

B.A. ENGLISH LITERATURE
LOCF SYLLABUS 2026



Department of English
School of Languages and Culture
St. Xavier's College (Autonomous) Palayamkottai
Tirunelveli – 627 002, Tamil Nadu, India

Vision

To mould young men and women as leaders in all walks of life so that they may serve the people especially the poor and the oppressed of our nation in truth, justice and love.

Mission

To achieve a synthesis of academic excellence and the formation of character

To ensure social justice through equity and access

To include the excluded for empowerment

To equip students with global competencies

To engage in relevant research activities

To promote Lab to Land through the Outreach Programme – Student Training and Action for Neighbourhood Development (STAND)

SCHOOLS OF EXCELLENCE WITH CHOICE-BASED CREDIT SYSTEM (CBCS)

Undergraduate Courses

While the Tamil Nadu State Council of Higher Education (TANSCHÉ) came forward to introduce CBCS in all the affiliated colleges in Tamil Nadu in June 2008, St. Xavier's College had already introduced CBCS as early as June 2002 for UG courses and in June 2003 for PG courses. The aim of the Choice-Based Credit System is to provide ample choice of subjects to students, based on the weighted credit point system. This system offers the learners a chance to match their aptitude and interest with the subjects of their choice and learn at their own pace. Thus St. Xavier's College gives every student an opportunity to study his / her discipline - specific courses and pursue other courses from any other department simultaneously.

Essential Features of CBCS

Standardisation of degree courses to internationally accepted levels

Focus on skill-based curriculum

Emphasis on value education

Institution - Industry collaboration

Provision for earning more credits

Development of communication skills

Credit system

The credit system at St. Xavier's College (Autonomous) assigns weightage to courses based on the hours allocated to each course. Typically, one credit is equivalent to one hour of instruction per week. However, credits are awarded regardless of actual teaching hours to ensure consistency and adherence to guidelines. The credits and hours allotted to each course within a programme are detailed in the Programme Pattern table. While the table provides a framework, there may be some flexibility due to practical sessions, field visits, tutorials, and the nature of project work. For undergraduate (UG) courses, students are required to

accumulate a minimum of 150 credits, as stipulated in the programme pattern table. The total number of courses offered by the department is outlined in the Programme Structure.

OUTCOME-BASED EDUCATION (OBE)

Outcome-Based Education (OBE) is a student-centric teaching and learning methodology that focuses on measuring student performance through clearly defined outcomes. For St. Xavier's College, with its commitment to excellence and NAAC/NBA accreditation requirements, OBE is not just a regulatory expectation but a pathway to academic quality, global competitiveness, and improved employability of graduates.

We prepare students to meet future industry requirements and reinforce St. Xavier's College, Palayamkottai, as a leader in quality higher education. St. Xavier's College introduced OBE in 2018, and for the Attainment Calculation, we developed our own method in 2018. From the academic year 2025-26 onwards, in examinations, for each question, we mark Course Outcome (CO), Competency and Performance Indicator, Programme Outcome / Programme Specific Outcome, Bloom's Revised Cognitive Level, and we follow the OBE procedure for the calculation of the Attainment of Outcome for each student, course, semester, and programme.

EVALUATION PATTERN (UG)

Continuous Internal Assessment

There is no internal minimum for any paper. However, Continuous Internal Assessment (CIA) is a mandatory requirement for all students. A student must take at least one CIA test out of two tests and must fulfil at least one mode of assessment among assignments, quizzes, seminars, etc., otherwise he/she will not be permitted to write the semester examination.

S.No	Component	Marks Allotted
1	I CIA Test	50
2	II CIA Test	50
	Total	100

The total CIA marks of 100 will be converted to 70 marks. An additional 30 marks will be awarded through other internal assessment components.

The Continuous Internal Assessment (CIA) consists of two component tests, each carrying 15 marks (15 + 15).

The final internal assessment marks will be calculated out of 100 (70 + 30). The obtained marks will be **converted to 50 marks**.

Semester (External) Examination

- The External Semester Examination will be conducted for **100 marks**.
- The obtained marks will be **converted to 50 marks**.

Question Pattern

UG Semester Examinations Part- I & II & III (3 Hours)

PART	TYPE	Mark Distribution	Total Marks
A	MCQ	20X1	20
B	ALL	5X3	15
C	Either/or	5X7	35
D	3 out of 5	3X10	30
		Total	100

UG Semester Examinations Part- IV (2 Hours)

PART	TYPE	Mark Distribution	Total Marks
A	MCQ	5X1	5
B	ALL	5X2	10
C	Either/or	5X5	25
D	1 out of 2	1X10	10
		Total	50

UG Internal Examinations Part- I & II & III (1.30 Hours)

PART	TYPE	Mark Distribution	Total Marks
A	MCQ	6X1	6
B	ALL	3X3	9
C	Either/or	3X5	15
D	2 out of 3	2X10	20
		Total	50

UG Internal Examinations Part- IV (1.00 Hour)

PART	TYPE	Mark Distribution	Total Marks
A	MCQ	5X1	5
B	ALL	5X3	15
C	2 out of 3	2X7.5	15
		Total	35

Grading System

Range of Marks	Letter Grade	Grade Point	Description
90-100	A+	9.0-10.0	Outstanding
80-89	A	8.0-8.9	Excellent
70-79	B+	7.0-7.9	Very Good
60-69	B	6.0-6.9	Good
50-59	C	5.0-5.9	Above Average
40-49	D	4.0-4.9	Average
00-39	U	0	Reappear

PROGRAMME OUTCOMES (PO) FOR UG PROGRAMMES

Students of all Undergraduate Degree Programmes at the time of graduation will be able to attain the following:

PO1. Critical Thinking: Acquire the knowledge in the respective field and take informed actions.

PO2. Effective Communication: Speak, read, write, and listen clearly in person and through electronic media in English and in one Indian language, and make meaning of the world by connecting people, ideas, books, media, and technology.

PO3. Social Interaction: Apply reasoning informed by the contextual knowledge to assess societal, health, safety, legal, and cultural issues and the consequent responsibilities relevant to the professional practice.

PO4. Effective Citizenship: Demonstrate empathetic social concern and equity-centered national development, and the ability to act with an informed awareness of issues and participate in civic life through volunteering.

PO5. Ethics: Recognize different value systems, apply ethical principles, and commit to professional ethics and responsibilities and norms of different value systems.

PO6. Environment and Sustainability: Demonstrate the issues of environmental contexts and sustainable development.

PO7. Modern tool usage: Create, select, and apply appropriate techniques, resources, and modern IT tools, including prediction and modeling, to complex activities with an understanding of the limitations.

PO8. Self-directed and Life-long Learning: Recognize the need for and have the preparation and ability to engage in independent and life-long learning in the broadest context of socio-technological changes.

Programme Specific Outcomes (PSOs)

PSO1: Discern the process of communicating and interpreting human experience through literary representation.

PSO2: Perceive the range of periods of English literature, its genres, and the critical traditions.

PSO3: Recognize how individuals in specific historical, cultural, and rhetorical circumstances represent their experience and ideas through the medium of language.

PSO4: Interpret texts with critical, aesthetic, eco-critical, and ethical sensitivity with an understanding of the relationship between the milieu, the environment, and its literature.

PSO5: Examine the literary, cultural, and socio-historical contexts in which literature is written and read.

PSO6: Analyze the depth and complexity of human existence by critiquing literary representations across boundaries of time, place, culture, race, ethnicity, and gender.

PSO7: Demonstrate effectiveness as critical thinkers and communicators in an information-intensive society by leveraging digital methodologies, modern communication tools, and diverse media platforms.

PSO8: Apply advanced critical, analytical, and communicative competencies in English literature and humanities to pursue specialized academic research and succeed in diverse professional environments.

B.A. ENGLISH LITERATURE
Course Pattern
(With Effect from June 2026)

Sem	Part	Status	Sub. Code	Title of the Paper	Hrs	Cdt
I	I	Lang	26UGTL11	General Tamil – I	6	3
	I	Lang	26UGHL11	Hindi – I		
	I	Lang	26UGFL11	French - I		
	II	Lang	26UGEL11/ 26UGEL13/ 26UGEL14	General English - I	6	3
	III	Core	26UELC11	Introduction to Literature	5	5
	III	Core	26UELC12	Indian Writing in English	5	5
	III	EC	26UELE11	Social History of England	4	3
	IV	SEC1	26UELN11	Spoken English (NME)	2	2
	IV	FC	26UHER11/ 26UHEE11	Foundation Course: Religion- Catholic Doctrine/ Ethics	2	2
					30	23
II	I	Lang	26UGTL21	General Tamil – II	6	3
	I	Lang	26UGHL21	Hindi – II		
	I	Lang	26UGFL21	French - II		
	II	Lang	26UGEL22/ 26UGEL24/ 26UGEL25	General English - II	6	3
	III	Core	26UELC21	American Literature -I	4	3
	III	Core	26UELC22	Drama	5	5
	III	EC	26UELE21	Literary Genres and Terms	5	5
	IV	SEC2	26UELN21	Essential English Grammar (NME)	2	2
	IV	SEC3	26UHEI21	Integrated Personality Development	2	2
					30	23
III	I	Lang	26UGTL31	General Tamil – III	6	3
	I	Lang	26UGHL31	Hindi – III		
	I	Lang	26UGFL31	French - III		
	II	Lang	26UGEL33/ 26UGEL35/ 26UGEL36	General English - III	6	3
	III	Core	26UELC31	British Literature -I	5	5
	III	Core	26UELC32	American Literature -II	4	3
	III	EC	26 UELE31	Grammar and Composition	5	5
	IV	SEC4	26UHEL31	Life Issues & Entrepreneurial Skill Development	2	2

	IV	SEC5	26UELS31	The Art of Public Speaking	2	2
					30	23
IV	I	Lang	26UGTL41	General Tamil – IV	6	3
	I	Lang	26UGHL41	Hindi – IV		
	I	Lang	26UGFL41	French - IV		
	II	Lang	26UGEL44/ 26UGEL46/ 26UGEL47	General English - IV	6	3
	III	Core	26 UELC41	British Literature -II	6	6
	III	Core	26 UELC42	An Introduction to Phonetics	4	4
	III	EC	26 UELE41	Spoken English	2	2
	IV	EC	26 UELE42	Digital Skills and AI Essentials	4	4
	IV	EVS	26UEVS41	Environmental Studies	2	2
	V	Extension Activités		STAND	-	1
					30	25
V	III	Core	26UELC51	British Literature -III	5	4
	III	Core	26UELC52	British Literature -IV	5	4
	III	Core	26UELC53	History of English Literature	6	5
	III	Core	26UELC54	Women’s Writing in English	6	5
	III	EC	26UELE51	Postcolonial Studies	6	4
	IV	VE	26UHEH51	Human Rights & Social Analysis	2	2
	IV	Internship	26UELI51	Internship	-	2
					30	26
VI	III	Core	26UELC61	Shakespeare	6	4
	III	Core	26UELC62	Literary Theory and Criticism	6	4
	III	Core	26UELC63	Project	2	2
	III	EC	26UELE61	Diaspora Literature	5	4
	III	EC	26UELE62	Fiction	6	4
	IV	SEC6	26UELS61	English for Career - Professional Competency Skill (Competitive Exams)	5	2
					30	20
					180	140
Additional Compulsory Courses						
I UG	Add – On Course (Any One)	26UELA01	Professional English	2		
		26UELA02	Listening Skills			
		26UELA03	Writing Skills			
II UG		26UELCC1	Reading Skills			

	Value – Added Course (Any One)	26UELCC2	Skills of Interpretation of Poetry	2	
		26UELCC3	Introduction to Theatrics: Theory and Practice		
III UG	Extra – Credit Course (Any One)	26UELEC1	Great Lives, Great Thoughts	2	
		26UELEC2	Devotional Literature		
		26UELEC3	Indian Literature in English		
		26UELEC4	British Fiction		
		26UELEC5	Children’s Fiction		
		26UELEC6	Literature of Nobel Laureates		
		26UELEC7	Film and Literature		
		26UELEC8	Indian Narratives in Translation		
		26UELEC9	Indian Philosophy and Ethics in Literature		
	Field Visit / Industrial Visit			1	
	MOOC			2	
	Cocurricular / Extra Curricular Activities			1	
			TOTAL	180	150

EC – Elective Course **FC** – Foundation Course **VE** – Value Education
SEC – Skill Enhancement course

பொதுத்தமிழ் - I

26UGTL11

Sem	Course Code	Course Category	Hours	Credit	MARK FOR EVALUATION		
					CIA	ESE	TOTAL
I	26UGTL11	GT	6 Hrs	3	100	100	100
COURSE TITLE		பொதுத்தமிழ் - I					

COURSE OUTCOMES: (பயன்கள்)

CO1	பாரதியார் காலந்தொட்டுத் தற்காலப் புதுக்கவிதைகள் வரையிலான கவிதைகளை அறிமுகப்படுத்துவதுவதால் படைப்பாற்றல் திறன் பெறுதல். (K1, K2)
CO2	புதுக்கவிதை வரலாற்றினை அறிந்து கொள்ளுதல். (K2)
CO3	இக்கால இலக்கிய வகையினைக் கற்பதன் மூலம் படைப்பாக்கத் திறனைப் பெறுதல். (K4)
CO4	மொழி அறிவோடு சிந்தனைத் திறன் அதிகரிக்கச் செய்தல். (K3)
CO5	தமிழ்மொழியைப் பிழையின்றி எழுதவும், புதிய கலைச்சொற்களை உருவாக்கவும் அறிந்து கொள்ளுதல். (K4)
CO6	காலந்தோறும் சமூகச் சிந்தனைகள் மாறுவதை இலக்கிய வரலாற்றின் மூலம் புரிந்து கொள்ளுதல். (K6)

UNITS	SYLLABUS CONTENTS	HOURS
I	மரபுக் கவிதை 1. பெ.சுந்தரனார் - தமிழ்த்தெய்வவணக்கம் 2. இராமலிங்க அடிகளார் - வள்ளலார் பாடல்கள் 3. பாரதியார் - பாரத ஜனங்களின் தற்கால நிலைமை 4. பாரதிதாசன் - சிறுத்தையே வெளியில் வா 5. மு.நல்லசுவாமிபண்டிதர் - சிலுவைத் தியானமாலை - மரியாள் புலம்பல் 6. கவிமணி தேசிக விநாயகம் பிள்ளை - புத்தரும் ஏழைச் சிறுவனும் 7. முடியரசன் - மொழி உணர்ச்சி 8. கண்ணதாசன் - ஆட்டனத்தி ஆதிமந்தி - ஆதிமந்தி புலம்பல் 9. கல்யாணசுந்தரம் - பட்டுக்கோட்டையார் பாடல் புதுக்கவிதை 1. கவிக்கோ அப்துல் ரகுமான் - வீட்டுக்கொரு மரம் வளர்ப்போம் 2. சிற்பி- கவிதை முடியவில்லை 3. மு. மேத்தா- வாழை மரத்தின் சபதம் 4. வைரமுத்து- புத்தகப்புராணம் 5. ஞானக்கூத்தன் - அம்மாவின் பொய்கள் 6. அறிவுமதி-வள்ளுவம் பத்து 7. நா.முத்துக்குமார் - ஆனந்தயாழை மீட்டுகிறாய் 8. சுகிர்தாராணி- சபிக்கப்பட்ட முத்தம் 9. அபிமானி - தலித்தியக்கவிதைகள் - 10. வைகைச் செல்வி - அம்மி 11. நாட்டுப்புறப்பாடல்	30

II	சிறுகதைகள் 1. புதுமைப்பித்தன் - கடவுளும் கந்தசாமிப் பிள்ளையும் 2. கு.ப .ராஜ கோபாலன் - விடியுமா? 3. கி. ராஜநாராயணன் - கதவு 4. வண்ணதாசன் - ஒரு சிறு இசை 5. உமா மகேஷ்வரி - மரப்பாச்சி உரைநடை 1. இலக்கியத்தின் உயிர் - இரா.மோகன் 2. இருபதாம் நூற்றாண்டுக் கவிதைகளில் தொழிலாளர் நிலை— இரா.மோகன் 3. எண்பதுகளில் புதுக்கவிதைப் போக்குகள் - இரா. மோகன் 4. தமிழ்ச் சிறுகதைகளில் முன்னிலை உத்தி - இரா.மோகன் 5. வளமுடன் வாழ - அருள் முனைவர் ச.இன்னாசிமுத்து. சே.ச.	15
III	தமிழ் இலக்கிய வரலாறு (இக்கால இலக்கியம்)	15
IV	இலக்கணம் - எழுத்து 1. தொல்காப்பியத்தின் எழுத்து வகை 2. முதல் எழுத்துக்கள் 3. சார்பெழுத்துக்கள் 4. மொழிமுதல் எழுத்துக்கள் 5. மொழி இறுதி எழுத்துக்கள் 6. மொழி இடை எழுத்துக்கள் 7. போலி 8. பதவிலக்கணம் 9. புணர்ச்சி இலக்கணம்	15
V	பிழையின்றி எழுதுவோம் 1. பிழைப்பட எழுதும் சொற்களும், திருத்தங்களும் 2. சொற்பொருள் வேறுபாடு 3. பிழையான வாக்கியங்களும், திருத்தங்களும் 4. நிறுத்தற்குறிகள் 5. மரபு 6. வல்லெழுத்து (க்.சு.த்,ப்) மிகுமிடங்கள் 7. வல்லெழுத்து மிகா இடங்கள் 8. வாக்கியம் :வகைகளும், மாற்றங்களும் 9. வழ(ழு)க்குத் தமிழ் 10.உவமைகள் - பழமொழிகள் - மரபுத் தொடர்கள்	15
TEXT BOOKS (பாடநூல்கள்)		
- தமிழ்த்துறை வெளியீடு— தூய சவேரியார் கல்லூரி,(தன்னாட்சி) பாளையங்கோட்டை. - வகைமை நோக்கில் தமிழ் இலக்கிய வரலாறு— பாக்கியமேரி		
REFERENCE BOOKS (பார்வைநூல்கள்)		
- தமிழ் இலக்கிய வரலாறு— சிற்பி பாலசுப்பிரமணியன் - புதிய நோக்கில் தமிழ் இலக்கிய வரலாறு— தமிழண்ணல் - தமிழ் இலக்கிய வரலாறு— சேதுராமன்		
WEB SOURCES(இணையதளங்கள்)		
- Tamil Heritage Foundation – www.tamilheritage.org - Tamil Virtual University Library – www.tamilvu.org/library - Project Madurai – www.projectmadurai.org - Chennai Library – www.chennailibrary.com - Tamil University Library – www.ulib.prg - Tamil E-books downloads – tamilebooksdownloads.blogspot.com - Tamil Books online – books.tamilcube.com - Catalogue of the Tamil Books in the library of British congress archive.org		

பொதுத்தமிழ் - II
26UGTL21

Sem	Course Code	Course Category	Hours	Credit	MARK FOR EVALUATION		
					CIA	ESE	TOTAL
II	26UGTL21	GT	6 Hrs	3	100	100	100
COURSE TITLE		பொதுத்தமிழ் - II					

COURSE OUTCOMES (பயன்கள்)

CO1	பக்தி இலக்கியத்தின் தோற்றம், வளர்ச்சி சிற்றிலக்கியத்தின் தோற்றம், வளர்ச்சி குறித்து அறிந்து கொள்வர். (K1)
CO2	பக்தி இலக்கியங்கள், சிற்றிலக்கியங்கள் முதலியவற்றின் இலக்கண மற்றும் இலக்கிய அமைப்பை விளங்கிக் கொள்வர் (K2)
CO3	பக்தி இலக்கியப் பாடல்களில் காணப்படும் தெய்வவழி பாட்டுணர்வு, சிற்றிலக்கியங்களில் காணலாகும் சமூகநீதிக் கருத்துகளை, இன்றைய வாழ்வோடு தொடர்புபடுத்தி நோக்குவர் (K3)
CO4	பக்தி இலக்கியம் சிற்றிலக்கியங்களின் வழி இலக்கண இலக்கியச் சிறப்புகளை ஓப்பிட்டுப் பேதங்களைக் காண்பர். (K3)
CO5	பக்தி இலக்கிய, சிற்றிலக்கியங்களின் வழி தமிழ்மொழி, பண்பாடு, மதம், தத்துவம் ஆகியவற்றினை மதிப்பிட்டுச் சீர்தூக்கிப் பார்ப்பர் (K5)
CO6	கற்ற இலக்கியங்களை அடிப்படையாகக் கொண்டு, சிறுபக்திக் கவிதைகள் அல்லது சிற்றிலக்கிய மரபில் பாடல் இயற்றும் திறன் பெறுவர்., (K6)

UNITS	SYLLABUS CONTENTS	HOURS
I	பக்தி இலக்கியம் -1 1. திருஞானசம்பந்தர் - திருக்கோடிக்கா 2. திருநாவுக்கரசர் - திருப்பாதிரிப்புலியூர் 3. திருப்பாவை - ஆண்டாள் 4. குலசேகரஆழ்வார் - 5 ஆம் பதிகம் 5. சித்தர் பாடல்கள் - அமுகணிசித்தர் (தேர்ந்தெடுக்கப்பட்டபாடல்கள்) சிற்றிலக்கியம்: 2 1. கலிங்கத்துப்பரணி - களம் பாடியது 2. திருக்குற்றாலக் குறவஞ்சி - மலைவளம் 3. திருக்காவலூர்க்கலம்பகம் - சமூகஉல்லாசம் 4. முக்கூடற்பள்ளு-நாட்டு வளம் 5. தமிழ்விடுதூது - தூதுக்கானகாரணம்	30
II	ஊரைநடை 1. இறைநம்பிக்கையும் மனிதவாழ்வும் 2. இயேசுபிரான் குறிப்பிடும் எண்வகைமனிதர்கள் 3. நபிகள் நாயகத்தின் வாழ்வியல் நெறிகள் 4. திருமூலர் காட்டும் இறைநெறி 5. வள்ளலார் கூறும் வாழ்வியல் நாவல் - கருப்பாயி என்கிற நார்ஜஹான் -அன்வர் பாலசிங்கம்	15
III	தமிழ் இலக்கிய வரலாறு (பக்தி இலக்கியம், சிற்றிலக்கியம் தொடர்பான பகுதிகள்)	15

IV	இலக்கணம் சொல்லின் இலக்கணம்-பெயர் ,வினை, இடை, உரிச்சொற்கள் பிறமொழிச் சொற்களைத் தமிழில் வழங்கும் முறை	15
V	மொழிபெயர்ப்பு ஆட்சிச் சொல்லகராதி - மரபுத் தொடர்கள் - பழமொழிகள் - திருக்குறள்	15

TEXT BOOKS (பாடநூல்கள்)

1. தமிழ்த்துறை வெளியீடு - தூய சவேரியார் தன்னாட்சிக் கல்லூரி, பாளையங்கோட்டை.
2. வகைமை நோக்கில் தமிழ் இலக்கிய வரலாறு - முனைவர் பாக்கியமேரி
3. கருப்பாயி என்கிற நார்ஜஹான் -அன்வர் பாலசிங்கம்

REFERENCE BOOKS (பார்வை நூல்கள்)

- தமிழ் இலக்கியவரலாறு - சிற்பி. பாலசுப்பிரமணியன்
- புதியநோக்கில் தமிழ் இலக்கிய வரலாறு - தமிழண்ணல்
- தமிழ் இலக்கிய வரலாறு- சேதுராமன்

WEB SOURCES (இணையதளங்கள்)

- Tamil Heritage Foundation- www.tamilheritage.org
- Tamil virtual University Library- www.tamilvu.org/ library <http://www.virtualvu.org/library>
- Project Madurai - www.projectmadurai.org.
- Chennai Library- www.chennailibrary.com .
- Tamil Universal Digital Library- www.ulib.prg .
- Tamil E-Books Downloads- tamilebooksdownloads.blogspot.com

பொதுத்தமிழ் - III
26UGTL31

Sem	Course Code	Course Category	Hours	Credit	MARK FOR EVALUATION		
					CIA	ESE	TOTAL
III	26UGTL31	GT	6 Hrs	3	100	100	100
COURSE TITLE		பொதுத்தமிழ் - III					

COURSE OUTCOMES (பயன்கள்)

CO1	மாணவர்கள் காப்பியம், உரைநடை, ஊடகத்தமிழ், இலக்கணம், யாப்பு ஆகியவற்றின் அடிப்படைக் கருத்துக்கள்,பண்புகள், வரலாற்றுப் பின்னணிகளை அறிதல். (K1)
CO2	மாணவர்கள் தமிழ் இலக்கியவடிவங்கள் (காப்பியம்,உரைநடை) மற்றும் இலக்கணக் கூறுகளைப் (எழுத்து,சொல்,பொருள்,யாப்பு) புரிந்துகொண்டு அவற்றின் தனித்துவங்களைவிளங்கிக் கொள்ளல். (K2)
CO3	மாணவர்கள் கற்ற இலக்கணவிதிகள் மற்றும் யாப்புமுறைகளைப் பயன்படுத்தி சரியான தமிழ் வாக்கியங்களையும் செய்யுள்களையும் உருவாக்கப் பயிற்சியளித்தல். (K3)
CO4	மாணவர்கள் காப்பியங்கள் மற்றும் உரைநடைப் படைப்புகளைப் பகுத்து, ஆய்வுசெய்து,அதன் கருத்து,கட்டமைப்பு, இலக்கியநயம் ஆகியவற்றை ஆராய்தல். (K4)
CO5	மாணவர்கள் இலக்கியப் படைப்புகளைதரம்,மொழிநடை, இலக்கணஅமைப்பு ஆகியவற்றைவிமர்சனமுறையில் மதிப்பீடுதல், (K5)
CO6	மாணவர்கள் தமிழ் இலக்கணம் மற்றும் யாப்புஅடிப்படையில் சுயமாக செய்யுள்,கட்டுரை,உரைநடைப் படைப்புகளைஉருவாக்கப் பயிற்சியளித்தல்;.(K6)

UNITS	SYLLABUS CONTENTS	HOURS
I	1. சிலப்பதிகாரம் - வழக்குரைக் காதை. 2. மணிமேகலை- ஆபுத்திரன் திறம் அறிவித்தகாதை. 3. சீவகசிந்தாமணி- பதுமையர் இலம்பகம். 4. கம்பராமாயணம் - மந்தரைச் சூழ்ச்சிப் படலம்.	30
II	ஊரைநடை 1. காளத்திவேடனும் கங்கைவேடனும். 2. தீமையை இயற்றும் தன்மையினர் கூனி இயாகோ. 3. சிலம்புகாட்டும் சீர்மிகு சிந்தனைகள். 4. மணிமேகலை காப்பியத்தில் மானுட விழுமியங்கள். நாடகம் - வேலைக்காரி - அறிஞர் அண்ணா.	15
III	தமிழ் இலக்கிய வரலாறு (காப்பியங்கள்)	15
IV	இலக்கணம் - யாப்பு,எழுத்து, அசை. சீர்,தளை, அடி,தொடை,பா வகைகள்	15
V	ஊடகத்தமிழ் - விளக்கம், வகைகள்,செயல்பாடுகள் 1.இதழ்கள்	15

	2.வானொலி 3.தொலைக்காட்சி 4.திரைப்படம்	
TEXT BOOKS (பாடநூல்கள்)		
- தமிழ்த்துறைவெளியீடு-தூயசவேரியார்க் கல்லூரி,(தன்னாட்சி) பாளையங்கோட்டை. - வகைமைநோக்கில் தமிழ் இலக்கியவரலாறு-பாக்கியமேரி		
REFERENCE BOOKS (பார்வைநூல்கள்)		
- தமிழ் இலக்கியவரலாறு-சிற்பிபாலசுப்பிரமணியன் - புதியநோக்கில் தமிழ் இலக்கியவரலாறு-தமிழண்ணல் - தமிழ் இலக்கியவரலாறு-சேதுராமன்		
WEB SOURCES (இணையதளங்கள்)		
- Tamil Heritage Foundation – www.tamilheritage.org<http://www.tamilheritage.org> - Tamil Virtual University Library – www.tamilvu.org/library http://www.virtualvu.org/library - Project Madurai – www.projectmadurai.org - Chennai Library – www.chennailibrary.com<http://www.chennailibrary.com> - Tamil University Library – www.ulib.prg<http://www.ulib.prg> - Tamil E-books downloads – tamilebooksdownloads.blogspot.com - Tamil Books online – books.tamilcube.com - Catalogue of the Tamil Books in the library of British congress archive.org		

பொதுத்தமிழ் - IV

26UGTL41

Sem	Course Code	Course Category	Hours	Credit	MARK FOR EVALUATION		
					CIA	ESE	TOTAL
IV	26UGTL41	GT-IV	6 Hrs	3	100	100	100
COURSE TITLE		பொதுத்தமிழ்- IV					
COURSE OUTCOMES (பயன்கள்)							
CO1:	பழந்தமிழ் இலக்கியவரலாற்றறிவைப் பெறுதல் (K1, K2)						
CO2:	சங்க இலக்கிய அறிமுகங்களின் ஊடாகத் தமிழர் வாழ்வியல் நெறிகளை உணர்தல். (K2,K3)						
CO3:	தமிழ் இலக்கியங்களின் செய்யுள் உருவம்,உள்ளடக்கம், படைப்பியல் கொள்கைகளைப் புரிந்துகொள்ளுதல். (K4)						
CO4:	அகத்திணை,புறத்திணைவாழ்வியல் நெறிப்பாடுகளின் ஊடாகத் தமிழர்ப்பண்பாட்டு அடிப்படைகளை மதிப்பிடும் திறன் பெறுதல். (K2,K3)						
CO5:	மொழித்திறன்,படைப்புத்திறன் பெறுதல். (K3,K4)						
CO6:	நாடக இலக்கியஅனுபவத்தின் வழியாகதமிழ்ச் சமூகநிலைகளை இலக்கியமாக்கும் நுட்பங்களைப் பெறுதல். (K2,K6)						

UNITS	SYLLABUS CONTENTS	HOURS
I	செய்யுள் பகுதி 1 1. நற்றிணை (5பாடல்கள்) 2. குறுந்தொகை (5பாடல்கள்) 3. அகநானூறு (2பாடல்கள்) 4. புறநானூறு (5பாடல்கள்)	30
	செய்யுள் பகுதி 2 1. நெடுநல்வாடை முழுமையும் 2. திருக்குறள் (விருந்தோம்பல், நட்பாராய்தல், குறிப்பறிதல்) 3. நாலடியார் (கல்வி)	
II	உரைநடைக் கட்டுரைகள் 1. ஊரும் பேரும் - ரா.பி. சேதுபிள்ளை 2. தமிழர் பண்பாடும்அதன் சிறப்பியல்புகளும் - தனிநாயகம் அடிகளார் 3. இலக்கியஉருவாக்கமும் பயனும் - சேதுமணிமணியன் பயண இலக்கியம் 1. மண் புதிது - சுப்ரபாரதிமணியன்	15
III	தமிழ் இலக்கியவரலாறு 1. சங்ககாலம் 2. சங்கம் மருவியகாலம்	15
IV	இலக்கணம் -பொருள் 1. அகப்பொருள் 2. புறப்பொருள் 3. அணியிலக்கணம் (உவமை,உருவகம்,பிறிதுமொழிதல்,வஞ்சப்புக்கழ்ச்சி,தற்குறிப்பேற்ற அணி)	15
V	மொழிப்பயிற்சி 1. ஒப்பும் மறுப்பும் (ஒருகருத்தினை வெட்டி,ஒட்டி எழுதும் பயிற்சி) 2. விண்ணப்பம் எழுதுதல் (பயிற்சி) 3. தமிழில் தன்விவரக் குறிப்புரைதல் (பயிற்சி) 4. மேடைப்பேச்சு நுட்பங்கள் (நேர்முகப் பயிற்சிமற்றும் மதிப்பீடு)	15

TEXT BOOKS (பாடநூல்கள்)

1. பொதுத்தமிழ் பாடநூல், தமிழ்த்துறை வெளியீடு ,தூய சுவேரியார் கல்லூரி,பாளையங்கோட்டை.
2. பாக்கியமேரி,தமிழ் இலக்கியவரலாறு,பதினொன்றாம் பதிப்பு - 2025 ,பூவேந்தன் பதிப்பகம்,மயிலாப்பூர்,சென்னை.
3. சுப்பரத்திமணியன்இமண் புதிது,முதல் பதிப்பு 2018 அறிவுப்பதிப்பகம்,சென்னை.

