

B.A ENGLISH (HONOURS)								
Course Structure								
SEMESTER – I								
Course Code	Title of the Course	Credits	Internal Marks		External Marks		Total	
			Max.	Min.	Max.	Min.	Max	Min.
BEN11MJD	History of English Literature	4	25	10	75	30	100	40
BEN12MID	Communication Skills	4	25	10	75	30	100	40
*BCP13MLD	Social Media Marketing	3	25	10	75	30	100	40
*BCP14AEC	Spoken English	3	25	10	75	30	100	40
*BCP15SEC	Personality Development	3	25	10	75	30	100	40
*BCP16VAC	Environmental Studies	2	25	10	75	30	100	40
*BCP17VAC	Understanding India	2	25	10	75	30	100	40
		21					700	
SEMESTER - II								
Course Code	Title of the Course	Credits	Internal Marks		External Marks		Total	
			Max.	Min.	Max.	Min.	Max	Min.
BEN21MJD	Literary Forms	4	25	10	75	30	100	40
BEN22MID	English for Competitive Exams	4	25	10	75	30	100	40
BEN23MLD	Gender Sensitization and Social Inclusion	3	25	10	75	30	100	40
*BCP24AET *BCP24AEH *BCP24AES	Tamil – I Hindi - I Sanskrit –I	3	25	10	75	30	100	40
*BCP25SEC	Employability and Professional Skills	3	25	10	75	30	100	40
*BCP26VAC	Health , Wellness and Yoga Education	2	25	10	75	30	100	40
*BCP27VAC	Digital Technology Education	2	25	10	75	30	100	40
		21					700	
SEMESTER – III								
Course Code	Title of the Course	Credits	Internal Marks		External Marks		Total	
			Max.	Min.	Max.	Min.	Max	Min.
BEN31MJD	British Literature I	4	25	10	75	30	100	40
BEN32MJD	American Literature I	4	25	10	75	30	100	40
BEN33MID	Basics of Journalism	4	25	10	75	30	100	40
*BCP34MLD	Sustainable Development	3	25	10	75	30	100	40
*BCP35AEC	Functional Writing	3	25	10	75	30	100	40
*BCP36SEC	Entrepreneurial Skills and Practices	3	25	10	75	30	100	40
		21					600	
SEMESTER – IV								
Course Code	Title of the Course	Credits	Internal Marks		External Marks		Total	
			Max.	Min.	Max.	Min.	Ma.	Min.
BEN41MJD	British Literature II	4	25	10	75	30	100	40
BEN42MJD	American Literature II	4	25	10	75	30	100	40
BEN43MJD	Indian English Literature I	4	25	10	75	30	100	40
BEN44MID	Literature and Environment	4	25	10	75	30	100	40
*BCP45AET *BCP45AEH *BCP45AES	Tamil- II Hindi - II Sanskrit -II	3	25	10	75	30	100	40
BEN46MJD	Community Engagement	2					100	40
		21					600	
* Common papers for all UG programmes								

SEMESTER – V								
Course Code	Title of the Course	Credits	Internal Marks		External Marks		Total	
			Max.	Min.	Max.	Min.	Max.	Min.
BEN51MJD	British Literature III	4	25	10	75	30	100	40
BEN52MJD	English Language Studies	4	25	10	75	30	100	40
BEN53MJD	Indian English Literature II	4	25	10	75	30	100	40
BEN54MJD	New Literatures in English	4	25	10	75	30	100	40
BEN55MJD	Internship	4					100	40
		20					500	
SEMESTER – VI								
Course Code	Title of the Course	Credits	Internal Marks		External Marks		Total	
			Max.	Min.	Max.	Min.	Max.	Min.
BEN61MJD	British Literature IV	4	25	10	75	30	100	40
BEN62MJD	Introduction to Linguistics	4	25	10	75	30	100	40
BEN63MJD	Shakespeare	4	25	10	75	30	100	40
BEN64MJD	European Literature	4	25	10	75	30	100	40
BEN65MJD	Subaltern Literature	4	25	10	75	30	100	40
		20					500	
SEMESTER – VII								
Course Code	Title of the Course	Credits	Internal Marks		External Marks		Total	
			Max.	Min.	Max.	Min.	Max.	Min.
BEN71MJD	Literary Criticism I	4	25	10	75	30	100	40
BEN72MJD	Translation: Theory and Practice	4	25	10	75	30	100	40
BEN73MJD	Research Methods and Practices	4	25	10	75	30	100	40
BEN74MJD	Postcolonial Literature	4	25	10	75	30	100	40
BEN75MJD	Feminist Narratives	4	25	10	75	30	100	40
		20					500	
SEMESTER – VIII								
Course Code	Title of the Course	Credits	Internal Marks		External Marks		Total	
			Max.	Min.	Max.	Min.	Max.	Min.
BEN81MJD	Literary Criticism II	4	25	10	75	30	100	40
BEN82MJD	Comparative Literary Studies	4	25	10	75	30	100	40
BEN83MJD	Post-Millennial Literary Trends	4	25	10	75	30	100	40
BEN84MJD	Regional Literatures	4	25	10	75	30	100	40
BEN85MJD	Cultural Studies	4	25	10	75	30	100	40

* Common papers for all UG programmes

HISTORY OF ENGLISH LITERATURE**Course Code: BEN11MJD**

Course Objective: To provide a grounding in the background history of literature and to equip learners with the knowledge of each era and its bearing upon literary writings.

UNIT – I: Chaucer's and the Medieval Age (14th to 15th Century) – The Elizabethan Age (16th to early 17th Century)

UNIT – II: The Age of Enlightenment (1660 – 1790)

UNIT – III: The Romantic Age (1719 – 1830)

UNIT – IV: The Victorian Age (1832 – 1901)

UNIT – V: The Modern Age (1914 – 1945)

Reference Books:

1. Blamires, H. (2020). *A short history of English literature*. Routledge.
2. Peck, J., & Coyle, M. (2017). *A brief history of English literature*. Bloomsbury Publishing.

Course Outcomes: After completion of the course, learners will be able to:

CO1: Acquire a thorough understanding of the basics of English literary history.

CO2: Develop critical insights into the evolving trends of literary expression across different historical contexts.

CO3: Reason out why and how literature serves as an archive of historical changes.

CO4: Assess how writers adopt or challenge the conventions of previous ages to innovate and establish unique voices in their own writing.

CO5: Develop a newer outlook towards literature of the future.

POs COs	PO1	PO2	PO3	PO4	PO5
CO 1	✓	✓			
CO 2	✓				✓
CO 3	✓			✓	
CO 4		✓	✓		
CO 5					✓

COMMUNICATION SKILLS**Course Code: BEN12MID**

Course Objective: To develop confident and proficient English communicators with strong LSRW skills for effective communication and employability in a globalized world.

UNIT – I: Basics of Communication: Introduction to Communication skills - Importance of Communication - Communication Process - Verbal and Non-Verbal Communication - Barriers to Effective Communication.

UNIT – II: Listening Skills: Importance of Listening - Types of Listening – Barriers - Listening and Note Taking.

UNIT – III: Speaking Skills: Public Speaking - Setting Clear Objectives - Generating Ideas - Preparing the Speech - Group Discussions - Types of Group Discussions – Interviews - Types of Interviews - Basic Interview Structure.

UNIT – IV: Reading Skills: General and Technical Comprehension - Intensive Reading - Extensive Reading - Skimming and Scanning.

UNIT – V: Writing Skills: Functional Grammar - Common Errors - Paragraphs and Essays - Report Writing - Formal and Informal Letters – Resumes – Emails – Notices – Agenda-Minutes.

Reference Books:

1. Konar, N. (2021). *Communication skills for professionals*. PHI Learning Pvt. Ltd..
2. Thomson, A. J., & Martinet, A. V. (2015). *A practical English grammar*. New York: Oxford University Press.

Course Outcomes: After completion of the course, learners will be able to:

CO1: Comprehend diverse communication facets through the LSRW macro skills – Listening, Speaking, Reading, and Writing.

CO2: Employ both verbal and non-verbal communication strategies effectively in a professional setting.

CO3: Identify language errors to generate grammatically and idiomatically sound spoken and written expressions

CO4: Assess oral proficiency by delivering concise formal speeches, engaging in group discussions, and participating in debates.

CO5: Develop proficiency in crafting clear, accurate, and context-appropriate texts for academic and professional purposes.

POs COs	PO1	PO2	PO3	PO4	PO5
CO 1			✓		✓
CO 2			✓		✓
CO 3			✓		
CO 4			✓		✓
CO 5			✓		✓

SOCIAL MEDIA MARKETING

Course Code: BCP13MLD

Course Objective: Introduce current and core practices of Digital and Social Media Marketing that will allow learners to analyze, plan, execute and evaluate a digital marketing strategy.

UNIT-I Foundations of Social Media Marketing: Social media and its role within Marketing, Social media environment – Social consumers – Social applications – Social business ecosystem – Network structure and group influences in social media

UNIT-II Social Media Marketing Strategy and Planning: Rules of engagement for social media marketing Target audience – Influencers – Message/Content Developing a Social media marketing plan

UNIT-III Social Media Platforms: Scope and marketing utility of blogging, micro-blogging, social networks, social bookmarking, collaboration, video sharing, podcasts, picture sharing, live streaming, webinars

UNIT-IV Social Media Data Management and Measurement: Social media analytics, social media metrics – Introduction to analytics tools for popular social media (Facebook, Twitter, LinkedIn, YouTube, and Instagram) Social media monitoring and online reputation management.

UNIT-V Marketing through Social Media Platforms: Marketing through Facebook– Community building and engagement marketing through LinkedIn –Marketing through YouTube – Viral marketing, Marketing through Instagram – Visual story telling.

Reference Books:

1. Singh, S., & Diamond, S. (2014). *Social media marketing for dummies* (3rd ed.). Wiley.
2. Evans, D., & McKee, J. (2010). *Social media marketing: The next generation of business engagement*. Wiley.

Course Outcomes: After completion of the course, learners will be able to:

CO1: Understand the social media marketing ecosystem and consumer behavior.

CO2: Prepare a social media marketing strategy and plan.

CO3: Identify the marketing use of major social media platforms.

CO4: Use social media analytics tools to measure performance and manage reputation.

CO5: Create platform-based marketing campaigns for Facebook, LinkedIn, YouTube, and Instagram.

Course Objective: To strengthen learners' effective communication skills by enhancing their speaking and listening abilities, improving basic grammar and pronunciation, and enabling confident verbal and non-verbal interaction in group settings.

UNIT – I: Grammar: Sentence Construction and Types – Parts of Speech – Auxiliary Verbs – Singular and Plural – Active and Passive voice – Degrees of Comparison – Subject-Verb Agreement – Punctuation – Common Errors and Usage.

UNIT – II: Vocabulary and Pronunciation: Word Formation – Synonyms and Antonyms – Homonyms – One-word Substitutes – Changing one part of speech to another – Odd-one-out exercises – Idioms and Phrases – Joining Sentences – Vowel and Consonant Sounds.

UNIT – III: Conversational Skills: Basics of Conversation (introductions, greetings, asking questions) – Describing people, places, situations, and events – Extempore Speeches – Persuasive and Descriptive Speeches – Speaking through Narration – Narrating Stories – Describing Characters and Situations of the Story.

UNIT – IV: Group Communication: Basics of Group Discussion – Assigning tasks to class groups – Appointing group leaders to communicate – Completion of tasks based on communication – Group cohesion through communication – Group Presentations – Use of PowerPoint Presentations.

UNIT – V: Listening Skills and Non-Verbal Communication: Importance of Listening – Basics of Listening – Barriers to Listening – Listening for gist, style, and tone – Body Language – Importance of Body Language in Communication – Gestures, Posture, Eye Contact, Facial Expressions – Etiquette.

Reference Books:

1. McCarthy, M., & Walsh, S. (2025). *Spoken English: the basics*. Taylor & Francis.
2. Thomson, A. J., & Martinet, A. V. (2015). *A practical English grammar*. New York: Oxford University Press.

Course Outcomes: After completion of the course, learners will be able to:

CO1: Speak English with proficiency.

CO2: Demonstrate knowledge in the correct use of grammar and pronunciation.

CO3: Develop an appreciation of practical ways of learning to speak simple and correct English.

CO4: Use the studies undertaken in the field of spoken English in a range of practical contexts.

CO5: Apply knowledge and skills in the field of spoken English to relevant contexts thus aiding in handling everyday situations.

PERSONALITY DEVELOPMENT

Course Code: BCP15SEC

Course Objective: To develop students' personality, attitude, motivation, self-esteem, and employability skills, enabling them to enhance personal effectiveness, leadership qualities, and career readiness.

Unit- I: Introduction to Personality Development: The concept of personality - Dimensions of personality – Theories of Freud & Erickson-Significance of personality development. The concept of success and failure: Hurdles in achieving success - Overcoming hurdles - Factors responsible for success – What is failure - Causes of failure. SWOT analysis.

Unit –II: Attitude & Motivation: Attitude - Concept - Significance - Factors affecting attitudes - Positive attitude – Advantages –Negative attitude- Disadvantages - Ways to develop positive attitude. Concept of motivation - Significance – Internal and external motives - Importance of self- motivation.

Unit- III: Self-esteem: Term self-esteem - Symptoms - Advantages - Do's and Don'ts to develop positive self-esteem – Low self- esteem - Symptoms - Personality having low self-esteem - Positive and negative self-esteem.

UNIT –IV: Other Aspects of Personality Development: Body language - Problem-solving - Conflict and Stress Management - Decision-making skills - Leadership and qualities of a successful leader.

UNIT –V: Employability Quotient: Resume building- The art of participating in Group Discussion – Facing the Personal (HR & Technical) Interview -Frequently Asked Questions.

Reference Books:

1. Hurlock, E.B (2006). Personality Development, 28th Reprint. New Delhi: Tata McGraw Hill.
2. Stephen P. Robbins and Timothy A. Judge (2014), Organizational Behavior 16th Edition: Prentice Hall.

