



SACRED HEART COLLEGE (AUTONOMOUS)

Tirupattur – 635 601, Tamil Nadu, S.India

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Ready for
Every Good Work

A Don Bosco Institution of Higher Education, Founded in 1951 * Affiliated to Thiruvalluvar University, Vellore * Autonomous since 1987

Accredited by NAAC (4th Cycle – under RAF) with CGPA of 3.31 / 4 at 'A+' Grade

B.Com Course Structure

S. No	Course Code	Course	Number of Credits	Hours	CA	SE	Total
SEMESTER I							
1	LT114	Part I Language I – Tamil 1	3	5	50	50	100
2	LE115BT	Part II English I	2	5	50	50	100
3	C116	Part III MC – Principles of Accountancy	5	5	50	50	100
4	C117	MC – Environmental Aspects of Business	5	5	50	50	100
5	AE106	Allied I Principles of Economics I	4	6	50	50	100
6	SK104	Part IV Communication Skills	1	2	100		100
7	VE105A/B	Christian Religion I / Value Education I	1	2	100		100
8	CE103	Communicative English	1		100		100
9	LE115BP	English Lab	1		50	50	100
		Total	23	30			

S. No	Course Code	Course	Number of Credits	Hours	CA	SE	Total
SEMESTER II							
1	LT214	Part I Language II	3	5	50	50	100
2	LE215BT	Part II English II	2	5	50	50	100
3	C216	Part III MC – Financial Accounting I	5	5	50	50	100
4	C217	MC – Banking and Insurance	5	5	50	50	100
5	AE206	Allied I Principles of Economics II	4	6	50	50	100
6	SK204	Part IV Leadership Skills	1	2	100		100
7	VE205A/B	Christian Religion II / Value Education II	1	2	100		100

8	CE203	Communicative English	1		100		100
9	LE215BP	English Lab	1		50	50	100
		Total	23	30			

S. No	Course Code	Course	Number of Credits	Hours	CA	SE	Total
SEMESTER III							
1	C325	Part III MC – Financial Accounting II	5	5	50	50	100
2	C326	MC – Principles of Marketing	5	5	50	50	100
3	C327	MC – Mercantile Law	4	4	50	50	100
4		Allied I Managerial Economics	4	6	50	50	100
5	AM310A	Allied II Business Mathematics	4	6	50	50	100
6	VE306	Part IV Human Rights	1	2	100		100
7	SK304	Technical Skills	1	2	100		100
8	CO-DED	Part V Out Reach Activity (DEEDS)					
9	CO-SHE	Co-Curricular Activity (SHELTERS)					
		Total	24	30			

S. No	Course Code	Course	Number of Credits	Hours	CA	SE	Total
SEMESTER IV							
1	C424	Part III MC – Corporate Accounting	5	5	50	50	100
2	C425	MC – Cost Accounting	5	5	50	50	100
3	C426	MC – Business Management	4	4	50	50	100
4		Allied I International Economics	4	6	50	50	100
5	AM409A	Allied II Business Statistics	4	6	50	50	100
6	VE406	Part IV Environmental Science	1	2	100		100
7	SK404	Employability Skills	1	2	100		100
8	CO-DED	Part V Out Reach Activity (DEEDS)	2				
9	CO-SHE	Co-Curricular Activity (SHELTERS)	2				
		Total	28	30			

S. No	Course Code	Course	Number of Credits	Hours	CIA	SE	Total
SEMESTER V							
1	C541	Part III MC – Advanced Cost Accounting	6	6	50	50	100
2	C542	MC – Income Tax Law and Practice I	5	5	50	50	100
3	C543	MC – Financial Management	5	5	50	50	100
4	C544A/B/C	ME 1 1. Advanced Corporate Accounting 2. Indirect Taxation 3. Business Logistics	4	6	50	50	100
5	C545A/B	SS 1 1. Computer Fundamentals and E-Commerce 2. Entrepreneurship	4	6	50	50	100
6	NCO504	Part III Non Major Elective I	1	2	100	--	100
7		Part VI - Self-Study Paper 1. Rural Banking 2. Office Management 3. Customer Relationship Management	1*				
8		Summer Internship / Mini Project	2*				
		Total	25 + 3*	30			

S. No	Course Code	Course	Number of Credits	Hours	CIA	SE	Total
SEMESTER VI							
1	C647	Part III MC – Management Accounting	6	6	50	50	100
2	C648	MC – Income Tax Law and Practice II	5	5	50	50	100
3	C649	MC – Human Resource Management	5	5	50	50	100
4	C650A/B/C	ME 2 1. Practical Auditing 2. Industrial Relations and Labour Laws 3. Social Entrepreneurship	4	6	50	50	100
5	C651A/B	SS 2 1. Computerized Accounting 2. Modern Salesmanship	4	6	50	50	100
6	NCO604	Part III Non Major Elective II	1	2	100	--	100
7		Part VI - Self-Study Paper 1. Retail Marketing Management 2. Knowledge Management 3. Fundamentals of Investment	1*				
		Total	25 + 1*	30			

**SEMESTER - I
PART III- MAJOR CORE**

ENVIRONMENTAL ASPECTS OF BUSINESS

Course Code	C117	Credit	5
Instruction Hours per Week	5	Marks	CIA (50) / SE (50)
Course Objective	<ul style="list-style-type: none"> • To make the students to acquire basic knowledge about the business environment • To impart knowledge on the various environmental aspects in the midst of which a business has to be organized. • To enable the students to understand the difference between Money market and Capital Market • To expose students to Money Market, Capital Market, Stock Exchange and SEBI • To create awareness on various ethical issues in business and consumer rights. 		

Course Outcomes

After studying this course, students would be able to

CO. No.	CO- Statement	Cognitive Levels
CO 1	Students will acquire the basic knowledge of business environment	K4
CO 2	The students will know the various internal and external factors influencing a business concern.	K4
CO 3	The students will know the importance of different financial markets and understand their functioning.	K4
CO 4	Students will know various aspects of stock market and motivates them to acquire knowledge on stock market investment	K5
CO 5	The students will be able to evaluate the ethical considerations in operation of business enterprises. They will also know the rights and duties of consumers	K3

Mapping of CO with PO and PSO

CO	Programme Outcomes (PO)							Programme Specific Outcomes (PSO)					Mean Scores of COs
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	
1	1	1	2	1	2	2	2	1	1	1	1	1	1.33
2	1	1	2	2	2	2	2	2	1	2	1	1	1.58
3	2	2	3	2	2	3	3	2	2	2	2	2	2.25
4	2	2	3	2	3	3	3	2	2	3	2	2	2.42
5	2	2	3	2	3	2	3	2	2	3	3	2	2.42
Mean Overall Score												2.00	
Result												Medium	

Assessment Pattern

Bloom's Category	CA Tests (Marks Allotment)		Term End Exam (100) Marks Allotment
	I CA (50)	II CA (50)	
Remember	10	10	20
Understand	10	10	30
Apply	10	10	10
Analyze	10	10	10
Evaluate	5	5	10
Create	5	5	20

Unit – I : Nature and Objectives of Business:

Classification of Business, Industries – characteristics of business – Social and Economic objectives of business.

Unit – II: Business Environment:

Economic, Political, Government, Natural, Technological, Social / Cultural and Demographic Environments – their role in business.

Unit – III Money and Capital Markets:

Nature, constituents and its importance – Functions of money market, Indian money market - Indian Capital Market and its development.

Unit – IV Stock Exchange and its Regulation:

Importance and objectives – NSE – features and objectives - Listing and its advantages - Dematerialization and its advantages – SEBI – powers and functions. SENSEX and NIFTY (meaning and examples only)

Unit – V Business and Society:

Ethical Principles – Social Responsibility of business to various segments – **CSR practices in India.**
Consumerism – Consumer protection and consumer rights.

Text Book

1. Francis Cherunilam, Business Environment, Himalaya Publishing House, New Delhi

Reference Books

1. Gupta C.B. Business Organization and Management, S Chand & Co. New Delhi.
2. Y.K. Bhushan, Fundamentals of Business Organization, Sultan Chand & Sons, New Delhi
3. Sharma R.K. & Gupta Shashi K., Business Organization and Management, Kalyani Publishers.
4. Mishra N., Fundamentals of Business Organization, Allied Publication.

Note: Latest Edition of Text Books may be used.

SEMESTER - VI
PART III- MAJOR ELECTIVE II

SOCIAL ENTREPRENEURSHIP

Course Code	C650C	Credit	4
Contact Hours per Week	6	Marks	CIA (50) / SE (50)
Course Objectives	<ul style="list-style-type: none"> • Understand the social entrepreneurship process, framework and social activism. • Examine the concepts underpinning social entrepreneurship to gain a comprehensive understanding of the opportunities. • Identify and evaluate the social entrepreneurial opportunities • Comprehend the concept of social innovation, environmental ethics and sustainability to evolve a successful model of social innovation. • Critically assess the strategic and operational issues faced by those who create and manage social enterprises in the process of bringing a successful model of social entrepreneurship. 		

Course Outcomes

After studying this course, students would be able to

CO. No.	CO- Statement	Cognitive Levels
CO 1	Understand the social entrepreneurship process, framework and social activism.	K2
CO 2	Examine the concepts underpinning social entrepreneurship to gain a comprehensive understanding of the opportunities.	K3
CO 3	Identify and analyze the social entrepreneurial opportunities	K4
CO 4	Comprehend the concept of social innovation, environmental ethics and sustainability to evaluate and evolve a successful model of social innovation.	K5
CO 5	Critically assess the range of strategic and operational issues faced by those who create and manage social enterprises to create a successful model of social entrepreneurship.	K6

Mapping of CO with PO and PSO

CO	Programme Outcomes (PO)							Programme Specific Outcomes (PSO)					Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	
1	3	3	2	1	2	2	1	3	1	3	3	2	2.17
2	3	2	3	1	2	2	1	2	1	3	2	2	2.00
3	3	2	3	2	2	2	1	3	1	3	2	2	2.17
4	3	3	3	2	2	2	1	3	1	3	2	2	2.25
5	3	2	2	2	2	2	1	3	1	3	3	2	2.17
Mean Overall Score												2.15	
Result												High	

Assessment Pattern

Bloom's Category	CA Tests (Marks Allotment)		Term End Exam (100) Marks Allotment
	I CA (50)	II CA (50)	
Remember	10	10	20
Understand	10	10	30
Apply	10	10	10
Analyze	10	10	10
Evaluate	5	5	10
Create	5	5	20

UNIT I: SOCIAL ENTREPRENEURSHIP

Social entrepreneur - social entrepreneurship - social enterprises. Characteristics of Social Entrepreneurship - Explicitly formulated mission to create and sustain social value and to benefit the communities. Social entrepreneur – factors impacting transformation into social entrepreneur. Differences between Business and Social entrepreneur - Entrepreneurship and Social Entrepreneurship. Challenges in Social Entrepreneurship - Social Entrepreneurship in developing countries and in India.

UNIT II: THE SOCIAL ENTREPRENEURSHIP PROCESS

The Timmons Model of the Entrepreneurship Process - The PCDO (The People, Context, Deal, and opportunity) frame work - The Social Entrepreneurship Frame work - Sources of Social Entrepreneurship - Public Sector, Private Sector, Voluntary Sector - Qualities and Skills of Social Entrepreneur. Boundaries of Social Entrepreneurship – Social service provision, Social activism.

UNIT III: OPPORTUNITIES FOR SOCIAL ENTREPRENEURS

Opportunity Recognition & Study on the Source and Discovery of Social Opportunities - Entrepreneurial Opportunity Evaluation: A Discrete Choice Analysis of Financial and Social Entrepreneurial Opportunity Attributes - Modelling the Social Venturing Process. Enterprise launching and its procedures – start-ups – incubation – accessing venture capital – CSR funds - PPP Cooperative strategy: Building networks, partnership and alliance

UNIT IV: SOCIAL INNOVATION AND SUSTAINABILITY

Social Innovation - Concept of Sustainable Development and its importance - Factors affecting sustainable development - Environmental costs and its economic value. Limits of Growth - Silent Spring - Kyoto Protocol - Dimensions of sustainable development - Environmental ethics - The rationale for MDGs and its link with Sustainable Development - Need and Importance of sustainability in social innovation - Case studies from national and international efforts in the area of social innovation and its sustainability. Emerging trends in sustainability and its applicability in social innovation.

UNIT V: SUCCESSFUL SOCIAL ENTREPRENEURSHIP INITIATIVES

Bangladesh Rural Advancement Committee (BRAC) - The Grameen Bank (GB) - The Self Employment Women's Association (SEWA) - Aravind Eye Hospital - Barefoot College - Bharti Samruddhi Investment & Consulting Services (BASIX) - Narayana Hrudayalaya Institute of Medical Sciences - Technology Informatics Design Endeavour (TIDE)

Text Books:

- **RyszardPraszkie&Andrzej Nowak**, *Social Entrepreneurship: Theory and Practice*, CAMBRIDGE UNIVERSITY PRESS 2012.
- **Singh Archana, EdakkandiMeethalReji**, *Social Entrepreneurship and Sustainable Development*,Routledge India 2020.
- **Jill Kickul and Thomas S.Lyons**,*Understanding social entrepreneurship, the relentless pursuit of mission in an ever changing world*, Routledge India 2012

Reference Books:

- **Robert A. Philips Margret BonefielRitesh Sharma**, *Social entrepreneurship, the next big business opportunity*, Global Vision Publishing House, New Delhi, 2011.
- **Martin, roger and Osberg, sally**,*Social Entrepreneurship: the case for definition*, Stanford social innovation review, 2008
- **Portales, Luis**, *Social Innovation and Social Entrepreneurship*, Palgrave Macmillan, 2019
- **Elliot, Jennifer A**,*An Introduction to Sustainable Development*, Oxon, Routledge 2013

Note:Latest Edition of Text Books may be used.



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Department of English (UG)

Courses on Human Values

UG English Syllabus

Sem	Part	Genre	Title of the Paper	Hrs	Cre	CIA	Sem	Total
I	I	Lang	Tamil – I	5	3	50	50	100
	II	GE	English – I	5	3	50	50	100
	II	GE	English – II	5	3	50	50	100
	II	GE	English – III	5	3	50	50	100
	II	GE	English – IV	6	3	50	50	100
	IV	FC	Foundation Course	2	1			
	IV	ET/RE	Ethics/Religion	2	1			
I		GE-CE	Communicative English		1			
Total				30	17+1			
II	I	Lang	Tamil – II	5	3	50	50	100
	III	MC	Chaucer and Elizabethan Age	5	5	50	50	100
	III	MC	18 th Century English Literature	5	5	50	50	100
	III	MC	Literary Forms	5	5	50	50	100
	III	AR	Social History of England	6	4	50	50	100
	IV	FC	Foundation Course	2	1			50
	IV	ET/RE	Ethics/Religion	2	1			
I		GE-CE	Communicative English		1			
Total				30	24+1			
II	I	Lang	Tamil – III	5	3	50	50	100
	III	MC	Romantic Age	5	5	50	50	100
	III	MC	American Literature	5	5	50	50	100
	III	AR	History of English Literature-I(Pre Independence)	6	4	50	50	100
	III	AO	History of English Language	5	4	50	50	100
	IV	FC	Foundation Course	2	1			
	IV	HR	Human Rights	2	1			
			DEEDS/SHELTERS		2			
Total				30	25			
IV	I	Lang	Tamil – IV	5	3	50	50	100
	III	MC	Major English Tragedies	5	5	50	50	100
	III	MC	History of English Literature –II	5	5	50	50	100
	III	MC	Indian Writings in English-I	5	5	50	50	100
	III	AO	Phonetics	6	4	50	50	100
	IV	FC	Foundation Course	2	1			50
	IV	EVS	Environmental Studies	2	1			
			DEEDS/SHELTERS		2			
			Internship*		2*			
Total				30	26 + 2*			
V	III	MC	Victorian Age	5	5	50	50	100
	III	MC	20 th Century English Literature	6	6	50	50	100
	III	MC	Literary Criticism – I	6	6	50	50	100
	III	MC	Indian Writings in English- II(Post Independence)	5	5	50	50	100

	III	ME	Common Wealth Literature	6	4			100
			Literature and Film					
			Women's Writing					
IV		NME	English for Career Examinations	2	1	100		100
Total				30	27			
VI	III	MC	Literary Criticism – II	6	6	50	50	100
	III	MC	English Language Teaching	6	6	50	50	100
	III	MC	Epics in English	6	6	50	50	100
	III	SS	Translation : Theory and Practice	5	4	50	50	100
	III	SS	Journalism/Project	5	4	100		100
	IV	NME	Written Communication	2	1	100		
	Total				30	27		
				180	148+2 *			

English – I: Basic Communication

Semester - I

Hour: 5

Sub. Code:

Credits: 3

Course Objectives

- To introduce students to the basics of communication in English
- To learn a list of vocabularies like nouns that are commonly used in daily life
- To introduce students to basic grammar
- To be able to frame correct sentences both in spoken and written forms
- To prepare the students to interact with others in English with apt body language
- To enable students to appreciate literary pieces

Course Outcomes

- At the end of the Course, the learners will be able:
- To use right words in right situations especially, in daily conversations
 - To have simple conversations in English in different situations
 - To make grammatically correct sentences both in spoken and written communication
 - To automatically exhibit apt body language when interacting with others
 - To read and comprehend the underlying message and appreciate literary texts

Unit - I

- Listening** : Introduction and Lesson 1 – The Airport
- Speaking** : Greeting People and Dialogues at Home from Dawn to Dusk
- Reading** : EFL Reading Cards – Level I
- Writing** :
- A. Vocabulary** : **Nouns** – Various Parts of a House/Room,
Various Parts of the Body
Verbs– From Dawn to Dusk
- B. Writing** : Using the Nouns and Verbs Taught in the Unit
- C. Grammar** : An Introduction to Parts of Speech

Short Story : **The Land Where There Were No Old Men** by **Jean Ure**

Unit - II

- Listening** : Lesson 2 – Football
- Speaking** : Introducing Oneself and Others – Dialogues at Play
- Reading** : EFL Reading Cards – Level II
- Writing** :
- A. Vocabulary** : **Nouns**–Games and Sports
Verbs– At Play
- B. Writing** : Using the Nouns and Verbs Taught in the Unit

C. Grammar : Word Order

Short Story: My Lost Dollar by Stephen Leacock

Unit - III

Listening : Lesson 3 – Our Rooms

Speaking : Inviting, Requesting – Dialogues at College

Reading : EFL Reading Cards – Level II

Writing :

A. Vocabulary : **Nouns** –College/Classroom

Verbs– At Study

B. Writing : Using the Nouns and Verbs Taught in the Unit

C. Grammar : Nouns, Pronouns, Determiners and Adjectives

Prose : ‘A Fellow Traveller’ by A.G. Gardener

Unit - IV

Listening : Lesson 4 – Food

Speaking : Offering Help, Accepting it and Declining it – Dialogues Related to Cooking and Eating

Reading : EFL Reading Cards – Level III

Writing :

A. Vocabulary : **Nouns**– Kitchen, Spices, Pulses, Grains and Vegetables

Verbs– Related to Cooking and Eating

B. Writing : Using the Nouns and Verbs Taught in the Unit

C. Grammar : Verb, Verb Tenses and Adverbs

Poems : Mending Wall by Robert Frost

The Windhover (To Christ Our Lord) by G.M. Hopkins

Unit - V

Listening : Lesson 5 – The Newsagent’s

Speaking : Seeking Permission, Asking for Advice, Expressing Gratitude and Related Dialogues

Reading : EFL Reading Cards – Level III

Writing :

A. Vocabulary : **Nouns** – Dressing room, Bedroom, Bathroom

Idioms– of Daily Chores and Household Activities

B. Writing : Using the Nouns and Idioms Taught in the Unit

C. Grammar : Prepositions, Conjunctions and Interjections

Short story: The Verger by Somerset Maugham

Reference Books

1. English for Basic Communication - 1, Textbook, Rev. Dr. K. A. Maria Arokiaraj and Mr. Leo Maria Francis, Oxford Bell Books, 2021.
2. CIEFL, ENGLISH 400 READING PROGRAMME, Orient Longman Ltd.1992.
3. D Victor and associates, ENGLISH READER, Book XII, Tamil Nadu Textbook Corporation, 2003.
4. Dr. Xavier Alphonse SJ, Walking the Extra Mile, MCRDCE Publication, Chennai, 2005.
5. Ed. Dr. M S Nagarajan, SPECTRUM – AN ANTHOLOGY OF MODERN PROSE, AnuChithra Publications, Chennai, 1988.
6. Ed. Mary T. David and V S Muthiah, DRUMBEATS – AN ANTHOLOGY OF PROSE BY NOBEL LAUREATES, B I Publications Pvt. Ltd.1992.
7. Eds. Dr. Robert Ilson, Prof. David Crystal, READER’S DIGEST UNIVERSAL DICTIONARY, Reader’s Digest, 1993.
8. G Radhakrishna Pillai, K Rajeevan, SPOKEN ENGLISH FOR YOU, Emerald Publishers, Chennai, 2002.
9. J E Metcalfe, THE RIGHT WAY TO IMPROVE YOUR ENGLISH, Jaico Publishing House, 1998.
10. M L Tickoo & Paul Gunashekar, READING FOR MEANING, S Chand & Company Ltd, New Delhi.
11. M P Bhaskaran and D Horsburg, STRENGTHEN YOUR ENGLISH, Oxford University Press, 1983.
12. M. Leo Maria Francis, HAND BOOK OF ESSENTIAL VOCABULARY
13. P C Wren, MA and H Martin, MA, HIGHSCHOOL GRAMMAR AND COMPOSITION, Chand & Company, New Delhi, 2004.
14. Prof. A C Gimson, & associates, ENGLISH COURSE – LINGUAPHONE, Linguaphone Institute Ltd. London, 2000.
15. Professor A C Gimson, ENGLISH COURSE, LINGUAPHONE, Linguaphone Institute Limited, London, 2000.
16. S J A Packiaraj, G M James, S J Sundar, COMMUNICATION COMPANION, Department of English, LOYOLA COLLEGE, Chennai.
17. Sarah Freeman, WRITTEN COMMUNICATION IN ENGLISH, Orient Longman, 1994.

