

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)

PEOs	Upon completion of B.A/B.Sc. Degree Programme, the graduates will be able to	Mapping with Mission
PEO 1	apply appropriate theory and scientific knowledge to participate in activities that support humanity and economic development nationally and globally, developing as leaders in their fields of expertise.	M1& M2
PEO 2	use practical knowledge for developing professional empowerment and entrepreneurship and societal services.	M2, M3, M4 & M5
PEO 3	pursue lifelong learning and continuous improvement of the knowledge and skills with the highest professional and ethical standards.	M3, M4, M5 & M6

Programme Outcomes (POs)

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

Programme Specific Outcomes (PSOs)

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

Mapping of PO'S and PSO'S

POs	PSO1	PSO 2	PSO3	PSO4	PSO5
PO 1	S	S	S	S	S
PO 2	S	M	S	S	M
PO 3	S	M	S	S	S
PO4	S	S	S	S	S
PO5	S	S	S	M	S
PO6	S	M	S	S	S
PO7	S	S	S	M	S

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

Eligibility Norms for Admission

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

Duration of the Programme: 3 years

Medium of Instruction: English

Passing Minimum

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

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

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

Course Structure

Distribution of Hours and Credits

Curricular Courses

Course	S I	S II	S III	S IV	S V	S VI	Total	
							H	C
Part I – Language	6 (3)	6 (3)	6 (3)	6 (3)			24	12
Part II – English	6 (3)	6 (3)	6 (3)	6 (3)			24	12
Part III								
Core Course	5 (5)+ 5 (5)	5 (5) +5 (5)	5 (5)+ 5 (5)	5 (5)+ 5 (5)	5 (4)+ 5 (4)+ 5 (4)+	6(5) + 6(4) + 6(4)	78	69
Core Project					5 (4)			
Elective / Discipline Specific Elective Courses	4 (3)	4 (3)	4 (3)	4 (3)	4 (3)+ 4 (3)	5 (3)+ 5 (3)	34	24
Part IV								
Non-major Elective	2 (2)	2 (2)					4	4
Skill Enhancement Course		2 (2)	1(1+ 2 (2)	1 (1) +2 (2)			8	8
Foundation Course	2 (2)						2	2
Environmental Studies			1	1 (2)			2	2
Value Education					2 (2)		2	2
Summer Internship /Industrial Training					(2)		-	2
Extension Activity						(1)	-	1
Professional Competency Skill						2 (2)	2	2
Total	30(23)	30(2 3)	30(2 2)	30 (24)	30 (26)	30 (22)	180	140

Co-curricular Courses

Course	S I	S II	S III	S IV	S V	S VI	Total
LST (Life Skill Training)	-	(1)	-	(1)			2
Skill Development Training (Certificate Course)	(1)						1
Field Project		(1)					1
Specific Value-added Course	(1)		(1)				2
Generic Value-added Course				(1)		(1)	2
MOOC		(1)		(1)		(1)	3
Student Training Activity: Clubs & Committees / NSS				(1)			1
Community Engagement Activity: RUN				(1)			1
Human Rights Education					(1)		1
Gender Equity Studies						(1)	1
Total							15

Total number of Compulsory Credits = Academic credits + Non-academic credits: 140 + 15

Courses Offered

SEMESTER I

Course	Course Code	Title of the Course	Credits	Hours / Week
Part I	TU231TL1	Language: Tamil	3	6
	FU231FL1	French		
Part II	EU231EL1	English	3	6
Part III	EU231CC1	Core Course I: Introduction to Literature	5	5
	EU231CC2	Core Course II: Indian Writing in English	5	5
	EU231EC1	Elective Course I: Social History of England	3	4
Part IV	EU231NM1	Non Major Elective NME I: English for Communication	2	2
	EU231FC1	Foundation Course: Major Literary Movements	2	2
Total			23	30

SEMESTER II

Course	Course Code	Title of the Course	Credits	Hours / Week
Part I	TU232TL1	Language: Tamil	3	6

	FU232FL1	French		
Part II	EU232EL1	English	3	6
Part III	EU232CC1	Core Course III: British Literature I	5	5
	EU232CC2	Core Course IV: American Literature I	5	5
	EU232EC1	Elective Course II: History of English Literature	3	4
Part IV	EU232NM1	Non Major Elective NME II: Public Speaking Skills	2	2
	EU232SE1	Skill Enhancement Course SEC I: English for Business	2	2
		Total	23	30

