

Multidisciplinary Course from the department for pool of the Courses in the University

(These courses are to be offered to students of different discipline/Subject)

Semester 1

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS					
			(Hrs)			Credits				TI	TE	PI	PE	Total	
MDC-1	Grammar for Beginners		2	1	-	2	1	-	3	25	50	-	-	75	

Semester 2

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
MDC-2	International English Language Proficiency Development		2	1	-	2	1	-	3	25	50	-	-	75

Semester 3

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
MDC-3	Communication in Professional Life		2	1	-	2	1	-	3	25	50	-	-	75

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Minor Course from the department for pool of the Courses in the University

(These courses are offered by each department for students of other departments/same department to gain a broader understanding beyond the major discipline)

Semester 1

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
MIC-1	Shakespeare Studies		1	1	-	1	1	-	2	15	35	-	-	50

Semester 2

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
MIC-2	Neoclassical Poetry		1	1	-	1	1	-	2	15	35	-	-	50

Semester 3

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
MIC-3	Modern Drama		3	1	-	3	1	-	4	30	70	-	-	100

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Semester 4

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
MIC-4	Indian Writing in English		3	1	-	3	1	-	4	30	70	-	-	100

Semester 5

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
MIC-5	British Romantic Literature		3	1	-	3	1	-	4	30	70	-	-	100

Semester 6

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
MIC-6	Literature and Society		3	1	-	3	1	-	4	30	70	-	-	100

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
MIC-7	Popular Literature		3	1	-	3	1	-	4	30	70	-	-	100

Vocation Course from the department for pool of the Courses in the University

(These courses are offered by each department for students of other departments/same department and is focused on practical work, preparing students for a particular skilled profession)

Semester 4

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
VOC-1	Academic Writing and Its Application		3	1	-	3	1	-	4	30	70	-	-	100

Semester 5

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
VOC-2	Language Interface with Technology		3	1	-	3	1	-	4	30	70	-	-	100

Semester 6

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
VOC-3	Reading and Comprehension for Advanced Competitive Exams		3	1	-	3	1	-	4	30	70	-	-	100

Skill Enhancement Course from the department for pool of the Courses in the University

(These courses are offered by each department for students of other departments/same department and is designed to provide value- based and/ or skill- based knowledge and should contain both theory and lab/ hands- on training/ field work.)

Semester 1

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
SEC-1	Writing Process		2	-	2	2	-	1	3	15	35	05	20	75

Semester 2

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
SEC-2	Linguistics		2	-	2	2	-	1	3	15	35	05	20	75

Semester 6

Course Code	Course Title	Cours ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
SEC-3	Personality Development and Presentation Skills		2	-	2	2	-	1	3	15	35	05	20	75

Ability Enhancement Course from the department for pool of the Courses in the University

Semester 1

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
AEC-1	English Language and Communication Level- 1		1	1	-	1	1	-	2	15	35	-	-	50

Semester 2

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
AEC-2	English Language and Communication Level- 2		1	1	-	1	1	-	2	15	35	-	-	50

Semester 3

Course Code	Course Title	Cours ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
AEC-3	English Language and Communication Level- 3		1	1	-	1	1	-	2	15	35	-	-	50

Semester 4

Course Code	Course Title	Cours ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
AEC-4	English Language and Communication Level- 4		1	1	-	1	1	-	2	15	35	-	-	50

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Value Added Course from the department for pool of the Courses in the University

Semester 1

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
VAC-1	Human Values and Ethics		1	1	-	1	1	-	2	15	35	-	-	50

Semester 2

Course Code	Course Title	Course ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
VAC-2	Environmental Studies		1	1	-	1	1	-	2	15	35	-	-	50

Semester 4

Course Code	Course Title	Cours ID	L	T	P	L	T	P	Credits	MARKS				
			(Hrs)			Credits				TI	TE	PI	PE	Total
VAC-3	Short Stories and Values		1	1	-	1	1	-	2	15	35	-	-	50

MDC- 1

Name of Subject: Grammar for Beginners	Credits: 3	L T P 2 1 -
Duration: 2 hours	Max. Marks: 75	TE= 50 TI= 25

Course Objectives	
CO-1	Define and identify key grammatical terms such as nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, and interjections.
CO-2	Demonstrate the correct usage of different parts of speech in various contexts to form coherent and grammatically correct sentences.
CO-3	Understand and apply various verb tenses (present, past, future) and forms (simple, continuous, perfect) in both written and spoken English.

Course Outcomes	
CO-1	Students will be able to define and explain fundamental grammar concepts, including parts of speech, sentence structure, and punctuation rules.
CO-2	Students will be able to construct simple sentences with appropriate subject-verb agreement and analyze sentences to identify their components.
CO-3	Students will be able to combine simple sentences and use conjunctions and relative clauses to create varied and complex sentence structures.

Unit I	Parts of Speech Sentences: Types and its formation Tenses: Rules and Correction of Errors
Unit II	Clauses Phrasal Verbs
Unit III	Translation Rules and its Practice Punctuation and Capitalisation
Suggested Readings: - Gupta, S. <i>Comprehensive English Grammar and Composition</i>. Arihant Publications India limited, 2018. - Martin, Wren &. <i>Key to High School English Grammar and Composition</i>. S. Chand Publishing, 2018. - Singhal, Suresh. <i>Effective Business Communication Skills for All</i>. Monika Prakashan, 2021.	
Instructions for paper-setter	
Q. No. 1 will be based on Unit I. Students will be required to attempt twenty fill in the blanks and error correction type questions out of twenty five.	20×1=20 Marks
Q. No. 2 will be based on Unit II. Students will be required to attempt fifteen fill in the blanks type questions out of twenty.	15×1=15 Marks
Q. No. 3 (a) will be based on Unit III-Translation rules and its practice. Students will be required to attempt questions on either translating a passage from Hindi to English or translation rules.	8 Marks
Q. No. 3 (b) will be based on Unit III-Punctuation and Capitalisation. Students will be required to attempt 7 fill in the blank type questions out of 10.	7×1=7 Marks

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MDC- 2

Name of Subject: International English Language Proficiency Development	Credits: 3	L T P 2 1 -
Duration: 2 hours	Max. Marks: 75	TE= 50 TI= 25

Course Objectives	
CO-1	This will guide students to apply language strategies in diverse interpersonal exchanges and public communication
CO-2	This will help students to communicate effectively in oral and written form.
CO-3	Students will be able to effectively comprehend and respond to spoken English in different accents and contexts, and participate in discussions, presentations, and negotiations with clarity and confidence.

