

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

UG Guidelines & Syllabus

DEPARTMENT OF ENGLISH LITERATURE WITH MEDIA COMMUNICATION



2024-2027

Issued from
THE DEANS' OFFICE

Vision

To chisel empowered media professionals with ethical responsibility and cultural sensitivity

Mission

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

Programme Educational Objectives (PEOs)

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

Programme Outcomes (POs)

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

Programme Specific Outcomes (PSOs)

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

Mapping of POs and PSOs

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

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

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(5) + 6(4)	78	70
Core Research Project								
Elective Course	4 (3)	4 (3)	4 (3)	4 (3)	4 (3) + 4 (3)	5 (3) + 5 (3)	34	24
Part IV								
Non-major Elective	2 (2)	2 (2)					4	4
Skill Enhancement Course		2 (2)	2(2) + 2 (2)	2 (2)			8	8
Foundation Course	2 (2)						2	2
Environmental Studies				2 (2)			2	2
Value Education					2 (2)		2	2
Internship					(2)		-	2
Professional Competency Skill						2 (2)	2	2
Total	30 (23)	30 (23)	30 (23)	30 (23)	30 (26)	30 (22)	180	140

Components

Part III (Core, Elective and Discipline Specific Elective)

Courses	Components	No. of Courses x Maximum Mark	Total
Core	Theory Courses	14 x 100	1400
	Project	1 x100	100
Elective	Theory Courses	4 x 100	400
Discipline Specific Elective	Theory Courses	4 x 100	400
Total Marks			2300

Co-curricular Courses

Course	S I	S II	S III	S IV	S V	S VI	Total
LST (Life Skill Training)	-	(1)	-	(1)			2
SDT (Certificate Course)	(1)						1
Field Project		(1)					1
Specific Value-added Course	(1)		(1)				2
Generic Value-added Course				(1)		(1)	2
MOOC		(1)		(1)			2
Student Training (ST): Clubs & Committees / NSS				(1)			1
Service Learning Course (SLC) RUN				(1)			1
Human Rights Education					(1)		1
Gender Equity Studies						(1)	1
Total							14

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

SEMESTER I

Course	Course Code	Title of the Course	Credits	Hours/ Week
Part I	TU241TL1	Language: Tamil	3	6
	FU241FL1	French		
Part II	EU241EL1	English: A Stream	3	6
	EU241EL2	English: B Stream		
	EU241EL3	English: C Stream		
Part III	GU241CC1	Core Course I: Introduction to Literature	5	5
	GU241CC2	Core Course II: Indian Writing in English	5	5
	GU241EC1	Elective Course I: Fundamentals of Media Communication	3	4
Part IV	GU241NM1	Non-Major Elective NME I: Creative Writing	2	2
	GU241FC1	Foundation Course FC: Major Literary Movements	2	2
		Total	23	30

SEMESTER II

Course	Course Code	Title of the Course	Credits	Hours/ Week
Part I	TU242TL1	Language: Tamil	3	6
	FU242FL1	French		
Part II	EU242EL1	English: A Stream	3	6
	EU242EL2	English: B Stream		
	EU242EL3	English: C Stream		
Part III	GU242CC1	Core Course III: British Literature	5	5
	GU242CC2	Core Course IV: Social History of England	5	5
	GU242EC1	Elective Course II: Computers in Media Communication	3	4

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

SEMESTER III

Course	Course Code	Title of the Course	Credits	Hours / Week
Part I	TU243TL1	Language: Tamil	3	6
	FU243FL1	French		
Part II	EU243EL1	English	3	6
Part III	GU243CC1	Core Course V: American Literature	5	5
	GU243CC2	Core Course VI: History of English Literature	5	5
	GU243EC1	Elective Course III: Digital Media Production	3	4
Part IV	GU243SE1	Skill Enhancement Course SEC-II: Art and Literary Aesthetics	1	1
	UG24CSE1	Skill Enhancement Course SEC-III: Fitness for Wellbeing	2	2
	UG244EV1	Environmental Studies	-	1
		Total	22	30

SEMESTER IV

Course	Course Code	Title of the Course	Credits	Hours / Week
Part I	TU244TL1	Language: Tamil	3	6
	FU244FL1	French		
Part II	EU244EL1	English	3	6
Part III	GU244CC1	Core Course VII: World Literature in Translation	5	5
	GU244CC2	Core Course VIII: Language and Linguistics	5	5
	GU244EC1	Elective Course IV: Film Law and Ethics	3	4
Part IV	GU244SE1	Skill Enhancement Course SEC-IV: English for Media	1	1
	UG24CSE2	Skill Enhancement Course SEC-V: Digital Fluency	2	2
	UG244EV1	Environmental Studies (EVS)	2	1
		Total	24	30

