Holy Cross College (Autonomous), Nagercoil
Kanyakumari District, Tamil Nadu.
Accredited with A⁺ by NAAC - IV Cycle – CGPA 3.35

Affiliated to
Manonmaniam Sundaranar University, Tirunelveli

Semester I – IV

PG Guidelines & Syllabus

PG & RESEARCH DEPARTMENT OF ENGLISH

2023-2026
(With effect from the academic year 2024-2025)

Issued from
THE DEANS' OFFICE

EP 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 M.A./ M. Sc. /MSW Degree Programme, the graduates will be able to:	Mapping with Mission
PEO1	apply scientific and computational technology to solve social and ecological issues and pursue research.	M1, M2
PEO2	continue to learn and advance their career in industry both in private and public sectors.	M4 & M5

PEO2	develop leadership, teamwork, and professional abilities to become a more cultured and civilized person and to tackle the challenges in serving the country.	M2, M5 & M6

Programme Outcomes (POs)

POs	Upon completion of M.A Degree Programme, the graduates will be able to:	Mapping with PEOs
PO1	enhance in-depth learning by using innovative technological sources.	PEO1
PO2	design and undertake individual research which will contribute to the future ideological and societal development	PEO1, PEO2 & PEO3
PO3	integrate various theories and methodologies relating to social and environmental contexts.	PEO2
PO4	excel in competitive examinations, face interviews and handle real life situations.	PEO2 & PEO3
PO5	articulate critically to address the emerging national and global challenges with an ethical outlook.	PEO1, PEO2 & PEO3
PO6	perform with professionalism and team spirit and exhibit leadership, communication and managerial skills.	PEO2 & PEO3
PO7	learn independently for lifelong executing professional, social and ethical responsibilities leading to sustainable development	PEO3

Programme Specific Outcomes (PSOs)

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

Mapping of POs and PSOs

POs	PSO1	PSO 2	PSO3	PSO4	PSO5	PSO6
PO1	S	S	S	S	S	S
PO2	S	M	S	S	M	S
PO3	S	M	S	S	S	M
PO4	S	S	S	S	S	S
PO5	S	S	S	M	S	S
PO6	S	M	S	S	S	M
PO7	S	S	S	M	S	S

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

Eligibility Norms for Admission:

A pass in any UG degree preferably B. A. English Literature or a pass in any equivalent examination as per the norms of Manonmaniam Sundaranar University, Tirunelveli with a minimum of 50% marks.

Duration of the Programme: 2 years
Medium of Instruction: English
Passing Minimum:
     Minimum pass mark in each course is 50.
Components

Part III (Core Course and Elective Course)

Core Courses	12x100	1200
Core Project	1x100	100
Elective Courses	6x100	600
Total Marks		**1900**

Course Structure
  (i) Curricular Courses:
Distribution of Hours and Credits

Course	SEMESTER				Total	
	I	**II**	**III**	**IV**	**Hours**	**Credits**
Core Course & Core Lab Course	7(5) + 7(5) + 6(4)	6(5)+ 6(5) + 6(4)	6(5) + 6(5) + 6(5)	6(5) + 6 (5)+ 6(5)	74	58
Elective Course	5 (3) + 5 (3)	4 (3) + 4 (3)	4(3) -	4 (3) + 4(3)	30	21
Core Research Project		-	5(4)		5	4
Skill Enhancement Course		4 (2)	3 (2)	4 (2)	11	6
Internship			(2)		-	2
Total	**30 (20)**	**30 (22)**	**30 (26)**	**30 (23)**	**120**	**91**

Total Number of Hours   =120
  (ii) Co-curricular Courses

Course	SEMESTER				Total
	I	**II**	**III**	**IV**	**Credits**
Life Skill Training –I	-	(1)	-	-	1
Life Skill Training –II	-	-	-	(1)	1
Field Project	(1)		-		1
Specific Value-Added Courses	(1)		(1)		2
Generic Value-Added Courses		(1)		(1)	2
Massive Open Online Courses (MOOCs)		(1)		(1)	2
Community Engagement Activity (UBA)		(1)			1

Total Number of Credits   =   91 + (10)
     Non-academic courses are mandatory and conducted outside the regular working hours.
Courses Offered

SEMESTER I

Course Code	Title of the Course	Credits	Hours / Week
EP231CC1	Core Course I: English Poetry	5	7
EP241CC2	Core Course II: English Drama	5	7
EP241CC3	Core Course III: English Fiction	4	6
EP241EC1	Elective Course I: a) Indian Writing in English	3	5

Course Code	Title of the Course	Credits	Hours / Week
EP231EC2	Elective Course I: b) Disability Theory and Literature		
EP231EC3	Elective Course I: c) Human Rights and Literature		
EP241EC4	Elective Course II: a) Theatre Art		
EP231EC5	Elective Course II: b) Science Fiction, Fantasy and Detective Literature	3	5
EP231EC6	Elective Course II: c) Life Writings		
	Total	**20**	**30**

SEMESTER II

Course Code	Title of the Course	Credits	Hours / Week
EP232CC1	Core Course IV: American Literature	5	6
EP242CC2	Core Course V: Shakespeare Studies	5	6
EP242CC3	Core Course VI: Postcolonial Theory and Literature	4	6
EP232EC1	Elective Course III: a) Approaches to English Language Teaching	3	4
EP232EC2	Elective Course III: b) Introduction to Linguistics		
EP232EC3	Elective Course III: c) Study of English Language		
EP232EC4	Elective Course IV: a) A Glimpse of Nobel Laurates	3	4
EP232EC5	Elective Course IV: b) Travel Writing		
EP232EC6	Elective Course IV: c) Entrepreneurship Development		
EP232SE1	Skill Enhancement Course I: Technology in Teaching English	2	4
	Total	**22**	**30**

SEMESTER III

Course Code	Title of the Course	Credits	Hours / Week
EP233CC1	Core Course VII: Literary Theory	5	6
EP233CC2	Core Course VIII: Caribbean Literature	5	6
EP233CC3	Core Course IX: Research Methodology	5	6
EP233RP1	Core Research Project	4	5
EP233EC1	Elective Course V: a) Bhakti Literature	3	4
EP233EC2	Elective Course V: b) Film and Media Studies		
EP233EC3	Elective Course V: c) Theology in Literature		
EP233SE1	Skill Enhancement Course II: Health, Wellness and Psychology	2	3
EP233IS1	Internship	2	-
	Total	**26**	**30**

SEMESTER IV

Course Code	Title of the Course	Credits	Hours / Week
EP234CC1	Core Course X: 21st Century Millennial Literature and Culture	5	6
EP234CC2	Core Course XI: Subaltern Studies	5	6

EP234CC3	Core Course XII: Trends and Movements in Literature	5	6
EP234EC1	Elective Course VI: a) European Fiction in Translation		
EP234EC2	Elective Course VI: b) Literature of the North-East India	3	4
EP234EC3	Elective Course VI: c) Children's Literature		
EP234EC4	Elective Course VII: a) Literature of the Indian Diaspora		
EP234EC5	Elective Course VII: b) Feminist Writings in English	3	4
EP234EC6	Elective Course VII: c) Ecology and Literature		
EP234SE1	Skill Enhancement Course III: English for Employability	2	4
	Total	**23**	**30**

Co-curricular Courses

Semester	Code	Title of the Course	Credit
I & II	PG23LST1	Life Skill Training: Ethics	1
II & IV	-	MOOC	1+1
II	PG232CE1	Community Engagement Activity (CEA)	1
III & IV	PG23LST2	Life Skill Training: Values	1
I	EP231FP1	Field Project	1
I & III	EP231V01/ EP233V01	Specific Value-added Course	1+1
II & IV	GVAC2401- GVAC24--	Generic Value-added Course	1+1
		Total	`10

Specific Value-added Courses

Semester	Course Code	Title of the Course	Credits	Total Hours
I	EP231V01	Content Creation	1	30
I	EP231V02	English in Workplace	1	30
III	EP233V01	Introduction to Fine Arts	1	30
III	EP233V02	Soft Skill Development	1	30

Self-Learning Courses

Semester	Course Code	Title of the Course	Credits
III	EP233SL1	How to build your Digital Presence	1
IV	EP234SL1	Grammar and Usage	1

Examination Pattern

Curricular Courses:

   i)   Core Course / Elective Course

   Internal: 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
Seminar (10 marks)	5
Assignment: (Model Making, Exhibition, Role Play, Group Discussion,	5

Problem Solving, Class Test, Open Book Test (Minimum three items per course) (30 marks)	
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) Core 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	
Minor Practical / Spotters /Record	75
Total	**75**

iii) Core Research Project:

Ratio of Internal and External **25: 75**

Internal (Supervisor)	Marks
I Review	5
II Review	5
Report	15
External (External Examiner)	
Report	40
Viva-voce (individual, open viva-voce)	35
Total	**100**

iv) Skill Enhancement Course

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

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, Album, Group Activity (Mime, Skit, Song) (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**

v)   Internship

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

Co-Curricular Courses:

(i) Life Skill Training

Internal Component

Components		Marks
Life Skill Training -I	Album (20 pages)	30
	Group Activity (Group of 5 students)	20
	Total	**50**
Life Skill Training -II	Case Study (30 pages)	50
	Total	**50**

External Component

Written Test	Five out of Seven (5 x 10)	50
	Total	**50**

(ii) Field Project:

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

(iii) Specific Value-Added Courses & Generic Value-Added Courses:

Components	Marks
Internal	25
External	75
Total	**100**

vi) Community Engagement Activity-UBA

Internal Component	
Component	**Marks**
Attendance (Field Work)	30
Participation	20
Total	**50**

External Component

Component	Marks
Group Project Report/ Case Study (10-15 pages in print)	50
Total	**50**

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

(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:

Assessment	Cognitive Level	KI			K2			K3			K4, K5, K6			Total
Internal Test	**Part**	**A**	**B**	**C**	**A**	**B**	**C**	**A**	**B**	**C**	**A**	**B**	**C**	
	No. of Questions	1	1	-	-	-	-	1	-	1	2	1	1	**8**
External Examination	**Part**	**A**	**B**	**C**	**A**	**B**	**C**	**A**	**B**	**C**	**A**	**B**	**C**	
	No. of Questions	3	-	1	3	1	1	1	2	1	3	2	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 for each Course shall be done by a 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 re-appear in such failed course (s) in the subsequent examination to be held in October / November or April / May. However, candidates who have arrears in Practical Examination(s) shall be permitted to re-appear for their arrears only along with Regular Practical examinations in the respective semester.

v. Viva- voce: Each candidate shall be required to appear for Viva-voce Examination in defense of the Project.

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

Conferment of the Master's Degree

A candidate shall be eligible for the conferment of the Degree of Master of Arts / Science/ Commerce only if the minimum required credits for the programme thereof (91 +10 credits) is earned.

Grading System

For a semester examination:

Calculation of Grade Point Average for End Semester Examination:

GPA = Sum of the multiplication of grade points by the credits of the course

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 =　Sum of the multiplication of grade points by the credits of the entire programme

　　　　　　　　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
00-49	0.0	U	Re-Appear
ABSENT	0.0	AAA	ABSENT

Overall Performance

CGPA	Grade	Classification of Final Results
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+	
6.0and above but below 6.5	A	
5.5and above but below 6.0	B+	Second Class
5.0 and above but below 5.5	B	
0.0 and above but below 5.0	U	Re-appear

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

SEMESTER I
CORE COURSE I: ENGLISH POETRY

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	CIA	External	Total
								...		

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EP231CC1	5	1	-	1	5	7	105	25	75	100

Pre-requisite: Basic knowledge of poetry forms and figures of speech

Learning Objectives:

1. To familiarize students with English Poetry starting from Medieval England to 21st Century.
2. To focus on the evolution of Poetic forms such as Sonnet, Ballad, Lyric, Satire, Epic etc.

Course Outcomes

On the successful completion of the course, student will be able to:	
1.	gain ideas about the old English writing style.	**K1 & K2**
2.	acquire knowledge about various forms of poetry during different centuries.	**K2 & K4**
3.	evaluate various poets as representatives of their periods	**K3 & K5**
4.	trace the evolution of various literary movements	**K4 & K5**
5.	justify British Poetry as an aesthetic record of the societies concerned	**K5 & K6**

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

Units	Contents	No. of Hours
I	**Middle English Poetry** Geoffery Chaucer: The General Prologue: Pardoner, The Nun, Doctor, Friar	21
II	**Elizabethan Poetry** Edmund Spenser: Epithalamion John Donne: A Valediction: Forbidding Mourning, The Canonization	21
III	**Seventeenth Century Poetry** John Milton: Paradise Lost - Book IX Andrew Marvell: To His Coy Mistress	21
IV	**Eighteenth Century Poetry** John Dryden: Absalom and Achitophel (Lines 150 – 476) Thomas Gray: Elegy Written in a Country Churchyard William Wordsworth: Tintern Abbey Robert Burns: Holy Willie's Prayer, Auld Lang Syne	21
V	**Modern Poetry** Rupert Brooke: The Soldier Wilfred Owen: Anthem for Doomed Youth W. H. Auden: Elegy on the Death of W. B. Yeats; Musee des Beaux Arts Dylan Thomas: Do Not Go Gentle into That Good Night; Poem in October Philip Larkin: Whitsun Weddings Ted Hughes: Hawk Roosting, Life after Death Seamus Heaney: Digging Carol Ann Duffy: Standing Female Nude Eavan Boland: Achilles Woman	21
	Total	105

Self-Study	Outline of Middle English Poetry

Text Books:
1. 1973, The Oxford Anthology of English Literature Vol. I. The Middle Ages Through the 18th century. OUP, London
2. Standard editions of texts

Reference Books:
1. Eliot, T.S. 1932, "The Metaphysical Poets" from Selected Essay; Faber and Faber limited, London.
2. Bennett, H.S. 1970, Chaucer and the Fifteenth Century, Clarendon Press, London. Malcolm Bradbury and David Palmer, ed., 1970 Metaphysical Poetry, Stratford - upon–Avon Studies Vol. II, Edward Arnold, London.
3. Keats, William R. ed., 1971, Seventeenth Century English Poetry: Modern Essays in Criticism, Oxford University Press, London.
4. A.G. George, 1971, Studies in Poetry, Heinemann Education Books Ltd., London.
5. Daiches, David. 1981, A Critical History of English Literature Vols. I &II., Secker & Warburg, London.
6. Corns, Thomas N. ed., 1993, The Cambridge Companion to English Poetry: Donne to Marvell, Cambridge University Press, Cambridge.

Web Resources
1. https://www.english/.org.uk/chaucer/htm
2. https://www.britannica.com/topic/The-Canonization
3. https://www.worldhistory.org/Elizabethan_Theatre/https://www.britannica.com/topic/Paradise-Lost-epic-poem-by-Milton
4. https://www.britannica.com/topic/Absalom-and-Achitophel
5. https://www.cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/m/Modernist_poetry_in_English.htm

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	1	3	2	3	2	1	1	3	2
CO2	3	3	3	3	2	3	2	3	2	1	1	3	2
CO3	2	3	2	2	2	3	1	3	2	1	1	3	2
CO4	3	3	3	3	2	3	2	3	3	2	1	2	3
CO5	3	3	3	3	3	2	2	3	2	2	2	3	2
TOTAL	14	15	13	14	10	14	11	15	11	7	6	14	11
AVERAGE	2.8	3	2.6	2.8	2	2.8	2.2	3	2.2	1.4	1.2	2.8	2.2

3 – Strong, 2- Medium, 1- Low

SEMESTER I
CORE COURSE II: ENGLISH DRAMA

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EP241CC2	**6**	**1**	**-**	**-**	**5**	**7**	**105**	**25**	**75**	**100**

Pre-requisite: Knowledge of different dramatic techniques and devices

Learning Objectives:

1. To understand the different stages of British Drama and its evolution in the context of theatre can beunderstood by the students.
2. To evaluate the different forms of drama from the historical background could be learnt.

Course Outcomes

On the successful completion of the course, student will be able to:	
1. identify drama and performance as a cultural process and an artistic discourse	**K1 & K4**
2. interpret drama texts as aesthetic records of their times viz., Elizabethan, Restoration, Victorian and Early Modern ages	**K2 & K4**
3. examine the features of Modern and Postmodern British Drama	**K4**
4. appraise various aspects of drama and theatre	**K5 & K3**
5. evaluate plot structure, characterization and dialogue	**K5 & K6**

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

Units	Contents	No. of Hours
I	**Beginnings of Drama:** Miracle and Morality Plays: *Everyman* The Senecan and Revenge Tragedy Thomas Kyd: *The Spanish Tragedy*	**21**
II	**Elizabethan Theatre:** Theatres, Theatre groups, Audience, Actors and Conventions Tragedy and Comedy Christopher Marlowe: *The Jew of Malta* Ben Jonson: *Volpone*	**21**
III	**Jacobean Drama:** John Webster: *The White Devil* Thomas Middleton: *A Game at Chess*	**21**
IV	**Restoration and Irish Dramatic Movement:** William Congreve: *The Way of the World* J.M. Synge: *The Playboy of the Western World*	**21**
V	**Epic Theatre, Comedy of Menace and Post-Modern Drama:** Bertolt Brecht: *Mother Courage and her Children* Samuel Beckett: *Waiting for Godot* (Act I)	**21**
	Total	**105**

Textbooks

Self-study	Theatres, Theatre groups, Audience, Actors and Conventions Tragedy and Comedy

1. Bradbrook, M.C., 1955. *The Growth and Structure and Elizabethan Comedy*, London: Cambridge University Press.

2. Tillyard E. M. W., 1958. *The Nature of Comedy & Shakespeare*, London: Hassell Street Press.

3. Standard editions of texts.

Reference Books

1. Una Ellis-Fermor, 1965, The Jacobean Drama: An Interpretation, London: Methuen & Co.
2. Allardyce Nicoll, 1973, British Drama, London: Harrap.
3. Bradbrook, M.C., 1979, Themes and Conventions of Elizabethan Tragedy, New Delhi: Vikas Publishing House Pvt., Ltd., (6th ed).
4. Michael Hathaway, 1982, Elizabethan Popular Theatre: Plays in Performance, London: Routledge.
5. Kinney, Arthur. F., 2004, A Companion to Renaissance Drama, Oxford: Blackwell Publishing.
6. Allardyce Nicoll, 1967. A History of English Drama: 1600-1900. Cambridge: Cambridge University Press.

Web Resources

1. http://www.questia.com
2. http://www.clt.astate.edu/wmarey/asste%
3. https://nosweatshakespeare.com/resources/era/jacobean-drama-theatre/
4. https://www.britannica.com/art/English-literature/The-Restoration

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	2	1	3	2	2	3	3	2
CO2	2	3	3	1	3	3	3	3	2	2	3	3	2
CO3	3	3	2	3	2	2	1	3	2	2	3	3	1
CO4	2	3	3	3	3	3	3	3	2	2	3	3	2
CO5	3	3	3	3	3	2	3	3	2	2	3	3	2
TOTAL	12	15	13	13	13	12	11	15	10	10	15	15	9
AVERAGE	2.4	3	2.6	2.6	2.6	2.4	2.2	3	2	2	3	3	1.8

3 – Strong, 2- Medium, 1- Low

SEMESTER I
CORE COURSE III: ENGLISH FICTION

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	CIA	External	Total
								Marks		
EP241CC3	5	1	-	-	4	6	90	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	infer themes relating to the turn of the century events through close reading of text.	**K1 & K4**
2	gain wide knowledge about different types of novels.	**K2**
3	learn the art of writing different forms ofnovel with the learned notions.	**K2 & K6**
4	assess philosophical and political underpinnings of Victorian morality, anti-Victorian realities and the aesthetic Movement	**K3 & K5**
5	explore Social, domestic and gothic novels.	**K4**

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

Units	Contents	No. of Hours
I	**Introduction to Novel, Allegorical Novel and Satire:** Novel as a Form, Concepts and Theories about the Novel, Poetics of the Novel – definition, types, narrative modes: omniscient narration. John Bunyan: *The Pilgrim's Progress*	**18**
II	**The New World Novel:** Daniel Defoe: *Robinson Crusoe* Laurence Stern: *Tristram Shandy*	**18**
III	**Middle Class Novel of Manners:** Jane Austen: *Emma* Emile Bronte: *Wuthering Heights*	**18**
IV	**Women's Issues:** Charlotte Bronte: *Jane Eyre* Thomas Hardy: *Tess of the D'Urberville*	**18**
V	**Liberal Humanism, Individual Environment and Class Issues:** D. H. Lawrence: *The Rainbow* James Joyce: *Portrait of the Artist as a Young Man*	**18**
	Total	**90**

Textbooks

Self-Study	Novel as a Form, Concepts and Theories about the Novel, Poetics of the Novel - definition, types, narrative modes: omniscient narration.

