# Holy Cross College (Autonomous), Nagercoil

**Kanyakumari District, Tamil Nadu.**
**Accredited with A⁺ by NAAC - IV cycle – CGPA 3.35**

Affiliated to

## Manonmaniam Sundaranar University, Tirunelveli

## Semester I & II

## Guidelines & Syllabus

**PG & RESEARCH DEPARTMENT OF ENGLISH**

# 2023-2026

**(With effect from the academic year 2023-2024)**

**Issued from**

**THE DEANS' OFFICE**

**Vision**
Sculpting integrated individuals for a better future.
**Mission**
To develop globally competent professionals and to ensure self-actualization harnessed with socio ethical responsibility.

## Programme Educational Objectives (PEOs)

| Pos | Upon completion of M.A./ M. Sc. /MSW Degree Programme, the graduates will be able to: | Mapping with Mission |
|------|------|------|
| PEO1 | apply scientific and computational technology to solve social and ecological issues and pursue research. | M1, M2 |
| PEO2 | continue to learn and advance their career in industry both in private and public sectors. | M4 & M5 |
| PEO2 | develop leadership, teamwork, and professional abilities to become a more cultured and civilized person and to tackle the challenges in serving the country. | M2, M5 & M6 |

## Programme Outcomes (POs)

| Pos | Upon completion of M.A./MSW Degree Programme, the graduates will be able to: | Mapping with PEOs |
|------|------|------|
| PO1 | enhance in-depth learning by using innovative technological sources. | PEO1 |
| PO2 | design and undertake individual research which will contribute to the future ideological and societal development | PEO1, PEO 2 & PEO3 |
| PO3 | integrate various theories and methodologies relating to social and environmental contexts. | PEO 2 |
| PO4 | excel in competitive examinations, face interviews and handle real life situations. | PEO 2 & PEO 3 |
| PO5 | articulate critically to address the emerging national and global challenges with an ethical outlook. | PEO1, PEO 2 & PEO3 |
| PO6 | perform with professionalism and team spirit and exhibit leadership, communication and managerial skills. | PEO 2& PEO 3 |
| PO7 | learn independently for lifelong executing professional, social and ethical responsibilities leading to sustainable development | PEO 3 |

## Programme Specific Outcomes (PSOs)

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

**Eligibility Norms for Admission:**

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

minimum of 50% marks.

**Duration of the Programme:** 2 years

**Medium of Instruction:** English

**Passing Minimum:**

Minimum pass mark in each course is 50.

### Components of M.A. English Programme

### Part III (Core Course and Elective Course)

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

### Course Structure

**(i) Curricular Courses:**

### Distribution of Hours and Credits

| Course | SEMESTER | | | | Total | |
|---|---|---|---|---|---|---|
| | **I** | **II** | **III** | **IV** | **Hours** | **Credits** |
| Core Course – Theory | 7(5) + 7(5) + 6(4) | 6(5)+ 6(5)+ 6(4) | 6(5) + 6(5) + 6(5) + 6 (4) | 6(5) + 6 (5) | 73 | 57 |
| Elective Course | 5 (3) + 5 (3) | 4 (3) + 4 (3) | 3 (3) - | 4 (3) - | 25 | 18 |
| Core Project | | - | | 10 (7) | 10 | 7 |
| Skill Enhancement Course | | 4 (2) | 3 (2) | 4 (2) | 11 | 6 |
| Internship / Industrial Activity | | | (2) | | - | 2 |
| Extension Activity | | | | (1) | - | 1 |
| **Total** | **30 (20)** | **30 (22)** | **30 (26)** | **30 (23)** | **120** | **91** |

**Total Number of Hours   =120**

## (ii) Co-curricular Courses

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

**Total Number of Credits       =       91 + (10)**

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

## Courses Offered
## SEMESTER I

| Course Code | Title of the Course | Credits | Hours / Week |
|---|---|---|---|
| EP231CC1 | Core Course I: English Poetry | 5 | 7 |
| EP231CC2 | Core Course II: English Drama | 5 | 7 |
| EP231CC3 | Core Course III: English Fiction | 4 | 6 |
| EP231EC1 | Elective Course I: a) Indian Writing in English | 3 | 5 |
| EP231EC2 | Elective Course I: b) Disability Theory and Literature | | |
| EP231EC3 | Elective Course I: c) Human Rights and Literature | | |
| EP231EC4 | Elective Course II: a) Theatre Art | 3 | 5 |
| EP231EC5 | Elective Course II: b) Science Fiction, Fantasy and Detective Literature | | |
| EP231EC6 | Elective Course II: c) Life Writings | | |
| | **Total** | **20** | **30** |

## SEMESTER II

| Course Code | Title of the Course | Credits | Hours / Week |
|---|---|---|---|
| EP232CC1 | Core Course IV: American Literature | 5 | 6 |
| EP232CC2 | Core Course V: Shakespeare Studies | 5 | 6 |
| EP232CC3 | Core Course VI: Postcolonial Theory and Literature | 4 | 6 |
| EP232EC1 | Elective Course III: a) Approaches to English Language Teaching | 3 | 4 |
| EP232EC2 | Elective Course III: b) Introduction to Linguistics | | |
| EP232EC3 | Elective Course III: c) Study of English Language | | |
| EP232EC4 | Elective Course IV: a) A Glimpse of Nobel Laurates | 3 | 4 |
| EP232EC5 | Elective Course IV: b) Travel Writing | | |
| EP232EC6 | Elective Course IV: c) Entrepreneurship Development | | |
| EP232SE1 | Skill Enhancement Course I: Technology in Teaching English | 2 | 4 |
| | **Total** | **22** | **30** |

