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University, Pune

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Pimpri Chinchwad Education Trust's
Pimpri Chinchwad University

SCHOOL OF LIBERAL ARTS

(Established under Maharashtra Act No V of 2023)
Sate, Pune - 412 106. Maharashtra, India

BA ENGLISH
(2024 PATTERN)



EFFECTIVE FROM 2024-25 ACADEMIC YEAR



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Curriculum Structure

**BA English
(2024 Pattern)**

School of Liberal Arts



Effective from Academic Year 2024-25



Program Structure

Preamble:

In higher education nowadays, outcome-based learning is the primary goal due to the exponential advancements in science and technology as well as the predominately utilitarian outlook of the culture. Literary studies in English at the UG level must be viewed from this perspective because humanities is one of the most contested academic fields. In India, English literary curriculum has consequently evolved over time. From its Anglo-centric core, it moved to new literatures, including Third World Literature, Commonwealth Literature, American, Canadian, Australian, and New Literatures in English. Later, it turned to Indian Literature in English and Indian Literature in translation in the context of various theoretical and critical discourses, including Postmodernism, Post colonialism, Feminism, and Black Aesthetics/Dalit Aesthetics, among others. The revised syllabus of the undergraduate programme in English Language and Literature is both traditional and modern in focus. It is traditional in that the thrust is primarily on the three literary genres: prose, poetry, fiction and drama. Simultaneously, the programme is modern, as all the courses incorporate contemporary writing. Since only a synthesis of the two may produce a deeper understanding of the craft of writing, we have attempted to create a fusion of the past and present in this curriculum so that students can learn about the glory of old and the splendor of today. Furthermore, the Board of Studies has taken the institution's core values into account and include Learning for Life, Ethics, and Service to the Nation in order to ensure that students develop into responsible citizens with human values. The knowledge that should be included in the curriculum should be fundamentally sound and relevant to the student's overall experience. The programme encourages analytical ability and critical thinking and give students the opportunity to develop the skills demanded by employers. The pedagogy used within the programme is intended to support accurate knowledge transmission and appropriate knowledge evaluation. The skills for teaching and learning of all the course modules both Core (compulsory) and Designate (elective), have been determined for the Graduate Level Courses.

Vision and Mission of Programme:

Vision:

To envision the programme as a centre for academic excellence, professional expertise, and contextual research in English Studies.

Mission:

- To train students in communication skills in English.
- To introduce students to the tools of literary scholarship.
- To strengthen their ability to analyze all forms of literary expression.
- To prepare them for careers and higher education.



Program Educational Objectives:

Program Educational Objectives (PEOs) for a BA English program are as follows:

PEO 1: To equip the learners with the historical, political, social, and cultural context of English literature (written both in England and other countries).

PEO 2: To develop the critical ability of the learners to appreciate the features of translated texts.

PEO 3: To enable the learners to understand and interpret literary texts from various aesthetic and critical perspectives.

PEO 4: To develop soft skill among learners so that they can solve problems effectively and adopt practical measures.

Programme Outcomes

PO 1	Demonstrate a detailed knowledge and understanding of selected fields of study in core disciplines in the humanities, social sciences and languages
PO2	Apply critical and analytical skills and methods to the identification and resolution of problems within complex changing social contexts.
PO3	Demonstrate a general understanding of the concepts and principles of selected areas of study outside core disciplines of the humanities, social sciences and languages
PO4	Apply an independent approach to knowledge that uses rigorous methods of inquiry and appropriate theories
PO5	Articulate the relationship between diverse forms of knowledge and the social, historical and cultural contexts that produced them
PO6	Communicate effectively and show ability to read, write, listen to and speak in a chosen language/s with fluency
PO7	Act as informed and critically discerning participants within the community of scholars, as citizens and in the work force
PO8	Work with independence, self-reflection and creativity to meet goals and challenges in the workplace and personal life.

Program Specific Object

PSO1	Create social awareness with regard to society and culture.
PSO2	Communicate in English language with proper knowledge of the language.
PSO3	Evaluate teaching learning process through various teaching aids.
PSO4	Respond to the fecundity of imagination and verisimilitude of life which constitute the cognitive and rational response to society.



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1.	Curriculum Framework	
2.	Tentative list of Electives. Open Electives, Life Skill Courses, Proficiency Foundation Courses, HSMC Courses	
3.	Course Code Nomenclature	

Sr. No.	Type of course	Abbreviations
1	Major	MAJ
2	Elective (Minor Stream/Vocational/Program Specific)	MIN
3	Open Electives	OE
4	Ability Enhancement Courses	AEC
5	Skill Enhancement Courses	SEC
6	Vocational Skill Course	VSC
7	Summer Internship/ On Job Training	OJT
8	Project	PROJ
9	Field Project	FP
10	Indian Knowledge System	IKS
11	Community Engagement Program	CEP
12	Value Education Course	VEC



Sr. No.	Type of course	No. of Courses	Total Credits for Bachelor with Honor/Research	BA English (H)/(R)	Total Credits for Bachelor Degree	
			No	%	No	%
1	Major	23	91	54.16	87	65.90
2	Minor	05	10	5.95	10	7.57
3	Open Electives	05	19	11.30	19	14.39
4	Electives	-	-		-	-
5	Ability Enhancement Courses	04	08	4.76	08	6.06
6	Skill Enhancement Courses	04	08	4.76	08	6.06
7	Vocational Skill Course	-	-	-	-	-
8	Summer Internship/On Job Training	02	08	4.76	-	-
9	Field Project	03	24	14.28	-	--
10	Indian Knowledge System	2	-	-	-	-
11	Co Curriculum	-	-	-	-	-
12	Community Engagement Program	-	-	-	-	-
13	Audit course (Value Education Course)	2	-	-	0	0
	Total	50	168	100	132	100

CREDIT DISTRIBUTION: SEMESTER WISE

Sr. No.	Type of course	No. of Credits/Semester								Total
		1	2	3	4	5	6	7	8	
1	Major	15	16	12	12	12	16	6	2	91
2	Elective (Minor Stream/Vocational/Program Specific)	3	-	4	4	4	4	-	-	19
3	Open Electives	-	-	-	-	-	-	-	-	-
4	Ability Enhancement Courses	2	2	2	2	-	-	-	-	8
5	Skill Enhancement Courses	2	2	2	2	-	-	-	-	8
6	Vocational Skill Course	-	-	-	-	-	-	-	-	-
7	Summer Internship/On Job Training	-	-	-	-	4	-	4	-	8



8	Field Project	-	-	-	-	-	-	8	16	24
9	Indian Knowledge System	-	-	-	-	-	-	-	-	-
11	Community Engagement Program	-	-	-	-	-	-	-	-	-
12	Audit course (Value Education Course)	-	-	-	-	-	-	-	-	-
13	Minor	-	2	2	2	2	2	-	-	-
Total		22	22	22	22	22	22	18	18	168



BA (English) Curriculum Structure Semester I

		Semester – I	Teaching Scheme					Evaluation Scheme			
Course Code	Category	Course Name	Th	P	T	Cr	Hrs.	CIA	ESA	OR	Total
USLAE 101	MAJM	BRITISH LITERATURE (16TH-17TH CENTURY)	4	-	-	4	4	40	60	-	100
USLAE 102	MAJM	INTRODUCTION TO AMERICAN LITERATURE	4	-	-	4	4	40	60	-	100
USLAE 103	MAJM	SHAKESPEARE: TRAGEDIES	4	-	-	4	4	40	60	-	100
USLAE 104	MAJM	ASPECTS OF ENGLISH LANGUAGE-I	3	-	-	3	4	40	60	-	100
USLAE 105	OE	Open Elective-I	3	-	-	3	3	40	60	-	100
USLAE 106	SEC	PERSONALITY ENRICHMENT-I	2	-	-	2	2	20	-	30	50
USLAE 107	AEC	MODERN GRAMMAR AND USAGE	2	-	-	2	2	20	-	30	50
ACUH V101/A CIKS10 1MC	AC/ IKS	UHVI: Professional Ethics / IKS I Bhagavad Gita	2	-	-	-	2	50	-	-	50
Total			24	-	-	22	25	290	240	60	590

Open Elective I

Course Code	Course Type	Subject name
USLAE105- A	OE	INTRODUCTION TO JOURNALISM
USLAE105- B-	OE	WRITING SKILLS FOR THE NEW MEDIA

Abbreviations: Course Abbreviation; Th = Theory, Tut = Tutorial, Pr = Practical, Hrs = Hours, Cr = Credits; CIA = Continuous Internal Assessment, ESA = End Semester Assessment, PR = Practical Exam, OR= Oral Exam

BA (English) Curriculum Structure Semester II

		Semester – II	Teaching Scheme					Evaluation Scheme			
Course Code	Category	Course Name	Th	P	T	Cr	Hrs.	CIA	ESA	OR	Total
USLAE108	MAJM	BRITISH LITERATURE (18TH-19TH CENTURY)	4	-	-	4	4	40	60	-	100
USLAE109	MAJM	INTRODUCTION TO WORLD LITERATURE	4	-	-	4	4	40	60	-	100
USLAE110	MAJM	SHAKESPEARE: COMEDIES	4	-	-	4	4	40	60	-	100
USLAE111	MAJM	ASPECTS OF ENGLISH LANGUAGE-II	4	-	-	4	4	40	60	-	100
USLAE112	SEC	PERSONALITY ENRICHMENT-II	2	-	-	2	2	20	-	30	50
USLAE113	AEC	SPOKEN ENGLISH	2	-	-	2	2	20	-	30	50
ACIKS101MC / ACUHV101	IKS / AC	IKS: Bhagavad Gita / UHV I - Professional Ethics	2	-	-	-	2	50	-	-	50
	MIN	Minor I	2	-	-	2	2	40	60	-	100
Total			22	-	-	22	24	290	240	60	650

Abbreviations: Course Abbreviation; Th = Theory, Tut = Tutorial, Pr = Practical, Hrs = Hours, Cr = Credits; CIA = Continuous Internal Assessment, ESA = End Semester Assessment, PR = Practical Exam, OR= Oral Exam

Course Exit Policy

UG Certificate in BA English: Students who opt to exit after completion of the first year and have scored required credits offered by the school in the program structure will be awarded a UG certificate in---, provided they must earn additional credits during the summer vacation of the first year.

First Year													
Course Code	Course Name	Course Type	Teaching Scheme					Assessment Scheme					
								Theory		OR/PR			
			Th	Pr	Tut	Credit	Hrs		CIA	ESA	CIA	ES A	Total
UCEXEN101	Prog. Spec. Sub/MOOCs	VSC	-	2		2	4		-	-	50		50
UCEXEN102	Project	VSC	-	2		2	4		-	-	50		50

***Project- In house/ Sponsored/ Case Study/ Field work**

BA (English) Curriculum Structure Semester III

Course Code	Category	Semester – III	Teaching Scheme					Evaluation Scheme			
		Course Name	Th	P	T	Cr	Hrs.	CIA	ESA	OR	Total
USLAE201	MAJM	BRITISH LITERATURE (20TH CENTURY)	4	-	-	4	4	40	60	-	100
USLAE202	MAJM	Literary Criticism	4	-	-	4	4	40	60	-	100
USLAE203	MAJM	ASPECTS OF ENGLISH LANGUAGE-III	4	-	-	4	4	40	60	-	100
USLAE204	OE	Open Elective II	4	-	-	4	4	40	60	-	100
USLAE205	SEC	ENGLISH LANGUAGE AND LITERATURE TEACHING	2	-	-	2	2	20	-	30	50
USLAE206	AEC	ENGLISH COMMUNICATION AND PRESENTATION-I	2	-	-	2	2	20	-	30	50
ACUHV201/ACCOI201	AC	UNDERSTANDING HARMONY / CONSTITUTION OF INDIA	2	-	-	-	2	50	-	-	50
UFLI201	AEC	Foreign Language I	2	-	-	-	2	50	-	-	50
	MIN	Minor 2	2	-	-	2	2	60	40	-	100
Total			26	-	-	22	26	360	280	60	700

Open Elective II

Course Code	Course Type	Subject name
USLAE204- A	OE	FILM AND LITERATURE
USLAE204- B	OE	WOMEN'S WRITING

Foreign Language

Course Code	Course Type	Subject name
UFLI 201A	AEC	German
UFLI 201 B	AEC	Japanese

Abbreviations: Course Abbreviation; Th = Theory, Tut = Tutorial, Pr = Practical, Hrs = Hours, Cr = Credits; CIA = Continuous Internal Assessment, ESA = End Semester Assessment, PR = Practical Exam, OR= Oral Exam

BA (English) Curriculum Structure Semester IV

		Semester – IV	Teaching Scheme					Evaluation Scheme			
Course Code	Category	Course Name	Th	P	T	Cr	Hrs.	CIA	ESA	OR	Total
USLAE206	MAJM	INDIAN LITERATURES IN ENGLISH	4	-	-	4	4	40	60	-	100
USLAE207	MAJM	WORLD CLASSICS IN TRANSLATION	4	-	-	4	4	40	60	-	100
USLAE208	MAJM	LITERATURE OF DIASPORA	4	-	-	4	4	40	60	-	100
USLAE209	OE	OPEN ELECTIVE III	4	-	-	4	4	40	60	-	100
USLAE210	SEC	TRANSLATION STUDIES	2	-	-	2	2	20		30	50
USLAE211	AEC	ENGLISH COMMUNICATION AND PRESENTATION-II	2	-	-	2	2	20	-	30	50
ACCOI201 /ACUHV2 01	AC	CONSTITUTION OF INDIA / UNDERSTANDING HARMONY	1	-	-	-	1	50	-	-	50
UFLII202	AEC	Foreign Language -II	2	-	-		2	50	-	-	50
	MIN	Minor-3	2	-	-	2	2	40	60	60	100
Total			25	-	-	22	25	340	300	60	700

Open Elective III

Course Code	Course Type	Subject name
USLAE209- A	OE	LINGUISTICS
USLAE209- B	OE	STYLISTICS

Foreign Language

Course Code	Course Type	Subject name
UFLII 202A	AEC	German
UFLII 202 B	AEC	Japanese

Abbreviations: Course Abbreviation; Th = Theory , Tut = Tutorial, Pr = Practical , Hrs = Hours , Cr = Credits ; CIA = Continuous Internal Assessment , ESA = End Semester Assessment , PR = Practical Exam , OR= Oral Exam

Course Exit Policy

UG Diploma in BA English: Students who opt to exit after completion of the second year and have scored required credits offered by the school in the program structure will be awarded a UG diploma in---, provided they must earn additional credits during the summer vacation of the second year.