1. Wayne C. Booth, 1961, The Rhetoric of Fiction, Chicago University Press, London.
2. F.R. Leavis, 1973, The Great Tradition, Chatto&Windus, London

Reference Books

1. Ian Watt, 1974, Rise of the English Novel, London: Chatto & Windus.
2. Frederick R Karl, 1977, Reader's Guide to the Development of the English Novel till the 18th Century, Southampton: The Camelot Press Ltd.
3. Arnold Kettle, 1967, An Introduction to English Novel Vol. II, New Delhi: Universal Boo Stall.

4. Raymond Williams, 1973, The English Novel: From Dickens to Lawrence, London: Chatto & Windus.
5. Ian Milligan, 1983, The Novel in English: An Introduction, Hong Kong: Macmillan.

Web Resources

1. http://en.wikipedia.org/wiki/English_literature
2. http://en.wikipedia.org/wiki/novel
3. https://www.britannica.com/art/picaresque-novel
4. https://www.britannica.com/art/novel-of-manners
5. https://www.britannica.com/topic/Jane-Eyre-novel-by-Bronte

MAPPING WITH PROGRAMME OUTCOMES
AND PROGRAMME SPECIFIC OUTCOMES

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PS05	PSO6
CO1	3	3	2	2	2	2	2	3	2	2	3	3	3
CO2	3	3	2	2	3	2	2	3	2	2	3	3	3
CO3	3	3	3	3	3	2	2	3	2	2	3	3	3
CO4	3	3	2	3	3	2	2	3	2	2	3	2	3
CO5	3	3	2	3	3	2	2	3	2	2	3	2	2
TOTAL	15	15	11	13	14	10	10	15	10	10	15	13	14
AVERAGE	3	3	2.2	2.6	2.8	2	2	3	2	2	3	2.6	2.8

3 – Strong, 2- Medium, 1- Low

SEMESTER I
ELECTIVE COURSE I: a) INDIAN WRITING IN ENGLISH

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EP241EC1	4	1			3	5	75	25	75	100

Pre-requisite: Basic knowledge of Indian writers and its culture

Learning Objectives:

1. To inculcate in the students the cultural significance of Indian English Literature.
2. To comprehend Indian Writing in English with its dual focus on the influence of classical Indian tradition and the impact of the West.

Course Outcomes

On the successful completion of the course, student will be able to:	
1	identify various trends and tradition of the Indian society	**K1 & K4**
2	understand the Indianness through representative works of Indian Writers in English	**K2**
3	appreciate the literary, cultural, historical, political impact of works of Indian writers in English and thereby their role in bringing about social awareness and transformation	**K3 & K6**
4	examine the background and settings of the prescribed texts	**K5**
5	evaluate the cultural significance of Indian English Literature	**K5**

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

Unit	Contents	No. of Hours
I	**Poetry** Keki N. Daruwalla: The Epileptic Sri Aurobindo: The Island Grave, Rose of God Toru Dutt: The Casuarina Tree Sarojini Naidu: Palanquin Bearers, Coromandel Fishers	**15**
II	**Poetry** Kamala Das: The Looking Glass, An Introduction Parthasarathy: River Once, Under Another Sky Nissim Ezekiel: Morning Prayer, Enterprise	**15**
III	**Prose** Rabindranath Tagore: My School Dr. S. Radhakrishnan: Emerging World Society Dr. A. P. J. Abdul Kalam: Orientation (Wings of Fire) Gayatri Chakravorty Spivak: The Burden of English	**15**
IV	**Drama** Girish Karnad: *Nagamandala* Asif Currimbhoy: *Inquilab*	**15**
V	**Fiction** Anita Desai: *Where Shall We Go This Summer?*	**15**
	Total	**75**

Self -Study	Outline of Indian poets Writing in English

Textbooks

1. Ramamurti, K.S. (Ed.). Twenty Five Indian Poets In English Macmillan. 1995.

Reference Books

1. K.R. SrinivasaIyengar. (1962). *History of Indian Writing in English*. New Delhi. Sterling Publishers.

2. Herbert H. Gowen. (1975) *A History of Indian Literature*, Delhi. Seema Publications.
3. K. Satchidanandan. (2003) *Authors, Texts, Issues: Essays on Indian Literature*. New Delhi. Pencraft International.
4. Amit Chandri. (2001). *The Picador Book of Modern Indian Literature*. London. Macmillan.
5. Spivak, Gayatri Charavorty. (2012). *An Aesthetic Education in the Era of Globalisation*. Harward College. Harward.

Web Resources

1. http://en.wikipedia.org/wik/indian_wriTIng_in_english
2. https://www.thehindu.com/books/books-children/short-history-of-indian-writi ng-in-english/article5226149.ece/amp/
3. https://www.britannica.com/biography/Sri-Aurobindo
4. https://www.literaryladiesguide.com/author-biography/kamala-das-indian-poet/
5. https://www.britannica.com/biography/Anita-Desai

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	2	3	2
CO2	3	3	3	2	2	3	2	3	2	3	3	3	2
CO3	3	2	3	3	3	3	2	3	2	3	2	3	2
CO4	3	3	3	2	2	2	3	3	2	3	3	2	3
CO5	3	3	3	3	2	2	3	3	3	2	3	2	2
TOTAL	15	13	15	12	12	13	13	14	12	13	13	13	11
AVERAGE	3	2.6	3	2.4	2.4	2.6	2.6	2.8	2.4	2.6	2.6	2.6	2.2

3 – Strong, 2- Medium, 1- Low

SEMESTER I
ELECTIVE COURSE I: b) DISABILITY THEORY AND LITERATURE

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	CIA	External	Total
								Marks		
EP231EC2	4	1			3	5	75	25	75	100

Pre-requisite: Basic knowledge of literature

Learning Objectives:

1. To make the students understand the social and cultural implications of disability
2. To inspire and motivate the students to face challenges

Course Outcomes

On the successful completion of the course, student will be able to:	
1.	understand disability with a positive perspective	**K2**
2.	gain insight into the key ideas of disability theory	**K2**
3.	recognise disability as a social and cultural construct	**K4**
4.	analyse societal representations of disability at moral, social, and medical levels	**K4**
5.	recognize contributions of disabled persons in literary world	**K2, K3**

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

Units	Contents	No. of Hours
I	**Disability Theory** Tobin Siebers: Disability Theory Nancy Maris: On Being a Cripple	**15**
II	**Life Writing** Joni Erickson Tada: *Joni: An Unforgettable Story* Jean Dominique Bauby: *The Diving Bell and the Butterfly: A Memoir of Life in Death*	**15**
III	**Describing Disability** William Faulkner: *The Sound and the Fury* Lucy Grealy: *Autobiography of a Face*	**15**
IV	**Socio-cultural Crippling** Rohinton Mistry: *A Fine Balance* Bapsi Sidhwa: *Ice Candy Man*	**15**
V	**Dramatic Representation** Susan Sontag: *Alice in Bed* Mahesh Dattani: *Tara*	**15**
	Total	**75**

Self Study	The writers in the unit

Reference Books

1. Barker, Clare. 2011. Postcolonial Fiction and Disability: Exceptional Children, Metaphor, and Materiality. Basingstoke: Palgrave Macmillan.
2. Bérubé, Michael. 2016. The Secret Life of Stories: From Don Quixote to Harry Potter, How Understanding Intellectual Disability Transforms the Way We Read. New York: New York University Press.
3. Davis, Lennard J. 2002. Bending over Backwards: Disability, Dismodernism & Other Difficult Positions. New York: New York University Press.

4. Hall, Alice. 2016. Literature and Disability. London: Routledge. Kafer, Alison. 2013. Feminist, Queer, Crip. Bloomington: Indiana University Press.
5. Mitchell, David, and Sharon Snyder. 2006. Cultural Locations of Disability. Chicago: University of Chicago Press.

Web Resources

1. https://literariness.org/2018/12/15/disability-studies-2/
2. https://www.studysmarter.us/explanations/english-literature/literary-criticism-and-theory/disability-theory/
3. https://leibniz.stanford.edu/friends/preview/disability-critical/
4. https://www.perlego.com/book/1561110/literature-and-disability-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	3	3	3	2	3	3	3	3	3
CO2	3	3	3	3	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	2	2	2	3	3	2	3
CO4	3	3	3	3	3	3	3	2	2	3	3	2	3
CO5	3	3	3	3	3	3	3	3	3	3	3	3	3
TOTAL	15	15	15	15	15	15	14	12	13	15	15	13	15
AVERAGE	3	3	3	3	3	3	2.8	2.4	2.6	3	3	2.6	3

3 – Strong, 2- Medium, 1- Low

SEMESTER I
ELECTIVE COURSE I: c) HUMAN RIGHTS AND LITERATURE

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EP231EC3	4	1			3	5	75	25	75	100

Pre-requisite: The basic knowledge about human rights

Learning Objectives:
1. To enable the students understand how literatures of the world engage with the issues of human rights across the globe.
2. To help the students gain insight into fictionalized accounts of violation and fight for human rights

Course Outcomes

On the successful completion of the course, student will be able to:	
1.	understand how literatures of the world engage with the issues of human rights across the globe.	**K2, K1**
2.	identify the challenges of contemporary significance through the readings on the history and ethos of human rights.	**K4, K3**
3.	analyse how the knowledge of human rights structure our ways of thinking, refining the perspectives of ourselves and others.	**K4**
4.	evaluate the discourses on human rights representation from a variety of angles.	**K5**
5.	create insights into a variety of imaginative perspectives on human rights issues.	**K6**

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

Units	Contents	No. of Hours
I	**Prose** Lynn Hunt: "Introduction" *Inventing Human Rights* (15-34) Martin Luther King, Jr.: Where do We Go from Here? Address Delivered at the 11th Annual SCLC Convention Edward Said: Reflections on Exile	15
II	**Poetry** Langston Hughes: Let America be America Again Warsan Shire: Home V.I.S. Jeyepalan: The Song of the Defeated Ashraf Fayadh : Cracks in the Skin Bertolt Brecht: The Burning of the Books W. H. Auden: Refugee Blues	15
III	**Memoir** Anne Frank: *The Diary of a Young Girl* Michael Herr: *Dispatches*	15
IV	**Fiction** Sharon Bala: *The Boat People* Markus Zusak: *The Book Thief*	15
V	**Drama** Arthur Miller: *The Crucibles* Asif Currimbhoy: *The Refugee*	15
	Total	**75**

Self -Study	To know the background of the writers

Reference Books:

1. Gopichand. P & Nagasuseela.P, (2010). *Indian Drama in English: A Kaleidoscopic View*.
        New Delhi: Sarup Book Publishers. Pvt. Ltd.
2. Robert Hogan.. (1967). *Arthur Miller*. U.S.A. : North Central Publishing Company.
3. Sarat Joshi C. (2011). *Protecting Human Rights of Refugees: Issues and International
        Intervention.* New Delhi: Akansha Publishing Macgowan.
4. Christopher. (2004). *Twentieth Century American Poetry*. New York: Blackwell
Publishing.
5. Monroe K Spears. (1963). *The Poetry of W.H.Auden: The Disenchanted Island*. New York:
        Oxford University Press.

Web Resources:

1. https://www.humanrightscareers.com/issues/human-rights-education/
2. http://yojana.gov.in/public-account3jan.asp
3. https://www.un.org/en/about-us/universal-declaration-of-human-rights
4. https://www.ohchr.org/en/what-are-human-rights
5. https://www.equalityhumanrights.com/en/human-rights/what-are-human-rights

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	3	3	3	2	3	3	3	3	3
CO2	3	3	3	3	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	2	2	2	3	3	2	3
CO4	3	3	3	3	3	3	3	2	2	3	3	2	3
CO5	3	3	3	3	3	3	3	3	3	3	3	3	3
TOTAL	15	15	15	15	15	15	14	12	13	15	15	13	15
AVERAGE	3	3	3	3	3	3	2.8	2.4	2.6	3	3	2.6	3

3 – Strong, 2- Medium, 1- Low

SEMESTER I
ELECTIVE COURSE II: a) THEATRE ART

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EP241EC4	4	1			3	5	75	25	75	100

Pre-requisite: Being familiar with the elements of Drama

Learning Objectives:

1. To introduce the concepts of directing and stage management.
2. To inculcate in the students the role of Theatre in society.

Course Outcomes

On the successful completion of the course, student will be able to:		
1.	identify the diversity of theatrical experiences and the role of theatre insociety	**K1**
2.	understand a broad range of theatrical disciplines and experiences	**K2**
3.	gain exposure to diverse components of acting and techniques	**K3**
4.	estimate drama as a performing art and the aspects of Stagecraft	**K4 & K5**
5.	discover the relationships among the various facets of Theatre	**K6**

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

Units	Contents	No. of Hours
I	Drama as a performing art, Relation between drama and theatre, The need for permanent theatres.	15
II	Greek theatre, Shakespearean theatre, The Absurd theatre, The Epic theatre, The Multipurpose theatre, The Eastern theatre - conventional and the non- conventional theatre, Folk theatre, urban theatre, third theatre, other theatres in vogue.	15
III	Fundamentals of Play directing: Concept, technique, physical balance,demonstration, The director and the stage	15
IV	Components of acting: Gesture, voice, costume, make-up, mask and different styles in acting as an art form, need for censorship, managing time and space.	15
V	Theatre of illusion, Expressionism and dramatic symbolism Word versus spectacles.	15
	Total	**75**

Self Study	Relation between drama and theatre

Textbooks

1. Sangeetha, K and A. Selvalakshmi. An Introduction to Theatre Art. New CenturyBook House (P) Ltd.,2015.

Reference Books

1. Balme, Christopher B. 2008. *The Cambridge Introduction to Theatre Studies*.Cambridge University Press.
2. Leach, Robert. 2013. *Theatre Studies: The Basics*. Routledge.

Web Resources

1. https://paradisevalley.libguides.com/the111/theatre_history_websites
2. https://www.britannica.com/place/England/Performing-arts

3. https://www.worldhistory.org/Greek_Theatre/
4. https://archive.org/details/fundamentalsofpl0000dean_y3x3
5. http://scriptclickcreate.weebly.com/acting.html
6. https://www.britannica.com/art/theater-building/Production-aspects-of-
   Expressionist-theatre

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	3	2	3	3	3	3	3	2
CO2	1	3	1	2	2	2	2	3	3	3	2	2	1
CO3	3	2	3	2	2	2	2	3	3	1	1	2	1
CO4	3	2	2	2	2	1	3	3	3	2	2	1	1
CO5	3	3	3	3	3	2	2	3	3	3	3	2	2
TOTAL	13	13	11	11	11	10	11	15	15	12	11	10	7
AVERAGE	2.6	2.6	2.2	2.2	2.2	2	2.2	3	3	2.4	2.2	2	1.4

3 – Strong, 2- Medium, 1- Low

ELECTIVE II: b) SCIENCE FICTION, FANTASY AND DETECTIVE LITERATURE

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EP231EC5	**4**	**1**			**3**	**5**	**75**	**25**	**75**	**100**

Pre-requisite: Being familiar with science and fantasy

Learning Objectives:

  1. To familiarize with different forms of Science Fiction, Fantasy and Detective Fiction.
  2. To involve the students to a close reading of the important representative texts.

Course Outcomes

	On the successful completion of the course, student will be able to:	
1.	identify different forms of Science Fiction, Fantasy and Detective Fiction	**K2**
2.	fix the representative detective fiction in the larger context of social changes	**K2**
3.	recognize the basic structure and themes of Science Fiction	**K5**
4.	appreciate the fundamental features and explore the major themes in fantasy fiction	**K4**
5.	gain an understanding of contemporary science fiction and comprehend its connections to the human beings in this changing world.	**K6**

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

Units	Contents	No. of Hours
I	**Background Studies** Science Fiction and Fantasy, Cyberpunk, Alien Invasion, Apocalyptic and Post-apocalyptic Fiction, Gothic Science Fiction, Crime Fiction, Mystery Novels, Thriller	**15**
II	**Detective Fiction** J K Rowling: The Cuckoo's Calling: Cormoran Strike (Book 1) Agatha Christie: Murder on the Orient Express	**15**
III	**Science Fiction** Wilkie Collins: The Woman in White H G Wells: The Time Machine	**15**
IV	**Fantasy Fiction** J R R Tolkien: The Lord of the Rings Gabriel García Márquez: *One Hundred Years of Solitude*	**15**
V	**Short Stories** Edgar Alan Poe: The Murders in the Rue Morgues E M Forster: The Machine Stops Isaac Asimov: The Last Question	**15**
	Total	**75**

Self Study	Alien Invasion

Text Books

  1. Christie, Agatha. Murder on the Orient Express. 1934. New York: Harper Collins, 2011.
  2. Poe, Edgar Allan. The First Detective: The Complete Auguste Dupin Stories. Leonaur, 2009.
  3. Wilkie Collins. The Woman in White. New York: Harper and Brothers, 1893.

Reference Books

  1. Zemboy, James. The Detective Novels of Agatha Christie: A Reader's Guide. Jefferson, NC: McFarland, 2008.

2. James, P. D. Talking About Detective Fiction. London: Faber & Faber, 2010.

Web Resources

1.https://americanenglish.state.gov/files/ae/resource_files/the_murders_in_the_rue_morgue.
pdf

2. https://www.cs.ucdavis.edu/~koehl/Teaching/ECS188/PDF_files/Machine_stops.pdf

3. https://users.ece.cmu.edu/~gamvrosi/thelastq.html

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	1	2	3	1	3	3	3	3	3	2
CO2	1	3	2	2	2	2	2	1	3	3	2	2	1
CO3	2	2	3	1	1	2	2	3	3	1	1	2	2
CO4	3	2	2	2	2	3	3	2	3	2	3	3	2
CO5	3	3	3	1	3	2	2	3	3	3	3	2	2
TOTAL	12	13	12	7	10	12	10	12	15	12	12	12	9
AVERAGE	2.4	2.6	2.4	1.4	2	2.4	2	2.4	3	2.4	2.4	2.4	1.8

3 – Strong, 2- Medium, 1- Low

EP 26

ELECTIVE II: c) LIFE WRITINGS

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EP231EC6	**4**	**1**			**3**	**5**	**75**	**25**	**75**	**100**

Pre-requisite: Being familiar with the life of famous personalities.

Learning Objectives:

1. To make students realize the literary significance of life writings.
2. To familiarize the students with life writings of success stories to conflict zone testimonies and literary works.

Course Outcomes

	On the successful completion of the course, student will be able to:	
1.	become familiar with various subgenres of life writings	**K2**
2.	sensitize themselves to the predicament of various marginalized sections	**K4**
3.	comprehend the significance of life writing as a literary genre	**K3**
4.	get acquainted with the role of personal narrative in writing history	**K6**
5.	comprehend the different socio, cultural and political dimensions	**K2**

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

Units	Contents	No. of Hours
I	**Prose** Carole Angier: Biography (Pg: 47 - 63) Sally Cline: Autobiography (Pg: 64 - 81) *The Arvon Book of Life Writing: Writing Biography, Autobiography and Memoir by* Sally Cline, Carole Angier	15
II	**Autobiography** Malini Chib: *One Little Finger* Manobi Bandopadhyay: *A Gift of Goddess Lakshmi*	15
III	**Memoirs and Testimonials** Victor Frankl: *Man's Search for Meaning* Urvashi Butalia: *The Other Side of Silence: Voices from the Partition of India*	15
IV	**Drama** Eugene O' Neil: *Long Day's Journey into Night*	15
V	**Autofiction and Short Life Narratives** Christopher Isherwood: Goodbye to Berlin	15
	Total	**75**

Self-Study	**Unit I:** Difference between biography and autobiography with examples

Text Books

1. Sally Cline and Carole Angier, The Arvon Book of Life Writing: Writing biography, autobiography and memoir.
2. Sidonie Smith and Julia Watson, Reading Autobiography: A Guide for Interpreting Life Narratives.

