Holy Cross College (Autonomous), Nagercoil
Kanyakumari District, Tamil Nadu.
Accredited with A⁺⁺ by NAAC-V Cycle (CGPA 3.53)

Affiliated to

Manonmaniam Sundaranar University, Tirunelveli

Semester I - VI

UG Guidelines & Syllabus

PG & RESEARCH DEPARTMENT OF ENGLISH

2023-2026

(With effect from the academic year 2025-2026)

Issued from

THE DEANS' OFFICE

EU 1

Vision

Sculpting integrated individuals for a better future.

Mission

To develop globally competent professionals and to ensure self-actualization harnessed with socio-ethical responsibility.

Graduate Attributes

Graduates of our College develop the following attributes during the course of their studies.

➢ **Creative thinking:**

Equipping students with hands-on-training through skill-based courses and promote startup.

➢ **Personality development:**

Coping with increasing pace and change of modern life through value education, awareness on human rights, gender issues and giving counselling for the needful.

➢ **Environmental consciousness and social understanding:**

Reflecting upon green initiatives and understanding the responsibility to contribute to the society; promoting social and cultural diversity through student training and service-learning programmes.

➢ **Communicative competence:**

Offering effective communication skills in both professional and social contexts through bridge courses and activities of clubs and committees.

➢ **Aesthetic skills:**

Engaging mind, body and emotions for transformation through fine arts, meditation and exercise; enriching skills through certificate courses offered by Holy Cross Academy.

➢ **Research and knowledge enrichment:**

Getting in-depth knowledge in the specific area of study through relevant core papers; ability to create new understanding through the process of critical analysis and problem solving.

➢ **Professional ethics:**

Valuing honesty, fairness, respect, compassion and professional ethics among students. The students of social work adhere to the *National Association of Social Workers Code of Ethics*

➢ **Student engagement in the learning process:**

Obtaining extensive and varied opportunities to utilize and build upon the theoretical and empirical knowledge gained through workshops, seminars, conferences, industrial visits and summer internship programmes.

➢ **Employability:**

Enhancing students in their professional life through Entrepreneur development, Placement & Career guidance cell.

➢ **Women empowerment and leadership:**

Developing the capacity of self-management, team work, leadership and decision making through gender sensitization programmes.

Programme Educational Objectives (PEOs)

PEOs	Upon completion of B.A/B.Sc. Degree Programme, the graduates will be able to	Mapping with Mission
PEO1	apply appropriate theory and scientific knowledge to participate in activities that support humanity and economic development nationally and globally, developing as leaders in their fields of expertise.	M1& M2
PEO2	use practical knowledge for developing professional empowerment and entrepreneurship and societal services.	M2, M3, M4 & M5

PEO3	pursue lifelong learning and continuous improvement of the knowledge and skills with the highest professional and ethical standards.	**M3, M4, M5 & M6**

Programme Outcomes (POs)

POs	Upon completion of B.A. Degree Programme, the graduates will be able to:	Mapping with PEOs
PO1	obtain efficiently the knowledge and skills to face life challenges.	**PEO1**
PO2	implement the contributions of great thinkers/ writer/ activist and transform the society in accordance with local, national and global needs.	**PEO1**
PO3	enhance leadership qualities, team spirit and communication skills for a better developmental career.	**PEO2**
PO4	apply the comprehensive learning to attain self-confidence and self-reliance in their chosen career and higher education.	**PEO2**
PO5	communicate effectively and collaborate successfully with peers to become competent professionals.	**PEO2 & PEO3**
PO6	prioritize cultural, ethical and moral values through learning experiences for a sustainable development.	**PEO2 & PEO3**
PO7	participate in learning activities throughout life, through self-paced and self-directed learning to improve knowledge and skills.	**PEO1 & PEO3**

Programme Specific Outcomes (PSOs)

PSOs	Upon completion of B.A. English the graduates will be able to:	Mapping with POs
PSO1	acquire good knowledge and understand the specific discipline of study.	**PO2**
PSO2	understand, formulate, develop arguments logically to address issues arising in social sciences, business and other context/fields.	**PO1, PO2**
PSO3	create effective entrepreneurs by enhancing their critical thinking, problem solving, decision making and leadership skill that facilitate startups and high potential organizations.	**PO3, PO7**
PSO4	develop a research framework and present independent ideas effectively.	**PO4**
PSO5	equip their employability skills to excel in professions like teaching and exposing them to various activities to empower them through communication skills.	**PO5, PO3**
PSO6	enable a holistic perspective towards the socio-political inequalities and environmental issues.	**PO6**

Mapping of POs and PSOs

POs	PSO1	PSO 2	PSO3	PSO4	PSO5
PO1	S	S	S	S	S
PO2	S	M	S	S	M
PO3	S	M	S	S	S
PO4	S	S	S	S	S

PO5	S	S	S	M	S
PO6	S	M	S	S	S
PO7	S	S	S	M	S

Strong -S (3), Medium – M (2), Low – L (1)

Eligibility Norms for Admission

Candidate should have passed the Higher Secondary Examination conducted by the Government or any other equivalent course approved by Manonmaniam Sundaranar University, Tirunelveli.

Duration of the Programme: 3 years

Medium of Instruction: English

Passing Minimum

A minimum of 40% in the external examination and an aggregate of minimum 40% is required. There is no minimum pass mark for the Continuous Internal Assessment.

Components of the B.A. English: Part III (Core Courses and Elective Courses)

Core Courses	Core – Theory	14x100	1400
	Discipline Specific Elective – Theory	4x100	400
	Core Project	1x100	100
	Total marks		**1900**
Elective Courses	Theory	4x100	400
	Total Marks		**400**
Total marks			**2300**

Course Structure

Distribution of Hours and Credits

Curricular Courses

Course	S I	S II	S III	S IV	S V	S VI	Total	
							Hours	**Credits**
Part I –Language	6 (3)	6 (3)	6 (3)	6 (3)	-	-	24	12
Part II-English	6 (3)	6 (3)	6 (3)	6 (3)	-	-	24	12
Part-III								
Core Course Core Research Project	4 (4) 4 (4)	4 (4) 4 (4)	4 (4) 4 (4)	4 (4) 4 (4)	5 (4)+ 5 (4)+ 5 (4)+ 5 (4)	6(5)+ 6(5)+ 6(4)	70	62
Elective /Discipline Specific Elective Courses	6 (5)	6 (5)	6 (5)	6 (5)	4(3) 4 (3)	5(3) 5(3)	42	32
Part IV								
Non-major Elective	2 (2)	2 (2)	-	-	-	-	4	4
Skill Enhancement Course	-	2 (2)	2 (2) 2 (2)	2 (2)	-		8	8
Foundation Course	2(2)	-	-	-	-	-	2	2
Internship	-	-	-	-	(2)	-	-	2
Environmental Studies	-	-	-	2(2)	-	-	2	2
Professional Competency Skill					2 (2)	2 (2)	4	4
Total	**30 (23)**	**30 (23)**	**30 (23)**	**30 (23)**	**30 (26)**	**30 (22)**	**180**	**140**

EU 4

Co-curricular Courses

Course	S I	S II	S III	S IV	S V	S VI	Total
LST (Life Skill Training)	-	(1)	-	(1)			2
Skill Development Training (Certificate Course)	(1)						1
Field Project		(1)					1
Specific Value-added Course	(1)		(1)				2
Generic Value-added Course				(1)		(1)	2
MOOC				(2)			2
Student Training Activity: Clubs & Committees / NSS				(1)			1
Community Engagement Activity: RUN				(1)			1
Human Rights, Justice and Ethics					(1)		1
Gender Equity and Inclusivity						(1)	1
Total							**14**

Total number of Compulsory Credits   =Curricular credits +Co-curricular credits: **140 + 14**

COURSES OFFERED
SEMESTER I

Course	Course Code	Title of the Course	Credits	Hours / Week
Part I	TU231TL1	Language: Tamil	3	6
	FU231FL1	French		
Part II	EU241EL1	English: A Stream	3	6
Part III	EU241CC1	Core Course I: Introduction to Literature	5	5
	EU241CC2	Core Course II: Indian Writing in English	5	5
	EU241EC1	Elective Course I: Social History of England	3	4
Part IV	EU231NM1	Non-Major Elective NME I: English for Communication	2	2
	EU231FC1	Foundation Course: Major Literary Movements	2	2
		Total	**23**	**30**

SEMESTER II

Course	Course Code	Title of the Course	Credits	Hours / Week
Part I	TU232TL1	Language: Tamil	3	6
	FU232FL1	French		
Part II	EU242EL1	English: A Stream	3	6
Part III	EU242CC1	Core Course III: British Literature I	5	5
	EU232CC2	Core Course IV: American Literature I	5	5
	EU242EC1	Elective Course II: History of English Literature	3	4
Part IV	EU232NM1	Non-Major Elective NME II: Public Speaking Skills	2	2
	EU232SE1	Skill Enhancement Course SEC I: English for Business	2	2

		Total	23	30

SEMESTER III

Course	Course Code	Title of the Course	Credits	Hours / Week
Part I	TU233TL1 FU233FL1	Language: Tamil French	3	6
Part II	EU243EL1	English: A Stream	3	6
Part III	EU233CC1	Core Course V: SAARC Literature	5	5
	EU233CC2	Core Course VI: English Grammar and Usage	5	5
	EU233EC1	Elective Course III: Literary Practices in Academic Writing	3	4
Part IV	EU233SE1	Skill Enhancement Course SEC-II: Indian Aesthetics	2	2
	UG23CSE1	Skill Enhancement Course SEC-III: Fitness for Wellbeing	2	2
		Total	**23**	**30**

SEMESTER IV

Course	Course Code	Title of the Course	Credits	Hours / Week
Part I	TU234TL1 FU234FL1	Language: Tamil French	3	6
Part II	EU244EL1	English: A Stream	3	6
Part III	EU234CC1	Core Course VII: World Literature in Translation	5	5
	EU234CC2	Core Course VIII: Partition Literature	5	5
	EU234EC1	Elective Course IV: Journalism in the Digital Age	3	4
Part IV	UG23CSE2	Skill Enhancement Course SEC-IV: Digital Fluency	2	2
	UG234EV1	Environmental Studies (EVS)	2	2
		Total	**23**	**30**

SEMESTER V

Course	Course Code	Title of the Course	Credits	Hours / Week
Part III	EU235CC1	Core Course IX: Authors in Focus	4	5
	EU235CC2	Core Course X: Voices of Women Writers	4	5
	EU235CC3	Core Course XI: Indian Writing in Translation	4	5
	EU235RP1	Core Research Project	4	5

	EU235DE1	Discipline Specific Elective I: a) English for Competitive Examinations	3	4
	EU235DE2	Discipline Specific Elective I: b) Introduction to Literary Theory and Criticism		
	EU235DE3	Discipline Specific Elective I: c) English Fiction		
	EU235DE4	Discipline Specific Elective II: a) Australian Literature	3	4
	EU235DE5	Discipline Specific Elective II: b) Digital Literature		
	EU235DE6	Discipline Specific Elective II: c) Literature and Cinema		
Part IV	UG235PS1	Professional Competency Skill I: Career Skills	2	2
	EU235IS1	Internship	2	-
		Total	**26**	**30**

SEMESTER VI

Course	Course Code	Title of the Course	Credits	Hours / Week
Part III	EU236CC1	Core Course XII: Five Approaches to Literary Criticism	5	6
	EU236CC2	Core Course XIII: Shakespeare	5	6
	EU236CC3	Core Course XIV: Modern Concepts in ELT	4	6
	EU236DE1	Discipline Specific Elective III: a) Popular Literature	3	5
	EU236DE2	Discipline Specific Elective III: b) Travel Writings		
	EU236DE3	Discipline Specific Elective III: c) Commonwealth Literature		
	EU236DE4	Discipline Specific Elective IV: a) Introduction to Folk Literature	3	5
	EU236DE5	Discipline Specific Elective IV: b) Green Literature		
	EU236DE6	Discipline Specific Elective IV: c) Memoir and Autobiography		
	EU236PS1	Professional Competency Skill II: English Language Proficiency Tests	2	2
		Total	**22**	**30**
		Total	**140**	**180**

Co-Curricular Courses

Part	Semester	Code	Title of the Course	Credit
Part V	I & II	UG232LC1	Life Skill Training I: Catechism	1
		UG232LM1	Life Skill Training I: Moral	
	I	UG231C01 – UG231C--	Skill Development Training (SDT) - Certificate Course	1
	II	EU232FP1	Field Project	1
	I & III	EU231V01-EU231V--/ EU233V01 – EU233V--	Specific Value-added Course	1+1
	VI	UG236OC1 & UG236OC2	MOOC	2
	III & IV	UG234LC1	Life Skill Training II: Catechism	1
		UG234LM1	Life Skill Training II: Moral	
	IV & VI	GVAC2401-GVAC24--	Generic Value-added Course	1 +1
	I - IV	UG234ST1	Student Training Activity – Clubs & Committees / NSS	1
	IV	UG234CE1	Community Engagement Activity – RUN	1
	V	UG235HR1	Human Rights, Justice and Ethics	1
	VI	UG236GE1	Gender Equity and Inclusivity	1
			Total	**14**

Specific Value-added Courses

Semester	Course Code	Title of the Course	Credits	Total Hours
I	EU231V01	English Course for Same Language Subtitling	1	30
I	EU231V02	Basic Phonetics	1	30
I	EU231V03	Narrative Art	1	30
III	EU233V01	Film Adaptation Studies	1	30
III	EU233V02	Public Speaking	1	30
III	EU233V03	Literature through Visual Arts	1	30

Self-Learning Courses

Semester	Course Code	Title of the Course	Credits
III / V	EU233SL1/EU235SL1	Resistance Poetry	1
IV/ VI	EU234SL1/EU236SL1	Gothic Fiction	1

Examination Pattern

Each paper carries an internal component. There is a passing minimum for external component. A minimum of 40% in the external examination and an aggregate of 40% is required.

i. Part I – Tamil, Part II – English, Part III - (Core Course/ Elective Course)

Ratio of Internal and External= 25:75

Continuous Internal Assessment (CIA)
Internal Components and Distribution of Marks

Components	Marks
Internal test (2) - 40 marks	10
Quiz (2) - 20 marks	5
Assignment: (Model Making, Exhibition, Role Play, Seminar, Group Discussion, Problem Solving, Class Test, Open Book Test etc. (Minimum three items per course should be included in the syllabus & teaching plan) (30 marks)	10
Total	**25**

Question Pattern

Internal Test	Marks	External Exam	Marks
Part A 4 x 1(No choice)	4	Part A 10 x 1 (No choice)	10
Part B 2 x 6 (Internal choice)	12	Part B 5 x 6 (Internal choice)	30
Part C 2 x 12 (Internal choice)	24	Part C 5 x 12 (Internal choice)	60
Total	**40**	**Total**	**100**

ii. Lab Course:

Ratio of Internal and External= 25:75

Total: 100 marks

Internal Components and Distribution of Marks

Internal Components	Marks
Performance of the Experiments	10
Regularity in attending practical and submission of records	5
Record	5
Model exam	5
Total	**25**

Question pattern

External Exam	Marks
Major Practical	75
Minor Practical / Spotters /Record	
Total	**75**

Core Research Project

Ratio of Internal and External = 25:75

Components	Marks
Internal	25
External	
Core Research Project Report	40
Viva voce	35
Total	**100**

Part - IV

i. **Non-major Elective, Skill Enhancement Course I & II, Foundation Course and Professional Competency Skill**

Ratio of Internal and External = 2**5: 75**

Internal Components and Distribution of Marks

Components	Marks
Internal test (2) – 25 marks	10
Quiz (2) – 20 marks	5
Assignment: (Model Making, Exhibition, Role Play, Album, Group Activity, etc. (Minimum three items per course)	10
Total	**25**

Question Pattern

Internal Test	Marks	External Exam	Marks
Part A 2 x 2 (No Choice)	4	Part A 5 x 2 (No Choice)	10
Part B 3 x 4 (Open choice **Three** out of **Five**)	12	Part B 5 x 4 (Open choice any **Five** out of **Eight**)	20
Part C 1 x 9 (Open choice One out of **Three**)	9	Part C 5 x 9 (Open choice any **Five** out of **Eight**)	45
Total	**25**	**Total**	**75**

ii. **Skill Enhancement Course III & IV**

Digital Fluency

Components	Marks
Internal	
Quiz (15 x 1)	15
Lab Assessment (5 x 2)	10
Total	**25**
External	
Practical (2 x 25)	50
Procedure	25
Total	**75**

Fitness and Wellbeing

Components	Marks
Internal	
Quiz (15 x 1)	15
Exercise (2 x 5)	10
Total	**25**
External	
Written Test: Part A: Open choice – 5 out of 8 questions (5 x 5)	25
Part B: Open choice – 5 out of 8 questions (5 x 10)	50
Total	**75**

iii. **Environmental Studies**

Internal Components	Marks
Project Report	15
Viva voce	10
Total	**25**

External Exam	Marks
Part A 5 x 2 (No Choice)	10

Part B 5 x 4 (Open choice any **Five** out of **Eight**)	20
Part C 5 x 9 (Open choice any **Five** out of **Eight**)	45
Total	**75**

iv. Internship

Components	Marks
Industry Contribution	50
Report & Viva-voce	50
Total	**100**

v. Professional Competency Skill

Internal Components	Marks
Test – 20 marks	5
Individual Activity	10
Group Activity	10
Total	**25**
External Exam	**Marks**
Part A 5 x 2 (No Choice)	10
Part B 5 x 4 (Open choice any **Five** out of **Eight**)	20
Part C 5 x 9 (Open choice any **Five** out of **Eight**)	45
Total	**75**

Co-Curricular Courses:
i. Life Skill Training: Catechism & Moral
    Human Rights, Justice and Ethics
    Gender Equity and Inclusivity
    Internal Components

Component	Marks
Project - Album on current issues	25
Group Activity	25
Total	**50**

External Components

Component	Marks
Written Test: Open choice – 5 out of 8 questions (5 x 10)	50
Total	**50**

ii. Skill Development Training - Certificate Course:

Components	Marks
Attendance & Participation	50
Skill Test	50
Total	**100**

iii. Field Project:

Components	Marks
Field Work	50
Field Project Report & Viva-voce	50
Total	**100**

iv. Specific Value-Added Courses & Generic Value-Added Courses:

Components	Marks

Internal	25
External	75
Total	**100**

v.   Student Training Activity: Clubs and Committees
Compulsory for all I & II year students (1 credit).

Component	Marks
Attendance	25
Participation	75
Total	**100**

vi. Community Engagement Activity: Reaching the Unreached Neighbourhood (RUN)

Components	Marks
Attendance & Participation	50
Field Project	50
Total	**100**

vii.   Self Learning Course

Internal Component	Marks
Internal test (2) - 25 marks	25
Total	**25**

Question Pattern

Internal Test	Marks	External Exam	Marks
5 x 5 (Open choice any **Five** out of **Eight**)	**25**	5x 15 (Open choice any **Five** out of **Eight**)	**75**
Total	**25**	**Total**	**75**

Outcome Based Education (OBE)
(i)   Knowledge levels for assessment of Outcomes based on Blooms Taxonomy

S. No.	Level	Parameter	Description
1	KI	Knowledge/Remembering	It is the ability to remember the previously learned
2	K2	Comprehension/ Understanding	The learner explains ideas or concepts
3	K3	Application/Applying	The learner uses information in a new way
4	K4	Analysis/Analysing	The learner distinguishes among different parts
5	K5	Evaluation/Evaluating	The learner justifies a stand or decision
6	K6	Synthesis /Creating	The learner creates a new product or point of view

(ii) Weightage of K – Levels in Question Paper
Number of questions for each cognitive level:

Programme	Assessment Part	Lower Order Thinking									Higher order thinking			Total number of questions
		K1			K2			K3			K4, K5, K6			
		A	B	C	A	B	C	A	B	C	A	B	C	
I UG	Internal	2	1	-	1	1	1	1	-	1	-	-	-	**8**
	External	5	2	1	3	2	2	2	1	2	-	-	-	**20**
II UG	Internal	1	1	-	1	1	1	1	-	1	1	-	-	**8**
	External	5	1	1	4	1	1	-	3	1	1	-	2	**20**
	Internal	1	-	-	1	-	1	1	1	1	1	1	-	**8**

III UG	External	5	1	1	4	1	1	-	3	1	1	-	2	**20**

The levels of assessment are flexible and it should assess the cognitive levels and outcome attainment.

Evaluation

i. The performance of a student in each course is evaluated in terms of percentage of marks with a provision for conversion to grade points.

ii. Evaluation of each course shall be done by Continuous Internal Assessment (CIA) by the course teacher as well as by an end semester examination and will be consolidated at the end of the semester.

iii. There shall be examinations at the end of each semester, for odd semesters in October/November; for even semesters in April/ May.

iv. A candidate who does not pass the examination in any course(s) shall be permitted to reappear in such failed course(s) in the subsequent examinations to be held in October/ November or April/May. However, candidates who have arrears in practical examination shall be permitted to reappear for their areas only along with regular practical examinations in the respective semester.

v. Viva-voce: Each project group shall be required to appear for Viva -voce examination in defence of the project.

vi. The results of all the examinations will be published in the college website.

Conferment of Bachelor's Degree

A candidate shall be eligible for the conferment of the Degree of Bachelor of Arts / Science / Commerce only if the minimum required credits for the programme thereof (140 + 18 credits) is earned.

Grading System

For the Semester Examination:

Calculation of Grade Point Average for End Semester Examination:

GPA = $\dfrac{\text{Sum of the multiplication of grade points by the credits of the course}}{\text{Sum of the credits of the courses (passed) in a semester}}$

For the entire programme:

Cumulative Grade Point Average (CGPA) $\Sigma_n \Sigma_i C_{ni} G_{ni} / \Sigma_{ni} \Sigma_i C_{ni}$

CGPA

= $\dfrac{\text{Sum of the multiplication of grade points by the credits of the entire programme}}{\text{Sum of the credits of the courses of the entire programme}}$

where

C_i - Credits earned for course i in any semester

G_i - Grade point obtained for course i in any semester

n   - semester in which such courses were credited

Final Result

Conversion of Marks to Grade Points and Letter Grade

Range of Marks	Grade Points	Letter Grade	Description
90-100	9.0-10.0	O	Outstanding
80-89	8.0-8.9	D+	Excellent
75-79	7.5-7.9	D	Distinction
70-74	7.0-7.4	A+	Very Good
60-69	6.0-6.9	A	Good
50-59	5.0-5.9	B	Average
40-49	4.0-4.9	C	Satisfactory
00-39	0.0	U	Re-appear
ABSENT	0.0	AAA	ABSENT

Overall Performance

CGPA	Grade	Classification of Final Result
9.5-10.0	O+	First Class – Exemplary*
9.0 and above but below 9.5	O	
8.5 and above but below 9.0	D++	First Class with Distinction*
8.0 and above but below 8.5	D+	
7.5 and above but below 8.0	D	
7.0 and above but below 7.5	A++	First Class
6.5 and above but below 7.0	A+	
6.0 and above but below 6.5	A	
5.5 and above but below 6.0	B+	Second Class
5.0 and above but below 5.5	B	
4.0 and above but below 5.0	C	Third Class
0.0 and above but below 4.0	U	Re-appear

*The candidates who have passed in the first appearance and within the prescribed semester are eligible for the same.

SEMESTER I
CORE COURSE I: INTRODUCTION TO LITERATURE

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EU241CC1	4	1	-	-	5	5	75	25	75	100

Pre-requisite: Ability to explore different genres of literature, strong communication and critical thinking abilities.

Learning Objectives:

1. To introduce the different forms of literature
2. To provide learners with the background knowledge of literature

Course Outcomes

On the successful completion of the course, student will be able to:		
1	gain knowledge of the elements of fiction including narrative structure, character analysis and comparison between different but related texts.	K1
2	explore the dramatic storytelling including play structure, monologues, dialogue, and scene setting.	K2
3	appreciate and analyse and the basic elements of poetry, including meter, rhyme, and theme.	K3
4	use library resources to research and develop arguments about literary works.	K3
5	work skillfully within a team, respect coworkers, delegate work and contribute to a group project.	K3

K1 - Remember; **K2** - Understand; **K3** - Apply

Units	Contents	No. of Hours
I	**Prose** Introduction: Poetry-Different forms of poetry- Sonnet, Ode, Lyric, Ballad. Prose-Short Story, Novella, Novel. Drama- Comedy, Tragedy, Tragi-Comedy.	15
II	**Poetry** Michael Drayton: The Parting William Shakespeare: Sonnet 18 John Milton: When I Consider How My Light is Spent John Keats: Ode to Nightingale Robert Frost: Mending Wall	15
III	**Short Stories** Manohar Malgonkar: Upper Division Love Katherine Mansfield: Bliss Jerome K. Jerome: Packing (excerpt from *Three Men in a Boat*)	15
IV	**Drama** J.M. Barrie - *The Admirable Crichton* Lady Gregory - *The Rising of the Moon*	15
V	**Fiction** William Golding – *The Lord of the Flies*	15
	Total	**75**

Self Study	Forms of Poetry

Textbooks
1. Prasad. B (1999), *A Background to the Study of English Literature for Indian Students*. Pearson, New Delhi.

Reference Books
1. Singh. R. P (2000), *An Anthology of English Short Stories*. Oxford, India.
2. Parini Jay (2014). *An Anthology of American Poetry.* Laxmi Publications, India.
3. Dove Rita, The Penguin Anthology of Twentieth Century American Poetry. Penguin Publishers, USA.
4. Abrams. M.H (1999), *A Glossary of Literary Terms*. Heinle & Heinle, Massachusetts.

Web Resources
1. http://www.littcrit.org
2. http://jcla.in
3. https://openlibrary.org/
4. https://www.wattpad.com/
5. https://digital.library.villanova.edu/Collection/vudl:24093

MAPPING WITH PROGRAMME OUTCOMES
AND PROGRAMME SPECIFIC OUTCOMES

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	2	3	2	3	3	3	2	3	2	3	3	2
CO2	3	3	3	3	3	2	3	3	3	3	3	3	3
CO3	3	2	3	3	3	3	3	3	3	3	3	2	3
CO4	3	3	2	3	3	3	2	2	2	3	2	3	2
CO5	3	2	2	2	3	2	2	3	2	3	2	3	3
TOTAL	15	12	13	13	15	13	13	13	13	14	13	14	13
AVERAGE	3	2.4	2.6	2.6	3	2.6	2.6	2.6	2.6	2.8	2.6	2.8	2.6

3 – Strong, 2- Medium, 1- Low

SEMESTER I
CORE COURSE II: INDIAN WRITING IN ENGLISH

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EU241CC2	4	1	-	-	5	5	75	25	75	100

Pre-requisite: Interest towards literature and reading books apart from prescribed texts.