Second Year												
Course Code	Course Name	Course Type	Teaching Scheme					Assessment Scheme				
			Th	Pr	Tut	Credit	Hrs	Theory		OR/PR		Total
								CIA	ESA	CIA	ESA	
UDIEXEN201	Prog. Spec. Sub./MOOCs	VSC	-	2		2	4	-	-	50		50
UDIEXEN202	Project/ Internship	VSC	-	4		4	8	-	-	50	50	100

***Project- In house/ Sponsored/ Case Study/ Field work**

BA (English) Curriculum Structure Semester V

		Semester – V	Teaching Scheme					Evaluation Scheme			
Course Code	Category	Course Name	Th	P	T	Cr	Hrs.	CIA	ESA	PR/OR	Total
USLAE301	MAJM	INTRODUCTION TO LITERARY THEORY	4	-	-	4	4	40	60	-	100
USLAE302	MAJM	EUROPEAN MODERNISM	4	-	-	4	4	40	60	-	100
USLAE303	MAJM	POST-COLONIAL STUDIES	4	-	-	4	4	40	60	-	100
USLAE304	OJT / INTR	INTERNSHIP		-	-	4	4	40	60	-	100
USLAE305	OE	OPEN ELECTIVE IV	4	-	-	4	4	40	60	-	100
ACALR301 / ACEVES301	AC	APTITUDE LOGICAL REASONING / ENVIRONMENT STUDIES	2	-	-	-	2	50	-	-	50
	MIN	Minor-4	2	-	-	2	2	40	60	-	100
UFLIII301	AEC	Foreign Language - III	2	-	-		2	50	-	-	50
Total			22	-	-	22	26	340	360	-	700

Open Elective IV

Course Code	Course Type	Subject name
USLAE305- A	OE	SEMANTICS
USLAE305- B	OE	PRAGMATICS

Foreign Language

Course Code	Course Type	Subject name
UFLIII 301A	AEC	German
UFLIII 301 B	AEC	Japanese

Abbreviations: Course Abbreviation; Th = Theory, Tut = Tutorial, Pr = Practical, Hrs = Hours, Cr = Credits; CIA = Continuous Internal Assessment, ESA = End Semester Assessment, PR = Practical Exam, OR= Oral Exam

BA (English) Curriculum Structure Semester VI

		Semester – VI	Teaching Scheme					Evaluation Scheme			
Course Code	Category	Course Name	Th	P	T	Cr	Hrs.	CIA	ESA	PR/OR	Total
USLAE306	MAJM	CONTEMPORARY LITERATURE	4	-	-	4	4	40	60		100
USLAE307	MAJM	UNDERSTANDING INDIA THROUGH CREATIVE WRITINGS IN ENGLISH: 1900-1950	4	-	-	4	4	40	60		100
USLAE308	MAJM	INDIAN CLASSICAL LITERATURE	4	-	-	4	4	40	60		100
USLAE309	MAJM	INDIAN WRITING IN ENGLISH	4			4	4	40	60		100
USLAE310	OE	OPEN ELECTIVE V	4	-	-	4	4	40	60		100
ACEVES301/ACALR301	AC	ENVIRONMENT STUDIES / APTITUDE LOGICAL REASONING	1	-	-		1	50			50
	MIN	Minor-5	2	-	-	2	4	40	60		100
UFLIV302	AEC	Foreign Language -IV	2	-	-		2	50			50
Total			25	-	-	22	27	340	360		700

Open Elective V

Course Code	Course Type	Subject name
USLAE309- A	OE	CREATIVE WRITING
USLAE309- B	OE	TECHNICAL WRITING

Foreign Language

Course Code	Course Type	Subject name
UFLIV 302 A	AEC	German
UFLIV 302 B	AEC	Japanese

Abbreviations: Course Abbreviation; Th = Theory, Tut = Tutorial, Pr = Practical, Hrs = Hours, Cr = Credits; CIA = Continuous Internal Assessment, ESA = End Semester Assessment, PR = Practical Exam, OR= Oral Exam

Applicable for 4 Year UG Program only

3-year UG Degree in BA English: Students who opt to exit after completion of the third year and have scored required credits offered by the school in the program structure will be awarded a UG degree in---, provided they must earn additional credits during the summer vacation of the third year

Third Year													
Course Code	Course Name	Course Type	Teaching Scheme						Assessment Scheme				
									Theory		OR/PR		
			Th	Pr	Tut	Credit	Hrs		CIA	ESA	CIA	ESA	Total
UDEXEN301	Prog Spec. Sub./MOOCs	VSC	-	2		2	4		-	-	50		50
UDEXEN302	Project/ Internship	VSC	-	4		4	8		-	-	50	50	100

***Project- In house/ Sponsored/ Case Study/ Field work**

BA (English) Curriculum Structure Semester VII

		Semester – VII	Teaching Scheme					Evaluation Scheme			
Course Code	Category	Course Name	Th	P	T	Cr	Hrs.	CIA	ESA	PR/OR	Total
USLAE401	OJT/IN TRN	INTERNSHIP - USLAE	-	4	-	4	8	40	60	-	100
USLAE402	RP	RESEARCH METHODOLOGY	4	-	-	4	4	40	60	-	100
USLAE403	FP	MAJOR PROJECT-I USLAE	-	8	-	8	16	100	100	-	200
USLAE404	SEC	MOOC-I	2	-	-	2	2	50		-	50
Total			6	8	0	18	30	230	220	-	450

Abbreviations: Course Abbreviation; Th = Theory, Tut = Tutorial, Pr = Practical, Hrs = Hours, Cr = Credits; CIA = Continuous Internal Assessment, ESA = End Semester Assessment, PR = Practical Exam, OR= Oral Exam

BA (English) Curriculum Structure Semester VIII

Course Code	Category	Semester – VIII	Teaching Scheme					Evaluation Scheme			
		Course Name	Th	P	T	Cr	Hrs.	CIA	ESA	PR/OR	Total
USLAE405	RP	RESEARCH PROJECT - USLAE	-	8	-	8	16	100	100	-	200
USLAE406	SEC	MOOC-II	2	-	-	2	2	50	-	-	50
USLAE407	FP	MAJOR PROJECT-II USLAE	-	8	-	8	16	100	100	-	200
Total			2	8	0	18	34	250	200	-	450

Abbreviations: Course Abbreviation; Th = Theory, Tut = Tutorial, Pr = Practical, Hrs = Hours, Cr = Credits; CIA = Continuous Internal Assessment, ESA = End Semester Assessment, PR = Practical Exam, OR= Oral Exam

Minors Offered: LEARNING ENGLISH WITH SHAKESPEARE

List of Minors

Course Code	Name of Course	Teaching Scheme			Evaluation Scheme	
		Sem	Credits	Hours	CIA	ESA
USLAE M101	LEARNING ENGLISH WITH SHAKESPEARE: ROMEO AND JULIET	II	2	2	20	30
USLAE M201	LEARNING ENGLISH WITH SHAKESPEARE: HAMLET	III	2	2	20	30
USLAE M202	LEARNING ENGLISH WITH SHAKESPEARE: OTHELLO	IV	2	2	20	30
USLAE M301	LEARNING ENGLISH WITH SHAKESPEARE: JULIUS CAESAR	V	2	2	20	30
USLAE M302	LEARNING ENGLISH WITH SHAKESPEARE: KING LEAR	VI	2	2	20	30

Course Code	Name of Course	Teaching Scheme			Evaluation Scheme	
		Sem	Credits	Hours	CIA	ESA
USLEI101	Entrepreneurship-New venture Development	II	2	2	20	30
USLEI102	Managing creativity and learning organizations	III	2	2	20	30
USLEI103	Design Thinking	IV	2	2	20	30
USLEI104	Institutional and Legal framework for Startups and small	V	2	2	20	30
USLEI105	Rural Entrepreneurship.	VI	2	2	20	30

COURSE CURRICULUM

Name of the Program:		BA English		Semester : 1		Level: UG/PG	
Course Name		BRITISH LITERATURE (16TH-17TH CENTURY)		Course Code/ Course Type		USLAE101/MAJ	
Course Pattern		2024		Version		1.0/1.1/1.2...	
Teaching Scheme					Assessment Scheme		
Theory	Practical	Tutorial	Total Credits	Hours	CIA (Continuous Internal Assessment)	ESA (End Semester Assessment)	Practical/Oral
4	-	-	4	60	40	60	-
Pre-Requisite:							
Course Objectives (CO):				The objectives of (Name of course) are: 1. to introduce learners to the tradition of English literature from 16-17th century. 2. To familiarize the learners with the historical and cultural contexts of the 16th – 17th Century British literature. 3. to make learners aware of the major genres and forms of English Literature in the Early Modern Period (1500-1800). 4. to initiate critical thinking among the learners to enable them to critically appreciate and analyze the prescribed text. 5. to familiarize with timeless human values			
Course Learning Outcomes (CLO):				By the end of the course, students will be able to-- 1. gain a perspective to the relevant literary movements/ concepts prevalent in 16th-17th century. 2. familiar with the Elizabethan Age as reflected in Shakespeare’s play - background, plot, theme, characters, theatre devices etc. 3. comprehend and assess the conventions, theme, motifs, and diction in Milton’s epic poem Paradise Lost. 4. infer the major aspects of metaphysical movement, aspects of metaphysical poetry. 5. gain ability to distinguish/analyse between two types of essay writing- Bacon’s Aphoristic essay, Samuel Pepys’s Diary entry.			

Course Contents/Syllabus:

(All the units carry equal weightage in Summative Assessment and equal engagement)

Descriptors/Topics	CLO	Hours
UNIT I		
MOVEMENTS/CONCEPTS/GENERAL ESTIMATE/ HISTORY OF LITERATURE: Romantic Comedy, Puritanism, Metaphysical Movement	CLO 1	12
UNIT II		
DRAMA: William Shakespeare- Macbeth	CLO2	12
UNIT III		
EPIC POEM: John Milton- Paradise Lost (Book IV)	CLO3	12
UNIT IV		
POETRY: George Herbert- "The Pulley", John Donne- "The Canonization"	CLO4	12
UNIT V		
PROSE: Francis Bacon- "Of Friendship", Samuel Pepys- Diary Entry: "Oh the Miserable and Calamitous Spectacle! Commentary September 2, 1666"	CLO 5	12
Total Hours		60

Learning resources

Textbooks:

1. Albert, Edward. (2014). History of English literature. New Delhi: Oxford University Press.
2. Dobson, Michael. (2009). The Oxford Companion to Shakespeare. Oxford: Oxford University.
3. Milton, John. (2003). Paradise Lost. London: Penguin Books.
4. Pepys, Samuel. (2007). The Diary of Samuel Pepys: Selection: A selection. London, Penguin Books.

Reference Books:

1. Abrams, M.H. (2009). A Glossary of Literary Terms. New Delhi: Harcourt Publishers.
2. Ford, Boris (ed.). (1990). Penguin Guide to Literature: The Age of Shakespeare. London: Penguin Books.
3. Schwartz, Louis. (2014). The Cambridge Companion to Paradise Lost. Cambridge U
4. Traversi, Derek. (1969). An Approach to Shakespeare. London: Hollis and Carter.