Course Outcomes	
CO-1	Students will understand and interpret complex English texts.
CO-2	Students will be able to exhibit a proficiency in all four language skills: reading, writing, listening, and speaking.
CO-3	Students will develop academic and Professional Writing Skills

Unit I	Advanced Grammar and Vocabulary Verb, Tenses, Modals: Rules and Correction of Errors Foreign words and misspelled words
Unit II	LSRW Skills Reading of Academic and Professional Texts, Paragraph Writing, Dialogue Writing, Listening and Speaking Skills Presentation Skills, Debating Skills, Group Discussion Skills (Presenting ideas clearly and coherently in Presentations, Debates and Group Discussion)
Unit III	Conversational Concepts Basic Concepts in English Conversation: Greetings, Introductions, Expressions Common Phrases and Sentences for Daily Routine Dialect and Idiolect
Suggested Readings: • Hedge, T. <i>Writing</i>. Oxford University Press, 2019 • Hughes, R. <i>English in Speech and Writing</i>, Routledge, 2018. • Murphy, R. <i>English Grammar in Use</i>. Cambridge University Press, 2019. • Singhal, Suresh. <i>Effective Business Communication Skills for All</i>, Monika Prakashan, 2021. • Swan, M. <i>Practical English Usage</i>. Oxford University Press, 2016. • Wood, F.T. <i>A Remedial English Grammar for Foreign Students</i>, Macmillan, 1966.	
Instructions for paper-setter	
Q. No. 1 will be based on Unit I. Students will be required to attempt twenty out of twenty five questions. It will comprise sentence correction or fill in the blanks.	20×1=20 Marks
Q. No. 2 will be based on Unit II. Students will be required to attempt three out of five questions. Topics will be given from contemporary relevance.	3×5=15 Marks
Question 3 will be based on Unit III. Students will be required to attempt three out of four questions. Students will be tested for commonly used communication.	3×5=15 Marks

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MDC- 3

Name of Subject: Communication in Professional Life	Credits: 3	L T P 2 1 -
Duration: 2 hours	Max. Marks: 75	TE= 50 TI= 25

Course Objectives	
CO-1	To understand the fundamentals of professional communication.
CO-2	Learn to compose clear, structured, and purposeful professional documents, such as reports, emails, and proposals, tailored to different audiences and objectives.
CO-3	Develop active listening skills and the ability to provide and receive constructive feedback to facilitate effective and respectful professional interactions.

Course Outcomes	
CO-1	The students will be able to manage cross-cultural communication challenges.
CO-2	Students will be able to effectively use different communication channels and understand the appropriate contexts.
CO-3	Students will be able to approach and manage challenging conversations, such as conflicts or performance reviews, with professionalism and tact.

Unit I	Communication: Importance and its Purpose Strategies for effective Communication Essentials of good communication Verbal and Non Verbal Communication
Unit II	Job Interviews Business Letter Meetings: Preparing Agendas, Summarising key ideas and Information
Unit III	Notice Writing Press Release Business Reports
Suggested Readings: • Eastwood, John. <i>Oxford Guide to English Grammar</i>. Oxford University Press, 1994. • Hewings, Martin. <i>Advanced Grammar in Use</i>. Cambridge University Press, 1999. • Singhal, Suresh. <i>Effective Business Communication Skills for All</i>, Monika Prakashan, 2021. • Sharma, R.C. and Mohan, Krishna. <i>Business Communication and Report Writing</i>. Tata McGraw-Hill Publishing Company Ltd. 2006.	
Instructions for paper-setter	
Q. No. 1 will be based on Unit I. Students will be required to attempt any 4 out of given 6 questions.	4×5= 20 Marks
Q. No. 2 will be based on Unit II. Students will be required to attempt three out of five questions. Topics will be based on contemporary relevance.	3×5= 15 Marks
Question 3 will be based on Unit III. Students will be required to attempt three out of four questions.	3×5=15 Marks




MIC- 1

Name of Subject: Shakespeare Studies	Credits: 2	L T P 1 1 -
Duration: 2 hours	Max. Marks: 50	TE= 35 TI= 15

Course Objectives	
CO-1	Analyze and interpret Shakespeare's major plays and sonnets, understanding their themes, characters, and dramatic techniques.
CO-2	Apply various critical approaches and literary theories to evaluate Shakespearean texts.
CO-3	Discuss the impact of Shakespeare's work on subsequent literature, theater, and popular culture.

Course Outcomes	
CO-1	Identify the historical and cultural contexts that influenced Shakespeare's work.
CO-2	Construct well-supported arguments and essays on Shakespearean literature.
CO-3	Articulate the continuing relevance of Shakespeare's themes and characters in contemporary contexts.

Unit I	Shakespeare: "Shall I Compare thee to a Summer's Day" (Sonnet 18) "My Mistress' Eyes are Nothing like the Sun" (Sonnet 130)
Unit II	Haider (dir. by Vishal Bhardwaj) Adaptation of <i>Hamlet</i>
Suggested Readings: • Bloom, Harold. <i>Shakespeare: Invention of the Human</i>. Penguin, 1999. • Bradley, Andrew Cecil. <i>Shakespearean Tragedy: Lectures on Hamlet, Othello, King Lear, and Macbeth</i>. 2013. • Shaughnessy, Robert. <i>The Cambridge Companion to Shakespeare and Popular Culture</i>. Cambridge UP, 2007.	
Instructions for paper-setter	
Q. No. 1 will be based on Unit I and II comprising short notes. Students will be required to attempt any three out of five questions.	3×5=15 Marks
Q. No. 2 will be based on Unit I. Students will be required to attempt one essay type answer out of two questions.	10 Marks
Q. No. 3 will be based on Unit II. Students will be required to attempt one essay type answer out of two questions.	10 Marks




MIC- 2

Name of Subject: Neoclassical Poetry	Credits: 2	L T P
		1 1 -
Duration: 2 hours	Max. Marks: 50	TE= 35 TI= 15

Course Objectives	
CO-1	Explore the key characteristics of Neoclassical Poetry.
CO-2	Understand the historical and cultural context of the Neoclassical Period.
CO-3	Apply various critical approaches to interpret Neoclassical poetry, producing well-supported analysis that considers historical, literary, and theoretical perspectives.

Course Outcomes	
CO-1	Identify the defining features of Neoclassical poetry, including its emphasis on order, reason, and adherence to classical forms and conventions.
CO-2	Contextualize Neoclassical poetry within the broader historical and cultural developments of the 17th and 18th centuries.
CO-3	Engage in discussions that demonstrate a nuanced understanding of Neoclassical poetry's themes, techniques, and contributions to literary tradition.




Unit I	Alexander Pope: "Essay on Man, Book I" (First 50 lines only)	
Unit II	Samuel Johnson: "Vanity of Human Wishes"	
Suggested Readings: • Pope, Alexander. <i>An Essay on Man</i>. Edited by Maynard Mack, Yale University Press, 1950. • Lynch, John T. <i>The Oxford Handbook of British Poetry, 1660-1800</i>. Oxford UP, 2016.		
Instructions for paper-setter		
Q. No. 1 will be based on Unit I and II comprising short notes. Students will be required to attempt any three out of five questions.		3×5=15 Marks
Q. No. 2 will be based on Unit I. Students will be required to attempt one essay type answer out of two questions.		10 Marks
Q. No. 3 will be based on Unit II. Students will be required to attempt one essay type answer out of two questions.		10 Marks

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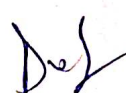
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MIC- 3

Name of Subject: Modern Drama	Credits: 4	L T P 3 1 -
Duration: 3 hours	Max. Marks: 100	TE= 70 TI= 30

Course Objectives	
CO-1	Analyze the defining features of modern drama, such as its focus on psychological realism, fragmented narratives, and experimental forms.
CO-2	Understand the historical and cultural context of modern drama.
CO-3	Develop critical interpretation and scholarly writing skills that reflect an understanding of the play's thematic and stylistic elements.