Reference Books

1. Sally Cline and Carole Angier, *The Arvon Book of Life Writing: Writing biography, autobiography and memoir*.
2. Laura Marcus – Auto / Biographical Discourses: Theory, Criticism and Practice

Web Resources

1. https://disabilityhorizons.com/2023/03/one-little-finger-one-big-review/

2. https://www.hindustantimes.com/books/making-her-story-review-of-a-gift-of-goddess-lakshmi-manobi-bandyopadhyay-s-memoir/story-VHBJ054h4IcFtYbdmdDC7M.html
3. https://antilogicalism.com/wp-content/uploads/2017/07/mans-search-for-meaning.pdf
4. https://archive.nytimes.com/www.nytimes.com/books/first/b/butalia-silence.html?scp=14&sq=Longest%2520Hatred&st=Search

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	3	1	3	3	3	3	3	2
CO2	1	3	2	2	1	3	2	3	3	3	2	2	3
CO3	3	2	3	2	1	3	3	3	3	2	3	2	3
CO4	3	2	2	1	2	2	3	3	3	2	2	1	2
CO5	3	3	3	3	3	2	2	3	3	3	3	2	3
TOTAL	13	13	12	10	9	13	11	15	15	13	13	10	13
AVERAGE	2.6	2.6	2.4	2	1.8	2.6	2.2	3	3	2.6	2.6	2	2.6

3 – Strong, 2- Medium, 1- Low

SEMESTER I
SPECIFIC VALUE-ADDED COURSE: CONTENT CREATION

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EP231V01	**1**	**-**	**1**	**-**	**1**	**2**	**30**	**25**	**75**	**100**

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

Learning Objectives:

1. To develop a content strategy that aligns with the goals and objectives of a specific project or organization
2. To identify and define the target audience for content creation

Course Outcomes

On the successful completion of the course, student will be able to:		
1.	demonstrate a comprehensive understanding of the principles and concepts of content creation across different digital platforms	**K3**
2.	apply effective writing techniques to produce clear, concise and impactful content	**K3**
3.	utilize various tools and techniques to edit and proofread content for accuracy, coherence and readability	**K3, K4**
4.	analyze and interpret content analytics to measure the success and impact of content	**K4**
5.	create visually appealing and well-designed content using appropriate design principles and graphic design tools	**K6**

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

Units	Contents	No. of Hours
I	Definition and importance of content creation Overview of different types of content (written, visual, audio) Understanding target audience and content goals Introduction to content analytics tools	6
II	Formatting and structuring content Editing and proofreading techniques Ethical considerations in content creation	6
III	Basic design principles and visual aesthetics Using graphic design tools and software Optimizing visual content for different platform Utilizing artificial intelligence and automation tools	6
IV	Strategies for promoting content on various platforms Email marketing and newsletter creation Analyzing and optimizing content distribution channels Plagiarism and copyright infringement	6
V	Content writing practice	6
	Total	**30**

WEB RESOURCES:

1. http://www.medium.com/
2. http://www.hemingwayapp.com/
3. http://www.grammarly.com/
4. http://www.hubspot.com/blog-topic-generator

5. http://www.pexels.com/
6. http://www.pixabay.com/
7. http://www.canva.com/

Activities:

1. Creating content calendar
2. Visual content creation
3. Guest speakers
4. Case studies

**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: ENGLISH IN WORKPLACE

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EP231V02	1	1	-	-	1	2	30	25	75	100

Pre-requisite:

Good command over English language, grammar, vocabulary and LSRW skills.

Learning Objectives:

1. To improve the English language proficiency in reading, writing, speaking, and listening

2. To engage in meaningful dialogue and effect positive change in communities and work places using the English language as a tool for empowerment.

Course Outcomes

On the successful completion of the course, student will be able to:		
1	apply their language skills and empowerment strategies to address social issues and effect positive change in their communities.	K1 & K3
2	develop the ability to critically analyze language use in various contexts, including media, literature and everyday discourse.	K2 & K4
3	engage with individuals from different backgrounds in intercultural communication contexts.	K3 & K5
4	demonstrate improved proficiency in English language communication, including speaking, writing, listening and reading.	K4
5	navigate social and institutional systems with assertiveness, resilience, and agency, using language as a tool for empowerment.	K4

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

Units	Contents	No. of Hours
I	Understanding the job market Profiling oneself for the job Responding to job fairs	6
II	Facing job interviews Effective body language Portfolio making Writing curriculum vitae Dos & Don'ts in the interviews	6
III	Jargons at Workplace Direct and indirect questions Organising meetings Writing minutes	6
IV	Rapport building, Problem solving, Decision making, Assertiveness	6
V	Etiquette, Cultural awareness, Gender Perceptions, Work ethics, Group discussion, Making presentations, Composing business emails	6
	Total	**30**

Textbook:

Sanyal, Mukti, Sudesh Sawhney, Shormishtha Panja & Promodini Varma. *English at the Workplace.* New Delhi: Macmillan India Limited, 2005.

Reference Books:

1. Schofield, James. *Workplace English* , United Kingdom: Collins, 2012.

2. Jovin, Ellen. English at Work: Find and Fix Your Mistakes in Business English as a Foreign Language. United Kingdom, John Murray Press, 2020.
3. Perspectives on Teaching Workplace English in the 21st Century. United Kingdom, Taylor & Francis, 2023.
4. Brown, Stephen E., et al. Improve Your English: English in the Workplace: Hear and See how English is Actually Spoken--from Real-life Speakers. Italy, McGraw Hill LLC, 2008.
5. Krzanowski, Mark. Current Developments in English for Work and the Workplace: Approaches, Curricula and Materials. United Kingdom, Garnet Publishing, 2011.

Web Resources

1. https://www.c2experience.com/blog/five-ways-to-work-communication-dynamics-in-professionalcontexts#:~:text=COMMUNICATION%20DYNAMICS%20WHILE%20YOU%20WORK&text=A%20clearer%20understanding%20of%20the,used%20in%20a%20general%20sense).
2. https://ebooks.inflibnet.ac.in/lisp1/chapter/theories-models-of ommunication/#:~:text=3.-Communication%20Models,the%20sender%20a%20certain%20feedback.
3. https://www.linkedin.com/advice/3/how-do-you-adapt-your-tone-style-different-audiences

Assessment:

- Class participation and engagement in discussions
- Written Assignments
- Oral presentations

**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 IV: AMERICAN LITERATURE

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EP232CC1	5	1	-	-	5	6	90	25	75	100

Pre-requisite: Explore the American philosophy and discuss literary, dramatic and historical concepts.

Learning Objectives:

1. To identify the development of the American text as a literary artifact.

2**.** To inculcate the movements and trends that shaped American literature.

Course Outcomes

On the successful completion of the course, student will be able to:		
1	understand the movements and trends that shaped American literature	**K4**
2	estimate various speeches and concepts of living which changed American history	**K2**
3	evaluate the relation between aesthetics and racism in fiction	**K5**
4	validate representative socio-political, cultural, racial and gender perspectives in theatrical works	**K4**
5	gain exposure to the different literary genres and its evolution in American Literature	**K2**

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

Units	Contents	No. of Hours
I	**Poetry** Robert Frost: The Death of the Hired Man Wallace Stevens: Anecdote of the Jar Maya Angelou: A Brave and Startling Truth Robert Lowell: Skunk Hour Sylvia Plath: Lady Lazarus Anne Sexton: Wanting to Die Adrienne Rich: Driving into the Wreck Lucille Clifton: Homage to my Hips, Far Memory	**18**
II	**Prose** Amy Tan: Mother Tongue Thoreau: Walden (Chapters "The Bean Field", "The Village" "The Ponds" and "Brute Neighbours")	**18**
III	**Short Story** Edgar Allan Poe: The Cask of Amontillado Herman Melville: Bartleby the Scrivener Flannery O'Connor: A Good Man Is Hard to Find Shirley Jackson: The Lottery	**18**
IV	**Drama** Tennessee Williams: A Street Car Named Desire Marsha Norman: Night Mother	**18**
V	**Fiction** Toni Morrison: Beloved Kate Chopin: The Awakening	**18**

Total					**90**

Self – Study	Thoreau's Walden (Brute Neighbors)

Reference Books
1. Amy Tan, 2011. Mother Tongue. Boston: McGraw-Hill.
2. Marsha Norman, 1983. Night Mother. Cambridge: Dramatists Play Service Inc.
3. Boris Ford, 1982. The New Pelican Guide to English Literature - Vol.9. American Literature. USA: Penguin Books.
4. Peter E. Thomas. 1971. Myth and Modern American Drama. Ludhiana: Kalyani Publishers.
5. S.C Mundra, 1978. A Reader's Guide to American Literature: From the Beginnings to the Present Day. Bareilly: Prakash Book Depot.

Web Resources
1. https://www.thoughtco.com/american-literary-periods-741872
2. https://www.poetryfoundation.org/poets/walt-whitman
3. https://blog.eyewire.org/emerson-vs-thoreau-transcendentalist-battle/
4. https://www.britannica.com/art/American-literature
5. https://ivypanda.com/essays/edgar-allan-poes-and-herman-melville-comparison/

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	2	2	3	3	3
CO2	2	3	2	2	3	2	3	3	3	3	2	3	2
CO3	3	2	3	3	3	2	2	3	3	3	3	3	2
CO4	3	3	2	3	3	3	3	3	2	2	2	3	3
CO5	3	2	2	3	3	2	2	3	2	3	3	3	3
TOTAL	14	13	12	14	13	12	13	15	12	13	13	15	13
AVERAGE	3	3	2.4	3	3	2.4	3	3	2.4	3	3	3	3

3 – Strong, 2- Medium, 1- Low

CORE COURSE V: SHAKESPEARE STUDIES

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EP242CC2	5	1	-	-	5	6	90	25	75	100

Pre-requisite: A solid foundation in English language and reading skills, historical contextand exposure to theatre are necessary to learn and understand Shakespeare.

Learning Objectives:

1. To examine, understand and enjoy Shakespeare's plays and Criticism of Theatre.

2. To analyze the context of Elizabethan England from the evolving contemporaryperspective down the ages

Course Outcomes

	On the successful completion of the course, student will be able to:	
1	recognize the trends in Shakespeare studies and understand Elizabethantheatre and the theatre's development.	K1 & K2
2	apply the knowledge of Shakespearean language and style in writing shortpoems and scenes	K3
3	examine and be familiarized with the critical perspectives on Shakespeare's Plays and Sonnets	K4
4	evaluate the modern approaches in Shakespearean criticism	K5
5	create short scenes or monologues based on Shakespeare's works	K6

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

Units	Contents	No. of Hours
I	**General Shakespeare** Shakespeare Theatre Sources Trends in Shakespeare Studies up to the 19th CenturySonnet and Court Politics Famous Actors Shakespeare into Film & Play Production. Sonnets – 12, 65, 86, & 130	18
II	**Comedy** *Much Ado About Nothing, The Winter's Tale*.	18
III	**Tragedy** *Othello*	18
IV	**Historical Play** *Henry IV Part I*	18
V	**Shakespearean Criticism** Theatre for a New Audience's production of Much Ado About Nothing sponsored by Deloitte G. Wilson Knight- "Great Creating Nature": An Essay on *The Winter's Tale* A.C. Bradley - Shakespearean Tragedy (Chapter V & VI) Stephen Greenblatt - Invisible Bullets: Renaissance Authority and its Subversion	18
	Total	90

Self-Study	Select Topics from General Shakespeare

Textbooks

1. Shakespeare, W. (2004). *Much ado about nothing* (B. A. Mowat & P. Werstine, Eds.). Folger Shakespeare Library, Simon & Schuster.
2. Shakespeare, W. (2005). *The winter's tale* (B. A. Mowat & P. Werstine, Eds.). Folger Shakespeare Library, Simon & Schuster.
3. Shakespeare, W. (2004). *Othello* (B. A. Mowat & P. Werstine, Eds.). Folger Shakespeare Library, Simon & Schuster.
4. Shakespeare, W. (2005). *Henry IV, Part I* (B. A. Mowat & P. Werstine, Eds.). Folger Shakespeare Library, Simon & Schuster.

Reference Books

1. Harrison, G.B. 1951. Shakespeare's Tragedies. London: Routledge.
2. Knight G.W, 1957. The Wheel of Fire: Essays in Interpretation of Shakespeare's Sombre Tragedies. North Yorkshire: Methuen Publishing.
3. Knight G.W, 1947. The Crown of Life: Essays in Interpretation of Shakespeare's FinalPlays. Oxford: Taylor & Francis.
4. John F. Andrews, ed., 1985. William Shakespeare: His World, His Work, His Influence. New York: Charles Scribner's Sons.
5. Jonathan Dollimore, ed., 1984. The Radical Tragedy. Cambridge: The Harvester Press.

Web Resources

1. https://www.shakespeare.org.uk/explore-shakespeare/shakespedia/william-shakespeare/william-shakespeare-biography/
2. http://www.shakespeare.bham.ac.uk/resources
3. http://www.shakespearestudyguide.com/#About
4. https://www.folger.edu/shakespeares-theater
5. https://www.britannica.com/art/sonnet
6. https://www.sparknotes.com/shakespeare/othello/genre/
7. https://www.historytoday.com/archive/british_englishmonarchs/henry-iv

MAPPING WITH PROGRAMME OUTCOMES AND PROGRAMME SPECIFIC OUTCOMES

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

3 – Strong, 2- Medium, 1- Low

CORE COURSE VI: POSTCOLONIAL THEORY AND LITERATURE

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EP242CC3	5	1	-		4	6	90	25	75	100

Pre-requisite: A basic understanding British rule and its colonies, familiarity with literary genres

Learning Objectives:
1. To examine, understand current sociopolitical mood in `third-world' countries and consequences of the decolonization of a country relating to the political and cultural independence of formerly subjugated people
2. To develop the theoretical knowledge and fundamentals of postcolonial studies

Course Outcomes

On the successful completion of the course, student will be able to:		
1	understand the emerging trends in Post- Colonial Literature	**K1**
2	distinguish how race, class, gender, history and identity are presented and problematized in the literary texts	**K2**
3	examine the ethnocentric perspective of different colonial cultures with respect to postcolonial literature	**K3**
4	interpret the postcolonial concepts found in relation to postcolonial theory	**K3 & K6**
5	assess and construct arguments regarding literature and texts in a postcolonial context.	**K4 & K5**

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

Units	Contents	No. of Hours
I	**Prose** Bill Ashcroft, Gareth Griffiths and Helen Tiffin: Introduction to *The Empire Writes Back* Edward Said: Introduction to *Orientalism* Gayatri Chakravorty Spivak: Can the Subaltern Speak?	**18**
II	**Poetry** Arun Kolatkar: The Priest, An Old Woman, A Low Temple, A.K. Ramanujan: Returning; Death of a Poem, Farewells Kofi Awonoor: Easter Dawn, The Weaver Bird, Songs of Sorrow Leopold Senghor: In Memoriam, Night of Sine, All Day Long	**18**
III	**Short Stories** Bessie Head: The Collector of Treasures Chinua Achebe: Dead Men's Path	**18**
IV	**Drama** Wole Soyinka: *Death and the King's Horseman* Girish Karnad: *Tughlaq*	**18**
V	**Fiction** Chimamanda Ngozi Adichie: *Purple Hibiscus* Sally Morgan: *Sisters Heart*	**18**
	Total	**90**

Self – Study	African Culture

Textbooks

1. Soyinka, W. (2002). *Death and the King's Horseman*. Norton.
2. Karnad, G. (1972). *Tughlaq*. Oxford University Press.
3. Adichie, C. N. (2003). *Purple Hibiscus*. Algonquin Books.
4. Morgan, S. (2015). *Sister Heart*. Fremantle Press.

Reference Books

1. Specific issues of Journal of Commonwealth Literature.
2. Post-colonial Studies Reader. eds. Ashcroft, Griffiths and Tiffin.
3. Canadian Voices. ed. S. Kudchedkar and Jameela Begum.
4. Frantz Fanon : The Wretched of the Earth.
5. Ashish Nandy : The Fear of Nationalism.

Web Resources

1. https://en.wikipedia.org/wiki/Postcolonial_literature#Postcolonial_feminist_literature
2. https://www.thebritishacademy.ac.uk/blog/what-is-postcolonial-literature/
3. https://www.britannica.com/biography/Chinua-Achebe
4. https://www.tandfonline.com/doi/full/10.1080/1369801X.2020.1718532
5. https://www.cambridge.org/core/books/abs/cambridge-history-of-postcolonial-literature/poetry-and-postcolonialism/E37B702EF39264C41C8CDB523DB74A 1A

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	2	3	3	3	3	3
CO2	3	2	3	3	3	2	2	2	3	3	3	2	3
CO3	3	2	3	3	3	2	2	2	3	3	3	2	3
CO4	3	2	3	3	2	2	2	2	3	3	3	3	3
CO5	3	2	3	3	3	2	2	2	3	3	3	3	3
TOTAL	15	10	15	15	13	11	10	10	15	15	15	13	15
Average	3	2	3	3	2.6	2.2	2	2	3	3	3	2.6	3

3 – Strong, 2- Medium, 1- Low

ELECTIVE COURSE III: a) APPROACHES TO ENGLISH LANGUAGE TEACHING

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EP232EC1	3	1	-	-	3	4	60	25	75	100

Pre-requisite: The learners should be able to differentiate between teaching a language and other subjects.

Learning Objectives:

1. To familiarize students about the basic concepts and theories related to English Language teaching
2. To emphasize the development of language teaching skills

Course Outcomes

On the successful completion of the course, students will be able to:		
1	know the brief history of language teaching methods	**K1**
2	understand the difference among methods, approaches and techniques used in teaching	**K2**
3	identify the objectives, active role of learners, teachers and materials of different approaches in teaching	**K5**
4	analyze the steps involved in teaching prose, poetry, grammar,vocabulary, LSRW skills	**K4**
5	perceive the use of media in language teaching	**K6**

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

Units	Contents	No. of Hours
I	**A Brief history of Language Teaching** The Grammar – Translation method, The Direct method, The Audio Lingual method, Language teaching innovations in the nineteenth century	**12**
II	Nature of Approaches and Methods in Language Teaching 　1. Definition of Approach and method 　2. Objectives, Syllabus, learning activities, roles of learners, teachers and materials of the following approaches: Oral approach and situational language teaching The Silent Way Community Language Learning. Suggestopedia. Competency based Language teaching	**12**
III	Current Communicative Approaches Communicative Language Teaching, The Natural Approach, Cooperative language learning Content based Instruction, Task-based language teaching	**12**
IV	Teaching Aspects - Teaching Prose, Teaching Poetry, TeachingGrammar, Teaching Vocabulary, Teaching LSRW skills	**12**
V	Technology and Language Teaching – CALL, MALL, TELL Use of literary and non- literary materials	**12**
	Total	**60**

Self Study	Technology and Language Teaching, Use of Literary and non – literary materials

Reference Books

1. Carol A. Chapelle, 2003. English Language Learning and Technology. Amsterdam: John Benjamins Publishing Company.

2. Jack C. Richards and Theodore S. Rodgers, 1999. *Approaches and Methods in Language Teaching*. United States of America: Cambridge University Press.
3. Nagaraj, Geetha, 2008. *English language teaching. Approaches, methods and techniques.* Hyderabad: Orient Longman Pvt. Ltd.
4. Nasaruddin Umar, 2011. *Approaches and Methods in Language Teaching*. Surabaya: PMN Publisher
5. Tickoo. M. L, 2009. *Teaching and Learning English. A Sourcebook for Teachers and Teacher – Trainers.* Delhi: Orient Black Swan Private Limited.

Web Resources

1. https:// www.teachingenglish.org.uk

2. https:// www.researchgate.net

3. http://www.ehow.com/way-5557572_effective-teaching-strategies- prose.htm/

4. https://www.englishclub.com/efl/tefl-articles/tips/history-of-english-language-teaching/

5. https://tesoladvantage.com/methods-and-approaches-of-english-language-teaching/

6. https://www.cambridge.org/core/books/abs/approaches-and-methods-in-language-teaching/current-communicative-approaches/1A7EEF3288E7A5688C36E1504138AF17

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	3	3	3	2	3	3	3	3	2
CO2	2	3	3	3	2	3	3	2	3	3	3	3	2
CO3	3	3	3	2	3	3	3	2	3	3	3	3	3
CO4	3	3	3	3	3	3	3	2	3	3	3	2	3
CO5	3	2	3	3	3	3	3	2	3	3	3	2	3
TOTAL	14	14	15	14	14	15	15	10	15	15	15	13	13
AVERAGE	2.7	2.7	3	2.7	2.7	3	3	2	3	3	3	2.6	2.6

3 – Strong, 2- Medium, 1- Low

ELECTIVE COURSE III: b) INTRODUCTION TO LINGUISTICS

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EP232EC2	3	1	-	-	3	4	60	25	75	100

Pre-requisite: The learners should be able to differentiate among language, literature and linguistics

Learning Objectives:

1. To familiarize with the practical and theoretical discourse of linguistics.
2. To expose the learners to the different branches of linguistics.