Online Resources/E-Learning Resources

1. Elizabethan Age. https://www.ducksters.com/history/renaissance/elizabethan_era.php
2. Milton. <https://www.poetryfoundation.org/poets/john-milton>

COURSE CURRICULUM

Name of the Program:		BA English		Semester : 1		Level: UG/PG	
Course Name		INTRODUCTION TO AMERICAN LITERATURE		Course Code/ Course Type		USLAE102/MAJ	
Course Pattern		2024		Version		1.0/1.1/1.2...	
Teaching Scheme					Assessment Scheme		
Theory	Practical	Tutorial	Total Credits	Hours	CIA (Continuous Internal Assessment)	ESA (End Semester Assessment)	Practical/ Oral
4			4	60	40	60	-
Pre-Requisite:							
Course Objectives (CO):					The objectives of American Literature-I are- 1. to comprehend the history and multiple cultural traditions of the United States of America through selected texts. 2. to give exposure to the different genres of American literature 3. to give exposure to the different genres of African American Literature. 4. to help learners familiarize with various trends, movements and concepts in American literature 5. to help learners familiarize with significance of American Dream.		
Course Learning Outcomes (CLO):					By the end of the course, students will be able to-- 1. evaluate and appreciate the history, literary movements and concepts of the American society, through the study of prescribed texts. 2. understand the response of the individuals and their disillusionment of the American Dream in the context of Great Depression in the American society. 3. become aware of the issues of the oppressed African women, and their resistance through female solidarity. 4. appreciate and critique the variations of American poetry down the ages through prescribed texts. 5. gain an insight into existential issues of the time besides gaining an understanding of the psychological fear and guilt through detective fiction.		

Course Contents/Syllabus:

(All the units carry equal weightage in Summative Assessment and equal engagement)

Descriptors/Topics	CLO	Hours
UNIT 1		
MOVEMENTS/CONCEPTS/GENERAL ESTIMATE: American Dream, Popular Literature, Harlem Renaissance, Lost Generation	CLO1	12
UNIT 2		
DRAMA: Tennessee Williams- —The Glass Menagerie	CLO2	12
UNIT III		
FICTION: Alice Walker – “The Color Purple”	CLO3	12
UNIT IV		
POETRY: Emily Dickinson – Part II: Nature- —Nature the Gentlest Motherl, Langston Hughes - —Will V Day be Me Day Too?	CLO4	12
UNIT V		
SHORT STORY: Hemingway – —A Clean, Well-Lighted Place, Edgar Allan Poe- —The Black Cat	CLO5	12
Total Hours		60

Learning resources

Textbooks:

- Bradley, George., Scully, G., & Beathy, H. (1974). American Tradition in Literature (vol I). New York: Grosset & Dunlap.
- Dickinson, Emily. (2009). Poems. Charleston: Bibliolife.
- Hemingway, Ernest. (1990). A Clean Well-Lighted Place. Kansas City: Creative Education.
- Walker, Alice. (2014). The Color Purple. London: Orion publishing Co.
- Williams, Tennessee (2009). The Glass Menagerie. London: Penguin UK.

Reference Books:

- Larson, Kerry, The Cambridge Companion to Nineteenth-Century American Poetry, Cambridge University Press, 2011.
- The Cambridge History of American Literature Volumes 1-8

Online Resources/E-Learning Resources

- Hughes, Langston. (1926). —When will V Day be Me Day. Retrieved from <https://poets.org/poem/will-v-day-be-me-day-too>.
- Poe, Edgar Allan. (1845). —The Black Cat. Retrieved from <https://poestories.com/read/blackcat>

COURSE CURRICULUM

Name of the Program:		BA English		Semester : 1		Level: UG	
Course Name		SHAKESPEARE: TRAGEDIES		Course Code/ Course Type		USLAE103/MAJ	
Course Pattern		2024		Version		1.0/1.1/1.2...	
Teaching Scheme					Assessment Scheme		
Theor y	Practi cal	Tutorial	Total Credits	Hour s	CIA (Continuous Internal Assessment)	ESA (End Semester Assessment)	Practical/Oral
4			4	60	40	60	-
Pre-Requisite:							
Course Objectives (CO):				The objectives of Shakespeare Course are- 1. to introduce students to the work of Shakespeare 2. to connect to some invisible, intangible principles of life – perhaps a glimpse into the mysteries of life. 3. to involve the students in the story, that by personally touching each one, and allowing them not to feel alone, they would come to the realization that their pain and suffering is not unique to them, but in fact universal 4. to understand the cause of the anguish, in ourselves, and each other, and therefore to begin the healing process in the search for the solution. 5. to explore the depth and impact of some of the potent driving forces that shape human relationships: love, hate, jealousy, envy, greed, ambition, power and many more.			
Course Learning Outcomes (CLO):				By the end of the course, students will be able to-- 1. comprehend life lessons from Romeo and Juliet 2. comprehend life lessons from Julius Caesar 3. comprehend life lessons from Hamlet 4. comprehend life lessons from Othello 5. comprehend life lessons from King Lear			

Course Contents/Syllabus:

(All the units carry equal weightage in Summative Assessment and equal engagement)

Descriptors/Topics	CLO	Hours
UNIT 1		
Romeo and Juliet (1595)	CLO1	12
UNIT 2		
Julius Caesar (1600)	CLO2	12
UNIT III		
Hamlet (1601)	CLO3	12
UNIT IV		
Othello (1605)	CLO4	12
UNIT V		
King Lear (1606)	CLO5	12
Total Hours		60

Learning resources

Textbooks:

1. Romeo and Juliet. The Philip Weller Annotated Shakespeare, Orient BlackSwan, 2014
2. Julius Caesar. The Philip Weller Annotated Shakespeare, Orient BlackSwan, 2014
3. Hamlet. The Philip Weller Annotated Shakespeare, Orient BlackSwan, 2014
- Othello. The Philip Weller Annotated Shakespeare, Orient BlackSwan, 2014

Reference Books:

1. Complete Works of Shakespeare
2. Tales from Shakespeare by Charles Lamb and Mary Lamb

Production:

1. Romeo and Juliet (1978); A BBC TV Production in association with Time-Life Television on Shakespeare; directed by Alvin Rakoff (UK)
2. Julius Caesar (1979); A BBC TV Production in association with Time-Life Television on Shakespeare; directed by Herbert Wise
3. Hamlet (1980); A BBC TV Production in association with Time-Life Television on Shakespeare; directed by Rondey Benet
4. Othello (1981); A BBC TV Production in association with Time-Life Television on Shakespeare; directed by Jonathan Miler

Online Resources/E-Learning Resources

- 1 <https://www.britannica.com>
2. <https://www.thoughtco.com/shakespeare-histories-plays-2985246>
3. <https://www.thoughtco.com/how-to-identify-a-shakespeare-comedy-2985155>
4. <https://www.britannica.com/art/tragedy-literature/Shakespeares-tragic-art>
5. <https://www.britannica.com/topic/Globe-Theatre/images-videos>

COURSE CURRICULUM

Name of the Program:		BA English		Semester : 1		Level: UG/PG	
Course Name		ASPECTS OF ENGLISH LANGUAGE-I		Course Code/ Course Type		USLAE104/MAJ	
Course Pattern		2024		Version		1.0/1.1/1.2...	
Teaching Scheme					Assessment Scheme		
Theor y	Practic al	Tutoria l	Total Credits	Hours	CIA (Continuous Internal Assessment)	ESA (End Semester Assessment)	Practica l/Oral
4			4	60	40	60	
Pre-Requisite:							
Course Objectives (CO):				The objectives of Aspects of English Language-I are: 1. to impart properties of English language, 2. to recall, reinforce and test knowledge of English Grammar, 3. to reach word classes, 4. to teach clauses, 5. to sensitize on correct and incorrect use of the English language.			
Course Learning Outcomes (CLO):				By the end of the course, students will be able to-- 1. show their understanding of language and its features 2. demonstrate their understanding of English Grammar 3. use English language correctly 4. distinguish between correct and incorrect use of the language. 5. use dictionary, one-word substitutions and idioms and phrases			



Course Contents/Syllabus:

(All the units carry equal weightage in Summative Assessment and equal engagement)

Descriptors/Topics	CLO	Hours
UNIT 1		
Introduction: Language - Definition – Uses of language - Phatic communion, Properties of language– Species specific and species uniform, Symbolic system, Arbitrariness, Duality of Structure, Productivity, Displacement, Cultural, Transmission, discreteness, Interchangeability, Specialization, Non directionality, Origin of Language – Divine Source, Natural sound source, Oral Gesture, Glossogenetics, Development of Writing –Pictographic, Ideographic, Logographic, Rebus Writing, Syllabic Writing, Alphabetic Writing	CLO1	12
UNIT 2		
English Language and Its Structure -I: (Word Classes – Content Words/Lexemes), Naming Words (Noun) –Types, Nominal Cases – Functional Categories - Subject, Complement, Object and part of Prepositional Phrase, Pronoun types, Action Words(Verb), Weak and Strong Verbs, Regular and Irregular, Transitive and Intransitive, Reflexive, 'Be' 'Have' 'Do' as Main Verbs., Auxiliaries – Primary and Secondary Modal, Time and Tense – simple continuous, perfect, Describing words (Adjectives) - Kinds, Functions - Attributive and Predicative, Degree of comparison, Order of adjectives, Describing words (Adverbs) - Formation, Position of Adverbs, Comparison of Adverbs, Sentence Adverb, Language in Use: Error corrections, Rewrite changing tenses, number, substituting with pronouns.	CLO2	12
UNIT III		
English Language and Its Structure- II: Articles, Determiners, Prepositions, Inflections, Conjunctions – Coordinating and Subordinating Conjunctions, Linkers, Interjections, Language in Use: Error corrections, Rewrite changing tense and numbers	CLO3	12
UNIT IV		
English Language and Its Structure- III (Phrases): Nominal Phrase, its structure – Modifier, Qualifier Head, Gerund, Verbal Phrases, Verbal Patterns, Phrasal Verbs, Adjectival, Adverbial Phrases and Prepositional Phrases, Independent and Dependent Clauses Conditional Clauses, Sentences - Pattern -Types of sentences - Simple, Compound and Complex sentences - Kinds of sentences – Statement (Declarative), Interrogative, Imperative, Exclamatory, Voice, Reported Speech, Language in Use: Conversion, Transformation, Rearrange (jumbled word sentences) Sequencing	CLO4	12
UNIT V		
English Language and Its Structure IV – Spelling: Common rules- 'i' before 'e', dropping the final 'e', changing final 'y' to 'I', Doubling of the final consonant, Spelling – pronunciation differences- single letter with multiple pronunciation- single sound with	CLO5	12



multiple spelling, One word substitutions (for class work only. Not for testing), Idioms and Phrases (for class work only. Not for testing), Dictionary referencing (using Dictionaries to understand how words are entered in a Dictionary), Language in Use: Error correction, unscrambling letters, commonly confused words		
Total Hours		60

Learning resources

Textbooks:

1. Language and Linguistics- J.F.Wallwork
2. The Study of Language – George Yule
3. Randolph Quirk and Sidney Greenbaum- A University Grammar of English
- 4.

Reference Books:

1. David Green - Contemporary English Grammar Structures and Composition (Macmillan)
2. N. Krishnaswamy - Modern English Grammar and Usage (Macmillan)

Online Resources/E-Learning Resources:

- 1 www.all-about-linguistics.group.shef.ac.uk/branches-of-linguistics/phonology/
2. www.lexico.com/grammar/i-before-e-except-after-c
3. www.hitbullseye.com/Vocab/One-Word-Substitution.php

COURSE CURRICULUM

Name of the Program:		BA English		Semester: 1		Level: UG	
Course Name		INTRODUCTION TO JOURNALISM		Course Code/ Course Type		USLAE105A/OE	
Course Pattern		2024		Version		1.0/1.1/1.2...	
Teaching Scheme					Assessment Scheme		
Theor y	Pract ical	Tutorial	Total Credits	Hours	CIA (Continuous Internal Assessment)	ESA (End Semester Assessment)	Practical/Oral
3			3	45	40	60	-
Pre-Requisite:							
Course Objectives (CO):				The objectives of Introduction to Journalism are- 1. to introduce the basic concepts in Journalism 2. to give knowledge about the various aspects and latest developments in the field of Journalism 3. to give inputs that help identify skills suitable for aspiring a career in Journalism 4. to write for social media 5. to make aware about responsibilities of new media			
Course Learning Outcomes (CLO):				By the end of the course, students will be able to-- 1. trace the history of journalism in India and discuss the aspects of Press and its governing principles 2. assess the various components of a newspaper 3. analyse the importance of news agencies, advertisements, Photographic Journalism, and News Media 4. utilize their content writing, editing, and proof-reading skills for freelance employment 5. comprehend the responsibilities of new media.			

