



(u/s 3 of UGC Act 1956)

LINGAYA'S VIDYAPEETH

(A deemed-to-be University u/s 3 of UGC Act, 1956)

**Approved by MHRD/UGC/AICTE/PCI/BCI/COA/NCTE Government of
India**

(NAAC Accredited)

SCHEME OF STUDIES AND SYLLABUS

B.A. (Hons.) English 3-Year Full-time Program 2018-2021

CHOICE-BASED CREDIT SYSTEM

School of Basic & Applied Sciences

Vision, Mission and Core Values of the Vidyapeeth

Vision: -

Traditionally believing that God is the Source of all Truth, Goodness, and Beauty, Lingaya's Vidyapeeth, wishes to develop in students a wisdom that translates academic achievements into responsible citizenship, sincere professional service, and deep respect for life and beauty in God's Creation and Recreation.

Mission: -

1. To impart knowledge and skills in the field of Engineering/ Technology, Management, Education, Science & Arts, and related areas;
2. To dedicate itself to the improvement of social and economic status and enhancement of the quality of life for all;
3. To strive for maximizing human welfare through education;
4. To produce effective knowledge workers, practitioners, and educators who will be guided by vision, compassion, knowledge, discipline, and discovery with deep respect for human values;
5. To provide an individual engineering and other professional learning experience for each student;
6. To develop critical thinking, analytical ability, and creative skills;
7. To supplement the curricula, teamwork, leadership, communication skills, project management, social concerns, and ethics;
8. To establish interaction with industries for Technology, Research & Development.

In line with the above vision and mission statements, Lingaya's Vidyapeeth has the following special characteristics:

1. Lingaya's Vidyapeeth is an Institution for providing a student with opportunity for all round development and education with the aim of effective living as a good citizen.

2. It has special strength in the field of Engineering and Technology with emphasis on practice and problem-solving skills.
3. Its activities and course curriculum concentrate on design, self-learning and research, which are the unique features of the Vidyapeeth.
4. The primarily value of knowledge and skill imparted by Lingaya's Vidyapeeth resides in its utility in creating an infrastructure for the physical welfare of the general public, in sustaining good health of individual and the community.
5. Lingaya's Vidyapeeth facilitates and promotes creativity and critical thinking capabilities in its students.
6. The education in Lingaya's Vidyapeeth enhances the inherent capacity of a student with honesty, courage, and fairness.

Vision & Mission - Department of English

Vision: The Department of English aspires to be recognized as a department of global standing for holistic development of students in language & literary courses and research so that they become humane, ethical, professionally competent & future-ready.

Mission:

- To train students to achieve Linguistic & Communicative Competency in English for personal & professional growth.
- To develop and deliver courses and research programs that equip students with the requisite language, literary, and life skills to meet contemporary needs and job situations.
- To offer opportunities to explore literature and language across cultures.
- To prepare students for life and to make every student humane and ethical.
- To cultivate intellectual curiosity, aesthetic sensibility, creativity, and the desire for lifelong learning.
- To create a conducive culture so that faculty and students develop consideration for the environment and social issues.

Scheme - B.A. (Hons.) English

SEMESTER I				
S. No.	Course No.	Course Name	L-T-P	Cr.
1.1	BEN-101	English Communication Skills – I	4-0-0	4
1.2	BEN-151	English Communication - I Lab	0-0-2	1
1.3	BEN-102	History of English Literature: An Overview	4-1-0	5
1.4	BEN-103	British Poetry and Drama: 14 th to 17 th Century	4-1-0	5
1.5	BEN-104	Modern Indian Writings in English Translations	4-1-0	5
1.6	BEN- 120	Business Communication	3-0-0	3
1.7	PDP-101	Induction & Nurturing Hobby	0-0-2	1
	Total			24

SEMESTER II				
S. No.	Course No.	Course Name	L-T-P	Cr.
2.1	BEN-111	Indian Writing in English- An Overview	4-1-0	5
2.2	BEN-112	Popular Literature	4-1-0	5
2.3	BEN-113	Media & Communication Skills	4-0-0	4
2.4	BEN-114	English Communication	2-0-0	2
2.5	BEN-111B	Seminar on Indian Writing	2-0-0	2
2.6	BEN-112B	Seminar on Popular Literature	2-0-0	2
2.7	BEN-113A	Media & Communication Skills Lab	0-0-2	1
2.8	CEA-101A	Environmental Science & Ecology	2-0-0	2
2.9	PDP-102	People Connect	0-0-2	1
	Total			24

SEMESTER – III				
S. No.	Course No.	Course Name	L-T-P	Cr.
3.1	BEN-201	Soft Skills	4-0-0	4
3.2	BEN- 202	American Literature	4-1-0	5
3.3	BEN- 205	Academic Writing and Composition	4-1-0	5
3.4	BEN- 206	British Poetry & Drama: 17 th to 18 th Century	4-1-0	5
3.5	BEN-202B	Seminar on American Literature	2-0-0	2
3.6	BEN-251	Soft Skills Lab	0-0-2	1
3.7	PD-201	Personality Development & Grooming	0-0-2	1
	Total			23

SEMESTER – IV				
S. No.	Course No.	Course Name	L-T-P	Cr.
4.1	BEN-211	Presentation Skills	4-1-0	5
4.2	BEN-252	Presentation Skills Lab	0-0-2	1
4.3	BEN-212	European Classical Literature – An Overview	4-1-0	5
4.4	BEN-213	British Literature - 19 th Century & Early 20 th Century	4-1-0	5
4.5	BEN-214	Literary Criticism – An Introduction	4-1-0	5
4.6	BEN-215	Science Fiction and Detective Literature	4-1-0	5
4.7	PDP-202	Life Skills	0-0-2	1
	Total			27

SEMESTER V				
S. No.	Course No.	Course Name	L-T-P	Cr.
5.1	BEN-301	Applied Language Skills	4-0-0	4
5.2	BEN-351	Applied Language Skills Lab	0-0-2	1
5.3	BEN-302	Postcolonial Literature	4-1-0	5
5.4	BEN-303	Language, Literature & Culture	4-1-0	5
5.5	BEN-304	Literary Theory	4-1-0	5
5.6	BEN-305	Indian Classical Literature	4-1-0	5
5.7	PDP-301	Leadership & Entrepreneurship Development	0-0-2	1
	Total			26

SEMESTER VI				
S. No.	Course No.	Course Name	L-T-P	Cr.
6.1	BEN-307	Literature of the Indian Diaspora	4-1-0	5
6.2	BEN-308	Modern European Drama	4-1-0	5
6.3	BEN-309	British Literature Post World War II	4-1-0	5
6.4	BEN-310	Women Writings: 19 th to 20 th Century	4-1-0	5
6.5	BEN-311	Research Methodology	4-1-0	5
6.6	BEN-312	Functional English	4-1-0	5
	Total			30

Semester-I	Semester-II	Semester-III	Semester-IV	Semester-V	Semester-VI	Total
24	24	23	27	26	30	154

SEMESTER I

SEMESTER I

S. No.	Course No.	Course Name	L-T-P	Cr.
1.1	BEN-101	English Communication Skills-1	4-0-0	4

Course Outcomes: At the end of the course, students should be able to:

- ✚ CO1: Identify parts of speech, verb forms and tenses
 - ✚ CO2: Demonstrate oral communication skills
 - ✚ CO3: Justify various genres of writing
 - ✚ CO4: Classify literary devices in examining prose and poetry
 - ✚ CO5: Evaluate professional skills using ethical communication and body language
-
- **Unit-1:** Remedial English- Parts of Speech; Tenses and their application; Verbs and their various forms.
 - **Unit-2:** Oral Communication- Developing meaningful conversation; extempore speech; welcome speech, etc.
 - **Unit-3:** Writing Skills- Introduction to various types of writing including general writing, technical writing, creative writing, picture composition, etc.
 - **Unit-4:** Introduction to various literary devices; different forms of prose writing; different poetic forms, figures of speech, and how to appreciate a poem? etc.
 - **Unit-5:** Professional Skills- Basic ethics in communication, body language in communication, News Paper reading, etc.

Suggested Readings:

1. *Intermediate English Grammar*- Raymond Murphy, Cambridge University Press, Ed. II, 1999.
2. *Fluency in English- Part II*, Oxford University Press, 2006.
3. *Business Communication*- Meenakshi Raman & Prakash Singh, Oxford, Ed. II, 2012.

S. No.	COURSE CODE	COURSE NAME	L-T-P	Cr.
1.2	BEN-151	English Communication-1 Lab	0-0-2	1

Course Outcomes: At the end of the course, students should be able to:

- ✚ CO1: Describe a visual or an object
- ✚ CO2: Explain and give cause and effect
- ✚ CO3: Narrate an experience with descriptive detail
- ✚ CO4: Elicit and show respect for the views of others
- ✚ CO5: Disagree, argue, and use a persuasive speech in an appropriate language

Details:

1. Self-introduction
2. Exercises in speaking: JAM
3. Exercises in speaking: Extempore
4. Newspaper reading and preparing writeup
5. Debate
6. Reading Comprehension
7. Speech on current affairs
8. Group Discussion
9. Listening Comprehension
10. Slogan Making

Suggested Readings:

1. *Intermediate English Grammar*- Raymond Murphy, Cambridge University Press, Ed. II, 1999.
2. *Fluency in English*- Part II, Oxford University Press, 2006.

S. No.	Course No.	Course Name	L-T-P	Cr.
1.3	BEN-102	History of English Literature: An overview	4-1-0	5

Course Outcomes - At the end of the course, students should be able to:

- ✚ CO1: Identify literary texts of different periods
- ✚ CO2: Evaluate representative literary works written in different ages.
- ✚ CO3: Analyse the complex relationship between literature and society.
- ✚ CO4: Perceive the complex relationship between literature and society.
- ✚ CO5: Critically appreciate representative literary works written in different ages.

