Holy Cross College (Autonomous)

Nagercoil – 4

PG & Research Department of English

Syllabi of Part II English

(With effect from the academic year 2023-24)

PART II ENGLISH

(with effect from the academic year 2023 - 2024)

Vision

Sculpting integrated individuals for a better future.

Mission

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

Eligibility Norms for Admission:

Candidate should have passed the Higher Secondary Examination conducted by the Government with a minimum of 40% in English.

Duration of the Programme:

4 Semesters in the UG course - B.A., B.Sc., B. Com.

Medium of Instruction: English

Passing Minimum:

Minimum pass mark in each course is 40.

Structure of the Question Paper

Duration : 3hrs   Internal: 25 marks   External: 75 marks

Examination Pattern

Ratio of Internal and External = 25:75

Continuous Internal Assessment (CIA)

Internal Components and Distribution of Marks

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

Question Pattern

Internal Test	Marks	External Exam	Marks
Part A 4 x 1	4	Part A 10 x 1 (No choice)	10
Part B 3 x 4	12	Part B 5 x 6 (Internal choice)	30
Part C 3 x 8	24	Part C 5 x 12(Internal choice)	60
Total	**40**	**Total**	100

SEMESTER	SUBJECT CODE	NAME OF THE PAPER	HOURS PER WEEK	TOTAL MARKS	CREDITS
I	EU231EL1	B. A., B. Sc., & B. Com. Part II English	6	100	3
II	EU232EL1	B. A., B. Sc., & B. Com. Part II English	6	100	3
III	EU233EL1	B. A., B. Sc., & B. Com. Part II English	6	100	3
IV	EU234EL1	B. A., B. Sc., & B. Com. Part II English	6	100	3

FIRST YEAR: SEMESTER I
PART II: ENGLISH

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	CIA	External	Total
									Marks	
EU231EL1	**5**	**1**			**3**	**6**	**90**	**25**	**75**	**100**

Pre-requisite: Knowledge of basic English and comprehension.

Learning Objectives:
1. To enable learners to acquire the linguistic competence necessarily required in various life situations
2. To gain confidence and improve their English language skills while communicating with others in various scenarios.

Course Outcomes

On the successful completion of the course, student will be able to:		
1.	develop and integrate the use of the four language skills i.e., Reading, Listening, Speaking and Writing	**K3**
2.	understand the total content and underlying meaning in the context.	**K2**
3.	form the habit of reading for pleasure and for information	**K2**
4.	comprehend material other than the prescribed text	**K2**
5.	develop the linguistic competence that enables them, in the future, to present the culture and civilization of their nation	**K1**

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

Units	Contents	No. of Hours
I	**Poetry** Subramania Bharati: A Patch of Land Paul Laurence Dunbar: The Sparrow Ralph Waldo Emerson: A Nation's Strength Chinua Achebe: Love Cycle	18
II	**Prose** Harish Bhat: Coffee, Tea and J.R.D Jerome K Jerome: Uncle Podger Hangs a Picture David Sedaris: Us and Them	18
III	**Short Stories** Sudha Murthy: How I Taught my Grandmother; To Read Bhabani Bhattacharya: The Faltering Pendulum R.K. Laxman: The Gold Frame	18
IV	**Language Competency** Vocabulary: Synonyms, Antonyms, Word Formation Appropriate use of Articles; Parts of Speech; Error Correction	18
V	**English for Workplace** Self - Introduction, Greetings; Introducing Others; Listening for	18

	General and Specific Information; Listening to and Giving Instructions / Directions	

Self-Study	**Unit-IV:** Synonyms & Antonyms

Text Books

1.   T.Vijay Kumar, K Durga Bhavani, YL Srinivas, 2018, *English in use - A textbook for College Students,* Macmillan Education.

2.   Michael Swan, 2016, *Practical English Usage - 4th Edition*, Oxford University Press.

3. Margaret Shepherd, Penny Carter, (Illustrator), Sharon Hogan, 2005, *The Art of Civilized Conversation: A Guide to Expressing Yourself with Style and Grace*, Broadway.

4. Sudha Murthy, 2004, "How I taught my Grandmother to Read", *How I taught my Grandmother to Read and other Stories*, India, Penguin Books.

Reference Books

1. P. Kiranmai Dutt, Geetha Rajeevan, C.L.N. Prakash, 2013, *A Course on Communication Skills.* New Delhi, Cambridge University Press.

2. John Collinson Nesfield, 2010, *Errors in English Composition*. South Carolina, Nabu Press.

3. Jane Straus, Lester Kaufman, Tom Stern, 2014, *The Blue Book of Grammar and Punctuation.* USA, Wiley publishers.

Web Resources

1.   https://www.tata.com/newsroom/heritage/coffee-tea-jrd-tata-stories

2.   https://www.readersdigest.in/features/story-underwater-nightmare-127268

3.   http://rosyhunt.blogspot.com/2013/01/uncle-podger-hangs-picture.html

4.   https://www.eastoftheweb.com/short-stories/UBooks/NigRos.shtml

5.   https://www.best-poems.net/chinua-achebe/love-cycle.html

MAPPING WITH PROGRAMME OUTCOMES
AND PROGRAMME SPECIFIC OUTCOMES

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

3 – Strong, 2- Medium, 1- Low

FISRT YEAR: SEMESTER II
PART II: ENGLISH

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EU232EL1	5	1			3	6	90	25	75	100

Pre-requisite: Reading, Understanding skill, Basic Knowledge in English Grammar
Learning Objectives
1. To enable learners to acquire the linguistic competence necessarily required in various life situations
2. To gain confidence and improve their English language skills while communicating with others in various scenarios.

Course Outcomes

On the successful completion of the course, student will be able to:		
1.	introduce themselves and talk about everyday activities confidently.	K2
2.	be able to write short paragraphs on people, places and events.	K3
3.	identify the purpose of using various tenses and effectively employ them in speaking and writing.	K1
4.	gain knowledge to write subjective and objective descriptions.	K2
5.	identify and use their skills effectively in formal contexts.	K3

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

Units	Contents	No. of Hours
I	**Poetry** Nissim Ezekiel: Very Indian Poem in Indian English Maya Angelou: Still I Rise Tennyson: The Flower Gieve Patel: On Killing a Tree	18
II	**Prose** Dale Carnegie: If You Are Wrong Admit it Shashi Tharoor: Kindly Adjust Please W.R. Inge: The Spoon-fed Age	18
III	**Fiction** Paulo Coelho: *The Alchemist*	18
IV	**Language Competency** Homonyms, Homophones, Homographs Portmanteau words Verbs and Tenses, Subject Verb Agreement Error correction	18
V	**English in the Workplace** Reading for General and Specific information (charts, tables,	18

Self Study	Unit IV: schedules, graphs etc.) Reading News and Weather Reports Writing Paragraphs Taking and Making Notes	

Self Study	Unit IV: Homonyms	

Text Book

Coelho, Paulo, 2005, *The Alchemist*. Harper.

Reference Books

1. Martin Hewings, 2000, *Advanced English Grammar*. Cambridge University Press.
2. SP Bakshi, Richa Sharma · 2019, *Descriptive English.* Arihant Publications (India) Ltd.
3. Sheena Cameron, Louise Dempsey, 2019. *The Reading Book: A Complete Guide to Teaching Reading*. S & L. Publishing.
4. Barbara Sherman, 2014. *Skimming and Scanning Techniques*, , Liberty University Press.
5. Phil Chambers, Pearson, 2013. *Brilliant Speed Reading: Whatever you need to read, however*.