Co-curricular Courses

Part	Semester	Code	Title of the Course	Credit
Part V	I & II	UG232LC1	Life Skill Training I: Catechism	1
		UG232LM1	Life Skill Training I: Moral	
	I	UG231C01 – UG231C--	Skill Development Training (SDT) - Certificate Course	1
	II	EU232FP1	Field Project	1
	I & III	EU231V01- EU231V--/ EU233V01 – EU233V--	Specific Value-added Course	1+1
	II, IV & VI	-	MOOC	1+1+1
	III & IV	UG234LC1	Life Skill Training II: Catechism	1
		UG234LM1	Life Skill Training II: Moral	
	IV & VI	UG234V01- UG234V--/ UG236V01- UG236V--	Generic Value-added Course	1 +1
	I - IV	UG234ST1	Student Training Activity – Clubs & Committees / NSS	1
	IV	UG234CE1	Community Engagement Activity - RUN	1
	V	UG235HR1	Human Rights Education	1
	VI	UG236GS1	Gender Equity Studies	1
		Total	15	

Specific Value Added Course

Sl. No.	Course Code	Title of the Course	Total Hours
I	EU231V01	English Course for Same Language Subtitling	30

Examination Pattern

Each paper carries an internal component.

There is a passing minimum for external component.

A minimum of 40% in the external examination and an aggregate of 40% is required.

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

Ratio of Internal and External= 25:75

Continuous Internal Assessment (CIA)

Internal Components and Distribution of Marks

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

Question Pattern

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

Lab Course:

Ratio of Internal and External= 25:75

Total: 100 marks

Internal Components and Distribution of Marks

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

Question pattern

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

Core Project

Ratio of Internal and External = 25:75

Components	Marks
Internal	25
External	
Report	40
Viva voce	35

Part - IV

i. Non-major Elective, Foundation Course, Skill Enhancement Course, Value Education, Professional Competency Skill

Ratio of Internal and External = 25: 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 One out of Three)	9	Part C 5 x 8 (open choice any Five out of Eight)	40
Total	25	Total	75

ii. Environmental Studies

Internal Components

Component	Marks
Project Report	15
Viva voce	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 One out of Three)	9	Part C 5 x 8 (Open choice any Five out of Eight)	40
Total	25	Total	75

iii. Summer Internship/Industrial Training

Components	Marks
------------	-------

Industry Contribution	50
Report & Viva-voce	50

Co-Curricular Courses:

- i. **Life Skill Training: Catechism & Moral, Human Rights Education & Gender Equity Studies**

Internal Components

Component	Marks
Project - Album on current issues	25
Group Song/ Mime/ Skit	25
Total	50

External Components

Component	Marks
Quiz	20
Written Test: Open choice – 5 out of 7 questions (5 x 6)	30
Total	50

- ii. **Skill Development Training (SDT) - Certificate Course:**

Components	Marks
Attendance & Participation	50
Skill Test	50

- iii. **Field Project:**

Components	Marks
Field Work	50
Report & Viva-voce	50

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

Components	Marks
Internal	25
External	75

- v. **Community Engagement Activity: Reaching the Unreached Neighbourhood (RUN)**

Components	Marks
Attendance & Participation	50
Field Project	50

- vi. **Student Training Activity: Clubs and Committees**

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

Component	Marks
Attendance	25
Participation	25
Total	50

Outcome Based Education (OBE)

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

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

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

(ii) Weightage of K – Levels in Question Paper

Number of questions for each cognitive level:

Evaluation

Programme	Assessment	Lower Order Thinking									Higher order thinking			Total number of questions
		K1			K2			K3			K4, K5, K6			
	Part	A	B	C	A	B	C	A	B	C	A	B	C	
I UG	Internal	2	2		1	1	1	1	-	2	-	-	-	10
	External	5	2	1	3	2	2	2	1	2	-	-	-	20
II UG	Internal	1	-	1	1	2		1	-	1	1	1	1	10
	External	5	1	1	4	1	1	-	3	1	1	-	2	20
III UG	Internal	1	1	-	-	1	-	1	-	1	2	1	2	10

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

Conferment of Bachelor's Degree

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

Grading System

For the Semester Examination:

Calculation of Grade Point Average for End Semester Examination:

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

For the entire programme:

$$\text{Cumulative Grade Point Average (CGPA)} = \frac{\sum_n \sum_i C_{ni} G_{ni}}{\sum_n \sum_i C_{ni}}$$

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

Where

C_i - Credits earned for course i in any semester

G_i - Grade point obtained for course i in any semester

n - semester in which such courses were credited

Final Result

Conversion of Marks to Grade Points and Letter Grade

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

Overall Performance

CGPA	Grade	Classification of Final Result
9.5-10.0	O+	First Class – Exemplary*
9.0 and above but below 9.5	O	