Course Outcomes: After completion of the course, learners will be able to:

CO1: Understand the concept, dimensions, and theories of personality

CO2: Develop positive attitudes and motivation.

CO3: Enhance self-esteem by identifying its symptoms, types, and strategies for building positive self-confidence.

CO4: Apply interpersonal and life skills such as communication, problem-solving, decision-making, stress management, and leadership in personal and professional contexts.

CO5: Demonstrate employability skills including resume preparation, effective participation in group discussions.

ENVIRONMENTAL STUDIES

Course Code: BCP16VAC

Course Objective: To foster a comprehensive understanding of environmental concepts, natural resources, ecosystems, biodiversity, and pollution, and to equip learners with the knowledge and skills necessary for sustainable management, conservation, and environmental protection.

UNIT – I: Multidisciplinary Nature of Environmental Studies: Definition, Scope and Importance - Need for Public Awareness - Environmental Ethics - Issues and Possible Solutions -Environment Protection Act.

UNIT – II: Natural Resources: Forest Resources: Use and Over-Exploitation, Deforestation, Timber Extraction - Water Resources: Use and Over-Utilization of Surface and Ground Water, Floods, Drought, Dams-Benefits and Problems - Food Resources: World Food Problems, Changes Caused by Agriculture and Overgrazing, Effects of Modern Agriculture - Energy Resources: Renewable and Non-Renewable Energy Sources, Use of Alternate Energy Sources - Land Resources: Land as a Resource, Land Degradation, Soil Erosion and Desertification.

UNIT – III: Ecosystems: Concept of an Ecosystem - Structure and Function of an Ecosystem- Energy Flow in the Ecosystem - Food Chains, Food Webs and Ecological Pyramids - Characteristic Features, Structure and Function of - Forest Ecosystem - Grassland Ecosystem - Desert Ecosystem -Aquatic Ecosystems.

UNIT – IV: Biodiversity and its Conservation: Introduction – Definition: Genetic, Species and Ecosystem Diversity - Biogeographical Classification of India, India as a Mega-Diversity Nation - Value of Biodiversity: Consumptive Use, Productive Use, Social, Ethical, Aesthetic Values - Hot-Sports of Biodiversity - Threats to Biodiversity: Habitat Loss, Poaching of Wildlife, Man-Wildlife Conflicts - Conservation of Biodiversity: In-Situ and Ex-Situ Conservation of Biodiversity.

UNIT – V: Environmental Pollution: Definition, Cause, Effects and Control Measures of - Air Pollution - Water Pollution - Soil Pollution - Noise Pollution - Thermal Pollution - Nuclear Hazards - Solid Waste Management: Causes, Effects and Control Measures of Urban and Industrial Wastes - Disaster Management: Floods, Earthquake, Cyclone and Landslides.

Reference Books:

1. Agarwal, S. K. (2008). *Fundamentals of ecology*. Aph Publishing.
2. Low, N. (Ed.). (1999). *Global ethics and environment* (p. 320). London: Routledge.

Course Outcomes: After completion of the course, learners will be able to:

CO1: Apply principles of environmental ethics to address environmental issues and propose sustainable solutions.

CO2: Evaluate the use, management, and conservation of resources to promote sustainability.

CO3: Compare and contrast different ecosystems and assess their ecological significance.

CO4: Assess the value, threats, and conservation strategies of biodiversity.

CO5: Identify various types of environmental pollution, their causes and effects, and propose measures for pollution control, waste management, and disaster mitigation.

UNDERSTANDING INDIA

Course Code: BCP17VAC

Course Objective: To develop learners' understanding of India's geographical, historical, social, cultural, and political dimensions, enabling them to critically analyze the continuity, diversity, and evolution of Indian society.

UNIT – I: Geography of India: India on the Map of the World and its Neighboring Countries - Geographical Diversities.

UNIT – II: History of India: India's Freedom Struggle - An Introduction to Indian knowledge Systems.

UNIT – III: Communicating Culture: Oral Narratives - Myths, Tales and Folklore - Introduction to the Tribal Cultures of India.

UNIT – IV: Indian Social Structure: Continuity and Change of the Indian Social Structure – Caste - Community - Class - Gender.

UNIT – V: Understanding Indian Polity: The Evolution of State in India - Nature and Origin - Interpreting India: Traditional, Modern and Contemporary - Constitution as a Living Document.

Reference Books:

1. Choudhry, S., Khosla, M., & Mehta, P. B. (Eds.). (2016). *The Oxford handbook of the Indian Constitution*. Oxford University Press.
2. Gupta, D. (2000). *Interrogating caste: Understanding hierarchy and difference in Indian society*. Penguin Books India.

Course Outcomes: After completion of the course, learners will be able to:

CO1: Understand India from global, national and local perspectives.

CO2: Analyze key events of India's freedom struggle and understand the contributions of traditional Indian knowledge systems to society.

CO3: Appreciate the multicultural and multifaceted nature of India.

CO4: Examine the continuity and changes in India's social structure, including caste, community, class, and gender dynamics.

CO5: Analyze the structure, functioning, and evolution of the Indian state and assess the Constitution's role in shaping democratic governance and contemporary society.

LITERARY FORMS**Course Code: BEN21MJD**

Course Objective: To enable learners to identify, differentiate, and critically analyze major literary genres and subgenres by examining their formal features, historical development, and representative texts across diverse cultural and literary traditions.

UNIT – I: Literary Terms: Figures of Speech – Assonance - Blank Verse – Couplet – Epilogue – Farce – Meter.

UNIT - II – Poetry: Definition and Classification of Poetry.

UNIT – III: Prose: Definition and Classification of Prose.

UNIT – IV: Drama: Origin of Drama – Classification of Drama – Dramatic Design – Types of Dramatic Forms.

UNIT – V: Fiction: Definition – Classification of Fiction – Elements of Fiction.

Reference Books:

1. Abrams, M. H. (1999). *A glossary of literary terms* (7th ed.). Cengage Learning.
2. Turco, L. (1999). *The book of literary terms: The genres of fiction, drama, nonfiction, literary criticism and scholarship*. University Press of New England (UPNE).

Course Outcomes: After completion of the course, learners will be able to:

- CO1:** Define and identify the core characteristics and conventions of major literary genres including drama, poetry, fiction, and literary nonfiction.
- CO2:** Analyze a literary text and determine its genre or subgenre based on literary elements like plot structure, meter, rhyme, point of view, and writing style.
- CO3:** Explain how specific texts exemplify or subvert the typical conventions of their assigned genre or subgenre.
- CO4:** Discuss the historical development and evolution of literary genres and forms across different literary periods and cultural contexts.
- CO5:** Develop critical vocabulary and terminology to write and speak effectively about genre distinctions and innovations in literature.

POs COs	PO1	PO2	PO3	PO4	PO5
CO 1	✓				
CO 2			✓		
CO 3	✓			✓	
CO 4		✓			
CO 5			✓		✓

ENGLISH FOR COMPETITIVE EXAMS**Course Code: BEN22MID**

Course Objective: It prepares learners for competitive exams like UGC-NET, SLET, and UPSC Civil Services by developing English proficiency.

UNIT – I: Functional Grammar: Tenses- Articles – Concord – Foreign Expressions.

UNIT – II: Sentence Structures and Verb Forms: Conditional Sentences – Modal Auxiliary – Passive Voice- Degrees of Comparison – Kinds of Sentences – Idioms and Phrases.

UNIT – III: - Structural Grammar and Functional Writing: Simple, Complex, and Compound Sentences – Relative Pronouns – Clauses – Prepositions – Reported Speech and Dialogue – Letter Writing.

UNIT – IV: Professional Writing and Error Analysis: Note Making, - Spotting of Errors- Sentence Completion – Report Writing.

UNIT – V: Comprehensive Reading and Advanced Composition: Reading Comprehension – Precis Writing – General Essays.

Reference Books:

1. Thorpe, E., & Thorpe, S. (2011). *Objective English, 4/e*. Pearson Education India.
2. Singh, R. (2019). *Essential English for competitive examinations*. Disha Publications.

Course Outcomes: After completion of the course, learners will be able to:

CO1: Write well-structured essays, precise answers, reports, and letters using clear language and grammatical structure.

CO2: Use appropriate sentence structures, verb forms, and grammatical conventions to communicate ideas accurately and effectively in English.

CO3: Construct grammatically correct sentences and apply functional writing skills for effective written communication.

CO4: Develop precision in written communication by identifying errors, completing sentences accurately, taking effective notes, and writing structured reports.

CO5: Demonstrate strong reading comprehension skills and analyze complex texts effectively.

POs COs	PO1	PO2	PO3	PO4	PO5
CO 1			✓		✓
CO 2			✓		
CO 3			✓		
CO 4			✓		
CO 5					✓

GENDER SENSITIZATION AND SOCIAL INCLUSION**Course Code: BEN23MLD**

Course Objective: To enhance learners' awareness and understanding of gender issues, social inequalities, and inclusion, enabling them to critically analyze and promote equity and diversity in society.

UNIT – I: Conceptual Understanding of Gender: Sex vs Gender - Reflection on Real Life Experience of Growing Up as Male/Female/Others at Home, School, and Society - Social Construction of Gender and the Role of Patriarchy - Social Dynamics of Gender in Context to Gender Role, Gender Stereotypes and Gender Disparity.

UNIT – II: Gender Sensitization: Meaning, Nature, Need and Challenges - Practices of Gender Sensitization (Educational and Social) - Promoting Gender Equality within and beyond the Classroom - Critical Evaluation of Cinema from a Gender Sensitive Perceptive (for reference to Dangal 2017).

UNIT – III: Social Exclusion: Concept, Meaning, and a Brief Historical Background of Social Exclusion in India - Forms of Social Exclusion - Impact of Social Exclusion.

UNIT – IV: Social Inclusivity: Concept, Meaning, and Importance of Social Inclusivity - A Brief Historical Background of Social Inclusion Movements in British India - Role of Education in Development of Social Inclusivity.

UNIT – V: Social Movements and Development of Inclusivity: Socio-Religious Movements - Brahmo Samaj - Arya Samaj - Importance of Social Inclusion of LGBTQ - Recommendations of NPE, 1986 & NEP, 2020 on Social Inclusion of SC, ST, and OBCs.

Reference Books:

1. Bhatnagar, S. (2020). *Women's empowerment & gender parity: Gender sensitization-Book 1*. Notion Press.
2. Taket, A., Crisp, B. R., Graham, M., Hanna, L., Goldingay, S., & Wilson, L. (Eds.). (2013). *Practicing social inclusion*. Routledge.

Course Outcomes: After completion of the course, learners will be able to:

- CO1:** Identify and critique gender roles, stereotypes, and disparities in various social contexts.
- CO2:** Apply critical thinking to suggest strategies to reduce social exclusion in different contexts.
- CO3:** Understand the concept and forms of social exclusion and assess its impact on individuals and communities.
- CO4:** Analyze policies and practices that foster inclusive participation of marginalized \ groups.
- CO5:** Develop strategies to implement inclusive practices in education and community development.

பொத்தமிழ்-1

Course Code: BCP24AET

கற்றல் விளைவுகை:

நொக்கம்: தமிழ் இலக்கியங்களை அறிமுகப்படுத்துதல் மற்றும் தமிழ் மமொழிளயப் பிளழயின்றி எழுதக் கற்பித்தல்.

யன்

- தமிழ் இலக்கியங்களை அறிந்து மகொண்ல்
- தமிழ் மமொழிளயப் பிளழயின்றி எழுதக்கற்றல்
- மமொழி அறிவு இலக்கண அறிளைப் மபறல்
- இலக்கிய ஁ரலொற்று பின்புலம் அறிதல்
- மமொழி சொர்ந்த வைளலொய்ப்பு பயிற்சி மபறல்

அலகு I - கவிளதகை:

- பொரதியொர் - எங்கைநொடு (முதல் மூன்று பொடல்கை)
- பொரதிதொசன் - தமிழின் இனிம (முதல் ஐந்து பொடல்கை)
- ஁ொணிதொசன் - என்வைள (முதல் நொன்கு பொடல்கை,ப.92)
- நொ.கொமரொசன் - ஁ொனவில் (கறுப்பு மலர்கை,ப.50)
- மீனொட்சி- பிண்ளைக்கூடம் (மகொடி விண்க்கு,பக்.136,137)

அலகு II - புளளகளதகை மற்றும் ஁ொடகங்கை:

- புளளகளத மற்றும் நொடகம் - அறிமுகம் - ஁ரலொறு
- தி.ஜொனகிரொமன் - பொயசம்
- பொமொ- கிசும்புக்கொரன்
- திலகைதி - கல்மரம்
- வக.ஏ. குணவசகரன் - வபவயொட்டம்

அலகு III - சிற்றிலக்கியங்கை:

- சிற்றிலக்கியமும் பக்திலக்கியமும் - அறிமுகம் - ஁ரலொறு
- தமிழ்விடுதாது - தமிழின் சிறப்பு (கண்ணி 70 முதல் 100 ஁ளர)
- முக்கூடற்பைஞ் - பைண்ியர் ஏசல் (முதல் 10 பொடல்கை)
- குற்றொலக் குறைஞ்சி - மளலைமம் (஁ொனரங்கை கனிமகொடுத்து முதல் மகொல்லி மளல ஁ளர)
- நந்திக்கலம்பகம் - தளலைன் மநஞ்மசொடு கிண்த்தல் (பொடல் எண்னைக் 10, 25), கலிங்கத்துப்பரணி - வபய் பொடியது (முதல் பத்து பொடல்கை)

அலகு IV - க்தி இலக்கியம்:

- திருநொவுக்கரசர் - (திருநல்லூர்த் திருத்தொண்டகம் (பொடல் 6380 - 84), கொளரக்கொல் அம்ளமயொர் - அற்புதத் திருண்றதொதி (5 பொடல்கை, 44 முதல் 48 ஁ளர)
- நம்மொழ்஁ொர் - மபரிய திருண்றதொதி (முதல் 10 பொடல்கை), ஆண்டொண் - திருபொளை (முதல் ஐந்து பொடல்கை)
- திருமூலர் - திருமந்திரம் (பொடல் 251 முதல் 255 ஁ளர)
- ஁ண்஁்஁லொர் - பிண்ளைசிறு விண்ணப்பம் (முதல் 5 பொடல்கை)
- குணங்குடி மஸ்தொன் - நிரொமயக் கண்ணி (கண்ணி 21 முதல் 30 ஁ளர), எச்.ஏ.கிருட்டிணப்பிண்ளை- இரட்சணிய யொத்திரீகம் - குருதரிசனப் படலம் (15 பொடல்கை)

அலகு V - பமொழித்திறன்:

- மமொழித் திறன், பிளழயின்றி எழுதுதல்
- எழுத்துப்பிளழ், மசொற்பிளழ்
- மதொடர்பிளழ், மரபுப்பிளழ்
- அகர ஁ரிளசப் படுத்துதல்
- ஁ல்லினம் மிகும்,மிகொ இடங்கை

அடி ஁்ளட ஁்ளட நூல்கை

1. பொலசுப்ரமணியம். சிற்பி., பத்மநொபன். நீல, புதிய தமிழ் இலக்கிய ஁ரலொறு, சொகித்திய அகொமதமி, 2013.
2. தமிழண்ணல், புதிய வநொக்கில் தமிழ் இலக்கிய ஁ரலொறு, மீனொட்சி புத்தக நிலயம், 2022.

