



Dr. M.G.R.
EDUCATIONAL AND RESEARCH INSTITUTE
DEEMED TO BE UNIVERSITY



University with Graded Autonomy Status

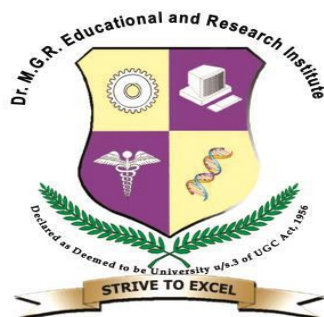
(An ISO 21001 : 2018 Certified Institution)

Periyar E.V.R. High Road, Maduravoyal, Chennai-95. Tamilnadu, India.

FACULTY OF HUMANITIES AND SCIENCE

LEARNING OUTCOME BASED CURRICULUM

CURRICULUM & SYLLABUS



B.A. ENGLISH (3 Years)

&

B.A. Hons. ENGLISH (4 Years) - OPTIONAL

REGULATION 2022

For

Students admitted from the Academic Year 2022-2023

DEPARTMENT OF ENGLISH



FACULTY OF HUMANITIES AND SCIENCE

DEPARTMENT OF ENGLISH

UNDERGRADUATE PROGRAM - B.A. ENGLISH

VISION STATEMENT

Our vision is to provide available and credible learning experience for aspiring student community and inquisitive researchers who seek to expand their current body of knowledge pertaining to English language and literature across diverse fields of study.

MISSION STATEMENT

M1	Knowledge dissemination through a need-based curriculum and syllabus,
M2	Developing Language Skills through Technology Integrated and Interactive methodology that they become competent professionals.
M3	Developing Autonomous Learners for an effective Learning Outcome, developing overall linguistic competence, communicative skills and ethics that they become successful in academic and professional life.
M4	Kindling the students' inquisitive nature and interest in different genres of literature and uses of language that they will be motivated to do research in English language and literature.
M5	Developing life skills like creative thinking, problem solving skills and entrepreneurial skills that students become successful entrepreneurs and contribute to the socio-economic growth of the Nation.



BACHELOR OF ENGLISH PROGRAM EDUCATIONAL OBJECTIVES (PEO)

PEO1	Demonstrate a detailed knowledge and understanding of selected genres of literature under study. Articulate the relationship between diverse forms of knowledge and the social, historical and cultural contents that produced them.
PEO2	Student will demonstrate the skill needed to participate in conversation that builds knowledge collaboratively. Listening carefully and respectfully to others' views. Articulating their own ideas and questions clearly and situating their own ideas in relation to other voices and ideas. Student will be able to prepare, organise and deliver an engaging oral presentation.
PEO3	Students will become accomplished, active readers to appreciate ambiguity and complexity and they can articulate their own interpretations with an awareness and curiosity for other perspectives. Students will be able to write effectively for a variety of professional and social settings. They will develop an awareness and confidence in their own voice as a speaker and analyse complex social and natural problems with the help of their degree specialisation.
PEO4	Student will develop an appreciation of how the formal elements of language and genres shape meaning and they will develop the faculty of writing in appropriate genres for research and other variety of purposes.
PEO5	Students will develop the ability to read works of literary, rhetorical, research, cultural criticism and develop ideas with the help of their specialisation. They will express their own ideas as informed opinions, small projects, practical, research papers and understand how their own approach compares to a variety of critical and theoretical approaches.

PEO WITH MISSION STATEMENT

PEO	M1	M2	M3	M4	M5
PEO1	3	3	3	3	3
PEO2	3	3	3	3	3
PEO3	3	3	3	3	3
PEO4	3	3	3	3	3
PEO5	3	3	3	3	3

3/2/1 indicates the strength of correlation: 3 = High; 2 = Medium; 1 = Low



PROGRAMME OUTCOMES (For all B.A/BBA/BL/BCom/BSW Programs)

PO1	<u>Disciplinary knowledge:</u> Capable of demonstrating comprehensive knowledge and Understanding of one or more disciplines that form apart of an undergraduate programme of study.
PO2	<u>Communication Skills:</u> Ability to understand and express thoughts and ideas effectively in writing and orally; and present complex information in a clear and concise manner to different groups.
PO3	<u>Critical and Reflective thinking:</u> Capability to apply analytic thought to analyze and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence; formulate coherent arguments; critically evaluate practices, policies and theories by following scientific approach. Critical sensibility, with self awareness and reflexivity of both self and society.
PO4	<u>Research-related skills:</u> Ability to recognize cause-and-effect relationships, define problems, formulate hypotheses, test hypotheses, analyze, interpret and draw conclusions from data, ability to plan, execute and report the results of an experiment or investigation.
PO5	<u>Teamwork and Leadership qualities:</u> Function effectively as an individual, and as a team member or leader in diverse teams, and in multi disciplinary environment.
PO6	<u>Information/digital literacy:</u> Capability to use ICT in a variety of learning situations, demonstrate ability to access, evaluate, and use a variety of relevant information sources; and use appropriate software for analysis of data and further presentation.
PO7	<u>Multicultural competence and knowledge of heritage:</u> Possess knowledge of the values and beliefs of multiple cultures to effectively engage globally in a multi cultural society and interact respectfully with diverse groups. Ability to understand and propagate heritage values.
PO8	<u>Moral and ethical awareness:</u> Ability to embrace moral/ethical values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives, and Use ethical practice in all work. Appreciating environmental and sustainability issues; and adopting objective, unbiased and truthful action in all aspects of work.
PO9	<u>Lifelong learning:</u> Ability to update knowledge and skills, participating in learning Activities through out life, through self-paced and self-directed learning aimed at personal development, meeting economic, social and cultural objectives.

PEO-PO

PEOs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
PEO1	3	3	3	3	3	3	3	3	3
PEO2	3	3	3	3	3	3	3	3	3
PEO3	3	3	3	3	3	3	3	3	3
PEO4	2	3	3	3	3	3	3	3	3
PEO5	3	3	3	3	3	3	3	3	3
3/2/1 indicates the strength of correlation: 3 = High; 2= Medium; 1= Low									



Program Specific Outcomes for B.A. English

- PSO1.** Understanding of the basic concepts of English language and literature.
PSO2. Learning through literature in English, diverse historical, cultural and social ethics
PSO3. Application of literary critical perspectives to generate original analysis of literature in English for doing project/research in diverse fields
PSO4. Promotion of cultural values and real-life skills through English language and literature

PO-PSO

POs	PSO1	PSO2	PSO3	PSO4
1	3	3	3	3
2	3	3	3	3
3	3	3	3	3
4	3	3	3	3
5	3	3	3	3
6	3	3	3	3
7	3	3	3	3
8	3	3	3	3
9	3	3	3	3

3/2/1 indicates the strength of correlation: 3 = High; 2 = Medium; 1 = Low



Semester : 1

Course Code	Course Title	C	L	T/SLr	P/R	T / L / ETP
HBTA22001 EBHI22001 HBFR22001	Language I- Tamil Hindi French	3	3	0	0	Ty
HBEN22001	Language II- English I	3	3	0	0	Ty
HBCS22ID5/ HBCS22OE1	INTER-DISCIPLINARY/ALLIEDI Office Automation	3	3	0	0	Ty
HBEN22003	Introduction to English Literature I	4	4	0	0	Ty
HBEN22004	British Literature I Renaissance to Restoration	4	4	0	0	Ty

Practical

HBCC22L01	Computer Software Lab	1	0	0	2	Lb
HBCC22I01	Communication Skills Lab	1	0	0	2	IE
HBCC22I02	Soft Skill-I	1	0	0	2	IE

Credits Sub Total:20

Semester : 2

Course Code	Course Title	C	L	T/S Lr	P/R	T / L / ETP
HBTA22002 HBHI22002 HBFR22002	LANGUAGE I -Tamil II - Hindi-II - French II	3	3	0	0	Ty
HBEN22002	LANGUAGE II - ENGLISH – II	3	3	0	0	Ty
HBCS22ID6/ HBCS22OE2	INTER-DISCIPLINARY/ALLIEDII Fundamentals of Computer and Internet	3	3	0	0	Ty
HBEN22005	Introduction to English Literature-II	4	4	0	0	Ty
HBEN22006	British Literature-II- Romantic to Victorian	4	4	0	0	Ty

Practical

HBEN22L01	PROGRAM LAB I: English for Employability	1	0	0	2	Lb
HBEN22IL1	ALLIED LABI: Graphic Designing	1	0	0	2	Lb
HBCC22I03	SOFT SKILL-II	1	0	0	2	IE

Credits Sub Total: 20

C : Credits L : Lecture T : Tutorial S.Lr : Supervised Learning P : Problem / Practical
R : Research T/L/ETL : Theory/Lab/Embedded Theory and Lab



Semester : 3 Theory

Course Code	Course Title	C	L	T/SLr	P/R	T / L/ ETP
HBEN22ID1	INTER DISCIPLINARY/ALLIED III DigitalMediaBasic Theories and Practice	3	3	0	0	Ty
HBEN22007	British Literature –III 20 th Century British Literature	4	4	0	0	Ty
HBEN22008	American Literature	4	4	0	0	Ty
HBEN22009	Indian Writing in English	4	4	0	0	Ty
HBEN22010	Modern English Language and Usage	3	3	0	0	Ty

Practical:

HBEN22L02	PROGRAM LAB II: Phonetics andSpoken English	1	0	0	2	Lb
HBCC22I04	Statistical and numerical methods Lab	2	0	0	3	IE
HBCC22I05	SOFT SKILL – III	1	0	0	2	IE

Credits Sub Total: 22

Semester: 4 Theory

Course Code	Course Title	C	L	T/SLr	P/R	T / L/ ETL
HBEN22ID2	INTER DISCIPLINARY/ALLIED IV Visual Literatureand Media Studies	3	3	0	0	Ty
HBEN22011	World Literature in Translation	4	4	0	0	Ty
HBEN22012	Indian Literature in Translation	4	4	0	0	Ty
HBXX22OEX	OPEN ELECTIVE I	3	3	0	0	Ty
HBEN22EXX	PROGRAM ELECTIVE –I	4	4	0	0	Ty

Practical:

HBCS22OLX	OPEN ELECTIVE LAB:	2	0	0	3	Lb
HBEN22IL2	ALLIED LAB II: Film Studies	1	0	0	2	Lb
HBEN22L03	PROGRAM LAB III: Theatre Skill	1	0	0	2	Lb

Credits Sub Total: 22



Semester: 5 Theory:

Course Code	Course Title	C	L	T/SLr	P/R	T / L / ETP
HBEN22013	Literary Theory and Criticism	4	4	0	0	Ty
HBEN22014	Shakespeare	4	4	0	0	Ty
HBEN22EXX	PROGRAM ELECTIVE -II	4	4	0	0	Ty
HBXX22OEX	OPEN ELECTIVE –II	3	3	0	0	Ty
HBEN22SEX	SKILL ENHANCEMENT ELECTIVE– I	3	3	0	0	Ty

Practical:

HBEN22L04	PROGRAM LAB IV Corporate Communication and Advertising	1	0	0	2	Lb
HBCC22I06	NCC/NSS/INTERNSHIP	1	0	0	2	IE
HBFL22IXX	FOREIGN LANGUAGE	1	0	0	1	IE

Credits Sub Total: 21

Semester: 6 Theory:

Course Code	Course Title	C	L	T/SLr	P/R	T / L / ETP
HBEN22EXX	PROGRAM ELECTIVE –III	4	4	0	0	Ty
HBCC22001	Environmental Studies	3	3	0	0	Ty
HBCC22002	Entrepreneurship Development	3	3	0	0	Ty
HBCC22SEX	Skill Enhancement Elective-II	3	3	0	0	Ty

Practical:

HBEN22L05	PROJECT	9	0	0	18	Lb
HBCC22ET1	UNIVERSAL HUMAN VALUES	3	2	0	2	ETP

Credit Summary Credits Sub Total: 25

Semester : 1 : 20

Semester : 4 : 22

Semester: 2 : 20

Semester : 5 : 21

Semester : 3 : 22

Semester : 6 : 25

Total Credits : 130 (FOR B.A. 3 YEAR REGULAR PROGRAM)



B.A. Hons. 4 YEAR PROGRAM

Semester: 7 Theory

Course Code	Course Title	C	L	T/SLr	P/R	T / L/ ETP
HBCC22003	Research Methodology	3	3	0	0	Ty
HBEN 22015	Literatures of Indian Diaspora	4	4	0	0	Ty
HBEN 22016	Travel Literature	4	4	0	0	Ty
HBEN 22017	Detective Fiction	4	4	0	0	Ty

Practical:

HBEN22I01	Mini Project	2	0	0	4	IE
HBEN22I02	Industry Internship	1	0	0	2	Lb

Total credit18

Semester: 8 Theory

Course	Course Title	C	L	T/SLr	P/R	T / L/ ETP
HBCC22004	Start up strategies	3	3	0	0	Ty
HBCC22005	Principles of Digital marketing	3	3	0	0	Ty
HBCC22006	Intellectual Property rights	3	3	0	0	Ty

Practical:

HBEN22L06	MAJOR PROJECT	6	0	0	6	Lb
HBEN22I03	Research Publication	2	0	0	2	IE

Total Credits: 17

Total no. of Credits (I-VIII Semesters): 165 (FOR B.A. Hons. 4 YEAR PROGRAM)



ALLIED SUBJECTS	
SUB. CODE	SUBJECT NAME
HBCS22ID5/OE1	Office Automation
HBCS22ID6/OE2	Fundamentals of Computer and Internet
HBEN22 ID1	Digital Media-Basic Theories and Practice
HBEN22ID2	Visual Literature and Media Studies
ALLIED LAB	
HBEN22IL1	Graphic Designing
HBEN22IL2	Film Studies
OPEN ELECTIVES	
HBPY22OE2	Organizational Behaviour
MBFP22OE1	Marketing of Financial Services
MBFP22OE2	Business Strategy
HBHR22OE1	Workplace Counseling
HBHR22OE2	Corporate Social Responsibility
MBBA22OE1	Principles of Management and Science
MBBA22OE2	Business Ethics
OPEN ELECTIVE LAB	
HBPY22OL1	Understanding self and others
HBHM22OL1	Fundamentals of Front Office Operation
MBFP22OL1	Interview Techniques
PROGRAM ELECTIVE I	
HBEN22E01	Women Studies
HBEN22E02	Myth and Literature
HBEN22E03	Cultural Studies
PROGRAM ELECTIVE II	
HBEN22E04	Australian Literature
HBEN22E05	Canadian Literature
HBEN22E06	African Literature
PROGRAM ELECTIVE III	
HBEN22E07	Short Stories and One Act Plays
HBEN22E08	Creative Writing in English
HBEN22E09	Regional Literature in Translation
SKILL ENHANCEMENT ELECTIVE I and II	
HBEN22SE1	Technical Writing
HBEN22SE2	English for Media
HBEN22SE3	Print Media Practices
HBEN22SE4	Business Communication
HBEN22SE5	Academic Writing
HBEN22SE6	Translation: Principles and Practices
HBEN22SE7	English Language Teaching



Table 1:Credit Distribution (B.A. ENGLISH)

S. No	CATEGORY	Description	No.of Courses	Credits	Total	Credit Weightage	Contact hours
1	CORE COURSES	Core Theory	12	48	52	40	780
		Core Lab	4	4			
2	ELECTIVE COURSES	Program Electives	3	12	18	14	270
		Skill enhancement electives	2	6			
3	OPEN ELECTIVES	Open Elective theory	2	6	8	6	120
		Open Elective Lab	2	2			
4	INTERDISCIPLINARY/ ALLIED COURSES	Theory	4	12	15	12	225
		Lab	3	3			
5	HUMANITIES & SOCIAL SCIENCES , LIFE SKILLS &SOFT SKILLS	Language 1 & 2	2	6	24	18	360
		English 1 & 2	2	6			
		Soft Skills	3	3			
		Life Skill	2	2			
		Foreign Language	1	1			
		Environmental Studies	1	3			
		Management Papers	-	-			
Entrepreneurship Development	1	3					
6	PROJECTS/INTERNSHIP / CORE SKILL	Project	1	9	10	8	150
		Core Skills	-	-			
		Internship / NSS / NCC	1	1			
7	ENGINEERINGSCIENCES	XXXX	XXXX	XXXX	XXXX	XXXXX	XXXX
8	ANY OTHER	Universal Human Values	1	3	3	2	45
Total				130	130	100	1950



Table 2:
Revision/modification done in syllabus content: B.A. ENGLISH

S.No	Course Subject Code	Course (Subject) Name	Concept/ topic if any, removed in current curriculum	Concept/topic added in the new curriculum	% of Revision/ Modification done
1	HBEN22002 HBEN22008 HBEN22E04 HBEN22E05 HBEN22E06	British Literature American Literature Australasian Literature Canadian Literature African Literature	1.Social History of England 2. History of English Literature 3. History of English Language	Globalization Literatures from Britain, America, Africa, Canada and Australia are introduced to learn about the language use and the culture that decides it.	50
2	HBCS22ID5 HBCS22ID6 HBEN221D1 HBEN22ID2	1)Office Automation 2) Fundamentals of Computer and Internet 3)Digital Media: Basic Theories and Practice, 4)Visual Literature and Media Studies		Placement Orientation	100
3	HBEN22L01 HBEN22L02 HBEN22L03 HBEN22L04 HBCC22I01 HBCC22L01 HBEN22IL1 HBEN22IL2 HBCC22I02 HBCC22I03 HBCC22002	English for Employability Phonetics and spoken English Theatre Skill Corporate Communication and Advertising Communication Skills Lab. Computer Software Lab Graphic Designing Film Studies Soft Skill I Soft Skill II Entrepreneurship Development		Placement Orientation Entrepreneurship	100
4	HBEN22E01 HBEN22E02 HBEN22E03 HBCC22001 HBCC22002	Women's Writing Myth and Literature Cultural Studies & Environmental Studies Entrepreneurship Development		Gender equity / Women's Perspective/ Cultural familiarity/ Environment consciousness/ To be Job Creators	25
5	HBCC22I04 HBCC22I05	Statistical and Numerical Methods Lab Soft Skills III		Mathematical Skill for lifelong learning	100
6	B.A. ENGLISH (Hon)4 yr course	7 th and 8 th Semester		Placement Orientation & Research	100



Table 3:

List of New courses/ value added courses//life skills/Electives/interdisciplinary /courses focusing on employability/entrepreneurship/skill development.

S. No	New courses (Subjects)	Value added courses	Life skill	Electives	Inter Disciplinary	Focus on employability/ entrepreneurship/skill development.
1	B.A. English 3 year Regular course	Computer Software Lab English for Employability Graphic Designing Film Studies Corporate Communication and Advertising Universal Human Values	Soft Skill I Soft Skill II Soft Skill III Statistical and Mathematical Lab	Program Elective I, II, III 1. Women's Writings 2. Myth and Literature 3. Cultural Studies 4. American Literature 5. Australian Literature 6. Canadian Literature 7. Short stories and One Act Plays 8. Creative Writing 9. Regional Literature in Translation	1)Office Automation 2)Fundamentals of Mass Communication, 3)Digital Media: Basic Theories and Practice, 4)Visual Literature and Media Studies	English for Employability Phonetics and spoken English Theatre Skill; Corporate Communication and Advertising Communication Skills Lab. Computer Software Lab Graphic Designing Film Studies Soft Skill I, II & III Foreign Language Industry Internship
	B.A. English 4 year Hons. course	7&8 Semester Start up Strategies Principles of Digital marketing	Intellectual Prop. Rights		Open Electives have interdisciplinary components	Industry Internship



Subject Code: HBTA21001	Subject Name: TAMIL PAPER - I	T /L/ ET L	L	T / S. Lr	P / R	C
	Prerequisite:	T	3	0/0	0/ 0	3

L : Lecture T : Tutorial SLr : Supervised Learning P: Project R : Research C : Credits T/L/EL
 : Theory / Lab / Embedded Theory and Lab

OBJECTIVES

- Understand the aims and objectives of teaching Tamil.
- Understand the rationale for learning Tamil.
- To motivate and stimulate the students to overcome their inferiority complex and improve fluency in the language.
- Learn significance of spoken skill.
- The relationship between language & culture and the implications for language teaching.

COURSE OUTCOMES (Cos) -Students completing this course were able to

CO1	Tamil students are actively engaged in learning Tamil language and culture in a meaningful setting
CO2	Focus on applying the language in real life situations.
CO3	Use proficiency descriptors to motivate learners to progress to the next stage of learning. .
CO4	Lessons are customized to arouse students interest and ignite the joy of learning Tamil language.
CO5	Develop a strong foundation in listening & speaking skills.

Mapping of Course Outcome with Program Outcome (POs)

Cos/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	3	2	3	2	3	3	3	2
CO2	2	2	3	2	3	2	2	3	3
CO3	3	3	2	3	2	3	3	3	2
CO4	2	2	3	2	2	2	2	3	2
CO5	3	3	3	3	3	3	2	2	3

COs	PSOs			
	PSO 01	PSO 02	PSO 03	PSO04
CO 1	3	3	3	3
CO 2	2	2	3	3
CO 3	3	3	3	2
CO 4	2	2	3	3
CO 5	3	2	2	3

Category	Basic Sciences	Engg.Science	Humanities & social Science	Program Core	Program Elective	Open Elective	Practical/Project	Internships/ Technical Skills	SOFT SKILLS
			√						



பொதுத்தமிழ்

இளநிலை மாணாக்கருக்கு
B.A/B.Sc/B.Com/B.B.A/B.C.A/B.PES
HBTA21001

முதலாம் ஆண்டு - முதல் பருவம்

- கற்றல் நோக்கம்: 1.மாணவர்களின் கவிதை,கட்டுரை எழுதும் திறன் வளர்த்தல்
2. தமிழில் பிழையின்றி பேசும் எழுதும் திறன் வளர்த்தல்

அலகு - 1

11 மணி நேரம்

அ) மரபுக்கவிதை

1. செந்தமிழ் நாடு - மகாகவி பாரதியார்
- 2.தமிழின் இனிமை, இன்பத்தமிழ், எங்கள் தமிழ், சங்கநாதம் - பாரதிதாசன்
- 3.தமிழ் வளர்க்க சபதம் - நாமக்கல் கவிஞர் வெ.இராமலிங்கம் பிள்ளை
4. கோயில் வழிபாடு, வாழ்க்கைத் தத்துவங்கள் - கவிமணி தேசிக விநாயகம் பிள்ளை
- 5.கும்மிப்பாடல் - சுத்தானந்த பாரதியார்
6. தமிழ்த்தாய் வாழ்த்து - மனோன்மணியம் பெ.சுந்தரம் பிள்ளை
- 7.விடுதலை விளைத்த உரிமை - கவியரசர் கண்ணதாசன்
8. அன்பெனும் பிடியுள்... .., முரசறைத்தல் - வள்ளலார் இராமலிங்க அடிகள்

ஆ) புதுக்கவிதை

- 1.பாட்டாளிகளின் குரல் - பட்டுக்கோட்டை கலியாணசுந்தரம்
2. மகாத்மா காந்தியடிகள் - கவிஞர் வாலி
3. காகிதப் பூக்கள் - நா.காமராசு
- 4.வள்ளுவர் வழங்கும் விடுதலை - ஈரோடு தமிழன்பன்
5. உலகம் - வைரமுத்து
6. இன்னமுத மாமழை - பேரா. முனைவர் பொற்கோ
- 7.தமிழ்ப்பற்று - மீரா
- 8.ஐந்தாம் வகுப்பு அ பிரிவு - நா.முத்துக்குமார்

அலகு - 2

7 மணி நேரம்

நாட்டுப்புற இலக்கியம்

1. பொது அறிமுகம்
2. நாட்டுப்புற இலக்கிய வகைகள்
- 3.நாட்டுப்புறக்கலைகள்

அலகு - 3

12 மணி நேரம்

அ) சிறுகதைகள்

1. தேங்காய்த் துண்டுகள் (மு.வரதராசனார்)
2. அறம் (மாலன்)
3. நாற்காலியும் நான்கு தலைமுறைகளும் (திலகவதி)
- 4.அன்னையும் பிதாவும் (இராஜாஜி)
5. விடியுமா? (கு.ப.ராஜகோபாலன்)

ஆ) உரைநடை

1. மு.வ. என்னும் மந்திரம் (இரா.மோகன்)
2. தமிழிசை இயக்கம் (க.வெள்ளைவாரணனார்)
3. மதுரை மாநகரம் (ரா.பி.சேதுப்பிள்ளை)



அலகு - 4

6 மணி நேரம்

1. புதுக்கவிதை - தோற்றமும் வளர்ச்சியும்
2. உரைநடை - தோற்றமும் வளர்ச்சியும்
3. சிறுகதை - தோற்றமும் வளர்ச்சியும்

அலகு - 5

9 மணி நேரம்

அ) இலக்கணம்

1. வழக்கு
2. தொகாநிலைத் தொடர்
3. எழுத்துப் போலி
4. பதவியல்

ஆ) மொழிப்பயிற்சி

1. தன்வினை - பிறவினை
2. ஒருமை பன்மை மயக்கம்
3. பிறமொழிச் சொற்களை நீக்குதல்
4. விண்ணப்பம் எழுதுதல்



Subject Code:	Subject Name: HINDI I	T/L/ETL	L	T/S.Lr	P/R	C
	Prerequisite : Knowledge of Hindi	T	3	0	0	3

L : Lecture, T : Tutorial,SLr : Supervised Learning, P: Project, R : Research, C : Credits,
T/L/ETL :Theory / Lab / Embedded Theory and Lab

OBJECTIVES

1. To Understand the Hindi Literature, culture and the usage of language in the various streams
2. To Build up the Confidence in conversing in Hindi language.
1. To acquire Knowledge of the usage of Hindi language in the various Government Offices

COURSE OUTCOMES (Cos)

Students completing this course were able to

CO1	understand the basic concepts and Origin of Hindi
CO2	Know about the roots of Hindi Literature and its perspective and methods.
CO3	Elaborate and understand philosophical methods of Hindi Literature.
CO4	Evaluate the concept of Hindi from past to present and to study the society closely through Literature
CO5	understand the importance of Hindi in the contemporary world.

Mapping of Course Outcome with Program Outcome (POs)

Sem	Coursecode: HBH122001								
I	ProgrammeOutcomes(Pos)								
Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	2	3	2	3	3	3	3	3
CO2	3	3	3	3	2	3	3	3	2
CO3	3	3	2	3	3	3	3	3	2
CO4	2	3	3	3	3	2	2	3	3
CO5	3	3	3	3	3	2	2	3	3

3/2/1 Indicates Strength Of Correlation, 3 – High, 2- Medium, 1- Low

Category	Basic Sciences	Engg.Science	Humanities &social Science	Program Core	Program Elective	Open Elective	Practical/Project	Internships/Skill component	Inter disciplinary
			✓						



Subject Code:	Subject Name: HINDI I	T/L/ETL	L	T/S.Lr	P/R	C
	Prerequisite : Knowledge of Hindi	T	3	0	0	3
L : Lecture, T : Tutorial,SLr : Supervised Learning, P: Project, R : Research, C : Credits, T/L/ETL :Theory / Lab / Embedded Theory and Lab						

UNIT - IProse –Understanding the secret of the culture and how to draft the letters in Government offices, technical terms

1. SabhyataRahasya
2. PersonalApplications
3. LeaveLetters
4. Government Order
5. Administrative Terminology Hindi to English (25 Words)

UNIT - IIProse-Understanding the human relations and also to know the procedures to open the account in the bank, technical terms

1. Mitrata
2. Letter to theEditor
3. Opening anA/C
4. Demi OfficialLetter
5. Administrative Terminology English to Hindi (25 Words)

UNIT-IIIProse-the contribution of youth in developing India, drafting memo and technical things used in memo

1. YuvavonSe
2. Application for Withdrawal
3. Circular
4. Memo
5. Administrative Terminology Hindi to English (25 Words)

UNIT-IVProse-The effect of Nuclear energy and usage of technical terms in offices

1. ParamanuOorjaevamKhadyaPadarthSanrakshan
2. Transfer of an A/C
3. Missing of Pass Book / ChequeLeaf
4. OfficialMemo
5. Administrative Terminology English to Hindi (25 Words)

UNIT-VProse-The Obstacles faced by the youth for getting employment, drafting complaint letters, technical terms

1. Yougyata aur VyavasaykaChunav
2. Complaints
3. Ordering forBooks
4. Notification
5. Official Noting Hindi to English (25 words)

REFERENCE:

1. PrayojanMoolakHindi: Dr. Syed Rahamathulla, PoornimaPrakashan
4/7, Begum III Street, Royapettah, Chennai – 14
- 2.Hindi Gadhya Mala Dr. Syed Rahamathulla, PoornimaPrakashan
4/7, Begum III Street, Royapettah, Chennai – 14



Department of French

Course /subject Code:	New sub code	Semester	I			
Category	All UG Programs		L	T/SLr	P/R	C
Course Title	French I (THEORY)		3			3
<p>L: Lecture T: Tutorial SLr: Supervised Learning P: Project R : Research C: Credits T/L/ETL : Theory / Lab / Embedded Theory and Lab</p>						
<p>Objectives</p> <ol style="list-style-type: none"> 1. The students will acquire a different perspective of their own culture in relation to the French culture 2. The students will discover new attitudes towards familiar practices 3. The students will acquire a sense of the French language, its music and rhythms and basic usage. 4. The students will acquire a comprehensive view of the European Union and the member states 						

Course Outcome	Course Outcome	Bloom's Level
CO 1	Identify the French language from other European language and to show and tell French words and expression	Remembering
CO 2	Understand how the language works discovering the pronunciation	Understanding
CO 3	<ul style="list-style-type: none"> • Start writing short dialogues of greetings • Try to interact with someone with life skill question –what where, who etc • Describe persons and places 	Applying
CO 4	<ul style="list-style-type: none"> • Discover France and its physical tributes, develop an idea about the importance of France in the world affairs • Analyze ideas in the content of short paragraphs, paintings etc., and everyday contexts. • Appreciate the culture and uniqueness of 	Analyzing



	<p>France.</p> <ul style="list-style-type: none"> • Discuss in English various aspects of France and a new cultural events and compare with current scenario • Answer with confidence in small sentences on everyday life. 	
CO 5	<ul style="list-style-type: none"> • Develop enough confidence to introduce oneself and ask others simple questions about personal details. • Interact as long as other person speaks slowly and clearly. 	Creating
CO 6	Plan a rendezvous ,a casual meeting by Interacting with basic sentences and expressions as long as the person to with whom he/she speaks can help to reformulate the sentences	Creating
CO 7	Write a simple message can fill a simple questionnaire .write ones names, nationality ,address etc. on a hotel registration card /passport etc.	Creating

MAPPING OF Cos WITH POS

FRENCH-I (THEORY)LANGUAGE-I									
New subject code									
COURSE OUTCOMES	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
COURSE OUTCOME 1	H	M	M	M	M	L	M	M	H
COURSE OUTCOME 2	M	M	M	M	L	L	H	M	H
COURSE OUTCOME 3	M	H	M	H	L	L	M	M	H
COURSE OUTCOME 4	H	H	H	M	M	M	M	H	H
COURSE OUTCOME 5	M	M	M	H	H	M	H	M	H
COURSE OUTCOME 6	H	H	M	M	H	H	H	H	H
COURSE OUTCOME 7	H	H	M	M	H	H	H	H	H

Category	Basic Sciences	Engg.Science	Humanities &social Science	Program Core	Program Elective	Open Elective	Practical/Project	Internships/Skill component	Interdisciplinary
			✓						



FRENCH- I (THEORY) LANGUAGE-I

45hrs

Subject Code:
HBFR22001

UNIT I 9 Hrs

Se saluer, La Graphie- écrire (compréhension orale, expression orale)

- Se Présenter-
 - La langue française
 - La Graphie – écrire L'alphabet, L'abécédaire
 - Les Accents et les Ponctuations
 - L'interaction de base.
- **Clip audios** : Exercices orales, compositions orales et épreuves orales. (20 –durée moins de 2 minutes)
- **Audio clips-** For oral expressions, oral assignments and oral test-20 duration less than 2 minutes (10 oral exercises, 6 audio reading compositions& 4 tests).

UNIT II

9 Hrs

S'informer-Interactions aidant des Compétences De base

- Des modèles interrogatifs
- Les nombres, demander le cout /le prix
- Demander l'heure, Les jours, Les mois de l'année.
- **Clip audios** : Exercices orales, compositions orales et épreuves orales. (20 –durée moins de 2 minutes)
- **Audio clips-** For oral expressions, oral assignments and oral test-20 duration less than 2 minutes (10 oral exercises, 6 audio reading compositions& 4 tests).

UNIT III

9 Hrs

Localiser –La France

- Quelque symbole de la France.
 - La carte de l'Europe, La France dans le contexte international, La France et les Fuseaux horaires, La francophonie, L'union Européen
 - La France physique, industrielle, touristique rt administrative
 - Quelque symbole de Paris.
- **Clip audios** : Exercices orales, compositions orales et épreuves orales. (20 –durée moins de 2 minutes)
- **Audio clips-** For oral expressions, oral assignments and oral test-20 duration less than 2 minutes (10 oral exercises, 6 audio reading compositions& 4 tests).

UNIT IV

9 Hrs

Lire et prononcer Le française

- Les son française, les voyelles françaises, les sons nasaux, les consonné, Quelque sons uniques.
 - Les syllabus français, Les Rythme de la langue française.
- **Clip audios** : Exercices orales, compositions orales et épreuves orales.(20 –durée moins de 2 minutes)
- **Audio clips-** For oral expressions, oral assignments and oral test-20 duration less than 2 minutes (10 oral exercises ,6 audio reading



UNIT V

9 Hrs

Observer et Comprendre

- La vie de la France quotidienne, En cas d'urgence.
 - La grammaire initiale
-
- **Clip audios** : Exercices orales, compositions orales et épreuves orales. (20 –durée moins de 2 minutes)
 - **Audio clips** - For oral expressions, oral assignments and oral test -20 duration less than 2 minutes (10 oral exercises, 6 audio Reading compositions& 4 tests).

Reference Books :

1. **Parlez-vous français?Partie 1** - Dr.M.Chandrika.V.Unni& Mrs. Meena Mathews 2019 by Universal publisher
2. **CLE INTERNATIONAL** Lectures Clé en français facile. (2012) Hachette Paris
3. **Cosmopolite**: Livre d'élève A1 by Nathalie Hirsch sprung, Tony Tricot, Claude Le Ninan
4. **Latitudes-1** - Régine Mérieux & Yves l'oiseau, Didier 2017
5. **Alter Ego 1** - Catherine Dolez, Sylvie Pons : (2014) Hachette, Paris



HBEN 22001	LANGUAGE II - ENGLISH I (Common to all UG Courses under H&S)						Ty/Lb/ ETL	L	T/ S.Lr	P/R	C		
	Total contact hours – 45						Ty	3	0	0	3		
	Prerequisite – English Language												
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits													
Course Objectives													
<ol style="list-style-type: none"> 1. Develop English Language skills (LSRW) to communicate in English without any inhibition. 2. Learn vocabulary and syntax to be fluent in English for social and academic communication 3. Demonstrate content knowledge through appropriate language use for academic success. 4. Develop in them analytical and interpretative skills for research, projects, placement etc., 5. Engage in academic and business writing with a focus on social and professional ethics. 													
Course Outcomes (COs)													
<ol style="list-style-type: none"> 1. Possess Language skills (LSRW) to communicate in English without any inhibition. 2. Express with appropriate lexis and syntax in English for social and academic communication 3. Demonstrate content knowledge through appropriate language use for academic success. 4. Analyse and interpret any genre of literature in English for research, projects, placement etc., 5. Engage themselves in organized academic and business writing with professional ethics. 													
Program Specific Outcomes (PSOs)													
<ol style="list-style-type: none"> 1. Demonstrating mastery of the components of English language and literature. 2. Explaining through literature in English, diverse historical cultural and social ethics 3. Applying literary critical perspectives to generate original analysis of literature in English 4. Promoting cultural values and real-life skills through English language and Literature 													
1. Mapping of course outcomes (COs) with Program Outcomes (POs) & Program Specific Outcomes <small>(3/2/1 indicates the strength of correlation) 3= High; 2= Medium; 1= Low</small>													
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4
1	3	3	3	3	3	3	3	1	3	3	3	3	3
2	3	3	3	3	3	3	3	1	3	3	3	3	3
3	3	3	3	3	3	3	3	1	3	3	3	3	3
4	3	3	3	3	3	3	3	1	3	3	3	3	3
5	3	3	3	3	3	3	3	1	3	3	3	3	3
3. Category	H&S	Program core	Program Elective	Open Elective	Interdisciplinary/ Allied	Skill enhancing Elective	Skill component	Practical	Project	Internship	Others		
	√	√											



HBEN22001	LANGUAGE II - ENGLISH I	Ty/Lb/ ETP	L	T/ S.Lr	P/R	C
	(Common to all UG Programs under H&S)	Ty	3	0	0	3
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits						

Course Objectives:The students will be facilitated to

1. Develop English Language skills (LSRW) to communicate in English without any inhibition.
2. Learn vocabulary and syntax to be fluent in English for social and academic communication
3. Demonstrate content knowledge through appropriate language use for academic success.
4. Develop in them analytical and interpretative skills for research, projects, placement etc.,
5. Engage in academic and business writing with a focus on social and professional ethics.

Unit I: Prose

9 Hours

1. Beware the loss of Biodiversity
2. The Urban - Rural Divide
3. Grading down Plastics
4. The Unsung Hero of Covid – 19 in India
5. From Aircrafts to Drones
6. My Vision for India

Unit II: Poetry

9 Hours

1. On Killing a Tree
2. The Road Not Taken
3. Anthem for Doomed Youth

Unit III: Short Story

9 Hours

1. Portrait of a Lady
2. The Connoisseur

Unit IV: Drama

9 Hours

1. The Never-Never Nest
2. Frederick Douglass

Unit V: Functional Grammar – Charts & LSRW Development

9 Hours

Grammar: (Grammar exercises spread up in all four units)

Parts of speech- use of articles- prepositions – their uses – verb + prepositions- words followed by prepositions – modals -tenses- active -passive- impersonal passive forms- concord- conditional sentences – question tags - Common errors - Punctuation

Vocabulary development- word formation - prefixes-suffixes – synonyms-antonyms – homophones -homonyms – words often confused

Charts/Diagrams and their interpretation - their use

Tables- Flow chart- Pie chart -Bar chart

Letters: Formal and Informal

LSRW Development: audio, video and tasks for the content of lessons under each unit.

Course Outcomes:

On completing the course the students will be able to

1. Possess Language skills (LSRW) to communicate in English without any inhibition.
2. Express with appropriate lexis and syntax in English for social and academic communication
3. Demonstrate content knowledge through appropriate language use for academic success.
4. Analyse and interpret any genre of literature in English for research, projects, placement etc.,
5. Engage themselves in organized academic and business writing with professional ethics.

Prescribed Text:

1. M. Chandrasena Rajeswaran, R. Pushkala & S. Bhuvanewari, Pinnacle: A Skills Integrated Textbook
2. English Workbook V.Karpagavadivu, S. Bhuvanewari, S. J. Valentina Rani, S.Magdelene Percy

Suggested Reading

Wren and Martin: Grammar and Composition, Chand & Co, 2006



Subject Code: HBCS22OE1/ HBCS22ID5	Subject Name: OFFICE AUTOMATION	Ty/ Lb/ ETL	L	T / S.Lr	P/R	C
	Prerequisite : Nil	Ty	3	0/0	0/0	3

L : Lecture T : Tutorial SLr : Supervised Learning P: Project R : Research C: Credits, TY/LB/ETL: Theory / Lab / Embedded Theory and Lab

OBJECTIVES

- To train them to work on the comment based activities in MS-office system.
- To perform documentation.
- To perform accounting operations.
- To perform presentation skills.
- Students will be able to create various documents newsletters, brochures, making document using photographs, charts, presentation, documents, drawings and other graphic images.

COURSE OUTCOMES (Cos)

Students completing this course were able to

CO1	Know the basics of computers and prepare documents, spreadsheets, make small presentations with audio, video and graphs and would be acquainted with internet.
CO2	Create, edit, save and print documents with list tables, header, footer, graphic, spellchecker, mail merge and grammar checker.
CO3	Attain the knowledge about spreadsheet with formula, macros spell checker etc.
CO4	Construct formulas, including the use of built-in functions, and relative and absolute references.
CO5	Work with the basic features of PowerPoint.

Mapping of Course Outcome with Program Outcome (POs)

Cos/Pos	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	3	2	2	3	2	2	3	3
CO2	2	2	3	3	3	2	2	2	3
CO3	1	3	2	2	2	3	3	1	2
CO4	2	2	3	3	3	2	2	2	3
CO5	3	3	1	3	3	3	3	3	3
COs /PSOs	PSO1			PSO2			PSO3		
CO1	3			3			3		
CO2	2			3			2		
CO3	3			2			3		
CO4	2			3			2		
CO5	3			2			3		

3/2/1 Indicates Strength Of Correlation, 3 – High, 2- Medium, 1- Low

Category	Program Core	Program elective	Humanities and social Science	Open Elective	Skill enhancing elective	Inter Disciplinary/Allied	Skill Component	Practical /Project/internship	Others
				√					



HBCS22OE1/ HBCS22ID5	Interdisciplinary/ Allied I	Ty/Lb/ ETP	L	T/ S.Lr	P/R	C
	OFFICE AUTOMATION	0	3	0	0	3
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits						

UNIT: I

Introduction to MS-Word:

9

Starting Word, Typing and saving your Masterpiece, printing Title Bar, Toolbars, The Ruler, Insertion point, Scroll Bars, The Menu bar, The status bar. Dialog Boxes: Command buttons, check boxes, drop-down lists, tabs, radio buttons, Increment buttons, Wizards and Templates. Basic Text Editing: Moving around in a document, Adding Text, Cut, Copy, Paste, Undo, Redo and Delete.

UNIT: II

Formatting: Character formatting, Font dialog box paragraph Formatting, Keeping text together, Adding borders and shading, Using tabs, page and section formatting, setting page margins, numbering pages. Searching and Proofreading Tools: Find and replace, Searching for special character, Proofreading tools, Choosing custom dictionary, Checking Grammar, Choosing a writing style, Using the Thesaurus

UNIT: III

Working with Tables and Columns: Anatomy of a Table, creating a table, entering text in a table, Using table tools, Changing columns widths with Auto fit, Gridlines, Merging Cells, Formatting Sorting tables, copying tables, deleting tables, Printing of Documents, Mail merge.

UNIT: IV

9

Introduction to Ms-Excel: Spreadsheet overview, Excel highlights, starting excel, creating spreadsheet excel menu , Working with Formulas and Functions, Introduction, Using basic formulas, advance formulas, designing formulas. Using basic and advance functions, Formatting: Types of formatting Using borders, color and patterns, Conditional format, Creating and Formatting Charts: Introduction to charts. Creating charts, formatting charts, exploring charts.

UNIT: V

9

Introduction to Power point - Creating a Presentation with Microsoft PowerPoint, Modifying a Presentation, Inserting Objects into a Presentation, Finishing a Presentation, Working with Advanced Tools and Masters, Enhancing Charts, Inserting Illustrations, Objects and Media Clips, Using Advanced Features. **Introduction to Access:** Introduction to database, Database basics, Creating and working with the database, Finding, filtering and formatting data.

Total No of Periods : 45

Reference Books:

1. Teach Yourself Office 97/2000 For Windows By Corey Sandler, Tam Badgett, JanWeingarten (BPB)
2. Microsoft Office 2000 by Complete (BPB)
3. Mastering Word 2000 by Mansfield (BPB)
4. Essential MS-WORD 2000 B Marmel (BPB)
5. Teach Yourself MS-EXCEL 2000 in 24 Hours (BPB)
6. Teach Yourself MS-EXCEL 2000 Programming in 21 days (BPB)



HBEN 22003	INTRODUCTION TO ENGLISH LITERATURE I							Ty/Lb/ ETP	L	T/ S.Lr	P/ R	C	
	Total contact hours – 60							0	4	0	0	4	
	Prerequisite – English Language												
	T/L/: Theory/Lab L: Lecture T: Tutorial P: Practical/Project R: Research C: Credits												
Course Objectives													
<ol style="list-style-type: none"> 1. Develop a broad understanding of English literature during the target periods. 2. Analyze the major literary movements of the age and its characteristics. 3. Study literature in different genres to understand socio- political impacts on them. 4. Explore different genres for the purposes of research and life-skills. 5. Understand the literature of the period to learn social and professional ethics. 													
Course Outcomes (COs)													
<ol style="list-style-type: none"> 1. Develop a broad understanding of English literature during the target periods. 2. Analyze the major literary movements of the age and its characteristics. 3. Study literature in different genres to understand socio- political impacts on them. 4. Explore different genres for the purposes of research and life-skills. 5. Understand the literature of the period to learn social and professional ethics. 													
Program Specific Outcomes (PSOs)													
<ol style="list-style-type: none"> 1. Demonstrating mastery of the components of English language and literature. 2. Explaining through literature in English, diverse historical cultural and social ethics 3. Applying literary critical perspectives to generate original analysis of literature in English 4. Promoting cultural values and real-life skills through English language and Literature 													
1. Mapping of course outcomes (COs) with Program Outcomes (POs) & Program Specific Outcomes (3/2/1 indicates the strength of correlation) 3= High; 2= Medium; 1= Low													
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4
1	3	3	3	3	3	3	3	1	3	3	3	3	3
2	3	3	3	3	3	3	3	1	3	3	3	3	3
3	3	3	3	3	3	3	3	1	3	3	3	3	3
4	3	3	3	3	3	3	3	1	3	3	3	3	3
5	3	3	3	3	3	3	3	1	3	3	3	3	3
3. Category	H&S	Basic Sciences/	Eng. Science	Program core	Program Elective	Professional Core	Professional Elective	Open Elective	Practical	Project	Seminar	Internship	Soft Skills
	√			√									



Course Code	PROGRAM CORE PAPER I	Ty/Lb/ETP	L	T/S.Lr	P/R	C
HBEN22003	INTRODUCTION TO ENGLISH LITERATURE I	Ty	4	0/0	0/0	4
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits						

Course Objective: To facilitate the students to

1. Develop a broad understanding of English literature during the target periods.
2. Analyze the major literary movements of the age and its characteristics.
3. Study literature in different genres to understand socio- political impacts on them.
4. Explore different genres for the purposes of research and life-skills.
5. Understand the literature of the period to learn social and professional ethics.