Course Outcomes	
CO-1	Compare and contrast the works of significant modern playwrights, understanding how they deviated from classical and traditional forms.
CO-2	Analyze how these historical and cultural contexts influenced the themes, styles, and techniques used by modern playwrights.
CO-3	Engage in discussions that demonstrate a sophisticated grasp of modern drama's innovations, techniques, and contributions to the theater.




Unit I	Mahesh Dattani: <i>On A Muggy Night in Mumbai</i>
Unit II	John Osborne: <i>Look Back in Anger</i>
Unit III	Edward Albee: <i>Who's Afraid of Virginia Woolf</i>
Unit IV	Henrik Ibsen: <i>A Doll's House</i>

Suggested Readings:

- Esslin, Martin. *The Theatre of the Absurd*. Bloomsbury Academic, 2014.
- Kern, Stephen. *The Modernist Novel: A Critical Introduction*. Cambridge UP, 2011.
- Krasner, David. *A History of Modern Drama*, Volume I. Wiley-Blackwell, 2011.
- Shepherd-Barr, Kirsten E. *Modern Drama: A Very Short Introduction*. Oxford UP, 2016.

Instructions for paper-setter	
Q. No. 1 will comprise five short-answer type questions from all Units. Students will be required to attempt any three (in about 200 words each) out of the given five.	3×6=18 Marks
Q. No. 2 will be based on Unit I. Students will be required to attempt one out of two questions.	13 Marks
Q. No. 3 will be based on Unit II. Students will be required to attempt one out of two questions.	13 marks
Q. No. 4 will be based on Unit III. Students will be required to attempt one out of two questions.	13 marks
Q. No. 5 will be based on Unit IV. Students will be required to attempt one out of two questions.	13 marks

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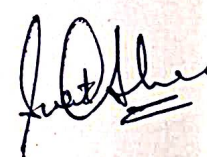
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MIC- 4

Name of Subject: Indian Writing in English	Credits: 4	L T P 3 1 -
Duration: 3 hours	Max. Marks: 100	TE= 70 TI= 30

Course Objectives	
CO-1	To introduce students to major genres, themes, and literary traditions in Indian Writing in English.
CO-2	To develop critical understanding of Indian society, culture, identity and history as reflected in literary texts.
CO-3	To analyse narrative, poetic and dramatic techniques employed in Indian English writers.

Course Outcomes	
CO-1	The students will be introduced to renowned writers of India.
CO-2	They will understand the context of Colonial and Post-Colonial India.
CO-3	They will be able to appreciate the rich literary tradition of writing in India.

Unit I	R.K. Narayan: <i>The Guide</i>
Unit II	Anita Desai: <i>Fire on the Mountain</i>
Unit III	Nissim Ezekiel: "The Patriot" "Poet, Lover, Birdwatcher"
Unit IV	Vijay Tendulkar: <i>Ghashiram Kotwal</i>

Suggested Readings:

- Iyengar, K. R. Srinivasa. *Indian Writing in English*. Sterling Publishers, 2019.
- Mehrotra, Arvind Krishna, editor. *An Illustrated History of Indian Literature in English*. Permanent Black, 2003.
- King, Bruce. *Modern Indian Poetry in English*. Oxford University Press, 1987.
- Naik, M. K. *A History of Indian English Literature*. Sahitya Akademi, 2004.

Instructions for paper-setter

Q. No. 1 will comprise five short-answer type questions from all Units. . Students will be required to attempt any three (in about 200 words each) out of the given five.	3×6=18 Marks
Q. No. 2 will be based on Unit I. Students will be required to attempt one out of two questions.	13 Marks
Q. No. 3 will be based on Unit II. Students will be required to attempt one out of two questions.	13 marks
Q. No. 4 will be based on Unit III. Students will be required to attempt one out of two questions.	13 marks
Q. No. 5 will be based on Unit IV. Students will be required to attempt one out of two questions.	13 marks




MIC- 5

Name of Subject: British Romantic Literature	Credits: 4	L T P 3 1 -
Duration: 3 hours	Max. Marks: 100	TE= 70 TI= 30

Course Objectives	
CO-1	To introduce students to major genres, themes, and literary traditions in British Romantic Literature.
CO-2	To develop critical understanding of Romantic age culture, society and identity as reflected in literary texts.
CO-3	To analyse narrative, poetic and dramatic techniques employed in British Romantic Literature.

Course Outcomes	
CO-1	The students will be familiarized with romantic literature.
CO-2	They will be familiarized with the various themes of romantic literature.
CO-3	They will be able to learn the scientific temperament of the 19th Century.

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Unit I	Percy Bysshe Shelley: "Ode to the West Wind", "Hymn to Intellectual Beauty"
Unit II	William Wordsworth: "The Tables Turned", "Daffodils"
Unit III	John Keats: "Ode to a Nightingale", "When I Have Fears I May Cease to Be"
Unit IV	Jane Austen: <i>Pride and Prejudice</i>
Suggested Readings: • Bate, Jonathan. <i>Romantic Ecology: Wordsworth and the Environmental Tradition</i>. Routledge, 1991. • Gardner, Stanley. <i>The Poetry of William Blake: Songs of Innocence and of Experience</i>. Hodder and Stoughton, 1986. • Vendler, Helen. <i>The Odes of John Keats</i>. Harvard UP, 1983. • Lynch, Deidre Shauna, editor. <i>Janeites: Austen's Disciples and Devotees</i>. Princeton UP, 2000.	
Instructions for paper-setter	
Q. No. 1 will comprise five short-answer type questions from all Units. . Students will be required to attempt any three (in about 200 words each) out of the given five.	3×6=18 Marks
Q. No. 2 will be based on Unit I. Students will be required to attempt one out of two questions.	13 Marks
Q. No. 3 will be based on Unit II. Students will be required to attempt one out of two questions.	13 marks
Q. No. 4 will be based on Unit III. Students will be required to attempt one out of two questions.	13 marks
Q. No. 5 will be based on Unit IV. Students will be required to attempt one out of two questions.	13 marks

MIC- 6

Name of Subject: Literature and Society	Credits: 4	L T P 3 1 -
Duration: 3 hours	Max. Marks: 100	TE= 70 TI= 30

Course Objectives	
CO-1	Introduce students to major Indian intellectual, spiritual, and literary traditions through selected prose and poetry texts.
CO-2	Encourage critical and analytical reading of literary and philosophical texts in their socio-cultural context.
CO-3	Improve students' interpretative, communicative, and writing skills through close reading and textual analysis.

Course Outcomes	
CO-1	Interpret the relationship between literature, nationalism, spirituality, and social reform in the Indian context.
CO-2	Identify the humanistic and ethical values embedded in Indian literary traditions.
CO-3	Analyze the literary and philosophical contributions of key Indian thinkers and writers.

