



# VELS



INSTITUTE OF SCIENCE, TECHNOLOGY & ADVANCED STUDIES (VISTAS)  
(Deemed to be University Estd. u/s 3 of the UGC Act, 1956)

PALLAVARAM - CHENNAI

ACCREDITED BY NAAC WITH 'A' GRADE

*Marching Beyond 30 Years Successfully*

INSTITUTION WITH UGC 12B STATUS

## PROGRAMME PROJECT REPORT (PPR)



**CENTRE FOR DISTANCE AND ONLINE EDUCATION**

# **Vels Institute of Science, Technology & Advanced Studies (VISTAS)**

**Centre for Distance and Online Education (CDOE)**

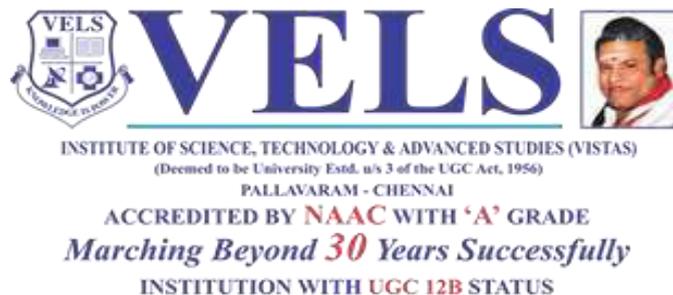
## **School of Languages**

**Department of English**

**B.A.(Hons)-English**

**Under Semester Pattern**

**(From Calendar Year 2024 onwards)**



## **Programme Project Report (PPR)& Regulations with Detailed Syllabus (ODL Mode)**

# **B.A.(Hons)-English**

**Under Semester Pattern**

## **Programme Project Report (PPR)**

**(From Calendar Year 2024 onwards)**

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### **I. Programme's Mission & Objectives**

The BA(Hons)-English, is an undergraduate degree comprised of English studies. The course is designed to offer English subjects of all genres and practical acquisition of theories and forms in English literature to provide students with a wide range of English studies, an understanding of all genres, and practical acquisition of communication skills. VELS Institute of Science Technology and Advanced Studies (VISTAS) started the School of English in the year 2008 with the vision of providing the opportunity for quality education in English to all realms of society. Since the beginning, hundreds of students have availed themselves of this opportunity for higher education in the field of English to a great extent throughout Tamil Nadu and other parts of India. Many students outside the State have benefited from this. The institution's new endeavour is to offer its functioning by offering different types of Conventional Graduate and Post Graduate Programmes in addition to Value added Programmes, which are very relevant to contemporary society.

The Department of English provides students with a BA(Hons)-English, with a substantial amount of specialization in English literature studies. This Programme is especially suitable for those who wish to pursue a career in English literature, language and linguistics studies. Further, this is mainly due to the course content, where greater emphasis is laid on such subjects that would help develop a career in the field of content writing. To enable the students to understand how the knowledge of English is widespread in all other areas and disciplines. To cater for professionals with high knowledge and competence to effectively contribute to society with commitment and integrity.

### **II. Programme with HEI's Mission and Goals**

The career-related Degree Programme in English aims to equip students to cope with the emerging trends and challenges in the industrial and business world. In congruence with the goals of the Institute, the Programme also envisages providing skilled manpower to the professional, industrial and service sectors in the country so as to meet global demands. The Programme also aims to make the students fit for various jobs and initiate and run self-employment ventures.

### **III. Nature of the prospective target group of learners**

BA(Hons)-English is a three-year Programme with six semesters that aims to bridge the gap between academia and industry. The Programme provides a combination of English, communication skills and soft skills. Through an interactive learning process, this Programme attempts to instill fundamental competencies and skills as desired by global transaction and knowledge transfer. The curriculum has been designed to meet the ever-changing English demands while including necessary industry inputs. The purpose of the BA(Hons)-English Programme is to improve knowledge, train students to become industry professionals, provide research-based training, and encourage confidence and competency in the English language.

Because only a nominal percentage of BA(Hons)-English aspirants in Tamil Nadu are accommodated in the regular mode through colleges; it is hoped that Institute's Distance Mode and Online mode Programme will be a boon to those who have been unable to enroll in regular colleges due to social, economic, and other constraints such as eligibility for enrolment, age of entry, time and place, and so on.

#### **IV. Appropriateness of Programme to be conducted in Open and Distance Learning and/or Online mode to acquire specific skills and competence:**

The Learning Outcomes of BA(Hons)-English Programme are as follows:

- Identify and understand the various literary genres such as poetry, fiction, prose, film and dramas.
- Analyze contextually and comparatively how a literary text, explicitly or allegorically, represents various aspects of literature during the eras.
- Demonstrate students' critical and analytical skills in interpreting and evaluating rhetoric of literary texts.
- Demonstrate command of written academic English, including organising and presenting material proficiently.
- Gain further research, writing, and analytical skills to be utilized in their future professional and academic endeavours.

#### **V. Instructional Design**

The curriculum and syllabus for the BA(Hons)-English Programme have been designed to cover all the key areas of English literature. The minimum duration of the Programme is three years, and the medium of instruction is English. The BA(Hons)-English Programme is offered through the Institute; the same Programme is offered through the Conventional Mode. The faculty members will be deputed to deliver the lectures and Personal Contact Programmes for the BA(Hons)-English. The credit systems suggested as per UGC-DEB ODL & OL Regulations 2020 have been assigned to BA(Hons)-English. The self-learning materials in print, e-content, and audio/video materials, wherever required, have also been developed for the Programme.

#### **VI. Procedure for Admissions, Curriculum Transaction and Evaluation**

The admission for BA(Hons)-English Programme will be conducted online by VISTAS-CDOE, and the Counselling classes will be conducted at VISTAS-CDOE. The evaluation will be carried out by VISTAS and consists of Continuous Internal Assessment (CIA) through Assignment and External Assessment through End Semester Examination (ESE).

**(a). Eligibility:** Candidates who have passed the 12<sup>th</sup> Standard Examinations or its equivalent.

**(b). Fee Structure:** Rs.2500/- per Semester (Six Semesters) plus Registration Charges

**(c). Age:** Minimum 17 Years and above

**(d). Duration of Programme:** Minimum 3 Years and a Maximum of 6 Years

**(e). Examination System:** Examination to the Bachelor of Arts (Hons) in English Programme is

designed to maintain quality of standard. The Examination for the Bachelor of Arts (Hons) in English Programme shall consist of only theory courses. Theory Examinations will be conducted by the Institute.

**(1) Theory Examinations:** The Theory Examinations shall be of three hours duration to each Course and conducted at the end of the year. The candidates who fail in any Course(s) will be permitted to reappear for each failed Course(s) in the subsequent examinations, which have a 70% weightage.

**(2) Assignments:** The Scheme of Evaluation includes the Continuous Internal Assessment through Assignments, which carries 30 % weightage.

**(3). Question Pattern for Theory Examinations**

**Max. Marks: 70 Time: 3 hours**

**PART - A (2 Marks) 5X2=10 Marks**

**Answer any FIVE questions out of EIGHT questions**

**[All questions carry equal marks]**

1. From Block - I
2. From Block - II
3. From Block - III
4. From Block - IV
5. From Block - V

**PART - B (5 Marks) 4X5= 20 Marks**

**Answer any FOUR questions out of SEVEN questions**

**[All questions carry equal marks]**

1. From Block - I
2. From Block - II
3. From Block - III
4. From Block - IV
5. From Block - V

**PART - C (10 Marks) 4X10= 40 Marks**

**Answer any FOUR questions out of SEVEN questions**

**[All questions carry equal marks]**

1. From Block - I
2. From Block - II
3. From Block - III
4. From Block - IV
5. From Block - V

#### **(4).Passing Minimum for Theory Examination**

The Candidate shall be declared to have passed the examination if the candidate secures not less than 25 marks in the End Semester Examination (ESE) in each theory paper and secures not less than 10 marks in the Continuous Internal Assessment (CIA) and overall aggregated marks is 40 marks in both external and internal taken together.

<b>Continuous Internal Assessment (CIA)</b>		<b>End Semester Examination (ESE)</b>		<b>Overall Aggregated Marks</b>	
Minimum Pass Mark	Maximum Mark	Minimum Pass Mark	Maximum Mark	Minimum Pass Mark	Maximum Mark
10	30	25	70	40	100

Note: *If a learner fails to secure 40 per cent of aggregate marks, he/she may re-appear interm end examination or re-do the assignments to secure a passing minimum.*

**(5).Classification of Successful Candidate:** Candidates who pass all the Courses and secure 60 per cent and above in the aggregate of marks will be placed in the First Class. Those securing 50 per cent and above but below 60 per cent in the aggregate will be placed in the Second Class. Those securing 40 per cent and above but below 50 per cent in the aggregate will be placed in the Third Class.

#### **(f).Delivery of Programme**

BA(Hons)-English Programme will be offered through VISTAS-CDOE. The Assistant Professors/Associate Professors/ Professors of relevant faculty employed in VISTAS and other HEIs are eligible to handle Academic Counselling/Personal Contact Programme (PCP) in VISTAS-CDOE for BA(Hons)-English Programme.

#### **(g).Financial Assistance**

Scholarships for SC/ST category are available as per the norms of the State Government of Tamil Nadu. Complete Admission fee waiver for the Physically Challenged/ Differently abled persons.

#### **(h).Policy of Programme Delivery**

The Academic Calendar for the Programme will be available for the learners to track down the chronological events/ happenings. The Academic Counselling/PCP schedule will be uploaded to the VISTAS – CDOE website and will be intimated to the students through SMS.

#### **(i).Ranking**

The Institute Rank shall be offered to the toppers (First Rankers) in the Institute Examination who have passed their examinations in the first appearance within the prescribed duration of the Programme. Absence from an examination shall not be taken as an attempt. The Institute's Examination's top scorers would be declared Institute Rank Holders, irrespective of their grades/marks in their respective Institute End Semester Examinations (ESE). Rank Certificate will be issued for a Programme as follows

- There is no Rank if the learner's strength of the concerned Programme is below fifty.
- The learner's strength of the Programme concerned will be indicated in the Rank Certificate.
- The first Rank holder (gold medalist) will be eligible for the rank certificate in the Institute convocation ceremony.

#### **(j).Cancellation of Admission**

Admission is liable to be cancelled at any stage on the following grounds.

- A candidate is admitted to a Programme provisionally without verifying and ascertaining his / her eligibility for admission and found ineligible later through scrutiny of the filled-in admission form.
- Suppression of facts, furnishing incomplete, wrong or false information in filled-in Admission Form.
- Misconduct, Indiscipline and Violation of Institute Norms, Rules & Regulations.

#### **(k).Refund**

If found ineligible later on, admission will be cancelled, and a claim for refund of such fees will be considered by the Institute after deduction of service charges, as applicable from time to time as per prevailing norms of the Institute.

#### **VII. Requirement of Laboratory support and Library Resources**

No lab facilities are required for a BA (Hons)-English Programme. Library Books are available at VISTAS main Library and the Department Library.

#### **VIII. Cost Estimate of the Programme and the Provisions**

The cost estimate for the development, delivery and maintenance of the BA (Hons)-English Programme is provided in the following Table:

<b>S.No</b>	<b>Details</b>	<b>Amount in (Rs.)</b>
1	Programme Development, Delivery and Maintenance(Expenditure)	<b>Rs.24,47,480/-</b>
2	Programme Fee Charged for 1 Semester (Income)	<b>Rs.2,500/-</b>
3	Examination Fee Charged for 1 Semester (Income)	<b>Rs.1,250/-</b>
4	Examination Expenses Per Student for 1 Semester(Expenditure)	<b>Rs.1,100/-</b>

#### **IX. Quality assurance mechanism and expected Programme outcomes**

VISTAS-CDOE, Centre for Internal Quality Assurance (CIQA) will monitor the delivering

aspect of the BA(Hons)-English Programme for maintaining quality. Feedback will be collected from the Learners, and success stories, if any, will be shared with learners.

### **Programme Outcomes (POs)**

The following outcomes have been identified by the School of Languages and Faculty Councils as important for students to be able to perform at the conclusion of the BA(Hons)-English Programme. The B.A. English curriculum has been mapped to these outcomes and regularly assessed to identify student achievement levels and improvement areas.

- **PO1:** English Language Knowledge: Students learn how the language originated in England and underwent various processes of development through the ages- right from the middle of the 5th century A.D.
- **PO2:** Historical Knowledge: Study of the English Language history enables learners to know the difference between Old English and Modern English in matters of vocabulary, syntax, grammar and phonology.
- **PO3:** Literary knowledge of different Eras: The Renaissance, with its two phases and texts, informs learners of the initial stages of modernities in English and thoughts in literature.
- **PO4:** A classical literature study is given through neoclassical age literature.
- **PO5:** The European phenomenon of change of perception of life is imparted through the literature of the Romantic period.
- **PO6:** Students learn of the impact of science on literature through Victorian and early 20th-century writings.
- **PO7:** Writing after the 1950s lends information on the psychological impact of the thought process of writers underwent in all generic pursuits.
- **PO8:** Literature of America and India enlighten the learners' perceptions of life.

### **Programme Specific Outcomes (PSOs)**

- **PSO1:** Students develop a taste for specific generic forms and acquire nuances of creative writing.
- **PSO2:** Learners develop a desire for specific writers, which, in all probability, will help them in completing projects.
- **PSO3:** Study of Linguistics facilitates involvement in socio-linguistic projects.
- **PSO4:** Study of New Literature opens up the scope for higher studies abroad.
- **PSO5:** Study of Phonetics helps assimilate acceptable accents in speech.

## B.A.(Hons)-English- ODL Mode Semester Pattern

### B.A.(Hons)-English Programme Structure (Total Credits: 140)

#### First Year-First Semester

S.No	Course Code	Course Title	Category	No. of Credits	Exam Hrs	Marks Distribution		Max. Marks
						*CIA	*ESE	
1	DLTAM-11	Tamil - I	Language- I	4	3	30	70	100
2	DLENG-11	English - I	Language- II	4	3	30	70	100
3	DCBEN-11	Social History of England-I	CORE	4	3	30	70	100
4	DCBEN-12	History of English Literature-I	CORE	4	3	30	70	100
5	DCBEN-13	Literary Forms	CORE	4	3	30	70	100
<b>Total First Semester Credits</b>				<b>20</b>				

#### First Year-Second Semester

6	DLTAM-21	Tamil - II	Language-III	4	3	30	70	100
7	DLENG-21	English - II	Language-IV	4	3	30	70	100
8	DCBEN-21	Social History of England-II	CORE	4	3	30	70	100
9	DCBEN-22	History of English Literature-II	CORE	4	3	30	70	100
10	DCBEN-23	The Elizabethan Age	CORE	4	3	30	70	100
<b>Total Second Semester Credits</b>				<b>20</b>				

#### Second Year- Third Semester

11	DLTAM-31	Tamil-III	Language- V	4	3	30	70	100
12	DLENG-31	English - III	Language- VI	4	3	30	70	100
13	DCBEN-31	The Age of Milton and Neo Classism	CORE	4	3	30	70	100
14	DCBEN-32	The Romantic Age	CORE	4	3	30	70	100
15	DCBEN-33	The Victorian Age	CORE	4	3	30	70	100
16	DEVS-031	Environmental Studies	AECC	2	3	30	70	100
17		Optional-1		4	3	30	70	100
<b>Total Third Semester Credits</b>				<b>26</b>				

**Second Year- Fourth Semester**

18	DLTAM-41	Tamil - IV	Language- VII	4	3	30	70	100
19	DLENG-41	English - IV	Language- VIII	4	3	30	70	100
20	DCBEN-41	The Modern Period	CORE	4	3	30	70	100
21	DCBEN-42	New Literature	CORE	4	3	30	70	100
22	DCBEN-43	Shakespeare	CORE	4	3	30	70	100
23		Optional-2		6	3	30	70	100
<b>Total Fourth Semester Credits</b>				<b>26</b>				

**Third Year- Fifth Semester**

24	DCBEN-51	Linguistics and Rhetoric	CORE	4	3	30	70	100
25	DCBEN-52	American Literature	CORE	4	3	30	70	100
26	DCBEN-53	Indian Writing in English	CORE	4	3	30	70	100
27	DCBEN-54	Educated Vocabulary for Tourism	CORE	4	3	30	70	100
28		Optional-3		4	3	30	70	100
29		Optional-3		4	3	30	70	100
<b>Total Fifth Semester Credits</b>				<b>24</b>				

**Third Year- Sixth Semester**

30	DCBEN-61	Feminist Writing	CORE	4	3	30	70	100
31	DCBEN-62	Diaspora Studies	CORE	4	3	30	70	100
32	DCBEN-63	Film Studies and Literature	CORE	4	3	30	70	100
33	DCBEN-64	Translation Studies	CORE	4	3	30	70	100
34		Optional-4		4	3	30	70	100
35		Optional-4		4	3	30	70	100
<b>Total Sixth Semester Credits</b>				<b>24</b>				
<b>Total Credits = 140</b>								

\*CIA- Continuous Internal Assessment /\*ESE- End Semester Examination

### Optional Courses Available

The following Discipline Specific Elective (DSE) Courses and Ability Enhancement Courses (AEC) are also available for the learners to choose from 3<sup>rd</sup> Semester onwards from the following Courses:

S. No	Course Code	Course Title	Category	No.of. Credits
<b>Semester-III: Optional-1</b>				
1	DAENG-31	English for Competitive Exam	AEC	4
2	DABGL-33	Universal Human Values	AEC	4
<b>Semester-IV: Optional-2</b>				
3	DDENG-41	Grammar and Usage	DSE	6
4	DDENG-42	South Asian Literature	DSE	6
<b>Semester-V: Optional-3</b>				
5	DAENG-51	Counselling and Negotiation Skills	AEC	4
6	DDBBA-52	E-Business	DSE	4
7	DDBBA-53	Transportation and Distribution Management	DSE	4
<b>Semester-VI: Optional-4</b>				
8	DAENG-61	Soft Skills	AEC	4
9	DDENG-62	Communication Skills	DSE	4
10	DDBBA-63	Brand Management	DSE	4
<b>Total Credit of Optional Courses</b>				<b>40</b>

### Language Optional Papers Available

The following Language Optional Courses are also available to the learners who could not study Tamil as Language from 1<sup>st</sup> Semester to 3<sup>rd</sup> Semester. Learners has to choose any one from the following Courses semester wise.

S. No	Course Code	Course Title	Category	No.of. Credits
<b>Semester- I:Optional</b>				
1	DLENG-10	English-V	Language	4
2	DLHND-10	Hindi-I	Language	4
<b>Semester - II: Optional</b>				
3	DLENG-20	English-VI	Language	4
4	DLHND-20	Hindi-II	Language	4
<b>Semester- III: Optional</b>				
5	DLENG-30	English-VII	Language	4
6	DLHND-30	Hindi-III	Language	4
<b>Semester- IV: Optional</b>				
7	DLENG-40	English-VIII	Language	4
8	DLHND-40	Hindi-IV	Language	4

**Name of the B.A.(Hons)-English Programme Coordinator and Faculties**

<b>S.No</b>	<b>Name</b>
1	<b>Dr.P.Senthamarai</b> , Professor, Programme Coordinator for B.A.(Hons)-English Programme
2	<b>Dr.E.Sugantha Ezhil Mary</b> , Associate Professor, Regular Faculty for B.A.(Hons)-English Programme
3	<b>Dr.P.Santhosh</b> , Assistant Professor- Regular Faculty for B.A.(Hons)-English Programme

## B.A. (Hons)-English

### Detailed Syllabus

Programme	:	B.A(Hons)-English
Year/Semester	:	First Year / First Semester
Course Title	:	Tamil - I
Course Code	:	DLTAM-11
No.of Credits	:	4

#### Course Objectives

CO1 : தமிழ் மொழித் திறத்தினை மாணவர்களிடையே எல்லா நிலைகளிலும் மேம்படுத்தி வளர்த்தல். செம்மொழித் தமிழின் இலக்கிய இலக்கண வளமைகளை அறிமுகம் செய்தல்

CO2 : நல்ல தமிழ் எழுதும் பயன்பாட்டு மொழியாற்றலை வளர்த்தல்

CO3 : எழுத்தாற்றலையும் பேச்சாற்றலையும் வளர்த்தெடுப்பதின்வழி தகவல் தொடர்பியல் மற்றும் ஊடகத்தமிழுக்கு தகுதிப்படுத்துதல்

CO4 : மொழிபெயர்ப்பு மற்றும் கலைச்சொல்லாக்கப் பயிற்சியளித்தல்

CO5 : தமிழில் படைபிலக்கியத் திறத்தினை வளர்த்தெடுத்தல்

பாடக் குறியீட்டு எண்: DLTAM11

பருவம்-1, தமிழ்மொழிப்பாடம்-1, பகுதி-1, தகுதிப்புள்ளி: 4,

**தாள்-1- இக்காலக் கவிதைகள் – உரைநடை - பண்பாடு – மொழித்திறன்**

**தொகுதி 1 - சங்க இலக்கியம்**

குறுந்தொகை (மூன்று பாடல்கள் - 3, 40, 135) - புறநானூறு (மூன்று பாடல்கள் - 183, 184, 192) - பட்டினப்பாலை (காவிரியின் சிறப்பு 01-07, சோழ நாட்டு 20-28, பல்பொருள் வளம் 183-193) - மதுரைக் காஞ்சி (பாண்டியர் பரம்பரை 01-23, மன்னர்க்கு மன்னன் 64-74, பாண்டியன் புகழ் 197-209).

**தொகுதி 2 - இக்கால இலக்கியம்**

பாரதியார் - பாரத தேசம் என்னும் தலைப்பில் ஆறு பாடல்கள். (பாடல்எண்கள் 1, 6, 7, 9, 12, 13) - பாரதிதாசன் - தமிழுக்கும் அமுதென்று பேர் என்னும் தலைப்பிலான கவிதை - தேசிக விநாயகம் பிள்ளை - உடல் நலம் பேணல் என்னும் தலைப்பிலான கவிதை - அப்துல் ரகுமான் - ஆலாபனை தொகுப்பில் போட்டி என்னும் தலைப்பிலான கவிதை.

**தொகுதி 3- உரைநடை**

மாணாக்கரும் தாய்மொழியும் - திரு.வி.க., - மன வலிமை வேண்டும் - மு.வரதராசனார் - செம்மொழித் தமிழின் சிறப்புகள் - பண்டைத் தமிழரின் சாதனைச் சுவடுகள்.

**தொகுதி 4-தமிழர் வாழ்வும் பண்பாடும்**

பண்பாடு - வாழ்வியல் முறை - அகம், புறம் - உணவு முறை - விருந்தோம்பல் - நம்பிக்கைகள் - விழாவும் வழிபாடும் - கலைகள் - கட்டடம் - சிற்பம் - ஓவியம் - இசை - கூத்து - தொழிலும் வணிகமும் - அறிவியல் நோக்கு.