Unit-1: Drama - A Brief Introduction to the Literary Forms

Elements of Drama, Tragedy, Comedy, Tragicomedy, Heroic Comedy, Revenge Tragedy, Melodrama, Farce, Masque

Unit-2: Poetry - A Brief Introduction to the Literary Forms

Subjective and Objective poetry

Narrative poetry: The Epic, the Mock-epic, the Ballad

Lyrical: The Ode, the Sonnet, the Elegy

Dramatic Monologue

Poetic Drama

Prosody: Rhyme, meter, alliteration, assonance, simile, metaphor and allegory

Unit-3: Prose - A Brief Introduction to the Literary Forms

The Essay and its types (Aphoristic, Periodic, Satirical, Critical)

The Short Story

The Biography and the Autobiography

Travel Writing

Unit-4: The Renaissance Period (1350 – 1660)

An Introduction to Bible Translation - Tyndale, Coverdale

The University Wits

Elizabethan and Jacobean drama

Comedy of humour

Unit-5: The Late Seventeenth and the Eighteenth Centuries (1660 - 1800)

Comedy of Manners

Sentimental and Anti-sentimental comedies

Neo-Classicism

Pre-Romantics

Course Outcomes

On completion of the course the students will be able to

1. Develop a broad understanding of the English literature during the target periods.
2. Analyze the major literary movements of the age and its characteristics.
3. Study literature in different genres to understand socio- political impacts on them.
4. Explore different genres for the purposes of research and life-skills.
5. Understand the literature of the period to learn social and professional ethics.

Prescribed Texts:

History of English Literature – 5th edition – Edward Albert A History of English Literature – Compton Rickett

Relevant Videos on YouTube

[18th Century Literature](https://www.youtube.com/watch?v=JOAc1YNROLg) : <https://www.youtube.com/watch?v=JOAc1YNROLg>

HBEN 22004	BRITISH LITERATURE I (Renaissance to Restoration)						Ty/Lb/ ETP	L	T/ S.Lr	P/ R	C		
	Total contact hours – 60						Ty	4	0/0	0/0	4		
	Prerequisite –English Language												
	T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits												
Course Objectives													
<ol style="list-style-type: none"> 1. Develop a broad understanding of the English literature during the target periods. 2. Analyze the major literary movements of the age and its characteristics. 3. Study literature in different genres to understand socio- political impacts on them. 4. Explore different genres for the purposes of research and life-skills. 5. Understand the literature of the period to learn social and professional ethics. 													
Course Outcomes (COs)													
<ol style="list-style-type: none"> 1. Develop a broad understanding of the English literature during the target periods. 2. Analyze the major literary movements of the age and its characteristics. 3. Study literature in different genres to understand socio- political impacts on them. 4. Explore different genres for the purposes of research and life-skills. 5. Understand the literature of the period to learn social and professional ethics 													
Program Specific Outcomes (PSOs)													
<ol style="list-style-type: none"> 1. Demonstrating mastery of the components of English language and literature. 2. Explaining through literature in English, diverse historical cultural and social ethics 3. Applying literary critical perspectives to generate original analysis of literature in English 4. Promoting cultural values and real-life skills through English language and Literature 													
2. Mapping of course outcomes (COs) with Program Outcomes (POs) & Program Specific Outcomes (3/2/1 indicates the strength of correlation) 3= High; 2= Medium; 1= Low													
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
1	3	3	3	3	3	3	3	1	3	3	3	3	3
2	3	3	3	3	3	3	3	1	3	3	3	3	3
3	3	3	3	3	3	3	3	1	3	3	3	3	3
4	3	3	3	3	3	3	3	1	3	3	3	3	3
5	3	3	3	3	3	3	3	1	3	3	3	3	3
3. Category	H&S	Program core	Program Elective	Open elective	Skill enhancin g elective	Interdisci plinary/A llied	Skill compon ent	Practical Project/ Seminar/ Internship	others				
	√	√											

Course Code	PROGRAM CORE PAPER II	Ty/Lb/ ETP	L	T/ S.Lr	P/R	C
HBEN22004	BRITISH LITERATURE I(Renaissance to Restoration)	Ty	4	0/0	0/0	4
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits						

Course Objectives: To facilitate the students to

1. Develop a broad understanding of the English literature during the target periods.
2. Analyze the major literary movements of the age and its characteristics.
3. Study literature in different genres to understand socio- political impacts on them.
4. Explore different genres for the purposes of research and life-skills.
5. Understand the literature of the period to learn social and professional ethics.

Unit-1: Introduction

The Renaissance and its Impact on England, The Reformation - causes and effects, The Commonwealth of Nations, The Restoration, Coffee-houses and their social relevance

Unit-2: Prose

Detailed Study :

On Revenge - Francis Bacon- Of Truth

Non-detailed

Sir Roger at the Theatre - Joseph Addison

A City Night-Piece - Oliver Goldsmith

Unit-3: Poetry

Detailed Study

Prothalamion - Edmund Spenser

Shall I Compare Thee to a Summer's Day? - William Shakespeare

A Valediction: of Weeping - John Donne

Non detailed

Paradise Lost (Book IX) - John Milton (lines 795 - 833)

The Rape of the Lock: Canto II - Alexander Pope (lines 125 -178)

Unit-4: Drama

Doctor Faustus - Christopher Marlowe

Unit- 5: Fiction

The Vicar of Wakefield - Oliver Goldsmith

Course Outcomes

On successful completion of the course the students will be able to

1. Develop a broad understanding of the English literature during the target periods.
2. Analyze the major literary movements of the age and its characteristics.
3. Study literature in different genres to understand socio- political impacts on them.
4. Explore different genres for the purposes of research and life-skills.
5. Understand the literature of the period to learn social and professional ethics.

Prescribed Texts:

English Social History: A Survey of Six Centuries – G M Trevelyan (for Unit I) The Tragical History of the Life and Death of Doctor Faustus. Christopher Marlowe Ed. William-Alan Landes (Revised). Players Press, 1997.

The Vicar of Wakefield - Oliver Goldsmith - Ed. Stephen Coote (Penguin UK, 2004)

Recommended Texts:



Christopher Marlowe the Craftsman: Lives, Stage, and Page. Ed. Professor M L Stapleton, Dr Sarah K

S. No.	Video	URL
1	<u>History of the Renaissance</u>	https://www.youtube.com/watch?v=Uhd-uwFonog
2	<u>The Restoration and Enlightenment</u>	https://www.youtube.com/watch?v=F4Jzp4Ywuek
3	<u>The English Reformation</u>	https://www.youtube.com/watch?v=FrDhYS5lk3c
4	<u>17th Century British Literature</u>	https://www.youtube.com/watch?v=rwGestYnQPA
5	<u>Doctor Faustus</u>	https://www.youtube.com/watch?v=kE4_oBsuX5g
6	<u>The Vicar of Wakefield</u>	https://www.youtube.com/watch?v=3fm9jy5F3EE

Scott (Revised) - Ashgate Publishing, Ltd., 2013.

Relevant Videos on YouTube:

Subject Code: HBCC22L01	Subject Name : COMPUTER SOFTWARE LAB				Ty/ Lb/ ETP	L	T/ S.Lr	P/R	C
	Prerequisite: NIL				Lb	0	0/0	2/0	1
L : Lecture T : Tutorial S.Lr : Supervised Learning P : Project R : Research C: Credits Ty/Lb/ETL : Theory/Lab/Embedded Theory and Lab									
OBJECTIVES :									
<ul style="list-style-type: none"> To train students how to use MS Office applications use in office work such as creating professional-quality documents; store, organize and analyze information; arithmetic operations and functions. MS Excel to enable the students for creating tables, scatter plots, and completing data analysis. Gain knowledge in practical applications of Word, Excel, Power point, Paint and Internet. 									
COURSE OUTCOMES (COs) : (3- 5)									
CO1	Demonstrate the usage of various operations in MS Word								
CO2	Perform calculations in Microsoft Excel using both manually inputting formulas and built-in functions.								
CO3	Develop dynamic slide presentations with animation, narration, images, and much more, digitally and effectively.								
CO4	Create drawings to include clipart, color, shape, size, text, enhance text								
CO5	Understanding how to search specific website, sending mails etc								
Mapping of Course Outcomes with Program Outcomes (POs)									
COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	3	1	2	1	2	3	2	2
CO2	3	2	3	2	2	2	3	2	3
CO3	3	3	1	2	1	2	3	2	2
CO4	3	2	1	1	1	2	2	2	2
CO5	3	3	1	1	1	2	3	2	3
COs / PSOs									
	PSO1			PSO2			PSO3		
CO1									
CO2									
CO3									
CO4									
CO5									
3/2/1 indicates Strength of Correlation 3- High, 2- Medium, 1-Low									
Category	Basic Sciences	Engineering Sciences	Humanities and Social Sciences	Program Core	Program Electives	Open Electives	Practical / Project	Internships / Skill component	Inter disciplinary
							✓		

Computer software lab (MS office-Word, Excel, Powerpoint, Paint and Internet)

- UNIT1: OFFICEAPPLICATIONS-I**
MS OFFICE: MS-WORD
- UNIT2: OFFICEAPPLICATIONS-II**
MSOFFICE:MS-EXCEL
- UNIT3: OFFICEAPPLICATIONS-III
MSOFFICE:MS-POWERPOINT
- UNIT4: MICROSOFT PAINT EXERCISES - IV
- UNIT 5: INTERNET& ITS APPLICATIONS- V

SUGGESTED HANDSON EXERCISE**OFFICE APPLICATIONS-I**

1. Preparing a Govt. Order/Official Letter/Business Letter/Circular Letter
Covering formatting commands -font size and styles -bold, underline, upper case, lowercase, superscript, subscript, indenting paragraphs, spacing between lines and characters, tab setting etc.
2. Preparing a newsletter:
To prepare a newsletter with borders, two columns text, header and footer and inserting a graphic image and page layout.
3. Creating and using styles and templates
To create a style and apply that style in a document
To create a template for the styles created and assemble the styles for the template.
4. Creating and editing the table
To create a table using table menu
To create a monthly calendar using cell editing operations like inserting, joining, deleting, splitting and merging cells
To create a simple statement for math calculations viz. Totaling the column.
5. Creating numbered lists and bulleted lists
To create a numbered list with different formats (with numbers, alphabets, roman letters) To create a bulleted list with different bullet characters.
6. Printing envelopes and mail merge.
To print envelopes with from addresses and to addresses
To use mail merge facility for sending a circular letter to many persons
To use mail merge facility for printing mailing labels.
7. Using the special features of word T
of find and replace the text
To spell check and correct.
To generate a table of contents for a document
To prepare an index for a document.
8. Create
an advertisement
Prepare a resume.

SUGGESTED HANDSON EXERCISES**OFFICE APPLICATIONS-II**

9. Using formulas and functions:
To prepare a Worksheet showing the monthly sales of a company in different branches



offices(Showing Total Sales, Average Sales).
 Prepare a Statement for preparing Result of 10 students in 5 subjects (using formula to get Distinction, A Grade, B Grade, C Grade and Fail under Result column against each student).

10. Operating on the sheets:
 Finding, deleting and adding records, formatting columns, row height, merging, splitting column setc. Connecting the Worksheets and enter the data.
11. Creating a Chart:
 To create a chart for comparing the monthly sales of a company in different branch offices.
12. Using the data consolidate command:
 To use the data consolidate command to calculate the total amount budgeted for all departments (wages, travel and entertainment, office supplies and so on) or to calculate the average amount budgeted for – say, department office expenses.
13. Sorting Data, Filtering Data and creation of Pivot tables.

SUGGESTED HANDSON EXERCISE

OFFICE APPLICATIONS-III

14. Creating a new Presentation based on a template – using Auto content wizard, design template and Plain blank presentation.
15. Creating a Presentation with Slide Transition – Automatic and Manual with different effects.
16. Creating a Presentation applying Custom Animation effects –
 Applying multiple effects to the same object and changing to a different effect and removing effects.
17. Creating and Printing handouts.

SUGGESTED HANDSON EXERCISE

OFFICE APPLICATIONS-IV

18. To show your understanding of Microsoft Paint, label the drawing with the following labels: zoom tool, eraser, line thickness, example clipart, arrow shape, line tool, get more colors, add text, document title, save icon, undo, select, rotate, icon, fill, freehand tool, copy, color 2. You only need to use each label once.
19. Microsoft Paint Exercise
 - A. Create a logo for a business.
 - B. Examples: for a computer shop, a greengrocer, a garage, an education centre, a restaurant, a sports club, or anything you choose!
 - C. Get ideas by looking at other business/popular logos.
 - D. You can insert clipart.
 - E. Save your drawing as Logo.



F. Print your logo. Use Page Setup to fit your logo to the page.
*Ensure your logo represents the business and contains some text.

SUGGESTED HANDSON EXERCISE

OFFICE APPLICATIONS-V

20. Searching for a website/application/text documents viewing and downloading.
21. Create an E-mail account, Retrieving messages from inbox, replying, attaching files filtering and forwarding
22. Operating on a Tablet/SmartPhone - browsing and practicing on some important applications (UcBrowser, Skype) - operating on internet – creating and sending messages /mails using the applications like WhatsApp and WeChat - downloading text and media files and video conferencing using Skype.



HBCC 22I01	COMMUNICATION SKILLS LAB	Ty/Lb/ ETL	L	T/ S.Lr	P/R	C
	Total contact hours – 15	Lb/IE	0	0/0	2/0	1
	Prerequisite – English Language					
	T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits					

Course Objectives

1. Use English as a medium of communication for academic and professional attainment
2. Shed off language anxieties and gain confidence to speak through communication practices.
3. Listen and speak for interpersonal communication and academic activities.
4. Read and write for lifelong learning, knowledge enhancement and research.
5. Communicate to work in teams and follow social ethics in the global culture.

Course Outcomes (COs)

1. Use English as a medium of communication for academic and professional attainment
2. Shed off language anxieties and gain confidence to speak through communication practices.
3. Listen and speak for interpersonal communication and academic activities.
4. Read and write for lifelong learning, knowledge enhancement and research.
5. Communicate to work in teams and follow social ethics in the global culture

Program Specific Outcomes (PSOs)

- Demonstrating mastery of the components of English language and literature.
- Explaining through literature in English, diverse historical cultural and social ethics
- Applying literary critical perspectives to generate original analysis of literature in English
- Promoting cultural values and real-life skills through English language and Literature

3. Mapping of course outcomes (COs) with Program Outcomes (POs) & Program Specific Outcomes
(H/M/L indicates the strength of correlation) 3= High; 2= Medium; 1= Low

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4					
1	3	3	3	1	2	3	2	2	3	3	2	2	2					
2	3	3	3	1	2	3	2	2	3	2	2	2	2					
3	3	3	3	1	2	3	2	3	3	3	2	2	2					
4	3	3	3	3	3	3	2	3	3	3	2	2	2					
5	3	3	3	3	3	3	2	3	3	3	2	2	2					
3. Category	H&S		Program core		Program Elective		Open elective		Skill enhancing elective		Interdisciplinary/Allied		Skill component		Practical Project/Seminar/Internship		others	
	√		√		√													



Course Code	COMMUNICATION SKILLS LAB	Ty/Lb/ETP	L	T/S.Lr	P/R	C
HBCC22I01	(Common to all UG H&S Courses)	Lb/IE	0	0/0	2/0	1
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits						

Prefatory note:

The paper seeks to train students in communicative skills and also give a firm foundation in listening and speaking by engaging students with authentic audios and videos ; the students will immensely benefit from strategy instruction for effective reading and writing; they will be able to recognize the importance of grammar and vocabulary for effective reading and writing. The present global scenario requires increasing need for clear and cordial communication with people from different culture. Cultural Intelligence is given as a unit to help students learn about low and high context cultures. It aligns with the University's mission of disseminating knowledge in the pursuit of education, learning and research at the highest international levels of excellence.

Methodology: Flipped Classrooms and Mobile Assisted Language Learning

Course Objective

The students will be facilitated to

1. Use English as a medium of communication for academic and professional attainment
2. Shed off language anxieties and gain confidence to speak through communication practices.
3. Listen and speak for interpersonal communication and academic activities.
4. Read and write for lifelong learning, knowledge enhancement and research.
5. Communicate to work in teams and follow social ethics in the global culture.

Unit-I Listening

- Listening for Social and Academic purposes
- Non-verbal and coverbal communication
- Imitating for pronunciation, intonation, word stress, etc.,

Cognitive Activity: Note taking during lecture sessions

Unit-II Speaking

Interpersonal Communication: The art of speaking and negotiating meaning

- | | |
|--------------------------|----------------------------------|
| 1. Opening conversation | 11. Persuading |
| 2. Introducing oneself | 12. Warning |
| 3. Asking about others | 13. Expressing regret |
| 4. Making small talk | 14. Agreeing |
| 5. Asking for directions | 15. Disagreeing |
| 6. Enquiring | 16. Ending a conversation |
| 7. Thanking | 17. Saying what you intend to do |
| 8. Appreciating | 18. Expressing dislikes |
| 9. Offering help | 19. Comparing |
| 10. Requesting | 20. Complaining |

Academic Communication

1. Instructional conversations
2. Power Point Presentation
3. Narrating about incidents
4. Public speaking – explaining success stories of self and others
5. Group Discussion
6. Interview for Projects and Placement



Unit-III Reading skills

1. Types and mechanics of reading
2. Tips for effective reading
3. Reading Strategies
4. Cognitive Strategy: Note Making, Comprehension exercise, oral and written review,

Unit- IV Writing Skills

- The Process of Writing
 1. Grammar, vocabulary, discourse markers and sentence construction
 2. Writing & Rewriting: drafting, revising, editing.
- Writing as a scaffolding activity
 1. Summarising
 2. Paraphrasing
 3. Precis writing
 4. Short notes and Essay writing

Unit -V Intercultural communication skills

1. Go local
2. Group behaviour
3. E mail and intercultural communication
4. High and low context cultures
5. Cultural diversity in terms of time and space

ASSESSMENT

Clubbed with each unit in the form of Audio listening, watching Videos, quiz, roleplay – public speaking, PPT presentation, reading and writing.

Course Outcome

On completing the course, the students will be able to

- Use English as a medium of communication for academic and professional attainment
- Shed off language anxieties and gain confidence to speak through communication practices.
- Listen and speak for interpersonal communication and academic activities.
- Read and write for lifelong learning, knowledge enhancement and research.
- Communicate to work in teams and follow social ethics in the global culture.

Prescribed Text

J. C. Richards with J.Hull&S.Proctor, Interchange, Cambridge University Press, 2021

HBCC 22I02	SOFT SKILL I							Ty/Lb/ ETP	L	T/ S.Lr	P/R	C	
	Total contact hours –							Lb/IE	0	0/0	2/0	1	
	Prerequisite – English Language												
	T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits												
Course Objectives													
<ol style="list-style-type: none"> 1. Become good listeners to get engaged in interactive communication for effective team building. 2. Develop assertive and adaptive behaviour to be leaders 3. Develop peer interaction for a successful lifelong learning. 4. Learn the skills necessary for a cooperative living in academic and professional environments 5. Use soft skills for the purposes of research and follow ethics in society and profession. 													
Course Outcomes (COs)													
<ol style="list-style-type: none"> 1. Become good listeners to get engaged in interactive communication for effective team building. 2. Develop assertive and adaptive behaviour to be leaders 3. Develop peer interaction for a successful lifelong learning. 4. Learn the skills necessary for a cooperative living in academic and professional environments 5. Use soft skills for the purposes of research and follow ethics in society and profession. 													
Program Specific Outcomes (PSOs)													
<ol style="list-style-type: none"> 1. Demonstrating mastery of the components of English language and literature. 2. Explaining through literature in English, diverse historical cultural and social ethics 3. Applying literary critical perspectives to generate original analysis of literature in English 4. Promoting cultural values and real-life skills through English language and Literature 													
4. Mapping of course outcomes (COs) with Program Outcomes (POs) & Program Specific Outcomes <small>(3/2/1 indicates the strength of correlation) 3= High; 2= Medium; 1= Low</small>													
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4
1	3	3	3	3	3	3	3	1	3	3	3	3	3
2	3	3	3	3	3	3	3	1	3	3	3	3	3
3	3	3	3	3	3	3	3	1	3	3	3	3	3
4	3	3	3	3	3	3	3	1	3	3	3	3	3
5	3	3	3	3	3	3	3	1	3	3	3	3	3
Category	H&S	Program core	Program Elective	Open Elective	Skill enhancing elective	Interdiscipli nary/ Allied	Skill compo nent	Practical Project Seminar Internship	Others				
	√						√						

Course Code	SOFT SKILL I	Ty/Lb/ ETP	L	T/ S.Lr	P/R	C
HBCC22I02	(Common to all UG H&S Courses)	Lb/IE	0	0/0	2/0	1
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits						

Prefatory Note

This paper aims to equip students with skills essential for work place and global environment to which they will move on from the university, once they complete the course. As such, this paper provides students with a set of ten interlinked soft skills: Listening, team work, emotional intelligence, assertiveness, learning to learn, problem solving, attending interviews, adaptability, non-verbal communication and written communication. Students will get engaged in pair work, group work, role play, discussion, presentation, story telling, writing assignments etc.,

Course Objective

To facilitate the students to

1. Become good listeners to get engaged in interactive communication for effective team building.
2. Develop assertive and adaptive behaviour to be leaders
3. Develop peer interaction for a successful lifelong learning.
4. Learn the skills necessary for a cooperative living in academic and professional environments
5. Use soft skills for the purposes of research and follow ethics in society and profession.

Unit -I

Listening, Speaking, Reading and Writing skills (LSRW)

Unit -II

Team work skills: adaptability, emotional intelligence, learning skills

Unit -III

Leadership Qualities: assertiveness, reasoning, compassion and compatibility

Unit -IV

Problem solving: willingness to learn, creative thinking, developing observation skills

Unit -V

Interview skills: employability skills, resume writing

Course outcome

On completion of the course the students will

1. Become good listeners to get engaged in interactive communication for effective team building.
2. Develop assertive and adaptive behaviour to be leaders
3. Develop peer interaction for a successful lifelong learning.
4. Learn skills necessary for a cooperative living in academic and professional environments
5. Use soft skills for the purposes of research and follow ethics in society and profession.

Suggested reading

S.P. Dhanavel, English and Soft Skills, Vol. 1, Orient Blackswan Pvt. Ltd. 2010

Subject Code: HBTA21002	Subject Name: TAMIL PAPER - II	T /L/ ET L	L	T / S. Lr	P / R	C
	Prerequisite:	T	3	0/0	0/0	3

L : Lecture T : Tutorial SLr : Supervised Learning P: Project R : Research C : Credits T/L/EL
 : Theory / Lab / Embedded Theory and Lab

OBJECTIVES

- Communicating with friends from around the world via social networking opportunities.
- To develop 21st century learners who love & appreciate Tamil language.
- Learn significance of spoken skill.
- The relationship between language & culture and the implications for language teaching
- Travelling to other countries and learning about other cultures.

COURSE OUTCOMES (Cos)

Students completing this course were able to

CO1	Strengthen literacy skills
CO2	Engage in learning Tamil language and culture in a meaningful setting
CO3	Engross in independent and life-long learning
CO4	Develop a strong foundation in listening & speaking skills.
CO5	Arouse students interest and ignite the joy of learning Tamil language.

Mapping of Course Outcome with Program Outcome (POs)

Cos/POs	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	3	2	3	2	3	3	3	2
CO2	2	2	3	2	3	2	2	3	3
CO3	3	3	2	3	2	3	3	3	2
CO4	2	2	3	2	2	2	2	3	2
CO5	3	3	3	3	3	3	2	2	3

3/2/1 Indicates Strength Of Correlation, 3 – High, 2- Medium, 1- Low

COs	PSOs			
	PSO 01	PSO 02	PSO 03	PSO04
CO 1	3	3	3	3
CO 2	2	2	3	3
CO 3	3	3	3	3
CO 4	2	2	3	3
CO 5	3	3	3	2

Category	Basic Sciences	Engg. Science	Humanities & social Science	Program Core	Program Elective	Open Elective	Practical/Project	Internship s/ Technical Skills	Soft Skills
			√						

பொதுத்தமிழ்

இளநிலை மாணாக்கருக்கு
 B.A/B.Sc/B.Com/B.B.A/B.C.A/B.PES

HBTA21002

முதலாம் ஆண்டு - இரண்டாம் பருவம்

- கற்றல் நோக்கம்: 1.தமிழர் பண்பாட்டினை அறியச் செய்தல்
 2. கடிதம் எழுதும் திறன் வளர்த்தல்
 3.தமிழ் இலக்கிய வரலாற்றினை அறிதல்

அலகு - 1 சங்க இலக்கியம்

9 மணி நேரம்

1. புறநானூறு - பா.எண் - 183,184,192
2. குறுந்தொகை - பா. எண் 2,40,167
3. நெடுநல்வாடை - 1 முதல் 44 வரிகள் வரை
4. கலித்தொகை - பா.எண் 102,133

அலகு - 2 காப்பியம்

9 மணி நேரம்

1. சிலப்பதிகாரம் - வழக்கு உரை காதை முழுவதும்

அலகு - 3 நீதி இலக்கியம்

9 மணி நேரம்

1. திருக்குறள் - 34,72,96,102,103,116,124,136,158,395 (10 குறள்கள்)
2. நாலடியார் - 1,11,29,32,43,51,74,103,116,135 (10 பாடல்கள்)
3. ஆசாரக்கோவை - 20,23,25,76,96 (5 பாடல்கள்)
4. திரிகடுகம் - 7,12,27,31,38,(5 பாடல்கள்)

அலகு - 4 தமிழ் இலக்கிய வரலாறு

9 மணி நேரம்

1. பக்தி இலக்கியம்
2. சிற்றிலக்கியம்

5. அலகு - 5 இலக்கணம்

9 மணி நேரம்

1. வல்லினம் மிகும் இடங்கள்
2. வல்லினம் மிகா இடங்கள்
3. வினா வகைகள்
4. விடை வகைகள்

மொழிப்பயிற்சி

1. கடிதம் எழுதும் முறை
2. செய்வினை - செயப்பாட்டு வினை
3. மயங்கொலிப் பிழையை நீக்குக

Subject Code:	Subject Name: HINDI II	T/L/ETL	L	T/S.Lr	P/R	C
	Prerequisite : Knowledge of Hindi	T	3	0	0	3

L : Lecture, T : Tutorial,SLr : Supervised Learning, P: Project, R : Research, C : Credits,
 T/L/ETL :Theory / Lab / Embedded Theory and Lab

OBJECTIVES

- 1.To Understand the Ancient Hindi plays and its aspects.
- 2.To understand the medieval stories and well known novels
- 3.To know the techniques in writing Annotation and Translation

COURSE OUTCOMES (Cos)

Students completing this course were able to

CO1	Introduce students to the real world situation with the help of Plays and stories written by various poets and writers.
CO2	Understand the Literature in broader areas than merely confined to the subject
CO3	Evaluate the concept of Hindi from past to present and to study the society closely through Literature.
CO4	Make the best use of Hindi language in various streams.
CO5	Helps in their Career acquiring knowledge in a language

Mapping of Course Outcome with Program Outcome (POs)

Sem	Coursecode: HBH122002								
I	ProgrammeOutcomes(Pos)								
Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	2	3	2	3	3	3	3	3
CO2	3	3	3	3	2	3	3	3	2
CO3	3	3	2	3	3	3	3	3	2
CO4	2	3	3	3	3	2	2	3	3
CO5	3	3	3	3	3	2	2	3	3

3/2/1 Indicates Strength Of Correlation, 3 – High, 2- Medium, 1- Low

Category	Basic Sciences	Engg.Science	Humanities &social Science	Program Core	Program Elective	Open Elective	Practical/Project	Internships/Skill component	Inter disciplinary
			✓						

Subject Code:	Subject Name: HINDI II	T/L/ETL	L	T / S.Lr	P/R	C
	Prerequisite : Knowledge of Hindi	T	3	0	0	3
L : Lecture, T : Tutorial,SLr : Supervised Learning, P: Project, R : Research, C : Credits, T/L/ETL :Theory / Lab / Embedded Theory and Lab						

UNIT – I One Act Play – novel and translation of hindi language)

1. Auranzeb ki Aakhiri Raat
2. Mukthidhan
3. Practice of Annotation Writing
4. Practice of Summary and Literary evaluation Writing

UNIT – II One Act Play – novel and translation of hindi language)

1. Laksmi ka Swagat
2. Mithayeewala
3. Practice of Annotation Writing
4. Practice of Summary and Literary evaluation Writing

UNIT-III One Act Play – novel and translation of hindi language)

1. Basant Ritu ka Natak
2. Seb Aur Dev
3. Practice of Annotation Writing
4. Practice of Summary and Literary evaluation Writing

UNIT-IV One Act Play – novel and translation of hindi language)

1. Bahut Bada Sawal
2. Vivah ki Teen Kathayen
3. Practice of Annotation Writing
4. Practice of Summary and Literary evaluation Writing

UNIT-V(Translation of Hindi Language to English language-paragraph, technical terms)

1. Translation Practice. (English to Hindi)

REFERENCE:

1. Aath Ekanki, Edited by Devendra Raj Ankur, Mahesh Anand Vaani prakashan, 4695, 21- A Dariyagunj, New Delhi-110002
2. Swarna Manjari, Edited by Dr.Chitti Annapurna, Rajeshwari Publications 21/3, Mothilal street, (opp.Ranganthan Street) T.Nagar, Chennai-600017
3. Prayojan Mulak Hindi : Dr.Syed Rahmathullah, Poornima Prakashan, 4/7, Begum III street, Royapettah, Chennai-14
4. Anuvad Abhyas Part III Dakshin Hindi Prachar Sabha, T.Nagar ,Chennai -17

Subject Code:	Subject Name: HINDI II	T/L/ETL	L	T/S.Lr	P/R	C
	Prerequisite : Knowledge of Hindi	T	3	0	0	3

L : Lecture, T : Tutorial,SLr : Supervised Learning, P: Project, R : Research, C : Credits,
T/L/ETL :Theory / Lab / Embedded Theory and Lab

OBJECTIVES

- 1.To Understand the Ancient Hindi plays and its aspects.
- 2.To understand the medieval stories and well known novels
- 3.To know the techniques in writing Annotation and Translation

COURSE OUTCOMES (Cos)
Students completing this course were able to

CO1	Introduce students to the real world situation with the help of Plays and stories written by various poets and writers.
CO2	Understand the Literature in broader areas than merely confined to the subject
CO3	Evaluate the concept of Hindi from past to present and to study the society closely through Literature.
CO4	Make the best use of Hindi language in various streams.
CO5	Helps in their Career acquiring knowledge in a language

Mapping of Course Outcome with Program Outcome (POs)

Sem	Coursecode: HBH122002								
I	ProgrammeOutcomes(Pos)								
Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	2	3	2	3	3	3	3	3
CO2	3	3	3	3	2	3	3	3	2
CO3	3	3	2	3	3	3	3	3	2
CO4	2	3	3	3	3	2	2	3	3
CO5	3	3	3	3	3	2	2	3	3

3/2/1 Indicates Strength Of Correlation, 3 – High, 2- Medium, 1- Low

Category	Basic Sciences	Engg.Science	Humanities &social Science	Program Core	Program Elective	Open Elective	Practical/Project	Internships/1 Skill component	Inter disciplinary
			✓						

FRENCH– II (THEORY) Language-II 45 hrs

UNIT I 9hrs

Compétences communicatives, phonologiques, linguistiques, grammaticales et culturelles

- Se saluer, prendre congé, se présenter quelqu'un/quelque chose, Salutations, présentatifs, détails d'identité, professions, quartiers
- Genres, nombres, articles, présentatifs, pluriels des noms, c'est/il est, pronoms toniques
- Salutations française, comportement des salutations, les quartiers parisiens, le peintre Monet
- **Clip audios** : Exercices orales, compositions orales et épreuves orales. (20 –durée moins de 2 minutes)
- **Audio clips**- For oral expressions, oral assignments and oral test-20- duration less than 2 minutes (10 oral exercises, 6 audio reading compositions& 4 tests).

UNIT II 9hrs

Compétences communicatives, phonologiques, linguistiques, grammaticales et culturelles

- Dialogue de la vie d'étudiant, des liens familiaux, de l'appartenance, des habitudes ; poème, le son « eu » énonces a répéter, lecture guidée.
- S'exprimer de la fréquence, des habitudes, articles, present de l'indicatif, verbes a la terminaison – er, adjectifs possessifs et qualificatifs, locutions avec « avoir »
- Demander l'heure, Les jours, Les mois de l'année.
- **Clip audios** : Exercices orales, compositions orales et épreuves orales.(20 –durée moins de 2 minutes)
- **Audio clips**- For oral exercises, oral assignments and oral test-20 duration less than 2 minutes (10 oral excercises ,6 audio reading compositions& 4 tests).

UNIT III 9hrs

Compétences communicatives, phonologiques, linguistiques, grammaticales et culturelles

- Parler des voyages, identifier les vêtements, caractériser de personnes, faire des exclamations, s'informer sur la vie d'étudiant français.
 - Poème, le « son i », décrire des personnes, prononcer le nom des pays et des nationalités, appréciation/exclamation
 - Transport et voyages, les pays, nationalités, la mode, la partie du corps ,Adjectifs de nationalités et genres, adjectifs réguliers/irréguliers, prépositions de lieux, verbes aller- venir et verbes a la terminaison –ir
 - L'aéroport de Roissy, a la douane, les vêtements, a mode a paris, quelques professions, le sport et la sante ; a Joconde, la BD,
- **Clip audios** : Exercices orales, compositions orales et épreuves orales. (20 –durée moins de 2 minutes)
- **Audio clips**- For oral expressions, oral assignments and oral test-20-duration less than 2 minutes (10 oral exercises ,6 audio Reading compositions& 4 tests)

UNIT IV

9hrs

Compétences communicatives, phonologiques, linguistiques, grammaticales et culturelles

- Communication au restaurant, des recettes, le gout et les préférences identifier le type des restaurants.
 - Poème, le son « o » énonces simples, des sons nasaux, exercices de répétition
 - Les repas français recette activités et sportives
- **Clip audios** : Exercices orales, compositions orales et épreuves orales.(20 –durée moins de 2 minutes)
- **Audio clips**- For oral expressions, oral assignments and oral test-20 duration less than 2 minutes (10 oral exercises ,6 audio reading

UNIT V

9hrs

Compétences communicatives, phonologiques, linguistiques, grammaticales et culturelles

- Planifier des vacances, parler des concours, du sport, du temps qu'il fait, s'exprimer au comparatif

- Poème le son « yu », répétition d'énonces, lire de noms de quelques villes
 - Activités de vacances, mots de localisation, plan de Paris, le climat et l'écologie, un concours international, les saisons
 - Adjectifs de couleur, nombres ordinaux, quelques verbes irréguliers,
 - 3 temps autour du présent « de » et « a » et des verbes. Différentes formes du négatif, « il fait » le comparatif le superlatif absolu
 - Auberges de jeunesse, vacance, plan de Parise arrondissements quelques monuments parisiens, tourisme fluvial français
- **Clip audios** : Exercices orales, compositions orales et épreuves orales. (20 –durée moins de 2 minutes)
- **Audio clips**- For oral expressions, oral assignments and oral test-20 duration less than 2 minutes (10 oral exercices ,6 audio Reading compositions& 4 tests).

Reference Books :

1. **Parlez-vous français?Partie 1** - Dr.M.Chandrika.V.Unni&Mrs. Meena Mathews 2019 by Universal publisher
 2. **CLE INTERNATIONAL** Lectures Clé en français facile. (2012) Hachette Paris
 3. **Cosmopolite**: Livre de eleve A1 by Nathalie Hirsch sprung, Tony
 4. Tricot, Claude Le Ninan
 5. **Latitudes-1** by Régine Mérieux & Yves l'oiseau, Didier 2017
- Alter Ego 1** - Catherine Dolez, Sylvie Pons : (2014) Hachette, Pari

Department of French Curriculum and Syllabus							
Course /subject	Code	New sub code	Semester	II			
Category	All UG Programs			L	T/SLr	P/R	C
Course Title	French II (THEORY)			3			3
L: Lecture T: Tutorial SLr: Supervised Learning P: Project R : Research C: Credits T/L/ETL : Theory / Lab / Embedded Theory and Lab							
Objectives							
1. Students will be able to understand the familiar words and expressions when someone talks slowly and distinctly. 2. The students will be able to reads; he/she will be able to understand the posters, advertisements or catalogues. 3. The students will be able to communicate and ask and reply to simple questions on familiar subjects 4. The students will be able to use expressions and write simple sentences without faults to describe their living spaces							

Course Outcome	Course Outcome	Bloom's Level
CO 1	Repeating the basics learnt and memorizing new a factors like the conjugations	Remembering
CO 2	Understanding very frequent expressions and vocabulary concerning immediate surrounding and what concerns the speaker. Also understand simple announcements and clear message.	Understanding
CO 3	Can read ,understand and act upon on short announcements classified in papers or catalogues ,menu cards, timings and personal shot and messages	Applying Analyzing
CO 4	Can utilize a series of sentences or expressions to describe in simple terms family living conditions studies and actual and recent professional activities	Evaluating
CO 5	Can communicate simple and direct exchange originating from simple habitual tasks on familiar activities and subjects.	Creating
CO 6	Can communicate simple and direct exchanges originating from simple habitual tasks on familiar activities and subjects	Creating
CO 7	Can write notes and simple and short messages, write like on picture postcard messages of personal vacations and thank you letters.	Creating

FRENCH-II(THEORY) LANGUAGE-II New subject code									
COURSE OUTCOMES	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
COURSE OUTCOME 1	H	M	M	M	M	L	M	M	H
COURSE OUTCOME 2	M	M	M	M	L	L	H	M	H
COURSE OUTCOME 3	M	H	M	H	L	L	M	M	H
COURSE OUTCOME 4	H	M	H	M	M	M	M	H	H
COURSE OUTCOME 5	M	M	M	H	H	H	H	M	H
COURSE OUTCOME 6	H	H	M	M	H	H	H	H	H
COURSE OUTCOME 7	H	H	M	M	H	H	H	H	H

H/M/L indicates strength of correlation H- High M- Medium L- Low										
Category	Basic Science	Engineering Science	Humanities and Social Studies	Program Core	Program Electives	Open Electives	Practical / Project	Internship/ Technical Skills	Interdisciplinary	
			✓							

HBEN 22002	LANGUAGE II - ENGLISH II (Common to all UG Courses under H&S)							Ty/Lb/ ETP	L	T/ S.Lr	P/R	C	
	Total contact hours – 45							Ty	3	0/0	0	3	
	Prerequisite – English Language												
	T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits												
Course Objectives													
<ol style="list-style-type: none"> 1. Develop four language skills appropriate to the level of education. 2. Demonstrate knowledge of vocabulary and sentence construction in appropriate contexts. 3. Express diverse forms of knowledge in different social and cultural contexts. 4. Attain a comprehensive knowledge of communication skills to use ethically. 5. Develop organized academic and business writing for professional careers. 													
Course Outcomes (COs)													
<ol style="list-style-type: none"> 1. Develop four language skills appropriate to the level of education. 2. Demonstrate knowledge of vocabulary and sentence construction in appropriate contexts. 3. Express diverse forms of knowledge in different social and cultural contexts. 4. Attain a comprehensive knowledge of communication skills to use ethically. 5. Develop organized academic and business writing for professional careers. 													
Program Specific Outcomes (PSOs)													
<ul style="list-style-type: none"> • Demonstrating mastery of the components of English language and literature. • Explaining through literature in English, diverse historical cultural and social ethics • Applying literary critical perspectives to generate original analysis of literature in English • Promoting cultural values and real-life skills through English language and Literature 													
Mapping of course outcomes (COs) with Program Outcomes (POs) & Program Specific Outcomes (3/2/1 indicates the strength of correlation) 3= High; 2= Medium; 1= Low													
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4
1	3	3	3	3	3	3	3	1	3	3	3	3	3
2	3	3	3	3	3	3	3	1	3	3	3	3	3
3	3	3	3	3	3	3	3	1	3	3	3	3	3
4	3	3	3	3	3	3	3	1	3	3	3	3	3
5	3	3	3	3	3	3	3	1	3	3	3	3	3
3. Category	H&S	Program core	Program Elective	Open Elective	Interdisciplinary/ Allied	Skill enhancing Elective	Skill component	Practical	Project	Internship	Others		
	√	√											

Course Code	LANGUAGE-II : ENGLISH II	Ty/Lb/ ETP	L	T/ S.Lr	P/R	C
HBEN22002	(Common to all UG H&S Courses)	Ty	3	0/0	0/0	3
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits						

Course Objective

1. Develop four language skills appropriate to the level of education.
2. Demonstrate knowledge of vocabulary and sentence construction in appropriate contexts.
3. Express diverse forms of knowledge in different social and cultural contexts.
4. Attain a comprehensive knowledge of communication skills to use ethically.
5. Develop organized academic and business writing for professional careers.

Unit I:**9 Hours**

1. All the World's a Stage – William Shakespeare
2. Speech of Barack Obama
3. The Verger- Somerset Maugham

Unit II:**9 Hours**

1. Spider and the Fly - Mary Howitt
2. "They thought that a bullet would silence us, but they failed". - Malala Yousafzai
3. Refund – Fritz Karinthy

Unit III:**9 Hours**

1. Night of the Scorpion-Nissim Ezekiel
2. On Running after one's hat- G.K.Chesterton
3. The Last Leaf – O. Henry

Unit IV:**9 Hours**

1. Polonius Advice to Laertes-William Shakespeare
2. 'We Must Continue to Dream Big': An open letter from Serena Williams
3. The Necklace - Guy de Maupassant

Unit V:**9 Hours**

1. Functional English: Letter Writing (Formal, Informal, Email)
2. Resume
3. Précis
4. Reading Comprehension
5. Developing the hints

Course Outcome: On completion of the course, the students will be able to

1. Develop four language skills appropriate to the level of education.
2. Demonstrate knowledge of vocabulary and sentence construction in appropriate contexts.
3. Express diverse forms of knowledge in different social and cultural contexts.
4. Attain a comprehensive knowledge of communication skills to use ethically.
5. Develop organized academic and business writing for professional careers.

Prescribed Text:

- 'Greatest Speeches of the Modern World', Rupa Publications India, 2018.
- Woudhuysen H.R. 'The Arden Shakespeare third series', the Arden Shakespeare Publishers, 2020.
- Karinthy. Fritz, 'Refund: A Play in One Act', French. Samuel, 1938.
- Simpson H. C & Wilson E. H, 'A Senior Anthology of Poetry', Macmillan Education, 1952.
- O'Brien. Terry, '50 Greatest Short Stories', Rupa Publications India; First Edition, 2015.
- J. C. Richards with J. Hull & S.Proctor, Interchange, Level 3, Cambridge University Press, 2021.
- Mark Hancock, English Pronunciation in Use, CUP, 2016.
- M. Chandrasena Rajeswaran &R. Pushkala, Communication Lab Work book 2022.
- M. Chandrasena Rajeswaran, R. Pushkala & S. Bhuvanewari Pinnacle: A Skills Integrated Text,2022
- Dutt, K, Rajeevan, G & Prakash, , A Course on Communication Skills, 1st edn,CUP, Chennai,2008

Suggested Links:

- <https://www.poetrybyheart.org.uk/poems/the-spider-and-the-fly/Reference>.
- <https://poets.org/poem/unknown-citizen>

Subject Code: HBCS22OE2/ HBCS22ID6	Subject Name: FUNDAMENTALS OF COMPUTER AND INTERNET	Ty/ Lb/ ETL	L	T / S.Lr	P/R	C
	Prerequisite: Nil	Ty	3	0/0	0/0	3

L : Lecture T : Tutorial SLr : Supervised Learning P: Project R : Research C: Credits TY/LB/ETL: Theory / Lab / Embedded Theory and Lab

OBJECTIVES

- To understand the general scope of the computer system fundamentally.
- To interact effectively with the computer.
- To know the uses of the basic components of the computer.
- To learn the fundamentals of Computer Networks and Internet.
- To have knowledge about computer applications and security.

COURSE OUTCOMES (Cos)

Students completing this course were able to

CO1	Understand the basic concept of computers and their classifications
CO2	Identify and analyze computer hardware components
CO3	Identify and analyze computer software and retrieve information and create reports from databases.
CO4	Use network components and design basic business web pages using current HTML/CSS coding standards.
CO5	Analyze techniques and applications to determine effective ways of securing, managing and transferring data.

Mapping of Course Outcome with Program Outcome (POs)

Cos/Pos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	3	2	2	3	2	3	3	3
CO2	3	2	3	3	3	2	2	2	3
CO3	3	3	2	2	2	3	3	1	2
CO4	2	2	3	3	3	2	2	2	3
CO5	3	3	2	3	3	3	3	3	3
COs /PSOs	PS O1			PSO2			PSO3		
CO1	3			1			3		
CO2	2			3			1		
CO3	3			2			1		
CO4	2			3			2		
CO5	3			2			3		

3/2/1 Indicates Strength Of Correlation, 3 – High, 2- Medium, 1- Low

Category	Program Core	Program elective	Humanities and social Science	Open Elective	Skill enhancing elective	Inter Disciplinary/Allied	Skill Component	Practical/Project/internship	Others
				√					

**HBCS22OE2/ID2****FUNDAMENTALS OF COMPUTER AND INTERNET****UNIT: I****9**

Introduction to Computers – Basic Computer Architecture - Generation of Computers - Classification of Digital Computer - Anatomy of Digital Computer - Computer types - Basic Applications of Computer - Components of Computer System.

UNIT: II**9**

Introduction to Computer Hardware: Mother board – Processor - Main Memory - Cache Memory - Secondary Storage Devices - Input Devices - Output Devices – Registers – Types of Registers - Instruction and Instruction Sequencing – Instruction Sets.

UNIT: III**9**

Introduction to Computer Software: Programming Languages: Low-Level Language - Assembly Language - Middle Level Language and High Level Language – Compiler – Interpreter – Assembler - Difference between Compiler & Interpreter - Operating Systems - Introduction to Database Management System.

UNIT: IV**9**

Introduction to Computer Networks and Internets: Basic of Computer Networks - WWW and Internet - Search Engines - Understanding URL - Basics of E-Mail - Using E-Mails - Web Design.

UNIT: V**9**

Introduction to Computer applications and Security: Computers at Home, Education, Entertainment, Science, Medicine and Engineering - Introduction to Computer Security - Computer Viruses, Bombs, Worms.