REFERENCE BOOKS (பார்வைநூல்கள்)**பார்வை நூல்கள்**

1. மது.ச.விமலானந்தம்தமிழ் இலக்கியவரலாறு,
2. மு. வரதராசனார்,தமிழ் இலக்கியவரலாறு,
3. தமிழண்ணல்,புதியநோக்கில் தமிழ் இலக்கியவரலாறு.

WEB SOURCES (இணையதளங்கள்)

- Tamil Heritage Foundation – www.tamilheritage.org<<http://www.tamilheritage.org>>
- Tamil Virtual University Library – www.tamilvu.org/library
<http://www.virtualvu.org/library>
- Project Madurai – www.projectmadurai.org
- Chennai Library – www.chennailibrary.com<<http://www.chennailibrary.com>
- Tamil University Library – www.ulib.prg<<http://www.ulib.prg>>
- Tamil E-books downloads – tamilebooksdownloads.blogspot.com
- Tamil Books online – books.tamilcube.com
- Catalogue of the Tamil Books in the library of British congress archive.org

HINDI

SEMESTER 1

UNIT I: GRAMMAR

- Swar(स्वर),
- Vyanjan(व्यंजन),
- Barah Khadi(बारहखड़ी),
- Shabd aur Vakya Rachna (शब्द और वाक्य रचना)

UNIT II: SUBODH HINDI RACHNA

- Binna binna arth(भिन्न भिन्न अर्थ),
- Numbers (गिनती1-100),
- Vaakyong mein Prayag kijiye (वाक्यों में प्रयोग कीजिये)
- Rishto ke Naam (रिश्तो के नाम)
- Gharelu padartho ke Naam (घरेलु पदार्थों के नाम)

UNIT III: PROSE

- Sadharan Vakya aur Sangya (संज्ञा),
- Sarvanaam(सर्वनाम)
- Visheshan(विशेषण)
- Kriya (क्रिया)

UNIT IV: SHORT STORIES

- Bacho ki Kahaniya

UNIT V: COMPREHENSION

- Sant Tiruvalluvar, संत तिरुवल्लुवर,
- Hamara desh, (हमारा देश,)
- Paryavaran Sanrakshan, (पर्यावरण संरक्षण)
- Naari Sashaktikaran, (नारी सशक्तिकरण)
- Rastriya janvar(राष्ट्रीय जानवर)

Reference Books

Hindi sentences - Chaturbhuj Sahay

Subodh Hindi Grammar - Phoolchand Jain

Sankshipt Hindi Grammar - Kamta Prasad

Practical Hindi - Nagappa

Abhinav Hindi Grammar – Nagappa

Saral Hindi Grammar - Shyamchandra Kapur

Grammar Pradeep - Ramdev

Laghu Bal Kathaye - Ramashankar

Captivating Stories - Premchand

CONCISE GRAMMAR OF THE HINDI LANGUAGE - H.C Scholberg

Hindi Grammar - Edwin Greaves

SEMESTER II

UNIT I: Hindi Ekankiya

- Sooryodhaya(सूर्योदय),
- Mayoppiya (मायोपिया),
- Udhayan (उदयन),
- Upendranath Ashk – Lakshmi ka Swagat

Characters: (Tippani)

- Nirjarani (निर्झरणी),
- Sudhi(सुधी)
- Thathagath(तथागत),
- Udhayan (उदयन),

UNIT II: Hindi Kahaniya

- Premchand – Bade Ghar ki Beti
- Malathi Joshi – Vo Tera Ghar Yah Mera Ghar
- Gyanranjan - Pita

UNIT III: ANCIENT POETRY

- Pathya Chayanika– KabeerDhoha–Saaki (साखी) 1 to 10.

UNIT IV: Vyakaran

- Kriya Visheshan (क्रियाविशेषण),
- Sambandh Bodhak (संबंधबोधक),
- Samuchay Bodhak (समुच्चयबोधक)
- Vismayadi Bodhak (विस्मयादिबोधक) aadi shabdo ka prayog

UNIT V:

Pratiyogi Pariksha par aadharit Nimnalikhit Vishayo se sambandhit Prashikshan Karya

- Tamil Bhasha: Mahakavi Bharatiyar
- Sanket Vikas dwara Lekhan kala aur Kahani Lekhan ka Vikas
- Gadyansh dekhkar sahi Shirshak chunna
- Pathit Vyakaran par aadharit Vakya rachna
- Vibhinna Pratiyogi parikshao ke bare mein suchna pradan dena

Reference Books

- Sooryodaya (Dakshin Bharat Hindi Pracharsabha publications)
- Aath Ekanki Natak - Ed. Dr. Ramkumar Verma
- Das Ekanki

SEMESTER III

Niji Patra – Arth aur Bhed, Pitaji/Mataji ke naam patra, Mitra, Bhai aadi ke naam patra

UNIT I: Niji Patra Lekhan

- Niji Patra - Arth aur Bhed
- Pitaji/Mataji ke naam patra
- Mitra, Bhai aadi ke naam patra
- Paribhashik Shabdawali - 20 words

Unit II

- Samajik Patra Lekhan
- Aavedan Patra - Noukri, Chutti aadi
- Dak Adhikari ke naam patra
- Paribhashik shabdawali - 20 words

Unit III

- Vyavasayik Patra Lekhan
- Vyavasayik Patra - Arth aur Bhed
- Prakashak ke naam patra
- Shikayathi
- Paribhashik shabdawali - 20 words

Unit IV

- Samanya Parichay
- Sarkari Patra
- Ardh-Sarkari Patra
- Gyapan, Paripatra
- Anusmarak
- Paribhashik Shabdawali - 20 words

Unit V

- Precis Writing And Applied Grammar (Ling, Vachan and Karak)
- Karak (कारक)
- Vachan badaliye(वचन बदलिए),
- Ling badaliye(लिंग बदलिए)

Reference Books

- Viyavaharik Hindi, Hindi Prachar press, T.Nagar, Madras-600 017
- Alekhan aur Tippan - Prof. Viraj
- Alekhan Kichlu

SEMESTER IV

UNIT I: STORIES (दक्षिणी कथाएं)

- Meri pathni(मेरी पत्नी),
- Thotha aur Mynah(तोता और मैना),
- Noorunisha(नूरनिशा),
- Mruthudhand (मृत्यु दंड),
- Karmaveer(कर्मवीर) and their Characters.

UNIT II: Proud yogiki aur Hindi

- Unicode
- Dewanagari Lipi
- Hindi ki Vibhinna Website - Ek Parichay

UNIT III: POETRY (काव्यशास्त्र)

Ras :

- Kavyaras (काव्यरस),
- Veer ras (वीररस),

Sandh:

- Chowpayi (चौपाई),
- Rola(रोला),

Alankar:

- Yamakalankar (यमकअलंकार),
- Upmaalankar (उपमाअलंकार).

UNIT IV:

AUTOBIOGRAPHY (Sathya ka Swar–Gandhiji ki Jeevani)

- Ma, bap aur Janma(मां, बाप और जन्म)
- Ladakpan (लड़कपन)
- High school mein (हाई स्कूल में)
- Vivah aur Mamsabhakshan(विवाह और मांस भक्षण)
- Ankhen Kuli (आंखें खुली)

Unit V :Pratiyogi priksa par aadharit Computer sambandhit prashikshan Karya

- Hindi mein Powerpoint banana
- Hindi mein Google Document taiyar karna
- Hindi mein Google form taiyar karna
- Vibhinna pratiyogi parikshao ke bare mein suchna pradan karna

Reference Books

- Social Networking: Naye Samay ka Samvad – Ed. Sanjay Dwivedi
- Jansanchar aur Maas Culture - Jagdeeshwar
- Media: Bhumandalikaran aur Samaj - Ed. Sanjay Dwivedi
- Naye Jamane ki Patrakarita - Sourabh Shukla
- Patrakarita se Media tak - Manoj Kumar

French semester-I

UNIT. I

Communication:	Decrire la salle de classe et le professeur.
Grammaire :	Les articles indefinis et defines, les verbes reguliers et irreguliers.
Culture:	Les symbols de la France.
Projet:	Desiner les objets dans le sac et dans la trousse.

UNIT. II

Communication:	Parler de la journee.
Grammaire :	Les verbes pronominux,Affirmatif Negatif et interrogatif
Culture:	Les Frontieres de la France.
Projet:	Faire un rapport sur la journee des parents.

UNIT. III

Communication:	se presenter, parler de la nationlite, dire son numero de telephone.
Grammaire :	Les prepositions , Accord adjective nom, verbes aller venir.
Culture:	Les fete en France trditions et multi culturralisme.
Projet:	faire une liste des camarades et noter leurs numeros de telephone a haute voix et demander a un ami de verifier.

UNIT. IV

Communication:	parler de la nourriture et des repas simples et sains.Decrire les repas.
Grammaire :	L'impertif, Les articles partitifs,
Culture:	Les plats francais.
Projet:	Dessiner et decrire l nourriture que les gens mangent dans leur pays,

UNIT. V

Communication:	Exprimer ses gouts.
Grammaire :	Les adjectifs qulificatifs, les adjectifs possessifs, La negation.
Culture:	La France et ses regions.
Projet:	qu'est-ce que tu aimes faire pendant ton temps libre?

- Lecon 1.** La vie scolaire de luc
- Lecon 2.** La vie quotidienne de luc
- Lecon 3.** Le monde multiculturel
- Lecon 4.** La bonne nourriture
- Lecon 5.** Parlons de nos preferences

Ref.Avenir method de francais 3

**French
Semester-II**

UNIT. I

Communication:	Demander et donner les directions , Situer un endroit (sur la carte)
Grammaire :	Les prepositions L'interrogation.
Culture:	Les vetements francais.
Projet:	Faire une carte de la ville imaginaire.

UNIT. II

Communication:	Parler de la semaine ,Parler des activites faites pendant la semaine.
Grammaire :	Les articles contractes,Les adjectifs demonstratifs, les expressions avec les verbes Faire et Avoir.
Culture:	Les villes connues en France.
Projet:	Preprer un employ du temps avec des activites faites pe dant la semaine.

UNIT. III

Communication:	Parler du passe, Raconter le week end dernier.
Grammaire :	Le passe compose avec l'auxilaire avoir, La formation du participe passe.
Culture:	Noel
Projet:	Faire un petit dossier sur les activites faites pendant les vacances d'ete.coller les photos de ces activites faites.

UNIT. IV

Communication:	Parler du passe, Rconter les vacances dernieres
Grammaire :	Le passe compose avec l'auxilaire etre.
Culture:	Les montagnes en France.
Projet:	Preparer un dossier sur la fete favorite celebree l'annee derniere.

UNIT. V

Communication:	Parler de la ville de demain , Exprimer des projets et des predictions.
Grammaire :	Le future proche, Le future simple.
Culture:	Les monuments en France.
Projet:	Imginer et presenter la ville du future

Lecon 6. Sara cherche son chemin

Lecon 7. Ma semaine en action

Lecon 8. Mon weekend dernier

Lecon 9. Mon sejour a Annecy

Lecon 10. La ville du futur

Ref.Avenir method de francais 3

French
semester-III

UNIT. I

Communication:	Decrier ce que les Francais aiment faire , Parler de la vie des Francais.
Grammaire :	Les articles indefinis et defins ,Les articles partitifs,Les articles contractes.
Culture:	La France dans le Coeur des Francais.
Projet:	Preparer un dossier sur ce que les gens du pays aiment faire.

UNIT. II

Communication:	Comparer la vie des adolescents d'autrefois et d'aujourd'hui.
Grammaire :	Le negation,Les articles.
Culture:	Les sous cultures adolescents.
Projet:	Decrivez la vie des adolescents d'hier et d'aujourd'hui.

UNIT. III

Communication:	Parler d'un sport.
Grammaire :	L'imperatif,L'interrogation questions/reponses,Lesconjonctins.
Culture:	Le sport en France.
Projet:	Parler du sport favort.

UNIT. IV

Communication:	Decriver les vacances,Racontredes experiences,Envoyerles mails.
Grammaire :	Le passe compose.
Culture:	La France ,une destination touristique.
Projet:	Dessiner ou coller les images de l'anniversaire fete l'annee

derniere, rediger un petit texte pour raconter ce jour.

UNIT. V

Communication:	Parler d'une sortie scolaire,Ecrire un e-mail.
Grammaire :	Le passe recent, le futur proche .
Culture:	Les penitures celebres du muse du Louvre.
Projet:	Ecris sur une visite au muse.

- Lecon 1.** Esprit Francais.
Lecon 2. Les ados modernes
Lecon 3. Une grande aventure a velo
Lecon 4. Un sejour a nice
Lecon 5. La sortie au muse scientifique

Ref.Avenir method de francais 4

French
Semester-IV

UNIT. I

Communication:	Parler de l'automobile
Grammaire :	Les adjectifs les verbes .
Culture:	Les automobiles en France.
Projet:	Faire un dossier sur ta voiture .Coller une photo de cette voiture et decire cette voiture.

UNIT. II

Communication	Reflechir aux villes a venir,Parler des projets d'avenir.
Grammaire :	Le futur simple ,le futur proche.
Culture:	Les projets d'avenir en France
Projet:	preparer un dossier sur les changements attendus dans la ville

UNIT. III

Communication:	partager la recette , Parler de la nourriture.
Grammaire :	Les adverbs de quantite,l'adjectif indefini.
Cultur	les fetes et les traditions.
Projet:	Preparerun dossier sur un dessert prefereet parle de son origine.

UNIT. IV

Communication:	Discuter les avantages d'internet,Ecrire un blog.
Grammaire :	Les adjectifs demonstratifs , Les adjectifs possessifs ,Les prepositions.
Culture:	Les principaux medias francais.
Projet:	Faire un rapport sur les avantages et les inconvenients d'internet.

UNIT. V

Communication:	Rediger des invitations , Ecrire des .messages les consignes, Repondre a une invitation.
Grammaire :	Les verbes pronominaux , les verbes pronominaux a l'impertif.
Culture:	Les arts du spectacle en France.
Projet:	Rediger une belle invitation pour feter l'anniversaire d'un grand parent.

Lecon 6. Le monde des automobiles

Lecon 7. La vie en 2050

Lecon 8. L'epiphanie en France

Lecon 9. La vie en ligne

Lecon 10. On fait quoi ce week-end?

Ref.Avenir method de francais 4

GENERAL ENGLISH

DEPARTMENT OF ENGLISH

UG – PART II - GENERAL ENGLISH

(The Seven-Tier Pattern recommended by UGC Curriculum Development Centre and Identified as Best Practice by NAAC)

	Stream A (For learners of high entry level proficiency)	Stream B (For learners of average entry level proficiency)	Stream C (For learners of low entry level proficiency)
Courses in Semester I	IV 26UGEL14	III 26UGEL13	I 26UGEL11
Courses in Semester II	V 26UGEL25	IV 26UGEL24	II 26UGEL22
Courses in Semester III	VI 26UGEL36	V 26UGEL35	III 26UGEL33
Courses in Semester IV	VII 26UGEL47	VI 26UGEL46	IV 26UGEL44

GENERAL COURSE OUTCOMES

CO1 Acquire the four language skills (Listening, Speaking, Reading, and Writing)

CO2 Develop the skill of independent reading and interpreting of graded texts

CO3 Expand and consolidate active and passive vocabulary

CO4 Acquire the skills needed to participate in a conversation that builds knowledge collaboratively

CO5 Acquire a clear understanding of English Grammar to facilitate the accuracy of communication.

CO6 Develop the skills of formal written communication to be used in academic and career-related contexts

TEXTS

Course I – *SPARK I: An Integrated Course Text for General English*, Department of English, St. Xavier's College (Autonomous), Palayamkottai.

Course II - *SPARK II: An Integrated Course Text for General English*, Department of English, St. Xavier's College (Autonomous), Palayamkottai.

Course III - *SPARK III: An Integrated Course Text for General English*, Department of English, St. Xavier's College (Autonomous), Palayamkottai.

Course IV - *SPARK IV: An Integrated Course Text for General English*, Department of English, St. Xavier's College (Autonomous), Palayamkottai.

Course V - *SPARK V: An Integrated Course Text for General English*, Department of English, St. Xavier's College (Autonomous), Palayamkottai.

Course VI – *SPARK VI: An Integrated Course Text for General English*, Department of English, St. Xavier's College (Autonomous), Palayamkottai.

Course VII - *SPARK VII: An Integrated Course Text for General English*, Department of English, St. Xavier's College (Autonomous), Palayamkottai.

EXTERNAL EXAMINATION

❖ External Examination has two components:

1) Written Examination and 2) Spoken English Viva Voce

❖ A three-hour written examination will be conducted for 100 marks for all General English papers and the scores will be converted to 40 marks, with a pass minimum of 16 marks.

❖ At the end of every semester, Spoken English Viva Voce will be conducted for all the students for 100 marks (four components) and the scores will be converted to 10 marks, with a required pass minimum of 4 marks.

❖ To pass in any General English paper, a student must secure the pass minimum of 40 out of 100 (16/40 in Written Examination and 4/10 in Spoken English Viva Voce Examination).

Distribution of marks: **Written Exam** (100 marks) Converted to 40 marks
 Spoken English Viva voce (100 marks) Converted to 10 marks
 TOTAL (40+10) = 50 marks

INTERNAL ASSESSMENT

❖ Two Internal Examinations shall be conducted for 50 marks each along with the Continuous Internal Assessments for 30 marks.

❖ The internal assessment for the courses may include skill-based activities such as seminar presentation/spoken English /critical podcast/ video essay/ creating a 5–8 slides on a topic/ composing a poem/ submitting a relevant photo with description etc.

In both the Internal Examinations and Semester Written Examination, 40% of the mark is allotted for literature-based questions, and 60% of the mark is allotted for grammar and composition exercises.

General English Evaluation Procedure

Internal Examination			Converted to	Total
CIA 1 (Written)	50	Converted to 70	50	100
CIA 2 (Written)	50			
Two Classroom Assessments (Spoken/Skill-based Activities) 2x 15	30	30		
External Examination			Converted to	
Semester Exam (Written)	100	Converted to 40/ (Pass Min. 16)	50	
Semester Viva Voce 4x25 (Spoken)	100	Converted to 10/ (Pass Min. 4)		

Course I

Hours: 6

Course Code: 26UGEL11

Credits: 3

LEARNING OUTCOMES

LO1 To provide an ambience to acquire the basic language skills, listening, speaking, reading, and writing

LO2 To make the learners learn the basic elements of grammar

LO3 To enable them to involve in basic communicative activities

LO4 To develop basic vocabulary

LO5 To help the learners comprehend and respond in English

LO6 To build confidence in using English to communicate

UNIT – I POETRY (READING AND WRITING SKILLS)

1. Sarojini Naidu- “Indian Weavers”
2. Robert Burns – “My Love is like a Red Red Rose”

UNIT – II SHORT STORIES (READING AND WRITING SKILLS)

1. W. Somerset Maugham – “The Ant and the Grasshopper”
2. Guy De Maupassant – “The Necklace”

UNIT –III GRAMMAR AND VOCABULARY SKILLS

1. Use of Verbs: Verb Grid (Positive, Negative & Question), Regular Verbs, Irregular Verbs & Modal
2. Tenses: Active Voice Tenses & Passive Voice Tenses
3. Use of Nouns: Forms of Personal Pronouns, Use of Nouns as Subject, Object, Complement and Object of the Preposition
4. Sentence Patterns: SV, SVO, SVC, SVA, SVOA, SVIODO
5. Punctuation and Capitalisation
6. Reading Comprehension (5 Anecdotes and 5 Wisdom Stories)

UNIT – IV LISTENING AND SPEAKING SKILLS

1. Listening Practice –Listen and Do exercises: Listening to English songs, simple Indian short stories, homonyms/homophones
2. Pronunciation Practice: Vegetables, Fruits, Flowers, Trees, Spices, Eatables
3. Introducing Oneself
4. Introducing Others

UNIT –V LISTENING AND SPEAKING SKILLS

1. Greetings
2. Making Request
3. Reading Aloud (From the text)
4. Describing a place / a picture (With hints)

COURSE OUTCOMES

Learners will be able to

CO1 Use grammatical structures in meaningful constructions

- CO2** Use oral communication for day-to-day activities
CO3 Use simple sentences for oral and written communication
CO4 Use punctuation and capitalisation accurately
CO5 Comprehend what they listen to, and respond to it at the primary level
CO6 Read and appreciate simple stories and anecdotes

TEXT BOOKS

- *SPARK I: An Integrated Course Text for General English*, Department of English, St. Xavier's College (Autonomous), Palayamkottai.
- *Intermediate English Grammar* by Raymond Murphy. Cambridge University Press, 2019.

REFERENCE

- *Spoken English: A Foundation Course* by Kamalesh Sadanand and Susheela Punitha, Orient Longman Private Limited, 2008, ISBN 81-250-3467-6.
- *Spoken English for You* by G. Radhakrishna Pillai and K. Rajeevan, Emerald Publishers, 1987, ISBN 978-81-7966-023-2.
- *Better English Pronunciation* by Thakur KBP Sinha, Vijay Nicole Imprints, 2005, ISBN 81-8209-068-7.
- Bhatnagar, R. P. *English for Competitive Examinations*, India: Trinity Press, 2017
- Sinha, R. P. *Current English Grammar and Usage with Composition*. India: Oxford University Press, 2018.

QUESTION PATTERN

SEMESTER EXAMINATION

Marks

PART A - MCQs (7 from each of the Units I, II & 6 from Unit III)	20
PART B - Compulsory - Units I, II & III (5X3)	15
• Unit I - Short answer/ ERC • Unit II - Short answer/ ERC • Verb Grid (be verb) • Verb Grid (possessive) • Verb Grid (action/passive)	
PART C – Compulsory- Unit III (5x7)	35
• Use of Verbs: Verb Grid • Tenses • Use of Nouns • Sentence Patterns • Punctuation and Capitalisation	
PART D - (3x10)	30
• Essay (250 words) Unit I (Either/or) • Essay (250 words) Unit II (Either/or) • Compulsory -Comprehension	

TOTAL

100

INTERNAL EXAMINATIONS	Marks
PART A - MCQs 6X1(2 from each of the Units I, II & III)	6
PART B- Compulsory - one question from each of the Units I, II & III	
1 Short answer/ 1 ERC / Grammar (3X3)	9
PART C –Compulsory (Unit III) (3X5)	15
PART D- (2X10)	20
• Essay - Either /or Units – I & II 250 words • Compulsory- Grammar/ Composition	
TOTAL	50

INTERNAL ASSESSMENTS Marks

Skill-based activity - 2x15 30
 (Seminar presentation/Spoken English/Critical Podcast/ Video Essay/ Creating a 5–8 slide on a topic/
 Composing a poem/ Submitting a relevant photo with description, etc.)
TOTAL 30

Viva Voce Components: 100 Marks

1. Introducing Oneself / Others (25)
2. Reading Aloud (From the text) (25)
3. Describing a place / a picture (With hints) (25)
4. Conversation with the examiner (Greetings/ Making Request) (25)

COURSE II

Hours: 6

Course Code: 26UGEL22

Credits: 3

LEARNING OUTCOMES

LO1 To provide an ambience to acquire the basic language skills, listening, speaking, reading, and writing

LO2 To make the learners frame questions and answers

LO3 To enable them to involve in basic communicative activities

LO4 To develop a comprehensible use of adjectives

LO5 To help the learners comprehend and respond in English

LO6 To develop oral communication for day-to-day activities

UNIT – I POETRY (READING AND WRITING SKILLS)

1. Rabindranath Tagore – “Leave this Chanting and Singing”
2. Gerard Manley Hopkins- “God’s Grandeur”

UNIT – II SHORT STORIES (READING AND WRITING SKILLS)

1. Sister Nivedita - “The Judgement Seat of Vikramaditya”
2. Stephen Leacock - “With the Photographer”

UNIT – III GRAMMAR AND VOCABULARY SKILLS

1. Use of Adjectives
2. Use of Conditional ‘If’ (Probable & Improbable Conditions)
3. Use of ‘who’, ‘which’, ‘where’ & ‘that’ in combining sentences
4. Framing questions – ‘Wh –’ & ‘Yes’ / ‘No’ Questions
5. Prefixes and Suffixes
6. Developing Hints into a Paragraph

UNIT – IV LISTENING AND SPEAKING SKILLS

1. Listening Practice – Listen and Do exercises: Sound patterns and words ending ‘s’ endings and ‘d’ endings, and Listening to English songs and Indian short stories
2. Pronunciation Practice: Medical Terms/ Names of Ailments/People /Currency/ Countries and Capitals/World-famous Cities
3. Making Requests
4. Offering help

UNIT – V LISTENING AND SPEAKING SKILLS

1. Seeking Permission
2. Expressing Gratitude
3. Reading Aloud (from the Prescribed Text)
4. Narrating a Story (from Hints)

COURSE OUTCOMES

Learners will be able to

CO1 Use grammatical structures in meaningful contexts

CO2 Use oral communication for day-to-day activities

CO3 Use simple sentences for oral and written communication

CO4 Use enhanced vocabulary

CO5 Comprehend and respond to what they listen to at the secondary level
CO6 Read and appreciate simple pieces of fiction and non-fiction

TEXT BOOKS

- *SPARK II: An Integrated Course Text for General English*, Department of English, St. Xavier's College (Autonomous), Palayamkottai.
- *Intermediate English Grammar* by Raymond Murphy. Cambridge University Press, 2019.

REFERENCE

- *Spoken English: A Foundation Course* by Kamalesh Sadanand and Susheela Punitha, Orient Longman Private Limited, 2008, ISBN 81-250-3467-6.
- *Spoken English for You* by G. Radhakrishna Pillai and K. Rajeevan, Emerald Publishers, 1987, ISBN 978-81-7966-023-.
- *Better English Pronunciation* by Thakur KBP Sinha, Vijay Nicole Imprints, 2005, ISBN 81-8209-068-7.
- Bhatnagar, R. P. *English for Competitive Examinations*, India: Trinity Press, 2017.
- Sinha, R. P. *Current English Grammar and Usage with Composition*. India: Oxford University Press, 2018.

