CO3-** recognize American historical and cultural events  
**CO4-** identify American writers' key ideas  
**CO5-** understand forms and styles in different periods

**UNIT I - PROSE**

**(12 Hrs)**

1. Ralph Waldo Emerson - The American Scholar
2. Henry David Thoreau - Walden (Chap - Pond)

**UNIT II - POETRY**

**(12 Hrs)**

1. Walt Whitman - Out of The Cradle Endlessly Rocking
2. E.E. Cummings - Cambridge Ladies
3. Robert Frost – After Apple-Picking
4. Wallace Stevens - Anecdote of The Jar
5. Mary Oliver – At Black River

**UNIT III - SHORT STORIES**

**(12 Hrs)**

1. Frank R. Stockton - The Lady, Or the Tiger?
2. W.W. Jacobs - The Monkey's Paw
3. Ambrose Bierce - An Occurrence at Owl Creek Bridge

**UNIT IV - DRAMA**

**(12 Hrs)**

1. Arthur Miller - Death of a Salesman

**UNIT V - NOVEL**

**(12 Hrs)**

1. Ernest Hemingway - The Old Man and The Sea

**Text Books**

1. Miller, Arthur. *Death of a Salesman*. Penguin UK Edition.2011
2. David, Henry. *Walden*. Maple Press. 2013
3. Hemingway, Ernest. *The Old Man and the Sea*. RHUK Publication. 1994.

**Reference Books**

1. Ashok Sengupta Krishna Sen. *A short History of American Literature*. The Orient Black Swan Publication. 2017.
2. Mondal, Avik. *American Literature Poetry*. Stories. Novel. Drama. Book Valley Publication.2019.
3. Emerson, Ralph, Waldo. *The American Scholar*. Laurentian Press. New York. 1901.

**Web References**

1. <https://www.poetryfoundation.org/poems/44272/> After Apple-Picking
2. <https://www.poetryfoundation.org/poetrymagazine/poems/14575/anecdote-of-the-jar>
3. <https://www.gradesaver.com/the-lady-or-the-tiger/study-guide/summary>
4. <https://www.sparknotes.com/lit/salesman/summary/>
5. <https://www.britannica.com/topic/Moby-Dick-novel>

**A20ENT512**

**WOMEN'S STUDIES**

**L T P C Hrs**  
**3 1 0 4 60**

**Course Objectives**

- To understand systematic manner of women situation in different environment
- To identify women in the literary texts, the media and the arts
- To analyze images and social attitudes towards women
- To recognize women's experience in an unbiased manner
- To perceive the social, cultural, and biological experience of both men and women in all societies

**Course Outcome**

*After completion of the course, the students will be able to*

**CO1**-understand societal culture and biological experience of men and women

**CO2**-analyse systematic manner of women situation in diverse environment

**CO3**-recognize women's experience in unbiased manner

**CO4**-perceive literary text, media and arts in women's writing

**CO5**-identify social attitudes towards women

**UNIT - I INTRODUCTION**

**(12 Hrs)**

1. Introduction to Women's Studies
2. Waves of Feminism
3. Contemporary Theories (Radical Feminism, Liberal / Cultural Feminism, Marxism, Socialism, Postcolonial Feminism, Eco-Feminism, Hip-Hop Feminism)

**UNIT - II PROSE**

**(12 Hrs)**

1. Virginia Woolf - A Room of One's Own (Chapter -1)
2. Simone de Beauvoir - The Second Sex (Chapter - 1)

**UNIT - III POETRY**

**(12 Hrs)**

1. Kamala Das - An Introduction
2. Sylvia Plath - Lady Lazarus
3. Maya Angelou - Caged Bird
4. Judith Wright - Request to a Year
5. Sujata Bhatt - Straight Through the Heart

**UNIT IV SHORT STORIES**

**(12 Hrs)**

1. Mahasweta Devi - Draupadi
2. Bharati Mukherjee – A Wife's Story

**UNIT V NOVEL**

**(12 Hrs)**

1. Beatrice Mosionier - In Search of April Raintree

**Text Books**

1. Woolf, Virginia. *A Room of One's Own*. Albatross Publication.2015.
2. Pramod K. Nayar. *Contemporary Literary and Cultural Theory*. Pearson Publication. 2021.
3. Mosionier, Beatrice. *In Search of April Raintree*. Highwater Press. 2008.

**Reference Books**

1. Beauvoir, de Simone. *The Second Sex*. Rhuk Publication. 2010.
2. Castle. Gregory. *The Literary Theory Handbook*. Wiley Blackwell Publication. 2013.
3. Baldick, Chris. *The Modern Movement*. Oxford University Press. 2004.

**Web References**

1. <https://www.kzoo.edu/praxis/files/2012/12/s-studies.pdf>
2. <https://www.litcharts.com/lit/a-room-of-one-s-own/summary>
3. <https://keytopoetry.com/judith-wright/analyses/request-to-a-year/>
4. <http://essaycemetery.blogspot.com/2014/03/a-wifes-story-by-bharati-mukherjee.html>
5. <https://www.britannica.com/topic/The-Color-Purple>

**A20ENT513**

**TWENTIETH CENTURY CRITICISM AND THEORY**

**L T P C Hrs**  
**3 1 0 4 60**

**Course Objectives**

- To have an in-depth understanding of Twentieth century criticism and theory
- To identify uniqueness in Formalism and New Criticism
- To understand author's work by summarizing, interpreting, and exploring its value.
- To demonstrate knowledge of close reading, and implicit meaning
- To understand ecology, history, race and culture