**தொகுதி 5- மொழித்திறன், இலக்கிய வரலாறு, இலக்கணம்**

மொழித்திறன், இலக்கிய வரலாறு, இலக்கணம் - எழுத்துப் பிழை, தொடர்பு பிழைகள் - வேற்றுமை இலக்கணம் - செய்யுள் நலம் பாராட்டல் - பாடம் தழுவிய இலக்கிய வரலாறு மரபுக் கவிதை - புதுக்கவிதை - உரைநடை.

#### **பார்வை நூல்கள்**

1. தமிழர் நாகரிகமும் பண்பாடும், டாக்டர் அ. தட்சிணா மூர்த்தி, ஐந்திணைப் பதிப்பகம், 1973
2. தவறின்றித் தமிழ் எழுதுவோம், மா. நன்னன், ஏகம் பதிப்பகம், 2006
3. தவறின்றித் தமிழ் எழுத - மருதூர் அரங்கராசன், ஐந்திணைப் பதிப்பகம், 2005
4. தமிழ் இலக்கிய வரலாறு, வரதராசன், மு., புது தில்லி : சாகித்திய அக்காடெமி, 1972
5. புதிய தமிழ் இலக்கிய வரலாறு, நீல. பத்மநாபன், சிற்பி பாலசுப்ரமணியம், சாகித்திய அக்காடெமி, 2013
6. செம்மொழி தமிழின் சிறப்பியல்புகள் - முனைவர் மறைமலை இலக்குவனார்; <https://www.youtube.com/watch?v=HHZnmJb4jSY>
7. பாடநூல் தேடலுக்கான இணையம் - <https://archive.org/>

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<b>Programme</b>	<b>:</b>	<b>B.A(Hons)-English</b>
<b>Year/Semester</b>	<b>:</b>	<b>First Year / First Semester</b>
<b>Course Title</b>	<b>:</b>	<b>Hindi - I</b>
<b>Course Code</b>	<b>:</b>	<b>DLHND-10</b>
<b>No.of Credits</b>	<b>:</b>	<b>4</b>

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### **Hindi-I: Prose, Official Letter Writing and Technical words**

#### **Course Objectives**

- **CO1:**To enable the students to develop communication skills
- **CO2:**To train students in official language
- **CO3:**To enrich their knowledge in Hindi literature
- **CO4:**To teach them human values & create awareness towards exploitation

**Block-1:** ‘ Ek atuut kadi’ by shri Rajkishore - letter writing (application), Technical words (prashasanik vakyansh:1-50).

**Block-2:** ‘Devi singh’ by agyeya , letter writing (bank A/C opening & closing), Technical words (prashasanik vakyansh:51-100).

**Block-3:**‘ Kabiraa ki kaashi ’by Kumar Ravindra.

**Block-4:**‘ Bharathiya vigyan ki kahaani - ‘hamne diyaa ,hamne liyaa’ by Gunakar mule, letter writing (shikayath pathra, gyapan), Technical words: takniki shabd-25.

**Block-5:** Letter writing (sarkari pathra, ardha sarkaari pathra, kaaryalaya aadesh), Technical words: takniki shabd-25.

#### **Course Outcomes**

At the end of this course Students:

- **COC1:** will be familiar with official letter writing
- **COC2:** will understand their responsibility in the society
- **COC3:** will be moulded with good character understand human values
- **COC4:** will gain knowledge about ancient &,rich culture of India
- **COC5:** will know the equivalent Hindi words for scientific terms

#### **Text /Reference Books**

1. Agyeya ki sampurna kahaniyaa - Rajpal &sons, year 2017,
2. Yatraye our bhi ,Kumar Ravindra Rashmi prakashan ,Lucknow
3. Bharathiya vigyan ki kahani, Hindi book centre , NewDelhi
4. Gadya Khosh

#### **Web links**

1. <http://www.hindisamay.com/content/1321/1/%E0%A4%B0%E0%A4BE%E0%A4>
2. <http://gadyakosh.org/gk/%E0%A4%A6%E0%A5%87%E0%A4%B5%E0%A5%80%E0>
3. <http://gadyakosh.org/gk/%E0%A4%A6%E0%A5%87%E0%A4%B5%E0%A5%80%E0>
4. <http://gadyakosh.org/gk/%E0%A4%A6%E0%A5%87%E0%A4%B5%E0%A5%80%E0>

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<b>Programme</b>	<b>:</b>	<b>B.A(Hons)-English</b>
<b>Year/Semester</b>	<b>:</b>	<b>First Year / First Semester</b>
<b>Course Title</b>	<b>:</b>	<b>English - V</b>
<b>Course Code</b>	<b>:</b>	<b>DLENG-10</b>
<b>No.of Credits</b>	<b>:</b>	<b>4</b>

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### **Course Objectives**

- **CO1:** To provide opportunities for students to read and respond to representations of current issues.
- **CO2:** To prepare the students to effectively communicate by applying reflective thinking practices.
- **CO3:** To provide an opportunity to the students to improve their vocabulary.
- **CO4:** To build on vocabulary and improve writing skills.

### **Block-1: Listening for specific information**

Self-Introduction- Self-Introduction in Interview- Dialogue Writing- Rules for Writing Dialogue- Creative Writing: Dialogue and Grammar and Style in Dialogue-Situational English- Reading Comprehension Strategies, Kinds of Sentences and Personal and Impersonal Passive- Sentences and Tenses - Kinds of Sentences and Tenses and also the Personal and Impersonal Passive -Four English Sentences Types- Simple Compound Complex Sentences, Homographs, Homonyms, Homophones and Paragraph Writing.

### **Block-2: Sentence structure**

English for Workplace- Discourse Markers, Transcoding and Employer Support by Age Group- General Essay Writing - General Essay Writing Introduction, the Five Paragraph Essay and More tips to make your essay shine Planning Pays- Note making-How to Start Note Making and also various aspect of Note Making.

### **Block-3: Listening to telephonic talk to fill blanks**

Reading Text Skimming- introductory aspects Reading Text Skimming, Simple Sentences, Compound Sentences and Complex Sentences and also WH-Questions (Open Questions)- Collocations - Introductory details of Collocations - details about Idioms and Phrases- Letter writing- Various aspects of Letter Writing.

### **Block-4: Reported speech**

Phrasal Verbs and Punctuation - important aspects of Phrasal Verbs - main concepts of Punctuation Reported Speech- Various aspects of Reported Speech.

### **Block-5: Listening to Reviews**

Accepting and Declining Offers - Introduction , various aspects of Accepting a Job Offer and Declining a Job Offer -writing a Formal E-mail important aspects of writing a Formal Email.

## Course Outcomes

After the completion of the course English -I, the student will be able to:

- **COC1:** Read and respond to representations of current issues.
- **COC2:** Effectively communicate by applying reflective thinking practices.
- **COC3:** Improve their vocabulary.
- **COC4:** Build on vocabulary and improve writing skills.

## Reference Books

1. Creative Writing. Second edition, John Wiley & Sons 2023.
2. Open Textbook Library, Elements of Creative Writing. University of Northern Iowa 2023.
3. Cooper Helen, *Interview Skills*. Trotman 2011.
4. Corfield Rebecca, *Successful Interview Skills: How to Prepare Answer Tough Questions and Get Your Ideal Job*. Fifth Edition. Kogan Page 2009.
5. *Take My Word for It: A Dictionary of English Idioms*. University of Minnesota Press 2022.
6. *The Oxford Dictionary of Idioms*. Fourth edition Fourth edition. Oxford University Press 2020.
7. Lemaster A. James, *Note making Super write: Alphabetic Writing System*. Second Edition. South-Western Educational Pub 1996.
8. Somervell D. C., *Hints on Note making in English Subjects*. G. Bell & Sons 1925.
9. *Essay Do's & Don'ts: A Practical Guide to Essay Writing*. Third edition. Oxford University Press 2023.
10. Fuggle Sophie, *Essay Writing*. Trotman 2011.
11. Ehrlich Eugene. *English Grammar*, Third edition, McGraw-Hill 2011.
12. *English Grammar: A Complete Introduction*. Teach Yourself 2019.
13. *Painless Reading Comprehension*, Fourth edition. Kaplan Inc. d/b/a Barron's Educational Series 2021.
14. Rollins Brenda Vance, *Reading Comprehension*. Classroom Complete Press 2010.

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<b>Programme</b>	<b>:</b>	<b>B.A(Hons)-English</b>
<b>Year/Semester</b>	<b>:</b>	<b>First Year / First Semester</b>
<b>Course Title</b>	<b>:</b>	<b>English - I</b>
<b>Course Code</b>	<b>:</b>	<b>DLENG-11</b>
<b>No.of Credits</b>	<b>:</b>	<b>4</b>

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### **Course Objectives**

- **CO1:** To enable students to develop their communication skills effectively.
- **CO2:** To make students familiar with usage skills in English Language.
- **CO3:** To enrich their vocabulary in English.
- **CO4:** To develop communicative competency.

### **Block-1: Prose**

Introduction to Prose -Descriptive and Expository - Dangers of Drug Abuse - Hardin B Jones - Profession for Women -Virginia Wolf, Tight Corners – E.V.Lucas.

### **Block-2: Poetry**

Introduction to Poetry - Stopping by woods on a snowy evening – Robert Frost - Ecology – A K Ramanujan - The Unknown Citizen – W.H.Auden.

### **Block-3: Short Stories**

Introduction - Fortune Teller – Karel Capek- The Model Millionaire – Oscar Wilde -The Lion and the Lamb– Leonard Clarke.

### **Block-4: Plays**

Introduction to Play - George Bernard Shaw: Life and Work – Arms and the Man: Summary and Explanation - Character Analysis and Critical Perspective.

### **Block-5: Grammar**

Introduction– Subject verb agreement and Noun Pronoun agreement. – Article and Preposition – Tense.

### **Course Outcomes**

After the completion of the course English -I, the student will be able to:

- **COC1:** Analyze and appreciate the literariness found in them given texts
- **COC2:** Develop the overall comprehending and writing skills.
- **COC3:** Analyze and interpret the given short story and drama with close reading.
- **COC4:** Use language for speaking and writing with confidence in an intelligible and acceptable manner.
- **COC5:** Write simple sentences without committing error of spelling or grammar.

## Reference Books

1. History of English Language by F.T.Wood, Trinity Press, Revised Edition, 2010.
2. Balasubramanian, Text Book of English Phonetics for Indian Students, Macmillan Publishers, New Delhi, 2<sup>nd</sup> Edition, 2013.
3. Wren and Martin, English Grammar and Composition, S. Chand & Co, New Delhi, 4th Edition, 2012.
4. W.H. Hudson, an Introduction to the Study of Literature, Atlantic Publishers, Chennai.2012
5. Peter Childs, Roger Fowler, The Routledge Dictionary of Literary Terms, Routledge Taylor and Francis group, London.2015.
6. Declerck, Renaat, Sequence of tenses in English. Fac. van de Letteren en de Wijsbegeerte, Univ. Campus, 1988.
7. Aitken, Rosemary, Teaching tenses. Intrinsic Books Ltd, 2021.
8. Lindstromberg. Seth, English prepositions explained. Amsterdam and Philadelphia: John
9. Zwicky, Arnold M. "French prepositions: no pe eking." Phonology 4 (1987): 211- 7.
10. Van Riemsdijk, Henk, "Functional prepositions." Unity in Diversity, edited by H. Pinkster and I. Gene (1990): 229- 241.
11. Reichenbach, Hans, "The tenses of verbs." Meinster, J.; Schernus, W. Time from concept to narrative construct: a reader. Berlin (1947): 1-12.
12. Rumelhart, David E., and James L. McClelland. "On learning the past tenses of English verbs." (1986): 216-271.

## Web Links

- <https://www.gradesaver.com/>
- <https://www.enotes.com/>
- <https://www.jstor.org/>
- <https://www.sparknotes.com/>
- <https://www.cliffsnotes.com/>

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<b>Programme</b>	<b>:</b>	<b>B.A(Hons)-English</b>
<b>Year/Semester</b>	<b>:</b>	<b>First Year / First Semester</b>
<b>Course Title</b>	<b>:</b>	<b>Social History of England-I</b>
<b>Course Code</b>	<b>:</b>	<b>DCBEN-11</b>
<b>No.of Credits</b>	<b>:</b>	<b>4</b>

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### Course Objectives

- **CO1:** To enable students to acquire a basic knowledge of the Social History of England
- **CO2:** To acquaint students with England's history, culture and thoughts of the past years
- **CO3:** To acknowledge the key aspects of the Social History of England.
- **CO4:** To understand the background to major traditions of English Literature.
- **CO5:** To acquire knowledge about the Survey texts in relation to their historical and cultural contexts.

### Block-1: Background

The early history of England - Feudalism - Religion in Medieval England - England's Hundred Years War with France and the Wars of the Roses

### Block-2: The Tudor Age

The Renaissance - The Reformation - The Dissolution of the - Monasteries - The Golden Age of Queen Elizabeth

### Block-3: The Age of Stuarts

The Long Parliament - The Civil War and its Social Significance - Puritanism - The Colonial Expansion

### Block-4: Stuart England

The Restoration England - Literature in the Restoration Age - Social Conditions during the Restoration England -- The Glorious Revolution

### Block-5: Stuart England

The Golden Age of Queen Anne - Coffee House Life in London - Political and Social conditions in Queen Anne's England- Coffee Houses in Queen Anne's England

### Course Outcomes

After the completion of the course Social History of England, the student will be able to:

- **COC1:** Identify the key aspects of the Social History of England
- **COC2:** Interpret English History, Culture and Thought of the past years.
- **COC3:** Determine the background to major traditions of English Literature.
- **COC4:** Experiment with the diversity of literary and social voices within those traditions.

## Reference-Books

1. Ashok, Padmaja. The Social History of England. Orient Black Swan: Chennai, 2015.
2. Fischer H. A. L. History of Europe. Orient Black Swan: Chennai, 2015.
3. G.M. Trevelyan. English Social History. A Survey of Six Centuries: Chaucer to Queen Victoria. Green & Co Ltd: London, 1956.
4. Prasad B. A Background to the Study of English Literature (Revised Edition).Macmillan: Chennai,2001.
5. Shanmugakani, A. Social History of England. Manimekala Publishing House, Madurai,2015.
6. Shaw, David. Necessary conjunctions: the social self in medieval England. Springer, 2016.
7. Thailambal. Social History of England. ENNES Publications: Udumalpet, 2006.
8. Thailambal P. Social History of England. Thirumani Printers: Coimbatore, 1996.
9. Trevelyan G. M. Social History of England, Green & Co Ltd: London, 1956.
10. Xavier A. G. An Introduction to the Social History England. Viswanathan Publishers: Chennai,2015.

## Journals

1. Arthur H. Scouten and Robert D. Hume. "Restoration Comedy and Its Audiences". The Yearbook of English Studies. Modern Humanities Research Association: Vol. 10, 45-69.
2. Hatcher, John. "England in the Aftermath of the Black Death". Past & Present, Oxford University Press: No. 144, Aug., (1994): 3-35.
3. Hilton R. H. "Small Town Society in England before the Black Death" Past & Present.Oxford Institute Press: No. 105, Nov., (1984): 53-78.
4. Merton, K Robert. "Science, Technology and Society in Seventeenth-Century England".Osiris. The Institute of Chicago Press: Vol. 4, (1938): 360-632.
5. Radice F. R. "The Reign of Queen Anne". History. Wiley: No. 77, Vol. 20, JUNE(1935):29-39.

## Web Links

- [https://onlinecourses.nptel.ac.in/noc20\\_hs52/preview](https://onlinecourses.nptel.ac.in/noc20_hs52/preview)
- <https://literariness.org/2020/07/18/english-poetry-in-the-seventeenth-century/>
- <https://literariness.org/2020/07/17/english-poetry-in-the-sixteenth-century/>
- <https://literariness.org/2020/07/18/english-poetry-in-the-seventeenth-century/>
- <https://digitalcommons.whitworth.edu/cgi/viewcontent.cgi?article=1003&context=th311>

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<b>Programme</b>	<b>:</b>	<b>B.A(Hons)-English</b>
<b>Year/Semester</b>	<b>:</b>	<b>First Year / First Semester</b>
<b>Course Title</b>	<b>:</b>	<b>History of English Literature-I</b>
<b>Course Code</b>	<b>:</b>	<b>DCBEN-12</b>
<b>No.of Credits</b>	<b>:</b>	<b>4</b>

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### **Course Objectives**

- **CO1:** Students will be able to analyse work(s) of literature in one or more interpretive contexts or frameworks.
- **CO2:** Students will be able to use one or more theoretical approaches to literary interpretation.
- **CO3:** Students will be able to create aesthetic structures for the genre they are writing.

### **Block-1: From Chaucer to Renaissance**

The Origins of English Literature – Old English and Anglo-Saxon Poetry – Middle English: Chaucer and the Canterbury Tales – Drama: Mystery and Miracle Plays; Morality Plays

### **Block-2: Renaissance Literature**

The Development of Drama - Dramatists of the 16<sup>th</sup> Century - Elizabethan Poetry – Elizabethan prose

### **Block-3: The Age of Milton**

The Poetry of Milton - Puritanism and John Milton – Contemporaries of Milton– Works of Milton

### **Block-4: The Age of Dryden**

Restoration of Drama - Development of Prose -Poetry of Dryden - TheMetaphysical poets

### **Block-5: The Age of Pope**

Political Satire and Mock-Epics – Transitional Poets – Pre-Romantic Authors – 18<sup>th</sup> century Novel

### **Course Outcomes**

After the completion of the course History of English Literature - I, students will be able to:

- **COC1:** understand the growth and development of English Literature.
- **COC2:** understand how various genres evolved
- **COC3:** learn about prominent writers and famous works in English Literature
- **COC4:** explain the importance of brevity in writing
- **COC5:** compare English Literature of one period with that of another

## References Books

1. Abrams, MH. Norton, The Norton Anthology of English Literature. New York, 1987
2. Alexander, Michael, *A History of English Literature*, London: Macmillan, 2000.
3. Blamires Harry, *A Short History of English Literature*. London, Routledge, 2020
4. Brink, Bernhard Ten, *History of English Literature*. London: G. Bell, 1986.
5. Francies Collier William, *A History of English Literature a series of Biographical Sketches*, Norderst ed: Hanse Books, 2017.
6. King Bruce, *The Internationalization of English Literature*, New York, Oxford Institute, 2004
7. Long, William J. *Outlines of English Literature: With Readings*, Boston: 2006.
8. Pinfree David, Burnett Charles. *Studies in the History of the Exact Sciences in Honour of David Pingree*, Boston Brill, 2004.
9. Quennell, Peter. *A History of English Literature*. London: Ferndale Editions, 1981.
10. Sampson, George. *The Concise Cambridge History of English Literature*. New York: Cambridge Institute, 2010.

## Journals

1. Bond, Richmond. "English Literature, 1660-1800: A Current Bibliography" *Philological Quarterly*. (1938): 17-20.
2. Fowler, Alastair. "A History of English Literature." *The Scriblerian and the Kit-Cats* 21.1 (1988).
3. Hug, Sven E., Michael Ochsner, and Hans-Dieter Daniel. "Criteria for assessing research quality in the humanities: a Delphi study among scholars of English literature, German literature and art history." *Research evaluation* 22.5 (2013): 369-383.
4. Johns, Ann M. "The History of English for Specific Purposes Research." *The handbook of English for specific purposes* 5 (2013): 30.
5. Lerer, Seth. "Medieval English Literature and the Idea of the Anthology." *PMLA* 118.5 (2003): 1251-1267.

## Web Links

- <https://www.gradesaver.com/>
- <https://www.enotes.com/>
- <https://www.jstor.org/>
- <https://www.sparknotes.com/>
- <https://www.cliffsnotes.com/>
- <https://englishsummary.com/>
- <https://www.pdfdrive.com/category/35>
- <https://www.copyright.gov/register/tx-examples.html>

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<b>Programme</b>	<b>:</b>	<b>B.A(Hons)-English</b>
<b>Year/Semester</b>	<b>:</b>	<b>First Year / First Semester</b>
<b>Course Title</b>	<b>:</b>	<b>Literary Forms</b>
<b>Course Code</b>	<b>:</b>	<b>DCBEN-13</b>
<b>No.of Credits</b>	<b>:</b>	<b>4</b>

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### **Course Objectives**

**CO1:** To expose students to a comprehensive knowledge of the different literary genres in the Romantic Age.

**CO2:** To develop in them a trendy attitude as reflected in the spirit of the age

#### **Block-1: Poetry**

Subjective & Narrative Poetry– The Lyric - Elegy - Epic

#### **Block-2: Prose**

The Essay - The Periodical essay - Biography and Autobiography

#### **Block-3: Drama**

Tragedy - Comedy - Melodrama

#### **Block-4: Fiction**

Development of Fiction – The Short Story – The Historical Romances

#### **Block-5: Development of Novel**

Gothic Novel – Detective Novel – Stream of Consciousness Novel

### **Course Outcomes**

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

- **COC1:** Examine the nuances of different genres in literature and survey them chronologically.
- **COC2:** Classify sub-generic forms of subjective and narrative poetry.
- **COC3:** Identify the various dimensions of prose.
- **COC4:** Explain the elaboration of intricacies of drama and fiction.
- **COC5:** Distinguish the different styles of literary writing.

### **References-Books**

1. Chris Baldick, The Concise Dictionary of Literary Terms. Oxford University Press, 2004.
2. Dana Gioia, The Longman Dictionary of Literary Terms: Vocabulary for the Informed Reader, Longman, 2005.
3. Edwin Barton & G. A. Hudson. Contemporary Guide to Literary Terms. Houghton-Mifflin, 2003.

4. Garner, Bryan. *Garner's Modern English Usage*. Oxford Institute Press, 2016.
5. Heinze, Rüdiger, *Ethics of Literary Forms in Contemporary American Literature*. Vol. 6. LIT Verlag Münster, 2005.
6. J. A. Cuddon, *The Penguin Dictionary of Literary Terms and Literary Theory*. Penguin Books, 2000.
7. Karl Beckson & Arthur Ganz, *Literary Terms: A Dictionary*. Farrar, Straus and Giroux, 1989.
8. M. H. Abrams, *A Glossary of Literary Terms*. Thomson-Wadsworth, 2005.
9. Mark Bauerlein, *Literary Criticism: An Autopsy*. Univ. of Pennsylvania Press, 1997.
10. Peter Childs, *The Routledge Dictionary of Literary Terms*. Routledge, 2005.

### **Journals**

1. Lavery, Jonathan. "Philosophical Genres and Literary Forms: A mildly polemical introduction", *Poetics Today* 28.2 (2007): 171-189.
2. Swirski, Peter. "Genres in Action: The pragmatics of literary interpretation." *Orbis Litterarum* 52.3 (1997): 141-156.
3. Schwartz, Elias. "The Problem of Literary Genres." *Criticism* 13.2 (1971): 113-130.
4. Rain, David. "Literary genres." *Creative Writing THE HANDBOOK OF* (2007): 54.
5. Stankiewicz, Edward. "Linguistics, Poetics, and the Literary Genres." *New directions in linguistics and semiotics* 32 (1984): 155.