Total No of Periods : 45**TEXT BOOK:**

1. Fundamentals of Information Technology, Alexis Leon And Mathews Leon, Vikas Publishing House Pvt. Ltd, 2nd Edition, 2009

REFERENCE BOOKS:

1. Fundamentals of Computers and Information Technology, M.N Doja, 2005.

HBEN 22005	INTRODUCTION TO ENGLISH LITERATURE II					Ty/Lb/ ETP	L	T/ S.L r	P/ R	C			
	Total contact hours – 60					Ty	4	0/0	0/0	4			
	Prerequisite – English Language												
	T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits												
Course Objectives													
<ol style="list-style-type: none"> 1. Develop a broad understanding of English literature over the periods. 2. Analyze the major literary movements of the age and its characteristics. 3. Study literature in different genres to understand socio- political impacts on them. 4. Explore different genres for the purposes of research and life-skills. 5. Understand the literature of the period to learn social and professional ethics 													
Course Outcomes (COs)													
<ol style="list-style-type: none"> 1. Develop a broad understanding of English literature over the periods. 2. Analyze the major literary movements of the age and its characteristics. 3. Study literature in different genres to understand socio- political impacts on them. 4. Explore different genres for the purposes of research and life-skills. 5. Understand the literature of the period to learn social and professional ethics 													
Program Specific Outcomes (PSOs)													
<ol style="list-style-type: none"> 1. Demonstrating mastery of the components of English language and literature. 2. Explaining through literature in English, diverse historical cultural and social ethics 3. Applying literary critical perspectives to generate original analysis of literature in English 4. Promoting cultural values and real-life skills through English language and Literature 													
5. Mapping of course outcomes (COs) with Program Outcomes (POs)& Program Specific Outcomes (3/2/1 indicates the strength of correlation) 3= High; 2= Medium; 1= Low													
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4
1	3	3	3	3	3	3	3	1	3	3	3	3	3
2	3	3	3	3	3	3	3	1	3	3	3	3	3
3	3	3	3	3	3	3	3	1	3	3	3	3	3
4	3	3	3	3	3	3	3	1	3	3	3	3	3
5	3	3	3	3	3	3	3	1	3	3	3	3	3
3. Category	H&S			Program core	Core Elective	Open Elective	Skill Enhancing Elective	Inter-disciplinary / Allied	Skill component	Project/ Practical Internship		OTHERS	
	√			√									
4.Approval	Meeting of Academic Council June 2022												

Course Code	Program Core Paper III	Ty/Lb/ETP	L	T/S.Lr	P/R	C
HBEN22005	INTRODUCTION TO ENGLISH LITERATURE II	Ty	4	0/0	0/0	4
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits						

Course Objectives: To facilitate the students to

1. Develop a broad understanding of English literature over the periods.
2. Analyze the major literary movements of the age and its characteristics.
3. Study literature in different genres to understand socio- political impacts on them.
4. Explore different genres for the purposes of research and life-skills.
5. Understand the literature of the period to learn social and professional ethics

Unit-1: Drama (Continued)

Well made play (Drama of Ideas - Shaw and Ibsen), Existential Drama, Comedy of menace, Kitchen-sink drama, Problem Play, Didactic Drama (Propaganda play), One-act play

Unit-2: The Novel

Epistolary, Picaresque, Gothic Fiction, Historical Novel, Detective Novel, Bildungsroman, Stream of Consciousness, Avant-garde, Science Fiction

Unit-3: The Romantic Age (1798 - 1832)

Romanticism with respect to

Prose - Lamb, Hazlitt

Poetry - Wordsworth, Coleridge, Shelley , Keats

Novels - Jane Austen

Unit-2: The Victorian Age (1832 - 1901)

Pre-Raphaelite movement - D.G. Rossetti, Christina Rossetti

Humanitarian Movement - Methodist, Anti Slavery and Salvation Army

Aesthetic Movement - Walter Patter

Victorian Poets - Tennyson, Browning

Victorian Novelists - Charles Dickens, Thackeray

Victorian Writers - Carlyle, Ruskin

Impressionistic Writers- Proust, Joyce

Symbolist Movement - Yeats

Unit-3: The Modern Age (Post 1901)

Imagist Poetry- Ezra Pound

Poets of the Thirties – Wilfred Owen, Auden

Essay - Huxley

Drama – GB Shaw

Novel - HG Wells, Virginia Woolf

Course Outcomes

On completion of the course the students will be able to

1. Develop a broad understanding of English literature over the periods.
2. Analyze the major literary movements of the age and its characteristics.



3. Study literature in different genres to understand socio- political impacts on them.
4. Explore different genres for the purposes of research and life-skills.
5. Understand the literature of the period to learn social and professional ethics

Prescribed Texts:

An Introduction to the Study of Literature – WH Hudson – Atlantic Publishers English
 Literature: An Introduction for Foreign Readers - R. J. Rees
 A Background to the Study of English Literature – B Prasad, HaripriyaRamadoss – Macmillan

Relevant Videos on YouTube

S.No.	Video	URL
1	TheRomantics	https://www.youtube.com/watch?v=LjSm2acUXB8
2	TheVictorianPoets	https://www.youtube.com/watch?v=iBG6-BtCnxQ
3	TheVictorianEra	https://www.youtube.com/watch?v=WXHspj1pZ3Y
4	UnderstandingVirginia Woolf	https://www.youtube.com/watch?v=fdTrFoCLMGs
5	UnderstandingWHAuden	https://www.youtube.com/watch?v=gvezOvM_VgQ
6	Understanding Imagismthrough EzraPound	https://www.youtube.com/watch?v=2gU4F6ePhcM
7	WorldWar I poetryinEngland	https://www.youtube.com/watch?v=ggMmDCUYJ1o

HBEN 22006	BRITISH LITERATURE II (Romantics to Victorians)					Ty/Lb/ ETP	L	T/ S.Lr	P/ R	C			
	Total contact hours – 60					Ty	4	0/0	0/0	4			
	Prerequisite – English Language												
	T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits												
Course Objectives													
<ol style="list-style-type: none"> 1. Develop a broad understanding of the English literature during the target periods. 2. Analyze the major literary movements of the age and its characteristics. 3. Study literature in different genres to understand socio- political impacts on them. 4. Explore different genres for the purposes of research and life-skills. 5. Understand the literature of the period to learn social and professional ethics. 													
Course Outcomes (COs)													
<ol style="list-style-type: none"> 1. Develop a broad understanding of the English literature during the target periods. 2. Analyze the major literary movements of the age and its characteristics. 3. Study literature in different genres to understand socio- political impacts on them. 4. Explore different genres for the purposes of research and life-skills. 5. Understand the literature of the period to learn social and professional ethics. 													
Program Specific Outcomes (PSOs)													
<ol style="list-style-type: none"> 1.Demonstrating mastery of the components of English language and literature. 2.Explaining through literature in English, diverse historical cultural and social ethics 3.Applying literary critical perspectives to generate original analysis of literature in English 4.Promoting cultural values and real-life skills through English language and Literature 													
2.Mapping of course outcomes (COs) with Program Outcomes (POs)& Program Specific Outcomes													
(3/2/1 indicates the strength of correlation) 3= High; 2= Medium; 1= Low													
CO	PO1	PO2	PO3	PO4	P O 5	PO6	PO7	PO8	P O 9	PSO1	PSO 2	PSO 3	PSO 4
1	3	3	3	3	3	3	3	1	3	3	3	3	3
2	3	3	3	3	3	3	3	1	3	3	3	3	3
3	3	3	3	3	3	3	3	1	3	3	3	3	3
4	3	3	3	3	3	3	3	1	3	3	3	3	3
5	3	3	3	3	3	3	3	1	3	3	3	3	3
3. Category													
	H&S	Program core	Program Elective	Open Elective	Skill Enhancing Elective	Skill component	Inter- discip Linary/ Allied	Project Practical Internship	Others				
	√	√											

Course Code	Program Core Paper IV	Ty/Lb/ETP	L	T/S.Lr	P/R	C
HBEN22006	BRITISH LITERATURE II (Romantic to Victorian)	Ty	4	0/0	0/0	4
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits						

Course Objective: To facilitate the students to

1. Develop a broad understanding of the English literature during the target periods.
2. Analyze the major literary movements of the age and its characteristics.
3. Study literature in different genres to understand socio- political impacts on them.
4. Explore different genres for the purposes of research and life-skills.
5. Understand the literature of the period to learn social and professional ethics.

Unit-1: Introduction

Impact of the Industrial, Agrarian and the French Revolutions on the English society, Humanitarian Movements in England, the Reform Bills and the spread of education

Unit-2: Prose

Detailed Study

Dream-Children, A Reverie - Charles Lamb

On Going a Journey - William Hazlitt

Non-detailed

Of King's Treasures - John Ruskin (An Extract from Sesame and Lilies)

Unit-3: Poetry

Detailed Study

Lucy Gray - William Wordsworth

Ode to a Nightingale - Keats

Ulysses - Alfred Tennyson

My Last Duchess - Robert Browning

Non-detailed

The Rime of the Ancient Mariner - Coleridge

Ozymandias - Shelley

Dover Beach - Matthew Arnold

When I am Dead Christina Rossetti

Unit-4: Drama

The Importance of Being Earnest - Oscar Wilde

Unit-5: Fiction

Great Expectations - Charles Dickens

Course Outcomes

On successful completion of the course the students will be able to

1. Develop a broad understanding of the English literature during the target periods.
2. Analyze the major literary movements of the age and its characteristics.
3. Study literature in different genres to understand socio- political impacts on them.
4. Explore different genres for the purposes of research and life-skills.
5. Understand the literature of the period to learn social and professional ethics.

Prescribed Texts:

English Social History: A Survey of Six Centuries – G M Trevelyan (for Unit I)

The Importance of Being Earnest - Oscar Wilde - Ed. Peter Raby - Oxford University Press. 2008.

Great Expectations - Charles Dickens - Margaret Cardwell - Clarendon Press. 1993.

S.N o.	Video	URL
1	TheAgrarianRevolutioninEngland	https://www.youtube.com/watch?v=qWYm0T8RL04
2	ReformBill -1832	https://www.youtube.com/watch?v=r8DuXT5g0X4
3	Dream-Children	https://www.youtube.com/watch?v=rGo65C4_PIU
4	The Rimeof the Ancient Mariner	https://www.youtube.com/watch?v=YhXx2A6CsNM
5	Ode to a Nightingale-I	https://www.youtube.com/watch?v=gKRMbiQ8Ry0
6	OdetoaNightingale-II	https://www.youtube.com/watch?v=AplVF2wiHNQ
7	TheImportanceofBeingEarnest	https://www.youtube.com/watch?v=xgofZX1PQsk
8	Ozymandias	https://www.youtube.com/watch?v=55ImTyR9k0I
9	GreatExpectations	https://www.youtube.com/watch?v=GPdI1B0vSbA
10	Ulysses: Tennyson	https://www.youtube.com/watch?v=EHA0BWxZ5Mg

HBEN 22L01	ENGLISH FOR EMPLOYABILITY (Program Lab I)								Ty/Lb/ ETP	L	T/ S.Lr	P/R	C				
	Total contact hours – 15								Lb	0	0/0	2/ 0	1				
	Prerequisite – English Language																
	T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits																
Course Objectives																	
<ol style="list-style-type: none"> enhance (LSRW) four language skills for effective communication. learn the nuances of writing formal and informal letters, resume and business reports communicate well during mock interviews and group discussions for real life activities. participate effectively in group discussions with ethics and approved conventions use the language and employability skills of for a career and research. 																	
Course Outcomes (COs)																	
<ol style="list-style-type: none"> enhance (LSRW) four language skills for effective communication. learn the nuances of writing formal and informal letters, resume and business reports communicate well during mock interviews and group discussions for real life activities. participate effectively in group discussions with ethics and approved conventions use the language and employability skills of for a career and research. 																	
Program Specific Outcomes (PSOs)																	
<ol style="list-style-type: none"> Demonstrating mastery of the components of English language and literature. Explaining through literature in English, diverse historical cultural and social ethics Applying literary critical perspectives to generate original analysis of literature in English Promoting cultural values and real-life skills through English language and Literature 																	
2.Mapping of course outcomes (COs) with Program Outcomes (POs)& Program Specific Outcomes (3/2/1 indicates the strength of correlation) 3= High; 2= Medium; 1= Low																	
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3	PSO4			
1	3	3	3	3	3	3	3	1	3	3	3	3	3	3			
2	3	3	3	3	3	3	3	1	3	3	3	3	3	3			
3	3	3	3	3	3	3	3	1	3	3	3	3	3	3			
4	3	3	3	3	3	3	3	1	3	3	3	3	3	3			
5	3	3	3	3	3	3	3	1	3	3	3	3	3	3			
3. Category																	
H&S		Program core		Program Elective		Open Elective		Skill Enhancing Elective		Interdisciplinary /Allied		Skill component		Practical Project Internship		Others	
√										√							

Course Code	PROGRAM LAB I	Ty/Lb/ ETP	L	T/ S.Lr	P/R	C
HBEN22L01	ENGLISH FOR EMPLOYABILITY	Lb	0	0/0	2/0	1
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits						

Course Objectives:**To facilitate the students to**

1. Enhance (LSRW) four language skills for effective communication.
2. Learn the nuances of writing formal and informal letters, resume and business reports
3. communicate well during mock interviews and group discussions for real life activities.
4. participate effectively in group discussions with ethics and approved conventions
5. use the language and employability skills of for a career and research.

Unit-I

The Verbs, Sentence Structure

Unit II

Concord, , Spotting Errors

Unit III

Letter Writing – Formal, Curriculum Vitae

Unit-IV

Report Writing, Interview

Unit V

Functional communication; Group Discussion

Course Outcomes**On successful completion of the course the students will be able to**

1. enhance (LSRW) four language skills for effective communication.
2. Learn the nuances of writing formal and informal letters, resume and business reports
3. communicate well during mock interviews and group discussions for real life activities.
4. participate effectively in group discussions with ethics and approved conventions
5. use the language and employability skills of for a career and research.

Texts Prescribed:

T.M. Farhathullah& D.S. Kesava Rao: Strengthen Your English for competitive Examinations. Emerald Publishers, Chennai

B.A. ENGLISH HBEN 22IL1	GRAPHIC DESIGNING (ALLIED LAB)									Ty/ Lb/ ETP	L	T/ S.Lr	P/R	C
	Total contact hours –									Lb	0	0/0	2/0	1
	Prerequisite – English Language													
	T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits													
Course Objectives														
<ol style="list-style-type: none"> 1. Learn Basics of Drawing, Principles of Design, Colour Theory, Typography etc., 2. Learn the nuances of graphic designing to be a desktop publisher 3. Practice the technicalities of the subject to be a practical consultant. 4. Familiar with the digital software to be a designer in newspapers and magazines 5. Design graphics with ethics for the benefit of news paper readers and researchers 														
Course Outcomes (COs)														
<ol style="list-style-type: none"> 1. Learn Basics of Drawing, Principles of Design, Colour Theory, Typography etc., 2. Learn the nuances of graphic designing to be a desktop publisher 3. Practice the technicalities of the subject to be a practical consultant. 4. Familiar with the digital software to be a designer in newspapers and magazines 5. Design graphics with ethics for the benefit of news paper readers and researchers 														
Program Specific Outcomes (PSOs)														
<ol style="list-style-type: none"> 1. Demonstrating mastery of the components of English language and literature. 2. Explaining through literature in English, diverse historical cultural and social ethics 3. Applying literary critical perspectives to generate original analysis of literature in English 4. Promoting cultural values and real-life skills through English language and Literature 														
6. Mapping of course outcomes (COs) with Program Outcomes (POs) & Program Specific Outcomes (3/2/1 indicates the strength of correlation) 3= High; 2= Medium; 1= Low														
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4	
1	3	3	3	3	3	3	3	1	3	3	3	3	3	
2	3	3	3	3	3	3	3	1	3	3	3	3	3	
3	3	3	3	3	3	3	3	1	3	3	3	3	3	
4	3	3	3	3	3	3	3	1	3	3	3	3	3	
5	3	3	3	3	3	3	3	1	3	3	3	3	3	
3. Category	Basic Scien ces/ H&S	Eng. Scien ce	Progr am core	Progr am Elect ive	Profe ssion al Core	Profe ssion al Elect ive	Open Elect ive	Pract ical	Proje ct	Semi nar	Inter nship	Soft Skill s		
	√								√					

Course Code	ALLIED LAB	Ty/Lb/ ETP	L	T/ S.Lr	P/R	C
HBEN22IL1	GRAPHIC DESIGNING	Lb	0	0/0	2/0	1
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits						

Prefatory Note

This paper aims at equipping students to become familiar with digital software to be able to design newspapers and magazines, books and advertisements et al.

Course Objectives

To facilitate students to

1. Learn Basics of Drawing, Principles of Design, Colour Theory, Typography etc.,
2. Learn the nuances of graphic designing to be a desktop publisher
3. Practice the technicalities of the subject to be a practical consultant.
4. Familiar with the digital software to be a designer in newspapers and magazines
5. Design graphics with ethics for the benefit of news paper readers and researchers

Unit I

Basics of Drawing, Principles of Design, Colour Theory, Typography,

Unit II

Adobe Illustrator – vector drawing, layout designing, layers, tools, et al.

Unit III

Adobe Photoshop – Photo editing, poster/leaflet design, layers, transparency, tools, special effects

Unit IV

Corel draw, vector and bitmap images, tools, outline, designing brochures, stationery, and print materials.

Unit V

Assessments to be done at the end of the course

Course Outcomes

The students will be able to

1. Learn Basics of Drawing, Principles of Design, Colour Theory, Typography etc.,
2. Learn the nuances of graphic designing to be a desktop publisher
3. Practice the technicalities of the subject to be a practical consultant.
4. Familiar with the digital software to be a designer in newspapers and magazines
5. Design graphics with ethics for the benefit of news paper readers and researchers

Reference

1. Singhai, Rahul, Computer Application for Journalism
2. Mehta, Subhas, Computer and Communication
3. Wilson, Barbara, Information Technology: The Basics

HBCC 22I03	SOFT SKILL II						Ty/Lb/ ETP	L	T/ S.Lr	P/R	C		
	Total contact hours – 15						Lb	0	0/0	2/0	1		
	Prerequisite –UG I year English												
	T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits												
Course Objectives													
<ol style="list-style-type: none"> 1. Cultivate employability skills that they get employed even before they leave the university. 2. Build self-esteem and a sense of self-worth to be good team members 3. Cultivate empathy to think from others' point of view to be good team leaders. 4. Evolve as good global citizens with insights into social and professional ethics. 5. Develop lifelong learning skills to adapt in the multicultural context of workplaces. 													
Course Outcomes (Cos)													
<ol style="list-style-type: none"> 1. Cultivate employability skills that they get employed even before they leave the university. 2. Build self-esteem and a sense of self-worth to be good team members 3. Cultivate empathy to think from others' point of view to be good team leaders. 4. Evolve as good global citizens with insights into social and professional ethics. 5. Develop lifelong learning skills to adapt in the multicultural context of workplaces. 													
Program Specific Outcomes (PSOs)													
<ol style="list-style-type: none"> 1. Demonstrating mastery of the components of English language and literature. 2. Explaining through literature in English, diverse historical cultural and social ethics 3. Applying literary critical perspectives to generate original analysis of literature in English 4. Promoting cultural values and real-life skills through English language and Literature 													
2. Mapping of course outcomes (Cos) with Program Outcomes (POs)& Program Specific Outcomes (3/2/1 indicates the strength of correlation) 3= High; 2= Medium; 1= Low													
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4
1	3	3	3	3	3	3	3	1	3	3	3	3	3
2	3	3	3	3	3	3	3	1	3	3	3	3	3
3	3	3	3	3	3	3	3	1	3	3	3	3	3
4	3	3	3	3	3	3	3	1	3	3	3	3	3
5	3	3	3	3	3	3	3	1	3	3	3	3	3
Category		Basic Sciences/H&S	Eng. Science	Program core	Program Elective	Professional Core	Professional Elective	Open Elective	Practical	Project	Seminar	Internship	Soft Skills
		√											√

Course Code		Ty/Lb/ ETP	L	T/ S.Lr	P/R	C
HBCC22I03	(Common to all UG Degree Programs under H&S)	Lb/IE	0	0/0	2/0	1
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits						

Prefatory Note

This paper aims to equip the advanced learners with skills essential for work place and global environment to which they will move on from the university, once they complete the course. As such, it covers a range of indispensable soft skills and values such as, self-esteem, empathy, public relations, positivity, reliability, professionalism, leadership and intercultural communication, interview skills, etc.. Together with the effective English communication in global contexts, these skills, if cultivated and strengthened, can immensely help the students become employable in the multinational companies as good global citizens abiding the social and professional ethics in cross-cultural diversity.

Course Objective

The students will be facilitated to

1. Cultivate employability skills that they get employed even before they leave the university.
2. Build self-esteem and a sense of self-worth to be good team members
3. Cultivate empathy to think from others' point of view to be good team leaders.
4. Evolve as good global citizens with insights into social and professional ethics.
5. Develop lifelong learning skills to adapt in the multicultural context of workplaces.

Unit -I

Conversational skills, Self-esteem skills, empathy, public relations

Unit -II

Positivity, reliability, professionalism

Unit -III

Leadership

Problem solving

Unit -IV

Intercultural communication skills

Global Manthra: Go local, Cultural sensitivity, Group behaviour

Cultural intelligence : Low and High context, e mail and inter cultural communication

Unit -V

Group discussion & Interview skills

Course Outcome

On completion of the course the students will be able to

1. cultivate employability skills that they get employed even before they leave the university.
2. build self-esteem and a sense of self-worth to be good team members
3. Cultivate empathy to think from others' point of view to be good team leaders.
4. Evolve as good global citizens with insights into social and professional ethics.
5. Develop lifelong learning skills to adapt in the multicultural context of workplaces.

Suggested reading

S.P. Dhanavel, English and Soft Skills, Vol.2 Orient Blackswan Pvt. Ltd. 2010

P.D. Chaturvedi and M. Chaturvedi, Communication Skills , Pearson, 2012

HBEN 22ID1	DIGITAL MEDIA – BASIC THEORIES AND PRACTICE						Ty/Lb/ ETP	L	T/ S.L r	P/R	C		
	Total contact hours – 45						Ty	3	0/0	0/0	3		
	Prerequisite – English Language												
	T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits												
Course Objectives													
<ol style="list-style-type: none"> 1. understand the emerging modes of journalism and content production practices in digital platform 2. familiarize the working pattern of digitality in the Society 3. assess the suitability of hardware, software including open source 4. learn applications of computer technologies and web page design 5. map the data journalism trends with the personal and professional segments 													
Course Outcomes (COs)													
<ol style="list-style-type: none"> 1. understand the emerging modes of journalism and content production practices in digital platform 2. familiarize the working pattern of digitality in the Society 3. assess the suitability of hardware, software including open source 4. learn applications of computer technologies and web page design 5. map the data journalism trends with the personal and professional segments 													
Program Specific Outcomes (PSOs)													
<ol style="list-style-type: none"> 1. Demonstrating mastery of the components of English language and literature. 2. Explaining through literature in English, diverse historical cultural and social ethics 3. Applying literary critical perspectives to generate original analysis of literature in English 4. Promoting cultural values and real-life skills through English language and Literature 													
Mapping of course outcomes (COs) with Program Outcomes (POs) & Program Specific Outcomes (3/2/1 indicates the strength of correlation) 3= High; 2= Medium; 1= Low													
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4
1	3	3	3	3	3	3	3	1	3	3	3	3	3
2	3	3	3	3	3	3	3	1	3	3	3	3	3
3	3	3	3	3	3	3	3	1	3	3	3	3	3
4	3	3	3	3	3	3	3	1	3	3	3	3	3
5	3	3	3	3	3	3	3	1	3	3	3	3	3
3. Category	Basic Scien ces/ H&S	Eng. Scien ce	Progr am core	Progr am Elect ive	Profe ssion al Core	Profe ssion al Elect ive	Open Elect ive	Pract ical	Proje ct	Semi nar	Inter ship	Soft Skill s	
	√		√										



Course Code	INTER-DISCIPLINARY/ ALLIED III	Ty/Lb/ETP	L	T/S.Lr	P/R	C
HBEN22ID1	DIGITAL MEDIA - BASIC THEORIES AND PRACTICE	Ty	3	0/0	0/0	3
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits						

Course Objectives: To facilitate the students to

1. explain the emerging modes of journalism and content production practices in digital platform
2. familiarize the working pattern of digitality in the Society
3. assess the suitability of hardware, software including open source
4. learn applications of computer technologies and web page design
5. map the data journalism trends

Unit 1

Communication revolution and new media – Internet as a mass medium - its potential and limitations -networked society—hyper-textuality—interactivity— convergence— search engines - blogs—news portals—social networking sites—e-governance

Unit 2

Fundamentals of computer technology—hardware & software— propriety and open source solutions— web page design basics-HTML and CSS.

Unit 3

Journalism and new media - e-newspapers, online newspapers and internet editions of other mass media— Types of content in digital media. Page make-up and software solutions— InDesign and Quark Express—Broadcasting solutions— ENPS & INews

Unit 4

Writing for the Web and Blog- Visual content for digital platform- Vlog- Advanced tools for digital platforms- Digital media news rooms, technologies –Innovations of MOJO exercises in Media- Basic idea of Data Journalism-News algorithm and news stories with data.

Assignments: (One of the three is compulsory)

Create a Blog, Vlog in Instagram / YouTube/Twitter / LinkedIn and upload your original content

Design an UI for an App or website

Technical writing exercises

Course Outcomes: On successful completion of the course the students will be able to

1. explain the emerging modes of journalism and content production practices in digital platform
2. familiarize the working pattern of digitality in the Society
3. assess the suitability of hardware, software including open source
4. learn applications of computer technologies and web page design
5. map the data journalism trends for research and a career.

Books for reference

Andrew Dewdney, Peter Ride – The new media handbook

Tapas Ray – Online journalism, Cambridge University Press, London

Brian Winston - Media, technology and society

Kevin Kawamoto (Ed) - Introduction to digital journalism: Emerging media and the changing horizons of journalism. Rowman and Littlefield Publishers

HBEN 22007	British Literature III (20thCentury British Literature)						Ty/Lb/ ETP	L	T/ S.Lr	P/R	C		
	Total contact hours – 60						Ty	4	0/0	0/0	4		
	Prerequisite – English Language												
	T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits												
Course Objectives													
<ol style="list-style-type: none"> 1. Understand 20th century British Literature for its thematic contents 2. Familiarize with the literary trends prevalent in various genres 3. Understand 20th literature to study human values within a historical and social context 4. Promote the critical and analytical approach to literary works to do original research. 5. Develop capacity for reflection and ethical decision- making for a global cooperation 													
Course Outcomes (COs)													
<ol style="list-style-type: none"> 1. Understand 20th century British Literature for its thematic contents 2. Familiarize with the literary trends prevalent in various genres 3. Understand 20th literature to study human values within a historical and social context 4. Promote the critical and analytical approach to literary works to do original research. 5. Develop capacity for reflection and ethical decision- making for a global cooperation 													
Program Specific Outcomes (PSOs)													
<ol style="list-style-type: none"> 1. Demonstrating mastery of the components of English language and literature. 2. Explaining through literature in English, diverse historical cultural and social ethics 3. Applying literary critical perspectives to generate original analysis of literature in English 4. Promoting cultural values and real-life skills through English language and Literature 													
3. Mapping of course outcomes (COs) with Program Outcomes (POs)& Program Specific Outcomes (3/2/1 indicates the strength of correlation) 3= High; 2= Medium; 1= Low													
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4
1	3	3	3	3	3	3	3	1	3	3	3	3	3
2	3	3	3	3	3	3	3	1	3	3	3	3	3
3	3	3	3	3	3	3	3	1	3	3	3	3	3
4	3	3	3	3	3	3	3	1	3	3	3	3	3
5	3	3	3	3	3	3	3	1	3	3	3	3	3
3. Category	H&S	Progr am core	Progr am Elect ive	Open Elect ive	Inter disci plina ry/ Allie d	Skill enha ncing Elect ive	Skill comp onent	Pract ical	Proje ct	Inter nship	Others		
	√	√											

Course Code	PROGRAM CORE PAPER V	Ty/Lb/ETP	L	T/S.Lr	P/R	C
HBEN22007	BRITISH LITERATURE III 20th Century British Literature	Ty	4	0/0	0/0	4
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits						

Course Objective: To facilitate the students to

1. Understand 20th century British Literature for its thematic contents
2. Familiarize with the literary trends prevalent in various genres
3. Understand 20th literature to study human values within a historical and social context
4. Promote the critical and analytical approach to literary works to do original research.
5. Develop capacity for reflection and ethical decision- making for a global cooperation.

Unit-1: Introduction

Social impact of the two world wars, the Labour Movement, the Welfare State

Unit-2: Prose

Detailed Tolerance - EM Foster

Nondetailed The Art of Fiction – Henry James

Unit-3: Poetry**Detailed**

Thou art indeed just Lord - G.M. Hopkins

God's Grandeur - G.M. Hopkins

Easter, 1916 - W.B. Yeats

Nondetailed

Anthem for Doomed Youth - Wilfred Owen

The Unknown Citizen - W.H. Auden

The Thought Fox - Ted Hughes

Unit-4: Drama

Pygmalion – George Bernard Shaw

Unit-5: Fiction

Animal Farm - George Orwell

Course Outcomes: On successful completion of the course the students will be able to

1. Understand 20th century British Literature for its thematic contents
2. Familiarize with the literary trends prevalent in various genres
3. understand 20th literature to study human values within a historical and social context
4. Promote the critical and analytical approach to literary works to do original research.
5. Develop capacity for reflection and ethical decision- making for a global cooperation.

Texts:

English Social History: A Survey of Six Centuries – G M Trevelyan (for Unit I)

Pygmalion - George Bernard Shaw - Filiquarian Publishing, LLC., 2007

Animal Farm – George Orwell

Relevant Videos on YouTube:

S.No.	Video	URL
1	ImpactofWorldWarIonBritain	https://www.youtube.com/watch?v=at1RJgfdDUA
2	Pygmalion	https://www.youtube.com/watch?v=6XJlIdKMeqk
3	Easter,1916	https://www.youtube.com/watch?v=kh-83rZ5YLI
4	AnimalFarm	https://www.youtube.com/watch?v=o7TFxG19CRk

HBEN 22008	AMERICAN LITERATURE								Ty/ Lb/ ETP	L	T/ S.Lr	P/R	C
	Total contact hours – 60								Ty	4	0/0	0/0	4
	Prerequisite – English Language												
	T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits												
Course Objectives													
<ol style="list-style-type: none"> 1. acquaint with socio-political, religious and cultural aspects of America through literary texts 2. identify and discuss the themes and styles that characterize American literature. 3. Recognize the major movements and periods of American literature for life-long learning 4. Employ close textual analysis to interpret and evaluate American literary works for research. 5. Infer social and political ethics in the works of writers from diverse cultures and backgrounds. 													
Course Outcomes (COs)													
<ol style="list-style-type: none"> 1. acquaint with socio-political, religious and cultural aspects of America through literary texts 2. identify and discuss the themes and styles that characterize American literature. 3. Recognize the major movements and periods of American literature for life-long learning 4. Employ close textual analysis to interpret and evaluate American literary works for research. 5. Infer socio-political ethics in the works of writers from diverse cultures and backgrounds. 													
Program Specific Outcomes (PSOs)													
<ol style="list-style-type: none"> 1. Demonstrating mastery of the components of English language and literature. 2. Explaining through literature in English, diverse historical cultural and social ethics 3. Applying literary critical perspectives to generate original analysis of literature in English 4. Promoting cultural values and real-life skills through English language and Literature 													
4. Mapping of course outcomes (COs) with Program Outcomes (POs) & Program Specific Outcomes (3/2/1 indicates the strength of correlation) 3= High; 2= Medium; 1= Low													
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
1	3	3	3	3	3	3	3	1	3	3	3	3	3
2	3	3	3	3	3	3	3	1	3	3	3	3	3
3	3	3	3	3	3	3	3	1	3	3	3	3	3
4	3	3	3	3	3	3	3	1	3	3	3	3	3
5	3	3	3	3	3	3	3	1	3	3	3	3	3
3. Category		H&S	Program core	Program Elective	Open Elective	Interdisciplinary/ Allied	Skill enhancing Elective	Skill component	Practical	Project	Internship	Others	
		√	√										

Course Code	PROGRAM CORE PAPER VI	Ty/Lb/ ETP	L	T/ S.Lr	P/R	C
HBEN22008	AMERICAN LITERATURE	Ty	4	0/0	0/0	4
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits						

Level of Knowledge: Working knowledge of English and exposure to literature

Course Description: The design/structure of the course supports an extensive study of American literatures. While the numbers of the literary texts and writers identified for the study are enormous, the course attempts to dismantle/dissolve conventional boundaries between the classic and the popular. To this effect, it incorporates a wide variety of literary and non-literary texts as simultaneously framing the cultural assumptions of a specific age/period.

Course Objectives

To facilitate the students to

1. acquaint with socio-political, religious and cultural aspects of America through literary texts
2. identify and discuss the themes and styles that characterize American literature.
3. Recognize the major movements and periods of American literature for life-long learning
4. Employ close textual analysis to interpret and evaluate works of American literature for research
5. Infer social and political ethics in the works of writers from diverse cultures and backgrounds.

Unit -1: Beginnings to 1700

Description: This unit will introduce American History and literature. An outline of important events would be briefed.

The Navajo Creation Story John Smith- “The New Land”

Anne Bradstreet – “In Honour of that High...”

Unit -2: 1700-1820 10 Hrs

Description: This unit will move further into specific texts relevant to the century and sensitize learners in that direction.

Doctor Richard Shuckburgh- “Yankee Doodle” (popular version) Benjamin Franklin- “Rules by which a Great Empire...”

Sarah Wentworth Morton- “Stanzas to a Husband Recently United”

Unit-3: 1820- 1900 25 Hrs

Description: This unit will provide a variety in terms of different kinds of literature that the particular century has produced and provide contexts as and when required.

James Lowell- “Stanzas on Freedom” Washington Irving- “Rip Van Winkle”

Emerson- “I Become a Transparent Eyeball/Brahma” Hawthorne- “Young Goodman Brown”

Martin Luther King- “I have a Dream” (speech) Longfellow- “My Lost Youth”

Douglas- “What the Black Man Wants

Whitman- “A noiseless Patient Spider”

Dickinson- “I years had been from Home”

Harriet Beecher Stowe- Excerpts- Uncle Tom’s Cabin

Kate Chopin- “Lilacs”

Unit-4 1900-1945



Description: This unit will provide a variety in terms of different kinds of literature that the particular century has produced and provide contexts as and when required.

Hemingway- “The Snows of Kilimanjaro” Frost- “Meeting and Passing”

Ezra Pound- “An Immorality”

Langston Hughes- “Daybreak in Alabama” Fitzgerald- “The Curious Case of Benjamin Button” Cummings- “Even a Pencil has Fear to”

Ginsberg- “A Supermarket in California” Eugene O Neill- “The Emperor Jones”

Unit- 5 1945- Contemporary

15 Hrs

Description: This unit will introduce war and the effect of it on the minds of American writers and the society. It will also take the learners through different styles of writing.

Course Outcome

On successful completion of the course the students will be able to

1. acquaint with socio-political, religious and cultural aspects of America through literary texts
2. identify and discuss the themes and styles that characterize American literature.
3. Recognize the major movements and periods of American literature for life-long learning
4. Employ close textual analysis to interpret and evaluate American literary works for research.
5. Infer socio-political ethics in the works of writers from diverse cultures and backgrounds.

Prescribed reading:

Alice Walker- Color Purple

Sylvia Plath- “Gold Mouths Cry”

Essential Reading

Roger Williams: from A Key into the Language of America Anne Bradstreet: from Contemplations

Sarah Kemble Knight : The journal of Madame Knight Philip Freneau : The Indian Student or Force of Nature Washington Irving : From A History of New York

James Fenimore Cooper : From The Last of the Mohicans William Apess: An Indian’s Looking-Glass for the White Man

Herman Melville: The Paradise of Bachelors and The Tartarus of Maids Sarah Margaret Fuller: “Woman in the Nineteenth Century”

American Literature; Its position in the present time, and prospects for the future

Sojourner Truth: Address to the first Annual Meeting of the American Equal Rights

Association Frances Ellen Watkins Harper: The Colored People in America and the “Woman Question”

Mariano Guadalupe Vallejo (1808-1890): An Account of the Gold Rush Lydia Howard

Huntley Sigourney (1791-1865):The suttee

Sherwood Anderson: From Winesburg, Ohio John Dos Passos: U.S.A

Elizabeth Bishop: In the waiting room Tennessee Williams: Portrait of a Madonna Sylvia

Plath: Lady Lazarus

Robert Lowell: Skunk hour

Alice Walker: The child who favoured daughter Adrienne Rich: Upper Broadway

Gary Snyder: Sixth-month song in the foothills Vladimir Nabokov: Lolita

Ralph Ellison: Invisible Man Thomas Pynchon: Entropy

Required Reading

Abel, Darrel. American Literature, Volume 1: Colonial and Early National Writing, (ed)



Abel, Darrel. American Literature, Volume 2: Literature of the Atlantic Culture, (ed) Abel, Darrel.
Recent American Literature to 1930, (ed) Heiney and Downs Lenthel H, Volume 3; Barron's
Educational Series
Recent American Literature After 1930, (ed) Heiney and Downs, Lenthel H. Volume 4; Barron's
Educational Series
Literary History of The United States: (ed) Spiller, Thorp, Johnson, Canby, Ludwig, Third Edition:
Revised; Amerind Publishing Co. Pvt. Ltd.

HBEN 22009	INDIAN WRITING IN ENGLISH									Ty/Lb/ ETP	L	T/ S.Lr	P/R	C
	Total contact hours –									Ty	4	0/0	0/0	4
	Prerequisite – English Language													
	T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits													
Course Objectives														
<ol style="list-style-type: none"> 1. appreciate the historical trajectory of various genres from colonial times 2. familiarise with major Indian writers and their literary works 3. analyse how Indian identity and ethics are represented through English language 4. critically appreciate the creative use of the English language to do research evaluate Indian writing in English as colonial, post colonial and modern for research														
Course Outcomes (COs)														
<ol style="list-style-type: none"> 1. appreciate the historical trajectory of various genres from colonial times 2. familiarise with major Indian writers and their literary works 3. analyse how Indian identity and ethics are represented through English language 4. critically appreciate the creative use of the English language to do research 5. evaluate Indian writing in English as colonial, post colonial and modern for research 														
Program Specific Outcomes (PSOs)														
<ol style="list-style-type: none"> 1. Demonstrating mastery of the components of English language and literature. 2. Explaining through literature in English, diverse historical cultural and social ethics 3. Applying literary critical perspectives to generate original analysis of literature in English 4. Promoting cultural values and real-life skills through English language and Literature 														
2.Mapping of course outcomes (COs) with Program Outcomes (POs)& Program Specific Outcomes (3/2/1 indicates the strength of correlation) 3= High; 2= Medium; 1= Low														
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4	
1	3	3	3	3	3	3	3	1	3	3	3	3	3	
2	3	3	3	3	3	3	3	1	3	3	3	3	3	
3	3	3	3	3	3	3	3	1	3	3	3	3	3	
4	3	3	3	3	3	3	3	1	3	3	3	3	3	
5	3	3	3	3	3	3	3	1	3	3	3	3	3	
3. Category		H&S	Program core	Program Elective	Open Elective	Interdisciplinary/ Allied	Skill enhancing Elective	Skill component	Practical	Project	Internship	Others		
		√	√											

Course Code	PROGRAM CORE PAPER VII	Ty/Lb/ ETP	L	T/ S.Lr	P/R	C
HBEN22009	INDIAN WRITING IN ENGLISH	Ty	4	0/0	0/0	4
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits						

Course Objectives

To facilitate the students to

1. appreciate the historical trajectory of various genres from colonial times
2. familiarise with major Indian writers and their literary works
3. analyse how Indian identity and ethics are represented through English language
4. critically appreciate the creative use of the English language to do research
5. evaluate Indian writing in English as colonial, post colonial and modern for research

Unit-1: Introduction

Arrival of East India Company and the associated impact-History of Indian Writing in English-

Nativisation of English-Introduction of English Studies in India (Macaulay's speech)-Indian Diasporic writers

Unit-2: Prose

Detailed

The World Community - S. Radhakrishnan

Prescribed: Links - Balram Gupta

Nondetailed

The Argumentative Indian - Amartya Sen

Prescribed: The Diaspora and the World – Chapter 4 only

Unit-3: Poetry

Detailed

The Tiger and the Deer - Sir Aurobindo Ghosh

Summer Woods - Sarojini Naidu

In India - Nissim Ezekiel

Prescribed (for poems 1-3): An Anthology of Indian English Poetry - Orient Longman

Non-detailed

Crab - Arun Kolatkar

Eating wheat - Vikram Seth

Fireflies - Manohar Shetty

Prescribed (for poems 4-6): Oxford Indian Anthology of Twelve Modern Poets

Unit-4: Drama

Dance like a Man – Mahesh Dattani

Prescribed: Dance like a Man – Penguin Publications

Unit-5: Fiction

1. Selections from Collection of short Stories ‘Malgudi Days’ - R.K. Narayan

Prescribed Texts:

Links – Balram Gupta

The Diaspora and the World (Chapter 4)

Anthology of Indian English Poetry –Oxford Indian Anthology of Twelve Modern Poets, OLMAN

Dance like a Man – Mahesh Dattani - Penguin Publications Swami and Friends - R.K. Narayan

Course Outcomes

On successful completion of the course the students will be able to

1. appreciate the historical trajectory of various genres from colonial times
2. familiarise with major Indian writers and their literary works
3. analyse how Indian identity and ethics are represented through English language
4. critically appreciate the creative use of the English language to do research
5. evaluate Indian writing in English as colonial, post colonial and modern for research

Recommended Texts:

A.K. Mehrotra's Illustrated History of Indian Literature - Introductory chapter Indian Writing in English - K.R. Srinivasa Iyengar

Modern Indian poetry in English - Bruce King

Relevant Videos on YouTube:

S.No.	Video	URL
1	English: An Indian Story	https://www.youtube.com/watch?v=ADRK-m82bGM
2	The Rise of English in India	https://www.youtube.com/watch?v=iDYqYIwdMNU

HBEN22010	MODERN ENGLISH LANGUAGE AND USAGE								Ty/Lb/ ETP	L	T/ S.Lr	P/ R	C
	Total contact hours – 45								Ty	3	0/0	0/0	3
	Prerequisite – English Language												
	T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits												
Course Objectives													
<ol style="list-style-type: none"> 1. Familiarize with the history of English Language and usage in modern times 2. Gain adequate knowledge about regional dialects 3. Apply the rules of Grammar in communication 4. Plan and prepare speeches to fulfil the needs of a special occasion 5. Apply the language in communication ethically for a career and research 													
Course Outcomes (COs)													
<ol style="list-style-type: none"> 1. Familiarize with the history of English Language and usage in modern times 2. Gain adequate knowledge about regional dialects 3. Apply the rules of Grammar in communication 4. Plan and prepare speeches to fulfil the needs of a special occasion 5. Apply the language in communication ethically for a career and research 													
Program Specific Outcomes (PSOs)													
<ol style="list-style-type: none"> 1. Demonstrating mastery of the components of English language and literature. 2. Explaining through literature in English, diverse historical cultural and social ethics 3. Applying literary critical perspectives to generate original analysis of literature in English 4. Promoting cultural values and real-life skills through English language and Literature 													
5. Mapping of course outcomes (COs) with Program Outcomes (POs) & Program Specific Outcomes (3/2/1 indicates the strength of correlation) 3= High; 2= Medium; 1= Low													
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
1	3	3	3	3	3	3	3	1	3	3	3	3	3
2	3	3	3	3	3	3	3	1	3	3	3	3	3
3	3	3	3	3	3	3	3	1	3	3	3	3	3
4	3	3	3	3	3	3	3	1	3	3	3	3	3
5	3	3	3	3	3	3	3	1	3	3	3	3	3
3. Category		H&S	Program core	Program Elective	Open Elective	Interdisciplinary/ Allied	Skill enhancing Elective	Skill component	Practical	Project	Internship	Others	
		√		√									

Course Code	PROGRAM CORE PAPER VIII	Ty/Lb/ ETP	L	T/ S.Lr	P/R	C
HBEN22010	MODERN ENGLISH LANGUAGE AND USAGE	Ty	3	0/0	0/0	3
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits						

Course Objective

To facilitate the students to

1. Familiarize with the history of English Language and usage in modern times
2. Gain adequate knowledge about regional dialects
3. Apply the rules of Grammar in communication
4. Plan and prepare speeches to fulfil the needs of a special occasion
5. Apply the language in communication ethically for a career and research

Unit-1: Introduction

The Evolution of Standard English-

Prescribed: An Outline History of the English Language [(Chapter- 8) (Pages 196-209)]

Unit-2: Language and Regional Variation

The Standard Language-Accent and Dialect-Dialectology-Regional Dialects-Style, Slang and Jargon

Prescribed Text: The Study of Language (3rd edition) by George Yule

Unit-3: Areas of Difficulty in the Usage of English Language for the II Language Users

Basic Grammar-Parts of speech and agreement (voice, tense, number)-Modals and Auxiliaries-

Types of sentences (Interrogatives, Declaratives, Exclamatory and Imperative)-Direct and Indirect speech-Question Tags

Unit-4: Language for specific Speech events

Drafting an invitation-Drafting the minutes of a meeting-Addressing a gathering (welcome address)-Proposing vote of thanks

Unit-5: English in the Internet Era

The Internet and English Vocabulary-Role and Scope of Online English Dictionaries-

Language and the Advent of Technology-Useful online resources such as YouTube, Google Scholar

Course Outcomes

On successful completion of the course the students will be able to

1. Familiarize with the history of English Language and usage in modern times
2. Gain adequate knowledge about regional dialects
3. Apply the rules of Grammar in communication
4. Plan and prepare speeches to fulfil the needs of a special occasion
5. Apply the language in communication ethically for a career and research

Prescribed Texts:

The Study of Language (3rd edition) - George Yule

An Outline History of the English Language – F T Wood

Practical English Grammar – A J Thomson and A V Martinet (OUP) Language and the

Internet – David Crystal, Cambridge University Press English as a Global Language – David Crystal, Cambridge University Press

HBEN 22L02	PHONETICS AND SPOKEN ENGLISH (Program Lab II)							Ty/Lb/ ETP	L	T/ S.Lr	P/R	C	
	Total contact hours – 15							Lb	0	0/0	2/0	1	
	Prerequisite – English Language												
	T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits												
Course Objectives													
<ol style="list-style-type: none"> 1. understand how sounds are produced by human organs of speech. 2. differentiate between consonants and vowels and different intonation patterns of English 3. acquire proficiency in pronunciation and oral communication for a career 4. use appropriate language skills for various communicative functions in different socio-cultural contexts. 5. Interpret and infer the ethical and pragmatic implications in speech acts. 													
Course Outcomes (COs)													
<ol style="list-style-type: none"> 1. understand how sounds are produced by human organs of speech. 2. differentiate between consonants and vowels and different intonation patterns of English 3. acquire proficiency in pronunciation and oral communication for a career 4. use appropriate language skills for various communicative functions in different socio-cultural contexts. 5. Interpret and infer the ethical and pragmatic implications in speech acts. 													
Program Specific Outcomes (PSOs)													
<ol style="list-style-type: none"> 1. Demonstrating mastery of the components of English language and literature. 2. Explaining through literature in English, diverse historical cultural and social ethics 3. Applying literary critical perspectives to generate original analysis of literature in English 4. Promoting cultural values and real-life skills through English language and Literature 													
2.Mapping of course outcomes (COs) with Program Outcomes (POs)& Program Specific Outcomes (3/2/1 indicates the strength of correlation) 3= High; 2= Medium; 1= Low													
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4
1	3	3	3	3	3	3	3	1	3	3	3	3	3
2	3	3	3	3	3	3	3	1	3	3	3	3	3
3	3	3	3	3	3	3	3	1	3	3	3	3	3
4	3	3	3	3	3	3	3	1	3	3	3	3	3
5	3	3	3	3	3	3	3	1	3	3	3	3	3
3. Category	H&S	Program core	Program Elective	Open Elective	Interdisciplinary/ Allied	Skill enhancing Elective	Skill component	Practical	Project	Internship	Others		
	√							√					

Course Code	PROGRAM LAB II	Ty/Lb/ ETP	L	T/ S.Lr	P/R	C
HBEN22L02	PHONETICS AND SPOKEN ENGLISH	Lb	0	0/0	2/0	1
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits						

Course Objectives: To facilitate the students to

1. understand how sounds are produced by human organs of speech.
2. differentiate between consonants and vowels and different intonation patterns of English
3. acquire proficiency in pronunciation and oral communication for a career
4. use appropriate language skills for various communicative functions in different socio-cultural contexts.
5. Interpret and infer the ethical and pragmatic implications in speech acts.