Web Resources

1. http://econtent.in/pacc.in/admin/contents/40_%20_2020103001102714.pdf
2. https://www.poetryfoundation.org/poems/46446/still-i-rise
3. https://www.poemhunter.com/poem/the-flower-2/
4. https://www.poemhunter.com/poem/on-killing-a-tree/
5. https://www.theweek.in/columns/shashi-tharoor/2018/05/25/kindly-adjust-to-our-english.html?fbclid=IwAR3IhtdXqvuV4ySECn9S7SA6HmCEYISyd1QHd3BlwKgiNKKwdkeS__g3qWp-U/
6. https://docplayer.net/217945876-The-spoon-fed-age-1-by-the-very-reverend-w-r-inge.html
7. https://www.tbr.fun/if-youre-wrong-admit-it/
8. https://www.nrkacademy.com/2016/04/spoon-feeding-by-wringe
9. https://www.youtube.com/watch?v=lxBYpmxjeDU

MAPPING WITH PROGRAMME OUTCOMES
AND PROGRAMME SPECIFIC OUTCOMES

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1	3	3	3	3	2	3	3	3	2	2	3	2	3
CO2	3	3	3	2	3	2	2	2	2	3	2	2	3
CO3	2	3	3	2	3	3	2	3	2	3	2	3	3
CO4	3	2	3	2	2	3	2	3	2	3	3	3	2
CO5	2	2	2	3	2	3	2	3	2	2	2	3	2
TOTAL	13	13	14	12	12	14	11	14	10	13	12	13	13
AVERAGE	2.6	2.6	2.8	2.4	2.4	2.8	2.2	2.8	2	2.6	2.4	2.6	2.6

3 – Strong, 2- Medium, 1- Low

 	Content addressed Environment Sustainability
 	Content addressed Human Values
 	Content addressed Professional Ethics
 	Content addressed Indian Knowledge System
 	Content addressed Gender

Holy Cross College (Autonomous)

Nagercoil – 4

PG & Research Department of English

Syllabi of UG
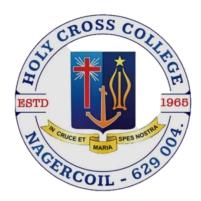
(With effect from the academic year 2023-24)

Holy Cross College (Autonomous), Nagercoil

Accredited with A+ by NAAC - IV cycle – CGPA 3.35

Nagercoil, Kanyakumari District, Tamil Nadu.

Affiliated to

Manonmaniam Sundaranar University, Tirunelveli

TANSCHE Syllabus with CBCS & LOCF

GUIDELINES FOR UNDERGRADUATE PROGRAMME

2023-26

Vision

Imbibing the Spirit of the Holy Cross, the institution envisions a harmonious society by empowering young women for global competency and ecological sustainability through a holistic approach with innovative skills.

Mission

1. To provide quality education and to promote scholarly activities catering to global competency.

2. To nurture participatory leadership to enhance social consciousness and social responsibility.

3. To uphold ethical values of honesty, personal accountability and transparency through professional commitment.

4. To create global professionals and entrepreneurs with innovative spirit and zeal.

5. To create empowered women of competence, commitment and compassion.

6. To instill in students the awareness of interconnectedness between human and nature.

Under Graduate Programme

Programme Educational Objectives (PEOs)

PEOs	Upon completion of B.A/B.Sc. Degree Programme, the graduates will be able to	Mapping with Mission

PEO 1	apply appropriate theory and scientific knowledge to participate in activities that support humanity and economic development nationally and globally, developing as leaders in their fields of expertise.	**M1& M2**
PEO 2	use practical knowledge for developing professional empowerment and entrepreneurship and societal services.	**M2, M3, M4 & M5**
PEO 3	pursue lifelong learning and continuous improvement of the knowledge and skills with the highest professional and ethical standards.	**M3, M4, M5 & M6**

Programme Outcomes (POs)

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

Programme Specific Outcomes (PSOs)

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

Course			PSO6	enable a holistic perspective towards the socio-political inequalities and environmental issues.	PO6

	teaching and exposing them to various activities to empower them through communication skills.	
PSO6	enable a holistic perspective towards the socio-political inequalities and environmental issues.	PO6

Course	S I	S II	S III	S IV	S V	S VI	Total	
							H	C
Language	6 (3)	6 (3)	6 (3)	6 (3)			24	**12**

Vision

Sculpting integrated individuals for a better future.

Mission

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

Eligibility Norms for Admission

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

Duration of the Programme: 3 years

Medium of Instruction: English

Passing Minimum

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

Course Structure

Distribution of Hours and Credits

	S I	S II	S III	S IV	S V	S VI		
English	6 (3)	6 (3)	6 (3)	6 (3)			24	**12**
Core Course	5 (5)+ 5 (5)	5 (5)+ 5 (5)	5 (5)+ 5 (5)	5 (5)+ 5 (5)	5 (4)+ 5 (4)+ 5 (4)+	6(4) + 6(4) + 6(4)	78	**68**
Core Project					5 (4)			
Elective Course	4 (3)	4 (3)	4 (3)	3 (3)	4 (3)+ 4 (3)	5 (3)+ 5 (3)	33	**24**
Skill Enhancement Course SEC	2 (2) (NME)	2 (2) (NME) + 2 (2)	1(1)+ 2 (2)	2 (2) +2 (2)			13	**13**
Skill Enhancement- (Foundation Course)	2 (2)						2	**2**
EVS			1	1 (2)			2	**2**
Value Education					2 (2)		2	**2**
Summer Internship /Industrial Training					(2)		-	**2**
Extension Activity						(1)	-	**1**
Professional Competency Skill						2 (2)	2	**2**
Total	**30(23)**	**30(23)**	**30(22)**	**30 (25)**	**30 (26)**	**30 (21)**	**180**	**140**

Part V Co-curricular Courses

Course	S I	S II	S III	S IV	S V	S VI	Total
LST (Life Skill Training)	-	(1)	-	(1)			2
SDT (Certificate Course)	(1)						1
Field Project / Internship		(1)		(1)			2
Specific Value-added Course	(1)		(1)				2
Generic Value-added Course				(1)		(1)	2
MOOC		(1)		(1)		(1)	3
Student Training (ST): Clubs & Committees / NSS				(1)			1
Service Learning Course				(1)			1

(SLC) RUN								
Human Rights Education						(1)		1
Gender Equity Studies							(1)	1
Total								16

Total number of Compulsory Credits =Academic credits +Non-academic credits: 140 + 16

Courses Offered
SEMESTER I

Course	Course Code	Title of the Course	Credits	Hours / Week
Part I	TU231TL1 FU231FL1	Language: Tamil French	3	6
Part II	EU231EL1	English	3	6
Part III	EU231CC1	Core Course I: Introduction to Literature	5	5
	EU231CC2	Core Course II: Indian Writing in English	5	5
	EU231EC1	Elective Course I: Social History of England	3	4
Part IV		Skill Enhancement Course SEC-I Non Major	2	2

	EU231SE1	Elective (NME): English for Communication		
	EU231FC1	Skill Enhancement - Foundation Course: Major Literary Movements	2	2
		Total	**23**	**30**