Course Contents/Syllabus:

(All the units carry equal weightage in Summative Assessment and equal engagement)

Descriptors/Topics	CLO	Hours
UNIT I		
Introduction: Introduction to Journalism, History of Journalism in India, Principles and Ethics of Journalism, Freedom of Press and threats to Press Freedom	CLO1	09
UNIT II		
Press Laws: Press Laws – Defamation, Libel, Contempt of Court, Slander, Copyright Laws, Press Regulation Act, Press Registration Act, Law of Privileges	CLO2	06
UNIT III		
News Organizations: News Agencies, Press Council of India, Press Information Bureau	CLO3	06
UNIT IV		
Reporting News and Layout: Reporting and Types of Reporting, Role of a Reporter, Editing, Duties of an Editor, Headlines, Editorial, Feature, Personal Column, Reviews, Interviews and Press Conferences, Make-up of a newspaper, Layout of the Newspaper, Advertisement -Types, Techniques and Social Responsibility	CLO4	12
UNIT V		
Electronic and New Media: Electronic Media, Television, Radio, social media, Importance of Media, Types of Social Media like Blog, Twitter etc., Ethics and Social Responsibilities of New Media	CLO5	12
Total Hours		45

Learning resources

Textbooks:

1. Hasan Seema, Mass Communication: Principles and Concepts, (2nd Edition), CBS Publishers and Distributors, 2016
2. Kumar, J. Keval, Mass Communication in India, Jaico, 1994

Reference Books:

1. Herbert John, Practising Global Journalism, Routledge, 2000
2. J.K. Singh Modern Journalism, Issues and Trends, A.P.H Publishing Corporators, New Delhi. 2009. Print

Online Resources/E-Learning Resources

- 1 <https://ethicaljournalismnetwork.org/who-we-are/5-principles-of-journalism>
- 2 <https://editorsguild.in/history-of-journalism/>
- 3 <https://ethicaljournalismnetwork.org/who-we-are/5-principles-of-journalism>

COURSE CURRICULUM

Name of the Program:		BA English		Semester : 1		Level: UG/PG	
Course Name		WRITING SKILLS FOR THE NEW MEDIA		Course Code/ Course Type		USLAE105B/OE	
Course Pattern		2024		Version		1.0/1.1/1.2...	
Teaching Scheme					Assessment Scheme		
Theory	Practical	Tutorial	Total Credits	Hou rs	CIA (Continuous Internal Assessment)	ESA (End Semester Assessment)	Practical/ Oral
3			3	45	40	60	-
Pre-Requisite:							
Course Objectives (CO):				The objectives of Writing Skills for the New Media are- 1. to give basic knowledge English grammar 2. to familiarize students with writing skills for the different kinds of media 3. to teach writing for online purpose 4. to familiarize with ad writing 5. to equip them with practical knowledge for the evolving writing ecology and empower them for employment.			
Course Learning Outcomes (CLO):				By the end of the course, students will be able to-- 1. Comprehend how to write with clarity, purpose and precision 2. Understa how to modify writing styles based on the media employed 3. Use these skills to pursue higher education in other allied fields 4. use the knowledge to take up freelance writing assignments/projects and other related employment. 5. comprehend ad writing			

Course Contents/Syllabus:

(All the units carry equal weightage in Summative Assessment and equal engagement)

Descriptors/Topics	CLO	Hours
UNIT 1		
The Basics of Writing and Types of Writing: The basics of writing mechanics – Grammar, vocabulary, phrases and clauses, how to write – construction of clear, simple and precise sentences, writing for the reader – Role of reader and broadening the Reader –Response theory, Different kinds of writing – Fiction, Non-fiction (including historical writing, travel writing, memoirs), scientific writing, journalistic writing	CLO1	09
UNIT 2		
Exploring The New Avenues for Writing: Differences between traditional print writing (Newspapers, magazines, books etc.), and writing in the age of the internet – need to adapt to change, Different forms of media – Print, social media websites, blogs, online platforms etc., Understanding writing for different media through examples.	CLO2	12
UNIT III		
Customizing Online Writing Based on the Online Platform: Long forms of writing- language, writing style, content, vocabulary focus, title, introduction and conclusion – film review, blog posts, scientific writing, e –magazines- with a minimum of two examples each, Shorter forms of writing – language, writing style, content, vocabulary, focus, caption – Twitter feeds/poems, fanfiction, instagram stories, facebook posts etc –with a minimum of two examples each, Photo and Video writing – language, writing style, content, vocabulary, focus, caption, introduction and conclusion, synchronizing content – Video logging, photo blogging etc.	CLO3	12
UNIT IV		
Journalistic: Comparing Print and online writing – for newspapers, magazines, journals.	CLO4	06
UNIT V		
Ad Writing: Understanding the evolving dynamics of the adspace - including pop up ads, scrolls, flash ads- change in language, font, style and incorporating doodling with ad writing	CO5	06
Total Hours		45

Learning resources

Textbooks:

1. How Images think – Burnett
2. Online Journalism – Reporting, Writing and Editing for New Media – Richard Craig
3. The Language of New Media –Lev Manovich

Reference Books:

1. Writing Machines –Katherine Hayles
2. Writing for the media- Sunny Thomas

Online Resources/E-Learning Resources

- 1 <https://www.learn-english-today.com/>, <https://www.youtube.com/watch?v=z45UdLOWTro>
- 2 <https://www.opencolleges.edu.au/careers/blog/web-writing-vs-print-writing>
- 3 <https://www.dreamgrow.com/long-form-content/>

COURSE CURRICULUM

Name of the Program:		BA English		Semester : 1		Level: UG	
Course Name		PERSONALITY ENRICHMENT-I		Course Code/ Course Type		USLAE106/SEC	
Course Pattern		2024		Version		1.0/1.1/1.2...	
Teaching Scheme					Assessment Scheme		
Theor y	Practic al	Tutoria l	Total Credits	Hours	CIA (Continuous Internal Assessment)	ESA (End Semester Assessment)	Practical/Oral
2			2	30	20		30
Pre-Requisite:							
Course Objectives (CO):					The objectives of Personality Enrichment-I are: 1. to make students aware about self-knowledge, 2. to enable the students to understand the concepts of Personality, 3. to manage stress, 4. to manage anger, 5. to manage time.		
Course Learning Outcomes (CLO):					By the end of the course, students will be able to— 1. estimate self-knowledge 2. modify stress and anger 3. build interpersonal skills 4. apply study skills 5. formulate goals and manage time		

Course Contents/Syllabus:

(All the units carry equal weightage in Summative Assessment and equal engagement)

Descriptors/Topics	CLO	Hours
UNIT 1		
Unit 1- Self Disclosure Characteristics of self disclosure – Self disclosure benefits and appropriateness – Self disclosure and self awareness – Self disclosure and feedback.	CLO1	06
UNIT 2		
Anger, Stress and Managing Feelings The nature of stress- managing stress through social support systems – the nature of anger – guidelines for managing anger constructively – dealing with an angry person	CLO2	06
UNIT 3		
Interpersonal Effectiveness Managing anxiety and fear – Breathing – an antidote to stress – progressive muscle relaxation – understanding your shyness – building one's self esteem – avoiding self blame – taking risks, tolerating failure, persisting and celebrating success – self talk.	CLO3	06
UNIT 4		
Study Skills Importance of study environment – using VCR3 to increase memory power: visualizing, concentrating, relating, repeating, reviewing- memory hindrances – memory helpers – knowing vs memorizing – memory and studying – the SQ3R method; survey, write questions, read, recite, review – mnemonic devices – rhymes – acronyms – pegging – cooperative learning.	CLO4	06
UNIT 5		
Goal Setting and Managing Time The basis of effective goals – steps to be followed to obtain optimum results from goal setting – Identifying the reasons for procrastination – guidelines to overcome procrastination – priority management at home and college	CLO5	06
Total Hours		30

Learning resources

Textbooks:

1. Johnson, D.W. (1997). Reaching out – Interpersonal Effectiveness and Self Actualization. 6th ed. Boston: Allyn and Bacon.
2. Sherfield, R. M. ; Montgomery, R.J. and Moody, P, G. (2010). Developing Soft Skills. 4th ed. New Delhi: Pearson.

Reference Books:

1. Robbins, S. P. and Hunsaker, Phillip, L. (2009). Training in Interpersonal skills. Tips for managing people at work. 5th ed. New Delhi: PHI Learning.

Online Resources/E-Learning Resources

1. https://en.wikipedia.org/wiki/Personality_development
2. <https://www.britannica.com/topic/personality>

COURSE CURRICULUM

Name of the Program:		BA English		Semester : 1		Level: UG	
Course Name		MODERN GRAMMAR AND USAGE		Course Code/ Course Type		USLAE107/AEC	
Course Pattern		2024		Version		1.0/1.1/1.2...	
Teaching Scheme				Assessment Scheme			
Theory	Practical	Tutorial	Total Credits	Hours	CIA (Continuous Internal Assessment)	ESA (End Semester Assessment)	Practical/Oral
2			2	30	20	-	30
Pre-Requisite:							
Course Objectives (CO):				The objectives of (MODERN GRAMMAR AND USAGE) are: 1. to impart basic knowledge of modern grammar. 2. to comprehend Syntax of the English Language 3. to familiarize with issues in Modern English Grammar 4. to comprehend common errors in English 5. to focus on motivating students to express themselves in correct English.			
Course Learning Outcomes (CLO):				By the end of the course, students will be able to— 1. measure a strong theoretical understanding on Modern grammar 2. distinguish between acceptable and inappropriate grammar and usages, 3. produce free use of expressions in writing, 4. practice advanced forms of writing, and 5. produce clarity and conciseness on writing			

Course Contents/Syllabus:

(All the units carry equal weightage in Summative Assessment and equal engagement)

Descriptors/Topics	CLO	Hours
UNIT 1		
Basics: Parts of Speech-Nouns, Articles, Pronouns, Adjectives, Adverbs, prepositions, Conjunctions, interjections. Forms of Be, Tenses, Reported speech, and their usage	CLO1	08
UNIT 2		
Syntax: Sentence, phrase, clause structures, coordination and subordination	CLO2	04
UNIT 3		
Usage Issues in Modern English Grammar: Punctuation, verb forms, Subject-verb agreement, Pronoun-Antecedent agreement, Auxiliaries, Adjective-Adverb Confusions	CLO3	06
UNIT 4		
Common Errors in English: Dangling construction, Parallel construction, American vs. British, Errors in common expressions, Errors by Non-Native students	CLO4	06
UNIT 5		
Style and composition: Emphasis, Clarity, Concision and Consistency, Forms of writing	CLO5	06
Total Hours		30

Learning resources

Textbooks:

1. Green, David.. 2014. Contemporary English Grammar—Structures and Composition. Hyderabad: Macmillan
2. Narayanaswamy, K. R. 2003. Success with Grammar and Composition. Hyderabad: Orient Longman

Reference Books:

1. Bas Aarts. 2011. Oxford Modern English Grammar. Oxford University Press, Oxford.

Online Resources/E-Learning Resources

1. https://en.wikipedia.org/wiki/Modern_English
2. <https://www.britannica.com/topic/English-language/Characteristics-of-Modern-English>

COURSE CURRICULUM

Name of the Program:		BA English		Semester: II		Level: UG	
Course Name		BRITISH LITERATURE (18TH-19TH CENTURY)		Course Code/ Course Type		USLAE108/MAJ	
Course Pattern		2024		Version		1.0/1.1/1.2...	
Teaching Scheme					Assessment Scheme		
Theory	Practical	Tutorial	Total Credits	Hours	CIA (Continuous Internal Assessment)	ESA (End Semester Assessment)	Practical/Oral
4			4	60	40	60	-
Pre-Requisite:							
Course Objectives (CO):					The objectives of (BRITISH LITERATURE (18TH-19TH CENTURY)) are: 1. to make learners aware of the shifting trends in writing, thinking, and expression in the 18th century in England. 2. to make learners aware of the shifting trends in writing, thinking, and expression in the 19th century in England. 3. to introduce the emergence and genre of English Novel from 18th century British literature to the learners. 4. to introduce the emergence and genre of English Novel from 19th century British literature to the learners. 5. to introduce women’s writing to the learners as a significant shift from an all-male British literary canon prevalent in the earlier centuries.		
Course Learning Outcomes (CLO):					By the end of the course, students will be able to-- 1. evaluate an author’s work with reference to historical context, political backdrop and author’s life experiences that influenced her/his writings. 2. acquainted with the genre of farcical comedy/social satire, through the prescribed text- form and content. 3. comprehend and evaluate the various aspects of novel writing with special focus on the gothic elements. 4. distinguish and appreciate two major literary genres/trends- Mock epic, romanticism. 5. comprehend and contrast two different types of essay writing- Steele’s periodic essay and Lamb’s personal essay.		