QUESTION PATTERN

SEMESTER EXAMINATION	Marks
PART A – MCQs (7 from each of the Units I, II, and 6 from Unit III)	20
PART B – Compulsory Units I, II & III - Short answers/ ERC/Grammar (5X3)	15
• Unit I - Short answer/ ERC • Unit II - Short answer/ ERC • Prefixes • Suffixes • Adjectives	
PART C – Compulsory Unit III (5x7)	35
• Adjectives • Use of 'who' & 'where' in combining sentences • Use of 'which' & 'that' in combining sentences • Framing questions – 'Wh –' & 'Yes' / 'No' Questions • Developing Hints into a Paragraph	
PART D – (3x10)	30
• Essay (250 words) Unit I (Either/or) • Essay (250 words) Unit II (Either/or) • Compulsory -Use of Conditional 'If' (Probable & Improbable Conditions)	
TOTAL	100

INTERNAL EXAMINATIONS Marks

PART A - MCQs 6X1(2 from each of the Units I, II & Unit III)	6
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PART B- Compulsory-one question from each of the Units I, II & III	
1 Short answer/ 1 ERC/ Grammar (3X3)	9
PART C –Compulsory (Unit III) (3X5)	15
PART D – (2X10)	20
• Essay - Either /or Units – I & II 250 words • Compulsory - Grammar/ Composition	
TOTAL	50

INTERNAL ASSESSMENTS Marks

Skill based activity – 2x15 30
 (Seminar presentation/Spoken English/Critical Podcast/ Video Essay/ Creating a 5–8 slide on a topic/
 Composing a poem/ Submitting a relevant photo with description, etc.)
TOTAL 30

Viva-Voce Components: 100 Marks

1. Pronunciation: Medical Terms/ Names of Ailments/People /Currency/ Countries and Capitals/ World famous Cities (25)
2. Conversation: Making Requests/Offering help/Seeking Permission /Expressing Gratitude (25)
3. Reading Aloud (from the Prescribed Text) (25)
4. Narrating a Story (from Hints) (25)

COURSE III

Hours: 6

Course Code: 26UGEL13, 26UGEL33

Credits: 3

LEARNING OUTCOMES

LO1 To involve the learners in reading and interpreting English in poetry and prose (Fiction and Non-fiction)

LO2 To enable learners to write about prescribed literature

LO3 To help learners learn the appropriate use of articles, prepositions and adverbs

LO4 To help learners develop vocabulary register through homonyms, homophones and homographs

LO5 To facilitate in learners, the ability to create a narration based on hints

LO6 To build confidence in the learners to speak English for specific purposes

UNIT – I POETRY (READING AND WRITING SKILLS)

1. William Shakespeare – “All the World’s a Stage”
2. P. B. Shelley – “Ozymandias”
3. Oliver Goldsmith – “The Village Schoolmaster”

UNIT – II SHORT STORIES/ PROSE (READING AND WRITING SKILLS)

1. O. Henry – “The Gift of the Magi”
2. Katherine Mansfield – “A Cup of Tea”
3. Mark Twain – “A Day at Niagara”

UNIT – III GRAMMAR AND VOCABULARY SKILLS

1. Articles
2. Prepositions
3. Adverbs
4. Spotting Errors (Articles/ Prepositions / Adverbs)
5. Homonyms, Homophones, Homographs
6. Constructing a story using hints

UNIT –IV LISTENING AND SPEAKING SKILLS

1. Listening Practice: Listen and Do exercises: Listening to short passages , short stories (Indian and British) , English songs, *Mind your Language* (Episodes:1-2)
2. Pronunciation Practice : Words related to professions
3. Words generally mispronounced
4. Telephonic Conversation
5. Making Suggestions

UNIT – V LISTENING AND SPEAKING SKILLS

1. Complimenting / Congratulating
2. Expressing Sympathy
3. Reading aloud
4. Describing a picture/ Describing a process
5. Personal Conversation (Habits, Hobbies, Future Plan)

COURSE OUTCOMES

Learners will be able to

CO1 Read and understand English in poetry and prose (Fiction and Non-Fiction)

CO2 Write coherent essays about the prescribed literature

CO3 Use articles, prepositions and adverbs appropriately

CO4 Use homonyms, homophones, and homographs appropriately, ensuring clarity and precision in their spoken and written English

CO5 Create a narration from hints

CO6 Speak English confidently in a descriptive as well as expository style

TEXT BOOKS

- *SPARK III: An Integrated Course Text for General English*, Department of English, St. Xavier's College (Autonomous), Palayamkottai.
- *Intermediate English Grammar* by Raymond Murphy. Cambridge University Press, 2019.

REFERENCE

- *Spoken English: A Foundation Course* by Kamalesh Sadanand and Susheela Punitha, Orient Longman Private Limited, 2008, ISBN 81-250-3467-6.
- *Spoken English for You* by G. Radhakrishna Pillai and K. Rajeevan, Emerald Publishers, 1987, ISBN 978-81-7966-023-2.
- *Better English Pronunciation* by Thakur KBP Sinha, Vijay Nicole Imprints, 2005, ISBN 81-8209-068-7.
- Bhatnagar, R. P. *English for Competitive Examinations*, India: Trinity Press, 2017.
- Sinha, R. P. *Current English Grammar and Usage with Composition*. India: Oxford University Press, 2018.

QUESTION PATTERN

SEMESTER EXAMINATION

Marks

PART A - MCQs (7 from each of the Units I, II, and 6 from Unit III) 20

PART B - Compulsory - Units I, II & III (5X3) 15

- Unit I - Short answer/ ERC
- Unit II - Short answer/ ERC
- Articles
- Prepositions
- Adverbs

PART C – Compulsory - Unit III (5x7) 35

- Articles
- Prepositions
- Adverbs
- Homonyms, Homophones, Homographs
- Constructing a story using hints

PART D - (3x10) 30

- Essay (250 words) Unit I (Either/or)

- Essay (250 words) Unit II (Either/or)
- Compulsory -Spotting Errors (Articles/ Prepositions / Adverbs)

TOTAL **100**

INTERNAL EXAMINATIONS

Marks

PART A - MCQs 6X1(2 from each of the Units I, II &Unit III)

6

PART B- Compulsory one question from each of the Units I, II & III

1 Short answer/ 1 ERC/ Grammar (3X3)

9

PART C – Compulsory- (Unit III) (3X5)

15

PART D- (2X10)

20

- Essay - Either /or Units – I & II 250 words

- Compulsory- Grammar/ Composition

TOTAL **50**

INTERNAL ASSESSMENTS Marks

Skill based activity – 2x15 30

(Seminar presentation/Spoken English/Critical Podcast/ Video Essay/ Creating a 5–8 slide on a topic/ Composing a poem/ Submitting a relevant photo with description etc.)

TOTAL 30

Viva-Voce Components: 100 Marks

1. Pronunciation: Words related to professions /Words generally mispronounced (25)
2. Conversation: Making Suggestions /Complimenting / Congratulating /Expressing Sympathy / Habits, Hobbies, Future Plan (25)
3. Reading aloud (25)
4. Describing a picture/ Describing a process (25)

COURSE IV

Hours: 6

Course Code: 26UGEL14, 26UGEL24, 26UGEL44

Credits: 3

LEARNING OUTCOMES

LO1 To make learners read and understand intermediate level poetry and prose

LO2 To encourage learners to continue building a vocabulary register as the students interpret, speak, and write about prescribed literature

LO3 To make learners use tenses and concord in meaningful constructions

LO4 To enable learners to employ appropriate synonyms and antonyms in written and spoken communication

LO5 To help learners learn the different types of letters, resumes and the art of composing e-mails and the use of appropriate language

LO6 To build confidence in students to speak English naturally and clearly, moving from basic sounds and reading practice to advanced conversations about books and real-world issues

UNIT – I POETRY (READING AND WRITING SKILLS)

1. John Milton – “On His Blindness”
2. Lewis Carroll – “The Walrus and the Carpenter”
3. Rudyard Kipling – “If”

UNIT – II SHORT STORIES /DRAMA (READING AND WRITING SKILLS)

1. Rabindranath Tagore – “The Postmaster”
2. Ernest Hemingway– “Cat in the Rain”
3. Fritz Karinthy – “The Refund”

UNIT – III GRAMMAR AND VOCABULARY SKILLS

1. Tenses
2. Concord
3. Spotting Errors (Tenses and Concord)
4. Describing a thing / a place / an event
5. Synonyms and Antonyms (Bhatnagar)
6. Letter Writing (Formal & Informal), Resumes and Composing emails

UNIT – IV LISTENING AND SPEAKING SKILLS

1. Listening Practice: Listen and Do exercises: Listening to conversations, announcements, interviews of popular personalities, and *Mind your Language* (Episodes: 3-4)
2. Complaining
3. Apologising
4. Offering encouragement and responding to them
5. Warning Someone

UNIT –V LISTENING AND SPEAKING SKILLS

1. Pronunciation Practice: Vowels and Diphthongs & Strong and Weak forms of words
2. Reading Aloud
3. Issue-based conversation

4. Speaking about prescribed literature
5. Speaking on a given topic

COURSE OUTCOMES

Learners will be able to

CO1 Read, interpret, and analyse intermediate level of English in poetry, prose, and fiction

CO2 Write coherent essays on prescribed literature

CO3 Use the various tense forms accurately with proper subject - verb agreement

CO4 Compose logically organized descriptive paragraphs, formal letters, professional resumes and emails

CO5 Use synonyms and antonyms appropriately, allowing for more expressive, varied, and accurate communication

CO6 Speak English fluently with confidence in an expository as well as analytical style

TEXTBOOKS

- *SPARK IV: An Integrated Course Text for General English*, Department of English, St. Xavier's College (Autonomous), Palayamkottai.
- *Intermediate English Grammar* by Raymond Murphy. Cambridge University Press, 1999.

REFERENCE

- *Spoken English: A Foundation Course* by Kamalesh Sadanand and Susheela Punitha, Orient Longman Private Limited, 2008, ISBN 81-250-3467-6.
- *Spoken English for You* by G. Radhakrishna Pillai and K. Rajeevan, Emerald Publishers, 1987, ISBN 978-81-7966-023-2.
- *Better English Pronunciation* by Thakur KBP Sinha, Vijay Nicole Imprints, 2005, ISBN 81-8209-068-7.
- Bhatnagar, R. P. *English for Competitive Examinations*. India: Trinity Press, 2017.
- Sinha, R. P. *Current English Grammar and Usage with Composition*. India: Oxford University Press, 2018.

QUESTION PATTERN

SEMESTER EXAMINATION	Marks
PART A - MCQs (7 from each of the Units I, II, and 6 from Unit III)	20
PART B- Compulsory- Units I, II & III (5X3)	15
• Unit I - Short answers/ ERC • Unit II - Short answers/ ERC • Tenses • Concord • Spotting Errors (Tenses and Concord)	
PART C – Compulsory- Unit III (5x7)	35
• Tenses	

- Concord
- Spotting Errors (Tenses and Concord)
- Describing a thing / a place / an event
- Synonyms(4) and Antonyms(3)

PART D - (3x10)	30
• Essay (250 words) Unit I (Either/or) • Essay (250 words) Unit II (Either/or) • Compulsory- Letter Writing/Resumes/ Composing emails	

TOTAL	100
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INTERNAL EXAMINATIONS **Marks**

PART A - MCQs 6X1(2 from each of the Units I, II & Unit III)	6
PART B- Compulsory one question from each of the Units I, II & III 1 Short answers/ 1 ERC/ Grammar (3X3)	9
PART C –Compulsory (Unit III) (3X5)	15
PART D- (2X10)	20
• Essay - Either /or Units – I & II 250 words • Compulsory- Grammar/ Letter writing/ Composition	
TOTAL	50

INTERNAL ASSESSMENTS Marks

Skill based activity – 2x15	30
(Seminar presentation/Spoken English/Critical Podcast/ Video Essay/ Creating a 5–8 slide on a topic/ Composing a poem/ Submitting a relevant photo with description, etc.)	
TOTAL 30	

Viva-Voce Components: 100 Marks

1. Reading Aloud (25)
2. Issue-based conversation (25)
3. Speaking about prescribed literature (25)
4. Speaking on a given topic (25)

COURSE V

Hours: 6

Course Code: 26UGEL25, 26UGEL35

Credits: 3

LEARNING OUTCOMES

LO1 To introduce learners to the intermediate level of English through prescribed literature

LO2 To make learners read, interpret, and write about prescribed pieces of literature

LO3 To make learners learn complex language structures, the appropriate use of conjunctions and voice forms

LO4 To help learners become familiar with the accurate use of language with an awareness of common errors in language use

LO5 To make learners understand the logical sequence of ideas within a paragraph

LO6 To make learners speak English fluently with confidence, argue both sides of a topic with confidence, and discuss difficult modern issues with logic and ease

UNIT – I POETRY (READING AND WRITING SKILLS)

1. William Wordsworth – “The Solitary Reaper”
2. H.W. Longfellow – “A Slave’s Dream”
3. Robert Frost – “The Road Not Taken”

UNIT – II PROSE/ DRAMA (READING AND WRITING SKILLS)

1. Oscar Wilde - “The Model Millionaire”
2. A. A. Milne – “The Boy Comes Home”
3. Francis Bacon – “Of Friendship”

UNIT – III GRAMMAR SKILLS

1. Synthesis and Transformation of Sentences (Simple, Compound & Complex)
2. Conjunctions
3. Active – Passive Voice
4. Spotting Errors (Simple, Compound & Complex sentences/ Conjunctions/ Active – Passive Voice)

UNIT – IV ADVANCED WRITING/ VOCABULARY AND ANALYTICAL SKILLS

1. Expansion of Ideas / Proverbs
2. Dialogue Writing
3. Words often confused (Bhatnagar)
4. Sentence Arrangement

UNIT – V LISTENING AND SPEAKING SKILLS

1. Listening Practice - Listen and Do exercises: Listening to news reading, directions, stories in American English, and watching movies

2. Pronouncing Words ending with common Inflections (like – ‘logy’ ‘- graphy’ ‘-ation’ etc.),
Pronouncing ‘R’ in different positions
3. Reading and Interpreting
4. Turncoat
5. Expand a Proverb
6. Issue-Based Conversation

COURSE OUTCOMES

Learners will be able to

CO1 Read, interpret and analyse poetic English to understand open possibility of inferences

CO2 Write logically planned essays to address specific questions concerning prescribed literature

CO3 Understand the forms and structural differences in different types of sentences and their specific purposes

CO4 Use complex language structures with appropriate conjunctions and voice forms

CO5 Use vocabulary actively with an awareness of words often confused

CO6 Use Spoken English fluently with confidence and accuracy for specific purposes such as analytical, argumentative, and expository talks

TEXT BOOKS

- *SPARK V: An Integrated Course Text for General English*, Department of English, St. Xavier’s College (Autonomous), Palayamkottai.
- *Intermediate English Grammar* by Raymond Murphy. Cambridge University Press, 1999.

REFERENCE

- *Spoken English: A Foundation Course* by Kamalesh Sadanand and Susheela Punitha, Orient Longman Private Limited, 2008, ISBN 81-250-3467-6.
- *Spoken English for You* by G. Radhakrishna Pillai and K. Rajeevan, Emerald Publishers, 1987, ISBN 978-81-7966-023-2.
- *Better English Pronunciation* by Thakur KBP Sinha, Vijay Nicole Imprints, 2005, ISBN 81-8209-068-7.
- Bhatnagar, R. P. *English for Competitive Examinations*. India: Trinity Press, 2017.
- Sinha, R. P. *Current English Grammar and Usage with Composition*. India: Oxford University Press, 2018.

QUESTION PATTERN

SEMESTER EXAMINATION

Marks

PART A - MCQs (8 from Unit I, 7 from Unit II, and 5 from Unit III)	20
PART B- Compulsory Units I & II – 3 Short answers/ 2 ERC (5X3)	15
PART C – Compulsory - Unit III &IV (5x7)	35

- Synthesis and Transformation of Sentences (Simple, Compound & Complex)
- Conjunctions
- Active – Passive Voice
- Expansion of Ideas / Proverbs
- Words often confused

PART D - (3x10) 30

- Essay (250 words) Unit I & II (Either/or)
- a) Dialogue Writing (5) b) Sentence Arrangement (5)
- Compulsory -Spotting Errors (Simple, Compound & Complex sentences/ Conjunctions/ Active – Passive Voice)

TOTAL
100

INTERNAL EXAMINATIONS Marks

PART A - MCQs 6X1(1 from Units I & II , 5 from Units III & IV) 6
 PART B- Units I & II – 2 Short answers/ 1 ERC (3X3) 9
 PART C –Compulsory (Units III & IV) (3X5) 15
 PART D- (2X10) 20

- Essay - Either /or Units – I & II 250 words
- Compulsory -Grammar/ Letter writing/ Composition

TOTAL **50**

INTERNAL ASSESSMENTS Marks

Skill based activity – 2x15 30
 (Seminar presentation/Spoken English/Critical Podcast/ Video Essay/ Creating a 5–8 slide on a topic/
 Composing a poem/ Submitting a relevant photo with description, etc.)

TOTAL 30

Viva-Voce Components: 100 Marks

1. Reading and Interpreting (25)
2. Turncoat (25)
3. Expand a Proverb (25)
4. Issue-Based Conversation (25)

COURSE VI

Hours: 6

Course Code: 26UGEL36, 26UGEL46

Credits: 3

LEARNING OUTCOMES

LO1 To introduce learners to the advanced level of poetic English through representative pieces, to make them understand the oblique use of language

LO2 To make them read and understand classical English novel

LO3 To familiarise them with advanced language structures and the use of idioms and phrasal verbs

LO4 To make them understand and use different degrees for comparison, and use language for reporting speech

LO5 To acquaint them with the skills of expanding or developing, condensing ideas and responding to advertisements

LO6 To make them organize their professional knowledge into clear speeches, and discuss important world issues with confidence and logic

UNIT –I POETRY (READING AND WRITING SKILLS)

1. John Keats – “La Belle Dame Sans Merci”
2. John Donne – “Death Be Not Proud”
3. Walt Whitman – “O Captain! My Captain!”

UNIT - II FICTION (READING AND WRITING SKILLS)

George Orwell –*Animal Farm*

UNIT – III GRAMMAR AND VOCABULARY SKILLS

1. Degrees of Comparison
2. Direct- Indirect Speech
3. Spotting Errors/Correcting Errors (Comprehensive)
4. Idioms and Phrasal Verbs (Bhatnagar)

UNIT – IV ADVANCED WRITING AND ANALYTICAL SKILLS

1. Précis Writing
2. Essay Writing
3. Responding to the given advertisement
4. Cloze Test

UNIT – V LISTENING AND SPEAKING SKILLS

1. Listening Practice - Listen and Do exercises: Listening to famous speeches, poetry renditions, sports commentary, and TED Talks
2. Pronunciation Practice: Words generally often mispronounced
3. Reading and Interpretation
4. Issue-Based Conversation
5. Public speaking on a subject topic

6. Extempore

COURSE OUTCOMES

Learners will be able to

CO1 Read and interpret the oblique language of poetry and write appreciative essays on the prescribed literature

CO2 Read, interpret, and write analytical essays about prescribed literature

CO3 Use advanced grammar structures to report speech and use the three degrees of comparison for intended emphasis

CO4 Use advanced nuances of language such as idioms and phrasal verbs

CO5 Write reflective, descriptive, expository and imaginative essays with appropriate content, and condense material to a précis

CO6 Use English fluently and accurately for public speaking, extempore and other specific purposes

TEXT BOOKS

- *SPARK VI: An Integrated Course Text for General English*, Department of English, St. Xavier's College (Autonomous), Palayamkottai.
- Orwell, George. *Animal Farm*. Maple Classics, 2013.
- *Intermediate English Grammar* by Raymond Murphy. Cambridge University Press, 1999.

REFERENCE

- *Spoken English: A Foundation Course* by Kamalesh Sadanand and Susheela Punitha, Orient Longman Private Limited, 2008, ISBN 81-250-3467-6.
- *Spoken English for You* by G. Radhakrishna Pillai and K. Rajeevan, Emerald Publishers, 1987, ISBN 978-81-7966-023-2.
- *Better English Pronunciation* by Thakur KBP Sinha, Vijay Nicole Imprints, 2005, ISBN 81-8209-068-7.
- Bhatnagar, R. P. *English for Competitive Examinations*. India: Trinity Press, 2017.
- Sinha, R. P. *Current English Grammar and Usage with Composition*. India: Oxford University Press, 2018.

QUESTION PATTERN

SEMESTER EXAMINATION

Marks

PART A - MCQs (7 from Unit I, 8 from Unit II, and 5 from Unit III)	20
PART B – Compulsory -2 ERC from Unit I / 3 Short answers from Units II	15
PART C – Compulsory- Unit III & IV (5x7)	35
• Degrees of Comparison	
• Direct- Indirect Speech	
• Précis Writing	
• Essay Writing	
• Responding to the given advertisement	
PART D - (3x10)	30
• Essay (250 words) Unit I & II (Either/or)	
• Compulsory- Spotting Errors (5) Correcting Errors(5) (Comprehensive)	
• Compulsory- a) Idioms and Phrasal verbs (5) b) Cloze Test (5)	

TOTAL **100**

INTERNAL EXAMINATIONS

Marks

PART A - MCQs 6X1(1 from Units – I & II , 5 from Units III)

6

PART B- Compulsory Units I & II

1 ERC from Unit I /2 Short answers from Units I & II (3X3)

9

PART C –Compulsory (Unit III & IV) (3X5)

15

PART D- (2X10)

20

- Essay - Either /or Units – I & II 250 words
- Compulsory- Grammar/ Composition

TOTAL **50**

INTERNAL ASSESSMENTS Marks

Skill based activity - 2x15 30

(Seminar presentation/Spoken English/Critical Podcast/ Video Essay/ Creating a 5–8 slide on a topic/
Composing a poem/ Submitting a relevant photo with description, etc.)

TOTAL 30

Viva-Voce Components: 100 Marks

1. Reading and Interpretation (25)
2. Issue Based Conversation (25)
3. Public speaking on subject related topic (25)
4. Extempore (25)

LEARNING OBJECTIVES

LO1 To facilitate learners' reading advanced English through representative pieces of Literature

LO2 To help learners infer and interpret prescribed literature and write coherent, analytical essays

LO3 To help learners analyse a selected dramatic scene to identify how dialogue and stage directions reveal character motivation and advance the central conflict

LO4 To encourage learners in using English skillfully and creatively to discuss, brainstorm or debate a topic, through active practice

LO5 To equip learners with the soft skills necessary for employability

LO6 To help learners to produce structured reports, engaging blogs and original creative pieces by adapting their writing style to suit different purposes and audiences

UNIT –I DRAMA (READING AND WRITING SKILLS)

1. *Julius Caesar* – Act III, Scene I

2. *Othello* – Act V, Scene II

3. *Hamlet*- Act I, Scene III

UNIT –II FICTIONS (READING AND WRITING SKILLS)

H. G. Wells –*Time Machine*

UNIT –III SOFT SKILLS AND SPEAKING SKILLS (Theory and Practice)

1. Interview Skills*

2. Group Discussion*

3. Debate*

4. Interpersonal Skills*

(* Included for Spoken English Viva Voce and Internal Assessments)

UNIT –IV SOFT SKILLS

1. Time Management

2. Problem-Solving Techniques

3. Teamwork

4. Leadership

UNIT –V ADVANCED WRITING SKILLS

1. Report Writing

2. Blog writing

3. Creative Writing (poem/short story)

COURSE OUTCOMES

Learners will be able to

CO1 Read and understand advanced forms of English in Literature

CO2 Interpret and write analytical essays on topics concerning prescribed pieces of literature

CO3 Speak English fluently and accurately in professional contexts

CO4 Use English effectively and creatively for interviews, group discussions, etc.

CO5 Behave, react, and handle situations connected to employability, using the acquired knowledge of soft skills

CO6 Demonstrate versatility in written communication by producing structured technical reports, engaging digital content for blogs, and original creative works that employ evocative language and narrative techniques

TEXT BOOKS

- *SPARK VII: An Integrated Course Text for General English*, Department of English, St. Xavier's College (Autonomous), Palayamkottai.
- Wells, H. G. *Time Machine*. Oxford University Press, 2017 Ed.
- Alphonse S. J., Xavier. *We Shall Overcome: A Textbook on Life Coping Skills*. ICRDDCE Publication, 2004.

REFERENCE

- Sijwalii B.S. and Indu Sijwali, *General Interview Skills for Both Government and Private Sectors*. Arihant Publications, 2023.
- Soman, Ashok M, *Graduates and Postgraduates Entering the Corporate World*. Himalaya Publishing House, 2023.
- Patnaik, Priyadarshi, *Communication, Logical Thinking, and Public Speaking*. Cambridge University Press, India, 2016.

QUESTION PATTERN

SEMESTER EXAMINATION

Marks

PART A - MCQs (5 from each of the Units I, II, III & IV)

20

PART B- Compulsory - (5X3)

15

ERC from Unit I/ Short answers from Units II, III & IV

- Unit I
- Unit II
- Units III
- Units IV
- Units III/ IV

PART C –Compulsory- Units I, II, III, IV & V (5x7)

35

- Short Essay (200 words)/ Annotation Unit I
- Short Essay Unit II (200 words)
- Short Essay Unit III (200 words)
- Short Essay Unit IV (200 words)
- Creative Writing (poem/short story)

PART D - (3x10)

30

- Essay (250 words) Unit I & II (Either/or)
- Compulsory -Report writing (250 words)
- Compulsory - Blog writing (250 words)

TOTAL

100

INTERNAL EXAMINATIONS	Marks
PART A - MCQs 6X1 (1 from Units I & II , 5 from Units III & IV)	6
PART B- Units I & II – 2 Short answers from Units I & II/ 1 ERC from Unit I (3X3)	9
PART C –Compulsory (Unit III & IV) (3X5)	15
PART D- (2X10)	20
1. Essay - Either /or Units – I & II 250 words	
2. Compulsory - Report writing / Blog writing/ Creative Writing (Unit V)	
TOTAL	50

INTERNAL ASSESSMENTS Marks

Skill based activity – 2x15 30
 (Seminar presentation/ Video Essay/ Creating a 5–8 slide on a topic/ writing a poem, short story/Mock Interview /Group Discussion/Debate etc.)

TOTAL 30

Viva-Voce Components: 100 Marks

1. Interview Skills: Mock Interview (25)
2. Group Discussion (25)
3. Debate (25)
4. Interpersonal Skills: Conversation (25)

DEPARTMENT OF HUMAN EXCELLENCE
St. Xavier's College (Autonomous), Palayamkottai
Courses Offered

Semester	Category	Course Code	Course Title
I	FC	26UHER11/ 26UHEE11	Religion: Catholic Doctrine / Ethics
II	SEC3	26UHEI21	Integrated Personality Development
III	SEC4	26UHEL31	Life Coping and Entrepreneurial Skills Management
IV	EVS	26UEVS41	Environmental Studies
V	VE	26UVEH51	Human Rights and Social Analysis

NME

Semester	Category	Course Code	Course Title
I	Library	26ULBN11	Foundations of Library Science
I	XRF	26UXRN11	Traditional Knowledge of Indian Medicinal Systems
II	Library	26ULBN21	Information Resources
II	STAND	25USTN21	Rural Development Studies
II	XRF	26UXRN21	Indian Traditional Medicinal Foods
III	XRF	26UXRN31	Food Microbiology
IV	XRF	26UXRN41	Herbal Resources and Their Conservation
IV	MAX Forum	26UMXN41	Society, Economy and Politics in Contemporary India

Common Question Pattern

Internal Test

Part A	Answer ALL the questions in one or two lines	5 x 2 = 10
Part B	Answer ALL the questions, each in a paragraph	3 x 5 = 15
Part C	Write an essay on the following	1 x 10 = 10

Semester Exam

Part A	Answer ALL the questions in one or two lines	10 x 3 = 30
Part B	Answer ALL the questions, each in a paragraph	5 x 8 = 40
Part C	Write an essay on each the following	2 x 15 = 30

RELIGION: CATHOLIC DOCTRINE
(26UHER11)

SEMESTER:I	VE	HOURS:2	CREDITS: 2	TOTALHOURS:30
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Course Outcomes:

Upon completion of the course the students will be able to

- CO1:** Recite the Sacraments (K1)
- CO2:** Identify the challenges of the present day church (K1)
- CO3:** Associate Old and New testaments of the bible (K2)
- CO4:** Explain the Church history (K2)
- CO5:** Discuss the Marian worship (K2)
- CO6:** Summarize the catholic social teachings (K2)

Unit I: Introduction to Bible (6 Hours)

Bible as a Word of God, its inspiration, the Canon - Old and New Testaments and their interconnectedness - Traditional and modern interpretations

Unit II: Jesus and His Teachings (6 Hours)

Parables of Jesus – Important Teachings of Jesus: Kingdom of God – God’s Mercy – Trust in Providence – Two Commandments of love – Be committed – No condemnation of wealth – No condemnation of sinners – Love of enemies; Prayer: Jesus’ Prayer – Types of Prayer; Jesus the Healer – Types of Miracles of Jesus – Jesus the Liberator

Unit III: A Brief History of the Church & Changes and Challenges of the Modern World (6 Hours)

The beginnings of the Church - Medieval period and its challenges - The importance of the Second Vatican Council and their decrees – Synodality; Casteism – Ecumenical unity and Inter Religious harmony – Digital world and Religious Faith - Catholic Social Teachings

Unit IV: Introduction to the Sacraments and Trinity (6 Hours)

The origin of the seven sacraments - Their practices and meanings – Trinity: The Father – The Son and the Holy Spirit

Unit V: Introduction to Mariology (6 Hours)

Mary, Mother of God and Jesus - Mary, our Mother and in the Gospels - Mariology in the history of the Church – Mary as a Prophet of revolution

REFERENCES:

- “Faith Matters” material prepared by the Department of Human Excellence.
- Second Vatican Council Documents.

ETHICS
(26UHEE11)

SEMESTER:I	VE	HOURS:2	CREDITS: 2	TOTALHOURS:30
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Course Outcomes

After completing this course, the learner will be able to know/understand: Cognitive Level

(K-Level)

CO-1 Describe the Ethical foundations and human values (K2)

CO-2 Identify Ethics and its relationship with religions (K1)

CO-3 Evaluate the personal ethical codes in day-to-day life (K5)

CO-4 Associate ethics in family and society (K3)

CO-5 Apply moral, professional, and personal ethics in academic, workplace, and daily life situations. (K3)

CO-6 Analyse the modern ethical issue (K4)

Unit-I Introduction to Ethics and Human Interface (6 Hours)

Meaning, Nature and Scope of Ethics-Challenges and Importance of ethics-Basic ethical foundations-Human values: Tolerance, Compassion, Rationality, Objectivity. Scientific Attitude, Integrity, Respecting Conscience and Empathy. Mahatma Gandhi and Ethical practices: Non violence, Truth, Non-hatred and love for all, concern for the poorest, objectivity nationalism and Education for man making relation between ends and means.

Unit-II Ethics and Major religions and civilizations (6 Hours)

Ethics and its relationship with Religions- Ten Commandments: Christianity and Judaism tradition-Hinduism- Dharma and Mokhya (out of 4 goals of life Dharma, Artha, Kama and Mokhya),concept of Purusartha, Nisakama Karma (work without attachment to results), Concept of Basudev Kutumba and Peace(Whole including all animals, plants, inanimate beings and human form one world)-Islamic Ethics: Justice, Goodness, Kindness, Forgiveness, Honesty, Purity and piety- Buddhism - Arya AstangikaMarg: Right view, Thought , Speed, Action, Livelihood, Efforts, Attention and Concentration.

Unit-III Personal and Professional ethics (6 Hours)

Moral percepts -Dynamics of personal morality-Moral Conscience-Ethical aspects of Thirukural-Evils of corruption- Professional ethics- Nature, Characteristics, scope, type. Professional Value: Trusteeship, Inclusiveness, Commitment, Sustainability, Accountability, Transparency, Impartiality.