SEMESTER II

Course	Course Code	Title of the Course	Credits	Hours / Week
Part I	TU232TL1 FU232FL1	Language: Tamil French	3	6
Part II	EU232EL1	English	3	6
Part III	EU232CC1	Core Course III: British Literature I	5	5
	EU232CC2	Core Course IV: American Literature I	5	5
	EU232EC1	Elective Course II: History of English Literature	3	4
Part IV	EU232SE1	Skill Enhancement Course SEC-II: Non Major Elective (NME): Public Speaking Skills	2	2
	EU232SE2	Skill Enhancement Course SEC-III: English for Business	2	2
		Total	**23**	**30**

SEMESTER III

Course	Course Code	Title of the Course	Credits	Hours / Week
Part I	TU233TL1 FU233FL1	Language: Tamil French	3	6
Part II	EU233EL1	English	3	6
Part III	EU233CC1	Core Course V: British Literature II	5	5
	EU233CC2	Core Course VI: American Literature II	5	5
	EU233EC1	Elective Course III: Literary Genres and Terms	3	4
Part IV	EU233SE1	Skill Enhancement Course SEC-IV: Entrepreneurial Skill	1	1
	EU233SE2	Skill Enhancement Course SEC-V: English for Business	2	2

	HE233EV1	EVS	-	1
		Total	**22**	**30**

SEMESTER IV

Course	Course Code	Title of the Course	Credits	Hours / Week
Part I	TU234TL1	Language: Tamil	3	6
	FU234FL1	French		
Part II	EU234EL1	English	3	6
Part III	EU234CC1	Core Course VII: World Literature in Translation	5	5
	EU234CC2	Core Course VIII: Aspects of Language and Linguistics	5	5
	EU234EC1	Elective Course IV: Myth and Literature	3	3
Part IV	EU234SE1	Skill Enhancement Course SEC-VI: English for Career	2	2
	EU234SE2	Skill Enhancement Course SEC-VII: Interview Skills	2	2
	HE234EV1	EVS	2	1
		Total	**25**	**30**

SEMESTER V

Course	Course Code	Title of the Course	Credits	Hours / Week
Part III	EU235CC1	Core Course IX: Authors in Focus	4	5
	EU235CC2	Core Course X: Women's Writing	4	5
	EU235CC3	Core Course XI: Indian Writing in Translation	4	5
	EU235PW1	Project	4	5
	EU235EC1 EU235EC2 EU235EC3	Elective Course V: a) English for Competitive Examinations b) Critical Approaches to Literature c) Fiction	3	4
	EU235EC4 EU235EC5 EU235EC6	Elective Course VI: a) Mass Communication and Journalism b) Digital Literature c) Science Fiction and Detective Literature	3	4
Part IV	EU235VE1	Value Education	2	2

Course	Course Code	Title of the Course	Credits	Hours / Week
	EU235SI1 / EU235IT1	Summer Internship / Industrial Training	2	-
		Total	**26**	**30**

SEMESTER VI

Course	Course Code	Title of the Course	Credits	Hours / Week
Part III	EU236CC1	Core Course XII: Introduction to Literary Theory and Criticism	4	6
	EU236CC2	Core Course XIII: Modern English Grammar and Composition	4	6
	EU236CC3	Core Course XIV: ELT and Computer Assisted Language Learning	4	6
	EU236EC1 EU236EC2 EU236EC3	Elective Course VII: a) Art and Literary Aesthetics b) Travel Writings c) Partition Literature	3	5
	EU236EC4 EU236EC5 EU236EC6	Elective Course VIII: a) Digital Literacy and Concepts b) Green Literature c) Autobiography	3	5
	EU236EA1	Extension Activity	1	-
	EU236PS1	Professional Competency Skill: English for IBT Exams	2	2
		Total	**21**	**30**
		Total	**140**	**180**

FIRST YEAR: SEMESTER I
CORE COURSE I: INTRODUCTION TO LITERATURE

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	CIA	External	Total
								Marks		
EU231CC1	4	1			5	5	75	25	75	100

Part	Semester	Code	Title of the Course	Credit
Part V	I & II	UG23LSC1	Life Skill Training I: Catechism	1
		UG23LSM1	Life Skill Training I: Moral	
	I	UG231C01 –UG231C13	Skill Development Training (SDT) - Certificate Course	1
	II, IV& VI	-	MOOC	1+1+1
	III & IV	UG23LSC2	Life Skill Training II: Catechism	1
		UG23LSM2	Life Skill Training II: Moral	
	II & IV	EU232FP1/ EU234FP2	Field Project	1+1
	II & IV	EU232IS1/ EU234IS2	Internship	
	I & III	EU231SV1/ EU233SV2	English Course for Same Language Subtitling / Scripting and Video Film Making	1+1
	IV & VI	UG234GV1/ UG236GV2	Generic Value-added Course	1 +1
	I – IV	UG234ST1	Student Training Activity – Clubs & Committees / NSS	1
	IV & VI	UG234CE1	Community Engagement Activity - RUN	1
	V	UG235HR1	Human Rights Education	1
	VI	UG236GS1	Gender Equity Studies	1
			Total	16

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

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

Course Outcomes

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

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

Units	Contents	No. of Hours
I	**Prose** Introduction: Poetry-Different forms of poetry- Sonnet, Ode, Elegy, Lyric Ballad. Prose-Short Story, Novella, Novel. Drama- Comedy, Tragedy, Tragi-Comedy.	15
II	**Poetry** Michael Drayton: The Parting William Shakespeare: Sonnet 18 John Milton: When I Consider How My Light is Spent John Keats: Ode to Nightingale Thomas Gray: Elegy Written in a Country Churchyard Robert Frost: Mending Wall	15
III	**Short Stories** Manohar Malgonkar: Upper Division Love Miguel De Cervantes: Tilting at the Windmills (excerpt from *Don Quixote*) Katherine Mansfield: Bliss Jerome K. Jerome: Packing (excerpt from *Three Men in a Boat*)	15
IV	**Drama** J.M. Barrie - *The Admirable Crichton* Lady Gregory - *The Rising of the Moon*	15
V	**One Act Play** Saki: *The Open Window*. (H. H. Munro's) J.M. Synge: *Riders to the Sea*.	15

Self Study	Unit II: Forms of Poetry

Text Books

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

Reference Books

1. Singh. R. P (2000), *An Anthology of English Short Stories*. Oxford, India.

2. Parini Jay (2014). *An Anthology of American Poetry.* Laxmi Publications, India.

3. Dove Rita, The Penguin Anthology of Twentieth Century American Poetry. Penguin Publishers, USA.

4. Abrams. M.H (1999), *A Glossary of Literary Terms*. Heinle& Heinle, Massachusetts.

Web Resources

1. http://www.littcrit.org

2. http://jcla.in

3. https://openlibrary.org/

4. https://www.wattpad.com/

5. https://digital.library.villanova.edu/Collection/vudl:24093

MAPPING WITH PROGRAMME OUTCOMES
AND PROGRAMME SPECIFIC OUTCOMES

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

3 – Strong, 2- Medium, 1- Low
FIRST YEAR: SEMESTER I
CORE COURSE II: INDIAN WRITING IN ENGLISH

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EU231CC2	**4**	**1**			**5**	**5**	**75**	**25**	**75**	**100**

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

Learning Objectives:

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

Course Outcomes

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

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

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

Text
1. A.

Books
K.

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

Self-Study	Unit I: Modern Indian Poets

Ramanujan, 1997, *A Flowering Tree And Other Oral Tales from India*. University of California Press, Berkeley London.

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

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

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

Reference Books
1. Ruskin Bond, 1988, *The Night Train at Deoli and Other Stories*. Penguin Books, India.

pp- 248.