**Course Outcomes**

*After completion of the course, the students will be able to*

- CO1**-understand contemporary criticism and theory
- CO2**-unique characteristics of Formalism and New Criticism
- CO3**-interpret author's work in modernistic and post-modernistic approach
- CO4**-comprehend close reading, implicit and explicit reading
- CO5**-compare ecology, history, race and culture with literary works

**UNIT I - RUSSIAN FORMALISM**

**(12 Hrs)**

1. Introduction to Russian Formalism
2. Roman Jakobson - Linguistics and Poetry
3. Victor Shklovsky - Art as Techniques

**UNIT II - NEW CRITICISM**

**(12 Hrs)**

1. Introduction to New Criticism
2. T. S. Eliot - Tradition and Individual Talent
3. I. A. Richard - Four Kinds of Meaning

**UNIT III MODERNISM**

**(12 Hrs)**

1. Introduction to Modernism
2. Northrop Frye - The Archetypes of Literature

**UNIT IV STRUCTURALISM**

**(12 Hrs)**

1. Introduction to Structuralism
2. Ferdinand de Saussure and Roland Barthes  
(M. A. R. Habib - A History of Literary Criticism from Plato to the Present)
3. Psychoanalysis after Freud Josiane – Paccaud - Huguet  
(An Oxford Guide – Literary Theory and Criticism – Patricia)
4. Deconstruction - Alex Thomson  
(An Oxford Guide – Literary Theory and Criticism – Practical)

**UNIT V CONTEMPORARY CRITICISM**

**(12 Hrs)**

1. New Historicism and Cultural Materialism
2. Ecocriticism  
(Pramod K. Nayar - Contemporary Literary and Cultural Theory )

**Text Books**

1. Pramod K. Nayar. *Contemporary Literary and Cultural Theory*. Pearson Publication. 2021.
2. Goulimari, Pelagia. *Literary Criticism and Theory*. Routledge Publication. 2017.
3. Castle, Gregory. *The Literary Theory Handbook*. Wiley Blackwell Publication. 2013.

**Reference Books**

1. Waugh, Patricia. *Literary Theory and Criticism: An Oxford Guide*. Oxford University Press. 2006.
2. M.A.R.Habib. *Literary Criticism from Plato to the Present: An Introduction*. Wiley-Blackwell Publication. 2011.
3. Baldick, Chris. *The Modern Movement*. Oxford University Press. 2004.

**Web References**

1. <https://englishnotes07.wordpress.com/2019/09/04/notes-on-russian-formalism/>
2. <https://www.enotes.com/topics/tradition-individual>
3. <https://ncert.nic.in/textbook/pdf/lek1124.pdf>
4. [http://www.cvs.edu.in/upload/Introduction%20to%20Structuralism\\_%20Part%20One.pdf](http://www.cvs.edu.in/upload/Introduction%20to%20Structuralism_%20Part%20One.pdf)
5. <https://www.sjsu.edu/english/docs/ma-exam/Literary%20Theory.pdf>

**A20ENT514**

**INDIAN LITERATURE IN ENGLISH TRANSLATION**

**L T P C Hrs**  
**3 1 0 4 60**

**Course Objectives**

- To understand the Importance of English Translation from Indian Languages
- To recognize the Cultural importance in India
- To comprehend Translation and Modern India
- To understand History, Growth, and Role of Translation in India
- To identify and to have comparative understanding of IWE and ILET

**Course Outcomes**

*After completion of the course, the students will be able to*

**CO1**-understand history and growth of Translation in India

**CO2**-recognize the culture of English in India

**CO3**-follow the Importance of English Translation from Indian Languages

**CO4**-interpret culture and identity of English in India

**CO5**-understand IWE and ILET

**UNIT I PROSE**

**(12 Hrs)**

1. P. Sivakami - Land: Woman's Breath and Speech
2. Lisa Lau - Positioning Indian Women's writing in English
3. Sujit Mukherjee - Translation as Discovery (Chap: Translation as New Writing)

**UNIT II POETRY**

**(14 Hrs)**

1. Damodar More (Priya Adakar) - Poetry Reading (Marathi)
2. Agha Shahid Ali —Postcard from Kashmir (Kashmir)
3. ONV Kurup (K. Sreedharan Nair) - Earthen Pots (Malayalam)
4. Kabilar (A. K. Ramanujan) - Farewell to Pari's Hill (Tamil)
5. Chandrakant Sheth – Selling the Sky (Gujarati)

**UNIT III SHORT STORIES**

**(12 Hrs)**

1. Pudumaipithan (Trans: Seethalakshmi Viswanath) - Teaching (Tamil)
2. Cho. Dharman (Trans: Malini Seshadri) - Wetness (Tamil)
3. Ismat Chughtai (Trans: Syeda Hameed) - The Quilt (Uruthu)

**UNIT IV DRAMA**

**(12 Hrs)**

1. Badal Sircar – Evam Indrajit

**UNIT V NOVEL**

**(10 Hrs)**

1. Thakazhi Sivasankara Pillai - Chemmeen (Kerala)

**Text Books**

1. Karnad, Girish. *The Fire and the Rain*. Oxford University Press. 1998.
2. Nair, Anita Pillai. *Chemmeen*. Harper Perennial Publication. 2011.
3. Mukherjee, Sujit. *Translation as Discovery and other Essays: On Indian Literature in English Translation*. Orient Black Swan Publication. 1994.

