



VELS



INSTITUTE OF SCIENCE, TECHNOLOGY & ADVANCED STUDIES (VISTAS)
(Deemed to be University Estd. u/s 3 of the UGC Act, 1956)
PALLAVARAM - CHENNAI

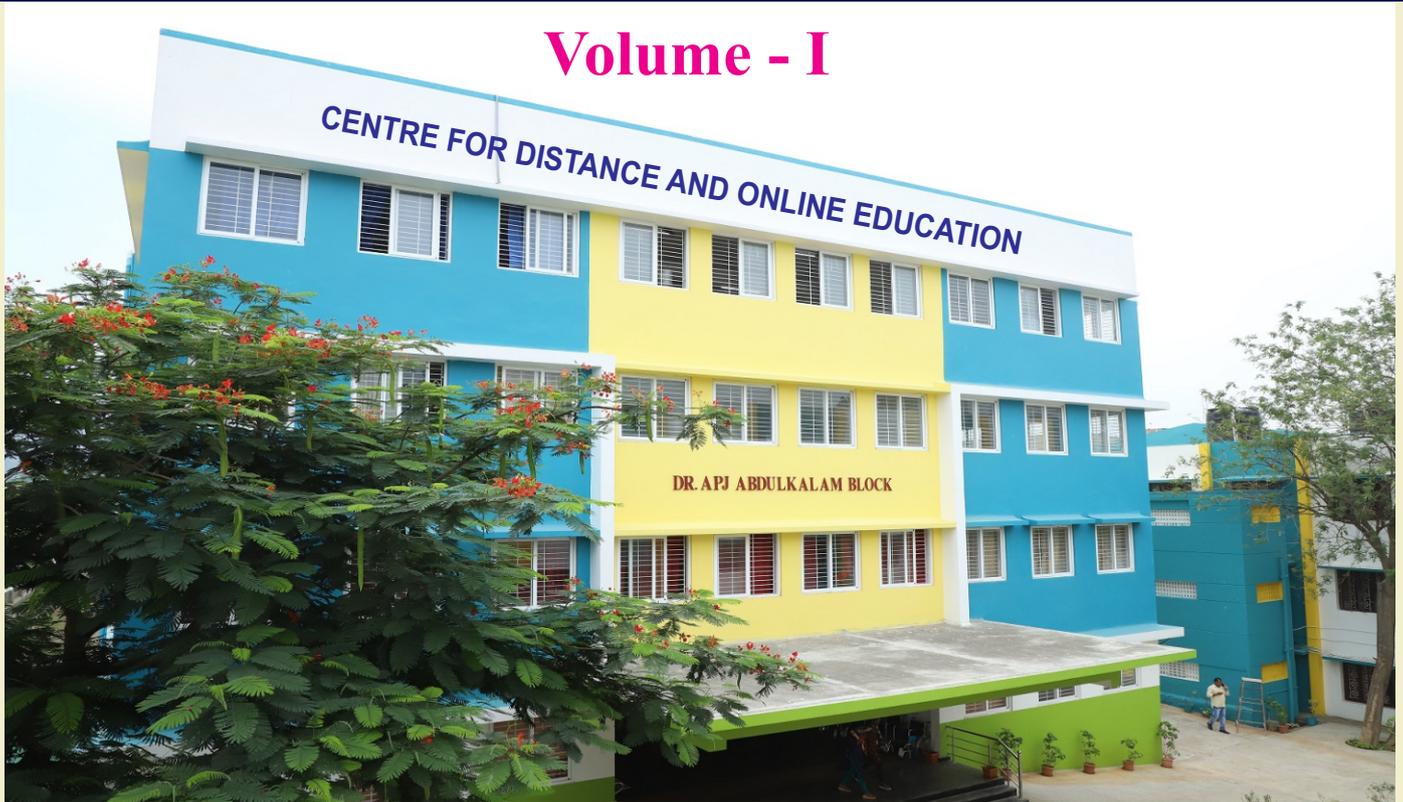
ACCREDITED BY NAAC WITH 'A' GRADE
INSTITUTION WITH UGC 12B STATUS
Marching Beyond 30 Years Successfully

Velan Nagar, P.V.Vaithiyalingam Road, Pallavaram, Chennai 600 117
Phone : (91-44) 2266 2500 / 01 / 02 / 03, Fax : (91-44) 2266 2513,
E.Mail : vels@vistas.ac.in Website : www.vistas.ac.in

CENTRE FOR DISTANCE AND ONLINE EDUCATION

Submission of Online Application with necessary documents for starting Open & Distance Learning(ODL) & Online Learning(OL) Programmes from the academic year 2023-2024 (February 2024 session)

Volume - I



*Submitted
to*

The Joint Secretary
Distance Education Bureau (DEB)
University Grants Commission (UGC)
35, Feroze Shah Road, New Delhi- 110 001

06.11.2023



INSTITUTE OF SCIENCE, TECHNOLOGY & ADVANCED STUDIES (VISTAS)
(Deemed to be University Estd. u/s 3 of the UGC Act, 1956)

PALLAVARAM - CHENNAI

ACCREDITED BY NAAC WITH 'A' GRADE

Marching Beyond 30 Years Successfully

INSTITUTION WITH UGC 12B STATUS

CENTRE FOR DISTANCE AND ONLINE EDUCATION

Submission of Application Form along with Annexures for starting Open & Distance Learning (ODL) and Online Learning (OL) Programmes from the Academic year 2023-2024 (February 2024 Session)

CONTENTS

S.No.	Details	Page No.
1	Covering Letter	1
2	Online Application Form for ODL & OL	2 – 36
3	Affidavit	37 – 41
4	Undertaking Cum-Declaration	42 – 43
<i>Details of Annexures:</i>		
Annexure – I	Appointment order – Director, CDOE	44 – 45
Annexure – II	Centre for Internal Quality Assurance (CIQA)	46 – 51
Annexure – III	Statutory bodies' approval (MoA, BOM & UGC)	52 – 60
Annexure – IV	12B Recognition letter	61 – 62
Annexure – V	DEB-UGC Recognition letter	63 - 65
Annexure – VI	NAAC Certificate	66 – 69
Annexure – VII	Territorial Jurisdiction	70 – 72
Annexure – VIII	Statutory bodies Approval – Proposed Programmes(ODL & OL)	73 – 77
Annexure – IX	Statutory bodies Approval-PPR, SLM & ELM	78 – 92
Annexure – X	Programme Project Report (PPR)	93 – 235
Annexure – XI	Specimen copies of Self-Learning Material for One course for each programmes	Volume-II
	SLM url Link	236 – 237
Annexure – XII	E.Learning Material (ELM)	237 – 239



VELS



INSTITUTE OF SCIENCE, TECHNOLOGY & ADVANCED STUDIES (VISTAS)

(Deemed to be University Estd. u/s 3 of the UGC Act, 1956)

PALLAVARAM - CHENNAI

ACCREDITED BY NAAC WITH 'A' GRADE

INSTITUTION WITH UGC 12B STATUS

Marching Beyond 30 Years Successfully

Dr.P.SARAVANAN, M.A., M.Phil., Ph.D.,
Registrar

VISTAS/R/DEB/055/2023

06.11.2023

To

The Joint Secretary (DEB)

Distance Education Bureau (DEB)

University Grants Commission (UGC)

35, Feroze Shah Road, New Delhi - 110001

Dear Sir,

Sub.: Forwarding – The Hard Copy of the Application Form for starting Open & Distance Learning (ODL) and Online Learning (OL) Programmes - Centre for Distance and Online Education - Vels Institute of Science, Technology and Advanced Studies (VISTAS), Deemed to be University - Reg.

Ref.: 1. UGC Notification F.No.1-1/2023 (DEB-I) dated 5th October 2023
2. The Online Application submitted on 30th October 2023

* * * * *

With reference to the above, I am herewith forwarding the Hard Copy of the Application Form for starting Open & Distance Learning (ODL) and Online Learning (OL) programmes along with Affidavit, Undertaking and Annexures.

Further, I wish to state that an amount of **Rs.1,47,500 (Rs.59,000/- for ODL & Rs.88,500/- for OL)** has been remitted through Online Payment bearing Bank Transaction Reference No. **5202852429 & 5202861104** dated **30.10.2023** towards the Processing fee for the ODL & OL programmes.

I request the UGC-DEB to accord necessary approval / permission to start Open & Distance Learning (ODL) and Online Learning (OL) programmes from 2023-2024 February 2024 session.

Thanking you,

Yours faithfully,


REGISTRAR

REGISTRAR
VELS INSTITUTE OF SCIENCE, TECHNOLOGY
& ADVANCED STUDIES (VISTAS)
Velan Nagar, P.V. Vaithiyalingam Road,
Pallavaram, Chennai-600 117.

Encl.: Hard Copy of the Application Form with necessary documents.

Campus : Velan Nagar, P.V. Vaithiyalingam Road, Pallavaram, Chennai - 600 117. INDIA.

Phone : (91-44) 2266 2500 / 2266 2501 / 2266 2502 / 2266 2503, **Fax :** (91-44) 2266 2513

Email : vels@vistas.ac.in **Website :** www.vistas.ac.in

Vel's Institute of Science, Technology & Advanced Studies (VISTAS)

HEI Profile & Administrative Information :

HEI Basic Information :

Registration ID: HEI-P-U-0491		Name of the HEI: Vel's Institute of Science, Technology & Advanced Studies (VISTAS)		Institution Type: Deemed-To-Be-University	
Year of Establishment: Jun 2008	Mode of Education: Dual Mode	City: Chennai		District: Chengalpattu	
Address_1: Velan Nagar, P.V.Vaithiyalingam Road,		Address_2: Pallavaram, Chennai		Pin Code: 600117	
Email: vels@vistas.ac.in		Telephone: 04422662501	Fax: 04422662513	State: TAMIL NADU	
Official Website of HEI: https://vistas.ac.in/	Official website for Open & Distance Learning: https://vistas.ac.in/vistas-odl/		Official website for Online Learning : https://vistas.ac.in/vistas-ol/		

HEI Authorities

Vice Chancellor

Name of the Vice Chancellor: Dr.S.Sriman Narayanan		Vice Chancellor Email: vc@vistas.ac.in	Vice Chancellor Mobile: 9962506344
Phone (Office): +914422662504	Phone (Residence): 04443042430	Highest Education Qualification: Ph.D	Experience: 37

Registrar

Name of the Registrar: Dr.P.Saravanan		Registrar Email: registrar@vistas.ac.in	Registrar Mobile: 9962506245
Phone (Office): +914422662501	Phone (Residence): 04422662503	Highest Education Qualification: Ph.D	Experience: 41

Director of Centre for Distance and Online Education (CDOE)

Name of Director of Centre for Distance and Online Education (CDOE) : Prof.P.Thiyagarajan		Email Id: director.cdoe@vistas.ac.in	Mobile No: 9445611231
Highest Education Qualification: Ph.D		Date of Joining: 17-05-2023	Appointment Letter: View

CIQA

Whether Center for Internal Quality Assurance (CIQA) is established or not : Yes

HEI Recognition

Recognition status of the HEI as per UGC Act, 1956: SECTION 3	Is HEI also recognized under 12 B: Yes
Approval of Statutory Authority: Yes	Copy of relevant page of act allowing HEI to offer the programme in Both : View

Are you recognized by UGC, DEB unde UGC(ODL) Regulations, 2017? *

Yes

Whether HEI is recognized by UGC, DEB under UGC (Online Courses or Programmes) Regulations, 2018? :-

IGNOU Recognition

Whether HEI was recognised from IGNOU DEC/DEB Prior to UGC (ODL) Regulations, 2017 :-

No

From	To	Document
------	----	----------

NAAC Details

Whether accredited by NAAC? :- Yes

Grade :- A

Score :- 3.01

Validity of NAAC :- 27-03-2024

Upload NAAC Document :- [View](#)

Year of assessment of NAAC :- 2019

Whether valid for the academic period January 2021 and onwards :- Yes

NIRF Ranking

Year :-

Ranking :- null

Year :-

Ranking :-

Year :-

Ranking :-

Territorial Jurisdiction

Information regarding Territorial Jurisdiction (For ODL only)

Territorial Jurisdiction of HEI as per its Act :- At Headquarter

Copy of Relevant Page to act: Upload :-View

Territorial Jurisdiction as per UGC (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020 :- At Headquarter

Infrastructure

Total Build-up area for Open and Distance Learning activity - Minimum 15000 sq.ft. (carpet area):

Build-up Area Type	Minimum Built up area required as per Regulations	Built-Up Area available(Carpet Area Sq. ft)	Difference	Compliance or Not
Academic	7500	8000	500	Yes
Administrative	1500	2000	500	Yes
Academic support such as Library, Reading Room, Computer Centre, Information and Communication technology labs, Video and Audio Labs etc.	4500	5000	500	Yes
Amenities or other support facilities(Excluding toilets)	1500	2000	500	Yes
Total built-up area for ODL activities	15000	17000	2000	Yes

Activity Calendar

Academic Year Planner [Programmes under yearly system]:

Srno	Name of the Activity	Tentative months schedule (specify months) during Year	
		From (Month)	To (Month)
1	Admission	NA	NA
2	Assignment Submission (if any)	NA	NA
3	Evaluation of Assignment	NA	NA
4	Examination	NA	NA
5	Declaration of Result	NA	NA
6	Re-registration	NA	NA
7	Distribution of SLM	NA	NA
8	Contact Programmes(counselling, Practicals,etc.)	NA	NA

Academic Year Planner [Programmes under Semester System]:

Srno	Name of the Activity	Tentative months schedule (specify months) during Year			
		From (Month)	To (Month)	From (Month)	To (Month)
1	Admission	Jan	Feb	Jul	Jul
2	Assignment Submission (if any)	Mar	Apr	Sep	Oct
3	Evaluation of Assignment	Mar	Apr	Oct	Nov
4	Examination	Jun	Jun	Dec	Dec
5	Declaration of Result	Jul	Jul	Jan	Jan
6	Re-registration	Jul	Jul	Jan	Jan
7	Distribution of SLM	Feb	Feb	Jul	Jul
8	Contact Programmes(counselling, Practicals,etc.)	Feb	Apr	Aug	Oct

Payment History

Sr No	Year	Session	Category	No of programme	Fee Amount	Payment Status	Bank Transaction Reference No	PaymentDate
1	2023-24	July	Programme	2	59000.00	Success	5202852429	30-10-2023
2	2023-24	July	Programme	1	88500.00	Success	5202861104	30-10-2023

Proposed Programmes

Sr No :-1

Name of Programme :-BACHELOR OF ARTS (HONS) (ECONOMICS)

Programme to be offered in	ODL
Year	2023-24
Level	UG
Academic Session	January Onwards
Entry Qualification (as per the Specification of Degrees, 2014)	10+2
Duration (as per the Specification of Degrees, 2014)	3

Sr No :-2

Name of Programme :-BACHELOR OF ARTS (HONS) (ENGLISH)

Programme to be offered in	Both
Year	2023-24
Level	UG
Academic Session	January Onwards
Entry Qualification (as per the Specification of Degrees, 2014)	10+2
Duration (as per the Specification of Degrees, 2014)	3

Additional Information

Sr No :- 1

Name of Programme :- BACHELOR OF ARTS (HONS)(ECONOMICS)

Year	2023-24
Academic system followed for proposed programme	Semester
Number of Credits	140
Whether Programme requires Practical or laboratory courses as a curricular requirement	No
Date of Approval of Statutory Authority (s) (DD-MM-YYYY) of HEI	11-10-2023
Statutory bodies approval upload	View
Whether Regulatory Authority approval is required	No
Whether Proposed programme already being taught in Conventional/ODL mode with same nomenclature	Yes
If Yes, number of years since being taught in conventional mode	7
No. of Batch passed	4

Sr No :- 2

Name of Programme :- BACHELOR OF ARTS (HONS)(ENGLISH)

Year	2023-24
Academic system followed for proposed programme	Semester
Number of Credits	140
Whether Programme requires Practical or laboratory courses as a curricular requirement	No
Date of Approval of Statutory Authority (s) (DD-MM-YYYY) of HEI	11-10-2023
Statutory bodies approval upload	View
Whether Regulatory Authority approval is required	No
Whether Proposed programme already being taught in Conventional/ODL mode with same nomenclature	Yes
If Yes, number of years since being taught in conventional mode	8
No. of Batch passed	5

Course Details

Srno	Year	Name of Programme	Total Number of Courses in the Programme	Course Details	
				Course Name	Covered Under Which Semester
1	2023-24	Arts/Humanities/Social Sciences - Bachelor of Arts (Hons) - English	23	Tamil-I	1
				English-I	1
				Social History of England-I	1
				History of English Literature-I	1
				Literary Forms	1
				Tamil-II	2
				English-IV	4
				The Modern Period	4
				Shakespeare	4
				New Literature	4
				Optional-II	4
				The Age of Milton and Neo Classicism	3
				The Romantic Age	3
				The Victorian Age	3
				Environmental Studies	3
				Optional-I	3
				Tamil-IV	4
				English-II	2
				Social History of England-II	2
				History of English Literature-II	2
				The Elizabethan Age	2
				Tamil-III	3
				English-III	3

Programme Compliance

Sr No :- 1

Name of Programme :- BACHELOR OF ARTS (HONS)(ECONOMICS)

Year	2023-24
Whether Compliance to following provision for the proposed programme under Both mode is ensured same as for conventional programme	
Entry Level Qualifications	Yes
Curriculum	Yes
Teaching-Learning Scheme	Yes
Pattern of Question Papers For End Semester Examination or Term End Examination	Yes
Pass or Fail Criteria	Yes
Whether proposed programme are being offered by the constituent colleges or Departments or Centre for Distance and Online Education	Yes
Whether Choice Based Credit System (CBCS) is being followed for conventional mode	Yes
Whether Choice Based Credit System (CBCS) will be followed for Both(ODL & OL)	Yes
Whether total Programme fee includes all components as per UGC Norms	Yes
Proposed Annual Fee (in Rs)	5000
Whether 75% attendance in Personal Contact Programme will be mandatory for the proposed programme under ODL mode. If Yes, specify in hours	Yes 45
Whether 75% attendance in all the activities of the Online programme prior to end semester examination or term-end examination	No
Whether any component of the Programme is offered as MOOCs	No

Sr No :- 2

Name of Programme :- BACHELOR OF ARTS (HONS)(ENGLISH)

Year	2023-24
Whether Compliance to following provision for the proposed programme under Both mode is ensured same as for conventional programme	
Entry Level Qualifications	Yes
Curriculum	Yes
Teaching-Learning Scheme	Yes
Pattern of Question Papers For End Semester Examination or Term End Examination	Yes
Pass or Fail Criteria	Yes
Whether proposed programme are being offered by the constituent colleges or Departments or Centre for Distance and Online Education	Yes
Whether Choice Based Credit System (CBCS) is being followed for conventional mode	Yes
Whether Choice Based Credit System (CBCS) will be followed for Both(ODL & OL)	Yes
Whether total Programme fee includes all components as per UGC Norms	Yes
Proposed Annual Fee (in Rs)	5000
Whether 75% attendance in Personal Contact Programme will be mandatory for the proposed programme under ODL mode. If Yes, specify in hours	Yes 45
Whether 75% attendance in all the activities of the Online programme prior to end semester examination or term-end examination	Yes 45
Whether any component of the Programme is offered as MOOCs	No

Mode of Evaluation

Sr No :- 1

Name of Programme :- BACHELOR OF ARTS (HONS)(ECONOMICS)

Year	2023-24
Whether Weightages to continuous assessment and end semester examinations or term end examinations as per clause mentioned in Regulations	Yes
Examination Scheme	Continuous and End-Semester
Percentage of Continuous Assessment(%)	30
Percentage of End-Semester(%)	70
Pass or Fail Criteria	40
Pass/Fail Criteria (% Pass Marks)	40
Mode of Examination	
Whether examination through Online(For ODL Programs)	No

Sr No :- 2

Name of Programme :- BACHELOR OF ARTS (HONS)(ENGLISH)

Year	2023-24
Whether Weightages to continuous assessment and end semester examinations or term end examinations as per clause mentioned in Regulations	Yes
Examination Scheme	Continuous and End-Semester
Percentage of Continuous Assessment(%)	30
Percentage of End-Semester(%)	70
Pass or Fail Criteria	40
Pass/Fail Criteria (% Pass Marks)	40
Mode of Examination	
Whether examination through Online(For ODL Programs)	No
Examination Scheme Followed by HEI(For OL Programs)	Online

PPR (Programme Project Report)

Srno	Name of Progrm	Other Details	
1	BACHELOR OF ARTS (HONS) (ECONOMICS)	Year	2023-24
		Date of Approval of PPR	18-08-2023
		Upload of PPR	View
		Upload Approval of PPR	View
		Expected outcome	To develop the competency across economic disciplines, specifically apply the essential elements of core economics principles to analyze and evaluate problems and to construct and implement solutions in the economic environment. To understand fields like statistics, mathematics and economics principles, it enhances the students to compute and assess the real situation of the economy including the size and changes of population, income pattern, nature of an extend of employment, rate of development with pattern of investments and savings, policies in relation to other countries, and social security measures adopted in the country. To demonstrate, recognize and identify Economic planning, capital market, monetary and fiscal policies and assess response options relative to the needs and interests of relevant stakeholders to address issues in a business context. To facilitate the students to go for economic decision making with mathematical and statistical concepts. To motivate the students to know about new trends in National Economy.
		Whether Programme Project Report (PPR) prepared for the Programme and approved as per Regulation 13 and Annexure V of UGC (ODL Programmes and Online Programmes) Regulations, 2020	Yes
		Whether HEI compliance to following provision for the Programme Project Report (PPR) as per Annexure V of UGC (ODL Programmes and Online Programmes) Regulations, 2020:	
		Programme's mission & objectives	Yes
		Relevance of the program with HEI's Mission and Goals	Yes
		Nature of prospective target group of learners	Yes
		Instructional Design	Yes
		Procedure for admissions, curriculum transaction and evaluation	Yes
		Requirement of the laboratory support and Library Resources	Yes
		Cost estimate of the programme and the provisions	Yes
		Quality assurance mechanism and expected programme outcomes	Yes
		Appropriateness of programme to be conducted in Open and Distance Learning mode to acquire specific skills and competence	Yes

Srno	Name of Progrm	Other Details	
2	BACHELOR OF ARTS (HONS) (ENGLISH)	Year	2023-24
		Date of Approval of PPR	22-08-2023
		Upload of PPR	View
		Upload Approval of PPR	View
		Expected outcome	To identify and understand the various literary genres such as poetry, fiction, prose, film and dramas. The students analyze contextually and comparatively how a literary text, explicitly or allegorically, represents various aspects of literature during the eras. The students demonstrate critical and analytical skills in interpreting and evaluating rhetoric of literary texts. The learners execute command of written academic English, including organizing and presenting material proficiently. They gain further research, writing, and analytical skills to be utilized in their future professional and academic endeavours.
		Whether Programme Project Report (PPR) prepared for the Programme and approved as per Regulation 13 and Annexure V of UGC (ODL Programmes and Online Programmes) Regulations, 2020	Yes
		Whether HEI compliance to following provision for the Programme Project Report (PPR) as per Annexure V of UGC (ODL Programmes and Online Programmes) Regulations, 2020:	
		Programme's mission & objectives	Yes
		Relevance of the program with HEI's Mission and Goals	Yes
		Nature of prospective target group of learners	Yes
		Instructional Design	Yes
		Procedure for admissions, curriculum transaction and evaluation	Yes
		Requirement of the laboratory support and Library Resources	Yes
		Cost estimate of the programme and the provisions	Yes
		Quality assurance mechanism and expected programme outcomes	Yes
		Appropriateness of programme to be conducted in Open and Distance Learning mode to acquire specific skills and competence	Yes

SLM (Self Learning Material)

Srno	Name of Progm	Other Details		Annexure	Details of Developments of SLM																																																	
1	BACHELOR OF ARTS (HONS) (ECONOMICS)	<table border="1"> <tr> <td data-bbox="352 120 523 170">Year</td> <td data-bbox="523 120 847 170">2023-24</td> </tr> <tr> <td data-bbox="352 170 523 327">Outline of the Syllabus</td> <td data-bbox="523 170 847 327">The students of the program will learn 35 courses including language courses and electives. The programme comprises 140 credits, 5 blocks and 20 units.</td> </tr> <tr> <td data-bbox="352 327 523 454">Whether SLM approved by Statutory Authority of HEI</td> <td data-bbox="523 327 847 454">Yes</td> </tr> <tr> <td data-bbox="352 454 523 528">Statutory bodies approval upload</td> <td data-bbox="523 454 847 528">View</td> </tr> <tr> <td data-bbox="352 528 523 602">When was it prepared</td> <td data-bbox="523 528 847 602">21-03-2023</td> </tr> <tr> <td data-bbox="352 602 523 654">Last Updated</td> <td data-bbox="523 602 847 654">30-09-2023</td> </tr> <tr> <td data-bbox="352 654 523 757">Name of the faculty who prepared SLM</td> <td data-bbox="523 654 847 757">Dr.Suvarna Raagavendaran</td> </tr> <tr> <td data-bbox="352 757 523 808">Designation</td> <td data-bbox="523 757 847 808">Assistant Professor</td> </tr> <tr> <td data-bbox="352 808 523 860">Department</td> <td data-bbox="523 808 847 860">Economics</td> </tr> <tr> <td data-bbox="352 860 523 987">Reference of Self Learning Material</td> <td data-bbox="523 860 847 987">Experienced Faculty members of VISTAS, have referred reputed books, referred journals and appropriate websites.</td> </tr> <tr> <td data-bbox="352 987 523 1090">Upload Sample SLM (Only Content Pages)</td> <td data-bbox="523 987 847 1090">View</td> </tr> <tr> <td data-bbox="352 1090 523 1135">SLM Url</td> <td data-bbox="523 1090 847 1135">https://vistas.ac.in</td> </tr> </table>	Year	2023-24	Outline of the Syllabus	The students of the program will learn 35 courses including language courses and electives. The programme comprises 140 credits, 5 blocks and 20 units.	Whether SLM approved by Statutory Authority of HEI	Yes	Statutory bodies approval upload	View	When was it prepared	21-03-2023	Last Updated	30-09-2023	Name of the faculty who prepared SLM	Dr.Suvarna Raagavendaran	Designation	Assistant Professor	Department	Economics	Reference of Self Learning Material	Experienced Faculty members of VISTAS, have referred reputed books, referred journals and appropriate websites.	Upload Sample SLM (Only Content Pages)	View	SLM Url	https://vistas.ac.in	<table border="1"> <tr> <td colspan="2" data-bbox="869 120 1193 304">Whether HEI adheres to the compliance of provisions mentioned in Annexure VI of UGC (ODL Programmes and Online Programmes) Regulations, 2020:</td> </tr> <tr> <td data-bbox="869 304 1193 356">Curriculum and Pedagogy:-Yes</td> <td data-bbox="869 356 1193 407">Print Material :-Yes</td> </tr> <tr> <td data-bbox="869 407 1193 459">Audio-Video Material :-Yes</td> <td data-bbox="869 459 1193 510">Online Material:-Yes</td> </tr> <tr> <td data-bbox="869 510 1193 562">Computer-based material:-Yes</td> <td data-bbox="869 562 1193 613">Computer Disks:-Yes</td> </tr> <tr> <td colspan="2" data-bbox="869 613 1193 797">Whether HEI adheres to the compliance of provisions mentioned in Annexure VII of UGC (ODL Programmes and Online Programmes) Regulations, 2020:</td> </tr> <tr> <td colspan="2" data-bbox="869 797 1193 871">Preparation of Learning Material:- Yes</td> </tr> <tr> <td colspan="2" data-bbox="869 871 1193 945">Preparedness of Learning Material :-Yes</td> </tr> <tr> <td colspan="2" data-bbox="869 945 1193 1072">Preparedness of SLM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020</td> </tr> <tr> <td colspan="2" data-bbox="869 1072 1193 1111">1 Year:-Yes</td> </tr> <tr> <td colspan="2" data-bbox="869 1111 1193 1149">2 Year:-Yes</td> </tr> <tr> <td colspan="2" data-bbox="869 1149 1193 1187">3 Year:-No</td> </tr> </table>	Whether HEI adheres to the compliance of provisions mentioned in Annexure VI of UGC (ODL Programmes and Online Programmes) Regulations, 2020:		Curriculum and Pedagogy:-Yes	Print Material :-Yes	Audio-Video Material :-Yes	Online Material:-Yes	Computer-based material:-Yes	Computer Disks:-Yes	Whether HEI adheres to the compliance of provisions mentioned in Annexure VII of UGC (ODL Programmes and Online Programmes) Regulations, 2020:		Preparation of Learning Material:- Yes		Preparedness of Learning Material :-Yes		Preparedness of SLM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020		1 Year:-Yes		2 Year:-Yes		3 Year:-No		<table border="1"> <tr> <td data-bbox="1212 120 1390 224">Development of SLM</td> <td data-bbox="1390 120 1484 224">In House Faculty</td> </tr> <tr> <td data-bbox="1212 224 1390 351">Percentage of SLM developed by In- House Faculty</td> <td data-bbox="1390 224 1484 351">100</td> </tr> </table>	Development of SLM	In House Faculty	Percentage of SLM developed by In- House Faculty	100
Year	2023-24																																																					
Outline of the Syllabus	The students of the program will learn 35 courses including language courses and electives. The programme comprises 140 credits, 5 blocks and 20 units.																																																					
Whether SLM approved by Statutory Authority of HEI	Yes																																																					
Statutory bodies approval upload	View																																																					
When was it prepared	21-03-2023																																																					
Last Updated	30-09-2023																																																					
Name of the faculty who prepared SLM	Dr.Suvarna Raagavendaran																																																					
Designation	Assistant Professor																																																					
Department	Economics																																																					
Reference of Self Learning Material	Experienced Faculty members of VISTAS, have referred reputed books, referred journals and appropriate websites.																																																					
Upload Sample SLM (Only Content Pages)	View																																																					
SLM Url	https://vistas.ac.in																																																					
Whether HEI adheres to the compliance of provisions mentioned in Annexure VI of UGC (ODL Programmes and Online Programmes) Regulations, 2020:																																																						
Curriculum and Pedagogy:-Yes	Print Material :-Yes																																																					
Audio-Video Material :-Yes	Online Material:-Yes																																																					
Computer-based material:-Yes	Computer Disks:-Yes																																																					
Whether HEI adheres to the compliance of provisions mentioned in Annexure VII of UGC (ODL Programmes and Online Programmes) Regulations, 2020:																																																						
Preparation of Learning Material:- Yes																																																						
Preparedness of Learning Material :-Yes																																																						
Preparedness of SLM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020																																																						
1 Year:-Yes																																																						
2 Year:-Yes																																																						
3 Year:-No																																																						
Development of SLM	In House Faculty																																																					
Percentage of SLM developed by In- House Faculty	100																																																					

Srno	Name of Progm	Other Details		Annexure	Details of Developments of SLM		
2	BACHELOR OF ARTS (HONS) (ENGLISH)	Year	2023-24	Whether HEI adheres to the compliance of provisions mentioned in Annexure VI of UGC (ODL Programmes and Online Programmes) Regulations, 2020: Curriculum and Pedagogy:-Yes Print Material :-Yes Audio-Video Material :-Yes Online Material:-Yes Computer-based material:-Yes Computer Disks:-Yes Whether HEI adheres to the compliance of provisions mentioned in Annexure VII of UGC (ODL Programmes and Online Programmes) Regulations, 2020: Preparation of Learning Material:-Yes Preparedness of Learning Material :-Yes Preparedness of SLM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020 1 Year:-Yes 2 Year:-Yes 3 Year:-No	Development of SLM	In House Faculty	
Outline of the Syllabus	The students of the program will learn 29 courses including language courses. The programme comprises 140 credits, 5 blocks and 20 units.	Whether SLM approved by Statutory Authority of HEI	Yes		Percentage of SLM developed by In- House Faculty	100	
Statutory bodies approval upload	View	When was it prepared	21-03-2023				
Last Updated	30-09-2023	Name of the faculty who prepared SLM	Dr.R.Prigya				
Designation	Assistant Professor	Department	English				
Reference of Self Learning Material	The Faculty members have referred Internationally reputed books, journals and websites.	Upload Sample SLM (Only Content Pages)	View				
SLM Url	https://vistas.ac.in						

E-Learning Material

Srno	Year	Name of Programme	Course Name	Whether E-LM approved by the statutory authority of HEI	Statutory bodies approval upload	Status of e-content readiness in Four Quadrant Form of the Courses for each of the proposed Programmes	Preparedness of ELM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020	Details ELM																								
1	2023-24	Arts/Humanities/Social Sciences - Bachelor of Arts (Hons) - English	Environmental Studies	Yes	View	<table border="1"> <thead> <tr> <th></th> <th>No. of Module/ units</th> <th>Ready out of total modules/ units in four Quadrant</th> </tr> </thead> <tbody> <tr> <td>Quad I</td> <td>10</td> <td>10</td> </tr> <tr> <td>Quad II</td> <td>10</td> <td>10</td> </tr> <tr> <td>Quad III</td> <td>10</td> <td>10</td> </tr> <tr> <td>Quad IV</td> <td>10</td> <td>10</td> </tr> </tbody> </table>		No. of Module/ units	Ready out of total modules/ units in four Quadrant	Quad I	10	10	Quad II	10	10	Quad III	10	10	Quad IV	10	10	<table border="1"> <tbody> <tr> <td>Preparedness of ELM (Semester 1) :- Yes</td> <td rowspan="8"> Development of ELM : Percentage of ELM developed by In- House Faculty </td> <td rowspan="8"> In House Faculty 100 </td> </tr> <tr> <td>Preparedness of ELM (Semester 2) :- Yes</td> </tr> <tr> <td>Preparedness of ELM (Semester 3) :- Yes</td> </tr> <tr> <td>Preparedness of ELM (Semester 4) :- No</td> </tr> <tr> <td>Preparedness of ELM (Semester 5) :- No</td> </tr> <tr> <td>Preparedness of ELM (Semester 6) :- No</td> </tr> <tr> <td>Preparedness of ELM (Semester 7) :- Not applicable</td> </tr> <tr> <td>Preparedness of ELM (Semester 8) :- Not applicable</td> </tr> </tbody> </table>	Preparedness of ELM (Semester 1) :- Yes	Development of ELM : Percentage of ELM developed by In- House Faculty	In House Faculty 100	Preparedness of ELM (Semester 2) :- Yes	Preparedness of ELM (Semester 3) :- Yes	Preparedness of ELM (Semester 4) :- No	Preparedness of ELM (Semester 5) :- No	Preparedness of ELM (Semester 6) :- No	Preparedness of ELM (Semester 7) :- Not applicable	Preparedness of ELM (Semester 8) :- Not applicable
	No. of Module/ units	Ready out of total modules/ units in four Quadrant																														
Quad I	10	10																														
Quad II	10	10																														
Quad III	10	10																														
Quad IV	10	10																														
Preparedness of ELM (Semester 1) :- Yes	Development of ELM : Percentage of ELM developed by In- House Faculty	In House Faculty 100																														
Preparedness of ELM (Semester 2) :- Yes																																
Preparedness of ELM (Semester 3) :- Yes																																
Preparedness of ELM (Semester 4) :- No																																
Preparedness of ELM (Semester 5) :- No																																
Preparedness of ELM (Semester 6) :- No																																
Preparedness of ELM (Semester 7) :- Not applicable																																
Preparedness of ELM (Semester 8) :- Not applicable																																

Srno	Year	Name of Programme	Course Name	Whether E-LM approved by the statutory authority of HEI	Statutory bodies approval upload	Status of e-content readiness in Four Quadrant Form of the Courses for each of the proposed Programmes	Preparedness of ELM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020	Details ELM																								
2	2023-24	Arts/Humanities/Social Sciences - Bachelor of Arts (Hons) - English	The Victorian Age	Yes	View	<table border="1"> <thead> <tr> <th></th> <th>No. of Module/units</th> <th>Ready out of total modules/units in four Quadrant</th> </tr> </thead> <tbody> <tr> <td>Quad I</td> <td>16</td> <td>16</td> </tr> <tr> <td>Quad II</td> <td>16</td> <td>16</td> </tr> <tr> <td>Quad III</td> <td>16</td> <td>16</td> </tr> <tr> <td>Quad IV</td> <td>16</td> <td>16</td> </tr> </tbody> </table>		No. of Module/units	Ready out of total modules/units in four Quadrant	Quad I	16	16	Quad II	16	16	Quad III	16	16	Quad IV	16	16	<table border="1"> <tbody> <tr> <td>Preparedness of ELM (Semester 1) :- Yes</td> <td rowspan="8"> Development of ELM : Percentage of ELM developed by In- House Faculty </td> <td rowspan="8"> In House Faculty 100 </td> </tr> <tr> <td>Preparedness of ELM (Semester 2) :- Yes</td> </tr> <tr> <td>Preparedness of ELM (Semester 3) :- Yes</td> </tr> <tr> <td>Preparedness of ELM (Semester 4) :- No</td> </tr> <tr> <td>Preparedness of ELM (Semester 5) :- No</td> </tr> <tr> <td>Preparedness of ELM (Semester 6) :- No</td> </tr> <tr> <td>Preparedness of ELM (Semester 7) :- Not applicable</td> </tr> <tr> <td>Preparedness of ELM (Semester 8) :- Not applicable</td> </tr> </tbody> </table>	Preparedness of ELM (Semester 1) :- Yes	Development of ELM : Percentage of ELM developed by In- House Faculty	In House Faculty 100	Preparedness of ELM (Semester 2) :- Yes	Preparedness of ELM (Semester 3) :- Yes	Preparedness of ELM (Semester 4) :- No	Preparedness of ELM (Semester 5) :- No	Preparedness of ELM (Semester 6) :- No	Preparedness of ELM (Semester 7) :- Not applicable	Preparedness of ELM (Semester 8) :- Not applicable
	No. of Module/units	Ready out of total modules/units in four Quadrant																														
Quad I	16	16																														
Quad II	16	16																														
Quad III	16	16																														
Quad IV	16	16																														
Preparedness of ELM (Semester 1) :- Yes	Development of ELM : Percentage of ELM developed by In- House Faculty	In House Faculty 100																														
Preparedness of ELM (Semester 2) :- Yes																																
Preparedness of ELM (Semester 3) :- Yes																																
Preparedness of ELM (Semester 4) :- No																																
Preparedness of ELM (Semester 5) :- No																																
Preparedness of ELM (Semester 6) :- No																																
Preparedness of ELM (Semester 7) :- Not applicable																																
Preparedness of ELM (Semester 8) :- Not applicable																																

Srno	Year	Name of Programme	Course Name	Whether E-LM approved by the statutory authority of HEI	Statutory bodies approval upload	Status of e-content readiness in Four Quadrant Form of the Courses for each of the proposed Programmes	Preparedness of ELM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020	Details ELM																																					
								Development of ELM :	In House Faculty																																				
3	2023-24	Arts/Humanities/Social Sciences - Bachelor of Arts (Hons) - English	The Romantic Age	Yes	View	<table border="1"> <thead> <tr> <th></th> <th>No. of Module/ units</th> <th>Ready out of total modules/ units in four Quadrant</th> </tr> </thead> <tbody> <tr> <td>Quad I</td> <td>16</td> <td>16</td> </tr> <tr> <td>Quad II</td> <td>16</td> <td>16</td> </tr> <tr> <td>Quad III</td> <td>16</td> <td>16</td> </tr> <tr> <td>Quad IV</td> <td>16</td> <td>16</td> </tr> </tbody> </table>		No. of Module/ units	Ready out of total modules/ units in four Quadrant	Quad I	16	16	Quad II	16	16	Quad III	16	16	Quad IV	16	16	<table border="1"> <tbody> <tr> <td>Preparedness of ELM (Semester 1) :- Yes</td> <td rowspan="2">Percentage of ELM developed by In- House Faculty</td> <td rowspan="2">100</td> </tr> <tr> <td>Preparedness of ELM (Semester 2) :- Yes</td> </tr> <tr> <td>Preparedness of ELM (Semester 3) :- Yes</td> <td></td> <td></td> </tr> <tr> <td>Preparedness of ELM (Semester 4) :- No</td> <td></td> <td></td> </tr> <tr> <td>Preparedness of ELM (Semester 5) :- No</td> <td></td> <td></td> </tr> <tr> <td>Preparedness of ELM (Semester 6) :- No</td> <td></td> <td></td> </tr> <tr> <td>Preparedness of ELM (Semester 7) :- Not applicable</td> <td></td> <td></td> </tr> <tr> <td>Preparedness of ELM (Semester 8) :- Not applicable</td> <td></td> <td></td> </tr> </tbody> </table>	Preparedness of ELM (Semester 1) :- Yes	Percentage of ELM developed by In- House Faculty	100	Preparedness of ELM (Semester 2) :- Yes	Preparedness of ELM (Semester 3) :- Yes			Preparedness of ELM (Semester 4) :- No			Preparedness of ELM (Semester 5) :- No			Preparedness of ELM (Semester 6) :- No			Preparedness of ELM (Semester 7) :- Not applicable			Preparedness of ELM (Semester 8) :- Not applicable			
	No. of Module/ units	Ready out of total modules/ units in four Quadrant																																											
Quad I	16	16																																											
Quad II	16	16																																											
Quad III	16	16																																											
Quad IV	16	16																																											
Preparedness of ELM (Semester 1) :- Yes	Percentage of ELM developed by In- House Faculty	100																																											
Preparedness of ELM (Semester 2) :- Yes																																													
Preparedness of ELM (Semester 3) :- Yes																																													
Preparedness of ELM (Semester 4) :- No																																													
Preparedness of ELM (Semester 5) :- No																																													
Preparedness of ELM (Semester 6) :- No																																													
Preparedness of ELM (Semester 7) :- Not applicable																																													
Preparedness of ELM (Semester 8) :- Not applicable																																													

Srno	Year	Name of Programme	Course Name	Whether E-LM approved by the statutory authority of HEI	Statutory bodies approval upload	Status of e-content readiness in Four Quadrant Form of the Courses for each of the proposed Programmes	Preparedness of ELM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020	Details ELM		
								Development of ELM :	In House Faculty	
4	2023-24	Arts/Humanities/Social Sciences - Bachelor of Arts (Hons) - English	The Age of Milton and Neo Classicism	Yes	View			Preparedness of ELM (Semester 1) :- Yes	100	
								Preparedness of ELM (Semester 2) :- Yes		
						Quad I	16	16		Preparedness of ELM (Semester 3) :- Yes
						Quad II	16	16		Preparedness of ELM (Semester 4) :- No
						Quad III	16	16		Preparedness of ELM (Semester 5) :- No
						Quad IV	16	16		Preparedness of ELM (Semester 6) :- No
										Preparedness of ELM (Semester 7) :- Not applicable
										Preparedness of ELM (Semester 8) :- Not applicable

Srno	Year	Name of Programme	Course Name	Whether E-LM approved by the statutory authority of HEI	Statutory bodies approval upload	Status of e-content readiness in Four Quadrant Form of the Courses for each of the proposed Programmes	Preparedness of ELM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020	Details ELM																								
5	2023-24	Arts/Humanities/Social Sciences - Bachelor of Arts (Hons) - English	English-III	Yes	View	<table border="1"> <thead> <tr> <th></th> <th>No. of Module/ units</th> <th>Ready out of total modules/ units in four Quadrant</th> </tr> </thead> <tbody> <tr> <td>Quad I</td> <td>20</td> <td>20</td> </tr> <tr> <td>Quad II</td> <td>20</td> <td>20</td> </tr> <tr> <td>Quad III</td> <td>20</td> <td>20</td> </tr> <tr> <td>Quad IV</td> <td>20</td> <td>20</td> </tr> </tbody> </table>		No. of Module/ units	Ready out of total modules/ units in four Quadrant	Quad I	20	20	Quad II	20	20	Quad III	20	20	Quad IV	20	20	<table border="1"> <tbody> <tr> <td>Preparedness of ELM (Semester 1) :- Yes</td> <td rowspan="8"> Development of ELM : Percentage of ELM developed by In- House Faculty </td> <td rowspan="8"> In House Faculty 100 </td> </tr> <tr> <td>Preparedness of ELM (Semester 2) :- Yes</td> </tr> <tr> <td>Preparedness of ELM (Semester 3) :- Yes</td> </tr> <tr> <td>Preparedness of ELM (Semester 4) :- No</td> </tr> <tr> <td>Preparedness of ELM (Semester 5) :- No</td> </tr> <tr> <td>Preparedness of ELM (Semester 6) :- No</td> </tr> <tr> <td>Preparedness of ELM (Semester 7) :- Not applicable</td> </tr> <tr> <td>Preparedness of ELM (Semester 8) :- Not applicable</td> </tr> </tbody> </table>	Preparedness of ELM (Semester 1) :- Yes	Development of ELM : Percentage of ELM developed by In- House Faculty	In House Faculty 100	Preparedness of ELM (Semester 2) :- Yes	Preparedness of ELM (Semester 3) :- Yes	Preparedness of ELM (Semester 4) :- No	Preparedness of ELM (Semester 5) :- No	Preparedness of ELM (Semester 6) :- No	Preparedness of ELM (Semester 7) :- Not applicable	Preparedness of ELM (Semester 8) :- Not applicable
	No. of Module/ units	Ready out of total modules/ units in four Quadrant																														
Quad I	20	20																														
Quad II	20	20																														
Quad III	20	20																														
Quad IV	20	20																														
Preparedness of ELM (Semester 1) :- Yes	Development of ELM : Percentage of ELM developed by In- House Faculty	In House Faculty 100																														
Preparedness of ELM (Semester 2) :- Yes																																
Preparedness of ELM (Semester 3) :- Yes																																
Preparedness of ELM (Semester 4) :- No																																
Preparedness of ELM (Semester 5) :- No																																
Preparedness of ELM (Semester 6) :- No																																
Preparedness of ELM (Semester 7) :- Not applicable																																
Preparedness of ELM (Semester 8) :- Not applicable																																

Srno	Year	Name of Programme	Course Name	Whether E-LM approved by the statutory authority of HEI	Statutory bodies approval upload	Status of e-content readiness in Four Quadrant Form of the Courses for each of the proposed Programmes	Preparedness of ELM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020	Details ELM																																				
								Development of ELM :	In House Faculty																																			
6	2023-24	Arts/Humanities/Social Sciences - Bachelor of Arts (Hons) - English	Tamil-III	Yes	View	<table border="1"> <thead> <tr> <th></th> <th>No. of Module/ units</th> <th>Ready out of total modules/ units in four Quadrant</th> </tr> </thead> <tbody> <tr> <td>Quad I</td> <td>14</td> <td>14</td> </tr> <tr> <td>Quad II</td> <td>14</td> <td>14</td> </tr> <tr> <td>Quad III</td> <td>14</td> <td>14</td> </tr> <tr> <td>Quad IV</td> <td>14</td> <td>14</td> </tr> </tbody> </table>		No. of Module/ units	Ready out of total modules/ units in four Quadrant	Quad I	14	14	Quad II	14	14	Quad III	14	14	Quad IV	14	14	<table border="1"> <tbody> <tr> <td>Preparedness of ELM (Semester 1) :- Yes</td> <td rowspan="2">Percentage of ELM developed by In- House Faculty</td> <td rowspan="2">100</td> </tr> <tr> <td>Preparedness of ELM (Semester 2) :- Yes</td> </tr> <tr> <td>Preparedness of ELM (Semester 3) :- Yes</td> <td></td> <td></td> </tr> <tr> <td>Preparedness of ELM (Semester 4) :- No</td> <td></td> <td></td> </tr> <tr> <td>Preparedness of ELM (Semester 5) :- No</td> <td></td> <td></td> </tr> <tr> <td>Preparedness of ELM (Semester 6) :- No</td> <td></td> <td></td> </tr> <tr> <td>Preparedness of ELM (Semester 7) :- Not applicable</td> <td></td> <td></td> </tr> <tr> <td>Preparedness of ELM (Semester 8) :- Not applicable</td> <td></td> <td></td> </tr> </tbody> </table>	Preparedness of ELM (Semester 1) :- Yes	Percentage of ELM developed by In- House Faculty	100	Preparedness of ELM (Semester 2) :- Yes	Preparedness of ELM (Semester 3) :- Yes			Preparedness of ELM (Semester 4) :- No			Preparedness of ELM (Semester 5) :- No			Preparedness of ELM (Semester 6) :- No			Preparedness of ELM (Semester 7) :- Not applicable			Preparedness of ELM (Semester 8) :- Not applicable		
	No. of Module/ units	Ready out of total modules/ units in four Quadrant																																										
Quad I	14	14																																										
Quad II	14	14																																										
Quad III	14	14																																										
Quad IV	14	14																																										
Preparedness of ELM (Semester 1) :- Yes	Percentage of ELM developed by In- House Faculty	100																																										
Preparedness of ELM (Semester 2) :- Yes																																												
Preparedness of ELM (Semester 3) :- Yes																																												
Preparedness of ELM (Semester 4) :- No																																												
Preparedness of ELM (Semester 5) :- No																																												
Preparedness of ELM (Semester 6) :- No																																												
Preparedness of ELM (Semester 7) :- Not applicable																																												
Preparedness of ELM (Semester 8) :- Not applicable																																												

Srno	Year	Name of Programme	Course Name	Whether E-LM approved by the statutory authority of HEI	Statutory bodies approval upload	Status of e-content readiness in Four Quadrant Form of the Courses for each of the proposed Programmes	Preparedness of ELM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020	Details ELM																														
								Development of ELM :	In House Faculty																													
7	2023-24	Arts/Humanities/Social Sciences - Bachelor of Arts (Hons) - English	The Elizabethan Age	Yes	View	<table border="1"> <thead> <tr> <th></th> <th>No. of Module/ units</th> <th>Ready out of total modules/ units in four Quadrant</th> </tr> </thead> <tbody> <tr> <td>Quad I</td> <td>16</td> <td>16</td> </tr> <tr> <td>Quad II</td> <td>16</td> <td>16</td> </tr> <tr> <td>Quad III</td> <td>16</td> <td>16</td> </tr> <tr> <td>Quad IV</td> <td>16</td> <td>16</td> </tr> </tbody> </table>		No. of Module/ units	Ready out of total modules/ units in four Quadrant	Quad I	16	16	Quad II	16	16	Quad III	16	16	Quad IV	16	16	<table border="1"> <tbody> <tr> <td>Preparedness of ELM (Semester 1) :- Yes</td> <td rowspan="2">100</td> </tr> <tr> <td>Preparedness of ELM (Semester 2) :- Yes</td> </tr> <tr> <td>Preparedness of ELM (Semester 3) :- Yes</td> <td></td> </tr> <tr> <td>Preparedness of ELM (Semester 4) :- No</td> <td></td> </tr> <tr> <td>Preparedness of ELM (Semester 5) :- No</td> <td></td> </tr> <tr> <td>Preparedness of ELM (Semester 6) :- No</td> <td></td> </tr> <tr> <td>Preparedness of ELM (Semester 7) :- Not applicable</td> <td></td> </tr> <tr> <td>Preparedness of ELM (Semester 8) :- Not applicable</td> <td></td> </tr> </tbody> </table>	Preparedness of ELM (Semester 1) :- Yes	100	Preparedness of ELM (Semester 2) :- Yes	Preparedness of ELM (Semester 3) :- Yes		Preparedness of ELM (Semester 4) :- No		Preparedness of ELM (Semester 5) :- No		Preparedness of ELM (Semester 6) :- No		Preparedness of ELM (Semester 7) :- Not applicable		Preparedness of ELM (Semester 8) :- Not applicable		
	No. of Module/ units	Ready out of total modules/ units in four Quadrant																																				
Quad I	16	16																																				
Quad II	16	16																																				
Quad III	16	16																																				
Quad IV	16	16																																				
Preparedness of ELM (Semester 1) :- Yes	100																																					
Preparedness of ELM (Semester 2) :- Yes																																						
Preparedness of ELM (Semester 3) :- Yes																																						
Preparedness of ELM (Semester 4) :- No																																						
Preparedness of ELM (Semester 5) :- No																																						
Preparedness of ELM (Semester 6) :- No																																						
Preparedness of ELM (Semester 7) :- Not applicable																																						
Preparedness of ELM (Semester 8) :- Not applicable																																						

Srno	Year	Name of Programme	Course Name	Whether E-LM approved by the statutory authority of HEI	Statutory bodies approval upload	Status of e-content readiness in Four Quadrant Form of the Courses for each of the proposed Programmes	Preparedness of ELM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020	Details ELM																														
								Development of ELM :	In House Faculty																													
8	2023-24	Arts/Humanities/Social Sciences - Bachelor of Arts (Hons) - English	History of English Literature-II	Yes	View	<table border="1"> <thead> <tr> <th></th> <th>No. of Module/ units</th> <th>Ready out of total modules/ units in four Quadrant</th> </tr> </thead> <tbody> <tr> <td>Quad I</td> <td>16</td> <td>16</td> </tr> <tr> <td>Quad II</td> <td>16</td> <td>16</td> </tr> <tr> <td>Quad III</td> <td>16</td> <td>16</td> </tr> <tr> <td>Quad IV</td> <td>16</td> <td>16</td> </tr> </tbody> </table>		No. of Module/ units	Ready out of total modules/ units in four Quadrant	Quad I	16	16	Quad II	16	16	Quad III	16	16	Quad IV	16	16	<table border="1"> <tbody> <tr> <td>Preparedness of ELM (Semester 1) :- Yes</td> <td rowspan="2">100</td> </tr> <tr> <td>Preparedness of ELM (Semester 2) :- Yes</td> </tr> <tr> <td>Preparedness of ELM (Semester 3) :- Yes</td> <td></td> </tr> <tr> <td>Preparedness of ELM (Semester 4) :- No</td> <td></td> </tr> <tr> <td>Preparedness of ELM (Semester 5) :- No</td> <td></td> </tr> <tr> <td>Preparedness of ELM (Semester 6) :- No</td> <td></td> </tr> <tr> <td>Preparedness of ELM (Semester 7) :- Not applicable</td> <td></td> </tr> <tr> <td>Preparedness of ELM (Semester 8) :- Not applicable</td> <td></td> </tr> </tbody> </table>	Preparedness of ELM (Semester 1) :- Yes	100	Preparedness of ELM (Semester 2) :- Yes	Preparedness of ELM (Semester 3) :- Yes		Preparedness of ELM (Semester 4) :- No		Preparedness of ELM (Semester 5) :- No		Preparedness of ELM (Semester 6) :- No		Preparedness of ELM (Semester 7) :- Not applicable		Preparedness of ELM (Semester 8) :- Not applicable		
	No. of Module/ units	Ready out of total modules/ units in four Quadrant																																				
Quad I	16	16																																				
Quad II	16	16																																				
Quad III	16	16																																				
Quad IV	16	16																																				
Preparedness of ELM (Semester 1) :- Yes	100																																					
Preparedness of ELM (Semester 2) :- Yes																																						
Preparedness of ELM (Semester 3) :- Yes																																						
Preparedness of ELM (Semester 4) :- No																																						
Preparedness of ELM (Semester 5) :- No																																						
Preparedness of ELM (Semester 6) :- No																																						
Preparedness of ELM (Semester 7) :- Not applicable																																						
Preparedness of ELM (Semester 8) :- Not applicable																																						

Srno	Year	Name of Programme	Course Name	Whether E-LM approved by the statutory authority of HEI	Statutory bodies approval upload	Status of e-content readiness in Four Quadrant Form of the Courses for each of the proposed Programmes	Preparedness of ELM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020	Details ELM																																					
								Development of ELM :	In House Faculty																																				
9	2023-24	Arts/Humanities/Social Sciences - Bachelor of Arts (Hons) - English	Social History of England-II	Yes	View	<table border="1"> <thead> <tr> <th></th> <th>No. of Module/ units</th> <th>Ready out of total modules/ units in four Quadrant</th> </tr> </thead> <tbody> <tr> <td>Quad I</td> <td>16</td> <td>16</td> </tr> <tr> <td>Quad II</td> <td>16</td> <td>16</td> </tr> <tr> <td>Quad III</td> <td>16</td> <td>16</td> </tr> <tr> <td>Quad IV</td> <td>16</td> <td>16</td> </tr> </tbody> </table>		No. of Module/ units	Ready out of total modules/ units in four Quadrant	Quad I	16	16	Quad II	16	16	Quad III	16	16	Quad IV	16	16	<table border="1"> <tbody> <tr> <td>Preparedness of ELM (Semester 1) :- Yes</td> <td rowspan="2">Percentage of ELM developed by In- House Faculty</td> <td rowspan="2">100</td> </tr> <tr> <td>Preparedness of ELM (Semester 2) :- Yes</td> </tr> <tr> <td>Preparedness of ELM (Semester 3) :- Yes</td> <td></td> <td></td> </tr> <tr> <td>Preparedness of ELM (Semester 4) :- No</td> <td></td> <td></td> </tr> <tr> <td>Preparedness of ELM (Semester 5) :- No</td> <td></td> <td></td> </tr> <tr> <td>Preparedness of ELM (Semester 6) :- No</td> <td></td> <td></td> </tr> <tr> <td>Preparedness of ELM (Semester 7) :- Not applicable</td> <td></td> <td></td> </tr> <tr> <td>Preparedness of ELM (Semester 8) :- Not applicable</td> <td></td> <td></td> </tr> </tbody> </table>	Preparedness of ELM (Semester 1) :- Yes	Percentage of ELM developed by In- House Faculty	100	Preparedness of ELM (Semester 2) :- Yes	Preparedness of ELM (Semester 3) :- Yes			Preparedness of ELM (Semester 4) :- No			Preparedness of ELM (Semester 5) :- No			Preparedness of ELM (Semester 6) :- No			Preparedness of ELM (Semester 7) :- Not applicable			Preparedness of ELM (Semester 8) :- Not applicable			
	No. of Module/ units	Ready out of total modules/ units in four Quadrant																																											
Quad I	16	16																																											
Quad II	16	16																																											
Quad III	16	16																																											
Quad IV	16	16																																											
Preparedness of ELM (Semester 1) :- Yes	Percentage of ELM developed by In- House Faculty	100																																											
Preparedness of ELM (Semester 2) :- Yes																																													
Preparedness of ELM (Semester 3) :- Yes																																													
Preparedness of ELM (Semester 4) :- No																																													
Preparedness of ELM (Semester 5) :- No																																													
Preparedness of ELM (Semester 6) :- No																																													
Preparedness of ELM (Semester 7) :- Not applicable																																													
Preparedness of ELM (Semester 8) :- Not applicable																																													

Srno	Year	Name of Programme	Course Name	Whether E-LM approved by the statutory authority of HEI	Statutory bodies approval upload	Status of e-content readiness in Four Quadrant Form of the Courses for each of the proposed Programmes	Preparedness of ELM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020	Details ELM																																					
								Development of ELM :	In House Faculty																																				
10	2023-24	Arts/Humanities/Social Sciences - Bachelor of Arts (Hons) - English	English-II	Yes	View	<table border="1"> <thead> <tr> <th></th> <th>No. of Module/ units</th> <th>Ready out of total modules/ units in four Quadrant</th> </tr> </thead> <tbody> <tr> <td>Quad I</td> <td>20</td> <td>20</td> </tr> <tr> <td>Quad II</td> <td>20</td> <td>20</td> </tr> <tr> <td>Quad III</td> <td>20</td> <td>20</td> </tr> <tr> <td>Quad IV</td> <td>20</td> <td>20</td> </tr> </tbody> </table>		No. of Module/ units	Ready out of total modules/ units in four Quadrant	Quad I	20	20	Quad II	20	20	Quad III	20	20	Quad IV	20	20	<table border="1"> <tbody> <tr> <td>Preparedness of ELM (Semester 1) :- Yes</td> <td rowspan="2">Percentage of ELM developed by In- House Faculty</td> <td rowspan="2">100</td> </tr> <tr> <td>Preparedness of ELM (Semester 2) :- Yes</td> </tr> <tr> <td>Preparedness of ELM (Semester 3) :- Yes</td> <td></td> <td></td> </tr> <tr> <td>Preparedness of ELM (Semester 4) :- No</td> <td></td> <td></td> </tr> <tr> <td>Preparedness of ELM (Semester 5) :- No</td> <td></td> <td></td> </tr> <tr> <td>Preparedness of ELM (Semester 6) :- No</td> <td></td> <td></td> </tr> <tr> <td>Preparedness of ELM (Semester 7) :- Not applicable</td> <td></td> <td></td> </tr> <tr> <td>Preparedness of ELM (Semester 8) :- Not applicable</td> <td></td> <td></td> </tr> </tbody> </table>	Preparedness of ELM (Semester 1) :- Yes	Percentage of ELM developed by In- House Faculty	100	Preparedness of ELM (Semester 2) :- Yes	Preparedness of ELM (Semester 3) :- Yes			Preparedness of ELM (Semester 4) :- No			Preparedness of ELM (Semester 5) :- No			Preparedness of ELM (Semester 6) :- No			Preparedness of ELM (Semester 7) :- Not applicable			Preparedness of ELM (Semester 8) :- Not applicable			
	No. of Module/ units	Ready out of total modules/ units in four Quadrant																																											
Quad I	20	20																																											
Quad II	20	20																																											
Quad III	20	20																																											
Quad IV	20	20																																											
Preparedness of ELM (Semester 1) :- Yes	Percentage of ELM developed by In- House Faculty	100																																											
Preparedness of ELM (Semester 2) :- Yes																																													
Preparedness of ELM (Semester 3) :- Yes																																													
Preparedness of ELM (Semester 4) :- No																																													
Preparedness of ELM (Semester 5) :- No																																													
Preparedness of ELM (Semester 6) :- No																																													
Preparedness of ELM (Semester 7) :- Not applicable																																													
Preparedness of ELM (Semester 8) :- Not applicable																																													

Srno	Year	Name of Programme	Course Name	Whether E-LM approved by the statutory authority of HEI	Statutory bodies approval upload	Status of e-content readiness in Four Quadrant Form of the Courses for each of the proposed Programmes	Preparedness of ELM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020	Details ELM																																					
								Development of ELM :	In House Faculty																																				
11	2023-24	Arts/Humanities/Social Sciences - Bachelor of Arts (Hons) - English	Tamil-II	Yes	View	<table border="1"> <thead> <tr> <th></th> <th>No. of Module/ units</th> <th>Ready out of total modules/ units in four Quadrant</th> </tr> </thead> <tbody> <tr> <td>Quad I</td> <td>18</td> <td>18</td> </tr> <tr> <td>Quad II</td> <td>18</td> <td>18</td> </tr> <tr> <td>Quad III</td> <td>18</td> <td>18</td> </tr> <tr> <td>Quad IV</td> <td>18</td> <td>18</td> </tr> </tbody> </table>		No. of Module/ units	Ready out of total modules/ units in four Quadrant	Quad I	18	18	Quad II	18	18	Quad III	18	18	Quad IV	18	18	<table border="1"> <tbody> <tr> <td>Preparedness of ELM (Semester 1) :- Yes</td> <td rowspan="2">Percentage of ELM developed by In- House Faculty</td> <td rowspan="2">100</td> </tr> <tr> <td>Preparedness of ELM (Semester 2) :- Yes</td> </tr> <tr> <td>Preparedness of ELM (Semester 3) :- Yes</td> <td></td> <td></td> </tr> <tr> <td>Preparedness of ELM (Semester 4) :- No</td> <td></td> <td></td> </tr> <tr> <td>Preparedness of ELM (Semester 5) :- No</td> <td></td> <td></td> </tr> <tr> <td>Preparedness of ELM (Semester 6) :- No</td> <td></td> <td></td> </tr> <tr> <td>Preparedness of ELM (Semester 7) :- Not applicable</td> <td></td> <td></td> </tr> <tr> <td>Preparedness of ELM (Semester 8) :- Not applicable</td> <td></td> <td></td> </tr> </tbody> </table>	Preparedness of ELM (Semester 1) :- Yes	Percentage of ELM developed by In- House Faculty	100	Preparedness of ELM (Semester 2) :- Yes	Preparedness of ELM (Semester 3) :- Yes			Preparedness of ELM (Semester 4) :- No			Preparedness of ELM (Semester 5) :- No			Preparedness of ELM (Semester 6) :- No			Preparedness of ELM (Semester 7) :- Not applicable			Preparedness of ELM (Semester 8) :- Not applicable			
	No. of Module/ units	Ready out of total modules/ units in four Quadrant																																											
Quad I	18	18																																											
Quad II	18	18																																											
Quad III	18	18																																											
Quad IV	18	18																																											
Preparedness of ELM (Semester 1) :- Yes	Percentage of ELM developed by In- House Faculty	100																																											
Preparedness of ELM (Semester 2) :- Yes																																													
Preparedness of ELM (Semester 3) :- Yes																																													
Preparedness of ELM (Semester 4) :- No																																													
Preparedness of ELM (Semester 5) :- No																																													
Preparedness of ELM (Semester 6) :- No																																													
Preparedness of ELM (Semester 7) :- Not applicable																																													
Preparedness of ELM (Semester 8) :- Not applicable																																													

Srno	Year	Name of Programme	Course Name	Whether E-LM approved by the statutory authority of HEI	Statutory bodies approval upload	Status of e-content readiness in Four Quadrant Form of the Courses for each of the proposed Programmes	Preparedness of ELM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020	Details ELM																								
								Development of ELM :	In House Faculty																							
12	2023-24	Arts/Humanities/Social Sciences - Bachelor of Arts (Hons) - English	Literary Forms	Yes	View	<table border="1"> <thead> <tr> <th></th> <th>No. of Module/ units</th> <th>Ready out of total modules/ units in four Quadrant</th> </tr> </thead> <tbody> <tr> <td>Quad I</td> <td>20</td> <td>20</td> </tr> <tr> <td>Quad II</td> <td>20</td> <td>20</td> </tr> <tr> <td>Quad III</td> <td>20</td> <td>20</td> </tr> <tr> <td>Quad IV</td> <td>20</td> <td>20</td> </tr> </tbody> </table>		No. of Module/ units	Ready out of total modules/ units in four Quadrant	Quad I	20	20	Quad II	20	20	Quad III	20	20	Quad IV	20	20	<table border="1"> <tbody> <tr> <td>Preparedness of ELM (Semester 1) :- Yes</td> <td rowspan="8">100</td> </tr> <tr> <td>Preparedness of ELM (Semester 2) :- Yes</td> </tr> <tr> <td>Preparedness of ELM (Semester 3) :- Yes</td> </tr> <tr> <td>Preparedness of ELM (Semester 4) :- No</td> </tr> <tr> <td>Preparedness of ELM (Semester 5) :- No</td> </tr> <tr> <td>Preparedness of ELM (Semester 6) :- No</td> </tr> <tr> <td>Preparedness of ELM (Semester 7) :- Not applicable</td> </tr> <tr> <td>Preparedness of ELM (Semester 8) :- Not applicable</td> </tr> </tbody> </table>	Preparedness of ELM (Semester 1) :- Yes	100	Preparedness of ELM (Semester 2) :- Yes	Preparedness of ELM (Semester 3) :- Yes	Preparedness of ELM (Semester 4) :- No	Preparedness of ELM (Semester 5) :- No	Preparedness of ELM (Semester 6) :- No	Preparedness of ELM (Semester 7) :- Not applicable	Preparedness of ELM (Semester 8) :- Not applicable	
	No. of Module/ units	Ready out of total modules/ units in four Quadrant																														
Quad I	20	20																														
Quad II	20	20																														
Quad III	20	20																														
Quad IV	20	20																														
Preparedness of ELM (Semester 1) :- Yes	100																															
Preparedness of ELM (Semester 2) :- Yes																																
Preparedness of ELM (Semester 3) :- Yes																																
Preparedness of ELM (Semester 4) :- No																																
Preparedness of ELM (Semester 5) :- No																																
Preparedness of ELM (Semester 6) :- No																																
Preparedness of ELM (Semester 7) :- Not applicable																																
Preparedness of ELM (Semester 8) :- Not applicable																																

Srno	Year	Name of Programme	Course Name	Whether E-LM approved by the statutory authority of HEI	Statutory bodies approval upload	Status of e-content readiness in Four Quadrant Form of the Courses for each of the proposed Programmes	Preparedness of ELM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020	Details ELM																								
13	2023-24	Arts/Humanities/Social Sciences - Bachelor of Arts (Hons) - English	History of English Literature-I	Yes	View	<table border="1"> <thead> <tr> <th></th> <th>No. of Module/ units</th> <th>Ready out of total modules/ units in four Quadrant</th> </tr> </thead> <tbody> <tr> <td>Quad I</td> <td>20</td> <td>20</td> </tr> <tr> <td>Quad II</td> <td>20</td> <td>20</td> </tr> <tr> <td>Quad III</td> <td>20</td> <td>20</td> </tr> <tr> <td>Quad IV</td> <td>20</td> <td>20</td> </tr> </tbody> </table>		No. of Module/ units	Ready out of total modules/ units in four Quadrant	Quad I	20	20	Quad II	20	20	Quad III	20	20	Quad IV	20	20	<table border="1"> <tbody> <tr> <td>Preparedness of ELM (Semester 1) :- Yes</td> <td rowspan="8"> Development of ELM : Percentage of ELM developed by In- House Faculty </td> <td rowspan="8"> In House Faculty 100 </td> </tr> <tr> <td>Preparedness of ELM (Semester 2) :- Yes</td> </tr> <tr> <td>Preparedness of ELM (Semester 3) :- Yes</td> </tr> <tr> <td>Preparedness of ELM (Semester 4) :- No</td> </tr> <tr> <td>Preparedness of ELM (Semester 5) :- No</td> </tr> <tr> <td>Preparedness of ELM (Semester 6) :- No</td> </tr> <tr> <td>Preparedness of ELM (Semester 7) :- Not applicable</td> </tr> <tr> <td>Preparedness of ELM (Semester 8) :- Not applicable</td> </tr> </tbody> </table>	Preparedness of ELM (Semester 1) :- Yes	Development of ELM : Percentage of ELM developed by In- House Faculty	In House Faculty 100	Preparedness of ELM (Semester 2) :- Yes	Preparedness of ELM (Semester 3) :- Yes	Preparedness of ELM (Semester 4) :- No	Preparedness of ELM (Semester 5) :- No	Preparedness of ELM (Semester 6) :- No	Preparedness of ELM (Semester 7) :- Not applicable	Preparedness of ELM (Semester 8) :- Not applicable
	No. of Module/ units	Ready out of total modules/ units in four Quadrant																														
Quad I	20	20																														
Quad II	20	20																														
Quad III	20	20																														
Quad IV	20	20																														
Preparedness of ELM (Semester 1) :- Yes	Development of ELM : Percentage of ELM developed by In- House Faculty	In House Faculty 100																														
Preparedness of ELM (Semester 2) :- Yes																																
Preparedness of ELM (Semester 3) :- Yes																																
Preparedness of ELM (Semester 4) :- No																																
Preparedness of ELM (Semester 5) :- No																																
Preparedness of ELM (Semester 6) :- No																																
Preparedness of ELM (Semester 7) :- Not applicable																																
Preparedness of ELM (Semester 8) :- Not applicable																																

Srno	Year	Name of Programme	Course Name	Whether E-LM approved by the statutory authority of HEI	Statutory bodies approval upload	Status of e-content readiness in Four Quadrant Form of the Courses for each of the proposed Programmes	Preparedness of ELM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020	Details ELM		
								Development of ELM :	In House Faculty	
14	2023-24	Arts/Humanities/Social Sciences - Bachelor of Arts (Hons) - English	Social History of England-I	Yes	View		Preparedness of ELM (Semester 1) :- Yes	100	Percentage of ELM developed by In- House Faculty	
							Preparedness of ELM (Semester 2) :- Yes			
							Preparedness of ELM (Semester 3) :- Yes			
							Preparedness of ELM (Semester 4) :- No			
							Preparedness of ELM (Semester 5) :- No			
							Preparedness of ELM (Semester 6) :- No			
							Preparedness of ELM (Semester 7) :- Not applicable			
							Preparedness of ELM (Semester 8) :- Not applicable			
						Quad I	20			20
						Quad II	20			20
Quad III	20	20								
Quad IV	20	20								

Srno	Year	Name of Programme	Course Name	Whether E-LM approved by the statutory authority of HEI	Statutory bodies approval upload	Status of e-content readiness in Four Quadrant Form of the Courses for each of the proposed Programmes	Preparedness of ELM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020	Details ELM																																					
								Development of ELM :	In House Faculty																																				
15	2023-24	Arts/Humanities/Social Sciences - Bachelor of Arts (Hons) - English	English-I	Yes	View	<table border="1"> <thead> <tr> <th></th> <th>No. of Module/ units</th> <th>Ready out of total modules/ units in four Quadrant</th> </tr> </thead> <tbody> <tr> <td>Quad I</td> <td>20</td> <td>20</td> </tr> <tr> <td>Quad II</td> <td>20</td> <td>20</td> </tr> <tr> <td>Quad III</td> <td>20</td> <td>20</td> </tr> <tr> <td>Quad IV</td> <td>20</td> <td>20</td> </tr> </tbody> </table>		No. of Module/ units	Ready out of total modules/ units in four Quadrant	Quad I	20	20	Quad II	20	20	Quad III	20	20	Quad IV	20	20	<table border="1"> <tbody> <tr> <td>Preparedness of ELM (Semester 1) :- Yes</td> <td rowspan="2">Percentage of ELM developed by In- House Faculty</td> <td rowspan="2">100</td> </tr> <tr> <td>Preparedness of ELM (Semester 2) :- Yes</td> </tr> <tr> <td>Preparedness of ELM (Semester 3) :- Yes</td> <td></td> <td></td> </tr> <tr> <td>Preparedness of ELM (Semester 4) :- No</td> <td></td> <td></td> </tr> <tr> <td>Preparedness of ELM (Semester 5) :- No</td> <td></td> <td></td> </tr> <tr> <td>Preparedness of ELM (Semester 6) :- No</td> <td></td> <td></td> </tr> <tr> <td>Preparedness of ELM (Semester 7) :- Not applicable</td> <td></td> <td></td> </tr> <tr> <td>Preparedness of ELM (Semester 8) :- Not applicable</td> <td></td> <td></td> </tr> </tbody> </table>	Preparedness of ELM (Semester 1) :- Yes	Percentage of ELM developed by In- House Faculty	100	Preparedness of ELM (Semester 2) :- Yes	Preparedness of ELM (Semester 3) :- Yes			Preparedness of ELM (Semester 4) :- No			Preparedness of ELM (Semester 5) :- No			Preparedness of ELM (Semester 6) :- No			Preparedness of ELM (Semester 7) :- Not applicable			Preparedness of ELM (Semester 8) :- Not applicable			
	No. of Module/ units	Ready out of total modules/ units in four Quadrant																																											
Quad I	20	20																																											
Quad II	20	20																																											
Quad III	20	20																																											
Quad IV	20	20																																											
Preparedness of ELM (Semester 1) :- Yes	Percentage of ELM developed by In- House Faculty	100																																											
Preparedness of ELM (Semester 2) :- Yes																																													
Preparedness of ELM (Semester 3) :- Yes																																													
Preparedness of ELM (Semester 4) :- No																																													
Preparedness of ELM (Semester 5) :- No																																													
Preparedness of ELM (Semester 6) :- No																																													
Preparedness of ELM (Semester 7) :- Not applicable																																													
Preparedness of ELM (Semester 8) :- Not applicable																																													

Srno	Year	Name of Programme	Course Name	Whether E-LM approved by the statutory authority of HEI	Statutory bodies approval upload	Status of e-content readiness in Four Quadrant Form of the Courses for each of the proposed Programmes	Preparedness of ELM as per Annexure VII of UGC(ODL Programmes and Online Programmes) Regulations, 2020	Details ELM																								
								Development of ELM :	In House Faculty																							
16	2023-24	Arts/Humanities/Social Sciences - Bachelor of Arts (Hons) - English	Tamil-I	Yes	View	<table border="1"> <thead> <tr> <th></th> <th>No. of Module/ units</th> <th>Ready out of total modules/ units in four Quadrant</th> </tr> </thead> <tbody> <tr> <td>Quad I</td> <td>17</td> <td>17</td> </tr> <tr> <td>Quad II</td> <td>17</td> <td>17</td> </tr> <tr> <td>Quad III</td> <td>17</td> <td>17</td> </tr> <tr> <td>Quad IV</td> <td>17</td> <td>17</td> </tr> </tbody> </table>		No. of Module/ units	Ready out of total modules/ units in four Quadrant	Quad I	17	17	Quad II	17	17	Quad III	17	17	Quad IV	17	17	<table border="1"> <tbody> <tr> <td>Preparedness of ELM (Semester 1) :- Yes</td> <td rowspan="8"> Percentage of ELM developed by In- House Faculty 100 </td> </tr> <tr> <td>Preparedness of ELM (Semester 2) :- Yes</td> </tr> <tr> <td>Preparedness of ELM (Semester 3) :- Yes</td> </tr> <tr> <td>Preparedness of ELM (Semester 4) :- No</td> </tr> <tr> <td>Preparedness of ELM (Semester 5) :- No</td> </tr> <tr> <td>Preparedness of ELM (Semester 6) :- No</td> </tr> <tr> <td>Preparedness of ELM (Semester 7) :- Not applicable</td> </tr> <tr> <td>Preparedness of ELM (Semester 8) :- Not applicable</td> </tr> </tbody> </table>	Preparedness of ELM (Semester 1) :- Yes	Percentage of ELM developed by In- House Faculty 100	Preparedness of ELM (Semester 2) :- Yes	Preparedness of ELM (Semester 3) :- Yes	Preparedness of ELM (Semester 4) :- No	Preparedness of ELM (Semester 5) :- No	Preparedness of ELM (Semester 6) :- No	Preparedness of ELM (Semester 7) :- Not applicable	Preparedness of ELM (Semester 8) :- Not applicable	
	No. of Module/ units	Ready out of total modules/ units in four Quadrant																														
Quad I	17	17																														
Quad II	17	17																														
Quad III	17	17																														
Quad IV	17	17																														
Preparedness of ELM (Semester 1) :- Yes	Percentage of ELM developed by In- House Faculty 100																															
Preparedness of ELM (Semester 2) :- Yes																																
Preparedness of ELM (Semester 3) :- Yes																																
Preparedness of ELM (Semester 4) :- No																																
Preparedness of ELM (Semester 5) :- No																																
Preparedness of ELM (Semester 6) :- No																																
Preparedness of ELM (Semester 7) :- Not applicable																																
Preparedness of ELM (Semester 8) :- Not applicable																																

Learning Management System (LMS)

Counselling Process

Mode of Counselling :- Online

Brief describe the provision in LMS to be used by HEI :-

VISTAS use Moodle Learning Management System. It was developed in-house and has been customized to the requirements of VISTAS. The following features are available in VISTAS Moodle: * Login –The teachers can login as editing teachers and can upload the needed contents. The students can access the content through their login anytime and anywhere. The login can be done from www.lms.velsuniv.ac.in * Announcement Section – Information related to topics, assessments, new materials posted are displayed * e-Tutorial - Contains Video and Audio Content in an organized form, Animation, Simulations, Video Demonstrations, Virtual Labs, etc , * e-Content - Contains self instructional material developed by VISTAS faculty, e-Books, illustrations, case studies, presentations, Web Resources, Open source Content on Internet, e-books, research papers and journals, Anecdotal information, Historical development of the subject, Articles, etc. * Discussion Forum – Portal has facilities which have chat facility and a forum for raising of doubts and clarifying them on a real time basis by the Course Coordinator and his/her team. The students can give their feedback on the courses and faculty in the portal. * Assessment Section – It includes Problems and Solutions, which is the form of Multiple Choice Questions, Fill in the blanks, True/False, Matching Questions, Short Answer Questions, Long Answer Questions, Quizzes, etc. Every assessment has start and end date for the submission. * Report Section: The students can see the marks awarded for the submission in the report section. The report section in the LMS will give detailed question-wise report, topic-wise report and summary report.

Briefly write how the Learning Management System (LMS) will ensure the following: (provide a demo link, if available) :- <https://vels.letzconnect.com/login>

Assessment mechanism

Assignments, Assessment and End Semester Examination

Identified technological interface and interoperability	VISTAS MOODLE
Learner's Authentication Requirements	Login with User Name and Password after authentication by CDOE, VISTAS
Learner Registration - through a web application	The students can register using https://vels.letzconnect.com
Active Engagement of the Learners along with Analytics for active engagement of learners and Reporting	The report section in Moodle provides analytics on student progress
Payment Gateway –using Digital Payment system	Yes, World line merchant
Tracking the delivery of a Course or programme	Yes, through the MOODLE
Technical Know-how or Skills Requirements	The faculty have been trained through FDPs to create content and upload in Moodle.

Learning Platform

Learning Platform :- Non- SWAYAM

Provide details for sample module/unit :- <https://vels.letzconnect.com>

URL :- <https://vels.letzconnect.com>

Student details Login ID :- stu1bba@velsuniv.ac.in

Student details Password :- welcome123

Teacher Login Details- Login ID :- jkani.sms@velsuniv.ac.in

Teacher Login Details- Password :- welcome123

Briefly write on ICT facilities available/ to be ready dedicated for the implementation of Online Courses :-

- State of art Studios for capturing lectures are available with necessary hardware and software facilities.
- VISTAS has a high end dedicated Moodle server which is hosted in the campus.
- Cloud services are also provided for seamless connectivity.
- A dedicated 1.2 Gbps internet connection is available in the campus.
- Software's are available for working virtually.
- Library resources both for offline and online learning are made available with the internet.

Examination Centre

Srno	It is certified that all the activities .	Name of Centre	Address of Centre / City/ Pin Code/ State	Briefly write on the methods and steps to be adopted for conduct of examination to ensure security, transparency & credibility of examination	Whether Examination centre fulfills all the requirement mentioned in Annexure II	A) Proposed Examination Centre for term end examination for ODL programme for Upcoming Academic Years															
1	Yes	VISTAS, Controller of Examinations	Velan Nagar, P.V.Vaithiyalingam Road, Pallavaram, - Chennai-600117- Tamil Nadu	As per the UGC guidelines VISTAS conducts the End Semester Examination twice in Academic year. Each Semester has a minimum of 45 contact hours. The student has to secure for a pass, a minimum of marks of 40% for UG programme and 50% for PG programme. The statement of marks for UG and PG courses will be issued to the students on par with the international standard incorporating Grade point Average(GPA) and Cumulative Grade Point Average.	Yes	<table border="1"> <tr> <td>1</td> <td>Whether examination centre is within the territorial jurisdiction of the HEI as per Annexure III of UGC (ODL Programmes and online Programmes) Regulations,2020 *</td> <td>Yes</td> </tr> <tr> <td>2</td> <td>Whether the examination centre is located as per sub regulation 15 and Annexure II of Regulations *</td> <td>Yes</td> </tr> <tr> <td>3</td> <td>Provision of CCTV Cameras</td> <td>Yes</td> </tr> <tr> <td>4</td> <td>Provision of Bio-metric attendance</td> <td>Yes</td> </tr> <tr> <td>5</td> <td>Provision of Video recording</td> <td>Yes</td> </tr> </table>	1	Whether examination centre is within the territorial jurisdiction of the HEI as per Annexure III of UGC (ODL Programmes and online Programmes) Regulations,2020 *	Yes	2	Whether the examination centre is located as per sub regulation 15 and Annexure II of Regulations *	Yes	3	Provision of CCTV Cameras	Yes	4	Provision of Bio-metric attendance	Yes	5	Provision of Video recording	Yes
1	Whether examination centre is within the territorial jurisdiction of the HEI as per Annexure III of UGC (ODL Programmes and online Programmes) Regulations,2020 *	Yes																			
2	Whether the examination centre is located as per sub regulation 15 and Annexure II of Regulations *	Yes																			
3	Provision of CCTV Cameras	Yes																			
4	Provision of Bio-metric attendance	Yes																			
5	Provision of Video recording	Yes																			

Off Campus approved by the Government of India

Srno	Name of Centre	Address of Centre	City	District	Pin Code	State	Upload notification published in the Official Gazette
1	NA	Address - 1 :- NA Address -2 :- NA	NA	NA		0	View

Human Resources Information

Academic Staff for ODL Programmes	
Type of Staff *	No. of Staff Exclusively of ODL*
Head / Professor	1
Associate Professor	1
Assistant Professor	2
Academic Staff for OL Programmes	
No. of Staff Exclusively of OL*	
Programme Coordinator	1
Course Coordinator	8
Course Mentor	6

Administrative Staff for ODL Programmes	
Type of Staff *	Total No. of Staff Exclusively for ODL
Deputy Registrar	1
Assistant Registrar	1
Section Officer	1
Assistants	2
Computer Operators	2
Class-IV / Mult Tasking Staff	2
Technical / Professional	2
Nil	0
Administrative Staff for OL Programmes	
Total No. of Staff on Fulltime & Dedicated Basis for online education	
Deputy Director	1
Assistant Director	1
Technical Manager (Production)	1
Technical Associate (Audio-Video Recording and Editing)	1
Technical Assistant (Audio-Video Editing)	1
Technical Manager (LMS and Data Management)	1
Technical Assistant (LMS and Data Management)	1
Technical Manager (Admission, Examination and Result)	1
Technical Assistant (Admission, Examination and Result)	1
Examiner(s)	15
Nil	0

Srno	Year	Academic Session	Name of Programmes	Faculty			
1	2023-24	January	ARTS/HUMANITIES/SOCIAL SCIENCES - BACHELOR OF ARTS (HONS) (ECONOMICS)	Name of faculty	Designation	Email	
				Dr.S.Jansirani	Professor	9962700742	jrani.sms@velsuniv.ac.in
				Dr.V.Bala Ruby	Assistant Professor	9698154405	balaruby.sms@velsuniv.ac.in
2	2023-24	January	ARTS/HUMANITIES/SOCIAL SCIENCES - BACHELOR OF ARTS (HONS) (ENGLISH)	Name of faculty	Designation	Email	
				Dr.E.Sugantha Ezhil Mary	Associate Professor	7598915226	suganthaezhilmary.sl@velsuniv.ac.in
				Dr.P.Santhosh	Assistant Professor	9944310991	santhosh.sl@velsuniv.ac.in

Faculty Details for OL

Programme Coordinator

Srno	Year	Name of Programme	Name of faculty	Designation	Qualification	Phone	Email
1	2023-24	Arts/Humanities/Social Sciences - BACHELOR OF ARTS (HONS) - (ENGLISH)	Dr.T.Senthamarai	Professor	PhD	7502807097	senthamarai.sl@velsuniv.ac.in

Course Coordinator

Srno	Year	Name of Programme	Course Name	Name of faculty	Designation	Qualification	Phone	Email
1	2023-24	Arts/Humanities/Social Sciences - BACHELOR OF ARTS (HONS) - (ENGLISH)	English-IV	Dr.S.Shobana	Assistant Professor	PhD	9176835345	mailmeshona20@gmail.com
			Tamil-IV	Dr.Durgadevi.K	Assistant Professor	PhD	8056912520	kdurgadevi.sl@velsuniv.ac.in
			The Elizabethan Age	Dr.K.N.Umadevi	Assistant Professor	PhD	9940218267	umaprasanna.sl@velsuniv.ac.in
			History of English Literature-II	Dr.P.Santhosh	Assistant Professor	PhD	9944310991	santhosh.sl@velsuniv.ac.in
			Social History of England-II	Dr.Alpha Tracy M.X	Assistant Professor	PhD	9840282111	alpha.sl@velsuniv.ac.in
			English-III	Dr.Nagalakshmi.M	Professor	PhD	9884857889	nagalakshmi.sl@velsuniv.ac.in
			Tamil-III	Dr.Durgadevi.K	Assistant Professor	PhD	8056912520	kdurgadevi.sl@velsuniv.ac.in
			Environmental Studies	Dr.Ashok Kumar.K	Associate Professor	PhD	9841842055	ashok.sis@velsuniv.ac.in
			The Victorian Age	Dr.Suresh.K	Assistant Professor	PhD	9952150311	sureshenglish.sl@velsuniv.ac.in
			The Romantic Age	Dr.P.Santhosh	Assistant Professor	PhD	9944310991	santhosh.sl@velsuniv.ac.in
			The Age of Milton and Neo Classicism	Dr.E.Sugantha Ezhil Mary	Associate Professor	PhD	7598915226	suganthezhilmary.sl@velsuniv.ac.in
			New Literature	Dr.P.Santhosh	Assistant Professor	PhD	9944310991	santhosh.sl@velsuniv.ac.in
			Shakespeare	Dr.E.Sugantha Ezhil Mary	Associate Professor	PhD	7598915226	suganthezhilmary.sl@velsuniv.ac.in
			The Modern Period	Dr.K.N.Umadevi	Assistant Professor	PhD	9940218267	umaprasanna.sl@velsuniv.ac.in
			English-II	Dr.S.Shobana	Assistant Professor	PhD	9176835345	mailmeshona20@gmail.com
			Tamil-II	Dr.Durgadevi.K	Assistant Professor	PhD	8056912520	kdurgadevi.sl@velsuniv.ac.in
			Literary Forms	Dr.Alpha Tracy M.X	Assistant Professor	PhD	9840282111	alpha.sl@velsuniv.ac.in
			History of English Literature-I	Dr.P.Santhosh	Assistant Professor	PhD	9944310991	santhosh.sl@velsuniv.ac.in
			Social History of England-I	Dr.Suresh.K	Assistant Professor	PhD	9952150311	sureshenglish.sl@velsuniv.ac.in
			English-I	Dr.Nagalakshmi.M	Professor	PhD	9884857889	nagalakshmi.sl@velsuniv.ac.in
Tamil-I	Dr.K.Durgadevi	Assistant Professor	PhD	8056912520	kdurgadevi.sl@velsuniv.ac.in			

Course Mentor

Srno	Year	Name of Programme	Name of Course	faculty Details				
				Name of faculty	Designation	Qualification	Phone	Email
1	2023-24	Arts/Humanities/Social Sciences - BACHELOR OF ARTS (HONS) - (ENGLISH)	English-III	Ms.Rajalakshmi.M	Assistant Professor	MPhill.	9952965704	rajim.sl@velsuniv.ac.in
2	2023-24	Arts/Humanities/Social Sciences - BACHELOR OF ARTS (HONS) - (ENGLISH)	Tamil-IV	Dr.C.Markandan	Associate Professor	PhD	9842324206	markandan.sl@velsuniv.ac.in
3	2023-24	Arts/Humanities/Social Sciences - BACHELOR OF ARTS (HONS) - (ENGLISH)	The Elizabethan Age	Dr.Prathiba Lakshmi.N	Assistant Professor	PhD	8056123052	prathibalakshmi.sl@velsuniv.ac.in
4	2023-24	Arts/Humanities/Social Sciences - BACHELOR OF ARTS (HONS) - (ENGLISH)	History of English Literature-II	Ms.Rajalakshmi.M	Assistant Professor	MPhill.	9952965704	rajim.sl@velsuniv.ac.in
5	2023-24	Arts/Humanities/Social Sciences - BACHELOR OF ARTS (HONS) - (ENGLISH)	Social History of England-II	Dr.A.Kishore	Assistant Professor	PhD	9600072693	akishore.sl@velsuniv.ac.in
6	2023-24	Arts/Humanities/Social Sciences - BACHELOR OF ARTS (HONS) - (ENGLISH)	English-II	Dr.A.Kishore	Assistant Professor	PhD	9600072693	akishore.sl@velsuniv.ac.in
7	2023-24	Arts/Humanities/Social Sciences - BACHELOR OF ARTS (HONS) - (ENGLISH)	Tamil-III	Dr.C.Markandan	Associate Professor	PhD	9842324206	markandan.sl@velsuniv.ac.in
8	2023-24	Arts/Humanities/Social Sciences - BACHELOR OF ARTS (HONS) - (ENGLISH)	Environmental Studies	Dr.Udaya Prakash.N.K	Professor	PhD	9444896061	drudaybt.sls@velsuniv.ac.in
9	2023-24	Arts/Humanities/Social Sciences - BACHELOR OF ARTS (HONS) - (ENGLISH)	The Victorian Age	Ms.Suria Thilagam.P	Assistant Professor	MPhill.	9941951618	psthilaga.sl@velsuniv.ac.in
10	2023-24	Arts/Humanities/Social Sciences - BACHELOR OF ARTS (HONS) - (ENGLISH)	The Romantic Age	Dr.Prathiba Lakshmi.N	Assistant Professor	PhD	8056123052	prathibalakshmi.sl@velsuniv.ac.in
11	2023-24	Arts/Humanities/Social Sciences - BACHELOR OF ARTS (HONS) - (ENGLISH)	The Age of Milton and Neo Classicism	Dr.A.Kishore	Assistant Professor	PhD	9600072693	akishore.sl@velsuniv.ac.in
12	2023-24	Arts/Humanities/Social Sciences - BACHELOR OF ARTS (HONS) - (ENGLISH)	New Literature	Ms.Rajalakshmi.M	Assistant Professor	MPhill.	9952965704	rajim.sl@velsuniv.ac.in

Srno	Year	Name of Programme	Name of Course	faculty Details				
				Name of faculty	Designation	Qualification	Phone	Email
13	2023-24	Arts/Humanities/Social Sciences - BACHELOR OF ARTS (HONS) - (ENGLISH)	Shakespeare	Ms.Suria Thilagam.P	Assistant Professor	MPhill.	9941951618	psthilaga.sl@velsuniv.ac.in
14	2023-24	Arts/Humanities/Social Sciences - BACHELOR OF ARTS (HONS) - (ENGLISH)	The Modern Period	Mr.R.Ramakrishnan	Assistant Professor	MPhill.	8012347202	ramakrishnan.sl@velsuniv.ac.in
15	2023-24	Arts/Humanities/Social Sciences - BACHELOR OF ARTS (HONS) - (ENGLISH)	English-IV	Dr.Prathiba Lakshmi.N	Assistant Professor	PhD	8056123052	prathibalakshmi.sl@velsuniv.ac.in
16	2023-24	Arts/Humanities/Social Sciences - BACHELOR OF ARTS (HONS) - (ENGLISH)	Tamil-II	Dr.C.Markandan	Associate Professor	PhD	9842324206	markandan.sl@velsuniv.ac.in
17	2023-24	Arts/Humanities/Social Sciences - BACHELOR OF ARTS (HONS) - (ENGLISH)	Literary Forms	Dr.A.Kishore	Assistant Professor	PhD	9600072693	akishore.sl@velsuniv.ac.in
18	2023-24	Arts/Humanities/Social Sciences - BACHELOR OF ARTS (HONS) - (ENGLISH)	History of English Literature-I	Ms.Rajalakshmi.M	Assistant Professor	MPhill.	9952965704	rajim.sl@velsuniv.ac.in
19	2023-24	Arts/Humanities/Social Sciences - BACHELOR OF ARTS (HONS) - (ENGLISH)	Social History of England-I	Ms.Suria Thilagam.P	Assistant Professor	MPhill.	9941951618	psthilaga.sl@velsuniv.ac.in
20	2023-24	Arts/Humanities/Social Sciences - BACHELOR OF ARTS (HONS) - (ENGLISH)	English-I	Ms.Rajalakshmi.M	Assistant Professor	MPhill.	9952965704	rajim.sl@velsuniv.ac.in
21	2023-24	Arts/Humanities/Social Sciences - BACHELOR OF ARTS (HONS) - (ENGLISH)	Tamil-I	Dr.C.Markandan	Associate Professor	PhD	9842324206	markandan.sl@velsuniv.ac.in

Computerization / Digitization Status

Srno	Activities	Yes / No
1	Student registration / Admission	Yes
2	Administration	Yes
3	Finance	Yes
4	Academic activities	Yes
5	Student Support System	Yes

Srno	Activities	Yes / No
6	Continuous Evaluation	Yes
7	Online Support	Yes

Status of a Court case(s)

Srno	W.P.No	Court / Jurisdiction	Status as on date
1	-	-	-

Help Desk

Help Desk Address: Velan Nagar, P.V.Vaithiyalingam Road, Pallavaram, Chennai-600117	Name of Contact Person: Dr.G.Madhumita	Designation: Director ODL University
Phone No: 9840438098	Email: director.odl@vistas.ac.in	Contact hours for Help Desk: 9.00 a.m. to 5.00 p.m

Compliance

Compliance to specific provisions of UGC (ODL Programmes and Online Programmes) Regulations, 2020

The HEI undertakes to ensure all the provisions of the regulation and few specific provisions adherence to the following:

Learner Support Centre defined under these regulations will not be the Learner Support Centre for more than two Higher Educational Institutions at a time to offer programmes in Open and Distance Learning mode:-

NA

Learner Support Centre will not be set up under a franchisee agreement in any case. :- NA

Academic and instructional facilities at its Learner Support Centres for Open and Distance Learning mode, and information resources for online delivery of programmes meet all the conditions of UGC (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020 and guidelines issued from time to time. :-

Yes

Intake capacity under Open and Distance Learning mode for a programme under science discipline to be offered by HEI shall not be more than three times of the approved intake in conventional mode (in case of Dual Mode). :-

NA

Learning enrolment under science discipline will commensurate with the capacity of the Learner Support Centres (for Open and Distance Learning only) to provide lab facilities to the admitted learners (for Open University). :-

NA

Private University established under a State Act will be eligible to offer programmes under Open and Distance Learning mode through its Head Quarters. :- NA

Academic and administrative staff has appointed as per University Grants Commission (Minimum Qualifications for Appointment of Teachers and other Academic Staff in the Universities and Colleges and other Measures for the Maintenance of Standards in Higher Education) Regulation, 2018. :-

Yes

Academic Staff mentioned in application are exclusively appointed for the proposed programmes. :- Yes

Examination Centres meet all the guidelines laid under Annexure II of UGC (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020.

Upload Affidavit as per the prescribed format :- [View](#)

Upload Undertaking as per the prescribed format :- [View](#) [View](#)

Submission

It is hereby declared and affirmed that the Higher Educational Institution shall adheres to all the provisions mentioned under the UGC (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020 including following Annexures

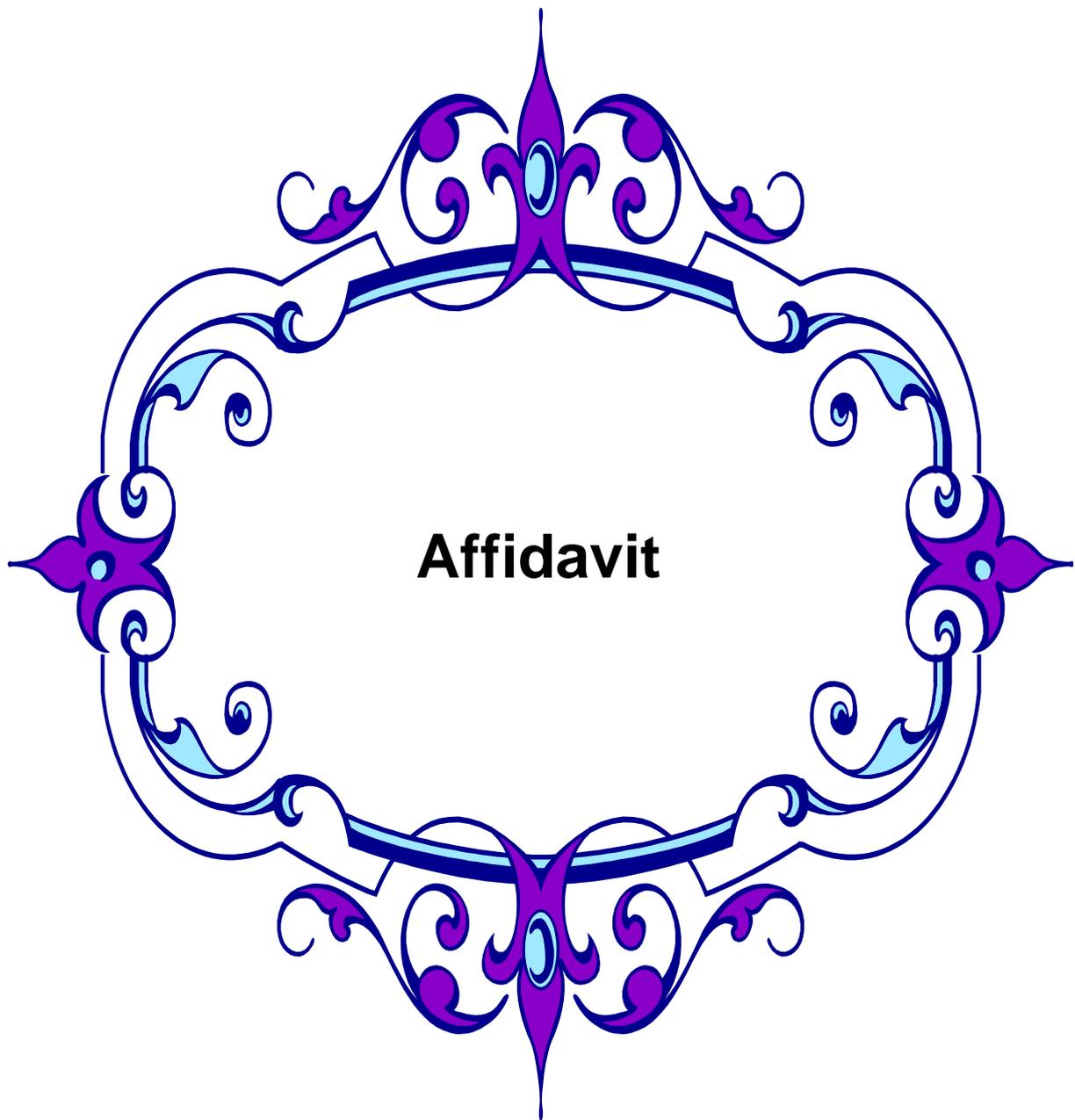
- Centre for Internal Quality Assurance (CIQA) in Annexure I
- Conduct of Examination and Minimum Standards for Examination Centres in Annexure II
- Territorial Jurisdiction and Regulating Provisions for Different Types of Higher Educational Institutions in Annexure III (For ODL Programmes)
- Human Resource and Infrastructural Requirements in Annexure-IV
- Guidelines on Programme Project Report (PPR) in Annexure-V
- Quality Assurance Guidelines of Learning Material in Multiple Media and Curriculum and Pedagogy in Annexure-VI
- Guidelines on Self-Learning Material and E-Learning Material in Annexure-VII
- Learner Support Centres in Annexure-VIII
- Assessment Criteria for Offering Online Programmes through Non-SWAYAM Learning Platform as per Annexure-IX
- Grievance Redress Mechanism in Annexure-X

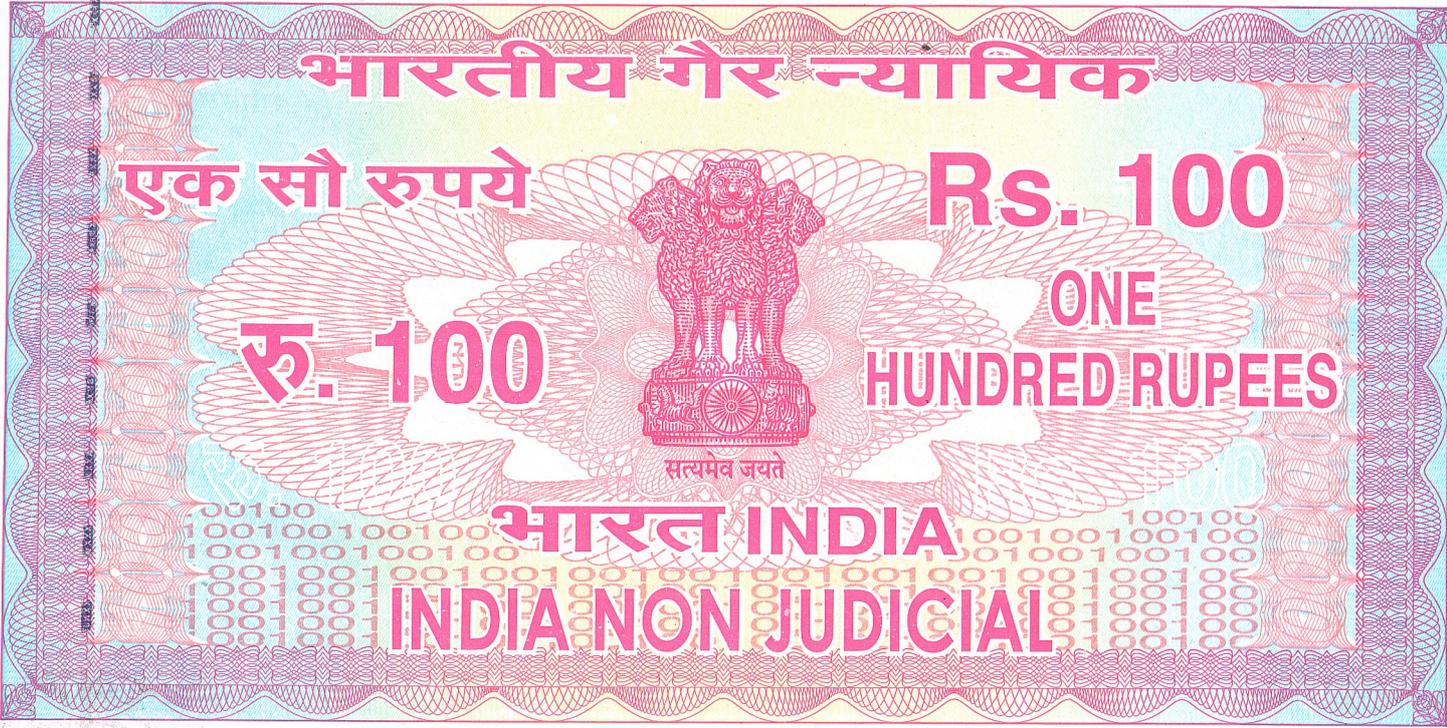
Further undertakes to ensure that the HEI shall display on its website a joint declaration by authorized signatories, Registrar and Director of Centre for Internal Quality Assurance, authenticating the documents uploaded on its website, in compliance of regulation 9 of UGC (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020.

The HEI hereby declare that the information given above and in the enclosed documents is true, correct and nothing material has been concealed therein. The Higher Educational Institution shall be solely responsible for any legal issues arising out of non-compliance of UGC (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020.

The HEI understand that in case information provided is found to be contrary to the fact, it would entail not only withdrawal of permission/recognition for such ODL courses but also for other courses offered by the institutions, on regular and conventional mode

Your application successfully submitted on 30-10-2023 under Eligible category





தமிழ்நாடு தமில்நாடு TAMILNADU

26 OCT 2023

DD 041867

[Handwritten signature]

S. KESAVARAJ
Stamp Vendor
No-3, GST Road, Pallavaram,
Ch - 43. L.No.14325 / 94.

AFFIDAVIT

The VELS INSTITUTE OF SCIENCE, TECHNOLOGY AND ADVANCED STUDIES (VISTAS), Velan Nagar, P.V.Vaithiyalingam Road, Pallavaram, Chennai – 600 117, undertakes to abide by the following terms and conditions duly approved by the statutory bodies of the university;

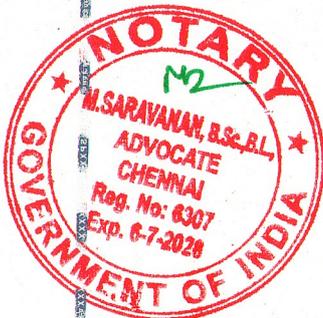
And accordingly

We, Dr.P.SARAVANAN, Registrar and Prof.P.THIYAGARAJAN, Director, Centre for Distance & Online Education of VELS INSTITUTE OF SCIENCE, TECHNOLOGY AND ADVANCED STUDIES (VISTAS), Velan Nagar, P.V.Vaithiyalingam Road, Pallavaram, Chennai – 600 117, do hereby solemnly affirm and declare as under:

[Handwritten signature]

Dr. P. SARAVANAN
Registrar

Vels Institute of Science, Technology and
Advanced Studies (VISTAS)
Velan Nagar, P.V. Vaithiyalingam Road,
Pallavaram, Chennai - 600 117.



7 மார்ச்சு 30/10/23
M. SARAVANAN, B.Sc., B.L.,
ADVOCATE & NOTARY PUBLIC
No.29, 2nd Cross Street, Sankar Nagar,
Pammal, Chennai - 600 075.
Ceil : 9841081607

1. That this Higher Educational Institution namely **VELS INSTITUTE OF SCIENCE, TECHNOLOGY AND ADVANCED STUDIES (VISTAS)** wishes to apply for the recognition of Open and Distance Learning Programmes and Online Programmes to be offered under University Grants Commission (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020 and its amendments from the **academic year 2023-24, academic session beginning February, 2024 and onwards.**
2. That the deponents have fully understood all clauses, all terms and conditions as stipulated in the University Grants Commission (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020 and its amendments.
3. That the Higher Educational Institution is eligible in all respect to apply for offering programmes through; Open and Distance Learning (ODL) and Online Learning mode, as per University Grants Commission (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020 and its amendments.
4. That the Higher Educational Institution after getting programme wise recognition shall scrupulously abide by all the terms and conditions as stipulated under University Grants Commission (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020 and its amendments along with compliance to all the provisions regarding;
 - a) Centre for Internal Quality Assurance (CIQA): Annexure-I
 - b) Conduct of Examination and Minimum Standards for Examination Centres: Annexure-II
 - c) Territorial Jurisdiction and Regulating Provisions for different types Of Higher Educational Institutions: Annexure-III
 - d) Human Resource and Infrastructural Requirements: Annexure-IV
 - e) Guidelines on Programme Project Report (PPR) : Annexure-V
 - f) Quality Assurance Guidelines of Learning Material in Multiple Media and Curriculum and Pedagogy: Annexure-VI
 - g) Guidelines on Self-Learning Material and E-Learning Material: Annexure-VII
 - h) Learner Support Centres :Annexure-VIII
 - i) Assessment Criteria for offering Online Programmes through Non-Swayam Learning Platform: Annexure IX
 - j) Grievance Redress Mechanism: Annexure X
5. That the Higher Educational Institution shall adhere to various directives issued by the Commission from time to time.



Dr. P. SARAVANAN
Registrar

Vels Institute of Science, Technology and
Advanced Studies (VISTAS)
Velan Nagar, P.V. Vaithiyalingam Road,
Pallavaram, Chennai - 600 117.



Handwritten signature in green ink
M. SARAVANAN, B.Sc., B.L.,
ADVOCATE & NOTARY PUBLIC
No.29, 2nd Cross Street, Sankar Nagar,
Pammal, Chennai - 600 075.
Cell : 9841081607

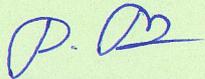
6. That the Higher Educational Institution shall not offer prohibited programmes i.e. programmes not permitted to be offered in Open and Distance Learning Mode and Online mode in Higher Education as mentioned in clause (z) of regulation 2 of University Grants Commission (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020 and its amendments.
7. That the Higher Education Institution shall ensure compliance to other relevant UGC Regulations and norms issued by the relevant statutory/regulatory bodies from time to time.
8. That, for the programmes falling under the ambit of a statutory or regulatory authority or regulatory council, the Higher Educational Institution has the approval or recommendations of the respective statutory or regulatory authority or regulatory council for offering the programmes in Open and Distance Learning mode or Online mode, as applicable; and has also submitted the same to UGC along with the application.
9. That the Higher Educational Institution shall ensure to provide all such information asked by UGC and display the same information as per mandatory disclosure of information as stipulated under regulation 9 of the University Grants Commission (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020.
10. That the Higher Educational Institution shall not offer any Open and Distance Learning (ODL) Programmes and Online Programmes and admit students thereto unless it has been granted recognition by the Commission and admission shall not be made in anticipation of the recognition.
11. That the Higher Educational Institution undertakes to upload admission details on the portal within the stipulated time as decided by the Commission from time to time.
12. That the Higher Educational Institution is an Open University and shall obtain NAAC accreditation within one year of becoming eligible, failing which the Commission shall not accord further recognition to Open and Distance Learning (ODL) Programmes and/or Online Programmes (**Applicable only for New Open Universities**)
13. That the Higher Educational Institution shall ensure the readiness/availability of Self Learning Material/E- Learning Material for all years/semesters of proposed ODL/Online programmes, as applicable. In case of Online Programmes, Higher Educational Institution shall ensure its uploading on the learning platform before the start of academic session and information about the same shall be intimated to UGC in timely manner as per Annexure-VII of University Grants Commission (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020.



7/10/20
M. SARAVANAN, B.Sc., B.L.,
ADVOCATE & NOTARY PUBLIC
No.29, 2nd Cross Street, Sankar Nagar,
Pammal, Chennai - 600 075.
Cell : 9841081607

Dr. P. SARAVANAN
Registrar
Vels Institute of Science, Technology and
Advanced Studies (VISTAS)
Velan Nagar, P.V. Vaithiyalingam Road,
Pallavaram, Chennai - 600 117.

14. That all the information given by the Higher Education Institution in the proposal submitted to UGC is complete, true and correct and the deponents are fully aware of the consequences mentioned in relevant clauses, if the Higher Education Institution fails to abide by University Grants Commission (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020.
15. That the deponents are fully aware that in case any information, documentary evidence submitted/produced by the Higher Educational Institution is found to be false or fake at a later stage or in case of any violation, UGC shall take punitive measures as mentioned in Regulation 7 of University Grants Commission (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020 which includes withdrawal of the recognition of Open and Distance Learning (ODL) Programmes and Online Programmes and may also refer the matter to the Central or State Government as applicable for withdrawal of Higher Educational Institution status. It is the sole responsibility of the Higher Educational Institution for the career consequences of students, if any, arising out of the same.



DIRECTOR
Centre for Distance and Online Education
Vels Institute of Science, Technology
and Advanced Studies (VISTAS)
Velan Nagar, P.V. Vaithiyalingam Road,
Pallavaram, Chennai - 600 117.


DEPONENT(S)

Dr. P. SARAVANAN
Registrar
Vels Institute of Science, Technology and
Advanced Studies (VISTAS)
Velan Nagar, P.V. Vaithiyalingam Road,
Pallavaram, Chennai - 600 117.

VERIFICATION:

We, the above-named deponents, do hereby verify on 30/10/2023 at Chennai – 600 117 that the contents mentioned above are correct and true statements.



DIRECTOR
Centre for Distance and Online Education
Vels Institute of Science, Technology
and Advanced Studies (VISTAS)
Velan Nagar, P.V. Vaithiyalingam Road,
Pallavaram, Chennai - 600 117.


DEPONENT(S)

Dr. P. SARAVANAN
Registrar
Vels Institute of Science, Technology and
Advanced Studies (VISTAS)
Velan Nagar, P.V. Vaithiyalingam Road,
Pallavaram, Chennai - 600 117.

VOLUME No: 11
BOOK No: I
PAGE No: 61
SERIAL No: 497



 30/10/23
M. SARAVANAN, B.Sc., B.L.,
ADVOCATE & NOTARY PUBLIC
No.29, 2nd Cross Street, Sankar Nagar,
Pammal, Chennai - 600 075.
Cell : 9841081607



Undertaking Cum Declaration



VELS



INSTITUTE OF SCIENCE, TECHNOLOGY & ADVANCED STUDIES (VISTAS)
(Deemed to be University Estd. u/s 3 of the UGC Act, 1956)
PALLAVARAM - CHENNAI

ACCREDITED BY **NAAC** WITH '**A**' GRADE
INSTITUTION WITH **UGC 12B** STATUS
Marching Beyond 30 Years Successfully

30.10.2023

UNDERTAKING CUM DECLARATION

We, **Dr.P.Saravanan**, Registrar and **Prof.P.Thiyagarajan**, Director, Centre for Distance and Online Education(CDOE) of Vels Institute of Science, Technology and Advanced Studies (VISTAS), Velan Nagar, P.V.Vaithiyalingam Road, Pallavaram, Chennai – 600117, Tamil Nadu, do hereby solemnly affirm and declare as under:-

1. Our Higher Educational Institution namely **Vels Institute of Science, Technology and Advanced Studies (VISTAS)** applied for the recognition of Open and Distance Learning Programmes and/or Online Programmes (as applicable) to be offered under University Grants Commission (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020 from academic year 2023-24, academic session February, 2024 and onwards.
2. We hereby undertake that the contents of duly notarized affidavit submitted by us with the application are same as per the prescribed format of affidavit notified by the DEB, UGC and nothing has been changed thereof.
3. Further undertake that in case any violation is noticed in the format of affidavit at any stage and any information, documentary evidence submitted/produced by the Higher Educational Institution is found to be false or fake at a later stage or in case of any violation, UGC shall take punitive measures as mentioned in University Grants Commission (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020. It is the sole responsibility of the Higher Educational Institution for the career consequences of students, if any, arising out of the same.