**Co-curricular Courses**

| Semester | Code | Title of the Course | Credit |
|---|---|---|---|
| I & II | PG23LST1 | Life Skill Training | 1 |
| II & IV | - | MOOC | 1+1 |
| II | PG232CE1 | Community Engagement Activity (UBA) | 1 |
| III & IV | PG23LST2 | Life Skill Training | 1 |
| I | EP231FP1 | Field Project | 1 |
| I&III | EP231V01 /EP233V01 | Specific Value-added Course | 1+1 |
| II & IV | PG232V01- PG232V12/ PG234V01- PG234V12 | Generic Value-added Course | 1+1 |
| | | **Total** | **10** |

**Specific Value added Course**

| S. No. | Course code | Title of the course | Total hours |
|---|---|---|---|
| I | EP231V01 | Content Creation | 30 |

**Examination Pattern**

    **i)  Core Course / Elective Course**

**2.** Internal: External–25:75

**3.** Continuous Internal Assessment (CIA)

**4.** Internal Components and Distribution of Marks

| Components | Marks |
|---|---|
| Internal test (2) (40 marks) | 10 |
| Quiz (2) (20 marks) | 5 |
| Seminar (10 marks) | 5 |
| Assignment: (Model Making, Exhibition, Role Play, Group Discussion, Problem Solving, Class Test, Open Book Test (Minimum three items per course) (30 marks) | 5 |
| **Total** | **25** |

**Question Pattern**

| Internal Test | Marks | External Exam | Marks |
|---|---|---|---|
| Part A 4 x 1 | 4 | Part A 10 x 1 (No choice) | 10 |

| Semester | Code | Title of the Course | Credit |
|---|---|---|---|
| I & II | PG23LST1 | Life Skill Training: Ethics | 1 |
| II & IV | - | MOOC | 1+1 |
| II | PG232CE1 | Community Engagement Activity (CEA) | 1 |
| III & IV | PG23LST2 | Life Skill Training: Values | 1 |
| I | EP231FP1 | Field Project | 1 |
| I & III | EP231V01/ EP233V01 | Specific Value-added Course | 1+1 |
| II & IV | PG232V01- PG232V12/ PG234V01- PG234V12 | Generic Value-added Course | 1+1 |
| | | **Total** | `10 |

| Part B 3 x 4 | 12 | Part B 5 x 6 (Internal choice) | 30 |
|---|---|---|---|
| Part C 3 x 8 | 24 | Part C 5 x 12 (Internal choice) | 60 |
| **Total** | **40** | **Total** | **100** |

## 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 | |
| Minor Practical / Spotters /Record | 75 |
| **Total** | **75** |

## iii) Skill Enhancement Course

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

**Internal Components and Distribution of Marks**

| Components | Marks |
|---|---|
| Internal test (2) | 10 |
| Quiz (2) | 5 |
| Assignment: (Model Making, Exhibition, Role Play, Album, Group Activity (Mime, Skit, Song) (Minimum three items per course) | 10 |
| **Total** | **25** |

**Question Pattern**

| Internal Test | Marks | External Exam | Marks |
|---|---|---|---|
| Part A 2 x 2(No Choice) | 4 | Part A  5 x 2(No Choice) | 10 |
| Part B 3 x 4 (Open choice **Three** out of **Five** ) | 12 | Part B 5 x 5 (Open choice any **Five** out **of Eight**) | 25 |
| Part C 1 x 9 (Open choice O**ne** out of **Three**) | 9 | Part C 5 x 8 (Open choice any **Five** out **of Eight**) | 40 |
| **Total** | **25** | **Total** | **75** |

## iv)    Internship/ Industrial Activity

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

## v)    Core Project:

Ratio of Internal and External 25 : 75

| Internal (Supervisor) | Marks |
|---|---|
| I Review | 5 |
| II Review | 5 |
| Report | 15 |
| **External (External Examiner)** | |

| | |
|---|---|
| Report | 40 |
| Viva-voce (individual, open viva-voce) | 35 |
| **Total** | **100** |

**Co-Curricular Courses:**

**(i) Life Skill Training**

**Internal Component**

| Components | | Marks |
|---|---|---|
| **Life Skill Training -I** | Album (20 pages) | 30 |
| | Group Song, Mime, Skit (Group of 5 students) | 20 |
| | **Total** | **50** |
| **Life Skill Training -II** | Case Study (30 pages) | 50 |
| | **Total** | **50** |

**External Component**

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

**(ii) Field Project:**

| Components | Mar |
|---|---|
| Industry Contribution | 50 |
| Report & Viva-voce | 50 |

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

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

**(iv) Community Engagement Activity-UBA**

**Internal Component**

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

**External Component**

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

## Outcome Based Education

**(i) Knowledge levels for assessment of Outcomes based on Blooms Taxonomy**

| S. No | Level | Parameter | Description |
|---|---|---|---|
| 1 | KI | Knowledge/Remembering | It is the ability to remember the previously learned |

| 2 | K2 | Comprehension/Understanding | The learner explains ideas or concepts |
| 3 | K3 | Application/Applying | The learner uses information in a new way |
| 4 | K4 | Analysis/Analysing | The learner distinguishes among different parts |
| 5 | K5 | Evaluation/Evaluating | The learner justifies a stand or decision |
| 6 | K6 | Synthesis /Creating | The learner creates a new product or point of view |