- **Unit-1:** Old English to Middle English Period
- **Unit-2:** Elizabethan & Jacobean Period
- **Unit-3:** Restoration & Augustan Period
- **Unit-4:** Pre-Romantics & Romantics
- **Unit-5:** Victorian Period

Suggested Readings:

1. *English Literature: Its History and Its Significance for the Life of the English-speaking World*- William J. Long, Maple Press, 2012.
2. *History of English Literature* (Revised Edition)- Edward Albert, Oxford University Press, 2017.
3. *A History of English Literature*- Satish Kumar, Lakshmi Narain Agarwal, 2014.
4. *Short Oxford History of English Literature*- Andrew Sanders, Oxford, 2005.

S. No.	Course No.	Course Name	L-T-P	Cr.
1.4	BEN-103	British Poetry & Drama: 14 th to 17 th Century	4-1-0	5

Course Outcomes - At the end of the course, students should be able to:

- + CO1: Describe the social, political, religious and economic conditions of the respective ages in England, significant movements, influence and literary schools.
 - + CO2: Determine the tenets of Renaissance Humanism
 - + CO3: Justify aspects of the Elizabethan stage, Court and City
 - + CO4: Evaluate how Religious and Political Thought of the period affected its literary output.
 - + CO5: Analyse Ideas of Love and Marriage and their impact on the writer in Society – and the milieu.
-
- **Unit-I:** Introduction- Students are required to study the social, political, religious, and economic conditions of the respective ages in England, significant movements, influences, and literary schools.
 - **Unit-II:** Chaucer- Nun's Priest's Tale, Edmund Spenser-The Faerie Queen, Book-1, Milton- How Soon Hath Time, Donne- A Hymn to God the Father, Andrew Marvell - To His Coy Mistress
 - **Unit-III:** Shakespeare- Macbeth
 - **Unit-IV:** John Bunyan- The Holy War
 - **Unit-V:** An Essay of Dramatic Poesy- John Dryden

Suggested Readings:

1. *Canterbury Tales*- Geoffrey Chaucer & Nevill Coghill (tr.), Penguin Classics, 2003.
2. *Macbeth*- William Shakespeare, Arden Shakespeare, 2013.
3. *The Holy War*- John Bunyan, Watchmaker Publishing, 2012.
4. *An Essay of Dramatic Poesy*- Thomas Arnold & William T. Arnold (editors), Kessinger Publications, 2007.

S. No.	Course No.	Course Name	L-T-P	Cr.
1.5	BEN-104	Modern Indian Writings in English Translations	4-1-0	5

Course Outcomes - At the end of the course, students should be able to:

- ✚ CO1: Identify the notion of Indian English – its emergence and characteristics
 - ✚ CO2: Elaborate an understanding of the scope of Indian writing in English with regard to poetry and prose.
 - ✚ CO3: Develop critical insight into Indian poetry in English with regard to poetry and prose
 - ✚ CO4: Evaluate the historical and cultural context of the texts prescribed.
 - ✚ CO5: Critically analyze the modern elements of drama.
-
- **Unit-1:** Introduction to Indian literature and its various phases; the importance of translated works in the contemporary literary world etc.
 - **Unit-2:** Short Stories-Premchand: *The Shroud*, Ismat Chughtai: *The Quilt*, Gurdial Singh: *A Season of No Return*.
 - **Unit-3:** Poetry-Rabindra Nath Tagore-*Light, Oh Where is the Light?* and *Where the Head is Held High*, from *Gitanjali*. G.M. Muktibodh - *The Void* and *So Very Far*, (tr. Tr. Vishnu Khare and Adil Jussawala), in *The Oxford Anthology of Modern Indian Poetry*, ed. Vinay Dharwadker and A.K. Ramanujam (New Delhi: OUP, 2000). Amrita Pritam- *I Say unto War is Shah* (tr. N.S. Tasneem) in *Modern Indian Literature: An Anthology, Plays, and Prose, Surveys and Poems*, ed. K.M. George, vol. 3 (Delhi: Sahitya Akademi, 1992).
 - **Unit-4:** Novel- Dharamveer Bharati-*Andha Yug*, tr. Alok Bhalla (New Delhi: OUP, 2009).
 - **Unit-5:** Drama- G. Kalyan Rao *Untouchable Spring*, tr. Alladi Uma and M. Sridhar (Delhi: Orient Black Swan, 2010)

Suggested Readings:

1. *Gitanjali*- Rabindranath Tagore, Rupa Publishers, 2002.
2. *Indian Literature: An Introduction* - Anjana Neira Devi, Bajrag Bihari Tiwari & Sanam

Khanna (editors), Pearson, 2005.

3. *The History of Indian Literature*- Albrecht Weber, 2009.

S. No.	COURSE CODE	COURSE NAME	L-T-P	Cr.
1.6	BEN-120	Business Communication	3-0-0	3

Course Outcomes: At the end of the course, students should be able to:

- ✚ CO1: Participate in an online learning environment successfully by developing the implication-based understanding of Paraphrasing, deciphering instructions, interpreting guidelines, discussion boards & Referencing Styles.
- ✚ CO2: Demonstrate his/her ability to write error-free while making optimum use of correct Business Vocabulary & Grammar.
- ✚ CO3: Distinguish among various levels of organizational communication and communication barriers while developing an understanding of communication as a process in an organization.
- **UNIT-1:** Communication: Importance of communication, Forms of Communication, Communication Network of the Organisation, Process of communication-different stages, Difference between Oral and Written Communication
- **UNIT-2:** Oral Communication: Fundamentals of Oral Communication, Introduction Barriers and Gateways in Communication; Listening, Feedback, Public Speaking, and Presentation-Oral and PowerPoint presentation
- **UNIT-3:** Routine Correspondence: Circulars, Drafting Notices, Handling Complaints, Minutes of Meeting-Agenda, and Resolution
- **UNIT-4:** Technical Writing: Business Letters, Format of Business Letter, Business Letter Writing, Email writing

- **UNIT-5:** Business Report: Reports, Types of Reports, Format of Formal Reports and Report Writing, Press Report Writing

Suggested Readings:

1. *Excellence in Business Communication*- John V. Thill, Courtland Bovee, Pearson Publishers, 2016.
2. *Talk Like TED: The 9 Public-Speaking Secrets of the World's Top Minds* - Carmine Gallo, 2017.

S. No.	Course No.	Course Name	L-T-P	Cr.
1.7	PDP - 101	Hobby Club: Induction & Nurturing Hobby	0-0-2	1

Course Outcomes: At the end of the course, students should be able to:

- ✚ CO1: Attain vocabulary to comprehend reading and listening to texts.
- ✚ CO2: Apply the correct form of the words in their oral and written language production.
- ✚ CO3: Participate in activities encouraging teamwork & leadership

ACTIVITY SCHEDULE:

- Self-introduction, Spin a Yarn, Spoonerism, Anagrams, Tongue twisters, Slogan Writing/Poster Making, Word Building exercises, Treasure Hunt, Symposium, The Buck stops here (Debate), Titanic Ship Wreck- Rewind to 15th April 1912. (Titanic is sinking. Life Boats are limited and the time is short. Make your point, be persuasive and you might make it alive), Gender Bender- Write the turns of events if the gender of the protagonist is switched, Idioms and Praises, Conducting Interviews, Medley 'o' Mania- Convert medieval writing into modern writing, Poets Galore- Recitation and analysis of poems written by a favourite poet/poetess.

Suggested Readings:

1. *Hobby Clubs: Sharing Your Interests (Cocurricular Activities Their Values and Benefits)*- Betty Bolte, Mason Crest Publishers, 2005.

SEMESTER II

SEMESTER II

S. No.	Course No.	Course Name	L-T-P	Cr.
2.1	BEN-111	Indian Writing in English – An Overview	4-1-0	5

Course Outcomes - At the end of the course, students should be able to:

- ✚ CO1: Discuss the characteristics of major periods of Indian Writing in English
 - ✚ CO2: Analyse the elements of poetry, novel and drama with respect to their socio-political background.
 - ✚ CO3: Evaluate the universal themes and human conditions with reference to texts prescribed.
 - ✚ CO4: Explore a great array of literary themes and styles.
 - ✚ CO5: Familiarize themselves with some of the fundamental methods involved in reading Indian texts in English, which will enable them to analyse the texts they value most and share them with the world.
-
- **UNIT 1:** An Introduction to Indian Writing in English; Indian English Literature & its readership; Themes & Contexts of Indian English Novels; The Aesthetics of Indian English Poetry; Modernism in Indian English Literature
 - **UNIT 2:** R.K. Narayan: *Swami & Friends*
 - **UNIT 3:** Anita Desai: *In Custody*
 - **UNIT 4:** H.L.V. Derozio: *Freedom to the Slave, The Orphan Girl*; Kamala Das: *Introduction, My Grandmother's House*; Nissim Ezekiel: *Enterprise, The Night of the Scorpion*; Robin S. Ngangom: *The Strange Affair of Robin S. Ngangom', A Poem for Mother*
 - **UNIT 5:** Mulk Raj Anand: *Two Lady Rams*; Salman Rushdie: *The Free Radio*; Rohinton Mistry: *Swimming Lesson*; Shashi Deshpande: *The Intrusion*

Suggested Readings:

1. *Indian Literature: An Introduction*- Anjana Neira Devi, Bajrag Bihari Tiwari & Sanam Khanna (editors), Pearson, 2005.
2. *The History of Indian Literature*- Albrecht Weber, 2009.
3. *Art Theory, A Very Short Introduction*- Cynthia Freeland, Oxford University Press, 2006.