Course Contents/Syllabus:

(All the units carry equal weightage in Summative Assessment and equal engagement)

Descriptors/Topics	CLO	Hours
UNIT I		
MOVEMENTS/CONCEPTS/GENERAL ESTIMATE/ HISTORY: Neo Classicism, Periodical Essay, Development of Novel, Romanticism	CLO1	12
UNIT II		
DRAMA: Oscar Wilde- "The Importance of Being Earnest"	CLO2	12
UNIT III		
FICTION: Jane Austen- "Northanger Abbey"	CLO3	12
UNIT IV		
POETRY: John Keats – "Ode on a Grecian Urn", Alexander Pope- "Rape of the Lock" (Canto 1)	CLO4	12
UNIT V		
PROSE: Richard Steele- "The Club at the Trumpet", Charles Lamb- "Modern Gallantry"	CLO5	12
Total Hours		60

Learning resources

Textbooks:

1. Austen, Jane. (1996). Northanger Abbey. London: Penguin Books Ltd. (Originally published in 1803).
2. Pope, Alexander. (1971). Rape of the Lock, canto 1. London: Routledge. (Originally published in 1714).
3. Steele, Richard. (1907). The Club at the Trumpet. In L. E. Steele (Ed.), Essays: Golden treasury series (pp 159-166). London: Macmillan. (Originally published in 1709-1710).
4. Wilde, Oscar. (1990). The Importance of Being Earnest. Mineola, New York: Dover Publications. (Originally performed in 1895).

Reference Books:

1. Bradbury, M., & Palmer, D (eds.). (1979). The Contemporary English novel. London: Edward Arnold Publishers Ltd.
2. Richetti, John (ed.). (1998). The Cambridge Companion to the Eighteenth Century Novel. Cambridge: Cambridge University Press.

Online Resources/E-Learning Resources:

1. <https://en.wikipedia.org/wiki/Neoclassicism>
2. <https://en.wikipedia.org/wiki/Romanticism>
3. https://en.wikipedia.org/wiki/Periodical_literature

COURSE CURRICULUM

Name of the Program:		BA English		Semester: II		Level: UG	
Course Name		INTRODUCTION TO WORLD LITERATURE		Course Code/ Course Type		USLAE109/MAJ	
Course Pattern		2024		Version		1.0/1.1/1.2...	
Teaching Scheme				Assessment Scheme			
Theory	Practical	Tutorial	Total Credits	Hours	CIA (Continuous Internal Assessment)	ESA (End Semester Assessment)	Practical/Oral
4			4	60	40	60	-
Pre-Requisite:							
Course Objectives (CO):				The objectives of (INTRODUCTION TO WORLD LITERATURE) are: 1. to introduce learners to a global view through the study of national literatures across the world. 2. to acquaint with the major literary concepts/movements 3. to gain a perspective of the post-colonial Nigerian society afflicted by the conflicts between tradition and modernity. 4. to demonstrate ability to show an understanding of cultural exchange processes as represented through literature from different parts of the world. 5. to enable learners to relate socio-economic development to the historic development of the Nation through various literary texts.			
Course Learning Outcomes (CLO):				By the end of the course, students will be able to-- 1. acquainted with the major literary concepts/movements to comprehend and interpret the prescribed texts of World Literature. 2. gain a perspective of the post-colonial Nigerian society afflicted by the conflicts between tradition and modernity. 3. conscious of the illusions pertaining to national identity and the status of an individual in a given geographical area. 4. construct ideas on multiculturalism, disconnect from native land and the challenges face by the indigenous tribes of Australia. 5. familiarized with the genre of embedded fantasy narrative and the contrasting harsh reality of the Russian society.			

Course Contents/Syllabus:

(All the units carry equal weightage in Summative Assessment and equal engagement)

Descriptors/Topics	CLO	Hours
UNIT I		
MOVEMENTS/CONCEPTS/GENERAL ESTIMATE: Colonialism, Post colonialism, Marxism, Embedded Narratives	CLO1	12
UNIT II		
Drama: "The Lion and the Jewel"- Wole Soyinka	CLO2	12
UNIT III		
FICTION: "The Shadow Lines"- Amitav Ghosh	CLO3	12
UNIT IV		
POETRY: "Namatjira, The Aboriginal Man" – Oodgeroo Noonuccal, "Tomorrow Tomorrow" - Derek Walcott	CLO4	12
UNIT V		
SHORT STORY: "Vanka"- Anton Chekov, "The Tale of Three Apples"- Arabian Nights	CLO5	12
Total Hours		60

Learning resources

Textbooks:

1. Banham, M., & Canter, Y (eds.). (1987). Critical View on Wole Soyinka's "Lion and the Jewel." Harlow: Longman Schools Division.
2. Burton, Richard. (2009). The 1001 Arabian Nights. Charleston: BiblioBazaar.
3. Chekhov, Anton. (1973). Stories. Moscow: Progress Publishers.

Reference Books:

1. Blishen, Edward. (1975). Soyinka's "Lion and the Jewel." Oxford: Macmillan Education.
2. Chowdhary, Arvind. (2013). Amitav Ghosh's The Shadow Lines: Critical essays. Chennai: Atlantic Publishers and Distributors Pvt. Ltd.

Online Resources/E-Learning Resources:

1. <http://www.jstor.org/stable/20533098?origin=JSTOR-pdf>
2. <http://www.jstor.org/stable/40339272?origin=JSTOR-pdf>
3. <http://www.poemhunter.com/poem/the-saddest-poem/>

COURSE CURRICULUM

Name of the Program:		BA English		Semester: II		Level: UG	
Course Name		SHAKESPEARE: COMEDIES		Course Code/ Course Type		USLAE110/MAJ	
Course Pattern		2024		Version		1.0/1.1/1.2...	
Teaching Scheme					Assessment Scheme		
Theory	Practical	Tutorial	Total Credits	Hours	CIA (Continuous Internal Assessment)	ESA (End Semester Assessment)	Practical/Oral
4	-	-	4	60	40	60	-
Pre-Requisite:							
Course Objectives (CO):				The objectives of SHAKESPEARE: COMEDIES Course are- 1. to familiarize students with the work of Shakespeare 2. to connect to some invisible, intangible principles of life –perhaps a glimpse into the mysteries of life. 3. to involve the students in the story, that by personally touching each one, and allowing them not to feel alone, they would come to the realization that their pain and suffering is not unique to them, but in fact universal 4. to understand the cause of the anguish, in ourselves, and each other, and therefore to begin the healing process in the search for the solution. 5. to explore the depth and impact of some of the potent driving forces that shape human relationships: love, hate, jealousy, envy, greed, ambition, power and many more.			
Course Learning Outcomes (CLO):				By the end of the course, students will be able to-- 1. comprehend life lessons from The Comedy of Errors 2. comprehend life lessons from A Midsummer Night’s Dream 3. comprehend life lessons from Much Ado About Nothing 4. comprehend life lessons from As You Like It 5. comprehend life lessons from All’s Well That Ends Well			

Course Contents/Syllabus:

(All the units carry equal weightage in Summative Assessment and equal engagement)

Descriptors/Topics	CLO	Hours
UNIT 1		
Play: The Comedy of Errors (1594)	CLO1	12
UNIT 2		
Play: A Midsummer Night's Dream (1595-1596)	CLO2	12
UNIT III		
Play: Much Ado About Nothing (1598)	CLO3	12
UNIT IV		
Play: As You Like It (1599)	CLO4	12
UNIT V		
Play: All's Well That Ends Well (1603-1606)	CLO5	12
Total Hours		60

Learning resources

Textbooks:

1. The Comedy of Errors. The Philip Weller Annotated Shakespeare, Orient BlackSwan, 2014
2. A Midsummer Night's dream. The Philip Weller Annotated Shakespeare, Orient BlackSwan, 2014
3. Much Ado About Nothing. The Philip Weller Annotated Shakespeare, Orient BlackSwan, 2014
4. As You Like It. The Philip Weller Annotated Shakespeare, Orient BlackSwan, 2014
5. All's Well That Ends Well. The Philip Weller Annotated Shakespeare, Orient BlackSwan, 2014

Reference Books:

1. Complete Works of Shakespeare
2. Tales from Shakespeare by Charles Lamb and Mary Lamb

Online Resources/E-Learning Resources:

- 1 <https://www.britannica.com>
2. <https://www.thoughtco.com/shakespeare-histories-plays-2985246>
3. <https://www.thoughtco.com/how-to-identify-a-shakespeare-comedy-2985155>
4. <https://www.britannica.com/art/tragedy-literature/Shakespeares-tragic-art>
5. <https://www.britannica.com/topic/Globe-Theatre/images-videos>

COURSE CURRICULUM

Name of the Program:		BA English		Semester: II		Level: UG	
Course Name		ASPECTS OF ENGLISH LANGUAGE-II		Course Code/ Course Type		USLAE111/MAJ	
Course Pattern		2024		Version		1.0/1.1/1.2...	
Teaching Scheme					Assessment Scheme		
Theory	Practical	Tutorial	Total Credits	Hours	CIA (Continuous Internal Assessment)	ESA (End Semester Assessment)	Practical/Oral
4	-	-	4	60	40	60	-
Pre-Requisite:							
Course Objectives (CO):				The objectives of (Aspects of English Language-II) are: <div><div></div><div>1. to comprehend the basic concepts of Linguistics</div><div>2. to comprehend organs speech</div><div>3. to comprehend phonetics and phonology</div><div>4. to comprehend morphology and word formation</div><div>5. to comprehend semantics</div></div>			
Course Learning Outcomes (CLO):				By the end of the course, students will be able to-- <div><div></div><div>1. comprehend the basic concepts of Linguistics</div><div>2. comprehend organs speech</div><div>3. comprehend phonetics and phonology</div><div>4. comprehend morphology and word formation</div><div>5. comprehend semantics</div></div>			

Course Contents/Syllabus:

(All the units carry equal weightage in Summative Assessment and equal engagement)

Descriptors/Topics	CLO	Hours
UNIT I		
Introduction: What is Linguistics? – Linguistics as a science, Nature and scope of Linguistics, Synchronic and Diachronic approaches, Branches of study, Kinds of Linguistics - Descriptive, Comparative and Historical	CLO1	12
UNIT II		
English Phonetics and Phonology -I: Introduction to Phonetics and Phonology – The unphonetic character of English, Orthography and the need for a phonetic script – phonetics , phonemics, phonics, Organs of Speech - Respiratory Region, Phonatory Region and Articulatory Region, Air Stream Mechanisms, Segmental Phonemes - Consonants – Definition– Articulation of individual Consonants, Three term Label, FIVE point Description – Position of the Vocal Cords, Position of the Soft Palate, Place of Articulation, Manner of Articulation – Active and Passive Articulators, Minimal Pairs- Contrastive Distribution, Phonetic Environment – Allophones –Complementary distribution and Free Variation	CLO2	12
UNIT III		
English Phonetics and Phonology -II: Vowels – Definition, Cardinal vowels, Vowel Chart, Description of Vowels – Pure vowels, Diphthongs, Triphthongs – Three Term label, Description of individual Vowels, Syllable, Syllabic division, Syllabic Structure, Consonant clusters, Arresting and, Releasing consonants, Stress - Word Stress, Sentence Stress, Rhythmic Stress/ Stress timed Rhythm, Intonation – Tone group, Tonic syllable, Tone (Static and Kinetic), Suprasegmental features – Assimilation, Elision, Linking and Intrusive 'r', Glossary of Phonological Terms- I, Language in Use: Transcription – words and single sentences, Reverse Transcription, Using a Dictionary to note IPA symbols and stress markers	CLO3	12
UNIT IV		
Morphology and Word Formation: Morphemes – Free and bound Morphemes, Affixes -Prefix, Suffix and Infix, Allomorphs - Zero morphemes Empty Morphemes, Compound Words, Back formation Portmanteau words, Clipping of Words, Morphophonemics - Phonetic Realization of Plural, Past, Third Person Singular morphemes (pronunciation of – ed, -s &-es), Language in Use: Morphological analysis of words in sentences, separating portmanteau words	CLO4	12
UNIT V		
Semantics: Word Meaning – Associative and Denotative Meaning, Seven Types of Meaning (logical or Conceptual, Connotative, social, affective, reflected, collective and	CLO5	12



thematic), Lexical Relations - Collocation, Homonymy, homophony, Hyponymy, Polysemy, Synonymy, Antonymy), Semantic Roles, Semantic Field, Glossary of Semantic Terms- I, Language in Use: testing all types of meaning in context		
Total Hours		60

Learning resources

Textbooks:

1. The Study of Language – George Yule
2. A Textbook of Phonetics for Indian Students – T.Balasubramaniam
3. English Phonetics and Phonology – Peter Roach
4. Exercises in spoken English – Consonants, Vowels, Accent, Rhythm and Intonation – CIEFL
5. A Textbook of Phonetics for Indian Students – T.Balasubramaniam
6. Modern Linguistics: An Introduction- S.K.Verma and N.Krishnaswamy
7. The Study of Language – George Yule- Chapter 6

Reference Books:

1. Daniel Jones- The Pronunciation of English
2. Balasubramanian. T - A Textbook of English Phonetics for Indian Students – A workbook.
3. R. K. Bansal and J. B. Harrison – Spoken English.