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

| Assessment | Cognitive Level | K1 | | | K2 | | | K3 | | | K4, K5, K6 | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Internal Test | Part | A | B | C | A | B | C | A | B | C | A | B | C | |
| | No. Of Questions | 1 | 1 | | | 1 | | 1 | | 1 | 2 | 1 | 2 | 10 |
| External Examination | Part | A | B | C | A | B | C | A | B | C | A | B | C | |
| | No. Of Questions | 3 | - | 1 | 3 | 1 | 1 | 1 | 2 | 1 | 3 | 2 | 2 | 20 |

## Evaluation

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

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

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

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

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

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

### Conferment of the Master's Degree

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

### Grading System

**For a semester examination:**

**Calculation of Grade Point Average for End Semester Examination:**

GPA   =   Sum of the multiplication of grade points by the credits of the course
Sum of the credits of the courses (passed) in a semester

**For the entire programme:**

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

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

Where

$C_i$ - Credits earned for course i in any semester

$G_i$ - Grade point obtained for course i in any semester

n - semester in which such courses were credited

# Final Result

## Conversion of Marks to Grade Points and Letter Grade

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

## Overall Performance

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

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

## CORE COURSE I: ENGLISH POETRY

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

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

**Learning Objectives:**

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

### Course Outcomes

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

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

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

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

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

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

## MAPPING WITH PROGRAMME OUTCOMES
## AND PROGRAMME SPECIFIC OUTCOMES

|  | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO1** | 3 | 3 | 2 | 3 | 1 | 3 | 2 | 3 | 2 | 1 | 1 | 3 | 2 |
| **CO2** | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 2 | 1 | 1 | 3 | 2 |
| **CO3** | 2 | 3 | 2 | 2 | 2 | 3 | 1 | 3 | 2 | 1 | 1 | 3 | 2 |
| **CO4** | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 2 | 1 | 2 | 3 |
| **CO5** | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 2 | 2 | 3 | 2 |
| **TOTAL** | 14 | 15 | 13 | 14 | 10 | 14 | 11 | 15 | 11 | 7 | 6 | 14 | 11 |
| **AVERAGE** | 2.8 | 3 | 2.6 | 2.8 | 2 | 2.8 | 2.2 | 3 | 2.2 | 1.4 | 1.2 | 2.8 | 2.2 |

**3 – Strong, 2- Medium, 1- Low**

## CORE COURSE II: ENGLISH DRAMA

| Course Code | L | T | P | S | Credits | Inst. Hours | Total Hours | Marks | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | CIA | External | Total |
| EP231CC2 | 6 | 1 | - | - | 5 | 7 | 105 | 25 | 75 | 100 |

**Pre-requisite:** Knowledge of different dramatic techniques and devices
**Learning Objectives:**
1. To Understand the different stages of British Drama and its evolution in the context of theatre can beunderstood by the students.
2. To Evaluate the different forms of drama from the historical background could be learnt.

### Course Outcomes

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

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

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

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

**Text Book**

1. Bradbrook, M.C., 1955, The Growth and Structure and Elizabethan Comedy, London.
2. Tillyard E.M.W., 1958, The Nature of Comedy & Shakespeare, London.
   **Reference Books:**
1. Una Ellis-Fermor, 1965, The Jacobean Drama: An Interpretation, London: Methuen & Co.
2. Allardyce Nicoll, 1973, British Drama, London: Harrap.
3. Bradbrook, M.C., 1979, Themes and Conventions of Elizabethan Tragedy, New Delhi: Vikas Publishing House Pvt., Ltd., (6th ed).
4. Michael Hathaway, 1982, Elizabethan Popular Theatre: Plays in Performance, London: Routledge.
5. Kinney, Arthur. F., 2004, A Companion to Renaissance Drama, Oxford: Blackwell Publishing.
6. Allardyce Nicoll, 1967. A History of English Drama: 1600-1900. Cambridge: Cambridge University Press.
   **Web Resources:**
1. http://www.questia.com
2. http://www.clt.astate.edu/wmarey/asste%
3. https://nosweatshakespeare.com/resources/era/jacobean-drama-theatre/
4. https://www.britannica.com/art/English-literature/The-Restoration

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

|         | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|---------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| **CO1** | 2 | 3 | 2 | 3 | 3 | 2 | 1 | 3 | 2 | 2 | 3 | 3 | 2 |
| **CO2** | 2 | 3 | 3 | 1 | 3 | 3 | 3 | 3 | 2 | 1 | 3 | 3 | 2 |
| **CO3** | 3 | 3 | 2 | 3 | 2 | 2 | 1 | 3 | 2 | 2 | 3 | 3 | 1 |
| **CO4** | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 2 |
| **CO5** | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 1 | 3 | 3 | 2 |
| **TOTAL** | 12 | 15 | 13 | 13 | 13 | 12 | 11 | 15 | 10 | 8 | 15 | 15 | 9 |
| **AVERAGE** | 2.4 | 3 | 2.6 | 2.6 | 2.6 | 2.4 | 2.2 | 3 | 2 | 1.6 | 3 | 3 | 1.8 |