Learning Objectives

1. To familiarize the students with the emergence and growth of Indian Writing in English in the context of colonial experience.
2. To help learners apply the ideas encapsulated in Indian Aesthetics to literary texts.

Course Outcomes

On the successful completion of the course, student will be able to:		
1	remember the contributions of major Indian English poets and dramatists.	**K1**
2	understand the historical trajectory of various genres of Indian Writing in English from colonial times to till the present.	**K2**
3	understand the techniques employed by short story writers.	**K2**
4	understand the role of English as a medium for political awakening and the use of English in India for creative writing.	**K2**
5	apply the poetic techniques and the nuances while writing poetry.	**K3**

K1 - Remember; **K2** - Understand; **K3** - Apply

Units	Contents	No. of Hours
I	**Poetry** Toru Dutt: The Lotus Sri Aurobindo: The Tiger and the Deer Sarojini Naidu: The Village Song Shiv K Kumar: Indian Women Mirza Ghalib: It is not Love, it is Madness	**15**
II	**Prose** Meenakshi Mukherjee: The Beginning of the Indian Novel Sunil Khilnani: Gandhi and Nehru: The Uses of English	**15**
III	**Short Story** A.K. Ramanujan: Hanchi Rabindranath Tagore: Kabuliwala Munshi Premchand: The Resignation Ruskin Bond: The Night Train at Deoli	**15**
IV	**Drama** Jogindar Paul: *Sleepwalkers* Girish Karnad: *Hayavadana*	**15**
V	**Fiction** Chetan Bhagat: *The 3 Mistakes of My Life*	**15**
	Total	**75**

Textbooks

1. Jogindar Pal, 1998, *Sleepwalkers.* Katha, New Delhi.

Self-Study	Modern Indian Poets

2. Girish Karnad, 2008, *Hayavadana*. Oxford University Press, England.

3. Arvind Krishna Mehrotra, 2003, *A History of Indian Literature in English*. Hurst & Company, London.

Reference Books

1. Ruskin Bond, 1988, *The Night Train at Deoli and Other Stories*. Penguin Books, India.
2. Chetan Bhagat, 2008, *The 3 Mistakes of My Life.Rupa* Publications, Delhi.

 Web Resources

1.https://www.poetrycat.com/toru-dutt/sonnet--the-lotus
2. https://motherandsriaurobindo.in/Sri-Aurobindo/poems/the-tiger-and-the-deer/
3. https://allpoetry.com/Village-Song
4. https://indianpoetry.wordpress.com/2013/09/12/indian-women-a-poem-by-shiv-k-kumar/
5. https://allpoetry.com/It-Is-Not-Love-It-Is-Madness

MAPPING WITH PROGRAMME OUTCOMES
AND PROGRAMME SPECIFIC OUTCOMES

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2	3	2	2	2	3	3	3	2	2	2	2	3
CO2	3	2	2	3	3	2	3	3	2	2	3	3	3
CO3	3	3	3	3	3	2	3	3	3	3	3	3	2
CO4	3	3	3	3	3	3	3	3	3	3	3	3	2
CO5	2	3	2	3	3	3	2	3	3	2	2	3	2
TOTAL	13	14	12	14	14	13	14	15	13	12	13	14	12
AVERAGE	2.6	2.8	2.4	2.8	2.8	2.6	2.8	3	2.6	2.4	2.6	2.8	2.4

3 – Strong, 2- Medium, 1- Low

SEMESTER I
ELECTIVE COURSE I: SOCIAL HISTORY OF ENGLAND

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	CIA	External	Total
								Marks		
EU241EC1	3	1	-	-	3	4	60	25	75	100

Pre-requisite: Basic understanding of English history, including its social, political and economic structures and the ability to analyze historical sources.

Learning Objectives:
1. To understand the major social, cultural, and political changes that have taken place in England from the medieval period to the present day.
2. To analyze the impact of major historical events and movements on English society, such as the Industrial Revolution, the World Wars, etc.

Course Outcomes

	On the successful completion of the course, student will be able to:	
1	recall the significance of major historical events and social movements in shaping English society	**K1**
2	understand the intersections of class, gender, race, religion, and political power in English society	**K2**
3	comprehend and evaluate the social, economic, and cultural factors that have shaped English society	**K2**
4	demonstrate and articulate complex historical concepts to non-specialist audiences	**K2**
5	apply historical knowledge and critical analysis to contemporary issues and debates in English society, including debates about identity, nationalism, and social justice.	**K3**

K1 - Remember; **K2** - Understand; **K3** - Apply

Units	Contents	No. of Hours
I	The Hundred Years War & The War of the Roses The Renaissance and its Impact on England The Reformation - Causes and Effects	**12**
II	Puritanism The Restoration Coffee-houses and their Social Relevance	**12**
III	The War of American Independence Impact of the Industrial Revolution on the English Society Impact of the Agrarian Revolution Impact of the French Revolution on the English Society	**12**
IV	Humanitarian Movements in England The Reform Bills Social Impact of the Two World Wars	**12**
V	Trade Unionism The Welfare State England in the 21st Century	**12**
	Total	**60**

Textbooks

Self-Study	The Commonwealth of Nations

1. Xavier, A.G. 2021. An Introduction to the Social History of England. Chennai: Ananda Book Depot.

2. Padmaja Ashok, 2018. The Social History of England. Hyderabad: The Orient Blackswan.

Reference Books

1. Ed. Keith Wrightson, 2018. A Social History of England, 1500- 1750. London: Norton Press.

2. Ed. Julia Crick, Elisabeth Van Houts, 2012. A Social History of England, 900- 1200. UK: Cambridge University Press.

3. Ed. Rosemary Horrox, 2012. A Social History of England, 1200-1500. UK: Cambridge University Press.

Web Resources

1. https://archive.org/details/socialhistoryofe0000brig_y9n3N

2. https://www.gutenberg.org/ebooks/21660

3. https://www.cambridge.org/core/series/social-history

ofengland/A197EA915C632B56B67FAFBBC7C78E23

4. https://www.gale.com/british-history

5. https://www.studocu.com/in/document/university-of-madras/english-literature/social-history-of-england/30462154

MAPPING WITH PROGRAMME OUTCOMES
AND PROGRAMME SPECIFIC OUTCOMES

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2	3	2	2	2	2	2	3	2	2	2	3	3
CO2	3	3	2	3	2	2	2	3	3	2	2	2	3
CO3	2	3	2	2	2	2	2	3	2	2	2	3	3
CO4	3	3	3	3	2	2	2	3	2	2	3	3	2
CO5	3	3	3	3	2	3	2	3	2	2	2	3	3
TOTAL	13	15	12	13	10	11	10	15	11	10	11	14	14
AVERAGE	2.6	3	2.4	2.6	2	2.2	2	3	2.2	2	2.2	2.8	2.8

3 – Strong, 2- Medium, 1- Low

SEMESTER I
NON MAJOR ELECTIVE I (NME): ENGLISH FOR COMMUNICATION

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	CIA	External	Total
									Marks	
EU231NM1	1	1	-	-	2	2	30	25	75	100

Pre-requisite: Basic knowledge in English language.

Learning Objectives:

1. To enhance the level of literary and aesthetic experience of students and to help them respond immediately.
2. To provide the students with an ability to build and enrich their communication skills.

Course Outcomes

On the successful completion of the course, student will be able to:		
1	identify the basic principles of communication.	K2
2	analyze the various types of communication	K3
3	make use of the essential principles of communication.	K1
4	identify the prominent methods and models of communication.	K3
5	learn about the four skills of language and getfamiliarized with them.	K3

K1 - Remember; **K2** - Understand; **K3** - Apply

Units	Contents	No. of Hours
I	Communication – Basic Communication Skills: Passive, Aggressive, Passive - Aggressive and Assertive – Significance of Communication	6
II	Skills to be Acquired in Communication – Speaking/ Reading/ Writing / Listening	6
III	Types of Communication -Verbal - Non-Verbal	6
IV	Effective Communication Skills, Public Speaking	6
V	Speaking Skills – Practice: Public Speaking Presentations and Writing Blog	6
	Total	**30**

Self-Study	Speaking Skills

Reference Books

1. Van Emden, J., Becker, L. (2010). Presentation skills for students (2nd ed), UK: Palgrave Macmillan.
2. Shailesh Patil. (2020). Handbook on Public Speaking, Presentation & Communication Skills. Chennai: Notion Press.
3. Dale Carnegie. (2006). Public Speaking For Success. Bhopal: Manjul Publishing House Pvt. Ltd.
4. Yogesh Vermani. (2015). English Speaking Practice : Improve Your Speaking Skills Quickly. US: KDP Publishers.

Web Resources

1. http://www.sauleh.ir/co98/static_files/materials/Books/18Presentation_Skills.pdf
2. https://taoxie.cs.illinois.edu/publications/oral_presentation_skills.pdf
3. https://www.britishcouncil.in/sites/default/files/posters_1.pdf
4. https://drive.google.com/file/d/14YsW7xsCUhVq7igqFPKJCAWjr0ZD1Smq/view
5. https://www.manage.gov.in/studymaterial/ec.pdf

MAPPING WITH PROGRAMME OUTCOMES
AND PROGRAMME SPECIFIC OUTCOMES

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	3	3	2	3	3	3	3	3	2	3	2
CO2	3	2	3	2	3	2	2	3	3	3	3	2	2
CO3	2	3	3	3	2	3	3	3	3	2	2	2	3
CO4	3	2	3	2	3	2	3	3	2	2	2	2	3
CO5	3	3	3	3	2	3	3	3	2	3	3	3	3
TOTAL	14	13	15	13	12	13	14	15	13	13	12	12	13
AVERAGE	2.8	2.6	3	2.6	2.4	2.6	2.8	3	2.6	2.6	2.4	2.4	2.6

3 – Strong, 2- Medium, 1- Low

SEMESTER I
FONDATION COURSE: MAJOR LITERAY MOVEMENTS

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	CIA	External	Total
								Marks		
EU231FC1	1	1	-	-	2	2	30	25	75	100

Pre-requisite: The basic knowledge of the classical English society.

Learning Objectives:

    1. To provide students with a comprehensive idea about the development of Major Literary Movements in England

    2. To make them read and understand the literary developments that coincided with the major movements

Course Outcomes

On the successful completion of the course, student will be able to:		
1	gain extensive insight into the major literary movements that was witnessed by England	**K2**
2	evaluate the way in which socio-cultural phenomena influence the literary production of a particular period	**K3**
3	familiarize themselves with major literary works of the movements	**K1**
4	develop a nuanced appreciation of the literary stalwarts of those times.	**K2**
5	gain in-depth understanding on the growth of the English language under the influence of the literary movements.	**K2**

K1 - Remember; **K2** - Understand; **K3** - Apply

Units	Contents	No. of Hours
I	The Medieval Period	**6**
II	The Renaissance Period	**6**
III	The Restoration Period	**6**
IV	The Romanticism	**6**
V	Modernism	**6**
	Total	**30**

Self-Study	Impact of World Wars

Textbooks

1. Singh R N. 2004, *Introduction to Movements, Ages and Literary Forms* Vishwavidyalaya Prakashan, Varanasi

2. Heaney, Seamus. 2000. Beowulf. London: Faber.

3. Spenser, Edmund. 1960.*The Faerie Queene*; II. London: J.M. Dent & Sons Ltd.,

Reference Books

1. Bunyan, John. 1899. The Pilgrim's Progress . New York, G. H. McKibbin.

2. Coleridge, Samuel Taylor. 1992. The Rime of the Ancient Mariner. Dover Publications,.

3. Scott, Walter. 2018. *Rob Roy.* Penguin Classics

Web Resources

 https://www.studysmarter.co.uk/explanations/english-literature/literary-movements/

MAPPING WITH PROGRAMME OUTCOMES
AND PROGRAMME SPECIFIC OUTCOMES

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	1	3	3	3	2	2	3	2	3	3	3	2
CO2	3	2	2	3	3	2	3	3	2	2	3	3	2
CO3	3	2	3	3	3	2	3	3	3	2	3	3	2
CO4	3	3	2	3	3	2	3	3	2	3	3	3	2
CO5	3	3	2	3	3	2	2	3	2	3	3	3	2
TOTAL	15	11	11	15	15	10	13	15	11	13	15	15	10
AVERAGE	3	2	2	3	3	2	2.6	3	2	2.6	3	3	2

3 – Strong, 2- Medium, 1- Low

SEMESTER I
SPECIFIC VALUE-ADDED COURSE: ENGLISH COURSE FOR SAME LANGUAGE SUBTITLING

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EU231V01	1	1	-	-	1	2	30	25	75	100

Pre-requisite: Good command over one or more language, Internet-friendly, basic typing skills, Gadgets: laptop/smart phones, headphones.

Learning Objectives:
1. To develop communicative capability of the students and play an active role in their communities and society
2. To acquire knowledge in the adaptation of subtitling techniques.

Course Outcomes

On the successful completion of the course, student will be able to:		
1.	understand the purpose, importance and applications of SLS	**K2**
2.	apply technical skills related to subtitling	**K3**
3.	able to create clear, concise and accurate subtitles that effectively convey the meaning of source material	**K3**
4.	possess the ability to identify errors and inconsistencies in subtitles and apply proofreading techniques to deliver accurate and error-free subtitles	**K1**
5.	adapt subtitling techniques to different genres and contexts	**K3**

K1 - Remember; **K2** - Understand; **K3** - Apply

Units	Contents	No. of Hours
I	Purpose and importance of SLS – Different contexts where SLS is used (TV Shows, Movies, Educational Videos etc.) – Different opportunities in subtitling - Basic terminologies related to subtitling – Industry trends and technological advancements	**6**
II	Technical aspects of subtitling – Principles of synchronization between audio and subtitles – Different subtitling formats – Ethical considerations in sensitive contents	**6**
III	Fundamental English grammar rules for subtitling – Sentence structure and word order – Importance of concise and effective language in subtitling – Editing and formatting subtitles	**6**
IV	Importance of proofreading and revision in subtitling - Identifying common mistakes and inconsistencies in subtitles – Specific challenges in subtitling	**6**
V	Practicing sentence segmentation, songs, slang, idioms etc. – Preparing for subtitling assignments	**6**
	Total	**30**

Self Study	Learning the basic grammar rules and proofreading

Reference Books
1. Cintas, Jorge Diaz & Aline Remael. (2014). Audiovisual Translation: Subtitling. London. Routledge.
2. Venuti, Lawrence. (2000). The Translation Studies Reader. London. Routledge.
3. Orrego Carmona, David & Yvonne Lee. (2017). Non-professional Subtitling. United Kingdom. Cambridge Scholars Publishing.

4. Perego, Elisa & Silvia Bruti. (2015). Subtitling Today: shapes and their Meanings. United Kingdom. Cambridge Scholars Publishing.

Web Resources

1. https://www.bbc.co.uk/guidelines/futuremedia/accessibility/subtitling
2. https://partnerhelp.netflixstudios.com/hc/en-us/sections/115000905672-Timed-Text-Style-Guide
3. http://www.subtitlinginternational.com/
4. https://dotsub.com/
5. https://atc.org.uk/
6. https://translatorswithoutborders.org/
7. https://subtitlingworld.com/

Activities

1. Students will be provided with short video clips that already have subtitles and ask them to analyze and critique the quality of the subtitles. They can identify any errors, inconsistencies or improvements that could be made and can provide feedback on how to enhance accuracy and clarity.

2. Students will be provided with video clips without subtitles and have them create subtitles using the techniques and guidelines learned in the course. They can work individually or in groups and present their completed subtitles to the class, followed by feedback and discussion.

3. Group Discussion: The students will be assigned in small groups and will be provided with subtitling related topics or case studies to discuss. They can analyze challenges faced in subtitling, share their perspectives, and propose solutions or best practices for different scenarios.

4. A guest speaker from the subtitling industry or an experienced subtitler will be invited to share their insights, experiences, and tips. Students can interact with the expert, ask questions, and gain real-world perspectives on subtitling.

5. The students will be introduced to subtitling software tools or applications and will be provided with hands-on practice sessions. They can familiarize themselves with the software interface, learn how to segment subtitles, apply formatting, and synchronize subtitles with the audio.

6. The students will be presented with ethical dilemmas related to subtitling, such as translating sensitive content or dealing with offensive language. The class can be divided into groups and engage in a debate discussing different perspectives and possible solutions.

MAPPING WITH PROGRAMME OUTCOMES
AND PROGRAMME SPECIFIC OUTCOMES

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	2	2	3	2	2	3	3	2	2	2
CO2	2	3	2	2	3	2	2	3	3	2	2	2
CO3	2	2	3	2	2	2	3	2	3	2	2	2
CO4	2	2	2	2	2	2	2	3	2	2	2	2
CO5	2	2	2	2	2	2	2	3	3	2	2	2
TOTAL	10	11	11	10	12	10	11	14	14	10	10	10
AVERAGE	2	2.2	2.2	2	2.4	2	2.2	2.8	2.8	2	2	2

3 – Strong, 2- Medium, 1- Low

SEMESTER I
SPECIFIC VALUE-ADDED COURSE: BASIC PHONETICS

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	CIA	External	Total
									Marks	
EU231V02	1	1	-	-	1	2	30	25	75	100

Prerequisite: A good knowledge of the English language.

Learning Objectives:
1. To understand the basic premises and fundamental concepts of Phonetics
2. To offer an overview of Organs of Speech which leads to effective communication

Course Outcomes

On the successful completion of the course, students will be able to:	
1	identify and recall the fundamental terms and concepts in phonetics.	**K1**
2	explain the basic principles of phonetic transcription.	**K2**
3	use phonetic transcription to represent spoken language accurately.	**K3**
4	differentiate between various phonetic phenomena such as aspiration, nasalization, and vowel length.	**K4**
5	critically assess phonetic transcriptions for accuracy and consistency.	**K5**

K1 - Remember; **K2** - Understand; **K3** – Apply; **K4** – Analyse; **K5** – Evaluate

Units	Contents	Hours
I	Introduction to Phonetics	6
II	Organs of Speech	6
III	Vowels and Consonants	6
IV	Syllables	6
V	Intonation and its Types	6
	Total	**30**

Textbook:
1. Iyadurai, P., *English Phonetics for Beginners.* New Delhi: Jones Publications, 2006.

Reference Books:
1. Roach, Peter. *English Phonetics and Phonology*. London: Orient Blackswan, 2003.
2. Malmberg Bertil. *Introduction to Phonetics.* London: Cambridge University Press, 1976.
3. Catford, J. C. *A Practical Introduction to Phonetics:* London: Oxford University Press, 2002.
4. Pearson, Jenny. *The Art of Phonics.* London: Oxford University Press, 2018.
5. Anodua, C. C. *English Phonetics, Rules, Exception, Sounds & Spellings:* London: English Press, 2021.

Web Resources:
1. https://egyankosh.ac.in/bitstream/123456789/26698/1/Unit-1.pdf
2. https://www.slideshare.net/slideshow/introduction-to-phonetics-and-phonology/236209948

MAPPING WITH PROGRAMME OUTCOMES
AND PROGRAMME SPECIFIC OUTCOMES

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	2	2	3	2	2	3	3	2	2	2
CO2	2	3	2	2	3	2	2	3	3	2	2	2
CO3	2	2	3	2	2	2	3	2	3	2	2	2
CO4	2	2	2	2	2	2	2	3	2	2	2	2
CO5	2	2	2	2	2	2	2	3	3	2	2	2
TOTAL	10	11	11	10	12	10	11	14	14	10	10	10
AVERAGE	2	2.2	2.2	2	2.4	2	2.2	2.8	2.8	2	2	2

3 – Strong, 2- Medium, 1- Low

SEMESTER I
SPECIFIC VALUE-ADDED COURSE: NARRATIVE ART

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EU231V03	1	1	-	-	1	2	30	25	75	100

Prerequisite: A good knowledge about the principles and history of art.
Learning Objectives:
1. To gain exposure and stimulate creativity
2. To write creatively in different genres

Course Outcomes

On the successful completion of the course, students will be able to:	
1	identify key concepts, terms, and artists in narrative art.	**K1**
2	explain the principles and elements that contribute to narrative art.	**K2**
3	use various techniques to create narrative artworks.	**K3 & K5**
4	analyze narrative artworks to identify the techniques used to convey a story.	**K4**
5	develop and present original narrative artworks that incorporate learned principles and techniques.	**K6**

K1 - Remember; **K2** - Understand; **K3** – Apply; **K4** – Analyse; **K5** – Evaluate; **K6** - Create

Units	Contents	Hours
I	Introduction to Creative Writing, Refining Vocabulary, Developing Hints, Situational Imagination, Expression of Imagination in Language	6
II	Narrative Essays, Descriptive Essays, Expository Essays, Persuasive Essays Argumentative Essays, Critical Essays, Cause & Effect Essays, Compare & Contrast Essays	6
III	Poetic Devices: Metaphor, Simile, Sound Devices: Sound and Sense – Symbols – Imagery	6
IV	Elements of Narration – Story and Plot – Characterization Choice of Medium of Narration – Point of View	6
V	Basics of Script Writing for Stage and Screen	6
	Total	**30**

Textbook
Ashbery, John & Thomas B. Hess. *Narrative Art*. United States, Macmillan, 1970.
Reference Books
1. David Morley, 2012. *The Cambridge Introduction to Creative Writing*. CUP.
2. Dorothea Brande, 1981, *Becoming a Writer*, Tarcher Perigee.
3. Stephen King, 2012, *On Writing: A Memoir of the Craft*, Hodder Paperbacks.

MAPPING WITH PROGRAMME OUTCOMES
AND PROGRAMME SPECIFIC OUTCOMES

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	2	2	3	2	2	3	3	2	2	2
CO2	2	3	2	2	3	2	2	3	3	2	2	2
CO3	2	2	3	2	2	2	3	2	3	2	2	2
CO4	2	2	2	2	2	2	2	3	2	2	2	2
CO5	2	2	2	2	2	2	2	3	3	2	2	2
TOTAL	10	11	11	10	12	10	11	14	14	10	10	10
AVERAGE	2	2.2	2.2	2	2.4	2	2.2	2.8	2.8	2	2	2

3 – Strong, 2- Medium, 1- Low

SEMESTER II
CORE COURSE III: BRITISH LITERATURE I

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EU242CC1	4	1	-	-	5	5	75	25	75	100

Pre-requisite: Basic reading skills and an interest in understanding British writers and literature.

Learning Objectives:
1. To increase the ability of the students to intellectually asses the world through literature.
2. To enable learners to analyze British literature and the culture of the English-speaking people.

Course Outcomes

On the successful completion of the course, students will be able to:		
1	demonstrate knowledge of the major social, political, philosophical,and scientific events forming the backdrop for the development of early British Literature.	**K1**
2	understand the historical and cultural contexts in which British literary works were written, allowing for a deeper appreciation of the texts.	**K2**
3	distinguish between the characteristics of British literary movements in discussing and writing about British literature.	**K2**
4	read and discuss the themes, approaches, styles, and contributions to the development of British literature from the Medieval Period to the end of the eighteenth century	**K3**
5	write about literature using standard literary terminology and other literary conventions.	**K3**

K1 - Remember; **K2** - Understand; **K3** - Apply

Units	Contents	No. of Hours
I	**Prose** Francis Bacon: Of Truth, Of Adversity Oliver Goldsmith: A City Night-Piece Joseph Addison and Sir Richard Steele: Sir Roger at Church, On Giving Advice	**15**
II	**Poetry** William Blake: The Chimney Sweeper Robert Edgar Burns: The Potter William Wordsworth: Ode: Intimations of Immortality (Lines 1-36) Lord Byron: She Walks in Beauty P.B. Shelley: Arethusa, Hymn to Intellectual Beauty. John Keats: *Endymion* Book-I (Lines 1-23)	**15**
III	**Poetry** John Milton: *Paradise Lost* (Book 4)	**15**
IV	**Drama** Christopher Marlowe: *Dr. Faustus*	**15**
V	**Fiction** Jonathan Swift: "Voyage to Lilliput" from *Gulliver's Travels* Charles Dickens: "Recalled to Life" from *A Tale of Two Cities*.	**15**
	Total	**75**

Self Study	Life history of the poet

Textbooks
1. Warren, Robert Penn and Albert Erskine. 1992. *Six Centuries of Great Poetry.* Dell, NewYork.
2. Marlowe, Christopher. 2015 ed. *Dr. Faustus*. Bloomsbury India, New Delhi.
3. Swift, Jonathan, et al.,2019. *Gulliver's Travels*. Oxford University Press, London. 5.Dickens, Charles, 2018. *A Tale of Two Cities*. Om Books International, New Delhi.
4. Milton, John, 2012. *Paradise Lost.* Unique Publishers, New Delhi.

Reference Books
1. Fenton, James. 2004. *An Introduction to English Poetry.* Farrar, Straus and Giroux, New York.
2. Nicoll, Allardyce. 2022. *British Drama*. Doaba Publications, New Delhi.