DIRECTOR, CDOE

Email ID : registrar@vistas.ac.in
director.cdoe@vistas.ac.in

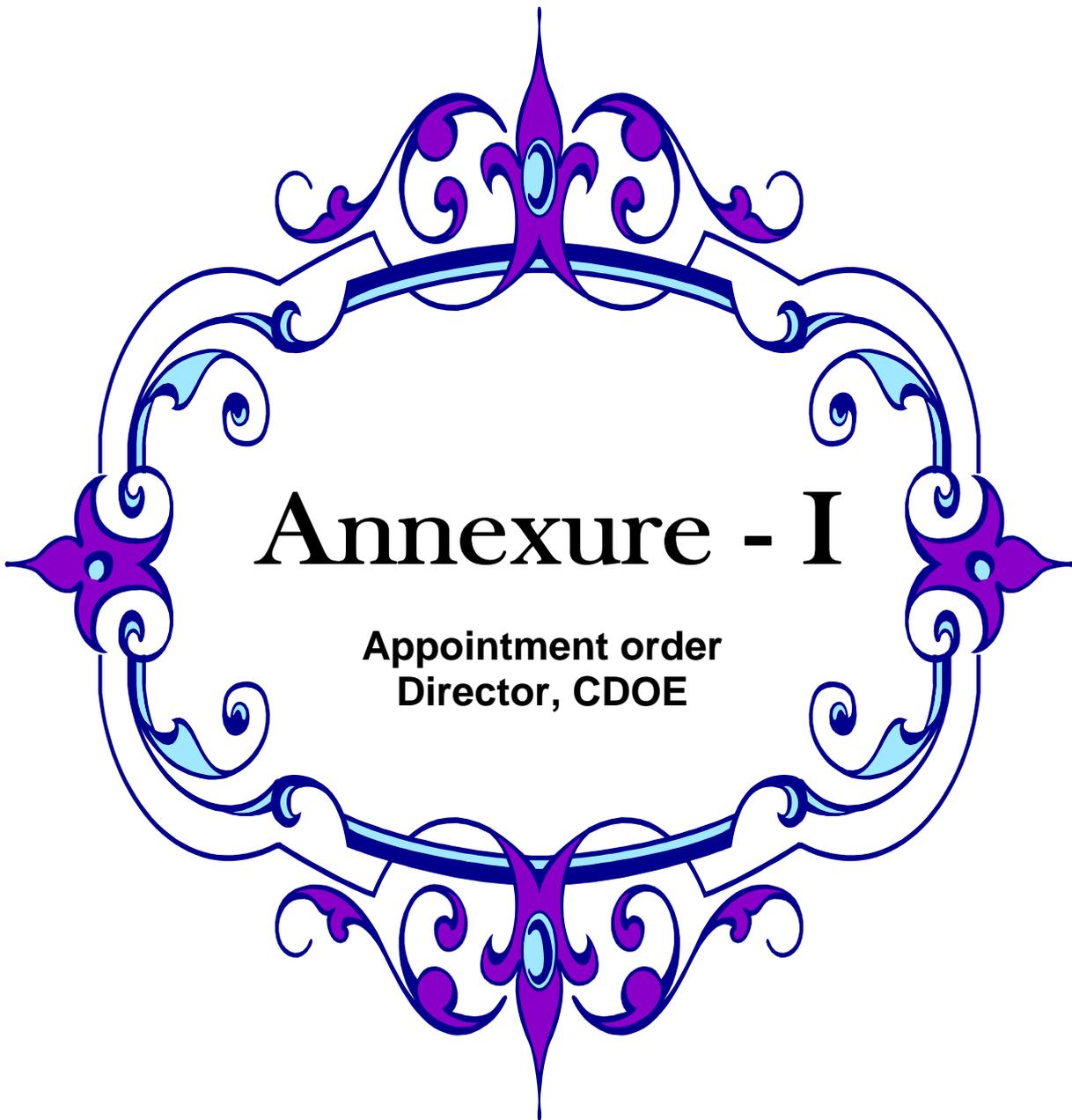
Mobile No. : 9962506245, 9445611231

DIRECTOR
Centre for Distance and Online Education
Vels Institute of Science, Technology
and Advanced Studies (VISTAS)
Velan Nagar, P.V. Vaithiyalingam Road,
Pallavaram, Chennai - 600 117.

REGISTRAR

Dr. P. SARAVANAN
Registrar
Vels Institute of Science, Technology and
Advanced Studies (VISTAS)
Velan Nagar, P.V. Vaithiyalingam Road,
Pallavaram, Chennai - 600 117.

Campus : Velan Nagar, P.V. Vaithiyalingam Road, Pallavaram, Chennai - 600 117. INDIA.
Phone : (91-44) 2266 2500 / 2266 2501 / 2266 2502 / 2266 2503, **Fax** : (91-44) 2266 2513
Email : vels@vistas.ac.in **Website** : www.vistas.ac.in
Admin. Office : 521/2, Anna Salai, Nandanam, Chennai - 600 035. **Tele Fax** : 2431 5541 / 2431 5542



Annexure - I

**Appointment order
Director, CDOE**



VELS



INSTITUTE OF SCIENCE, TECHNOLOGY & ADVANCED STUDIES (VISTAS)
(Deemed to be University Estd. u/s 3 of the UGC Act, 1956)
PALLAVARAM - CHENNAI

ACCREDITED BY **NAAC** WITH '**A**' GRADE
INSTITUTION WITH **UGC 12B** STATUS
Marching Beyond **30** Years Successfully

VISTAS/APPT./CDOE-DIR./2023

Date: 16.05.2023

APPOINTMENT ORDER

Sub: VISTAS - Teaching Establishment – Centre for Distance and Online Education (CDOE) - Director - Appointment Order issued – Regarding.

Ref : Your application dated : 24.04.2023 and interview held on 11.05.2023

* * * * *

I am by direction to inform that the Board of Management of VISTAS is pleased to appoint **Dr.P.THIYAGARAJAN** as Director for the Centre for Distance and Online Education (CDOE)-VISTAS with the pay scale of Rs.37,400 – 67,000 and Grade pay of Rs.10,000/- + allowances. All the taxes thereon have to be borne by him.

Terms and conditions:

1. Dr. P.THIYAGARAJAN shall report for duty to the undersigned at the earliest.
2. He shall have to work under the supervision and guidance of the Vice-Chancellor, VISTAS.
3. He will be a whole time salaried employee of VISTAS and shall devote his whole-time to the Institution.
4. He shall be governed by the Statutes and Bye-Laws of VISTAS, which include professional ethics and code of conduct.


REGISTRAR

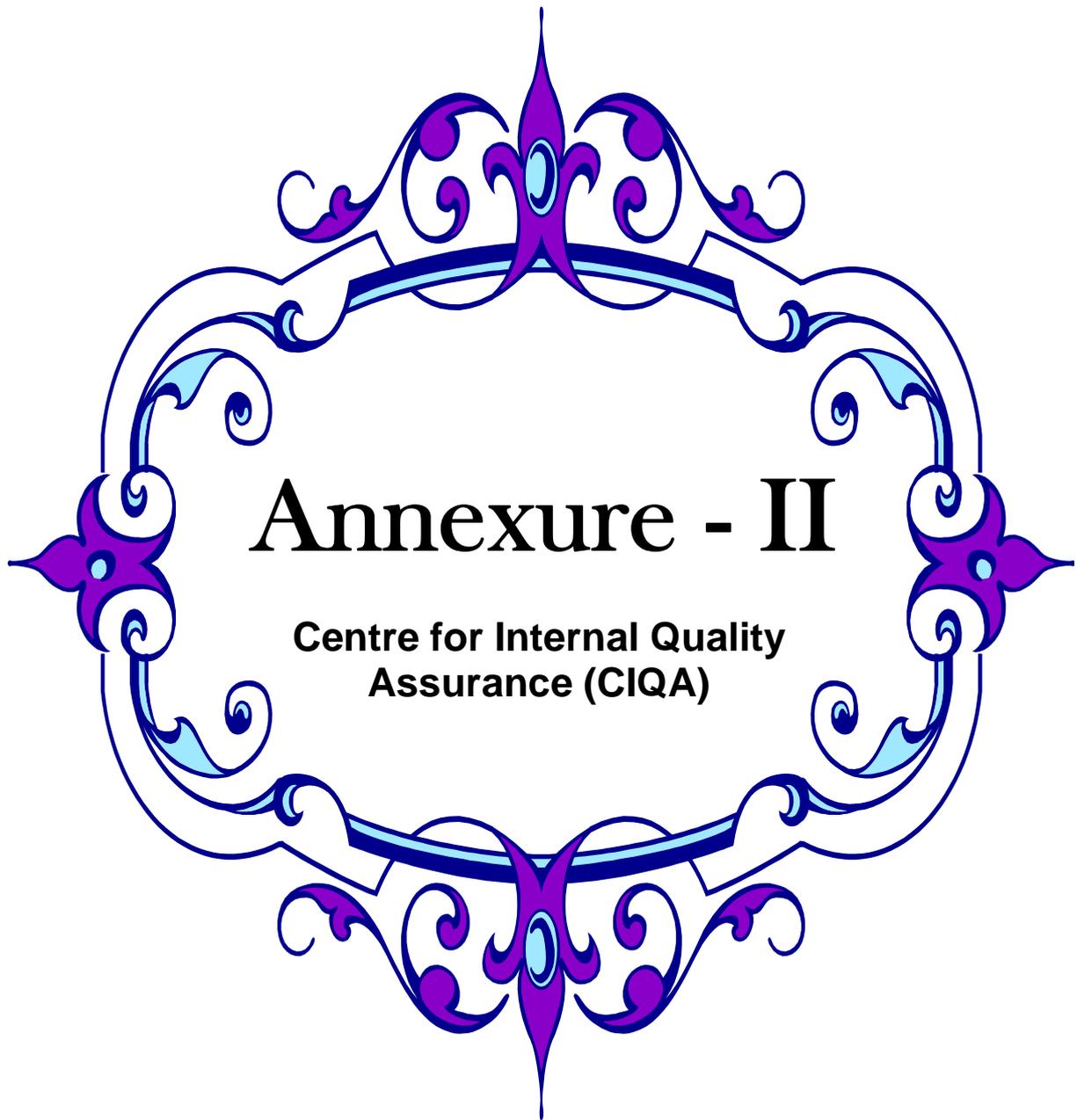
To

Dr. Prof. P. Thiyagarajan
(Former Deputy Director,
Indira Gandhi National Open University (IGNOU), New Delhi
and Former Professor and Director, School of Continuing
Education, Tamil Nadu Open University, Chennai)
12/31, A.V. Koil Street, Ayanavaram, Chennai-600023.

Campus : Velan Nagar, P.V. Vaithiyalingam Road, Pallavaram, Chennai - 600 117. INDIA.
Phone : (91-44) 2266 2500 / 2266 2501 / 2266 2502 / 2266 2503, **Fax :** (91-44) 2266 2513

Email : vels@vistas.ac.in **Website :** www.vistas.ac.in

Admin. Office : 521/2, Anna Salai, Nandanam, Chennai - 600 035. **Tele Fax :** 2431 5541 / 2431 5542



Annexure - II

**Centre for Internal Quality
Assurance (CIQA)**



INSTITUTE OF SCIENCE, TECHNOLOGY & ADVANCED STUDIES (VISTAS)
(Deemed to be University Estd. u/s 3 of the UGC Act, 1956)

PALLAVARAM - CHENNAI

ACCREDITED BY NAAC WITH 'A' GRADE

Marching Beyond 30 Years Successfully

INSTITUTION WITH UGC 12B STATUS

NOTIFICATION

As a part of quality control measures enshrined in UGC-DEB ODL and OL Regulations, 2020 to ensure the adoption of qualitative distance education right through all the processes, the Centre for Internal Quality Assurance (CIQA) of the Open and Distance Learning and online Learning Programmes of VISTAS has been established.

Consequent to the establishment of CIQA, the members of CIQA have been nominated as per the composition given by UGC for a period of two years.

On completion of two years of tenure on 31-01-2023, the Committee has been reconstituted with the following members:

CENTRE FOR INTERNAL QUALITY ASSURANCE (CIQA) MEMBERS

CHAIRPERSON	1.	Dr.S.SRIMAN NARAYANAN Vice-Chancellor, VISTAS Pallavaram, Chennai-600 117.
THREE SENIOR TEACHERS	2	Dr. M. Bhaskaran Pro-Vice Chancellor, VISTAS
	3	Dr. M. Chandrasekaran Dean, Academic Courses, VISTAS
	4	Dr. S. Arun Director, IQAC, VISTAS
HEADS OF THREE DEPARTMENTS –ODL & OL	5	Dr. S. Sudha Professor & Head, School of Management Studies and Commerce, CDOE, VISTAS
	6	Dr. P. Jagadeesan Professor & Head, Department of Commerce, CDOE, VISTAS
	7	Dr. T.Senthamarai Professor & Head, Department of English, CDOE, VISTAS

TWO EXTERNAL EXPERTS – ODL & OL	8	Dr. M. Manivannan Professor & Director, School of Education, Tamil Nadu Open University, Chennai
	9	Dr. K. Ravichandran Former Director IDE / Advisor IDE, University of Madras, Professor and Head, Department of Analytical Chemistry, Advisor, Institute of Distance Education, University of Madras, Chennai.
OFFICIALS FROM ADMINISTRATION AND FINANCE DEPARTMENTS	10	Dr. P. Saravanan, Registrar, VISTAS
	11	Mr. B. Kalyankumar, Director, Finance, VISTAS
MEMBER SECRETARY	12	Dr. P. Sujatha Director, Centre for Internal Quality Assurance (CIQA), CDOE, VISTAS.

The Committee for Internal Quality Assurance of ODL and OL Programmes shall meet at least once in a semester. The quorum for the meeting shall be two-third of the total number of members with mandatory presence of one external expert.



REGISTRAR

Registrar
Vels Institute of Science, Technology
& Advanced Studies (VISTAS)
Pallavaram, Chennai - 600 117.



Centre for Distance & Online Education(CDOE)

About CIQA

Vels Institute of Science, Technology and Advanced Studies (VISTAS) has a well-established quality management system in the form of Centre for Internal Quality Assurance (CIQA). There is a well- defined academic audit process. Its main functions are :-

OBJECTIVES:

The Centre for Internal Quality Assurance has been created as a part of quality control measures enshrined in ODL Regulations, 2020. There are several exercises in the field of distance education which require a separate set of quality parameters which may vary from the on campus programmes for which the IQAC is the nodal agency. The activities in ODL include highly flexible delivery systems and need primarily to be learner-centric. Hence this calls for a separate monitoring body overseeing the vital quality parameters. The formation of CIQA will ensure the adoption of qualitative distance education right through all the processes. The ODL programmes envisaged in VISTAS would be a dynamic model aimed at creating a broad-based, technology- assisted and a learner-oriented model. Some of the features are:

- a) To render quality service to the ODL learners
- b) To constantly revisit the system based on experience and keep the ODL activities dynamic
- c) To maintain quality in all the key areas of ODL operations
- d) All the Quality Assurance efforts will be made public and shared among all the stakeholders
- e) To keep in place an effective feedback system

- f) CIQA will be the nodal body to coordinate the inter functionality among all the departments of CDOE
- g) To provide interactive platforms among all players in ODL to exchange views, ideas and innovative practices
- h) To ensure quality in the delivery tools form the preparation of Programme Project Report for each programme to evaluation of examination scripts
- i) Maintaining accurate records of all the activities in ODL and generate reports of all kinds.

ACTIVITIES:

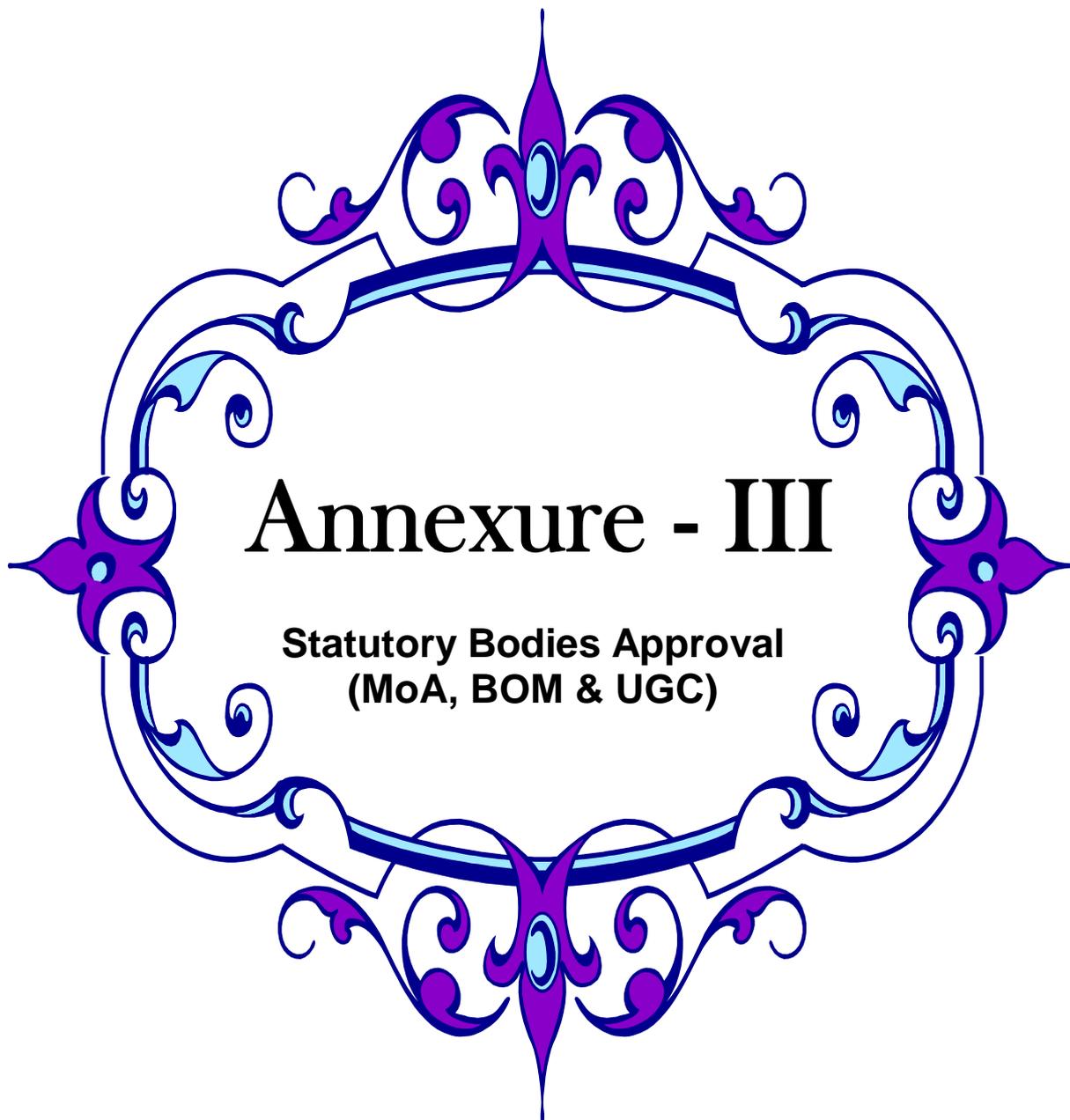
To achieve the objectives listed above, the following activities of CIQA will be in place:

- a) The CIQA at VISTAS would meet periodically to review the ongoing activities of the Centre for Distance and Online Education (CDOE)
- b) To monitor the preparation of Programme Project Report and ensure that the guidelines of the UGC are strictly adhered to
- c) To oversee the preparation of SLM and suggest effective corrective measures wherever required
- d) To follow up the effectiveness of Personal Contact Programmes in terms of its reach, coverage and participation by the students
- e) To engage constantly with the UGC and MHRD and understand the implications of their guidelines
- f) To be in touch with the other institutions offering ODL and familiarize with the best practices followed elsewhere
- g) To encourage research on distance education and encourage the Faculty of VISTAS to go for publications and participate in seminars and conferences.
- h) To prepare reports on the progress of CDOE periodically and maintain keydata on ODL activities in VISTAS
- i) To ensure that the learning is maximised through learner-centric approaches

FUNCTIONS

The functions of CIQA will include the following:

- a) The CIQA will collect the Programme Project Report (PPR) for each programme and vet it for quality.
- b) It will get the PPRs approved by all the all the statutory bodies of VISTAS.
- c) The CIQA will ensure the implementation of all the policies pertaining to distance education of VISTAS.
- d) It will generate reports on various activities of CDOE and make them available to the authorities of the University.
- e) It will ensure production of quality SLM for each programme and look for the adoption of the guidelines of the UGC in the preparation of SLM
- f) The CIQA will ensure the implementation of the UGC guidelines in every aspect of the functioning of CDOE in VISTAS.



Annexure - III

**Statutory Bodies Approval
(MoA, BOM & UGC)**



தமிழ்நாடு தமில்நாடு TAMILNADU

09 SEP 2023

CX 257269

Vels Institute of Science Technology & Advanced Studies, Chennai - 600035

V.RAMA

S V L No.1481/E/94
No 509, ANNA SALAI
CHENNAI-600035

Amended Memorandum of Association and Rules of "Vels Institute of Science Technology and Advanced Studies (VISTAS), Deemed to be University as per UGC (Institutions Deemed to be Universities) Regulations' 2023

1. Name, Address and Registration Details of the Trust registered for the Deemed to be University

This Deed executed on this 11th Day of September 2023 at Chennai by Dr.Ishari K.Ganesh, (PAN:AAAPI4538D) (Aadhaar No:819728816263) S/o. Late.Thiru.Isari Velan, Aged about 57 Years, Managing Trustee of **Vels Institute of Science Technology and Advanced Studies (VISTAS)**, a Public Charitable Trust managing Vels Institute of Science, Technology and Advanced Studies, Deemed to be University, (PAN: AAATV9804F) having its Registered office at Velan Nagar, P.V.Vaithiyalingam Road, Pallavaram, Chennai - 600117, Tamil Nadu and Administrative office at 521/2, Anna Salai, Nandanam, Chennai - 600035.

For VEL'S INSTITUTE OF SCIENCE TECHNOLOGY & ADVANCED STUDIES

Ishari K. Ganesh
Managing Trustee

Document No. 353 of 20.23
of Book... IV... Contains 45 Sheets
.....1.....Sheet

Registering Officer



1

- k) To strengthen the research ecosystem by establishing Research and Development Cell (RDC).
- l) Possess such academic and physical infrastructure as may be specified by the Commission or the relevant statutory body, as the case may be;
- m) have teacher-student ratio of 1:20 with a minimum combined faculty strength of not less than one hundred and fifty teachers and a minimum combined student strength of three thousand on rolls under the regular classroom mode, of which not less than one fifth being post-graduate or research or as per the norms of the relevant statutory body; and
- n) shall have an administrative area, library, lecture halls, labs, hostels, health care, common facilities and recreational facilities.
- o) To provide Continuing Education, Open and Distance Learning and Online Learning programmes using modern technology with prior approval of the UGC.
- p) To acquire existing or establish new academic institutions / department / centers in the Main Campus, On-campus, Off-campus and Off-shore campuses with prior approval of the UGC.
- q) To establish and research collaboration with universities, and institutions of higher educations in India and abroad.
- r) To offer employment-oriented and inter-disciplinary courses at the under-graduate and post-graduate level to meet regional and national aspirations and development needs of the country.
- s) To enhance equitable access to quality higher education to all segments of society;

6. Powers and Functions of the VISTAS, Deemed to be University

To carry out the above objectives and for the management of the properties of the VISTAS, Deemed to be University, shall have the following powers:

- (1) To establish courses of study and research and to provide instruction in such branches of study as VISTAS, Deemed to be University deems appropriate for the advancement of learning and dissemination of knowledge in such branches;
- (2) To confer degrees and to grant Diplomas and / or certificates to persons who have satisfactory completed the approved courses of study and or/ research as may be prescribed and shall have passed the prescribed examinations.
- (3) To institute and award visitorship, fellowship, exhibits, prizes and medals.
- (4) To organize, maintain and manage schools, departments, laboratories, museum, academic service units and equipment for teaching and research;

For VEL'S INSTITUTE OF SCIENCE
TECHNOLOGY & ADVANCED STUDIES

[Handwritten Signature]
Managing Trustee

Document No. 353 of 20 25
of Book 12 Contains 45 Sheets
7 Sheet

Registering Officer



38. VISTAS, Deemed to be University to be Unitary
The VISTAS, Deemed to be University shall be unitary in nature and shall not affiliate any other institution.

39. Reservation Policy
VISTAS, Deemed to be University shall implement the policy on reservations in admissions and recruitment, in accordance with provisions of the Constitution of India and any Act of Parliament for the time being in force and disclose all such information on its website.

40. Online or Distance Education
VISTAS, Deemed to be University shall offer courses in the Open & Distance Learning (ODL) and Online Learning (OL) in accordance with the regulations notified by the Commission from time to time.

41. Power to conduct enquiry and consequences of violation of Regulations

- 1) Where the Government or the Commission, as the case may be, receives information by way of a complaint or otherwise, that an VISTAS, Deemed to be University has violated any of the provisions of these regulations, it shall cause to conduct an enquiry into the facts of such information after issuing a notice to the said effect to the VISTAS, Deemed to be University.
- 2) The Commission may also cause an inspection, to be made by experts in matters of academics, administration, and finance regarding academic outcomes or any matter connected with the administration or finances of the VISTAS, Deemed to be University for the purpose of the enquiry.
- 3) Based on the enquiry or through procedures mentioned in these regulations, if the Government or the Commission, as the case may be, is satisfied that the regulations have been violated, the VISTAS, Deemed to be University shall be subjected to such action as provided in these regulations.

42. Funds, Accounts, Audits and Annual Report

- 1) The books of accounts of the VISTAS, Deemed to be University shall be maintained, managed, and operated in the name of the VISTAS, Deemed to be University and not in the name of the sponsoring body or any other body; and, shall be kept in such form as may be specified by the Executive Council and conform to the rules or regulations, if any, prescribed by the Commission, in this regard.

For VEL'S INSTITUTE OF SCIENCE
TECHNOLOGY & ADVANCED STUDIES


Managing Trustee

34



Document No. 353 of 2028
of Book IV Contains 45 Sheets
34 Sheet

Registering Officer



INSTITUTE OF SCIENCE, TECHNOLOGY & ADVANCED STUDIES (VISTAS)
(Deemed to be University Estd. u/s 3 of the UGC Act, 1956)

PALLAVARAM - CHENNAI

ACCREDITED BY NAAC WITH 'A' GRADE

Marching Beyond 30 Years Successfully

INSTITUTION WITH UGC 12B STATUS

Extract of the minutes of the Executive Council held on 11-10-2023

Item No: VI

Considered the minutes of the Board of Studies in Economics and in English held on 18-08-2023 and 22-08-2023 respectively recommending the

I – (a) Change of nomenclature in the following UG Programmes

S.No.	ODL Programmes		OL Programmes	
	Already approved	To be changed	Already approved	To be changed
1	B.A. Economics	B.A.(Hons.) Economics	*****	*****
2	B.A. English	B.A. (Hons.) English	B.A. English	B.A.(Hons.) English

(b) Updated Programme Project Report (PPR) and Self-Learning Material (SLM) for Economics

(c) Updated Programme Project Report (PPR), Self-Learning Material (SLM) and E-Learning Material for English

II - Submission of application to the Distance Education Bureau-UGC for grant of approval to start the following programmes under Open and Distance Learning (ODL) and Online Learning (OL) programmes through the Centre for Distance and Online Education (CDOE) of VISTAS from the academic session 2024:

S.No.	ODL Programmes	OL Programmes
1	B.A. (Hons.) English	B.A. (Hons.) English
2	B.A. (Hons.) Economics	*****

Resolved to approve the

I – (a) Change of nomenclature in the following UG Programmes

S.No.	ODL Programmes		OL Programmes	
	Already approved	To be changed	Already approved	To be changed
1	B.A. Economics	B.A. (Hons.) Economics	*****	*****
2	B.A. English	B.A. (Hons.) English	B.A. English	B.A. (Hons.) English

(b) Updated Programme Project Report (PPR) and Self-Learning Material (SLM) for Economics

(c) Updated Programme Project Report (PPR), Self-Learning Material (SLM) and E-Learning Material for English

II - Submission of application to the Distance Education Bureau-UGC for grant of approval to start the following programmes under Open and Distance Learning (ODL) and Online Learning (OL) programmes through the Centre for Distance and Online Education (CDOE) of VISTAS from the academic session 2024:

S.No.	ODL Programmes	OL Programmes
1	B.A. (Hons.) English	B.A. (Hons.) English
2	B.A. (Hons.) Economics	*****


REGISTRAR

Registrar
Vels Institute of Science, Technology
& Advanced Studies (VISTAS)
Pallavaram, Chennai - 600 117.



F. 6-4/2005 (CPP -I)

July, 2008

The Chairman
Vel's Institute of Science, Technology and
Advanced Studies (VISTAS)
Velan Nagar, P.V. Vaithiyalingam Road,
Pallavaram, Chennai - 600 117.
Tamilnadu.



30 JUL 2008

Subject: Deemed to be University status to Vel's Institute of Science, Technology and
Advanced Studies (VISTAS), Pallavaram, Chennai, Tamil Nadu
Sir,

The Government of India, Ministry of Human Resource Development, on the advice of University Grants Commission has declared Vel's Institute of Science, Technology and Advanced Studies (VISTAS), Pallavaram, Chennai, Tamil Nadu comprising of (i) Vel's College of Science, Chennai (ii) Vel's College of Pharmacy, Chennai and (iii) Vel's College of Physiotherapy, Chennai vide notification No. F. 9-56/2004-U.3 dated 4th June, 2008.

The declaration made is subject to a condition that the status conferred upon the Vel's Institute of Science, Technology and Advanced Studies (VISTAS), will be reviewed after five years by the UGC with the help of an Expert Committee. The status shall be confirmed only on the basis of the performance report of the UGC's Expert Review Committee and the recommendations of the UGC thereon.

The declaration is also subject to further conditions mentioned below:

1. The activities, operations and functions of the two trusts, viz., Sri Balaji Charitable and Educational Trust and Vael's Educational Trust shall be amalgamated and merged as resolved by the Trustees concerned, so that all the moveable and immovable assets of the three teaching institutions mentioned in para 4 of this notification shall come under the total control and management of the VISTAS in the interest of future of students, members of faculty, employees and for maintaining the standards of higher education. The By-laws/Rules of the VISTAS should clearly specify the names of these institutions.
2. The VISTAS should submit a legal undertaking as per the instructions of the UGC pertaining to the issues of earmarking of assets, non-diversion of assets without prior approval of UGC and making a provision in the MoA/Rules for the UGC to take control of assets, etc. of the institutions concerned in the event of winding up of or dissolution of the deemed-to-be-university. The VISTAS shall also implement and execute this undertaking immediately.
3. Neither the Deemed-to-be-University institution nor the Trust that will be managing it, shall undertake or engage in any activities that are of commercial and profit making in nature. The objectives of the VISTAS should be confined only to educational and other social / charitable activities.

4. Vel's Academy of Maritime Studies, Vael's Institute of Business Administration and Vel's Institute of Hotel Management that are presently under Vel's College of Science will lose their individual identities and start functioning as departments.
5. The accounts of the VISTAS Trust / 'deemed-to-be-university' Institution shall be open to inspection / audit by the UGC also. Suitable provisions in this respect shall also be provided in the MoA/Rules of the VISTAS Trust in consultation / agreement with the UGC. There shall also be no diversion of assets of the Trust / Institution concerned without prior permission of the UGC.
6. The Trust concerned should maintain the corpus fund as per the norms of the UGC. The corpus fund should be irrevocable in nature for which VISTAS shall furnish necessary undertaking to this effect to the UGC.
7. All the prescribed norms and procedures of the relevant Statutory Councils and other authorities such as the Directorate General of Shipping, Ministry of Shipping, as the case may be, in the matter of admission of students, approval to courses of study, intake capacity of students, renewal of approval to the academic courses, starting of new courses/programmes, etc. will continue to be in force, and shall be adhered to by the VISTAS.
8. The VISTAS, as a deemed-to-be-university, shall award degree, etc. in respect of the courses conducted by the Institutions mentioned in para 4 above, only to those students who are admitted to these institutions subsequent to the date of this notification. Accordingly, the VISTAS shall make admission and enrolment of students to the academic courses of these institutions under it only with effect from the ensuing academic year (i.e. from 2008-2009).
9. As for those students who were already admitted by the Institutions mentioned in para 4 above, prior to the date of this notification, they shall continue to pursue their courses of study under the respective affiliating universities concerned, viz., 'University of Madras', Chennai and the 'Tamil Nadu Dr. M.G.R. Medical University', Chennai, which shall conduct examinations for them and grant degrees to them upon successful completion of the courses / programmes of study they are pursuing at these institutions presently.
10. The academic programmes offered or to be offered by the VISTAS will conform to the norms and standards prescribed by the relevant Statutory Councils such as the UGC, AICTE, etc. any other relevant authority. The VISTAS shall not offer / award any degrees that are not specified by the UGC. It shall also ensure that the nomenclatures of the degrees to be awarded by it are specified by the UGC under Section 22 of the UGC Act, 1956.
11. The VISTAS should take all the required steps to get itself rated for valid accreditation by the National Assessment and Accreditation Council (NAAC) / National Board of Accreditation, as the case may be, in terms of the instructions issued by the UGC vide its circular No. F. 6-1(7)/2006(CPP-I), dated the 12th March, 2007.
12. VISTAS shall not conduct any distance education programmes without prior approval of the UGC and Distance Education Council (DEC). The guidelines issued by both the DEC and the UGC from time to time in the matter of imparting education through distance mode have to be complied with by it.
13. VISTAS shall not affiliate any teaching institutions / colleges.

14. VISTAS shall not open and run any study centre / off-campus centre / off-shore campus without obtaining the requisite prior approval of the UGC, DEC and the Central Government, as the case may be. The guidelines issued by both the DEC and the UGC from time to time in the matter of imparting education through distance mode have to be complied with by it.

15. Suggestions and recommendations of the UGC's Expert Committee as made out in its respective report pertaining to upgradation of infrastructure, including strengthening of labs in the College of Science, development of the research profile of its faculty, etc. should be complied with by the VISTAS so as to rectify deficiencies, if any, to bring about the recommended improvement.

16. As and when necessary, the VISTAS shall modify / amend and update its Memorandum of Association (MoA) & Rules in consultation and in concurrence with the UGC. Specific changes / amendments, if any, suggested by the Government of India or the UGC shall also be carried out by the VISTAS in its MoA/Rules.

17. The VISTAS shall fulfill and comply with all the procedural requirements as stipulated in its Trust Deed with respect to the amendments already made to the Trust Deed and to be made, if any in future.

18. The VISTAS and its constituent teaching units will abide by the norms and guidelines laid down by the Statutory Councils such as UGC, AICTE, Pharmacy Council of India, etc. and any other relevant authority, and the instructions issued by them from time to time that may pertain to the institutions notified as Deemed-to-be-Universities.

19. In all its advertisements, public notices, communications, etc., the 'deemed-to-be-university' institution shall distinctly mention under its nomenclature by inserting (within brackets) a line, which shall read: "Declared as Deemed-to-be-University' under Section 3 of the UGC Act, 1956"

20. The PRIST and its constituent unit will abide by all the norms and guidelines laid down by the UGC, and other relevant Statutory Councils such as AICTE, etc. from time to time pertaining to the institutions notified as Deemed-to-be-Universities.

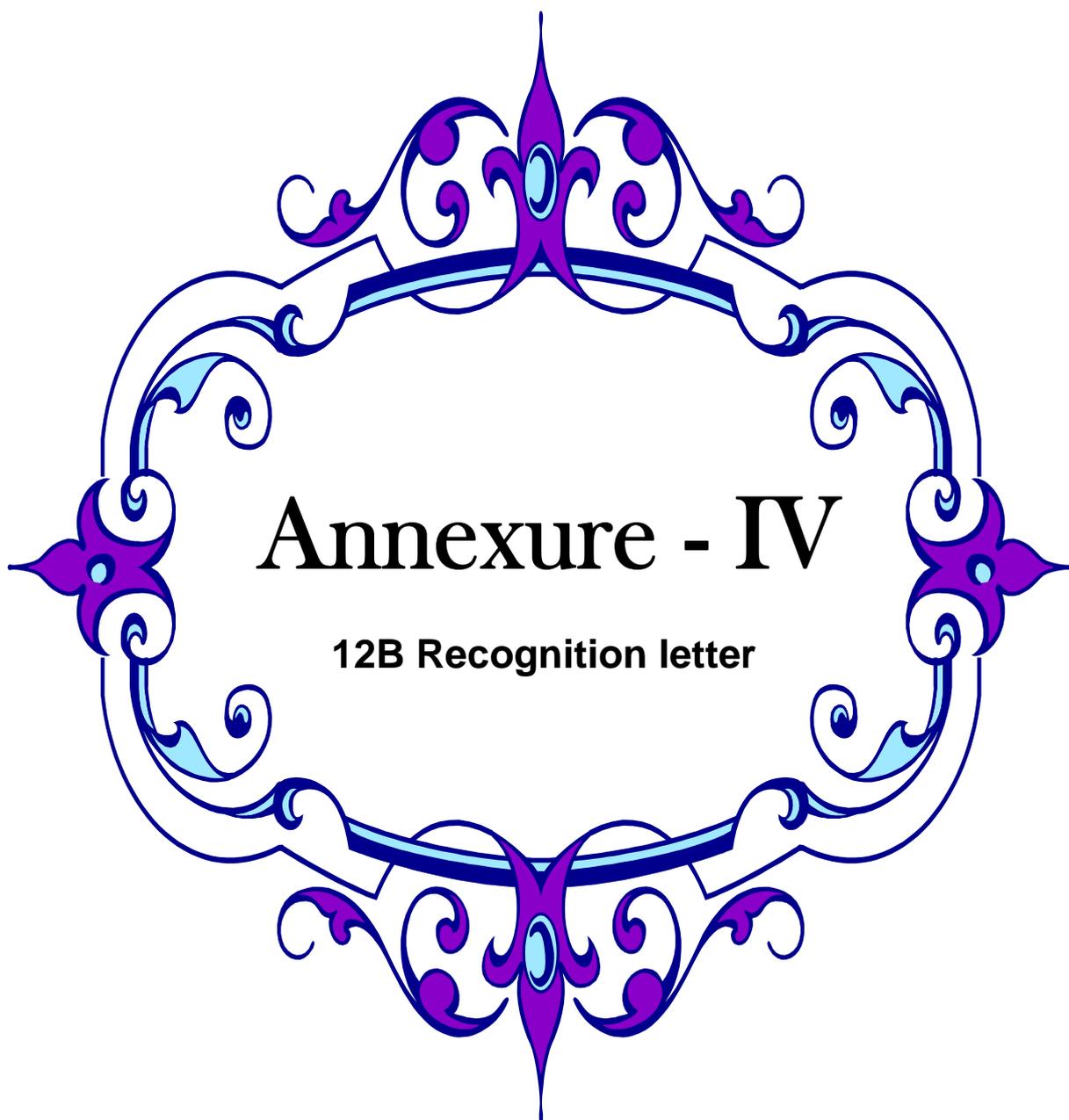
Neither the Government of India nor the University Grants Commission shall provide any Plan and Non-Plan grant-in-aid to Vel's Institute of Science, Technology and Advanced Studies (VISTAS) or its constituent teaching units.

You are requested to comply with and send compliance report in respect of the above conditions.

Yours faithfully



(S.C. Chadha)
Deputy Secretary



Annexure - IV

12B Recognition letter

Dr. Archana Thakur
Joint Secretary

Ph. 09868346521
011-23232783
011-23604220

archana.ugc2012@gmail.com
www.ugc.ac.in



विश्वविद्यालय अनुदान आयोग
बहादुरशाह जफर मार्ग
नई दिल्ली-110 002
UNIVERSITY GRANTS COMMISSION
BAHADURSHAH ZAFAR MARG
NEW DELHI-110 002

SPEED POST

F. No. 40-4/2020 (CPP-I/DU)

November, 2021

The Registrar
Vels Institute of Science, Technology & Advanced Studies (VISTAS)
(Deemed to be University),
Pallavaram, Chennai,
Tamil Nadu.

05 NOV 2021

Subject: **Proposal for inclusion in the list of Deemed to be Universities under Section 12 B of the UGC Act, 1956.**

Sir,

This has reference to the visit of the UGC's inspection Committee to the Deemed to be University during **27-28th September, 2021** to consider 12-B status and subsequent compliance submitted by the University in respect of the observations/suggestions given by the UGC's inspection Committee. The report of the inspection Committee along with the compliance submitted by the University was placed before Committee of UGC members for consideration. The Committee recommended as under:-

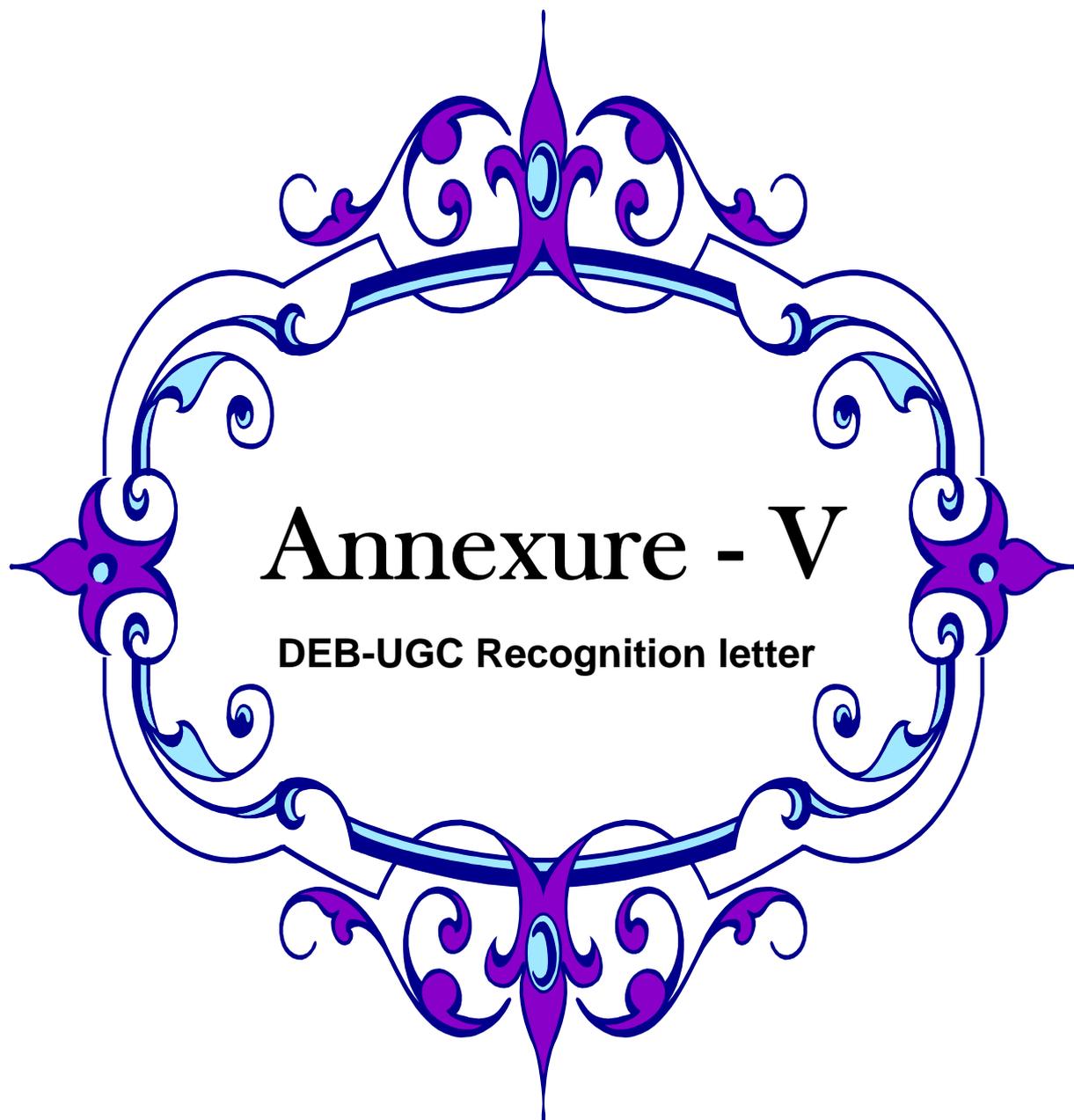
"The Committee considered the report of the UGC's inspection Committee along with the compliance submitted by the Deemed to be University. The Committee decided to recommend approval of 12 B status to Vels Institute of Science, Technology & Advanced Studies (VISTAS) (Deemed to be University), Pallavaram, Chennai, Tamil Nadu subject to the condition that the financial assistance under all UGC schemes shall be limited to those relating to teachers and students only."

The above recommendations of the Committee along with the Report of the UGC inspection Committee were placed before the Commission in its 553rd {Item No. 1.02(a)(iii)} held on 26.10.2021. The Commission ratified the recommendations of the Committee and the Deemed to be University is included in the list of Deemed to be Universities under Section 12 B of the UGC Act, 1956 subject to the condition that the financial assistance under all UGC schemes shall be limited to those relating to teachers and students only.



Yours faithfully,

(Archana Thakur)
Joint Secretary



Annexure - V

DEB-UGC Recognition letter

UNIVERSITY GRANTS COMMISSION
DISTANCE EDUCATION BUREAU

11th September, 2023

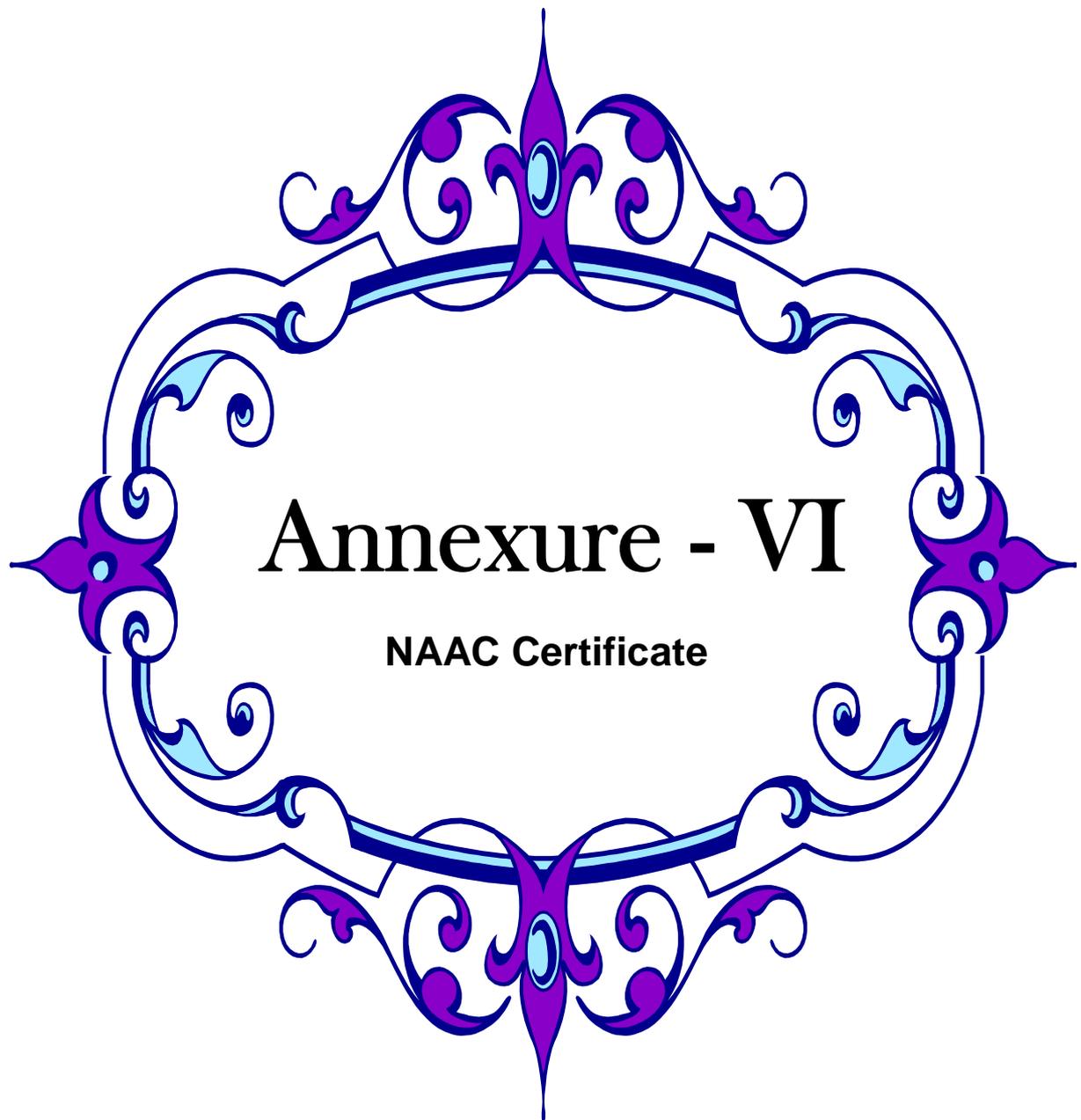
F. No. 30-30/2023 (DEB-II)

List of HEIs recognized to offer Open and Distance Learning (ODL) Programmes for academic year 2023-24 (academic session beginning from July-August, 2023 and January-February, 2024) onwards.

- I. University Grants Commission had invited online applications from the eligible Higher Educational Institutions (HEIs) as per Regulation 3(A) and Regulation 3(B)(b) of UGC (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020 and its amendments for recognition of Programmes under Open and Distance Learning (ODL) mode. On the basis of applications submitted by the HEI under UGC (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020 and its amendments, list of HEIs recognized to offer Open and Distance Learning (ODL) Programmes for academic year 2023-24 (academic session beginning from July-August, 2023 and January-February, 2024) is attached herewith.
- II. Programmes under the ambit of Regulatory Authorities have been considered on the basis of NOC/ approval/ recommendation received from the respective Regulatory Authority. The HEI shall strictly abide by the conditions such as the number of seats, valid academic year, etc. mentioned in the relevant Regulatory Authority letter.
- III. The Higher Educational Institution shall scrupulously abide by all the terms and conditions as stipulated in the University Grants Commission (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020 and its amendments and other instructions/notices issued by UGC and other statutory/regulatory bodies from time to time.
- IV. The Higher Educational Institution shall also adhere to the policy of Territorial Jurisdiction and Learner Support Centers (LSC) as specified in Annexure-III and VIII of University Grants Commission (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020 and its amendments.
- V. The Higher Educational Institutions have submitted an affidavit to the effect that in case any information, documentary evidence submitted/produced by the Higher Educational Institution is found to be false or wrong at a later stage or in case there is any violation of University Grants Commission (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020 and its amendments by the HEI, the Higher Educational Institution shall be solely liable and responsible for any such contravention/violation and for any consequences thereof. In such events, the HEI may also be subject to the consequences stipulated under Regulation 7 of University Grants Commission (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020 (including any amendments thereto).


(Prof. Manish R. Joshi)
Secretary

S. NO.	STATE	TYPE OF HEI	NAME	LIST OF PROGRAMMES RECOGNISED FOR ACADEMIC YEAR 2023-24 (ACADEMIC SESSION BEGINNING FROM JULY-AUGUST, 2023 AND JANUARY, 2024)	
				NUMBER OF RECOGNISED PROGRAMMES	NAME OF RECOGNISED PROGRAMMES
					10) MASTER OF COMMERCE (GENERAL)
53.	TAMIL NADU	DEEMED TO BE UNIVERSITY	VEL'S INSTITUTE OF SCIENCE, TECHNOLOGY & ADVANCED STUDIES (VISTAS)	03	1) BACHELOR OF BUSINESS ADMINISTRATION 2) BACHELOR OF COMMERCE 3) MASTER OF BUSINESS ADMINISTRATION
54.	TELANGANA	CENTRAL UNIVERSITY	MAULANA AZAD NATIONAL URDU UNIVERSITY, HYDERABAD	11	1) BACHELOR OF COMMERCE 2) BACHELOR OF ARTS (GENERAL) 3) BACHELOR OF SCIENCE (COMBINATION OF 3 SUBJECTS (GENERAL FROM UGC LIST) - ZOOLOGY, BOTANY, CHEMISTRY) 4) BACHELOR OF SCIENCE (COMBINATION OF 3 SUBJECTS) (GENERAL FROM UGC LIST)- PHYSICS, MATHEMATICS, CHEMISTRY 5) BACHELOR OF EDUCATION



Annexure - VI

NAAC Certificate



राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद

विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

An Autonomous Institution of the University Grants Commission

Certificate of Accreditation

*The Executive Committee of the
National Assessment and Accreditation Council
on the recommendation of the duly appointed
Peer Team is pleased to declare the
VELS Institute of Science, Technology and
Advanced Studies (VISTAS)
Velan Nagar, Pallavaram, Chennai, Tamil Nadu as
Accredited*

*with CGPA of 3.01 on seven point scale
at A grade*

valid up to March 27, 2024

Date : March 28, 2019



S. C. Ramo
Director

Dr. P. SARAVANAN
Registrar

Vels Institute of Science, Technology and
Advanced Studies (VISTAS)
Velan Nagar, P.V. Vaithiyalingam Road,
Pallavaram, Chennai - 600 117.



EC(SC)/37/A&A/TNUNGN11427



राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद
विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान
NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission

Quality Profile

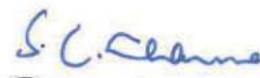
Name of the Institution : VELS Institute of Science, Technology and Advanced Studies (VISTAS)
Place : Velan Nagar, Pallavaram, Chennai, Tamil Nadu

Criteria	Weightage (W _i)	Criterion-wise Weighted Grade Point (Cr WGP _i)	Criterion-wise Grade Point Averages (Cr WGP _i / W _i)
I. Curricular Aspects	150	570	3.80
II. Teaching-Learning and Evaluation	182	544	2.99
III. Research, Innovations and Extension	230	557	2.42
IV. Infrastructure and Learning Resources	100	332	3.32
V. Student Support and Progression	090	240	2.67
VI. Governance, Leadership & Management	100	307	3.07
VII. Institutional Values and Best Practices	100	317	3.17
Total	$\sum_{i=1}^7 W_i = 952$	$\sum_{i=1}^7 (Cr WGP_i) = 2867$	

$$\text{Institutional CGPA} = \frac{\sum_{i=1}^7 (Cr WGP_i)}{\sum_{i=1}^7 W_i} = \frac{2867}{952} = \boxed{3.01}$$

Grade = A


Dr. P. SARAVANAN
Registrar
Vels Institute of Science, Technology and
Advanced Studies (VISTAS)
Velan Nagar, P.V. Vaithiyalingam Road,
Pallavaram, Chennai - 600 117.


Director

Date : March 28, 2019



- This certification is valid for a period of Five years with effect from March 28, 2019
- An institutional CGPA on seven point scale in the range of 3.51 - 4.00 denotes A⁺ grade, 3.26 - 3.50 denotes A⁺ grade, 3.01 - 3.25 denotes A grade, 2.76 - 3.00 denotes B⁺ grade, 2.51 - 2.75 denotes B⁺ grade, 2.01 - 2.50 denotes B grade, 1.51 - 2.00 denotes C grade
- Scores rounded off to the nearest integer

ಪ್ರೊ. ಎಸ್.ಸಿ. ಶರ್ಮಾ
ನಿರ್ದೇಶಕರು
ಪ್ರೊ. ಎಸ್.ಸಿ. ಶರ್ಮಾ
ನಿರ್ದೇಶಕ
Prof. S.C. Sharma
Director



ರಾಷ್ಟ್ರೀಯ ಮೌಲ್ಯಾಂಕನ ಮತ್ತು ಮಾನ್ಯತಾ ಪರಿಷತ್ತು
ವಿಶ್ವವಿದ್ಯಾಲಯ ಅನುದಾನ ಆಯೋಗದ ಸ್ವಾಯತ್ತ ಸಂಸ್ಥೆ
राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद
विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान
NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission

NAAC/DO/Cert-A&A/EC(37thSC)/TNUNGN11427/2022/

25th April 2022

The Vice-Chancellor
VELS Institute of Science, Technology and
Advanced Studies (Vistas)
Velan Nagar,
P.V.Vaithiyalingam Road,
Pallavaram,
Chennai - 600 117
Tamil Nadu

Dear Sir/Madam,

This has reference to your letter VISTAS/NAAC/013/2022 dated 22nd April 2022 regarding issue of new certificate correcting the scale from Seven point scale to Four point scale.

Since the introduction of CGPA by NAAC from April 2007, CGPA Range has remained the same from 0-4. 4 point and 7 point are the same, since the CGPA range has not changed. NAAC has changed only terminology from 7 point to 4 point scale. The seven point scale referred to the seven letter grades each aligned to the seven specific score-range. Later on, it was termed as a 4 point scale. This is for your kind information please.

Thanking You

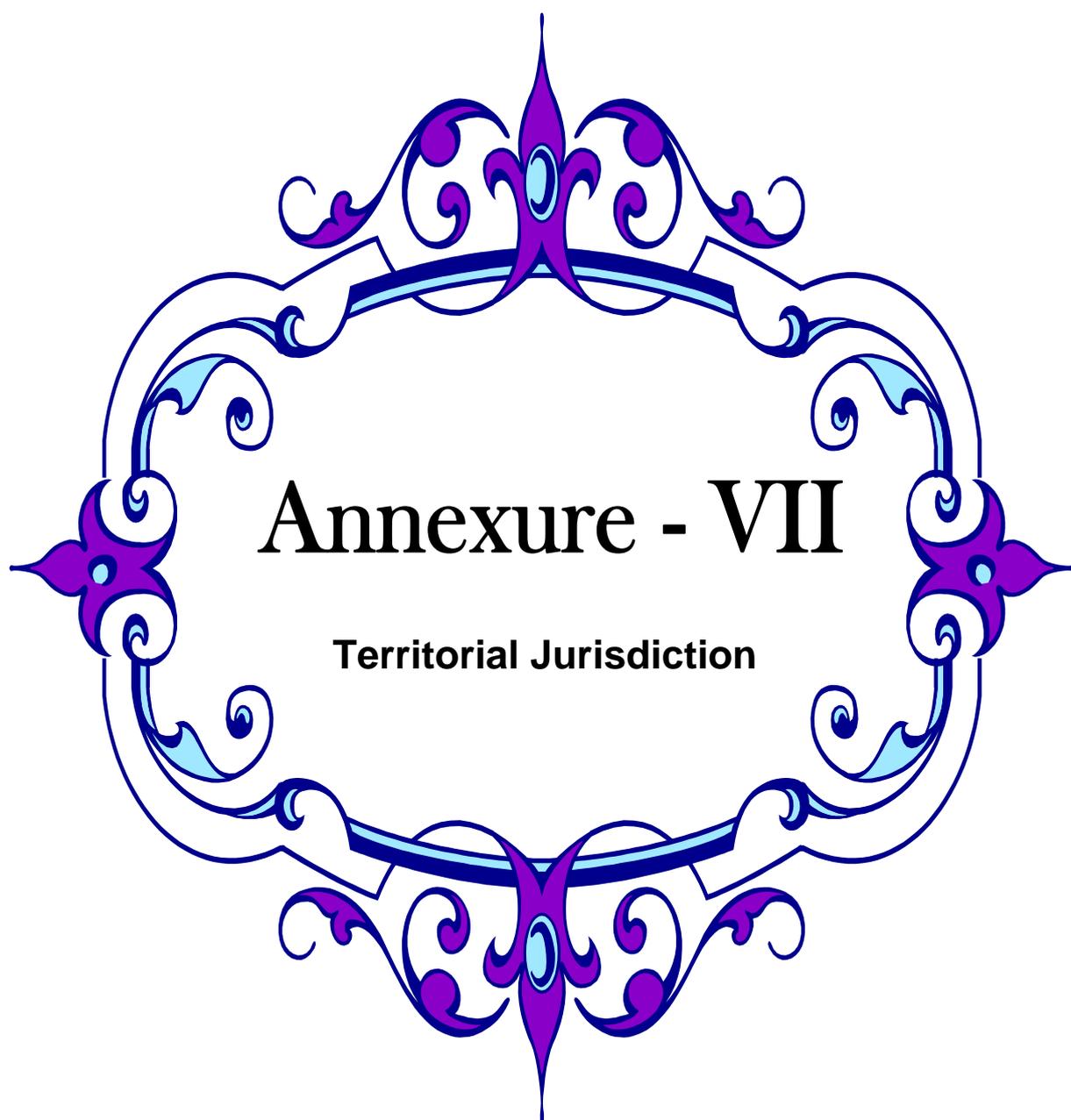
Namaste

Yours Sincerely,

S.C. Sharma

(S. C. Sharma)


Registrar
Vels Institute of Science, Technology
& Advanced Studies (VISTAS)
Pallavaram, Chennai - 600 117.



Annexure - VII

Territorial Jurisdiction



தமிழ்நாடு தமில்நாடு TAMILNADU

09 SEP 2023

CX 257269

Vels Institute of Science Technology & Advanced Studies, Chennai - 600035

V.RAMA

S V L No.1481/E/94
No 509, ANNA SALAI
CHENNAI-600035

Amended Memorandum of Association and Rules of "Vels Institute of Science Technology and Advanced Studies (VISTAS), Deemed to be University as per UGC (Institutions Deemed to be Universities) Regulations' 2023

1. Name, Address and Registration Details of the Trust registered for the Deemed to be University

This Deed executed on this 11th Day of September 2023 at Chennai by Dr.Ishari K.Ganesh, (PAN:AAAPI4538D) (Aadhaar No:819728816263) S/o. Late.Thiru.Isari Velan, Aged about 57 Years, Managing Trustee of **Vels Institute of Science Technology and Advanced Studies (VISTAS)**, a Public Charitable Trust managing Vels Institute of Science, Technology and Advanced Studies, Deemed to be University, (PAN: AAATV9804F) having its Registered office at Velan Nagar, P.V.Vaithiyalingam Road, Pallavaram, Chennai - 600117, Tamil Nadu and Administrative office at 521/2, Anna Salai, Nandanam, Chennai - 600035.

For VEL'S INSTITUTE OF SCIENCE TECHNOLOGY & ADVANCED STUDIES

Ishari K. Ganesh
Managing Trustee

Document No. 353 of 20.23
of Book... IV... Contains 45 Sheets
.....1.....Sheet

Registering Officer



Deemed to be University functioning is decentralized and is functioning under 19 different schools comprising of 48 Departments.

Office

The Registered office of the Deemed to be University shall be situated in Velan Nagar, P.V.Vaithiyalingam Road, Pallavaram, Chennai – 600117 and Administrative Office at 521/2, Anna Salai, Nandanam, Chennai – 600035.

3. Approved constituent units/off-campus/off-shore campuses with UGC Letter / MoE Notification and dates

Approved constituent units	UGC Letter	MHRD Notification and dates
1. VELS COLLEGE OF SCIENCE 2. VELS COLLEGE OF PHARMACY 3. VELS COLLEGE OF PHYSIOTHERAPY	No.F.6-4/2005 (CPP-I) dated 30.07.2008	No.F.9-56/2004-U.3 dated 04.06.2008

4. Definitions

In these Memorandum of Association and Rules, unless the context otherwise requires:

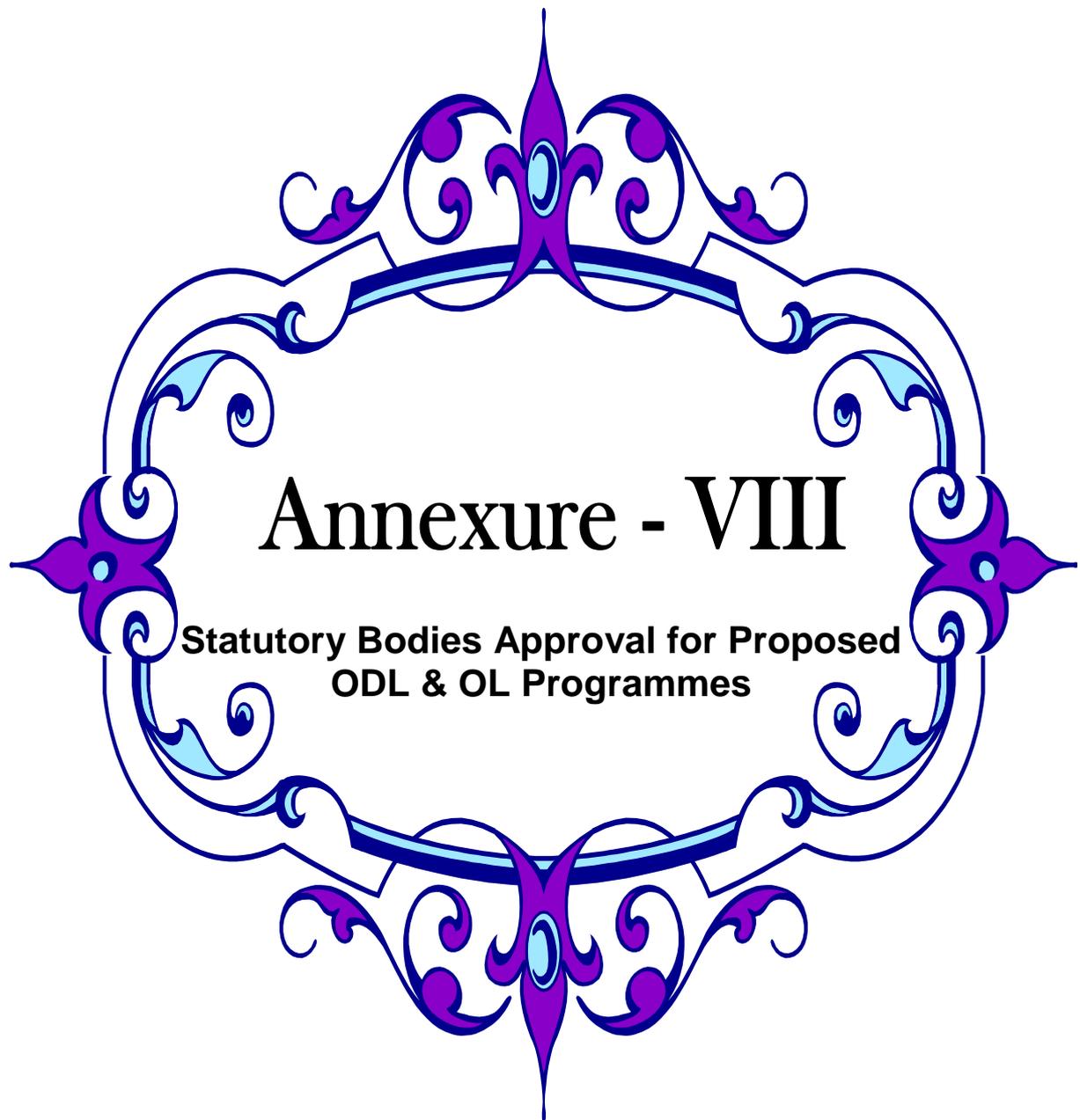
- (1) "Academic Council" means the academic council of the institution deemed to be University.
- (2) "Act" means the University Grants Commission Act, 1956 (Act 3 of 1956).
- (3) "affiliated college" means a college recognised by, associated with and admitted to the privileges of a University;
- (4) "Board of Studies" means the Board of Studies of a Department of the institution deemed to be University;
- (5) "Campus" means campus (single or multiple locations within the city) of the institution deemed to be University wherein its facilities, faculty, staff, students, and Academic Departments are situated;
- (6) "Centre" means a centre of studies of the institution deemed to be University;
- (7) "Chancellor", "Vice-Chancellor", and "Pro Vice-Chancellor" means the Chancellor, Vice-Chancellor and Pro Vice-Chancellor of the institution deemed to be University, respectively;
- (8) "College" means any institution whether affiliated college or constituent college, known as such or by any other name and provides undergraduate or postgraduate or Ph.D. programmes or all together, for obtaining any qualification from a University, in

For VEL'S INSTITUTE OF SCIENCE TECHNOLOGY & ADVANCED STUDIES

[Signature]
Managing Trustee

Document No. 353 of 20 28
of Book IV Contains 45 Sheets
3 Sheet
Registering Officer





Annexure - VIII

**Statutory Bodies Approval for Proposed
ODL & OL Programmes**



INSTITUTE OF SCIENCE, TECHNOLOGY & ADVANCED STUDIES (VISTAS)
(Deemed to be University Estd. u/s 3 of the UGC Act, 1956)

PALLAVARAM - CHENNAI

ACCREDITED BY NAAC WITH 'A' GRADE

Marching Beyond 30 Years Successfully

INSTITUTION WITH UGC 12B STATUS

Item No. VII

Academic Council Meeting: 30-08-2023

Agenda and Minutes

Dr. M. Chandrasekaran, Dean-Academic Courses, moved the minutes of the meeting of the Board of Studies in English and in Economics of ODL and OL programme held on 18-08-2023 and 22-08-2023 respectively approving the change of nomenclature in respect of the following programmes:

S.No.	ODL Programmes		OL Programmes	
	Already approved	Revised	Already approved	Revised
1	B.A. English	B.A. (Hons.) English	B.A. English	B.A. (Hons.) English
2	B.A. Economics	B.A.(Hons.) Economics	*****	*****

While proposing the change of nomenclature as mentioned above, the Board of studies has also approved the updated Programme Project Report (PPR), Self-Learning Material (SLM) and E-Learning Material (ELM) as detailed below:

1. PPR, SLM and ELM – for English
2. PPR and SLM – for Economics

In this context it is submitted that the Academic Council and Board of Management has already approved the PPR, SLM and ELM at its meeting held on 28-02-2023 and 21-03-2023 respectively in order to offer the above programmes through ODL and OL mode through the CDOE-VISTAS, from the academic year 2023-2024.

Registrar
Vels Institute of Science, Technology
& Advanced Studies (VISTAS)
Pallavaram, Chennai - 600 117.

The Change of nomenclature now proposed, as per the UGC notification vide no.F.1-52/97 (CPP-II) for the specification of degree have been approved by the respective Board of studies are given below:

ODL Programmes	OL Programmes
B.A. (Hons.) English, Dept. of English, CDOE. VISTAS	B.A. (Hons.) English, Dept. of English, CDOE. VISTAS
B.A. (Hons.) Economics, Department of Economics, CDOE. VISTAS	*****

The updated Programme Project Report (PPR), Self-Learning Material (SLM) and E-Learning Material (ELM) have been prepared by the faculty of the concerned department and the same are placed as Annexures for the perusal and approval of the members of the Academic Council.

The above item was seconded by Dr. P.R. Ramakrishnan, Dean, School of Management Studies and Commerce.

Resolution:

The Change of nomenclature and updated PPR, SLM and ELM, as detailed below, to offer through the Centre for Distance and Online Education (CDOE), VISTAS from the academic session 2024 **are approved:**

1. The Change of nomenclature as detailed below is approved:
 - (a) B.A. English to B.A. (Hons.) English
 - (b) B.A. Economics to B.A. (Hons.) Economics
2. Updated PPR, SLM and ELM for English
3. Updated PPR and SLM for Economics



Registrar
Vels Institute of Science, Technology
& Advanced Studies (VISTAS)
Pallavaram, Chennai - 600 117.



INSTITUTE OF SCIENCE, TECHNOLOGY & ADVANCED STUDIES (VISTAS)
(Deemed to be University Estd. u/s 3 of the UGC Act, 1956)

PALLAVARAM - CHENNAI

ACCREDITED BY NAAC WITH 'A' GRADE

Marching Beyond 30 Years Successfully

INSTITUTION WITH UGC 12B STATUS

Extract of the minutes of the Executive Council held on 11-10-2023

Item No: VI

Considered the minutes of the Board of Studies in Economics and in English held on 18-08-2023 and 22-08-2023 respectively recommending the

I – (a) Change of nomenclature in the following UG Programmes

S.No.	ODL Programmes		OL Programmes	
	Already approved	To be changed	Already approved	To be changed
1	B.A. Economics	B.A.(Hons.) Economics	*****	*****
2	B.A. English	B.A. (Hons.) English	B.A. English	B.A.(Hons.) English

(b) Updated Programme Project Report (PPR) and Self-Learning Material (SLM) for Economics

(c) Updated Programme Project Report (PPR), Self-Learning Material (SLM) and E-Learning Material for English

II - Submission of application to the Distance Education Bureau-UGC for grant of approval to start the following programmes under Open and Distance Learning (ODL) and Online Learning (OL) programmes through the Centre for Distance and Online Education (CDOE) of VISTAS from the academic session 2024:

S.No.	ODL Programmes	OL Programmes
1	B.A. (Hons.) English	B.A. (Hons.) English
2	B.A. (Hons.) Economics	*****

Resolved to approve the

I – (a) Change of nomenclature in the following UG Programmes

S.No.	ODL Programmes		OL Programmes	
	Already approved	To be changed	Already approved	To be changed
1	B.A. Economics	B.A. (Hons.) Economics	*****	*****
2	B.A. English	B.A. (Hons.) English	B.A. English	B.A. (Hons.) English

(b) Updated Programme Project Report (PPR) and Self-Learning Material (SLM) for Economics

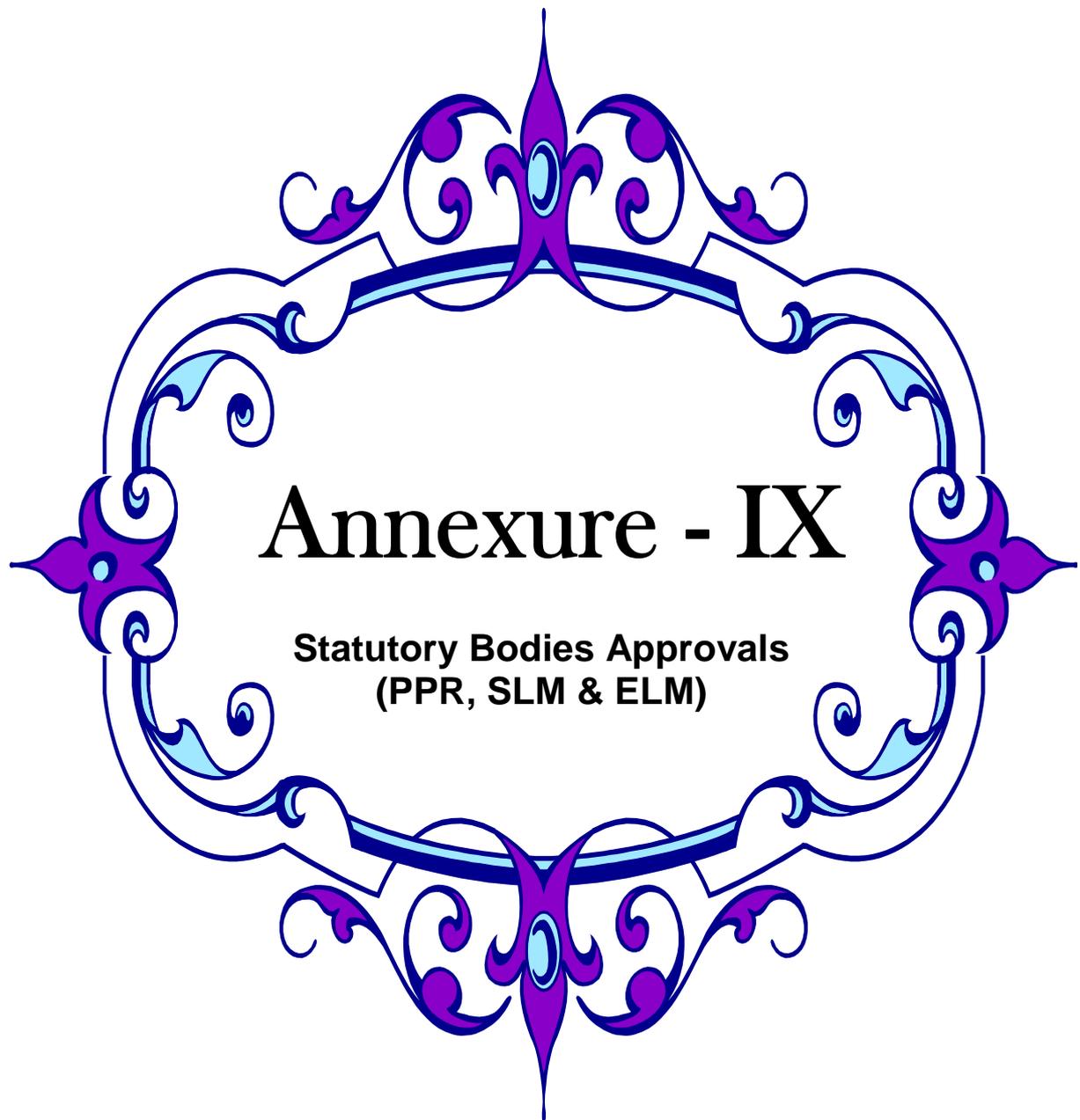
(c) Updated Programme Project Report (PPR), Self-Learning Material (SLM) and E-Learning Material for English

II - Submission of application to the Distance Education Bureau-UGC for grant of approval to start the following programmes under Open and Distance Learning (ODL) and Online Learning (OL) programmes through the Centre for Distance and Online Education (CDOE) of VISTAS from the academic session 2024:

S.No.	ODL Programmes	OL Programmes
1	B.A. (Hons.) English	B.A. (Hons.) English
2	B.A. (Hons.) Economics	*****


REGISTRAR

Registrar
Vels Institute of Science, Technology
& Advanced Studies (VISTAS)
Pallavaram, Chennai - 600 117.



Annexure - IX

**Statutory Bodies Approvals
(PPR, SLM & ELM)**

**Vels Institute of Science, Technology and Advanced
Studies (VISTAS)**

Centre for Distance and Online Education (CDOE)

Department of English

The minutes of the meeting of the **Board of Studies in English**, Department of English was held on 22.08.2023 (Tuesday) at 10.00 a.m. in the Department of English, CDOE, VISTAS.

The following members were present:

S.No	Name & Designation	Role
1.	Dr.T.Senthamarai Professor & Head, Department of English, VISTAS	Chairperson
2.	Dr.Mekala Rajan Associate Professor and Head, Department of English, Madras Christian College, Chennai.	External Member
3.	DrM.Kamalakaran Associate Professor, Department of English Presidency College, Chennai	External Member
4.	Dr.E. SuganthaEzhil Mary, Associate Professor, Department of English, CDOE, VISTAS	Internal Member
5.	Dr. P. Santhosh, Assistant Professor, Department of English, CDOE, VISTAS	Internal Member
6.	Dr.P. Preethi, Assistant Professor, Department of English, VISTAS	Internal Member
7.	Dr.K.N.Uma Devi, Assistant Professor, Department of English, VISTAS	Internal Member


REGISTRAR
VELS INSTITUTE OF SCIENCE, TECHNOLOGY
& ADVANCED STUDIES (VISTAS)
Velan Nagar, P.V. Vaithiyalingam Road,
Pallavaram, Chennai-600 117.

The BOS meeting started on time, and Dr.T.Senthamarai, Chairperson extended a warm welcome to the members and introduced the External Members highlighting their specialization and professional experience.

The Chairperson also briefed the Members about the purpose of convening the meeting of the BOS and the importance of Open & Distance Learning as well as Online Learning.

Following, this, the Chairperson presented the Agenda before the members for discussion, and each agenda Item, the following resolutions were passed on each item unanimously :-

Item -1

To consider the proposal of change of nomenclature as per the UGC notification for specification degrees vide no F.1-52/97 (CPP – II), from Bachelor of Arts, English to B.A.(Hons) English.

The proposal of changing of nomenclature from B.A. English to B.A.(Hons) English with effect from 22.08.2023, **be approved.**

Item - 2

To consider the proposal of updating the **Programme Project Report(PPR)** and detailed curriculum along with regulations.

The proposal of updating the **Programme Project Report(PPR)** and detailed curriculum along with the regulation, **be approved.**

Item - 3

To consider the proposal of updating the **Study Learning Materials (SLM)** and detailed curriculum along with regulations.

The proposal of updating the **Study Learning Materials (SLM)** and detailed curriculum along with the regulations, **be approved.**


REGISTRAR
VELS INSTITUTE OF SCIENCE, TECHNOLOGY
& ADVANCED STUDIES (VISTAS)
Velan Nagar, P.V. Vaithiyalingam Road,
Pallavaram, Chennai-600 117.

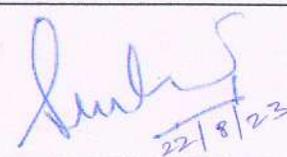
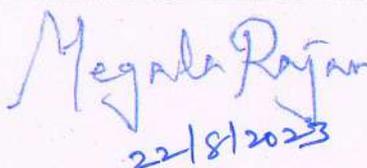
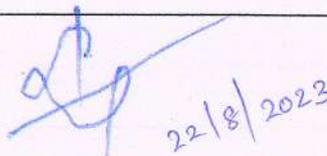
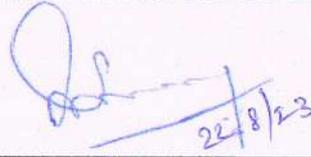
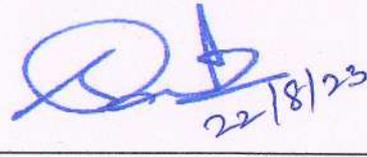
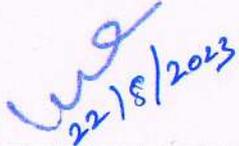
Item - 4

To consider the proposal of updating the **E.Learning Materials (ELM)** and detailed curriculum along with regulations.

The proposal of updating the **E.Learning Materials (ELM)** and detailed curriculum along with the regulations, **be approved.**

The meeting was concluded with a vote of thanks by Dr.T. Senthamarai, Professor & Head, English, VISTAS

Signature of the Members who have attended the meeting on 22.08.2023

S.No	Name & Designation	Role	
1.	Dr.T.Senthamarai Professor & Head, Department of English, VISTAS	Chairperson	 22/8/23
2.	Dr.Mekala Rajan Associate Professor and Head, Department of English, Madras Christian College, Chennai.	External Member	 22/8/2023
3.	DrM.Kamalakaran Associate Professor, Department of English Presidency College, Chennai	External Member	 22/8/2023
4.	Dr.E. Sugantha Ezhil Mary, Associate Professor, Department of English, CDOE, VISTAS	Internal Member	 22/8/23
5.	Dr. P. Santhosh, Assistant Professor, Department of English, CDOE, VISTAS	Internal Member	 22/8/23
6.	Dr.P. Preethi, Assistant Professor, Department of English, VISTAS	Internal Member	 22/8/23
7.	Dr.K.N.Uma Devi, Assistant Professor, Department of English, VISTAS	Internal Member	 22/8/2023


REGISTRAR

VELS INSTITUTE OF SCIENCE, TECHNOLOGY
& ADVANCED STUDIES (VISTAS)
Velen Nagar, P.V. Vaithiyalingam Road



INSTITUTE OF SCIENCE, TECHNOLOGY & ADVANCED STUDIES (VISTAS)
(Deemed to be University Estd. u/s 3 of the UGC Act, 1956)

PALLAVARAM - CHENNAI

ACCREDITED BY NAAC WITH 'A' GRADE

Marching Beyond 30 Years Successfully

INSTITUTION WITH UGC 12B STATUS

Item No. VII

Academic Council Meeting: 30-08-2023

Agenda and Minutes

Dr. M. Chandrasekaran, Dean-Academic Courses, moved the minutes of the meeting of the Board of Studies in English and in Economics of ODL and OL programme held on 18-08-2023 and 22-08-2023 respectively approving the change of nomenclature in respect of the following programmes:

S.No.	ODL Programmes		OL Programmes	
	Already approved	Revised	Already approved	Revised
1	B.A. English	B.A. (Hons.) English	B.A. English	B.A. (Hons.) English
2	B.A. Economics	B.A.(Hons.) Economics	*****	*****

While proposing the change of nomenclature as mentioned above, the Board of studies has also approved the updated Programme Project Report (PPR), Self-Learning Material (SLM) and E-Learning Material (ELM) as detailed below:

1. PPR, SLM and ELM – for English
2. PPR and SLM – for Economics

In this context it is submitted that the Academic Council and Board of Management has already approved the PPR, SLM and ELM at its meeting held on 28-02-2023 and 21-03-2023 respectively in order to offer the above programmes through ODL and OL mode through the CDOE-VISTAS, from the academic year 2023-2024.

Registrar
Vels Institute of Science, Technology
& Advanced Studies (VISTAS)
Pallavaram, Chennai - 600 117.

The Change of nomenclature now proposed, as per the UGC notification vide no.F.1-52/97 (CPP-II) for the specification of degree have been approved by the respective Board of studies are given below:

ODL Programmes	OL Programmes
B.A. (Hons.) English, Dept. of English, CDOE. VISTAS	B.A. (Hons.) English, Dept. of English, CDOE. VISTAS
B.A. (Hons.) Economics, Department of Economics, CDOE. VISTAS	*****

The updated Programme Project Report (PPR), Self-Learning Material (SLM) and E-Learning Material (ELM) have been prepared by the faculty of the concerned department and the same are placed as Annexures for the perusal and approval of the members of the Academic Council.

The above item was seconded by Dr. P.R. Ramakrishnan, Dean, School of Management Studies and Commerce.

Resolution:

The Change of nomenclature and updated PPR, SLM and ELM, as detailed below, to offer through the Centre for Distance and Online Education (CDOE), VISTAS from the academic session 2024 **are approved:**

1. The Change of nomenclature as detailed below is approved:
 - (a) B.A. English to **B.A. (Hons.) English**
 - (b) B.A. Economics to B.A. (Hons.) Economics
2. **Updated PPR, SLM and ELM for English**
3. Updated PPR and SLM for Economics



Registrar
Vels Institute of Science, Technology
& Advanced Studies (VISTAS)
Pallavaram, Chennai - 600 117.



INSTITUTE OF SCIENCE, TECHNOLOGY & ADVANCED STUDIES (VISTAS)
(Deemed to be University Estd. u/s 3 of the UGC Act, 1956)

PALLAVARAM - CHENNAI

ACCREDITED BY NAAC WITH 'A' GRADE

Marching Beyond 30 Years Successfully

INSTITUTION WITH UGC 12B STATUS

Extract of the minutes of the Executive Council held on 11-10-2023

Item No: VI

Considered the minutes of the Board of Studies in Economics and in English held on 18-08-2023 and 22-08-2023 respectively recommending the

I – (a) Change of nomenclature in the following UG Programmes

S.No.	ODL Programmes		OL Programmes	
	Already approved	To be changed	Already approved	To be changed
1	B.A. Economics	B.A.(Hons.) Economics	*****	*****
2	B.A. English	B.A. (Hons.) English	B.A. English	B.A.(Hons.) English

(b) Updated Programme Project Report (PPR) and Self-Learning Material (SLM) for Economics

(c) Updated Programme Project Report (PPR), Self-Learning Material (SLM) and E-Learning Material for English

II - Submission of application to the Distance Education Bureau-UGC for grant of approval to start the following programmes under Open and Distance Learning (ODL) and Online Learning (OL) programmes through the Centre for Distance and Online Education (CDOE) of VISTAS from the academic session 2024:

S.No.	ODL Programmes	OL Programmes
1	B.A. (Hons.) English	B.A. (Hons.) English
2	B.A. (Hons.) Economics	*****

Resolved to approve the

I – (a) Change of nomenclature in the following UG Programmes

S.No.	ODL Programmes		OL Programmes	
	Already approved	To be changed	Already approved	To be changed
1	B.A. Economics	B.A. (Hons.) Economics	*****	*****
2	B.A. English	B.A. (Hons.) English	B.A. English	B.A. (Hons.) English

(b) Updated Programme Project Report (PPR) and Self-Learning Material (SLM) for Economics

(c) Updated Programme Project Report (PPR), Self-Learning Material (SLM) and E-Learning Material for English

II - Submission of application to the Distance Education Bureau-UGC for grant of approval to start the following programmes under Open and Distance Learning (ODL) and Online Learning (OL) programmes through the Centre for Distance and Online Education (CDOE) of VISTAS from the academic session 2024:

S.No.	ODL Programmes	OL Programmes
1	B.A. (Hons.) English	B.A. (Hons.) English
2	B.A. (Hons.) Economics	*****


REGISTRAR

Registrar
Vels Institute of Science, Technology
& Advanced Studies (VISTAS)
Pallavaram, Chennai - 600 117.

Vels Institute of Science, Technology and Advanced Studies
(VISTAS)

Centre for Distance and Online Education (CDOE)

Department of Economics

The Minutes of the Meeting of the **Board of Studies in Economics**, Department of Economics was held on 18.08.2023(Friday) at 11.30 a.m. in the Department of Economics, CDOE, VISTAS.

The following Members were Present.

S.No.	Name & Designation	Role
1	Dr.S.Chandrachud Professor and Head i/c Department of Economics, VISTAS	Chairperson
2.	Dr.N.Gajalakshmi Associate Professor, Department of Commerce SDNBV College, Chennai	External Member
3.	Dr.A.Annadurai Associate Professor, Department of Economics Madras Christian College, Tambaram, Chennai.	External Member
4.	Dr.S.S.Jansi Rani Professor, Department of Economics CDOE, VISTAS	Internal Member
5.	Dr.V.Bala Ruby Assistant Professor, Department of Economics CDOE, VISTAS	Internal Member
6.	Dr.R.Premalatha Assistant Professor, Department of Economics VISTAS	Internal Member
7.	Dr.Suvarna Raagavendaran Assistant Professor, Department of Economics VISTAS	Internal Member



REGISTRAR
VELS INSTITUTE OF SCIENCE, TECHNOLOGY
& ADVANCED STUDIES (VISTAS)
Velan Nagar, P.V. Vaithiyalingam Road,
Pallavaram, Chennai-600 117.

The Meeting started as per scheduled time with a welcome note by Dr.S.Chandrachud, Chairperson, and he has introduced the External Members highlighting their subject specialization and academic experience.

The Chairperson also briefed the Members about the purpose of convening the meeting of the BOS and the Importance of Open & Distance Learning.

The Agenda were taking for discussion and after deliberations resolution were passed on each item as follows:-

Item - 1

To consider the proposal of change of nomenclature as per the UGC notification for specification degrees vide no F.1-52/97 (CPP – II), from Bachelor of Arts, Economics to B.A. (Hons) Economics.

The proposal of changing of nomenclature from B.A. Economics to B.A.(Hons) Economics with effect from 18.08.2023, **be approved.**

Item - 2

To consider the proposal of updating the Programme Project Report and detailed curriculum along with regulations.

The proposal of updating the Programme Project Report and detailed curriculum along with the regulations, **be approved**

Item - 3

To consider the proposal of updating the Study Learning Materials (SLM) and detailed curriculum along with regulations.

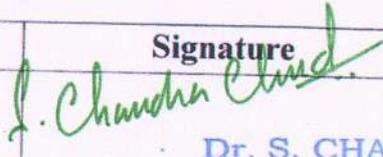
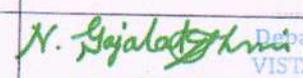
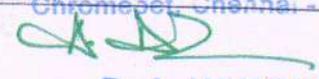
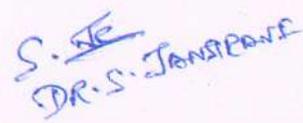
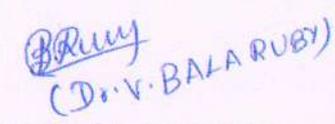
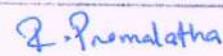
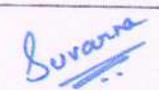
The proposal of updating the Study Learning Materials (SLM) and detailed curriculum along with the regulations, **be approved**

The meeting was concluded with a vote of thanks by Dr.S.Jansirani, Professor, CDOE, VISTAS.



REGISTRAR
VELS INSTITUTE OF SCIENC^L, TECHNOLOGY
& ADVANCED STUDIES (VISTAS)
Velan Nagar, P.V. Vaithiyalingam Road,
Pattavaram, Chennai-600 117.

Signature of the Members who have attended the meeting on 18.08.2023

S.No	Name & Designation	Role	Signature
1.	Dr.S.Chandrachud, Professor & Head i/c, Department of Economics, VISTAS	Chairperson	 Dr. S. CHANDRACHI M.A., M.Phil., M.C.A., S.L.E.T., Ph Professor, Department of Economics, VISTAS, Chennai - 600 117.
2.	Dr.N.GajaLakshmi, Associate Professor, Department of Economics, SDNBV College, Chennai.	External Member	 Dr.(Mrs) N.Gajalakshmi, M.A., Ph.D., Associate Professor & Research Department of Economics, S.D.N.B. VAIS-NAV COLLEGE FOR WOMEN Chromepet, Chennai - 600 014.
3.	Dr.A.Annadurai, Associate Professor, Department of Economics, Madras Christian College, Chennai	External Member	 Dr. A. ANNADURAI Associate Professor Department of Economics Madras Christian College Tambaram, Chennai-600 059.
4.	Dr.S.Jansi Rani, Professor, Department of Economics, CDOE, VISTAS	Internal Member	 DR. S. JANSIRANI
5.	Dr.V.Bala ruby, Assistant Professor, Department of Economics, CDOE, VISTAS	Internal Member	 (Dr.V.BALA RUBY)
6.	Dr.R.Premalatha, Assistant Professor, Department of Economics, VISTAS	Internal Member	 DR. R. PREMALATHA
7.	Dr.Suvarna Raagavendaran, Assistant Professor, Department of Economics, VISTAS	Internal Member	 [Dr.SUVARNA RAAGAVENDARAN]



REGISTRAR
VELS INSTITUTE OF SCIENCE, TECHNOLOGY
& ADVANCED STUDIES (VISTAS)
Velan Nagar, P.V. Vaithiyalingam Road,
Pallavaram, Chennai-600 117.



VELS



INSTITUTE OF SCIENCE, TECHNOLOGY & ADVANCED STUDIES (VISTAS)
(Deemed to be University Estd. u/s 3 of the UGC Act, 1956)

PALLAVARAM - CHENNAI

ACCREDITED BY NAAC WITH 'A' GRADE

Marching Beyond 30 Years Successfully

INSTITUTION WITH UGC 12B STATUS

Item No. VII

Academic Council Meeting: 30-08-2023

Agenda and Minutes

Dr. M. Chandrasekaran, Dean-Academic Courses, moved the minutes of the meeting of the Board of Studies in English and in Economics of ODL and OL programme held on 18-08-2023 and 22-08-2023 respectively approving the change of nomenclature in respect of the following programmes:

S.No.	ODL Programmes		OL Programmes	
	Already approved	Revised	Already approved	Revised
1	B.A. English	B.A. (Hons.) English	B.A. English	B.A. (Hons.) English
2	B.A. Economics	B.A.(Hons.) Economics	*****	*****

While proposing the change of nomenclature as mentioned above, the Board of studies has also approved the updated Programme Project Report (PPR), Self-Learning Material (SLM) and E-Learning Material (ELM) as detailed below:

1. PPR, SLM and ELM – for English
2. PPR and SLM – for Economics

In this context it is submitted that the Academic Council and Board of Management has already approved the PPR, SLM and ELM at its meeting held on 28-02-2023 and 21-03-2023 respectively in order to offer the above programmes through ODL and OL mode through the CDOE-VISTAS, from the academic year 2023-2024.

Registrar
Vels Institute of Science, Technology
& Advanced Studies (VISTAS)
Pallavaram, Chennai - 600 117.

The Change of nomenclature now proposed, as per the UGC notification vide no.F.1-52/97 (CPP-II) for the specification of degree have been approved by the respective Board of studies are given below:

ODL Programmes	OL Programmes
B.A. (Hons.) English, Dept. of English, CDOE. VISTAS	B.A. (Hons.) English, Dept. of English, CDOE. VISTAS
B.A. (Hons.) Economics, Department of Economics, CDOE. VISTAS	*****

The updated Programme Project Report (PPR), Self-Learning Material (SLM) and E-Learning Material (ELM) have been prepared by the faculty of the concerned department and the same are placed as Annexures for the perusal and approval of the members of the Academic Council.

The above item was seconded by Dr. P.R. Ramakrishnan, Dean, School of Management Studies and Commerce.

Resolution:

The Change of nomenclature and updated PPR, SLM and ELM, as detailed below, to offer through the Centre for Distance and Online Education (CDOE), VISTAS from the academic session 2024 **are approved:**

1. The Change of nomenclature as detailed below is approved:
 - (a) B.A. English to B.A. (Hons.) English
 - (b) B.A. Economics to **B.A. (Hons.) Economics**
2. Updated PPR, SLM and ELM for English
3. **Updated PPR and SLM for Economics**



Registrar
Vels Institute of Science, Technology
& Advanced Studies (VISTAS)
Pallavaram, Chennai - 600 117.



INSTITUTE OF SCIENCE, TECHNOLOGY & ADVANCED STUDIES (VISTAS)
(Deemed to be University Estd. u/s 3 of the UGC Act, 1956)

PALLAVARAM - CHENNAI

ACCREDITED BY NAAC WITH 'A' GRADE

Marching Beyond 30 Years Successfully

INSTITUTION WITH UGC 12B STATUS

Extract of the minutes of the Executive Council held on 11-10-2023

Item No: VI

Considered the minutes of the Board of Studies in Economics and in English held on 18-08-2023 and 22-08-2023 respectively recommending the

I – (a) Change of nomenclature in the following UG Programmes

S.No.	ODL Programmes		OL Programmes	
	Already approved	To be changed	Already approved	To be changed
1	B.A. Economics	B.A.(Hons.) Economics	*****	*****
2	B.A. English	B.A. (Hons.) English	B.A. English	B.A.(Hons.) English

(b) Updated Programme Project Report (PPR) and Self-Learning Material (SLM) for Economics

(c) Updated Programme Project Report (PPR), Self-Learning Material (SLM) and E-Learning Material for English

II - Submission of application to the Distance Education Bureau-UGC for grant of approval to start the following programmes under Open and Distance Learning (ODL) and Online Learning (OL) programmes through the Centre for Distance and Online Education (CDOE) of VISTAS from the academic session 2024:

S.No.	ODL Programmes	OL Programmes
1	B.A. (Hons.) English	B.A. (Hons.) English
2	B.A. (Hons.) Economics	*****

Resolved to approve the

I – (a) Change of nomenclature in the following UG Programmes

S.No.	ODL Programmes		OL Programmes	
	Already approved	To be changed	Already approved	To be changed
1	B.A. Economics	B.A. (Hons.) Economics	*****	*****
2	B.A. English	B.A. (Hons.) English	B.A. English	B.A. (Hons.) English

(b) **Updated Programme Project Report (PPR) and Self-Learning Material (SLM) for Economics**

(c) Updated Programme Project Report (PPR), Self-Learning Material (SLM) and E-Learning Material for English

II - Submission of application to the Distance Education Bureau-UGC for grant of approval to start the following programmes under Open and Distance Learning (ODL) and Online Learning (OL) programmes through the Centre for Distance and Online Education (CDOE) of VISTAS from the academic session 2024:

S.No.	ODL Programmes	OL Programmes
1	B.A. (Hons.) English	B.A. (Hons.) English
2	B.A. (Hons.) Economics	*****


REGISTRAR

Registrar
Vels Institute of Science, Technology
& Advanced Studies (VISTAS)
Pallavaram, Chennai - 600 117.



Annexure - X

Programme Project Report (PPR)



VELS



INSTITUTE OF SCIENCE, TECHNOLOGY & ADVANCED STUDIES (VISTAS)
(Deemed to be University Estd. u/s 3 of the UGC Act, 1956)

PALLAVARAM - CHENNAI

ACCREDITED BY NAAC WITH 'A' GRADE

Marching Beyond 30 Years Successfully

INSTITUTION WITH UGC 12B STATUS

PROGRAMME PROJECT REPORT (PPR)

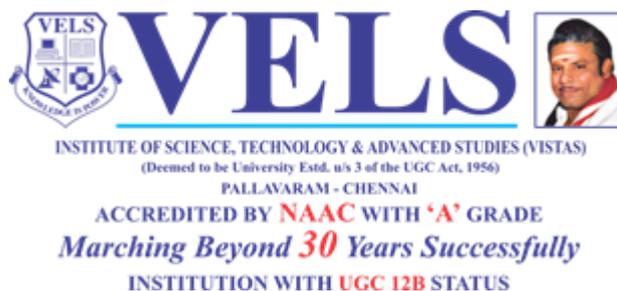


CENTRE FOR DISTANCE AND ONLINE EDUCATION

Vels Institute of Science, Technology and Advanced Studies (VISTAS)

Centre for Distance and Online Education (CDOE)

Department of English **Bachelor of Arts(Hons)English** **Under Semester Pattern** **(From Academic Session -2024 onwards)**



Programme Project Report(PPR) & Regulations with Detailed Syllabus (ODL&OL Mode)

Bachelor of Arts (Hons) English

Under Semester Pattern

Programme Project Report (PPR)

I. Programme's Mission & Objectives

The Bachelor of Arts(Hons) in English, is an undergraduate degree comprised of English studies. The course is designed to offer English subjects of all genres and practical acquisition of theories and forms in English literature to provide students with a wide range of English studies, an understanding of all genres, and practical acquisition of communication skills. VELS Institute of Science Technology and Advanced Studies (VISTAS) started the School of English in the year 2008 with the vision of providing the opportunity for quality education in English to all realms of society. Since the beginning, hundreds of students have availed themselves of this opportunity for higher education in the field of English to a great extent throughout Tamil Nadu and other parts of India. Many students outside the State have benefited from this. The institution's new endeavour is to offer its functioning by offering different types of Conventional Graduate and Post Graduate Programmes in addition to Value added Programmes, which are very relevant to contemporary society.

The Department of English provides students with a Bachelor of Arts(Hons) in English, with a substantial amount of specialization in English literature studies. This programme is especially suitable for those who wish to pursue a career in English literature, language and linguistics studies. Further, this is mainly due to the course content, where greater emphasis is laid on such subjects that would help develop a career in the field of content writing. To enable the students to understand how the knowledge of English is widespread in all other areas and disciplines. To cater for professionals with high knowledge and competence to effectively contribute to society with commitment and integrity.

II. Programme with HEI's Mission and Goals

The career-related Degree Programme in English aims to equip students to cope with the emerging trends and challenges in the industrial and business world. In congruence with the goals of the Institute, the Programme also envisages providing skilled manpower to the professional, industrial and service sectors in the country so as to meet global demands. The Programme also aims to make the students fit for various jobs and initiate and run self-employment ventures.

III. Nature of the prospective target group of learners

Bachelor of Arts(Hons) in English is a three-year programme with six semesters that aims to bridge the gap between academia and industry. The programme provides a combination of English, communication skills and soft skills. Through an interactive learning process, this programme attempts to instill fundamental competencies and skills as desired by global transaction and knowledge transfer. The curriculum has been designed to meet the ever- changing English demands while including necessary industry inputs. The purpose of the Bachelor of Arts(Hons) in English programme is to improve

knowledge, train students to become industry professionals, provide research-based training, and encourage confidence and competency in the English language. Because only a nominal percentage of Bachelor of Arts(Hons) in English aspirants in Tamil Nadu are accommodated in the regular mode through colleges; it is hoped that Institute's Distance Mode and Online mode Programme will be a boon to those who have been unable to enroll in regular colleges due to social, economic, and other constraints such as eligibility for enrolment, age of entry, time and place, and so on.

IV. Appropriateness of programme to be conducted in Open and Distance Learning and/or Online mode to acquire specific skills and competence:

The Learning Outcomes of Bachelor of Arts(Hons) in English Programme are as follows:

- Identify and understand the various literary genres such as poetry, fiction, prose, film and dramas.
- Analyze contextually and comparatively how a literary text, explicitly or allegorically, represents various aspects of literature during the eras.
- Demonstrate students' critical and analytical skills in interpreting and evaluating rhetoric of literary texts.
- Demonstrate command of written academic English, including organising and presenting material proficiently.
- Gain further research, writing, and analytical skills to be utilized in their future professional and academic endeavours.

V. Instructional Design

The curriculum and syllabus for the Bachelor of Arts(Hons) in English Programme have been designed to cover all the key areas of English literature. The minimum duration of the programme is three years, and the medium of instruction is English. The Bachelor of Arts(Hons) in English Programme is offered through the Institute; the same programme is offered through the Conventional Mode. The faculty members will be deputed to deliver the lectures and Personal Contact Programmes for the Bachelor of Arts(Hons) in English. The credit systems suggested as per UGC-DEB ODL & OL Regulations 2020 have been assigned to Bachelor of Arts(Hons) in English. The self-learning materials in print, e-content, and audio/video materials, wherever required, have also been developed for the programme.

VI. Procedure for Admissions, Curriculum Transaction and Evaluation

The admission for Bachelor of Arts(Hons) in English Programme will be conducted online by VISTAS-CDOE, and the Counselling classes will be conducted at VISTAS-CDOE. The evaluation will be carried out by VISTAS and consists of Continuous Internal Assessment (CIA) through Assignment and External Assessment through End Semester Examination (ESE).

(a). Eligibility: Candidates who have passed the 12th Standard Examinations or its equivalent.

(b). Fee Structure: For ODL Rs.2500/- per Semester (Six Semesters) plus Registration Charges and For OL Rs. 7500/- per Semester (Six Semesters) plus Registration Charges.

(c). Age: Minimum 17 Years and above

(d). Duration of Programme: Minimum 3 Years and a Maximum of 6 Years

(e). Examination System: Examination to the Bachelor of Arts (Hons) in English Programme is designed to maintain quality of standard. The Examination for the Bachelor of Arts (Hons) in English programme shall consist of only theory courses. Theory Examinations will be conducted by the Institute.

(1) Theory Examinations: The Theory Examinations shall be of three hours duration to each Course and conducted at the end of the year. The candidates who fail in any Course(s) will be permitted to reappear for each failed Course(s) in the subsequent examinations, which have a 70% weightage.

(2). Assignments: The Scheme of Evaluation includes the Continuous Internal Assessment through Assignments, which carries 30 % weightage.

(3). Question Pattern for Theory Examinations

Max. Marks: 70 Time: 3 hours

PART - A (2 Marks) 5X2=10 Marks

Answer any FIVE questions out of EIGHT questions

[All questions carry equal marks]

1. From Block - I
2. From Block - II
3. From Block - III
4. From Block - IV
5. From Block - V

PART - B (5 Marks) 4X5= 20 Marks

Answer any FOUR questions out of SEVEN questions in 150 words

[All questions carry equal marks]

1. From Block - I
2. From Block - II
3. From Block - III
4. From Block - IV
5. From Block - V

PART - C (10 Marks) 4X10= 40 Marks

Answer any FOUR questions out of SEVEN questions in 400 words

[All questions carry equal marks]

1. From Block - I
2. From Block - II
3. From Block - III
4. From Block - IV
5. From Block - V

(5). Passing Minimum for Theory Examination

The Candidate shall be declared to have passed the examination if the candidate secures not less than 25 marks in the End Semester Examination (ESE) in each theory paper and secures not less than 10 marks in the Continuous Internal Assessment (CIA) and overall aggregated marks is 40 marks in both external and internal taken together.

Continuous Internal Assessment (CIA)		End Semester Examination (ESE)		Overall Aggregated Marks	
Minimum Pass Mark	Maximum Mark	Minimum Pass Mark	Maximum Mark	Minimum Pass Mark	Maximum Mark
10	30	25	70	40	100

Note: *If a learner fails to secure 40 per cent of aggregate marks, he/she may re-appear in term end examination or re-do the assignments to secure a passing minimum.*

(6). Classification of Successful Candidate: Candidates who pass all the Courses and secure 60 per cent and above in the aggregate of marks will be placed in the First Class. Those securing 50 per cent and above but below 60 per cent in the aggregate will be placed in the Second Class. Those securing 40 per cent and above but below 50 per cent in the aggregate will be placed in the Third Class.

(f). Delivery of Programme

Bachelor of Arts(Hons) in English Programme will be offered through VISTAS-CDOE. The Assistant Professors/Associate Professors/ Professors of relevant faculty employed in VISTAS and other HEIs are eligible to handle Academic Counselling/Personal Contact Programme (PCP) in VISTAS-CDOE for Bachelor of Arts(Hons) in English Programme.

(g). Financial Assistance

Scholarships for SC/ST category are available as per the norms of the State Government of Tamil Nadu. Complete Admission fee waiver for the Physically Challenged/ Differently abled persons.

(h). Policy of Programme Delivery

The Academic Calendar for the Programme will be available for the learners to track down the chronological events/ happenings. The Academic Counselling/PCP schedule will be uploaded to the VISTAS – CDOE website and will be intimated to the students through SMS.

(i). Ranking

The Institute Rank shall be offered to the toppers (First Rankers) in the Institute Examination who have passed their examinations in the first appearance within the prescribed duration of the programme. Absence from an examination shall not be taken as an attempt. The Institute's Examination's top scorers would be declared Institute Rank Holders, irrespective of their grades/marks in their respective Institute End Semester Examinations (ESE). Rank Certificate will be issued for a Programme as follows

- There is no Rank if the learner's strength of the concerned programme is below fifty.
- The learner's strength of the programme concerned will be indicated in the Rank Certificate.
- The first Rank holder (gold medalist) will be eligible for the rank certificate in the Institute convocation ceremony.

(j). Cancellation of Admission

Admission is liable to be cancelled at any stage on the following grounds.

- A candidate is admitted to a programme provisionally without verifying and ascertaining his / her eligibility for admission and found ineligible later through scrutiny of the filled-in admission form.
- Suppression of facts, furnishing incomplete, wrong or false information in filled-in Admission Form.
- Misconduct, Indiscipline and Violation of Institute Norms, Rules & Regulations.

(k) Refund

If found ineligible later on, admission will be cancelled, and a claim for refund of such fees will be considered by the Institute after deduction of service charges, as applicable from time to time as per prevailing norms of the Institute.

VII. Requirement of laboratory support and Library Resources

No lab facilities are required for a Bachelor of Arts(Hons) in English Programme. Library Books are available at VISTAS main Library and the Department Library.

VIII. Cost Estimate of the Programme and the Provisions

The cost estimate for the development, delivery and maintenance of the Bachelor of Arts(Hons) in English Programme is provided in the following Table:

S.No	Details	Amount in (Rs.)
1	Programme Development, Delivery and Maintenance (Expenditure)	Rs.24,47,480/-
2	Programme Fee Charged for 1 Semester (Income)	Rs.2,500/-
3	Examination Fee Charged for 1 Semester (Income)	Rs.1,250/-
4	Examination Expenses Per Student for 1 Semester (Expenditure)	Rs.1,100/-

IX. Quality assurance mechanism and expected programme outcomes

VISTAS-CDOE, Centre for Internal Quality Assurance (CIQA) will monitor the delivering aspect of the Bachelor of Arts(Hons) in English Programme for maintaining quality. Feedback will be collected from the Learners, and success stories, if any, will be shared with learners.

Programme Outcomes (POs)

The following outcomes have been identified by the School of Languages and Faculty Council as important for students to be able to perform at the conclusion of the Bachelor of Arts(Hons) in English programme. The Bachelor of Arts(Hons) in English curriculum has been mapped to these outcomes and regularly assessed to identify student achievement levels and improvement areas.

PO1: English Language Knowledge: Students learn how the language originated in England and underwent various processes of development through the ages- right from the middle of the 5th century A.D.

PO2: Historical Knowledge: Study of the English Language history enables learners to know the difference between Old English and Modern English in matters of vocabulary, syntax, grammar and phonology.

PO3: Literary knowledge of different Eras: The Renaissance, with its two phases and texts, informs learners of the initial stages of modernities in English and thoughts in literature.

PO4: A classical literature study is given through neoclassical age literature.

PO5: The European phenomenon of change of perception of life is imparted through the literature of the Romantic period.

PO6: Students learn of the impact of science on literature through Victorian and early 20th-century writings.

PO7: Writing after the 1950s lends information on the psychological impact of the thought process of writers underwent in all generic pursuits.

PO8: Literature of America and India enlighten the learners' perceptions of life.

PROGRAMME SPECIFIC OUTCOMES (PSOs)

PSO1: Students develop a taste for specific generic forms and acquire nuances of creative writing.

PSO2: Learners develop a desire for specific writers, which, in all probability, will help them in completing projects.

PSO3: Study of Linguistics facilitates involvement in socio-linguistic projects.

PSO4: Study of New Literature opens up the scope for higher studies abroad.

PSO5: Study of Phonetics helps assimilate acceptable accents in speech.

Bachelor of Arts (Hons) English (ODL & OL Mode) PROGRAMME STRUCTURE

First Year-First Semester

S. No	Course Code	Course Title	Category	No.of Credits	Exam Hrs	Marks Distribution		Max. Marks
						CIA	ESE	
1	DLTAM-11	Tamil-I*	Language -I	4	3	30	70	100
2	DLENG-11	English-I	Language-II	4	3	30	70	100
3	DCBEN-11	Social History of England-I	CC	4	3	30	70	100
4	DCBEN-12	History of English Literature-I	CC	4	3	30	70	100
5	DCBEN-13	Literary Forms	CC	4	3	30	70	100
Total First Semester Credits				20				

First Year-Second Semester

6	DLTAM-21	Tamil-II*	Language -I	4	3	30	70	100
7	DLENG-21	English-II	Language-II	4	3	30	70	100
8	DCBEN-21	Social History of England-II	CC	4	3	30	70	100
9	DCBEN-22	History of English Literature-II	CC	4	3	30	70	100
10	DCBEN-23	The Elizabethan Age	CC	4	3	30	70	100
Total Second Semester Credits				20				

Second Year-Third Semester

11	DLTAM-31	Tamil-III*	Language -I	4	3	30	70	100
12	DLENG-31	English-III	Language-II	4	3	30	70	100
13	DCBEN-31	The Age of Milton and Neo Classism	CC	4	3	30	70	100
14	DCBEN-32	The Romantic Age	CC	4	3	30	70	100
15	DCBEN-33	The Victorian Age	CC	4	3	30	70	100
16	DEVS-031	Environmental Studies	AECC	2	3	30	70	100
17		Optional-1		4	3	30	70	100
Total Third Semester Credits				26				

Second Year-Fourth Semester

18	DLTAM-41	Tamil-IV*	Language -I	4	3	30	70	100
19	DLENG-41	English-IV	Language-II	4	3	30	70	100
20	DCBEN-41	The Modern Period	CC	4	3	30	70	100
21	DCBEN-42	New Literature	CC	4	3	30	70	100
22	DCBEN-43	Shakespeare	CC	4	3	30	70	100
23		Optional-2		6	3	30	70	100
Total Fourth Semester Credits				26				

Third Year-Fifth Semester

24	DCBEN-51	Linguistics and Rhetoric	DSEC	4	3	30	70	100
25	DCBEN-52	American Literature	CC	4	3	30	70	100
16	DCBEN-53	Indian Writing in English	CC	4	3	30	70	100
27	DCBEN-54	South Asian Literature	CC	4	3	30	70	100
28		Optional-3		4	3	30	70	100
29		Optional-3		4	3	30	70	100
Total Fifth Semester Credits				24				

Third Year-Sixth Semester

30	DCBEN-61	Feminist Writing	DSEC	4	3	30	70	100
31	DCBEN-62	Diaspora Studies	CC	4	3	30	70	100
32	DCBEN-63	Film Studies and Literature	CC	4	3	30	70	100
33	DCBEN-64	Translation Studies	CC	4	3	30	70	100
34		Optional-4		4	3	30	70	100
35		Optional-4		4				
Total Sixth Semester Credits				24				
Total Credits				140				

CC-Core Course / CIA-Continuous Internal Assessment / ESE-End Semester Examination

*** or English/Hindi**

Optional Courses Available

The following Discipline Specific Elective (DSE) Courses, Skill Enhancement Courses (SEC), Generic Elective Courses (GEC) and Ability Enhancement Courses (AEC) are also available for the learners to choose from 3rd Semester onwards from the following courses:

S.No	Subject Code	Name of Course	Category	No.of.Credits
Semester- III:Optional-1				
1	DDENG-31	English for Competitive Exam	DSE	4
2	DABGL-33	Universal Human Values	AEC	4
Semester - IV:Optional-2				
3	DDENG-41	Grammar and Usage	DSE	6
4	DCENG-42	Digital Humanities in Literature	DSE	6
Semester- V:Optional-3				
5	DAENG-51	Popular Literature	SEC	4
6	DAENG-52	Counselling and Negotiation Skills	AEC	4
7	DDBBA-52	E-Business	DSE	4
8	DCBBA-52	European Classical Literature	DSE	4
Semester - VI:Optional-4				
9	DAENG-61	Soft Skills	AEC	4
10	DDENG-62	Communication Skills	DSE	4
11	DDENG-63	Educated Vocabulary for Tourism	GE	4
Total Credits of Optional Courses				44

Bachelor of Arts (Hons) in English
Detailed Syllabus

Programme	:	B.A. (Hons) English
Year/Semester	:	First Year / First Semester
Course Title	:	Tamil- I
Course Code	:	DLTAM11
No.of Credit	:	4

Course Objectives

- CO1 : தமிழ் மொழித் திறத்தினை மாணவர்களிடையே எல்லா நிலைகளிலும் மேம்படுத்தி வளர்த்தல். செம்மொழித் தமிழின் இலக்கிய இலக்கண வளமைகளை அறிமுகம் செய்தல்
- CO2 : நல்ல தமிழ் எழுதும் பயன்பாட்டு மொழியாற்றலை வளர்த்தல்
- CO3 : எழுத்தாற்றலையும் பேச்சாற்றலையும் வளர்த்தெடுப்பதின்வழி தகவல் தொடர்பியல் மற்றும் ஊடகத்தமிழுக்கு தகுதிப்படுத்துதல்
- CO4 : மொழிபெயர்ப்பு மற்றும் கலைச்சொல்லாக்கப் பயிற்சியளித்தல்
- CO5 : தமிழில் படைபிலக்கியத் திறத்தினை வளர்த்தெடுத்தல்

பாடக் குறியீட்டு எண்: DLTAM11

பருவம்-1, தமிழ்மொழிப்பாடம்-1, பகுதி-1, தகுதிப்புள்ளி: 4,

தாள்-1- இக்காலக் கவிதைகள் - உரைநடை - பண்பாடு - மொழித்திறன்

தொகுதி 1 - சங்க இலக்கியம்

குறுந்தொகை (மூன்று பாடல்கள் - 3, 40, 135) - புறநானூறு (மூன்று பாடல்கள் - 183, 184, 192) - பட்டினப்பாலை (காவிரியின் சிறப்பு 01-07, சோழ நாட்டு 20-28, பல்பொருள் வளம் 183-193) - மதுரைக் காஞ்சி (பாண்டியர் பரம்பரை 01-23, மன்னர்க்கு மன்னன் 64-74, பாண்டியன் புகழ் 197-209).