Course Outcomes

On the successful completion of the course, student will be able to:		
1	learn the varied theories in Linguistics	**K1, K2**
2	comprehend the varieties of language	**K2, K3**
3	identify the branches of Applied Linguistics	**K3, K4**
4	analyze the relationship between language and literature	**K4**
5	evaluate the language disorders	**K5**

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

Units	Contents	No. of Hours
I	**Theories in Linguistics** Innate grammatical Principles Corpus Linguistics	**12**
II	**Native and Non-Varieties of Language** Phonology to Morphology, Syntax to Semantics, Pragmatics	**12**
III	**Branches of Linguistics** Structural Linguistics, Psycholinguistics, Sociolinguistics	**12**
IV	**Applied Linguistics** Stylistics and Discourse Analysis: Relationship between Language and Literature, Style and Function, Poetic Discourse, Narrative Discourse and Dramatic Discourse	**12**
V	**Language Disorders** The Brain and Language Organization, Aphasia, Dyslexia, Dysgraphia	**12**
	Total	**60**

Reference Books

1. Radford, A. et.alm 1999. *Linguistics: An Introduction*. United Kingdom: Cambridge

Self Study	Branches of Linguistics

University Press.

2. Wardhaugh ,R. 1986. *An Introduction to Sociolinguistics*. United States: Blackwell.

3. Madhukar.G.D, 2012. *Encyclopedia of Language and Linguistics*, (2 Vols.), New Delhi: Swastik Publications.

Web Resources

1. https://www.sciencedirect.com/topics/psychology/linguistic-theory#:~:text=Linguistic%20Theory%20was%20formed%20by,to%20all%20typically%20developing%20humans.

2. http://www.dilbilimi.net/theories.htm

3. https://www.studysmarter.us/explanations/english/language-acquisition/theories-of-language-acquisition/

4. https://www.egyankosh.ac.in/bitstream/123456789/21005/1/Unit-1.pdf

5. https://www.jstor.org/stable/44486848

6. https://leverageedu.com/blog/branches-of-linguistics/

7. https://www.sheffield.ac.uk/linguistics/home/all-about-linguistics/about-website/branches-linguistics

8. https://www.learncram.com/education/branches-of-linguistics/

9. https://www.teachingenglish.org.uk/professional-development/teachers/knowing-subject/c/applied-linguistics#:~:text=Applied%20linguistics%20is%20a%20field,as%20morphology%2C%20phonology%20and%20lexis.

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	3	3	3	2	3	3	3	3	2
CO2	2	3	3	3	2	3	3	2	3	3	3	3	3
CO3	3	3	3	2	3	3	3	2	3	3	3	3	2
CO4	3	3	3	3	3	3	3	2	3	3	3	2	3
CO5	3	2	3	3	3	3	3	2	3	3	3	2	2
TOTAL	14	14	15	14	14	15	15	10	15	15	15	13	12
AVERAGE	2.7	2.7	3	2.7	2.7	3	3	2	3	3	3	2.6	2.4

3 – Strong, 2- Medium, 1- Low

ELECTIVE COURSE III: c) STUDY OF ENGLISH LANGUAGE

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EP232EC3	3	1	-	-	3	4	60	25	75	100

Pre-requisite: The learners need to understand the concept of a second language and distinguish between teaching and learning a language with that of another subject.

Learning Objectives:

1. To acquaint students with the fundamentals of English language theories
2. To introduce learners to the concepts of phonology, morphology and syntax.

Course Outcomes

	On the successful completion of the course, student will be able to:	
1	understand the origins of the language by familiarizing them with the theories of language	**K, K2**
2	familiarize the students with the connection between second language acquisition and learning	**K2**
3	introduce them with the sound patterns of language	**K2, k3**
4	acquaint them with Syntax and semantics of the second language	**K3, k4**
5	comprehend discourse analysis that enables smooth flow of words both in the spoken & written language	**K4, K5, k6**

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

Units	Contents	No. of Hours
I	**Theories of Language** - Bow-wow theory, pooh-pooh theory The Properties of Language Displacement - Arbitrariness - Cultural Transmission – Productivity	12
II	**Sounds of Language** Consonants, Vowels & Diphthongs Manner of Articulation	12
III	**Phonology** Phonemes- Syllables – Coarticulation Effects Morphology - Morphemes	12
IV	Syntax – Rules & Analysis Semantics – Features, Roles, Relations	12
V	**Discourse Analysis** Cohesion – Coherence- Conversational Analysis	12
	Total	**60**

Self Study	Discourse Analysis

Reference Books

1. Wood, Frederick T, 2015. The Outline History of the English Language. New Delhi: Trinity Press.
2. Khare Ayushi, 2018. Handbook of English Language.   India   Evincepub Publishing

Web Resources

1. https://research.com/education/useful-links-for- learning -and - teaching- English
2. https://www.englishclub.com/efl/tefl-articles/tips/history-of-english-language-teaching/
3.https:// www.teachingenglish.org.uk
4.https:// www.researchgate.net
5. https://eltexperiences.com

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	3	3	3
CO2	3	2	3	3	3	2	2	3	2	2	2	3	3
CO3	3	2	3	3	3	2	2	3	2	2	2	3	3
CO4	3	2	3	3	2	2	2	3	2	2	2	3	2
CO5	3	2	3	3	3	2	2	3	2	2	2	3	2
TOTAL	15	10	15	15	13	11	10	15	10	10	11	15	13
AVERAGE	3	2	3	3	2.6	2.2	2	3	2	2	2.2	3	2.6

3 – Strong, 2- Medium, 1- Low

ELECTIVE COURSE I V : a) A GLIMPSE OF NOBEL LAUREATES

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EP232EC4	3	1			3	4	60	25	75	100

Pre-requisite: A knowledge about Nobel Laureates.

Learning Objectives:

1. To introduce the learners to the Nobel Laureates of various genres of Literature
2. To evaluate critically and aesthetically the prescribed texts

Course Outcomes

On the successful completion of the course, student will be able to:	
1.	relate the outstanding works of Nobel Laureates in an idealistic direction that adds the greatest benefit to humankind	**K3, K1**
2.	interpret the works of various Nobel Laureates	**K4**
3.	analyse the different themes with regard to social, political and cultural aspects.	**K4**
4.	evaluate critically and aesthetically the prescribed texts.	**K5**
5.	perceive the influence of Nobel Laureates in Literature	**K2**

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

Units	Contents	No. of Hours
I	**Poetry** Pablo Neruda: A Song of Despair Octavio Paz: As One Listens to the Rain Rudyard Kipling: The Power of the Dog Seamus Heaney: Oracle	**12**
II	**Prose** Nadime Gordimer: Loot Thomas Mann: He Comes Round the Corner J.M. Coetzee: Excerpts from *Disgrace* Toni Morrison: Excerpt from *Sula*	**12**
III	**Short Stories** Alice Munro: Boys and Girls Annie Ernaux: Returns Abdulrazak Gurnah: The Stateless Person's Tale Mo Yan: Frogs Doris Lessing: Through the Tunnel	**12**
IV	**Novel** Kazuo Ishiguro: *Klara and the Sun*	**12**
V	**Drama** Wole Soyinka: *The Lion and the Jewel*	**12**
	Total	**60**

Self Study	To read the novel *Sula*

Reference Books:

1. Shiv Shanker, 2012. Nine Nobel Laureates in English Literature. Omega Publications.

Web Resources:

1. https://en.wikipedia.org/wiki/List_of_Nobel_laureates_in_Literature
2. https://www.britannica.com/biography/Pablo-Neruda

3. https://www.britannica.com/topic/Nobel-Prize
4. https://interestingliterature.com/2021/07/harold-pinter-the-caretaker-summar y-analysis/amp/
5. https://www.britannica.com/biography/Alice-Munro

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	3	3	3
CO2	3	2	3	3	3	2	2	3	2	2	2	3	3
CO3	3	2	3	3	3	2	2	3	2	2	2	3	3
CO4	3	2	3	3	2	2	2	3	2	2	2	3	2
CO5	3	2	3	3	3	2	2	3	2	2	2	3	2
TOTAL	15	10	15	15	13	11	10	15	10	10	11	15	13
AVERAGE	3	2	3	3	2.6	2.2	2	3	2	2	2.2	3	2.6

3 – Strong, 2- Medium, 1- Low

ELECTIVE COURSE I V : b) TRAVEL WRITING

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EP232EC5	**3**	**1**			**3**	**4**	**60**	**25**	**75**	**100**

Pre-requisite: A knowledge about the genre travel writing

Learning Objectives:

1. To introduce the significance of travel writing and its features.

2. To enable the learners to identify the themes in travel writing.

Course Outcomes

On the successful completion of the course, student will be able to:		
1.	gain knowledge about various writers of the genre.	**K3, K1**
2.	identify the unique characteristics of travel writing.	**K4**
3.	study literary texts as part of the ecological and environmental realities.	**K4**
4.	appreciate the difference in socio, political and cultural background of the prescribed texts.	**K5**
5.	critically analyze the themes of the prescribed texts.	**K2**

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

Units	Contents	No. of Hours
I	Introduction (Chapter 1) Defining the Genre (Chapter 2) Travel Writing through the Ages: An Overview (Chapter 3) (*Travel Writing: A New Critical Idiom* by Carl Thompson)	**12**
II	Roy Moxham: *The Great Hedge of India*	**12**
III	William Darlymple: *Nine Lives in Search of the Sacred in India*	**12**
IV	V S Naipaul: *An Area of Darkness*	**12**
V	Peter Hulme: Travelling to Write (Chapter 5) Susan Basnett: Travel Writing and Gender (Chapter 13) Joan Pau Rubes: Travel Writing and Ethnography (Chapter 14) (*The Cambridge Companion to Travel Writing* by Peter Hulme)	**12**
	Total	**60**

Self Study	Introduction to Travel Writing

Reference Books:

1. *Travel Writing*. Carl Thompson. 2011. Omega Publications. Routledge.

2. *The Cambridge Companion to Travel Writing*. 2002.Peter Hulme. Cambridge University Press.

Web Resources:

1.https://www.mlsu.ac.in/econtents/1166_The%20Cambridge%20Companion%20to%20Trav el%20Writing%20(Cambridge%20Companions%20to%20Literature)%20by%20Peter%20H ulme,%20Tim%20Youngs%20(z-lib.org).pdf

2. https://www.dnaindia.com/analysis/column-why-british-built-the-great-hedge-of-india-2648602

3. https://www.theguardian.com/books/2009/oct/24/nine-lives-william-dalrymple-review

4. https://ijcrt.org/papers/IJCRT2010190.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	2	2	3	3	2
CO2	2	3	3	2	3	2	3	3	3	1	2	2	3
CO3	3	2	3	3	3	2	2	2	2	2	2	2	1
CO4	3	2	3	3	2	3	3	3	3	3	3	3	2
CO5	1	2	3	3	3	2	2	1	2	3	1	3	2
TOTAL	12	12	15	14	13	12	13	12	12	11	11	13	10
AVERAGE	2.4	2.4	3	2.8	2.6	2.2	2.6	2.4	2.4	2.2	2.2	2.6	2

3 – Strong, 2- Medium, 1- Low

ELECTIVE COURSE I V : c) ENTREPREUNERSHIP DEVELOPMENT

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EP232EC6	3	1			3	4	60	25	75	100

Pre-requisite: An interest in entrepreneurship.

Learning Objectives:
1. To help students acquire necessary knowledge and skills required for organizing and carrying out entrepreneurial activities.
2. To bring in them the ability to contribute to their entrepreneurial and managerial potentials.

Course Outcomes

On the successful completion of the course, student will be able to:		
1.	define basic terms and understand basic concepts in the area of entrepreneurship.	**K1**
2.	analyze the business environment in order to identify business opportunities.	**K4**
3.	identify the elements of success of entrepreneurial ventures.	**K2**
4.	consider the legal and financial conditions for starting a business venture.	**K3**
5.	evaluate the effectiveness of different entrepreneurial strategies and specify the basic performance indicators of entrepreneurial activity.	**K5**

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

Units	Contents	No. of Hours
I	**Introduction** Meaning and Importance – Evolution of the Term 'Entrepreneurship' – Factors Influencing Entrepreneurship – Psychological Factors – Social Factors – Economic Factors – Environmental Factors	**12**
II	**Characteristics of Entrepreneurship** Types of Entrepreneurs – Business, Use of Technology, Motivation, Growth, Stages – New Generations of Entrepreneurship Vs Social	**12**
III	**Entrepreneurship** Health Entrepreneurship – Tourism Entrepreneurship – Women Entrepreneurship – Barriers to Entrepreneurship	**12**
IV	**Motivation** Maslow's Theory – Heriburg's Theory – McGragor's Theory – Culture and Society – Risk Taking Behaviour	**12**
V	**Creativity and Entrepreneurship** Steps in Creativity – Decision Making and Problem Solving – Assistance to an Entrepreneur – Incentives and Facilities – New Ventures	**12**
	Total	**60**

Self Study	Various use of technologies in being an entrepreneur.

Reference Books:

1. 2017. *The Age of Metapreneurship: A Journey into the Future of Entrepreneurship*. C. J.
   Cornell. Venture Point Press.
2. 2016. A Brief History of Entrepreneurship. Joe Carlen. Columbia Business School
   Publishing.

Web Resources:

1. https://www.cmu.edu/swartz-center-for-entrepreneurship/education-and-resources/project-olympus/pdf/entrepreneurship-101.pdf
2. https://byjus.com/commerce/what-is-entrepreneurship/
3. https://in.indeed.com/career-advice/career-development/types-of-entrepreneurship
4. https://www.modernhealthcare.com/article/20150221/MAGAZINE/302219978/h ealth-entrepreneurship-on-the-rise

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	1	3	3	3	3	3	1	3	3	2
CO2	1	3	3	3	3	3	3	2	2	3	2	2	3
CO3	2	2	3	3	3	3	3	2	2	3	2	3	1
CO4	2	3	3	3	3	3	3	3	3	3	2	2	2
CO5	2	2	3	3	3	3	2	3	3	3	2	3	2
TOTAL	10	10	15	13	15	15	14	13	13	13	11	13	10
AVERAGE	2	2	3	2.6	3	3	2.8	2.6	2.6	2.6	2.2	2.6	2

3 – Strong, 2- Medium, 1- Low

SKILL ENHANCEMENT COURSE I: TECHNOLOGY IN TEACHING ENGLISH

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	CIA	External	Total
									Marks	
EP232SE1	3	1			2	4	60	25	75	100

Pre-requisite: Keen interest in basic computing skills and teaching English language.

Learning Objectives:

1. To enhance English language teaching professionals around the world acquire andmaintain basic knowledge and skills in technology for professional purposes.
2. To acquaint participants with technology tools, learn to implement network-relatedprograms with concepts of Web Development.

Course Outcomes

On the successful completion of the course, student will be able to:	
1.	understand the digital system, its organization and architecture. **K2**
2.	identify needs and aspirations on a broader spectrum to recognize the evolving role of digital technologies. **K2, K4**
3.	discuss how technology affects language learning and teaching today. **K4**
4.	use strategies to teach vocabulary through socialmedia. **K3**
5.	Identify and develop appropriate grammar activities that include opportunities for learners to discover, analyze, and use English grammar during language interactions. **K3, K4**

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

Units	Contents	No. of Hours
I	Virtual Learning Environment Web-Based Learning Environment Effective Web Tools in Teaching Audio-visual Aids in Teaching.	12
II	**Webpage Development** How to develop and host a webpage Content Writing, Creating Ads, Wikipedia Development: How to develop and edit Wikipedia.	12
III	**Computational Linguistics** Introduction to speech recognition (SR) systems Text-to-speech(TTS) synthesizers Interactive voice response (IVR) systems, Search engines Text editors	12
IV	**Lexicography** Introduction to Lexicography Dictionary Development (e-Dictionary), WorldNet Thesaurus Language Teaching: First Language and Second Language Teaching Various methods of Language Teaching.	12
V	**E-Learning** Asynchronous e-learning Vs Synchronous e-learning of Language Challenges and Solutions in e-learning	12

	Application of Machine Translation.	
	Total	**60**

Self-Study	Lexicography and its uses

Reference Books:

1. Butcher, N. and Wilson Strydom. M, 2013. *A Guide to Quality in Online Learning* Academic Partnerships.
2. Carol A. Chapelle, 2003. *English Language Learning and Technology*. John Benjamins Publishing Company.
3. Tickoo. M. L, 2009. *Teaching and Learning English. A Sourcebook for Teachers and Teacher – Trainers.* Delhi: Orient Black Swan Private Limited.
4. Nagaraj, Geetha. 2008. *English language teaching. Approaches, methods and techniques.* Hyderabad: Orient Longman Pvt. Ltd.
5. Erben, T., Ban, R., & Castañeda. M, 2008. *Teaching English Language Learners through Technology* (1st ed.). Routledge.

Web Resources

1. https://englishpost.org/tools-teach-english-technology/
2. https://www.britishcouncil.in/teach/resources-for-teachers/technology-teachers
    - series
3. https://www.techtarget.com/whatis/definition/virtual-learning-environment-VLE-or-managed-learning-environment-MLE?amp=1
4. https://en.m.wikipedia.org/wiki/Web_development
5. https://plato.stanford.edu/entries/computational-linguistics/
6. http://www.jstor.org/stable/40177999/

MAPPING WITH PROGRAMME OUTCOMES
AND PROGRAMME SPECIFIC OUTCOMES

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

3 – Strong, 2- Medium, 1- Low

LIFE SKILL TRAINING – I ETHICS

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
PG23LST1	1	-	-	-	1	1	15	50	50	100

Prerequisites: Value education-its purpose and significance in the present world

Learning Objectives:

1. To familiarize students with values of the individual, society, culture, one's own health and life philosophy,
2. To impart knowledge of professional ethical standards, codes of ethics, obligations, safety, rights, and other worldwide challenges.

Course Outcomes

On completion of this course the student will be able to		
1	understand deeper insight of the meaning of their existence.	K1
2	recognize the philosophy of life and individual qualities	K2
3	acquire the skills required for a successful personal and professional life.	K3
4	develop as socially responsible citizens.	K4
5	create a peaceful, communal community and embrace unity.	K3

K1-Remember;K2-Understand;K3-Apply;K4-Analyze

Unit	Contents	No. of Hours
I	**Goal Setting:** Definition - Brainstorming Session – Setting Goals – Few components of setting goals.	3
II	**Group Dynamics:** Definition - Nature of Groups – Types of Groups – Determinants of group behavior	3
III	**Conflict Resolution:** Definition – What is a conflict resolution – Why should conflicts be resolved? - Lessons for life	3
IV	**Decision Making:** Definition – 3C's of decision making – Seven Steps to effective decision making – Barriers in effective decision making	3
V	**Anger Management:** Effects of anger – Tips to reduce anger – Anger warning signs – Identify your triggers – Ways to cool down your anger.	3
	TOTAL	15

Self-Study:	Salient values for life, Human Rights, Social Evils and how to tackle them, Holistic living, Duties and responsibilities.

Textbooks

Life Skill Training – I Ethics, Holy Cross College (Autonomous), Nagercoil

Reference Books

1. Holy Cross College (Autonomous), Nagercoil (2007). Foundation Course Life's Challenges. Sipca Computers.
2. Mathew, Sam (2010). Self Help Life Book. Opus Press Publisher.
3. Swati Mehrotra. (2016). Inspiring Souls Moral Values and Life Skills (1st ed.) [English]. Acevision Publisher Pvt. Ltd.
4. Irai Anbu, v. (2010, August). Random Thoughts (1st ed.) [English]. THG Publishing Private Limited, 2019.

5.Holy Cross College (Autonomous), Nagercoil (2007). Foundation Course Life's hallenges.
Sipca Computers.