2. Chetan Bhagat, 2008, *The 3 Mistakes of My Life.Rupa* Publications, Delhi. Pp- 258.

Web Resources

https://www.poetrycat.com/toru-dutt/sonnet--the-lotus

https://motherandsriaurobindo.in/Sri-Aurobindo/poems/the-tiger-and-the-deer/

https://allpoetry.com/Village-Song

https://indianpoetry.wordpress.com/2013/09/12/indian-women-a-poem-by-shiv-k-kumar/

https://allpoetry.com/It-Is-Not-Love-It-Is-Madness

MAPPING WITH PROGRAMME OUTCOMES
AND PROGRAMME SPECIFIC OUTCOMES

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

3 – Strong, 2- Medium, 1- Low

FIRST YEAR: SEMESTER I
ELECTIVE COURSE I: SOCIAL HISTORY OF ENGLAND

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EU231EC1	3	1	-	-	3	4	60	25	75	100

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

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

Course Outcomes

On the successful completion of the course, student will be able to**:**		
1	recall the significance of major historical events and social movements in shaping English society	**K1**
2	understand the intersections of class, gender, race, religion, and political power in English society	**K2**
3	comprehend and evaluate the social, economic, and cultural factors that have shaped English society	**K2**
4	demonstrate and articulate complex historical concepts to non-specialist audiences	**K2**

	5	apply historical knowledge and critical analysis to contemporary issues and debates in English society, including debates about identity, nationalism, and social justice.	**K3**

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

Units	Contents	No. of Hours
I	Introduction The Renaissance and its Impact on England The Reformation - Causes and Effects	12
II	Puritanism & The Commonwealth of Nations The Restoration Coffee-houses and their Social Relevance	12
III	The War of American Independence Impact of the Industrial, Agrarian and the French Revolution on the English Society Humanitarian Movements in England	12
IV	The Reform Bills and the Spread of Education Social Impact of the Two World Wars Trade Unionism & the Labour Movement	12
V	The Welfare State The Cold War (1985-1991) England in the 21st Century	12

Self Study	Unit I: Causes for French Revolution

Text Books

1. Xavier, A.G. 2021. An Introduction to the Social History of England. Chennai: Ananda Book Depot.
2. Padmaja Ashok, 2018. The Social History of England. Hyderabad: The Orient Blackswan.

Reference Books

1. Ed. Keith Wrightson, 2018. A Social History of England, 1500- 1750. London: Norton Press.
2. Ed. Julia Crick, Elisabeth Van Houts, 2012. A Social History of England, 900- 1200. UK: Cambridge University Press.
3. Ed. Rosemary Horrox, 2012. A Social History of England, 1200-1500. UK: Cambridge University Press.

Web Resources

1. https://archive.org/details/socialhistoryofe0000brig_y9n3N
2. https://www.gutenberg.org/ebooks/21660
3. https://www.cambridge.org/core/series/social-history ofengland/A197EA915C632B56B67FAFBBC7C78E23
4. https://www.gale.com/british-history
5. https://www.studocu.com/in/document/university-of-madras/english-literature/social-history-of-england/30462154

MAPPING WITH PROGRAMME OUTCOMES
AND PROGRAMME SPECIFIC OUTCOMES

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

3 – Strong, 2- Medium, 1- Low

FIRST YEAR: SEMESTER I
SKILL ENHANCEMENT COURSE (SEC I): NON MAJOR ELECTIVE (NME)
ENGLISH FOR COMMUNICATION

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EU231SE1	1	1	-	-	2	2	30	25	75	100

Pre-requisite: Basic knowledge in English language.

Learning Objectives:

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

Course Outcomes

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

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

Units	Contents	No. of Hours
I	Communication – Basic Communication Skills: Passive, Aggressive,	6

II	Passive - Aggressive and Assertive – Significance of Communication Skills to be Acquired in Communication – Speaking/ Reading/ Writing / Listening	**6**
III	Types of Communication -Verbal - Non-Verbal	**6**
IV	Effective Communication Skills, Public Speaking	**6**
V	Speaking Skills – Practice: Public Speaking Presentations and Writing Blog	**6**

Self-Study	**Unit IV:** Speaking Skills

Reference Books

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

Web Resources

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

MAPPING WITH PROGRAMME OUTCOMES
AND PROGRAMME SPECIFIC OUTCOMES

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

3 – Strong, 2- Medium, 1- Low

FIRST YEAR: SEMESTER I
SKILL ENHANCEMENT - FONDATION COURSE
MAJOR LITERAY MOVEMENTS

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

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

Learning Objectives:
1. To provide students with a comprehensive idea about the development of Major Literary Movements in England
2. To make them read and understand the literary developments that coincided with the major movements

Course Outcomes

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

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

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

Self-Study	Unit I: Structuring Paragraphs

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

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

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

Reference Books

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

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

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

MAPPING WITH PROGRAMME OUTCOMES
AND PROGRAMME SPECIFIC OUTCOMES

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

3 – Strong, 2- Medium, 1- Low

FIRST YEAR: SEMESTER I
VALUE ADDED COURSE

ENGLISH COURSE FOR SAME LANGUAGE SUBTITLING

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EU231SV1					1	-	30	25	75	100

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

Learning Objectives:

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

Course Outcomes

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

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

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

Self Study	Unit III: Learning the basic grammar rules and proofreading

Reference Books
1. Cintas, Jorge Diaz & Aline Remael. (2014). Audiovisual Translation: Subtitling. London. Routledge.

2. Venuti, Lawrence. (2000). The Translation Studies Reader. London. Routledge.
3. Orrego Carmona, David & Yvonne Lee. (2017). Non-professional Subtitling. United Kingdom. Cambridge Scholars Publishing.
4. Perego, Elisa & Silvia Bruti. (2015). Subtitling Today: shapes and their Meanings. United Kingdom. Cambridge Scholars Publishing.

Web Resources

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

Activities

1. Students will be provided with short video clips that already have subtitles and ask them to analyze and critique the quality of the subtitles. They can identify any errors, inconsistencies or improvements that could be made and can provide feedback on how to enhance accuracy and clarity.
2. Students will be provided with video clips without subtitles and have them create subtitles using the techniques and guidelines learned in the course. They can work individually or in groups and present their completed subtitles to the class, followed by feedback and discussion.
3. Group Discussion: The students will be assigned in small groups and will be provided with subtitling related topics or case studies to discuss. They can analyze challenges faced in subtitling, share their perspectives, and propose solutions or best practices for different scenarios.
4. A guest speaker from the subtitling industry or an experienced subtitler will be invited to share their insights, experiences, and tips. Students can interact with the expert, ask questions, and gain real-world perspectives on subtitling.
5. The students will be introduced to subtitling software tools or applications and will be provided with hands-on practice sessions. They can familiarize themselves with the software interface, learn how to segment subtitles, apply formatting, and synchronize subtitles with the audio.
6. The students will be presented with ethical dilemmas related to subtitling, such as translating sensitive content or dealing with offensive language. The class can be divided into groups and engage in a debate discussing different perspectives and possible solutions.

SEMESTER II

CORE COURSE III: BRITISH LITERATURE I

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EU232CC1	**4**	**1**	**-**	**-**	**5**	**5**	**75**	**25**	**75**	**100**

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

Learning Objectives:

1. To increase the ability of the students to intellectually asses the world through literature.
2. To enable learners to analyze British literature and the culture of the English-speakingpeople.