English – II: Basic Communication

Semester - I

Hours: 5

Sub.Code:

Credits: 3

Course Objectives

- To help learners to build over the basic communication skills obtained in the previous semester in English
- To be able to frame correct complex sentences both in spoken and written forms
- To introduce students to idioms
- To prepare the students to interact with others in English with apt body language
- To enable students to appreciate literary pieces

Course Outcomes

- At the end of the Course, the learners will be able:
- To use appropriate vocabulary in daily conversations and in academic situations
- To have simple and lengthy conversations in English in different situations
- To employ idioms both in spoken and written communication
- To automatically exhibit apt body language when interacting with others
- To read and comprehend the underlying message and appreciate literary texts

Unit - I

Listening : Lesson 6 – The Beardsley Hotel

Speaking : Remembering Someone, Persuading Someone – Dialogues in Hospital

Reading : EFL Reading Cards – Level VI

Writing:

A. Vocabulary:

Nouns:Sickness/Disease

Verbs:Verbs used in Hospital

Idioms :of Sickness and Health

B. Grammar:Subject Verb Agreement, Punctuation

C. Exercises: Using Subject Verb Agreement and Punctuation taught in the Unit

Prose: Autobiography: *Wings of fire* Chapter 16 “Leaders” by A.P.J. Abdul Kalam

Unit - II

Listening : Lesson 6 – The Beardsley Hotel

Speaking : Complimenting and Congratulating, Expressing Sympathy, Dialogues at Work

Reading : EFL Reading Cards – Level VI

Writing:

A. Vocabulary:

Nouns:Various Trees and Plants

Verbs:Gardening and Farming

Idioms :of Trees and Plants

B. Grammar: Direct and Indirect Speech, Verb Complements

C. Exercises: Using Direct and Indirect Speech, Verb Complements taught in the Unit

Prose: Manners and Etiquettes - Anonymous

Unit - III

Listening : Lesson 7 – A Journey Part I

Speaking : Complaining, Apologising – Dialogues related to Transportation, Professions **Reading**

:EFL Reading Cards – Level VII

Writing :

A. Vocabulary :

Nouns: Vehicles and their parts, Professions

Verbs : Related to Transportation and Professions

Idioms :Love related Idioms

B. Grammar: Conditional Statements

C. Exercises :Using Conditional statements taught in the Unit

Short Story: After Twenty Years by **O. Henry**

Unit - IV

Listening : Lesson 7 – A Journey Part II

Speaking : Making suggestions, Warning someone, Dialogues related to weather, season, etc.

Reading : EFL Reading Cards – Level VII

Writing :

A. Vocabulary :

Nouns: Earth, Weather, Climate, Seasons and Natural Calamities

Verbs:Related to weather, climate, seasons and natural calamities

Idioms :of earth, weather, climate and seasons

B. Grammar:Questions, Negation, Command and Request

C. Exercises :Using the Questions, Negation, Command and Request taught in the Unit

Poem :Ode to the West Wind by **P.B. Shelley**

On Children by **Khalil Gibran**

Unit - V

Listening : Lesson 7 – A Journey Part III

Speaking : Asking about possibility, asking if someone is sure and Related Dialogues on Universe, Roads and Traffic Signals

Reading : EFL Reading Cards – Level VII

Writing :

A. Vocabulary :

Nouns:Universe, Roads and Traffic Signals

Verbs :995 Most Frequently Used Verbs

Idioms :Universe, Roads and Transportation

B. Grammar :Active and Passive Voice, Run-on Sentences

C. Exercises :Using Active and Passive Voice, avoiding Run-on Sentences

Drama: ‘Never Never Nest’ by **Cedric Mount**

Reference Books

1. English for Basic Communication - 2, Textbook, Rev. Dr. K. A. Maria Arokiaraj and Mr. Leo Maria Francis, Oxford Bell Books, 2021.
2. CIEFL, ENGLISH 400 READING PROGRAMME, Orient Longman Ltd.1992.
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8. M. Leo Maria Francis, HAND BOOK OF ESSENTIAL VOCABULARY
9. Prof. A C Gimson, & associates, ENGLISH COURSE – LINGUAPHONE, Linguaphone Institute Ltd. London, 2000.
10. Professor A C Gimson, ENGLISH COURSE, LINGUAPHONE, Linguaphone Institute Limited, London, 2000.
11. S J A Packiaraj, G M James, S J Sundar, COMMUNICATION COMPANION, Department of English LOYOLA COLLEGE, Chennai.
12. Sarah Freeman, WRITTEN COMMUNICATION IN ENGLISH, Orient Longman, 1994.
13. V Kootha Nainar, SPECTRUM ENGLISH COURSE, Book IV, Samba Publishing Co. Pvt. Ltd, 2000.

English - III: Public Communication

Semester - I
Sub. Code:

Hour: 5
Credits: 3

Course Objectives

- To introduce students to the art of communication and public speaking in English
- To train the minds to think in English
- To enhance proficiency in Writing skills of the students focusing on vocabulary already learnt and acquiring new vocabulary
- To understand and appreciate English prose passages and Poems

Course Outcomes

At the end of the Course, the learners will be able:

- To introduce themselves in English in informal and formal settings
- To narrate an incident or a story, share an experience, etc.
- To welcome, introduce and thank guests and audience in formal functions
- To prepare presentations and present them before an audience
- To express their opinion on various current issues related to social, political, etc.
- To read and comprehend the underlying message and appreciate literary texts

Unit - I

Speaking: Introduce oneself to the gathering - Describe one's village - Speak about one's family - Narrate a story/incident

Writing:

Prose : 'Six Thinking Hats' by Edward De Bono

Poem : 'Punishment in Kindergarten' by Kamala Das

Phrasal Verbs: Starting with A, B and C

Unit - II

Speaking: Welcome the gathering – Introduce a guest to the audience - Thank the gathering and the organizers of an event

Writing: Writing Short Speeches

Prose: 'The Gift of the Magi' by O. Henry

Poem : 'Journey of the Magi' by T. S. Eliot

Phrasal Verbs: Starting with D, E and F

Unit - III

Speaking: Give his/her opinion on any current national issue - Support / oppose a given idea / concept / opinion - analyse and report on the advantages/disadvantages of any social issue

Writing:

Short Story : 'The Lady, or the Tiger?' by Frank T. Stockton

Poem : 'Satan's Speech' by John Milton

Phrasal Verbs: Starting with G, H and I

Unit - IV

Speaking: Prose (Speeches) – Podcast and Text

: Quit India by Mahatma Gandhi

: Gettysburg Address by Abraham Lincoln (Concluding part)

: Swami Vivekananda's speech at the World Parliament of Religions

: Making presentations and presenting

Writing:

A Project - Preparing a Project Presentation

Effective Communication in Business Contexts – some principles and samples and preparing presentations

Short Story :A Case of Suspicion by **Ed Wallace**

Phrasal Verbs: Starting with J, K and L

Unit - V

Speaking : Preparing news items of local events and speak about them

Writing :Read newspapers and magazines and write to the Editor and/or comment on it.

Play: Drama– ‘Chandalika’by **Rabindranath Tagore**

Phrasal Verbs: Starting with M, N and O.

Reference Books

1. English for Public Communication, Textbook, Rev. Dr. K. A. Maria Arokiaraj and Mr. Leo Maria Francis, Oxford Bell Books, 2021.
2. Charles K. Atkin, *Public Communication Campaigns*, 4th Ed., Thousand Oaks, CA: Sage.1981.
3. Stephen E. Lucas, *The Art of Public Speaking*, 10th Ed., McGraw-Hill, 2008.
4. Mike Acker, *Speak With No Fear: Speak With No Fear: Go from a nervous, nauseated, and sweaty speaker to an excited, energized, and passionate presenter*, Advance, Coaching and Consulting, 2019.
5. William E. Lee, Daxton Stewart and Jonathan Peters, *The Law of Public Communication*, 11th Edition by Routledge, USA, 2020.
6. Dr. Xavier Alphonse SJ, *Walking the Extra Mile*, MCRDCE Publication, Chennai, 2005.
7. Ed. Dr. M S Nagarajan, *SPECTRUM – AN ANTHOLOGY OF MODERN PROSE*, AnuChithra Publications, Chennai, 1988.
8. Eds. Dr. Robert Ilson, Prof. David Crystal, *READER’S DIGEST UNIVERSAL DICTIONARY*, Reader’s Digest, 1993.
9. J E Metcalfe, *THE RIGHT WAY TO IMPROVE YOUR ENGLISH*, Jaico Publishing House, 1998.
10. M L Tickoo & Paul Gunashekar, *READING FOR MEANING*, S Chand & Company Ltd, New Delhi.
11. M P Bhaskaran and D Horsburg, *STRENGTHEN YOUR ENGLISH*, Oxford University Press, 1983.
12. Mary K McCaskill, *A HAND BOOK FOR TECHNICAL WRITERS AND EDITORS*, Langley Research Centre, Hampton, Virginia.
13. Sarah Freeman, *WRITTEN COMMUNICATION IN ENGLISH*, Orient Longman, 1994.

English - IV: Business Communication

Semester - I

Hour: 6

Sub.Code:

Credits: 3

Course Objectives

- To Enhance the proficiency of Business Communication skills of the students focusing on the words, and expressions commonly used in the business environment
- To develop the ability to communicate clearly, correctly and effectively in written English on matters having relevance to day-to-day business operations
- To use appropriate words, proper construction of sentences, and coherent presentation conforming to widely accepted corporate practices
- To create quality work force for the industry

Course Outcomes

At the end of the Course, the learners will be able:

- To prepare their resumes and write business-related letters
- To face both face-to-face interview and tele-interviews
- To write minutes of meeting and short reports
- To follow telephone etiquette in asking for and giving information, and make, cancel and reschedule appointments
- To write letters to express congratulations, sympathy, and condolences
- To handle visitors and customers in a business environment with proper diction
- To negotiate in business situations and participate in Group Discussions

Unit - I

Speaking: Facing an interview, Tele-interviews

Writing:

Applying for Jobs, Preparing Resumes, Standard Business Letters

Prose: The Four Brothers by **Walter De La Mare**

Poem: The Lamb by **William Blake**

The Tiger by **William Blake**

Phrasal Verbs: Starting with P, Q and R

Unit - II

Speaking: Telephone manners, Asking for information and giving information, Making Appointment, canceling and rescheduling Appointments

Writing:

Writing minutes of a meeting, writing short reports

Short Story : Kabuliwalaby Tagore

Poem : Telephone Conversation by **Wole Soyinka**

Phrasal Verbs: Starting with S, T and U.

Unit - III

Speaking: Handling customers/clients, receiving visitors

Writing:

Thanking letters, congratulatory letters, letters of sympathy, condolence letters

Prose : The Necklace by **Guy de Maupassant**

Poem : Night of the Scorpion by **Nissim Ezekiel**

Phrasal Verbs: Starting with V, W, X, Y and Z

Unit – IV

Speaking: Negotiation

Writing:

A Case study – involving negotiation and submitting a written report

Prose : **X = X + 1 Syndrome** by **R. K. Narayan**

Poem : **The River** by **A.K. Ramanujan**

Idioms : Spirituality related

Unit - V

Speaking: Group Discussion

Writing:

A Case study : involving group discussion and submitting a written report

Play : **The Trial of Billy Scottby Mazie Hall**

Idioms : Job/Profession related

Reference Books

1. English for Business Communication, Textbook, Rev. Dr. K. A. Maria Arokiaraj and Mr. Leo Maria Francis, Oxford Bell Books, 2021.
2. Written Communication in English- Sarah Freeman. Pub: Orient Longman.
3. Business Communication Process and Product; 6th ed
4. Communication Matters, Porter, et al
5. Examine your English: Margaret M. Maison(Orient Longman)
6. English for Practical Purposes by Patil, Valke, Thorat& Merchant (Macmillan)
7. Macmillan Foundation English By R.K. Dwivedi& A. Kumar (Macmillan)
7. Mable Chan, *English for Business Communication*, Routledge, USA, 2020.
8. Simon Sweeney, *Communicating in Business - Student's Book*, Cambridge University Press, 2004.
9. Raymond V. Lesikar, *Lesikar's Basic Business Communication*, McGraw-Hill, 1999.

The following Marks Distribution is only for the above 4 General English Papers

Overall Marks Distribution: Theory (100)

Continuous Internal Assessment - 50

Term End Examinations - 50

Continuous Internal Assessment Details: 50

CA Test 1 - 12.5

CA Test 2 - 12.5

Attendance - 5

MCQ Tests - 5

Homework - 5

Teaching English Video - 5

Language Card - 5

Overall Marks Distribution:Practicals (100)

Continuous Internal Assessment - 50

Term End Examinations - 50

Continuous Internal Assessment Details: 50

Dialogues in the classroom (5units x 3 marks)	- 15
Video recording outdoor (5units x 3 marks)	- 15
Listening skill	- 10
Reading skill	- 10

Question Pattern for Semester Examinations – Total Marks - 100

Part - A = 10 X 1 = 10 (Verbs)

Part - B = 10 X 1 = 10 (Idioms and Phrasal Verbs)

Part - C = 05 X 4 = 20 (Grammar)

Part - D = 05 X 6 = 30 (100 words)

Part - E = 03 X 10 = 30 (250 words)

Question Pattern for CA Examinations – Total Marks - 50

Part - A = 15 X 1 = 15

Part - B = 5 X 3 = 15

Part - C = 2 X 10 = 20

Chaucer and Elizabethan Age

Semester - II

Hours: 5

Sub code:

Credits: 5

Course Objectives:

- To train the learners to get an overall perspective of the literature of Chaucerian Age
- To make the learners to understand the poetic forms in Chaucer and Elizabethan Age
- To expose the learners to the features of prose writings in Chaucer and Elizabethan Age
- To enable the learners to appreciate the features of Chaucer and Elizabethan drama
- To help the learners to understand the English Social life during Chaucer and Elizabethan Age

Course Outcomes:

- After learning this paper, the learners will be able to appreciate the features of Chaucer and Elizabethan poems, prose
- The students will get an over view of the Chaucer and Elizabethan Age
- They can understand the English Social life during Chaucer and Elizabethan Age

Unit – I (Poetry)

Introduction to Chaucer and Elizabethan age

Geoffrey Chaucer

‘The Wife of Bath’s Prologue’(Detailed)

Edmund Spenser

Selection from Amoretti: Sonnets XXXIV

‘Epithalamion’(Non-Detailed)

Unit – II (Poetry)

George Herbert

The Pulley, The Collar(Detailed)

John Donne

The Sun Rising, The Canonization (Detailed)

Philip Sidney

Selection from *Astrophel and Stella*(Detailed)

Sonnets 1, 15, 27 (Non-Detailed)

Unit – III (Drama)

Shakespeare

As You Like It (Detailed)

Thomas Kyd

Spanish Tragedy (Non-Detailed)

Unit – IV (Prose)

Philip Sidney

An Apology for Poetry (Detailed)

Thomas More

Utopia – Book I (Non-Detailed)

Unit- V (Prose)

Francis Bacon

Of Truth, Of Studies, (Detailed)

Of Marriage and Single Life(Non-Detailed)

Philip Sidney

The Countess of Pembroke’s Arcadia (Book-I)
(Non-Detailed)

Reference Books:

1. Abrams M H. *A Glossary of Literary Terms*. New Delhi: Macmillan, 1978.
2. Edward Alfred's *History of English Literature*, University Express, 2000.
3. Prasad B. *A Background to the Study Of English Literature*. Chennai: Macmillan, 1999.
4. Baldick, Chris. *Concise Dictionary Of Literary Terms*. Oxford University Press, 1990.
5. Coyle, Martin. *Literary- Literary Terms and Criticism*. London: Macmillan, 1984.
6. Abrams M H. *A Glossary of Literary Terms* 11th Edition, 2014

18th Century English Literature

Semester - II

Hours: 5

Sub. Code:

Credits: 5

Course Objectives:

- To give a broad introduction to the Literature and Culture of the Eighteenth Century England
- To explore the classical notion of Science and Literature, Nature and Imagination during the Eighteenth Century
- To give a taste of the eighteenth-century poetry and novel
- To enhance the students' knowledge of the literary accomplishments and an exposure to the eighteenth-century writers
- To familiarize the students with the concepts that evolved during that era.

Course Outcome:

- Students will be able to know and remember the various developmental stages of 18th century in the English literary field.
- Students will be able to explain the classical notions of Science and literature, Nature and Imagination during the eighteenth - century
- Students will be able to enrich student's mind with the taste of the eighteenth-century Poetry with the concepts of Eighteenth-century writers.
- Students will be able to describe, analyze, interpret and evaluate 18th century dramatic literature and theatrical productions.
- Students will be able to understand the theoretical concepts and its development that could develop student's critical thinking.

Unit - I

- | | |
|--------------------|---------------------------------|
| 1. James Tomson | The Seasons (Winter) (Detailed) |
| 2. Robert Burns | A Red, Red Rose (Detailed) |
| 3. William Collins | Ode to Evening (Detailed) |
| 4. William Cowper | The Rose (Detailed) |

Unit - II

- | | |
|---------------------|---|
| 1. Samuel Johnson | The Vanity of Human Wishes (Detailed) |
| 2. Oliver Goldsmith | Selections from The Deserted Village
Lines 35-84, 195-238, |

Unit – III

- | | |
|-----------------------------|--|
| 1. Mary Wollstonecraft | <i>A Vindication of the Rights of Woman</i> , chapter 2
(Penguin, 1975), pp. 100-5, 106-9, 111-113) (on Milton's Adam and Eve, Rousseau, and Fathers of daughters). |
| 2. Sir Roger at the Theatre | Coverley Papers. |

Unit - IV

- | | |
|---------------------------------|-------------------------------|
| 1. Richard Brinsley Sheridan | School for Scandal (Detailed) |
| 2. George Lillo | The London Merchant |

Unit – V

- | | |
|-------------------|--------------------------------|
| 1. Jonathan Swift | Gulliver's Travels (Detailed) |
| 2. Daniel Defoe | Moll Flanders (Non – Detailed) |

Reference Books:

1. B. Prasad: A Background to the Study of English Literature, Macmillan
2. Sanders, Andrew. Short Oxford History of English Literature. OUP, 2004
3. Rogers, Pat. (ed.) An Outline of English Literature. Oxford University Press, 1998
4. Richard Brinsley Sheridan: School for Scandal, Bloomsbury, 2015
5. Lillo, George: The London Merchant. Edward Arnold, 1965

Social History of England

Semester - II

Hours: 6

Sub. Code:

Credit: 4

Course Objectives:

- To enable the students to acquire some basic knowledge of the social history of England
- To help students to recognize English thought, culture and history reflected in the study of literature
- To facilitate students to understand the changing environment in the history of England and English Literature
- To train the students to see the social life of the people of an era mirrored in the literature of the corresponding era.

Course Outcomes:

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

- Develop an ability to read texts in relation to their historical and cultural context
- Gain a richer understanding of both text and context
- Become aware of themselves as situated historically and culturally
- Think critically and creatively and develop detailed methods of analysis and response

Unit - I: The 16th Century

1. The Renaissance
2. The Reformation in England
3. Dissolution of the Monasteries
4. The Tudor Navy and the Spanish Armada

Unit - II: The 17th Century

1. English Colonial Expansion
2. The Puritan Revolution
3. The Restoration England
4. Coffee- House Life

Unit - III: The 18th Century

1. Causes and Effects of Agrarian Revolution
2. Causes and Effects of Industrial Revolution
3. The French Revolution and its Impact on Society
4. The Methodist Movement

Unit - IV: The 19th Century

1. The Victorian Age
2. The Influence of Science on Victorian England
3. Humanitarian Movements
4. The Reform Bills

Unit - V: The 20th Century

1. Means of Transport and Communication)
2. The World Wars and Social Security
3. Poor Laws
4. Education in the 20th Century

Reference Books:

1. G.M. Trevelyan: *The English Social History*, London.
2. A.G. Xavier: *An Introduction to the Social History of England*
3. Padmaja Ashok: *The Social History of England*, Orient Black swan
4. Albert CrollBaugh. *A Literary History of England*. Appleton-Century-Crofts, 1967.
5. Asa Briggs. *A Social History of England*, Penguin books, 1986.

Romantic Age

Semester: III

Hours: 5

Sub. Code:

Credits: 5

Course Objectives:

- To make students read and understand the age of romanticism in the light of recent approaches
- To review the traditional concepts of genres and also to focus on new interpretation in the contemporary context
- To provide an overview of the literary climate where the romantic sensibility finds an authentic voice touch and intensity
- To enable students to demonstrate knowledge and understanding of a range of fictional, Poetic and other texts often described as 'Romantic'
- To find the interrelationship between the literary production and its wider historical context.

Course Outcomes:

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

- Know and remember the various developmental stages of Romantic age in English literary field.
- Demonstrate an understanding of Poetical production during Romantic Era in English literary world.
- Able to apply and test knowledge on variety of Poetical and literary productions.
- Able to describe, analyze, interpret and evaluate the concepts of Romantic age.
- Able to evaluate poems, Novels, and the dramas of Romantic era and use critical analysis in writing analytical articles.