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Unit I	Sarvepalli Radhakrishnan: <i>The Hindu View of Life</i>
Unit II	Swami Vivekananda: "Chicago Addresses" from Selections from the Complete Works of Swami Vivekananda
Unit III	Rabindranath Tagore: "Where the Mind is Without Fear", "Stream of Life"
Unit IV	Sri Aurobindo: "Life", "Jivanmukta"
Suggested Readings: • Naik, M.K. <i>A History of Indian English Literature</i>. Sahitya Akademi, 2004. • Devy, G.N. <i>After Amnesia: Tradition and Change in Indian Literary Criticism</i>. Orient Blackswan, 2014. • Meenakshi Mukherjee. <i>The Perishable Empire: Essays on Indian Writing in English</i>. Oxford UP, 2000.	
Instructions for paper-setter	
Q. No. 1 will comprise five short-answer type questions from all Units. . Students will be required to attempt any three (in about 200 words each) out of the given five.	3×6=18 Marks
Q. No. 2 will be based on Unit I. Students will be required to attempt one out of two questions.	13 Marks
Q. No. 3 will be based on Unit II. Students will be required to attempt one out of two questions.	13 marks
Q. No. 4 will be based on Unit III. Students will be required to attempt one out of two questions.	13 marks
Q. No. 5 will be based on Unit IV. Students will be required to attempt one out of two questions.	13 marks

MIC-7

Name of Subject: Popular Literature	Credits: 4	L T P 3 1 -
Duration: 3 hours	Max. Marks: 100	TE= 70 TI= 30

Course Objectives	
CO-1	To introduce students to key concepts, theories, and forms of popular culture across media and contexts.
CO-2	To develop critical understanding of how popular culture reflects and shapes society, identity, and ideology.
CO-3	To enable interdisciplinary engagement with texts from literature, film, digital media, and mass culture.

Course Outcomes	
CO-1	Students will be able to explain major frameworks used in the study of popular culture.
CO-2	Students will critically analyze cultural texts such as films, TV shows, music, and digital media.
CO-3	Students will demonstrate awareness of the relationship between culture, power, and representation.

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Unit I	Meaning, nature, and scope of popular culture High culture, low culture Mass culture, consumer culture Culture as text Hegemony and power
Unit II	Lewis Carroll: <i>Through the Looking-glass and what Alice Found There</i>
Unit III	Agatha Christie: <i>The Murder of Roger Ackroyd</i>
Unit IV	Shyam Selvadurai: <i>Funny Boy</i>
Suggested Readings: • Storey, John. Cultural Theory and Popular Culture: An Introduction. 8th ed., Routledge, 2021. • Hall, Stuart. Representation: Cultural Representations and Signifying Practices. Sage, 1997. • Williams, Raymond. Keywords: A Vocabulary of Culture and Society. Oxford UP, 1983. • Carroll, Lewis. Through the Looking-Glass, and What Alice Found There. 1871. Penguin Classics, 2003.	
Instructions for paper-setter	
Q. No. 1 will comprise five short-answer type questions from all Units. . Students will be required to attempt any three (in about 200 words each) out of the given five.	
3×6=18 Marks	
Q. No. 2 will be based on Unit I. Students will be required to attempt 1 question out of 2.	
13 Marks	
Q. No. 3 will be based on Unit II. Students will be required to attempt 1 question out of 2.	
13 Marks	
Q. No. 4 will be based on Unit III. Students will be required to attempt 1 question out of 2.	
13 Marks	
Q. No. 5 will be based on Unit IV. Students will be required to attempt 1 question out of 2.	
13 Marks	

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VOC-1

Name of Subject: Academic Writing and Its Application	Credits: 4	L T P 3 1 -
Duration: 3 hours	Max. Marks: 100	TE= 70 TI= 30

Course Objectives	
CO-1	Understand and apply the principles of clear and coherent academic writing, including thesis development, organization, and style.
CO-2	Integrate sources into writing, utilizing proper citation styles (e.g., APA, MLA, Chicago) to avoid plagiarism.
CO-3	Adapt academic writing skills for professional contexts, including writing resumes, cover letters, and professional emails.

Course Outcomes	
CO-1	Use of academic language effectively, ensuring precision, formality, and adherence to academic conventions.
CO-2	Critically evaluate sources for credibility and relevance, and synthesize information to support their arguments.
CO-3	Demonstrate the ability to communicate complex ideas effectively to diverse audiences.

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Unit I	Writing Process: Introduction and its types Academic Writing: Dimensions and Convention
Unit II	Reading and Note Taking Summarising Paraphrasing
Unit III	Critical Synthesis and Analysis Evaluation
Unit IV	Developing Write up Citing Resources

Suggested Readings:

- Belcher, Wendy Laura. *Writing Your Journal Article in Twelve Weeks: A Guide to Academic Publishing Success*. 2nd ed., U of Chicago P, 2019.
- Booth, Wayne C., et al. *The Craft of Research*. 5th ed., U of Chicago P, 2024.
- Graff, Gerald, and Cathy Birkenstein. *"They Say / I Say": The Moves That Matter in Academic Writing*. 5th ed., W. W. Norton, 2021.
- Singhal, Suresh. *Effective Business Communication Skills for All*. Monika Prakashan, 2021.
- Swales, John M., and Christine B. Feak. *Academic Writing for Graduate Students: Essential Tasks and Skills*. 3rd ed., U of Michigan P, 2012.

Instructions for paper-setter	
Q. No. 1 will comprise short-answer type questions from all Units. . Students will be required to attempt any three (in about 200 words each) out of the given five.	3×6=18 Marks
Q. No. 2 will be based on Unit I. Students will be required to attempt one out of two questions.	13 Marks
Q. No. 3 (a) will be based on Unit II- Reading and Note Taking. Students will be required to attempt one out of two questions.	6 Marks
Q. No. 3 (b) will be based on Unit II- Summarising and Paraphrasing. Students will be required to attempt one out of two questions.	7 Marks
Q. No. 4 will be based on Unit III. Students will be required to attempt one out of two questions.	13 marks
Q. No. 5 will be based on Unit IV. Students will be required to attempt one out of two questions.	13 marks

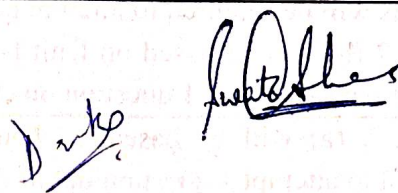


VOC-2

Name of Subject: Language Interface with Technology	Credits: 4	L T P 3 1 -
Duration: 3 hours	Max. Marks: 100	TE= 70 TI= 30

Course Objectives	
CO-1	Understand how technology enhances language learning and teaching processes, including the use of digital tools and online resources.
CO-2	Analyze how AI-powered tools, such as language translation services, speech recognition systems, and chatbots, are transforming communication and language services.
CO-3	Utilize software and tools for linguistic analysis, such as corpus analysis tools, text mining software, and digital humanities platforms.

Course Outcomes	
CO-1	Evaluate various language learning technologies, such as language learning apps, online courses, and virtual classrooms.
CO-2	Demonstrate the ability to use tools and technologies to create language-related applications.
CO-3	Present research findings effectively using digital tools for visualization and reporting.