**Reference Books**

1. Lau, Lisa. *Indian Writing in English and Issues of Visual Representation: Judging More Than a Book by Its Cover*. Palgrave Macmillan Publication. 2015.
2. Lau, Lisa. *Indian Writing in English and the Global Literary Market*. Palgrave Macmillan Publication. 2015.
3. Sharma, Ramesh. Dr Ashima Sona. *Classics in Translation*. Purbayon Publication. 2021.

**Web References**

1. <http://professorgarretreaja.blogspot.com/2018/03/land-womens-breath-and-speech-summary.html>
2. <https://indianpoetry.wordpress.com/2007/07/22/selling-the-sky-by-chandrakant-sheth/>
3. <https://medium.com/@literatureguide/review-summary-and-analysis-of-quilt-by-ismat-chughtai-16ec2293521e>
4. <https://www.ipl.org/essay/Summary-Of-The-Fire-And-The-Rain-FKDMSCFHESJP6>
5. <https://www.scribd.com/document/370319899/Chemmeen-Summary-and-Themes>

A20ENE507

DALIT LITERATURE

L	T	P	C	Hrs
3	1	0	4	60

**Course Objectives**

- To understand Dalit movements in India
- To explore Dalit voice through literary texts
- To identify Dalit's issues and solutions
- To compare Dalit problems with world literary texts
- To understand Dalit complications in India

**Course Outcomes**

*After completion of the course, the students will be able to*

**CO1**-understand Dalit movements in India

**CO2**-comprehend voice of voiceless people

**CO3**-identity issues and solutions of Dalits

**CO4**-understand Dalit complication in India

**CO5**-compare Dalit's text with world literature

**UNIT I INTRODUCTION AND CRITICISM****(12 Hrs)**

1. Introduction to Dalit Literature
2. N.M. Aston - Dalit Literature and African – American Literature (Ch: Dalit's Literature: Historical Background)
3. D.R. Nagaraj - The Flaming Feet (Ch: Two Imaginary Soliloquies: Ambedkar and Gandhi)

**UNIT II PROSE****(12 Hrs)**

1. Sunaina Arya – Dalit Feminist Theory (Introduction)
2. Gail Omvedt – Dalits and the Democratic Revolution (Chapter 1)

**UNIT III POETRY****(12 Hrs)**

1. Yashwant Vaghela – Identity (Marathi)
2. Mathivannan (Trans by Vasantha Surya) - Honey-Smeared (Tamil)
3. K.K. Govindan - The Killing Field (Kerala)
4. Tejwant. S. Gill - The Wound of the Thorn (Punjabi)
5. Jayaprabha - Stares (Telugu)

**UNIT IV NOVELLA AND SHORT STORIES****(12 Hrs)**

1. Imayam – Pethavan The Begetter
2. Yogesh Maitreya - Flowers on the Grave of Caste (Story: 1,2)

**UNIT V NOVEL****(12 Hrs)**

1. Bama - Karukku

**Text Books**

1. Pethavan. *The Begetter*. Oxford Publication. 2016.
2. Bama. *Karukku*. Oxford Publication. 2014.
3. Aston.N.M. *Dalit Literature and Africa-American Literature*. Prestige Publication. 2003.

**Reference Books**

1. Nagaraj.D.R. *The Flaming Feet and Other Essays: The Dalit Movement In India*. Orient Blackswan. 2012.
2. Maitreya, Yogesh. *Flowers on the Grave of Caste*. Panther's Paw Publication. 2019
3. Kumar, Raj. *Dalit Literature and Criticism*. Orient Black Swan Publication. 2019

**Web References**

1. <https://shodhgangotri.inflibnet.ac.in/jspui/bitstream/123456789/1197/2/02%20introduction.pdf>
2. <https://www.routledge.com/Dalit-Feminist-Theory-A-Reader/Arya-Rathore/p/book/9780367278250>
3. <https://www.theguardian.com/film/2009/mar/11/the-killing-fields-reel-history#:~:text=The%20Killing%20Fields%20follows%20the,where%20homes%20used%20to%20be.>
4. <https://feminisminindia.com/2017/10/12/pethavan-imayam-book-review/>
5. <https://feminisminindia.com/2017/02/20/karukku-bama-book-review/>






A20ENE508

FOLKLORE AND CULTURAL STUDIES

L T P C Hrs  
3 1 0 4 60**Course Objectives**

- To understand importance of culture and folklore literature
- To trace the history of culture and folklore in Indian literature
- To read the theories and criticism of cultural studies
- To introduce folklore based literary works
- To have a comprehend reading of world literature through cultural ideology

**Course Outcomes**

*After completion of the course, the students will be able to*

- CO1**-read and understand history of culture and folklore  
**CO2**-understand importance of culture and folklore literature  
**CO3**-acknowledge folklore based literary texts  
**CO4**-appreciate cultural theories and criticism  
**CO5**-recognize world literature through cultural ideology

**UNIT I INTRODUCTION TO FOLKLORE****(12 Hrs)**

1. A.K.Ramanujan - Folktales from India (Introduction)
2. Lisa Gabbert – Folk Drama

**UNIT II INTRODUCTION TO CULTURAL STUDIES****(12 Hrs)**

1. Chris Barker – The Sage Dictionary of Cultural Studies (Introduction)
2. Robert S. Wyer, Chi-yue Chiu, and Ying-yi Hong – Understanding Culture (Chapter 1)