Unit-IV Governance, Family and Social Ethics (6 Hours)

Concept of Good Governance-Principles: Transparency, Accountability, Rule of Law-Ethical Leadership and Public Responsibility-Corruption and Integrity in Public Life-Role of Family in ethical formulations-Respecting persons-Peace and Justice-Human Duties-Respecting Persons and Human Dignity-Equality, Justice and Fairness -Peace, Non-violence and Social Harmony-Tolerance, Pluralism and Social Inclusion.

Unit- V Judicious Use of Technology (6 Hours)

Judicious use of Mobile Phones, Electrical machines, Plastics, Television, Computers and their harmful effects. Ethics and Use of Digital Technology: Cyber ethics-, Ethics of social media: WhatsApp, Face book, Twitter and others.

Recommended Books/e-resources:

- R.R. Gaur, R Sangal, G.P. Bagaria (2009): A Foundation Course in Human Values and Professional Ethics, Excel Books.
- D.R. Kiran (2014) Professional Ethics and Human Values, McGraw Hill Education (India).

- Vivian L Vignoles (2017): Identity: Personal and Social, Chapter to appear in Oxford Handbook of Personality and Social Psychology (2nd ed.), edited by Kay Deaux and Mark Snyder.
- https://cdn.visionias.in/value_added_material/3b896-ethics.pdf
- Sargolzaei, E., & Nikbakht, M. (2017). The Ethical and Social Issues of Information Technology: A Case Study. International Journal of Advanced Computer Science and Applications, 8(10), 138–146. <https://doi.org/10.14569/ijacsa.2017.081019>
- Mirghaderi, L., Sziron, M., & Hildt, E. (2023). Ethics and Transparency Issues in Digital Platforms: An Overview. AI (Switzerland), 4(4), 831–843. <https://doi.org/10.3390/ai4040042>
- Müller, V. C. (2022). The History of Digital Ethics. Digital Dreams Have Become Nightmares: What We Must Do. <https://doi.org/10.1145/3640479.3640499>
- Course Material Prepared by Department of Human Excellence.

**INTEGRATED PERSONALITY DEVELOPMENT
(26UHEI21)**

SEMESTER: II	SEC3	HOURS: 2	CREDITS: 2	TOTAL HOURS: 30
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Course Outcomes:

After completing this course, students will be able to:

CO1: Analyze individual personality traits, habits, and attitudes by utilizing self-awareness frameworks such as SWOC and the Johari Window. (K4)

CO2: Formulate actionable plans to build self-confidence, a positive mindset, and healthy self-esteem for continuous personal growth. (K6)

CO3: Implement self-management techniques, including mindfulness, yoga, and distraction control, to regulate stress and improve discipline. (K3)

CO4: Demonstrate effective interpersonal skills, including rapport building, assertiveness, and conflict management, within group discussions and team environments. (K3)

CO5: Design a systematic roadmap of realistic personal and academic goals using structured goal-setting methodologies. (K6)

CO6: Integrate ethical values, social responsibility, and gender sensitivity into professional conduct and real-life decision-making. (K4)

UNIT-I: Self-Knowledge (6 Hours)

Exploring Habits, Attitudes, Self Awareness – Self introspection - SWOC analysis – Johari Window’s Self identity. Enhancing one’s Self image, Self -Esteem, Building self Confidence and Positive Mind Set.

UNIT-II: Self Management (6 Hours)

Understanding of One’s Life Story- Focusing on Internal Narratives – Self-Talk, Self-Discipline- Managing Change, -Adaptation to change, Managing Distractions, Yoga and Mindfulness -Overcoming Inferiority Complex

UNIT-III: Personal Competence and Goal Setting (6 Hours)

Developing Rapport - Giving and Receiving Constructive Feedback - Assertiveness and Conflict Management Skills - Group Discussion Skills –Goal Setting.

UNIT-IV: Personality Development (6 Hours)

Recognizing the growth in different dimension of Holistic and Integrated Personality Development-Ethical Behavior-Gender Sensitivity and Respect- Civic Responsibility-Social Media Responsibility

UNIT-V: Emotional Well-Being (6 Hours)

Meaning -Types of Emotions- Expressing Emotions- Managing Difficult Emotions - Self-Control-Healthy Relationships- Building Resilience & Coping Skills - -Mental Health Awareness.

Reference Books:

1. Dr.Xavier Alphonse S.J ,We Shall Overcome, ICRDEC Publications,Chennai,2004.
2. Harold R Wallace and L. Ann Masters, Personality Development South- Western Cengage Learning India PL,NewDelhi,2006.
3. Course Material Prepared by Department of Human Excellence.

LIFE COPING AND ENTREPRENEURIAL SKILLS MANAGEMENT

(26UHEL31)

SEMESTER:III	SEC 4	HOURS:2	CREDITS:2	TOTAL HOURS:30
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Course Outcomes:

After completion of the Course, the students will be able to

CO1: Explain holistic health including physical, mental, and social wellbeing. (K2)

CO2: Apply healthy lifestyle practices including nutrition, hygiene, and digital wellbeing. (K3)

CO3: Analyze social and professional situations using empathy and ethical reasoning. (K4)

CO4: Apply structured decision-making and problem-solving skills in real-life situations. (K3)

CO5: Demonstrate coping strategies for stress, crisis, and uncertainty. (K3)

CO6: Evaluate addiction risks and design strategies for a healthy lifestyle. (K5)

Unit I: Holistic Health & Lifestyle Management (6 Hours)

WHO's definition of Health – Dimensions of Health – Adolescent Health and Women's Health – Understanding Physical Self – Personal Hygiene and Grooming – Balanced Diet and Nutrition – Healthy Habits and Lifestyle – Lifestyle Diseases and Prevention – Digital Wellbeing (Screen Time, Sleep Cycle, Mental Balance) – Public Health Awareness.

Unit II: Social Intelligence & Relationship Management (6 Hours)

Family Relationship: Values in family relationship, nuclear family, Joint Family, Dependence, Overdependence, Happy family, Broken Family - Caring Elders - Rapport Building with Peers/ Friends, Strangers, Transgenders - Professional Relationship: Officials, Mentors, Staff & Service Personnel- Other centeredness and others point of view and Empathy.

Unit III: Decision-Making & Problem-Solving Skills (6 Hours)

Types of Problems (Academic, Personal, Financial, Social) – Problem-Solving Strategies – Decision-Making Process – Rational and Intuitive Decision-Making – Ignatian Discernment Process – Lateral Thinking and Creativity – Basic Financial Literacy (Needs vs Wants, Saving, Budgeting).

Unit IV: Coping with Stress, Crisis & Change (6 Hours)

Meaning and Types of Stress – Causes of Stress (Academic, Social, Digital) – Stress Management Techniques – Emotional Regulation Strategies – Time Management and Productivity – Crisis Management (Failure, Uncertainty, Loss) – Building Resilience and Adaptability.

Unit V: Addiction Awareness & Personal Safety (6 Hours)

Meaning and Types of Addiction – Substance Addiction – Digital and Internet Addiction – Causes and Effects of Addiction – Prevention and Control Measures – Self-Regulation Techniques – Cyber Safety and Responsible Internet Usage – Seeking Help and Counselling Support.

Activity Collaborators: Anti-drug Club, Women's Forum.

Reference Books:

1. Dr. Xavier Alphonse S.J., We Shall Overcome, ICRDEC Publications, Chennai, 2004.
2. Covey Sean, Seven Habits of Highly Effective Teens, New York, Fireside Publishers, 1998.
3. Carnegie Dale, How to win Friends and Influence People, New York: Simon & Schuster, 1998.
4. Clear, James. 2018. Atomic Habits: An Easy & Proven Way to Build Good Habits & Break Bad Ones. New York: Avery
5. Atomic Habits – James Clear, Avery, 2018.
6. The 7 Habits of Highly Effective People – Stephen R. Covey, Free Press.
7. Emotional Intelligence – Daniel Goleman, Bantam Books.

8. Thinking, Fast and Slow – Daniel Kahneman, Penguin Books.
9. Course Material prepared by the Department of Human Excellence.

ENVIRONMENTAL STUDIES
(26UEVS41)

SEMESTER:IV	EVS	HOURS:2	CREDITS:2	TOTAL HOURS:30
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Course Outcomes:

The students will be able to:

CO1: Describe various natural resources and the fundamental principles of sustainable development to explain resource interdependence. (K1)

CO2: Explain the relationship between biodiversity and various conservation approaches to maintain ecological balance. (K2)

CO3: Apply prevention and mitigation strategies to address specific environmental issues and ecosystem degradation. (K3)

CO4: Illustrate the adverse health impacts of different types of pollution on human populations and ecosystems. (K3)

CO5: Evaluate environmental quality indicators and the effectiveness of climate change mitigation risks. (K5)

CO6: Summarize major international environmental treaties and national legislations aimed at environmental protection. (K2)

Unit I: Natural Resources (6 Hours)

Environment – Definition; Overview of natural resources: definition, types of natural resources. Biotic and abiotic, renewable and non-renewable resources. Water resources: types, over-exploitation, issues, challenges, water scarcity, conflicts. Soil and mineral resources: important minerals, problems, soil as a resource. Energy resources: sources, conventional and non-conventional, implications. (IKS- Traditional water conservation methods (e.g., temple tanks, ooranis, johads). Indigenous agricultural practices and soil conservation methods.)

Unit II: Environmental pollution and Health (6 Hours)

Natural and man-made disasters and their impacts of environment and management. Pollution: definitions, natural and man-made pollution. Different types of pollution- Air, Water, Soil, Noise, Radioactive and solid waste pollution: Sources of pollution, different types of pollutants, effects of pollution in environment and human health, prevention and control of pollution. (IKS- Traditional waste management practices. Herbal and indigenous methods to reduce pollution impacts.)

Unit III-Conservation of Biodiversity and Ecosystems (6 Hours)

Biodiversity and its distribution: Levels and types, India and world, hotspots, threat categories. Ecosystems and ecosystem services: major types in India, basic characteristics, significance. Threats to biodiversity and ecosystems: land use, commercial exploitation of species and invasive species. Types of Biodiversity conservation (*In-situ and Ex-situ*). (IKS- Sacred groves and community-based conservation practices, Role of indigenous communities in biodiversity protection)

Unit IV: Climate change: Impacts, Adaptation and Mitigation (6 Hours)

Climate change: structure and different layers of atmosphere, Impacts, vulnerability and adaptation to climate change. Mitigation of climate change: GHGs types, sources, impacts and control. Importance of 1.5 °C and 2.0 °C Global warming and Ozone depletion. Concept of carbon intensity, energy intensity and carbon neutrality; policy instruments, carbon capture and storage, climate justice. Anthropogenic factors - Human over population, over consumption, pollution, Mining, Transport, Environmental degradation and Impact of human activities. (IKS- Traditional climate-resilient farming practices. Indigenous housing designs for climate adaptation.)

Unit V: Environmental Treaties, Legislation and Sustainable Development (6 Hours)

Overview of instruments of international cooperation: bilateral, multilateral, conventions and protocols, COPs. Major International Environmental Agreements: CBD, CITES, UNCCD, UNFCCC. Major Indian Environmental Legislations: acts, rules, sites, areas, zones and judgments. Introduction to sustainable development: SDGs, targets and indicators,

challenges and strategies. Principle of sustainable development, international efforts of sustainable development and sustainable development in India: Perspective and strategies. (IKS- Community based natural resource management models.)

Skill-Based Activities:

Unit-I	➤ Field observation of local water bodies ➤ Preparation of a household resource audit report ➤ Case study analysis on sustainable practices
Unit-II	➤ Air and water quality observation survey ➤ Preparation of eco-friendly products (natural cleaners, composting) ➤ Awareness campaign design
Unit-III	➤ Biodiversity documentation of campus/local area ➤ Preparation of herbarium or digital biodiversity register
Unit-IV	➤ Carbon footprint calculation (individual/department level) ➤ Tree plantation and climate awareness drive
Unit-V	➤ Mock COP session ➤ Policy analysis and presentation ➤ Preparation of sustainability action plan for the campus

General Suggestions:

- Educational visit to Xavier Solai be organized as a common activity for all students.
- Include activity based and project based assignments.
- Conduct orientation programs for EVS faculty on IKS and skill based pedagogy.
- Students examine environmental problems in their local communities and develop solutions to address them.

Reference Books:

1. Singh, J.S., Singh, S.P., Gupta, S.R. (2006). Ecology, Environment and Resource Conservation. Anamaya Publications.
2. Harris, Frances (2012). Global Environmental Issues, 2nd Edition. Wiley- Blackwell.
3. Krishnamurthy, K.V. (2003). Textbook of Biodiversity, Science Publishers, Plymouth, UK.
4. Ahluwalia, V. K. (2015). Environmental Pollution, and Health. The Energy and Resources Institute (TERI).
5. Pittock, Barrie (2009). Climate Change: The Science, Impacts and Solutions. 2nd Edition. Routledge.
6. Ministry of Environment, Forest and Climate Change (2019). A Handbook on International Environment Conventions & Programmes.
7. KanchiKohli, Manju Menon (2021). Development of Environment Laws in India, Cambridge University Press.

HUMAN RIGHTS AND SOCIAL ANALYSIS

(26UVEH51)

SEMESTER:IV	VE	HOURS:2	CREDITS:2	TOTAL HOURS:30
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Course Outcomes:

Upon completion of the course, the students will be able to

CO1: Recall key concepts of rule of law, democracy, equality, human dignity, citizenship, social justice, secularism and human rights.(K1)

CO2: Explain the Preamble to the Constitution of India, Fundamental Rights, Directive Principles, civil and political rights, socio-economic and cultural rights and collective rights.(K2)

CO3: Apply constitutional principles and human rights concepts to contemporary social issues. (K3)

CO4: Analyze interrelationships among inequalities, social structures, social problems, and reform initiatives in India. (K4)

CO5: Evaluate the effectiveness of constitutional provisions in promoting equality and social justice.(K5)

CO6: Design strategies fostering equality, communal harmony, responsible democratic citizenship and civic participation. (K6)

Unit I: Understanding basic concepts (6 Hours)

Understanding of key concepts, their meaning and significance in today's context – Rule of law, democracy, equality, human dignity, citizenship, social justice, secularism, human rights, fundamental rights and constitutional values.

Unit II: Classification of Human Rights (6 Hours)

Civil and Political rights, socio-economic and cultural rights collective rights or group rights – Preamble to the Constitution of India, Fundamental Rights - Equality rights, personal freedom and right to life, rights against arbitrary arrest and illegal detention, Rights against exploitation, Religion Freedom, Minority rights and Fundamental Duties (Art. 51A)

Unit III: Indian Social System (6 Hours)

Social Analysis - Social system and its components, Inequalities, caste structures and manifestation, Patriarchy and violence against women, Gender and sexual Minorities– A land of cultural linguistic and religious diversity –secular ethos – religious -fundamentalism-Indian politics -Interdependence of human being and society

Unit IV: Social Problems (6 Hours)

Indian Economic inequality and Poverty - Caste Discrimination : Untouchability, honour killing - Reservation policy, and Dalit empowerment - illiteracy and its effects Child labour, child abuse, bonded labour and their effects

Unit V: Social Reformers (6 Hours)

Promoting social justice and equality, women's rights, and eradication of caste discrimination - Dr. B. R. Ambedkar, Mahatma Gandhi, Dr. Muthulakshmi Reddy, Savitribai Phule, Fathima Sheik, Pandita Ramabai and E. V. Ramasamy - Focusing on service to the marginalized, healthcare, education, and human values

Reference Books:

1. P.N. Sharma, "Social problems and issues in India", Bharat Book Centre, 2014, New India
2. The Reality Reloaded, Gurjot S. Kaler, Chandigarh, India, 2018
3. Course Material Prepared by the Department of Human Excellence
4. Activity-based learning will be conducted in collaboration with the Democracy Forum and Electoral Literacy Club to promote democratic values, constitutional awareness, and responsible citizenship.

SEMESTER I

INTRODUCTION TO LITERATURE

(Course Code: 26 UELC11)

SEMESTER - I

CORE - 1

HOURS - 5

CREDITS – 5

LEARNING OBJECTIVES

LO1 To introduce the different forms of literature through representative pieces

LO2 To provide the background of literature studies

LO3 To enable the identification of the different genres in English literature

LO4 To help comprehend the characteristic features of the different forms of literature

LO5 To examine the various themes presented and the style used in the prescribed literature

LO6 To create the ability to critically appreciate a text

UNIT I POETRY

Michael Drayton “The Parting”

William Shakespeare “Sonnet 116”

Gerard Manley Hopkins “Pied Beauty”

William Wordsworth “Daffodils”

UNIT II POETRY

Thomas Gray “Elegy Written in a Country Churchyard”

Robert Frost “Stopping by Woods on a Snowy Evening”

Emily Dickinson “A Bird Came Down the Walk”

Theodore Roethke “The Meadow Mouse”

UNIT III PROSE

Arthur Conan Doyle “The Adventure of the Blue Carbuncle”

Katherine Mansfield “A Dill Pickle”

Robert Lynd “Sweets”

Saki “The Open Window”

UNIT IV PLAY

Hugh Chesterman “The Pie and the Tart”

Lady Gregory “The Rising of the Moon”

UNIT V EXCERPTS

Lewis Carroll Chapter 1 (*Alice’s Adventures in Wonderland*)

Jerome K. Jerome “Packing Episode” (an excerpt from *Three Men in a Boat*)

COURSE OUTCOMES

Learners will be able to

- CO1** Identify the foundational nature of literature and its implications as a creative, fictional construct (K1)
- CO2** Explain the basic elements of poetry, including its form, themes, and use of language (K2)
- CO3** Apply knowledge of narrative structure, character, and perspective to interpret various works of fiction (K3)
- CO4** Examine the dynamics of drama, such as plot, theme, dialogue, and setting, to understand how they function together (K4)
- CO5** Evaluate and integrate insights from secondary sources to deepen the appreciation and interpretation of prescribed literary texts (K5)
- CO6** Write structured, analytical essays on literature that demonstrate an understanding of the unique nuances of specific genres (K6)

REFERENCE

- Abrams, M. H. and Geoffrey Galt Harpham. *A Glossary of Literary Terms*. United Kingdom: Cengage Learning, 2015.
- Adamson, H.D., *Linguistics and English Literature: An Introduction*. United Kingdom: Cambridge University Press, 2019.
- Kennedy, X. L. et al. *Literature: An Introduction to Fiction, Poetry, and Drama*. United Kingdom: Pearson Longman, 2016.
- Kirsznar, Laurie et al. *Portable Literature: Reading, Reacting, Writing*. 9th ed., United Kingdom: Cengage Learning, 2016.
- Prasad, B. *A Background to the Study of English Literature*. India: Macmillan Pub., 2009.

QUESTION PAPER PATTERN

SEMESTER EXAMINATION	Marks
PART A -I MCQs (4 from each of the Units I, II, III, IV & V) (20x1=20)	20
PART B- Compulsory-All Units - One question from each unit (5X3=15)	15
PART C – Either /or -One question from each unit with internal choice (short essays -200 words/annotations from Units I, II &IV) (5x7=35)	35
PART D- Open choice - 3 out of 5 One question from each unit- Essays (250 words) (3x10=30)	30
TOTAL	100

INTERNAL EXAMINATIONS	Marks
PART A - MCQs - All Units- (6X1=6)	6
PART B- Compulsory - All Units- (3X3=9)	9
PART C – Either /or –All Units Paragraphs/ Annotations from Units I, II &IV (3X5=15)	15
PART D- All Units - Either /or - Essays 250 words (2X10=20)	20
TOTAL	50

INTERNAL ASSESSMENTS	Marks
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Skill-based activity –	2x15 =30
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(Seminar presentation/Critical Podcast/ Video Essay/ Creating a 5–8 slide on a topic/ Composing a poem/ Submitting a relevant photo with description, etc.)	
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TOTAL	30
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INDIAN WRITING IN ENGLISH
(Course Code: 26UELC12)
SEMESTER - I CORE - 2 HOURS - 5 CREDITS – 5

LEARNING OBJECTIVES

- LO1 To introduce the emergence and growth of Indian Writing in English
- LO2 To comprehend the portrayal of the plurality of Indian cultural identity in literature
- LO3 To perceive the history-literature interface in India
- LO4 To enable appreciation of the dynamic, inventive use of English in Indian writing
- LO5 To read the representation of the myriad dimensions of Indian consciousness
- LO6 To identify and discuss the themes encompassed in Indian Writing in English

UNIT I POETRY (IKS)

- | | |
|----------------|--------------------------|
| Toru Dutt | “The Lotus” |
| Sri Aurobindo | “The Tiger and the Deer” |
| Sarojini Naidu | “To India” |

UNIT II POETRY (IKS)

- | | |
|----------------|----------------------------|
| Kamala Das | “My Grandmother’s House” |
| Shiv K. Kumar | “Indian Women” |
| Nissim Ezekiel | “Poet, Lover, Birdwatcher” |

UNIT III PROSE (IKS)

- | | |
|-----------------------|--|
| Ruskin Bond | “Boy Scouts Forever” |
| M. K. Gandhi | “Inspection Episode-Examination”
(From “Part I: Childhood”, An Autobiography) |
| Dr. A.P.J Abdul Kalam | “My Vision for India” |

UNIT IV SHORT STORIES (IKS)

- | | |
|----------------|-----------------------|
| R. K. Narayan | “An Astrologer’s Day” |
| A.K. Ramanujan | “Brother’s Day” |
| K.A. Abbas | “Sparrows” |

UNIT V PLAY & NOVELLA (IKS)

- | | |
|---------------------|--|
| Rabindranath Tagore | <i>Muktadhara</i> |
| Joginder Paul | <i>Sleepwalkers</i> (Non-Detailed Study) |

COURSE OUTCOMES

Learners will be able to

- CO1** Identify the wide range of themes, motifs, and literary traditions present in Indian Writing in English (K1)
- CO2** Explain the dimensions of plurality, diversity, and the inherent complexity of "Indianness" as represented in literature (K2)
- CO3** Demonstrate an appreciation for India's cultural history and heritage by connecting literary texts to their specific traditions (K3)
- CO4** Examine the sociological, historical, cultural, and political contexts to analyze how these factors shape the selected literary works (K4)
- CO5** Assess the impact of colonial history on Indian literary representation and evaluate the counter-narratives produced by Indian writers (K5)
- CO6** Formulate original critical arguments that re-imagine India's socio-cultural matrix by synthesizing perspectives from representative literary works (K6)

TEXTBOOKS

- Tagore, Rabindranath. *Three Plays*. Ed. Ananda Lal. India: Oxford University Press, 2001.
- Paul, Joginder. *Sleepwalkers*. Ed. Keerti Ramachandra. India: Katha Perspectives, 2000.

REFERENCE

- Agarwal, Beena and Neelam Srivastava. *Tagore's Muktaadhara: Critical Spectrum*. India: Aadi Publications, 2022.
- Iyengar, Srinivasa, K.R. *Indian Writing in English*. India: Sterling Publishers Private Limited, 2009.
- Mehrotra, Arvind Krishna, Ed. *An Illustrated History of Indian Literature in English*. India: Orient Blackswan, 2013.
- Naik, M. K. *A History of Indian English Literature*. India: Sahitya Akademi, 2009.

QUESTION PAPER PATTERN

SEMESTER EXAMINATION

Marks

PART A - MCQs (20x1=20)	
4 from each of the Units I, II, III, IV & V, except Non-Detailed Piece	20
PART B- Compulsory- All Units- 5 th Question from Non-Detailed Piece (5X3=15)	15
PART C – Either /or All Units - 5 th Question from Non-Detailed Piece (Short essays 200 words / Annotations from poetry & drama) (5x7=35)	35
PART D- Open Choice -3 out of 5 (3x10=30)	
One question from each unit- Essays (250 words) except Non-Detailed Piece	30
TOTAL	100

INTERNAL EXAMINATIONS	Marks
PART A - MCQs (All units except Non-Detailed Piece) (6X1=6)	6
PART B- Compulsory- All Units- (3X3=9)	9
PART C – Either /or –All Units – (3X5=15)	
Paragraphs / Annotations from poetry & drama	15
PART D- All Units -Either/or-(2X10=20)	
Essays 250 words, except Non-Detailed Piece	20
TOTAL	50

INTERNAL ASSESSMENTS	Marks
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Skill-based activity –	2x15 =30
(Seminar presentation/Critical Podcast/ Video Essay/ Creating a 5–8 slide on a topic/ Composing a poem/ Submitting a relevant photo with description, etc.)	
TOTAL	30

SOCIAL HISTORY OF ENGLAND

(Course Code: 26UELE11)

SEMESTER - I

EC - 1

HOURS - 4

CREDITS - 3

LEARNING OBJECTIVES

LO1 To introduce students to the socio-cultural history of England

LO2 To perceive the dynamics of the culture and politics and their impact on each other

LO3 To discern the various influences on the people and their lives over the ages

LO4 To analyse the developmental influences of the English language

LO5 To comprehend the evolution of life and society through the periods

LO6 To obtain a comprehensive idea of the influence of the milieu on life and literature

UNIT I

The Renaissance and its impact on England

The Reformation - causes and effects

UNIT II

The Restoration

Coffee-Houses and their social relevance

UNIT III

The Agrarian and Industrial Revolutions

Impact of the French Revolution on the English Society

UNIT IV

The Victorian Age

Social Impact of the Two World Wars

UNIT V

1. The English Feudal System

3. The Divine Right Theory of Kingship

5. The Clarendon Code

7. Religion of England

9. The Enclosure Movement

11. The Anti – Slavery Movement

13. The Bastille Prison

15. The Welfare State

2. Black Death

4. The Cavaliers and the Roundheads

6. The Whigs and the Tories

8. Puritanism

10. Agricultural Improvers

12. The Reform Bills

14. Public Schools in England

16. The Cold War

COURSE OUTCOMES

Learners will be able to

- CO1** Identify the key socio-political movements and historical events that shaped the formation of English identity (K1)
- CO2** Explain the influence of socio-cultural and historical phenomena on the literary production of distinct periods (K2)
- CO3** Demonstrate an understanding of the complex interaction between politics, economy, and the natural environment in establishing a historical milieu (K3)
- CO4** Examine the evolution of England as a society and nation through significant periods of change, revolution, and development (K4)
- CO5** Assess the intersection of personal motivations, individual influences, and broader political contexts in driving social change (K5)
- CO6** Formulate critical arguments regarding the major movements and historical moments that continue to define the evolution of contemporary England (K6)

TEXTBOOKS

- Xavier, A.G., *The Social History of England*. Viswanathan, S. Printers and Publishers, 2009.

REFERENCE

- Ashok, Padmaja. *The Social History of England*. New Delhi: Orient Blackswan, 2011.
- Bédarida, François. *A Social History of England: 1851-1990*. London: Routledge, 1991.
- Trevelyan, G. M. *English Social History: A Survey of Six Centuries - Chaucer to Queen Victoria*. India: Booksway, 2014.

QUESTION PAPER PATTERN

SEMESTER EXAMINATION	Marks
PART A - MCQs (5 from Units I, II, III & IV) (20x1=20)	20
PART B- Compulsory -5 short notes from Unit V (5X3=15)	15
PART C – Either /or from all units 5 th question from Unit V comprising two topics (5x7=35)	35
PART D- Open Choice - 3 out of 5 From Units I, II, III & IV (Essays 250 words) (3x10=30)	30
TOTAL	100

INTERNAL EXAMINATIONS	Marks
PART A - MCQs (except Unit V) (6X1=6)	6
PART B- Compulsory -3 questions from Unit V (3X3=9)	9
PART C – Either /or Paragraphs from Units I, II, III, IV (3X5=15)	15
PART D- Either/or- Essays from Units I, II, III, IV -250 words (2X10=20)	20
TOTAL	50

INTERNAL ASSESSMENTS	Marks
Skill-based activity –	2x15 =30
(Seminar presentation/Critical Podcast/ Video Essay/ Creating a 5–8 slide on a topic/ Composing a poem/ Submitting a relevant photo with description, etc.)	
TOTAL	30

SPOKEN ENGLISH

Course Code: 26UELN11

SEMESTER - I SEC - 1 NME HOURS - 2 CREDITS - 2

LEARNING OBJECTIVES

- LO1 To initiate learners in speaking English
- LO2 To instil confidence in using English for oral communication
- LO3 To help attain fluency in speaking English and overcome communication barriers
- LO4 To sensitise the learners to the Phonemes and their articulation
- LO5 To make the learners participate in interpersonal conversations and active discussions
- LO6 To involve the learners in continuous practice to promote confident, prolonged speech production in English

UNIT I SITUATIONAL COMMUNICATION

At the railway station - At the restaurant - At the bank – At the cinema – At the bookshop –
At the doctor's – At the market – At the tailor's – At the post office – In the library –
Buying a computer – Planning a vacation

UNIT II PRONUNCIATION PRACTICE

Consonants
Vowels
Diphthongs

UNIT III COMMUNICATION ACTIVITIES

Speaking on given topics
Role play
Debate
Panel Discussion

UNIT IV NARRATION SKILLS

Reporting an event or incident
Narrating life experience
Narrating a story

UNIT V GROUP DISCUSSION SKILLS

Importance of personality manifestation
How to overcome personal / physical / semantic barriers
Practical suggestions for success in group discussion

COURSE OUTCOMES

Learners will be able to

- CO1** Identify the foundational sounds, rhythmic patterns, and basic vocabulary necessary for clear English pronunciation (K1)
- CO2** Explain the nuances of using English effectively across diverse social and professional contexts (K2)
- CO3** Demonstrate the ability to overcome speaking inhibitions by practicing English in supportive, low-stakes environments (K3)
- CO4** Examine the structure of oral narratives by organizing event reports, personal experiences, and stories into coherent presentations (K4)
- CO5** Assess the impact of speaking style and fluency by critically evaluating one's own progress and comfort level in English usage (K5)
- CO6** Formulate logically sound arguments and counter-arguments to participate confidently and effectively in formal debates and panel discussions (K6)

REFERENCE

- Balan, Jeyashree. *Spoken English*. New Delhi: Tata McGraw Hill Education, 2008.
- Carnegie, Dale. *The Quick and Easy Way to Effective Speaking*. New York: Simon & Schuster, 1990.
- Gangal, J.K. *Practical Course in Spoken English*. PHI Publication, 2012.
- Sankar, Paila Ravi. *How to Speak fluent English*. Chennai: Notion Press, 2021.
- Reid, Alison. *Spoken English*. New Delhi: Goodwill Publishing House, 2019.
- Xiao, Ken. *Talk English: The Secret to Speak English Like a Native in 6 Months for Busy People*. India: Fluent English Publishing, 2016.