Unit I	Reading and Comprehension Book or Film Review
Unit II	RTI request Introducing Oneself • Introducing yourself and as a Group • Introduce characters from the text you have read
Unit III	Diary or Blog post: • Write a diary entry and convert it into a blog post • Convert a transcript/ script/ piece of dialogue into a diary entry/ blog post Facebook and Twitter post, Generating AI prompts
Unit IV	Email Writing Resume and Cover Letter Writing
Suggested Readings: • Dev, Anjana Neira, Anuradha Marwah, and Swati Pal. <i>Creative Writing: A Beginner's Manual</i>. Pearson Education India, 2008. • Gupta, S. C. <i>English Grammar & Composition: Very Useful for All Competitive Examinations</i>. Arihant Publications, 2024. • Hicks, Wynford, and Gavin Allen. <i>English for Journalists: Thirtieth Anniversary Edition</i>. 5th ed., Routledge, 2023. • Singhal, Suresh. <i>Effective Business Communication Skills for All</i>. Monika Prakashan, 2021. • Wren, P. C., and H. Martin. <i>High School English Grammar and Composition</i>. Revised by N. D. V. Prasada Rao, S. Chand & Company, 1995.	
Instructions for paper-setter	
Q. No. 1 will comprise five short-answer type questions from all Units. . Students will be required to attempt any three (in about 200 words each) out of the given five.	3×6=18 Marks
Q. No. 2 (a) will be based on Unit I- Reading and Comprehension. Students will be required to attempt questions based on the same.	7 Marks
Q. No. 2 (b) will be based on Unit I- Book or Film Review. Students will be required to attempt 1 question on either book or film review out of 2.	6 Marks
Q. No. 3 (a) will be based on Unit II- RTI request. Students will be required to attempt 1 question out of 2.	7 Marks
Q. No. 3 (b) will be based on Unit II- Introducing Oneself. Students will be required to attempt 1 question out of 2.	6 Marks
Q. No. 4 will be based on Unit III. Students will be required to attempt one out of two questions.	13 marks

Q. No. 5 (a) will be based on Unit IV- Email Writing. Students will be required to attempt 1 question out of 2.	6 Marks
Q. No. 5 (b) will be based on Unit IV- Resume and Cover Letter Writing. Students will be required to attempt 1 question out of 2.	7 Marks

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VOC-3

Name of Subject: Reading and Comprehension for Advance Competitive Exams	Credits: 4	L T P 3 1 -
Duration: 3 hours	Max. Marks: 100	TE= 70 TI= 30

Course Objectives	
CO-1	Read and understand complex texts from a variety of genres, including academic, technical, and literary sources.
CO-2	Analyze texts critically to evaluate arguments, identify biases, and assess the validity of information.
CO-3	Employ various strategies, such as skimming, scanning, and detailed reading, tailored to different types of comprehension questions commonly found in competitive exams.

Course Outcomes	
CO-1	Increase reading speed and efficiency without compromising comprehension.
CO-2	Apply critical thinking skills to answer complex comprehension questions accurately and effectively.
CO-3	Practice and improve performance on comprehension sections of advanced competitive exams through regular mock tests and practice exercises.

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Unit I	Synonyms, Antonyms, Homophones, Simile, Metaphor
Unit II	Comprehension of Paragraphs and Poems
Unit III	Precis Writing and Abstract Writing
Unit IV	Group Discussion and Presentation Skills
Suggested Readings: • Gupta, Renu. <i>An Introduction to Literary Studies</i>. Orient BlackSwan, 2010. • Gupta, S. C. <i>English Grammar & Composition</i>. Arihant Publications, 2018. • Madan, R. D. <i>Precis Writing</i>. S. Chand Publishing, 2008. • Patnaik, Priyadarshi. <i>Group Discussion and Interview Skills</i>. Cambridge UP India, 2011. • Prasad, Hari Mohan, and Uma Rani Sinha. <i>Objective English for Competitive Examinations</i>. McGraw Hill Education, 2017. • Singh, R. K. <i>English for Academic Purposes</i>. Cambridge UP India, 2013. • Singhal, Suresh. <i>Effective Business Communication Skills for All</i>. Monika Prakashan, 2021.	
Instructions for paper-setter	
Q. No. 1 will comprise five short-answer type questions from all Units. . Students will be required to attempt any three (in about 200 words each) out of the given five.	3×6=18 Marks
Q. No. 2 will be based on Unit I. Students will be required to attempt 13 one word answer questions out of 15.	1×13=13 Marks
Q. No. 3 (a) will be based on Unit II- Paragraph Comprehension. Students will be required to attempt 7 short questions based on the same.	7 Marks
Q. No. 3 (b) will be based on Unit II- Poem Comprehension. Students will be required to attempt 6 short questions based on the same.	6 Marks
Q. No. 4 (a) will be based on Unit III- Precis writing. Students will be required to attempt 1 out of 2 questions.	7 Marks
Q. No. 4 (b) will be based on Unit III- Abstract writing. Students will be required to attempt 1 out of 2 questions.	6 Marks
Q. No. 5 (a) will be based on Unit IV- Group Discussion. Students will be required to attempt 1 out of 2 questions.	7 Marks
Q. No. 5 (b) will be based on Unit IV- Presentation Skills. Students will be required to attempt 1 out of 2 questions.	6 Marks

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SEC- 1

Name of Subject: Writing Process	Credits: 3	L T P 2 - 1
Duration: 2 hours	Max. Marks: 75	TE= 35 TI= 15 PI=05 PE=20

Course Objectives	
CO-1	Demonstrate a clear understanding of the various stages of the writing process, including prewriting, drafting, revising, editing, and publishing.
CO-2	Engage in critical thinking and analysis to develop compelling arguments and articulate their thoughts clearly in writing.
CO-3	Enhance writing skills across different genres and contexts.

Course Outcomes	
CO-1	Apply these stages to produce well-structured and coherent written works, improve their ability to organize and refine their ideas.
CO-2	Analyze and critique their own writing as well as the writing of others, providing constructive feedback that enhances the overall quality and clarity of written communication.
CO-3	Produce polished, well-crafted documents for different contexts, such as academic essays, professional reports, creative writing pieces, and digital content, showing proficiency in diverse writing environments.



Unit I	Introduction and Significance of Creative Writing Creative Writing Process Genres of Creative Writing: Poetry, Fiction, Non-fiction, and Drama Plot, Setting, Character, Dialogue, Point of View Literary Devices: Image, Simile, Metaphor, Symbol, Hyperbole, Personification
Unit II	Fiction: Short story and Novella Biography, Memoir and Autobiography Travelogues and Diaries
Unit III	Web Content Writing and Blog Writing Script Writing Journalistic Writing

Suggested Readings:

- Abrams, M.H. *Glossary of Literary Terms*. Boston: Wadsworth Publishing Company, 2005.
- Bell, James Scott. *How to Write Dazzling Dialogue*. Compendium Press, 2014.
- Bell, Julia and Magrs, Paul. *The Creative Writing Course-Book*. London: Macmillan, 2001.
- Clark, Roy Peter. *Writing Tools*. US: Brown and Company, 2008.
- Dev, Anjana Neira, Anuradha Marwah and Swati Pal. *Creative Writing: A Beginner's Manual*. Pearson India, 2008.
- Earnshaw, Steven (Ed). *The Handbook of Creative Writing*. Edinburgh UP, 2007.
- Gardner, John. *The Art of Fiction*. Vintage, 1991.
- King, Stephen. *On Writing: A Memoir of the Craft*. Hodder and Stoughton, 2000.