HINDI – I (ADHUNIK BHARATIYA BHASHA)

Course Code: BCP24AEH

Course Objective: To develop functional proficiency in Hindi language, vocabulary and Devanagari script while enhancing students Communication skills, Cultural Awareness and ethical understanding relevant to business and society.

UNIT– I: नाटक : अंधेर नगरी – भारतेन्दु हरीशचन्द्र

UNIT - II: अनेक शब्दों के लिए एक शब्द,

UNIT - III: शब्द ज्ञान : पर्यायवाची, विलोम, अनेकार्थ,

UNIT - IV: देवनागरी लिपि : देवनागरी लिपि का विकास, नामकरण, विशेषताएँ,

UNIT - V: आदर्श वैज्ञानिक लिपि के गुण और देवनागरी लिपि,
देवनागरी लिपि का मानकीकरण, मानकीकरण का उद्देश्य,

Reference Books:

1. Singh, D. (2017). व्यावसायिक य5िंदी. New Delhi, India: National Publishing House.
2. Verma, O. N. (2018). सामान्य य5िंदी. New Delhi, India: Arihant Publications.

Course Outcomes: After completion of the course, learners will be able to:

CO1: Understand Hindi drama and prose content.

CO2: Use correct Hindi vocabulary and word forms.

CO3: Apply synonym, antonym and polysemy knowledge.

CO4: Explain Devanagari script features and standardization.

CO5: Communicate ethically and socially in Hindi.

SANSKRIT I

Course Code: BCP24AES

Course Objective: To provide foundational knowledge of Sanskrit grammar and language structure, enabling students to understand declensions, conjugations, cases, and basic sentence formation, and to develop skills in translating simple Sanskrit texts and subhashitas.

UNIT –I: Alphabets, Consonants, Noun Declensions, Nominative, Accusative (Singular, Dual and Plural)

UNIT – II: Instrumental Case, Dative, Ablative and Indeclinables, verbal conjugation; first person, second person, third person, Present tense.

UNIT- III: Genitive, locative and Vocative Absolute, Masculine Gender, Feminine Gender and Neuter Gender.

UNIT – IV: Verbal Conjugation: Past Tense and Future Tense Declensions ending in ram>, kiv>, -anu>, mat&, mala.

UNIT – V: Translation of simple sentences, Stories & select Subhashitas

Reference Books:

1. Sanskrit for Beginners Dr. M. Narasimhachary and Dr.S.Ramaratnam, N&R Publications, Chennai

Course Outcome: After completion of the course, learners will be able to:

- CO1:** Identify and apply Sanskrit alphabets, consonants, noun declensions, and nominative and accusative cases in singular, dual, and plural forms.
- CO2:** Demonstrate understanding of instrumental, dative, ablative cases and indeclinables, and perform present tense verbal conjugations across persons.
- CO3:** Analyze and use genitive, locative, and vocative cases and differentiate masculine, feminine, and neuter gender forms correctly.
- CO4:** Apply past and future tense verbal conjugations and recognize specific declensional endings in Sanskrit grammar.
- CO5:** Translate simple Sanskrit sentences, short stories, and selected subhashitas with grammatical accuracy and contextual understanding.

EMPLOYABILITY AND PROFESSIONAL SKILLS

Course Code: BCP25SEC

Course Objective: To develop students' ability to apply, analyze and evaluate quantitative aptitude, logical reasoning and analytical skills for competitive examinations and campus recruitment.

UNIT - I: Fundamentals of Quantitative Aptitude: Number System - LCM and HCF - Decimal Fractions - Square Roots and Cube Roots - Surds and Indices.

UNIT – II: Applied Quantitative Aptitude: Averages - Percentage - Ratio and Proportion - Problems on Ages - Profit and Loss.

UNIT - III: Advanced Quantitative Aptitude: Simple Interest and Compound Interest - Time and Work - Time, Speed and Distance - Probability - Permutation and Combination.

UNIT - IV: Logical Reasoning (Deductive Reasoning): Analogy - Coding and Decoding - Blood Relations - Directional Series - Number and Letter Series - Calendars and Clocks - Mathematical Operations.

UNIT - V: Analytical and Critical Reasoning: Venn Diagram - Seating Arrangements - Statement and Arguments - Statements and Assumptions - Statements and Conclusions - Passage and Conclusion - Assertion and Reason - Causes and Effects - Simple and Coded Inequality - Conditions and Grouping - Critical Reasoning – Syllogism.

Reference Books:

1. Khurana, R. (2016). Quantitative aptitude and reasoning. New Delhi, India: Vikas Publishing.
2. Sijwali, B. S., & Sijwali, I. (2016). Logical reasoning. New Delhi, India: Arihant Publications.

Course Outcomes: After completion of the course, learners will be able to:

CO1: Apply quantitative aptitude techniques to solve business-related problems.

CO2: Use logical reasoning skills to analyze and solve structured problems.

CO3: Evaluate situations using analytical and critical reasoning methods.

CO4: Demonstrate effective problem-solving and decision-making skills.

CO5: Exhibit employability skills with ethical and social awareness.

HEALTH, WELLNESS AND YOGA EDUCATION**Course Code: BCP26VAC**

Course Objective: To develop awareness about health, wellness, nutrition and fitness for leading a healthy lifestyle. To promote physical, mental and emotional well-being through Yoga and fitness activities.

UNIT - I: Health & Wellness: Define and differentiate health and wellness – Components of health wellness and their relationship between physical activity – Local, demographic, societal issues and factors affecting health and wellness. Diet and nutrition for health & wellness – Essential components of balanced diet for health living with specific reference to the role of carbohydrates, proteins, fats, vitamins & minerals – malnutrition, under nutrition and over nutrition.

UNIT - II: Management of Health and Wellness: Meaning & importance of various dimensions of wellness. Relationship of physical fitness in achieving wellness. Drugs, doping and wellness. Role of diet and exercise in health management.

UNIT - III: Yoga Education: Meaning and definition of yoga and its aims and objectives – Based principles of yoga and its importance in our daily life – Yoga for mental attitude – Mind, body, breath and emotional level for higher plan of living.

UNIT - IV: Yoga Practices: Types and limbs of yoga – Yoga postures – Asana – Breathing practice – Pranayama – Relaxation – Meditation – Mudra.

UNIT - V: Fitness Activities: Types of fitness activities – Outdoor activities – Basic movement patterns. Indoor activities – Aerobics/Dance Fitness, Resistance Training for fitness.

Reference Books:

1. Bouchard, C., Blair, S. N., & Haskell, W. L. (2012). Physical activity and health. Human kinetics.
2. National Council of Educational Research and Training. (2015). Yoga: A healthy way of living. New Delhi, India: NCERT.

Course Outcomes: After completion of the course, learners will be able to:

CO1: Understand and explain the concepts of health, wellness, nutrition and fitness.

CO2: Apply principles of balanced diet and physical activity for health management.

CO3: Demonstrate basic Yoga practices including asanas, pranayama, meditation and relaxation techniques.

CO4: Develop positive mental attitude and stress management skills through Yoga.

CO5: Participate effectively in fitness activities to improve overall physical fitness and wellness.

DIGITAL TECHNOLOGY EDUCATION**Course Code: BCP27VAC**

Course Objective: To equip students with essential digital knowledge, practical application skills and cyber awareness for safe and effective use of technology.

UNIT - I: Introduction & Evolution of Digital System: Role & significance of Digital Technology. Information Technology & Tools. Computer System & its working, Software and its types. Operating System: Types and functions. Problem solving: Algorithms and Flowcharts.

UNIT - II: Communication System: Principles, Model & Transmission Media. Computer Networks & Internet: Concepts & Application, WWW, Web Browsers, Search Engines, Messaging, Email, Social Networking. Computer Based information System: Significance & Types. E-commerce & Digital Marketing: Basic concepts, Benefits & Challenges.

UNIT - III: Digital India & E-Governance: Initiatives, Infrastructure, Service and Empowerment. Digital Financial Tools: Unified Payment Interface, Aadhar Enabled Payments System, USSD, Credit/Debit Cards, E-Wallets, Internet Banking, NEFT/RTGS and IMPS, Online Bill Payments and PoS. Cyber Security: Threats, Significance, Challenges, Precautions, Safety Measures, & Tools, Legal and ethical perspective.

UNIT - IV: Emerging Technologies & Their Application: Overview of cloud computing, Big Data, Internet of Things, Virtual Reality.

UNIT - V: Emerging Technologies & Their Applications: Blockchain & Cryptocurrency, Robotics, Machine Learning & Artificial Intelligence, 3-D printing. Digital Signatures.

Reference Books:

1. Rajaraman, V. (2018). Introduction to information technology (3rd ed.). New Delhi, India: PHI Learning.
2. Balagurusamy, E. (2011). Fundamentals of computers (2nd ed.). New Delhi, India: Tata McGraw-Hill.

Course Outcomes: After completion of the course, learners will be able to:

- CO1:** Understand the fundamentals of digital systems, computer hardware, software and operating systems.
- CO2:** Explain communication systems, internet services and e-commerce concepts and their practical applications.
- CO3:** Use digital financial tools and e-governance services effectively and responsibly.
- CO4:** Identify cyber threats and apply safety measures following legal and ethical guidelines.
- CO5:** Describe emerging technologies and analyze their role in shaping the future digital world.

BRITISH LITERATURE I

Course Code: BEN31MJD

Course Objective: To provide a comprehensive understanding of the foundational periods of English literature—from the 14th to the 17th century—by analyzing the socio-cultural shifts of the Renaissance and Reformation through representative masterpieces of poetry, prose, and drama.

UNIT I: Introduction: The Age of Chaucer – The Renaissance and Humanism – The Reformation – The Elizabethan Age

UNIT II: Poetry I: Geoffrey Chaucer - *Prologue to the Canterbury Tales* - Edmund Spenser – “Epithalamion” - William Shakespeare – Sonnet 116 “Let me not to the marriage of true minds”

Unit III: Poetry II: John Donne – “A Valediction: Forbidding Mourning” - John Milton – “How soon hath time” – John Dryden – “A Song for St. Cecilia’s Day”

Unit IV: Prose: Francis Bacon - “Of Studies” – John Milton - *Areopagitica*

UNIT V: Drama: Christopher Marlowe – *Doctor Faustus* – Thomas Dekker – *The Shoemaker’s Holiday* – William Shakespeare – *King Lear*

Reference Books:

1. Hall, H. (1901). *Society in the Elizabethan age*. S. Sonenschein.
2. Mehl, D. (2014). *English literature in the age of Chaucer*. Routledge.

Course Outcome: After completion of the course, learners will be able to:

CO1: Obtain a comprehensive knowledge of the historical, cultural, and literary foundations of the Age of Chaucer, the Renaissance, and the Elizabethan Era.

CO2: Demonstrate an understanding of the literary works through an analysis of **themes**, poetic structures, and dramatic techniques specific to the 14th through 17th centuries.

CO3: Identify the socio-cultural conditions and major historical events, such as the Reformation and Humanism that influenced the writers and shaped their works.

CO4: Acquire an in-depth awareness of the diverse literary movements, from the narrative traditions of the medieval period to the intellectual complexities of the Metaphysical and Neoclassical styles.

CO5: Appreciate the evolution of existing genres—including the sonnet, the epic, and the essay—and the maturation of English Drama from morality plays to tragic.

POs \ COs	PO1	PO2	PO3	PO4	PO5
CO 1	✓	✓			
CO 2	✓		✓		
CO 3	✓			✓	✓
CO 4		✓		✓	
CO 5	✓	✓	✓		✓

AMERICAN LITERATURE I

Course Code: BEN32MJD

Course Objective: To familiarize learners with foundational American literary texts and major writers, enabling them to critically analyze these works within their socio-cultural and historical contexts and assess their significance in shaping American literary traditions.

UNIT – I: Introduction: Puritanism - American Romanticism - American Renaissance – Abolitionism – Slavery - Civil War and its aftermath – Transcendentalism - American Realism.

UNIT – II: Prose: Ralph Waldo Emerson – “Self Reliance” – Henry David Thoreau- “Civil Disobedience”

UNIT – III: Poetry: Walt Whitman – “Crossing Brooklyn Ferry” - Emily Dickinson – “Success is counted sweetest” - Robert Frost – “The Road Not Taken” - Sylvia Plath – “Lady Lazarus” - Maya Angelou – “When the Caged Bird sings”

UNIT – IV: Drama: Eugene O’Neil – *Hairy Ape* – Tennessee Williams - *A Streetcar Named Desire*

UNIT – V: Short Story: Washington Irving - “The Legend of Sleepy Hollow” - Edgar Allan Poe - “The Murders in the Rue Morgue” - Herman Melville - “Bartleby, the Scrivener” - Charlotte Perkins Gilman – “The Yellow Wallpaper” - Kate Chopin – “The Story of an Hour”

Reference Books:

1. Giles, P. (2019). *American world literature: an introduction*. John Wiley & Sons.
2. Lehman, D. (2006). *The Oxford book of American poetry*. Oxford University Press.