**UNIT III FOLKLORE – SHORT STORIES****(12 Hrs)**

1. A.K.Ramanujan - The Clever Daughter-in-law (Kannada)
2. A.K.Ramanujan - Why the Fish Laughed (Kashmiri)
3. A.K.Ramanujan - The Magic Bowls (Tamil)
4. Anand Neelakantan – Bhoomija Sita
5. Rudyard Kipling – Just So Stories (The Elephant's Child, How the Alphabet was made)

**UNIT IV CULTURAL STUDIES – NOVEL****(12 Hrs)**

1. Amulya Malladi – Serving Crazy with Curry

**UNIT IV CRITICISM****(12 Hrs)**

1. A.K. Ramanujan – The Relevance of South Asian Folklore
2. Clifford Geertz - Interpretation of Culture (Religion as a Cultural System)

**Text Books**

1. Barker, Chris. *The Sage Dictionary of Cultural Studies*. Sage Publication. 2004.
2. Malladi, Amulya. *Serving Crazy with Curry*. And then She said Publication. 2018.
3. Ramanujan. A.K. *Folklores from India*. Modern Classics Penguin Publication. 2009.

**Reference Books**

1. Wyer, Robert.S. *Understanding Culture: Theory, Research, and Application. Psychology*. Publication. 2009.
2. Geertz, Clifford. *The Interpretation of Cultures*. Basics Publication. 2017.
3. Gupta, Nilanjana. *Cultural Studies and Approaches in Literary*. Worldview Publication. 2017.

**Web References**

1. <https://egyankosh.ac.in/bitstream/123456789/48584/1/Unit-13.pdf>
2. <https://www.kobo.com/us/en/ebook/the-sage-dictionary-of-cultural-studies>
3. [https://nideffer.net/classes/GCT\\_RPI\\_S14/readings/Geertz\\_Religion\\_as\\_a\\_Cultural\\_System\\_.pdf](https://nideffer.net/classes/GCT_RPI_S14/readings/Geertz_Religion_as_a_Cultural_System_.pdf)
4. <https://psycnet.apa.org/record/2008-17689-005>
5. <https://www.taylorfrancis.com/books/edit/10.4324/9781441605054/understanding-culture-robert-wyer-chi-yue-chiu-ying-yi-hong>




A20ENE509

**CONTENT EDITING AND WRITING**

L	T	P	C	Hrs
3	1	0	4	60

**Course Objectives**

- To introduce learners to the basic concepts of Content Writing
- To sensitize them to the various styles and techniques of writing and editing
- To nourish their creativity and develop their language skills
- To increase employability of the students
- To create industry-academia interface through institutional support

**Course Outcomes**

*After the end of this course students will be able to*

**CO1**-understand basic concepts of Content Writing

**CO2**-comprehend their knowledge of various styles and techniques of writing and editing

**CO3**-develop their creative and language skills

**CO4**-strengthen their employability

**CO5**-enhance industry-academia interface through institutional support

**UNIT I - FREELANCE EDITING & WRITING****(12 Hrs)**

1. Introduction and functions of Copy editing and Content writing
2. In-house and Standard Style guides
3. Scope of Job Opportunities in editing and writing

**UNIT II - THE ART OF PROOF READING****(12 Hrs)**

1. Editing for style: Elements of style including spelling, capitalization, abbreviations, and numbers
2. Punctuation for professionals: commas, colons, quotation marks, ellipses, and dashes
3. Types of Proofreading: Standard and Comparison

**UNIT III - COPY EDITING****(12 Hrs)**

1. Types of copy editing: Basic editing, Substantive editing, Technical editing
2. Copy editing and Proof reading.
3. Referencing styles in APA, Chicago, Harvard, MLA, and Vancouver

**UNIT IV - CONTENT WRITING****(12 Hrs)**

1. Process and Principles of Content Writing
2. Types of content writing
3. Creative writing and Content writing

**UNIT V - SEO – CONTENT WRITING****(12 Hrs)**

1. Introduction to Common Terms for SEO Based Writing
2. Searching Relevant Keywords with Google Ad Words Tool
3. Incorporating Keywords in Content

**Text Books**

1. Gupta, Kounal. The only content writing handbook you'll ever need. Henry Harvin Publication. 2020.
2. Richa, Sharma. SP Bakshi. Descriptive English. Arihant Publication. 2017.
3. Anjana Neira, Anuradha, Swati Pal. Creative Writing: A Beginner's Manual. Pearson Publication. 2008.

**Book References**

1. Petit, Zachary. The Essential Guide to Freelance Writing: How to Write, Work, and Thrive on Your Own Terms. Readers Digest Publication. 2015.
2. Gopalan, R. A Handbook of Copy-editing. Buuks Publication. 2019.
3. Blundell, E. William. The Art and Craft of Feature Writing: Based on The Wall Street Journal Guide. Plume Publication. 1988.