தொகுதி 2 - இக்கால இலக்கியம்

பாரதியார் - பாரத தேசம் என்னும் தலைப்பில் ஆறு பாடல்கள். (பாடல்எண்கள் 1, 6, 7, 9, 12, 13) - பாரதிதாசன் - தமிழுக்கும் அமுதென்று பேர் என்னும் தலைப்பிலான கவிதை - தேசிக விநாயகம் பிள்ளை - உடல் நலம் பேணல் என்னும் தலைப்பிலான கவிதை - அப்துல் ரகுமான் - ஆலாபனை தொகுப்பில் போட்டி என்னும் தலைப்பிலான கவிதை.

தொகுதி 3- உரைநடை

மாணாக்கரும் தாய்மொழியும் - திரு.வி.க., - மன வலிமை வேண்டும் - மு.வரதராசனார் - செம்மொழித் தமிழின் சிறப்புகள் - பண்டைத் தமிழரின் சாதனைச் சுவடுகள்.

தொகுதி 4-தமிழர் வாழ்வும் பண்பாடும்

பண்பாடு - வாழ்வியல் முறை - அகம், புறம் - உணவு முறை - விருந்தோம்பல் - நம்பிக்கைகள் - விழாவும் வழிபாடும் - கலைகள் - கட்டடம் - சிற்பம் - ஓவியம் - இசை - கூத்து - தொழிலும் வணிகமும் - அறிவியல் நோக்கு.

தொகுதி 5- மொழித்திறன், இலக்கிய வரலாறு, இலக்கணம்

மொழித்திறன், இலக்கிய வரலாறு, இலக்கணம் - எழுத்துப் பிழை, தொடர்பு பிழைகள் - வேற்றுமை இலக்கணம் - செய்யுள் நலம் பாராட்டல் - பாடம் தழுவிய இலக்கிய வரலாறு மரபுக் கவிதை - புதுக்கவிதை - உரைநடை.

பார்வை நூல்கள்

1. தமிழர் நாகரிகமும் பண்பாடும், டாக்டர் அ. தட்சிணா மூர்த்தி, ஐந்திணைப் பதிப்பகம், 1973
2. தவறின்றித் தமிழ் எழுதுவோம், மா. நன்னன், ஏகம் பதிப்பகம், 2006
3. தவறின்றித் தமிழ் எழுத - மருதூர் அரங்கராசன், ஐந்திணைப் பதிப்பகம், 2005
4. தமிழ் இலக்கிய வரலாறு, வரதராசன், மு., புது தில்லி : சாகித்திய அக்காடெமி, 1972
5. புதிய தமிழ் இலக்கிய வரலாறு, நீல. பத்மநாபன், சிற்பி பாலசுப்ரமணியம், சாகித்திய அக்காடெமி, 2013
6. செம்மொழி தமிழின் சிறப்பியல்புகள் - முனைவர் மறைமலை இலக்குவனார்; <https://www.youtube.com/watch?v=HHZnmJb4jSY>
7. பாடநூல் தேடலுக்கான இணையம் - <https://archive.org/>

Programme	:	B.A.(Hons) English
Year/Semester	:	First Year / First Semester
Course Title	:	English - I
Course Code	:	DLENG11
No.of Credits	:	4

Course Objectives

CO 1: To enable students to develop their communication skills effectively.

CO 2: To make students familiar with usage skills in the English Language.

CO 3: To enrich their vocabulary in English.

CO 4: To develop communicative competency.

Block I: Prose

Introduction to Prose -Descriptive and Expository - Dangers of Drug Abuse - Hardin B Jones
– Profession for Women -Virginia Wolf, Tight Corners – E.V.Lucas

Block II: Poetry

Introduction to Poetry - Stopping by woods on a snowy evening – Robert Frost - Ecology – A K
Ramanujan - The Unknown Citizen – W.H.Auden

Block III: Short Stories

Introduction - Fortune Teller – Karel Capek- The Model Millionaire – Oscar Wilde -The
Lion and the Lamb– Leonard Clarke

Block IV: Plays

Introduction to Play - George Bernard Shaw: Life and Work – Arms and the Man: Summary
and Explanation - Character Analysis and Critical Perspective

Block V: Grammar

Introduction – Subject verb agreement and Noun Pronoun agreement. – Article and
Preposition – Tense

References Books

- (1). History of English Language by F.T.Wood, Trinity Press, Revised Edition, 2010.
- (2). Balasubramanian, Text Book of English Phonetics for Indian Students, Macmillan Publishers, New Delhi, 2nd Edition, 2013.
- (3). Wren and Martin, English Grammar and Composition, S. Chand& Co, New Delhi, 4th Edition, 2012.
- (4). W.H. Hudson, an Introduction to the Study of Literature, Atlantic Publishers, Chennai.2012

- (5). Peter Childs, Roger Fowler, The Routledge Dictionary of Literary Terms, Routledge Taylor and Francis Group, London.2015.
- (6). Declerck, Renaat. Sequence of tenses in English. Fac. van de Letteren en de Wijsbegeerte, Univ. Campus, 1988.
- (7). Aitken, Rosemary. Teaching tenses. Intrinsic Books Ltd, 2021.
- (8). Lindstromberg, Seth. English prepositions explained. Amsterdam and Philadelphia: John
- (9). Zwicky, Arnold M. "French prepositions: no peeking." Phonology 4 (1987): 211- 7.
- (10).Van Riemsdijk, Henk. "Functional prepositions." Unity in Diversity, edited by H. Pinkster and I. Gene (1990): 229- 241.
- (11).Reichenbach, Hans. "The tenses of verbs." Meinster, J.; Schernus, W. Time from concept to narrative construct: a reader. Berlin (1947): 1-12.
- (12). Rumelhart, David E., and James L. McClelland. "On learning the past tenses of English verbs." (1986): 216-271

Web Links

<https://www.gradesaver.com/>

<https://www.enotes.com/>

<https://www.jstor.org/>

<https://www.sparknotes.com/>

<https://www.cliffsnotes.com/>

Course Outcomes

After the completion of the course English – I, the student will be able to

COC1	Analyze and appreciate the literariness found in the given texts
COC2	Develop overall comprehension writing skills.
COC3	Analyze and interpret the given short story and drama with close reading.
COC4	Use language for speaking and writing with confidence in an intelligible and acceptable manner.
COC5	Write simple sentences without committing error of spelling or grammar.

Programme	: B.A. (Hons)-English
Year/Semester	: First Year/ Semester - I
Course Title	: Social History of England I
Course Code	: DCBEN11
No.of Credits	: 4

Course Objectives

CO1: To enable students to acquire a basic knowledge of the Social History of England

CO2: To acquaint students with England's history, culture and thoughts of the past years

CO3: To acknowledge the key aspects of the Social History of England.

CO4: To understand the background to major traditions of English Literature.

CO5: To acquire knowledge about the Survey texts in relation to their historical and cultural contexts.

Block 1 – Background

The early history of England - Feudalism - Religion in Medieval England - England's Hundred Years War with France and the Wars of the Roses

Block 2 - The Tudor Age

The Renaissance - The Reformation - The Dissolution of the - Monasteries - The Golden Age of Queen Elizabeth

Block 3 - The Age of Stuarts

The Long Parliament - The Civil War and its Social Significance - Puritanism -The Colonial Expansion

Block 4 – Stuart England

The Restoration England - Literature in the Restoration Age - Social Conditions during the Restoration England -- The Glorious Revolution

Block 5 – Stuart England

The Golden Age of Queen Anne - Coffee House Life in London - Political and Social conditions in Queen Anne's England- Coffee Houses in Queen Anne's England

References

Books

1. Ashok, Padmaja. The Social History of England. Orient Black Swan: Chennai, 2015.
2. Fischer H. A. L. History of Europe. Orient Black Swan: Chennai, 2015.
3. G.M. Trevelyan. English Social History. A Survey of Six Centuries: Chaucer to Queen Victoria. Green & Co Ltd: London, 1956.
4. Prasad B. A Background to the Study of English Literature (Revised Edition).Macmillan: Chennai,2001.
5. Shanmugakani A. Social History of England. Manimekala Publishing House, Madurai,2015.
6. Shaw, David. Necessary conjunctions: the social self in medieval England. Springer, 2016.

7. Thailambal. Social History of England. ENNES Publications: Udumalpet, 2006.
8. Thailambal P. Social History of England. Thirumani Printers: Coimbatore, 1996.
9. Trevelyan G. M. Social History of England, Green & Co Ltd: London, 1956.
10. Xavier A. G. An Introduction to the Social History England. Viswanathan Publishers: Chennai,2015.

Journals

1. Arthur H. Scouten and Robert D. Hume. "Restoration Comedy and Its Audiences". The Yearbook of English Studies. Modern Humanities Research Association: Vol. 10, 45-69.
2. Hatcher, John. "England in the Aftermath of the Black Death". Past & Present.Oxford University Press: No. 144, Aug., (1994): 3-35.
3. Hilton R. H. "Small Town Society in England before the Black Death" Past &Present. Oxford Institute Press: No. 105, Nov., (1984): 53-78.
4. Merton, K Robert. "Science, Technology and Society in Seventeenth-Century England". Osiris. The Institute of Chicago Press: Vol. 4, (1938): 360-632.
5. Radice F. R. "The Reign of Queen Anne". History. Wiley: No. 77, Vol. 20, JUNE(1935): 29-39.

Web Links

- https://onlinecourses.nptel.ac.in/noc20_hs52/preview
- <https://literariness.org/2020/07/18/english-poetry-in-the-seventeenth-century/>
- <https://literariness.org/2020/07/17/english-poetry-in-the-sixteenth-century/>
- <https://literariness.org/2020/07/18/english-poetry-in-the-seventeenth-century/>
- <https://digitalcommons.whitworth.edu/cgi/viewcontent.cgi?article=1003&context=th311>

Course Outcomes

After the completion of the course Social History of England, the student will be able to

COC1	Identify the key aspects of the Social History of England
COC2	Interpret English History, Culture and Thought of the past years.
COC3	Determine the background to major traditions of English Literature.
COC4	Experiment with the diversity of literary and social voices within those traditions.

Programme	:	B.A. (Hons)-English
Year/Semester	:	First Year/ Semester - I
Course Title	:	History of English Literature I
Course Code	:	DCBEN12
No. of Credits	:	4

Course Objectives

CO1: Students will be able to analyse work(s) of literature in one or more interpretive contexts or frameworks.

CO2: Students will be able to use one or more theoretical approaches to literary interpretation.

CO3: Students will be able to create aesthetic structures for the genre they are writing.

Block 1 – From Chaucer to Renaissance

The Origins of English Literature – Old English and Anglo-Saxon Poetry – Middle English: Chaucer and the Canterbury Tales – Drama: Mystery and Miracle Plays; Morality Plays

Block 2 – Renaissance Literature

The Development of Drama - Dramatists of the 16th Century - Elizabethan Poetry – Elizabethan prose

Block 3 – The Age of Milton

The Poetry of Milton - Puritanism and John Milton – Contemporaries of Milton– Works of Milton

Block 4 – The Age of Dryden

Restoration of Drama - Development of Prose Unit 15 – Poetry of Dryden - The Metaphysical poets

Block 5 – The Age of Pope

Political Satire and Mock-Epics – Transitional Poets – Pre-Romantic Authors – 18th century novel

References

Books

1. Abrams, M.H. Norton, The Norton Anthology of English Literature. New York, 1987
2. Alexander, Michael. *A History of English Literature*. London: Macmillan, 2000.
3. Blamires Harry, *A Short History of English Literature*. London, Routledge, 2020
4. Brink, Bernhard Ten. *History of English Literature*. London: G. Bell, 1986.
5. Francies Collier William, *A History of English Literature a series of Biographical Sketches*, Norderst ed: Hanse Books, 2017.
6. King Bruce, *The Internationalization of English Literature*. New York, Oxford Institute, 2004
7. Long, William J. *Outlines of English Literature: With Readings*. Boston: 2006.
8. Pinfree David, Burnett Charles. *Studies in the History of the Exact Sciences in Honour*

of David Pingree. Boston Brill, 2004.

9. Quennell, Peter. *A History of English Literature*. London: Ferndale Editions, 1981.

10. Sampson, George. *The Concise Cambridge History of English Literature*. New York: Cambridge Institute, 2010.

Journals

1. Bond, Richmond. "English Literature, 1660-1800: A Current Bibliography." *Philological Quarterly*. (1938): 17-20.

2. Fowler, Alastair. "A History of English Literature." *The Scriblerian and the Kit-Cats* 21.1 (1988).

3. Hug, Sven E., Michael Ochsner, and Hans-Dieter Daniel. "Criteria for assessing research quality in the humanities: a Delphi study among scholars of English literature, German literature and art history." *Research evaluation* 22.5 (2013): 369-383.

4. Johns, Ann M. "The History of English for Specific Purposes Research." *The handbook of English for specific purposes* 5 (2013): 30.

5. Lerer, Seth. "Medieval English Literature and the Idea of the Anthology." *PMLA* 118.5 (2003): 1251-1267.

Web Links

<https://www.gradesaver.com/>

<https://www.enotes.com/>

<https://www.jstor.org/>

<https://www.sparknotes.com/>

<https://www.cliffsnotes.com/>

<https://englishsummary.com/>

<https://www.pdfdrive.com/category/35>

<https://www.copyright.gov/register/tx-examples.html>

Course Outcomes

After the completion of the course History of English Literature - I, students will be able to

COC1	To understand the growth and development of English Literature.
COC2	To understand how various genres evolved
COC3	To learn about prominent writers and famous works in English Literature
COC4	To explain the importance of brevity in writing
COC5	To compare English Literature of one period with that of another

Programme	: B.A. (Hons)-English
Year/Semester	: First Year/ Semester - I
Course Title	: Literary Forms
Course Code	: DCBEN13
No. of Credits	: 4

Course Objectives

CO1: To expose students to a comprehensive knowledge of the different literary genres in the Romantic Age.

CO2: To develop in them a trendy attitude as reflected in the spirit of the age

Block 1 – Poetry

Subjective & Narrative Poetry– The Lyric - Elegy - Epic

Block 2 - Prose

The Essay - The Periodical essay - Biography and Autobiography

Block 3 - Drama

Tragedy - Comedy - Melodrama

Block 4 - Fiction

Development of Fiction – The Short Story – The Historical Romances

Block 5 - Development of Novel

Gothic Novel – Detective Novel – Stream of Consciousness Novel

References-Books

1. Chris Baldick. The Concise Dictionary of Literary Terms. Oxford Univ. Press, 2004.
2. Dana Gioia. The Longman Dictionary of Literary Terms: Vocabulary for the Informed Reader. Longman, 2005.
3. Edwin Barton & G. A. Hudson. Contemporary Guide to Literary Terms. Houghton-Mifflin, 2003.
4. Garner, Bryan. Garner's Modern English Usage. Oxford Institute Press, 2016.
5. Heinze, Rüdiger. Ethics of Literary Forms in Contemporary American Literature. Vol. 6. LIT Verlag Münster, 2005.
- J. A. Cuddon. The Penguin Dictionary of Literary Terms and Literary Theory. Penguin Books, 2000.
7. Karl Beckson & Arthur Ganz. Literary Terms: A Dictionary. Farrar, Straus and Giroux, 1989.
8. M. H. Abrams. A Glossary of Literary Terms. Thomson-Wadsworth, 2005.

9. Mark Bauerlein. *Literary Criticism: An Autopsy*. Univ. of Pennsylvania Press, 1997.
10. Peter Childs. *The Routledge Dictionary of Literary Terms*. Routledge, 2005.

Journals

1. Lavery, Jonathan. "Philosophical Genres and Literary Forms: A mildly polemical introduction." *Poetics Today* 28.2 (2007): 171-189.
2. Swirski, Peter. "Genres in Action: The pragmatics of literary interpretation." *Orbis Litterarum* 52.3 (1997): 141-156.
3. Schwartz, Elias. "The Problem of Literary Genres." *Criticism* 13.2 (1971): 113-130.
4. Rain, David. "Literary genres." *Creative Writing THE HANDBOOK OF* (2007): 54.
5. Stankiewicz, Edward. "Linguistics, Poetics, and the Literary Genres." *New directions in linguistics and semiotics* 32 (1984): 155.

Web Link

- <https://www.litcharts.com/>
- <https://poemanalysis.com/website/litcharts/>
- <https://www.sparknotes.com/lit/1>

Course Outcomes

After the completion of the course *Literary Forms*, the student will be able to

COC1	Examine the nuances of different genres in literature and survey them chronologically.
COC2	Classify subgeneric forms of subjective and narrative poetry.
COC3	Identify the various dimensions of prose.
COC4	Explain the elaboration of intricacies of drama and fiction.
COC5	Distinguish the different styles of literary writing.

Programme	:	B.A. (Hons) English
Year/Semester	:	Second Year / Second Semester
Course Title	:	Tamil- II
Course Code	:	DLTAM21
No.of Credit	:	4

Course Objectives

CO1:தமிழ் மொழித் திறத்தினை மாணவர்களிடையே எல்லா நிலைகளிலும் மேம்படுத்தி வளர்த்தல். செம்மொழித் தமிழின் இலக்கிய இலக்கண வளமைகளை அறிமுகம் செய்தல்

CO2: நல்ல தமிழ் எழுதும் பயன்பாட்டு மொழியாற்றலை வளர்த்தல்

CO3:எழுத்தாற்றலையும் பேச்சாற்றலையும் வளர்த்தெடுப்பதின்வழி தகவல் தொடர்பியல் மற்றும் ஊடகத்தமிழுக்கு தகுதிப்படுத்துதல்

CO4: மொழிபெயர்ப்பு மற்றும் கலைச்சொல்லாக்கப் பயிற்சியளித்தல்

CO5 :தமிழில் படைபிலக்கியத் திறத்தினை வளர்த்தெடுத்தல்

பாடக் குறியீட்டு எண்: DLTAM13

பருவம்-2, தமிழ்மொழிப்பாடம்-2, பகுதி-1, தகுதிப்புள்ளி: 4

தாள்-2:அற இலக்கியம் – சிற்றிலக்கியம் – சிறுகதை – பயன்பாட்டுத் தமிழ்

தொகுதி 1 -அற இலக்கியங்கள்

திருக்குறள் - வான் சிறப்பு (அறம்) - ஊக்கமுடைமை (பொருள்) -குறிப்பறிதல் (இன்பம்) - மூன்று அதிகாரங்கள் முழுமையும் - நாலடியார் - மூன்று பாடல்கள். (2, 3, 5) - பழமொழி நானூறு - மூன்று பாடல்கள் (74, 75, 78) - திரிகடுகம் - மூன்று பாடல்கள் (10, 12, 22) - இனியவை நாற்பது - மூன்று பாடல்கள் (1, 12, 16)

தொகுதி 2-சிற்றிலக்கியம்

முத்தொள்ளாயிரம் - சேரன் - வீரம் 14, 15 பாடல்கள் - சோழன் - காதல் 23, 24 பாடல்கள் - பாண்டியன் - 87, 88 பாடல்கள் - தமிழ்விடு தூது - முதல் 20 கண்ணிகள் - திருக்குற்றாலக் குறவஞ்சி -மலைவளம் கூறுதல் - முதல் 5 பாடல்கள்- முக்கூடற்பள்ளு - மூத்த பள்ளி நாட்டு வளம் 2 பாடல்கள், இளைய பள்ளி நாட்டு வளம் 2 பாடல்கள் - கலிங்கத்துப் பரணி - பாலை நிலம் பற்றிய 5 பாடல்கள்

தொகுதி 3- சிறுகதை

பேரறிஞர் அண்ணா - செவ்வாழை - புதுமைப்பித்தன் - கடவுளும் கந்தசாமிப் பிள்ளையும் - ஜெயகாந்தன் - யுகசந்தி - கி.ராஜநாராயணன் - கதவு - அம்பை - காட்டில் ஒரு மான்

தொகுதி 4- பேச்சுத் தமிழ்

பேச்சுத் திறன் - விளக்கம் - பேச்சுத்திறனின் அடிப்படைகள் - வகைகள் - மேடைப்பேச்சு - உடையாடல் - பயிற்சிகள்

தொகுதி 5 - எழுத்துத் தமிழ், இலக்கிய வரலாறு, இலக்கணம்

கலைச் சொல்லாக்கம் - தேவைகள் - கலைச்சொற்களின் பண்புகள் - அறிவியல் கலைச் சொற்கள் - கடிதம் - வகைகள் - அலுவலகக் கடிதங்கள் - உறவுமுறைக் கடிதங்கள் - விண்ணப்பக் கடிதம் எழுதுதல்

பார்வை நூல்கள்

1. சங்க இலக்கியங்கள் மூலமும் உரையும் /அ மாணிக்கம், வர்த்தமானன் பதிப்பகம், 2000
2. தவறின்றித் தமிழ் எழுதுவோம், மா. நன்னன், ஏகம் பதிப்பகம், 2006
3. முத்தொள்ளாயிரம் மூலமும் உரையும், பத்மதேவன், ஸ்ரீ செண்பகா பதிப்பகம், 2007
4. தமிழ் இலக்கிய வரலாறு, வரதராசன், மு., புது தில்லி : சாகித்திய அக்காதெமி, 1972
5. குற்றாலக் குறவஞ்சி, மணிமேகலைப் பிரசுரம். ஆசிரியர் குழு, வேனா தமிழ்வாணன், 1986
6. பாடநூல் தேடலுக்கான இணையம்

<https://archive.org/>

https://www.youtube.com/watch?v=qzKncnca_wse8

<http://www.tamilvu.org/>

Programme	:	B.A. (Hons)-English
Year/Semester	:	Second Year / Second Semester
Course Title	:	English - II
Course Code	:	DLENG21
No.of Credits	:	4

Course Objectives

CO1:To improve the speaking ability in English both in terms of fluency and comprehensibility

CO2:To enhance students Reading, Writing, Listening and Speaking skills

CO3:To enrich their vocabulary in English

Block– 1 Prose

Introduction to prose The Unexpected – Robert Lynd My Greatest Olympic Prize-Jesse Owens If You Are Wrong, Admit It- Dale Carnegie

Block-2 Poetry

Introduction to forms of Poetry Pulley or The Gift of God – GeorgeHerbert The Daffodils – William Wordsworth Night of the Scorpion- Nissim Ezekiel

Block-3 Short Story

IntroductionThe Gift of Magi- O HenryThree Questions- Leo Tolstoy-The Selfish Giant-Oscar Wilde

Block-4 Comprehension

Introductions -Reading Comprehension -Hints Developing- Note Making

Block – 5 Grammar

Introduction-Degrees of Comparison -Active and Passive Voice-Direct and Indirect Speech

References

Books

1. A.J. Thomson, Practical English Grammar, Oxford Publications, 1997.
2. Bas Aarts, Oxford Modern English Grammar, Oxford University Press, 2011.
3. Confluence - Anu Chitra Publications, 2018.
4. English Conversation Practice byD. H. Spencer, Oxford UniversityPress, 2012
5. Martin Hewings, Advanced English Grammar with Answers, Cambridge University Press, 1999.
6. Murphy Ramond, Essential English Grammar with Answers. Generic Publications, 2015.
7. Quirk, A University Grammar of English, Pearson Education, 2005.
8. Wordsworth, William, and Randy Miller. Daffodils. SC Company, 1910.

9. Wren and Martin, English Grammar and Composition, S. Chand & Co, New Delhi, 4th Edition, 2012.

10. Payne, Thomas E., and Thomas Edward Payne. Understanding English grammar: A linguistic introduction. Cambridge University Press, 2011.

Journals

1. Afzal, Muhammad, Asim Mahmood, and Umar Hayat. "An Analysis Of Grammatical Cohesion Used In The English Essays Of English Grammar And Composition For Intermediate Level." International Bulletin of Linguistics and Literature (IBLL) 4.4 (December (2021): 68-99.

2. Kolczynski, Richard G. "The Role of Grammar in Composition." Reading Improvement 12.3 (1975): 141.

3. Longacre, Robert E. "Sentences as combinations of clauses." Language typology and syntactic description 2 (1985): 235-286.

4. Lyman, R. L. "Language, Grammar, and Composition." Review of Educational Research 2.1 (1932): 35-42.

5. Meyer, Charles. "Functional Grammar and Its Application in the composition Classroom." Journal of Teaching Writing 8.2 (1989): 147-168.

6. Munro, Pamela. "From parts of speech to the grammar." Studies in Language. International Journal sponsored by the Foundation "Foundations of Language" 30.2 (2006): 307-349.

Web Links

<https://www.cambridgeenglish.org/learning-english/parents-and-children/activities-for-%20children/pre-a1-level/>

<https://learnenglish.britishcouncil.org/vocabulary>

<https://learnenglish.britishcouncil.org/grammar/english-grammar-reference>

<https://learnenglish.britishcouncil.org/grammar/english-grammar-reference>

<http://www.bchmsg.yolasite.com/skills.php>

Course Outcomes

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

COC 1	Analyze and appreciate the literariness found in the given text.
COC 2	Develop overall comprehension writing skills.
COC 3	Analyze and interpret the given short story and drama with close reading.
COC 4	Use language for speaking and writing with confidence in an intelligible and acceptable manner.
COC 5	Write simple sentences without committing errors in spelling or grammar

Programme	:	B.A. (Hons)-English
Year/Semester	:	First Year / II Semester
Course Title	:	Social History of England -II
Course Code	:	DCBEN21
No.of Credits	:	4

Course Objectives

CO1: To enable students to acquire a basic knowledge of the Social History of England

CO2: To help the students get acquainted with English, History, Culture and thoughts of the past years

Block 1 – Age of Revolution

The American War of Independence-Industrial Revolution- Agrarian Revolution - The French Revolution

Block 2– Victorian Age

The Historical Background-Major Features of the Victorian Second Reform Bill-The Third Reform Bill

Block 3- Reform Bills

The Reform Bill of 1832- Second Reform Bill- Third Reform Bill

Block 4- Modern Age

Life between Two World Wars-The Effects of World War II-Social Security and the Welfare State

Block 5- Modern Age

Modernism-The Origin and Growth of Political Parties in England - Contemporary Life in England

References- Books

1. Ashok, Padmaja, Social History of England, Orient Blackswan,2016.
2. Felluga, Dino Franco, et al. The Encyclopedia of Victorian Literature, 2015.
3. Fischer H. A. L. *History of Europe*. Orient Black Swan: Chennai, 2015.
4. Flint, Kate, ed. The Cambridge History of Victorian Literature, 2014.
5. Horsman, Alan. The Victorian Novel (Oxford History of English Literature, 1991).
6. Hoskins, William George, and David Hey. *Local history in England*. Routledge, 2014.
7. Hudson, W. H. *An outline History of English Literature*. Macmillan Publications, Chennai.2002.
8. The Victorian Novel (Oxford History of English Literature, 1991 Dawson, Carl 1979).
9. A Short History of English Literature by George Saintsbury.

10. Trevelyan G. M. *Social History of England*, Green & Co Ltd: London, 1956.

Journals

1. Arthur H. Scouten and Robert D. Hume. "Restoration Comedy and Its Audiences". *The Yearbook of English Studies*. Modern Humanities Research Association: Vol. 10, pp. 45-69.
2. Hatcher, John. "England in the Aftermath of the Black Death". *Past & Present*. Oxford Institute Press: No. 144, Aug., 1994, pp. 3-35.
3. Hilton R. H. "Small Town Society in England before the Black Death" *Past & Present*. Oxford Institute Press: No. 105, Nov., 1984, pp. 53-78.
4. Merton, K Robert. "Science, Technology and Society in Seventeenth Century England". *Osiris*. The Institute of Chicago Press: Vol. 4, 1938, pp. 360-632.
5. Radice F. R. "The Reign of Queen Anne". *Wiley*: No. 77, Vol. 20, June 1935, pp. 29-39.

Web Links

<https://www.jstor.org/stable/j.ctvqhtgc>

<https://www.britannica.com/art/Modernism-art>

<https://www.britannica.com/art/English-literature/The-21st-century>

<https://www.britannica.com/topic/welfare-state>

https://en.wikipedia.org/wiki/Ethnic_groups_in_the_United_Kingdom

Course Outcomes

After the completion of the Social History of England course, students would be able to

COC1	Identify the key aspects of the Social History of England from the Neo-Classical Age to the contemporary era.
COC2	Survey the social history in relation to the literary background.
COC3	Familiarize with the representative literary texts of various ages in the history of England.
COC4	Connect social, historical and political events with literary history.
COC5	Discuss how literature influences the social and political history of each period.

Programme	: B.A.(Hons)- English
Year/Semester	: First Year / II Semester
Course Title	: History of English Literature-II
Course Code	: DCBEN22
No.of Credits	: 4

Course Objectives

CO1: To initiate students to a chronological study of English Poetry and Prose.

CO2: To sharpen their literary sensibilities and develop the right perspective to different genres of different ages.

Block-1 The Romantic Age

Literary Characteristics of the age-The Poems of the Romantic age-The Prose of Romantic age-The Novels of the Romantic age

Block-2 The Victorian Age

Literary Characteristics of the age-The Victorian Poetry and Prose-The Victorian Novel

Block-3 The Modern Age

Historical Background (Pre-War)-Literary Characteristics of the age-Literary Works of the Modern Age

Block-4 The Post World War (Modern Age)

Period of progress and unrest-Wartime and Post War Britain-Literature after Second World War

Block-5 Twentieth Century Literature And Literary Movements

Introduction to Twentieth Century Literature-Literary movements-Movements of Modern Age

References-Books

1. Alexander, Michael. A History of English Literature. Houndmills: Palgrave Macmillan, 2013.
2. Brink, Bernhard. History of English Literature. New York: AMS Press, 1974.
3. Crawford, Robert. "Devolving English Literature." *Devolving English Literature*. Edinburgh Institute Press, 2022.
4. Daiches, David. A Critical History of English Literature. 2nd ed. Vol. 2. New York: Ronald, 1970.
5. Fulk, RD; Cain, Christopher M. A History of Old English Literature, Malden: Blackwell.2003.
6. History of English Literature by Edward Albert, Oxford Institute Press, New York, 2017.
7. Moody, William V. History of English Literature. Forgotten Books, 2015.
8. Neilson, William A, and Ashley H. Thorndike. A History of English Literature. Taipei: Yeh Yeh, 1981.

9. Peck, John, and Martin Coyle. *A brief history of English literature*. Bloomsbury Publishing, 2017.
10. Thornley, Granville Calland, and Gwyneth Roberts. *An outline of English literature*. Longman, 1984.

Journals

1. Doyle, Brian. "The hidden history of English studies." *Re-reading English*. Routledge, (2013): 27-41.
2. Domenico, Vittorini. "Realism during the Romantic Age" *Italica* Vol. 19, No. 4 (Dec., 1942): 158-163.
3. Maiti, Abhik. "The Dark Renaissance of the War Poetry: A Comparative Analysis between the Poetry of the Two World Wars" *EA Journals*. (2015): 76-95.
4. Pound, Louise. "The History of English Literature: What It Is and What It Is Not." *The English Journal*, Vol. 7. 7. (1918): 413 – 18.
5. Waal, de Ariane. "Victorian materialisms: Approaching Nineteenth-Century Matter" *European Journal of English Studies*, Volume 26, 2022 - Issue 1. (2022): 1-13

Web Links

1. <https://www.literatureexpres.com/the-characteristics-of-the-victorian-age>
2. <https://www.britannica.com/art/Romanticism>
3. <https://penandthepad.com/characteristics-romanticism-english-literature-6646393.html>
4. https://www.academia.edu/9472262/Features_of_Literary_Modernism
5. <http://kiau.ac.ir/~mbakhtiari/cv.pdf>

Course Outcomes

After the completion of the course History of English Literature-II, students would be able to,

COC1	Trace the origin and development of various genres in British Literature throughout the ages.
COC2	Demonstrate a deeper understanding of the social and historical background of English Literature.
COC3	Understand each literary period's characteristics and analyse the reflection of these features in the literary works.
COC4	Interpret specific minds with novelties in the novel – romances and sentimental writings with religion embedded.
COC5	Analyze literary trends facilitating the realization of writing as being.

Programme	: B.A. (Hons)- English
Year/Semester	: First-Year / Second Semester
Course Title	: The Elizabethan Age
Course Code	: DCBEN23
No. of Credits	: 4

Course Objectives

CO 1. To provide students with a glimpse of the tempo of the age, which was a golden age in the history of England.

CO 2. To help the students get the right perspective of the outcome of the renaissance.

Block-1 Poetry

Edmund Spenser – Prothalamion - Philip Sidney – Astrophel and Stella: Sonnet 1 Thomas Wyatt – And Wilt thou Leave me Thus? - Henry Howard – Martial: The Things that do Attain

Block-2 Poetry

John Donne – The Sun Rising - John Donne – The Flea - George Herbert – Redemption - Andrew Marvel – To his Coy Mistress

Block-3 Drama

Christopher Marlowe and the Elizabethan Drama - Christopher Marlow – Edward - II

Block-4 Drama

Ben Johnson’s Life – History - Ben Johnson – The Alchemist

Block-5 Prose

Francis Bacon – Of Friendship - Francis Bacon – Of Truth - Francis Bacon – Of Marriage - Francis Bacon – Of Great Place.

References-Books

1. Bacon, Francis. The Works of Lord Bacon: With an Introductory Essay and aPortrait. Holmes Beach, Fla: Gaunt, Inc, 2000.
2. Egendorf, Laura K. Elizabethan Drama. San Diego, CA: Greenhaven Press, 2000.
3. Jonson, Ben. Alchemist. S.L.: Chartwell Books, 2022.
4. Marlowe, Christopher. Edward II. 2021.
5. Salzman, Paul. An Anthology of Elizabethan Prose Fiction. Oxford: Oxford Institute Press, 2008.
6. Spenser, Edmund. Prothalamion. Berkeley CA: W. Bentley, 1938.
7. Stevenson, David L. The Elizabethan Age. Greenwich (Conn.: Fawcett publications, 1967.
8. Woods, George B. The Literature of England: An Anthology and a History. Chicago: Scott, Foresman, 1958.

Journals

1. Adha, Ruly.; Elizabethan Period (The Golden Age of English Literature)." JADEs:Journal of Academia in English Education 1.1 (2020): 84-95.
2. Barbour, Reid.; Recent Studies in Elizabethan Prose Fiction." English Literary Renaissance 25.2 (1995): 248-276.
3. Heinzkill, Richard. Characteristics of references in selected scholarly English literary journals., The Library Quarterly 50.3 (1980): 352-365.
4. Marrapodi, Michele. "Elizabethan Studies in Italy from 1994 to 1996 Cahiers élisabéthains 54.1 (1998): 93-116.
5. Zagorin, Perez. English History, 1558-1640: A Bibliographical Survey Changing Views on British History. Harvard Institute Press, (2013): 119-140.

Web Links

https://www.researchgate.net/publication/49617608_Ambiguity_in_Edward_II_Ambiguity_in_Edward_II

<https://nptel.ac.in/courses/109/106/109106124/>

<https://www.elizabethan-era.org.uk/>

<https://www.bbc.co.uk/bitesize/guides/zwmr7hv/revision/1>

Course Outcomes

After the completion of the course The Elizabethan Age, the student will be able to

COC1	Acquire knowledge about the Elizabethan period and its literary outputs.
COC2	Connect the political, economic and social background of the Elizabethan age with the literary text.
COC3	Analyse different poems and plays produced during this period.
COC4	Comprehend the significance of Elizabethan literature and its impact on literary works produced the world over.
COC5	Develop a critical and analytical perspective through the readings of literary texts.

Programme	:	B.A. (Hons) English
Year/Semester	:	Second Year / Third Semester
Course Title	:	Tamil - III
Course Code	:	DLTAM31
No.of Credit	:	4

Course Objectives

CO1: தமிழ் மொழித் திறத்தினை மாணவர்களிடையே எல்லா நிலைகளிலும் மேம்படுத்தி வளர்த்தல். செம்மொழித் தமிழின் இலக்கிய இலக்கண வளமைகளை அறிமுகம் செய்தல்

CO2: நல்ல தமிழ் எழுதும் பயன்பாட்டு மொழியாற்றலை வளர்த்தல்

CO3: எழுத்தாற்றலையும் பேச்சாற்றலையும் வளர்த்தெடுப்பதின்வழி தகவல் தொடர்பியல் மற்றும் ஊடகத்தமிழுக்கு தகுதிப்படுத்துதல்

CO4: மொழிபெயர்ப்பு மற்றும் கலைச்சொல்லாக்கப் பயிற்சியளித்தல்

CO5: தமிழில் படைபிலக்கியத் திறத்தினை வளர்த்தெடுத்தல்

பாடக் குறியீட்டு எண்: DLTAM31

பருவம்-3, தமிழ்மொழிப்பாடம்-3, பகுதி-1, தகுதிப்புள்ளி: 4

தாள்-3-பக்தி இலக்கியம் - காப்பியம் - புதினம் - மொழிபெயர்ப்பு

தொகுதி 1-பக்தி இலக்கியம்

மாணிக்கவாசகர் - திருவாசகம் - மூன்று பாடல்கள் - புல்லாகி பூடாகி (சிவபுராணம்) - எல்லாப் பிறப்பும் (சிவபுராணம்) - உற்றாரை யான் வேண்டேன் (திருப்பலம்பல்) - ஆண்டான் - திருப்பாவை - மூன்று பாடல்கள் (1, 3, 4) - மார்கழித் திங்கள் ... (பாசரம் 1) - ஓங்கி உலகளந்த... (பாசரம் 3) - ஆழிமழைக் கண்ணா... (பாசரம் 4) - வீரமாமுனிவர் - தேம்பாவணி - மூன்று பாடல்கள் - நீ ஒரு தாய்; ஒரு தாதையும் நீ (698 - சூசை இறைவனின்தாயைப்போற்றுதல்) - அணிக் கலத்து அழகு அழுந்திய (1089 - வானவர் இயேசு நாமத்தைப் போற்றி வணங்கிய செய்தி) - வான் புறத்து இலகும் செஞ் சுடர் காண (3510 - இறைவன் சூசை முனிவர்க்கு ஏழு மணிகள் புறத்தில் ஒளிவிடும் முடியைச் சூட்டுதல்) - குணங்குடி மஸ்தான் சாகிபு - பராபரக் கண்ணி 1-10 கண்ணிகள் - திருமூலர் - திருமந்திரம் - மூன்று பாடல்கள் - உடம்பார் அழியின் உயிரார் அழிவர் (திருமந்திரம்: 724) - படமாடக் கோயில் பகவற்கு ஒன்று ஈயில் (திருமந்திரம்: 1857) - மரத்தை மறைத்தது மாமத யானை (திருமந்திரம்: 2290) - இராமலிங்க அடிகள் - திருவருட்பா - மூன்று பாடல்கள் - எத்துணையும் பேதமுறா... (5297) - ஒருமையுடன் நினது திருமலரடி நினைக்கின்ற (2938) - கோடையிலே... (4091)

தொகுதி 2-காப்பியம்-1

சிலப்பதிகாரம் - அடைக்கலக் காதை - (தெரிவுசெய்யப்பட்ட பாடல் அடிகள் 120-199) - சீவக சிந்தாமணி - விமலையார் இலம்பகம்

தொகுதி 3-காப்பியம்-2

கம்பராமாயணம் - மந்தரை சூழ்ச்சிப் படலம் - பெரியபுராணம் பூசலார் நாயனார் புராணம்

தொகுதி 4- புதினம்

கல்மரம் - கோ. திலகவதி

தொகுதி 5- மொழிபெயர்ப்பு, இலக்கணம், இலக்கிய வரலாறு

அலுவல்சார் மொழிபெயர்ப்பு - இலக்கணக் குறிப்பு - பாடம் தழுவிய இலக்கிய வரலாறு -
பக்தி இலக்கியம் - காப்பியம் - புதினம்

பார்வை நூல்கள்

1. தமிழ் இலக்கிய வரலாறு, வரதராசன், மு., சாகித்திய அக்காதெமி, புது தில்லி
2. தமிழ் நடைக் கையேடு, மொழி அறக்கட்டளை
3. பயன்பாட்டுத் தமிழ், முனைவர் அரங்க இராமலிங்கம் முனைவர் ஒப்பிலா மதிவாணன், சென்னை பல்கலைக்கழகம், 2007
4. மொழிபெயர்ப்பியல் அடிப்படைகள், கா. பட்டாபிராமன், யமுனைப் பதிப்பகம், திருவண்ணாமலை
- 5 பாடநூல் தேடலுக்கான இணையம்
 - <http://www.tamilvu.org/library>
 - <https://www.tamildigitallibrary.in/book>

Programme	:	B.A. (Hons)-English
Year/Semester	:	Second-Year / Fourth Semester
Course Title	:	English- III
Course Code	:	DLENG32
No. of Credits	:	4

COURSE OBJECTIVES

- To train the students in the use of the English language in varied literary and non-literary contexts.
- To get the basic knowledge of drama and plays in English literature.
- To make them improve writing skills specifically Precis writing and note-taking
- To evaluate their reading comprehension.

BLOCK I: INTRODUCTION TO DRAMA

History of Drama in English Literature - Types of Drama - Elements of Drama- Features of Modern Drama

BLOCK II: PLAYS

Introduction to William Shakespeare– Introduction to W.W. Jacob - Shakespeare- Funeral Oration(Act III Scene II Julius caesar) -W.W. Jacob’s Monkey’s Paws

BLOCK III: COMPREHENSION

Reading Comprehension - Reading Skills –Types and Methods of Reading Skills–Hints Development and Note Making

BLOCK IV: PRECIS WRITING AND NOTE TAKING

Introduction to Writing-Techniques of Writing - Introduction to Precis -Writing - Introduction to Note Taking

BLOCK V: GENERAL ESSAY ON CURRENT TOPICS

Introduction to Essay Writing–Types of Essay Writing –Steps of Essay Writing– Essay on Current Topics

References

Books

1. Clarke, Paula J., et al. *Developing reading comprehension*. John Wiley & Sons, 2013.
2. Evans, E. Derry. *A Handbook of Precis-Writing*. Cambridge University Press, 2013.

3. Hyland, Peter. *An introduction to Shakespeare: the dramatist in his context*. Bloomsbury Publishing, 1996.
4. Kennedy, X. J., and Dana Gioia. *Literature: An introduction to fiction, poetry, drama, and writing*. Pearson, 2013.
5. Singh, R. N. *The Technique of Comprehension & Precis Writing*. Upkar Prakashan, 2010.
6. Shields, MunLing. *Essay Writing: A Student's Guide*. Sage, 2010.
7. Snow, Catherine. *Reading for understanding: Toward an R&D program in reading comprehension*. Rand Corporation, 2002.
8. Smith, Emma. *The Cambridge Introduction to Shakespeare*. Cambridge University Press, 2007.
9. Sweet, Anne P., and Catherine E. Snow, eds. *Rethinking reading comprehension*. Guilford Press, 2003.
10. Warburton, Nigel. *The basics of essay writing*. Routledge, 2020.

Journals

1. Frye, Roland Mushat. "Rhetoric and poetry in Julius Caesar." (1951): 41-48.
2. Greene, Gayle. "The Power of Speech/To Stir Men's Blood": The Language of Tragedy in Shakespeare's Julius Caesar." *Renaissance Drama* 11 (1980): 67-93.
3. Hounsell, Dai. "Contrasting conceptions of essay-writing." *The experience of learning* 2.1 (1997): 106-125.
4. Laufer, Batia. "How much lexis is necessary for reading comprehension?." *Vocabulary and applied linguistics*. Palgrave Macmillan, London, 1992. 126-132.
5. Wood, James O. "Intimations of Actaeon in Julius Caesar." *Shakespeare Quarterly* 24.1 (1973): 85-88.

Weblinks

1. <https://www.gradesaver.com/>
2. <https://www.enotes.com/>
3. <https://www.jstor.org/>
4. <https://www.sparknotes.com/>
5. <https://www.cliffsnotes.com/>

Programme	: B.A. (Hons)-English
Year/Semester	: Second Year / III Semester
Course Title	: The Age of Milton and Neo-Classism
Course Code	: DCBEN31
No.of Credits	: 4

Course Objectives

CO1: To introduce students to the new political, economic, and social situations of the Neo- Classical Age.

CO2: To enable students to understand and appreciate the changing trends and style in the growth of literature.

Block 1- Poetry

Age of Milton– John Milton’s Paradise Lost IX – Age of Dryden – John Dryden’s Absalom & Achitophel

Block 2-Poetry

Characteristics of Restoration Age - John Dryden’s A Song for St. Cecilia’s Day, 1687 – Thomas Gray’s Elegy Written in a Country Churchyard – William Collins’ Ode to Evening

Block3-Drama

Life of Sheridan & Oliver Goldsmith – Sheridan’s The School for Scandal - Oliver Goldsmith’s She Stoops to Conquer

Block 4- Prose

Dryden’s The Essay on Dramatic Poesy -Life of Samuel Johnson – Samuel Johnson’s Preface to Shakespeare

Block 5- Fiction

Major Novelists and their works – Daniel Defoe’s Robinson Crusoe – Goldsmith’s The Vicar of Wakefield.

References- Books

1. Defoe, Daniel. The Life and Adventures of Robinson Crusoe. Place of publication not identified: Wild side Press, 2019. Dryden, John, and Keith Walker. John Dryden: The Major Works. Oxford: Oxford Institute Press, 2003.
2. Duran, Angelica. The Age of Milton and the Scientific Revolution. Duquesne Institute Press, 2007.
3. Gray, Thomas, Philip L. Warner, and Charles T. Jacobi. Elegy Written in a Country Churchyard & Other Poems. London: Philip Lee Warner for the Medici Society, Riccardi Press, 1915.
4. John, Milton. Paradise Lost. Lerner Publishing Group, 2014. Internet resource.

5. Roberts, James L. The Vicar of Wakefield: Notes. Lincoln, Neb: Cliffs Notes, 1976.
6. She Stoops to Conquer Publisher: Start Publishing LLC (December 28, 2012)
7. The Vicar of Wakefield - Oliver Goldsmith - Ed. Stephen Coote (Penguin UK 2004)
8. Woodman, Thomas M. A Preface to Samuel Johnson. London: Longman, 1993.

Journals

1. Kozak, Megan N., Tomi-Ann Roberts, and Kelsey E. Patterson. She stoops to conquer How posture interacts with self-objectification and status to impact women's affect and performance. *Psychology of Women, Quarterly* Vol 38. issue 3 (2014): 414-424.
2. Hilliard, Raymond F. The redemption of fatherhood in The Vicar of Wakefield and *Studies in English Literature, 1500-1900* Vol.23.Issue 3 (1983): 465- 480.
4. Fleeman, J. D.; A Preface to Samuel Johnson & Notes and Queries Vol 41.Issue.3(1994): 395-397.
5. Ketab, Athraa Abdulameer.; Political Satire in Neo-Classical Age: John Dryden as an Example, *Opción: Revista de Ciencias Humanas y Sociales* Vol .35.Issue 20 (2019): 619-629.

Weblinks

1. <https://www.cliffsnotes.com/>
2. <https://www.enotes.com/>
3. <https://www.gradesaver.com/>
4. <https://www.jstor.org/>
5. <https://www.sparknotes.com/>

Course Outcomes

After the completion of the course The Age of Milton and Neo-Classism, students will be able to,

COC1	Understand the unique features of Neoclassicism and its influence on English society
COC2	Interpret the modality of the Epic and the mock epic style in English poetry.
COC3	Compare and contrast Restoration comedies and comedies of manners.
COC4	Understand the two significant weapons of satire – irony and humour.
COC5	Discuss the emergence of the English novel as a literary genre.

Programme	: B.A. (Hons)-English
Year/Semester	: Second-Year / Third Semester
Course Title	: The Romantic Age
Course Code	: DCBEN32
No.of Credits	: 4

Course Objectives

CO 1. To expose students to comprehensive knowledge pertaining to the different genres of Literature in the Romantic Age

CO 2. To develop in them a trendy attitude as reflected in the spirit of the age

Block 1- History of Romantic Literature

Romanticism in England-Romantic Revival-The Starting Point of Romantic Era - Lyrical Ballads - Nature, Reason and Imagination during Romantic Age - The Theory of Poetic Diction- Women Writers – Novel as Genre in Romantic Age

Block 2- First-Generation Romantic Poets

Wordsworth's Ode on Intimations of Immortality - Coleridge's The Rime of Ancient Mariner - Coleridge's Dejection: An Ode

Block 3- Second Generation Romantic Poets – Part - 1

Shelley's Ozymandias - Shelley's Ode to a Skylark - Byron's She Walks in Beauty

Block 4- Second Generation Romantic Poets – Part -2

The Return to Nature- Kinds of Poetry - Keats' Ode on a Grecian Urn - Keats' Ode to a Nightingale

Block 5- Prose & Fiction in Romantic Age

Overview of Prose & Fiction Writers in Romantic Age - Charles Lamb's A Dissertation upon Roast Pig - Jane Austen's Emma - Character Analysis of Emma.

References-Books

1. Bellringer, Alan W, and C B. Jones. The Romantic Age in Prose: An Anthology. Amsterdam: Rodopi, 1986.
2. Berlin, Isaiah, and Henry Hardy. Political Ideas in the Romantic Age: Their Rise and Influence on Modern Thought. Princeton: Princeton Univ. Press, 2014.
3. Freeman, Kathryn S. Rethinking the Romantic Era: Androgynous Subjectivity and the Re-Creative in the Writings of Mary Robinson, Samuel Taylor Coleridge, and Mary Shelley. 2021.
4. Klancher, Jon, ed. A concise companion to the Romantic age. John Wiley & Sons, 2009.
5. Kent, David A, and D R. Ewen. Romantic Parodies, 1797-1831. Rutherford [N.J.: Fairleigh Dickinson Institute Press, 1992.

6. Stones, Graeme. Parodies of the Romantic Age: Vol. 3. London etc.: Pickering & Chatto, 1999.
7. Strunk, W O. The Romantic Era. London: Faber and Faber, 1981.
8. Wellek, Rene. The Romantic Age. Cambridge: Cambridge Institute Press, 1981.

Journals

1. Boening, John. The unending conversation. The role of periodicals in England and the continent during the Romantic age." Nonfictional Romantic Prose: Expanding Borders (2004): 285-301.
2. Kappel, Andrew J. "The Immortality of the Natural: Keats' 'Ode to a Nightingale.'" English Literary History, vol. 45, no. 2, Summer, (1978): 270-284.
3. Lau, Beth. Placing Jane Austen in the Romantic Period: Self and Solitude in the Works of Austen and the Male Romantic Poets." European Romantic Review 15.2 (2004): 255-267.
4. Matthew, Patricia A.; Quilt 5: Race, Blackness, and Romanticism." Studies in Romanticism, vol. 61 no. 1, (2022):1-10.

Weblinks

1. <https://www.britannica.com/art/English-literature/The-Romantic-period>
2. <https://study.com/learn/lesson/romanticism-in-literature-characteristics-examples.html>
3. <https://www.easternct.edu/speichera/understanding-literary-history-all/the-romantic-period.html>
4. <https://www.britannica.com/art/Romanticism>
5. <https://www.cliffsnotes.com/literature/k/keats-poems/about-the-romantic-period>

Course Outcomes

After the completion of the course The Romantic Age, the student will be able to

COC1	Comprehend the significance of the Romantic age, the writers who belonged, and its impact on literary works.
COC2	Infer knowledge pertaining to the different genres of Literature in The Romantic Age.
COC3	Develop a trendy attitude as reflected in the spirit of the Romanticage.
COC4	Develop aesthetic sense through the readings of Romantic poetry.
COC5	Appreciate the literary delights of the Romantic writers.

Programme	:	B.A. (Hons)-English
Year/Semester	:	Second Year / III Semester
Course Title	:	The Victorian Age
Course Code	:	DCBEN33
No.of Credits	:	4

Course Objectives

CO1: To give an insight into the growing scepticism and doubt of Victorian England through a study of Literature.

CO2: To help students have an idea of the philosophical thinking of the man in the Nineteenth Century through the study of Literature.

Block – 1 – Introduction to The Victorian Age

The Historical Background - Major Features of Victorian Age - Literary Features of Victorian Age - Major writings of Victorian Age

Block 2 – Poetry

Introduction to Poetry - Alfred Lord Tennyson- Ulysses – Mathew Arnold- The Scholar Gypsy

Block 3 – Criticism

Introduction to Criticism - Tradition and the Individual Talents- T.S. Eliot - The Study of Poetry- Mathew Arnold

Block 4- Drama

Introduction to Drama - Importance of Being Ernest- Oscar Wilde – Murder in the Cathedral- T. S. Eliot.

Block 5-Fiction

Introduction to Victorian Novels – Charles Dickens- Great Expectations– Tess of the Urbervilles- Thomas Hardy

References- Books

1. Introduction and Notes for The Tenant of Wildfell Hall. Penguin Books. 1996.
2. Evans, Denise; Onorato, Mary. "Nineteenth-Century Literary Criticism & notes. Gale Cengage. Retrieved 16 December 2014.
3. Brewster. "Early Children Literature", Children Books in the Victorian Era. International Library of Children Literature. Retrieved 16 December 2014.
4. Susina, Jan. "Children Literature", faqs.org. The Gale Group, Inc. Retrieved 16 December 2014.
5. Felluga, Dino Franco, et al. The Encyclopedia of Victorian Literature (2015).

6. Flint, Kate, ed. The Cambridge History of Victorian Literature (2014). Horsman, Alan.
7. The Victorian Novel (Oxford History of English Literature, 1991 Dawson, Carl (1979).
8. Victorian High Noon: English Literature in 1850. Baltimore: Johns Hopkins U. Press.
9. Felluga, Dino Franco, et al. The Encyclopedia of Victorian Literature (2015).
10. Flint, Kate, ed. The Cambridge History of Victorian Literature (2014).

Journals

1. Long, J. William. English Literature- Its History and Its Significance. NewDelhi: Surjeet Publications. 2009. 452-568.
2. Cayley, Arthur, and Tony Crilly. Cayley: Mathematician laureate of the Victorian age (2006): 784.
3. Riley, Matthew. Liberal critics and Modern Music in the Post-Victorian age." British Music and Modernism, 1895–1960. Routledge, 2017. 13-30.

Weblinks

1. <https://sites.udel.edu/britlitwiki/the-victorians/>
2. <https://rpo.library.utoronto.ca/content/scholar-gipsy>
3. <http://victorian-era.org/19th-Century-Drama.html>
4. https://en.wikipedia.org/wiki/Victorian_literature#:~:text=Victorian%20literature%20refers%20to%20English
5. <https://www.easternct.edu/speichera/understanding-literary-history-all/the-victorian-period.html>
6. <https://www.educsector.com/2021/03/bores-lucas-basic-english-notes.html>
7. <https://englishnotesguru.com/top-31-victorian-age-writers-and-their-works/>

Course Outcomes

After the completion of the course The VictorianAge, students would be able to,

COC1	Get an idea about the massive literary outputs of the Victorian Age.
COC2	Understanding the conflict between science and religion prevailed in the Victorian society.
COC3	Analyse the concepts of marriage, sexuality and utilitarianism that persisted in the Victorian age and their impact on literature.
COC4	Trace the origin and development of the Novel as a literary genre.
COC5	Develop a critical and analytical perspective with regard to Victorian texts and authors.

Programme	:	B.A.(Hons)-English
Year/Semester	:	Second Year / Third Semester
Course Title	:	Environmental Studies
Course Code	:	DEVS031
No.of Credits	:	2

Course Objectives

CO 1: To inculcate the importance of environmental pollution preservation of nature and environmental management for human welfare.

CO 2: To make the students to learn about environment and the pollutants.

Block 1- Introduction of Environmental Studies

Renewable and non-renewable resources - Natural resources and associated problems. a) Forest resources: Use and over-exploitation, deforestation, case studies. Timber extraction, mining, dams and their effects on forest and tribal people. b) Water resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems. c) Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources, case studies. d) Food resources: World Food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer- pesticide problems, water logging, salinity, case studies. e) Energy resources: Growing energy needs, renewable and non renewable energy sources, use of alternate energy sources. Case studies. f) Land resources: Land as a resource, land degradation, man induced landslides, soil erosion and desertification - Role of an individual in conservation of natural resources- Equitable use of resources for sustainable lifestyles.

Block 2-Eco System & Biodiversity

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. Introduction, types, characteristic features, structure and function of the following ecosystem: a) Forest ecosystem b) Grassland ecosystem c) Desert ecosystem d) Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries) Introduction–Definition, genetic, species and ecosystem diversity. Biogeographical classification of India, Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and option values - Biodiversity at global, National and local levels. India as a mega-diversity nation. Hot-spots of biodiversity. Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts. Endangered and endemic species of India. Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity.

Block 3- Environmental Pollution, Human Population and the Environment

Definition, Cause, effects and control measures of a) Air pollution b) Water pollution c) Soil pollution d) Marine pollution e) Noise pollution f) Thermal pollution g) Nuclear hazards. Solid waste Management. Causes, effects and control measures of urban and industrial wastes.

Role of an individual in prevention of pollution. Pollution case studies. Disaster management- floods, earthquake, cyclone and landslides. Population growth, variation among nations. Population explosion – Family Welfare Programme. Environment and human health. Human Rights. Value Education. HIV/AIDS. Women and Child Welfare. Role of Information Technology in Environment and human health. Case Studies.

Block 4- Social issues and The Environment

From Unsustainable to Sustainable development, urban problems related to energy - Water conservation, rain water harvesting, watershed management- Resettlement and rehabilitation of people; its problems and concerns. Case Studies - Environmental ethics: Issues and possible solutions. Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Case Studies. Wasteland reclamation. Consumerism and waste products. Environment Protection Act, Air (Prevention and Control of Pollution) Act, Water (Prevention and control of Pollution) Act, Wildlife Protection Act, Forest Conservation Act - Issues involved in enforcement of environmental legislation. Public awareness.

Block 5- Green Business Concept and Evolution of Green Business, Field Work Visit

Green Business Concept and evaluation of Green Business - Field work - Visit to a local area to document environmental asset river/forest/grassland/hill/mountain, Visit to a local Polluted site-Urban/Rural/Industrial/Agricultural, Study of common plants, insects, birds, Study of simple ecosystems-pond, river, hill slopes, etc.

References:

1. Brusseau, M.L., Pepper, I.L., and Gerba, C.P. (2019). Environmental and Pollution Science, 3rd Edition. Academic Press, USA. (pp. 1-520)
2. Gadgil, M., and Guha, R. (1993). This Fissured Land: An Ecological History of India. University of California Press, Berkeley, USA. (pp. 1-245).
3. Raven, P.H, Hassenzahl, D.M., Hager, M.C, Gift, N.Y., and Berg, L.R. (2015). Environment, 8th Edition. Wiley Publishing, USA. (pp. 1-472).
4. Carson, Rachel. 1962. Silent Spring (Boston: Houghton Mifflin, 1962), Mariner Books, 2002
5. Economy, Elizabeth. 2010. The River Runs Black: The Environmental Challenge to China's Future.
6. Gadgil, M. & Ramachandra, G. 1993. This fissured land: an ecological history of India. Univ of California Press.
7. Gleeson, B. and Low, N. (eds.) 1999. Global Ethics and Environment, London, Routledge.
8. Rao MN and Datta AK, 1987. Waste Water Treatment. Oxford and IBH Publishing Co. Pvt. Ltd. 13. Raven, P.H., Hassenzahl, D.M. & Berg, and L.R. 2012. Environment. 8 the edition. John Wiley & Sons
9. Ricklefs, R. E., & Miller, G.L. 2000. Ecology. W. H. Freeman, New York.

10. Gleick, H., 1993, Water in crisis, Pacific Institute for studies in Dev., Environment & Security. Stockholm Env. Institute. Oxford Univ. Press 473p —published by Springer and the flagship journal of the Association of Environmental Studies and Sciences.

Journals

1. Virender Singh Phogat, Anupam Singhal, Ravi Kant Mittal & Ajit Pratap Singh, The impact of construction of hill roads on the environment, assessed using the multi-criteria approach, International Journal of Environmental Studies, Volume 79, Issue 1, P.no.1- 18, DOI:10.1080/00207233.2021.1905298, 30th march 2021. <https://doi.org/10.1080/00207233.2021.1905298>.

2. Nicolas Schneider (2022) Population growth, electricity demand and environmental sustainability in Nigeria: insights from a vector auto-regressive approach, International Journal of Environmental Studies, Volume 79, Issue 1, P.no. 149-176, DOI: 10.1080/00207233.2021.1905317, 13th April 2021. <https://doi.org/10.1080/00207233.2021.1905317>

3. Sutee Chowrong, Lertsak Suemram, Bundit Tengjaroenkul, Manop Sriuttha, Isara Patawang & Lamyai Neeratanaphan Chromosomal aberration and genetic differentiation of *Oreochromis niloticus* affected by heavy metals from an iron ore mine area, International Journal of Environmental Studies, DOI: 10.1080/00207233.2022.2050573, 14Mar2022 <https://doi.org/10.1080/00207233.2022.2050573>

Weblinks

<https://easyengineering.net/ge6351-environmental-science-and/>

<https://learnengineering.in/ge8291-environmental-science-and-engineering/>

Course Outcomes

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

COC 1	Students are able to understand the nature and facts about environment. Understand key concepts from environment studies
COC 2	Students are able to Students find implement scientific, technological, economic solutions to environmental problems. To understand appreciate concepts and methods from renewable and non-renewable sources
COC 3	Students are able to know about the interrelationship between living organisms and environment. Food Chains, and historical context to environmental issues and the links between human and natural systems.
COC 4	Students are able to understand the integrated sand biodiversity, natural resources, pollution control and waste management. Consumers and environmental actors in a complex, inter connected world.
COC 5	To understand how various financial services like banking services and Insurance Services operate in the Indian context

Programme	:	B.A. (Hons) English
Year/Semester	:	Second Year / Fourth Semester
Course Title	:	Tamil - IV
Course Code	:	DLTAM41
No.of Credit	:	4

Course Objectives

CO1: தமிழ் மொழித் திறத்தினை மாணவர்களிடையே எல்லா நிலைகளிலும் மேம்படுத்தி வளர்த்தல். செம்மொழித் தமிழின் இலக்கிய இலக்கண வளமைகளை அறிமுகம் செய்தல்.

CO2: நல்ல தமிழ் எழுதும் பயன்பாட்டு மொழியாற்றலை வளர்த்தல்.

CO3: எழுத்தாற்றலையும் பேச்சாற்றலையும் வளர்த்தெடுப்பதின்வழி தகவல் தொடர்பியல் மற்றும் ஊடகத்தமிழுக்கு தகுதிப்படுத்துதல்.

CO4: மொழிபெயர்ப்பு மற்றும் கலைச்சொல்லாக்கப் பயிற்சியளித்தல்.

CO5 :தமிழில் படைபிலக்கியத் திறத்தினை வளர்த்தெடுத்தல்

பாடக் குறியீட்டு எண்: DLTAM41

பருவம்-4, தமிழ்மொழிப்பாடம்-4, பகுதி-1, தகுதிப்புள்ளி: 4,

தான்-4:சங்க இலக்கியம் – நாடகம் – வளர் தமிழ் – பொதுக்கட்டுரை

தொகுதி 1- சங்க இலக்கியம் - 1

புறநானூறு (மூன்று பாடல்கள் - 183, 184, 192) - பதிற்றுப்பத்து (இரண்டு பாடல்கள் - 14, 69) - பட்டினப்பாலை (காவிரியின் சிறப்பு பாடல் அடிகள் 01-07, 106° 4 (Unit 4) சோழநாட்டு வளம் பாடல் அடிகள் 20-28, பல்பொருள் வளம் பாடல் அடிகள் 183-193) -மதுரைக் காஞ்சி (பாண்டியர் பரம்பரை பாடல் அடிகள் 01-23, மன்னர்க்கு மன்னன் பாடல் அடிகள் 64-74, - பாண்டியன் புகழ் பாடல் அடிகள் 197-209).

தொகுதி 2- சங்க இலக்கியம் - 2

நற்றிணை (இரண்டு பாடல்கள் - 1, 172) - குறுந்தொகை (மூன்று பாடல்கள் - 3, 40, 135) - ஐங்குறுநூறு (மூன்று பாடல்கள் - 281, 283, 286) - அகநானூறு (இரண்டு பாடல்கள் - 4, 86) - கலித்தொகை (இரண்டு பாடல்கள் - 9, 133)

தொகுதி 3-நாடகம்

ஆட்டனத்தி ஆதிமந்தி - கவிஞர் கண்ணதாசன்

தொகுதி 4-வளர்தமிழ்

ஊடகத் தமிழ் - கணினித் தமிழ் அறிமுகம் -ஊடகத் தமிழ்: அச்சுக்கலை - இதழியல் - ஊடக வகைகள் - அச்சு ஊடகங்கள் - மின்னணு ஊடகம் - இதழியல் முன்னோடிகள் - அச்சு ஊடகங்களில் தமிழ் - கருத்துப் பரிமாற்றம் - மொழி நடையின் தன்மை - நாளிதழ்கள் - வார, மாத இதழ்கள் - மின்னணு ஊடகங்களில் தமிழ் - வானொலி- தொலைக்காட்சி- திரைப்படம். கணினித் தமிழ்: கணினித் தமிழின் அடிப்படையும் பயன்பாடும் -கணிப்பொறியின் வரலாறும் வளர்ச்சியும், கணினியும் தமிழும், விசைப்பலகை (Keyboard) - எழுத்துருக்கள்

(Fonts) - தமிழைத் தட்டச்சு செய்ய உதவும் மென்பொருள்கள், தமிழைத் தட்டச்சு செய்யும் முறைகள் - தமிழ்த் தட்டச்சுப் பயிற்சி - இணையமும் தமிழ்ப் பயன்பாடும் - தேடுபொறி (Search) - வலைப்பூ (Blog), மின்னூலகம் (Online e-Library), - மின்னகராதி (e-Dictionary), - மின் செய்தித்தாள் - e-Paper, - இணையவழித் தமிழ்க் கற்றலும்-கற்பித்தலும் - மின்வழிக் கற்றல் - e Learning.

தொகுதி 5-பொதுக்கட்டுரை, இலக்கிய வரலாறு, இலக்கணம்

பொதுக்கட்டுரை வரைதல் - பாடம் தழுவிய இலக்கிய வரலாறு (சங்க இலக்கியம், நாடகம், வளர்தமிழ்) - இலக்கணம் (பொருளிலக்கணம்) திணை, துறை விளக்கம்.

பார்வை நூல்கள்

1. கணினித்தமிழ், முனைவர் இல.சுந்தரம், விகடன் பிரசுரம்
2. கணிப்பொறியில் தமிழ், த.பிரகாஷ், பெரிகாம்
3. தமிழ்க் கணினி இணையப் பயன்பாடுகள், முனைவர் துரை. மணிகண்டன், மணிவானதி பதிப்பகம்
4. இதழியல் கலை, டாக்டர் மா. பா. குருசாமி, குரு - தேமொழி பதிப்பகம், திண்டுக்கல்
5. அச்சுக் கலை வழிகாட்டி, பாலசுப்பிரமணியன், ஆ., சென்னை : தனசு பதிப்பகம், 1966
6. தொலைக்காட்சிக் கலை, முனைவர் வெ. நல்லதம்பி, மங்கைப் பதிப்பகம், சென்னை 42
7. பாடநூல் தேடலுக்கான இணையம்
 - <http://www.tamilvu.org/courses/nielit/Chapters/Chapter1/11.pdf>
 - <https://www.tamildigitallibrary.in/>

Programme	:	B.A. (Hons)-English
Year/Semester	:	Second-Year / Fourth Semester
Course Title	:	English- IV
Course Code	:	DLENG41
No. of Credits	:	4

Course Objectives

CO1: To train students in using the English Language in varied literary and non-literary contexts.

CO2: To teach them soft skills and strengthen their grammar and composition foundation.

CO3: To enhance their comprehensive skills

Block- 1 Prose I

The Complete Man - Prince -Philip-Try Prayer -Power - Norman Vincent Peale, On Not Answering the Telephone - W.Plomer W.Plomer

Block-2 Prose II

Science, Humanities and Religion - S. Radhakrishnan- The Reason - E. V. Lucas, Ecology – Barry Commoner

Block-3 Short Stories

The Ant and the Grasshopper - W. Somerset Maugham, How much land does a man need - Leo Tolstoy- the Dying Detective - Sir Arthur Conan Doyle Some words with a mummy – Edgar Allan Poe

Block-4 Primary Composition Exercises

Business letter-Hints Development-Precise Writing- Comprehension

Block 5 Advanced Composition Exercises

Paraphrasing- Writing Abstract-Dialogue Writing E-mail Writing

Course Outcomes

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

COC1	To develop participants' social skills.
COC2	To help participants manage time effectively.
COC3	To build a solid resume to suit corporate requirements.
COC4	To face interviews confidently.
COC5	To enhance their aptitude abilities.

Programme	: B.A. (Hons)-English
Year/Semester	: Second Year / Semester - IV
Course Title	: The Modern Period
Course Code	: DCBEN41
No.of Credits	: 4

Course Objectives

CO1: To give students exposure to turns of thought in poets, dramatists, fiction it is and other prose writers

CO2: To introduce the nuances the genres underwent in their structure in the Twentieth Century

Block -1- Introduction to The Modern Period.

Introduction to modern literature – Literary trends - Artistic features of the modern period - Difference between modernism and post-modernism.

Block -2- Poetry

Introduction to modern poetry - T.S. Eliot – Preludes, Philip Larkin - Church Going - Ted Hughes - Thought Fox

Block –3- Drama

Introduction to Drama - Introduction to Authors - Bernard Shaw - Caesar and Cleopatra
Unit 12 - Synge - Riders to the Sea

Block -4- Prose

Introduction to Prose - Introduction to Authors -- T.S Eliot - Tradition and the Individual Talent - D.H. Lawrence - Why the Novel Matters

Block -5- Fiction

Introduction to Fiction – Characteristics of Modern Fiction - E. M. Forster - A Passage to India - Graham Greene - The Power and the Glory.

References-Books

1. Blumenberg, Hans. The legitimacy of the modern age. MIT Press, 1985.
2. Cartel, Ronald. John McRae. The Routledge history of literature in English. Routledge publication. 2017.
3. Cotterill, Anne. Digressive voices in Early Modern English Literature. Oxford University Press. 2004.
4. Dowd, Michelle. Women's work in early modern English literature and culture. Palgrave Macmillan.2009
5. Hattaway, Michael, Renaissance and reformations. Blackwell Publishing.2005.
6. Hewitt, Douglas. English fiction of the early modern period: 1890-1940. Routledge, 2014.

7. Jaspers, Karl. *Man in the modern age* (Routledge revivals). Routledge, 2014.
8. Levenson, Michael, editor. *The Cambridge Companion to Modernism*. Cambridge University press.2005.
9. Perry, Curtis. *Literature and Favouritism in Early Modern England*. Cambridge University press. 2006.
10. Schodel, Joshua. *Excess and the mean in early modern English literature*. Princeton University press.2002.

Journals

1. Lee, Derek. "Dark Romantic: F. Scott Fitzgerald and the spectres of Modernism". *Indiana University Press*. 41. 4. (2018): 125-142.
2. Parry, Benita. "The politics of representation in *A Passage to India*." *A Passage to India*. Palgrave Macmillan, London, 1985. 27-43.
3. Wegener, H. Wegner. *The Absurd in Modern Literature*. *Board of Regents of the University of Oklahoma*. 41.2. (1967): 150-156.
4. Wesley, Charlie. "Inscriptions of Resistance in Joseph Conrad's *Heart of Darkness*". *Indiana University Press*. 38.3. (2015): 20-37.
5. Workman, Mark E. "The Role of Mythology in Modern Literature." *Journal of the Folklore Institute* 18.1 (1981): 35-48.

Weblinks

British Literature: Twentieth century, *Ignou*. Indra Gandhi National open university. "British literature wiki". *Sites.udel.edu*. <https://sites.udel.edu/britlitwiki/the-twentieth-century/>. Accessed.23 May 2022.

"Modernism", *Smartenglishnotes.com*. 26 November 2021, <https://smartenglishnotes.com/2021/11/26/modernism-and-its-characteristic-features/>.

White, Susan. "Modern period in English literature". *allassignmenthelp.com* 22 June 2019, <https://www.allassignmenthelp.com/blog/modern-period-in-english-literature/>.

White, Susan. "Modern period in English literature". *allassignmenthelp.com*. 22 June 2019, <https://www.allassignmenthelp.com/blog/modern-period-in-english-literature/>

"What is modern poetry?" *Smart English notes*. 06 February 2022. <https://smartenglishnotes.com/2022/02/06/modern-poetry-meaning-and-characteristic-features/>

Course Outcomes

After the completion of the course The Modern Period, the student will be able to

COC1	To familiarize the learner with the origin and development of the English language until the present Times.
COC2	Students are imparted with the why and how of modern English Literature and from which the study of courses for the program starts.
COC3	Learners are introduced to the various periods in English Literature, classified according to the periods of monarchy and significant literary currents.
COC4	To introduce students to other English literature from Australia, New Zealand, Canada, the Caribbean, Africa and Asian countries, including translating classics to facilitate comparative studies.
COC5	Linguistics and studying the English language will help learners investigate the nuances of teaching methods in the event of taking to the teaching profession.

Programme	: B.A. (Hons)-English
Year/Semester	: Second Year / Semester - IV
Course Title	: Shakespeare
Course Code	: DCBEN42
No.of Credits	: 4

Course Objectives

CO 1: To identify and understand the significant works of William Shakespeare.

CO 2: To analyse and evaluate Shakespeare's works as an individual expression and apply human values in historical and social contexts.

CO3: To create an awareness of the relevance of various genres of Shakespeare's sonnets and plays (Comedies, Histories, Tragedies, and Romantic Comedies) with different themes and techniques.

Block 1 – Introduction to Shakespeare

Shakespearean Theatre - Audience – Salient features of Shakespeare's plays - Techniques in Shakespeare's play - Characteristics of Shakespeare's History plays - Portrayal of Women Characters.

Block 2 - Critical Essays On Shakespeare

Preface to Shakespeare by Johnson - Three Unities of Shakespeare- Weakness of Shakespeare, On Shakespeare by Milton- The thematic concern of the poem - Shakespeare by Mathew Arnold - Stylistics feature.

Block 3- Tragedy

Antony and Cleopatra (Detailed) Themes, Antony and Cleopatra (Detailed) Literary Devices, Images, Symbols, King Lear (Non-Detailed) characterization.

Block 4- Historical Plays

Hamlet (Detailed) Dramatic techniques, - Hamlet (Detailed) – Soliloquies, Julius Caesar (Non-Detailed) literary Devices.

Block 5- Comedy

Twelfth Night (Detailed) -Themes and Motifs Twelfth Night (Detailed) -Comic devices The Winter's Tale (Non-Detailed) conflicts - Mid Sumer Night's Dream (Non-Detailed)

References-Books

1. Bullough, Geoffrey. *Narrative and Dramatic Sources of Shakespeare*. New York: Columbia UP, 1975.
2. Cox, John D. *Seeming Knowledge: Shakespeare and Skeptical Faith*. Waco: Baylor UP, 2007.
3. Dowden, Edward. *Introduction to Shakespeare*. New York: C. Scribner's Sons, 1895.
4. Greenblatt, Stephen, Ed. *Norton Shakespeare: Romances*. New York: Norton 2008.

5. Gervinus, Georg Gottfried. *Shakespeare Commentaries*. Trans. F. E. Bunnett. London:Smith, Elder, 1883.
6. Greenblatt, Stephen. *Will in the world: How Shakespeare became Shakespeare*. WW Norton & Company, 2005.
7. Hawkes, Terence. *Shakespeare in the Present*. Routledge, 2003.
8. Hyland, Peter. *An introduction to Shakespeare: the dramatist in his context*. Bloomsbury Publishing, 1996.
9. Krieger, Elliott. *A Marxist Study of Shakespeare's Comedies*, Macmillan, 1979
10. Smith, Emma. *The Cambridge Introduction to Shakespeare*. Cambridge Institute Press, 2007.

Journals

1. Schanzer, Ernest. "Thomas Platter's observations on the Elizabethan stage," *Notes and Queries* 20.1 (1956): 465-7.
2. Rabkin, Norman. "Structure, Convention, and Meaning in *Julius Caesar*." *Journal of English and Germanic Philology* 63 (1964): 240-54.
3. Miola, Robert. "Shakespeare and His Sources: Observations on the Critical History of *Julius Caesar*." *Shakespeare Survey* 40 (1987): 69-76.
4. Barroll, J. Leeds. "The Characterization of Octavius." *Shakespeare Studies* 6 (1970): 231-88.
5. Shakespeare, William. "The winter's tale." *One-Hour Shakespeare*. Routledge, (2019):196-254.

Weblinks

1. <https://www.sparknotes.com/shakespeare/>
2. https://www.researchgate.net/publication/329586220_Shakespeare_for_article
3. <https://www.bl.uk/shakespeare/articles/shakespeares-life>
4. <https://libguides.usc.edu/c.php?g=235048&p=1559991>
5. <https://www.seattleshakespeare.org/who-were-these-people/#:~:text=Shakespeare's%20audience%20was%20the%20very,money%20going%20to%20the%20theater>

Course Outcomes

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

COC1	Classify the versatility of Shakespeare.
COC2	Familiarise with the fundamental knowledge about Shakespeare's life, works and legacy.
COC3	Identify the distinct literary genres of Shakespeare's tragedies, comedies and historical plays.
COC4	Discuss the social and ethical questions the plays of Shakespeare raise regarding human experience.
COC5	Interpret Shakespeare's drama and its relevance to the contemporary world.

Programme	:	B.A. (Hons)-English
Year/Semester	:	Second Year / Semester - IV
Course Title	:	New Literature
Course Code	:	DCBEN43
No.of Credits	:	4

Course Objectives

CO1: To enable students to understand the relations between culture, history, and texts.

CO2: To recognize and comprehend different English language varieties and develop their writing style.

CO3: To introduce students to literature written in English in countries where English is not the native tongue.

Block – 1 Poetry

Gabriel Okara – The Mystic Drum - Wole Soyinka – Telephone Conversation - Derek Walcott - Ruins of a Great House - A.D. Hope – Australia.

Block – 2 Poetry

Edwin Thumboo- Words – Derek Walcott - A far Cry from Africa Unit - Margaret Atwood – A Sad Child - Allen Curnow – House and Land.

Block – 3 Fiction

Michael Ondaatje – Running in the Family -Biography of Michael Ondaatje-Shyam Selvadurai – Funny -Boy -Biography of Shyam Selvadurai

Block – 4 Fiction

Things Fall Apart - Biography of Chinua Achebe

Block – 5 Drama

Monica Ali – Bricklane.-Biography of Monica Ali-Wole Soyinka – Lion and the Jewel

References- Books

1. Abrams, Meyer Howard. *The Norton anthology of English literature*. Ed. Stephen Greenblatt. Vol. 2. New York and London: WW Norton, 1993.
2. Bamgbose, Gabriel S. "Modern African Verse and the Politics of Authentication." *Clcweb:Comparative Literature and Culture*. 2014.
3. Gale, Cengage Learning. *A Study Guide for Derek Walcott's Omeros*. Gale, Cengage Learning, 2015.
4. Hersant, Guy, and Dapo Adeniyi. "Telephone Conversation." *Position: International Arts Review*. 2000.
5. Kuntz, Mary. *Narrative setting and dramatic poetry*. Vol. 124. Brill, 1993.
6. Morrison, Jago. *The Fiction of Chinua Achebe*. Bloomsbury Publishing, 2009.

7. Okara, Gabriel, and Brenda M. Osbey. *Gabriel Okara: Collected Poems*, 2016.
8. Pee, Lim Chor. *A White Rose at Midnight*. Epigram Books, 2015.
9. Walcott, Derek. *The Poetry of Derek Walcott, 1948-2013*. Macmillan, 2014.
10. Warburton, Nigel. *The basics of essay writing*. Routledge, 2020.

Journals

1. Ahmed, Rehana. "Brick Lane: a Materialist Reading of the Novel and Its Reception." *Race and Class*. 52.2 (2010): 25-42.
2. Palm, Erwin W. "New Literature on Hispanic Colonial Art in South America, 1946-1952." *Gazette Des Beaux-Arts / Fondée Par Charles Blanc*. (1953): 58-62.
3. Achebe, Chinua (1965). "English and the African Writer". *Transition*. Indiana University Press (18): 27-30.
4. Rao, R R. "Because Most People Marry Their Own Kind: A Reading of Shyam Selvadurai's 'funny Boy.'" *Ariel* (1997): 117-128.
5. Schreuder, Mary-Celeste, and Phillip Wilder. "I'm stronger than I thought": Mindful Practices while Reading Things Fall Apart." *English Journal* 109.3 (2020): 37-43.

Weblinks

1. <https://www.enotes.com/homework-help/what-postcolonial-aspects-are-found-in-Gabriel-2271090>
2. <https://www.britannica.com/biography/Derek-Walcott>
3. <http://www.poetry.sg/edwin-thumboo-bio>
4. <https://www.litcharts.com/poetry/derek-walcott/a-far-cry-from-africa>
5. <https://smartenglishnotes.com/2019/07/26/a-far-cry-from-africa-summary-critical-analysis-theme-questions/>

Course Outcomes

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

COC1	To know the meaning of New Literature and its distinct characters.
COC2	To help Read and understand some of the representative New literary pieces.
COC3	To demonstrate, through discussion and writing, an understanding of important cultural and societal issues presented in New literature.
COC4	To understand the difference between a life lived in a postcolonial era and one lived in a colonial context.
COC5	To perceive through reading representative texts from varied new literature respective customs, habits, culture, language, socioeconomic and political backgrounds of different countries.

Programme	:	B.A. (Hons)-English
Year/Semester	:	Third Year / Semester - V
Course Title	:	Linguistics and Rhetoric
Course Code	:	DCBEN51
No.of Credits	:	4

Course Objectives

CO 1. To teach the linguistic aspects to strengthen student's foundation in communication

CO 2. To elevate their comprehension skills

Block 1 - General

What is Linguistics? – Linguistics as a science – Synchronic and Diachronic approaches – Branches of study- Language Definition – Uses of Language – Phatic communion- Properties of Language – Species-specific and species uniform, Symbolic system, Arbitrariness, Duality of Structure, Productivity, Displacement, Cultural Transmission, Discreteness, Interchangeability, Specialization, Non-directionality Origin of Language- Divine source, Natural sound source, Oral Gesture, Glasso Genetics

Block 2- Language

Development of Writing – Pictographic, Ideographic, Locographic, Rebus Writing, Syllabic Writing, Alphabetic Writing - Language Variation – Dialect, Standard and Non-Standard, Isoglasses, Dialect Boundaries, Bilingual, Bidialectal, Idiolect, Register, Lingua Franca, Pidgin, Creole, The Post Creole Continuum - Language Change – Protos- Family relationship – Cognates – Comparative Reconstruction

Block 3- Morphology, Syntax and Word Meaning

Word- Morphemes- Free Morphemes and bound Morphemes- Prefix and Suffix- Inflectional and Derivational- Allomorphs, Zero morphemes- Morphological Study of words, Structural analysis, IC analysis- Labelled Tree diagram- Using IC analysis to disambiguate simple sentences- Deep and Surface Structure Word Meaning, Association, Connotation, Collocation, Semantic Field

Block 4- Exercises

Morphological Analysis of words using a tree diagram, IC analysis (simple sentences), Use of IC analysis to disambiguate simple sentences, Deep and Surface Structure

Block 5- Rhetoric

Definition- Elements of Rhetoric- Style- Figures of Speech- Composition - Style- Definition- Qualities- Diction- Characteristics of Poetic Diction- Characteristics of Prose Diction- Diction as determined by Object and Occasion - Figures of Speech- Definition- Classification - Figures that promote clearness- Synecdoche and Metonymy- Simile- Metaphor - Personification- Allegory - Figures that promote Emphasis- Exclamation- Interrogation, Apostrophe, Hyperbole, Irony, Antithesis, Epigram, Climax

References- Books

1. George Yule- The Study of Language
2. Wall Work- Language and Linguistics
3. Modern Linguistics an Introduction – S. K. Verma, N. Krishnaswamy Oxford Institute Press Delhi
4. Dictionary of Literary Terms- M. H. Abrams
5. The Ethics of Rhetoric- Richard Wevar
6. A Handlist of Rhetoric Terms- Richard A. Lanham A Handbook of Rhetoric
7. Aarons, V., & Salomon, W. A. (Eds.). (1991). Rhetoric and ethics. Historical and theoretical perspectives. Lewiston, NY: E. Mellen Press.
8. Aarts, B. (1997). English syntax and argumentation. New York: St. Martin's Press.
9. Aarts, B. (2001). English syntax and argumentation. Houndmills, Basingstoke, Hampshire, New York: Palgrave.
10. Abbott, D. P. (1996). Rhetoric in the New World: Rhetorical theory and practice in colonial Spanish America. Columbia: Institute of South Carolina Press.

Journals

1. Aarts, Bas (2007) *Syntactic Gradience: The Nature of Grammatical Indeterminacy*. Oxford: Oxford Institute Press.
2. Aissen, Judith (1999) Markedness and subject choice in Optimality Theory. *Natural Language and Linguistic Theory* 17: 673–711.
3. Brown, Gillian, and George Yule (1983) *Discourse Analysis*. Cambridge: Cambridge Institute Press.
4. Hudson, Richard (1976) *Arguments for a Non-transformational Grammar*. Chicago: Donna (1992) On the linguistic shaping of thought: another response to Alfred Bloom. *Language in Society* 21: 231–51. Chicago Institute Press.
5. Michaelis, Laura A. (2004) Type shifting in Construction Grammar: an integrated approach to aspectual coercion. *Cognitive Linguistics* 15: 1–67.

Weblinks

1. <https://guides.lib.berkeley.edu/subject-guide/110-Linguistics-Collection>

Course Outcomes

After the completion of the course Linguistics and Rhetoric, the student will be able to

COC1	Develop their knowledge of phonetics and nuances of linguists.
COC2	Distinguish between socio and psycholinguistics
COC3	Develop their knowledge of the English language over centuries from 450 A.D.
COC4	Classify pronunciation besides the identification of Received Pronunciation, slang and dialects of English.
COC5	Make use of complex, sophisticated ideas, vocabulary, grammatical structures and sentence complexity in writing.

Programme	:	B.A. (Hons)-English
Year/Semester	:	Third Year / Semester - V
Course Title	:	American Literature
Course Code	:	DCBEN52
No.of Credits	:	4

Course Objectives

CO 1. To get students introduced to another type of Literature.

CO 2. To acquaint them with the different cultures, societies and thoughts of people of another nation.

Block 1- Poetry

Anne Bradstreet – The Prologue - Walt Whitman – Passage to India - Emily Dickinson – A narrow fellow on the grass, Success is counted sweetest, Because I could not stop for Death, My life had stood, A loaded gun, These are the days when birds come back - Frost – The Road not Taken, Gift Outright, West Running Brooke

Block 2- Prose

Emerson – Self- Reliance - Thoreau – Civil Disobedience

Block 3- Prose

Martin Luther King – I Have a dream - Allen Tate – The Man of Letters in the Modern World - Henry James – The Art of Fiction

Block 4- Fiction

Halston – Young Goodman Brown - John Steinbeck – The Pearl

Block 5- Drama

Eugene O’Neill – Emperor Jones - Tennessee Williams – The Glass Menagerie

References-Books

1. Annals of American Literature, 1602-1983 - Humanities Reference PS 94 .L83 1986
2. Continuum Encyclopedia of American Literature - Humanities Reference PS 21 .E53 2003
3. Encyclopedia of Frontier Literature - Humanities Reference PS 169 .F7 S65 1997
4. Harper Handbook to Literature - Humanities Reference PN 41 .F75 1997
5. Oxford Encyclopedia of American Literature Jay Parini, Editor in Chief Available in print at Humanities Reference PS 21 .E537 2003, Level 5.
6. Krishna Sen and Ashok Sengupta. (2017). A Short History of American Literature. Orient Blackswan.
7. J.M.Roberts. (1996). The Penguin History of Europe.
8. Abrams M.H. & Geoffrey Galt Harpham.(2015) A Glossary of Literary Terms Eleventh Edition. Cengage,2019

Journals

1. Transcendentalism in America – pages 409-411; symbolist movement – pages 394-395; surrealism – pages 390-391; the stream of consciousness – pages 378-379; [Text- A Glossary of Literary Terms by M.H.Abrams.]
2. Mercer, B. (2019). Student Revolt in 1968. In Student Revolt in 1968: France, Italy and West Germany. Cambridge Institute Press.
3. Blackman, R. (2019). 1789: The French Revolution Begins. Cambridge Institute Press.
4. De Graaf, J. (2019). Socialism across the Iron Curtain: Socialist Parties in East and West and the Reconstruction of Europe after 1945. Cambridge Institute Press.
5. Enstad, J. (2018). Soviet Russians under Nazi Occupation. In Soviet Russians under Nazi Occupation: Fragile Loyalties in World War II. Cambridge Institute Press.
6. Pergher, R. (2017). Mussolini's Nation-Empire. In Mussolini's Nation-Empire: Sovereignty and Settlement in Italy's Borderlands, 1922–1943. Cambridge Institute Press.

Weblinks

- [Emory Women Writers Resource Project](#)
- [Etext Center: Collections](#)
- [Library of Southern Literature homepage](#)
- [Literary Kicks](#)

Course Outcomes

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

COC1	Build their knowledge of the beginning of American Literature and its course down the 20th century in all genres outlined and improve their understanding of its nature.
COC2	Develop new thoughts on literature. New ideas and conceptions become accessible to students through summation.
COC3	Mark different countries, cultures and societies.
COC4	Discover nuances of difference in generic structure which is an expose in this course.
COC5	Explain new patterns in literature.

Programme	: B.A. (Hons)-English
Year/Semester	: Third Year / Semester - V
Course Title	: South Asian Literature
Course Code	: DCBEN54
No.of Credits	: 4

Course Objectives

CO 1. Indian Diasporic Writers and authors from Sri Lanka, Singapore, Caribbean Island, Pakistan, Bangladesh and Malaysia are introduced to enable students to be familiar with life trends in South Asia.

CO 2. To make students learn how to flex English according to local sensibilities.

CO 3. To make students get an awareness of colonization in the countries concerned.

Block 1 - Poetry

Edwin Thumboo – Gods Can Die (Singapore) - Kamala Wijeratne – On Seeing A White Flag Across A By- Road (Sri Lanka) - Maki Kureshi – The Kittens (Pakistan) Razia Khan – The Monstrous Biped (Bangladesh) - Shirley Lim – Words For Father (Malaysia).

Block 2 Prose

Mahadevi Varma – The Art Of Living - V.S Naipaul – The Child of Exile

Block 3 Drama

Mahesh Dattani – Thirty Days in September

Block 4 Fiction

Philip Jayaratnam – Abraham's Promise

Block 5 Short Story

Chitra Banerjee – Clothes - Ismat Chughtai

References-Books

1. Naik, M.K. (1984) Dimensions of Indian English Literature: New Delhi, Sterling. Said, Edward (1991).
2. Orientalism : Western Conceptions of the Orient. Harmondsworth: Penguin (originally published in 1978)
3. Sangari, Kurnlcum and Vaid, Sudesh (ed. 1989) Recasting Women: Essays in Colonial History New Delhi: Kali for Women.
4. Tharu, Susie and Lalita. K (1991) Women Writing in India 600 B.C. To the Present New York and New Delhi, The Feminist Press at CUNY, OUP. 1992
5. Sunder Rajan, R., ed. (1993) The Lie of the Land: English Literary Studies in India Delhi: OUP.
6. Trivedi, Harish (1993) Colonial Transactions English Literature and India. Calcutta, Papyrus.
7. Vishwanathan, Gauri (1989), Masks of Conquests; Literary Studies and British Rule in India, London, Faber and Faber

Journals

1. Ahmad, Aijaz (1992). In Theory: Classes, kings. Literatures, Oxford: OUP. - (1995) 'The Politics of Literary Postcoloniality', Race and Class. Vol36, N0.3, pp 1-20.
2. Boehmer, E(1995) Colonial and Postcolonial Literature - Oxford, OUP.
3. Ashcroft, Bill, Gareth Griffiths and Helen Tiffin (1 989). The Empire Writes Back: Theory and Practice in Postcolonial Literatures, London Routledge.
4. Chatterjee, Partha (1993) The Nation and its Fragments: Colonial and Postcolonm2 Histories, NJ: Princeton Univ. Press.
5. Gandhi, Leela (1998), Postcolonial Theory, A Critical Introduction, New Delhi OUP.
6. Gooneratne, Y. (1980) Diverse Inheritance- A Personal Perspective: Adelaide Centrc for Research in Literatures in English.

Weblinks

1. [https://www.britannica.com/art/English-literature/south Asian](https://www.britannica.com/art/English-literature/south-Asian)
2. [https://study.com/learn/lesson/south Asian-in-literature-characteristics-examples.html](https://study.com/learn/lesson/south-Asian-in-literature-characteristics-examples.html)
3. <https://www.easternct.edu/speichera/understanding-literary-history-all/the-asian.html>
4. [https://www.britannica.com/art/south Asian literature.](https://www.britannica.com/art/south-Asian-literature)

Course Outcomes

After the completion of the course South Asian Literature, the student will be able to

COC1	Students know various cultures.
COC2	Learners understand how to cope with people of different cultures
COC3	Students realize the impact of their respective cultures on the English Language.
COC4	Students are enabled to learn compromise and reconciliation
COC5	Learners understand Humanism better.

Programme	: B.A. (Hons)-English
Year/Semester	: Third Year / Semester - VI
Course Title	: Feminist Writing
Course Code	: DCBEN61
No. of Credits	: 4

Course Objectives

CO 1. To make learners understand the importance of Women in society.

CO 2. To make students study different mental strains of different Women

CO 3. To trigger the thought of the “other”.

Block 1 - Poetry

Supata Bhattacharya – Draupadi -Edna St.Vincent Millay – An Ancient Gesture -ladies Cardiff – Combing - Julie Alvarez – Women's Work - Prathiba Nandakumar – Poem

Block 2 - Prose

Simon De Beauvoir – Introduction to the Second Sex

Block 3 - Drama

Susan Glaspell – Trifles

Block 4- Fiction

Anita Nair – Ladies Coupe

Block 5 – Short Story

Annie Saumont – The Finest Story In The World - Kate Chopin – The Story of an Hour

References-Books

1. Barry, Peter. *Beginning Theory: An Introduction to Literary and Critical Studies*. 3rd ed., 2009.
2. Butler, Judith. *Gender Trouble: Feminism and the Subversion of Identity*. Routledge Publishers, 1990. →
3. Gilbert, Sandra M, and Susan Guber, *The Mad Woman in the Attic*. Yale UP. 1997. Hooks, Bell. *Understanding Patriarchy*. Louisville Anarchist Federation. 2010 :
4. Kirszner, Laurie and Stephen Mandell. *The Pocket Holt Handbook*. Harcourt Brace College Publishers, 1999. →
5. Millett, Kate. *Sexual Politics*. U of Illinois P, 2000. → Rooney, Ellen. *The Cambridge Companion to Feminist Literary Theory*. Cambridge UP, 2006.
6. Sage, Lorna. *Cambridge Guide to Women’s Writing in English*, edited by Germaine Greer and Elaine Showalter, Cambridge UP, 1999.
<http://catdir.loc.gov/catdir/samples/cam032/98050778.pdf>
7. Tharu, Susie and K. Lalita, editors. “Introduction”, *Women Writing in India: 600 B.C. to the Present*. vol.I, NY, Feminist P, 1991.

8. Walters, Margaret. *Feminism: A Very Short Introduction*. Oxford UP, 2005.

Journals

1. *Living and Feeling: An Anthology of Indian Women's Writing in English*. Edited by P Rajani, V. Rajagopalan and Nirmal Selvamony (1999)
2. *Indian Short Stories, 1900-2000* by E.V. Ramakrishnan, Sahitya Akademi, India 2005
3. *Links in the Chain* – Mahadevi Varma. Translated by Neera Kukreja Sohoni .
4. *Katha Publishers (2004) 2.3 Visual and Other Pleasures* by Laura Mulvey Palgrave Macmillan, 2009

Weblinks

1. [https://www.britannica.com/art/English-literature/feminist writing](https://www.britannica.com/art/English-literature/feminist%20writing)
2. [https://www.britannica.com/art/feminist writing](https://www.britannica.com/art/feminist%20writing)
3. <https://www.youtube.com/watch?v=JjoNxF9UGzg>
4. <http://catdir.loc.gov/catdir/samples/cam032/98050778.pdf>

Course Outcomes

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

COC1	Develop new attitudes to feminine sensibilities
COC2	Appraise the dimensions of women's problems.
COC3	Create solutions to feminine problems.
COC4	Discuss the involvement of males in feminism.
COC5	Discuss women's role at the international level

Programme	: B.A. (Hons)-English
Year/Semester	: Third-Year/ Semester - VI
Course Title	: Diaspora Studies
Course Code	: DCBEN62
No.of Credits	: 4

Course Objectives

CO1: To enable the student to understand the historical background of international migration.

CO2: To understand the linkage between international migration, diaspora and transnationalism.

CO3: To enable students to understand the contemporary migration patterns due to globalization.

CO4: To establish how immigration, diaspora and transnationalism are studied in the context of the Indian diaspora.

Block 1: International Migrations

History of International Migration - Theories of International Migrations - Ethnicity and Gender in International Migrations.

Block 2: Sociology of Diaspora

Definitions and Theories of Diaspora- Major Diasporas: Jewish, British, African, Chinese and other Diasporas- Globalisation and Diaspora.

Block 3: The Indian Diaspora: A Survey

The Indian Diaspora in South East Asia- The Indian Diaspora in Africa and the Caribbean- The Indian Diaspora in North America, Europe and Australasia.

Block 4: Issues of Identity in the Indian Diaspora

Religion and Caste - Language and Culture- Institutions and Associations.

Block 5: Indian Diaspora and Transnationalism

Definitions and Theories of Transnationalism- Indian Diaspora and Transnationalism.

Block 6: Indian Diaspora and Policy Perspective

Diaspora Policy - Sending Country's Perspective - Diaspora Policy - Receiving Country's Perspective.

References-Books

1. New routes for diaspora studies. Banerjee, Sukanya, Aims McGuinness, and Steven C. McKay, eds. Indiana Institute Press, 2012.
2. Sierstorfer, Klaus, and Janet M. Wilson. *The Routledge diaspora studies reader*. Routledge, 2017.
3. Davies, Carole Boyce, et al., eds. *Decolonizing the academy: African diaspora studies*. Africa World Press, 2003.
4. Stillman, Yedida Kalfon, and Norman A. Stillman, eds. *From Iberia to diaspora: studies in Sephardic history and culture*. Vol. 19. Brill, 1999.

5. Rolón-Dow, Rosalie, and Jason G. Irizarry. *Diaspora Studies in Education: Toward a Framework for Understanding the Experiences of Transnational*. Peter Lang Publishing, New York, 2014.
6. Pirkkalainen, Päivi, and Mahdi Abdile. *The diaspora-conflict-peace-nexus: a literature review*. No. 1. [Institute of Jyväskylä], Diaspeace Project, 2009.
7. Irele, Abiola. *The African imagination: literature in Africa & the black diaspora*. Oxford Institute Press on Demand, 2001.
8. Kandiyoti, Dalia. *Migrant Sites: America, Place, and Diaspora Literatures*. UPNE, 2009.
9. Baronian, Marie-Aude, Stephan Besser, and Yolande Jansen, eds. *Diaspora and Memory: Figures of Displacement in Contemporary Literature, Arts and Politics*. No. 13. Rodopi, 2007.
10. Betts, Alexander, and Will Jones. *Mobilising the Diaspora*. Cambridge Institute Press, 2016.

Journals

1. Tölölyan, Khachig. "The contemporary discourse of diaspora studies." *Comparative Studies of South Asia, Africa and the Middle East* 27.3 (2007): 647-655.
2. Das Gupta, Monisha, Charu Gupta, and Katerina Martina Teaiwa. "Rethinking South Asian Diaspora Studies." *Cultural Dynamics* 19.2-3 (2007): 125-140.
3. Cohen, Robin, and Carolin Fischer. "Diaspora studies: An introduction." *Routledge handbook of diaspora studies*. Routledge, 2018. 1-10.
4. Jain, Ravindra K. "Anthropology and diaspora studies: An Indian perspective." *Asian Anthropology* 10.1 (2011): 45-60.
5. Fung, Christopher. "Some Thoughts on the State of Chinese Diaspora Studies." *China Review International* 9.1 (2002): 17-22.
6. Butler, Kim D. "Defining diaspora, refining a discourse." *Diaspora: a journal of transnational studies* 10.2 (2001): 189-219.

Weblinks

<https://brill.com/view/journals/bdia/bdia-overview.xml>

<https://www.thedailystar.net/literature/news/himadri-lahiris-diaspora-theory-and-transnationalism-1935681>

<https://literariness.org/2017/07/16/diaspora-criticism-literary-theory/>

<https://www.postcolonialweb.org/diasporas/theory.html>

<https://globalsocialtheory.org/topics/diaspora/>

Course Outcomes

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

COC1	To understand the growth and development of Diaspora Studies
COC2	To understand theories of Diaspora and major Diasporas.
COC3	To learn about Survey studies of different regions
COC4	To understand different Diaspora policies
COC5	To understand Definitions and Theories of Transnationalism

Programme	: B.A. (Hons)-English
Year/Semester	: Third Year / Semester - VI
Course Title	: Film Studies and Literature
Course Code	: DCBEN63
Course Credits	: 4

Course Objectives

CO 1. To familiarize the students with film theories, from classical to formalist perspectives and realist to ideological initiatives.

CO 2. To provide basic knowledge to students about the tools to analyze films.

Block 1 - Elements of Narrative

Introduction to the basic concepts in film theory (i) Representation, (ii) Narrative, (iii) Text, (iv) Authorship - Introduction to the major theorists and theoretical positions on cinema narratives.

Block 2 - Culture, Cinema and Literature

Arbitaroy – cross-cultural- cultural transformation

Block 3 - Post-Structuralism Film Theory

Christopher Nolan - realism – aesthetic paradigms

Block 4 - Feminist Film Studies

Uma Narayan, “The Project of Feminist Epistemology: Perspective from a Nonwestern Feminist” *Feminist Theory Reader: Local and Global Perspectives* Chandra Talpade Mohanty, “Feminist Encounters: Locating

Block 5- Script Writing

Original (memory, experience, imagination), Adaptation (from a novel, story, play, news) - Theme - Type – Fiction, Non-fiction, Short Film - Writing in terms of images, sound and rhythm - Form – Dramatic, Non-dramatic - Structure – Linear, Non-linear- Parameters of a script – Plot, Story, Characterization, Time, .Space, Dialogue, Sound - Script Writing.

References-Books

1. Sikov, Ed. *Film studies: An introduction*. Columbia Institute Press, 2020.
2. Hollinger, Karen. *Feminist film studies*. Routledge, 2012.
3. Stam, Robert, and Alessandra Raengo, eds. *A companion to literature and film*. John Wiley & Sons, 2008.
4. Nelmes, Jill, ed. *Introduction to film studies*. Routledge, 2012.
5. Cartmell, Deborah, ed. *A Companion to Literature, Film, and Adaptation*. John Wiley & Sons, 2014.
6. Hornby, Louise. *Still Modernism: Photography, Literature, Film*. Oxford Institute Press, 2017.

7. Ryan, Michael. *An Introduction to Criticism: Literature-Film-Culture*. John Wiley & Sons, 2011.
8. Beville, Maria. *The Unnameable Monster in Literature and Film*. Routledge, 2013.
9. Boyd, Brian, Joseph Carroll, and Jonathan Gottschall, eds. *Evolution, literature, and film: A reader*. Columbia Institute Press, 2010.
10. Guneratne, Anthony. *Shakespeare, Film Studies, and the Visual Cultures of Modernity*. Springer, 2016.
11. AyCOk, Wendell M., and Michael Keith Schoenecke, eds. *Film and literature: A comparative approach to adaptation*. No. 19. Texas Tech Institute Press, 1988.
Cahir, Linda Costanzo. *Literature into film: theory and practical approaches*. McFarland, 2014.
12. Eidt, Laura M. Sager. *Writing and Filming the Painting: Ekphrasis in literature and film*. Brill, 2008.
13. Hodson, Jane. *Dialect in film and Literature*. Bloomsbury Publishing, 2017.

Journals

1. Casetti, Francesco. "Adaptation and Mis-adaptations: Film, Literature, and Social Discourses." *A companion to literature and film* (2004): 81-91.
2. Ross, Nigel J. "Literature and film." (1991): 147-155.
3. Helman, Alicja, and Waclaw M. Osadnik. "Film and Literature: Historical Models of Film Adaptation." *Canadian Review of Comparative Literature/Revue Canadienne de Littérature Comparée* (1996): 645-658.
4. Lu, Sheldon Hsiao-peng. "Historical introduction. Chinese cinemas (1896–1996) and transnational film studies." *Transnational Chinese Cinemas*. Institute of Hawaii Press, 1997. 1-32.

Weblinks:

<https://www.sol.lu.se/en/filmvetenskap/>

<https://study.com/academy/lesson/teaching-movies-as-literature.html#:~:text=Movies%20are%20considered%20literature%20because.like%20written%20works%20of%20literature>

Course Outcomes

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

COC1	To understand the different perspectives on literature's impact on cinema.
COC2	To understand film as a form of language.
COC3	To learn the different genres.
COC4	To explain visual intelligence.
COC5	To identify and locate the historical and cultural implications.

Programme	:	B.A. (Hons)-English
Year/Semester	:	Third Year/ Semester - VI
Course Title	:	Translation Studies
Course Code	:	DCBEN64
No.of Credits	:	4

Course Objectives

CO1: To expose the students to the art of translation

CO2: To introduce them to the theories and techniques of translation

CO3: To provide them with an insight into the problems of a translator

CO4: To provide them with practical knowledge of a translator's job.

Block 1:

Introduction to Translation Studies-History of Translation Theory – The Romans – Bible Translation-Education and the Vernacular – Early Theorists – The Renaissance up to the present – Translation Theories.

Block 2:

Central issues in Translation-Language and Culture – Types of Translation – Decoding and Recoding-Problems of equivalence – Loss and Gain- Untranslatability – Transliteration Transcreation-Machine Translation.

Block 3:

Specific problems in Literary Translation – Structures- Poetry, drama, prose translations.

Block 4:

Translation in the global context – Translation of scientific, technical, medical and legal documents.

Block 5:

Comparative Literature and Translation Studies-Semiotics-Literary and Cultural Tradition Translation Practice.

References-Books

1. Bassnett, Susan. *Translation studies*. Routledge, 2013.
2. Snell-Hornby, Mary. *Translation studies: An integrated approach*. John Benjamins Publishing, 1988.
3. Gambier, Yves, and Luc Van Doorslaer, eds. *Handbook of translation studies*. Vol. 1. John Benjamins Publishing, 2010.
4. Munday, Jeremy. *Introducing Translation Studies: Theories and applications*. Routledge, 2016.
5. Munday, Jeremy. *The Routledge Companion to Translation Studies*. Routledge, 2009.

6. Saldanha, Gabriela, and Sharon O'Brien. *Research methodologies in translation studies*. Routledge, 2014.
7. Pym, Anthony. *Exploring Translation Theories*. Routledge, 2009.
8. Gentzler, Edwin. *Contemporary Translation Theories*. Vol. 21. Multilingual Matters, 2001.
9. As-Safi, Abdul Baki. *Translation Theories: Strategies and Basic Theoretical Issues*. Al Manhal, 2011.
10. Bassnett, Susan, and Harish Trivedi, eds. *Post-Colonial Translation: Theory and practice*. Psychology Press, 1999.
11. Pérez-González, Luis. *Audiovisual Translation: Theories, Methods and Issues*. Routledge, 2014.

Journals

1. Panou, Despoina. "Equivalence in Translation Theories: A Critical Evaluation." *Theory & Practice in Language Studies* 3.1 (2013).
2. Toury, Gideon. "A rationale for descriptive translation studies." *Dispositio* 7.19/21 (1982): 23-39.
3. Snell-Hornby, Mary. "Translation studies." *An integrated approach* (1988): 41.
4. Baker, Mona. "Corpora in translation studies: An overview and some suggestions for future research." *Target. International Journal of Translation Studies* 7.2 (1995): 223-243.
5. Munday, Jeremy. "Issues in translation studies." *The Routledge companion to translation studies*. Routledge, 2009. 15-33.
6. Baker, Mona. "Corpus Linguistics and Translation Studies*: Implications and applications." *Researching Translation in the Age of Technology and Global Conflict*. Routledge, 2019. 9-24.

Weblinks:

1. <https://www.helsinki.fi/en/researchgroups/translation-studies-research-community>
2. <https://www.degruyter.com/document/doi/10.1515/opli-2022-0217/html?lang=en>
3. <https://culturesconnection.com/6-contemporary-theories-to-translation/>
4. <https://www.getblend.com/blog/linguistic-approach-to-translation/>
5. <https://eng.rudn.ru/education/educational-programs/linguistics-translation-and-translation-studies/>

Course Outcomes

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

COC1	To understand the growth and development of translation Studies.
COC2	To understand how various genres evolved.
COC3	To learn about prominent writers and famous works in English Literature.
COC4	To explain the importance of Translation.
COC5	To understand cross-cultural themes and understand to translate different works.

Name of the Programme Coordinator

Dr.T.Senthamarai
Professor

Name of the Faculty :

Dr.E.Sugantha Ezhil Mary	Associate Professor
Dr.P.Santhosh	Assistant Professor



VELS



INSTITUTE OF SCIENCE, TECHNOLOGY & ADVANCED STUDIES (VISTAS)
(Deemed to be University Estd. u/s 3 of the UGC Act, 1956)

PALLAVARAM - CHENNAI

ACCREDITED BY NAAC WITH 'A' GRADE

Marching Beyond 30 Years Successfully

INSTITUTION WITH UGC 12B STATUS

PROGRAMME PROJECT REPORT (PPR)



CENTRE FOR DISTANCE AND ONLINE EDUCATION

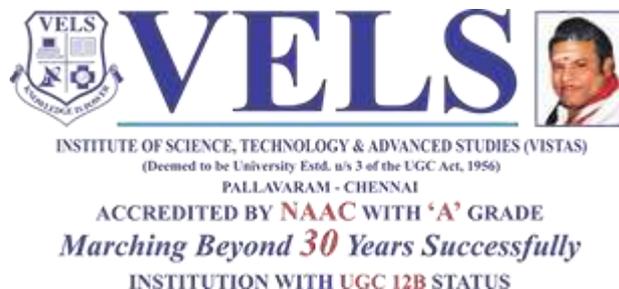
Vels Institute of Science, Technology and Advanced Studies (VISTAS)

Centre for Distance and Online Education(CDOE)

Department of Economics

Bachelor of Arts (Hons) Economics Under Semester Pattern

(From Academic Session 2024 onwards)



Programme Project Report (PPR) & Regulations with Detailed Syllabus (ODL Mode)

Bachelor of Arts (Hons) Economics

Under Semester Pattern

Programme Project Report (PPR)

I. Programme's Mission & Objectives

The Bachelor of Arts (Hons) Economics is an undergraduate degree in Economics and related subjects. The Programme is designed to provide students with holistic education in Economics and understanding in streams like Public Finance, Financial Markets, Mathematical concepts and Management skills. Vels Institute of Science, Technology and Advanced Studies (VISTAS) started the Department of Economics with the vision of providing the opportunity for quality education in Economics to all realms of society. Since the beginning, hundreds of students have availed themselves of this opportunity for higher education in field of Economics to a great extent throughout Tamilnadu and other part of India. Many students outside the State had also benefited from this. Now it is the new endeavor of the Institute, offering different types of Conventional Graduate and Post Graduate Programmes in addition to Value Added Programmes which are very relevant to contemporary society. This is being done with the academic and infrastructural support of the eminent schools and interdisciplinary inter University centers of the Institute.

The Department of Economics provides students with the Bachelor of Arts(Hons) Economics degree, with a substantial amount of specialization in the fields of Economics. This Programme is especially suitable for those who wish to pursue a career in Economics, most commonly, aspiring IES, IAS, UPSC, TNPSC students. This is mainly due to the course content, where greater emphasis is laid on such subjects that would help develop a career in these fields, to enable the students to obtain a good understanding of economic concepts, to create nurture economists and financial professionals who possess a high level of knowledge and competence to effectively contribute to society with commitment and integrity.

II. Relevance of the Programme with HEI's Mission and Goals

Bachelor of Arts(Hons) Economics Programme of the VISTAS is familiarizing the candidate about the various economic concepts and applications of the concepts in business operations. The programme makes the candidates to recognize the dynamics and complexities of business organizations. The career related degree programme in Economics is designed with the objective of equipping students to cope with the emerging trends and challenges in the industrial and business world. In congruence with goals of the VISTAS the programme also envisages to provide skilled manpower to the professional, industrial and service sectors in the country so as to meet the global demands. The Programme is designed with three major subjects, so that a successful candidate can go for higher studies in any one of the major subjects of his/ her choice. The Programme also aims at making the students fit for taking up various jobs and to initiate and run self-employment ventures.

III. Nature of Prospective Target Group of Learners

In the digital era, skill enhancement and knowledge acquisition are the gears that help working professional to sustain in the job and propel to greater heights in the careers. Working professionals and the person who are not able to continue his/her education through regular mode and would like to update themselves being at home can grab this opportunity and benefit immensely from the distance and online mode. In this programme the candidates will learn about various managerial and operative functions of various functional areas of Economics discipline.

Acquiring Bachelor of Arts(Hons) Economics will ensure that the student successfully find a proper job or advance and improve in their current job. Bachelor of Arts(Hons) Economics programme is offered for those who aspire to acquire the knowledge and skills of various managerial aspects and those who wish to get entry level jobs in the sectors of finance industry, banking and stockmarket etc. Hence, the learners for this programme is those who are employed and who find struggle to spend time on regular classes and would like to enhance competency and skill sets by learning the domain expertise in economic concepts, banking, finance and mathematical economics.

IV.Appropriateness of programme to be conducted in Open and Distance Learning and / or Online mode to acquire specific skills and competence

The Learning Outcomes with respect to the Bachelor of Arts (Hons) Economics Programme is as follows:

- Study of this programme will provide knowledge in the various areas of economics, economic theories and mathematical economics.
- Programme includes various accounting courses, enables the students to gain theoretical and problem solving ability of the students.
- Study of this programme will be valued in all areas of public and private spending, including roles within pricing and risk analysis, financial consultancy and economic planning.
- Students will acquire and demonstrate analytical and problem solving skills.
- Study of this programme will be helpful in attaining common economics careers and roles include auditor, stockbroker, insurer, business manager and retail, merchandizer, pricing analyst, statistician, financial consultant and salesperson.
- This Programme consists of both theoretical as well as good practical exposures to the students in the relevant areas to meet the industries expectations.

V. Instructional Design

The Curriculum and the Syllabus for Bachelor of Arts(Hons) Economics Programme have been designed covering all the aspects of Economic Concepts, Micro Economics, Macro Economics, Fiscal Economics, Health Economics, Human Resource and Banking. The minimum duration of the Programme is three years and the medium of instruction is English.