Web Resources

1. https://positivepsychology.com/goal-setting-exercises/
2. https://www.gov.nl.ca/iet/files/CCB_GroupDynamicsGuide.pdf
3. https://en.wikipedia.org/wiki/Conflict_resolution
4. https://asana.com/resources/decision-making-process
5. https://www.mayoclinic.org/healthy-lifestyle/adult-health/in-depth/anger-management/art-20045434

CORE COURSE VII: LITERARY THEORY

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EP233CC1	5	1	-	-	5	6	90	25	75	100

Pre-requisite:

Foundational understanding of Literature and critical thinking

Learning Objectives

1. To introduce students to literary theories and criticism
2. To critically and logically think about literary theories

Course Outcomes

On the successful completion of the course, students will be able to:	
1.	understand the evolution of literary criticism.	**K2**
2.	apply literary theories to diverse literary texts	**K3**
3.	identify and interpret underlying theoretical frameworks within literary works.	**K1 & K4**
4.	critically evaluate the strengths and limitations of different literary theories	**K5**
5.	articulate well-reasoned arguments regarding the relevance and significance of various literary theories.	**K6**

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

Units	Contents	No. of Hours
I	New Criticism, moral formalism Russian Formalism and Bakhtin School Reader oriented Theories Structuralist Theories	18
II	Marxist Theories Poststructuralist Theories Postmodernist Theories	18
III	Jacques Lacan: The Insistence of the Letter in the Unconscious Jacques Derrida: Structure Sign and Play in the Discourse of the Human Sciences Mikhail Bakhtin: From the Prehistory of Novelistic Discourse	18
IV	Jean Baudrillard: Simulacra and Simulations Roland Barthes: The Death of the Author Michel Foucault: What is an Author?	18
V	Stephen Greenblatt: The Circulation of Social Energy Peter Stockwell: "Introduction" to *Cognitive Poetics: An Introduction*	18
	Total	**90**

Self-study	'Critical Theory and You' chapter of *Using Critical Theory*

Textbooks

1. Raman Selden Peter Widdowson Peter Brooker, *A Reader's Guide to Contemporary Literary Theory,* 6th ed., Pearson , London, 2008.
2. Lodge, David, & Nigel Wood, 2017, *Modern Criticism and Theory: A Reader*, Pearson, Delhi.
3. Lois Tyson, 2011, *Using Critical Theory,* (Third edition), Routledge, London.
4. *Routledge Companion to Critical Theory* Online pdf

Reference Books

1. Vincent B. Leitch et al (eds), *The Norton Anthology of Theory and Criticism*, W.W. Norton & Company

2. Terry Eagleton, *Literary Theory: An Introduction*, Blackwell Publishing

3. Wilfred L. Guerin, Earle Labor, Lee Morgan, Jeanne C. Reesman (eds), *A Handbook of Critical Approaches to Literature*, Oxford University Press,

4. Jonathan Culler, *Literary Theory: A Very Short Introduction,* Oxford University Press,

5. Lois Tyson, Routledge, *Critical Theory Today: A User-Friendly Guide,*

Web Resources

MOOC

1. https://onlinecourses.nptel.ac.in/noc22_hs79/preview NPTEL

2. https://www.udemy.com/course/literary-theory-for-beginners/?couponCode=ST12MT030524 UDEMY

Blogs:

1. Literary Theory and Criticism - https://literariness.org/

2. Literature, Theory and Criticism simplified - https://www.literatureandcriticism.com/about/

Videos:

1. Literary Theory & Criticism: Crash Course for UGC NET English
   https://www.youtube.com/watch?v=Jy_jbdXfPiA

2. Literary Theory and Criticism: Types and Uses
   https://www.youtube.com/watch?v=XamGWSHOMQE

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	2	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

CORE COURSE VIII: CARIBBEAN LITERATURE

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EP233CC2	5	1	-	-	5	6	90	25	75	100

Pre-requisite:

Explore the intersectionality of race, class, gender, and ethnicity within Caribbean narratives.

Learning Objectives

1. To analyze the representation of colonial legacies and postcolonial struggles in Caribbean literature.
2. To trace the evolution of Caribbean literature over time and its influence on broader cultural and political movements

Course Outcomes

On the successful completion of the course, students will be able to:	
1	explore the diversity of voices and perspectives within Caribbean literary traditions	**K1 & K2**
2	apply critical analysis skills to deconstruct and interpret literary texts,	**K3**
3	analyze and interpret a variety of literary texts from the Caribbean region.	**K4**
4	identify key themes, motifs, and stylistic features in Caribbean literature.	**K5**
5	examine the role of language in Caribbean literature	**K5**

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

Units	Contents	No. of Hours
I	**Prose** Elizabeth M. DeLoughrey: Introduction Julia Udofia: The History and Shaping of Caribbean Literature	18
II	**Poetry** Mervyn Morris: Judas Kamau Brathwaite: Bread Merle Collins: Quality Time John Agard: Flag Edward Baugh: Country Dance	18
III	**Short Story** Olive Senior: The Country Cousin Jamaica Kincaid: In the Night Tiphanie Yanique: The Saving Work Alexia Arthurs: Shirley from a Small Place	18
IV	**Fiction** Erna Brodber: *The Rainmaker's Mistake* Kei Miller: *The Last Warner Woman*	18
V	**Drama** Derek Walcott: *Dream on Monkey Mountain* Ian McDonald: *The Hummingbird Tree*	18
	Total	**90**

Self-study	The Background and history of Caribbean Literature

Textbooks

1. Tiphanie, Yanique. (2007). *The Saving Work*. Kore Press, United States.
2. Olive, Senior. (2015). *The Pain Tree*. Cormorant Books, Canada.

Reference Books

1. Donnell, Alison., (2006). *Twentieth Century Caribbean Literature: Critical Moments in Anglophone History.* New York: Routledge.
2. Bloom, Harold. Ed., (1997). *Caribbean Women Writers*. Philadelphia: Chelsea.
3. Dunn, H., (1995). *Globalization. Communications and Caribbean Identity*. Ian Randle Publishers, Kingston.
4. Hall, K. (ed).,(2001). *The Caribbean Community: Beyond Survival.* Ian Randle Publishers, Kingston.
5. Maureen Warner-Lewis, (2001). "Language Use in West Indian Literature." *A History of Literature in the Caribbean*. John Benjamins Publishing Company. Amsterdam.

Web Resources

1.https://www.academia.edu/19789113/BACKGROUND_TO_CARIBBEAN_LITERATURE
2. https://literopedia.com/what-are-the-main-features-of-caribbean-literature#google_vignette
3. https://brill.com/view/journals/nwig/96/1-2/article-p29_2.xml?language=en
4. https://www.studocu.com/row/document/benue-state-university-makurdi/commercial-law-ii/introduction-to-caribbean-lit/22949905
5. https://orbi.uliege.be/bitstream/2268/16383/1/Ledent_Caribbean_Vetas_English.pdf
6. https://worldscholars.org/index.php/ajhss/article/view/304

**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	2	2	3	3	3
CO2	2	3	2	2	3	2	3	3	3	3	2	3	2
CO3	3	2	3	3	3	2	2	3	3	3	3	3	2
CO4	3	3	2	3	3	3	3	3	2	2	2	3	3
CO5	3	2	2	3	3	2	2	3	2	3	3	3	3
TOTAL	14	13	12	14	13	12	13	15	12	13	13	15	13
AVERAGE	3	3	2.4	3	3	2.4	3	3	2.4	3	3	3	3

3 – Strong, 2- Medium, 1- Low

CORE COURSE IX: RESEARCH METHODOLOGY

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EP233CC3	5	1	-	-	5	6	90	25	75	100

Pre-requisite:

Basic knowledge of different types of research writings.

Learning Objectives:

1. To master the rudiments of research writings.

2. To help the students write quality research papers.

Course Outcomes

On the successful completion of the course the students will be able to:		
1.	understand the formal aspects of research	**K1 &K2**
2.	equip themselves in research methodology and ethics	**K3**
3.	analyze the ability to organize ideas in their scholarly research writing	**K4**
4.	select the research topic and formulate hypothesis	**K4 & K5**
5.	meticulously draft the work cited list	**K6**

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

Units	Contents	No. of Hours
I	**Research and Writing, Plagiarism and Academic Integrity:** Research Paper as a Form of Exploration and Communication, Conducting Research, Evaluating Sources, Taking Notes, Outlining, Writing Drafts, Language and Style, Plagiarism and Academic Integrity Definition of Plagiarism, Consequences of Plagiarism, Information Sharing Today, Unintentional Plagiarism, Forms of Plagiarism, Bibliographic Notes, Content Notes, Styling of Notes	**18**
II	**Formatting Research Articles, Mechanics of Prose, Principles of Inclusive Language:** Margins, Text Formatting, Title, Running Head and Page Numbers, Internal Headings and Sub Headings, Placement of the Works Cited, Tables and Illustrations, Lists, Paper and Printing, Proof Reading and Spell Checkers, Capitalization of Terms, Punctuation and Styling of Titles, In-Quoting and Paraphrasing Sources,	**18**
III	**The List of Works Cited and In-text Citations:** Creating and Formatting Entries: An Overview, The MLA Core Elements - Author, Title of Source, Title of Container, Version, Number, Publisher, Publication date, Location, Ordering the List of Works Cited, Alphabetizing: An Overview, Cross-Reference, Annotated Bibliographies, In-Text Citations: An Overview (What to Include and How to Style It)	**18**
IV	**Sampling Design, Measurement and Scaling Techniques:** Census and Sample Survey, Implications of a Sample Design, Steps in Sampling Design, Criteria of Selecting a Sampling Procedure, Characteristics of a Good Sample Design, Different Types of Sample Designs, How to Select a Random Sample? Random Sample from an Infinite Universe, Complex Random Sampling Designs	**18**
V	**Methods of Data Collection:** Methods of Data Collection, Collection of Primary Data, Observation Method, Interview Method, Collection of Data through Questionnaires,	**18**

Collection of Data through Schedules, Difference between Questionnaires and Schedules, Some Other Methods of Data Collection, Collection of Secondary Data		
	Total	**90**

Self-study	APA Citation Style

Textbooks:
1. *MLA Handbook for Writers of Research Papers*. 9th Edition. 2021, The Modern Language Association of America, New York.
2. *MLA Handbook for Writers of Research Papers*. 7th Edition, 2009, Affiliated East-West Press Pvt Ltd.
3. Kothari C. R. Research Methodology: Methods and Techniques. 2nd Edition. 2004, New Age International Publishers.

Reference Books:
1. Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams, 2008, *The Craft of Research*, University of Chicago Press.
2. John W. Creswell, 2002, *Research Design; Qualitative, Quantitative, and Mixed Methods Approaches*, SAGE Publications Inc.
3. C.R. Kothari, 2004, *Research Methodology: Methods and Techniques*, New Age International Publishers.
4. Shawn Wilson, 2008, *Research is Ceremony: Indigenous Research Methods*, Fernwood Publishing.
5. R. Panneerselvam, 2014, *Research Methodology*, PHI Learning.

Web Resources
1. https://libguides.reading.ac.uk/writing/punctuation
2. https://www.careerpower.in/punctuation.html
3. https://www.uopeople.edu/blog/punctuation-marks/
4. https://www.turito.com/learn/english/types-and-uses-of-punctuation-marks
5. https://www.thesaurus.com/e/grammar/what-are-the-major-punctuation-marks/

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	2	3	3	2	3	3	3	2
CO2	2	2	2	3	3	2	3	3	2	3	3	3	2
CO3	2	2	2	3	3	2	3	3	2	3	3	3	2
CO4	2	2	2	3	3	2	3	3	2	3	3	3	2
CO5	2	2	2	3	3	2	3	3	2	3	3	3	2
TOTAL	10	10	10	15	15	10	15	15	10	15	15	15	10
AVERAGE	2	2	2	3	3	2	3	3	2	3	3	3	2

3 – Strong, 2- Medium, 1- Low

CORE RESEARCH PROJECT

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								Internal	External	Total
EP233RP1	-	-	-	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.	critically analyze and synthesize existing literature to identify gaps, formulate research questions, and establish a theoretical framework for the research project.	**K4 & K5**
3.	select and apply appropriate research methodologies and techniques to collect, analyze, and interpret data.	**K2 & K3**
4.	plan, manage, and execute a research project within the given time frame, demonstrating effective project management skills.	**K3**
5.	publish research findings in peer-reviewed journals or present them at academic conferences to contribute to the academic community.	**K3 & K4**

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 name and the Supervisor will be finalized at the beginning of the third semester.

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

➢ The teaching hours allotted for the Project is used to make the students familiar with Research Methodology and project writing.

➢ The Supervisor for the individual project will be allotted by the class in charge. Each student will submit a project and face the viva-voce examination at the end of the third semester.

➢ Each student must submit 2 reviews and a report which will be moderated by the class in charge.

➢ The Project must be between 50 and 55 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 student 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 students 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.

➢ The student who fails to attain 50% of marks for Project shall redo and resubmit her project.

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	2	3	2	3	3	2	3	3	3	2
CO2	2	3	3	3	3	3	3	3	2	3	3	3	2
CO3	2	3	3	3	3	2	3	3	2	3	3	3	2
CO4	2	2	2	3	3	2	3	3	2	3	3	3	2
CO5	2	2	2	3	3	2	3	3	2	3	3	3	2
TOTAL	11	13	13	14	15	11	15	15	10	15	15	15	10
AVERAGE	2.2	2.6	2.6	2.8	3	2.2	3	3	2	3	3	3	2

3 – Strong, 2- Medium, 1- Low

ELECTIVE COURSE V: a) BHAKTI LITERATURE

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EP233EC1	**3**	**1**	**-**	**-**	**3**	**4**	**60**	**25**	**75**	**100**

Pre-requisite:

Students should have interest in learning bhakti literature.

Learning Objectives

1. To understand the concept of Bhakti and its significance in Indian spiritual and literary traditions.
2. To analyse major Bhakti poets and their texts from different parts of the country.

Course Outcomes

On the successful completion of the course, students will be able to:		
1.	develop a deep understanding of the philosophical underpinnings of Bhakti literature, including concepts such as devotion (bhakti), surrender (prapatti), and divine love (prema).	**K1 & K2**
2.	gain insights into the historical and cultural contexts in which Bhakti movements emerged and flourished, understanding their socio-political significance and impact on Indian society.	**K2**
3.	appreciate the diversity within the Bhakti tradition, recognizing the regional variations, linguistic expressions, and philosophical nuances present in Bhakti literature across India.	**K3 & K5**
4.	critically analyse Bhakti poets and their texts from various parts of the country.	**K4**
5.	examine the contribution of women poets in the development of bhakti movement.	**K5**

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

Units	Contents	No. of Hours
I	**Introduction to Bhakti Literature:** Introduction to Bhakti Literature Introduction to Major Bhakti saints Bhakti Movement and its Traditions	**12**
II	**South Indian Bhakti Traditions:** Nakkirar: Tirumurukarruppatai (4-7) Andal: Tiruppavai (9-17) Appar (Tirunavukkaracar): The Garland of Limbs Mahadeviyakka: Like a Silkworm Weaving, I Have Maya for Mother-in Law	**12**
III	**North Indian Bhakti Traditions :** Kabir: Kabir Poems (106-115) Mirabai: A Cowherding girl, Clouds, Keep Up Your Promise Ravidas: If You Are a Mountain Tulsidas: Within This Body, The Rainy Season, Truth Lies Within, Sound Celestial, Prayer	**12**
IV	**Gender Role and Impact of Bhakti Literature:** The Role of Female Saints Bhakti and Social Critique Cultural and Historical Context	12

		Impact and Influence	
V		**Literary Analysis of Bhakti Poetry :** Metaphors and imagery of love Devotional language and Style Themes and Literary Devices – (devotion, love, surrender to the divine, spiritual longing, and the quest for union with the divine) (metaphor, simile, allegory, symbolism, personification, imagery, and repetition)	12
		Total	**60**

Self-study	Tulsidas - Ramcharitmanas (Balakanda)

Textbooks
1. Andrew Schelling, 2011. *The Oxford Anthology of Bhakti Literature*, Oxford University Press.
2. Arun Tiwari, 2020. *A Modern Interpretation of Goswami Tulsidas's RAMCHARITMANAS.*
3. Krishna Sharma, 2003. *Bhakti and Bhakti Movement: A New Perspective,* Munshiram Manoharlal.

Reference Books

1. Venkatesan, Archana. "The Divya Prabandham: A Journey through Tamil Bhakti Canon"
2. Gough, Archibald Edward. "The Hymns of the Alvars"
3. M. A. Dorai Rangaswamy, 1958. *The Religion and Philosophy of Tevaram.* Wisdom Library.

Web Resources
1. https://www.researchgate.net/publication/235929806_The_Bhakti_Movement-_A_historiographical_Critique
2. https://longpoemmagazine.org.uk/issues/issue-four/the-garland-of-limbs
3. https://www.poemhunter.com/kabir/poems/
4. https://allpoetry.com/Mirabai
5. 5https://www.poetry-chaikhana.com/Poets/R/Ravidas/IfYouarea/index.html
6. https://www.google.co.in/books/edition/Sri_Ramanuja/4rW8nLogjekC?hl=en&gbpv=1&dq=Devotional+poetry+of+Shankaracharya+and+Ramanuja,&printsec=frontcover
7. https://www.google.co.in/books/edition/For_the_Love_of_God/Wpt4AAAAIAAJ?hl=en&gbpv=1&bsq=Nalayira+Divya+Prabandham&dq=Nalayira+Divya+Prabandham&printsec=frontcover
8. https://www.google.co.in/books/edition/Annamacharya/72TrAAAAIAAJ?hl=en&gbpv=1&bsq=Pada+Kavita+by+Annamacharya&dq=Pada+Kavita+by+Annamacharya&printsec=frontcover

MAPPING WITH PROGRAMME OUTCOMES
AND PROGRAMME SPECIFIC OUTCOMES

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PS06
CO1	3	2	2	2	2	2	2	3	2	2	2	2	2
CO2	2	3	3	2	2	2	2	3	3	2	2	2	2
CO3	2	3	2	2	3	2	3	2	3	2	2	2	3
CO4	2	3	2	2	2	2	2	3	2	2	2	2	3
CO5	2	3	2	2	3	2	3	2	2	3	2	2	2
TOTAL	**11**	**14**	**11**	**10**	**12**	**10**	**12**	**13**	**12**	**11**	**10**	**10**	**12**
AVERAGE	**2.2**	**2.8**	**2.2**	**2**	**2.4**	**2**	**2.4**	**2.6**	**2.4**	**2.2**	**2**	**2**	**2.4**

3 – Strong, 2- Medium, 1- Low

ELECTIVE COURSE V: b) FILM AND MEDIA STUDIES

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EP233EC2	3	1	-	-	3	4	60	25	75	100

Pre-requisite:

A basic understanding of Film making technology and modern communication system

Learning Objectives:

1. To enhance the learner's perception of the film studies
2. To help the learners comprehend the modern communication systems

Course Outcomes

	On the successful completion of the course, students will be able to:	
1	recall the major theories and theorists in film and media studies.	K1
2	explain the influence of film genres on audience expectations and interpretations.	K2
3	apply media production techniques to create short film projects.	K3
4	analyze the relationship between form and content in film and media texts.	K4
5	evaluate the ethical implications of media production and consumption.	K5

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

Units	Contents	No. of Hours
I	**Glossary of terms**: **Film and media** **Media Studies:** Advertising**,** Augmented Reality**,** BARB**,** Censorship, Conglomerate**,** Convergence**,** Codes**,** Cybernetics**,** Denotation**,** Dramaturgy**,** Foley Sounds**,** Fourth Estate**,** Intertext/ intertextual**,** Infotainment**,** Mass media**,** Oligopoly**,** Propaganda**,** Prosumers**,** Public sphere**,** RAJAR**,** Reception studies**,** Regulation**,** Rhetorics**,** SFX**,** Synergy**,** Signposting**,** Socio-psychological**,** Transmission**,** Typography**,** Users and Gratification. **Film Studies:** Avant-Garde, B-Movie, Back Lot, Billing, Biopic, Black Comedy, Blaxploitation, Bumper, Cameo, Caricature, Cliffhanger, Deus Ex Machina, Dogme 95, Dolly shot, Fish-eye lens, Flash-editing, Interlude, Melodrama, Mockumentary, Montage, Oblique angle, Omniscient Point of View, Overture, Mise-en-scène, Pipeline, Pixilation, Pull-back dolly, Revival House, Rack focusing, Wipe	12
II	**Film Technology**: Development of techniques for the recording, construction and presentation of motion pictures till date	12
III	**Types of Media & Journalism and Writing for Media:** Print & Electronic Media – Hard News & Soft News collection, editing and production, News writing, Feature writing, Review writing, Column writing, Investigative writing, Content writing, Sports writing, Editorial writing	12
IV	**Film Theories**: Feminist, Marxist, Psychoanalytic, Queer, Auteur	12
V	**Precept to practice**: Documentary making, Conducting Interviews, Recording Live Telecast	12
	Total	60

Self-study	Any 2 Oscar Award winning movies Analysis / Review writing/ Recording interview and Documentary making)

Textbooks

1. 1.Keval J Kumar. 2020 (5th ed). *Mass Communication in India*, Jaico Publishing House.
2. David Bordwell and Kristin Thompson. 1979. *Film Art: An Introduction,* Mc Graw Hill-Publisher.