Unit - I

1. Introduction to Romanticism
2. William Blake
The Lamb, (Detailed)
The Chimney Sweeper (Detailed)
The Little Black Boy (*The Songs of Innocence*) (Detailed)
The Tyger (*The Songs of Experience*) (Detailed)
3. Walter Scott
Lochinvar (Detailed)
4. Thomas Gray
Elegy Written in a Country Churchyard (Detailed)

Unit - II

1. William Wordsworth
Ode: Intimations of Immortality, (Detailed)
Lines Composed upon Westminster Bridge (Non – Detailed).
2. Samuel Taylor Coleridge
Kubla Khan, (Detailed)
Dejection: An Ode (Non – Detailed)

Unit - III

1. Percy Bysshe Shelley
Ode to the West Wind (Detailed),
Ode to Liberty, (Non – Detailed)
2. John Keats
Ode to a Nightingale, (Detailed)
La Belle Dame Sans Merci (Non – Detailed)
3. Lord Byron
English Bards and Scotch Reviewers (Detailed)

Unit - IV

1. Jane Austen
Pride and Prejudice (Detailed)
2. Walter Scott
Ivanhoe (Non – Detailed)

Unit - V

American Literature

Semester - III

Hours: 6

Sub. Code:

Credits: 6

Course Objectives

- To remember, understand and evaluate the poetry of American writers.
- To understand about the absurdity of war in the prose.
- To analyse the class difference in the Drama and its impact on the society.
- To comprehend and evaluate the Short Stories in terms of plot, character, themes, symbols and settings.
- To understand about the struggle for life and determination from the Novel

Course Outcomes:

- They will be able to recall and relate the various themes in the American poems.
- They will be able to recall describe the impact and consequences of war.
- They will be able to recall compare and contrast the social variations portrayed by the Playwrights.
- They will be able to recall critically appraise the story focusing on the symbolic and thematic representation.
- They will be able to recall analyze the survival issues in the fiction.

UNIT I

Introduction: Richard Gray: A History of American Literature

Poetry

Detailed

Robert Frost Mending Wall

Maya Angelou Still I Rise

Non-Detailed

Walt Whitman O Captain! My Captain

Langston Hughes The Weary Blues

UNIT II – PROSE

Detailed

Thoreau Battle of the Ants

Non-Detailed

William Faulkner- Nobel Prize Acceptance Speech

UNIT III – DRAMA

Detailed

Edward Albee Our Town

Non-Detailed

Eugene O'Neill The Hairy Ape
Tennessee William A Streetcar Named Desire

UNIT IV – SHORT STORIES

Detailed

N. Hawthorne Feather Top

Non-Detailed

Mark Twain Luck

UNIT V – FICTION

Detailed

Hemingway Farewell to Arms

Non-Detailed

Alice Walker The Temple of My Familiar

Henry James The Portrait of a Lady

Reference Books

- Gray, Richard J ,A History of American Literature, Blackwell Publishing.
- Bigby, C.W. E. A Critical Introduction to Twentieth Century American Drama, London: CUF, 1984. Print.
- Oliver, Egbert. S. American Literature 1890 – 1965, An Anthology, New Delhi: Eurasia, 1970. Print.
- Jeffrey, Meyers ed. Hemingway: The Critical Heritage, London: Boston and Henley, 1982. Print.
- Hemingway, Ernest, ed. Singh R.N. The Old Man and The Sea, New Delhi: Atlantic Publishers, 1999. Print.
- Fisher, William J, ed. American Literature of the Nineteenth Century,-An Anthology. New Delhi: S. Chand, 1970. Print.
- Gates, Henry Louis and Mckay, Nellie y, ed. Norton Anthology of African American Literature, New York: W.W. Norton and Company, 1997. Print.
- O'Neill, Eugene. The Plays of Eugene O'Neill: Vol 1. Delhi: East-West Press Pvt. Ltd., 1989. Print.

Major English Tragedies

Semester - IV

Hours: 5

Sub. Code:

Credits: 5

Course Objectives

- To enable the students to appreciate tragedy as an enduring literary term and relate with the tragic themes
- To enable the students to understand the works of various writers that embody truths and transcend time and all cultures
- To make the students gain knowledge of the style of the tragedies, the heroic deeds, understand the tragic flaws and the tragic end of the
- To help the students to study Major English Tragedies which are abound with ideas that are still relevant today protagonist.

Course Outcomes:

- The students will be able to appreciate tragedy as an enduring literary term and can relate with the tragic themes
- The students will be able to understand the works of various writers that embody truths and transcend time and all cultures
- The students can gain knowledge of the style of the tragedies, the heroic deeds, understand the tragic flaws and the tragic end of the plays
- The students will be able to understand the Major English Tragedies which are abound with ideas that are still relevant to today's protagonist.

Unit - I

Christopher Marlowe

Edward II

Unit - II

William Shakespeare

Macbeth

Unit - III

John Webster

The White Devil

Unit - IV

George Bernard Shaw

Saint Joan

Unit - V

T.S.Eliot

Murder in the Cathedral

Reference Books:

1. Richard Dutton and Jean.E. Howard.*A Companion to Shakespear's Works. (Volume One) The Tragedies.*Blackwell Publishing. 2003.
2. Prasad, Birjadish. *A Background of the Study of the English Literature.*Third Edition.Calcutta.1950.
3. Webster, John. *The White Devil* by Anthony Tr0tt
4. Marlow, Christopher. *Dr.Faustus.* [DattaKitty](#)(Editor). 1997.
5. Watson C.J. Drama

Indian Writing in English – I (Pre- Independence Era)

Semester: IV

Hours: 5

Sub code:

Credits: 5

Course Objectives

- To inspire the learners to approach and appreciate Indian literature in English
- To provide an overview of the various phases of the evolution of Indian writing in English
- To explore its uniqueness and its place among the literature in English
- To motivate the learners for a critical and comparative study of Indian literature

Course Outcomes

- Identify the major writers of Indian literature in the Pre-Independence era
- Compare and contrast the different genres of writing
- Read and interpret the various movements of the age
- Demonstrate an understanding of the themes present in Indian literature
- Develop the ability to critically read a text

Unit – I Poetry

Introduction to Indian literature

Arrival of East India Company and the associated impact

History of Indian Writing in English

Bengal Renaissance

Introduction of English Studies in India (Macaulay's speech)

Sri Aurobindo

The Stone Goddess,

Agha Shahid Ali

Postcard from Kashmir

Toru Dutt

Our Casuarina Tree

Sarojini Naidu

Love and Death

Unit – II Prose

Mahatma Gandhi

Hind Swaraj (Chapter 13) What is true civilization?

Jawaharlal Nehru

A Tryst with Destiny (Non-Detailed)

Unit – III Short Stories

Premchand

The Holy Panchayat

R.K. Narayan The M.C.C. (Non- Detailed)

Unit – IV Fiction

Raja Rao

Kanthapura

Bankim Chandra Chattopadhyay Rajmohan's Wife (Non- Detailed)

Unit – V (Drama)

Harindranath Chattopadhyaya Siddhartha Man of Peace

Extensive Reading:

Swami Vivekananda

Kali the Mother

R. K. Narayan

The English Teacher

Henry Derozio

The Harp of India

Rabindranath Tagore

The Post Office

Ismat Chughtai

‘Lihaf’ (The Quilt)

Ambai

Squirrel

Reference Books

- Krishna Mehrotra, Arvind. *A History of Indian Literature in English*. Delhi: oxford university press, 2011.
- Iyengar, K R Srinivasa. *Indian Writing in English*. Delhi: Sterling, 2019. Print.
- Dasgupta, Subrata. *The Bengal Renaissance*. India: Permanent Black, 2019. Print.
- An Anthology of Commonwealth Poetry edited by C D Narasimhaiah, Macmillan, 1990.
- The Complete works of Sri Aurobindo. Vol 3 & 4. Pondycherri: Aurobindo Ashram
Gems of English Prose and Poetry, Orient Blackswan, 2013
- Gandhi, M.K. *Hind Swaraj or India Home Rule*, Navajivan Publishing House, Ahmedabad.
- Premchand. *The Holy Panchayat. Modern Indian Literature: Poems and Short Stories*. New Delhi: Oxford University Press, 2007 (seventh impression). Print.
- Anand, Mulk Raj. [1935] 2001. *Untouchable*. New Delhi: Penguin.
- Rao, Raja. Kanthapura. New York: OUP, 1998. Print.
- Chattopadhyaya, Harindranath, *Siddhartha: The Man of Peace*, Mumbai: Jaico Publishing House, 2002.

Victorian Age

Semester:
Sub. Code:

Hours: 5
Credits : 5

Course Objectives:

- To enable the learners to form an overview of the Victorian age
- To help the learners to understand and appreciate the writers of Victorian age
- To train the learners to read and appreciate the novel of Victorian age
- To expose the learners to few poems, short stories of Victorian age
- To develop a clearer understanding of the period its tensions, enthusiasm, hopes, fears, and sometimes contradictory moral and intellectual principles through reading, discussion, and writing.

Course Outcomes:

- The students will acquire knowledge about the writers and their works in the Victorian age.
- Their critical way of learning the subjects will be high regarding the works of writers of Victorian age.
- The students can have a higher level of understanding of Victorian Age
- They can imbibe the art of analyzing the significant works of Victorian Age with a clear understanding of the period - its tensions, enthusiasms, hopes, fears, and contradictory moral and intellectual principles

Unit - I

The Novel form in the 19th Century Faith and Doubt
The Writer and Society
Fictions and Readers

Unit - II

1. Elizabeth Barrett Browning	How do I Love thee?(Detailed)
2. Mathew Arnold	Longing(Detailed)
3. A.C.Swinburne	The Garden of Proserpine(Detailed)
4. D.G. Rosetti	The Blessed Damozel(Detailed)
5.Christina Rossetti	Goblin Market (Non-detailed)

Unit -III

1.R.L. Stevenson	The Body Snatcher (Detailed)
2. Elizabeth Gaskell	The Old Nurse's Story(Non-detailed)

Unit - IV

1. Charlotte Bronte	Jane Eyre (Detailed)
2. Thomas Hardy	Far from Madding Crowd(Non-detailed)

Unit – V

1. Charles Dickens	Tale of Two Cities (Detailed)
2. George Eliot	Silas Marner(Non-detailed)

Reference Books:

1. The novel form in Nineteenth Century England: Faith and doubt, the writer and society: Fiction and its Readers.
2. Bronte, Charlotte. *Jane Eyre*. London, England: Smith , Elder and Co.P .105 Random House Publishing, 1983.
3. Steven Louis, Robert. The Body Snatcher.Random House edition 1998
4. Barrett Browning, Elizabeth. Sonnets from the Portuguese: How do you Love Thee? (Paperback-2013).
5. Eliot, George. *Middlemarch*, London, Macmillan ,1972 Penguin Books Limited, 2012. Paperback.
6. Gaskel, Elizabeth. The Old Nurse's Story (Paperback)2010

20th Century English Literature

Semester - V
Sub. Code:

Hours: 6
Credits: 6

Course Objectives

- To introduce the essential characteristics, major trends and techniques of 20th Century English Literature
- To familiarize them to the works of modern writers.

Course Outcomes

- Student might have learnt the essential characteristics, major and techniques of 20th Century English literature
- They can identify and describe distinct literary characteristics of modern writers
- Students can analyse poetic works for their structure and meaning, using the correct terminology.

Unit – I

Detailed

W.B. Yeats
Wilfred Owen
Philip Larkin

The Second Coming,
Strange Meeting,
Church Going,

Unit – II

Non-Detailed

W.H. Auden
Ted Hughes
Dylan Thomas

Lay Your Sleeping Head My Love
Thought Fox

On The Marriage of a Virgin

Unit – III

Detailed

Samuel Beckett
Non-Detailed
John Osborne

Waiting for Godot

Look Back in Anger

Unit – IV

Detailed

T. S. Eliot
Non-Detailed.
D.H Lawrence
E. M. Forster

Tradition and the Individual Talent

Why the novel Matters?

‘Art for Art’s Sake.’ from *Two Cheers for Democracy*, in
Ellmann and Feidelson, pp. 198-202.

Unit – V

Detailed

Doris Lessing
Non-Detailed
Virginia Woolf

The Golden Notebook

Mrs. Dalloway

Reference Books

1. David A, Ross. *Critical Companion to William Butler Yeats: A Literary Reference to His Life and Work*. 1st Edition
2. Yeats, W.B. *The Collected Poems of W. B. Yeats*, Wordsworth Editions, 2000.
3. Russell, Murphy *Critical Companion to T. S. Eliot: A Literary Reference to His Life and Work*
4. Hutchings, William. *Samuel Beckett's "Waiting for Godot": A Reference Guide*
5. Farrar, Hugh Kenner. *A Reader's Guide to Samuel Beckett* .Straus and Giroux, 1973.
6. Sharma, Raja .*Ready Reference Treatise: Look Back In Anger*.
7. Ellmann, Richard and Charles Feidelson, Jr, eds. *The Modern Tradition*
8. Ellmann, Richard and Charles Feidelson, Jr, eds. *Two Cheers for Democracy* (London: Edward Arnold), 1972.
9. Camus, Albert. *The Myth of Sisyphus* (Penguin Great Ideas)
10. Raymond Williams. *The English Novel from Dickens to Lawrence* (London: Hogarth) 1984.
11. Bernard Shaw. *Pygmalion*

Indian Writings in English (Post- Independence era)

Semester: V

Hours: 5

Sub.Code:

Credits: 5

Course Objectives

- To introduce the students to major writers of Indian Literature in English of the Post-Independence period.
- To familiarize them with the different genres of writing
- To introduce them to the different movements of the age
- To examine the themes presented in Indian Literature
- To develop the ability to critically analyse a text

Course Outcomes

- Identify the major writers of Indian literature in the Post- Independence era
- Compare and contrast the different genres of writing
- Read and interpret the various movements of the age
- Demonstrate an understanding of the themes present in Indian literature
- Develop the ability to critically read a text

Unit - I (Poetry)

Jibanananda Das	I Shall return to this Bengal
A.K. Ramanujan	The River
Nissim Ezekiel	Background, Goodbye party to Ms.Puspa
Kamala Dass	An Introduction, My Grandmother's House

Unit – II(Prose)

Arundhati Roy	The End of Imagination (Ahimsa: non-violent resistant)
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Unit – III(Short story)

Kushwant Singh	The Mark of Vishnu
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Unit – IV(Fiction)

Anita Desai	Cry the Peacock
Rohinton Mistry	A Fine Balance (Non-Detailed)

Unit – V(Drama)

GrishKarnad	Hayavadana
Mahesh Dattani	Seven Steps around the Fire

Extensive Reading:

Badal Sircar	Evam Indrajit
A. K. Ramanujan	Obituary
Arun Kolatkar	Jejuri
Shashi Tharoor	Indian Identity
Amartya Sen	Identity and Violence
Asif Currimbhoy	The Refugee
Vijay Tendulkar	Silence the Court is in Session
Amitav Ghosh	The Glass Palace
Shashi Deshpande	That Long Silence

Reference Books

- Modern Indian Poets: A Critical study by Shakti Batra, Surjeet publications, Delhi.
- Poetry Down the ages Orient Blackswan Revised Edition
- Saleem Peeradina (ed.): Contemporary Indian Poetry in English, Macmillan Publishers India Ltd.
- Ambedkar BR, *Castes in India : Their Mechanism Genesis And Development*. Jullundur, India :BheemPatrika Publications,1916, Print.
- Roy, Arundhati. *The End of the imagination*. Chicago: Haymarket Books.2016.
- Desai, Anita. *Cry The Peacock*, Penguin Books India, 1963.

- Mistry, Rohinton. *A Fine Balance*. London: Faber and Faber, 1996.Print.
- Karnad, Girish, *Hayavadana*, New Delhi: OUP, 1998, Print.
- Amitav Ghosh *The Glass Palace*. Delhi: Ravi Dayal, 1988.

Reference Books:

1. Aiken Conrad- Collective criticism- New York and London, Oxford University Press, 1968.
2. Das and Kumar, Bijay-Twentieth Century Literary Criticism-Atlantic Publishing, 2005.
3. Lodge, David, ed. Modern Criticism and Theory-II edition, New Delhi; Pearson Education, 1998.
4. Waugh, Patricia. Literary Theory and Criticism-New Delhi: Oxford University Press, 2006.
5. Bacon, Francis. Advancement of Learning: Standard Publications, 2007.

Elective-I: Common Wealth Literature

Semester – V

Sub. Code:

Hours: 6

Credits: 4

Course Objectives:

- To sensitize the history of Commonwealth Nations
- To familiarize the students with the recent works of writers from different pockets of the world with an open mind, to understand and appreciate them
- To weigh the claims of universalism made on behalf of canonical texts in juxtaposition to the elements of heredity, marginality, plurality and 'otherness', by examining these texts
- To demonstrate knowledge and awareness of some components of Commonwealth Nations' cultural heritage such as artistic, historical, linguistics, literary, and philosophical foundations.
- To Promote creative writing in English.

Course Outcome

By the end of the course, the students will be able to –

1. Appreciate all the literary works under Commonwealth Literature as a part of English Literature.
2. Understand the global relevance, significance and resonance of Commonwealth Literature today.
3. Analyse and evaluate the postcolonial aspects of the literary works from Commonwealth nations
4. Appreciate the contribution of translation studies to Commonwealth Literature.
5. Critically analyse the relevance of the works in the light of globalisation.
6. Refine their written and spoken language as an outcome of regular seminar presentations.

Unit I: Poetry (Detailed)

Australia - A.D. Hope

The Death of the Bird

New Zealand - Jessie Mackay

The Noosing of the sun-god

Africa - Abioseh Nicol

The Continent that lies within us

Nigeria - Gabriel Okara

Once Upon a Time

Poetry (Non-Detailed)

Singapore- Edwin Thumboo

Words

Malaysia - Shirley Lim

Words for Father

Unit II: Prose (Detailed)

Sri Lanka - Ananda Coomaraswami The Dance of Shiva (1&2)

Cultural Identity and Diaspora

Jamaica - Stuart Hall

Prose (Non-Detailed)

Canada - Susana Moodie

Roughing it in the Bush

Unit III Drama (Detailed)

Nigeria - Wole Soyinka

TheKongi's Harvest

Drama (Non-Detailed)

India - Karnad

Nagamandala

Unit IV: Short Story (Detailed)

Canada - Alice Munro

Day of the Butterfly

British - Muriel Spark

The first year of my life.

Short Story (Non-Detailed)

Nigeria - Chimamanda Ngozi Adichie

A Private Experience

Unit V : Fiction(Detailed)

Pakistan- Bapsi Sidhwa

Pakistani Bride

Fiction (Non- Detailed)

Canada –Margret Laurence

The Stone Angel

Reference Books:

- Bapsi Sidhwa: The Pakistani Bride, Penguin India.2000
- Ananda Coomaraswamy: The Dance of Shiva, Rupa Publications, 2013
- Wole Soyinka: The Kongi's Harvest, Oxford University Press, 1967
- Margaret Atwood: Surfacing, Little Brown Book Group, 1997
- Patrick White: Voss, RHUK Publisher, 1994
- The Novelist as Teacher, Chinua Achebe, Emerald Publishers.

Elective-I:Literature and Film

Semester – V

Hours: 6

Sub. Code:

Credits: 4

Course Objectives:

To identify the fundamentals of film making and analysis to study film as a genre in the literary tradition.

To use various literary and cinematic terms to discuss, interpret, and analyze representative texts.

To respond to, analyze, and evaluate films as literary texts.

To Demonstrate critical reading of texts and use a style appropriate for academic discourse by writing multi-page papers.

To show an understanding how the political, socio-cultural, and historical contexts of literature translate into film making and analysis.

To synthesize connections between individual texts and a variety of literary and cinematic interpretations.

Course Outcomes:

Upon course completion, a student will be able to:

Identify the fundamentals of film making and analysis to study film as a genre in the literary tradition.

Use various literary and cinematic terms to discuss, interpret, and analyze representative texts.

Respond to, analyze, and evaluate films as literary texts.

Demonstrate critical reading of texts and use a style appropriate for academic discourse by writing multi-page papers.

Show an understanding how the political, socio-cultural, and historical contexts of literature translate into film making and analysis.

Synthesize connections between individual texts and a variety of literary and cinematic interpretations.

Unit I: Background

History of Indian Film

Major Landmarks in Indian Film

Unit II: Kinds of Indian Film

Horror Film

History Film

Comedy

Adventure

Science Fiction

Romance

Unit III:

Technology of Film making

Narrative Elements (Plot, Character, Point of View, Setting); Mise-en-scene; Cinematography; Montage, Film Genres

Unit IV:

Writing Film Reviews

Unit V Fiction and Film

Chetan Bhagat - Five Points Someone Shankar –Nanban

Paul Harris Daniel-Red Tea Bala –Paradesi

Bernad Shaw-Pigmalion George Cukor- My Fair Lady

Reference Books

Abrams, M H. *A Glossary of Literary Terms*. 10th Edn. New Delhi: Cengage Learning, 2011. Bazin, Andre. *What is Cinema?* Vols 1 & 2. Berkley: Univ of California Press, 1967.

Beja, Morris. *Film and Literature: An Introduction*. New York: Longman, 1979. Bluestone, George. *Novels into Film*. Baltimore: Johns Hopkins Press, 1957.

Benyahia, Sarah Casey and John White. *Film Studies: The Essential Introduction*. London: Routledge, 2006.

Boyum, Joy Gould. *Double Exposure: Fiction into Film*. Calcutta: Seagull Books, 1989.

Cahir, Linda Constanzo. *Literature into Film: Theory and Practical Approaches*. London: Macfarland, 2006.

Cartmell, Deborah, ed. *A Companion to Literature, Film and Adaptation*. Oxford: Blackwell, 2012.

Cartmell, Deborah and Imelda Whelehan, ed. *The Cambridge Companion to Literature on Screen*.

Cambridge: Cambridge University Press, 2007. Das Gupta, Chidananda. *Talking About Films*. New Delhi: Orient Longman, 1981.

Desmond, John and Peter Hawkes. *Adaptation: Studying Film and Literature*. Boston: McGraw, 2006.