Course Outcomes: After completion of the course, learners will be able to:

CO1: Obtain a comprehensive knowledge of the historical, cultural, and literary foundations of American Literature.

CO2: Demonstrate an understanding of the literary works through an analysis of themes, characters, styles and other literary devices.

CO3: Identify the socio-cultural conditions and major historical events that influenced the selected writers and shaped their works.

CO4: Acquire an in-depth awareness of the diverse voices that contributed to the rich tradition of American Literature.

CO5: Appreciate the evolution of the existing genres and the emergence of a new genre like the short story in American Literature.

POs COs	PO1	PO2	PO3	PO4	PO5
CO 1	✓				
CO 2			✓		✓
CO 3	✓			✓	
CO 4		✓		✓	
CO 5		✓	✓		

BASICS OF JOURNALISM**Course Code: BEN33MID**

Course Objective: To familiarize learners with fundamental knowledge and practical skills in news reporting, editing, headline writing, page design, and media production processes essential for professional journalism.

UNIT – I: News Writing: What is news? – News Gathering – The News Lead – Suppliers of News.

UNIT – II: Reporting: The Reporter – Covering News – News Editor – The Sub-Editor.

UNIT – III: Editing Process: The Art of Making Columns – Planning an Editorial Page – Anatomy of Editing – Editorials.

UNIT – IV: Design and Formatting: Headlines – Design and Make-up – Language and Style – Picture Editing and Captions.

UNIT – V: Advertising and Proofreading: Advertising – Copy-Reading and Proofreading for Accuracy.

Reference Books:

1. Aggarwal, V. B. (2006). *Essentials of practical journalism*. Concept Publishing Company.
2. Wahl-Jorgensen, K., & Hanitzsch, T. (Eds.). (2009). *The handbook of journalism studies* (p. 3). New York: Routledge.

Course Outcomes: After successful completion of the course, learners will be able to:

CO1: Explain the fundamental concepts of news, news gathering and news structure, including writing effective leads.

CO2: Demonstrate practical skills in reporting, interviewing and covering various types of news events ethically and accurately.

CO3: Apply editing techniques in accordance with professional journalistic standards.

CO4: Design and format news pages using appropriate layout principles, language style, captions, and visual elements.

CO5: Perform copy-editing, proofreading and basic advertising content preparation ensuring accuracy, clarity and media ethics.

POs COs	PO1	PO2	PO3	PO4	PO5
CO 1	✓		✓		
CO 2	✓	✓	✓	✓	✓
CO 3			✓		✓
CO 4			✓		✓
CO 5			✓		✓

SUSTAINABLE DEVELOPMENT**Course Code: BCP34MLD**

Course Objective: To introduce students to fundamental concepts of sustainable development and responsible business practices.

UNIT - I: Basics of Sustainable Development: Meaning and evolution of sustainability – Core principles – Environmental problems – Resource depletion and climate change – Social issues – Sustainable Development Goals (SDGs).

UNIT - II: Sustainability and Global Efforts: Economic, social and environmental dimensions – Growth and equity – Major international summits and agreements – Global environmental issues – Basic strategies for sustainable development.

UNIT - III: Socio-economic Systems and Sustainability: Role of policies in sustainable development – Eco-friendly development programs – Trade and economic growth – Carrying capacity – Public participation – Introduction to environmental audit.

UNIT - IV: Global and Business Sustainability: Role of developed nations – Population and sustainability – Resource conservation and management – Triple bottom line approach in business.

UNIT - V: Corporate Social Responsibility and Green Practices: Concept and evolution of CSR – Corporate citizenship – Stakeholder management – CSR and governance – Environmental responsibility – Circular economy and net-zero concept.

Reference Books:

1. Edwards, A. R. (2005). *The sustainability revolution: Portrait of a paradigm shift*. New Society Publishers.
2. Von Weizsacker, E. U., Hargroves, C., Smith, M. H., Desha, C., & Stasinopoulos, P. (2009). *Factor five: Transforming the global economy through 80% improvements in resource productivity*. Routledge.

Course Outcomes: After successful completion of the course, learners will be able to:

CO1: Understand basic concepts and goals of sustainable development.

CO2: Explain global initiatives and agreements on sustainability.

CO3: Identify socio-economic approaches to sustainable development.

CO4: Describe sustainability challenges and business responsibilities.

CO5: Apply basic CSR, circular economy and environmental concepts.

FUNCTIONAL WRITING

Course Code: BCP35AEC

Course Objective: To equip learners with effective writing skills by familiarizing them with the sub-skills of writing, training them in the use of specific written discourse formats, and enabling the accurate and appropriate use of grammar and vocabulary.

UNIT – I: Types of Writing: Introduction to Writing – Expository Writing – Descriptive Writing – Narrative Writing – Persuasive Writing – Short descriptions of people, places, objects, and events.

UNIT – II: Detailed Writing: Paragraph Writing – Précis Writing – Blog Writing – Basic Pictorial/Visual Writing.

UNIT – III: Professional Writing: Letter Writing – Email Writing – Resume Writing – Cover Letter Writing – Job Applications.

UNIT – IV: Media and Report Writing: Newspaper Article Writing – Letters to the Editor – Basic Report Writing.

UNIT – V: Grammar and Vocabulary: Punctuation – Synonyms and Antonyms – Direct and Indirect Speech – Common Grammatical Errors.

Reference Books:

1. Guffey, M., & Loewy, D. (2016). *Essentials of business communication* 11e. Cengage Learning.
2. Raman, M., & Sharma, S. (2004). *Technical communication: Principles and practice*. Oxford University Press, USA.

Course Outcomes: After completion of the course, learners will be able to:

CO1: Write English with proficiency.

CO2: Demonstrate comprehensive knowledge of the use of different styles of writing.

CO3: Develop an appreciation of varied types of writing.

CO4: Use the studies undertaken in the field of functional writing in a range of writing contexts.

CO5: Apply knowledge and skills in the field of functional writing to relevant contexts thus aiding in everyday situations.

ENTREPRENEURIAL SKILLS AND PRACTICES

Course Code: BCP36SEC

Course Objective: To expose students to the concepts of Entrepreneurship and to enable them to start a small business enterprise.

UNIT–I: Entrepreneurship: Concept, Significance, Theories and Models of Entrepreneurship Development - Traits and Characteristics, Functions, Types - Entrepreneurial Processes - Problems - Capacity building - Risk Analysis - Scope of Entrepreneurship in India.

UNIT– II: Entrepreneurial Development Programmes: Significance - Internal and External Environment forces - Entrepreneurial Culture and Society - EDP: Objectives, Features, Steps and Issues in EDP Process - Role of Institutions and Government in EDP.

UNIT– III: Institutional Finance & Support to Entrepreneur: Developing Start-up Enterprises: Developing a Business Idea: Opportunity, Methods, and Creativity - Deciding to setup a Start-up Enterprise: Effectual Reasoning, Forms, Size and Location - Entrepreneurial skills and Competences - Feasibility Study: Market Survey, Techno-Economic feasibility and Preparing Project Report - Financial Requirements.

UNIT– IV: Micro & Small Enterprises: Entrepreneurial Success in Rural Areas - Establishing Entrepreneurial System - Assistance and Sickness - Institutions Supporting and providing Financial Assistance: SSI, KVIC, MSME-DO, NSIC, NIESBUD, IIE, SIDC, SDIs, DICs NGOs, Industry Association, SIDBI and SFCs - Self-help Groups - Technological Up-gradation - Challenges.

UNIT– V: Managing a New or Start-up Enterprise: Management - HRM, Marketing, Financial Management, Production and Operations Management in a New or Start-up Enterprise.

Reference Books:

1. Saravanel, P. (2020): Entrepreneurial Development, Margham Publication, Chennai.
2. Prasanna Chandra, (2019): Protect Preparation, Appraisal, Implementation, Tata McGraw Hill. New Delhi.
3. Srinivasan, N.P. & Gupta, C.B. (2017): Entrepreneurial Development, Sultan Chand & Sons

Course Outcomes: After completion of the course, learners will be able to:

CO1: Discern distinct entrepreneurial traits;

CO2: Identify the parameters to assess opportunities and constraints for new business ideas;

CO3: Develop a business idea by adopting systematic process; Design strategies for successful implementation of ideas;

CO4: Analyze the institutional finance & Support to entrepreneurs. The steps involved in setting up of micro and small enterprises.

CO5: Create a Business Plan.

BRITISH LITERATURE II

Course Code: BEN41MJD

Course Objective: To provide a comprehensive understanding of the transition from the Augustan Age to the imaginative depth of the Romantic Era by analyzing the evolution of the English novel, satirical drama, and nature poetry.

UNIT I: Poetry I: Alexander Pope – *The Rape of the Lock* (Canto I) – William Blake – “The Chimney Sweeper” – Thomas Grey – “Elegy Written in a Country Churchyard”

UNIT II: Poetry II: William Wordsworth – “On Westminster Bridge” – S. T. Coleridge – “Kubla Khan” – P. B. Shelley – “Ode to the Skylark” – John Keats – “Ode to a Nightingale”

UNIT III: Prose: Oliver Goldsmith – “Man in Black” – Joseph Addison – “Sir Roger at Church”

UNIT IV: Drama: William Congreve – *The Way of the World* - Oliver Goldsmith – *She Stoops to Conquer* – Richard Brinsley Sheridan – *The Rivals*

UNIT V: Novel: Daniel Defoe – *Robinson Crusoe* – Samuel Richardson – *Pamela* – Henry Fielding – *Tom Jones*

Reference Books:

1. Booker, C. (2019). *English Literature: Eighteenth Century and the Romantic Age*. Scientific e-Resources.
2. Watson, J. R. (2014). *English Poetry of the Romantic Period 1789-1830*. Routledge.

Course Outcomes: After completion of the course, learners will be able to:

CO1: Understand the characteristics and development of major literary genres such as poetry, prose, drama, and novel in British literature.

CO2: Analyze literary texts using appropriate critical and interpretative approaches.

CO3: Identify important literary movements and historical contexts that influenced British literature.

CO4: Evaluate themes, style, and narrative techniques used by major British writers.

CO5: Develop effective reading, analytical, and communication skills through the study of literary texts.

POs COs	PO1	PO2	PO3	PO4	PO5
CO 1	✓	✓			
CO 2	✓		✓	✓	
CO 3	✓	✓			✓
CO 4			✓	✓	✓
CO 5			✓		✓

AMERICAN LITERATURE II

Course Code: BEN42MJD

Course Objective: To familiarize learners with major American literary movements and writers from the early 20th century to the present, and to critically analyze how historical, social, and cultural factors are reflected in contemporary literature.

UNIT – I: Introduction: The Lost Generation - Literary Regionalism - Harlem Renaissance – Modernism - Avant Garde - Civil Rights Movement - Beat Movement – Postmodernism.

UNIT – II: Poetry: Walt Whitman – “When Lilacs Last in the Dooryard Bloomed” - Emily Dickinson – “Because I could not stop for death” - Robert Frost – “West-Running Brook” - Sylvia Plath – “Daddy” - Robert Lowell – “After the Surprising Conversions” - Langston Hughes – “Montage of a Dream Deferred” - Anne Sexton – “The Farmer’s Wife” - Adrienne Rich – “Necessities of Life”

UNIT – III: Drama: Edward Albee – *Who is afraid of Virginia Woolf* - Lorraine Hansberry - *A Raisin in the Sun*

UNIT – IV: Novel: Nathaniel Hawthorne - *The Scarlet Letter* - Tony Morrison – *Beloved* - Ernest Hemingway – *Old Man and the Sea*

UNIT – V: Short Story: O. Henry - “After Twenty Years” - William Faulkner - “The Bear” - F. Scott Fitzgerald - “Winter Dreams” - Louise Erdrich - “Fleur”

Reference Books:

1. Dutta, N. (2018). *Literary contexts: American literature*. Orient Blackswan.
2. Gray, R., & Patil, M. (2009). *Studies in American literature*. Atlantic Publishers.

Course Outcomes: After completion of the course, learners will be able to:

CO1: Obtain a broad understanding of the major writers and their contributions during the period.

CO2: Have an awareness of the historical, social and political contexts that shaped the specific literary texts.

CO3: Interpret and evaluate the themes, styles, techniques, and genres of American literature of the period.

CO4: Identify the recent trends and developments in American literature.

CO5: Develop a capacity for critical reading and appreciation of literary works.

POs COs	PO1	PO2	PO3	PO4	PO5
CO 1	✓				
CO 2	✓			✓	
CO 3			✓		
CO 4		✓			
CO 5					✓

INDIAN ENGLISH LITERATURE I

Course Code: BEN43MJD

Course Objective: To examine the development of poetry, prose, and fiction in India from the 1940s to the contemporary period by studying the works of writers who have contributed significantly to Indian Literature during and after Independence.

UNIT – I: Background of English Education in India: Macaulay's *Minute* (1835) - Sri Aurobindo (1872-1950) *Renaissance in India* (Essay Chapter-1).

UNIT – II: Poetry: Sri Aurobindo – “Bliss of Identity” - Sarojini Naidu – “Autumn Song” - Nissim Ezekiel – “Goodbye Party for Miss Pushpa T.S” - Kamala Das – “The Old Play House” - Shiv. K.Kumar – “Indian Women”

UNIT – III: Prose: Swami Vivekananda – “Work and its Secret” - Dr.Abdul Kalam - “My Visions for India” - Amartya Sen - “An Approach to Justice”

UNIT – IV: Short Story: R.K.Narayan – “An Astrologer’s Day” - Sudha Murthy – “Humility in Sahyadri Hills” Rita NathKeshari – “The Transplanted Wife” – TemsulaAo – “Laburnum for my Head”

UNIT – V: Novel: Mulk Raj Anand – *Coolie* - R. K. Narayan – *Man Eaters of Malgudi*

Reference Books:

1. Agrawal, E. K. (Ed.). (2003). *Indian writing in English: A critical study*. Atlantic Publishers & Dist.
2. Prasad, A. N. (Ed.). (2006). *Indian writing in English: Tradition and modernity*. Sarup & Sons.