Unit - I

Organs of Speech & Vowels,

Unit - II

Consonants, Stress, & Intonation

Unit – III

Transcription of words, sentences and marking of stress

Unit – IV

At a Bank I – At a Bank, II – At a hotel reception Hall, Helping a friend to obtain a flat I, II and III – A discussion between two friends Booking Accommodation at an outstation hotel, Enquiring about flight/Arrivals. Enquiry for information. At the Restaurant, Visiting a Doctor, At the library.

Unit - V

Greeting, Introduction, Information, Invitation, Permission, Request, Offers, Compliments, Sympathy, Apology Complaint, Gratitude, Persuasion, Suggestion, Warning, Opinion, Turn taking, Interview, Group Discussion, Public Speaking.

Course Outcomes: On successful completion of the course the students will be able to

1. understand how sounds are produced by human organs of speech.
2. differentiate between consonants and vowels and different intonation patterns of English
3. acquire proficiency in pronunciation and oral communication for a career
4. use appropriate language skills for various communicative functions in different socio-cultural contexts.
5. Interpret and infer the ethical and pragmatic implications in speech acts.

Texts Prescribed:

P. Iyyadurai. English Phonetics for Beginners. Jones Publication.

Jayashree Balan. Spoken English (Vijaya Publication).

Saraswathy and Noorjahan. Spoken English

Subject Code: HBCC22I04		Subject Name: Statistical and Numerical Methods with Programming lab.				L	T	P	C			
		Prerequisite: Higher Secondary Mathematics				2	0	1	2			
L : Lecture T : Tutorial C: Credits												
OBJECTIVES												
<ul style="list-style-type: none"> To understand the Basic concepts in Measures of Central Tendency To understand the Basic concepts in Correlation and Regression To understand the methods of solving Algebraic and Transcendental equations To understand the basic concepts in R Programming language 												
COURSE OUTCOMES (Cos)												
Students completing this course were able to												
CO1	Understand the basic concepts in Measures of Central Tendency											
CO2	Understand the basic concepts in Correlation and Regression											
CO3	Try to solve Algebraic equations											
CO4	Try to solve system of Linear Equations											
CO5	Learn how to apply R programming to solve Statistical and Numerical problems											
Mapping of Course Outcome with Program Outcome (POs)												
Cos/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9			
CO1	3	2	3	3	2	2	1	2	3			
CO2	3	2	2	3	3	1	1	2	3			
CO3	2	2	3	2	3	2	2	1	2			
CO4	3	2	3	3	3	2	1	1	3			
CO5	2	2	3	3	2	1	1	2	2			
COs /PSOs	PSO1			PSO2			PSO3					
CO1												
CO2												
CO3												
CO4												
CO5												
3/2/1 Indicates Strength Of Correlation, 3 – High, 2- Medium, 1- Low												
Category	Basic Sciences	Engg.Science	Humanities & social Science	Program Core	Program Elective	Open Elective	Practical/Project	Internships/ Skills component	Inter disciplinary			
								√				



Subject Code: HBCC22I04	Subject Name: Statistical and Numerical Methods with Programming	L	T	P	C
	Prerequisite: Higher Secondary Mathematics	2	0	1	2
L : Lecture T : Tutorial C: Credits					

Common to II yr / III Sem all H&S Programmes

UNIT I MEASURES OF CENTRAL TENDENCY & VARIABILITY

Mean, Median, Mode – Range, Quartile Deviation – Mean Deviation - Standard Deviation

UNIT II CORRELATION AND REGRESSION

Correlation Coefficient – Spearman's Rank Correlation – Linear Regression

UNIT III SOLUTION OF EQUATIONS

Solution of Algebraic equations – Method of false position – Iteration method – Newton-Raphson method

UNIT IV SOLUTION OF LINEAR SYSTEM OF EQUATIONS

Solution of Linear system of equations – Gauss Elimination method – Gauss-Jordan method .

UNIT V PROGRAMMING IN R

Algorithm to find Mean, Median, Mode and Standard Deviation Using R, Algorithm to find Correlation coefficient using R, Algorithm to solve System of Equations.

References

- 1) Veerarajan T., *Probability, Statistics and, Random Processes*, Tata McGraw Hill Publishing Co., (2008).
- 2) Gupta S.C., Kapoor V.K., *Fundamentals of Mathematical Statistics*, S.Chand& Co., (2007).
- 3) Sastry S.S., *Introductory Methods of Numerical Analysis*, Prentice Hall of India, (2012).
- 4) Kandasamy P., Thilagavathy, Gunavathy K., *Numerical Methods (Vol.IV)*, S.Chand& Co., (2008).
- 5) Victor A. Bloomfield, *Using R for Numerical Analysis in Science and Engineering*, CRC Press, Taylor & Series Group(2014).

Subject Code: HBCCI05	Subject Name: Qualitative and Quantitative Techniques (Soft Skill III)			L	T	P	C					
	Prerequisite: Higher Secondary Mathematics			0	0	2	2					
L : Lecture T : Tutorial C: Credits												
OBJECTIVES												
<ul style="list-style-type: none"> To understand the Basic concepts in Logical Reasoning To understand the Basic concepts in Arithmetical Reasoning To understand the Basic concepts in Data Interpretation 												
COURSE OUTCOMES (Cos)												
Students completing this course were able to												
CO1	Understand the basic concepts of Logical Statements and Arguments											
CO2	Understand the concept of Logical conclusions											
CO3	Understand the Basic concepts in Number system											
CO4	Understand the basic concepts of Permutations and Combinations											
CO5	Learn how to analyze the data using Pictorial representation											
Mapping of Course Outcome with Program Outcome (POs)												
Cos/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9			
CO1	3	2	3	3	3	2	1	2	3			
CO2	2	3	2	3	3	2	1	2	2			
CO3	3	2	3	2	3	1	2	1	3			
CO4	3	1	2	3	2	3	3	2	2			
CO5	3	2	3	2	3	2	1	2	3			
COs /PSOs	PSO1			PSO2			PSO3					
CO1												
CO2												
CO3												
CO4												
CO5												
3/2/1 Indicates Strength Of Correlation, 3 – High, 2- Medium, 1- Low												
Category	Basic Sciences	Engg.Science	Humanities & social Science	Program Core	Program Elective	Open Elective	Practical/Project	Internships/ Skills component	Inter disciplinary			
								√				



Subject Code: HBCC22I05	Subject Name: Qualitative and Quantitative Techniques (Soft Skill III)	L	T	P	C
	Prerequisite: Higher Secondary Mathematics	0	0	2	2
L : Lecture T : Tutorial C: Credits					

**Soft Skills III (Qualitative and Quantitative Techniques)
Common to II yr / III sem(ALL H&S Programmes)**

UNIT 1 Logical Reasoning I

Logical Statements – Arguments – Assumptions – Courses of Action.

UNIT 2 Logical Reasoning II

Logical conclusions – Deriving conclusions from passages – Theme detection.

UNIT 3 Arithmetical Reasoning I

Number system – H.C.F & L.C.M – Problem on ages – Percentage – Profit & Loss – Ratio & Proportion
– Partnership.

UNIT 4 Arithmetical Reasoning II

Time & Work – Time & Distance – Clocks – Permutations & Combinations – Heights & Distances – Odd man out and Series.

UNIT 5 Data Interpretation

Tabulation – Bar graphs – Pie graphs – Line graphs.

Reference Book:

1. R.S.Agarwal, A modern approach to Logical Reasoning, S.Chand& Co., (2017).
2. R.S.Agarwal, A modern approach to Verbal and Non verbal Reasoning, S.Chand& Co., (2017).
3. R.S.Agarwal, Quantitative Aptitude for Competitive Examinations, S.Chand& Co., (2017).
4. A.K.Gupta, Logical and Analytical Reasoning, Ramesh Publishing House, (2014).
5. B.S.Sijwali, Indusijwali, A new approach to Reasoning (Verbal and Non verbal), Arihant Publishers, (2014).

HBEN 22ID2	VISUAL LITERATURE AND MEDIA STUDIES						Ty/Lb/ ETP	L	T/ S.Lr	P/R	C		
	Total contact hours – 45						Ty	3	0/0	0/0	3		
	Prerequisite – English Language												
	T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits												
Course Objectives													
<ol style="list-style-type: none"> 1. Understand the importance of communication through media 2. Interpret color psychology, optical/usual illusion, lights of media. 3. Know the ethical function of visual Literature and their impact on society. 4. Analyse the historical development of Radio and TV as a medium of mass communication 5. Enhance the scope for employability through learning about visual media 													
Course Outcomes (COs)													
<ol style="list-style-type: none"> 1. Understand the importance of communication through media 2. Interpret color psychology, optical/usual illusion, lights of media. 3. Know the ethical function of visual Literature and their impact on society. 4. Analyse the historical development of Radio and TV as a medium of mass communication 5. Enhance the scope for employability through learning about visual media 													
Program Specific Outcomes (PSOs)													
<ul style="list-style-type: none"> • Demonstrating mastery of the components of English language and literature. • Explaining through literature in English, diverse historical cultural and social ethics • Applying literary critical perspectives to generate original analysis of literature in English • Promoting cultural values and real-life skills through English language and Literature 													
2. Mapping of course outcomes (COs) with Program Outcomes (POs)& Program Specific Outcomes <small>(3/2/1 indicates the strength of correlation) 3= High; 2= Medium; 1= Low</small>													
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4
1	3	3	3	3	3	3	3	1	3	3	3	3	3
2	3	3	3	3	3	3	3	1	3	3	3	3	3
3	3	3	3	3	3	3	3	1	3	3	3	3	3
4	3	3	3	3	3	3	3	1	3	3	3	3	3
5	3	3	3	3	3	3	3	1	3	3	3	3	3
3. Category	Basic Sciences/H&S	Eng. Science	Program core	Program Elective	Professional Core	Professional Elective	Open Elective	Practical	Project	Seminar	Internship	Soft Skills	
	√					√							
4.Approval	Meeting of Academic Council June 2022												

Course Code	INTER-DISCIPLINARY/ ALLIED IV	Ty/Lb/ ETP	L	T/ S.Lr	P/R	C
HBEN22ID2	VISUAL LITERATURE AND MEDIA STUDIES	Ty	3	0/0	0/0	3
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits						

Course Objectives: To facilitate the students to

1. Understand the importance of communication through media
2. Interpret color psychology, optical/usual illusion, lights of media.
3. Know the ethical function of visual Literature and their impact on society.
4. Analyse the historical development of Radio and TV as a medium of mass communication
5. Enhance the scope for employability through learning about visual media

UNIT I

Need and importance of Human and Visual Communication, Communication as a process, Understanding Message, Meaning, Connotation and Denotation culture / code etc. Levels of communication: Technical, Semantic and pragmatic.

Unit II

Principles of visual and other sensory perceptions. Color Psychology and theory (some aspects) Definition, Optical / Visual illusion etc. Types of Media – Traditional media, Print media, Electronic media and new media.

UNIT III

Historical Development of the press as a media Institution in India, Advent of printing press in India and Newspaper, Role of the press in Indian's freedom movement. Study of leading newspapers and journalists in India since 1947. The vernacular press in India, Development of news agencies.

UNIT IV

Invention and development of radio as a medium of mass communication, Development of radio in pre independence & post – independence in India.

UNIT V

Invention and development of TV as medium of mass communication in India, Advent and growth of satellite and cable TV in India. Film as medium of communication, Historical development of film in India, Regional cinema.

Course Outcomes:

On successful completion of the course the students will be able to

1. Understand the importance of communication through media
2. Interpret color psychology, optical/usual illusion, lights of media.
3. Know the ethical function of visual Literature and their impact on society.
4. Analyse the historical development of Radio and TV as a medium of mass communication
5. Enhance the scope for employability through learning about visual media

References:

1. Lester, E (2000) Visual Communication: Image with messages.
2. Visual Elements of Arts and Design (1989) Longman Porter.
3. Media presentation of Visual Arts and artists; University of Luton press Palmer, Frederic.
4. Nadiq Krishna moothy Indian Journalism, Prasaranga, University of Mysore, 1966.
5. Chatterjee, P.C, Broadcasting in India, Sage, New Delhi, 1990.
6. Luthra, I.I.R Indian Broadcasting, Publications Division, New Delhi, 1986.

HBEN22011	WORLD LITERATURES IN TRANSLATION					Ty/Lb/ ETP	L	T/ S.Lr	P/R	C			
	Total contact hours – 60					Ty	4	0/0	0/0	4			
	Prerequisite – English Language												
	T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits												
Course Objectives													
<ol style="list-style-type: none"> 1. Familiarize with the literary classics written and translated from the world over. 2. Acquaint with the global literary and cultural sensibilities prevalent across the world. 3. Critically analyze example texts of world literature for lifelong learning 4. Apply relevant theoretical approaches for the analysis of literary texts for a career 5. Develop theoretical arguments on world literature for writing original research 													
Course Outcomes (COs)													
<ol style="list-style-type: none"> 1. Familiarize with the literary classics written and translated from the world over. 2. Acquaint with the global literary and cultural sensibilities prevalent in across the world. 3. Critically analyze example texts of world literature for lifelong learning 4. Apply relevant theoretical approaches for the analysis of literary texts for a career 5. Develop theoretical arguments on world literature for writing original research 													
Program Specific Outcomes (PSOs)													
<ol style="list-style-type: none"> 1. Demonstrating mastery of the components of English language and literature. 2. Explaining through literature in English, diverse historical cultural and social ethics 3. Applying literary critical perspectives to generate original analysis of literature in English 4. Promoting cultural values and real-life skills through English language and Literature 													
3. Mapping of course outcomes (COs) with Program Outcomes (POs) & Program Specific Outcomes <small>(3/2/1 indicates the strength of correlation) 3= High; 2= Medium; 1= Low</small>													
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4
1	3	3	3	3	3	3	3	1	3	3	3	3	3
2	3	3	3	3	3	3	3	1	3	3	3	3	3
3	3	3	3	3	3	3	3	1	3	3	3	3	3
4	3	3	3	3	3	3	3	1	3	3	3	3	3
5	3	3	3	3	3	3	3	1	3	3	3	3	3
3. Category	H&S	Program core	Program Elective	Open Elective	Interdisciplinary/ Allied	Skill enhancing Elective	Skill component	Practical	Project	Internship	Others		
	√	√											

Course Code	PROGRAM CORE PAPER IX	Ty/Lb/ETP	L	T/S.Lr	P/R	C
HBEN2211	WORLD LITERATURES IN TRANSLATION	Ty	4	0/0	0/0	4
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits						

Course Objectives: To facilitate the students to

1. Familiarize with the literary classics written and translated from different parts of the world.
2. Acquaint with the global literary and cultural sensibilities prevalent in other parts of the world.
3. Critically analyze example texts of world literature for lifelong learning
4. Apply relevant theoretical approaches for the analysis of literary texts for a career
5. Develop theoretical arguments on world literature for writing original research

Unit-I: Prose

Detailed

Walter Benjamin : Unpacking my Library: A Talk about Book

Non-detailed

Collecting Michel de Montaigne: Of Friendship

Unit-II: Poetry

Detailed

Khalil Gibran : Your Children are not your Children

Gothel : The Reunion

Nondetailed

Pablo Neruda : If You Forget Me

Unit – III: Drama

Kalidasa : Shakuntala

(Translated by Arthur W. Ryder)

Unit-IV: Short Story

Anton Chekov : Vanka

Gabriel Garcia Marquez: A Very Old Man with Enormous wings

Ivan S. Turgenev: The District Doctor

Unit-V: Fiction

Hermann Hesse: Siddhartha.

Text: World Literatures in Translation. Angel Publishers. Chennai-8

Course Outcomes: On successful completion of the course the students will be able to

1. Familiarize with the literary classics written and translated from the world over.
2. Acquaint with the global literary and cultural sensibilities prevalent across the world.
3. Critically analyze example texts of world literature for lifelong learning
4. Apply relevant theoretical approaches for the analysis of literary texts for a career
5. Develop theoretical arguments on world literature for writing original research

References

- Lalita and Susie Tharu. Introduction to Women Writing in India. Penguin.
- Bassnett, Susan and Harish Trivedi. eds. (1999). Post-colonial Translation. London. Routledge.
- Amit Choudhury. (2001). The Picador Book of Modern Indian Literature, Macmillan, London.
- Clarke, T. W., ed. (1970). The Novel in India. London: George Allan and Unwin.
- Pollack, Sheldon, ed. (2003). Literary Cultures in History: Reconstructions from South Asia. New OUP.
- G.N. Devy. (1992). After Amnesia: Tradition and Change in Indian Literary Criticism (Bombay: Orient).
- R. Azhagarasan & Ravikumar. (2012). Anthology of Tamil Dalit Writing.
- The Oxford Anthology of Modern Indian Poetry eds. (2008). Vinay, Dharwadkar and Ramanujan, A.K.

HBEN22012	INDIAN LITERATURES IN TRANSLATION						Ty/Lb/ETP	L	T/S.Lr	P/R	C		
	Total contact hours – 60						Ty	4	0/0	0/0	4		
	Prerequisite – English Language												
	T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits												
Course Objectives													
<ol style="list-style-type: none"> familiarise with the rich cultural and literary heritage of the native literature. analyse major movements and their impacts on Indian Literature in English create literary sensibility and emotional response to the literary texts for a career get exposed to the artistic and innovative use of language employed by the writers recognise human values and concern for humanity as expressed in literary texts 													
Course Outcomes (COs)													
<ol style="list-style-type: none"> familiarise with the rich cultural and literary heritage of the native literature. analyse major movements and their impacts on Indian Literature in English create literary sensibility and emotional response to the literary texts for a career get exposed to the artistic and innovative use of language employed by the writers recognise human values and concern for humanity as expressed in literary texts 													
Program Specific Outcomes (PSOs)													
<ol style="list-style-type: none"> Demonstrating mastery of the components of English language and literature. Explaining through literature in English, diverse historical cultural and social ethics Applying literary critical perspectives to generate original analysis of literature in English Promoting cultural values and real-life skills through English language and Literature 													
4. Mapping of course outcomes (COs) with Program Outcomes (POs) & Program Specific Outcomes (3/2/1 indicates the strength of correlation) 3= High; 2= Medium; 1= Low													
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4
1	3	3	3	3	3	3	3	1	3	3	3	3	3
2	3	3	3	3	3	3	3	1	3	3	3	3	3
3	3	3	3	3	3	3	3	1	3	3	3	3	3
4	3	3	3	3	3	3	3	1	3	3	3	3	3
5	3	3	3	3	3	3	3	1	3	3	3	3	3
3. Category	H&S	Program core	Program Elective	Open Elective	Interdisciplinary/ Allied	Skill enhancing Elective	Skill component	Practical	Project	Internship	Others		
	√	√											

Course Code	PROGRAM CORE PAPER X	Ty/Lb/ETP	L	T/S.Lr	P/R	C
HBEN22012	INDIAN LITERATURES IN TRANSLATION	Ty	4	0/0	0/0	4
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits						

Course Objectives: To facilitate the students to

1. familiarise with the rich cultural and literary heritage of the native literature.
2. analyse major movements and their impacts on Indian Literature in English
3. create literary sensibility and emotional response to the literary texts for a career
4. get exposed to the artistic and innovative use of language employed by the writers
5. recognise human values and concern for humanity as expressed in literary texts

Unit I : Essays

P P Raveendran: “Genealogies of Indian Literatures”, Economic and Political Weekly (June 24, 2006)

Amartya Sen: “Indian Tradition and Western Imagination”, Daedalus, Vol. 126, No.2, Human Diversity (Spring, 1997)

Unit-II: Poetry

Detailed Study

Tiruvalluvar - Tirukkural (Translated by G. U. Pope)
 Chapter-8: The Possession of Love
 Chapter-11: Gratitude

Subramanya Bharathi - There is no fear

Mu. Mehta - Charge Sheet

Non-detailed

AdavanTheetchanya - Self-Realization

Rukmini Bhaiyya Nayar "Gender Role"

Jayanta Mahapatra "Hunger"

Unit-III: Short-Story

U. R. Anantha Murthy - A Horse for the Sun

Vaikom Muhammad Basheer- Walls

Pudumaipitthan- “Deliverance from Curse”

Ambai: “A Kitchen in the Corner of a House”

Unit-IV: Fiction

Sundara Ramaswamy - Tamarind History

Unit-V: Drama

Girish Karnad - Nagamandala

Daaham (Thirst) – Vinodini

Course Outcomes: On successful completion of the course the students will be able to

1. familiarise with the rich cultural and literary heritage of the native literature.
2. analyse major movements and their impacts on Indian Literature in English
3. create literary sensibility and emotional response to the literary texts for a career
4. get exposed to the artistic and innovative use of language employed by the writers
5. recognise human values and concern for humanity as expressed in literary texts

Text Prescribed:

Regional Literature in English. Ed. Board of Studies, Angel Publishers. Chennai-8

Sundara Ramaswamy, *Tamarind History*. Penguin India.

Suggested Reading: Ambai (C.S.Lakshmi) - Gifts



Dr. M.G.R.
EDUCATIONAL AND RESEARCH INSTITUTE
DEEMED TO BE UNIVERSITY
University with Grading Autonomy Status
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Periyar E.V.R. High Road, Madhavayal, Chennai-95, Tamilnadu, India.

Course Code		Ty/Lb/ ETP	L	T/ S.Lr	P/R	C
	OPEN ELECTIVE I					
HBXX22OEX		Ty	3	0/0	0/0	3
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits						

Students should choose any one of the subjects from the list of Open Elective subjects given by the other departments of the university.

Course Code	PROGRAM ELECTIVE	Ty/Lb/ ETP	L	T/ S.Lr	P/R	C
HBEN22EXX		Ty	4	0/0	0/0	4
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits						

Students should choose any one of the subjects from the list of Program Elective subjects allotted for the semester.



Course Code	OPENELECTIVE LAB	Ty/Lb/ ETP	L	T/ S.Lr	P/R	C
HBXX22OLX		Ty	0	0/0	3/0	2
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits						

Students should choose any one of the Open Elective Labs from the list of Open Elective Labs given.

HBEN 22IL2	FILM STUDIES						Ty/Lb/ ETP	L	T/ S.Lr	P/R	C		
	Total contact hours – 15						Lb	0	0/0	2/0	1		
	Prerequisite – English Language												
	T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits												
Course Objectives													
<ol style="list-style-type: none"> 1. develop a broadly interdisciplinary approach to an understanding of film and its role in 2. be conversant with the history of international cinema and be able to review any cinema 3. be competent to assess film and filmic images 4. have basic competence in any type of media - visual media—digital video, digital music, screenwriting, photography, or animation 5. be critical about cinematic work based upon aesthetic or cultural values 													
Course Outcomes (COs)													
<ol style="list-style-type: none"> 1. develop a broadly interdisciplinary approach to an understanding of film and its role in 2. be conversant with the history of international cinema and be able to review any cinema 3. be competent to assess film and filmic images 4. have basic competence in any type of media - visual media—digital video, digital music, screenwriting, photography, or animation 5. be critical about cinematic work based upon aesthetic or cultural values 													
Program Specific Outcomes (PSOs)													
<ol style="list-style-type: none"> 1. Demonstrating mastery of the components of English language and literature. 2. Explaining through literature in English, diverse historical cultural and social ethics 3. Applying literary critical perspectives to generate original analysis of literature in English 4. Promoting cultural values and real-life skills through English language and Literature 													
Mapping of course outcomes (COs) with Program Outcomes (POs) & Program Specific Outcomes (3/2/1 indicates the strength of correlation) 3= High; 2= Medium; 1= Low													
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4
1	3	3	3	3	3	3	3	1	3	3	3	3	3
2	3	3	3	3	3	3	3	1	3	3	3	3	3
3	3	3	3	3	3	3	3	1	3	3	3	3	3
4	3	3	3	3	3	3	3	1	3	3	3	3	3
5	3	3	3	3	3	3	3	1	3	3	3	3	3
3. Category	Basic Sciences/H&S	Eng. Science	Program core	Program Elective	Professional Core	Professional Elective	Open Elective	Practical	Project	Seminar	Internship	Soft Skills	
	√								√				



Course Code	ALLIED LAB	Ty/Lb/ ETP	L	T/ S.Lr	P/R	C
HBEN22IL2	FILM STUDIES	Lb	0	0/0	2/0	1
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits						

Prefatory Note:

The course aims to enable the students understand and appreciate the historical, social, political, cultural and economical aspects of film locally, nationally and globally.

Course Objectives: To facilitate the students to

1. develop a broadly interdisciplinary approach to an understanding of film and its role in society
2. be conversant with the history of international cinema and be able to review any cinema
3. be competent to assess film and filmic images
4. have basic competence in any type of media - visual media—digital video, digital music, screenwriting, photography, or animation
5. be critical about cinematic work based upon aesthetic or cultural values

UNIT I

Film as a medium: Characteristic - Film perception: levels of understanding - Film theory and semiotics - formalism and neo formalism - film language - film and psycho - analysis - film and cultural identity: hermeneutics, reception aesthetics and film interpretation.

UNIT II

Film forms: narrative and non-narrative –Documentary - Acting, costume and music - Film and post modernism - post structuralism and deconstruction. Impressionism, expressionism, and surrealism.

UNIT III

Film production: Visualisation - script - writing - characterization - storyboard - tools and techniques. Continuity style: composing shots - spatial (mise en scene) - temporal (montage) - Camera shots: pan, crane, tracking, and transition. Sound in cinema: dimensions and functions.

UNIT IV

Film Analysis and Appreciation: Film festival - Film awards - Film institute's censorship certification - Cinema theatres and Projections.

UNIT V

Film business and Industry - Economic- finance and business of film - film distribution - import and export of films - regional cinema with special reference to Tamil cinema. Budgeting and schedules.

Course Outcomes: On successful completion of the course the students will be able to

1. develop a broadly interdisciplinary approach to an understanding of film and its role in society
2. be conversant with the history of international cinema and be able to review any cinema
3. be competent to assess film and filmic images
4. have basic competence in any type of media - visual media—digital video, digital music, screenwriting, photography, or animation
5. be critical about cinematic work based upon aesthetic or cultural value

Books for Reference

1. Indian Film, Eric Baranenn & Krishnaswamy OVP, 1980 2nd Edition
2. How films are made, Khwaja Ahemad Abbas, National Book Trust, 1977
3. Film as an art and appreciation, Maric Setton, NCERT, New Delhi
4. Cinematography Censorship rules, Govt. of India Press, Nasik, 1969
5. Cultural Heritage of India, A.L. Basham.

HBEN 22L03	THEATRE SKILL (Program LabIII)						Ty/Lb/ ETP	L	T/ S. Lr	P/R	C		
	Total contact hours – 15						Lb	0	0/0	2/0	1		
	Prerequisite – English Language												
	T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits												
Course Objectives													
<ol style="list-style-type: none"> 1. Learn Basics of Drama and its place in entertainment and societal reforms 2. Learn the nuances of enacting and staging a drama 3. Practice the technicalities of the subject to be a participant and consultant. 4. Familiar with the theatre skills for lifelong learning and interaction with society 5. Know the ethics in the production and scripting a play for the benefit of people. 													
Course Outcomes (COs)													
<ol style="list-style-type: none"> 1. Learn Basics of Drama and its place in entertainment and societal reforms 2. Learn the nuances of enacting and staging a drama 3. Practice the technicalities of the subject to be a participant and consultant. 4. Familiar with the theatre skills for lifelong learning and interaction with society 5. Know the ethics in the production and scripting a play for the benefit of people. 													
Program Specific Outcomes (PSOs)													
<ol style="list-style-type: none"> 1. Demonstrating mastery of the components of English language and literature. 2. Explaining through literature in English, diverse historical cultural and social ethics 3. Applying literary critical perspectives to generate original analysis of literature in English 4. Promoting cultural values and real-life skills through English language and Literature 													
6. Mapping of course outcomes (COs) with Program Outcomes (POs) & Program Specific Outcomes (3/2/1 indicates the strength of correlation) 3= High; 2= Medium; 1= Low													
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4
1	3	3	3	3	3	3	3	1	3	3	3	3	3
2	3	3	3	3	3	3	3	1	3	3	3	3	3
3	3	3	3	3	3	3	3	1	3	3	3	3	3
4	3	3	3	3	3	3	3	1	3	3	3	3	3
5	3	3	3	3	3	3	3	1	3	3	3	3	3
3. Category		H&S	Program core	Program Elective	Open Elective	Skill Enhancing Elective	Interdisciplinary /Allied	Skill component	Practical Project Internship	Others			
											√		



Course Code	PROGRAM LAB III	Ty/Lb/ ETP	L	T/ S.Lr	P/R	C
HBEN22L03	THEATRE SKILL	Lb	0	0/0	2/0	1
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits						

Prefatory Note

The Theatre Skill affords unique possibilities for student involvement in co-curricular productions, through which they can develop a wide range of communication, teamwork, and organizational skills.

The English language skills can be further exploited and learnt by the students with exposure to popular modern one act plays from literature.

The course demands basic linguistic, literary and theatrical exposure and competence from the

learner at the Beginner level of the Dreyfus model.

Depending on the students' involvement and teacher's innovative spirit, theatre skills in students can be cultivated with classroom practices and Guest lectures, interaction with theatre groups and theatre workshops.

Course Objective

1. Learn Basics of Drama and its place in entertainment and societal reforms
2. Learn the nuances of enacting and staging a drama
3. Practice the technicalities of the subject to be a participant and consultant.
4. Familiar with the theatre skills for lifelong learning and interaction with society
5. Know the ethics in the production and scripting a play for the benefit of people.

Unit I Introduction to Actor's Skill

Introducing participants to basic skills required for exploring role as an actor - inclusive of three

dimensional learning through mind, body and voice. Understanding the dimensions and exploration of the three through guided facilitation - to be prepared for characters in relation to situations.

Unit II Movement, Speech and Imagination

Using movement, speech and imagination to create scenic representation as per need of script and

orientation of play. Imagining, Articulating, Sensing, Projecting, Improvising

Role plays – skeleton and situational- Role plays for interpersonal communication – academic communication – Stimuli- Skits

Unit III Script Reading and writing

Play reading, Reading of role, Analysing a role, Identifying objectives.

Unit IV Working with others

Working on Stage - Reacting, Co-ordinating, Working in pairs, Working in groups, Stage positions and compositions - Blocking moves, entries and exits.

Creation and showcasing of a performance/s as decided by course facilitator in consultation with the allocated batch of students.

Course Outcome: On completion of the course the students will be able to

1. Learn Basics of Drama and its place in entertainment and societal reforms
2. Learn the nuances of enacting and staging a drama
3. Practice the technicalities of the subject to be a participant and consultant.
4. Familiar with the theatre skills for lifelong learning and interaction with society
5. Know the ethics in the production and scripting a play for the benefit of people.

Evaluation Pattern

CIA I: Solo Presentation - 25 Marks

Presenting short solo presentation and enabling peer evaluation

CIA II: Scene Work - 25 Marks

Working on short group scenes and presenting it to invited audience

End Semester: Play Performance - 50 Marks

The marks will be allocated by the teaching faculty and the HoD invited guest faculty.

Note: Students with learning disabilities are welcome to meet the facilitator in person and discuss

the possibility of a more conducive learning environment and a case-specific evaluation practice.

Reference

Mark Almond, Teaching English with Drama, Modern English Publishing Ltd., 2005 Print

Oscar Brockett's the Essential Theatre and History of Theatre.

Kenneth Cameron and Patti Gillespie, The Enjoyment of Theatre, 3rd edition, (Macmillan, 1992).

Oscar Brockett and Robert Findlay, Century of Innovation, 2nd edition (Boston: AllynandBacon, 1991).

Kambar, Chandrasekhar. The Shadow of the Tiger and Other Plays, Seagull Books Pvt.Ltd.

Karnad, Girish. Collected Plays (Volume One), New Delhi: Oxford University Press, 2005. ISBN: 019567311-5

Banegal, Som. A Panorama of Theatre in India. Bombay: Popular Prakashan, 1968.

Robert Cohen, Acting Power (London: Mayfield, 1978) and Theatre, 4th edition (London: Mayfield, 1997).

Huberman, Pope, and Ludwig, the Theatrical Imagination (N.Y.: Harcourt, 1993).

Gerald Bordman, the American Musical: A Chronicle. (N.Y.: Oxford, 1978).

Garff Wilson, Three Hundred Years of American Theatre and Drama (Englewood Cliffs, N.J.: Prentice-Hall, 1982).

Millie Barranger, Theatre: A Way of seeing, 3rd edition (Belmont, CA: Wadsworth, 1991).

Dennis J. Spore, the Art of Theatre (Prentice-Hall, 1993).

Marsh Cassidy, Theatre: An Introduction (Lincolnwood, Il.: NTC Publishing: 1997).

Edwin Wilson, The Theatre Experience (7th edition (McGraw-Hill, 1998).

Spolin Viola. Improvisation for the Theatre, Evanston, Ill.: Northwestern University press, 1963

Banham, Martin, ed. The Cambridge Guide to Theatre. Cambridge: Cambridge University Press.

Elam, K. The Semiotics of Theatre and Drama, London: Zed Books, 1980.

Esslin, Martin. An Anatomy of Drama. New York: Hill & Wang, 1976.

HBEN 22013	LITERARY THEORY AND CRITICISM						Ty/Lb/ ETP	L	T/ S.Lr	P/R	C		
	Total contact hours – 60						Ty	4	0/0	0/0	4		
	Prerequisite – English Language												
	T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits												
Course Objectives													
<ol style="list-style-type: none"> Trace the history of literary criticism in English. Gain knowledge of types of literary criticism to be a critic. Study the development of literary criticism in down the ages. Find the relevance of literary criticism in literature to do original research. Comprehend the techniques of literary criticism to understand human behaviour 													
Course Outcomes (COs)													
<ol style="list-style-type: none"> Trace the history of literary criticism in English. Gain knowledge of types of literary criticism to be a critic. Study the development of literary criticism in down the ages. Find the relevance of literary criticism in literature to do original research. Comprehend the techniques of literary criticism to understand human behaviour 													
Program Specific Outcomes (PSOs)													
<ol style="list-style-type: none"> Demonstrating mastery of the components of English language and literature. Explaining through literature in English, diverse historical cultural and social ethics Applying literary critical perspectives to generate original analysis of literature in English Promoting cultural values and real-life skills through English language and Literature 													
5. Mapping of course outcomes (COs) with Program Outcomes (POs)& Program Specific Outcomes (3/2/1 indicates the strength of correlation) 3= High; 2= Medium; 1= Low													
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4
1	3	3	3	3	3	3	3	1	3	3	3	3	3
2	3	3	3	3	3	3	3	1	3	3	3	3	3
3	3	3	3	3	3	3	3	1	3	3	3	3	3
4	3	3	3	3	3	3	3	1	3	3	3	3	3
5	3	3	3	3	3	3	3	1	3	3	3	3	3
3. Category	H&S	Program core	Program Elective	Open Elective	Interdisciplinary/ Allied	Skill enhancing Elective	Skill component	Practical	Project	Internship	Others		
	√	√											

Course Code	PROGRAM CORE PAPER XI	Ty/Lb/ETP	L	T/S.Lr	P/R	C
HBEN22013	LITERARY THEORY AND CRITICISM	Ty	4	0/0	0/0	4
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits						

Course Objectives

To facilitate the students to

1. Trace the history of literary criticism in English.
2. Gain knowledge of types of literary criticism to be a critic.
3. Study the development of literary criticism in down the ages.
4. Find the relevance of literary criticism in literature to do original research.
5. Comprehend the techniques of literary criticism to understand human behaviour

Unit-1: Introduction

Literary theorizing from Aristotle to F.R. Leavis, some key moments, the transition to 'theory', some recurrent ideas in critical theory (Pages 21 – 36 of the prescribed text)

Unit-2: Structuralism

The Scope of Structuralists, What Structuralist Critics do

(Pages 46 – 63 of the prescribed text)

Post-structuralism and Deconstruction

(Pages 73 – 79 of the prescribed text)

Unit-3: Post-Modernism and Psychoanalytic Criticism

Post Modernism

(Pages 81-85 and 91-94 of the prescribed text)

Psychoanalytic Criticism

(Pages 96-101 and 105-108 of the prescribed text)

Unit-4: Feminist and Marxist Criticism

Feminist Criticism

(Pages 121 -126 and 134-136 of the prescribed text)

Marxist Criticism

(Pages 156-159 and 167-170 of the prescribed text)

Unit-5: Post-Colonial Criticism

New Historicism and Cultural Materialism (Pages 172-184 of the prescribed text)

Post Colonial Criticism (Pages 192-194 and 199-201 of the prescribed text)

Ecocriticism (Pages 248-269 of the prescribed text)

Course Outcomes

On successful completion of the course the students will be able to

1. Trace the history of literary criticism in English.
2. Gain knowledge of types of literary criticism to be a critic.
3. Study the development of literary criticism in down the ages.
4. Find the relevance of literary criticism in literature to do original research.
5. Comprehend the techniques of literary criticism to understand human behaviour

Training in Practical Criticism with an unknown passage in the classroom is recommended

Prescribed Texts:

Beginning Theory: An Introduction to Literary and Cultural Theory, Peter Barry – Manchester University Press, Second Edition

Recommended Texts:

M. H. Abrams - A Glossary of Literary Terms -7th Ed. Heinle&Heinle, 1999

The Penguin Dictionary of Literary terms and Literary Theory 1999, J. A. Cuddon revised by C.E. Preston, Penguin Books, London, 6th edition.

HBEN 22014	SHAKESPEARE						Ty/L b/ ETP	L	T/ S.Lr	P/R	C		
	Total contact hours – 60						Ty	4	0/0	0/0	4		
	Prerequisite – English Language												
	T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits												
Course Objectives													
<ol style="list-style-type: none"> 1. Acquaint with the dramatic and theatrical conventions of Shakespeare. 2. Analyse plot, characters, themes and stage craft of his plays. 3. get the taste of the versatility of Shakespeare’s genius. 4. interpret Shakespeare works in the light of the literary criticisms and theories. 5. Understand the Shakespearean philosophy for life skills and research 													
Course Outcomes (COs)													
<ol style="list-style-type: none"> 1. Acquaint with the dramatic and theatrical conventions of Shakespeare. 2. Analyse plot, characters, themes and stage craft of his plays. 3. get the taste of the versatility of Shakespeare’s genius. 4. interpret Shakespeare works in the light of the literary criticisms and theories. 5. Understand the Shakespearean philosophy for life skills and research 													
Program Specific Outcomes (PSOs)													
<ul style="list-style-type: none"> • Demonstrating mastery of the components of English language and literature. • Explaining through literature in English, diverse historical cultural and social ethics • Applying literary critical perspectives to generate original analysis of literature in English • Promoting cultural values and real-life skills through English language and Literature 													
Mapping of course outcomes (COs) with Program Outcomes (POs) & Program Specific Outcomes (3/2/1 indicates the strength of correlation) 3= High; 2= Medium; 1= Low													
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4
1	3	3	3	3	3	3	3	1	3	3	3	3	3
2	3	3	3	3	3	3	3	1	3	3	3	3	3
3	3	3	3	3	3	3	3	1	3	3	3	3	3
4	3	3	3	3	3	3	3	1	3	3	3	3	3
5	3	3	3	3	3	3	3	1	3	3	3	3	3
3. Category	H&S	Program core	Program Elective	Open Elective	Interdisciplinary/ Allied	Skill enhancing Elective	Skill component	Practical	Project	Internship	Others		
	√	√											

Course Code	PROGRAM CORE PAPER XII	Ty/Lb/ETP	L	T/S.Lr	P/R	C
HBEN22014	SHAKESPEARE	Ty	4	0/0	0/0	4
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits						

Course Objectives:**To facilitate the students to**

1. Acquaint with the dramatic and theatrical conventions of Shakespeare.
2. Analyse plot, characters, themes and stage craft of his plays.
3. get the taste of the versatility of Shakespeare's genius.
4. interpret Shakespeare works in the light of the literary criticisms and theories.
5. Understand the Shakespearean philosophy for life skills and research

Unit – I:**Detailed Study:As You Like It****Unit II****Nondetailed Study****Shakespeare's Sonnets:**

Sonnet: 18: Shall I compare thee to a summer's day?

29: When in disgrace with fortune and men's eyes

33: Full many a glorious morning I have seen

104: To me, fair friend, you never can be old

Unit III

Othello

Unit IV

Elizabethan stage and audience

Unit V Fools and clowns

Women and supernatural elements

Course Outcomes**On successful completion of the course the students will be able to**

1. Acquaint with the dramatic and theatrical conventions of Shakespeare.
2. Analyse plot, characters, themes and stage craft of his plays.
3. get the taste of the versatility of Shakespeare's genius.
4. interpret Shakespeare works in the light of the literary theories and. Criticisms.
5. Understand the Shakespearean philosophy for life skills and research

Prescribed Reading

Shakespeare's sonnets and tragedies

References:

Criticism on Shakespeare's plays by A C Bough, Walter Raleigh and Dr. Johnson

Detroit, MI: William Shakespeare criticism: his world, his work, his influence, Gale Research, 1984

Hugh M. Richmond Continuum, 2002., Shakespeare's theatre : a dictionary of his stage context,. New York:

John F. Andrews, ed. New York: Scribner, 1985. 3 volumes.



Course Code	PROGRAM ELECTIVE II	Ty/Lb/ ETP	L	T/ S.Lr	P/R	C
HBEN22EXX		Ty	4	0/0	0/0	4
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits						

Students should choose any one subject from the list given by the Department



Course Code	OPEN ELECTIVE II	Ty/Lb/ ETP	L	T/ S.Lr	P/R	C
HBXX22OEX		Ty	3	0/0	0/0	3
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits						

Students should choose any one subject from the list given by the different departments of the University.



Dr. M.G.R.
EDUCATIONAL AND RESEARCH INSTITUTE
DEEMED TO BE UNIVERSITY
University with Grading Autonomy Status
(An ISO 21001 : 2018 Certified Institution)

Periyar E.V.R. High Road, Maduravoyal, Chennai-95, Tamilnadu, India.

Course Code	SKILL ENHANCEMENT ELECTIVE I	Ty/Lb/ ETP	L	T/ S.Lr	P/R	C
HBXX22SEX		Ty	3	0/0	0/0	3
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits						

Students should choose any one subject from the list of SEE given by the Department

HBEN 22L04	Corporate Communication and Advertising									Ty/Lb/ ETP	L	T/ S.Lr	P/R	C
	Total contact hours – 15									Lb	0	0/0	2/0	1
	Prerequisite – English Language													
	T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits													
Course Objectives														
<ol style="list-style-type: none"> 1. Provide an overview of advertising, Public Relations and corporate communication. 2. Equip students to plan and execute PR and corporate communication campaigns and other activities 3. Impart lessons on basic ethics of advertising and advertising as a career. 4. Introduce to the preparation of brochures, pamphlets and manuals 5. Write slogans and campaign materials for effective advertising. 														
Course Outcomes (COs)														
<ol style="list-style-type: none"> 1. Provide an overview of advertising, Public Relations and corporate communication. 2. Equip students to plan and execute PR and corporate communication campaigns and other activities 3. Impart lessons on basic ethics of advertising and advertising as a career. 4. Introduce to the preparation of brochures, pamphlets and manuals 5. Write slogans and campaign materials for effective advertising. 														
Program Specific Outcomes (PSOs)														
<ol style="list-style-type: none"> 1. Demonstrating mastery of the components of English language and literature. 2. Explaining through literature in English, diverse historical cultural and social ethics 3. Applying literary critical perspectives to generate original analysis of literature in English 4. Promoting cultural values and real-life skills through English language and Literature 														
Mapping of course outcomes (COs) with Program Outcomes (POs) & Program Specific Outcomes														
(3/2/1 indicates the strength of correlation) 3= High; 2= Medium; 1= Low														
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4	
1	3	3	3	3	3	3	3	1	3	3	3	3	3	
2	3	3	3	3	3	3	3	1	3	3	3	3	3	
3	3	3	3	3	3	3	3	1	3	3	3	3	3	
4	3	3	3	3	3	3	3	1	3	3	3	3	3	
5	3	3	3	3	3	3	3	1	3	3	3	3	3	
3. Category	H&S	Program core	Program Elective	Open Elective	Interdisciplinary/ Allied	Skill enhancing Elective	Skill component	Practical	Project	Internship	Others			
	√							√						

Course Code		Ty/Lb/ ETP	L	T/ S.Lr	P/R	C
	PROGRAM LAB IV					
HBEN22L04	Corporate Communication and Advertising	Lb	0	0/0	2/0	1
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits						

Course Objective: To facilitate the students to

1. Provide an overview of advertising, Public Relations and corporate communication.
2. Equip students to plan and execute PR and corporate communication campaigns and other activities
3. Impart lessons on basic ethics of advertising and advertising as a career.
4. Introduce to the preparation of brochures, pamphlets and manuals
5. Write slogans and campaign materials for effective advertising

Unit I

Corporate communication-definition, corporate identity and corporate image, corporate culture, corporate communicator, corporate social responsibility, public relations.

