

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

Affiliated to
Manonmaniam Sundaranar University, Tirunelveli



Semester I - IV

UG Guidelines & Syllabus

DEPARTMENT OF ENGLISH LITERATURE WITH MEDIA COMMUNICATION



2024-2027

(With effect from the academic year 2025-2026)

Issued from
THE DEANS' OFFICE

Vision

To chisel empowered media professionals with ethical responsibility and cultural sensitivity

Mission

To create responsible and socially accountable professionals with a holistic grasp of English language and literature with media communication.

Programme Educational Objectives (PEOs)

| PEOs | Upon completion of B.A/B.Sc. Degree Programme, the graduates will be able to | Mapping with Mission |
|------|--|----------------------|
| PEO1 | apply appropriate theory and scientific knowledge to participate in activities that support humanity and economic development nationally and globally, developing as leaders in their fields of expertise. | M1 & M2 |
| PEO2 | use practical knowledge for developing professional empowerment and entrepreneurship and societal services. | M2, M3, M4 & M5 |
| PEO3 | pursue lifelong learning and continuous improvement of the knowledge and skills with the highest professional and ethical standards. | M3, M4, M5 & M6 |

Programme Outcomes (POs)

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

Programme Specific Outcomes (PSOs)

| PSOs | Upon completion of B.A. English Literature with Media Communication the graduates will be able to: | Mapping with POs |
|------|--|------------------|
| PSO1 | acquire good knowledge and understand the specific discipline of study. | PO2 |
| PSO2 | demonstrate a deep understanding of media theories, practices, and technologies, enabling them to critically analyze and evaluate media content and its societal impact. | PO1, PO2 |
| PSO3 | exhibit a strong sense of ethical responsibility, adhering to professional standards and practices in media communication, and demonstrating respect for diverse perspectives and cultural sensitivity. | PO3, PO5 |
| PSO4 | prepared for entry-level positions in media-related industries or further academic pursuits, equipped with the knowledge, skills, and portfolio necessary to succeed in the competitive media landscape. | PO4, PO7 |
| PSO5 | enable a holistic perspective towards the socio-political inequalities and environmental issues. | PO6 |

Mapping of POs and PSOs

| Pos | PSO1 | PSO 2 | PSO3 | PSO4 | PSO5 |
|------|------|-------|------|------|------|
| PO 1 | S | S | S | S | S |
| PO 2 | S | M | S | S | M |

| | | | | | |
|-------------|----------|----------|----------|----------|----------|
| PO 3 | S | M | S | S | S |
| PO4 | S | S | S | S | S |
| PO5 | S | S | S | M | S |
| PO6 | S | M | S | S | S |
| PO7 | S | S | S | M | S |

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

Components

Part III (Core, Elective and Discipline Specific Elective)

| Courses | Components | No. of Courses x Maximum Mark | Total |
|------------------------------|-------------------|--------------------------------------|--------------|
| Core | Theory Courses | 14 x 100 | 1400 |
| | Project | 1 x 100 | 100 |
| Elective | Theory Courses | 4 x 100 | 400 |
| Discipline Specific Elective | Theory Courses | 4 x 100 | 400 |
| Total Marks | | | 2300 |

Distribution of Hours and Credits

Curricular Courses

| Course | S I | S II | S III | S IV | S V | S VI | Total | |
|-------------------------------|------------------|------------------|------------------|------------------|--|--------------------------|--------------|------------|
| | | | | | | | H | C |
| Part I – Language | 6 (3) | 6 (3) | 6 (3) | 6 (3) | | | 24 | 12 |
| Part II – English | 6 (3) | 6 (3) | 6 (3) | 6 (3) | | | 24 | 12 |
| Part III | | | | | | | | |
| Core Course | 5 (5) + 5 (5) | 5 (5) + 5 (5) | 5 (5) + 5 (5) | 5 (5) + 5 (5) | 5 (4) + 5 (4) + 5 (4) + 5 (4) | 6(5) + 6(5) + 6(4) | 78 | 70 |
| Core Research Project | | | | | | | | |
| Elective Course | 4 (3) | 4 (3) | 4 (3) | 4 (3) | 4 (3) + 4 (3) | 5 (3) + 5 (3) | 34 | 24 |
| Part IV | | | | | | | | |
| Non-major Elective | 2 (2) | 2 (2) | | | | | 4 | 4 |
| Skill Enhancement Course | | 2 (2) | 2(2) + 2 (2) | 2 (2) | | | 8 | 8 |
| Foundation Course | 2 (2) | | | | | | 2 | 2 |
| Environmental Studies | | | | 2 (2) | | | 2 | 2 |
| Internship | | | | | (2) | | - | 2 |
| Professional Competency Skill | | | | | 2 (2) | 2 (2) | 4 | 4 |
| Total | 30 (23) | 30 (23) | 30 (23) | 30 (23) | 30 (26) | 30 (22) | 180 | 140 |

Total number of Compulsory Credits = Academic credits + Non-academic credits: **140 + 14**

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 | | (1) | | | | | 1 |
| Specific Value-added Course | (1) | | (1) | | | | 2 |
| Generic Value-added Course | | | | (1) | | (1) | 2 |
| MOOC | | | | (2) | | | 2 |
| Student Training (ST): Clubs & Committees / NSS | | | | (1) | | | 1 |
| Service Learning Course (SLC) RUN | | | | (1) | | | 1 |
| Human Rights, Justice and Ethics | | | | | (1) | | 1 |
| Gender Equity and Inclusivity | | | | | | (1) | 1 |
| Total | | | | | | | 14 |

**COURSES OFFERED
SEMESTER I**

| Course | Course Code | Title of the Course | Credits | Hours/ Week |
|-----------------|----------------------|--|-----------|----------------|
| Part I | TU241TL1 FU241FL1 | Language: Tamil French | 3 | 6 |
| Part II | EU241EL1 | English: A Stream | 3 | 6 |
| | EU241EL2 | English: B Stream | | |
| | EU241EL3 | English: C Stream | | |
| Part III | GU241CC1 | Core Course I: Introduction to Literature | 5 | 5 |
| | GU241CC2 | Core Course II: Indian Writing in English | 5 | 5 |
| | GU251EC1 | Elective Course I: Fundamentals of Media Communication | 3 | 4 |
| Part IV | GU241NM1 | Non-Major Elective NME I: Creative Writing | 2 | 2 |
| | GU241FC1 | Foundation Course FC: Major Literary Movements | 2 | 2 |
| | | Total | 23 | 30 |

SEMESTER II

| Course | Course Code | Title of the Course | Credits | Hours/ Week |
|-----------------|----------------------|--|---------|----------------|
| Part I | TU242TL1 FU242FL1 | Language: Tamil French | 3 | 6 |
| Part II | EU242EL1 | English: A Stream | 3 | 6 |
| | EU242EL2 | English: B Stream | | |
| | EU242EL3 | English: C Stream | | |
| Part III | GU242CC1 | Core Course III: British Literature | 5 | 5 |
| | GU252CC2 | Core Course IV: Social History of England | 5 | 5 |
| | GU242EC1 | Elective Course II: Computers in Media Communication | 3 | 4 |

| | | | | |
|----------------|----------|--|-----------|-----------|
| Part IV | GU242NM1 | Non Major Elective NME II: Public Speaking Skills | 2 | 2 |
| | GU242SE1 | Skill Enhancement Course SEC I: English for Competitive Examinations | 2 | 2 |
| | | Total | 23 | 30 |

SEMESTER III

| Course | Course Code | Title of the Course | Credits | Hours / Week |
|-----------------|-------------|---|-----------|--------------|
| Part I | TU243TL1 | Language: Tamil | 3 | 6 |
| | FU243FL1 | French | | |
| Part II | EU243EL1 | English: A Stream | 3 | 6 |
| | EU243EL2 | English: B Stream | | |
| | EU243EL3 | English: C Stream | | |
| Part III | GU243CC1 | Core Course V: American Literature | 5 | 5 |
| | GU243CC2 | Core Course VI: History of English Literature | 5 | 5 |
| | GU243EC1 | Elective Course III: Television Production | 3 | 4 |
| Part IV | GU243SE1 | Skill Enhancement Course SEC II: Art and Aesthetics | 2 | 2 |
| | UG24CSE1 | Skill Enhancement Course SEC III: Fitness for Wellbeing | 2 | 2 |
| | | Total | 23 | 30 |

SEMESTER IV

| Course | Course Code | Title of the Course | Credits | Hours / Week |
|-----------------|-------------|--|-----------|--------------|
| Part I | TU244TL1 | Language: Tamil | 3 | 6 |
| | FU244FL1 | French | | |
| Part II | EU244EL1 | English: A Stream | 3 | 6 |
| | EU244EL2 | English: B Stream | | |
| | EU244EL3 | English: C Stream | | |
| Part III | GU244CC1 | Core Course VII: World Literature in Translation | 5 | 5 |
| | GU244CC2 | Core Course VIII: Language and Linguistics | 5 | 5 |
| | GU244EC1 | Elective Course IV: Film Studies | 3 | 4 |
| Part IV | UG24CSE2 | Skill Enhancement Course SEC V: Digital Fluency | 2 | 2 |
| | UG244EV1 | Environmental Studies (EVS) | 2 | 2 |
| | | Total | 23 | 30 |

SEMESTER V

| Course | Course Code | Title of the Course | Credits | Hours/ Week |
|-----------------|-------------|--|---------|-------------|
| Part III | GU245CC1 | Core Course IX: English Language Teaching | 4 | 5 |
| | GU245CC2 | Core Course X: Children's Literature | 4 | 5 |
| | GU245CC3 | Core Course XI: Contemporary Advertisements | 4 | 5 |
| | GU245RP1 | Core Research Project | 4 | 5 |
| | GU245DE1 | Discipline Specific Elective I: a) Women's Writing | 3 | 4 |

| | | | | |
|----------------|----------|--|-----------|-----------|
| | GU245DE2 | Discipline Specific Elective I: b) Literature and Environment | | |
| | GU245DE3 | Discipline Specific Elective I: c) Literary Criticism | | |
| | GU245DE4 | Discipline Specific Elective II: a) World Cinema | 3 | 4 |
| | GU245DE5 | Discipline Specific Elective II: b) Pre-production Media Work Culture in Media | | |
| | GU245DE6 | Discipline Specific Elective II: c) Film Genre Film Makers | | |
| Part IV | UG245PS1 | Professional Competency Skill I: Career Skills | 2 | 2 |
| | GU245IS1 | Internship | 2 | - |
| | | Total | 26 | 30 |

SEMESTER VI

| Course | Course Code | Title of the Course | Credits | Hours / Week |
|-----------------|-------------|---|------------|--------------|
| Part III | GU246CC1 | Core Course XII: New Literatures in English | 5 | 6 |
| | GU246CC2 | Core Course XIII: Shakespeare | 5 | 6 |
| | GU246CC3 | Core Course XIV: Media Text Analysis | 4 | 6 |
| | GU246DE1 | Discipline Specific Elective III: a) Myth and Literature | 3 | 5 |
| | GU246DE2 | Discipline Specific Elective III: b) Introduction to Folk Literature | | |
| | GU246DE3 | Discipline Specific Elective III: c) Indian Writing in Translation | | |
| | GU246DE4 | Discipline Specific Elective IV: a) Contemporary Cinema | 3 | 5 |
| | GU246DE5 | Discipline Specific Elective IV: b) Post Production Work Culture in Media | | |
| | GU246DE6 | Discipline Specific Elective IV: c) Media Culture and Society | | |
| | GU246PS1 | Professional Competency Skill II: | 2 | 2 |
| | | Total | 22 | 30 |
| Total | | | 140 | 180 |

Co-curricular Courses

| Part | Semester | Code | Title of the Course | Credit |
|--------|----------|---------------------|---|--------|
| Part V | I & II | UG242LC1 | Life Skill Training I: Catechism | 1 |
| | | UG242LM1 | Life Skill Training I: Moral | |
| | I | UG241C01 – | Skill Development Training (SDT) - Certificate Course | 1 |
| | II | GU242FP1 | Field Project | 1 |
| | I & III | GU241V01 - | Specific Value-added Course | 1+1 |
| | VI | UG236OC1 & UG236OC2 | MOOC | 1+1 |
| | III & IV | UG244LC1 | Life Skill Training II: Catechism | 1 |
| | | UG244LM1 | Life Skill Training II: Moral | |
| | IV & VI | GVAC2401 - | Generic Value-added Course | 1 +1 |
| | I - IV | UG244ST1 | Student Training Activity – Clubs & Committees / NSS | 1 |
| | IV | UG244CE1 | Community Engagement Activity - RUN | 1 |
| | V | UG245HR1 | Human Rights, Justice and Ethics | 1 |
| | VI | UG246GE1 | Gender Equity and Inclusivity | 1 |
| | | | Total | 14 |

Specific Value-added Courses

| Semester | Course Code | Title of the Course |
|----------|-------------|---|
| I | GU241V01 | English for Business and Entrepreneurship |
| I | GU241V02 | Introduction to Visual Media |
| I | GU241V03 | Writing for 21st Century Media |
| III | GU243V01 | Social Media Marketing |
| III | GU243V02 | Story Telling and Script Writing |
| III | GU243V03 | Drawing |

Self-Learning Courses:

| Semester | Course Code | Title of the Course |
|----------|--------------------|-----------------------|
| III/ V | GU243SL1/ GU245SL1 | Fantasy Literature |
| IV/VI | GU244SL1/GU246SL1 | Children's Literature |

Examination Pattern

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

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

Ratio of Internal and External= 25:75

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

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

| | | | |
|---------------------------------|-------|---------------------------------|-------|
| Total | | | 25 |
| Question Pattern | | | |
| Internal Test | Marks | External Exam | Marks |
| Part A 4 x 1(No choice) | 4 | Part A 10 x 1 (No choice) | 10 |
| Part B 2 x 6 (Internal choice) | 12 | Part B 5 x 6 (Internal choice) | 30 |
| Part C 2 x 12 (Internal choice) | 24 | Part C 5 x 12 (Internal choice) | 60 |
| Total | 40 | Total | 100 |

ii. Lab Course:

Ratio of Internal and External=

25:75 Total: 100 marks

Internal Components and Distribution of Marks

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

Question pattern

| | |
|------------------------------------|--------------|
| External Exam | Marks |
| Major Practical | 75 |
| Minor Practical / Spotters /Record | |
| Total | 75 |

iii. Core Research Project

Ratio of Internal and External = 25:75

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

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

Ratio of Internal and External = 25: 75

Internal Components and Distribution of Marks

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

Question Pattern

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

| | | | |
|--------------|-----------|--------------|-----------|
| Total | 25 | Total | 75 |
|--------------|-----------|--------------|-----------|

ii. Skill Enhancement Course III & IV Digital Fluency

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

Fitness and Wellbeing

| Components | Marks |
|-------------------|--------------|
| Internal | |
| Quiz (15 x 1) | 15 |

| | |
|---|-----------|
| Exercise (2 x 5) | 10 |
| Total | 25 |
| External | |
| Written Test: Part A: Open choice – 5 out of 8 questions (5 x 5) Part B: Open choice – 5 out of 8 questions (5 x 10) | 25 50 |
| Total | 75 |

iii. Environmental Studies

| Internal Components | Marks |
|----------------------------|--------------|
| Project Report | 15 |
| Viva voce | 10 |
| Total | 25 |

| External Exam | Marks |
|---|--------------|
| Part A 5 x 2 (No Choice) | 10 |
| Part B 5 x 4 (Open choice any Five out of Eight) | 20 |
| Part C 5 x 9 (Open choice any Five out of Eight) | 45 |
| Total | 75 |

iv. Internship

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

v. Professional Competency Skill

| Internal Components | Marks |
|----------------------------|--------------|
| Test – 20 marks | 5 |
| Individual Activity | 10 |
| Group Activity | 10 |
| Total | 25 |
| External Exam | Marks |

| | |
|---|-----------|
| Part A 5 x 2 (No Choice) | 10 |
| Part B 5 x 4 (Open choice any Five out of Eight) | 20 |
| Part C 5 x 9 (Open choice any Five out of Eight) | 45 |
| Total | 75 |

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

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

External Components

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

ii. Skill Development Training - Certificate Course:

| Components | Marks |
|----------------------------|------------|
| Attendance & Participation | 50 |
| Skill Test | 50 |
| Total | 100 |

iii. Field Project:

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

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

| Components | Marks |
|--------------|------------|
| Internal | 25 |
| External | 75 |
| Total | 100 |

v. Student Training Activity: Clubs and Committees

Compulsory for all I & II year students (1 credit).

| Component | Marks |
|---------------|------------|
| Attendance | 25 |
| Participation | 75 |
| Total | 100 |

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

| Components | Marks |
|----------------------------|------------|
| Attendance & Participation | 50 |
| Field Project | 50 |
| Total | 100 |

vii. Self Learning Course

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

Question Pattern

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

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

| S. No. | Level | Parameter | Description |
|--------|-------|-----------------------------|--|
| 1 | K1 | Knowledge/Remembering | It is the ability to remember the previously learned |
| 2 | K2 | Comprehension/Understanding | The learner explains ideas or concepts |
| 3 | K3 | Application/Applying | The learner uses information in a new way |
| 4 | K4 | Analysis/Analysing | The learner distinguishes among different parts |
| 5 | K5 | Evaluation/Evaluating | The learner justifies a stand or decision |
| 6 | K6 | Synthesis /Creating | The learner creates a new product or point of view |

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

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

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

Evaluation

- The performance of a student in each course is evaluated in terms of percentage of marks with a provision for conversion to grade points.
- Evaluation of each course shall be done by Continuous Internal Assessment (CIA) by the course teacher as well as by an end semester examination and will be consolidated at the end of the semester.
- There shall be examinations at the end of each semester, for odd semesters in October/November; for even semesters in April/ May.
- A candidate who does not pass the examination in any course(s) shall be permitted to reappear in such failed course(s) in the subsequent examinations to be held in October/ November or April/May. However, candidates who have arrears in practical examination shall be permitted to reappear for their areas only along with regular practical examinations in the respective semester.

- v. Viva-voce: Each project group shall be required to appear for Viva -voce examination in defence of the project.
- vi. The results of all the examinations will be published in the college website.

Conferment of Bachelor's Degree

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

Grading System

For the Semester Examination:

Calculation of Grade Point Average for End Semester Examination:

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

For the entire programme:

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

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

where

- C_i - Credits earned for course i in any semester
 G_i - Grade point obtained for course
 i - in any semester
 n - semester in which such courses were credited

Final Result

Conversion of Marks to Grade Points and Letter Grade

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

Overall Performance

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

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

SEMESTER I
CORE COURSE I: INTRODUCTION TO LITERATURE

| Course Code | L | T | P | S | Credits | Inst. Hours | Total Hours | Marks | | |
|-------------|---|---|---|---|---------|-------------|-------------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| GU241CC1 | 4 | 1 | - | - | 5 | 5 | 75 | 25 | 75 | 100 |

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

Learning Objectives:

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

Course Outcomes

| On the successful completion of the course, student will be able to: | | |
|--|--|-----------|
| 1 | gain knowledge on the different forms and structure of poetry and prose in literature. | K1 |
| 2 | appreciate and analyze the basic elements of poetry, including meter, rhyme, and theme. | K2 |
| 3 | identify the aphoristic style of prose writers | K3 |
| 4 | interpret the elements of short story including style, narrative techniques and character analysis | K3 |
| 5 | analyse and compare the elements of fiction including narrative structure, characters with related texts | K3 |

K1 - Remember; K2 - Understand; K3 - Apply

| Units | Contents | No. of Hours |
|------------|--|--------------|
| I | Introduction Introduction: Poetry – Different forms of poetry – Sonnet, Ode, Elegy. Prose – Short Story, Novel, Prosody, Metre. | 15 |
| II | Poem John Milton – When I Consider How My Light is Spent John Keats - Ode to Nightingale Thomas Gray – Elegy Written in a Country Churchyard | 15 |
| III | Prose Francis Bacon – Of Studies Stephen Leacock – The Financial Career Charles Lamb – Dream Children | 15 |
| IV | Short Story Charles Lamb's <i>Tales from Shakespeare</i> – A Midsummer Night's Dream, Twelfth Night | 15 |
| V | Fiction Jane Austen – <i>Pride and Prejudice</i> | 15 |
| | Total | 75 |

| | |
|-------------------|----------------|
| Self Study | Types of Drama |
|-------------------|----------------|

Textbook

1. Prasad, B (1998). A Background to the study of English Literature for Indian Students. Pearson, New Delhi.

Reference Books

1. Austen, J., & Jones, V. (2009). *Pride and Prejudice*. London, Penguin.
2. Lamb, Charles (1901). *Tales from Shakespeare*. Philadelphia, H. Altemus company.
3. Prasad, B (1999). *A Background to the Study of English Literature for Indian Students*. Pearson, New Delhi
4. Abrams, M. H. (1999). *A Glossary of Literary Terms*. Heinle & Heinle, Massachusetts

Web Resources

1. <https://americanliterature.com/author/stephen-leacock/short-story/my-financial-career/>
2. <https://antilogicalism.com/wp-content/uploads/2017/07/essays-bacon.pdf>
3. <https://manulanaazadcollegekolkata.ac.in/pdf/openresources/Dream-Children-Charles-Lamb.pdf>
4. <https://www.poetryfoundation.org/poems/44750/sonnet-19-when-i-consider-how-my-light-is-spent>
5. <https://www.poetryfoundation.org/poems/44299/elegy-written-in-a-country-churchyard>

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

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

3 – Strong, 2- Medium, 1- Low

SEMESTER I
CORE COURSE II: INDIAN WRITING IN ENGLISH

| Course Code | L | T | P | S | Credits | Inst. Hours | Total Hours | Marks | | |
|-------------|---|---|---|---|---------|-------------|-------------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| GU241CC2 | 4 | 1 | - | - | 5 | 5 | 75 | 25 | 75 | 100 |

Prerequisite: Interest towards literature and reading books apart from prescribed texts.

Learning Objectives:

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

Course Outcomes

| On the successful completion of the course, student will be able to: | | |
|--|--|-----------|
| 1 | remember the contributions of major Indian English poets and dramatists. | K1 |
| 2 | understand the historical trajectory of various genres of Indian Writing in English from colonial times to till the present. | K2 |
| 3 | understand the techniques employed by short story writers. | K2 |
| 4 | apply the poetic techniques and the nuances while writing poetry. | K3 |
| 5 | understand and analyse the role of English as a medium for political awakening and the use of English in India for creative writing. | K4 |

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

| Units | Contents | No. of Hours |
|------------|---|--------------|
| I | Introduction Introduction from K.R. Srinivasa Iyengar and C.D. Narasimaiah | 15 |
| II | Poem Rabindranath Tagore – Paper Boat Sarojini Naidu – The Village Nissim Ezekiel - Poet, Lover, Birdwatcher AK Ramanujam – Still another View of Grace R Parthasarathy – River Once | 15 |
| III | Prose Mahatma Gandhi – <i>Steal and Atonement</i> Sri Aurobindo – <i>Poetry</i> from “Early Cultural Writings” (Page 123-24) Vivekananda – Address at the final session (Complete works Vol I, Chapter I) | 15 |
| IV | Short Story Ruskin Bond – The Eyes are not Here KA Abbas – Sparrows | 15 |
| V | Fiction RK Narayan – The Man-Eater of Malgudi | 15 |
| | Total | 75 |

| | |
|-------------------|---|
| Self-Study | Read: Mulk Raj Anand, Anita Desai, Arundhati Roy, Raja Rao, Kamala Markandaya, Khushwant Singh, Shashi Deshpande. |
|-------------------|---|

Textbooks

- 1.K.R. Srinivasa Iyengar(1985), Indian Writing in English.
- 2.Sarojini Naidu(1930)-Select Poems. Turunbull, H.G, Dalway, Bombay: Oxford.

- 3.R.K. Narayan(2009): The Man-Eater of Malgudi. Library of South Asian Literature
- 4.Gandhi, Mahatma(2001), 1869-1948. The Collected Works of Mahatma Gandhi. New Delhi: Publications Division, Ministry of Information and Broadcasting, Govt. of India.

Reference Books

- 1.Ed.by Makar and Paranjape(2016): Indian Poetry in English
- 2.Ed. By Saleem Peeradina (1972): Contemporary Indian Poetry in English
- 3.Dhananjay Kanse(Jan 2016). Modern Indian Writing in English: Translation. A Multilingual Anthology (Worldview critical editions).
- 4.Dr. A.K. Sharma(1971): Fiction and Indian Writing in English

Web Resources

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

MAPPING WITH PROGRAMME OUTCOMES AND PROGRAMME SPECIFIC OUTCOMES

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

3 – Strong, 2- Medium, 1- Low

SEMESTER I
ELECTIVE COURSE I: FUNDAMENTALS OF MASS MEDIA
COMMUNICATION

| Course Code | L | T | P | S | Credits | Inst. Hours | Total Hours | Marks | | |
|-------------|---|---|---|---|---------|-------------|-------------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| GU251EC1 | 4 | - | - | - | 3 | 4 | 60 | 25 | 75 | 100 |

Prerequisite: Individuals with a passion for media and communication and an instinct for analytical skills

Learning Objectives:

1. To provide basic knowledge and strong foundation in mass media communication, theory and practice
2. To develop competency in the students to face the needs of the media industry and prepare them for further study and careers in the field.

Course Outcomes

| On the successful completion of the course, students will be able to: | | |
|---|---|-----------|
| 1. | identify the basic principles of communication. understand the concepts, strategies and impact of mass media in today's world | K1 |
| 2. | apply the principles of journalistic ethics in various journalistic platforms | K2 |
| 3. | comprehend the dynamic media landscape | K2 |
| 4. | apply the theory of Theoretical perspectives on Mass Media Communication | K3 |
| 5. | differntiate the various types of communication with emerging trends in media communication | K4 |

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

| Units | Contents | No. of Hours |
|------------|---|--------------|
| I | Introduction to Mass Media Communication: Definition and Significance of mass media communication-What is media and its significance -Basic types of communication- Verbal and nonverbal communication | 12 |
| II | Forms of Mass Media Overview of media landscape – print media – broadcast media – digital media – social media- Anatomy of news paper | 12 |
| III | Functions and Responsibilities of Mass Media Informative function – news reporting – journalistic ethics – entertainment function – media content – popular culture – persuasive function – public relations. | 12 |
| IV | Theoretical perspectives on Mass Media Communication Agenda setting theory – Uses and gratifications theory – cultivation theory- social learning theory – SMCR model - George Germer model | 12 |
| V | Emerging Trends in Mass Media Communication Technological advancements –AR,VR overview concepts and its evolution -the rise of citizen journalism and participatory media | 12 |
| | Total | 60 |

Evaluate; **K6** - Create

| | |
|-------------------|---|
| Self-study | Case studies and analysis Examination of real-world examples illustrating the impact and influence of mass media communication – ethical dilemmas and controversies in mass media practice |
|-------------------|---|

Textbooks

1. McQuail, D., 2010. Mass Communication Theory: An Introduction. 6th Edition. Sage Publications, Inc., Thousand Oaks, CA.
2. Baran, S. J., 2018. Introduction to Mass Communication: Media Literacy and Culture. 11th Edition. McGraw-Hill Education, New York, NY.