**3 – Strong, 2- Medium, 1- Low**

## CORE COURSE III: ENGLISH FICTION

| Course Code | L | T | P | S | Credits | Inst. Hours | Total Hours | Marks | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | CIA | External | Total |
| EP231CC3 | 5 | 1 | - | - | 4 | 6 | 90 | 25 | 75 | 100 |

**Pre-requisite:** Knowledge of types of novels.

**Learning Objectives:**

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

### Course Outcomes

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

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

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

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

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

**Reference Books:**

1. Ian Watt, 1974, Rise of the English Novel, London: Chatto & Windus.
2. Frederick R Karl, 1977, Reader's Guide to the Development of the English Novel till the 18th Century, Southampton: The Camelot Press Ltd.
3. Arnold Kettle, 1967, An Introduction to English Novel Vol. II, New Delhi: Universal Book Stall.
4. Raymond Williams, 1973, The English Novel: From Dickens to Lawrence, London: Chatto & Windus.
5. Ian Milligan, 1983, The Novel in English: An Introduction, Hong Kong: Macmillan.

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

## MAPPING WITH PROGRAMME OUTCOMES
## AND PROGRAMME SPECIFIC OUTCOMES

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

**3 – Strong, 2- Medium, 1- Low**

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

| Course Code | L | T | P | S | Credits | Inst. Hours | Total Hours | Marks | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | CIA | External | Total |
| EP231EC1 | 4 | 1 | | | 3 | 5 | 75 | 25 | 75 | 100 |

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

**Learning Objectives:**

1. To inculcate in the students the cultural significance of Indian English Literature.

2. To comprehend Indian Writing in English with its dual focus on the influence of classical Indian tradition and the impact of the West.

### Course Outcomes

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

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

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

| Self -Study | Outline of Indian poets Writing in English |
|---|---|

**Text Books:**

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

**Reference Books:**

1. K.R. SrinivasaIyengar. (1962). *History of Indian Writing in English*. New Delhi. Sterling Publishers.
2. Herbert H. Gowen. (1975) *A History of Indian Literature*, Delhi. Seema Publications.
3. K. Satchidanandan. (2003) *Authors, Texts, Issues: Essays on Indian Literature*. New Delhi. Pencraft International.
4. Amit Chandri. (2001). *The Picador Book of Modern Indian Literature*. London. Macmillan.
5. Spivak, Gayatri Charavorty. (2012). *An Aesthetic Education in the Era of Globalisation*. Harward College. Harward.

**Web Resources**

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

## MAPPING WITH PROGRAMME OUTCOMES
## AND PROGRAMME SPECIFIC OUTCOMES

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

**3 – Strong, 2- Medium, 1- Low**

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

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

**Pre-requisite:** Basic knowledge of literature

**Learning Objectives:**

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

### Course Outcomes

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

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

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

| Self Study | The writers in the unit |
|---|---|

**Reference Books**

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

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

**Web Resources**

1. https://literariness.org/2018/12/15/disability-studies-2/
2. https://www.studysmarter.us/explanations/english-literature/literary-criticism-and-theory/disability-theory/
3. https://leibniz.stanford.edu/friends/preview/disability-critical/
4. https://www.perlego.com/book/1561110/literature-and-disability-pdf

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

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

**3 – Strong, 2- Medium, 1- Low**

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

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

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

### Course Outcomes

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

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

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

| Self -Study | To know the background of the writers |
|---|---|

**Reference Books:**

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

**Web Resources:**

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

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

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

**3 – Strong, 2- Medium, 1- Low**

# SEMESTER I
## ELECTIVE COURSE II: a) THEATRE ART

| Course Code | L | T | P | S | Credits | Inst. Hours | Total Hours | CIA | External | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | Marks | | |
| EP231EC4 | 4 | 1 | | | 3 | 5 | 75 | 25 | 75 | 100 |

**Pre-requisite:** Being familiar with the elements of Drama

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

### Course Outcomes

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

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

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

| Self Study | Relation between drama and theatre |
|---|---|

**Text Books**
1. Sangeetha, K and A.Selvalakshmi. An Introduction to Theatre Art. New Century Book House (P) Ltd.,2015.

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

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

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

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

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO1** | 3 | 3 | 2 | 1 | 2 | 3 | 1 | 3 | 3 | 3 | 3 | 3 | 2 |
| **CO2** | 1 | 3 | 1 | 1 | 1 | 2 | 2 | 3 | 3 | 3 | 2 | 2 | 1 |
| **CO3** | 3 | 2 | 3 | 1 | 1 | 2 | 1 | 3 | 3 | 1 | 1 | 2 | 1 |
| **CO4** | 3 | 2 | 2 | 1 | 2 | 1 | 3 | 3 | 3 | 2 | 2 | 1 | 1 |
| **CO5** | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 3 | 2 | 2 |
| **TOTAL** | 13 | 13 | 11 | 7 | 9 | 10 | 9 | 15 | 15 | 12 | 11 | 10 | 7 |
| **AVERAGE** | 2.6 | 2.6 | 2.2 | 1.4 | 1.8 | 2 | 1.8 | 3 | 3 | 2.4 | 2.2 | 2 | 1.4 |

**3 – Strong, 2- Medium, 1- Low**

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

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

**Pre-requisite:** Being familiar with science and fantasy
**Learning Objectives:**
1. To familiarize with different forms of Science Fiction, Fantasy and Detective Fiction.
2. To involve the students to a close reading of the important representative texts.