Online Resources/E-Learning Resources:

1. <https://www.youtube.com/watch?v=9ZDkp8dUWYw>
2. Introduction to Semantics: <https://www.youtube.com/watch?v=I3t2VPcHwCw>
3. <https://nptel.ac.in/content/storage2/courses/109106085/downloads/03-%20Phonetics%20and%20Phonology-%20week%203.pdf>

COURSE CURRICULUM

Name of the Program:		BA English		Semester: II		Level: UG	
Course Name		PERSONALITY ENRICHMENT-II		Course Code/ Course Type		USLAE112/SEC	
Course Pattern		2024		Version		1.0/1.1/1.2...	
Teaching Scheme					Assessment Scheme		
Theory	Practical	Tutorial	Total Credits	Hours	CIA (Continuous Internal Assessment)	ESA (End Semester Assessment)	Practical/Oral
2			2	30	20		30
Pre-Requisite:							
Course Objectives (CO):				The objectives of (Personality Enrichment-II) are: 1. to enable the students to understand the concepts of Personality 2. to teach the students on aspects relating to personality Analysis Self-analysis, Positive and Negative traits 3. to understand and mange stress 4. to comprehend emotional intelligence 5. to comprehend self-esteem			
Course Learning Outcomes (CLO):				By the end of the course, students will be able to-- 1. modify stress 2. build trust 3. solve interpersonal conflicts 4. apply emotional intelligence 5. enhance self-esteem			

Course Contents/Syllabus:

(All the units carry equal weightage in Summative Assessment and equal engagement)

Descriptors/Topics	CLO	Hours
UNIT I		
Stress Management The Nature of Stress – A wellness Lifestyle – Distress symptoms: emotional distress, cognitive distress, behavioral distress, physical distress symptoms – managing stress : exercise, nutrition, sleep, healthy pleasures – self talk and stress – Relaxation Methods: breathing techniques, meditation techniques, visualization techniques – self hypnosis- muscle relaxation techniques – Using social support.	CLO1	06
UNIT II		
Maintaining Trust Developing and maintaining trust – being trusting and trustworthy – building interpersonal trust – reestablishing trust after it has been broken – trusting appropriately – trust and friendship.	CLO2	06
UNIT III		
Resolving Interpersonal Conflicts Understanding conflicts of Interests- conflict strategies – negotiating to win – negotiating to solve the problems – steps for effective problem-solving negotiating – refusal skills	CLO3	06
UNIT IV		
Applying Emotional Intelligence Emotional Intelligence and emotional competence - components of emotional intelligence – behavioral skills of emotional intelligence.	CLO4	06
UNIT V		
Enhancing self esteem Self-theory and the Johari window- Characteristics of fully functioning individuals – manifestations of low and high self esteem – techniques for enhancing self esteem – nurturance techniques -	CLO5	06
Total Hours		30

Learning resources

Textbooks:

1. Schafer, W. (1998). Stress Management for Wellness. 4th edition. Australia: Thomson & Wadsworth.
2. Johnson, D.W. (1997). Reaching out – Interpersonal Effectiveness and Self Actualization. 6th ed. Boston: Allyn and Bacon.

Reference Books:

1. Robbins, S. P. and Hunsaker, Phillip, L. (2009). Training in Interpersonal skills. Tips for managing people at work. 5th ed. New Delhi: PHI Learning.
2. Frey, D and Carlock , C. (1989). Enhancing Self Esteem. 2nd edition. Indiana: Accelerated Development INC.

Online Resources/E-Learning Resources:

1. https://en.wikipedia.org/wiki/Personality_development
2. <https://www.britannica.com/topic/personality>

COURSE CURRICULUM

Name of the Program:		BA English		Semester: II		Level: UG	
Course Name		SPOKEN ENGLISH		Course Code/ Course Type		USLAE113/AEC	
Course Pattern		2024		Version		1.0/1.1/1.2...	
Teaching Scheme					Assessment Scheme		
Theory	Practical	Tutorial	Total Credits	Hours	CIA (Continuous Internal Assessment)	ESA (End Semester Assessment)	Oral
2	-	-	2	-	20	-	30
Pre-Requisite:							
Course Objectives (CO):				The objectives of (SPOKEN ENGLISH) are: 1. to create an ambience for students to speak English fluently and fearlessly, 2. to familiarize students with different speech acts, 3. to comprehend English in real life situations, 4. to enhance English fluency of the students, 5. to increase their potentials to succeed in their professional and personal life.			
Course Learning Outcomes (CLO):				By the end of the course, students will be able to— 1. listen to English discourses with higher comprehension capacity, 2. speak English in their life situations 3. use English for practical purpose 4. express themselves fluently in any unknown circumstances, and 5. defend communicative competence.			

Course Contents/Syllabus:

(All the units carry equal weightage in Summative Assessment and equal engagement)

Descriptors/Topics	CLO	Hours
UNIT I		
English Everywhere: Non- Conventional Pedagogical tools - Mobile, Television, News, Theatre, Famous Speeches, Friends etc.	CLO1	06
UNIT II		
Speech Acts: Greetings, introducing oneself, invitation, making request, expressing gratitude, complimenting and congratulating, expressing sympathy, apologizing, asking for information, seeking permission, complaining and expressing regret, idioms and phrases	CLO2	06
UNIT III		
English in real life situations: At the College office, Library, Department, Bank, Railway station, Post office, Police station, Travel agency, Interview	CLO3	06
UNIT IV		
Fluency Development: Vocabulary enhancement, Conversation skills, Role play, Commentary etc.	CLO4	04
UNIT V		
Speaking skills: Presentation skills, Public Speaking skills, GD skills, Interview skills, independent practice: Listening to BBC, CNN and paying attention to idiomatic usage of the language and different accent for speech acts that are used, Watch and appreciate English movies.	CLO5	08
Total Hours		30

Learning resources:

Textbooks:

1. Collins, Stevens. Practical Everyday English: A Self-study Method of Spoken English for Upper Intermediate and Advanced Students. Montserrat Publishing; 5th Revised edition 2008
2. Mohan, Krishna and N.P. Singh. Speaking English Effectively. Delhi: Macmillan, 1995.

Reference Books:

1. SasiKumar. V and P.V. Dharmija. 1993. Spoken English: A Self-Learning Guide Conversation Practice. 34th reprint. Tata McGraw – Hill. New Delhi.
2. Swets, Paul. W. 1983. The Art of Talking So That People Will Listen: Getting Through to Family, Friends and Business Associates. Prentice Hall Press. New York.

Online Resources/E-Learning Resources

1. <https://learnenglish.britishcouncil.org/skills/speaking>
2. <https://learnenglish.britishcouncil.org/business-english>

COURSE CURRICULUM

Name of the Program:		B. A. English		Semester : 1/2		Level: UG	
Course Name		UHV-I: Professional Ethics		Course Code/ Course Type		ACUHV101/AC	
Course Pattern		2024		Version		1.0	
Teaching Scheme					Assessment Scheme		
Theory	Practical	Tutorial	Total Credits	Hours	CIA (Continuous Internal Assessment)	ESA (End Semester Assessment)	Practical/Or al
2	0	0	0	2	50	-	-
Pre-Requisite: UHV-I							
Course Objectives (CO):					The objectives of Universal Human Value- Professional Ethics are: 1. To make the students understand the importance of ethical behavior 2. To expose the students to the ethical practices to be followed in profession 3. To sensitize the students to become responsible persons who will uphold ethics in profession when they pursue their career 4. To make students understand Psychological and Philosophical approaches 5. To make students understand social responsibility and corporate Sustainability		
Course Learning Outcomes (CLO):					Students would be able to: 1. Equip themselves with an understanding of moral, professional and personal values. 2. Understand the need of ethics in shaping their profession The learners will hone their decision-making skills. 3. Refine their business ethics based on psychological and philosophical perspective. 4. Assess the need for a balance between ecology, and economy. 5. Equip themselves with a better understanding of themselves and the society they live in and the responsibilities they shoulder in creating a sustainable world.		

Course Contents/Syllabus:

(All the units carry equal weightage in Summative Assessment and equal engagement)

Descriptors/Topics	CLO	Hours
UNIT I		
Individual and Professional Ethics: Introduction to Professional Ethics, Morals, Values and Ethics – Personal and Professional- Sense of Professional Ethics – Code of Ethics by NSPE-Making decisions with ethical dimensions– definition–roadmap to ethical decision making–common standards– internal obstacles – bias – empathy	CLO 1	8
UNIT II		
Business Ethics: Philosophical approaches to Business Ethics – ethical reasoning – ethical issues in business - Social Responsibility of Business- conflict of interest–cultural relativism-Ethical Leadership-Resisting un-ethical authority and domination-Global Business Ethics	CLO 2	5
UNIT III		
Psychological Approaches: Ethical Theories-Psychological and Philosophical Approaches-Myths about Morality-conflict of interest in psychological perspective - Courage-Integrity – ethical dilemma – Emotional Intelligence (Mahabharata- Iskcon Publications)	CLO 3	5
UNIT IV		
Workplace Ethics: Ethics in changing domains of Research–academic integrity–intellectual honesty-Role of Engineers and Managers-Ethical issues in Diverse workplace – competition – free will- Confidentiality – employee rights – Intellectual property rights – discrimination	CLO 4	5
UNIT V		
Safety, Responsibilities and Rights: Ecology, and Economy-Risk benefit analysis and reducing risk SDGs–Corporate social responsibility and Corporate Sustainability - CSR in India - Sustainability Case Studies	CLO 5	7
Total Hours		30

Learning resources

Textbooks:

1. Subramanian. R. *Professional Ethics*, Oxford Publication, 2013.
2. Nagarasan. R. S. *Professional Ethics and Human Values*. New Age International Publications, 2006.

Reference Book:

1. Mike W Martin and Roland Schinzinger, *Ethics in Engineering*, 4th edition, Tata McGraw Hill Publishing Company Pvt Ltd, New Delhi, 2014

Online Resources/E-Learning Resources

1. <https://www.nspe.org/resources/ethics/code-ethics>
2. <https://www.toolshero.com/tag/ethical-decision-making/>
3. <https://pagecentertraining.psu.edu/public-relations-ethics/introduction-to-public-relations-ethics/lesson-1/ethical-theories/>
4. <https://peer.asee.org/case-studies-in-engineering-ethics.pdf>

CIA Guidelines

Online Quiz (Based on MCQ)- 20 marks

Activity (with short Report Submission) - 20 Marks

Academic Sincerity - 10 marks

Few of the suggested activities are Assignments, Debates, Poster presentations, Model making, Group presentation, Field visits and Group Discussions.

Few of suggested topics related to **UHV1- Professional Ethics** are:

Debate Topics

- Ethical Approach versus Realistic Approach
- Individual and Social Approach
- Dilemma between heart and Mind

Activity

- ❖ Analyze the wastage (Electricity or any other) at work place? How you managed.