SEMESTER V

Course	Course Code	Title of the Course	Credits	Hours/Week
Part III	GU245CC1	Core Course IX: English Language Teaching	4	5
	GU245CC2	Core Course X: Children's Literature	4	5
	GU245CC3	Core Course XI: Contemporary Advertisements	4	5
	GU245RP1	Core Research Project	4	5

	GU245DE1	Discipline Specific Elective I: a) Women's Writing	3	4
	GU245DE2	b) Literature and Environment		
	GU245DE3	c) Literary Criticism		
	GU245DE4	Discipline Specific Elective II: a) World Cinema		
	GU245DE5	b) Pre-production Media Work Culture in Media	3	4
	GU245DE6	c) Film Genre Film Makers		
Part IV	GU245VE1	Value Education	2	2
	GU245IS1	Internship	2	-
		Total	26	30

SEMESTER VI

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

Co-Curricular Courses

Part	Semester	Code	Title of the Course	Credit
Part V	I & II	UG242LC1	Life Skill Training I: Catechism	1
		UG242LM1	Life Skill Training I: Moral	
	I	UG241C01 –	Skill Development Training (SDT) - Certificate Course	1
	II	GU242FP1	Field Project	1
	I & III	GU241V01 -	Specific Value-added Course	1+1
	II & IV	-	MOOC	1+1
	III & IV	UG244LC1	Life Skill Training II: Catechism	1
		UG244LM1	Life Skill Training II: Moral	
	IV & VI	GVAC2401 -	Generic Value-added Course	1 +1
	I - IV	UG244ST1	Student Training Activity – Clubs & Committees / NSS	1
	IV	UG244CE1	Community Engagement Activity - RUN	1
	V	UG245HR1	Human Rights Education	1
	VI	UG246GS1	Gender Equity Studies	1
		Total	14	

Specific Value-Added Courses

Semester	Course Code	Title of the Course	Credits	Total Hours
I	GU241V01	English for Business and Entrepreneurship	1	30
I	GU241V02	Introduction to Visual Media	1	30
I	GU241V03	Writing for 21st Century Media	1	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.

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

Ratio of Internal and External= 25:75

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

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

Question Pattern

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

ii. Lab Course:

Ratio of Internal and External= 25:75 Total: 100 marks

Internal Components and Distribution of Marks

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

Question pattern

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

iii. Core Research Project

Ratio of Internal and External = 25:75

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

Part - IV

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

Ratio of Internal and External = 25: 75

Internal Components and Distribution of Marks

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

Question Pattern

Internal Test	Marks	External Exam	Marks
Part A 2 x 2 (No Choice)	4	Part A 5 x 2 (No Choice)	10
Part B 3 x 4 (Open choice Three out of Five)	12	Part B 5 x 4 (Open choice any Five out of Eight)	20
Part C 1 x 9 (Open choice One out of Three)	9	Part C 5 x 9 (Open choice any Five out of Eight)	45
Total	25	Total	75

ii. Skill Enhancement Course III & IV Digital Fluency

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

Fitness and Wellbeing

Components	Marks
Internal	
Quiz (15 x 1)	15

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

iii. 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 4 (Open choice any Five out of Eight)	20
Part C 1 x 9 (Open choice One out of Three)	9	Part C 5 x 9 (Open choice any Five out of Eight)	45
Total	25	Total	75

iv. Internship

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

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 Activity	25
Total	50

External Components

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

ii. Skill Development Training - Certificate Course:

Components	Marks
Attendance & Participation	50
Skill Test	50
Total	100

iii. Field Project:

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

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

Components	Marks
Internal	25
External	75
Total	100

v. Student Training Activity: Clubs and Committees

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

Component	Marks
Attendance	25
Participation	75
Total	100

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

Components	Marks
Attendance & Participation	50
Field Project	50
Total	100

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

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

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

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

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

Evaluation

- 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 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.
- 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 reappear in such failed course(s) in the subsequent examinations to be held in October/ November or April/May. However, candidates who have arrears in practical examination shall be permitted to reappear for their areas only along with regular practical examinations in the respective semester.
- v. Viva-voce: Each project group shall be required to appear for Viva -voce examination in defence of the project.
- vi. The results of all the examinations will be published in the college website.