**Course Outcomes**

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

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

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

| Self Study | Alien Invasion |
|---|---|

**Text Books**
1. Christie, Agatha. Murder on the Orient Express. 1934. New York: Harper Collins, 2011.

2.  Poe, Edgar Allan. The First Detective: The Complete Auguste Dupin Stories. Leonaur, 2009.
3.  Wilkie Collins. The Woman in White. New York: Harper and Brothers, 1893.

**Reference Books**

1. Zemboy, James. The Detective Novels of Agatha Christie: A Reader's Guide. Jefferson, NC: McFarland, 2008.
2. James, P. D. Talking About Detective Fiction. London: Faber & Faber, 2010.

**Web Resources**

1.https://americanenglish.state.gov/files/ae/resource_files/the_murders_in_the_rue_morgue.pdf
2. https://www.cs.ucdavis.edu/~koehl/Teaching/ECS188/PDF_files/Machine_stops.pdf
3. https://users.ece.cmu.edu/~gamvrosi/thelastq.html

### MAPPING WITH PROGRAMME OUTCOMES
### AND PROGRAMME SPECIFIC OUTCOMES

|         | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|---------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| **CO1** | 3   | 3   | 2   | 1   | 2   | 3   | 1   | 3    | 3    | 3    | 3    | 3    | 2    |
| **CO2** | 1   | 3   | 2   | 2   | 2   | 2   | 2   | 1    | 3    | 3    | 2    | 2    | 1    |
| **CO3** | 2   | 2   | 3   | 1   | 1   | 2   | 2   | 3    | 3    | 1    | 1    | 2    | 2    |
| **CO4** | 3   | 2   | 2   | 2   | 2   | 3   | 3   | 2    | 3    | 2    | 3    | 3    | 2    |
| **CO5** | 3   | 3   | 3   | 1   | 3   | 2   | 2   | 3    | 3    | 3    | 3    | 2    | 2    |
| **TOTAL** | 12 | 13 | 12 | 7 | 10 | 12 | 10 | 12 | 15 | 12 | 12 | 12 | 9 |
| **AVERAGE** | 2.4 | 2.6 | 2.4 | 1.4 | 2 | 2.4 | 2 | 2.4 | 3 | 2.4 | 2.4 | 2.4 | 1.8 |

**3 – Strong, 2- Medium, 1- Low**

## ELECTIVE COURSE II: c) LIFE WRITINGS

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

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

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

### Course Outcomes

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

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

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

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

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

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

**Web Resources**

1. https://disabilityhorizons.com/2023/03/one-little-finger-one-big-review/
2. https://www.hindustantimes.com/books/making-her-story-review-of-a-gift-of-goddess-lakshmi-manobi-bandyopadhyay-s-memoir/story-VHBJ054h4IcFtYbdmdDC7M.html
3. https://antilogicalism.com/wp-content/uploads/2017/07/mans-search-for-meaning.pdf
4. https://archive.nytimes.com/www.nytimes.com/books/first/b/butalia-silence.html?scp=14&sq=Longest%2520Hatred&st=Search

## MAPPING WITH PROGRAMME OUTCOMES AND PROGRAMME SPECIFIC OUTCOMES

|         | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|---------|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| **CO1** | 3 | 3 | 2 | 2 | 2 | 3 | 1 | 3 | 3 | 3 | 3 | 3 | 2 |
| **CO2** | 1 | 3 | 2 | 2 | 1 | 3 | 2 | 3 | 3 | 3 | 2 | 2 | 3 |
| **CO3** | 3 | 2 | 3 | 2 | 1 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 3 |
| **CO4** | 3 | 2 | 2 | 1 | 2 | 2 | 3 | 3 | 3 | 2 | 2 | 1 | 2 |
| **CO5** | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 3 | 3 | 2 | 3 |
| **TOTAL** | 13 | 13 | 12 | 10 | 9 | 13 | 11 | 15 | 15 | 13 | 13 | 10 | 13 |
| **AVERAGE** | 2.6 | 2.6 | 2.4 | 2 | 1.8 | 2.6 | 2.2 | 3 | 3 | 2.6 | 2.6 | 2 | 2.6 |

**3 – Strong, 2- Medium, 1- Low**

## SEMESTER I

## SPECIFIC VALUE-ADDED COURSE: CONTENT CREATION

| Course Code | Credits | Total Hours | Total Marks |
|---|---|---|---|
| EP231V01 | 1 | 30 | 100 |

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

**Learning Objectives:**

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

### Course Outcomes

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

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

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

**WEB RESOURCES:**

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

6. http://www.pixabay.com/
7. http://www.canva.com/
**Activities:**
1. Creating content calendar
2. Visual content creation
3. Guest speakers
4. Case studies

# SEMESTER II
## CORE COURSE IV: AMERICAN LITERATURE

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

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

**Learning Objectives:**

1. To identify the development of the American text as a literary artifact.
2. To inculcate the movements and trends that shaped American literature.