Assignment

- Analyze the code of ethics at work place
- If you fulfil the duties, rights will automatically fall in place. Justify the statement

References:

[https://www.aicte-](https://www.aicte-india.org/sites/default/files/Model_Curriculum/Minor%20Degree%20in%20Universal%20Human%20Values%20(UHV).pdf)

[india.org/sites/default/files/Model_Curriculum/Minor%20Degree%20in%20Universal%20Human%20Values%20\(UHV\).pdf](https://www.aicte-india.org/sites/default/files/Model_Curriculum/Minor%20Degree%20in%20Universal%20Human%20Values%20(UHV).pdf)

<https://uhv.org.in/>

<https://vvce.ac.in/wp-content/uploads/2021/04/Realising-Aspirations-of-NEP2020-UHV.pdf>

COURSE CURRICULUM

Name of the Program:		B.Tech/B.B.A/B.C. A/B.Sc/B.Pharm		Semester: 3/4		Level: UG	
Course Name		UHV-II: Understanding Harmony		Course Code/ Course Type		ACUHV201/AC	
Course Pattern		2024		Version		1.0	
Teaching Scheme					Assessment Scheme		
Theory	Practical	Tutorial	Total Credits	Hours	CIA (Continuous Internal Assessment)	ESA (End Semester Assessment)	Practical/Oral
2	0	0	0	2	50	-	-
Pre-Requisite:							
Course Objectives (CO):				The objectives of Universal Human Value- Understanding Harmony are: 1. To train the student for Development of a holistic perspective based on self-exploration about themselves (human being), family, society and nature/existence. 2. To comprehend (or develop clarity) the harmony in the human being, family, society and nature/existence 3. To strengthen self-reflection. 4. To infuse a sense of commitment and courage to act 5. To understand Holistic Understanding of Harmony on Professional Ethics			
Course Learning Outcomes (CLO):				Students would be able to: 1. Analyze the most important requirement for any human being 2. Apply correct appraisal of Physical needs, meaning of Prosperity in detail 3. Analyze salient values in relationship, Friends and Foes, Empathy, False Prestige. 4. Develop holistic perception of harmony at all levels of existence 5. Apply the Holistic Understanding of Harmony on Professional Ethics			

Course Contents/Syllabus:

(All the units carry equal weightage in Summative Assessment and equal engagement)

Descriptors/Topics	CLO	Hours
UNIT I		
Course Introduction - Need, Basic Guidelines, Content and Process for Value Education Purpose and motivation for the course, recapitulation from Universal Human Values-I, Self-Exploration-what is it? - Its content and process; Personality Traits- Self Excellence, „Natural Acceptance” and Experiential Validation- as the process for self-exploration, Adaptability, Belief and Understanding- Self discipline, Continuous Happiness and Prosperity- A look at basic Human Aspirations, Right understanding, Relationship and Physical Facility- the basic requirements for fulfilment of aspirations of every human being with their correct priority, Understanding Happiness and Prosperity correctly- A critical appraisal of the current scenario, Method to fulfil the above human aspirations: understanding and living in harmony at various levels.	CLO 1	8
UNIT II		
Understanding Harmony in the Human Being - Harmony in Myself: Understanding human being as a co-existence of the sentient „I” and the material „Body”, Understanding the needs of Self („I”) and „Body” - happiness and physical facility, Understanding the Body as an instrument of „I” (I being the doer, seer and enjoyer)- Habits and Hobbies, SWOT Analysis (Activity) ,Understanding the characteristics and activities of „I” and harmony in „I” – Dalai Lamas” Tibetan Personality Test – Dr. Menninger”s Psychometric Test., Understanding the harmony of I with the Body: Sanyam and Health; correct appraisal of Physical needs, meaning of Prosperity in detail	CLO 2	5
UNIT III		
Understanding Harmony in the Family and Society- Harmony in Human-Human Relationship: Understanding values in human-human relationship; meaning of Justice (nine universal values in relationships) and program for its fulfilment to ensure mutual happiness; Trust and Respect as the foundational values of relationship, Understanding the meaning of Trust; Difference between intention and competence, Understanding the meaning of Respect, Difference between respect and differentiation; the other salient values in relationship, Friends and Foes, Empathy, False Prestige.	CLO 3	5
UNIT IV		
Understanding Harmony in the Nature and Existence - Whole existence as Coexistence: Understanding the harmony in the Nature and its Equanimity, Respect for all, Nature as Teacher, Interconnectedness and mutual fulfillment among the four orders of nature- recyclability and self-regulation in nature, Understanding Existence as Co-existence of mutually interacting units in all-pervasive space, Holistic perception of harmony at all levels of existence.	CLO 4	5

UNIT V		
Implications of the above Holistic Understanding of Harmony on Professional Ethics: Natural acceptance of human values, Definitiveness of Ethical Human Conduct, Basis for Humanistic Education, Humanistic Constitution and Humanistic Universal Order, Vision for the Holistic alternatives, UHVs for entrepreneurship	CLO 5	7
Total Hours		30

Learning resources

Textbooks:

1. Human Values and Professional Ethics by R R Gaur, R Sangal, G P Bagaria, Excel Books, New Delhi, 2010
2. Jeevan Vidya: Ek Parichaya, A Nagaraj, Jeevan Vidya Prakashan, Amarkantak, 1999.
3. Human Values, A.N. Tripathi, New Age Intl. Publishers, New Delhi, 2004.

Reference Books:

1. The Story of Stuff (Book).
2. The Story of My Experiments with Truth - by Mohandas Karamchand Gandhi
3. Small is Beautiful - E. F Schumacher
4. Slow is Beautiful - Cecile Andrews

Online Resources/E-Learning Resources

1. <https://www.studocu.com/in/document/jss-science-and-technology-university/human-values/uhv-handout-2-harmony-in-the-human-being/>
2. <https://vvce.ac.in/wp-content/uploads/2021/04/Realising-Aspirations-of-NEP2020-UHV.pdf>
3. https://vemu.org/uploads/lecture_notes/22_12_2022_1850871704.pdf

CIA Guidelines

Online Quiz (Based on MCQ)- 20 marks

Activity (with short Report Submission) - 20 Marks

Academic Sincerity - 10 marks

Few of suggested activities are Assignments, Debates, Poster presentations, Model making, Group presentation, Field visits and Group Discussions.

Few of suggested topics related to UHVII-Understand Harmony are:

Debate Topics

- Materialistic things make you happy
- Happiness in individualism and family
- Spirituality vs Materialistic
- Satisfaction of Body and self (Soul)

Assignment

Students maintain a reflective account of the times they felt happy and prosperous and the causes of that happiness and prosperity for them.

References:

[https://www.aicte-india.org/sites/default/files/Model_Curriculum/Minor%20Degree%20in%20Universal%20Human%20Values%20\(UHV\).pdf](https://www.aicte-india.org/sites/default/files/Model_Curriculum/Minor%20Degree%20in%20Universal%20Human%20Values%20(UHV).pdf)

<https://uhv.org.in/>

<https://vvce.ac.in/wp-content/uploads/2021/04/Realising-Aspirations-of-NEP2020-UHV.pdf>



Name of the Program:		BTech.		Semester: 5/6		Level: UG	
Course Name		Aptitude And Logical Reasoning		Course Code/ Course Type		ACALR301/AC	
Course Pattern		2024		Version		1.0	
Teaching Scheme					Assessment Scheme		
Theory	Practical	Tutorial	Total Credits	Hours	CIA (Continuous Internal Assessment)	ESA (End Semester Assessment)	Practical/ Oral
2	0	0	0	2	50	-	-
Pre-Requisite:							
Course Objectives (CO):					The objectives of Aptitude and Logical Reasoning are: 1. To Familiarize Students with Different Types of Mathematical Problems. 2. To learn and Strengthen Logical Reasoning Skills. 3. To Develop Critical Thinking Skills. 4. To Improve Quantitative and Numerical Skills. 5. To Prepare Students for Standardized Tests and build Confidence in Problem-Solving.		
Course Learning Outcomes (CLO):					Students would be able to: 1. Students will develop enhanced problem-solving abilities through Exposure to various types of aptitude and logical reasoning problems. 2. Sharpen their analytical thinking skills by learning to analyze and interpret different types of data, patterns, and logical structures. 3. Cultivate critical thinking abilities by challenging students to evaluate and assess information, arguments, and scenarios using logical reasoning principles. 4. Apply different forms of logical reasoning, such as deductive reasoning, inductive reasoning, and critical reasoning, to solve problems and make decisions. 5. Students will be able to develop soft skills and communication skills		

Course Contents/Syllabus:

(All the units carry equal weightage in Summative Assessment and equal engagement)

Descriptors/Topics	CLO	Hours
UNIT I		
Quantitative Aptitude: Number System, Problems on Ages, Percentage, Average, Time and Work, Profit and Loss, Permutation and Combination	CLO 1	8
UNIT II		
Logical Reasoning: Number Series, Letter Series, Coding and Decoding, Calendars, Clocks	CLO 2	8
UNIT III		
Verbal Reasoning: Subject-Verb Agreement, Preposition and Verbal Analogy, Closet test	CLO2,3	7
UNIT IV		
Personality Development: Resilience, Motivation and Listening skills, Self-confidence, Body language, Leadership, Goal setting, Emotional intelligence, Personal growth and development	CLO 3	7
UNIT V		
Soft Skills and Communication Skills: Introduction to Teamwork, Collaboration and Time Management, Communication Skills, Organization Skills, Introduction to Critical Thinking, Leadership, Negotiation and Presentation Skills, Time Management, Adaptability Skills, Actively listening in conversations, Public speaking, Effectively communicating ideas to others, Introduction to Career Development, Goal Setting, Emotional Intelligence Fundamentals, Building Adaptability and Resilience	CLO2,3	8
Total Hours		30

Learning resources

Textbooks:

1. Quantitative Aptitude for Competitive Examinations, R.S Agarwal, 2017
2. Quantitative Aptitude for All Competitive Examinations by Abhijit Guha, 6th edition, 2016
3. Word Power Made Easy by Norman Lewis, 2023

Reference Books:

The Pearson Guide to Quantitative Aptitude for Competitive Examinations by Dinesh khattar, 2nd Edition

CIA Guidelines

Online Quiz (Based on MCQ)- 20 marks

Activity (with short Report Submission) - 20 Marks

Academic Sincerity - 10 marks

Few of the suggested Activities are Assignments, Debates, Poster presentations, Model making, Group presentation, Field visits and Group Discussions.

COURSE CURRICULUM

Name of the Program:		B.Tech/B.B.A/B.C. A/B.Sc/B.Pharm		Semester : 5/6		Level: UG	
Course Name		Environmental Studies		Course Code/ Course Type		ACEVS301/AC	
Course Pattern		2024		Version		1.0	
Teaching Scheme					Assessment Scheme		
Theory	Practical	Tutorial	Total Credits	Hours	CIA (Continuous Internal Assessment)	ESA (End Semester Assessment)	Practical/Oral
2	0	0	1	2	50	-	-
Pre-Requisite: nil							
Course Objectives (CO):					The objectives of Environmental Studies are: 1. Understand about multidisciplinary nature of environmental Studies and natural resources 2. Understand about solid E waste and global impacts of air pollution and its control strategies 3. To learn about technics for Industrial water management and treatment processes 4. To understand about interlinking of rivers and disaster management 5. To impart knowledge about existing environmental laws and legislations		
Course Learning Outcomes (CLO):					Students would be able to: 1. Understand the breadth and interdisciplinary nature of environmental issues, resources 2. Identify the sources, effects, and remedial measures for E waste and Air Pollution 3. Analyze for Industrial water management and treatment processes 4. Analyze about interlinking of rivers and disaster management 5. Evaluate existing environmental laws and legislations with case studies		

Course Contents/Syllabus:

(All the units carry equal weightage in Summative Assessment and equal engagement)

Descriptors/Topics	CLO	Hours
UNIT I		
Multidisciplinary Nature of Environmental Studies: Definition, scope, environment, and its relation to the branch. Introduction to basic terminologies. Sustainable development Goals, natural resources and associated problems- water, solar, mineral and energy, actual sustainability report study, Water conservation, rain water harvesting. Resettlement and	CLO 1	6



rehabilitation of people; its problems, concerns and case studies.		
UNIT II		
Solid Waste, E waste and Air Pollution: Sources and types of solid wastes, introduction to solid waste management. Introduction to E- waste, generation and case studies. Air Pollution Definition, sources, classification of air pollution. Air pollutants: CO, CO ₂ , SO ₂ , NO _x , hydrocarbons and aerosols. Specific phenomena related with air pollution- Greenhouse effect, Acid rain, Ozone layer depletion and Smog, Control of Air Pollution.	CLO 2	6
UNIT III		
Industrial waste water treatment : Important terminologies related to waste water treatment process. Preliminary, primary, secondary, and tertiary waste water treatment process. Waste water treatment process of (a) Paper and pulp (b) Oil refinery (c) Petrochemical (d) Sugar industries. Case studies.	CLO 3	6
UNIT IV		
Environmental priorities in India and sustainable development: Ganga Action plan, Interlinking of rivers, Natural disasters and their management. Disaster management: floods, earthquake, cyclone and landslides.	CLO 4	6
UNIT V		
Environmental Legislations and case studies: National: Environment Protection Act, Air (Prevention and Control of Pollution) Act, Water (Prevention and Control of Pollution) Act, International: Montreal protocol, Kyoto protocol, Rio summit and Paris agreement.	CLO 5	6
Total Hours		30

Learning resources

Textbooks:

1. Kaushik, A and Kaushik C.P. Perspective in Environmental studies. New Age International Publications
2. Iqbal H. Khan, Naved Ahsan. Textbook of Solid Wastes Management. CBS Publisher & Distributors P Ltd.

Reference Books:

1. S. K. Garg. Sewage Disposal and Air pollution Engineering. Khanna Publishers
2. M. N. Roa, H. V. N. Rao. Air Pollution. Mc.Graw Hill.