Reference Books
1. Timothy Corrigan and Patricia White. 2021 (6th ed). *The Film Experience: An Introduction,* Bedford/Saint Martin's- publisher, ISBN 10- 1319208185.
2. Leo Braudy (Editor), Marshall Cohen (Editor).2016. *Film Theory and Criticism: Introductory Readings,* Oxford University Press- Publisher.
3. Usha Raman. 2010. *Writing for the Media*, Oxford University Press, New Delhi, SCHAND – Publisher, ISBN- 9780195699388.
3. Walter Murch. 2001 (2nd ed). In the Blink of an Eye, Silman-James Press,U.S.– Publisher, ISBN- 1879505622.
4. James Monaco. 2009 (30th ed). How to Read a Film: Movies, Media, Multimedia, Oxford University Press Inc- Publisher, ISBN- 0195321057.

Web Resources
1. https://guides.lib.uchicago.edu/cinema
2. https://researchguides.dartmouth.edu/film_media
3. https://www.whitman.edu/documents/Offices/Registrar/Catalog/Film-and-Media-Studies.pdf
4. https://www.britannica.com/art/motion-picture
5. https://oer.pressbooks.pub/mediacommunication/chapter/introduction-to-cinema/
6. https://www.collegedekho.com/articles/types-of-journalism/
7. https://www.studiobinder.com/blog/movie-film-terms/
8. https://mediatheory.net/media-glossary/
9. https://www.masterclass.com/articles/film-theory-guide

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	2	3	3	3	3	3
CO2	3	2	3	3	3	2	2	2	3	3	3	2	3
CO3	3	2	3	3	3	2	2	2	3	3	3	2	3
CO4	3	2	3	3	2	2	2	2	3	3	3	3	3
CO5	3	2	3	3	3	2	2	2	3	3	3	3	3
TOTAL	15	10	15	15	13	11	10	10	15	15	15	13	15
AVERAGE	3	2	3	3	2.6	2.2	2	2	3	3	3	2.6	3

3 – Strong, 2- Medium, 1- Low

ELECTIVE COURSE V: c) THEOLOGY IN LITERATURE

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EP233EC3	3	1	-	-	3	4	60	25	75	100

Pre-requisite:

A basic understanding of theology

Learning Objectives:

1. To understand the interplay of theology and literature
2. To cultivate a deeper appreciation for literary texts that deals with religious themes, ideas and traditions

Course Outcomes

On the successful completion of the course, students will be able to:		
1.	demonstrate a strong understanding of key theological concepts and their application in literature.	K2
2.	comprehend complex theological ideas clearly and articulately, both orally and in writing	K2
3.	think critically about the relationship between religion, literature, and culture.	K3
4.	analyze and interpret literary texts from a theological perspective using various critical lenses	K1 & K4
5.	develop their own theological interpretations of literature, supported by evidence from the text and relevant scholarship	K5

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

Units	Contents	No. of Hours
I	**Prose** Book of Job Rudolf Otto: The Idea of Holy	12
II	**Poetry** John Donne: Holy Sonnets George Herbert: Easter Wings Gerard Manley Hopkins: Pied Beauty W. B. Yeats: The Second Coming Rumi: The Echo of Silence, The Whisper of the Wind	12
III	**Short Stories** Leo Tolstoy: The Three Hermits Ray Bradbury: The Veldt Nathaniel Hawthorne: The Minister's Black Veil Flannery O'Connor: A Good Man is Hard to Find	12
IV	**Drama** T. S. Eliot: *Murder in the Cathedral*	12
V	**Fiction** Fyodor Dosteovsky: *The Brothers Karamazov*	12
	Total	60

Self-study	"The Secularization of Scripture" by George Steiner
	"Habitats of Grace" by David Kelsey

Textbooks
1.   Eliot, T. S. (1935). *Murder in the Cathedral*. Harcourt, Brace and Company.
2.   Dostoevsky, F. (1991). *The Brothers Karamazov* (R. Pevear & L. Volokhonsky, Trans.). Vintage Classics.

Reference Books
1.   Baldick, C. (2015). *A Dictionary of Literary Terms and Literary Theory*. Oxford University Press.
2.   Kaufmann, W. (1966). The problem of suffering in Job and Dostoevsky. *Religious Studies*
3.   Felch, S. M. (Ed.). (2016). *The Cambridge Companion to Literature and Religion*. Cambridge University Press.
4.   Knight, M. (Ed.). (2005). *The Routledge Encyclopaedia of Literature and Religion*. Routledge.
5.   Smith, J. Z. (Ed.). (1995). *The HarperCollins Dictionary of Religion*. HarperSanFrancisco.

Web Resources
1.   https://www.ccel.org/a/aquinas/summa/home.html
2.   https://www.logos.com/grow/lecture-hall/
3.   https://otgateway.com
4.   https://sacred-texts.com
5.   https://www.ccel.org

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	2	3	3	3	3	3	3
CO2	2	3	3	2	2	3	2	3	3	3	3	2	3
CO3	3	2	3	2	3	3	2	3	3	3	3	2	3
CO4	2	3	3	3	2	3	2	3	3	3	3	3	3
CO5	2	3	3	2	3	2	2	3	3	3	3	3	3
TOTAL	12	13	15	11	13	14	10	15	15	15	15	13	15
AVERAGE	2.4	2.6	3	2.2	2.6	2.8	2	2	3	3	3	2.6	3

3 – Strong, 2- Medium, 1- Low

SKILL ENHANCEMENT COURSE II: HEALTH, WELLNESS AND PSYCHOLOGY

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EP233SE1	**2**	**1**	**-**	**-**	**2**	**3**	**45**	**25**	**75**	**100**

Pre-requisite:

A basic understanding of psychology concepts.

Learning Objectives:

1. To understand the symptoms, risk factors, and treatment options for mental health conditions.
2. To evaluate the role of motivation, perception, and social influences in health-related decision-making.

Course Outcomes

On the successful completion of the course, students will be able to:	
1.	understand psychological principles to enhance personal and community health practices.	**K1 & K2**
2.	understand how psychological factors impact overall well-being.	**K2**
3.	apply the concepts in real-life situations, emphasizing the practical integration of health, wellness, and psychology.	**K3**
4.	analyze stress management strategies to enhance mental resilience.	**K4**
5.	evaluate the importance of holistic well-being by recognizing and addressing the interconnectedness of physical and mental health.	**K5**

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

Units	Contents	No. of Hours
I	Vedic Foundations of Ayurveda Basic Concepts of Ayurveda The Three Gunas and Three Dosha The Importance of Agni (digestion) Six Rasas and their Relation to Doshas. Ayurvedic View of the Cause of Diseases.	**9**
II	Origin and History of Siddha Basic Concepts of Siddha Diagnosis and Treatment in Siddha: An Overview	**9**
III	Dinacharya or daily regimen for the maintenance of good health Ritucharya or seasonal regimen.	**9**
IV	Components of Mental Health: An Overview, Causes and Consequences of Mental Conflicts and Frustrations, Introduction to Common mental disorders: Insomnia, Depression, Stress, Anxiety disorders Sleep: Stages of Sleep, Sleep Disorders	**9**
V	Personality: Nature and Types of Personality; Determinants of Personality: Heredity and Environment; Facets and Stages of Personality Development	**9**
	Total	**45**

Self-study	Nature and types of personality

Textbook
1. *Compilation of these topics will be provided to the students

Reference Books
1. Bessel Van der Kolk, 2014, The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma, Viking.
2. B. K. S. Iyengar, 2001, Yoga: Path to Holistic Health, DK.
3. Shelly E. Taylor, 2008, Health Psychology, McGraw-Hill Humanities/Social Sciences/Languages.
4. Matthew Walker, 2017Why We Sleep: Unlocking the Power of Sleep and Dreams, Scribner.
5. David A. Sinclair, 2019, Lifespan: Why We Age – Why We Don't Have To, Atria Books.
6. Val Morrison and Paul Bennett, 2005, Health Psychology: An Introduction, Prentice Hall.

Web Resources
1. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5198827/#:~:text=Ayurveda%20beli eves%20that%20the%20entire,human%20body%20in%20varying%20combinations.
2. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5198827/#:~:text=Ayurveda%20beli eves%20that%20the%20entire,human%20body%20in%20varying%20combinations.
3. https://vikaspedia.in/health/ayush/ayurveda-1/ayurveda-basics
4. https://www.everest-ayurveda.com/principles-ayurveda
5. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3202268/
6. https://ayurveda.com/ayurveda-a-brief-introduction-and-guide/
7. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3361919/
8. https://vikaspedia.in/health/ayush/siddha-1/overview-of-siddha

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	PS O4	PSO 5	PSO 6
CO1	3	2	2	2	3	3	3	3	2	2	2	2	2
CO2	3	2	2	2	3	3	3	3	2	2	2	2	2
CO3	3	2	2	2	3	3	3	3	2	2	2	2	2
CO4	3	2	2	2	3	3	3	3	2	2	2	2	2
CO5	3	2	2	2	3	3	3	3	2	2	2	2	2
TOTAL	15	10	10	10	15	15	15	15	10	10	10	10	10
AVERAGE	3	2	2	2	3	3	3	3	2	2	2	2	2

3 – Strong, 2- Medium, 1- Low

SPECIFIC VALUE-ADDED COURSE: INTRODUCTION TO FINE ARTS

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EP233V01	1	1	-	-	1	2	30	25	75	100

Pre-requisite:
Knowledge about the elements of various art forms

Learning Objectives:
1. To understand the principles and elements of various art forms of the past and present socio-cultural milieu.
2. To explore and express the ideas and concepts through painting, visual art, music, theatre, rhetoric and dance.

Course Outcomes

On the successful completion of the course, student will be able to:	
1	define the basic principles and forms employed in various art forms.	K1 & K2
2	understand and apply the significance of both performing arts and visual arts.	K3
3	identify the area of interest that may support their portfolio and career development.	K4
4	evaluate the significance and impact of fine arts in historical and contemporary contexts.	K5
5	create a portfolio of artworks or deliver a presentation that showcas their understanding of art history, techniques, and aesthetic principle	K6

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

Units	Contents	No. of Hours
I	**Origin and Purpose of art Forms** Definition – Division – The Origin of Arts – Importance of Art Education – Visual Art – Nature and Scope of Art Education – Important Art Movements	6
II	**Painting and Visual Arts** Understanding Drawing, Painting and Sculptors – Fundamentals of Visual Arts – The Element of Visual Arts – Cinema and its Elements	6
III	**Music** Elements of Music – Music Genres – Styles – World Music – Classical Indian Music – Folk Music – Hindustan Music	6
IV	**Theatre and Rhetoric** Definition and Origin of Drama – Conventions and Techniques – Theatre and Drama in Indian Folk Theatre – Art of Rhetoric	6
V	**Elements of Dance** – Choreography – Types of Dance Styles – Classical Dance Forms – Traditional and Modern Dance – Dance Theatre	6
	Total	30

Textbook

Towne, Gary S. *Introduction to Fine Arts (Preliminary Edition).* United States, University Readers, 2012.

Reference Books:
1. Sachant, Pamela, et al. Introduction to Art: Design, Context, and Meaning: Exploring Artistic Expression and Cultural Interpretations. Czechia, Good Press, 2023.

2.Towne, Gary S.. *Introduction to Fine Arts (First Edition).* United States, Cognella, Incorporated, 2017.
3. Kumar, Anurag. *Indian Art & Culture (E).* India, Arihant Publication India Limited, 2016.
4. Faulkner, Ray, and Ziegfeld, Edwin. *Art Today: An Introduction to the Visual Arts*. United Kingdom, Holt, Rinehart and Winston, 1974.

Web Resources

1.https://arteducationmasters.arts.ufl.edu/articles/importance-of-art-education/
2.https://www.insightsonindia.com/indian-heritage-culture/theatre/folk-
theatre/#:~:text=folk%20theatre%20is%20a%20composite,local%20identity%20and%20soci
al%20values.
3.   https://plato.stanford.edu/entries/aristotle-rhetoric/

Assessment:
- Portfolio Review
- Performance – based assessments

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: SOFT SKILL DEVELOPMENT

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EP233V02	1	1	-	-	1	2	30	25	75	100

Pre-requisite:

Students should have a basic understanding of communication principles.

Learning Objectives:

1. To develop effective verbal and nonverbal communication skills for various professional contexts.

2. To enhance active listening skills to better understand and respond to others' perspectives and ideas.

Course Outcomes

On the successful completion of the course, student will be able to:		
1	demonstrate improved verbal and nonverbal communication skills.	K1 & K2
2	apply critical thinking skills to analyze complex problems, evaluate information and generate innovative solutions in various professional contexts.	K3
3	develop adaptability and resilience to navigate change, uncertainty and challenges in the workplace.	K4
4	evaluate the importance of lifelong learning and ongoing skill development.	K5
5	exhibit the ability to work collaboratively in diverse teams, contributing positivity, resolving conflicts constructively and achieving shared goals.	K6

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

Units	Contents	No. of Hours
I	Introduction to Soft Skills and their Importance – Overview of Soft Skills and their relevance in the workplace	6
II	Communication Skills development – Verbal and Nonverbal Communication – Understanding Team Dynamics	6
III	Leadership Styles and qualities – Analytical thinking and problem solving strategies	6
IV	Stress management and resilience building techniques – Self-awareness, self-regulation and self-empathy	6
V	Relationship management and conflict resolution, Professional etiquette and bahaviour, Ethical decision making – Personal development planning	6
	Total	**30**

Textbook:

Rao, V B. *Personality Development & Soft Skills*. India, Bsp Books Pvt. Limited, 2020.

Reference Books:

1. Wentz, Frederick H.. *Soft Skills Training: A Workbook to Develop Skills for Employment*. United States, CreateSpace Independent Publishing Platform, 2012.

2. Menon, Gopa Kumar. *Soft Skill and Personality Development: Hand Book*. Educreation Publishing, 2018.

3. Alex, K., and Alex, K.. *Soft Skills Know Yourself & Know the World*. India, S. Chand Limited, 2009.

4. Sharma, Prashant. *Soft Skills: Personality Development for Life Success*. India, Bpb Publications, 2021.

Web Resources

1. https://www.helpguide.org/articles/mental-health/emotional-intelligence-eq.htm#:~:text=4%3A%20Relationship%20management-,What%20is%20emotional%20intelligence%20or%20EQ%3F,overcome%20challenges%20and%20defuse%20conflict.
2. https://www.burbankusd.org/cms/lib/CA50000426/Centricity/Domain/254/Professional%20Etiquette%20updated.pdf
3. https://asq.org/quality-resources/problem-solving#:~:text=Quality%20Glossary%20Definition%3A%20Problem%20solving,solution%3B%20and%20implementing%20a%20solution.

Assessment:

- Class participation and engagement in discussions
- Written Assignments
- Oral presentations

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

SELF-LEARNING COURSE: HOW TO BUILD YOUR DIGITAL PRESENCE

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EP233SL1	-	-	-	-	1	-	-	25	75	100

Pre-requisite

Basic Knowledge about MS Office and Internet

Learning Objectives

1. To introduce students to digital identity and personal branding
2. To manage digital self effectively

Course Outcomes

On the successful completion of the course, students will be able to:		
1	define the concept of digital identity and its significance in personal and professional contexts.	**K1, K2**
2	develop a personal brand and create a compelling online profile across various digital platforms.	**K3, K4**
3	monitor and manage their digital reputation effectively, responding to feedback and mitigating negative content	**K3, K4**
4	apply strategies to protect their privacy and enhance security in the digital environment	**K5**
5	utilize social media and online networking platforms to build professional relationships and advance their career goals.	**K6**

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

Units	Contents
I	Understanding Digital Identity Defining your goals Ethical Considerations in Online Communication
II	Auditing and Pruning your Current Profile Defining Your Personal Brand Choosing the Right Social Media Platforms Building an Online Portfolio or Website
III	Monitoring Your Online Presence Responding to Feedback and Reviews Handling Criticism and Negative Content Leveraging Positive Feedback and Testimonials
IV	Understanding Online Privacy Risks and Protecting Personal Information Securing Social Media Accounts and Online Profiles Recognizing and Avoiding Cyber Threats Managing Permissions and Privacy Settings
V	Leveraging Social Media for Networking Participating in Online Communities and Forums Engaging with Industry Influencers Using LinkedIn for Career Development Building and Nurturing Professional Relationships Online

Textbook

1. Karthik Srinivasan, 2019, Be Social: Building Brand YOU Online, Westland, New Delhi

Reference Books

1. Fraser, Matthew, Soumitra Dutta, 2009, *Throwing Sheep in the Boardroom: How Online Social Networking Will Transform Your Life, Work and World,* Wiley, Bangalore
2. Kawasaki, Guy, 2014, The *Art of Social Media: Power Tips,* Penguin Books, New Delhi.
3. Brittany Hennessy, 2018, *Influencer: Building Your Personal Brand in the Age of Social Media,* Citadel, New Delhi.

Web Resources
1. How do you create a digital identity? https://www.linkedin.com/advice/1/how-do-, you-create-digital-identity-skills-digital-learning
2. Managing Yourself: What's Your Personal Social Media Strategy? https://hbr.org/2010/11/managing-yourself-whats-your-personal-social-media-strategy

Online Courses
1. Personal Branding: How to Brand Yourself Professionally, Authentically, and with Passion.
   https://www.futurelearn.com/experttracks/developing-your-personal-brand
2. Brand Purpose: Marketing Yourself and Building Meaningful Connections
   https://www.futurelearn.com/courses/brand-purpose-jonathan-wilson
3. Brand Personality: How to Tell Your Story with Authenticity and Relevance
   https://www.futurelearn.com/courses/brand-personality-jonathan-wilson

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	2	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

CORE COURSE X: 21ˢᵗCENTURY MILENNIAL LITERATURE AND CULTURE

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EP234CC1	5	1	-	-	5	6	90	25	75	100

Pre-requisite:
    A good knowledge about 21ˢᵗ Century writers.
Learning Objectives
1. To analyse diverse literary works to grasp the evolving cultural dynamics of the 21ˢᵗ century.
2. To explore the impact of interconnectedness on literature and culture.
Course Outcomes

On the successful completion of the course, students will be able to:		
1.	identify the intersections between literature and other cultural forms.	**K1**
2.	understand the ways in which 21ˢᵗ century literature reflects global cultural trends, exchanges and interconnectedness.	**K2**
3.	appreciate literature in various forms including digital storytelling, graphic novels and interactive narratives.	**K3**
4.	analyse how literature engages and responds to pressing global issues like climate change, social justice and political transformations.	**K4**
5.	evaluate how literature addresses and challenges diverse identities including those related to gender, race and sexuality.	**K5**

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

Units	Contents	No. of Hours
I	**Prose** Chimamanda Ngozi Adichie: To My One Love Zadie Smith: Joy Sally Rooney: Even If You Beat Me Yuval Noah Harari: Liberty	18
II	**Poetry** Imtiaz Dharker: Prayer Warsan Shire: Home Hollie McNish: Foreign Ocean Vuong: Telemachus Simon Armitage: Fugitives	18
III	**Short Stories** Karen Russell: St. Lucy's Home for Girls Raised by Wolves Ted Chiang: Exhalation George Saunders: Tenth of December Hilary Mantel: Destroyed	18
IV	**Fiction** Margaret Atwood: *Oryx and Crake* Philip Roth: *Nemesis*	18
V	**Drama** Lucy Kirkwood: *The Children*	18
	Total	**90**

Self-study	The life history of the Booker Prize winners

Textbooks
1. Margaret Atwood, (2003). *Oryx and Crake*, McClelland and Stewart. Canada.
2. Philip Roth, (2010). *Nemesis*, Jonathan Cape. United Kingdom.
3. Lucy Kirkwood, (2016). *The Children*, Faber & Faber. London.