Web Resources
1. https://link.springer.com/chapter/10.1007/978-1-349-07664-2_5
2.https://milton.host.dartmouth.edu/reading_room/pl/book_4/text.shtml
3.https://www.britannica.com/topic/Doctor-Faustus-play
4.https://literariness.org/2019/04/02/analysis-of-charles-dickenss-novels/
5.https://sites.udel.edu/britlitwiki/drama-in-the-twentieth-century/

**MAPPING WITH PROGRAMME OUTCOMES
AND PROGRAMME SPECIFIC OUTCOMES**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2	3	2	3	3	3	2	3	2	2	3	3	2
CO2	2	3	2	3	2	2	2	3	2	2	2	3	2
CO3	3	3	2	3	3	2	2	3	2	2	3	3	3
CO4	2	3	3	3	2	2	2	3	2	2	2	3	2
CO5	3	3	2	3	3	2	3	3	2	2	3	2	2
TOTAL	12	15	11	15	13	11	11	15	10	10	13	14	11
AVERAGE	2.4	3	2.2	3	2.6	2.2	2.2	3	2	2	2.6	2.8	2.2

3 – Strong, 2- Medium, 1- Low

SEMESTER II
CORE COURSE IV: AMERICAN LITERATURE I

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	CIA	External	Total
								Marks		
EU232CC2	4	1	-	-	5	5	75	25	75	100

Pre-requisite: The basic ideology that different literatures are produced in different countries
Learning Objectives:
1. To examine the growth and development of various genres of American literature.
2. To create a critical aptitude of probing through the famous works in American literature.
Course Outcomes

On the successful completion of the course, student will be able to:	
1	understand the distinct features of American Literature by reading different texts.	**KI, K2**
2	analyze and discuss works of American literature from a range of genres.	**K2**
3	identify relationships between history, culture and their representation in American literature.	**K3**
4	explore distinct literary characteristics of American literature and analyze literary works of eminent American writers.	**K2, K3**
5	analyze and describe about American literature using standard literary terminology and other literary conventions.	**K3**

K1 - Remember; **K2** - Understand; **K3** - Apply

Units	Contents	No. of Hours
I	**Prose** Edgar Allan Poe: The Philosophy of Composition Mark Twain: Advice to Youth Martin Luther King Jr.: I Have a Dream	15
II	**Poetry** Edgar Allan Poe: The Raven Emily Dickinson: Because I Could not Stop for Death Walt Whitman: O! Captain! My Captain! Langston Hughes: Let America be America Again Elizabeth Bishop: Questions of Travel Louise Glück: Vespers	15
III	**Short Story** James Thurber: The Night the Ghost Got In John Steinbeck: The Chrysanthemum Shirley Jackson: The Lottery Sarah Orne Jewett: The White Heron	15
IV	**Fiction** Earnest Hemmingway: *A Farewell to Arms*	15
V	**Drama** Eugene O'Neill: *Emperor Jones* Niel Simon: *The Odd Couple*	15
	Total	75

Self Study	Life history of Martin Luther King Jr.

Textbooks

1. Robert S Levine., et al. *The Norton Anthology of American Literature*. W.W. Norton & Company, 2022.
2. *World Greatest Speeches*, Collectable Edition, FingerPrint Publishing, Nov., 2019.
3. Niel Simon. 1986. *The Odd Couple.* Samuel French, New York.
4. Earnest Hemmingway. 2022. *A Farewell to Arms*. Grapevine India Publishers Pvt. Ltd. New Delhi.
5. Eugine O' Neil. 2000. *Emperor Jones*. Dover Publications, New York.

Reference Books

1. Dickinson, Emily, and Johanna Brownell. Emily Dickinson: Poems. Chartwell Books, 2015.
2. Edgar Allan Poe, et al. 19995. *Poetry for Young People: Edgar Allen Poe.* Sterling Pub. Co., New York.

Web Resources

1. https://emmanuel131321.wixsite.com/mysite-1/single-post/hills-like-white-elephants-ernest-hemingway
2. https://www.poemhunter.com/poem/vespers/
3. https://www.poemhunter.com/poem/questions-of-travel/
4. https://poets.org/poem/let-america-be-america-again
5. https://onlinefreenotes.com/advice-to-youth-isc-11/
6. https://fullreads.com/literature/the-lottery/

MAPPING WITH PROGRAMME OUTCOMES
AND PROGRAMME SPECIFIC OUTCOMES

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	2	3	3	2	3	2	3	2	2	2	3	3
CO2	3	2	3	3	3	2	2	3	2	2	3	3	2
CO3	3	2	3	3	3	2	2	3	2	2	2	3	2
CO4	3	2	3	3	2	2	2	3	2	2	3	2	3
CO5	3	2	3	3	3	2	2	3	2	2	2	2	3
TOTAL	15	10	15	15	13	11	10	15	10	10	12	13	13
AVERAGE	3	2	3	3	2.6	2.2	2	3	2	2	2.4	2.6	2.6

3 – Strong, 2- Medium, 1- Low

SEMESTER II
ELECTIVE COURSE II: HISTORY OF ENGLISH LITERATURE

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EU242EC1	3	1	-	-	3	4	60	25	75	100

Pre-requisite: The basic ideas about the history of England

Learning Objectives:
1. To help students with a survey of the history of English literature from Old English times to the Modern period.
2. To provide them with a look at certain linguistic processes that have contributed to the development of the English language.

Course Outcomes

On the successful completion of the course, student will be able to:		
1	gain extensive insight into the history of English literature, while laying special emphasis on various literary movements, genres and writers that are heldto be the representatives of their times.	**KI & K2**
2	develop a nuanced appreciation of the literary stalwarts of those times.	**K2 & K3**
3	evaluate the way socio-cultural and historical phenomena influence the literary production of a particular period	**K3**
4	familiarize themselves with the socio-cultural ambience and the discursive frameworks of various ages	**K3**
5	gain in-depth understanding on the growth of the English language under the influence of various other languages including Latin and French, besides being mentored in the structural nitty-gritties of the language.	**K3**

K1 - Remember; **K2** - Understand; **K3** - Apply

Units	Contents	No. of Hours
I	Introduction to the History of British Literature - British Poetry, Prose, Drama and Fiction	12
II	**The Renaissance Period (1350 – 1660)** i) An Introduction to Bible Translation: William Tyndale, Myles Coverdale ii) The University Wits: Christopher Marlowe, Robert Greene, Thomas Nashe, John Lyly, Thomas Lodge, George Peele, Thomas Kyd iii) Elizabethan and Jacobean Drama: William Shakespeare, Ben Jonson, John Webster iv) Comedy of Humours: Thomas Dekker, George Chapman	12
III	**The Late Seventeenth and the Eighteenth Centuries (1660 - 1800):** i) Comedy of Manners: Richard Brinsley Sheridan, Oliver Goldsmith ii) Neo-Classicism: Alexander Pope, John Dryden, Jonathan Swift, Daniel Defoe, Samuel Johnson iii) Sentimental and Anti-sentimental Comedies: Richard Steele, Henry Fielding. iv) Pre- Romantics: William Blake, Samuel Taylor Coleridge, William Wordsworth, John Milton	12
IV	**The Victorian Age (1832 - 1901):** i) Pre-Raphaelite Movement: D.G. Rossetti, Christina Rossetti ii) Victorian Poets: Alfred Lord Tennyson, Robert Browning iii) Victorian Novelists - Charles Dickens, Thackeray iv) Impressionistic Writers: Virginia Woolf, James Joyce	12

V	**Well-made Play:** Bernard Shaw and Henrik Ibsen i) Existential Drama: Samuel Beckett, Arthur Miller, ii) Comedy of Menace: Harold Pinter, Edward Albee iii) Kitchen-sink Drama: John Osborne, Arnold Wesker iv) One-act play: Eugene O'Neill, Tennessee Williams	**12**
	Total	**60**

Textbooks

Self-Study	William Congreve, John Ruskin

1. Albert, Edward. 1979. *History of English Literature*. Oxford University Press.
2. Long. William. J. 2015. *English Literature: Its History and its Significance for the Life of the English Speaking World*. Rupa Publications. New Delhi.

Reference Books

1. Greenblatt, Stephen., (2018).*The Norton Anthology of English Literature*. W. W. Norton Company.
2. Mishra, Nidhi. (2019). *History of English Literature*. Peridot Literary Books.
3. Hamilton, I. (ed.). (1994). *The Oxford Companion to Twentieth-Century Poetry in English.* Oxford: Oxford University Press.
4. Parker, P. (ed.). (1995). *The Reader's Companion to Twentieth-Century Writing*. London: Helicon.
5. Fussell, P. (1975).*The Great War and Modern Memory*. Oxford: Oxford UniversityPress.

Web Resources

1. https://elifnotes.com/introduction-history-of-english-literature/
2. https://www.scientific-editing.info/blog/history-of-english-literature/
3. https://literariness.org/2018/07/18/a-brief-history-of-english-literature/
4. https://englishfolder.com/kb/a-brief-history-of-english-literature/
5. https://www.literaturemini.com/2018/08/history-of-english-literature.html

MAPPING WITH PROGRAMME OUTCOMES
AND PROGRAMME SPECIFIC OUTCOMES

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	2	3	3	2	3	2	3	2	2	2	3	3
CO2	3	2	3	3	3	2	2	3	2	2	3	3	2
CO3	3	2	3	3	3	2	2	3	2	2	2	3	2
CO4	3	2	3	3	2	2	2	3	2	2	3	2	3
CO5	3	2	3	3	3	2	2	3	2	2	2	2	3
TOTAL	**15**	**10**	**15**	**15**	**13**	**11**	**10**	**15**	**10**	**10**	**12**	**13**	**13**
AVERAGE	**3**	**2**	**3**	**3**	**2.6**	**2.2**	**2**	**3**	**2**	**2**	**2.4**	**2.6**	**2.6**

3 – Strong, 2- Medium, 1- Low

SEMESTER II
NON MAJOR ELECTIVE NME II: PUBLIC SPEAKING SKILLS

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EU232NM1	**1**	**1**	**-**	**-**	**2**	**2**	**30**	**25**	**75**	**100**

Pre-requisite: Proficiency in written and spoken language.
Learning Objectives:
1.To help them identify and utilize voice aspects of speaking
2. To make them recognize the barriers of listening and speaking and teach the ways to reduce them

Course Outcomes

On the successful completion of the course, student will be able to:		
1	demonstrate an understanding of the principles of public speaking.	**K2**
2	recognize barriers to public speaking and identify how to avoid them.	**K1**
3	understand how to give effective verbal and non-verbal feedback.	**K2, K3**
4	communicate effectively on issues and ideas with a reasonable degree of fluency and accuracy in different social settings.	**K3**
5	practice effective group delivery and speech in formal context.	**K3**

K1 - Remember; **K2** - Understand; **K3** - Apply

Unit	Content	No. of Hours
I	i) Public Speaking- Definition ii) Need for Public Speaking	**6**
II	i) Significance of Public Speaking ii) Essentials of Public Speaking	**6**
III	i) Tips to improve Public Speaking ii) Concepts of Public Speaking	**6**
IV	i) The Seven P's of Public Speaking ii) Principles of Public Speaking	**6**
V	Practice- Public Speaking on any common topic	**6**
	Total	**30**

Self-Study	Public Speaking on any common topic

Reference Books
1. Apple, W. Streeter, L.A. & Krauss, R. M. 1979. *Effects of Pitch and Speech Rate on Personal Attributions*. Journal of Personality and Social Psychology, 715-727.
2. Gamble, Teri Qwal. 2015. *The Public Speaking Playbook*. Sage Publications. London.
3. Lucas, Stephen. E. 1983. *The Art of Public Speaking*. Wyatt North Publishing. LLC.
4. Barton, Kristen. 2019. *Exploring Public Speaking.* 4th Edition. Georgia University Press. US.
5. Acker, Mike. 2015. *Speak with No Fear*. 2nd Edition. Advantage Publishing Group. UK.
Web Resources
1. https://batch.libretexts.org/print/Letter/Finished/socialsci-53260/Full.pdf
2. https://openlibrary.org/books/OL7307288M/The_Art_of_Public_Speaking_ %289th_Edition%29
3. https://www.youtube.com/watch?v=hhbvUZOLTQY
4. https://www.youtube.com/watch?v=HAnw168huqA
5. https://professional.dce.harvard.edu/blog/10-tips-for-improving-your-public-speaking-skills/

MAPPING WITH PROGRAMME OUTCOMES
AND PROGRAMME SPECIFIC OUTCOMES

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2	2	2	2	2	2	2	3	2	2	2	2	2
CO2	2	2	2	2	2	2	2	3	2	2	2	2	2
CO3	3	2	3	3	2	2	2	2	3	2	2	3	3
CO4	2	2	3	3	3	2	2	3	3	2	2	3	3
CO5	2	2	2	2	2	2	2	2	2	2	2	2	3
TOTAL	11	10	12	12	11	10	10	13	12	10	10	12	13
AVERAGE	2.2	2	2.4	2.4	2.2	2	2	2.6	2.4	2	2	2.4	2.6

3 – Strong, 2- Medium, 1- Low

SEMESTER II

SKILL ENHANCEMENT COURSE (SEC I): ENGLISH FOR BUSINESS

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EU232SE1	1	1	-	-	2	2	30	25	75	100

Pre-requisite: Familiarity with the basics of English language

Learning Objectives:

1. To help students learn strategies and practical language to deal with real life situations.
2. To enable them to use language flexibly and express it in the social, professional and academic contexts.

Course Outcomes

On the successful completion of the course, student will be able to:		
1	strengthen their language skills: listening, Speaking, Reading and Writing.	**K3**
2	understand real speech patterns and learn pronunciation technique influent speech	**K2**
3	improve their confidence and learn how to connect with people in English	**K1**
4	develop comprehensive vocabulary in order to improve their way of doingbusiness in English and ultimately, to move towards English proficiency	**K2**
5	learn how to run meetings, deliver presentations, deal with clients andinteract with colleagues	**K3**

K1 - Remember; **K2** - Understand; **K3** - Apply

Units	Contents	No. of Hours
I	Business Communication - Types and Importance Fundamental of Business writing, Types of Business letter, Inquiryletter, complaint letter, Persuasive letter, Proposal, Report Writing.	**6**
II	Employment Messages Writing Resume, Application letter, Writing the opening paragraph, Writing the closing paragraph, summarizing	**6**
III	Spoken skills Conducting Presentation, Oral presentation, Debates, Speeches, Interview, Group Discussion, English Pronunciation,Building Vocabulary.	**6**
IV	**Practice** Receiving and responding to customer feedback Business presentation Interaction between employees and management Video clip for a new product	**6**
V	Writing a Business Memo Mass Marketing Communication (Newsletter) Online Survey on Company Culture Business Meetings	**6**
	Total	**30**

Self Study	Oral Presentation, English Pronunciation

Textbook

Francis Soundararaj. 2006. *Speaking and Writing for Effective Business Communication.* Sharon Educational Assistance, Chennai.

Reference Books

1. Michael Bennie. *A Guide to Good Business Communication*. How To Books Ltd, Oxford.
2. Parson, C.J. and Hughe. 1970. Written Communication for Business Students. Great
        Britain: EArnold Pub.

Web Resources

1. https://studiousguy.com/business-communication
2. How to Make a Video Presentation With Audio in 8 Steps (visme.co)
3.https://ddceutkal.ac.in/sylabus/MA_English/Paper_21.pdf
4. https://www.cloudtalk.io/blog/the-importance-of-business-communication-definition-
    types- and-tips/
5. https://blog.hubspot.com/marketing/email-marketing-examples-list

*Handouts will be distributed to students on the prescribed topics

MAPPING WITH PROGRAMME OUTCOMESAND PROGRAMME SPECIFIC OUTCOMES

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	1	3	2	3	1	2	3	3	3	2	3	1
CO2	3	1	3	2	3	1	2	3	3	3	2	3	1
CO3	3	2	3	3	3	2	3	3	3	3	2	3	1
CO4	3	1	3	3	3	2	2	3	3	3	2	3	1
CO5	3	2	3	3	3	2	2	3	3	3	2	3	1
TOTAL	15	7	15	13	15	8	11	15	15	15	10	15	5
AVERAGE	3	1.4	3	2.6	3	1.6	2.2	3	3	3	2	3	1

3 – Strong, 2- Medium, 1- Low

LIFE SKILL TRAINING I: CATECHISM

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
UG232LC1	**1**	-	-	-	**1**	**1**	**15**	**50**	**50**	**100**

Objectives:
1. To develop human values through value education
2. To understand the significance of humane and values to lead a moral life

	Upon completion of this course the students will be able to	
1	understand the aim and significance of value education	**K1,K2**
2	develop individual skills and act confidently in the society	**K3**
3	learn how to live lovingly through family values	**K3**
4	enhance spiritual values through strong faith in God	**K6**
5	learn good behaviours through social values	**K6**

K1 - Remember **K2**-Understand; **K3**-Apply; **K6**- Create

Units	Contents	No. of Hours
I	**Value Education:** Human Values – Types of Values – Growth – Components – Need and Importance - Bible Reference: Matthew: 5:3-16	**3**
II	**Individual Values: Esther** Vanishing Humanity – Components of Humanity – Crisis – Balanced Emotion – Values of Life - Bible Reference: Esther 8:3-6	**3**
III	**Family Values: Ruth the Moabite** Respecting Parents – Loving Everyone – Confession – True Love Bible Reference: Ruth 2:10-13 **Spiritual Values: Hannah** Faith in God – Wisdom – Spiritual Discipline – Fear in God – Spiritually Good Deeds -Bible Reference: 1 Samuel 1:24-28	**3**
IV	**Social Values: Deborah** Good Behaviour – Devotion to Teachers – Save Nature – Positive Thoughts – The Role of Youth in Social Welfare - Bible Reference: Judges 4:4-9	**3**
V	**Cultural Values**: **Mary of Bethany** Traditional Culture – Changing Culture – Food – Dress – Habit – Relationship – Media – The Role of Youth - Bible Reference: Luke 10:38-42	**3**
	Total	**15**

Textbook

Humane and Values. Holy Cross College (Autonomous), Nagercoil
The Holy Bible

LIFE SKILL TRAINING I: MORAL

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
UG232LM1	1	-	-	-	1	1	30	50	50	100

Objectives:
1. To develop human values through value education
2. To understand the significance of humane and values to lead a moral life

Course Outcomes

Upon completion of this course the students will be able to:	
1	understand the aim and significance of value education	**K1,K2**
2	develop individual skills and act confidently in the society	**K3**
3	learn how to live lovingly through family values	**K3**
4	enhance spiritual values through strong faith in God	**K6**
5	learn good behaviours through social values	**K6**

K1 - Remember **K2**-Understand; **K3**-Apply; **K6**- Create

Units	Contents	No. of Hours
I	**Value Education:** Introduction – Limitations – Human Values – Types of Values – Aim of Value Education – Growth – Components – Need and Importance	3
II	**Individual Values:** Individual Assessment – Vanishing Humanity – Components of Humanity – Crisis – Balanced Emotion – Values of Life.	3
III	**Family Values:** Life Assessment – Respecting Parents – Loving Everyone – Confession – True Love.	3
IV	**Spiritual Values:** Faith in God – Wisdom – Spiritual Discipline – Fear in God – Spiritually Good Deeds.	3
V	**Social Values:** Good Behaviour – Devotion to Teachers – Save Nature – Positive Thoughts – Drug Free Path – The Role of Youth in Social Welfare. **Cultural Values**: Traditional Culture – Changing Culture – Food – Dress – Habit – Relationship – Media – The Role of Youth.	3
	Total	**15**

Textbook

Humane and Values. Holy Cross College (Autonomous), Nagercoil

CORE COURSE V: SAARC LITERATURE

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EU233CC1	4	1	-	-	5	5	75	25	75	100

Pre-requisite: An interest in the writings of the geographically connected nations of the South Asian region.

Learning Objectives

1. To help the students get acquainted with the literatures of the SAARC countries.
2. To enable students to understand and appreciate the cultures, and traditions of the neighbouring countries of India.

Course Outcomes

On the successful completion of the course, students will be able to:		
1	gain knowledge of the historical contexts and events that have shaped the literary landscape within the SAARC nations.	**K1**
2	acquire an understanding of prevalent themes and literary genres found in Literature of the SAARC countries.	**K2**
3	appreciate the writings of the lesser-known writers of the SAARC region.	**K3**
4	develop the ability to critically analyse literary texts of the SAARC countries.	**K4**
5	contribute to research on the literatures of this region	**K4**

K1 - Remember; **K2** - Understand; **K3** – Apply; **K4** - Analyse

Units	Contents	No. of Hours
I	**Prose** Chote Lal Khatri: SAARC Literature in English: An Overview. Malala Yousafzai: Targeted Shashi Tharoor: I Plead that You Read	15
II	**Poetry** Syed Ali Ahsan: My East Bengal Ballav Ishwar: The Hymn of Fire Yasmine Gooneratne: There was a country Kishwar Naheed: I Am Not That Woman	15
III	**Short Story** Moshin Hameed: Of Windows and Doors Basil Fernando: The Wonderful World of Grandpass Mendis. Chitra Banerjee Divakaruni: Clothes	15
IV	**Play** Mahesh Dattani: *Seven Steps Around the Fire*	15
V	**Fiction** Nadia Hashimi: *The Pearl that Broke its Shell*	15
	Total	75

Self-study	Introduction to SAARC Literature

Textbooks

1. Malala Yousafzai, (2014). *The Girl Who Stood Up for Education and Changed the World*. Indigo London.
2. Nadia Hashimi, 2013, *The Pearl that Broke its Shell*. Bloomsbury Press, India.

Reference Books

1. Bhasin, K., Menon, R. and Khan, S.N., "Against All Odd: Essays on Women, Religion and Development from India and Pakistan", Kali for Women, 1997.
2. James Trevor, 1986. *English from the Third World*. Longman Press, London.
3. Joseph Black (Ed),2006. *The Norton Anthology of English Literature*. Volume C Press, New York.
4. Richard Jones (Ed), 2014, *The Last Believer in Words: An Anthology of Poems in Translations from the Pages of Poetry East.* Macmillan Publishers, New Delhi.
5. Narasimhaiah, C D. *Essays in Commonwealth Literature*. Delhi, Pencraft International, 2005.
6. Prasad, S S "Violence, Identity and Narrative: A Quest for Harmony", in R B Singh's (ed.) *Creative Neighbours: SAARC Writings in English*. Kolkata, Maulana Abul Kamal Azad Institute of Asian Studies, 2007.

Web Resources

1. https://rcsact.org/blog/2019/11/23/commonwealth-literature-passages-of-discovery
2. https://xpressenglish.com/our-stories/the-shroud/#the-shroud/2/
3. https://openlibrary.org/
4. https://www.wattpad.com/
5. https://digital.library.villanova.edu/Collection/vudl:24093
6. https://www.researchgate.net/publication/336285435_SAARC_Literature_in_English_An_Overview
7. https://www.theweek.in/columns/shashi-tharoor/2023/11/10/why-higher-level-reading-is-important.html

MAPPING WITH PROGRAMME OUTCOMES
AND PROGRAMME SPECIFIC OUTCOMES

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	3	2	3	3	3	2	3	2	3	3
CO2	3	3	3	3	3	2	3	3	3	3	3	3
CO3	3	2	3	3	3	3	3	3	3	3	3	2
CO4	3	3	2	3	3	3	2	2	2	3	2	3
CO5	3	2	2	2	3	2	2	3	2	3	2	3
TOTAL	15	12	13	13	15	13	13	13	13	14	13	14
AVERAGE	3	2.4	2.6	2.6	3	2.6	2.6	2.6	2.6	2.8	2.6	2.8

3 – Strong, 2- Medium, 1- Low

SEMESTER III
CORE COURSE VI: ENGLISH GRAMMAR AND USAGE

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EU233CC2	4	1	-	-	5	5	75	25	75	100

Pre-requisites
1. Basic knowledge of English grammar
2. An interest in improving language skills

Learning Objectives
1. To learn grammar structures and understand their meaning and usage.
2. To upgrade their ability for functional utilization of the language through the practical application of grammar rules.

Course Outcomes

On the successful completion of the course, students will be able to:		
1	gain proficiency in correct usage of English grammar in writing and speaking	**K1 & K2**
2	use different grammatical structures in sentences and paragraphs	**K3**
3	improve their speaking skill in English both in terms of fluency and comprehensibility	**K3 & K4**
4	enhance their creative ability and professional competency	**K3**
5	demonstrate proficiency in recognising and correcting common grammatical errors	**K5**

K1 - Remember; **K2** - Understand; **K3** – Apply; **K4** – Analyse; **K5** – Evaluate

Units	Contents	No. of Hours
I	Parts of Speech Nouns - Class and Gender & Number and Case Adjectives, Comparison of Adjectives Articles Pronouns – Personal, Reflexive and Emphatic Pronouns – Demonstrative, Indefinite, Interrogative, Distributive and Reciprocal & Relative	15
II	Verbs – Transitive and Intransitive, Active and Passive Voice Verbs – Mood and Tense Concord or Agreement of the Verb with the Subject Non-Finite Verbs Strong and Weak Verbs The Auxiliaries Modal Auxiliaries Adverbs	15
III	Prepositions Conjunctions Interjections Sentence Structure Simple, Compound, Complex and Compound-Complex Sentences Analysis of Simple Sentences	15
IV	Clauses Analysis of Complex Sentences Analysis of Compound and Compound-Complex Sentences	15

	Synthesis of Sentences	
V	Transformation of Sentences Sequence of Tenses and Direct and Indirect Speech Punctuation and Capitals	**15**
	Total	**75**

Self-study	Transformation of sentences

Textbooks

1. David Green, 1971.*Contemporary English Grammar Structures and Composition*, III rd, Macmillan Publishers India Limited, Chennai.

Reference Books

1. Radhakrishna Pillai, 1990. *Emerald English Grammar and Composition*, IInd, Emerald Publishers, Chennai.
2. Raymond Murphy, 1999. *Intermediate English Grammar*, IInd, Cambridge University Press, London.
2. 3.Martin Hewings, 1999. *Advanced English Grammar*, IInd, Cambridge University Press, London.

MAPPING WITH PROGRAMME OUTCOMES
AND PROGRAMME SPECIFIC OUTCOMES

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	1	2	2	3	2	2	2	3	2	2	2	2	2
CO2	1	2	2	3	3	2	2	3	2	2	2	2	2
CO3	3	2	2	3	2	2	2	3	2	3	2	2	2
CO4	3	2	2	3	1	2	2	3	2	2	2	2	2
CO5	3	2	2	3	2	2	2	3	2	3	2	2	2
TOTAL	11	10	10	15	10	10	10	15	10	12	10	10	10
AVERAGE	2.2	2	2	3	2	2	2	3	2	2.4	2	2	2

3 – Strong, 2- Medium, 1- Low

ELECTIVE COURSE III: LITERARY PRACTICES IN ACADEMIC WRITING

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EU233ECI	3	1	-	-	3	4	60	25	75	100

Pre-requisite: Basic reading skills and an interest in academic and creative writing

Learning Objectives:

1. To enable the learners exercise their textual scholarship in academic writing
2. To help the learners prepare effective academic presentations

Course Outcomes

On the successful completion of the course, students will be able to:		
1	identify and define various forms of academic writing	**K1**
2	demonstrate a comprehensive understanding of academic skills	**K2**
3	apply the ability to critically read and write academic English through various reading and writing assignments.	**K3**
4	apply the learnings from this course in the creation of various assignments across courses	**K3**
5	to communicate their interpretations of literary texts effectively	**K4**

K1 - Remember; **K2** - Understand; **K3** – Apply **K4**- Analyse

Units	Contents	No. of Hours
I	The Writing Process- Basics of Writing, Reading: Developing Critical Approaches, Avoiding Plagiarism, Planning Essays, References and Quotations, Combining Sources, Rewriting and Proof reading	12
II	Elements of Writing- Argument and Discussion, Cause and Effect, Comparison, Definitions, Generalisations, Problems and Solutions	12
III	Language Issues- Cohesion, Articles, Numbers, Passive and Active, Punctuation, Style, Time Markers	12
IV	Vocabulary for Writing- Approaches to Vocabulary, Abbreviations, Academic Vocabulary, Synonyms	12
V	Writing Models- Literature Reviews and Book Reviews, Writing Longer Papers, Reports, Writing in Groups	12
	Total	**60**

Self- Study	Problems and Solutions

Textbook

1. Bailey. S. 2015. *Academic Writing: A Handbook for International Students*. Routledge, New York.

Reference Books

1. Murray, N. 2012. *Writing Essays in English Language and Linguistics*. Cambridge University Press, Cambridge.
2. Patricia Prinz, Birna Arnbjörnsdóttir. 2021. *The Art and Architecture of Academic Writing*. John Benjamins Publishing Company, Amsterdam.
3. Swales, J. and C. Feak. 2012. *Academic Writing for Graduate Students: Essential Skills and Tasks.* Michigan University Press, Michigan.