Conferment of Bachelor’s Degree

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

Grading System

For the Semester Examination:

Calculation of Grade Point Average for End Semester Examination:

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

For the entire programme:

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

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

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
GU241CC1	4	1	-	-	5	5	75	25	75	100

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

Learning Objectives:

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

Course Outcomes

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

K1 - Remember; K2 - Understand; K3 - Apply

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

Self Study	Types of Drama
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Textbook

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

Reference Books

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

Web Resources

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

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

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

3 – Strong, 2- Medium, 1- Low

SEMESTER I
CORE COURSE II: INDIAN WRITING IN ENGLISH

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

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

Learning Objectives:

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

Course Outcomes

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

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

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

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

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

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

Reference Books

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

Web Resources

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

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

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

3 – Strong, 2- Medium, 1- Low

SEMESTER I

ELECTIVE COURSE I: FUNDAMENTALS OF MASS MEDIA COMMUNICATION

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
GU241EC1	5	-	-	-	3	4	60	25	75	100

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

Learning Objectives:

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

Course Outcomes

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

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

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

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

1. McQuail, D., 2010. Mass Communication Theory: An Introduction. 6th Edition. Sage Publications, Inc., Thousand Oaks, CA.

2. Baran, S. J., 2018. Introduction to Mass Communication: Media Literacy and Culture. 11th Edition. McGraw-Hill Education, New York, NY.

Reference Books

1. Briggs, A., & Burke, P., 2009. A Social History of the Media: From Gutenberg to the Internet. 3rd Edition. Polity Press, Cambridge, UK.
2. Wasko, J., 2013. Understanding Disney: The Manufacture of Fantasy. 2nd Edition. Wiley-Blackwell, Hoboken, NJ.
3. Bagdikian, B. H., 2010. The New Media Monopoly. 7th Edition. Beacon Press, Boston, MA.
4. Gillmor, D., 2006. We the Media: Grassroots Journalism by the People, for the People. O'Reilly Media, Inc., Sebastopol, CA.
5. Kovach, B., & Rosenstiel, T., 2014. The Elements of Journalism: What Newspeople Should Know and the Public Should Expect. 3rd Edition. Crown, New York, NY.
6. Dominick, J. R., 2017. The Dynamics of Mass Communication: Media in the Digital Age. 13th Edition. McGraw-Hill Education, New York, NY.
7. Campbell, R., Martin, C. R., & Fabos, B., 2020. Media & Culture: Mass Communication in a Digital Age. 12th Edition. Bedford/St. Martin's, Boston, MA.
8. Baran, S. J., & Davis, D. K., 2018. Mass Communication Theory: Foundations, Ferment, and Future. 7th Edition. Cengage Learning, Boston, MA.

Web Resources

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

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

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

3 – Strong, 2- Medium, 1- Low

SEMESTER I
NON-MAJOR ELECTIVE NME I: CREATIVE WRITING

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

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

Learning Objectives:

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

Course Outcomes

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

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

K1 - Remember; K2 -Understand;K3 –Apply

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

Self Study	Converting Daily journal entries into a creative art
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Textbook

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

Reference Books

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

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

Web Resources

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

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

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

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

3– Strong, 2-Medium,1-Low

SEMESTER I
FOUNDATION COURSE: MAJOR LITERARY MOVEMENTS

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

Prerequisite: The basic knowledge of the classical English society.

Learning Objectives:

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

Course Outcomes

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

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

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

Self-Study	Theatre of Absurd
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Textbook

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

Reference Books

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

Web Resources

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

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

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

3 – Strong, 2- Medium, 1- Low

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

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

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

Learning Objectives:

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

Course Outcomes

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

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

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

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

Textbooks

1. Ian Mackenzie, 2011 , *English for Business Studies*. Cambridge University Press, India.

pg. 15-21, 26-30; 51-56; 64-69; 9-72; 10-15; 38-41.

2. Simon Sweeney, 2003, *English for Business Communication*. Cambridge University Press, India. pg. 98-119, 1-16; 50-55.

Reference Books

1. William Strunk E.B. White 2018 , *The Elements of Style*. Generic Press

2. Bryan A. Garner, 2013, *HBR Guide to Better Business Writing*. Harvard Business Review Press, India.

Web Resources

1. <https://www.bbc.co.uk/learningenglish/english/features/english-at-work>

2. <https://byjus.com/commerce/what-is-entrepreneurship/#:~:text=Concept%20of%20Entrepreneurship,the%20starting%20of%20new%20businesses.>

entrepreneurship/#:~:text=Concept%20of%20Entrepreneurship,the%20starting%20of%20new%20businesses.