The Bachelor of Arts(Hons) Economics Programme is offered through the Institution in Conventional Mode also. The faculty members will be deputed to deliver the lectures and

Personal Contact Programmes for the Bachelor of Arts(Hons) in Economics. The credit systems suggested as per UGC-DEB ODL & OL Regulations 2020 have been assigned to Bachelor of Arts(Hons) in Economics. The self-learning materials in print, e-content, and audio/video materials, wherever required, have also been developed for the programme.

VI. Procedure for Admissions, Curriculum Transaction and Evaluation

The admission for Bachelor of Arts(Hons) in Economics Programme will be conducted online by VISTAS-CDOE, and the Counselling classes will be conducted at VISTAS-CDOE. The evaluation will be carried out by VISTAS and consists of Continuous Internal Assessment (CIA) through Assignment and External Assessment through End Semester Examination (ESE).

(a). Eligibility: Candidates who have passed the 12th Standard Examinations or its equivalent.

(b). Fee Structure: For ODL Rs.2500/- per Semester (Six Semesters) plus Registration Charges plus Registration Charges.

(c). Age: Minimum 17 Years and above

(d). Duration of Programme: Minimum 3 Years and a Maximum of 6 Years

(e). Examination System: Examination to the Bachelor of Arts (Hons) in Economics Programme is designed to maintain quality of standard. The Examination for the Bachelor of Arts (Hons) in Economics programme shall consist of only theory courses. Theory Examinations will be conducted by the Institute.

(1) Theory Examinations: The Theory Examinations shall be of three hours duration to each Course and conducted at the end of the year. The candidates who fail in any Course(s) will be permitted to reappear for each failed Course(s) in the subsequent examinations, which have a 70% weightage.

(2). Assignments: The Scheme of Evaluation includes the Continuous Internal Assessment through Assignments, which carries 30 % weightage.

(3). Question Pattern for Theory Examinations

Max. Marks: 70 Time: 3 Hours

PART - A (2 Marks) 5X2=10 Marks

Answer any FIVE questions out of EIGHT questions

[All questions carry equal marks]

1. From Block - I
2. From Block – II
3. From Block - III
4. From Block - IV
5. From Block -V

PART - B (5 Marks) 4X5= 20 Marks

Answer any FOUR questions out of SEVEN questions in 150 words

[All questions carry equal marks]

1. From Block - I
2. From Block – II
3. From Block - III
4. From Block - IV
5. From Block -V

PART - C (10 Marks) 4X10= 40 Marks

Answer any FOUR questions out of SEVEN questions in 400 words

[All questions carry equal marks]

1. From Block - I
2. From Block – II
3. From Block - III
4. From Block - IV
5. From Block -V

(4). Passing Minimum for Theory Examination

The Candidate shall be declared to have passed the examination if the candidate secures not less than 25 marks in the End Semester Examination (ESE) in each theory paper and secures not less than 10 marks in the Continuous Internal Assessment (CIA) and overall aggregated marks is 40 marks in both external and internal taken together.

Continuous Internal Assessment (CIA)		End Semester Examination (ESE)		Overall Aggregated Marks	
Minimum Pass Mark	Maximum Mark	Minimum Pass Mark	Maximum Mark	Minimum Pass Mark	Maximum Mark
10	30	25	70	40	100

Note: In case, if a learner failed to secure 40 per cent of aggregate marks, he/she may re-appear in term end examination or re-do the assignments for securing passing minimum.

(5) Classification of Successful Candidate: Candidates who pass all the Courses and who secure 60 per cent and above in the aggregate of marks will be placed in the First Class. Those securing 50 per cent and above but below 60 per cent in the aggregate will be placed in the Second Class. Those securing 40 per cent and above but below 50 per cent in the aggregate will be placed in the Third Class.

(f). Delivery of Programme

Bachelor of Arts (Hons) in Economics Programme will be offered through VISTAS-CDOE. The Assistant Professors/Associate Professors/ Professors of relevant faculty employed in VISTAS and other HEIs are eligible to handle Academic Counselling/Personal Contact Programme (PCP) in VISTAS-CDOE for Bachelor of Arts (Hons) in Economics Programme.

(g). Financial Assistance

Scholarships for SC/ST category are available as per the norms of the State Government of Tamil Nadu. Complete Admission fee waiver for the Physically Challenged/ Differently abled persons.

(h). Policy of Programme Delivery

The Academic Calendar for the Programme will be available for the learners to track down the chronological events/ happenings. The Academic Counselling/PCP schedule will be uploaded in the Institute website and the same will be intimated to the students through SMS.

(i). Ranking

The Institute Rank shall be offered for the toppers (First Rankers) in the Institute Examination having passed their examinations in the first appearance within the prescribed duration of the respective programme. Absence from an examination shall not be taken as an attempt. The top scorers in the Institute Rank Examination would be declared as Institute Rank Holders, irrespective of their grades/marks in their respective Institute End Semester Examination (ESE). Rank Certificate will be issued for a Programme as follows

- There is no Rank if the learner strength of concerned programme is below fifty.
- The learners' strength of the Programme concerned will be indicated in the Rank Certificate.
- The first Rank holder (gold medalist) will be eligible to get the rank certificate in the Institute convocation ceremony.

(j). Cancellation of Admission

Admission is liable to be cancelled at any stage on the following grounds.

- A candidate admitted to a programme provisionally without verifying and ascertaining his / her eligibility for admission and found ineligible later through scrutiny of the filled-in admission form.
- Suppression of facts, furnishing incomplete, wrong or false information in filled-in Admission Form.
- Misconduct, Indiscipline and Violation of Institute Norms, Rules & Regulations.

(k). Refund

If found ineligible later on, admission will be cancelled and claim for refund of such fees will be considered by the Institute after deduction of service charges, as applicable from

time to time as per prevailing norms of the institute.

VII. Requirement of the laboratory support and Library Resources

There is no Lab facilities required for Bachelor of Arts (Hons) in Economics Programme Library Books are available at VISTAS main Library and Department Library.

VIII. Cost Estimate of the Programme and the Provisions

The cost estimate for development, delivery and maintenance of the Bachelor of Arts (Hons) in Economics Programme English Medium is provided in the following Table.

S.No	Details	Amount in (Rs.)
1	Programme Development, Delivery and Maintenance (Expenditure)	Rs.24,47,480/-
2	Programme Fee Charged for 1 Semester (Income)	Rs.2,500/-
3	Examination Fee Charged for 1 Semester (Income)	Rs.1,250/-
4	Examination Expenses Per Student for 1 Semester (Expenditure)	Rs.1,150/-

IX. Quality Assurance Mechanism and expected Programme Outcomes

VISTAS-CDOE, Centre for Internal Quality Assurance (CIQA) will monitor the delivering aspect of Bachelor of Arts (Hons) in Economics Programme for maintaining quality.

Feedback will be collected from the Learners and success story if any will also be shared with learners.

Programme Outcomes (POs)

PO1: Logical / Analytical reasoning: Learners will effectively visualize, conceptualize, articulate, and solve complex problems or address problems that do not have a clear answer, with available information, through experimentation and observation, using microeconomic and macroeconomic theories as well as calculus and statistical tools.

PO2: Conceptualizing: Learners are capable to apply economic analysis for day to day problems by helping them to understand events, identify proposals to solve the issues, evaluate specific policy proposals and implement the policies in an effective manner.

PO3: Integrative Knowledge: Students will broaden their global and disciplinary knowledge, enhancing their understanding of the world around them both within economy and beyond.

PO4: Applicability: Students are provided with opportunity to focus on applied and policy issues in Economics by emphasizing quantitative and theoretical aspects of Economics.

PO5: Superintendence: Students are equipped with skills to work as part of a team and lead others, ensuring them to prepare and navigate diverse audiences and situations.

PO6: Specialization: Learners to understand the economic functioning and conditions of our country in the context of past, present and future.

PO7: The Teacher and Society: Application of reasoning for the contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to the professional teaching practice.

Programme Specific Outcomes (PSO)

PSO1: Demonstrate competency across economic disciplines, specifically apply the essential elements of core economics principles to analyse and evaluate problems and to construct and implement solutions in the economic environment.

PSO2: As the Under Graduate Course contains the fields like statistics, mathematics and economics principles, it enhances them to compute and assess the real situation of the economy including the size and changes of population, income pattern, nature of an extend of employment, rate of development with pattern of investments and savings, policies in relation to other countries, and social security measures adopted in the country.

PSO3: Demonstrate ability to recognize and identify Economic planning, capital market, monetary and fiscal policies and assess response options relative to the needs and interests of relevant stakeholders to address issues in a business context.

PSO4: To facilitate the students to go for economic decision making with mathematical and statistical concepts.

PSO5: To motivate the students to know about new trends in National Economy.

**Bachelor of Arts (Hons) Economics
(ODL Mode)
PROGRAMME STRUCTURE**

First Year-First Semester

S. No	Course Code	Course Title	Category	No.of Credits	Exam Hrs	Marks Distribution		Max. Marks
						CIA	ESE	
1	DLTAM-11	Tamil-I*	Language -I	4	3	30	70	100
2	DLENG-11	English-I	Language-II	4	3	30	70	100
3	DCECN-11	Micro Economics-I	CC	4	3	30	70	100
4	DCECN-12	Financial Economics-I	CC	4	3	30	70	100
5	DCECN-13	Business Management	CC	4	3	30	70	100
Total First Semester Credits				20				

First Year-Second Semester

6	DLTAM-21	Tamil-II*	Language -I	4	3	30	70	100
7	DLENG-21	English-II	Language-II	4	3	30	70	100
8	DCECN-21	Micro Economics-II	CC	4	3	30	70	100
9	DCECN-22	Financial Economics-II	CC	4	3	30	70	100
10	DCECN-23	Business Communication	CC	4	3	30	70	100
Total Second Semester Credits				20				

Second Year-Third Semester

11	DLTAM-31	Tamil-III*	Language -I	4	3	30	70	100
12	DLENG-31	English-III	Language-II	4	3	30	70	100
13	DCECN-31	Indian Economy-I	CC	4	3	30	70	100
14	DCECN-32	Monetary Economics-I	CC	4	3	30	70	100
15	DCECN-33	Business Statistics	CC	4	3	30	70	100
16	DEVS-031	Environmental Studies	AECC	2	3	30	70	100
17		Optional-1		4	3	30	70	100
Total Third Semester Credits				26				

Second Year-Fourth Semester

18	DLTAM-41	Tamil-IV*	Language -I	4	3	30	70	100
19	DLENG-41	English-IV	Language-II	4	3	30	70	100
20	DCECN-41	Indian Economy-II	CC	4	3	30	70	100
21	DCECN-42	Monetary Economics-II	CC	4	3	30	70	100
22	DCECN-43	Service Marketing	CC	4	3	30	70	100
23		Optional-2		4	3	30	70	100
Total Fourth Semester Credits				24				

Third Year-Fifth Semester

24	DCECN-51	Fiscal Economics-1	CC	4	3	30	70	100
25	DCECN-52	Macro Economics-I	CC	4	3	30	70	100
16	DCECN-53	Managerial Economics	CC	4	3	30	70	100
27	DCECN-54	Health Economics-I	CC	4	3	30	70	100
28		Optional-3		4	3	30	70	100
29		Optional-3		4	3	30	70	100
Total Fifth Semester Credits				24				

Third Year-Sixth Semester

30	DCECN-61	Fiscal Economics-1	CC	4	3	30	70	100
31	DCECN-62	Macro Economics-I	CC	4	3	30	70	100
32	DCECN-63	History of Economics Thought	CC	4	3	30	70	100
33	DCECN-64	International Economics	CC	4	3	30	70	100
34		Optional-4		4	3	30	70	100
35		Optional-4		6				
Total Sixth Semester Credits				26				
Total Credits				140				

CC-Core Course / CIA-Continuous Internal Assessment / ESE-End Semester Examination

*** or English/Hindi**

Optional Courses Available

The following Discipline Specific Elective (DSE) Courses, Skill Enhancement Courses (SEC), Generic Elective Courses (GEC) and Ability Enhancement Courses (AEC) are also available for the learners to choose from 3rd Semester onwards from the following courses:

S.No	Subject Code	Name of Course	Category	No.of.Credits
Semester- III:Optional-1				
1	DAENG-31	English for Competitive Exam	AEC	4
2	DABGL-33	Universal Human Values	AEC	4
Semester - IV:Optional-2				
3	DDECN-41	Capital Market	DSE	6
4	DDECN-42	Mathematics for Economists	DSE	6
Semester- V:Optional-3				
5	DAENG-51	Business Taxation	AEC	4
6	DAENG-51	Counselling and Negotiation Skills	AEC	4
7	DDBBA-52	E-Business	DSE	4
8	DCBBA-52	Statistics for Economists	DSE	4
Semester - VI:Optional-4				
9	DAENG-61	Soft Skills	AEC	4
10	DDBBA-62	International Finance	DSE	4
11	DDBBA-63	Brand Management	GE	4
Total Credits of Optional Courses				52

Bachelor of Arts (Hons) in English
Detailed Syllabus

Programme	:	B.A (Hons) English
Year/Semester	:	First Year / First Semester
Course Title	:	Tamil- I
Course Code	:	DLTAM11
No.of Credit	:	4

Course Objectives

- CO1 : தமிழ் மொழித் திறத்தினை மாணவர்களிடையே எல்லா நிலைகளிலும் மேம்படுத்தி வளர்த்தல். செம்மொழித் தமிழின் இலக்கிய இலக்கண வளமைகளை அறிமுகம் செய்தல்
- CO2 : நல்ல தமிழ் எழுதும் பயன்பாட்டு மொழியாற்றலை வளர்த்தல்
- CO3 : எழுத்தாற்றலையும் பேச்சாற்றலையும் வளர்த்தெடுப்பதின்வழி தகவல் தொடர்பியல் மற்றும் ஊடகத்தமிழுக்கு தகுதிப்படுத்துதல்
- CO4 : மொழிபெயர்ப்பு மற்றும் கலைச்சொல்லாக்கப் பயிற்சியளித்தல்
- CO5 : தமிழில் படைபிலக்கியத் திறத்தினை வளர்த்தெடுத்தல்

பாடக் குறியீட்டு எண்: DLTAM11

பருவம்-1, தமிழ்மொழிப்பாடம்-1, பகுதி-1, தகுதிப்புள்ளி: 4,

தாள்-1- இக்காலக் கவிதைகள் - உரைநடை - பண்பாடு - மொழித்திறன்

தொகுதி 1 - சங்க இலக்கியம்

குறுந்தொகை (மூன்று பாடல்கள் - 3, 40, 135) - புறநானூறு (மூன்று பாடல்கள் - 183, 184, 192) - பட்டினப்பாலை (காவிரியின் சிறப்பு 01-07, சோழ நாட்டு 20-28, பல்பொருள் வளம் 183-193) - மதுரைக் காஞ்சி (பாண்டியர் பரம்பரை 01-23, மன்னர்க்கு மன்னன் 64-74, பாண்டியன் புகழ் 197-209).

தொகுதி 2 - இக்கால இலக்கியம்

பாரதியார் - பாரத தேசம் என்னும் தலைப்பில் ஆறு பாடல்கள். (பாடல்எண்கள் 1, 6, 7, 9, 12, 13) - பாரதிதாசன் - தமிழுக்கும் அமுதென்று பேர் என்னும் தலைப்பிலான கவிதை - தேசிக விநாயகம் பிள்ளை - உடல் நலம் பேணல் என்னும் தலைப்பிலான கவிதை - அப்துல் ரகுமான் - ஆலாபனை தொகுப்பில் போட்டி என்னும் தலைப்பிலான கவிதை.

தொகுதி 3- உரைநடை

மாணாக்கரும் தாய்மொழியும் - திரு.வி.க., - மன வலிமை வேண்டும் - மு.வரதராசனார் - செம்மொழித் தமிழின் சிறப்புகள் - பண்டைத் தமிழரின் சாதனைச் சுவடுகள்.

தொகுதி 4-தமிழர் வாழ்வும் பண்பாடும்

பண்பாடு - வாழ்வியல் முறை - அகம், புறம் - உணவு முறை - விருந்தோம்பல் - நம்பிக்கைகள் - விழாவும் வழிபாடும் - கலைகள் - கட்டடம் - சிற்பம் - ஓவியம் - இசை - கூத்து - தொழிலும் வணிகமும் - அறிவியல் நோக்கு.

தொகுதி 5- மொழித்திறன், இலக்கிய வரலாறு, இலக்கணம்

மொழித்திறன், இலக்கிய வரலாறு, இலக்கணம் - எழுத்துப் பிழை, தொடர்பு பிழைகள் - வேற்றுமை இலக்கணம் - செய்யுள் நலம் பாராட்டல் - பாடம் தழுவிய இலக்கிய வரலாறு மரபுக் கவிதை - புதுக்கவிதை - உரைநடை.

பார்வை நூல்கள்

1. தமிழர் நாகரிகமும் பண்பாடும், டாக்டர் அ. தட்சிணா மூர்த்தி, ஐந்திணைப் பதிப்பகம், 1973
2. தவறின்றித் தமிழ் எழுதுவோம், மா. நன்னன், ஏகம் பதிப்பகம், 2006
3. தவறின்றித் தமிழ் எழுத - மருதூர் அரங்கராசன், ஐந்திணைப் பதிப்பகம், 2005
4. தமிழ் இலக்கிய வரலாறு, வரதராசன், மு., புது தில்லி : சாகித்திய அக்காடெமி, 1972
5. புதிய தமிழ் இலக்கிய வரலாறு, நீல. பத்மநாபன், சிற்பி பாலசுப்ரமணியம், சாகித்திய அகாடெமி, 2013
6. செம்மொழி தமிழின் சிறப்பியல்புகள் - முனைவர் மறைமலை இலக்குவனார்; <https://www.youtube.com/watch?v=HHZnmJb4jSY>
7. பாடநூல் தேடலுக்கான இணையம் - <https://archive.org/>

Programme	:	B.A. (Hons)-Economics
Year/Semester	:	First Year / First Semester
Course Title	:	English - I
Course Code	:	DLENG11
No.of Credits	:	4

Course Objectives

CO 1.To enable students to develop their communication skills effectively.

CO 2.To make students familiar with usage skills in English Language.

CO 3.To enrich their vocabulary in English

CO 4. To develop communicative competency

Block I: Prose

Introduction to Prose -Descriptive and Expository - Dangers of Drug Abuse - Hardin B Jones – Profession for Women -Virginia Wolf, Tight Corners – E.V.Lucas

Block II: Poetry

Introduction to Poetry - Stopping by woods on a snowy evening – Robert Frost - Ecology – A K Ramanujan - The Unknown Citizen – W.H.Auden

Block III: Short Stories

Introduction - Fortune Teller – Karel Capek- The Model Millionaire – Oscar Wilde -The Lion and the Lamb– Leonard Clarke

Block IV: Plays

Introduction to Play - George Bernard Shaw: Life and Work – Arms and the Man: Summary and Explanation - Character Analysis and Critical Perspective

Block V: Grammar

Introduction – Subject verb agreement and Noun Pronoun agreement. – Article and Preposition – Tense

References Books

- (1). History of English Language by F.T.Wood, Trinity Press, Revised Edition, 2010.
- (2). Balasubramanian, Text Book of English Phonetics for Indian Students, Macmillan Publishers, New Delhi, 2nd Edition, 2013.
- (3). Wren and Martin, English Grammar and Composition, S. Chand& Co, New Delhi, 4th Edition, 2012.

- (4). W.H. Hudson, an Introduction to the Study of Literature, Atlantic Publishers, Chennai.2012
- (5). Peter Childs, Roger Fowler, The Routledge Dictionary of Literary Terms, Routledge Taylor and Francis group, London.2015.
- (6). Declerck, Renaat. Sequence of tenses in English. Fac. van de Letteren en de Wijsbegeerte, Univ. Campus, 1988.
- (7). Aitken, Rosemary. Teaching tenses. Intrinsic Books Ltd, 2021.
- (8). Lindstromberg, Seth. English prepositions explained. Amsterdam and Philadelphia: John
- (9). Zwicky, Arnold M. "French prepositions: no pe eking." Phonology 4 (1987): 211- 7.
- (10).Van Riemsdijk, Henk. "Functional prepositions." Unity in Diversity, edited by H. Pinkster and I. Gene (1990): 229- 241.
- (11).Reichenbach, Hans. "The tenses of verbs." Meinster, J.; Schernus, W. Time from concept to narrative construct: a reader. Berlin (1947): 1-12.
- (12).Rumelhart, David E., and James L. McClelland. "On learning the past tenses of English verbs." (1986): 216-271

Weblinks

<https://www.gradesaver.com/>

<https://www.enotes.com/>

<https://www.jstor.org/>

<https://www.sparknotes.com/>

<https://www.cliffsnotes.com/>

After the completion of the course English – I, the student will be able to

COC1	Analyze and appreciate the literariness found in them given texts
COC2	Develop the overall comprehending and writing skills.
COC3	Analyze and interpret the given short story and drama with close reading.
COC4	Use language for speaking and writing with confidence in an intelligible and acceptable manner.
COC5	Write simple sentences without committing error of spelling or grammar.

Programme	:	B.A.(Hons)-Economics
Year/Semester	:	First Year / First Semester
Course Title	:	Micro Economics- I
Course Code	:	DCECN11
No.of Credits	:	4

Course Objectives

CO-1: To understand fundamental elements of Economics and other theoretical background of economic concepts.

Block I - Introduction to Micro Economics

Introduction of Economics- Nature and Scope of Economics- Demand and Law of Demand- Supply and Law of Supply

Block II -Elasticity of Demand

Elasticity of Demand-Concept of Price Elasticity of Demand-Concept of Consumer's Surplus- Concept of Producer's Surplus

Block III - Utility Analysis

Utility – Types of Utility- Law of Diminishing Marginal Utility- Indifference Curve Theory- Indifference Curves – Consumer's Equilibrium

Block IV - Production Theory

Factors of production- Production Functions- Laws of Production Function- Iso-Quant Approach

Block V – Markets

Market Structures-Equilibrium of Firm and Industry under Perfect Competition Pricing Under Perfect Competition In Short Run Pricing Under Perfect Competition In Long Run

Text Book

- (1). A. Koutsoyiannis, Modern Micro Economics, Palgrave Macmillan Publications, 1979.
- (2). Dwivedi D.N., Principles of Economics, Vikas Publications, New Delhi, 2005.

Reference Books

- (1). Ahuja H.L, Principle of Economics, S.Chand & Company, New Delhi, 2008.
- (2). Jhingan M.L, Micro Economic Theory, Vrinda Publications, New Delhi, 2002.
- (3). Alfred Stonier W, Douglas Hague C, A Textbook of Economic Theory, Easter Book Company, 5th Edition, 2008.

E References

https://www.mooclist.com/tags/microeconomics?_cf_chl_jschl_tk____=30aa3c1ecf71d6effab0ac8a74db34de89825401-1623169933-0-

<https://www.edx.org/micro%20economics>

Course Outcomes

After the completion of the course Micro Economics-I - , the student will be able to

COC 1	To understand and to be familiar with the definitions of economics
COC 2	To get an introduction to basic concepts of supply and demand which determinesthe equilibrium in the market
COC 3	To understand the framework of the consumer behavior theories
COC 4	To understand the theory of Rent, wage, Interest and profit
COC 5	To be familiar with the concepts of market structure

Programme	:	B.A.(Hons)-Economics
Year/Semester	:	First Year / First Semester
Course Title	:	Financial Economics- I
Course Code	:	DCECN12
No.of Credits	:	4

Course Objectives

At the end of the course, students would be able to

CO1. To remember the basic concepts of financial institutions and markets.

CO2. To understand the role of the central bank and the commercial banks.

CO3. To analyse capital market operation and money market.

CO4. To apply the difference between primary and secondary market.

CO5. To evaluate the need for insurance and financial derivatives.

Block I - Introduction to Financial Economics

Introduction of Money Market- Meaning and Scope Components of Money Supply, Bank Rate-Monetary Policy Banking System in India

Block II- Banking and Financial System

Introduction of Banking and Financial System-Types of Banks-RBI'S Regulations and Functions of Commercial Banks – Credit creation-Modern Functions of Banks

Block III- Capital Market

Introduction of Capital Market-SEBI and its regulations-Non -banking Institutions in India-Stock Exchange- Meaning and Scope

Block IV – Share market

Share market – Primary and Secondary market-Type of Equities and Bonds-Types of Investments-Share Market Indices.

Block V- Insurance

Types and Need of Insurance- Life and General-Role of IRDA-Financial Derivative-Types-Health Insurance – meaning and significance

Reference Books:

(1). Bhole, L. M (2017), Financial Institutions and Markets, 6 th Edition, Mc Graw Hill Education publishers, New Delhi.

(2). Frank Fabozzi (2019), Financial Economics, Mc Graw Hill, New Delhi.

(3). Frederic S Mishkin and Stanley Eakins (2017) "Financial Markets and Institutions" Pearson Education Publishers, 8 th Edition, New Delhi.

(4). Khan. M.Y (2015) Indian Financial System, Tata McGraw Hill, New Delhi,

(5). Vinod Kumar (2021), "Financial Markets and Institutions, Taxman's Publications, Delhi.

Web References:

1. https://onlinecourses.nptel.ac.in/noc20_mg10/preview.

2. <https://www.mheducation.co.in/financial-institutions-and-markets-9789352605415-india>.

3. <https://www.classcentral.com/course/edx-financial-institutions-and-markets-6260>.

4. <https://link.springer.com/book/10.1007/978-1-137-08599-3>.

5. <https://books.google.co.in/books>

Course Outcomes

After the completion of the course Financial Economics-I - , the student will be able to

COC 1	To remember the basic concepts of financial institutions and markets
COC 2	To understand the role of the central bank and the commercial banks
COC 3	To analyse capital market operation and money market
COC 4	To apply the difference between primary and secondary market
COC 5	To evaluate the need for insurance and financial derivatives

Programme	:	B.A.(Hons)-Economics
Year/Semester	:	First Year / First Semester
Course Title	:	Business Management
Course Code	:	DCECN13
No. of Credits	:	4

Course Objectives:

CO-1: To help the students gain understanding of the functions and responsibilities of Managers.

CO-2: To provide them tools and techniques to be used in the performance of the Managerial job.

CO-3: To enable them to analyze and understand the environment of the organization.

CO-4: To help the students to develop cognizance of the importance of management Principles.

Block I- Management Thought and Evolution

Introduction to Business Management- Role of Managers in Management-Process and Functions of Management- Authors Contribution to Management

Block II- Planning and Decision Making

Types of Planning-Management by Objectives (MBO) - Approaches of Planning- Decision Making

Block III- Organisation Structure

Concepts of Organization- Formal and Informal Organisations- Departmentation- Delegation of Authority

Block IV- Recruitment, Selection, Training and Development

Recruitment-Selection-Training and Development

Block V- Controlling

Motivation and Communication-Direction and Coordination- Controlling

Books References

- (1). A. R.Appannaiah, G Dinakar, Sandeep, 2020, Organizational Management, ISBN: 978-93509-77262.
- (2). Hardcover, Eichhorn Peter, 2012, Principles of Management, Springer International Publishing AG, ISBN: 978-331970-9017, 978-33197-09017.
- (3). Hardcover, S.K. Kapur, 2012, Principles and Practice of Management, ISBN: 978-818570-1042.
- (4). Heinz Weihrich, Harold Koontz, Mark V Cannice, 2019, Management: A Global, Innovativ Perspective, McGraw Hill India, ISBN: 978-81942-44608, 819-4244-609.

- (5). Koontz, Harold and Weihrich, Heinz (2008), Essentials of management- An International Perspective. New Delhi: McGraw Publishing, Eighth Edition.
- (6). Koontz, Harold and O' Donell, (2016), Principles of management- An Analysis of Managerial Functions. London: Cambridge University Press.
- (7). Mitch McCrimmon, (2010). Leadership and Management Reinvented, Ivey Business Journal Online.
- (8). Stephen. P. Robbins, Mary Coulter and Agna Fernandez, (2015), Management. New Delhi: Pearson, 14th Edition.
- (9). Skorepa Michal, 2007, Decision making the behavioral business and economic Approach, Bloomsbury Publishing PLC, ISBN: 9780230248250, 9780230248250.
- (10). Thomas A Bateman and Scott A. Snell, (2008), Management-Leading and Collaborating in the Competitive World. New Delhi: McGraw Publishing, Eighth Edition.

Journals

- (1). Abbas Toloie Eshlaghy, (2009), Investigating the Impact of Leaders' Responsibilities in Reaching Organizational Excellence in the EFQM through the Systems Dynamics Approach, International Journal of Business and Management, Volume 4, no 9, June 2009.
- (2). Manisha Yadav, (2010), the Internationalization Process -The Study of Strategic Change, International Journal of Advances in Engineering and Management (IJAEM) Volume 2, Issue 1, PP: 12-16 www.ijaem.net ISSN: 2395-5252. <https://www.studyadda.com/notes/teaching/business-studies/emerging-trends- Inmanagement/notes-emerging-trends-in-management>.
- (3). Fred C. Lunenburg, (2010), The Decision Making Process, National forum of Educational Administration and Supervision Journal. Volume 27, number 4.
- (4). Rahman, S, (2018) Evaluation of definitions: ten dimensions of corporate social Responsibility. World Review of Business Research, 1(1), 166-176, 2011 International journal of management, Canadian center of science and education, Vol: 13, No:8. <https://www.ccsenet.org/journal/index.php/ijbm>
- (5). Sabitu Adeniran, Lucky, Solomon, (2020) Introduction to Business Management, International Journal of Management Science and Engineering Management, ISBN: 978-978-57673-1-5, Volume 17, Issue 1.

Weblinks

- (1). <https://books.google.com/books?hl=en&lr=&id=dZ90AgAAQBAJ&oi=fnd&pg=PT6&dq=business+management+&ots=43lzWagI7a&sig=bFMnl7vH0AvIL2oaLBT6hcSzetA>
- (2). <http://www.sietmanagement.fr/wp-content/uploads/2016/04/nonaka-1996.pdf>
- (3). <https://youtu.be/mtvTqpfcv2Y>
- (4). <https://nptel.ac.in/courses/110107150>
- (5). <https://www.tandfonline.com>

Course Outcomes

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

COC1	Apply management thoughts and theories in practical business
COC2	Forecast about the future and draft plans in all sphere of life
COC3	Create, organize, structure and design the work, for smooth performance of employees
COC4	Identify right person at the right job for a business
COC5	Demonstrate effective ways of coordination and control by proper communication and motivation

Programme	:	B.A. (Hons) English
Year/Semester	:	Second Year / Second Semester
Course Title	:	Tamil- II
Course Code	:	DLTAM21
No.of Credit	:	4

Course Objectives

CO1:தமிழ் மொழித் திறத்தினை மாணவர்களிடையே எல்லா நிலைகளிலும் மேம்படுத்தி வளர்த்தல். செம்மொழித் தமிழின் இலக்கிய இலக்கண வளமைகளை அறிமுகம் செய்தல்

CO2: நல்ல தமிழ் எழுதும் பயன்பாட்டு மொழியாற்றலை வளர்த்தல்

CO3:எழுத்தாற்றலையும் பேச்சாற்றலையும் வளர்த்தெடுப்பதின்வழி தகவல் தொடர்பியல் மற்றும் ஊடகத்தமிழுக்கு தகுதிப்படுத்துதல்

CO4: மொழிபெயர்ப்பு மற்றும் கலைச்சொல்லாக்கப் பயிற்சியளித்தல்

CO5 :தமிழில் படைபிலக்கியத் திறத்தினை வளர்த்தெடுத்தல்

பாடக் குறியீட்டு எண்: DLTAM13

பருவம்-2, தமிழ்மொழிப்பாடம்-2, பகுதி-1, தகுதிப்புள்ளி: 4

தாள்-2:அற இலக்கியம் – சிற்றிலக்கியம் – சிறுகதை – பயன்பாட்டுத் தமிழ்

தொகுதி 1 -அற இலக்கியங்கள்

திருக்குறள் - வான் சிறப்பு (அறம்) - ஊக்கமுடைமை (பொருள்) -குறிப்பறிதல் (இன்பம்) - மூன்று அதிகாரங்கள் முழுமையும் - நாலடியார் - மூன்று பாடல்கள். (2, 3, 5) - பழமொழி நானூறு - மூன்று பாடல்கள் (74, 75, 78) - திரிகடுகம் - மூன்று பாடல்கள் (10, 12, 22) - இனியவை நாற்பது - மூன்று பாடல்கள் (1, 12, 16)

தொகுதி 2-சிற்றிலக்கியம்

முத்தொள்ளாயிரம் - சேரன் - வீரம் 14, 15 பாடல்கள் - சோழன் - காதல் 23, 24 பாடல்கள் - பாண்டியன் - 87, 88 பாடல்கள் - தமிழ்விடு தூது - முதல் 20 கண்ணிகள் - திருக்குற்றாலக் குறவஞ்சி -மலைவளம் கூறுதல் - முதல் 5 பாடல்கள்- முக்கூடற்பள்ளு - மூத்த பள்ளி நாட்டு வளம் 2 பாடல்கள், இளைய பள்ளி நாட்டு வளம் 2 பாடல்கள் - கலிங்கத்துப் பரணி - பாலை நிலம் பற்றிய 5 பாடல்கள்

தொகுதி 3- சிறுகதை

பேரறிஞர் அண்ணா - செவ்வாழை - புதுமைப்பித்தன் - கடவுளும் கந்தசாமிப் பிள்ளையும் - ஜெயகாந்தன் - யுகசந்தி - கி.ராஜநாராயணன் - கதவு - அம்பை - காட்டில் ஒரு மான்

தொகுதி 4- பேச்சுத் தமிழ்

பேச்சுத் திறன் - விளக்கம் - பேச்சுத்திறனின் அடிப்படைகள் - வகைகள் - மேடைப்பேச்சு - உடையாடல் - பயிற்சிகள்

தொகுதி 5 - எழுத்துத் தமிழ், இலக்கிய வரலாறு, இலக்கணம்

கலைச் சொல்லாக்கம் - தேவைகள் - கலைச்சொற்களின் பண்புகள் - அறிவியல் கலைச் சொற்கள் - கடிதம் - வகைகள் - அலுவலகக் கடிதங்கள் - உறவுமுறைக் கடிதங்கள் - விண்ணப்பக் கடிதம் எழுதுதல்

பார்வை நூல்கள்

1. சங்க இலக்கியங்கள் மூலமும் உரையும் /அ மாணிக்கம், வர்த்தமானன் பதிப்பகம், 2000
2. தவறின்றித் தமிழ் எழுதுவோம், மா. நன்னன், ஏகம் பதிப்பகம், 2006
3. முத்தொள்ளாயிரம் மூலமும் உரையும், பத்மதேவன், ஸ்ரீ செண்பகா பதிப்பகம், 2007
4. தமிழ் இலக்கிய வரலாறு, வரதராசன், மு., புது தில்லி : சாகித்திய அக்காதெமி, 1972
5. குற்றாலக் குறவஞ்சி, மணிமேகலைப் பிரசுரம். ஆசிரியர் குழு, வேனா தமிழ்வாணன், 1986
6. பாடநூல் தேடலுக்கான இணையம்

<https://archive.org/>

https://www.youtube.com/watch?v=qzKncnca_wse8

<http://www.tamilvu.org/>

Programme	:	B.A.(Hons)-Economics
Year/Semester	:	Second Year / Second Semester
Course Title	:	English - II
Course Code	:	DLENG21
No.of Credits	:	4

Course Objectives

CO1: To improve the speaking ability in English both in terms of fluency andcomprehensibility

CO2: To enhance students Reading, Writing, Listening and Speaking skills

CO3: To enrich their vocabulary in English

Block – 1 Prose

Introduction to prose The Unexpected – Robert Lynd My Greatest Olympic Prize-Jesse Owens If You AreWrong, Admit It- Dale Carnegie

Block- 2 Poetry

Introduction to forms of Poetry Pulley or The Gift of God – GeorgeHerbert The Daffodils – William Wordsworth Night of the Scorpion- Nissim Ezekiel

Block-3 Short Story

IntroductionThe Gift of Magi- O HenryThree Questions- Leo Tolstoy-The Selfish Giant- Oscar Wilde

Block - 4 Comprehension

Introductions -Reading Comprehension -Hints Developing- Note Making

Block – 5 Grammar

Introduction-Degrees of Comparison -Active and Passive Voice-Direct and Indirect Speech

References - Books

1. A.J. Thomson, Practical English Grammar, Oxford Publications, 1997.
2. Bas Aarts, Oxford Modern English Grammar, Oxford University Press, 2011.
3. Confluence - Anu Chitra Publications, 2018.
4. English Conversation Practice byD. H. Spencer, Oxford UniversityPress, 2012
5. Martin Hewings, Advanced English Grammar with Answers, Cambridge University Press, 1999.
6. Murphy Ramond, Essential English Grammar with Answers. Generic Publications, 2015.
7. Quirk, A university grammar ofEnglish, Pearson Education, 2005.
8. Wordsworth, William, and Randy Miller. Daffodils. SC Company, 1910.

9. Wren and Martin, English Grammar and Composition, S. Chand & Co, New Delhi, 4th Edition, 2012.

10. Payne, Thomas E., and Thomas Edward Payne. Understanding English grammar: A linguistic introduction. Cambridge University Press, 2011.

Journals

1. Afzal, Muhammad, Asim Mahmood, and Umar Hayat. "An Analysis Of Grammatical Cohesion Used In The English Essays Of English Grammar And Composition For Intermediate Level." International Bulletin of Linguistics and Literature (IBLL) 4.4 (Decembe (2021): 68-99.

2. Kolczynski, Richard G. "The Role of Grammar in Composition." Reading Improvement 12.3 (1975): 141.

3. Longacre, Robert E. "Sentences as combinations of clauses." Language typology and syntactic description 2 (1985): 235-286.

4. Lyman, R. L. "Language, Grammar, and Composition." Review of Educational Research 2.1 (1932): 35-42.

5. Meyer, Charles. "Functional Grammar and Its Application in the composition Classroom." Journal of Teaching Writing 8.2 (1989): 147-168.

6. Munro, Pamela. "From parts of speech to the grammar." Studies in Language. International Journal sponsored by the Foundation "Foundations of Language" 30.2 (2006): 307-349.

Weblinks

<https://www.cambridgeenglish.org/learning-english/parents-and-children/activities-for-%20children/pre-a1-level/>

<https://learnenglish.britishcouncil.org/vocabulary>

<https://learnenglish.britishcouncil.org/grammar/english-grammar-reference>

<https://learnenglish.britishcouncil.org/grammar/english-grammar-reference>

<http://www.bchmsg.yolasite.com/skills.php>

Course Outcomes

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

COC 1	Analyze and appreciate the literariness found in the given text
COC 2	Develop the overall comprehending and writing skills
COC 3	Analyze and interpret the given short story and drama with close reading
COC 4	Use language for speaking and writing with confidence in an intelligible and acceptable manner
COC 5	Write simple sentences without committing error of spelling or grammar

Programme	:	B.A.(Hons)-Economics
Year/Semester	:	Second Year / Second Semester
Course Title	:	Micro Economics- II
Course Code	:	DCECN21
No. of Credits	:	4

Course Objectives

CO1.To understands different types of cost and structure of market and theories of four factors of productions.

Block I – Concept of Cost and Revenue

Cost – types of cost cost curves revenue – types of revenue-revenue curves

Block II – Market Structure - Monopoly

Types of market structure- monopoly – types of monopoly-price determination under monopoly-price discrimination under monopoly

Block III – Market Structure – Monopolistic Competition, Oligopoly

Monopolistic competition – features price determination under monopolistic competitionoligopoly – type's price determination under oligopoly

Block IV – Factor Pricing: Rent, Wage

Rent – types of rent theories of rent wages – types of wages theories of wages

Block V – Factor Pricing: Interest and Profit

Introduction to interest theories of interest profit – theories of profit-break – even analysis

Text Book

Koutsoyiannis, Modern Micro Economics, Palgrave Macmillan Publications,1979.

2.Dwivedi D.N., Principles of Economics, Vikas Publications, New Delhi, 2005.

Reference Books

1. Ahuja H.L, Principle of Economics, S.Chand & Company, New Delhi, 2008.
2. Jhingan M.L, Micro Economic Theory, Vrinda Publications, New Delhi, 2002.
3. Alfred Stonier W, Douglas Hague C, A Textbook of Economic Theory, Eastern Book Company, 5th Edition, 2008.

E References

https://www.mooclist.com/tags/microeconomics?_cf_chl_jschl_tk____=30aa3c1ecf71d6effab0ac8a74db34de89825401-1623169933-0-
<https://www.edx.org/micro%20economics>

Course Outcomes

After the completion of the course Micro Economics - II, the student will be able to

COC1	To provide basic and fundamental concepts of cost and revenue concepts
COC2	Familiarize the students about the cost and production
COC3	To understand different types of cost and structure of market and theories of four factors of productions
COC4	To analyse various market structure
COC5	To apply the technique of the theories of rent and wages
COC6	To evaluate the theories of interest and profit

Programme	:	B.A.(Hons)-Economics
Year/Semester	:	Second Year / Second Semester
Course Title	:	Financial Economics- II
Course Code	:	DCECN22
No. of Credits	:	4

Course Objectives

CO-1: To know more about the financial part of economic issues through capital budgeting, SEBI and other financial factors.

Block I - Introduction to Capital Budgeting

Introduction of Capital Budgeting- Definition-Features of Capital Budgeting Need and Objectives of Banks-Regulation of Working Capital and Finance

Block II – Negotiable Institutions

Structure of Negotiable Institutions Characteristics of Negotiable Institutions Primary and Secondary functions of Stock Brokers, Underwriters-Primary and Secondary Functions of Depositories Credit Rating Agencies

Block III – Stock Market System

Trading, Listing, Regulation of Stock Market- Market Efficiency– NSE BSE – Online Trading System- SEBI – Guidelines for Capital Issues Pricing- Insider Trading – Investor protection.

Block IV – Derivative Markets

Derivative markets – Options and Futures Trading System Consumer Finance- Factoring – Leasing - Hire Purchase

Block V- An overview of Financial Market

An overview of Financial Market- Legal and Regulatory framework-Financial Sector Reforms – SCRA- Various segments of Financial Markets -Venture Capital Financing, Mutual Funds-Financial Information System (FIS).

Reference Books:

- (1). Bhole, L. M (2017), Financial Institutions and Markets, 6 th Edition, Mc Graw Hill Education publishers, New Delhi.
- (2). Frank Fabozzi (2019), Financial Economics, Mc Graw Hill, New Delhi.
- (3). Frederic S Mishkin and Stanley Eakins (2017) “Financial Markets and Institutions” Pearson Education Publishers, 8 th Edition, New Delhi.
- (4). Khan. M.Y (2015) Indian Financial System, Tata McGraw Hill, New Delhi,
- (5). Vinod Kumar (2021), “Financial Markets and Institutions, Taxman’s Publications, Delhi.

Weblinks:

1. https://onlinecourses.nptel.ac.in/noc20_mg10/preview.
2. <https://www.mheducation.co.in/financial-institutions-and-markets-9789352605415-india>.
3. <https://www.classcentral.com/course/edx-financial-institutions-and-markets-6260>.
4. <https://link.springer.com/book/10.1007/978-1-137-08599-3>.
5. <https://books.google.co.in/books>

Course Outcomes

After the completion of the course Financial Economics - II, the student will be able to

COC 1	Aware of objectives of different types of financial institutions
COC 2	Knowledge about the linkage of primary and secondary market.
COC 3	Knowledge on provisions on investors protections
COC 4	Able to distinguish factoring, leasing and HP
COC 5	Able to do projects on Financial information system

Programme	:	B.A.(Hons)-Economics
Year/Semester	:	Second Year / Second Semester
Course Title	:	Business Communication
Course Code	:	DCECN23
No.of Credits	:	2

Course Objectives

CO 1: To enable the student to develop their business communication skills effectively.

CO 2: To make students familiar with the business correspondence.

CO 3: To aware the interview procedures and guidelines to get job successfully

CO 4: To give knowledge about the modern forms of communication to the current trends.

Block I- Introduction of Business Communication

Communication - Methods and Modes of Communication

Block II- Business Letters

Official Correspondence - Special Correspondence

Block III- Channels of Communication

Internal and External Communication - Means / Channels of Communication

Block IV- Forms of Communication

Modern Communication - Social Media

Block V- Report Writing and Presentation

Report Writing - Presentation and Listening

References- Books

1. William McCormick, "10 reasons why is Business Communication Important & ways to improve" February 15, 2022.
2. Bovee.C, Thill J, Schatzman B, "Business Communication Today, Pearson Edu., 14th Edition, 2021.
3. Brent Yax, "Technology in Business Communication – Trends for 2021 beyond", June 11, 2021
4. C.Chitra, "Business Communication", First Edition, Charulatha Publication, 2019.
5. Shirley Taylor, "Model Business Letter, Emails and Other Business", FT Publishing, Seventh Edition, 2018.
6. Mary Ellen Guffey "Essentials of Business Communication", South- Western Education, 9th Edition, 2017.

7. Mary Ellen Guffey, "Essentials of Business Communication", Cengage Learning, 16th Edition, 2016.
8. Lesikar, R.V & Flatley, M.E., "Basic Business Communication Skills for Empowering the Internet Generation", Tata McGraw Hill Publishing Company Ltd., New Delhi 2005
9. J.Priyadarshini, Dr.B.Joy Suganya, "Business Communication", Charulatha Publication, 2018
10. David A Victor, "International Business Communication", Prantice Hall of India Pvt.Ltd, 1997.

Journals

Divya Munjal Effective Business Communication: Key to success.Int J Appl Res 2018:3(7):698-702. Jason Parks, "Importance of Communication in Business", the Ohio State University, February 23, 2021.

Weblinks

<https://accountlearning.com/types-of-business-reports-in-business-communication/>

<https://www.geektonight.com/business-communication/>

Course Outcomes

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

COC 1	Upon completion of the course, students are able to demonstrate a good understanding of effective business writing and effective business communication
COC 2	Students can able developing and delivering effective presentation
COC 3	Students understand effective interpersonal communication skills that maximize team effectiveness.
COC 4	Students acquire the skills of report writing and Modern forms of communication Fax, email, video conference, websites and their uses in business.
COC 5	Students develop and delivering effective presentation among business meeting, conferences.

Programme	:	B.A. (Hons) English
Year/Semester	:	Second Year / Third Semester
Course Title	:	Tamil - III
Course Code	:	DLTAM31
No.of Credit	:	4

Course Objectives

CO1: தமிழ் மொழித் திறத்தினை மாணவர்களிடையே எல்லா நிலைகளிலும் மேம்படுத்தி வளர்த்தல். செம்மொழித் தமிழின் இலக்கிய இலக்கண வளமைகளை அறிமுகம் செய்தல்

CO2: நல்ல தமிழ் எழுதும் பயன்பாட்டு மொழியாற்றலை வளர்த்தல்

CO3: எழுத்தாற்றலையும் பேச்சாற்றலையும் வளர்த்தெடுப்பதின்வழி தகவல் தொடர்பியல் மற்றும் ஊடகத்தமிழுக்கு தகுதிப்படுத்துதல்

CO4: மொழிபெயர்ப்பு மற்றும் கலைச்சொல்லாக்கப் பயிற்சியளித்தல்

CO5: தமிழில் படைபிலக்கியத் திறத்தினை வளர்த்தெடுத்தல்

பாடக் குறியீட்டு எண்: DLTAM31

பருவம்-3, தமிழ்மொழிப்பாடம்-3, பகுதி-1, தகுதிப்புள்ளி: 4

தாள்-3-பக்தி இலக்கியம் – காப்பியம் – புதினம் - மொழிபெயர்ப்பு

தொகுதி 1-பக்தி இலக்கியம்

மாணிக்கவாசகர் - திருவாசகம் - மூன்று பாடல்கள் - புல்லாகி பூடாகி (சிவபுராணம்) - எல்லாப் பிறப்பும் (சிவபுராணம்) - உற்றாரை யான் வேண்டேன் (திருப்பலம்பல்) - ஆண்டான் - திருப்பாவை - மூன்று பாடல்கள் (1, 3, 4) - மார்கழித் திங்கள் ... (பாசுரம் 1) - ஓங்கி உலகஎந்த... (பாசுரம் 3) - ஆழிமழைக் கண்ணா... (பாசுரம் 4) - வீரமாமுனிவர் - தேம்பாவணி - மூன்று பாடல்கள் - நீ ஒரு தாய்; ஒரு தாயையும் நீ (698 - சூசை இறைவனின்தாயைப்போற்றுதல்) - அணிக் கலத்து அழகு அழுந்திய (1089 - வானவர் இயேசு நாமத்தைப் போற்றி வணங்கிய செய்தி) - வான் புறத்து இலகும் செஞ் சுடர் காண (3510 - இறைவன் சூசை முனிவர்க்கு ஏழு மணிகள் புறத்தில் ஒளிவிடும் முடியைச் சூட்டுதல்) - குணங்குடி மஸ்தான் சாகிபு - பராபரக் கண்ணி 1-10 கண்ணிகள் - திருமூலர் - திருமந்திரம் - மூன்று பாடல்கள் - உடம்பார் அழியின் உயிரார் அழிவர் (திருமந்திரம்: 724) - படமாடக் கோயில் பகவற்கு ஒன்று ஈயில் (திருமந்திரம்: 1857) - மரத்தை மறைத்தது மாமத யானை (திருமந்திரம்: 2290) - இராமலிங்க அடிகள் - திருவருட்பா - மூன்று பாடல்கள் - எத்துணையும் பேதமுறா... (5297) - ஒருமையுடன் நினது திருமலரடி நினைக்கின்ற (2938) - கோடையிலே... (4091)

தொகுதி 2-காப்பியம்-1

சிலப்பதிகாரம் - அடைக்கலக் காதை - (தெரிவுசெய்யப்பட்ட பாடல் அடிகள் 120-199) - சீவக சிந்தாமணி - விமலையார் இலம்பகம்

தொகுதி 3-காப்பியம்-2

கம்பராமாயணம் – மந்தரை சூழ்ச்சிப் படலம் - பெரியபுராணம் பூசலார் நாயனார் புராணம்

தொகுதி 4- புதினம்

கல்மரம் - கோ. திலகவதி

தொகுதி 5- மொழிபெயர்ப்பு, இலக்கணம், இலக்கிய வரலாறு

அலுவல்சார் மொழிபெயர்ப்பு - இலக்கணக் குறிப்பு - பாடம் தழுவிய இலக்கிய வரலாறு - பக்தி இலக்கியம் - காப்பியம் - புதினம்

பார்வை நூல்கள்

1. தமிழ் இலக்கிய வரலாறு, வரதராசன், மு., சாகித்திய அக்காதெமி, புது தில்லி
2. தமிழ் நடைக் கையேடு, மொழி அறக்கட்டளை
3. பயன்பாட்டுத் தமிழ், முனைவர் அரங்க இராமலிங்கம் முனைவர் ஒப்பிலா மதிவாணன், சென்னை பல்கலைக்கழகம், 2007
4. மொழிபெயர்ப்பியல் அடிப்படைகள், கா. பட்டாபிராமன், யமுனைப் பதிப்பகம், திருவண்ணாமலை
- 5 பாடநூல் தேடலுக்கான இணையம்
 - <http://www.tamilvu.org/library>
 - <https://www.tamildigitallibrary.in/book>

Programme	:	B.A.(Hons)-Economics
Year/Semester	:	Second Year / Third Semester
Course Title	:	ENGLISH-III
Course Code	:	DLENG31
Course Credits	:	4

Course Objectives

CO-1: To train the students in the use of the English language in varied Literary and non-literary contexts.

CO-2: To get a basic knowledge of drama and plays in English literature.

CO-3: To make them improve writing skills, specifically Precis writing and note-taking

CO-3: To evaluate their reading comprehension.

Block I: Introduction to Drama

History of Drama in English Literature-Types of Drama-Unit 3–Elements of Drama-Features of Modern Drama

Block II: Plays

Introduction to William Shakespeare-Introduction to W.W. Jacob-Shakespeare-Funeral Oration (Act III Scene II Julius caesar)-W.W. Jacob's Monkey's Paws.

Block III: Comprehension

Reading Comprehension-Reading Skills-Types and Methods of Reading Skills-Hints Development and Note Making.

Block IV: Precis Writing and Note Taking

Introduction to Writing-Techniques of Writing-Introduction to Precis Writing-Introduction to Note Taking.

Block V: General Essay on Current Topics

Introduction to Essay Writing-Types of Essay Writing-Steps of Essay Writing-Essay on Current Topics

Reference-Books

- (1). Aitken, Rosemary. Teaching tenses. Intrinsic Books Ltd, 2021.
- (2). Lindstromberg, Seth. English prepositions explained. Amsterdam and Philadelphia: John
- (3). Zwicky, Arnold M. "French prepositions: no pe eking." Phonology 4 (1987): 211- 7.
- (4). Van Riemsdijk, Henk. "Functional prepositions." Unity in Diversity, edited by H. Pinkster and I. Gene (1990): 229- 241.

(5).Reichenbach, Hans. "The tenses of verbs." Meinster, J.; Schernus, W. Time from concept to narrative construct: a reader. Berlin (1947): 1-12.

(6).Rumelhart, David E., and James L. McClelland. "On learning the past tenses of English verbs." (1986): 216-271

Weblinks

<https://www.gradesaver.com/>

<https://www.enotes.com/>

<https://www.jstor.org/>

<https://www.sparknotes.com/>

<https://www.cliffsnotes.com/>

Course Outcomes

After the completion of the course English -III, the student will be able to

COC1	To understand the fictional and non-fictional events through dramatic scenes.
COC2	To develop & analyse the difference between drama and plays.
COC3	To improve the aspects of reading comprehension.
COC4	To elevate your own style of writing after exposure to the prescribed dramatic Pieces.
COC5	To enhance the skill of writing various types of essay writing.

Programme	:	B.A.(Hons)-Economics
Year/Semester	:	Second Year / Third Semester
Course Title	:	Indian Economy - I
Course Code	:	DCECN31
No. of Credits	:	4

Course Objectives

CO-1: To understand different types of cost and structure of market and theories of four factors of productions.

Block I – Introduction to Indian Economy

Indian economy – features factors-responsible for development development and growth-India and other developed countries

Block II – Planning in India

Planning in India – meaning, process-planning approaches five year plans performance of five year plans

Block III – Agriculture and Indian Economy

Role of agriculture in Indian economy-land reforms- green revolution mechanization

Block IV – Agriculture Marketing

Regulated markets- agriculture price commission procurement policy agricultural credit

Block V – Industry and Indian Economy

Importance of industry-small scale industry - large scale industry industrial-sickness-industrial policy.

References- Books

1. Gaurav Datt and Ashwani Mahajan, 'Datt & Sundaram's Indian Economy' S.Chand Publications, ISBN 9789352531295, 2016
2. Ramesh Singh, 'Indian Economy' McGraw Hill Publisher, Delhi 2020
3. S. Chandrachud, 'Chud's Series of 'INDIAN ECONOMY'', primedia eLounch LLC, II Edition, WISE Lab Publications, Chennai ISBN No.: 979-8-88589-244-5,2021
4. Nitin Singhania, 'Indian Economy' McGraw Hill publications, Delhi 2020
5. Manish Kumar Rohit Deo Jha, 'Indian Economy – Principles, policies, and Progress, Pearson Publication, 2020
6. Sanjiv Verma, 'The Indian Economy' Unique Publisher India Pvt. Ltd, Delhi, 2020

Journals

1. Hila Axelrad, Miki Malul Israel Luski, 'Unemployment among younger and older individuals: does conventional data about unemployment tell us the whole story?', Journal of Labour Market Research, Vol.52 Issue 3, 2018.
2. Ademola, AbdulsalamS and Badiru Abdullahi, 'The impact of unemployment and inflation on economic growth' ECONSTOR, Volume 9 Issue 1, pp 47-55, 2015
3. Kitlin Atkinson, Samantha Lowe and Spencer Moore, "Human development, occupational structure and physical activities among 47 low and middle income countries", Preventive Medicine Reports, Volume 3 pp 40-45, 2015

Weblinks

1. <https://www.economicdiscussion.net/trade-cycle/control-trade-cycle/monetary-policy-concept-instruments-and-objectives-trade-cycle-control/14665>
2. <https://www.economicdiscussion.net/fiscal-policy/fiscal-policy-objectives-and-instruments-trade-cycle-control/14669>
3. <http://www.dynamicpublisher.org/gallery/65-ijsrr-d986.pdf>

Course Outcomes

After the completion of the course Indian Economy - I, the student will be able to

COC1	To provide basic and fundamental concepts of cost and revenue concepts
COC2	Familiarize the students about the cost and production
COC3	To understand different types of cost and structure of market and theories of four factors of productions
COC4	To analyse various market structure
COC5	To apply the technique of the theories of rent and wages
COC6	To evaluate the theories of interest and profit

PROGRAMME	:	B.A.(Hons)-Economics
YEAR/SEMESTER	:	Second Year / Third Semester
COURSE TITLE	:	MONETARY ECONOMICS- I
COURSE CODE	:	DCECN32
COURSE CREDITs	:	4

Course Objectives

CO-1: To understand different concepts of national income and recent issues like LPG, IMF, IBRD and WTO.

Block I – Money

Money – Kinds of money- Functions of money- Role of money-Qualities of good money

Block II – Demand Theories of Money

Classical quantity theory of money- cambridge version of quantity theory of money- classical vs cambridge version-keynesian theory of demand for money

Block III – Supply of Money

Supply of money – Sources- Measures of money supply- theory of money supply-Money multiplier

Block IV – Business Cycle

Business cycle – characteristics- phases of business cycle- types of business cycle-control measures of business cycle

Block V – Inflation

Meaning and measures of inflation- types of inflation- causes and effects of inflation-inflationary gap – stagflation.

References

Books

1. Benjamin F and Friedman (2010), the handbook of Monetary economics, Elsevier Publications.
2. David Currie (2021), Advances in monetary economics, December 1, Routledge Publications.
3. Jagdish Handa (2009), Monetary Economics, 2nd Edition, Routledge 2 Park Square, Milton Park, Abingdon, Oxon OX14 4RN ISBN 0-203-89240-2.
4. Jhingan M L (2009), Monetary Economics, Vrinda Publications, New Delhi.
5. Laffont (1989): The Economics of Uncertainty and Information, Himalaya, Mumbai.

6. Magill and Quinzii (1996): Theory of Incomplete Markets, S.Chand, New Delhi.
7. Mervyn Lewis, Paul Mizen (2000), monetary economics, Oxford University Press.
8. Mithani D N (2008), Money Banking & International Trade, Himalaya, Mumbai.
9. Sethi T (1996), Monetary Economic Theory, S. Chand & Co, New Delhi.
10. Suraj B. Gupta (1982), Monetary Economics (institutions, Theory and Policy), S. Chand Limited.

Journals

1. Alesina, A., and Summers, L.H. (1993), "Central Bank Independence and Macroeconomic Performance: Some Comparative Evidence," Journal of Money, Credit and Banking, 25(2).
2. Barro, R.B., and Gordon, D.B. (1983), "A Positive Theory of Monetary Policy In a Natural Rate Model," Journal of Political Economy 91(4).
3. Barro, R.B., and Gordon, D.B. (1983), "Rules, Discretion and Reputation in a Model of Monetary Policy," Journal of Monetary Economics, 12(1).
4. Benigno, G., and Benigno, P. (2003), "Price Stability in Open Economies," Review of Economic Studies, 70(4).
5. Benigno, P., and Woodford, M. (2012), "Linear-Quadratic Approximation of Optimal Policy Problems," Journal of Economic Theory, 147(1).

Weblinks

1. http://bibliotheque.pssfp.net/livres/Monetary_Economics.pdf.
2. <https://books.google.co.in/books>.
3. https://books.google.co.in/books/about/Global_Monetary_Economics.
4. <http://books.google.co.in/books/MonetaryEconomics>
5. https://books.google.co.in/books/about/Monetary_Economics.
6. https://books.google.co.in/books/about/Monetary_Economics.html
7. <http://link.springer.com/book/10.1007/978-1-137-08599-3>.
8. https://perhuaman.files.wordpress.com/2014/06/gali_polc3adtica_monetaria.pdf
9. <http://www.amazon.in/Introduction-Monetary-Economics>
10. <https://www.routledge.com/Advances-in-MonetaryEconomics>

Course Outcomes

After the completion of the course Monetary Economics- I, the student will be able to

COC1	Aware of functions and classifications of money
COC2	Knowledge on classical theory of demand for money
COC3	Knowledge on Supply of money
COC4	Aware of Characteristics and effects of trade cycle
COC5	Knowledge on causes and Types of inflation

Programme	:	B.A.(Hons)-Economics
Year/Semester	:	Second Year / Third Semester
Course Title	:	Business Statistics
Course Code	:	DCECN33
No. of Credits	:	4

Course Objectives

CO 1: To develop the student's ability to deal with numerical and Quantitative issues in business

CO 2: Enable the use of statistical, graphical and algebraic techniques wherever relevant.

CO 3: The course also has a proper understanding of Statistical applications in Business and Management.

Block - 1: Diagrammatic and Graphical Representation of Data

Introduction – Scope and Limitations of Statistical methods- Collection of data- Classification of data-Tabulation- Diagrammatic representation of data- Simple bar diagram, Multiple bar diagram, Percentage bar diagram and Pie diagram- Graphical representation of data- Histogram, Frequency polygon and curves- Ogives.

Block - 2: Measure of Central Tendency

Introduction-Types of Averages- Mean, Median, Mode– Measures of Dispersion- Range, Quartile Deviation, Standard Deviation and Coefficient of variation.

Block - 3: Measure of Dispersion

Introduction-Types of Averages- Mean, Median, Mode– Measures of Dispersion- Range, Quartile Deviation, Standard Deviation and Coefficient of variation.

Block -4: Index Numbers and Time Series Analysis

Time Series analysis: Component of Time Series-Measurement of trend-Method of Semi-averages, Moving averages method, Index numbers: Types of index number, Laspeyre's method, Paasche's method, Fisher's method-Test of adequacy of index number formulae: Time reversal test and Factor reversal test– Simple problems.

Block -5: Correlations and Regression Analysis

Correlation: Types of Correlation-Methods of studying correlation- Scatter diagram method, Karl Pearson's Coefficient of correlation, Spearman's Rank Correlation Coefficient. Regression: Regression Lines and Regression equations - simple problems.

References- Books

1. Berenson M., Levine D., Szabat K.A. and Krehbiel T.C. Basic Business Statistics: Concepts and Applications, Pearson Higher Education AU (2012).
2. Bernsen M.L. And Levine D.M Basic Business Statistics, Prentice-Hall Englewood Cliffs New jersey (1996).
3. Elhance, D.N. Fundamentals of Statistics. Allahabad: KitabMahal, (2007).
4. Groebner D.F., Shannon P.W., Fry P.C. and Smith K.D. Business Statistics, Pearson Education (2008).
5. Gupta, S.P. and M.P. Gupta, Business Statistics, Sultan Chand & Sons: New Delhi (2000).
6. McEvoy, David M. A Guide to Business Statistics, John Wiley and Sons (2018).
7. Richard I. Levin and David S. Rubin, Statistics for Management. Prentice Hall of India Pvt. Ltd., New Delhi (1996).
8. Sharpe N.R., De Veaux R.D., Velleman P.F., Wright D. and Bock D.E. Business Statistics, Boston, MA: Addison Wesley (2010).
9. Vittal.P.R "Mathematical Statistics", Margham Publications, Chennai (2002).
10. Webster. An Applied Statistics for Business and Economics, Homewood, IL: Irwin (1992).

Journals

1. Dancer, Diane, Kellie Morrison, and Garth Tarr. "Measuring the effects of peer learning on students' academic achievement in first-year business statistics." *Studies in Higher Education* 40.10 (2015): 1808-1828.
2. Bell, James A. "Statistics anxiety and business statistics: The international student." *Education* 129.2 (2008): 282- 287.
3. Dutton, John, and Marilyn Dutton. "Characteristics and performance of students in an online section of business statistics." *Journal of Statistics Education* 13.3 (2005).
4. Hillmer, Steven C. "A problem-solving approach to teaching business statistics." *The American Statistician* 50.3 (1996): 249-256.
5. Shanker, Melissa Carey, and Joseph H. Astrachan. "Myths and realities: Family businesses' contribution to the US economy—A framework for assessing family business statistics." *Family business review* 9.2 (1996): 107-123.

Weblinks

- <http://kamarajcollege.ac.in/Department/Commerce/II%20Year/002%20Core%206%20-%20Business%20Statistics%20-%20III%20Sem.pdf>
- <https://www.khanacademy.org/math/statistics-probability/describing-relationships-quantitative-data/more-on-regression/v/regression-line-example>
- <https://www.khanacademy.org/math/probability/xa88397b6:scatterplots/estimating-trend-lines/v/correlation-and-causality>

Course Outcomes

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

COC 1	Understand the key terminology, concepts tools and techniques used in Statistical analysis
COC 2	Evaluate the underlying assumptions of analysis tools of measures of central tendency and dispersion
COC 3	Understand and critically discuss the issues surrounding of correlation and Regression
COC 4	Evaluate range of problems using the techniques by time series and index numbers of data
COC 5	Analyze the uses and limitations of Testing of hypothesis

Programme	:	B.A.(Hons)-Economics
Year/Semester	:	Second Year / Third Semester
Course Title	:	Environmental Studies
Course Code	:	DEVS031
No. of Credits	:	2

Course Objectives

CO 1: To inculcate the importance of environmental pollution preservation of nature and environmental management for human welfare.

CO 2: To make the students to learn about environment and the pollutants.

Block I- Introduction of Environmental Studies

Renewable and non-renewable resources - Natural resources and associated problems. a) Forest resources: Use and over-exploitation, deforestation, case studies. Timber extraction, mining, dams and their effects on forest and tribal people. b) Water resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems. c) Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources, case studies. d) Food resources: World Food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer- pesticide problems, water logging, salinity, case studies. e) Energy resources: Growing energy needs, renewable and non renewable energy sources, use of alternate energy sources. Case studies. f) Land resources: Land as a resource, land degradation, man induced landslides, soil erosion and desertification - Role of an individual in conservation of natural resources- Equitable use of resources for sustainable lifestyles.

Block II-Eco System & Biodiversity

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. Introduction, types, characteristic features, structure and function of the following ecosystem: a) Forest ecosystem b) Grassland ecosystem c) Desert ecosystem d) Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries) Introduction–Definition, genetic, species and ecosystem diversity. Biogeographical classification of India, Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and option values - Biodiversity at global, National and local levels. India as a mega-diversity nation. Hot-spots of biodiversity. Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts. Endangered and endemic species of India. Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity.

Block III- Environmental Pollution, Human Population and the Environment

Definition, Cause, effects and control measures of a) Air pollution b) Water pollution c) Soil pollution d) Marine pollution e) Noise pollution f) Thermal pollution g) Nuclear hazards. Solid

Waste Management. Causes, effects and control measures of urban and industrial wastes. Role of an individual in prevention of pollution. Pollution case studies. Disaster management- floods, earthquake, cyclone and landslides. Population growth, variation among nations. Population explosion – Family Welfare Programme. Environment and human health. Human Rights. Value Education. HIV/AIDS. Women and Child Welfare. Role of Information Technology in Environment and human health. Case Studies.

Block IV- Social issues and the Environment

From Unsustainable to Sustainable development, urban problems related to energy - Water conservation, rain water harvesting, watershed management- Resettlement and rehabilitation of people; its problems and concerns. Case Studies - Environmental ethics: Issues and possible solutions. Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Case Studies. Wasteland reclamation. Consumerism and waste products. Environment Protection Act, Air (Prevention and Control of Pollution) Act, Water (Prevention and control of Pollution) Act, Wildlife Protection Act, Forest Conservation Act - Issues involved in enforcement of environmental legislation. Public awareness.

Block V- Green Business Concept and Evolution of Green Business, Field Work Visit

Green Business Concept and evaluation of Green Business - Field work - Visit to a local area to document environmental asset striver/forest/grassland/hill/mountain, Visit to a local Polluted site-Urban/Rural/Industrial/Agricultural, Study of common plants, insects, birds, Study of simple ecosystems-pond, river, hill slopes, etc.

References:

1. Brusseau, M.L., Pepper, I.L., and Gerba, C.P. (2019). Environmental and Pollution Science, 3rd Edition. Academic Press, USA. (pp. 1-520)
2. Gadgil, M., and Guha, R. (1993). This Fissured Land: An Ecological History of India. University of California Press, Berkeley, USA. (pp. 1-245).
3. Raven, P.H, Hassenzahl, D.M., Hager, M.C, Gift, N.Y., and Berg, L.R. (2015). Environment, 8th Edition. Wiley Publishing, USA. (pp. 1-472).
4. Carson, Rachel. 1962. Silent Spring (Boston: Houghton Mifflin, 1962), Mariner Books, 2002
5. Economy, Elizabeth. 2010. The River Runs Black: The Environmental Challenge to China's Future.
6. Gadgil, M. & Ramachandra, G. 1993. This fissured land: an ecological history of India. Univ of California Press.
7. Gleeson, B. and Low, N. (eds.) 1999. Global Ethics and Environment, London, Routledge.
8. Rao MN and Datta AK, 1987. Waste Water Treatment. Oxford and IBH Publishing Co. Pvt. Ltd. 13. Raven, P.H., Hassenzahl, D.M. & Berg, and L.R. 2012. Environment. 8 the edition. John Wiley & Sons
9. Ricklefs, R. E., & Miller, G.L. 2000. Ecology. W. H. Freeman, New York.

10. Gleick, H., 1993, Water in crisis, Pacific Institute for studies in Dev., Environment & Security. Stockholm Env. Institute. Oxford Univ. Press 473p —published by Springer and the flagship journal of the Association of Environmental Studies and Sciences.

Journals

1. Virender Singh Phogat, Anupam Singhal, Ravi Kant Mittal & Ajit Pratap Singh, The impact of construction of hill roads on the environment, assessed using the multi-criteria approach, International Journal of Environmental Studies, Volume 79, Issue 1, P.no.1- 18, DOI: 10.1080/00207233.2021.1905298, 30th march 2021.[https://doi.org /10.1080/00207233.2021.1905298](https://doi.org/10.1080/00207233.2021.1905298).

2. Nicolas Schneider (2022) Population growth, electricity demand and environmental sustainability in Nigeria: insights from a vector auto-regressive approach, International Journal of Environmental Studies, Volume79, Issue 1, P.no. 149-176, DOI: 10.1080/00207233.2021.1905317, 13th April 2021. [https://doi.org/ 10.1080 /00207233.2021.1905317](https://doi.org/10.1080/00207233.2021.1905317)

3. Sutee Chowrong, Lertsak Suemram, Bundit Tengjaroenkul, Manop Sriuttha, Isara Patawang & Lamyai Neeratanaphan Chromosomal aberration and genetic differentiation of Oreochromis niloticus affected by heavy metals from an iron ore mine area, International Journal of Environmental Studies, DOI: 10.1080/00207233. 2022.2050573,14Mar2022 <https://doi.org/10.1080/00207233.2022.2050573>

Weblinks

<https://easyengineering.net/ge6351-environmental-science-and/>

<https://learnengineering.in/ge8291-environmental-science-and-engineering/>

Course Outcomes

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

COC 1	Students are able to understand the nature and facts about environment. Understand key concepts from environment studies
COC 2	Students are able to Students find implement scientific, technological, economic solutions to environmental problems. To understand appreciate concepts and methods from renewable and non-renewable sources
COC 3	Students are able to know about the interrelationship between living organisms and environment. Food Chains, and historical context to environmental issues and the links between human and natural systems.
COC 4	Students are able to understand the integrated sand biodiversity, natural resources, pollution control and waste management. Consumers and environmental actors in a complex, inter connected world.
COC 5	To Understand how various financial services like banking services and Insurance Services operate in the Indian context

Programme	:	B.A. (Hons) English
Year/Semester	:	Second Year / Fourth Semester
Course Title	:	Tamil - IV
Course Code	:	DLTAM41
No.of Credit	:	4

Course Objectives

CO1: தமிழ் மொழித் திறத்தினை மாணவர்களிடையே எல்லா நிலைகளிலும் மேம்படுத்தி வளர்த்தல். செம்மொழித் தமிழின் இலக்கிய இலக்கண வளமைகளை அறிமுகம் செய்தல்.

CO2: நல்ல தமிழ் எழுதும் பயன்பாட்டு மொழியாற்றலை வளர்த்தல்.

CO3: எழுத்தாற்றலையும் பேச்சாற்றலையும் வளர்த்தெடுப்பதின்வழி தகவல் தொடர்பியல் மற்றும் ஊடகத்தமிழுக்கு தகுதிப்படுத்துதல்.

CO4: மொழிபெயர்ப்பு மற்றும் கலைச்சொல்லாக்கப் பயிற்சியளித்தல்.

CO5: தமிழில் படைபிலக்கியத் திறத்தினை வளர்த்தெடுத்தல்

பாடக் குறியீட்டு எண்: DLTAM41

பருவம்-4, தமிழ்மொழிப்பாடம்-4, பகுதி-1, தகுதிப்புள்ளி: 4,

தாள்-4:சங்க இலக்கியம் - நாடகம் - வளர் தமிழ் - பொதுக்கட்டுரை

தொகுதி 1- சங்க இலக்கியம் - 1

புறநானூறு (மூன்று பாடல்கள் - 183, 184, 192) - பதிற்றுப்பத்து (இரண்டு பாடல்கள் - 14, 69) - பட்டினப்பாலை (காவிரியின் சிறப்பு பாடல் அடிகள் 01-07, பூ 4 (Unit 4) சோழநாட்டு வளம் பாடல் அடிகள் 20-28, பல்பொருள் வளம் பாடல் அடிகள் 183-193) -மதுரைக் காஞ்சி (பாண்டியர் பரம்பரை பாடல் அடிகள் 01-23, மன்னர்க்கு மன்னன் பாடல் அடிகள் 64-74, - பாண்டியன் புகழ் பாடல் அடிகள் 197-209).

தொகுதி 2- சங்க இலக்கியம் - 2

நற்றிணை (இரண்டு பாடல்கள் - 1, 172) - குறுந்தொகை (மூன்று பாடல்கள் - 3, 40, 135) - ஐங்குறுநூறு (மூன்று பாடல்கள் - 281, 283, 286) - அகநானூறு (இரண்டு பாடல்கள் - 4, 86) - கலித்தொகை (இரண்டு பாடல்கள் - 9, 133)

தொகுதி 3-நாடகம்

ஆட்டனத்தி ஆதிமந்தி - கவிஞர் கண்ணதாசன்

தொகுதி 4-வளர்தமிழ்

ஊடகத் தமிழ் - கணினித் தமிழ் அறிமுகம் -ஊடகத் தமிழ்: அச்சுக்கலை - இதழியல் - ஊடக வகைகள் - அச்சு ஊடகங்கள் - மின்னணு ஊடகம் - இதழியல் முன்னோடிகள் - அச்சு ஊடகங்களில் தமிழ் - கருத்துப் பரிமாற்றம் - மொழி நடையின் தன்மை - நாளிதழ்கள் - வார, மாத இதழ்கள் - மின்னணு ஊடகங்களில் தமிழ் - வானொலி- தொலைக்காட்சி- திரைப்படம். கணினித் தமிழ்: கணினித் தமிழின் அடிப்படையும் பயன்பாடும் -கணிப்பொறியின் வரலாறும் வளர்ச்சியும், கணினியும் தமிழும், விசைப்பலகை (Keyboard) - எழுத்துருக்கள்

(Fonts) - தமிழைத் தட்டச்சு செய்ய உதவும் மென்பொருள்கள், தமிழைத் தட்டச்சு செய்யும் முறைகள் - தமிழ்த் தட்டச்சுப் பயிற்சி - இணையமும் தமிழ்ப் பயன்பாடும் - தேடுபொறி (Search) - வலைப்பூ (Blog), மின்னூலகம் (Online e-Library), - மின்னகராதி (e-Dictionary), - மின் செய்தித்தாள் - e-Paper, - இணையவழித் தமிழ்க் கற்றலும்-கற்பித்தலும் - மின்வழிக் கற்றல் - e Learning.

தொகுதி 5-பொதுக்கட்டுரை, இலக்கிய வரலாறு, இலக்கணம்

பொதுக்கட்டுரை வரைதல் - பாடம் தழுவிய இலக்கிய வரலாறு (சங்க இலக்கியம், நாடகம், வளர்தமிழ்) - இலக்கணம் (பொருளிலக்கணம்) திணை, துறை விளக்கம்.

பார்வை நூல்கள்

1. கணினித்தமிழ், முனைவர் இல.சுந்தரம், விகடன் பிரசுரம்
2. கணிப்பொறியில் தமிழ், த.பிரகாஷ், பெரிகாம்
3. தமிழ்க் கணினி இணையப் பயன்பாடுகள், முனைவர் துரை. மணிகண்டன், மணிவானதி பதிப்பகம்
4. இதழியல் கலை, டாக்டர் மா. பா. குருசாமி, குரு - தேமொழி பதிப்பகம், திண்டுக்கல்
5. அச்சுக் கலை வழிகாட்டி, பாலசுப்பிரமணியன், ஆ., சென்னை : தனசு பதிப்பகம், 1966
6. தொலைக்காட்சிக் கலை, முனைவர் வெ. நல்லதம்பி, மங்கைப் பதிப்பகம், சென்னை 42
7. பாடநூல் தேடலுக்கான இணையம்
 - <http://www.tamilvu.org/courses/nielit/Chapters/Chapter1/11.pdf>
 - <https://www.tamildigitallibrary.in/>

Programme	:	B.A. (Hons)-Economics
Year/Semester	:	Second Year / Fourth Semester
Course Title	:	English- IV
Course Code	:	DLENG41
No. of Credits	:	4

Course Objectives

CO-1: To train students in the use of the English Language in varied literary and non-literary context

CO-2: To teach them soft skills and strength their foundation in grammar and composition

CO-3: To elevate their comprehension skills

Block- 1- Prose I

The Complete Man - Prince - Philip - Try Prayer - Power - Norman Vincent Peale - On Not Answering the Telephone - W. Plomer W. Plomer

Block-2 - Prose II

Science, Humanities and Religion - S. Radhakrishnan- The Reason - E. V. Lucas-Ecology – Barry Commoner

Block-3 - Short Stories

The Ant and the Grasshopper - W. Somerset Maugham- How much land does a man need - Leo Tolstoy- the Dying Detective - Sir Arthur Conan Doyle Some words with a mummy – Edgar Allan Poe

Block-4 - Primary Composition Exercises

Business letter-Hints Development-Precise Writing- Comprehension

Block V - Advanced composition Exercises

Paraphrasing- Writing Abstract-Dialogue Writing E mail Writing

References

1. A.J. Thomson, Practical English Grammar, Oxford Publications, 1997.
2. Bas Aarts, Oxford Modern English Grammar, Oxford University Press, 2011.
3. Confluence - Anu Chitra Publications, 2018.
4. English Conversation Practice by D. H. Spencer, Oxford University Press, 2012
5. Martin Hewings, Advanced English Grammar with Answers, Cambridge University Press, 1999.
6. Murphy Ramond, Essential English Grammar with Answers. Generic Publications, 2015.

Journals

1. Afzal, Muhammad, Asim Mahmood, and Umar Hayat. "An Analysis Of Grammatical Cohesion Used In The English Essays Of English Grammar And Composition For Intermediate Level." *International Bulletin of Linguistics and Literature (IBLL)* 4.4 (Decembe (2021): 68-99.
2. Kolczynski, Richard G. "The Role of Grammar in Composition." *Reading Improvement* 12.3 (1975): 141.
3. Longacre, Robert E. "Sentences as combinations of clauses." *Language typology and syntactic description 2* (1985): 235-286.
4. Lyman, R. L. "Language, Grammar, and Composition." *Review of Educational Research* 2.1 (1932): 35-42.
5. Meyer, Charles. "Functional Grammar and Its Application in the composition Classroom." *Journal of Teaching Writing* 8.2 (1989): 147-168.
6. Munro, Pamela. "From parts of speech to the grammar." *Studies in Language. International Journal sponsored by the Foundation "Foundations of Language"* 30.2 (2006): 307-349.

Weblinks

<https://www.cambridgeenglish.org/learning-english/parents-and-children/activities-for-%20children/pre-a1-level/>

<https://learnenglish.britishcouncil.org/vocabulary>

<https://learnenglish.britishcouncil.org/grammar/english-grammar-reference>

<https://learnenglish.britishcouncil.org/grammar/english-grammar-reference>

<http://www.bchmsg.yolasite.com/skills.php>

Course Outcomes

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

COC1	To develop participants social and
COC2	To help participants manage time effectively
COC3	To build a strong resume to suit corporate requirements
COC4	To face interviews confidently
COC5	To enhance their aptitude abilities

Programme		B.A. (Hons)-Economics
Year/Semester	:	Second Year / Fourth Semester
Course Title	:	Indian Economy - II
Course Code	:	DCECN41
No. of Credits	:	4

Course Objectives

CO-1: To understand different concepts of national income and recent issues like LPG, IMF, IBRD and WTO.

Block I – Industrial Finance

Introduction to Indian finance-sources of credit-financial institutions foreign capital

Block II – Economic Reforms

Economic reforms phase i-economic reforms phase ii-new economic policy-common minimum programme

Block III – Human Resource and Economic Development

Demographic features of India-new population policy-unemployment and poverty-remedial measures

Block IV – Labour Economics

Introduction to labour economics-trade unions-industrial relations-labour legislation

Block V – Foreign Trade

Introduction to foreign trade-balance of payments-balance of payments disequilibrium-international financial institutions

References- Books

1. Gaurav Datt and Ashwani Mahajan, 'Datt & Sundaram's Indian Economy' S.Chand Publications, ISBN 9789352531295, 2016
2. Ramesh Singh, 'Indian Economy' McGraw Hill Publisher, Delhi 2020
3. S. Chandrachud, 'Chud's Series of 'INDIAN ECONOMY'', primedia eLounch LLC, II Edition, WISE Lab Publications, Chennai ISBN No.: 979-8-88589-244-5,2021
4. Nitin Singhania, 'Indian Economy' McGraw Hill publications, Delhi 2020
5. Manish Kumar Rohit Deo Jha, 'Indian Economy – Principles, policies, and Progress, Pearson Publication, 2020
6. Sanjiv Verma, 'The Indian Economy' Unique Publisher India Pvt. Ltd, Delhi, 2020

Journals

1. Hila Axelrad, Miki Malul Israel Luski, 'Unemployment among younger and older individuals: does conventional data about unemployment tell us the whole story?', Journal of Labour Market Research, Vol.52 Issue 3, 2018.
2. Ademola, AbdulsalamS and Badiru Abdullahi, 'The impact of unemployment and inflation on economic growth' ECONSTOR, Volume 9 Issue 1, pp 47-55, 2015
3. Kitlin Atkinson, Samantha Lowe and Spencer Moore, "Human development, occupational structure and physical activities among 47 low and middle income countries", Preventive Medicine Reports, Volume 3 pp 40-45, 2015

Weblinks

1. <https://www.economicdiscussion.net/trade-cycle/control-trade-cycle/monetary-policy-concept-instruments-and-objectives-trade-cycle-control/14665>
2. <https://www.economicdiscussion.net/fiscal-policy/fiscal-policy-objectives-and-instruments-trade-cycle-control/14669>
3. <http://www.dynamicpublisher.org/gallery/65-ijssr-d986.pdf>

Course Outcomes

After the completion of the course Indian Economy-II, the student will be able to

COC1	Knowledge about significance and need for industrial finance
COC2	Knowledge about New economic policy - 1991.
COC3	Aware of human resource and economic development
COC4	Knowledge on the objectives of trade unions
COC5	Familiar with Infrastructure of Indian Economy

Programme	:	B.A. (Hons)-Economics
Year/Semester	:	Second Year / Fourth Semester
Course Title	:	Monetary Economics- II
Course Code	:	DCECN42
No.of Credits	:	4

Course Objectives

CO1 - Aware of Modern theory of demand for money

CO2 - Knowledge on the significance of the rate of interest.

CO3 - Knowledge on the objectives and tools of monetary policy

CO4 - Knowledge on function of commercial banks and RBI

CO5 - Aware of Lead Bank Scheme, NABARD, SIDBI and IRBI

Block I – Theory of Money

Theory of demand for money-keynesian theory of money-friedman quantity theory of money-gurley and Shaw's theory

Block II – Interest

Introduction to interest-classical theory of interest-neo-classical theory of interest-keynes theory of interest

Block III – Monetary Policy

Introduction to monetary policy-instruments of monetary policy-role of monetary policy-monetary policy – economic development

Block IV – Commercial Bank

Commercial bank – structure and functions-credit creation-central bank-rbi and monetary policy

Block V – Lead Bank Scheme

Lead bank – objectives and criticism-nationalised banks-national committee and financial system-financial institutions

Reference Books:

1. Jhingan M L (2009), Monetary Economics, Vrinda Publications, New Delhi.
2. Magill and Quinzii (1996): Theory of Incomplete Markets, S.Chand, New Delhi.
3. Mithani D N (2008), Money Banking & International Trade, Himalaya, Mumbai.
4. Sethi T (1996), Monetary Economic Theory, S. Chand & Co, New Delhi.
5. Suraj B. Gupta (1982), Monetary Economics (institutions, Theory And Policy), S. Chand Limited, New Delhi.

Weblinks:

1. http://bibliotheque.pssfp.net/livres/Monetary_Economics.pdf.
2. <http://www.amazon.in/Introduction-Monetary-Economics>
3. <http://books.google.co.in/books/MonetaryEconomics>
4. tps://perhuaman.files.wordpress.com/2014/06/gali_polc3adtica_monetaria.pdf
5. <https://www.routledge.com/Advances-in-MonetaryEconomics>

Course Outcomes

After the completion of the course Monetary Economics-II, the student will be able to

COC1	Aware of Modern theory of demand for money
COC2	Knowledge on the significance of the rate of interest.
COC3	Knowledge on the objectives and tools of monetary policy
COC4	Knowledge on function of commercial banks and RB
COC 5	Aware of Lead Bank Scheme, NABARD, SIDBI and IRBI

Programme	:	B.A. (Hons)Economics
Year/Semester	:	Second Year / Fourth Semester
Course Title	:	Service Marketing
Course Code	:	DCECN43
No. of Credits	:	4

Course Objectives

CO1 - To understand the basics of Services Marketing in order to get Market Services for better

CO2 - Knowledge on the significance of service marketing Mix

CO3 - Knowledge on the objectives of Quality

CO4 - Aware of Service marketing and Service mapping

CO5 - To understand the basics of Services Marketing in order to get Market Services for better Product life.

Block I- Introduction

Service Marketing - Definition, features and types- Designing Service-Blue Printing Technology-Service Mapping

Block II- Service Marketing Mix

Seven P's-Product Mix – Price Mix- Pricing Methods and Strategies-Promotional Mix – Place mix – Additional P's

Block III- Service Strategy

Demand and Supply for Services- Market Segmentation-Internal marketing-External Marketing

Block IV- Service Gaps

Quality Gap- Performance Gap- Communication Gap- Strategy for augmentation of Gap

Block V- Application in Marketing of Services

Financial Services-Health Services-Hospitality Services-Public Services – Educational Services

References-Books:

1. Services Marketing, Book by Mary Bitner and Valarie Zeithaml, McGraw-HillCompanies, Incorporated, 2006 - Business & Economics
2. Services Marketing – Sie, Zeithaml, Tata McGraw-Hill Education, 2011 - Marketing
- 3.Services Marketing, Christopher H. Lovelock, Prentice Hall, 1996 - Industrias deservicios

4. Services Marketing in Asia: Managing People, Technology, and Strategy,
5. Christopher H. Lovelock, Pearson/Prentice Hall, 2005 - Customer services
6. Services Marketing People, Technology, Strategy, 5/e, Christopher Lovelock, Pearson Education India, 2008

Journals

1. Journal of Services Marketing, Issue(s) available: 216 – From Volume: 1 Issue: 1, to Volume: 36 Issue: 9
2. Services Marketing Quarterly, Volume 43, Issue 2 (2022)
3. Journal of Services Marketing, Published by Emerald, Online ISSN: 0887-6045
4. Journal of Services Marketing, ISSN: 0887-6045

Weblinks:

- <https://www.indeed.com/career-advice/career-development/services-Marketing#:~:text=Services%20marketing%20is%20a%20form,that%20provide%20vAlue%20to%20customers.>
- <https://www.mbaskool.com/business-concepts/marketing-and-strategy-terms/11201-Service-marketing.html>
- https://en.wikipedia.org/wiki/Services_marketing
- <https://www.yourarticlelibrary.com/marketing/service-marketing-definition-features-And-problem-faced-in-marketing-services/32336>
- <https://www.economicdiscussion.net/marketing-2/what-is-service-marketing/31875>

Course Outcomes

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

COC1	Appreciate the challenges facing the services marketing in traditional commercial marketing, e- marketing and non commercial environments
COC2	Appreciate the difference between marketing physical products and intangible services, including dealing with the extended services marketing mix, and the four unique traits of services marketing; LXXCO
COC3	Recognise the challenges faced in services delivery as outlined in the services gap model.
COC4	To Apply the Technique of the Services Map.
COC5	To Evaluate the Application in Marketing of Services

Programme	:	B.A. (Hons)-Economics
Year/Semester	:	Third Year / Fifth Semester
Course Title	:	Fiscal Economics- I
Course Code	:	DCECN51
No.of Credits	:	4

Course Objectives

CO-1: To understand fundamental elements of theories of taxation, public expenditure and revenues

Block I - Introduction to Fiscal Economics

Introduction of Public Finance-Nature and Scope of Public Finance-Need for Government Activity-Distinction between Private and Public Finance

Block II – Public Expenditure

Meaning and Definition of Public Expenditure Classifications of Public Expenditure-Causes and Effects of Public Expenditure with reference to India Relationship of Public Finance with other subjects.

Block III – Public Revenue

Main Sources of Public Revenue Classification of Public Revenue Public Receipts of Government of India Revenue Receipts and Capital Receipts

Block IV – Taxation

Definition and Characteristics of Taxation Classification of a Tax-Direct and Indirect-Taxes Canons of Taxation

Block V – Income Tax

Personal Income Tax, Categories of Income Taxed-Taxable Income of an Individual, Capital Gains Tax, Excess Profit Tax-Expenditure Tax, Wealth Tax, Property Tax-Estate Duty, Sales Tax, Value Added Tax.

Course Outcomes

After the completion of the course Fiscal Economics-I, the student will be able to

COC 1	To Aware of nature and scope of fiscal economics
COC 2	Knowledge about causes and effects of public expenditure
COC 3	Knowledge on classification of public revenue
COC 4	To apply the Aware of theories of taxation

Programme	:	B.A.(Hons)-Economics
Year/Semester	:	Third Year / Fifth Semester
Course Title	:	Macro Economics- I
Course Code	:	DCECN52
No.of Credits	:	4

Course Objectives

CO-1: To understand macroeconomic concepts like National income accounting Consumption functions and determinants of investments

Block I - Introduction to Macro Economics

Introduction of Macro Economics Nature, Scope and Importance of Macro Economics Endogenous-Exogenous-stock and flow-circular flow of income four sector model

Block II – National Income

Definition and Concepts GNP- GDP-NNP Personal Income- Real Income- Disposable Income- Per capita Income Difficulties in the measurement of National Income

Block III – Classical Theory of Income and Employment

Classical Theory of Income and employment Say's Law of Market Assumption Implications of the Law

Block IV – Consumption Function

Meaning- Determining Consumption Function Keynes psychological Consumption-Theories of Consumption Function-Absolute Income Theory- Relative Income Theory-Life Cycle Hypothesis

Block V – Investment Function

Meaning- Types-Determinants of Investments MEC-Factors affecting MEC- MEI-Keynesian Model of Income and Employment Determination

Course Outcomes

After the completion of the course Macro Economics - I, the student will be able to

COC 1	To promote the understanding of basics of macro economics,dependent, independent variables and flow of income models
COC 2	To enhance the knowledge of concepts of national income computing
COC 3	To introduce the students to the classical school of economics and theories
COC 4	To enhance the knowledge of consumption patterns in an economy.
COC 5	To analyze the relationship between income and employment in the economy.

Programme	:	B.A. (Hons)-Economics
Year/Semester	:	Third Year / Fifth Semester
Course Title	:	Managerial Economics
Course Code	:	DCECN53
No. of Credits	:	4

Course Objectives

CO-1: To understand the fundamental of Managerial Economics.

CO-2: To understand the concepts of Demand, Cost, Production and Markets.

CO-3: To analyses the Cost function and Production function.

CO4: To examine the profit position of the firm through Break Even Analysis.

CO5: To critically evaluate the business practices existing in the market.

Block I- Introduction to Managerial Economics

Managerial Economics- Meaning – Characteristics and Subject Matter - Nature and Scope of Managerial Economics - Fundamental Principles of Managerial Economics - Risk and Uncertainty

Block II- Demand and Supply Analysis

Law of Demand – Exceptions to Law of Demand – Elasticity of Demand -Factors Influencing Elasticity of Demand - Law of Supply – Elasticity of Supply – Factors Influencing Elasticity of Supply - Demand Forecasting – Objectives – Methods –Criteria of Good Forecasting Methods - Pricing Policy and Cost

Block III- Production and Cost Analysis

Production – Meaning – Factors of Production –Production Function – Cobb Douglas – CES – Leontief – Economies and Diseconomies Of Scale - Theory of Production – Law of Variable Proportion –Law of Return to Scale - Cost of Production – Money Cost- Real Cost – Explicit Cost – Implicit Cost – TC, TFC, TVC, AC, AFC, AVC - Cost Output Relationship – Short Run and Long Run

Block IV- Price and Output Determination in Markets

Perfect Competition – Features – Price and Output Determination in Short Run and Long Run Monopoly – Price Discrimination – Simple Monopoly and Discrimination Monopoly- Monopolistic Competition – Features – Price and Output Determination in Short Run and Long Run Oligopoly Competition – Features of Oligopoly – Types and Sweezy's Model of Kinked Demand Curve

Block V-Factor Pricing

Marginal Productivity Theory of Distribution Ricardian Theory of Rent – Quasi Rent – Wage Theory Classical Theory of Interest - Liquidity Preference Theory Profit analysis and Cost

Course Outcomes

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

COC 1	To familiarise the students with fundamental of managerial economics
COC 2	To understand the concepts of demand, cost, production and markets
COC 3	To analyse the cost function and production function
COC 4	To examine the profit position of the firm through Break even analysis
COC 5	Critically evaluate the business practices existing in the market.

Programme	:	B.A. (Hons)-Economics
Year/Semester	:	Third Year / Fifth Semester
Course Title	:	Health Economics
Course Code	:	DCECN54
No.of Credits	:	4

Course Objectives

CO-1: To understand the basics of Health economics in order to get health education for better healthy life.

Block I- Introduction

Health Economics-Definition and Scope Health Indicators-Birth Rate -Death Rate-Fertility Rate- Mortality-Morbidity- Disability Life style Status.

Block II- Determinants of Health

Determinants of health- Components of Health Programmes Spatial Distribution of Health Care Facilities- Pricing of Health Services Multiple Services of a Hospital

Block III- Demand and Supply of Health services

Demand for Health and Health Services Health Insurance- Need for Health Insurance for the poor, disabled and aged Demand for Medical Care- Consumer Incentive in Health Care Inter-Relationship between nutrition-Health and Education.

Block IV- Health Education and Awareness

Health Education- Health awareness Indian System of Medicine- Siddha-Homeopathy-Unani and Ayurveda-Public Expenditure on Health- Resource allocation - Health Sector Medical Tourism- Impact on Indian Economy.

Block V-Health Policies

Provision of Health Services by the government Private benefits and cost of providing health services- Village Health Sanitation and Nutrition- Family Planning A Review of Indian National Health Policy in providing health care and financing of Health Services.

Reference

1. D. Amutha, 'A Textbook of Health Economics', Mangalam Publishers Pushpalatha Patnaik, 'Health Economics', Black Prints India Inc
2. Jay Bhattacharya, Timothy Hyde, 'Health Economics', Peter Tu, Health Economics, PalgraveMacmillan
3. David Wonderling, Reinhold Gruen, and Nick Black, 'Introduction to Health Economics',

Course Outcomes

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

COC 1	To enhance knowledge about nature, scope and determinants of health care services in the economy.
COC 2	To understand the demand supply of health care products and services in the economy
COC 3	To understand both the perspective and limits of economic analysis applied to health care
COC 4	To analyse the underlying economics in National health policy and financing health services
COC 5	To apply the obtained knowledge in health economics to the real world economic issues related to health care

Programme	:	B.A.(Hons)- Economics
Year/Semester	:	Third Year / Sixth Semester
Course Title	:	Fiscal Economics- II
Course Code	:	DCECN61
No.of Credits	:	4

Course Objectives

CO-1: To understand classification of public debt and different types of budget

Block I - Introduction to Public Debt

Definition, Classification, Sources of Public debt Redeemable and Irredeemable Debts- Funded and Unfunded Debts Management of Public Debt

Block II - Budget

Meaning and Definitions of Budget; Importance of the Budget Budgetary Policy, Balanced and Unbalanced Budget - Zero Base Budgeting in India

Block III - Federal Finance

Principles of Federal Finance -Conflicts between the Centre and the States in Federal Finance-Finance Commissions Acceptance of Recommendations of the Eleventh and Twelfth Finance Commission

Block IV - Fiscal Policy

Objectives and Components of Fiscal Policy Instruments of fiscal policy Deficit financing policy-Railway finances since 1924-25 – Financial Results of Railways

Block V - Local Finance

Local Finance- GRAM Panchayts (Village Panchayats) Municipalities – Finances of Local Bodies-Non – Tax Revenue – Abolition of Octroi Duties Causes for Abolition of Octroi.

Course Outcomes

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

COC 1	To enhance awareness of sources and classifications of Public Debts
COC 2	To give knowledge about different types of budget
COC 3	To introduce central and state relations to students
COC 4	To make students familiar with objectives and tools of fiscal Policies
COC 5	To Aware local finance and problems of local bodies

Programme	:	B.A. (Hons)-Economics
Year/Semester	:	Third Year / Fifth Semester
Course Title	:	Macro Economics-II
Course Code	:	DCECN62
No. of Credits	:	4

Course Objectives

CO-1: To understand the Keynesian issues in economics like General Equilibrium, ISLM and Income and Employment determination.

Block I - Keynesian Theory of Income Determination

Keynesian Theory of Income Determination Concepts and Functions Income Determination in a Two Sector Model Static and Dynamic Multiplier

Block II - Post - Keynesian theories of Demand for Money

Post-Keynesian theories of Demand for Money Baumol's approach to Transaction Demand for Money Tobin's theory of Speculative Demand for Money Friedman's Quantity theory of Money

Block III - General Equilibrium

General Equilibrium – Meaning Product and Money Market-The IS-LM model in a two sector Framework Don Patinkin's analysis

Block IV - Consumption Function

Meaning- Determining Consumption Function Keyn's psychological Consumption Theories of Consumption Function-Absolute Income Theory- Relative Income Theory Life Cycle Hypothesis

Block V - Macro Economic Policies

Meaning and Scope-Objectives of Macro Economic Policy-Objectives and Instruments of Monetary and Fiscal policies - Limitations of Monetary and Fiscal Policies

Books for References

1. M.L. Jhingan – Macro Economics
2. H.L.Ahuja – Macro Economics Theory and Policy
3. Chandana Ghish & Ambar Ghosh – Macro Economics
4. Olivier Blanchard – Macro Economics
5. D.N. Dwivedi – Macro Economics – Theory & Policy, Tata Mcgraw Hill Publishing Company Ltd

Course Outcomes

After the completion of the course Macro Economics-II, the student will be able to

COC 1	To promote the understanding of basics of macro economics, dependent, independent variables and flow of income models
COC 2	To enhance the knowledge of concepts of national income computing
COC 3	To introduce the students to the classical school of economics and theories
COC 4	To enhance the knowledge of consumption patterns in an economy.
COC 5	To analyze the relationship between income and employment in the economy.

Programme	:	B.A(Hons)-Economics
Year/Semester	:	Third Year / Sixth Semester
Course Title	:	History of Economics Thought
Course Code	:	DCECN63
No.of Credits	:	4

Course Objectives

CO-1: To understand different types of cost and structure of market and theories of four factors of productions.

Block I– Introduction of History of Economics

Nature and Significance of Economic Thought Economic Thought- Importance
Mercantilism –Origin Introduction of Physiocracy

Block II– Classical School

Adam Smith-Wealth of Nation -T.R. Malthus-Population D Ricardo- Comparative Cost
Theories-J.B. Say -Says Law Market

Block III– Role of Socialism

Karl Marx – Different Schools of Socialism -Utopian-Socialism Christian – Fabian-
Syndicalism – Guild Socialism

Block IV– Historical School

Veblen effect - Institutional School - Economic Thought Marginal School- Ideas-
Austrians School -Social Impact

Block V – Indian Economic Thought

D. Naoroji- History of Economic Ideas Rajaji – Gokhale- Economic Ideas-M.K Gandhi –
B.R. Ambedkar –Economic Development Social Impact of E.V.R Periyar

Reference

1. E. Roll – History of Economic Thought.
2. A. Grey –Development of Economic Doctrines.
3. L.H. Haney – History of Economic Thought.
4. Dr. Shanmuga Sundaram – Indian Economic Thought Development and Policies.
5. V.B.Singh - From Naoroji to Nehru.
6. Srivatsava – History of Economic Thought
7. T.N. Hajela - History of Economic Thought
8. Sankaram. S – A History of Economic Thought

Course Outcomes

After the completion of the course History of Economic Thought, the student will be able to

COC1	To provide basic and fundamental concepts of History of Economics Thought
COC2	Familiarize the students about the Socialism
COC3	To understand different types of schools
COC4	To analyse various Institutionalism
COC5	To apply the technique of the capitalisms
COC6	To evaluate the Indian Economic Thoughts.

Programme	:	B.A. (Hons)-Economics
Year/Semester	:	Third Year / Sixth Semester
Course Title	:	International Economics
Course Code	:	DCECN64
No.of Credits	:	4

Course Objectives

CO-1: To understand different types of cost and structure of market and theories of four factors of productions

Block1–Introduction of International Trade

International Trade -Types of International Trade- Importance of International Trade- Global Context

Block2–Theories of Foreign Trade

Adam Smith's Absolute Cost -Theory Comparative and Equal Cost Differences
Opportunity Cost- Heckscher Ohlin's Theory of International Trade

Block3–Balance of Trade and Balance Of Payments

Concepts of Balance of Payment and Balance of Trade -Causes of Disequilibrium- Exchange Rates -Fixed and Floating Exchange Rates.

Block4–International Trade Policies

Trade Policies -Concepts of SAARC- Brics-Importance -South-South Co-Operation

Block V – WTO and IMF World Bank

Implication of WTO-TRIMs-TRIPs-IMF-IBRD-Money Market.

References

1. Robert, J, Thomson – International Economics (2008).
2. Dominck Salvatore, International Economics, Tata Mcgraw – Hill Publishing Company Ltd, 2005.
3. Peter B. Kenen, International Economics, Cambridge University Press, 1996.

Course Outcomes

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

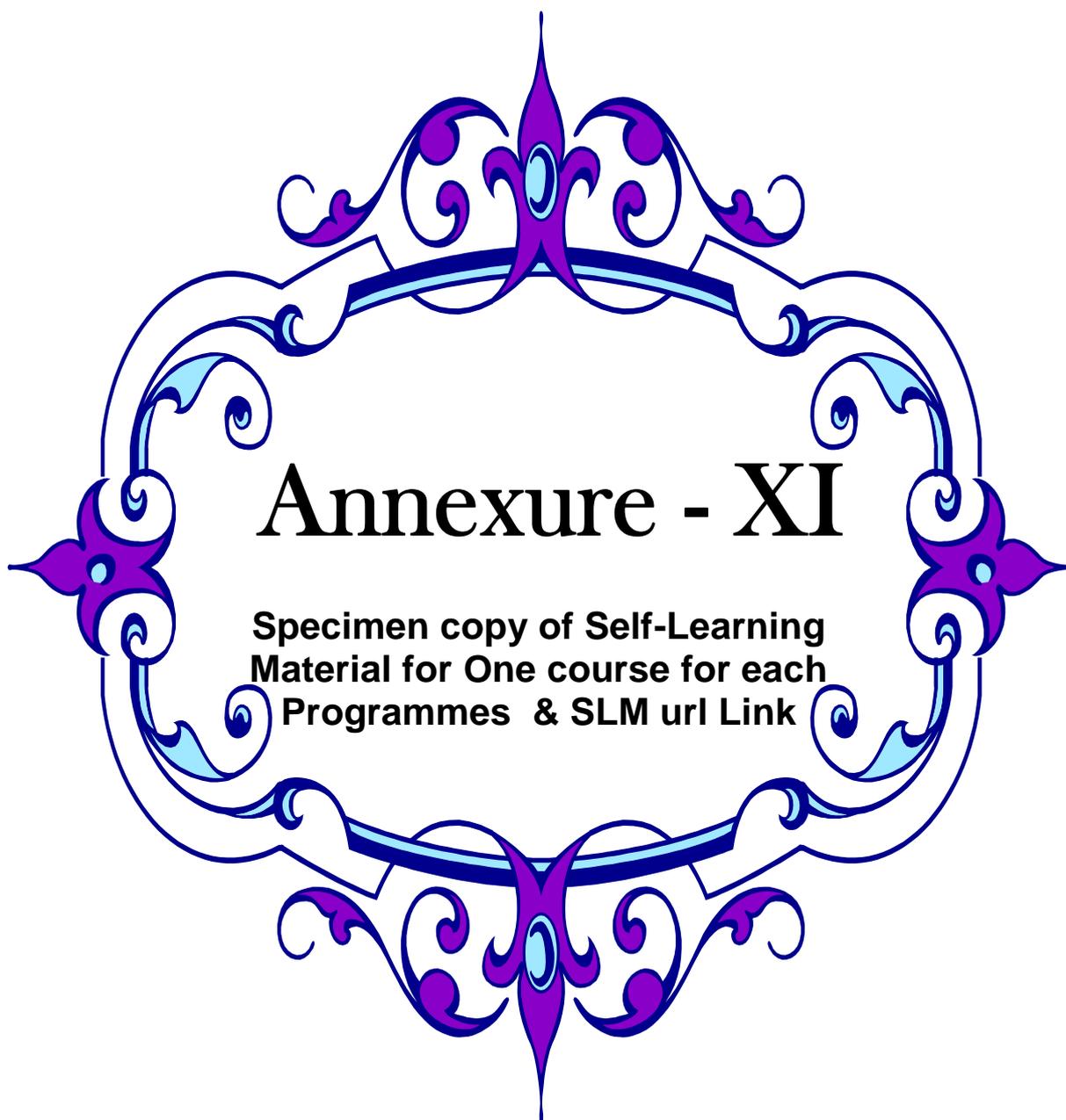
COC1	To provide basic and fundamental concepts of International trade
COC2	Familiarize the students about the Theories of International Trade
COC3	To understand the WTO and IMF structures
COC4	To analyze various role of world Bank
COC5	To apply the technique of the Balance of trade and Exchange rates
COC6	To evaluate the International Policies

Name of the Programme Coordinator

Dr.Sugumar.S.N
Professor

Name of the Faculty:

Dr.S.Jansirani	Professor
Dr.V.Bala Ruby	Assistant Professor



Annexure - XI

**Specimen copy of Self-Learning
Material for One course for each
Programmes & SLM url Link**



INSTITUTE OF SCIENCE, TECHNOLOGY & ADVANCED STUDIES (VISTAS)
(Deemed to be University Estd. u/s 3 of the UGC Act, 1956)

PALLAVARAM - CHENNAI

ACCREDITED BY NAAC WITH 'A' GRADE

Marching Beyond 30 Years Successfully

INSTITUTION WITH UGC 12B STATUS

CENTRE FOR DISTANCE AND ONLINE EDUCATION(CDOE)

SELF-LEARNING MATERIALS – URL LINKS

B.A.(Hons.) English

https://vistas.ac.in/wp-content/uploads/DCBEN-11-Social-History-of-England-B.A.Hons-English_compressed.pdf

B.A.(Hons.) Economics

https://vistas.ac.in/wp-content/uploads/DCECN-11-Micro-Economics-I-B.A.Hons.-Economics_compressed.pdf



Annexure - XII

E.Learning Material (ELM)



Centre for Distance & Online Education(CDOE)

The e.Learning have been developed based on the four quadrants and contents has been uploaded in the Institutional Learning Management System (<https://vels.letzconnect.com/>)

For the convenience of viewing all the courses in a single place, a student LMS account has been created.

Students Login ID Details

Login link : <https://vels.letzconnect.com/>

SI.No	Programme	LMS User ID	Password
1.	B.A., (Hons.) English	stuba1@velsuniv.ac.in	welcome123

The user name and password of the teachers in each programme is as follows :

Login link : <https://vels.letzconnect.com/>

SI. No	Name	LMS User ID	Password
B.A. (Hons.) English			
1.	Dr.T.Senthamarai	senthamarai.sl@velsuniv.ac.in	welcome123
2.	Dr.E.Sugantha Ezhil Mary	suganthaezhilmary.sl@velsuniv.ac.in	welcome123
3.	Dr.P.Santhosh	santhosh.sl@velsuniv.ac.in	welcome123



VELS



INSTITUTE OF SCIENCE, TECHNOLOGY & ADVANCED STUDIES (VISTAS)

(Deemed to be University Estd. u/s 3 of the UGC Act, 1956)

PALLAVARAM - CHENNAI

ACCREDITED BY NAAC WITH 'A' GRADE

INSTITUTION WITH UGC 12B STATUS

Marching Beyond 30 Years Successfully



Administrative Office :

521/2, Anna Salai (Opp.GR Complex)

Nandanam, Chennai 600 035

Tel: +91 44 2431 5541

Fax: +91 44 2231 5542

Pallavaram Campus:

Velan Nagar, P.V.Vaithiyalingam Road,

Pallavaram, Chennai 600 117

Tel: +91 22662500 / 01 / 02 / 03

Fax: +91 44 2266 2513

Thalambur Campus:

Off OMR (IT Highway), Near Navalur

Tel: +91 44 3200 0500

Fax: +91 44 2743 5770

E.Mail : vels@vistas.ac.in

Website : www.vistas.ac.in



VELS



INSTITUTE OF SCIENCE, TECHNOLOGY & ADVANCED STUDIES (VISTAS)
(Deemed to be University Estd. u/s 3 of the UGC Act, 1956)
PALLAVARAM - CHENNAI

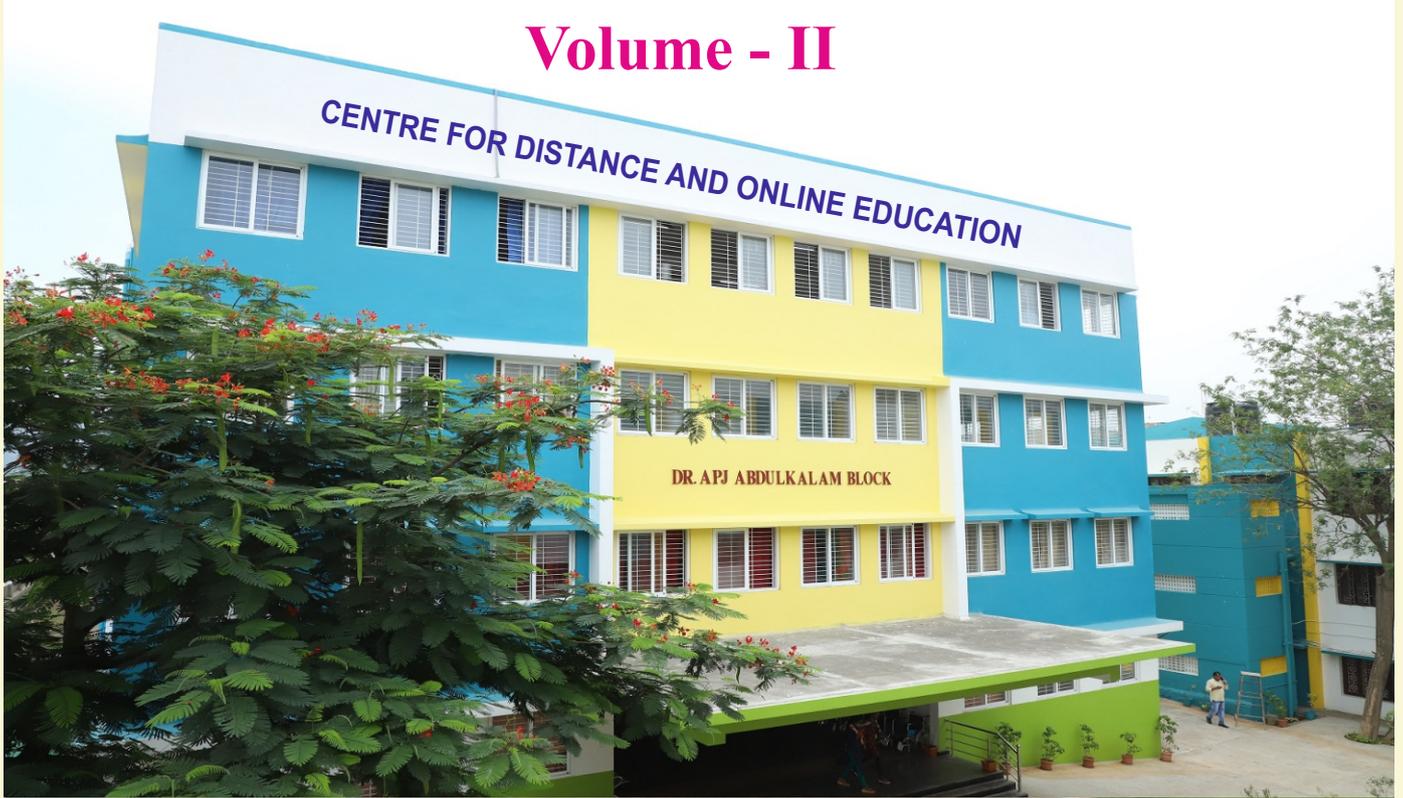
ACCREDITED BY NAAC WITH 'A' GRADE
INSTITUTION WITH UGC 12B STATUS
Marching Beyond 30 Years Successfully

Velan Nagar, P.V.Vaithiyalingam Road, Pallavaram, Chennai 600 117
Phone : (91-44) 2266 2500 / 01 / 02 / 03, Fax : (91-44) 2266 2513,
E.Mail : vels@vistas.ac.in Website : www.vistas.ac.in

CENTRE FOR DISTANCE AND ONLINE EDUCATION

Submission of Online Application with necessary documents for starting Open & Distance Learning(ODL) & Online Learning(OL) Programmes from the academic year 2023-2024 (February 2024 session)

Volume - II



*Submitted
to*

The Joint Secretary
Distance Education Bureau (DEB)
University Grants Commission (UGC)
35, Feroze Shah Road, New Delhi- 110 001

06.11.2023



VELS



INSTITUTE OF SCIENCE, TECHNOLOGY & ADVANCED STUDIES (VISTAS)
(Deemed to be University Estd. u/s 3 of the UGC Act, 1956)

PALLAVARAM - CHENNAI

ACCREDITED BY NAAC WITH 'A' GRADE

Marching Beyond 30 Years Successfully

INSTITUTION WITH UGC 12B STATUS

B.A. (Honours) ENGLISH ODL Mode (Semester Pattern)



DCBEN-11 : Social History of England - I

School of Languages

**CENTRE FOR DISTANCE AND ONLINE EDUCATION(CDOE)
VELS INSTITUTE OF SCIENCE, TECHNOLOGY AND ADVANCED STUDIES(VISTAS)
Velan Nagar, P.V.Vaithiyalingam Road, Pallavaram, Chennai - 600 117**

**Vels Institute of Science, Technology
and Advanced Studies (VISTAS)
Centre for Distance and
Online Education (CDOE)**

**B.A. (Honours) English - ODL Mode
(Semester Pattern)**

**DCBEN-11 : Social History of England–I
(4 Credits)**

Course Design and Preparation Committee

Dr.P.Mahalingam

Dean, School of Languages,
VISTAS, Pallavaram, Chennai

**Dr. A.A. Jayashree
Prabhakar**

Professor and Head ,
Department of English,
VISTAS, Pallavaram,
Chennai

Dr.T. Senthamarai

Professor,
Department of English,
CDOE, VISTAS,
Pallavaram, Chennai

Course Writer

Dr.R.Prigya

Assistant Professor,
Department of English, CDOE,
VISTAS Pallavaram, Chennai

Programme Coordinator

Dr.T. Senthamarai

Professor,
Department of English,
CDOE, VISTAS, Pallavaram,
Chennai

Content Editing

Dr.K.N. Uma Devi

Assistant Professor,
Department of English
VISTAS, Pallavaram,
Chennai

Language Editing

Ms.P.Suria Thilagam

Assistant Professor,
Department of English ,
VISTAS, Pallavaram, Chennai

Printing and Distribution

Ms.S.G.Chitra

Deputy Registrar, CDOE,
VISTAS, Pallavaram, Chennai

Mr.V.Kumar

Section Officer, CDOE,
VISTAS, Pallavaram, Chennai

September 2023 (First Edition- Updated)

©Vels Institute of Science, Technology and Advanced Studies-2023

All rights reserved. No part of this work may be reproduced in any form, by mimeograph or any other means, without permission in writing from the Vels Institute of Science, Technology and Advanced Studies (VISTAS).