4. Tusting, Karin, et al. 2019. *Academics Writing: The Dynamics of Knowledge Creation.* Taylor & Francis, United Kingdom.
5. Wette, Rosemary. 2020. *Writing Using Sources for Academic Purposes: Theory, Research and Practice*. Taylor & Francis, United Kingdom.

Web Resources
1. https://www.routledge.com/Academic-Writing-A-Handbook-for-International-Students/Bailey/p/book/9781138048744
2. https://edisciplinas.usp.br/pluginfile.php/5760983/mod_resource/content/1/Academic%20Writing%20Bailey%203rd%20Edition.pdf
3. https://dl.icdst.org/pdfs/files/27371961780419d0184b3f4231e54698.pdf

MAPPING WITH PROGRAMME OUTCOMES
AND PROGRAMME SPECIFIC OUTCOMES

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO7
CO1	2	3	2	3	3	3	3	3	2	2	3	3	3
CO2	2	3	2	3	2	2	2	3	2	2	2	3	3
CO3	3	3	2	3	3	2	2	3	2	2	3	2	3
CO4	2	3	3	3	2	2	2	3	2	2	2	3	3
CO5	3	3	2	3	3	2	3	3	2	2	3	2	2
TOTAL	12	15	11	15	13	11	12	15	10	10	13	13	14
AVERAGE	2.4	3	2.2	3	2.6	2.2	2.4	3	2	2	2.6	2.6	2.8

3 – Strong, 2- Medium, 1- Low

SEMESTER III
SKILL ENHANCEMENT COURSE SEC-II: INDIAN AESTHETICS

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EU233SE1	1	1	-	-	2	2	30	25	75	100

Pre-requisite: An understanding of the Indian Knowledge System
Learning Objectives
1. To get familiar with Indian Aesthetics and its theories.
2. To comprehend the theories associated with Indian Aesthetics

Course Outcomes

On the successful completion of the course, students will be able to:		
1	get introduced to Indian aesthetics	**K1**
2	understand how beauty is perceived in the ancient Indian context	**K2**
3	gain insight into the basic Indian Aesthetic theories	**K2**
4	apply the theories to art and literature	**K3**
5	compare Indian Aesthetics with Western Aesthetic	**K4**

K1 - Remember; **K2** - Understand; **K3** – Apply; **K4** – Analyse

Units	Contents	No. of Hours
I	Introduction to Indian Aesthetics	**6**
II	Aesthetics as "Saundarya Sastra"	**6**
III	Place of Beauty in Ancient Literary Works	**6**
IV	Theory of Rasa and Dhvani	**6**
V	The Indian View of Art	**6**
	Total	**30**

Textbook
1. Shyamla Gupta. (1999). Art, Beauty and Creativity: Indian and Western Aesthetics, DK Printworld Ltd, New Delhi.

Reference Books
1. Vidya Niwas Misra, (2008). *Foundations of Indian Aesthetics.* Subi Publications, Gurugram.
2. Mini Chandran and Sreenath V.S, (2020). *An Introduction to Indian Aesthetics: History, Theory, and Theoreticians*. Bloomsbury Academic India, New Delhi.
2. 3. Barlingay S.S, (2016). *A Modern Introduction to Indian Aesthetic Theory.* D.K. Printworld Pvt. Ltd, New Delhi.
3. Tirupati Rao, 2005. *Aesthetics: Modern and Postmodern:* Bharathiya Kala Prakashan, New Delhi.
4. Sreenath V.S Eds. 2023. *Aesthetics in India*. Orient Blackswan Pvt. Ltd, New Delhi.

Web Resources
1. https://medium.com/@ameerasara2000/evolution-of-indian-aesthetics-from-ancient-to-contemporary-art-forms-5358776ee786
2. https://ebooks.inflibnet.ac.in/icp04/chapter/the-rasa-theory-of-bharata/
3. https://www.quora.com/What-are-some-of-the-major-conceptual-texts-on-Indian-aesthetics
4. https://mapacademy.io/article/rasa/ https://www.tutorialspoint.com/rasa-and-its-constituent-elements
5. https://www.caleidoscope.in/featured/rasas-in-bharata-munis-natya-shastra

MAPPING WITH PROGRAMME OUTCOMES
AND PROGRAMME SPECIFIC OUTCOMES

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	3	3	2	1	3	1	3	3	3	3
CO2	3	1	3	3	2	2	3	2	3	3	2	3
CO3	3	1	3	3	2	2	3	2	3	3	2	3
CO4	3	2	3	3	1	2	3	2	3	3	2	3
CO5	3	2	3	3	3	3	3	2	3	3	2	3
TOTAL	15	8	15	15	10	10	15	9	15	15	11	15
AVERAGE	3	2	3	3	2	2	3	2	3	3	2	3

3 – Strong, 2- Medium, 1- Low

SKILL ENHANCEMENT COURSE SEC-III: FITNESS FOR WELLBEING

Course Code	L	T	P	S	Credits	Total Hours	Marks		
							CIA	External	Total
UG23CSE1	1	-	1	-	2	30	25	75	100

Pre-requisites: Basic understanding of health and wellness concepts

Learning Objectives

1. To understand the interconnectedness of physical, mental, and social aspects of well-being, and recognize the importance of physical fitness in achieving holistic health.
2. To develop proficiency in mindfulness techniques, yoga practices, nutritional awareness, and personal hygiene practices to promote overall wellness and healthy lifestyle.

Course Outcomes

On the successful completion of the course, student will be able to:

1	know physical, mental, and social aspects of health	K1
2	understand holistic health and the role of physical fitness.	K2
3	apply mindfulness and yoga for stress management and mental clarity.	K3
4	implement proper personal hygiene practices for cleanliness and disease prevention.	K3
5	evaluate and implement right nutritional choices.	K5

K1-Remember; **K2**-Understand; **K3**-Apply; **K5**-Evaluate

Unit	Contents	No. of Hours
I	**Understanding Health and Physical Fitness** Health – definition- holistic concept of well-being encompassing physical, mental, and social aspects. Physical fitness and its components- muscular strength- flexibility, and body composition. Benefits of Physical Activity- its impact on health and well-being.	6
II	**Techniques of Mindfulness** Mind – Mental frequency, analysis of thought, eradication of worries Breathing Exercises – types and its importance Mindfulness –pain management - techniques for practicing mindfulness - mindfulness and daily physical activities.	6
III	**Foundations of Fitness** Stretching techniques to improve flexibility. Yoga-Definition, yoga poses (asanas) for beginners, Sun Salutations (Surya Namaskar), Yoga Nidra – benefits of yoga nidra.	6
IV	**Nutrition and Wellness** Role of nutrition in fitness - macronutrients, micronutrients - mindful eating practices, balanced diet - consequences of overeating. Components of healthy food. Food ethics.	6
V	**Personal Hygiene Practices** Handwashing- techniques, timing, and importance, oral hygiene- brushing, flossing, and dental care, bathing and showering- proper techniques and frequency, hair care- washing, grooming, and maintaining cleanliness, maintaining personal hygiene, dangers of excessive cosmetic use.	6
	Total	30

Self-study	balance diet and basic excercises

Textbook

Bojaxa A. Rosy and Virgin Nithya Veena. V. 2024. *A Comprehensive Guide to Health, Fitness and Wellbeing*. JE Publications.

Reference Books

1. Arul Raja Selvan S. R, 2022. *Yogasanam and Health Science*. Self publisher.
2. Vision for Wisdom. 2016. *Value Education*. The World Community Service Centre Vethathiri Publications.
3. WCSC – Vision for Wisdom. 2016. *Paper 1: Yoga and Empowerment*. Vazhga Valamudan Offset Printers Pvt Ltd 29, Nachiappa St, Erode.
4. Lachlan Sleigh. 2023. *Stronger Together the Family's Guide to Fitness and Wellbeing*. Self Publisher.
5. William P. Morgan, Stephen E. Goldston. 2013. *Exercise And Mental Health*. Taylor & Francis.

Web Resources

1. https://www.google.co.in/books/edition/Psychology_of_Health_and_Fitness/1lYOAwAABAJ?hl=en&gbpv=1&dq=fitness+for+wellbeing&printsec=frontcover
2. https://www.google.co.in/books/edition/The_Little_Book_of_Active_Wellbeing/aA6SzgEACAAJ?hl=en
3. https://www.google.co.in/books/edition/Physical_Activity_and_Mental_Health/yu96DwAAQBAJ?hl=en&gbpv=1&dq=fitness+for+wellbeing&printsec=frontcover
4. https://www.google.co.in/books/edition/The_Complete_Manual_of_Fitness_and_Well/pLPAXPLIMv0C?hl=en&gbpv=1&bsq=fitness+for+wellbeing&dq=fitness+for+wellbeing&printsec=frontcover
5. https://www.google.co.in/books/edition/The_Wellness_Code/4QGZtwAACAAJ?hl=en

SPECIFIC VALUE-ADDED COURSE: FILM ADAPTATION STUDIES

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EU233V01	2	-	-	-	1	2	30	25	75	100

Prerequisite: A foundational on the basics of film analysis.

Learning Objectives:

1. To demonstrate understanding of key concepts of film adaptation theories.
2. To make use of key narrative elements and concepts to discuss specific examples of film adaptation.

Course Outcomes

On the successful completion of the course, students will be able to:		
1	identify key concepts, terms, and significant works in the field of film adaptation.	**K1**
2	explain the theoretical frameworks and methodologies used in the study of film adaptations.	**K2**
3	apply adaptation theories to analyze specific case studies.	**K3**
4	compare and contrast the narrative and stylistic elements of source texts and their film adaptations.	**K4**
5	critically evaluate the effectiveness and artistic merit of film adaptations.	**K5**

K1 - Remember; **K2** - Understand; **K3** – Apply; **K4** – Analyse; **K5** – Evaluate

Units	Contents	Hours
I	**Introduction** What is Cinema? *A Theory of Adaptation* by Linda Hutcheon - Chapter 1- "Beginning to theorize adaptation"	6
II	**Animation** *The Jungle Book* (2016) directed by Jon Favreau (Adaptation of Rudyard Kipling's *The Jungle Book*)	6
III	**Musical** *My Fair Lady* (1964) directed by George Cukor (Adaptation of G.B.Shaw's *Pygmalion*)	6
IV	**Science Fiction** *War of the Worlds* (2005) directed by Steven Spielberg (Adaptation of H.G. Well's *War of the Worlds*)	6
V	**Detective** *Murder on the Orient Express* (2017) directed by Kenneth Branagh (Adaptation of Agatha Christie's *Murder on the Orient Express*)	6
	Total	30

Films for Suggested Viewing:

1. Western - McKenna's Gold
2. Indian – Satyajit Ray's Pather Panchali
3. Danny Boyle's The Slumdog Millionaire
4. War - James Jones's From Here to Eternity
5. Nonfiction - Margot Lee Shetterly's Hidden Figures
6. Historical Romance- Margaret Mitchell's Gone With the Wind

Reference Books

1. Edgar, R. and Marland, J. 2019. Adaptation for Screenwriters. Bloomsbury Academic.
2. Boozer, J. 2008. Authorship in Film Adaptation. University of Texas Press.
3. Burke, L. 2015. The Comic Book Film Adaptation. The University Press of Mississippi.
4. Cardwell, S. 2002. Adaptation Revisited. Manchester University Press.
5. Cartwell, D. 2012. A companion to Literature, film and adaptation. Wiley-Blackwell.

**MAPPING WITH PROGRAMME OUTCOMES
AND PROGRAMME SPECIFIC OUTCOMES**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	2	2	3	2	2	3	3	2	2	2
CO2	2	3	2	2	3	2	2	3	3	2	2	2
CO3	2	2	3	2	2	2	3	2	3	2	2	2
CO4	2	2	2	2	2	2	2	3	2	2	2	2
CO5	2	2	2	2	2	2	2	3	3	2	2	2
TOTAL	10	11	11	10	12	10	11	14	14	10	10	10
AVERAGE	2	2.2	2.2	2	2.4	2	2.2	2.8	2.8	2	2	2

3 – Strong, 2- Medium, 1- Low

SPECIFIC VALUE-ADDED COURSE: PUBLIC SPEAKING

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EU233V02	2	-	-	-	1	2	30	25	75	100

Prerequisite: A good foundational knowledge on the basics communication skills.

Learning Objectives:
1. To develop students' oral communication skills, confidence and effectiveness in public speaking
2. To deliver persuasive speeches, engage with diverse audiences and manage anxiety associated with public speaking

Course Outcomes

On the successful completion of the course, students will be able to:		
1	understand the principles and techniques of effective public speaking.	**K2**
2	develop and organize persuasive speeches on various topics.	**K3**
3	enhance vocal and non-verbal communication skills.	**K3**
4	analyze and evaluate speeches for content, structure and delivery	**K4**
5	adapt communication strategies to different audiences and contexts	**K4**

K2 - Understand; **K3** – Apply; **K4** – Analyze

Units	Contents	Hours
I	Introduction to Public Speaking – importance of public speaking, Selecting and narrowing speech topics	6
II	Speech Preparation and Organization – organizing speech content using effective outlines, crafting persuasive speeches with clear arguments and evidence	6
III	Delivery skills and Techniques – Vocal techniques – tone, pace and articulation; non-verbal communication – body language, gestures and eye contact	6
IV	Managing Anxiety and Adapting to Audiences – positive self – talk and understanding audience demographics, interests and needs	6
V	Special Types of Speeches – Informative speeches – structure, content and delivery; special occasion – introduction, toasts and eulogies	6
	Total	30

Evaluation
Speech performance evaluations
Participation in class activities and discussions
Peer evaluations
Final speech presentation

Textbook:
Carnegie, Dale. *The Art of Public Speaking*. New Delhi: Prabhat Prakashan Pvt. Ltd. 2020.

Reference Books
1. Fraleigh, Douglas M. and Joseph S. Tuman. *Speak Up!: An Illustrated Guide to Public Speaking*
2. Lucas. Stephen E. *The Art of Public Speaking*

Web Resources
1. https://www.ted.com/talks/amy_cuddy_your_body_language_may_shape_who_you_a re? language=en
2. https://www.ted.com/talks/chris_anderson_ted_s_secret_to_great_public_speaking
3. https://www.ted.com/playlists/574/how_to_make_a_great_presentation

MAPPING WITH PROGRAMME OUTCOMES
AND PROGRAMME SPECIFIC OUTCOMES

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	2	2	3	2	2	3	3	2	2	2
CO2	2	3	2	2	3	2	2	3	3	2	2	2
CO3	2	2	3	2	2	2	3	2	3	2	2	2
CO4	2	2	2	2	2	2	2	3	2	2	2	2
CO5	2	2	2	2	2	2	2	3	3	2	2	2
TOTAL	10	11	11	10	12	10	11	14	14	10	10	10
AVERAGE	2	2.2	2.2	2	2.4	2	2.2	2.8	2.8	2	2	2

3 – Strong, 2- Medium, 1- Low

EU 53

SPECIFIC VALUE-ADDED COURSE: LITERATURE THROUGH VISUAL ARTS

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EU233V03	2	-	-	-	1	2	30	25	75	100

Prerequisite: A foundational knowledge on basic literary analysis and critical thinking skills.

Learning Objectives:
1. To explore the relationship between literature and visual arts
2. To develop skills in creative interpretation

Course Outcomes

On the successful completion of the course, students will be able to:		
1	identify key concepts, artists, and literary works that integrate visual arts and literature.	K1
2	explain the relationship between visual arts and literature in various cultural and historical contexts.	K2
3	apply critical theories to analyze the interplay between visual and literary elements in specific works.	K3
4	compare and contrast different works that blend visual arts and literature, identifying common themes and techniques.	K4
5	critically assess the effectiveness and artistic merit of works that combine literature and visual arts.	K5

K1 - Remember**; K2 -** Understand**; K3 –** Apply**; K4 –** Analyse**; K5 –** Evaluate

Units	Contents	Hours
I	**Poetry** Ann Sexton: The Starry Night Dante Gabriel Rossetti: The Blessed Damozel	6
II	**Poetry** Lord Alfred Tennyson: The Lady of Shallot Adrienne Rich: Diving into the Wreck	6
III	**Fiction** Irving Stone: *Lust for Life*	6
IV	**Fiction** Lewis Carroll: *Alice's Adventures in Wonderland*	6
V	**Fiction** Tracy Chevalier: *Girl with a Pearl Earring*	6
	Total	**30**

Reference Books:
1. Carroll, Lewis. 2000. Alice's Adventures in Wonderland. Ont. :Broadview Press, Peterborough.
2. Chevalier, Tracy. 2018. *Girl with a Pearl Earring*. Harper Collins, New York.
3. Stone, Irving. 1937. L*ust for Life: A Novel of Vincent Van Gogh*., Heritage Press, New York.

Web Resources:
1. https://www.poetryfoundation.org/poems/42565/the-starry-night
2. https://www.gutenberg.org/cache/epub/52695/pg52695-images.pdf
3. https://www.poetryfoundation.org/poems/45359/the-lady-of-shalott-1832
4. https://poets.org/poem/diving-wreck

MAPPING WITH PROGRAMME OUTCOMES
AND PROGRAMME SPECIFIC OUTCOMES

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	2	2	3	2	2	3	3	2	2	2
CO2	2	3	2	2	3	2	2	3	3	2	2	2
CO3	2	2	3	2	2	2	3	2	3	2	2	2
CO4	2	2	2	2	2	2	2	3	2	2	2	2
CO5	2	2	2	2	2	2	2	3	3	2	2	2
TOTAL	10	11	11	10	12	10	11	14	14	10	10	10
AVERAGE	2	2.2	2.2	2	2.4	2	2.2	2.8	2.8	2	2	2

3 – Strong, 2- Medium, 1- Low

EU 55

SELF LEARNING COURSE: RESISTANCE POETRY

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EU233SL1/ EU235SL1	-	-	-	-	**1**	**-**		**25**	**75**	**100**

Pre-requisite: Knowledge of Different literatures

Learning Objectives

1. To get introduced to resistance literature
2. To understand the causes and effects of resistance through poetry

Course Outcomes

On the successful completion of the course, students will be able to:		
1	get knowledge of how literature textualizes resistance	**K1**
2	understand how writers view resistance	**K2**
3	analyse literatures that has recorded resistance	**K2**
4	compare the literatures of different regions that deal with resistance	**K3**
5	compare Indian resistance with resistance in other countries	**K4**

K1 - Remember; **K2** - Understand; **K3** – Apply; **K4** – Analyse

Units	Contents
I	Maya Angelou: Caged Bird
II	Denise Levertov: Making Peace
III	Kamala Das: An Introduction
IV	Zbigniew Herbert: The Envoy of Mr. Cogito
V	Jill Mcdonough: Dear Gaybashers

Text & Reference

1. https://www.poetryfoundation.org/collections/101581/poems-of-protest-resistance-and-empowerment

Web Resources

1. https://udayton.edu/magazine/2022/12/poetry-of-resistance.php
2. https://poetryinvoice.ca/read/mixtapes/poetry-resistance
3. https://sshankar.net/tag/resistance-literature/

MAPPING WITH PROGRAMME OUTCOMES
AND PROGRAMME SPECIFIC OUTCOMES

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	2	2	3	2	2	3	3	2	2	2
CO2	2	3	2	2	3	2	2	3	3	2	2	2
CO3	2	2	3	2	2	2	3	2	3	2	2	2
CO4	2	2	2	2	2	2	2	3	2	2	2	2
CO5	2	2	2	2	2	2	2	3	3	2	2	2
TOTAL	10	11	11	10	12	10	11	14	14	10	10	10
AVERAGE	2	2.2	2.2	2	2.4	2	2.2	2.8	2.8	2	2	2

3 – Strong, 2- Medium, 1- Low

CORE COURSE VII: WORLD LITERATURE IN TRANSLATION

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EU234CC1	4	1	-	-	5	5	75	25	75	100

Pre-requisites: Knowledge of major literary movements and genres across different cultures.

Learning Objectives

1. To gain an understanding of human experience from different parts of the world.
2. To analyse and interpret works of literature from various cultures, recognising the unique stylistic, thematic and cultural elements.

Course Outcomes

	On the successful completion of the course, students will be able to:	
1	know the importance of world literature	**K2**
2	work in various fields of translation studies, comparative literature and world literature	**K3**
3	challenge the hegemony of English in world literature	**K3**
4	acquire historical and cultural knowledge of the past	**K4**
5	develop critical thinking by being exposed to original ideas and philosophies	**K6**

K2 - Understand; **K3** – Apply; **K4** – Analyse; **K6** – Create

Units	Contents	No. of Hours
I	**Introduction** What is World Literature? The Influence of World Literature Nature and Scope of Translation Problems in Translation Translation Theories	15
II	**Poetry** Pablo Neruda: If You Forget me Johann Wolfgang Von Goethe: The Reunion Tao Yuanming: Returning to Live in the Country Bertolt Brecht: The Burning of the Book	15
III	**Short Story** Fyodor Dostoyevsky: A Christmas Tree and a Wedding Gabriel Garcia Marquez: A Very Old Man with Enormous Wings Alexander Pushkin: The Blizzard	15
IV	**Drama** Ngugiwa Thiong'o: *I Will Marry When I Want*	15
V	**Fiction** Liu Xinwu: *The Wedding Party*	15
	Total	75

Self-study	The background study of the author.

Textbooks

1. Ngũgĩ wa Thiong'o, 1982. *I Will Marry When I Want*. Heinemann, Nairobi.
2. Liu Xinwu. (2021). *The Wedding Party*. Amazon Publishing, Washington.
3. Bassnett, Susan. 2002. Translation Studies. London: Routledge.

Reference Books
1. Russell D. A. and Michael Winterbottom. Classical Literary Criticism, University of Oxford, 2015.
2. Wa Thiong'o, Ngugi; Ngugi wa Mirii (1980). *I Will Marry When I Want*. Heinemann Educational Books.

Web Resources
1. https://www.youtube.com/watch?v=qXiP2MO01kg
2. https://www.berfrois.com/2013/12/two-christmas-short-stories-fyodor-dostoyevsky/
3. https://www.poetrynook.com/poem/returning-live-country
4. https://www.enotes.com/topics/blizzard-alexander-pushkin
5. https://www.marxists.org/archive/tolstoy/1886/the-repentant-sinner.html

MAPPING WITH PROGRAMME OUTCOMES
AND PROGRAMME SPECIFIC OUTCOMES

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	2	2	2	1	1	2	3	1	3	2
CO2	3	3	3	2	2	2	2	1	3	2	2	2
CO3	2	3	3	2	2	2	2	2	3	2	2	2
CO4	3	2	3	1	1	2	2	2	3	2	2	2
CO5	2	2	3	2	3	3	3	2	3	3	2	2
TOTAL	12	13	14	9	10	10	10	9	15	10	11	10
AVERAGE	2	3	3	2	2	2	2	2	3	2	2	2

3 – Strong, 2- Medium, 1- Low

CORE COURSE VIII: PARTITION LITERATURE

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EU234CC2	4	1	-	-	5	5	75	25	75	100

Pre-requisite: A foundational understanding of the historical events surrounding the partition of countries.

Learning Objectives

1. To impart the learners with the knowledge of the historical, cultural, and political contexts surrounding partition literature
2. To gain insights into the complexities of identity, belonging, and displacement that are associated with partition.

Course Outcomes

On the successful completion of the course, students will be able to:		
1	understand the historical, social, and cultural contexts surrounding the partition.	**K1, K2**
2	apply comparative analysis of partition literature written across the borders.	**K3**
3	analyze and interpret literary texts related to the partition.	**K4**
4	discuss the representation of gender, religion, and ethnicity in partition literature.	**K4**
5	evaluate the relevance and significance of partition literature in the contemporary society.	**K5**

K1 – Remember; **K2** - Understand; **K3** – Apply; **K4** – Analyse; **K5** – Evaluate

Units	Contents	No. of Hours
I	**Prose** Rituparna Roy: Theories of Partition - why/when/ironies; Historiography of Partition Ritu Menon and Kamla Bhasin: Speaking for Themselves: Partition History, Women's Histories	**15**
II	**Poetry** Faiz Ahmad Faiz: The Dawn of Freedom Amrita Pritam: Ode to Waris Shah Agha Shahid Ali: By the Waters of Sind W.H. Auden: Partition	**15**
III	**Short Stories** Lalithambika Antharjanam: A Leaf in the Storm Dibyendu Palit-: Alam's Own Home Toba Tek Singh: Saadat Hasan Manto Rajinder Singh Bedi: Lajwanti	**15**
IV	**Fiction** Khushwant Singh: *Train to Pakistan*	**15**
V	**Drama** Asif Currimbhoy: *Goa*	**15**
	Total	**75**

Self-study	History of Partition.

Textbooks

1. Khushwant Singh, 1956. *Train to Pakistan,* Tara Publications, New Delhi.
2. Asif Currimbhoy, (1993). *Goa*, 1988. Harrow, England.