Unit II

PR and media relations in corporate sectors, corporate communication practices-issuing news releases, holding news briefings, sponsorship and exhibitions, publication of news letters, corporate communication and new media.

Unit III

Evolution of advertising, defining advertising, key concepts in advertising

Unit IV

Key players in advertising-advertiser, advertising agency, media, suppliers and target audience; types of advertising, models of advertising.

Unit V

Advertising ethics, advertising and controversy, advertising and publicity, potentials and limitations of media in advertising.

Course Outcome

On successful completion of the course the students will be able to

1. Provide an overview of advertising, Public Relations and corporate communication.
2. Equip students to plan and execute PR and corporate communication campaigns and other activities
3. Impart lessons on basic ethics of advertising and advertising as a career.
4. Introduce to the preparation of brochures, pamphlets and manuals
5. Write slogans and campaign materials for effective advertising

Prescribed Reading

J.V Vilanilam and A. K Varghese, Advertising Basics: A Resource Guide for Beginners.

Joep Cornellissen: Corporate Communication, a Guide to Theory and Practice

JaishriJethwaney: Public Relations: Concepts, Strategies and Tools.

JaishriJethwaney : Advertising.

Books for Reference

Alison Theaker: Public Relations Handbook

S. H. H Kazmi and Satish Batra: Advertising and Sales Promotion

P.R Smith: Marketing Communicatio

Sam Black: Practical Public Relations, Universal Books.

Subrata Banerjee: Advertising as a Career



Course Code	NCC/ NSS/ INTERNSHIP	Ty/Lb/ ETP	L	T/ S.Lr	P/R	C
HBCC22I06		IE	0	0/0	2/0	1
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits						

Students are supposed to undergo internship in related Industries for a minimum period of 15 days cumulatively during the semester. They have to prepare a report on the Internship with a certificate of proof from competent authority in the industry. At the end of the semester Viva-Voce examination will be conducted by the Examiners duly appointed by the Head of the department and the students will be internally evaluated (IE).

Course Code	FOREIGN LANGUAGE	Ty/Lb/ ETP	L	T/ S.Lr	P/R	C
HBFL22IXX		IE	0	0/0	2/0	1
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits						

Foreign language is introduced in the curriculum to make the students globally employable. Students should select and register for any one of the foreign languages from the given list. At the end of the course students should be able to read, write and converse the language in the basic level. At the end of the semester the assessment will be done through internal examination by the examiner duly appointed by the head of the department.

S.NO	COURSE CODE	COURSE NAME
1	EBFL22I01/HBFL22I01	FRENCH
2	EBFL22I02/ HBFL22I02	GERMAN
3	EBFL22I03/ HBFL22I03	JAPANESE
4	EBFL22I04/ HBFL22I04	ARABIC
5	EBFL22I05/ HBFL22I05	CHINESE
6	EBFL22I06/HBFL22I06	RUSSIAN
7	EBFL22I07/HBFL22I07	SPANISH



Course Code	PROGRAM ELECTIVE III	Ty/Lb/ ETP	L	T/ S.Lr	P/R	C
HBEN22EXX			Ty	3	0/0	00
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits						

Students should choose any one of the program elective subject from the list given

Subject Code : HBCC22001	ENVIRONMENTAL STUDIES						Ty/Lb / ETP	L	T/ S.L r	P/R	C	
	Prerequisite : None						Ty	3	0/0	00	3	
L : Lecture T : Tutorial P : Project C: Credits												
OBJECTIVES :												
<ul style="list-style-type: none"> To acquire knowledge of the Environment and Ecosystem & Biodiversity To acquire knowledge of the different types of Environmental pollution To know more about Natural Resources and social issues and the Environment To attain familiarity of human population and Environment 												
COURSE OUTCOMES (Cos) :												
Students completing the course were able to												
CO1	To know about Environment and Ecosystem & Biodiversity											
CO2	To clearly comprehend air, water, Soil, Marine, Noise, Thermal and Nuclear Pollutions and Solid Waste management and identify the importance of natural resources.											
CO3	To know about the natural resources and environmental problems associated with climate change, global warming, acid rain, ozone layer depletion etc., and explain possible solution.											
Mapping of Course Outcomes with Program Outcomes (POs)												
COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3
CO1	2	1	1	1	2	1		2	2			
CO2	2	1	1	1	2	1		2	2			
CO3	2	1	1	1	2	1		2	2			
Category	Basic Sciences	Engg Sciences	Humanities & Social Sciences	Program core	Program Electives	Open Electives		Practical / Project		Internships	Soft Skills	
			√									

Course Code	ENVIRONMENTAL STUDIES	Ty/Lb/ ETP	L	T/ S.Lr	P/R	C
HBCC22001		Ty	3	0/0	0/0	3
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits						

UNIT I ENVIRONMENT AND ECOSYSTEMS 9 Hrs

Definition, scope and importance of environment – need for public awareness – concept, structure and function of an ecosystem – producers, consumers and decomposers – energy flow in the ecosystem. Biodiversity at National and local levels – India

UNIT II ENVIRONMENTAL POLLUTION 9 Hrs

Definition – causes, effects and control measures of: (a) Air pollution (b) Water pollution (c) Soil pollution (d) Marine pollution (e) Noise pollution (f) Nuclear hazards (g) E-Wastes and causes, effects and control measures

UNIT III NATURAL RESOURCES 9 Hrs

Forest resources: Use and over-exploitation, deforestation. Water resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems. Food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems.

UNIT IV SOCIAL ISSUES AND THE ENVIRONMENT 9 Hrs

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 climate change, global warming, acid rain, ozone layer depletion, nuclear accidents, central and state pollution control boards- Public awareness.

UNIT V HUMAN POPULATION AND THE ENVIRONMENT 9 Hrs

Population growth, variation among nations – population explosion, environment and human health – human rights – value education – HIV / AIDS – women and child welfare – role of information technology in environment and human health

Total no of Hours : 45

TEXT BOOKS:

1. Gilbert M.Masters, 'Introduction to Environmental Engineering and Science', 2nd edition, Pearson Education (2004).
2. Benny Joseph, 'Environmental Science and Engineering', Tata McGrawHill, New Delhi, (2006).

Subject Code: HBCC22002	Subject Name: ENTREPRENURSHIP DEVELOPMENT	T/L/ ETP	L	T / S.Lr	P/R	C
	Prerequisite :Basicknowledge in entrepreneurshipdevelopment	Ty	3	0	0	3

L : Lecture, T : Tutorial,SLr : Supervised Learning, P: Project, R : Research, C : Credits,
 T/L/ETL :Theory / Lab / Embedded Theory and Lab

OBJECTIVES

1. To enrich the students towards the knowledge of entrepreneurial skills and to make the students understand the approaches to attain the goals of the business.
2. To recognize the value of problem solving, effective business management and entrepreneurial thinking to business development.
3. To identify the key factors and be able to apply the key entrepreneurial process – command and control, calculated risk-taking and opportunity recognition to business development

COURSE OUTCOMES (Cos)

Students completing this course Will be able to

CO1	Provide information related to entrepreneurship
CO2	Make students state the importance of entrepreneurial development
CO3	State the importance of business idea generations
CO4	Gain knowledge on various EDP organized by Government Sectors
CO5	Provide them the nature of economic development and entrepreneurial growth.

Mapping of Course Outcome with Program Outcome (POs)

Sem	Coursecode:								
VI	ProgrammeOutcomes(Pos)								
Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	2	3	2	3	3	3	3	2	3
CO2	3	3	3	3	3	3	3	3	3
CO3	3	2	3	3	2	3	3	3	2
CO4	2	3	2	3	3	3	3	2	3
CO5	3	3	3	3	2	3	2	3	3

Sem -VI	Programme Specific Outcomes(PSOs)		
Cos	PSO1	PSO2	PSO3
CO1	3	3	2
CO2	2	2	3
CO3	3	3	2
CO4	3	3	3
CO5	3	2	3

3/2/1 Indicates Strength Of Correlation, 3 – High, 2- Medium, 1- Low

Category	Basic Sciences	Engg.Science	Humanities &social Science	Program Core	Program Elective	Open Elective	Practical/Project	Internships/Skill component	Inter disciplinary
			✓						



Course Code	ENTREPRENEURSHIP DEVELOPMENT	Ty/Lb/ETP	L	T/S.Lr	P/R	C
HBCC22002		Ty	3	0/0	0/0	3
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits						

UNIT I: Concept of Entrepreneurship**9 Periods**

Entrepreneurship - Meaning - Types - Qualities of an Entrepreneur - Classification of Entrepreneurs - Factors influencing Entrepreneurship - Functions of Entrepreneurs.

UNIT II: Entrepreneurial Development Agencies.**9 Periods**

Commercial Banks - District Industries Centre - National Small Industries Corporation Small Industries Development Organisation - Small Industries Service Institute. All India Financial Institutions. SIPCOT and its objectives. MSME Sector and its coverage Objectives of Ministry of MSME. Role and Functions of MICRO Small and Medium Enterprises - Development Organisation (MSME - DO) - Objectives of SIDCO - Functions of Tamil Nadu SIDCO - IRBI and its Role. NABARD and its role in the Rural Development of India - Introduction to Micro Units Development Refinance Agency (MUDRA)

UNIT III: Project Management**9 Periods**

Business idea generation techniques - Identification of Business opportunities – Feasibility study - Marketing, Finance, Technology & Legal Formalities - Preparation of Project Report- Tools of Appraisal.

UNIT IV - Entrepreneurial Development Programmes**9 Periods**

Entrepreneurial Development Programmes (EDP) - Role, relevance and achievements – Role of Government in organizing EDPs- Critical evaluation

UNIT V - Economic Development and Entrepreneurial growth**9 Periods**

Role of Entrepreneur in Economic growth - Strategic approaches in the changing Economic scenario for small scale Entrepreneurs - Networking, Niche play, Geographic Concentration, Franchising / Dealership - Development of Women Entrepreneurship. Self-help groups and empowerment of Women in India - Financing SHG and their role in Micro-financing. Financial inclusion and its penetration in India, Challenges and Government role in Financial inclusion – Pradhan Mantri Jan-Dhan Yojana - Six Pillars of Its Mission objectives

Books for Study :

1. Saravanavel, P. Entrepreneurial Development, Principles, Policies and Programmes, EssPee Kay Publishing House - 1997, Chennai.
2. Tulsian, P.C & Vishal Pandey, Business Organization and Management, Pearson Education India, 2002, Delhi.

Books for Reference :

1. Janakiram, B, and Rizwana, M, Entrepreneurship Development, Text and Cases, ExcelBooks India, 2011, Delhi.
2. Arun Mittal & Gupta, S.L - Entrepreneurship Development, International Book House Pvt. Ltd, 2011, Mumbai.
3. Anil Kumar, S, Poornima, S, Abraham, K, Jayashree, K - Entrepreneurship Development, Newage International (P) Ltd, 2012, Delhi
4. Gupta C B and Srinivasan NP, Entrepreneurial Development, Sul



Course Code		Ty/Lb/ ETP	L	T/ S.Lr	P/R	C
	SKILL ENHANCEMENT ELECTIVE II					
HBCC22SEX		Ty	3	0/0	0/0	3
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits						

Students should choose any one subject from the list of SEE given by the Department.

Course Code		Ty/Lb/ ETP	L	T/ S.Lr	P/R	C
	PROJECT					
HBEN22L05		Lb	0	0/0	18	9
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits						

To help students make use of the knowledge and skill developed during their three years of study and to apply them for submitting a dissertation of thirty pages on any of the Core/Interdisciplinary/Elective Subjects.

Each student will be allotted a guide based on the area of Project work. Inter disciplinary/multi-disciplinary project can be done with guidance of relevant departments, if required. Monthly reviews will be conducted during the semester to monitor the progress of the project by the project review committee. Students must submit the Project dissertation at the end of the semester and appear for the Project Viva-Voce examination conducted by the examiners duly appointed by the Controller of Examination.

Subject Code :	Subject Name UNIVERSAL HUMAN VALUES		Ty/Lb/ETL	L	T/SLr	P/R	C		
HBCC22ET1	Prerequisite : None		Ty	2	0	2	3		
L : Lecture T : Tutorial SLr : Supervised Learning P : Project R : Research C: Credits T/L/ETL : Theory / Lab / Embedded Theory and Lab									
OBJECTIVES :									
<ul style="list-style-type: none"> ➤ Describe meaning, purpose, and relevance of universal human values. ➤ Understand the importance of values in individual, social, career, and national life. ➤ Learn from lives of great and successful people who followed and practiced human values and achieved self-actualization. ➤ Understand and practice professional ethics with the goal for the universal wellness 									
COURSE OUTCOMES (Cos) :									
Students completing the course were able to									
CO1	Become conscious practitioners of values								
CO2	Realize their potential as human beings and conduct themselves properly in the ways of the world.								
CO3	Develop integral life skills with values								
CO4	Inculcate and practice them consciously to be good human beings.								
CO5	Practice professional ethics with the goal for the universal wellness								
Mapping of Course Outcomes with Program Outcomes (POs)									
COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1									
CO2									
CO3									
CO4									
CO5									
Category	Basic Sciences	Engg Sciences	Humanities & Social Sciences	Program core	Program Electives	Open Electives	Practical / Project	Internships / Technical Skills	Soft Skills
									√
COs/PSOs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7		
CO1									
CO2									
CO3									
CO4									
CO5									

Subject Code :	Subject Name UNIVERSAL HUMAN VALUES	Ty/Lb/ETL	L	T/SLr	P/R	C
HBCC22ET1	Prerequisite : None	Ty	2	0	2	3

COURSE NAME: UNIVERSAL HUMAN VALUES

Unit 1 Love and Compassion:

Love and its forms: love for self, parents, family, friend, spouse, community, nation, humanity, nature and other beings—living and non-living. Love and compassion and inter-relatedness, Individuals who are remembered in history for love and compassion and what will learners gain if they practice love and compassion

Related activities: Sharing learner's individual and/or group experience(s), community outreach program to manifest love and compassion toward people and nature, Simulated Situations, Case studies

UNIT 2:

Truth and Righteousness: Universal truth, truth as value (artha), truth as fact (satya), veracity, sincerity, honesty among others. Understanding righteousness, Righteousness and dharma, righteousness and propriety, Individuals who are remembered in history for practicing truth and righteousness and what will learners gain if they practice Truth and Righteousness

Sharing learner's individual and/or group experience(s), exercises on ease with truth can be recalled consistently, Simulated Situations, Case studies

Unit 3:

Non-Violence and Peace; pre-requisites for non-violence- Love, compassion, empathy, and sympathy, Ahimsa as non-violence and non-killing, the impact of practicing non-violence- Peace, harmony and balance, Individuals and organizations that are known for their commitment to non- violence and peace, and what will learners gain if they practice non-violence and work towards peace

Sharing learner's individual and/or group experience(s), Simulated Situations, Case studies

Unit 4:

Renunciation (Sacrifice) Tyaga: Renunciation and sacrifice, developing a balance between enjoyment and sacrifice, Bhoga(enjoyment) with tyagabhava and tyaga (Sacrifice) with bhogabhava is the root of all human and literary values, enjoying life and freedom with responsibility and What will learners learn/gain if they practice renunciation and sacrifice Social outreach programs for sharing and caring experience, expressing gratitude, Sharing learner's individual and/or group experience(s), Simulated Situations , Case studies

Unit 5:

Professional Ethics: Understanding Acceptance of human values and Ethical Human Conduct, Basis for Humanistic Education, Humanistic Constitution and Humanistic Universal Order, Developing Competence in professional ethics and practicing it, to utilize the professional competence for augmenting universal human order and create people friendly eco-friendly identify the scope and characteristics of people friendly and eco-friendly systems for the wellness of the universe as a whole.



Exercises to propagate people friendly eco-friendly activities both creative and functional, Brain storming, Sharing learner's individual and/or group experience(s), Simulated Situations , Case studies

References and Suggested Readings:

Human Values and Professional Ethics by R R Gaur, R Sangal, G P Bagaria, Excel Books, New Delhi, 2010

The Story of My Experiments with Truth - by Mohandas Karamchand Gandhi

Basham, A.L. 1954. The Wonder That Was India. London: Picador Press.

Basu, D.D. 2015. Workbook on the Constitution of India, Paperback Edition. Nagpur: Lexisnexis.

Ghosh, Sri Aurobindo. 1998. The Foundations of Indian Culture. Pondicherry: Sri Aurobindo Ashram.

Joshi, Kireet. 1997. Education for Character Development. Delhi: Dharam Hinduja Centre of Indic Studies.

Milton, Rokeach. 1973. The Nature of Human Values. New York: The Free Press.

Mookerji, Radha K. 1989. Ancient Indian Education. Delhi: Motilal Banarasidass

Saraswati, Swami Satyananda .2008. Asana Pranayama Mudra Bandha. Munger, India: Bihar School of Yoga.

.

Subject Code :	Subject Name : Research Methodology	Ty/Lb/ETL	L	T/SLr	P/R	C
HBCC22003	Prerequisite : None	Ty	3	0/0	0/0	3

L : Lecture T : Tutorial SLr : Supervised Learning P : Project R : Research C: Credits
T/L/ETL : Theory / Lab / Embedded Theory and Lab

OBJECTIVES :

- Design and formulation of research problem.
- Analyze research related information and statistical methods in research.
- Carry out research problem individually in a perfect scientific method
- Understand the filing patent applications processes, Patent search, and various tools of IPR, Copyright, and Trademarks.

COURSE OUTCOMES (Cos) : (3 – 5)

Students completing the course were able to

CO1	Design and Formulation of research problem.
CO2	Analyze research related information and statistical methods in research.
CO3	Carry out research problem individually in a perfect scientific method
CO4	Understand Patent Filing application Process.
CO5	Patent Search and various tools used.

Mapping of Course Outcomes with Program Outcomes (POs)

COs/ POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9			
CO1	3	3	3	3	2	2	3	3	3			
CO2	3	2	1	3	3	1	1	1	1			
CO3	3	3	2	1	2	2	3	3	3			
CO4	3	3	2	2	1	2	2	2	2			
CO5	3	3	3	3	3	2	3	3	3			
Category	Program Core	Program Elect	Humanities and social Science	Open Elective	Skill enhancing elective	Inter Disciplinary/Allie	Skill Compone	Practical /Project/internship	Others			
												✓

Subject Code : HBCC2200 3	Subject Name : Research Methodology	Ty/Lb /ETL	L	T/ SLr	P/ R	C
	Prerequisite : None	Ty	3	0/0	0/0	3
L : Lecture T : Tutorial SLr : Supervised Learning P : Project R : Research C: Credits T/L/ETL : Theory / Lab / Embedded Theory and Lab						

Course objective:

- Learn the meaning of interpretation, techniques of interpretation, precautions is to be taken in interpretation for researchprocess,
- Application of statistical methods in research.
- Learn intellectual property rights and itsconstituents

Unit 1

Introduction to research, Definitions and characteristics of research, Types of Research, Research Process, Problem definition, Objectives of Research, Research Questions, Research design, Quantitative vs.

Qualitative Approach, Building and Validating Theoretical Models, Exploratory vs. Confirmatory Research, Experimental vs. Theoretical Research, Importance of reasoning in research.

Unit 2

Problem Formulation, Understanding Modeling & Simulation, Literature Review, Referencing, Information Sources, Information Retrieval, Indexing and abstracting services, Citation indexes, Development of Hypothesis, Measurement Systems Analysis, Error Propagation, Validity of experiments, Statistical Design of Experiments, Data/Variable Types & Classification, Data collection, Numerical and Graphical Data Analysis: Sampling, Observation, Interpretation of Results.

Unit 3

Statistics: Probability & Sampling distribution, Estimation, Measures of central Tendency, Arithmetic mean, Median, Mode, Standard deviation, Co efficient of variation (Discrete serious and continuous serious), Hypothesis testing & application, Correlation & regression analysis, Orthogonal array, ANOVA, Standard error, Concept of point and interval estimation, Level of significance, Degree of freedom, Analysis of variance, One way and two way classified data, 'F' test.

Unit 4

Preparation of Dissertation and Research Papers, Tables and illustrations, Guidelines for writing the abstract, introduction, methodology, results and discussion, conclusion section of a manuscript. References, Citation and listing system of documents

Unit 5

Intellectual property rights (IPR) patents copyrights Trademarks Industrial design geographical indication. Ethics of Research Scientific Misconduct Forms of Scientific Misconduct. Plagiarism, Unscientific practices in thesis work, Ethics in science.

Text Book:

1. K. S. Bordens, and B. B. Abbott, , "Research Design and Methods – A Process Approach", 8th Edition, McGraw Hill, 2011.
2. C. R. Kothari, "Research Methodology – Methods and Techniques", 2nd Edition, New Age International Publishers

HBEN 220015	LITERATURES OF INDIAN DIASPORA						Ty/Lb/ ETP	L	T/ S.Lr	P/R	C		
	Total contact hours – 60						Ty	4	0/0	0/0	4		
	Prerequisite – English Language												
	T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits												
Course Objectives													
<ol style="list-style-type: none"> 1. Explain the theme and genre of diasporic literature of Indian origin writers. 2. Analyse the ethnic identity of diaspora contexts and the migration pattern of the authors. 3. Empathise and be critical of the authors' expressions in varied genres to learn the values of life. 4. Demonstrate an in depth understanding of the diaspora and diasporic attitude to do research. 5. Explore the path of identity seeking in the socio, political and cultural discrimination 													
Course Outcomes (COs)													
<ol style="list-style-type: none"> 1. Explain the theme and genre of diasporic literature of Indian origin writers. 2. Analyse the ethnic identity of diaspora contexts and the migration pattern of the authors. 3. Empathise and be critical of the authors' expressions in varied genres to learn the values of life. 4. Demonstrate an in depth understanding of the diaspora and diasporic attitude to do research. 5. Explore the path of identity seeking in the socio, political and cultural discrimination 													
Program Specific Outcomes (PSOs)													
<ol style="list-style-type: none"> 1. Demonstrating mastery of the components of English language and literature. 2. Explaining through literature in English, diverse historical cultural and social ethics 3. Applying literary critical perspectives to generate original analysis of literature in English 4. Promoting cultural values and real-life skills through English language and Literature 													
6. Mapping of course outcomes (COs) with Program Outcomes (POs)& Program Specific Outcomes (3/2/1 indicates the strength of correlation) 3= High; 2= Medium; 1= Low													
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4
1	3	3	3	3	3	3	3	1	3	3	3	3	3
2	3	3	3	3	3	3	3	1	3	3	3	3	3
3	3	3	3	3	3	3	3	1	3	3	3	3	3
4	3	3	3	3	3	3	3	1	3	3	3	3	3
5	3	3	3	3	3	3	3	1	3	3	3	3	3
3. Category		H&S	Program core	Program Elective	Open Elective	Interdisciplinary/ Allied	Skill enhancing Elective	Skill component	Practical	Project	Internship	Others	
		√	√										

Course Code	PROGRAM CORE PAPER XIII	Ty/Lb/ ETP	L	T/ S.Lr	P/R	C
HBEN22015	LITERATURES OF INDIAN DIASPORA	Ty	4	0/0	0/0	4
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits						

Course Objective

The students will be facilitated to

1. Explain the theme and genre of diasporic literature of Indian origin writers.
2. Analyse the ethnic identity of diaspora contexts and the migration pattern of the authors.
3. Empathise and be critical of the authors' expressions in varied genres to learn the values of life.
4. Demonstrate an in depth understanding of the diaspora and diasporic attitude to do research.
5. Explore the path of identity seeking in the socio, political and cultural discrimination

UNIT 1 INTRODUCTION

Definition and types of Diaspora – Waves of Migration Patterns of Diaspora – Major Diaspora Communities & Popular terms in Diaspora. Definition and types of migration – patterns of migration –domestic and global migratio– impact of migration.Ethnicity and identity of Diaspora context – forming of identity – major components of ethnicity – identity detainment and amalgamation. Feeling of Homelessness

UNIT 2– PROSE

Salman Rushdie: Imaginary Homelands from Rushdie's Imaginary Homelands

Jana Evans Braziel and Anita Mannur (ed.). Modernity, Globalism, and Diaspora. from Theorizing Diaspora : A Reader, Wiley, 2003.

Stuart Hall: Cultural Identity and Diaspora (In Williams, Patrick & Laura Chrisman eds. Colonial Discourse & Postcolonial Theory: A Reader. Harvester Wheatsheaf, 1993)

UNIT 3– POETRY

A.K. Ramanujan- “Small Scale Reflections on a Great House”

R. Parthasarathy – “Home Coming”

Agha Shahid Ali: “Srinagar Airport”, “Of Snow”, “Memory”, (form The Final Collections, Orient Blackswan, 2004).

UNIT 4 – DRAMA

Lorraine Hansberry – A Raisin in the Sun

Silvia Gonzalez – The Migrant Farm worker's Son

UNIT 5 – FICTION

Short Story

Gita Hariharan: Ghosts of Vasumaster

Jhumpa Lahiri: Unaccustomed Earth

Sunetra Gupta: Memories of Rain

Chitra Banerjee Divakurni: Sister of my heart

Novel

Khaled Housseine : The Kite Runner

V.S. Naipaul : The Mystic Masseur

Course Outcome

The students will be able to

1. Explain the theme and genre of diasporic literature of Indian origin writers.
2. Analyse the ethnic identity of diaspora contexts and the migration pattern of the authors.
3. Empathise and be critical of the authors' expressions in varied genres to learn the values of life.
4. Demonstrate an in depth understanding of the diaspora and diasporic attitude to do research.
5. Explore the path of identity seeking in the socio, political and cultural discrimination



REFERENCE

1. English Literature Voices of Indian Diaspora- Malti Agarwal.
2. Diaspora Theory and Translation - HimadriLahiri Ed. By Allen Hibbard. Pub Orient Blank Swan.
3. Writers of the Indian Diaspora-Jasbir Jain.
4. Migration and Diaspora in Mordan Asia. Sunil Amirth.
5. Translational Migration: The Indian Diaspora Ed. William Safran, Ajaya Kumar Sahoo, Brijji V. All. South Asia Edition.
6. Indian Diaspora in the Caribbean : History, Culture and Identity- Ed by Rattanland Hangloo

HBEN 22016	TRAVEL LITERATURE						Ty/Lb/ ETP	L	T/ S.L r	P/R	C		
	Total contact hours – 60						Ty	4	0/0	0/0	4		
	Prerequisite – English Language												
	T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits												
Course Objectives													
<ol style="list-style-type: none"> Understand the features of travel writing, different types of travel literature, and the prominent tropes of the genre Discern those features that have evolved to keep the genre relevant and popular. Analyse travel texts and issues from multiple perspectives, Realise how cultural assumptions inform literatures of travel Focus on the issues that arise in different contexts, and to the nuances of ethical travel writing 													
Course Outcomes (COs)													
<ol style="list-style-type: none"> Understand the features of travel writing, different types of travel literature, and the prominent tropes of the genre Discern those features that have evolved to keep the genre relevant and popular. Analyse travel texts and issues from multiple perspectives, Realise how cultural assumptions inform literatures of travel Focus on the issues that arise in different contexts, and to the nuances of ethical travel writing 													
Program Specific Outcomes (PSOs)													
<ol style="list-style-type: none"> Demonstrating mastery of the components of English language and literature. Explaining through literature in English, diverse historical cultural and social ethics Applying literary critical perspectives to generate original analysis of literature in English Promoting cultural values and real-life skills through English language and Literature 													
7. Mapping of course outcomes (COs) with Program Outcomes (POs) & Program Specific Outcomes (3/2/1 indicates the strength of correlation) 3= High; 2= Medium; 1= Low													
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4
1	3	3	3	3	3	3	3	1	3	3	3	3	3
2	3	3	3	3	3	3	3	1	3	3	3	3	3
3	3	3	3	3	3	3	3	1	3	3	3	3	3
4	3	3	3	3	3	3	3	1	3	3	3	3	3
5	3	3	3	3	3	3	3	1	3	3	3	3	3
3. Category	H&S	Program core	Program Elective	Open Elective	Interdisciplinary/ Allied	Skill enhancing Elective	Skill component	Practical	Project	Internship	Others		
	√	√											



Course Code	PROGRAM CORE PAPER XIV	Ty/Lb/ETP	L	T/S.Lr	P/R	C
HBEN22016	TRAVEL LITERATURE	Ty	4	0/0	0/0	4
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits						

Course Objectives

To facilitate the students to

1. Understand the features of travel writing, different types of travel literature, and the prominent tropes of the genre
2. Discern those features that have evolved to keep the genre relevant and popular.
3. Analyse travel texts and issues from multiple perspectives,
4. Realise how cultural assumptions inform literatures of travel
5. Focus on the issues that arise in different contexts, and to the nuances of ethical travel writing

Unit 1 Introduction to the Genre

Carl Thompson - Defining the Genre (from *Travel Writing*, pp 9–33)

Pico Iyer - Why We Travel (from salon.com)

Unit 2 Travel and Anthropology

Marco Polo- of the Great Island of Madagascar (Chapter xxxvi)

(from *Travels of Marco Polo the Venetian*, pp 302–04)

Songlines. Chapters 5 and 6. pp 20–29

Gateway to the World in *The Hindu* Magazine dated 12March 2017

From Heaven Lake: Travels through Sinkiang and Tibet, Chapter 13

Unit 3 Travel and Socio-political Issues

William Dalrymple - The Daughters of Yellamma (from *Nine Lives*)

Eddy L. Harris *South of Haunted Dreams*, Chapter 7 Joe Sacco *Footnotes in Gaza*

Unit 4 Travel and Humour (12 Hours)

Bill Bryson *Neither Here nor There: Travels in Europe*

(Chapters on Paris, Brussels, Amsterdam, and Florence)

Dervla Murphy *On a Shoestring to Coorg: A Travel Memoir of India*, Chapters 1, 2

William Dalrymple *In Xanadu*. pp 46–58; 68–71 (Penguin Edition)

Unit 5 Travel and Food (11 Hours)

Anthony Bourdain Tokyo Redux (from *A Cook's Tour*)

Samanth Subramanian On Hunting Hilsa and Mastering its Bones (from *Following Fish*)

Calvin Trillin Three Chopsticks in *The New Yorker* dated 27 August 2007

Griffin Shea Cape Malay Food: South Africa's Cuisine Secret in *CNN* dated 27 March 2017

COURSE OUTCOMES

On completion of the course, students will be able to

1. Understand the features of travel writing, different types, and the prominent tropes of the genre.
2. Discern those features that have evolved to keep the genre relevant and popular.
3. Analyse travel texts and issues from multiple perspectives,
4. Realise how cultural assumptions inform literatures of travel
5. Focus on the issues that arise in different contexts, and to the nuances of ethical travel writing

BOOKS FOR REFERENCE

Buford, Bill. *The Best American Travel Writing*. Houghton Mifflin Harcourt, 2010.



- Burton, Stacy. *Travel Narrative and the Ends of Modernity*. Cambridge UP, 2014.
- Clarke, Robert, editor. *The Cambridge Companion to Postcolonial Travel Writing*. Cambridge UP, 2018.
- Dalrymple, William. *In Xanadu: A Quest*. Penguin Books, 2004.
- . *Nine Lives: In Search of the Sacred in Modern India*. Bloomsbury, 2009.
- Eco, Umberto. *How to Travel with a Salmon and other Essays*. Houghton Mifflin, 1994.
- Edwards, Justin D. and Rune Graulund editors. *Postcolonial Travel Writing: Critical Explorations*. Palgrave Macmillan, 2011.
- Frank, Søren. *Migration and Literature*. Palgrave Macmillan, 2008.
- Ghosh, Amitav, *In an Antique Land*. Granta, 1994.
- Holland, Patrick, and Graham Huggan. *Tourists with Typewriters: Critical Reflections on Contemporary Travel Writing*. U of Michigan P, 1998.
- Hulme, Peter and Tim Youngs, editors. *The Cambridge Companion to Travel Writing*. Cambridge UP, 2002.
- Iyer, Pico. "Where is Home?" *TED Talks*.
- Knowles, Sam. *Travel Writing and the Transnational Author*. Palgrave Macmillan, 2014.
- Kuehn, Julia and Paul Smethurst, editors. *Travel Writing, Form and Empire: The Poetics and Politics of Mobility*. Routledge, 2009.
- Lisle, Debbie. *The Global Politics of Contemporary Travel Writing*. Cambridge UP, 2006.
- Mehta, Suketu, *Maximum City: Bombay Lost and Found*. Penguin, 2004.
- Mohanty, Sachidananda, editor. *Travel Writing and the Empire*. Katha, 2003.
- Speake, Jennifer. *Literature of Travel and Explorations: An Encyclopedia*. Fitzroy Dearborn, 2003.
- Thompson, Carl. *Travel Writing*. Routledge, 2011.
- , editor. *The Routledge Companion to Travel Writing*. Routledge, 2016.
- Youngs, Tim, editor. *Travel Writing in the Nineteenth Century: Filling the Blank Spaces*. Anthem Press, 2006

HBEN 22017	DETECTIVE FICTION						Ty/Lb/ ETP	L	T/ S.Lr	P/ R	C		
	Total contact hours – 60						Ty	4	0/0	0/0	4		
	Prerequisite – English Language												
	T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits												
Course Objectives													
<ol style="list-style-type: none"> demonstrate an in depth understanding of the characteristic features of detective fiction and its various sub-genres display an understanding of the formulae of classic detective fiction identify the conventions of the genre and how they have evolved with the changing times analyse the intrinsic plots and characterisation to realise the values of life engage with the historical, political and cultural realities that shape the detective fiction and find scope for research 													
Course Outcomes (COs)													
<ol style="list-style-type: none"> demonstrate an in depth understanding of the characteristic features of detective fiction and its various sub-genres display an understanding of the formulae of classic detective fiction identify the conventions of the genre and how they have evolved with the changing times analyse the intrinsic plots and characterisation to realise the values of life engage with the historical, political and cultural realities that shape the detective fiction and find scope for research 													
Program Specific Outcomes (PSOs)													
<ol style="list-style-type: none"> Demonstrating mastery of the components of English language and literature. Explaining through literature in English, diverse historical cultural and social ethics Applying literary critical perspectives to generate original analysis of literature in English Promoting cultural values and real-life skills through English language and Literature 													
8. Mapping of course outcomes (COs) with Program Outcomes (POs) & Program Specific Outcomes (3/2/1 indicates the strength of correlation) 3= High; 2= Medium; 1= Low													
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4
1	3	3	3	3	3	3	3	1	3	3	3	3	3
2	3	3	3	3	3	3	3	1	3	3	3	3	3
3	3	3	3	3	3	3	3	1	3	3	3	3	3
4	3	3	3	3	3	3	3	1	3	3	3	3	3
5	3	3	3	3	3	3	3	1	3	3	3	3	3
3. Category	H&S	Program core	Program Elective	Open Elective	Interdisciplinary/ Allied	Skill enhancing Elective	Skill component	Practical	Project	Internship	Others		
	√	√											

Course Code	PROGRAM CORE PAPER XV	Ty/Lb/ ETP	L	T/ S.Lr	P/R	C
HBEN22017	DETECTIVE FICTION	Ty	4	0/0	0/0	4
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits						

Course Objectives

To facilitate the students to

1. demonstrate an in depth understanding of the characteristic features of detective fiction and its various sub-genres
2. display an understanding of the formulae of classic detective fiction
3. identify the conventions of the genre and how they have evolved with the changing times
4. analyse the intrinsic plots and characterisation to realise the values of life
5. engage with the historical, political and cultural realities that shape the detective fiction and find scope for research

Unit 1 Overview of Detective Fiction

History of Detective Fiction

Unit 2 The Role of the Detective

- 2.1 Dupin in Edgar Allan Poe
- 2.2 Holmes in Arthur Conan Doyle

Unit 3 The Golden Age Detective Fiction (16 Hours)

- 3.1 Features of Classic Detective Fiction
- 3.2 Agatha Christie

Unit 4 Crime Fiction: Sub-genres (26 Hours)

- 4.1 Hard-boiled Detective Fiction
- 4.2 The Crime Thriller
- 4.3 Spy Fiction
- 4.4 The Police Procedural
 - 4.4.1 Nordic Noir
- 4.5 The Serial Killer Novel

Unit 5 Practical Application Tasks (8 Hours)

Course Outcomes

On completion of the course, students will be able to

1. demonstrate an in depth understanding of the characteristic features of detective fiction and its various sub-genres
2. display an understanding of the formulae of classic detective fiction
3. identify the conventions of the genre and how they have evolved with the changing times
4. analyse the intrinsic plots and characterisation to realise the values of life
5. engage with the historical, political and cultural realities that shape the detective fiction and find scope for research

BOOKS FOR REFERENCE

Bernthal, J.C. The Ageless Agatha Christie: Essays on the Mysteries and Legacies. McFarland, 2016.



Duncan, Paul. *Film Noir: Films of Trust and Betrayal*. Harpenden, 2000. Knox, Ronald. Introduction. *Best Detective Stories of the Year 1928*. Edited by Ronald Knox and H. Harrington. Faber and Faber, 1929, pp. xi-xiv. Messent, P. "Introduction: From Private Eye to Police Procedural - The Logic of Contemporary Crime Fiction." *Criminal Proceedings: The Contemporary American Crime Novel*. Pluto Press, 1997. Priestman, Martin, editor. *The Cambridge Companion to Crime Fiction*. Cambridge UP, 2003. Qusby, Ian. *The Crime and Mystery Book: A Reader's Companion*. Thames and Hudson, 1997. Symons, Julian. *Bloody Murder: From the Detective Story to the Crime Novel: A History*. Harmondsworth, 1974.

WEB RESOURCES

Van Dine, S.S. "Twenty Rules for Writing Detective Stories". *American Magazine*, Sept. 1928. gaslight.mtroyal.ca/vandine.htm.



Course Code	MINI PROJECT	Ty/Lb/ ETP	L	T/ S.Lr	P/R	C
HBEN22I01		IE	0	0/0	4/0	2
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits						

Students will have an opportunity to expose their knowledge and talent to make an innovative project. Students are supposed to do innovative projects useful to industries/society in the area of relevant field, inter and multi-disciplinary areas, under the guidance of a staff member. They must prepare a project report and submit to the department.

At the end of the semester Viva-Voce examination will be conducted by the internal Examiner duly appointed by the Head of the department and the students will be evaluated.

Course Code	INDUSTRY INTERNSHIP	Ty/Lb/ ETP	L	T/ S.Lr	P/R	C
HBEN22I02		Lb	0	0/0	2/0	1
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits						

Students are supposed to undergo internship in related Industries for a minimum period of 15 days cumulatively during the semester. They must prepare a report on the Internship with a certificate of proof from competent authority in the industry. At the end of the semester Viva-Voce examination will be conducted by the Examiners duly appointed by the Head of the department and the students will be internally evaluated (IE).

SubjectCode HBCC22004	SubjectName: START UP STRATAGIES							Ty/Lb	L	T	P	C
	Prerequisite: Nil							Ty	3	0	0	3
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits												
OBJECTIVE: . To understand new venture creation opportunities, its resources and requirements for Enterprise Start-up.												
COURSEOUTCOMES(COs):The students will be able to												
CO1	Develop a start-up Enterprise with Big Idea Generation.											
CO2	Analyze start-up capital requirement by analyzing legal factors.											
CO3	Interpret feasibility Analysis towards funding issues.											
CO4	Access growth stages in new venture and reasons for scaling ventures.											
CO5	Evaluate financial stability and decide on expansion possibilities.											
Mapping of Course Outcomes with Program Outcomes(POs)												
COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3
CO1	2	3	3	2	2	3	3	3	3			
CO2	2	2	3	2	2	3	3	2	2			
CO3	1	2	3	2	1	3	3	3	2			
CO4	1	2	3	2	1	3	3	2	2			
CO5	1	2	3	2	2	3	3	2	2			
1/2/3indicatesStrength ofCorrelation1-High,2-Medium,3-Low												
Category	Basic Sciences	Engg.Sci ence	Humanities &social Science	Program Core	Program Elective	Open Elective	Practical /Project	Internships/ Skill component	Inter disciplinary			
			✓									

Semester :8

SubjectCode	SubjectName:	Ty/Lb	L	T	P	C
HBCC22004	START UP STRATAGIES					
	Prerequisite: Nil	Ty	3	0	0	3
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits						

Unit I: Start-up opportunities:

The New Industrial Revolution - The Big Idea -Generate Ideas with Brainstorming- Business Start-up - Ideation- Venture Choices - The Rise of the startup Economy- The Six Forces of Change - The Start-up Equation- The Entrepreneurial Ecosystem- Entrepreneurship in India. Government Initiatives.

Unit II: Startup Capital Requirements and Legal Environment:

Identifying Startup capital Resources requirements- Estimating startup cash requirements- Develop financial assumptions- Constructing a Process Map- Positioning the venture in the value chain- Launch strategy to reduce risks- Startup financing metrics- The Legal Environment- Approval for New Ventures- Taxes or duties payable for new ventures.

Unit III: Startup Financial Issues: Feasibility Analysis-

The cost and process of raising capital- Unique funding issues of a high- tech ventures – Funding with Equity- Financing with Debt- Funding Startup with bootstrapping- crowd funding- strategic alliances.

Unit IV: Startup survival and Growth:

Stages of growth in a new venture- Growing with the market- Growth within the industry- Venture life patterns- Reasons for new venture failures- preparing for change- Leadership succession. Support for the growth and sustainability of the venture.

Unit V: Planning for Harvest and Exit:

Dealing with Failure: Bankruptcy, Exit Strategies- Selling the Business- Cashing out but staying in being- Going Public (IPO)- Liquidation.

Reference Books:

1. Kathleen R Allen, Launching New Ventures, An Entrepreneurial Approach, Cengage Learning 2016.
2. Anjan Raichaudhuri, Managing New Venture Concepts and Cases, Prentice Hall International 2010.
3. S. R. Bhowmika& M. Bhowmik, Entrepreneurship, New Age International, 2007.
4. Steven Fisher, Ja-nae Duane, The Startup Equation- A Visual Guidebook for Building your Startup, Indian Edition, Mc Graw Hill Education India Pvt. Ltd, 2016.
5. Donald F Kuratko, Jeffrey S. Hornsby, New Venture Management: The Entrepreneur's Road Map, 2e, Routledge,2017.
6. Vijay Sathe, Corporate Entrepreneurship, Ie, Cambridge, 2009

Subject Code: HBCC22005	Subject Name : PRINCIPLES OF DIGITAL MARKETING						Ty/ Lb/ ETL	L	T/ S.Lr	P/R	C	
	Prerequisite: Nil						Ty	3	0/0	0/0	3	
L : Lecture T : Tutorial S.Lr : Supervised Learning P : Project R : Research C: Credits Ty/Lb/ETL : Theory/Lab/Embedded Theory and Lab												
OBJECTIVES :												
<ul style="list-style-type: none"> This course helps the students to understand the fundamental principles of Digital marketing, the past, present and future potential of Digital marketing. At the end of the course students will be able to identify the role of e-marketing in the present context and develop an e-marketing plan with appropriate e-marketing strategies. 												
COURSE OUTCOMES (COs) : (3- 5)												
CO1	Understand the concepts and uses of Digital Marketing											
CO2	Develop Strategic Planning for the Market											
CO3	Evaluate the Ethical and Legal Values											
CO4	Predict the Marketing Trends											
Mapping of Course Outcomes with Program Outcomes (POs)												
COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3
CO1	3	2	2	1	1	1	3	1	1			
CO2	3	2	1	2	2	2	3	2	1			
CO3	2	2	2	1	2	2	3	3	2			
CO4	2	2	2	3	3	2	3	1	2			
H/M/L indicates Strength of Correlation 3- High, 2- Medium, 1-Low												
Category	Basic Sciences	Engineering Sciences	Humanities and Social Sciences	Program Core	Program Electives	Open Electives	Practical / Project	Internships / Technical Skill	Soft Skills			
						✓						

Course Code	Course Title	Ty/ Lb/ ETL	L	T/ S.Lr	P/R	C
HBCC22005	PRINCIPLES DIGITAL MARKETING	Ty	3	0/0	0/0	3

OBJECTIVES:

- This course helps the students to understand the fundamental principles of Digital marketing, the past, present and future potential of Digital marketing.
- At the end of the course students will be able to identify the role of e-marketing in the present context and develop an e-marketing plan with appropriate e-marketing strategies.

UNIT I: INTRODUCTION**9 Hrs**

Digital-Marketing Past, Present & Future – Digital-Marketing Landscape, Digital-marketing’s Past - Web 1.0, Digital Marketing Present - Web 2.0, Future -Web 3.0, Strategic Digital-Marketing, and Digital -Business Models – Online Revenue Models, Value Models, and Strategic Digital-Business Models.

UNIT II: DIGITAL MARKETING PLAN**9 Hrs**

Process, Creating a Digital-Marketing Plan, Seven Steps –Situation Analysis, Strategic Planning, Objectives, Digital-Marketing Strategies – Product, Price, Distribution, Communication, Relationship Management; Implementation plan, Budget, Evaluation.

UNIT III: DIGITAL -MARKETING ENVIRONMENT**9 Hrs**

Overview of Digital-Marketing Environment, Global Digital -Markets, Wireless Internet Access, Digital divide, Building inclusive Digital markets, social networking, Ethical and Legal Issues – Overview, Digital Property, Emerging issues.

UNIT IV: DIGITAL-MARKETING MANAGEMENT**9 Hrs**

Online offer – Creating customer value online, Product Benefits, Digital Marketing enhanced product development, Payment options, Pricing Strategies; Internet as distribution, Digital Marketing Communication – Owned Media, Paid media, Earned Media.

UNIT V: EMERGING TRENDS**9 Hrs**

Emerging trends in Digital-marketing, Content Marketing, Social Media Marketing, Email Marketing, Affiliate Marketing, Video Marketing, Mobile Marketing, Interactive advertising, International Online Marketing, Search Engine Marketing, Online Partnership, Viral Marketing, E-CRM, E-Business, E-Tailing.