Instructions for paper-setter	
Q. No. 1 will comprise very short answer type questions covering all Units. Students will be required to attempt eight out of ten questions.	8×1=8 marks
Q. No. 2 will be a short note type question based on Unit I. Students will be required to attempt 3 short notes out of 5.	3×3=9 marks
Q. No. 3 will be a short note type question based on Unit II. Students will be required to attempt 3 short notes out of 5.	3×3=9 marks
Q. No. 4 will be based on Unit III. Students will be required to attempt 1 out of 2 questions.	9 marks

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SEC- 2

Name of Subject: Linguistics	Credits: 3	L T P 2 - 1
Duration: 2 hours	Max. Marks: 75	TE= 35 TI= 15 PI=05 PE=20

Course Objectives	
CO-1	Define and explain fundamental linguistic theories and concepts, such as phonetics, phonology, morphology, syntax, semantics, and pragmatics.
CO-2	Conduct detailed analyses of language structure, including sentence construction, word formation, and sound patterns, using appropriate linguistic frameworks.
CO-3	Execute research projects that investigate linguistic phenomena, employing methods such as data collection, statistical analysis, and linguistic theory application.

Course Outcomes	
CO-1	Apply these theories to analyze and describe the structure and function of language in various linguistic contexts.
CO-2	Examine and interpret language usage patterns in different social, cultural, and historical contexts, understanding their implications for communication and meaning.
CO-3	Evaluate research findings and contribute to discussions on current issues and advancements in the field of linguistics, demonstrating a thorough understanding of methodological approaches and analytical techniques.




Unit I	Organs of speech Basic components: phoneme, vowel, consonant and syllable Place of Articulation Manner of Articulation Brief description of vowels
Unit II	Phonetic transcription of simple words in common use in IPA symbols as used in Oxford Advanced Learner's Dictionary by A. S. Hornby (Seventh Edition) Word stress (Bisyllabic words)
Unit III	Verbs: Main and Auxiliaries Linking (or Equative) Intransitive and Transitive Finite and Non finite Verb Patterns Types of Sentences: Simple, Complex and Compound with particular reference to Nouns, Relative, Conditional and Co-ordinate clauses Phrasal Verbs
Suggested Readings: • Huddleston, Rodney, and Geoffrey K. Pullum. <i>The Cambridge Grammar of the English Language</i>. Cambridge UP, 2002. • McCarthy, Michael, and Felicity O'Dell. <i>English Phrasal Verbs in Use: Intermediate</i>. 2nd ed., Cambridge UP, 2017. • Murphy, Raymond. <i>English Grammar in Use</i>. 5th ed., Cambridge UP, 2019. • Roach, Peter. <i>English Phonetics and Phonology: A Practical Course</i>. 4th ed., Cambridge UP, 2009. • Singhal, Suresh. <i>Effective Business Communication Skills for All</i>. Monika Prakashan, 2021. • Swan, Michael. <i>Practical English Usage</i>. 4th ed., Oxford UP, 2016.	
Instructions for paper-setter	
Q. No. 1 will comprise very short answer type questions covering all Units. Students will be required to attempt eight out of ten questions.	8×1=8 marks
Q. No. 2 will be a short note type question based on Unit I. Students will be required to attempt 3 short notes out of 5.	3×3=9 marks
Q. No. 3 (a) will be based on Unit II- Phonetic transcription of words. Students will be required to attempt 5 transcriptions out of 7.	5 Marks
Q. No. 3 (b) will be based on Unit II-Word Stress. Students will be required to mark word stress of 4 words out of 6.	4 Marks
Q. No. 4 will be based on Unit III. Students will be required to attempt 9 fill in the blanks or sentence correction questions out of 12.	9×1=9 marks

SEC-3

Name of Subject: Personality Development and Presentation Skills	Credits: 3	L T P 2 - 1
Duration: 2 hours	Max. Marks: 75	TE= 35 TI= 15 PI=05 PE=20

Course Objectives	
CO-1	Identify and reflect on their strengths and areas for improvement in personal and professional contexts.
CO-2	Utilize effective communication strategies, including verbal and non-verbal techniques, to present ideas clearly and persuasively.
CO-3	Exhibit professional behavior and interpersonal skills in diverse settings, including team interactions, networking events, and formal presentations.

Course Outcomes	
CO-1	Demonstrate increased self-confidence through improved self-awareness, self-esteem, and assertiveness in various situations.
CO-2	Deliver engaging presentations using appropriate tools and techniques, demonstrating proficiency in organizing content and engaging an audience.
CO-3	Apply principles of etiquette and professionalism to enhance their effectiveness in personal and professional interactions.

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Unit I	Importance of Soft Skills in today's context; Stress Management Skills from the <i>Gita</i> : Discourse of Shree Krishna and Arjun-Chapter 2. Life Skills from Indian Epic: <i>The Ramayana</i> ; <i>Sundara Kanda</i>
Unit II	Importance of Presentation Skills/ Public Speaking; Preparing the material for Presentation/Public Speaking Organising the Presentation/Public Speaking, Effective Opening of the Presentation/Public Speaking; Skills for making Effective Presentation/Public Speaking, Using Body Language Effectively and its Importance, Kinesics- Postures, Gestures, Face Expression, Eye Contact, Appearance, Paralanguage- Pitch, Voice Modulation, Volume, Pause and Silence
Unit III	Communication Skills Group Discussion Skills Management Skills
Suggested Readings: - Ananthi, S., and S. Prasad. <i>Presentation Skills for Managers</i>. Himalaya Publishing House, 2014. - Kaul, Asha, and Prarthana Khandwala. <i>Business Communication: Connecting in a Digital World</i>. Oxford UP, 2015. - Koneru, Aruna. <i>Effective Speaking Skills</i>. Oxford UP, 2008. - Konar, Nira. <i>Oral Communication and Presentation Skills</i>. Pearson Education India, 2011. - Kumar, Sanjay, and Pushp Lata. <i>Communication Skills: A Practical Approach</i>. Oxford UP, 2018. - Lucas, Stephen E. <i>The Art of Public Speaking</i>. Adapted by Meenakshi Raman, McGraw Hill Education, 2014. - Rao, M. S. <i>Soft Skills: Enhancing Employability</i>. I. K. International Publishing House, 2010. - Singhal, Suresh. <i>Effective Business Communication Skills for All</i>. Monika Prakashan, 2021. - Gupta, S. K. <i>Stress Management: Leading to Success</i>. Deep and Deep Publications, 2006.	
Instructions for paper-setter	
Q. No. 1 will comprise very short answer type questions covering all Units. Students will be required to attempt eight out of ten questions.	8×1=8 marks
Q. No. 2 will be based on Unit I. Students will be required to attempt one out of two questions.	9 marks
Q. No. 3 will be a short note type question based on Unit II. Students will be required to attempt 3 short notes out of 5.	3×3=9 marks
Q. No. 4 will be a short note type question based on Unit III. Students will be required to attempt 3 short notes out of 5.	3×3=9 marks

AEC- 1

Name of Subject: English Language and Communication Skills- Level 1	Credits: 2	L T P 1 1 -
Duration: 2 hours	Max. Marks: 50	TE= 35 TI= 15

Course Objectives	
CO-1	To develop a strong command of English grammar, vocabulary, and syntax to enhance overall language proficiency and clarity in communication.
CO-2	To enhance verbal communication skills through effective public speaking, presentations, and interpersonal interactions, focusing on clarity, persuasion, and engagement.
CO-3	To understand and apply key principles of effective communication, including active listening, non-verbal cues, and empathetic responses, in both personal and professional contexts.