### **Web Links**

- <https://www.litcharts.com/>
- <https://poemanalysis.com/website/litcharts/>
- <https://www.sparknotes.com/lit/1>

<b>Programme</b>	<b>: B.A(Hons)-English</b>
<b>Year/Semester</b>	<b>: First Year / Second Semester</b>
<b>Course Title</b>	<b>: Tamil-II</b>
<b>Course Code</b>	<b>: DLTAM-21</b>
<b>No.of Credits</b>	<b>: 4</b>

### Course Objectives

**CO1:**தமிழ் மொழித் திறத்தினை மாணவர்களிடையே எல்லா நிலைகளிலும் மேம்படுத்தி வளர்த்தல். செம்மொழித் தமிழின் இலக்கிய இலக்கண வளமைகளை அறிமுகம் செய்தல்

**CO2:** நல்ல தமிழ் எழுதும் பயன்பாட்டு மொழியாற்றலை வளர்த்தல்

**CO3:**எழுத்தாற்றலையும் பேச்சாற்றலையும் வளர்த்தெடுப்பதின்வழி தகவல் தொடர்பியல் மற்றும் ஊடகத்தமிழுக்கு தகுதிப்படுத்துதல்

**CO4:** மொழிபெயர்ப்பு மற்றும் கலைச்சொல்லாக்கப் பயிற்சியளித்தல்

**CO5 :**தமிழில் படைபிலக்கியத் திறத்தினை வளர்த்தெடுத்தல்

பாடக் குறியீட்டு எண்: DLTAM13

பருவம்-2, தமிழ்மொழிப்பாடம்-2, பகுதி-1, தகுதிப்புள்ளி: 4

**தாள்-2:அற இலக்கியம் – சிற்றிலக்கியம் – சிறுகதை – பயன்பாட்டுத் தமிழ்**

**தொகுதி 1 -அற இலக்கியங்கள்**

திருக்குறள் - வான் சிறப்பு (அறம்) - ஊக்கமுடைமை (பொருள்) -குறிப்பறிதல் (இன்பம்) - மூன்று அதிகாரங்கள் முழுமையும் - நாலடியார் - மூன்று பாடல்கள். (2, 3, 5) - பழமொழி நானூறு - மூன்று பாடல்கள் (74, 75, 78) - திரிகடுகம் - மூன்று பாடல்கள் (10, 12, 22) - இனியவை நாற்பது - மூன்று பாடல்கள் (1, 12, 16)

**தொகுதி 2-சிற்றிலக்கியம்**

முத்தொள்ளாயிரம் - சேரன் - வீரம் 14, 15 பாடல்கள் - சோழன் - காதல் 23, 24 பாடல்கள் - பாண்டியன் - 87, 88 பாடல்கள் - தமிழ்விடு தூது - முதல் 20 கண்ணிகள் - திருக்குற்றாலக் குறவஞ்சி -மலைவளம் கூறுதல் - முதல் 5 பாடல்கள்- முக்கூடற்பள்ளு - மூத்த பள்ளி நாட்டு வளம் 2 பாடல்கள், இளைய பள்ளி நாட்டு வளம் 2 பாடல்கள் - கலிங்கத்துப் பரணி - பாலை நிலம் பற்றிய 5 பாடல்கள்

**தொகுதி 3- சிறுகதை**

பேரறிஞர் அண்ணா - செவ்வாழை - புதுமைப்பித்தன் - கடவுளும் கந்தசாமிப் பிள்ளையும் - ஜெயகாந்தன் - யுகசந்தி - கி.ராஜநாராயணன் - கதவு - அம்பை - காட்டில் ஒரு மான்

**தொகுதி 4- பேச்சுத் தமிழ்**

பேச்சுத் திறன் - விளக்கம் - பேச்சுத்திறனின் அடிப்படைகள் - வகைகள் - மேடைப்பேச்சு - உடையாடல் - பயிற்சிகள்

## தொகுதி 5 - எழுத்துத் தமிழ், இலக்கிய வரலாறு, இலக்கணம்

கலைச் சொல்லாக்கம் - தேவைகள் - கலைச்சொற்களின் பண்புகள் - அறிவியல் கலைச் சொற்கள் - கடிதம் - வகைகள் - அலுவலகக் கடிதங்கள் - உறவுமுறைக் கடிதங்கள் - விண்ணப்பக் கடிதம் எழுதுதல்

### பார்வை நூல்கள்

1. சங்க இலக்கியங்கள் மூலமும் உரையும் /அ மாணிக்கம், வர்த்தமானன் பதிப்பகம், 2000
2. தவறின்றித் தமிழ் எழுதுவோம், மா. நன்னன், ஏகம் பதிப்பகம், 2006
3. முத்தொள்ளாயிரம் மூலமும் உரையும், பத்மதேவன், ஸ்ரீ செண்பகா பதிப்பகம், 2007
4. தமிழ் இலக்கிய வரலாறு, வரதராசன், மு., புது தில்லி : சாகித்திய அக்காதெமி, 1972
5. குற்றாலக் குறவஞ்சி, மணிமேகலைப் பிரசுரம். ஆசிரியர் குழு, லேனா தமிழ்வாணன், 1986
6. பாடநூல் தேடலுக்கான இணையம்

<https://archive.org/>

[https://www.youtube.com/watch?v=qzKnca\\_wse8](https://www.youtube.com/watch?v=qzKnca_wse8)

<http://www.tamilvu.org/>

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<b>Programme</b>	<b>:</b>	<b>B.A(Hons)-English</b>
<b>Year/Semester</b>	<b>:</b>	<b>First Year / Second Semester</b>
<b>Course Title</b>	<b>:</b>	<b>Hindi-II</b>
<b>Course Code</b>	<b>:</b>	<b>DLHND-20</b>
<b>No.of Credits</b>	<b>:</b>	<b>4</b>

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### **DLHND-20-Hindi-II:Kahani , Natak and Translation**

#### **Course Objectives**

- **CO1:**To train students in translation
- **CO2:**To develop reading & writing skills
- **CO3:**To create interest towards reading different types of literature

**Block-1:** ‘ idgah’ by Premchand’ (kahani), Translation- Definition, Types.

**Block-2:** ‘pitha ‘ by gyanranjan (kahani), Translation - Anuvadak ke gun.

**Block-3:** jamun ka ped by Krishna chander ‘ (kahani) , Translation Practice.

**Block-4:** adhi rath ke baad by Shankar shesh (naatak), Translation Practice.

**Block-5:** adhi rath ke baad by Shankar shesh (naatak), Translation Practice.

#### **Course Outcomes**

At the end of this course Students will:

- **COC1:** know the importance & process of translation.
- **COC2:** understand the values of elders in a family & extend their support.
- **COC3:** know the different writing skills of authors.
- **COC4:** gain knowledge in Hindi literature.
- **COC5:** acquire knowledge in Hindi Sahithya.

#### **Text/Reference book**

1. Adhi rath ke baad ,by Shankar shah ,kitabghar prakashan ,2000.
2. Idgah by Premchand,Bharathiya gyan peeth ,NewDelhi.
3. Jamun ka ped by Krishna Chandra, Deepak publishers, November, 2019.
4. Pitha by gyan ranjan, Rajkamal publication, January, 2018.
5. Glossary of Administrative terms ,Commission for scientific terms & Technical
6. Terminology, 2007.
7. Patralekhan kala by Dr.Shivshankar Pandey, 2018.
8. Gadya khosh

#### **Web links**

1. <https://premchandstories.in/eidgaah-story-munshi-premchand-pdf/>
2. <https://www.google.com/search?q=pitha+by+gyan+ranjan&oq=pitha+by+gya&aqs=chrome.1.69i57j0i13j0i22i30.10387j0j4&sourceid=chrome&ie=UTF-8>
3. <http://db.44books.com/2020/04/%e0%a4%86%e0%a4%a7%e0%a5%80%e0%a4%b0%e0%a4%be%e0%a4%a4-%e0%a4%95%e0%a5%87>
4. [http://gadyakosh.org/gk/%E0%A4%A6%E0%A5%87%E0%A4%B5%E0%A5%80%E0%A4%B8%E0%A4%BF%E0%A4%82%E0%A4%B9\\_/\\_%E0%A4%85%E0%A4%9C](http://gadyakosh.org/gk/%E0%A4%A6%E0%A5%87%E0%A4%B5%E0%A5%80%E0%A4%B8%E0%A4%BF%E0%A4%82%E0%A4%B9_/_%E0%A4%85%E0%A4%9C)

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<b>Programme</b>	<b>:</b>	<b>B.A(Hons)-English</b>
<b>Year/Semester</b>	<b>:</b>	<b>First Year / Second Semester</b>
<b>Course Title</b>	<b>:</b>	<b>English-VI</b>
<b>Course Code</b>	<b>:</b>	<b>DLENG-20</b>
<b>No.of Credits</b>	<b>:</b>	<b>4</b>

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### **Course Objectives**

- **CO1:**To improve the ability in Poetry and Short Stories
- **CO2:**To develop the Writing Comprehension
- **CO3:**To create interest towards Vocabulary and reading Grammar

### **Block-1: Poetry**

La Belle Dame sans Merci: A Ballad by John Keats- “Television” by Roald Dahl- “If” by Rudyard Kipling- “The Stolen Boat Ride” by Wordsworth.

### **Block-2: Short Story**

“The Mysterious Stranger” by Mark Twain-“A Lesson in Friendship” by Katherine Mansfield- “The Gift of the Magi by” by O. Henry

### **Block-3: Writing Comprehension**

Precis Writing-E-mail Writing- Report Writing

### **Block-4: Vocabulary**

Synonyms and Antonyms-Idioms and Phrases-Homophones and Homographs.

### **Block-5: Grammar**

Modal Verbs-Subject-Verb Agreement-Clauses and Phrases

### **Course Outcomes**

At the end of this course Students:

- **COC1:** Improve the ability in Poetry and Short Stories.
- **COC2:** Can develop the Writing Comprehension
- **COC3:** Can create interest towards Vocabulary and reading Grammar.

### **References:**

1. English Grammar And Composition: An Aid For School, College And Competitive Examinations by Dr Vedmani Balraj
2. "The Gift of the Magi" Short Story by O. Henry." Ivy Panda, 4 Oct. 2022, [ivypanda.com/essays/the-gift-of-the-magi-short-story-by-o-henry/](http://ivypanda.com/essays/the-gift-of-the-magi-short-story-by-o-henry/).
3. High School English Grammar and Composition Book by Wren & Martin.
4. Martinet and Thomson – A Practical English Grammar.
5. David Green: Contemporary English Grammar Structure and Usage.
6. M L Tickoo and Subramanian: Intermediate Grammar, Usage and Composition.

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<b>Programme</b>	<b>:</b>	<b>B.A(Hons)-English</b>
<b>Year/Semester</b>	<b>:</b>	<b>First Year / Second Semester</b>
<b>Course Title</b>	<b>:</b>	<b>English-II</b>
<b>Course Code</b>	<b>:</b>	<b>DLENG-21</b>
<b>No.of Credits</b>	<b>:</b>	<b>4</b>

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### Course Objectives

- **CO1:**To improve the speaking ability in English both in terms of fluency and comprehensibility
- **CO2:**To enhance students Reading, Writing, Listening and Speaking skills
- **CO3:**To enrich their vocabulary in English

### Block-1: Prose

Introduction to prose The Unexpected – Robert Lynd My Greatest Olympic Prize-Jesse Owens- If You Are Wrong, Admit It- Dale Carnegie.

### Block-2: Poetry

Introduction to forms of Poetry Pulley or The Gift of God – George Herbert The Daffodils – William Wordsworth Night of the Scorpion- Nissim Ezekiel.

### Block-3: Short Story

Introduction -The Gift of Magi- O Henry Three Questions- Leo Tolstoy-The Selfish Giant-Oscar Wilde.

### Block-4: Comprehension

Introductions -Reading Comprehension -Hints Developing- Note Making.

### Block-5: Grammar

Introduction-Degrees of Comparison -Active and Passive Voice-Direct and Indirect Speech.

### Course Outcomes

After the completion of the course English II, the student will be able to

- **COC1:** Analyze and appreciate the literariness found in the given text
- **COC2:** Develop the overall comprehending and writing skills
- **COC3:** Analyze and interpret the given short story and drama with close reading
- **COC4:** Use language for speaking and writing with confidence in an intelligible and acceptable manner
- **COC5:** Write simple sentences without committing error of spelling or grammar

### Reference Books

1. A.J. Thomson, Practical English Grammar, Oxford Publications, 1997.

2. Bas Aarts, Oxford Modern English Grammar, Oxford University Press, 2011.
3. Confluence - Anu Chitra Publications, 2018.
4. English Conversation Practice by D. H. Spencer, Oxford University Press, 2012.
5. Martin Hewings, Advanced English Grammar with Answers, Cambridge University Press, 1999.
6. Murphy Ramond, Essential English Grammar with Answers. Generic Publications, 2015.
7. Quirk, A University grammar of English, Pearson Education, 2005.
8. Wordsworth, William, and Randy Miller. Daffodils. SC Company, 1910.
9. Wren and Martin, English Grammar and Composition, S. Chand & Co, New Delhi, 4<sup>th</sup> Edition, 2012.
10. Payne, Thomas E., and Thomas Edward Payne. Understanding English grammar: A linguistic introduction. Cambridge University Press, 2011.

### **Journals**

1. Afzal, Muhammad, Asim Mahmood, and Umar Hayat. "An Analysis of Grammatical Cohesion Used in the English Essays of English Grammar and Composition for Intermediate Level." *International Bulletin of Linguistics and Literature (IBLL)* 4.4 (December (2021): 68-99.
2. Kolczynski, Richard G. "The Role of Grammar in Composition." *Reading Improvement*, 12.3 (1975): 141.
3. Longacre, Robert E. "Sentences as combinations of clauses." *Language typology and syntactic description 2* (1985): 235-286.
4. Lyman, R. L. "Language, Grammar, and Composition." *Review of Educational Research* 2.1 (1932): 35-42.
5. Meyer, Charles. "Functional Grammar and Its Application in the composition Classroom." *Journal of Teaching Writing* 8.2 (1989): 147-168.
6. Munro, Pamela. "From parts of speech to the grammar." *Studies in Language, International Journal sponsored by the Foundation "Foundations of Language"* 30.2 (2006): 307-349.

### **Web Links**

- <https://www.cambridgeenglish.org/learning-english/parents-and-children/activities-for%20children/pre-a1-level/>
- <https://learnenglish.britishcouncil.org/vocabulary>
- <https://learnenglish.britishcouncil.org/grammar/english-grammar-reference>
- <https://learnenglish.britishcouncil.org/grammar/english-grammar-reference>
- <http://www.bchmsg.yolasite.com/skills.php>

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<b>Programme</b>	<b>:</b>	<b>B.A(Hons)-English</b>
<b>Year/Semester</b>	<b>:</b>	<b>First Year / Second Semester</b>
<b>Course Title</b>	<b>:</b>	<b>Social History of England-II</b>
<b>Course Code</b>	<b>:</b>	<b>DCBEN-21</b>
<b>No.of Credits</b>	<b>:</b>	<b>4</b>

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### **Course Objectives**

- **CO1:** To enable students to acquire a basic knowledge of the Social History of England
- **CO2:** To help the students get acquainted with English, History, Culture and thoughts of the past years

### **Block-1: Age of Revolution**

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

### **Block-2:Victorian Age**

The Historical Background-Major Features of the Victorian Second Reform Bill-The Third Reform Bill

### **Block-3: Reform Bills**

The Reform Bill of 1832- Second Reform Bill- Third Reform Bill

### **Block-4: Modern Age**

Life between Two World Wars-The Effects of World War II-Social Security and the Welfare State

### **Block-5: Modern Age**

Modernism-The Origin and Growth of Political Parties in England - Contemporary Life in England

### **Course Outcomes**

After the completion of the Social History of England-II course, students would be able to:

- **COC1:** Identify the key aspects of the Social History of England from the Neo-Classical Age to the contemporary era.
- **COC2:** Survey the social history in relation to the literary background.
- **COC3:** Familiarize with the representative literary texts of various ages in the history of England.
- **COC4:** Connect social, historical and political events with literary history.
- **COC5:** Discuss how literature influences the social and political history of each period.

## References- Books

1. Ashok, Padmaja, *Social History of England*, Orient Blackswan, 2016.
2. Felluga, Dino Franco, et al. *The Encyclopedia of Victorian Literature*, 2015.
3. Fischer H. A. L. *History of Europe*. Orient Black Swan: Chennai, 2015.
4. Flint, Kate, ed. *The Cambridge History of Victorian Literature*, 2014.
5. Horsman, Alan. *The Victorian Novel* (Oxford History of English Literature, 1991).
6. Hoskins, William George, and David Hey. *Local history in England*. Routledge, 2014.
7. Hudson, W. H. *An outline History of English Literature*. Macmillan Publications, Chennai. 2002.
8. *The Victorian Novel* (Oxford History of English Literature, 1991 Dawson, Carl 1979).
9. *A Short History of English Literature* by George Saintsbury.
10. Trevelyan G. M. *Social History of England*, Green & Co Ltd: London, 1956.

## Journals

1. Arthur H. Scouten and Robert D. Hume. "Restoration Comedy and Its Audiences". *The Yearbook of English Studies*. Modern Humanities Research Association: Vol. 10, pp. 45- 69.
2. Hatcher, John. "England in the Aftermath of the Black Death". *Past & Present*. Oxford Institute Press: No. 144, Aug., 1994, pp. 3-35.
3. Hilton R. H. "Small Town Society in England before the Black Death" *Past & Present*. Oxford Institute Press: No. 105, Nov., 1984, pp. 53-78.
4. Merton, K Robert. "Science, Technology and Society in Seventeenth Century England". *Osiris*. The Institute of Chicago Press: Vol. 4, 1938, pp. 360-632.
5. Radice F. R. "The Reign of Queen Anne". *Wiley*: No. 77, Vol. 20, June 1935, pp. 29-39.

## Web Links

- <https://www.jstor.org/stable/j.ctvqhtgc>
- <https://www.britannica.com/art/Modernism-art>
- <https://www.britannica.com/art/English-literature/The-21st-century>
- <https://www.britannica.com/topic/welfare-state>
- [https://en.wikipedia.org/wiki/Ethnic\\_groups\\_in\\_the\\_United\\_Kingdom](https://en.wikipedia.org/wiki/Ethnic_groups_in_the_United_Kingdom)

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<b>Programme</b>	<b>:</b>	<b>B.A(Hons)-English</b>
<b>Year/Semester</b>	<b>:</b>	<b>First Year / Second Semester</b>
<b>Course Title</b>	<b>:</b>	<b>History of English Literature-II</b>
<b>Course Code</b>	<b>:</b>	<b>DCBEN-22</b>
<b>No.of Credits</b>	<b>:</b>	<b>4</b>

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### Course Objectives

- **CO1:** To initiate students to a chronological study of English Poetry and Prose.
- **CO2:** To sharpen their literary sensibilities and develop the right perspective to different genres of different ages.

### Block-1: The Romantic Age

Literary Characteristics of the age-The Poems of the Romantic age-The Prose of Romantic age-The Novels of the Romantic age

### Block-2: The Victorian Age

Literary Characteristics of the age-The Victorian Poetry and Prose-The Victorian Novel

### Block-3: The Modern Age

Historical Background (Pre-War)-Literary Characteristics of the age-Literary Works of the Modern Age

### Block-4: The Post World War (Modern Age)

Period of progress and unrest-Wartime and Post War Britain-Literature after Second World War

### Block-5: Twentieth Century Literature and Literary Movements

Introduction to Twentieth Century Literature-Literary movements-Movements of Modern Age

### Course Outcomes

After the completion of the course History of English Literature-II, students would be able to:

- **COC1:** Trace the origin and development of various genres in British Literature throughout the ages.
- **COC2:** Demonstrate a deeper understanding of the social and historical background of English Literature.
- **COC3:** Understand each literary period's characteristics and analyse the reflection of these features in the literary works.
- **COC4:** Interpret specific minds with novelties in the novel – romances and sentimental writings with religion embedded.
- **COC5:** Analyze literary trends facilitating the realization of writing as being.

## Reference Books

1. Alexander, Michael. *A History of English Literature*. Houndmills: Palgrave Macmillan, 2013.
2. Brink, Bernhard. *History of English Literature*. New York: AMS Press, 1974.
3. Crawford, Robert. "Devolving English Literature." *Devolving English Literature*. Edinburgh Institute Press, 2022.
4. Daiches, David. *A Critical History of English Literature*. 2nd ed. Vol. 2. New York: Ronald, 1970.
5. Fulk, RD; Cain, Christopher M. *A History of Old English Literature*, Malden: Blackwell.2003.
6. *History of English Literature* by Edward Albert, Oxford Institute Press, New York, 2017.
7. Moody, William V. *History of English Literature*. Forgotten Books, 2015.
8. Neilson, William A, and Ashley H. Thorndike. *A History of English Literature*. Taipei: Yeh Yeh, 1981.
9. Peck, John, and Martin Coyle. *A brief history of English literature*. Bloomsbury Publishing, 2017.
10. Thornley, Granville Calland, and Gwyneth Roberts. *An outline of English literature*. Longman, 1984.

## Journals

1. Doyle, Brian. "The hidden history of English studies." *Re-reading English*. Routledge, (2013): 27-41.
2. Domenico, Vittorini. "Realism during the Romantic Age" *Italica* Vol. 19, No. 4 (Dec., 1942): 158-163.
3. Maiti, Abhik. "The Dark Renaissance of the War Poetry: A Comparative Analysis between the Poetry of the Two World Wars" *EA Journals*. (2015): 76-95.
4. Pound, Louise. "The History of English Literature: What It Is and What It Is Not." *The English Journal*, Vol. 7. 7. (1918): 413 – 18.
5. Waal, de Ariane. "Victorian materialisms: Approaching Nineteenth-Century Matter" *European Journal of English Studies*, Volume 26, 2022 - Issue 1. (2022): 1-13

## Web Links

- <https://www.literaturexpres.com/the-characteristics-of-the-victorian-age>
- <https://www.britannica.com/art/Romanticism>
- <https://penandthepad.com/characteristics-romanticism-english-literature-6646393.html>
- [https://www.academia.edu/9472262/Features\\_of\\_Literary\\_Modernism](https://www.academia.edu/9472262/Features_of_Literary_Modernism)  
<http://kiaou.ac.ir/~mbakhtiari/cv.pdf>

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<b>Programme</b>	<b>:</b>	<b>B.A(Hons)-English</b>
<b>Year/Semester</b>	<b>:</b>	<b>First Year / Second Semester</b>
<b>Course Title</b>	<b>:</b>	<b>The Elizabethan Age</b>
<b>Course Code</b>	<b>:</b>	<b>DCBEN-23</b>
<b>No.of Credits</b>	<b>:</b>	<b>4</b>

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### **Course Objectives**

- **CO 1.** To provide students with a glimpse of the tempo of the age, which was a golden age in the history of England.
- **CO 2.** To help the students get the right perspective of the outcome of the renaissance.