SEMESTER EXAMINATION

Marks

PRACTICAL

Note: Spoken Assessment should be conducted on the following components:

- | | |
|---|------|
| 1. Issue-based conversation / Speaking on the given topic | 12.5 |
| 2. Reading Aloud | 12.5 |
| 3. Narration of an Event / an Experience / a Story | 12.5 |
| 4. Group discussion / Debate / Panel Discussion | 12.5 |

TOTAL 50

INTERNAL EXAMINATIONS

Marks

PRACTICAL

Assess any TWO Components (2x17.5)	35
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TOTAL 50

INTERNAL ASSESSMENTS

Marks

PRACTICAL

Assess any TWO Components – 2x15	30
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TOTAL 30

SEMESTER II

AMERICAN LITERATURE - I

(Course Code: 26UELC21)

SEMESTER - II CORE - 3 HOURS - 4 CREDITS - 3

LEARNING OBJECTIVES

LO1 To read and perceive the characteristic features of American Literature

LO2 To trace the social, historical, literary, and cultural elements in American literature

LO3 To examine the various themes dealt with in the literature

LO4 To comprehend the composite American identity resulting from the cultural variety and history of the American people

LO5 To inculcate a rhetorical approach to study the texts and the conceptions, generalisations,

myths and beliefs about American cultural history

LO6 To interpret and appreciate the pieces of literature, their uniqueness, and significance

UNIT I POETRY

E. A. Poe “Annabel Lee”

Ralph Waldo Emerson “Brahma”

UNIT II POETRY

Walt Whitman “I Hear America Singing”

Emily Dickinson “Because I Could Not Stop For Death”

UNIT III PROSE

Martin Luther King Jr. “I have a Dream”

Abraham Lincoln “Gettysburg Address”

UNIT IV SHORT STORIES

O. Henry “Mammon and the Archer”

Mark Twain “The Five Boons of Life”

UNITS V DRAMA

Tennessee Williams *The Glass Menagerie*

COURSE OUTCOMES

Learners will be able to

C01 Identify the historical and literary breadth of American Literature (K1)

C02 Explain the variety of thematic concerns and stylistic innovations utilized by American authors (K2)

C03 Illustrate the use of dominant literary tropes and symbolic language through examples from the prescribed texts(K3)

- CO4** Examine the relationship between literary texts and their specific socio-historical, cultural, and political contexts (K4)
- CO5** Evaluate the portrayal of human experience by contrasting unique cultural diversity with the universality of the human predicament (K5)
- CO6** Formulate a comprehensive critical assessment of literary works by synthesizing multiple scholarly perspectives (K6)

TEXTBOOK

- Williams, Tennessee. *The Glass Menagerie*. India: Penguin Classics, 2009.

REFERENCE

- Bronson, Walter Cochrane. *A History of American Literature*. United States: Heath, 1919.
- Boynton, Percy Holmes. *A History of American Literature*. United States: AMS Press, 1970.
- Gray, Richard. *A History of American Literature*. 2nd Ed. India: Wiley Blackwell, 2012.
- Pattee, Fred Lewis. *A History of American Literature Since 1870*. India: MJP Publisher, 2021.

QUESTION PAPER PATTERN

SEMESTER EXAMINATION

Marks

PART A - MCQs (4 from each of the Units I, II, III, IV & V) (20x1=20)	20
PART B- All Units- One question from each unit (5X3=15)	15
PART C – Either /or –All Units – (5X7=35)	35
Short essays 200 words / Annotations (Units I, II & V)	
PART D – Open Choice -3 out of 5 (3x10=30)	30
One question from each unit- Essays (250 words)	
TOTAL	100

INTERNAL EXAMINATIONS

Marks

PART A - MCQs –All Units (6X1=6)	6
PART B- Compulsory -3 questions from all units (3X3=9)	9
PART C –Either /or –All Units – (3X5=15)	15
Paragraphs / Annotations (Unit I, II & V)	
PART D- All Units -Either/or - Essays (250 words) (2X10=20)	20
TOTAL	50

INTERNAL ASSESSMENTS

Marks

Skill based activity – 2x15 =30
 (Seminar presentation/Critical Podcast/ Video Essay/ Creating a 5–8 slide on a topic/
 Composing a poem/ Submitting a relevant photo with description etc.)

TOTAL 30

DRAMA
(Course Code: 26UELC22)
SEMESTER - II CORE - 4 HOURS - 5 CREDITS - 5

LEARNING OBJECTIVES

- LO1 To get introduced to drama as a genre through representative texts
- LO2 To discern the different elements in a drama, like character, dialogue, setting, etc.
- LO3 To comprehend the themes and style used and their connection to the milieu
- LO4 To facilitate the analysis of the cultural setting and values, and their diversity
- LO5 To help identify the social standards, ideologies, and stereotypes portrayed
- LO6 To appreciate the form and content of drama against the background of the cultural context and on-stage production

UNIT I

Origin and Development of English Drama (Pages: 115- 132- *English Literature: Its History and its Significance for the Life of the English Speaking World*)

UNIT II

Bernard Shaw *Pygmalion*

UNIT III

Vijay Tendulkar *Silence! The Court Is in Session (IKS)*

UNIT IV

John Galsworthy *Justice* (Non- Detailed Study)

UNIT V

Susan Glaspell “Trifles”
Floyd Dell “Sweet and Twenty”

COURSE OUTCOMES

Learners will be able to

- CO1** Identify the defining features, structural nuances, and foundational elements of drama (K1)
- CO2** Explain the various dimensions of representation and characterization within dramatic texts (K2)
- CO3** Apply knowledge of specific trends, techniques, and narrative devices to examine how plays are constructed (K3)
- CO4** Examine the underlying themes, ideological perspectives, and narrative voices presented in dramatic works (K4)
- CO5** Evaluate dramatic texts by interpreting them both as independent literary works and as artifacts shaped by their historical milieu and theatrical production (K5)
- CO6** Synthesize an understanding of the mechanics of theatre production to creatively reimagine and reinvent the genre (K6)

TEXTBOOKS

- Long, William J. *English Literature: Its History and its Significance for the Life of the English Speaking World*. India: ARB Publications, 2024.
- Shaw, Bernard. *Pygmalion: A Romance in Five Acts*. New Delhi: Orient Blackswan, 2020.
- Tendulkar, Vijay. *Silence! The Court Is in Session*. New Delhi: Oxford University Press, 2017.
- Galsworthy, John. *Justice*. Duke Classics, 2014.

REFERENCE

- Dell, Floyd. *King Arthur's Socks and Other Village Plays*. USA: Blackmask Publishing House, 2002.
- Letwin and David, et. Al., *The Architecture of Drama: Plot, Character, Theme, Genre, and Style*. USA: Scarecrow Press, 2008.

QUESTION PAPER PATTERN

SEMESTER EXAMINATION

	Marks
PART A - MCQs (5 from each of the Units I, II, III & V) (20x1=20)	20
PART B- Compulsory -All Units- One question from each unit (5X3=15)	15
PART C – Either /or –All Units (5X7=35)	35
Short essays 200 words / Annotations (Unit II, III& V)	
PART D - Open choice - 3 out of 5 (3x10=30)	30
(One question from each unit- Essays 250 words)	
TOTAL	100

INTERNAL EXAMINATIONS

	Marks
PART A - MCQs from Units I, II, III &V (6X1=6)	6
PART B- Compulsory - All Units- (3X3=9)	9
PART C – Either /or –All Units (3X5=15)	
Paragraphs/ Annotations from Unit II, III & V	15
PART D- Either /or - All Units - Essays 250 words (2X10=20)	20
TOTAL	50

INTERNAL ASSESSMENTS

	Marks
Skill-based activity –	2x15 =30
(Seminar presentation/Critical Podcast/ Video Essay/ Creating a 5–8 slide on a topic/ Composing a poem/ Submitting a relevant photo with description, etc.)	
TOTAL	30

LITERARY GENRES AND TERMS

Course Code: 26UELE21

SEMESTER - II EC - 2 ALLIED HOURS - 5 CREDITS - 5

LEARNING OBJECTIVES

- LO1 To introduce learners to the nature and characteristics of Literature
- LO2 To introduce the fundamental forms of English Literature
- LO3 To acquaint them with the characteristic features of the various genres and sub-genres
- LO4 To abet the ability to identify characteristic features of literary forms and elements
- LO5 To familiarize learners with the poetic devices, stylistic elements, and literary concepts used in literature
- LO6 To help them comprehend the various major and minor components that come together to make the various genres of literature

UNIT I GENRE: POETRY

Epic, Ode, Sonnet & Elegy

UNIT II GENRE: PROSE

Novel, Short Story, Biography & Autobiography

UNIT III GENRE: DRAMA

Dramatic Art, Tragedy, Comedy & Tragicomedy

UNIT IV LITERARY TERMS

Image, Symbol, Simile, Metaphor, Personification, Paradox, Oxymoron, Exaggeration, Alliteration, Rhyme, Rhythm, Dramatic monologue, Character, Plot, Flashback, Chorus, Aside, Soliloquy

UNIT V LITERARY TERMS

Hamartia, Denouement, One-act play, Farce, Melodrama, Epilogue, Anecdote, Irony, Allegory, Genre, Parable, Fable, Myth, Pathos, Poetic Justice, Satire, Theme, Utopia

COURSE OUTCOMES

Learners will be able to

- CO1** Identify literature as a formal discipline by examining its nature and fundamental components (K1)
- CO2** Explain the characteristic features of literature and its various types (K2)
- CO3** Demonstrate the ability to distinguish between the broad categories of genre, including poetry, prose, and drama (K3)
- CO4** Examine the nuances and distinguishing elements of specific literary sub-genres (K4)

- CO5** Evaluate the history, evolution, and socio-cultural context of various literary forms (K5)
- CO6** Formulate a comprehensive understanding of the dimensions and creative techniques that define different literary expressions (K6)

TEXTBOOK

- Prasad, B. *A Background to the Study of English Literature*. India: Macmillan Pub., 2009.

REFERENCE

- Abrams, M. H. and Geoffrey Galt Harpham. *A Handbook of Literary Terms*. United Kingdom: Cengage Learning, 2015.
- Rees R.J. *English Literature: An Introduction for Foreign Readers*. New Delhi: Macmillan Publishers, 1973.

QUESTION PAPER PATTERN

SEMESTER EXAMINATION	Marks
PART A - MCQs (20X1=20)	20
(5 from each of the Units I, II, III, and 5 from Units IV & V)	
PART B- 5 Short Notes from Units IV & V (5X3=15)	15
PART C – Either /or –All Units (5X7=35)	35
Short essays (200 words) from Units I, II, III, and	
4 th & 5 th questions from Unit IV& V comprising two topics for each question	
PART D- Open Choice -3 out of 5 (3x10=30)	30
From Units I, II, III, Essays (250 words)	
TOTAL	100

INTERNAL EXAMINATIONS	Marks
PART A - MCQs (All Units) (6X1=6)	6
PART B- 3 questions from Unit IV& V (3X3=9)	9
PART C – Either /or Paragraphs from Units I, II & III (3X5=15)	15
PART D- Either/or- Essays from Units I, II & III (250 words) (2X10=20)	20
TOTAL	50

INTERNAL ASSESSMENTS	Marks
Skill-based activity –	2x15 =30
(Seminar presentation/Critical Podcast/ Video Essay/ Creating a 5–8 slide on a topic/ Composing a poem/ Submitting a relevant photo with description, etc.)	
TOTAL	30

ESSENTIAL ENGLISH GRAMMAR

(Course Code: 26UEL21)

SEMESTER - II

SEC – 2

NME

HOURS - 2

CREDITS - 2

LEARNING OBJECTIVES

LO1 To introduce learners to the parts of speech and their usage

LO2 To introduce learners to the basic components of a sentence

LO3 To acquaint learners with the basic rules of Grammar regarding tenses and voices

LO4 To acquaint learners with the nuances of word usage

LO5 To provide learners with a clear perception of the usage of language structure according to

to grammar rules

LO6 To help learners use their knowledge of language usage in competitive examinations

UNIT I

Use of Prepositions with Nouns, Adjectives, and Verbs

UNIT II

Nouns used as Subjects, Objects, Complements, and Objects of Prepositions

UNIT III

Tenses and Voices

UNIT IV

Formation of Adjectives and Degrees of Comparison

UNIT V

Subordinating and Coordinating Conjunctions

COURSE OUTCOMES

Learners will be able to

CO1 Identify the various parts of speech and their foundational roles in language (K1)

CO2 Explain the basic components and logical organization of sentence structures (K2)

CO3 Demonstrate the accurate application of tense forms and subject-verb agreement in writing and speech (K3)

CO4 Examine the versatility of language by utilizing words across different parts of speech to enhance expression (K4)

CO5 Evaluate the rules of English grammar to identify and correct errors in complex constructions (K5)

CO6 Synthesize and apply advanced grammatical knowledge to effectively navigate and succeed in competitive examinations (K6)

REFERENCE

- Pillai, Radhakrishna G. *English Grammar and Composition*. India: Emerald Publishers, 2002.
- Martin, Wren. *High School English Grammar and Composition*. New Delhi: Blackie ELT Books, 1935

QUESTION PAPER PATTERN

SEMESTER EXAMINATION	(Online Examination)	Marks
PART A - MCQs - All Units (5x1=5)		5
PART B- Compulsory- All Units- One question from each unit (5X2=10)		10
• Use of Prepositions with Nouns, Adjectives, and Verbs • Nouns used as Subjects, Objects, Complements, and Objects of Prepositions • Voices • Formation of Adjectives • Subordinating and Coordinating Conjunctions		
PART C –Compulsory - All Units - One question from each unit (5X5=25)		25
• Use of Prepositions with Nouns, Adjectives, and Verbs • Nouns used as Subjects, Objects, Complements, and Objects of Prepositions • Voices • Degrees of Comparison • Subordinating and Coordinating Conjunctions		
PART D- Compulsory (1x10=10)		10
• Tenses		
TOTAL		50

INTERNAL EXAMINATIONS	(Online Examination)	Marks
PART A - MCQs - All Units (5X1)		5
PART B- All Units (5X3=15)		15
PART C –All Units (2x7.5=15)		15
TOTAL		35

INTERNAL ASSESSMENTS	Marks
Quiz/ Online test, etc.	2x15 =30
TOTAL	30

SEMESTER III

BRITISH LITERATURE – I

(Course Code: 26UEL31)

SEMESTER - III

CORE - 5

HOURS - 5

CREDITS - 5

LEARNING OBJECTIVES

- LO1 To introduce life, times, culture, and identity, portrayed through British literature in Elizabethan and Jacobean ages through representative works
- LO2 To introduce trends and genres of expression resulting from the socio-historical makeup of the periods
- LO3 To analyse the characteristic features of the literature of the period through representative pieces
- LO4 To perceive the literature against its historical, cultural, and political contexts
- LO5 To identify the choice of subjects, the themes, the philosophy, language, and portrayal that identified the literature of the period
- LO6 To appreciate the pieces of literature, their uniqueness, and significance

UNIT I POETRY

Edmund Spenser *Prothalamion* (Stanzas 1-5)

UNIT II POETRY

John Lyly "Cupid and My Campaspe Played"
George Peele "A Farewell to Arms"
Robert Greene "Sephestia's Lullaby"

UNIT III PROSE

Francis Bacon "Of Studies"
"Of Travel"

UNIT IV DRAMA

Christopher Marlowe *Doctor Faustus*

UNIT V DRAMA

John Webster *The Duchess of Malfi*

COURSE OUTCOMES

Learners will be able to

- CO1 Identify the foundational works, key figures, and milestones that established the early English literary tradition (K1)
- CO2 Explain the defining characteristics, trends, and tendencies of the 16th and 17th centuries (K2)
- CO3 Demonstrate an understanding of how literary genres serve as expressions of the Elizabethan and Jacobean socio-cultural milieu (K3)

- CO4** Examine the specific artistic devices, rhetorical techniques, language patterns, and stylistic innovations prevalent in the literature of the age (K4)
- CO5** Evaluate the depth and nuance of Elizabethan and Jacobean works to interpret their original meaning and contemporary significance (K5)
- CO6** Formulate critical assessments regarding the enduring impact and contribution of these periods to the evolution of the broader English literary tradition (K6)

TEXTBOOKS

- Marlowe, Christopher. *Doctor Faustus*. Ed. Bhaskara Menon. USA: Trinity Press, 1976.
- Webster, John. *The Duchess of Malfi*. Ed. R. Sundara Raju. USA: Trinity Press, 1980.

REFERENCE

- Bacon, Francis, and Michel Leiris. *Francis Bacon*. London: Thames and Hudson, 1988.
- Marlowe, Christopher. *Doctor Faustus*. Germany: Book on Demand Ltd., 2021.

QUESTION PAPER PATTERN

SEMESTER EXAMINATION	Marks
PART A - MCQs (4 from each of the Units I, II, III, IV & V) (20x1=20)	20
PART B – Compulsory -All Units (5X3=15)	15
One question from each unit -Short Answers	
PART C - Either /or –All Units – (5X7=35) One question from each unit	35
Short essays (200 words)/ Annotations from Units I, II, IV & V	
PART D- Open Choice - 3 out of 5 - All Units (3x10=30)	30
One question from each unit- Essays (250 words)	
TOTAL	100

INTERNAL EXAMINATIONS	Marks
PART A - MCQs from all units (6X1=6)	6
PART B- Compulsory- 3 questions from all units. Short Answers (3X3=9)	9
PART C – Either /or all units. (3X5=15)	15
Paragraphs / Annotations from Units I, III, IV & V	
PART D- Either/or- All Units- Essays (250 words) (2X10=20)	20
TOTAL	50

INTERNAL ASSESSMENTS	Marks
Skill-based activity –	2x15 =30
(Seminar presentation/Critical Podcast/ Video Essay/ Creating a 5–8 slide on a topic/ Composing a poem/ Submitting a relevant photo with description etc.)	
TOTAL	30

AMERICAN LITERATURE - II
(Course Code: 26UELC32)
SEMESTER - III CORE - 6 HOURS - 4 CREDITS – 3

LEARNING OBJECTIVES

- LO1 To introduce students to the diverse movements of 20th-century American literature, from Modernist poetry to the Harlem Renaissance and Post-war drama.
- LO2 To explore the nuances of unconventional poetic forms and experimental syntax, specifically in the works of American poets
- LO3 To examine the themes of the "American Dream" and its disillusionment as portrayed across different genres
- LO4 To analyse the intersection of race, literacy, and social mobility in American prose
- LO5 To comprehend the use of allegory in fiction through an in-depth study of man's struggle against nature.
- LO6 To discuss the evolution of American identity, focusing on how socio-political shifts influenced the literary output of the mid-20th century.

UNIT I POETRY

- Robert Frost "After Apple Picking"
- e e cummings "somewhere i have never travelled, gladly beyond"

UNIT II POETRY

- Langston Huges "Let America Be America Again"
- Sylvia Plath "Morning Song"

UNIT III PROSE

- James Thurber "University Days"
- Richard Wright "The Library Card"

UNIT IV DRAMA

- Arthur Miller *All My Sons*

UNIT V FICTION

- Ernest Hemingway *The Old Man and the Sea*

COURSE OUTCOMES

Learners will be able to

- CO1** Identify the symbolic and philosophical significance of nature and the human psyche as foundational motifs in American poetry (K1)
- CO2** Explain the linguistic structures and modernist sensibilities that define the evolution of 20th-century American verse (K2)
- CO3** Demonstrate an understanding of the socio-political critiques inherent in the "protest literature" of the Harlem Renaissance and the Civil Rights era (K3)
- CO4** Examine the psychological and moral complexities of the American family unit and corporate responsibility as represented in modern American literature (K4)

- CO5** Evaluate the elements of social realism and humor in American prose to interpret how personal narratives reflect broader systemic issues (K5)
- CO6** Formulate a comprehensive synthesis of the archetypal themes of endurance, tragedy, and heroism by integrating critical perspectives on eminent American literary works (K6)

TEXTBOOKS

- Miller, Arthur. *All My Sons*. United Kingdom: Heinemann Educational Books, 1971.

REFERENCE

- Carruth, Hayden. Ed. *The Voice That Is Great within Us: American Poetry of the Twentieth Century*. USA: Bantam Books, 1970.
- Roberts, Neil. Ed. *A Companion to Twentieth-Century Poetry*. USA: Wiley, 2008.

QUESTION PAPER PATTERN

SEMESTER EXAMINATION	Marks
PART A - MCQs (4 from each of the Units I, II, III, IV & V) (20X1=20)	20
PART B- Compulsory -All Units (5X3=15)	15
One question from each unit- Short Answers	
PART C – Either /or –All Units – One question from each unit (5X7=35)	35
Short essays (200 words)/ Annotations from Units I, II & IV	
PART D- Open Choice - 3 out of 5- All Units (3x10=30)	30
One question from each unit- Essays (250 words)	
TOTAL	100

INTERNAL EXAMINATIONS	Marks
PART A - MCQs from All units (6X1=6)	6
PART B- Compulsory -3 questions from all units- Short Answers (3X3=9)	9
PART C – Either /or from All units (3X5=15)	15
Paragraphs / Annotations from Units I, II & IV	
PART D- Either/or- All Units- Essays (250 words) (2X10=20)	20
TOTAL	50

INTERNAL ASSESSMENTS	Marks
Skill based activity –	2x15 =30
(Seminar presentation/Critical Podcast/ Video Essay/ Creating a 5–8 slide on a topic/ Composing a poem/ Submitting a relevant photo with description etc.)	
TOTAL	30

GRAMMAR AND COMPOSITION

(Course Code: 26UELE31)

SEMESTER - III

EC – 3

HOURS - 5

CREDITS - 5

LEARNING OBJECTIVES

LO1 To introduce the functions of grammar in a language

LO2 To gain knowledge of the rules of grammar and to use the language structures accurately

LO3 To outline, organise ideas, and write an essay

LO4 To become skilled at writing the different types of letters

LO5 To acquire advanced use of English for professional writing

LO6 To use the language accurately and skillfully with style

UNIT I

Tenses

Active and Passive Voice

UNIT II

Degrees of Comparison

Direct and Indirect Speech

UNIT III

Phrases and Clauses

Simple, Complex, Compound Sentences (Clause Analysis)

UNIT IV

Transformation of Sentences (Simple, Compound, Complex)

Question Tags

UNIT V

Essay Writing

Letter Writing

Reading Comprehension

Report Writing (Event, Programme)

COURSE OUTCOMES

Learners will be able to

CO1 Identify the foundational theories and practical applications of basic English grammar (K1)

CO2 Explain how grammatical structures are systematically organized to convey specific meanings (K2)

CO3 Apply knowledge of sentence structures and rhetorical functions to enhance clarity, variety, and precision in writing (K3)

CO4 Examine the nuances of sentence meaning to understand how variations in structure and emphasis alter interpretation (K4)

- CO5** Evaluate the appropriateness of different sentence types by applying grammatical awareness in various contexts (K5)
- CO6** Formulate effective essays, professional letters, and reports by synthesizing grammatical accuracy with rhetorical skill (K6)

TEXTBOOK

- Green, David. *Contemporary English Grammar Structures and Composition*. India: Bengaluru Trinity Press, 2019.

REFERENCE

- Deshpande, L. S. *Modern English Grammar*. India: Creative Publications, 2017

QUESTION PATTERN

SEMESTER EXAMINATION	Marks
PART A - MCQs (5 from each of the Units I, II, III, IV) (20x1=20)	20
PART B- Compulsory - Units I, II, III, IV (5X3=15)	15
• Degrees of comparison • Degrees of comparison • Clause Analysis • Clause Analysis • Question Tags	
PART C – Compulsory - Units I, II, III, IV (5X7=35)	35
• Tenses • Voice Transformation • Direct - Indirect Speech • Simple, Compound Complex – Transformation • Report Writing	
PART D- Unit V (3x10=30)	30
• Either /or -Essay Writing (250 words) (10) • Either /or - Letter Writing (10) • Reading Comprehension (5x2=10)	
TOTAL	100

INTERNAL EXAMINATIONS		Marks
PART A - MCQs from Units I, II, III & IV (6X1=6)		6
PART B- Compulsory -Units I, II, III & IV (3X3=9)		9
PART C – Compulsory -Units I, II, III & IV (3X5=15)		15
PART D- Units I, II, III, IV & V (2X10=20)		20
TOTAL		50

INTERNAL ASSESSMENTS	Marks
Skill-based activity –	2x15 =30
Quiz/ Composition	
TOTAL	30

THE ART OF PUBLIC SPEAKING
(Course Code: 26UELS31)
SEMESTER - III SEC - 5 HOURS - 2 CREDITS - 2

LEARNING OBJECTIVES

- LO1 To initiate the learners to use English for Public speaking
- LO2 To practice intensely to attain desirable fluency in English
- LO3 To think and plan outlines for public addresses
- LO4 To become acquainted with stylistic and rhetorical devices for effective speaking
- LO5 To present and modify content to suit occasion, purpose, and audience
- LO6 To develop confidence and style in public speaking

UNIT I

Basic knowledge of oratorical skills
Useful Vocabulary for Speeches

UNIT II

Intonation
Voice modulation

UNIT III

Famous Speeches from India
Famous Global Speeches

UNIT IV

Speaking on specific occasions:
Delivering Welcome Address
Proposing Vote of Thanks
Master of Ceremonies

UNIT V

Speaking on given topics
Extempore

COURSE OUTCOMES

Learners will be able to

- CO1** Identify the foundational elements of phonetics, intonation, and rhetorical devices used in effective communication (K1)
- CO2** Explain the mechanics of articulation and voice modulation, and recognize the impact of figures of speech in spoken discourse (K2)
- CO3** Demonstrate proficiency in using rhetorical devices and varied articulation techniques through guided practice (K3)
- CO4** Examine the nuances of great speeches to analyze how content, tone, and rhetorical structure influence an audience (K4)

- CO5** Evaluate one's own speaking style by synthesizing knowledge of phonetics, intonation, and rhetorical strategy to improve delivery (K5)
- CO6** Formulate and deliver confident, impactful presentations for diverse public occasions (K6)

REFERENCE

Chambers, editor. *50 Famous Speeches That Made the Modern World*. Chambers, 2016.

Kami, Provin. *Public Speaking: Spoken Words Rule the World*. n.p., n.d.

O'Neal, Katherine Pabley. *Public Speaking: A Student Guide*. n.p., n.d.

QUESTION PATTERN - PRACTICAL

SEMESTER EXAMINATION	Marks
Delivering Welcome Address/Proposing Vote of Thanks	12.5
Master of Ceremony	12.5
Speaking on a given topic	12.5
Extempore	12.5
TOTAL	50

INTERNAL EXAMINATIONS - PRACTICAL	Marks
I CIA	
Delivering Welcome Address/Proposing Vote of Thanks	15
Master of Ceremony	20
TOTAL	35

II CIA	
Speaking on a given topic	15
Extempore	20
TOTAL	35

INTERNAL ASSESSMENTS	Marks
Skill based activity –	2x15 =30
Reading with proper intonation/ Reading with proper voice modulation etc.	
TOTAL	30

SEMESTER IV
BRITISH LITERATURE - II
(Course Code: 26UELC41)

LEARNING OBJECTIVES

- LO1 To introduce British Literature from the Age of Milton to the Pre-Romantic period
- LO2 To interpret literature in relation to its historical, cultural, and political contexts
- LO3 To analyse the relationships between society and the literature of the period
- LO4 To examine literary works using critical perspectives
- LO5 To apply appropriate formal conventions when writing about literature
- LO6 To interpret and appreciate the uniqueness and significance of literary pieces

UNIT I POETRY

John Milton *Paradise Lost*
(Book IV, Lines 31-70, 205-324, 411-491, 720-735)

UNIT II POETRY

John Donne	“A Valediction Forbidding Mourning”
John Dryden	“Alexander’s Feast”
William Blake	“The Tyger”& “The Lamb”

UNIT III PROSE

Joseph Addison and Richard Steele “Sir Roger at Home”
“Of the Club”

UNIT IV DRAMA

Oliver Goldsmith *She Stoops to Conquer*

UNIT V FICTION

Daniel Defoe *Robinson Crusoe*

COURSE OUTCOMES

Learners will be able to

- | | |
|------------|--|
| CO1 | Identify the socio-historical environment and the developmental stages leading to the evolution of the Romantic Movement (K1) |
| CO2 | Explain the defining features of literature from the Age of Milton through the Pre-Romantic period (K2) |
| CO3 | Apply interpretive frameworks to analyze the representative works of the 17th and 18 th centuries (K3) |
| CO4 | Examine the dominant intellectual, political, and cultural influences that shaped the literature of these specific periods (K4) |
| CO5 | Evaluate the leading literary trends and movements by comparing their development across different temporal contexts (K5) |
| CO6 | Formulate a critical assessment of the transition of English literature through various historical and socio-political contexts (K6) |

TEXTBOOKS

- Defoe, Daniel. *Robinson Crusoe*. United Kingdom: Penguin Classics, 2013.
- Goldsmith, Oliver. *She Stoops to Conquer*. New Delhi: Peacock Books, 2023.
- Rexroth, Kenneth. *The New British Poets: An Anthology*. Italy: Osmania University, 1976.