8.5 and above but below 9.0	D++	First Class with Distinction*
8.0 and above but below 8.5	D+	
7.5 and above but below 8.0	D	
7.0 and above but below 7.5	A++	First Class
6.5 and above but below 7.0	A+	
6.0 and above but below 6.5	A	
5.5 and above but below 6.0	B+	Second Class
5.0 and above but below 5.5	B	
4.0 and above but below 5.0	C	Third Class
0.0 and above but below 4.0	U	Re-appear

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

SEMESTER I
CORE COURSE I: INTRODUCTION TO LITERATURE

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

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

Learning Objectives:

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

Course Outcomes

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

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

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

	Lady Gregory - <i>The Rising of the Moon</i>	
V	One Act Play Saki: <i>The Open Window</i> . (H. H. Munro's) J.M. Synge: <i>Riders to the Sea</i> .	15

Self Study	Forms of Poetry
------------	-----------------

Text Books

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

Reference Books

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

Web Resources

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

MAPPING WITH PROGRAMME OUTCOMES AND PROGRAMME SPECIFIC OUTCOMES

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

3 – Strong, 2- Medium, 1- Low

SEMESTER I
CORE COURSE II: INDIAN WRITING IN ENGLISH

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

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

Learning Objectives:

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

Course Outcomes

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

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

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

Text Books

1. A. K. Ramanujan, 1997, *A Flowering Tree And Other Oral Tales from India*. University of California Press, Berkeley London.
2. Jogindar Pal, 1998, *Sleepwalkers*. Katha, New Delhi.
3. Girish Karnad, 2008, *Hayavadana*. Oxford University Press, England.
4. Arvind Krishna Mehrotra, 2003, *A History of Indian Literature in English*. Hurst & Company, London.

Reference Books

1. Ruskin Bond, 1988, *The Night Train at Deoli and Other Stories*. Penguin Books, India. pp- 248.
2. Chetan Bhagat, 2008, *The 3 Mistakes of My Life*. Rupa Publications, Delhi. Pp- 258.

Web Resources

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

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

<https://allpoetry.com/Village-Song>

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

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

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

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1	2	3	2	2	2	3	3	3	2	2	2	2	3
CO2	3	2	2	3	3	2	3	3	2	2	3	3	3
CO3	3	3	3	3	3	2	3	3	3	3	3	3	2
CO4	3	3	3	3	3	3	3	3	3	3	3	3	2
CO5	2	3	2	3	3	3	2	3	3	2	2	3	2
TOTAL	13	14	12	14	14	13	14	15	13	12	13	14	12
AVERAGE	2.6	2.8	2.4	2.8	2.8	2.6	2.8	3	2.6	2.4	2.6	2.8	2.4

3 – Strong, 2- Medium, 1- Low

SEMESTER I
ELECTIVE COURSE I: SOCIAL HISTORY OF ENGLAND

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

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

Learning Objectives:

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

Course Outcomes

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

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

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

Self Study	Causes for French Revolution
-------------------	------------------------------

Text Books

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

Reference Books

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

Web Resources

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

MAPPING WITH PROGRAMME OUTCOMES AND PROGRAMME SPECIFIC OUTCOMES

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

3 – Strong, 2- Medium, 1- Low

SEMESTER I
NON MAJOR ELECTIVE NME I:
ENGLISH FOR COMMUNICATION

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

Pre-requisite: Basic knowledge in English language.

Learning Objectives:

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

Course Outcomes

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

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

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

Self-Study	Speaking Skills
-------------------	-----------------

Reference Books

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

Quickly. US: KDP Publishers.

Web Resources

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

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

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1	3	3	3	3	2	3	3	3	3	3	2	3	2
CO2	3	2	3	2	3	2	2	3	3	3	3	2	2
CO3	2	3	3	3	2	3	3	3	3	2	2	2	3
CO4	3	2	3	2	3	2	3	3	2	2	2	2	3
CO5	3	3	3	3	2	3	3	3	2	3	3	3	3
TOTAL	14	13	15	13	12	13	14	15	13	13	12	12	13
AVERAG E	2.8	2.6	3	2.6	2.4	2.6	2.8	3	2.6	2.6	2.4	2.4	2.6

3 – Strong, 2- Medium, 1- Low

**SEMESTER I
FONDATION COURSE
MAJOR LITERARY MOVEMENTS**

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

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

Learning Objectives:

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

Course Outcomes

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

K1 - Remember; K2 - Understand; K3 - Apply

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

Self-Study	Impact of World Wars
-------------------	----------------------

Text Books

1. Singh R N. 2004, *Introduction to Movements, Ages and Literary Forms* Vishwavidyalaya Prakashan, Varanasi
2. Heaney, Seamus. 2000. *Beowulf*. London: Faber.
3. Spenser, Edmund. 1960. *The Faerie Queene*; II. London: J.M. Dent & Sons Ltd.,

Reference Books

1. Bunyan, John. 1899. *The Pilgrim's Progress*. New York, G. H. McKibbin.
2. Coleridge, Samuel Taylor. 1992. *The Rime of the Ancient Mariner*. Dover Publications,.
3. Scott, Walter. 2018. *Rob Roy*. Penguin Classics

Web Resources

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

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

	PO1	PO2	PO3	PO4	PO5	PO 6	PO 7	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO1	3	1	3	3	3	2	2	3	2	3	3	3	2
CO2	3	2	2	3	3	2	3	3	2	2	3	3	2
CO3	3	2	3	3	3	2	3	3	3	2	3	3	2
CO4	3	3	2	3	3	2	3	3	2	3	3	3	2
CO5	3	3	2	3	3	2	2	3	2	3	3	3	2
TOTAL	15	11	11	15	15	10	13	15	11	13	15	15	10
AVERAGE	3	2	2	3	3	2	2.6	3	2	2.6	3	3	2

3 – Strong, 2- Medium, 1- Low

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

Course Code	Credit	Total Hours	Total Marks
EU231V01	1	30	100

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

Learning Objectives:

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

Course Outcomes

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

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

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

Self Study	Learning the basic grammar rules and proofreading
-------------------	---

Reference Books

1. Cintas, Jorge Diaz & Aline Remael. (2014). Audiovisual Translation: Subtitling. London. Routledge.
2. Venuti, Lawrence. (2000). The Translation Studies Reader. London. Routledge.
3. Orrego Carmona, David & Yvonne Lee. (2017). Non-professional Subtitling. United Kingdom. Cambridge Scholars Publishing.
4. Perego, Elisa & Silvia Bruti. (2015). Subtitling Today: shapes and their Meanings. United Kingdom. Cambridge Scholars Publishing.

Web Resources

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

Activities

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

SEMESTER II

CORE COURSE III: BRITISH LITERATURE I

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

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

Learning Objectives:

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

Course Outcomes

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

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

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

	Lord Byron: She Walks in Beauty P.B. Shelley: Arethusa, Hymn to Intellectual Beauty. John Keats: <i>Endymion</i> Book-I (Lines 1-23)	
III	Poetry John Milton: <i>Paradise Lost</i> (Book 4)	15
IV	Drama Christopher Marlowe: <i>Dr. Faustus</i> Oliver Goldsmith: <i>She Stoops to Conquer</i>	15
V	Fiction Jonathan Swift: “Voyage to Lilliput” from <i>Gulliver’s Travels</i> Charles Dickens: “Recalled to Life” from <i>A Tale of Two Cities</i> .	15

Text Books:

Self Study	Life history of the poet
-------------------	--------------------------

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

Reference Books :

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

Web Resources:

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

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

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

3 – Strong, 2- Medium, 1- Low

SEMESTER II

CORE COURSE IV: AMERICAN LITERATURE I

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

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

Learning Objectives:

1. To examine the growth and development of various genres of American literature.
2. To create a critical aptitude of probing through the famous works in American literature.

Course Outcomes

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

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

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

	Niel Simon: <i>The Odd Couple</i>	
--	-----------------------------------	--

Self Study	Life history of Martin Luther King Jr.
-------------------	--

Text Books

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

Reference Books

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

Web Resources

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

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

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

3 – Strong, 2- Medium, 1- Low

SEMESTER II

ELECTIVE COURSE II: HISTORY OF ENGLISH LITERATURE

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

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

Learning Objectives:

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

Course Outcomes

On the successful completion of the course, student will be able to:		
1	gain extensive insight into the history of English literature, while laying special emphasis on various literary movements, genres and writers that are held to be the representatives of their times.	K1, K2
2	evaluate the way socio-cultural and historical phenomena influence the literary production of a particular period.	K3
3	familiarize themselves with the socio-cultural ambience and the discursive frameworks of various ages.	K3
4	develop a nuanced appreciation of the literary stalwarts of those times.	K2, k3
5	gain in-depth understanding on the growth of the English language under the influence of various other languages including Latin and French, besides being mentored in the structural nitty-gritties of the language.	K3