Course Outcomes

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

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

Units	Contents	No. of Hours
I	**Prose** Francis Bacon: Of Truth, Of Adversity Oliver Goldsmith: A City Night-Piece Joseph Addison and Sir Richard Steele: Sir Roger at Church, On Giving Advice	15
II	**Poetry** William Blake: The Chimney Sweeper Robert Edgar Burns: The Potter William Wordsworth: Ode: Intimations of Immortality	15

	Lord Byron: She Walks in Beauty P.B. Shelley: Arethusa, Hymn to Intellectual Beauty. John Keats: *Endymion* Book-I (Lines 1-23)	
III	**Poetry** John Milton: *Paradise Lost* (Book 4)	15
IV	**Drama** Christopher Marlowe: *Dr. Faustus* Oliver Goldsmith: *She Stoops to Conquer*	15
V	**Fiction** Jonathan Swift: "Voyage to Lilliput" from *Gulliver's Travels*	15

	Charles Dickens: "Recalled to Life" from *A Tale of Two Cities*.	

Self Study	Life history of the poet

Text Books:

1. Warren, Robert Penn and Albert Erskine. 1992. *Six Centuries of Great Poetry.* Dell, New York.
2. Goldsmith, Oliver, 2023. *She Stoops To Conquer.* Peacock Books, New Delhi.
3. Marlowe, Christopher. 2015 ed. *Dr. Faustus*. Bloomsbury India, New Delhi.
4. Swift, Jonathan, et al.,2019. *Gulliver's Travels*. Oxford University Press, London.
5.Dickens, Charles, 2018. *A Tale of Two Cities*. Om Books International, New Delhi.
6. Milton, John, 2012. *Paradise Lost.* Unique Publishers, New Delhi.

Reference Books :

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

Web Resources:

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

MAPPING WITH PROGRAMME OUTCOMESAND PROGRAMME SPECIFIC OUTCOMES

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

3 – Strong, 2- Medium, 1- Low

SEMESTER II

CORE COURSE IV: AMERICAN LITERATURE I

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

Pre-requisite: The basic ideology that different literatures are produced in different countries

Learning Objectives:

1. To examine the growth and development of various genres of American literature.

2. To create a critical aptitude of probing through the famous works in American literature.

Course Outcomes

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

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

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

IV	**Fiction** Earnest Hemmingway: *A Farewell to Arms*	**15**
V	**Drama** Eugene O'Neill: *Emperor Jones*	**15**

	Niel Simon: *The Odd Couple*	

Self Study	Life history of Martin Luther King Jr.

Text Books

1. Robert S Levine., et al. *The Norton Anthology of American Literature*. W.W. Norton & Company, 2022.

2. *World Greatest Speeches*, Collectable Edition, FingerPrint Publishing, Nov., 2019.

3. Niel Simon. 1986. *The Odd Couple.* Samuel French, New York.

4. Earnest Hemmingway. 2022. *A Farewell to Arms*. Grapevine India Publishers Pvt. Ltd. New Delhi.

5. Eugine O' Neil. 2000. *Emperor Jones*. Dover Publications, New York.

Reference Books

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

Web Resources

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

MAPPING WITH PROGRAMME OUTCOMESAND PROGRAMME SPECIFIC OUTCOMES

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

3 – Strong, 2- Medium, 1- Low

SEMESTER II

ELECTIVE COURSE II: HISTORY OF ENGLISH LITERATURE

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EU232EC1	3	1	-	-	3	4	60	25	75	100

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

Learning Objectives:

1. To help students with a survey of the history of English literature from Old English times to the Modern period.

2. To provide them with a look at certain linguistic processes that have contributed to thedevelopment of the English language.

Course Outcomes

	On the successful completion of the course, student will be able to**:**	
1	gain extensive insight into the history of English literature, while laying special emphasis on various literary movements, genres and writers that are held to be the representatives of their times.	**KI, K2**
2	evaluate the way socio-cultural and historical phenomena influence the literary production of a particular period.	**K3**
3	familiarize themselves with the socio-cultural ambience and the discursive frameworks of various ages.	**K3**
4	develop a nuanced appreciation of the literary stalwarts of those times.	**K2, k3**
5	gain in-depth understanding on the growth of the English language under the influence of various other languages including Latin and French, besides being mentored in the structural nitty-gritties of the language.	**K3**

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

Units	Contents	No. of Hours
I	Introduction to the History of British Literature - British Poetry, Prose, Drama and Fiction	**12**
II	**The Renaissance Period (1350–1660)** i) An Introduction to Bible Translation: William Tyndale, Myles Coverdale ii) The University Wits: Christopher Marlowe, Robert Greene, Thomas Nashe, John Lyly, Thomas Lodge, George Peele, Thomas Kyd iii) Elizabethan and Jacobean Drama: William Shakespeare, Ben Jonson, John Webster iv) Comedy of Humours: Thomas Dekker, George Chapman	**12**

III	**The Late Seventeenth and the Eighteenth Centuries (1660-1800)** i) Comedy of Manners: William Congreve, Richard Brinsley Sheridan, George Etherege, Oliver Goldsmith, Aphra Behn ii)Neo-Classicism: Alexander Pope, John Dryden, Jonathan Swift, Daniel Defoe, Samuel Johnson iii) Sentimental and Anti-sentimental Comedies: Richard Steele, Colley	**12**

	Cibber, Henry Fielding, Richard Sheridan iv) Pre-Romantics: William Blake, Samuel Taylor Coleridge, William Wordsworth, Thomas Gray, John Milton	
IV	**The Victorian Age (1832-1901)** i) Pre-Raphaelite Movement: D.G. Rossetti, Christina Rossetti ii) Victorian Poets: Alfred Lord Tennyson, Robert Browning iii) Victorian Novelists: Charles Dickens, Thackeray iv) Victorian Writers: Thomas Carlyle, John Ruskin v) Impressionistic Writers: Virginia Woolf, James Joyce	**12**
V	**Well-made Play:** Bernard Shaw and Henrik Ibsen i) Existential Drama: Samuel Beckett, Arthur Miller, ii) Comedy of Menace: Harold Pinter, Edward Albee iii) Kitchen-sink Drama: John Osborne, Arnold Wesker iv) Problem Play: Anton Chekhov v) Didactic Drama: Bertolt Brecht, vi) One-act play: Eugene O'Neill, Tennessee Williams	**12**

Self Study	Versions of Bible Translation

Text Books

1. Albert, Edward. 1979. *History of English Literature*. Oxford University Press.

2. Long. William. J. 2015. *English Literature: Its History and its Significance for the Life of the English Speaking World*. Rupa Publications. New Delhi.

Reference Books

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

Web Resources

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

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

3 – Strong, 2- Medium, 1- Low

FIRST YEAR: SEMESTER II

NON MAJOR ELECTIVE NME II: PUBLIC SPEAKING SKILLS

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

Pre-requisite: Proficiency in written and spoken language.

Learning Objectives:

1. To help them identify and utilize voice aspects of speaking
2. To make them recognize the barriers of listening and speaking and teach the ways to reducethem

Course Outcomes

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

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

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

Self-Study	Public Speaking on any common topic

Reference Books

1. Apple, W. Streeter, L.A. & Krauss, R. M. 1979. *Effects of Pitch and Speech Rate on Personal Attributions*. Journal of Personality and Social Psychology, 715-727.
2. Gamble, Teri Qwal. 2015. *The Public Speaking Playbook*. Sage Publications. London.
3. Lucas, Stephen. E. 1983. *The Art of Public Speaking.* Wyatt North Publishing. LLC.
4. Barton, Kristen. 2019. *Exploring Public Speaking.* 4th Edition. Georgia University Press. US.
5. Acker, Mike. 2015. *Speak with No Fear*. 2nd Edition. Advantage Publishing Group. UK.