### **Block-1:Poetry**

Edmund Spenser – Prothalamion - Philip Sidney – Astrophel and Stella: Sonnet-I  
 Thomas Wyatt – And Wilt thou Leave me thus? - Henry Howard – Martial: The Things that do attain

### **Block-2: Poetry**

John Donne – The Sun Rising - John Donne – The Flea - George Herbert – Redemption  
 -Andrew Marvel – To his Coy Mistress

### **Block-3: Drama**

Christopher Marlowe and the Elizabethan Drama - Christopher Marlow – Edward - II

### **Block-4: Drama**

Ben Johnson’s Life – History - Ben Johnson – The Alchemist

### **Block-5: Prose**

Francis Bacon – of Friendship - Francis Bacon – of Truth - Francis Bacon – of Marriage  
 -Francis Bacon – of Great Place.

### **Course Outcomes**

After the completion of the course The Elizabethan Age, the student will be able to:

- **COC1:** Acquire knowledge about the Elizabethan period and its literary outputs.
- **COC2:** Connect the political, economic and social background of the Elizabethan age with the literary text.
- **COC3:** Analyse different poems and plays produced during this period.
- **COC4:** Comprehend the significance of Elizabethan literature and its impact on literary works produced the world over.
- **COC5:** Develop a critical and analytical perspective through the readings of literary texts.

## References-Books

1. Bacon, Francis. *The Works of Lord Bacon: With an Introductory Essay and a Portrait.* Holmes Beach, Fla: Gaunt, Inc, 2000.
2. Egendorf, Laura K. *Elizabethan Drama.* San Diego, CA: Greenhaven Press, 2000.
3. Jonson, Ben. *Alchemist.* S.L.: Chartwell Books, 2022.
4. Marlowe, Christopher. *Edward II.* 2021.
5. Salzman, Paul. *An Anthology of Elizabethan Prose Fiction.* Oxford: Oxford Institute Press, 2008.
6. Spenser, Edmund. *Prothalamion,* Berkeley CA: W. Bentley, 1938.
7. Stevenson, David L. *The Elizabethan Age.* Greenwich (Conn.: Fawcett publications, 1967.
8. Woods, George B. *The Literature of England: An Anthology and a History.* Chicago: Scott, Foresman, 1958.

## Journals

1. Adha, Ruly.; *Elizabethan Period (The Golden Age of English Literature).* &quot;JADEs: Journal of Academia in English Education 1.1 (2020): 84-95.
2. Barbour, Reid.; *Recent Studies in Elizabethan Prose Fiction.* & quot; English Literary Renaissance 25.2 (1995): 248-276.
3. Heinzkill, Richard. *Characteristics of references in selected scholarly English literary journals.,* The Library Quarterly 50.3 (1980): 352-365.
4. Marrapodi, Michele. &quot; *Elizabethan Studies in Italy from 1994 to 1996* Cahiers élisabéthains 54.1 (1998): 93-116.
5. Zagorin, Perez. *English History, 1558-1640: A Bibliographical Survey Changing Viewson British History.* Harvard Institute Press, (2013): 119-140.

## Web Links

- [https://www.researchgate.net/publication/49617608\\_Ambiguity\\_in\\_Edward\\_II\\_Ambiguity\\_in\\_Edward\\_II](https://www.researchgate.net/publication/49617608_Ambiguity_in_Edward_II_Ambiguity_in_Edward_II)
- <https://nptel.ac.in/courses/109/106/109106124/>
- <https://www.elizabethan-era.org.uk/>
- <https://www.bbc.co.uk/bitesize/guides/zwmr7hv/revision/1>

<b>Programme</b>	<b>: B.A(Hons)-English</b>
<b>Year/Semester</b>	<b>: Second Year / Third Semester</b>
<b>Course Title</b>	<b>: Tamil-III</b>
<b>Course Code</b>	<b>: DLTAM-31</b>
<b>No.of Credits</b>	<b>: 4</b>

### Course Objectives

**CO1:** தமிழ் மொழித் திறத்தினை மாணவர்களிடையே எல்லா நிலைகளிலும் மேம்படுத்தி வளர்த்தல். செம்மொழித் தமிழின் இலக்கிய இலக்கண வளமைகளை அறிமுகம் செய்தல்

**CO2:** நல்ல தமிழ் எழுதும் பயன்பாட்டு மொழியாற்றலை வளர்த்தல்

**CO3:** எழுத்தாற்றலையும் பேச்சாற்றலையும் வளர்த்தெடுப்பதின்வழி தகவல் தொடர்பியல் மற்றும் ஊடகத்தமிழுக்கு தகுதிப்படுத்துதல்

**CO4:** மொழிபெயர்ப்பு மற்றும் கலைச்சொல்லாக்கப் பயிற்சியளித்தல்

**CO5:** தமிழில் படைபிலக்கியத் திறத்தினை வளர்த்தெடுத்தல்

பாடக் குறியீட்டு எண்: DLTAM31

பருவம்-3, தமிழ்மொழிப்பாடம்-3, பகுதி-1, தகுதிப்புள்ளி: 4

### தாள்-3-பக்தி இலக்கியம் – காப்பியம் – புதினம் - மொழிபெயர்ப்பு

#### தொகுதி 1-பக்தி இலக்கியம்

மாணிக்கவாசகர் - திருவாசகம் - மூன்று பாடல்கள் - புல்லாகி பூடாகி (சிவபுராணம்) - எல்லாப் பிறப்பும் (சிவபுராணம்) - உற்றாரை யான் வேண்டேன் (திருப்பலம்பல்) - ஆண்டாள் - திருப்பாவை - மூன்று பாடல்கள் (1, 3, 4) - மார்கழித் திங்கள் ... (பாசுரம் 1) - ஓங்கி உலகளந்த... (பாசுரம் 3) - ஆழிமழைக் கண்ணா... (பாசுரம் 4) - வீரமாமுனிவர் - தேம்பாவணி - மூன்று பாடல்கள் - நீ ஒரு தாய்; ஒரு தாதையும் நீ (698 - சூசை இறைவனின்தாயைப்போற்றுதல்) - அணிக் கலத்து அழகு அழுந்திய (1089 - வானவர் இயேசு நாமத்தைப் போற்றி வணங்கிய செய்தி) - வான் புறத்து இலகும் செஞ் சுடர் காண (3510 - இறைவன் சூசை முனிவர்க்கு ஏழு மணிகள் புறத்தில் ஒளிவிடும் முடியைச் சூட்டுதல்) - குணங்குடி மஸ்தான் சாகிபு - பராபரக் கண்ணி 1-10 கண்ணிகள் - திருமூலர் - திருமந்திரம் - மூன்று பாடல்கள் - உடம்பார் அழியின் உயிரார் அழிவர் (திருமந்திரம்: 724) - படமாடக் கோயில் பகவற்கு ஒன்று ஈயில் (திருமந்திரம்: 1857) - மரத்தை மறைத்தது மாமத யானை (திருமந்திரம்: 2290) - இராமலிங்க அடிகள் - திருவருட்பா - மூன்று பாடல்கள் - எத்துணையும் பேதமுறா... (5297) - ஒருமையுடன் நினது திருமலரடி நினைக்கின்ற (2938) - கோடையிலே... (4091)

#### தொகுதி 2-காப்பியம்-1

சிலப்பதிகாரம் - அடைக்கலக் காதை - (தெரிவுசெய்யப்பட்ட பாடல் அடிகள் 120-199) - சீவக சிந்தாமணி - விமலையார் இலம்பகம்

#### தொகுதி 3-காப்பியம்-2

கம்பராமாயணம் – மந்தரை சூழ்ச்சிப் படலம் - பெரியபுராணம் பூசலார் நாயனார் புராணம்

#### தொகுதி 4- புதினம்

கல்மரம் - கோ. திலகவதி

#### தொகுதி 5- மொழிபெயர்ப்பு, இலக்கணம், இலக்கிய வரலாறு

அலுவல்சார் மொழிபெயர்ப்பு - இலக்கணக் குறிப்பு - பாடம் தழுவிய இலக்கிய வரலாறு - பக்தி இலக்கியம் – காப்பியம் – புதினம்

#### பார்வை நூல்கள்

1. தமிழ் இலக்கிய வரலாறு, வரதராசன், மு., சாகித்திய அக்காதெமி , புது தில்லி
2. தமிழ் நடைக் கையேடு, மொழி அறக்கட்டளை
3. பயன்பாட்டுத் தமிழ், முனைவர் அரங்க இராமலிங்கம் முனைவர் ஒப்பிலா மதிவாணன், சென்னை பல்கலைக்கழகம், 2007
4. மொழிபெயர்ப்பியல் அடிப்படைகள், கா. பட்டாபிராமன், யமுனைப் பதிப்பகம், திருவண்ணாமலை
- 5 பாடநூல் தேடலுக்கான இணையம்
  - <http://www.tamilvu.org/library>
  - <https://www.tamildigitallibrary.in/book>

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<b>Programme</b>	<b>:</b>	<b>B.A(Hons)-English</b>
<b>Year/Semester</b>	<b>:</b>	<b>Second Year / Third Semester</b>
<b>Course Title</b>	<b>:</b>	<b>Hindi-III</b>
<b>Course Code</b>	<b>:</b>	<b>DLHND-30</b>
<b>No.of Credits</b>	<b>:</b>	<b>4</b>

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**DLHND-31-Hindi-III: Ancient and Medieval Poetry, Hindi Sahitya ka Ithihas**

**Course Objectives**

- **CO1:**To enrich the knowledge of students through Tamil literature.
- **CO2:**To enable them to learn ancient poems.
- **CO3:**To develop interest in learning history of hindi literature.

**Block-1:** ‘Thirukkural’, Hindi Sahitya ka ithihas (aadikal).

**Block-2:** ‘Kabir ke pad’, Hindi Sahitya ka ithihas (aadikal).

**Block-3:** ‘Sur ke pad’, Hindi Sahitya ka ithihas (bhakthi kal).

**Block-4:** Thulsi ke pad,Hindi Sahitya ka ithihas ( bhakthi kal).

**Block-5:** Rahim ke dohe , Hindi Sahitya ka ithihas (Rithikal).

**Course Outcomes**

At the end of this course Students:

- **COC1:** will know the valuable messages in Thirukkural.
- **COC2:** will be interested in knowing ancient poems.
- **COC3:** gain knowledge in Hindi literature.
- **COC4:** will know the difference between Hindi and the languages used by ancient poets.
- **COC5:** will be familiar with different styles of poetry writing.

**Text / Reference books**

1. Thirukkural translation by Venkata Krishnan.
2. Ramcharitha manas,Githa press ,Gorakhpur by Sri Hanuman Prasad.
3. Sur Sanchayitha by Rajkamal prakashan ,New Delhi.
4. Padya khosh.
5. Hindi Sahitya ka Ithihas by Dr.Nagendra,Dr.Hardayal , Noida.

**Web links**

1. [http://gadyakosh.org/gk/%E0%A4%A6%E0%A5%87%E0%A4%B5%E0%A5%80%E0%A4%B8%E0%A4%BF%E0%A4%82%E0%A4%B9/\\_/\\_%E0%A4%85%E0%A4%9C%E0%A5%8D%E0%A4%9E%E0%A5%87%E0%A4%AF](http://gadyakosh.org/gk/%E0%A4%A6%E0%A5%87%E0%A4%B5%E0%A5%80%E0%A4%B8%E0%A4%BF%E0%A4%82%E0%A4%B9/_/_%E0%A4%85%E0%A4%9C%E0%A5%8D%E0%A4%9E%E0%A5%87%E0%A4%AF)
2. [http://gadyakosh.org/gk/%E0%A4%A6%E0%A5%87%E0%A4%B5%E0%A5%80%E0%A4%B8%E0%A4%BF%E0%A4%82%E0%A4%B9/\\_/\\_%E0%A4%85%E0%A4%9C%E0%A5%8D%E0%A4%9E%E0%A5%87%E0%A4%AF](http://gadyakosh.org/gk/%E0%A4%A6%E0%A5%87%E0%A4%B5%E0%A5%80%E0%A4%B8%E0%A4%BF%E0%A4%82%E0%A4%B9/_/_%E0%A4%85%E0%A4%9C%E0%A5%8D%E0%A4%9E%E0%A5%87%E0%A4%AF)

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<b>Programme</b>	<b>:</b>	<b>B.A(Hons)-English</b>
<b>Year/Semester</b>	<b>:</b>	<b>First Year / Second Semester</b>
<b>Course Title</b>	<b>:</b>	<b>English-VII</b>
<b>Course Code</b>	<b>:</b>	<b>DLENG-30</b>
<b>No.of Credits</b>	<b>:</b>	<b>4</b>

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### Course Objectives

- **CO1:**To improve the ability in Poetry and Short Stories
- **CO2:**To develop the Writing Comprehension
- **CO3:**To create interest towards reading Vocabulary and Grammar

### Block-1: Poetry

“Ecology” by A K Ramanujan-“Television” by Roald Dahl-“If” by Rudyard Kipling-“The Stolen Boat Ride” by Wordsworth.

### Block-2: Short Story

“The Mysterious Stranger” by Mark Twain-“A Lesson in Friendship” by Katherine Mansfield-“The Gift of the Magi by” by O. Henry.

### Block-3: Writing Comprehension

Precis Writing -E-mail Writing- Report Writing.

### Block-4: Vocabulary

Synonyms and Antonyms- Idioms and Phrases- Homophones and Homographs.

### Block-5: Grammar

Modal Verbs- Subject-Verb Agreement- Clauses and Phrases.

### Course Outcomes

At the end of this course Students will:

- **COC1:** Improve the ability in Poetry and Short Stories.
- **COC2:** Develop the Writing Comprehension.
- **COC3:** Create interest towards reading Vocabulary and Grammar.

### Reference Books

1. English Grammar and Composition: An Aid for School, College and Competitive Examinations by Dr Vedmani Balraj .
2. "The Gift of the Magi" Short Story by O. Henry." Ivy Panda, 4 Oct. 2022, [ivypanda.com/essays/the-gift-of-the-magi-short-story-by-o-henry/](http://ivypanda.com/essays/the-gift-of-the-magi-short-story-by-o-henry/).
3. High School English Grammar and Composition Book by Wren & Martin.
4. Martinet and Thomson – A Practical English Grammar.
5. David Green: Contemporary English Grammar Structure and Usage.
6. M L Tickoo and Subramanian: Intermediate Grammar, Usage and Composition.

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<b>Programme</b>	<b>:</b>	<b>B.A(Hons)-English</b>
<b>Year/Semester</b>	<b>:</b>	<b>Second Year / Third Semester</b>
<b>Course Title</b>	<b>:</b>	<b>The Age of Milton and Neo-Classism</b>
<b>Course Code</b>	<b>:</b>	<b>DCBEN-31</b>
<b>No.of Credits</b>	<b>:</b>	<b>4</b>

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### **Course Objectives**

- **CO1:** To introduce students to the new political, economic, and social situations of the Neo- Classical Age.
- **CO2:** To enable students to understand and appreciate the changing trends and style in the growth of literature.

### **Block-1: Poetry**

Age of Milton– John Milton’s Paradise Lost IX – Age of Dryden – John Dryden’s Absalom & Achitophel

### **Block-2: Poetry**

Characteristics of Restoration Age - John Dryden’s A Song for St. Cecilia’s Day, 1687 – Thomas Grey’s Elegy Written in a Country Churchyard – William Collins’ Ode to Evening

### **Block-3: Drama**

Life of Sheridan & Oliver Goldsmith – Sheridan’s The School for Scandal - Oliver Goldsmith’s She Stoops to Conquer

### **Block-4: Prose**

Dryden’s The Essay on Dramatic Poesy -Life of Samuel Johnson – Samuel Johnson’s Preface to Shakespeare

### **Block-5: Fiction**

Major Novelists and their works – Daniel Defoe’s Robinson Crusoe – Goldsmith’s The Vicar of Wakefield.

### **Course Outcomes**

After the completion of the course The Age of Milton and Neo-Classism, students will be able to:

- **COC1:** Understand the unique features of Neoclassicism and its influence on English society
- **COC2:** Interpret the modality of the Epic and the mock epic style in English poetry.
- **COC3:** Compare and contrast Restoration comedies and comedies of manners.
- **COC4:** Understand the two significant weapons of satire – irony and humour.
- **COC5:** Discuss the emergence of the English novel as a literary genre.

## Reference- Books

1. Defoe, Daniel. *The Life and Adventures of Robinson Crusoe*. Place of publication not identified: Wild side Press, 2019. Dryden, John, and Keith Walker. *John Dryden: The Major Works*. Oxford: Oxford Institute Press, 2003.
2. Duran, Angelica. *The Age of Milton and the Scientific Revolution*. Duquesne Institute Press, 2007.
3. Gray, Thomas, Philip L. Warner, and Charles T. Jacobi. *Elegy Written in a Country Churchyard & Other Poems*. London: Philip Lee Warner for the Medici Society, Riccardi Press, 1915.
4. John, Milton. *Paradise Lost*. Lerner Publishing Group, 2014. Internet resource.
5. Roberts, James L. *The Vicar of Wakefield: Notes*. Lincoln, Neb: Cliffs Notes, 1976.
6. *She Stoops to Conquer* Publisher: Start Publishing LLC (December 28, 2012)
7. *The Vicar of Wakefield - Oliver Goldsmith - Ed. Stephen Coote* (Penguin UK 2004)
8. Woodman, Thomas M. *A Preface to Samuel Johnson*. London: Longman, 1993.

## Journals

1. Kozak, Megan N., Tomi-Ann Roberts, and Kelsey E. Patterson. *She stoops to conquer How posture interacts with self-objectification and status to impact women's affect and performance*. *Psychology of Women, Quarterly* Vol 38. issue 3 (2014): 414-424.
2. Hilliard, Raymond F. *The redemption of fatherhood in The Vicar of Wakefield and Studies in English Literature, 1500-1900* Vol.23.Issue 3 (1983): 465- 480.
3. Fleeman, J. D.; *A Preface to Samuel Johnson & Notes and Queries* Vol 41.Issue.3(1994): 395-397.
4. Ketab, Athraa Abdulameer.; *Political Satire in Neo-Classical Age: John Dryden as an Example*, *Opción: Revista de Ciencias Humanas y Sociales* Vol .35.Issue 20 (2019): 619- 629.

## Web Links

- <https://www.cliffsnotes.com/>
- <https://www.enotes.com/>
- <https://www.gradesaver.com/>
- <https://www.jstor.org/>
- <https://www.sparknotes.com/>

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<b>Programme</b>	<b>:</b>	<b>B.A(Hons)-English</b>
<b>Year/Semester</b>	<b>:</b>	<b>Second Year / Third Semester</b>
<b>Course Title</b>	<b>:</b>	<b>The Romantic Age</b>
<b>Course Code</b>	<b>:</b>	<b>DCBEN-32</b>
<b>No.of Credits</b>	<b>:</b>	<b>4</b>

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### **Course Objectives**

- **CO1:** To expose students to comprehensive knowledge pertaining to the different genres of Literature in the Romantic Age
- **CO2:** To develop in them a trendy attitude as reflected in the spirit of the age

### **Block-1: History of Romantic Literature**

Romanticism in England-Romantic Revival-The Starting Point of Romantic Era – Lyrical Ballads - Nature, Reason and Imagination during Romantic Age - The Theory of Poetic Diction- Women Writers – Novel as Genre in Romantic Age

### **Block-2: First-Generation Romantic Poets**

Wordsworth's Ode on Intimations of Immortality - Coleridge's The Rime of Ancient Mariner - Coleridge's Dejection: An Ode

### **Block-3: Second Generation Romantic Poets – Part - 1**

Shelley's Ozymandias - Shelley's Ode to a Skylark - Byron's She Walks in Beauty

### **Block-4: Second Generation Romantic Poets – Part -2**

The Return to Nature- Kinds of Poetry - Keats' Ode on a Grecian Urn - Keats' Ode to a Nightingale

### **Block-5: Prose & Fiction in Romantic Age**

Overview of Prose & Fiction Writers in Romantic Age - Charles Lamb's A Dissertation upon Roast Pig - Jane Austen's Emma - Character Analysis of Emma.

### **Course Outcomes**

After the completion of the course The Romantic Age, the student will be able to:

- **COC1:** Comprehend the significance of the Romantic age, the writers who belonged, and its impact on literary works.
- **COC2:** Infer knowledge pertaining to the different genres of Literature in The Romantic Age.
- **COC3:** Develop a trendy attitude as reflected in the spirit of the Romantic age.
- **COC4:** Develop aesthetic sense through the readings of Romantic poetry.
- **COC5:** Appreciate the literary delights of the Romantic writers.

## Reference Books

1. Bellringer, Alan W, and C B. Jones. *The Romantic Age in Prose: An Anthology*. Amsterdam: Rodopi, 1986.
2. Berlin, Isaiah, and Henry Hardy. *Political Ideas in the Romantic Age: Their Rise and Influence on Modern Thought*. Princeton: Princeton Univ. Press, 2014.
3. Freeman, Kathryn S. *Rethinking the Romantic Era: Androgynous Subjectivity and the Re-Creative in the Writings of Mary Robinson, Samuel Taylor Coleridge, and Mary Shelley*. 2021.
4. Klancher, Jon, ed. *A concise companion to the Romantic age*. John Wiley & Sons, 2009.
5. Kent, David A, and D R. Ewen. *Romantic Parodies, 1797-1831*. Rutherford [N.J.:Fairleigh Dickinson Institute Press, 1992.
6. Stones, Graeme. *Parodies of the Romantic Age: Vol. 3*. London etc.: Pickering & Chatto, 1999.
7. Strunk, W O. *The Romantic Era*. London: Faber and Faber, 1981.
8. Wellek, Rene. *The Romantic Age*. Cambridge: Cambridge Institute Press, 1981.

## Journals

1. Boening, John. *The unending conversation. The role of periodicals in England and the continent during the Romantic age.* "Nonfictional Romantic Prose: Expanding Borders (2004): 285-301.
2. Kappel, Andrew J. "The Immortality of the Natural: Keats' 'Ode to a Nightingale.'" *English Literary History*, vol. 45, no. 2, Summer, (1978): 270-284.
3. Lau, Beth. *Placing Jane Austen in the Romantic Period: Self and Solitude in the Works of Austen and the Male Romantic Poets.* "European Romantic Review" 15.2 (2004): 255-267.
4. Matthew, Patricia A.; *Quilt 5: Race, Blackness, and Romanticism.* "Studies in Romanticism", vol. 61 no. 1, (2022): 1-10.

## Web Links

- <https://www.britannica.com/art/English-literature/The-Romantic-period>
- <https://study.com/learn/lesson/romanticism-in-literature-characteristics-examples.html>
- <https://www.easternct.edu/speichera/understanding-literary-history-all/the-romantic-period.html>
- <https://www.britannica.com/art/Romanticism>
- <https://www.cliffsnotes.com/literature/k/keats-poems/about-the-romantic-period>

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<b>Programme</b>	<b>:</b>	<b>B.A(Hons)-English</b>
<b>Year/Semester</b>	<b>:</b>	<b>Second Year / Third Semester</b>
<b>Course Title</b>	<b>:</b>	<b>The Victorian Age</b>
<b>Course Code</b>	<b>:</b>	<b>DCBEN-33</b>
<b>No.of Credits</b>	<b>:</b>	<b>4</b>

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### **Course Objectives**

- **CO1:** To give an insight into the growing scepticism and doubt of Victorian England through a study of Literature.
- **CO2:** To help students have an idea of the philosophical thinking of the man in the Nineteenth Century through the study of Literature.