Further information on the VISTAS ODL Academic Programmes may be obtained from VISTAS at Velan Nagar, P.V.Vaithiyalingam Road, Pallavaram, Chennai-600117 [or] www.velsuniv.ac.in.

Course Introduction

This course has been divided into five Blocks consisting of 20 units. The framework of the study is given below:

Block-1 provides a basic understanding of the social history of England. Unit one describes the early history of England, and unit two discusses Feudalism. Unit three deals with Religion in Medieval England, England's Hundred Years' War with France, and the Wars of the Roses.

Block-2 deals with Tudor Age. Unit one discusses Renaissance land; unit two details the Reformation, and unit three deals with the Dissolution of the Monasteries – The Golden Age of Queen Elizabeth.

Block-3 details historical occurrences of the Age of Stuarts. Unit one discusses the Long Parliament, and unit two details the Civil War and its Social Significance. Unit three unit explains Puritanism, and the fourth details the Colonial Expansion.

Block-4 discusses Stuart England. Unit one discusses Restoration England, unit two details the Literature of the Restoration Age, unit three explains social conditions during Restoration England, and the fourth unit explores the Glorious Revolution.

Block-5 explores Stuart England. Unit one discusses the Golden Age of Queen Anne. Unit two details the role of Coffee Houses and Life in London. Unit three deals with the Political and Social conditions in Queen Anne's England – and unit four explores the rise and fall of Coffee Houses in Queen Anne's England.

DCBEN-11: Social History of England - I

S.No.	Particulars	Page No
Block- 1: Background		
Unit - 1	The Early History of England	6
Unit - 2	Feudalism	14
Unit - 3	Religion in Medieval England	20
Unit - 4	England's Hundred Years War with France and The Wars of The Roses	23
Block-2: The Tudor Age		
Unit - 5	The Renaissance	29
Unit - 6	The Reformation	37
Unit - 7	The Dissolution of The Monasteries	43
Unit - 8	The Golden Age of Queen Elizabeth	48
Block-3: The Age of Stuarts		
Unit - 9	The Long Parliament	55
Unit - 10	The Civil War and its Social Significance	61
Unit - 11	Puritanism	66
Unit - 12	The Colonial Expansion	76
Block-4: Stuart England		
Unit – 13	The Restoration England	86
Unit – 14	Literature in The Restoration Age	94
Unit – 15	Social Conditions During The Restoration England	98
Unit - 16	The Glorious Revolution	104
Block-5: Stuart England		
Unit -17	The Golden Age of Queen Anne	108
Unit - 18	Coffee House Life in London	113
Unit – 19	Political and Social Conditions in Queen Anne's England	117
Unit - 20	Coffee Houses in Queen Anne's England	120
Plagiarism Certificate		124

Unit 1

The Early History of England Structure

Overview

Objectives

1.1 Introduction

1.2 The contribution of the Romans and the Anglo – Saxons

1.3 The contribution of the Norman kings

1.4 The Rule of the Plantagenet Kings

1.5 The Growth of English Literature from the Tenth to the Fifteenth century

Let Us Sum Up

Check your progress

Glossary

Answer to check your progress

Suggested Readings

Overview

The unit deals with the background and the reign of Normans, Anglo-Saxons, Romans and Plantagenet kings. It also traces the growth of English Literature from the tenth to the fifteenth century.

Objectives

After completion of this unit, you will be able:

- To help students understand the early history, culture, and social life of England
 - To familiarize them with the early Feudal system, religion and wars in England.
-

1.1 Introduction

The Iberians were the earliest inhabitants of England. They came from Spain. Then came the Celts from Central Europe around 600 B.C in two or three distinct waves. Next to come were the Romans. They ruled Britain up to 410 AD The Anglo-Saxon and Danish conquests followed in quick succession. The Normans Infiltrated England in 1066 by winning the battle of Hastings. Thus, many races went into the making of the English people.

1.2 The Contribution of the Romans and the Anglo – Saxons

i) The Contribution of the Romans (43-410 A.D.)

Emperor Claudius of Rome conquered the south-eastern part of Britain. His successor Julius Agricola extended the conquest up to Firth. The Roman occupation of England lasted four centuries only. In 410 AD they withdrew their legions (army) and returned to Rome to defend it from invaders. During their brief stay in England, the Romans brought about a number of reforms. They introduced Christianity into England. There was bitter rivalry between the Celtic missionaries from Ireland and the Roman missionaries sent by Pope Gregory. There were many marked differences between the two churches. The Celtic church did not acknowledge the Pope as its head. Also, they did not impose celibacy on its priests.

Christianity encouraged learning. The first English poet Caedmon and the first English historian, the Venerable Bede were both patronized by the church. The church patronized musicians and architects also. The church regarded all as equals. This instilled a sense of unity in the minds of people. The Romans built a network of roads branching from London in several directions. They encouraged agriculture, commerce, mining and industry.

ii) The Anglo-Saxons in England (410 AD-1066 AD)

The Anglo-Saxons hailed from the low-lying coastal lands between the Danish Peninsula and the Rhine. The Angles established themselves in Northumbria, East England and Mercia. The Saxons conquered Sussex, Surrey and Wessex. Alfred was the greatest of the Anglo-Saxon rulers. He introduced a number of military reforms. He founded the English navy and codified English laws. He encouraged learning and literature. He arranged to compile the Anglo-Saxon chronicle. Another capable Anglo-Saxon ruler was Edward the Confessor. He had many Norman favourites. He brought the Norman civilization into England.

After the death of Edward, William of Normandy won the battle of Hastings and ascended the throne of England in 1066. Thus the Anglo-Saxon rule came to an end, and the Norman rule began. The Anglo-Saxon rulers introduced many reforms. Kingship was established firmly. At the same time they introduced a complete system of self-government. Each village and town had its own council called the 'moot'. The 'moot or the 'hundred' was in charge of the collecting taxes and maintaining of order. The Anglo-Saxon society consisted of three classes. They were -

- 1) The slaves bound to the land, ii) free men endowed with political and economic rights and iii) nobles who were landowners and followers

of the king. The Anglo-Saxons were influenced by the Christian teachings of love and charity. They started schools to teach Latin and the liberal arts.

1.3 The Contribution of the Norman Kings (1066 Ad-1154 Ad)

William I (1066 - 1087)

William I, the first Norman ruler of England, was an absolute monarch. He confiscated the lands of the English nobles and distributed them among his Norman followers to enlist their support. He abolished Anglo-Saxon institutions such as the Hundred. He extorted taxes from all. His greatest achievement was the compilation of a book called The Domesday Book. This book gave exhaustive information about the wealth of the people. It was a land register, a census of population and a topographical dictionary, all rolled into one. He replaced English bishops by Norman bishops. He imposed celibacy on the clergy. He set up ecclesiastical courts. Neither the Pope nor his bull was recognized.

William Rufus (1087 - 1100)

William Rufus, son of William I, was highly tyrannical. He clashed with Anselm, the Archbishop of Canterbury. Anselm wanted Rufus to return the confiscated property to the nobles and not to interfere with the functioning of the ecclesiastical courts. Rufus did not yield. So Anselm went into voluntary exile.

Henry I (1100-1135)

Henry, brother of William II, was kind and conciliatory. He recalled Anselm from exile and promised free elections to the bishoprics. The charter of liberties that he issued gave many rights to the people and curbed the powers of the barons. He formed a royal court called the 'Curia Regis'. It dominated the local courts and supervised the assessment and collection of revenue. Judges belonging to the Curia Regis often visited the local courts and prevented them from misusing their powers.

Stephen (1135-1154)

Stephen was the nephew of Henry I. He was autocratic and antagonized both the clergy and the nobles.

The Manorial system of the Normans

The Normans introduced a new system called the Feudal or Manorial system. A manor included one or more villages. The lord was the ruler of the manor. His land was cultivated for him by the 'serfs' called villeins' or vassals. The rest of the land in the manor was divided into strips which were distributed in rotation among the lord's followers. This ensured a

fairly equitable distribution of wealth. However, during the 14th century, the Manorial system broke up. The outbreak of plague called the Black Death, in 1348, depleted many villages. Wat Tyler, speeded up the collapse of the Manorial system.

1.4 The Rule of the Plantagenet Kings

After the death of King Stephen, Henry I's grandson Henry II ascended the throne. Henry II's father Geoffrey of Anjou wore a sprig of 'plantagenisa' (broom plant) in his cap and so the dynasty founded by him came to be called the Plantagenet dynasty.

Henry II (1154-1189)

Henry II brought about many legal reforms. He is called the father of the English jury system. The Assize of Clarendon (1166) enforced by him made the representatives of townships present criminals before the Itinerant judges of the king. These representatives later on developed into the modern jury. This system made judges think twice before passing judgment on criminals. Judgment was invariably sober and not impulsive. A uniform system of jurisprudence was evolved. This later came to be known as the Common Law. The Constitution of Clarendon implemented the public trial of the clergy. This was opposed by Thomas Becket the Archbishop of Canterbury. This led to the slaughtering of Becket by Henry's knights.

Richard I (1189-1199)

Richard I the son of Henry II was keen on recovering Palestine from the clutches of Mohammedans. He fought in the Crusades for the recovery of the Holy Land.

King John (1199-1216) and the Magna Carta of 1215

King John the youngest son of Henry II antagonized all during his short reign. He refused to accept the Pope's nominee, Stephen Langton as the Archbishop of Canterbury. The Pope retaliated by excommunicating King John. Finally, John yielded to the Pope and agreed to pay him an annual tribute. John clashed against King Phillip II of France. He lost the battle against Philip. He imposed a heavy tax on the barons and nobles who did not accompany him to France to fight against the French King.

The angry nobles captured London and forced King John to sign the historic Magna Carta on June 15, 1215. The Magna Carta contained sixty-three clauses. The Carta restored to the church, the barons and the people in general their long-cherished rights and liberties. According to the Carta, the king could not impose new taxes without consulting the Great Council of the barons. Merchants were permitted to carry on trade without paying heavy taxes. Free men could not be imprisoned or

punished without a proper trial. This clause was the origin of the Habeas Corpus right of our age. The Magna Carta is hailed as the key-stone of English liberties (Hallam) and the Bible of the English Constitution (Chatham).

Henry III (1216-1272)

Henry III his eldest son did not abide by the Magna Carta. He imposed fresh taxes to finance the Pope. The barons resented it. Under the leadership of Simon de Montfort they defeated the royal forces and convened the Simon's Parliament of 1265. Common people were allowed to attend this parliament. This was the origin of the House of Commons of our time. He constructed the famous Westminster Abbey.

Edward I (1272-1307)

He annexed Wales and made his eldest son the Prince of Wales. He also convened the famous Model Parliament (1295) which served as a model to later parliaments by its broad-based inclusion of representatives of all classes, both rich and poor.

Edward II (1307-1327)

Edward II had homosexual leanings towards one Gaveston. This was objected to by the barons. The unrepentant Edward and Gaveston were both put to death. This is the subject of Marlowe's famous play, Edward II.

Edward III (1327-1377)

In his period Parliament was divided into the House of Lords and the House of Commons. The House of Commons was empowered to audit the accounts of the kingdom and also to appoint ministers.

The Hundred Years' War (1338-1453)

The prolonged war between England and France was the result of Edward III's expansionism. He claimed the throne of France through his mother Isabella. Philip of France and Edward of England competed with one another in possessing Scotland and Flanders. The Hundred Years' War broke out in 1338, and dragged on for several years, with England and France winning and losing alternately.

Initially England won the battles of Crecy and Poitiers. In 1360 the treaty of Bretigny was signed and the French King surrendered to the English. Henry V won the battle of Agincourt in France in 1415. He married the French princess and became the regent of France. This victory was followed by certain decisive reverses. A 17-year-old French girl by name Joan of Arc led the French army to victory in the battle at Patay in 1429. The Dauphin (the French prince) was crowned King.

Charles VII. Later, the French turned against Joan of Arc and burnt her at the stake. In spite of this tragedy, England could not recover the lost French territories. The Hundred Years' War made the English people definitely patriotic. There was no longer any craze for French ways of life or the French language. English replaced the French language at all levels in England.

The Lancastrians and the Yorkists the Wars of the Roses (1455-1485)

The family of Lancaster and that of York fought long-drawn-out battles against each other from 1455-1485. The Lancastrians wore the red rose and the Yorkists, the white rose as badges. So, the wars between them came to be described as wars of the roses. The Hundred Years' War had just ended then. It had made the nobles greedy. There was no foreign war to give an outlet to their energies. So, they turned to battling against one another.

Richard, Duke of York, defeated the Lancastrian king, Henry VI. Next, York's son proclaimed himself King Edward IV. The next king Edward V, was a mere boy. He was toppled by his own uncle Richard, Duke of Gloucester. Richard proclaimed himself King Richard III. Richard III could not continue in power for long because both the Yorkists and the Lancastrians were hostile towards him. Richard III was killed by Henry Tudor who was a Lancastrian. Henry Tudor ascended the throne by marrying the Yorkist princess, Elizabeth. This marriage ended the 30-year-long Wars of the Roses and established the Tudor dynasty firmly on the throne.

1.5 The Growth of English Literature from The Tenth To Fifteenth Century

The year 1066 is an important milestone in the history of the English nation as well as the history of English literature. It was in 1066 that the Norman, William I ascended the English throne by defeating the Anglo-Saxon king Harold in the battle of Hastings. The period before 1066 is called the Old English period, and the period after that year is known as the Middle English period.

Old English Literature (written before 1066)

Beowulf, written in the West Saxon dialect, belongs to Old English. It is a badly mutilated form. Its authorship is not known. It describes Beowulf's slaying some dragons in alliterative verse. "Widsith", a smaller poem of the period, describes the places visited by a traveller Juliana Elene Christ and "The Fates of the Apostles" are four poems supposed to have been written by one Cynewulf. The Genesis Exodus and Daniel are

attributed to another Old English poet by name Caedmon.

King Alfred is supposed to be the first prose writer. In order to encourage learning among the clergy, Alfred translated the Pastoral Care of Pope Gregory, the History of the World of Orosius, Bede's Ecclesiastical History, Boethius's Consolation of Philosophy and the Soliloquies of St. Augustine. The abbot Aelfric's Grammar, Catholic Homilies, Lives of the Saints and Colloquy (a dialogue between a master and his pupils) are other significant prose works of the Old English period. Nobody reads Old English Literature nowadays.

Middle English Literature (1066-1350)

The literature written between 1066 and 1350 is termed Middle English literature. Middle English literature is divisible into two categories, namely, religious literature and secular literature. The religious literature consists of translations from the Bible, lives of saints, etc. The secular literature consists of metrical romances dealing with Alexander the Great, Charlemagne, King Arthur, etc. The Romance of the Rose, a French romance was later translated by Chaucer. The Owl and the Nightingale is in the form of a debate between two birds. It is an allegory, exposing the social evils of the time. Chaucer followed this genre later in his poem, The Parliament of Fowls. In the field of drama, many Miracles and Mysteries dealing with Biblical themes were written.

The Age of Chaucer (1350-1450) Chaucer (1340-1400)

Chaucer's The Canterbury Tales is modeled on Boccaccio's Decameron. It is a collection of tales told by a group of pilgrims going to the shrine of Canterbury. The pilgrims represent all the social classes of Chaucer's England. Many of the poems are a mild satire of the abuses in the church. The poem shows Chaucer's expertise handling of the seven-line stanza, known as the rime royale or Chaucerian stanza. In contrast to Chaucer is the contemporary poets, William Langland and Gower. In his poem The Vision of William concerning Piers the Plowman, Langland vehemently attacks the sloth and vice of the Church and presents Piers the Plowman as a Messianic deliverer. John Gower's Confessio Amantis is an allegorical representation of the Seven Deadly Sins.

John Wycliffe (1330-1384) was a preacher. He exposed the corruption rampant in the church. He has justly been called The Morning Star of the Reformation. He spearheaded the anti-clerical movement of the Lollards. (Since these people were always mumbling protestations against the church, they were called Lollards which means idle babblers')

Sir John Mandeville, author of Travels, and Sir Thomas Malory, author of Morte d' Arthur, are other important prose writers of the Chaucerian Age.

Let Us Sum Up

In this unit, you have learned about the following:

Thus, England is invaded by many groups of people and very little is known about the early inhabitants.

Check your progress

- 1) The Plantagenet dynasty was named after_____ .
- 2) _____was known as 'The_____Morning Star of the Reformation'
- 3) Ecclesiastical History was written by_____.
- 4) Alfred translated the Pastoral called_____ .

Glossary

Anglo-Saxons - The Anglo-Saxons hailed from the low-lying coastal lands between the Danish Peninsula and the Rhine.

Curia Regis – Henry I formed a royal court called the 'Curia Regis' It dominated the local courts and supervised the assessment and collection of revenue.

Answers to check your progress

- 1) Plantaginaceae plants
- 2)John Wycliffe
- 3) Bede
- 4) Care of Pope Gregory

Suggested Readings

Fischer H.A.L. History of Europe. Orient Black Swan: Chennai, 2015

G.M. Trevelyan. English Social History. A Survey of Six Centuries: Chaucer to Queen Victoria. Green & Co Ltd: London, 1956.

Unit - 2

Feudalism

Structure

Overview

Objectives

2.1 Introduction

2.2 The Condition of the Serfs

2.3 Merits and Defects of the Feudal System

2.4 The Black Death and its Consequences

2.5 The Peasants' Revolt of 1381 Let Us Sum Up

Check your progress

Glossary

Answers to check your progress

Suggested Readings

Overview

The unit deals with the Feudal system and elucidates the merits and demerits of the system. The unit also elaborates on major events like the Black Death, Peasants Revolt and the conditions of Serfdom.

Objectives

To introduce students to the old open-field system of cultivation that was practiced in England and the Black Death and its consequences.

2.1 Introduction

The break-up of the Feudal Manor was one of the major changes that took place in the days of Chaucer. The feudal form of government gave protection to the people during the middle Ages. The age of Chaucer is called modern because the feudal system was gradually disappearing. Feudalism was a system of governance introduced in England by the Normans, especially William the Conqueror. According to this form of government, all the lands belonged to the King, who was believed to be God's representative on the earth. The King divided the land among the lords or barons. The lords employed several tenants and the land was cultivated by the 'serfs, who worked on the strips of land allotted to them and on the lord's land called "demesne".

2.2 The Condition of the Serfs

The serfs formed the lowest strata in the feudal society. They were very hard-working but did not enjoy the fruits of their labour. They were like bonded labourers. They were bound to the soil. They had to do agricultural services to the lords on 'week days' and had to supply to the lord's family, several farm products like eggs, chicken, milk, etc. Also they were compelled to grind their corn at the lord's mill at a certain price fixed by the lords. Moreover, they could not give their daughters marriage without the consent of the lords. They were not allowed to earn or take up arms.

Causes of the breaking up of this system

Feudalism was at its peak during the 13th century and in the 14th century it began to decline and by the end of the 15th century the system disappeared from England. In the beginning of the 14th century the lords were in a strong position as there was land hunger owing to the increase in population. But the situation changed later. The growth of population was slowed down during the reign of Edward II and the Black Death reduced the population drastically. Since most of the peasants lost their lives, there was a heavy shortage of labour and the living farmers demanded higher wages for their work. Thus the lords were in great difficulty.

The lords' difficulty was the peasants' opportunity. The peasants fought for their liberty; and this led to the Peasants' Revolt of 1381. Laws were passed to fix the wages and gradually the manorial system broke up completely. During the middle Ages, when there was no proper organizational set-up, the feudal system provided a stable order and protection to the people. Since the villein' farmers (serfs) obeyed the laws strictly production increased. One major defect of the system was that the serfs were treated as slaves, and hence it was abolished in the days of Chaucer

2.3 Merits and Defects of the Feudal System

Feudalism gave protection to the European society after the breakup of the Holy Roman Empire. It promoted self-reliance and love of independence among the barons. Even tyrannical rulers like King John were checked by the barons. Also, it gave rise to some forms of literature. Chaucer was a notable poet and feudalism promoted a code of honour among the lords. The notable defects were that the barons who were required to obey the Kings did not do so in practice. The country was broken up into small independent principalities in the absence of a strong National government. The barons looked down upon the common people. Because of these the feudal system

disappeared from England.

i) The Open-Field System of Cultivation

The open-field system was the only method of cultivation followed in England during the Middle Ages. This system helped the peasants produce their food and live as a community. The open-field system was a very simple one. Huge fields were divided among the farmers on a principle of strip allotment. Each farmer was allotted a certain number of strips scattered over the whole village. The land was shaped into 'ridges' and 'furrows'. Not all the strips were cultivated at the same time; i.e. one strip would lie fallow while others would be under cultivation. After the harvest the whole area would be thrown open for common pasture. This open-field system lasted till the enclosure system was introduced centuries later.

ii) The Merits of the System

This system was advantageous to many farmers. It saved the expense of fencing. The good and bad pieces of lands were shared equally. The villagers were bound as a community and even the humblest peasant had a say in the village agricultural policy. It also combined the advantages of both individual labour and public control.

Though the farmers were bound to the soil and treated as slaves by their lords, the open-field system fulfilled its object of producing Food for the family rather than for the market

2.4 The Black Death and its Consequences

During the reign of Edward III, England was worst affected by a plague generally known as the Black Death. The plague spread from Asia to Europe through the Italian sea-ports. In a matter of two years (1348- 49) nearly half the population of England died. In some villages the total population itself perished. It affected the social life of England more than anything else in the Medieval period. The peasants' population was the worst affected. The cattle wandered unattended and crops were rotting in the fields. The laymen were authorized to administer the last rites to their dead relatives. The disease caused the greatest havoc in England. The immediate result of the Black Death was the heavy rise in the wages. Owing to the heavy shortage of labourers, the surviving peasants demanded very high wages. The production was very low insufficient even for the surviving population. The government in order to control the wages and prices, passed the Statute of Labourers in 1351. But unfortunately, it was not honoured by the people. The Black Death was mainly responsible for the breaking up of the Feudal manor. The serfs demanded money-payments with which they could buy their

freedom. Hence, the free landholders increased and a new class of farmers called the yeomen emerged as a separate class, who played a major role in the English life later. The lords tried to meet the situation by resorting to two methods -one was to abandon agriculture in favour of sheep-farming. The English wool had a good market in the continent and it required only a smaller number of labourers. Another method was to lease out the land. The lords gave the use of their land to a tenant provided he paid a sum of money to them. Many endeavouring tenants took advantage of this system and enriched themselves. The Black Death had moral and religious effects as well as social and economic effects. The end of the world was predicted and many gave themselves to excess of drinking and reveling. Many others looked upon it as the wrath of God for their sins and intensified their prayers and devotion. Thus, the Black Death brought about a thorough change in the 14th century English society. Though it meant a heavy loss of lives it brought freedom to the serfs and it was a blessing in disguise.

2.5 The Peasants' Revolt of 1381

The Peasants Revolt of 1381 is one of the notable events in the history of England. The down-trodden peasants revolted against the manorial lands, demanding equal rights.

Causes of the Social Rising

There were many causes for the Peasants Revolt. From the 12th century onwards the peasants grumbled at their duties which they owed to their feudal lords such as working on lords' lands on certain work days, grinding corn only at the land's mill, and getting the permission of their lords for their daughter's marriage, etc. During the 13th and the early 14th centuries the lords were powerful because, owing to the increase in the population, the peasants were willing to work a mouthful of food. But things changed after the Black Death. A large number of peasants were dead and the lords could not cultivate their land. The peasants took great advantage of the situation and demanded higher wages. The poets of the period instilled into the minds of the peasants, equality and justice. John Ball, a contemporary poet, sang of equality. The town's people also had some grievances. The guild system of the period was not satisfactory. It was difficult for the apprentices to set up new businesses. So, they also joined the struggle. The unions of farmers resisted the parliamentary laws to fix wages. A union of farmers resisted the customs of the manors; the citizens of the towns resisted the church which refused municipal liberties. All joined the revolt.

The immediate cause of the revolt was different. The ministers of Richard II levied a poll tax in 1379 to meet the expenses of the French

war. It was collected on every head and the poor peasants with more children had to pay more. There was terrible disappointment among them. Rebellion broke out in Kent, Essex and Hertfordshire. The Eastern England rose first. The Prior of Bury St. Edmund was murdered. The Archbishop of Canterbury was murdered by Wat Taylor's men. The rebels, headed by parish priests, old archers and sympathetic gentry, invaded the manor houses and abbeys, but charters and committed murders. The gentry fled to the forest from where the outlaws emerged to aid the rebels.

The most important achievement of the Revolt was the capture of London. The London mob opened the gates for the rustic armies and the royal fortress surrendered to the rebels. Most of the unpopular lords and bishops were killed and their heads were placed on the London Bridge. The Young King Richard II met the rebels and granted commutation of all servile dues for a rent of four pence an acre, and free pardon for all the rebels. The rebels withdrew their strike as they were fully satisfied. But the King took severe action against the rebels afterwards. Wat Taylor and his men were put to death. The gentry, gaining courage, put down the rebels and the charters of Liberation were also withdrawn.

Check your progress

1. The plague spread from Asia to Europe through the

Let Us Sum Up

In this unit, you have learned about the following:

Thus, the Peasants' Revolt is an important event in the history of England. It put an end to the serfdom in the country. A large number of peasants were dead and the lords could not cultivate their land. The peasants took great advantage of the situation and demanded higher wages.

Glossary

Peasant - the people of kingdom involved in farming Black Death - The plague spread from Asia to Europe

Serfs- The serfs formed the lowest strata in the feudal society.

Suggested Reading

Trevelyan G.M. Social History of England, Green &Co Ltd: London, 1956.

Shaw, David. Necessary conjunctions: the social self in medieval England. Springer, 2016.

Check your progress

1. Silk Roads

Religion in Medieval England

STRUCTURE

Overview

Objectives

- 3.1 Introduction
- 3.2 The Medieval Church
- 3.3 The Secular and the Ecclesiastical Courts
- 3.4 The Monasteries
- 3.5 The Religious practices Let Us Sum Up

Check your progress Glossary

Answers to Check your progress

Suggested reading

Overview

The unit deals with the religious backdrop of early England and elaborates the state of the medieval church. It elucidates the religious practices of the monasteries and the ecclesiastical courts.

Objective

To help students understand the religious background of England for better understanding of English Literature.

3.1 Introduction

The strength of the Middle Ages rested on the overwhelming power of two great human institutions-the Church and the Feudal system. Gradually the church was losing its hold on the people because most of the churchmen were corrupt. The corrupt clergy came to be criticised by all people.

3.2 The Medieval Church

The medieval church was very wealthy and the clergy enjoyed many privileges. The laity, who were better educated, became highly critical of the church. Moreover a good number of the clergy themselves were critical. Oxford clerks and parish priests exposed the corrupt monks and friars. The Pope did less than nothing to improve the condition of the church. Instead, he used his powers to foster abuses that brought wealth

to the Roman Church - Simony non-residence, the sale of indulgence, etc.

3.3 The Secular and the Ecclesiastical Courts

There were two courts - secular court controlled by the King and the ecclesiastical court by the bishops. They were expected to control the spiritual courts which they neglected. Punishment was commuted bishops for money payment and the rich could escape by paying money. According to the contemporary statistics, except the poor parish priests all ranks were corrupt to the core.

3.4 The Monasteries

The monasteries were once centres of learning. They had supplied England with noble leadership. Now the light of learning was extinct and the monks no longer played patriotic in politics. The monks in Chaucer's England spent their life in ease and comfort, hunting and looking after their estates. The monasteries were expected to relieve the poor, but the monks showed lavish hospitality to the wealthy patrons. The poor and the humble people were fed at the gate on broken meals and doles of money. The Friars had been the true evangelical force in England in the thirteenth century. They embraced poverty and all over the country spreading religious knowledge. During the 14th century, they became corrupt and passionate. They had amassed wealth which they stored in convents. Trevelyan rightly calls them, "bad for blessing and good for banning."

3.5 The Religious Practices

In the villages the parish priests were mostly honest. The mass and Sunday services were properly performed Villages were really the heart of medieval religion. The peasants knelt on the floor of the church. The service was in Latin which many could not understand. Several scenes from the Scriptures were painted on the walls of the church. The peasants knew a few sayings of the Christ and some Bible stories like Adam and Eve, Noah's Flood etc. Many of the peasants were unable to read. If the crucifix was shown before his eyes, the story of crucifixion would come to his mind. Confession was a compulsory duty entrusted with the parish priests. Friars also were authorized to do that. Friars were giving absolution more easily for money, food, etc. Hence the orthodox regular clergy denounced this. Wycliffe, the morning star of the Reformation, was a contemporary of Chaucer. Wycliffe anticipated the Puritanism of later days. He fought against the papal power, and objected to the jurisdiction of ecclesiastical courts. Also, he preached against the worship of relics He attacked the monks and friars, for being

idle, corrupt mischievous and careless. He also translated the Bible into English.

Let Us Sum Up

In this unit, you have learned about the following:

Thus, the church was at its lowest during the 14th century. This is presented by Chaucer, Langland and Gower, the famous poets of the period in their works of art.

Check your progress

- 1) The____were once centers of learning.
 - 2) The ecclesiastical court was controlled by_____.
 - 3) _____translated the Bible into English.
 - 4) Wycliffe was popularly known as_____.
-

Glossary

Monasteries – centers of learning and religion Ecclesiastical court - Court controlled by church. Suggested Readings

Shaw, David. Necessary conjunctions: the social self in medieval England. Springer, 2016.

Fischer H. A. L. History of Europe. Orient Black Swan: Chennai,2015.

Unit - 4

England's Hundred Years' War with France and the Wars of the Roses

Structure

Overview

Objectives

4.1 Introduction

4.2 Causes and Course of the Hundred Years' War

4.3 Joan of Arc

4.4 The Lancastrian and the Yorkist Kings

4.5 The Wars of the Roses Let Us Sum Up

Check your progress

Glossary

Answers to your progress

Suggested readings

Overview

The unit deals with the course of the hundred year's war and the war of roses. It elucidates the causes of war and the significant feats in the due course of both the wars.

Objective

- To enable students to know the details of England's Hundred Years war with France and the Wars of the Roses.
- To trace the course of the wars and associated literature.

4.1 Introduction

England's Hundred Years' war with France and the Wars of the Roses were the two important wars that happened in the history of England. These wars were significant and they marked a turning point in history. The wars left a lasting impact on the lives of people and royalty.

4.2 Causes and Course of the Hundred Years' War

1. Causes of the Hundred Years' War

There were many causes for the highly strained relationship between France and England. One of the causes was that Philip of France

supported Scotland when England was in war with that country. Another

cause for the quarrel was the interference of England and France in the internal affairs of Flanders, because of their rival interests in that region. To make matters worse Edward III claimed the throne of France through his mother Isabella. Under such hostile circumstances the two countries drifted into war.

2. Course of the war:

A major event of the first stage of the war was the sea battle off the Flemish port of Sluys in 1340. The truce that followed lasted six years. The second important battle, fought at Crecy in 1346, was a victory for England. The leader of the English army was the King's eldest son who was popularly known as the Black Prince, probably due to the colour of his armour. In 1347, King Edward took Calais after a siege which lasted for one full year. Yet another important event was the battle of Poitiers in 1358 in which the Black Prince defeated the French and took their King a prisoner.

The first stage of the war came to an end with the treaty of Calais according to which Edward gave up his claim on the French throne. But the English King was allowed to possess some important territories in France. Nevertheless, because of their continued hostility, only Calais and Bordeaux remained English possessions at the time of Edward's death.

The second part of the Hundred Years' War was fought in the time of Henry V and Henry VI. Henry V, like Edward III, claimed the French throne, though his claim was not reasonable. However, in 1415 he led a well-trained army into France and won a battle at Agincourt. According to the Treaty of Troyes signed in 1420, Henry V was to marry the daughter of the French King Charles VI. Besides this Henry would rule France in the name of Charles who was mad and after the latter's death, would succeed to the French throne. But this was not to be, because both Henry V and Charles died within two years. So, the baby son of Henry V was proclaimed King of England and France. Against him, was set up the Dauphin, the eldest son of the dead French King. Fortunately for England, some of the powerful Frenchmen were on her side and therefore the English King remained powerful in France. Many French provinces, one after another, fell into the hands of the English. By 1429, all that remained to the Dauphin was the Fort of Orleans and the country around it.

4.3 Joan of Arc

It was then that one of the miracles in history took place. A peasant girl named Joan of Arc, aged seventeen, from Eastern France, infused courage into the soldiers who were demoralized by frequent defeats. She took up the leadership of the French army and defeated the English in a pitched battle at Patay in 1429. The Dauphin was duly crowned King Charles VII.

But unfortunately for France, in one of the subsequent battles, Joan of Arc was taken prisoner by the Burgundians and sold her to the English. They accused her of witchcraft. She was burnt to death in the market place on 29th May 143. Everyone who watched the scene was touched by the courage with which she faced death. The English had burnt Joan of Arc alive. They, however, could not destroy the spirit of nationalism and patriotism which she had inspired in her countrymen. The French soldiers fought bravely for another two decades. At last, the tide of success turned against the English, with the result that by 1453 they lost all territories in France except Calais. In a sense Joan of Arc was the creator of modern France, which from her time became passionately conscious of itself as one people no longer a loose collection of feudal lordships.

"Black Death" was the pestilence which swept over the entire Europe and reached England in 1348. Nearly half the population of the country perished because of that plague spread by a black variety of rats. Some villages were completely wiped out. It was said that in some districts the cattle roamed without being owned by anyone and crops rotted in the fields for lack of labourers to reap them. Large number of people died day. So very few priests were left alive that Pope gave permission for laymen to minister to the dying. The Black Prince also died during the plague.

Richard II (1377-1399), son of the Black Prince, was a young child of ten when became the King The most famous all over the country were discontented on account of low event of his time was the Peasants Revolt in 1381 People wages and high taxes. For many years, people were waiting for an opportunity to give vent to their pent-up feelings. At last the general discontent burst out in 1381 when Wat Tyler struck down a tax-collector who was insulting him and his family Peasants from Kent, Sussex and many other places converged under the leadership of War Tyler. The agitators indulged in all kinds of violence As there was no other go King Richard and the Mayor of London came to meet them and hear their grievances. In the course of the altercation that followed, the Mayor drew his sword and killed Wat Tyler. At this, the mob became furious and the King managed the situation admirably well by

announcing publicly that thereafter he would be their leader. The people were struck by the majesty of his behaviour and went home peacefully, But later he showed them his true colour. When the people approached him to get their grievances redressed, he spoke to them in the contemptuous terms and had them driven away.

John Wycliffe (1320-1384) was a pious priest of the time. In the early part of his life, he was the head of a college at Oxford but later he gave up that coveted post and retired to a poor parish in Leicestershire. He questioned the propriety of the Church owning so much of material possessions. He taught that Church should give up her wealth and that clergy ought to live the simple life of poverty and devotion, the type of life lived by the apostles. Later on, he questioned the Church's teaching on the doctrine of transubstantiation the change of bread and wine at the communion into the body and blood of Christ. His followers were called Lollards or babblers. His memorable work was the translation of Bible into readable English which he accomplished in collaboration with his pupils. Towards the end of his life, he gave up his heretical teaching and died as a Catholic priest.

If Wycliffe was the greatest prose writer of the period, Chaucer was the greatest poet. He is rightly regarded as the Father of English Poetry His masterpiece is the Canterbury Tales, consisting of twenty-four tales The chief importance of these 18,000 lines is that they present us a living picture of the middle-class life in the medieval England.

4.4. The Lancastrian and the Yorkist Kings (1399-1485)

The Lancastrian Kings were the descendants of John of Gaunt Duke of Lancaster, the third son of Edward III. The three Kings of this dynasty were Henry IV (1399-1413). Henry V (1413-1422) and Henry VI (1422-1461). The Yorkists were the descendants of the Duke of York. another son of Edward III There were three Kings of this dynasty Edward IV (1461-1483) ruled for about twenty-two years, but he had a break of two years (1470-71) when Henry VI was restored to the throne Edward V (1483) was able to rule for about one year only. The third King of this family was Richard III, who ruled from 1483 to 1485.

4.5. The Wars of the Roses (1455-1485)

These wars were fought between Yorkists and Lancastrians the supporters of the two families which claimed the English throne The name was derived from the badges, the white rose worn by the Yorkists and the red rose worn by the Lancastrians It was a kind of civil war, but with some difference It was a civil war in the sense that it was fought between two groups of people of England. But unlike the Civil War in the time of Charles I only the nobles and their dependants were engaged in

this war Moreover, the war did not affect the normal life of the entire nation. Though the wars continued for thirty years, it was not a period of continued fighting it was rather a period of short wars divided by longer periods of peace and normal life. There were several causes for the Wars of the Roses. The prolonged Hundred Years' War with France was over but it had engendered inordinate greed in the English nobles. Now that they could no longer win booty and glory abroad, they began to fight with each other. There were many military men left unpaid by the bankrupt Lancastrian Government These soldiers were ready to fight for any noble who was willing to employ them. But a more important cause was the incompetence on the part of the Lancastrian King, Henry VI to provide a strong government. As a result of his weak rule there was general lawlessness in the country.

The war started with the Battle of St. Albans (1455) in which Richard. Duke of York, defeated Henry VI In 1461 York's son won the Battle of Towton and proclaimed himself King Edward IV But Henry VI managed to become King again with the help of Earl of Warwick, the wealthiest of the English nobles. In 1471 Edward defeated and killed Warwick in the battle of Barnet. Henry VI was imprisoned and later put to death. Thus Edward IV was able to rule in peace for another twelve years upto 1483, the year in which he died. His little son Edward V could not rule long because the boy king's uncle Richard, Duke of Gloucester, made himself. King Edward and his brother were believed to have murdered by their wicked uncle. The usurper Richard III found it extremely difficult to keep him on the throne, as he was opposed by both the Yorkists and the Lancastrians

Let Us Sum Up

In this unit, you have learned about the following:

The Lancastrian heir to the throne was now a Welshman, Henry Tudor. In 1485 he defeated and killed Richard III and thus became the King of England.

Check your Progress

- 1) ____ a peasant girl who defeated the English troops at the battle of Patay.
- 2) ____ struck down a tax-collector who was insulting him and his family's peasants.
- 3) ____ A major event of the first stage of the war was the sea battle off the in 1340.
- 4) The followers of ____ babblers. were called Lollards or

Glossary

Lancastrians - The Lancastrian Kings were the descendants of John of Gaunt.

Yorkists - The Yorkists were the descendants of the Duke of York.

Answers to check your progress

1. Joan of Arch
 2. King Harthacnut
 3. The Battle of Sluys
 4. John Wycliffe
-

Suggested Readings

Xavier A. G. An Introduction to the Social History of England. Viswanathan Publishers: Chennai, 2015.

G.M. Trevelyan. English Social History. A Survey of Six Centuries: Chaucer to Queen Victoria. Green & Co Ltd: London, 1956.

Unit - 5

The Renaissance

Structure

Overview Objectives

5.1 Introduction

5.2 Causes of the Renaissance

5.3 Renaissance in Italy

5.4 Renaissance in England

5.5 Effects of the Renaissance on English Literature: Let Us Sum Up

Check your progress

Glossary

Answers to check your progress

Suggested Readings

Overview

The unit explores through the age of Renaissance and traces the origin and causes of the movement. It elaborates the effects and impact that the movement had on English literature.

Objectives

After completion of this unit, you will be able :

To help students understand the period of transition from the Medieval to the modern age

- To acquaint students with the knowledge of Renaissance in Europe.
-

5.1 Introduction

Renaissance literally means rebirth. The word is usually used with reference to the revival of learning of classical literature between the fourteenth and the sixteenth century. But it was more than that. During this period there developed a spirit of inquiry, a spirit of freedom of thought and action Men were no longer willing to accept without question the teachings, the superstitions and the customs of the past. There was a tendency to develop a critical attitude towards medieval institutions Social, political and religious ideas were all revolutionized. In short, a great change was taking place in men's attitude towards themselves and the world It was as though a new life had begun. In the words of Prof Jebb, "The Renaissance in the largest sense of the term is

the process of transition in Europe from the medieval to modern order". The word "Renaissance" suggests different things to different people. To a student of social history, the word suggests the breaking up of the regime of feudalism and chivalry and the birth of new social conditions. To a student of religious evolution, it suggests the Reformation and Counter-Reformation. To the lover of art and literature Renaissance means the recovery of the Masterpieces of the ancient world and the revived knowledge of Greek and Latin. To a scientist the word implies maritime exploration and the founding of astronomy anatomy, physiology and modern medicine. Hence, Walter Pater is right in calling the Renaissance "a complex and many-sided movement".

5.2 Causes of the Renaissance

There were certain inventions and discoveries which contributed to the general movement of the Renaissance of these the most important was the invention of the printing press. The art of printing was introduced into Europe by John Gutenberg of Germany in 1454 and in a few years, presses were established in every important town of Western and Central Europe. The first Latin Bible was printed in 1455 at Mainz in Germany. The art of printing reached Italy in 1465, Switzerland in 1467. France in 1470, Austria and the Netherlands in 1473 and Spain in 1474. The first printing press in England was established in 1476 by William Caxton at Westminster. The next few years saw the establishment of presses in many towns in England. Thus the press at Oxford was set up in 1478 and the one at St. Albans in 1479 The first printing press in London itself, as distinct from Westminster, was set up in 1480.

The immediate effect was that books became cheaper and more plentiful. In the Middle Age the production of books was a slow process because they had to be produced by a copyist of the monasteries, and naturally enough knowledge was confined to the four walls of monasteries. With the advent of printing press, knowledge could spread far and wide, which in turn fostered a questioning attitude. Another invention of great importance was the mariner's compass which enabled sailors to undertake longer voyages than had hitherto been possible. Before this invention navigators could not venture far out of sight of land after the compass came into use, the exploration of distant seas became possible and till then accepted ideas of the world's shape and size were found to be false. With the invention of the telescope a century later, observers could scan the sky, which made the beginning of the science of astronomy. The true position of the earth in the solar system was realised and the former teaching on this matter was discredited. After the capture of Constantinople, the capital of the Eastern Roman Empire,

by the Turks in 1453 there was a regular exodus of Greek scholars. They were welcomed in many parts of Europe and their presence stimulated among Italians, French and English a new enthusiasm for classical learning and culture.

5.3 Renaissance in Italy

The Renaissance started in Italy. Dante, Petrarch and Boccaccio prepared the ground. By 1396 the Greek language was taught in Italy by a Greek, Chrysoloras from Constantinople. After the fall of the eastern capital on May 29, 1453, most of the Greek scholars fled from there and following the existing trade routes came to Italy. Italian States were ruled by despots who competed with one another in the splendour of their courts. They welcomed the Greek exiles to their capitals and posed as patrons of literature and art. From the time onwards the study of the language and literature and philosophy of Greece became the fashion and enthusiasm of the cultured classes in Italy. Another great Italian writer of the period was Machiavelli.

In France the effect of the Renaissance was seen in the love poetry of Ronsard, the vigorous prose of Francois Rabelais, and the scholarly essays of Montaigne. In Spain the literary glory of the Renaissance was the glory of Cervantes. His "Don Quixote", a burlesque of the romances of Chivalry, is the most beautiful and wonderful gift of the Renaissance to the literature of the world.

5.4 Renaissance in England

In England the Renaissance was heralded by Geoffrey Chaucer and Selling who had contacts with Italy. But it was only some years later that classical scholarship had an earnest beginning in England.

Renaissance in the field of Literature

A good start was given by three Oxford friends - Thomas Linacre, William Grocyn and Hugh Latimer. All of them studied in Italy and later lectured on Greek at Oxford University. After them John Colet founded St. Paul's Grammar School, the first school in England completely devoted to the study of classical literature. The Latin Grammar prepared by William Lily, the first headmaster of the school, remained the standard text-book for two centuries. Other schools like Christ's Hospital and the Charterhouse were started in London. Outside London, there was similar activity. In all sixty-three new schools were founded in the reign of Henry VIII, fifty in that of Edward VI, nineteen in that of Mary and one hundred and thirty-eight in that of Elizabeth, while older schools were everywhere remodelled upon the new lines.

Apart from the study of the classics in their original, the period of the

Renaissance was also an age of translation Virgil. Ovid. Cicero,

Demosthenes and Plutarch were all translated into English. The first part of Chapman's *Home* appeared in 1598. These translations enabled even those who did not know Greek and Latin to share the fund of classical literature. Thus, people like Shakespeare who knew little Latin and less Greek became familiar with classical mythology. The Renaissance in literature may be said to have begun in England with Sir Thomas More His most famous work. "Utopia" which is a Greek word meaning "nowhere" was written in Latin and first published in 1516. The English translation was published in 1551. The contemporary and friend of More was Erasmus, a Dutchman by birth, but studied in England. He was one of the last European writers who wrote in Latin. His most famous work was "The Praise of Folly". He also published an edition of the New Testament which contained in parallel columns the original Greek text and a new Latin rendering of his own. But Spenser, the author of the first great English epic "Faerie Queene", is the representative poet of the English Renaissance. The genius of Renaissance in England found its fullest expression in the romantic drama a good bulk of which was written by Shakespeare Other memorable names of the Renaissance period are Ben Jonson, Francis Bacon and Christopher Marlowe, the father of English tragedy. During this period of Renaissance educational ideals underwent great changes. In the Middle Ages there were two schemes of education, one devised for the clergy and the other to make a "perfect and gentle knight" This system became inadequate to meet the demands of the modern age So a new educational system had to be devised. Chief among those who conducted educational experiments were Comenius, Rabelais and Montaigne. The purpose of education as conceived by them was "to fashion, not the scholar, but the man to bring out all the faculties in harmonious and well-balanced development to prepare for life in the widest sense of the term"

i) Renaissance in the field of Science

With the capture of Constantinople by the Turks, it became necessary for the European nations to find new trade routes to the East. The invention of the mariner's compass gave them courage to undertake maritime exploration. Thus, Columbus discovered America. In 1492 Vasco da Gama reached Calicut on the west coast of India . Magellan set out on his exploration of the Pacific Ocean in 1519. In 1521 he reached the Philippines where he was killed. His lieutenant Sebastian del Cano returned to Spain in 1522, having completed one of the great feasts of history, the first circumnavigation of the world. All through the Middle Ages the world at large had accepted the cosmology taught by

Ptolemy of Egypt, according to which the earth was the centre of the universe. Towards the middle of the sixteenth century Copernicus of Holland discovered that the sun was the centre of the universe Kepler and Galileo, following in his steps, revealed the solar system in its main features as we know it today.

ii) Renaissance in the field of Religion

The Renaissance in religion consists of two movements the Reformation and Counter- Reformation. The Reformation started in Germany. Martin Luther, the leader of the movement, translated the Old and New Testaments into German. William Tindale gave an English rendering of the translation made by Erasmus. These translations of the Bible helped people read and interpret the text for themselves. On the whole the new Reformation movement had a disintegrating influence on the till then united Church of Europe. As an antidote to this, there started a Counter-Reformation and the founding of the Society of Jesus by Ignatius of Loyola in 1540.

iii) Renaissance in the field of Art

The names closely associated with the Renaissance in Art and literature are those of Michael Angelo, Raphael and Leonardo da Vinci. They were all-rounders, poets, painters and sculptors. Their works are the glory of the picture galleries in Europe. As sculptor Michael Angelo's most famous works are the statues of David and Moses and the pieta, ie, the sculpture of Virgin Mary holding dead body of Christ on her lap. As a painter, he painted the ceiling of the Sistine Chapel and the great fresco of the "Last Judgement" on the wall of the same Chapel As a poet. Michael Angelo wrote many sonnets and love poems. In his short life Raphael painted a number of magnificent pictures, the majority of them being the Madonnas. Leonardo da Vinci is famous for the fresco of the "Last Supper" in the refectory of Maria delle Grazie in Milan.

V) Renaissance in the field of Architecture

Architecture like other branches of learning underwent a classical revival which spread over the whole of Europe Roman and Greek styles with columns and round arches and domes replaced the medieval Gothic style with its pointed arches, soaring pinnacles and spires. St. Peter's Basilica in Rome is the greatest example of the new style. This style reached England in the seventeenth century through the works of Inigo Jones and Christopher Wren, whose greatest work was the reconstruction of St. Paul's Cathedral in London. After the Great Fire of 1666. Wren also built fifty-two other churches in the city.

5.5 Effects of the Renaissance on English Literature

The Renaissance had a profound effect on Elizabethan literature. The Latin and Greek classics were all translated into English during the Elizabethan age. Thanks to Caxton's printing press, they were made available at a cheap price to the reading public. The Renaissance spirit, with its love of beauty and freedom, coloured all the literary genres.

i) The influence of the Renaissance on English prose:

Montaigne, a French writer, was the first to use the form of the essay. In his essays Montaigne tried to give instructions to people on matters of day-to-day importance. Bacon uses the same form and spirit in his English essays. He covers man's relationship with man, man's relationship with woman, man's relationship with the ruler and man's relationship with God. His approach is rational and pragmatic. It is that of a layman. Bacon's style is remarkably pithy and terse. He uses plenty of picturesque images. Bacon's only fault is his profuse use of Latin tags. This was unavoidable because in the Elizabethan age both readers and writers were steeped in Latin scholarship.

ii) The influence of the Renaissance on Elizabethan poetry

The Italian poet Petrarch was the father of the sonnet form, consisting of an eight-line octave and a six-line sestet. The subject of Petrarch is his adoration of a scornful mistress. The English sonneteers Wyatt and Surrey copied both the manner and matter of Petrarch. But Shakespeare deviated from this foreign pattern. He adores male, a dubious relationship. The woman in Shakespeare's sonnets is not an earthly angel as in Wyatt, Surrey and Petrarch. She is a strumpet, pure and simple. She is dark not only in complexion but also in character. In form also Shakespeare deviates from Petrarch. He does not use the Petrarchan octave-sestet pattern. He uses three four-line stanzas clinched by a final rhyming couplet. This pattern gives him the ease and flexibility necessary to explore a theme.

Edmund Spenser is another remarkable Elizabethan poet. The Italian poet Dante used the allegorical mode in his Divine Comedy. Spenser uses this mode more elaborately in his epic poem, *The Faerie Queene*. This poem can be read as a political allegory. The poem can be interpreted as a moral allegory also, with the characters pointing to various virtues and vices. This shows the influence of the Reformation on Spenser. Besides innovating the allegorical technique, Spenser devised Spenserian stanza. This is longer than the usual stanza but shorter than the sonnet. It gives the easy pace necessary for a slow-moving narrative. The long line at the end brings the stanza to a dignified close. At the same time, it links it to the succeeding stanza. The

picturesque word pictures and onomatopoeic effects in Spenser served as a model to the later poets, Milton, Keats, and Tennyson. Spenser is rightly regarded as 'poets' poet'.

iii) The Influence of the Renaissance on Elizabethan drama

Shakespeare was the most popular and powerful of the Elizabethan dramatists. He was a child of the Renaissance. His plays *Romeo and Juliet* and *The Merchant of Venice* have an Italian back ground. *Troilus and Cressida* has Greek characters. His *Julius Caesar*, *Antony and Cleopatra* and *Coriolanus* and his poem "The Rape of Lucrece", have a Roman background. Shakespeare got the material for the Roman plays from the English translation of Plutarch's Lives. Holinshed's Chronicles supplied him with material for his English history plays. Both Holinshed and Plutarch were in wide circulation, thanks to Caxton's printing press.

Another major influence on Shakespeare was Machiavelli's *The Prince*. Machiavelli wants the king to be unscrupulous in compassing his aim. Shakespeare's villains, Edmund, Iago and Octavius Caesar, are all unscrupulous Machiavellians. The revenge motive was popularized by the Roman playwright Seneca and the Greek, Euripides. This motive is used extensively by Shakespeare, Tourneur, Webster, etc. The Renaissance character of lusting for power is reflected in Marlowe's *Tamburlaine*. His *Faustus* embodies the Renaissance thirst for knowledge. Playing with words is a typical Renaissance trait. We see this in the Shakespearean characters punning and making declamatory speeches.

iv) The Influence of Plato's Republic on Elizabethan writers. Plato's *The Republic* is a search for an ideal state. This work inspired many writers to launch similar searches. More's *Utopia*, Sidney's *Arcadia*, Lyly's *Euphues* and Bacon's *New Atlantis* are all searches for an ideal state along the lines of Plato's Republic.

v) The influence of Aristotle and Horace on the Elizabethan literary critics Aristotle's *Poetics* and Horace's *Ars Poetica* are ancient classics in literary criticism. They inspired many critical writings in the Elizabethan age. Sidney's *Apologie for Poetrie*, William Webbe's *A Discourse of English Poetrie*, Puttenham's *The Arte of English Poesie*, Samuel Daniel's *The Defence of Ryme*-all these are important critical treatises of the Elizabethan age, influenced in some way or other by Aristotle and Horace.

Let Us Sum Up

In this unit, you have learned about the following:

Thus, the Renaissance left an indelible mark on all literary forms in the Elizabethan age. The Renaissance spirit, with its love of beauty and freedom, coloured all the literary genres.

Check your Progress

- 1)_____is rightly regarded as 'poets' poet'.
- 2)_____John Colet founded_____, the first school in England completely devoted to the study of classical literature.
- 3)_____gave an English rendering of the translation made by Erasmus.
- 4)_____In 1492 Vasco da Gama reached _____ on the west coast of India

Glossary

Renaissance

Answers to check your progress

1. Edmund Spencer
2. St.Paul School
3. Erasmus
4. Kozhikode

Suggested Readings

G.M. Trevelyan. English Social History. A Survey of Six Centuries: Chaucer to Queen Victoria. Green &Co Ltd: London, 1956.

Fischer H.A.L. History of Europe. Orient Black Swan: Chennai, 2015

Unit - 6

Reformation

Structure

Overview

Objectives

6.1 Introduction

6.2 Reformation in Europe

6.3 Reformation in England

6.4 The part played by Henry VIII:

6.5 Influence of the Reformation on English Literature:

Let Us Sum Up

Check your Progress

Glossary

Answer to Check your Progress

Suggested Readings

Overview

The unit deals with Reformation movement that was spread across Europe and traces the growth and development of the religious reformation instigated by the reign of Henry VIII

Objective

• To enable students to acquire a basic knowledge of the Reformation in Europe and its impact on English Literature.

6.1 Introduction

The Reformation was a world-wide religious movement. It started in Germany. It spread to other nations quickly like wildfire.

6.2 Reformation in Europe

i) Causes of the Reformation in Germany

The Popes and other dignitaries of the church led luxurious lives. They were hugely interested in hunting and eating sumptuously. They did not evince any interest in preaching or in promoting the welfare of the congregation. As a result, there was wide- spread dissatisfaction against the church. To make matters worse Pope Julius II decided to pull down

the old medieval church of St. Peter and construct a grand new Basilica. The next Pope, Leo X, ran short of funds. He hit upon the idea of raising funds by pardoning sinners and selling indulgences to them if they donated money generously towards the construction of St. Peter's Basilica. The superstitious people thought that they could escape hell and go to heaven by paying the Pope. An enlightened German monk by name Martin Luther objected to the commercialization of the church. Luther prepared ninety-five objections against the practice of selling indulgences. He nailed them on the door of the Wittenburg church. This sent shock waves throughout Europe Pope Leo X unthinkingly signed a bill excommunicating Luther. Luther was uncompromising. He burnt the bill publicly. All the protesters against the corrupt Roman Church rallied behind Luther. Thus was born the Protestant religion. Breaking the vow of celibacy Luther married a nun who was junior to him by sixteen years Following Luther's example, thousands of monks and nuns broke away from the church and got married

ii) Reformation in Switzerland and France

The Protestant religion started by Martin Luther guaranteed a good deal religious freedom to its followers. Similar movements were started in Switzerland by Ulrich Zwingli and by John Calvin in France

6.3. Reformation in England

There are many differences between the circumstances which led to the Reformation in Germany and those which led to the Reformation in England. The German Reformation was due to Martin Luther's doctrinal clash with the Pope. But in England the clash was purely due to personal reasons.

6.4. The Part Played By King Henry VIII

In the beginning Henry VI was a staunch supporter of Pope Leo X. He showed his loyalty to the Pope by banning Martin Luther's controversial works in England. Also, he published his Assertion of the Seven Sacraments, rebutting Luther's charges point by point The Pope was immensely pleased with the king's unstinted support. In recognition of his sincere service, the Pope bestowed the title, 'Defender of the Faith'.

i) Henry VIII's break with Rome

Henry's harmonious relationship with Rome was stained when he wanted to divorce his wife Catherine of Spain and marry a lady-in-waiting Anne Boleyn. The Pope did not grant permission to the proposal. The infuriated King decided to retaliate against the Pope. He convened a Parliament which was favourable to him. It came to be called the

Reformation Parliament. He got the Parliament to pass a series of Acts which curtailed the powers of the Pope. First Henry dismissed Cardinal Wolsey and William Warham who could not carry out his wishes. He appointed his stooge Thomas Cranmer to the post of the Archbishop of Canterbury. Second, the Reformation Parliament cut down the fees payable to the Catholic clergy. Third, the King's control over the church courts was tightened. Appealing from the English courts to Rome was forbidden. Fourth the bishops were appointed by the King. The Pope had no longer any say in the matter. What was more, people were exempted from paying annates', (a part of their income) to the bishop. Thus the dignitaries of the Roman church were deprived of their powers and privileges little by little. They became mere dummies.

ii) The Act of Supremacy, 1534 the death blow to the Pope's authority

Henry VIII got the Reformation Parliament to pass the Act of Supremacy in 1534, This Act dealt a death blow to papal authority in England. According to this Act, Henry became the supreme head of the Church of England. Whoever disputed this was accused of treason and put to death Sir Thomas More and Bishop Fisher adamantly refused to acknowledge the supremacy of Henry. They were promptly beheaded. Their heads were displayed on London Bridge to threaten all dissenters into submission. This inhuman measure was counter-productive. Instead of driving people away from the Roman church, it turned them against Henry.

iii) Henry's dissolution of monasteries

Henry's treasury was badly depleted because of his lavish expenditure. To augment his resources, Henry dissolved all the monasteries and seized their wealth. He distributed the monastic land among his servile courtiers.

iv) Henry's religious measures

To create an impression that he was interested in religious reformation, Henry got the Parliament to pass the Statute of Six Articles. Skeptics described it as a 'whip with six strings. There was nothing anti- Catholic about the provisions of this Act. The Act inflicted death penalty on whoever disputed the doctrine of transubstantiation, and such practices as confession, private mass, chastity, celibacy of the clergy and use of wine by the clergy in the ritual of communion. All these were basically Catholic practices. Thus, Henry VIII showed himself as a supporter of the Catholic religion and an opponent of only the Pope. Hilaire Belloc's assessment of Henry VIII as a king who tried to keep England Catholic without the Pope' is cent percent correct.

v) The English Reformation during the reign of Edward VI

The dissolution of the monasteries effected by Henry VIII was carried to its logical conclusion by the next king, Edward VI. He dissolved the chantries also. In 1549 the Prayer Book prepared by Archbishop Cranmer, was prescribed. It was to be followed in all churches in England. The Prayer Book contained nothing new. It retained the Catholic doctrine of transubstantiation.

vi) Reformation during the regime of Mary Tudor

Mary reversed all the anti-Catholic and anti-Papal measures of her father, Henry VIII. She abolished the English Prayer Book enforced by Edward VI. She tried to wipe out Protestantism by burning its supporters. Among the three hundred people who were burnt were John Rogers, Cranmer, Ridley and the preacher Latimer. These ruthless measures earned her the nickname 'Bloody Mary'. Mary died unhappily in 1558. She was succeeded by Elizabeth.

vii) The Elizabethan settlement

Elizabeth undertook to heal the wounds caused by the rulers, Henry VIII and Mary. She avoided their extreme measures. At the same time, she was particular about maintaining the sovereignty of England. She did not like England to become a slave of Rome. The Act of Supremacy bestowed on Elizabeth the title of Supreme Governor. This was in contrast to the title of Supreme Head of the Church of England bestowed earlier on Henry VIII by the same Act. The Act of Uniformity required all the clergymen to strictly follow the Prayer Book in their services. Also, all the people in the country were compelled to go to church on Sundays. Absentees were fined ten pence. The extreme Catholics and Protestants did not attend the church because of Queen Elizabeth's moderate stand. They chose to pay the penalty of ten pence. The Reformation entered England because of the domestic squabbles of Henry VIII. Later, the Roman Church was stripped of its powers gradually by successive rulers. Through her mild measures Queen Elizabeth established the superiority of the Church of England to the Roman Church. She did not behead or burn anybody. So she was adored by the masses.

6.5. Influence of the reformation on English literature

i) The Bible

The greatest Influence of the Reformation was in the production of the Bible Wyclif (1320-84) was the first to attempt a translation of the Bible. But he could not complete his work. William Tyndale (1536) gave the Bible its modern shape. Tyndale was persecuted a great deal for his strong religious faith. He has driven abroad. He got a part of his English

New Testament printed at Cologne. He relied upon the Hebrew and Greek originals. Miles Coverdale's was the first complete English Bible. The Authorized Version of the Bible was brought out in 1611 under the guidance of King James. It is studded with poetic passages. Biblical expressions such as 'athorn in the flesh, a good Samaritan', 'sweat of the brow, etc., have become part and parcel of the English language.

ii) Influence of the Reformation on Poetry

Many English poets are steeped in strong religious feelings. The Metaphysical poets, particularly Donne, Herbert and Marvell, exhibit a strong interest in theological issues. Donne's "Holy Sonnets" and lyrics such as "A Hymn to God the Father" show him wrestling with religious problems. Milton is another religious poet His Paradise Lost shows him torn between God and Satan. His pastoral elegy Lycidas shows his loathing of the corrupt clergy of his time who 'creep and climb' into the church for 'bellies' sake' Hopkins's Wreck of the Deutschland and Terrible Sonnets show him doubting God and finally accepting Him. T.S.Eliot is intensely religious. He depicts the spiritual aridity of post-war Europe in The Waste Land.

iii) Influence of the Reformation on Drama

Shakespeare sharply reacts against the Puritans of his time through his critical portrayal of characters such as Malvolio in Twelfth Night and Jaques in As You like It. His dark comedy Measure for Measure preaches the value of Christian forgiveness. All the plays of T.S.Eliot are permeated by Christian values.

iv) Influence of the Reformation on Prose

The influence of the Reformation, particularly of Puritanism, is seen in John Bunyan's The Pilgrim's Progress. Dr. Johnson's Rasselas and Swift's Gulliver's Travels. All these writers disapprove of licentiousness in very strong terms. In contrast to this puritanical strain is the philosophy of uninhibited enjoyment advocated by D.H. Lawrence of our age.

Let Us Sum Up

In this unit, you have learned about the following:

The Reformation, with its stress on order, discipline and moral rectitude, had a great deal of influence on English literature.

Check your Progress

- 1) The Authorized Version of the Bible was brought out in-----
under the guidance of King James.

2) Luther prepared ninety-five objections against the practice of selling indulgences. He nailed them on the door of the ----- .

Glossary

Reformation - The Reformation was a world-wide religious movement

Protestant - All the protesters against the corrupt Roman Church rallied behind Luther. Thus was born the Protestant religion

Answer to Check your Progress

1) 1611

2) Whittenburg Church

Suggested Reading

G.M. Trevelyan. English Social History. A Survey of Six Centuries: Chaucer to Queen Victoria. Green &Co Ltd: London, 1956.

Shaw, David. Necessary conjunctions: the social self in medieval England. Springer, 2016.

The Dissolution of the Monasteries

Structure

Overview

Objectives

7.1 Introduction

7.2 Henry VIII and the Dissolution of monasteries

7.3 Causes of the Dissolution of Monasteries

7.4 Course of the Dissolution of Monasteries

7.5 Effects of the Dissolution of Monasteries

Let Us Sum Up

Check your progress

Glossary

Answer to Check your Progress

Suggested Readings

Overview

The unit deals with the dissolution of monasteries which was ordered by Henry VIII and traces the varied causes of the issue.

Objective

- To help students understand the Causes, the course and the consequences of the dissolution of the monasteries.
-

7.1 Introduction

The dissolution of the monasteries was an important step taken by Henry VIII. Edward VI followed up Henry VIII by dissolving chantries and all religious endowments. Let us analyse the causes, course and results of this momentous happening.

7.2 Henry VIII and the Dissolution of Monasteries

Henry's harmonious relationship with Rome was stained when he wanted to divorce his wife Catherine of Spain and marry a lady-in-waiting Anne Boleyn. The Pope did not grant permission to the proposal. The infuriated King decided to retaliate against the Pope. He convened a Parliament which was favourable to him. It came to be called the Reformation Parliament. He got the Parliament to pass a series of Acts which curtailed the powers of the Pope. First Henry dismissed Cardinal

Wolsey and William Warham who could not carry out his wishes. He

appointed his stooge Thomas Cranmer to the post of the Archbishop of Canterbury. Second, the Reformation Parliament cut down the fees payable to the Catholic clergy. Third, the King's control over the church courts was tightened. Appealing from the English courts to Rome was forbidden. Fourth the bishops were appointed by the King. The Pope had no longer any say in the matter. What was more, people were exempted from paying annates', (a part of their income) to the bishop. Thus, the dignitaries of the Roman church were deprived of their powers and privileges little by little. They became mere dummies.

Henry VIII got the Reformation Parliament to pass the Act of Supremacy in 1534, This Act dealt a death blow to papal authority in England. According to this Act, Henry became the supreme head of the Church of England. Whoever disputed this was accused of treason and put to death Sir Thomas More and Bishop Fisher adamantly refused to acknowledge the supremacy of Henry. They were promptly beheaded. Their heads were displayed on London Bridge to threaten all dissenters into submission. This inhuman measure was counter-productive. Instead of driving people away from the Roman church, it turned them against Henry. Henry's treasury was badly depleted because of his lavish expenditure. To augment his resources, Henry dissolved all the monasteries and seized their wealth. He distributed the monastic land among his servile courtiers.

7.3. Causes of the Dissolution of Monasteries

i) The impact of Martin Luther

The monasteries were centres of learning many centuries ago. The monks who lived here were devoted to the cause of education. Also, they functioned as hospitals. The poor and the orphaned were taken care of here. But in course of time the monasteries degenerated. They became dens of vice. The fourteenth century eye witnessed this downward trend. Chaucer, Langland and Wycliffe were the first to protest against the depravity and extravagance of the monks. The Oxford reformers joined this chorus of condemnation. Even the soberest Erasmus attacked the ignorance and idiocy of the monks in his bitter pamphlet, In Praise of Folly. Kindled by these local reformers as well as by the German reformer, Martin Luther, the anger of the people against the monasteries, reached the boiling point in the age of Henry VIII.

ii) Purely personal

Henry VIII decided to dissolve the monasteries on purely personal

grounds. The Pope did not allow Henry to divorce his wife Catherine and marry her lady-in-waiting Anne Boleyn. The monks were all supporters of the Pope. The closing down of the monasteries and disbanding of the unfaithful monks was Henry's indirect revenge on the Pope.

iii) Empty treasury

Because of his several wars with France, and other neighbouring countries, Henry's treasury was empty. He badly needed money to satisfy the demands of his greedy courtiers. The only way out of his financial stringency was to seize the fabulous wealth of the monasteries.

7.4. Course of the dissolution of monasteries

i). Destruction of small monasteries

The Reformation Parliament extended its unfailing support to Henry's move. The Act of 1536 empowered him to dissolve 276 lesser monasteries at first.

ii) Popular uprisings

The wholesale destruction of the monasteries sparked off three popular uprisings. The first occurred in Lincolnshire. It was brutally suppressed by the military force led by the Duke of Suffolk. The second uprising known as the Pilgrimage of Grace, occurred in 1536 in Yorkshire. It was a very serious upheaval. The monks were very popular in Yorkshire. They had been helping beggars and travellers and also functioning as sheep-farmers for a long period. Their destruction would be a grievous loss to society. A lawyer called Robert Aske mustered the rebellious monks and captured York. Seeing their formidable strength, the king offered a general pardon of the rebels. The rebels subsided. But the King reacted ferociously when a very large uprising broke out in 1539. He instructed his soldiers to catch the rebels, hang them up in trees or quarter them and set afire their heads and quarters in every town. This terrible spectacle had the desired effect. The rebels subsided.

iii) Dissolution of the larger abbeys, 1539

Following this development, all the larger abbeys were dissolved in 1539. The famous shrine of Becket at Canterbury was pillaged and its offerings confiscated in 1538. After mock trials the abbots of Colchester and Glastonbury were publicly executed along with their supporters. These ferocities had the desired effect. The less brave spirits gave in. Soon there were no monasteries left.

7.5. Effects of the Dissolution of Monasteries

i) The misuse of the monastic property

The monastic income was one-third of the total income of England. Only a very small part of it was spent on starting colleges and re-building the navy. The king and his greedy courtiers swallowed most of the spoil. A new middle class arose. It consisted of people who had bought monastic land at a cheap rate. They remained loyal to Henry VIII. The original abbey buildings were ruthlessly destroyed. Their roofs were despoiled for their valuable lead. Their walls were quarried for constructing new buildings. This was a veritable orgy of destruction. Most of the noblest monuments were lost. The libraries in many abbeys had rare manuscripts. They were all destroyed.

ii) Increase of unemployment

Nearly 15,000 monks and their servants were rendered jobless. They increased the already large number of the unemployed. The benefices or pensions announced to the monks were never paid. These monks became beggars.

iii) Gaps in national life

The gentlemen helped by the monasteries were now abandoned. Similarly, the young girls brought up virtuously in nunneries had now nobody to protect them.

iv) Sea-side abbeys

Sea-side abbeys-maintained sea-walls, dykes, bridges and highways.

The destruction of these abbeys left the nation unprotected.

Let Us Sum Up

In this unit, you have learned about the following:

Thus, in many ways the dissolution of the monasteries caused an irreparable loss to the nation. It was all due to the sloth and luxury of the monks.

Check your Progress

- 1)_____got the Reformation Parliament to pass the Act of Supremacy in 1534
- 2) _____empowered him to dissolve 276 lesser monasteries at first.
- 3)_____The Pope did not allow Henry to divorce his wife Catherine and marry her lady-in-waiting .

Glossary

Dissolution – to dissolve, to stop, to cease Monasteries – The religious centres of learning Treasury – the collection of state wealth Answers to check your problems

Answer to Check your Progress

- 1) Henry VIII
 - 2) The Act of 1536
 - 3) Anne Boleyn
-

Suggested Readings

Shanmugakani A. Social History of England. Manimekala Publishing House, Madurai, 2015.

G.M. Trevelyan. English Social History. A Survey of Six Centuries: Chaucer to Queen Victoria. Green & Co Ltd: London, 1956.

Unit - 8

The Golden Age of Queen Elizabeth

Structure

Overview

Objectives

8.1 Introduction

8.2 Queen Elizabeth's Religious and Economic Policies

8.3 The Foreign Policy of Queen Elizabeth

8.4 Social Life in the Elizabethan Age

8.5 The Elizabethan Theatre and Audience Let Us Sum Up

Check your Progress

Glossary

Answer to check your progress

Suggested Reading

Overview

The unit deals with the social, political, and economical dimensions of the era of Elizabethan age. It extensively covers the reign of Queen Elizabeth.

Objectives

- To enable students to acquire a basic knowledge of Queen Elizabeth's Golden Age in England.
 - To acquaint students with Queen Elizabeth's religious toleration, economic policies, the Poor Laws, foreign policy and the maritime activity
 - To familiarize students with the outline sketch of the Elizabethan theatre and audience.
-

8.1 Introduction

Queen Elizabeth, I was a charismatic leader. The poets of her time praised her in superlative terms. She was Spenser's Gloriana, Raleigh's Cynthia and Shakespeare's 'fair vestal.' She was regarded by her countrymen as a living goddess. With her lofty vision and humanistic learning, Elizabeth won the hearts of all.

8.2 Queen Elizabeth's Religious and Economic Policies

i) Queen Elizabeth's Religious Toleration:

Elizabeth's predecessors were religious fanatics. Henry VIII beheaded Thomas More because he did not acknowledge Henry's supremacy and supported the Pope. Mary Tudor burnt many Protestants in an attempt to revive the Catholic faith. Elizabeth was aware of people's disillusionment with religious frenzy. She got her Parliament to pass the 'Act of Thirty-Nine Articles of Belief', according to which praying and preaching were to be only in English. This patriotic move was widely welcomed by the people. She compelled the clergy to wear surplices. If they did not do so she sacked them. She took only such mild measures. She did not go to the extreme extent of killing non-conformists in large numbers. She got Mary, Queen of Scots, executed because the latter plotted to overthrow Elizabeth and come to power herself. People did not protest against Mary's execution. They welcomed Elizabeth's stern measures to establish stability in the country.

ii) Queen Elizabeth's Economic Policies

Elizabeth was an astute economist. She avoided religious wars. She took the following concrete to the glaring economic problems of her time.

a) The problem of debased coinage

Because the coins in Elizabeth's time were debased, their value decreased, as a result, prices rose. To arrest this trend, Elizabeth started a special mint in 1560. The old debased coins were melted here. New coins of standard quality were minted and circulated. The fall in the value of money was stopped.

b) Steps to train unskilled artisans

Cultivable land was enclosed to provide pastures for sheep. As a result, many farmers lost their jobs and became wanderers. At the same time there was a growing scarcity of skilled artisans in certain other places. To solve this problem a statute was passed, compelling inexperienced artisans to undergo apprenticeship for seven years. Seven years was too long a period. Able-bodied but unskilled men were made to serve as agricultural labourers. Justices of Peace were empowered to fix the wages and working hours of labourers, taking local conditions into consideration. Thus, Elizabeth solved many rampant economic problems through her Statute of Apprentices.

c) Granting of patents of monopolies

At first patents of monopolies were given to certain people. It authorized

them, and them only, to produce particular commodities for a particular period. The Patent Law was intended to promote mining and manufacturing industries. But this led to a lot of abuse, as patents were granted to favourites or sold for a profit. To put an end to these evils, Elizabeth's Parliament passed an Act in 1601. It withdrew existing monopolies and granted new ones.

iii) The Elizabethan Poor Laws

The dissolution of monasteries led to the abandonment of the poor and the disabled. Many of them took to thieving and begging. To help the poor, a series of Poor Laws were passed. In each parish propertied people were taxed to build up a fund for the maintenance of the poor. All able-bodied people were given work to do. If they refused to work, they were whipped and shut-in houses of correction. Thus, Elizabeth took many steps for the improvement of the economy.

8.3. The Foreign Policy of Queen Elizabeth

England was hemmed in by hostile nations on all sides. The most dangerous among them were Spain, France and Scotland; Elizabeth adopted all kinds of methods to decimate her enemies. She promised to marry Philip so that he would remain submissive to her, at least for a short period. She finally evaded him. Philip became furious. He besieged England with his massive Armada. Elizabeth destroyed the Spanish Armada with the help of her sailors, Drake, Hawkins and Frobisher. As for France, she set the Huguenots (Protestants) and the Catholics in France against one another. So France was bogged down in the mire of local problems. Mary, Queen of Scots, came to England to topple Elizabeth. But Elizabeth forestalled her and got her executed for her traitorous deeds. Thus Elizabeth destroyed her foreign enemies and ensured internal peace and order.

i) Maritime activity in Elizabeth's time

The reign of Elizabeth eye-witnessed the beginning of maritime activity. Elizabeth promoted many companies for trading with foreign countries. The Muscovy established to facilitate England's trade with Russia. Sir Francis Drake voyaged round the world between 1577 and 1580. He challenged the monopolies of Spain and Portugal in the New World. In 1585 Elizabeth commissioned Drake and gave him two ships with which to plunder the Spanish West Indies. This venture was described as joint stock piracy. Sir Walter Raleigh established a colony in North America. He called it Virginia, in memory of Elizabeth, the virgin queen. In 1600 the English East India Company was started to promote trade with the Spice Islands. But the company reached India, instead. Thus the reign of Elizabeth saw the beginning of the naval supremacy of England.

ii) The Elizabethan Literature

The development of all forms of literature was the greatest glory of the Elizabethan era. The comedies and tragedies of Shakespeare, The Faerie Queene of Spenser, the Essays of Bacon and the critical writings of Sidney - these made Elizabeth's reign shine like a diamond. Because of progress in all walks of life, the Elizabethan age is regarded as the golden period of English history.

8.4. Social Life in the Elizabethan Age

In a social history of a country, we study how the people lived, their food habits, dresses, education, love and marriage etc. This also shows that the Elizabethans lived happily.

i. Food habits

The Elizabethan food consisted of meat and bread. Vegetables were little eaten. Potatoes were beginning to come. The time of the chief meal was at eleven or twelve and supper was five hours later. Elizabeth helped the fishermen by making people observe 'fish days'. During Lent season, on Friday's people were to take fish only. Owing to the demand for mutton and beef, cattle rearing became popular.

ii. Elizabethan building style

Church building was not very popular in the Elizabethan England. Instead, palaces and manor houses were built, displaying wealth, beauty and the glory of the period. Palaces were built in Italian style. The outer parts were built of stone and the interior was made of wood work. Smaller manor houses were built of red-bricks and some of timber. The window space was wider than in former times. Walls within were covered with tapestry or paintings. But the poor people in the village continued to live in the old-fashioned thatched houses.

iii. Dress fashions

The Elizabethans initiated the dress fashions of Italy and France. Jewels, gold chains and costly trinkets were worn by well-to-do men and women. In the Merchant of Venice Shakespeare pokes fun at the contemporary English men's dress. All chasses of people grew beards. Gentlemen wore swords as part of their dress in civil life. Duels were very common but killing was forbidden. Fencing with rapier and dagger was popular.

iv. Tours and pilgrimages

Pilgrimages were very common when England was a Catholic country. Pilgrimages became very rare with the Protestants. Tours became

popular. The English people visited places where the water was supposed to have medicinal properties. Buxton in Derbyshire was a popular resort. Bath was also famous. Inns developed to cater to the travelers. Historians say that the Elizabethan inns supplied good food and drinks to travelers. At the same time, they were notorious for robbers.

v. Education

In the days of Queen Elizabeth Oxford and Cambridge universities became more secular. Quite a number of laymen studied in them and took up services. Latin, Greek, Mathematics, history, philosophy etc. were taught to the students. These universities produced very good scholars of the period. Sir Philip Sidney, Sir Walter Raleigh, Camden and Hakulyt were students of Oxford; the Cecils, Bacon, Marlowe and Spenser were the students of Cambridge. There were no organised sports and games in those days. Hostel students were compelled to attend college chapel service. Usually the poor students became clergymen. Apart from Universities, there were many grammar schools started by Queen Elizabeth for the benefit of the common people.

vi. Love and Marriage

Though the Elizabethan poets and dramatists write about romantic love, in real life it was not so. Many girls were not educated well. They had to marry the boys chosen by their fathers. Traveyan records that at home women had no freedom and independence. They were often beaten up by their husbands.

vii. Growth of National Spirit

It was in the 16th century that England became a strong nation under a strong government. The defeat of the Spanish Armada boosted their morale. It must be noted that the various parts of the British Isles were united and the national spirit was promoted. Poets and dramatists began to sing the praises of 'merry England'.

8.5 The Elizabethan Theatre and Audience

The shape and condition of the Elizabethan theatre molded the character and quality of the Elizabethan drama to a large extent. The tastes of the Elizabethan audience also contributed to the strengths and weaknesses of Elizabethan drama.

i) The Elizabethan theatre

The Globe theatre was very popular in the Elizabethan age. Shakespeare wrote most of his plays for this theatre. This theatre was a wooden structure. It was hexagonal outside and round within. The stage

was divided into four parts. The front stage projected far into the auditorium. This part of the stage served as a street or battlefield or garden. It was open to the sky. The back stage was the part behind the pillars. It served as a large room, a palace hall, an office or a tavern as required. The walls of this part of the stage were hung with tapestry, black for tragedy and blue for comedy. There was a screened inner stage. It also served as Juliet's tomb and as Prospero's cell. The fourth part of the stage was over the inner stage. It was the balcony or the upper stage. It served as the window in Shylock's house from which Jessica threw the casket on the street. It also served as Cleopatra's monument. The dying Antony was raised to this place to kiss Cleopatra farewell.

ii) No front curtain in the Elizabethan theatre

The Elizabethan theatre had no front curtain. Therefore, a scene began with the entrance of actors and ended with their exit. Shakespeare's tragedies ended with men carrying the dead body of the hero. This was a tame conclusion. At the same time, it was the calm that comes after a storm.

iii) No painted scenery in the Elizabethan theatre

The Elizabethan theatre was bare. There was not much scenery on the stage. Shakespeare used poetry to create the necessary atmosphere. It is poetry which creates the picture of the shipwreck in *The Tempest* and the beautiful moonlit garden at the end of *The Merchant of Venice*.

iv) The absence of actresses on the stage

No women came forward to play women's roles in the Elizabethan age. Tender boys were employed to play female roles. Shakespeare got over this limitation by using powerful poetry in his romantic scenes. Thus, he immortalized Cleopatra with the poetic lines:

Age cannot wither her

Nor custom stale her infinite variety.

He did not tax the boy actors. In his romantic comedies, the heroine appeared in male guise in most scenes.

v) The crude taste of the Elizabethan audience

The majority of the Elizabethan audience was uneducated. Their tastes were crude. They enjoyed vulgar jokes. To please them Shakespeare used plenty of such jokes. Even in tragedies he used comic scenes and comic characters. The grave-diggers in *Hamlet* and the rustics bringing aspics in *Antony and Cleopatra* are comic characters. Shakespeare introduced them because the audience liked them. Shakespeare used

comic scenes in tragedies primarily to relieve the tragic tension of the audience. Shakespeare used fights and suspense to attract the audience. He introduced songs also in plenty in order to entertain the audience. He lived to please and pleased to live.

Let Us Sum Up

In this unit, you have learned about the following:

Thus, with her lofty vision and humanistic learning, Queen Elizabeth won the hearts of all the English people during her period. As there is progress in all walks of life, the Elizabethan age is regarded as the golden period in the history of England.

Check your progress

- 1) According to Act of_____, praying and preaching were to be only in English.
 - 2) Elizabeth helped the fishermen by making people observe_____ .
 - 3) The Muscovy established to facilitate England's trade with_____
-

Glossary

Massive – large and heavy Rampant – spreading Commodity – goods traded

Answers to check your progress

- 1) Thirty-Nine Articles of Belief
- 2) Fish Days
- 3) Russia

Suggested Readings

G.M. Trevelyan. English Social History. A Survey of Six Centuries: Chaucer to Queen Victoria. Green & Co Ltd: London, 1956.

Prasad B. A Background to the Study of English Literature (Revised Edition). Macmillan: Chennai, 2001.

Unit - 9

The Long Parliament

Structure

Overview

Objectives

9.1 Introduction

9.2 Parliament during the regime of Henry VII

9.3 Parliament during the regime of Henry VIII

9.4 Parliament during the regime of Edward VI and Mary Tudor

9.5 Parliament during the regime of Queen Elizabeth

Let Us Sum Up

Check your Progress

Glossary

Answer to check your progress

Suggested Readings

Overview

The unit traces regimes of the monarchs of England and provides an outlook to the various parliamentary practices followed during their reign.

Objectives

- To outline the condition of Parliament during the regime of Henry VII, Henry VIII, Edward VI, Mary Tudor and Queen Elizabeth I.
-

9.1 Introduction

The Tudor kings, Henry VII, Henry VIII, Edward VI, Mary and Elizabeth I, were in power during the period of the Reformation. They were despotic rulers. They gradually stripped Parliament of its powers. Parliament merely rubber-stamped the decisions taken by the kings. It had no authority to dictate to the king. The Tudor kings' policy put an end to the chaos caused by the Wars of the Roses. They established peace and prosperity. So, the people welcomed their despotic rule.

9.2 Parliament during the Regime of Henry VII

Henry VII founded the Tudor dynasty. He came to power by defeating Richard III in the battle of Bosworth. Parliament also backed him up. He

was a Lancastrian. By marrying Lady Elizabeth of the House of York, Henry united the families of Lancaster and York. This brought

to a happy close the 30-year-long Wars of the Roses (1455-85). Henry strengthened and stabilized his position by putting to death his two rivals, Lambert Simnel and Perkin Warbeck.

i) Henry VII's foreign policy

Henry established peace with Spain and Scotland not through wars but through matrimonial alliances. He married off his son Prince Arthur to Catherine, the Princess of Spain. Similarly, he gave his daughter Margaret in marriage to James IV King of Scotland. Through these alliances, he befriended the two nations. Age-long hostility was replaced by cordiality.

Next, Henry used business dealings to cement foreign relations. He allowed the export of wool to Flanders. In return, Flanders promised not to entertain any rival claimants to the English throne. This treaty was called 'The Great Intercourse'. To cow down France, Henry invaded the French city of Boulogne. The French king Charles VIII yielded at once. He offered to pay Henry a tribute of £180,000 in cash and an annual pension of £ 12,000. Also, English traders were allowed to have unrestricted commercial access with French ports. Thus, without shedding blood, Henry established peaceful international relations.

ii) Henry VII's weakening of Parliament

Henry took certain systematic steps to undermine Parliament. The barons and nobles got into Parliament and tried to control the king. They had semi-armies called retainers. They used these liveried men to help them in periods of rebellion against the king. Also, the nobles 'maintained the Juries'. This was a euphemism for the nobles' practice of bribing the juries to elicit their favourable judgement on necessary occasions. Henry passed statutes and banned the practice of 'livery and maintenance'. This step weakened the nobles directly and Parliament indirectly. Henry's next step was to start a network of Star Chamber courts throughout England. The members of these courts were nominated by Henry. They remained loyal to him. courts were to take action even against nobles and barons. Henry used these courts as whips to subdue the proud lords. Next, Henry appointed people from low classes only as ministers. They were loyal to him. His ministers Morton, Dudley and Empson belonged to this category.

Usually, Parliament gave financial grant to the king whenever he needed money. Parliament controlled the king by meeting or refusing to meet his

financial needs. Henry shook himself free of parliamentary control by directly mopping up financial resources. He adopted the following methods for this purpose.

- a) Henry confiscated the estates of those who revolted against him.
- b) if a noble died without an heir, his estate was taken over by Henry
- c) Henry collected 'purveyances' or provisions from the area through which he travelled.
- d) Henry earned a lot of money by granting pardons or imposing fines.
- e) The king collected large amounts of money by imposing 'tonnage and poundage'. The tonnage was the tax that a businessman had to pay the king for importing a ton of wine. The poundage was the customs duty that had to be paid to the king for exporting a pound of wool.
- f) The king extorted forced loans called 'benevolences' from the rich as well as the poor. They gave Henry money in order to gain his favours.

All these measures ensured an almost unlimited supply of money to King Henry. Therefore, there was no need for him to cringe before Parliament for financial assistance. Henry was financially independent of Parliament. Hence, he convened it only seven times in his lifetime.

9.3. Parliament during the Regime of Henry VIII

Henry VIII was only eighteen years old when his father Henry VII died. The friction between Henry VIII and his Parliament started when he wanted to divorce his wife Catherine and marry her lady-in waiting, Anne Boleyn. The Pope stood in the way; King Henry VIII became furious. He made Parliament pass a series of Acts which nullified the authority of the Pope over the king.

1) The Acts passed by Parliament from 1529 to 1536

The first Act passed in 1529 prohibited non-residence of the clergy. That is, it prevented the clergy in Rome from controlling affairs in England. In 1532 the Act of Annates was passed. It prevented the payment of Annates - the first year's income from a bishopric - to the Pope. In 1533 Parliament passed the Act of Appeals. It prevented taking appeals from the English church courts to Rome's papal court. It freed England from the grip of the Pope to a considerable extent. The immediate object of the Act was to prevent Catherine from appealing to the Pope. Henry secretly married Anne Boleyn in 1533. It was declared legal by Archbishop Cranmer. A daughter was born to them. She was to be the future Queen Elizabeth. The Act of Succession, passed in 1534,

declared that only the children born to Henry VIII and Anne Boleyn should be regarded as heirs to the throne. Thus the Henry-Anne Boleyn alliance was placed on a firm footing. The Act of Supremacy passed in 1534 made Henry the supreme head of the Church of England. Sir Thomas More and John Fisher, the Bishop of Rochester, refused to acknowledge Henry's supremacy. They were beheaded in cold blood.

Their heads were displayed on the London Bridge to terrorize future dissenters into submission. The Act passed in 1536 empowered Henry to dissolve monasteries. Henry resorted to this drastic measure because the monasteries sheltered pro-Pope monks. Hundreds of monasteries were closed. Henry seized all the monastic wealth and distributed the monastic land among his followers.

Henry was against the Pope but not against the Catholic faith. The Act of Six Articles passed in 1539 showed Henry's unshakeable faith in the Catholic faith. The English Bible came into use. At the same time the Act of Six Articles reaffirmed Catholic doctrines such as transubstantiation, confession, communion, celibacy of the clergy, etc. Thus, Parliament in Henry VIII's time was absolutely submissive to him. It eroded the Pope's powers to a great extent

9.4. Parliament during the Regime of Edward VI and Mary Tudor

i) Parliament during the regime of Edward VI (1547-1653)

Edward VI was a boy of ten when he ascended the throne after his father Henry VIII's death. He was assisted by his uncle the Duke of Somerset, and a council consisting of 26 members. Edward was pro-Protestant. In 1549 his Parliament passed the first Act of Uniformity. This Act compelled the use of Cranmer's Prayer Book in all churches. In 1552 a second Act of Uniformity was passed. It introduced the second Prayer Book. It had a distinctly Protestant flavour.

ii) Parliament during the regime of Mary Tudor

Mary Tudor came to power after the death of Edward. Her Parliament launched a series of measures to stamp out Protestantism and revive the Catholic faith in England. Mary's Parliament passed an Act in 1553, declaring her to be Henry's legitimate daughter. It nullified Edward's pro-Protestant measures. It restored the Six Articles including the mass and the celibacy of the clergy. In 1555 Mary's Parliament revived the heresy laws. As a result rigid Protestants such as John Rogers, Cranmer, Ridley and the preacher Latimer were burnt. Hundreds of obscure Protestants were mercilessly put to death. These harsh measures earned her the dubious title of 'Bloody Mary.'

9.5. Parliament during the Regime of Queen Elizabeth

Elizabeth was the daughter of Henry VIII and Anne Boleyn. She succeeded to the throne after Mary's death.

1) The Elizabethan settlement

Elizabeth could favour neither the Catholics nor the Protestants too much. She ruled England for 45 years. Throughout her career she had to be very cautious, like a tightrope walker.

ii) The Acts passed by Elizabeth's Parliament

In 1559 Parliament passed the Act of Supremacy, conferring the title of 'Supreme Governor on Elizabeth. This title was much less offensive to Catholics than the title of the Supreme Head of Church' assumed by Henry VIII earlier.

In 1563 Parliament imposed certain uniform religious practices in all churches by passing the Act of Thirty-nine Articles of Belief. This Act had a Protestant bias. According to this Act, prayers were said in English only. Preaching was also to be only in English. The clergy were compelled to wear surplices. Archbishop Parker was very particular that these directives should be obeyed. The clergymen who did not carry out these instructions were dismissed. This Protestant stand was opposed by the Catholics of the time.

iii) The Opposition of Puritans

A section of Protestants was vehement. They were called Puritans. The Puritans condemned Elizabeth for not being strict enough towards Catholics. These extreme Puritans were led by one Thomas Cartwright who was Professor of Divinity at Cambridge. They demanded that the Church of England should be governed by Presbyterians and not by Bishops. The Puritans held assemblies called 'conventicles' secretly in different parts of England. Elizabeth viewed this problem seriously. She got Parliament to pass an Act in 1573 to strictly enforce uniformity in religious worship.

iv) The Opposition of Brownists

The clergy who was dismissed for not wearing surplices formed a separate organization under Robert Brown. They came to be called Brownists. Their aim was that each church should be an independent, self-governing body. Elizabeth was alarmed by the rise of such dissenters. She suppressed them ruthlessly.

v) Acts aiming to improve the economy of the nation. Elizabeth was keen on taking necessary steps to improve the economy of the nation also. She made Parliament pass Acts

- a) to abolish debased coinage
 - b) to compel artisans, work as apprentices for a certain period.
 - c) to raise funds through taxation to help the poor
 - d) to develop industries by granting monopoly.
-

Let Us Sum Up

In this unit, you have learned about the following:

Thus, the Tudor monarchs kept Parliament under their control. They made it pass laws for stabilizing the religious as well as economic conditions of England.

Check your progress

- 1) In 1559 Parliament passed the Act of Supremacy, conferring the title of 'Supreme Governor on.
 - 2) The Puritans held assemblies called secretly in different parts of England.
 - 3) A separate organization under Robert Brown came to be called as .
-

Glossary

Parliament- The court consisting of Monarch and nobility Protestants – The movement that began against the corrupt church. Answers to check your progress

- 1) Elizabeth
 - 2) Conventicles
 - 3) Brownists
-

Suggested Readings

Xavier A. G. An Introduction to the Social History of England. Viswanathan Publishers: Chennai,2015.

Shaw, David. Necessary conjunctions: The Social Self In Medieval England. Springer, 2016.

Unit - 10

The Civil War and Its Social Significance

Structure

Objectives

Overview

10.1 Introduction

10.2 The King and the Parliament

10.3 Charles I's Rule without Parliament

10.4 Long Parliament

10.5 Civil War – Course and Consequences Let Us Sum Up

Check your Progress

Glossary

Answers to Check your progress

Suggested Readings

Overview

The unit deals with the age of the Civil War and traces the course of war. It enunciates the characteristics of the parliament and the regime of Charles I.

Objectives

After completion of this unit, you will be able to :

- To enable students to acquire a basic knowledge of the Civil War.
 - To help students have an in-depth knowledge of English history during the period of Charles I and the circumstances that led to his execution.
-

10.1 Introduction

The Civil War was the culmination of the cold war that was going on between the King and the Parliament for nearly four decades starting from 1603, the year in which the Stuart King James I ascended the throne of England. The issue at hand was "who should be more powerful, the King or the Parliament" and the Civil War resolved it in favour of the latter. After the Civil War no King, however great he might be, was able to rule against the will of the people represented by Parliament. The theory of the Divine Right of Kings was put into cold

storage, never to be used again.

10.2 The King and the Parliament

i) James I and the Parliament

There was frequent feud between James I and the Parliament, but the King always followed a policy of compromise and managed without any open war. Matter came to a crisis when his son Charles I came to the throne in 1625. Though he had many good qualities of a king, he was also stubborn and self-willed. He would break rather than bend. This attitude naturally led to an open conflict between him and the Parliament.

ii) Charles I and the Parliament

Charles I was always in need of money but the Parliament granted it only sparingly. Dissatisfied and annoyed by this he dissolved his first Parliament and levied taxes by his own authority. He convoked a second Parliament and found it more recalcitrant than the first. He again resorted to the expedient of dissolution and threw into prison all the leaders who opposed, him. Pressed by circumstances the King called a third Parliament which when it met in 1628 drew up what was called the Petition of Rights.

10.3 Charles I's Rule without Parliament

According to this Charter he was not allowed to raise money without the consent of Parliament, imprison people except with the sanction of law, or declare martial law on people. As the King was badly in need of money, he signed the document and received the money, which the House voted for him; but within a few weeks it was evident that he was not going to abide by the provisions of the Charter. The King was severely criticised for his strange conduct. Enraged by this Charles once again dissolved the Parliament and imprisoned some of its distinguished members.

For the next eleven years, from March 1629 to April 1640, he ruled without any Parliament. During his personal rule he trusted only his close favourites, like Thomas Wentworth and Archbishop Laud. The entire civil administration was under the charge of Thomas Wentworth, who was successively made Lord Wentworth, and Earl of Strafford. Ecclesiastical affairs were managed by Archbishop William Laud, who was for bringing the Church of England as near as possible to the Roman Catholic Church. Following the advice given by Wentworth, Charles thought of enhancing his revenue by raising ship-money. In the past ship-money was collected only from coastal areas for defence

purposes. Now the King decided to collect ship-money from the entire country including interior places. People as a whole were against the tax and their cause was championed by John Hampden, a rich gentleman from Buckinghamshire. He opposed the measure on the plea that the King had no authority to collect a tax without the approval of Parliament. The matter was taken to court and the servile judges gave the verdict in favour of the King. This decision increased the irritation of the people.

When trouble was brewing in England, Charles got a funny idea in his head. For centuries together, Presbyterianism was the deep-rooted religion in Scotland, but Charles and Laud wanted to impose Anglican rituals on the Scottish Church. The first performance of the foreign Anglican ceremonies produced a riot and the riot became a revolution. A good part of the English people sympathised with the religious feeling of the Scottish people. Not having enough resources to fight the rebels and knowing fully well that most of his own people would not fight for him, Charles made peace with Scotland. Thus, Presbyterianism once again became the national religion of Scotland.

10.4 Long Parliament

Charles was convinced that the only solution for his problems was calling a Parliament. So, ending his personal rule which lasted for eleven long years he convoked a Parliament in 1640. This Parliament sat for such a long time that people called it the Long Parliament. It adopted a very aggressive attitude towards the King and his favourites, like the Earl of Strafford and Archbishop Laud. Both of them were shut up in the Tower and later executed. The Long Parliament was dominated by Puritans, who wanted to do away with Episcopacy in England. This was not acceptable to many and they started siding with the King.

10.5 Civil War - Course and Consequences

i) Course of the Civil War

The whole nation became divided into two groups, one group supporting the King and the other supporting the Parliament. The supporters of the King were called the Royalists or Cavaliers and the people supporting the Parliament were nicknamed Roundheads. The supporters of the King included a large majority of the nobles and wealthy men of the country, the great body of the clergy, both Universities of Oxford and Cambridge, and all those who were strongly attached to the Episcopal Government and the Anglican ritual. All those who liked the splendour of dress and a pleasure-seeking life also joined the King's faction. The Roman Catholics were also on the side of the king for two reasons: the Queen was a Roman Catholic, and secondly, the King was tolerant towards them. Most of the supporters of the Roundheads were

freeholders, merchants and shopkeepers of the towns. All Protestants, Non-Conformists, municipal corporations and the majority of the House of Commons were on the side of the Roundheads. These people were led by some of the mighty Earls and Lords.

By 1642 both the groups became turbulent and started preparing for war. The King collected an army from Hertfordshire and Gloucestershire and wanted to make for London, which was the stronghold of the Parliamentarians. The encounter between the King's army and that of the Parliament took place at a place called Edgehill which was twenty-nine miles north-west of Oxford. The Parliamentary army fared badly in the battle and Oliver Cromwell who fought in it was thoroughly disgusted with its performance.

On 29th October 1642, Charles entered Oxford and made it the centre of all his military operations. From there in 1643 he planned a triple attack on London from north, east and south- three different directions where he had friends, but it like many of his other schemes, proved to be a failure. The Roundheads under the leadership of Pym made an agreement with the Scots, and their combined army defeated the Royalists at Marston Moor near York in July 1644. Meanwhile Cromwell reorganised the Parliamentary army with meticulous care.

The new army consisting of 20,000 men with Fairfax Commander-in-Chief was called the New Model Army. Cromwell himself was, appointed Lieutenant-General of the cavalry. On 14th June 1645 the New Model Army defeated the King at Naseby in Northamptonshire and with this defeat the fortunes of Charles were on the decline. On 5th May 1646 the King fled in disguise from Oxford and rode to Newark where he surrendered to the Scottish army, hoping that they would help him. On 20th June Oxford was captured by the Parliamentary army. When the Scots knew that the King would not agree to their proposal to suppress Episcopacy in England, they handed him over to Parliament on 30th January 1647. Meanwhile, tension was mounting between the army and the Parliament in the contest for power and army came out successful. The King was removed from Holmby House where he was lodged by Parliament to the army quarters at Newmarket. Within a few, months the King managed to escape to Carisbrook Castle in the Isle of Wight.

The Parliament was mostly Presbyterian, but the army was independent. To ensure an absolute majority in the Parliament, Cromwell behaved in a very highhanded manner. On 6th December 1648, Colonel Thomas Pride was asked to stand at the entrance of the House of Commons and turn away each one of the Presbyterian members who came to enter the hall. One hundred and thirty members were turned away in that manner. This event was later known as Pride's Purge. The assembly of the

remaining members of Parliament was called the Rump.

Early in January 1649 the Rump set up a High Court of Justice consisting of sixty-seven members to try the King for treason. The trial began on 19th January in Westminster Hall and lasted for just one week. On January 27, the death sentence was read out to him by John Bradshaw, the President of the Court. The end came on 30th January 1649 when he was beheaded before a vast but silent multitude.

ii) Consequences of the civil war

- With the defeat and death of the King the Cavaliers lost their power and prominence in the society. Even after the Restoration, they could not claim to have regained their original importance. Thus, the path was prepared for Parliamentary democracy in England.
- The years of struggle between the King and the Parliament was a period of Puritan predominance. For the next few years, the Puritan spirit pervaded every aspect of social life in England. Though Puritanism died out in the years following the revival of the monarchy, it had left its imprint on English society and particularly the spirit of independence. The Civil War marked the beginning of political parties in England. Starting as Royalists and Roundheads, the party system came to stay in England, though changing names from time to time.
- Another significance of the Civil War was that it inaugurated revolutionary changes which were more or less settled with the Glorious Revolution in 1688.

Let Us Sum Up

In this unit, you have learned about the following:

Thus, the Civil war ended with the execution of King Charles I and had a lot of consequences in the history of the English politics.

Check your progress

- 1) The supporters of the King were called _____ .
- 2) The people supporting the Parliament were nicknamed _____ .

Glossary

Execution – death sentence

Divine Right Theory – the right of the king or monarch to be the supreme ruler of both church and state

Suggested Readings

G.M. Trevelyan. English Social History. A Survey of Six Centuries: Chaucer to Queen Victoria. Green & Co Ltd: London, 1956.

Shaw, David. Necessary conjunctions: the social self in medieval England. Springer, 2016.

Unit - 11

Puritanism

Structure

Overview

Objectives

11.1 Introduction

11.2 The Puritan Rule

11.3 Puritanism

11.4 Characteristics of the Puritan Age

11.5 The Impact of Puritanism on Politics

Let Us Sum Up

Check your progress

Glossary

Suggested Readings

Answers to check your progress

Overview

The unit deals with the age of Puritanism and elaborates the life and associated literary influences.

Objective

- To help students get acquainted with the Puritan society, the Puritan's principles, culture and thought and its impact on Literature.
-

11.1. Introduction

The extreme Protestants were not satisfied with the religious settlement made by Queen Elizabeth. They wanted to purify the Church from all Roman Catholic practices and so they came to be known as Puritans. When they found that they could not purify the Church from within, they proceeded to organise separate congregations. So they were called separatists or dissenters as they dissented against the Queen's settlement.

11.2 The Puritan Rule

The Relationship between Oliver Cromwell and Parliament. After the execution of Charles I, Oliver Cromwell, Commander of the Puritan army, came to power. His intention was to rule democratically, with the consent of Parliament. But he became far more tyrannical than Charles I.

The Common wealth (1649-1653)

At first Cromwell was guided by the curtailed Parliament called the Rump. Its members were all staunch supporters of Cromwell. This period was called the Commonwealth. The Rump was very generous towards Cromwell in the beginning. It granted him Hampton Court to live in. It also gave him a yearly allowance of £40,000 to meet his household expenses. Soon friction developed between the Rump and Cromwell. Cromwell needed a lot of money to carry on the war against Holland. The Rump protested against Cromwell's expensive project. It thought that it could increase its strength by inducting more like-minded members. It introduced a Reform Bill in order to broaden its base. Cromwell saw through the trick of the Rump. So he opposed the Rump.

The next Parliament that came into being was called Parliament of Saints because its members were God-fearing Puritans. It was also nicknamed Barebone Parliament because the most prominent member of this parliament was a Puritan by name Barebone. The Barebone Parliament also incurred Cromwell's displeasure. It was keen on implementing revolutionary measures. It wanted to abolish civil marriage and church tithes. Cromwell was alarmed at the fast pace of the Barebone Parliament and dissolved it in 1653. Thus ended the Commonwealth.

i) The Protectorate (1653 1660)

The vacuum created by the dissolution of the Barebone Parliament was filled up by the army. The army drew up a new constitution called the Instrument of Government. It made Cromwell Lord Protector and formed the Council of State (equivalent to the modern cabinet) to assist him. Thus, the period of the Protectorate began.

Cromwell accepted these features. He formed a new parliament. Its special feature was that it was very broad-based. It represented not only England but also Ireland and Scotland. Of its 460 members, 400 members represented England. Ireland and Scotland were represented by 30 members each. For the first time in English constitutional history, Parliament became an elected body. But only persons with property worth 200 pounds had the voting right Irish rebels and Roman Catholics were debarred from voting.

Parliament had control of legislation. But it could not make any law contrary to the Instrument of the Government. The Protector controlled the army absolutely. He could make war or peace but always with the consent of Parliament and the Council of State. Thus, many checks and balances were in-built in the Instrument of Government.

The Parliament was unicameral. That is, it had only one house, namely,

the House of Commons. The term of Parliament was three years only. Thus, in many ways the Instrument of Government put a brake on despotism.

ii) The First Protectorate Parliament (1654)

The first Protectorate Parliament was formed in 1654. checked Cromwell in several ways. Cromwell carried out many fundamental reforms. He divided England into twelve districts and appointed twelve Major Generals to look after them. They collected a very heavy tax called Decimation from all royalists. Their high-handed activities were objected to by Parliament. The Cromwell dissolved Parliament.

The Second Protectorate Parliament (1656)

In spite of the cautious steps taken by Cromwell, many his enemies got elected to Parliament Cromwell took two bold steps One was to exclude his enemies from attending Parliament. The other method was to create the Upper House and fill it with his supporters. The changed Parliament submitted the famous 'Humble Petition and Advice' to Cromwell, requesting him to assume the all-powerful title of King. Cromwell humbly turned down the request So, Parliament conferred Protector for life.

Trouble cropped up when the sizeable number of opponents in the House of Commons started demanding many privileges Cromwell could not accommodate them. He dissolved this Parliament too in 1658.

This was Cromwell's last confrontation with Parliament. His dear daughter's death cost him his life. He died an unhappy man.

Richard Cromwell

After Oliver Cromwell's death, his son Richard Cromwell came to power. He was weak-willed. Unable to face pressures, he retired from politics.

General Monk's Convention, 1660

General Monk, the next man to come to power, had his finger on the pulse of the people. He understood that the people were fed up with the misgovernment of the Protectors. At the suggestion of the Convention, General Monk invited Charles II to come back to England and become their ruler, which he did with immense pleasure. Thus ended the Protectorate and thus began the Restoration of monarchy in England.

A. The Social Impact of Puritanism

Oliver Cromwell is branded a despot by some historians. But if we compare him with such Tudor despots as Henry VIII and Mary Tudor, we will certainly come to the conclusion that Cromwell did not kill or persecute anybody wantonly. The utmost harm that he did to

Catholics was to debar them from voting. He dissolved Parliaments because they did not keep pace with his revolutionary zeal. Earlier despots indulged in violence for purely personal ends. But

Cromwell aimed at public welfare. His unselfishness stands revealed in his rejecting the title of king offered by the second Parliament Cromwell's foreign policy

Cromwell carried on many wars with the detachment of a Saint. He stated his policy briefly and effectively thus: 'Believe in God but keep the powder dry. He marched against Ireland and wiped out the Irish rebels because they clamoured for the re instatement of Charles II. His battle against Scotland was also due to the Scots' siding with Charles II. He waged a war against Holland because they did not use English ships for their transactions. Cromwell's greatest achievement was his forming the Protestant League, consisting of the four Protestant countries, Denmark, Sweden, Holland and England. Cromwell always had in mind ways and means of protecting the welfare of the English people. Therefore, the title 'Protector was quite apt for him.

Cromwell's Parliamentary Reforms

The Protectorate Parliament was an index of the unity of Great Britain. It included representatives of not only England but also of Ireland and Scotland. Another reform was the reduction of borough members from 430 to 139. Insignificant boroughs thus gave way to larger and more prosperous ones. The introduction of the Upper House was another of Cromwell's achievements.

Moral Reforms

Being a stern Puritan, Cromwell suppressed even harmless amusements such as drinking liquor, duelling, cock-fighting, bear-baiting, horse-racing, etc. In this respect, Cromwell can be compared to the Mughal emperor of India, Aurangazeb who also was a stringent puritan, suppressing even music.

Closure of Theatres

Theatres were regarded as breeding grounds of immorality. So they were all closed during Cromwell's regime. This was very much resented by pleasure-seekers. There is an allusion to this undesirable trend in Shakespeare's comedy, Twelfth Night. Malvolio in this play is represented as a puritan. He tries to suppress the harmless enjoyment of Sir Toby and his boon companions. Sir Toby retorts: 'Because thou art virtuous, dost thou think there shalt be no more cakes and ale?' The unmeaning restrictions imposed by Cromwell were lifted by Charles II

later. Theatres were reopened during his time.

B. English Literature during the Puritan Age

Literature did flourish in the Puritan age but it was a different kind of literature. Elizabethan literature is marked by youthful hopefulness and vitality. On the other hand, Puritan literature expresses sadness at the passing of old standards. Elizabethan literature is intensely romantic. But the literature of the Puritan age is lacking in romantic ardour. Even the lyrics and love poems of the age are intellectual, not emotional.

1) Puritan Poetry

There were two distinct groups of poets in the Puritan age. One was the epic poet Milton and some song writers and the other was the group of metaphysical poets headed by John Donne. Milton's *Paradise Lost* deals with the Fall of Man brought about by the scheming Satan. Its sequel *Paradise Regained* shows the redemptive role played by Christ. Touches of Puritanism are strewn all over the poem. The simple diet of Adam and Eve and their joint worship of God with their unsullied minds are marks of the Puritan lifestyle. Milton's concept of man-woman relationship - 'he for God only and she for God in him' - is truly Puritanical. The Puritanical lifestyle, based on discipline and abstinence, cannot be maintained long. The self-control of the Puritan age was soon followed by the self-indulgence of the Restoration period.

There are touches of Puritanism in some of Milton's early poems also. His *Lycidas* is an attack on the greedy priests of the time. They crept and climbed into ecclesiastical bodies. They did not care to provide spiritual nourishment to parishioners. Milton's masque *Comus* is an attack on lust. *L'Allegro* and *Il Penseroso* are representations of joys and sorrows respectively, with the poet leaning towards the latter.

Though a sworn Puritan, Milton was unconsciously anti puritanical. We see this in his unabashed exaltation of Eve's physical charms. 'Herself a flower, she plucks flowers in the garden of Eden.' Milton simply rhapsodizes over her 'sweet, reluctant, amorous delay. His love of beauty is seen in his description of famous legendary gardens also.

The Metaphysical Poets

The term 'meta-physical' was first used by Dr. Johnson to refer to a group of poets headed by Donne. Johnson used the term derisively. He said that the metaphysicals, yoking together 'heterogeneous' ideas, were highly intellectual. The emotional element is lacking in them. Donne uses the image of the legs of a compass to describe his relationship with his wife in his poem, *Valediction Forbidding Mourning*. This is a totally unfamiliar image.

There are plenty of paradoxes and conceits in the poems of the other major metaphysical poets also. Cowley is noted for his revival of the form of the Pindaric ode. Marvell's *To His Coy Mistress* is a blend of levity and seriousness. His *Garden and Upon Appleton House* show the poet's love for nature. The poem *Garden* recalls the Garden of Eden. In his poems *Childhood*, *The Retreat*, *The Bird*, etc., Vaughan probes the mysticism inherent in nature and childhood. Twentieth century poetry, especially the poetry of T.S. Eliot, is considerably influenced by the

Metaphysical style

ii) Prose in the Puritan Age

John Bunyan (1628-88) is the greatest prose writer of the Puritan age. His allegory *Pilgrim's Progress* ranks along with Spenser's *Faerie Queene* and Dante's *Divine Comedy*. Every experience in the life of a seeker is aptly allegorized, starting with the Slough of Despair and culminating in the Pilgrim's entering the Celestial city. There are many Biblical parallels in the allegory. A few years later, Bunyan, published the second part of *Pilgrim's Progress*. This work describes the journey of Christian's wife and children to the Celestial city.

Sir Thomas Browne (1605-1682) is another famous prose writer of the Puritan age. He was a physician by profession. His greatest work is the *Religio Medici*, meaning *The Religion of a Physician*. Browne saw a profound revelation in nature. In this book he examines religious subjects in a most reverent manner, without any ecclesiastical bias. *Urn Burial* is another famous work of his. The sight of some Roman burial urns at Walsingham makes Browne think of various methods of burial. He ends up with a discussion of the vanity of human wishes and ambitions.

Robert Burton (1577-1640) is known for his prose work, *Anatomy of Melancholy*. He suffered from hypochondria. He sought remedy not in medicine but in listening to bargemen shouting at one another. His *Anatomy* is a medical treatise on morbid melancholia. It is a hotchpotch of quotations and references to authors, living and dead.

Thomas Fuller (1608-1661) was a clergyman. His best known work is *The Holy and Profane State*. The first part of this book describes holy men who deserve to be imitated. The second part deals with men who ought to be avoided. His *Church History of Britain* is gossipy and entertains the reader. His *History of the Worthies of England* is a racy account of the important men of England.

Jeremy Taylor (1613-1667) was also a clergyman. His *Liberty of*

Prophesying was a plea for tolerance in religion. His Holy Living and Dying was for many years read in every English cottage, along with Pilgrim's Progress and the King James Bible. Isaac Walton (1593-1683) was a London trader. Towards the end of his life he became fed up with money-making and took to fishing in the countryside. His Complete Angler is an interesting account of his fishing experiences. It contains beautiful descriptions of nature and bits of moralizing.

Drama in the Puritan age

Theatres were regarded as breeding grounds of immorality and closed down by Cromwell. Hence not much dramatic literature was produced during this period. The only drama of this age worth mentioning is Milton's Samson Agonistes. Samson's self-destruction can be read as an allegory of Charles I's execution.

11.3 Puritanism

Puritanism was, therefore, the extreme form of Protestantism According to G. M. Trevalyan, "Puritanism was the religion of all those who wished to purify the rituals of the established Church from the taint of Roman Catholicism". The Puritans not only attacked the form of public worship but also condemned the administrative, machinery of the Church. They hated episcopacy or the rule by the bishops. Instead of episcopacy, they wanted that the Church should be managed by a group of Presbyters or elders. In their everyday life they wanted to practise austerity. The age of Puritanism may be roughly defined as the century following the Reformation. It extended from the first years of the reign of Queen Elizabeth to 1660. The restoration of the monarchy in England put an end to the Puritan attempt to establish a theocratic State.

11.4 Characteristics of the Puritan Age

There were certain ideals characteristic of the period. During the Puritan regime as Tickner points out, a new moral impulse bound together people of all ranks of society. Life took a more serious tone. All that was coarse, profane and impure in the courtly life of the time was repugnant to the Puritans. Simplicity, purity and order became essential characteristics of the good man in every aspect of his life, whether it was dress or conversation or eating or amusement. A new ideal of equality of all men in the sight of God arose in opposition to the pretensions of kings, bishops or clergy to a superiority based upon their position.

The daily routine of a Puritan usually involved private devotions at the hour of rising followed by family prayers with the reading of scripture and the catechising of children and servants. For spiritual guidance he depended solely on the Bible and so scripture reading was a regular

feature with him. He kept a spiritual diary in which the events of the day were closely scrutinized and an accounting made of moral successes and failures. He also noted down the important evidences of divine grace or displeasure that had been disclosed in the course of the day. In the initial stage Puritanism was reasonable in the sense that it approved of delight in the pleasure and joy of life, provided it was of a sober kind. That Puritanism was not liked by many as early as in the first decade of the seventeenth century is evident from the reference which Shakespeare makes in his play Twelfth Night. Referring to the Puritan dislike of jollity, revelling, church feasts and public holidays, Sir Toby asks Malvolio who is a Puritan, "Dost thou think, because thou art virtuous, there shall be no more cakes and ale?" But later on, particularly in the days preceding the Civil War, the Puritan spirit became unreasonably rigorous.