REFERENCE

- Ranger, Paul. "Technical Features." *She Stoops to Conquer* by Oliver Goldsmith, 1985, pp. 51–68., https://doi.org/10.1007/978-1-349-07664-2_5.
- Severin, Tim. *In search of Robinson Crusoe*. New York: Basic Books, 2002. ISBN0-465-07698-X

QUESTION PAPER PATTERN

SEMESTER EXAMINATION

	Marks
PART A - MCQs (4 from each of the Units I, II, III, IV & V) (20x1=20)	20
PART B- Compulsory - All Units (5X3=15)	15
One question from each unit- Short Answers	35
PART C – Either /or –All Units – One question from each unit (5X7=35)	
Short essays (200 words) / Annotations from Units I, II & IV	
PART D- Open Choice -3 out of 5 from All Units (3x10=30)	30
One question from each unit- Essays (250 words)	
TOTAL	100

INTERNAL EXAMINATIONS

	Marks
PART A –6 MCQs - All Units – (6X1=6)	6
PART B- Compulsory -3 questions from all units - Short Answers (3X3=9)	9
PART C –Either /or - All units (3X5=15)	
Paragraphs / Annotations from Units I, II & IV	15
PART D- Either/or- All Units- Essays (250 words) (2X10=20)	20
TOTAL	50

INTERNAL ASSESSMENTS

	Marks
Skill-based activity –	2x15 =30
(Seminar presentation/Critical Podcast/ Video Essay/ Creating a 5–8 slide on a topic/ Composing a poem/ Submitting a relevant photo with description, etc.)	
TOTAL	30

AN INTRODUCTION TO PHONETICS
(Course Code: 26UELC42)
SEMESTER - IV CORE - 8 HOURS - 4 CREDITS - 4

LEARNING OBJECTIVES

- LO1 To comprehend the different components and aspects of phonetics
- LO2 To identify and practice the different types of sounds in the English Language
- LO3 To differentiate between vowel and consonant sounds
- LO4 To increase reading fluency through syllabification
- LO5 To apply the rules of stress and Intonation in everyday conversations
- LO6 To pronounce English using RP

UNIT I

Organs of Speech, Cardinal Vowels, along with the Quadrilateral, Introduction to the Phonetic Alphabet

UNIT II

Place and Manner of Articulation- Pure vowels – Long vowels – Short vowels –Diphthongs – Vowel Quadrilateral

UNIT III

Place and Manner of Articulation – Consonant sounds – Consonant Chart – Three-term labels of consonants

UNIT IV

Minimal Pairs– Consonant Clusters – Strong forms and Weak forms – Syllable Division

UNIT V

Stress - Primary Stress and Secondary Stress – Complex Word Stress: Prefixes and Suffixes - Rising Intonation and Falling Intonation

COURSE OUTCOMES

Learners will be able to

- CO1** Identify the essential features, terminology, and foundational concepts of Phonetics (K1)
- CO2** Explain the principles of Received Pronunciation (RP) as the standard for spoken English (K2)
- CO3** Demonstrate the accurate production and articulation of British English sounds through practical application (K3)
- CO4** Examine the concepts and rules of syllabification by categorizing various word structures (K4)
- CO5** Evaluate phonological variations by comparing British English with other global accents (K5)

C06 Formulate natural spoken discourse by synthesizing the application of word stress and sentence intonation (K6)

TEXTBOOKS

- Balasubramanian T. *A Textbook of English Phonetics for Indian Students*. India: Macmillan Publishers, 1981.
- Jones, Daniel. *Cambridge English Pronouncing Dictionary*. United Kingdom: Cambridge University Press, 1917.

REFERENCE

- Gimson, A.C. *An Introduction to the Pronunciation of English*. New York: Chapman and Hall, 1989.
- O’Conner, T.D. *Phonetics*. United Kingdom: Penguin Books, 1991.
- Roach, Peter. *English Phonetics and Phonology: A Practical Course*. United Kingdom: Cambridge University Press, 2009.
- Shyamala, V. *A Textbook of English Phonetics and Structure for Indian Students*. India: Sharatha Ganga Publications, 1992.
- Wells, J.C. *Pronunciation Dictionary*. United Kingdom: Longman, 1990.

QUESTION PAPER PATTERN

SEMESTER EXAMINATION

Marks

Part A (20x1 = 20) 20

Transcribe the following words: (20 x 1 = 20 marks)

Part B Compulsory ($5 \times 3 = 15$) 15

- Consonant cluster
- Minimal pairs
- Stress shift
- Prefix & Suffix
- Syllable

Part C Either/or ($5 \times 7 = 35$) 35

- a. Organs of Speech or b. Vowel Quadrilateral
- a. 7 transcribed sentences or b. 7 transcribed sentences
- Mark the Syllable division for the following words:
a. 7 words or b. 7 words
- Mark the primary and secondary Stress for the following words:
a. 7 words or b. 7 words
- Mark the correct intonation for the following sentences:

a. 7 sentences or b. 7 sentences

Part D - Open Choice – 3 out of 5 (3 x 10 = 30)

30

- Consonant table and three-term label
- Transcription to Sentences (5 sentences) (5x2=10)
- Transcription to Sentences (5 sentences) (5x2=10)
- Transcription to Sentences (5 sentences) (5x2=10)
- Transcription to Sentences (5 sentences) (5x2=10)

TOTAL	100
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INTERNAL EXAMINATIONS

Marks

PART A - MCQs/Transcription (6X1=6)

6

PART B - Compulsory - All units (3X3=9)

9

PART C - Compulsory -All units (3X5=15)

15

PART D- All Units (2X10=20)

20

TOTAL 50

INTERNAL ASSESSMENTS	Marks
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Skill based activity – $2 \times 15 = 30$

Transcription/ Syllable division/ Marking the stress/Intonation etc.

TOTAL 30

SPOKEN ENGLISH
(Course Code: 26UELE41)

SEMESTER - IV

EC - 4

HOURS - 2

CREDITS - 2

LEARNING OBJECTIVES

LO1 To build confidence in using English for speaking

LO2 To use English with accurate pronunciation for communication

LO3 To read with appropriate stress and intonation

LO4 To use the language appropriately in different contexts of speaking

LO5 To use English accurately for public speaking

LO6 To speak English with fluency, accuracy, and confidence

UNIT I

Conversation Public Speaking

UNIT II

Turn Coat Declamation

UNIT III

Debate Group Discussion

UNIT IV

Plural Realisation Past Tense Realisation

UNIT V

Reading sentences with stress and intonation

Reading transcribed passages

COURSE OUTCOMES

Learners will be able to

CO1 Identify the biological production, physical articulation, and phonetic variation of English speech sounds (K1)

CO2 Explain the phonemic system of English by differentiating between various vowel and consonant sounds (K2)

CO3 Apply phonetic knowledge to enhance clarity and accuracy in everyday oral communication (K3)

CO4 Examine and contrast the nuances of stress and intonation patterns to distinguish between varied emotional and communicative intents (K4)

CO5 Evaluate the validity and appropriateness of Received Pronunciation (RP) as a standard for clarity within diverse global sociolinguistic contexts (K5)

CO6 Formulate and integrate effective speech patterns tailored for various practical, academic and professional scenarios (K6)

TEXT BOOKS

- Balasubramanian T. *A Textbook of English Phonetics for Indian Students*. India: Macmillan Publishers, 1981.
- Jones, Daniel. *Cambridge English Pronouncing Dictionary*. United Kingdom: Cambridge University Press, 1917.

REFERENCE

- Gimson, A.C. *An Introduction to the Pronunciation of English*. New York: Chapman and Hall, 1989.
- O'Conner, T.D. *Phonetics*. United Kingdom: Penguin Books, 1991.
- Roach, Peter. *English Phonetics and Phonology: A Practical Course*. United Kingdom: Cambridge University Press, 2009.
- Shyamala, V. *A Textbook of English Phonetics and Structure for Indian Students*. India: SharathaGanga Publications, 1992.
- Wells, J.C. *Pronunciation Dictionary*. United Kingdom: Longman, 1990.

SEMESTER EXAMINATION

PRACTICAL	Marks
PART A Conversation / Public Speaking	20
PART B Turn Coat / Declamation	15
PART C	35
1. Plural & Past Endings (20 marks)	
2. Stress & Intonation (15 marks)	
PART D	30
Debate / Group Discussion (30 marks)	
TOTAL	100

CIA I - Components	Marks
PART A – Conversation	6
PART B - Declamation	9
PART C	15
1. Public Speaking (10 marks)	
2. Plural Realisation (5 marks)	
PART D	20
1. News Reading (10 marks)	
2. Debate (10 marks)	
TOTAL	50

CIA II - Components	Marks
PART A - Past Tense Realisation	6
PART B Reading sentences with stress & intonation	9
PART C	15
1. Word Stress (5 marks)	
2. Reading Transcribed Passages (10 marks)	

PART D 20

1. Turn Coat (10 marks)
2. Group Discussion (10 marks)

TOTAL 50

INTERNAL ASSESSMENTS Marks

Skill-based activity – 2x15 =30

(Any two components)

TOTAL 30

DIGITAL SKILLS AND AI ESSENTIALS

(Course Code: 26 UELE42)

SEMESTER - IV

EC

HOURS - 4

CREDITS - 4

LEARNING OBJECTIVES

LO1 To acquire the digital skills essential for employability

LO2 To become skilled at computer usage and applications

LO3 To safely use the internet for official communication and networking

LO4 To be trained to work with Microsoft and Google applications

LO5 To become skilled at the basics of Artificial Intelligence and its applications

LO6 To acquire a basic command of computer usage for personal and professional purposes

UNIT I INTRODUCTION

Introduction to computer - Difference between man and machine- How to maintain a computer - Hardware & Software- Networking- Enemies of a computer - Desktop icons

UNIT II WINDOWS APPLICATIONS

Memory organisation - File, Folders and Directories- Shortcut keys (30)

MS Word, Excel, PowerPoint, and making a video

UNIT III INTERNET AND INTERNET-BASED ACTIVITIES

Internet Browser & Search Engines- Cyber Security Internet for Education- Introduction to Online courses& online Educational platforms

UNIT IV INTERNET-BASED APPLICATIONS

Google Classroom, Forms, Sheets, Documents & Others, Research Tools: Grammar check, plagiarism & AI check.

UNIT V ARTIFICIAL INTELLIGENCE

Introduction to Artificial Intelligence: meaning, definition & scope- Common AI tools- Applications of AI in Everyday life: Banking, Education, Healthcare, Entertainment- Prompting skills- Ethical issues in using AI.

SUGGESTED ACTIVITIES

During the course, the students shall complete 20 assigned practical tasks based on the syllabus

COURSE OUTCOMES

Learners will be able to

CO1 Recall the fundamental components, terminology, and operational functions of computer systems and software environments (K1)

CO2 Explain the features and utilities of Microsoft and Google applications for effective content management and academic organization (K2)

- CO3** Demonstrate the practical use of digital tools and internet resources for secure academic research and task management (K3)
- CO4** Examine the credibility of online sources and the structural effectiveness of digital documents and presentations (K4)
- CO5** Assess the ethical implications and efficacy of utilizing Artificial Intelligence and digital tools to enhance academic and professional productivity (K5)
- CO6** Design and produce original media content by integrating advanced computer applications and AI-driven technologies (K6)

REFERENCE

- Bahga, Arsheep and Vijay Madiseti. *Internet of Things - A Hands-on Approach*. New Delhi: Orient Blackswan Private Limited, 2015.
- Bangia, R. *Learning MS Office 2007*. New Delhi: Khanna Publications, 2011.
- Bernstein, James. *Google Apps Made Easy*. London: Productivity Apps Made Easy, 2019.
- Jain Satish et al. *Basic Computer Course Made Simple*. India: BPB Publications, 2016.
- Jhangra Surendra, *Basics of Internet and Web*. New Delhi: JBC Press, 2013.
- Kadia, Dharmendra B. *Basic Knowledge of Computer*. India: Shanti Prakashan, 2010.
- Kumar, Bittu. *Mastering Ms Office: Computer Skill Development - Be Future Ready*. New Delhi: V&S Publishers, 2017.
- Rajaraman, V., & Adabala, N. *Fundamentals of Computers*. New Delhi: PHI Learning Pvt. Ltd.

EXAMINATION PATTERN

SEMESTER EXAMINATION

PRACTICAL - 50 marks

INTERNAL EXAMINATIONS

PRACTICAL - 35 marks

INTERNAL ASSESSMENTS

PRACTICAL - 30 marks

SEMESTER V
BRITISH LITERATURE - III
(Course Code: 26UELC51)
SEMESTER - V CORE - 9 HOURS - 5 CREDITS - 4

LEARNING OBJECTIVES

- LO1 To get introduced to the period of British Literature termed the “Romantic period”
LO2 To comprehend the characteristic features of the literature through representative pieces
LO3 To perceive the literature against its historical, cultural, and political contexts
LO4 To identify the choice of subjects, themes, philosophy, language, and portrayal that identified the literature of the period
LO5 To appreciate the pieces of literature, their uniqueness, and significance
LO6 To perceive the impact of the Romantic movement on the evolution of British Literature

UNIT I POETRY

- William Wordsworth “Tintern Abbey”
Samuel Taylor Coleridge “The Rime of the Ancient Mariner”

UNIT II POETRY

- John Keats “Ode on a Grecian Urn”
Percy Bysshe Shelley “Ode to the West Wind”
George Gordon Byron “She Walks in Beauty”

UNIT III PROSE

- Charles Lamb “Dream Children: A Reverie”
 “The Praise of Chimney Sweepers”
William Hazlitt “On Going a Journey”

UNIT IV FICTION

- Walter Scott *Kenilworth*

UNIT V FICTION

- Jane Austen *Pride and Prejudice*

COURSE OUTCOMES

Learners will be able to

- CO1** Identify the core themes, major socio-psychological dimensions, and key historical contexts portrayed in the prescribed literary works (K1)
CO2 Explain the shifts in ideology, perspective, and thought patterns as reflected in the evolution of literature across the prescribed periods (K2)
CO3 Demonstrate the relationship between personal inspiration, nature, and human consciousness by applying literary theories to interpret the works (K3)
CO4 Examine how literature engages with the past, mirrors the present, and shapes future socio-cultural trajectories through a comparative analysis of texts (K4)

- CO5** Critique the effectiveness of specific language, literary forms, and thematic structures in conveying the author's intent and social significance (K5)
- CO6** Synthesize unique insights from the prescribed literature to formulate an original argument regarding the enduring influence and relevance of these works in a contemporary context (K6)

TEXTBOOKS

- Austen, Jane. *Pride and Prejudice*. United Kingdom: Fingerprint Publishing, 2013.
- Scott, Walter. *Kenilworth*. California: Mint Editions, 2021.

REFERENCE

- Lamb, Charles. *Dream Children: A Reverie*. United Kingdom: Reed Pale Press, 1928.
- Wordsworth, Jonathan. *The New Penguin Book of Romantic Poetry*. United Kingdom: Penguin Classics, 2005.

QUESTION PAPER PATTERN

SEMESTER EXAMINATION	Marks
PART A - MCQs (4 from each of the Units I, II, III, IV & V) (20x1=20)	20
PART B- Compulsory - All Units (5X3=15)	15
One question from each unit. Short Answers	
PART C – Either /or –All Units (5X7=35)	35
One question from each unit. Short essays 200 words / Annotations from Units I& II	
PART D- 3 out of 5 All Units (3x10=30)	30
One question from each unit- Essays (250 words)	
TOTAL	100

INTERNAL EXAMINATIONS	Marks
PART A - MCQs – All Units (6X1=6)	6
PART B- Compulsory -3 questions from all units. Short Answers (3X3=9)	9
PART C – Either /or All units. (3X5=15)	15
Paragraphs / Annotations from Units I& II	
PART D- Either/or- All Units- Essays (250 words) (2X10=20)	20
TOTAL	50

INTERNAL ASSESSMENTS	Marks
Skill-based activity –	2x15 =30
(Seminar presentation/Critical Podcast/ Video Essay/ Creating a 5–8 slide on a topic/ Composing a poem/ Submitting a relevant photo with description, etc.)	
TOTAL	30

BRITISH LITERATURE - IV
(Course Code: 26UELC52)
SEMESTER - V CORE - 10 HOURS - 5 CREDITS - 4

LEARNING OBJECTIVES

- LO1 To get acquainted with British Literature written from the Victorian Age to the present
- LO2 To train students to read literature as it relates to its historical, cultural, and/or political contexts
- LO3 To recognise the difficult transition of the English society through the Industrial Revolution to the twentieth century as represented in literature
- LO4 To study the impact of the World Wars and the consequent philosophical evolution on literature
- LO5 To examine the themes, prominent tropes, and ideologies reflected
- LO6 To assess and appreciate the major phases of experimentation of form and content

UNIT I POETRY

- Alfred Tennyson “Ulysses”
- Robert Browning “The Last Ride Together”
- Matthew Arnold “The Forsaken Merman”

UNIT II POETRY

- Wilfred Owen “Anthem for Doomed Youth”
- W. H. Auden “The Unknown Citizen”
- Ted Hughes “Jaguar”

UNIT III PROSE

- A. G. Gardiner “On the Rule of the Road”
- A. J. Cronin “The Best Investment I Ever Made”
- C. E. M. Joad “A Dialogue on Civilization”

UNIT IV DRAMA

- T. S. Eliot *Murder in the Cathedral*

UNIT V FICTION

- Charles Dickens *Great Expectations*

COURSE OUTCOMES

Learners will be able to

- CO1** Identify the essential features, historical markers, and key literary movements from the Victorian Age to the early 20th Century (K1)
- CO2** Explain the major trends, thematic tendencies, and stylistic shifts that define the literature of this period (K2)
- CO3** Demonstrate how literary works engage with past traditions while illustrating the tension between continuity and the breach of those traditions (K3)

- CO4** Examine the phases of literary experimentation and growth by analyzing the impact of socio-political milestones such as the Industrial Revolution, Colonial expansion, and the World Wars (K4)
- CO5** Assess the evolution of moral, social, and philosophical domains in England by critically judging the arguments and perspectives presented in the literature (K5)
- CO6** Formulate an original, evidence-based argument that synthesizes the historical, social, and literary significance of the prescribed texts within their broader cultural context (K6)

TEXTBOOKS

- Dickens, Charles. *Great Expectations*. United Kingdom: Peter Harrington Press, 1861.
- Eliot, T.S. *Murder in the Cathedral*. United Kingdom: Faber, 1935.

REFERENCE

- Bloom, Harold. *Charles Dickens*. New York: Chelsea House, 1987.
- Borgohain, Pradipta. *Victorian Literature*. India: Orient Blackswan, 2017.
- Miles, Rosie. *Victorian Poetry in Context*. London: Bloomsbury Academic, 2013.
- Bevis, Matthew. Ed. *The Oxford Handbook of Victorian Poetry*. United Kingdom: Oxford University Press, 2013.

QUESTION PAPER PATTERN

SEMESTER EXAMINATION	Marks
PART A - MCQs (4 from each of the Units I, II, III, IV & V) (20x1=20)	20
PART B- Compulsory - All Units. Short Answers (5X3=15)	15
One question from each unit	
PART C – Either /or –All Units (5X7=35) One question from each unit	35
Short essay (200) words/ Annotations from Units I, II & IV	
PART D- Open Choice - 3 out of 5 All Units (3x10=30)	30
One question from each unit - Essays (250 words)	
TOTAL	100

INTERNAL EXAMINATIONS	Marks
PART A - MCQs -All units (6X1=6)	6
PART B- Compulsory -3 questions from all units. Short Answers (3X3=9)	9
PART C – Either /or All units (3X5=15)	15
Paragraphs / Annotations from Units I, II & IV	
PART D- Either/or- All Units -Essays (250 words) (2X10=20)	20
TOTAL	50

INTERNAL ASSESSMENTS	Marks
Skill-based activity –	2x15 =30
(Seminar presentation/Critical Podcast/ Video Essay/ Creating a 5–8 slide on a topic/ Composing a poem/ Submitting a relevant photo with description, etc.)	
TOTAL	30

HISTORY OF ENGLISH LITERATURE
(Course Code: 26UELC53)
SEMESTER - V CORE - 11 HOURS - 6 CREDITS - 5

LEARNING OBJECTIVES

- LO1 To get acquainted with an overview of the history of English literature from the Old English times to the twentieth century
- LO2 To gain reference to the major literary movements and their characteristic features
- LO3 To get familiar with the influence and works of representative writers and their impact
- LO4 To comprehend the major cultural influences on the English language and literature
- LO5 To comprehend the evolution of literary trends and their being catalysed by the changing milieu
- LO6 To reckon the society-literature interface and analyse its implications

UNIT I

Geoffrey Chaucer	Literary characteristics of the Elizabethan Age
Edmund Spenser	University Wits**
Ben Jonson**	

UNIT II

John Milton	The Metaphysical poets
John Bunyan**	Literary Characteristics of the Neoclassical Age
John Dryden	Alexander Pope**
Samuel Johnson	Samuel Richardson**
Henry Fielding **	Oliver Goldsmith **
Joseph Sheridan**	

UNIT III

The Romantic Movement	William Wordsworth
S. T. Coleridge **	John Keats
P.B. Shelley	George Byron**
Charles Lamb	Walter Scott
Jane Austen	

UNIT IV

Literary characteristics of the Victorian Age	
Alfred Tennyson	Robert Browning
Matthew Arnold**	George Eliot **
The Pre-Raphaelite Movement	
The Bronte Sisters**	Thomas Hardy
John Ruskin **	Thomas Carlyle**

UNIT V

Trends in Twentieth-Century Literature	T. S. Eliot
**War Poets (Wilfred Owen, W.H.Auden, Stephen Spender)	
Virginia Woolf	D.H. Lawrence **
H.G.Wells **	James Joyce **
Bernard Shaw	John Galsworthy**

****Topics are meant only for short essays (7 marks) or paragraph (5 marks) questions.**

COURSE OUTCOMES

Learners will be able to

- CO1** Identify the chronological development, major authors, and key works of English Literature from the Age of Chaucer to the twentieth century (K1)
- CO2** Explain the defining characteristics, salient features, and primary goals of the major literary movements across different ages (K2)
- CO3** Demonstrate the ability to contextualize literary texts by applying knowledge of their respective historical, political, and social milieus (K3)
- CO4** Examine how specific political, social, and environmental factors influence the creative output of writers and shape their thematic concerns (K4)
- CO5** Critique the dominant tendencies, shared aesthetic tastes, and cultural shifts that determine the transition and evolution of various literary periods (K5)
- CO6** Formulate a comprehensive argument synthesizing how the continuity of literary traditions influences the evolution of human sensibility, philosophy, and creative expression over time (K6)

TEXTBOOK

- Long, William J. *English Literature: Its History and its Significance for the life of the English Speaking World*. India: ARB Publications, 2024.

REFERENCE

- Albert, Edward. *History of English Literature*. New Delhi: Oxford University Press, 1979.
- Carter, Ronald & Mc Rae, John. *The Routledge History of Literature in English: Britain & Ireland*. United Kingdom: Routledge, 1997
- Compton-Rickett, Arthur. *A History of English Literature from Earliest Times to 1916*. India: UBS Publishers, 2015.
- Daiches, David. *A Critical History of English Literature, Volume I: From the Beginnings to the Sixteenth Century*. New Delhi: Random House, 2007.
- Daiches David, *A Critical History of English Literature, Volume II: The Restoration to the Present Day*. New Delhi: Random House, 2007.
- Hudson, W. H. *An Outline History of English Literature*. India: Atlantic Publishers, 2008.
- Legouis, Émile and Louis Francois Cazamian. *History of English Literature*. Macmillan, 1981.
- Peck, John & Martin Coyle. *A Brief History of English Literature*. New Delhi: Palgrave Macmillan, 2002. Poplawski, Paul. *English Literature in Context*. New Delhi: Cambridge

University Press, 2008.

- Saintsbury, George. *A Short History of English Literature*. BI Publications, 2000.
- Sampson, George. *The Concise Cambridge History of English Literature*. 3rd Ed. New Delhi: Cambridge University Press, 2016.
- Sanders, Andrew. *The Short History of English Literature*. United Kingdom: Oxford University Press, 1976.

QUESTION PAPER PATTERN

SEMESTER EXAMINATION	Marks
PART A - MCQs (4 from each of the Units I, II, III, IV & V) (20x1=20)	20
PART B- Compulsory - All Units (5X3=15)	15
One question from each unit -Short Answers	
PART C – Either /or –All Units – (5X7=35)	35
One question from each unit- Short essays 200 words	
PART D – Open Choice -3 out of 5 All Units - (3x10=30)	30
One question from each unit- Essays (250 words)	
TOTAL	100

INTERNAL EXAMINATIONS	Marks
PART A - MCQs –All Units (6X1=6)	6
PART B- Compulsory -3 questions from all units. Short Answers (3X3=9)	9
PART C – Either /or All Units- Paragraphs (3X5=15)	15
PART D- Either/or - All Units- Essays (250 words) (2X10=20)	20
TOTAL	50

INTERNAL ASSESSMENTS	Marks
Skill based activity –	2x15 =30
(Seminar presentation/Critical Podcast/ Video Essay/ Creating a 5–8 slide on a topic/ Composing a poem/ Submitting a relevant photo with description etc.)	
TOTAL	30

WOMEN'S WRITING IN ENGLISH

(Course Code: 26UELC54)

SEMESTER - V

CORE - 12

HOURS - 6

CREDITS - 5

LEARNING OBJECTIVES

LO1 To introduce how experiences of women vary by gender, society, culture, and milieu

LO2 To appreciate the variety of representations of life by women in literature

LO3 To identify the play of power in women's writing

LO4 To recognise the obliqueness of language and its heterogeneity

LO5 To comprehend the politics and identity composite of genders in texts

LO6 To interpret voice and silence in contexts of marginalisation

UNIT – I POETRY

Edith Sitwell

“Still Falls the Rain”

Nimah Nawwab

“The Longing”

Chitra Banerjee Divakaruni

“Indigo” (IKS)

UNIT – II PROSE

Virginia Woolf

“Professions for Women”

UNIT – III SHORT STORY

Mahasweta Devi

“Draupadi” (IKS)

Nadine Gordimer

“A Beneficiary”

Maya Angelou

“Mrs. Flowers”

UNIT – IV NOVEL

Charlotte Brontë

Jane Eyre

UNIT – V NOVEL

Margaret Atwood

Surfacing

COURSE OUTCOMES

Learners will be able to

CO1 Identify the foundational influences, historical dimensions, and chronological phases of Women's Writing and Feminist movements (K1)

CO2 Explain the extent, dimensions, and societal implications of women's marginalization as reflected in their literary works (K2)

CO3 Demonstrate an understanding of patriarchy as an institutionalized power structure by applying feminist theory to analyze the dynamics between genders in literature (K3)

CO4 Examine the history and trajectory of women's emancipation by comparing the thematic shifts in representative literary texts (K4)

CO5 Assess the significance of literature as a fundamental right and a tool for self-assertion, evaluating how the act of narration empowers the female voice (K5)

CO6 Formulate original insights into the nature of female consciousness by synthesizing its diverse manifestations in literature with contemporary sociocultural perspectives (K6)

TEXTBOOKS

- Atwood, Margaret. *Surfacing*. Canada: McClelland and Stewart, 1972.
- Brontë, Charlotte. *Jane Eyre*. Ed. Christel R. Devadawson. New Delhi: Macmillan, 2000.
- Devi, Mahesweta. *Breast Stories*. India: Seagull Books, 1997.

REFERENCE

- Gilbert, Sandra M., and Susan Gubar. "The Mad Woman in the Attic: The Woman Writer and the Nineteenth Century Literary Imagination." London: Yale University Press, 2000.
- Gilbert, Sandra M., and Susan Gubar. "The Norton Anthology of Literature by Women: The Traditions in English." United Kingdom: W. W. Norton, 2007.
- Jain, Jasbir and Avadhesh Kumar Singh. *Indian Feminisms*. India: Creative Books, 2001.
- Olson, S. Douglas. *The "Homeric Hymn to Aphrodite" and Related Texts*. Germany: Walter de Gruyter, 2012.
- Showalter, Elaine. *A Literature of their Own: British Women Writers from Charlotte Brontë to Dorris Lessing*. United Kingdom: Princeton, 2009.
- Woolf, Virginia. *A Room of One's Own*. United Kingdom: Renard Press Ltd, 2020.

QUESTION PAPER PATTERN

SEMESTER EXAMINATION	Marks
PART A - MCQs (4 from each of the Units I, II, III, IV & V) (20x1=20)	20
PART B- Compulsory - All Units (5X3=15)	15
One question from each unit -Short Answers	
PART C – Either /or –All Units – One question from each unit (5X7=35)	35
Short essays (200 words) / Annotations from Units I	
PART D- Open choice- 3 out of 5 - All Units (3x10=30)	30
One question from each unit - Essays (250 words)	
TOTAL	100

INTERNAL EXAMINATIONS	Marks
PART A - MCQs –All Units (6X1=6)	6
PART B- Compulsory -3 questions from all units- Short Answers (3X3=9)	9
PART C – Either /or All units- Paragraphs / Annotations from Units I (3X5=15)	15
PART D- Either/or- All Units- Essays (250 words) (2X10=20)	20
TOTAL	50

INTERNAL ASSESSMENTS**Marks**

Skill-based activity –

2x15 =30

(Seminar presentation/Critical Podcast/ Video Essay/ Creating a 5–8 slide on a topic/

Composing a poem/ Submitting a relevant photo with description, etc.)

TOTAL 30

POSTCOLONIAL STUDIES

(Course Code: 26UELE51)

SEMESTER - V

EC - 5

HOURS - 6

CREDITS - 4

LEARNING OBJECTIVES

LO1 To get introduced to the impact of colonialism on culture and literature

LO2 To comprehend the influence of power structures to recognize hegemony

LO3 To critically analyse the influence of cultures on each other and the process of hybridisation

LO4 To discuss the possibility and extent of decolonisation

LO5 To perceive the impact of colonialism on language and culture

LO6 To facilitate dialogue on the plurality, constitution, and dynamism of cultures

UNIT I POETRY

Dilip Chitre "Father Returning Home" (IKS)

Margaret Atwood "This Is a Photograph of Me"

Gabriel Okara "The Mystic Drum"

Robert Kroetch "I Am Getting Old Now"

John Pepper Clark "The Casualties"

UNIT II PROSE

Salman Rushdie "Imaginary Homelands" (pp. 226 - 231, *Literature in the Modern World: Critical Essays and Documents*) (IKS)

UNIT III DRAMA

Wole Soyinka *The Lion and the Jewel*

UNIT IV NOVEL

Chinua Achebe *Things Fall Apart*

UNIT V NOVEL

Arundhati Roy *The God of Small Things* (IKS)

COURSE OUTCOMES

Learners will be able to

CO1 Identify the historical scope and fundamental extent of colonial influences on cultures with a colonial past (K1)

CO2 Explain the interaction between colonial impact and native cultures, focusing on the resulting concepts of hybridity and cultural conflict (K2)

CO3 Demonstrate how postcolonial texts facilitate the retracing and reconstruction of identities within a shifting historical context (K3)

CO4 Examine the various forms of resistance against power and hegemony as portrayed in postcolonial literary narratives (K4)

- CO5** Assess the significance of "New Literatures in English" and their critical positioning within the global literary nexus (K5)
- CO6** Formulate original critical perspectives by synthesizing the diverse themes, voices, and philosophical questions presented in postcolonial literature (K6)

TEXTBOOKS

- Achebe, Chinua. *Things Fall Apart*. United Kingdom: Penguin Books Limited, 2013.
- Roy, Arundhati. *The God of Small Things*. United Kingdom: Harper Perennial, 1998.
- Soyinka, Wole. *The Lion and the Jewel*. United Kingdom: Oxford University Press, 1973.
- Walder, Dennis. *Literature in the Modern World: Critical Essays and Documents*. United Kingdom: Oxford University Press, 2003.