### **Block-1: Introduction to the Victorian Age**

The Historical Background - Major Features of Victorian Age - Literary Features of Victorian Age - Major writings of Victorian Age

### **Block-2: Poetry**

Introduction to Poetry - Alfred Lord Tennyson- Ulysses – Mathew Arnold- The ScholarGypsy

### **Block-3: Criticism**

Introduction to Criticism - Tradition and the Individual Talents- T.S. Eliot - The Study of Poetry- Mathew Arnold

### **Block-4: Drama**

Introduction to Drama - Importance of Being Ernest- Oscar Wilde – Murder in the Cathedral- T. S. Eliot.

### **Block-5: Fiction**

Introduction to Victorian Novels – Charles Dickens- Great Expectations– Tess of the Urbervilles- Thomas Hardy

### **Course Outcomes**

After the completion of the course The Victorian Age, students would be able to:

- **COC1:** Get an idea about the massive literary outputs of the Victorian Age.
- **COC2:** Understanding the conflict between science and religion prevailed in the Victorian society.
- **COC3:** Analyse the concepts of marriage, sexuality and utilitarianism that persisted in the Victorian age and their impact on literature.
- **COC4:** Trace the origin and development of the Novel as a literary genre.
- **COC5:** Develop a critical and analytical perspective with regard to Victorian texts and authors.

## References- Books

1. Introduction and Notes for the Tenant of Wildfell Hall. Penguin Books. 1996.
2. Evans, Denise; Onorato, Mary. "Nineteenth-Century Literary Criticism & notes. Gale Cengage. Retrieved 16 December 2014.
3. Brewster. "Early Children Literature & quot, Children Books in the Victorian Era. International Library of Children Literature. Retrieved 16 December 2014.
4. Susina, Jan. "Children Literature & quot, faqs.org. The Gale Group, Inc. Retrieved 16 December 2014.
5. Felluga, Dino Franco, et al. The Encyclopedia of Victorian Literature (2015).
6. Flint, Kate, ed. The Cambridge History of Victorian Literature (2014). Horsman, Alan.
7. The Victorian Novel (Oxford History of English Literature, 1991 Dawson, Carl (1979).
8. Victorian High Noon: English Literature in 1850. Baltimore: Johns Hopkins U. Press.
9. Felluga, Dino Franco, et al. The Encyclopedia of Victorian Literature (2015).
10. Flint, Kate, ed. The Cambridge History of Victorian Literature (2014).

## Journals

1. Long, J. William. English Literature- Its History and Its Significance. New Delhi: Surjeet Publications. 2009. 452-568.
2. Cayley, Arthur, and Tony Crilly. Cayley: Mathematician laureate of the Victorian age(2006): 784.
3. Riley, Matthew. Liberal critics and Modern Music in the Post-Victorian age. " ; British Music and Modernism, 1895–1960. Routledge, 2017. 13-30.

## Web Links

- <https://sites.udel.edu/britlitwiki/the-victorians/>
- <https://rpo.library.utoronto.ca/content/scholar-gipsy>
- <http://victorian-era.org/19th-Century-Drama.html>  
[https://en.wikipedia.org/wiki/Victorian\\_literature#:~:text=Victorian%20literature%20refers%20to%20English](https://en.wikipedia.org/wiki/Victorian_literature#:~:text=Victorian%20literature%20refers%20to%20English)
- <https://www.easternct.edu/speichera/understanding-literary-history-all/the-victorian-period.html>
- <https://www.educsector.com/2021/03/bores-lucas-basic-english-notes.html>
- <https://englishnotesguru.com/top-31-victorian-age-writers-and-their-works/>

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<b>Programme</b>	<b>:</b>	<b>B.A(Hons)-English</b>
<b>Year/Semester</b>	<b>:</b>	<b>Second Year / Third Semester</b>
<b>Course Title</b>	<b>:</b>	<b>Environmental Studies</b>
<b>Course Code</b>	<b>:</b>	<b>DEVS-031</b>
<b>No.of Credits</b>	<b>:</b>	<b>2</b>

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### **Course Objectives**

- **CO1:** To inculcate the importance of environmental pollution preservation of nature and environmental management for human welfare.
- **CO2:** To make the students to learn about environment and the pollutants.

### **Block-1: Introduction of Environmental Studies**

Renewable and non-renewable resources - Natural resources and associated problems- Forest resources: Use and over-exploitation, deforestation- Case studies, Timber extraction, mining, dams and their effects on forest and tribal people- Water resources: Use and overutilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems- Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources- Case studies- Food resources: World Food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer- pesticide problems, water logging, salinity, case studies-Energy resources: Growing energy needs, renewable and non-renewable energy sources, use of alternate energy sources- Case studies- Land resources: Land as a resource, land degradation, man induced landslides, soil erosion and desertification - Role of an individual in conservation of natural resources- Equitable use of resources for sustainable lifestyles.

### **Block-2: Eco System & Biodiversity**

Concept of an ecosystem. - Structure and function of an ecosystem Producers, consumers and decomposers. -Energy flow in the ecosystem. Ecological succession. - Food chains, food webs and ecological pyramids. Introduction, types, characteristic features, structure and function of the ecosystem- Forest ecosystem - Grassland ecosystem - Desert ecosystem - Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)- Introduction–Definition, genetic, species and ecosystem diversity- Biogeographical classification of India-Value of biodiversity: consumptive use- productive use, social, ethical, aesthetic and option values - Biodiversity at global, National and local levels- India as a mega diversity nation- Hot-spots of biodiversity- Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts. Endangered and endemic species of India- Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity.

### **Block-3:Environmental Pollution, Human Population and the Environment**

Definition- Cause- effects and control measures- Air pollution -Water pollution - Soil pollution - Marine pollution -Noise pollution - Thermal pollution - Nuclear hazards- Solid waste Management- Causes, effects and control measures of urban and industrial wastes- Role of an individual in prevention of pollution- Pollution case studies- Disaster management- floods, earthquake, cyclone and landslides-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 Technology in Environment and human health-Case Studies.

#### **Block-4: Social issues and the Environment**

From Unsustainable to Sustainable development, urban problems related to energy - Water conservation, rain water harvesting, watershed management- Resettlement and rehabilitation of people; its problems and concerns- Case Studies - Environmental ethics: Issues and possible solutions. Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust- Case Studies- Wasteland reclamation. Consumerism and waste products. Environment Protection Act, Air (Prevention and Control of Pollution) Act, Water (Prevention and control of Pollution) Act, Wildlife Protection Act, Forest Conservation Act - Issues involved in enforcement of environmental legislation- Public awareness.

#### **Block V Green Business Concept and Evolution of Green Business, Field Work Visit**

Green Business Concept and evaluation of Green Business - Field work - Visit to a local area to document environmental assets river/forest/grassland/hill/mountain- Visit to a local Polluted site- Urban/Rural/Industrial/Agricultural- Study of common plants, insects, birds, Study of simple ecosystems-pond, river, hill slopes, etc.

#### **Course Outcomes**

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

- **COC1:** Understand the nature and facts about environment and the key concepts from environment studies.
- **COC2:** Implement scientific, technological, economic solutions to environmental problems and appreciate concepts and methods from renewable and non-renewable sources.
- **COC3:** Know about the interrelationship between living organisms and environment and Food Chains, and historical context to environmental issues and the links between human and natural systems.
- **COC4:** Understand the integrated sand biodiversity, natural resources, pollution control and waste management and Consumers and environmental actors in a complex, inter connected world.
- **COC5:** Understand how various financial services like banking services and Insurance Services operate in the Indian context.

#### **Reference Books**

1. Brusseau, M.L., Pepper, I.L., and Gerba, C.P. (2019). Environmental and Pollution Science, 3rd Edition. Academic Press, USA. (pp. 1-520).
2. Gadgil, M., and Guha, R. (1993). This Fissured Land: An Ecological History of India. University of California Press, Berkeley, USA. (pp. 1-245).

3. Raven, P.H, Hassenzahl, D.M., Hager, M.C, Gift, N.Y., and Berg, L.R. (2015). Environment, 8th Edition. Wiley Publishing, USA. (pp. 1-472).
4. Carson, Rachel. 1962. Silent Spring (Boston: Houghton Mifflin, 1962), Mariner Books, 2002.
5. Economy, Elizabeth. 2010. The River Runs Black: The Environmental Challenge to China's Future.
6. Gadgil, M. & Ramachandra, G. 1993. This fissured land: an ecological history of India. Unity of California Press.
7. Gleeson, B. and Low, N. (eds.) 1999. Global Ethics and Environment, London, Routledge.
8. Rao MN and Datta AK, 1987. Waste Water Treatment. Oxford and IBH Publishing Co. Pvt. Ltd. 13. Raven, P.H., Hassenzahl, D.M. & Berg, and L.R. 2012. Environment. 8 the edition.
9. John Wiley & Sons Ricklefs, R. E., & Miller, G.L. 2000. Ecology. W. H. Freeman, New York.
10. Gleick, H., 1993, Water in crisis, Pacific Institute for studies in Dev., Environment & Security, Stockholm Environment Institute. Oxford Univ. Press 473p —published by Springer and the flagship journal of the Association of Environmental Studies and Sciences.

### **Journals**

1. Virender Singh Phogat, Anupam Singhal, Ravi Kant Mittal & Ajit Pratap Singh, The impact of construction of hill roads on the environment, assessed using the multi-criteria approach, International Journal of Environmental Studies, Volume 79, Issue 1, P.no.1- 18, DOI: 10.1080/00207233.2021.1905298, 30th march 2021.[https://doi.org /10.1080/00207233.2021.1905298](https://doi.org/10.1080/00207233.2021.1905298).
2. Nicolas Schneider (2022) Population growth, electricity demand and environmental sustainability in Nigeria: insights from a vector auto-regressive approach, International Journal of Environmental Studies, Volume79, Issue 1, P.no. 149-176, DOI: 10.1080/00207233.2021.1905317, 13th April 2021.[https://doi.org/ 10.1080 /00207233.2021.1905317](https://doi.org/10.1080/00207233.2021.1905317)
3. Sutee Chowrong, Lertsak Suemram, Bundit Tengjaroenkul, Manop Sriuttha, Isara Patawang & Lamyai Neeratanaphan Chromosomal aberration and genetic differentiation of *Oreochromis niloticus* affected by heavy metals from an iron ore mine area, International Journal of Environmental Studies, DOI: 10.1080/00207233.2022.2050573,14<sup>th</sup> March 2022. <https://doi.org/10.1080/00207233.2022.2050573>.

### **Web Links**

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

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<b>Programme</b>	<b>:</b>	<b>B.A(Hons)-English</b>
<b>Year/Semester</b>	<b>:</b>	<b>Second Year / Third Semester</b>
<b>Course Title</b>	<b>:</b>	<b>English for Competitive Examinations</b>
<b>Course Code</b>	<b>:</b>	<b>DAENF-31</b>
<b>No.of Credits</b>	<b>:</b>	<b>4</b>

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### Course Objectives

- **CO1:** To infuse confidence in students to face competitive examinations pertaining to English Skills.
- **CO2:** To recall what has been learnt so far under English and Communication Skills.
- **CO3:** To posit learners in comparatively advantageous position in the job market.

### Block-1: Detecting Usage Errors

Nouns Pronouns - Articles and Preposition Adverbs - Homonyms Punctuation linking words.

### Block-2: Detecting Usage Errors

Phrases and Clauses- Subject- Verb agreement - Tag Questions - Tense - Reported Speech Active and Passive - Sentence Completion.

### Block-3: Business Letter - Dialogue Writing (Situational)

### Block-4: Expansion of Proverbs -Idiomatic Expressions- Essay Writing

### Block-5: General Knowledge : UNO, Countries and Capitals-Currencies and Current Affairs .

### Course Outcomes

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

- **COC1:** Distinguish the intricacies of English in order to develop language skills.
- **COC2:** Explain the ways how to face competitive examination
- **COC3:** Construct correct structure of sentence
- **COC4:** Develop synonyms and antonyms and idiomatic expressions.
- **COC5:** Prove their skills of reconstructing passages, report writing and essay writing.

### Books Prescribed

1. J.K.Gangal : Competitive English for Professional Courses, S.Chand Publications.

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<b>Programme</b>	<b>:</b>	<b>B.A(Hons)-English</b>
<b>Year/Semester</b>	<b>:</b>	<b>Second Year / Third Semester</b>
<b>Course Title</b>	<b>:</b>	<b>Universal Human Values</b>
<b>Course Code</b>	<b>:</b>	<b>DABGL-33</b>
<b>No.of Credits</b>	<b>:</b>	<b>4</b>

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### **Course Objectives**

- **CO1:** To create an awareness on Engineering Ethics and Human Values.
- **CO2:** To understand social responsibility of an engineer.
- **CO3:** To appreciate ethical dilemma while discharging duties in professional life.

### **Block-1: Concept of Human values, Value Education Towards personal Development**

Aim of education and value education- Evolution of value oriented education-Concept of Human value- type of values- Components of value education- Personal Development: Self-analysis and introspection- sensitization towards gender equality-physically challenged- intellectually challenged- Respect to – age, experience, maturity, family members, neighbors, co-workers- Character Formation Towards-Positive Personality-Truthfulness, constructivity, Sacrifice, sincerity, self-Control, Altruism, Tolerance, Scientific Vision.

### **Block-2: Value Education towards National and Global Development National and International values**

Constitutional or national values – Democracy- Socialism-secularism- equality- justice, liberty-freedom and fraternity- Social Values – Pity and probity- self-control- universal brotherhood. Professional Values- Knowledge thirst, sincerity in professional, regularity, punctuality and faith- Religious Values – Tolerance, wisdom, character- Aesthetic Value – Love and appreciation of literature and fine arts and respect for the same- National Integration and international understanding.

### **Block-3 : Impact of Global Development on Ethics and Value**

Conflict of cross-cultural influence, mass media, cross-border education, materialistic values, professional challenges and compromise- Modern Challenge of Adolescent Emotions and behavior- Sex and spirituality-Comparison and competition- positive and negative thoughts- Adolescent Emotions- arrogance- anger- sexual instability, selfishness- defiance.

### **Block-4: Therapeutic Measures**

Control of the mind through -Simplified physical exercise-Meditation – Objective, types, effect on body, mind and soul-Yoga – Objectives, Types, Asanas-Activities: Moralization of Desires, Neutralization of Anger, Eradication of Worries-Benefits of Blessings.

### **Block-5 : Human Rights**

Concept of Human Rights – Indian and International Perspectives -Evolution of Human Rights - Definitions under Indian and International documents -Broad classification of Human Rights and Relevant Constitutional Provisions-Right to life, Liberty and Dignity -Right to Equality -Right

against Exploitation -Cultural and Educational Rights-Economic Rights -Political Rights -Social Rights. Human Rights of Women and Children-Social Practice and Constitutional Safeguards-Female Foeticide and Infanticide-Physical assault and harassment -Domestic violence -Conditions of Working Women-Institutions for implementation-Human Rights commission -Judiciary -Violations and Redressal -Violation by state -Violation by Individuals -Nuclear Weapons and terrorism -Safeguards.

### **Course Outcomes**

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

- **COC1:** Understand the significance of value inputs in a classroom and start applying them in their life and profession
- **COC2:** Distinguish between values and skills, happiness and accumulation of physical facilities, the Self and the Body, Intention and Competence of an individual, etc.
- **COC3:** Understand the role of a human being in ensuring harmony in society and nature.
- **COC4:** Distinguish between ethical and unethical practices, and start working out the strategy to actualize a harmonious environment wherever they work.
- **COC5:** Understand the responsibility of human being in ensuring the human rights and human rights commission.

### **Text Books**

1. R. R. Gaur, R Sangal, G P Bagaria, 2009, “A Foundation Course in Human Values and Professional Ethics”.
2. Dr. Saroj Kumar., Universal Human Values And Professional Ethics ,Thakur- Publication
3. R.S. Naagarazan , Professional Ethics and Human Values, 2006, New Age International (P) Ltd., Publishers

### **Reference Book**

1. N. Tripathy, 2003, Human Values, New Age International Publishers.

Programme	: B.A(Hons)-English
Year/Semester	: Second Year / Fourth Semester
Course Title	: Tamil-IV
Course Code	: DLTAM-41
No.of Credits	: 4

### Course Objectives

**CO1:** தமிழ் மொழித் திறத்தினை மாணவர்களிடையே எல்லா நிலைகளிலும் மேம்படுத்தி வளர்த்தல். செம்மொழித் தமிழின் இலக்கிய இலக்கண வளமைகளை அறிமுகம் செய்தல்.

**CO2:** நல்ல தமிழ் எழுதும் பயன்பாட்டு மொழியாற்றலை வளர்த்தல்.

**CO3:** எழுத்தாற்றலையும் பேச்சாற்றலையும் வளர்த்தெடுப்பதின்வழி தகவல் தொடர்பியல் மற்றும் ஊடகத்தமிழுக்கு தகுதிப்படுத்துதல்.

**CO4:** மொழிபெயர்ப்பு மற்றும் கலைச்சொல்லாக்கப் பயிற்சியளித்தல்.

**CO5 :**தமிழில் படைபிலக்கியத் திறத்தினை வளர்த்தெடுத்தல்

பாடக் குறியீட்டு எண்: DLTAM41

பருவம்-4, தமிழ்மொழிப்பாடம்-4, பகுதி-1, தகுதிப்புள்ளி: 4,

**தாள்-4:சங்க இலக்கியம் – நாடகம் – வளர் தமிழ் – பொதுக்கட்டுரை**

#### தொகுதி 1- சங்க இலக்கியம் - 1

புறநானூறு (மூன்று பாடல்கள் - 183, 184, 192) - பதிற்றுப்பத்து (இரண்டு பாடல்கள் - 14, 69) - பட்டினப்பாலை (காவிரியின் சிறப்பு பாடல் அடிகள் 01-07, 10° 4 (Unit 4) சோழநாட்டு வளம் பாடல் அடிகள் 20-28, பல்பொருள் வளம் பாடல் அடிகள் 183-193) -மதுரைக் காஞ்சி (பாண்டியர் பரம்பரை பாடல் அடிகள் 01-23, மன்னர்க்கு மன்னன் பாடல் அடிகள் 64-74, - பாண்டியன் புகழ் பாடல் அடிகள் 197-209).

#### தொகுதி 2- சங்க இலக்கியம் - 2

நற்றிணை (இரண்டு பாடல்கள் - 1, 172) - குறுந்தொகை (மூன்று பாடல்கள் - 3, 40, 135) - ஐங்குறுநூறு (மூன்று பாடல்கள் - 281, 283, 286) - அகநானூறு (இரண்டு பாடல்கள் - 4, 86) - கலித்தொகை (இரண்டு பாடல்கள் - 9, 133)

#### தொகுதி 3-நாடகம்

ஆட்டனத்தி ஆதிமந்தி - கவிஞர் கண்ணதாசன்

#### தொகுதி 4-வளர்தமிழ்

ஊடகத் தமிழ் - கணினித் தமிழ் அறிமுகம் -ஊடகத் தமிழ்: அச்சுக்கலை - இதழியல் - ஊடக வகைகள் - அச்சு ஊடகங்கள் - மின்னணு ஊடகம் - இதழியல் முன்னோடிகள் - அச்சு ஊடகங்களில் தமிழ் - கருத்துப் பரிமாற்றம் - மொழி நடையின் தன்மை - நாளிதழ்கள் - வார, மாத இதழ்கள் - மின்னணு ஊடகங்களில் தமிழ் - வானொலி- தொலைக்காட்சி- திரைப்படம். கணினித் தமிழ்: கணினித் தமிழின் அடிப்படையும் பயன்பாடும் -கணிப்பொறியின் வரலாறும் வளர்ச்சியும், கணினியும் தமிழும், விசைப்பலகை (Keyboard) - எழுத்துருக்கள்

(Fonts) - தமிழைத் தட்டச்சு செய்ய உதவும் மென்பொருள்கள், தமிழைத் தட்டச்சு செய்யும் முறைகள் - தமிழ்த் தட்டச்சுப் பயிற்சி - இணையமும் தமிழ்ப் பயன்பாடும் - தேடுபொறி (Search) - வலைப்பூ (Blog), மின்னூலகம் (Online e-Library), - மின்னகராதி (e-Dictionary), - மின் செய்தித்தாள் - e-Paper, - இணையவழித் தமிழ்க் கற்றலும்-கற்பித்தலும் - மின்வழிக் கற்றல் - e Learning.

### **தொகுதி 5-பொதுக்கட்டுரை, இலக்கிய வரலாறு, இலக்கணம்**

பொதுக்கட்டுரை வரைதல் - பாடம் தழுவிய இலக்கிய வரலாறு (சங்க இலக்கியம், நாடகம், வளர்தமிழ்) - இலக்கணம் (பொருளிலக்கணம்) திணை, துறை விளக்கம்.

### **பார்வை நூல்கள்**

1. கணினித்தமிழ், முனைவர் இல.சுந்தரம், விகடன் பிரசுரம்
2. கணிப்பொறியில் தமிழ், த.பிரகாஷ், பெரிகாம்
3. தமிழ்க் கணினி இணையப் பயன்பாடுகள், முனைவர் துரை. மணிகண்டன், மணிவானதி பதிப்பகம்
4. இதழியல் கலை, டாக்டர் மா. பா. குருசாமி, குரு - தேமொழி பதிப்பகம், திண்டுக்கல்
5. அச்சுக் கலை வழிகாட்டி, பாலசுப்பிரமணியன், ஆ., சென்னை : தனசு பதிப்பகம், 1966
6. தொலைக்காட்சிக் கலை, முனைவர் வெ. நல்லதம்பி, மங்கைப் பதிப்பகம், சென்னை 42
7. பாடநூல் தேடலுக்கான இணையம்
  - <http://www.tamilvu.org/courses/nielit/Chapters/Chapter1/11.pdf>
  - <https://www.tamildigitallibrary.in/>

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<b>Programme</b>	<b>:</b>	<b>B.A(Hons)-English</b>
<b>Year/Semester</b>	<b>:</b>	<b>Second Year / Fourth Semester</b>
<b>Course Title</b>	<b>:</b>	<b>Hindi-IV</b>
<b>Course Code</b>	<b>:</b>	<b>DLHND-40</b>
<b>No.of Credits</b>	<b>:</b>	<b>4</b>

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**DLHND-41-Hindi-VI: Modern Poetry, Hindi sahitya ka ithihas –Adhunik kal, Advertisement writing**

**Course Objectives**

- To develop interest in modern poetry
- To teach them the development of Modern Hindi poetry
- To train them in advertisement writings

**Block-1:**Sansar by Mahadevi varma,Hindi Sahitya ka ithihas (adhunik kal).

**Block-2:** ‘ Mouun nimanthran’ by Sumithranandan panth, Hindi Sahitya ka ithihas (adhunik kal).

**Block-3:** ‘rah rahkar Tuutthaa rab kaa kahar’ by Dharmendra kumar nivathiya Hindi Sahitya ka ithihas (adhunik kal).

**Block-4:** ‘samarpan’ by Subhadra kumara chouhan , Advertisement writing.

**Block-5:**‘panthrah agasth kii pukaar ‘by atal bihari vajpayee, Advertisement writing.

**Course Outcomes**

At the end of this course Students:

- **CO1:** will be familiar with modern poetry.
- **CO2:** will understand the importance of protecting atmosphere.
- **CO3:** will know the real meaning of patriotism & the value of freedom.
- **CO4:** will get the ability to write various types of advertisement.
- **CO5:** will understand the different methods adopted in writing them.