Course Outcomes: After completion of the course, learners will be able to:

CO1: Obtain a comprehensive knowledge of the cultural, historical, and political issues reflected in the works of significant contributors to Indian Literature.

CO2: Understand the historical aspect of India’s past and present as represented in various literary texts.

CO3: Gain knowledge of the themes, patterns, language and styles used in Indian Writing in English.

CO4: Identify the impact and effects of British rule on Indian language, culture, and traditions as reflected in literary works.

CO5: Acquire a detailed understanding of the various phases of development in Indian Writing in English.

POs COs	PO1	PO2	PO3	PO4	PO5
CO 1	✓			✓	
CO 2	✓				✓
CO 3		✓	✓		
CO 4	✓			✓	
CO 5		✓			

LITERATURE AND ENVIRONMENT

Course Code: BEN44MID

Course Objective: To enable learners to critically analyze environmental and climate-change discourses through interdisciplinary perspectives, integrating literary, historical, scientific, and socio-political approaches, and to cultivate ecological consciousness, ethical responsibility, and informed engagement with environmental challenges at local and global levels.

UNIT – I: Ecocriticism: Concepts, Genres, and Positions: Introduction to Ecocriticism as a Critical Approach – Literature and Environment – Ecological Imagination - Pastoral – Wilderness – Dwelling – Apocalypse – Social Ecology – Spiritual Ecology – Scientific Conservation – Green Politics – Ecofeminism – Deep Ecology – Bioregionalism – Tinai – Environmental Movements – Environmental Justice.

UNIT - II - Disaster Narratives: Rachel Carson - *Silent Spring* - Terry Tempest Williams - *Refuge: An Unnatural History of Family and Place*

UNIT – III: The Anthropocene: Dipesh Chakrabarty - “The Climate of History: Four Thesis” - Amitav Ghosh - *The Gun Island*

UNIT – IV: Eco-Cinema: *Chasing Ice* (2012) - Documentary, Dir. Jeff Orlowski - *Snowpiercer* (2013) - Movie, Dir. Bong Joon-ho.

UNIT – V: Eco-Poetry: William Wordsworth - “Composed Upon Westminster Bridge” - Gary Snyder- “Mother Earth: Her Whales” - Mary Oliver - “Wild Geese” - Joy Harjo - “Speaking Tree” - Mamang Dai - “Small Towns and the River” - Tinai Poems - Ainkurunooru 113 and Neithaltinai Kurunthokai 3.

Reference Books:

1. Garrard, G. (2012). *Ecocriticism: The new ecocritical idiom* (2nd ed.). Routledge.
2. Rangarajan, S. (2018). *Ecocriticism: Big ideas and practical strategies*. Orient Black Swan.

Course Outcomes: After completion of the course, learners will be able to:

CO1: Critically analyze and understand environmental debates and perspectives that include histories, narratives, and alternative voices.

CO2: Engage sensitively and critically in providing meaningful solutions to climate-related issues.

CO3: Comprehend the need for exposure to diverse literary genres of environmental crises, their impact on literary representations and cultural productions

CO4: Reflect upon and acknowledge one’s moral and ethical obligations to the planet.

CO5: Create a more sustainable world for humans and other living organisms.

COs \ POs	PO1	PO2	PO3	PO4	PO5
CO 1	✓			✓	
CO 2					✓
CO 3		✓	✓		
CO 4					✓
CO 5					✓

பொதுத் தமிழ்-2

Course Code: BCP45AET

கற்றல் விளைவுகை:

நொக்கம்: நீதிநூல்கை ெயிலொக அறச்சிந்தனகளைப் ெடுத்துளரத்தல் மற்றும் சங்க இலக்கியங்ககை ெழி தமிழன் சிறப்பயும் தமிழர் மபருளமளயயும் விகைக்குதல்.

யன்:

- தமிழ் இலக்கியங்களை அறிந்து மகொண்ல்
- தமிழ் மமொழியப் பிளழயின்றி ெழுதக்கற்றல்
- நீதிநூல்கை ெயிலொக அறச்சிந்தனகளைப் மபறுதல்
- சங்க இலக்கியங்ககை ெழி தமிழன் சிறப்பயும் தமிழர் மபருளமளயயும் அறிதல்
- மமொழி அளமப்பிளன உணர்ந்து கட்டுளரகை ெழுதப் பழகுதல்

அலகு I – கொ ெயியங்கை

- சிலப்பதிகொரம் - வைட்டுண்ைரி
- மணிவமகளல - பொத்திரம் மபற்ற கொளத
- கம்பரொமொயணம் - குகப்படலம்
- மபரியபுரொணம் - களரக்கொலம்ளமயொர் புரொணம்
- சீறொப்புரொணம் - மொனுக்குப் பிளணநின்றொ படலம், ெசுகொவியம் - மளலப் மபொழிவு

அலகு II – அறஇலக்கியம்

- திருக்குறை - சிற்றினம் வசரொளம, கொலம் அறிதல்.
- நொலடியொர் - மபரியொளரப் பளழயொளம (5 பொடல்கை)
- பழமமொழி நன்னூறு - பிறரியல்ளபக் குறியொலறிதல் முதல் ஐந்து பொடல்கை திரிகடுகம் - பொடல் 31 முதல் 35 ெளர
- நீதிமைண்பொ - 21 முதல் 25 ெளர

அலகு III - சங்கஇலக்கியம்அகம்

- குறஞ்சித்திளன - கபிலர் - ஐங்குறுநூறு - அன்னொய் ெயிழிப்பத்து முதல் பொடல்கை
- முல்ளலத்திளன - ஓக்கூர் மொசொத்தியொர் - குறுமதொளக - நொன்கு பொடல்கை (பொடல் ெண்கை 126, 186, 220, 275)
- மருதத்திளன - பரணர் - நற்றிளண - மூன்று பொடல்கை (பொடல் ெண்கை 100, 260)
- மநய்தல்திளன - அம்மூண்னொர் - அகொநொநூறு - மூன்று பொடல்கை (பொடல் ெண்கை 10,140)
- பொளலத்திளன - பொளல பொடிய மபருங்கடுக்வகொ - கலித்மதொளக - பொளலக்கலி - (பொடல் ெண்கை 2, 3)

அலகு IV - புறம்**அகம்**

- பத்துப்பொட்டு - முல்ளலப்பொட்டு

புறம்

- புறநொநூறு - ஐந்து பொடல்கை (பொடல் ெண்கை - 18, 184, 190, 195, 256)
- பதிறுப்புத்து - ஐந்தொம்பத்து, மூன்று பொடல்கை (பொடல் ெண்கை - 41, 42, 43)

அலகு V - ெழுதல்

- கட்டுளர
- கடிதம்
- திளர மதிப்புளர ெழுதுதல்
- மமொழி மபயர்ப்பு (மசய்தி , அலுண்ல் கடித மமொழிமபயர்ப்புக ெண்)
- தன்விரைக் குறிப்பு ெழுதுதல்

அடி ெளட ெளட நூல்கை

1. ெரதரொசன். மு., தமிழ் இலக்கிய ெரலொறு, சொகித்திய அகொமதமி, 2015.
2. அருணொச்சலம். மு., தமிழ் இலக்கிய ெரலொறு, தி பொர்க்கர் பதிப்பகம் , மசன்ன.

HINDI –II (ADHUNIK BHARATIYA BHASHA)

COURSE CODE: BCP45AEH

Course Objective: To enhance students' comprehension of modern Hindi literature and linguistic concepts while strengthening analytical thinking, communication skills and social–ethical awareness relevant to business and contemporary society.

UNIT - I: 1) कफन – प्रेमचंद, 2) आकाशदीप – जिशंकर, 3) पर्दा - शिपाल

UNIT - II: 1. वापसी – ऊषा, 2. चीफ़ की दावत – भीष्म सायनी

UNIT - III: भाषा का स्वरूप और पर्यायभाषा

UNIT - IV: भाषा के भेद - मौखिक, लिखित, सांकेतिक

UNIT - V: भाषा के व्यवस्थापक रूप – बोली, मानक भाषा, राजभाषा, राष्ट्र भाषा, संपर्क भाषा

Reference Books:

1. Bhatia, K. C. (2016). कामकाजी हिंदी. Delhi, India: Takshila Prakashan.
2. Gupta, R. K. (2015). सरल सामान्य हिंदी. New Delhi, India: Ramesh Publishing House.
3. Vivedi, R. A. (2014). साहित्य रूप. Allahabad, India: Bharati Bhandar.

Course Outcomes: After completion of the course, learners will be able to :

CO1: Interpret modern Hindi literary texts.

CO2: Analyze social themes critically.

CO3: Explain nature and definition of language.

CO4: Differentiate forms of language usage.

CO5: Apply Hindi effectively in society.

SANSKRIT II

Course Code: BCP45AES

Course Objective: To familiarize learners with classical Sanskrit literature through the works of Kalidasa and Bana.

UNIT- I: Introduction to Sanskrit prose literature - Mahakavya, Kalidasa & Bana.

UNIT – II: Raghuvamsa, canto I, slokas 1-10, Chandrapeeda charitam Text p. 1-3

UNIT - III: Raghuvamsa, canto I, slokas 11-20, Chandrapeeda charitam Text p. 3-5

UNIT - IV: Raghuvamsa, canto I, slokas 21-30, Chandrapeeda charitam Text p. 6-8

UNIT - V: Raghuvamsa, canto I, slokas 31-40, Chandrapeeda charitam Text p. 8-10

Reference Books:

1. Pandit V. Anantacharya, English Translation by Sri T.K. Ramachandra Aiyar R.S. Vadhyar & Sons, Palghat - 678003
2. Raghuvamsa, Ed. T.K. Ramachandra Iyer, R.S. Vadhyar & Sons, Palghat

Course Outcome: After completion of the course, learners will be able to:

CO1: Identify the characteristics of Mahakavya and classical Sanskrit prose literature.

CO2: Explain the literary contributions of Kalidasa and Bana in the prescribed texts.

CO3: Translate selected passages from prescribed prose and poetry with contextual understanding.

CO4: Analyze themes, style, and poetic devices used in classical Sanskrit works.

CO5: Demonstrate critical appreciation of aesthetic and cultural values reflected in Sanskrit prose and poetry.

BRITISH LITERATURE III

Course Code: BEN51MJD

Course Objective: To provide an in-depth understanding of the Victorian Era's literary diversity by analyzing the conflict between faith and doubt, the rise of social realism in the novel, and the transition towards modern dramatic and short story forms.

UNIT I: Poetry I: Alfred Lord Tennyson – “The Lotus Eaters” – Robert Browning – “My Last Duchess” – Mathew Arnold – “Dover beach” – Gerald Manley Hopkins – “God’s Grandeur” – Dante Gabriel Rossetti – “The Blessed Damozel”

UNIT II: Prose: Charles Lamb – “Dream Children: A Reverie” – William Hazlitt – “On Reading Old Books”

UNIT III: Drama: Oscar Wilde – *The Importance of Being Earnest* – G. B. Shaw – *Arms and the Man*

UNIT IV: Novel: Jane Austen – *Pride and Prejudice* – Charles Dickens – *Oliver Twist* – Thomas Hardy – *Tess of the d'Urbervilles*

UNIT V: Short Story: Robert Louis Stevenson – “The Body Snatcher” – Arthur Conan Doyle – “The Adventure of the Speckled Band” - H. G. Wells – “The Stolen Bacillus”

Reference Books:

1. Adams, J. E. (2012). *A history of Victorian literature*. John Wiley & Sons.
2. Gilmour, R. (2014). *The Victorian period: the intellectual and cultural context of English literature, 1830-1890*. Routledge.

Course Outcome: After completion of the course, learners will be able to:

- CO1:** Obtain a comprehensive knowledge of the historical, cultural, and literary foundations of the Victorian Age, including the impact of industrialization and scientific advancement.
- CO2:** Demonstrate an understanding of the literary works through an analysis of dramatic monologues, social satire, and aestheticism specific to the 19th and early 20th centuries.
- CO3:** Identify the socio-cultural conditions and major historical shifts, such as the Victorian Compromise and the rise of the New Woman that influenced the writers and shaped their works.
- CO4:** Acquire an in-depth awareness of the diverse narrative voices, from the psychological realism of the Victorian novel to the imaginative structures of early detective and science fiction.
- CO5:** Appreciate the evolution of existing genres—including the personal essay and drawing-room comedy—and the growth of the Short Story as a distinct literary medium.

COs \ POs	PO1	PO2	PO3	PO4	PO5
CO 1	✓				✓
CO 2	✓		✓		
CO 3	✓			✓	✓
CO 4		✓	✓		
CO 5		✓	✓		✓

ENGLISH LANGUAGE STUDIES

Course Code: BEN52MJD

Course Objective: To provide a comprehensive understanding of the structure, development, functions, and meaning of language through diachronic and synchronic approaches, fostering analytical and critical engagement with linguistic concepts.

UNIT – I: Fundamental Concepts of Language: What is language? - Origin of language - Definition of Language - Four chief Theories - Design features of Language - Artificial vs Natural Languages - Human vs Animal Languages - Verbal and Nonverbal Communication - Gestures and Sign Language - The Difference between Language and Communication - Varieties of Language.

UNIT – II: Diachronic Approach to Language: Diachronic Descent of the English language, Indo-European, and Anglo-Saxon - English in Middle Ages - Growth of Vocabulary - Standard English

UNIT – III: Synchronic Approach to Language: Synchronic - Word-Sentence-Utterance - Subject – Predicate - Sentence Structure, Contiguity and Contexture - Agreement of Various Units of the Syntagmatic Structure - Addresser and Addressee Encounter.