Web Resources

1. https://batch.libretexts.org/print/Letter/Finished/socialsci-53260/Full.pdf
2. https://openlibrary.org/books/OL7307288M/The_Art_of_Public_Speaking_%289th_Edition%29
3. https://www.youtube.com/watch?v=hhbvUZOLTQY
4. https://www.youtube.com/watch?v=HAnw168huqA
5. https://professional.dce.harvard.edu/blog/10-tips-for-improving-your-public-speaking- skills/

MAPPING WITH PROGRAMME OUTCOMESAND PROGRAMME SPECIFIC OUTCOMES

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1	2	2	2	2	2	2	2	3	2	2	2	2	2
CO2	2	2	2	2	2	2	2	3	2	2	2	2	2
CO3	3	2	3	3	2	2	2	2	3	2	2	3	3
CO4	2	2	3	3	3	2	2	3	3	2	2	3	3
CO5	2	2	2	2	2	2	2	2	2	2	2	2	3
TOTAL	11	10	12	12	11	10	10	13	12	10	10	12	13
AVERAGE	2.2	2	2.4	2.4	2.2	2	2	2.6	2.4	2	2	2.4	2.6

3 – Strong, 2- Medium, 1- Low

SEMESTER II

SKILL ENHANCEMENT COURSE (SEC I): ENGLISH FOR BUSINESS

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

Pre-requisite: Familiarity with the basics of English language

Learning Objectives:

1. To help students learn strategies and practical language to deal with real life situations.

2. To enable them to use language flexibly and express it in the social, professional andacademic contexts.

Course Outcomes

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

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

Units	Contents	No. of Hours
I	Business Communication - Types and Importance Fundamental of Business writing, Types of Business letter, Inquiry letter, complaint letter, Persuasive letter, Proposal, Report Writing.	6
II	Employment Messages Writing Resume, Application letter, Writing the opening paragraph, Writing the closing paragraph, summarizing	6
III	Spoken skills Conducting Presentation, Oral presentation, Debates, Speeches, Interview, Group Discussion, English Pronunciation,Building Vocabulary.	6

IV	**Practice** Receiving and responding to customer feedback Business presentation Interaction between employees and management Video clip for a new product	6
V	Writing a Business Memo Mass Marketing Communication (Newsletter) Online Survey on Company Culture Business Meetings	**6**

Self Study	Oral Presentation, English Pronunciation

Text Book

Francis Soundararaj. 2006. *Speaking and Writing for Effective Business Communication.*

Sharon Educational Assistance, Chennai.

Reference Books

1. Michael Bennie. *A Guide to Good Business Communication*. How To Books Ltd, Oxford.

2. Parson, C.J. and Hughe. 1970. Written Communication for Business Students. Great Britain: EArnold Pub.

Web Resources

1. https://studiousguy.com/business-communication

2. How to Make a Video Presentation With Audio in 8 Steps (visme.co)

3. https://ddceutkal.ac.in/sylabus/MA_English/Paper_21.pdf

4. https://www.cloudtalk.io/blog/the-importance-of-business-communication-definition-types- and-tips/

5. https://blog.hubspot.com/marketing/email-marketing-examples-list

*Handouts will be distributed to students on the prescribed topics

MAPPING WITH PROGRAMME OUTCOMESANDPROGRAMME SPECIFIC OUTCOMES

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	1	3	2	3	1	2	3	3	3	2	3	1
CO2	3	1	3	2	3	1	2	3	3	3	2	3	1
CO3	3	2	3	3	3	2	3	3	3	3	2	3	1
CO4	3	1	3	3	3	2	2	3	3	3	2	3	1
CO5	3	2	3	3	3	2	2	3	3	3	2	3	1

TOTAL	15	7	15	13	15	8	11	15	15	15	10	15	5
AVERAGE	3	1.4	3	2.6	3	1.6	2.2	3	3	3	2	3	1

3 – Strong, 2- Medium, 1- Low

Life Skill Training I: Catechism
Course Code: UG232LC1

Hours	Credit	Total Hours	Total Marks
1	1	30	100

Objectives:

1. To develop human values through value education
2. To understand the significance of humane and values to lead a moral life
3. To make the students realize how values lead to success

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

Unit I

Value Education:

Human Values – Types of Values – Growth – Components – Need and Importance
Bible Reference: Matthew: 5:3-16

Unit II

Individual Values: Esther

Vanishing Humanity – Components of Humanity – Crisis – Balanced Emotion –
Values of Life
Bible Reference: Esther 8:3-6

Unit III

Family Values: Ruth the Moabite

Respecting Parents – Loving Everyone – Confession – True Love
Bible Reference: Ruth 2:10-13

Spiritual Values: Hannah

Faith in God – Wisdom – Spiritual Discipline – Fear in God – Spiritually Good Deeds
Bible Reference: 1 Samuel 1:24-28

Unit IV

Social Values: Deborah

Good Behaviour – Devotion to Teachers – Save Nature – Positive Thoughts –The

Role of Youth in Social Welfare
Bible Reference: Judges 4:4-9

Unit V

Cultural Values: **Mary of Bethany**

Traditional Culture – Changing Culture – Food – Dress – Habit – Relationship – Media – The Role of Youth
Bible Reference: Luke 10:38-42

Text Book

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

SEMESTER I & II

Life Skill Training I: Moral
Course Code: UG232LM1

Hours	Credit	Total Hours	Total Marks
1	1	30	100

Objectives:

1. To develop human values through value education
2. To understand the significance of humane and values to lead a moral life
3. To make the students realize how values lead to success

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

Unit I

Value Education:

Introduction – Limitations – Human Values – Types of Values – Aim of ValueEducation – Growth – Components – Need and Importance

Unit II

Individual Values:

Individual Assessment – Vanishing Humanity – Components of Humanity – Crisis –Balanced Emotion – Values of Life

Unit III
Family
Values:

Life Assessment – Respecting Parents – Loving Everyone – Confession – True Love

Unit IV
Spiritual
Values:

Faith in God – Wisdom – Spiritual Discipline – Fear in God – Spiritually Good Deeds

Unit V

Social Values:

Good Behaviour – Devotion to Teachers – Save Nature – Positive Thoughts – DrugFree Path – The Role of Youth in Social Welfare

Unit VI
Cultural
Values:

Traditional Culture – Changing Culture – Food – Dress – Habit – Relationship –Media – The Role of Youth

Text Book

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

	Content addressed Environment Sustainability
	Content addressed Human Values
	Content addressed Professional Ethics
	Content addressed Indian Knowledge System
	Content addressed Gender

Holy Cross College (Autonomous)

Nagercoil – 4

PG & Research Department of English

Syllabi of PG
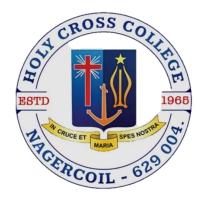
(With effect from the academic year 2023-24)

Holy Cross College (Autonomous), Nagercoil

Accredited with A⁺ by NAAC - IV cycle – CGPA 3.35

Nagercoil, Kanyakumari District, Tamil Nadu.