S. No.	Course No.	Course Name	L-T-P	Cr.
2.2	BEN-112	Popular Literature	4-1-0	5

Course Outcomes - At the end of the course, students should be able to:

- ✚ CO1: Explain the early history of print culture in England and the emergence of genre fiction
 - ✚ CO 2: Demonstrate awareness of popular culture in its different manifestations as part of creative/cultural identity
 - ✚ CO3: Distinguish between high and low culture, canonical and non-canonical- literature.
 - ✚ CO 4: Analyze the characteristics of various genres of non-literary fiction
 - ✚ CO 5: Critically evaluate the prescribed texts
-
- **UNIT 1:** Coming of Age; Canonical & popular; Caste, gender & identity; Ethics & Education in Children's Literature; Sense & Nonsense; The Graphic Novel
 - **UNIT 2:** Lewis Carroll: *Through the Looking Glass*
 - **UNIT 3:** Agatha Christie: *The Murder of Roger Akroyd*
 - **UNIT 4:** Shyam Sevadurai: *Funny Boy*
 - **UNIT 5:** Durgabhai Vyam & Subhash Vyam: *Bhimyana: Experiences of Untouchability*

Suggested Readings:

1. *Identity and Networks: Fashioning Gender and Ethnicity across Cultures* – Deborah Fahy Bryceson & Judith Okely (editors), 2007.
2. *Ethics and Children's Literature (Studies in Childhood, 1700 to the Present)*-I Claudia Mills, Routledge, 2016.

S. No.	Course No.	Course Name	L-T-P	Cr.
2.3	BEN-113	Media & Communication Skills	4-0-0	4

Course Outcomes - At the end of the course, students should be able to:

- ✚ CO1: Relate the importance of good writing in the field of Mass Media - from print to Digital Media
 - ✚ CO2: Understand the theoretical perspective behind mass media and the jargon associated with the field
 - ✚ CO3: Interpret theoretical perspectives behind mass media and the jargon associated with the field.
 - ✚ CO4: Develop writing skills required for various media - from journalism in print and broadcast media to advertising and creative commercial media
 - ✚ CO5: Master writing skills required for various media – from Journalism in Print and broadcast media to advertising and creative commercial media
-
- **UNIT 1:** Introduction to Mass Communication – Mass Communication & Globalization, Forms of Mass Communication (Topics for Student Presentation: Case studies of Current issues in Indian Journalism, performing street plays, writing pamphlets & posters)
 - **UNIT 2:** Advertisements – Types of Advertisements, Advertising Ethics, how to create Advertisement/storyboards Topics for student presentation – Creating advertisement/visualization, enacting an advertisement in a group, Creating jingles & taglines)

- **UNIT 3:** Media Writing: Scriptwriting for TV / Radio, writing News reports & editorials, editing for print & online media (Topics for student presentation –Script writing for a TV / Panel Discussion/radio program hosting Radio Programme, editing articles, writing an Editorial for a topical subject)
- **UNIT 4:** Introduction to Cyber and social media: Types of social media, the Impact of social media. Introduction to cyber media
- **UNIT 5:** Digital Media- An Overview: Types of digital media: E-Book, E-Journal, E-Magazine, Internet, World wide web; Copyright, Plagiarism.

Suggested Readings:

1. *Study guide for Basic Business Communication for Empowering the Internet Generation-* Lesikar Flatley, Cram 101, 2006.
2. *Soft Skills: An Integrated Approach to Maximise Personality* - Gajendra Singh Chauhan & Sangeeta Sharma, Wiley Publications, 2015.
3. *Fluency in English- Part II*, Oxford University Press, 2006.

S. No.	Course No.	Course Name	L-T-P	Cr.
2.4	BEN-114	English Communication	2-0-0	2

Course Outcomes - At the end of the course, students should be able to:

- ✚ CO1: Demonstrate their familiarity with theories of communication and their types.
- ✚ CO2: Develop effective communication.
- ✚ CO3: Analyse the skills of listening, speaking, reading and writing for language development.
- ✚ CO4: Create summaries, paraphrase, summarize and interpret given texts.
- ✚ CO5: Write letters, Reports and make notes.

- **UNIT 1:** Introduction: Theory of Communication, Types, and Modes of Communication
- **UNIT 2:** Language of Communication: Verbal & Nonverbal; Personal, Social & Business; Barriers & Strategies; Intra-personal, Interpersonal & Group Communication
- **UNIT 3:** Speaking Skills: Monologue, Discussion, Group Communication, Effective communication, Miscommunication; Interview, Public speech
- **UNIT 4:** Reading & Understanding: Close reading, comprehension, summary, paraphrasing, analysis, & Interpretation, translation (from Indian Language to English & Vice versa) Literary/knowledge texts
- **UNIT 5:** Writing Skill: Documenting, Report writing, Making Notes & Letter writing

Suggested Readings:

1. *Soft Skills: An Integrated Approach to Maximise Personality* - Gajendra Singh Chauhan & Sangeeta Sharma, Wiley Publications, 2015.
2. *Fluency in English- Part II*, Oxford University Press, 2006.
3. *Master the Group Discussion & Personal Interview* - Sheetal Desarda, Notion Press, 2014.

S. No.	Course No.	Course Name	L-T-P	Cr.
2.5	BEN-111 B	Seminar on Indian Writing	2-0-0	2

Course Outcomes - At the end of the course, students should be able to:

- ✚ CO1: Make an effective presentation based on analysis & research
- ✚ CO2: Demonstrate thorough knowledge of Indian Writing based on prescribed text(s)

Details:

- Students should be assigned topics regularly related to the syllabus and of current importance

- They must be encouraged to do sincere library reading of related books with the help of the teacher.
- Every week, the students should be given chance to prepare & present a topic. The presentation should be evaluated and the record of the content and evaluation should be kept with the faculty member's signature.
- Each student should have a Seminar file that keeps the records of all their presentations with the evaluation
- One student should complete 8 EFFECTIVE & SUCCESSFUL presentations in a semester to secure the 2 credits
- In the case of PPT. presentation, the faculty should collect the PPT. Presentation and the full paper prepared on that.
- Topics should be different for each student in each presentation. The faculty should prepare meaningful topics well in advance.
- Faculty members should have a clear idea about the reference books available on the Courses they are dealing with.
- Along with the oral presentation, assess the handwriting of the students also.

(Refer to BEN 111)

S. No.	Course No.	Course Name	L-T-P	Cr.
2.6	BEN-112B	Seminar on Popular Literature	2-0-0	2

Course Outcomes - At the end of the course, students should be able to:

- ✚ CO1: Make an effective presentation based on analysis & research
- ✚ CO2: Demonstrate thorough knowledge of Popular Literature {prescribed text(s)}

Details:

- Students should be assigned topics regularly related to the syllabus and of current importance

- They must be encouraged to do sincere library reading of related books with the help of the teacher.
- Every week, the students should be given chance to prepare & present a topic. The presentation should be evaluated and the record of the content and evaluation should be kept with the faculty member's signature.
- Each student should have a Seminar file which keeps the records of all their presentations with the evaluation
- One student should complete 8 EFFECTIVE & SUCCESSFUL presentations in a semester to secure the 2 credits
- In case of Ppt. presentation, the faculty should collect the Ppt. Presentation and the full paper prepared on that.
- Topics should be different for each student in each presentation. The faculty should prepare meaningful topics well in advance.
- Faculty members should have a clear idea about the reference books available on the Courses they are dealing with.
- Along with the oral presentation, assess the handwriting of the students also.

(Refer to BEN 112)

S. No.	Course No.	Course Name	L-T-P	Cr.
2.7	BEN-113A	Media & Communication Skills Lab	0-0-2	1

Course Outcomes - At the end of the course, students should be able to:

- ✚ CO1: Introduce themselves formally, prepare pamphlets and take part in group discussions.
- ✚ CO2: Demonstrate their ability to make presentations orally with the help of PowerPoint.
- ✚ CO3: Demonstrate their familiarity with activities like collage making, preparing advertisements, dialogue writing, and hosting talk shows.

Activity 1- Formal Self Introduction; write the content, get assessed by the faculty member & then present confidently

Activity 2: Preparing Pamphlets & Posters on various programs and current issues

Activity 3: Panel Discussion - Choose topics of real-life relevance and conduct a discussion

Activity 4: Case Studies - on topics & issues of current importance, topics of importance in the Newspaper & Journals

Activity 5: Advertisement – Prepare the ad with suitable jungles/tagline, enact the ad

Activity 6: Dialogue writing: Preparing script for a program; Hosting a program

Activity 7: PPT. Presentation & Oral presentation: Prepare PPT. Presentation on the assigned topic and get it evaluated by the teacher and then give a presentation of it.

Activity 8: Interpretation of visual images: Display some visual images and encourage the students to make some creative interpretations of them in written form. Then present it.

Activity 9: Collage making: Assign the students to prepare a collage on some social or educational issues.

Activity 10: Talk show: Invite some experts, and conducted a talk show on topics related to the syllabus like Cyber-crime prevention, Plagiarism & copyright.