Total Hours: 45**TEXT BOOK:**

1. Strauss Judy, Frost Raymond (2013), E-Marketing, 7/e; New Delhi: Prentice Hall.

REFERENCE BOOKS:

1. Chaffey Dave and Smith PR (2013), Emarketing Excellence: Planning and Optimizing your Digital Marketing; 4/e; Routledge.
2. Ryan Damian, (2014), Understanding Digital Marketing: Marketing Strategies for Engaging the Digital Generation, 3/e; Kogan Page Limited.

SubjectCode:	SubjectName: INTELLECTUAL PROPERTY RIGHTS AND PATENT.	Ty/Lb	L	T	P	C
	Prerequisite: Nil	Ty	3	0	0	3
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits						

OBJECTIVE:

To introduce fundamental aspects of Intellectual property Rights to students who are going to play a major role in development and management of innovative projects in industries.
 To develop expertise in the learners in IPR related issues and sensitize the learners with the emerging issues in IPR and the rationale for the protection of IPR.

COURSEOUTCOMES(COs):The students will be able to

CO1	Imbibe the knowledge of Intellectual Property and its protection through various laws.
CO2	apply the knowledge of IPR for professional development
CO3	develop a platform for protection and compliance of Intellectual Property Rights & knowledge
CO4	create awareness amidst academia and industry of IPR and Copyright compliance
CO5	deliver the purpose and function of IPR and patenting

Mapping of Course Outcomes with Program Outcomes(POs)

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3
CO1	3	3	2	2	2	3	3	2	2			
CO2	3	3	1	2	3	2	2	2	3			
CO3	3	3	2	2	3	3	2	3	2			
CO4	3	3	2	3	2	2	2	1	2			
CO5	3	2	1	2	2	2	3	2	2			

1/2/3indicatesStrengthofCorrelation1-High,2-Medium,3-Low

Category	Basic Sciences	Engg.Science	Humanities & social Science	Program Core	Program Elective	Open Elective	Practical/Project	Internships/Skills component	Inter disciplinary
								√	
Approval									



Subject Code: HBCC22006	Subject Name: INTELLECTUAL PROPERTY RIGHTS AND PATENT.	Ty/Lb	L	T	P	C
	Prerequisite: Nil	Ty	3	0	0	3
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits						

UNIT – I:

9Hrs

Introduction to IPRs, Basic concepts and need for Intellectual Property – Meaning and practical aspects of Patents, Copyrights, Geographical Indications, IPR in India and Abroad. Nature of Intellectual Property, Industrial Property, technological Research, Inventions and Innovations – Important examples of IPR.

UNIT – II:

9Hrs

Intellectual Property Rights. The IPR tool kit, Patents, the patenting process, Patent cooperation treaties: International Treaties and conventions on IPRs: Trade Related Aspects of Intellectual Property Rights Agreement, Patent Cooperation Treaty, Patent Act of India, Patent Amendment Act, Design Act, Trademark Act, Geographical Indication Act.

UNIT – III:

9Hrs

Intellectual Property Protections IPR of Living Species, protecting inventions in biotechnology, protections of traditional knowledge, biopiracy and documenting traditional knowledge, Digital Innovations and Developments as Knowledge Assets – IP Laws, Cyber Law and Digital Content Protection. Case studies: The basmati rice issue, revocations of turmeric patent, revocation of neem patent.

UNIT – IV:

9Hrs

Exercising and Enforcing of Intellectual Property Rights Rights of an IPR owner, licensing agreements, criteria for patent infringement. Case studies of patent infringement, IPR – contract, unfair competitions and control, provisions in TRIPS,

UNIT- V:

9Hrs

Role of Patents in Product Development & Commercialization Recent changes in IPR laws impacting patents and copy rights, intellectual cooperation in the science and allied industry. Patentable and non-patentable research. Case studies.

Total hours:45

Text book:

1. Nithyananda, K.V. (2019). Intellectual Property Rights : Protection and Management. India, IN: Cengage Learning India Private Limited.
2. Neeraj, P., &Khusdeep, D. (2014). Intellectual Property Rights. India, IN: PHI learning Private Limited.

References:

- 1.P.B. Ganguli, Intellectual Property Rights: Unleashing the Knowledge Economy. Tata Mc Graw Hill, 2001. Steve Smith, The Quality Revolution.1st ed., Jaico Publishing House, 2002.
2. Kompal Bansal and Praishit Bansal. Fundamentals of IPR for Engineers, 1st Edition, BS Publications, 2012.
- 3.Prabhuddha Ganguli. Intellectual Property Rights. 1st Edition, TMH, 2012.



- 4.R Radha Krishnan & S Balasubramanian. Intellectual Property Rights. 1st Edition, Excel Books, 2012.
5. M Ashok Kumar & Mohd. Iqbal Ali. Intellectual Property Rights. 2nd Edition, Serial Publications, 2011. VinodV. Scople, Managing Intellectual Property. Prentice Hall of India PvtLtd, 2012.
6. Deborah E. Bouchoux. Intellectual Property: The Law of Trademarks, Copyrights, Patents and Trade Secrets. Cengage Learning, 3rd ed. Edition, 2012.
7. Prabuddha Ganguli. Intellectual Property Rights: Unleashing the Knowledge Economy. McGraw Hill Education, 2011. Edited by Derek Bosworth and Elizabeth Webster. The Management of Intellectual Property. Edward Elgar Publishing Ltd., 2013.
8. Wadhwa (2004), Intellectual Property Rights, Universal Law Publishing Co.
9. Ramappa (2010), Intellectual Property Rights Law in India, Asia Law House

E-resources:

1. Subramanian, N., & Sundararaman, M. (2018). Intellectual Property Rights – An Overview. Retrieved from <http://www.bdu.ac.in/cells/ipr/docs/ipr-eng-ebook.pdf>
2. World Intellectual Property Organisation. (2004). WIPO Intellectual Property Handbook. Retrieved from https://www.wipo.int/edocs/pubdocs/en/intproperty/489/wipo_pub_489.pdf

Reference Journal:

1. Journal of Intellectual Property Rights (JIPR): NISCAIR

Useful Websites:

1. Cell for IPR Promotion and Management (<http://cipam.gov.in/>)
2. World Intellectual Property Organisation (<https://www.wipo.int/about-ip/en/>)
3. Office of the Controller General of Patents, Designs & Trademarks (<http://www.ipindia.nic.in/>)

Course Code	MAJOR PROJECT	Ty/Lb/ ETP	L	T/ S.Lr	P/R	C
HBEN22L06		Lb	0	0/0	12/0	6
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits						

To help students make use of the knowledge and skill developed during the four years of study and to apply them in a project for the development of society and industries.

Students are expected to do a Project work either in an Industry or at the University in the field of relevant field /inter-disciplinary /multi-disciplinary area . The work to be carried out in Phase II should be continuation of Phase I. Each student will be allotted a guide based on the area of Project work. In case of industrial Project external guide has to be allotted from Industry. Inter disciplinary/multi-disciplinary project can be done with guidance of relevant department. Monthly reviews will be conducted during the semester to monitor the progress of the project by the project review committee. Students have to submit the Project thesis at the end of the semester and appear for the Project Viva-Voce examination conducted by the examiners duly appointed by the Controller of Examination. In case of industrial project certificate in proof has to be included in the report along with the bonafide certificate.

Course Code	RESEARCH PUBLICATION	Ty/Lb/ ETP	L	T/ S.Lr	P/R	C
HBEN22I03		IE	0	0/0	2/0	2
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits						

Students are supposed to prepare and publish an article based on his/her area of research in peer reviewed referred journal. Code of research publication ethics should be followed. After publishing the article students should present a seminar in presence of department faculties and PG students. At the end of semester viva examination will be conducted by the examiners appointed by the Head of the department.



PROGRAM ELECTIVES

HBEN22E01	WOMEN'S WRITING						Ty/Lb/ ETP	L	T/ S.Lr	P/ R	C		
	Total contact hours – 60						Ty	4	0/0	0/ 0	4		
	Prerequisite – English Language												
	T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits												
Course objectives													
<ol style="list-style-type: none"> 1. Demonstrate mastery of women's literature by detailing the development and current practices related to gender issues and feminist perspectives 2. Explain the texts by characterizing, differentiating, and critiquing the dominant critical theories and practices in the field. 3. Attain mastery of the subject to find relevance in the real life situations and serve diverse communities. 4. Conduct research that leads to a substantial original thesis, in a subfield of the students' choice. 5. Demonstrate cultural values and ethical principles in women's literature for all professional and personal activities 													
Course Outcomes (COs)													
<ol style="list-style-type: none"> 1. Demonstrate mastery of women's literature by detailing the development and current practices related to gender issues and feminist perspectives 2. Explain the texts by characterizing, differentiating, and critiquing the dominant critical theories and practices in the field. 3. Attain mastery of the subject to find relevance in the real life situations and serve diverse communities. 4. Conduct research that leads to a substantial original thesis, in a subfield of the students' choice. 5. Demonstrate cultural values and ethical principles in women's literature for all professional and personal activities 													
Program Specific Outcomes (PSOs)													
<ol style="list-style-type: none"> 1. Demonstrating mastery of the components of English language and literature. 2. Explaining through literature in English, diverse historical cultural and social ethics 3. Applying literary critical perspectives to generate original analysis of literature in English 4. Promoting cultural values and real-life skills through English language and Literature 													
9. Mapping of course outcomes (COs) with Program Outcomes (POs) & Program Specific Outcomes <small>(3/2/1 indicates the strength of correlation) 3= High; 2= Medium; 1= Low</small>													
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4
1	3	3	3	3	3	3	3	1	3	3	3	3	3
2	3	3	3	3	3	3	3	1	3	3	3	3	3
3	3	3	3	3	3	3	3	1	3	3	3	3	3
4	3	3	3	3	3	3	3	1	3	3	3	3	3
5	3	3	3	3	3	3	3	1	3	3	3	3	3
3. Category													
	H&S	Program core	Program Elective	Open Elective	Interdisciplinary/ Allied	Skill enhancing Elective	Skill component	Practical	Project	Internship	Others		
	√		√										

Course Code	WOMEN'S WRITING	Ty/Lb/ ETP	L	T/ S.Lr	P/R	C
HBEN22E01		Ty	4	0/0	0/0	4
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits						

Course objectives:To facilitate the students to

1. Demonstrate mastery of women's literature by detailing the development and current practices related to gender issues and feminist perspectives
2. Explain the texts by characterizing, differentiating, and critiquing the dominant critical theories and practices in the field.
3. Attain mastery of the subject to find relevance in the real life situations and serve diverse communities.
4. Conduct research that leads to a substantial original thesis, in a subfield of the students' choice.
5. Demonstrate cultural values and ethical principles in women's literature for all professional and personal activities

Unit-1: Introduction

Women's writing and the specific issues it deals with, gender aspects viz-a-viz society, theories and concepts of feminism (liberal, social, radical feminism), patriarchy, stereotyping

Unit-2: Prose

Detailed Study: A Vindication of the Rights of Woman: with Strictures on Political and Moral Subjects - Mary Wollstonecraft (Restricted to Chapter 13 – Pages 273-275 only)

Non-detailed: Ain't I a woman? - Sojourner Truth (Speech)

Unit-3: Poetry

Detailed Study: Persephone, Falling - Rita Dove-Journey to the Interior - Margaret Atwood- Words for father- Shirley Lim

Non-detailed Study

Request to a Year - Judith Wright

Medusa - Sylvia Plath

A Sunset of the City - Gwendolyn Brooks

Unit-4: Drama

1. Trifles - Susan Glaspell

Unit-5: Short Stories

Draupathi - Mahasweta Devi The Yellow Wallpaper - Charlotte Perkins Gilmar

Forest - Ambai

Course Outcomes

On successful completion of the course the students will be able to

1. Demonstrate mastery of women's literature by detailing the development and current practices related to gender issues and feminist perspectives
2. Explain the texts by characterizing, differentiating, and critiquing the dominant critical theories and practices in the field.
3. Attain mastery of the subject to find relevance in the real life situations and serve diverse communities.
4. Conduct research that leads to a substantial original thesis, in a subfield of the students' choice.
5. Demonstrate cultural values and ethical principles in women's literature for all professional and personal activities

Prescribed Texts:

Trifles - Susan Glaspell. Baker's Plays, 2010

Recommended Texts:

Feminism: A Very Short Introduction. Margaret Walters. Oxford University Press, 2005.

The Cambridge Companion to Feminist Literary Theory. Ellen Rooney. Cambridge University Press, 2006.

HBEN22E02	MYTH AND LITERATURE									Ty/Lb/ ETP	L	T/ S.Lr	P/R	C
	Total contact hours – 60									Ty	4	0/0	0/0	4
	Prerequisite – English Language													
	T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits													
Course Objectives														
<ol style="list-style-type: none"> 1. identify the connection between mythology and literature in various cultures across the world. 2. analyze the themes of myth in literature for a thorough understanding of civilization 3. explain how literary myths reflect societal rituals and ways of life in various cultures 4. to explain myth and mythology as sublimation of culture and find scope for research 5. study the ethical implications of myth in literature and their relevance to contemporary society 														
Course Outcomes (COs)														
<ol style="list-style-type: none"> 1. identify the connection between mythology and literature in various cultures across the world. 2. analyze the themes of myth in literature for a thorough understanding of civilization 3. explain how literary myths reflect societal rituals and ways of life in various cultures 4. to explain myth and mythology as sublimation of culture and find scope for research 5. study the ethical implications of myth in literature and their relevance to contemporary society 														
Program Specific Outcomes (PSOs)														
<ol style="list-style-type: none"> 1. Demonstrating mastery of the components of English language and literature. 2. Explaining through literature in English, diverse historical cultural and social ethics 3. Applying literary critical perspectives to generate original analysis of literature in English 4. Promoting cultural values and real-life skills through English language and Literature 														
10. Mapping of course outcomes (COs) with Program Outcomes (POs) & Program Specific Outcomes (3/2/1 indicates the strength of correlation) 3= High; 2= Medium; 1= Low														
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4	
1	3	3	3	3	3	3	3	1	3	3	3	3	3	
2	3	3	3	3	3	3	3	1	3	3	3	3	3	
3	3	3	3	3	3	3	3	1	3	3	3	3	3	
4	3	3	3	3	3	3	3	1	3	3	3	3	3	
5	3	3	3	3	3	3	3	1	3	3	3	3	3	
3. Category	H&S	Program core	Program Elective	Open Elective	Interdisciplinary/ Allied	Skill enhancing Elective	Skill component	Practical	Project	Internship	Others			
	√		√											



Course Code	MYTH AND LITERATURE	Ty/Lb/ ETP	L	T/ S.Lr	P/R	C
HBEN22E02		Ty	4	0/0	0/0	4
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits						

Course Objectives: To facilitate the students to

1. identify the connection between mythology and literature in various cultures
2. analyze the themes of myth in literature for a thorough understanding of civilization
3. explain how literary myths reflect societal rituals and ways of life in various cultures
4. to explain myth and mythology as sublimation of culture and find scope for research
5. study the ethical implications of myth in literature and their relevance to contemporary society

Unit-1: Introduction

Beginnings of myth, Natural Phenomena as Myth, Myth and Legends Prescribed: The Norton Reader-Ed by Linda H. Peterson, John C. Brereton: Chapter – Mythology Robert Graves (Pages 1150-1154)

Unit-2: Greek and Roman Mythology

Hercules (Cleaning of Aegean Tables, Atlas and Hercules)

Ulysses & Cyclops, Ulysses & Circe, the story of Penelope.

The Stories of Romulus and Remus-Dido, Queen of Carthage-Cupid & Psyche-Orpheus and Eurydice Echo & Narcissus

Unit-3: Celtic Mythology

1. Oisín in the Land of Forever Young

Unit-4: Legends

Arthurian Cycle (The Holy Grail) -Robin Hood Cycle

Unit-5: Hindu Epics and Legends

Stories from Ramayana: The Story of Mareecha; The Burning of Lanka

Stories from Mahabharata: Kurukshetra - The Battle & The Deception of Bheema; The Dog; The Bhagavad Gita

Stories from Puranas, Epics and Vedas

The Stories of Nala and Damayanthi-Nacheeketa and Yama-Ganga - Sakuntala

Course Outcomes: On successful completion of the course the students will be able to

1. identify the connection between mythology and literature in various cultures
2. analyze the themes of myth in literature for a thorough understanding of civilization
3. explain how literary myths reflect societal rituals and ways of life in various cultures
4. to explain myth and mythology as sublimation of culture and find scope for research.
5. study the ethical implications of myth in literature and their relevance to contemporary society

Prescribed texts:

The Norton Reader - Ed by Linda H. Peterson, John C. Brereton

Myths of the Hindus and Buddhists – Ananda K. Coomaraswamy and Sister Nivedita (Chapters III and VII only)

Reference texts:

The Encyclopedia of World Mythology Bulfinch's Mythology Myth and Me



HBEN22E03	CULTURAL STUDIES						Ty/Lb/ETP	L	T/S.Lr	P/R	C		
	Total contact hours – 60						Ty	4	0/0	0/0	4		
	Prerequisite – English Language												
	T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits												
Course Objectives													
<ol style="list-style-type: none"> 1. understand major theories that design and redesign literatures which bear cultural strands. 2. analyze culture and its influence on society with the prescribed literatures for study. 3. explain cultural issues and problems to do original research in their field of choice. 4. demonstrate a thorough understanding of culture and human behaviour for lifelong learning 5. study the ethical implications of culture in literature and their relevance to contemporary society 													
Course Outcomes (COs)													
<ol style="list-style-type: none"> 1. understand major theories that design and redesign literatures which bear cultural strands. 2. analyze culture and its influence on society with the prescribed literatures for study. 3. explain cultural issues and problems to do original research in their field of choice. 4. demonstrate a thorough understanding of culture and human behaviour for lifelong learning 5. study the ethical implications of culture in literature and their relevance to contemporary society 													
Program Specific Outcomes (PSOs)													
<ol style="list-style-type: none"> 1. Demonstrating mastery of the components of English language and literature. 2. Explaining through literature in English, diverse historical cultural and social ethics 3. Applying literary critical perspectives to generate original analysis of literature in English 4. Promoting cultural values and real-life skills through English language and Literature 													
11. Mapping of course outcomes (COs) with Program Outcomes (POs) & Program Specific Outcomes (3/2/1 indicates the strength of correlation) 3= High; 2= Medium; 1= Low													
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4
1	3	3	3	3	3	3	3	1	3	3	3	3	3
2	3	3	3	3	3	3	3	1	3	3	3	3	3
3	3	3	3	3	3	3	3	1	3	3	3	3	3
4	3	3	3	3	3	3	3	1	3	3	3	3	3
5	3	3	3	3	3	3	3	1	3	3	3	3	3
3. Category 4.Approval	H&S	Program core	Program Elective	Open Elective	Interdisciplinary/ Allied	Skill enhancing Elective	Skill component	Practical	Project	Internship	Others		
	√		√										



Course Code	CULTURAL STUDIES	Ty/Lb/ ETP	L	T/ S.Lr	P/R	C
HBEN22E03		Ty	4	0/0	0/0	4
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits						

Course Description: This course attempts to introduce the students to the contemporary academic discipline of Cultural Studies. This paper aims to introduce students to the interdisciplinary field of 'culture'. It aims at opening up the field of 'culture' as an academic and empowering area to engage with. Units two, three and four engage with City, Cinema and the Cyberspace respectively.

Course Objectives:

To facilitate the students to

1. understand major theories that design and redesign literatures which bear cultural strands.
2. analyze culture and its influence on society with the prescribed literatures for study.
3. explain cultural issues and problems to do original research in their field of choice.
4. demonstrate a thorough understanding of culture and human behaviour for lifelong learning
5. study the ethical implications of culture in literature and their relevance to contemporary society

Unit I

AshisNandy, The Twentieth Century: The Ambivalent Homecoming of Homo Psychologicus
Henry Giroux, et al. "The Need for Cultural Studies: Resisting Intellectuals and Oppositional Public Spheres"

Richard Howells "Semiotics" Roland Richard Howells "Ideology" CSCS. "Femininity - Masculinity" CSCS. "Imagining the Nation"

Unit II City

Ravi S. Vasudevan. "The Cities of Everyday Life"

Nitin Govil. "The Metropolis and Mental Strife: The city in science fiction cinema" Joy Chatterjee. "Long Bus Drive"

Veena Das. "Violence and Translation";

Rana Dasgupta. "The Face of the Future: Biometric surveillance and progress" Shuddhabrata Sengupta. "Everyday Surveillance: ID cards, cameras and the database of ditties"

Sam de Silva. "Blind Intelligence"

David Lyon. "Surveillance: After September 11, 2001"

--- "Urban Transformations and Media Piracy"

---- "Obscenity, Decency and Morality"

Unit III Cinema

Pramod Nayar, "Screen Culture"

AshisNandy. "Introduction: Indian Popular Cinema as the Slum's Eye View of Politics"

Unit IV Cyber culture

Warwick Mules. "Cyberculture"

Mark Poster. "Postmodern Virtualities"

Manuel Castells "The Network Society and Organizational Change" Manuel Castells "Identity in the Network Society"

Unit V: Research method in Cultural Studies

Course Outcomes



On successful completion of the course the students will be able to

1. understand major theories that design and redesign literatures which bear cultural strands.
2. analyze culture and its influence on society with the prescribed literatures for study.
3. explain cultural issues and problems to do original research in their field of choice.
4. demonstrate a thorough understanding of culture and human behaviour for lifelong learning
5. study the ethical implications of culture in literature and their relevance to contemporary society

Required Reading

- Barthes, Roland. Mythologies. Trs Annette Lavers. London: Vintage, 1993. Print.
- Castells, Manuel "The Network Society and Organizational Change." Conversations with History Institute of International Studies, UC Berkeley, 2001. Print.
- "Identity in the Network Society." Conversations with History Institute of International Studies, UC Berkeley, 2001. Print.
- CSCS. "Femininity – Masculinity" <http://courses.cscsarchive.org/courses/ugdip05/paper1/mod8/>
- "Imagining the Nation". Web.
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<http://courses.cscsarchive.org/courses/ugdip05/paper%202/mod%206/>. Web. Liang, Lawrence. "Urban Transformations and Media Piracy"
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- Mulvey, Laura. "Visual Pleasure and Narrative Cinema" (1975)
<http://www.nwe.ufl.edu/~lhodges/vpnc.html>. Web.
- Nandi, Ashish ed. The Secret Politics of Our Desires: Innocence, Culpability and Indian Popular Cinema. Delhi: OUP, 1998. Print.
- Nayar, Pramod K. Reading Culture: Theory, Praxis, Politics. New Delhi: Sage, 2006. Print. Ramanujan, A.K "Introduction" Folktales from India, New Delhi: Penguin, 1994. Print.
- Thwaites, Tony, Lloyd Davis, and Warwick Mules. Introducing Cultural and Media Studies: A Semiotic Approach. New York: Palgrave, Rpt 2005. Print.
- Vasudevan, Ravi S. et al. SARAI Reader 02. Delhi/Amsterdam: SARAI, 2002. Print.



HBEN22E04	AUSTRALIAN LITERATURE						Ty/Lb/ ETP	L	T/ S.Lr	P/R	C		
	Total contact hours – 60						Ty	4	0/0	0/0	4		
	Prerequisite – English Language												
	T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits												
Course Objectives													
<ol style="list-style-type: none"> 1. Develop an understanding of the cultural context of Australian literature. 2. Develop an understanding of postcolonial concepts and theories, and apply these to literary texts. 3. Understand the concepts of race, diaspora and nationalism with reference to Australian literature 4. Find inference to indigenous vs multiculturalism as applicable to life long learning 5. Explore the Australian literature to do research with informed social and political ethics 													
Course Outcomes (COs)													
<ol style="list-style-type: none"> 1. Develop an understanding of the cultural context of Australian literature. 2. Develop an understanding of postcolonial concepts and theories, and apply these to literary texts. 3. Understand the concepts of race, diaspora and nationalism with reference to Australian literature 4. Find inference to indigenous vs multiculturalism as applicable to life long learning 5. Explore the Australian literature to do research with informed social and political ethics 													
Program Specific Outcomes (PSOs)													
<ol style="list-style-type: none"> 5. Demonstrating mastery of the components of English language and literature. 6. Explaining through literature in English, diverse historical cultural and social ethics 7. Applying literary critical perspectives to generate original analysis of literature in English 8. Promoting cultural values and real-life skills through English language and Literature 													
12. Mapping of course outcomes (COs) with Program Outcomes (POs) & Program Specific Outcomes (3/2/1 indicates the strength of correlation) 3= High; 2= Medium; 1= Low													
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4
1	3	3	3	3	3	3	3	1	3	3	3	3	3
2	3	3	3	3	3	3	3	1	3	3	3	3	3
3	3	3	3	3	3	3	3	1	3	3	3	3	3
4	3	3	3	3	3	3	3	1	3	3	3	3	3
5	3	3	3	3	3	3	3	1	3	3	3	3	3
3. Category	H&S	Program core	Program Elective	Open Elective	Interdisciplinary/ Allied	Skill enhancing Elective	Skill component	Practical	Project	Internship	Others		
	√		√										



Course Code	AUSTRALIAN LITERATURE	Ty/Lb/ETP	L	T/S.Lr	P/R	C
HBEN22E04		Ty	4	0/0	0/0	4
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits						

Course objectives: To facilitate the students to

1. Develop an understanding of the cultural context of Australian literature.
2. Develop an understanding of postcolonial concepts and theories, and apply these to literary texts.
3. Understand the concepts of race, diaspora and nationalism with reference to Australian literature
4. Find inference to indigenous vs multiculturalism as applicable to life long learning
5. Explore the Australian literature to do research with informed social and political ethics

Unit-I: Poems

Detailed Study

Waltzing Mathilda – Banjo Patterson

No more Boomerang – Kath Walker

Non-detailed Study

The Immigrant Voyage – Les Murray

For New England – Judith Wright

Unit II: Short Stories

Mate – Kate Greenville

Unit III: Drama

Ned Kelly – Douglas Stuart

Unit IV: Novels

Seven Little Australians – Ethel Turner

Unit V: Myths and Legends

The Aboriginal Song Cycle - The Djanggawul

One Sunday in February 1942 – Thomas Keneally

Song Cycle The Wild Colonial Boy

Course Outcomes: On successful completion of the course the students will be able to

1. Develop an understanding of the cultural context of Australian literature.
2. Develop an understanding of postcolonial concepts and theories, and apply these to literary texts.
3. Understand the concepts of race, diaspora and nationalism with reference to Australian literature
4. Find inference to indigenous vs multiculturalism as applicable to life long learning
5. Explore the Australian literature to do research with informed social and political ethics

Reference Texts:

The Cambridge Companion to Australian Literature – Elizabeth Webby – CUP– 2000

The Macmillan Anthology of Australian Literature – Ken Goodwin and Allan Lawson, Macmillan – 1990

Online References:

Australian Government – www.australia.gov.au/about-australia/australian-stories

Creative Spirits – www.creativespirits.info

Austlit: The Australian Literature Resource – www.austlit.edu.au



HBEN22E05	CANADIAN LITERATURE					Ty/Lb/ETP	L	T/S.Lr	P/R	C			
	Total contact hours – 60					Ty	4	0/0	0/0	4			
	Prerequisite – English Language												
	T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits												
Course Objectives													
<ol style="list-style-type: none"> 1. Develop an understanding of the cultural context of Canadian literature. 2. Develop an understanding of postcolonial concepts and theories, and apply these to literary texts. 3. Understand the concepts of race, diaspora and nationalism with reference to Canadian literature 4. Find inference to indigenous vs multiculturalism as applicable to life-long learning 5. Explore the Canadian literature to do research with informed social and political ethics 													
Course Outcomes (COs)													
<ol style="list-style-type: none"> 1. Develop an understanding of the cultural context of Canadian literature. 2. Develop an understanding of postcolonial concepts and theories, and apply these to literary texts. 3. Understand the concepts of race, diaspora and nationalism with reference to Canadian literature 4. Find inference to indigenous vs multiculturalism as applicable to life-long learning 5. Explore the Canadian literature to do research with informed social and political ethics 													
Program Specific Outcomes (PSOs)													
<ol style="list-style-type: none"> 1. Demonstrating mastery of the components of English language and literature. 2. Explaining through literature in English, diverse historical cultural and social ethics 3. Applying literary critical perspectives to generate original analysis of literature in English 4. Promoting cultural values and real-life skills through English language and Literature 													
13. Mapping of course outcomes (COs) with Program Outcomes (POs)& Program Specific Outcomes (3/2/1 indicates the strength of correlation) 3= High; 2= Medium; 1= Low													
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
1	3	3	3	3	3	3	3	1	3	3	3	3	3
2	3	3	3	3	3	3	3	1	3	3	3	3	3
3	3	3	3	3	3	3	3	1	3	3	3	3	3
4	3	3	3	3	3	3	3	1	3	3	3	3	3
5	3	3	3	3	3	3	3	1	3	3	3	3	3
3. Category	H&S	Program core	Program Elective	Open Elective	Interdisciplinary/ Allied	Skill enhancing Elective	Skill component	Practical	Project	Internship	Others		
	√		√										



Course Code	CANADIAN LITERATURE	Ty/Lb/ ETP	L	T/ S.Lr	P/R	C
HBEN22E05		Ty	4	0/0	0/0	4
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits						

Course Objectives: To facilitate the students to

1. Develop an understanding of the cultural context of Canadian literature.
2. Develop an understanding of postcolonial concepts and theories, and apply these to literary texts.
3. Understand the concepts of race, diaspora and nationalism with reference to Canadian literature
4. Find inference to indigenous vs multiculturalism as applicable to life-long learning
5. Explore the Canadian literature to do research with informed social and political ethics

Unit-1: Poetry

Detailed Study

First Neighbours – P K Page

Indian Reservation: Caughnawaga – A M Klein

Non-detailed Study

The Cattle Thief – Emily Pauline Johnson

Like an Old Proud King in a Parable – A J M Smith

Unit-2: Prose and Fiction

Detailed Study

Godzilla vs. Post-colonial – Thomas King

Non de-tailed

Disunity as Unity: A Canadian Strategy - Robert Krotesch
The Edible Woman – Margaret Atwood

Unit-3: Drama

The Ecstasy of Rita Joe – George Ryga

Unit-4: Short Stories and Legends

Face – Alice Munro

“The Hostelry of Mr Smith” (Sunshine Sketches of a Little Town) – Stephen Leacock
Cannibal Woman – Ron Geyschick

Unit-5: Autobiography / Autoethnography

In Search of April Raintree – Beatrice Mosonior Culleton

Course Outcomes: On successful completion of the course the students will be able to

1. Develop an understanding of the cultural context of Canadian literature.
2. Develop an understanding of postcolonial concepts and theories, and apply these to literary texts.
3. Understand the concepts of race, diaspora and nationalism with reference to Canadian literature
4. Find inference to indigenous vs multiculturalism as applicable to life-long learning
5. Explore the Canadian literature to do research with informed social and political ethics.

Prescribed Texts:

History of Canadian Literature - W H New

Canadian Culture: An Introductory Reader – Ed. Elspeth Cameron
An Anthology of Commonwealth

Poetry – Ed. C D Narasimhiah

New Contexts of Canadian Criticism – Ed Ajay Heble, Donna Palmateer
Pennee and J R Struthers

An Anthology of Canadian Native Literature – Ed. Daniel David Moses and Terry Goldie - 2nd Edition

Websites:

Canadian Encyclopedia – www.thecanadianencyclopedia.com

Canadian Culture - www.culturecanada.gc.ca



HBEN22E06	AFRICAN LITERATURE								Ty/Lb/ ETP	L	T/ S.Lr	P/R	C
	Total contact hours – 60								Ty	4	0/0	0/0	4
	Prerequisite – English Language												
	T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits												
Course Objectives													
<ol style="list-style-type: none"> 1. Demonstrate the cross-cultural and historical approaches taken by major writers of Africa. 2. Understand the African literature as a craving for national identity in colonised Africa. 3. Explain different contents, forms and contexts of contemporary African literature. 4. Explore African literary expression in terms of socio-political challenges and response to them. 5. Analyse African literature in the contexts slavery and colonialism for research and learning. 													
Course Outcomes (COs)													
<ol style="list-style-type: none"> 1. Demonstrate the cross-cultural and historical approaches taken by major writers of Africa. 2. Understand the African literature as a craving for national identity in colonised Africa. 3. Explain different contents, forms and contexts of contemporary African literature. 4. Explore African literary expression in terms of socio-political challenges and response to them. 5. Analyse African literature in the contexts slavery and colonialism for research and learning. 													
Program Specific Outcomes (PSOs)													
<ol style="list-style-type: none"> 1. Demonstrating mastery of the components of English language and literature. 2. Explaining through literature in English, diverse historical cultural and social ethics 3. Applying literary critical perspectives to generate original analysis of literature in English 4. Promoting cultural values and real-life skills through English language and Literature 													
14. Mapping of course outcomes (COs) with Program Outcomes (POs) & Program Specific Outcomes (3/2/1 indicates the strength of correlation) 3= High; 2= Medium; 1= Low													
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4
1	3	3	3	3	3	3	3	1	3	3	3	3	3
2	3	3	3	3	3	3	3	1	3	3	3	3	3
3	3	3	3	3	3	3	3	1	3	3	3	3	3
4	3	3	3	3	3	3	3	1	3	3	3	3	3
5	3	3	3	3	3	3	3	1	3	3	3	3	3
3. Category	H&S	Program core	Program Elective	Open Elective	Interdisciplinary/ Allied	Skill enhancing Elective	Skill component	Practical	Project	Internship	Others		
	√		√										



Course Code	AFRICAN LITERATURE				Ty/Lb/ETP	L	T/S.Lr	P/R	C
HBEN22E06					Ty	4	0/0	0/0	4
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits									

Course objectives: To facilitate the students to

1. Demonstrate the cross-cultural and historical approaches taken by major writers of Africa.
2. Understand the African literature as a craving for national identity in colonised Africa.
3. Explain different contents, forms and contexts of contemporary African literature.
4. Explore African literary expression in terms of socio-political challenges and response to them.
5. Analyse African literature in the contexts slavery and colonialism for research and learning.

Unit I Poetry

Detailed

Mazisi Kunene	A Note to all Surviving Africans
Jean-Joseph Rabearivelo	Cactus
TsegayeGabre-Medhin	HomeComingSon

Non detailed Study

Walter Odame	Dear Child
Wole Soyinka	Telephone Conversation
John Pepper Clarke	The Casualties (to Chinua Achebe)

Unit II

Short stories

Oral tradition -	Nwashisisana, The Hare
Assia Djebar -	My Father writes to my Mother
Henry Lopes -	The Advance

Unit III

Fiction

Chinua Achebe	- <i>The Arrow of God</i>
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Unit IV

Drama

Wole Soyinka -	The Lion and the Jewel
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Unit V

Watching videos and pictures, reading and discussing on the authors and works.

Course Outcomes

On successful completion of the course the students will be able to

1. Demonstrate the cross-cultural and historical approaches of major writers of Africa.
2. Understand the African literature as a craving for national identity in colonised Africa.
3. Explain different contents, forms and contexts of contemporary African literature.
4. Explore African literary expression in terms of socio-political challenges and response to them.
5. Analyse African literature in the contexts slavery and colonialism for research and learning.

Text Prescribed: African Literature: Expanding Horizons. Mahaam Publishers.

Chennai-78. email: mahaampublishers@gmail.com



HBEN 22E07	SHORT-STORIES AND ONE-ACT PLAYS								Ty/Lb/ ETP	L	T/ S.Lr	P/R	C
	Total contact hours – 60								Ty	4	0/0	0/0	4
	Prerequisite – English Language												
	T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits												
Course Objectives													
<ol style="list-style-type: none"> 1. Know the literary genre of short story and One – Act Plays. 2. Study the development of the modern short story in the light of different theories 3. Analyze the two different genres in the historical contexts and their social implications. 4. Understand the characterization, plot, and themes to do research 5. Know the human conditions of the past and present that lead to the creation of literature. 													
Course Outcomes (COs)													
<ol style="list-style-type: none"> 1. Know the literary genre of short story and One – Act Plays. 2. Study the development of the modern short story in the light of different theories 3. Analyze the two different genres in the historical contexts and their social implications. 4. Understand the characterization, plot, and themes to do research 5. Know the human conditions of the past and present that lead to the creation of literature. 													
Program Specific Outcomes (PSOs)													
<ol style="list-style-type: none"> 1. Demonstrating mastery of the components of English language and literature. 2. Explaining through literature in English, diverse historical cultural and social ethics 3. Applying literary critical perspectives to generate original analysis of literature in English 4. Promoting cultural values and real-life skills through English language and Literature 													
2.Mapping of course outcomes (COs) with Program Outcomes (POs)& Program Specific Outcomes (3/2/1 indicates the strength of correlation) 3= High; 2= Medium; 1= Low													
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4
1	3	3	3	3	3	3	3	1	3	3	3	3	3
2	3	3	3	3	3	3	3	1	3	3	3	3	3
3	3	3	3	3	3	3	3	1	3	3	3	3	3
4	3	3	3	3	3	3	3	1	3	3	3	3	3
5	3	3	3	3	3	3	3	1	3	3	3	3	3
3. Category		H&S	Program core	Program Elective	Open Elective	Interdisciplinary/ Allied	Skill enhancing Elective	Skill component	Practical	Project	Internship	Others	
		√		√									



Course Code	SHORT-STORIES AND ONE-ACT PLAYS	Ty/Lb/ ETP	L	T/ S.Lr	P/R	C
HBEN22E07		Ty	4	0/0	0/0	4
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits						

Course Objectives: To facilitate the students to:

1. Know the literary genre of short story and One – Act Plays.
2. Study the development of the modern short story in the light of different theories
3. Analyze the two different genres in the historical contexts and their social implications.
4. Understand the characterization, plot, and themes to do research
5. Know the human conditions of the past and present that lead to the creation of literature.

Unit-I

Short-Stories

- Leo Tolstoy : God Sees the Truth, but Waits
 Jerome K Jerome : Uncle Podger Hangs a Picture
 A.J. Cronin : Two Gentle Men of Verona

Unit-II

Short-Stories

- Oscar Wilde : The Selfish Giant
 Guy de Maupassant : At the Church Door
 Sinclair Ross : The Lamp at Noon

Unit-III

Short-Stories

- Stephen Leacock : The Errors of Santa Claus
 Anton Chekhov : Misery
 Catherine Mansfield : The Doll's House

Unit – IV

One-Act Plays

- J. B. Priestley : Mother's Day
 Anton Chekov : The Swan Song

Unit-V

One-Act Plays

- Erisa Kironde : The Trick
 Lady Gregory : The Rising of the Moon

Course Outcomes: On successful completion of the course the students will be able to

1. Know the literary genre of short story and One – Act Plays.
2. Study the development of the modern short story in the light of different theories
3. Analyze the two different genres in the historical contexts and their social implications.
4. Understand the characterization, plot, and themes to do research
5. Know the human conditions of the past and present that lead to the creation of literature.

Prescribed Text: Echoes: An Anthology of Short Stories and One-Act Plays. Mainspring Publishers. Chennai-600042.



HBEN22E08	CREATIVE WRITING IN ENGLISH					Ty/Lb/ETP	L	T/S.Lr	P/R	C			
	Total contact hours – 60					Ty	4	0/0	0/0	4			
	Prerequisite – English Language												
	T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits												
Course Objectives													
<ol style="list-style-type: none"> 1. Generate interest and prompt creativity to write in different genres 2. Recognise the elements needed to give expression to their creativity. 3. Get encouraged to use self-recognized elements to develop their creative writing talent. 4. Realise creative writing has gone beyond the traditional genres in today's world 5. Be aware of many new forms that have grown with the media and social media boom. 													
Course Outcomes (COs)													
<ol style="list-style-type: none"> 1. Generate interest and prompt creativity to write in different genres 2. Recognise the elements needed to give expression to their creativity. 3. Get encouraged to use self-recognized elements to develop their creative writing talent. 4. Realise creative writing has gone beyond the traditional genres in today's world 5. Be aware of many new forms that have grown with the media and social media boom, 													
Program Specific Outcomes (PSOs)													
<ol style="list-style-type: none"> 1. Demonstrating mastery of the components of English language and literature. 2. Explaining through literature in English, diverse historical cultural and social ethics 3. Applying literary critical perspectives to generate original analysis of literature in English 4. Promoting cultural values and real-life skills through English language and Literature 													
15. Mapping of course outcomes (COs) with Program Outcomes (POs)& Program Specific Outcomes (3/2/1 indicates the strength of correlation) 3= High; 2= Medium; 1= Low													
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4
1	3	3	3	3	3	3	3	1	3	3	3	3	3
2	3	3	3	3	3	3	3	1	3	3	3	3	3
3	3	3	3	3	3	3	3	1	3	3	3	3	3
4	3	3	3	3	3	3	3	1	3	3	3	3	3
5	3	3	3	3	3	3	3	1	3	3	3	3	3
3. Category	H&S	Program core	Program Elective	Open Elective	Interdisciplinary/ Allied	Skill enhancing Elective	Skill component	Practical	Project	Internship	Others		
	√		√										



Course Code	CREATIVE WRITING IN ENGLISH	Ty/Lb/ ETP	L	T/ S.Lr	P/R	C
HBEN22E08		Ty	4	0/0	0/0	4
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits						

Course Objectives: To facilitate the studentsto

1. Generate interest and prompt creativity to write in different genres
2. Recognise the elements needed to give expression to their creativity.
3. Get encouraged to use these self-recognized elements to develop their creative writing talent.
4. Realise creative writing has gone beyond the traditional genres in today's world
5. Be aware of many new forms that have grown with the media and social media boom,

Unit I: Art and Craft of Writing

Creative Writing definition – Measuring Creativity – Inspiration and Agency – Creativity and Resistance – Imagination – Importance of Reading

The Art and Craft of Writing

Tropes and Figures – Style and Register – Formal/Informal Usage – Varieties of English – Language and Gender – Word Power – Grammar and Word Order – Tense and Time

Unit II: Creative Writing across Genres

Poetry

Definition – Beginning to write poems – Shape, Form, Technique – Rhyme and Reason – Fixed forms and Free Verse – Modes of Poetry (Lyrical, Narrative, and Dramatic) – Voices – Indian English poets/works – Problems with writing poetry – Beginning to write - Individual Creative Activity: Poems

Fiction

Fiction – Literary and Popular Fiction – Short Story – Analysis of a short story – A Conversation with a creative writer – Beginning to write - Individual Creative Activity: Short Stories

Drama

Concepts and characterization of drama – Verbal/non-verbal elements – Different styles of contemporary theatre in Indian English – Developing a situation – Creating a sequence of events – Transforming it into a scene for a play
Beginning to write: Individual Creative Activity One Act Play

Writing for Children

Children's literature – writing verse – fiction – scripting for children's theatre Individual Creative Activity

Poems/Short Stories/Plays for children

UnitIII: Creative Writing in Other Forms

Reviews-Book reviews-Film reviews Travel Writing-Travelogues - Life Writings-Memoirs, Diary Entry, Biography, Autobiography

Unit IV Blogs

Personal/Social/Cultural/Instagram poem/blogs

Creative Writing in Commercial Sphere Forms

Advertisements, Tourist brochure, Recipe Writing Individual Creative Activity

Book/film reviews, Travelogues, Memoirs, Diary Entry, Biography (Max. 300 words),

Autobiography (Max. 300 words), Personal/Social/Cultural/Instagram poems/blogs



Prescribed Text

Creative Writing: A Beginner's Manual by Dev, Anjana Neira et al. Pearson Longman, 2009.

Course Outcome

1. Create a body of original creative works which exhibit basic elements of literary writing.
2. Generate the ability to apply the creative as well as critical approaches to the reading and writing of literary genres.
3. Critique and support the creative writing of peers in a guided workshop environment.
4. Engage in literary output by identifying, analyzing and expressing socially sensitive and personally abstract themes and ideas.
5. Gain expertise in providing critical readings of works of literary expressions.

Reference

Modules III Book Review

www.writingcenter.unc.edu/tips-and-tools/book-reviews/

www.writingcenter.unc.edu/esl/resources/writing-critique/ Film Review

www.wikihow.com

“How to Write a Movie Review (With Sample Reviews)”

Travelogues

www.researchgate.net/publication/274640565_TRAVELOGUES_AN_INNOVATIVE_AND_CREATIVE_GENRE_OF_LITERATURE

www.academichelp.net/create-writing/write-travelogue.html Memoir

www.selfpublishingschool.com/how_to_write_a_memoir/ “How to Fast Draft Your Memoir with Rachael Herron”

www.youtube.com

Diary Entry

www.reliving.co.uk/write-a-diary-entry-expressing-your-feelings/ Biography

www.masterclass.com/articles/how-to-write-a-biography#6-tips-on-how-to-write-a-biography/

Autobiography

www.theclassroom.com/write-autobiography-university-4581.html/ “How to Write an

Autobiography: The Ultimate Guide with Pro Tips” www.essaypro.com/blog/autobiography

Blogs

“How to Write a Blog Post: A Step-by-Step Guide” blog.hubspot.com

www.wordstream.com>blog>2015/02/09>how-to-write-a-blog-post Instagram Poems/Blogs

www.writersxp.com>how-to-become-an-instagram-poet

www.business2community.com>instagram>14-blogging...>02308043 Advertisements

“Creativity in Advertising-Harvard Business Review by Werner Reinartz and Peter

Saffert www.hbr.org>2013/06>creativity-in-advertising-when-it-w.../

Tourist Brochure www.library.uncg.edu>nclitmap>TravelBrochureInclusion

www.wikihow.com>...>ArtMedia>Brochures>

Recipe Writing

www.sharonpalmer.com>rules-for-good-recipe-writing www.thekitchn.com>how-to-write-a-

recipe-58522 “How to write a recipe” by Jessica Focht 1 Nov. 2019

www.grammarly.com/blog/how-to-recipe/

Reviews - Commercial Product

www.impactbnd.com/blog/how-to-write-product-reviews/



General Reference

Earnshaw, Steven. Ed. The Handbook of Creative Writing. Edinburgh University Press.
Mills, Paul. The Routledge Creating Writing Course book. Routledge.
Morley, David. The Cambridge Introduction to Creative Writing. Cambridge University Press.
Prasad B. A Background to the Study of English Literature. Macmillan
Roney, Lisa. Serious Daring: Creative Writing in Four Genres. Oxford University Press.
Zinsser, William. On Writing Well: The Classic Guide to Writing Non-Fiction. Harper Collins. https://www.scribendi.com/advice/best_book_blogs_2015.en.html

Note: How to implement this course

Students should be exposed to the above as far as possible in the classroom sessions. Since there are many forms listed, group work and division of work along with self-teaching activities may be resorted to. Keeping this in view, certain items in the syllabus have been listed for individual/team writing. Writing workshops should also be conducted.