### Course Outcomes

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

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

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

| Self – Study | Unit II: Thoreau's Walden (Brute Neighbors) |
|---|---|

**Reference Books**

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

**Web Resources**

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

## MAPPING WITH PROGRAMME OUTCOMES
## AND PROGRAMME SPECIFIC OUTCOMES

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

**3 – Strong, 2- Medium, 1- Low**

## CORE COURSE V: SHAKESPEARE STUDIES

| Course Code | L | T | P | S | Credits | Inst. Hours | Total Hours | Marks | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | CIA | External | Total |
| EP232CC2 | 5 | 1 | - | - | 5 | 6 | 75 | 25 | 75 | 100 |

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

**Learning Objectives:**

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

**2.** Analyzing the context of Elizabethan England from the evolving contemporary perspective down the ages

### Course Outcomes

| | On the successful completion of the course, student will be able to: | |
|---|---|---|
| CO1 | recognize the trends in Shakespeare studies and understand Elizabethan theatre and the theatre's development. | **K1 & K2** |
| CO2 | apply the knowledge of Shakespearean language and style in writing short poems and scenes | **K3** |
| CO3 | examine and be familiarized with the critical perspectives on Shakespeare's Plays and Sonnets | **K4** |
| CO4 | evaluate the modern approaches in Shakespearean criticism | **K5** |
| CO5 | create short scenes or monologues based on Shakespeare's works | **K6** |

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

| Units | Contents | No. of Hours |
|---|---|---|
| I | **General Shakespeare** <br> Shakespeare Theatre & Theatre Conventions <br> Sources <br> Problems of Categorization <br> Trends in Shakespeare Studies up to the 19th Century <br> Sonnet and Court Politics <br> Famous Actors <br> Theatre Criticism <br> Shakespeare into Film & Play Production. <br> Sonnets – 12, 65, 86, & 130 | 15 |
| II | **Comedy** <br> *Much Ado About Nothing, The Winter's Tale.* | 15 |
| III | **Tragedy** <br> *Othello* | 15 |
| IV | **Historical Play** <br> *Henry IV Part I* | 15 |
| V | **Shakespearean Criticism** <br> 1. Theatre for a New Audience's production of Much Ado About Nothing sponsored by Deloitte <br> 2. G. Wilson Knight- "Great Creating Nature": An Essay on *The Winter's Tale* <br> 3. A.C. Bradley - Shakespearean Tragedy (Chapter V & VI) <br> 4. Stephen Greenblatt - Invisible Bullets: Renaissance Authority and its Subversion | 15 |

**Reference Books**

1. Harrison, G.B. 1951. Shakespeare's Tragedies. London: Routledge.
2. Knight G.W, 1957. The Wheel of Fire: Essays in Interpretation of Shakespeare's Sombre

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

     Tragedies. North Yorkshire: Methuen Publishing.
3. Knight G.W, 1947. The Crown of Life: Essays in Interpretation of Shakespeare's Final
     Plays. Oxford: Taylor & Francis.
4. John F. Andrews, ed., 1985. William Shakespeare: His World, His Work, His Influence. New
     York: Charles Scribner's Sons.
5. Jonathan Dollimore, ed., 1984. The Radical Tragedy. Cambridge: The Harvester Press.

**Web Resources**

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

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

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

**3 – Strong, 2- Medium, 1- Low**

## SEMESTER II
## CORE COURSE VI: POSTCOLONIAL THEORY AND LITERATURE

| Course Code | L | T | P | S | Credits | Inst. Hours | Total Hours | CIA | External | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | Marks | |
| EP232CC3 | 5 | 1 | - | | 4 | 6 | 90 | 25 | 75 | 100 |

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

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

| On the successful completion of the course, student will be able to: | | |
|---|---|---|
| 1 | understand the emerging trends in Post- Colonial Literature | **K1** |
| 2 | distinguish how race, class, gender, history and identity are presented and problematized in the literary texts | **K2** |
| 3 | be sensitive towards the problems and consequences of the decolonization of a country | **K4** |
| 4 | examine the ethnocentric perspective of different colonial cultures with respect to postcolonial literature | **K3** |
| 5 | interpret the postcolonial concepts found in relation to postcolonial theory | **K3** |
| 6 | assess and construct arguments regarding literature and texts in a postcolonial context. | **K2** |

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

| Units | Contents | No. of Hours |
|---|---|---|
| I | **Prose**<br>Bill Ashcroft, Gareth Griffiths and Helen Tiffin: Introduction to *The Empire Writes Back*<br>Edward Said: Introduction to *Orientalism*<br>Gayatri Chakravorty Spivak: Can the Subaltern Speak? | **18** |
| II | **Poetry**<br>Arun Kolatkar: The Priest, An Old Woman, A Low Temple,<br>A.K. Ramanujan: Returning; Death of a Poem, Farewells<br>Kofi Awonoor: Easter Dawn, The Weaver Bird, Songs of Sorrow<br>Leopold Senghor: In Memoriam, Night of Sine, All Day Long<br>Grace Nichols: In My Name<br>James Reaney: Maps<br>George Bowering: Grand Father | **18** |
| III | **Short Stories**<br>Bessie Head: The Collector of Treasures | **18** |

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

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

**Reference Books**

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

**Web Resources**

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

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

| | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO1** | 3 | 2 | 3 | 3 | 2 | 3 | 2 | 2 | 3 | 3 | 3 | 3 | 3 |
| **CO2** | 3 | 2 | 3 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 3 | 2 | 3 |
| **CO3** | 3 | 2 | 3 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 3 | 2 | 3 |
| **CO4** | 3 | 2 | 3 | 3 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 3 |
| **CO5** | 3 | 2 | 3 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 3 |
| **TOTAL** | 15 | 10 | 15 | 15 | 13 | 11 | 10 | 10 | 15 | 15 | 15 | 13 | 15 |
| **Average** | 3 | 2 | 3 | 3 | 2.6 | 2.2 | 2 | 2 | 3 | 3 | 3 | 2.6 | 3 |

**3 – Strong, 2- Medium, 1- Low**

# SEMESTER – II

## ELECTIVE COURSE III (a): APPROACHES TO ENGLISH LANGUAGE TEACHING

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

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

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

### Course Outcomes

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

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

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

**Reference Books**

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

| Self Study | Unit V: Technology and Language Teaching, Use of Literary and non – literary materials |
|---|---|

Benjamins Publishing Company.