Affiliated to

Manonmaniam Sundaranar University, Tirunelveli

TANSCHE Syllabus with CBCS & LOCF

GUIDELINES FOR POST GRADUATE PROGRAMME

2023-26

Vision

Imbibing the Spirit of the Holy Cross, the institution envisions a harmonious society by empowering young women for global competency and ecological sustainability through a holistic approach with innovative skills.

Mission

1. To provide quality education and to promote scholarly activities catering to global competency.

2. To nurture participatory leadership to enhance social consciousness and social responsibility.

3. To uphold ethical values of honesty, personal accountability and transparency through professional commitment.

4. To create global professionals and entrepreneurs with innovative spirit and zeal.

5. To create empowered women of competence, commitment and compassion.

6. To instill in students the awareness of interconnectedness between human and nature.

PG & RESEARCH DEPARTMENT OF ENGLISH

Vision

Sculpting integrated individuals for a better future.

Mission

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

Post Graduate Programme
Programme Educational Objectives (PEOs)

Pos	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./MSW 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, PEO 2 & PEO3
PO3	integrate various theories and methodologies relating to social and environmental contexts.	PEO 2
PO4	excel in competitive examinations, face interviews and handle real life situations.	PEO 2 & PEO 3
PO5	articulate critically to address the emerging national and global challenges with an ethical outlook.	PEO1, PEO 2 & PEO3
PO6	perform with professionalism and team spirit and exhibit leadership, communication and managerial skills.	PEO 2& PEO 3
PO7	learn independently for lifelong executing professional, social and ethical responsibilities leading to sustainable development	PEO 3

Programme Specific Outcomes (PSOs)

PSO	Upon completion of M.A. Degree 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

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.

Course Structure

(i) Academic Courses:

Distribution of Hours and Credits

Course	SEMESTER	Total

	I	II	III	IV	Hours	Credits
Core– Theory	7(5) + 7(5) + 6(4)	6(5)+ 6(5)+ 6(4)	6(5) + 6(5) + 6(5) + 6 (4)	6(5) + 6 (5)	73	57
Elective	5 (3) + 5 (3)	4 (3) + 4 (3)	3 (3) -	4 (3) -	25	18
Project		-		10 (7)	10	7
Skill Enhancement Course		4 (2)	3 (2)	4 (2)	11	6
Internship/ Industrial Activity			(2)		-	2
Extension Activity				(1)	-	1
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
Summer Training Programme/ Field Project	(1)	-	-		1
Specific Value-Added Courses		(1)			1
Generic Value-Added Courses	(1)		(1)		2
MOOC		(1)		(1)	2
Community Engagement Activity (UBA)		(1)			1

Total Number of Credits   =   91 + (9)

Non-academic courses are mandatory and conducted outside the regular working hours.

Courses Offered

SEMESTER I

Course	Title of the Course	Credits	Hours /

Code				Week
EP231CC1	Core Course I: English Poetry	5		7
EP231CC2	Core Course II: English Drama	5		7
EP231CC3	Core Course III: English Fiction	4		6
EP231EC1 EP231EC2 EP231EC3	Elective Course I: a) Indian Writing in English b) Disability Theory and Literature c) Human Rights and Literature	3		5
EP231EC4	Elective Course II: Theatre Art	3		5
	Total	**20**		**30**

SEMESTER II

Course Code	Title of the Course	Credits	Hours / Week
EP232CC1	Core Course IV: American Literature	5	6
EP232CC2	Core Course V: Shakespeare Studies	5	6
EP232CC3	Core Course VI: Postcolonial Theory and Literature	4	6
EP232EC1 EP232EC2 EP232EC3	Elective Course III: a) Approaches to English Language Teaching b) Introduction to Linguistics c) Study of English Language	3	4
EP232EC4	Elective Course IV: A Glimpse of Nobel Laurates	3	4
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: Contemporary Literary Criticism	5	6

		Core Course VIII:	5	6
EP233CC2		Canadian Studies		

Semester	Code	Title of the Course	Credit

EP233CC3	Core Course IX: Research Methodology	5	6
EP233CC4	Core Course X: Literature of the Marginalized in India	4	6
EP233EC1 EP233EC2 EP233EC3	Elective Course V: a) Translation Studies b) Film and Media Studies c) Psychology in Literature	3	3
EP233SE1	Skill Enhancement Course II	2	3
EP233IS1	Internship/ Industrial activity	2	-
	Total	**26**	**30**

SEMESTER IV

Course Code	Title of the Course	Credits	Hours / Week
EP234CC1	Core Course XI: 21st Century Millennial Literature and Culture	5	6
EP234CC2	Core Course XII: Subaltern Studies	5	6
EP234EC1 EP234EC2 EP234EC3	Elective Course IV: a) English Literature for NTA, NET, SET & GATE b) Feminist Writings c) World Literature in Translation	3	4
EP234PW1	Project	7	10
EP233SE1	Skill Enhancement Course III	2	4
EP234EA1	Extension Activity	-	1
	Total	**22**	**30**
	Total	**91**	**120**

Co-curricular Courses

I & II	PG23LST1	Life Skill Training	1
II & IV	-	MOOC	1+1
II	PG232CE1	Community Engagement Course (CEC)	1
III & IV	PG23LST2	Life Skill Training	1
I	EP231FP1	Field Project	
I	EP231IS1	Internship	
I	EP231SV1	Content Creation	1
II & IV	PG232GV1/ PG234GV2	Generic Value-added Course	1+1
		Total	9

FIRST YEAR: SEMESTER I
CORE COURSE I: ENGLISH POETRY

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

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–

Self-Study	Unit I: Outline of Middle English Poetry

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

FIRST YEAR: SEMESTER I
CORE COURSE II: ENGLISH DRAMA

Course Code	L	T	P	S	Credits	Inst. Hours	Total	Marks

							Hours	CIA	External	Total
EP231CC2	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.

Self-Study	**Unit II:** Theatres, Theatre groups, Audience, Actors and Conventions Tragedy and Comedy	**Course Outcomes**

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

	1	appraise various aspects of drama and theatre	**K5**
	2	identify drama and performance as a cultural process and an artistic discourse	**K4**
	3	evaluate plot structure, characterization and dialogue	**K5**
	4	interpret drama texts as aesthetic records of their times viz., Elizabethan, Restoration, Victorian and Early Modern ages	**K4**
	5	examine the features of Modern and Postmodern British Drama	**K4**

K1 -

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* Harold Pinter: *Birthday Party* Samuel Beckett: *Waiting for Godot* (Act I)	**21**

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

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	1	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	1	3	3	2
TOTAL	12	15	13	13	13	12	11	15	10	8	15	15	9
AVERAGE	2.4	3	2.6	2.6	2.6	2.4	2.2	3	2	1.6	3	3	1.8

3 – Strong, 2- Medium, 1- Low

FIRST YEAR: SEMESTER I

CORE COURSE III: ENGLISH FICTION

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EP231CC3	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	gain wide knowledge about different types of novels.	K2
2	learn the art of writing different forms ofnovel with the learned notions.	K2
3	explore Social, domestic and gothic novels.	K4
4	assess philosophical and political underpinnings of Victorian morality, anti-Victorian realities and the aesthetic Movement	K5
5	infer themes relating to the turn of the century events through close reading of text.	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* Jonathan Swift: *Gulliver's Travels*	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

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 Book 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.