Reference Books

1. Ritu Menon and Kamla Bhasin, 1998. "Speaking for Themselves: Partition History, Women's Histories" from *Borders and Boundaries*, Kali for Women, New Delhi.
2. Lalithambika Antherjanam, 1941. *A Leaf in the Storm,* John Day Company, USA.
3. Rajinder Singh Bedi, 2016. *Lajwanti,* Lok Sahit Prakashan, Punjab.
4. Rituparna Roy, (2010). *South Asian Partition Fiction in English from Khushwant Singh to Amitav Ghosh*, Amsterdam UP, Amsterdam.

Web Resources

1. https://www.scribd.com/document/444314457/Lalithambika-Antherjanam-A-Leaf-in-the-Storm.
2. https://www.scribd.com/document/325982821/Lajwanti-by-Rajinder-Singh-Bedi

MAPPING WITH PROGRAMME OUTCOMES
AND PROGRAMME SPECIFIC OUTCOMES

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	2	2	3	2	2	3	3	2	2	2
CO2	2	3	2	2	3	2	2	3	3	2	2	2
CO3	2	2	3	2	2	2	3	2	3	2	2	2
CO4	2	2	2	2	2	2	2	3	2	2	2	2
CO5	2	2	2	2	2	2	2	3	3	2	2	2
TOTAL	10	11	11	10	12	10	11	14	14	10	10	10
AVERAGE	2	2.2	2.2	2	2.4	2	2.2	2.8	2.8	2	2	2

3 – Strong, 2- Medium, 1- Low

ELECTIVE COURSE IV: JOURNALISM IN THE DIGITAL AGE

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EU234EC1	3	1	-	-	3	4	60	25	75	100

Pre-requisite: Knowledge of the functioning of the print and online media

Learning Objectives

1. To provide the basic knowledge of journalism and mass media and to cultivate the skills of writing for the print and electronic media.
2. To develop competency in the students to pursue a career in the Media Industry.

Course Outcomes

Upon completion of this course, the students will be able to:		
1	know the ethics of journalism	K1
2	understand the stages of work involved in gathering and editing news	K2
3	get familiar with the art of interviewing	K2
4	develop the language skills necessary for print and digital media	K3
5	get the opportunity to work in the print or media	K3

K1 – Remember; **K2** - Understand; **K3** – Apply

Units	Contents	No. of Hours
I	**Mass Communication in Digital Age:** Online Media and Journalism, Online Newspapers, Online Television, Weblogs	12
II	**Basic News Stories:** Determining what is News, Print New Stories, Writing an Inverted Pyramid Story, Observing Style and Other Technicalities, Writing for Online Newspapers, Three Basic Hard News Stories, Including a Chronological Narrative, A worthwhile effort	12
III	**Basics of Writing and Editing:** Writing Effectively, Principles of Standard Usage, Principle of Simple Language, Principles of Meaningful Language, Principle of Inclusive Language, Professional Writing Style	12
IV	**Mobile Journalism:** What is Mobile Journalism? Tools and Accessories, Production Aspects of Mobile Journalism, Challenges of Mobile Journalism, Ethical Issues in Mobile Journalism	12
V	**Ethical Issues of Modern Journalism:** Changing Media Ethics, Impact of Modern Technology, Impact of Commercialization, Digital Divide, Freedom of Press, Self-Governance	12
	Total	60

Self-Study	Writing for Online Newspaper

Textbooks

1. Richard Whitaker W, et al, 2009. Media Writing: Pring, Broadcast, and Public Relations, (3rd Edition), Routledge, New York.
2. Sharma S. C and Sweta Bakshi. (2009). *Modern Journalism and Mass communication*. New Delhi: A. K. Publications.

Reference Books

1. Keval Kumar J. (2007). *Mass Communication in India*. New Delhi: Jaico Publication.
2. Rangaswami Parthasarathy. (1997). *Journalism in India*. New Delhi: Sterling Publishers.
3. Abay Chawla, 2021. New Media and Online Journalism: Handbook for Media Studies.Pearson Education, London.

4. Singh P.P. (1998). *News Reporting and Editing*. New Delhi: Anmol publication.

Web Resources

1. Chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.ojcmt.net/download/journalism-in-the-age-of-digital-technology.pdf
2. https://ohiostate.pressbooks.pub/stratcommwriting/chapter/media-writing-skills/
3. https://ethics.journalism.wisc.edu/resources/digital-media-ethics/
4. https://paragonusa.com/for-candidates/candidate-resources/art-interviewing/
5. https://www.victimprovidersmediaguide.com/types.html

**MAPPING WITH PROGRAMME OUTCOMES
AND PROGRAMME SPECIFIC OUTCOMES**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	2	2	3	2	2	3	3	2	2	2
CO2	2	3	2	2	3	2	2	3	3	2	2	2
CO3	2	2	3	2	2	2	3	2	3	2	2	2
CO4	2	2	2	2	2	2	2	3	2	2	2	2
CO5	2	2	2	2	2	2	2	3	3	2	2	2
TOTAL	10	11	11	10	12	10	11	14	14	10	10	10
AVERAGE	2	2.2	2.2	2	2.4	2	2.2	2.8	2.8	2	2	2

3 – Strong, 2- Medium, 1- Low

SKILL ENHANCEMENT COURSE SEC IV: DIGITAL FLUENCY

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
UG23CSE2	2	-	-	-	2	2	30	50	50	100

Pre-requisite: Basic computer knowledge

Learning Objectives:

1. To provide a comprehensive suite of productivity tools that enhance efficiency
2. To build essential soft skills that are needed for professional success.

Course Outcomes

On the successful completion of the course, students will be able to:		
1	work with text, themes and styles	**K1**
2	produce a mail merge	**K2**
3	secure information in an Excel workbook	**K2**
4	perform documentation and presentation skills	**K2, K3**
5	add special effects to slide transitions	**K3**

K1 - Remember; **K2** - Understand; **K3** – Apply

Units	Contents	No. of Hours
I	**Microsoft Word 2010:** Starting Word 2010 - Understanding the Word Program Screen - Giving Commands in Word - Using Command Shortcuts – Document: Creating - Opening - Previewing - Printing and Saving. Getting Started with Documents: Entering and Deleting Text - Navigating through a Document - Viewing a Document. Working with and Editing Text: Spell Check and Grammar Check- Finding and Replacing Text - Inserting Symbols and Special Characters – Copying, Moving, and Pasting Text.	6
II	**Formatting Characters and Paragraphs**: Changing Font Type, Font Size, Font Color, Font Styles and Effects, Text Case, Creating Lists, Paragraph Alignment, Paragraph Borders and Shadings, Spacing between Paragraphs and Lines. Formatting the Page: Adjusting Margins, Page Orientation and Size, Columns and Ordering, Headers and Footers, Page Numbering. Working with Shapes, Pictures and SmartArt: Inserting Clip Art, Pictures and Graphics File, Resize Graphics, Removing Picture's Background, Text Boxes, Smart Art, Applying Special Effects. Working with Tables: Create Table, Add and delete Row or Column, Apply Table Style - Working with Mailings.	6
III	**Microsoft Excel 2010:** Creating Workbooks and Entering Data: Creating and Saving a New Workbook - Navigating the Excel Interface, Worksheets, and Workbooks - Entering Data in Worksheets - Inserting, Deleting, and Rearranging Worksheets. Formatting Worksheets: Inserting and Deleting Rows, Columns and Cells - Formatting Cells and Ranges - Printing your Excel Worksheets and Workbooks. Crunching Numbers with Formulas and Functions: Difference between Formulae and Functions - Applying Functions. Creating Powerful and Persuasive Charts: Creating, Laying Out, and Formatting a Chart.	6
IV	**Microsoft PowerPoint 2010:** Creating a Presentation - Changing the Slide Size and Orientation - Navigating the PowerPoint Window - Add content to a Slide - Adding, Deleting, and Rearranging Slides - Using views to work on Presentation. Creating Clear and Compelling Slides: Planning the Slides in Presentation - Choosing Slide Layouts to Suit the Contents - Adding Tables, SmartArt, Charts, Pictures, Movies, Sounds, Transitions and Animations - Slideshow.	6

V	**Digital Platforms:** Graphic Design Platform: Canva - Logo Making, Invitation Designing. E-learning Platform: Virtual Meet – Technical Requirements, Scheduling Meetings, Sharing Presentations, Recording the Meetings. Online Forms: Creating Questionnaire, Publishing Questionnaire, Analyzing the Responses, Downloading the Response to Spreadsheet.	**6**
	Total		**30**

Self-study	Parts of a computer and their functions

Textbook

Anto Hepzie Bai J. & Divya Merry Malar J.,2024, Digital Fluency, Nanjil Publications, Nagercoil.

Reference Books

1. Steve Schwartz, 2017, *Microsoft Office 2010 for Windows,* Peachpit Press.

2. Ramesh Bangia, 2015, Learning Microsoft Office 2010, Khanna Book Publishing Company.

3. Bittu Kumar, 2018, *Mastering MS Office*, V & S Publishers.

4. James Bernstein, 2020, *Google Meet Made Easy*, e-book, Amazon.

5. Zeldman, Jeffrey, 2005, *Web Standards Design Guide*, Charles River Media.

Web Resources

1. https://www.youtube.com/watch?v=oocieLn6umo

2. https://www.youtube.com/watch?v=pPSwbK4_GdY

3. https://www.youtube.com/watch?v=DKAiSDhU4To

4. https://www.youtube.com/watch?v=sbeyPahs-ng

5. https://www.youtube.com/watch?v=fACEzzmXelY

ENVIRONMENTAL STUDIES

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
UG234EV1	2	-	-	-	2	2	30	25	75	100

Pre-requisite: Interest to learn about nature and surrounding.

Learning Objectives

    1.To know the different types of pollutions, causes and effects

    2.To understand the importance of ecosystem, resources and waste management

Course Outcomes

On the successful completion of the course, students will be able to:	
1.	know the different kinds of resources, pollution and ecosystems	K1
2.	understand the biodiversity and its constituents	K2
3.	use the methods to control pollution and, to conserve the resources and ecosystem	K3
4.	analyse the factors behind pollution, global warming and health effects for sustainable development	K4
5.	evaluate various water, disaster and waste management systems	K5

K1 - Remember; **K2** - Understand; **K3** – Apply; **K4** - Analyse; **K5** – Evaluate

Units	Contents	No. of Hours
I	**Nature of Environmental Studies** Multidisciplinary nature of environmental studies- scope of environmental studies - environmental ethics-importance- types- natural resources - renewable and non-renewable resources – forest, land, water and energy resources.	6
II	**Biodiversity and its Conservation** Definition: genetic, species of biodiversity - biodiversity hot-spots in India - endangered and endemic species of India – Red Data Book - In-situ and Ex-situ conservation of biodiversity. Ecosystem- types - structure and function - food chain - food web- ecological pyramids- forest and pond ecosystems.	6
III	**Environmental Pollution** Pollution - causes, types and control measures of air, water, soil and noise pollution. Role of an individual in prevention of pollution. Solid waste management: Causes, effects and control measures of urban and industrial wastes. Disaster management– cyclone, flood, drought and earthquake.	6
IV	**Environmental Management and Sustainable Development** From unsustainable to sustainable development -Environmental Law and Policy – Objectives; The Water and Air Acts-The Environment Protection Act - Environmental Auditing-Environmental Impact Assessment-Life Cycle Assessment- Human Health Risk Assessment, Water conservation, rain water harvesting, watershed management.	6
V	**Social Issues and the Environment** Population explosion-impact of population growth on environment and social environment. Women and Child Welfare, Role of information technology in environment and human health. Consumerism and waste products. Climate change - global warming, acid rain and ozone layer depletion. **Field work:** Address environmental concerns in the campus (or) Document environmental assets- river / forest / grassland / hill / mountain in the locality (or) Study a local polluted site-urban / rural / industrial / agricultural area.	6
	Total	30

| Self-study | Pollutants, Ecosystems and Resources |

Textbook

Punitha A and Gladis Latha R, 2024. Fundamentals of Environmental Science.

Reference Books

1. Agarwal, K.C., 2001. *Environmental Biology*, Nidi Publishers. Ltd. Bikaner.
2. Brunner R.C., 1989, *Hazardous Waste Incineration*, McGraw Hill Ltd.
3. Gorhani, E & Hepworth, M.T. 2001. *Environmental Encyclopedia*, Jaico Publ. House, Mumbai.
4. De A.K.,2018. *Environmental Chemistry*, Wiley Eastern Ltd.
5. Gleick, H.P. 1993. *Water in crisis*, Pacific Institute for Studies Oxford Univ. Press.

Web Resources

1.https://www.sciencenews.org/topic/environment

2.https://news.mongabay.com/2024/05/

3. https://www.sciencedaily.com/news/earth_climate/environmental_issues/

4.https://wildlife.org/rising-oryx-numbers-may-distress-new-mexico-ecosystem/

5. https://phys.org/news/2024-02-global-wild-megafauna-ecosystem-properties.html

LIFE SKILL TRAINING II: CATECHISM

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
UG234LC1	1	-	-	-	1	1	15	50	50	100

Learning Objectives:

1. To develop human values through value education
2. To understand the importance of personal development to lead a moral life

Course Outcomes

	Upon completion of this course the students will be able to	
1	know and understand the aim and importance of value education	K1, K2
2	get rid of inferiority complex and act confidently in the society	K3
3	live lovingly by facing loneliness and make decisions on their own	K3
4	develop human dignity and able to stand bravely in adversity	K6
5	learn unity in diversity and grow in a life of grace	K6

K1 - Remember **K2**-Understand; **K3**-Apply; **K6**- Create

Units	Contents	No. of Hours
I	**Face Loneliness:** Loneliness – Causes for Loneliness – Loneliness in Jesus Christ Life – Ways to Overcome Loneliness – Need and Importance Bible Reference: Matthew: 6:5-6	3
II	**Inferiority Complex:** Inferiority Complex - Types – Ways to Get Rid of Inferiority Complex – Words of Eric Menthol – Balanced Emotion – Jesus and his Disciples. Bible Reference: Luke 8:43-48	3
III	**Decision Making:** Importance of Decision Making – Different Steps – Search – Think – Pray – Decide- Jesus and his Decisions Bible Reference: Mathew 7:7-8 **Independent:** Freedom from Control – Different Types of Freedom - Jesus the Liberator Bible Reference: Mark 10:46-52	3
IV	**Human Dignity:** Basic Needs – Factors that Degrade Human Dignity – How to Develop Human Dignity. Bible Reference: Luke 6:20-26 **Stand Bravely in Adversity:** Views of Abraham Maslow – Jesus and his Adversity. Bible Reference: Luke 22:43	3
V	**Unity in Diversity:** Need for Unity – The Second Vatican Council on the Mission of Christian Unity. Bible Reference: I Corinthians 1:10 **To Grow in a Life of Grace:** Graceful Life – View of Holy Bible – Moses – Amos – Paul – Graceful Life of Jesus Bible Reference: Amos 5:4	3
	TOTAL	15

Textbooks

Valvukku Valikattuvom, Christian Life Committee, Kottar Diocese
The Holy Bible

LIFE SKILL TRAINING II: MORAL

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
UG234LM1	1	-	-	-	1	1	15	50	50	100

Learning Objectives:

1. To cultivate human values through value education
2. To comprehend the importance of humane and morals to lead ethical and moral life.

Course Outcome

Upon completion of this course the students will be able to	
1	know the significance of life	**K1**
2	understand the importance of self-care	**K2**
3	realise the duty of youngsters in the society and live up to it	**K3**
4	analyse how to achieve success in profession	**K4**
5	develop mystical values by inculcating good thoughts	**K5**

K1 - Remember; K2 - Understand; K3 – Apply; K4 - Analyse; K5 – Evaluate

Unit	Contents	No. of Hours
I	**Edu Care:** Introduction- -Personal Care-Temple of Mind-Emotional stability- Inner views- Internal and external Beauty- Life is a Celebration	3
II	**Self-care:** Self- discipline- Selfishness in doing good things- Adolescence stage- What am I? - Self-esteem- Self-Confidence- Respect for womanhood	3
III	**Profession based Values:** Time Management-Continuous effort- What next? –Present moment is yours, Hard work and Smart Work-Broad view- destruct your failures	3
IV	**Mystical Values:** Thoughts- Positive and negative thoughts- Origin of negative thoughts-Moralisation of needs- Elimination of obstacles	3
V	**Society and you:** Knowing Humanity-Thankfulness- love and happiness- Honesty- Heroism -Youth is gift of God-Youngsters in politics and social media utilization.	3
TOTAL		**15**

Text Book

"Munaetrathin Mugavari", G. Chandran, Vaigarai Publisher

SELF LEARNING COURSE: GOTHIC FICTION

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EU234SL1/EU236SL1	-	-	-	-	1	-		25	75	100

Prerequisite: Basic knowledge on the English language and Literature

Learning Objectives

1. Evaluate the psychological, social, and political implications of Gothic literature, examining how themes of power, identity, gender, class, and race are explored and represented in Gothic texts
2. Analyze and interpret Gothic texts within their historical, cultural, and literary contexts, recognizing how factors such as the Enlightenment, Romanticism, industrialization, and social upheaval influenced the development of the genre.

Course Outcomes

On the successful completion of the course, students will be able to:		
1	analyze the thematic elements of Gothic fiction.	**K4**
2	compare and contrast different subgenres and variations of Gothic literature.	**K4**
3	engage critically with secondary scholarship on Gothic literature.	**K4**
4	evaluate the historical and cultural contexts that gave rise to the Gothic genre.	**K5**
5	examine the narrative techniques and literary devices employed in Gothic fiction	**K5**

K4 – Analyse; **K5** – Evaluate

Units	Contents
I	Mary Shelley: *Frankenstein*
II	Charlotte Brontë: *Jane Eyre*
III	Oscar Wilde: *The Picture of Dorian Gray*
IV	Ann Radcliffe: *The Mysteries of Udolpho*
V	Jane Austen: *Northanger Abbey*

Textbooks

1. Mary Shelley, 2018. *Frankenstein*, Oxford University Press, London.
2. Charlotte Brontë, 2006. *Jane Eyre*, Penguin Classics, UK.
3. Oscar Wilde, 2001. *The Picture of Dorian Gray*, Rupa & Co, Kolkata.
4. Ann Radcliffe, 2001. *The Mysteries of Udolpho*, Penguin Classics, UK.
5. Jane Austen, 2003. *Northanger Abbey*, Penguin Classics, UK.

MAPPING WITH PROGRAMME OUTCOMES
AND PROGRAMME SPECIFIC OUTCOMES

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	2	2	3	2	2	3	3	2	2	2
CO2	2	3	2	2	3	2	2	3	3	2	2	2
CO3	2	2	3	2	2	2	3	2	3	2	2	2
CO4	2	2	2	2	2	2	2	3	2	2	2	2
CO5	2	2	2	2	2	2	2	3	3	2	2	2
TOTAL	10	11	11	10	12	10	11	14	14	10	10	10
AVERAGE	2	2.2	2.2	2	2.4	2	2.2	2.8	2.8	2	2	2

3 – Strong, 2- Medium, 1- Low

SEMESTER V
CORE COURSE IX: AUTHORS IN FOCUS

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EU235CC1	4	1	-	-	4	5	75	25	75	100

Pre-requisite: Students should have a foundational understanding of literary genres, key literary movements and historical and cultural contexts influencing contemporary literature.

Learning Objectives

1. To explore the contributions of key literary authors across genres and time periods.
2. To understand how social, cultural, and political factors influenced their writing and critically analyze the selected works and evaluate their impact on literature.

Course Outcomes

On the successful completion of the course, students will be able to:		
1	identify key themes, styles, and techniques used by major literary authors.	**K1, K2**
2	analyze the socio-historical background that shaped their works.	**K3**
3	apply critical theories to interpret and evaluate texts.	**K4**
4	compare different authors' perspectives and contributions to literature.	**K4**
5	develop independent critical arguments through writing and discussion.	**K5**

K1 – Remember; **K2** - Understand; **K3** – Apply; **K4** – Analyse; **K5** – Evaluate

Units	Contents	No. of Hours
I	**Prose** Amitav Ghosh: The Ghosts of Mrs. Gandhi Arundhati Roy: Come September (13 pages) Zadie Smith: Speaking in Tongues (1-5)	**15**
II	**Poetry** Derek Walcott: Love After Love Seamus Heaney: Digging Jayanta Mahapatra: Hunger Tracy K Smith: The Good Life Meena Kandasamy: Touch	**15**
III	**Short Stories** Alice Munro: Runaway Haruki Murakami: Barn Burning Jhumpa Lahiri: A Temporary Matter Chimamanda Ngozi Adichie: The Thing Around Your Neck	**15**
IV	**Fiction** Kazuo Ishiguro – *Never Let Me Go*	**15**
V	**Drama** Lynn Nottage - *Ruined*	**15**
	Total	**75**

Self-study	Thematic Analysis of *Never Let Me Go*

Textbooks

1. Ishiguro, Kazuo. *Never Let Me Go*. Faber & Faber, 2005.
2. Lahiri, Jhumpa. *Interpreter of Maladies*. HarperCollins India, 1999.
3. Nottage, Lynn. *Ruined.* Theatre Communications Group, 2009.

Reference Books

1. Heaney, Seamus. *Opened Ground: Selected Poems 1966-1996*. Faber & Faber, 1998.
2. Smith, Tracy K. *Life on Mars: Poems*. Graywolf Press, 2011.

Web Resources

1. https://amitavghosh.com/other-works-contributions/essays-and-posts/the-ghosts-of-mrs-gandhi/
2. https://harrell101.wordpress.com/wp-content/uploads/2018/08/speaking-in-tongues-pdf.pdf
3. https://archive.org/details/come-september/page/12/mode/2up
4. https://www.poetryfoundation.org/poems/47555/digging
5. https://ayuwrites545.medium.com/hunger-by-jayanta-mahapatra-summary-analysis-b607125a2cd4
6. https://www.newyorker.com/magazine/2003/08/11/runaway-4
7. http://www.mrflamm.com/uploads/2/2/0/0/2200902/barnburningbyharukimurakami.pdf
8. https://www.poetryfoundation.org/poems/56376/the-good-life
9. https://poems.com/poem/love-after-love/
10. https://www.poetrynook.com/poem/touch-2

MAPPING WITH PROGRAMME OUTCOMES
AND PROGRAMME SPECIFIC OUTCOMES

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	2	2	3	2	2	3	3	2	2	2
CO2	2	2	2	2	2	2	2	3	2	2	2	2
CO3	2	2	3	3	2	2	3	2	2	3	2	2
CO4	2	2	2	2	2	2	2	2	2	2	2	2
CO5	2	2	2	3	2	2	2	3	3	2	2	2
TOTAL	10	10	11	12	11	10	11	13	12	11	10	10
AVERAGE	2	2	2.2	2.4	2.2	2	2.2	2.6	2.4	2.2	2	2

3 – Strong, 2- Medium, 1- Low

SEMESTER V
CORE COURSE X: VOICES OF WOMEN WRITERS

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EU235CC2	**4**	**1**	**-**	**-**	**4**	**5**	**75**	**25**	**75**	**100**

Pre-requisite: A foundational understanding of the key feminist concepts such as gender roles, the social construction of identity, intersectionality, and the historical contexts that have influenced women's writing.

Learning Objectives

1. To gain insight into the unique perspectives and challenges women face across different historical and social contexts.
2. To help students critically interpret and appreciate the complex layers of meaning in works by women writers.

Course Outcomes

	On the successful completion of the course, students will be able to:	
1	identify key themes, literary techniques, and historical influences in the works of women writers	**K1**
2	explain how gender, culture, and social structures shape the narratives of women writers	**K2**
3	apply feminist theories to analyze and interpret selected literary texts	**K3**
4	compare and critique the representation of women's voices across different genres, periods and cultural contexts	**K4**
5	develop the skills to evaluate the literary merits of women writers	**K5**

K1 – Remember; **K2** - Understand; **K3** – Apply; **K4** – Analyse; **K5** – Evaluate

Units	Contents	No. of Hours
I	**Prose** Virginia Woolf: Chapter 1 from *A Room of One's Own* (pages 1-13) Elaine Showalter: Towards a Feminine Poetics (pages 14-26)	**15**
II	**Poetry** Kamala Das: The Old Playhouse Maya Angelou: On the Pulse of Morning Sylvia Plath: Lady Lazarus Taslima Nasrin: A Letter to My Mother	**15**
III	**Short Stories** Margaret Laurence: A Gourdful of Glory Flannery O'Connor: A Good Man is Hard to Find Bama: The Verdict	**15**
IV	**Fiction** Alice Walker: *The Color Purple*	**15**
V	**Drama** Manjula Padmanaban: *Harvest*	**15**
	Total	**75**

Self-study	Critically analyze Meena Kandasamy's poem "A Letter to my Mother".

Textbooks

1. Walker, Alice. *The Color Purple*. First Mariner Books edition, Houghton Mifflin Harcourt, 2003.
2. Padmanabhan, Manjula. *Harvest.* Hachette Publication. 1997.

Reference Books
1. Plath, Sylvia. *Ariel: The Restored Edition*. Edited by Frieda Hughes, HarperCollins, 2004.
2. Das, Kamala. *The Old Playhouse and Other Poems*. Orient Longman, 1973.

Web Resources
1. https://english-studies.net/towards-a-feminist-poetics-by-elaine-showalter-summary-and-critique/
2. https://archive.org/details/woolf_aroom
3. https://repositorio.ufsc.br/bitstream/handle/123456789/160332/A%20good%20man%20is%20hard%20to%20find%20-%20Flannery%20O%27Connor.pdf
4. https://www.newyorker.com/magazine/2013/10/21/the-bear-came-over-the-mountain-2

**MAPPING WITH PROGRAMME OUTCOMES
AND PROGRAMME SPECIFIC OUTCOMES**

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	2	2	3	2	2	3	3	2	2	2
CO2	2	3	2	2	3	2	2	3	3	2	2	2
CO3	2	2	3	2	2	2	3	2	3	2	2	2
CO4	2	2	2	2	2	2	2	3	2	2	2	2
CO5	2	2	2	2	2	2	2	3	3	2	2	2
TOTAL	10	11	11	10	12	10	11	14	14	10	10	10
AVERAGE	2	2.2	2.2	2	2.4	2	2.2	2.8	2.8	2	2	2

3 – Strong, 2- Medium, 1- Low

SEMESTER V
CORE COURSE XI: INDIAN WRITING IN TRANSLATION

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EU235CC3	4	1	-	-	4	5	75	25	75	100

Pre-requisite: An interest in the writings of the Indian authors
Learning Objectives:
1. To introduce students to the richness and diversity of Indian literature through translated works.
2. To explore themes of identity, culture, tradition, and modernity in Indian regional literature.