Reference Books

1. Briggs, A., & Burke, P., 2009. A Social History of the Media: From Gutenberg to the Internet. 3rd Edition. Polity Press, Cambridge, UK.
2. Wasko, J., 2013. Understanding Disney: The Manufacture of Fantasy. 2nd Edition. Wiley- Blackwell, Hoboken, NJ.
3. Bagdikian, B. H., 2010. The New Media Monopoly. 7th Edition. Beacon Press, Boston, MA.
4. Gillmor, D., 2006. We the Media: Grassroots Journalism by the People, for the People. O'Reilly Media
5. Kovach, B., & Rosenstiel, T., 2014. The Elements of Journalism: What Newspeople Should Know and the Public Should Expect. 3rd Edition. Crown, New York

Web Resources

1. <https://mediasmarts.ca/digital-media-literacy/media-issues/media-literacy101>
2. <https://www.pewresearch.org/topics/journalism-and-media/>
3. <https://en.unesco.org/themes/media-development-indicators>
4. <https://www.utwente.nl/en/et/msm/research/communicationtheory/>
5. <https://www.digitaltrends.com/>

MAPPING WITH PROGRAMME OUTCOMES AND PROGRAMME SPECIFIC OUTCOMES

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

3 – Strong, 2- Medium, 1- Low

SEMESTER I
NON-MAJOR ELECTIVE NME I: CREATIVE WRITING

| Course Code | L | T | P | S | Credits | Inst. Hours | Total Hours | Marks | | |
|-----------------|----------|----------|----------|----------|----------|-------------|-------------|-----------|-----------|------------|
| | | | | | | | | CIA | External | Total |
| GU241NM1 | 1 | 1 | - | - | 2 | 2 | 30 | 25 | 75 | 100 |

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

Learning Objectives:

- 1.To enrich the learners with ideas related to creative writing including the art, the craft and the basic skills required for a creative writer
2. To help learners to understand the principles of creative writing and the distinction between the literary genres

Course Outcomes

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

| | | |
|---|--|-----------|
| 1 | distinguish between the literary genres. | K1 |
| 2 | critically appreciate various forms of literature. | K2 |
| 3 | write for various literary and social media. | K3 |
| 4 | make innovative use of their creative and critical faculties | K3 |
| 5 | seek employment in various creative fields. | K3 |

K1 - Remember; K2 -Understand;K3 –Apply

| Units | Contents | No. of Hours |
|------------|---|--------------|
| I | Fundamentals of Creative Writing Introduction to Creative Writing: Definitions and Scope The Writing Process: From Idea to Draft (Imagination and Writing) | 6 |
| II | Art of Creative Writing Elements of Storytelling: Plot, Character, Setting, Dialogue, Point of View Literary Devices and Figurative elements Grammar, Grammatical differences, tense, time and word order. | 6 |
| III | Traditional Forms of Creative Writing Genre: Fiction, short story, novella, novel, Non-fiction, Poetry, and Drama Conflict and Resolution in creative works | 6 |
| IV | Writing for Stage and Screen Basics of Script Writing for Stage and Screen (Stage – Dialects and characterization through dialogue - Stage devices and ambience creation/ Screen- Web Content Writing and Blog Writing) | 6 |
| V | How to Publish Editing and Proofreading Publishing Platforms (Traditional Publishing, Self-Publishing, Online Platforms, Social Media, Website/Blog) Marketing and Promotion (Networking: Attending writing conferences, workshops, literary festivals, Joining writing groups and online communities for support and feedback) | 6 |
| | Total | 30 |

| | |
|-------------------|--|
| Self Study | Converting Daily journal entries into a creative art |
|-------------------|--|

Textbook

1.Neira Dev, Anjana., et. al.(2008),*Creative Writing: A Beginner's manual*. Pearson,India.

Reference Books

1.Bond, Ruskin (2020). *How to be a Creative Writer*.

2.Harper Children's. Morley David and Philip Neilson(2012). *The Cambridge Companion to Creative writing*. Cambridge University Press,South Asian edition.

Web Resources

1.<https://www.scribd.com/document/486527911/The-Art-of-Creative-Writing>[https://www](https://www.scribd.com/document/486527911/The-Art-of-Creative-Writing)

2.www.springernature.com/gp/authors/publish-an-article

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 |
|----------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| CO1 | 3 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 2 | 3 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 3 | 3 |
| CO3 | 3 | 2 | 3 | 2 | 2 | 2 | 3 | 2 | 3 | 2 | 2 | 3 |
| CO4 | 2 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 2 |
| CO5 | 3 | 2 | 2 | 2 | 3 | 2 | 2 | 3 | 2 | 3 | 2 | 3 |
| TOTAL | 14 | 12 | 12 | 12 | 13 | 12 | 14 | 13 | 12 | 12 | 12 | 14 |
| AVERAGE | 2.8 | 2.4 | 2.4 | 2.4 | 2.6 | 2.4 | 2.8 | 2.6 | 2.4 | 2.4 | 2.4 | 2.8 |

3– Strong, 2-Medium,1-Low

SEMESTER I
FOUNDATION COURSE: MAJOR LITERARY MOVEMENTS

| Course Code | L | T | P | S | Credits | Inst. Hours | Total Hours | Marks | | |
|-------------|---|---|---|---|---------|-------------|-------------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| GU231FC1 | 1 | 1 | - | - | 2 | 2 | 30 | 25 | 75 | 100 |

Prerequisite: 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 | familiarize themselves with major literary works of the movements | K1 |
| 2 | gain extensive insight into the major literary movements that was witnessed by England | K2 |
| 3 | gain in-depth understanding on the growth of the English language under the influence of the literary movements. | K2 |
| 4 | demonstrate how literary movements reflect and influence cultural and historical contexts | K3 |
| 5 | assess critically about the impact of various schools of thought on cultural and art | K4 |

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

| Units | Contents | No. of Hours |
|--------------|-----------------------------------|--------------|
| I | Metaphysical Poets | 6 |
| II | The Romantic School of Thought | 6 |
| III | The Pre-Raphaelite Brotherhood | 6 |
| IV | Modernism-Stream of Consciousness | 6 |
| V | Bloomsbury Group | 6 |
| Total | | 30 |

| | |
|-------------------|-------------------|
| Self-Study | Theatre of Absurd |
|-------------------|-------------------|

Textbook

1. Ashok, Padmaja. 2013, *The Social History of England*. Orient Blackswan, Chennai.

Reference Books

1. Singh R N. 2004, *Introduction to Movements, Ages and Literary Forms* Vishwavidyalaya Prakashan, Varanasi
2. Briggs, Asa . 1994. *A Social History of England*. Viking Press, New York.
3. Xavier, A.G.. 2018. *An Introduction to The Social History of England*. Penguin Books.
4. Trivedi, R.D. 2018. *A Compendious History of English Literature*, S. Chand
5. Daiches, David. 2001. *A Critical History of England*. Vol II. Routledge, London

Web Resources

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

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

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

3 – Strong, 2- Medium, 1- Low

SEMESTER I
SPECIFIC VALUE-ADDED COURSE: ENGLISH FOR BUSINESS AND
ENTREPRENEURSHIP

| Course Code | L | T | P | S | Credits | Inst. Hours | Total Hours | Marks | | |
|-------------|---|---|---|---|---------|-------------|-------------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| GU241V01 | 1 | 1 | - | - | 1 | 2 | 30 | 25 | 75 | 100 |

Prerequisite: Proficiency in using digital tools and platforms for communication and research collaboration.

Learning Objectives:

- 1.To develop proficiency in written and oral communication for various business contexts.
- 2.To acquire a robust vocabulary and understanding of business and entrepreneurship terminology.

Course Outcomes

| On the successful completion of the course, students will be able to: | | |
|---|--|-----------|
| 1 | illustrate the importance of professional conduct in business interactions and develop etiquette skills for various situations, including meetings, interviews, and networking events. | K2 |
| 2 | explain skills in customer relationship management and sales communication, including understanding customer needs, handling objections, and closing deals. | K2 |
| 3 | build strategies for building and maintaining professional networks, including utilizing online platforms and social media effectively for business purposes. | K3 |
| 4 | develop ethical considerations in business communication, including honesty, transparency, and respect for stakeholders, and learn to navigate ethical dilemmas in business contexts. | K3 |
| 5 | explain how to craft and deliver compelling pitches for entrepreneurial ventures, including articulating the value proposition, market analysis, and revenue model effectively. | K4 |

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

| Units | Contents | No. of Hours |
|------------|---|--------------|
| I | Introduction to Business English and Women in Business Introduction to key business vocabulary Basic business communication skills: greetings, introductions, and small talk Email etiquette in a business context (Activity- Writing a formal email to an unknown person.) Women in Business- 38-41 | 6 |
| II | Identifying an Idea Generating Business Ideas (Group brainstorming sessions) Management- (10-15) Technical Report Writing (SWOT analysis of the idea/ project) | 6 |
| III | Marketing Marketing (64-69) (How to present a product to investors/ colleagues) Image, Impact and Making an Impression (50-55) (Advertisements (69- | 6 |

| | | |
|-----------|--|-----------|
| | 72) -Describe, compare and provide reasons and explanations of the product) | |
| IV | Logistics Logistics(51-56) The art of Cold calling (Short text writing on sales tactics) | 6 |
| V | Entrepreneurial mindset Work and Motivation- 15-21 (Negotiations-98-119); Managing Across Cultures- 26-30 (Cultural Diversity and Socialising-1-16) | 6 |
| | Total | 30 |

Textbooks

- 1.Ian Mackenzie, 2011 , *English for Business Studies*. Cambridge University Press, India. pg. 15-21, 26-30; 51-56; 64-69; 9-72; 10-15; 38-41.
- 2.Simon Sweeney, 2003, *English for Business Communication*. Cambridge University Press, India. pg. 98-119, 1-16; 50-55.

Reference Books

- 1.William Strunk E.B. White 2018 , *The Elements of Style*. Generic Press
- 2.Bryan A. Garner, 2013, *HBR Guide to Better Business Writing*. Harvard Business Review Press, India.

Web Resources

1. <https://www.bbc.co.uk/learningenglish/english/features/english-at-work>
2. <https://byjus.com/commerce/what-is-entrepreneurship/#:~:text=Concept%20of%20Entrepreneurship,the%20starting%20of%20new%20businesses.>

MAPPING WITH PROGRAMME OUTCOMES AND PROGRAMME SPECIFIC OUTCOMES

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

3– Strong, 2- Medium, 1- Low

SEMESTER I**SPECIFIC VALUE-ADDED COURSE: INTRODUCTION TO VISUAL MEDIA**

| Course Code | L | T | P | S | Credits | Inst. Hours | Total Hours | Marks | | |
|-------------|---|---|---|---|---------|-------------|-------------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| GU241V02 | 1 | - | 1 | - | 1 | 2 | 30 | 25 | 75 | 100 |

Learning Objectives:

1. To equip students with practical skills in various aspects of visual media production, including photography, videography, graphic design, and digital storytelling.
2. To cultivate a critical understanding of visual communication theories and concepts, enabling students to create compelling visual narratives and engage with diverse audiences effectively.

Course Outcomes

| On the successful completion of the course, student will be able to: | | |
|--|---|-----------|
| 1. | develop a critical understanding of the cultural, social, and historical contexts that shape visual media production and consumption, informing ethical decision-making and content creation. | K1 |
| 2. | understand the purpose, importance and applications of Visual Media | K2 |
| 3. | apply technical skills related to visual media | K3 |
| 4. | demonstrate proficiency in using industry-standard software tools and techniques for visual media production, including graphic design, photo editing, and video editing. | K3 |
| 5. | utilize multimedia integration strategies to combine various elements such as text, graphics, audio, and video to create rich and immersive visual experiences. | K3 |

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

| Units | Contents | No. of Hours |
|------------|---|--------------|
| I | Visual Media Social Media Marketing and Visual Content, Visual Storytelling Techniques, Content writing | 6 |
| II | Tools in Visual Media Canva, Streamlab, OBS, How to develop and Host a Webpage basic of UI/UX | 6 |
| III | Basic of Video Editing Importing and Organizing Media, Basic Editing Techniques, Transitions and Effects, Storytelling and Pacing, Exporting Your Video | 6 |
| IV | Basic of Sound Effects The Science of Sound, Recording Techniques for SFX, Editing and Processing SFX, Sound Design Fundamentals, The Art of Listening | 6 |
| V | Practice Creating Ads, Creating Video, Creating Interactive Print ads | 6 |
| | Total | 30 |

Reference Books

1. McCloud, Scott(1994). Understanding Comics: The Invisible Art. Harper Perennial.
2. Block, Bruce(2007). The Visual Story: Creating the Visual Structure of Film, TV and Digital Media. Routledge.
3. Lupton, Ellen, and Jennifer Cole Phillips(2008). Graphic Design: The New Basics. Princeton Architectural Press.
4. Marien, Mary Warner(2014). Photography: A Cultural History. Laurence King Publishing.

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

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO 1 | PSO2 | PSO3 | PSO4 | PSO 5 |
|----------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| CO1 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 2 |
| CO2 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 3 | 2 |
| CO3 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO4 | 3 | 3 | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 3 | 2 | 3 |
| CO5 | 3 | 2 | 2 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 3 | 2 |
| TOTAL | 14 | 11 | 12 | 13 | 14 | 12 | 14 | 13 | 12 | 10 | 10 | 12 |
| AVERAGE | 2.8 | 2.2 | 2.4 | 2.6 | 2.8 | 2.4 | 2.8 | 2.6 | 2.2 | 2.4 | 2.8 | 2.2 |

3– Strong, 2- Medium, 1- Low

SEMESTER I

SPECIFIC VALUE-ADDED COURSE: WRITING FOR 21ST CENTURY MEDIA

| Course Code | L | T | P | S | Credits | Inst. Hours | Total Hours | Marks | | |
|-------------|---|---|---|---|---------|-------------|-------------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| GU241V03 | 1 | - | 1 | - | 1 | 2 | 30 | 25 | 75 | 100 |

Learning Objectives

1. To familiarize students with writing skills for the different kinds of media.
2. To equip the students with practical knowledge and empower them for employment.