(Refer to BEN 113)

S. No.	Course No.	Course Name	L-T-P	Cr.
2.8	CEA-101A	Environmental Science & Ecology	2-0-0	2

Course Outcomes - At the end of the course, students should be able to:

- CO1: Understand fundamental terms related to the environment and aware of environmental problems
- CO2: Analyse the complexities of environmental problems and should know remedies available to them and implement them at their own level;

- ✚ CO3: Move forward in their professional life with an environment-conscious mind and preserve our environment as much as they can.
- **UNIT-1.THE MULTIDISCIPLINARY NATURE OF ENVIRONMENTAL STUDIES:**
Basic definitions related to the environment; Scope, vis-à-vis environmental science, and environmental engineering; uses of environmental degradation, atmospheric composition, and associated spheres, habitat, and climate; objective, goals, and principals involved in environmental education, environmental awareness, Environmental ethics, environmental organization, and their involvement.
 - **UNIT-2 NATURAL RESOURCES:**
Renewable and non-renewable resources; forest resources, over-exploitation, and deforestation /afforestation; water resources, the impact of over-utilization of surface and ground water, floods, drought, conflicts over water, dams; mineral resources: dereliction of mines, environmental effects of extracting and using mineral resources; Food resources, modern agriculture and its impact, the problem associated with fertilizer and pesticide, water logging, salinity; energy resources, renewable, non-renewable energy sources, solar energy, wind energy, hydro energy, biomass energy, geothermal energy, nuclear energy, and its associated hazards; land as a resource, land degradation, man-induced landslides, soil erosion, and desertification.
 - **UNIT-3 ECOSYSTEMS:**
Concept of an ecosystem, structure, and function of an ecosystem, producers, consumers and decomposers, energy flow in the ecosystem, ecological succession, food chains, food webs and ecological pyramids; characteristic features, structure, and function of the following ecosystem -forest ecosystem, grassland ecosystem desert ecosystem, and aquatic ecosystems.
 - **UNIT-4 BIODIVERSITY AND ITS CONSERVATION:**
Biogeographical classification of India; biodiversity at global, national, and local levels, India as a mega-diversity nation, hot-spots of biodiversity; the value of biodiversity-

consumptive use, productive use, social, ethical aesthetic, and option values; threats to biodiversity; conservation of biodiversity: in-situ and ex-situ conservation of biodiversity.

• **UNIT-5 ENVIRONMENTAL POLLUTION AND SOCIAL ISSUES:**

Causes, effects, and control measures of air pollution, water pollution, soil pollution, marine pollution, noise pollution, thermal pollution; solid waste management, e-waste management; disaster management –floods, earthquake, cyclone, and landslides. Water conservation, rainwater harvesting, watershed management; climate change, global warming, acid rain, ozone layer depletion; Environmental Protection Act, Air (Prevention and Control of Pollution) Act, Water (Prevention and Control of Pollution) Act, Wildlife Protection Act, Forest Conservation Act.

Suggested Readings:

1. *Environmental Science*- Botkin & Keller, Wiley Publishers, 2012.
2. *Ecology and Environmental Science*- H.P. Singh & Neeraj Kumar, Vishal Publishing House, 2014.
3. *Essentials of Ecology and Environmental Science* - S.V.S. Rana, Prentice Hall, 2013.

S. No.	COURSE CODE	COURSE NAME	L-T-P	Cr.
2.9	PDP-102	People Connect	0-0-2	1

Course Outcomes: At the end of the course, students should be able to:

- ✚ CO1: Identify the characteristics of written communication
- ✚ CO2: Apply the techniques to improve communication
- ✚ CO3: Analyse the nuances of interpersonal skills and communication
- ✚ CO4: Understand the benefits of public speaking and apply the same in Presentations
- ✚ CO5: Illustrate correct usage of English grammar in writing and speaking

- **UNIT 1- WRITTEN COMMUNICATION:**
A) Memorandum B) Minutes of Meeting C) Email Composing & Writing D) Report Writing E) Resume – Types and practice sessions for writing
- **UNIT 2 – TECHNIQUES FOR IMPROVING COMMUNICATION**
A) MTI - Removal exercises B) Business Idioms & Phrases, Rapid Reading C) Writing Drafts and revising
- **UNIT 3 – COMMUNICATION SKILLS**
A) Interpersonal skills- dos and don'ts B) Spoken English- Common mistakes, do's and don'ts C) Interpersonal Communication and Relations D) Striking the 1st Conversation- who, what, when, where, and how? E) Team Building & Public Speaking F) Practice Sessions
- **UNIT 4 - PUBLIC SPEAKING**
A) Group Discussion B) Oral Presentations & Interviews C) Presentation Aids and their usage D) Graphic Presentation E) Project proposal, manuals, brochures, technical articles
- **UNIT 5 – Grammar- Parts of Speech, Letter Writing (Formal) – Components, format & Sample Letter, Idioms & Phrases.**

Suggested Readings:

1. *The Power of Understanding People: The Key to Strengthening Relationships, Increasing Sales, and Enhancing Organizational Performance* by Dave Mitchell, John Wiley & Sons Inc, 2014
2. *Personal Development Planning (PDP) really happens at work* – Pauline Kneale, Taylor & Francis Online, 2015

SEMESTER III

SEMESTER III

S. No.	Course No.	Course Name	L-T-P	Cr.
3.1	BEN-201	Soft Skills	4-0-0	4

Course Outcomes - At the end of the course, students should be able to:

- ✚ CO1: Determine interpersonal skills and be an effective goal-oriented team player
- ✚ CO2: Elaborate creativity and lateral thinking.
- ✚ CO3: Examine attitude and understand its influence on behaviour.
- ✚ CO4: Justify resolving conflicts.
- ✚ CO5: Evaluate management, and decision-making skills.

- **Unit-1:** Teamwork
- **Unit-2:** Emotional Intelligence
- **Unit-3:** Adaptability
- **Unit-4:** Leadership
- **Unit-5:** Problem-solving

Suggested Readings:

1. *Soft Skills: An Integrated Approach to Maximise Personality* - Gajendra Singh Chauhan & Sangeeta Sharma, Wiley Publications, 2015.
2. *Emotional Intelligence 2.0* - Patrick Lencioni, Perseus Books Group, 2009.

S. No.	Course No.	Course Name	L-T-P	Cr.
3.2	BEN-202	American Literature	4-1-0	5

Course Outcomes - At the end of the course, students should be able to:

- ✚ CO1: Identify the history and culture of America with the help of prescribed text and select readings.
 - ✚ CO2: Determine the different genres and the contribution of the writers prescribed for the study
 - ✚ CO3: Explain the American concept of freedom, liberty, and life.
 - ✚ CO4: Analyze the concept, development, and degeneration of the American Dream
 - ✚ CO5: Evaluate the major conventions, tropes, and themes of Puritan and early American literature; identify and discuss those features with regard to individual works.
-
- **Unit-I:** Introduction- Students are required to study the social, political, religious, and economic conditions of the respective periods in American writings in English, significant literary movements, influences, and literary schools.
 - **Unit-II:** Walt Whitman-: Song of Myself, Robert Frost: The Road Not Taken, Stopping by Woods in a Snowy Evening, Sylvia Plath: Tulip Mirror
 - **Unit-III:** Ernest Hemingway: The Old man and The Sea
 - **Unit-IV:** Arthur Miller: Death of a Salesman
 - **Unit-V:** Emerson: Self Reliance

Suggested Readings:

1. *American Literature* - Nandana Dutta & Pramod K. Nayar, Orient Blackswan, 2016.
2. *A History of American Literature* - Percy H. Boynton, Kessinger Publications, 2007.
3. *Outline of American Literature (revised Edition)* - Kathryn Van Spanckeren, U.S. Department of State “Outline” series, 2006.

S. No.	Course No.	Course Name	L-T-P	Cr.
3.3	BEN-205	Academic Writing and Composition	4-1-0	5

Course Outcomes: At the end of the course, students should be able to:

- ✚ CO1: Demonstrate an understanding of literary conventions of academic writing.
- ✚ CO2.: Develop a basic understanding of critical thinking.
- ✚ CO3: Analyse arguments, summarize, and paraphrase.
- ✚ CO4: Evaluate critical thinking skills
- ✚ CO5: Structure and edit arguments, book and media reviews

- **Unit-1:** Introduction to the Writing Process
- **Unit-2:** Introduction to the Conventions of Academic Writing
- **Unit-3:** Writing in one's own words: Summarizing and Paraphrasing
- **Unit-4:** Critical Thinking: Syntheses, Analyses, and Evaluation
- **Unit-5:** Structuring an Argument: Introduction, Interjection, and Conclusion; Citing Resources; Editing, Book and Media Review.

Suggested Readings:

1. *Academic Writing for Graduate Students* - John M. Swales & Christine B. Feak, The University Michigan Press, Third Edition, 2012.
2. *Academic Writing: A Handbook for International Students* - Stephen Bailey, Routledge Publications, 2006.
3. *Writing with Ease-Writing Skills, Creative Writing in English* - Usha Pandit Midsprings Publishing, 2014.

S. No.	Course No.	Course Name	L-T-P	Cr.
3.4	BEN-206	British Poetry & Drama: 17 th to 18 th Century	4-1-0	5

Course Outcomes - At the end of the course, students should be able to:

- ✚ CO 1: Demonstrate in-depth knowledge and understanding of the religious, socio-intellectual, and cultural thoughts of the 17th and 18th centuries

- ✚ CO 2: Examine key themes in representative texts of the period,
- ✚ CO 3: Justify texts in terms of plot construction, socio-cultural contexts, and genre of poetry and drama
- ✚ CO4: Analyze the literary, cultural, historical, and political themes of the text.
- ✚ CO5: Critically evaluate the backdrop of the age as well as the themes of the text.

- **UNIT 1:** Introduction to British poetry and Drama 17th to 18th century.
- **UNIT 2:** John Milton: *Paradise Lost: Book 1*
- **UNIT 3:** John Webster: *The Duchess of Malfi*
- **UNIT 4:** Aphra Behn: *The Rover*
- **UNIT 5:** Alexander Pope: *The Rape of the Lock*

Suggested Readings:

1. *English Literature: Its History and Its Significance for the Life of the English-speaking World*- William J. Long, Maple Press, 2012.
2. *History of English Literature (Revised Edition)* - Edward Albert, Oxford University Press, 2017.
3. *Short Oxford History of English Literature* - Andrew Sanders, Oxford, 2005.
4. *A Glossary of Literary Terms* - M.H. Abrams & Geoffrey Galt Harpham, 11th Edition, Cengage India Pvt. Ltd., 2015.