2. Jack C. Richards and Theodore S. Rodgers, 1999. *Approaches and Methods in Language Teaching*. United States of America: Cambridge University Press.

3. Nagaraj, Geetha, 2008. *English language teaching. Approaches, methods and techniques.* Hyderabad: Orient Longman Pvt. Ltd.

4. Nasaruddin Umar, 2011. *Approaches and Methods in Language Teaching*. Surabaya: PMN Publisher

5. Tickoo. M. L, 2009. *Teaching and Learning English. A Sourcebook for Teachers and Teacher – Trainers.* Delhi: Orient Black Swan Private Limited.

**Web Resources**

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

2. https:// www.researchgate.net

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

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

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

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

## MAPPING WITH PROGRAMME OUTCOMES
## AND PROGRAMME SPECIFIC OUTCOMES

| | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO1** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 2 |
| **CO2** | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 2 |
| **CO3** | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| **CO4** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 |
| **CO5** | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 |
| **TOTAL** | 14 | 14 | 15 | 14 | 14 | 15 | 15 | 10 | 15 | 15 | 15 | 13 | 13 |
| **AVERAGE** | 2.7 | 2.7 | 3 | 2.7 | 2.7 | 3 | 3 | 2 | 3 | 3 | 3 | 2.6 | 2.6 |

**3 – Strong, 2- Medium, 1- Low**

**ELECTIVE COURSE III (b): INTRODUCTION TO LINGUISTICS**

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

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

**Learning Objectives:**

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

**Course Outcomes**

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

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

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

| Self Study | Unit III - Branches of Linguistics |
|---|---|

**Reference Books**

1. Radford, A. et.alm 1999. *Linguistics: An Introduction*. United Kingdom: Cambridge University Press.
2. Wardhaugh ,R. 1986. *An Introduction to Sociolinguistics*. United States: Blackwell.
3. Madhukar.G.D, 2012. *Encyclopedia of Language and Linguistics*, (2 Vols.), New Delhi: Swastik Publications.

**Web Resources**

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

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

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

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

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

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

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

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

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

## MAPPING WITH PROGRAMME OUTCOMES
## AND PROGRAMME SPECIFIC OUTCOMES

|  | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PSO 1 | PSO 2 | PSO 3 | PSO 4 | PSO 5 | PSO 6 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO1** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 2 |
| **CO2** | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| **CO3** | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 2 |
| **CO4** | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 |
| **CO5** | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 2 |
| **TOTAL** | 14 | 14 | 15 | 14 | 14 | 15 | 15 | 10 | 15 | 15 | 15 | 13 | 12 |
| **AVERAGE** | 2.7 | 2.7 | 3 | 2.7 | 2.7 | 3 | 3 | 2 | 3 | 3 | 3 | 2.6 | 2.4 |

**3 – Strong, 2- Medium, 1- Low**

## SEMESTER II
## ELECTIVE COURSE III (d): STUDY OF ENGLISH LANGUAGE

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

**Pre-requisite:** The learners need to understand the concept of a second language and distinguish between teaching and learning a language with that of another subject.
**Learning Objectives:**
1. To acquaint students with the fundamentals of English language theories
2. To introduce learners to the concepts of phonology, morphology and syntax.

## Course Outcomes

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

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

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

| Self Study | **Unit V:** Discourse Analysis |
|---|---|

**Reference Books**

1. Wood, Frederick T, 2015. The Outline History of the English Language. New Delhi: Trinity Press.

2. Khare Ayushi, 2018. Handbook of English Language.   India   Evincepub Publishing

**Web Resources**

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

## MAPPING WITH PROGRAMME OUTCOMES
## AND PROGRAMME SPECIFIC OUTCOMES

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

**3 – Strong, 2- Medium, 1- Low**

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

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

**Pre-requisite:** A knowledge about Nobel Laureates.
**Learning Objectives:**
    1. To introduce the learners to the Nobel Laureates of various genres of Literature
    2. To evaluate critically and aesthetically the prescribed texts

### Course Outcomes

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

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

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

**Reference Books:**

| Self Study | Unit II: To read the novel *Sula* |
|---|---|

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

**Web Resources:**

1. https://en.wikipedia.org/wiki/List_of_Nobel_laureates_in_Literature

2. https://www.britannica.com/biography/Pablo-Neruda

3. https://www.britannica.com/topic/Nobel-Prize

4. https://interestingliterature.com/2021/07/harold-pinter-the-caretaker-summar y-analysis/amp/

5. https://www.britannica.com/biography/Alice-Munro

## MAPPING WITH PROGRAMME OUTCOMES AND PROGRAMME SPECIFIC OUTCOMES

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

**3 – Strong, 2- Medium, 1- Low**

## ELECTIVE COURSE I V : b) TRAVEL WRITING

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

**Pre-requisite:** A knowledge about the genre travel writing

**Learning Objectives:**

1. To introduce the significance of travel writing and its features.
2. To enable the learners to identify the themes in travel writing.