**Text / Reference books:**

1. Hindi swachandata kavya by Prem Shankar,Vani prakashan.
2. Meri ikyavan kavithaye ,Kithab gharprakashan ,2016.
3. Sanchayan :Mahadevi Verma by Nirmala jain ,Vani prakashan ,2016.
4. Padya khosh.
5. Hindi Advertisement writing - ek parichaya .Bokcrot.com.

**Web Links**

1. [http://gadyakosh.org/gk/%E0%A4%A6%E0%A5%87%E0%A4%B5%E0%A5%80%E0%A4%B8%E0%A4%BF%E0%A4%82%E0%A4%B9/\\_/\\_%E0%A4%85%E0%A4%9C%E0%A5%8D%E0%A4%9E%E0%A5%87%E0%A4%AF](http://gadyakosh.org/gk/%E0%A4%A6%E0%A5%87%E0%A4%B5%E0%A5%80%E0%A4%B8%E0%A4%BF%E0%A4%82%E0%A4%B9/_/_%E0%A4%85%E0%A4%9C%E0%A5%8D%E0%A4%9E%E0%A5%87%E0%A4%AF)
2. [http://gadyakosh.org/gk/%E0%A4%A6%E0%A5%87%E0%A4%B5%E0%A5%80%E0%A4%B8%E0%A4%BF%E0%A4%82%E0%A4%B9/\\_/\\_%E0%A4%85%E0%A4%9C%E0%A5%8D%E0%A4%9E%E0%A5%87%E0%A4%AF](http://gadyakosh.org/gk/%E0%A4%A6%E0%A5%87%E0%A4%B5%E0%A5%80%E0%A4%B8%E0%A4%BF%E0%A4%82%E0%A4%B9/_/_%E0%A4%85%E0%A4%9C%E0%A5%8D%E0%A4%9E%E0%A5%87%E0%A4%AF)
3. [http://gadyakosh.org/gk/%E0%A4%A6%E0%A5%87%E0%A4%B5%E0%A5%80%E0%A4%B8%E0%A4%BF%E0%A4%82%E0%A4%B9/\\_/\\_%E0%A4%85%E0%A4%9C%E0%A5%8D%E0%A4%9E%E0%A5%87%E0%A4%AF](http://gadyakosh.org/gk/%E0%A4%A6%E0%A5%87%E0%A4%B5%E0%A5%80%E0%A4%B8%E0%A4%BF%E0%A4%82%E0%A4%B9/_/_%E0%A4%85%E0%A4%9C%E0%A5%8D%E0%A4%9E%E0%A5%87%E0%A4%AF)

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<b>Programme</b>	<b>:</b>	<b>B.A(Hons)-English</b>
<b>Year/Semester</b>	<b>:</b>	<b>Second Year / Fourth Semester</b>
<b>Course Title</b>	<b>:</b>	<b>English-IV</b>
<b>Course Code</b>	<b>:</b>	<b>DLENG-41</b>
<b>No.of Credits</b>	<b>:</b>	<b>4</b>

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### Course Objectives

- **CO1:** To train students in the use of the English Language in varied literary and non-literary context
- **CO2:** To teach them soft skills and strength their foundation in grammar and composition
- **CO3:** To elevate their comprehension skills

### Block- 1: Prose- I

The Complete Man - Prince -hilip-Try Prayer -Power - Norman Vincent Peale-On Not Answering the Telephone - W.Plomer W.Plomer

### Block-2: Prose- II

Science, Humanities and Religion - S. Radhakrishnan- The Reason - E. V. Lucas-Ecology– Barry Commoner

### Block-3: Short Stories

The Ant and the Grasshopper - W. omerset Maugham- How much land does a man need - Leo Tolstoy- the Dying Detective - Sir Arthur Conan Doyle Some words with a mummy –Edgar Allan Poe

### Block-4: Primary Composition Exercises

Business letter-Hints Development-Precise Writing- Comprehension

### Block-5: Advanced composition Exercises

Paraphrasing- Writing Abstract-Dialogue Writing E mail Writing

### Course Outcomes

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

- **COC1:** help participants manage time effectively
- **COC2:** build a strong resume to suit corporate requirements
- **COC3:** face interviews confidently
- **COC4:** enhance their aptitude abilities

### References

1. A.J. Thomson, Practical English Grammar, Oxford Publications, 1997.
2. Bas Aarts, Oxford Modern English Grammar, Oxford University Press, 2011.

3. Confluence - Anu Chitra Publications, 2018.
4. English Conversation Practice by D. H. Spencer, Oxford University Press, 2012
5. Martin Hewings, Advanced English Grammar with Answers, Cambridge University Press, 1999.
6. Murphy Ramond, Essential English Grammar with Answers. Generic Publications, 2015.

### **Journals**

1. Afzal, Muhammad, Asim Mahmood, and Umar Hayat. "An Analysis Of Grammatical Cohesion Used In The English Essays Of English Grammar And Composition For Intermediate Level." *International Bulletin of Linguistics and Literature (IBLL)* 4.4 (December (2021): 68-99.
2. Kolczynski, Richard G. "The Role of Grammar in Composition." *Reading Improvement* 12.3 (1975): 141.
3. Longacre, Robert E. "Sentences as combinations of clauses." *Language typology and syntactic description* 2 (1985): 235-286.
4. Lyman, R. L. "Language, Grammar, and Composition." *Review of Educational Research* 2.1 (1932): 35-42.
5. Meyer, Charles. "Functional Grammar and Its Application in the composition Classroom." *Journal of Teaching Writing* 8.2 (1989): 147-168.
6. Munro, Pamela. "From parts of speech to the grammar." *Studies in Language. International Journal sponsored by the Foundation "Foundations of Language"* 30.2 (2006): 307-349.

### **Web Links**

- <https://www.cambridgeenglish.org/learning-english/parents-and-children/activities-for-%20children/pre-a1-level/>
- <https://learnenglish.britishcouncil.org/vocabulary>
- <https://learnenglish.britishcouncil.org/grammar/english-grammar-reference>
- <https://learnenglish.britishcouncil.org/grammar/english-grammar-reference>
- <http://www.bchmsg.yolasite.com/skills.php>

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<b>Programme</b>	<b>:</b>	<b>B.A(Hons)-English</b>
<b>Year/Semester</b>	<b>:</b>	<b>Second Year / Fourth Semester</b>
<b>Course Title</b>	<b>:</b>	<b>The Modern Period</b>
<b>Course Code</b>	<b>:</b>	<b>DCBEN-41</b>
<b>No.of Credits</b>	<b>:</b>	<b>4</b>

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### **Course Objectives**

- **CO1:** To give students exposure to turns of thought in poets, dramatists, fiction it is and other prose writers
- **CO2:** To introduce the nuances the genres underwent in their structure in the Twentieth Century

### **Block-1: Introduction to the Modern Period.**

Introduction to modern literature – Literary trends - Artistic features of the modern period - Difference between modernism and post-modernism.

### **Block-2: Poetry**

Introduction to modern poetry - T.S. Eliot – Preludes, Philip Larkin - Church Going - Ted Hughes - Thought Fox

### **Block-3: Drama**

Introduction to Drama - Introduction to Authors - Bernard Shaw - Caesar and Cleopatra Unit 12 - Synge - Riders to the Sea

### **Block-4: Prose**

Introduction to Prose - Introduction to Authors -- T.S Eliot - Tradition and the Individual Talent - D.H. Lawrence - Why the Novel Matters

### **Block-5: Fiction**

Introduction to Fiction – Characteristics of Modern Fiction - E. M. Forster - A Passage to India - Graham Greene - The Power and the Glory.

### **Course Outcomes**

After the completion of the course The Modern Period, the student will be able to:

- **COC1:** familiarize the learner with the origin and development of the English language until the present Times.
- **COC2:** impart with the why and how of modern English Literature and from which the study of courses for the programme starts.
- **COC3:** explain the various periods in English Literature, classified according to the periods of monarchy and significant literary currents.
- **COC4:** introduce to other English literature from Australia, New Zealand, Canada, the Caribbean, Africa and Asian countries, including translating classics to facilitate comparative studies.
- **COC5:** investigate the nuances of teaching methods in the event of taking to the teaching profession.

### **Reference-Books**

1. Blumenberg, Hans, The legitimacy of the modern age. MIT Press, 1985.

2. Cartel, Ronald. John McRae, The Routledge history of literature in English. Routledge publication. 2017.
3. Cotterill, Anne, Digressive voices in Early Modern English Literature. Oxford University Press. 2004.
4. Dowd, Michelle, Women's work in early modern English literature and culture. Palgrave Macmillan. 2009
5. Hattaway, Michael, Renaissance and reformations. Blackwell Publishing. 2005.
6. Hewitt, Douglas, English fiction of the early modern period: 1890-1940. Routledge, 2014.
7. Jaspers, Karl, Man in the modern age (Routledge revivals). Routledge, 2014.
8. Levenson, Michael, editor. The Cambridge Companion to Modernism. Cambridge University press. 2005.
9. Perry, Curtis, Literature and Favouritism in Early Modern England. Cambridge University press. 2006.
10. Schodel, Joshua, Excess and the mean in early modern English literature. Princeton University press. 2002.

### Journals

1. Lee, Derek. "Dark Romantic: F. Scott Fitzgerald and the spectres of Modernism" *Indiana University Press*. 41. 4. (2018): 125-142.
2. Parry, Benita. "The politics of representation in A Passage to India." *A Passage to India*. Palgrave Macmillan, London, 1985. 27-43.
3. Wegener, H. Wegner. The Absurd in Modern Literature. *Board of Regents of the University of Oklahoma*. 41.2. (1967): 150-156.
4. Wesley, Charlie. "Inscriptions of Resistance in Joseph Conrad's Heart of Darkness", *Indiana University Press*. 38.3. (2015): 20-37.
5. Workman, Mark E. "The Role of Mythology in Modern Literature." *Journal of the Folklore Institute* 18.1 (1981): 35-48.

### Web Links

- British Literature: Twentieth century, *IGNOU*, Indira Gandhi National Open University, "British literature wiki". *Sites.udel.edu*.
- <https://sites.udel.edu/britlitwiki/the-twentieth-century/>. Accessed. 23 May 2022. "Modernism", *Smartenglishnotes.com*. 26 November 2021
- <https://smartenglishnotes.com/2021/11/26/modernism-and-its-characteristic-features/>. White, Susan. "Modern period in English literature". *allassignmenthelp.com* 22 June 2019,
- <https://www.allassignmenthelp.com/blog/modern-period-in-english-literature/>. White, Susan. "Modern period in English literature". *allassignmenthelp.com*. 22 June 2019,
- <https://www.allassignmenthelp.com/blog/modern-period-in-english-literature/> "What is modern poetry?" *Smart English notes*. 06 February 2022.
- <https://smartenglishnotes.com/2022/02/06/modern-poetry-meaning-and-characteristic-features/>

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<b>Programme</b>	<b>:</b>	<b>B.A(Hons)-English</b>
<b>Year/Semester</b>	<b>:</b>	<b>Second Year / Fourth Semester</b>
<b>Course Title</b>	<b>:</b>	<b>New Literature</b>
<b>Course Code</b>	<b>:</b>	<b>DCBEN-42</b>
<b>No.of Credits</b>	<b>:</b>	<b>4</b>

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### **Course Objectives**

- **CO1:** To enable students to understand the relations between culture, history, and texts.
- **CO2:** To recognize and comprehend different English language varieties and develop their writing style.
- **CO3:** To introduce students to literature written in English in countries where English is not the native tongue.

### **Block-1: Poetry**

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

### **Block-2: Poetry**

Edwin Thumboo- Words – Derek Walcott - A far Cry from Africa Unit -Margaret Atwood – A Sad Child - Allen Curnow – House and Land.

### **Block-3: Fiction**

Michael Ondaatje – Running in the Family -Biography of Michael Ondaatje-Shyam Selvadurai – Funny -Boy -Biography of Shyam Selvadurai

### **Block-4: Fiction**

Things Fall Apart - Biography of Chinua Achebe

### **Block-5: Drama**

Monica Ali – Bricklane.-Biography of Monica Ali-Wole Soyinka – Lion and the Jewel

### **Course Outcomes**

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

- **COC1:** know the meaning of New Literature and its distinct characters.
- **COC2:** help Read and understand some of the representative New literary pieces.
- **COC3:** demonstrate, through discussion and writing, an understanding of important cult and societal issues presented in New literature.
- **COC4:** understand the difference between a life lived in a postcolonial era and one lived in a colonial context.
- **COC5:** perceive through reading representative texts from varied new literature

respective customs, habits, culture, language, socioeconomic and political backgrounds of different countries.

### References- Books

1. Abrams, Meyer Howard. *The Norton anthology of English literature*. Ed. Stephen Greenblatt. Vol 2. New York and London: WW Norton, 1993.
2. Bamgbose, Gabriel S. "Modern African Verse and the Politics of Authentication." *Clcweb: Comparative Literature and Culture*. 2014.
3. Gale, Cengage Learning. *A Study Guide for Derek Walcott's Omeros*. Gale, Cengage Learning, 2015.
4. Hersant, Guy, and Dapo Adeniyi. "Telephone Conversation." *Position: International Arts Review*. 2000.
5. Kuntz, Mary. *Narrative setting and dramatic poetry*. Vol 124. Brill, 1993.
6. Morrison, Jago. *The Fiction of Chinua Achebe*. Bloomsbury Publishing, 2009. Okara, Gabriel, and Brenda M. Osbey. *Gabriel Okara: Collected Poems*, 2016.
7. Pee, Lim Chor. *A White Rose at Midnight*. Epigram Books, 2015.
8. Walcott, Derek. *The Poetry of Derek Walcott, 1948-2013*. Macmillan, 2014.
9. Warburton, Nigel. *The basics of essay writing*. Routledge, 2020.

### Journals

1. Ahmed, Rehana. "Brick Lane: a Materialist Reading of the Novel and Its Reception." *Race and Class*. 52.2 (2010): 25-42.
2. Palm, Erwin W. "New Literature on Hispanic Colonial Art in South America, 1946-1952." *Gazette Des Beaux-Arts / Fondée Par Charles Blanc*. (1953): 58-62.
3. Achebe, Chinua (1965). "English and the African Writer". *Transition*. Indiana University Press (18): 27-30.
4. Rao, R R. "Because Most People Marry Their Own Kind: A Reading of Shyam Selvaduri's 'funny Boy.'" *Ariel* (1997): 117-128.
5. Schreuder, Mary-Celeste, and Phillip Wilder. "I'm stronger than I thought": Mindful Practices while Reading Things Fall Apart." *English Journal* 109.3 (2020): 37-43.

### Web Links

- <https://www.enotes.com/homework-help/what-postcolonial-aspects-are-found-in-Gabriel-2271090>
- <https://www.britannica.com/biography/Derek-Walcott>
- <http://www.poetry.sg/edwin-thumboo-bio>
- <https://www.litcharts.com/poetry/derek-walcott/a-far-cry-from-africa>
- <https://smartenglishnotes.com/2019/07/26/a-far-cry-from-africa-summary-critical-analysis-theme-questions/>

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<b>Programme</b>	<b>:</b>	<b>B.A(Hons)-English</b>
<b>Year/Semester</b>	<b>:</b>	<b>Second Year / Fourth Semester</b>
<b>Course Title</b>	<b>:</b>	<b>Shakespeare</b>
<b>Course Code</b>	<b>:</b>	<b>DCBEN-42</b>
<b>No.of Credits</b>	<b>:</b>	<b>4</b>

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### Course Objectives

- **CO1:** To identify and understand the significant works of William Shakespeare.
- **CO2:** To analyse and evaluate Shakespeare's works as an individual expression and apply human values in historical and social contexts.
- **CO3:** To create an awareness of the relevance of various genres of Shakespeare's sonnets and plays (Comedies, Histories, Tragedies, and Romantic Comedies) with different themes and techniques.

### Block-1: Introduction to Shakespeare

Shakespearean Theatre - Audience – Salient features of Shakespeare's plays - Techniques in Shakespeare's play - Characteristics of Shakespeare's History plays - Portrayal of Women Characters.

### Block-2: Critical Essays on Shakespeare

Preface to Shakespeare by Johnson - Three Unities of Shakespeare- Weakness of Shakespeare, On Shakespeare by Milton- The thematic concern of the poem - Shakespeare by Mathew Arnold - Stylistics feature.

### Block-3: Tragedy

Antony and Cleopatra (Detailed) Themes, Antony and Cleopatra (Detailed) Literary Devices, Images, Symbols, King Lear (Non-Detailed) characterization.

### Block-4: Historical Plays

Hamlet (Detailed) Dramatic techniques, - Hamlet (Detailed) – Soliloquies, Julius Caesar (Non-Detailed) literary Devices.

### Block-5: Comedy

Twelfth Night (Detailed) -Themes and Motifs Twelfth Night (Detailed) -Comic devices The Winter's Tale (Non-Detailed) conflicts - Mid Sumer Night's Dream (Non-Detailed)

### Course Outcomes

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

- **COC1:** Classify the versatility of Shakespeare.
- **COC2:** Familiarise with the fundamental knowledge about Shakespeare's life, works and legacy.
- **COC3:** Identify the distinct literary genres of Shakespeare's tragedies, comedies and historical plays.
- **COC4:** Discuss the social and ethical questions the plays of Shakespeare raise regarding human experience.

- **COC5:** Interpret Shakespeare's drama and its relevance to the contemporary World.

### Reference-Books

1. Bullough, Geoffrey. *Narrative and Dramatic Sources of Shakespeare*. New York: Columbia UP, 1975.
2. Cox, John D. *Seeming Knowledge: Shakespeare and Skeptical Faith*. Waco: BaylorUP, 2007.
3. Dowden, Edward. *Introduction to Shakespeare*. New York: C. Scribner's Sons, 1895.
4. Greenblatt, Stephen, Ed. *Norton Shakespeare: Romances*. New York: Norton 2008.
5. Gervinus, Georg Gottfried. *Shakespeare Commentaries*. Trans. F. E. Bunnett. London: Smith, Elder, 1883.
6. Greenblatt, Stephen. *Will in the world: How Shakespeare became Shakespeare*. WWNorton & Company, 2005.
7. Hawkes, Terence. *Shakespeare in the Present*. Routledge, 2003.
8. Hyland, Peter. *An introduction to Shakespeare: the dramatist in his context*. Bloomsbury Publishing, 1996.
9. Krieger, Elliott. *A Marxist Study of Shakespeare's Comedies*, Macmillan, 1979
10. Smith, Emma. *The Cambridge Introduction to Shakespeare*. Cambridge InstitutePress, 2007.

### Journals

1. Schanzer, Ernest. "Thomas Platter's observations on the Elizabethan stage," *Notes and Queries* 20.1 (1956): 465-7.
2. Rabkin, Norman. "Structure, Convention, and Meaning in *Julius Caesar*." *Journal of English and Germanic Philology* 63 (1964): 240-54.
3. Miola, Robert. "Shakespeare and His Sources: Observations on the Critical History of *Julius Caesar*." *Shakespeare Survey* 40 (1987): 69-76.
4. Barroll, J. Leeds. "The Characterization of Octavius." *Shakespeare Studies* 6(1970): 231-88.
5. Shakespeare, William. "The winter's tale." *One-Hour Shakespeare*. Routledge, (2019):196-254.

### Web Links

- <https://www.sparknotes.com/shakespeare/>
- [https://www.researchgate.net/publication/329586220\\_Shakespeare\\_for\\_article](https://www.researchgate.net/publication/329586220_Shakespeare_for_article)
- <https://www.bl.uk/shakespeare/articles/shakespeares-life>
- <https://libguides.usc.edu/c.php?g=235048&p=1559991>
- <https://www.seattleshakespeare.org/who-were-thesepeople/#:~:text=Shakespeare's%20audience%20was%20the%20very,money%20going%20to%20the%20theater>

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<b>Programme</b>	<b>:</b>	<b>B.A(Hons)-English</b>
<b>Year/Semester</b>	<b>:</b>	<b>Second Year / Fourth Semester</b>
<b>Course Title</b>	<b>:</b>	<b>Grammar and Usage</b>
<b>Course Code</b>	<b>:</b>	<b>DDENG-41</b>
<b>No.of Credits</b>	<b>:</b>	<b>6</b>

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### Course Objectives

- **CO1:**To create awareness in students to know what they know.
- **CO2:**To make students conscious about usage.
- **CO3:**To enable learners to correct themselves

**Block-1 :** Nouns: Countable, Un-countable, Common, Proper-Noun, Concrete, Abstract- Properties of Noun: Gender, Number, Person, Case -Pronouns –Articles.

**Block-2:** Adjectives- Prepositions -Verbs: Regular, Irregular, Transitive, Intransitive, Finite, Nonfinite, Gerunds- Participles, Infinitives, Tenses

**Block-3:** Adverbs -Conjunctions and Interjections

**Block-4:** The Sentence: Subject and Predicate-Types of Sentences -Sentence Patterns

**Block-5:** Idioms and Phrases - Figures of Speech

### Course Outcomes

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

- **COC1:** Classify sentences for improvement.
- **COC2:** Develop their language usage ability by learning modal auxiliaries.
- **COC3:** Improve the sentences by correcting the errors.
- **COC4:** Build self-confidence in communication.
- **COC5:** Improve the Grammatical skills.

### Books Prescribed

- A.J.Thomson & F.V.Martinet: A Practical English Grammar Exercise. OUP

### Reference Books

- Michael Strumpt: The Complete Grammar. Goodwill Publishing House.
- Raymond Murphy: Essential English Grammar. Cambridge University Press.

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<b>Programme</b>	<b>:</b>	<b>B.A(Hons)-English</b>
<b>Year/Semester</b>	<b>:</b>	<b>Second Year / Fourth Semester</b>
<b>Course Title</b>	<b>:</b>	<b>South Asian Literature</b>
<b>Course Code</b>	<b>:</b>	<b>DCENG-42</b>
<b>No.of Credits</b>	<b>:</b>	<b>6</b>

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### **Course Objectives**

- **CO1:** Indian Diasporic Writers and authors from Sri Lanka, Singapore, Caribbean Island, Pakistan, Bangladesh and Malaysia are introduced to enable students to be familiar with lifetrends in South Asia.
- **CO2:** To make students learn how to flex English according to local sensibilities.
- **CO3:** To make students get an awareness of colonization in the countries concerned.