Elliott, Kamilla. *Rethinking the Novel/Film Debate*. Cambridge: CUP, 2003.

Gaston, Roberge. *The Subject of Cinema*. Calcutta: Seagull, 1985.

McFarlane, Brian. *Novel to Film: An Introduction to the Theory of Adaptation*. Oxford: Clarendon, 1996.

Rajadhyaksha, As

Soyoung, Kim. *Cinema, Culture Industry and Political Societies*. London: Routledge, 2003. Ray, Satyajit.

Our Films and Their Films. New Delhi: Orient Longman, 1976.

Sikov, Ed., ed. *Film Studies: An Introduction*. New York: Columbia University Press, 2010. Stam, Robert

and Alessandra Raengo, eds. *A Companion to Literature and Film*. London: Blackwell, 2006.

Vaidyanathan, T G. *Hours in the Dark: Essays on Cinema*. New Delhi: Oxford UP, 1999.

Chidananda Das Gupta “Indian Cinema Today”

Francesco Casetti “Adaptation and Mis-adaptations: Film, Literature, and Social Discourses” (from *A Companion to Literature and Film*)

Gaston Roberge “Film Language” (from *The Subject of Cinema*)

Elective-I: Women's Writings

Semester - V
Sub. Code:

Hours: 6
Credits: 4

Course Objectives:

- To initiate an interest in the learners for the women writers in English
- To enable students to approach the thought and expression of women writers who displayed their perception on the world, culture and gender – bias with novelty in attitude and innovation in techniques
- To know the underlying themes expressed by women writers
- To understand and appreciate the inner and deeper aspirations of the women writers

Course Outcomes:

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

1. Critically respond to literature from a feminist perspective.
2. Realize how patriarchal notions pervade in the social and cultural scenario and how feminism exposes these notions.
3. Identify how stereotypical representations of women were constructed and how these are subverted by women's writing.

Unit – I Poetry

Detailed

Emily Dickinson

Because I could not stop for Death
I Felt a funeral in my Brain

Sylvia Plath

Mirror

Maya Angelou

Phenomenal Woman

Non-Detailed

Elisabeth Barrett Browning

How do I love Thee? Let me Count the Ways
The Cry of the Children

Sylvia Plath

Soliloquy of a Solipsist

Unit – II Fiction

Alice Walker

Color Purple

Jhumpa Lahiri

The Low Land

Unit – III Essay

Detailed

Virginia Woolf

Chapter I, II of A Room of One's Own (pp 3- 24, 48-59) *Newyork: Harvest HGJ, 1957*

Rassundari Debi

Excerpts from Amar Jiban in Susie Tharu and K. Latha, ed., *Women's Writing in India* (Delhi: Oxford, 1989),

Non-Detailed

Pandita Ramabai

Excerpts from Tharu and Lalita, ed. *Women's Writing in India* vol. 1, pp.247-53.

Unit – IV Drama

Detailed

Carol Churchill *Top Girls*

Non Detail

Doris Lessing *Play with a Tiger*

Unit – V Short Stories

Detailed

Mahasweta Devi *The why-why girl*

Charlotte Perkins Gilman *The Yellow Wallpaper*

Non-Detail

Margret Atwood *Rape Fantasies*

Lesley Lokko *Bitter Chocolate*

Reference Books:

- Walker, Alice. *The Color Purple*. US: Mariner Books, 1982.
- Tharu Susie, Lalitha. *Women Writing in India*. Delhi: OUP, 1991.
- Dickinson, Emily. *The complete Poems of Emily*. Boston: 1924
- Plath, Sylvia, *Ariel*. London: Faber and Faber, 1999.
- <http://youtu.be/w7hPizrOx4Y>
- http://azactorsacademy.com/uploads/plays/top_girls.pdf
- <https://www.nlm.nih.gov/exhibition/theliteratureofprescription/exhibitionAssets/digitalDocs/The-Yellow-Wall-Paper.pdf>
- <https://sjctnc.edu.in/wp-content/uploads/2017/10/vol2-i1-1.pdf>
- <https://www.poetryfoundation.org/poems/48985/phenomenal-woman>
- <https://www.encyclopedia.com/arts/educational-magazines/play-tiger>

Literary Criticism - II

Semester - VI

Hours: 6

Sub. Code:

Credits: 6

Course Objectives

- To introduce to the students the world of Literary Criticism.
- To make the students to learn and understand critical analysis and interpretation.
- To make the students to learn and understand to evaluate literature.
- To make the students to learn and understand the examination of literary contexts, types, theme, trends, history, or principles
- To enable the students to understand and appreciate and to enhance proficiency in all kinds of literary work.

Course Outcomes

- The students will understand Literary Criticism.
- The students will learn and understand critical analysis and interpretation.
- The students will learn and understand to evaluate literature.
- The students will learn and understand to examine the literary contexts, types, theme, trends, history, or principles.
- The students will learn to understand and appreciate and enhance and be proficient in all kinds of literary work.

Unit - I

I.A. Richards Two Uses of Language

Unit - II

T.S. Eliot Hamlet and his Problems

Unit - III

Frantz Fanon Black Skin and White Mask (1 to 3)

Unit - IV

Kamau Brathwaite The History of the Voice (1 to 2)

Unit - V

Bertolt Brecht The Three Penny Opera

Reference Books

1. Chandra, Joseph & Samy, Antony K.S., *Classical to Contemporary Literary Theory – A Demystified Approach*. New Delhi: Atlantic Publishers. 2011.
2. Connors, Clare. *Literary Theory: Beginners Guide*. Chennai: Chennai Micro Print. 2011.
3. Waugh, Patricia-*Literary theory and Criticism – New Delhi: Oxford University Press, 2006 (To know the literary theory)*.
4. M.H. Abrams-*A Glossary Of Literary Terms* Macmillian Publishers India Ltd.
5. Das and Kumar, Bijay-*Twentieth century literary criticism*-Atlantic Publishing, 2005.
6. Aiken Conrad- *Collective criticism*- New York and London, Oxford University Press, 1968.
7. Lodge, David, ed. *Modern Criticism and Theory-II edition*, New Delhi; Pearson Education, 1998
8. Eagleton, Terry- *The English Novel, An Introduction*-UK: Blackwell Publishing
9. Seturaman, ed.-*Indian Aesthetic: An Introduction*- New Delhi: Macmillan, 2005.
10. Panja, Shomishtha. Ed. *Critical Theory: Textual Application*. New Delhi: Worldview Publications, 2002.
11. .Fanon, Frantz *.Black Skin and white Mask*. Tr. Richard Philcox, Perseus Books Group .2007.
12. Eliot, T.S. *The Sacred Wood: Essays on poetry and Criticism*. Dolo Press. 2009.
13. Brathwaite, Kamau. *The History of the Voice*. New Beacon Book Limited. 1984.

Epics in English

Semester - VI

Hours: 5

Sub. Code:

Credits: 5

Course Objectives

- To acquaint the students with the great epics of English Literature
- To enrich learners with the types of Epic
- To familiarize the conventions of Epic

Course Outcomes

- Students can identify a variety of forms and genres of poetry from diverse cultures and historic periods.
- They can understand the nature and development of the genre of ancient epic.
- They can understand the internal structure and unity of the individual epics studied in the syllabus.
- They can analyse the text with critical approaches and scholarly theories concerning these works.
- They can understand the different historical contexts which produced the works.

Unit – I

Detailed

John Milton Paradise Lost – Book IX

Unit – II

Detailed

Virgil Aeneid– Book IV (1 – 205 lines)

Unit – III

Detailed

Kamala Subramaniyan Mahabharata (Book 8, Karna Parva)

Non Detailed

Unit – IV

Edmund Spenser The Faerie Queen (Book-I)

Non Detailed

Unit - V

Alexander Pope *Rape of the Lock (Book-I)*

Reference Books

1. B. Prasad- Background History of English Literature
2. M.H Abrams- Literary Forms and Terms
3. The Mahabharata of Krishna-Dwaipayana Vyasa Book 8 Karna Parva by Krishna-Dwaipayana Vyasa (**Author**), Kisari Mohan Ganguli (**Translator**)
4. The Cambridge Companion to Milton.Ed. Dennis Danielson. University of British Columbia
5. The Cambridge Companion to English Poetry Ed. Thomas N. Corns
6. Blackwell Companions To The Ancient World. Ed. John Miles Foley
7. The Cambridge Companion to Virgil Ed. Charles Martindale
8. Alexander Pope- Rape of the Lock.

Translation: Theory and Practice

Semester - VI

Hours: 5

Sub. Code:

Credits: 4

Course Objectives:

- To help the students understand how translation has shaped the knowledge of the world in the past and equip for the future.
- To develop practical skills in translation
- To develop an understanding of difference in the text type.

Course Outcomes:

- Use language properly including language patterning, textual organisation and the semiotics of verbal and non-verbal communication to translate texts.
- Effectively employ their knowledge of the nuances of translation to translate texts from any regional language into English.
- Translate literary texts

Unit - I:

History of Translation Theory- Translation of Religious Texts

Unit - II: Theory- Central Issues

Language and culture- Types of Translation- Decoding and Recoding- Problems of Equivalence- Loss and Gain- Untranslatability-The Problems of Untranslatability

Unit – III

Translating Prose- Translating Poem- Translating Drama

Unit - IV: Application

Administrative translation(Government order, Circulars)- Commercial translation(Advertisement)- Content translation (News articles)-Phrasal Translation.

Unit - V: Application

Tiruvasaham by Pope

A Deer in the Forest by Ambai (Trans. Lakshmi Holmstrom)

God and Kandasami by PudumaiPithan (Trans. Lakshmi Holmstrom)

Scientific Translation -

Reference Books

1. Bassnett, Susan, Translation Studies, 3rd Edition- Routledge, New Delhi, 2005
2. Newmark, P. Approaches to Translation. Oxford. Pergaman Press, 1982.
3. Nida, E. The theory and of Practice of Translation. Leiden: E. J. Brill. 1969.
4. Steiner, G. After Babel; Aspect of Language and Translation. Oxford: Oxford University Press, 1978.
5. Post-Colonial Theory of Translation



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Department of English (PG)

Syllabus for PG English

Courses on Human Values

Sem	Code	Genre	Title of the Paper	Hrs.	Credit	CIA	Sem	Total
I		MC	World Classics in Translation	6	5	50	50	100
		MC	Chaucer and Elizabethan Age	6	5	50	50	100
		MC	English Language Teaching with Tech Practicum	6	5	50	50	100
		MC	Literary Criticism	6	5	50	50	100
		MC	Elective- I: Children's Literature	6	3	50	50	100
			Elective- I: Subaltern Studies			50	50	
			Elective- I: Women's Writing			50	50	
			Total	30	23	50	50	500
II		MC	Restoration and Eighteenth-Century Literature	6	5	50	50	100
		MC	Contemporary Critical Theory and Terms	6	5	50	50	100
		MC	New Literatures in English	6	5	50	50	100
		MC	Research Methodology	6	5	50	50	100
		ME	Elective-II: Cultural Studies	6	3	50	50	100
			Elective-II: Gender and Mass Media			50	50	
			Elective-II: Post-Colonial Literature			50	50	
			Internship*		2*	50	50	100
			Total	30	23+2*	50	50	600
III		MC	Romantic and Victorian Age	6	5	50	50	100
		MC	Language and Linguistics	6	5	50	50	100
		MC	American Literature	6	5	50	50	100
		SS	Project	6	3	50	50	100
		SS	Elective III-Teaching Communicative English	6	3	50	50	100
			Elective III-Modern English Grammar			50	50	
			Elective III-English for Competitive Examinations			50	50	
			Total	30	21	50	50	500
IV		MC	Twentieth Century Literature	5	5	50	50	100
		MC	Shakespeare	6	5	50	50	100
		MC	Eco Literature	5	4	50	50	100
		MC	Indian English Literature	6	5	50	50	100
		SS	Elective-IV: Content Writing	6	3	50	50	100
			Elective-IV: Advanced Academic Writing			50	50	
			Elective-IV: Technical Writing for Business Purposes			50	50	

		HR	Human Rights	2	1	100		100
			Total	30	23			500
			Grand Total	120	90 + 2*			2100

World Classics in Translation

Semester - I

Hours: 6

Sub. Code:

Credits: 5

Course Objectives

- To help the learners imbibe classical literature through translations for their rich source of cultural heritage.
- To acquire the knowledge of great literary traditions due to their strong influence on British and American literature.
- To enable the learners to appreciate the merits of translation.
- To make the learners compare the treatment of major themes by writers of various countries.
- To enable the learners to understand and appreciate various stylistic devices used by writers across the world.

Course Outcomes

Upon completion of the course, the learners will be able to:

- Appreciate all the literary works in World Classics in Translation.
- Appreciate the merits of translation.
- Compare the treatment of major themes by writers of various countries.
- Understand and appreciate various stylistic devices used by writers across the world.

Unit - I: Epic (Detailed)

1. Homer Odyssey Book 1 and 2
2. Dante Inferno – Canto 1-3

Epic (Non-Detailed)

3. Elango Silapadikaram – Ch: I-VI
4. Virgil The *Aeneid*, tr. Robert Fitzgerald (New York: Vintage, 1984).

Unit - II: Poetry (Detailed)

1. Thiruvalluvar Thirukural – Ch: Education and Discipline
2. Omar Khayyam Rubaiyat (Songs 1 - 10)
3. Khalil Gibrahin The Prophet

Poetry (Non-Detailed)

4. Pablo Neruda The Word

Unit - III: Prose (Detailed)

1. The Bible The Book of Job – Ch 1 to 4
2. Michel de Montaigne Of Conscience, Of Books

Prose (Non-Detailed)

3. Michel de Montaigne Of Idleness, Of Fear

Unit - IV: Drama (Detailed)

1. Nikos Kazantzakis Zobra the Greek
2. Tchekhov The Cherry Orchard

Drama (Non-Detailed)

3. Moliere The Miser
4. Sophocles Oedipus
5. Kalidasa Shakuntala

Unit - V: Fiction

(Detailed)

- | | |
|---------------|----------------------|
| 1. Dostoevsky | Crime and Punishment |
| 2. Cervants | Don Quixote |

(Non –Detail)

- | | |
|-----------------|---------------|
| 3. Herman Hesse | Siddhartha |
| 4. Franz Kafka | Metamorphosis |

Books for Reference

1. Bhatnagar, Amal-Four Essay on Tragedy-Calcutta:OUP,1977.
2. Canning, John,ed-Hundred great Books-New Delhi: Rupa&co,1993.
3. Chandran, Narayana-Text and their Worlds II-New Delhi:Foundation Books Pvt.Ltd,2005.
4. Fischer, Carl-The Myth and Legend of Greece-Geo A,Pflaum, Publisher,Inc,1968.
5. Frazer,James George-The Illustrated Golden Bough-London:George Rainbird Limited,1978.
6. Translated Thirukural.
7. Khayyam,Omar.Rubaiyat of Omar Khayyam. New Delhi: Rupa Publications, 2000, Print.

Chaucer and Elizabethan Age

Semester - I

Hours: 6

Sub. Code:

Credits: 5

Course Objectives

- To introduce the learners to the versatility and range of Knowledge of this period.
- To gain insight into the transition from the 16th to the 17th Centuries and the influence of new philosophy and new science.
- To enlighten the different genres employed during the period and the contribution of the writers of the age
- To understand the rise of the drama in the period
- To invest the knowledge of socio political and religious turmoil of the age among the learners

Course Outcomes

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

- Significantly point out the religious and cultural temperament of the period
- Analyze and interpret the language of the early writers of the Modern English period and the rise of drama during the period
- Interpret the different genres employed during the period and the contribution of the writers prescribed for study
- Analyze the different characters of the drama in a unique way
- Distinguish the various aspects of tragedy and comedy of the Elizabethan period

Unit – I (Poetry)

(Detailed)

Geoffrey Chaucer

From The Prologue to the Canterbury Tales:

The Knight, The Prioress, The Wife of Bath, The Monk, The Doctor of Physic, The Parson

(Non- Detailed)

Edmund Spenser

The Faerie Queene: Book II

Unit – II (Poetry)

(Detailed)

Sir Thomas Wyatt

Sonnet 39: Such is the Course that Nature's kind hath wrought Whoso List to Hunt

Abraham Cowley

Drinking

John Donne.

Death Be not Proud , A Valediction Forbidding Mourning.

George Herbert,

Discipline; The Flower

(Non- Detailed)

Shakespeare

Venus and Adonis

Unit – III (Prose)

(Detailed)

Francis Bacon

Of Counsels, Of Envy, Of Adversity, Of Revenge, Of Love

(Non- Detailed)

Thomas More

Utopia Book - I

Sir Philip Sidney

Apology for Poetry

Literary Criticism

Semester: I

Hours: 6

Sub. Code:

Credits: 5

Objectives

- The course aims at facilitating basic knowledge in English critical tradition from the beginning to the Modernists.
- To help the learners to prepare himself/herself to lay the foundation for learning to address the discursive and ideational aspects of literary texts.
- To acquaint the learners with the major concepts and theories from Classical criticism to modern criticism
- To enhance learners' critical, analytical skills which will help them to study and appreciate literary texts in a better way
- To teach the learners to evaluate the texts rather critically applying critical theories

Course Outcome:

- Learners will be able to Know and remember the development of Criticism in literary field
- Learners will be able to Understand the concepts of various school of thoughts
- Learners will be able to Apply and test knowledge on literary productions.
- Learners will be able to Describe, analyze, interpret and evaluate literature with the concepts of various schools of thought.
- Learners will be able to Evaluate and apply critical thinking by the concepts of various school of thoughts.

Unit - I

1. Plato
The Republic, Book X tr.
Benjamin Jowett (New York: Random House, 1957).
2. Aristotle
The Poetics, tr Ingram Bywater (New Delhi OUP) (Detailed)
3. Horace
Ars Poetica
4. Longinus
On the Sublime

Unit - II

1. Bharata Muni
Natyashastra
2. Sethuraman
a) Indian Aesthetics: Its role in the teaching of Literature
b) Schools of Criticism in Sanskrit

Unit – III

1. John Dryden
Essay of Dramatick Poesie
2. Alexander Pope
Essay on Criticism
3. Samuel Johnson
Lives of Poets

Unit - IV

- | | |
|----------------------------|---|
| 1. William Wordsworth | Lyrical Ballads |
| 2. Samuel Taylor Coleridge | Biographia Literaria, chapters IV, XIII, XIV. |
| 3. Percy Bysshe Shelley | A Defense of Poetry |
| 4. John Keats | Letters |

Unit - V

- | | |
|------------------|----------------------------------|
| 1. Mathew Arnold | The Study of Poetry |
| 2. Water Pater | The Renaissance |
| 3. Oscar Wilde | The Critic as Artist |
| 4. T.S. Eliot | Tradition and Individual Talent. |
| 5. I.A. Richards | The Four Kinds of Meaning. |

Extensive Reading:

- | | |
|-------------------|------------------------------|
| 1. Mark Schorer | Technique as Discovery |
| 2. Northrop Frye | The Archetypes of Literature |
| 3. Virginia Woolf | Modern Fiction |

Books for Reference:

1. Aiken Conrad- Collective criticism- New York and London, Oxford University Press, 1968.
2. Das and Kumar, Bijay- Twentieth Century Literary Criticism- Atlantic Publishing, 2005.
3. Lodge, David, ed. Modern Criticism and Theory- II edition, New Delhi; Pearson Education, 1998.
4. Sethuraman, ed.- Indian Aesthetic: An Introduction- New Delhi: Macmillan, 2005.
5. Theory into Practice: An Introduction to Literary Criticism THIRD EDITION by Ann B. Dobie

Elective I: Children's Literature

Semester - I

Hours: 6

Sub. Code :

Credits : 3

Objectives

- To identify the various techniques and themes unique to Children's Literature
- To understand the changing culture of the Children's world.
- To analyze the perspectives of the young minds.
- To acquaint learners with the major writers of Children's literature to help them to evaluate the literal qualities and the popular appeal of the books for children
- To explore the category of Children's literature and its interaction and impact on children
- To motivate the learners to instill the habit of reading in children and make them understand the importance of reading.