Course Outcomes

On the successful completion of the course the students will be able to		
1.	understand the complexities of Indian Writing in translation, examining themes, cultural nuances, and translation challenges	K2
2.	appreciate regional diversity by exploring works from various Indian languages and their contributions to the Indian literary tradition	K3
3.	analyze key themes in Indian literature, including caste, gender, tradition vs. modernity, social justice, and human rights as depicted in translations	K4
4.	analyze literary techniques used by Indian writers across genres and evaluate their contribution to thematic depth	K4
5.	evaluate cross-cultural sensitivity by exploring diverse Indian socio-cultural landscapes, ethics, and values in regional literature	K5

K2 - Understand; **K3** – Apply; **K4** – Analyse; **K5** – Evaluate

Units	Contents	No. of Hours
I	Prose Tejaswini Niranjana: Representing Texts and Cultures: Translation Studies and Ethnography	15
II	Poetry Thiruvalluvar (G.U. Pope): Tirukkural (Chapter 22) Subramania Bharati: Panchali Sabatham (The Vow of Panchali) Faiz Ahmed Faiz: Don't Ask Me for That Love Again Amrita Pritam: Not Today K. S. Nanadhita: Prisoner Da Ra Bendre: Dissolution – Creation Shiva Reddy: Dream Sabyasachi Guha: The Final Question	15
III	Short Stories Munshi Premchand: Thakur's Well Mahasweta Devi: Draupadi Sadat Hasan Manto: Toba Tek Singh Ismat Chugtai: Lihaaf (The Quilt)	15

IV	Drama Habib Tanvir: *Charandas Chor*	**15**
V	Fiction Thakazhi Sivasankara Pillai: *Chemmeen*	**15**
	Total	**75**

Self- Study	Life History of Thiruvalluvar

Textbooks

1. Ghalib, Mirza. *Selected Ghazals*. Translated by Aijaz Ahmad. Available in various anthologies and online at the *Poetry Foundation*.
2. Bharati, Subramania. *Selected Poems*. Translated by Prema Nandakumar. Available in collections of Bharati's translated works.

Reference Books

1. Devy, G.N. *After Amnesia: Tradition and Change in Indian Literary Criticism*. Orient BlackSwan, 1992.
2. Mukherjee, Meenakshi. *The Perishable Empire: Essays on Indian Writing in English*. Oxford University Press, 2000.
3. Nair, Rukmini Bhaya. *Translation, Text and Theory: The Paradigm of India*. Available in academic anthologies and journals.
4. Ramanujan, A. K. *The Collected Essays of A.K. Ramanujan*. Oxford University Press, 1999.

Web Resources

1. https://www.thebeacon.in/2021/03/20/lihaaf-the-quilt-short-fiction-by-ismat-chugtai/
2. https://www.arvindguptatoys.com/arvindgupta/premchand11.pdf
3. http://www.sacw.net/partition/tobateksingh.html
4. https://polity.lk/wp-content/uploads/2024/07/Draupadi.pdf

MAPPING WITH PROGRAMME OUTCOMES
AND PROGRAMME SPECIFIC OUTCOMES

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	1	2	1	3	2	3	3	2	3	2
CO2	2	3	1	2	3	2	3	3	2	2	3	3
CO3	3	2	2	1	2	3	3	2	3	2	2	1
CO4	3	2	3	3	2	1	2	3	3	2	2	3
CO5	2	2	1	2	3	3	1	2	2	3	1	2
TOTAL	13	11	8	10	11	12	11	13	13	11	11	11
AVERAGE	2.6	2.2	1.6	2.0	2.2	2.4	2.2	2.6	2.6	2.2	2.2	2.2

3 – Strong, 2 – Medium, 1 – Low

SEMESTER V
CORE RESEARCH PROJECT

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Internal	External	Total
								Marks		
EU235RP1	-	-	-	5	4	5	75	25	75	100

Course Outcomes

On the successful completion of the course the students will be able to:		
1.	develop the ability to conduct independent, original research.	**K3**
2.	select and apply appropriate research methodologies and techniques to collect, analyze, and interpret data.	**K2 & K3**
3.	plan, manage, and execute a research project within the given time frame, demonstrating effective project management skills.	**K3**
4.	publish research findings in peer-reviewed journals or present them at academic conferences to contribute to the academic community.	**K3 & K4**
5.	critically analyze and synthesize existing literature to identify gaps, formulate research questions, and establish a theoretical framework for the research project.	**K4 & K5**

K2 - Understand; **K3** – Apply; **K4** – Analyse; **K5** – Evaluate

Guidelines

➢ The Project will be done under the direct supervision of a teacher of the department.

➢ The list containing the groups and its members and their supervisor will be finalized at the beginning of the fifth semester.

➢ Selection of topics/areas have to be finalized in the course of the first week of the Fifth semester itself with the prior concurrence of the Supervisor

➢ The teaching hours allotted for the research project is used to make the students familiar with research methodology and project writing.

➢ A maximum of six students will work as a group and submit their project. The members of the group will be allotted by the class in charge. Each group will submit a project and face the viva-voce examination at the end of the fifth semester.

➢ The Project must be between 30 and 35 pages. The maximum and minimum limits are to be strictly observed.

➢ There should be a one-page Preface consisting of the significance of the topic, objectives and the chapter summaries.

➢ **General guidelines for the preparation of the Project:** • Paper must of A4 size only. • Line Spacing: double. • Printing Margin: 1.5 inch left margin and 1 inch margin on the remaining three sides. • Font: Times New Roman only. • Font size: Main title -14 BOLD & Document - 12 normal. • Paragraphs and line spacing: double space between lines [MLA format]. • Double space between paragraphs. No additional space between paragraphs. • Start new Chapter on a new page. • Numbering of pages to be done continuously from Chapter One onwards, on the top right-hand corner

➢ One copy of the Project has to be submitted at the department by each group for internal and external evaluation.

➢ The total marks for the project is 100, of which 25 marks is awarded on the basis of internal evaluation and 75 marks on the basis of external.

➢ There will be an external evaluation of the Project by an External examiner appointed by the Controller of Examinations. This will be followed by a viva voce Examination. All the members of the group will have to be present for the viva voce. The grades obtained for the external evaluation and viva voce will be the grade for the Project for each student within that group.

➢ The student who fails to attain 40 % of marks for Project shall redo and resubmit her project.

SEMESTER V
DISCIPLINE SPECIFIC ELECTIVE I: a) ENGLISH FOR COMPETITIVE
EXAMINATION

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EU235DE1	3	1	-	-	3	4	60	25	75	100

Pre-requisites

Basic knowledge of English grammar and a strong interest in improving language skills.

Learning Objectives

1. To prepare students for competitive exams with a focus on English language skills.
2. To enhance vocabulary and idiomatic expressions of the English Language.

Course Outcomes

On the successful completion of the course, students will be able to:		
1	recognize communication challenges and understand effective communication parameters.	**K1**
2	improve vocabulary knowledge.	**K2**
3	identify types of communication, aiding awareness of communicative purpose.	**K2 & K3**
4	build confidence for national and global competitive exams.	**K4**
5	gain proficiency in English grammar, essential for speaking and writing.	**K5**

K1 - Remember; **K2** - Understand; **K3** – Apply; **K4** – Analyse; **K5** – Evaluate

Units	Contents	No. of Hours
I	Basics of English Errors and How to Avoid Them Spotting Errors	**12**
II	Sentence Completion Reconstructing Passages How to write a Precis	**12**
III	Reading Comprehension Composition Letter Writing	**12**
IV	Report Writing Spellings Vocabulary	**12**
V	Some Notions, Conventional and Idiomatic Expressions Phrasal Verbs Spoken English	**12**
	Total	**60**

Self-study	Vocabulary Building

Textbooks

RP Bhatnagar, 2013. *English For Competitive Examinations.* 3rd Edition. Macmillan.

Reference Books

1. Merriam,1994. Webster's Dictionary of English Usage. Springfield,
2. Martin Hewings, 1999. *Advanced English Grammar*, IInd, Cambridge University Press, London.
3. David Green, 1971.Contemporary English Grammar Structures and Composition, III rd, Macmillan Publishers India Limited, Chennai.

Web Resources

1. https://learnenglish.britishcouncil.org/
2. https://www.cambridgeenglish.org/learning-english/free-resources/
3. https://owl.purdue.edu/owl/purdue_owl.html
4. https://www.grammarly.com/blog/
5. https://www.examenglish.com/
6. https://elt.oup.com/student/practicegrammar/?cc=global&selLanguage=en

MAPPING WITH PROGRAMME OUTCOMES
AND PROGRAMME SPECIFIC OUTCOMES

	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4
CO1	3	2	3	3	2	2	3	3	3	2
CO2	3	3	3	3	3	2	3	3	3	2
CO3	3	3	3	3	1	2	3	3	3	1
CO4	3	3	3	3	2	2	3	3	3	2
CO5	3	3	3	3	3	2	3	3	3	2
TOTAL	15	14	15	15	11	10	15	15	15	9
AVERAGE	3	3	3	3	2.5	2	3	3	3	2

3 – Strong, 2- Medium, 1- Low

SEMESTER V
DISCIPLINE SPECIFIC ELECTIVE: b) INTRODUCTION TO LITERARY THEORY AND CRITICISM

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EU235DE2	3	1	-	-	3	4	60	25	75	100

Pre-requisite: Good understanding of literary elements and a strong foundation in reading and analyzing literary texts

Learning Objectives:

1. To develop critical thinking and interpretive skills through close reading and theoretical analysis of selected texts.
2. To enhance their academic writing by integrating theoretical frameworks into cohesive and well-organized literary analyses

Course Outcomes

	On the successful completion of the course, students will be able to:	
1.	reflect the societal implications of different literary theories	K1
2.	understand the historical and cultural contexts of each critical theory and its influence on literature and society	K2
3.	apply critical theories to interpret and evaluate diverse literary works	K3
4.	analyse literary texts using various critical theories, including New Criticism, Psychoanalytic Criticism, Feminist Criticism, Structuralisn and Reader-Response-Response Criticism	K4
5.	compare and contrast the key concepts, strengths and limitations of each theoretical approach	K5

K1 - Remember; **K2** - Understand; **K3** – Apply; **K4** – Analyse; **K5** – Evaluate

Units	Contents	No. of Hours
I	**New Criticism** Literary Language and Organic Unity A New Critical Reading of "There is a Girl Inside" New Criticism as Intrinsic, Objective Criticism	12
II	**Psychoanalytic Criticism** Origin of the Unconscious The Defenses, Anxiety and Core Issues Lacanian Psychoanalysis	12
III	**Feminist Criticism** Traditional Gender Roles Gender Studies and Feminism Feminism and Literature	12
IV	**Marxist Criticism** Fundamental Premises of Marxism The Role of Ideology Marxism and Literature	12

V	Reader Response Criticism Transactional Reader-Response Theory Subjective Reader-Response Theory Psychological Reader-Response Theory	12
	Total	**60**

Self-Study	Analysis in Traditional Gender Roles

Textbooks

1. Lois Tyson, 2014. *Critical Theory Today: A User-Friendly Guide*. 3rd ed., Routledge, London.
2. Jonathan Culler, 2011. *Literary Theory: A Very Short Introduction*. 2nd ed., Oxford University Press, United Kingdom.

Reference Books

1. Grishakova Marina, 2020. *The Cambridge Introduction to Literary Theory*. Cambridge University Press, United Kingdom.
2. Peter Barry, 2017. *Beginning Theory: An Introduction to Literary and Cultural Theory*. 4th ed., Manchester University Press, Manchester.
3. Raman Selden, Peter Widdowson, and Peter Brooker, 2016. *A Reader's Guide to Contemporary Literary Theory*. 6th ed., Routledge, London.

Web Resources:

1. https://ddceutkal.ac.in/Syllabus/MA_English/Paper_16.pdf
2. https://globaljournals.org/GJHSS_Volume17/3-Psychoanalytic-Theory-used.pdf
3. file:///C:/Users/Administrator/Downloads/55912763.pdf
4. https://englishliterature.education/theory/structuralism-theory-in-english-literature-details-of-the-structuralist-approach-key-theorists/#google_vignette
5. https://rdgakola.ac.in/documents/e_content/Bang%20madam%203..Reader%20response%20theory-converted.pdf

MAPPING WITH PROGRAMME OUTCOMES
AND PROGRAMME SPECIFIC OUTCOMES

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	1	1	1	1	3	3	2	2	1	2
CO2	2	2	3	1	3	1	2	2	2	1	1	2
CO3	1	3	2	3	2	1	1	1	2	1	1	2
CO4	3	3	3	3	3	2	2	3	2	3	1	2
CO5	2	2	1	3	1	1	1	2	2	1	1	2
TOTAL	11	14	10	11	10	6	9	11	10	8	5	10
AVERAGE	2.2	2.6	2	2.2	2	1.2	1.8	2.2	2	1.6	1	2

3 – Strong, 2- Medium, 1- Low

SEMESTER V
DISCIPLINE SPECIFIC ELECTIVE I: c) ENGLISH FICTION

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EU235DE3	3	1	-	-	3	4	60	25	75	100

Pre-requisite: Knowledge of types of novels.

Learning Objectives:
1. To familiarize the students with the origin and development of the British Novel up to the 20th Century.
2. To understand the social background based on the prescribed novels.

Course Outcomes

On the successful completion of the course, student will be able to:		
1	gain wide knowledge about different types of novels.	K2
2	learn the art of writing different forms of novel with the learned notions.	K2
3	explore Social, domestic and gothic novels.	K4
4	infer themes relating to the turn of the century events through close reading of text.	K4
5	assess philosophical and political underpinnings of Victorian morality, anti-Victorian realities and the aesthetic Movement	K5

K2 - Understand; **K4** - Analyze; **K5** - Evaluate

Units	Contents	No. of Hours
I	Indra Sinha: *Animal's People*	12
II	Matt Haig: *The Midnight Library*	12
III	*Mohsin Hamid : Exit West*	12
IV	Nadia Hashimi : *A House without Windows*	12
V	Natalie Haynes: *A Thousand Ships*	12
	Total	**60**

Textbooks:

1.Sinha, Indra. *Animal's People*, Simon and Schuster, 2007.

Self-Study	Critical analyse the novel *Exit West*

2. Haig, Mait. *The Midnight Library.* Canongate Books, 2020.

3.Mohsin, Hamid. *Exit West.* River Head Books, 2017.

4.Hashimi, Nadia. *A House without Windows*. William Morrow, 2016

5. Haynes, Natalie. *A Thousand Ships*. Pan Macmillan, 2019.

Reference Books

1.Roy, Arundhati. The God of Small Things, Penguinbooks, 1997

2.Atkinson, Kate. *Life after Life,* Little, Brown and Company. 2013.

3.Nayeri, Dine. *The Ungrateful Refugee,* Ctapult, 2019.

4.Nadia Hashimi, *The pearl that broke it shell* , William Morrow & Co. 2014.

5.Blind, Stone. Natalie Haynes, Harper Collins Publishers, 2022.

Web resources

1. https://archive.org/details/animalspeople0000sinh/

2..https://icrrd.com/public/media/14-05-2021-102937The-Midnight%20-Library-Matt%20Haig.pdf

3.https://cdn.vaultofthewace.xyz/english-lit/books/Exit%20West%20by%20Mohsin%20Hamid.pdf

4.https://nadiahashimibooks.com/a-house-without-windows/
5https://peakreads.wordpress.com/2022/03/25/a-thousand-ships-by-natalie-haynes/

MAPPING WITH PROGRAMME OUTCOMES
AND PROGRAMME SPECIFIC OUTCOMES

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PS0 5	PSO 6
CO1	1	2	2	3	2	2	2	3	2	2	2	2	2
CO2	1	2	2	3	3	2	2	3	2	2	2	2	2
CO3	3	2	2	3	2	2	2	3	2	3	2	2	2
CO4	3	2	2	3	1	2	2	3	2	2	2	2	2
CO5	3	2	2	3	2	2	2	3	2	3	2	2	2
TOTAL	11	10	10	15	10	10	10	15	10	12	10	10	10
AVERAGE	2.2	2	2	3	2	2	2	3	2	2.4	2	2	2

3 – Strong, 2- Medium, 1- Low

SEMESTER V
DISCIPLINE SPECIFIC ELECTIVE II: a) AUSTRALIAN LITERATURE

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EU235DE4	3	1	-	-	3	4	60	25	75	100

Pre-requisite:
1. Foundational skills in analyzing themes, symbolism, and narrative structure.
2. Familiarity with postcolonial themes can help you draw connections between Australian and global narratives.

Learning Objectives
1. To develop a deeper understanding of the social and political concerns that shape Australian literary traditions.
2. To enhance interpretive and analytical skills through close reading and discussing different literary forms such as poetry, prose, short stories, drama, and novel.

Course Outcomes

	On the successful completion of the course, students will be able to:	
1	understand themes such as identity, place, landscape, and postcolonialism, recognizing how these themes shape and are shaped by the historical and cultural context of Australia.	**K1**
2	develop an understanding of Indigenous Australian narratives, Dreamtime stories, and contemporary Indigenous voices in literature, fostering an appreciation for diverse cultural perspectives and ethical storytelling practices.	**K2**
3	trace the evolution of Australian national identity as reflected in literature, examining shifts in representation and ideology from colonial times through to contemporary Australia.	**K2**
4	interpret the distinct forms, styles, and linguistic characteristics of Australian literature, including its use of vernacular language, humour, and local colour, and the significance of these elements in building a sense of place.	**K3**
5	engage critically with contemporary issues such as environmentalism, immigration, and social justice that are prominent in modern Australian literature, developing insights into the ways literature reflects and critiques society.	**K4 & K5**

K1 – Remember; **K2** - Understand; **K3** – Apply; **K4** – Analyse; **K5** – Evaluate

Units	Contents	No. of Hours
I	**Poetry** Banjo Paterson: The Man from Snowy River Judith Wright: South of My Days Kenneth Slessor: Five Bells Oodgeroo Noonuccal: No More Boomerang	**12**
II	**Prose** Beverly Farmer: A Woman with Black Hair A. B. Facey: The First Days Sally Morgan: The Hospital Marcus Clarke: Breaking a Man's Spirit	**12**
III	**Short Stories** Henry Lawson: The Drover's Wife Tim Winton: Neighbours Barbara Baynton: A Dreamer	**12**
IV	**Drama**	**12**

	David Williamson: *The Removalists*	
V	**Novel** Kate Grenville: *The Secret River*	**12**
	Total	**60**

Self-study	Attempt a thematic study of the prescribed novel

Textbooks

1. Williamson, David. *The Removalists*. Currency Press, 2003.
2. Grenville, Kate. The Secret River. Canongate Books, 2006.

Reference Books

1. Bennett, Bruce, and Jennifer Strauss, editors. *The Oxford Literary History of Australia*. Oxford University Press, 1998.

2. Hergenhan, Laurie, editor. *The Penguin New Literary History of Australia*. Penguin Books, 1988.

3. Pierce, Peter, editor. *The Cambridge History of Australian Literature*. Cambridge University Press, 2009.

Web Sources

1. https://www.library.sydney.edu.au/support/referencing/mla-9th?utm_source=chatgpt.com
2. https://www.adelaide.edu.au/library/ua/media/4072/library-qrg-mla-referencing.pdf?utm_source=chatgpt.com
3. https://www.library.gov.au/research/research-guides-0/australian-literature-research-guide?utm_source=chatgpt.com
4. https://www.library.gov.au/research/research-guides/literature-and-writing?utm_source=chatgpt.com
5. https://www.austlit.edu.au/?utm_source=chatgpt.com

MAPPING WITH PROGRAMME OUTCOMES
AND PROGRAMME SPECIFIC OUTCOMES

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2	2	2	3	3	1	1	3	3	2	1	1	2
CO2	2	2	2	1	3	2	2	3	3	2	1	3	2
CO3	3	1	3	2	2	2	3	2	3	2	2	2	3
CO4	1	2	1	3	2	2	2	3	2	1	1	2	1
CO5	2	2	3	2	2	2	1	3	3	1	1	2	2
TOTAL	10	9	11	11	12	9	9	14	14	8	6	10	10
AVERAGE	2	1.8	2.2	2.2	2.4	1.8	1.8	2.8	2.8	1.6	1.2	2	2

3 – Strong, 2- Medium, 1- Low

SEMESTER V
DISCIPLINE SPECIFIC ELECTIVE II: b) DIGITAL LITERATURE

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EU235DE5	3	1	-	-	3	4	60	25	75	100

Pre-requisite: Understanding of technological innovations in Language and Literature

Objectives:
1. To examine the interaction between literature and digital technology
2. To analyze the impact of digital culture on literary form

Course Outcomes

On the successful completion of the course, students will be able to:	
1	understand the role of technology in shaping contemporary literature	**KI, K2**
2	critically engage with electronic literature and digital media	**K3**
3	apply theoretical knowledge to digital storytelling and hypertext narratives	**K4**
4	analyze digital texts using literary and cultural theory	**K4**
5	evaluate the role of the author, reader, and text in the digital age	**K5**

K1 - Remember**; K2 -** Understand**; K3 -** Apply**; K4 -** Analyse**; K5 -** Evaluate

Units	Contents	No. of Hours
I	**Prose** Susan Lewak: What Matter Who's Speaking: Access, Wikis, and You Chris Mott: Electronic Literature Pedagogy: A Questionable Approach Robert Coover: The End of Books	12
II	**Poetry** Daisly Bell: Bicycle Built for Two Thousand Brian Kim Stefans: The Dreamlife of Letters Billy Collins: The Dead Ambrose Bierce: Technology Tracy K. Smith: The Universe as Primal Scream	12
III	**Short Story** Ted Chiang: The Great Silence Naomi Kritzer: Cat Pictures Please	12
IV	**Drama** Jennifer Haley Play: *The Nether*	12
V	**Fiction** M.T Anderson: *Feed*	12
	Total	60

Self-Study	Interactive Movie: Black Mirror: Bandersnatch

Textbooks:
1. Anderson, M.T. *Feed*. Candlewick Press, 2002.
2. Haley, Jennifer. *The Nether*. Samuel French, 2015.
3. Robinson, Kim Stanley. *The Ministry for the Future*. Orbit, 2020.

Reference Books
1. Lockwood, Patricia. *No One Is Talking About This*. Riverhead Books, 2021.

2. Shields, David. *Reality Hunger: A Manifesto*. Vintage Books, 2011.

Web Resources:

1. https://archive.nytimes.com/www.nytimes.com/books/98/09/27/specials/coover-end.html

2.https://books.google.co.in/books?id=IxMKcd7tYg4C&pg=PA7&source=gbs_selected_pages
&cad=1#v=onepage&q&f=false

3. https://books.google.co.in/books?id=KdRoAwAAQBAJ&pg=PR3&source=gbs
_selected_pages&cad=1#v=onepage&q&f=false

4. https://en.wikipedia.org/wiki/American_Born_Chinese_(graphic_novel)

5. https://clarkesworldmagazine.com/kritzer_01_15/

6. https://newhorizons.eliterature.org/essay.php@id=8.html

7. https://archive.nytimes.com/www.nytimes.com/books/98/09/27/specials/coover-end.html

8. https://the-artifice.com/animated-poetry-a-starting-point/

9. https://www.amazon.in/dp/B08C5DWVRK?ref=KC_GS_GB_IN

MAPPING WITH PROGRAMME OUTCOMES
AND PROGRAMME SPECIFIC OUTCOMES

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	2	2	3	2	2	3	3	2	2	2
CO2	2	3	2	2	3	2	2	3	3	2	2	2
CO3	2	2	3	2	2	2	3	2	3	2	2	2
CO4	2	2	2	2	2	2	2	3	2	2	2	2
CO5	2	2	2	2	2	2	2	3	3	2	2	2
Total	10	11	11	10	12	10	11	14	14	10	10	10
Average	2	2.2	2.2	2	2.4	2	2.2	2.8	2.8	2	2	2

3 – Strong, 2- Medium, 1- Low

SEMESTER V
DISCIPLINE SPECIFIC ELECTIVE II: c) LITERATURE AND CINEMA

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	CIA	External	Total
									Marks	
EU235DE6	3	1	-	-	3	4	60	25	75	100

Pre-requisites:

Foundational understanding of film terminology and cinematic techniques

Learning Objectives:

1. To develop critical approaches to engage with film adaptations
2. To introduce film and its relationship to literature to the students

Course Outcomes

On the successful completion of the course, students will be able to:	
1	develop ethical and professional awareness in the interpretation and adaptation of literary works into films, understanding the responsibilities associated with cinematic recreations	**K2**
2	apply the terminology and methodology used in the critical viewing of films to develop an awareness of cinematic techniques and their impact on the interpretation of literary works	**K3**
3	conduct comparative analyses of straightforward and unconventional adaptations, showcasing a deep understanding of the differences and similarities between literary texts and their cinematic counterparts	**K4**
4	evaluate how films interpret literary texts as a means to gauge social, cultural, economic, and aesthetic values presented in both the source material and its cinematic adaptation	**K5**

K2 - Understand; **K3** – Apply; **K4**- Analyze; **K5**- Evaluate

Units	Contents	No. of Hours
I	**Film: An Introduction** Definition- Characteristics of Film-Film as a Cultural Signifier **Film and other Arts** Film as a literary Art- Film and Aesthetics **Film Adaptation** What is Adaptation? - Fidelity- Film and Intertextuality	12
II	**Language of Cinema** James Monaco: The Language of Film: Signs and Syntax Walter Benjamin: The Work of Art in the Age of Mechanical Reproduction (*Modern Times*: Directed by Charlie Chaplin, 1936.)	12
III	**Cinematic Adaptations of Literary Texts** William Shakespeare*: Macbeth* (*Maqbool:* Dir. Vishal Bhardwaj, 2003, *Throne of Blood:* Dir. Akira Kurosawa, 1957)	12
IV	**Gender and Sexuality** Laura Mulvey: Visual Pleasure and Narrative Cinema (*Thelma and Louise*: Dir. Ridley Scott, 1991, *Margarita with a Straw:* Dir. Shonali Bose, 2014)	12
V	**Transformation and Transposition** Biswas Mun Mun Das: Depiction of Youth Culture in Chetan Bhagat's *Five*	12

	Point Someone	
	(*Five Point Someone*: Chetan Bhagat, *3 Idiots*: Dir. Rajkumar Hirani, 2009)	
	Total	**60**

Self- Study	*Life of Pie* - A Film Study

Textbooks

1. Bordwell, David, and Kristin Thompson. *Film Art: An Introduction*. McGraw-Hill Education, 2010.
2. Eisenstein, Sergei. *Film Form: Essays in Film Theory*. Harcourt Brace Jovanovich, 1949.
3. Eco, Umberto. *The Role of the Reader: Explorations in the Semiotics of Texts*. Indiana University Press, 1986.
4. Wollen, Peter. *Signs and Meaning in the Cinema*. Indiana University Press, 1969.
5. Mulvey, Laura. "Visual Pleasure and Narrative Cinema." *Screen*, vol. 16, no. 3, 1975, pp. 6-18.