Course Outcomes

| On the successful completion of the course, student will be able to: | | |
|--|--|-----------|
| 1. | use these skills to pursue higher education in other allied fields | K1 |
| 2. | understand the purpose, importance of digital Media | K2 |
| 3. | understand how to modify writing styles based on the media employed | K3 |
| 4. | comprehend how to write with clarity, purpose and precision | K3 |
| 5. | use the knowledge in freelance writing, assignments/projects and other related employment. | K3 |

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

| Units | Contents | No. of Hours |
|------------|---|--------------|
| I | Writing for mass media - News Writing Fundamentals- Longer forms of writing- blog posts, scientific writing, e –magazines. | 6 |
| II | Shorter forms of writing – language, writing style, content, vocabulary, focus, caption – Twitter feeds/poems, fanfiction, instagram stories, facebook posts. Photo and Video writing – language, writing style, content, vocabulary, focus, caption, introduction and conclusion, synchronizing content – Video logging, photo blogging etc. | 6 |
| III | Comparing Print and online writing – for newspapers, magazines, journals | 6 |
| IV | Understanding the evolving dynamics of the ad space - pop up ads, scrolls, flash ads- change in language, font, style and incorporating doodling with ad writing | 6 |
| V | Practice Publishing articles in a print/digital media | 6 |
| | Total | 30 |

Reference Books

- 1.Carrol, Brian (2010). Writing and editing for digital media. Routledge.
- 2.Thomas, Sunny (1997). Writing for the Media. Vision Books.

Web Resources

- 1.<https://www.learn-english-today.com/>
- 2.<https://esajournals.onlinelibrary.wiley.com/doi/full/10.1002/bes2.1258>
- 3.<https://contently.com/2015/05/12/6-ways-writing-for-online-is-different-than-print/>
- 4.<https://www.salesforce.com/blog/2016/08/the-components-of-digital-advertising.html>

MAPPING WITH PROGRAMME OUTCOMES AND PROGRAMME SPECIFIC OUTCOMES

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO 1 | PSO2 | PSO3 | PSO4 | PSO 5 |
|----------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| CO1 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 2 |
| CO2 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 3 | 2 |
| CO3 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO4 | 3 | 3 | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 3 | 2 | 3 |
| CO5 | 3 | 2 | 2 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 3 | 2 |
| TOTAL | 14 | 11 | 12 | 13 | 14 | 12 | 14 | 13 | 12 | 10 | 10 | 12 |
| AVERAGE | 2.8 | 2.2 | 2.4 | 2.6 | 2.8 | 2.4 | 2.8 | 2.6 | 2.2 | 2.4 | 2.8 | 2.2 |

3– Strong, 2- Medium, 1- Low

SEMESTER II
CORE COURSE III: BRITISH LITERATURE

| Course Code | L | T | P | S | Credits | Inst. Hours | Total Hours | Marks | | |
|-------------|---|---|---|---|---------|-------------|-------------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| GU242CC1 | 4 | 1 | - | - | 5 | 5 | 75 | 25 | 75 | 100 |

Prerequisite: Basic reading skills and an interest in understanding British writers and literature.

Learning Objectives:

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

Course Outcomes

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

K1 - Remember; K2 - Understand; K3 – Apply

| Units | Contents | No. of Hours |
|--------------|--|--------------|
| I | Prose Sir Richard Steele – The Spectator Club Joseph Addison –Household Superstitions Oliver Goldsmith – A City Night- Piece Charles Lamb – Dissertation upon a Roast Pig | 15 |
| II | Poetry John Dryden - Mac Flecknoe Alexander Pope - Epistle to Dr. Arbuthnot Robert Burns – A Red, Red Rose John Keats- Ode on a Grecian Urn | 15 |
| III | Drama Christopher Marlowe – <i>Dr. Faustus</i> | 15 |
| IV | Short Stories Guy de Maupassant - Diamond Necklace Somerset Maugham - Ant and the Grasshopper Katherine Mansfield - The Garden Party | 15 |
| V | Fiction Zadie Smith – <i>White Teeth</i> | 15 |
| Total | | 75 |

| | |
|-------------------|---|
| Self Study | Literary background of the prescribed writers |
|-------------------|---|

Textbooks

1. Warren, Robert Penn and Albert Erskine. 1992. *Six Centuries of Great Poetry*. Dell, New York.
2. Marlowe, Christopher. 2015 ed. *Dr. Faustus*. Bloomsbury India, New Delhi.
3. Smith Zadie. 2001. *White Teeth*. Penguin, UK

Reference Books

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

Web Resources

1. https://milton.host.dartmouth.edu/reading_room/pl/book_1_text.shtml
2. https://milton.host.dartmouth.edu/reading_room/pl/book_4/text.shtml
3. <https://www.britannica.com/topic/Doctor-Faustus-play>
4. <https://www.britannica.com/topic/The-Birthday-Party-play-by-Pinter>
5. <https://sites.udel.edu/britlitwiki/drama-in-the-twentieth-century/>

MAPPING WITH PROGRAMME OUTCOMES AND PROGRAMME SPECIFIC OUTCOMES

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

3 – Strong, 2- Medium, 1- Low

SEMESTER II
CORE COURSE IV: SOCIAL HISTORY OF ENGLAND

| Course Code | L | T | P | S | Credits | Inst. Hours | Total Hours | Marks | | |
|-------------|---|---|---|---|---------|-------------|-------------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| GU252CC2 | 4 | 1 | - | - | 5 | 5 | 75 | 25 | 75 | 100 |

Prerequisite: 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 | identify 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 | utilize 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 | 15 |
| II | The Restoration Age of Queen Anne Coffee-houses and their Social Relevance | 15 |
| III | French Revolution Industrial Revolution Agrarian Revolution | 15 |
| IV | The War of American Independence Civil War and its Significance The Elizabethan age and Theatres | 15 |
| V | Reform Bills Spread of Education | 15 |
| | Total | 75 |

| | |
|--------------------|--|
| Self Study: | The Religion of England-Colonial Expansion-The Origin and Growth of Political Parties in England- The Agrarian and Industrial Revolution |
|--------------------|--|

Textbook

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

Reference Books

1. G.M. Trevelyan (2017): Social History of England, Longman's Green and Co.
2. Padmaja Ashok (2018). The Social History of England, Orient Black Swan.

Web Resources

1. https://archive.org/details/socialhistoryofe0000brig_y9n3N
2. <https://www.gutenberg.org/ebooks/21660>
3. <https://www.cambridge.org/core/series/social-historyofengland/A197EA915C632B56B67FAF BBC7C78E23>
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 |
|---------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|
| CO1 | 2 | 3 | 2 | 2 | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 3 |
| CO2 | 3 | 3 | 2 | 3 | 2 | 2 | 2 | 3 | 3 | 2 | 2 | 2 |
| CO3 | 2 | 3 | 2 | 2 | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 3 |
| CO4 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 3 | 2 | 2 | 3 | 3 |
| CO5 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 2 | 2 | 2 | 3 |
| TOTAL | 13 | 15 | 12 | 13 | 10 | 11 | 10 | 15 | 11 | 10 | 11 | 14 |
| AVERAGE | 2.6 | 3 | 2.4 | 2.6 | 2 | 2.2 | 2 | 3 | 2.2 | 2 | 2.2 | 2.8 |

3 – Strong, 2- Medium, 1- Low

SEMESTER II
ELECTIVE COURSE II: COMPUTERS IN MEDIA COMMUNICATION

| Course Code | L | T | P | S | Credits | Inst. Hours | Total Hours | Marks | | |
|-------------|---|---|---|---|---------|-------------|-------------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| GU242EC1 | 3 | 1 | - | - | 3 | 4 | 60 | 25 | 75 | 100 |

Prerequisite: Basic understanding of the fundamental concepts and principles of informatics, including computer literacy, information systems, data management, programming basics, and ethical considerations and also develop essential skills in computer usage, data analysis, and problem-solving, laying the groundwork for further study or employment in related fields.

Learning Objectives:

1. To understand the ethical and social implications of informatics, including issues such as digital divide, access to information, and responsible use of technology
2. To provide students with a fundamental understanding of what informatics is, including its definition, scope, and relevance in various fields.

Course Outcomes

| On the successful completion of the course, student will be able to: | | |
|--|---|-----------|
| 1 | locate the history of IT in Indian perspective | K1 |
| 2 | understand the different types of information systems used in organizations, including databases, decision support systems, and enterprise resource planning systems. | K2 |
| 3 | comprehend the fundamentals of networking and the internet, including how data is transmitted over networks and basic concepts such as IP addresses and domains. | K2 |
| 4 | enhance the ability to communicate effectively using digital tools, including email, presentations, and collaboration platforms. | K2 |
| 5 | explore emerging trends and technologies in informatics, such as artificial intelligence, block chain, and Internet of Things, and their potential impact on society and the workplace. | K3 |

K1-Remember; K2 -Understand; K3 –Apply

| Units | Contents | No. of Hours |
|--------------|--|--------------|
| I | Introduction to computers, Digital Storytelling and Content Creation, The Future of Computers & Media Communication, OS, File format | 12 |
| II | Graphic communication, visual art, designing concepts, graphic design, elements & principles of design, fundamentals of layout (text, graphic, image) | 12 |
| III | Procedure and functions of design, Design Principles and Elements, Functions of Design, Visual Communication and Prototyping, Design Thinking, Design Evaluation and Iteration | 12 |
| IV | Introduction to photoshop, basic concept of graphic design , designing visiting card, logo, poster design, print copy editing. | 12 |
| V | Introduction to Photoshop, Essential Editing Tools, Working with Layers & Masks, Photo Enhancement & Retouching, Creating Graphics & Compositions, Exporting & Preparing Images. | 12 |
| Total | | 60 |

| | |
|-------------------|---|
| Self Study | <ul style="list-style-type: none"> • Assignments will focus on photo editing, basic graphic design tasks, and creating compositions. • A final project will challenge you to showcase your acquired skills by applying them to a specific creative project. |
|-------------------|---|

Textbooks

1.Norton, Peter. Introduction to Computers. Indian Ed.2. Evans, Alan, Kendal Martin et al Technology in Action. Pearson Prentice Hall, 2009.

Reference Books

1.Ramesh Srinivasan, Whose Global Village? Rethinking How Technology Shapes Our World SAGE Publications,2017

2.McLuhan Marshall , Understanding Media –The Extensions of Man. New York: McGraw- Hill,1964

Web Resources

1.<https://www.ierek.com/news/technology/>

2.<https://massmediaassignments.wordpress.com/2017/03/11/use-of-computer-in-mass-communication/>

3.<https://study.com/academy/lesson/video/the-computer-as-a-mass-communication-tool.html>

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 | 2 | 3 | 3 | 2 | 2 | 3 | 2 |
| CO2 | 2 | 2 | 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 | 12 | 14 | 12 | 13 | 10 | 12 | 10 | 15 | 12 | 10 | 11 | 14 | 13 |
| AVERAGE | 2.4 | 2.8 | 2.4 | 2.6 | 2 | 2.4 | 2 | 3 | 2.4 | 2 | 2.2 | 2.8 | 2.6 |

3– Strong, 2-Medium, 1-Low

SEMESTER II
NON-MAJOR ELECTIVE NME II: PUBLIC SPEAKING SKILLS

| Course Code | L | T | P | S | Credits | Inst. Hours | Total Hours | Marks | | |
|-------------|---|---|---|---|---------|-------------|-------------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| GU242NM1 | 1 | 1 | - | - | 2 | 2 | 30 | 25 | 75 | 100 |

Prerequisite: Proficiency in written and spoken language.

Learning Objectives:

- 1.To help them think and speak imaginatively and critically
- 2.To familiarize them on how public speaking can be used to advocate or create change

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 | K2 |
| 3 | understand how to give effective verbal and non-verbal feedback. | K2, K3 |
| 4 | learn about planning speech organization for the intended audience | K3 |
| 5 | practice effective group delivery and speech in formal context. | K3 |

K1 - Remember; K2 - Understand; K3 - Apply

| Units | Content | No. of Hours |
|--------------|---|--------------|
| I | Definition, Need and Significance of Public Speaking | 6 |
| II | Elements of Public Speaking Types of Public Speaking (Ceremonial, Demonstrative, Informative and Persuasive) | 6 |
| III | Techniques for Effective Public Speaking | 6 |
| IV | Methods of Public Speaking Advantages and Disadvantages of Public Speaking | 6 |
| V | Students Activity- Choose a topic and speak in front of the Class. | 6 |
| Total | | 30 |

| | |
|--------------------|-------------------------------------|
| Self- Study | Public Speaking on any common topic |
|--------------------|-------------------------------------|

Textbooks

- 1.Beebe, S. A., & Beebe, S. J. (2006). Public Speaking: An audience -centred approach (6th ed.). New York: Pearson
- 2.Fraleigh, D.M., & Tuman, J.S.(2009). Speak up! An illustrated guide to public speaking. New York: Bedford/St. Martins

Reference Book

- 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, 37, 715-727.

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=hbbvUZOLTQY>
- 4.<https://www.youtube.com/watch?v=HANw168huqA>
- 5.<https://professional.dce.harvard.edu/blog/10-tips-for-improving-your-public-speaking- skills/>

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

| | 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 COMPETITIVE EXAMINATIONS

| Course Code | L | T | P | S | Credits | Inst. Hours | Total Hours | Marks | | |
|-------------|---|---|---|---|---------|-------------|-------------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| GU242SE1 | 1 | 1 | - | - | 2 | 2 | 30 | 25 | 75 | 100 |

Prerequisite: Basic knowledge about competitive exams and the basics in English language

Learning Objectives

- 1.To aspire students to learn English and prepare themselves for competitive examinations.
- 2.To familiarize the students with new vocabulary and idiomatic expressions of the English Language.