HBEN 22E09	REGIONAL LITERATURE IN TRANSLATION									Ty/Lb/ ETP	L	T/ S.Lr	P/R	C
	Total contact hours – 60									Ty	4	0/0	0/0	4
	Prerequisite – English Language													
	T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits													
Course Objectives														
<ol style="list-style-type: none"> 1. Acquaint with the rich cultural and literary heritage of the native literature. 2. Inculcate in the students a flair to enjoy and appreciate native literature. 3. Learn the complexity in translating from regional language to English 4. Initiating the comparisons among the literary works. 5. Know the ethics in translation and do original research for final year project. 														
Course Outcomes (COs)														
<ol style="list-style-type: none"> 1. Acquaint with the rich cultural and literary heritage of the native literature. 2. Inculcate in the students a flair to enjoy and appreciate native literature. 3. Learn the complexity in translating from regional language to English 4. Initiating the comparisons among the literary works. 5. Know the ethics in translation and do original research for final year project. 														
Program Specific Outcomes (PSOs)														
<ol style="list-style-type: none"> 1. Demonstrating mastery of the components of English language and literature. 2. Explaining through literature in English, diverse historical cultural and social ethics 3. Applying literary critical perspectives to generate original analysis of literature in English 4. Promoting cultural values and real-life skills through English language and Literature 														
Mapping of course outcomes (COs) with Program Outcomes (POs) & Program Specific Outcomes (3/2/1 indicates the strength of correlation) 3= High; 2= Medium; 1= Low														
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4	
1	3	3	3	3	3	3	3	1	3	3	3	3	3	
2	3	3	3	3	3	3	3	1	3	3	3	3	3	
3	3	3	3	3	3	3	3	1	3	3	3	3	3	
4	3	3	3	3	3	3	3	1	3	3	3	3	3	
5	3	3	3	3	3	3	3	1	3	3	3	3	3	
3. Category	H&S	Program core	Program Elective	Open Elective	Interdisciplinary/ Allied	Skill enhancing Elective	Skill component	Practical	Project	Internship	Others			
	√		√											



Course Code	REGIONAL LITERATURE IN TRANSLATION	Ty/Lb/ETP	L	T/S.Lr	P/R	C
HBEN22E09		Ty	4	0/0	0/0	4
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits						

Course Objectives: To facilitate the students to

1. Acquaint with the rich cultural and literary heritage of the native literature.
2. Inculcate in the students a flair to enjoy and appreciate native literature.
3. Learn the complexity in translating from regional language to English
4. Initiating the comparisons among the literary works.
5. Know the ethics in translation and do original research for final year project.

Unit-I: Ancient Poetry

Tiruvalluvar - Tirukkural (Translated by G. U. Pope) Chapter-8: The Possession of Love
Chapter-11: Gratitude
Chapter-40: Learning

Unit-II: Modern Poetry

Subramanya Bharathi - There is no fear
Mu. Mehta-Charge Sheet Adavan
Theetchanya - Self-Realization

Unit-III: Short-Story

U. R. Anantha Murthy - A Horse for the Sun Vaikom Muhammad Basheer- Walls
Ambai (C.S.Lakshmi) - Gifts

Unit-IV: Fiction

Sundara Ramaswamy - Tamarind History

Unit-V: Drama

Girish Karnad - Nagamandala

Course Outcome: On successful completion of the course

The students will be able to

1. Acquaint with the rich cultural and literary heritage of the native literature.
2. Inculcate in the students a flair to enjoy and appreciate native literature.
3. Learn the complexity in translating from regional language to English
4. Initiating the comparisons among the literary works.
5. Know the ethics in translation and do original research for final year project.

Text Prescribed: Regional Literature in English. Ed. Board of Studies. Angel Publishers. Chennai-8
Tamarind History. Sundara Ramaswamy. Penguin India.



SKILL ENHANCEMENT ELECTIVES



HBEN 22SE1	TECHNICAL WRITING							Ty/Lb/ ETP	L	T/ S.Lr	P/R	C	
	Total contact hours – 45							Ty	3	0/0	0/0	3	
	Prerequisite – English Language												
	T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits												
Course Objectives													
<ol style="list-style-type: none"> 1. Demonstrate knowledge of the discourse features and functions of technical writing 2. Provide in depth knowledge for developing copywriting skills. 3. Master the ability to edit and prepare a manuscript for publication in journals or for documentation 4. Provide expertise to develop as an entrepreneur/professional consultant. 5. Demonstrate values and ethics in the field of professional writing 													
Course Outcomes (COs)													
<ol style="list-style-type: none"> 1. Demonstrate knowledge of the discourse features and functions of technical writing 2. Provide in depth knowledge for developing copywriting skills. 3. Master the ability to edit and prepare a manuscript for publication in journals or for documentation 4. Provide expertise to develop as an entrepreneur/professional consultant. 5. Demonstrate values and ethics in the field of professional writing 													
Program Specific Outcomes (PSOs)													
<ol style="list-style-type: none"> 1. Demonstrating mastery of the components of English language and literature. 2. Explaining through literature in English, diverse historical cultural and social ethics 3. Applying literary critical perspectives to generate original analysis of literature in English 4. Promoting cultural values and real-life skills through English language and Literature 													
16. Mapping of course outcomes (COs) with Program Outcomes (POs) & Program Specific Outcomes (3/2/1 indicates the strength of correlation) 3= High; 2= Medium; 1= Low													
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4
1	3	3	3	3	3	3	3	1	3	3	3	3	3
2	3	3	3	3	3	3	3	1	3	3	3	3	3
3	3	3	3	3	3	3	3	1	3	3	3	3	3
4	3	3	3	3	3	3	3	1	3	3	3	3	3
5	3	3	3	3	3	3	3	1	3	3	3	3	3
3. Category		H&S	Program core	Program Elective	Open Elective	Interdisciplinary/ Allied	Skill enhancing Elective	Skill component	Practical	Project	Internship	Others	
		√					√						



Course Code	SKILL ENHANCEMENT ELECTIVE	Ty/Lb/ETP	L	T/S.Lr	P/R	C
HBEN22SE1	Technical Writing	Ty	3	0/0	0/0	3
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits						

Prefatory Note

This course in Technical Writing aims at equipping the student with the skills of writing with a practical purpose. It is concerned with the techniques of good writing, of retaining and communicating information with precision, and also with specific forms of technical writing such as summaries, instructions, descriptions, formal letters and official emails.

Course Objectives:

To facilitate the students to

1. Demonstrate knowledge of the discourse features and functions of technical writing
2. Provide in depth knowledge for developing copywriting skills.
3. Master the ability to edit and prepare a manuscript for publication in journals or for documentation
4. Provide expertise to develop as an entrepreneur/professional consultant.
5. Demonstrate values and ethics in the field of professional writing

Unit-1: Introduction

9 Hours

Introduction to technical writing, objectives and importance of technical writing- Writing as communication: Characteristics of bad technical writing and characteristics of good technical writing.

Unit-2: The Technical Writing Process

9 Hours

The technical writing process - examining purpose, determining goals, considering audience and gathering data, determining the context, formatting, pre-writing, writing and rewriting

Unit-3: Products of Technical Writing

9 Hours

Writing style: issues of readability, sentence-length, vocabulary, jargon, redundancy, circumlocution, choice of active or passive voice, etc.

Writing a summary: title, compactness, completeness, aid to memory, description versus informative summary, organization of a summary- Writing instructions, descriptions, explanations - Writing official letters and emails - Preparing marketing material, composing promotional material, describing products services and incorporating facts for homepages on websites, press releases, brochure, product descriptions

Unit-4: Ethics in Technical Writing

9 Hours

Legalities, practicalities, ethicalities, guidelines for ethical standards, strategies for making ethical decisions, multicultural communication

Unit V: Practical application of skills

9 Hours

Presentation of manuals and brochures, Workshops

Course Outcomes

On successful completion of the course the students will be able to

1. Demonstrate knowledge of the discourse features and functions of technical writing
2. Provide in depth knowledge for developing copywriting skills.
3. Master the ability to edit and prepare a manuscript for publication in journals or for documentation
4. Provide expertise to develop as an entrepreneur/professional consultant.
5. Demonstrate values and ethics in the field of professional writing.



Prescribed Reading

Turk, Christopher and John Kirkman: Effective Writing: Improving Scientific, Technical and Business Communication. London and New York: E & F N Spon (An Imprint of Routledge), 1982. -Taylor and Francis e-library edition 2005.

Suggested Reading: -

Wallwork, Adrian: User Guides, Manuals, and Technical Writing: A Guide to Professional English. New York: Springer, 2014.

Peters, Pam: The Cambridge Guide to English Usage. CUP, 2004.

Swan, Michael and David Baker: Grammar Scan: Diagnostic Tests for Practical English Usage. Oxford University Press, 2008.

Reference texts:

Technical writing, Process and Product - Shaaron J Gerson and Stevan M Gerson, 5th edition
Writing for the Web – Faye Hoffman

Technical Communication – Principles and Practice – Meenakshi Raman & Sangeetha Sharma, OUP 3rd impression,2004



HBEN 22SE2	ENGLISH FOR MEDIA						Ty/Lb/ ETP	L	T/ S.Lr	P/ R	C		
	Total contact hours – 45						Ty	3	0/0	0/0	3		
	Prerequisite – English Language												
	T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits												
Course Objectives													
<ol style="list-style-type: none"> 1. Understand the essential requirements of writing for media. 2. Be familiar with the process of writing for the media. 3. Acquire lexis and syntax for negotiating meanings and reporting in different contexts. 4. Learn the basic writing skills required for the media 5. Generate interest in various aspects of media for a life-long learning 													
Course Outcomes (COs)													
<ol style="list-style-type: none"> 1. Understand the essential requirements of writing for media. 2. Be familiar with the process of writing for the media. 3. Acquire lexis and syntax for negotiating meanings and reporting in different contexts. 4. Learn the basic writing skills required for the media 5. Generate interest in various aspects of media for a life-long learning 													
Program Specific Outcomes (PSOs)													
<ol style="list-style-type: none"> 1. Demonstrating mastery of the components of English language and literature. 2. Explaining through literature in English, diverse historical cultural and social ethics 3. Applying literary critical perspectives to generate original analysis of literature in English 4. Promoting cultural values and real-life skills through English language and Literature 													
17. Mapping of course outcomes (COs) with Program Outcomes (POs)& Program Specific Outcomes (3/2/1 indicates the strength of correlation) 3= High; 2= Medium; 1= Low													
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4
1	3	3	3	3	3	3	3	1	3	3	3	3	3
2	3	3	3	3	3	3	3	1	3	3	3	3	3
3	3	3	3	3	3	3	3	1	3	3	3	3	3
4	3	3	3	3	3	3	3	1	3	3	3	3	3
5	3	3	3	3	3	3	3	1	3	3	3	3	3
3. Category	H&S	Program core	Program Elective	Open Elective	Interdisciplinary/ Allied	Skill enhancing Elective	Skill component	Practical	Project	Internship	Others		
	√					√							



Course Code	ENGLISH FOR MEDIA	Ty/Lb/ ETP	L	T/ S.Lr	P/R	C
HBEN22SE2		Ty	3	0/0	0/0	3
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits						

Course Objectives:**To facilitate the students to**

1. Understand the essential requirements of writing for media.
2. Be familiar with the process of writing for the media.
3. Acquire lexis and syntax for negotiating meanings and reporting in different contexts.
4. Learn the basic writing skills required for the media
5. Generate interest in various aspects of media for a life-long learning

Unit I: Writing for the print media 9 Hours

Newspaper: Writing headlines – Analysing newspaper articles- Practising interview skills – Planning

Magazine: Composing magazine covers –Planning the contents of a magazine – Giving instructions for a photo shoot –Planning and writing a true life story.

Unit II: Writing for Radio, Television and Film 9 Hours

Radio: Understanding the language of radio presenters – Understanding the production process – Planning a news list – Giving post production feedback.

Television: Understanding the pre-production process –Organising a filming schedule– Filming on location –Editing a TV documentary

Film: Writing a screenplay –Pitching successfully –Organising a shoot –Writing a film review.

Unit III: Writing for advertisements 9 Hours

Advertisement : Creating a print advert –Creating a screen advert –Presenting a finished advert- Analysing market trends – Setting up a marketing communication strategy – Organising the relaunch of a product – Evaluating the success of a relaunch.

Unit IV: Writing for the New Media 9 Hours

New Media: Briefing a website designer –Analysing problems and providing solutions – Planning and writing a blog – Creating a podcast- Vlogs – Graphic novel.

[It is suggested for students to follow the different styles of reporting in various media and to familiarize themselves with the emerging trends in the new media]

Unit V: Practical application**9 Hours****Presentations, Sample writings, blogs and posters, workshops****Course Outcomes****On successful completion of the course the students will be able to**

1. Understand the essential requirements of writing for media.
2. Be familiar with the process of writing for the media.
3. Acquire lexis and syntax for negotiating meanings and reporting in different contexts.
4. Learn the basic writing skills required for the media
5. Generate interest in various aspects of media for a life-long learning



Core Reading:

Ceramella, Nick and Elizabeth Lee. Cambridge English for the Media. CUP, 2008.

Recommended Reading

Raman, Usha. Writing for the Media.OUP, 2009.

Ryan, Michael and James W Tankard.Writing for Print and Digital Media.McGraw-Hill, 2005.

Allen, Victoria, Karl Davis et al. Cambridge Technicals Level 3 Digital Media. Hodder,2016.

Hayward, Susan. Cinema studies: The Key Concepts. Routledge, 1996.

Ogilvy, David. Ogilvy on Advertising. Welbeck. 2007.

Ouellette, Laurie. The Media Studies Reader.Routledge, 2012.

Manovich, Lev. The Language of New Media. Cambridge: MIT P, 2002.

Axford,Barrie and Richard Huggins. New Media and Politics. Sage,2001.

Parthasarathy, Rangaswami. Here is the News! Reporting for the Media, Sterling Publications. 1998.

e-resources

https://www.google.co.in/books/edition/Designing_ew_Media/

https://www.google.co.in/books/edition/AS_Media_Studies

https://www.google.co.in/books/edition/Social_Media_and_Democracy

https://www.google.co.in/books/edition/Writing_Feature_Articles

https://www.google.co.in/books/edition/Writing_Spce

<http://downloads.bbc.co.uk/writersroom/scripts/bbcradioscene.pdf>

<https://indiegroundfilms.files.wordpress.com/2014/01/titanic-numbered.pdf>

<https://podcasts.google.com/>



HBEN 22SE3	PRINT MEDIA PRACTICES						Ty/Lb/ ETP	L	T/ S.Lr	P/R	C		
	Total contact hours – 45						Ty	3	0/0	0/0	3		
	Prerequisite – English Language												
	T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits												
Course Objectives													
<ol style="list-style-type: none"> 1. identify news elements in events and social practices 2. familiarise newsrooms operations and print media practices 3. know basic techniques of picture editing. Newspaper formats 4. coordinate and rehash news packages 5. know the ethics and responsibilities of print media 													
Course Outcomes (COs)													
<ol style="list-style-type: none"> 1. identify news elements in events and social practices 2. familiarise newsrooms operations and print media practices 3. know basic techniques of picture editing. Newspaper formats 4. coordinate and rehash news packages 5. know the ethics and responsibilities of print media 													
Program Specific Outcomes (PSOs)													
<ol style="list-style-type: none"> 1. Demonstrating mastery of the components of English language and literature. 2. Explaining through literature in English, diverse historical cultural and social ethics 3. Applying literary critical perspectives to generate original analysis of literature in English 4. Promoting cultural values and real-life skills through English language and Literature 													
7. Mapping of course outcomes (COs) with Program Outcomes (POs) & Program Specific Outcomes (3/2/1 indicates the strength of correlation) 3= High; 2= Medium; 1= Low													
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
1	3	3	3	3	3	3	3	1	3	3	3	3	3
2	3	3	3	3	3	3	3	1	3	3	3	3	3
3	3	3	3	3	3	3	3	1	3	3	3	3	3
4	3	3	3	3	3	3	3	1	3	3	3	3	3
5	3	3	3	3	3	3	3	1	3	3	3	3	3
3. Category	H&S	Program core	Program Elective	Open Elective	Interdisciplinary/ Allied	Skill enhancing Elective	Practical	Project	Internship	Others			
	√					√							



Course Code	PRINT MEDIA PRACTICES	Ty/Lb/ ETP	L	T/ S.Lr	P/R	C
HBEN22SE3		Ty	3	0/0	0/0	3
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits						

Course Objective: To facilitate the students to

1. identify news elements in events and social practices
2. familiarise newsrooms operations and print media practices
3. know basic techniques of picture editing. Newspaper formats
4. coordinate and rehash news packages
5. know the ethics and responsibilities of print media

UNIT I

9 Hours

What is news? News values, basics of reporting, newsgathering techniques. Types of news, news and views, news sources, source confidentiality, news conference, meet the press functioning of news agencies.

UNIT II

9 Hours

Organizational structure of a newspaper, functioning of news bureau, reporter's duties and responsibilities, news planning, covering of events. News writing styles: inverted, hourglass, narrative. Structure of news report: intro, body and conclusion. 5Ws and 1H, writing headlines, principles of reporting: accuracy, objectivity, attribution, fairness.

UNIT III

9 Hours

Reporting politics, business, sports, disasters, crime, court, civic issues, science & technology, environment, developmental issues etc. Beat reporting, specialisations, reporter as a researcher and investigator, sting operation, solutions based reporting. Handling press releases, social media posts.

UNIT IV

9 Hours

Specialised forms of reporting: features, profiles, interviews, in-depth analysis, investigative reporting, curtain raisers, running stories, citizen reporting. Major challenges and issues of reporting, code of ethics for journalists, menace of fake news, fact checking sites, news credibility.

UNIT V

9 Hours

Picture editing, basic techniques of picture editing. Newspaper formats: broadsheet, tabloid, Berliner. Page design and layout, principles of page design, types of layout, pagination, pagination software.

Course Outcome: On completion of the course the students will be able to

1. identify news elements in events and social practices
2. familiarise newsrooms operations and print media practices
3. know basic techniques of picture editing. Newspaper formats
4. coordinate and rehash news packages
5. know the ethics and responsibilities of print media



Assignment: Team comprising not more than five students shall submit four page(A3) Laboratory journal to the department as part of the internal assessment/continuous evaluation. The journal should have reports, features, editorial, profiles, photos etc based on your campus/immediate locality. Assessment shall also be based on editing, headlines and designing. It is recommended to prepare the Journal either as a softcopy or hardcopy. Each student shall submit any two of the following assignments:
600 words news report/ crime report/feature/ report based on an interview
600 words profile of a person from the campus/immediate locality

Reference:

1. F.Fred, J.R.Bender, Lucinda Davenport & M.W.Drager, Reporting for the Media
2. James Glen Stovall, Writing for the Mass Media
3. Carole Rich, Writing and Reporting News
4. Richard Keeble, The Newspapers Handbook:
5. William Metz, News Writing: From Lead to 30:
6. P.P.Shaju, Writing for the Media:
7. Brian Brooks & James L.Pinson, A Concise Handbook for Media Writers and Editors: Working with Words
8. The Art of Editing: Brian Brooks, Flyod K.Baskette and Jack Scissors
9. News Editing: Bruce Westly
10. Working with Words: Brian Brooks
11. Headline Writing: Sunil Saxena
12. Fundamentals of Editing and Reporting: Ambrish Saxena
13. Writing as Craft and Magic: Carl Sessions Stepp
14. Subediting for Journalists: Wynford Hicks



HBEN 22SE4	BUSINESS COMMUNICATION						Ty/Lb/ ETP	L	T/ S.Lr	P/R	C		
	Total contact hours – 45						Ty	3	0/0	0/0	3		
	Prerequisite – English Language												
	T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits												
Course Objectives													
<ol style="list-style-type: none"> 1. Learn the essentials of Business Communication 2. Negotiate meaning in communication with mastery of English language and its use. 3. Write documents for recording and operating business procedures 4. Communicate effectively for off line and online transactions 5. Know the value of business ethics in everyday business practices 													
Course Outcomes (COs)													
<ol style="list-style-type: none"> 1. Learn the essentials of Business Communication 2. Negotiate meaning in communication with mastery of English language and its use. 3. Write documents for recording and operating business procedures 4. Communicate effectively for off line and online transactions 5. Know the value of business ethics in everyday business practices 													
Program Specific Outcomes (PSOs)													
<ol style="list-style-type: none"> 1. Demonstrating mastery of the components of English language and literature. 2. Explaining through literature in English, diverse historical cultural and social ethics 3. Applying literary critical perspectives to generate original analysis of literature in English 4. Promoting cultural values and real-life skills through English language and Literature 													
8. Mapping of course outcomes (COs) with Program Outcomes (POs) & Program Specific Outcomes (3/2/1 indicates the strength of correlation) 3= High; 2= Medium; 1= Low													
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
1	3	3	3	3	3	3	3	1	3	3	3	3	3
2	3	3	3	3	3	3	3	1	3	3	3	3	3
3	3	3	3	3	3	3	3	1	3	3	3	3	3
4	3	3	3	3	3	3	3	1	3	3	3	3	3
5	3	3	3	3	3	3	3	1	3	3	3	3	3
3. Category		H&S	Program core	Program Elective	Open Elective	Interdisciplinary/ Allied	Skill enhancing Elective	Skill component	Practical	Project	Internship	Others	
		√					√						



Course Code	BUSINESS COMMUNICATION	Ty/Lb/ ETP	L	T/ S.Lr	P/R	C
HBEN22SE4		Ty	3	0/0	0/0	3
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits						

Prefatory Note

This paper is designed to familiarize students with a comprehensive idea of effective communication and its importance in the business and professional world. Students will be introduced to the various kinds of communication as well as to the many theories of communication. The components in this paper will be both written and oral, and students will be required to participate in diverse group activities. Activities (individual and/or group) on the spoken components of the paper will be considered for internal assessment in this paper, while the end-semester examination will focus on the theoretical and written elements of the paper. This paper will focus on the following key topics: •

Course Objective

To facilitate students to

6. Learn the essentials of Business Communication
7. Negotiate meaning in communication with mastery of English language and its use.
8. Write documents for recording and operating business procedures
9. Communicate effectively for off line and online transactions
10. Know the value of business ethics in everyday business practices

UNIT I

Introduction to the essentials of Business Communication: Theory and practice
Citing references, and using bibliographical and research tools

UNIT II

Structure, vocabulary, pronunciation, and comprehension skills

UNIT III

Writing résumés and facing interviews • Report writing • Writing memos and circulars

UNIT IV

Summarizing annual report of companies, Précis writing

UNIT V

Writing minutes of meetings

Business Letters • E-correspondence • Group discussion • Spoken English for business communication • Making oral presentations

Course Outcome: On completion of the course the students will be able to

1. Learn the essentials of Business Communication
2. Negotiate meaning in communication with mastery of English language and its use.
3. Write documents for recording and operating business procedures
4. Communicate effectively for off line and online transactions
5. Know the value of business ethics in everyday business practices

Suggested Readings



Scot, O.; Contemporary Business Communication. Biztantra, New Delhi. –
Lesikar, R.V. & Flatley, M.E.; Basic Business Communication Skills for Empowering the Internet Generation, Tata McGraw Hill Publishing Company Ltd. New Delhi.
Ludlow, R. & Panton, F.; The Essence of Effective Communications, Prentice Hall of India Pvt. Ltd., New Delhi.
R. C. Bhatia, Business Communication, Ane Books Pvt Ltd, New Delhi -Bovee, Courtland, John Thill & Mukesh Chaturvedi. Business Communication Today. Dorling Kindersley, Delhi
Booher, Dianna. E-Writing: 21st Century Tools for Effective Communication. New York: Pocket Books, a division of Simon & Schuster, Inc.,
Guffey, Mary Ellen. Business Communication: Process and Product. 5th ed. Cincinnati, Ohio: South-Western College Publishing
Guffey, Mary Ellen. Essentials of Business Communication, Sixth Edition. South-Western College Publishing.



HBEN 22SE5	ACADEMIC WRITING									Ty /Lb/ ETP	L	T/ S.Lr	P/R	C
	Total contact hours – 45									Ty	3	0/0	0/0	3
	Prerequisite – English Language													
	T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits													
Course Objectives														
<ol style="list-style-type: none"> develop the requisite proficiency in academic writing acquire ability to write academic English for various purposes organise ideas for writing intended for publication in academic journals. prepare bibliographies, citations and references for journal articles and dissertations Understand the ethics in formal oral and written academic communications. 														
Course Outcomes (COs)														
<ol style="list-style-type: none"> develop the requisite proficiency in academic writing acquire ability to write academic English for various purposes organise ideas for writing intended for publication in academic journals. prepare bibliographies, citations and references for journal articles and dissertations Understand the ethics in formal oral and written academic communications. 														
Program Specific Outcomes (PSOs)														
<ol style="list-style-type: none"> Demonstrating mastery of the components of English language and literature. Explaining through literature in English, diverse historical cultural and social ethics Applying literary critical perspectives to generate original analysis of literature in English Promoting cultural values and real-life skills through English language and Literature 														
Mapping of course outcomes (COs) with Program Outcomes (POs) & Program Specific Outcomes														
(3/2/1 indicates the strength of correlation) 3= High; 2= Medium; 1= Low														
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PS O1	PSO2	PSO3	PSO4	
1	3	3	3	3	3	3	3	1	3	3	3	3	3	
2	3	3	3	3	3	3	3	1	3	3	3	3	3	
3	3	3	3	3	3	3	3	1	3	3	3	3	3	
4	3	3	3	3	3	3	3	1	3	3	3	3	3	
5	3	3	3	3	3	3	3	1	3	3	3	3	3	
3. Category	H&S	Program core	Program Elective	Open Elective	Interdisciplinary/ Allied	Skill enhancing Elective	Skill component	Practical	Project	Internship	Others			
	√					√								



Course Code	ACADEMIC WRITING	Ty/Lb/ ETP	L	T/ S.Lr	P/R	C
HBEN22SE5		Ty	3	0/0	0/0	3
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits						

Prefatory Note

The English language is the language of higher education as well as the language used in a variety of formal settings. Hence students are expected to develop the requisite proficiency in academic writing which involves the ability to write summaries, abstracts, reviews, reports, conference /seminar presentations etc. This paper is aimed at developing academic writing skills by acquainting students with the different kinds of academic writing and the skills to be acquired to write academic English for various purposes;it will also give them practice in the processes involved in producing pieces of good academic writing. Unit 1 and Unit 2.

Unit 1: Essentials of Academic Writing This module will familiarize students with samples of different kinds of academic writing and concentrate on developing the basic skills required for such writing as building up vocabulary for formal use, gathering ideas or data for purposes of description or building up an argument or thesis statement, organizing the ideas so that there is coherence and clarity of thinking, making paragraphs and writing without grammatical and spelling errors.

Unit 2: Practice in Academic Writing This module will focus on giving students practice in different kinds of academic writing-taking them through the processes of making drafts, revising, editing, and writing the final version. They are also to be taught to prepare bibliographies, citations and references for writing intended for publication in academic journals.

Course Outcome: On completion of the course the students will be able to

- develop the requisite proficiency in academic writing
- acquire ability to write academic English for various purposes
- organise ideas for writing intended for publication in academic journals.
- prepare bibliographies, citations and references for journal articles and dissertations
- Understand the ethics in formal oral and written academic communications.

Suggested Reading:

Bailey, S.(2011).Academic Writing-A Handbook for International Students (3rd edition). New York: Routledge

Hartley,J.(2008). Academic Writing and Publishing- a practical Handbook. New York: Open University Press.

SwalesJ.M&Peak,C.B(2001) Academic Writing for Graduate Students-Essential Tasks and Skills. Michigan:The University of Michigan Press.



HBEN 22SE6	TRANSLATION : PRINCIPLES AND PRACTICES						Ty/L b/ ETP	L	T/ S. Lr	P/R	C		
	Total contact hours – 45						Ty	3	0/ 0	0/0	3		
	Prerequisite – English Language												
	T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits												
Course Objectives													
<ol style="list-style-type: none"> 1. Learn basic skills in translation 2. Make use of the theories of translation in practice 3. Get trained for translation as a career. 4. Know the ethics and difficulties in translation 5. Be ready to get engaged in research inquiries in translating from regional language literature in English, vice- versa 													
Course Outcomes (COs)													
<ol style="list-style-type: none"> 1. Learn basic skills in translation 2. Make use of the theories of translation in practice 3. Get trained for translation as a career. 4. Know the ethics and difficulties in translation. 5. Be ready to get engaged in research inquiries in translating from regional language literature in English, vice- versa 													
Program Specific Outcomes (PSOs)													
<ul style="list-style-type: none"> • Demonstrating mastery of the components of English language and literature. • Explaining through literature in English, diverse historical cultural and social ethics • Applying literary critical perspectives to generate original analysis of literature in English • Promoting cultural values and real-life skills through English language and Literature 													
9. Mapping of course outcomes (COs) with Program Outcomes (POs) & Program Specific Outcomes (3/2/1 indicates the strength of correlation) 3= High; 2= Medium; 1= Low													
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
1	3	3	3	3	3	3	3	1	3	3	3	3	3
2	3	3	3	3	3	3	3	1	3	3	3	3	3
3	3	3	3	3	3	3	3	1	3	3	3	3	3
4	3	3	3	3	3	3	3	1	3	3	3	3	3
5	3	3	3	3	3	3	3	1	3	3	3	3	3
3. Category	H&S	Program core	Program Elective	Open Elective	Interdisciplinary/ Allied	Skill enhancing Elective	Skill component	Practical	Project	Internship	Others		
	√					√							



Course Code		Ty/Lb/ETP	L	T/S.Lr	P/R	C
HBEN22SE6	TRANSLATION: PRINCIPLES AND PRACTICES	Ty	3	0/0	0/0	3
T/L:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits						

Prefatory Note:

This course is designed to give students basic skills in translation. It introduces students to the field of translation studies and gives them training in practical translation.

Course objective: To facilitate the students to

1. Learn basic skills of translation
2. Make use of the theories of translation in practice
3. Get trained for translation as a career.
4. Know the ethics and difficulties in translation
5. get engaged in research inquiries in translating from regional language literature in English, vice-versa

Unit 1

Translation in India: History; Challenges of translation in multilingual conditions; Institutions promoting and commissioning translation; Landmarks of translation in different languages. Types and Modes of translation: • Intralingual, Interlingual and Intersemiotic translation • Free translation, • Literal translation, • Transcreation • Communicative or functional translation • Audio-visual translation Concepts of Translation: Accuracy, Equivalence, Adaptation, Dialect, Idiolect, Register, Style, subtitling, back translation

Unit 2

In this section questions may be in the nature of translation tests: short passages, speeches from the plays or a poem to be analysed and different aspects pointed out; and secondly to be translated into English from the original language

Practical translation activities:

- a. Analyse texts translated into English keeping the above concepts, and especially that of equivalence, in mind, at the lexical (word) and syntactical (sentence) levels:

Novel : The Story of Felanee by ArupaPatangiyaKalita.

Play: The Fortress of Fire by Arun Sarma. Poem: “Silt” by Nabakanta Barua, Trans. Pradip Acharya

Short Story: “Golden Girl” by LakshminathBezbarua, in the anthology Splendour in the Grass. Ed. Hiren Gohain.

- b. Make a back translation into the original English Short Story or passage from a text (Alice in Wonderland by ProbinaSaikia)

- c. Subtitle a film (Ponni Selvan – The Son of Cavery) (to be discussed in class, a sample shown and then used for internal assessment)

Course Outcome: on completion of the course the students will be able to

1. Learn basic skills of translation
2. Make use of the theories of translation in practice
3. Get trained for translation as a career.
4. Know the ethics and difficulties in translation
5. get engaged in research inquiries in translating from regional language literature in English, vice-versa

Resources for Practice:

• Dictionaries • Encyclopedias • Thesaurus • Glossaries • Translation software

Suggested Readings

Baker, Mona, In Other Words: A Coursebook on Translation, Routledge, 2001.



(Useful exercises for practical translation and training) -Gargesh, Ravinder and Krishna Kumar Goswami. (Eds.). Translation and Interpreting: Reader and Workbook. New Delhi: Orient Longman, 2007

Lakshmi, H. Problems of Translation. Hyderabad: Booklings Corporation, 1993. -Newmark, Peter. A Textbook of Translation. London: Prentice Hall, 1988. -Toury, Gideon. Translation across Cultures. New Delhi: Bahri Publications Private Limited, 1987. -Palumbo, Giuseppe. Key Terms in Translation Studies. London and New York: Continuum, 2009.



HBEN 22SE7	ENGLISH LANGUAGE TEACHING					Ty/Lb/ ETP	L	T/ S. Lr	P/R	C			
	Total contact hours – 45					Ty	3	0/ 0	0/0	3			
	Prerequisite – English Language												
	T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits												
Course Objectives													
<ol style="list-style-type: none"> 1. Develop a broad understanding of teaching and learning as related process. 2. Analyze the need and requirements of students for learning English 3. Understand the evolution of teaching English as a Foreign/ Second Language over the years. 4. Explore different methods of teaching English language and literature. 5. Understand English language teaching and learning for social and professional advancement 													
Course Outcomes (COs)													
<ol style="list-style-type: none"> 1. Develop a broad understanding of teaching and learning as related process. 2. Analyze the need and requirements of students for learning English 3. Understand the evolution of teaching English as a Foreign/ Second Language over the years. 4. Explore different methods of teaching English language and literature. 5. Understand English language teaching and learning for social and professional advancement 													
Program Specific Outcomes (PSOs)													
<ol style="list-style-type: none"> 1. Demonstrating mastery of the components of English language and literature. 2. Explaining through literature in English, diverse historical cultural and social ethics 3. Applying literary critical perspectives to generate original analysis of literature in English 4. Promoting cultural values and real-life skills through English language and Literature 													
Mapping of course outcomes (COs) with Program Outcomes (POs) & Program Specific Outcomes (3/2/1 indicates the strength of correlation) 3= High; 2= Medium; 1= Low													
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PS O1	PSO 2	PSO3	PSO4
1	3	3	3	3	3	3	3	1	3	3	3	3	3
2	3	3	3	3	3	3	3	1	3	3	3	3	3
3	3	3	3	3	3	3	3	1	3	3	3	3	3
4	3	3	3	3	3	3	3	1	3	3	3	3	3
5	3	3	3	3	3	3	3	1	3	3	3	3	3
3. Category		H&S	Program core	Program Elective	Open Elective	Interdisci plinary/ ...	Skill enhancing	Skill component	Practical	Project	Internship	Others	
		√					√						



Course Code	ENGLISH LANGUAGE TEACHING	Ty/Lb/ ETP	L	T/ S.Lr	P/R	C
HBEN22SE7		Ty	3	0/0	0/0	3
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits						

Prefatory Note

The course apart from familiarising the students with the tested teaching practices, looks forward to motivating students to do their mite for the society. The course should be strengthened with CSR (Corporate Social Responsibility) Events given by students in schools and the certificates and feedbacks obtained should be part of the assessment procedure.

Course Objective: To facilitate the students to

1. Develop a broad understanding of teaching and learning as related process.
2. Analyze the need and requirements of students for learning English
3. Understand the evolution of teaching English as a Foreign/ Second Language over the years.
4. Explore different methods of teaching English language and literature.
5. Understand English language teaching and learning for social and professional advancement

UNIT 1 Knowing the Learner

UNIT 2 Methods of teaching English Language and Literature

UNIT 3 Materials for Language Teaching

UNIT 4 Assessing Language Skills

UNIT 5 Using Technology in Language Teaching

Course Outcome: On successful completion of the course the students will be able to

1. Develop a broad understanding of teaching and learning as related process.
2. Analyze the need and requirements of students for learning English
3. Understand the evolution of teaching English as a Foreign/ Second Language over the years.
4. Explore different methods of teaching English language and literature.
5. Understand English language teaching and learning for social and professional advancement

Suggested Readings

1. Penny Ur, A Course in Language Teaching: Practice and Theory. CUP, 1996.
2. Marianne Celce-Murcia, Donna M. Brinton, and Marguerite Ann Snow, Teaching English as a Second or Foreign Language. Cengage Learning, 4thed, 2014.
3. Adrian Doff, Teach English: A Training Course For Teachers. Cambridge UP, 1988.
4. Diane Larsen-Freeman. Techniques and Principles in Language Teaching. OUP, 1986.
5. Patsy M. Lightbown and Nina Spada. How Languages are Learned. 4th ed. OUP, 2013.
6. Geetha Nagaraj. English Language Teaching: Approaches, Methods, Techniques. Orient Blackswan, 2010.
7. Jack C Richards and Theodore S Richards. Approaches and Methods in Language Teaching. CUP, 2001.



HBEN 22001	LANGUAGE II - ENGLISH I (Common to all UG Courses under H&S)						Ty/Lb/ ETP	L	T/ S. Lr	P/ R	C		
	Total contact hours – 45						Ty	3	0	0	3		
	Prerequisite – English Language												
	Course designed by – Department of English												
Course Objectives													
6. Develop English Language skills (LSRW) to communicate in English without any inhibition. 7. Learn vocabulary and syntax to be fluent in English for social and academic communication 8. Demonstrate content knowledge through appropriate language use for academic success. 9. Develop in them analytical and interpretative skills for research, projects, placement etc., 10. Engage in academic and business writing with a focus on social and professional ethics.													
Course Outcomes (COs)													
6. Possess Language skills (LSRW) to communicate in English without any inhibition. 7. Express with appropriate lexis and syntax in English for social and academic communication 8. Demonstrate content knowledge through appropriate language use for academic success. 9. Analyse and interpret any genre of literature in English for research, projects, placement etc., 10. Engage themselves in organized academic and business writing with professional ethics.													
Program Specific Outcomes (PSOs)													
5. Demonstrating mastery of the components of English language and literature. 6. Explaining through literature in English, diverse historical cultural and social ethics 7. Applying literary critical perspectives to generate original analysis of literature in English 8. Promoting cultural values and real-life skills through English language and Literature													
Mapping of course outcomes (COs) with Program Outcomes (POs)& Program Specific Outcomes													
(3/2/1 indicates the strength of correlation) 3= High; 2= Medium; 1= Low													
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO 1	PSO 2	PSO 3	PSO 4
1	3	3	3	3	3	3	3	1	3	3	3	3	3
2	3	3	3	3	3	3	3	1	3	3	3	3	3
3	3	3	3	3	3	3	3	1	3	3	3	3	3
4	3	3	3	3	3	3	3	1	3	3	3	3	3
5	3	3	3	3	3	3	3	1	3	3	3	3	3
3. Category	H&S	Program core	Program Elective	Open Elective	Interdisciplina ry/ Allied	Skill enhancing Elective	Skill component	Practical	Project	Internship	Others		
	√	√											



HBEN22OE1	ENGLISH FOR MEDIA (OPEN ELECTIVE)				Ty/Lb/ ETL	L	T/S. Lr	P	C				
	Prerequisite :Nil				Ty	2	0	2	3				
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits													
Course Objectives													
<ol style="list-style-type: none"> 1. Familiarize s with the process of writing for the media 2. Know and explore the specific use of English in the field of media 3. Learn the basic writing skills required for a career in media and build rapport with industry. 4. Prepare for jobs in the media industry- both in the print, broadcast and the new media. 5. Create awareness about social and professional ethics in writing and research. 													
Course Outcomes (COs)													
<ol style="list-style-type: none"> 1. Familiarize s with the process of writing for the media 2. Know and explore the specific use of English in the field of media 3. Learn the basic writing skills required for a career in media and build rapport with industry. 4. Prepare for jobs in the media industry- both in the print, broadcast and the new media. 5. Create awareness about social and professional ethics in writing and research. 													
Program Specific Outcomes (PSOs)													
<ol style="list-style-type: none"> 5. Demonstrating mastery of the components of English language and literature. 6. Explaining through literature in English, diverse historical cultural and social ethics 7. Applying literary critical perspectives to generate original analysis of literature in English 8. Promoting cultural values and real-life skills through English language and Literature 													
Mapping of course outcomes (COs) with Program Outcomes (POs)& Program Specific Outcomes (PSOs) (3/2/1 indicates the strength of correlation) 3= High; 2= Medium; 1= Low													
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4
1	3	3	3	3	3	3	3	1	3	3	3	3	3
2	3	3	3	3	3	3	3	1	3	3	3	3	3
3	3	3	3	3	3	3	3	1	3	3	3	3	3
4	3	3	3	3	3	3	3	1	3	3	3	3	3
5	3	3	3	3	3	3	3	1	3	3	3	3	3
Category	Program Core	Program elective	Humanities and social Science	Open Elective	Skill enhancing elective	Inter Disciplinary/Alli	Skill Component	Practical /Project/internsh	Others				
				✓									



HBEN22OE1	ENGLISH FOR MEDIA (OPEN ELECTIVE)	Ty/Lb/ ETP	L	T/ S.Lr	P/R	C
	(FOR UG Programs under H&S)	Ty	3	0	0/0	3
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits						

Unit I: Writing for the print media**11**

Newspaper: Writing headlines – Analyzing newspaper articles- Practicing interview skills – Planning and writing a newspaper article

Magazine: Composing magazine covers –Planning the contents of a magazine – Giving instructions for a photo shoot –Planning and writing a true life story.

Unit II: Writing for Radio, Television and Film**12**

Radio: Understanding the language of radio presenters – Understanding the production process – Planning a news list – Giving post production feedback.

Television: Understanding the pre-production process –Organizing a filming schedule– Filming on location –Editing a TV documentary

Film: Writing a screenplay –Pitching successfully –Organizing a shoot –Writing a film review.

Unit III: Writing for advertisements**11**

Advertisement : Creating a print advert –Creating a screen advert –Presenting a finished advert- Analysing market trends – Setting up a marketing communication strategy – Organising the relaunch of a product – Evaluating the success of a relaunch.

Unit IV: Writing for the New Media**11**

New Media: Briefing a website designer –Analyzing problems and providing solutions – Planning and writing a blog – Creating a podcast- Vlogs – Graphic novel.

[It is suggested for students to follow the different styles of reporting in various media and to familiarize themselves with the emerging trends in the new media]

Total No of Periods: 45**Core Reading:**

Ceramella, Nick and Elizabeth Lee. Cambridge English for the Media. CUP, 2008.

Recommended Reading

Raman, Usha. Writing for the Media.OUP, 2009.

Ryan, Michael and James W Tankard. Writing for Print and Digital Media.McGraw-Hill, 2005.

Allen, Victoria, Karl Davis et al. Cambridge Technicals Level 3 Digital Media. Hodder,2016.

Hayward, Susan. Cinema studies: The Key Concepts. Routledge, 1996.

Ogilvy, David. Ogilvy on Advertising.Welbeck. 2007.

Ouellette, Laurie. The Media Studies Reader.Routledge, 2012.

Manovich, Lev. The Language of New Media. Cambridge: MIT P, 2002.

Axford,Barrie and Richard Huggins. New Media and Politics. Sage,2001.

Parthasarathy, Rangaswami. Here is the News! Reporting for the Media, Sterling Publications. 1998.

e-resources

https://www.google.co.in/books/edition/Designing_ew_Media/

https://www.google.co.in/books/edition/AS_Media_Studies

https://www.google.co.in/books/edition/Social_Media_and_Democracy

https://www.google.co.in/books/edition/Writing_Feature_Articles

https://www.google.co.in/books/edition/Writing_Spce

<http://downloads.bbc.co.uk/writersroom/scripts/bbcradioscene.pdf>

<https://indiegroundfilms.files.wordpress.com/2014/01/titanic-numbered.pdf> <https://podcasts.google.com/>

HBEN22OE2	CREATIVE WRITING (OPEN ELECTIVE)						Ty/Lb/ ETL	L	T/S. Lr	P/R	C		
	Prerequisite :Nil						Ty	3	0	0/0	3		
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits													
Course Objectives													
<ol style="list-style-type: none"> 1. Recognise the elements needed to give expression to their creativity. 2. Encourage the use of these self-recognized elements to develop their creative writing talent. 3. Sensitize them to the fact that creative writing has gone beyond the traditional genres in today's world 4. Inform many new forms that have grown with the media and social media boom 5. Eliminate the boundaries between “creative” and “functional” writing. 													
Course Outcomes (COs)													
<ol style="list-style-type: none"> 1. Recognise the elements needed to give expression to their creativity. 2. Encourage the use of these self-recognized elements to develop their creative writing talent. 3. Sensitize them to the fact that creative writing has gone beyond the traditional genres in today's world 4. Inform many new forms that have grown with the media and social media boom 5. Eliminate the boundaries between “creative” and “functional” writing 													
Program Specific Outcomes (PSOs)													
<ol style="list-style-type: none"> 1.Demonstrating mastery of the components of English language and literature. 2.Explaining through literature in English, diverse historical cultural and social ethics 3.Applying literary critical perspectives to generate original analysis of literature in English 4.Promoting cultural values and real-life skills through English language and Literature 													
7. Mapping of course outcomes (COs) with Program Outcomes (POs)& Program Specific Outcomes (3/2/1 indicates the strength of correlation) 3= High; 2= Medium; 1= Low													
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	P S O 1	PSO2	PSO3	PSO4
1	3	3	3	3	3	3	3	1	3	3	3	3	3
2	3	3	3	3	3	3	3	1	3	3	3	3	3
3	3	3	3	3	3	3	3	1	3	3	3	3	3
4	3	3	3	3	3	3	3	1	3	3	3	3	3
5	3	3	3	3	3	3	3	1	3	3	3	3	3
	Category	Program Core	Program elective	Humanities and social	Open Elective	Skill enhancing	Inter Disciplinary/	Skill Component	Practical /Project/inter	Others			
					√								



HBEN22OE2	CREATIVE WRITING (OPEN ELECTIVE)	Ty/Lb/ ETP	L	T/ S.Lr	P/R	C
	(FOR UG Programs under H&S)	Ty	3	0	0/0	3
T/L/:Theory/LabL:LectureT:TutorialP:Practical/ProjectR:ResearchC:Credits						

Prefatory Note

The course is flexible to the requirements of students and can generate interest and prompt creativity in students of different disciplines

Course Objectives

To facilitate the students to

1. Recognize the elements needed to give expression to their creativity.
2. Encourage the use of these self-recognized elements to develop their creative writing talent.
3. Sensitize them to the fact that creative writing has gone beyond the traditional genres in today's world
4. Inform many new forms that have grown with the media and social media boom
5. Eliminate the boundaries between "creative" and "functional" writing.