### **Block-1: Poetry**

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

### **Block-2: Prose**

Mahadevi Varma – The Art of Living - V.S Naipaul – The Child of Exile

### **Block-3: Drama**

Mahesh Dattani – Thirty Days in September

### **Block-4: Fiction**

Philip Jayaratnam – Abraham's Promise

### **Block-5: Short Story**

Chitra Banerjee – Clothes - Ismat Chughtai

### **Course Outcomes**

After the completion of the course South Asian Literature, the student will be able to:

- **COC1:** know various cultures.
- **COC2:** understand how to cope with people of different cultures
- **COC3:** realize the impact of their respective cultures on the English Language.
- **COC4:** learn compromise and reconciliation
- **COC5:** understand Humanism better.

## Reference Books

1. Naik, M.K. (1984) Dimensions of Indian English Literature: New Delhi, Sterling.Said, Edward (1991).
2. Orientalism : Western Conceptions of the Orient. Harmondsworth: Penguin (originally published in 1978)
3. Sangari, Kurnlcum and Vaid, Sudesh (ed. 1989) Recasting Women: Essays in Colonial History New Delhi: Kali for Women.
4. Tharu, Susie and Lalita. K (1991) Women Writing in India 600 B.C. To the Present New York and New Delhi, The Feminist Press at CUNY, OUP. 1992
5. Sunder Rajan, R., ed. (1993), The Lie of the Land: English Literary Studies in India Delhi: OUP.
6. Trivedi, Harish (1993) Colonial Transactions English Literature and India. Calcutta, Papyrus.
7. Vishwanathan, Gauri (1989), Masks of Conquests; Literary Studies and British Rule in India, London, Faber and Faber

## Journals

1. Ahmad, Aijaz (1992). In Theory: Classes, kings. Literatures, Oxford: OUP. - (1995)  
'The Politics of Literary Post coloniality', Race and Class. Vol36, N0.3, pp 1-20.
2. Boehmer, E(1995), Colonial and Postcolonial Literature - Oxford, OUP.
3. Ashcroft, Bill, Gareth Griffiths and Helen Tiffin (1 989). The Empire Writes Back: Theory and Practice in Postcolonial Literatures, London Routledge.
4. Chatterjee, Partha (1993), The Nation and its Fragments: Colonial and Postcolonm2 Histories, NJ: Princeton Univ. Press.
5. Gandhi, Leela (1998), Postcolonial Theory, A Critical Introduction, New Delhi OUP.
6. Gooneratne, Y. (1980) Diverse Inheritance- A Personal Perspective: Adelaide Centre for Research in Literatures in English.

## Web Links

- [https://www.britannica.com/art/English-literature/south Asian](https://www.britannica.com/art/English-literature/south-Asian)
- <https://study.com/learn/lesson/southAsian-in-literature-characteristics-examples.html>
- <https://www.easternct.edu/speichera/understanding-literary-history-all/the-asian.html>
- [https://www.britannica.com/art/south Asian literature.](https://www.britannica.com/art/south-Asian-literature)

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<b>Programme</b>	<b>:</b>	<b>B.A(Hons)-English</b>
<b>Year/Semester</b>	<b>:</b>	<b>Second Year / Fifth Semester</b>
<b>Course Title</b>	<b>:</b>	<b>Linguistics and Rhetoric</b>
<b>Course Code</b>	<b>:</b>	<b>DCBEN-51</b>
<b>No.of Credits</b>	<b>:</b>	<b>4</b>

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### **Course Objectives**

- **CO1:** To teach the linguistic aspects to strengthen student's foundation in communication
- **CO2:** To elevate their comprehension skills

### **Block-1: General**

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

### **Block-2: Language**

Development of Writing – Pictographic, Ideographic, Locographic, Rebus Writing, Syllabic Writing, Alphabetic Writing - Language Variation – Dialect, Standard and Non-Standard, Isoglosses, Dialect Boundaries, Bilingual, Bidialectal, Idiolect, Register, Lingua Franca, Pidgin, Creole, The Post Creole Continuum - Language Change – Protos- Family relationship – Cognates – Comparative Reconstruction

### **Block-3: Morphology, Syntax and Word Meaning**

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

### **Block-4: Exercises**

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

### **Block-5: Rhetoric**

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

## Course Outcomes

- **COC1:** After the completion of the course Linguistics and Rhetoric, the student will be able to:
- **COC2:** Develop their knowledge of phonetics and nuances of linguists.
- **COC3:** Distinguish between socio and psycholinguistics
- **COC4:** Develop their knowledge of the English language over centuries from 450A.D.
- **COC5:** Classify pronunciation besides the identification of Received Pronunciation, slang and dialects of English.
- **COC6:** Make use of complex, sophisticated ideas, vocabulary, grammatical structures and sentence complexity in writing.

## Reference Books

1. George Yule- The Study of Language
2. Wall Work- Language and Linguistics
3. Modern Linguistics an Introduction – S. K. Verma, N. Krishnaswamy Oxford Institute Press Delhi
4. Dictionary of Literary Terms- M. H. Abrams
5. The Ethics of Rhetoric- Richard Wevar
6. A Handlist of Rhetoric Terms- Richard A. Lanham A Handbook of Rhetoric
7. Aarons, V., & Salomon, W. A. (Eds.). (1991). Rhetoric and ethics. Historical and theoretical perspectives. Lewiston, NY: E. Mellen Press.
8. Aarts, B. (1997). English syntax and argumentation. New York: St. Martin's Press.
9. Aarts, B. (2001). English syntax and argumentation. Houndmills, Basingstoke, Hampshire, New York: Palgrave.
10. Abbott, D. P. (1996). Rhetoric in the New World: Rhetorical theory and practice in colonial Spanish America. Columbia: Institute of South Carolina Press.

## Journals

1. Aarts, Bas (2007) *Syntactic Gradience: The Nature of Grammatical Indeterminacy*. Oxford: Oxford Institute Press.
2. Aissen, Judith (1999) Markedness and subject choice in Optimality Theory. *Natural Language and Linguistic Theory* 17: 673–711.
3. Brown, Gillian, and George Yule (1983) *Discourse Analysis*. Cambridge: Cambridge Institute Press.
4. Hudson, Richard (1976) *Arguments for a Non-transformational Grammar*. Chicago: Donna (1992) On the linguistic shaping of thought: another response to Alfred Bloom. *Language in Society* 21: 231–51. Chicago Institute Press.
5. Michaelis, Laura A. (2004) Type shifting in Construction Grammar: an integrated approach to aspectual coercion. *Cognitive Linguistics* 15: 1–67.

## Web Links

- <https://guides.lib.berkeley.edu/subject-guide/110-Linguistics-Collection>

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<b>Programme</b>	<b>:</b>	<b>B.A(Hons)-English</b>
<b>Year/Semester</b>	<b>:</b>	<b>Second Year / Fifth Semester</b>
<b>Course Title</b>	<b>:</b>	<b>American Literature</b>
<b>Course Code</b>	<b>:</b>	<b>DCBEN-52</b>
<b>No.of Credits</b>	<b>:</b>	<b>4</b>

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### **Course Objectives**

- **CO1:** To get students introduced to another type of Literature.
- **CO2:** To acquaint them with the different cultures, societies and thoughts of people of another nation.

### **Block-1: Poetry**

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

### **Block-2: Prose**

Emerson – Self- Reliance - Thoreau – Civil Disobedience

### **Block-3: Prose**

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

### **Block-4: Fiction**

Halston – Young Goodman Brown - John Steinbeck – The Pearl

### **Block-5: Drama**

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

### **Course Outcomes**

After the completion of the course American Literature, the student will be able to

- **COC1:** Build their knowledge of the beginning of American Literature and its course down the 20th century in all genres outlined and improve their understanding of its nature.
- **COC2:** Develop new thoughts on literature, New ideas and conceptions become accessible to students through summation.
- **COC3:** Mark different countries, cultures and societies.
- **COC4:** Discover nuances of difference in generic structure which is an expose in this course.
- **COC5:** Explain new patterns in literature.

## References-Books

1. Annals of American Literature, 1602-1983 - Humanities Reference PS 94 .L83 1986
2. Continuum Encyclopedia of American Literature - Humanities Reference PS 21. E532003
3. Encyclopedia of Frontier Literature - Humanities Reference PS 169 .F7 S65 1997
4. Harper Handbook to Literature - Humanities Reference PN 41 .F75 1997
5. Oxford Encyclopedia of American Literature Jay Parini, Editor in Chief Available in print at Humanities Reference PS 21 .E537 2003, Level 5.
6. Krishna Sen and Ashok Sengupta. (2017). A Short History of American Literature. Orient Blackswan.
7. J.M.Roberts. (1996). The Penguin History of Europe.
8. Abrams M.H. & Geoffrey Galt Harpham.(2015) A Glossary of Literary Terms Eleventh Edition. Cengage,2019

## Journals

1. Transcendentalism in America – pages 409-411; symbolist movement – pages 394- 395; surrealism – pages 390-391; the stream of consciousness – pages 378-379; [Text- A Glossary of Literary Terms by M.H.Abrams.]
2. Mercer, B. (2019). Student Revolt in 1968. In Student Revolt in 1968: France, Italy and West Germany. Cambridge Institute Press.
3. Blackman, R. (2019). 1789: The French Revolution Begins. Cambridge Institute Press.
4. De Graaf, J. (2019). Socialism across the Iron Curtain: Socialist Parties in East and West and the Reconstruction of Europe after 1945. Cambridge Institute Press.
5. Enstad, J. (2018). Soviet Russians under Nazi Occupation. In Soviet Russians under Nazi Occupation: Fragile Loyalties in World War II. Cambridge Institute Press.
6. Pergher, R. (2017). Mussolini's Nation-Empire. In Mussolini's Nation-Empire: Sovereignty and Settlement in Italy's Borderlands, 1922–1943. Cambridge Institute Press.

## Web Links

- [https://womenwriters.library.emory.edu/ewwrp/Emory Women Writers Resource Project](https://womenwriters.library.emory.edu/ewwrp/Emory%20Women%20Writers%20Resource%20Project)
- [https://lib.virginia.edu/collections/languages/english/Etext Center: Collections](https://lib.virginia.edu/collections/languages/english/Etext%20Center%20Collections)
- [https://docsouth.unc.edu/southlit/Library of Southern Literature homepage](https://docsouth.unc.edu/southlit/Library%20of%20Southern%20Literature%20homepage)
- [https://www.litkicks.com/Literary Kicks](https://www.litkicks.com/Literary%20Kicks)

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<b>Programme</b>	<b>:</b>	<b>B.A(Hons)-English</b>
<b>Year/Semester</b>	<b>:</b>	<b>Second Year / Fifth Semester</b>
<b>Course Title</b>	<b>:</b>	<b>Indian Writing in English</b>
<b>Course Code</b>	<b>:</b>	<b>DCBEN-53</b>
<b>No.of Credits</b>	<b>:</b>	<b>4</b>

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### **Course Objectives**

- **CO1:**To help students towards an understanding of the literature by Indian writers as an expression of Indian thought and sensibility
- **CO2:**To channelize the mind of the students towards the socio- political situations prevalent in the Indian scenario

### **Block-1: Poetry -I**

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

### **Block-2 : Poetry-II**

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

### **Block - 3 : Drama**

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

### **Block -4 : Prose**

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

### **Block -5 : Fiction**

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

### **Course Outcomes**

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

- **COC1:** Classify the three informative ways of this course - historical, social-historical and synthesis of the English language in Indian Literary minds.
- **COC2 :** Explain the Renaissance aspects of Indian Literature through their English version to show their literary skill.
- **COC3 :** Infer Indian sensibility in poetry to extend their comprehensive reach.
- **COC4:** Develop the spirit of nationalism by the recommended works of Gandhi, Gokhale and Kushwant Singh.
- **COC5 :** Demonstrate the Indian psyche through the works of Karnad and Tagore.

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<b>Programme</b>	<b>:</b>	<b>B.A(Hons)-English</b>
<b>Year/Semester</b>	<b>:</b>	<b>Second Year / Fifth Semester</b>
<b>Course Title</b>	<b>:</b>	<b>Educated Vocabulary for Tourism</b>
<b>Course Code</b>	<b>:</b>	<b>DCBEN-54</b>
<b>No.of Credits</b>	<b>:</b>	<b>4</b>

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### **Course Objectives**

- **CO1:** To introduce learners' to know right vocabulary
- **CO2:**To enable learners' to know different word forms of vocabulary used
- **CO3:**To make students assimilate educated expressiveness

### **Block-1**

Forts and Religious Places

### **Block -2**

Scenes of Nature

### **Block -3**

Architecture

### **Block-4**

Hotels and Restaurants

### **Block -5**

Places of Historical Importance

### **Course Outcomes**

After undergoing the course students will be able to:

- **COC1:** Deal with tourists confidently
- **COC2:** Describe things with clarity
- **COC3:** Educate tourists on the nuances of objects in different locations
- **COC4:** To cater to international tourism
- **COC5:** Make tourism a learning process

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<b>Programme</b>	<b>:</b>	<b>B.A(Hons)-English</b>
<b>Year/Semester</b>	<b>:</b>	<b>Third Year / Fifth Semester</b>
<b>Course Title</b>	<b>:</b>	<b>Counselling and Negotiation Skills</b>
<b>Course Code</b>	<b>:</b>	<b>DAENG-51</b>
<b>No.of Credits</b>	<b>:</b>	<b>4</b>

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### **Course Objectives**

- **CO1:** To understand human behaviour at different stages and recognize behavioural problems.
- **CO2:** To examine strategies for positive behavior Management identify different types of exceptionalities and relate counselling theory to issues in counselling and develop an ethical approach to counseling.
- **CO3:** To know the complex areas as analyzing and assessing negotiation scenarios, preparing for a negotiation, power and influence strategies, coalitions, and resolving buyer-seller disputes/conflicts.

### **Block-1: Basic of Counselling**

Basis of Counseling -Definition of counseling- Difference between guidance and counseling- Goals of counseling- Professional and ethical issues

### **Block-2: Counselling Relationship**

Steps in the counseling process-Portrait of an effective counsellor- Counseling Interview - Essential aspects of interviewing- Nonverbal communication in interview- Counselee- counselor relationship- Interviewing techniques in counseling - Characteristics of an Effective Counselor- Personal challenges as a Counselor.

### **Block-3: Counseling and Personal Skills**

Fundamental counseling skills: the client –counselor relationship – the counselor as a role model- the counselor’s needs- counselor objectivity and subjectivity- emotional involvement – counselor limits in practice -The opening – Need & problem identification – The presentation & demonstration – Dealing with objections – Negotiations –closing the sale – Follow up (To be supplemented by live exercises on personal selling)

### **Block-4: Negotiation Skills**

Goal , Collaborative / Win –Win not compromise, Pyramid of success: Power, Time, and Information. Opponent : Visceral or Idea. (To be supplemented by live exercises on personal selling)

### **Block-5: Different Phases of Negotiation**

Pre-negotiation – opening – information sharing – problem solving – agreement. Breakdown in negotiation – barriers that create impasse – overcoming barriers – people problem – mediation – arbitration – ethics.

## Course Outcomes

At the end of the course, students would be able to:

- **COC1:** describe the importance of selling and its types
- **COC2:** acquire knowledge about consumer based selling
- **COC3:** demonstrate the attributes of salesperson
- **COC4:** explain the skills of presentation and dealing
- **COC5:** describe about the negotiation and closing of.

## Text Books

1. Lewicki, Saunders & Barry - Negotiation ,Tata McGraw Hill, 5th Ed.,2000
2. Cohen S - Negotiation Skills for Managers Tata McGraw Hill, 1st Ed.,2001
3. Rao S.L. - Negotiation Made Simple Excel Books, 1st Ed. ,2011
4. Rao S N - Counseling and Guidance, Tata McGraw Hill, 2nd Ed.,2001

## References Books

1. Gelso, C. J. Fertz, B. R.: Counselling Psychology, 1995, Prism Books Pvt. Ltd, Bangalore, 2<sup>nd</sup> edition,1995.
2. Dryden, W. Handbook of Individual Therapy, ND: Sage Publications, 1<sup>st</sup> edition.1998.
3. Kottler, J.A. and Brown, R.W. Introduction to Therapeutic Counseling. NY, 2<sup>nd</sup> edition, 2000.
4. U.S. Brooks/ Cole. Wills, F. Skills in Cognitive Behavior Counseling and Psychotherapy. ND: Sage Publications, 2<sup>nd</sup> edition, 2008.
5. Lapworth, P. and Sills .C. Integration in counselling and psychotherapy.ND: Sage publications, 1<sup>st</sup> edition, 2008.

## Websites

1. [https://www.tripurauniv.ac.in/Content/pdf/StudyMaterialsDetail/MA%20Education%202nd%20Semester/EDCN-805EGuidance%20\\_%20Counselling%20in%20Education.pdf](https://www.tripurauniv.ac.in/Content/pdf/StudyMaterialsDetail/MA%20Education%202nd%20Semester/EDCN-805EGuidance%20_%20Counselling%20in%20Education.pdf)
2. [https://www.researchgate.net/publication/324209919\\_The\\_role\\_of\\_Guidance\\_and\\_Counselling\\_in\\_effective\\_teaching\\_and\\_learning\\_in\\_schools](https://www.researchgate.net/publication/324209919_The_role_of_Guidance_and_Counselling_in_effective_teaching_and_learning_in_schools)

## Web links

- <https://www.slideshare.net/sunitaiacr/negotiation-skill-44060154>
- <https://slideplayer.com/slide/13748170>

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<b>Programme</b>	<b>:</b>	<b>B.A(Hons)-English</b>
<b>Year/Semester</b>	<b>:</b>	<b>Third Year / Fifth Semester</b>
<b>Course Title</b>	<b>:</b>	<b>E-Business</b>
<b>Course Code</b>	<b>:</b>	<b>DDBBA-52</b>
<b>No.of Credits</b>	<b>:</b>	<b>4</b>

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### **Course Objectives**

- **CO1:** To enable the students encompasses the study of current management issues associated with electronic commerce strategies.
- **CO2:** To enable the Students to learn the marketing methods used in E-Business/ commerce.

### **Block-1: E-Business-Introduction**

Framework for understanding e- business: Introduction to e- commerce- Environmental forces affecting planning and practice- Ethical- legal and social concerns.

### **Block-2: E-Business Models**

Developing e- Business Framework: Developing e - Business Models- Introduction to Internet-www.Concepts, Building of e- commerce websites-software hardware and tools.

### **Block-3: Planning, Controlling and financial planning of E-Business**

Planning, implementing and controlling of e-Business: Creating the Marketing Mix- Organizational and Managerial issues- Financial Planning and Working with Investors- Implementation and Control of the e-Business Plan.

### **Block-4: Key terms of E-Com**

Understanding of Key terms of E- Commerce: Electronic Commerce & Banking- Electronic Payment Systems- Electronic Payment Technology- On-line Credit Card.

### **Block-5: Security in E-Com**

Introduction to E- Commerce Security: Digital Signatures- Network Security- Data Encryption- Decryption and Secret Keys- Technology behind web – Security Threats: Network Security – Data and Message Security and the Web.

### **Course Outcomes**

At the end of the course, students would be able to:

- **COC1:** Design basic business models on web to develop Entrepreneurship skills.
- **COC2:** Create basic marketing techniques and strategies on the internet, including analysis of their effectiveness.
- **COC3:** Explain basic personalization mechanisms for websites and their roles in gathering marketing information.

- **COC4:** Apply data on the activity of users in order to make informed decisions as to marketing and business management in the organization and development of the product / service.
- **COC5:** Understand the basic techniques of positioning on the Internet in creating the marketing image of the organization as well as the product brand.

### **Text Books**

1. Murty, C.V.S., “E-Commerce”, Himalaya Publications, New Delhi, 2002.
2. Kienan, “Managing Your E-Commerce Business”, Prentice Hall of India, New Delhi, 2001.

### **Reference Books**

1. Kosiur, “Understanding E-Commerce”, Prentice Hall of India, N.Delhi, 1997.
2. Kalakota, Whinston, “Frontiers of Electronic Commerce”, Addison Wesley, 1996.

### **Web Links**

1. [www.w3schools.com](http://www.w3schools.com)
2. [www.tutorialpoint.com](http://www.tutorialpoint.com)
3. [www.geeksforgeeks.com](http://www.geeksforgeeks.com)

### **Web Sources**

- <https://www.geektonight.com/e-commerce-notes/>
- <https://www.learnpick.in/prime/documents/notes/details/3120/e-commerce>

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<b>Programme</b>	<b>:</b>	<b>B.A(Hons)-English</b>
<b>Year/Semester</b>	<b>:</b>	<b>Third Year / Fifth Semester</b>
<b>Course Title</b>	<b>:</b>	<b>Transportation and Distribution Management</b>
<b>Course Code</b>	<b>:</b>	<b>DDBBA-53</b>
<b>No.of Credits</b>	<b>:</b>	<b>4</b>

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### **Course Objectives**

- **CO1:** To understand role of distributors, designing various distribution channels and networking the role of transportation.
- **CO2:** To manage transportations, inventory warehousing, various distribution channels, costs and value measures.

### **Block-1: Introduction**

Role of Distribution in Supply Chain – Designing Distribution Channels.

### **Block-2: Distribution Networks**

Distribution Networks – Factors Influencing Distribution Network Decisions – Network Design & Optimization Approach and Techniques.

### **Block-3: Supply Chain**

Role of Transportation in Supply Chain – Factors influencing Transportation Decisions – Modes of Transportation – Transportation mode Selection Process. Transportation Principles and Participants – Transportation Participants Transportation Modes, Performance Characteristics and Selection.

### **Block-4: Transportation**

Transportation Performance, Costs and Value Measures – Factors driving Transportation Costs – Categories of Transportation Costs – Transportation Routing Decisions.

### **Block-5: Recent Technology**

Transit Operation Software – Benefits of Transportation Software – Advanced Fleet Management System – Inter modal Freight Technology – Transportation Security Initiatives and Role of Technology.

### **Course Outcomes**

At the end of the course, students would be able to:

- **COC1:** get knowledge in transportation and distribution management.
- **COC2:** have an in depth knowledge about the various transportation cost and technologies used in transportation and distribution management.
- **COC3:** identify the Factors influencing the transportations decisions
- **COC4:** formulate the transportations costs and benefits
- **COC5:** analyses the recent technologies used in transportation models.

### **Text Books**

1. Management of Modern City Transportation System, M Mustafa K .K.Dewan, Deep & Deep Publications Pvt. Ltd., First Edition, 2004.

### **Reference Books**

1. Transportation Management – Imperatives and Best Practices, S. Jaya Krishna, ICFAI University Press, 2007.
2. Marine Transportation Management, Henry S. Marcus, Auburn House Pub. Co.,1986.  
Management of Transportation, Bardi Edward J., Cengage Learning (Thompson ), 6<sup>th</sup> Edition 2006 [International Edition]

### **Website**

- <https://www.logmore.com/post/what-is-transportation-and-logistics-management>
- <https://www.referenceforbusiness.com/encyclopedia/Per-Pro/Physical-Distribution-Management-Transportation.html>

### **Web links**

- <https://www.slideshare.net/RakshaSharma26/transportation-in-supply-chain-137741760>
- <https://www.slideshare.net/hz826/role-of-transportation-in-supply-chain-mgmt>

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<b>Programme</b>	<b>:</b>	<b>B.A(Hons)-English</b>
<b>Year/Semester</b>	<b>:</b>	<b>Third Year / Sixth Semester</b>
<b>Course Title</b>	<b>:</b>	<b>Feminist Writing</b>
<b>Course Code</b>	<b>:</b>	<b>DCBEN-61</b>
<b>No.of Credits</b>	<b>:</b>	<b>4</b>

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### Course Objectives

- **CO1:** To make learners understand the importance of Women in society.
- **CO2:** To make students study different mental strains of different Women
- **CO3:** To trigger the thought of the “other”.