Course Outcomes	
CO-1	The students will learn various types of verbal and non-verbal communication.
CO-2	They will understand the importance of interpersonal communication in workplaces and different ways of behaviour and communication.
CO-3	They will comprehend the importance of listening skills and its types.

Unit I	Theory and Types of Communication: Verbal and Non-Verbal Communication, Importance of Listening Skills and their types, Barriers to Effective Listening and how to overcome them, Note-taking Techniques to capture the main ideas
Unit II	Workplace and Interpersonal Communication: Introducing Oneself, Introducing Others, Making Requests, Offering Help, Congratulating, Making Enquiries and Seeking Permission

Suggested Readings:

- Hargie, Owen, editor. *The Handbook of Communication Skills*. 3rd ed., Routledge, 2006.
- Knapp, Mark L., Judith A. Hall, and Terrence G. Horgan. *Nonverbal Communication in Human Interaction*. 8th ed., Cengage Learning, 2013.
- Singhal, Suresh. *Effective Business Communication Skills for All*. Monika Prakashan, 2021.
- West, Richard, and Lynn H. Turner. *Understanding Interpersonal Communication: Making Choices in Changing Times*. 3rd ed., Cengage Learning, 2010.

Instructions for paper-setter	
Q. No. 1 will comprise very short answer type questions covering all Units. Students will be required to attempt five out of seven questions.	5×1=5 marks
Q. No. 2 will be a short note type question based on Unit I. Students will be required to attempt 3 short notes out of 5.	3×5=15 marks
Q. No. 3 will be a short note type question based on Unit II. Students will be required to attempt 3 short notes out of 5.	3×5=15 marks

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AEC- 2

Name of Subject: English Language and Communication Skills- Level 2	Credits: 2	L T P 1 1 -
Duration: 2 hours	Max. Marks: 50	TE= 35 TI= 15

Course Objectives	
CO-1	To develop skills for effective communication across different cultures and contexts, recognizing and respecting cultural differences and adapting communication strategies accordingly.
CO-2	To actively seek and incorporate constructive feedback to continuously improve both written and oral communication skills.
CO-3	To equip students with the necessary language and communication skills required for success in academic and professional environments, including crafting resumes, cover letters, and professional emails.

Course Outcomes	
CO-1	The students will be introduced to the phonetics and syllables in English.
CO-2	They will learn various components of speaking skills and their use in communication.
CO-3	They will be able to apply punctuation and capitalisation rules in Practical life.

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Unit I	Sounds in English Language Phonetic symbols and their understanding through a dictionary (Oxford Advanced Learner's Dictionary) Transcribing one and two syllable words in English
Unit II	Developing Fluency in Speaking Skills Speech Making: Expository Speech, Argumentative Speech Dialogues, Role Plays and Group Discussions
Suggested Readings: • Fraleigh, Douglas M., and Joseph S. Tuman. <i>Speak Up: An Illustrated Guide to Public Speaking</i>. Bedford/St. Martin's, 2011. • Lucas, Stephen. <i>The Art of Public Speaking</i>. 10th ed., McGraw-Hill, 2008. • Murphy, Raymond. <i>English Grammar in Use with Answers</i>. 2nd ed., Cambridge UP, 2002. • Singhal, Suresh. <i>Effective Business Communication Skills for All</i>. Monika Prakashan, 2021.	
Instructions for paper-setter	
Q. No. 1 will comprise very short answer type questions covering all Units. Students will be required to attempt five out of seven questions.	5×1=5 marks
Q. No. 2 will be based on Unit I. Students will be required to transcribe 15 words out of 20.	3×5=15 marks
Q. No. 3 will be a short note type question based on Unit II. Students will be required to attempt 3 short notes out of 5.	3×5=15 marks

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AEC- 3

Name of Subject: English Language and Communication Skills- Level 3	Credits: 2	L T P 1 1 -
Duration: 2 hours	Max. Marks: 50	TE= 35 TI= 15

Course Objectives	
CO-1	To enhance reading comprehension and analytical skills by engaging with complex texts, identifying main ideas, and interpreting nuanced meanings.
CO-2	To cultivate critical thinking skills by constructing well-reasoned arguments, evaluating evidence, and engaging in thoughtful debate and discussion.
CO-3	To leverage digital tools and media effectively for communication purposes, including social media, blogs, and multimedia presentations.

Course Outcomes	
CO-1	The students will understand the importance of reading and comprehension.
CO-2	They will learn the practical use of interview and presentation skills.
CO-3	This will help them to communicate effectively.

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Unit I	Reading and Comprehension, Summarizing and Paraphrasing, Interview Skills, Seminar Skills, Presentation Skills
Unit II	Vocabulary: Homonyms, Homophones, Pair of words, Idiomatic Expressions Common errors in the use of English (Noun, Pronoun and Adjectives)
Suggested Readings: • Bienvenu, Sherron. <i>The Presentation Skills Workshop: Helping People Create and Deliver Great Presentations</i>. AMACOM, 2006. • Brians, Paul. <i>Common Errors in English Usage</i>. Franklin, Beedle & Associates, 2003. • McNamara, Danielle S., editor. <i>Reading Comprehension Strategies: Theories, Interventions, and Technologies</i>. Lawrence Erlbaum Associates, 2007. • Singhal, Suresh. <i>Effective Business Communication Skills for All</i>. Monika Prakashan, 2021.	
Instructions for paper-setter	
Q. No. 1 will comprise very short answer type questions covering all Units. Students will be required to attempt five out of seven questions.	5×1=5 marks
Q. No. 2 (a) will be based on Unit I- Reading and Comprehension. Students will be required to attempt 5 questions based on 1 comprehension passage.	5×1=5 marks
Q. No. 2 (b) will be short note type question based on Unit I- Summarizing and Paraphrasing, Interview, Seminar and Presentation Skills Students will be required to attempt 2 short notes out of 3.	2×5=10 marks
Q. No. 3 will be based on Unit II. Students will be required to attempt 15 one word or very short type questions out of 20.	15×1=15 marks

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AEC- 4

Name of Subject: English Language and Communication Skills- Level 4	Credits: 2	L T P 1 1 -
Duration: 2 hours	Max. Marks: 50	TE= 35 TI= 15

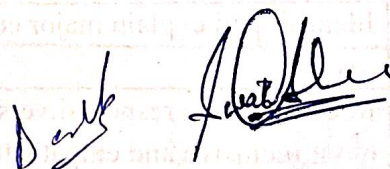
Course Objectives	
CO-1	To improve the ability to write clear, coherent, and effectively structured texts across various formats, including essays, reports, and professional correspondence.
CO-2	To learn practical use of coherence in writing and contextual vocabulary.
CO-3	Master complex grammatical structures and advanced syntax to improve accuracy and fluency in both written and spoken English.

Course Outcomes	
CO-1	The students will enhance their vocabulary by learning the formation of words.
CO-2	They will learn the various types of sentences.
CO-3	They will comprehend the public speaking techniques and art of oratory.