Reference Books
1. Nathalie Cooke, (2004). *Margaret Atwood: A Critical Companion*, Greenwood Press. London.
2. Patrick Hayes, (2014). *Philip Roth: Fiction and Power*, Oxford University Press.
3. Aleks Sierz, (2020). *The Theatre of Lucy Kirkwood*, Methuen Drama, United Kingdom.
4. Danielle L Griffin, (2021). *Karen Russell's Fiction*, University of South Carolina press.
5. Philip Coleman, (2017). *George Saunders: Critical Essays*, Palgrave Macmillan.
6. Yuval Noah Harari. (2018). *21 Lessons for the 21st Century*, Vintage.

Web Resources
1. http://www.imtiazdharker.com/poems_8-prayer
2. https://granta.com/destroyed/
3. https://www.newyorker.com/magazine/2011/10/31/tenth-of-december
4. https://www.bartleby.com/essay/An-Analysis-Of-To-My-One-Love-P3B592N2Z9P
5. https://granta.com/destroyed/

MAPPING WITH PROGRAMME OUTCOMES
AND PROGRAMME SPECIFIC OUTCOMES

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	3	2	3	3	3	2	2	3	3	2
CO2	3	3	3	2	3	3	3	2	2	3	3	3
CO3	3	3	3	2.5	2	3	3	2	2.5	3	3	2
CO4	3	3	2	2	3	2.5	3	2	3	3	2	3
CO5	3	3	3	3	3	2	3	3	2	3	3	3
TOTAL	15	15	14	11.5	14	13.5	15	11	11.5	15	14	13
AVERAGE	3	3	2.8	2.3	2.8	2.7	3	2.2	2.3	3	2.8	2.6

3 – Strong, 2- Medium, 1- Low

CORE COURSE XI: SUBALTERN STUDIES

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EP234CC2	5	1	-	-	5	6	90	25	75	100

Pre-requisite:
Have a foundational understanding of postcolonial theory, critical theory and history methodologies

Learning Objectives:
1. To understand the concept of subalternity and its implications within historical, social and political contexts
2. To analyse power dynamics and structures of domination, particularly in relation to marginalised or oppressed groups

Course Outcomes

On the successful completion of the course, students will be able to:		
1	identify important concepts and texts related to subalternity	K1
2	understand the significance of subaltern perspectives in dominant historical narratives	K2
3	apply insights from subaltern studies to contemporary issues like social injustice and inequality	K3
4	analyse primary texts through a subaltern lens	K4
5	assess the relevance of subaltern studies to power, identity and social change	K5

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

Units	Contents	No. of Hours
I	**Prose** Sumit Sarkar: The Decline of the Subaltern in Subaltern Studies. Ranajit Guha: The Prose of Counter Insurgency (Parts I & II)	18
II	**Poetry** Mahmoud Darwish: Standing before the Ruin of Al-Birweh Audre Lorde: The Black Unicorn Thomas Hood: The Song of the Shirt Kamala Das: The Old Playhouse Sarojini Naidu: The Gift of India	18
III	**Short Stories** Munshi Premchand: A Lesson in the Holy Life, January Night Ambai: A Kitchen in the Corner of the House (Title story), Yellow Fish	18
IV	**Fiction** Bama: *Vendetta* (Vanmam) Meena Kandasamy: *The Gypsy Goddess*	18
V	**Drama** Vijay Tendulkar – *His Fifth Woman* Mahasweta Devi - *Bayen*	18
	Total	90

Self-study	Gender and Violence in Vijay Tendulkar's Plays Compare and Contrast Bama and Mahasweta Devi

Textbooks

1. Bama. 1992. *Vanmam*, Kilakku Pathipagam, Chennai
2. Sumit Sarkar. 1997. The Decline of the subaltern in subaltern studies. Oxford University Press, New Delhi.
3. Mahasweta Devi. 1997. *Bayen*. Thema, Kolkata.
4. Meena Kandasamy. 2014. *The Gypsy Goddess*. Penguin Books, India.

Reference Books

1. Clare Anderson. 2012. *Subaltern Lives: Biographies of Colonialism in the Indian Ocean World, 1790–1920*. Cambridge University Press, India.
2. Munshi Premchand. 2005. *Collected Short Stories of Munshi Premchand*. Rajpal & Sons, New Delhi.
3. Vivek Chibber. 2013. *Postcolonialism and the Specter of Capital*. Verso, London.

Web Resources

1. https://www.ijoes.in/papers/v3i12/12.IJOES-Savita(55-60).pdf
2. https://jan.ucc.nau.edu/~sj6/SarkarDeclineofSubalternStudies.pdf
3. https://doi.org/10.1093/acprof:oso/9780195672442.003.0005

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

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	3	3	2	2	1	2	3	2	2	2	2
CO2	2	2	3	2	2	1	2	3	2	2	2	2
CO3	2	3	3	3	3	3	3	3	2	2	3	2
CO4	2	2	3	2	3	3	3	3	3	2	3	2
CO5	2	2	2	2	3	3	3	2	3	2	3	2
TOTAL	10	12	14	11	13	11	13	14	12	10	13	10
AVERAGE	2	2.4	2.8	2.2	2.6	2.2	2.6	2.8	2.4	2	2.6	2

3 – Strong, 2- Medium, 1- Low

CORE COURSE XII: TRENDS AND MOVEMENTS IN LITERATURE

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EP234CC3	5	1	-	-	5	6	90	25	75	100

Pre-requisite:

A basic understanding of the various literary trends and movements

Learning Objectives:

1. To define and differentiate among various literary trends and movements
2. To examine the characteristics and features of the different types of literature

Course Outcomes

On the successful completion of the course, students will be able to:		
1.	demonstrate proficiency in identifying and discussing elements unique to each literary form	**K1 & K3**
2.	understand the evolution of literature through different historical periods	**K2**
3.	understand the concept of literary genius and its significance in literary history	**K2**
4.	analyze the representation of identity and culture in literature.	**K4**
5.	gain a comprehensive understanding of the style, structure and narrative techniques employed by the authors	**K5**

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

Units	Contents	No. of Hours
I	Different literary trends and movements **-** The Renaissance, The Restoration Period, The Age of Reason, Metaphysical Poetry, Neoclassical Literature, Romanticism, Victorian Literature, Modernism, Postmodernism	18
II	Characteristics and features of Poetry, Prose, Drama, Novel	18
III	Canadian Literature – Characteristics and features of Canadian Literature Margaret Atwood, Alice Munro, Michael Ondatje, Margaret Laurence, Robertson Davies, Rohinton Mistry Black American Literature - Characteristics and features of Black American Literature Langston Hughes, Zora Neale Hurston, Toni Morrison, James Baldwin, Maya Angelou, Alice Walker Feminist Literature – Characteristics and features of Feminist Literature Simone de Beauvoir, Virginia Woolf, Adrienne Rich, Chimamanda Ngozi Adichie	18
IV	Nature of Genius – Homer, William Shakespeare, Jane Austen, Charles Dickens, Rabindranath Tagore, Salman Rushdie	18
V	Award winning writers - Gabriel Garcia Marquez, Kazuo Ishiguro, Orhan Pamuk, Arundhati Roy, Jhumpa Lahiri	18
	Total	**90**

Self-study	Literary theories and criticism

*Compilation of the topics will be provided.

Reference Books

1. Abrams, M. H. A Glossary of Literary Terms.

2. Barey, Peter. An Introduction to Literary and Cultural Theory by Peter Barry.
3. Beers , Henry A. Brief History of English and American Literature. OUTLOOK VERLAG, 2020.
4. Benet, D. E. and S. Samuel Rufus. NET SET GO. Jazym Books. 2021
5. Graham, Maryemma and Jerry Washington Ward. The Cambridge History of African American Literature. Cambridge University Press, 2015.
6. Iyengar, Srinivasa and Kodaganallur Ramaswami. Indian Writing in English. Sterling Publ., 2019.
7. Kaur, Harpreet. Oxford NTA –UGC Paper I FOR NET/SET/JRF: Teaching and Research Aptitude. Oxford, 2020.
8. Kar, Jayadev. Handbook of Poetic Devices: Elements of Rhetoric & Prosody. Notion Press, 2021.
9. Ronald Carter and John McRae. The Routledge History of English Literature: Britain and Ireland. Routledge,

Web Resources
1. https://www.udemy.com/course/net-english-complete-course/
2. https://www.adda247.com/teaching-jobs-exam/ugc-net-english-notes/
3. https://scoop.eduncle.com/ugc-net-english-literature

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	3	2	3	3	3	3	2
CO2	2	3	3	3	2	3	2	3	3	3	3	2
CO3	3	3	3	2	3	3	3	3	3	3	3	2
CO4	3	3	3	3	3	3	3	3	3	3	3	3
CO5	3	2	3	3	3	3	3	3	3	3	3	1
TOTAL	14	14	15	14	14	15	13	15	15	15	15	10
AVERAGE	2.8	2.8	3	2.8	2.8	3	2.6	3	3	3	3	2

3 – Strong, 2- Medium, 1- Low

ELECTIVE COURSE VI: a) EUROPEAN FICTION IN TRANSLATION

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EP234EC1	3	1	-	-	3	4	60	25	75	100

Pre-requisite:

A good knowledge about European fiction and the writers.

Learning Objectives

1. To identify and describe major literary movements and periods in European fiction.
2. To explore the challenges and complexities of literary translation.

Course Outcomes

On the successful completion of the course, students will be able to:		
1.	gain knowledge of key literary movements, themes and styles in European fiction.	**K2**
2.	develop the ability to critically analyze European fiction in translation, identifying literary devices, narrative techniques and thematic concerns within the text.	**K4**
3.	explore the cultural and historical contexts of European countries and regions represented in the fiction, gaining insights into social, political and cultural developments that shape the narratives.	**K4**
4.	enhance their cross-cultural competence by engaging with texts from diverse European cultures and perspectives.	**K1 & K4**
5.	cultivate interdisciplinary connections between European fiction and other fields such as history, philosophy, sociology, and psychology.	**K5**

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

Units	Contents	No. of Hours
I	Alexandre Dumas: *The Count of Monte Cristo* (1844)	**12**
II	Umberto Eco: *The Name of the Rose* (1980)	**12**
III	Jose Saramago: *Blindness* (1995)	**12**
IV	Carlos Ruiz Zafon: *The Shadow of the Wind* (2001)	**12**
V	Olga Tokarczuk: Drive Your Plow Over the Bones of the Dead (2018)	**12**
	Total	**60**

Self-study	The background of the European novels

Textbooks

1. Alexandre Dumas, (2003). *The Count of Monte Cristo*, , Penguin Classics. London.
2. Umberto Eco, (1983). *The Name of the Rose*, Trans. William Weaver, Harcourt Brace Jovanovich. New York.
1. 3.Jose Saramago, (1997). *Blindness*, Trans. Giovanni Pontiero, Harcourt Brace & Company, . New York.
3. Carlos Ruiz Zafon. (2005). *The Shadow of the Wind*. Trans. Lucia Graves, Penguin Books. London.
4. Olga Tokarczuk. (2018). *Drive Your Plow over the Bones of the Dead*. Trans by Antnia Lioyd-Jones. Fitzcarraldo Editions. Poland.

Reference Books

1. Andre Naffis-Sahely, editor. (2018). *The Count of Monte Cristo: A Guide to the Novel*. Camden House. London.
2. Sara Fortuna and Amanda Lagerkvist editors. (2018). *Umberto Eco: Philosophy,*

Semiotics, and the Work of Fiction. Routledge. London.
3. Soledad M. Santos, (2004). *Jose Saramago: The Novel as Criticism*. Fairleigh Dickinson University Press, United Kingdom.
4. Julianne Burton-Carvajal, editor. (2010). *Carlos Ruiz Zafon: The Angel's Game, The Shadow of the Wind and Beyond*, Tamesis Books.
5. Justyna Deszcz-Tryhubczak. (2021). *Theological Turn in Contemporary Polish Fiction: The Impact of Olga Takarczuk's Mystical Prose on Postsecularism*, Palgrave Macmillan.

Web Resources
1. https://thecasualreader.com/reading-the-count-of-monte-cristo-the-ultimate-guide/
2. https://www.jstor.org/stable/26286114
3. https://www.jrspelt.com/wp-content/uploads/2023/03/jrspelt736005.pdf
4. https://novelnotions.net/2020/05/10/book-review-the-angels-game-the-cemetery-of-forgotten-books-2-by-carlos-ruiz-zafon/
5. https://www.npr.org/2019/08/16/751323423/drive-your-plow-is-philosophical-lament-disguised-as-a-whodunit

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	2	3	2	3	2	2	3	3	2	3
CO2	3	3	3	2	3	3	3	2	2	3	3	3	3
CO3	3	3	3	3	2	3	3	2	3	3	3	2	3
CO4	3	3	3	2	3	3	3	2	3	3	2	3	3
CO5	3	3	3	2	3	3	3	3	2	3	3	3	3
TOTAL	15	15	15	11	14	14	15	11	12	15	14	13	15
AVERAGE	3	3		2.2	2.8	2.8	3	2.2	2.4	3	2.8	2.6	3

3 – Strong, 2- Medium, 1- Low

ELECTIVE COURSE IV: b) LITERATURE OF THE NORTH-EAST INDIA

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EP234EC2	3			1	3	4	60	25	75	100

Pre-requisite:

　　Basic knowledge in Indian Writing in English

Learning Objectives:

　　1. To familiarize students with North-East writings and writers.

　　2. To appreciate the cultural and social diversity evinced in the North-East region.

Course Outcomes

On the successful completion of the course, student will be able to:	
1.	understand the rich cultural diversity of North East India, including its linguistic, ethnic and tribal heritage	**K1 & K2**
2.	examine the historical, social, and political contexts that have shaped North East Indian literature	**K2 & K4**
3.	critically appreciate the unique aesthetic qualities and storytelling traditions of the region	**K3 & K5**
4.	evaluate literature from a region that is often marginalized or underrepresented in mainstream discourse	**K4 & K5**
5.	formulate and defend their own interpretations of literary works, supporting their arguments with textual evidence	**K5 & K6**

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

Units	Contents	No. of Hours
I	**Introduction to North East Indian Literature** Jogesh Das: The Region and the People Priyanka Kakkoti: The Problematics of Identity, Ethnicity, and Insurgency in the Northeast Bazlur Rahman Khan: Man, Nature and State in Pre-Colonial Kachar	**12**
II	**Poetry** Indira Goswami: Pakistan Robin S Ngangom: My Invented Land Pallab Chaudhury: Meghalaya Mamang Dai: I'm Going Back to Old Nongwamgam Chinir: Defeated	**12**
III	**Short Stories** Bhabendra Nath Saikia: An Evening Walk Group Captain Mohonto Panging: Indi-Chini Bhai Bhai Linthoi Chanu: Wari Avinuo Kire: The Last Light of Glory Days	**12**
IV	**Fiction** Easterine Kire: *Son of the Thundercloud*	**12**
V	**Drama** G.C. Tongbra: *The Flesh Trap*	**12**
	Total	**60**

Self- Study	Introduction to North-East Literature

Textbooks
1. Kire, Easterine. 2016, *Son of the Thundercloud* , Speaking Tiger Publishing Private Limited, India.
2. G.C. Tongbra. 1996, *The Flesh Trap,* Segalambi, Imphal.

Reference Books
1. Das, Jogesh. 1972, *Folklore of Assam*, National Book Trust, India.
2. Kakkoti, Priyanka. 2021, *English Writings from North East India: Of Inclusions, Exclusions and Beyond*, Cambridge Scholars Publishing, UK.
3. Khan, Bazlur Rahman. 2018, "Man, Nature and State in Pre-Colonial Kachar", Playing with Nature: History and Politics in North-East India. Ed. Sajal Nag, Routledge, London and New York.
4. Desai, Shantinath Ed. *Contemporary Indian Short Stories*, Sahita Akademi, New Delhi.
5. Panging, Group Captain Mohonto. 2015, "Indi-Chini Bhai Bhai", *Kéérook and Other Stories from North East India,* Notion Press, India.
6. Kire, Avinuo. 2021, "The Last Light of Glory Days", *The Last Light of Glory Days: Stories from Nagaland*, Speaking Tiger Publishing Private Limited, India.

Web Resources
1. https://www.english/.org.uk/chaucer/htm
2. https://www.britannica.com/topic/The-Canonization
3. https://www.worldhistory.org/Elizabethan_Theatre/https://www.britannica.com/topic/Paradise-Lost-epic-poem-by-Milton
4. https://www.britannica.com/topic/Absalom-and-Achitophel
5. https://www.cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/m/Modernist_poetry_in_En glish.htm

**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	1	3	2	3	2	2	2	3	2
CO2	3	3	3	3	2	3	2	3	2	2	2	3	2
CO3	2	3	2	2	2	3	1	3	2	2	2	3	2
CO4	3	3	3	3	2	3	2	3	3	2	2	2	3
CO5	3	3	3	3	3	2	2	3	2	2	2	3	2
TOTAL	14	15	13	14	10	14	11	15	11	10	10	14	11
AVERAGE	2.8	3	2.6	2.8	2	2.8	2.2	3	2.2	2	2	2.8	2.2

3 – Strong, 2- Medium, 1- Low

ELECTIVE COURSE VI: c) CHILDREN'S LITERATURE

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EP234EC3	3	1	-	-	3	4	60	25	75	100

Pre-requisite:

A background in literary analysis and a general understanding of literary terms and concepts.

Learning Objectives:

1. To understand the concept of children's literature and its significance in shaping childhood experiences.
2. To examine how poets use language, imagery, and rhythm to create vivid and engaging poems for young readers.

Course Outcomes

On the successful completion of the course, students will be able to:	
1.	understand the concept and importance of children's literature.	**K1 & K2**
2.	apply different genres employed by writers in the development of children's literature.	**K3**
3.	analyse children's literature from the social and cultural context.	**K4**
4.	evaluate the themes and literary techniques employed by writers.	**K5**
5.	create ideas in producing literary works particularly for children.	**K6**

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

Units	Contents	No. of Hours
I	**Prose** KarÌn Lesnik-Oberstein: Essentials: What is Children's Literature? What is Childhood? Tony Watkins: The Setting of Children's Literature: History and Culture Geoffrey Williams: Children Becoming Readers: Reading and Literacy	12
II	**Poetry** R. L. Stevenson: The Unseen Playmate Lewis Carroll: Jabberwocky T.S. Eliot: Naming of Cats Nissim Ezekiel: The Professor Benjamin Zephaniah: Talking Turkeys	12
III	**Short Stories** Rudyard Kipling: How the First Letter was Written Oscar Wilde: The Nightingale and the Rose Sudha Murty: Who Was the Happiest of Them All?	12
IV	**Fiction** Katherine Paterson: *Bridge to Terabithia* Ruskin Bond: *The Blue Umbrella*	12
V	**Drama** J.M. Barrie: *Peter Pan*	12
	Total	**60**

Self-study	Jungle Book

Textbooks
1. Peter Hunt, 1999. Understanding Children's Literature, Routledge, London and New York.
2. J.M. Barrie, 2018. *Peter Pan,* Hodder and Stoughton, UK.
3. Katherine Paterson, 1977. *Bridge to Terabithia,* Thomas Y. Crowell Co. USA.

Reference Books
1. Ruskin Bond, 1992. *The Blue Umbrella,* Rupa Publications India.
2. Roger Lewis, 2003. *The Collected Poems of Robert Louis Stevenson*, Edinburgh
1. University Press. UK.
2. T. S. Eliot , 1963. *T. S. Eliot: Collected Poems 1909-1962,* Faber & Faber.

Web Resources
1. https://allpoetry.com/poem/8592069-The-Professor-by-Nissim-Ezekiel
2. https://www.lnstar.com/mall/literature/rls/GoodandBadChildren.htm
3. https://benjaminzephaniah.com/books/talking-turkeys/
4. https://www.gutenberg.org/files/2781/2781-h/2781-h.htm#link2H_4_0008

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	2	2	2	3	2	2	2	2
CO2	3	2	2	2	2	2	2	2	3	2	2	2
CO3	3	2	2	2	2	2	2	2	2	3	2	2
CO4	3	2	2	2	2	2	2	2	2	2	3	2
CO5	2	2	2	2	2	2	3	2	3	2	3	2
TOTAL	13	10	10	10	10	10	11	11	12	11	12	10
AVERAGE	2.6	2	2	2	2	2	2.2	2.2	2.4	2.2	2.4	2

3 – Strong, 2- Medium, 1- Low

ELECTIVE COURSE VII: a) LITERATURE OF THE INDIAN DIASPORA

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EP234EC4	3	1	-	-	3	4	60	25	75	100

Pre-requisite:

Understand the concept of the Indian diaspora and its historical evolution.