S. No.	Course No.	COURSE NAME	L-T-P	Cr.
3.5	BEN-202B	Seminar on American Literature	2-0-0	2

Course Outcomes - At the end of the course, students should be able to:

- ✚ CO1: Exhibit knowledge of American literature, its central themes, literary periods, and key artistic features
- ✚ CO2: Make an effective presentation on a related area.

Details:

- Students will be assigned topics regularly related to the syllabus and of current importance

- They must be encouraged to do sincere library reading of related books with the help of the teacher.
- Every week, the students should be given chance to prepare & present a topic. The presentation should be evaluated and the record of the content and evaluation should be kept with the faculty member's signature.
- Each student should have a Seminar file that keeps the records of all their presentations with the evaluation
- One student should complete 8 EFFECTIVE & SUCCESSFUL presentations in a semester to secure the 2 credits
- In the case of PPT. presentation, the faculty should collect the PPT. Presentation and the full paper prepared on that.
- Topics should be different for each student in each presentation. The faculty should prepare meaningful topics well in advance.
- Faculty members should have a clear idea about the reference books available on the Courses they are dealing with.
- Assess the handwriting of the students along with the oral presentation, also.

(Refer to BEN 202)

S. No.	Course No.	COURSE NAME	L-T-P	Cr.
3.6	BEN-251	Soft Skills Lab	0-0-2	1

Course Outcomes - At the end of the course, students should be able to:

- ✚ CO1: Develop formal communication skills in the workplace.
- ✚ CO2: Acquire team skills by working in group activities.
- ✚ CO3: Use suitable language and speech patterns in the workplace.
- ✚ CO4: Enhance the ability of critical & lateral thinking while addressing the issues in any situation.

- ✚ CO5: Present themselves confidently in job interviews.

Details:

- Newspaper reading and making write up on news events; presenting the write-up, Listening Comprehension: a) Video Tapes b) Dialogue
- Preparing speech on a given topic with the help of the Internet
- Creative Writing
- Role Play, Turn Coat
- Group Discussion
- Reading Comprehension
- Picture/Cartoon Interpretation
- Telephone Conversation

Suggested Readings:

1. *Master the Group Discussion & Personal Interview* - Sheetal Desarda, Notion Press, 2014.
2. *Group Discussion and Interview Skills Book* - Priyadarshi Patnaik, 2nd Edition, Cambridge University Press, 2015.

S. No.	Course No.	COURSE NAME	L-T-P	Cr.
3.7	PD-201	PERSONALITY DEVELOPMENT & GROOMING	0-0-2	1

Course Outcomes - At the end of the course, students should be able to:

- ✚ CO1: Demonstrate interpersonal skills in day-to-day communication
- ✚ CO2: Analyse and apply human values & ethics, especially in the workplace
- ✚ CO3: Learn to be presentable while considering etiquette, grooming, and attitude
- **UNIT-1:** Interpersonal Skills - Meaning, components, techniques to develop IS & its benefits.

- **UNIT-2:** Creativity - Meaning, Creativity v/s Innovation, barriers, the importance of creativity.
- **UNIT-3:** Human Values & Ethics - Importance, Professional/ Work Ethics & Becoming a Role Model.
- **UNIT-4:** Etiquette & Manners - Meaning, Importance of Professional Etiquette.
- **UNIT-5:** Corporate Dressing & Grooming – The Corporate Fit, Corporate Culture, Dress Code, Clothing Do's & Don'ts, Interview Dress Code, Personal Hygiene, Hairstyles, etc.

Suggested Readings:

1. *Rich Dad, Poor Dad* - Robert T. Kiyosaki, Time Warner Books UK
2. *The Success Principles: How to get from where you are to where you want to be*- Jack Canfield, published by HarperCollins, 2008.

SEMESTER IV

SEMESTER IV

S. No.	Course No.	Course Name	L-T-P	Cr.
4.1	BEN-211	Presentation Skills	4-1-0	5

Course Outcomes - At the end of the course, students should be able to:

- ✚ CO1: Identify the various theories of communication.
 - ✚ CO2: Demonstrate an understanding of meaningful communication and conversations including GD, Interview skills etc.
 - ✚ CO3: Discuss the different stages of planning, preparation, delivery and feedback on effective presentations.
 - ✚ CO4: Develop Telephone Etiquettes.
 - ✚ CO5: Design computer-aided presentations.
-
- **UNIT 1:** Theories of Communication, Oral and Written Communication, Features of oral communication, word stress, intonation, falling and rising tones
 - **UNIT 2:** Conversations, Vocabulary, Introducing yourself, Body Language, Public speaking, Debates, Group Discussion, Discussion Skills, Interview skills and etiquettes, Meetings, Voice and delivery, Dress code, Class seminar presentation- Viva-voce.
 - **UNIT 3:** Effective Presentation- Planning, Preparation, Delivery, Feedback, Tips to overcome fear
 - **UNIT 4:** Telephone skills- Handling calls, leaving messages, making inquiries, placing an order, booking and arrangements, change of plan, handling complaints.
 - **UNIT 5:** Computer-aided presentations – Basic computer skills, OHP-Preparation of slides, PowerPoint presentation, Visuals, and sounds.

Suggested Readings:

1. *Excellent Oral and Written Communication Skills: A Guidebook for Career Advancement*- Tom Stapleton, 2006.
2. *Group Discussion and Interview Skills Book* - Priyadarshi Patnaik, II Edition, Cambridge University Press, 2015.

S. No.	Course No.	Course Name	L-T-P	Cr.
4.2	BEN-252	Presentation Skills Lab	0-0-2	1

Course Outcomes - At the end of the course, students should be able to:

- ✚ CO1: Demonstrate adequate reading, writing, and verbal skills.
- ✚ CO2: Demonstrate ability to show familiarity with Newspapers and Advertisements.

Details

1. **Listening Skills:** Make each student speak for one minute on any topic of choice, make another student repeat the content of the speech, and assess the comprehension skill of the second student and the expression skill of the first student. Give healthy feedback.
2. **Reading Skill:** Make the students read the given text material with proper tone & clarity, Let the teacher ask questions based on the reading matter, and make students also frame questions and present them to the other students. Each student's participation is mandatory.
3. **Newspaper Headlines:** Give a demo of News reading, make the students read the news in proper tone and clarity; make them prepare news from the newspaper and present it.
4. **Elocution:** Assign topics in advance and make them prepare well for 3 to 4 minutes speech and to give the presentation; focus on the body language, paralanguage & the delivery of content. This activity should enable students to get out of stage fear.
5. **Extempore:** Assign instant topics of great interest and of current value, encourage them to express their views for 1 to 2 minutes, and evaluate their performance with effective feedback

6. **Advertising:** Let the students go through a variety of advertisements, make them imitate the ads of their interest in pairs or groups, assign them with products and encourage them to advertise that product. Let the student assess the quality of the presentation.
7. **Formal speech:** - Make the students understand the types of speeches like Welcome address, Introduction Speech, Vote of thanks, Inaugural address, felicitation speech, etc. Assign them with different types of speeches with a context and make them deliver the speech.
8. **Group Discussion:** Students are now familiar with GD. Assign them with topics of more importance and encourage them to discuss in groups of 5 to 6 students. Give effective feedback about their various group behaviours.
9. **PowerPoint Presentation:** Assign topics of academic importance and ask them to give a presentation. Evaluate the preparation of the slide and also the delivery of the content.
10. **Interview:** Assign with different contexts/industries and conduct interviews. Assess their presentation including their appearance, soft skills & subject knowledge.
11. **Evaluation:** Practical classes carry 7 marks each for 10 Labs which goes to the internal marks under the label Lab activity for 70 Marks. Viva carries 30 Marks which includes a general evaluation of the student's language proficiency. Marks are given as per the grades.

Suggested Readings:

1. *Soft Skills: An Integrated Approach to Maximise Personality* - Gajendra Singh Chauhan & Sangeeta Sharma, Wiley Publications, 2015.
2. *Master the Group Discussion & Personal Interview* - Sheetal Desarda, Notion Press, 2014.

S. No.	Course No.	Course Name	L-T-P	Cr.
4.3	BEN-212	European Classical Literature – An Overview	4-1-0	5

Course Outcomes - At the end of the course, students should be able to:

- ✚ CO1: Interpret the major genres- epic, tragedy and comedy, the structure, and the themes of the classical literary traditions.
- ✚ CO2: Elaborate socio-historical context of some of those texts and form.
- ✚ CO3: Evaluate the theory of Oedipus, Oedipus's complex and psychoanalytical understanding of Sigmund Freud's concept of interpretation of dreams.
- ✚ CO4: Examine the concept of hell and its implications in the prescribed texts.
- ✚ CO5: Critically analyse the themes of gender and politics as they unfold in the prescribed Texts.

- **UNIT 1:** The Epic; Comedy & Tragedy in Classical drama; The Athenian City State; Catharsis & Mimesis; Satire; Literary culture in Augustan Rome
- **UNIT 2:** Homer: *The Iliad*, E.V. Rieu (Harmondsworth, Penguin, 1985)
- **UNIT 3:** Sophocles: *Oedipus the King*, tr. Robert Fagles in *Sophocles: The Three Theban Plays*, Sophocles (Harmondsworth, Penguin, 1984)
- **UNIT 4:** Plautus: *Pot of Gold*, tr. E.F. Watling (Harmondsworth, Penguin, 1965)
- **UNIT 5:** Ovid: *Selections from Metamorphoses, Bacchus* (Book III), 'Pyramus and Thisbe' (Book IV), 'Philomela' (Book VI) tr. Mary M. Innes (Harmondsworth, Penguin, 1975); Horace Satires 1:4 In *Horace: Satires and Epistles and Persius: Satires*, tr. Niall Rudd (Harmondsworth, Penguin, 2005).