Course Outcomes

| On the successful completion of the course, student will be able to: | | |
|--|--|-----------|
| 1 | recognize the challenges of communication and the parameters of effective communication | K2 |
| 2 | acquire better knowledge on Vocabulary | K2 |
| 3 | equip with nuances of the English language, which includes proficiency in grammar and its usage in speaking and writing | K2 |
| 4 | identify the different types of communication which will facilitate them to become conscious of the purpose of communication | K3 |
| 5 | develop overall confidence in preparing competitive exams at national and global level | K3 |

K2 - Understand; K3 - Apply

| Units | Contents | No. of Hours |
|------------|--|--------------|
| I | Sentence Pattern Reading Comprehension Research Aptitude | 6 |
| II | One-Word Substitutions Spotting Errors Logical Fallacy | 6 |
| III | Synonyms Antonyms Idioms and Phrases | 6 |
| IV | Compound Words Figure of Speech Voice | 6 |
| V | British English and American English Homophones Vocabulary | 6 |
| | Total | 30 |

Textbook

- 1.Thorpe, Edgar, and Showick Thorpe. *Objective English for Competitive Examinations*. 7th ed., Pearson, 2020.

Reference Books

- 1.Aarts, Bas (2011). *Oxford English Grammar*. London: Oxford University Press.
- 2.Adams, Valerie (1973). *An Introduction to Modern English Word-formation*. London: Longman.
- 3.Merriam-Webster's Dictionary of English Usage. Springfield, MA: Merriam-Webster, 1994.

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

| | PO 1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 | 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 I & II
LIFE SKILL TRAINING I: MORAL

| Course Code | L | T | P | S | Credits | Inst. Hours | Total Hours | Marks | | |
|-------------|---|---|---|---|---------|-------------|-------------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| UG242LM1 | 1 | - | - | - | 1 | 1 | 15 | 50 | 50 | 100 |

Objectives:

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

Course Outcomes

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

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

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

Text Book

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

SEMESTER III & IV
LIFE SKILL TRAINING II: CATECHISM

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

Learning Objectives:

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

Course Outcomes

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

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

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

Textbooks

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

SEMESTER III
CORE COURSE V: AMERICAN LITERATURE

| Course Code | L | T | P | S | Credits | Inst. Hours | Total Hours | Marks | | |
|-------------|---|---|---|---|---------|-------------|-------------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| GU243CC1 | 5 | - | - | - | 5 | 5 | 75 | 25 | 75 | 100 |

Pre-requisite: Proficiency in English reading and writing, along with familiarity with literary terms and American historical contexts. Critical thinking, research skills, and prior exposure to literature studies.

Learning Objectives:

1. To trace the evolution of American literature by examining its major themes, literary techniques, and historical influences.
2. To examine how American writers have shaped and reflected national identity, social issues, and philosophical ideas through their works.

Course Outcomes

| On the successful completion of the course, students will be able to: | | |
|---|--|-----------|
| 1. | recognize the diversity of American literature and its historical and cultural background. | K1 |
| 2. | identify key writing styles and themes in American literature. | K2 |
| 3. | compare literary texts based on movements, themes, and literary techniques by analysing works across genres. | K3 |
| 4. | assess the ideas and struggles of African American writers. | K4 |
| 5. | examine the social, cultural, political, and philosophical themes in American literature. | K5 |

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

| Units | Contents | No. of Hours |
|--------------|---|--------------|
| I | Poetry Walt Whitman: When Lilacs Last in the Dooryard Bloomed Wallace Stevens: The Emperor of Ice Cream Emily Dickinson: The Bird Came Down the Walk Maya Angelou: Phenomenal Women Henry Wadsworth Longfellow-The Bridge | 15 |
| II | Prose Ralph Waldo Emerson: The American Scholar Henry David Thoreau: Winter Animals James Baldwin: Stranger in the Village | 15 |
| III | Short Story Edgar Allan Poe: The Fall of the House of Usher Charlotte Perkins Gilman: The Yellow Wallpaper O'Henry- Last Leaf | 15 |
| IV | Drama Arthur Miller: Death of a Salesman Lorraine Hansberry: A Raisin in the Sun | 15 |
| V | Fiction Mark Twain: The Adventures of Tom Sawyer Nathaniel Hawthorne: Scarlet Letter | 15 |
| Total | | 75 |

| | |
|-------------------|---|
| Self-Study | Harlem Renaissance, Transcendentalism, Beat Generation and Lost Generation. |
|-------------------|---|

Textbooks:

1. Angelou, Maya. 2010. *The Complete Poetry*. Random House.
2. Levine, Robert S., et al., editors. 2022. *The Norton Anthology of American Literature*. 10th ed., W.W. Norton & Company.

Reference Books:

1. Dickinson, Emily. 2021. *A Bird Came Down the Walk - Selected Bird Poems of Emily Dickinson*. Read Books Ltd.
2. Gray, Richard. 2010. *A Brief History of American Literature*. John Wiley & Sons.
3. Hansberry, Lorraine. 1995. *A Raisin in the Sun*. Modern Library.
4. Twain, Mark. 2009. *The Adventures of Tom Sawyer*. The Floating Press.
5. Hawthorne, Nathaniel. 1986. *The House of the Seven Gables*. Edited by Milton R. Stern, Penguin Classics, Penguin Books.

Web Resources:

1. Angelou, Maya. "Phenomenal Woman." *And Still I Rise*, Random House, 1978, <https://www.poetryfoundation.org/poems/48985/phenomenal-woman>.
2. Baldwin, James. "Stranger in the Village." *Notes of a Native Son*, Beacon Press, 1955, <https://genius.com/James-baldwin-stranger-in-the-village-annotated>
3. Poe, Edgar Allan. "The Fall of the House of Usher." *The Fall of the House of Usher and Other Writings*, Penguin Classics, 2003, <https://cme101692.wordpress.com/critics/>
4. Cramer, Jeffrey S., editor. "Thoreau Describes His Contemporaries." *The Quotable Thoreau*, Princeton University Press, 2011, pp. 430–38, <http://dx.doi.org/10.1515/9781400838004.430>.
5. Twain, Mark. *The Adventures of Tom Sawyer*. Barnes & Noble Classics, 2003, <https://nosweatshakespeare.com/literature/tom-sawyer/analysis/>

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

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

3 – Strong, 2- Medium, 1- Low

SEMESTER III
CORE COURSE VI: HISTORY OF ENGLISH LITERATURE

| COURSE CODE | L | T | P | S | Credits | Inst. Hours | Total Hours | Marks | | |
|-------------|---|---|---|---|---------|-------------|-------------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| GU243CC2 | 4 | 1 | - | - | 5 | 5 | 75 | 25 | 75 | 100 |

Pre-requisite: A familiarity with and an interest in the social history of England and English literary studies would be beneficial.

Learning Objectives:

1. To introduce key literary movements, predominant writers and evolution of story-telling tradition within each historical period.
2. To familiarize students with the characteristics of different genres of English literature across different era.

Course Outcomes

| On the successful completion of the course, the student will be able to: | | |
|--|--|----|
| 1 | define key concepts introduced by writers and literary movements | K1 |
| 2 | situate writers in their biographical and social contexts | K1 |
| 3 | identify the importance of different literary movements in shaping history of English literature | K2 |
| 4 | interpret the characteristic features of each age and its significance. | K3 |
| 5 | rationalize the evolution of English literature across historical periods and the simultaneous evolution of new media. | K4 |

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

| Units | Contents | No. of Hours |
|------------|--|--------------|
| I | Foundations and English Literature and Storytelling <ul style="list-style-type: none"> • Old English Literature Middle English Period: <i>Beowulf</i>; Geoffrey Chaucer • Medieval Drama: Miracle Plays, Mystery Plays & Interludes • Evolution of Oral and Written Storytelling Traditions • Role of Literature in Shaping Public discourse and Media | 15 |
| II | Renaissance to the Enlightenment – Language, Power and Media <ul style="list-style-type: none"> • Elizabethan and Jacobean Literature: William Shakespeare, Ben Jonson, John Webster • The Metaphysical and Cavalier Poets: Stylistic and Rhetorical Techniques • Early Media: The Role of Bible Translation (Tyndale, Coverdale) in Information dissemination. • Journalism and Satire: The Spectator Papers, Dr. Samuel Johnson, The Diarists | 15 |
| III | Romanticism to Victorian Age – The Rise of Mass Communication <ul style="list-style-type: none"> • Poetry: William Blake, The Romantics (Wordsworth, Coleridge, Shelley, Keats) • Fiction: Gothic Fiction (Aphra Behn to Jane Austen) and Serial Novels (Dickens) • Nonfiction Prose: Thomas Carlyle, John Ruskin, Social Commentary in Victorian Literature | 15 |

| | | |
|--------------|--|-----------|
| | <ul style="list-style-type: none"> • Drama and Performance: Neo-classicism, Restoration Comedy, Social Satire | |
| IV | Modernism, Media and Cultural Shifts <ul style="list-style-type: none"> • Poetry: T.S. Eliot, W.B. Yeats, W.H. Auden, Imagists, War Poets • Fiction: From Charles Dickens to Modernist Narrative forms (Virginia Woolf, James Joyce) • Drama: Existential drama, Irish drama, Problem play, One-act play • Media Impact: How Literature influenced early 20th century journalism and propaganda. | 15 |
| V | Post War Literature and Contemporary Media Narratives <ul style="list-style-type: none"> • Poetry: Confessional Poets (Sylvia Plath, Anne Sexton), Seamus Heaney, Philip Larkin. • Fiction: Genre Fiction (Doris Lessing to Hilary Mantel) and Media Representations • Drama: Absurd drama, Comedy of Menace, Kitchen-Sink Drama, Realistic Drama. • Digital Storytelling: The Influence of Literature on Film, Television, and New Media. | 15 |
| Total | | 75 |

| | |
|-------------------|--|
| Self-study | <ul style="list-style-type: none"> • Early storytelling in print and oral cultures. The role of folklore in mass communication. • Development of early journalism, satire as a form of political commentary. • Serialization and the rise of mass readership, literature as a tool for social reform. • Modernism and experimental narratives, early cinema and literature. • Literature's impact on digital narratives, Transmedia storytelling, and social media influence. |
|-------------------|--|

Textbooks:

1. Hudson, W.H. *An Outline History of English Literature*. New Delhi, BI Publications, 1961.
2. Prasad, B.A. *Background to the Study of English Literature*. New Delhi, Macmillan, 1999.

Reference Books:

1. Alexander, Michael. *A History of English Literature*. 2nd ed., Palgrave Macmillan, 2000.
2. Carter, Ronald and John McRae. *Routledge History of Literature in English*. Routledge Publishers, New Delhi. 2012
3. Albert, Edward. *History of English Literature*. Oxford University Press, 1979.
4. Long, Edward J. *English Literature: Its History and its Significance for the Life of the English Speaking World*. Rupa Publications, New Delhi. 2015.

Web References:

1. <https://litarariness.org/2018/07/18/a-brief-history-of-english-literature/>
2. <https://archive.nptel.ac.in/courses/109/106/109106124/>
3. https://medium.com/@prismix_inc/lesson1-the-evolution-of-content-writing-in-the-digital-age-a-journey-from-paper-to-pixels-0679468f0de6

MAPPING WITH PROGRAMME OUTCOMES AND PROGRAMME SPECIFIC OUTCOMES

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|----------------|------------|------------|------------|------------|------------|------------|------------|-------------|-------------|-------------|-------------|-------------|
| CO1 | 2 | 2 | 2 | 3 | 2 | 3 | 2 | 3 | 1 | 2 | 2 | 2 |
| CO2 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 | 2 | 2 |
| CO3 | 2 | 3 | 2 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 2 | 3 |
| CO4 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 2 | 2 | 3 |
| CO5 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 3 |
| TOTAL | 13 | 12 | 12 | 15 | 12 | 15 | 13 | 12 | 9 | 2 | 12 | 13 |
| AVERAGE | 2.6 | 2.4 | 2.4 | 3 | 2.4 | 3 | 2.6 | 2.4 | 1.8 | 2 | 2.4 | 2.6 |

3- Strong, 2- Medium, 1- Low

SEMESTER III
ELECTIVE COURSE III: TELEVISION PRODUCTION

| Course Code | L | T | P | S | Credits | Inst. Hours | Total Hours | Marks | | |
|-----------------|----------|----------|----------|----------|----------|-------------|-------------|-----------|-----------|------------|
| | | | | | | | | CIA | External | Total |
| GU243EC1 | 4 | - | - | - | 3 | 4 | 60 | 25 | 75 | 100 |

Pre-requisite:

A basic understanding of mass media and communication and familiarity with different media forms.

Learning Objectives:

1. To understand the visual language and the process of video making.
2. To analyze the techniques and creative process involved in television production.