**Web References**

1. <https://www.masterclass.com/articles/how-to-become-a-freelance-editor>
2. <https://www.writeraccess.com/blog/the-art-of-proofreading/>
3. <https://www.masterclass.com/articles/a-guide-to-copy-editing-everything>
4. <https://www.entrepreneur.com/article/247908>
5. <https://www.brafton.com/blog/creation/what-is-seo-writing-the-complete-guide-to-writing-for-search/>

**Course Objectives**

- To understand new socio-cultural voices in literature in English
- To study, through representative texts, the idea of colonized ideology
- To analyze the influences of the socio-political and Western dominance
- To identify the psychology of colonized countries through their literary text
- To interpret the literary texts of post-colonial writers

**Course Outcomes**

*After completion of the course, the students will be able to*

CO1-interpret and understand texts of post-colonial writers

CO2-understand socio-culture in literature

CO3-analyse western dominance on literary expression

CO4-comprehend the psychology and their past of colonized countries

CO5-apprehend the idea of colonized ideology and other thematic concern

**UNIT I - INTRODUCTION**

**(12 Hrs)**

1. Definition and Significance of the terms - Postcolonial, Post - Colonial
2. Introduction to Post- Colonial, Neo- Colonization, Imperialism and Decolonization

**UNIT II - PROSE**

**(10 Hrs)**

1. Thomas King - *Godzilla vs Post-Colonial*
2. Edward Said - *Latent and Manifest Orientalism*

**UNIT III – POEM**

**(14 Hrs)**

1. E. Pauline Johnson – *The Cattle Thief*
2. Les Murray – *The Immigrant Voyage*
3. Wole Soyinka – *Telephone Conversation*
4. T. Tsundue – *When it Rains in Dharamshala*
5. Kofi Awoonor – *The Weaver Bird*
6. Oodgeroo Noonuccal – *We are going*

**UNIT IV - DRAMA**

**(10 Hrs)**

1. Girish Karnad - *Hayavadana*

**UNIT V - NOVEL**

**(14 Hrs)**

1. Joseph Conrad - *Heart of Darkness*
2. Chinua Achebe - *Things Fall Apart*

**Text Books**

1. Karnad, Girish. *Hayavadana*. Oxford University Press. 1997.
2. Conrad, Joseph. *Heart of Darkness*. Altantic Publication. 2019.
3. Achebe, Chinua. *Things Fall Apart*. Penguin Modern Classics Publication. 2001

**Reference Books**

1. Nayar. *Postcolonial Literature: An Introduction*. Pearson Education Publication. 2008.
2. Goulimari, Pelagia. *Literary Criticism and Theory*. Routledge Publication. 2017.

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3. Castle, Gregory. *The Literary Theory Handbook*. Wiley Blackwell Publication. 2013.

### Web References

1. <https://literariness.org/2016/04/06/postcolonialism/>
2. <https://warwick.ac.uk/fac/arts/english/currentstudents/postgraduate/>
3. <https://www.poetryfoundation.org/poems/57146/the-weaver-bird>
4. <https://www.litcharts.com/lit/hayavadana/summary>
5. <https://www.britannica.com/topic/Things-Fall-Apart>

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M. A. Zehat

**A20ENT616**

**WORLD LITERATURE**

**L T P C Hrs**

**3 1 0 4 60**

**Course Objectives**

- To provide knowledge of the characteristics of various literary genres
- To develop analytical skills and critical thinking through reading, and discussion
- To broaden student's intercultural reading experience
- To deepen student's awareness of the universal human concerns that are the basis for literary works.
- To understand culture, environment, human identity through world literary text

**Course Outcomes**

*After completion of the course, the students will be able to*

**CO1**-understand the characteristics of various literary genres

**CO2**-comprehend the analytical skills, creative thinking and critical thinking

**CO3**-developed intercultural reading experience

**CO4**-perceived the awareness of the universal human concerns

**CO5**-apprehend culture, environment, human identity

**UNIT I - PROSE**

**(12 Hrs)**

1. Theo D'haen - *The Routledge Concise History of World Literature* (Chap: Naming World Literature)
2. David Damrosch - *World Literature in Theory* (Chap: World Literature 1907 - Tagore)

**UNIT II - POETRY**

**(12 Hrs)**

1. Robert Lowell - *Skunk Hour* (American)
2. David Eggleton - *Drowned Volcano* (New Zealand)
3. Mahmound Darwish - *Passport* (Afghanistan)
4. Valmiki (Trans - T.H. Griffith - *Ramayana*) (Canto C. Rávan In the Field) (Indian)
5. Nazim Hikmet - *Lion in an Iron Cage* (Turkish)
6. Kahlil Gibran - *An When My Sorrow was Born* (Lebanese)

**UNIT III - SHORT STORIES**

**(12 Hrs)**

1. Judah Waten - *Mother* (Australia)
2. Fyodor Dostoevsky - *The Beggar Boy at Christ's Christmas Tree* (Russia)
3. O Henry - *The Last Leaf* (America)

**UNIT IV - DRAMA**

**(12 Hrs)**

1. Henrik Ibsen - *A Doll's House* (Norwegian)

**UNIT V - NOVEL**

**(12 Hrs)**

1. Hermann Hesse - *Siddhartha* (German-Swiss)

**Text Books**

1. Ibsen, Henrik. *A Doll's House*. Fingerprint Publication. 2021.
2. Hesse, Hermann. *Siddhartha*. First Publication. 2012.
3. Dhaen, Theo. *The Routledge Companion to World Literature*. Routledge Publication. 2013.

**Reference Books**

1. Damrosch, David. *World Literature in Theory*. Wiley Blackwell Publication. 2014.
2. Waugh, Patricia. *Literary Theory and Criticism: An Oxford Guide*. Oxford University Press. 2006.

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3. Henry, O. *Selected Stories*. Fingerprint Publication. 2017.