UNIT – IV: Aspects of language: Object Language - Meta-language – Paradigmatic – Syntagmatic - Metaphor and Metonymy - Literary Devices - Projections.

UNIT – V: Language and Meaning: Definition of Semantics - Some Terms and Distinctions in Semantics - Theories of Semantics.

Reference Books:

1. Balasubramanian, T. (2013). *A textbook of English phonetics for Indian students* (2nd ed.). Laxmi Publications.
2. Crystal, D. (2018). *The Cambridge encyclopedia of the English language* (3rd ed.). Cambridge University Press.

Course Outcomes: After completion of the course, learners will be able to:

CO1: Demonstrate comprehensive knowledge and skills in multiple areas of English Language Studies.

CO2: Apply disciplinary knowledge in areas related to English Language Studies to new/unfamiliar contexts in order to solve complex problems.

CO3: Develop an appreciation of literary texts across languages and regions.

CO4: Disseminate the studies undertaken in the field of English Language Studies in a range of contexts

CO5: Apply knowledge and skills related to English Language Studies to relevant professional contexts like teaching, research, content development, etc.

COs \ POs	PO1	PO2	PO3	PO4	PO5
CO 1	✓	✓			✓
CO 2	✓		✓		✓
CO 3	✓	✓		✓	
CO 4			✓		✓
CO 5			✓		✓

INDIAN ENGLISH LITERATURE II

Course Code: BEN53MJD

Course Objective: To introduce learners to the historical development of Indian Writing in English from the colonial era to the present, enabling them to identify major literary trends and analyze how key texts reflect the complexities of colonial influence, social change, and national identity.

UNIT – I: History of Indian Writing in English: K R Srinivas Iyengar - *Indian Writing in English* - M K Naik - *A History of Indian English Literature*

UNIT – II: Poetry: Nissim Ezekiel – “A Very Indian Poem in Indian English” - A.K. Ramanujan – “Small-scale Reflections on a Great House” - R. Parthasarathy – “Under Another Sky” - P. Lal – “The Lecturer” - Gieve Patel – “Servants”

UNIT – III: Prose: Nirad C. Chaudhuri - *Thy Hand, Great Anarch* –Chapter 10 - Salman Rushdie - “Imaginary Homelands” - Arundhati Roy – *The End of Imagination*

UNIT – IV: Drama: Grish Karnad - *Hayavadana* - Dina Mehta - *Brides are Not for Burning* - Manjula Padmanabhan - *Lights Out*

UNIT – V: Novel: Arundhati Roy - *The God of Small Things* - Shashi Deshpande - *Small Remedies* - Salman Rushdie - *The Moor's Last Sigh*

Reference Books:

3. Prasad, A. N. (Ed.). (2006). *Indian Writing in English: Tradition and Modernity*. Sarup & Sons.
4. Verma, K. D. (2000). Indian Writing in English: Structure of Consciousness, Literary History and Critical Theory. In *The Indian Imagination: Critical Essays on Indian Writing in English* (pp. 1-29). New York: Palgrave Macmillan US.

Course Outcomes: After completion of the course, learners will be able to:

CO1: Become well-versed with prominent writers in Indian literature.

CO2: Understand the impact of British colonial rule on the development of Indian Literature.

CO3: Identify and analyze recurring themes and motifs in Indian English Literature.

CO4: Appreciate diverse writing styles and critically evaluate Indian literary texts from various perspectives.

CO5: Analyze the sociocultural influence on Indian Literature and its evolution.

POs COs	PO1	PO2	PO3	PO4	PO5
CO 1	✓				
CO 2	✓			✓	
CO 3			✓		
CO 4		✓		✓	
CO 5	✓				✓

NEW LITERATURES IN ENGLISH

Course Code: BEN54MID

Course Objective: To foster an understanding of diverse New Literatures in English by examining colonial and postcolonial experiences and applying theoretical approaches to non-European writings across genres, particularly from Asia, Africa, Australia, and Latin America.

UNIT – I: Africa: Chinua Achebe - *Things Fall Apart* - Wole Soyinka – “Telephone Conversation” - Nadine Gordimer – “Six feet of the country”

UNIT – II: Australia & New Zealand: A.D. Hope – “Australia” - Christina Stead – “The Schoolboy’s Tale: Day of Wrath” - Judith Wright – “Train Journey” - Peter Carey – “Do You Love Me?” - Sally Morgan – “A Black Grandmother” - A.R. D. Fairburn – “Imperial”

UNIT – III: Canada: Al Purdy – “Elegy for a Grandfather” - Margaret Atwood – “Progressive Insanities of a Pioneer” - Jeanette Armstrong – “This is a story”

UNIT – IV: Caribbean: Jean Rhys – “The day they burned the Bush” - V. S. Naipaul - *House for Mr. Biswas* - Derek Walcott – “Ruins of a Great House”

UNIT – V: South Asia: Lakshmi Wikkramasingha – “Don’t Tell Me about Matisse” - Kamala Wijeratne - “To a Student” - Kishwar Naheed – “I am not that Woman”

Reference Books:

1. Irele, A., & Gikandi, S. (Eds.). (2004). *The Cambridge history of African and Caribbean literature* (2 vols.). Cambridge University Press.
2. Kinsella, J. (2008). *The penguin anthology of Australian poetry*. Penguin.

Course Outcomes: After completion of the course, learners will be able to:

CO1: Explain the concept of New Literatures in English.

CO2: Analyze texts in relation to their historical, social, and cultural contexts.

CO3: Examine the postcolonial political conditions and legacies of Africa, Australia, New Zealand, Canada, the Caribbean, and South Asia.

CO4: Identify and apply literary theories and concepts to the analysis of non-European literatures.

CO5: Develop comparative perspectives by examining themes, narrative styles, and voices across global literatures in English.

POs COs	PO1	PO2	PO3	PO4	PO5
CO 1	✓	✓			
CO 2	✓			✓	
CO 3				✓	✓
CO 4			✓	✓	
CO 5		✓	✓		✓

BRITISH LITERATURE IV

Course Code: BEN61MJD

Course Objective: To provide a comprehensive understanding of Modernist and 20th-century British literature by analyzing the breakdown of traditional forms, the psychological depth of narrative techniques, and the literary response to the World Wars and social disillusionment.

UNIT I: Poetry I: T.S. Eliot – *The Waste Land* (Part I & II) – W. H. Auden – “Musée De Beaux Arts” – Ted Hughes – “Thought Fox” – Philip Larkin – “Whitsun Wedding” – Wilfred Owen – “Disabled” – Robert Graves – “The God Called Poetry”

UNIT II: Prose: G. K. Chesterton – “Advantages of Having One Leg” – George Orwell – “Sporting Spirit” – Bertrand Russell – “An Ideal Individual”

UNIT III: Drama: John Galsworthy – *Justice* – T.S. Eliot – *Murder in the Cathedral* – John Osborne – *Look Back in Anger*

UNIT IV: Novel: D. H. Lawrence – *Sons and Lovers* – Virginia Woolf – *Mrs. Dalloway* – Graham Greene – *The Heart of the Matter*

UNIT V: Short Story: Saki – “*The Lumber-Room*” – Katherine Mansfield – “The Daughters of the Late Colonel” – Roald Dahl – “The Magic Finger”

Reference Books:

1. Dawson, A. (2012). *The Routledge concise history of twentieth-century British literature*. Routledge.
2. Stringer, J. (Ed.). (1996). *The Oxford companion to twentieth-century literature in English*. Oxford University Press.

Course Outcomes: After completion of the course, learners will be able to:

CO1: Obtain a comprehensive knowledge of the historical, cultural, and literary foundations of Modernism and the Post-War era.

CO2: Demonstrate an understanding of the literary works through an analysis of Stream of Consciousness, the Theatre of the Absurd, and Modernist poetic fragmentation.

CO3: Identify the socio-cultural conditions and major historical shifts that influenced writers and shaped their works.

CO4: Acquire an in-depth awareness of diverse psychological voices, from the interiority of the modernist novel to the gritty realism and social commentary of twentieth-century drama.

CO5: Appreciate the evolution of literary genres—including the didactic essay and poetic drama—and the development of the modern short story as a medium for subtle social critique.

POs COs	PO1	PO2	PO3	PO4	PO5
CO 1	✓				✓
CO 2	✓		✓		
CO 3	✓			✓	✓
CO 4		✓		✓	✓
CO 5		✓	✓		✓

INTRODUCTION TO LINGUISTICS

Course Code: BEN62MJD

Course Objective: To introduce learners to the core areas of linguistics—phonology, morphology, syntax, and stylistics—and enable them to apply stylistic principles to interpret literary texts effectively.

UNIT – I: Phonology: Description and Classification of Speech Sounds - Description and Classification of Vowels and Consonants in English - The Phoneme, the Syllable and the Accentual Patterns in English.

UNIT – II: Morphology: The Patterns of Language - Morpheme & the Word - Form and Meaning.

UNIT – III: Syntax: Groups - Nominal, Verbal, Adverbial and Adjectival - Clauses and Sentences - IC Analysis.

UNIT – IV: Semantics: Theories of Meaning - Association, Connotation, Collocation - Semantic Field - Varieties of English.

UNIT – V: Stylistics: Elements of Style - Style and Literary Meaning - Principles of Stylistic Analysis.

Reference Books:

1. Akmajian, A., Farmer, A. K., Bickmore, L., Demers, R. A., & Harnish, R. M. (2017). *Linguistics: An introduction to language and communication*. MIT press.
2. McGregor, W. B. (2024). *Linguistics: an introduction*. Bloomsbury Publishing.

Course Outcomes: After completion of the course, learners will be able to:

CO1: Define basic concepts and terminologies used in linguistic analysis.

CO2: Outline the evolution of linguistic theories and schools of thought.

CO3: Apply linguistic concepts to analyze sound systems, word structure, sentence structure etc.

CO4: Evaluate the complex relationship between language and human psychology, society, culture.

CO5: Assess the relevance of linguistics for language teaching, computational linguistics and interdisciplinary studies.

POs COs	PO1	PO2	PO3	PO4	PO5
CO 1			✓		
CO 2	✓	✓			
CO 3			✓		
CO 4				✓	✓
CO 5			✓		✓

SHAKESPEARE

Course Code: BEN63MJD

Course Objective: To develop learners' ability to critically analyze Shakespeare's plays through close reading, situating them within the cultural and theatrical contexts of the Elizabethan period, with attention to both tradition and innovation in dramatic form.

UNIT – I: Tragedy: *Othello - Macbeth - Hamlet*

UNIT – II: Comedy: *As you like it - The Merchant of Venice - Much Ado about Nothing*

UNIT – III: History Plays: *Henry IV (Part 2) - Richard II*

UNIT – IV: Roman Plays: *Julius Caesar - Coriolanus*

UNIT – V: Sonnets and Criticism: *The Sonnets – A.C. Bradley - Shakespearean Tragedy*

Reference Books:

1. Armstrong, K., & Atkin, G. (2014). *Studying Shakespeare: A Practical Introduction*. Routledge.
2. Shaughnessy, R. (2013). *The Routledge Guide to William Shakespeare*. Routledge.

Course Outcomes: After completion of the course, learners will be able to:

CO1: Describe Elizabethan England in social and historical context.

CO2: Identify and describe the major themes of Shakespearean tragedy, comedy, and history plays.

CO3: Define a variety of Shakespearean dramatic forms, including tragedy, history, and comedy plays.

CO4: Demonstrate the ability to connect historical, social, and cultural contexts with a critical analysis of Shakespeare's works to enhance an understanding of the plays' relevance across time.

CO5: Explain the roots of the Shakespearean sonnets in earlier sonnet traditions.

COs \ POs	PO1	PO2	PO3	PO4	PO5
CO 1	✓				
CO 2			✓	✓	
CO 3			✓		
CO 4	✓				✓
CO 5		✓			

EUROPEAN LITERATURE

Course Code: BEN64MJD

Course Objective: To critically examine major works of European modern literature in relation to industrial modernity, psychological consciousness, war, gender, power, and narrative experimentation, fostering analytical and interpretative skills within their socio-historical contexts.

UNIT – I: Industrial Modernity and Social Upheaval: Gustave Flaubert - *Madame Bovary* – Leo Tolstoy - *The Death of Ivan Ilyich* – Fyodor Dostoevsky - *Crime and Punishment* – Nikolai Gogol - “The Overcoat” – Guy de Maupassant - “The Necklace”

UNIT – II: Interior Consciousness and Psychological Modernity: Thomas Mann - *Death in Venice* – Albert Camus - *The Fall* – Franz Kafka - “The Metamorphosis” – Julio Cortázar - “Axolotl”

UNIT – III: War and the Collapse of Meaning: Erich Maria Remarque - *All Quiet on the Western Front* – Albert Camus - *The Stranger* – Albert Camus- “The Guest” - Franz Kafka “The Hunger Artist”

UNIT – IV: Gender and the Rewriting of the Self: Simone de Beauvoir - *The Second Sex* – Henrik Ibsen - *A Doll’s House* – Zofia Nałkowska - “Sweat” – Françoise Sagan - *Bonjour Tristesse*

UNIT – V: Power, Surveillance, and Narrative Instability: Italo Calvino - *If on a winter’s night a traveler* – Milan Kundera - *The Joke* – Julio Cortázar - “Continuity of Parks” – Jorge Luis Borges - “The Library of Babel”

Reference Books:

1. Auerbach, E. (1953). *Mimesis: The representation of reality in Western literature*. Princeton University Press.
2. Fokkema, D., & Ibsch, E. (1987). *Modernist conjectures: A mainstream in European literature 1910–1940*. St. Martin’s Press.

Course Outcomes: After completion of the course, learners will be able to:

CO1: Identify major literary movements in European literature from Realism to postwar experimentation.

CO2: Analyse literary texts within their historical, philosophical, and political contexts.

CO3: Understand narrative experimentation and psychological depth in European fiction and drama.

CO4: Examine the impact of industrialisation, war, gender politics, and totalitarian regimes on literature.