Course Outcomes

| On the successful completion of the course, students will be able to: | | |
|--|---|-----------|
| 1. | explore the outline of visual language and video production aspect | K1 |
| 2. | describe the working of television technique and operation of video camera | K2 |
| 3. | implement editing principles, special effects, and media distribution methods for television content. | K3 |
| 4. | summarize the techniques of audio recording, sound design, and video editing essential for television production. | K4 |
| 5. | examine the ethical considerations and emerging technological trends shaping modern television production. | K5 |

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

| Units | Contents | No. of Hours |
|--------------|--|---------------------|
| I | Evolution of Television Broadcasting - Basics of Television Production - Introduction to Stages of Production: (Pre-Production, Production, and Post-Production) - Television Genres and Formats (News, Drama, Reality Shows, etc.) - Roles and Responsibilities in a Production Team | 12 |
| III | Television Program Development - Scriptwriting for Television Programs- Storyboarding and Planning a Show - Budgeting and Scheduling for Television Production - Trends in Modern Television Production (Such as OTT) Activity: write a script for a advertisement | 12 |
| III | Types of Cameras and Lenses Used in Television Production - Camera Movements and Shot Composition (Framing, Angles, and Perspectives)- Lighting for Television (Key Light, Fill Light, Backlight, and Three-Point Lighting) - Indoor vs. Outdoor Lighting Setup Activity: Do interview or new production using basic light | 12 |
| IV | Importance of Sound in Television Production - Microphones and Sound Recording Techniques - Sound Editing and Mixing Basics - Introduction to Video Editing: Linear vs. Non-Linear Editing - Editing Software and Techniques (Cuts, Transitions, Color Correction), SFX, Music Mixing Activity: Add sound effects and background score with voice over for a reel. | 12 |
| V | Studio Setup and Equipment - Live Television Production: Planning and Execution - News Production - Broadcasting Standards and Regulations - Ethics and Challenges in Television Production- Post Production- VFX Activity: Miniature indoor set planning, | 12 |
| Total | | 60 |

| | |
|-------------------|--|
| Self-study | <ul style="list-style-type: none"> Research case studies on the evolution of television broadcasting and its impact on society. Analyze the latest technological advancements in television production, including OTT platforms and virtual production techniques. |
|-------------------|--|

Reference Books:

1. **Raman, Usha.** *Writing for Media*. Oxford University Press, 2014.
2. **Parthasarathy, Rangaswamy.** *Journalism in India: From the Earliest Times to the Present Day*. Sterling Publishers, 2011.
3. **Zettl, Herbert.** *Television Production Handbook*. 12th ed., Cengage Learning, 2017.
4. **Owens, Jim.** *Television Production*. 16th ed., Focal Press, 2021.

Web Resources:

1. <https://nca.org.gh/wp-content/uploads/2021/02/dtt-technical-information.pdf>
2. <https://www.britannica.com/technology/television-technology>
3. <https://c-istudios.com/the-role-of-sound-design-in-tv-production/>
4. <https://elitemultimedia.com/insights/how-to-plan-a-live-event-production/>
5. <https://www.splento.com/blog/videography/key-trends-in-modern-video-production-you-need-to-know/>

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

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

3 – Strong, 2- Medium, 1- Low

SEMESTER III
SKILL ENHANCEMENT COURSE SEC II: ART AND AESTHETICS

| Course Code | L | T | P | S | Credits | Inst. Hours | Total Hours | Marks | | |
|-------------|---|---|---|---|---------|-------------|-------------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| GU243SE1 | 1 | 1 | - | - | 2 | 2 | 30 | 25 | 75 | 100 |

Pre-requisite:

1. Basic understanding of Indian literary and artistic traditions and their cultural contexts.
2. Awareness of media communication principles, including visual storytelling and digital aesthetics.

Learning Objectives:

1. To explore the fundamental concepts of Indian aesthetics and their application in literature, visual arts, and media.
2. To critically analyze the evolution of aesthetics in literature, cinema, and digital media, with an emphasis on ethical considerations and artistic expressions.

Course Outcomes:

| On the successful completion of the course, students will be able to: | | |
|---|---|-----------|
| 1. | define key concepts in Indian aesthetic theories and explain their significance in shaping artistic expressions across literature, visual arts, and performance. | K1 |
| 2. | explain the principles of design in visual arts and discuss how they influence advertising strategies and social media aesthetics. | K2 |
| 3. | explore the application of aesthetic theories in analyzing romantic and philosophical themes. | K3 |
| 4. | examine aesthetic techniques in Indian films, and evaluate the role of Rasa in enhancing narrative depth and audience engagement. | K4 |
| 5. | assess the evolving impact of digital aesthetics, AI-generated art, and virtual reality on modern artistic and media landscapes while considering ethical implications. | K5 |

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

| Units | Contents | No. of Hours |
|------------|---|--------------|
| I | Foundations of Indian Aesthetics: What is Aesthetics? Definition, Scope, and Importance. Indian Theories of Aesthetics Rasa (Bharata Muni) Dhvani (Anandavardhana) | 8 |
| II | Visual Arts and Aesthetics: Principles of Design: Line, Color, Form, and Composition. The Aesthetics of Advertising and Social Media Campaigns. | 6 |
| III | Aesthetics in Literature: A.K. Ramanujan : Is There an Indian Way of Thinking? Subramania Bharathi – Kannamma (Indian Romantic Aesthetics). | 4 |
| IV | Aesthetics in Media: Aesthetic Techniques in Satyajit Ray's Films (Pathar Panchali). The Role of Rasa in Indian Cinema (Examples from Bollywood and Regional Films). | 9 |
| V | The Evolving Nature of Aesthetics: Aesthetics in the Digital Age (Virtual Reality, AI Art). | 3 |

| | | |
|--------------|--|-----------|
| | Ethical Questions in Art and Media Aesthetics. | |
| Total | | 30 |

| | |
|-------------------|---|
| Self-study | <i>Aesthetic Indian Folk Traditions: Bhakti Poetry (Kabir, Mirabai), Tribal and Rural Art Forms (Warli, Pattachitra).</i> |
|-------------------|---|

Textbooks:

1. Ananda Coomaraswamy – The Transformation of Nature in Art.
2. Bharata Muni – *Natyashastra* (Translated Selections).

Reference Books:

1. Sontag, S., 1977. *On Photography* (1st ed.), Farrar, Straus and Giroux, New York.
2. Gombrich, E.H., 1950. *The Story of Art* (16th ed.), Phaidon Press, London.
3. Abrams, M.H., 1953. *The Mirror and the Lamp: Romantic Theory and the Critical Tradition* (1st ed.), Oxford University Press, New York.
4. Ray, S., 1976. *Our Films, Their Films* (1st ed.), Orient Blackswan, Hyderabad.
5. Ghosh, R. & Miller, J.H., 2016. *Thinking Literature Across Continents* (1st ed.), Duke University Press, Durham.

Web Resources:

1. Indian Aesthetics & Rasa Theory – <https://www.indica.today>
2. National Digital Library of India – <https://ndl.iitkgp.ac.in>
3. Sahitya Akademi's Digital Library – <https://www.sahitya-akademi.gov.in>
4. Encyclopedia of Indian Literature – <https://www.bharatavani.in>
5. Archive of Indian Literary Texts – <https://www.jstor.org>

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

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 |
|----------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| CO1 | 3 | 2 | 2 | 2 | 3 | 2 | 2 | 3 | 2 | 2 | 2 | 2 |
| CO2 | 2 | 3 | 2 | 2 | 3 | 2 | 2 | 3 | 3 | 2 | 2 | 2 |
| CO3 | 3 | 2 | 3 | 3 | 3 | 2 | 2 | 2 | 3 | 2 | 3 | 3 |
| CO4 | 2 | 2 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 2 | 3 | 3 |
| CO5 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 |
| TOTAL | 12 | 11 | 12 | 12 | 14 | 10 | 10 | 13 | 13 | 10 | 12 | 13 |
| AVERAGE | 2.4 | 2.2 | 2.4 | 2.4 | 2.8 | 2.0 | 2.0 | 2.6 | 2.6 | 2.0 | 2.4 | 2.6 |

3 – Strong, 2- Medium, 1- Low

SEMESTER IV
CORE COURSE VII: WORLD LITERATURE IN TRANSLATION

| Course Code | L | T | P | S | Credits | Inst. Hours | Total Hours | Marks | | |
|-------------|---|---|---|---|---------|-------------|-------------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| GU244CC1 | 5 | - | - | - | 5 | 5 | 75 | 25 | 75 | 100 |

Pre-requisite: Basic understanding of literature, literary movements, and critical thinking skills. Familiarity with different literary genres and historical contexts of world literature.

Learning Objectives:

1. To develop critical thinking and analytical skills by engaging with literary texts from different historical and geographical backgrounds.
2. To encourage appreciation for linguistic diversity and the impact of translation in literary interpretation.
3. To explore the socio-political and cultural contexts that shape world literature.

Course Outcomes:

| On the successful completion of the course, students will be able to: | | |
|---|--|-----------|
| 1. | identify the key literary works from different world traditions. | K1 |
| 2. | explain the role of translation in literature and its impact on meaning and interpretation. | K2 |
| 3. | utilize the knowledge of various literary traditions to analyze themes and styles in new contexts. | K3 |
| 4. | compare the themes, styles, and historical influences across different literary traditions. | K4 |
| 5. | critically assess the major world literary texts and their relevance to contemporary society. | K5 |

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

| Units | Contents | No. of Hours |
|--------------|---|--------------|
| I | Poetry: Dante- Ulysses' Last Voyage (Italian - 1785) Johann Wolfgang von Goethe –The Violet (German - 1776) Victor Hugo-Tomorrow at Dawn. (French - 1867) Pablo Neruda - If You Forget Me (Spanish - 1967) | 15 |
| II | Prose: Walter Benjamin –Unpacking My Library (German - 1968) Montaigne – On Friendship. (French - 1603) | 15 |
| III | Short Stories: Hwang Sun-won - The Crane (Korean - 1960) Leo Tolstoy – God Sees the Truth, But Waits (Russian - 1885) | 15 |
| IV | Drama: Samuel Beckett - Waiting for Godot. (French - 1954) | 15 |
| V | Fiction: Sundara Ramaswamy-Tamarind History (Tamil - 2013) | 15 |
| Total | | 75 |

| | |
|-------------------|---|
| Self-study | Students are encouraged to explore additional works by the authors studied, research literary movements influencing these works, and analyze translations in different languages. |
|-------------------|---|

Textbooks:

1. Beckett, Samuel. (1953). *Waiting for Godot*. Grove Press, New York.
2. Benjamin, Walter. (1931). *Unpacking My Library*. Schocken Books, New York.
3. Montaigne, Michel de. (1580). *Essays: On Friendship*. Penguin Classics, London.

Reference Books:

1. Dante Alighieri. (1320). *The Divine Comedy: Inferno, Canto XXVI*. Oxford University Press, Oxford.
2. Hugo, Victor. (1856). *Selected Poems of Victor Hugo*. Yale University Press, New Haven.
3. Gibran, Khalil. (1923). *The Prophet*. Alfred A. Knopf, New York.
4. Clements, Marie. (2000). *The Unnatural and Accidental Women*. Talonbooks, Vancouver.

Web Resources:

1. The Project Gutenberg website for free access to classical literature: www.gutenberg.org
2. Stanford Encyclopedia of Philosophy: <https://plato.stanford.edu>
3. The Poetry Foundation for access to literary works: www.poetryfoundation.org
4. Internet Archive for historical texts: www.archive.org
5. Open Library for translated literary works: www.openlibrary.org

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

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

3 – Strong, 2- Medium, 1- Low

SEMESTER IV
CORE COURSE VIII: LANGUAGE AND LINGUISTICS

| Course Code | L | T | P | S | Credits | Inst. Hours | Total Hours | Marks | | |
|-------------|---|---|---|---|---------|-------------|-------------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| GU244CC2 | 5 | - | - | - | 5 | 5 | 75 | 25 | 75 | 100 |

Prerequisite: A basic understanding of language structure and functions

Learning Objectives:

1. To provide students with a foundational understanding of the structure, origin, and evolution of language.
2. To enable students to analyze linguistic components such as phonology, morphology, syntax, and semantics.
3. To familiarize students with the relationship between language, culture, and society.

Course Outcomes

| On the successful completion of the course, student will be able to: | | |
|--|--|-----------|
| 1 | Comprehend the nature and characteristics of human language. | K1 |
| 2 | the structure of words, sentences, and sound systems across languages. | K2 |
| 3 | Utilize the linguistic theories to real-world contexts such as teaching, translation, and communication. | K3 |
| 4 | Investigate the role of linguistics in understanding cultural and social dynamics. | K4 |
| 5 | Develop meaningful insights into language development and its applications in technology and research. | K5 |

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

| Units | Contents | No. of Hours |
|-------------------|---|--------------|
| I | Introduction to Linguistics Definition of Language; Properties of Human Language; Overview of Linguistics as a Science; Branches of Linguistics | 15 |
| II | Phonology and Phonetics Articulatory and Acoustic Phonetics; Phonological Rules and Processes; Distinctive Features; Syllable Structure | 15 |
| III | Morphology and Syntax Morphemes and Word Formation; Derivational vs. Inflectional Morphology; Syntax: Phrase Structure and Constituency; X-bar Theory | 15 |
| IV | Semantics and Pragmatics Types of Meaning; Lexical Semantics; Sentence Meaning and Implicature; Pragmatic Principles and Context | 15 |
| V | Paralanguage in Communication and Media Introduction to Paralanguage; Elements of Paralanguage; Paralanguage in Face-to-Face Communication; Use of paralanguage in film, television, and radio; Theatrical and cinematic use of paralanguage (handouts will be provided) | 15 |
| Total | | 75 |
| Self-Study | Language Acquisition | |

Textbook

1. Akmajian, Adrian, Ann K. Farmer, Lee Bickmore et al. *Linguistics: An Introduction to Language and Communication* (7th edition). MIT Press, 2019.

Reference Books

1. Crystal, David. *The Cambridge Encyclopedia of the English Language*. Cambridge University Press, 2018.
2. Fromkin, Victoria, et al. *An Introduction to Language*. Cengage Learning, 2017.
3. O'Grady, William, et al. *Contemporary Linguistics: An Introduction*. Bedford/St. Martin's, 2016.
4. Pinker, Steven. *The Language Instinct: How the Mind Creates Language*. Harper Perennial, 2007.
5. Yule, George. *The Study of Language*. Cambridge University Press, 2020.

Web Resources

1. <https://youtu.be/riHzBH7avwc?si=KO2gdWiiH9H88xM3>

MAPPING WITH PROGRAMME OUTCOMES AND PROGRAMME SPECIFIC OUTCOMES

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

3 – Strong, 2- Medium, 1- Low

SEMESTER IV
ELECTIVE COURSE IV: FILM STUDIES

| Course Code | L | T | P | S | Credits | Inst. Hours | Total Hours | Marks | | |
|-----------------|----------|----------|----------|----------|----------|-------------|-------------|-----------|-----------|------------|
| | | | | | | | | CIA | External | Total |
| GU244EC1 | 4 | - | - | - | 3 | 4 | 60 | 25 | 75 | 100 |

Pre-requisite:

A foundational understanding of visual storytelling and media communication is essential for studying cinema and its evolution. Awareness of cultural and social influences on filmmaking is crucial for analyzing different film styles and ideologies.