### Block-1: Poetry

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

### Block-2: Prose

Simon De Beauvoir – Introduction to the Second Sex

### Block-3:Drama

Susan Glaspell -Trifles

### Block-4: Fiction

Anita Nair – Ladies Coupe

### Block-5: Short Story

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

### Course Outcomes

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

- **COC1:** Develop new attitudes to feminine sensibilities
- **COC2:** Appraise the dimensions of women’s problems.
- **COC3:** Create solutions to feminine problems.
- **COC4:** Discuss the involvement of males in feminism.
- **COC5:** Discuss women’s role at the international level

### Reference Books

1. Barry, Peter. Beginning Theory: An Introduction to Literary and Critical Studies. 3rd ed., 2009.
2. Butler, Judith. Gender Trouble: Feminism and the Subversion of Identity.Routledge Publishers, 1990.
3. Gilbert, Sandra M, and Susan Guber, The Mad Woman in the Attic. Yale UP. 1997. Hooks, Bell. Understanding Patriarchy. Louisville Anarchist Federation. 2010 :

4. Kirsznner, Laurie and Stephen Mandell. *The Pocket Holt Handbook*. Harcourt Brace College Publishers, 1999.
5. Millett, Kate. *Sexual Politics*. U of Illinois P, 2000. □ Rooney, Ellen. *The Cambridge Companion to Feminist Literary Theory*. Cambridge UP, 2006.
6. Sage, Lorna. *Cambridge Guide to Women's Writing in English*, edited by Germaine Greer and Elaine Showalter, Cambridge UP, 1999.
7. Tharu, Susie and K. Lalita, editors. "Introduction", *Women Writing in India: 600 B.C. to the Present*. vol.I, NY, Feminist P, 1991.
8. Walters, Margaret. *Feminism: A Very Short Introduction*. Oxford UP, 2005.

### **Journals**

1. *Living and Feeling: An Anthology of Indian Women's Writing in English*. Edited by P Rajani, V. Rajagopalan and Nirmal Selvamony (1999)
2. *Indian Short Stories, 1900-2000* by E.V. Ramakrishnan, Sahitya Akademi, India 2005
3. *Links in the Chain*" – Mahadevi Varma. Translated by Neera Kukreja Sohoni .
4. *Katha Publishers (2004) 2.3 Visual and Other Pleasures* by Laura Mulvey Palgrave Macmillan, 2009

### **Web Links**

- [https://www.britannica.com/art/English-literature/feminist writing](https://www.britannica.com/art/English-literature/feminist%20writing)
- [https://www.britannica.com/art/feminist writing](https://www.britannica.com/art/feminist%20writing)
- <https://www.youtube.com/watch?v=JjoNxF9UGzg>
- <http://catdir.loc.gov/catdir/samples/cam032/98050778.pdf>

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<b>Programme</b>	<b>:</b>	<b>B.A(Hons)-English</b>
<b>Year/Semester</b>	<b>:</b>	<b>Third Year / Sixth Semester</b>
<b>Course Title</b>	<b>:</b>	<b>Diaspora Studies</b>
<b>Course Code</b>	<b>:</b>	<b>DCBEN-62</b>
<b>No.of Credits</b>	<b>:</b>	<b>4</b>

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### Course Objectives

- **CO1:** To enable the student to understand the historical background of international migration.
- **CO2:** To understand the linkage between international migration, diaspora and transnationalism.
- **CO3:** To enable students to understand the contemporary migration patterns due to globalization.
- **CO4:** To establish how immigration, diaspora and transnationalism are studied in the context of the Indian diaspora.

### Block-1: International Migrations

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

### Block-2: Sociology of Diaspora

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

### Block-3: The Indian Diaspora: A Survey

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

### Block-4: Issues of Identity in the Indian Diaspora

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

### Block-5: Indian Diaspora and Transnationalism

Definitions and Theories of Transnationalism- Indian Diaspora and Transnationalism- Indian Diaspora and Policy Perspective-Diaspora Policy - Sending Country's Perspective - Diaspora Policy - Receiving Country's Perspective.

### Course Outcomes

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

- **COC1:** understand the growth and development of Diaspora Studies.
- **COC2:** understand theories of Diaspora and major Diasporas.
- **COC3:** learn about Survey studies of different regions
- **COC4:** understand different Diaspora policies
- **COC5:** understand Definitions and Theories of Transnationalism

### Reference Books

1. New routes for diaspora studies. Banerjee, Sukanya, Aims McGuinness, and Steven C.

- McKay, eds. Indiana Institute Press, 2012.
2. Sierstorfer, Klaus, and Janet M. Wilson. *The Routledge diaspora studies reader*. Routledge, 2017.
  3. Davies, Carole Boyce, et al., eds. *Decolonizing the academy: African diasporastudies*. Africa World Press, 2003.
  4. Stillman, Yedida Kalfon, and Norman A. Stillman, eds. *From Iberia to diaspora: studies in Sephardic history and culture*. Vol. 19. Brill, 1999. Rolón-Dow, Rosalie, and Jason G. Irizarry. *Diaspora Studies in Education: Toward a Framework for Understanding the Experiences of Transnational*. Peter Lang Publishing, New York, 2014.
  5. Pirkkalainen, Päivi, and Mahdi Abdile. *The diaspora-conflict-peace-nexus: a literature review*. No. 1. [Institute of Jyväskylä], Diaspeace Project, 2009.
  6. Irele, Abiola. *The African imagination: literature in Africa & the black diaspora*. Oxford Institute Press on Demand, 2001.
  7. Kandiyoti, Dalia. *Migrant Sites: America, Place, and Diaspora Literatures*. UPNE, 2009.
  8. Baronian, Marie-Aude, Stephan Besser, and Yolande Jansen, eds. *Diaspora and Memory: Figures of Displacement in Contemporary Literature, Arts and Politics*. No. 13. Rodopi, 2007.
  9. Betts, Alexander, and Will Jones. *Mobilising the Diaspora*. Cambridge Institute Press, 2016.

### Journals

1. Tölölyan, Khachig. "The contemporary discourse of diaspora studies." *Comparative Studies of South Asia, Africa and the Middle East* 27.3 (2007): 647-655.
2. Das Gupta, Monisha, Charu Gupta, and Katerina Martina Teaiwa. "Rethinking South Asian Diaspora Studies." *Cultural Dynamics* 19.2-3 (2007): 125-140.
3. Cohen, Robin, and Carolin Fischer. "Diaspora studies: An introduction." *Routledge handbook of diaspora studies*. Routledge, 2018. 1-10.
4. Jain, Ravindra K. "Anthropology and diaspora studies: An Indian perspective." *Asian Anthropology* 10.1 (2011): 45-60.
5. Fung, Christopher. "Some Thoughts on the State of Chinese Diaspora Studies." *China Review International* 9.1 (2002): 17-22.
6. Butler, Kim D. "Defining diaspora, refining a discourse." *Diaspora: a journal of transnational studies* 10.2 (2001): 189-219.

### Web Links

- <https://brill.com/view/journals/bdia/bdia-overview.xml>
- <https://www.thedailystar.net/literature/news/himadri-lahiris-diaspora-theory-and-transnationalism-1935681>
- <https://literariness.org/2017/07/16/diaspora-criticism-literary-theory/>
- <https://www.postcolonialweb.org/diasporas/theory.html>
- <https://globalsocialtheory.org/topics/diaspora/>

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<b>Programme</b>	<b>:</b>	<b>B.A(Hons)-English</b>
<b>Year/Semester</b>	<b>:</b>	<b>Third Year / Sixth Semester</b>
<b>Course Title</b>	<b>:</b>	<b>Film Studies and Literature</b>
<b>Course Code</b>	<b>:</b>	<b>DCBEN-63</b>
<b>No.of Credits</b>	<b>:</b>	<b>4</b>

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### Course Objectives

- **CO1:** To familiarize the students with film theories, from classical to formalist perspectives and realist to ideological initiatives.
- **CO2:** To provide basic knowledge to students about the tools to analyze films.

### Block-1: Elements of Narrative

Introduction to the basic concepts in film theory – Representation-Narrative-Text-Authorship - Introduction to the major theorists and theoretical positions on cinema narratives.

### Block-2: Culture, Cinema and Literature

Arbitaroy–cross-cultural-cultural transformation

### Block-3: Post-Structuralism Film Theory

Christopher Nolan - realism – aesthetic paradigms

### Block-4: Feminist Film Studies

Uma Narayan, “The Project of Feminist Epistemology: Perspective from a Nonwestern Feminist” *Feminist Theory Reader: Local and Global Perspectives* Chandra Talpade Mohanty, “Feminist Encounters: Locating

### Block-5: Script Writing

Original (memory, experience, imagination), Adaptation (from a novel, story, play, news) - Theme - Type – Fiction, Non-fiction, Short Film - Writing in terms of images, sound and rhythm - Form – Dramatic, Non-dramatic - Structure – Linear, Non-linear-Parameters of a script – Plot, Story, Characterization, Time, .Space, Dialogue, Sound - Script Writing.

### Course Outcomes

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

- **COC1:** understand the different perspectives on literature’s impact on cinema.
- **COC2:** understand film as a form of language.
- **COC3:** learn the different genres.
- **COC4:** explain visual intelligence.
- **COC5:** identify and locate the historical and cultural implications.

### Reference Books

1. Sikov, Ed. *Film studies: An introduction*. Columbia Institute Press, 2020.

2. Hollinger, Karen. *Feminist film studies*. Routledge, 2012.
3. Stam, Robert, and Alessandra Raengo, eds. *A companion to literature and film*. John Wiley & Sons, 2008.
4. Nelmes, Jill, ed. *Introduction to film studies*. Routledge, 2012.
5. Cartmell, Deborah, ed. *A Companion to Literature, Film, and Adaptation*. John Wiley & Sons, 2014.
6. Hornby, Louise. *Still Modernism: Photography, Literature, Film*. Oxford Institute Press, 2017.
7. Ryan, Michael. *An Introduction to Criticism: Literature-Film-Culture*. John Wiley & Sons, 2011.
8. Beville, Maria. *The Unnameable Monster in Literature and Film*. Routledge, 2013.
9. Boyd, Brian, Joseph Carroll, and Jonathan Gottschall, eds. *Evolution, literature, and film: A reader*. Columbia Institute Press, 2010.
10. Guneratne, Anthony. *Shakespeare, Film Studies, and the Visual Cultures of Modernity*. Springer, 2016.
11. AyCOk, Wendell M., and Michael Keith Schoenecke, eds. *Film and literature: A comparative approach to adaptation*. No. 19. Texas Tech Institute Press, 1988.  
Cahir, Linda Costanzo. *Literature into film: theory and practical approaches*. McFarland, 2014.
12. Eidt, Laura M. Sager. *Writing and Filming the Painting: Ekphrasis in literature and film*. Brill, 2008.
13. Hodson, Jane. *Dialect in film and Literature*. Bloomsbury Publishing, 2017.

### **Journals**

1. Casetti, Francesco. "Adaptation and Mis-adaptations: Film, Literature, and Social Discourses." *A companion to literature and film* (2004): 81-91.
2. Ross, Nigel J. "Literature and film." (1991): 147-155.
3. Helman, Alicja, and Waclaw M. Osadnik. "Film and Literature: Historical Models of Film Adaptation." *Canadian Review of Comparative Literature/Revue Canadienne de Literature Comparée* (1996): 645-658.
4. Lu, Sheldon Hsiao-peng. "Historical introduction. Chinese cinemas (1896–1996) and transnational film studies." *Transnational Chinese Cinemas*. Institute of Hawaii Press, 1997. 1-32.

### **Web Links**

- <https://www.soi.ltu.se/en/filmvetenskap/>
- <https://study.com/academy/lesson/teaching-movies-as-literature.html#:~:text=Movies%20are%20considered%20literature%20because,like%20written%20works%20of%20literature>

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<b>Programme</b>	<b>:</b>	<b>B.A(Hons)-English</b>
<b>Year/Semester</b>	<b>:</b>	<b>Third Year / Sixth Semester</b>
<b>Course Title</b>	<b>:</b>	<b>Translation Studies</b>
<b>Course Code</b>	<b>:</b>	<b>DCBEN-64</b>
<b>No.of Credits</b>	<b>:</b>	<b>4</b>

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### **Course Objectives**

- **CO1:** To expose the students to the art of translation
- **CO2:** To introduce them to the theories and techniques of translation
- **CO3:** To provide them with an insight into the problems of a translator
- **CO4:** To provide them with practical knowledge of a translator's job.

### **Block-1: Introduction to Translation Studies**

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

### **Block-2: Central issues in Translation**

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

### **Block-3: Specific Problems**

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

### **Block-4: Global Context**

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

### **Block-5: Literature and Translation**

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

### **Course Outcomes**

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

- **COC1:** understand the growth and development of translation Studies.
- **COC2:** understand how various genres evolved learn about prominent writers and famous works in English Literature.
- **COC3:** understand cross-cultural themes and understand to translate differentworks.
- **COC4:** explain the importance of Translation.

### **Reference Books**

1. Bassnett, Susan. *Translation studies*. Routledge, 2013.
2. Snell-Hornby, Mary. *Translation studies: An integrated approach*. John Benjamins Publishing, 1988.
3. Gambier, Yves, and Luc Van Doorslaer, eds. *Handbook of translation studies*. Vol. 1. John Benjamins Publishing, 2010.
4. Munday, Jeremy. *Introducing Translation Studies: Theories and applications*, Routledge, 2016.

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

### **Journals**

1. Panou, Despoina. "Equivalence in Translation Theories: A Critical Evaluation." *Theory & Practice in Language Studies* 3.1 (2013).
2. Toury, Gideon. "A rationale for descriptive translation studies." *Dispositio* 7.19/21 (1982): 23-39.
3. Snell-Hornby, Mary. "Translation studies." *An integrated approach* (1988): 41.
4. Baker, Mona. "Corpora in translation studies: An overview and some suggestions for future research." *Target. International Journal of Translation Studies* 7.2 (1995): 223-243.
5. Munday, Jeremy. "Issues in translation studies." *The Routledge companion to translation studies*. Routledge, 2009. 15-33.
6. Baker, Mona. "Corpus Linguistics and Translation Studies\*: Implications and applications." *Researching Translation in the Age of Technology and Global Conflict*. Routledge, 2019. 9-24.

### **Web Links**

- <https://www.helsinki.fi/en/researchgroups/translation-studies-research-community>
- <https://www.degruyter.com/document/doi/10.1515/opli-2022-0217/html?lang=en>
- <https://culturesconnection.com/6-contemporary-theories-to-translation/>
- <https://www.getblend.com/blog/linguistic-approach-to-translation/>
- <https://eng.rudn.ru/education/educational-programs/linguistics-translation-and-translation-studies/>

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<b>Programme</b>	<b>:</b>	<b>B.A(Hons)-English</b>
<b>Year/Semester</b>	<b>:</b>	<b>Third Year / Sixth Semester</b>
<b>Course Title</b>	<b>:</b>	<b>Soft Skills</b>
<b>Course Code</b>	<b>:</b>	<b>DAENG-61</b>
<b>No.of Credits</b>	<b>:</b>	<b>4</b>

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### **Course Objectives**

- **CO1:** To enable participants Business Communication Skills and enhance participants E-mail writing skills.
- **CO2:** To impart Leadership and Team Bonding skills and enable students to develop their communication skills effectively.
- **CO3:** To enhance students Reading, Writing, Listening and Speaking skills.
- **CO4:** To develop their self-confidence through communication.

### **Block-1: Reading Comprehension and Vocabulary and Listening and Answering Questions**

Filling the blanks – Cloze Exercise – Vocabulary building – Reading and answering Questions- Listening and writing – Listening and sequencing sentences – Filling in the blanks -Listening and answering questions.

### **Block-2: Group Discussions and Conversation**

Why GD part of a selection process – Structure of a GD – strategies in GD -Team Work – Body Language- Face to face Conversation and Telephone conversation.

### **Block-3: Presentation Skills**

Elements of an effective presentation – structure of presentation – voice modulation – Audience analysis – Body language

### **Block-4: Soft Skills and Resume / Report Preparation / Letter Writing**

Time Management – Articulateness – Assertiveness – Stress management -Structuring the resume / Report – Business letters – E-Mail Communication

### **Block-5: Interview Skills and Frequently Asked Questions**

Kinds of Interviews – Required by Skills – Corporate Culture – Mock Interviews

### **Course Outcomes**

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

- **COC1:** Prioritize power of understanding and aids assimilation of vocables. Vocabulary to charge communication with educated words and develop comprehensive knowledge through listening leading to answering questions.
- **COC2:** Build observation power and infuse self-confidence through group discussions and Identify methodology for befitting constructional ability.

- **COC3:** Experiments with inward looking and visualization of the „otherness“ of situations and Illustrate the essential of presentation skills, thoughts, structure, voice modulation, audience analysis and body language.
- **COC4:** Utilize the psychological skills pertaining to time management, articulation, assertion and stress management and Construct methodology for preparation of resume, reports, business letters and email communication.
- **COC5:** Appraise learners with varied skills needed for expose to interviews and Categorize the nature of questions asked usually in interviews.

### Reference Books

1. Barun .K.Mitra. Personality Development and soft skills. Oxford University Press. New Delhi. 2011.
2. S P Sharma. Personality Development. Pustaq Mahal. New Delhi, 2010.
3. Meenakshi Raman and Sangeetha Sharma. Technical Communication. Oxford University Press. New Delhi, 2009.
4. Barun K. Mitra. Personality Development and Soft Skills. Oxford University Press. New Delhi, 2011.
5. S.P. Sharma. Personality Development. Pustaq Mahal. New Delhi. 2010. Meenakshi Raman and Sangeetha Sharma. Technical Communication. Oxford University Press. New Delhi, 2009.
6. Tiko, Champa & Jaya Sasikumar. Writing with a Purpose, OUP, New Delhi, 1997.

### Web Links

- <https://www.skillsyouneed.com/ips/communication-skills.html>
- <https://blog.smarp.com/top-5-communication-skills-and-how-to-improve-them>
- <https://blog.hubspot.com/service/phone-etiquette>
- <https://www.skillsyouneed.com/ips/communication-skills.html>
- <https://www.businessnewsdaily.com/5836-top-interviewing-skills.html>
- <https://gdpi.hitbullseye.com/Group-Discussion.php>

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<b>Programme</b>	<b>:</b>	<b>B.A(Hons)-English</b>
<b>Year/Semester</b>	<b>:</b>	<b>Third Year / Sixth Semester</b>
<b>Course Title</b>	<b>:</b>	<b>Communication Skills</b>
<b>Course Code</b>	<b>:</b>	<b>DDENG-62</b>
<b>No.of Credits</b>	<b>:</b>	<b>4</b>

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### **Course Objectives**

- **CO1:** To subject the students to practise the components in various units.
- **CO2:** To make students ready for placement interviews within campus.
- **CO3:** To infuse confidence to face job situations.

### **Block-1**

Resume and CV Writing -Complaint Letter -Social Correspondence -Letter of Enquiry

### **Block -2**

Short Essay Writing

### **Block -3**

Explaining Proverbs

### **Block -4**

Use of Prepositions

### **Block -5**

Synonymous Words

### **Course Outcomes**

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

- **COC1:** enhance learners' confidence level.
- **COC2:** make learners feel the assimilation of skills.
- **COC3:** engage in a conversation with others to exchange ideas.
- **COC4:** impart leadership qualities among the participants.
- **COC5:** express opinions to enhance their social skills.

### **Books Prescribed**

- Effective Communication for You – V.Syamala Emerald Publishers, Chennai - 600008.

### **Web Links**

- <https://www.vskills.in/practice/communication-skills-test>
- <https://www.thetrainingbox.eu.com/communication-skills-test/skills-test/>

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<b>Programme</b>	<b>:</b>	<b>B.A(Hons)-English</b>
<b>Year/Semester</b>	<b>:</b>	<b>Third Year / Sixth Semester</b>
<b>Course Title</b>	<b>:</b>	<b>Brand Management</b>
<b>Course Code</b>	<b>:</b>	<b>DDBBA-63</b>
<b>No.of Credits</b>	<b>:</b>	<b>4</b>

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### **Course Objectives**

- **CO1:** To understand key principles of branding and focus the students to understand the concepts in brand management and analytical techniques commonly used by brand managers.
- **CO2:** To expose students to the situations and challenges frequently encountered by brand managers in ethical issues.
- **CO3:** To understand brand performance through brand positioning and communication.

### **Block-1: Introduction**

Basic Understanding of Brands- Definitions – Branding Concepts- Functions of Brand- Significance of Brands- Different Types of Brands- Co-Branding- Store Brands

### **Block-2: Brand Strategies**

Strategic Brand Management process- Building a strong brand- Brand positioning- establishing Brand values- Brand vision- Brand elements

### **Block-3: Brand Communications**

Brand image building- Brand loyalty Programmes – brand promotion methods- Role of brand Ambassadors, celebrities- online brand promotions

### **Block-4: Brand Extension**

Brand adoption practices- different type of brand extension –factors influencing decision for extension- rebranding and re-launching

### **Block-5: Brand Performance**

Measuring brand performance- brand equity management – role of brand managers – branding challenges & opportunities – case studies

### **Course Outcomes**

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

- **COC1:** demonstrate Knowledge of the nature and processes of branding and brand management
- **COC2:** appraise the key issues in managing a brand portfolio and making strategic brand decision
- **COC3:** formulate and justify brand development decisions and develop appropriate strategies and initiatives

- **COC4:** enumerate a professional and coherent report in the form of a brand audit CO 5: To acquire the knowledge of brand management.

### **Text books**

1. Mathew, Brand Management –Text & cases, MacMillan, 2008.
2. Kevin Lane Keller, Strategic Brand Management: Building, Measuring and Managing, Prentice Hall, 3rd Edition, 2007.

### **Reference books**

1. Tyboust and Kotter, Kellogg on Branding, Wiley, 200
2. Lan Batey, Asain Branding – A Great way to fly, PHI, Singapore, 2002.
3. Paul Tmepoal, Branding in Asia, John Willy, 2000.
4. Ramesh Kumar, Managing Indian Brands, Vikas Publication, India, 2002.
5. Jagdeep Kapoor, Brandex, Biztranza, India, 2005

### **Website**

- <https://www.managementstudyguide.com/brand-management.htm>
- <https://www.bynder.com/en/glossary/brand-management-definition/>

### **Web links**

- <https://www.slideshare.net/versatileBschool/brand-management-full-notes>
- <https://www.slideshare.net/RAVINDRAPUJARI2/brand-management-138924081>

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