UNIT I: Art and Craft of Writing

9

Introduction

Creative Writing definition – Measuring Creativity – Inspiration and Agency – Creativity and Resistance – Imagination – Importance of Reading

The Art and Craft of Writing

Tropes and Figures – Style and Register – Formal/Informal Usage – Varieties of English – Language and Gender – Word Power – Grammar and Word Order – Tense and Time

UNIT II: Creative Writing across Genres

9

Poetry

Definition – Beginning to write poems – Shape, Form, Technique – Rhyme and Reason – Fixed forms and Free Verse – Modes of Poetry (Lyrical, Narrative, and Dramatic) – Voices – Indian English poets/works – Problems with writing poetry – Beginning to write - Individual Creative Activity: Poems

Fiction

Fiction – Literary and Popular Fiction – Short Story – Analysis of a short story – A Conversation with a creative writer – Beginning to write - Individual Creative Activity: Short Stories

Drama

Concepts and characterization of drama – Verbal/non-verbal elements – Different styles of contemporary theatre in Indian English – Developing a situation – Creating a sequence of events – Transforming it into a scene for a play
Beginning to write: Individual Creative Activity One Act Play



Writing for Children

Children's literature – writing verse – fiction – scripting for children's theatre Individual Creative Activity
Poems/Short Stories/Plays for children

UNIT III: Creative Writing in Other Forms 9

Reviews
Book reviews, Film reviews Travel Writing
Travelogues Life Writings
Memoirs, Diary Entry, Biography, Autobiography

UNIT IV: Blogs 9

Personal/Social/Cultural/Instagram poem/blogs
Creative Writing in Commercial Sphere Forms
Advertisements, Tourist brochure, Recipe Writing Individual Creative Activity
Book/film reviews, Travelogues, Memoirs, Diary Entry, Biography (Max. 300 words),
Autobiography (Max. 300 words), Personal/Social/Cultural/Instagram poems/blogs

UNIT V: Practice and practical demonstration of UNIT I to UNIT IV 9

Students should be exposed to the above as far as possible in the classroom sessions. Since there are many forms listed, group work and division of work along with self-teaching activities may be resorted to. Keeping this in view, certain items in the syllabus have been listed for individual/team writing. Writing workshops should also be conducted.

Total no. of periods:45

Course Material

UNIT I & II

Creative Writing: A Beginner's Manual by Dev, Anjana Neira et al. Pearson Longman, 2009.

Reference

UNIT III Book Review

www.writingcenter.unc.edu/tips-and-tools/book-reviews/
www.writingcenter.unc.edu/esl/resources/writing-critique/ Film Review

www.wikihow.com

“How to Write a Movie Review (With Sample Reviews)”

Travelogues

www.researchgate.net/publication/274640565_TRAVELOGUES_AN_INNOVATIVE_AND_CREATIVE_GENRE_OF_LITERATURE

www.academichelp.net/create-writing/write-travelogue.html Memoir

www.selfpublishingschool.com/how_to_write_a_memoir/ “How to Fast Draft Your Memoir with Rachael Herron” www.youtube.com

Diary Entry

www.reliving.co.uk/write-a-diary-entry-expressing-your-feelings/ Biography

www.masterclass.com/articles/how-to-write-a-biography#6-tips-on-how-to-write-a-biography/

Autobiography

www.theclassroom.com/write-autobiography-university-4581.html/ “How to Write an

Autobiography: The Ultimate Guide with Pro Tips” www.essaypro.com/blog/autobiography



Blogs

“How to Write a Blog Post: A Step-by-Step Guide” blog.hubspot.com

www.wordstream.com>blog>2015/02/09>how-to-write-a-blog-post Instagram Poems/Blogs

www.writersxp.com>how-to-become-an-instagram-poet

www.business2community.com>instagram>14-blogging...>02308043 Advertisements

“Creativity in Advertising-Harvard Business Review by Werner Reinartz and Peter Saffert www.hbr.org>2013/06>creativity-in-advertising-when-it-w.../

Tourist Brochure www.library.uncg.edu>nclitmap>TravelBrochureInclusion

www.wikihow.com>...>ArtMedia>Brochures>

Recipe Writing

www.sharonpalmer.com>rules-for-good-recipe-writing www.thekitchn.com>how-to-write-a-recipe-58522 “How to write a recipe” by Jessica Focht 1 Nov. 2019

www.grammarly.com/blog/how-to-recipe/

Reviews - Commercial Product

www.impactbnd.com/blog/how-to-write-product-reviews/

General Reference

Abrams, M. H., Geoffrey Galt Harpham. A Glossary of Literary Terms Eleventh Edition. Cengage Learning

Cheney, Theodore A. Rees. Writing Creative Nonfiction: Fiction Techniques for Crafting Great Non-Fiction Writing and Journalism. Ten Speed Press

Cuddon, J. A., Dictionary of Literary Terms & Literary Theory. Penguin.

Earnshaw, Steven. Ed. The Handbook of Creative Writing. Edinburgh University Press.

Mills, Paul. The Routledge Creating Writing Coursebook. Routledge.

Morley, David. The Cambridge Introduction to Creative Writing. Cambridge University Press.

Prasad B. A Background to the Study of English Literature. Macmillan

Roney, Lisa. Serious Daring: Creative Writing in Four Genres. Oxford University Press.

Zinsser, William. On Writing Well: The Classic Guide to Writing Non-Fiction. HarperCollins.

https://www.scribendi.com/advice/best_book_blogs_2015.en.html

www.masterclass.com/articles/how-to-write-a-biography#6-tips-on-how-to-write-a-biography/

Autobiography

www.theclassroom.com/write-autobiography-university-4581.html/ “How to Write an Autobiography: The Ultimate Guide with Pro Tips” www.essaypro.com/blog/autobiography

Blogs

“How to Write a Blog Post: A Step-by-Step Guide” blog.hubspot.com

www.wordstream.com>blog>2015/02/09>how-to-write-a-blog-post Instagram Poems/Blogs

www.writersxp.com>how-to-become-an-instagram-poet

www.business2community.com>instagram>14-blogging...>02308043 Advertisements

“Creativity in Advertising-Harvard Business Review by Werner Reinartz and Peter Saffert www.hbr.org>2013/06>creativity-in-advertising-when-it-w.../

Tourist Brochure www.library.uncg.edu>nclitmap>TravelBrochureInclusion

www.wikihow.com>...>ArtMedia>Brochures>

Recipe Writing

www.sharonpalmer.com>rules-for-good-recipe-writing www.thekitchn.com>how-to-write-a-recipe-58522 “How to write a recipe” by Jessica Focht 1 Nov. 2019

www.grammarly.com/blog/how-to-recipe/

Reviews - Commercial Product



www.impactbnd.com/blog/how-to-write-product-reviews/

General Reference

- Abrams, M. H., Geoffrey Galt Harpham. A Glossary of Literary Terms Eleventh Edition. Cengage Learning
- Cheney, Theodore A. Rees. Writing Creative Nonfiction: Fiction Techniques for Crafting Great Non-Fiction Writing and Journalism. Ten Speed Press
- Cuddon, J. A., Dictionary of Literary Terms & Literary Theory. Penguin.
- Earnshaw, Steven. Ed. The Handbook of Creative Writing. Edinburgh University Press.
- Mills, Paul. The Routledge Creating Writing Coursebook. Routledge.
- Morley, David. The Cambridge Introduction to Creative Writing. Cambridge University Press.
- Prasad B. A Background to the Study of English Literature. Macmillan
- Roney, Lisa. Serious Daring: Creative Writing in Four Genres. Oxford University Press. Zinsser, William. On Writing Well: The Classic Guide to Writing Non-Fiction. HarperCollins. https://www.scribendi.com/advice/best_book_blogs_2015.en.html

Note: How to implement this course

Students should be exposed to the above as far as possible in the classroom sessions. Since there are many forms listed, group work and division of work along with self-teaching activities may be resorted to. Keeping this in view, certain items in the syllabus have been listed for individual/team writing. Writing workshops should also be conducted.



OPEN ELECTIVES & OPEN ELECTIVE LAB



Subject Code : HBPY22OE2	Subject Name :Organizational Behavior	Ty/Lb /ETL	L	T/ SLr	P/R	C
	Prerequisite : None	Ty	3	0	0	3

L : Lecture T : Tutorial SLr : Supervised Learning P : Project R : Research C: Credits
TY/LB/ETL : Theory / Lab / Embedded Theory and Lab

OBJECTIVES :

- To provide insights into the historical development and key concepts of the organizational psychology
- To help the students to comprehend the role of human factor in the management of organization.
- To get acquainted with the employees 'motivation job attitudes, and leadership behavior and the influence process.
- To enable the students to understand the basis of team working, effective communication and conflict resolution in organizations

COURSE OUTCOMES (Cos): (3 – 5)

Students completing the course were able to

CO1	Explain the historical and social contribution to organizational Psychology
CO2	Utilize various factors of motivation for better performance in an organization
CO3	Use leadership qualities to influence subordinates
CO4	Interpret how people behave in groups and the reasons for the difference in individual and group behavior

Mapping of Course Outcomes with Program Outcomes (POs)

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3		1					1	1			
CO2	3	2	2	2		2			2			
CO3	3	2	2	2		3		1	2			
CO4	3	3	2	2		1		1	2			

COs	PSOs				
	PSO 01	PSO 02	PSO 03	PSO04	PSO 5
CO 1	2	3	3	1	3
CO 2	2	3	3	1	3
CO 3	2	3	3	1	3
CO 4	2	3	3	1	3

Category	Program Core	Program elective	Humanities and social Science	Open Elective	Skill enhancing elective	Inter Disciplinary/ Allied	Skill Component	Practical /Project/inter nship	Others
				✓					



Subject Code : HBPY22OE2	Subject Name :OrganizationalBehavior	Ty/Lb /ETL	L	T/ SLr	P/R	C
	Prerequisite : None	Ty	3	0	0	3

Unit-1**9hrs**

Introduction: Nature and facets of organizational Psychology, Contribution of other social science subjects to Organizational psychology. Historical Developments: The Early Years, Classical School: Taylor, Fayol & Weber. Human Relations Approach. Socio-technical Approach, The Aston Studies. System approach and the contemporary challenges to organizations.

Unit-2**10 hrs**

Employees Motivation and Employees Job Attitudes: Nature of Work motivation, Five key concepts (Behavior, performance, ability, situation and motivation), The role of self esteem, intrinsic motivation and need for achievement in the development of motivation. Theories of Work motivation: Content theory (Maslow, Herzberg), Vroom's Expectancy Theory, Equity Theory, Goal Setting theory and Self Regulation theory. Brief Introduction to Organizational Commitment, Organizational Citizenship Behaviour, and Employee engagement.

Unit-3**12 hrs**

Leadership and the Influence process: Conceptual Foundations: Leaders versus managers, Themes in Leadership: positional power, the leader, the led, the influence process, the situation, Leader emergence versus leader effectiveness. Theoretical Approaches: Trait approach, Behavioral approach, Power and influence approach, leader-Member Exchange theory. The Situational Approach: Fiedler Hersen, Blanchard Situational Leadership and Path Goal theory. Transformational and Charismatic leadership.

Unit-4**14 hrs**

Group Behavior, Teams And Conflict: Nature, functions and types of groups. Group Structure: Role differentiation, Status differentiation, Norms formation and group cohesiveness. Factor Affecting group performance: Homogeneity of group, stability of membership, Group size, Group status, communication structure, Social facilitation and inhibition. Co-operation, competition and co-option, conflicts and its management, Negotiation process. Team Work: Genesis, teams and groups

Total no. of periods: 45

**TEXT BOOKS:**

1. Pareek, U., & Gupta, R. K. (2010). Organizational behaviour. New Delhi:TataMcGrawHill.
2. Sinha, J. B. P. (2008). Culture and organizational behavior. New Delhi, India SagePublication

REFERENCES:

1. Aamodt, M. G. (2016). Industrial/Organizational psychology: An applied approach. Boston:CengageLearning
2. Kalra, S. K. (2004). Consultative managerial leadership style in India: A viable alternative. In P. N. Mukherjee, & C. Sengupta (Eds.), Indiginity and universality in social sciences: A south asian response. New Delhi, India: Sage India Publications.
3. Muchinsky, P. M., & Culbertson, S. S. (2016). Psychology applied to work. Summerfield, NC: Hypergraphic Press
4. Pareek, U. (2007). Understanding organizational behaviour. New Delhi:Oxford University Press.

E LEARNING RESOURCES:

https://books.google.com/books?id=Lcs6o0raRREC&printsec=frontcover&dq=organizational+behaviour&hl=en&newbks=1&newbks_redir=1&sa=X&ved=2ahUKEwjkdSf0cX4AhVuSGwGHejnCq8Q6AF6BAgHEAI



Subject Code : HBPY22OL1	Subject Name : UNDERSTANDING THE SELF AND OTHERS	Ty/Lb /ETL	L	T/ SLr	P/R	C
	Prerequisite : None	Lb	0	0	3	2

**L : Lecture T : Tutorial SLr : Supervised Learning P : Project R : Research C: Credits
TY/LB/ETL : Theory / Lab / Embedded Theory and Lab**

OBJECTIVES :

- To help students initiate a personal journey of self-discovery and transformation.
- To explore psychological skills and attitudes that can help students grow consciously and facilitate change within themselves and the society.
- To practice mindfulness, meditation and contemplation as ways of deepening insight into the predicament of life, combating stress, non-violent communication and compassion.

COURSE OUTCOMES (Cos) : (3 – 5)

Students completing the course were able to

CO1	Introspect, discover and develop themselves
CO2	Exercise social skills
CO3	Apply stress Management strategies
CO4	Demonstrate wisdom empathy and compassion

Mapping of Course Outcomes with Program Outcomes (POs)

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9			
CO1	3	3				1		3	3			
CO2	3	3				3		3	3			
CO3	3	3				1		3	3			
CO4	3	3				1		3	3			

COs	PSOs				
	PSO 01	PSO 02	PSO 03	PSO04	PSO 5
CO 1	3	3	3	3	3
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3

Category	Program Core	Program elective	Humanities and social Science	Open Elective	Skill enhancing elective	Inter Disciplinary /Allied	Skill Component	Practical /Project/internship	Others
				✓					



Subject Code : HBPY22OL1	Subject Name: UNDERSTANDING THE SELF AND OTHERS	Ty/Lb /ETL	L	T/ SLr	P/R	C
	Prerequisite: None	Lb	0	0	3	2

Format of the Practicum

The aim of the practicum is to facilitate an experiential journey towards a deeper insight into self and social world. The facilitator of this practicum can create space where students individually and as a group can experience themselves as responsible and self-determined persons who can define the agenda of self-development.

Such a task may require immersion into an experience, therefore a series of ten out of twelve, 4 hr. long weekly workshops spread over the semester. Other formats like short retreats followed by workshops may also be explored wherever possible. The specific workshop themes maybe decided in dialogue with the students as the needs of students may differ across individuals and groups. The themes suggested in the next section in varied combinations may be used to structure workshops according to group needs.

Suggested Workshop Themes:

1. **Exploring the Self:** The students undertake an experiential journey that leads to an initial answer to the question who am I? They give a creative expression to the fundamental and core ideas/questions that define their being and their purpose of living. They engage with the aspirations for the present and future and analyze of their personal strengths and weaknesses. The aim is to become more aware 'of themselves with a non-judgmental attitude. They engage with exercises that can help them to become more self-determined individuals and give a conscious direction to their own lives.

2. **A Journey through Childhood:** The students engage with their own childhood experiences and relive its joys, hurts, longings and aspirations. They learn to listen to each other 's childhood experiences and empathize with them. The aim is to connect with the world of a child-the remembrance 'of what is important to a child -as distinct from the world of an adult. They explore the deeply personal journey from childhood to adulthood, its different phases, experiences, and possible unfinished agendas. The student reflect on the aspects of the impost that they would like to recover 'and those that they would like to let go' in order to gain a new poise and balance.

3. **Taking Responsibility for One's Decisions:** The aim of the workshop is to become aware of the forces that control one 's life and decisions. The students engage with situations where a critical decision needed to be taken and their own response pattern in such situations. The students engage experientially with ways in which they can take much more conscious decisions and not hold others responsible for the default decisions that they allow them to make.

4. **Gender and Sexuality:** The students explore the issues related with gender and sexuality in an environment of openness and trust. The students become comfortable with their own bodies and learn to talk about the physical being and sexuality. Students also dialogue on issues like menstruation, child abuse, marital rape etc. and find ways to protect, care and nourish their own and others' physical and emotional selves.

5. **Creativity and Flow:** The aim of the workshop is to encourage student-teachers to think originally and find ways of solving problems with open-mindedness, fluency, and flexibility. To explore unique ways of creative self-expression which deepens insight and



refines action through— humor, art, music, dance, and wisdom in simple everyday contexts. The students learn to experience a state of flow‘ which evokes curiosity, deepens insight, can engage with complexity and sustains intrinsic interests.

6. **Integrity:** self-awareness in relation to misconduct, serious misconduct and corruption, understanding of the relationship between misconduct and corruption, awareness of continuum theory of corruption, Confidence to discuss and debate differing perspectives, identifying examples of unacceptable behavior and means of prevention, motivation to speak up, and demonstrate intolerance of unacceptable behavior.

7. **Love and intimacy:** Enter a space where your relationship can heal and develop, understand the misinterpretation of love among adolescents and young adults, difference between love, intimacy, infatuation and sexual attraction, communicate in ways that deepen your connection and love, learning how to create a healthy balance between freedom and relationships, attain clear understanding of the masculine and feminine qualities, How to use the strength of love and intimate relationship to motive yourself to meet your aspirations

8. **Communication:** Observing the role of active listening, attention and empathy in communication; analyzing verbal and non-verbal communication patterns. Exploring personal and social relationships, analyzing role of social media in structuring communication; communication in friendship, in the family and in the community. Conflict and the art of non-violent communication.

9. **Artificial Desires** - The Psychology of Consumer Culture: This workshop helps the students to examine the way in which the market‘ has entered our personal domains. It examines the way in which artificial desires are created and we are held hostage to a market that is geared towards fulfilling these false desires. The studentsexaminethewayinwhichmediaandadvertisinginfluenceussubliminally and become conscious of our own consumption patterns in a world that is becoming ecologically fragile everyday.

10. **Tech addiction:** exploring into what makes Internet, Digital Media, and Gaming Technologies so Addictive, when does Internet and Digital Media Use and Abuse become Addiction, the risk factors associated with gadget technologies and apps, understanding whether you are overusing, abusing, additive to Digital Media, Gaming, and Smartphone, ways for using it productively

11. **Leadership:** Understanding the various types of leaders, the qualities and skills required to lead, An introspective approach toward identifying the leadership qualities with in oneself, the ability to communicate, the ability to influence others towards the intended goal, the ability to mentor, problem solving and decision making abilities, the ability to define goals and distributing task and the ability to motivate others. Nurturing the available abilities and developing the ones that they lack

12. **Empathy, Wisdom and Compassion:** The students learn to listen to each other with greater compassion and empathy. They collaboratively find way of extending compassion to oneself and others. They learn to appreciate wisdom that emerges from everyday living including the wisdom of children through stories and narratives. They can learn to appreciate the deeper meaning of life and wisdom through an engagement with the life of a local cultural icon who has made deep impact on societal consciousness

Total no. of periods: 45

TEXT BOOKS:



1. Csikszentmihalyi, M. (1990). Flow. New York: Harper and Row.
2. Dweck, C. (2006). Mindset: The new psychology of success. New York: Ballantine Books.
3. Fromm, E. (2006). The art of loving. New York: The Harper Perennial Modern Classics.

REFERENCES:

1. Kumar, S. (2006). You are therefore I am: A declaration of dependence. New Delhi: Viveka Foundation. Rosenberg, M. (2012). Living nonviolent communication. Boulder: Sounds True Pub.
2. The Mother. (2002). The science of living, In 'On education' (pp. 3-8).
3. Complete works of The Mother (2nd Ed., Vol.12). Pondicherry: Sri Aurobindo Ashram Press.
4. Thich N. H. The miracle of mindfulness: Introduction to the practice of meditation. Boston: Beacon Press.
5. Virmani, S. Had anhad: Journey with Ram and Kabir. An Audio-Video Resource

E- LEARNING RESOURCES:

1. https://books.google.co.in/books?id=TSKzm0iDt-MC&printsec=frontcover&dq=understanding+the+self&hl=en&newbks=1&newbks_redir=1&sa=X&ved=2ahUKEwily5Wfpc34AhVBaGwGHRZVDVYQ6AF6BAGKEAI
2. https://books.google.co.in/books?id=JxEwJoJKnCEC&printsec=frontcover&dq=understanding+the+self&hl=en&newbks=1&newbks_redir=1&sa=X&ved=2ahUKEwily5Wfpc34AhVBaGwGHRZVDVYQ6AF6BAGCEAI



Subject Code: HBHM22OL1	Subject Name: FUNDAMENTALSOFRONT OFFICE OPERATIONS- PRACTICAL	Ty/Lb / ETL	L	T / S.L r	P/R	C
	Prerequisite :Nil	Lb	0	0	3	2

L: Lecture T: Tutorial SLr: Supervised Learning P: Project R : Research C: Credits
TY/LB/ETL : Theory / Lab / Embedded Theory and Lab

OBJECTIVES :

Outline on software used in front office. **Perform** check-in and check-out procedures in front office. **Identify** the various performas and uses. **Develop** knowledge about tourist places. **Apply** telephone manners do's and don'ts. **Solve** the guest complaints.

COURSE OUTCOMES (COs): Students will be able to

CO1	Outline on software used in front office
CO2	Perform check-in and check-out procedures in front office
CO3	Identify the various performas and uses
CO4	Develop knowledge about tourist places
CO5	Apply telephone manners do's and don'ts
CO6	Solve the guest complaints

Mapping of course Outcomes with Program Outcomes (POs)

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6
CO1	2	2	1	1	2	3
CO2	2	2	1	1	2	2
CO3	2	2	1	1	2	2
CO4	2	2	1	1	2	3
CO5	2	2	1	1	2	2
CO6	2	2	1	1	2	3
COs/PSOs	PSO1	PSO2	PSO3			
CO1	2	2	3			
CO2	2	2	2			
CO3	2	2	2			
CO4	2	2	3			
CO5	2	2	2			
CO6	2	2	2			

3/2/1 Indicates Strength of Correlation, 3 – High, 2- Medium, 1- Low

Category	Program Core	Program elective	Humanities and social Science	Open Elective	Skill enhancing elective	Inter Disciplinary/Allied	Skill Component	Practical /Project/internship	Others
				√					



HBHM22OL1 FUNDAMENTALS OF FRONT OFFICE OPERATIONS- PRACTICAL

Students should know in detail how to operate computer systems in Front Office, knowledge of check in, Check out, Group Arrivals, Reservation, Registration, Block Rooms, Vacant rooms, Out of order Room, Occupancy Report through the computer.

Handling of guest mails, pre arrival of guests, during the stay of the guest, after the departure of the guest.

Practice on providing information about importation tourist places, airline offices, railway timing, travel agent office, Hotels, eating places, church, cinema, temples, mosques, wild life, post office, air timings, dealing with various types of guests including sick guests.

- Identification of various performs and use of them.
- Concerning the arrivals of VIP, individuals and group
- Practice on preparation departure procedure.
- Practical work on computerized room management.
- General knowledge about tourist places.
- Front office reports like errand card, bell captain movement list, reservation, discrepancy, room status report, SB Register, registration card, amenities voucher.
- Telephone manners of DO's and Don'ts.
- Situation handling of guest complaints.
- Viva-voce
- Group discussion.

Role Play

* Reservations, Arrivals, Luggage Handling, Message & Mail Handling, Paging.

Total no. of periods: 45

MARKING SCHEME FOR PRACTICAL EXAMINATION

Duration	03:00hrs		
1. Uniform & Grooming		10	
2. Courtesy & Manners			10
3. Speech and Communication		10	
4. Technical Knowledge			20
5. Practical Situation Handling		40	
6. Journal			10

Total =100 Marks			-----

HBDS22OE1



Subject Code: MBFP22OE1	Subject Name: Marketing of Financial Services	Ty/Lb/ETL	L	T / S. Lr	P/R	C
	Prerequisite :Nil	T	3	0/0	0/0	3

L : Lecture T : Tutorial SLr : Supervised Learning P: Project R : Research C : Credits
TY/LB/ETL : Theory / Lab / Embedded Theory and Lab

OBJECTIVES

1. To make students understand the concepts in marketing various financial services and products.
2. To understand the difference between Sales and Marketing of Financial services, as well learning to identify target markets, market segmentation, building an effective marketing plan, developing an effective value propositions and a practical strategy to competitively sell financial services.

COURSE OUTCOMES (COs)

CO1	Understand some of the basic frameworks and approaches that are helpful in marketing financial services
CO2	Analyze how segmentation is used to understand and manage customer behavior
CO3	Apply value propositions, products and brands in customers' minds
CO4	Develop new products (goods and services) that add value to consumers and firms

Mapping of Course Outcomes with Program outcomes (Pos)

3/2/1 Indicates Strength of Correlation, 3 – High, 2- Medium, 1- Low

COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	1	2	1	1	3	1	1	3
CO2	3	2	3	3	1	3	3	2	3
CO3	2	3	3	3	3	3	2	1	3
CO4	1	2	3	3	3	3	2	1	2

Category	Program Core	Program elective	Humanities and social Science	Open Elective	Skill enhancing elective	Inter Disciplinary/Allied	Skill Component	Practical /Project/internship	Others
				✓					



Subject Code: MBFP22OE1	Subject Name: Marketing of Financial Services	Ty/Lb/ ETL	L	T/ S. Lr	P/R	C
	Prerequisite :Nil	T	3	0/0	0/0	3

OBJECTIVE:

1. To make students understand the concepts in marketing various financial services and products.
2. To understand the difference between Sales and Marketing of Financial services, as well learning to identify target markets, market segmentation, building an effective marketing plan, developing an effective value propositions and a practical strategy to competitively sell financial services.

UNIT I**9**

Overview of Marketing and Indian Financial Services Industry – Products and Services – Strategic Nature of Marketing and Marketing Orientation – Stakeholder theory and the six markets framework – Problems/Challenges facing in financial services sectors

UNIT II**9**

Customer buying behavior – Customer attributes relevant to financial services marketing – Customer value – Marketing environment – Competition and Competitive Advantage – Segmentation, targeting and positioning-Role and Methods of conducting marketing Research .

UNIT III**9**

Marketing Mix for Financial Services – 7 Ps and 4Cs of Marketing -Product Management- Product Pricing- Promotion & Distribution Management

UNIT IV**9**

Marketing strategy- introduction and overview-Strategic Marketing Planning Process – Value Based Marketing – Marketing driven versus market driving – Marketing Management Process.

UNIT V**9**

Relationship marketing and Customer Service – Analysis of Customer Behaviour and Service Experience - Services Quality: Gaps Model; Measuring and Improving Service Quality; Relationship Management: Defining Customer Relationships; The Basics, External Relationships,Supplier Relations; Internal Relationship -Relationship lifecycle – Measuring Service Quality – Complaint Handling

**Total No of
periods: 45**

REFERENCE BOOKS

1. Ennew, C and Waite, N. Financial Services Marketing: An International Guide to Principles and Practice Routledge
2. Alder, B and Hoffman, R The Basic Book of Marketing Financial Services



Subject Code: MBFP22OE2	Subject Name: BUSINESS STRATEGY	Ty/Lb/ ETL	L	T / S.L r	P/R	C
	Prerequisite :Nil	Ty	3	0/0	0/0	3

OBJECTIVES

1. To develop your reasoning in managerial judgments and help you learn how to assess business risks.
2. To improve your ability to make sound business decisions and achieves effective outcomes

COURSE OUTCOMES (COs)

CO1	Understand concepts and research output in the field of strategic management.								
CO2	Analyze a clear understanding of the concepts, tools & techniques used by executives.								
CO3	Understand capability of making own decisions in dynamic business landscape.								
Mapping of Course Outcomes with Program outcomes (Pos)									
3/2/1 Indicates Strength of Correlation, 3 – High, 2- Medium, 1- Low									
COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	3	1	3	2	1	3	2	1	3
CO2	2	2	3	3	2	3	1	2	3
CO3	3	3	3	3	2	3	3	3	3

Category	Program Core	Program elective	Humanities and social Science	Open Elective	Skill enhancing elective	Inter Disciplinary/Allied	Skill Component	Practical /Project/internship	Others
				√					



Subject Code: MBFP22OE2	Subject Name: BUSINESS STRATEGY	Ty/Lb/ ETL	L	T/ S.L r	P/R	C
	Prerequisite :Nil	Ty	3	0/0	0/0	3

OBJECTIVE:

- 1.To develop your reasoning in managerial judgments and help you learn how to assess business risks.
- 2.To improve your ability to make sound business decisions and achieve effective outcomes.

UNIT I**9**

Introduction to Business Strategy: Introduction, Concept of Business Strategy, Need for Business Strategy, Essentials of Effective Strategy, Effects of Inadequate Strategies, Functions of Business Strategies

UNIT II**9**

Business Policy: Introduction, Definition of Business Policy, Factors influencing Business Policy, Business Policy vs. Strategy, Policy decisions and their impact on Business Strategies

UNIT III**9**

Introduction to Strategic Management: Introduction, Strategic Management – Definition, Meaning and Role, Objectives of Strategic Management, Benefits of Strategic Management, Importance of Strategic Management, Causes for failure of Strategic Management

UNIT IV**9**

Strategic Management Process: Introduction, Strategic Management Process, Strategic Vision and the role of a Strategist, Criteria for Effective strategy, Role of Strategic Management in Policy Making

UNIT V**9**

Strategic Analysis: Introduction, Strategic Analysis – definition, Need for Strategic Analysis & Environmental Scanning, Understanding environment of business for strategic analysis, Strategic thinkers & their contributions, Role of Strategic Analysis in Policy making.

**Total No of
periods: 45**

REFERENCE BOOKS

1. Adrian Haberberg and Alison Rieple, The Strategic Management of Organisations, Prentice-Hall, 2001.
2. Robert M Grant, Contemporary Strategy Analysis, 4th Edition, Blackwell, 2002.
3. Garth Saloner, Andrea Shepard and Joel Podolny, Strategic Management, Wiley 2001.
4. Shiv Mathur and Alfred Kenyon, Creating Value, Successful Business Strategies, 2nd Edition Butterworth Heinemann, 2001.
5. David Collis and Cynthia Montgomery, Corporate Strategy –

**MBFP22OL1****INTERVIEW TECHNIQUES****OUTCOMES:**

LB	0	0/0	3/0	2
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KNOWLEDGE OF:

- Types of interviews
- Interview preparation steps and tips
- Stages of an interview
- Common and illegal questions
- Developing effective answers

TYPES OF INTERVIEWS

- Structured / non-structured
- One-on-one / panel / group
- Responsive / reactive (stress interview)
- Phone (pre-screening)
- Informational Traditional / Behavioral

Total no. of periods: 45



Subject Code: HBHR22OE1	Subject Name : WORKPLACE COUNSELLING	Ty/Lb/ETL	L	T/S.Lr	P/R	C
	Prerequisite: NIL	Ty	3	0/0	0/0	3
L : Lecture T : Tutorial S.Lr : Supervised Learning P : Project R : Research C: Credits Ty/Lb/ETL : Theory/Lab/Embedded Theory and Lab						

LEARNING OBJECTIVES:

- To help students distinguish between counseling, Case Work and Psychotherapy and to acquire the required knowledge in this regard.
- To sensitize the students to the attitudes required for the practice of counseling.
- To engage the students to identify and practice the appropriate skills
- To acquaint the students with relevance of workplace counseling
- To familiarize the students with models of workplace counseling
- To help students understand the relevance of EAP programs

CO1	Describe the concept of counselling, its characteristics, history and foundations of counselling.								
CO2	Identify the importance of counselling relationship, relationship issues, clarify professional social worker's and social work trainee's attributes in a counselling set up.								
CO3	Classify different approaches to counselling and distinguish counselling, case work and psychotherapy as treatment methods.								
CO4	Explain and paraphrase the steps in counselling process.								
CO5	Apply counselling practice in different settings like counselling with children, counselling with delinquents, counselling with family and in health setting.								
CO and PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO1	3	2	2	2	2	3	2	2	3
CO2	3	3	3	3	3	3	2	3	3
CO3	3	2	2	2	3	3	2	3	3
CO4	3	3	3	3	2	2	2	3	2
CO5	3	3	3	3	3	3	3	3	3

Mapping of Course Outcomes to Program Outcomes:

	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	3	2	3
CO2	2	2	3	2	3
CO3	2	2	3	2	3
CO4	2	2	3	2	3
CO5	3	2	3	2	3

Category	Program Core	Program elective	Humanities and social Science	Open Elective	Skill enhancing elective	Inter Disciplinary /Allied	Skill Component	Practical /Project/internship	Others
				√					



SUBJECT CODE	SUBJECT NAME	Ty/Lb/ETL	L	T/S.Lr	P/R	C
HBHR22OE1	WORKPLACE COUNSELLING	Ty	3	0/0	0/0	3

UNIT I	9
Counseling: Definition, Element, Characteristics and Goals. Group counseling: Its importance and process. History of counseling in India - Foundations of counseling - Philosophical foundations - dignity of the human person - Sociological foundations – influence of social system - Psychological foundations – concept of self, goal directed behaviour, - learning principles, developmental needs at different stages.	
UNIT II	9
The Counseling Relationship - Regard and respect – Authenticity –Empathy - Personal Growth and Effectiveness of the Counselor - Concerns of self, attitudes, Values, beliefs, counseling relationships, - Transference and counter Transference. Personality characteristics and portrait of an effective counselor.The portrait of a trainee.	
UNIT III	9
Theoretical approaches to counseling - Psychoanalysis - distinguish between counseling, Case Work and Psychotherapy - Behaviour Modification and Behavioural therapy - classical and operant conditioning - Client centered therapy - Transactional Analysis - Cognitive Behaviour Therapy - Eclectic Approach - Motivational Theory – Maslow’s theory, and Psychosocial theory - Erik Ericson.	
UNIT IV	9
Sexual Harassment at Work Place - Dynamics of sexual harassment: why it occurs? - Types of sexual harassment - Impact of sexual harassment: emotional, physical and economic impact - Preventing sexual harassment.	
UNIT V	9
Conflict at Workplace - Nature of conflict - Causes of workplace conflict: intrapersonal and interpersonal - Violence at workplace - Strategies to manage workplace conflict.	
Total no. of periods: 45	

Reference Books :

1. Arnol J., & Robertson, I .T.,&Coopen, C. L. (1995). Work Psychology- Understanding human behaviour in workplace. London: Mcmillan.
2. Carrol,M&Walton,M.(1997). Handbook of counseling in organizations. New York: Sage Publications.
3. Carroll, M. (2002).Work Place Counseling. New Delhi: Sage Publications.
4. Cartwright,S&Cooper,C.L.(1997).Managing Workplace Stress. New Delhi: Sage Publications.
5. Coles, A. (2003). Counselling in the workplace. Berkshire, England: Open University Press, McGraw Hill Education. Boland M. (2005). Sexual Harassment in the workplace (1st ed.). Naperville, IL: Sphinx Publishing, Inc..
6. Boland M.L. (2002). Sexual Harassment: your guide to Legal Action: What you should know and what you can do. Naperville, IL: Sphinx Publishing, Inc.
7. Collins, S.D.(2009).Managing conflict and workplace relationship(2nded.). Mason, OH: South Western Cengage Learning.



8. Edelman, R. (2000). Interpersonal conflicts at work. Hyderabad: Universities Press (India) Limited.
9. Kao,H.S.R; Sinha,D&Wilpert,B (2007).Management and Cultural Values. New Delhi: SagePublications.
10. Landy, F. J. & Conte, J.M. (2010).Workinthe 21st century: an introduction to Industrial andOrganizational Psychology (3rd ed.). Blackwell publishers.
11. Sonnentag, S.(2002).Psychological Management of Individual Performance. John Wiley &Sons Ltd.



Subject Code: HBHR22OE2	Subject Name :Corporate Social Responsibility	Ty/Lb/ETL	L	T/S.Lr	P/R	C
	Prerequisite: NIL	Ty	3	0/0	0/0	3
L : Lecture T : Tutorial S.Lr : Supervised Learning P : Project R : Research C: Credits Ty/Lb/ETL : Theory/Lab/Embedded Theory and Lab						

OBJECTIVES

- Training the students on compensation management.
- Methods and criteria are focused on compensation framing.
- Factors contributes on compensation packages design in an organization.
- Governments intervention and laws on fixing wage framing

COURSE OUTCOMES:

At the end of the Course, the Student will be able to:

- Recognize and appreciate the social, ethical and moral responsibility of organizations in extending organizational benefits to the society.
- Match organizational policies/needs with CSR programs and to be able to critically evaluate it.
- Use Modern tools of CSR to promote Environmental Sustainability and achieve ethical acceptability.
- Derive CSR models and policies for both Business and Organizational commitments towards philosophies, principles and practices of CSR.
- Measure the impact of CSR on direct and indirect stakeholders.

Relationship between the Course Outcomes (COs) and Program Outcomes (POs)

Mapping between COs and Program Outcomes (POs)		
	Course Outcomes (COs)	Program Outcomes (POs)
CO1	Students will be able to recognize and appreciate the social, ethical and moral responsibility of organizations in extending organizational benefits to the society.	PO 1,2,3,5,7,9
CO2	Students can match organizational policies/needs with CSR programs and to be able to critically evaluate it.	PO 1,2,3,5,7,8,9
CO3	Students will get knowledge to use themodern tools of CSR to promote Environmental Sustainability and achieve ethical acceptability.	PO 1,2,3,5,7,8,9
CO4	Students can derive CSR models and policies for both Business and Organizational commitments towards philosophies, principles and practices of CSR. And they will be able to measure the impact of CSR on direct and indirect stakeholders.	PO 1,2,3,5,7,9

Program Outcome and Course Outcome mapping

Course Outcomes	CO 1	CO 2	CO 3	CO4
PO 1	3	2	3	2
PO 2	3	3	3	2
PO 3	2	3	3	3



PO 4	2	2	1	1
PO 5	2	3	2	2
PO 6	2	1	1	2
PO 7	3	2	2	3
PO 8	2	2	2	1
PO 9	3	2	3	2

Category	Program Core	Program elective	Humanities and social Science	Open Elective	Skill enhancing elective	Inter Disciplinary /Allied	Skill Component	Practical /Project/internship	Others
				√					

**HBHR22OE2****Corporate Social Responsibility****UNIT I****9**

Social Responsibility - Meaning, Types and nature of Social Responsibilities. Corporate Social Responsibility -Meaning, Definition, CSR principles, Models of CSR: Carroll Model of CSR, Keith Davis model and Schwartz & Carroll Model, Best practices of CSR, Need for and importance of CSR, Evolution of CSR in India.

UNIT II**9**

Government policies for CSR: Voluntary guidelines for CSR by Ministry of Corporate Affairs; CSR guidelines for PSU by Ministry of Heavy Industries and Public Enterprises.

UNIT III**9**

Social auditing – Meaning, Uses, Principles, Social bookkeeping, Social Accounting, Methodology of Social Auditing and process of Social Auditing; The International Organization for Standardization (ISO) standards - The Accountability AA1000 Series; and The Social Accountability International SA8000 standard. The ISO 26000 Guidance Standards on Social Responsibility.

UNIT IV**9**

CSR and Strategy: The Objectives of Business, Role of the Business Manager; Corporate Governance: Principles of Corporate Governance; Systems of Corporate Governance; Strategic Applications of CSR; Corporate role in Environmental Sustainability and Innovation.

UNIT V**9**

CSR and Leadership: Globalization and Corporate Social Responsibility. Corporate Sustainability: Definition, Strategic imperatives for Sustainable development.

Total no. of periods: 45**REFERENCE BOOKS:**

1. Emiliani M L (2006) Improving Management Education.
2. Ghoshal S & Moran P (2005) Towards a Good theory of Management in Sumantra Ghoshal on Management ed. Birkinshaw J & Piramal G Prentice Hall
3. David Crowther & Guler Aras, 2008, Corporate Social Responsibility, .Bob Doppelt Leading Change Toward Sustainability: A Change-Management Guide for Business, Government and Civil Society
4. Philip Kotler, Nancy Lee Corporate Social Responsibility: Doing The Most Good For Your Company And Your Cause.
5. Ugly Subhabratha Bobby Banerjee, Corporate Social Responsibility: The Good, the Bad and the 2009.



Subject Code: MBBA22OE1	Subject Name : PRINCIPLES OF MANAGEMENT AND SCIENCE				Ty/ Lb/ ETL	L	T/ S.Lr	P/R	C	
	Prerequisite – Nil				Ty	3	0	0	3	
OBJECTIVES										
<ol style="list-style-type: none"> To enable the students to study about the evolution, functions and principles of Management Studies To learn the applications of the principles in an organization To study the system and process of effective controlling in the organization. 										
L : Lecture T : Tutorial SLr : Supervised Learning P: Project R : Research C : Credits TY/LB/ETL : Theory / Lab / Embedded Theory and Lab										
COURSE OUTCOMES (COs)										
CO1	Clear understanding in planning, and have knowledge in aspect of Management Studies									
CO2	Understanding the planning process in the organization.									
CO3	Understanding the concept of organization.									
CO4	Demonstrate the ability to directing and coordinating.									
CO5	Analyze and formulate the best control methods.									
Mapping of Course Outcomes with Program outcomes (Pos)										
3/2/1 Indicates Strength of Correlation, 3 – High, 2- Medium, 1- Low										
1	COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7		
2	CO1	3	2	2	3		2			
	CO2	3	2	2	3		2			
	CO3	3			2			3		
	CO4	3	3	3	3		2			
	CO5	2	3	3		3	3	3		
3	Category	Program Core	Program elective	Humanities and social Science	Open Elective	Skill enhancing elective	Inter Disciplinary/Allied	Skill Component	Practical /Project/internship	Others
					√					



MBBA220E1 PRINCIPLES OF MANAGEMENT AND SCIENCE

UNIT- I INTRODUCTION TO MANAGEMENT AND ORGANIZATIONS 9
 Definition of Management – Science or Art – types of managers - managerial roles and skills – Evolution of Management – Managerial Functions– The essence of management- Sole proprietorship, partnership, company-public and private sectors.

UNIT - II PLANNING 9
 Nature and purpose of planning – planning process – types of planning – objectives – setting -Objectives – policies – Planning premises – Strategic Management – Decision making steps and process.

UNIT- III ORGANISING AND STAFFING 9
 Nature and purpose – Formal and informal organization – organization structure– Line and staff authority – delegation of authority – centralization and decentralization – Job Design - Human Resource Management – HR Planning, Recruitment, selection, Training and Development.

UNIT- IV COORDINATING AND DIRECTING 9
 Coordination the essence of Management - Coordination at various levels: Top management, Middle management, Supervisory management and workers – Techniques for effective coordination. Direction: Principles of direction – Human factor and directing.

UNIT- V CONTROLLING 9
 Process of controlling – budgetary and non-budgetary control techniques – Recent Trends In Management controlling.

**TOTAL NO. OF PERIODS:
45periods**

Reference Books:

1. Stephen A. Robbins & David A. Decenzo& Mary Coulter, “Fundamentals of Management” 7th Edition, Pearson Education, 2011.
2. Robert Kreitner& Mamata Mohapatra, “Management”, Biztantra, 2008.
3. Harold Koontz & Heinz Wehrich “Essentials of management” Tata Mc Graw Hill, 1998.
4. Tripathy PC & Reddy PN, “Principles of Management”, Tata McGraw Hill, 1999
5. N.Premavathy, Principles of Management - Sri Vishnu Publication - Chennai.
6. J.Jayasankar, Business Management - Margham Publication - Chennai.



Subject Code: MBBA22OE2	Subject Name : BUSINESS ETHICS	Ty/ Lb/ ETL	L	T/ S.Lr	P/R	C
	Prerequisite - Nil	Ty	3	0	0	3
OBJECTIVES						
<ol style="list-style-type: none"> To evaluate the human behavior and calling up on the model standards; To ensure the students learn to maintain the reputation of a company for ethical and responsible business practices and To build positive international image. 						
L : Lecture T : Tutorial SLr : Supervised Learning P: Project R : Research C : Credits						
TY/LB/ETL : Theory / Lab / Embedded Theory and Lab						
COURSE OUTCOMES (COs)						
CO1	Understanding about the purpose of ethics in business.					
CO2	Applying ethics in diversified culture.					
CO3	Understanding need and application of ethics in workplace.					
CO4	Importance of preserving natural resources.					
CO5	Establishing ethics in the field of finance.					

Mapping of Course Outcomes with Program outcomes (Pos)										
3/2/1 Indicates Strength of Correlation, 3 – High, 2- Medium, 1- Low										
1	COs/POs	PO1	PO2	PO3	PO4	PO5	PO6	PO7		
2	CO1	3	2				3	3		
	CO2	2	3	3	2	3		3		
	CO3	3	2		3	3	2	3		
	CO4	3	3	3	2			3		
	CO5	3	3	3	3	2		3		
3	Category	Program Core	Program elective	Humanities and social Science	Open Elective	Skill enhancing elective	Inter Disciplinary/ Allied	Skill Component	Practical /Project/internship	Others
					√					

**MBBA220E2****BUSINESS ETHICS****UNIT - I INTRODUCTION 9**

Nature - Purpose of ethics and morals for organizational interests - Ethics and conflicts of interests – Ethical and social implications of business policies and decisions.

UNIT - II IMPACT OF CULTURE 9

Ethics in marketing and consumer protecting - Healthy competition and protecting consumers' interest - Culture impact on culture diversification.

UNIT - III ETHICS IN WORKPLACE 9

Individual in the organization - Discrimination - Harassment - Gender equality – Corporate Social Responsibility.

UNIT - IV ENVIRONMENTAL ISSUES 9

Protecting the natural environment - Prevention of pollution and depletion of natural resources - Conservation of natural resources.

UNIT - V TAXATION**9**

Ethics in accounting and finance – Importance - Taxation issues and common problems - Money Transfer (Only for Discussion).

TOTAL NO. OF PERIODS: 45Periods**Reference Books:**

1. Ethics, law, and business by William A. Wines
2. Abratt, D sacks – journal of business ethics, 1988 - Springer.
3. W. Michael Hoffman, Judith brown kamm, Robert E. Frederick, Edward S. Petry from the tenth national conference on business ethics sponsored by the center for business ethics at Bentley college.
4. Environmental economics- M.Karpagam, Sterling Publishers New Delhi.
5. Ballasa , Bela , Theory Of Economic Integration, Routledge