**Course Outcomes**

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

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

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

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

**Reference Books:**

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

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

**Web Resources:**

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

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

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

4. https://ijcrt.org/papers/IJCRT2010190.pdf

### MAPPING WITH PROGRAMME OUTCOMES
### AND PROGRAMME SPECIFIC OUTCOMES

|  | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO1** | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 2 | 3 | 3 | 2 |
| **CO2** | 2 | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 1 | 2 | 2 | 3 |
| **CO3** | 3 | 2 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 1 |
| **CO4** | 3 | 2 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 |
| **CO5** | 1 | 2 | 3 | 3 | 3 | 2 | 2 | 1 | 2 | 3 | 1 | 3 | 2 |
| **TOTAL** | 12 | 12 | 15 | 14 | 13 | 12 | 13 | 12 | 12 | 11 | 11 | 13 | 10 |
| **AVERAGE** | 2.4 | 2.4 | 3 | 2.8 | 2.6 | 2.2 | 2.6 | 2.4 | 2.4 | 2.2 | 2.2 | 2.6 | 2 |

**3 – Strong, 2- Medium, 1- Low**

## ELECTIVE COURSE I : c) ENTREPREUNERSHIP DEVELOPMENT

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

**Pre-requisite:** An interest in entrepreneurship.

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

### Course Outcomes

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

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

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

| Self Study | Unit II: Various use of technologies in being an entrepreneur. |
|---|---|

**Reference Books:**

1. 2017. *The Age of Metapreneurship: A Journey into the Future of Entrepreneurship.* C. J. Cornell. Venture Point Press.

2. 2016. A Brief History of Entrepreneurship. Joe Carlen. Columbia Business School Publishing.

**Web Resources:**

1. https://www.cmu.edu/swartz-center-for-entrepreneurship/education-and-resources/project-olympus/pdf/entrepreneurship-101.pdf

2. https://byjus.com/commerce/what-is-entrepreneurship/

3. https://in.indeed.com/career-advice/career-development/types-of-entrepreneurship
4. https://www.modernhealthcare.com/article/20150221/MAGAZINE/302219978/h ealth-entrepreneurship-on-the-rise

## MAPPING WITH PROGRAMME OUTCOMES
## AND PROGRAMME SPECIFIC OUTCOMES

|  | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PSO1 | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CO1** | 3 | 1 | 3 | 1 | 3 | 3 | 3 | 3 | 3 | 1 | 3 | 3 | 2 |
| **CO2** | 1 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 2 | 3 |
| **CO3** | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 3 | 1 |
| **CO4** | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| **CO5** | 2 | 2 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 3 | 2 |
| **TOTAL** | 10 | 10 | 15 | 13 | 15 | 15 | 14 | 13 | 13 | 13 | 11 | 13 | 10 |
| **AVERAGE** | 2 | 2 | 3 | 2.6 | 3 | 3 | 2.8 | 2.6 | 2.6 | 2.6 | 2.2 | 2.6 | 2 |

**3 – Strong, 2- Medium, 1- Low**

## SKILL ENHANCEMENT COURSE I: TECHNOLOGY IN TEACHING ENGLISH

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

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

**Learning Objectives:**

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

## Course Outcomes

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

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

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

| | | E-Learning | | |
|---|---|---|---|---|
| **V** | | Asynchronous e-learning Vs Synchronous e-learning of Language<br>Challenges and Solutions in e-learning<br>Application of Machine Translation. | | **12** |

| Self-<br>Study | **Unit IV:** Lexicography and its uses |
|---|---|
| | |

**Reference Books:**

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

**Web Resources**

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

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

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

**3 – Strong, 2- Medium, 1- Low**

**LIFE SKILL TRAINING – I ETHICS**

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

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

**Learning Objectives**

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

| Course Outcomes | On completion of this course the student will be able to | |
|---|---|---|
| CO1 | understand deeper insight of the meaning of their existence. | K1 |
| CO2 | recognize the philosophy of life and individual qualities | K2 |
| CO3 | acquire the skills required for a successful personal and professional life. | K3 |
| CO4 | develop as socially responsible citizens. | K4 |
| CO5 | create a peaceful, communal community and embrace unity. | **K3** |

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

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

**Textbooks**

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

**Reference Books**

1. Holy Cross College (Autonomous), Nagercoil (2007). Foundation Course

Life's Challenges. Sipca Computers.

2. Mathew, Sam (2010). Self Help Life Book. Opus Press Publisher.

3. Swati Mehrotra. (2016). Inspiring Souls Moral Values and Life Skills (1st ed.) [English]. Acevision Publisher Pvt. Ltd.

4. Irai Anbu, v. (2010, August). Random Thoughts (1st ed.) [English]. THG Publishing Private Limited, 2019.

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

**Web Resources**

1. https://positivepsychology.com/goal-setting-exercises/

2. https://www.gov.nl.ca/iet/files/CCB_GroupDynamicsGuide.pdf

3. https://en.wikipedia.org/wiki/Conflict_resolution

4. https://asana.com/resources/decision-making-process

5. https://www.mayoclinic.org/healthy-lifestyle/adult-health/in-depth/anger-management/art-20045434