Course Outcome

- They can understand various writers of Children's Literature.
- They can be equipped themselves with the knowledge about the category of Children's Literature and its impact on Children.
- They can acquire the habit of reading in Children and understand the importance of reading

Unit I: Introduction

1. Definition, Difference of Adult Literature and Children's Literature, Significance of studying Children's Literature
2. Types of Children's Literature – (Nursery Rhymes, Fairy Tales, Fables and Legends)

Unit - II: Poetry

Detail

- | | |
|--------------------|---------------------------|
| 1. Robert Browning | The Pied Piper of Hamelin |
| 2. Edward Lear | The Owl and the Pussy Cat |
| 3. William Blake | The Lamb |
| 4. Maya Angelou | Life Doesn't frighten me |

Non Detail

- | | |
|-----------------------|-------------------------------|
| 5. William Wordsworth | The Kitten and Falling Leaves |
| 6. Mary Howitt | The Spider and the Fly |

Unit - III: Drama

Detail

- | | |
|---------------------|-----------------|
| Rabindranath Tagore | The Post Office |
|---------------------|-----------------|

Non- Detail

- | | |
|----------------------|-----------|
| James Matthew Barrie | Peter Pan |
|----------------------|-----------|

Unit - IV: Short Stories

Detail

1. Panchatantra Tales War and Peace or the Crows and the Owls,
Birds Elect King, Elephant, Hares and Moon, Cat, Partridge and Hare
2. Hans Anderson Fairy Tales Thumbelina, The Emperor's New Clothes, The Ugly
Duckling, The Little Mermaid

Non-Detail

3. Richary Burton Selected Tales Thousand One Arabian Nights Alibaba and the Forty
Thieves, Aladdin and the Wonderful Lamp

Unit - V: Fiction

1. R.K. Narayan Swami and Friends
2. C.S. Lewis- The Tale of Narnia the Lion, the Witch and The Wardrobe
3. Rudyard Kipling The Jungle Book
4. Salman Rushdie Luka and the fire of life

Extensive reading

1. J.K. Rowling- *Harry Potter and the Philosopher's Stone*
2. Sudha Murthy- *Grandma's Bag of Stories*
3. Johanna Spyri- *Heidi*
4. Frances Hodgson Burnett -*The Secret Garden*

Reference Books

1. Chaudhuri, Sukanta – Selected Short Stories: Rabindranath Tagore – Oxford University Press
2. Kingston E.F- Old Poems and new poems.1958
3. Lwire, Alism – Boys and Girls Forever –London: Chatto& Winders, 2003
4. Tiwari, Shubha – Children and literature – new Delh:Atlantic Publishers and Distributors,2006.
5. Winbott S.E – English Poetry for the Young – Blackie and Sons.
6. The Golden Gate: New Delhi: Oxford University Press.2006
7. Burnett Hodgson Frances – The Secret Garden : India: Wilco Publishing House -2005.
8. Hans Anderson – Hans Anderson Fairy Tales India: Wilco Publishing House -2005.
- 10.Spyri, Johanna *Heidi* , Fingerprint Classics, 2018.
11. Harry Potter and the Philosopher's Stone, Bloomsburry Publication, 2001.
12. Sudha Murthy- *Grandma's Bag of Stories*, Puffin Publication, 2015.
- 13.Barner, W(n.d.) *Types of Children's Literature*. Retrieved April 6, 2018 from <https://archive.org/details/typesofchildrens19barn>
14. *Children's Literature* (2008) Retrieved April 14,2018 from <http://www.fags.org/childhood/Children-s-literature.html>
15. <https://www.gutenberg.org/files/16/16-h/16-h.htm>
16. https://www.edhelper.com/poetry/Life_Doesnt_Frighten_Me_by_Maya_Angelou.htm
17. <https://g.co/kgs/dW9Uyj>

Elective I: Subaltern Studies

Semester - II

Hours: 6

Sub. Code:

Credits: 3

Objectives

- To introduce the current trends in Literature.
- To concentrate on the social issues of recent years.
- To bring about change in the attitudes towards the subaltern.
- To help all to live in the society respecting every individual.

Outcome

- Introduction to the realities of subaltern culture
- Enabling the listener to listen to Subaltern voices
- Identify and analyse the works of writers in Subaltern literature
- Sensitization of Subaltern predicament
- Understanding the limitations of Subaltern literature

Unit-I Introduction

1. Introduction to Subaltern Literature.
2. Who were the Sudhra? – Dr. Ambedkar(chapter 3- The Brahmanic theory of status of Sudhra)

Unit - II: Poetry

Detail

- | | |
|-------------------------|-------------------------------|
| 1. TrymbakSapkale | That Single Arm |
| 2. Waman Kardak | Send My Boy to School |
| 3. W.Kapan | The Search |
| 4. Sharan Kumar Limbale | White Paper |
| 5. BaburaoBagul | You Who Have Made the Mistake |

Non-Detail

- | | |
|-------------------|-------------------------|
| 6. F.M Shindo | Habit |
| 7. L.S Rokade | To be or not to be born |
| 8.Uttam Kolgaokar | His House |

Unit - III: Short Stories

Detail

- | | |
|-----------------|--------------------|
| 1. Arjun Dangle | Promotion |
| 2. Bandhumadhav | The Poisoned Bread |

Non-Detail

- | | |
|-----------------|---------------|
| 3. Daya Pawan | We are Kings! |
| 4. BaburaoBagul | Mother |

Unit - IV: Essay

Detailed

1. B. R. Ambedkar Dr. Ambedkar's Speech at Mahad', in *Poisoned Bread*, ed. Arjun Dangle (Hyderabad: Orient Longman, 1992, rpt.1994), pp. 223-33.
2. Gayatri C. Spivak Can the Subaltern Speak?

Non- Detailed

3. Gautam Bhadra Four Rebels of 1857.
4. Aravind Malagatti Government Brahamana

Unit - V:

Drama (Detail)

1. Mahasweta Devi Draupdi

Novel

2. Bama Karuku
3. Om Prakash Valmiki Joothan

Extensive Reading

- | | |
|-----------------|--------------------|
| Perumal Murugan | Season of the palm |
| Daya Pawar | Baluta |
| Meena Kandasamy | The Gypsy Goddess |

Reference Books

1. Ranajit Guha, ed. *Subaltern Studies I: Writings on South Asian History & Society*. New Delhi: Oxford University Press India, 1982. 231 p.
2. Guha, Ranajit and Gayatri Chakravorty Spivak, eds. *Selected Subaltern Studies*. New York: Oxford University Press, 1988. 434 p.
3. Arjun Dangle-Poisoned Bread: Translation From Modern Marati Literature
4. *Survivance* beyond canons: Emerald Publishers, 2008.
5. *The Scar* by K.A. Gunasekaran, Orient Blackswan, 2009.
6. *The Poisoned Bread*, Orient Blackswan, 2009
7. *The Untouchable Spring* by G.Kalyana Rao, Orient Blackswan, 2010.
8. *Dalit Personal Narratives* by Raj Kumar, Orient Blackswan, 2010.
9. *Government Brahamana* by Aravind Malagatti, Orient Longman, 2007.
10. Sarkar, Badal, *Evam Indrajit – A Three Act Play*. Oxford University Press, 1975.
11. http://daic.gov.in/SW_eng/Volume_07.pdf
12. <https://g.co/kgs/83RDNH>
13. <https://g.co/kgs/5WtHdF>
14. <https://www.pinterest.com/pin/299982025180122067/>

Elective I: Women's Writing

Semester - I

Hours: 6

Sub. Code:

Credits: 3

Objectives

- To initiate an interest in the learners for the women writers in English.
- To enable them to appreciate the thought and expression of women writers who displayed their perception on the world, culture, and gender- bias with novelty in attitude and innovation in techniques.
- To sensitize the learners to various issues that women experience.
- To equip learners to examine and appreciate works produced by women.
- To encourage learners to extend their understanding of issues gained from the text to the world around them

Outcome

- Demonstrate knowledge of the texts, the authors and the literary and social movements that produced them.
- Understand and analyze the representation of female/feminist experience in literature.
- Examine and critique the role played by socio-cultural-economic contexts in defining women.
- Respect difference and transcend their knowledge gained from the text to the world around them.

Unit I Poetry

Detailed

- | | |
|-----------------------|------------------|
| 1. Daddy | Sylvia Plath |
| 2. The Mother | Gwendolyn Brooks |
| 3. Hope | Emily Dickinson |
| 4. Our Casuarina Tree | Toru Dutt |

Non - Detailed

- | | |
|--------------------------------------|-----------------|
| 4. If Everything Comes Crashing Down | Meena Kandasamy |
| 5. The old Play House | Kamala Das |

Unit II

Prose

Detailed

- | | |
|----------------------|--------------------------------------|
| 1. Betty Friedan | The Feminine Mystique (1-5 chapters) |
| 2. Simon de Beauvoir | The Second Sex |

Non-Detail

- | | |
|-----------------|------------------|
| Sojourner Truth | Ain't I a Woman? |
|-----------------|------------------|

Unit III

Drama

Detailed

1. Wit Margaret Edson

Non – Detailed

2. The League of Scarlet Pimpernel Baroness Orczy

Unit - IV Short Stories

Detail

Shashi Deshpande
The First Lady
A Liberated Woman
It was the Nightingale
(Short Stories)

Non- Detail

Sudha Murthy
How I Taught My Grandmother to Read
Books for 'At Least one Library'
Salaam Abdul Kalam
Hassan's Attendance Problem

Unit - V Fiction

Detail

1. Anne Frank The Diary of a Young Girl
2. Chitra Banerjee The last queen
3. Manju Kapur Difficult daughters

Extensive reading

1. Arundhati Roy Azadi
2. Anne Sexton House Wife
3. Doris Lessing The Grass is Singing

Reference Books

1. Tharu, Susie and Lalitha K.-Women Writing in India –New York; Oxford University.Press,2004
2. Deshpande, Shashi. *Collected Stories, Vol-1*: Penguin Books India, 2003
<http://g.co/kgs/E3j7Ab> (Second Sex)
3. <https://allpoetry.com/Our-Casuarina-Tree>
4. <https://www.poetryfoundation.org/poems/43309/the-mother-56d2220767a02>
5. <https://www.poemhunter.com/poem/if-everything-comes-crashing-down/>
6. <http://www.english-for-learners.com/the-old-playhouse.html>
7. <http://g.co/kgs/qX4Nmv>(Sudha murthy)
8. <https://www.poetryfoundation.org/poems/48999/daddy-56d22aafa45b2>
9. <https://www.poetryfoundation.org/poems/42889/hope-is-the-thing-with-feathers-314>
- 10.<http://www.gutenberg.org/cache/epub/5805/pg5805.html>
11. https://thehermitage.com/wp-content/uploads/2016/02/Sojourner-Truth_Aint-I-a-Woman_1851.pdf ,
<https://www.nps.gov/articles/sojourner-truth.htm>
- 12.<https://www.youtube.com/watch?v=Wk6eGwdFfoI>
13. <https://g.co/kgs/6FzZcF>

Restoration and Eighteenth Century

Semester: II

Hours: 6

Sub. Code:

Credits: 5

Objectives

- To introduce learners to the poetry of Restoration and Eighteenth century within the context of the literary, cultural, religious and political developments of the age.
- To survey the emergence of new models of poetry and drama in this period of high ideals combined with wit and language.
- To analyze 18th-century literature from a variety of critical and theoretical frameworks.
- To analyze the mechanisms of canon formation and the import of canonicity within literary studies.
- To provide learners with guided research and writing experience in 18th-century studies.

Learning Outcomes:

By the end of this course, learners will be able to:

- Analyze the development of genres in 18th-century British literature.
- Analyze 18th-century British literature within its cultural and historical context.
- Analyze contemporary scholarship on 18th-century British literature.
- Identify and evaluate the mechanisms of canonization.
- Evaluate 18th-century British literature.
- Engage in archival research.

Unit - I: Poetry

Detailed

1. John Milton Paradise Lost Book IV

Non-Detailed

2. Andrew Marvell To His Coy Mistress
3. Alexander Pope An Essay on Man
4. Robert Burns A Man's a Man for A' That, To a Louse
5. Thomas Grey Elegy Written in a Country Churchyard
6. William Collins Ode To Simplicity

Unit - II: Drama

Detailed

1. John Dryden All For Love

Non-Detailed

2. Oliver Goldsmith The Good-Natur'd Man

Unit - III: Drama

Detailed

1. Sir John Vanbrugh The Provoked Wife

Non-Detailed

2. William Congreve The Old Bachelor
3. George Etherege The Man of Mode
4. William Wycherley The Country Wife

Unit - IV: Prose

Detailed

- | | |
|-----------------------|--|
| 1. Jonathan Swift | The Battle of Books |
| 2. Addison and Steele | Coverley Papers |
| | (i) The Spectator's Account of Himself |
| | (ii) Sir Roger and the Club |

Non-Detailed

- | | |
|----------------|------------------------|
| 3. John Bunyan | The Pilgrim's Progress |
|----------------|------------------------|

Unit - V: Fiction

Detailed

- | | |
|-----------------|-----------------|
| 1. Daniel Defoe | Robinson Crusoe |
|-----------------|-----------------|

Non-Detailed

- | | |
|----------------------|-----------------|
| 2. Henry Fielding | Joseph Andrews |
| 3. Laurence Sterne | Tristram Shandy |
| 4. Samuel Richardson | Clarissa |
| 5. Voltaire | Candide |

Reference Books

1. Braunmuller A.R. and Hattaway-The Cambridge Companion to English Renaissance
2. Drama-UK-Cambridge University Press, 2003.
3. David, L.Hirs-Comedy of Manners: The Critical Idiom Series-London: Methuen& co 1979.
4. Hammond, Gerald-The Metaphysical Poets: A Selection of Critical Essays
5. London: Macmillan, 1974.
6. King, Bruce-Seventeenth Century English Literature-London: Macmillan, 1986.
7. Novak E. Maximillian - Eighteenth Century English Literature-London: Macmillan, 1984.
8. Price, Markin- The Restoration and the Eighteenth Century-London: OUP, 2003.
9. Vanbrugh, Sir John. The Provoked Wife. A&C Black Publisher Ltd., 1993.
10. Defoe, Daniel. Robinson Crusoe. Kindle Unlimited, 2011.
11. Bunyan, John. The Pilgrim's Progress. Rupa Publication, 2000.

Contemporary Critical Theory and Terms

Semester - II

Hours: 6

Sub. Code:

Credits: 5

Objectives

- To introduce the learners to the current theoretical perspectives in contemporary literary studies
- To help the learners in close reading of the literary texts in the light of current critical perspectives
- To enhance learners' critical thinking scientifically
- To enable to describe analyse, interpret, evaluate and compare and contrast the concepts of various school of thoughts.
- To enable learners to appreciate a literary work scientifically.

Course Outcome:

- Learners will be able to know and remember the various 'Isms' and its concepts.
- Learners will be able to demonstrate an understanding of all concepts of various theories in the literary field.
- Learners will be able to apply and test knowledge on variety of various theories
- Learners will be able to describe, analyze, interpret, evaluate and compare and contrast their concepts of them.
- Learners will be able to Evaluate the influence and the interlinks of various theories and develop critical thinking using those theories.

Unit - I:

1. Viktor Shklovsky Art as Technique
2. W.K.Wimsatt and Monroe Beardsley The Intentional fallacy

Unit - II

1. Roland Barthes The Death of the Author.
2. Claude Levi Strauss Incest and Myth

Unit - III

1. Deconstruction – JaquesDerrida Sign, Structure and Play in the Discourse of the Human Sciences
2. Marxist – Terry Eagleton – Marxist Criticism

Unit - IV

1. Psycho – Analytic Jacques Lacan The Letter in the Unconscious
2. Reader – Response – Stanley Fish Interpreting the Variorum

Unit - V

1. Toril Moi Feminist Female Feminine
2. Homi K. Bhabha How Newness Enters the world: Postmodern space, postcolonial time and the trial of cultural translation, in The Location of Culture (London: Routledge, 1994), pp.212-35

Extensive Reading

Humanism, Naturalism, Phenomenology, Dadaism, Magic Realism, Russian Formalism, New Criticism, Meta Fiction, Narratology, Intertextuality, Post-structuralism, Reception Theory, New Historicism, Common Wealth Literature, Fourth World Literature, Digital Literature, Eco Criticism, Post Modernism

Books for Reference

1. Allen, Graham – Roland Barthes – London and New York: Routledge, 2003.
2. Barry, Peter – Beginning Theory – Manchester and New York: Manchester University Press, 2002.
3. Belsey, Catherine – Critical Practice – London and New York: Routledge, 1979.
4. Bennett, Tony – Formalism and Marxism– London and New York: Routledge, 1979.
5. Bertens, Hans – Literary Theory; the Basics – London: Routledge, 2001.
6. Culler, Jonathan Barthes – A Very Short Introduction – New York: OUP, 2002.
7. Fillingham, Lydia Alix and MousheSusser – Foucault for Beginners – India: Orient Longman, 2000.
8. Hawkes, Terence – Structuralism and Semiotics – London and New York: Routledge, 1977.
9. Holquist, Michael – Dialogism – London and New York: Routledge, 1990.
10. Iyengar, Srinivasa K. R. – The Adventures of Criticism – New Delhi: Sterling Publishers, 1985.
11. Krishnasamy H. John Varghese and Sunita Mishra – Contemporary literary Theory: A Student's Companion – New Delhi: Macmillan, 2001.
12. Kundara, Milan – The Art of the Novel – New York: Penguin Books &Faber & Faber, 1980 and New York: Bedford, 1998.
13. Lane, J. Richard – Fifty Key Literary Theorists – New York and London, Routledge, 2006.
14. Murfin, Ross and Supriya M. Raj – The Bedford Glossary of Critical Terms – Boston and New York: Bedford, 1998.
15. Nagarajan M.S. – English Literary Criticism and Theory – Hyderabad: Orient Longman, 2006.
16. Nooris, Christopher –Deconstruct – London and New York: Routledge, 1982.
17. Powell, Jim and Van Howell – Derrida for beginners – India: Orient Longman, 2000.
18. Powell, Jim – Postmodernism – Chennai: Orient Longman, 2002.
19. Rainbow, Paul – The Foucault Reader – New York: Pantheon books, 1984.
20. Royle, Nicholas – Jacques Derrida – London and New York, Routledge, 1984.
21. Royle, Nicholas, Jacques and Derrida – London and New York, Routledge.

New Literatures in English

Course Objectives

- To make the learners to become familiar with the current scenario of literature in different parts of the world.
- To encourage the learners to pursue their own interest in literature.
- To introduce the learners of English Literature to a new breed of writing which talks about their oppressed feelings, ventilates their emotions, airs their protests, etc.
- To enable them understand the concepts related to imperialism, colonialism, and the process of decolonization of the mind;
- To familiarize them to the recent works of writers from different pockets of the world with an open mind, to understand and appreciate them.

Course Outcomes

Upon completion of the course, the learners will be able to

- Appreciate all the literary works under New Literature in English as a part of English Literature.
- Understand the global relevance, significance and resonance of New Literature in English today.
- Analyse and evaluate the postcolonial aspects of the literary works
- Appreciate the contribution of translation studies to New Literature in English.
- Critically analyse the relevance of the works in the light of globalization.
- Refine their written and spoken language as an outcome of regular seminar presentations.

Unit I Poetry (Detailed)

Archibald Lampman	A January Morning, Voices of Earth
Maya Angelou	Phenomenal Woman, When I Think About Myself
Derek Walcott	Ruins of a Great House, A Far cry from Africa

Poetry (Non-Detailed)

Judith Wright	The Old Prison
George Bowering	Grandfather

Unit II Prose (Detailed)

Maria Campbell	Half breed
Alice Walker	In Search of My Mother's Garden

Prose (Non-Detailed)

Margaret Atwood	Nature as Monster', in Survival (Concord, Ont.: Anansi, 1972, rpt.1992), pp.45-67.
Barbara Jefferies	The Drover's Wife, Ibid., pp.265-72
C.L.R.James	Beyond a Boundary, in The Arnold Anthology of Postcolonial Literature in English, op.cit.

Unit - III: Drama (Detailed)

Manjula Padmanaban	Harvest
Lorraine Hansberry	A Raisin in the Sun
Drama (Non-Detailed)	
Wole Soyinka's	Death and the King's Horseman

Elective II: Cultural Studies

Semester-II**Hours: 6****Sub.Code :****Credits: 3****Objectives:**

- To know about cultural studies as a branch of literature
- To understand the impact of culture on literature
- To comprehend the underlying terminologies related to cultural studies
- To know about the recent trends in cultural studies

Outcome:

Upon the completion of this course, the learners will:

- Know cultural studies as a branch of literature
- Understand the impact of culture on literature
- Comprehend the underlying terminologies related to cultural studies
- Know about the recent trends in cultural studies

Unit I

Cultural Studies: An Introduction

Understanding Cultural Studies

Baldwin E. *Introducing Cultural Studies***Unit II**

Power-Agency, Identity-Subjectivity

Ideologies

Symbol-Semiotics

Gender-Feminism

Hall, Stuart. *What Is Culture? (Cultural Studies and Its Theoretical Legacies)*During, S. *Cultural Studies: An Introduction***Unit III**

Race, Ethnicity, Nation

Orientalism

Subaltern

Globalization, Diaspora, Multiculturalism

Hooks, Bell. *A Revolution of Values: The Promise of Multicultural Change*Tomlinson, John. *Globalization and Culture***Unit IV**

Popular Culture- Culture Industry- The Commodity

Media, Television, Cinema - Representation, Consumerism

Ross, Andrew. *The Challenge of Science*Williams, Raymond. *The Analysis of Culture: Culture and Society***Unit-V**

Science, Technology and Cultural Studies

Cyberculture

Fiske, J. *Understanding Popular Culture*During, S. *The Cultural Studies Reader*

References:

1. Saukko, Paula. Doing Research in Cultural Studies: An Introduction to Classical and New Methodological Approaches
2. Storey, John. Cultural Theory and Popular Culture. Routledge 1993 Walton, David. Introducing Cultural Studies. 2007
3. During, [Simon](#). The Cultural Studies Reader. 1993
4. McRobbie, Angela. The Uses of Cultural Studies. 2005
5. Nayar, [Pramod K](#) . An Introduction to Cultural Studies. 2008.
6. Ryan, [Michael](#) .Musiol, [Hanna](#) . Cultural Studies: An Anthology. 2008.

Elective II: Gender and Mass Media

Semester-II

Hours: 6

Sub.Code :

Credits: 3

Objectives of the course

- To familiarize the learners with the notion of gender and its operation in society.
- To assist the learners to look at stereotypical representation of women in the media and equip them to critique them.
- To sustain critical thought regarding the role of gender and sexuality in media, in written form
- To be aware of ethics and laws related to gender and media
- Develop a greater appreciation of the media's cultural influence and ultimately, become more media literate and a productive citizen.

Course Outcomes:

- The learners can explore the relationship between women and media and understand women's images and representation in the media.
- They can comprehend and develop a plan in dealing with obstacles and challenges in media profession.
- Challenge the stereotypical notions related to women in media.
- Critically examine and analyze women's portrayal in different literary writings.

Unit – I Definition and Forms

Definition of gender, Difference between sex and gender, Gender and Language, Gender and Alternative Media.

Unit – II Terms and Analysis

Feminist terminology, Stereotyping, Patriarchy, Marginalization, Male Gaze, Feminist film criticism, thematic and semiotic analysis, Dyer, “The Matter of Whiteness”

Unit – III Laws and Ethics

Transgender bill, Indecent Representation of Women (Prohibition) Act, 1986, Code of Ethics for Advertisement, Stalking, Ethics for media.