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

Units	Contents	No. of Hours
I	Introduction to the History of British Literature - British Poetry, Prose, Drama and Fiction	12
II	The Renaissance Period (1350–1660) i) An Introduction to Bible Translation: William Tyndale, Myles Coverdale ii) The University Wits: Christopher Marlowe, Robert Greene, Thomas Nashe, John Lyly, Thomas Lodge, George Peele, Thomas Kyd iii) Elizabethan and Jacobean Drama: William Shakespeare, Ben Jonson, John Webster iv) Comedy of Humours: Thomas Dekker, George Chapman	12
III	The Late Seventeenth and the Eighteenth Centuries (1660-1800) i) Comedy of Manners: William Congreve, Richard Brinsley Sheridan, George Etherege, Oliver Goldsmith, Aphra Behn ii) Neo-Classicism: Alexander Pope, John Dryden, Jonathan Swift, Daniel Defoe, Samuel Johnson iii) Sentimental and Anti-sentimental Comedies: Richard Steele, Colley	12

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

Self Study	Versions of Bible Translation
-------------------	-------------------------------

Text Books

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

Reference Books

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

Web Resources

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

MAPPING WITH PROGRAMME OUTCOMES AND PROGRAMME SPECIFIC OUTCOMES

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

3 – Strong, 2- Medium, 1- Low

FIRST YEAR: SEMESTER II

NON MAJOR ELECTIVE NME II: PUBLIC SPEAKING SKILLS

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

Pre-requisite: Proficiency in written and spoken language.

Learning Objectives:

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

Course Outcomes

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

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

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

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

Reference Books

1. Apple, W. Streeter, L.A. & Krauss, R. M. 1979. *Effects of Pitch and Speech Rate on Personal*

Attributions. Journal of Personality and Social Psychology, 715-727.

2. Gamble, Teri Qwal. 2015. *The Public Speaking Playbook*. Sage Publications. London.
3. Lucas, Stephen. E. 1983. *The Art of Public Speaking*. Wyatt North Publishing. LLC.
4. Barton, Kristen. 2019. *Exploring Public Speaking*. 4th Edition. Georgia University Press. US.
5. Acker, Mike. 2015. *Speak with No Fear*. 2nd Edition. Advantage Publishing Group. UK.

Web Resources

1. <https://batch.libretexts.org/print/Letter/Finished/socialsci-53260/Full.pdf>
2. https://openlibrary.org/books/OL7307288M/The_Art_of_Public_Speaking_%289th_Edition%29
3. <https://www.youtube.com/watch?v=hbbvUZOLTQY>
4. <https://www.youtube.com/watch?v=HANw168huqA>
5. <https://professional.dce.harvard.edu/blog/10-tips-for-improving-your-public-speaking-skills/>

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

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

3 – Strong, 2- Medium, 1- Low

SEMESTER II

SKILL ENHANCEMENT COURSE (SEC I): ENGLISH FOR BUSINESS

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

Pre-requisite: Familiarity with the basics of English language

Learning Objectives:

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

Course Outcomes

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

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

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

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

Self Study	Oral Presentation, English Pronunciation
-------------------	--

Text Book

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

Reference Books

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

Web Resources

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

*Handouts will be distributed to students on the prescribed topics

MAPPING WITH PROGRAMME OUTCOMES AND PROGRAMME SPECIFIC OUTCOMES

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

3 – Strong, 2- Medium, 1- Low

SEMESTER I & II
Life Skill Training I: Catechism
Course Code: UG232LC1

Hours	Credit	Total Hours	Total Marks
1	1	30	100

Objectives:

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

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

Unit I

Value Education:

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

Unit II

Individual Values: Esther

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

Unit III

Family Values: Ruth the Moabite

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

Spiritual Values: Hannah

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

Unit IV

Social Values: Deborah

Good Behaviour – Devotion to Teachers – Save Nature – Positive Thoughts – The Role of Youth in Social Welfare
 Bible Reference: Judges 4:4-9

Unit V

Cultural Values: Mary of Bethany

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

Text Book

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

SEMESTER I & II
Life Skill Training I: Moral
Course Code: UG232LM1

Hours	Credit	Total Hours	Total Marks
1	1	30	100

Objectives:

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

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

Unit I

Value Education:

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

Unit II

Individual Values:

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

Unit III

Family Values:

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

Unit IV

Spiritual Values:

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

Unit V

Social Values:

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

Unit VI

Cultural Values:

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

Text Book

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