Suggested Readings:

1. *The Birth of Tragedy* - Friedrich Nietzsche, Penguin Classics, 1993.
2. *History of Greek Literature: From Homer to the Hellenistic Period* – Albrecht Dihle, Routledge Publications, 2012.
3. *The Theory and Analysis of Drama* - Manfred Pfister, Cambridge University Press, 1991.

S. No.	Course No.	Course Name	L-T-P	Cr.
--------	------------	-------------	-------	-----

4.4	BEN-213	British Literature: 19 th Century & Early 20 th Century	4-1-0	5
-----	---------	---	-------	---

Course Outcomes - At the end of the course, students should be able to:

- ✚ CO1: Familiarize themselves with some of the seminal works on colonialism.
 - ✚ CO2: Acquaint themselves with the key concepts of postcolonial literary theory through the study of postcolonial texts.
 - ✚ CO3: Interpret the main developments in 19th and 20th-century British literature in relation to their historical and cultural contexts
 - ✚ CO4: Analyse the aspects of subjectivity, race, class, and feminism as they inherit in the postcolonial space.
 - ✚ CO5: Appreciate and evaluate the key debates in postcolonial theory
-
- **UNIT 1:** Postcolonialism – An Introduction: post-modernism, post-colonialism, feminism, humanism, realism, magic realism, naturalism, Characteristics of Postcolonial world & Literature
 - **UNIT 2:** Gayatri Spivak: *Can the Subaltern Speak?*
 - **UNIT 3:** Frantz Fanon, *The Wretched of the Earth* (Chapter-1)
 - **UNIT 4:** Chinua Achebe: *Things Fall Apart*; Jean Rhys: *Wide Sargasso Sea*
 - **UNIT5:** J.M. Coetzee: *Disgrace*; Salman Rushdie: *Midnight's Children*

Suggested Readings:

1. *English Literature: Its History and Its Significance for the Life of the English -speaking World*- William J. Long, Maple Press, 2012.
2. *History of English Literature (Revised Edition)* - Edward Albert, Oxford University Press, 2017.
3. *Understanding Postcolonialism* - Jane Hiddleston, Rawat Publications. 2012.
4. *Reading Contemporary African Literature* - Reuben Makayiko Chirambo & J.K.S.

Makokha (editors), Brill Publisher, 2013.

S. No.	Course No.	Course Name	L-T-P	Cr.
4.5	BEN-214	Literary Criticism – An Introduction	4-1-0	5

Course Outcomes - At the end of the course, students should be able to:

- ✚ CO1: Recognize and define major critical schools.
 - ✚ CO2: Examine the theories of Rasa, Vyanjana and Alankara
 - ✚ CO3: Evaluate the different movements in Criticism
 - ✚ CO4: Examine critical terms and concepts
 - ✚ CO5: Critically analyse the prescribed texts.
- **UNIT 1 - CLASSICAL AGE** Aristotle: Concepts of tragedy, plot, Character; Plato: Concept of Art, criticism of poetry and drama (Contemporary relevance of the ideas in the above to be discussed)
 - **UNIT 2 – INDIAN AESTHETICS** Theory of Rasa, Vyanjana, and Alankara. (The relationship between Module I & II is to be discussed.) For eg. The concept of Rasa and purgation, Alankara and figures of speech, etc.
 - **UNIT 3 – MODERN CRITICISM** (This section is meant to make the students familiar with modern critical Movements and writing.) **MOVEMENTS IN CRITICISM:** Classicism, neo-classicism, romanticism, symbolism, Russian formalism, Marxist criticism, absurd literature, modernism, structuralism, post-structuralism, deconstruction, psychoanalytic criticism. William Wordsworth: *Preface to Lyrical Ballads*- Paragraphs 5-12 * Ferdinand de Saussure: *Nature of the Linguistic Sign*. * Elaine Showalter- *Towards a Feminist Poetics*
 - **UNIT 4: CRITICAL TERMS AND CONCEPTS** This is a section meant to familiarize students with the various tools, movements, and concepts in criticism. This may include the following: - Figures of Speech: Simile, metaphor, synecdoche, metonymy, symbol, irony, and paradox. Movements: Concepts: Objective correlative, Ambiguity, intentional

fallacy, affective fallacy, negative capability, myth, archetype. Literary Forms: Lyric, Ode, Elegy, epic, sonnet, ballad, dramatic monologue, melodrama, tragic-comedy, farce, and satire

- **UNIT 5: CRITICAL APPRECIATION:** Critical analysis of short poems and short stories is to be done by students. The students may be asked to analyze pieces in terms of theme, diction, tone, figures of speech, imagery, etc.

Suggested Readings:

1. *The Natyashastra Ascribed to Bharata Muni* – Manomohan Ghosh, Asiatic Society of Bengal, 1951.
2. *A Glossary of Literary Terms* - M.H. Abrams & Geoffrey Galt Harpham, 11th Edition, Cengage India Pvt. Ltd., 2015.
3. *Basics of Literary Criticism* - Vikas Salunke, Diamond Publications, 2010.

S. No.	Course No.	Course Name	L-T-P	Cr.
4.6	BEN-215	Science Fiction & Detective Literature	4-1-0	5

Course Outcomes - At the end of the course, students should be able to:

- ✚ CO1: Determine the categories of literature termed ‘Science fiction’ and ‘detective literature’
- ✚ CO2: Explain the accompanying social and philosophical issues associated with the prescribed texts
- ✚ CO3: Justify the intricacies of the plot as aligned with detective fiction
- ✚ CO4: Analyse the meaning of hitherto naturalized terms such as ‘crime’ and ‘human/humanity’.
- ✚ CO5: Interpret the idea of ‘progress’ and the role of science and technology in human life.

- **UNIT 1:** Introduction to Detective Literature- Crime across the media; constructions of criminal identity; cultural stereotypes in crime fiction; Crime fiction & cultural nostalgia; Crime fiction & ethics; crime & censorship
- **UNIT 2:** Willkie Collins: *The Woman in White*
- **UNIT 3:** Arthur Conan Doyle: *The Hound of the Baskervilles*
- **UNIT 4:** Raymond Chandler: *The Big Sleep*
- **UNIT 5:** H.R.F. Keating: *Inspector Ghote Goes by Train*

Suggested Readings:

1. *Talking about Detective Fiction* - P.D. James, Faber & Faber Publication, 2010.
2. *Crime and Punishment* - Fyodor Dostoyevsky, Fingerprint Publishing, 2017.

S. No.	Course No.	COURSE NAME	L-T-P	Cr.
4.7	PDP-202	LIFE SKILLS	0-0-2	1

Course Outcomes: At the end of the course, students should be able to:

- ✚ CO1: Develop and exhibit an accurate sense of self through SWOT analysis
 - ✚ CO2: Apply the techniques to improve communication
 - ✚ CO3: Distinguish between self-awareness and self-esteem
 - ✚ CO4: Evaluate and apply the techniques of Self-Motivation
- **UNIT 1** – Personality Development & TA– Concept of PD- Significance of PD. The 4 OK States & PAC Concept SWOT Analysis, Success & Failure, Dimensions of Personality – Theories of Freud & Erickson, Transactional Analysis – Dr. Eric Berne
 - **UNIT 2** – Stress Management – Meaning of Stress, Effects of Stress on Body & Mind. How to overcome stress

- **UNIT 3** – Time Management – Concept of TM, Time Matrix, 24 hr Time tracker. How to manage your time effectively?
- **UNIT 4** – Self-Awareness & Self-Esteem – What is SA & SE? Importance of Self-Awareness, Emotional Intelligence – Definition, and Significance
- **UNIT 5** – Art of Conversation – Conversational Skills - How to start, sustain and conclude a conversation.
- **UNIT 6** - Motivation – Meaning, Internal & External Motivation, how to stay motivated? Self-Motivation

Suggested readings:

1. *Life Skills Education* - Dr. Ravikanth Rao & Dr. P. Dinakar, Neelkamal Publishers, 2016.
2. *The Power of Positive Thinking* – Dr. Norman Vincent Peale, Touchstone Publications, Reprint edition, 2003.

SEMESTER V

SEMESTER V

S. No.	Course No.	Course Name	L-T-P	Cr.
5.1	BEN-301	Applied Language Skills	4-0-0	4

Course Outcomes - At the end of the course, students should be able to:

- ✚ CO1: Identify the different theories of communication
 - ✚ CO2: Distinguish between team building and teamwork.
 - ✚ CO3: Develop skills of emotional intelligence
 - ✚ CO4: Evaluate professional skills and body language
 - ✚ CO5: Analyse reality Vs fake
-
- **UNIT 1:** Communication – Theories of communication- Oral and Written
Communication – Features of oral communication – effective way of communication – barriers of communication – disadvantages, and advantages of oral and written communication
 - **UNIT 2:** Team Work - Introduction to teamwork- Social loafing- Difference between team building and teamwork ways to solve problems in a team- Group vs Team
 - **UNIT 3:** Emotional Intelligence - Introduction to Emotional intelligence- Modes of Emotional intelligence- skills of Emotional intelligence- ways to deal with Emotional imbalance
 - **UNIT 4:** Professional Skills and Body Language- Introduction to Professional skills and Body Language- Effective use of Body Language- how to acquire professional skills- Professional life vs Personal life
 - **UNIT 5:** Review of the Topic- Analysis of T.V Programme- Reality vs Fake- Analysis of day-to-day activities- Analysis of Government.