Unit – IV Gender in Media

Types of media, feminism and cyber space, strategies to promote gender equality, Representations of Gender in Video games and Graphic designs, Gender and Music.

Unit – V Impacts

Influence of media in society, patriarchy in operation, Gender specific job responsibility in Media, use of feminist methods for critiquing media representation, practice sessions.

Activity:

Describe and analyze a media artifact(s) (film, television, magazines, newspapers, internet, transgender) outside of class screenings. Comment on the ways gender is portrayed and constructed in/by them. Comment on whatever you find interesting, engaging, hopeful, etc. about gender relations in contemporary media culture.

Reference Books:

1. Dines, Gail and Jean M. Humez. *Gender, Race and Class in Media*. Sage:1994.
2. Goffman, Erving. *Gender and Advertisement*. Harpet and Row: New York,1976.
3. Laura, Mulvey.-*Visual Pleasureand NarrativeCinemat*. Screen 16.3 Autumn 1975.
4. Macdonald, Myra. *Representing Women*. London: Arnold,1995.
5. Van Zoonen, Lisbet. *Feminist Media Studies*.New Delhi; Sage,1994.
6. Usha, V.T. *Gender, Value and Signification*. KRPLLD, CDS,2003.
7. Thakur B.S., Binod. C.Agarwal. *Media Utilisation for the Development of Womenand Children*. New Delhi: Concept,2004
8. D. Halder, (2013). Examining the scope of Indecent representation of Women (Prevention) Act, 1986, in the light of Cyber Victimization of Women in India. *National Law School Journal*, 11, 188-218.
9. Chakrapani, Venkatesan. (December, 2010). Hijras/Transgender woman in India: HIV, Human Rights and Social Exclusion. United Nations Development Programme (UNDP), India.
10. Snelik, Anneke. 1998. *And the Mirror Cracked: Feminist Cinema and Film Theory*. Hampshire: Macmillan.
11. Dyer, R. (1988). The matter of whiteness. In *White* (pp.1-14). London: Routledge.

Elective II: Post-Colonial Literature

Semester - II

Hours: 6

Sub. Code:

Credits:3

Course Objectives

- To enable learners to know the current social-Political climate in the developing countries.
- To appreciate postcolonial literatures through a study of representative authors and poets of native culture
- To impart the knowledge of the postcolonial theories

COURSE OUTCOME:

Upon completion of this course, learners will be able to:

- Understand the Postcolonial theories
- Understanding the histories and the past of the Postcolonial Nations
- Identify the current political and social issues of the developed and developing countries
- Analysing the perspectives of the writers through the various texts of the world
- Identifying the current trends and the changing Postcolonial culture

Unit – I (Poetry)

(Detailed)

A.D.Hope

The Lamp

Kofi Awoonor

The Weaver Bird

John Pepper Clark

The Causalities

Kishwar Naheed

I am Not that Woman (Pakistani)

(Non- Detailed)

P.K. Page

Autumn

Jessie Mackay

October in New Zealand

Almaghir Hashmi

So, What if I Live in a House Made by Idiots

Lorna Goodison

On Becoming

Unit – II (Prose)

(Detailed)

Helen Tiffin

Post-Colonial and Counter discourse

Homi K. Bhabha

The Location of Culture

(Non – Detailed)

Leela Gandhi

Post-Colonial Theory- After Colonialism

Meenakshi Mukherjee

Interrogating Post colonialism

Unit – III (Drama)

(Detailed)

Manjula Padmanabhan

Harvest

Kee Thuan Chye (Malaysia)

1984 Here and Now

Non- Detailed

Wole Soyinka

The Road

Chin Woon Ping

Details Cannot Body Wants

Unit – IV (Short Stories)

(Detailed)

Nadine Gordimer

The Soft Voice of the Serpent

Ngugi wa Thiong'o

A Meeting in the Dark

Non- Detailed

Kate Grenville
Andrew Salkey

Mate (Australia)
Anancy (Caribbean Islands)

**Unit – V (Fiction)
(Detailed)**

Kiran Deasi

The Inheritance of Loss

[Hanif Kureishi](#)The Buddha of Suburbia

(Non – Detailed)

Khaled Hosseini
Michael Ondaatje

The Kite Runner
The English Patient

Books for Reference:

1. Bassuett Susan- Post colonial Theory and Practice.
2. Bill, Ashcroft, GarreshGriffths and Helen Tiffin - The Empire Writes Back – London and New York: Routledge, 1989.
3. Chanadran Narayana – Texts and their Worlds II – New Delhi: Foundation Books Pvt. Ltd, 2005.
4. King Bruce – New National and Postcolonial Literature – Clarendon Paper backs
Landry, Donna – the Spivak Reader.
5. Narasimah C.D. Anthology of Commonwealth Poetry – Macmillan
6. Pewho, Esidore – The Heritage of African Poetry Longman England 1985.
7. Griffiths, Gareth; Tiffin, Helen; Ashcroft, Bill - The Post-colonial studies reader Routledge, 2003
8. The Arnold Anthology of Post-colonial Literature - Ed. John Thieme
9. An Anthology of Commonwealth Poetry – Ed. C.D. Narasimhiah

JOURNALS:

The Cambridge Journal of Postcolonial Literary Inquiry –ISSN: 2052 – 2614
Post Colonial Studies – ISSN: 1368 – 8790

E- LEARNING RESOURCES:

<https://www.britainica.com/art/African-literature>

<https://www.ajol.info/index.php>

<https://www.aurealis.com>

<https://www.academicjournals.org/AJHC>

[https:// www.austlit.edu.au](https://www.austlit.edu.au)

[https:// www.thecanadianencyclopedia.com](https://www.thecanadianencyclopedia.com)

<http://www2.tf.jcu.cz/~klapetek/GandhiPostcolonial.pdf>

<https://libgen.is/book/index.php?md5=2E982C7D8D15B3367117A01EF4F2FA36>

Romantic and Victorian Age

Semester - III

Hours : 6

Sub. Code :

Credits: 5

Course Objectives

- To provide an overview of the literary climate where the romantic sensibility finds an authentic voice touch and intensity.
- To explore the development of the specialist forms of literature in the Victorian age led by thinkers, poets and novelist towards enlightenment.
- To analyze and interpret the works of the Romantic writers applying the different canons of criticism
- To grasp the political and social backgrounds of the growth of the romantic and Victorian spirit

Course Outcomes

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

- Grasp the political and social backgrounds of the growth of the romantic and Victorian spirit
- Compare and contrast the Pre-Romantic and the Romantic and Victorian writers
- Analyze and interpret the works of the Romantic writers applying the different canons of criticism
- Understand the reasons for the conflicts experienced during Victorian period with the advent of science
- Acquire a knowledge about the unique characteristics of the Romantic and Victorian society and its literary outputs

Unit - I

Important Concepts:

The Romantic Movement, The Aesthetic Movement, The Pre-Raphaelite Brotherhood

Poetry (Detailed)

P.B.Shelley

Hymn to Intellectual Beauty

John Keats

Eve of St. Agnes

(Non – Detailed)

William Blake

The Marriage of Heaven and Hell

Alfred Tennyson

Tithonus

S.T. Coleridge

Christabel

William Wordsworth

Immortality Ode

Unit – II (Poetry) (Detailed)

G.M. Hopkins

The Windhover

D.G.Rossetti:

The Blessed Damozel

(Non- Detailed)

Byron

Darkness

Robert Browning

Rabi Ben Ezra

Unit – III (Prose)(Detailed)

Matthew Arnold

The Study of Poetry

(Non- Detailed)

William Hazlitt

On Going on a Journey

Charles Lamb

Dream Children: A Reverie

Unit- IV (Drama) (Detailed)

Oscar Wilde A Woman of No Importance

(Non- Detailed)

John Millington Synge The Playboy of the Western World

Mary Shelley & P.B Shelley Midas

Unit - V (Fiction)(Detailed)

Charles Dickens *Bleak House*

Sir Walter Scott *Waverley*

(Non- Detailed)

Jane Austen Northanger Abbey

Thomas Hardy Tess of the d'Urbervilles

Books for Reference

1. Abrams M.H. – English Romantic Poets : Modern Essays in Criticism- New York: Oxford University, 1960
2. Bowra C.M- Romantic Imagination. London: Oxford University Press,1976.
3. Buckley, Jerome H.- The Words of Victorian Fiction- London: Harvard University
4. Sethuraman V.S. and Indra C.T. ed – Victorian prose
5. Wright, Austin- Victorian Literature: ModernEssays in Criticism- London : Oxford University Press, 1961.
6. The collected works of John Stuart Mill. University of Toronto Press.1981.
7. Kumar Shiv K.: British Romantic Poets Recent Revaluations- New York, 1995.

American Literature

Semester - III

Hours: 6

Sub. Code:

Credits: 5

Objectives

- To introduce the learners to the tone and expression of the American literary artists, who were innovative in their outlook and literary temper
- To familiarize the learners with the classics of American literature and to enable them to understand the dynamic theories conceived by the modern writers of America.
- Enable them to develop an idea of how literature in the US evolved

Course Outcomes

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

- Significantly point out the religious and cultural temperament of the period and familiarize the various literary movements that flourished in America
- Interpret the different genres and the contribution of the writers prescribed for study
- Explore the uniqueness of American Literature at an advanced level
- Analyze the American concept of freedom, liberty, and life
- Remember the renowned authors and their works from American Literature.
- Assess the socio-cultural-literary scenario of the US.

Unit- I (Poetry)

(Detailed)

Walt Whitman I Sit and Look Out

Wallace Stevens Anecdote of the Jar

Louise Elizabeth Gluck The Mountain

(Non- Detailed)

Emily Dickinson I Heard a Fly Buzz – When I Died

Langston Hughes I Too

Carl Sandburg Chicago

Nikki Giovanni Love Is

Sylvia Plath Lady Lazarus

Unit – II (Prose)

(Detailed)

R.W Emerson Self- Reliance

Thomas Paine The American Crisis

(Non- Detailed)

Thoreau Civil Disobedience

Theodore Roosevelt Abraham Lincoln

Unit – III (Drama)

(Detailed)

Arthur Miller Death of a Salesman

Edward Albee The American Dream

(Non- Detailed)

Tennessee Williams The Glass Menagerie

Eugene O’Neil The Emperor Jones

Unit – IV (Short Story)

Detailed

Edgar Allan Poe	The Purloined Letter
Ernest Hemingway	The Fifth Column and the First Fort (No. 1&3)

Non- Detailed

Washington Irving	The Legend of a Sleeping Hallow
O Henry	The Robe of Peace

Unit – V (Fiction)

(Detailed)

Scott Fitzgerald	The Great Gatsby
Nathaniel Hawthorne	The Scarlet Letter

(Non- Detailed)

Kurt Vonnegut Jr.	Galapagos
Ken Kesey	One Flew over Cuckoo's Nest

Books for Reference

1. Donald, Heiney and Lenteil H.- Essentials of Contemporary Literature of the Western World,(Vol.3&4)- USA: Barron's Educational Series
2. Hoffman, Daniel-Contemporary Guide to American Writing. New Delhi: Indian Reprint, OUP,1981.
3. Mac Gowan, Chistopher - Twentieth Century American Poetry-Blackwell Pub,2005.
4. Massa, Ann-American Literature in Context-iv -London & New York: Methuen & co.Ltd.,1982.
5. Vinson, James – Twentieth Century American Literature-London: Great Writers Learners Library, Macmillan,1980.
6. Literary Criticism in America – New York: The Liberal Arts Press, 1957.
7. Allen, Paula Gunn. *Studies in American Indian Literature*. New York: Modern Language Association.1983.
8. Andrews, W., F. Foster, and T. Harris (eds.). *The Oxford Companion to African American Literature*. Oxford, 1997.
9. Baym, Nina (ed). *The Norton Anthology of American Literature*, New York: W.W Norton & Co. 2003.

Twentieth Century Literature

Semester - IV
Sub. Code:

Hours: 6
Credits: 5

Course Objectives

- To sensitize learners to the momentous changes in the 20th century, especially, literature
- To enable them to understand experimental and innovative techniques used in literature
- To make clear the idea that changes in human experience demand changes in mode of expression
- The learners will be able to identify and understand the shift in the literary devices from the plot and structure of the text to the mode of narrative techniques.
- It enables them to frame and apply the interdisciplinary perspectives to literature.

Course Outcomes

Upon the completion of the course, the learners will be able:

- To understand the interdisciplinary nature of literary studies.
- To understand the socio-cultural changes that influenced Literature during 20th Century.
- To understand how the different modes of literary expression have influenced human life.
- To gain knowledge about the changes in the use of literary devices and techniques.
- Evaluate the reasons for the disintegration experienced by the writers in their works

Unit – I (Poetry)

(Detailed)

T.S Eliot

The Waste Land

(Non – Detailed)

Hopkins

The Wreck of the Deutschland

W.H. Auden

The Unknown Citizen

Ted Hughes

Crow's Theology

Larkin

Church Going

Wilfred Owen

Strange Meeting

Unit – II (Prose)

(Detailed)

Bertrand Russell

The Limits of Human Power

George Orwell

A nice Cup of Tea

(Non- Detailed)

C.P. Snow

Two Cultures (Mention the chapters)

Orwell

Politics and the English Language

Unit – III (Drama)

(Detailed)

Bernard Shaw

Arms and the Man

John Osborne

The Entertainer

(Non- Detailed)

Edward Bond

Lear

Harold Pinter

The Birthday Party

Unit – IV (Short Story)

(Detailed)

Conan Doyle

The Dying Detective

D.H. Lawrence

‘Tickets, Please!’

(Non- Detailed)

Maugham

The Ant and the Grasshopper

Kate Atkinson

Tunnel of Fish from *Not the End of the World* (

Unit – V (Fiction)

(Detailed)

James Joyce

A Portrait of the Artist as a Young Man

Virginia Woolf

To The Light House

(Non- Detailed)

John Galsworthy

A Silver Box

Aldous Huxley

Brave New World

Books for Reference:

1. Heiney, Donald and Downs, Lenthel H. – Twentieth Century and Critical Theory. Essentials of Contemporary Literature of the Western World – Vol.2
2. Hudson, Derek –English Critical Essays: Twentieth Century (Second Series) –London: OUP, 1963.
3. James, Pickering H.and Jeffery D.Hoepfer –Concise Companion to Literature –New York, Macmillan Publishing Co., Inc., 1987.
4. Jones M., Phyllis- English Critical Essays: Twentieth Century (First Series)-London: OUP, 1964.
5. Temple, Ruth Zabriskie., and Martin Tucker. Twentieth Century British Literature: A Reference Guide and Bibliography. New York: F. Ungar Pub., 1968. Print.
6. Kermode, Frank, and John Hollander. Modern British Literature. New York: Oxford UP, 1973. Print.
7. Sauerberg, Lars Ole. Intercultural Voices in Contemporary British Literature: The Implosion of Empire. Houndmills, Basingstoke, Hampshire: Palgrave, 2001. Print.
8. Ivory, James Maurice. Identity and Narrative Metamorphoses in Twentieth-century British Literature. Lewiston, NY: Edwin Mellen, 2000. Print

Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc

MOOC – courses on Modernism and Post Modernism - Online Course

<https://www.classcentral.com/course/swayam-twentieth-century-fiction-17829> 2 YouTube lectures by IIT, NIT Professors

Shakespeare

Semester: IV

Hours : 6

Sub. Code:

Credits : 5

Course Objectives

- To reread Shakespeare texts in the light of recent approaches
- To Understand the postmodern versions of Shakespeare
- To Understand the critics view on Shakespeare
- To review the traditional concepts of genres and also to focus on new interpretation in the contemporary context.

Course outcome

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

- To reread Shakespeare texts in the light of recent approaches
- To Understand the postmodern versions of Shakespeare
- To Understand the critics view on Shakespeare
- To review the traditional concepts of genres and also to focus on new interpretation in the contemporary context.

Unit - I: Renaissance & Elizabethan Drama

Shakespeare's Sonnets: 18, 24, 29, 116 & 138

Shakespeare's sources, Variations from Greek classical drama.

Terms associated with Shakespeare Criticism.

Debates concerning authorship

Unit - II: The Comedy

Early comedies & later comedies: What marks the difference?

Feminist Readings- *Taming of the Shrew*, *Two Gentlemen of Verona*

Gender Bending, Androgyny & Transvestism in Comedies- *Twelfth Night*, *All's Well that Ends Well*.

Play within the play in the Comedy *Shrew*, *Merry Wives*.

Mikhail Bakhtin's concept of the Carnival, *Henry IV*, Part One 1 -

Shakespeare as a cultural critic.

Recent readings of the Comedies.

Unit - III: The Tragedy

Early & Later Tragedies, the Historical & Jacobean tragedy of Revenge, Seneca, Kyd & Shakespeare.

Hamlet The Oedipal question & Freudian readings, Post Freudian, Feminist objections to Shakespeare, The Malcontent in Comedies & Tragedies.

Lear- Electra complex, Aeschylus *Eumenides*, *Othello* Colonialist Discourse in Shakespeare, References to *The Tempest* & *The Merchant of Venice*, Postcolonial Readings of these plays.

Unit - IV: The Problem Play and the Roman Play

What is a Problem Play? *All's Well that Ends Well*, *Measure for Measure*

Problem plays & the Morality Tradition

Julius Caesar

Unit - V: Criticism

Inter-textuality & Postmodern versions of Shakespeare - *King Lear*.
Anachronisms, Puns & other Shakespeare idiosyncrasies.
Music in Shakespeare

Critical Essays

A.C. Bradley- Shakespearean Tragedy
Caroline F. E. Spurgeon- Shakespeare's Iterative Imagery

Reference Books

1. Bradley, A. C. - Oxford Lectures on Poetry, Macmillan, 1965.
2. Gibson, Rex- Perspectives: Teaching Shakespeare-Cambridge University Press.
3. Guerin, Wilfred L.- A Handbook of Critical Approaches- New York,OUP, 2003.
4. Spurgeon, Caroline F. E- Shakespeare Imagery and what it tells us- Boston: Bacon Press, 1958.
5. Wells, Stanley and Lena Cowen Orlin- Shakespeare, An Oxford Guide - New York; OUP,2003.
6. Knight, Wilson- The Crown of Life- Essays in interpretation of shakespeare's final Plays- Methuen & Co Ltd.,1969.
7. Studies in Shakespeare-Oxford Paperback
8. J.L. Styan-Shakespeare's Stagecraft-Cambridge University Press, 1967
9. Egan, Gabriel- Shakespeare- Edinburgh University Press, Edinburgh, 2007.
10. Harold Bloom - Series of lectures
11. Essays on Shakespeare and Elizabethan Drama ed. Richard Hosleyroutledge and Kegan Paul Ltd., London
12. The Growth & Structure of Elizabethan Comedy M.C. Bradbrook Chatto&Windus, London
13. <https://www.britannica.com/topic/Music-in-Shakespeares-Plays-1369568>
14. <https://academic.oup.com/sq/article-abstract/20/4/391/5109982?redirectedFrom=PDF>
15. https://www.researchgate.net/publication/320119903_Shakespeare's_Philosophy_of_Music

Recommended Essays

1. G. Wilson Knight : 'On the principle of Shakespeare Interpretation', 'Hamlet Reconsidered'
2. Elaine Showalter : 'Representing Ophelia: Women, Madness, and the Responsibilities of Feminist Criticism'.
3. Paul Brown : 'This thing of darkness I acknowledge mine: The Tempest and the Discourse of Colonialism,'

Recommended Reading

1. G. Wilson Knight The Wheel of Fire
2. Michael Mangan A Preface to Shakespeare's Tragedies
3. Caroline F E Spurgeon Shakespeare's Imagery and What it tells us
4. John Dover Wilson What happens in Hamlet
5. Gary Taylor and Michael Warren (ed)The Division of the Kingdoms: Shakespeare's two versions of King Lear
6. Michael Taylor Shakespeare Criticism in the Twentieth Century
7. Jonathon Dollimore& Alan Sinfield (ed) Political Shakespeare: New Essays in Cultural Materialism
8. Stephen Greenblatt : Learning to Curse: Essays in Early Modern Culture

Eco-Literature

Semester IV**Hours: 6****Sub. Code:****Credits:3****Course Objectives**

- To introduce the learners with an overall view of literature and ecological thinking with critical perspective.
- To introduce the learners to some basic texts and concepts in this direction, recognizing the fundamental nature of the issues. It is intended to be multidisciplinary.
- To give awareness to the learners on the role of literature in addressing contemporary issues such as environmental concerns.
- To expose care and concern for the environment.
- To advocate a more thoughtful and ecologically sensitive relationship of man to nature.

Course Outcomes

- Learners will be knowing the relationship between Literature and Ecosystem.
- They will be learning to critically appreciate literature and ecology.
- They will be learning the role of literature in addressing contemporary issues regarding environmental concerns.
- They will be exposed to care and concern for the environment.
- They will be more thoughtful and ecologically sensitive towards the relationship between man and nature.

Unit I : Introduction: Literature and Environment -

1. Relationship of literature to nature
2. Ideas of nature
3. Nature and history
4. Philosophy of nature
5. Poetry and painting
6. The idea of landscape
7. Environmental aesthetics
8. Gender and nature ecofeminism
9. Environmental ethics

Poetry**(Detailed)**

- | | |
|------------------|--------------------------------------|
| 1. A.K.Ramanujan | A River |
| 2. Robert Frost | Stopping by woods on a Snowy Evening |

(Non-Detailed)

- | | |
|-------------------|-----------------------|
| 3. William Cowper | God Made the Country” |
| 4. W. H. Davies | Leisure |

Unit II (Prose)**(Detailed)**

- | | |
|------------------|--|
| 1. Vinay Lal | Gandhi and the Ecological vision of Life |
| 2. Vandana Shiva | Women in Nature |

Non-Detailed

- | | |
|----------------------|------------------------|
| 3. Vasudha Narayanan | Water, Wood and Wisdom |
|----------------------|------------------------|

Unit III: Criticism (Detailed)

William Howarth

Ecocriticism in Context

Karren J. Warren

“What are the Ecofeminists saying?”