Learning Objectives:

1. To understand the History of cinema and different genres, process of Films
2. To analyse the basic film techniques and also know about the pioneers of the film

Course Outcomes

| On the successful completion of the course, students will be able to: | | |
|--|---|-----------|
| 1. | interpret the role of cinema as an experience, entertainment, and communication medium. | K1 |
| 2. | acquire extensive insight in classification of the Filmmaking Process and purposes of Shots | K2 |
| 3. | utilize film language concepts in practical filmmaking exercises | K3 |
| 4. | distinguish the difference between of film genres and their characteristics | K4 |
| 5. | examine contemporary cinema, critical theories, and film reviews to the emerging trends in cinema | K4 |

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

| Units | Contents | No. of Hours |
|--------------|--|---------------------|
| I | Introduction to Cinema - What is Cinema? - Film as Experience - Entertainment, Commodity, and Communication Medium - History of Indian Cinema (Silent Era , Talkies), Cinema for change and Development | 12 |
| II | Introduction to Major Movements and Theories - Early Cinema (1893-1903), Development of Classical Hollywood cinema (1903-1927), German expressionism (1919-1924), Soviet Montage (1924-1930), Italian neorealism (1942-1951), The French New wave (1959-1964). | 12 |
| III | Introduction to Film Genres - The Major Genres: Narrative, Avant-garde, Documentary - Other genres: Thriller – Melodrama – Musical - Horror – Western - Fantasy – Animation -Film Noir Expressionist Historical – Mythological - Road Movies - Sub films & Hybrid films - Film adoption Activity: Create a Genre Poster | 12 |
| IV | Film Language - Mise en Scene – Cinematography, Editing – Principles of Continuity Editing – Discontinuity Editing - Jump Cut - Sound – Diegetic and Non – Diegetic- Montanges & 5 Techniques by Sergei Eisenstein Activity: Recreate a scene for 5 min / take 10 photos to tell a story | 12 |
| V | Contemporary Cinema- Film Analysis - Critical / New Age Theories - Film Reviews - Case Studies- Emerging Trends- OTT platforms and the future of cinema - Impact of digital technology on filmmaking- Film Rights, Censorship. Activity: Write Film Review | 12 |
| Total | | 60 |

| | |
|-------------------|---|
| Self-study | Exploration of how OTT platforms, CGI, and virtual production are transforming contemporary cinema and audience engagement. |
|-------------------|---|

Reference Books:

1. Chakravarty, Sumita. *National Identity in Indian Popular Cinema: The Social Significance of the Hindi Film*. Sage Publications, 2012.
2. Bordwell, David, and Thompson, Kristin. *Film Art: An Introduction*. 11th ed., McGraw-Hill, 2013.
3. Mulvey, Laura. *Death 24x a Second: Stillness and the Moving Image*. Reaktion Books, 2013.

Web Resources:

1. https://en.wikipedia.org/wiki/Cinema_of_India
2. <https://www.masterclass.com/articles/film-movements>
3. <https://glcoverage.com/2024/07/11/cinematic-language/>
4. <https://www.premiumbeat.com/blog/guide-to-basic-film-genres/>
5. <https://ecampusontario.pressbooks.pub/contemporaryworldcinema/chapter/narrative/>

**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 | PSO5 |
|----------------|------------|------------|------------|------------|------------|-----------|-----------|------------|------------|------------|-----------|------------|
| CO1 | 3 | 2 | 2 | 1 | 1 | 2 | 3 | 3 | 2 | 1 | 1 | 2 |
| CO2 | 3 | 3 | 2 | 3 | 2 | 1 | 1 | 2 | 3 | 2 | 1 | 2 |
| CO3 | 3 | 2 | 3 | 2 | 3 | 2 | 1 | 1 | 3 | 3 | 2 | 3 |
| CO4 | 2 | 1 | 3 | 2 | 3 | 3 | 2 | 1 | 2 | 3 | 3 | 3 |
| CO5 | 2 | 1 | 2 | 3 | 2 | 2 | 3 | 1 | 2 | 2 | 3 | 3 |
| TOTAL | 13 | 9 | 12 | 11 | 11 | 10 | 10 | 8 | 12 | 11 | 10 | 13 |
| AVERAGE | 2.6 | 1.8 | 2.4 | 2.2 | 2.2 | 2 | 2 | 1.6 | 2.4 | 2.2 | 2 | 2.6 |

3 – Strong, 2- Medium, 1- Low

SEMESTER III**SPECIFIC VALUE-ADDED COURSE: SOCIAL MEDIA MARKETING**

| Course Code | L | T | P | S | Credits | Inst. Hours | Total Hours | Marks | | |
|-----------------|----------|----------|----------|----------|----------|-------------|-------------|-----------|-----------|------------|
| | | | | | | | | CIA | External | Total |
| GU243V01 | 1 | - | 1 | - | 1 | 2 | 30 | 25 | 75 | 100 |

Learning Objectives

1. Identify core concepts of social media marketing and the role of marketing in business and society.
2. Develop knowledge of social, legal, ethical, and technological forces on digital marketing decision-making.

Course Outcomes

| On the successful completion of the course, student will be able to: | | |
|---|---|-----------|
| 1. | develop marketing strategies based on product, price, place, and promotion objectives. | K1 |
| 2. | generate an integrated marketing communications plan which includes promotional strategies and measures of effectiveness. | K2 |
| 3. | comprehend the importance of audience area of interest. | K3 |
| 4. | select different platforms for specified outcomes. | K3 |
| 5. | produce trending media formats like shorts, vlogs, etc. | K3 |

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

| Units | Contents | No. of Hours |
|--------------|--|---------------------|
| I | Introduction to Social Media - What is Social Media? Understanding the existing Social Media paradigms & psychology, How social media marketing is different than others? Forms of Internet marketing, Facebook marketing - Understanding Facebook marketing. | 6 |
| II | Facebook Advertising - Creating Facebook page -Uploading contacts for invitation-Exercise on fan page wall posting - Increasing fans on fan page - How to do marketing on fan page? Fan engagement Important apps to do fan page marketing- Facebook advertising- Types of Facebook advertising -Best practices for Facebook advertising -Understanding edge rank and art of engagement, Creating Facebook advertising campaign, Targeting in ad campaign, Payment module- CPC vs CPM vs CPA, Setting up conversion tracking, Using power editor tool for adv. Advanced Facebook advertising using tools like Qwaya. | 6 |
| III | Linkedin Marketing - Linkedin Marketing- What is LinkedIn? -Understanding LinkedIn -Company profile vs Individual profiles- Understanding, Linkedin groups -How to do marketing on LinkedIn groups, Linkedin advertising & it's best practices -Increasing ROI from LinkedIn ads, Linkedin publishing, Company pages- Adv on linkedIn, Display vs text | 6 |
| IV | Instagram Marketing - Instagram Marketing, Understanding Instagram Tools to listen & measure, Influence on Instagram Black hat techniques of Instagram marketing, Advertising on Instagram, Creating campaigns, Types of ads Tools for Instagram marketing, Instagram Cards, Video Marketing | 6 |
| V | Video Campaign Creation - Understanding Video Campaign -Creating Video Campaign -Importance of video marketing - Benefits of video marketing - Uploading videos on video marketing websites, Using YouTube for business - Developing YouTube video marketing Strategy- Bringing visitors from YouTube videos to your website- Creating Video AD groups- Targeting Options - Understanding Bid Strategy | 6 |
| Total | | 30 |

Reference Books

1. Gupta, S. (n.d.). Digital Marketing.
2. Qualman, E. (n.d.). Socialnomics: How social media transforms the way we live and do business.
3. Zimmerman, J., & Ng, D. (2017). Social media marketing all-in-one for dummies.

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

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO 1 | PSO2 | PSO3 | PSO4 | PSO 5 |
|----------------|------------|------------|------------|------------|------------|------------|------------|--------------|-------------|-------------|-------------|--------------|
| CO1 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 2 |
| CO2 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 3 | 2 |
| CO3 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO4 | 3 | 3 | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 3 | 2 | 3 |
| CO5 | 3 | 2 | 2 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 3 | 2 |
| TOTAL | 14 | 11 | 12 | 13 | 14 | 12 | 14 | 13 | 12 | 10 | 10 | 12 |
| AVERAGE | 2.8 | 2.2 | 2.4 | 2.6 | 2.8 | 2.4 | 2.8 | 2.6 | 2.2 | 2.4 | 2.8 | 2.2 |

3– Strong, 2- Medium, 1- Low

SEMESTER III**SPECIFIC VALUE-ADDED COURSE: STORY TELLING AND SCRIPT WRITING**

| Course Code | L | T | P | S | Credits | Inst. Hours | Total Hours | Marks | | |
|-------------|---|---|---|---|---------|-------------|-------------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| GU243V02 | 1 | - | 1 | - | 1 | 2 | 30 | 25 | 75 | 100 |

Learning Objectives

1. Providing a comprehensive introduction to storytelling techniques.
2. Understanding the basic techniques of writing a script out of a story.
3. Acquiring the skills of making a storyboard out of a script

Course Outcomes

| On the successful completion of the course, student will be able to: | | |
|--|--|--------|
| 1. | define the essential elements and structures of storytelling and scriptwriting. | K1, K2 |
| 2. | adopt narrative techniques and formatting rules to develop compelling scripts for different media. | K3 |
| 3. | examine stories and scripts to identify structure, character development, and themes. | K4 |
| 4. | critique and revise scripts through workshops and peer reviews. | K5 |
| 5. | develop original stories and scripts using professional standards for pitching and production. | K6 |

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

| Units | Contents | No. of Hours |
|------------|--|--------------|
| I | Foundations of Storytelling <ul style="list-style-type: none"> • Definition, origin, and importance of storytelling • Elements of a story: character, setting, plot, conflict, theme • Types of stories: myths, folktales, legends, fables, modern narratives • Oral vs written storytelling traditions • Cultural significance and evolution of storytelling | 6 |
| II | Narrative Structures and Techniques <ul style="list-style-type: none"> • Three-act structure, Hero's Journey, Kishōtenketsu • Narrative voice: first person, third person, omniscient, unreliable narrator • Use of flashback, foreshadowing, and nonlinear storytelling • Dialogue writing and its role in character development • Creating conflict and resolution | 6 |
| III | Script Writing Fundamentals <ul style="list-style-type: none"> • Differences between stories and scripts • Script formatting: screenplay vs teleplay • Writing loglines, treatments, and synopsis • Scene structure and screenplay elements (Slugline, Action, Dialogue, Parenthetical) • Writing for different media: film, TV, web series | 6 |
| IV | Character and World Building <ul style="list-style-type: none"> • Creating believable and multidimensional characters • Character arcs and development • Building immersive worlds and settings • Integrating theme and tone with setting • Balancing exposition and visual storytelling | 6 |

| | | |
|--------------|--|-----------|
| V | Revising, Pitching, and Production Insight <ul style="list-style-type: none"> Revising and editing scripts Peer reviews and workshops Basics of pitching: logline, elevator pitch, pitch deck Understanding audience and market Intro to production processes and collaboration with directors/producers | 6 |
| Total | | 30 |

Textbooks:

- McKee, Robert. *Story: Substance, Structure, Style and the Principles of Screenwriting*. HarperCollins, 1997.
- Field, Syd. *Screenplay: The Foundations of Screenwriting*. Delta, 2005.

Reference Books

- Truby, John. *The Anatomy of Story: 22 Steps to Becoming a Master Storyteller*. Faber & Faber, 2007.
- Seger, Linda. *Making a Good Script Great*. Silman-James Press, 2010.
- Vogler, Christopher. *The Writer's Journey: Mythic Structure for Writers*. Michael Wiese Productions, 2007.
- Aronson, Linda. *The 21st Century Screenplay: A Comprehensive Guide to Writing Tomorrow's Films*. Allen & Unwin, 2010.
- Cowgill, Linda J. *Writing Short Films: Structure and Content for Screenwriters*. Lone Eagle, 2004.

Web Resources

- <https://www.studiobinder.com> – Tools, templates, and guides for screenwriters
- <https://www.nyfa.edu> – New York Film Academy blog and screenwriting resources
- <https://www.scriptmag.com> – Articles and advice from industry professionals
- <https://www.writersstore.com> – Software, books, and courses for writers
- <https://screenwriting.io> – FAQs and tips on scriptwriting fundamentals

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

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

3– Strong, 2- Medium, 1- Low

SEMESTER III
SPECIFIC VALUE-ADDED COURSE: DRAWING

| Course Code | L | T | P | S | Credits | Inst. Hours | Total Hours | Marks | | |
|-----------------|----------|----------|----------|----------|----------|-------------|-------------|-----------|-----------|------------|
| | | | | | | | | CIA | External | Total |
| GU243V03 | 1 | - | 1 | - | 1 | 2 | 30 | 25 | 75 | 100 |

Learning Objectives

1. Develop foundational skills in drawing by understanding and applying elements such as lines, shapes, forms, and perspectives to create well-composed artworks.
2. Analyze and implement shading techniques, light, and tonal values to create depth, texture, and realism in drawings.