Learning Objectives

1. To understand the concept of the Indian diaspora and its historical evolution.
2. To examine the ways in which migration, identity, and cultural adaptation are portrayed in the narratives.

Course Outcomes

On the successful completion of the course, students will be able to:	
1	analyse the major themes in the writings of the Indian diaspora	**K1 & K4**
2	understand the different phases of Indian diaspora	**K2**
3	apply postcolonial and diaspora theories to analyze literary texts from the Indian diaspora.	**K3**
4	analyse the major critical terms associated with diaspora	**K4**
5	evaluate the changes in the perception of Indian diaspora from within and outside.	**K5**

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

Units	Contents	No. of Hours
I	**Prose** Abraham Varghese: My Own Country Ved Mehta: The Ledge	12
II	**Poetry** Sujata Bhatt: Search for My Tongue Vijay Sheshadri: Three Persons Allen Currow: House and Land Manju Kapur: Learning to Fly Sudesh Mishra: Grain	12
III	**Short Story** Jhumpa Lahiri: Mr. Pirzada Came to Dine Bharati Mukherjee: "A Father" extract from *Darkness* Shauna Singh Baldwin: Montreal 1962 Anjana Appachana: Sharmaji	12
IV	**Fiction** Amitav Ghosh: *The Living Mountain*	12
V	**Drama** Uma Parameswaran: *Sita's Promise*	12
	Total	60

Self-study	The writers of Indian Diaspora

Textbooks

1. Uma, Parameswaram. (2002), *Sita's Promise*, Alexander Street Press, Virginia.
2. Jhumpa, Lahiri. (1999). *The Interpretator of Maldives*, Houghton Mifflin, Boston.
3. Bharati,Mukherjee. (1992). *Darkness*, Fawcett, United States.
4. Amitav, Ghosh. (2022). *The Living Mountain*, Happer Collins, Haryana.

Reference Books

1. Mishra, V. (2007). *Theorizing the Diasporic Imaginary,* (1st ed.), Routledge, New York.
2. Safran William, A.K. Sahoo, BrijLal (Eds.) (2009). *Transnational Migrations: The Indian Diaspor*a, Routledge, New Delhi.
3. Sahay, Anjali. (2011). *Indian Diaspora in the United States, Brain Drain or Gain?,* Orient Black Swan, Delhi.
4. Mukherjee, A. (2023). *The Political Economy of India's Diaspora*, (2nd ed.), Oxford University Press, New Delhi.
5. Nair, P. (2021). *The Great Indian Diaspora*, (3rd ed.), Sterling Publishers Pvt. Ltd, New Delhi.
6. Raj, D. (2022). *The Unsettled Diaspora: Victims, Convicts, Exiles,* (2nd ed.), Permanent Black, New Delhi.

Web Resources

1. https://ebooks.inflibnet.ac.in/socp11/chapter/indian-diasporic-literature-in-english/
2. https://www.jcreview.com/admin/Uploads/Files/625e59c9000f23.25875060.pdf
3. https://diplomacybeyond.com/at-home-away-from-home-literatures-of-the-new-indian-diaspora/
4. https://electricliterature.com/new-and-forthcoming-books-by-writers-from-the-indian-diaspora/

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	2	3	3	3	3	3
CO2	3	2	3	3	3	2	2	2	3	3	3	2	3
CO3	3	2	3	3	3	2	2	2	3	3	3	2	3
CO4	3	2	3	3	2	2	2	2	3	3	3	3	3
CO5	3	2	3	3	3	2	2	2	3	3	3	3	3
TOTAL	15	10	15	15	13	11	10	10	15	15	15	13	15
AVERAGE	3	2	3	3	2.6	2.2	2	2	3	3	3	2.6	3

3 – Strong, 2- Medium, 1- Low

ELECTIVE COURSE VII: b) FEMINIST WRITINGS IN ENGLISH

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EP234EC5	3	1	-	-	3	4	60	25	75	100

Pre-requisite

     A basic understanding of the feminists' perspectives

Learning Objectives

    1. To enhance the learner's perception of the feminists' studies

    2. To help the learners comprehend the modern communication systems

Course Outcomes

On the successful completion of the course, students will be able to:		
1.	apply feminist theories and methodologies to analyze literary texts.	**K1 & K3**
2.	understand the historical and social contexts that shape feminist writings in English literature.	**K2**
3.	analyze the themes, styles, and techniques used in feminist writings.	**K4**
4.	critique on women's issues	**K4**
5.	evaluate how women of different countries represent their issues	**K5**

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

Units	Contents	No. of Hours
I	**Prose** Sexual / Textual Politics: Feminist Literary Theory (Introduction) Bell Hooks: Feminist Politics: Where we Stand Kate Millet: Instances of Sexual Politics	**12**
II	**Poetry** Gwendolyn Brooks: The Mother Anne Sexton: Housewife Warsan Shire: The Ugly Daughter Adrienne Rich: Power Jana Harris: Don't Cheapen Yourself	**12**
III	**Short Stories** Manju Kapur**:** Chocolate Gail Godwin: A Sorrowful Woman Edith Wharton: The Fullness of Life Charles W.Chesnutt: The Wife of his Youth Henry Lawson: The Dover's Wife	**12**
IV	**Fiction** Laxmi: *Me Hijra, Me Laxmi* (Translated by R.Raja Rao and Joshi)	**12**
V	**Drama** Lorraine Hansberry– *A Raisin in the Sun*	**12**
	Total	**60**

Self - Study	Screening of Movies on Gender Equity

Textbooks

    1. Rao, Raja R, and Joshi P.G, translators. *Me Hijra, Me Laxmi.* By Laxmi, Oxford University Press, 2015.

    2. Hansberrry, Lorraine. *A Raisin in the Sun.* Vintage, 1900.

3. Kate Millett. (2015). *Sexual Politics*. University of Illinois Press. Urbano.

Reference Books

1. Catherine Belsey and Jane Moore, eds. 1997 (2nd ed). *The Feminist Reader: Essays in Gender and the Politics of Literary Theory*. Wiley-Blackwell Publisher, ISBN-1577181301.
2. Manjula Padmanabhan. 2000. *Body blows: Women, Violence, and Survival: Three plays,* Calcutta: Seagull Books- Publisher.
3. Barbara Solomon H, ed. 1976. *The Awakening: And Selected Stories of Kate Chopin,* Signet Classic- Publisher, ISBN- 0451524489.
4. Prasad H. 2012. *Twentieth Century American Women Poets*. New Delhi: Arise-Publisher,ISBN-9789381031087.

Web Resources

1. https://www.jstor.org/journal/feministstudies#:~:text=Feminist%20Studies%20%2C%20first%20published%20in,criticism%2C%20commentaries%2C%20creative%20work)
2. https://opentext.wsu.edu/theoreticalmodelsforteachingandresearch/chapter/feminist-theory/
3. https://www.tandfonline.com/action/journalInformation?show=aimsScope&journalCode=rfmd20
4. https://link.springer.com/book/10.1007/978-1-349-18997-7
5. https://gender.ceu.edu/feminist-knowledge-production

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	2	3	3	3	3	3
CO2	3	2	3	3	3	2	2	2	3	3	3	2	3
CO3	3	2	3	3	3	2	2	2	3	3	3	2	3
CO4	3	2	3	3	2	2	2	2	3	3	3	3	3
CO5	3	2	3	3	3	2	2	2	3	3	3	3	3
TOTAL	15	10	15	15	13	11	10	10	15	15	15	13	15
AVERAGE	3	2	3	3	2.6	2.2	2	2	3	3	3	2.6	3

3 – Strong, 2- Medium, 1- Low

ELECTIVE COURSE VII: c) ECOLOGY AND LITERATURE

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EP234EC6	**3**	**1**	**-**	**-**	**3**	**4**	**60**	**25**	**75**	**100**

Pre-requisite:

Ability to think across disciplines and integrate scientific and literary perspectives.

Learning Objectives:

1. To create an awareness among the students about Ecocriticism and the role of literature in addressing contemporary issues of environmental concerns.

2. To examine the various ways in which literature treat the subject of nature.

Course Outcomes

	On the successful completion of the course, students will be able to:	
1.	analyze the various ways in which literature treat the subject of nature.	**K1 & K4**
2.	understand the importance of nature and the indomitable part of nature in life	**K2**
3.	approach social issues eco-critically	**K2**
4.	elucidate the role of literature in addressing contemporary issues such as environmental concerns	**K4**
5.	evaluate the ethical cross-cultural and historical context of environmental issues.	**K5**

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

Units	Contents	No. of Hours
I	**Prose** John Ruskin: Landscape, Mimesis, Morality Cheryl Glotfelty: Literary Studies in an age of Environmental Crisis Rachel Carson: The Obligation to Endure	**12**
II	**Poetry** John Keats: Bright Star, Would I Were Gerard Manley Hopkins: Spring F.G. Scott: The Unnamed Lake Douglas A. Stewart: The Silkworms Alice Oswald: Dunt: a poem for a dried up river	**12**
III	**Short Stories** Ernest Hemingway: The Snows of Kilimanjaro Stephen Crane: The Open Boat Ray Bradbury: A Sound of Thunder Barry Lopez: Love in a Time of Terror	**12**
IV	**Drama** John Heywood: *The Play of the Weather*	**12**
V	**Fiction** Ibrahim al-Koni: *The Bleeding of the Stone*	**12**
	Total	**60**

Self-study	Eco-novels on climate change

Textbooks:

1. Anton Chekhov, 2002, *The Seagull*, Bloomsbury.

2. Ibrahim al-Koni, 2013, *The Bleeding of the Stone*, Interlink Books.

Reference Books:

1. Louise Hutchings Westling, Ed., 2013. *Cambridge Companion to Literature and Environment*. C.U.P.
2. Pramod K. Nayar, 2019, Eco precarity: *Vulnerable Lives in Literature and Culture*, Routledge.
3. Cheryll Glotfelty and Harold Fromm, 1996, *The Ecocriticism Reader*. The U of Georgia, Athens.
4. Jonathan Bate, 2013, *Romantic Ecology: Wordsworth and the Environmental Tradition*. Routledge, London.
5. Greg Garrard, 2004, *Ecocriticism: New Critical Idiom Series*, Routledge, London

Web Resources:

1. https://www.csun.edu/~hceng028/English/Fa14/carson.pdf
2. https://static1.squarespace.com/static/5441df7ee4b02f59465d2869/t/58f2e4eabf629a9dbf74f538/1492313328327/The+Ecocriticism+Reader+introduction.pdf
3. https://resources.warburg.sas.ac.uk/pdf/cih1150b2210146v1.pdf
4. https://lithub.com/barry-lopez-love-in-a-time-of-terror/
5. https://pdcrodas.webs.ull.es/naturalismo/HemingwayTheSnowsOfKilimanjaro.pdf

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	2	3	3	3	3	3
CO2	3	2	3	3	3	2	2	2	3	3	3	2	3
CO3	3	2	3	3	3	2	2	2	3	3	3	2	3
CO4	3	2	3	3	2	2	2	2	3	3	3	3	3
CO5	3	2	3	3	3	2	2	2	3	3	3	3	3
TOTAL	15	10	15	15	13	11	10	10	15	15	15	13	15
AVERAGE	3	2	3	3	2.6	2.2	2	2	3	3	3	2.6	3

3 – Strong, 2- Medium, 1- Low

SKILL ENHANCEMENT COURSE III: ENGLISH FOR EMPLOYABILITY

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EP233SE1	3	1	-	-	2	4	60	25	75	100

Pre-requisite

Knowledge about cultural nuances and conventions in English-speaking environments, business etiquette and communication norms.

Learning Objectives

1. To enhance fluency and coherence in spoken and written English.
2. To develop problem-solving skills to identify challenges, propose solutions and implement effective strategies in professional contexts.

Course Outcomes

	On the successful completion of the course, students will be able to:	
1	identify key terms, concepts and communication norms relevant to workplace.	K1
2	understand English language skills in the context of professional settings	K2
3	apply language skills to prepare resumes, cover letters, and professional emails.	K3
4	analyze the effectiveness of different communication styles in various workplace scenarios.	K4
5	develop interview skills and strategies	K5

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

Units	Contents	No. of Hours
I	**Professional Communication Skills** 1. Introduction to workplace communication Definition of effective communication - Importance of effective communication in an organization - Effects of negative communication in a workplace - Effects of physical environment on communication in a workplace - Ways to improve workplace communication 2. Forms of Communication: Verbal Communication - Non-verbal communication - Visual Communication	12
II	**Business Vocabulary and Terminology:** Ways of working - Recruitment and Selection - Skills and Qualification - Pay and Benefits - People and workplaces	12
III	**Writing for the Workplace:** Job Application, Resume & Curriculum Vitae, Professional Summary & Portfolio - E-mail conventions - Memo Conventions - Letter Conventions	12
IV	**Presentation Skills:** Technical Requirements for effective presentation - Objectives & Stages of good presentation - Elements of technology of a good presentation - Impact of good presentation - Interview Preparation	12
V	**Practical** 1. A Presentation 2. Mock Interview	12
	Total	**60**

Self-study	Business Vocabulary – People and Workplaces

Textbooks:
1. S.D. Sharma. 2006. *A Textbook of Professional Communication Skills and ESP for Engineers and Professionals*. Sarup and Sons, New Delhi.
2. Sen Gupta M. 2017. *Skills for Employability: A Handbook*. Innovative Publication, Guragon.

Reference Books:
1. Anita Acharya. 2011. *Interview Skills: Tips and Techniques*. Yking Books, Jaipur.
2. Anjana Tiwari. 2021. *Communication Skills in English*. Khanna Book Publishing, New Delhi.
3. Marshall Goldsmith. 2019. *Soft Skills: Enhancing Employability*. Dreamtech Press, New Delhi.
4. Shilpi Dixit. 2021. *Employability Skills*. BFC Publication, Lucknow.
5. Suzy Siddons. 2008. *The Complete Presentation Skills Handbook*. Kogan Page, London.

Web Resources
1. https://utvc.ac.ke/storage/app/media/E%20LIBRARY/introduction-to-communication-skills-revised-jan-2017.pdf
2. https://weducforum.files.wordpress.com/2016/12/vocabulary-2.pdf
3. https://newprairiepress.org/cgi/viewcontent.cgi?article=1007&context=ebooksMem
4. https://www.griet.ac.in/cls/Presentation%20Skills.pdf
1. 5.https://ugcmoocs.inflibnet.ac.in/assets/uploads/1/196/6347/et/33_Script200312111103030808.pdf

MAPPING WITH PROGRAMME OUTCOMES
AND PROGRAMME SPECIFIC OUTCOMES

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	2	1	1	3	3	3	3	3	3	3	2	3
CO2	2	1	1	3	3	3	3	3	3	3	2	3
CO3	2	1	1	3	3	3	3	3	3	3	2	3
CO4	2	1	1	3	3	3	3	3	3	3	2	3
CO5	2	1	1	3	3	3	3	3	3	3	2	3
TOTAL	10	5	5	15	15	15	15	15	15	15	10	15
AVERAGE	2	1	1	3	3	3	3	3	3	3	2	3

3 – Strong, 2- Medium, 1- Low

SEMESTER III & IV
LIFE SKILL TRAINING – II - VALUES

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	CIA	External	Total
									Marks	
PG23LST2	1	-	-	-	1	1	15	50	50	100

Pre-requisites: Value education-its purpose and significance in the present world

Learning Objectives

1. To guide students in making wise choices and decisions, and to help them discover the true purpose of their lives.
2. To ensure students not only grasp the concept of values but also incorporate them into their actions and attitudes.

Course Outcomes

	On completion of this course the student will be able to	
1	recognize the perception of life and lead a positive life	K1
2	understand relationship with family, friends and the society	K2
3	develop as socially responsible citizens.	K3
4	assess goals, fix targets and value life	K4
5	create a peaceful, communal community and embrace unity.	K6

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

Units	Contents	No. of Hours
I	**Positive Thinking -** Why you should change your thinking? – How to became a better thinker- Putting yourself in the right place to think- Portrait of the good thinker. **Habits-** Habits vs. Addiction- Why are life styles changes so difficult to hold on to? - Habit Swapping.	3
II	**Art of Listening-** Many faces of speech- To be truly present- Valuing the other- Activating the subconscious. **Leadership-** Introduction- Who is a better leader? - Qualities of a Leader- You too can be a leader.	3
III	**Interpersonal Relationship**- Introduction - Factors that build trust- Steps to build a positive personality. **Managing Emotions**- 7 'Root' emotions- Importance of managing emotions- Why is it important to manage emotions?	3
IV	**Stress Management –** Highly effective tips for relieving stress- Fast-Acting Self Relief Strategies. **Anger Management:** Effects of anger – Tips to reduce anger – Anger warning signs – Identify your triggers – Ways to cool down your anger.	3
V	**Forgiveness-** What is forgiveness- Value of forgiveness- Benefits of forgiving- Self-forgiveness. **Gratitude –** What is gratitude? – How gratitude arises? –Features of gratitude – Gratitude is recognizing and acknowledging.	3
	TOTAL	15

Self-Study Salient values for life, Human Rights, Social Evils and how to tackle them, Holistic living, Duties and responsibilities.

Textbooks

Life Skill Training – II, Holy Cross College (Autonomous), Nagercoil

Reference Books

1. Holy Cross College (Autonomous), Nagercoil (2007). Foundation Course Life's Challenges. Sipca Computers.
2. Mathew, Sam (2010). Self Help Life Book. Opus Press Publisher.
3. Romuald Andrade. (2015). *Habit Triggers: How To Create Better Routines And Success Rituals To Make Lasting Changes In Your Life*. Kindle Edition.
4. William Fergus Martin. (2014). *Four Steps to Forgiveness:* A *Powerful Way To Freedom, Happiness And Success*. Findhorn Press.
5. Robert A. Emmons and Joanna Hill (2001). *Words Of Gratitude for Mind*, *Body, and Soul*. USA: Templeton Foundation Press.

Web Resources

1.https://www.mayoclinic.org/healthy-lifestyle/stress-management/in-depth/positive-thinking/art-20043950
2.https://jamesclear.com/habits
3.https://www.skillsyouneed.com/ps/managing-emotions.html
4.https://emeritus.org/in/learn/what-is-leadership/
5.https://www.verywellmind.com/how-to-maintain-interpersonal-relationships-5204856

SELF-LEARNING COURSE: GRAMMAR AND USAGE

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EP234SL1	-	-	-	-	1	-	-	**25**	**75**	**100**

Pre-requisite

The ability to comprehend and interpret grammar components

Learning Objectives

1. To use flawless language and comprehend the statements, questions, and instructions
2. To understand meaning of words, phrases, and sentences in context

Course Outcomes

On the successful completion of the course, students will be able to:		
1	improve Reading and Writing skills and enhance the language proficiency	**K1, K2**
2	enable students to use the language meaningfully, appropriately, with fluency	**K3, K4**
3	develop language skills such as listening, speaking, reading, and writing	**K3, K4**
4	understand the rules and structure of language	**K5**
5	identify literary usage of language in literary texts	**K6**

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

Units	Contents
I	Parts of Speech Articles Phrasal Verbs
II	Transformation of Sentences Sentence Pattern Coordination and Subordination
III	Tag Questions Active and Passive Voice Direct and Indirect Speech Simple, Complex, Compound
IV	Tense Subject – Verb agreement in Sentences. Degree of Comparison
V	Reorder jumbled sentences Correct the given sentences Paragraph Editing

Textbook:

Tickoo, M.L. & A.E. Subramanian. *A Functional Grammar with Usage and Composition: A Practical Course*. New Delhi: Frank Brothers, 1977.

Reference Books

1. John. Green, David. *Contemporary English Grammar Structures and Composition*. Laxmi Publications.
2. Eastwood *Oxford Guide to English Grammar.* Oxford, 2003.

Web Resources

1. https://www.english-grammar.at/#google_vignette
2. https://www.grammar-worksheets.com/

3. https://www.georgiasouthern.edu/cah/writing-center/grammar-worksheets-and-answer-keys/
4. https://www.englisch-hilfen.de/en/exercises_list/alle_grammar.htm
5. https://www.perfect-english-grammar.com/grammar-exercises.html

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