(Non-Detailed)

Literature Scott Slovic from *A Companion to Environmental Philosophy*, ed. Dale Jamieson. Malden, Massachusetts: Blackwell, 2001.

Unit- IV (Short Story) (Detailed)

Anton Chekov

The Lady with the Dog, The Grasshopper

Non-Detailed

Ruskin Bond

No Room for a Leopard, The Tree Lover

Play

(Detailed)

Rabindranath Tagore

Mukta Dhara

Non-Detailed

Henry Ibsen

Enemy of the People

Unit V: Fiction

Detailed

Kate Chopin

The Awakening

Barbara Kingsolver

Prodigal Summer

Non-Detailed

Karen Tei Yamashita

Through the Arc of the Rainforest

Indra Sinha

Animal's People

Amitav Ghosh

The Hungry Tide

Books for Reference:

1. Waugh, Patricia-Literary theory and Criticism-New Delhi: OUP, 2006
2. Theory Into Practice
3. An Introduction To Literary Criticism Third Edition By Ann B. Dobie
4. Peterbarry Beginning Theory By Mohamed Mbarki
5. A Reader's Guide To Contemporary-Literary-Theory-5th-Edition By Raman Selden.et al.
6. Ecocriticism: The New Critical Idiom, by Greg Garrard
7. Ghosh, Amitav. The Hungry Tide. NOIDA: Harper Collins, 2013.



SACRED HEART COLLEGE (AUTONOMOUS)

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Semester – II

Hours: 5 / Credit: 5

Subject Code: CC207

Core: Principles of Marketing

Course objectives:

- To make students to aware of marketing concepts and elements of marketing Mix
- To enhance the knowledge about Market segmentation, Marketing information system and Marketing Research
- To make the students to understand the product classification and product life cycle
- To know the different types of pricing and promotional strategies in realistic marketing situations
- To impart knowledge on technological marketing

Course Outcomes:

CO	CO - Statements	Cognitive Levels (K –Levels)
	On successful completion of this course, students will be able to	
CO1	Understand the importance of marketing and summarize role of marketing Mix	K1, K2
CO2	Use the market information and Research to develop new marketing strategies for organizations	K6
CO3	Develop the product planning process through the concept of product life cycle.	K5, K6
CO4	Analyzing the different types of pricing strategy and deciding the promotion tools based on marketing environment.	K4
CO5	learned about the technology in marketing and used in their day today life to buying goods and services	K3

COS	Programme Outcome							Programme Specific Outcome					Mean Score of CO's
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	3	2	3	2	2	3	3	3	3	3	2	3	2.67
CO2	2	3	3	3	2	3	2	2	3	3	2	3	2.58
CO3	3	2	2	3	3	2	2	3	3	3	3	2	2.58

CO4	3	2	2	2	2	3	3	3	2	2	3	2	2.42
CO5	2	3	3	3	3	2	3	3	2	2	3	3	2.67
Mean Overall Score													2.58

Unit - I: Basics of Marketing

Meaning and Definition of Marketing - Features, scope and importance of marketing - Modern concept of marketing - Functions of marketing, Marketing Mix – The elements of marketing mix

Unit – II: Marketing Segmentation and Research

Market Segmentation: Meaning - Bases for Market segmentation; Market Research: Meaning - Objectives and Process; Marketing Information System: Meaning - Importance – Marketing Research Vs MIS

Unit – III: Product

Meaning - definition - Characteristics and Classification of products - Product mix decision - Product life cycle - Product planning - New product development process

Unit – IV: Pricing and Promotion

Pricing: Meaning and objective - Factors influencing pricing decisions - Price determination - Pricing methods, Policies and strategies. Promotion – Objectives and types of promotion – promotional Mixes and strategies

Unit –V: Technological Marketing

Online Shopping: Meaning, benefits and limitations - Mobile Marketing: Meaning and Strategies - Green Marketing, Relationship marketing and Virtual Marketing: Meaning, nature and importance - **Social criticisms of Marketing**

Field Activities:

- Every student should Visit the market and conduct a mini survey on any one of the marketing concepts with 20 questions and submit the report by applying the MS Word and Excel.
- Every student should create an original Virtual Advertisement for 2 minutes.
- Every student should prepare a list of 5 products/brands each stages of Product Life Cycle with the reason.

Text Book:

- R.S.N. Pillai and Bhagavathi, Modern Marketing, S. Chand & Company, New Delhi 2016

Reference Books:

1. Philip Kotler, Marketing Management, PHI Learning PvtLtd.2009
2. David Meerman Scott, The New Rules of Marketing & PR, John Wiley & Sons, Inc, Hoboken, New Jersey, 5th Edition.2013
3. Dr.C.B.Gupta and Dr.N.RajanNair, Marketing Management, Sultan Chand & Sons 2005.
4. Sontakki C.N, Marketing Management, Kalyani Publications, Ludhiana 2009.

Course Objectives

1. To gain knowledge of Business Organization and its importance
2. To enable the students to be familiar with various types of business organisation.
3. To impart knowledge on establishment of industry
4. To understand the types and functions of stock exchanges in India.
5. To impart knowledge on trade associations and chamber of commerce.

Course outcomes:

On successful completion of this course, students will be able to		
1	Analyse the social responsibility of business in real business world	K1 - K4
2	Understand the forms of business organisation.	K1 - K4
3	Aware about concept of establishment of industry and district industrial centre	K1 - K4
4	Evaluate the functions of stock exchange	K1 - K4
5	Understand about the functions of chamber of commerce	K1 - K4
K1 -Remember; K2 -Understand; K3 -Apply; K4 -Analyze; K5-Evaluate; K6 -Create		

COS	Programme Outcome							Programme Specific Outcome					Mean Score of CO's
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	2	2	3	2	3	3	3	3	2	3	2	3	2.58
CO2	2	3	3	3	2	3	2	3	3	2	3	3	2.67
CO3	3	3	3	2	3	3	2	2	3	3	3	3	2.75
CO4	3	2	2	2	3	3	3	2	3	3	3	2	2.58
CO5	3	3	3	3	3	2	3	3	2	3	2	2	2.67
Mean Overall Score												2.65	

Unit – I: Introduction

Business: Meaning and types – Profession: Meaning and importance of business Organization-**Social Responsibilities of Business-Business Ethics**

Unit - II: Types of Business Organization

Forms of Business organization -Sole trader -Partnership- Joint Hindu Family -Joint Stock companies -Co-operative societies- Public utilities and Public enterprises-Public Sector vs. Private Sector

Unit – III: Establishment of Industry

Location of industry - Factors influencing location - Size of industry - Optimum firm - advantages of Large - scale operation - limitation of small scale operation - Industrial estates - District Industries Centres.

Unit – IV: Stock Exchange Functions

Stock Exchange - Function -Types -Working - Regulation of Stock Exchanges in India -Business Combination - Causes -Types - Effects of Combination in India.

Unit – V: Trade Associations

Trade association -Chamber of commerce -Functions-Objectives -Working in India

Text Book:

- R.N. Gupta, Business organization & Management- S. Chand & Co. New Delhi.2016

Reference Books:

1. Y.K.Bhushan, Business organization, SultanChand, New Delhi. 2012
2. Vijay Kumar [Kaul](#) Business organization & Management, Pearson India 2011
3. [Frank R. Mason](#), Business Principles and Organization - Clarke Press 2008
4. [M.C. Shukla](#), Business Organization and Management S.Chand 2010

Course Objectives:

- To highlight the importance of customer expectations and customer satisfaction.
- To high light the methods to retain customers in business and to develop a long-term relationship with customer through appropriate strategies.
- To impart knowledge on customer life cycle
- To enable the students to understand about customer centric marketing
- To expose on customer retention Programmes and loyalty and reward point systems

Course outcomes:

On successful completion of this course, students will be able to		
1	Acquire basic concepts of Customer Relationship Management and customer's expectations	K1 - K4
2	Understand about customer profile and life cycle	K1 - K4
3	Evaluate the customer centric marketing and understand the importance of bonding of customer relationship.	K1 – K5
4	Understand the basics of customer detection and CRM strategies	K1 - K4
5	Aware about the customer loyalty and reward programmes	K1 - K4
	K1 -Remember; K2 -Understand; K3 -Apply; K4 -Analyze; K5-Evaluate; K6 –Create	

COS	Programme Outcome							Programme Specific Outcome					Mean Score of CO's
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	2	2	3	3	3	2	3	3	3	3	2	2	2.58
CO2	3	2	3	2	3	3	2	3	3	2	2	2	2.50
CO3	3	3	2	3	3	2	3	2	3	2	3	3	2.67
CO4	3	3	2	3	2	3	3	2	2	3	2	3	2.58
CO5	2	2	3	3	3	2	3	2	3	3	3	2	2.58
Mean Overall Score												2.58	

Unit - I: Introduction

Concept of CRM - characteristics and peculiarities of CRM – Steps in CRM - Relevance of CRM – Customer expectations (branding identity, loyalty, innovation)

Unit - II: Customer Values

Customer Profile – Customer values – Customer life cycle – Economics of customer care – Characteristics of outstanding customer service – Managing customer satisfaction.

Unit - III: Customer Centric Marketing

Customer Centric Business - Customer Centric Marketing – bonding of customer relationship

Unit - IV: CRM Strategy

Customer Defection – Contact centres for CRM – CRM strategy.

Unit - V: CRM in Action

Client retention programmes – Reorganization – Customer loyalty – Customer rewards programmes – CRM in action – e-solution.

Text Book:

- R K Sugandhi, CRM, New Age International 2008

Reference Books:

1. [Subhasish Das](#), CRM –Jain book agency 2007
2. Alok Kumar Rai, CRM concept and cases - Jain book agency 2014
3. [Mukesh Chaturvedi & Abhinav Chaturvedi](#), CRM [An Indian Perspectives](#) 2005
4. Shainesh& Jagdish Seth, CRM, a strategic perspective, Macmillan. 2005



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B.Sc. Microbiology - Programme Structure (Revised with effect from 2021 - 2022 Onwards)

Sem	Part	Subject Code	Subject Title	Hrs	Credit (s)	E - Hrs	CA	SE	Total
I	I	LT114	Tamil – I	5	3	3	50	50	100
	II	LE115AT	English – I	5	2	3	50	50	100
	III	ABC102	Allied Biochemistry – I	4	3	3	50	50	100
	III	PABC102	Allied Practical – I	2	1	3	40	60	100
	III	MB103	Fundamentals of Microbiology	4	4	3	50	50	100
	III	MB104	Microbial Diversity and Classification	3	3	3	50	50	100
	III	PMB102	Main Practical – I	3	3	3	50	50	100
	IV	SK104	Communication Skills	2	1	-	-	-	-
	IV	VE105A/ VE105B	Christian Religion – I/Value Education - I	2	1	3	50	50	100
	IV	CE103	Communicative English – I	-	1	-	-	-	-
Total				30	22	-	-	-	-
II	I	LT214	Tamil – II	5	3	3	50	50	100
	II	LE215AT	English – II	5	2	3	50	50	100
	III	ABC202	Allied Biochemistry – II	4	3	3	50	50	100
	III	PABC202	Allied Practical – II	2	1	3	50	50	100
	III	MB203	Microbial Physiology and Metabolism	4	4	3	50	50	100
	III	MB204	Bioinstrumentation	3	3	3	50	50	100
	III	PMB202	Main Practical – II	3	3	3	50	50	100
	IV	SK204	Leadership Skills	2	1	-	-	-	-

	IV	VE205A/ VE205B	Christian Religion – II/Value Education - II	2	1	3	50	50	100
	IV	CE203	Communicative English – II	-	1		-	-	-
Total				30	22	-		-	-
III	I	LT312	Tamil – III	5	3	3	50	50	100
	II	LE309T	English – III	5	2	3	50	50	100
	III	AM310C	Allied Biostatistics – I	6	5	3	50	50	100
	III	MB303	Immunology	4	4	3	50	50	100
	III	MB304	Mushroom Technology	3	3	3	50	50	100
	III	PMB302	Main Practical – III	3	3	3	50	50	100
	IV	SK304	Technical Skills	2	1		-	-	-
	IV	VE306	Human Rights	2	1	3	50	50	100
	IV	LE309P	English Lab - III	-	1	-	50	50	100
Total				30	23	-	-	-	-
IV	I	LT411	Tamil – IV	5	3	3	50	50	100
	II	LE409T	English – IV	5	2	3	50	50	100
	III	AM409C	Allied Biostatistics – II	6	5	3	50	50	100
	III	MB404	Bioinoculant Technology	4	4	3	50	50	100
	III	MB405	Microbial Genetics	3	3	3	50	50	100
	III	PMB402	Main Practical – IV	3	3	3	50	50	100
	IV	SK404	Employment Skills	2	1	-	-	-	-
	IV	VE406	Environmental Science	2	1	3	50	50	100
	IV	LE409P	English Lab IV	-	1	-	50	50	100
	V		Outreach Programme	-	2	-	-	-	-
	V		SHELTERS	-	2	-	-	-	-
	III		Internship	-	2*	-	-	-	-
Total				30	27 + 2*	-	-	-	-
Sem	Part	Subject Code	Subject Title	Hrs.	Credit (s)	E – Hrs	CA	SE	Total
V	III	MB508	Molecular Biology and Genetic Engineering	4	4	3	50	50	100

	III	MB509	Medical Bacteriology	5	5	3	50	50	100
	III	MB510	Medical Virology	5	4	3	50	50	100
	III	MB511	Medical Mycology and Parasitology	5	4	3	50	50	100
	III	PMB502	Main Practical – V	5	4	6	50	50	100
	III	MB512A MB512B MB512C	Major Elective – I a) Public Health Microbiology b) Bioinformatics and Chemoinformatics c) Pharmaceutical Microbiology (One out of three)	4	3	3	50	50	100
	III	NMB502	Non – Major Elective – I	2	1	3	50	50	100
	III	-	SSP – 1: Entrepreneurship Microbiology	-	1*	-	-	-	-
Total				30	25 + 1*	-	-	-	-
VI	III	MB608	Microbial Biotechnology	4	4	3	50	50	100
	III	MB609	Environmental Microbiology	5	5	3	50	50	100
	III	MB610	Vermitechnology	4	3	3	50	50	100
	III	MB611	Food Microbiology	5	5	3	50	50	100
	III	MB612	Industrial Microbiology	5	5	3	50	50	100
	III	PMB602	Main Practical – VI	5	4	6	50	50	100
	III	NMB602	Non – Major Elective – II	2	1	3	50	50	100
	III	-	SSP – 2: Probiotic Microbiology	-	1*	-	-	-	-
	III	-	Group Project	-	1*	-	-	-	-
	III	-	NPTEL/MOOCs/Other Certificate courses	-	1*	-	-	-	-
Total				30	27 + 3*	-	-	-	-

TOTAL HOURS = 180 Hours

TOTAL CREDITS = 146 + 2 *(SSP 1 & SSP 2) + 2 *Internship + 1 *Group project + 1* from NPTEL/ MOOCs/Other Certificate courses.

SUBJECT CODE: MB 512A

ELECTIVE PAPER I: PUBLIC HEALTH MICROBIOLOGY**Objectives**

- To strengthen the knowledge of personal health care and hygienic to students.
- To provide a detailed study on vaccine and its schedule throughout the life time for all age group.
- To Acquaint the student with basic concept of public health and prophylactic measures.
- To Public awareness, individual behavior, and disease prevention.
- To understand air, food, water, insect borne infectious diseases and its preventive measures.

Course Outcomes

Introducing the basics about the Health care and Hygienic practices to study various types of Vaccines to control the life time infectious disease.

Course Outcome (CO)	Description	Cognitive level (K level)
CO-1	Create awareness to prevent disease, promote health, and prolong life among the population as a whole.	K6
CO-2	Provide conditions in which people can be healthy and focus on entire populations, not on individual patients or diseases.	K1, K4
CO-3	Operate and employ the National disease control plans for major infectious diseases.	K3
CO-4	Understanding the Comprehensive health education campaigns to increase public awareness of these diseases in rural areas of India.	K2
CO-5	Support for the investigation, management and control of infection and outbreaks of Communicable disease.	K5
CO-6	Provide assistance during field investigations by processing Clinical samples.	K1

Unit – I

Hygiene – Personal hygiene and Grooming routines; Importance of Public Health Microbiology; Importance of Hand washing; Role of Microbiologists in Public health; National Health Programmes; Health status in India; Present and Future challenges in Public health.

Unit – II

Vaccines and Vaccination – History, Types of Vaccines, Route of Administrations, Mechanisms of Inducing immunity; Diseases prevented by Vaccination; Vaccines for Tuberculosis and Covid-19; Vaccination schedule; Vaccine risks and safety.

Unit – III

Child Health Management – General child health and Types of infection in Child; Vaccination schedule in Children – New born, Child below 5 years and Child below 10 years; Vaccination schedule for Adults - Hepatitis B vaccines, MMR vaccines, Tetanus vaccines and Varicella vaccines; Vaccines for Travelers; Universal Immunization Programme.

Unit – IV

Common diseases caused by Microorganisms – Air borne, Water borne, Soil borne, Vector borne and Zoonotic diseases; Sexually transmitted diseases; Sanitary surveys; World Health Organization (WHO) and Centre for Disease Control and Prevention (CDC).

Unit – V

Industrial Pollution and Toxic pollutants from industries; Hygienic practices in Industries; Hygienic practices in Hospitals; Nosocomial Infections and its preventive measures; Vaccines for Healthcare workers; Biomedical wastes and its management in Hospitals; Current Research Thoughts in Vaccination and Pollution control.

Mapping of CO with PO and PSO

CO	Programme Outcomes (PO)							Programme Specific Outcomes (PSO)									Mean Scores of COs
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PS O7	PS O8	PS O9	
1	3	2	2	3	2	2	2	2	3	3	3	3	2	3	3	2	2.5
2	3	2	2	3	3	2	3	2	3	2	3	3	2	2	3	2	2.5
3	2	2	2	3	2	2	3	3	1	2	3	2	3	2	2	3	2.3
4	2	2	3	3	2	2	3	2	3	2	3	3	2	2	3	2	2.4
5	2	2	3	2	3	3	2	2	2	1	2	2	2	2	2	2	2.1
6	3	3	2	2	3	3	2	3	2	2	3	3	3	2	2	3	2.5
Mean Overall Score																	2.4
Result																	High

Assessment Pattern

Bloom's Category	CA Tests (Marks Allotment)		Term End Exam (100) Marks Allotment
	I CA (50)	II CA (50)	
Remember	10	10	20
Understand	10	10	30
Apply	10	10	10
Analyze	10	10	10
Evaluate	5	5	10
Create	5	5	20

Text Books

- 1) Reed, G. 2004. Prescott and Dunn's Industrial Microbiology, 4th Edition, CBS Publishers and Distributors, New Delhi, India.
- 2) Prasada Rao, J. V. R. 1999. Manual for Control of Hospital Associated Infections National AIDS Control Organization. Ministry of Health and Family Welfare, Government of India. New Delhi.

References

- 1) Judith A. Owen, Jenni Punt, Sharon A. Stanford and Patricia P. Jones. 2009. Kuby's Immunology, 4th Edition, W. H. Freeman and Company, New York.
- 2) Chaudhri, A. K. 1998. Tripathy, G. C. and D. Sharma - Common sense rules for wellbeing, Naval Printing Press, New Delhi.
- 3) Dunne, J. 1997. Webb, M., R. Scott and P. Beale - First Aid Manual, 7th Edition, Dorling Kindersley Ltd., London.

Course designed by Name : Signature :	Verified by HOD Name : Signature :
Checked by CDC Name : Signature :	Approved by COE Name : Signature :

Non – Major Elective 2 – MICROBIAL DISEASES AND HEALTH CARE**Objectives**

- To introduce the knowledge of the medically important microorganisms.
- To make the students to understand the various diseases caused by microorganisms.
- To study the clinical conditions and preventive measures for microbial diseases.
- To provide the knowledge about Antibiotics and Drugs.
- To learn about Vaccines and Vaccination.

Course Outcomes

Course Outcome (CO)	Description	Cognitive Level (K-Level)
CO-1	Introducing the knowledge of the Medically important disease causing microorganisms.	K3
CO-2	Differentiate normal flora from pathogens and acquire the skill for the diagnosis of microbial infections.	K2, K3, K4
CO-3	Describe the Types, Source and Mode of Transmission of Microbial infections.	K1
CO-4	Create an awareness on bacterial diseases, its symptoms and preventive measures.	K6
CO-5	Evaluate the role of Viruses in causing deadly diseases in human beings.	K5
CO-6	Detect the etiology and diseases of Fungi, Protozoa and Helminths.	K2

Unit – I

Microbial Infection – Types, Source and Mode of Transmission; Epidemiology of Diseases; Reservoirs of Microbial diseases.

Unit – II

Clinical conditions and prevention of Bacterial diseases – Typhoid, Cholera, Botulism, Anthrax, Tuberculosis and Leprosy; Antibiotics.

Unit – III

Clinical conditions and prevention of Viral diseases – AIDS, Covid-19, Rabies, Polio, Hepatitis, Small Pox and Dengue; Antiviral drugs; Vaccines and Vaccination schedule.

Unit – IV

Clinical conditions and prevention of Fungal diseases – Candidiasis, Cryptococcosis, Aspergillosis and Dermatophytes; Mycotoxins; Antifungal drugs.

Unit – V

Protozoa diseases – Amoebiasis, Malaria and Leishmaniasis; Antiprotozoan drugs; Helminth diseases - Ascariasis, Filariasis, and Taenia infection; Antihelminthic drugs.