### Web References

1. <https://www.harvardmagazine.com/2019/09/david-damrosch>
2. [http://www.eliteskills.com/analysis\\_poetry/Lion\\_In\\_An\\_Iron\\_Cage\\_by\\_Nazim\\_Hikmet\\_analysis.php](http://www.eliteskills.com/analysis_poetry/Lion_In_An_Iron_Cage_by_Nazim_Hikmet_analysis.php)
3. <https://www.supersummary.com/the-last-leaf/summary/>
4. <https://www.gradesaver.com/antigone/study-guide/summary><https://www.britannica.com/topic/Siddhartha#:~:text=It%20was%20inspired%20by%20the,India>

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M. A. Zehat

**A20ENT617**

**CONTEMPORARY LITERATURE**

**L T P C Hrs**

**3 1 0 4 60**

**Course Objectives**

- To introduce students to major movements related to poetry, prose, drama and novel
- To create literary sensibility in students and expose them to Contemporary Writings
- To introduce Contemporary literary theories through the selected text
- Students should be able to identify, analyze, interpret and describe the critical ideas, values, and themes that appear in literary and cultural texts
- To understand the ideas, values, themes, culture and society, both Contemporary and in the past

**Course Outcomes**

*After completion of the course, the students will be able to*

**CO1**-understand major movements through the selected texts

**CO2**-comprehend artistic and innovative use of language by writers

**CO3**-perceive Modern literary theories

**CO4**-identify, analyze, interpret and describe the critical ideas, values, and themes

**CO5**-understand the ideas, values, themes inform, culture and society

**UNIT I - PROSE**

**(10 Hrs)**

1. Michael Levenson - *The Cambridge Companion to Modernism* (Introduction)
2. David Ayers – *Modernism – A Short Introduction* (Introduction)

**UNIT II - POETRY**

**(14 Hrs)**

1. Seamus Heaney - *Blackberry-Picking*
2. Sherman Alexie - *How to Write the Great American Indian Novel*
3. Carol Ann Duffy - *Warming Her Petals*
4. Simon Armitage – *A Vision*
5. Tishani Doshi - *What The Body Knows*

**UNIT III - SHORT STORIES**

**(12 Hrs)**

1. Alice Ann Munro – *Train* (Canadian)
2. Haruki Murakami - *Confessions of a Shinagawa Monkey*

**UNIT IV - DRAMA**

**(12 Hrs)**

1. Ann-Marie MacDonald - *Goodnight Desdemona (Good Morning Juliet)*

**UNIT V - NOVEL**

**(12 Hrs)**

1. Meena Kandasamy – *The Gypsy Goddess*

**Text Books**

1. MacDonald, Ann-Marie. *Goodnight Desdemona (Good Morning Juliet)*. Avalon Travel Publication. 1998.
2. Kandasamy, Meena. *The Gypsy Goddess*. Fourth Estate Publication. 2016.
3. Ayers, David. *Modernism: A Short Introduction*. Generic Publication. 2015.

**Reference Books**

1. Levenson, Michael. *The Cambridge Companion to Modernism*. Cambridge University Press. 2011.
2. Baldick, Chris. *The Modern Movement*. Oxford University Press. 2004.

**Web References**

1. <https://www.cambridge.org/core/books/cambridge-companion-to-modernism/7380B05CD6E359C3938F4C855D3C79CD>

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3. <https://www.coursehero.com/lit/Selected-Stories-of-Virginia-Woolf/a-haunted-house-summary/>
4. <https://www.sparknotes.com/drama/happydays/summary/>
5. <https://www.sparknotes.com/lit/sargasso/summary/>

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M. A. Zehetf.



A20ENE611

MYTH AND MYTHOLOGY

L T P C Hrs

3 1 0 4 60

**Course Objectives**

- To introduce the concept of comparative myth and mythology
- To acquaint students with myth and mythological concepts of various cultures
- To enable students to understand the operation and application in ancient texts
- To develop a deep comprehend of mythology and mythological stories
- To know about the stories in mythology that are embedded in our everyday experiences

**Course Outcomes**

*After the end of this course students will be able to*

**UNIT I - INTRODUCTION**

**(12 Hrs)**

1. Eva M. Thury and Margaret K. Devinney – *Introduction to Myth* (Chapter 1 - Introduction to studying Myth)
2. Eva M. Thury and Margaret K. Devinney – *Introduction to Myth* (Introduction - Literature and Myth)

**UNIT II - POETRY**

**(12 Hrs)**

1. Edward Alan Bartholomew - *For Zeus* (Some Say Poseidon)
2. Sophocles - *Agamemnon's Vengeance* (Translated - E. H. Plumptre)
3. W. H. Auden - *Musee des Beaux Arts*
4. Sylvia Plath - *Medusa*
5. Charles Jensen - *Complaint of Achilles' Heel*

**UNIT III - NOVEL**

**(12 Hrs)**

1. Vyasa – *Mahabharata (Excerpts)*
2. Valmiki – *Ramayana (Excerpts)*

**UNIT IV - DRAMA**

**(12 Hrs)**

1. Rabindranath Tagore – *Chitra*

**UNIT V - CRITICISM**

**(12 Hrs)**

1. Tok Thompson and Gregory Schrempp – *The Truth of Myth* (Introduction : A World Made of Myth)
2. Claude Levi-Strauss – *Myth and Meaning* (Chap 1 – The Meeting of Myth and Science)

**Text Books**

1. Eva M. Thury, Margaret K. Devinney. *Introduction to Mythology: Contemporary Approaches to Classical and World Myths*. Oxford University Press. Edition IV.2017.
2. Levi-Strauss, Claude. *Myth and Meaning*. Routledge Publication. 2001.
3. Gregory Schrempp, Tok Thompson. *The Truth of Myth*. Oxford University Press. 2020.