During the Puritan rule, in their enthusiasm to enforce austerity they closed down all theatres and other places of amusement. In 1642 the Long Parliament passed an Ordinance abolishing all play-houses. Further Ordinances were made in 1647 and 1648 ordering players to be whipped and hearers to be fined. They suppressed all customary sports, like wrestling and dancing. With the idea of preserving the solemnity of the sabbath, they went to the extent of forbidding sports on Sunday afternoon. Soldiers were employed to enter private houses in London to see that the sabbath was not profaned and that the fasts prescribed by Parliament were observed. As a matter of fact there were cases of soldiers carrying off meat found in the kitchen on fast days.

Throughout the Puritan regime, i.e., from 1649 to 1660, it was not the Church courts but the ordinary lay courts that had the authority to punish sin. In 1650 an Act was passed punishing adultery with death, and this savage penalty was actually inflicted in two or three cases. its harsh interference in some of the ordinary affairs of life made Puritanism hated by most of the easy-going English people.

11.5 The Impact of Puritanism on Politics

Puritanism had its impact on politics as well. During the time of Queen Elizabeth, some Puritans got elected to Parliament and gave some trouble, but she was able to hold them under check. After the death of the Queen in 1603, King James of Scotland became the King of England with the title of James I. James had consented to the establishment of Presbyterianism in Scotland. The Puritans, therefore believed that he might show them some favour in England. With great expectations they presented the King with a petition for Church reform, known as the Millenary Petition, because it was supposed to represent the desire of more than a thousand clergymen. They wanted to do away with the rule

of the bishops. But the King turned down the Puritan plea because he thought abolition of episcopacy would prove harmful to his own interests as King. He was a believer in the dictum, "No bishop, no King". He, therefore, followed a repressive policy, and it had the effect of driving more Puritans into separatism and exile.

Some of these Puritans went to Amsterdam, where they became the earliest group of Baptists. Another section under the leadership of John Robinson went to Leiden. It was a portion of this community that went to establish the colony of Plymouth in America in 1620. Other Puritans unwilling to give up all bonds of fellowship with the Church of England adopted a middle position and they were called Non-separatists.

James I was not an aggressive persecutor and so there was no serious trouble. However, things took a dangerous turn when Charles I ascended the throne in 1625. During his regime, William Laud, Archbishop of Canterbury, adopted rigorous measures to enforce conformity. He tried to impose episcopal liturgy on the Scottish churches, and on this account, Scotland rose in revolt and invaded England in 1639. Charles was without adequate financial resources to carry on a war and was forced to summon Parliament, thereby ending his personal rule of eleven years. When the Parliament met in 1640, a general feeling was expressed that the evils of prelacy should be eliminated. They refused to grant necessary subsidy until the abuses of Charles's personal rule had been remedied. When the Parliament abolished episcopacy, the King was able to rally support from private individuals. Those who supported the King were called Royalists or Cavaliers and the supporters of the Parliament were known as Roundheads. The Civil War broke out in 1642.

The Westminster assembly of divines was summoned in 1643 to draft a new religious settlement for the nation, but its essentially Presbyterian proposals were unsatisfactory for a variety of reasons to the majority of the Parliament. And the Parliament became divided on this issue. With Parliament becoming increasingly divided and impotent, effective rule shifted to the army under the leadership of Cromwell. The Royalists were defeated and the King was executed. The religious issue was resolved in terms of a Commonwealth with Cromwell as Lord Protector. After his death the political situation rapidly deteriorated and in 1660 the Puritan attempt to form a theocratic State was brought to an end with the restoration of Charles II as King of England.

Let Us Sum Up

In this unit, you have learned about the following:

Thus, Puritan's rule is an important turning point in the history of

England. It later leads to Restoration England.

Check your progress

- 1) The term 'meta-physical' was first used by _____ to refer to a group of poets headed by Donne.
- 2) _____ is the greatest prose writer of the Puritan age.

Glossary

Puritanism- The extreme Protestants were not satisfied with the religious settlement made by Queen Elizabeth

Protectorate- The parliament under Chromwell

Answers to check your Progress

- 1) Dr. Johnson
- 2) John Bunyan

Suggested Readings

Shaw, David. Necessary conjunctions: the social self in medieval England. Springer, 2016.

Shanmugakani A. Social History of England. Manimekala Publishing House, Madurai, 2015

Unit – 12

The Colonial Expansion

Structure

Objectives

Overview

12.1 Introduction

12.2 The East India Company

12.3 Colonial Expansion

12.4 The American Colonies of England

12.5 England's Colonial Expansion Let Us Sum Up

Check your Progress Glossary

Suggested readings

Overview

The unit deals with the colonial expansion of England and elaborates the state of the colonies of India and America in detail.

Objectives

- To acquaint students with the knowledge of the origin of the English Company settlements in India.
- To help students understand the growth of England's colonial expansion by tracing its various colonies throughout the world.

12.1 Introduction

The East India Company lasted for two hundred and fifty-eight years in India. Started in 1600 for trade purposes, it ended in 1858, having built up a vast empire in India.

12.2 The East India Company

The first Englishman to come to India is believed to have been Father Thomas Stevetis, who became head of the Jesuit College in Goa in 1579. His letters to his father aroused in England a desire to have trade with India. As a result of this, in 1585 two English merchants, Ralph Fitch and William Leeds, arrived at Fatehpur Sikri, the then capital of Akbar, the Mughal Emperor. But the first important step towards England's commercial enterprise was taken in 1600 when Queen Elizabeth granted a Royal Charter to the East India Company. Even then

it took eight years for the English traders to establish their first trading centre at Surat.

The East India Company had a very humble beginning. It had only 125 shareholders with a capital of £ 70,000. A fleet of was fitted out, members of the Company contributed whatever they could, and when the fleet returned the profits were divided among the shareholders. In the beginning. the Company was able to make enormous profit but not later on, as had to compete with many rival companies, both European and English. So the East India Company had its ups and downs. In certain years it was able to declare a high dividend of even 50 %, but in certain other years it could make no profit at all. However, it can safely be said that on an average it was in a position to give the shareholders a dividend of 6% per annum.

The East India Company outlived all other rival companies. Having made steady progress in trade, its next effort was to establish important trade centres in India. In 1640 some land to the north of Santhome, the Portuguese settlement, was obtained for rent from the Raja of Chandragiri. Here the far-sighted Francis Day erected a number of buildings and a fort which was named Fort St. George, after the patron saint of England. This was the beginning of the Presidency of Madras. The name "Madras" is derived from Portuguese "Madre de Dios", which meant "Mother of God". Bombay was a marshy place which belonged to the Portuguese. In 1661 it was given to Charles II of England as part of the dowry when he married Catherine of Braganza. Its value was so little realised that the King parted with the place to the East India Company for an annual rent of just ten pounds. Because of the efforts of the first Governor Gerald Aungier, the place was converted into a beautiful and well-fortified town with a natural harbour. The trading factories at Surat were soon shifted to Bombay. This was the nucleus of what was later called the Presidency of Bombay. Towards the end of the seventeenth century, in 1690, the famous British Agent Job Charnock built at Kalikata (later known as Calcutta) a fort which he named Fort William in honour of King William III. Several other factories were opened in Bengal and placed under a President and Council with their headquarters in Fort William. Thus, was started the Presidency of Bengal.

Prosperity in trade enhanced the ambition of the English adventurers. The Mughal Empire was disintegrating and there was no single power to dominate the political scene. The British authorities made use of the opportunity to interfere in the internal affairs of the Indian princes. The French were their only rival in the country. The early part of the eighteenth century was a period of struggle for power between the French and the English. The great French leader in India at that time

was Dupleix and his English counterpart was Robert Clive. They took opposite sides in the disputes which arose about the succession to the offices of Nizam of Hyderabad and Nawab of Karnataka. The three Carnatic wars had the ultimate effect of establishing the British supremacy in South India. After defeating the French in the South, Clive interfered in the affairs of Bengal. He defeated the Nawab of Bengal in the Battle of Plassey in June 1757. For the conspicuous part he had played in establishing British power in India he was made the first Governor of Bengal and sometime later Lord Clive of Plassey. However, when he returned to England for good in 1767 he was badly attacked in the House of Commons, chiefly for corruption and aggression. He committed suicide in 1774 when he was only fifty years old.

In keeping with the colonial spirit of the Stuart period the East India Company had acquired large territories in India. Report after report reached England of serious scandals and irregularities and the home government thought it necessary to control the activities of the Company. In the light of the report submitted by a committee of enquiry (appointed for the purpose) the British Parliament passed the Regulating Act in 1773. According to this Act the Governor of Bengal was made the Governor-General with supervisory powers over the Presidencies of Bombay and Madras He was to be assisted by a council of four members. A Supreme Court consisting of a Chief Justice and three other judges was appointed to deal with all kinds of crime. The Directors of the Company were expected to place before Parliament copies of their correspondences. The purpose of this Act was to provide proper administrative machinery for the Company's territory. But it failed to achieve its purpose and so the Home Government was obliged to do something more effective. The result was the passing of Pitt's India Act of 1784. According to this new measure all Indian affairs had to be managed by a committee of three senior Directors, supervised by a Board of Control appointed by the Crown, but in actual practice the President of the Board of Control exercised the power.

In the next few decades, the Company authorities adopted a variety of ways to acquire territories in India. They had a hectic time waging wars, transacting treaties, making subsidiary alliances with native rulers and annexing States on some pretext or other. In addition to all this, they also had to fight with the frontier countries, like Afghanistan, Burma and Nepal. In their attempt to establish British supremacy in India the authorities were, forced to wage wars with some of the most powerful Indian adventurers, like Haider Ali and his son Tipu Sultan. It was only after fighting three Maratha wars that they succeeded in disbanding the formidable Maratha confederacy. The Company signed a treaty with the powerful Sikh leader Ranjit Singh, popularly known as "Lion of the

Punjab", and the confusion which followed his death in the State was an excuse for the Company authorities to annex the Sikh States to extend the British territorial possession. By making subsidiary alliances with native rulers, like the Raja of Mysore, the Nizam of Hyderabad, the Nawab of Oudh and many others, Lord Wellesley was able to establish British power over a good part of India. According to the Subsidiary System an Indian ruler had to pay a certain amount of money to the British Government and in return he was assured of external defence and internal security.

Starting from Robert Clive, a galaxy of eminent Englishmen presided over the British activities in India, the most famous of them being Warren Hastings, Lord Cornwallis, Arthur Wellesley, Lord Hastings. William Bentinck and Lord Dalhousie. Guilty as some of them were of exploitation and many other crimes, many of them did much good to the country. Indians will always cherish a loving memory of William Bentinck, who ruled from 1828 to 1835. The keynote of his administration was the grand principle that "English greatness is founded on Indian happiness". A friend and benefactor of India, he introduced a number of social reforms. One of the earliest and most salutary of these reforms was the prohibition of sati. In 1828 it was declared that the practice of sati, the burning alive of Hindu widows, was illegal and punishable. No doubt in implementing this long needed social reform he was supported by enlightened Indians, like Raja Ram Mohan Roy. Bentinck was also responsible for the framing of Indian Penal Code. He appointed a Law Commission with Thomas Babington Macaulay, an eminent jurist and historian, as its President. The Penal Code drafted by him in 1837 was adopted in 1860. But the most momentous reform introduced by Bentinck was the one by which English was made the medium of higher education in India.

The Directors of Public Instruction were divided in their opinion on the matter; some of them wanted to confine education to the study of Sanskrit and Arabic, but the others were in favour of Western, education through the medium of English. Macaulay in his famous Minute presented on 2nd February 1835 (with his characteristic persuasiveness) pleaded the cause of English and that set the question at rest once and for ever. On 7th March 1835. William Bentinck announced that "the great object of the British Government ought to be the promotion of European literature and science among the natives of India". This decision served as an incentive for the missionaries, like Dr. Duff in Calcutta, Dr. Wilson in Bombay, and Dr. Miller who became the first Principal of Madras Christian College, to take active interest in the University education of these three metropolitan cities. Thanks to their pioneering work the Universities of Calcutta, Bombay and Madras, all

modelled on the University of London, were established in the same year, 1857. Lord Dalhousie was another Governor-General, who introduced some useful social reforms. In 1853 the first railway, twenty miles long, from Bombay to Thana, was opened. Another was constructed from Calcutta to Raniganj coalfields. The line connecting Madras and Arkonam was constructed later. He organised the Public Works Department and opened an Engineering College in Roorkee. A network of roads with bridges covering a distance of 2,000 miles was constructed by the Public Works Department. The Grand Ganges Canal, the largest canal in the world, was also made in Dalhousie's time. India owes much to him for the introduction of Post and Electric Telegraphs, which improved the communication in the country. By the middle of the nineteenth century the nation as a whole was awakening to the fact that they were being exploited. There was the growing spirit of nationalism too. The Hindus, the Mohammedans, and the princely fraternity were all very much disturbed by the high-handed way in which their territories were annexed to the British Empire. To add fuel to the fire some of the activities of the British wounded the religious feelings of the people. It was in such circumstances that the famous Mutiny broke out at Meerut on 10th May 1857. There were scenes of violence at Delhi, Cawnpore, Lucknow and in Central India which caused the death of many Englishmen. The violence was put down with an iron hand, but it was evident to the authorities that they could no longer go on with the antiquated and cumbrous system of administration. At last the British Parliament decided to abolish the powers of the Company and transfer the Government of India directly to the Crown. Queen's proclamation to that effect was read out by Lord Canning, then Governor-General, at Allahabad on 1st May 1858. That was the end of the East India Company.

The East India Company had its impact on English society. It was instrumental in popularising Indian goods, like fine cotton calico cloth, silk and tea for which there was great demand in the English market. But the things which were in greater demand were the spices, especially pepper. It was used for preserving meat for the winter, flavouring food and drink, and for medicinal purposes. Into the fabric of English society was added a new but unwelcome element. There were numerous Englishmen who benefited by the exploitation which followed Clive's conquest in India. Most of these men who came to India as employees of the Company, especially in its initial stage, with the exception of a very few, were drawn from the lower strata of English society. They came seeking a meagre livelihood but returned home with immense wealth, acquired in most cases through foul means. Robert Clive, for instance, joined the Company as a clerk, drawing a nominal salary of ten

pounds a year, but when he returned home he was reported to have become the King's wealthiest subject. This class of wealthy people with their opulence and outlandish ways were nicknamed "Nabobs". The old and established aristocratic society was not eager to own them as members of their fraternity. The Company also provided ample opportunities for intellectual commerce which gave far greater dividends. Thus, many English scholars took keen interest in the study of Indian religions and literature. Bhagavat Gita, which is ranked among the greatest treatises on philosophy, was translated into English by Charles Wilkins. William Jones translated Sakuntala, the immortal drama, by the greatest Indian poet Kalidasa. A good number of Indian scholars like Raja Ram Mohan Roy though they did not change their religion became familiar with Christianity. The publication in 1820 of the famous book "The Precepts of Jesus" by Ram Mohan Roy is an eloquent testimony to the author's deep knowledge of the Bible. Mention may also be made of the linguistic influences. Many words of Indian origin, like banian, bungalow, jungle, Swaraj, to mention only a few, have found their way into the English vocabulary. The influence of English on Indian languages, especially South Indian languages, has been such that many Indians find it difficult to convey their ideas in their own mother-tongues without using English words occasionally.

12.3 Colonial Expansion

Towards the end of the sixteenth century, for various reasons, many people left England and went to foreign lands like America. Some people were dissatisfied with life in their native country because of religious persecution which followed the Reformation. Some others who did not have their own land in England were inspired by the desire of possessing land in the New World. Some others found life in England dull, as there was no scope for adventures. After the Wars of the Roses wealth was increasing and this served as an incentive for overseas enterprise.

12.4 The American Colonies of England

As a result of the hard work of the adventurers Colonies were founded in America and in the West Indian Islands. Important trade centres were established in South Africa and India. Thus by the early decades of the 18th century, there were thirteen colonies on the east coast of America, between Nova Scotia in the north and Florida in the south. These colonies were of three groups, namely, New England Colonies consisting of New Hampshire, Massachusetts, Connecticut and Rhode Island; the Middle Colonies, consisting of New York, Pennsylvania, New Jersey and Delaware; and the Southern colonies consisting of Maryland,

Virginia, North South Carolina and Georgia.

The first colony to be founded was Virginia. As early as in the Elizabethan period, Sir Walter Raleigh made several attempts to establish colonies. His first settlement was on Roanoke Island off the coast of North Carolina. These adventures had the backing of Queen Elizabeth, and since she was called the, Virgin Queen, part of the new land, was named Virginia in her honour.

Later, Sir Walter Raleigh sold his rights to the two companies which were started to promote colonisation these two companies were the Plymouth Company and the London Company. In 1607, the London Company under the leadership of Captain John Smith made the first permanent settlement which they called Jamestown in honour of James 1 the then King of England. The colonists were not used to hard labour and so they found life difficult as they had to do a lot of manual work, like cutting down trees and ploughing land. Later the problem of labour was solved by the purchase of Negro' slaves. King James gave them a Charter and the colony was governed under the terms of the Charter by the Company from London. As it was not found satisfactory, a representative assembly called the House of Burgesses met at Jamestown, Williamsburg, and this form of popular assembly governed Virginia up to the Revolution.

In 1620, a group of Puritans who had been living in Holland, decided to migrate to America and establish a religious society there. These "Pilgrim Fathers" set out from Plymouth harbour in England in a ship called the Mayflower and landed near Cape Cod. The place where they landed was named New Plymouth to commemorate the English port from which they had sailed. It remained independent until 1691 when it was united with the Massachusetts Bay Colony, A few years later, a group of wealthy Puritans set up a colony in Massachusetts. They obtained a Charter from Charles I in 1629. Their chief town was called Boston, because many of the settlers came from Boston in Lincolnshire. Right from its foundation Massachusetts was the chief colony of New England, as the area north of Hudson River was now called. Two more colonies were founded in New England in the early part of the 17th century by the Puritan settlers in Massachusetts, Roger Williams believed in complete religious freedom for everybody, but his idea was opposed by the other Puritans. So, in 1636 he with his followers founded a small settlement called Providence from which Rhode Island, the smallest of the colonies, grew. Charles II gave them a Charter in 1663. Similarly, Thomas Hooker, another religious leader, settled at a place which he called New Haven and the colony was named Connecticut. Similarly, another colony called New Hampshire was formed later.

In 1632 Charles I granted to Lord Baltimore, a Roman Catholic, a block of land on the Potomac River. Thus in 1634 was founded the Maryland colony, the first Roman Catholic settlement in America. It was in honour of Mary, mother of Christ, that they so named the colony. These Catholic colonists, like the Puritans, wanted to escape persecution at home and so came here. But many Protestants came with them and as a result a certain amount of strife followed; an agreement was drawn up later whereby anyone could worship as he chose. So religious toleration became the cardinal principle of this settlement.

The Dutch had formed the settlement called a settlement of New Amsterdam near the mouth of the Hudson River. The King had assigned this Dutch colony, where there were already many English settlers, to the Duke of York. During the Dutch war in 1664 this area passed into the hands of the British and was named New York in honour of the Duke of York, the brother of Charles II, who later became James II.

In 1681 Charles II gave William Penn, a Quaker, a large tract of land west of the Delaware River. This land was named Pennsylvania, which means "Penn's Woods". The Quakers also had suffered persecution in England and so they were glad to come to America. Other Protestants later joined this colony. Penn founded the city of Philadelphia in 1682. As the Quakers were thrifty and law-abiding, Pennsylvania as a colonial experiment became a great success. Later on, Penn leased land in the south from the Swedes which became the Colony of New Jersey. Delaware, and land to the east which became

In 1663 Charles II granted to eight noblemen called "Proprietors" all the territory south of Virginia. This region was called Carolina. About 1670, the city of Charleston was founded. Later this colony was divided into two colonies, North and South Carolina. Georgia, the southernmost and the youngest of the thirteen colonies, was founded much later in 1733. The colony was named after George II from whom James Oglethorpe, the humanitarian, got the land between Carolina and Florida to settle the poor debtors who had been in English prisons. In 1670 Prince Rupert founded the Hudson Bay Company which ruled a large province in Canada. Apart from these there were also colonies in the West Indian Islands. Barbados was occupied by the English in 1605. Other important islands like St. Kitt and Nevis, were occupied in subsequent years. In Cromwell's time the island of Jamaica was taken from Spain by Admiral Penn and made a British colony in 1655.

12.5 England's Colonial Expansion

Trade connections with Africa paved the way for the establishment of British power in South Africa. It was gold and slaves that attracted

Englishmen to West Africa. As early as in 1562 Sir John Hawkins managed to get three hundred slaves from the Guinea coast. Three companies were established one after another but they were not successful. At last in 1672 the Royal African Company was founded with a monopoly trade from the Cape to Tangier which had come to England as part of the dowry of the Portuguese bride of Charles II. This Company brought home gold, ivory and dyeing materials and shared in the slave trade with America. The first important step towards England's commercial enterprise in the east was taken on 31st December 1600, when Queen Elizabeth granted a Royal Charter to the East India Company. But it was not till 1600 that the Company was able to open factories in India. The first factory was established at Surat. In 1639 they built Fort St. George in Madras. In 1661 Charles II gave to the East India Company the island of Bombay which he had received from Portugal as a part of the dowry at the time of his marriage to Catherine of Braganza. Calcutta was founded later in 1690.

By the Treaty of Utrecht in 1713 which followed the Spanish Succession War, England became the possessor of territories in all parts of the world. Her possessions included Gibraltar and Minorca, a large number of settlements in India the islands of St. Helena; factories in Gambia, Gold Coast and Lagos; many of the West Indian islands, the Atlantic seaboard from Florida to the mouth of the St. Lawrence, and the territories of the Hudson Bay Company. Hence, the Stuart Age may be considered as a period of colonial expansion.

Let Us Sum Up

In this unit, you have learned about the following:

Thus, it was only during the Stuart period that there was a spurt in colonization. England maintained its importance by competing with other countries and forming its own colonies.

Check your Progress

- 1) Bhagavat Gita was translated into English by_____.
- 2) In____1853, the first railway of about twenty miles long, from _____, was opened.

Glossary

Colonialism- The phenomenon of colonial expansion by European countries

Colonies - The settlements were the foreigners reside Expansion - to conquer and expand the territory.

Answers to Check your Progress

- 1) Charles Wilkins
 - 2) Bombay to Thana
-

Suggested Readings

Prasad B. A Background to the Study of English Literature (Revised edition). Macmillan: Chennai, 2001.

G.M. Trevelyan. English Social History. A Survey of Six Centuries: Chaucer to Queen Victoria. Green & Co Ltd: London, 1956.

Unit - 13

The Restoration England

Structure

Overview

Objectives

13.1 Introduction

13.2 Great Changes in the Restoration Period

13.3 The Restoration Society

13.4 The origin and growth of political parties in England

13.5 Political Changes during the Restoration Period

Let Us Sum Up

Check your progress

Glossary

Terminal Questions

Answer to check progress

Suggested Reading

Overview

The unit explores through the Restoration England and traces the dynamic changes that took place due to the Restoration by Charles II.

Objective

- To expose students to the Restoration England - Formation of the political parties, the Royal Society, Revival of theatre, religion, censorship, social STRUCTURE and standard of living.

13.1 Introduction

By the term Restoration England, we mean England of the period between 1660 and 1688. All the institutions and practices which were suppressed during the Puritan regime were restored after Charles II was brought back to England as its King Political monarchy. Parliament and Law were all brought back to their former status. In religion Episcopacy or rule of the bishops, and Prayer Book were reinstated as far as social life was concerned the nobles and the gentry once again became the acknowledged leaders of provincial life.

13.2 Great changes in the Restoration Period

During the Restoration period Anglicanism became the acknowledged religion of upper-class people. In general, the parish church was patronised by the local squire. Of course, there were cases of cold war between the parson and the squire Addison, in one of his Spectator essays. "Sir Roger at Church", refers to this. "The parson and the squire live in a perpetual state of war. The parson is always preaching at the squire and the squire to be revenged on the person never comes to Church". The Non-Conformists and particularly the Quakers suffered religious persecution under the "Clarendon Code". The Roman Catholics were shut out from all participation in local and national Government.

An event of great political magnitude that took place during the Restoration period was the formation of political parties The upper class was divided politically into Whigs and Tories. The Tories, like the Cavaliers before them, were the section of society that formed rural England. They were always supporters of the King. The Whigs, like their roundhead fathers, were the landowning class in close association with commercial men and commercial interests. They always stood for the rights of the Parliament.

i) Development in the field of science

Experimental science was spreading fast in England. For the time in the history of mankind it was discovered that science could be used for the development of agriculture, industry, navigation, medicine and engineering. The Royal Society of Science was founded in 1662 under the patronage of King Charles and of his cousin Prince Rupert, himself a scientist. It was not yet time for conflict between science and religion. The great scientists of the time, Robert Boyle the chemist, the Isaac Newton the physicist, were religious men who repudiated the skeptical doctrines of the time. The importance of science was so much acknowledged that the first history of the Royal Society was written by no less a person than Rev. Sprat, who afterwards became Bishop of Rochester. With the spread of scientific inquiry most of the superstitions lost grip on the people. They began to realize that plagues and fires and floods were not necessarily the divine punishment for sin. Belief in witches and witchcraft became less widespread. However, it has to be admitted that the new scientific spirit to some extent at least undermined the character of religious faith.

ii) Restoration theatres

The theatres which remained closed during the Puritan regime once again started functioning; but of course, with certain changes. The whole playhouse was roofed in and the stage was artificially lighted with

candles. There were drop curtains and painted scenery. More than that the women's parts were no longer taken by well-trained boys. Instead, women's parts were acted by women actresses themselves. Men came to see the actresses as much as the play. Not all actresses were talented enough. Nell Gwynne's personal vigour and charm counted more perhaps than her professional skill. The drama was localized in London, and even there it appealed not to the ordinary citizens but to the court and the fashionable people of the town. Unfortunately, enough it was for their vitiated tastes and interests that the drama of the early Restoration period catered. The Restoration plays noted for their vulgarity created a hostile attitude to the drama in the minds of decent people, with the result that till the late nineteenth century well-brought-up young people were not allowed to visit the theatre. One of the most popular dramas of the early Restoration period was Wycherley's *Country Wife*, one of the most vulgar plays ever produced in English. However, things changed for the better in the next few years.

iii) **Licensing acts**

In the Restoration period censorship was rigid and yet the total output of literature was considerable. The first Licensing Act was passed in 1663 by the Cavalier Parliament, chiefly with the aim of preventing the publication of seditious and Puritan writings. Otherwise, permission was given easily enough for publishing the great epics, *Paradise Lost* and *Paradise Regained*. In spite of the rigid censorship, private libraries were becoming more and more common, of course, varying in size and quality. Private libraries of renowned persons like Samuel Pepys contained many valuable volumes. Similarly, the library owned by the Cotton Family had many remarkable books. In many of the Yeomen families there was at least a bookshelf consisting of modest collection. In 1684, for the first time, a public library was established in London by Tenison, the benevolent clergyman who later became the Archbishop of Canterbury. This exemplary man of God also built a large building on the courtyard of St. Martin's Church and used the upper part for a library and the ground floor for a workroom for the poor. However, in 1696, eight years after the Glorious Revolution, to the relief of all freedom loving Englishmen, the Licensing Act ceased to operate.

13.3 The Restoration Society

With the restoration of the monarchy the fortunes of the Cavalier families with landed property changed for the better. Nevertheless, to the small squire who lived on the proceeds of farming his own land, the economic situation was gradually becoming unfavourable. The two largest sections

of society were those who cultivated their small bits of land and the wage-earners, the agricultural as well as industrial workers did not have any means of subsistence except their wages. In general, the wages were regulated by the Justices of the Peace. On the whole, both in trade and industry trade unions were not common.

It should be said to the credit of the English that they have always maintained a high standard of living. It has become one of their national characteristics. The people of the Restoration period were no exception. The staple diet of the time was bread, beer and meat. Vegetables and fruit formed a small and meat a large part in English meal of that period. Almost half the population ate meat daily; the other half had to be satisfied with eating meat twice a week.

Sports and pastimes had become rare during the Puritan rule. They were even prohibited especially on Sundays, fearing that sports and games would spoil the solemnity of the Sabbath. However, they were revived during the Restoration period. Shooting partridges was almost the privilege of the squires alone. The netting of birds on the ground was a fashionable sport of the time. Fox hunting was becoming more and more popular. More exciting and popular than the hunting of deer or fox was the pursuit of the hare with a pack of hounds, the gentlemen on horseback and the common folk running headed by the huntsman with his pole. Other popular sports were wrestling, boxing and sword fighting, or bull and bear baiting, and various rough kinds of football. But cockfighting was the most popular of all pastimes, watched by huge excited crowds. Horse-racing was become more prominent owing to the Royal patronage. The wealth of the country was not at all evenly distributed. Certain parts of the country were very rich. In general, the central countries were richer than the rest of the country. Of the various countries, the richest was Middlesex. The seven countries of the north were poor and the poorest was Cumberland. The poverty of the northern countries was strange because they had the biggest coal mines and textile mills.

Two great national calamities of the Restoration period were the Plague and the Great Fire. The plague of 1665 carried away nearly one-fifth of the London population. The Great Fire of 1666 raged for five long days, destroying all the churches and other buildings of the city. The Great Fire was in a sense a blessing in disguise because the reconstruction of the city on modern lines was possible after this calamity. The reconstruction of London was accomplished comparatively in a short period of four or five years.

13.4 The Origin and Growth of Political Parties in England

The Civil War broke out and ended with the execution of King Charles I in 1649. The Commonwealth set up after the Civil War collapsed and monarchy was restored in 1660. Towards the end of his life Charles II showed leanings towards Roman Catholicism. More than that, after the death of the King his brother James, Duke of York, a professed Catholic, was to succeed him. This was too much for some people to endure and so to prevent James from succeeding to the throne they brought a Bill called the Exclusion Bill. Those who supported the bill were called Whigs and those who opposed the bill came to be known as Tories. The brain behind the bill was Anthony Ashley Cooper whom the King had made Earl of Shaftesbury. Thus the Earl of Shaftesbury became the father of the party system in England. It was the combined effort of these two parties which brought about the event which Englishmen called the Glorious Revolution. This great event took place in 1688. The Tories, who were far more numerous than the Whigs, represented the landed interests. The Whigs were a minority of land-owning men in close connection with commercial men and commercial interests. In religion the Tories were members of the Anglican Church but the Whigs were Dissenters or Puritans. As far as politics was concerned, Tories were Royalists or supporters of the King, but the Whigs stood for the rights and privileges, of the Parliament. In the early part of the eighteenth-century party spirit ran rampant and this is evident from the account which Addison gives in two of his Spectator essays. In his inimitable style, which is a fine blend of humour and gentle satire, the writer recounts how as a child he had difficulty in finding St. Anne's Street. When we speak of the Tory party and the Whig party it must be remembered that for the most part of the eighteenth century the word "party" implied no political organisation. From 1714 to 1784 Great Britain had only a kind of group system and not a party system as such. Each prominent politician had a group of supporters and when he assumed office his friends benefited by getting jobs, pensions, or honours. When he went out of office, with him went most of his supporters into obscurity. Since there was no party organisation and discipline, many of the members of the House of Commons did not belong to any of these two political parties, they were mostly independents. Not all members attended the Parliament, and even those who attended did not attend all the sessions. As a matter of fact, the chamber itself was not big enough to accommodate all the members. The famous House of Commons destroyed during World War II in 1941 and rebuilt in 1950 retains the traditional features including the inadequacy to seat more than about half the total membership of the House.

One of the great political figures of the early part of the eighteenth century was the Whig statesman Robert Walpole, who remained in power as Chancellor of the Exchequer and Prime Minister for nearly twenty years. He is usually considered to be the first Prime Minister. By following a policy of non - interference, he gave England peace and a chance for economic growth. His motto was "Let sleeping dogs lie". To keep himself in power he did not hesitate to purchase votes and support of important men like the squires. In those days of public polling of votes, in the county elections, the support of the squires meant much because the number of voters in each county was small and they would almost automatically vote for the leading man of the place or for the man in whom the squire or parson was interested. It should also be borne in mind that those were days when, elections, in boroughs could be won by anyone who could spend enough money on bribery and eating and drinking or other kinds of election propaganda. It was an election of that type which Charles Dickens had in mind when he described the Eatanswill scene in his famous novel Pickwick Papers. The name is three words run into one "eat and swill". Another great politician of the latter half of the eighteenth century was William Pitt, afterwards Earl of Chatham, the greatest of the Tories. He was an imperialist to the core and as such wanted to reduce the French power in America to a minimum. For this purpose, he along with Edmund Burke, the orator, advocated a policy of conciliation with the Americans. An event which made the party division clearly marked out in England was the French Revolution. Most of the Tories considered the initial Revolution objectionable, as it deprived the French King and the aristocracy of their rights. Most of the Whigs, on the other hand, welcomed it as a belated decision to adopt the principles of the English Revolution in 1688. These opposing attitudes kept England wavering for some time. But when the Revolutionary Government of France offered to help any country which was willing to imitate their example, there was a hardening of party lines. By that time there were only fewer independents, and it became not very difficult to decide who was for the Government and who was against. Thus it was easy for the younger William Pitt, the Tory leader, to declare war against France in 1794. After that event better attention was paid to electioneering. but even then the party organisation as such had not become a regular feature. Was after 1832 that most of the local party organisations were established.

After the passing of the Reform Bill in 1832 the political parties were renamed Conservatives and Liberals. For the passing of the Reform Bill the Whigs played a prominent part. The Tories felt it was time for them to change the name of their party. The name Conservative was adopted

apparently by way of consensus of opinion to indicate that the British Constitution was in danger from "Reformers" and had to be conserved or protected. The Whigs made use of the opportunity to call themselves "Liberals" as they posed to be more liberal-minded people.

13.5 Political Changes during the Restoration Period

In 1841 the Conservatives won a majority and Robert Peel became Prime Minister. He was a manufacturer's son and therefore interested in promoting business interests. The majority of his supporters were the landed gentry who disliked the new factory system. The conflict came to a crisis over the repeal of the Corn Laws in 1846. After the Napoleonic Wars, to protect the interests of the English agriculturalists the Corn Law had been passed, but it had the adverse effect of raising the prices of corn and the wages of factory workers. The Anti-Corn Law League, supported by the Whigs who were opposed to a rise in wages, agitated for the repeal of the Corn Law. The great potato famine in Ireland in 1845-46 forced Peel to repeal the Corn Law Act. This made him unpopular among the Conservatives. It gave occasion for British politics to be divided into two clear groups. By the middle of the nineteenth century the party that stood for the landed interests were called the Conservatives. The other party consisting of Whigs, Radicals liberal Conservatives stood for or manufacturers, businessmen and free trade. Again, towards the end of the century there was a further change in policy and thus the Conservative Party represented "property" and the Liberals represented all those who lived on salaries and wages. In any case the party system became so predominant that in 1882 W. S. Gilbert wrote:

"How nature always does contrive that every boy and every girl that's born into this world alive is either a little Liberal or else a little Conservative."

The Liberals failed to represent effectively the interests of the wage-earning class. So, the Labour Party representing the interests of the workers of all kinds entered the arena of politics by the beginning of this century. They rallied such quick and wide support that within a period of twenty-five years they were able to supplant the Liberals. At present the two powerful parties in England are the Labour Party and the Conservatives. The party system in England brought to the forefront of politics quite a good number of men with extraordinary calibre.

Some of them served as Prime Ministers in the time of Queen Victoria. They were Robert Peel, Palmerston, Disraeli and Gladstone who became Prime Minister not less than four times. The man who bestrode British politics like a colossus in the twentieth century was Winston

Churchill, the arch-imperialist. But the one who expedited Indian Independence was the Labour Prime Minister, Clement Attlee.

Let Us Sum Up

Thus, all those that were excessively restrained during the Puritan age gained full momentum in the Restoration Age.

Check your progress

- 1) Quakers suffered religious persecution under the _ .
 - 2) The Civil War broke out and ended with the execution of _____ in 1649
 - 3) Those who supported the Exclusion bill were called _____ and those who opposed the bill came to be known as _ .
-

Glossary

- 1) Vulgarly
 - 2) Immorality
-

Answers to check your progress

- 1) Clarendon Code
 - 2) King Charles I
 - 3) Whigs, Tories.
-

Suggested Readings

Trevelyan G.M. Social History of England, Green & Co Ltd: London, 1956.

Xavier A. G. An Introduction to the Social History of England. Viswanathan Publishers: Chennai, 2015.

Literature in the Restoration Age Structure

Structure

Overview

Objectives

14.1 Introduction

14.2 Poetry in the Restoration age

14.3 Proses in the Restoration Age

14.4 Restoration Drama

14.5 The Comedy of Manners Let Us Sum Up

Check your progress

Glossary

Answers to check your progress

Suggested Readings

Overview

The unit deals with literature during the Restoration period and the different genres of literature that were developing during the era.

Objective

- To help students understand how literature produced during the Restoration age mirrors the Restoration society.
-

14.1. Introduction

The Puritan age was noted for its excessive restraint. The pendulum swung to the opposite extreme in the Restoration period. Restraint was replaced by utter abandon in the new age.

14.2. Poetry in the Restoration Age

Restoration poetry was characterized by mathematical precision and elegance. The lushness and extravagance of Elizabethan poetry was eschewed. The heroic couplet, that is, two iambic pentameter lines rhyming together, was used extensively by the Restoration poets. Dryden is the most famous of the Restoration poets. He wrote many poems about contemporary religious and political happenings. His *Annus Mirabilis* is about the great fire in London and the disgraceful war with Holland. His *Religio Laici* (Religion of a Layman) is a defence of the Anglican Church against the Catholics. Three years later James II came

to power and established the Catholic faith. Being a turncoat, Dryden became a Catholic and wrote his most famous religious poem, *The Hind and the Panther*. The hind is a symbol of the Roman Catholic church. The Anglicans are represented as a destructive panther, persecuting the faithful. Calvinists, Anabaptists and Quakers are represented in this poem as the wolf, boar and hare. Dryden's best-known poem is *Absalom and Achitophel*. It is regarded as the most powerful political satire in England. Dryden uses the Biblical story of David and Absalom in this poem to ridicule the Whig party and also to revenge himself upon his enemies. Charles II is presented as King David. His illegitimate son, the Duke of Monmouth, appears as Absalom. The evil counsellor Shaftesbury is satirized as Achitophel.

Samuel Butler (1612-1680) is another famous satirist of the Restoration age. His *Hudibras* is a satire on Puritanism. It is modeled upon Cervantes's burlesque, *Don Quixote*. Sir Hudibra and his squire Ralpho in this poem stand for fanatic Puritans putting down innocent pleasures. Published in 1663, *Hudibra* became immensely popular at once.

14.3 Prose in the restoration age

Dryden was also the best prose writer of the Restoration ages. The prose writers of the Puritan age, Milton, Browne and Jeremy Taylor, wrote very lengthy sentences. Their aim was to dazzle readers. Dryden, on the other hand, wrote short sentences. His aim was to state his ideas clearly and concisely. The exactness of his style is best seen in his critical writings. His criticisms are generally in the form of prefaces. His best known criticisms are the *Preface to the Fables*, *Of Heroic Plays*, *Discourse on Satire* and the *Essay of Dramatic Poesy*. These essays lay the foundation of neo-classical criticism.

To Dryden goes the credit of

- i) using the heroic couplet for satiric, didactic and descriptive poetry
- ii) forging a direct, serviceable prose style and
- iii) developing the art of literary criticism through his essays and prefaces.

Hobbes and Locke

Thomas Hobbes (1588-1679) is famous for his book *Leviathan* which is partly political and partly philosophical. It has four central ideas:

- i) self-interest is the only guiding power of humanity
- ii) blind submission to rulers is the basis of government
- iii) all power originates in the people

iv) common good is the object of government.

The last idea is a democratic doctrine. It counters the theory of the divine right of kings.

Hobbes immediately destroys this democratic doctrine by an opposite doctrine - which the power given by the people to the ruler could not be taken away.

John Locke (1632-1704) is the author of the great philosophical work, *An Essay Concerning Human Understanding*. This is a study of the nature of the human mind and of the origin of ideas. Both Hobbes and Locke use the new prose, marked by directness, simplicity and convincing power.

Evelyn and Pepys are famous as writers of diaries. They jotted down the daily occurrences of their lives. They would not have thought that the world would be interested in their jottings. Pepys began his career as an ordinary clerk and ended up as President of the Royal Society. His *Diary* covers the years from 1660 to 1669. He writes about everything, from his dress and kitchen to the great political intrigues and scandals of high society. The diary gives us a vivid picture of the daily life of the Restoration age.

14.4 Restoration Drama

All theatres were closed down in the Puritan age as they were believed to breed immorality. Theatres were re-opened in the Restoration age, with major changes. The Restoration theatre was roofed in. Plays were staged at night in candle light. There were elaborate scenic aids. There was a front curtain. These changes were conducive to subtle dramatic effects. Another major change was that women's roles were played by actresses and not by boys. Nell Gwynne was the most charming Restoration actress. People flocked to the theatre to see her ravishing beauty, not her histrionic talent. Restoration drama is divided into two types - the heroic play and the comedy of manners.

The heroic play arouses spectators' 'admiration' by depicting 'valour, duty and love'. Dryden's *All for Love*, written in imitation of Shakespeare's *Antony and Cleopatra*, is an excellent heroic tragedy. Unlike Shakespeare, Dryden carefully follows the three unities. He deliberately avoids dazzling poetic effusions which are found in excess in *Antony and Cleopatra*. His *Don Sebastian*, *Conquest of Granada* and *Aurangzeb* are his other famous heroic tragedies. A remarkable feature of *All for Love* is Dryden's avoidance of rhyming couplets and use of the Shakespearean blank verse.

14.5. The Comedy of Manners

The Comedy of Manners is a special genre practised for the first time in the Restoration age. It depicts the licentiousness and permissiveness that prevailed in Charles II's court. Scintillating wit is the hall-mark of these plays. Wycherley's *The Country Wife* and Congreve's *Way of the World* are the best specimens of this type of comedy. These dramatists showed the ascendancy of woman over man. They anticipated the free love widely practised in the West in our age. Without understanding these changing moral values, the short-sighted Jeremy Collier harshly attacked the Restoration comedies in his 'Short view of the Immorality and Profaneness of the English stage.'

Let Us Sum Up

In this unit, you have learned the following:

Thus, all those that were excessively restrained during the Puritan age gained full momentum in the Restoration Age.

Check your Progress

- 1) Dryden's _____ 'All for Love' was written in imitation _____ of Shakespeare's _____.
- 2) _____ is a defense of the Anglican Church against the Catholics.

Glossary

Vulgarity – Obscene

Immorality – without values and ethics

Answers to check your progress

- 1) Antony and Cleopatra
- 2) Religio Laici (Religion of a Layman)

Suggested Readings

Fischer H. A. L. *History of Europe*. Orient Black Swan: Chennai, 2015.

Trevelyan G.M. *Social History of England*, Green & Ltd: London, 1956

Unit - 15

Social Conditions during the Restoration England

Structure

Overview

Objectives

15.1 Introduction

15.2 Restoration People and the Society

15.3 The Great Plague and the Great Fire

15.4 Theatre and Architecture in the Restoration England

15.5 The Royal Society of Science Let Us Sum Up

Check your progress

Glossary

Answer to check your progress

Suggested Readings

Overview

The unit deals with the restoration society and events like Great plague and Great Fire that caused havoc on the lives of people. It also explores the architecture and theatre of the period.

Objectives

- To acquaint students with the knowledge of the Restoration society so as to understand the literature produced during the Restoration age in a better way.
-

15.1 Introduction

By the term Restoration England, we mean England of the period between 1660 and 1688. All the institutions and practices which were suppressed during the Puritan regime were restored after Charles II was brought back to England as its King Political monarchy. Parliament and Law were all brought back to their former status. In religion Episcopacy or rule of the bishops, and Prayer Book were reinstated as far as social life was concerned the nobles and the gentry once again became the acknowledged leaders of provincial and national life.

15.2 Restoration People and The Society

There were only about five million people in England in Restoration England. The Yorkshire dales were fully cultivated. Woollen industry flourished there. Yet there were large tracts of uncultivated land.

i) The condition of the Squires and the Clergymen

The squires were the heads of village communities. They were as ignorant as the peasants living in thatched cottages. The squires had hardly any education other than what they acquired in local grammar schools. As for the clergy, most clergymen eked out a scanty living by working as chaplains under wealthy noblemen. They were hardly better off than servants. Most of them married waiting-women. Educated clergy were found only in towns.

ii) The Condition of the Poor

The Poor Law was passed in the Elizabethan age to help poor beggars. This law was amended in 1662, empowering the administrators to catch hold of the vagrants in London and send them to their place of birth. Hence, poor people were prevented from going to London in search of jobs.

iii) Sports

Men of all classes delighted in rough sports in Restoration England. The cruel sports of cock-fighting and bear-baiting were very popular. Londoners took delight in watching the activities of lunatics at Bedlam. They gazed at the whipping of women prisoners at Bridewell. Prisons were hells on earth. Prisoners lived in unspeakable foulness and contracted loathsome diseases. Fighting in streets in broad daylight was very common. Even Oxford dons fought with one another on flimsy grounds. Men were often drunk. Rowdyism was rampant.

iv) The condition of Roads in Towns

The roads were unbelievably bad. In the rainy season, they were impassable. Vehicles often got stuck up in mud. The fastest method of travel was on horseback. Mails were carried from place to place by pack-horses. Some improvements were made on main roads in Charles II's reign. It was then possible to travel by stage-coach to cover the 55-mile-distance from Oxford to London in twelve hours. It took four days in summer and six in winter to travel from London to York. The coaches which took so many days to cover such a short distance were praised as 'flying' coaches! Another serious danger to travellers was that of unpredictable attacks from highwaymen. The highwaymen infested all roads. The inn-keepers were often in collusion with robbers. However,

the inns had one redeeming feature they made available to travellers plenty of food, drink and entertainment.

v) Lack of Sanitation in Towns

Before the Great Fire, the houses in London were mostly made of wood, the houses were congested. The space between the rows was very narrow. It was said humorously that a man living in one house could shake hands from his house with the man living in the opposite house. Down the centre of each street ran a filthy river. Even the Thames was foul with sewage. The stench of London, especially in summer, was intolerable. Even the houses of wealthy men were built in a haphazard manner. They were flanked by stinking alleys on one side and ale-houses on the other. Rowdies hooted down ladies as they passed along narrow, cobbled streets in their coaches.

15.3 The Great Plague and the Great Fire

i) The Great Plague of London, 1665

Plague ravaged England quite frequently before the eighteenth century. This chronic outbreak was due to the absence of sanitation. The plague that broke out at the accession of James I carried off 30,000 people. The Great Plague of London that broke out in 1665 was the worst of its kind. A lakh Londoners died in six months. All men fled from the once crowded streets. Pepys wrote in his diary that, all people having run away from London, he could, 'see no boats upon the river. Grass grew up and down the untrodden Whitehall Court Only poor wretches were seen in streets.

ii) The Great Fire, 1666

After the Plague came the Great Fire on 2 September, 1666. It raged for five days. Half of London was burnt down. The fire spread quickly because most houses were built of wood. Only Westminster and West End and the slums of Whitechapel and Stepney were left undestroyed. Old St. Paul's, together with eight other churches, was destroyed. London was rebuilt, with brick and stone replacing lath and wood.

15.4. Theatre and Architecture in the Restoration England

i) The Restoration Theatre

Theatres were closed in Cromwell's reign because they were believed to spread immorality. All these theatres were reopened in Charles II's time. Actresses like Nell Gwynne replaced boy actors. Crowds flocked to the theatre to see Nell Gwynne's charming figure. The theatre was roofed in and lit with candles. Plays were staged in the evening. The Comedy of

Manners, with its emphasis on the licentious behaviour of lords and ladies, was popularized by Wycherley and Congreve. This departure from established morals made the Restoration drama doubly attractive to the theatre-goers.

ii) Architecture in the Restoration England

Architects like Inigo Jones and Wren came in handy in rebuilding London that had been nearly destroyed by frequent outbreak of fire. Inigo Jones designed a new palace at Whitehall but could not complete it. He also designed Covent Garden and several country houses.

Sir Christopher Wren (1632-1723) is England's greatest architect . After the Great Fire he was commissioned to rebuild St. Paul's. He took thirty-five years. (1675-1710) to build St. Paul's Cathedral, with its glorious dome and Corinthian pillars. He also designed fifty other churches in London, including St. Martin, Ludgate, Cheapside, Strand, etc. At Oxford University, he built the Sheldonian Theatre, Queen's College Chapel, Christ Church, etc. At Cambridge, he built Trinity College Library, Emmanuel and Pembroke Chapels. He also designed the Monument (to commemorate the Great Fire) and many parts of Greenwich Hospital and Hampton Court Palace.

15.5. The Royal Society of Science

In Cromwell's reign, people were obsessed with death and damnation. Because they were preoccupied with religious issues, they did not show any interest in scientific discoveries. The Royal Society of Science was founded in 1662 under the patronage of King Charles II and his cousin, Prince Rupert.

The members of the Royal Society

Sir Isaac Newton, Wren, Boyle, Halley, Evelyn, Pepys, Locke, Dr.Wallis and the poet Dryden were some of the important members of the Royal Society.

i) Newton

Sir Isaac Newton (1642-1727) made many important discoveries in the fields of mathematics, mechanics and astronomy. Together with Leibniz, he worked out the Infinitesimal Calculus. This has contributed materially to the development of modern engineering.

Newton enunciated certain fundamental principles of mechanics. They are known as the Laws of Motion and the Law of Gravitation. Newton set forth his scientific doctrines in his book Principia (1687) Newton's contribution to the sum of human knowledge was immense. Yet, he was very modest. He compared his discoveries with those of a child

gathering shells on the shore of a vast ocean. If he had seen farther than others, it was because he stood on the shoulders of giants. This is his compliment to his predecessors.

ii) Halley (1656-1742)

Halley was Newton's friend and pupil. Halley investigated the motion of comets. He discovered the periodicity of the famous comet named after him.

iii) Robert Boyle (1627-91)

Boyle discovered the relation between the volume and pressure of gases. His discovery was called Boyle's Law. Boyle also put forward the view that all matter is composed of minute particles. This discovery is the basis of the Atomic Theory of later days.

iv) Ray and Woodward

Ray and Woodward systematically classified animals, plants and rocks.

v) Harvey (1578-1657)

Harvey discovered the circulation of the human blood. Later researchers studied the composition of the human blood.

Let Us Sum Up

In this unit, you have learned the following:

Thus, the Restoration Age marked a turning point in the history of England.

Check your progress

The Royal Society of Science was founded in 1662 under the patronage of_____.

The Great Plague of London that broke out in____was the worst of its kind.

Glossary

Restoration – The restoration of Monarchy

Censorship – to bring about a suppression of speech, communication and information

Royal society- a society founded to recognize, appreciate and support excellence in science

Answers to check your progress

1) King Charles II 2) 1665

Suggested Readings

G.M. Trevelyan. English Social History. A Survey of Six Centuries: Chaucer to Queen Victoria. Green & Co Ltd: London, 1956

Prasad B. A Background to the Study of English Literature (Revised Edition). Macmillan: Chennai, 2001.

Unit - 16

The Glorious Revolution

Structure

Overview

Objectives

16.1 Introduction

16.2 The Bloodless revolution

16.3 Causes of the Glorious revolution

16.4 Results of the Glorious revolution Let us sum up

Check Your Progress

Glossary

Terminal questions

Answers to Check your progress

Suggested Readings

Overview

The unit deals with causes and the results of Glorious revolution.

It traces the nature of the movement amidst the social backdrop.

Objectives

- To enable students to understand the causes, the course and the results of the Glorious Revolution.
-

16.1 Introduction

The Glorious Revolution is a peaceful change of power from James II to William III. Let us study in detail the causes, the course and the results of the Glorious Revolution.

16.2 The Bloodless Revolution

After the death of Charles II, his brother James II ascended the throne of England. He took certain harsh measures to establish the Catholic faith and minimize the importance of the (Protestant) Church of England. As a consequence, he became very unpopular. Sensing the mounting opposition against him, James II escaped to France in 1688. William III ascended the throne. This peaceful change of power is described by historians as the Bloodless Revolution or the Glorious Revolution.

16.3 Causes of the Glorious revolution

1) James II was a fanatic Catholic. He was determined to propagate Catholicism in England by hook or by crook. He attended the mass (the prayer meeting in the Catholic Church). Thereby he showed his partiality towards Catholics. He took several other partial steps. He appointed Roman Catholics to key positions in the Privy Council, the army and the navy.

2) Next, James tried to thrust Catholicism into educational institutions, hoping to brainwash teachers and students. He ordered the University of Cambridge to give the M.A. degree to a Catholic monk, exempting him from the necessary oaths.

3) In the same way, he ordered the fellows of Magdalene College to elect as their president a Roman Catholic by name Farmer. They refused to do so. At once James deprived them of their fellowships and appointed Roman Catholics in their places. James's aim was to create a Catholic atmosphere in the universities so that the students coming out of these universities would lean towards Catholicism.

4) Another step that had adverse effects was James's execution of Charles II's illegitimate son, the Duke of Monmouth. Monmouth was a Protestant leader. He claimed to be the rightful heir to the English throne. He organized a rebellion. The rebellion was suppressed. Monmouth was executed in cold blood. After this incident, Chief Justice Jeffreys, a supporter of James II, conducted a series of court sessions called 'bloody assizes' and sentenced to death or banishment many of Monmouth's supporters. These acts led the people to hate James.

5) James thought that his position would be safe and secure if he had a standing army commanded by Catholic officers. But Parliament rejected James's plan and also cut down his grant. The irate king dissolved Parliament. This increased the people's displeasure.

In an effort to protect the Catholics, James took certain measures, using his 'dispensing' and 'suspending' powers. In 1687 and 1688 he passed two 'Declarations of Indulgence' which 'suspended' all the adverse laws against Catholics and Dissenters. James insisted that the second Declaration of Indulgence be read out in all the churches. He was particular that the widest publicity should be given to his religious moves. But the bishops resisted James's move. Seven bishops, including Sancroft, the Archbishop of Canterbury, refused to read out the Declaration. The angry king took punitive action against the disobedient bishops. This act turned all the Protestant churches against James II.

6) A son was born to James. It was now clear that after James's

death, his son would carry on James's pro-Catholic rule. The people were horrified at this prospect. The leaders of both the Whig and the Tory parties wanted to put an end to James's Catholic regime. So they extended an invitation to William of Orange, the Protestant ruler of Netherlands, and his queen Mary, the daughter of James II, to drive out James II and take over as joint rulers of England. People hoped that William and Mary would terminate James's rabidly Catholic rule and make available to the subjects their long-lost rights and liberties.

16.4 The Course of the Glorious Revolution

In November 1688, William invaded England with his army of 15,000 soldiers. James marched against him with 30,000 soldiers. James's army as well as his daughter Anne deserted him. James realized the futility of fighting. He fled to France on Christmas day in 1688, with his queen and infant son. The French King, Louis XIV, received them and gave them the palace of St Germaine to live in and also an annual pension of £40,000. Here James lived till his death in 1701.

William of Orange took control of the situation in England. He summoned the Convention Parliament in January, 1689. It concluded that James had abdicated the throne by fleeing to France. The Convention Parliament drew up a Declaration of Rights, invalidating all the Acts of James II. The crown was offered to William and Mary as joint rulers of England. William and Mary gladly accepted the offer as a godsend and became the rulers of England. This change of government is described as a Glorious because it was affected without any bloodshed.

16.5 Results of the Glorious Revolution

- i) The Glorious Revolution established the supremacy of Parliament. The king became almost a non-entity. He was stripped of all his powers. The Divine Right of Kingship was scrapped permanently. The king became dependent on and answerable to Parliament.
- ii) The Bill of Rights, 1689, was the Bible of the new government. By this Act, Parliament gained absolute control over the king. The king was denied the right to 'suspend' or 'dispense' with the laws passed by Parliament. Elections to Parliament were to be held once in three years. Parliament was to meet at least once a year. The king had no right to interfere in these matters.
- iii) Freedom of speech was granted. But no writer was allowed to write or publish anything libellous, seditious or immoral.
- iv) The Catholic rule in England came to an end. Protestantism was established on a firm footing in England.

v) The Glorious Revolution affected England's relationship with other countries. The early Stuart Kings were favourable to King Louis XIV of France. But the new king, William III, was against France. So England fought against France in the war of the League of Augsburg and the War of the Spanish Succession. (Scotland was united with England. Ireland was defeated and remained subordinate to England for a century.

Let Us Sum Up

Thus, the Glorious Revolution brought about many changes.

Check your progress

- 1) The early Stuart Kings were favourable to ___ of France.
- 2) After the death of Charles II, his brother _____ ascended the throne of England.

Glossary

Revolution – Overthrowing a government in favour of a new system.

Catholicism- the faith practice and church order of Roman Catholic church

Answers to check your progress

- 1) King Louis XIV
- 2) James II

Suggested Readings

Prasad B. A Background to the Study of English Literature (Revised Edition). Macmillan: Chennai, 2001.

Shaw, David. Necessary conjunctions: the social self in medieval England. Springer, 2016.

The Golden Age of Queen Anne

Structure

Overview

Objectives

17.1 Introduction

17.2 Queen Anne's Society

17.3 Domestic Life

17.4 Coffee Houses

17.5 Religion Let Us Sum Up

Check your progress

Glossary

Answers to check your progress

Suggested readings

Overview

The unit deals with Queen Anne's reign and the contemporary society. The domestic life and the boom of coffee houses are also dealt in the unit.

Objectives

- To enable students to understand the golden age of Queen Anne.
 - To make students understand the impact of coffee houses on the English society.
-

17.1 Introduction

Queen Anne ruled England from 1702 to 1714. It was a golden age in the history of England because it was a period of great prosperity. Industry, agriculture and commerce all continued to prosper. Only during the last three years of her reign were there signs of distress and discontent, and that was chiefly due to the unavoidable war conditions in which the people had to live.

17.2 Queen Anne's Society

This prosperity and content that prevailed all over the country was partly owing to good harvests and cheap food. English agriculture had improved so far that more wheat was grown than in medieval times.

Wheat was the most important food. Rye, barley and oats came next in importance. In the reign of Anne there was a great exchange of agricultural products between one district and another. Thus, the coasts of Sussex and Hampshire sent their corn. Cheshire and other western countries sent their cheese by sea to London. England's agricultural improvement during this regime was so much that she was able to send corn abroad on a large scale. Cattle farming was also on its way of progress.

The social hierarchy consisted of the Duke, the squire, the yeoman, the freeholder and the tenant. The dukes were immensely rich and lived like princes. But the squire had an income of only about two hundred or three hundred pounds a year. From this he had to pay a land tax of four shillings in the pound. On the whole the small squires found it extremely difficult to make both ends meet. The yeomen who were far more numerous than the squires formed about one-eighth of the population. The tenant farmers were a little less in number. The difference between the freeholder and the tenant farmer was more political and social than economic. The freeholder had a vote for Parliament and was often in a position to use it as he liked. The tenant farmer had no vote, and even if he had, he would have been forced to cast it as his landlord wished. There was another reason why the distinction between the freeholders and the tenant farmers could not be absolute. Very often, a man cultivated a piece of land as a tenant and another piece as its owner. Sir Roger de Coverley, who is pictured by Addison as a typical squire of the time, with all his generosity, was very insistent that his tenants should cast their votes in favour of the candidate in whom he was interested.

17.3 Domestic Life

There was considerable improvement in the matter of house-building and house decoration. Farm houses and big mansions with large windows and spacious rooms were built in the traditional dignified but simple style. Tapestry was no longer in fashion for wall decoration. These houses were furnished with lighter and finer furniture made of mahogany imported from the West Indies. Chinaware brought to Europe by the Dutch and English East India Companies had become a passion with ladies. Alexander Pope refers to this in his mock-heroic poem, "The Rape of the Lock" In Queen Anne's reign it was not yet time to appreciate the value of good education. A gentleman of the time was satisfied with spending one per cent of his income for his children's education. There were only a few public schools like Eton, Winchester and Westminster which were patronized chiefly by the aristocracy. The sons of the squires, yeomen and shopkeepers went to the nearest

grammar schools. In wealthy family's private chaplains were employed to teach the young gentlemen. In schools the punishment was of a rather severe type. Flogging was resorted to as a means of imparting knowledge and maintaining discipline. Writers like Locke and Steele were highly critical about this method. Women's education was almost neglected and there was no good school for them. Most girls learnt from their mothers to read, write, sew and manage the household.

In the early part of the eighteenth century most of the marriages were arranged by the parents. However, runaway marriages were common. There were also numerous love marriages. Divorce was almost unknown. During the twelve years of Queen Anne, in the whole country there were only six divorces.

Drunkenness was the acknowledged national vice of Englishmen of all classes, though women were not accused of it. In fact, during the time of Queen Anne it was so widespread that magistrates often appeared on the bench, heated with wine. Another social vice was gambling. Both sexes gambled freely. The fine ladies and gentlemen even more than the country squires. In London, Bath and Tunbridge Wells, the gambling table was the centre of interest and immense sums of money changed hands over cards and dice. Tobacco smoking was a common habit with many people. A smoking parlour was set aside in some country houses. Among the common people of the south-western countries, men, women, and even children smoked pipes. The taking of snuff became general in England during the first year of Anne's reign, as a result of the immense quantities thrown on to the London market after the capture of Spanish ships loaded with snuff. A very harmful social vice prevalent mostly among gentlemen was duelling. A dispute between two persons was settled conclusively with a duel which ended in the death of one of the two. London and the country capitals were the commonest scenes of such duels as Thackeray had immortalised in his novel *Henry Esmond*. The first half of the eighteenth century was the golden age of the highwaymen, the period when Jack Sheppard, Jonathan Wild and Dick Turpin flourished. In 1712 a club of young men called Mohocks terrorised the landowners by wanton outrages which included the subjection of women to insults and indignities and the beating of the feeble watchmen who were supposed to keep order in the streets. Sir Roger de Coverley, while preparing to go to a theatre, took all necessary precautions to protect him and his men from the attack of the Mohocks on their way back home at night. There were certain sports and pastimes which provided relaxation to the people. In Anne's reign a primitive kind of village sport, Football also was played by many. Cockfighting of cricket was just beginning to take its place among the was watched with excitement by all classes of people. Horse Racing

attracted hundreds of people to the places where it was conducted. The most usual sports, that most people could easily resort to, were angling, shooting and snaring birds of all kinds.

The roads were in a bad condition. This was mainly because of the inadequate administrative machinery. Every parish, through which a road passed, was bound to maintain it by means of six days a year of unpaid labour by the farmers. Because of the badness of the roads, sea and river traffic became more popular especially for heavy goods.

The most important industries of the period were coal-mining and cloth-making. The coal mines were treated as the property of the owner of the land. Explosions were common in these mines and many workers lost their lives. In Anne's time the coal-mining industry was midway between the domestic and the factory system. Some of the workshops had large premises and employed many apprentices and journeymen. The industry next in importance was cloth-making. Spinning was done chiefly in country cottages by women and children, and weaving chiefly in towns and villages by men. Two-fifths of the English exports consisted of cloth woven in England. When Gibraltar became an English possession in 1704 a new avenue was opened for this trade in the Mediterranean region and Turkey. The American colonies were valued largely as markets for cloth made in England.

17.4 Coffee Houses

Coffee-drinking was a common habit at least among the wealthier classes. From the reign of Charles II, the coffee-house was the centre of social life. In Queen Anne's time there were as many as five hundred coffee-houses in the city of London. The Tories, the Whigs, the clergymen, literary men, businessmen and all other groups had their separate coffee-houses where they met and discussed all things under the sun but chiefly politics and religion. Foreign visitors admired the freedom of speech enjoyed by the Englishmen of the time.

17.5 Religion

The religious activities of the period consisted of the establishment of many religious societies and charity schools. The first object of these societies was to promote a Christian life in individuals and families, to encourage church-attendance, family prayers and Bible study. During the reign of Anne, charity schools were founded by the hundred all over England to educate the children of the poor in reading, writing, moral discipline and the principles of the Church of England. Another characteristic activity of the period was the working of the Society for the Reformation of Manners. This society issued thousands of articles against drunkenness, swearing, public indecency and Sunday trading.

Another society was the Society for the Propagation of the Gospel. Cheap Bibles and Prayer Books were made available even in the county districts by this society.

London, the greatest city in the world, was situated two miles from the Parliament at Westminster and the Queen's Court at St. James. It was the centre of business. Every country sent its raw materials and food to London and in return it sent to every country her finished products. The city contained more than a tenth of the country's population. The lower strata of the population of the capital lived in most filthy conditions without sanitation, and naturally enough the death-rate among them was high. The city of London enjoyed complete self- government in an unusually democratic form. Nearly 12,000 rate-paying householders elected 26 aldermen and 200 councilors to manage the affairs of the city.

Let Us Sum Up

In this unit, you have learned the following:

From the time of the Revolution the Court lost its glamour and importance. The ill-health of Queen Anne also was partly at least responsible for this. She was an invalid and therefore kept Court only on rare occasions. Another reason for the decline of the Court was the changing spirit of the time. In the eighteenth century patronage was sought not in the Court but in the Parliament and in the chambers of Ministers.

Check your progress

- 1) When became an English possession in 1704, trade in the Mediterranean region and Turkey was opened.
- 2) _____ was a common habit at least among the wealthier classes.

Glossary

Coffee house- Places where the people met and discussed all things under the sun but chiefly politics and religion while drinking coffee.

Patronage – The support given by a patron

Suggested Readings

Prasad B. A Background to the Study of English Literature (Revised Edition). Macmillan: Chennai, 2001.

Shaw, David. Necessary conjunctions: the social self in medieval England. Springer, 2016.

Coffee - House Life in London

Structure

Overview

Objectives

18.1 Introduction

18.2 Different Coffee Houses

18.3 Role of Coffee Houses in the Society

18.4 The Cradle of British democracy

18.5 The Closure of Coffee Houses

Let Us Sum Up

Check your progress

Glossary

Answers to check your progress

Suggested Readings

Overview

The unit deals with coffee houses and their role in English society. It elucidates on how coffee houses became the seat and the cradle of democracy

Objectives

- To enable students to understand the origin of coffee-houses in England.
 - To help students know the impact of coffee houses in the society.
-

18.1 Introduction

Coffee was probably introduced from Abyssinia into the Arabian Peninsula towards the end of the fifteenth century. Coffee-drinking became common among the Arabians and soon spread to Europe where coffee-houses became popular in the course of the seventeenth century. In the city of London, coffee-houses were for the first time introduced in the days of the Commonwealth and were very popular for decades. By the beginning of the, eighteenth century, that is, in the reign of Queen Anne, the coffee-house was the centre of social life in the city.

In London alone, there were as many as five hundred coffee-houses.

Macaulay in his History of England states that the coffee-house was the thing which distinguished the city of London from all other cities of England. He goes on to add that it was something like the Londoner's home. Those who wished to find a particular gentleman usually asked, not whether he lived in Fleet Street or Chancery Lane but whether he frequented the "Grecian" or the "Rainbow".

18.2 Different coffee houses

Almost every man of the upper or middle class frequented his favourite coffee-house either for mere social contact or to transact business, both. People of different political creeds, religious beliefs and professions had their separate coffee-houses. Thus, the Tories went to their favourite "Cocoa Tree Chocolate House" and the Whigs to St. James's Coffee House. No doubt politics was discussed with extraordinary heat and energy by the partisans who gathered in these places. The favourite resort of the learned literary men was the much-celebrated Will's Coffee House, which was situated between Covent Garden and Bow Street. Obviously literary topics like poetic justice or the three classical unities were discussed at their meetings. Animated by hot coffee another group discussed the propriety of Paradise Lost being written in rhyme. By about 1685 the most esteemed literary genius who visited this coffee-house was John Dryden. He was in those days so famous a literary figure that one considered it a privilege to have a seat near him. In winter Dryden's seat in the coffee-house was in the warmest nook by the fire, but in summer it was in the balcony. Smoking was common in all the coffee-houses and particularly at Will's. Macaulay points out that the coffee rooms without exception incessantly reeked with tobacco. Casual visitors to these centres of social contact sometimes expressed surprise that so many people should leave their own firesides to sit in the midst of eternal smoke and stench. Another coffee-house which was something like a rival to Will's was Button's Coffee House, which stood in Russel Street near Covent Garden. It was called so because it was founded by one Mr. Button, an old servant of Joseph Addison. Chief among the literary luminaries who patronised it were Dryden, Addison, Richard Steele and Alexander Pope. The Grecian Coffee House which stood in Essex Street near the Strand was patronized by scholars and critics.

The doctors of the city had their own favourite coffee-houses. Dr. John Radcliffe, the doctor with the largest practice in England towards the end of the Restoration period, used to come to the coffee-house named Garraway's. During the fixed hours of his visit he was very much in demand both by patients and by men of his own profession who wanted to seek his advice. Situated in Change Alley, Cornhill, the coffee-house

was founded by, one Thomas Garway, a dealer in tea, coffee and

tobacco. This was also the meeting place of the business magnets whose object in coming there was to transact business.

The clergy had their own favourite coffee-house known as Truby's. There were separate coffee-houses for Roman Catholics, Puritans and Jews. Some of the pious Protestants sincerely believed that the Catholics met in their Coffee-houses only to conspire against the Government. (of course, in most cases the Catholics were unwittingly sinned against than sinning.) A very remarkable thing about the Puritan coffee-house was that swearing was totally banned there. Over a cup of coffee they discussed with interest and at times with anxiety the outcome of the impending election. The Jews, when they met in their coffee- house, were chiefly concerned about exploring ways and means of investing their money at the highest possible rate of interest.

18.3 Role of coffee houses in the society

Coffee-houses played a prominent part in promoting social life in the country. Certain circumstances were responsible for this. Those were days when public meetings and newspapers were unheard of. In such circumstances the only place where people could meet and exchange views on matters of common interest was the coffee-house.

18.4. The Cradle of British Democracy

In a sense the coffee-house can be called the cradle of British democracy, as it was the only place where people of all ranks met and moved freely without any inhibition.

The coffee-houses were centres of free discussion on all things under heaven. particularly politics and religion.

18.5. The Closure of Coffee Houses

Right from the restoration time the Government was feeling rather uneasy about their popularity. An attempt was made during Danby's administration to close down all the coffee- houses, but the outcry against it was so much the Government was forced to revoke the prohibition. However, more than a century later during the French Revolution the coffee- houses became centres of heated discussion against the Government's attitude to the Revolutionary movement. It had, therefore, no other option but to order the closure of all coffee-houses in the city. It was only many years after the Napoleonic Wars that the political climate became favourable for their, revival.

Let Us Sum Up

Thus, the coffee houses played an important part in the society.

Check your progress

- 1) The Tories went to their favourite coffee house called_____.
 - 2) Macaulay in his_____, states that the coffee-house was the thing which distinguished the city of London.
-

Glossary

Cradle – Birth place

Democracy - The form of government with a parliament and elected representatives

Suggested Readings

Xavier A. G. An Introduction to the Social History of England. Viswanathan Publishers: Chennai, 2015.

Trevelyan G.M. Social History of England, Green &Co Ltd: London, 1956

Unit - 19

Political and Social Conditions in Queen Anne's England

Structure

Overview

Objectives

19.1 Introduction

19.2 The Political Background

19.3 Peace and prosperity in Anne's England

19.4 Education

19.5 Vices in Queen Anne's England

Let Us Sum Up

Check your progress

Glossary

Answers to check your progress

Suggested Readings

Overview

The unit deals with the Political backdrop of Queen Anne's reign and the various policies of the regime.

Objectives

- To enable students to understand the social and political background of Queen Anne's England.
-

19.1 Introduction

Queen Anne, the second daughter of James II, ascended the English throne in 1702 after the death of William III. She ruled England from 1702 to 1714.

19.2 The Political Background

Queen Anne's greatest achievement was the union of England and Scotland. The Act of Union passed by the English Parliament in 1707 was accepted by the Scottish Parliament. In conformity with this Act, England and Scotland were united and called Great Britain. A national flag called the Union Jack came into being. It had the crosses of St.

Andrew of Scotland and St George of England. The English Parliament and the English Monarch were common to both the countries. The coins, measures were used in both the countries.

There was an acute schism between the Tories and the Whigs in Anne's Parliament. The Parliament that she summoned two days before her death was attended by a large number of Whigs. They decided to bring George, the Elector of Hanover, to England to be crowned King.

19.3 Peace and Prosperity in Anne's England

The horrors of the Civil War, the excesses of Puritanism and the immorality of the Restoration had become things of the past. Except for a brief war with France, Anne's age was quite peaceful.

Agriculture and commerce flourished in Anne's England. Because of the bad condition of roads, rivers were used for internal business. The Thames, the Wey and the Medway were deepened in order to facilitate movement of food, drink and timber from one place to another place. There was no tax on corn. This concession contributed considerably to the improvement of trade.

19.4 Education

Education was neither advanced nor wide-spread in Anne's England. Parents spent very little, less than one per cent of their income, on their children's education. There were a few public schools in Eton, Winchester and Westminster. They were patronized by aristocrats only. Women's education was neglected. In the reign of Anne, hundreds of Charity Schools were founded all over England to educate the children of the poor in reading, writing and moral discipline.

19.5 Vices in Queen Anne's England

Vices such as drinking, gambling and duelling were very common in Anne's England. To check indecency, the Society for Promoting Christian Knowledge (the S.P.C.K.) and its off-shoot, the Society for the Propagation of the Gospel (the S.P.G.) issued pamphlets among the poor. Unfortunately, this well-intentioned work was not quite effective.

Let Us Sum Up

Thus, there was growth and progress in all the fields of life in Queen Anne's England.

Check your progress

The Act of Union passed by the English Parliament in ___ was accepted by the Scottish Parliament

A national flag called came into being.

Glossary

Peace – tranquility, period with no war

Prosperity – The state of being successful and peaceful Vices – immoral traits.

Answers to Check your Progress

1) The Union Jack 2) 1707

Suggested Readings

1.Xavier A. G. An Introduction to the Social History of England. Viswanathan Publishers: Chennai,2015.

2.Trevelyan G.M. Social History of England, Green &Co Ltd: London,1956

Unit - 20

Coffee-Houses in Queen Anne's England

Structure

Overview

Objectives

20.1 Introduction

20.2 Will's Coffee House

20.3 The Button's Coffee House

20.4 Politicians' Coffee Houses

20.5 Doctors' and Clergy's coffee houses

Let Us Sum Up

Check your progress

Glossary

Answers to check your progress

Suggested Reading

Overview

The unit deals with the popular coffee houses of England and their visitors.

Objectives

- To acquaint students with the coffee house life in London.
- To familiarize students with the different types of coffee houses visited by different groups of people.

20.1 Introduction

There were more than five hundred coffee-houses in London alone In Queen Anne's time. The coffee-house became an Inseparable part of social life. The unique feature of these coffee-houses was their variety. There were different coffee-houses frequented by different sections of society.

20.2 Will's Coffee House

This coffee house was situated between Covent Garden and Bow Street. It was haunted by Dryden. Here he discussed such literary

matters as the style of Paradise Lost, the desirability or otherwise of the three unities, etc. The seat near the fireside was reserved for Dryden in winter. In summer he went with his friends to the balcony.

20.3 The Button's Coffee House

This coffee-house was also situated near Covent Garden. It was visited by such literary luminaries as Dryden, Pope, Addison, Steele, etc. It functioned as a rival to Will's.

20.4 Politicians' Coffee Houses

People of different political parties visited different coffee houses. Tories went to Cocoa Tree Chocolate House and Whigs to St. James's Coffee House. Naturally, political issues were discussed vehemently here.

20.5 Doctors' and Clergy's Coffee Houses

Different professionals visited different coffee houses. Doctors went to Garraway's. John Radcliffe, the most famous doctor of Anne's age, chose to visit this coffee house. Patients flocked here to seek his advice.

Clergymen had their own coffee houses. Swearing was banned in the coffee house where Puritans swarmed. Jews went to their favourite coffee house to discuss the prevalent rate of interest and ways and means of investing their money most profitably. It was suspected that Catholics met in their chosen coffee house to discuss how to conspire with impunity. Thus, coffee houses served different people in different ways in Anne's England.

Let Us Sum Up

The greatest good that the coffee house did was that it kept people away from drinking alcohol. The coffee houses were closed down twice during Danby's time and later during the French Revolution. The heated discussions of political problems could not be tolerated and so coffee houses were closed temporarily during these periods.

Check your Progress

- 1) The unique feature of these coffee-houses was their_____.
- 2) Doctors went to_____coffee-house
- 3) The coffee houses were closed down twice during Danby's time and later during_____.

Glossary

Discussion – To have a conversation on any topic

Answers to check your progress

1. Variety
2. Garraway's
3. The French Revolution

Suggested Reading

Shaw, David. Necessary conjunctions: the social self in medieval England. Springer, 2016.

Xavier A. G. An Introduction to the Social History of England. Viswanathan Publishers: Chennai, 2015.

References Books

1. Ashok, Padmaja. The Social History of England. Orient Black Swan: Chennai, 2015.
2. Fischer H. A. L. History of Europe. Orient Black Swan: Chennai, 2015.
3. G.M. Trevelyan. English Social History. A Survey of Six Centuries: Chaucer to Queen Victoria. Green & Co Ltd: London, 1956.
4. Prasad B. A Background to the Study of English Literature (Revised Edition). Macmillan: Chennai, 2001.
5. Shanmugakani A. Social History of England. Manimekala Publishing House, Madurai, 2015.
6. Shaw, David. Necessary conjunctions: the social self in medieval England. Springer, 2016.
7. Thailambal. Social History of England. ENNES Publications: Udumalpet, 2006.
8. Thailambal P. Social History of England. Thirumani Printers: Coimbatore, 1996.
9. Trevelyan G. M. Social History of England, Green & Co Ltd: London, 1956.
10. Xavier A. G. An Introduction to the Social History of England. Viswanathan Publishers: Chennai, 2015.

Journals

1. Arthur H. Scouten and Robert D. Hume. "Restoration Comedy and Its Audiences". The Yearbook of English Studies. Modern Humanities Research Association: Vol. 10, 45-69.
2. Hatcher, John. "England in the Aftermath of the Black Death". Past &

Present. Oxford University Press: No. 144, Aug., (1994): 3-35.

3. Hilton R. H. "Small Town Society in England before the Black Death"
Past & Present. Oxford University Press: No. 105, Nov., (1984): 53-78.

4. Merton, K Robert. "Science, Technology and Society in Seventeenth
Century England". Osiris. The University of Chicago Press: Vol. 4,
(1938): 360-632.

5. Radice F. R. "The Reign of Queen Anne". History. Wiley: No. 77, Vol.
20, JUNE (1935): 29-39

Weblinks

1. https://onlinecourses.nptel.ac.in/noc20_hs52/preview
2. <https://literariness.org/2020/07/18/english-poetry-in-the-seventeenth-century>
3. <https://literariness.org/2020/07/17/english-poetry-in-the-sixteenth-century/>
4. <https://literariness.org/2020/07/18/english-poetry-in-the-seventeenth-century/>

Document Information

Analyzed document	I SEM B.A. ENG -22DCBEN11 -SOCIAL HISTORY OF ENGLAND I 2ND PART.doc (D162417527)
Submitted	2023-03-28 13:59:00
Submitted by	Dr.M.Nagalakshmi
Submitter email	nagalakshmi.sl@velsuniv.ac.in
Similarity	2%
Analysis address	nagalakshmi.sl.vels@analysis.urkund.com

Sources included in the report

W	URL: https://www.kngac.ac.in/elearning-portal/ec/admin/contents/3_18K1EAE1_2020120610261247.pdf Fetched: 2021-09-20 20:28:06		32
W	URL: https://study.com/academy/lesson/the-british-parliament-house-of-lords-house-of-commons.html Fetched: 2019-10-21 14:20:06		1
W	URL: https://kipdf.com/social-and-cultural-history-of-britain_5af9c7e27f8b9ab6598b45ae.html Fetched: 2022-04-28 06:21:06		5
W	URL: https://altexploit.wordpress.com/2018/01/18/17th-century-england-onwards-to-restoration/ Fetched: 2022-11-09 23:16:45		1
W	URL: https://www.msuniv.ac.in/Download/Pdf/71f6e5220a86468 Fetched: 2023-01-17 15:28:28		5

Entire Document

BLOCK I – BACKGROUND
UNIT 1 - THE EARLY HISTORY OF ENGLAND

STRUCTURE

Overview

Objectives

1.1 Introduction

1.2 The contribution of the Romans and the Anglo – Saxons

1.3 The contribution of the Norman kings

1.4 The Rule of the Plantagenet Kings

1.5 The Growth of English Literature from the Tenth to the Fifteenth century

Let Us Sum Up

Check your progress

Glossary

Answer to Check your progress

Suggested Readings



VELS



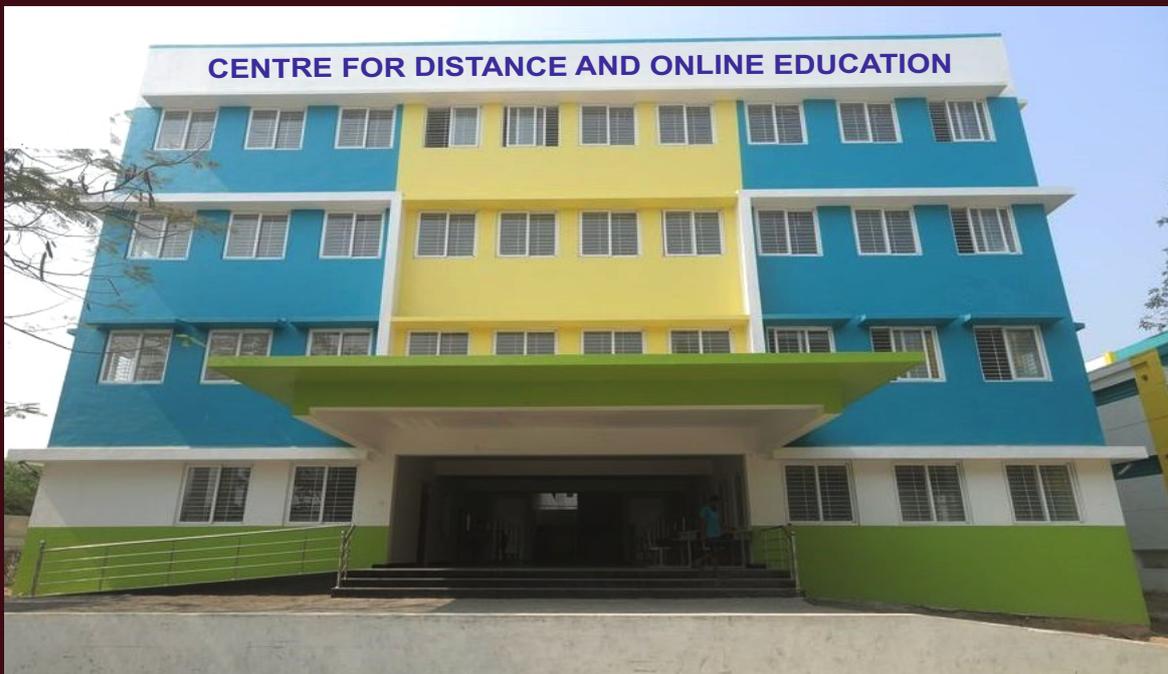
INSTITUTE OF SCIENCE, TECHNOLOGY & ADVANCED STUDIES (VISTAS)
(Deemed to be University Estd. u/s 3 of the UGC Act, 1956)

PALLAVARAM - CHENNAI

ACCREDITED BY NAAC WITH 'A' GRADE

Marching Beyond 30 Years Successfully

INSTITUTION WITH UGC 12B STATUS



CENTRE FOR DISTANCE AND ONLINE EDUCATION(CDOE)
VELS INSTITUTE OF SCIENCE, TECHNOLOGY AND ADVANCED STUDIES(VISTAS)
Velan Nagar, P.V.Vaithiyalingam Road, Pallavaram, Chennai - 600 117



VELS



INSTITUTE OF SCIENCE, TECHNOLOGY & ADVANCED STUDIES (VISTAS)

(Deemed to be University Estd. u/s 3 of the UGC Act, 1956)

PALLAVARAM - CHENNAI

ACCREDITED BY NAAC WITH 'A' GRADE

Marching Beyond 30 Years Successfully

INSTITUTION WITH UGC 12B STATUS

B.A. (Honours) ECONOMICS ODL Mode (Semester Pattern)



DCECN-11 : Micro Economics - I

School of Management Studies & Commerce

CENTRE FOR DISTANCE AND ONLINE EDUCATION(CDOE)

VELS INSTITUTE OF SCIENCE, TECHNOLOGY AND ADVANCED STUDIES(VISTAS)

Velan Nagar, P.V.Vaithiyalingam Road, Pallavaram, Chennai - 600 117

**Vels Institute of Science, Technology
and Advanced Studies (VISTAS)
Centre for Distance and
Online Education (CDOE)**

**B.A.(Honours) Economics - ODL Mode
(Semester Pattern)**

**DCECN-11 : Micro Economics-I
(4 Credits)**

Course Design and Preparation Committee

Dr.P.R. Ramakrishnan
Dean, School of Management
Studies and Commerce,
VISTAS, Pallavaram, Chennai

Dr. B.P. Chandramohan
Director , School of
Management Studies and
Commerce, VISTAS,
Pallavaram, Chennai

Dr.S.N.Sugumar
Professor,
Department of Economics,
CDOE, VISTAS,
Pallavaram, Chennai

Course Writer

Dr.Suvarna Raagavendaran
Assistant Professor,
Department of Economics,
VISTAS, Pallavaram, Chennai

Programme Coordinator

Dr.S.N.Sugumar
Professor,
Department of Economics,
CDOE, VISTAS, Pallavaram,
Chennai

Content Editing

Dr.S.Chandrachud
Professor and Head,
Department of Economics,
VISTAS, Pallavaram, Chennai

Language Editing

Dr.V.Jaisre
Professor, Department of
English , VISTAS, Pallavaram,
Chennai

Printing and Distribution

Ms.S.G.Chitra
Deputy Registrar, CDOE,
VISTAS, Pallavaram, Chennai

Mr.V.Kumar
Section Officer, CDOE,
VISTAS, Pallavaram, Chennai

September 2023 (First Edition- Updated)

©Vels Institute of Science, Technology and Advanced Studies-2023

All rights reserved. No part of this work may be reproduced in any form, by mimeograph or any other means, without permission in writing from the Vels Institute of Science, Technology and Advanced Studies (VISTAS).

Further information on the VISTAS ODL Academic Programmes may be obtained from VISTAS at Velan Nagar, P.V.Vaithiyalingam Road, Pallavaram, Chennai-600117 [or] www.velsuniv.ac.in.

Course Introduction

The Course Micro economics-I has been divided into five Blocks consisting of 20 Units. The concept of **Introduction to Micro Economics** has been given in Block-1.

Block-1 **Introduction to micro economics** has been divided into four Units. Unit-1 describes the Introduction to economics and various definitions of eminent economists. Unit 2 gives you the nature and scope of economics. Unit 3 explains demand, demand concepts and the law of demand concept in detail. Unit 4 comprises supply, supply concepts and the law of supply concepts.

Block-2 **Elasticity of Demand** is classified into four units. Unit 5 gives you concepts of elasticity of demand. Unit 6 includes the concepts specific to price elasticity of demand. Unit 7 explains about concept of consumer surplus. Unit 8 gives you the concept of the producer's surplus.

Block-3 **Utility Analysis** is further divided into four sub-units. Unit 9 gives you the concept of utility and types of utility. Unit 10 is about the Law of Diminishing marginal utility. Unit 11 describes the Indifference curve theory and its concepts. Unit 12 will give you a detailed explanation of Indifference curves in relation to consumer's equilibrium.

Block-4 **Production theory** is classified into four units. Unit 13 explains about factors of production. Unit 14 describes the production function and types of the production function. Unit 15 gives you various laws of the production function. Unit 16 will explain to you about Iso-Quant approach

Block-5 **Markets** is divided into four units. Unit 17 gives various market structures. Unit 18 explains the equilibrium of firm and Industry under perfect competition. Unit 19 describes pricing under perfect competition in the short run. Unit 20 includes pricing under perfect competition in the long run.

DCECN11: Micro Economics- I

S.no	Unit	Content	Page No.
Block-1: Introduction to Micro Economics			
1	Unit-1	Introduction of Economics	6
2	Unit-2	Nature and Scope of Economics	18
3	Unit-3	Demand and Law of Demand	36
4	Unit-4	Supply and Law of Supply	54
Block-2: Elasticity of Demand			
5	Unit-5	Elasticity of Demand	63
6	Unit-6	Concept of Price Elasticity of Demand	71
7	Unit-7	Concept of Consumer's Surplus	80
8	Unit-8	Concept of Producer's Surplus	90
Block-3: Utility Analysis			
9	Unit-9	Utility – Types of Utility	94
10	Unit-10	Law of Diminishing Marginal Utility	102
11	Unit-11	Indifference Curve Theory	108
12	Unit-12	Indifference Curves – Consumer's Equilibrium	116
Block-4: Production Theory			
13	Unit -13	Factors of Production	122
14	Unit -14	Production Functions	130
15	Unit -15	Laws of Production Function	135
16	Unit -16	Iso-Quant Approach	144
Block-5: Markets			
17	Unit -17	Market Structures	150
18	Unit-18	Equilibrium of Firm and Industry Under Perfect Competition	156
19	Unit-19	Pricing Under Perfect Competition in Short Run	163
20	Unit-20	Pricing Under Perfect Competition in Long Run	168
Plagiarism Certificate			177

Unit -1

Introduction to Economics

Structure

Overview

Objectives

- 1.1 Introduction to Economics
- 1.2 Wealth Definition
- 1.3 Criticism of Wealth Definition
- 1.4 Welfare Definition
- 1.5 Criticism of Welfare Definition
- 1.6 Scarcity Definition
- 1.7 Criticism of Scarcity Definition
- 1.8 Growth Definition

Check your progress

Let Us Sum Up

Glossaries

Answers to Check Your Progress

Suggested Readings

Overview

This unit introduction to economics explains various definitions of economics, i.e., welfare definition and its criticism, wealth definition and its criticism, scarcity definition and its criticism and growth definition. All this definition gives you basic knowledge of economics

Objectives

This chapter's goal is to present economics as a social science.

- To acquaint with the basic knowledge of Economics
- To explore various dimensions of economics

1.1. Introduction to Economics

Productive activity is any activity that generates goods and services, whereas economic activity is any activity that creates valuable goods and services. The primary goal of all economic activity is to generate revenue, which is the source of one's livelihood. Economic activities are interconnected and interdependent in the sense that producers produce what consumers desire, consumers can only consume what producers produce, and producers can only produce as much as consumers are willing to consume. Similarly, vendors can only sell what buyers want, and buyers can only buy what is available for purchase, and so on. This interconnectedness and interdependence of economic activity are carried out in a self-operated system.

An economy is a social organism in which people make a living by acting, interacting, cooperating, and competing in the production and consumption process. An economy is made up of the interconnected and interdependent economic activity of its participants. Individuals, households, businesses, farms, factories, financial institutions, and the government are all economic participants. Within the framework of an economic system, all types of economic activity are carried out. Two economic forces—demand for and supply of goods and services—create and manage a free economic system. A market system, also known as a market mechanism, is created by demand and supply factors. The interaction of demand and supply market forces forms the country's economic system. Making effective business decisions requires a comprehensive understanding of the economic system and how it works.

Economics is a social science investigating people's economic behaviour and its repercussions. Economic behaviour is analysing economic options available to an individual or a society and selecting the best opportunities, given available resources. This economic behaviour aims to get the most out of the available resources and opportunities. People must make several decisions about how to use their resources and spend their profits on optimising their gains from their resources. The basic function of economics is to observe, explain, and predict how people (individuals, households, businesses, and governments) make decisions about how to use their resources (land, labour, capital, knowledge and skills, technology, time and space, and so on) to maximize their income, as well as how they spend their income to maximize their total utility. The basic function of economics is to observe, explain, and predict how people (individuals, households,

businesses, and governments) make decisions about how to use their resources (land, labour, capital, knowledge and skills, technology, time and space, and so on) to maximize their income, as well as how they spend their income to maximize their total utility.

Economics as a social science studies how people make their choices. For the purpose of economic analysis, people are classified according to their decision-making capacity as individuals, households, firms and society, and according to the nature of their economic activity as consumers, producers, factor owners and economy managers, i.e., the government. As consumers, individuals and households, with their given income, must decide 'what to consume and how much to consume'. They have to make these decisions because consumers are, by nature, utility maximizers and consuming any commodity in any quantity does not maximize their gains, the satisfaction. As producers, firms, farms, factories, shopkeepers, banks, transporters, etc. have to choose 'what to produce, how much to produce and how to produce' because they too are gain maximizers and producing any commodity in any quantity by any technique will not maximize their gains (profits). As labour, they have to choose between alternative occupations and places of work because any occupation at any place will not maximize their earnings. Likewise, the government has to choose how to tax, whom to tax, how much to spend and how to spend so that social welfare is maximized at a given social cost.

This economic behaviour of individuals, households, firms, government and society forms the central theme of economics as a social science. Thus, economics is fundamentally the study of how people allocate their limited resources to produce and consume goods and services to satisfy their endless wants with the objective of maximizing their gains.

The word 'Economics' was derived from two Greek words, Oikos (a house) and Nemein (to manage), which means 'managing a household' using the limited funds available with maximum satisfaction.

The means refer to goods and services we use to satisfy our wants. Economic wants are desires that can be satisfied by consuming a good, service, or leisure activity. For example, food, shelter, clothing, etc., are economic human wants, and peace, love, and affection are non-economic wants. Human wants are unlimited in number. Whenever one want is satisfied, then automatically, several wants come up. This means to satisfy human wants is limited.

Human wants, desires and needs are endless in that they increase with the increase in people's ability to satisfy them. The endlessness of

human wants can be attributed to (i) people's insatiable desire to raise their standard of living, comforts and efficiency; (ii) human tendency to accumulate things beyond their present need; (iii) increase in knowledge about inventions and innovations of new goods and services with greater convenience, efficiency and serviceability; (iv) multiplicative nature of some want (e.g., buying the car creates want for many other things—petrol, driver, cleaning, parking place, safety locks, spare parts, insurance, etc.); (v) biological needs (e.g., food, water, etc.) are repetitive; (vi) imitative and competitive nature of human beings creating needs due to demonstration and bandwagon effects; and (vii) influence of advertisements in modern times creating new kind of wants. For these reasons, human wants to continue to increase endlessly.

Apart from being unlimited, another equally important feature of human wants is that they are gradable. In simple words, all human wants are not equally urgent and pressing at a point or over time. While some want to be satisfied as and when they arise (e.g., food, clothes and shelter) and some can be postponed, e.g., purchasing a car. Also, satisfying some gives greater satisfaction than others. Human wants can be arranged according to their priority given their intensity and urgency. The priority of wants, however, varies from person to person and from time to time for the same person. Therefore, the question arises as to 'which want to satisfy first' and 'which the last'. Economics studies how consumers (individuals and household) make choice between their wants and how they allocate their expenditure between different kinds of goods and services they choose to consume. Thus, consumers must choose 'what to consume' and 'how much to consume'.

While human needs are unlimited, resources available to satisfy human wants are limited. Resources can be classified as (i) natural resources (including land, space, water, minerals, forest, climate, jointly called land); (ii) human resources (including manpower, energy, talent, professional skills, and innovative ability and organizational skill, jointly called labour); and (iii) man-made resources (including machinery, equipment, tools, technology and building, jointly called capital). To this, economists add another category of resource called entrepreneurship, i.e., those who organize the resources and assume risk in business. Time and information are two other kinds of resources with economic value. All these resources have alternative uses yielding different benefits. The resources available to a person, society, or country—how so ever rich—at any time are limited. Resource scarcity is a relative term. It implies that resources are scarce in relation to their demand. The scarcity of resources is, in fact, the mother of all economic problems.

Had resources been unlimited, like human wants, there would be no economic problem and no economics. The scarcity of resources in relation to human wants forces people to derive the maximum benefit from the available resources.

Thus, economics as a science studies economizing behaviour of the people and its consequences; it brings out cause-and-effect relationships between economic events; provides the tools and techniques for analyzing economic phenomena and for predicting the consequences of economic decisions and economic events. Economics studies economic phenomena systematically and methodically. This approach to economic inquiry imparts economics the status of a 'social science'. It may be added here that there is no precise and universally acceptable definition of economics. The reason is that the subject matter of economics continues to grow and expand in scope, size and character right from the days of its founder, Adam Smith, to date. Boundaries of economic science are not yet precisely marked, nor can they be. In the opinion of some economists, 'Economics is still a very young science and many problems in it are almost untouched' and 'Economics is an unfinished science'. Yet, economics is claimed to be 'the oldest and best developed of the social sciences' and continues to grow in content and analytical sophistication.

1.2. Wealth Definition

The formal definition of economics can be traced back to the days of Adam Smith (1723-90), the great Scottish economist. Adam Smith and his followers regarded economics as a science of wealth that studies the production, consumption and accumulation of wealth. His emphasis on wealth as a subject-matter of economics is implicit in his great book—'An Inquiry into the Nature and Causes of the Wealth of Nations or, more popularly known as 'Wealth of Nations—published in 1776.

Adam Smith, in his book "An Inquiry into Nature and Causes of Wealth of Nations" (1776), defined **Economics as the science of wealth**. He explained how a nation's wealth is created. He considered that the individual in society wants to promote only his gain, and he is led by an "invisible hand" to promote the interests of society.

To him, wealth may be defined as those goods and services which command value-in-exchange. Economics is concerned with the generation of the wealth of nations. Economics is not to be concerned only with the production of wealth but also with the distribution of wealth. The way in which wealth production and distribution will occur in a

market economy is the Smithian 'invisible hand' mechanism or the 'price system'. Anyway, economics is regarded by Smith as the 'science of wealth.' Other contemporary writers also define economics as that part of wealth-related knowledge. John Stuart Mill (1806-73) argued that economics is the science of producing and distributing wealth. Another classical economist Nassau William Senior (1790-1864), argued, "The subject-matter of the Political Economics is not Happiness but Wealth." Thus, economics is the science of wealth. However, the last decade of the nineteenth century saw a scathing attack on the Smithian definition, and in its place, another school of thought emerged under the leadership of an English economist, Alfred Marshall (1842-1924).

1.3. Criticism of Wealth Definition

The following are the main criticisms of the classical definition:

- i. This definition is too narrow as it does not consider the major problems a society or an individual faces. Smith's definition is based primarily on the assumption of an 'economic man' concerned with wealth-hunting. That is why critics condemned economics as 'the bread-and-butter science'.
- ii. Literary figures and social reformers branded economics as a 'dismal science', 'the Gospel of Mammon' since the Smithian definition led us to emphasise human life's material aspect, i.e., wealth generation. On the other hand, it ignored the non-material aspect of human life. Above all, as a science of wealth, it taught selfishness and love for money. John Ruskin (1819-1900) called economics a 'bastard science.' The Smithian definition is bereft of changing reality.
- iii. The central focus of economics should be on scarcity and choice. Since scarcity is the fundamental economic problem of any society, the choice is unavoidable. Adam Smith ignored this simple but essential aspect of any economic system.

1.4. Welfare Definition

Alfred Marshall (1842-1924) wrote a book entitled "Principles of Economics" in 1890. In it, he defined economics as "a study of mankind in the ordinary business of life". In the words of Marshall, "Economics is on the one side a study of wealth, and on the other and more important side, a part of the study of man".

Emphasis on human welfare is evident in Marshall's own words: "Political Economy or Economics is a study of mankind in the ordinary business of life; it examines that part of individual and social action

which is most closely connected with the attainment and with the use of the material requisites of well-being.”

Thus, “Economics is on the one side a study of wealth; and on the other and more important side, a part of the study of man.” According to Marshall, wealth is not an end in itself, as was thought by classical authors; it is a means to an end—the end of human welfare.

1. According to Marshall, economics studies individual and social actions aimed at promoting the economic welfare of people.
2. Marshall elevated it to the status of science by shifting the emphasis from ‘Wealth’ to ‘Welfare’.
3. Marshall distinguishes between two types of things: material and immaterial. Material things can be seen, felt and touched (E.g.) books, rice etc. Immaterial things are those that cannot be seen, felt and touched. (E.g.) skill in the operation of a thrasher, a tractor, etc.

1.5 Criticism of Welfare Definition

Though Marshall’s definition of economics was hailed as revolutionary, it was criticised on several grounds.

- i. Marshall’s notion of ‘material welfare’ came in for sharp criticism at the hands of Lionel Robbins (later Lord) (1898- 1984) in 1932. Robbins argued that economics should encompass ‘non-material welfare’ also. In Teal’s life, it is difficult to segregate material welfare from non-material welfare. If only the ‘materialist’ definition is accepted, the scope and subject-matter of economics would be narrower, or a great part of the economic life of man would remain outside the domain of economics.
- ii. Robbins argued that Marshall could not establish a link between the economic activities of human beings and human welfare. Various economic activities are detrimental to human welfare. The production of war materials, wine, etc., are economic activities but do not promote the welfare of any society. These economic activities are included in the subject-matter of economics.
- iii. Marshall’s definition aimed at measuring human welfare in terms of money. But ‘welfare’ is not amenable to measurement since ‘welfare’ is an abstract, subjective concept. Truly speaking, money can never be a measure of welfare.

- iv. Economics is a positive science and not a normative science. Marshall's 'welfare definition' gives economics a normative character. A normative science must pass on value judgments. It must pronounce whether a particular economic activity is good or bad. But economics, according to Robbins, must be free from making a value judgment. Ethics should make value judgments.
- v. Finally, Marshall's definition ignores any economy's fundamental problem of scarcity. It was Robbins who gave a scarcity definition of economics. Robbins defined economics as allocating scarce resources to satisfy unlimited human wants.

1.6. Scarcity Definition

Lord Robbins gave the most accepted definition of economics in 1932 in his book 'An Essay on the Nature and Significance of Economic Science. According to Robbins, neither wealth nor human welfare should be considered the subject matter of economics.

Lionel Robbins defined economics as "The science which studies human behaviour as a relationship between ends and scarce means which have alternative uses". In his book "An Essay on the Nature and Significance of Economic Science", Robbins gives the above definition.

The definition has three essential parts (features or characteristics). They are

- (i) Human wants are unlimited; wants multiply—luxuries become necessities. There is no end to wants. If food were plentiful, if there were enough capital in the business and abundant money and time, there would not have been any scope for studying economics. Had there been no wants, there would not have been any human activity. Prehistoric people had wanted. Modern people also have wanted. Only wants change—and they are limitless.
- (ii) The scarcity of resources gives rise to many 'choice' problems. The means or the resources to satisfy wants are scarce in relation to their demands. Had resources been plentiful, there would not have been any economic problems. Thus, scarcity of resources is a fundamental economic problem in any society. Even an affluent society experiences resource scarcity.
- (iii) Since prehistoric days, one has noticed constant efforts to satisfy human wants through the scarcest resources with

alternative uses. The land is scarce in relation to demand. However, this land may be put to different alternative uses.

A particular plot of land can be either used for jute cultivation or steel production. The country will have to sacrifice jute production if it is used for steel production. So, resources are to be allocated to fulfil the immediate wants. Thus, the problem of scarcity of resources gives rise to the problem of choice.

Society must decide which wants will be satisfied immediately and which will be postponed for now. This is the choice problem of an economy. Scarcity and choice go hand in hand in each economy: "It exists in the one-man community of Robinson Crusoe, in the patriarchal tribe of Central Africa, in medieval and feudal Europe, in modern capitalist America and Communist Russia."

In view of this, it is said that economics is fundamentally a study of scarcity and the problems to which scarcity gives rise. Thus, the central focus of economics is on opportunity cost and optimisation. This scarcity definition of economics has widened the scope of the subject. Putting aside the question of value judgement, Robbins made economics a positive science. By locating the basic problems of economics — the problems of scarcity and choice — Robbins brought economics nearer to science. No wonder this definition has attracted a large number of people to Robbins' camp.

The American Nobel Prize winner in Economics in 1970, Paul Samuelson, observes: "Economics is the study of how men and society choose, with or without the use of money, to employ scarce productive resources which could have alternative uses, to produce various commodities over time, and distribute them for consumption, now and in the near future, among various people and groups in society."

1.7. Criticism of Scarcity Definition

1. Robbins' definition is not dynamic in nature because it has only discussed the problems of the present generation, not anything about the future generation.
2. Robbins does not distinguish between goods helpful to human welfare and those not helpful to human welfare.
3. In economics, we not only study the micro economic aspects, like how resources are allocated and how price is determined, but we also study the macroeconomic aspect, like how national income

is generated. But, Robbins has reduced economics merely to the theory of resource allocation.

4. Robbin's definition does not cover the theory of economic growth and development.
5. Robbins' definition does not apply to a socialistic economy.
6. The economic problem for a prosperous and sound economy differs from the underdeveloped or poor economy, which is not discussed in the definition.

1.8. Growth Definition

Samuelson's definition is known as a modern definition of economics. Samuelson states, "Economics is a social science concerned chiefly with how society chooses to employ its resources, which have alternative uses, to produce goods and services for present and future consumption".

Samuelson's definition tells us how society uses limited resources to produce goods and services for various people or groups' present and future consumption.

The main characteristics of Samuelson's definition are as follows:

- i. **Dynamic problems of production:** Economic growth is measured by the change in national output over a period. Economics is concerned with determining the method of utilising scarce resources to produce commodities over a period. Thus, the emotional issue of production has been brought within the purview of Economics.
- ii. **Dynamic allocation of consumption:** It is concerned with the method of consumption, not only now but also in the future. Thus, the problem of dividing the use of income between current and future consumption has been included in this definition.
- iii. **Distribution of Consumption:** It is concerned with the distribution of consumption among various individuals and groups. Initially, the distribution problem was unclear, but the modern definition makes it a more understandable concept.

Improvement of resource allocation: The definition also says that Economics analyses the costs and benefits of improving the resource allocation method.

Check Your Progress

1. Economics is a ----- science which deals with human wants and their satisfaction.
2. The resources are said to be _____ because they are limited compared to our wants and needs.
3. The author of the book The Wealth of Nations is _____

Let Us Sum Up

In this unit, you have learned the following:

- (i) The word 'Economics' was derived from two Greek words, Oikos (a house) and Nemein (to manage), which means 'managing a household.'
- (ii) Adam Smith, in his book "An Inquiry into Nature and Causes of Wealth of Nations" (1776), defined **economics as the science of wealth**
- (iii) Alfred Marshall (1842-1924) wrote a book on the Principles of Economics in 1890. In it, he defined economics as "a study of mankind in the ordinary business of life".
- (iv) Lionel Robbins defined economics as "The science which studies human behaviour as a relationship between ends and scarce means which have alternative uses".
- (v) To Samuelson, "Economics is a social science concerned chiefly with the way society chooses to employ its resources, which have alternative uses, to produce goods and services for present and future consumption."

Glossaries

Want:	Economic desires can be satisfied by consuming a good, service, or leisure activity.
Wealth Definition:	An Inquiry into Nature and Causes of Wealth of Nations
Welfare Definition:	"a study of mankind in the ordinary business of life".
Scarcity Definition:	Relationship between ends and scarce means which have alternative uses.

Growth Definition: Producing goods and services by using available societal resources for present and future consumption.

Answers To Check Your Progress

1. Social
 2. Scarce
 3. Adam Smith
-

Suggested Readings

1. Salvantore Dominick (2001). Managerial Economics in a Global Economy, Australia: Thomas South Western. 4th Edition
2. Koutsoyiannis, A. (1978), Modern Microeconomics, London: Macmillan, 2nd edition.,

Unit-2

Nature and Scope of Economics

STRUCTURE

Overview

Objectives

2.1 Importance of Economics

2.2 Nature of Economics

2.3 Two Major Branches of Economics

2.4 Micro Economics as a Positive Economics

2.5 Micro Economics as a Normative Economics

2.6 Scope of Micro Economics

Check Your Progress

Let Us Sum Up

Glossaries

Model Questions

Answers to Check Your Progress

Suggested Readings

Overview

This unit gives you an overview of the importance of economics, the nature of economics, and two major branches of economics, and we also discuss whether micro economics is normative economics or positive economics.

Objectives

This chapter educates the students on the following topics:

- The definition and scope of microeconomics as a branch of economics;
- microeconomics is a positive or normative science,

2.1 Importance of Economics

Economics has become one of the important branches of social sciences. It is of great practical value in our daily life. Economics is important because you learn how societies, governments, businesses,

households, and individuals allocate scarce resources. Economics is concerned with the optimal distribution of resources in society. Economics can provide valuable knowledge for making decisions in everyday life. The study of economics contributes to the development of public policies. Most of the problems of the modern State are economic. So economists play an important role in the affairs of the State.

i. Informs decisions

Economists provide information and forecasting to inform decisions within companies and governments. This knowledge of economics – or economic intelligence – is based on data and modelling.

ii. Influences everything

Economic issues influence our daily lives. This includes tax and inflation, interest rates and wealth, inequality and emerging markets, and energy and the environment. A broad subject, economics provides answers to a range of health, social and political issues that impact households and wider communities.

iii. Impacts on industries

Firms of all sizes and industries have to rely on economics, whether for product research and development, pricing strategies or advertising. This wide influence means that studying economics can open up a variety of career options across all sectors of the economy, from agriculture to manufacturing, banking and consultancy.

iv. Inspires business success

Understanding how consumers behave is vital for a business to succeed. Economists use theories and models to predict behaviour and inform business strategies. For example, how to analyse 'big data'.

v. International perspective

Economics affects the world we live in. Understanding domestic and international perspectives – historical and current – can provide useful insight into how different cultures and societies interact. For international corporations, understanding the world economy is key to driving success.

2.2. Nature of Economics

The nature of economics deals with whether economics falls into the category of science or arts. Various economists have argued in favour of science while others have reservations about the arts.

Economics is a Science

Economics is an essential scholastic field. It can be compared to science in the sense that it fulfils the criteria of being a science in the following sense:

- Science is a Systematic body of Knowledge. A body of knowledge determines or observes the internal and external environment for decision-making. It is based on methodical observation. Economics is also a science of making decisions with regard to scarce resources with alternative applications.
- In science, any conclusion is arrived at after continuous experimentation. In economics also, policies are made after persistent testing and trailing.
- Science principles are universally applicable. Similarly, economics policies are also universally applicable partially, if not fully. The policies need to be changed from time to time depending on the situation and attitude of individuals to those particular situations. Policies are applicable universally, but modifications are required periodically.

Economics requires Art

An economist must have the art of utilizing his capability, knowledge and understanding to achieve the organizational objective. Economists should have the art of putting into practice their theoretical knowledge regarding elements of the economic environment.

Economics has components of micro economics

Managers study and manage the internal environment of the organization and work for the profitable and long-term functioning of the organization. This aspect refers to the micro economics study. Economics deals with the problems faced by the individual organization, such as the organisation's main objective, demand for its product, price and output determination of the organization, available substitute and complimentary goods, supply of inputs and raw material, target or prospective consumers of its products etc.

Economics has components of macro economics

None of the organizations works in isolation. They are affected by the external environment of the economy in which it operates, such as government policies, general price level, income and employment levels in the economy, stage of the business cycle in which the economy is operating, exchange rate, the balance of payment, general expenditure,

saving and investment patterns of the consumers, market conditions etc. These aspects are related to macroeconomics.

Economics is dynamic in nature

Economics deals with human-beings (i.e. human resources, consumers, producers etc.). The nature and attitude differs from person to person. Thus, to cope with dynamism and vitality, managerial economics also changes itself over time.

Economics for the administration of the organization

Economics helps the management in decision-making. These decisions are based on the economic rationale and are valid in the existing economic environment.

Economics is helpful in optimum resource allocation

The resources are scarce with alternative uses. Consumers need to use these limited resources optimally. Each resource has several uses. With this knowledge of economics, which is the preeminent use of the resource.

Economics is Elective in Nature

Economics is integrative or elective in nature. It combines and synthesizes ideas and methods from various functional fields of business administration like accounting, production management, marketing and finance. This is multi-disciplinary in dimension.

2.3. Two Major Branches of Economics

Economics is divided into two categories: microeconomics and macroeconomics. Microeconomics studies individuals and business decisions, while macroeconomics looks at the decisions of countries and governments.

Microeconomics

Microeconomics is a branch of economics that contemplates decision-maker's attributes within the economy, such as households, individuals, and enterprises. In other words, microeconomics refers to the social science that analyses the associations of human action, particularly how those choices influence the consumption and allocation of scarce resources.

The concept of microeconomics shows how and why different commodities have different values, how individuals make more practical

or efficient decisions, and how individuals organise and cooperate with each other.

The basic microeconomic problems are:

- What to produce and how much to produce?
- How to produce?
- For whom to produce or how to distribute the social output?

These problems assume a macro nature when considered at the economy level. However, we will discuss them first at the micro level.

- **What to Produce? The problem of Choice between Commodities**

The problem of 'what to produce' is the problem of choice between commodities. This problem arises mainly for two reasons:

(i) scarcity of resources does not permit the production of all the goods and services that people would like to consume; and

(ii) all the goods and services are not equally valued in terms of their utility by the consumers. Some commodities yield higher utility than others. Since all the goods and services cannot be produced for a lack of resources, and the consumers may not buy all that is produced, the problem of choice between the commodities arises. The problem of 'what to produce' is essentially the problem of efficient allocation of scarce resources so that the output is maximum and the output-mix is optimum. The objective is to satisfy the maximum needs of the maximum number of people.

The question 'how much to produce' is the problem of determining the quantity of each commodity and service to be produced. This problem, too, arises due to a scarcity of resources. For, surplus production would mean the wastage of scarce resources. This problem also implies allocating resources between various goods and services to be produced.

The basic economic problem of unlimited wants and limited resources makes it necessary for an economic system to devise some method of determining 'what to produce' and 'how much to produce' and ways and means to allocate the available resources for the production of goods and services. In a free enterprise economy, the price mechanism provides the solution to the problems 'what to produce' and 'how much to produce'.

- **How to Produce? The problem of Choice of Technique**

The problem of 'how to produce' is the problem of choice of technique. Here, the problem is determining an optimum combination of inputs—labour and capital—to be used in producing goods or services. This problem, too, arises mainly because of the scarcity of resources. If labour and capital were available in unlimited quantities, any amount of labour and capital could be combined to produce a commodity. But, since resources are scarce, choosing a technology that uses resources most economically becomes imperative.

Another very important factor that gives rise to this problem is that a given quantity of a commodity can be produced with several alternative techniques, i.e., alternative input combinations. For example, it is always technically possible to produce a given quantity of wheat with more labour and less capital (i.e., with a labour-intensive technology) and with more capital and less labour (i.e., with a capital-intensive technology). The same is true of most commodities. In the case of some commodities, however, choices are limited. For example, the production of woollen carpets and other items of handicrafts is by nature labour-intensive, while the production of cars, TV sets, computers, aircraft, etc., is capital-intensive. In the case of most commodities, however, alternative technology may be available. But, the alternative techniques of production involve varying costs. Therefore, the problem of choice of technology arises.

In a free market economy, the market system itself provides the solution to the problem of choice of technology through the price mechanism. The market mechanism yields a pricing system that determines labour and capital prices. Factor prices and factor-quantities determine the cost of production for the business firms. Profit-maximizing firms find out an input combination which minimizes their cost of production. This becomes inevitable for the firms because their resources are limited and, with given resources, they intend to maximize their profits.

- **For Whom to Produce: How to Distribute Social Output**

In a modern economy, all the goods and services are produced by business firms. The total output generated by business firms is known as 'society's total product' or 'national output'. The total output ultimately flows to the households. Here a question arises: How is the national output shared among the households, or what determines the share of each household? A possible answer to this question is that, in a free enterprise economy, the price mechanism determines the distribution pattern of the national output. The price mechanism determines the price

of each factor in the factor market. Once the factor price is determined, the income of each household is determined by the quantity of the factor(s) it sells in the factor market. Those who possess a large amount of highly-priced resources are able to earn higher incomes and consume a larger proportion of national output than those who possess a small quantity of low-priced resources.

But the problem does not end here. Other questions then arise: why do some people have a command over a larger proportion of resources than others? Why do those who have more get more and more? Why do those who have less get less and less? In other words, why do the rich get richer and the poor get poorer? Is this distribution of national production fair? If not, how can disparities in incomes or sources of income be removed or at least reduced? The price mechanism of the free enterprise system has not been able to answer these questions. These problems have long been debated inconclusively. They remain as alive today as they were during the days of Adam Smith and David Ricardo. These questions are the subject of the 'Theory of Distribution'. When questions related to production and distribution are looked into from the efficiency point of view, the economists address themselves to other questions: How efficient is society's production and distribution system? How does it affect the welfare of society? How can production and distribution be made more efficient or welfare oriented? Economists' attempts to answer these questions have led to the growth of another branch of economics, i.e., Welfare Economics.