Suggested Readings:

1. *Communication Skills: A Practical Guide to improving your Social Intelligence, Presentation, Persuasion and Public Speaking* - Ian Tuhovsky, CreateSpace Publications, 2015.
2. *Soft Skills: An Integrated Approach to Maximise Personality* - Gajendra Singh Chauhan & Sangeeta Sharma, Wiley Publications, 2015.
3. *Emotional Intelligence 2.0* - Patrick Lencioni, Perseus Books Group, 2009.

S. No.	Course No.	Course Name	L-T-P	Cr.
5.2	BEN-351	Applied Language Skills Lab	0-0-2	1

Course Outcomes - At the end of the course, students should be able to:

1. Engage in discussions and demonstrate effective skills to argue logically through various activities.
2. Communicate effectively

English Language Lab: Ten practical classes. The following activities are distributed: -

1. Listening to an audio clip (a speech / an interview) a write down the summary or answering the questions.
2. Read the given passage and answer the given questions and also make a precise of the given passage.
3. Reading skill: Make the students read the given text individually in front of the class. The reading should be audible, clear, and with proper intonation and pausing.
4. English Edge Self-Learning Intermediate & Advanced program – Each module should be cleared systematically as time permits. Students are free to go at their pace with the module even while they are away from the campus.
5. JAM – Train the student to speak on the topic with clarity and confidence. They may be given some time to write down the points and then to present it in front of the class.

6. GD – Give a clear idea about the rules and purpose of GD, give a video clip on GD, and discuss the merits and demerits, start with the most comfortable topic like the discussion on the popularity of a movie or some topics which they all are very familiar with, give correct feedback; ensure the participation of each student.
7. Interpretation – Show video clips of cartoons / some interesting pictures and make students express their feelings orally in simple sentences. Make each student interpret the same picture and let them enjoy the variety of ideas. They have to record their thoughts on paper.
8. Discussion – Conduct a discussion on the prescribed soft skills and let them do case studies and share their observations from the prominent corporate offices; Make them realize the importance of those soft skills in their personal life.
9. Research Paper: Make the students go through the sample Research papers, and then give topics to prepare for the Research papers
10. Presentation: - Give a presentation (well prepared) on the given topic.

Note: By the end of the semester, the student must be well versed in expressing their thoughts independently, sharing their views in a group with confidence, thinking freely and critically on any issue, and refining their personality with positive qualities.

Suggested Readings:

1. *Fluency in English - Part II*, Oxford University Press, 2006.
2. *Master the Group Discussion & Personal Interview* - Sheetal Desarda, Notion Press, 2014.

S. No.	Course No.	Course Name	L-T-P	Cr.
5.3	BEN-302	Postcolonial Literature	4-1-0	5

Course Outcomes - At the end of the course, students should be able to:

-  CO1: Evaluate the themes and features of Postcolonialism and Imperialism

- ✚ CO2: Describe the impact of colonisation on different cultures, examine magic realism as a postcolonial tool
 - ✚ CO3: Evaluate gender and how it complicates and informs postcolonialism
 - ✚ CO4: Critically examine the political backdrop of Partition, discuss how the characters interact with each other, use of magic realism by Rushdie
 - ✚ CO5: Analyse the implications of colonialism in Nigeria, the role of motherhood and gender
- **UNIT 1: Post Colonialism** – Introduction to Post Colonialism, Feminism-Humanism- Magic realism- Characteristics of Postcolonial world & Literature
 - **UNIT 2: Chinua Achebe: Things Fall Apart- Gabriel Garcia Marquez: Chronicle of a Death Foretold**
 - **UNIT 3: Bessie Head: The Collector of Treasures- Ama Ata Aidoo: The Girl who can**
 - **UNIT 4: Mamang Dai: Small Towns and the River, The Voice of the Mountain- Grace Ogot: The Green Leaves**
 - **UNIT 5: Pablo Neruda: Tonight, I can Write, The Way Spain Was- Derek Walcott: A Far Cry from Africa, Names.**

Suggested Readings:

1. *Postcolonial Literature: An Introduction* - Pramod K. Nayar, Pearson India, 2008.
2. *The Cambridge Introduction to Postcolonial Literature in English* - C.L. Innes, 2008.
3. *Colonial and Postcolonial Literature* - Elleke Boehmer, Oxford University Press, 1995.

S. No.	Course No.	Course Name	L-T-P	Cr.
5.4	BEN-303	Language, Literature & Culture	4-1-0	5

Course Outcomes - At the end of the course, students should be able to:

- ✚ CO1: Identify language structure apropos language, identity and gender.

- ✚ CO2: Discuss the link between language and culture.
- ✚ CO3: Analyse factors contributing to language change
- ✚ CO4: Develop knowledge of the cultural roots and heritage of the rich and diverse literature of India.
- ✚ CO5: Evaluate the effect of globalization on language and culture

UNIT 1: Morpheme, Slang

UNIT 2: Language and Identity, Language and gender, Link Language

UNIT 3: Multilingualism, Communication, National language, Written language

UNIT 4: Factors contributing to Language change, Role of speaker, listener, and message in communication, Role of Hindi in the independence movement in India, Nirgun and Sagun bhakti movement, Sangam literature, Eklavya episode from Mahabharata Relevance of folk songs.

UNIT 5: Select poems of Mirabai, and her rebellious attitude. Kabir. Cinema as a socially meaningful medium. Role of an advertisement on children. Globalisation and culture.

Suggested Readings:

1. *An Introduction to Linguistics*- Pushpinder Sayal & D.V. Jindal, PHI Learning Pvt. Ltd., 2007.
2. *Business Communication*- Meenakshi Raman & Prakash Singh, Oxford, Ed. II, 2012.
3. *Language, Culture, and Society*- Christine Jourdan, Cambridge English, 2015.

S. No.	Course No.	Course Name	L-T-P	Cr.
5.5	BEN-304	Literary Theory	4-1-0	5

Course Outcomes - At the end of the course, students should be able to:

- ✚ CO1: Identify the political and contextual development of Marxism.
- ✚ CO2: Explain the development of feminism as a political movement as well as the

various theories that emerged from it.

- ✚ CO3: Interpret the politics of power in the prescribed essay
- ✚ CO4: Examine the mainstream literary theories in the light of the critics prescribed
- ✚ CO5: Analyse the issues raised by Queer theory and its relevance in the contemporary Scenario.

- **Unit 1:** Basic concepts of structuralism, Post structuralism, Saussurean linguistics, Dialogism, Deconstruction.
- **Unit 2:** Introduction to different theories of Postcolonialism, Orientalism, Psychopathology of Colonialism, Subaltern, Diaspora, Cosmopolitanism.
- **Unit 3:** Marxist theory and class, Marxism and culture, Art, work and production, Ideology, Hegemony.
- **Unit 4:** Introduction to feminism, Difference between sex and gender, social construction of gender, Materialistic view of feminism, A brief study of the works of Mary Wollstonecraft and Simone de Beauvoir.
- **Unit 5:** Introduction to the basic concepts of Neo Historicism and Cultural Materialism, Culture as text and Cultural Text, the politics of interpretation.

Suggested Readings:

1. *Literary Theory: A Complete Introduction (Complete Introductions)* - Sara Upstone, Teach Yourself, 2017.
2. *Literary Theory: An Anthology* - Julie Rivkin & Michael Ryan, Wiley Blackwell, 1998.

S. No.	Course No.	Course Name	L-T-P	Cr.
5.6	BEN-305	Indian Classical Literature	4-1-0	5

Course Outcomes - At the end of the course, students should be able to:

- ✚ CO1: Identify the theories of Indian classical literature
- ✚ CO2: Explain the socio-political backdrop and themes of the prescribed texts
- ✚ CO3: Evaluate classical Indian critical thought through literature
- ✚ CO4: Examine gender and politics as it plays out in the prescribed text
- ✚ CO5: Analyze the themes of heroism, devotion and gender

- **UNIT 1:** Introduction to Indian Classical Literature
- **UNIT 2:** Kalidas: *Abhijanamshakuntalm*
- **UNIT 3:** Mahabharat: Dicing, Dicing sequel
- **UNIT 4:** Silappatikaram: The Tale of an Anklet
- **UNIT 5:** Ashtadhayi

Suggested Readings:

1. *A History of Sanskrit Literature* - Arthur A MacDonnell, Cosimo Classics, 2005.
2. *A History of Sanskrit Literature* - Arthur A MacDonnell, Kaveri Books, 2015.
3. *History of Indian Literature (Vol. 3) Classical Sanskrit Literature* - S. Jha, Motilal Banarsidass Publishers, 2015.
4. *Indian Kavya Literature (Vol. 2) Origin and Formation of Classical Kavya* - A.K. Warder, Motilal Banarsidass Publishers, 1990.