CO5: Develop critical and comparative reading skills through engagement with diverse European traditions.

COs \ POs	PO1	PO2	PO3	PO4	PO5
CO 1	✓	✓			
CO 2	✓		✓	✓	✓
CO 3	✓				✓
CO 4	✓			✓	✓
CO 5	✓	✓	✓		✓

SUBALTERN LITERATURE

Course Code: BEN65MID

Course Objective: To develop learners' critical understanding of Subaltern literary traditions by examining how oppressed voices are articulated through diverse storytelling models and genres—including testimonies, short stories, novels, and critical essays—across historical contexts.

UNIT – I: Subaltern Studies- Key Terms: Bailey Betik - “Subaltern Studies”(2020) - David Ludden - “Introduction” *Reading Subaltern Studies* (2002) - Paulo Freire - “Introduction” *Pedagogy of the Oppressed* - Léopold Sédar Senghor - “On Negritude” - Ambedkar B.R. - “Castes in India: Their Mechanism, Genesis and Development”

UNIT – II: Subaltern Historiography: Antonio Gramsci - “History of Subaltern Classes: Methodological Criteria” - Ranajit Guha - “Preface” to *Subaltern Studies* - Dipesh Chakrabarty - “Subaltern Studies and Postcolonial Historiography” - E.P.Thompson - “History from Below”

UNIT – III: Gender: Mahasweta Devi - *Draupadi* - Meena Kandasamy - *Miss Militancy* - Poile Sengupta - *Thus Spake Shoorpanakha, So Said Shakuni* (Play)

UNIT – IV: Race and Caste: Claude McKay - *Home to Harlem* - Poomani - *And Then* - Joseph Macwan - *The Stepchild: Angaliyat* - T J Gnanavel - *Jai Bhim* (Movie)

UNIT – V: Ethnicity/Disability: Liana Badr - *The Eye of the Mirror* (Translated by Samira Kavar) - R. Cheran - *A Second Sunrise* - Shane Burcaw - *Strangers Assume My Girlfriend Is My Nurse*

Reference Books:

1. Chakrabarty, D. (2015). Subaltern studies in retrospect and reminiscence. *South Asia: Journal of South Asian Studies*, 38(1), 10–18.
2. Ludden, D. E. (2001). *Reading subaltern studies: Critical history, contested meaning, and the globalization of South Asia*. Permanent Black.

Course Outcomes: After completion of the course, learners will be able to:

CO1: Obtain comprehensive knowledge and approaches to the interpretation and understanding of what it means to be “Subaltern Literature”.

CO2: Demonstrate an understanding of the oppressed- voice whose rebellious echoes can be heard through Subaltern poems.

CO3: Revisit and relive the horrors of untouchability, transforming the pain into a narrative of resistance through the Subaltern testimonies.

CO4: Exemplify the sites of anger and protest conveyed through a specific locale and language in literary works like the Subaltern short stories.

CO5: Identify the unique emergence of Subaltern novels and films, challenging and shattering the existing genres and canons of the literary worlds.

POs \ COs	PO1	PO2	PO3	PO4	PO5
CO 1	✓			✓	
CO 2				✓	✓
CO 3	✓			✓	✓
CO 4		✓		✓	
CO 5		✓	✓		✓

LITERARY CRITICISM I

Course Code: BEN71MJD

Course Objective: To introduce learners to the key texts in literary criticism, enabling them to understand, analyze, and apply critical principles ranging from classical to modern literary theory.

UNIT – I: Classical Literary Criticism: Aristotle - *Poetics* how drama works—an early analysis – Horace - *Ars Poetica* (119-133).

UNIT – II: Neoclassical Criticism: Alexander Pope – *An Essay on Criticism* - Samuel Johnson – “Preface to Shakespeare”

UNIT – III: Romantic Criticism: William Wordsworth – Preface to Second Edition of *Lyrical Ballads* - S. T. Coleridge - *Biographia Literaria* - Chapters 14, 16 & 17

UNIT – IV: Victorian and Modernist Criticism: Matthew Arnold – “The Study of Poetry” - T. S. Eliot – “Tradition & Individual Talent”

UNIT – V: Practical and New Criticism: I.A. Richards – “Four Kinds of Meaning” - Cleanth Brooks – “Irony as a Principle of Structure”

Reference Books:

1. Ayers, D. (2008). *Literary theory: A reintroduction*. Wiley India.
2. Habib, M. A. R. (2007). *A history of literary criticism: From Plato to the present*. Wiley-Blackwell.

Course Outcomes: After completion of the course, learners will be able to:

CO1: Acquire sound knowledge and difference of literary theories and non-literary theories.

CO2: Gain hands-on experience of how theories are countered by theories and how they defy and outwit their own stances.

CO3: Gain consciousness of the phenomenal growth of theories into other theories.

CO4: Understand the difference between Literature, Criticism and Theory.

CO5: Know the basic tenets of Literature, Criticism and Theory.

POs COs	PO1	PO2	PO3	PO4	PO5
CO 1	✓	✓			
CO 2		✓		✓	✓
CO 3	✓			✓	
CO 4	✓		✓		
CO 5	✓		✓		

TRANSLATION THEORY AND PRACTICE

Course Code: BEN72MJD

Course Objective: To introduce learners to key concepts, theories, and practices in Translation Studies, while enabling critical understanding of historical, cultural, linguistic, and theoretical perspectives that shape translation across contexts and disciplines.

UNIT – I: Theories of Translation: Communicative & Semantic - Literal & Free translation - Nature of Meaning and Semantic Field vs. Semantic Contest - The Meaning of a Symbol & The Communicative Event - Descriptive Dimensions of Meaning - Features of Linguistic Symbols - Linguistic Meaning - Referential & Emotive Meaning.

UNIT – II: Levels and Processes of Translation: Expressive, Informative & Vocative – Interlinear, Intralinear & Itersemiotic - Formal & Dynamic Equivalence - Linguistic, Paradigmatic, Syntagmatic & Stylistic Equivalence - Transference, Transliteration & Transcreation - Kinds of Untranslatability- Linguistic and Cultural factors

UNIT – III: Developments in Translation Theory: Translation Theory in and after the nineties -The Post-structural Influence: A Brief Overview - Derrida, Paul de Man and Barthes - Exploring the Binary between the Original and the Translation - Redefining the Role of the Translator.

UNIT – IV: Theoretical Frameworks in Translation: Vermeer - Functionalism and the Skopos and Polysystem Theory - Luise von Flotow -The Feminist Debate on ‘Inclusive Language’ : Grammatical Gender and Social Gender - Lawrence Venuti - Foreignization and Domestication - Bo Peterson and Tejaswini Niranjana on Postcolonial Translation - Gideon Toury - Scientific Approaches to Translation: Descriptive Translation Studies

UNIT – V: Translation & Other Disciplines: Instrumental & Integrative Functions - General & Academic Utility - Translation & Comparative Literature - Translation & Second-Language Teaching - Classification of Translation Approaches.

Reference Books:

1. Munday, J., Pinto, S. R., & Blakesley, J. (2022). *Introducing translation studies: Theories and applications*. Routledge.
2. Pym, A. (2023). *Exploring translation theories*. Routledge.

Course Outcomes: After completion of the course, learners will be able to:

CO1: Apply theoretical frameworks to the analysis of complex semantic and linguistic meanings within various texts.

CO2: Understand the strategies and challenges of linguistic and cultural untranslatability.

CO3: Critically **assess** the impact of contemporary theory on redefining the traditional relationship between original texts and their translations.

CO4: Evaluate functionalist approaches and critical debates surrounding inclusive language and translation ethics.

CO5: Articulate the broader relevance and utility of translation by exploring its instrumental functions and its interdisciplinary relationship with fields such as comparative literature and second-language acquisition.

POs \ COs	PO1	PO2	PO3	PO4	PO5
CO 1	✓		✓		
CO 2		✓		✓	
CO 3	✓	✓			✓
CO 4				✓	✓
CO 5	✓	✓	✓		

RESEARCH METHODS AND PRACTICES**Course Code: BEN73MJD**

Course Objective: To familiarize learners with the major methods and approaches in literary research and various types of research writing.

UNIT-I: Research: Description, Types and Resources: Major Methods – Archival - Auto/biography - Oral History – Visual - Discourse Analysis – Ethnographic – Quantitative - Textual Analysis – Interviewing – Creative Writing - Digital Humanities - Research Methods vs. Methodology - Types of Research – Descriptive vs. Analytical, Applied vs. Fundamental, Quantitative vs. Qualitative, Conceptual vs. Empirical.

UNIT -II: Identification of a Research Problem: Planning the research area/topic - Delimiting an Area of Study, Defining and Formulating the Research Problem, Selecting the Problem - Importance of Literature Review in Defining a Problem - Literature Review- Primary and Secondary Sources – Reviews - Research Databases - Web as a Source - Identifying Research Gap from Literature and Research Database - Development of Working Hypothesis.

UNIT -III: Research Writing: Note-taking - Note-making - Summarizing – Paraphrasing- Writing Review of Literature - Preparing Working Outline / Final Outline - Writing Synopsis- Writing Research Proposal.

UNIT -IV : Documenting and Referencing: Documentation - List of Works Cited - Citing Periodical Print Publications – Web Publications - In- text Documentation -Citing Sources in the Text – Parenthetical Documentation – Readability - Sample References - Plagiarism - Types of Plagiarism - How to Avoid Plagiarism.

UNIT -V: Formatting: Indentation – Margins – Font – Spacing - Heading and Title - Pagination,etc.

Reference Books:

1. American Psychological Association. (2020). Publication manual of the American psychological association 2020. *American Psychological Association*.
2. Modern Language Association. (2021). *MLA Handbook* (9th ed.). Modern Language Association

Course Outcomes: After completion of the course, learners will be able to:

CO1: Understand how to go about doing research in English Studies.

CO2: Know about the various researches done in English Studies.

CO3: Discuss different methods and approaches employed in Literary Studies.

CO4: Carry out documenting, formatting and referencing in MLA.

CO5: Avoid plagiarism.

COs \ POs	PO1	PO2	PO3	PO4	PO5
CO 1	✓			✓	
CO 2	✓	✓		✓	
CO 3	✓	✓	✓	✓	
CO 4			✓	✓	✓
CO 5			✓	✓	✓

POSTCOLONIAL LITERATURE

Course Code: BEN74MID

Course Objective: To introduce learners to the key concepts, historical context, and global impact of postcolonialism, while enabling critical analysis of colonial literary resistances and cultural transformations.

UNIT – I: What is Postcolonial?: Understanding the Postcolonial - Definitions and Scope - New Literatures in English: African- Caribbean, South Asian-New Zealand- Australian- Canadian - Key Terms: Colonialism– Diaspora – Eurocentrism – Hegemony – Hybridity – Master and Meta Narratives – Mimicry – Nation – Self and Other –Postcolonialism– Race and Racism – Subaltern.

UNIT – II: Poetry: Kamau Brathwaite - “Columbe” (Caribbean) - Leopold Senghor - “New York” (Africa) - Gabriel Okara - “The Mystic Drum” (Africa) - Lee Tzu Pheng - “My Country and My People” (Singapore) - Kishwar Naheed - “The Grass is Like Me” (Pakistan)

UNIT – III: Fiction: Salman Rushdie - *Midnight’s Children* (India) - Bapsi Sidhwa - *Ice-Candy Man* (Pakistan) - Chimamanda Ngozi Adichie - *Half of a Yellow Sun* (Africa)

UNIT – IV: Drama: Ama Ata Aidoo - *Anowa* (Africa) - Yvette Nolan - *The Unplugging* (Canada) - Jane Harrison - *Stolen* (Australia)

UNIT – V: Non-Fiction: Edward Said - Introduction to *Orientalism* - Frantz Fanon - Introduction to *Black Skin White Masks* - Gayatri Chakravorty Spivak - “Can the Subaltern Speak?”

Reference Books:

1. Shohat, E., & Stam, R. (2013). *From Eurocentrism to polycentrism*. Taylor & Francis.
2. Young, R. J. C. (2016). *Postcolonialism: An historical introduction* (2nd ed.). Wiley.

Course Outcomes: After completion of the course, learners will be able to:

CO1: Understand the key concepts of postcolonialism.

CO2: Learn about the effects of colonialism on different languages, cultures, societies, etc.

CO3: Understand the historical and political context of colonialism.

CO4: Familiarize with the diversity of form and content in the postcolonial literary texts from all around the world

CO5: Analyze how postcolonial authors engage with issues of identity, language, race, gender, and power relations in their writings.

POs COs	PO1	PO2	PO3	PO4	PO5
CO 1	✓		✓		
CO 2	✓	✓			✓
CO 3	✓				✓
CO 4		✓		✓	
CO 5			✓	✓	✓

FEMINIST NARRATIVES

Course Code: BEN75MID

Course Objective: To provide a comprehensive understanding of key feminist movements across global contexts, enabling a critical analysis of interdisciplinary feminist frameworks, including intersectionality, biopolitics, postcolonialism, and posthumanism.

UNIT – I: Marriage, Domesticity and Motherhood: Kate Chopin - *The Awakening* – Manju Kapur - *Difficult Daughters* – Susan Glaspell - “A Jury of Her Peers” – Shashi Deshpande - *That Long Silence*

UNIT – II: Sexuality and the Body: Margaret Atwood - *The Handmaid’s Tale* – Shashi Deshpande - *The Intrusion* - Han Kang - *The Vegetarian* – Ama Ata Aidoo - “The Girl Who Can”

UNIT – III: Race, Caste and Nation: Toni Morrison - *The Bluest Eye* – Bama- *Karukku* – Mahasweta Devi - *Mother of 1084* - Hansda Sowvendra Shekhar – *The Mysterious Ailment of Rupi Baskey*

UNIT – IV: Violence and Resistance: Margaret Atwood - “Rape Fantasies” – Chimamanda Ngozi Adichie - *We Should All Be Feminists* – Laurie Halse Anderson - *Speak* – Ken Liu - *The Paper Menagerie*

UNIT – V: Speculative and Futuristic Feminisms: Ursula K. Le Guin - *The Left Hand of Darkness* – Naomi Alderman - *The Power* – Rokeya Sakhawat Hossain - *Sultana’s Dream* – Octavia Butler - *Parable of the Sower*

Reference Books:

1. Collins, P. H. (2002). *Black feminist thought: Knowledge, consciousness, and the politics of empowerment* (2nd ed.). Routledge.
2. Richardson, D., & Robinson, V. (Eds.). (2020). *Introducing gender and women's studies*. Bloomsbury Publishing.