**Reference Books**

1. Seagal, A Robert. *Myth : A Very short Introduction*, Oxford University Press, 2004.
2. Berens, E.M. *Myths and Legends of Ancient Greece and Rome*. William Collins Publication. 2017.

**Web References**

1. [http://www.blackcatpoems.com/m/mythological\\_poems.html](http://www.blackcatpoems.com/m/mythological_poems.html)
2. <https://www.britannica.com/topic/myth/Approaches-to-the-study-of-myth-and-mythology>
3. <https://literariness.org/2016/03/24/modernist-use-of-myth/>
4. <https://www.infoplease.com/culture-entertainment/mythology-folklore/greek-and-roman-mythology>

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5. [https://go.gale.com/ps/i.doid=GALE%7CA64389094&sid=googleScholar&v=2.1&it=r&linkaccess=abs&issn=13590987&p=AONE&sw=w&userGroupName=tel\\_oweb&isGeoAuthType=tru](https://go.gale.com/ps/i.doid=GALE%7CA64389094&sid=googleScholar&v=2.1&it=r&linkaccess=abs&issn=13590987&p=AONE&sw=w&userGroupName=tel_oweb&isGeoAuthType=tru)

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M. A. Zahedi

**A20ENE610**

**AFRICAN AND CARIBBEAN LITERATURE**

**L T P C Hrs**  
**3 1 0 4 60**

### **Course Objectives**

- To introduce the vast wealth of African and Nigerian Literature
- To understand the tradition and history of African Literature
- To learn literary analysis by genre of poetry, fiction and drama including African literary criticism
- To appreciate the social contexts in African Literature from the different regions
- To apprehend colonial and post-colonial aspects and theories that has shaped the literature

### **Course Outcomes**

*After completion of the course, the students will be able to*

**CO1**-understand the African and Nigerian literature

**CO2**-analysis and comprehend the literary tradition of African and Caribbean

**CO3**-read and analyze poetry, fiction and drama including African literary criticism

**CO4**-appreciate the social contexts in African Literature from the different regions of Africa

**CO5**-apprehend colonial and post-colonial aspects of literature and theories

#### **UNIT I - INTRODUCTION**

**(12 Hrs)**

1. F. Abiola Irele and Simon Gikandi – The Cambridge History of African and Caribbean Literature (Chapter – 2 - Kwesi Yankah - The folktale and its extensions)
2. F. Abiola Irele – The Cambridge Companion to the African Novel (Introduction: perspectives on the African novel – F. Abiola Irele)

#### **UNIT II - POETRY**

**(10 Hrs)**

1. Safia Elhillo – Girl that never Die
2. Gabriel Okara - You Laughed and Laughed and Laughed
3. Derek Walcott - A Far Cry from Africa
4. David Diop - Africa, My Africa
5. John Gardiner Calkins Brainard - The Dog-Watch

#### **UNIT III - SHORT STORIES**

**(12 Hrs)**

1. Luis Bernardo Honwana, Dorothy Guedes - We Killed Mangy-Dog & other stories (Story : Papa, snake I, The hands of the Blacks)
2. Yoti Lane – African Folk Tales (The Quest for the Ivory Horn, Why Sheep says Maa-a)

#### **UNIT IV - FICTION**

**(12 Hrs)**

1. Toni Morrison – Beloved

#### **UNIT V - DRAMA**

**(12 Hrs)**

1. Wole Soyinka - The Lion and the Jewel

#### **Text Books**

1. Honwana, L.B. We Killed Mangy-dog and other Stories. Pearson Publication. 1969.
2. Lane, Yoti. African Folk Tales. Dover Publication. 2015
3. Batra, Shakti. Wole Soyinka: The Lion and the Jewel. Surjeet Publication. 2018

#### **Reference Books**

1. Derek Walcott, Edward Baugh. *Selected Poems. Farrar*. Straus and Giroux. 2014.
2. Irele, Abiola. *The Cambridge Companion to the African Novel*. Cambridge Publication. 2009.
3. Morrison, Toni. *Beloved*. RHUK Publication. 1999.

#### **Web References**

1. <https://poets.org/poem/heritage-0>
2. <https://www.poemhunter.com/poem/the-dog-watch/>
3. <https://folukeafrica.com/africa-my-africa-by-david-diop/>
4. <https://www.litcharts.com/poetry/derek-walcott/a-far-cry-from-africa>

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5. <https://www.cambridge.org/core/books/abs/cambridge-literature/folktale-and-its-extensions/7C335FC17392D4F963575C9478FE103>

**A20ENE612**

**CHILDREN LITERATURE**

**L T P C Hrs**  
**3 1 0 4 60**

**Course Objectives**

- To develop knowledge of the historical background of Children Literature
- To understand timeline and definition of Children Literature
- To learn traditional storytelling motifs, symbols and narration techniques
- To promote creative writing, lateral thinking
- To introduce Graphic, illustrated fictions and the difficulties associated with reading, teaching, and writing children's literature

**Course Outcomes**

*After the end of this course, students will be able to*

- CO1-** develop knowledge of the definition of children Literature with timeline  
**CO2-** understand traditional storytelling motifs, symbols and narration techniques  
**CO3-** comprehend strategies for using children's literature  
**CO4-** apprehend Graphic, illustrated fictions through texts  
**CO5-** write creatively and develop their lateral thinking