Macro Economics

Macroeconomics is a branch of economics that depicts a substantial picture. It scrutinises itself with the economy at a massive scale and considers several economic issues. The issues confronted by an economy and the headway that it makes are measured and apprehended as part and parcel of macroeconomics. When one speaks of the issues an economy confronts, inflation, unemployment, increasing tax burden, etc., are all contemplated. This makes it apparent that macroeconomics focuses on large numbers.

There are certain macroeconomic problems of prime importance confronted by an economy. These problems may be specified as follows:

- **How to increase the production capacity of the economy?**

This is essentially the problem related to the economic growth of the country. The need to increase the economy's production capacity arises

for at least two reasons. First, most economies of the world have realized by experience that their population has grown at a rate much higher than their productive resources. This leads to poverty, especially in less-developed countries. Poverty, in itself, is a cause of a number of socio-economic problems. Besides, it has frequently jeopardized the sovereignty and integrity of nations. The colonization of poor nations by the richer and more powerful imperialist nations during the pre-twentieth century is evidence of this fact. Therefore, the growth of the economy and sparing resources for defence has become necessary. Second, over time, some economies have grown faster than others, while some economies have remained almost stagnant. The poor nations have been subjected to exploitation and economic discrimination. This has impelled the poor nations to grow their economies, protect themselves from exploitation, and give their people a respectable status in the international community. While various economies have been facing the problem of growth, economists have engaged themselves in finding an answer to such questions as What makes an economy grow? Why do some economies grow faster than others? This has led to the Theories of Economic Growth.

- **How to stabilize the economy?**

Though economic ups and downs are not unknown in controlled economies, free enterprise economies have experienced it more frequently and more severely. An important feature of the free enterprise system has been the economic fluctuation of these economies. Economic fluctuations cause wastage of resources, e.g., idleness of manpower or involuntary unemployment, idle capital stock, particularly during periods of depression. Economists have devoted a good deal of attention to explaining this phenomenon. This problem is studied under Trade Cycles or Business Cycles.

- **Other problems of macro nature**

In addition to the macro problems mentioned above, there are many other economic problems of this nature, which economists have studied extensively and intensively. The most important problems in this category are the problems of unemployment and inflation. While widespread unemployment is the biggest problem confronting developing economies, inflation is a global problem. Another set of macro problems is associated with international trade. Economists have devoted a good deal of their attention to major questions: What is the basis of trade between the nations? How are the gains from trade shared between the nations? Why do deficits and surpluses arise in

trade balances? How is an economy affected by deficits or surpluses in its balance of payment position? New problems continue to emerge as an economy passes through different phases of economic growth.

Micro Economics vs Macro Economics

Microeconomic theory or microeconomics, whose literal translation is 'economics in the small,' studies the economic actions of individuals, firms and groups of individuals and firms in the economy. For example, the determination of equilibrium output and price for a single firm lies in the domain of microeconomic theory. Macroeconomic theory or macroeconomics is concerned with studying economy-wide aggregates, such as the analysis of the total output and employment, total consumption, total investment, total saving and national product. Thus, while the former analysis presents a microscopic view of the economy, the latter furnishes us with its macroscopic view. Microeconomic theories are concerned with the partial equilibrium analysis of the firm's price-output determination under different market situations and allocating given economic resources between their rival uses. Macroeconomic theories, on the other hand, are interested in the analysis of the levels of national product, total saving and investment, total employment of the economy's resources and total money supply. Macroeconomic analysis is the analysis of the economy-wide or aggregate variables. In short, it studies the economy's aggregate output, investment, saving, money supply, employment, general price level and other macroeconomic variables.

Macro economics answers such important and broad questions as: What determines the aggregate employment and output levels in the economy? How is the general price level in the economy determined? What is the relative importance of the various factors which influence the general price level? What determines the level of aggregate economic activity in the economy and its expansion or contraction over time? Why are cyclical fluctuations caused, and how do these affect the economy's overall performance?

On the other hand, the concern of microeconomics is to answer such questions as How, *ceteris paribus*, is the purchasing behaviour of a consumer influenced by any given change in the price of a commodity? Under given market conditions, how does a firm determine the output of any given good or service it will produce and the price at which it will sell it? How will a firm in equilibrium combine the different inputs to produce any given good or service?

Microeconomic theory employs the technique of partial equilibrium analysis to study the price-output determination of a single commodity or service in any given market situation on the assumption of *ceteris paribus*. It studies the determination of relative prices of particular products, factors, and changes in these prices. Macroeconomic theory, on the other hand, employs the technique of general equilibrium in order to study the determination of the general price level, money supply, total employment and output levels and fluctuations in these aggregate magnitudes. General equilibrium analysis stresses interdependence between the different markets and sectors in the economy. Consequently, it studies the interdependence between prices and outputs of the entire range of goods and services produced in the economy. In other words, while microeconomics studies happenings in a particular market or sector in splendid isolation, macroeconomics never ignores the fact of close interdependence between the economy's different sectors, with everything depending on everything else in the economy. According to the general equilibrium approach employed in macroeconomics, a change in any one market or sector has ramifications on the other markets or sectors of the economy. In short, while macroeconomic theory simplifies by aggregation, microeconomic theory simplifies by assuming 'other things remain the same'.

In whatever words it is defined, macroeconomics is concerned with the study of the functioning of the whole economy, including how the total output of goods and services and the total employment of resources are determined in the economy and what causes fluctuations in their size. It analyses why at one time, 15 per cent of the total labour force in the economy is unemployed while at another time, only 5 per cent of the total labour force cannot find employment in the economy. It studies the phenomenon of inflation and deflation and seeks to explain why the economy's growth rate at one time is 8 per cent while at another time it is only 2 per cent or even less. The Great Depression of the 30s and the war and post-war hyperinflations are among those economic phenomena which deeply concern the macroeconomist, and to prevent this, he strives hard to find effective solutions reflected in the monetary and fiscal policies of the government.

According to Gardner Ackley, 'macroeconomics deals with economic affairs "in the large". It concerns the overall dimensions of economic life. It looks at the total size, shape and functioning of the "elephant" of economic experience, rather than the individual parts' working or articulation or dimensions. To alter the metaphor, it studies the character of the forest independently of the trees which compose it. More

specifically, macroeconomics concerns itself with such variables as the aggregate volume of an economy's output, the extent to which its resources are employed, the size of the national income, and the general price level.' Emphasizing that macroeconomics is the study of economy-wide aggregates, Edward Shapiro has stated that a major task of macroeconomics is explaining what determines the aggregate output of goods and services. It deals with the functioning of the economy as a whole, including how the economy's total output of goods and services, the price level of goods and services and the total employment of resources are determined and what causes these magnitudes to fluctuate. According to R. G. D. Allen, 'the term "macro-economies", introduced by Ragnar Frisch in 1933, applies to the study of relations between broad economic aggregates, as opposed to the decision-making processes of individuals and firms, which is the subject matter of micro-economics.

Microeconomics abstracts from the study of these aggregative macroeconomic variables. Its unit of study is the part and not the whole. Consequently, a micro economist picks up the problem of determination of the profit-maximizing output of a firm for his study. He is interested in finding out what particular output, out of the many possible ones, a firm must produce in order to maximize its total profit function or what particular factor- combination, out of the many possible ones, a firm should choose in order to produce a given quantity of output so as to minimize its total cost function. Microeconomic theory helps him find out the equilibrium (most cosy position) of the firm at that level, which corresponds to the tangency between the firm's isoquant and isocost line.

Similarly, microeconomics is concerned with the study of how an individual consumer allocates his given income among the many goods and services available to him to maximize his total satisfaction or utility. Assuming the economy's total output, total employment and total spending as given, it analyses how the total output and employment are distributed between the different individual firms and industries in the economy. According to Gardner Ackley, 'microeconomics deals with dividing total output among industries, products, and firms, and allocating resources among competing uses. It considers problems of the income distribution. Its interest is in relative prices of particular goods and services.'

Most, though not all, of the contents of the traditional economic theory, until the last 70 years, have consisted of microeconomic theory. Price

and value theory, the theory of the household, firm and industry, and a major part of production and welfare theory belong to the microeconomic theory. However, monetary and business cycle theories have a long history and are clearly macroeconomic analyses. The classical economic theory was almost wholly macroeconomics, while the neoclassical theory was entirely microeconomics. Macroeconomics staged a grand comeback with John Maynard Keynes in the latter part of the thirties and virtually replaced microeconomics for over a decade.

While microeconomics assumes the aggregate output for the economy as a whole as given, macroeconomics is an important variable whose size and changes in that size it aims to explain. On the other hand, while macroeconomics treats the distribution of total output, employment and spending among the various individual goods and services produced by the particular firms and industries as given, these are regarded as a variable by microeconomics. Similarly, with regard to prices, while microeconomics regards the relative prices of various different goods and services variable by treating the general price level as given, macroeconomics stresses the variability of the general price level by treating the relative prices as given. In the language of a metaphor, while macroeconomics is concerned with studying an elephant as a whole, microeconomics studies the working of the particular parts of it. Macroeconomics studies the forest independently of the trees composing it while microeconomics looks at the dimensions and characteristics of the individual trees that constitute the forest. To alter the metaphor, while macroeconomics presents a bird's-eye view of the economy, microeconomics presents only a worm's-eye view confined to some specific part of the economy.

Relationship between Micro economics and Macro economics

Despite important differences between the microeconomic and macroeconomic theories, these two have considerable overlapping. Consequently, it is difficult to draw any precise line of demarcation between these two analyses. The two economic analyses are not mutually exclusive. In practice, the economy is not analysed separately in two watertight compartments. Consequently, there is only one 'economics'. Obviously, this fact should make us aware that macroeconomics has a foundation in microeconomics and vice versa. In any meaningful analysis of the macroeconomic variables and their relationships, the role of changes in those microeconomic variables influencing the macroeconomic variables and vice versa must be recognized. For instance, if workers do not move away from the

declining industry located in one area to the growing industry located in a different region, the total output and employment would be smaller than if the workers were mobile. In any meaningful analysis of the economic processes determining the nation's economic welfare, both the microeconomic and macroeconomic aspects of the nation's economic welfare must be considered.

From the microeconomic point of view, the material welfare of the community will be higher if the economy is closer to the level of optimum allocation of its given total resources, given the intensity of utilization of these resources. From macroeconomic consideration alone, the national material welfare will be higher if the economy attains fuller utilization of the total economic resources taking the allocation of these resources as a given. Therefore, it is obvious that microeconomic and macroeconomic analyses are complementary and the maximum national economic welfare will only be achieved when all the available economic resources are fully utilized and optimally allocated between their different competing uses.

Economics is not a schizophrenic subject but a unified and cohesive discipline, as the two branches of economics, macroeconomics and microeconomics, differ only in the degree of aggregation involved. For example, while the economy's total output and employment involve aggregation of the output and employment generated in the various sectors of the economy, the total production of the sugar industry is an aggregate of the output of different sugar factories composing the sugar industry in the economy. Similarly, the total consumer demand for sugar is an aggregate of the demands of many household units. A well-meaning general theory of the economy will, therefore, have to be a combination of both the microeconomic and macroeconomic theories. Emphasizing the fact of interdependence and the difficulty of drawing any sharp line of demarcation between macroeconomic and microeconomic theories, Gardner Ackley has correctly stated:

Actually, the line between macroeconomic and microeconomic theory cannot be precisely drawn. A truly 'general' theory of the economy would clearly embrace both: it would explain individual behaviour, individual outputs, incomes and prices, and the sums or averages of the individual results would constitute the aggregates with which macroeconomics is concerned. Such a general theory exists, but its very generality leaves it with little substantive content.

Although microeconomic and macroeconomic analyses are so closely interrelated that one draws from the other, the two analyses differ.

Consequently, a microeconomic proposition cannot be extended to macroeconomic situations. For example, an individual can become richer by spending less and saving more out of his given income. A nation cannot, however, become richer unless it produces more. An attempt on the part of all individuals to save more out of their given incomes will not lead to an increase in total national savings because, to the extent one individual spends less, the incomes of the rest of the people in the economy are reduced.

Consequently, their savings are reduced. In fact, efforts to save more out of the given national income on the part of all individuals in the community may actually end up in reduced total savings. This is the so-called famous 'paradox of thrift' in macroeconomic theory.

Similarly, an individual can withdraw from his bank account his entire deposit money without the bank failing. If, however, all the depositors were to withdraw their bank deposits simultaneously, the bank would certainly fail. Again, a person becomes richer when he wins prize money in a lottery, but the nation does not become richer because, to the extent the lottery winner has gained, the other lottery ticket holders have lost. Similarly, when one finds a ten-rupee banknote on the road one becomes richer to the extent of his find, but the community's income remains unchanged because someone's gain is someone else's loss.

Furthermore, while in a fully employed economy, it is possible for a single firm to increase its total output by weaning away inputs from other competing uses by offering higher factor rewards, the economy cannot increase the total output by the such resort on the part of some firms because the decrease in the output of others cancels out the increase in the output of some firms. Moreover, it is possible that in certain situations, the fall in the output of other firms may more than neutralize the increase in a particular firm's output resulting in a net fall in the total output.

It is, therefore, obvious that microeconomic statements cannot always be valid for the macroeconomic decisions. Nor are the macroeconomic statements always reliable for drawing correct microeconomic conclusions. For example, a substantial increase in the total agricultural output due to a bumper crop harvest causes an increase in the national product, causing a substantial increase in the community's economic welfare. It does not, however, always follow from this that the economic condition of the agriculturists has also improved, although macroeconomic theory lends strong support to this belief. In fact, since the elasticity of demand for most agricultural products is less than unity

(at any rate, it is so in the short period), the larger output of bumper harvest will have to be sold at more than proportionately reduced price yielding lower total revenue (income) to the farmers.

Consequently, the economic condition of the agriculturists would deteriorate rather than improve while the nation as a whole would enjoy larger material well-being resulting from the bumper harvest. This is known as the familiar 'fallacy of composition'. Again, it would be wrong to say that everyone in the economy necessarily becomes richer with a higher gross national product. Even a higher per capita income is not an infallible indicator of the better economic condition of every individual living in the country. Higher national products may co-exist with greater mass poverty if in the process of producing the larger national product, the distribution of the national product becomes more skewed. For example, in the oil-producing Gulf countries very high national product and mass poverty coexist as the distribution of national product in these countries is highly skewed.

2.4. Micro Economics as Positive Economics

Economics as a science: Science is a branch of knowledge associated with the cause-and-effect relationship and analyses economic factors. Additionally, economics combines various science sections like statistics, mathematics, etc., to understand the relationship between price, supply, demand, and various economic determinants.

Positive economics: Positive science examines the connection between two variables but does not furnish any value judgement, meaning it only states 'what is' and deals with just the facts related to the economy.

2.5. Micro Economics as Normative Economics

Normative economics focuses on value-based judgments aimed at improving economic development, investment projects, and the distribution of wealth. Its goal is to summarize the desirability (or lack thereof) of various economic developments, situations, and programs by asking what should happen or ought to be.

Normative economics is subjective and value-based, originating from personal perspectives or opinions involved in decision-making. The statements of this type of economics are rigid and prescriptive. They often sound political, which is why this economic branch is also called "what should be" or "what ought to be" economics.

2.6. Scope of Economics

Economists use different economic theories to solve various economic problems in society. Its applicability is very vast. Economic laws come into play from a small organization to a multinational firm. The scope of economics can be understood under two subheads: Microeconomics and Macroeconomics. Let us discuss these in detail:

Microeconomics

Microeconomics examines individual economic activity, industries, and their interaction. It has the following characteristics:

- It determines the ratio of change in the proportion of one variable to another variable. For example- the income elasticity of demand, the price elasticity of demand, the price elasticity of supply, etc.
- It involves an efficient conversion of input into output. For example- packaging, shipping, storing, and manufacturing.
- With the help of economic theories, the object price is evaluated by the price of resources.
- Economic theories help to identify the dominance of a single entity studied in a particular field.
- It corresponds to the dominance of small entities in a market.

Macroeconomics

It is the study of an economy as a whole. It explains broad aggregates and their interactions “top down.” Macroeconomics has the following characteristics:

- It studies the factors which explain economic growth, such as the increase in output per capita of a country over a long period.
- It advocates the involvement of the central bank and the government to formulate monetary and fiscal policies to monitor the output over the business cycle.
- Economic theories help in measuring the unemployment rate. It is caused by various factors like rising wages, a shortfall in vacancies, and more.
- Inflation corresponds to an increase in the price of a commodity, while deflation corresponds to a decrease in the price of a commodity. These indicators are valuable to evaluate a country's economy status.

Check Your Progress

1. The most fundamental economic problem is_____.
2. Positive statement involves _____.
3. _____ is the problem of choice between commodities

Let Us Sum Up

In this unit, you have learned about the following:

- Economics has become one of the important branches of social sciences. It is of great practical value in our daily life.
- Economics is a science and art
- Economics has major branches of economics, i.e., micro economics and macro economics
- Economics is positive and normative science in nature

Glossaries

Micro Economics: Microeconomics studies the decisions of individuals and firms

Macro Economics: Macroeconomics studies the behaviour and performance of an economy as a whole

Positive Science: which means that it only states 'what is' and deals with just the facts related to the economy.

Normative Science: Normative economics is subjective and value-based, originating from personal perspectives or opinions involved in the decision-making process

Answers To Check Your Progress

1. Scarcity.
2. Statement of facts
3. What to produce

Suggested Readings

1. Jhingan M.L.(2002), Micro Economic Theory, Vrinda Publications, New Delhi, 40th Edition
2. Browning, E.K. and Browing, J.M. (1998), Microeconomic Theory and Applications, New Delhi Hall: Kalyani Publishers, 2nd edition.,

Demand and Law of Demand

Structure

Overview

Objectives

3.1 Meaning of Demand

3.2 Types of Demand

3.3 Factors Influencing Demand

3.4 Law of Demand

3.5 The Demand Schedule

3.6 The Demand Curve

3.7 Why the Demand Curve slopes downwards from left to right.

3.8 Exceptions of Law of Demand

3.9 Market Demand Curve

3.10 Shifts in Demand Curve

Check Your Progress

Let Us Sum Up

Glossaries

Model Questions

Answers to Check Your Progress

Suggested Readings

Overview

This unit explains the core demand concepts. In core demand concepts, we discuss the meaning of demand, types of demand, factors influencing demand, the law of demand along with demand schedule, demand curve and why the demand curve slopes downwards from left to right. In addition to the above concepts, exceptions to the law of demand, market demand and shifts in demand curves are explained.

Objectives

- We introduce some basic economic laws in this unit.

- The core objective of this unit is to explain the concept of Demand and the law of demand.
- A clear study of this unit will give knowledge on the meaning of
- demand, the law of demand concept, how a demand curve will be derived, factors affecting demand, market demand etc.,

3.1. Meaning of Demand

Demand for a commodity refers to the desire backed by the necessary purchasing power. “By demand, we mean the various quantities of a given commodity or services which consumers would buy in one market in a given period of time, at various prices, or at various incomes or various prices of related goods.”

Demand is an economic term that refers to the products or services consumers wish to purchase at any given price level. The mere desire of a consumer for a product is not demand. Demand includes the purchasing power of the consumer to acquire a given product at a given period. In other words, it is the amount of products or services that consumers can purchase.

The relationship can be written as an equation thus:

$$Q=f(p)$$

Q= quantity demanded of the product

P = Price of the product

3.2. Types of Demand

Demand is generally classified based on various factors, such as the nature of a product, usage of a product, number of consumers of a product, and suppliers of a product.

The demand for a particular product would be different in different situations. Therefore, organizations should be clear about the type of demand for their products.

The different types of demand (as shown below Figure) are discussed as follows:

i. Individual and Market Demand:

Refers to the classification of demand for a product based on the number of consumers in the market. Individual demand can be defined as the quantity demanded by an individual for a product at a particular price and within a specific period of time. For example, Mr X demands 200 units of a product at Rs. 50 per unit in a week.

The individual demand for a product is influenced by the price of a product, the income of customers, and their tastes and preferences. On the other hand, the total quantity demanded of a product by all individuals at a given price and time is regarded as market demand.

In simple terms, market demand is the aggregate of individual demands of all the consumers of a product over a period of time at a specific price, while other factors are constant. For example, there are four consumers of oil (having a certain price). These four consumers consume 30 litres, 40 litres, 50 litres, and 60 litres of oil, respectively, in a month. Thus, the market demand for oil is 180 litres in a month.

ii. Organization and Industry Demand:

Refers to the classification of demand based on the market. The demand for an organisation's products at a given price over time is known as organization demand. For example, the demand for Toyota cars is organization demand. The sum total of demand for products of all organizations in a particular industry is known as industry demand.

For example, the demand for cars of various brands, such as Toyota, Maruti Suzuki, Tata, and Hyundai, in India constitutes the industry's demand. The distinction between organization and industry demand is not useful in a highly competitive market.

This is due to the fact that in a highly competitive market, organizations have insignificant market share. Therefore, the demand for an organization's product is of no importance. However, an organization can only forecast the demand for its products by analyzing the industry demand.

iii. Autonomous and Derived Demand:

Autonomous and Derived Demand refers to the classification of demand on the basis of dependency on other products. The demand for a product that is not associated with the demand for other products is known as autonomous or direct demand. Autonomous demand arises due to the natural desire of an individual to consume the product.

For example, the demand for food, shelter, clothes, and vehicles is autonomous as it arises due to consumers' biological, physical, and other personal needs. On the other hand, derived demand refers to the demand for a product that arises due to the demand for other products.

For example, the demand for petrol, diesel, and other lubricants depends on the demand of vehicles. Apart from this, the demand for raw materials is also derived demand as it is dependent on the production of

other products. Moreover, the demand for substitutes and complementary goods is also derived from the demand.

iv. Demand for Perishable and Durable Goods:

Demand for perishable and Durable goods refers to the classification of demand on the basis of the usage of goods. The goods are divided into two categories, perishable goods and durable goods. Perishable or non-durable goods refer to goods that have a single use. For example, cement, coal, fuel, and eatables. On the other hand, durable goods refer to goods that can be used repeatedly.

Perishable goods satisfy the present demand of individuals. However, durable goods satisfy both present as well as future demands of individuals. Therefore, consumers purchase durable items by considering their durability. For example, clothes, shoes, machines, and buildings.

In addition, durable goods need replacement because of their continuous use. The demand for perishable goods depends on the current price of goods and customers' income, tastes, and preferences and frequently changes, while the demand for durable goods changes over a longer period.

v. Short-term and Long-term Demand:

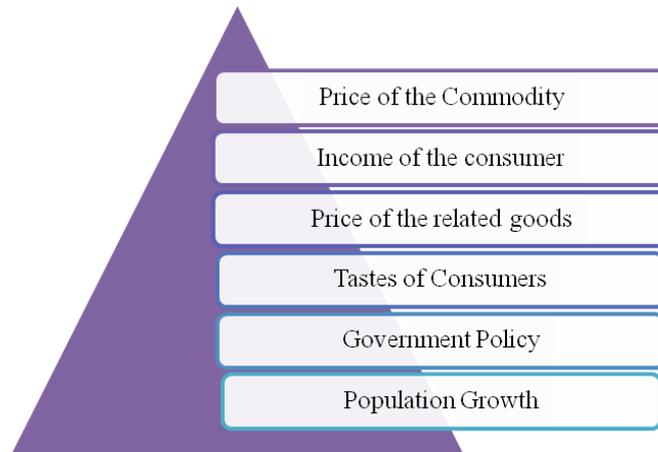
Short-term and long-term Demand refers to the classification of demand on the basis of the time period. Short-term demand refers to the demand for products used for a shorter time or current period. This demand depends on the current tastes and preferences of consumers.

For example, the demand for umbrellas, raincoats, sweaters, and long boots is short-term and seasonal in nature. On the other hand, long-term demand refers to the demand for products over a longer period of time.

The short-term and long-term concepts of demand are essential for an organization to design a new product. Generally, durable goods have long-term demand. The long-term demand for a product depends on a number of factors, such as changes in technology, type of competition, promotional activities, and availability of substitutes.

3.3. Factors Influencing Demand

The factors which determine the level of demand for any commodity are the following:



1. Price of a commodity

The higher the price of a commodity, the lower the quantity demanded. The lower the price, the higher the quantity demanded.

2. Prices of other Commodities

There are three types of commodities in this context.

Substitutes: If a rise (or fall) in the price of one commodity leads to an increase (or decline) in demand for another commodity, the two commodities are said to be substitutes. Example: tea and coffee.

Complementary Commodities: Complementary goods are those which cannot be used without each other. If, say, the price of cars rises, and they become expensive, the demand for them will fall, and so will the demand for petrol.

Unrelated Goods: If the two commodities are unrelated, say refrigerator and bicycle, a change in the price of one will not affect the quantity demanded of the other.

3. Income of the consumer

A rise in the consumer's income raises the demand for a commodity, and a fall in his income reduces demand.

4. Tastes and preferences

When there is a change in the tastes of consumers in favour of a commodity, say due to fashion, its demand will rise, with no change in its price, in the prices of other commodities, and in the income of the consumer.

5. Government Policy

This is also responsible for influencing the demand for the commodity. The government imposes taxes on various goods, leading to an increase in the price of the goods, resulting in demand decreasing.

6. Population Growth

An increase in population leads to an increase in demand for all types of goods, whereas a decrease in population means less demand for such commodities.

3.4. Law of Demand

The law of demand states the relationship between the quantity demanded and the price of a commodity. In general, the quantity demanded of a commodity depends on many other factors also, viz., consumer's income, price of the related goods (substitutes and complements), consumer's taste and preferences, advertisement, etc. However, price of a good is the most important and the only determinant of its demand in the short run because other factors remain constant. Therefore, the law of demand is linked to the price of the product.

The law of demand can be stated as 'all other things remaining constant, the quantity demanded of a commodity increases when its price decreases and decreases when its price increases'. This law implies that demand and price are inversely related. Marshall states the law of demand as 'the amount demanded increases with a fall in price and diminishes with a rise in price'. This law holds under ceteris paribus assumption, i.e., all other things remain unchanged. The law of demand can be illustrated through a demanding schedule and a demand curve

Definition: The law of demand states that other factors being constant (ceteris paribus), price and quantity demand of any good and service are inversely related.

Assumptions of Law of Demand:

The law of demand is mainly based on the following assumptions

- No change in Consumer's income
- No change in Consumer's tastes and preferences should not change.
- Prices of other products should not change.
- Consumer customs and habits should not change
- All the units of the goods are homogeneous.
- Commodity should be a normal good.

- There should be no change in the size of the population

3.5. The Demand Schedule

The law of demand presented in the form of a table is called the demand schedule. The demand schedule is simply the representation of a price-quantity relationship which is reflected in the law of demand. The demand schedule is of two types. They are individual demand schedules and market demand schedules. Individual demand schedule refers to the quantity of a particular product that an individual buys at various prices. On the other hand, market demand schedule refers to the quantities of a particular product which all consumers will buy at various prices prevailing in a market. In other words, the market demand schedule is obtained from the horizontal summation of individual demand schedules.

Table: 1 Demand Schedule:

Price (Rs.)	Quantity (units)
6	10
5	20
4	30
3	40
2	60
1	80

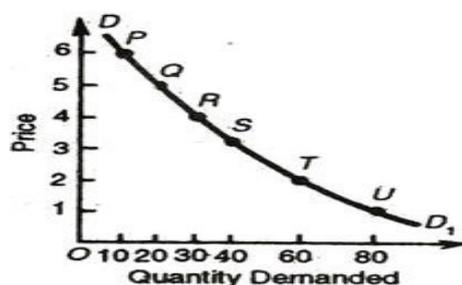
The demand schedule shows that with a fall in price at each level, the quantity demanded tends to rise. The demand schedule reveals that when the price is Rs. 6, the quantity demanded is 10 units. If the price happens to be Rs 5, the quantity demanded is 20 units, and so on. There is, thus, an inverse relationship between price and quantity demanded.

3.6. The Demand Curve

Demand curve is simply a graphic representation of the demand schedule. It is a locus of points showing various alternative price quantity relationships. It is a curve showing how much of particular product consumers will buy as the price per unit changes. It slopes down to the right. That is, it has a negative slope. The negative slope of the demand

curve DD' shows the inverse relationship between the price of a shirt and its quantity demanded. The inverse relationship means that demand increases with the price decrease and decreases with the rise in price. The law of demand is based on an empirical fact. For example, when prices of smart phones and laptops, especially of the latter, were astronomically high, only a few rich persons and big firms could afford them. Now with the revolution in computer and cell phone technology and the consequent fall in their prices, demand for these goods has shot up in India though other factors too contributed to rising in demand for these goods

Figure 1



The curve is generally downward sloping, which implies that lower the price of a product, higher the quantity demanded. DD1 is the demand curve drawn on the basis of the above demand schedule (Table:1). The dotted points D, P, Q, R, S, T and U show the various price-quantity combinations. Marshall calls them “demand points”. The demand curve is also known as Average Revenue (AR) Curve because the price per unit paid by the consumer is the revenue per unit to the seller of the product.

It should be noted that a demand schedule or a demand curve does not tell us what the price is; it only tells us how the consumer would purchase much quantity of the good at various possible prices. Further, it will be seen from both the demand schedule and the demand curve that as the price of a commodity falls, more quantity of it is purchased or demanded. Since more is demanded at a lower price and less is demanded at a higher price, the demand curve slopes downward to the right. Thus, the downward-sloping demand curve is in accordance with the law of demand, which, as stated above, describes an inverse price-demand relationship.

It is important to note here that behind this demand curve or price-demand relationship always lie the tastes and preferences of the consumer, his income, the prices of substitutes and complementary goods, all of which are assumed to be constant in drawing a demand

curve. If any change occurs in any of these other factors, the whole demand schedule or demand curve will change, and a new demand schedule or a demand curve will have to be drawn. Further, in drawing a demand curve, we assume that the buyer or consumer does not influence a commodity's price. That is, he takes the commodity's price as given and constant for him.

3.7. Why Does Demand Curve Slope Downwards From Left To Right?

Now, the important question is why the demand curve slopes downward, or in other words, why the law of demand which describes inverse price-demand relationship, is valid. We have explained above that when price falls the quantity demanded of a commodity rises and vice versa, other things remaining the same. Due to this law of demand, demand curve slopes downward to the right. The demand curve generally slopes downwards from left to right because of the following reasons explained in detail:

Law of Diminishing Marginal Utility:

The law of demand is based on the law of Diminishing Marginal Utility. According to this law, when a consumer buys more units of a commodity, the marginal utility of that commodity continues to decline. Therefore, the consumer will buy more units of that commodity only when its price falls. When fewer units are available, utility will be high, and the consumer will be prepared to pay more for the commodity. This proves that the demand will be more at a lower price and it will be less at a higher price. That is why the demand curve is downward sloping.

Income Effect

When the price of a commodity falls, the consumer's real income increases because he has to spend less to buy the same quantity. On the contrary, with the rise in the commodity's price, the consumer's real income falls. This is called the income effect. Under the influence of this effect, with the fall in the commodity's price, the consumer buys more of it and spends a portion of the increased income on buying other commodities. Under this effect, with a fall in the price of a product the consumer consumes more of it and spends a part of his increased income on consuming other products. This is the reason for downward curve slopes downwards from left to right.

Substitution Effect:

The other effect of change in the price of the commodity is the

substitution effect. With the fall in the price of a commodity, the prices of its substitutes remaining the same, consumers will buy more of this commodity rather than the substitutes. As a result, its demand will increase. On the contrary, with the rise in the price of the commodity (under consideration) its demand will fall, given the prices of the substitutes. This is called substitution effect. With this effect's influence, the demand curve's shape will be downward sloping.

Change in number of uses:

There are different uses of certain commodities and services that are responsible for the negative slope of the demand curve. With the increase in the price of such products, they will be used only for more important uses and their demand will fall. On the contrary, with the fall in price, they will be put to various uses and their demand will rise. For instance, with the increase in the electricity charges, power will be used primarily for domestic lighting, but if the charges are reduced, people will use power for cooking, fans, heaters, etc.

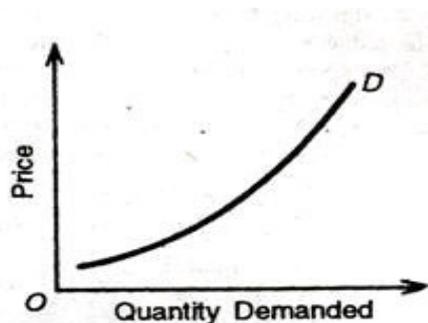
Change in number of Consumers

Every commodity has certain consumers but when its price falls, new consumers start consuming it, as a result demand increases. Thus, the demand curve slopes downward due to the price effect when consumers consume more or less of the commodity. On the contrary, with the increase in the price of the product, many consumers will either reduce or stop its consumption and the demand will be reduced.

3.8. Exceptions of Law of Demand

In certain cases, the demand curve slopes up from left to right, i.e., it has a positive slope. Under certain circumstances, consumers buy more when the price of a commodity rises, and less when price falls. as shown by the D curve in below Figure 2 Many causes are attributed to an upward sloping demand curve.

Figure : demand curve



Giffen Paradox:

Robert Giffen discovered that the poor people will demand more of inferior goods if their prices rise and demand less if their prices fall. Poor people consuming larger amounts of inferior cereals will find their real 'money income' falling when the price of inferior goods rises. Hence they will reduce the expenditure on other superior items, conserve their little income, and demand more of the inferior commodity. Because of this Giffen goods means inferior goods. This makes the demand curve have a positive slope.

Veblen Effect:

Abnormal behavior of a market where higher priced goods are bought even though lower-priced substitutes are available. It is caused either by the belief that higher price means higher quality, or by the desire for conspicuous consumption (to be seen as buying an expensive, prestige item). Named after its discoverer, the US social-critic Thorstein Bunde Veblen (1857-1929).

Bandwagon Effect:

A psychological theory where individuals will do something primarily because other individuals are doing it, regardless of their own beliefs, which they will ignore or override. This effect has the capability to produce wide implications, but is most often seen in the areas of politics as well as in consumer behavior. For instance, in politics, individuals may vote for a candidate because he or she is most popular and the voters want to be considered as part of the majority. The term *bandwagon* means "jumping on the bandwagon" to follow what others are doing.

Ignorance Effect:

Consumers buy more at a higher price under the influence of the "ignorance effect", where a commodity may be mistaken for another commodity due to deceptive packing, labels, etc.

Speculation:

Marshall mentions speculation as one of the important exceptions to the downward sloping demand curve. According to him, the law of demand does not apply to the demand in a campaign between groups of speculators. When a group unloads a great quantity of a thing on to the market, the price falls, and the other group begins buying it. When it has raised the price of the thing, it arranges to sell a great deal quietly. Thus when price rises, demand also increases.

War:

If shortage is feared in anticipation of war, people “may start buying for building stocks or for hoarding even when the” price rises.

Depression:

During a depression, the prices of commodities are very low and the demand for them is also less. This is because of the lack of purchasing power among consumers.

3.9. Market Demand Curve

The determination of price of a commodity is more interested in the estimation of size of total market demand for the commodity. Apart from the factors affecting individual’s demand such as price of a product, his income, prices of related commodities, individual’s preferences, market demand for a product depends on an additional factor, namely the number of consumers which in turn depends on the population of a region or city or country (for which demand is being considered) who consume the product. Market demand refers to the quantity demanded in aggregate by individuals at different prices and times. Therefore, it demonstrates the demand of a product in the market at different prices. The market demand schedule can be derived by aggregating the individual demand schedules.

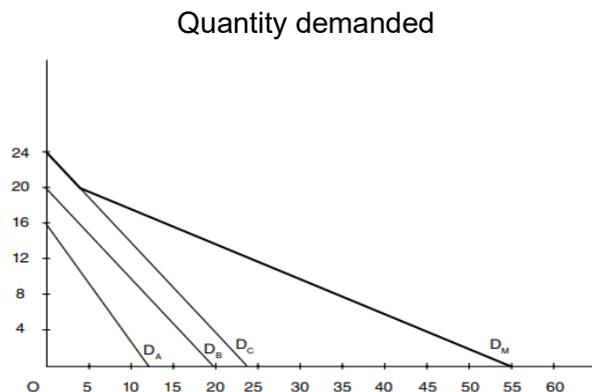
Table-2 represents the market demand schedule prepared through the individual demand schedule of three individuals:

Price of A (per unit in ₹)	Individual Demand (per day)			Market Demand (per day)
	X	Y	Z	
4	1	3	4	8
3	3	4	5	12
2	4	5	6	15
1	5	9	9	23

Market demand schedule also demonstrates an inverse relation between the quantity demanded and price of a product. It is important to note here that there is a significant difference between the individual and market demand curves. The individual demand curves may not slope downward in case of many seasonal and occasional consumer goods, e.g., a book by an author, an umbrella, a cinema ticket for a show, or a passenger ticket. But market demand for all such goods slopes downward following the decrease in their prices because the fall in price causes increase in the number of consumers. In other words, even if individual demands are in the form of vertical lines, market demand

curve slopes downward to the right.

Figure: Market Demand Curve



The market demand curve can be drawn straightaway by plotting the data in the last column of the above mentioned Table. Market demand curve can be derived graphically by horizontal summation of the individual demand curves at each price. Graphical derivation of the market demand curve is illustrated in figure. The individual demand curves of buyers x, y and z are shown by the demand curves D_x , D_y and D_z , respectively. Horizontal summation of these demand curves produces weekly market demand curve as shown by the curve DM. Thus, graphically, a market demand curve is horizontal summation of individual demand curves at different prices.

It is important to note here that there is a significant difference between the individual and market demand curves. The individual demand curves may not slope downward in case of many seasonal and occasional consumer goods, e.g., a book by an author, an umbrella, a cinema ticket for a show, or a passenger ticket. But market demand for all such goods slopes downward following the decrease in their prices because the fall in price causes increase in the number of consumers. In other words, even if individual demands are in the form of vertical lines, market demand curve slopes downward to the right.

Determinants of Market Demand

Price of a product is the most important determinant of its market demand in the short run. In the long run, however, market demand for a product is determined by a number of other factors. We will discuss here some other important quantifiable and non-quantifiable determinants of demand for a product in the long run.

i. Price of Substitutes and Complementary Goods: The demand for a commodity also depends on the prices of its substitutes

and complementary goods. Two commodities are deemed to be substitutes for one another if (i) both the goods satisfy the same human need and (ii) change in price of one affects the demand for the other in the same direction. For instance, tea and coffee, hamburger and hot-dog, wheat and rice, alcohol and drugs are some common examples of common substitutes. By definition, the relation between demand for a product and its substitute's price is positive. When price of a product (say, tea) falls (or increases), then the demand for its substitute (coffee) falls (or increases).

A commodity is deemed to be a complement of another when it complements the use of the other. For example, petrol is a complement to motor vehicles; butter and jam are complements to bread; milk and sugar are complement to tea and coffee and so on. As regard the relationship between the price of a good and the demand for its complement, an increase in the price of one causes a decrease in the demand for another. It implies that the nature of relationship between the complementary goods is similar to that between the demand for a normal good and its price. That is, there is an inverse relationship between the demand for a good and the price of its complement. For instance, an increase (or a decrease) in the price of petrol causes a decrease (or an increase) in the demand for cars, other things remaining the same.

ii. Consumers' Income and Engel Curves: Consumer income is the basic determinant of the quantity demanded of a product. It is a common knowledge that the people with higher disposable income spend a larger amount on consumer goods and services than those with lower income. The relationship between income and consumer demand for goods and services was first studied by a German statistician, Ernst Engel; the nature and the slope of the Engel curve depend on the nature of the commodity—it varies from commodity to commodity. For the purpose of income–demand analysis, consumer goods and services may be grouped under four broad categories, viz. (a) essential goods; (b) normal goods; (c) inferior goods; and (d) prestige and luxury goods. The relationship between income and different kinds of goods is presented through the Engel curves.

iii. Consumer's Taste and Preference: Consumer's taste and preferences play an important role in determining the demand for a product. Taste and preferences depend, generally, on the social customs, religious values attached to a commodity, habits of the people, the general life-style of the society and also the age and sex of the consumers. Change in these factors changes consumers' taste and

preferences. When there is a change in consumers' liking, tastes and preferences for certain goods and services following the change in fashion, people switch their consumption pattern from cheaper and old-fashioned goods over to costlier 'mod' goods, so long as price differentials commensurate with their preference. For example, the younger generation's preference for 'junk food' has increased compared to normal home-made nutritious food. Consumers are prepared to pay higher prices for 'mod' goods even if their virtual utility is the same as that of old-fashioned goods. This fact reveals that tastes and preferences also influence demand for goods and services.

iv. Utility-Maximizing Behaviour: Most consumers have limited income to satisfy their unlimited wants. They spend their income on various goods they consume so that the total satisfaction derived from their limited income is maximized. A consumer maximizes his total satisfaction or his total utility when marginal utility, per unit of expenditure, derived from each commodity is the same

v. Consumers' Expectations: Consumers' expectations regarding the future course of economic events particularly expectations regarding changes in prices, income, and supply position of goods, etc., play an important role in determining the demand for goods and services in the short run. If consumers expect a rise in the price of a commodity, they would buy more of it at its current price, with a view to avoiding the pinch of price rise in future. On the contrary, if consumers expect prices of certain goods to fall, they postpone their purchases of such goods with a view to taking advantage of lower prices in future, mainly in case of non-essential goods. Similarly, an expected increase in income, say, on account of the announcement of revision of pay scales, dearness allowance, bonus, etc., induces increase in current purchase, and vice versa. This behaviour of consumers reduces (or increases) the current demand for the goods whose prices are expected to decrease (or increase) in future.

vi. Demonstration Effect: When new commodities or new models of existing ones appear in the market, rich people buy them first. Some people buy new goods or new models of goods because they have genuine need for them while others buy because they want to exhibit their affluence. But once new commodities come in vogue, many households buy them, not because they genuinely need them but because others or neighbours have bought these goods. The purchase by the latter category of buyers is made out of such feelings as jealousy, competition, equality in the peer group, social inferiority and the desire to raise social status. Purchases made on account of these factors are the result of 'Demonstration Effect' or the 'Bandwagon Effect'. These effects

have a positive effect on the demand. On the contrary, when a commodity becomes the thing of common use, some people, mostly rich, decrease or give up the consumption of such goods. This is known as 'Snob Effect'. It has a negative effect on the demand for the related goods.

vii. Consumer-Credit Facility : Availability of credit to the consumers from the sellers, banks, relations and friends or any other source encourages the consumers to buy more than what they would buy without a credit facility. That is why the consumers who can borrow more consume more than those who can borrow less or cannot borrow at all. Credit facility affects mostly the demand for consumer durables, particularly those which require bulk payment at the time of purchase. For example, the rapid increase in demand for cars and residential flats in 2008 was due mainly to large availability of loans from both public and private sector banks.

viii. Population of the Country: The market demand for a product also depends on the population size. Given the price, per capita income, taste and preferences, etc., the larger the population, the larger the demand for a product of common use. With increase in population, employment percentage remaining the same, demand for the product increases. The relation between market demand for a product (normal) and the size of population is similar to the income–demand relationship.

ix. Distribution of National Income: The distribution pattern of national income also affects the market demand for different kinds of goods. If national income is evenly distributed, market demand for normal goods will be the largest. If national income is unevenly distributed, i.e., if majority of population belongs to the lower income groups, market demand for essential goods will be the largest whereas the same for other kinds of goods will be relatively low.

3.10. Shifts In Demand Curve

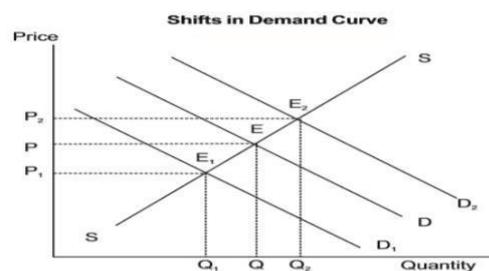
Shifts in a price-demand curve may take place owing to the change in one or more non price determinants of the demand for a commodity. It is important for the business decision – makers to bear in mind the distinction between changes in demand due to:(i) shift in price-demand curve; and(ii)movement along the demand curve. In the former case, additional demand is obtained at the cost of some revenue. In the latter case, demand increases due to a shift in the demand curve on account of some other factors, such as increase in consumer's income, increase in the price of substitutes, increase in population, etc. This kind of

increase in demand results in increase in revenue. However, in case the demand curve is made to shift through advertisement or other sales promotion devices, the additional demand is not free of cost. Moreover, it is the latter kind of increase in demand which is hoped for and attempted by business firms.

Increase and Decrease vs Extension and Contraction of Demand:

Economists sometimes distinguish between (a) increase and decrease in demand, and (b) extension and contraction in demand. Increase and decrease in demand are associated with non-price-quantity relationships of demand whereas extension and contraction of demand are associated with the price-quantity relationship of demand.

The ‘other things’ that affect demand are also called as the determinants of demand. They include consumer income, tastes, substitutes prices and many more. Changes in these determinants will change demand independently of price. If income of the consumer increases, they will buy more irrespective of the price. Similarly, a fall in income will bring a fall in demand even if there is no change in price.



From the above figure, D is the original demand curve with equilibrium price P and quantity Q. Any change in the determinants of demand like income and tastes will shift the demand curve. For instance, a fall in the income of consumer shifts the demand curve D to D₁ and the new equilibrium would be at point E₁, similarly any increase in income shifts the demand curve from D to D₂. The equilibrium also moves from point E₁ to E₂

Note the distinction between changes in quantity demanded and change in demand. Changes in quantity demanded to occur only when there is change in the price. Thus the change in the price-quantity schedule brings movements on the demand curve whereas the changes in the other determinants (namely income, tastes, prices of substitutes, etc) shift the demand curve as a whole.

Check Your Progress

1. The ‘Law of demand’ states about the relation between_____

2. The 'Law of demand' was given by_____
3. The demand curves slopes _____ from _____

Let Us Sum Up

In this unit, you have learned about the following:

We mean the various quantities of a given commodity or services that consumers would buy in one market in a given period of time, at various prices, or at various incomes or at various prices of related goods. The law of demand states that other factors being constant (ceteris paribus), price and quantity demand of any good and service are inversely related to each other. Market demand refers to the quantity demanded in aggregate by individuals at different prices and time

Glossaries

Demand: Desire backed by necessary purchasing power

Law of Demand: Inverse relationship between quantity demand and price of the product

Market Demand: aggregate of individual demand

Answers to Check Your Progress

1. Price and Quantity demanded
2. Alfred Marshall
3. Downwards, left to right

Suggested Readings

1. J. R. Hicks(1956), A Revision of Demand Theory, Oxford University Press, p. 128
2. Pindyck, R.S. and Rubinfeld, D.L. (2001), Microeconomics- New York, NY: Prentice Hall, 5th edition

Unit- 4

Supply and Law of Supply

STRUCTURE

Overview

Objectives

4.1 Meaning of Supply

4.2 The Law of Supply

4.3 The Supply Schedule

4.4 The Supply Curve

4.5 Factors Influencing Supply

4.6 Market Supply Curve

4.7 Shifts in Supply Curve

4.8 Market Equilibrium

Check Your Progress

Let Us Sum Up

Glossaries

Answers to Check Your Progress

Suggested Readings

Overview

The unit elaborates on supply concepts. Supply concepts include understanding the meaning of supply law, which includes supply schedule and supply curve. In addition to this, the units give you explanation of factors influencing supply, market supply curve, shifts in supply curve and market equilibrium

Objectives

After completion of this unit, you will be able to understand:

- the supply concept to the learners.
- knowledge regarding supply, law of supply, factors affecting supply, market equilibrium etc.,

4.1. Meaning Of Supply

Supply and demand are two important concepts that link the market behavior of the consumer with price. Supply is the producer's willingness and ability to supply a given good at various price points, holding all else constant. An increase in price will increase producers' revenues, so they will be willing to supply more; a decrease in price will reduce revenues, and so producers will supply less. This means that 'supply' refers to total supply offered for sale at a price, by retailers and wholesalers.

Supply is defined as "How much of a good will be offered for sale at given time."

4.2. The Law of Supply

Law of Supply is just opposite of Law of Demand. The law of supply is expressed generally in terms of price–quantity relationship. The law of supply states that "Other things being constant, the price of a commodity has a direct influence on the quantity supplied, As the price of a commodity rises, its supply is extended; as price falls, its supply is contracted." In other words, larger quantities supplied at high prices, and small quantities at lower prices.

Assumptions of Law of supply

The term "other things remaining the same" refers to the following assumptions in the law of supply:

- No change in the state of technology.
- No change in the price of factors of production.
- No change in the number of firms in the market.
- No change in the goals of the firm.
- No change in the seller's expectations regarding future prices.
- No change in the tax and subsidy policy of the products.
- No change in the price of other goods.

4.3. The Supply Schedule

A supply schedule and a supply curve can depict the law of supply. A supply schedule is a table showing different commodity prices and the corresponding quantity suppliers are willing to offer for sale. The Supply schedule is a tabular statement that gives different prices of a commodity and the quantities which a producer is willing to supply per unit of time, at each price, assuming other factors affecting the supply to

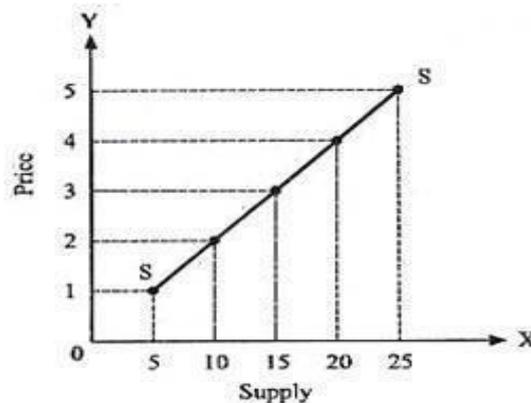
be constant. A hypothetical supply schedule is given in the following table.

Price (Rs.)	Quantity (Units)
1	5
2	10
3	15
4	20
5	25

4.4. The Supply Curve

The relationship between price and supply can be shown by drawing the supply curve. The supply curve for a product depicts the direct relation between the price of that commodity and the quantity, producers wish to supply at that price. Supply curve based on this imaginary data is shown below

Figure: Supply curve



On the basis of the schedule given we can draw the supply curve taking quantities supplied in the 'X' axis and price on the 'Y' axis as shown in above figure. The supply curve SS slopes upwards from left to right showing larger supplies at a higher price. The positive slope of the supply curve is caused by seller's desire to make larger profit and, more importantly, by the rise in cost of production. In fact, when price of a commodity increases, its suppliers tend to supply more and more. To supply more and more, they need to produce more and more. When they increase production, cost of production increases due to the law of diminishing returns. In fact, supply curve is derived from the marginal cost curve.

4.5. Factors Influencing Supply

The following are factors influencing the supply:

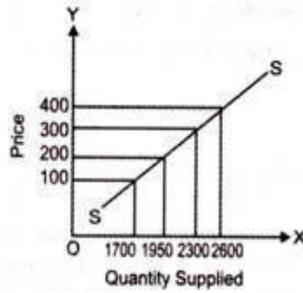
1. **Production technology:** State of production technology affects the supply function. Old technology will not increase the supply. If advanced technology is used in the country, large scale production is possible. Hence supply will increase.
2. **Prices of factors:** When the prices of factors rise, cost of production will increase. This will result in a decrease in supply.
3. **Prices of other products:** Any change in the prices of other products will influence the supply. An increase in the price of other products will influence the producer to shift the production in favour of that product. Supply of the original product will be reduced.
4. **Number of producers or firms:** If the number of producers producing the product increases, the supply of the product will increase in the market.
5. **Future price expectations:** If producers expect that there will be a rise in the prices of products in future, they will not supply their products at present.

4.6. Market Supply Curve

Supply Means the Quantity of a Commodity Which Its Producers or Sellers Offer for Sell at a Given Price, Per Unit of Time Market supply, like market demand, is the sum of supplies of a commodity made by all individual firms or suppliers. A market supply represents the different quantities of a product that all the suppliers in the market are willing to supply at different prices. Market supply schedules can be drawn by aggregating the individual supply schedules of all suppliers in the market.

Price of Product X (per unit in ₹)	Individual Supply (per day)			Market Supply (per day)
	A	B	C	
100	750	500	450	1700
200	800	650	500	1950
300	900	750	650	2300
400	1000	900	700	2600

The market supply curve of market supply schedule (represented in Table):



The slope of market supply curve can be obtained by calculating the supply of the slopes of individual supply curves. Market supply curve also represents the direct relationship between the quantity supplied and price of a product.

4.7. Shifts in Supply Curve

As seen earlier, the supply curve shows the relationship between the price and quantity supplied keeping the 'other things' constant. The 'other things' which affect supply include number of sellers in the market, factor prices, etc. These factors affect quantity supplied independently of price.

Fig: Rise in the Supply Curve

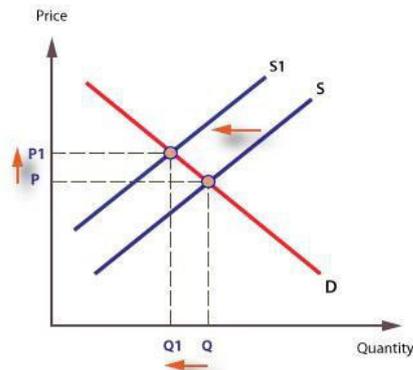
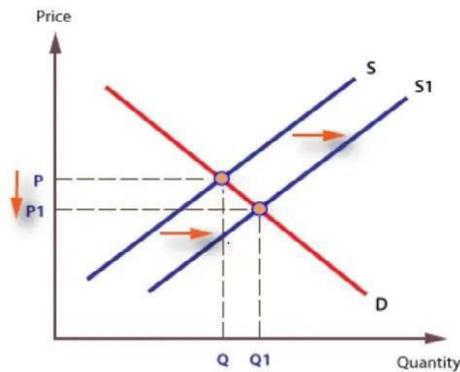


Fig: Fall in the Supply Curve



If costs rise, less can be produced at any given price, and the supply curve will shift to the left. If costs fall, more can be produced, and the supply curve will shift to the right. Any change in an underlying determinant of supply, such as a change in the availability of factors, or changes in weather, taxes and subsidies will shift the supply curve to the left or right.

We have shown above that a change in the price of a commodity causes a change in its quantity supplied along a given supply curve. Although price of a commodity is the most important determinant of its supply, it is not the only determinant. Many other factors influence the supply of a commodity. Given the supply curve of a commodity, when there is a change in its other determinants, the supply curve shifts rightward or leftward depending on the effect of such changes. Let us now explain how other determinants of supply cause shifts in the supply curve.

- i. **Change in Input Prices:** Input prices include the price of labour, raw materials, overheads, etc. When input prices decrease, the use of inputs increases. As a result, product supply increases and the supply curve shifts to the right.
- ii. **Technological Progress:** Technological progress reduces cost of production or increases labour productively or does both. Technological progress that reduces cost of production or increases efficiency causes increase in product supply. For instance, introduction of high-yielding variety of paddy and new techniques of cultivation increased per-acre yield of rice in India in the 1970s. Such changes make the supply curve shift to the right.
- iii. **Product Diversification and Cost Reduction:** In production of many commodities, it is possible to produce other goods requiring a similar technology. For example, a refrigerator company can also produce ACs; Tatas famous for truck production can also produce Nano and other types of cars; Maruti Udyog can produce trucks and so on. Product diversification may cause reduction in the production cost of the main product. This may lead to the rise in the supply of the main product due to capacity utilization for profit maximization.
- iv. **Nature and Size of the Industry:** A commodity's supply also depends on whether an industry is monopolized or competitive. Under monopoly, a product's supply is shorter than in a competitive market. When a monopolized industry is made competitive, the total supply increases. Besides, if size

of an industry increases due to new firms joining the industry, the total supply increases and supply curve shifts rightward.

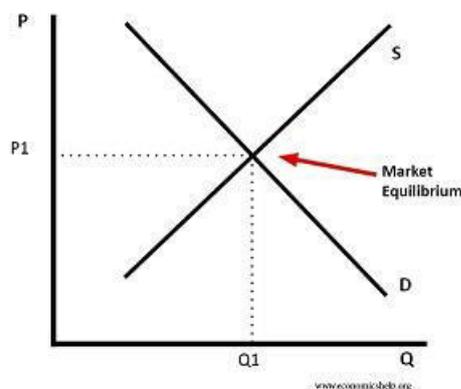
- v. **Government Policy:** When government imposes restrictions on production, e.g., import quota on inputs, rationing of or quota imposed on input supply, etc., production tends to fall. Such restrictions make supply curve shift leftward.
- vi. **Non-Economic Factors:** The factors like labour strikes and lock-outs, war, droughts, floods, communal riots, epidemics, etc. also adversely affect the supply of commodities making supply curve shift leftward.

4.8. Market Equilibrium

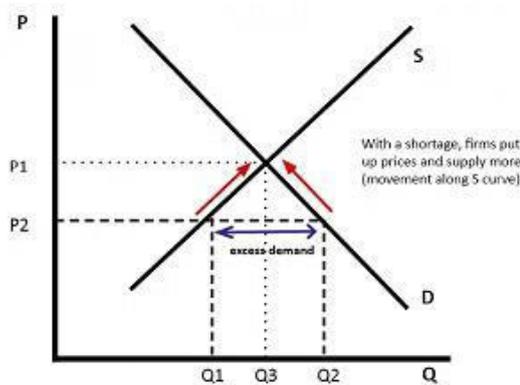
In general sense, the term equilibrium means the 'state of rest'. In general sense, it means balance in opposite forces. In the context of market analysis, equilibrium refers to a state of market in which quantity demanded of a commodity equals the quantity supplied of the commodity. The equality of demand and supply produces an equilibrium price. The equilibrium price is the price at which quantity demanded of a commodity equals its quantity supplied. That is, at equilibrium price, demand and supply are in balance. Equilibrium price is also called market-clearing price. Market is cleared in the sense that there is no unsold stock and no unsupplied demand.

A market is in equilibrium if the quantity demanded is equal to the quantity supplied at the market price. The price at which the quantity demanded is equal to the quantity supplied is called the equilibrium price or market clearing price and the corresponding quantity is the equilibrium quantity.

Market equilibrium can be shown using supply and demand diagrams. In the diagram below, the equilibrium price is P_1 . The equilibrium quantity is Q_1 .

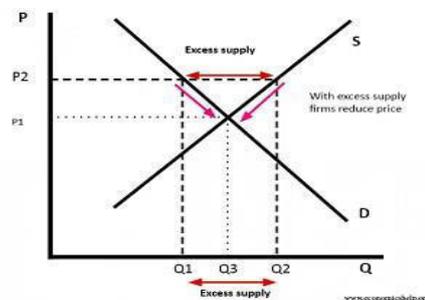


If price is below the equilibrium



- In the above diagram, price (P2) is below the equilibrium. At this price, demand would be greater than the supply. Therefore there is a shortage of (Q2 – Q1)
- If there is a shortage, firms will put up prices and supply more. As price rises, there will be a movement along the demand curve and less will be demanded.
- Therefore the price will rise to P1 until there is no shortage and supply = demand.

If price is above the equilibrium



- If price was at P2, this is above the equilibrium of P1. At the price of P2, supply (Q2) would be greater than demand (Q1), so there is too much supply. There is a surplus. (Q2-Q1)
- Therefore firms would reduce prices and supply less. This would encourage more demand and therefore the surplus will be eliminated. The new market equilibrium will be at Q3 and P1.

Check Your Progress

- The law of supply expresses the relationship between _____
- Supply slopes _____ from _____

- If the market supply of commodity X changes due to improvement in technology, the market supply curve will _____ -

Let Us Sum Up

You have learned about the concept of Supply , that means “an amount of a commodity or service which sellers are willing and able to sell at a given price during a given period of time”. Law of supply expresses a relationship between the supply and price of a product. Other things remaining unchanged, the supply of a commodity expands with a rise in its price and contracts with a fall in its price. A Market Supply represents the different quantities of a product that all the suppliers in the market are willing to supply at different prices

Glossaries

Supply:	How much of a good will be offered for sale at given time
Law of Supply :	larger quantities supplied at high prices, and small quantities at lower prices.
Supply Schedule:	tabular statement that gives different prices of a commodity and the quantities
Supply Curve:	Diagrammatic representation of supply schedule

Market Supply Curve: Locus of all individual supply curves

Answers to Check Your Progress

1. Price and quantity supplied
2. Upwards, left to right
3. Shift rightwards

Suggested Readings

1. J. R. Hicks(1956), A Revision of Demand Theory, Oxford University Press, p. 128
2. Milton H Spencer and Louis Siegelman (1969), Managerial Economics, Irwin, Illinois,

Unit-5

Elasticity of Demand

STRUCTURE

Overview

Objectives

5.1 Introduction to Elasticity of Demand

5.2 Types of Elasticity of Demand

5.3 Price Elasticity of Demand

5.4 Cross Elasticity of Demand

5.5 Income Elasticity of Demand

Let Us Sum Up

Check Your Progress

Glossaries

Model Questions

Answers to Check Your Progress

Suggested Readings

Overview

The unit is about elasticity of demand. It describes various types of elasticity of demand i.e., about price elasticity, income elasticity, cross elasticity and advertising elasticity, and their mathematical formulas.

Objectives

- This unit will explain the effect of change in price over the demand.
- Study of this unit will equip the learner the knowledge of quantum changes of demand, how it is calculated, factors effecting the quantum change.

5.1. Introduction to Elasticity of Demand

The law of demand tells us the *direction of change*. Elasticity of demand tells us about *quantum of change*. The relationship between small changes in price and the consequent changes in the amount demanded is known as *Elasticity of Demand*.

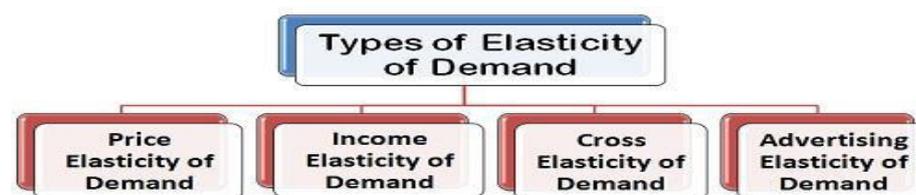
There are various other concepts of demand elasticity. As we have seen

in the previous chapter, demand for a good is determined by its price, income of the people, prices of related goods, etc. Quantity demanded of a good will change as a result of change in any of these determinants of demand. The concept of elasticity of demand therefore refers to the degree of responsiveness of quantity demanded of a good to a change in its price, consumers' income and prices of related goods. Accordingly, there are three concepts of demand elasticity price elasticity, income elasticity, and cross elasticity. Price elasticity of demand relates to the degree of responsiveness of quantity demanded of a good to the change in its price. Income elasticity of demand refers to the sensitiveness of quantity demanded to a change in consumers' income. Cross elasticity of demand means the degree of responsiveness of demand of a good to a change in the price of a related good,

which may be either a substitute for it or a complementary with it. The concept of elasticity of demand is very important in economic theory and formulation of suitable economic policies. According to Stonier and Hague, "Elasticity of demand is a technical term used to describe the **degree of responsiveness** of the demand for a commodity to a fall in its price."

5.2. Types of Elasticity of Demand

Elasticity of demand is primarily related to extension or contraction of demand for a fall or rise in price. Hence it is referred to as Price Elasticity of Demand. However, modern economists have extended this concept further, and we have Income Elasticity and Cross Elasticity of Demand.



5.3. Price Elasticity Of Demand

As mentioned above, price elasticity of demand indicates the degree of responsiveness of quantity demanded of a good to the change in its price, other factors such as consumers' income, prices of related commodities that determine demand are held constant. Precisely, price elasticity of demand is defined as the ratio of the percentage change in quantity demanded of a commodity to a given percentage change in price. Thus, the price elasticity of demand, commonly known as the elasticity of demand refers to the responsiveness and sensitiveness of

demand for a product to the changes in its price. In other words, the price elasticity of demand is equal to

$$E_p = \frac{\text{Proportionate change in Quantity Demanded}}{\text{Proportionate change in Price}}$$

Numerically

$$E_p = \frac{\Delta Q}{\Delta P} \times \frac{P}{Q}$$

Where E_p stands for price elasticity; q stands for quantity; p stand for price; and Δ delta stand for small change.

However, it may be noted that a convention has been adopted in economics that price elasticity be expressed with a positive sign despite the fact that change in price and change in quantity demanded are inversely related to each other. This is because we are interested in measuring the magnitude of responsiveness of quantity demanded of a good to changes in its price. It follows from the above definition of price elasticity of demand that when the percentage change in quantity demanded of a commodity is greater than the percentage change in price that brought it about, price elasticity of demand (e_p) will be greater than one and in this case demand is said to be elastic. On the other hand, when a given percentage change in price of a commodity leads to a smaller percentage change in quantity demanded, elasticity will be less than one and demand in this case is said to be inelastic. Further, when the percentage change in quantity demanded of a commodity is equal to the percentage change in price that caused it, price elasticity is equal to one. Thus, in elastic demand, a given percentage change in price causes quite a large change in quantity demanded. And in case of inelastic demand, a given percentage change in price brings about a very small change in quantity demanded of a commodity. It is a matter of common knowledge and observation that there is a considerable difference between different goods in regard to the magnitude of response of demand to the changes in price. The demand for some goods is more responsive to the changes in price than those for others. In terminology of economics, we would say that demand for some goods is more elastic than those for the others or the price elasticity of demand of some goods is greater than those of the others. Marshall¹ who introduced the concept of elasticity into economic theory remarks that the elasticity or responsiveness of demand in a market is great or small according as the amount demanded increases much or little for a given fall in price, and diminishes much or little for a given rise in price.

It should, however, be noted that terms elastic and inelastic demand are

used in the relative sense. In other words, elasticity is a matter of degree only. Demand for some goods is only more or less elastic than others. Thus, when we say that demand for a good is elastic, we mean only that the demand for it is relatively more elastic. Likewise, when we say that demand for a goods is inelastic, we do not mean that its demand is absolutely inelastic but only that it is relatively less elastic. In economic theory, elastic and inelastic demands have come to acquire precise meanings. Demand for a goods is said to be elastic if price elasticity of demand for it is greater than one.

Similarly, the demand for goods is called inelastic if price elasticity of demand for it is less than one. Price elasticity of demand equal to one, or in other words, unit elasticity of demand therefore represents the dividing line between elastic and inelastic demands. It will now be clear that by inelastic demand we do not mean perfectly inelastic but only that price elasticity of demand is less than unity, and by elastic demand we do not mean absolutely elastic but that price elasticity of demand is greater than one. In price causes quite a large change in quantity demanded. And in case of inelastic demand, a given percentage change in price brings about a very small change in quantity demanded of a commodity.

TYPES OF PRICE E.D		DESCRIPTION
<i>Elastic Demand</i>	$E_P > 1$	Demand is said to be elastic if the change in price causes a more than proportionate change in quantity demanded
Inelastic Demand	$E_P < 1$	When the change in price causes a less than proportionate change in quantity demanded, demand is inelastic.
Unit elasticity of Demand	$E_P = 1$	When the change in price causes the same proportionate change in quantity demanded, demand has unit elasticity.
Perfectly Elastic Demand	$E_P = \infty$	When a slight change in price causes a great change in quantity demanded, the value of elasticity of

		demand tends to be infinity and demand is said to be infinite or perfectly elastic.
Perfectly Inelastic Demand	$E_p = 0$	If quantity demanded becomes completely unresponsive to price changes, the coefficient tends to be zero.

5.4. Cross Elasticity of Demand

The cross elasticity of demand refers to the change in quantity demanded for one commodity as a result of the change in the price of another commodity. This type of elasticity usually arises in the case of the interrelated goods such as substitutes and complementary goods. The cross elasticity of demand for goods X and Y can be expressed as:

$$E_c = \frac{\text{Proportionate Change in Purchase of Commodity X}}{\text{Proportionate change in the Price of Commodity Y}}$$

If two commodities are said to be complementary, the price of one commodity falls, then the demand for other increases, on the contrary, if the price of one commodity rises the demand for another commodity decreases. *For example, petrol and car are complementary goods.*

While the two commodities are said to be substitutes for each other, the price of one commodity falls, the demand for another commodity also decreases, on the other hand, if the price of one commodity rises the demand for the other commodity also increases. *For example, petrol and diesel are substitute goods.*

The same formula is used to measure the cross-elasticity of demand for a good in response to the price of its complementary goods change. Electricity to electrical gadgets, petrol to automobiles, butter to bread, sugar and milk to tea and coffee, are the examples of complementary goods. It is important to note here that when two goods are substitutes for each other, their demand has a positive cross-elasticity because increase in the price of one increases the demand for the other. But, the demand for complementary goods has negative cross-elasticity, for increase in the price of a good decreases the demand for its complementary goods. Another important aspect of cross-elasticity is that if cross-elasticities between any two goods are positive, the two goods can be treated as substitutes for each other. Also, the higher the cross-elasticity, the closer the substitute. Similarly, if cross-elasticity of demand

for any two related goods is negative, the two may be considered complementary: the higher the negative cross-elasticity, the higher the degree of complementarity.

5.5. Income Elasticity of Demand

The income is the other factor that influences the demand for a product. Hence, the degree of responsiveness of a change in demand for a product due to the change in the income is known as income elasticity of demand. The formula to compute the income elasticity of demand is:

$$E_y = \frac{\text{Percentage Change in Demand for a product}}{\text{Percentage Change in Income}}$$

Unlike price elasticity of demand (which is negative except in case of Giffen goods), income elasticity of demand has a positive sign because there is a positive relationship between the income and the quantity demanded of a product. There is an exception to this rule. Income elasticity of demand for an inferior good is negative, because of negative income effect. The demand for inferior goods decreases with increase in consumer's income and vice versa. When income increases, consumers switch over to the consumption of superior commodities. That is, they substitute superior goods for inferior ones. For instance, when income rises, people prefer to buy more rice and wheat and less inferior food grains like bajra, ragi, etc. and use more of taxi and less of bus services.

However, income elasticity of demand for different categories of goods may vary from household to household and from time to time, depending on the consumers' choice, taste and preference; levels of their consumption and income; and their susceptibility to 'demonstration effect'. The other factor which may cause deviation from the general pattern of income elasticities is the frequency of increase in income. If income increases regularly and frequently, income elasticities will conform to the general pattern, otherwise not.

Some important uses of income elasticity are following:

First, the concept of income elasticity can be used to estimate the future demand for a product provided the rate of increase in income and income elasticity of demand for the product are known. The knowledge of income elasticity can be used for forecasting demand, when a change in personal income is expected, other things remaining the same.

Secondly, the concept of income elasticity can also be used to define the 'normal' and 'inferior' goods. The goods whose income elasticity is positive for all levels of income are termed as 'normal goods'. On the

other hand, the goods for which income elasticities are negative, beyond a certain level of income, are termed as ‘inferior goods’

TYPES OF INCOME E.D		DESCRIPTION
<i>Zero Income Elastic</i>	$E_y = 0$	No effect of increase in consumer's income on the demand of product.
<i>Negative Income elasticity Demand</i>	$E_y < 0$	Income elasticity of demand in which the demand for a product decreases with increase in consumer's income.
<i>Unitary Income Elasticity of Demand</i>	$E_y = 1$	The proportionate change in the quantity demanded is equal to proportionate change in income.
<i>Income Elasticity of Demand Greater than One</i>	$E_y > 1$	The proportionate change in the quantity demanded is more than proportionate change in income.
<i>Income Elasticity of Demand is less than one</i>	$E_p < 1$	The proportionate change in, the quantity demanded is less than proportionate change in income.

Check Your Progress

1. The cross elasticity of demand dealing with _____
2. If the value of price elasticity is greater than one, then the elasticity of demand is _____
3. In the case of perfect elasticity, the demand curve is _____

Let Us Sum Up

In this unit, you have learned about the following:

Elasticity of demand tells us about *quantum of change*. The relationship between small changes in price and the consequent changes in the amount demanded is known as *Elasticity of Demand*. Elasticity of Demand is classified as price, income, and cross elasticity. The price elasticity of demand, commonly known as the elasticity of demand refers to the responsiveness and sensitiveness of demand for a product to the changes in its price. The income is the other factor that influences the demand for a product. Hence, the degree of responsiveness of a change in demand for a product due to the change in the income is known as

income elasticity of demand. The cross elasticity of demand refers to the change in quantity demanded for one commodity as a result of the change in the price of another commodity.

Glossaries

Elasticity of Demand:	quantum of change
Price Elasticity of demand:	Ratio of price change and quantity demanded
Income Elasticity of demand:	Ratio of Income change and quantity demanded.
Cross Elasticity of demand:	Ratio of change in Price of another commodity and quantity demand

Answers to Check Your Progress

1. Substitutes or complementary goods
 2. Relatively elastic
 3. Horizontal
-

Suggested Readings

1. William F Samuelson and Stephen G Marks (2012), Managerial Economics' 7th Edition, John Wiley and Sons.
2. Christopher Thomas and S Charles Maurice (2007) Managerial Economics'9th Edition, McGraw-Hill Education.

Unit-6

Price Elasticity of Demand

STRUCTURE

Overview

Objectives

6.1 Introduction

6.2 Measurement of Price Elasticity of Demand – Arc Method

6.3 Total Expenditure Method

6.4 Determinants of Price Elasticity of Demand

6.5 Importance of Price Elasticity

6.6 Application of Price Elasticity of Demand

Check Your Progress

Let Us Sum Up

Glossaries

Answers to Check Your Progress

Suggested Readings

Overview

This unit gives you a detailed explanation of measurement of price elasticity of demand. Under the measurement techniques, the unit explains total expenditure method and arc method. Further the units give you details about determinants of price elasticity of demand, its importance and application of price elasticity of demand.

Objectives

- The objective of this unit is to explain more price elasticity of demand, which is considered crucial in measuring the quantum change of demand.
- To understand the practical applications of price elasticity of demand

6.1. Introduction

The price elasticity of demand, commonly known as the elasticity of demand, refers to the responsiveness and sensitiveness of demand for a product to the changes in its price. There are various methods of

measuring price elasticity of demand. Two major methods are

1. Arc Elasticity Method.
2. Total Outlay (Expenditure) Method.

6.2. Measurement of Price Elasticity of Demand -Arc Method

When price elasticity of demand is measured between any two finite points on a demand curve, it is called arc elasticity and elasticity measured at a point on the demand curve is called point elasticity. As noted above, the elasticity of demand measures the percentage change in the quantity demanded due to a certain percentage change in price. The percentage change in price may be considerably high (e.g., 10 per cent, 20 per cent or even higher) or it may be very small—so small that it is not significantly different from zero. When change in price is significantly high, it shows a movement from one point on the demand curve to another point, making an arc. Therefore, the price elasticity measured for a considerably high change in price is called arc elasticity of demand. And, when price elasticity is measured for very small changes in price—not significantly different from zero—it is called point elasticity.

According to Prof. Baumol: “Arc elasticity is a measure of the average responsiveness to price change exhibited by a demand curve over some finite stretch of the curve”.

This method is used to find out price elasticity of demand over a certain range of price and quantity. Thus, this method is applied while calculating PED when price or quantity demanded of the commodity is highly changed.

To calculate the Arc Price Elasticity of Demand we use the formulas:

$$PED = \frac{\% \text{ Change in Quantity Demanded}}{\% \text{ Change in Price}}$$

$$\% \text{ Change in Quantity Demanded} = \frac{\text{New Demand} - \text{Old Demand}}{\text{Old Demand} + \text{New Demand}} * 100$$

$$\% \text{ Change in Price} = \frac{\text{New Price} - \text{Old Price}}{\text{Old Price} + \text{New Price}} * 100$$

$$\% \text{ Change in Price} = \frac{\text{New Price} - \text{Old Price}}{\text{Old Price} + \text{New Price}} * 2$$

This method is also known as “Average Elasticity”.

The use of arc elasticity concept involves a risk of misinterpretation because the measure of arc elasticity between any two finite points on a demand curve produces two different elasticity coefficients for the same fall and rise in price in other words, the arc elasticity coefficient varies between the same two finite points on a demand curve when the direction of change in price is reversed.

6.3. Total Expenditure Method

Marshall offered the method of total revenue or total outlay for estimating elasticity of demand. What the sellers receive from the sale of commodities is called total expenditure or outlay of buyers. There is no difference between total revenue and total outlay since what is spent by the buyers is received as income by the sellers.

Thus, total outlay/revenue is the price multiplied by the quantity purchases, i.e., $TR = P \times Q$.

Cases	Price (P)	Quantity demanded (Q)	Total outlay or expenditure (E = PXQ)	Price elasticity of demand (PED)
I	6	1	6	PED = 10/6, > 1
	5	2	10	
II	4	3	12	PED = 12/12, = 1
	3	4	12	
III	2	5	10	PED = 6/10, < 1
	1	6	6	

While comparing the expenditure, we may get one of three outcomes. They are

Elasticity of demand will be greater than unity ($E_p > 1$)

When total expenditure increases with price fall and decreases with price rise, the value of PED will be greater than 1. Here, rise in price and total outlay or expenditure move in opposite directions.

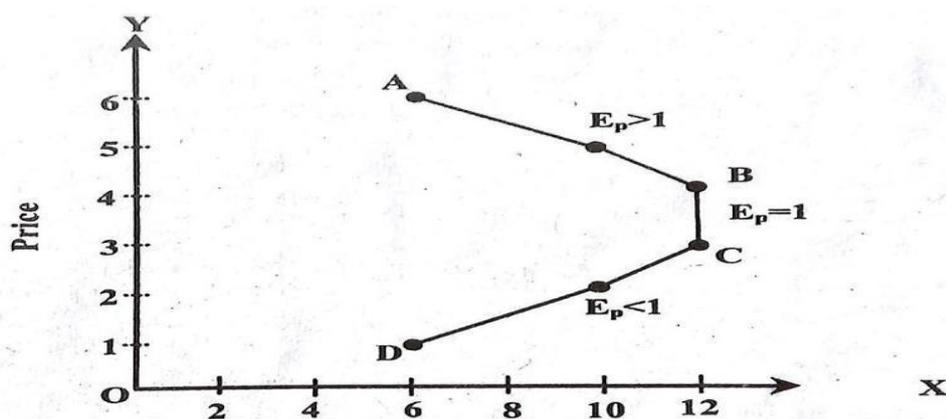
Elasticity of demand will be equal to unity ($E_p = 1$)

When total expenditure on commodity remains unchanged in response to the price change, the value of PED will be equal to 1.

Elasticity of demand will be less than unity ($E_p < 1$)

When total expenditure decreases with price fall and increases with price rise, the value of PED will be less than 1. Here, price of commodity and total outlay move in same direction.

When the information from the above table is plotted in the graph, we get graph like the one shown below.



- In the graph, total outlay or expenditure is measured on the X-axis while price is measured on the Y-axis.
- In the figure, the movement from point A to point B shows elastic demand as we can see that total expenditure has increased with fall in price.
- The movement from point B to point C shows unitary elastic demand as total expenditure has remained unchanged with the change in price.
- The movement from point C to point D shows inelastic demand as total expenditure and price have decreased.

Total outlay method of measuring price elasticity of demand does not provide us exact numerical measurement of elasticity of demand but only indicates if the demand is elastic, inelastic or unitary in nature. Therefore, this method has limited scope.

6.4. Determinants of Price Elasticity Of Demand

The price elasticity of demand varies from commodity to commodity depending on the nature of the commodity. While the demand for some commodities is highly elastic, it is highly inelastic for some. Besides, given the nature of a commodity, several other factors determine the

price elasticity of demand for a commodity. This section describes the main determinants of the price elasticities of demand:

Availability of Substitutes

One of the most important determinants of price elasticity of demand for a commodity is the availability of its substitutes. The closer the substitute, the greater the price elasticity of demand for a commodity. For instance, coffee and tea may be considered as close substitutes for one another. If price of one of these goods (say, coffee) increases, then the demand for coffee decreases more heavily. The reason is that the other commodity (tea) becomes relatively cheaper. Therefore, consumers buy more of the relatively cheaper good (tea) and less of the costlier one. The elasticity of demand for both these goods will be higher. Besides, the wider the range of the substitutes, the greater the elasticity. For instance, soaps, toothpastes, cigarettes, etc. are available in different brand names, each brand being a close substitute for the other, all other things remaining the same. Therefore, the price elasticity of demand for each brand will be much greater than the generic commodity. On the other hand, sugar and salt do not have their close substitute and hence their price elasticity is lower

Nature of Commodity

Price elasticity of demand depends also on the nature of a commodity. Commodities can be grouped broadly as luxuries, comforts and necessities, on the basis of the degree of intensity of the need they satisfy. Demand for luxury goods (e.g., air conditioners, costly TV sets, cars, and decoration items) is more elastic than the demand for other kinds of goods because consumption of luxury goods can be postponed when their price rises. On the other hand, consumption of necessities (e.g., sugar, clothes, vegetables, and electricity, medicines) cannot be postponed; hence, their demand is inelastic. Demand for comforts is generally more elastic than that for necessities and less elastic than the demand for luxuries. Commodities may also be classified as durable goods and non-durable goods. Demand for durable goods is more elastic than that for non-durable goods—mainly necessities because when the price of the former increases, people either get the old one repaired instead of replacing it or buy a 'second-hand'

Proportion of Income Spent

Another factor that influences the elasticity of demand is the proportion of consumers' income spent on a particular commodity. If proportion of income spent on a commodity is very small, its demand will be inelastic, and vice versa. Classic examples of such commodities are salt,

matches, books, toothpastes, which claim a very small proportion of consumers' income. Demand for these goods is generally inelastic because increase in the price of such goods does not substantially affect consumers' budgets.

Time Factor

Demand elasticity for high-price goods also depends on the time consumers can adjust their consumption expenditure to buy a new commodity—the shorter the time taken, the greater the elasticity. Consumers are able to adjust their expenditure pattern to price changes over a short period of time. For instance, if price of TV sets is decreased, demand will immediately increase if people possess excess purchasing power and require a short time to take decisions. But, if not, people may not be able to adjust their expenditure pattern over a short period to buy a TV set at the (new) lower price. If consumption adjustment takes a long period, it creates uncertainty and makes elasticity lower.

Range of Alternative Uses of a Commodity

The wider the range of alternative uses of a product, the higher the elasticity of its demand for decrease in price and the lower elasticity for rise in price. Decrease in the price of a multi-use commodity encourages the extension of their use. Therefore, the demand for such a commodity generally increases more than the proportionate decrease in its price. For instance, milk can be taken as it is, it may be converted into curd, cheese, ghee and butter milk. The demand for milk will, therefore, be highly elastic.

Similarly, electricity can be used for lighting, cooking, heating, and industrial purposes. Therefore, demand for electricity is highly elastic, especially for decrease in price. Reverse is the case for rise in their price.

The Proportion of Market Supplied

Technically, the elasticity of market demand depends also on the proportion of the market supplied at the ruling price. If less than half of the market is supplied, elasticity of demand will be higher and if more than half of the market is supplied elasticity will be lower. That is, towards the upper end, demand curve is more elastic than towards the lower end.

Direction of Change in Price.

The direction of change in price, i.e., where price rises or falls, also determines the elasticity coefficient. Between any two points on the

demand curve, price elasticity coefficient is higher for the fall in price and it is lower for the same rise in price. (for proof, see section 'Measuring Arc Elasticity'; Problem in Using Arc Elasticity)

6.5. Importance of Elasticity of Demand

Price elasticity of demand is a very important concept. Its importance can be realized from the following points:

i. International trade:

In order to fix prices of the goods to be exported, it is important to have knowledge about the elasticity's of demand for such goods. A country may fix higher prices for the products with inelastic demand. However, if demand for such goods in the importing country is elastic, then the exporting country will have to fix lower prices.

ii. Formulation of Government Policies:

The concept of price elasticity of demand is important for formulating government policies, especially the taxation policy. Government can impose higher taxes on goods with inelastic demand, whereas, low rates of taxes are imposed on commodities with elastic demand.

iii. Factor Pricing:

Price elasticity of demand helps in determining price to be paid to the factors of production. Share of each factor in the national product is determined in proportion to its demand in the productive activity. If demand for a particular factor is inelastic as compared to the other factors, then it will attract more rewards.

iv Decisions of Monopolist:

A monopolist considers the nature of demand while fixing price of his product. If the product demand is elastic, he will fix low prices. However, if demand is inelastic, then he is in a position to fix a high price.

v. Paradox of poverty amidst plenty:

A bumper crop, instead of bringing prosperity to farmers, brings poverty. This is called the paradox of poverty amidst plenty. It happens due to inelastic demand for most of the agricultural products. When crops' supply increases due to rich harvest, their prices drastically fall due to inelastic demand. As a result, their total income goes down.

6.6. Application of Price Elasticity of Demand

The following points highlight the nine main practical applications of the concept of price elasticity of demand. The uses are: 1. Effects of changes in price upon demand 2. Effects of changes in price on revenue 3. Monopoly pricing 4. Price discrimination 5. Importance in taxation

i. Effects of Changes in Price Upon Demand:

The concept is very useful to study the reactions of the demand for a commodity to the changes in its price. If the demand is elastic, a small change in the price brings about a considerable change in the quantity demanded, but in the case of inelastic demand this consequential change in demand is relatively small. So, the concept is relevant to the decisions relating to business pricing and profits.

ii. Effects of Changes in Price on Revenue:

The concept enables us to determine the condition of equilibrium of a firm. And a profit-maximising firm reaches equilibrium when revenue = marginal cost. And, the value assumed by MR depends on price elasticity of demand.

iii. Monopoly Pricing:

The concept is useful in monopoly price- decisions. The monopolist, being the sole supplier of a particular commodity, can raise price but cannot affect demand pattern of consumers. So, in fixing the price, the monopolist will have to take note of the elasticity of demand for his product. He will fix the price at a low level when the demand is elastic and at a high level when it is inelastic.

iv Price Discrimination:

In perfect competition, the same price is charged from all the buyers. But, the downward slope of the monopolist's demand curve gives scope for price discrimination. Price discrimination refers to the practice of charging different prices for the same product from different buyers at the same time. It can be profitably practised only when price elasticity of demand differs from market to market or from one segment of the market to another.

v. Importance in Taxation:

Furthermore, the concept is a useful tool in taxation. A finance minister is to consider the elasticity of demand of the different commodities for the purpose of taxation. If he pushes commodity tax rates up too much

the consequent increase in price may make the total tax yield even lower than before. On the other hand, a small tax reduction may result in an increase in the tax yield.

Check Your Progress

1. Total revenue is calculated as the product of _____ and _____
2. Total outlay method is otherwise called as _____
3. What does the price elasticity of demand measures _____?

Let Us Sum Up

In this unit, you have learned about the following:

The price elasticity of demand as many practical uses. Price elasticity of demand is crucial among the elasticity of demand. There are various methods of measuring price elasticity of demand. Two major methods are explained in the above unit i.e., total expenditure method and ARC method.

Glossaries

ARC method: Arc elasticity is a measure of the average responsiveness to price change exhibited by a demand curve

Total Expenditure method: total outlay/revenue is the price multiplied by the quantity purchases, i.e., $TR = P \times Q$.

Answers To Check Your Progress

1. Price and Quantity
2. Expenditure methods
3. Responsiveness of demand to price changes

Suggested Readings

1. Pindyck, R.S. and Rubinfeld, D.L. (2001), Microeconomics- New York, NY: Prentice Hall, 5th edition.
2. Christopher T Thomas (2017), Managerial Economics 12th Edition, Publisher Richard. Irwin .

Unit-7

Consumer Surplus

STRUCTURE

Overview

Objectives

7.1 Introduction

7.2 Measure of Consumer's Surplus

7.3 Diagrammatic Representation of Consumer's Surplus

7.4 Practical Usefulness of the Concept

7.5 Critical Evaluation of the Concept of Consumer's Surplus

Check Your Progress

Let Us Sum Up

Glossaries

Answers to Check Your Progress

Suggested Readings

Overview

The unit elaborates concept of consumer surplus. It includes the measurement of consumer's surplus along with diagrammatic representation of consumer surplus. Further it gives practical usefulness of the concept and critical evaluation of the concept.

Objectives

This unit aims to acquaint the student with knowledge of consumer surplus, as Consumer surplus is crucial in determining the positive and negative effects of government policy initiatives.

7.1. Introduction

Dupuit first formulated the concept of consumer surplus in 1844 to measure social benefits of public goods such as canals, bridges, national highways. Marshall further refined and popularized this in his 'Principles of Economics' published in 1890. The concept of consumer surplus became the basis of old welfare economics. Marshall's concept of consumer's surplus was based on the cardinal measurability and interpersonal comparisons of utility. According to him, every increase in

consumer surplus indicates the increase in social welfare. As we shall see below, consumer's surplus is simply the difference between the price that 'one is willing to pay' and 'the price one actually pays' for a particular product.

Concept of consumer's surplus is a very important concept in economic theory, especially in theory of demand and welfare economics. This concept is important not only in economic theory but also in formulation of economic policies such as taxation by the Government and price policy pursued by the monopolistic seller of a product. The essence of the consumer's surplus is that a consumer derives extra satisfaction from the daily purchases over the price he actually pays for them. In other words, people generally get more utility from the consumption of goods than the price they actually pay for them. It has been found that people are prepared to pay more price for the goods than they actually pay for them. This extra satisfaction which the consumers obtain from buying a good has been called consumer surplus. Thus, Marshall defines the consumer's surplus in the following words: "excess of the price which a consumer would be willing to pay rather than go without a thing over that which he actually does pay is the economic measure of this surplus satisfaction, it may be called consumer's surplus."

The amount of money a person is willing to pay for a good indicates the utility he derives from that good; the greater the amount of money he is willing to pay, the greater the utility he obtains from it. Therefore, the marginal utility of a unit of a good determines the price a consumer will be prepared to pay for that unit. The total utility which a person gets from a good is given by the sum of marginal utilities (ΣMU) of the units of a good purchased and the total price which he actually pays is equal to the price per unit of the good multiplied by the number of units of it purchased.

Thus:

Consumer's surplus = What a consumer is willing to pay minus what he actually pays.

= Σ Marginal utility – (Price \times Number of units of a commodity purchased)

Consumer surplus is experienced in highly useful but relatively cheap commodities. For example, newspaper, salt, match box, postage stamp etc. For these commodities, we are ready to pay more than what we actually pay, if the alternative is to go without them. The extra satisfaction a consumer derives is called consumer's surplus. Suppose a

consumer wants to buy a shirt. He is willing to pay Rs 250 for it. But the actual price is only Rs 200. Thus, he enjoys a surplus of Rs 50. This is called consumer's surplus.

Definition

Marshall defines Consumer's surplus as follows: "The excess of price which a person would be willing to pay rather than go without the thing, over that which he actually does pay, is the economic measure of this surplus of satisfaction. It may be called consumer's surplus."

The concept of consumer surplus is derived from the law of diminishing marginal utility. As we purchase more units of a good, its marginal utility goes on diminishing. Because of the diminishing marginal utility, consumer's willingness to pay for additional units of a commodity declines as he has more units of the commodity. The consumer is in equilibrium when marginal utility becomes equal to the given price. In other words, consumer purchases the number of units of a commodity at which marginal utility is equal to price. This means that at the margin what a consumer will be willing to pay (i.e., marginal utility) is equal to the price he actually pays. But for the previous units which he purchases, his willingness to pay (or the marginal utility he derives from the commodity) is greater than the price he actually pays for them. This is because the price of the commodity is given and constant for him.

Assumptions

1. Cardinal utility, that is, utility of a commodity is measured in money terms.
2. Marshall assumes that there is definite relationship between expected satisfaction (utility) and realized satisfaction (actual).
3. Marginal utility of money is constant.

7.2. Measure of Consumer's Surplus

Consumer surplus measures extra utility or satisfaction which a consumer obtains from the consumption of a certain amount of commodity over and above the utility of its market value. Due to diminishing marginal utility, a consumer gets total utility from the consumption of a commodity greater than the utility of its market value. Thus the total utility obtained from consuming water is immense while its market value is negligible. Marshall tried to obtain the monetary measure of this surplus: how many rupees this surplus of utility is worth to the consumer. It is the monetary value of this surplus that Marshall called consumer surplus. To determine this monetary measure of consumer

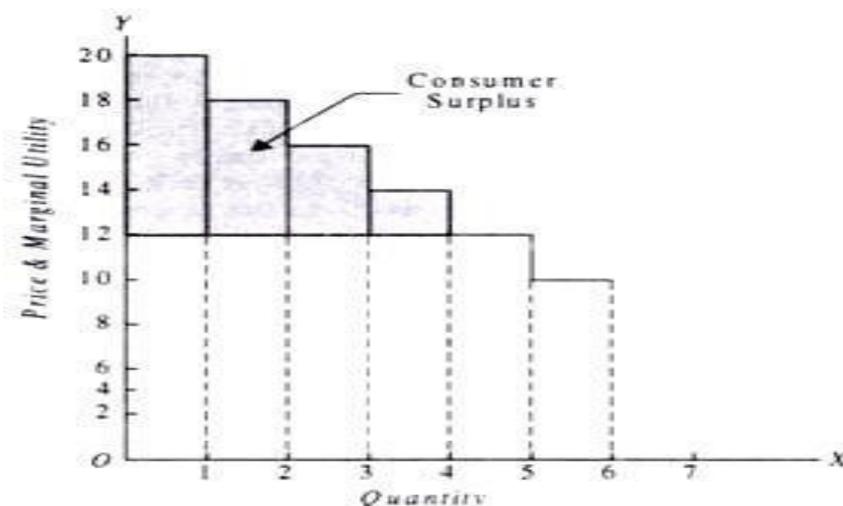
surplus, we must measure two things. First is the total utility in terms of money that a consumer expects to get from consuming a certain amount of a commodity. Second, the total market value of the amount of commodity consumed. It is quite easy to measure the total market value as it is equal to market price of a commodity multiplied by its quantity purchased (i.e. P.Q.). Marshall's important contribution has been how he devised to determine the monetary measure of the total utility a consumer obtains from the commodity. The marginal utility of a unit of a good determines the price a consumer will be prepared to pay for that unit. The total utility which a person gets from a good is given by the sum of marginal utilities of the units of a good purchased and the total price which he actually pays is equal to the price per unit of the good multiplied by the number of units of it purchased.

7.3. Diagrammatic Representation of Consumer Surplus

Marshall's important contribution has been how he devised to determine the monetary measure of the total utility a consumer obtained from the commodity. Consider Table below which has been graphically shown in the below figure

Table: Measurement of Consumer Surplus

No of Units	Marginal Utility (in Rs)	Price	Net Marginal Benefit
1	20	12	8
2	18	12	6
3	16	12	4
4	14	12	2
5	12	12	0
6	10	12	-2
Total Consumer Surplus (from 5 units) = 20			



Suppose the consumer is prepared to pay Rs. 20 for the first unit of the commodity. This means that the first unit of the commodity is at least worth Rs. 20 to him. In other words, he derives marginal utility equal to Rs. 20 from the first unit.

For the second unit of the commodity, he is willing to pay Rs. 18, that is, the second unit is at least worth Rs. 18 to him. This is in accordance with the law of diminishing marginal utility. Similarly, the marginal utility of the commodity's third, fourth, fifth and sixth units fall to Rs. 16, 14, 12 and 10 respectively. Suppose the current market price of the commodity is Rs. 12. It will be seen from the Table and Fig that the consumer will buy 5 units of the commodity at this price because his marginal utility of the fifth unit just equals the market price of Rs. 12.

This shows that his marginal utility of the first four units is greater than the market price which he actually pays for them. He will therefore obtain surplus or net marginal benefit of Rs. 8 (Rs. 20 – 12) from the first unit, Rs. 6 (= Rs. 18-12) from the second unit, Rs. 4 from the third unit and Rs. 2 from the fourth unit and zero from the fifth unit. He thus obtains total consumer surplus or total net benefit equal to Rs. 20.

Now, we can interpret the demand prices of these units in a slightly different way. The prices that the consumer is prepared to pay for various units of the commodity means the marginal valuation he places on these units of the commodity he demands. This marginal valuation of a commodity unit shows the individual's willingness to pay for it. However, actually he has not to pay the sum of money equal to the marginal valuation he places on them. For all the units of the commodity he has to pay the current market price. Suppose the current market price of the commodity is Rs. 12. The consumer will buy 5 units of the commodity at this price because his marginal valuation of the fifth unit

just equals the market price of Rs. 12. This shows that his marginal valuation of the first four units is greater than the market price which he factually pays for them. He will therefore obtain surplus or, net marginal benefit of Rs. 8 (Rs. 20 – 12) from the first unit, Rs. 6 (= Rs. 18 – 12) from the second unit, Rs. 4 on the third unit and Rs. 2 from the fourth unit and zero on the fifth unit. He thus obtains total consumer surplus or total net benefit) from 5 units equal to Rs. 20.

7.4. Practical Usefulness of The Concept

Some of the theoretical and practical uses of the concept are discussed below:

1. Consumer's surplus points to the distinction between the use value (i.e., utility) and the exchange value (i.e., the market price) of a thing.
2. The concept of consumer's surplus has a great importance in modern welfare economics, because it measures individual welfare.
3. Consumer's surplus from international transactions enables us to compare the relative gains from the international trade of the different countries.
4. consumer's surplus enjoyed by the different people at different places and at different times, enables us to compare their living standards.
5. consumer's surplus enjoyed by the different people at different places and at different times, enables us to compare their living standards.
6. The concept is very practical to the government in determining the desirability of imposing a tax on a certain commodity.

7.5. Critical Evaluation of The Concept of Consumer's Surplus

The concept of consumer's surplus has been severely criticised ever since Marshall propounded and developed it in his Principles of Economics. Critics have described it as quite imaginary, unreal and useless. Most of the criticism of the concept has been levelled against the Marshallian method of measuring it as the area under the demand curve. However, some critics have challenged the validity of the concept itself. Marshallian concept of consumer's surplus has also been criticised on the ground of its being based upon unrealistic and questionable

assumptions. We shall explain below the various criticisms levelled against this concept and will critically appraise them.

i. Several economists pointed out that the concept of consumer's surplus is quite hypothetical, imaginary and illusionary. They say that a consumer cannot afford to pay for a commodity more than his income. The maximum amount a person can pay for a commodity or a number of commodities is limited by the amount of his money income. And, as is well known, a consumer has a number of wants on which he has to spend his money. The total sum of money spent by him on the goods cannot be greater than his total income. Thus, what a person can be prepared to pay for a number of goods he purchases cannot be greater than the amount of his money income. Viewed in this light, there can be no question of consumer getting any consumer's surplus for his total purchases of the goods. Thus Prof. A. K. Das Gupta writes, "Taking consumer's surplus to mean simply a difference between the potential price and the actual price, Ulisse Gobbi, for instance, has argued that in ultimate analysis this surplus must necessarily be reduced to zero. When account is taken of the totality of purchases that a consumer makes, the price which he would be willing to pay just coincides with the price which he actually pays; because both are limited by the amount of money that he has command over, that is to say, by his income. If an individual start with a given income, he may be supposed to be willing to spend the whole of it on one good. As he secures the good for a smaller sum, he turns to a second good, this time offering only what it is left with after the purchase of the first good. If again there arises a margin he turns to a third good and so on—the margin between the offer price and the actual price becoming narrower as the series of actions is extended, until it vanishes as he completes his final purchases."

ii. Another criticism against consumer's surplus is that it is based upon the invalid assumption that different units of the goods give different amounts of satisfaction to the consumer. We have explained above how Marshall calculated consumer's surplus derived by the consumer from a good. Consumer purchases the amount of a good at which marginal utility is equal to its price. It is assumed that marginal utility of a good diminishes as the consumer has more units of it. This means that while at the margin of the purchase, marginal utility of the good is equal to its price, for the previous intra-marginal units, marginal utility is higher than the price and on these intra-marginal units, consumer obtains consumer's surplus. Now, the critics point out that when a consumer takes more units of a commodity it is not only the utility of the marginal unit that declines but also all previous units of the commodity he

hastaken. Thus, as all units of a commodity are assumed alike, all would have the same utility. And when the margin price is equal to the marginal utility of the last unit purchased, the price will also be equal to the utility of the previous units and the consumer would, therefore, not get any consumer's surplus. Let us take an example. Suppose a consumer has six units of the commodity marginal utility is equal to 10 and is equal to the given price. The critics argue that when the consumer has 6 units, it is not only the utility of the 6th unit that will be equal to 10, but all the previous five units will also yield utility equal to 10 each, since all units are alike. The total utility derived from 6 units will be equal to ` 60. The total price he pays for 6 units of the good is also 60; therefore, he does not derive any excess utility from his purchases.

iii. The concept of consumer's surplus has also been criticised on the ground that it ignores the interdependence between the goods, that is, the relations of substitute and complementary goods. Thus, it is pointed out that if only tea were available and no other substitute drinks such as milk, coffee, etc., then the consumer would have been prepared to pay much more for tea than in the presence of substitute drinks. Thus, the magnitude of consumer's surplus derived from a commodity depends upon the availability of substitutes. This is because if only tea were available, consumers will have no choice and would be afraid that if he does not get tea, he cannot satisfy his given want from any other commodity. Therefore, he will be willing to pay more for a cup of tea rather than go without it. But if substitutes of tea are available he would not be prepared to pay as much high price since he will think that if he is deprived of tea, he will take other substitute drinks like milk and coffee. Thus, it is said that consumer's surplus is not a definite, precise and unambiguous concept, it depends upon the availability of substitutes.

iv. The concept of consumer's surplus has also been criticised on the ground that it is based upon questionable assumptions of cardinal measurability of utility and constancy of the marginal utility of money. Critics point out that utility is a psychic entity and cannot be measured in quantitative cardinal terms. In view of this, they point out that consumer's surplus cannot be measured by the area under the demand curve, as Marshall did it. This is because Marshallian demand curve is based on the marginal utility curve in drawing which it is assumed that utility is cardinally measurable. Further, as has been explained in earlier chapters, by assuming constant marginal utility of money, Marshall ignored income effect of the price change. Of course, income effect of the price change in case of most of the commodities is negligible and can be validly ignored. But in case of some important commodities such

as food grains, income effect of the price change is quite significant and cannot be validly ignored. Therefore, the Marshallian method of measurement as area under the demand curve, ignoring the income effect, is not perfectly correct. However, this does not invalidate the concept of consumer's surplus. As explained above, J. R. Hicks has provided a money measure of consumer's surplus with his indifference curves technique of ordinal utility analysis which does not assume cardinal measurement of utility and constant marginal utility of money. Hicks has not only rehabilitated the concept of consumer's surplus but also extended and developed it further.

Check Your Progress

1. Consumer surplus is difference between _____ and _____
2. In most markets, consumers individually or collectively gain more total utility or satisfaction when the actual or equilibrium price they have to pay for a product is _____ than what they would have been willing to pay to obtain the product
3. Consumer surplus and price are _____ related

Let Us Sum Up

In this unit, you have learned about the following:

Consumer surplus is experienced in highly useful but relatively cheap commodities. For example, newspaper, salt, match box, postage stamp etc. For these commodities, we are ready to pay more than what we actually pay, if the alternative is to go without them. Consumer surplus have great practical importance in customer welfare, international trade, taxation, market conditions.

Glossaries

Consumer Surplus: What a consumer is willing to pay minus what he actually pays.

Marginal Utility: Marginal utility is the added satisfaction a consumer gets from having one more unit of a good or service.

Answers to Check Your Progress

1. Consumers willing to pay and actual pay
2. Less
3. positively

Suggested Readings

1. Alfred Stonier W, Douglas Hague C (2008), A Textbook of Economic Theory, Eastern Book Company, 5th Edition
2. Christopher Thomas and S Charles Maurice(2007) Managerial Economics' 9th Edition, McGraw-Hill Education.

Unit-8

Producer's Surplus

STRUCTURE

Overview

Objectives

8.1 Introduction

8.2 Measure of Producer's Surplus

8.3 Practical Usefulness of the Concept

Check Your Progress

Let Us Sum Up

Glossaries

Model Questions

Answers to Check Your Progress

Suggested Readings

Overview

This unit describes the concept of producer surplus. Further, it explains measure of producer's surplus and its practical usefulness.

Objectives

- The objective of this unit is to acquaint the student with knowledge of producer surplus.
- The knowledge of the producer's surplus will help the learner to understand the producer side market conditions.

8.1. Introduction

Producer surplus is the difference between how much a person would be willing to accept for a given quantity of a good and how much they can receive by selling the good at the market price. The difference or surplus amount is the benefit the producer receives for selling the good in the market. A producer surplus is generated by market prices in excess of the lowest price producers would otherwise be willing to accept for their goods.

Definition: Producer surplus is defined as the difference between the amount the producer is willing to supply goods for and the actual amount received by him when he makes the trade. Producer surplus is a

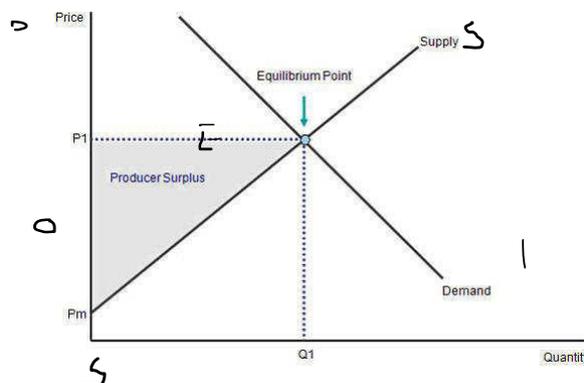
measure of producer welfare. It is shown graphically as the area above the supply curve and below the equilibrium.

8.2. Measure of Producer's Surplus

Producer surplus is the excess of market price at which producers sell the quantity of a commodity over and above the minimum price at which they would be willing to supply it. The minimum price which the producers would accept to supply a unit of the commodity is its marginal cost which reflects the opportunity cost of resources used for its production.

The producer surplus is calculated using the same formula using the same example with all the X and Y-axis numbers. Below is the graph for the illustration. Here the producer surplus is shown in gray. As the price increases, the incentive for producing more goods increases, thereby increasing the producer surplus. Demand curve DD and supply curve SS of a commodity intersect at point E and determine OP as the market price and OQ as the quantity sold and bought. It will be seen from the supply curve SS that producers produce the last Qth unit of the commodity at the marginal cost which is just equal to the market price OP. However, as is indicated by the supply curve SS the producers

Will be ready to supply the earlier successive units from zero to Qth unit at much less than the market price OP. Thus, from these earlier units the producers actually get more than their minimum acceptable supply price. The area OSEQ below the supply curve is indicator of the aggregate supply price of OQ units of the commodity produced and supplied by the producers. On the other hand, the total revenue earned by them is equal to the area OPEQ (market price OP x quantity OQ sold). Thus, the producers earn revenue equal to the shaded area SEP more than the aggregate supply price. This excess amount SEP over the aggregate supply price is the aggregate producer surplus earned by the producers. The producer surplus earned by the producers is the measure of benefits obtained by them for producing and exchanging the commodity.



Q

8.3. Practical Usefulness of The Concept

1. A producer surplus combined with a consumer surplus can calculate overall economic surplus or the benefit provided by producers and consumers interacting in a free market as opposed to one with price controls or quotas.
2. If a producer could price discriminate correctly, or charge every consumer the maximum price the consumer is willing to pay, then the producer could capture the entire economic surplus.

Check Your Progress

1. A producer surplus is the difference between the actual or equilibrium price and the _____ acceptable price a producer is willing to accept in exchange for a product.
2. In most markets, sellers individually or collectively benefit when they sell their product at an actual or equilibrium price that is _____ than what they would have been willing to receive in exchange for the product
3. Producer surplus and price are _____ related.

Let Us Sum Up

In this unit, you have learned about the following:

Producer surplus is the difference between how much a person would be willing to accept for a given quantity of a good and how much they can receive by selling the good at the market price. As the price increases, the incentive for producing more goods increases, thereby increasing the producer surplus.

Glossaries

Producers Surplus: The welfare or benefit enjoyed by producers who sell for a price higher than the price they would have been willing to sell for. Graphically the area above the supply curve and below the price in the market

Answers To Check Your Progress

1. Minimum
2. More
3. Positively

Suggested Readings

1. Lancaster K. J. (1966) "A New Approach to Consumer Theory" Journal of Political Economy, 74, pg. 132.157.
2. E.Case Karl and C Fair Ray and E Oster Sharon (2017) Principles of Economics' Pearson.

Unit-9

Types of Utility

STRUCTURE

Overview

Objectives

9.1 Introduction

9.2 Cardinal Utility Approach

9.3 Ordinal Utility Approach

9.4 Total Utility

9.5 Marginal Utility

9.6 Relationship between TU and MU

Check Your Progress

Let Us Sum Up

Glossaries

Answers to Check Your Progress

Suggested Readings

Overview

The unit explains the Utility concept. Utility concepts include the cardinal utility approach, ordinal utility approach, total utility, and marginal utility. This unit also describes the relationship between total utility and marginal utility

Objectives

- To equip with the knowledge of consumer behaviour is the key objective of this chapter. Consumer behaviour refers to how a consumer chooses "what to consume" and "how much to consume" in order to maximize total utility given his or her income and options. There are two types of utility measurements: cardinal and ordinal. The cardinal measure of utility is used to analyse consumer behaviour in this unit.
- The objective of this unit is to recollect that the Marshallian approaches to consumer behaviour analysis are based on cardinal and ordinal utility, respectively.

9.1. Introduction

Utility refers to want satisfying power of a commodity. It is the satisfaction, actual or expected, derived from the consumption of a commodity. Utility differs from person-to-person, place-to-place and time-to-time. In the words of Prof. Hobson, "Utility is the ability of a good to satisfy a want".. When an individual desires a good or service and gets it and consumes it, his desire is fulfilled. Thus utility was also defined as "fulfillment of desire". Besides, an English philosopher Jeremy Bentham (1748–1832), defined utility as the property of a good that provides pleasure or happiness to the people and in this way promotes their welfare.

According to him, the goal of the society is the achievement of the greatest happiness of the greatest number. Though, the economists called as utilitarians believed that utility was a psychic feeling, they thought it can be measured directly in cardinal terms with some kind of psychological or imaginary units called "utils". However, Alfred Marshall provided a measure of utility in cardinal terms in a different and relatively better way. According to him, the utility of a quantity of a good is the amount of money that a consumer is willing to pay for it instead of defining in terms of subjective units of 'utils'. However, before Marshall, William Stanley Jevons (1835–82) extended Bentham's utility concept to explain consumer behaviour. He conceived utility as value that a consumer places on a good. The major contribution of Jevons has been his contribution to development of marginal utility analysis. He demonstrated that rational consumers in their decision making regarding choosing goods for consumption would consider each good's marginal utility. Jevon's pioneering work with Carl Menger, Leon Walras and Alfred Marshall led to the neoclassical revolution and established the marginal analysis as the core of economics.

1. Form Utility

If the physical form of a commodity is changed, its utility may increase. For instance, the utility of cotton increases, if it is converted into clothes. The other examples are processing of paddy into rice, wheat into flour and butter into ghee.

2. Place Utility

If a commodity is transported from one place to another, its utility may increase. For instance, if rice is transported from Tamil Nadu to Kerala, its utility will be more.

3. Time Utility

Agricultural commodities like paddy, wheat, oilseeds, pulses are stored for the regular use of consumers throughout the year. If the commodity is stored for future usage, its utility may increase. During rainy season, water is stored in reservoirs and it is used at a later time. This increases the utility of that stored water.

9.2. Cardinal Utility Approach

The **Cardinal Utility** approach is propounded by neo-classical economists, who believe that utility is measurable, and the customer can express his satisfaction in cardinal or quantitative numbers, such as 1,2,3, and so on. The neo-classical economist developed the theory of consumption based on the assumption that utility is measurable and can be expressed cardinally. And to do so, they have introduced a hypothetical unit called as “**Utils**” meaning the units of utility. Here, one **Util is equivalent to one rupee** and the **utility of money remains constant**.

The cardinal utility approach used in analyzing the consumer behavior depends on the following assumptions

1. **Rationality:** It is assumed that the consumers are rational and satisfy their wants in the order of their preference. This means they will purchase those commodities first which yields the highest utility and then the second highest and so on.
2. **Limited Resources (Money):** The consumer has limited money to spend on purchasing goods and services, thus making the consumer buy those commodities first, which is a necessity.
3. **Maximize Satisfaction:** Every consumer aims at maximizing his/her satisfaction with the amount of money he/she spends on the goods and services.
4. **Utility is cardinally Measurable:** It is assumed that the utility is measurable, and the utility derived from one unit of the commodity is equal to the amount of money, which a consumer is ready to pay for it, i.e. **1 Util = 1 unit of money**.
5. **Diminishing Marginal Utility:** This means, with the increased consumption of a commodity, the utility derived from each successive unit goes on diminishing. This law holds true for the theory of consumer behavior.

6. **Marginal Utility of Money is Constant:** It is assumed that the marginal utility of money remains constant irrespective of a consumer's income level.
7. **Utility is Additive:** The cardinalists believe that not only the utility is measurable, but the utility derived from the consumption of different commodities is added up to realize the total utility.

Thus, the cardinal utility approach is used as a basis for explaining the consumer behavior where every individual aims to maximise his/her utility or satisfaction for the amount of money he spends on consuming goods and services.

9.3. Ordinal Utility Approach

The **Ordinal Utility** approach is based on the fact that the utility of a commodity cannot be measured in absolute quantity, but however, it will be possible for a consumer to tell subjectively whether the commodity derives more or less or equal satisfaction when compared to another. The modern economists have discarded the concept of cardinal utility and instead applied ordinal utility approach to study the behavior of the consumers. While the neo-classical economists believed that the utility can be measured and expressed in cardinal numbers, but the modern economists maintain that the utility being the psychological phenomena cannot be measured theoretically, quantitatively and even cardinally.

The ordinal utility approach used in analyzing the consumer behavior depends on the following assumptions

1. **Rationality:** It is assumed that the consumer is rational and aims to maximise his level of satisfaction for given income and prices of goods and services he wishes to consume. He is expected to take decisions consistent with this objective.
2. **Ordinal Utility:** The indifference curve assumes that the utility can only be expressed ordinally. This means the consumer can only tell his order of preference for the given goods and services.
3. **Transitivity and Consistency of Choice:** The consumer's choice is expected to be either transitive or consistent. The transitivity of choice means that if the consumer prefers commodity X to Y and Y to Z, he must prefer commodity X to Z. In other words, if $X \succ Y$, $Y \succ Z$, then he must treat $X \succ Z$. The consistency of choice means that if a consumer prefers commodity X to Y at one point, he will not prefer commodity Y to X in another period or even will not consider them equal.

4. **Diminishing Marginal Rate of Substitution (MRS):** The marginal rate of substitution refers to the rate at which the consumer is ready to substitute one commodity (A) for another commodity (B) in such a way that his total satisfaction remains unchanged. The MRS is denoted as DB/DA . The ordinal approach assumes that DB/DA diminishes if the consumer continues substituting A for B.

9.4. Total Utility

Total Utility According to the cardinal utility approach, measuring and expressing TU and MU in quantitative terms is possible. TU from a single commodity, may be defined as the sum of the utility derived from each unit consumed of the commodity. For example, if a consumer consumes four units of a commodity and derives U_1 , U_2 , U_3 and U_4 utils from the successive units consumed, then

$$TU = U_1 + U_2 + U_3 + U_4$$

If the consumer consumes n units of a commodity, then his TU derived from n units of the commodity may be expressed as

$$TU = U_1 + U_2 + U_3 + \dots + U_n$$

In case number of commodities consumed is greater than one, say, x , y , z , ..., n , then

$$TU = TU_x + TU_y + TU_z + \dots + TU_n$$

where subscripts x , y , z and n denotes commodities.

9.5. Marginal Utility

The MU can be defined as the utility derived from the marginal or the last unit consumed. MU is also defined as the addition to the TU derived from the consumption or acquisition of one additional unit. More precisely, MU is the TU change resulting from one additional unit's consumption. That is,

$$MU = \Delta TU / \Delta C$$

where ΔTU = change in TU, and ΔC = change in consumption by one unit. MU may also be expressed as

$$MU = TU_n - TU_{n-1}$$

where TU_n = TU derived from the consumption of n units and TU_{n-1} = TU derived from the consumption of $n-1$ units.

9.6. Relationship Between TU and MU

The relationship between TU and MU can be properly understood through the table beneath. Here, we are assuming that the consumer is rational and expects utility from the consumption of coffee. Each unit is a cup of coffee.

No. Of. Units	Total Utility	Marginal Utility
1	30	30
2	55	25
3	75	20
4	85	10
5	92	7
6	95	3
7	95	0
8	90	-5

We can see that both TU and MU began from the same point. However, as consumption increased, total utility continued increasing, whereas, the marginal utility kept declining in line.

On the 7th unit, when total utility is at its peak (95 utils), the marginal utility was zero, implying that any additional cup of coffee from that point would result in negative MU or dissatisfaction. A rational consumer would stop his/her consumption at the 7th unit.