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Unit I	Vocabulary Building, Word formation and understating word roots, prefixes, and suffixes, types of sentences and transformation of sentences.
Unit II	Public Speech, Persuasion Techniques, Various Aspects of Conversation: Starting a Conversation/Controlling a Conversation
Suggested Readings: • Lewis, Norman. <i>Word Power Made Easy: The Complete Handbook for Building a Superior Vocabulary</i>. Anchor Books, 2014. • Nida, Eugene A. <i>Morphology: The Descriptive Analysis of Words</i>. U of Michigan P, 1965. • Singhal, Suresh. <i>Effective Business Communication Skills for All</i>. Monika Prakashan, 2021. • Tortora, Christina. <i>Understanding Sentence Structure: An Introduction to English Syntax</i>. Wiley Blackwell, 2018.	
Instructions for paper-setter	
Q. No. 1 will comprise very short answer type questions covering all Units. Students will be required to attempt five out of seven questions.	5×1=5 marks
Q. No. 2 will be a short note type question based on Unit I. Students will be required to attempt 15 one word, fill in the blanks or sentence correction type questions out of 20.	15×1=15 marks
Q. No. 3 will be a short note type question based on Unit II. Students will be required to attempt 3 short notes out of 5.	3×5=15 marks



VAC-1

Name of Subject: Human Values and Ethics	Credits: 2	L T P 1 1 -
Duration: 2 hours	Max. Marks: 50	TE= 35 TI= 15

Course Objectives	
CO-1	Understand Fundamental Ethical Theories and Concepts
CO-2	Reflect on their own values and ethical beliefs, understanding how these influence their decisions and behavior.
CO-3	Analyze real-world ethical dilemmas in various fields such as business, healthcare, technology, and environmental policy.

Course Outcomes	
CO-1	Identify and explain major ethical theories mentioned in the paper.
CO-2	Recognize and respect diverse perspectives on ethical issues, promoting a more inclusive and empathetic approach to ethical decision-making.
CO-3	Develop well-reasoned solutions to these dilemmas, using ethical principles and critical thinking skills.

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Unit I	Understanding Democratic values: Equality, Liberty, Fraternity, Freedom, Justice, Pluralism, Tolerance, Respect for All, Freedom of Expression, Citizen Participation in Governance: World Democracies: French Revolution, American Independence, Indian Freedom Movement. Application of ethical reasoning to social problems: Gender bias and issues, Gender violence, Social discrimination, Inclusive practices.
Unit II	Ruskin Bond: "The Woman on Platform Eight"
Suggested Readings: • Ambedkar, B. R. <i>Annihilation of Caste</i>. Navayana, 2014. • Appiah, Kwame Anthony. <i>Experiments in Ethics</i>. Harvard UP, 2008. • Held, David. <i>Models of Democracy</i>. 3rd ed., Polity Press, 2006. • Sen, Amartya. <i>The Idea of Justice</i>. Penguin Books, 2010. • Tagore, Rabindranath. <i>Nationalism</i>. Penguin India, 2009. • Thapar, Romila. <i>The Public Intellectual in India</i>. Aleph Book Company, 2015.	
Instructions for paper-setter	
Q. No. 1 will comprise short answer type questions covering all Units. Students will be required to attempt three out of five questions.	3×5=15 Marks
Q. No. 2 will be based on Unit I. Students will be required to attempt one out of two questions.	10 Marks
Q. No. 3 will be based on Unit II. Students will be required to attempt one out of two questions.	10 marks

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VAC- 2

Name of Subject: Environmental Studies	Credits: 2	L T P 1 1 -
Duration: 2 hours	Max. Marks: 50	TE= 35 TI= 15

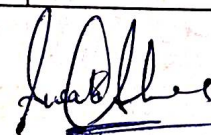
Course Objectives	
CO-1	Identify and analyze themes related to nature, environment, and ecology in literary texts.
CO-2	Examine how literature has contributed to environmental awareness and the environmental movement.
CO-3	Apply ecocritical theory and methodologies to the analysis of literary texts.

Course Outcomes	
CO-1	Analyze how different literary genres and periods portray the natural world and environmental issues.
CO-2	Present case studies of literary texts that have had a significant impact on public perceptions and attitudes toward the environment.
CO-3	Evaluate how ecocriticism provides insights into the intersections of literature, culture, and the environment.

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Unit I	Rachel Carson: <i>Silent Spring</i>
Unit II	Keki N. Daruwalla: "Boat-Ride along the Ganga" Dilip Chitre: "The Felling of the Banyan Tree"
Suggested Readings: • Bharucha, Erach. <i>Environmental Studies</i>. Universities Press, 2005. • Buell, Lawrence. <i>The Future of Environmental Criticism: Environmental Crisis and Literary Imagination</i>. Blackwell Publishing, 2005. • Gadgil, Madhav, and Ramachandra Guha. <i>This Fissured Land: An Ecological History of India</i>. Oxford UP, 1992. • George, K. M., editor. <i>Modern Indian Literature: An Anthology</i>. Sahitya Akademi, 1992. • Peeradina, Saleem, editor. <i>Contemporary Indian Poetry in English: An Assessment and Selection</i>. Macmillan India, 1972.	
Instructions for paper-setter	
Q. No. 1 will comprise short answer type questions covering all Units. Students will be required to attempt three out of five questions.	3×5=15 Marks
Q. No. 2 will be based on Unit I. Students will be required to attempt one out of two questions.	10 Marks
Q. No. 3 will be based on Unit II. Students will be required to attempt one out of two questions.	10 marks

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VAC- 3

Name of Subject: Short Stories and Values	Credits: 2	L T P 1 1 -
Duration: 2 hours	Max. Marks: 50	TE= 35 TI= 15

Course Objectives	
CO-1	Analyze the Representation of Human Values in Short Stories
CO-2	Examine the Influence of cultural and social contexts on values.
CO-3	Apply critical thinking and interpretive skills to analyze the moral and ethical questions raised in the selected short stories.

Course Outcomes	
CO-1	Discuss how the prescribed stories illustrate concepts such as love, sacrifice, compassion, and moral dilemmas.
CO-2	Analyze how societal expectations and norms are reflected and critiqued through the characters and plots.
CO-3	Evaluate the characters decisions and actions, and discuss their implications on personal and societal values.

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Unit I	O' Henry: "The Gift of the Magi" Gabriel Garcia Marquez: "A Very Old Man with Enormous Wings"	
Unit II	Guy de Maupassant: "The Necklace" Kate Chopin: "The Story of an Hour"	
Suggested Readings: • Forster, E. M. <i>Aspects of the Novel</i>. Penguin Books, 2005. • May, Charles E. <i>The Short Story: The Reality of Artifice</i>. Routledge, 2002. • Patea, Viorica, editor. <i>Short Story Theories: A Twenty-First-Century Perspective</i>. Rodopi, 2012. • Rohrberger, Mary, and Dan R. Burns. <i>Short Fiction and Critical Contexts</i>. Houghton Mifflin, 1979. • Shaw, Valerie. <i>The Short Story: A Critical Introduction</i>. Longman, 1983.		
Instructions for paper-setter		
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Q. No. 3 will be based on Unit II. Students will be required to attempt one out of two questions.		10 marks