Online Resources/E-Learning Resources

1. https://nitsri.ac.in/Department/CHEMISTRY/EVS_MATERIAL_2.pdf
2. https://onlinecourses.swayam2.ac.in/cec19_bt03/preview
3. https://onlinecourses.swayam2.ac.in/cec19_bt03/preview

CIA Guidelines

Online Quiz (Based on MCQ)- 20 marks

Activity (with short Report Submission) - 20 Marks

Academic Sincerity - 10 marks

Suggested activities are Assignments, Debates, Poster presentations, Model making, Group presentation, Field visits and Group Discussions

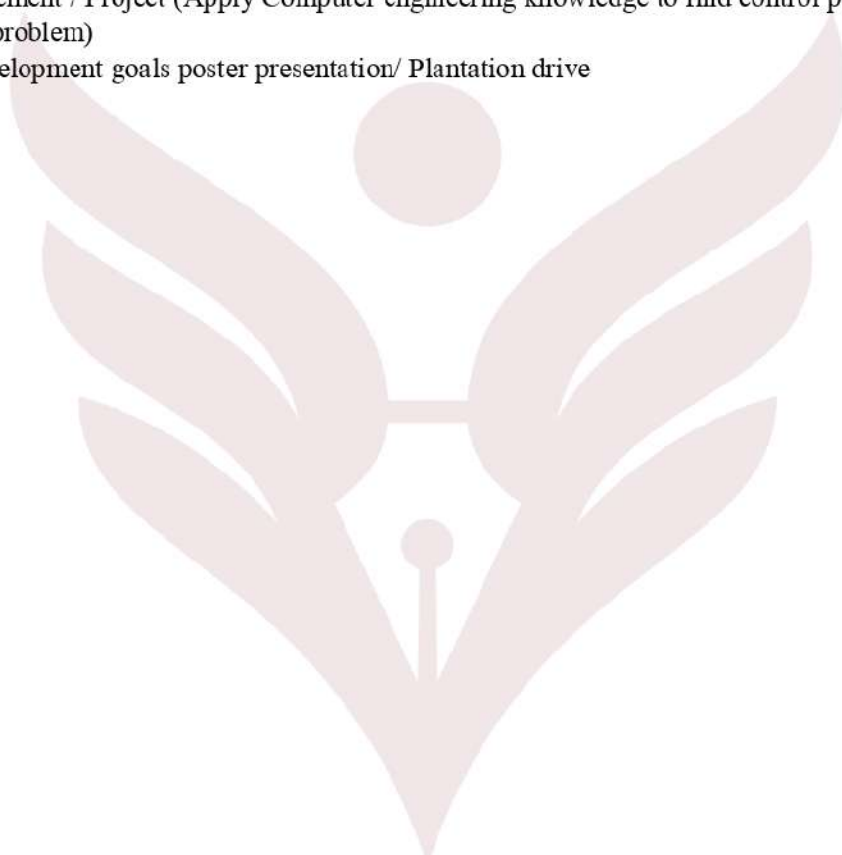
Few of suggested topics related to **Environmental studies** are:

Debate Topics

- Montreal Protocol/Kyoto Protocol
- Development Pro/Cons

Activities

- E waste Management / Project (Apply Computer engineering knowledge to find control pollution or any other environmental problem)
- Sustainable development goals poster presentation/ Plantation drive



COURSE CURRICULUM

Name of the Program:		B.Tech/B.B.A/B.C. A/B.Sc/B.Pharm		Semester : 3/4		Level: UG	
Course Name		Constitution of India		Course Code/ Course Type		ACCOI201/AC	
Course Pattern		2024		Version		1.0	
Teaching Scheme				Assessment Scheme			
Theory	Practical	Tutorial	Total Credits	Hours	CIA (Continuous Internal Assessment)	ESA (End Semester Assessment)	Practical/Oral
2	0	0	0	2	50	-	-
Pre-Requisite:							
Course Objectives (CO):				The objectives of Constitution of India are: 1. To familiarize the students with the key elements of the Indian constitution. 2. To enable students to grasp the constitutional provisions and values. 3. To acquaint the students with the powers and functions of various constitutional offices and institutions. 4. To make students understand the basic premises of Indian politics. 5. To make students understand the role of constitution and citizen oriented measures in a democracy			
Course Learning Outcomes (CLO):				Students would be able to: 1. Analyze the basic structure of Indian Constitution. 2. Remember their Fundamental Rights, DPSP's and Fundamental Duties (FD's) of our constitution. 3. know about our Union Government, political structure & codes, procedures. 4. Understand our State Executive & Elections system of India. 5. Access the Amendments and Emergency Provisions, other important provisions given by the constitution			

Course Contents/Syllabus:

(All the units carry equal weightage in Summative Assessment and equal engagement)

Descriptors/Topics	CLO	Hours
UNIT I		
Introduction to Indian Constitution: The Necessity of the Constitution, The Societies before and after the Constitution adoption. Introduction to the Indian constitution, The Making of the Constitution, The Role of the Constituent Assembly. The Preamble of Indian Constitution & Key concepts of the Preamble. Salient features of India Constitution.	CLO 1	8
UNIT II		
FR's, FD's and DPSP's: Fundamental Rights and its Restriction and limitations in different Complex Situations. Directive Principles of State Policy (DPSP) and its present relevance in our society with examples. Fundamental Duties and its Scope and significance in Nation building	CLO 2	5
UNIT III		
Governance and Constitution: Federalism in India - Features , Local Government -Panchayats – Powers and functions; 73rd and 74th amendments, Election Commission – Composition, Powers and Functions; Electoral Reforms, Citizen oriented measures – RTI and PIL – Provisions and significance..	CLO 3	5
UNIT IV		
Union Executive: Parliamentary System, Union Executive – President, Prime Minister, Union Cabinet, Parliament - LS and RS, Parliamentary Committees, Important Parliamentary Terminologies. Supreme Court of India, Judicial Reviews and Judicial Activism.	CLO 4	5
UNIT V		
State Executive & Elections, Amendments and Emergency Provisions: State Executive, Election Commission, Elections & Electoral Process. Amendment to Constitution (How and Why) and Important Constitutional Amendments till today. Emergency Provisions.	CLO 5	7
Total Hours		30

Learning resources

Text Books

1. "Constitution of India" (for Competitive Exams) - Published by Naidhruva Edutech Learning Solutions, Bengaluru. – 2022.
2. "Engineering Ethics", M.Govindarajan, S.Natarajan, V.S.Senthilkumar, Prentice –Hall, 2004

Reference Books:

1. "SamvidhanaOdu" - for Students & Youths by Justice HN NagamohanDhas, Sahayana, kerekon.
2. "Constitution of India, Professional Ethics and Human Rights" by Shubham Singles, Charles E. Haries, and et al: published by Cengage Learning India, Latest Edition – 2019.
3. "Introduction to the Constitution of India", (Students Edition.) by Durga Das Basu (DD Basu):Prentice – Hall, 2008.
4. "The Constitution of India" by Merunandan K B: published by Merugu Publication, Second Edition, Bengaluru.

CIA Guidelines

CIA Guidelines

Online Quiz (Based on MCQ)- 20 marks

Activity (with short Report Submission) - 20 Marks

Academic Sincerity - 10 marks

Few of suggested activities are Assignments, Debates, Poster presentations, Model making, Group presentation, Field visits and Group Discussions.

Few of suggested topics related to **Constitution of India** are:

Debate Topics

- Rights and duties
- Base of Reservation and need

Assignment

- Characteristics of Constitution
- Working of Constitution

COURSE CURRICULUM

Name of the Program:		BA English		Semester: II		Level: UG	
Course Name		BHAGAVAD GITA		Course Code/ Course Type		ACIKSLA102	
Course Pattern		2024		Version		1.0/1.1/1.2...	
Teaching Scheme					Assessment Scheme		
Theory	Practical	Tutorial	Total Credits	Hours	CIA (Continuous Internal Assessment)	ESA (End Semester Assessment)	Practical/Oral
2			2	30	50		
Pre-Requisite:							
Course Objectives (CO):				The objectives of (BHAGAVAD GITA) are: 1. to apply the knowledge of Arjuna Vishada Yoga, Sankhya Yoga, and Karma Yoga in day-to-day life 2. to apply the knowledge of Gyana-Karma-Sanyasa Yoga, Karma-Sanyasa Yoga, and Atma-Samyama Yoga (Dhyana Yoga) in day-to-day life, 3. to apply the knowledge of Gyana-Vigyana Yoga, Akshara Brahma Yoga, Raja-Vidya-Raja-Guhya Yoga, and Vibhuti Yoga in day-to-day life, 4. to apply the knowledge of Vishwarupa-Darsana Yoga, Bhakti Yoga, Ksetra-Ksetrajna-Vibhaga Yoga, and Gunatraya-Vibhaga Yoga in day-to-day life, 5. to apply the knowledge of Purushottama Yoga, Daivasura-Sampad-Vibhaga Yoga, Shraddha-Traya-Vibhaga Yoga, and Moksha-Sanyasa Yoga in day-to-day life.			
Course Learning Outcomes (CLO):				By the end of the course, students will be able to— 1. comprehend life lessons from Arjuna Vishada Yoga, Sankhya Yoga, and Karma Yoga 2. comprehend life lessons from Gyana-Karma-Sanyasa Yoga, Karma-Sanyasa Yoga, and Atma-Samyama Yoga (Dhyana Yoga) 3. comprehend life lessons from Gyana-Vigyana Yoga, Akshara Brahma Yoga, Raja-Vidya-Raja-Guhya Yoga, and Vibhuti Yoga 4. comprehend life lessons from Vishwarupa-Darsana Yoga, Bhakti Yoga, Ksetra-Ksetrajna-Vibhaga Yoga, and Gunatraya-Vibhaga Yoga 5. comprehend life lessons from Purushottama Yoga, Daivasura-Sampad-Vibhaga Yoga, Shraddha-Traya-Vibhaga Yoga, and Moksha-Sanyasa Yoga			

Course Contents/Syllabus:

(All the units carry equal weightage in Summative Assessment and equal engagement)

Descriptors/Topics	CLO	Hours
UNIT I		
Arjuna Vishada Yoga, Sankhya Yoga, and Karma Yoga	CLO1	06
UNIT II		
Gyana-Karma-Sanyasa Yoga, Karma-Sanyasa Yoga, and Atma-Samyama Yoga (Dhyana Yoga)	CLO2	06
UNIT III		
Gyana-Vigyana Yoga, Akshara Brahma Yoga, Raja-Vidya-Raja-Guhya Yoga, and Vibhuti Yoga	CLO3	06
UNIT IV		
Vishwarupa-Darsana Yoga, Bhakti Yoga, Ksetra-Ksetrajna-Vibhaga Yoga, and Gunatraya-Vibhaga Yoga	CLO4	06
UNIT V		
Purushottama Yoga, Daivasura-Sampad-Vibhaga Yoga, Shraddha-Traya-Vibhaga Yoga, and Moksha-Sanyasa Yoga	CLO5	06
Total Hours		30

Textbooks:

1. Bhagavad-Gītā As It Is by A.C. Bhaktivedanta Swami Prabhupada

Reference Books:

1. Eknath Easwaran (2011). Essence of the Bhagavad Gita: A Contemporary Guide to Yoga, Meditation, and Indian Philosophy. Nilgiri Press. pp. 118, 281. ISBN 978-1-58638-068-7.
2. Jonardon Ganeri (2007). The Concealed Art of the Soul: Theories of Self and Practices of Truth in Indian Ethics and Epistemology. Oxford University Press. pp. 68–70. ISBN 978-0-19-920241-6.

Online Resources/E-Learning Resources

1. <https://youtu.be/9kckxCiyD9I?feature=shared>
2. <https://youtu.be/UoZEVYw459M?feature=shared>
3. <https://youtu.be/9go6AuXPHKU?feature=shared>
4. https://youtu.be/VXV_m2FNxdw?feature=shared
5. <https://youtu.be/UREDGF6C30?feature=shared>
6. <https://youtu.be/KuaS3C9Tzn0?feature=shared>
7. <https://youtu.be/KuaS3C9Tzn0?feature=shared>
8. <https://youtu.be/B9yPNCh5UcA?feature=shared>
9. <https://youtu.be/AnpVmOufRQg?feature=shared>
10. <https://youtu.be/MMT5vrsbqmw?feature=shared>
11. <https://youtu.be/vHFFiMBRXKA?feature=shared>
12. <https://youtu.be/GTf-mRnUZ1M?feature=shared>
13. https://youtu.be/jM_kFJItSxs?feature=shared
14. <https://youtu.be/G7IHga6-9rM?feature=shared>
15. https://youtu.be/5s_an9gfiiOQ?feature=shared
16. <https://youtu.be/Lj14H0f3x6Q?feature=shared>
17. <https://youtu.be/5VPZVf2yPKk?feature=shared>
18. <https://youtu.be/fgflythn580?feature=shared>
19. https://en.wikipedia.org/wiki/Bhagavad_Gita