Thus, from the above discussion, we can encapsulate the relationship between TU and MU as noted below –

- Marginal utility falls when total utility rises
- MU = 0 when total utility is maximum

The marginal utility can be aligned with the commodity's cost from a consumer's perspective. For instance, if the marginal utility cost of a commodity is Rs.20 and MU derived from it is more than 20 utils (assuming Re.1 = 1 utils), then such individuals will continue his/their consumption until the marginal utility of that commodity equals its price. It is also known as the consumer's equilibrium.

Check Your Progress

1. The utility may be defined as _____
2. The utility of a commodity is _____
3. Marginal utility curve of a given consumer is also his _____

Let Us Sum Up

In this unit, you have learned about the following:

Utility refers to want satisfying power of a commodity. Utility is classified as form utility, time utility, place utility. There are two approaches in measuring utility, one is ordinal and another is cardinal. Ordinal utility is where the satisfaction derived from consuming a product cannot be expressed numerically. Cardinal utility is the utility where the satisfaction derived by consuming a product can be expressed numerically. The measuring term for cardinal and Ordinal Utility is utils and ranks respectively. Utils are the unit of utility and ranks determine the preference of a product compared to other products in the market

Glossaries

Utility:	want satisfying power of a commodity
Total Utility:	aggregate utility
Marginal Utility:	additional aggregate utility
Form Utility:	If the physical form of a commodity is changed
Place Utility:	If a commodity is transported from one place to another
Time Utility:	commodity is stored for future usage, its utility may increase

Answers To Check Your Progress

1. The power of a commodity to satisfy wants
2. Its relative scarcity
3. Demand curve

Suggested Readings

1. Luke M. Froeb, Brian T McCann, Mikhael Shor and Michael Robert Ward, Managerial Economics, Cengage Learning Asia Pvt. Limited, 2019.
2. M. Friedman and L.J. Savage (1948), "The Utility Analysis of Choices Involving-Risk", Journal of Political Economy, pg. 279-304

Unit-10

Law of Diminishing Marginal Utility

STRUCTURE

Overview

Objectives

10.1 Introduction: Law of Diminishing Marginal Utility

10.2 Assumptions of Law of Diminishing Marginal Utility

10.3 Diagrammatic Explanation of Law of DMU

10.4 Importance of the Law

Check Your Progress

Let Us Sum Up

Glossaries

Answers to Check Your Progress

Suggested Readings

Overview

This unit elaborates on law of diminishing marginal utility. The law is explained along with assumptions in, diagrammatic explanation. Further it explains the importance of the law

Objectives

- The unit's objective is to provide insights into consumer behavior by providing a clear explanation of law of diminishing marginal utility.
-

10.1. Introduction: Law of Diminishing Marginal Utility

An important tenet of cardinal utility analysis relates to the behaviour of marginal utility. The law of diminishing marginal utility means that the total utility increases at a decreasing rate. This familiar behaviour of marginal utility has been stated in the Law of Diminishing Marginal Utility according to which marginal utility of a good diminishes as an individual consumes more units of a good. In other words, as a consumer takes more units of a good, the extra utility or satisfaction that he derives from an extra unit of the good goes on falling. It should be carefully noted that it is the marginal utility and not the total utility that declines with the

increase in the consumption of a good.

This law is based upon two important facts. First, while the total wants of a man are virtually unlimited, each single want is satiable. Therefore, as an individual consumes more and more units of a good, intensity of his want for the good goes on falling and a point is reached where the individual no longer wants any more units of the good. That is, when saturation point is reached, marginal utility of a good becomes zero. Zero marginal utility of a good implies that the individual has all that he wants of the good in question. The second factor which the law of diminishing marginal utility is based is that the different goods are not perfect substitutes for each other in the satisfaction of various wants. When an individual consumes more and more units of a good, the intensity of his particular want for the good diminishes but if the units of that good could be devoted to the satisfaction of other wants and yielded as much satisfaction as they did initially in the satisfaction of the first want, marginal utility of the good would not have diminished.

The law of diminishing marginal utility explains an ordinary experience of a consumer. If a consumer takes more and more units of a commodity, the additional utility he derives from an extra unit of the commodity goes on falling. Thus, according to this law, the marginal utility decreases with the increase in the consumption of a commodity. When marginal utility decreases, the total utility increases at a diminishing rate.

Definition

According to Marshall, "The additional benefit which a person derives from a given increase of his stock of a thing diminishes with every increase in the stock that he already has".

10.2. Assumptions of Law of Diminishing Marginal Utility

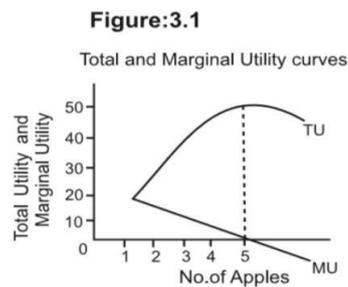
1. The units of consumption must be in standard units e.g., a cup of tea, a bottle of cool drink etc.
2. All the units of the commodity must be identical in all aspects like taste, quality, colour and size.
3. The law holds good only when the process of consumption continues without any time gap.
4. The consumer's taste, habit or preference must remain the same during the process of consumption.

10.3. Diagrammatic Explanation of Law of Diminishing Marginal Utility (DMU)

Suppose Mr X is hungry and eats apple one by one. The first apple gives him great pleasure (higher utility) as he is hungry; when he takes the second apple, the extent of his hunger will reduce. Therefore, he will derive less utility from the second apple. If he continues to take additional apples, the utility derived from the third apple will be less than that of the second one. In this way, the additional utility (marginal utility) from the extra units will go on decreasing. If the consumer takes more apples, marginal utility falls to zero and becomes negative.

Total and Marginal utility schedule

Units of apple	Total utility	Marginal utility
1	20	20
2	35	15
3	45	10
4	50	5
5	50	0
6	45	-5
7	35	-10



The above table gives the utility derived by a person from successive units of consumption of apples. From Table 3.1 and figure 3.1 it is very clear that the marginal utility (addition made to the total utility) goes on declining. The consumer derives 20 units of utility from the first apple he consumes. When he consumes the apples continuously, the marginal utility falls to 5 units for the fourth apple and becomes zero for the fifth apple. The marginal utilities are negative for the 6th and 7th apples. Thus, when the consumer continuously consumes a commodity, the marginal utility declines, reaches zero, and becomes negative.

The total utility (sum of utilities of all the units consumed) goes on increasing and after a certain stage begins to decline. The total utility increases when the marginal utility declines and is greater than zero. For the first four units of apple, the total utility increases from 20 units to 50 units. When the marginal utility is zero (5th apple), the total utility is constant (50 units) and reaches the maximum. When the marginal utility becomes negative (6th and 7th units), the total utility declines from 50 units to 45 and then to 35 units.

10.4. Importance of Law of Diminishing Marginal Utility

This law is of great importance in economics:

i. Basis of Economic Laws

The Law of Diminishing Marginal Utility is the basic law of consumption. The Law of Demand, the Law of Equi-marginal Utility, and the Concept of Consumer's Surplus are based on it.

ii. Diversification in Consumption and Production

The changes in design, pattern and packing of commodities very often brought about by producers are in keeping with this law. We know that the use of the same good makes us feel bored; its utility diminishes in our estimation. We want variety in soaps, toothpastes, pens, etc. Thus, this law helps in bringing variety in consumption and production.

iii. Value Theory

The law helps to explain the phenomenon in value theory that the price of a commodity falls when its supply increases. It is because with the increase in the stock of a commodity, its marginal utility diminishes.

iv. Diamond-Water Paradox

Smith's famous "diamond-water paradox" can be explained with the help of this law. Because of their relative scarcity, diamonds possess high marginal utility and so a high price. Since water is relatively abundant, it possesses low marginal utility and hence low price even though its total utility is high. That is why water has low price as compared to a diamond though it is more useful than the latter.

v. Progressive Taxation

The principle of progression in taxation is also based on this law. As a person's income increases, the rate of tax rises because the marginal utility of money to him falls with the rise in his income.

vi. Basis of Socialism

The marginal utility of money to the rich is low. It is, therefore, advisable that their surplus wealth be acquired by the state and distributed to the poor who possess high marginal utility for money.

Check Your Progress

1. The utility is generally related to_____
 2. When Marginal Utility = 0, Total Utility is_____
 3. The demand curve slopes downward for a public good because of the law of diminishing marginal _____
-

Let Us Sum Up

In this unit, you have learned about the following:

- The law of diminishing marginal utility says that the marginal utility from each additional unit declines as consumption increases.¹
 - The marginal utility can decline into negative utility, as consuming another unit of any product may become entirely unfavourable.
 - The marginal utility may decrease into negative utility, as consuming another unit of any product may become entirely unfavourable.
-

Glossaries

Law of Diminishing Marginal Utility

Marginal Utility

Answers to Check Your Progress

1. Satisfaction
2. Maximum
3. utility

Suggested Readings

1. Alfred Stonier W, Douglas Hague C (2008), A Textbook of Economic Theory, Eastern Book Company, 5th Edition.
2. M. Friedman and L.J. Savage (1948), "The Utility Analysis of Choices Involving-Risk", Journal of Political Economy,pg. 279-304

Unit -11

Indifference Curve Theory

STRUCTURE

Overview

Objectives

11.1 Introduction to Indifference Curves

11.2 Assumptions of Indifference Curve

11.3 Properties of Indifference Curves

11.4 Water Diamond Paradox

Check Your Progress

Let Us Sum Up

Glossaries

Answers to Check Your Progress

Suggested Readings

Overview

This unit explains about indifference curve analysis. It includes assumptions of indifference curves and its properties. Further, it also explains about water diamond paradox

Objectives

This unit aims to provide a detailed explanation of consumer behaviour by providing the information about indifference curve analysis.

11.1. Introduction to Indifference Curve

The indifference curve analysis is a popular theory of consumer's demand which forms the subject-matter of the present unit. A classical economist Edgeworth first invented the technique of indifference curves but used it only to show the possibilities of exchange between two persons and not to explain consumer's demand. Two English economists, J.R. Hicks and R.G.D. Allen in their now well-known paper 'A Reconsideration of the Theory of Value' severely criticized Marshall's cardinal utility analysis based upon cardinal measurement of utility and put forward the indifference curve approach based on the notion of ordinal utility to explain consumer's behaviour. In 1939 Hicks reproduced the indifference curve theory of consumer's demand in his book 'Value

and Capital', somewhat modifying the original paper's version.

Indifference curve method has been evolved to supersede the cardinal utility analysis of demand which was discussed in the last chapter. The indifference curve method seeks to derive all rules and laws about consumer's demand that are derivable from the cardinal utility analysis. At the same time the inventors and supporters of new method contend that their analysis is based on fewer and more reasonable assumptions. However, the indifference curve analysis has retained some of the assumptions of Marshall's cardinal utility analysis. Thus, the indifference curve approach, like the old cardinal utility approach, assumes that the consumer possesses 'complete information' about all the relevant aspects of economic environment in which he finds himself. For example, the prices of goods, the markets in which they are available, the satisfaction to be obtained from them etc. are all known to the consumer. Further, it is assumed that the consumer acts rationally in the sense that, given the prices of goods and the money income, he will choose the combination from among the various possible combinations that gives him maximum satisfaction. Moreover, the assumption of 'continuity' has also been retained by Hicks-Allen indifference curve method. Continuity assumption means that the consumers are capable of ordering or ranking all conceivable combinations of goods according to the satisfaction they yield.

Marshall's demand analysis is based on the cardinal measurement of utility. The approach is criticised for two reasons. (i) Utility is a psychological phenomenon and (ii) It cannot be measured. Hence, the indifference curve approach based on ordinal ranking preference evolved.

Definition

An indifference curve is the locus of different combinations of two commodities with the same satisfaction level.

11.2. Assumptions of Indifference Curve

The assumptions about the behaviour of the consumer which are generally made in indifference curve analysis are as follows

i. More of a commodity is better than less

It is assumed that the consumer will always prefer a larger amount of a good to a smaller amount of that good, provided that the other goods at his disposal remain unchanged. This is a very reasonable and realistic assumption. This assumption implies that the consumer is not over-

supplied with any good. When a consumer is over-supplied or over-satiated with one good, he will prefer a smaller quantity of that good to its larger quantity. It is thus assumed that the consumer has not yet reached the point of satiety in the consumption of any good. This assumption is therefore known as non-satiety assumption.

ii. Preferences or indifferences of a consumer are transitive

Suppose there are three combinations of two goods A, B and C. If the consumer is indifferent between A and B and between B and C, it is assumed that he will be indifferent between A and C too. This condition implies that consumers' tastes are quite consistent. This assumption is known as assumption of transitivity.

iii. Diminishing marginal rate of substitution

In indifference curve analysis the principle of diminishing marginal rate of substitution is assumed. In other words, it is assumed that as more and more units of X are substituted for Y, the consumer will be willing to give up fewer and fewer units of Y for each additional unit of X, or when more and more of Y is substituted for X, he will be willing to give up successively fewer and fewer units of X for each additional unit of Y. This rule about consumer's behaviour is described as the principle of diminishing, marginal rate of substitution. This principle follows as a matter of logical necessity from the assumption that particular wants are satiable and that various goods are not perfect substitutes for one another.

Indifference schedule

An indifference schedule is a statement of various combinations of two commodities that the consumer will equally accept. The various combinations give equal satisfaction to the consumer. Therefore, he is indifferent between various combinations.

Indifference Schedule

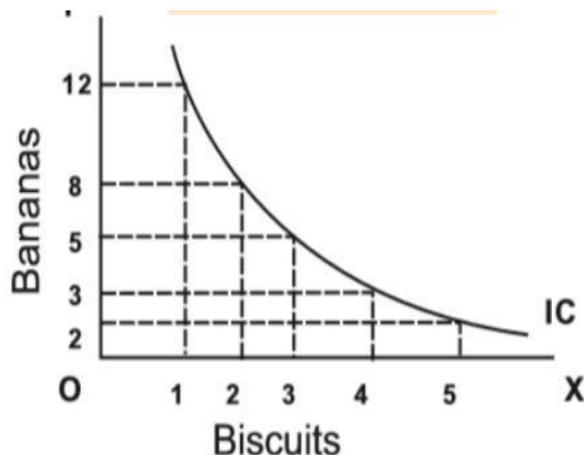
Combination	Biscuits (Good X)	Bananas (Good Y)
A	1	12
B	2	8
C	3	5
D	4	3
E	5	2

From the above schedule it can be understood that while the number of biscuits is increasing, the number of bananas is decreasing so that the level of satisfaction is the same for all the combinations. Therefore, the

consumer is indifferent between the combinations A, B, C, D and E.

Indifference curve

The data in the indifference schedule can be represented in the graph with one commodity on the X-axis and another commodity in the Y-axis. The various combinations of the two commodities are plotted and joined to form a curve called indifference curve. In the figure IC is an indifference curve showing combinations of the two commodities given in the schedule.



As in an indifference schedule, combinations lying on an indifference curve will also be equally desirable to the consumer, that is, will give him the same satisfaction. The smoothness and continuity of an indifference curve mean that goods in question are assumed to be perfectly divisible. If the indifference schedule II is also converted into indifference curve, this will lie above the indifference curve IC.

Any combination on a higher indifference curve will be preferred to any combination on a lower indifference curve. It is thus clear that the indifference curve lying above and to the right of an indifference curve will indicate a higher level of satisfaction. It may be noted that while an indifference curve shows all those combinations of two goods that provide equal satisfaction to the consumer, it does not indicate exactly how much satisfaction the consumer derives from those combinations. This is because the concept of ordinal utility does not involve the quantitative measurability of utility. Therefore, no attempt is made to label an indifference curve by the amount of satisfaction it represents.

11.3. Properties of an Indifference Curve

1. They Slope Negatively or Slope Downwards from the Left to the Right:

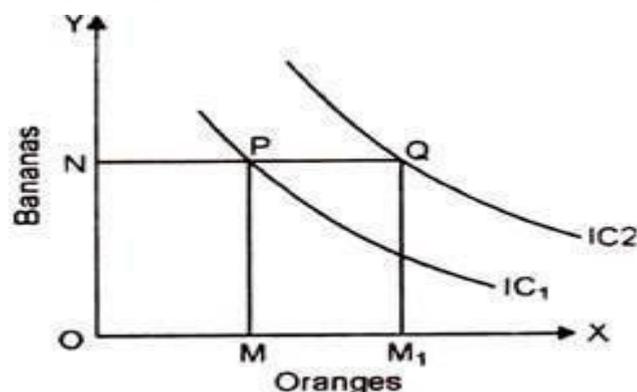
This is an important feature of Indifference Curve. If the total satisfaction is to remain the same, the consumer must part with a diminishing number of bananas as he gets as increasing stock of oranges. The loss of satisfaction to the consumer on account of the downward movement must be made up by the gain through the rightward movement. As such the Indifference Curve must slope downwards to the right.

2. They are Convex to the Origin of Axes:

The second property of the Indifference Curve is that they are generally convex to the origin of the axes—the left hand portion is normally steep while the right hand portion is relatively flat. This property of the Indifference Curve is derived from the Law of Diminishing Marginal Rate of Substitution. The marginal rate of substitution neither increases nor does it remain constant.

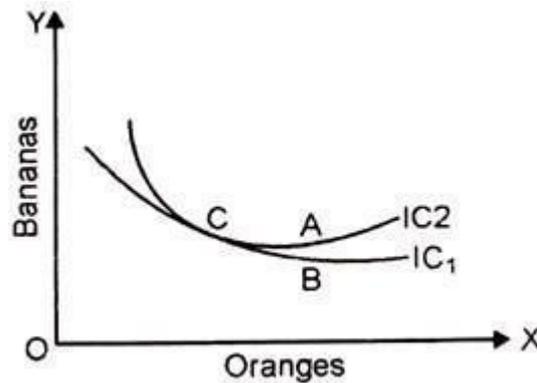
3. Every Indifference Curve to the right represents Higher Level of Satisfaction than that of the Proceeding One:

Let us take two Indifference Curves IC_1 and IC_2 lying to the right of IC_1 . At the point P the consumer gets OM of oranges and ON of bananas. At the point Q though the number of bananas remains the same i.e., ON, yet the number of oranges increases from OM to OM_1 . The consumer's total satisfaction is therefore bound to be greater at Q than at P. Hence Q represents a more valued and preferred combination of oranges and bananas than P. As all the points on one Indifference Curve represents equal satisfaction, therefore every point on IC_2 represents a combination, preferred to that represented by any point on IC_1 . An Indifference Curve to the right represents a preferred position and therefore a consumer will always try to move on the indifference map as much to the right as possible.



1. **Indifference Curves can neither touch nor Intersect each other, so that one Indifference Curve Passes through only one Point on an Indifference Map:**

The fourth property of Indifference Curve is that no two Indifference V' Curves can ever cut each other.

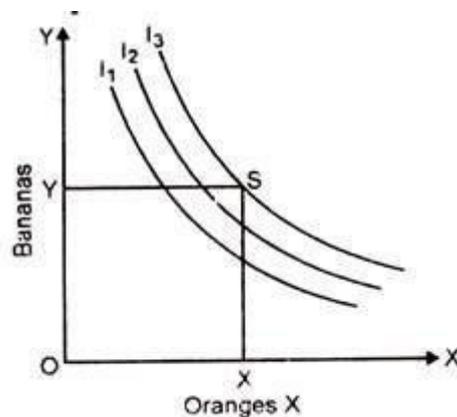


Since point A is an Indifference Curve IC_2 , it represents a higher level of satisfaction to the consumer c than point B which is located on the lower Indifference c Curve IC_1 . Point C, however lies on both the curves. This means that two levels of satisfaction, A and B which are unequal, manage to become equal at point C. This is clearly impossible.

Indifference Curve can never intersect each other:

5. In reality, Indifference Curves are like Bangles:

But as a matter of principle their effective region is in the form of segments. This is so because Indifference Curves are assumed to be negatively sloping and convex to the origin. An individual can move to the higher indifference. Curves I_2 and I_3 , until he reaches the saturation upon S where his total utility is the maximum. If the consumer increases his consumption beyond X and Y his total utility will fall.



11.4. Water Diamond Paradox

The **diamond-water paradox**, also known as paradox of value, and it was first presented by the economist Adam Smith in the 1700s.

In his works, Smith points out that practical things we use daily often have little or no value in exchange. Things like cups, utensils, socks, and water are a few examples. On the other hand, things that often have the greatest value in the market have little or no practical use. An example may be an old piece of art or 1920s baseball card. Other than looking at it, there isn't much else we can do with the art or baseball card. So, why are things valued this way?

Understanding why the paradox exists can be helped by understanding the economic terms known as marginal utility and scarcity. **Scarcity** can be simply defined as how readily available a good, skill, or service is. Is there a lot of it compared to what people are demanding? **Marginal utility** is the additional satisfaction or gain someone gets from using or purchasing an additional unit of a particular good or service. People are willing to pay a higher price for goods with greater marginal utility. So, let's go back to water and diamonds. There is plenty of water in most parts of the world (not scarce), which means that, as consumers, we usually have a low marginal utility for water. In a typical situation, we aren't willing to pay a lot of money for one more drink of water. Diamonds, however, are scarce. Because they are harder to find and attain, our marginal utility (additional satisfaction), for adding a diamond to our collection is much higher than someone offering us one more drink of water. If one is dying of thirst, then this paradox might not make sense, and the marginal utility from another drink of water would be much higher than the additional satisfaction of owning a diamond.

Check Your Progress

1. An indifference curve slopes down towards right since more of one commodity and less of another result in _____
2. Moving along an indifference curve the _____
3. The slope of the indifference curve is equal to which of the following _____

Let Us Sum Up

In this unit, you have learned about the following:

The indifference curve approach based on ordinal ranking preference was evolved to overcome the criticism of Marshall's demand analysis. An indifference curve is the locus of different combinations of two commodities with the same satisfaction level.

Glossaries

Marginal Utility: Additional units of satisfaction

Indifference Curve: The various combinations of the two commodities are plotted and joined to form a curve called indifference curve

An indifference schedule is a statement of various combinations of two commodities that the consumer will equally accept.

Answers to Check Your Progress

1. Same satisfaction
2. Consumers do not prefer one consumption point to another.
3. Marginal rate of substitution

Suggested Readings

1. Lancaster K. J. (1966) "A New Approach to Consumer Theory" Journal of Political Economy, 74, pg. 132.157.
2. Paul G. Farnham (2014) Economics for Manager' Pearson publisher.

Unit-12

Indifference Curves – Consumer's Equilibrium

STRUCTURE

Overview

Objectives

12.1 Introduction of Consumer's Equilibrium

12.2 Income Effect

12.3 Substitution Effect

12.4 Consumer's Equilibrium with Indifference Curve

Check Your Progress

Let Us Sum Up

Glossaries

Answers to Check Your Progress

Suggested Readings

Overview

The unit is about indifference curves with consumers' equilibrium. It explains how consumers' equilibrium will be effected by income effect, substitution effect.

Objectives

The unit's main objective is

- To understand How customers discover their equilibrium, or the best combination of two items that maximizes total utility, given their income and the prices of the two commodities.

12.1. Introduction of Consumer's Equilibrium

As a consumer has a limited income, he spends it in such a manner to obtain maximum satisfaction. He will attain equilibrium when he gets maximum satisfaction from his expenditure on different goods. Under the utility analysis, a consumer gets maximum satisfaction when marginal utilities from his different purchases are equal.

12.2 . Income Effect

Normal goods are generally goods whose consumption increases with an increase in consumer income. When consumers' income increases, prices remain constant, their budget line shifts upwards, parallel to the original budget line. In addition, when their income decreases, the budget line shifts downwards. It implies that when consumers' income increases, they consume more of normal goods; and vice versa.

An inferior good is one whose consumption decreases with an increase in consumer's income. In other words, when the income effect on the consumption of a commodity is negative, the commodity is said to be inferior. It must be borne in mind that no commodity is in itself superior or inferior—there may be some exceptions. In fact, the level of income and the consumers' perceptions, tastes and preferences make a commodity superior or inferior. The general consumer behaviour, however, shows that some commodities are inferior to some others and people consume less of such goods when their income increases. For example, when income increases, the consumption of inferior food grains, such as bajra, millet, maize and so on, decreases beyond a level of income. Similarly, with an increase in income, the demand for two-wheelers decreases and that for four-wheelers increases.

In a brief gist, When there is a decrease in the price of a good or service, the consumer will be able to buy the more quantity with the same amount or same quantity with less amount of money. In this way, the overall purchasing power of the consumer increases, which induces him to buy more of that commodity whose price has decreased, increases. The inverse is also true, i.e. any increase in the price of a good or service will result in the fall in consumption, due to income effect.

Suppose Mr. X spends half of his income on purchasing groceries and a decline of 10% in the price of groceries will increase his free money available to him which he can spend on buying additional groceries or something else of his choice.

12.3. Substitution Effect

When the price of a commodity falls, it becomes comparatively cheaper than another commodity, which instigates customers to replace commodity whose price has been decreased for other relatively expensive commodities now. As a result of this, the aggregate demand of the commodity whose price has been reduced, increases and vice versa. This is known as substitution effect, which arises due to the inherent tendency of consumer's to substitute cheaper goods for

relatively expensive ones, after eliminating real income effect of price change.

Key Differences Between Income Effect and Substitution Effect

The following points are noteworthy so far as the difference between income effect and substitution effect is concerned:

- 1 The change in the demand for a commodity caused by the change in consumer's real income is called income effect. An effect due to the change in the price of a good or service, leading the consumer to replace higher-priced items with lower priced items is called substitution effect.
- 2 The income effect is represented by the movement along income-consumption curve, which have a positive slope. Unlike, substitution effect which is depicted by movement along price-consumption curve, which has a negative slope
- 3 The income effect results from income being freed up whereas substitution effect arises due to relative price changes.
- 4 Income effect shows the impact of rise or fall in purchasing power on consumption. On the contrary, substitution effect reflects the change in the consumption pattern of an item due to changes in prices.
- 5 The income effect of a rise in the price of a good is the decrease in discretionary income leading to a decrease in the quantity demanded. As against this, the substitution effect of the increased price of a good is that consumers will buy less costly alternatives.
- 6 The income effect of a fall in prices of a good is that the purchasing power of customers will increase, allowing customers to buy more with the same budget. Conversely, substitution effect of a fall in prices of a good is that the good will become cheaper than its substitutes, which will attract more customers, leading to higher demand.

12.4. Consumer's Equilibrium with Indifference Curve

Suppose that the consumer has Rs.20 to spend on tea and biscuits, which cost 50 paise and 40 paise respectively. The consumer has three alternative possibilities before him.

- (a) He may decide to buy tea only, in which case he can buy 40 cups of tea.

- (b) He may only decide to buy biscuits, in which case he can buy 50.
- (c) He may decide to buy some quantity of both the goods, say 20 cups of tea (Rs.10) and 25 biscuits (Rs.10) or 12 cups of tea (Rs.6) and 35 biscuits (Rs.14), and so on. (Total amount = Rs.20).

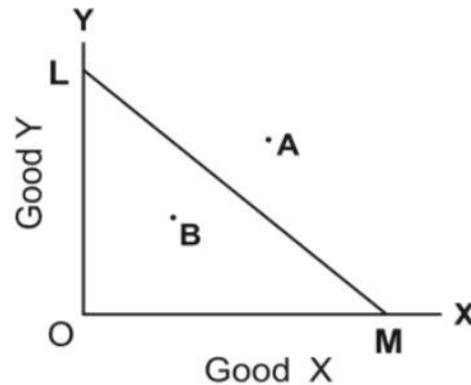
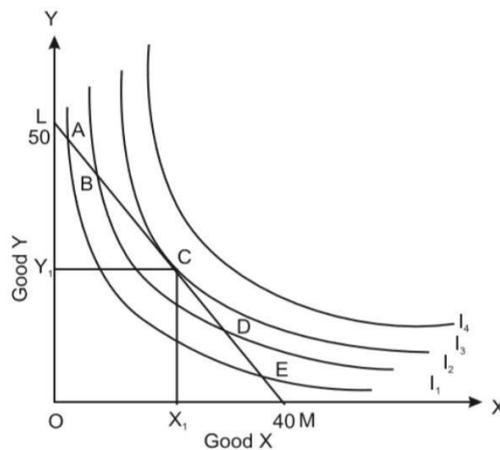


Figure shows the above three possibilities. The line LM represents maximum amount of biscuits (50) and tea (40 cups), which the consumer can buy with his income of Rs.20. The line LM shows that the consumer cannot choose any combination beyond this line because his income does not permit him. Nor would he like to choose a combination below this line; say, B, as it will not represent the maximum satisfaction. Line LM is known as the budget line since it represents the various amounts the consumer can buy with his income; it is also known as the price-ratio line or simply the price line since its slope represents the ratio of prices of the two goods (i.e., OM of Good X = OL of good Y).



The consumer gets maximum satisfaction from his given income at point C on the indifference curve I_3 . At this point, he buys a combination of OX_1 amount of Good X and OY_1 amount of Good Y. Any other possible combination of the two goods will either yield lesser satisfaction or will

not be unobtainable at present prices, with the given amount of income of the consumer.

At the point of equilibrium (point C) the price-line LM is tangential to the indifference curve I_3 . At point C, the indifference curve and the price-line have the same slope. Now the slope of the indifference curve represents the marginal rate of substitution; and the budget line shows the ratio of prices between the two goods. At point C the marginal rate of substitution between the two goods as indicated by the slope of the indifference curve I_3 and the ratio of prices between the two goods as indicated by the price-line LM are equal. This point, therefore, indicates the ideal combination between the two commodities, giving the consumer the highest satisfaction possible with his limited income. At this point, therefore the consumer is in equilibrium.

An indifference map of a consumer represents, as said earlier, his tastes and preferences for the two goods and his preferences between different combinations of them. In other words, an indifference map portrays consumer's scale of preferences. Scale of preferences of indifference curve analysis replaces Marshall's utility schedule. So long as consumers' tastes and preferences remain unchanged, the whole indifference map will remain the same. If the consumer's tastes and preferences undergo a change, then a new indifference map corresponding to new tastes and preferences will have to be drawn.

Check Your Progress

1. The income effect always operates in the opposite direction as the substitution effect. (True / False)
2. An Indifference curve slope down towards right since more of one commodity and less of another result in _____
3. An indifference curve is related to _____

Let Us Sum Up

In this unit, you have learned about the following:

As a consumer has a limited income, he spends it in such a manner to obtain maximum satisfaction. He will attain equilibrium when he gets maximum satisfaction from his expenditure on different goods. Under the utility analysis explained earlier, a consumer gets maximum satisfaction when marginal utilities from his different purchases are equal.

Glossaries

Consumer Equilibrium:	Maximum satisfaction level
Income effect:	Change in demand due to change in income
Substitution Effect:	Change in demand due to change in the price of related goods
Budget line:	the various amounts the consumer can buy with his income

Answers To Check Your Progress

1. False
 2. Same Satisfaction
 3. Choices and preferences of consumer
-

Suggested Readings

1. Marshirschey (2008) Fundamentals of Managerial Economics' South Western Publications.
2. Lancaster K.J. (1966) "A New Approach to Consumer Theory" Journal of Political Economy, 74, pg. 132.157.

Unit-13

Factors of Production

Structure

Overview

Objectives

13.1 Introduction to Production

13.2 Land

13.3 Labour

13.4 Capital

13.5 Entrepreneurship

13.6 Variable Factors

13.7 Fixed Factors

Check Your Progress

Let Us Sum Up

Glossaries

Answers to Check Your Progress

Suggested Readings

Overview

The unit elaborates on production. Production and factors of production i.e., land, labour, capital and entrepreneurship along with variable factors and fixed factors are explained in detail in this unit.

Objectives

This chapter's aim is

- To explain the fundamental ideas of production analysis. In this chapter we will move from consumer theory to producer's theory

13.1. Introduction to Production

In economics, the term 'production' means an activity by which resources (men, material, time and so on) are transformed into a different and more useful commodity or value-added service. In general, production means transforming inputs (labour, machines, raw materials, time and so on) into an output. However, this concept of production is

limited to only 'manufacturing'. In an economic sense, the production process may take various forms other than manufacturing. Transporting a commodity in its original form from one place to another where it can be consumed or used in the process of production is production. For example, a sand dealer collects and transfers sand from the river bank to the construction site; a coal company does virtually nothing more than transporting coal from coal mines to the market place.

Similarly, a fisherman only catches and transports fish from sea, lake and river to the fish market. Their activities, too, are 'production'. Transporting men and materials from one place to another is a productive activity. For example, roadways, railways and airways produce service. Storing a commodity for future sale or consumption is also 'production'. Wholesaling, retailing, packaging, assembling are all productive activities. These activities are just as good examples of production as manufacturing. Cultivation is the earliest form of productive activity. Besides, production process does not necessarily involve physical conversion of inputs into tangible goods. Some kinds of production involve an intangible input to produce an intangible output. For example, in the production of legal, medical, social and consultancy services both input and output are intangible; lawyers, doctors, social workers, consultants, hairdressers, musicians, orchestra players are all engaged in producing intangible goods.

In a gist, the processes and methods used to transform tangible inputs (raw materials, semi-finished goods, subassemblies) and intangible inputs (ideas, information, knowledge) into goods or services. Resources are used in this process to create an output that is suitable for use or has exchange value.

Production, according to Hicks, "Is any activity directed to the satisfaction of other people's wants through exchange". Production includes various processes to add utility to natural resources for gaining more satisfaction from them by

1. Changing the form of natural resources
2. Changing the place of the resources
3. Making available materials at times when they are not normally available.

An input is anything—a good or a service—that is used in the process of production. In the words of Baumol, 'An input is simply anything which the firm buys for use in its production or other processes.' Production

process requires a wide variety of inputs, depending on the nature of product. But economists have classified inputs as:

1. land including area, underground and over ground resources;
2. labour including physical and mental effort and skill; capital, machinery, equipment, tools used in production and also factory and office buildings;
3. raw materials used for producing another good or material;
4. entrepreneurship including management skill and risk-bearing intention and ability;
5. technology—technique of production using different combination of labour and capital and
6. time—all kinds of goods and services require some time for production.
7. All these variables are treated as 'flow' variables, as they are measured per unit of time or output.

Factors of Production:

Production takes place only with the combination of factors of production. The four factors of production are land, labor, capital, and entrepreneurship. They are the inputs needed for supply. They produce all the goods and services in an economy.

13.2. Land

Land is short for all the natural resources available to create supply. It includes raw property and anything that comes from the ground. It can be a non-renewable resource.

That includes commodities such as oil and gold. It can also be a renewable resource, such as timber. Once man changes it from its original condition, it becomes a capital good. For example, oil is a natural resource, but gasoline is a capital good. Farmland is a natural resource, but a shopping center is a capital good.

The income earned by owners of land and other resources is called rent.

Features of Land:

- i. Free Gift of Nature: Man has to make efforts to acquire other production factors. But to acquire land no human efforts are needed.

- ii. Fixed Quantity: The total quantity of land does not undergo any change. It is limited and cannot be increased or decreased with human efforts.
- iii. Land is Permanent: All man-made things are perishable and these may even go out of existence. But land is indestructible. Thus it cannot go out of existence. It is not destructible.
- iv. Land is a Primary Production Factor: In any production process, we have to start with land. For example, it helps provide raw materials in industries, and crops are produced on land in agriculture.
- v. Land is a Passive Factor of Production: This is because it cannot produce anything by itself. For example, wheat cannot grow on a piece of land automatically. To grow wheat, man has to cultivate land. Labour is an active factor but land is a passive factor of production.
- vi. Land is Immovable: It cannot be transported from one place to another. For instance, no portion of India's surface can be transported to some other country.

13.3. Labour

Labor is the work done by people. The value of the workforce depends on workers' education, skills, and motivation. It also depends on productivity. That measures how much each hour of worker time produces in output. The reward or income for labor is wages.

Features of Labour:

- i. Labour means Human Exertion: Labour means only human exertion, not the cattle or machine exertion. Labour always involves the mental or physical pain and sacrifice. For example, when a man works and is busy for a few hours, he becomes tired and so he needs rest.
- ii. A Man's Labour is part of himself, meaning the labour cannot be separated from the labourer. When the labourer sells his labour he has to deliver it in person and he cannot sell his labour like land and capital.
- iii. Labour is Perishable: The labour power withheld once is lost forever and cannot be stored. It cannot be regained. A day without work is gone irrevocably. As there is no stock, the labourer has to sell his labour immediately irrespective of the price. Labour is a flow of service of labourer.

- iv. Labour has low Bargaining Power: Usually labourers have no reserve and are compelled to accept low wages. But the development of the trade unions has considerably improved the bargaining power of the labour in recent times.
- v. Labour Power and Labour Co-exist: The labour power exists as long as the labourer exists. It becomes invalid or disappears when the labourer retires or expires.

13.4. Capital

Capital is short for capital goods. These are man-made objects like machinery, equipment, and chemicals that are used in production. That's what differentiates them from consumer goods. For example, capital goods include industrial and commercial buildings, but not private housing. A commercial aircraft is a capital good, but a private jet is not. The income earned by owners of capital goods is called interest.

Features of capital

- i. Man Produces Capital: Capital is that wealth which is used in the production of goods. Capital is the result of human labour. Thus, every type of capital such as roads, machines, buildings and factories etc. is produced by man. It is a produced factor of production.
- ii. Capital is a Passive Factor of Production: Capital cannot produce without the help of the active services of labour. Capital on its own cannot produce anything until labour works on it. To produce with machines, labour is required. Thus, labour is an active, whereas capital is a passive factor of production.
- iii. Capital is a Produced Means of Production: The composition or supply of capital is not automatic but produced with the joint efforts of labour and land. Therefore, capital is a produced means of production.
- iv. Capital is Variable: The total supply of land cannot be changed, whereas the supply of capital can be increased or decreased. If the residents of a country produce more or save more from their income, and these savings are invested in factories or capital goods, it increases the supply of capital.
- v. Capital is more Mobile than other Factors of Production: Of all the factors of production, capital is the most mobile. Capital can be easily transported from one place to another. Land is perfectly immobile. Labour and entrepreneur also lack mobility.

- vi. Capital Depreciates: As we go on using capital, the value of capital goes on depreciating. When machines are used continuously for some time, these depreciate and their value falls.

13.5. Entrepreneurship

Entrepreneurship is the drive to develop an idea into a business. An entrepreneur combines the other three factors of production to add to supply. The most successful are innovative risk-takers. The income entrepreneurs earn is profits.

Features of entrepreneurship

1. i. Economic and dynamic activity: Entrepreneurship is an economic activity because it involves creating and operating an enterprise with a view to creating value or wealth by ensuring optimum utilisation of scarce resources. Since this value creation activity is performed continuously in the midst of uncertain business environment, therefore, entrepreneurship is regarded as a dynamic force.
2. Related to innovation: Entrepreneurship involves a continuous search for new ideas. Entrepreneurship compels an individual to continuously evaluate the existing modes of business operations so that more efficient and effective systems can be evolved and adopted
3. Profit potential: "Profit potential is the likely level of return or compensation to the entrepreneur for taking on the risk of developing an idea into an actual business venture." Without profit potential, the efforts of entrepreneurs would remain only an abstract and a theoretical leisure activity.
4. Risk bearing: The essence of entrepreneurship is the 'willingness to assume risk' arising from creating and implementing new ideas. New ideas are always tentative and their results may not be instantaneous and positive.

13.6. Variable Factors

An input whose quantity can be changed in the time period under consideration. The most common example of a variable input is labour. Variable inputs provide the means used by a firm to control short-run production. A variable input is a resource or factor of production which can be changed in the short run by a firm as it seeks to change the quantity of output produced. Most firms use several variable inputs

in short-run production, especially labour, material inputs, and energy. However, in the analysis of short-run production, a great deal of insight is achieved by focusing on the variable use of labour.

13.7. Fixed Factors

The alternative to variable input is fixed input. A fixed input, like capital, provides the capacity constraint in production. As larger quantities of a variable input, like labor, are added to a fixed input like capital, the variable input becomes less productive, which is the law of diminishing marginal returns.

Short run and Long run

The reference to time period involved in production process is another important concept used in

production analysis. The two reference periods are short run and long run. Short run refers to a period of time in which the supply and the use of certain inputs (e.g., plant, building, machinery and so on) is fixed. In the short run, therefore, production of a commodity can be increased to a limited quantity by increasing the use of only variable inputs (labour). It is important to note here that 'short run' and 'long run' are economists' jargon. They do not refer to any fixed time period. While in some industries short run may be a matter of few weeks or few months, in some others (e.g., electricity and power industry, automobiles and so on), it may mean three or more years. The long run refers to a period of time in which the supply of all the inputs is elastic, but not enough to

permit a change in technology. That is, in the long run, all the inputs are variable. Therefore, in the long run, a firm can employ more of both variable and fixed inputs to increase its production. Economists use another term, i.e., (very long run) which refers to a period in which the technology

of production is also supposed to change. In the very long-run period, the production function also

changes. The technological advances result in a larger output from a given quantity of inputs.

Check Your Progress

1. Production process is _____
2. Factors of production includes _____
3. Land is a free gift of _____
4. _____ is regarded as primary factor of production.

Let Us Sum Up

In this unit, you have learned about the following:

Production is the process and methods to transform tangible and intangible inputs into goods or services. The inputs are classified and referred to as land, labour, and capital. Collectively the inputs are called factors of production. Factors of production refer to those goods and services which help in the production process.

Glossaries

Production: transform tangible inputs and intangible inputs into goods and services

Factors of Production : Land, Labour, Capital , Entrepreneurship

Reward for Factors of Production: Rent, Wages, Interest, Profit

Answers to Check Your Progress

1. Transforming Raw material into finished product
2. Land, Labour capital, entrepreneurship
3. Nature
4. land

Suggested Readings

1. E.Case Karl and C Fair Ray and E Oster Sharon (2017) principles of Economics' Pearson.
2. Maddala, G.S. and Miller, E. (1989), Microeconomics: Theory and Applications, New York, NY: McGraw-Hill Book Co., 2nd edition

Unit-14

Production Function

STRUCTURE

Overview

Objectives

14.1 Introduction: Production Function

14.2 Managerial Uses of Production Function

14.3 Features of Production Function

14.4 Example of Production Function

Check Your Progress

Let Us Sum Up

Glossaries

Answers to Check Your Progress

Suggested Readings

Overview

This unit gives you the functional relationship between production and factors of production. The unit explains mathematical relationship between inputs and output. Further it explains managerial uses, features and examples of production function.

Objectives

This unit objective is

- To give knowledge on the production function and introduce the learner on how to work out production function.

14.1. Introduction: Production Function

We know that the output of a commodity depends on the inputs used. In other words, the quantity produced of a commodity depends on the quantity of inputs used to produce the commodity. It means that there is a relationship between input and output. When input–output relationship is expressed in the form of an equation, it is called production function. By definition, production function is a mathematical statement which describes the technological relationship between inputs and output in physical terms. In its general form, it states that production of a

commodity depends on certain specific inputs. It presents the quantitative relationships between inputs and output in its specific form.

Production function refers to the functional relationship between the quantity of a good produced (output) and factors of production (inputs).“The production function is purely a technical relation which connects factor inputs and output.” Prof. Koutsoyiannis

“Production function is the relationship between inputs of productive services per unit of time and outputs of product per unit of time.” Prof. George J. Stigler

Mathematically, such a basic relationship between inputs and outputs may be expressed as:

$$Q = f(L, C, N)$$

Where Q = Quantity of output ;L = Labour; C = Capital; N = Land.

Hence, the output (Q) level depends on the quantities of different inputs (L, C, N) available to the firm. In the simplest case, where there are only two inputs, labour (L) and capital (C) and one output (Q), the production function becomes.

$$Q =f(L, C)$$

The reasons for ignoring other inputs are following. Land and building (LB), as inputs, are constant

for the economy as a whole, and hence it does not enter into the aggregate production function. In the case of individual firms, land and building are lumped with ‘capital’. In the case of ‘raw materials’, it has been observed that ‘this input bears a constant relation to output at all production levels’. For example, cloth bears a constant relation to the number of ready-made garments. Similarly, for a given house size, the quantity of bricks, cement, steel and so on remains constant, irrespective of the number of houses constructed. In car manufacturing of a particular brand or size, the quantity of steel, engine number, and tyres and tubes are fixed per car. This constancy of input–output relations leaves the methods of production unaffected. So is the case, generally, with time. That is why; in most production functions, only two inputs—labour and capital—are included.

14.2. Managerial Uses Of Production Function

1. To find the most profitable rate of operation of the firm.
2. To determine the optimum quantity of output to be produced and supplied.

3. To determine in advance the cost of business operations.
4. To locate weak points in production management to minimize costs.
5. To fix the price of the product.
6. To decide what sales channel to use.
7. To clearly understand alternative plans and the right costs involved in them.
8. To have clarity about the various cost concepts.
9. To decide and determine a firm's very existence in the production field.
10. To regulate the number of firms engaged in production.
11. To decide about the method of cost estimation or calculations.
12. To find out decision making costs by reclassifying elements, reprising of input factors, etc., to fit the relevant costs into management planning, choice, etc.

14.3. Features of Production Function

The following are the main features of production function:

1. **Substitutability:** The factors of production or inputs are substitutes of one another, making it possible to vary the total output by changing the quantity of one or a few inputs, while the quantities of all other inputs are held constant. The substitutability of the factors of production gives rise to the laws of variable proportions.
2. **Complementary:** The factors of production are also complementary to one another, that is, the two or more inputs are to be used together as nothing will be produced if the quantity of either of the inputs used in the production process is zero.

The principle of returns to scale is another manifestation of complementarity of inputs as it reveals that the quantity of all inputs must be increased simultaneously to attain a higher scale of total output.

3. **Specificity:** It reveals that the inputs are specific to the production of a particular product. Machines and equipment's, specialized workers and raw materials are a few examples of the specificity of factors of production. This reveals that in the production process none of the factors can be ignored and in some cases ignorance to

even slightest extent is not possible if the factors are perfectly specific.

14.4. Examples of Production Function

Let us now look at an example. The production function can be seen using the formula for its inputs. This looks something like: $Q = f(\text{Input\#1, Input\#2, Input\#3, Input\#4...})$. This would represent the four factors of production in land, labour, capital, and entrepreneurship. So the quantity output is dependent on the various inputs from land, labour, capital, and entrepreneurship.

Company X is a business that sells burgers to consumers. It has three main inputs – burger ingredients (land/natural resources), cooker (capital), and an employee (labor). These variables come together to form the production function which stipulates how much output will be achieved from a specific number of inputs.

In this example, there are ingredients that are needed in the form of buns and burgers, which is input number one. There is also a cooker which is needed which can cook 6 burgers every half hour. However, those cannot be cooked on their own, so an employee is needed. They can produce 5 burgers every ten minutes. The production function can therefore be constructed as per below:

Burger per hour = $\min(\text{burger ingredients, } 12 \times \text{no of cookers, } 30 \times \text{no.of. employees})$

This formula calculates the output achieved when all variables are considered part of the production function. One important point to note is that the output is naturally limited to the minimum number of outputs any variable can produce. For instance, if there are only enough ingredients for one burger, then only one is made. If there is only one cooker, then only 12 burgers can be made. Similarly, if there is only one employee, then only 30 burgers can be made.

Check Your Progress

1. Production function shows the _____ relationship between physical inputs and physical output
2. Production function is used to find _____ of the firm

Production is a function of _____

Let Us Sum Up

In this unit, you have learned about the following:

Production function refers to the functional relationship between the quantity of a good produced (output) and factors of production (inputs). Production function is used to find the firm's most profitable operation rate.

Glossaries

Production Function : Functional relationship between input and output

Answers To Check Your Progress

1. Technical
 2. Rate of operation
 3. Factors of production
-

Suggested Readings

1. Pindyck, R.S. and Rubinfeld, D.L. (2001), Microeconomics- New York, NY: Prentice Hall, 5th edition.,
2. Koutsoyiannis, A. (1978), Modern Microeconomics, London: Macmillan, 2nd edition

Unit-15

Law of Production Function

STRUCTURE

Overview

Objectives

- 15.1 Introduction of Law of Production
- 15.2 Assumptions of Law of Variable Proportions
- 15.3 Explanation of Law of Variable Proportions
- 15.4 Statement of Law of returns to scale
- 15.5 Assumptions of Law of Returns to scale
- 15.6 Explanation of Law of Returns to scale
- 15.7 Producer's Equilibrium

Let Us Sum Up

Check Your Progress

Glossaries

Answers to Check Your Progress

Suggested Readings

Overview

This unit provides information regarding various laws of production function. Economics gives short term and long term laws of production. Laws are explained with assumptions and diagrammatic explanations. Further it also explains producer's equilibrium

Objectives

- This unit aims to explain in detail various laws of production and their clear description to the learners.

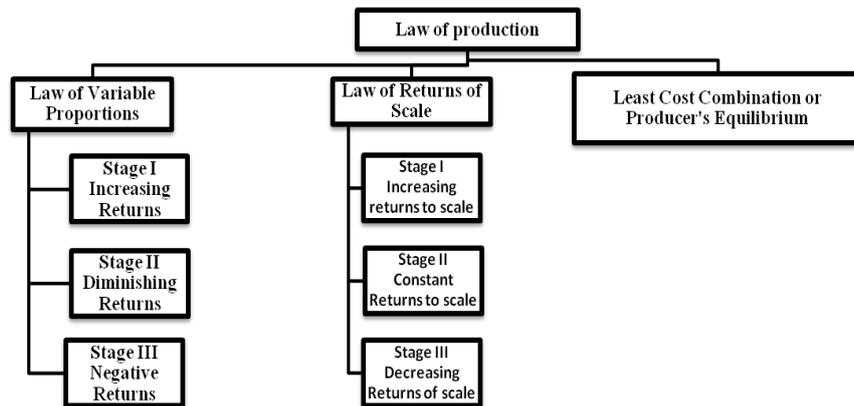
15.1. Introduction of Law Of Production

Production function helps in making long-run as well as short run decisions. By definition, short run refers to the period during which supply of capital is inelastic and long run is the period during which supply of both labour and capital is elastic. Therefore, the firm can increase coal production in the short run by increasing labour only since the supply of capital in the short run is fixed. In the long run, however,

the firm can employ more of both capital and labour because supply of capital also becomes elastic over time. Accordingly, there can be two kinds of production functions.

1. Short-run production function and
2. Long-run production function.

Law of production can be studied under three headings:



Statement Law of Variable Proportions:

Law of variable proportions occupies an important place in economic theory. This law examines the production function with one factor variable, keeping the quantities of other factors fixed. In other words, it refers to the input-output relation when output is increased by varying the quantity of one input.

When the quantity of one factor is varied, keeping the quantity of other factors constant, the proportion between the variable factor and the fixed factor is altered; Since under this law we study the effects on output of variation in factor proportions, this is also known as the law of proportionality.

“As the proportion of one factor in a combination of factors is increased, after a point, first the marginal and then the average product of that factor will diminish.” (F. Benham)

“An increase in some inputs relative to other fixed inputs will, in a given state of technology, cause output to increase; but after a point the extra output resulting from the same addition of extra inputs will become less.” (Paul A. Samuelson)

15.2. Assumptions Of Law Of Variable Proportions

1. First, the state of technology is assumed to be given and unchanged.

2. Secondly, there must be some inputs whose quantity is kept fixed
3. Thirdly the law is based upon the possibility of varying the proportions in which the various factors can be combined to produce a product. The law does not apply to those cases where the factors must be used in fixed proportions.

15.3. Explanation Of Law Of Variable Proportions

The law of variable proportions is illustrated in the following Table and Figure. Assume that there is a given fixed amount of land, with which more units of the variable factor labour, are used to produce.

Table: Law of variable proportions

Units of Land (Fixed factor)	Units of Labour (Variable Factor)	Total production	Average production	Marginal production	Description of Stages
10 Acres	0	--	--	--	Stage I - $MP > AP$
10 Acres	1	20	20	20	
10 Acres	2	50	25	30	
10 Acres	3	90	30	40	
10 Acres	4	120	30	30	AP=MP
10 Acres	5	140	28	20	Stage II - $MP=0$ and TP maximum
10 Acres	6	150	25	10	
10 Acres	7	150	21.3	0	
10 Acres	8	140	17.5	-10	Stage III - $MP < 0$

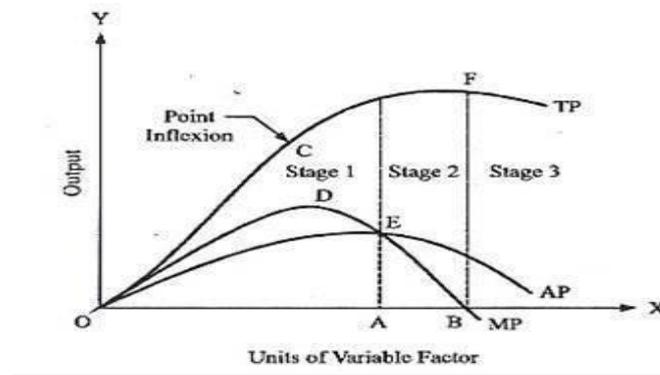
Stage I: Increasing Returns : From the table it is clear that there are three stages of the law of variable proportion. In the first stage, average production increases as more and more doses of labour and capital are employed with fixed factors (land). We see that total product, average product, and marginal product increase but average product and

marginal product increase up to 40 units. Later on, both start decreasing because proportion of workers to land was sufficient and land is not properly used. This is the end of the first stage.

Stage II: Decreasing Returns: The second stage starts from where the first stage ends or where $AP=MP$. In this stage, average product and marginal product start falling. We should note that marginal product falls at a faster rate than the average product. Here, total product increases at a diminishing rate. It is also maximum at 70 units of labour where marginal product becomes zero while average product is never zero or negative.

Stage III: Negative Returns: The third stage begins where second stage ends. This starts from 8th unit. Here, marginal product is negative and total product falls but average product is still positive. At this stage, any additional dose leads to positive nuisance because additional dose leads to negative marginal product.

Graphical Representation: we have graphically illustrated the production function with one factor variable (for the sake of convenience), while all other factors are held constant. Quantity of the variable factor is shown on the X-axis and total product, average product and marginal product are measured along the Y-axis.



The three stages of the law of returns to a factor or the law of variable proportions which takes place in the short run can be summarized in the form of a table as below

Stages	Terms Used	TP	AP	MP	Reference point in the figure	Reasons
Stage	Increasing returns of the factor	Starts from origin increases at an increasing rate and then increases at a decreasing rate	Starts from the origin and then increases till its maximum point	Increases, reaches a maximum and then starts falling	From Origin to point A	Variable factors in the initial stage give increasing returns. The fixed factor is more intensively and effectively utilized. It becomes possible to introduce specialization or division of labour, resulting in higher productivity.
Stage II	Diminishing returns to the factor	Increases at a decreasing rate till it reaches the maximum point	Falls- Continuously	Falls Continuously till it is equal to zero	From Point A to B	The contributions to the production made by the variable factor after a optimum point become less and less because the additional units of the variable factor have less and less of the fixed factor to work with.
Stage III	Negative returns to the factor	Falls	Falls Continuously	It is Negative	From point B onwards	As the amount of a variable factor continues to be increased to a fixed quantity of the other factor, a stage is reached when the total product declines and the marginal product of the variable factor becomes negative.

15.4. Statement of Law of Returns to Scale

The law of returns to scale operates in the long period. It explains the production behavior of the firm with all variable factors. There is no fixed factor of production in the long run. The law of returns to scale describes the relationship between variable inputs and output when all the inputs, or factors are increased in the same proportion. The law of returns to scale analyses the effects of scale on the output level. Here we find out in what proportions the output changes when there is proportionate change in the quantities of all inputs.

According to Koutsoyiannis, “The term returns to scale refers to the changes in output as all factors change by the same proportion”.

According to Liebhafsky, “Returns to scale relates to the behavior of total output as all inputs are varied and is a long run concept”.

15.5. Assumptions F Law of Returns to Scale

This law is based on the following assumptions:

1. All the factors of production (such as land, labor and capital) but organization are variable
2. The law assumes constant technological state. It means that there is no change in technology during the time considered.
3. The market is perfectly competitive.
4. Outputs or returns are measured in physical terms.

15.6. Explanation of Law of Returns to Scale

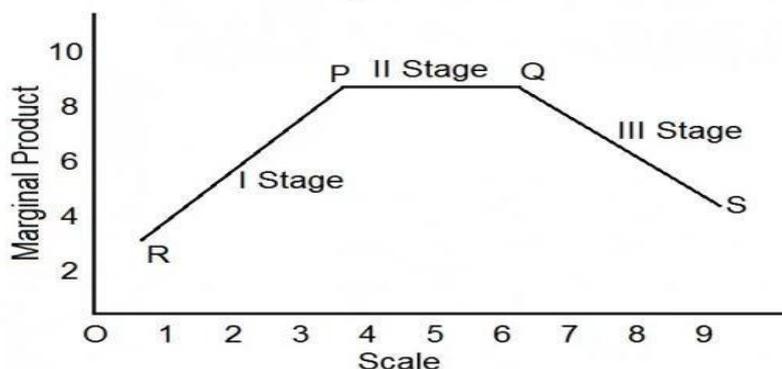
There are three phases of returns in the long-run which may be separately described as (1) the law of increasing returns (2) the law of constant returns and (3) the law of decreasing returns.

Depending on whether the proportionate change in output equals, exceeds, or falls short of the proportionate change in both the inputs, a production function is classified as showing constant, increasing or decreasing returns to scale.

Let us take a numerical example to explain the behavior of the law of returns to scale.

Units of Labour	Units of Land (in acres)	Total Returns	Marginal Returns	Stages
1	2	4	4	(Stage I - Increasing Returns)
2	4	10	6	
3	6	18	8	
4	8	28	10	(Stage II - Constant Returns)
5	10	38	10	
6	12	48	10	
7	14	56	8	(Stage III - Decreasing Returns)
8	16	62	6	

The data of table can be represented in the form of figure



RS = Returns to scale curve ; RP = Segment; increasing returns to scale; PQ = segment; constant returns to scale; QS = segment; decreasing returns to scale

Increasing Returns to Scale: In figure, stage I represents increasing returns to scale. During this stage, the firm enjoys various internal and external economies such as dimensional economies, economies flowing from indivisibility, economies of specialization, technical, managerial, and marketing economies. Economies simply mean advantages for the firm. Due to these economies, the firm realizes increasing returns to scale. Marshall explains increasing returns in terms of “increased efficiency” of labor and capital in the improved organization with the expanding scale of output and employment factor unit. It is referred to as the economy of organization in the earlier stages of production.

Constant Returns to Scale: In figure, the stage II represents constant returns to scale. During this stage, the economies accrued during the first stage start vanishing and diseconomies arise. Diseconomies refer to the limiting factors for the firm's expansion. The emergence of diseconomies is a natural process when a firm expands beyond certain stages. In the stage II, the economies and diseconomies of scale are exactly in balance over a particular range of output. When a firm is at constant returns to scale, an increase in all inputs leads to a proportionate increase in output but to an extent.

Diminishing Returns to Scale: In figure, the stage III represents diminishing returns or decreasing returns. This situation arises when a firm expands its operation even after the point of constant returns. Decreasing returns mean that increase in the total output is not proportionate according to the increase in the input. Because of this, the marginal output starts decreasing (see table). Important factors that determine diminishing returns are managerial inefficiency and technical constraints.

15.7. Producer's Equilibrium

The producers are always faced with the problem of deciding about a combination of inputs to produce a commodity. A given level of output can be produced by employing various combinations of inputs. A rational producer will always choose optimum combination of inputs to produce that given level of output. The combination of inputs is optimum if the given quantity of output can be produced with minimum cost or if the maximum quantity of output can be produced with a given cost of production. This decision of the producers is called as "Producer's Equilibrium".

Check Your Progress

1. Production theory with one variable input is called _____
2. Point of inflexion means _____
3. In the third stage of law of variable proportion _____
4. Production theory with two variable inputs is called _____
5. The law of return to scale expressed in _____

Let Us Sum Up

In this unit, you have learned about the following:

Production function helps in making long-run as well as short run decisions. There are three laws of production: Law of variable proportions, Law of returns to scale, and Production Equilibrium. Law of variable proportions occupies an important place in economic theory. This law examines the production function with one factor variable, keeping the quantities of other factors fixed. The law of returns to scale operates in the long period. It explains the production behaviour of the firm with all variable factors. There is no fixed factor of production in the long run. The law of returns to scale describes the relationship between variable inputs and output when all the inputs, or factors are increased in the same proportion.

Glossaries

Law of variable proportions: Short run production function

Law of returns of scale: Long run production function
Producer's equilibrium

Answers To Check Your Progress

1. Law of variable proportions
2. Output changes from increasing rate to decreasing rate
3. Marginal product is negative
4. Law of returns to scale
5. Increasing, decreasing, constant

Suggested Readings

1. Alfred Stonier W, Douglas Hague C (2008), A Textbook of Economic Theory, Eastern Book Company, 5th Edition.
2. Christopher T Thomas (2017), Managerial Economics 12th Edition, Publisher Richard. Irwin

Unit-16

ISO-Quant Approach

STRUCTURE

Overview

Objectives

16.1 Introduction: The ISO -quant Curve

16.2 The Derivation of ISO -quant curve

16.3 Assumptions of ISO -quant Curve

16.4 Properties of ISO-quant Curve

16.5 ISO-quant Map

Check Your Progress

Let Us Sum Up

Glossaries

Answers to Check Your Progress

Suggested Readings

Overview

This unit is about ISO- Quant curve. Iso-quant explains different combinations of production with a hypothetical example. In addition to this properties of iso-quant curves were also explained in detailed.

Objectives

This unit's main objective is

- To introduce a new production analysis tool known as isoquant.

16.1. Introduction: The ISO-Quant Curve

The term 'isoquant' has been derived from a Greek word 'iso' meaning equal and a Latin word 'quantus' meaning quantity. By definition, an isoquant is locus of points representing different combinations of two inputs (labour and capital) yielding the same output. Therefore, the 'isoquant curve' is also known as equal product curve and production indifference curve.

Isoquants, which are also called equal-product curves, are similar to the indifference curves of the theory of consumer's behaviour. An isoquant

represents all those input combinations which are capable of producing the same level of output. The isoquants are thus contour lines which trace the loci of equal outputs. Since an isoquant represents those combinations of inputs which are capable of producing an equal quantity of output, the producer would be indifferent between them. Therefore, another name which is often given to the equal product curves is production-indifference curves. An isoquant is a curve that shows all the combinations of inputs that yield the same output level. 'Iso' means equal and 'quant' means quantity. Therefore, an isoquant represents a constant quantity of output. The isoquant curve is also known as an "Equal Product Curve" or "Production Indifference Curve" or Iso-Product Curve."

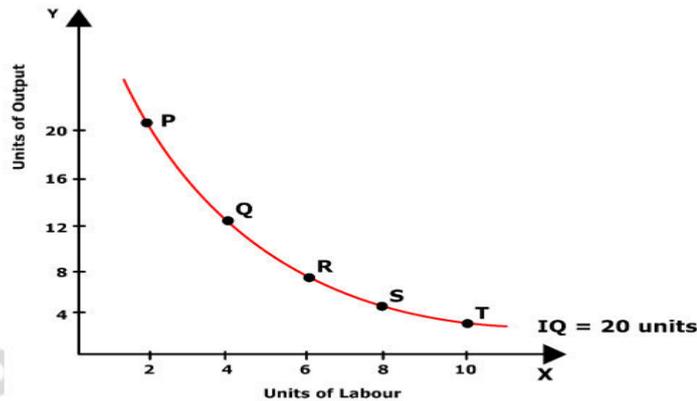
16.2. The Derivation of ISO-Quant Curve

An isoquant represents all possible combinations of labour & capital that can produce a given output level. All combinations lying on the same isoquant produce the same level of output. Along an isoquant, the ratio of inputs keeps on changing. It is also known as producer's indifference curve or production indifference curve because the producer is indifferent between these factors.

Let us suppose a firm producing 20 units of a product using different combinations of factors. It is shown below:

Factor Combination	Units of labour	Units of Capital	Total units of Output
P	2	20	20
Q	4	12	20
R	6	7	20
S	8	5	20
T	10	4	20

The above table shows that 20 units of output can be produced by employing 2 units of labour and 22 units of capital or 4 units of labour and 14 units of capital or any other combination of labour& capital.



Above figure shows that all combinations of factors such P, Q, R, Sand T can produce 20 units of output.

16.3. Assumptions of ISO-Quant Curve

An isoquant is based on the following assumptions:

1. Employment of two factors Labour (L) and Capital (K)
2. Given state of technology
3. Continuous production function

16.4. Properties of ISO-Quant Curve

The following are the main properties of isoquants:

i. **Isoquants are downward sloping from left to right:** Isoquants have a negative slope because if a firm wants to employ more units of one factor, than it has to reduce the units of other factor to produce same level of output. Thus, if the amount of one factor increases, the amount of other factor has to be decreased to produce the same output level. It is assumed that marginal product of the factors is positive i.e. increase in the quantity of factor leads to positive increase in the output.

ii. **Isoquants are convex to the origin :** This feature of isoquants is based upon the 'Principle of Diminishing Marginal Rate of Technical Substitution'. The slope of an isoquant is known as marginal rate of technical substitution. It is defined as the quantity of capital (K) a firm is willing to sacrifice for an additional labour (L) to keep the same output level.

$$MRTs = \Delta K / \Delta L$$

The MRTs goes on declining as we move down on the isoquant showing that the quantity of capital needed to be sacrificed by employing more units of labour declines to maintain the same output level. Along downward sloping isoquant, marginal productivity of labour decreases

with the increase in units of labour and simultaneously marginal productivities of capital increase with the reduction in the units of capital. Thus, lesser amount of capital is required to keep the output constant.

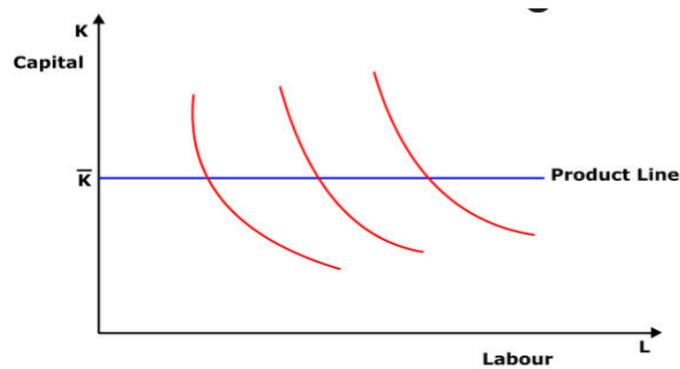
iii. **Two Isoquants never intersect or touch each other:** it is not possible that one combination of factors can produce two different level of output. This is illogical and absurd. Thus, isoquants never intersect each other.

iv. **Higher isoquant represents a higher level of output:** Higher Iso-quant indicates higher output level and lower Iso-quant indicates lower output level. In other words, Iso-quants laying to the right represent a larger output than those lying to the left, which indicate lower output.

16.5. ISO-Quant Map

An equal product map of isoquant map represents the various factor combinations which can yield various levels of output, every isoquant showing those factor combinations each of which can produce a specified level of output. Thus, an isoquant map represents the production function of a product with two variable factors. Therefore, an isoquant map represents the technical conditions of production for a product. On the other hand, a family of iso-cost line represents the various levels of total cost outlay, given the prices of two factors. The entrepreneur may desire to minimize his cost for producing a given level of output, or he may desire to maximize his output level for a given cost outlay. Let us suppose that the entrepreneur has already decided about the level of output to be produced. Then the question is with which factor combination the entrepreneur will try to produce the given level of output. To produce a given level of output, the entrepreneur will choose the combination of factors which minimizes his cost of production, for only in this way he will be maximizing his profits. Thus a producer will try to produce a given level of output with least-cost combination of factors. This least cost combination of factors will be optimum for him.

Isoquant Map – A number of isoquants depicting different output levels are known as isoquant maps.



Above Figure shows an isoquant map where isoquant IQ1 depicts the lowest level of output of 20 units while isoquants IQ2 and IQ3 depict higher levels of output of 30 units and 40 units respectively. Higher isoquant represents higher level of output than the lower one.4.

Check Your Progress

1. Iso-quant curve is also known as _____
 2. _____ shows the overall output generated at a given level of input.
 3. An Isoquant is _____ to an iso cost line at equilibrium point.
-

Let Us Sum Up

In this unit, you have learned about the following:

An isoquant represents all possible combinations of labour & capital that can produce a given output level. Along an isoquant, the ratio of inputs keeps on changing. It is also known as producer's indifference curve or production indifference curve because the producer is indifferent between these factors.

Glossaries

Iso-quant : all possible combinations of labour & capital that can be employed to produce a given level of output.

Isoquant Map: A number of isoquants depicting different output levels are known as isoquant maps.

Answers To Check Your Progress

1. Production indifference curve
 2. Production Function
 3. Tangent
-

Suggested Readings

1. Pindyck, R.S. and Rubinfeld, D.L. (2001), Microeconomics- New York, NY: Prentice Hall, 5th edition
2. Leontief, Wassily. [1966] Input-Output Economics. New York, NY: Oxford University Press

Unit-17

Market Structures

STRUCTURE

Overview

Objectives

17.1 Introduction to Market

17.2 Characteristics of Market

17.3 Market Structure

17.4 Forms of Market Structure

Check Your Progress

Let Us Sum Up

Glossaries

Answers to Check Your Progress

Suggested Readings

Overview

This unit describes market from an economics perspective. Market from an economic perspective is explained with the help of characteristics. In addition, market structure and various forms of market structure are explained in detail.

Objectives

This unit aims is:

To provide a clear understanding of market concepts in economic perspective to the learner and also to give knowledge regarding market structure

17.1. Introduction to Market

In the economic sense, a market is a system through which buyers and sellers bargain for the price of a product, settle the price and transact their business—buy and sell a product. Personal contact between the buyers and sellers is not necessary. In some cases, e.g., forward sale and purchase, even immediate transfer of ownership of goods is not necessary. Market does not necessarily mean a place. The market for a

commodity may be local, regional, national or international. What makes a market is a set of buyers, a set of sellers and a commodity. Buyers are willing to buy and sellers are willing to sell, and there is a price for the commodity.

The determination of price of a commodity depends on the number of sellers and the number of buyers. Barring a few cases, e.g., occasional phases in share and property markets, the number of buyers is larger than the number of sellers. The number of sellers of a product in a market determines the nature and degree of competition in the market. The nature and degree of competition make the structure of the market. A market is a place where two parties can gather to facilitate the exchange of goods and services.

The market may be physical like a retail outlet, where people meet face-to-face, or virtual like an online market, where there is no direct physical contact between buyers and sellers.

In Economics it has no reference to a place, but to a commodity which is being bought and sold. For instance, we speak of cotton market or wheat covering not a single region but the entire world.

17.2. Characteristics of Market

Essential characteristics of a market are as follows:

i. One commodity:

In practical life, a market is understood as a place where commodities are bought and sold at retail or wholesale price, but in economics "Market" does not refer to a particular place as such but it refers to a market for a commodity or commodities i.e., a wheat market, a tea market or a gold market and so on.

ii. Area:

In economics, market does not refer only to a fixed location. It refers to the whole area or region of operation of demand and supply

iii. Buyers and Sellers:

To create a commodity market, we need only a group of potential sellers and potential buyers. They must be present in the market of course at different places.

iv. Perfect Competition:

In the market there must be the existence of perfect competition between buyers and sellers. But the opinion of modern economists is

that in the market the situation of imperfect competition also exists, therefore, the existence of both is found.

v. Business relationship between Buyers and Sellers:

A market must have perfect business relationship between buyers and sellers. They may not be physically present in the market, but the business relationship must be carried on.

vi. Perfect Knowledge of the Market:

Buyers and sellers must have perfect knowledge of the market regarding the demand of the customers, regarding their habits, tastes, fashions etc.

vii. One Price:

One and only one price be in existence in the market which is possible only through perfect competition and not otherwise.

viii. Sound Monetary System:

Sound monetary system should be prevalent in the market, it means money exchange system, if possible, be prevalent in the market.

ix. Presence of Speculators:

The presence of speculators is essential just to supply business information and prices prevalent in the market.

17.3. Market Structure

The term market structure refers to the organizational features of an industry that influence the firm's behaviour in its choice of price and output. The difference in the market structure is an economically significant feature of the market. It determines the powers and the behaviour of firms in respect of their production and pricing decisions. Market structure is classified on the basis of the nature of competition in the industry, more specifically, on the basis of degree of competition among the firms. In general, the organizational features include the number of firms, distinctiveness of their products, elasticity of demand and the degree of firm's control over the price of the product.

Market structure refers to how different industries are classified and differentiated based on their degree and nature of competition for services and goods. The four popular types of market structures include perfect competition, oligopoly market, monopoly market, and monopolistic competition. Market structures show the relations between sellers and other sellers, sellers to buyers, or more. In economics, market

structures can be understood well by closely examining an array of factors or features exhibited by different players. It is common to differentiate these markets across the following seven distinct features.

1. The industry's buyer structure
2. The turnover of customers
3. The extent of product differentiation
4. The nature of costs of inputs
5. The number of players in the market
6. Vertical integration extent in the same industry
7. The largest player's market share

Cross-examining the above features against each other can establish similar traits. Therefore, it becomes easier to categorize and differentiate companies across related industries. Based on the above features, economists have used this information to describe four distinct types of market structures. They include perfect competition, oligopoly market, monopoly market, and monopolistic competition.

17.4. Forms of Market Structure

The popular basis of classifying market structures rests on three crucial elements, (1) the number of firms producing a product, (2) the nature of product produced by the firms, that is, whether it is homogeneous or differentiated, and (3) the ease with which new firms can enter the industry. The price elasticity of demand for a firm's product depends upon the number of competitive firms producing the same or similar product as well as on the degree of substitution which is possible between the product of a firm and other products produced by rival firms. Therefore, a distinguishing feature of different market categories is the degree of price elasticity of demand an individual firm faces.

The following are the various types of market structure

Type of Market	Number of Firms	Freedom of Entry	Nature of product	Examples	Implications of demand curve faced by firm
Perfect Competition	Very many	Unrestricted	Homogenous (Undifferentiated)	Vegetable sellers etc	<u>Horizontal</u> : firm is a price taker
Imperfect Competition					
Monopolistic Competition	Many	Unrestricted	Differentiated	Builders etc	<u>Downward Sloping</u> : but relatively elastic

Oligopoly	Few	Restricted	Undifferentiated or differentiated	Cement, electrical appliances	<u>Downward sloping</u> : Relatively inelastic
Monopoly	One	Restricted or completely blocked	Unique	Train operators	<u>Downward sloping</u> : more inelastic than oligopoly. Firm has considerable control over price

The popular basis of classifying market structures rests on three crucial elements, (1) the number of firms producing a product, (2) the nature of product produced by the firms, that is, whether it is homogeneous or differentiated, and (3) the ease with which new firms can enter the industry. The price elasticity of demand for a firm's product depends upon the number of competitive firms producing the same or similar product as well as on the degree of substitution which is possible between the product of a firm and other products produced by rival firms. Therefore, a distinguishing feature of different market categories is the degree of price elasticity of demand an individual firm faces.

Check Your Progress

1. In economics when we refer to market we mean ___ market.
 2. Market structure is broadly classified into ___ types
 3. Market structure shows the relationship between ___ and ___
-

Let Us Sum Up

In this unit, you have learned about the following:

A market is a set up where two or more parties exchange goods, services and information. The two parties involved in a transaction are called seller and buyer. The seller sells goods and services to the buyer in exchange for money. There has to be more than one buyer and seller for the market to be competitive. Market structure refers to how different industries are classified and differentiated based on their degree and nature of competition for services and goods. The four popular types of market structures include perfect competition, oligopoly market, monopoly market, and monopolistic competition.

Glossaries

Market : Place of business activity.

Market Structure: different industries are classified and differentiated based on their degree and nature of competition

Answers to Check Your Progress

1. Commodity market
 2. Perfect competition and Imperfect competition
 3. Buyer and seller
-

Suggested Readings

1. Alfred Stonier W, Douglas Hague C (2008), A Textbook of Economic Theory, Eastern Book Company, 5th Edition.
2. K.W. Rothschild(1947), Price Theory and Oligopoly, Economic Journal, Vol. 57.Pg.157.

Unit-18

Equilibrium of Firm and Industry Under Perfect Competition

STRUCTURE

Overview

Objectives

18.1 Introduction to Perfect Competition

18.2 Features of Perfect Competition

18.3 Perfect Competition and Pure Competition

18.4 Equilibrium of Firm under Perfect competition

18.5 Equilibrium of Industry Under Perfect Competition

Check Your Progress

Let Us Sum Up

Glossaries

Answers to Check Your Progress

Suggested Readings

Overview

This unit gives detailed insights into market structure. In particular, this unit elaborates on perfect competition, its features, how it is different from pure competition and its equilibrium at firm and industry levels.

Objectives

The objective of the unit is

- To apprehend the concept of perfect competition and its features, equilibrium etc.,

18.1. Introduction to Perfect Competition

A perfectly competitive market is one in which there are many buyers and sellers of a homogeneous product and neither a seller nor a buyer has any control on the product's price. As mentioned earlier, perfect competition as perceived by the economists is a rare phenomenon. Nevertheless, analysis of price and output determination under perfect competition 'lays the foundation' of pricing theory. Therefore, this kind of a notional market is created by assumption for theoretical purposes. A

perfectly competitive market is assumed to have the following characteristics:

18.2. Features of Perfect Competition

i. Large number of buyers and sellers:

There are a large number of buyers and sellers in a perfect competitive market that neither a single buyer nor a single seller can influence the price. The price is determined by market forces namely the demand for and the supply of the product. There will be uniform price in the market. Sellers accept this price and adjust the quantity produced to maximize their profit. Thus, the perfect competitive market sellers are price-takers and quantity adjusters.

ii. Homogeneous Product:

The products produced by all the firms in the perfectly competitive market must be homogeneous and identical in all respects i.e. the products in the market are the same in quantity, size, taste, etc. The products of different firms are perfect substitutes and the cross-elasticity is infinite.

iii. Perfect knowledge about market conditions

Both buyers and sellers are fully aware of the current price in the market. Therefore, the buyer will not offer high price and the sellers will not accept a price less than the one prevailing in the market.

iv. Free entry and Free exit:

There must be complete freedom for the entry of new firms or the exit of the existing firms from the industry. When existing firms earn super-normal profits, new firms enter the market. When there is loss in the industry, some firms leave the industry. The free entry and free exit are possible only in the long run. That is because the size of the plant cannot be changed in the short run.

v. Perfect mobility of factors of production

The factors of production should be free to move from one use to another or from one industry to another easily to get better remuneration. The assumption of perfect mobility of factors is essential to fulfil the first condition namely large number of producers in the market.

vi. Absence of transport cost:

In a perfectly competitive market, it is assumed that there are no

transport costs. Under perfect competition, a commodity is sold at uniform price throughout the market. If transport cost is incurred, the firms nearer to the market will charge a low price than the firms far away. Hence it is assumed that there is no transport cost.

vii. Absence of Government or artificial restrictions or collusions:

There are no government controls or restrictions on supply, pricing etc. There is also no collusion among buyers or sellers. The price in the perfectly competitive market is free to change in response to changes in demand and supply conditions.

18.3. Perfect Competition and Pure Competition

Sometimes, a distinction is made between perfect competition and pure competition. The difference

between the two kinds of competition is a matter of degree. While 'perfect competition' has all the features mentioned earlier, under 'pure competition', there are no perfect mobility of factors and no perfect knowledge about market conditions. That is, perfect competition less 'perfect mobility' and 'perfect knowledge' is pure competition. 'Pure competition' is 'pure' in the sense that it has absolutely no element of monopoly. The perfect competition, with its all characteristics mentioned earlier is considered as a rare phenomenon in the real business world. The actual markets that approximate to the conditions of a perfectly competitive market include markets for stocks and bonds and agricultural market. Despite its limited scope, perfect competition model has been widely used in economic theories due to its analytical value.

To brief, pure competition is a market situation in which the first three features of perfect competitive market will exit. In other words, a market said to be pure competition when the market has

1. Large number of buyers and sellers;
2. Homogeneous product and
3. Uniform price and Free entry and exit of firms

Therefore, pure competition is an integral part of perfect competition.

Perfect competition is a market in which there are large number of buyers and sellers, with homogeneous product and Uniform price, free entry and exit of firms, perfect mobility of factors of production, perfect knowledge about the market, absence of transport cost and no Government intervention. It is an ideal and imaginary market. Cent per cent perfect competition cannot be seen. The firm in the perfect

competition are called price takers as there is a uniform price exists.

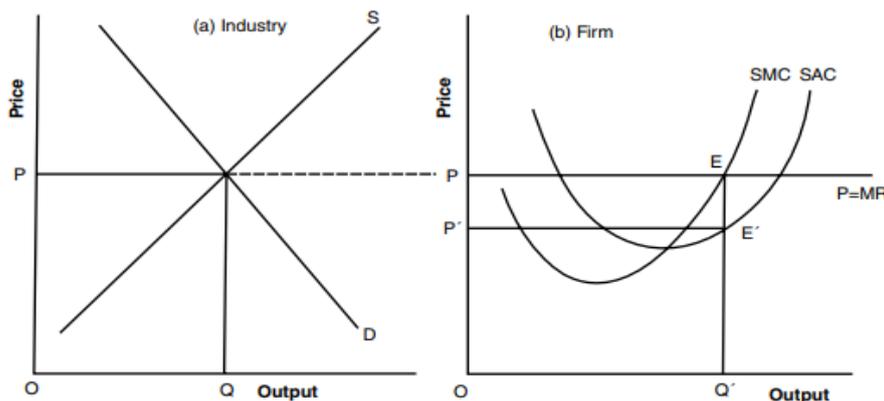
18.4. Equilibrium of Firm Under Perfect Competition

As explained earlier, in the traditional theory of firm, the equilibrium of a firm is determined in the following conditions: (i) profit maximization is assumed to be the basic objective of a business firm and (ii) profit is maximized at the level of output at which $MR = MC$, under rising MC . Given these conditions, profit-maximizing firm attains its equilibrium at the level of output at which its $MC = MR$. This condition applies in both short run and long run, even though MR and MC conditions are somewhat different in the long run. In this section, we discuss firm's short-run equilibrium. Long-run equilibrium of the firm will be discussed in the forthcoming section.

Assumptions

The short-run equilibrium of a firm is analysed under the following assumptions:

1. capital cost is fixed but labour cost is variable;
2. prices of inputs are given;
3. price of the commodity is fixed; and
4. the firm is faced with short-run U-shaped cost curves.



The determination of market price is shown in panel Figure, the market price of a commodity is determined at OP by the market forces—demand and supply—in a perfectly competitive market. The price OP is fixed for all the firms of the industry. Therefore, a firm faces a straight line or horizontal demand curve, as shown by the line $P = MR$. The straight horizontal demand line implies that price equals marginal revenue, i.e., $AR = MR$. SAC and SMC , respectively, show the firm's short-run average and marginal cost curves. The firm's equilibrium in the short run is illustrated in above Figure.

Firm's short-run equilibrium is illustrated in panel Figure SMC curve intersects the $P = MR$ line at point E, from below. At point E, $SMC = MR$. Point E determines, therefore, the point of firm's equilibrium. A perpendicular drawn from point E to the output axis determines the equilibrium output at OQ. It can be seen in the figure that output OQ meets both the first and the second order conditions of profit maximization. At output OQ, therefore, profit is maximum. The output OQ is, thus, the equilibrium output. At this output, the firm is in equilibrium and is making maximum profit. The area shows firm's maximum pure profit PEE'P' which equals $PP' \times OQ (=PE)$ where PP' is the per unit super normal profit at output OQ.

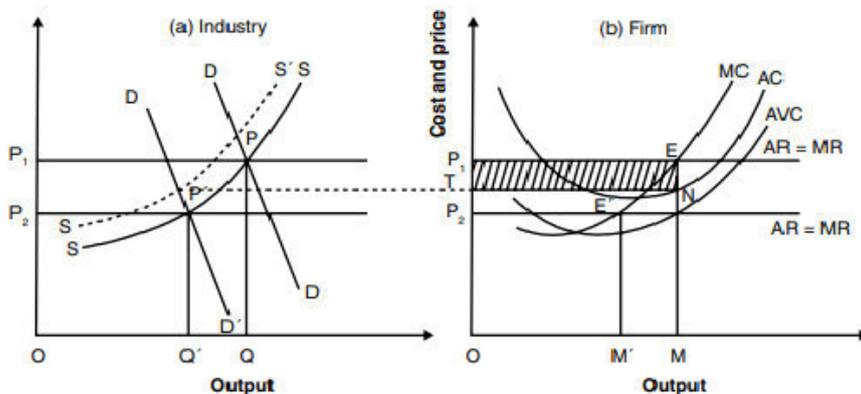
18.5. Equilibrium of Industry Under Perfect Competition

The short-run equilibrium of the firm and industry have been analysed separately in the previous sections. However, a link exists between a firm's and industry's equilibrium. In a perfectly competitive market, change in the equilibrium of an individual firm does not affect the industry's equilibrium, for the simple reason that the total output of a single firm constitutes a small fraction of the industry's output. But, a change in the industry's equilibrium alters an individual firm's equilibrium. In this section, we show how individual firms move from one equilibrium position to another, when there is a change in industry's equilibrium. For the sake of simplicity, we assume that all the firms of an industry have identical cost conditions and cost curves.

The link between industry's and firm's equilibrium is illustrated in below figure. Suppose industry's initial demand and supply curves are given as DD and SS, respectively. As shown in Figure industry's demand and supply curves intersect each other at point P, determining the market price at $PQ = OP_1$ and industry's equilibrium output is OQ. Thus, the price PQ is given to all the firms of the industry. Given the price PQ and firm's cost curves, an individual firm finds its equilibrium at point E in Figure 16.8(b), where its $MC = MR$. Firm's equilibrium output is OM. At price $EM = PQ$, the firm is making an abnormal profit in the short run to the extent of EN per unit of output. The shaded area, P1 ENT, shows the firm's total pure profit.

Let industry demand curve DD now shift downward for some reason to DD', supply curve remaining unchanged. As a result, market price falls to P'Q' and industry's equilibrium output falls to QQ'. With the fall in price, firm's equilibrium shifts from point E to E' where its $MC = MR$. At this

point, the firm is making a loss because its AR which equals $E'M'$ is lower than its AC (see the difference between AC curve at point E'). Thus, change in industry's equilibrium changes firm's equilibrium. Firms making loss is, however, a short-run situation. Losses will disappear in the long run through a process of market adjustment. The process of market adjustment begins with loss-making firms exiting the industry. When loss-making firms quit the industry, supply declined and the supply curve shifts left side as shown by the dotted supply curve $S'S'$. Price goes up and loss disappears and firm reaches another equilibrium point.



Check Your Progress

1. The market type which is known as perfect competition is _____.
 2. In the long run equilibrium, a perfect competitive firms earns _____.
 3. One of the essential conditions of perfect competition is _____.
-

Let Us Sum Up

In this unit, you have learned about the following:

Perfect competition is a market situation where there are infinite numbers of sellers that no one is big enough to have any appreciable influence over market price. Under perfect competition, the market price is determined by the market forces namely the demand for and the supply of the products. Hence there is a uniform price in the market and all the output units are sold at the same price. As a result, the average revenue is perfectly elastic. The average revenue curve is horizontally parallel to X-axis. Since the Average Revenue is constant, Marginal Revenue is also constant and coincides with Average Revenue. AR curve of a firm represents the demand curve for the product produced by that firm.

Glossaries

Perfect competition: market situation where there are infinite numbers of sellers

Firm : Individual firm

Industry : Group of Firms

Answers to Check Your Progress

1. the firms produce goods that are identical in all aspects, but under monopolistic competition, the goods are not identical
 2. Normal profit
 3. Free entry and exit
-

Suggested Readings

1. Keat Paul, K Young Philip and C Dickinson (2017) Managerial Economics' Pearson.
2. Nicholas Kaldor(1938), The Equilibrium of the Firm, Economic Journal, Vol. 44, reprinted in Readings in Price Theory (A.E.A.).pg. 412

Unit-19

Pricing Under Perfect Competition in Short Run

STRUCTURE

Overview

Objectives

19.1 Introduction

19.2 Equilibrium price under Perfect Competition in Short run - Super Normal Profit

19.3 Equilibrium price under Perfect Competition in Short run - Loss

19.4 Equilibrium price under Perfect Competition in Short run - Shut down point

Check Your Progress

Let Us Sum Up

Glossaries

Answers to Check Your Progress

Suggested Readings

Overview

This unit is extension of perfect competition concept. It includes equilibrium price estimation under perfect competition both in short run and long run conditions. It also explains various conditions like super normal profit, normal profit, loss, shutdown condition of a perfectly competitive firm.

Objectives

From this unit you can able

- To give more clear information regarding the equilibrium conditions of the firm in a perfect competitive market. This unit will help the learner to understand various phases faced by a firm in perfect competition.

19.1. Introduction

Perfect competition is a market setting in which there are a large number

of sellers of a homogeneous product. Each seller supplies a very small fraction of the total supply. No single seller is powerful enough to influence the market price. Nor can a single buyer influence the market price. Market price in a perfectly competitive market is determined by the market forces—market demand and market supply. Market demand refers to the demand for the industry as a whole: it is the sum of the quantity demanded by each individual consumer or user at different prices.

Similarly, market supply is the sum of quantity supplied by the individual firms in the industry. Therefore, the market price is determined for the industry, and is given for each firm and buyer. Thus, a seller in a perfectly competitive market is a 'price-taker, not a 'price-maker'. In a perfectly competitive market, therefore, the main problem for a profit maximizing firm is not to determine the price of its product but to adjust its output to the market price so that profit is maximum.

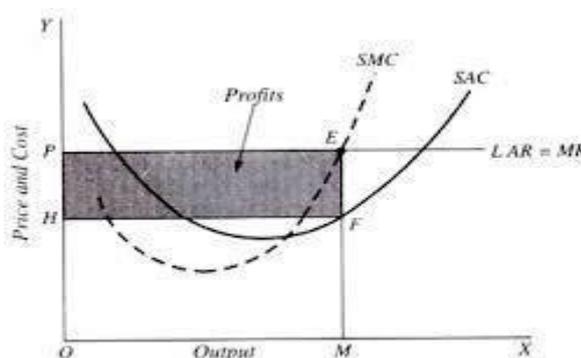
19.2. Equilibrium Price Under Perfect Competition in Short Run - Super Normal Profit

The aim of any producer is to maximize his profit. Since a firm in the perfectly competitive market is a price-taker, it has to adjust its level of output to maximize its profit. The short run is a period in which the number and plant size of the firms are fixed. In this period, the firm can produce more only by increasing the variable inputs. As the entry of new firms or exit of the existing firms are not possible in the short-run, the firm in the perfectly competitive market can either earn supernormal or normal profit or incur loss in the short term.

Super-normal Profit

When the firm's average revenue is greater than its average cost, it is earning super-normal profit.

Short-run equilibrium with super-normal profits



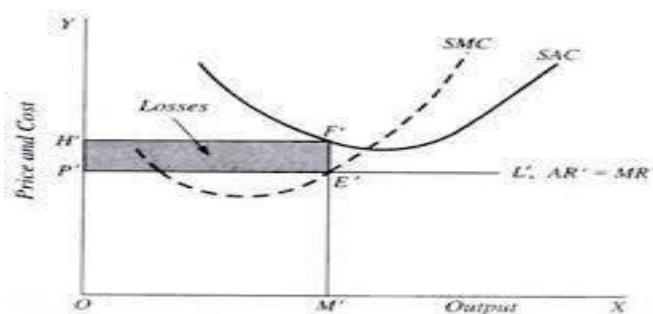
In figure output is measured along the x-axis and price, revenue and

cost along the y-axis. OP is the prevailing price in the market. PL is the demand curve or average and the marginal revenue curve. SAC and SMC are the short run average and marginal cost curves. The firm is in equilibrium at point 'E' where MR = MC and MC curve cuts MR curve from below at the point of equilibrium.

Therefore, the firm will be producing OM level of output. At the OM level of output, ME is the AR and MF is the average cost. The profit per unit of output is EF (the difference between ME and MF). The total profits earned by the firm will be equal to EF (profit per unit) multiplied by OM or HF (total output). Thus the total profits will be equal to the area HFEP. HFEP is the supernormal profits earned by the firm.

19.3. Equilibrium Price Under Perfect Competition In Short Run - Loss

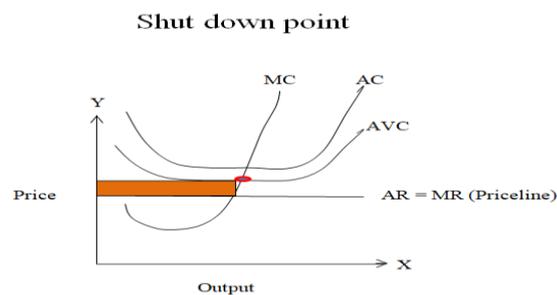
Now the prevailing market price of the product is such that the price line or average and marginal revenue curve lies below average cost curve throughout. This case is illustrated in the figure below where the ruling price is OP' which the firm takes.



P' L' is the price line that lies below AC curve at all output levels. The firm will be in equilibrium at point E, where marginal cost is equal to price (or marginal revenue) and the marginal cost curve is rising. Firm would be producing OM' output but would be making losses, since average revenue (or price) equal to ME' is less than average cost equal to MF. The loss per unit of output is equal to E'F' and total loss will be equal to P'E'F'FT which is the minimum loss that a firm can make under the given price-cost situation. Since all the firms are working under the same cost conditions, all would be in equilibrium at point E' or output OM' and every one will be making losses equal to P'E'F'H. As a result, the firms will have a tendency to quit the industry in order to search for earning at least normal profits elsewhere. We thus see that at price OP' the firms will be in equilibrium at E' but firms will tend to leave it through they cannot do so in the short period.

19.4. Equilibrium Price Under Perfect Competition In Short Run - Shut Down Point

In analysing a firm's decision to continue operating or shut down in the short run, the difference between variable and fixed costs is important. It will be remembered that variable costs are costs incurred on factors such as labour, raw materials, fuel or electricity which can be easily varied in the short run. When a firm shuts down in the short run and stops producing the commodity, the variable costs also fall to zero. On the other hand, a firm cannot escape from fixed costs even if it ceases production in the short run. It should be noted that fixed costs are costs incurred on those factors which cannot be varied in the short run.



Consider the price is measured in vertical axis and output is measured in horizontal axis. Due to price uniformity, the Average Revenue (AR) is equal to Marginal Revenue (MR), and the price level is fixed at that level. If the Marginal Cost (MC) curve intersect the Marginal Revenue (MR) curve from below, at that intersection point $MC=MR$ and the output is optimum. The above diagram shows the shutdown area and point at which MC intersect AVC is shutdown point. The average variable cost is greater than the average revenue therefore the firm is in shutdown state.

Check Your Progress

1. $MR = MC$ is condition of _____
2. $MR > MC$ is condition of _____
3. $MR < MC$ is condition of _____

Let Us Sum Up

Perfect competition is a market in which there are large numbers of buyers and sellers, with homogeneous product and Uniform price, free entry and exit of firms, perfect mobility of factors of production, perfect knowledge about the market, absence of transport cost and no Government intervention. It is an ideal and imaginary market. Cent per cent perfect completion cannot be seen. The firm in the perfect

competition are called price takers as there is a uniform price exists. Under perfect competition, the profit position of the firm can be expressed under four categories viz.,

1. Normal Profit
2. Abnormal profit
3. Minimum loss
4. Shut down point

Under this market, the prices are uniform as products are homogeneous. The position of Average Revenue (AR) curve and the Average Cost (AC) curve decides the profit position of the firm. Due to price uniformity, the AR curve is a straight line parallel to output axis and equal to Marginal Revenue (MR)

Glossaries

Normal profit position:	Average cost = Average Revenue
Abnormal profit position:	Average cost < Average Revenue
Minimum Loss position:	Average cost > Average Revenue
Shut down point:	Average variable cost > Average Revenue

Answers to Check Your Progress

1. Equilibrium / Normal Profit
 2. Super normal profit
 3. loss
-

Suggested Readings

1. Marshirschey (2008) Fundamentals of Managerial Economics 'South Western Publications.
2. Nicholas Kaldor (1986), The Equilibrium of the Firm, Economic Journal, Vol. 44, reprinted in Readings in Price Theory (A.E.A.).Pg.302

Unit-20

Pricing Under Perfect Competition in Long Run

STRUCTURE

Overview

Objectives

20.1 Introduction: Cost Curves in Long run under Perfect Competition

20.2 Revenue curves in Long run under Perfect Competition

20.3 Equilibrium price under Perfect Competition in Long run

20.4 Equilibrium of the Firm and Industry

Check Your Progress

Let Us Sum Up

Glossaries

Answers to Check Your Progress

Suggested Readings

Overview

This unit explains the nature of cost and revenue curves under perfect competition both in the long run and short run. In addition, it elaborates the equilibrium conditions of firms and industries under perfect competition.

Objectives

The core aim of the unit is

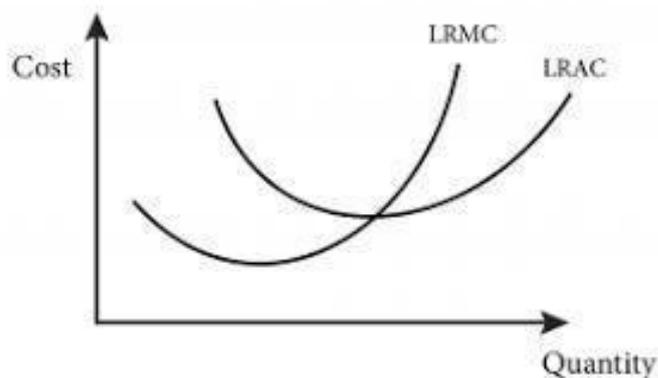
- To give clear and deep information about a firm in the perfect competitive market in long-run. This will help the learner to know the market conditions of a firm in perfect competitive market in long run.
-

20.1. Introduction: Cost Curves in Long Run Under Perfect Competition

Long-term is the period in which the firm can vary all of its inputs. There are no fixed costs; therefore, the AFC or Average Fixed Cost curve vanishes. Also, the Average Cost (AC) curve represents the Average Total Cost (ATC) curve. Further, since the firm can vary all its inputs, it can close own and leave the market. We know that in the long-run, the AC curve

which is formed by its short-run AC curves is also U-shaped. This means that up to a certain limit, the firm experiences increasing returns and the AC curve slopes downwards. A phase of constant returns follows in which the AC curve neither rises nor falls. Subsequently, diminishing returns to scale phase starts in which the AC curve slopes upwards.

Figure: Long run cost curves under perfect competition



20.2. Revenue Curves in Long Run Under Perfect Competition

The relationship between total, average and marginal concepts is highly useful in the marginal analysis of optimum decision making. This relationship between total, average and marginal numbers holds in case of all concepts such as revenue, cost of production, profit, utility. We explain here the relationship by taking total, average and marginal revenue concepts. Total revenue from the production and sale of a product of a firm is the total quantity of the product produced and sold multiplied by price of the product.

In a perfect competition in the market, the product's price is beyond the firm's control, and it takes price as given and constant. As a result, demand curve facing a firm working in a perfectly competitive market is a horizontal straight-line at the given level of price of the product. Thus, a perfectly competitive firm can sell as much as it likes at the prevailing price in the market. If the price or average revenue remains the same when more units of the good are sold, the marginal revenue will be equal to average revenue. This is so because if one more unit is sold and the price does not fall, the addition made to the total revenue by that unit will be equal to the price at which it is sold, since no loss in revenue is incurred on the previous units in this case. The case of perfect competition when for an individual firm average revenue (or price) remains constant and marginal revenue is equal to average revenue

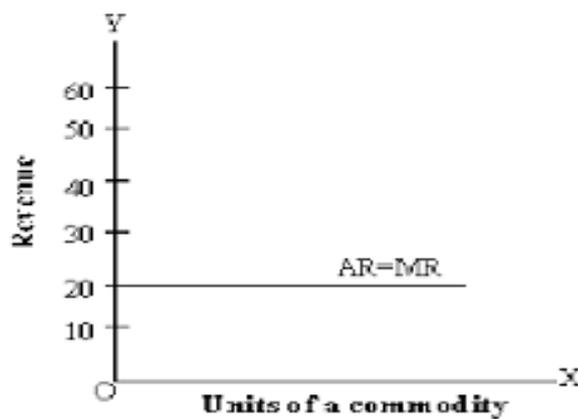
Under perfect competition, the firm has to accept the price prevailing in the market-determined by market forces such as demand and supply. Hence, it means that the average revenue or the price would remain constant for the firm. Furthermore, constant AR implies constant MR. Thus, it means that under perfect competition, $AR=MR=Price$. It can be well explained with the help of tabular and graphical representation:

Tabular Representation:

The following schedule illustrates the behaviour of AR, MR and TR in a perfectly competitive market:

Output/Sales (in units) Q	Average Revenue $AR = TR/Q$ =Price (In Rs.)	Total Revenue $TR = AR*Q$ (In Rs)	Marginal Revenue $MR = TR_n - TR_{n-1}$ (In Rs.)
1	20	$1*20=20$	20
2	20	$2*20=40$	20
3	20	$3*20=60$	20
4	20	$4*20=80$	20
5	20	$5*20=100$	20

The above table clearly shows that the price or AR of the product for the firm is Rs.10 per unit. Also, It remains constant for all levels of output. Furthermore, Constant AR leads to one constant MR and another is $AR=MR$



In fig, X-axis shows the output sold and the Y-axis shows the revenue. Here, the horizontal straight line A indicates the firm's revenue curve (price line or demand curve). It implies that at Rs.10 per unit, the seller

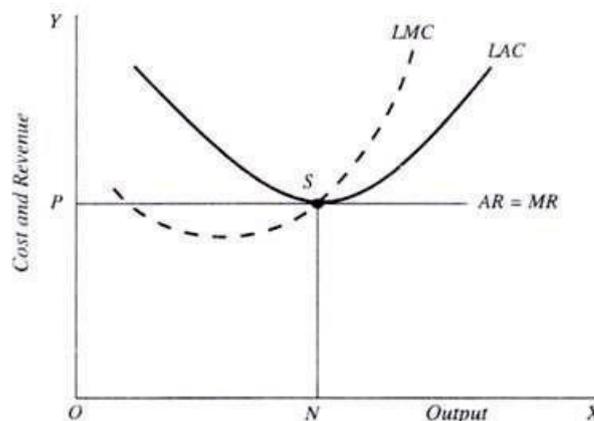
or firm can sell any quantity of output. Therefore, the firm's AR curve is perfectly elastic under perfect competition.

20.3. Equilibrium Price Under Perfect Competition In Long Run – Normal Profit

Long run equilibrium, price and output determination In the long run, all factors are variable. The firms can increase their output by increasing their number and plant size. Moreover, new firms can enter the industry and the existing firms can leave the industry. As a result, all the existing firms will earn only normal profit in the long run. If the existing firms earn supernormal profit, the new firms will enter the industry to compete with the existing firms.

As a result, the output produced will increase. When the total output increases, the demand for factors of production will increase, leading to an increase in the factors' prices.

This will result in increase in average cost. On the other side, when the output produced increases, the supply of the product increases. The demand remaining the same, when the supply of the product increases, the price of the product comes down. Hence the average revenue will come down. A fall in average revenue and the rise in average cost will continue till both become equal. ($AR = AC$). Thus, all the perfectly competitive firms will earn normal profits in the long run.



The above Figure represents long run equilibrium of firm under perfect competition. The firm is in equilibrium at point S where $LMC = MR = AR = LAC$. The long run equilibrium output is ON. The firm is earning just the normal profit. The equilibrium price is OP. If the price rises above OP, the firm will earn abnormal profit, which will attract new firms into the industry. If the price is less than OP, there will be loss and the tendency will be to exit. So in the long run equilibrium, OP will be the price and marginal cost will be equal to average cost and average revenue. Thus

the firm in the long run will earn only normal profit. Competitive firms are in equilibrium at the minimum point of LAC curve. Operating at the minimum point of LAC curve signifies that the firm is of optimum size i.e. producing output at the lowest possible average cost.

20.4. Equilibrium of The Firm and Industry

In a perfectly competitive market, the role of a firm is limited to producing a commodity or service and selling it at the market determined price. In fact, an individual firm is one among many firms producing an almost identical commodity. The share of a firm in the total supply of the commodity is, therefore, very small. A firm's status in a perfectly competitive market can be described as follows.

i. A Firm Has No Control Over Price.

As mentioned earlier, the market share of an individual firm is so small, rather insignificant, that a firm cannot determine the price of its own product, nor it can influence the prevailing market price by changing its supply. In other words, an individual firm has no control over the market price.

ii. A Firm is a Price-Taker.

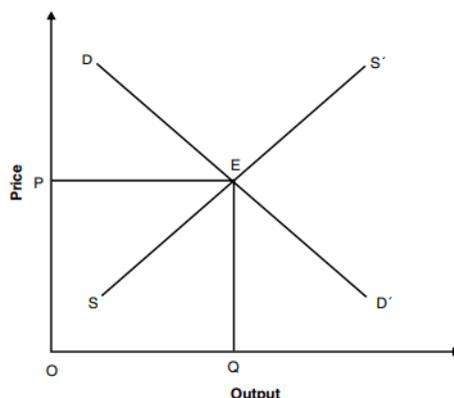
Under perfect competition, an individual firm does not determine the price of its own product. The market demand and market supply for the industry as a whole determine price for its product.

iii. No Control over Cost.

Because of its small purchase of inputs (labour and capital), a firm has no control over input prices under perfect competition. Nor can it influence the technology. Therefore, cost function for an individual firm is given. This point is, however, not specific to firms in a perfectly competitive market. This condition applies to all kinds of markets except for bilateral monopoly.

An industry is in equilibrium in the short run when market is cleared at a given price, i.e., when the total supply of the industry equals the total demand for its product. The price at which the market is cleared is the equilibrium price. When an industry reaches equilibrium, there is no tendency to expand or contract the output. The equilibrium of industry is shown at point E. The industry demand curve DD' and supply curve SS' intersect at point E, determining equilibrium price OP. At price OP, $D = S$. The industry is supplying as much as consumers demand. In the short-run equilibrium of the industry, some individual firms may make pure profits, some normal profits and some may make even losses,

depending on their cost and revenue conditions. As we have explained below, this situation will not continue in the long run.



The short-run equilibrium of the firm and industry have been analysed separately in the previous sections. However, a link exists between a firm's and industry's equilibrium. In a perfectly competitive market, change in the equilibrium of an individual firm does not affect the industry's equilibrium, for the simple reason that the total output of a single firm constitutes a small fraction of the industry's output. But, a change in the industry's equilibrium alters an individual firm's equilibrium. In this section, we show how individual firms move from one equilibrium position to another, when there is a change in industry's equilibrium. For the sake of simplicity, we assume that all the firms of an industry have identical cost conditions and cost curves.

The long-run equilibrium of the firm and industry, lets us have comparative look at the short- and long-run market conditions. The short run is, by definition, a period in which (i) firm's cost and revenue curves are given, (ii) firms cannot change their size—their capital is fixed, (iii) existing firms do not have the opportunity to leave the industry and (iv) new firms do not have the opportunity to enter the industry. In contrast, long run is a period in which these constraints disappear. Long run permits improvement in production technology and a larger employment of labour and capital, i.e., firms can change their size. Some of the existing firms may leave and new firms may enter the industry. In the long run, supply curve shifts downward and becomes more elastic. The firms of industry reach their equilibrium in the long run where both short- and long-run equilibrium conditions are satisfied simultaneously.

Check Your Progress

1. Marginal cost curves cut average revenue curve from ____ at ____ point
 2. Normal profit condition of a perfectly competitive firm is ____
 3. Firms in a perfectly competitive firm derives its price from ____
-

Let Us Sum Up

In the long run, all factors are variable. The firms can increase their output by increasing their number and plant size. Moreover, new firms can enter the industry and the existing firms can leave the industry. the firm has to accept the price prevailing in the market-determined by market forces such as demand and supply. Hence, it means that the average revenue or the price would remain constant for the firm. As a result, all the existing firms will earn only normal profit in the long run.

Glossaries

Average Cost Curve:	U shaped
Marginal Cost Curve:	Cuts AC Curve from below
Equilibrium condition:	$AR = MR$
Normal Profit:	Average cost = Average Revenue

Answers To Check Your Progress

1. Below, minimum
 2. $MR = MC$
 3. Industry
-

Suggested Readings

1. Nicholas Kaldor(1938), The Equilibrium of the Firm, Economic Journal, Vol. 44, reprinted in Readings in Price Theory (A.E.A.).pg. 412
2. Pindyck, R.S. and Rubinfeld, D.L. (2001), Microeconomics- New York, NY: Prentice Hall, 5th edition

REFERENCES

BOOKS

1. Ahuja H.L (2008), Principle of Economics, S.Chand & Company , New Delhi,. 21st Edition
2. Alfred Stonier W, Douglas Hague C (2008), A Textbook of Economic Theory, Eastern Book Company, 5th Edition.
3. Browning, E.K. and Browing, J.M. (1998), Microeconomic Theory and Applications, New Delhi Hall: Kalyani Publishers, 2nd edition.,
4. Dwivedi D.N (2005), Principles of Economics, Vikas Publications, New Delhi.3rd Edition
5. Gould, J.P. and Lazear, E.P. (1993), Microeconomic Theory Homewood, IL: Richard D. Irwin, 6th edition.,.
6. Jhingan M.L(2002), Micro Economic Theory, Vrinda Publications, New Delhi, 40th Edition
7. Koutsoyiannis, A. (1978), Modern Microeconomics, London: Macmillan, 2nd edition.,
8. Maddala, G.S. and Miller, E. (1989), Microeconomics: Theory and Applications, New York, NY: McGraw-Hill Book Co., 2nd edition
9. Marshall, A. (1920), Principles of Economics, Book VI -London: Macmillan.8th Edition.
10. Pindyck, R.S. and Rubinfeld, D.L. (2001), Microeconomics- New York, NY: Prentice Hall, 5th edition.,
11. Salvantore Dominick (2001). Managerial Economics in a Global Economy, Austrlia: Thomas South Western. 4th Edition

JOURNALS

1. Clark, J.M. (1940), 'Towards a Concept of Workable Competition', American Economic Review, 30 (2): pg:241–256.
2. Harvey Leibenstein (1948) Bandwagon Effect, Snob Effect and Veblen Effect and Consumer Behaviour. Quarterly Journal of Economics Vol. 62, pg. 165-201
3. J. M. Cassels(1936), Excess Capacity and Monopolistic Competition,- Quarterly Journal of Economics, LI pg. 426-43
4. J. R. Hicks(1956), A Revision of Demand Theory, Oxford University Press, p. 128
5. K.W. Rothschild(1947), Price Theory and Oligopoly, Economic Journal, Vol. 57.Pg.157
6. Lancaster K. J. (1966) "A New Approach to Consumer Theory" Journal of Political Economy, 74, pg. 132.157.
7. M. Friedman and L.J. Savage (1948), "The Utility Analysis of Choices Involving-Risk", Journal of Political Economy,pg. 279-304.
8. Nicholas Kaldor(1986), The Equilibrium of the Firm, Economic Journal, Vol. 44, reprinted in Readings in Price Theory (A.E.A.).Pg.302
9. Nicholas Kaldor(1938), The Equilibrium of the Firm, Economic Journal, Vol. 44, reprinted in Readings in Price Theory (A.E.A.).pg. 412
10. R.F. Harrod (1934), Doctrines of Imperfect Competition, Quarterly Journal of Economics, XLIX, pg. 442-70.

WEB LINKS

1. https://onlinecourses.nptel.ac.in/noc21_hs52/preview
2. <https://nptel.ac.in/courses/110104093>
3. https://onlinecourses.swayam2.ac.in/cec20_hs37/preview
4. https://onlinecourses.swayam2.ac.in/cec21_hs04/preview
5. <https://www.swayamprabha.gov.in/index.php/program/archive/16>

Document Information

Analyzed document	B.A Eco_Micro Economics I Slm updated 28.03.23.doc (D164501837)
Submitted	2023-04-20 07:44:00
Submitted by	Ms.Telu Suvarna
Submitter email	telu.sms@velsuniv.ac.in
Similarity	16%
Analysis address	telu.sms.vels@analysis.orkund.com

Sources included in the report

W	URL: https://pdfcoffee.com/introductory-economics-12th-class-cbse-pdf-free.html Fetched: 2021-10-21 14:14:57	 6
W	URL: https://latestexamresults.in/wp-content/uploads/2021/03/BUSINESS-ECONOMICS-text-book.pdf Fetched: 2023-02-15 16:37:11	 28
W	URL: https://fliphtml5.com/uopni/shnh/basic Fetched: 2022-03-21 10:35:10	 17
W	URL: https://www.msuniv.ac.in/Download/Pdf/d20c3272e8a1407 Fetched: 2021-08-02 23:47:01	 23
W	URL: http://businessdocbox.com/Marketing/83638006-King-saud-university-college-of-business-administ... Fetched: 2022-01-17 08:18:35	 2
W	URL: https://moam.info/economic-theory_599b8cda1723dd0f406edbaf.html Fetched: 2022-01-31 17:17:17	 55
W	URL: https://www.gldmdchiranagar.in/pdf/econtent/Ecsem-I.pdf Fetched: 2022-11-11 20:31:23	 47
W	URL: https://www.studypool.com/documents/20961505/what-is-price-elasticity-of-demand Fetched: 2022-12-27 11:50:36	 1
W	URL: https://jkbhardwaj.com/demand-schedule-demand-function-demand-curve/ Fetched: 2022-06-14 05:40:20	 2
W	URL: https://www.wallstreetmojo.com/price-elasticity-of-demand-formula/ Fetched: 2019-09-25 13:35:04	 1
W	URL: https://www.yourarticlelibrary.com/economics/elasticity-as-demand/elasticity-of-demand-concept... Fetched: 2020-11-25 19:56:24	 9



VELS



INSTITUTE OF SCIENCE, TECHNOLOGY & ADVANCED STUDIES (VISTAS)

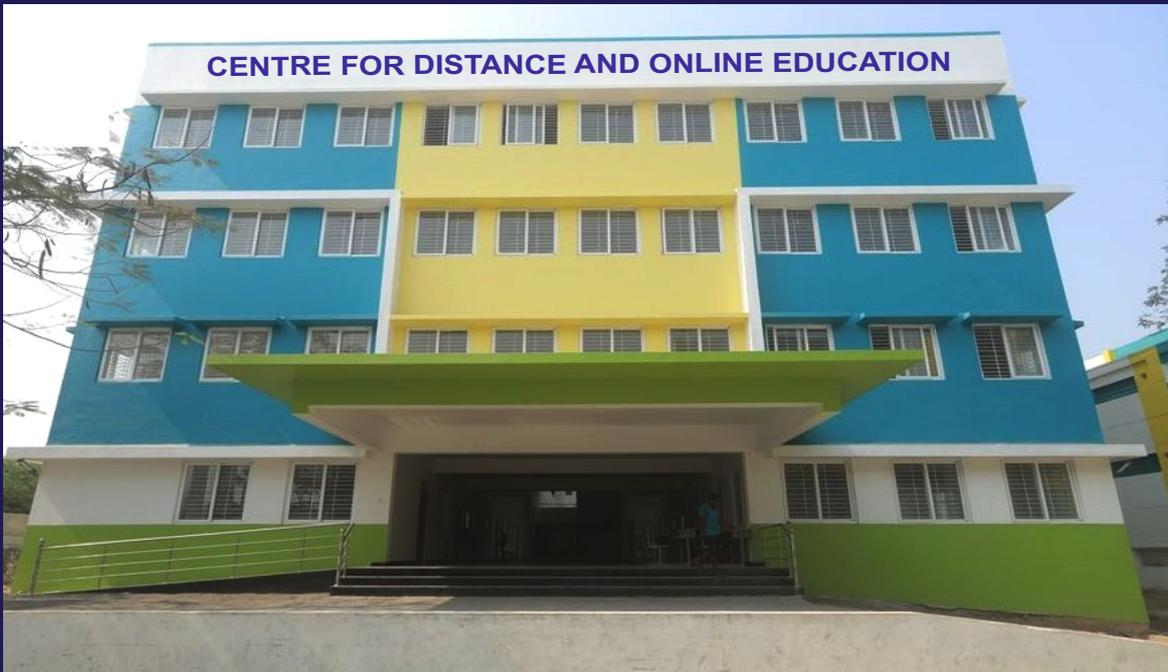
(Deemed to be University Estd. u/s 3 of the UGC Act, 1956)

PALLAVARAM - CHENNAI

ACCREDITED BY NAAC WITH 'A' GRADE

Marching Beyond 30 Years Successfully

INSTITUTION WITH UGC 12B STATUS



CENTRE FOR DISTANCE AND ONLINE EDUCATION(CDOE)
VELS INSTITUTE OF SCIENCE, TECHNOLOGY AND ADVANCED STUDIES(VISTAS)
Velan Nagar, P.V.Vaithiyalingam Road, Pallavaram, Chennai - 600 117