REFERENCE

- Loomba, Ania. *Colonialism/Postcolonialism*. United Kingdom: Taylor & Francis, 2015.
- McLeod, John. *The Routledge Companion to Postcolonial Studies*. Routledge, 2007.
- Nayar, Pramod K. and David A. Jansen. *Postcolonialism: A Guide for the Perplexed*. United Kingdom, Bloomsbury Academic, 2010.
- Rushdie, Salman. *Imaginary Homelands: Essays and Criticism 1981-1991*, United Kingdom, Random House, 2012.
- Tiffin, Helen, et al. *The Empire Writes Back: Theory and Practice in Post-Colonial Literatures*. United Kingdom: Taylor & Francis, 2003.

QUESTION PAPER PATTERN

NEW SEMESTER EXAMINATION	Marks
PART A - MCQs (4 from each of the Units I, II, III, IV & V) (20x1=20)	20
PART B- Compulsory - All Units (5X3=15)	15
One question from each unit- Short Answers	
PART C – Either /or –All Units – One question from each unit (5X7=35)	35
Short essays (200 words)/ Annotations from Units I & III	
PART D- Open Choice -3 out of 5- All Units (3x10=30)	30
One question from each unit -Essays (250 words)	
TOTAL	100

INTERNAL EXAMINATIONS	Marks
PART A - MCQs - All Units (6X1=6)	6
PART B- Compulsory -3 questions from all units -Short Answers (3X3=9)	9
PART C – Either /or All Units- (3X5=15)	15
Paragraphs / Annotations from Units I& III	
PART D- Either/or- All Units- Essays (250 words) (2X10=20)	20
TOTAL	50

INTERNAL ASSESSMENTS**Marks**

Skill-based activity –

2x15 =30

(Seminar presentation/Critical Podcast/ Video Essay/ Creating a 5–8 slide on a topic/

Composing a poem/ Submitting a relevant photo with description, etc.)

TOTAL 30

SEMESTER VI
SHAKESPEARE
(Course Code: 26UEL61)
SEMESTER - VI CORE - 13 HOURS - 6 CREDITS - 4

LEARNING OBJECTIVES

- LO1 To get introduced to the world of Shakespearean theatre through representative works
- LO2 To identify the characteristic features of Shakespearean drama
- LO3 To appreciate the inventiveness and style of Shakespeare's language
- LO4 To perceive the influence of Shakespeare's milieu on his plays and vice versa
- LO5 To interpret the plays from a textual as well as a performance perspective
- LO6 To discern the plays and their dimensions from contemporary critical perspectives

UNIT – I

Twelfth Night

UNIT – II

Macbeth

UNIT – III

Antony and Cleopatra

UNIT – IV

Theatre and Audience

Sources

Songs and music

UNIT – V

Supernatural elements

Fools and Clowns

Soliloquies

COURSE OUTCOMES

Learners will be able to

- CO1** Identify the foundational characteristic features, conventions, and structures of the Shakespearean theatre through the study of prescribed texts (K1)
- CO2** Explain the relationship between Shakespeare's plays and their original Elizabethan and contemporary socio-historical contexts (K2)
- CO3** Demonstrate an understanding of Shakespeare's linguistic craft by applying stylistic analysis to his inventiveness and use of suggestive imagery (K3)
- CO4** Examine the evolving dynamics of Shakespearean drama by contrasting its execution as a written text versus its realization in performance (K4)
- CO5** Assess the critical relevance of Shakespearean themes, character archetypes, and tropes, evaluating their continued significance in contemporary discourse and production (K5)

CO6 Formulate a multi-dimensional synthesis of Shakespearean drama, integrating structural, thematic, and performative elements to create original interpretations of his works (K6)

TEXTBOOKS

- Shakespeare, William. *Antony and Cleopatra*. United Kingdom: Wordsworth Classics, 1993.
- Shakespeare, William. *Macbeth*. United Kingdom: Pan Macmillan, 2016.
- Shakespeare, William. *Twelfth Night*. United Kingdom: Wordsworth Classics, 1992.

REFERENCE

- Bradley, A. C. *Shakespearean Tragedy*. United Kingdom: Macmillan Education UK, 2018.
- Dowden, Edward. *Shakespeare: A Critical Study of His Mind and Art*. Premier Publishers & Booksellers, 1998.
- Hopkins, Lisa. *Beginning Shakespeare*. Manchester University Press, 2005.
- Iyengar, Srinivasa K. R. and Kodaganallur Ramaswami. *Shakespeare: His World and His Art*. Sterling Publishers, 1986.
- Sengupta, Subodh Chandra. *Aspects of Shakespearean Tragedy*. OUP, 1972.
- Stephen, Martin, & Philip Franks. *Studying Shakespeare*. Longman, 1984.
- Rosenblum, Joseph. Ed. *The Greenwood Companion to Shakespeare: The Comedies*. Greenwood Press, 2005.
- Wells, Stanley & Lena Cowen Orlin. Ed. *Shakespeare: An Oxford Guide*. OUP, 2003.

QUESTION PAPER PATTERN

SEMESTER EXAMINATION	Marks
PART A - MCQs (6-7 from each of the Units I, II & III) (20x1=20)	20
PART B- Compulsory - from Units IV & V- Short Answers (5X3=15)	15
PART C – Either /or – from Units I, II & III (5X7=35)	35
Short essays (200 words) / Annotations	
PART D- Either /or from Units I, II & III- Essays (250 words) (3x10=30)	30
TOTAL	100

INTERNAL EXAMINATIONS	Marks
PART A - MCQs from Units I, II & III (6X1=6)	6
PART B- Compulsory -3 questions from IV & V- Short Answers (3X3=9)	9
PART C – Either /or from Units I, II & III Paragraphs / Annotations (3X5=15)	15
PART D- Either/or- from Units I, II & III- Essays (250 words) (2X10=20)	20
TOTAL	50

INTERNAL ASSESSMENTS**Marks**

Skill based activity –

2x15 =30

(Seminar presentation/Critical Podcast/ Video Essay/ Creating a 5–8 slide on a topic /Enact a scene from the play/ Submitting a relevant photo with description etc.)

TOTAL 30

LITERARY THEORY AND CRITICISM
(Course Code: 26UELC62)
SEMESTER - VI CORE - 14 HOURS - 6 CREDITS - 4

LEARNING OBJECTIVES

- LO1 To get introduced to the theories of literary production, interpretation, and criticism
LO2 To perceive the evolution of critical thought and the influences through the ages
LO3 To comprehend the connection between inspiration, intellect, creativity, reading, interpretation and criticism
LO4 To identify and assess the concepts and contributions of the critics
LO5 To estimate the interconnectedness between milieu and thought
LO6 To facilitate the young minds towards appreciation, critical thinking, and critical analysis

UNIT I

Plato	Aristotle	Philip Sidney
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UNIT II

John Dryden	William Wordsworth	S. T. Coleridge
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UNIT III

Matthew Arnold	T. S. Eliot	Cleanth Brooks
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UNIT IV

Preface to Shakespeare by Samuel Johnson

Excerpts pertaining to

- i) Shakespeare as a poet of Nature
- ii) Faults of Shakespeare

UNIT V

An Introduction to

- | | |
|---------------------------------------|--------------------|
| 1. Structuralism & Post-structuralism | 2. Modernism |
| 3. Postmodernism | 4. Feminism |
| 5. Marxism | 6. Postcolonialism |
| 7. New Historicism | 8. Ecocriticism |

COURSE OUTCOMES

Learners will be able to

- CO1** Identify the fundamental trends of prescriptive and critical literary principles as articulated by representative thinkers throughout history (K1)
CO2 Explain the underlying principles of literary criticism that have shaped the formal development of various literary genres (K2)
CO3 Demonstrate the practical application of critical methodologies by utilizing specific theories to interpret and analyze literary texts (K3)

- CO4** Examine the historical and geographical development of critical thought, tracing how diverse schools of theory have evolved across time and space (K4)
- CO5** Assess the reciprocal relationship between literary thought and the socio-cultural milieu, judging the efficacy and impact of these theories on literary production and reception(K5)
- CO6** Formulate an original critical framework by synthesizing diverse theoretical perspectives to independently analyze and appreciate complex literary works (K6)

TEXTBOOK

- Prasad, Birjadish. *An Introduction to English Criticism*. New Delhi: Macmillan, 2009.

REFERENCE

- Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. 4th ed. United Kingdom: Manchester University Press 2017.
- Dobie, Ann B. *Theory into Practice: An Introduction to Literary Criticism*. Australia: Wadsworth Cengage Learning, 2009.
- Fry, Paul H. *Theory of Literature*. New Haven: Yale University Press, 2013.
- Habib, M. A. R. *A History of Literary Criticism and Theory: From Plato to the Present*. USA: Wiley-Blackwell Pub., 2011.
- Habib M. A. R. *Literary Criticism from Plato to the Present: An Introduction*. USA: Wiley-Blackwell, 2011.
- Nagarajan M. S. *English Literary Criticism and Theory: An Introductory History*. India: Orient Longman, 2006.
- Saintsbury, George. *A History of Criticism and Literary Taste in Europe: From the Earliest Texts to the Present Day*. India: Nabu Press, 2011
- Waugh, Patricia. Ed. *Literary Theory and Criticism: An Oxford Guide*. New Delhi: OUP, 2006
- Wimsatt, William K. & Cleanth Brooks. *Literary Criticism: A Short History*. United Kingdom: Taylor and Francis, 2021.
- Wolfreys, Julian. *Introducing Literary Theories: A Guide and Glossary*. Scotland: Edinburgh UP, 2001.

QUESTION PAPER PATTERN

SEMESTER EXAMINATION

	Marks
PART A - MCQs (5 from each of the Units I, II, III & IV) (20x1=20)	20
PART B- Compulsory – All Units- Short Answers (5X3=15)	15
PART C – Either /or – from Units IV & V- Short essays 200 words (5X7=35)	35
• Unit IV	
• Unit IV	
• Unit V	
• Unit V	

- Unit V

PART D- Either /or from Units I, II & III- Essays (250 words) (3x10=30)	30
TOTAL	100

INTERNAL EXAMINATIONS	Marks
PART A - MCQs from Units I, II, III & IV (6X1=6)	6
PART B- Compulsory -3 questions from all units- Short Answers (3X3=9)	9
PART C – Either /or from all units - Paragraphs (3X5=15)	15
PART D- Either /or - from Units I, II & III- Essays (250 words) (2X10=20)	20
TOTAL	50

INTERNAL ASSESSMENTS	Marks
Skill-based activity –	2x15 =30
(Seminar presentation/Critical Podcast/ Video Essay/ Creating a 5–8 slide on a topic /Enact a scene from the play/ Submitting a relevant photo with description, etc.)	
TOTAL	30

PROJECT
(Course Code: 26UELC63)
SEMESTER - VI CORE - 15 HOURS - 2 CREDITS – 2

LEARNING OBJECTIVES

- LO1 To formulate nuanced literary arguments by critically analysing primary texts through diverse theoretical lenses
- LO2 To demonstrate the ability to locate, select, and critically evaluate secondary sources
- LO3 To construct a sustained, cohesive, and original academic argument centred around a clearly defined, self-formulated research question or thesis statement
- LO4 To professionalise the student's writing voice, ensuring precise academic vocabulary, seamless integration of quotes, and absolute clarity in mechanics while preventing accidental plagiarism
- LO5 To examine how literary narratives reflect, critique, and shape cultural identities, subaltern histories, or socio-ecological crises, demonstrating empathetic and ethical global citizenship
- LO 6 To plan, execute, and manage a long-term independent research project within a designated timeline, demonstrating self-direction, intellectual discipline, and responsiveness to peer or supervisor feedback

STRUCTURE OF THE PROJECT REPORT

1. Cover Page
2. Certificate
3. Declaration
4. Acknowledgement
5. Chapter I: Introduction
6. Chapter II
7. Chapter III
8. Chapter IV
9. Chapter V: Summation and Scope for further research

COURSE OUTCOMES

Learners will be able to

- CO1** Identify foundational research topics by scoping the landscape of specific literary texts, movements, or cultural phenomena to recognize potential areas for investigation (K1)
- CO2** Explain the existing critical landscape by locating, interpreting, and summarizing relevant primary and secondary sources using academic databases and digital tools (K2)
- CO3** Demonstrate the use of appropriate theoretical frameworks by applying them to literary texts to reveal underlying socio-political and cultural ideologies(K3)
- CO4** Examine complex arguments by structuring and writing a sustained, logically sequenced monograph that integrates textual evidence with theoretical perspectives (K4)
- CO5** Assess the validity of the research process by ensuring strict adherence to academic integrity, style manuals, and the critical evaluation of peer/supervisor feedback (K5)
- CO6** Formulate and defend an original research thesis, managing the project from conceptualization to the final oral viva voce presentation to demonstrate mastery of the subject matter (K6)

REFERENCE

Modern Language Association of America. *MLA Handbook*. 9th ed., Modern Language Association of America, 2021.

ASSESSMENT

Written Report: 50 Marks

Viva Voce Exam: 50 Marks

Total 100 Marks

(Assessed by an Internal Examiner (100 marks) and an External Examiner (100 marks))

DIASPORA LITERATURE
(Course Code: 26UELE61)
SEMESTER - VI EC - 6 HOURS - 5 CREDITS - 4

LEARNING OBJECTIVES

- LO1 To comprehend diaspora in its various dimensions and related complexities
- LO2 To recognize ecology and its relevance to humanity as expressed in literature,
- LO3 To realize the man-nature interconnectedness and interface
- LO4 To absorb contexts of intercultural encounter, influence, hybridisation, and compromise
- LO5 To reflect on the themes of home, power, nation, inclusion, and exclusion, rootedness versus homelessness in the contemporary milieu, in relation to the prescribed texts
- LO6 To perceive the techniques of narration employed in the novels, and discern the symbols, images and themes to make a complete appreciation of the texts

UNIT I INTRODUCTION

History of Diaspora

Concepts of Diaspora: Home, Exile, Nostalgia, Memory, Transnationalism, National Identity, Imaginary Homelands, Hybridity, Acculturation, Assimilation, Multiculturalism, and Diasporic Consciousness

UNIT II POETRY

- Derek Walcott “The Sea Is History”
Meena Alexander “Illiterate Heart” (IKS)
Meena Kandasamy “Mulligatawny Dreams” (IKS)

UNIT III FICTION

Salman Rushdie *Midnight's Children* (IKS)

UNIT IV FICTION

Amitav Ghosh *The Hungry Tide* (IKS)

UNIT V FICTION

Kiran Desai *The Inheritance of Loss* (IKS)

COURSE OUTCOMES

Learners will be able to

- CO1** Identify the foundational dimensions, terminology, and historical context of diasporic consciousness and migration studies (K1)
- CO2** Explain the significance of home, environment, and identity in human lives as depicted in diasporic literature (K2)
- CO3** Demonstrate an understanding of the socio-psychological impact of migration by applying these concepts to analyze specific historical and cultural case studies (K3)

- CO4** Examine the prescribed literary works to uncover recurring themes, tensions, and structural patterns associated with the diaspora (K4)
- CO5** Assess the impact of the diasporic experience on the creative process, evaluating how displacement shapes and transforms literary output (K5)
- CO6** Formulate original critical arguments by synthesizing the creative expressions of the "diasporic predicament" into a cohesive analysis (K6)

TEXT BOOKS

- Desai, Kiran. *The Inheritance of Loss*. India: Penguin, 2016.
- Ghosh, Amitav. *The Hungry Tide*. United Kingdom: Harper Collins, 2016.
- Rushdie, Salman. *Midnight's Children*. India: Vintage, 2013.

REFERENCE

- Kenny, Kevin. *Diaspora: A Very Short Introduction*. Oxford UP, 2013.
- Agarwal, Nilanshu Kumar. Ed. Salman Rushdie's *Midnight's Children*. India: Roman Books, 2013.
- Biswas, Sarbojit. Ed. *Indian English Fiction: A Reader*. India: Books Way, 2009
- Sharrad, Paul. *Postcolonial Literary History and Indian English Fiction*. United Kingdom: Cambria Press, 2008.

QUESTION PAPER PATTERN

NEW SEMESTER EXAMINATION	Marks
PART A - MCQs (5 from each of the II, III, IV & V) (20x1=20)	20
PART B- Compulsory - from Unit I - Short Answers (5X3=15)	15
PART C – Either /or – from Units II, III, IV & V (5X7=35)	35
Short essays (200 words)/ Annotations from Unit II:	
• Unit II • Unit III • Unit III • Unit IV • Unit V	
PART D- Open choice -3 out of 5 (3x10=30)	30
From Units II, III, IV & V - Essays (250 words)	
TOTAL	100

INTERNAL EXAMINATIONS	Marks
PART A - MCQs from Units II, III, IV & V (6X1=6)	6
PART B - Compulsory -3 questions from Unit I - Short Answers (3X3=9)	9
PART C – Either /or from II, III, IV& V (3X5=15)	15
Paragraphs/ Annotations from Unit II	
PART D- Either /or - from Units II, III, IV & V- Essays (250 words) (2X10=20)	20
TOTAL	50

INTERNAL ASSESSMENTS	Marks
Skill-based activity –	2x15 =30
(Seminar presentation/Critical Podcast/ Video Essay/ Creating a 5–8 slide on a topic /Enact a scene from the play/ Submitting a relevant photo with description, etc.)	
TOTAL	30

FICTION
(Course Code: 26UELE62)
SEMESTER - VI EC - 7 HOURS - 6 CREDITS - 4

LEARNING OBJECTIVES

- LO1 To get introduced to the genre of fiction, its characteristics, and nuances
- LO2 To read some representative pieces of fiction from different backgrounds and periods, across time and cultural space
- LO3 To perceive the plot, narrative, conception of time, themes, characterisation, and language
- LO4 To associate the characters and themes in the works with the socio - cultural milieu and the historical log of the time of production
- LO5 To appreciate how the various aspects of a novel work together to communicate
- LO6 To critically interpret and fathom the nature of fictionality

UNIT I BRITISH FICTION

Thomas Hardy *The Mayor of Casterbridge*

UNIT II AMERICAN FICTION

Nathaniel Hawthorne *The Scarlet Letter*

UNIT III INDIAN ENGLISH FICTION

R. K. Narayan *The Guide (IKS)*

UNIT IV FICTION IN TRANSLATION

Sundara Ramasamy *The Tamarind Tree (IKS)*

UNIT V SHORT-STORY (Non-Detailed Study)

Doris Lessing "A Sunrise on the Veld"

Alice Munro "Boys and Girls"

COURSE OUTCOMES

Learners will be able to

- CO1** Identify the foundational narrative elements, including theme, characterization, plot structure, and stylistic devices, within a novel (K1)
- CO2** Explain the distinguishing features of the novel as a genre, including the nuanced differences between fiction, fact, and narrative falsehood (K2)
- CO3** Demonstrate the ability to read and interpret novels by applying knowledge of structural and stylistic conventions to the prescribed texts (K3)
- CO4** Examine the art of narration by breaking down how narrative elements interact to shape the reader's experience and the author's intent (K4)
- CO5** Assess the evolution of the novel across different cultures and time periods, judging the effectiveness of various narrative strategies and thematic developments (K5)

CO6 Formulate original critical arguments by synthesizing diverse perspectives on themes, characters, and narrative techniques to produce a comprehensive critique of the novelistic form (K6)

TEXT BOOKS

- Narayan, R. K. *The Guide*. India: Indian Thought Publications, 2007.
- Hawthorne, Nathaniel. *The Scarlet Letter: A Romance*. 2nd. Ed. United Kingdom: Vintage, 2018.
- Hardy, Thomas. *The Mayor of Casterbridge*. United Kingdom: Penguin, 2003.
- Ramasamy, Sundara, *The Tamarind Tree*. India: Brilliance Audio, 2022.

REFERENCE

- Forster, E.M. *Aspects of the Novel*. Australia: Rosettabooks. 2002.
- Hawthorn, Jeremy. *Studying the Novel*. 8th Ed. United Kingdom: Bloomsbury Publishing, 2022.
- Shakil, Albeena. *Understanding the Novel: A Theoretical Overview*. India: Primus Books, 2015.

QUESTION PAPER PATTERN

SEMESTER EXAMINATION	Marks
PART A - MCQs (5 from each of the I, II, III & IV) (20x1=20)	20
PART B- Compulsory – All Units - (5X3=15)	15
One question from each unit - Short Answers	
PART C – Either /or – All Units - (5X7=35)	35
One question from each unit - Short essays (200 words)	
PART D- Open Choice -3 out of 5 (3x10=30)	30
From Units I, II, III & IV - Essays (250 words)	
TOTAL	100

INTERNAL EXAMINATIONS	Marks
PART A - MCQs from Units I, II, III & IV (6X1=6)	6
PART B – Compulsory 3 questions from all units (3X3=9)	9
PART C – Either /or from all units - Paragraphs (3X5=15)	15
PART D- Either /or - from Units I, II, III & IV - Essays (250 words) (2X10=20)	20
TOTAL	50

INTERNAL ASSESSMENTS	Marks
Skill-based activity –	2x15 =30
(Seminar presentation/Critical Podcast/ Video Essay/ Creating a 5–8 slide on a topic /Enact a scene from the play/ Submitting a relevant photo with description, etc.)	
TOTAL	30

ADD ON COURSE
PROFESSIONAL ENGLISH
(Course Code: 26UELA01)

SEMESTER - I - II

HOURS - 30

CREDITS - 2

LEARNING OBJECTIVES

LO1 To assist learners in acquiring communication skills

LO2 To insist on continuous practice in order to attain desirable fluency in English

LO3 To get prepared for a higher level of fluency

LO4 To help the learners speak confidently in English

LO5 To linguistically prepare oneself for placement and other career opportunities

LO6 To make the learners participate in group discussions and interpersonal conversations

UNIT I LIFE SKILLS

Communication: Process, barrier, Types- Goal Setting- Career planning-time management- Stress management- problem solving

UNIT II LISTENING SKILLS

Active listening- Introduction to Indian, British, and American accents- Listening to short stories, news passages, Instruction, processes-Listening to Subject experts

UNIT III SPEAKING SKILLS

Brainstorming - Narration – Conversation - Speaking on prompts- Presentation- Group Discussion

UNIT IV READING SKILLS

Reading methods - Skimming & Scanning- Analytical reading& Inferential Reading- Note making- Précis writing- Reading Tables & Charts

UNIT V WRITING SKILLS

Types of Writing: Descriptive, Expository, Argumentative, Persuasive & Narrative
Paragraph writing: Compare, Contrast, Expansion of definitions – Essay Writing, Summarising, Report Writing, Creative Writing

COURSE OUTCOMES

Learners will be able to

CO1 Identify the fundamental principles of effective communication and the basic components of professional English usage (K1)

CO2 Explain the nuances of the language to demonstrate improved fluency and clarity in daily interactions (K2)

CO3 Demonstrate the ability to apply English language proficiency effectively within diverse professional environments (K3)

- CO4** Examine personal communication styles and social interaction patterns to enhance self-confidence and develop a positive professional attitude (K4)
- CO5** Assess individual readiness for placement interviews and group discussions by evaluating performance against standard professional communication benchmarks (K5)
- CO6** Formulate and execute comprehensive communication strategies tailored for both complex life situations and specialized professional requirements (K6)

SUGGESTED ACTIVITIES

Mind mapping technique- mock interview

Listen& do- gap filling-matching-true or false- comprehension activities

Explaining the cue cards- extempore-impromptu- GD

Interpreting the tables & charts – Comprehension of passages

REFERENCE

- Alex, D. *Soft Skills: Know Yourself & Know the World*. New Delhi: S Chand and Company Ltd, 2009.
- Dash, Bipin Bihari. *Professional English*. Delhi: JTS Publications, 2021.
- Dhanavel, S.P. *English And Soft Skills*. India: Orient Blackswan, 2010.
- Gupta, S.C. *Conversation Skills for All Occassions*. India: Arihant Publications, 2022.
- Raman, Meenakshi&Sangeeta Sharma. *Professional English*. United Kingdom: Oxford University Press, 2018.

ASSESSMENT

INTERNAL EXAMINATION 50 Marks

Theory = 50 marks (from Units I, IV & V)

Short questions 5x4= 20

Essay question 3x10= 30

SEMESTER EXAMINATION 100 Marks

Theory = 50 marks (from Units I, IV & V)

Short questions 5x4= 20

Essay question 3x10= 30

Practical = 50 marks (from Unit II & III)

Listening = 25 marks

GD = 25 marks

**ADD ON COURSE
LISTENING SKILLS
(Sub. Code: 26UELA02)**

SEMESTER-I-II HOURS-30 CREDITS-2

LEARNING OBJECTIVES

- LO1 To get introduced to the first basic language skill, listening
- LO2 To get used to listening to different kinds of content
- LO3 To listen and comprehend content under different contexts
- LO4 To decipher material, listen actively, and make inferences
- LO5 To follow different accents and comprehend
- LO6 Get an introduction to prepare for tests like TOEFL and IELTS

COURSE PLAN

The learners will be required to listen to passages in a neutral accent in the initial stages and then to passages in native accents. They will be given practice in multiple sub-skills involved in listening. They will work with response sheets throughout the course. The passages they listen to will be culled from the most relevant knowledge areas. Importance will be given to promoting vocabulary and register building.

UNIT I

Listening to comprehend

UNIT II

Listen and do tasks

UNIT III

Making intelligent guesses

UNIT IV

Listening and Channel Conversion Tasks

UNIT V

Listening and note-taking

COURSE OUTCOMES

Learners will be able to

- CO1** Identify the foundational phonetic features, rhythmic patterns, and variations between neutral and native English accents (K1)
- CO2** Explain the structural and contextual differences across various spoken forms of English (K2)

- CO3** Demonstrate the ability to process and respond appropriately to auditory information through active engagement and comprehension (K3)
- CO4** Examine spoken discourse by capturing and synthesizing key ideas through effective note-taking strategies (K4)
- CO5** Assess individual speech patterns by critically evaluating and refining personal pronunciation, stress, and intonation against standard models (K5)
- CO6** Formulate and deliver fluent speech by synthesizing accurate phonetic usage with expressive delivery, effectively imitating and adapting diverse spoken styles (K6)

REFERENCE

Course Material

EVALUATION

INTERNAL EXAMINATION (10 Tests) 100 Marks

EXTERNAL EXAMINATION (1 hr) 100 Marks

**ADD ON COURSE
WRITING SKILLS
(Course Code: 26UELA03)**

SEMESTER I-II

HOURS: 30

CREDITS -2

LEARNING OBJECTIVES

- LO1 To become skilled at the techniques of writing
- LO2 To become familiar with different types of writing
- LO3 To improve employability skills
- LO4 To describe the format, tone, and purpose of various business communications
- LO5 To analyse the structure and flow of a written paragraph or essay and identify areas for improvement
- LO6 To evaluate the quality of writing based on clarity, coherence, and organisation

UNIT I Basics of Writing

Brain Storm- Gather- Investigate- Assess- Present- Paragraph Writing- Essay Writing-Editing & Proofreading

UNIT II Types of Writing

Precis Writing- Report Writing: an Incident- an event- Book reviews- Film reviews- Proposal writing

UNIT III Writing for Business

Letter writing: Invitation, acceptance, Declining, Complaint- Proposal Writing- Memo

UNIT IV Freelance Writing

Blog writing- Product Description- Content writing- Writing for Advertisements

UNIT V Creative Writing

Stages of Creative writings- Challenges and opportunities – Narration- Writing a poem, short story- script for a short play

COURSE OUTCOMES

Learners will be able to

- CO1** Identify the foundational principles of coherent writing by structuring logical paragraphs and essays using clear organizational patterns (K1)
- CO2** Explain the essence of complex information by composing concise summaries and structured descriptive reports (K2)
- CO3** Demonstrate professional proficiency by designing business communication that adheres to appropriate industry formats, tones, and layouts (K3)
- CO4** Examine the requirements of modern media by creating engaging, purpose-driven digital and commercial content (K4)

- CO5** Formulate original creative works, including poems, short stories, and play scripts, by applying sophisticated narrative techniques and creative processes (K6)
- CO6** Assess the quality of written output by critically evaluating, proofreading, and editing drafts to ensure stylistic consistency and rhetorical effectiveness (K5)

REFERENCE

- Carter, David. *The Art of Writing Fiction: A Guide for Writers of Fictional Forms*. Longman, 2000.
- Kumar, Richa. *The Freelance Writer's Handbook: A Guide to Making Money Writing Online*. Create Space Independent Publishing Platform, 2017.
- McKee, Robert. *Story: Substance, Structure, Style, and the Principles of Screenwriting*. Regan Arts, 2014.
- Sharma, R. C. *Business Correspondence and Report Writing*. Tata McGraw-Hill Education, 2011.
- Zinsser, William. *On Writing Well: The Classic Guide to Writing Nonfiction*. HarperCollins, 2006.