Mapping of CO with PO and PSO

CO	Programme Outcomes (PO)							Programme Specific Outcomes (PSO)									Mean Scores of COs	
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PS O1	PS O2	PS O3	PS O4	PS O5	PS O6	PS O7	PS O8	PS O9		
1	3	2	2	3	3	2	3	2	3	3	2	3	3	3	2	2	2	2.5
2	3	2	3	3	2	3	2	2	2	2	3	3	2	2	3	2	2	2.4
3	1	2	2	3	2	2	3	3	1	3	2	2	2	2	3	3	2	2.2
4	3	3	2	2	2	2	1	2	3	2	3	3	2	3	3	2	2	2.3
5	2	2	3	1	3	2	2	2	2	1	2	2	3	2	2	2	2	2.0
6	3	3	1	2	3	2	3	3	2	3	2	3	2	3	2	3	2	2.5
Mean Overall Score																	2.3	
Result																	High	

Assessment Pattern

Bloom's Category	CA Tests (Marks Allotment)		Term End Exam (100) Marks Allotment
	I CA (50)	II CA (50)	
Remember	10	10	20
Understand	10	10	30
Apply	10	10	10
Analyze	10	10	10
Evaluate	5	5	10
Create	5	5	20

Text Books

- 1) Patrick Murray, Ken Rosenthal and Michael Pfaller. 2016. Medical Microbiology, 8th Edition, Elsevier Publications, United States.
- 2) Subhash Chandra Parija. 2013. Textbook of Medical Parasitology, 4th Edition, All India Publishers and Distributors, India.
- 3) Jagdish Chander. 2017. Textbook of Medical Mycology, 4th Edition, Jaypee Brothers Medical Publishers, India.

References

- 1) Jawetz, E., J. L. Melnic and E. A. Adelberg. 2013. Review of Medical Microbiology, 26th Edition, Lange Medical Publishers, New York.
- 2) Joanne M. Willey, Linda M. Sherwood and Christopher J. Woolverton. 2017. Prescott's Microbiology, 10th Edition, McGraw Hill Publication, United States.
- 3) Reba Kanungo. 2017. Ananthanarayan and Paniker's Text book of Microbiology, 7th Edition, Orient Longman Limited, Chennai, India.
- 4) Joanne M. Willey, Linda M. Sherwood and Christopher J. Woolverton. 2017. Prescott's Microbiology, 10th Edition, McGraw Hill Publication, United States.

Course designed by Name : Signature :	Verified by HOD Name : Signature :
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POST GRADUATE DIPLOMA IN HUMAN RESOURCE MANAGEMENT

SYLLABUS 2021 onwards

SACRED HEART INSTITUTE OF MANAGEMENT STUDIES

**SACRED HEART COLLEGE (Autonomous) TIRUPATTUR,
TIRUPATTUR DT- 635601**

SYLLABUS OF PG DIPLOMA IN HUMAN RESOURCE MANAGEMENT

(With Effect from the Academic Year 2021 onwards)

Department's Note

The PG & Research Department of Management Studies has great pleasure in publishing the syllabus for the Post Graduate Diploma in Human Resource Management (PGDHRM) Examination under the Faculty of Management starting academic year 2021 onwards

Head of the Department

NAME OF THE COURSE:

The name of the course shall be Post Graduate Diploma in Human Resource Management (PGDHRM)

OBJECTIVE OF THE COURSE:

The basic objective of this course is to provide to the country a steady stream of competent young men & women with the necessary knowledge, skills and foundations for acquiring a wide range of rewarding careers into the rapidly expanding world of Human Resource Management.

JOB OPPORTUNITIES:

After completing this course the students can stand firm in the world of global competition. This course can give a wide scope to the students interested in working in the Human Resource Management fields.

ELIGIBILITY FOR ADMISSION

Candidates who apply for the degree of PG Diploma shall possess the following qualifications.

AGE LIMIT:

There is no upper Age Limit

QUALIFICATION:

Any Degree

DURATION OF THE COURSE

The course will be conducted for one year

EXAM:

There will be an examination conducted by the college at the end of the semester.

Passing minimum: 50 marks Weightage of Marks

The Weightage of marks between Internal Assessment and End-Semester Examination shall be 40 marks and 60 Marks respectively.

Grading

Grades will be awarded to each subject by the respective Department as per the guidelines of the Choice Based Credit System (CBCS).

Medium of Instructions:

The Medium of instruction will be English.

Programme Specific Outcomes (PSO) for PGDHRM

PSO1 - Apply professional skills in the functional area of human resource management for organizational effectiveness; appraise managerial issues and problems related to the global business and human resource management

PSO2 – Gain an understanding of fundamentals of HRD, developing an HRD strategy, understanding the operational role of HRD and the key issues involved in HRD and HRIS

PSO3 - Acquire the fundamentals of evolution of industrial relations and trade unionism in India, legislations related to industrial relations, various methods of settlement of industrial dispute, labour welfare and labour education, and worker education and training

PSO4 - Learn about organizational Process & Change, Managing organizational change, Organizational development and contemporary issues in organizational development especially compensation and benefits

PSO5 – Develop knowledge on training, and development of human resources, employee socialization, adopting strategic human resource development techniques

Course Structure - PGDHRM

Se m	Course Code	Title of the Subject	Hou rs/W eek	Cred its	C A	Se m	Tot al
I	MSDH 121	Organization Theory, Structure and Design	5	5	5 0	50	100

I	MSDH 122	Human Resource Management and Information System	5	5	5 0	50	100
I	MSDH 123	Human Resource Planning	5	5	5 0	50	100
I	MSDH 124	Industrial Relations and Employee Welfare	5	5	5 0	50	100
II	MSDH 221	Employee Legislation	5	5	5 0	50	100
II	MSDH 222	Compensation and Benefits	5	5	5 0	50	100
II	MSDH 223	Training and Development	5	5	5 0	50	100
II	MSDH 224J	Project Work	10	10	8 0	20	100
Total				45			800

Course Outcomes

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

S.NO	CO - Statement	Cognitive Level (K-Level)
CO - 1	Understand and Learn about Organizations and Organizational Effectiveness	K2
CO - 2	Gain knowledge about Organization's Stakeholders, Managers, and Ethics	K2
CO - 3	Design Organizational Structure: Authority and Control, Specialization and Coordination	K6
CO - 4	Create and Manage Organizational Culture	K6

Unit I: Introduction of Organization (9 Hours) Meaning of Organization – Need - Goals– Nature - Organizational Effectiveness – Approaches & Measuring Organizational Effectiveness.

Unit II: Design of Organization Structure (9 Hours) Concept of Organization Structure-Mechanism for Designing structure – Determinants – Components – Types - Basic Challenges of design -Importance of Design – Success and Failures in design.

Unit III: Organisational Culture (9 Hours)

Understanding Culture – Strong and Weak Cultures – Types of Cultures – Importance of Culture
- Creating and Sustaining Culture - Culture and Strategy.

Unit IV: Organisational Change & Development (9 Hours) Meaning–Nature - Types and forms of change – Resistance to Change– Factors in Resistance to change – Response to Change -Organization Development – HR functions and Strategic Change Management.

Unit V: Life Cycle of an Organisation (9 Hours) Organizational life cycle – Models of transformation – Models of Organizational Decision making – Organizational Learning – Fundamentals of Innovation and Creativity-HR implications for growth.

References

Gareth R.Jones, Organizational Theory, Design & Change, Pearson Education, 7th edition, 2012.

Richard L. Daft, Understanding the theory & Design of Organizations, Cengage Learning, 12th edition, 2016.

Semester	Course Code	Title of the Course	Hou rs	Cred its
I	MSDH122	Human Resource Management and Information System	4	5

Course Outcomes

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

S.NO	CO - Statement	Cognitive Level (K-Level)
CO - 1	Understand the concept of human resource management and to understand its relevance in organizations	K2
CO - 2	Analyze the strategic issues and strategies required to select and develop manpower resources.	K4
CO - 3	Integrate the knowledge of HR concepts to take correct business decisions	K5
CO - 4	Explain the purpose of Human Resources Information System and how it facilitates HR Program	K2
CO - 5	Develop HRIS software with a focus on Recruitment, Selection, Performance Management, Employee Tracking, Payroll, and Employee Separation	K6

Unit I: Introduction of Human Resource Management (9 Hours) Changing environments of HRM - Strategic human resource management - Using HRM to attain competitive advantage - Trends in HRM - Organization of HR departments - Line and staff functions - Role of HR Managers.

Unit II: Developing & Managing of HRM (9 Hours) Employment planning and forecasting – Recruitment, selection process-Sources-Management Developments - Performance appraisal in practice. Managing careers : Career planning and development - Managing promotions and transfers.

Unit III: Maintaining & Retaining of HRM (9 Hours) Establishing Pay plans : Basics of compensation - factors determining pay rate - Statutory benefits - non-statutory (voluntary) benefits - Labour relations - Industrial relation- Discipline administration - grievances handling - managing dismissals and separation.

Unit IV: Role of Information Systems in HRM (9 Hours) Foundations of Information Systems: A framework for business users - Roles of Information systems - System concepts - Organization as a system - Components of Information Systems - IS Activities - Types of IS-HRIS: Function, Usage and Application.

Unit V: Role of DSS and ERP in HRM (9 Hours) DSS: DSS models and software: The decision making process - Structured, Semi Structured and Unstructured problems -ERP Modules: Personnel management module, Payroll accounting module, Time management module, Personnel development module -Security and Ethical Challenges: Information System controls.

References

Gary Dessler, "Human Resource Management", Prentice-Hall of India, 7th edition, 2012.

James A O'Brien, "Management Information Systems", Tata McGraw Hill, Special Indian edition, 2006.

Semester	Course Code	Title of the Course	Hours	Credits
I	MSDH123	Human Resource Planning	4	5

Course Outcomes

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

S.NO	CO - Statement	Cognitive Level (K-Level)
CO - 1	State the importance of Human Resource function in planning and staffing organizational manpower requirements	K1
CO - 2	Explain fundamental concepts, principles, techniques and judgment in supply-demand forecasting and supply programs in determining HR planning	K2
CO - 3	Evaluate strategies to integrate human resources planning with the strategic initiatives of senior management to achieve overall business objectives	K5
CO - 4	Appraise succession plans and critical staffing objectives and evaluate the complexities of downsizing issues and the role of HR planning in the process of downsizing	K5
CO - 5	Analyze global issues and how these affect HR planning	K4

Unit I: Human Resource Planning (HRP) (9 Hours)

Significance and methods of HRP and methods of Forecasting, Demand and supply forecasting, Objectives of HRP, Model of HRP, Job Analysis, Job Specification, Job Description, Job evaluation, linking HRP with strategic business plan and organizational goals.

Unit II: Sources of Recruitment (9 Hours)

Recruitment plan and methods, Recruitment policy, Features of a good recruitment policy, Employee Referral Initiatives, E-Recruitment /Online recruitment Technique-Recent trends in Recruitment, Evaluation of a recruitment program.

Unit III: Selection & On Boarding Process (9Hours)

Selection: Selection- Process,Methods,Test, Interview Techniques, Skills Analysis Placement: differences between recruitment and selection.Placement Induction: significance of on boarding process -Purpose – Objectives - How to make on boarding process more effective-Socialization process

Unit IV: Career Management (9 Hours)

Procedure & Program, Demotion, Transfer- Purpose and Procedure-types-separations, VRS,terminations-Dismissals, suspension, retrenchment, layoffs, resignations

Unit V: Effective HRP (9 Hours)

Ethical issues in Recruitment and Selection, Attrition and Retention Strategies, Importance of SocialMedia in Recruitment and Selection Process, Enhancing the effectiveness of recruitment & Selection.

References

Heneman III. H.G, Judge. T.A, R.L. Heneman, (2014), Staffing Organizations, McGraw- Hill Education.

Seema Sanghi, (2014), Human Resource management, Macmillan publishers Pvt Ltd.

C.J. Jr, (2014), Interviewing: Principles and Practices,14th edition, McGraw-Hill.

Monica Belcourt, Kenneth McBey, Ying Hong, Margaret yap, (2013), Strategic Human Resource Planning, 5th edition, Cengage Learning.

Semester	Course Code	Title of the Course	Hours	Credits
I	MSDH124	Industrial Relations And Employee Welfare	4	5

Course Outcomes

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

S.NO	CO - Statement	Cognitive Level (K-Level)
CO - 1	Describe fundamental concepts and nature of Industrial Relations	K2
CO - 2	Understand the nature and role of trade unions for workers and industries	K2
CO - 3	Examine the relevance of Welfare measures collective bargaining and its impact on employee-management relations	K4
CO - 4	Assess the issues related to Industrial health hazards, hygiene and psychological problems faced by the employees in Industry	K6
CO - 5	Acquire skills in handling employer-employee relations in labour management	K5

Unit I: Introduction of Industrial Relations

(9 Hours)

Overview of Industrial Relations : Concept of Industrial Relations; Nature of Industrial Relations; Objectives of IR; Evolution of IR in India ; Role of appropriate Government; Employers' Organisation; ILO (International Labour Organization) in IR.

Unit II: Trade Union

(9 Hours)

Trade Union :origin,Evolutionand growth - concept, objectives, functions and role of Trade Unions in collective bargaining; problems of Trade Unions. Industrial Disputes – Impact – Causes – Strikes - Prevention – Industrial Peace – Settlement Machinery- Conciliation – Arbitration – Adjudication.

Unit III: Employee Welfare Measures

(9 Hours)

Concept – Objectives – Scope – Need – Voluntary Welfare Measures – Statutory Welfare Measures - Labour Welfare Funds – Education & Training Schemes.

Unit IV: Employee Health and Safety

(9 Hours)

Industrial Safety-Causes of Accidents – Prevention – Safety Provisions – Industrial Health and Hygiene – Importance – Problems – Awareness on safety standards - Safety Audit - Occupational Hazards – Diseases – Psychological problems – Counseling – Statutory Provisions.

Unit V: Labour Management

(9 Hours)

Welfare of Special Categories of Labour- Child Labour – Female Labour – Contract Labour – Construction Labour – Agricultural Labour – Differently abled Labour– CPO & KPO Labour- Social Assistance – Social Security – Implications.

References

Mamoria C.B. and SathishMamoria, Dynamics of Industrial Relations, Himalaya Publishing House, New Delhi, 2007.

C.S.VenkataRatnam,Globalisation&Labour Management Relations,Sage Response; 1st edition, 2001.

Semester	Course Code	Title of the Course	Hours	Credits
II	MSDH221	Employee Legislation	4	5

Course Outcomes

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

S.NO	CO - Statement	Cognitive Level (K-Level)
CO - 1	Illustrate the laws relating to Industrial Relations, Social Security and Working conditions and also learn the enquiry procedural and industrial discipline	K3
CO - 2	Evaluate the role of trade union in the industrial setup	K5
CO - 3	Explain the laws regarding Issues of wages, bonus and State Insurance.	K2
CO - 4	Appraise the laws relating to Industrial Relations, Social Security and Working conditions	K5
CO - 5	Comprehend the salient features of welfare and wage legislations also to integrate the knowledge of labour law in general HRD practice	K2

Unit I: Introduction to Employee Legislation (9 Hours)

Introduction to the Historical Dimensions of Labor & Employee Legislation in India - Labor Protection & Welfare - Social Security & Social Justice - System of Economic Governance - Principles of Labour Legislation – Labour and the Constitution

Unit II: Labor Legislation Acts (9 Hours)

Factories Act 1948 – Maternity Act 1961 - Contract Labour Act 1970 – The Shops and Establishment Act 1947 – The Trade Union Act 1926 – The Industrial Disputes Act 1947. Unit III: Employee Welfare Acts (9 Hours)

Payment of Wages Act 1936 – Payment of Bonus Act 1965 – Payment of Gratuity Act 1972. Unit IV: Social Security and Miscellaneous Acts (9 Hours)

The Role of Human Capital – Organised and Unorganised Labour – Unorganised Labour Act - Workmen's Compensation Act – The Employees Pension Scheme.

Unit V: Legal Aspects of Employees

(9 Hours)

Quality of Life of Workers - Governance of Enterprises – Views on the Role of Labor Legislation - Gender Dimensions of Labor Laws – Pros and Cons of Legal System

References

P.L. Malik, Industrial Law, Eastern Book Company, New Delhi, 2011

C.S. Venkata Ratnam, Globalization And Labour-Management Relations - Dynamics Of Change, Response Books, 2001

Biswajeet Pattanayak, Human Resource Management, PHI Learning, New Delhi

Vipin Gupta Et al , Creating Performing Organizations: International Perspectives For Indian Management, Response Books

Semester	Course Code	Title of the Course	Hours	Credits
II	MSDH222	Compensation and Benefits	4	5

Course Outcomes

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

S.NO	CO - Statement	Cognitive Level (K-Level)
CO - 1	Relate compensation management to behavioral theories and concepts and within the wider context of human resources management	K2
CO - 2	Examine the factors of job analysis and job description as the basis of compensation strategy offering students an opportunity to develop competencies in making equitable compensation decisions	K4
CO - 3	Describe the process and evaluate the implications of job evaluation	K2
CO - 4	Analyze, integrate, and apply the knowledge to solve compensation related problems in organizations	K3, K4
CO - 5	Demonstrate an understanding of the process of designing a pay structure taking account of the company environment	K3

Unit I: Compensation Management (9 Hours)

Compensation and Organizational Strategy – Lifestyle and Compensation – Pay and Social Class

– Reward System – Compensation System – Compensation Dynamics – Rates of Pay – Compensation Program – Jobs and Pay in India.

Unit II: Compensation Act (9 Hours)

Strategic and Tactical Compensation Issues – Employees - a Critical Resource – Division of Labour – Pay Relationships – Legislation and Compensation – Indian Legal System – Minimum Wages Act, Employee Compensation Act, Apprenticeship Act, Bonus Act.

Unit III: Managing of Employee Job (9 Hours)

Job Analysis – Gaining Employee Acceptance – Collecting and Describing Job Data – Job Facts

– Job Contract – Elements of Job Descriptions – Job Requirements and Pay – Job Evaluation – Job Ranking – Market Pricing Approach – Maturity Curve Method.

Unit IV: Employee Job Evaluation (9 Hours) Polit Factor Method of Job Evaluation – Job Evaluation Committee – Determining the Need for a Survey – Preparing for the Survey – Identifying Survey Methods – Designing the Survey – Using Third Party Surveys.

Unit V: Administration of Performance Appraisal on Pay (9 Hours)

Pay Structure Architecture – Pay for Performance – Application of Motivation Theories – Merit Pay – Performance Appraisal Issues and Opportunities – Designing a File Content – Short Term Incentives – Premium and Differentials – Individual Based Bonus and Rewards- Long Term Incentive and Deferred Compensation Plan – Executive Compensation – International Competition – Benefits Administration – Employee Benefits – QWL and Pay Administration

Reference

Richard I. Derson, “Compensation Management”, Pearson Education, 2016

Semester	Course Code	Title of the Course	Hours	Credits
II	MSDH223	Training and Development	4	5

Course Outcomes

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

S.NO	CO - Statement	Cognitive Level (K-Level)
CO - 1	Explain the role and importance of training and development in the organization	K2
CO - 2	Assess the training need analysis that helps to identify the skill gap among the employees and address them	K6
CO - 3	Design a module to address the skill gap of the employees or the need of the organization and understand the role of OD intervenes	K6
CO - 4	Analyze the training methods and incorporate them to yield the right outcome from the trainees with apt innovative methods	K4
CO - 5	Evaluate the training and development process in the organization	K5

Unit I: Introduction of Training & Development (9 Hours)

Definition – Scope – Objectives and, Benefits of training – The role of Training in Organizations

Place of Training in Organizational structure – A training process Model – Difference between Training and Development.

Unit II: Gathering Training Needs (9 Hours) Training Needs Analysis : - Organizational Analysis, Operational analysis, Personal Analysis – Approaches to Training Needs Analysis Business –training need - Job Description – Competencies – assessment – training gap analysis.

Unit III: Training & Development Design(9 Hours) Training Design – Factors – Organizational constraints – Developing objectives-Facilitation of learning – Focus on Trainee Learning – Design – Organizational intervention – Design theory – Outcome of design.

Unit IV: Methods of Training and Online Learning (9 Hours) Training Methods and Aids – Lectures and Demonstrations – Discussion Methods – ComputerBased Training – Programmed Instruction - Intelligent Tutoring Systems, Classroom learning Online Learning-Blended learning.

Unit V: Evaluation of Training & Development (9 Hours) Training Evaluation – Types and methods of Evaluation – Evaluation Designs – Implementation of Evaluation Systems.

Reference

Janakiraman B. – Training and Development – Biztantra/Wiley Dreamtech – 2005

Semester	Course Code	Title of the Course	Hours	Credits
II	MSDH224J	Training and Development	4	5

The objective of this course is to prepare the student to conduct a research study of an Industry / organization utilizing the tools and techniques learned in period of study. The focus of the study could be in depth analysis of an industry or a diagnostic problem solving exercise of an organization. The student is expected to conduct a detailed survey of literature. In case of a status report of an industry, it is expected that the student collects all aspects related to a particular industry analyze data and present the findings.

PROJECT WORK REPORTFRAMEWORK

Initial pages

Executive Summary

Introduction / statement of problem

Detailed survey of literature

Methodology / Focus / Scope / Limitations

Text of the study including analysis

Conclusions and Recommendations

Bibliography

Appendices

FORMAT OF PRESENTATION

The student is expected to follow the required style for presentation of the report including Tables, References, Bibliography and Appendices

Literature Survey should be related to the problem of study. Review of the studies in the area and critical examination of them including conclusions of the student should form part of the literature survey.

Acknowledgement of all sources of information through footnoting and bibliography is an essential requirement of the study.