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

Web Resources:

1. **h ttp://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

FIRST YEAR: 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
EP231EC1	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	understand the indianness through representative works of Indian Writers in English	**K2**
2	identify various trends and tradition of the Indian society	**K4**
3	examine the background and settings of the prescribed texts	**K5**
4	evaluate the cultural significance of Indian English Literature	**K5**
5	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**

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

	Shashi Deshpande: *Roots and Shadows*	

Self Study	**Unit I:** Outline of Indian poets Writing in English

Reference Book

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

FIRST YEAR: SEMESTER I

ELECTIVE COURSE I (B): DISABILITY THEORY AND LITERATURE

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

Self Study	Unit II: 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

FIRST YEAR: 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
Self Study	**Unit IV:** 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

FIRST YEAR: SEMESTER I
ELECTIVE II: THEATRE ART

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
EP231EC4	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.	understand a broad range of theatrical disciplines and experiences	**K2**
2.	identify the diversity of theatrical experiences and the role of theatre in society	**K1**
3.	discover the relationships among the various facets of Theatre	**K6**
4.	estimate drama as a performing art and the aspects of Stagecraft	**K5**
5.	gain exposure to diverse components of acting and techniques	**K3**

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 role of theatre,The need for permanent theatres.	**15**
II	Greek theatre, Shakespearean theatre, The Absurd theatre, The Epic theatre, The Multipurpose theatre, Designing for a particular 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, violence in the theatre, need for censorship, managing time and space.	**15**
V	Theatre of illusion, Expressionism and dramatic symbolism, Stage design in the modern world, Lighting in the modern world, Word versus spectacles.	**15**

Self Study	**Unit I:** Relation between drama and theatre

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	1	2	3	1	3	3	3	3	3	2
CO2	1	3	1	1	1	2	2	3	3	3	2	2	1
CO3	3	2	3	1	1	2	1	3	3	1	1	2	1
CO4	3	2	2	1	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	7	9	10	9	15	15	12	11	10	7
AVERAGE	2.6	2.6	2.2	1.4	1.8	2	1.8	3	3	2.4	2.2	2	1.4

3 – Strong, 2- Medium, 1- Low

SEMESTER II

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 historicalconcepts.**

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 inAmerican 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

Self – Study	Unit II: 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 OUTCOMESAND 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	CIA	External	Total
								Marks		
EP232CC2	5	1	-	-	5	6	75	25	75	100

Pre-requisite: **A solid foundation in English language and reading skills, historical context and 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. Analyzing the context of Elizabethan England from the evolving contemporary perspective down the ages

Course Outcomes

On the successful completion of the course, student will be able to:		
CO1	recognize the trends in Shakespeare studies and understand Elizabethantheatre and the theatre's development.	**K1 & K2**
CO2	apply the knowledge of Shakespearean language and style in writing shortpoems and scenes	**K3**
CO3	examine and be familiarized with the critical perspectives onShakespeare's Plays and Sonnets	**K4**
CO4	evaluate the modern approaches in Shakespearean criticism	**K5**
CO5	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 & Theatre ConventionsSources Problems of Categorization Trends in Shakespeare Studies up to the 19th CenturySonnet and Court Politics Famous Actors Theatre Criticism Shakespeare into Film & Play Production. Sonnets – 12, 65, 86, & 130	15
II	**Comedy** *Much Ado About Nothing, The Winter's Tale.*	15
III	**Tragedy** *Othello*	15
IV	**Historical Play** *Henry IV Part I*	15

V	**Shakespearean Criticism** 1. Theatre for a New Audience's production of Much Ado About Nothing sponsored by Deloitte 2. G. Wilson Knight- "Great Creating Nature": An Essay on *The Winter's Tale* 3. A.C. Bradley - Shakespearean Tragedy (Chapter V & VI) 4. Stephen Greenblatt - Invisible Bullets: Renaissance Authority and its Subversion	15

Self Study	**Unit I**: Select Topics from General Shakespeare

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 Final Plays. 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_english_monarchs/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
EP232CC3	5	1	-		4	6	90	25	75	100

Pre-requisite: **A basic understanding British rule and its colonies, familiarity with literarygenres**

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 arepresented and problematized in the literary texts	K2
3	be sensitive towards the problems and consequences of the decolonizationof a country	K4
4	examine the ethnocentric perspective of different colonial cultures withrespect to postcolonial literature	K3
5	interpret the postcolonial concepts found in relation to postcolonial theory	K3
6	assess and construct arguments regarding literature and texts in a postcolonial context.	K2

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 Grace Nichols: In My Name James Reaney: Maps George Bowering: Grand Father	18
III	**Short Stories** Bessie Head: The Collector of Treasures	18

	Chinua Achebe: Dead Men's Path	
IV	**Drama** Wole Soyinka: *Death and the King's Horseman* Girish Karnad: *Tughlaq*	18
V	**Fiction** Chimamanda Ngozi Adichie: *Purple Hibiscus* Tsi Tsi Dangarembga: *Nervous Conditions*	18

Self – Study	**Unit I:** Literary Devices

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

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
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

SEMESTER – II

ELECTIVE COURSE III (A): APPROACHES TO ENGLISH LANGUAGETEACHING

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 andother subjects.**

Learning Objectives:

1. To familiarize students about the basic concepts and theories related to EnglishLanguage 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 usedin teaching	**K2**
3	identify the objectives, active role of learners, teachers and materials ofdifferent 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 teachingThe 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, Teaching Grammar, Teaching Vocabulary, Teaching LSRW skills	12
V	Technology and Language Teaching – CALL, MALL, TELLUse of literary and non- literary materials	12

Self Study	**Unit V:** Technology and Language Teaching, Use of Literary and non – literarymaterials

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

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
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
AVERAG E	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 andlinguistics**

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 PrinciplesCorpus 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

Self Study	Unit III - Branches of Linguistics

Reference Books

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

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

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
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
AVERAG E	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

SEMESTER II

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 anddistinguish 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 themwith the theories of language	**K, K2**
2	familiarize the students with the connection between secondlanguage 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 ofwords 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

Self Study	**Unit V:** 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

SEMESTER II

ELECTIVE COURSE IV (A): A GLIMPSE OF NOBEL LAUREATES

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

Self Study	**Unit II**: 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

SEMESTER II
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 ofthe 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

Self Study	**Unit I:** Introduction to Travel Writing

Reference Books:

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

2. 2002. *The Cambridge Companion to Travel Writing*. 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

SEMESTER II

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 andcarrying 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 businessventure.	**K3**
5.	evaluate the effectiveness of different entrepreneurial strategies andspecify 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**

Self Study	**Unit II:** 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/health-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	Marks		
								CIA	External	Total
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 andmaintainbasic knowledge and skills in technology for professional purposes.
2. To acquaint participants with technology tools, learn to implement network-relatedprogramswith 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 theevolving 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 webpageContent Writing, Creating Ads, Wikipedia Development: How to develop and edit Wikipedia.	12
III	**Computational Linguistics** Introduction to speech recognition (SR) systemsText-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 Application of Machine Translation.	12	

Self-Study	**Unit IV:** 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

SEMESTER – I & II

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	100

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

1. To familiarize students with values of the individual, society, culture, one'sown 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	
CO1	understand deeper insight of the meaning of theirexistence.	K1
CO2	recognize the philosophy of life and individual qualities	K2
CO3	acquire the skills required for a successful personal andprofessional life.	K3
CO4	develop as socially responsible citizens.	K4
CO5	create a peaceful, communal community and embraceunity.	**K3**

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 – Typesof 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 Portion: 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 Challenges. 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

	Content addressed Environment Sustainability
	Content addressed Human Values
	Content addressed Professional Ethics
	Content addressed Indian Knowledge System
	Content addressed Gender