MAPPING WITH PROGRAMME OUTCOMES AND PROGRAMME SPECIFIC OUTCOMES

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

3– Strong, 2- Medium, 1- Low

SEMESTER I

SPECIFIC VALUE-ADDED COURSE: INTRODUCTION TO VISUAL MEDIA

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

Learning Objectives:

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

Course Outcomes

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

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

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

Reference Books

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

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

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

3– Strong, 2- Medium, 1- Low

SEMESTER I

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

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

Learning Objectives

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

Course Outcomes

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

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

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

Reference Books

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

Web Resources

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

MAPPING WITH PROGRAMME OUTCOMES AND PROGRAMME SPECIFIC OUTCOMES

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

3– Strong, 2- Medium, 1- Low

SEMESTER II
CORE COURSE III: BRITISH LITERATURE

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

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

Learning Objectives:

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

Course Outcomes

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

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

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

Self Study	Literary background of the prescribed writers
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Textbooks

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

Reference Books

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

Web Resources

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

MAPPING WITH PROGRAMME OUTCOMES AND PROGRAMME SPECIFIC OUTCOMES

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

3 – Strong, 2- Medium, 1- Low

SEMESTER II
CORE COURSE IV: SOCIAL HISTORY OF ENGLAND

Course Code	L	T	P	S	Credits	Inst. Hours	Total Hours	Marks		
								CIA	External	Total
GU242CC2	3	1	-	-	3	4	60	25	75	100

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

Learning Objectives:

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

Course Outcomes

On the successful completion of the course, student will be able to:		
1	recall the significance of major historical events and social movements in shaping English society	K1
2	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	15
II	The Restoration Age of Queen Anne Coffee-houses and their Social Relevance	15
III	The War of American Independence Impact of the Industrial, Agrarian and the French Revolution on the English Society The Agrarian Revolution	15
IV	The Reform Bills and the Spread of Education Social Impact of the Two World Wars The Elizabethan age and Theatres	15
V	The Welfare State The Cold War (1985-1991) England in the 21 st Century	15
	Total	60

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

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

Reference Books

1.G.M. Trevelyan (2017): Social History of England, Longman's Green and Co.

2.Padmaja Ashok (2018). The Social History of England, Orient Black Swan.

Web Resources

1.https://archive.org/details/socialhistoryofe0000brig_y9n3N

2.<https://www.gutenberg.org/ebooks/21660>

3.<https://www.cambridge.org/core/series/social-historyofengland/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 II
ELECTIVE COURSE II: COMPUTERS IN MEDIA COMMUNICATION

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

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

Learning Objectives:

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

Course Outcomes

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

K1-Remember; K2 -Understand; K3 –Apply

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

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

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

Reference Books

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

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

Web Resources

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

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

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

MAPPING WITH PROGRAMME OUTCOMES AND PROGRAMME SPECIFIC OUTCOMES

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

3– Strong, 2-Medium, 1-Low

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

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

Prerequisite: Proficiency in written and spoken language.

Learning Objectives:

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

Course Outcomes

On the successful completion of the course, student will be able to:		
1	demonstrate an understanding of the principles of public speaking	K2
2	recognize barriers to public speaking and identify how to avoid them	K2
3	understand how to give effective verbal and non-verbal feedback.	K2, K3
4	learn about planning speech organization for the intended audience	K3
5	practice effective group delivery and speech in formal context.	K3

K1 - Remember; K2 - Understand; K3 - Apply

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

Self- Study	Public Speaking on any common topic
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Textbooks

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

Reference Book

- 1.Apple, W. Streeter, L.A. & Krauss, R. M (1979). Effects of pitch and speech rate on personal attributions. Journal of Personality and Social Psychology, 37, 715-727.

Web Resources

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

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

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

3 – Strong, 2- Medium, 1- Low

SEMESTER II
SKILL ENHANCEMENT COURSE SEC I: ENGLISH FOR COMPETITIVE
EXAMINATIONS

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

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

Learning Objectives

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

Course Outcomes

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

K2 - Understand; K3 - Apply

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

Textbook

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

Reference Books

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

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

	PO 1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4	PSO 5	PSO 6
CO1	2	2	2	2	2	2	2	3	2	2	2	2	2
CO2	2	2	2	2	2	2	2	3	2	2	2	2	2
CO3	3	2	3	3	2	2	2	2	3	2	2	3	3
CO4	2	2	3	3	3	2	2	3	3	2	2	3	3
CO5	2	2	2	2	2	2	2	2	2	2	2	2	3
TOTAL	11	10	12	12	11	10	10	13	12	10	10	12	13
AVERAGE	2.2	2	2.4	2.4	2.2	2	2	2.6	2.4	2	2	2.4	2.6

3 – Strong, 2- Medium, 1- Low

SEMESTER I & II
LIFE SKILL TRAINING I: MORAL

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

Objectives:

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

Course Outcomes

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

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

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

Text Book

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

SEMESTER III & IV
LIFE SKILL TRAINING II: CATECHISM

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

Learning Objectives:

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

Course Outcomes

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

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

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

Textbooks

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