Course Outcomes

| On the successful completion of the course, student will be able to: | | |
|---|---|-----------|
| 1. | demonstrate proficiency in handling various drawing materials and applying techniques for effective space management and composition. | K1 |
| 2. | relate knowledge of light, dark, and tonal variations to create visually compelling textures and realistic renderings. | K2 |
| 3. | utilize perspective drawing techniques, including one-point, two-point, and three-point perspectives, to represent objects accurately in space. | K3 |
| 4. | differentiate and execute still-life compositions using both organic and inorganic objects with appropriate rendering techniques. | K4 |
| 5. | illustrate human facial features and skull structures with anatomical accuracy, enhancing portrait sketching skills from different views. | K6 |

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

| Units | Contents | No. of Hours |
|--------------|---|---------------------|
| I | Introductions to the Art Elements of Drawing: lines shape forms. Materials Handling and Understanding Space managements and composition Free hand drawings. | 6 |
| II | Important of Light and Dark Tonal Value Elements of Light and Dark Styles of Shadings. Texture Creating Using Light and Dark | 6 |
| III | Elements of Perspective Variety of Perspective One Point, And Tow point Perspectives Three Point Perspective Techniques in Perspectives Drawings | 6 |
| IV | Geometrical study of objects Composing methods and styles Organic still life Inorganic still life's Still life rendering | 6 |
| V | Skull forms in different views Keys sketch of portrait in different views Anatomy of eyes | 6 |

| | | |
|--------------|---|-----------|
| | Anatomy of nose Anatomy of lip and ear | |
| Total | | 30 |

Textbooks

1. Novak and Henry C. Spencer, "Basic Technical Drawing," Student Text, Glencoe/Mcgraw-Hill; 6th Revised edition, March 1994
2. Wayne Enstice and Melody Peters, "Drawing: Space, Form, and Expression," Pearson, 2 edition, Aug. 7. 1995.

Reference Books

1. Philip W. Metzger "The Art of Perspective", North Light Books; illustrated edition, 2007
2. Wolf Rachel, "Basic Drawing Techniques", North Light Books, Sept. 15 1991.

Web Resources

1. <https://www.frieze.com>
2. <https://whitehotmagazine.com>
2. <https://www.classcentral.com/subject/visual-arts>
3. <https://www.classcentral.com/course/swayam-introduction-to-indian-art-anappreciation-6708>

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

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO 1 | PSO2 | PSO3 | PSO4 | PSO 5 |
|----------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| CO1 | 3 | 2 | 3 | 2 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 2 |
| CO2 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 3 | 2 |
| CO3 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| CO4 | 3 | 3 | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 3 | 2 | 3 |
| CO5 | 3 | 2 | 2 | 3 | 3 | 2 | 3 | 3 | 2 | 2 | 3 | 2 |
| TOTAL | 14 | 11 | 12 | 13 | 14 | 12 | 14 | 13 | 12 | 10 | 10 | 12 |
| AVERAGE | 2.8 | 2.2 | 2.4 | 2.6 | 2.8 | 2.4 | 2.8 | 2.6 | 2.2 | 2.4 | 2.8 | 2.2 |

3– Strong, 2- Medium, 1- Low

SEMESTER IV
SELF-LEARNING COURSE: FANTASY LITERATURE

| Course Code | L | T | P | S | Credits | Inst. Hours | Total Hours | Marks | | |
|-----------------------|---|---|---|---|---------|-------------|-------------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| GU243SL1/ GU245SL1 | - | - | - | - | 1 | - | - | 25 | 75 | 100 |

Pre-requisite:

Understanding of mythology, folklore, and classical epics, along with key literary elements such as worldbuilding, magic systems, and the hero's journey. Additionally, familiarity with major works, themes, and narrative techniques in the genre is essential for critical analysis.

Learning Objectives:

1. To kindle the spark of creative writing.
2. To introduce the students to a variety of fantasy writers.
3. To identify the components that are characteristic of fantasy literature.

Course Outcomes

| On the successful completion of the course, students will be able to: | | |
|---|---|--------------|
| 1. | expand their imagination and enhance creativity | K1 |
| 2. | contextualize and understand the author's themes and ideas | K2 |
| 3. | explore the uniqueness and differences between the subgenres of fantasy | K3 |
| 4. | appreciate the artistry of the works and analyze them critically | K4,K5 |
| 5. | improve their creative writing skills | K6 |

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

| Units | Contents |
|------------|--|
| I | Poetry Lewis Carroll : Jabberwocky |
| II | Short Story Hans Christian Andersen: The Little Mermaid |
| III | Drama J.K. Rowling: John Tiffany and Jack Thorne |
| IV | Fiction C.S. Lewis: The Chronicles of Narnia: The Lion, the Witch and the Wardrobe |
| V | Film Walt Disney Animated Studios: Enchanto |

Textbooks:

1. J.K. Rowling, John Tiffany and Jack Thorne. *Harry Potter and the Cursed Child: Parts I & II*. Little Brown, 2016.
2. C.S. Lewis. *The Chronicles of Narnia: The Lion, the Witch and the Wardrobe*. UK Children, 2010.

Reference Books:

1. Encyclopaedia of Early Cinema by Richard Abel USA 2005
2. Film Maker's HandBook Digital Age by Steven Ascher & Edward Pincus London-2013 Edition London PDF Drive.net

Web Resources:

1. <https://www.poetryfoundation.org/poems/42916/jabberwocky>
2. <https://www.poetryfoundation.org/poems/45359/the-lady-of-shalott-1832>
3. <https://www.poetryfoundation.org/poems/47546/the-listeners>
4. http://hca.gilead.org.il/li_merma.html
5. <https://www.sacred-texts.com/neu/dun/tbow/tbow11.htm>
6. <https://www.baen.com/Chapters/9781476781617/9781476781617>

**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 | PSO5 |
|----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|------------------|------------------|------------------|------------------|-------------|
| CO1 | 3 | 2 | 2 | 1 | 1 | 2 | 3 | 3 | 2 | 1 | 1 | 2 |
| CO2 | 3 | 3 | 2 | 3 | 2 | 1 | 1 | 2 | 3 | 2 | 1 | 2 |
| CO3 | 3 | 2 | 3 | 2 | 3 | 2 | 1 | 1 | 3 | 3 | 2 | 3 |
| CO4 | 2 | 1 | 3 | 2 | 3 | 3 | 2 | 1 | 2 | 3 | 3 | 3 |
| CO5 | 2 | 1 | 2 | 3 | 2 | 2 | 3 | 1 | 2 | 2 | 3 | 3 |
| TOTAL | 13 | 9 | 12 | 11 | 11 | 10 | 10 | 8 | 12 | 11 | 10 | 13 |
| AVERAGE | 2.6 | 1.8 | 2.4 | 2.2 | 2.2 | 2 | 2 | 1.6 | 2.4 | 2.2 | 2 | 2.6 |

3 – Strong, 2- Medium, 1- Low

SEMESTER IV**SELF LEARNING COURSE: CHILDREN'S LITERATURE**

| Course Code | L | T | P | S | Credits | Inst. Hours | Total Hours | Marks | | |
|-----------------------|---|---|---|---|---------|-------------|-------------|-------|----------|-------|
| | | | | | | | | CIA | External | Total |
| GU244SL1/ GU246SL1 | - | - | - | - | 1 | - | - | 25 | 75 | 100 |

Pre-requisite:

- Basic understanding of literary forms and genres.
- Familiarity with fundamental literary analysis techniques.
- Interest in children's literature and storytelling traditions.

Learning Objectives:

- 1.To analyze the thematic and stylistic aspects of children's literature.
- 2.To explore the cultural, moral, and educational impact of children's literature.
- 3.To encourage critical thinking and creative interpretation of texts.

Course Outcomes

| On the successful completion of the course, students will be able to: | | |
|---|--|--------------|
| 1. | develop reading competencies through children's literature. | K1 |
| 2. | develop thinking dispositions and habits of mind to take advantage of children's literature. | K2 |
| 3. | understand the whole learning integrating children's books. | K3 |
| 4. | analyse literary works from various genres for their structure and meaning, using correct terminology. | K4,K5 |
| 5. | develop reading competencies through children's literature. | K6 |

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

| Units | Contents |
|------------|--|
| I | Poetry Robert Louis Stevenson – A Child's Garden of Verses |
| II | Short Story Rudyard Kipling – Just So Stories |
| III | Drama Norton Juster – The Phantom Tollbooth |
| IV | Fiction J. M. Barrie – Peter Pan |
| V | Film Roald Dahl- Charlie and the Chocolate Factory |

Textbooks:

- 1.Dahl, Roald. *Charlie and the Chocolate Factory*. Alfred A. Knopf, 1964.
- 2.Barrie, J. M. *Peter Pan (Play Version)*. Samuel French, 1928.
- 3.Kipling, Rudyard. *Just So Stories*. Macmillan, 1902.
- 4.Stevenson, Robert Louis. *A Child's Garden of Verses*. Longmans, Green & Co., 1885.

Web Resources:

- 1.<https://www.poetryfoundation.org/poems/42916/jabberwocky>
- 2.<https://www.poetryfoundation.org/poems/45359/the-lady-of-shalott-1832>
- 3.<https://www.poetryfoundation.org/poems/47546/the-listeners>

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

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

3 – Strong, 2- Medium, 1- Low

SEMESTER III / IV**SKILL ENHANCEMENT COURSE SEC-III: FITNESS FOR WELLBEING**

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

Pre-requisites: Basic understanding of health and wellness concepts

Learning Objectives

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

Course Outcomes

| On the successful completion of the course, student will be able to: | | |
|--|---|----|
| 1 | know physical, mental, and social aspects of health | K1 |
| 2 | understand holistic health and the role of physical fitness. | K2 |
| 3 | apply mindfulness and yoga for stress management and mental clarity. | K3 |
| 4 | implement proper personal hygiene practices for cleanliness and disease prevention. | K3 |
| 5 | evaluate and implement right nutritional choices. | K5 |

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

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

Textbook:

Bojaxa A. Rosy and Virgin Nithya Veena. V. 2024. *Fitness for Wellbeing*.

Reference Books:

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

Web Resources:

1. https://www.google.co.in/books/edition/Psychology_of_Health_and_Fitness/11YOAwAABAJ?hl=en&gbpv=1&dq=fitness+for+wellbeing&printsec=frontcover
2. https://www.google.co.in/books/edition/The_Little_Book_of_Active_Wellbeing/aA6SzgEACAAJ?hl=en
3. https://www.google.co.in/books/edition/Physical_Activity_and_Mental_Health/yu96DwAAQBAJ?hl=en&gbpv=1&dq=fitness+for+wellbeing&printsec=frontcover
4. https://www.google.co.in/books/edition/The_Complete_Manual_of_Fitness_and_Well/pLPAXPLIMv0C?hl=en&gbpv=1&bsq=fitness+for+wellbeing&dq=fitness+for+wellbeing&printsec=frontcover
5. https://www.google.co.in/books/edition/The_Wellness_Code/4QGZtwAACAAJ?hl=en

SEMESTER III / IV**SKILL ENHANCEMENT COURSE SEC IV: DIGITAL FLUENCY**

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

Pre-requisite: Basic computer knowledge**Learning Objectives:**

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

Course Outcomes

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

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

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

| | | |
|---|---|-----------|
| | Layouts to Suit the Contents - Adding Tables, SmartArt, Charts, Pictures, Movies, Sounds, Transitions and Animations - Slideshow. | |
| V | Digital Platforms: Graphic Design Platform: Canva - Logo Making, Invitation Designing. E-learning Platform: Virtual Meet – Technical Requirements, Scheduling Meetings, Sharing Presentations, Recording the Meetings. Online Forms: Creating Questionnaire, Publishing Questionnaire, Analyzing the Responses, Downloading the Response to Spreadsheet. | 6 |
| | Total | 30 |

| | |
|-------------------|---|
| Self-study | Parts of a computer and their functions |
|-------------------|---|

Textbook:

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

Reference Books:

1. Steve Schwartz, 2017, *Microsoft Office 2010 for Windows*, Peachpit Press.
2. Ramesh Bangia, 2015, *Learning Microsoft Office 2010*, Khanna Book Publishing Company.
3. Bittu Kumar, 2018, *Mastering MS Office*, V & S Publishers.
4. James Bernstein, 2020, *Google Meet Made Easy*, e-book, Amazon.
5. Zeldman, Jeffrey, 2005, *Web Standards Design Guide*, Charles River Media.

Web Resources:

1. <https://www.youtube.com/watch?v=oocieLn6umo>
2. https://www.youtube.com/watch?v=pPSwbK4_GdY
3. <https://www.youtube.com/watch?v=DKAiSDhU4To>
4. <https://www.youtube.com/watch?v=sbeyPahs-ng>
5. <https://www.youtube.com/watch?v=fACEzzmXelY>

SEMESTER IV
ENVIRONMENTAL STUDIES

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

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

Learning Objectives

- 1.To know the different types of pollutions, causes and effects
- 2.To understand the importance of ecosystem, resources and waste management

Course Outcomes

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

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

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

| | | |
|--|---|-----------|
| | Document environmental assets- river / forest / grassland / hill / mountain in the locality (or) Study a local polluted site-urban / rural / industrial / agricultural area. | |
| | Total | 30 |

| | |
|-------------------|--------------------------------------|
| Self-study | Pollutants, Ecosystems and Resources |
|-------------------|--------------------------------------|

Textbook

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

Reference Books

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

Web Resources

1. <https://www.sciencenews.org/topic/environment>
2. <https://news.mongabay.com/2024/05/>
3. https://www.sciencedaily.com/news/earth_climate/environmental_issues/
4. <https://wildlife.org/rising-oryx-numbers-may-distress-new-mexico-ecosystem/>
5. <https://phys.org/news/2024-02-global-wild-megafauna-ecosystem-properties.html>

SEMESTER III & IV
LIFE SKILL TRAINING II: CATECHISM

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

Learning Objectives:

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

Course Outcomes

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

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

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

Textbooks

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

SEMESTER III & IV
LIFE SKILL TRAINING II: MORAL

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

Learning Objectives:

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

Course Outcome

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

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

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

Textbook

“Munaetrathin Mugavari”, G. Chandran, Vaigarai Publisher.