Reference Books

1. Johnston, Claire. "Women's Cinema as Counter-Cinema." *Feminist Film Theory*: *A Reader* Ed. Sue Thornham. Edinburgh University Press. 1999. Pg. 31–40.
2. Rushton, Richard. "Christian Metz." *Film Theory and Philosophy*: *The Key Thinkers*. Ed.Felicity Colman. Acumen Publishing.2009. Pg. 266-275.
3. Rosen, Philip. *Narrative, Apparatus, Ideology: A Film Theory Reader*. New York: Columbia University Press, 1986
4. Linda Hutcheon, 'On the Art of Adaptation', Daedalus, vol. 133, (2004). Thomas Leitch, 'Adaptation Studies at Crossroads', Adaptation, 2008, vol.1, no.1, pp. 63–77.
   5. Poonam Trivedi, 'Filmi Shakespeare', Litfilm Quarterly, vol. 35, issue 2, 2007.

Web Resources

1. Singh, Vijay (2004) "Maqbool is Not an Underworld Story." The Rediff Interview.Availableonline:http://health.rediff.com/movies/2004/jan/29vishal.html
   Trivedi, Poonam (2007) "'Filmi' Shakespeare." Literature/Film Quarterly 35.2 (April):148-58.
2. Suzuki, Erin (2021) "Lost in Translation: Reconsidering Shakespeare's Macbeth and Kurosawa's Throne of Blood" Available online: https://lfq.salisbury.edu/_issues/48_2/lost_in_translation_reconsidering_shakespeares_macbeth_and_kurosawas_throne_of_blood.html
3. https://www.mheducation.com/highered/product/film-art-introduction-bordwell-thompson/M9781264296095.html
4. https://press.uchicago.edu/ucp/books/book/chicago/F/bo3645302.html

MAPPING WITH PROGRAMME OUTCOMES
AND PROGRAMME SPECIFIC OUTCOMES

	PO1	PO2	PO3	PO 4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2	3	2	2	2	3	3	3	2	2	2	2	3
CO2	3	2	2	3	3	2	3	3	2	2	3	3	3
CO3	3	3	3	3	3	2	3	3	3	3	3	3	2
CO4	3	3	3	3	3	3	3	3	3	3	3	3	2
TOTAL	13	14	12	14	14	13	14	15	13	12	13	14	12
AVERAGE	2.6	2.8	2.4	2.8	2.8	2.6	2.8	3	2.6	2.4	2.6	2.8	2.4

3 – Strong, 2- Medium, 1- Low

SEMESTER V
PROFESSIONAL COMPETENCY SKILL I- CAREER SKILLS

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
UG235PS1	1	1	-	-	2	2	30	25	75	100

Pre-requisite: A foundational understanding of the basic communication skills and computer literacy.

Learning Objectives
1. To develop effective communication and interpersonal skills to enhance workplace interactions and teamwork
2. To build job readiness skills such as resume writing, interview techniques, and professional ethics

Course Outcomes

On the successful completion of the course, students will be able to:		
1	outline key career skills such as communication, teamwork, and problem-solving	**K1**
2	explain the importance of professional ethics, workplace etiquette, and time management	**K2**
3	demonstrate effective resume writing, interview techniques, and job application strategies	**K3**
4	assess different workplace scenarios to determine appropriate communication and conflict resolution strategies	**K4**
5	develop a personal career plan with clear goals, skills assessment, and strategies for professional growth	**K5**

K1- Remember; **K2**- Understand; **K3**- Apply; **K4-** Analyse; **K5**- Evaluate

Units	Contents	No. of Hours
I	**Linguistic Skills** Vocabulary, Resume Writing, Report Writing, Technical Writing, Agenda Preparation, Preparing Minutes, E-mail.	6
II	**Employability Skills** Social Etiquette, Telephone Etiquette, Interview Skills, Types of Interviews, Mock Interview, Group Discussion.	6
III	**Digital Capabilities** Digital Learning, Digital Participation, ICT Proficiency, Creative Production, Digital Identity, Digital well-being	6
IV	**Body Language** Defining Body Language, Scope and Relevance, Proxemics, Oculesics, Haptics, Kinesics, Paralanguage, Chronemics, Chromatics and Olfactics	6
V	**Coping Mechanisms** Goal Setting, Emotional Intelligence, Team Management, Stress Management, Time Management, Leadership Skills, Problem solving Skills, Decision Making.	6
	Total	**30**

Self-study	Basic language skills and communication skills

Textbooks

Virgin Nithya Veena. V & Jemi A.R. 2025. *New Age Career Skills*.

Reference Books

1. Herta A. Murphy and Herbert W. Hildebrandt. 1997. *Effective Business Communication*. 7th edition. McGraw- Hill.

2. Jeff Butterfield. 2020. *Soft Skills for Everyone*. Cengage India Pvt. Ltd.

3. Jayaprakash N Satpathy. 2024. *Soft Skills for Career*. Urania Publishing House.

4. S. Xavier Alphonse S. J. 2008. *Change or Be Changed*. ICRDCE. Sri Venkateswara Printers. Chennai.

5. AK. Xavier. 2025. *Employability Skills*. JKP Publications. Madurai.

Web Resources

1. https://exchange.nottingham.ac.uk/content/uploads/Professional-Competencies-Handbook-Sept-2018.pdf

2. https://vpge.stanford.edu/professional-development/competencies-grad-grow

3. https://vpge.stanford.edu/professional-development/competencies-grad-grow

4. https://www.indeed.com/career-advice/resumes-cover-letters/core-competencies-and-skills-valued-by-employers

5. https://resources.hrsg.ca/blog/what-s-the-difference-between-skills-and-competencies

SEMESTER V
INTERNSHIP

Course Code	L	T	P	S	Credits	Inst. Hours	Marks
CU235IS1	-	-	-	-	2	-	100

FRAMEWORK FOR INTERNSHIP

- Preparatory Inputs
- Industrial Visit
- Internship
- Periodic reviews by industry supervisor and faculty guide
- Report Writing
- Viva-voce

Note: Industries allowed – Govt./NGO/MSME/Rural Internship/Innovation / Entrepreneurship / Private Industry.

S.No.	Components	Marks
1	Industry Contribution	50
2	Report & Viva-voce	50

GUIDELINES FOR PREPARING INTERNSHIP REPORT

The training report should be presented in the following format only:

a) The report should be printed in A4 sheets.
b) Text Format in the report:
- Times New Roman 12 Font size, with 1.5 line spacing.
- Margins 1.5" left and 1" all other sides of the report.
c) Page numbers should be placed at the bottom middle position.
d) Chapters should be numbered as I, II, III and IV.
e) The tables and charts should be in the format of 1.1, 1.2, etc.
f) The training report should have a minimum of 25 pages and should not exceed 50 pages.
g) Students should submit 2 hard copies of report (department copy + student copy) duly signed by the faculty guide and the HOD.
h) The hard copy should be in bound format with soft binding as the cover page.
i) Students are eligible for training evaluation only if she has completed 25 days of training.

FORMAT FOR INTERNSHIP REPORT

The report should be bound with pages in the following sequence:

1) Cover page - Outer cover of the report.
2) Front page - The format of cover page and front page should be one and the same.
3) Certificate
4) Company Certificate
5) Declaration
6) Acknowledgement
7) Contents
8) List of Tables if any
9) List of Figures/Charts if any
10) List of Abbreviations, if any
11) Chapter I, II, III and IV
12) Appendices

13) Bibliography

GUIDELINES FOR WRITING ACKNOWLEDGEMENT

The summer training report should contain acknowledgements in the following order:

- Principal & Secretary, College Management
- The Head of the Department
- Faculty guide and Industry supervisor
- Management of the organization in which training was taken up.

GUIDELINES FOR WRITING CHAPTERWISE REPORT

- ➤ **Chapter I** of the report should be titled as "**INTRODUCTION**". The Introduction chapter should include Introduction, Importance, Objectives, Scope and Period of the training.
- ➤ **Chapter II** of the report should be titled as "**COMPANY PROFILE**".
- ➤ **Chapter III** of the report should be titled as "**ACTIVITIES DONE.**" The third chapter should cover the objectives of the different departments and its functioning and also the learning outcome.

  Tables and figures in a chapter should be placed in the immediate vicinity of the reference where they are cited.

- ➤ **Chapter IV should be titled as "CONCLUSION".** The Conclusion part should include the observations made by the trainee in each department and the extent of fulfillment of training objectives and also reflections.

SEMESTER V
HUMAN RIGHTS, JUSTICE AND ETHICS

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
UG235HR1	1	-	-	-	1	1	15	50	50	100

Learning Objectives

1. To identify issues, problems, and violations of human rights.
2. To promote awareness of social justice, equality and human dignity.

Course Outcomes

On the successful completion of the course, students will be able to:	
1. explain human rights principles and the role of the UN, with a focus on human rights issues in India.	**K1, K2**
2. apply ethical principles in social, national, and professional contexts.	**K3**
3. analyse social justice issues like untouchability, casteism, and discrimination.	**K4**
4. examine legal frameworks for women's and child rights in India.	**K4**
5. assess media's influence on values, digital rights, and consumerism.	**K5**

K1- Remember; **K2** - Understand; **K3** – Apply; **K4** - Analyse; **K5** - Evaluate

Units	Contents	. of Hours
I	**Social Justice:** Concept and need for social justice-Parameters of social justice - Issues: untouchability, casteism, and discrimination	3
II	**Foundations of Human Rights:** Concept and principles of human rights- United Nations and Human Rights- Human rights concerns in India	3
III	**Women's Rights and Child Rights:** UN and women's rights – major issues -Constitutional and legal provisions for women in India - Child rights in India – Major Issues -legal framework and enforcement	3
IV	**Values and social media:** Media Power- Socio, cultural and political consequences of mass mediated culture - New media prospects and challenges - Role of media in value building -Digital Rights and Privacy- Consumerist culture	3
V	**Ethics:** Meaning and Importance- Social ethics: Tolerance, equity, justice for all -Nationalism: love for nation, pride for nature- Professional ethics: Dedication to work and duty.	3
	Total	15

Self-study	Mass Media: Effects and Influence on youth and children

Reference Books

1. Baxi, Upendra. *The Future of Human Rights*. Oxford University Press, 2008.
2. Donnelly, Jack. *Universal Human Rights in Theory and Practice*. Cornell University Press, 2013.
3. Agnes, Flavia. *Law and Gender Inequality: The Politics of Women's Rights in India*. Oxford University Press, 2001.
4. *State of the World's Children 2021*. UNICEF, 2021.
5. McLuhan, Marshall. *Understanding Media: The Extensions of Man*. MIT Press, 1994.

Web Recourses

1. http://www.oxfordreference.com/views/BOOK_SEARCH.html?book=t286
2. http://globetrotter.berkeley.edu/humanrights/bibliographies/
3. https://libguides.princeton.edu/history/humanrights

SEMESTER VI
CORE COURSE XII: FIVE APPROACHES TO LITERARY CRITICISM

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EU236CC1	5	1	-	-	5	6	90	25	75	100

Pre-requisites:

Basic analytical skills in interpreting texts and identifying themes, characters, and stylistic elements in literature.

Learning Objectives:

1. To equip students to analyse literary texts using different theoretical frameworks, enhancing interpretative skills.
2. To enable students to evaluate and critique literary works with a nuanced understanding of their thematic, historical, and cultural significance.

Course Outcomes

On the successful completion of the course, students will be able to:		
1	understand key concepts in moral, psychological, sociological, formalistic, and archetypal criticism.	**K2**
2	interpret literary texts through the lens of moral criticism, understanding ethical implications in literature.	**K3**
3	critique literary texts using sociological perspectives to explore the influence of society, class, and ideology.	**K4**
4	compare different critical perspectives and select the most suitable approach for various texts.	**K4**
5	analyze literary structure and language through various literary approaches to gain deeper insight into the text's aesthetic qualities.	**K4**

K2 - Understand; **K3** – Apply; **K4** – Analyse

Units	Contents	No. of Hours
I	**Moral Approach** Introduction T.S. Eliot's "Religion and Literature"	**18**
II	**Psychological Approach** Introduction Geoffrey Gorer's "The Myth in Jane Austen"	**18**
III	**Sociological Approach** Introduction Christopher Caudwell's "George Bernard Shaw: A Study of the Bourgeois Superman"	**18**
IV	**Formalistic Approach** Introduction Cleanth Brook's "Keats's Sylvan Historian: History without Footnotes"	**18**
V	**Archetypal Approach** Introduction Robert Heilman's "*The Turn of the Screw* as Poem"	**18**
	Total	**90**

Self-study	John Keat's "Ode on a Grecian Urn"

Textbook:

1. Wilbur S. Scott, 1963. *Five Approaches of Literary Criticism: An Arrangement of Contemporary Critical Essays*, Collier Macmillan Publishers, London.

Reference Books:

1. Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. Manchester University Press, 2009.
2. Eagleton, Terry. *Literary Theory: An Introduction*. University of Minnesota Press, 2008.
3. Selden, Raman, et al. *A Reader's Guide to Contemporary Literary Theory*. Pearson Education, 2016.
4. Jung, Carl. *The Archetypes and the Collective Unconscious*. Princeton University Press, 1980.
5. Freud, Sigmund. *The Interpretation of Dreams*. Avon, 1998 (Original 1899).
6. Eliot, T.S. *Selected Essays, 1917-1932*. Harcourt Brace, 1950.
7. Bressler, Charles E. *Literary Criticism: An Introduction to Theory and Practice*. Pearson, 2011.
8. Caudwell, Christopher. *Studies in a Dying Culture*. Monthly Review Press, 1971.
9. Brooks, Cleanth. *The Well Wrought Urn: Studies in the Structure of Poetry*. Harcourt, 1975.
10. Heilman, Robert B. *The Turn of the Screw as Poem*. Washington University Press, 1948.

Web Resources:

1. https://owl.purdue.edu/owl/subject_specific_writing/writing_in_literature/literary_theory_and_schools_of_criticism/index.html
2. https://www.enotes.com/topics/critical-approaches
3. https://libguides.uwinnipeg.ca/c.php?g=124215&p=813838
4. https://guides.library.illinois.edu/litcrit
5. https://www.poetryfoundation.org/poems/44214/religion-and-literature
6. https://www.britannica.com/topic/psychoanalytic-criticism
7. https://iep.utm.edu/literary/#H6
8. https://literariness.org/2017/04/10/formalism/

MAPPING WITH PROGRAMME OUTCOMES
AND PROGRAMME SPECIFIC OUTCOMES

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	2	3	2	2	2	3	3	2	3	2	3
CO2	3	3	2	2	2	3	2	3	3	2	2	2	3
CO3	3	3	2	3	2	3	2	3	3	2	3	2	3
CO4	3	3	2	3	2	2	3	3	3	2	3	2	3
CO5	3	3	2	3	2	3	3	3	3	2	3	3	3
TOTAL	15	15	10	14	10	14	12	15	15	10	14	11	15
AVERAGE	3.0	3.0	2.0	2.8	2.0	2.8	2.4	3.0	3.0	2.0	2.8	2.2	3.0

3 – Strong, 2- Medium, 1- Low

SEMESTER VI
CORE COURSE XIII: SHAKESPEARE

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EU236CC2	5	1	-	-	5	6	90	25	75	100

Pre-requisites: Basic knowledge of English literature, early modern English, and Shakespeare's historical context.

Learning Objectives

1. To create an awareness of social, political and cultural aspects of the Elizabethan age.

2. To introduce the students to Shakespeare's comedies, tragedies and historical plays.

Course Outcomes

On the successful completion of the course, students will be able to:		
1	understand the nature of theatres and audience of the Elizabethan age	**K2**
2	acquire knowledge of the dramatic skills exemplified in the plays	**K2**
3	appreciate the different types of Shakespearean plays	**K3**
4	learn the different dramatic techniques employed by Shakespeare	**K4**
5	imbibe the good values upheld by the Shakespearean characters	**K6**

K2 - Understand; **K3** – Apply; **K4** – Analyse; **K6** – Create

Units	Contents	No. of Hours
I	**INTRODUCTION TO SHAKESPEARE** Importance of Opening Scenes Supernatural Elements in Shakespeare's Plays Women Characters in Shakespeare's Plays Shakespearean Soliloquies	18
II	**SONNETS** 3, 12, 18, 73, 98, 104	18
III	**TRAGEDY** *Othello*	18
IV	**COMEDY** *Twelfth Night*	18
V	**HISTORICAL PLAY** *Richard III*	18
	Total	90

Self-study	Women Characters in *Othello*

Textbook

William Shakespeare, 2019. William Shakespeare: The Complete Works, Pandora's Box Classics.

Reference Books

1. Bradley, A. C. (2016). Shakespearean Tragedy. Atlantic Publishers. Chennai.
2. Clapp, Larry Ed. 2007. A Complete Critical Analysis of Shakespearean Plays with a Reference to Elizabethan Theatre. Dominant Publishers and Distributors, New Delhi.
3. William Shakespeare (2012). William Shakespeare Complete Plays. Fall River Press. New York.
4. Ludowyk. E. F. C. (1974). Understanding Shakespeare. University Printing House. Cambridge.
5. Leonard F. Dean. (1967). Shakespeare's Modern Essays in Criticism. Oxford

University Press.
Web Resources

1. https://www.folger.edu/explore/shakespeares-life/
2. https://www.opensourceshakespeare.org/
3. https://globalshakespeares.mit.edu/
4. https://myshakespeare.com/search
5. https://oll.libertyfund.org/titles/craig-the-complete-works-of-william-shakespeare-the-oxford-shakespeare

MAPPING WITH PROGRAMME OUTCOMESAND
PROGRAMME SPECIFIC OUTCOMES

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	3	2	3	1	2	3	3	3	2	3	2
CO2	3	2	3	2	3	1	2	3	3	3	2	3	3
CO3	3	3	3	3	3	2	3	3	3	3	2	3	3
CO4	3	2	3	3	3	2	2	3	3	3	2	3	3
CO5	3	2	3	3	3	2	2	3	3	3	2	3	3
TOTAL	15	12	15	13	15	8	11	15	15	15	10	15	13
AVERAGE	3	2.4	3	2.6	3	1.6	2.2	3	3	3	2	3	3

3 – Strong, 2- Medium, 1- Low

SEMESTER VI
CORE COURSE XIV: MODERN CONCEPTS IN ELT

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EU236CC3	5	1	-	-	4	6	90	25	75	100

Pre-requisite: An understanding of the origin of language and its different applications

Course Objectives:
1. To provide an in-depth study of contemporary theories, methods, and practices in English Language Teaching (ELT)
2. To examine innovations and challenges in language teaching, focusing on learner-centered approaches and technology integration

Course Outcomes

	On the successful completion of the course, students will be able to:	
1	understand and apply modern ELT theories and methods in practical settings	KI, K2
2	assess varied theories of language learning and acquisition	K3
3	design and implement current language teaching strategies.	K4
4	integrate digital modes of communicative methods	K4
1.	evaluate methodologies applicable to diverse classroom environments.	K5

K1 – Remember; **K2** - Understand; **K3** – Apply; **K4** – Analyse; **K5** – Evaluate

Units	Contents	No. of Hours
I	**Foundations of ELT** Major Trends in ELT Brief History Nature of Approaches and Methods	18
II	**Acquisition and Learning Theories** Behaviorist Theory of Skinner Sociocultural Theory of Vygotsky Constructivist Theory of Jean Piaget	18
III	**Twentieth Century Approaches and Methods** The Silent Way Suggestopedia Total Physical Response	18
IV	**Modern Approaches and Methods** Content-Based Instruction and Content and Language Integrated Learning (CLIL) Whole Language Multiple Languages	18
V	**Teaching and Learning Environment** Learner Roles Teacher Roles Role of Instructional Materials	18
	Total	90

Self - Study	Assessing the outcome of roles of teachers, learners and instructional materials in English

Textbooks

1. Richards, Jack C., and Theodore S. Rodgers. *Approaches and Methods in Language Teaching*. Cambridge University Press, 2001.

Reference Books

1. Brown, H. Douglas. *Principles of Language Learning and Teaching*. Pearson Education, 2007.
2. Cook, Vivian. *Second Language Learning and Language Teaching*. Routledge, 2008.
3. Genesee, Fred, and John A. Upshur. *Classroom-Based Evaluation in Second Language Education*. Cambridge University Press, 1996.
4. Harmer, Jeremy. *The Practice of English Language Teaching*. Longman, 2001.
5. Larsen-Freeman, Diane, and Michael H. Long. *An Introduction to Second Language Acquisition Research*. Routledge, 1991.
6. Lightbown, Patsy M., and Nina Spada. *How Languages Are Learned*. Oxford University Press, 2013.
7. Nunan, David. *Language Teaching Methods*. Routledge, 1991.
8. Thomas, Michael, editor. *Digital Language Learning and Teaching*. Routledge, 2017.

Web Resources

1. https://eltconcourse.com/training/inservice/background/history_development.html
2. https://www.englishclub.:com/efl/tefl/tips/history-of-english-language-teaching/
3. https://www.britishcouncil.in/programmes/new-directions-south-asia-2025/lead-up-events/technology-and-tradition-changing-face-assessment-english-language-learning-systems

MAPPING WITH PROGRAMME OUTCOMES AND PROGRAMME SPECIFIC OUTCOMES

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	2	2	3	2	2	3	3	2	2	2
CO2	2	3	2	2	3	2	2	3	3	2	2	2
CO3	2	2	3	2	2	2	3	2	3	2	2	2
CO4	2	2	2	2	2	2	2	3	2	2	2	2
CO5	2	2	2	2	2	2	2	3	3	2	2	2
Total	10	11	11	10	12	10	11	14	14	10	10	10
Average	2	2.2	2.2	2	2.4	2	2.2	2.8	2.8	2	2	2

3 – Strong, 2- Medium, 1- Low

SEMESTER VI
DISCIPLINE SPECIFIC ELECTIVE III: a) POPULAR LITERATURE

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EU236DE1	4	1	-	-	3	5	75	25	75	100

Pre-requisite: A foundational understanding of the courses such as Introduction to English Literature and Academic Writing.

Learning Objectives

1. To define and explain the characteristics of popular literature.

2. To apply literary theories and critical approaches to the study of popular literature.

Course Outcomes

	On the successful completion of the course, students will be able to:	
1	understand the historical development and evolution of popular literary genres across different cultures.	**K1, K2**
2	analyze how social, cultural and historical contexts influence the production and reception of popular fiction.	**K4**
3	theorize the impact of fan culture, adaptation studies and transmedia storytelling on the literary landscape.	**K3**
4	explore the commercialization of literature and its impact on literary production and consumption.	**K3 & K4**
5	engage in creative writing or digital story telling projects inspired by themes and styles in popular literature.	**K5 & K6**

K1 – Remember; **K2** - Understand; **K3** – Apply; **K4** – Analyse; **K5** – Evaluate; **K6** - Create

Units	Contents	No. of Hours
I	**Adventurous Novel** Lewis Carroll: *Through the Looking-Glass, and What Alice Found There*	**15**
II	**Detective Novel** Agatha Christie: *The Murder of Roger Ackroyd*	**15**
III	**Graphic Novel** Vishwajyoti Ghosh: *Delhi Calm*	**15**
IV	**Science Fiction** Blake Crouch: *Dark Matter*	**15**
V	**Romantic Novel** Lucy Score: *Things We Never Got Over*	**15**
	Total	**75**

Self-study	Analyze the adaptations of the prescribed novels into films.

Textbooks

1.Carroll, Lewis. (1871). *Through the Looking-Glass, and What Alice Found There*. Macmillan.

2. Christie, Agatha. (1926). *The Murder of Roger Ackroyd*. Collins Crime Club.

3. Ghosh, Vishwajyoti. (2010). *Delhi Calm*. HarperCollins India.

4. Crouch, Blake. (2016). *Dark Matter*. Crown Publishers.

5. Score, L. (2022). *Things We Never Got Over*. That's What She Said Publishing.

Reference Books

1.   Bloom, H. (Ed.). (1987). *Lewis Carroll*. Chelsea House Publishers.

2.   Curran, J. (2010). *Agatha Christie's Secret Notebooks: Fifty Years of Mysteries in the Making*. HarperCollins.

3.   Singh, P. (2018). *Graphic Delhi: Narrating the Indian Emergency, 1975–1977 in Vishwajyoti Ghosh's Delhi Calm. South Asian Review*, 39(4), 1–18.

4.   Flood, A. (2016, August 5). *Dark Matter by Blake Crouch Review – a Masterful SF Thriller. The Guardian*

5.   Holst, J. (2024, October 3). *Things We Never Got Over: A must-read rom-com by Lucy Score.*

Web Resources
1.   https://doi.org/10.1080/02759527.2018.1509536
2.   https://www.theguardian.com/books/2016/aug/05/dark-matter-blake-crouch-review
3.   https://judiholst.com/things-we-never-got-over-a-must-readrom-com-by-lucy-score

MAPPING WITH PROGRAMME OUTCOMES AND PROGRAMME SPECIFIC OUTCOMES

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO5
CO1	3	3	3	2	3	3	3	3	3	3	3	3	3
CO2	3	3	2	3	3	3	3	3	3	3	3	3	3
CO3	3	3	2	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	2	3	3	3	3
CO5	3	3	3	3	3	3	3	3	3	3	3	3	3
TOTAL	15	15	13	14	15	15	15	15	15	15	15	15	15
AVERAGE	3	3	2.6	2.8	3	3	3	3	3	3	3	3	3

3 – Strong, 2- Medium, 1- Low

SEMESTER VI
DISCIPLINE SPECIFIC ELECTIVE III: b) TRAVEL WRITINGS

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EU236DE2	4	1	-	-	3	5	75	25	75	100

Pre-requisites:
>   Basic knowledge of travel writings and cultural studies.

Learning Objectives:

1. To introduce students to the genre of travel writing and its thematic richness.
2. To cultivate critical thinking by analyzing travel narratives and their cultural contexts.