Course Outcomes: After completion of the course, learners will be able to:

CO1: Identify key phases and concerns in global feminist literary writing.

CO2: Analyse literary representations of gender in relation to marriage, domesticity, and embodiment.

CO3: Examine intersections of feminism with race, caste, nationalism, and subaltern politics.

CO4: Evaluate testimonial and resistance narratives within frameworks of power and violence.

CO5: Critically interpret speculative and futuristic feminist texts that reimagine gender and social structures.

POs \ COs	PO1	PO2	PO3	PO4	PO5
CO 1	✓	✓			✓
CO 2	✓			✓	✓
CO 3	✓	✓	✓	✓	✓
CO 4	✓		✓	✓	✓
CO 5	✓		✓		✓

LITERARY CRITICISM II

Course Code: BEN81MJD

Course Objective: To enhance learners' comprehension of literary and cultural theory, equipping them to recognize distinctions between criticism and literary theory, and to interpret texts through informed theoretical perspectives.

UNIT – I: Psychoanalytic Criticism: Sigmund Freud - “Group Psychology and the Analysis of the Ego” - Jacques Lacan - “The Mirror Stage as Formative of the Function of the I”

UNIT - II – Feminism: Elaine Showalter - “Feminist Literary Criticism in the Wilderness” - Simone De Beauvoir - “Myth and Reality”

UNIT – III: Sociological/Marxist Approach: Raymond Williams - “Base and Superstructure” Antonio Gramsci - “Hegemony”

UNIT – IV: New Criticism and Cultural Materialism: Mikhail Bakhtin - “Discourse in the Novel” - Stephen Greenblatt - “The Circulation of Social Energy” - Alan Sinfield - “Reading Dissidence”

UNIT – V: Colonial, Post-colonial, and Cultural Studies: Ngũgĩ wa Thiong'o-“Decolonising the Mind” - Homi K. Bhabha - “Signs Taken for Wonders” - Gayatri Spivak - “The Politics of Translation”

Reference Books:

1. Barry, P. (2009). *Beginning theory* (3rd ed.). Manchester University Press.
2. Jefferson, A., & Robey, D. (Eds.). (1986). *Modern literary theory: A comparative introduction*. Batsford.

Course Outcomes: After completion of the course, learners will be able to:

CO1: Understand the nuances of literature through theoretical perspectives.

CO2: Create an awareness of literature as an inclusive discipline that incorporates all other disciplines into its web.

CO3: Enhance multiple perceptions of a text.

CO4: Imbibe a research orientation that takes literature beyond its own authorial and textual boundaries.

CO5: Apply the knowledge of the contours and routes of literature and theory as an insightful and intellectual combination.

POs \ COs	PO1	PO2	PO3	PO4	PO5
CO 1	✓		✓		
CO 2	✓	✓			✓
CO 3		✓		✓	✓
CO 4			✓	✓	
CO 5	✓		✓		✓

COMPARATIVE LITERARY STUDIES**Course Code: BEN82MJD**

Course Objective: To develop an understanding of Comparative Literary Studies as a methodological approach, enabling critical engagement with literary theory, its complexities, and inclusive analysis of both European and non-European texts.

UNIT – I: Comparative Literature: Definition Scope and Method - Emergence and Historical Development of the Discipline - French and American School of thought - European and Indian - Comparative Literature as a Methodology - Differences and Ethics of Plurality.

UNIT - II – Literature, Movements, and Genres: Weltliteratur, General Literature, National Literature - Movements and Traditions - Theory of Genres - Oral and Written - Ancient, Medieval and Modern.

UNIT – III: Thematology and Cross-Cultural Relations: Motifs, Myths and Archetypes - Cross-Cultural Literary Relations – Influence – Analogy – Reception.

UNIT – IV: Translation and Interdisciplinary Approaches: History and Politics of Translation -Interpretations of Culture - Problems of Cultural Translation - Literature and Psychology/Sociology -Mutual Illumination of the Arts - Music/Fine arts/Sculpture.

UNIT – V: New Comparative Literature and Representative Texts: Short Stories: Chekhov – “Vanka” - Maupassant – “The Prisoners” - Poe – “The Angel of the Odd” - Tagore – “The Wicked Postmaster” - Basheer – “The Invaluable Moment” - Perumal Murugan – “Water Play” **Plays:** Kalidasa – *Abhijnan Shakuntalam* - Komal Swaminathan – *Water!* **Novels:** Bankim Chandra Chattopadhyay – *Durgeshnandini* - Chandu Menon – *Indulekha*

Reference Books:

1. Bassnett, S. (1993). *Comparative literature: A critical introduction*. Wiley-Blackwell.
2. Domínguez, C., Saussy, H., & Villanueva, D. (2014). *Introducing comparative literature: New trends and applications*. Routledge.

Course Outcomes: After completion of the course, learners will be able to:

CO1: Study literatures as the core poetics of humanity which is the very essence of the course.

CO2: Sense the studies as an invasive drive into Eurocentrism.

CO3: Develop a positive consciousness of all cultures.

CO4: Cultivate a sense of awareness of the interdisciplinary nature of comparison, its complementary learnings with other major disciplines as Translation Studies as well as other major art forms as music, art and sculpture.

CO5: Sharpen comparative skills and enable an all-inclusive research outcome.

POs COs	PO1	PO2	PO3	PO4	PO5
CO 1	✓	✓			
CO 2		✓		✓	
CO 3		✓			✓
CO 4	✓		✓		✓
CO 5		✓	✓	✓	

POSTMILLENNIAL LITERARY TRENDS

Course Code: BEN83MJD

Course Objective: To provide a comprehensive background to the emergence of contemporary literary trends and movements, and to enable learners to identify and analyze the significant events leading to the new millennium that impacted and restructured literature.

UNIT – I: Graphic Narratives and Visual Storytelling: Hillary Chute - “Comics as Literature? Reading Graphic Narrative” - Marjane Satrapi - *Persepolis* - Art Spiegelman – *Maus* - Amruta Patil - *Kari*

UNIT - II: Digital Humanities and Hypertext Literature: Susan Schreibman et al. - “The Digital Humanities and Humanities Computing: An Introduction” - Michael Joyce - *Afternoon, a story* - Shelley Jackson - *Patchwork Girl* - Dave Eggers - *The Circle*.

UNIT – III: Trauma Studies: Michelle Balaev - “Trauma Studies” - Maya Angelou - *I Know Why the Caged Bird Sings* - Amitav Ghosh - *The Shadow Lines* - Bharati Mukherjee - *The Management of Grief*

UNIT – IV: Health Humanities and Illness Narratives: Paul Crawford — “Health Humanities: The Future of Medical Humanities?” - Jerry Pinto - *Em and the Big Hoom* - Charlotte Perkins Gilman - *The Yellow Wallpaper* - Lisa Genova - *Still Alice*

UNIT – V: Posthuman Literature: Donna Haraway — “A Cyborg Manifesto” - Kazuo Ishiguro - *Never Let Me Go* - Margaret Atwood - *Oryx and Crake* - Ted Chiang - *Exhalation*

Reference Books:

1. Chute, H. L. (2010). *Graphic women: Life narrative and contemporary comics*. Columbia University Press.
2. Felman, S., & Laub, D. (1992). *Testimony: Crises of witnessing in literature, psychoanalysis, and history*. Routledge.

Course Outcomes: After completion of the course, learners will be able to:

CO1: Understand the increasing intersection of literature and other disciplines.

CO2: Learn about the literary transformation from reading to representation.

CO3: Understand the socio-political shifts of literary studies in the context of globalization.

CO4: Identify the timeline of history through different literary texts along with the major literary trends.

CO5: Examine the literary works of writers experimenting with new forms and genres.

POs COs	PO1	PO2	PO3	PO4	PO5
CO 1	✓		✓		
CO 2			✓	✓	✓
CO 3	✓	✓			✓
CO 4	✓	✓			
CO 5			✓	✓	

REGIONAL LITERATURES

Course Code: BEN84MJD

Course Objective: To enhance learners' sensitivity to India's literary diversity by exploring regional literatures and their unique reflections of cultural, linguistic, and human experiences.

UNIT – I: Introduction to Indian Literature: Regionalism in Indian Literature - Socio-Cultural and Literary background of Indian Regional Literatures - R.K. Gupta and Priyalakshmi Gupta: "Towards a Concept of Indian Literature"- M.K. Naik: "Indian Pride and Indian Prejudice: Reflections on the Relationship between Regional Indian Literatures and Indian Writing in English" - MSS Pandian "One Step outside Modernity: Caste, Identity Politics and Public Sphere" Economic and Political Weekly, Vol. 37, No. 18 (May 4-10, 2002), pp. 1735-1741

UNIT – II: Poetry: Kazi Nazrul Islam – "Bidrohi" (Bengali) - G.M. Muktibodh – "The Void" (Hindi) - Akhtar-ul-Iman – "Compromise" (Urdu) - Gopalakrishna Adiga – "This Land of Ours Now" (Kannada) - Namdeo Dhasal – "Stone Masons- My Father and Me" (Marathi) – Sukirtharani – "Portrait of My Village" (Tamil)

UNIT – III: Fiction: Mahaswetha Devi - *Bashai Tudu* (Bengali) – Ilayam - *Beasts of Burden* (Tamil) - Easterine Kire - *Rain Maiden and the Bear Man*

UNIT – IV: Drama: Habib Tanvir - *Charandas Chor* (Hindi) - K. A. Gunasekaran - *Touch* (Tamil) - K. J. Baby - *Nadugadhikai* (Malayalam)

UNIT – V: Life Writings: A. Revathi - *The Truth About Me* (Tamil) - Devaki Nilayamgode - *Antarjanam* (Malayalam) - Manoranjan Byapari - *Interrogating My Chandal Life: An Autobiography* (Bengali)

Reference Books:

1. Ravikumar, D., & Azhaajarsan, R. (2012). *The (Oxford India) anthology of Tamil Dalit writing*. Oxford University Press.
2. Srinivasan, K. S., & Ramanujan, A. K. (1982). What is Indian literature? *Indian Literature*, 25(4), 5–15.

Course Outcomes: After completion of the course, learners will be able to:

CO1: Have a thorough understanding of Indian literature across languages.

CO2: Analyze literary terminology, components, and basic structures of novels, plays, and poems, using specific examples from works studied in the course.

CO3: Trace the evolution of different genres across regions.

CO4: Apply their own critical ideas in the exploration of literature.

CO5: Become aware of the plurality of literature across regions and be equipped to write critical essays and formal research papers on literary texts and topics.

POs COs	PO1	PO2	PO3	PO4	PO5
CO 1	✓	✓			
CO 2	✓		✓		
CO 3	✓	✓			
CO 4			✓	✓	✓
CO 5		✓	✓	✓	✓

CULTURAL STUDIES

Course Code: BEN85MJD

Course Objective: To explore the complexities and diversity of culture and its theories, focusing on everyday practices and the historical development of Western cultural studies for analyzing cultural industries.

UNIT – I: Culture as a Concept: Matthew Arnold - Chapter I, II & III *Culture and Anarchy* - F.R. Leavis - “Mass Civilization and Minority Culture” - T S Eliot - *Notes Towards the Definition of Culture* - Raymond Williams - “‘Culture’, Keywords” - E.P. Thompson - “The Preface” *The Making of the English Working Class*.

UNIT – II: Cultural Studies: Major Schools of Cultural Studies-Birmingham and Frankfurt - John Storey (editor): “Introduction: The Study of Popular Culture and Cultural Studies” *Cultural Theory and Popular Culture: A Reader*. - Stuart Hall - “Cultural Studies and its Theoretical Legacies” - Simon During - “Introduction” *The Cultural Studies Reader*.

UNIT – III: Culture and the Politics of Identity: Aloysius G - “Ideology and Indian Historiography” - “Nationalism as Ideology” *Nationalism without a Nation in India* - Partha Chatterjee - “Whose Imagined Community?” - Prashant Ingle - “Intersecting Dalit and Cultural Studies: De-Brahmanising the Disciplinary Space”.

UNIT – IV: Culture and Technology: Raymond Williams - “Advertising: The Magic System” - Walter Benjamin - “The Work of Art in the Age of Technological Reproducibility” - Nicholas Mirzoeff - “Visualising Visuality” *The Right to Look*.

UNIT – V: Culture, Body and Sexuality: Simi Linton - “What is Disability Studies?” - Tejaswini Niranjana - “Teaching Gender Studies as Cultural Studies” - “Reinventing Privilege: The New (gay) Man in Contemporary Popular Media” *Critical Studies in Media Communication*, 67–91.

Reference Books:

1. Agger, B. (2014). *Cultural studies as critical theory* (Original work published 1992). Routledge.
2. Brooker, P. (2003). *A glossary of cultural theory*. Arnold.

Course Outcomes: After completion of the course, learners will be able to:

CO1: Trace the intellectual movements, key texts and concepts that have shaped cultural studies.

CO2: Understand the origin and development of the core perspectives of cultural studies and their institutionalization in the Western and Indian contexts.

CO3: Carry out cultural analysis of literary texts.

CO4: Examine how common identity markers like body, disability, sexuality, religion, and caste are used as cultural signs to privilege/stigmatize one’s social identity.

CO5: Develop a critical outlook in perceiving culture in relation to the power and historical contexts: local, regional, national and global.

POs \ COs	PO1	PO2	PO3	PO4	PO5
CO 1	✓		✓		
CO 2	✓	✓			
CO 3	✓		✓	✓	
CO 4				✓	✓
CO 5	✓			✓	✓