**Unit I Introduction**

**(12 Hrs)**

1. Kimberley Reynolds - Children Literature a very short introduction (Introduction: what is children's literature?)
2. Origin and history of Children Literature
3. Structure and features of Children Literature

**Unit II Poetry**

**(12 Hrs)**

1. Laura Elizabeth Richards - Eletelephony
2. Eloise Greenfield - By Myself
3. Robert Louis Stevenson - My Shadow, Windy Night
4. Paul Fleischman – Whirligig Beetle
5. Ted Hughes – Hawk Roosting, The Thought Fox

**Unit III Short Stories**

**(12 Hrs)**

1. Flora Annie Steel - The Three Little pigs, Goldilocks and the three bears
2. Aesop - The milk maid and her pail, The Owl & the Grasshopper
3. Paulo Coelho – Stories for Parents, Children and Grandchildren (True Skill, A story by Kahlil Gibran, Choosing One's fate)
4. Oscar Wilde - The Selfish Giant, The Happy Prince

**Unit IV Novel**

**(12 Hrs)**

1. Hugh Lofting - The Story of Doctor Dolittle

**Unit V Graphic and Illustrated Fiction**

**(12 Hrs)**

1. Herge - The Adventures of Tintin (Prisoners of the Sun)
2. Roald Dahl – Fantastic Mr. Fox

**Text Books**

1. Reynolds, Kimberley. *Children's Literature: A Very Short Introduction*. Oxford Publication. 2011.
2. Lofting, Hugh. *The Story of Doctor Dolittle*. Dover Publication. 2005.
3. Lerer, Seth. *Children's Literature – A Reader's History from Aesop to Harry Potter*. University of Chicago Publication. 2009.

**Book References**

1. Herge. *Tintin: Prisoners of the Sun*. Egmont Publication. 2013.
2. Haha, Daniel. *The Oxford Companion to Children's Literature*. Oxford Publication. 2017.
3. Dahl, Roald. *Fantastic Mr Fox*. Puffin Publication. 2016.

**Web References**

1. <https://poetryarchive.org/poem/thought-fox/>
2. <https://www.gutenberg.org/files/902/902-h/902-h.htm>
3. Robert Louis Stevenson - My Shadow, Windy Night
4. [http://www.eggplant.org/pdf/poetry/by\\_myself\\_greenfield.pdf](http://www.eggplant.org/pdf/poetry/by_myself_greenfield.pdf)
5. <https://blogs.slj.com/afuse8production/2015/01/26/the-role-of-childrens-literature-in-contemporary-cinema/>

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M. A. 2020-21

<b>A20ENS606</b>	<b>COMMUNICATION SKILLS FOR CAREER DEVELOPMENT</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>C</b>	<b>Hrs</b>
		<b>0</b>	<b>0</b>	<b>4</b>	<b>2</b>	<b>30</b>

**Course Objective**

- To understand the concept, process and importance of communication.
- To gain knowledge of media of communication.
- To develop skills of effective communication both written and oral.
- To help students to acquaint with application of communication skills
- To understand the concept of personality and personality development

**Course Outcome**

*After completion of the course, the students will be able to*

**CO1**-overcome from all sorts of barriers to communication

**CO2**-understand the basic concept of communication, its need in current scenario

**CO3**-to appreciate any piece of writing and comprehend it

**CO4**-to write a wide range of papers, proposals and reports

**CO5**-understand the importance of personality development

**UNIT I ART OF GOOD COMMUNICATION**

**(6 Hrs)**

1. Verbal & Non-Verbal Communication
2. Difference between Oral and Written Communication
3. 7'Cs of Effective Communication
4. Importance of Effective Communication

**UNIT II Body Language**

**(6 Hrs)**

1. Non-Verbal Communication
2. Types of Body Language
3. Functions of Body Language
4. Role of Body Language
5. Proxemics

**UNIT III Personality**

**(6 Hrs)**

1. Personal Grooming
2. Personal Hygiene
3. Social Effectiveness
4. Business Etiquettes (Power Dressing)

**UNIT IV VERBAL COMMUNICATION (ORAL-AURAL & WRITTEN)**

**(6 Hrs)**

1. Importance of Spoken English,
2. Status of Spoken English in India, International Phonetic Alphabet (IPA) Symbols,
3. Spelling and Pronunciation.
4. Main Forms of Written Communication, Paragraph Writing (Linkage and Cohesion), Letter
5. Writing (formal and informal), Essay writing, Notices

**UNIT V COMMUNICATION AS A SKILL FOR CAREER BUILDING**

**(6 Hrs)**

1. Preparing for a Career
2. Soft Skills for Leadership and Team Management
3. Presentation Skills Business Communication
4. Telephone Skills
5. Time & Stress Management

**Text Books**

1. Eriksen Karin (1979) Communion skills for human services, Prentice-Hall
2. Kundu C.L (1989) personality Development, Sterling Bangalore.
3. Kagan Jerome (1969), Personality Development, Harcourt Brace, New York.

**Reference Books**

1. Personality Development and Career management: By R.M.Onkar (S Chand Publications)
2. Seven Habits of Highly Effective People – Stephen Covey

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3. Effective Business Communication – H.Murphy.

### **Web References**

1. [https://onlinecourses.swayam2.ac.in/cec19\\_mg36/preview](https://onlinecourses.swayam2.ac.in/cec19_mg36/preview)
2. <https://www.skillsyouneed.com/ips/communication-skills.html>
3. <https://www.worldwidejournals.com/indian-journal-of-applied-research>

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