Course Outcomes

On the successful completion of the course, students will be able to:		
1	identify different genres within travel writing and key themes explored in travel literature.	**K1**
2	understand cultural and social insights from travel narratives.	**K2**
3	understand how travel writers use imagery and sensory details to immerse readers in unfamiliar settings.	**K2**
4	analyse the role of travel literature in cross-cultural exchange and self-reflection.	**K4**
5	evaluate travel narratives, considering the influence of historical, social, and political contexts on the portrayal of places and people.	**K5**

K1 - Remember; **K2** - Understand; **K4** – Analyse; **K5** – Evaluate

Units	Contents	No. of Hours
I	Peter Hulme: Travelling to Write Susan Basnett: Travel Writing and Gender John Pau Rubes: Travel Writing and Ethnography	**15**
II	Matsuo Bashō: *Narrow Road to the Deep North*. (Trans. by Nobuyuki Yuasa)	**15**
III	Eric Weiner: *The Geography of Bliss*	**15**
IV	V.S. Naipaul: *An Area of Darkness*	**15**
V	Ted Simon: *Jupiter's Travels*	**15**
	Total	**75**

Self-study	Thematic study on Eric Weiner's *The Geography of Bliss*

Textbooks:

1. Hulme, Peter. *Travelling to Write*. Manchester University Press, 2007.
2. Bassnett, Susan. *Travel Writing and Gender*. Routledge, 2002.
3. Rubes, John Pau. *Travel Writing and Ethnography*. Cambridge University Press, 2011.

Reference Books:

1. Fussell, Paul. *Abroad: British Literary Traveling Between the Wars*. Oxford University Press, 1982.
2. Thompson, Carl. *Travel Writing*. Routledge, 2011.
3. Holland, Patrick, and Graham Huggan. *Tourists with Typewriters: Critical Reflections on Contemporary Travel Writing*. University of Michigan Press, 2000.
4. Fussell, Paul, editor. The Norton Book of Travel. W.W. Norton & Company, 1987.
5. *The Best American Travel Writing Series*. Edited by Various Editors Annually, Houghton Mifflin Harcourt, annually published since 2000.

Web Resources:
1. https://plato.stanford.edu/entries/literature-travel/
2. https://www.bl.uk/collection-guides/travel-writing
3. https://www.smithsonianmag.com/travel/
4. https://www.lonelyplanet.com/articles
5. https://www.travelwritingworld.com/

MAPPING WITH PROGRAMME OUTCOMES
AND PROGRAMME SPECIFIC OUTCOMES

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	2	2	2	1	3	3	2	1	2	1	2
CO2	2	3	1	2	1	3	2	2	3	1	2	1	3
CO3	2	2	1	3	3	2	1	3	2	1	2	3	1
CO4	1	2	3	2	2	3	2	1	1	3	2	2	3
CO5	2	3	1	1	2	3	3	1	2	2	3	2	3
TOTAL	10	13	8	10	10	12	11	10	10	8	11	9	12
AVERAGE	2.0	2.6	1.6	2.0	2.0	2.4	2.2	2.0	2.0	1.6	2.2	1.8	2.4

3 – Strong, 2- Medium, 1- Low

SEMESTER VI
DISCIPLINE SPECIFIC ELECTIVE III: c) COMMONWEALTH LITERATURE

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EU236DE3	4	1	-	-	3	5	75	25	75	100

Pre-requisite: Basic knowledge on Commonwealth Literature

Learning Objectives:
1. To develop analytical and critical reading through common wealth literature.
2. To examine diverse cultural narratives and perspectives.

Course Outcomes

	On the successful completion of the course, student will be able to:	
1	comprehend the works of prominent authors in commonwealth literature	K2
2	compare the style of commonwealth writing	K3
3	analyze how authors use language, symbolism, and storytelling techniques to convey cultural and historical messages.	K4
4	evaluate the commonwealth literature with the help of knowledge gained on different cultures	K5
5	appreciate the diversity of Commonwealth voices	K5

K2 - Understand; **K3** – Apply; **K4**- Analyze; **K5**- Evaluate

Units	Contents	No. of Hours
I	**Prose** Chinua Achebe: The Novelist as a Teacher J. M. Coetzee: What is a Classic? A Lecture V. S. Naipaul: India: A Wounded Civilization (excerpt)	15
II	**Poetry** Taslima Nasrin: Can't I Have a Homeland to Call My Own E. J. Pratt: Dying Eagle Shirley Lim: Word for Father Jean Arasanayagam: In the Month of July	15
III	**Short Story** Sanjana Thakur: Aishwarya Rai Kwame McPherson: Ocoee Barbara Baynton: A Dreamer Katherine Mansfield: The Garden Party	15
IV	**Fiction** Shehan Karunatilaka: *Seven Moons of Maali Almeida*	15
V	**Drama** Andrew Bovell: *Things I Know To be True*	15
	Total	75

Self-study	Commonwealth poets

Textbooks

1. Karunatilaka, Shehan. *The Seven Moons of Maali Almeida.* W. W. Norton & Company, 2022.
2. Bovell, Andrew. *Things I Know To Be True.* Currency Press, 2016.
3. Coetzee, J. M. *Stranger Shores: Literary Essays, 1986-1999.* Viking, 2001.

Reference Books

1. Mansfield, Katherine. "Bliss." *Bliss and Other Stories*, Alfred A. Knopf, 1920.
2. Achebe, Chinua. "The Novelist as Teacher." *Morning Yet on Creation Day: Essays*, Anchor Press, 1975, pp. 42-45.
3. Nasrin, Taslima. "Can't I Have a Homeland to Call My Own." *Exile: Women Writers on Displacement*, edited by Stephanie Merrim, University of Virginia Press, 1999, pp. 104-110.
4. Ashcroft, Bill, et al. *The Empire Writes Back: Theory and Practice in Post-Colonial Literatures.* Routledge, 1989.
5. Narasimhaiah, C. D. *An Introduction to Commonwealth Literature.* Macmillan, 1965.
6. Press, John, editor. *Commonwealth Literature: Unity and Diversity in a Common Culture.* Heinemann, 1965.

Web Resources

1. https://www.telegraphindia.com/my-kolkata/people/the-mothers-we-choose-commonwealth-short-story-prize-winner-sanjana-thakur-on-family-and-fiction/cid/2032786
2. https://granta.com/ocoee/
3. https://allpoetry.com/The-Solitary-Woodsman

MAPPING WITH PROGRAMME OUTCOMES
AND PROGRAMME SPECIFIC OUTCOMES

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2	3	2	2	2	3	3	3	2	2	2	2	3
CO2	3	2	2	3	3	2	3	3	2	2	3	3	3
CO3	3	3	3	3	3	2	3	3	3	3	3	3	2
CO4	3	3	3	3	3	3	3	3	3	3	3	3	2
TOTAL	13	14	12	14	14	13	14	15	13	12	13	14	12
AVERAGE	2.6	2.8	2.4	2.8	2.8	2.6	2.8	3	2.6	2.4	2.6	2.8	2.4

3 – Strong, 2- Medium, 1- Low

SEMESTER VI
DISCIPLINE SPECIFIC ELECTIVE IV: a) INTRODUCTION TO FOLK LITERATURE

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EU236DE4	**4**	**1**	**-**	**-**	**3**	**5**	**75**	**25**	**75**	**100**

Pre-requisite: A basic knowledge on the social and historical contexts of folk literature

Learning Objectives:

1. To define folk literature and its various forms, including myths, legends, folktales, fairy tales, and oral traditions.
2. To identify and analyze recurring themes, symbols, and motifs in folk narratives.

Course Outcomes

	On the successful completion of the course, students will be able to:	
1.	describe the origin, development, and key characteristics of folk literature, along with its major forms.	**K1**
2.	understand mythological, performance, functional, and psychoanalytic theories to analyze various forms of folk narratives.	**K2**
3.	interpret and discuss the significance of oral traditions, including kathas, bardic traditions, and the impact of electronic technology on the preservation of folk literature.	**K3**
4.	compare themes, characters, and motifs in folk literature from different cultures to identify universal and unique cultural elements.	**K4**
5.	evaluate current trends in folk literature through post-colonial, postmodern, and feminist perspectives	**K5**

K1 - Remember; **K2** - Understand; **K3** – Apply; **K4** – Analyse; **K5** – Evaluate

Units	Contents	No. of Hours
I	**General Folklore** Definition of Folk Literature Origin and Development of Folk literature Major Forms of Folk Literature Characteristics of Folk Literature	**15**

II	**Folk Songs of Southern India**
	 Canarese Songs
	   The Best Friend
	   True Purity
	 Tamil Songs
	   The Unity of God
	   True Knowledge
	 Malayalam Songs
	   Lament for Krishna
	   A Riddle
		15

III	**Folk Songs**
	   Edgar Alan Poe: Annabel Lee
	   Robert Burns: A Red, Red Rose
	   Nandini Sahu: Sukamaa
	   Anonymous: Waiting for my Sweet Heart (Translation of Tamil Folk Song "Kathiruken Machanukku")
		15

IV	Folktales	15
	English Folktales	
	The Ass, the Table and the Stick	
	The True History of Sir Thomas Thumb	
	Indian Folktales	
	The Faithless Wife and the Ungrateful Blind Man	
	Pride Goeth before a Fall	
V	**Fiction**	15
	Juliet Marillier: *Daughter of the Forest*	
	Amos Tutola: *The Palm Wine Drinkard*	
	Total	**75**

Self Study	Background study of Indian and English folktales

Textbooks:

1. Gover, Charles E. 1871. The Folk Songs of Southern India. Higginbotham and Co., Madras.
2. Marillier,Juliet. 1999. Daughter of the Forest. Pan MacMillan, Australia.
3. Tutola, Amos. 1952. The Palm Wine Drinkard. Faber and Faber, Nigeria.

Reference Books

1. Alan Dundes, 1965. *The Study of Folklore.* Prentice Hall, Englewood Cliffs.
2. Thomas Green A., ed. 1997. *Folklore: An Encyclopedia of Beliefs, Customs, Tales, Music, and Art.* CA: ABC-CLIO, Santa Barbara.
3. Robert Georges A and Michael Owen Jones, 1995.*Folkloristics: An Introduction.*, Indiana University Press, Bloomington.
4. Jan Vansina, 1985.*Oral Tradition as History.* University of Wisconsin Press, Madison.
5. Cathy Preston L., ed. 1995. *Folklore, Literature, and Cultural Theory: Collected Essays.*Garland Publishing, New York.

Web Resources:

1. https://www.egyankosh.ac.in/bitstream/123456789/48232/1/Unit-1.pdf
2. https://sist.sathyabama.ac.in/sist_coursematerial/uploads/SHS1608.pdf
3. https://www.worldoftales.com/Asian_folktales/Indian_folktale_61.html#gsc.tab=0
4. https://www.worldoftales.com/Asian_folktales/Indian_folktale_56.html#gsc.tab=0
5. https://www.worldoftales.com/European_folktales/English_folktale_107.html#gsc.tab=0
6. https://allpoetry.com/poem/14061891-Waiting-for-my-Sweetheart---Kaathiruken-machaanu-ku--Tamil-Folk-s-by-Amlu

MAPPING WITH PROGRAMME OUTCOMES
AND PROGRAMME SPECIFIC OUTCOMES

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	1	1	3	2	1	2	2	1	1	1
CO2	1	3	2	1	2	2	2	3	2	1	1	2
CO3	3	1	2	1	2	2	1	1	2	1	1	2
CO4	1	1	2	1	3	2	3	1	2	2	1	3
CO5	3	3	3	2	3	2	2	3	2	3	1	3
TOTAL	11	10	11	6	14	10	9	10	10	8	5	11
AVERAGE	2.2	2	2.2	1.2	2.6	2	1.8	2	2	1.6	1	2.2

3 – Strong, 2- Medium, 1- Low

SEMESTER VI
DISCIPLINE SPECIFIC ELECTIVE IV: b) GREEN LITERATURE

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EU236DE5	**4**	**1**	**-**	**-**	**3**	**5**	**75**	**25**	**75**	**100**

Pre-requisite
Knowledge of British Romanticism and American Transcendentalism
Learning Objectives
1. To examine the intersections between literature and environmental concerns
2. To analyze how literature reflects, critiques, and influences ecological awareness

Course Outcomes

On the successful completion of the course, students will be able to:		
1	outline significant themes of nature	**K1**
2	explain how literature fosters ecological awareness	**K2**
3	examine ecocritical theories in the prescribed texts	**K3**
4	analyse environmental perspectives in different genres of literature	**K4**
5	organise arguments on the role of literature in addressing environmental issues	**K5**

K1 - Remember; **K2** - Understand; **K3** – Apply; **K4** – Analyse; **K5** – Evaluate

Units	Contents	No. of Hours
I	**Prose** Henry David Thoreau: Higher Laws Rachel Carson: The Human Price Edward Abbey: Down the River	**15**
II	**Poetry** William Wordsworth: Lines Composed a Few Miles Above Tintern Abbey Elizabeth Bishop: The Fish Wendell Berry: The Peace of Wild Things Mary Oliver: Sleeping in the Forest	**15**
III	**Short Story** William Faulkner: The Bear Doris Lessing: A Mild Attack of Locusts Ruskin Bond: Tiger, Tiger, Burning Bright	**15**
IV	**Fiction** Barbara Kingsolver: *Flight Behaviour*	**15**
V	**Drama** Henrik Ibsen: *An Enemy of the People*	**15**
	Total	**75**

Self-study	Introduction to Transcendentalism, nature writing

Textbooks
1. Thoreau, H. D. (1854). *Walden.* (1st Edition). Ticknor and Fields, Boston.
2. Carson, R. (1962). *Silent Spring*. (1st Edition). Houghton Mifflin, New York.
3. Abbey, E. (1968). *Desert Solitaire*: *A Season in Wilderness*. Vol. 1, (1st Edition). McGraw-Hill, New York.
4. Faulkner, W. (1942). "The Bear". Vol. 1, (1st Edition). Random House, New York.

5. Lessing, D. (1957). "A Mild Attack of Locusts". Vol. 1, (1st Edition). Michael Joseph, London.

6. Kingsolver, B. (2012). *Flight Behavior*. Vol. 1, (1st Edition). HarperCollins, New York.

7. Ibsen, H. (1882). *An Enemy of the People*. Vol. 1, (1st Edition). Gyldendal, Copenhagen.

Reference Books

1. Powers, R. (2018). The Overstory. (1st Edition). W.W. Norton & Company, New York.

2. Glotfelty, C., & Fromm, H. (Eds.) (1996). The Ecocriticism Reader: Landmarks in Literary Ecology. (1st Edition). University of Georgia Press, Athens.

3. Bennett, A., & Royle, N. (2016). An Introduction to Literature, Criticism, and Theory. (5th Edition). Routledge, London.

4. Garrard, G. (2012). *Ecocriticism*. (2nd Edition). Routledge, London.

5. Kroeber, K. (1993). *Environmental Literature: A Primer*. (1st Edition). Holt, Rinehart and Winston, New York.

6. Coupe, L. (Ed.) (2000). *The Green Studies Reader: From Romanticism to Ecocriticism*. (1st Edition). Routledge, London.

7. Buell, L. (1995). *The Environmental Imagination: Thoreau, Nature Writing, and the Formation of American Culture*. (1st Edition). Harvard University Press, Cambridge, MA.

8. Gifford, T. (2011). *Green Voices: Understanding Contemporary Nature Poetry*. (2nd Edition). Manchester University Press, Manchester.

Web Resources

1. https://www.asle.org
2. https://www.ecolitbooks.com
3. https://read.dukeupress.edu/environmental-humanities
4. https://www.greenliteraturehub.com
5. https://muse.jhu.edu

MAPPING WITH PROGRAMME OUTCOMES
AND PROGRAMME SPECIFIC OUTCOMES

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	3	3	2	3	3	2	2	2	2
CO2	3	2	3	3	2	2	2	3	2	3	2	2
CO3	3	3	3	3	3	3	3	3	2	2	3	2
CO4	3	2	3	2	3	3	3	3	3	2	3	2
CO5	3	2	2	2	3	3	3	2	3	2	3	2
TOTAL	15	12	14	13	14	13	14	14	12	11	13	10
AVERAGE	3	2.4	2.8	2.6	2.8	2.6	2.8	2.8	2.6	2.5	2.6	2

3 – Strong, 2- Medium, 1- Low

SEMESTER VI

DISCIPLINE SPECIFIC ELECTIVE IV: c) MEMOIR AND AUTOBIOGRAPHY

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EU236DE6	**4**	**1**	**-**	**-**	**3**	**5**	**75**	**25**	**75**	**100**

Pre-requisites: Awareness of historical events, social movements, or cultural norms relevant to the writer's life.

Course Objectives:

1. To analyse the unique narrative techniques and literary devices used in autobiographies, such as selective memory, narrative voice, and self-presentation.
2. To interpret autobiographical works within the historical, cultural, and social contexts that shape the author's identity and experiences.

Course Outcomes:

On the successful completion of the course, students will be able to:		
1	grasp how auto-biographers craft their stories, balancing factual accuracy with personal subjectivity to convey identity and life experiences.	**K1**
2	understand how external factors—like historical events, social norms, and cultural heritage—affect self-representation in autobiographies and influence the themes and perspectives presented.	**K2**
3	discuss how the "self" in autobiography is often a carefully curated version of the author, shaped by selective storytelling and introspection.	**K3**
4	critically assess how auto-biographers craft their stories, balancing factual accuracy with personal subjectivity to convey identity and life experiences.	**K4**
5	evaluate ethical concerns in life writing, such as privacy, bias, and the potential impact on others, and apply these considerations when analysing or discussing autobiographical texts.	**K5**

K1 – Remember; **K2** - Understand; **K3** – Apply; **K4** – Analyse; **K5** - Evaluate

Units	Contents	No. of Hours
I	Simone de Beauvoir: *Memoirs of a Dutiful Daughter* Stephen King: *On Writing: A Memoir of the Craft*	**15**
II	Jacob Tobia: *Sissy: A Coming of Gender Story*	**15**
III	Vladimir Nabokov: *Speak, Memory: An Autobiography Revisited*	**15**
IV	R.K. Narayan: *My Days*	**15**
V	Anne Frank: *The Diary of a Young Girl*	**15**
	Total	**75**

Self Study	Thematic analysis of the novel *The Diary of a Young Girl*

Textbooks

1. Narayan, R.K.. *My Days.* Penguin India, 2000.
2. King, Stephen. *On Writing: A Memoir of the Craft.* Hodder Paperbacks, 2012.
3. Nabokov, Vladimir. *Speak, Memory: An Autobiography Revisited*. Penguin Classics, 2000.

4. Beauvoir, Simone de. *Memoirs of a Dutiful Daughter***.** Penguin Classics, 2001.
5. Frank, Anne. *The Diary of a Young Girl*. Penguin Select Classics, 2024.

Reference Books

1. Krishnan, S. R.K. Narayan: The Early Years, 1906-1945. Penguin Books, 2003.
2. Beahm, George. The Stephen King Companion. St. Martin's Press, 2015.
3. Boyd, Brian. Vladimir Nabokov: The American Years. Princeton University Press, 1991.
4. Bair, Deirdre. Simone de Beauvoir: A Biography. Summit Books, 1990.
5. Müller, Melissa. Anne Frank: The Biography. Metropolitan Books, 1998.

Web Sources

1. https://www.insaneowl.com/my-days-by-r-k-narayan-book-analysis/
2. https://www.masterclass.com/articles/writing-tips-from-stephen-kings-on-writing
3. https://lithub.com/the-art-of-memory-in-nabokovs-autobiography/
4. https://www.openculture.com/2021/03/memoirs-of-a-dutiful-daughter.html
5. https://www.annefrank.org/en/

MAPPING WITH PROGRAMME OUTCOMES AND

PROGRAMME-SPECIFIC OUTCOMES

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	2	2	3	3	1	1	3	3	2	1	1
CO2	2	2	2	2	2	2	2	3	2	2	1	3
CO3	3	2	1	2	2	2	3	2	3	2	2	2
CO4	2	2	1	3	2	2	2	3	2	1	2	2
CO5	2	2	3	2	2	2	2	3	2	1	3	2
TOTAL	11	10	9	12	11	9	10	14	12	8	9	10
AVERAGE	2.2	2	1.8	2.4	2.2	1.8	2	2.8	2.4	1.6	1.8	2

3 – Strong, 2- Medium, 1- Low

SEMESTER VI
PROFESSIONAL COMPETENCY SKILL II: ENGLISH FOR PROFICIENCY TESTS

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EU236PS1	1	1	-	-	2	2	30	25	75	100

Pre-requisite: A basic understanding of the internet-based standardized tests such as the TOEFL, IELTS, and other proficiency exams

Learning Objectives:
1. To familiarize students with the structure and requirements of standardized English tests.
2. To develop effective test-taking strategies for handling time constraints and complex questions.

Course Outcomes:

On the successful completion of the course the students will be able to:	
1.	understand and apply reading strategies to answer comprehension questions accurately and efficiently	**K2**
2.	develop writing skills for crafting coherent and cohesive essays under timed conditions	**K3**
3.	improve listening comprehension to follow conversations and lectures effectively	**K4**
4.	enhance spoken English fluency, pronunciation, and organization for oral responses	**K4**
5.	use vocabulary, grammar, and idiomatic expressions that are essential for high scores on IBT exams	**K5**

K2 - Understand; **K3** – Apply; **K4** – Analyse; **K5** – Evaluate

Units	Contents	No. of Hours
I	**Introduction to IBT Exams** Overview of IBT exams (e.g., TOEFL, IELTS, PTE, Duolingo, Lingua Skills) Test format, question types, scoring Time management and general test-taking strategies	**6**
II	**Reading Skills** Skimming and scanning Identifying main ideas and supporting details Understanding tone, purpose, and inference Practice with sample reading passages	**6**
III	**Listening Skills** Note-taking strategies for lectures and conversations Recognizing main ideas and supporting points Identifying opinions, purpose, and tone	**6**

	Practice with sample listening exercises	
IV	**Speaking Skills** Structuring responses effectively Improving pronunciation, fluency, and intonation Common topics and strategies for expressing opinions Practice with timed speaking exercises	**6**
V	**Writing Skills** Structuring essays: Introduction, body, conclusion Developing coherence and cohesion Grammar and vocabulary for academic writing Practice with timed essay writing	**6**
	Total	**30**

Primary Texts and Practice Books:
- Cambridge Preparation for the TOEFL Test (Cambridge University Press)
- Official Guide to the TOEFL iBT Test (ETS)
- Kaplan's IELTS Prep

Podcast: All Ears English

Mobile App: Liz

Web Resources:
- Cambridge Guide to IELTS
- ETS TOEFL Sample Questions
- IELTS Practice Tests
- Language learning platforms like Duolingo and BBC Learning English for vocabulary and grammar

Assessment Methods:
- **Continuous Assessment** (40%)
  - Weekly quizzes on reading, listening, and vocabulary (15%)
  - Speaking and writing tasks with peer and instructor feedback (15%)
  - Participation in class activities and practice exercises (10%)
- **Final Assessment** (60%)
  - Full-length IBT mock exam covering all sections of the test

MAPPING WITH PROGRAMME OUTCOMES
AND PROGRAMME SPECIFIC OUTCOMES

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	2	2	2	3	2	3	3	3	2	3	3
CO2	3	3	3	2	3	2	3	3	3	3	3	3
CO3	3	3	3	2	3	2	3	3	2	3	2	3
CO4	3	2	3	3	3	3	2	3	3	3	2	3
CO5	3	2	3	3	3	3	2	3	3	3	3	3
TOTAL	15	12	14	12	15	12	13	15	14	14	13	15
AVERAGE	3	2.4	2.8	2.4	3	2.4	2.6	3	2.8	2.8	2.6	3

SEMESTER VI

GENDER EQUITY AND INCLUSIVITY

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
UG236GE1	1	-	-	-	1	1	15	50	50	100

Learning Objectives

1.To understand the challenges faced by women in the society.
2.To analyze the legitimate rights and laws that aid women to march towards emancipation and empowerment.

Course Outcomes

	On the successful completion of the course, student will be able to:	
1	interpret the life struggles of women and to promote equality	K1
2	identify the socio-cultural and religious practices that subjugate women	K2
3	probe deep into the root cause of marginalization of women and to promote an inclusive nature	K3
4	investigate the challenges faced by women in practical life	K4
5	evaluate exploitation of women as commercial commodities in advertisements and media	K5

K1 - Remember; K2 - Understand; K3 - Apply; K4 - Analyze; K5 – Evaluate

Unit	Contents	No. of Hours
I	**Life Struggle of a Woman:** Challenges faced by girl students, education and religion, woman and society, working environment.	3
II	**Cultural Traits:** Myths and religious texts, opposition and rebuttal, contemporary literature, cultural decay, opportunities provided by social media.	3
III	**Women's Rights:** Democratic women's association, Laws for women's rights, essential legal rights of girl child in India, gender justice, millennium development goals, Political parties.	3
IV	**Women's Liberation:** Struggle for social rebirth, role of government and NGO's- self-help group for women, Indian political of legal profession and gender representation. the supreme courts efforts, challenging patriarchal narratives, global responsibility, women in sustainable development.	3
V	**Inclusivity:** Equal opportunities for women and men, equal access and opportunities for disabled people, indigenous populations, refugees and migrants - Importance of challenging and redefining gender roles - value and respect towards all gender identities.	3
	TOTAL	15

Reference Books

1. Hosoda, M. 2021. Promoting Gender Diversity and Inclusion at Workplace: A Case Study of Japanese Retail and Financial Service Company. Rikkyo University
2. Palo, S., Jha, K. K. 2020. Introduction to Gender. Tata Institute of Social Sciences.
3. Debois, E. and L. Dumenil. 2005. Through Women's Eyes: An American History With Documents. St. Martin Press.
4. Carter, Sarah. Mansell, 1990. Women's Studies: A Guide to Information Sources.
5. Datchana Moorthy Ramu.2020. Gender Equality and Sustainable development

Goals,Notion Press.

Web Resources

1.   https://en.wikipedia.org/wiki/Women%27s_studies
2. https://libguides.berry.edu/wgs/reference
3. https://www.albany.edu/~dlafonde/women/wssresguide9602
4. https://openbooks.library.umass.edu/introwgss/chapter/references-feminist-movements/
5. https://libguides.niu.edu/womensandgenderstudies/ReferenceSources