S. No.	Course No.	Course Name	L-T-P	Cr.
5.7	PDP-301	Leadership & Entrepreneurship Development	0-0-2	1

Course Outcomes: At the end of the course, students should be able to:

- ✚ CO1: Develop critical thinking skills
- ✚ CO2: Recognize strengths and weaknesses and apply the same in decision making and goal setting

✚ CO3: Develop and systematically apply an entrepreneurial way of thinking

- **UNIT 1-** Leadership- Concept, styles of Leadership, Qualities to become a Leader. Case study on world-renowned leaders
- **UNIT 2-** Teamwork & Team Building – Importance of Team Work, Stages of Team Formation, Benefits of Working in a Team.
- **UNIT 3-** Decision Making -7 steps of DM, Strategies to make good decisions
- **UNIT 4-** Goal Setting – Difference between Goal & Dreams. SMART Technique of setting Goals, Types of Goals, Goal Tracker
- **UNIT 5** – Entrepreneurship – Concept of Entrepreneurship, Qualities of Entrepreneur

Suggested Readings:

1. *The Greats on Leadership* - Jocelyn Davis, Nicholas Brealey Publishing, 2016
2. *The Wisdom of Failure: How to Learn the Tough Leadership Lessons Without Paying the Price* - Weinzimmer, Jossey-Bass Publishing, 2012

SEMESTER VI

SEMESTER VI

S. No.	Course No.	Course Name	L-T-P	Cr.
6.1	BEN-307	Literature of the Indian Diaspora	4-1-0	5

Course Outcomes: At the end of the course, students should be able to:

- ✚ CO1: Identify the intrinsic connection between literature and diaspora
 - ✚ CO2: Develop an appreciation of the global intersectional ties stemming out of increased migration and cross-cultural living culminating in diasporic practices
 - ✚ CO3: Examine the writings of diverse authors representing the world's major diasporic communities.
 - ✚ CO4: Evaluate how gender impacts diaspora literature
 - ✚ CO5: Analyse the prescribed text emphasizing themes and characters.
- **Unit 1:** A brief introduction to Diaspora and Diasporic writings, Homi. K Bhabha: The Location of Culture, K.R. Srinivas Iyengar: Indian Writing in English, Spivak: 'Diasporas Old and New: Women in the transnational world.
 - **Unit 2:** Lahiri, Jhumpa: The Namesake
 - **Unit 3:** Naipaul, V.S: A House for Mr Biswas
 - **Unit 4:** Rohiton Mistry: Tales from Ferozshah Bagh
 - **Unit 5:** Arvind Adiga: The White Tiger

Suggested Readings:

1. *The Literature of Indian Diaspora: Theorizing the Diasporic Imaginary*- Vijay Mishra, Taylor & Francis, 2007.
2. *Literature of Indian Diaspora* -T.S. Anand, Creative Books, 2010.
3. *The Literature of the Indian Diaspora* - Ajay K. Chabey, Lambery Academic

Publishing, 2015.

4. *A Reading of Indian Literature: Society, Culture, Diaspora* - Alessandro Monti,
Prestige Books, 2008.

S. No.	Course No.	Course Name	L-T-P	Cr.
6.2	BEN-308	Modern European Drama	4-1-0	5

Course Outcomes - At the end of the course, students should be able to:

- ✚ CO1: Understand the socio-political changes and their impact on European Theatre.
- ✚ CO2: Recognize the theme emerging in Drama after WW II
- ✚ CO3: Examine the theories that emerged in post -World War literature
- ✚ CO4: Analyse the development of ideas that led to the emergence of existentialism,
Theatre of the Absurd and Epic theatre
- ✚ CO5: Develop knowledge of literary terms and key concepts involved in reading and
analysing modern drama.

- **UNIT 1:** Henrik Ibsen: *Ghosts*
- **UNIT 2:** Bertolt Brecht: *The Good Woman of Szechuan*
- **UNIT 3:** Samuel Beckett: *Waiting for Godot*
- **UNIT 4:** Eugene Ionesco: *Rhinoceros*
- **UNIT 5:** August Strindberg: *Miss Julie* (Methuen)

Suggested Readings:

1. *Understanding Drama*- Cleanth Brooks, Read Books Publishers, 2007.
2. *Understanding Today's Theatre* - Edward Arlington Wright, Prentice Hall, 1972.
3. *Poetics* - Aristotle, S.H. Butcher (tr.), Cosimo Classics, 2008.

S. No.	Course No.	Course Name	L-T-P	Cr.
6.3	BEN-309	British Literature Post World War-II	4-1-0	5

Course Outcomes - At the end of the course, students should be able to:

- ✚ CO1: Identify features of postmodernism in the prescribed texts.
- ✚ CO2: Discuss the themes of the prescribed texts
- ✚ CO3: Evaluate 20th-century British literature by looking at various issues raised
- ✚ CO4: Analyze the themes of the prescribed texts in the light of post-war scenario
- ✚ CO5: Evaluate the anger of the proletariat against aristocratic values mentioned in the prescribed text.

- **UNIT 1:** John Fowles *The French Lieutenant's Woman*
- **UNIT 2:** Jeanette Winterson *Sexing the Cherry*
- **UNIT 3:** T.S Eliot 'The Love Song of J. Alfred Prufrock' 'Sweeney among the Nightingales' 'The Hollow Men'
- **UNIT 4:** Phillip Larkin 'Whitsun Weddings' 'Church Going' Ted Hughes 'Hawk Roosting' 'Crow's Fall' Seamus Heaney 'Digging' 'Casualty'
- **UNIT 5:** *Look Back in Anger* John Osborne

Suggested Readings:

1. *A History of the Second World War* - B.H. Liddell Hart, Pan Publisher, 2014.
2. *The Great War in British Literature* - Adrian Barlow, Cambridge University Press, 2000.
3. *The Myth of the Great War: A New Military History of World War I* – John Mosier, Harper Perennial, 2002.

S. No.	Course No.	Course Name	L-T-P	Cr.
6.4	BEN-310	Women Writings: 19th to 20th century	4-1-0	5

Course Outcomes - At the end of the course, students should be able to:

- ✚ CO1: Demonstrate an understanding of the major themes in women's literary texts.
- ✚ CO2: Examine history through women's voices and perspectives.
- ✚ CO3: Interpret the meaning and significance of feminine voices and concerns in the prescribed texts
- ✚ CO4: Develop the relationship between gender and writing in the history of English literature
- ✚ CO5: Classify theoretical terminology of feminist criticism with an increased sensibility towards issues of women's literary and political marginalization, and their continual resistance to both.

- **UNIT 1:** Elizabeth Barrett Browning: Aurora Leigh, Book V, lines 1-447
- **UNIT 2:** Emily Dickinson: Because I Could not Stop for Death, Elysium is as Far as to, I Had no Time to Hate, I Felt a Funeral in My Brain, I Heard a Fly Buzz, The Soul Selects Her Own Society.
- **UNIT 3:** Sylvia Plath: Daddy, Lady Lazarus, Soliloquy of a Soliloquist, Mirror.
- **UNIT 4:** Katherine Mansfield: Bliss
- **UNIT 5:** Mahasweta Devi: 'Draupadi,' in Gayatri Chakravarty Spivak, *In Other Worlds*, pp. 179-96

Suggested Readings:

1. *Women's Writing: Past and Present*- Caroline Zilboorg, Cambridge University Press, 2004.
2. *On Women: Selected Writings* - Khushwant Singh, Rupa Publications, 2014.

3. *Vision and Difference: Feminism, Feminity and Histories of Art* - Griselda Pollock, Routledge Classics, 2003.

S. No.	Course No.	Course Name	L-T-P	Cr.
6.5	BEN-311	Research Methodology	4-1-0	5

Course Outcomes - At the end of the course, students should be able to:

- ✚ CO1: Understand some basic concepts of research and its methodologies
 - ✚ CO2: Identify appropriate research topics
 - ✚ CO3: Develop appropriate research problem and parameters
 - ✚ CO4: Build a project proposal (to undertake a project)
 - ✚ CO5: Organize and conduct research (advanced project) in a more appropriate manner
-
- **Unit 1:** Definition, Characteristics, Objectives. Types of Research. Research Ethics and Integrity. Criteria of Good Research.
 - **Unit 2:** Research Process. Basic Overview: Formulating the Research Problem, Defining the Research Problem, Research Questions, Research Methods vs. Research Methodology.
 - **Unit 3:** Literature Review, Formulation of Hypothesis, Characteristics of Hypothesis, Research Design, Data Collection, Questionnaires, Case Study Method.
 - **Unit 4:** Writing an Article, Essay, Research Paper, Thesis, Dissertation, Reviews - Book Review, Case Review.
 - **Unit 5:** Citation Methods, Foot Note, EndNote, Bibliography, Citation Rules: MLA, APA, Chicago.

Suggested Readings:

1. *Research Methodology* - C.R. Kothari, New Age International Publishers, 2017.
2. *Research Methodology: Concepts and Cases*- Deepak Chawla & Neena Sondhi, Vikas Publishing House, 2016.
3. *MLA Handbook for Writers of Research Papers*, East-West Press, 2008.

	Course No.	Course Name	L-T-P	Cr.
6.6	BEN-312	Functional English	4-1-0	5

Course Outcomes: At the end of the course, students should be able to:

- ✚ CO1: Identify Resume building skills
- ✚ CO2: Develop presentation skills.
- ✚ CO3: Interpret communication through official channels, using Emails and making presentations
- ✚ CO4: Discuss adequate reading and writing skills for effective business communication
- ✚ CO5: Analyse uses of English in academic and non-academic situation in India

UNIT-1: Preparing for a career; Identifying job Openings; Applying for a job; Preparing Cover Letters; Preparing a CV/Resume and Effective Profiling

UNIT-2: Presentation Skills; Preparing a PowerPoint Presentation; Greeting and Introducing; Presenting a Paper; Group Discussion; Preparing for and Facing a Job Interview

UNIT-3: Business Communication; Preparing Agenda and Minutes for Meeting; Writing Notices and Memos; Drafting an E-mail, Press Release; Correspondence with Govt./Authorities, Office Orders, Enquiries and Replies

UNIT-4: Age of Globalization and the need for communicating in English; English as the First or Second Language; Uses of English in Academic and Non-Academic situations in India.

UNIT-5: Effective Writing Skills; Elements of Effective Writing; Precise Writing; Essay Writing;
Note Making

Suggested Readings:

1. *Academic Writing: A Handbook for International Students* - Stephen Bailey, Routledge Publications, 2006.
2. *Writing with Ease-Writing Skills, Creative Writing in English* - Usha Pandit Midsprings Publishing, 2014.
3. *Soft Skills: An Integrated Approach to Maximise Personality* - Gajendra Singh Chauhan & Sangeeta Sharma, Wiley Publications, 2015.

End of Document

61