QUESTION PAPER PATTERN

	Marks
I. Short Notes: 5 out of 8 from Units I, II, III, IV & V (5x5)	25
II. Essay: 5 out of 8 from Units I, II, III, IV & V (5x15)	75
TOTAL	100 Marks

VALUE ADDED COURSE
READING SKILLS
(Course Code: 26UELCC1)
SEMESTER - III - IV HOURS – 30 CREDITS - 2

LEARNING OBJECTIVES

- LO1 To gain a practical, hands-on training in reading skills
- LO2 To train students in reading different kinds of print communication
- LO3 To read continuous prose and to recognise the salient points
- LO4 To skim and scan for information
- LO5 To read and discern the literal meaning and the implied meaning in literary texts
- LO6 To take notes or hints and summarise and interpret content

UNIT I READING FOR INFORMATION

Advertisements (Commercial & job related), Recipes, Manuals, Announcements, Dictionary entry, Encyclopedia entry

UNIT II PROSE/ NON-FICTION

News Reports, Articles, Book Reviews

UNIT III READING GRAPHIC PRESENTATIONS

Maps, Pie Charts, Graphs

UNIT IV READING FICTION

Excerpts from literary fiction (prose and poetry)

UNIT V SELF-STUDY

One book of fiction/ non-fiction

COURSE OUTCOMES

Learners will be able to

- CO1** Identify and extract essential information from everyday printed communication (K1)
- CO2** Explain the meaning conveyed by graphic representations and visual data (K2)
- CO3** Apply effective note-taking and outlining techniques to organize information from reading materials (K3)
- CO4** Examine narrative structures to track and analyze the flow of information or storytelling (K4)
- CO5** Evaluate and condense complex material by synthesizing key points into concise summaries (K5)
- CO6** Formulate a comprehensive interpretation of written communication by distinguishing between literal meanings and implied subtexts (K6)

REFERENCE

Course Material

QUESTION PAPER PATTERN

	Marks
I Comprehension (2 sets of 5 questions each) (Objective-type questions from Units I and III)	10
II Comprehension (Answer in a sentence from Units II and IV)	10
III Note-taking (From Units II & IV)	10
IV IV Summarising (From Units II & IV)	10
V Paragraph writing (2 out of 4 from Unit V)	10
TOTAL	50

VALUE ADDED COURSE
SKILLS OF INTERPRETATION OF POETRY
(Course Code: 26UELCC2)
SEMESTER - III-IV HOURS-30 CREDITS -2

LEARNING OBJECTIVES

- LO1 To acquire the skills to analyse poetry
- LO2 To appreciate the nature of language used in poetry
- LO3 To perceive the nuances of literary devices
- LO4 To identify the themes used in poetry
- LO5 To read and interpret different kinds of poetry
- LO6 To analyse and appreciate the philosophy of poetry

UNIT I

- | | |
|---------------------|--------------------------------|
| William Shakespeare | “Or whether doth” (Sonnet 114) |
| Edith M. Thomas | “Talking in Their Sleep” |

UNIT II

- | | |
|--------------|-------------------|
| Robert Burns | “A Red, Red Rose” |
| e e cummings | “in Just-” |

UNIT III

- | | |
|--------------|----------------|
| Sylvia Plath | “Mirror” |
| Robert Frost | “Mending Wall” |

UNIT IV

- | | |
|---------------|----------------------------|
| Wole Soyinka | “Telephone Conversation” |
| Chinua Achebe | “Refugee Mother and Child” |

UNIT V

- | | |
|-------------------|---------------------------|
| Sarojini Naidu | “The Gift of India” (IKS) |
| Jayanta Mahapatra | “Dawn at Puri” (IKS) |

COURSE OUTCOMES

Learners will be able to

- CO1** Identify the foundational nature of poetry and distinguish its structural and stylistic differences from prose (K1)
- CO2** Explain the central themes and emotional resonance of poetic works through basic appreciation (K2)
- CO3** Apply techniques of close reading to examine how specific language choices create poetic meaning (K3)
- CO4** Examine the technical elements of poetry, including figures of speech, rhythmic structures, and formal devices (K4)

- CO5** Evaluate the impact of rhetorical patterns and thematic development in conveying complex ideas (K5)
- CO6** Formulate a comprehensive understanding of how poetry communicates through unique, patterned, and imaginative language (K6)

REFERENCE

- Eagleton, Terry. *How to Read a Poem*. USA: Wiley - Blackwell Publications, 2006.
- Wolosky, Shira. *The Art of Poetry: How to Read a Poem*. USA, Oxford University Press, 2006.
- Wainwright, Jeffrey. *Poetry: The Basics*. UK: Routledge, 2011.
- Cavanagh, Dermot et al., *The Edinburgh Introduction to Studying English Literature*. UK: Edinburgh University Press, 2010.

QUESTION PAPER PATTERN

	Marks
I. 4 short notes in 100 words each out of 6 (4×10)	40
II. 3 Annotations out of 5 (3×10)	30
III. 3 passages with 2 or 3 questions for each (3×5)	15
IV. Interpretation of an unseen poem (250 words) (1×15)	15
TOTAL	100 Marks

VALUE ADDED COURSE
INTRODUCTION TO THEATRICALS: THEORY AND PRACTICE
(COURSE CODE:26UELCC3)

SEMESTER –III –IV

HOURS: 30

CREDITS - 2

LEARNING OBJECTIVES

- LO1 To identify the different styles and forms of theatre
- LO2 To describe the historical and cultural context of Indian and Western theatre.
- LO3 To apply acting techniques to perform monologues and plays
- LO4 To analyze scripts, performances, and productions to identify the use of dramatic elements such as plot, character, setting, and themes
- LO5 To evaluate performances in movies based on acting, direction, stage design, etc
- LO6 To develop and direct a short theatrical piece, incorporating all the nuances of theatrics

UNIT I UNDERSTANDING THEATRES

History of Theatres- One-Act Plays- Miracle Plays- Drama in five Acts- Types: Comedy, Tragedy, Tragi-comedy

UNIT II BASICS OF THEATRICALS

Plot- Theme- Characterization- Dialogues- Properties- Performance- Prompts

UNIT III THEATRICAL SKILLS

Acting- Voice Culture: Speech: Volume, Pitch, Force, Stress, Emphasis& pause- Articulation- The Stanislavski System and method acting

UNIT IV SCRIPT WRITING

Language and Diction- Humour& Pathos- Radio scripts- Script for One Act Plays- Scripts for big screens

UNIT V THEATRE AND SOCIETY

The social impact of theatre - Theatre as a reflection of cultural, social, and personal identity- Analysing plays and movies

COURSE OUTCOMES

Learners will be able to

- CO1** Identify the historical evolution of theatre and classify the defining characteristics of various dramatic structures and genres (K1)
- CO2** Explain the core structural elements of a play, demonstrating how plot, theme, characterization, and technical elements interact to form a cohesive narrative (K2)
- CO3** Apply practical vocal techniques—including volume, pitch, articulation, and emphasis—to demonstrate effective voice culture and speech control (K3)
- CO4** Examine the nuances of the Stanislavski System and method acting to develop psychologically authentic character portrayals (K4)

- CO5** Formulate original scripts for diverse formats, synthesizing proficiency in diction, humor, and pathos across one-act plays, radio, and film (K5)
- CO6** Assess the socio-cultural impact of theatre and film by evaluating how dramatic works reflect, critique, and shape personal and collective identities (K6)

REFERENCE

Stanislavski, Konstantin. *An Actor Prepares*. Routledge, 1989.

Grotowski, Jerzy. *Towards a Poor Theatre*. Routledge, 1991.

Kottayam, G. *Indian Theatre: Its Origin and Early Development*. Publications Division, 1970.

Shankar, M. *The Theater of India*. Sahitya Akademi, 2002.

Kapoor, Shyam. *Acting: The First Step*. National Book Trust, India, 1995.

Gokhale, Shanta. *The Art of Acting: A Guide for the Indian Actor*. Orient Longman, 2003.

ASSESSMENT

Theory = 50 Marks

Practical = 50 Marks

QUESTION PAPER PATTERN

THEORY

Short Notes: 4 out of 7 from Units I, II, III, IV & V (4x5)

Essay: 3 out of 5 from Units I, II, III, IV & V (3x10)

TOTAL

Marks

20

30

50 Marks

PRACTICAL

Demonstrating a character

Movie Review

Marks

25

25

TOTAL

50 Marks

EXTRA CREDIT COURSE
SELF STUDY PAPER
GREAT LIVES, GREAT THOUGHTS

COURSE CODE: 26UELEC1 SEMESTER - I CREDITS- 2

LEARNING OBJECTIVES

- LO1 To get an exposure to sublime thoughts translated from the lives of great people
- LO2 To comprehend holistic development through biographies and autobiographies
- LO3 To get inspired by the benevolence and humanitarianism to build a compassionate society
- LO4 To be encouraged to strive towards the extraordinary and the untrodden paths
- LO5 To identify the influences and personal experiences behind historical moments
- LO6 To appreciate biographies and autobiographies as literature

UNIT I

Navin Chawla *Mother Teresa* (Ch. 7 – Brothers and Co-Workers) **(IKS)**

UNIT II

Jawaharlal Nehru “Tryst with Destiny” **(IKS)**
The Discovery of India:
1. The War for Democracy
2. India’s Strength and Weakness

UNIT III

A. P. J. Abdul Kalam *Wings of Fire* (Ch. 1. Orientation) **(IKS)**

UNIT IV

Helen Keller The Story of My Life (Chapter 4)
F. T. Miller “Poverty to Independence”
(From Contemporary English Prose Ed. K.P.K. Menon)

UNIT V

Martin Luther King “I have a dream”
Abraham Lincoln “Gettysburg Address”
Chimamanda Ngozi Adichie “The Danger of a Single Story”

COURSE OUTCOMES

Learners will be able to

- CO1** Identify the core philosophies of humanitarianism and selfless service as presented in the works of Mother Teresa, recognizing their role in addressing societal vulnerabilities (K1)
- CO2** Explain the foundational ideals, historic struggles, and cultural strengths of post-independence India through an analysis of Jawaharlal Nehru’s political rhetoric (K2)

- CO3** Demonstrate an understanding of the values of resilience, self-reliance, and mentorship by applying lessons from the early life of A.P.J. Abdul Kalam to personal and professional development (K3)
- CO4** Examine the concepts of perseverance and self-determination by contrasting the strategies used to overcome adversity in the works of Helen Keller and F.T. Miller (K4)
- CO5** Evaluate the efficacy of strategic rhetoric, civil rights philosophies, and democratic ideals by comparing the seminal speeches of Martin Luther King Jr. and Abraham Lincoln (K5)
- CO6** Formulate a comprehensive critique of cultural stereotypes and "narrative monopoly" by applying Adichie's framework to cultivate a more empathetic and diverse global worldview (K6)

REFERENCE

- Chawla, Navin. *Mother Teresa*. Penguin Books India, 2002.
- Nehru, Jawaharlal. *The Discovery of India*. Oxford UP, 1946.
- Nehru, Jawaharlal. "Tryst with Destiny." *The Penguin Book of Modern Indian Speeches: 1877 to the Present*, edited by Rakesh Batabyal, Penguin Books India, 2007, pp. 243-45.
- Kalam, A. P. J. Abdul, and Arun Tiwari. *Wings of Fire: An Autobiography*. Universities Press, 1999.
- Keller, Helen. *The Story of My Life*. Doubleday, Page & Co., 1903.
- Menon, K. P. K., editor. *Contemporary English Prose*. Oxford UP, 1974.
- King, Martin Luther, Jr. "I Have a Dream." *A Testament of Hope: The Essential Writings and Speeches of Martin Luther King, Jr.*, edited by James M. Washington, HarperSanFrancisco, 1991, pp. 217-20.
- Lincoln, Abraham. "Gettysburg Address." *The Collected Works of Abraham Lincoln*, edited by Roy P. Basler, vol. 7, Rutgers UP, 1953, p. 23.
- Adichie, Chimamanda Ngozi. "The Danger of a Single Story." TED, July 2009, www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story. Transcript.

QUESTION PAPER PATTERN

		Marks
I	1 essay (300 words) out of 3 from Units I & II	20
II	1 essay (300 words) out of 3 from Units III & IV	20
III	1 essay (300 words) out of 3 from Unit V	20
IV	4 Short Essays (150 words) out of 7 from all the Units	40
TOTAL		100

COURSE CODE: 26UELEC2 SEMESTER - II CREDITS - 2

LO6 To compare and contrast the human-divine paradigm reflected in devotional texts with the human-human paradigm of general literary texts

Henry Cardinal Newman	“Lead Kindly Light”
Khalil Gibran	“On Prayer” The Prophet

C01 Identify and explain the core themes, cultural contexts, and historical backgrounds of major devotional traditions across Eastern and Western literatures (K1)

- CO2** Describe the distinct literary forms, metaphorical expressions, and poetic techniques utilized by ancient, medieval, and modern spiritual writers to articulate sacred experiences (K2)
- CO3** Apply the concepts of Indian Knowledge Systems (IKS) to interpret how devotional texts integrate spiritual philosophy with daily life and ethics (K3)
- CO4** Examine and contrast diverse perspectives on human suffering, divine grace, prayer, and transcendental love across various religious, philosophical, and mystical paths (K4)
- CO5** Evaluate the efficacy of devotional literature in addressing universal human dilemmas, inner peace, and social ethics across geographical and historical boundaries (K5)
- CO6** Formulate and defend reasoned oral or written arguments assessing the contemporary relevance of spiritual and mystical poetry in fostering intercultural empathy and personal reflection (K6)

REFERENCE

- Bharathi, MahakaviSubramania. "NalathoruVeenaiSeithen." Translated by various hands. Mahakavi Bharathi Kavithaigal, edited by Tamil University, 1995.
- Francis of Assisi. "Make Me a Channel of Your Peace" [The Prayer of Saint Francis]. *The Saint Francis Prayer Book*, compiled by Jon M. Sweeney, Paraclete Press, 2017.
- Gibran, Kahlil. "On Prayer." *The Prophet*, Alfred A. Knopf, 1923, pp. 65-68.
- King David (attributed). The Book of Psalms. *The Holy Bible*, New International Version, Zondervan, 2011.
- Maanikka Vachagar. "Operations of Supreme" and "40 Epithets." *Thiruvaasagam: Hymn 3 (Thiruvannadapahudi)*, lines 13-65. Translated by G. U. Pope, Oxford UP, 1900.
- Newman, Henry Cardinal. "Lead, Kindly Light." *The Idea of a University and Selected Essays*, edited by Ian Ker, Oxford UP, 2008.
- Rumi, Jalal-ad-din Muhammad. "Song XXXVI." *Selected Poems from the Dīvāni Shamsi Tabrīz*, edited and translated by Reynold A. Nicholson, Cambridge UP, 1898, p. 143.
- Tagore, Rabindranath. *Gitanjali* (Song Offerings). MacMillan and Co., 1913.
- Thiruvalluvar. *Thirukkural*. Translated by G. U. Pope, W. H. Allen & Co., 1886.

QUESTION PAPER PATTERN

	Marks
I 1 essay (300 words) out of 3 from Unit I & II	20
II 1 essay (300 words) out of 3 from Unit III	20
III 1 essay (300 words) out of 3 from Unit IV	20
IV 1 essay (300 words) out of 3 from Unit V	20
V 2 Short Notes (150 words) out of 4 from all the Units	20
TOTAL	100

EXTRA CREDIT COURSE
SELF STUDY PAPER
INDIAN LITERATURE IN ENGLISH
COURSE CODE: 26UELEC3 SEMESTER- III CREDITS - 2

LEARNING OBJECTIVES

- LO1 To get a multidimensional perspective of Indian Literature in English
- LO2 To appreciate the plurality, diversity, and complexity of that which is identified as “Indianness” through representative works
- LO3 To trace the evolution of language and stylistic techniques across different periods
- LO4 To perceive the historical and sociological background behind the individual texts
- LO5 To identify the Western and Eastern influences present in each work
- LO6 To be able to appreciate Indian Literature in English as a composite literary paradigm

UNIT I(IKS)

Nissim Ezekiel	“Night of the Scorpion”
Sarojini Naidu	“Song of a Dream”
Kamala Das	"An Introduction”
Vikram Seth	“The Frog and the Nightingale”
JayantaMahapatra	“Freedom”

UNIT II(IKS)

R. K. Narayan	“The Gateman’s Gift” “Better Late” “Engine Trouble” (From Malgudi Days)
Prem Chand	“Resignation”

UNIT III (IKS)

Kushwanth Singh	<i>Train to Pakistan</i>
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UNITS IV (IKS)

Chitra Banerjee Divakaruni	<i>The Palace of Illusions</i>
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UNIT V (IKS)

Badal Sircar	<i>Evam Indrajit</i>
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COURSE OUTCOMES

Learners will be able to

- CO1** Identify and explain the historical evolution, major thematic concerns, and socio-cultural shifts in Indian Writing in English from the pre-independence era to the contemporary period (K1)
- CO2** Describe the stylistic devices, structural forms, and linguistic nuances utilized by Indian poets and short story writers to represent regional realities, personal identities, and everyday ironies (K2)
- CO3** Apply the core values, philosophical frameworks, and cultural ethos of Indian Knowledge Systems (IKS) to interpret the socio-ethical fabric of rural and urban Indian life as depicted in literature (K3)
- CO4** Examine how major Indian novels and dramatic works reconstruct historical events, challenge grand narratives, or depict post-colonial urban anxieties and alienation (K4)
- CO5** Evaluate the intersectionality of gender, class, caste, and national identity within these texts to assess how writers subvert or resist traditional paradigms (K5)
- CO6** Formulate well-reasoned, critical perspectives—both written and oral—that synthesize the connection between modern Indian literary expressions and their traditional roots, demonstrating an advanced understanding of India's pluralistic narrative identity (K6)

REFERENCE

- Das, Kamala. "An Introduction." *The Old Playhouse and Other Poems*, Orient BlackSwan, 2011, pp. 12-13.
- Divakaruni, Chitra Banerjee. *The Palace of Illusions*. Picador, 2008.
- Ezekiel, Nissim. "Night of the Scorpion." *Collected Poems (1952-1988)*, Oxford UP, 2005, pp. 145-46.
- Mahapatra, Jayanta. "Freedom." *Shadow Space*, DC Books, 1997.
- Naidu, Sarojini. "Song of a Dream." *The Golden Threshold*, William Heinemann, 1905, p. 32.
- Narayan, R. K. "Better Late." *Malgudi Days*, Penguin Books, 2006, pp. 165-72.
- ---. "Engine Trouble." *Malgudi Days*, Penguin Books, 2006, pp. 185-94.
- ---. "The Gateman's Gift." *Malgudi Days*, Penguin Books, 2006, pp. 25-34.
- (Note: The three hyphens --- indicate that the author is exactly the same as the entry directly above it, keeping your bibliography clean.)
- Premchand, Munshi. "Resignation." *The World of Premchand: Selected Short Stories*, translated by David Rubin, Oxford UP, 2001, pp. 45-56.
- Seth, Vikram. "The Frog and the Nightingale." *Beastly Tales from Here and There*, Phoenix House, 1992, pp. 3-8.
- Sircar, Badal. *Evam Indrajit*. Translated by Girish Karnad, Oxford UP, 1974.
- Singh, Khushwant. *Train to Pakistan*. Chatto & Windus, 1956.

QUESTION PAPER PATTERN

	Marks
I 1 essay (300 words) out of 3 from Unit I	20
II 1 essay (300 words) out of 3 from Unit II	20
III 1 essay (300 words) out of 3 from Unit III	20
IV 1 essay (300 words) out of 3 from Unit IV	20
V 1 essay (300 words) out of 3 from Unit V	20
TOTAL	100

EXTRA CREDIT COURSE
SELF STUDY PAPER
BRITISH FICTION
COURSE CODE: 26UELEC4 SEMESTER - IV CREDITS - 2

LEARNING OBJECTIVES

- LO1 To perceive the dimensions of British Fiction as a literary paradigm
- LO2 To explore iconic texts and their significance and uniqueness
- LO3 To comprehend the socio-political background and influences that shaped the texts
- LO4 To identify the characteristic features pertaining to the culture and the period
- LO5 To identify the continuance of tradition as well as the innovation in the works
- LO6 To appreciate the distinctive themes and techniques used in the texts

UNIT I

Mary Shelley *Frankenstein*

UNIT II

George Eliot *The Mill on the Floss*

UNIT III

Joseph Conrad *Heart of Darkness*

UNIT IV

Virginia Woolf *To the Lighthouse*

UNIT V

Zadie Smith *White Teeth*

COURSE OUTCOMES

Learners will be able to

- CO1** Identify the chronological evolution and major socio-cultural shifts in the British novel from the nineteenth century to contemporary twenty-first-century fiction (K1)
- CO2** Explain the structural and stylistic transitions in British fiction by comparing early epistolary and linear realist modes with modernist and postmodern narrative techniques (K2)
- CO3** Apply diverse literary theories—including Postcolonialism, Feminism, Psychoanalysis, and Marxism—to critique the thematic depth of canonical and contemporary texts (K3)
- CO4** Examine the complex representations of identity, societal alienation, gender constraints, and the outsider perspective across milestones of British literary history (K4)
- CO5** Evaluate how British novelists engage with and reflect historical anxieties, ranging from the Industrial Revolution and imperialism to contemporary multiculturalism (K5)

CO6 Formulate independent, well-structured critical essays and research arguments that synthesize narrative choices and cultural critiques to provide a comprehensive assessment of British fiction (K6)

TEXTS

- Shelley, Mary. *Frankenstein*. United Kingdom: Ladybird, 1984.
- Eliot, George. *The Mill on the Floss*. United Kingdom: Ward Lock & Co, 1910.
- Conrad, Joseph. *Heart of Darkness*. United Kingdom: Blackwood & Sons, 1902.
- Woolf, Virginia. *To the Lighthouse*. United Kingdom: Hogarth Press, 1927.
- Smith, Zadie. *White Teeth*. United Kingdom: Hamish Hamilton, 2000.

QUESTION PAPER PATTERN

	Marks
I. 1 essay (300 words) out of 3 from Unit I	20
II. 1 essay (300 words) out of 3 from Unit II	20
III. 1 essay (300 words) out of 3 from Unit III	20
IV. 1 essay (300 words) out of 3 from Unit IV	20
V. 1 essay (300 words) out of 3 from Unit V	20
TOTAL	100

EXTRA CREDIT COURSE

SELF STUDY PAPER

CHILDREN'S FICTION

COURSE CODE: 26UELEC5

SEMESTER - V

CREDITS - 2

LEARNING OBJECTIVES

LO1 To get an introduction to the genre, Children's fiction

LO2 To identify the characteristic features of the genre

LO3 To comprehend the stylistic features and inventiveness in language

LO4 To perceive techniques common to children's fiction across the globe

LO5 To analyse the themes in children's fiction and recognise the embedded cultural paradigms

LO6 To interpret the literary, aesthetic, and cultural significance of Children's fiction

UNIT I

Lewis Carroll

Alice's Adventures in Wonderland

UNIT II

Rudyard Kipling

The Jungle Book(IKS)

UNIT III

J. K. Rowling

Harry Potter and the Philosopher's Stone

UNIT IV

"Cinderella"

"Snow White and the Seven Dwarfs"

UNIT V

Arabian Nights (Frame story and "Aladdin and the Magic Lamp")

Panchatantra (Frame story and "Winning of Friends" stories) (IKS)

COURSE OUTCOMES

Learners will be able to

CO1 Identify and explain the distinct genres within children's and fantasy literature, including fairy tales, nonsense literature, fables, anthropomorphic narratives, and folklore (K1)

CO2 Describe the indigenous knowledge systems, traditional ethics, and cultural philosophies embedded within classical Indian and global oral storytelling frameworks (K2)

CO3 Apply an understanding of structural mechanics—such as linear quests, episodic adventures, and nested "frame stories"—to analyze the composition of children's fiction (K3)

CO4 Examine core thematic trajectories, including the journey from innocence to experience, the subversion of reality, and the moral development of the protagonist (K4)

- CO5** Evaluate how children's literature reflects, reinforces, or subverts the socio-political anxieties, educational values, and cultural ideologies of the historical eras in which they were produced (K5)
- CO6** Formulate well-reasoned academic arguments synthesizing the cross-cultural adaptation of folk traditions and the psychological/pedagogical impact of speculative narratives (K6)

TEXTS

- “Cinderella” Grimms’ Fairy Tales. Translated by Margaret Hunt, Dover Publications, 2004, pp. 62-69.
- “Foreword” and “The Story of King Shahrayar and His Brother King Shahzaman.” *The Arabian Nights*, translated by Husain Haddawy, based on the text edited by Muhsin Mahdi, W. W. Norton, 1990, pp. 1-18.
- “Snow White.” *The Complete Fairy Tales of the Brothers Grimm*, translated by Jack Zipes, Bantam Books, 2003, pp. 181-188.
- “The Story of Aladdin; or, The Wonderful Lamp.” *The Arabian Nights II: Sinbad and Other Popular Stories*, translated by Husain Haddawy, W. W. Norton, 1995, pp. 53-112.
- Carroll, Lewis. *Alice's Adventures in Wonderland*. United States: Lee and Shepard, 1869.
- Kipling, Rudyard. *The Jungle Book*. New York: The Century Co., 1920.
- Rowling, J. K. *Harry Potter and the Philosopher's Stone*. United Kingdom: Bloomsbury, 2000.
- Sharma, Vishnu. “The Winning of Friends.” *The Panchatantra*, translated by G. L. Chandiramani, Rupa Publications, 1991.

QUESTION PAPER PATTERN

Marks

I	1 Essay (300 words) out of 3 from Units I	20
II	1 Essay (300 words) out of 3 from Unit II	20
III	1 Essay (300 words) out of 3 from Unit III	20
IV	2 Short Essays (150 words) out of 3 from Unit IV & V	20
V	4 Short Notes out of 7 from all units	20

TOTAL 100

EXTRA CREDIT COURSE

SELF STUDY PAPER

LITERATURE OF NOBEL LAUREATES

COURSE CODE: 26UELEC6 SEMESTER - VI CREDITS - 2

LEARNING OBJECTIVES

- LO1 To get an exposure to world literature through the works of Nobel Laureates
- LO2 To perceive the universality of the concepts dealt with by Nobel Laureates
- LO3 To identify the remarkable features for which each author was awarded the prize
- LO4 To appreciate noteworthy techniques and the substance of the works
- LO5 To get an insight into great literary minds from around the world and their influences
- LO6 To estimate the relevance of literature in its contemporary society as recognised by the Nobel Prize

UNIT I POETRY

- | | |
|------------------|-------------------------|
| W. B. Yeats | “Among School Children” |
| Jaroslav Seifert | “To Be a Poet” |

UNIT II POETRY

- | | |
|---------------|------------------------------|
| Seamus Heaney | “Oysters” |
| Octavio Paz | “As One Listens to the Rain” |

UNIT III SHORT STORY

- | | |
|-------------------|--|
| Pearl S. Buck | "The Enemy" |
| Yasunari Kawabata | "The Grasshopper and the Bell Cricket" |

UNIT IV DRAMA

- | | |
|----------------|--------------------------|
| Samuel Beckett | <i>Waiting for Godot</i> |
|----------------|--------------------------|

UNIT V FICTION

- | | |
|---------------|----------------|
| Toni Morrison | <i>Beloved</i> |
|---------------|----------------|

COURSE OUTCOMES

Learners will be able to

- CO1** Identify and map the historical, geopolitical, and cultural landscapes that shaped the works of diverse twentieth-century Nobel laureates (K1)
- CO2** Explain the aesthetic standards and thematic criteria utilized by global institutions to define and evaluate literary excellence across different eras (K2)
- CO3** Apply a knowledge of distinct generic conventions, structural frameworks, and stylistic innovations to analyze poetry, short fiction, drama, and the novel (K3)

- CO4** Examine existential, philosophical, and socio-political themes in world literature, focusing on the representation of artistic identity, historical trauma, and ethical choice (K4)
- CO5** Evaluate how writers from diverse continental traditions challenge or expand traditional literary boundaries to construct unique cultural narratives (K5)
- CO6** Formulate independent, theoretically sound research arguments that synthesize the intersections of aesthetics, humanism, and resistance in global literature (K6)

TEXTS

- Beckett, Samuel. *Waiting for Godot: A Tragicomedy in Two Acts*. Grove Press, 2011.
- Buck, Pearl S. "The Enemy." *Harper's Magazine*, Nov. 1942, pp. 581-92.
- Heaney, Seamus. "Oysters." *Field Work: Poems*, Farrar, Straus and Giroux, 2009, pp. 11-12.
- Kawabata, Yasunari. "The Grasshopper and the Bell Cricket." *Palm-of-the-Hand Stories*, translated by Lane Dunlop, Lane, 1988, pp. 25-29.
- Morrison, Toni. *Beloved*. Vintage International, 2004.
- Paz, Octavio. "As One Listens to the Rain." *The Collected Poems of Octavio Paz, 1957–1987*, edited and translated by Eliot Weinberger, New Directions, 1991, pp. 121-23.
- Seifert, Jaroslav. "To Be a Poet." *The Selected Poetry of Jaroslav Seifert*, translated by Ewald Osers, edited by George Gibian, Macmillan, 1986, p. 39.
- Yeats, W. B. "Among School Children." *The Collected Poems of W. B. Yeats*, edited by Richard J. Finneran, 2nd ed., Scribner, 1996, pp. 215-17.

QUESTION PAPER PATTERN

			Marks
I	2 short essays out of 4 from Unit I & II (2 x 10)		20
II	1 essay out of 3 from Unit III		20
III	1 essay out of 3 from Unit IV		20
IV	1 essay out of 3 from Units V		20
V	2 short essays out of 4 from Units III, IV & V (2 x 10))	0=10)	20
TOTAL			100

EXTRA CREDIT COURSE

CERTIFICATE COURSE

FILM AND LITERATURE

COURSE CODE: 26UELEC7 SEMESTER - V CREDITS - 2

LEARNING OBJECTIVES

- LO1 To gain knowledge of the basics of Cinema and its production
- LO2 To become skilled at the techniques of narration and portrayal in cinema
- LO3 To comprehend the mechanics of adaptation across media and the factors influencing the adaptation
- LO4 To perceive the horizons of creativity and expression possible in films in contrast with other media
- LO5 To discover the possibility of inversion of narration or story from different points of view
- LO6 To recognise the specificity and scope of different genres in films and their limitations

UNIT I

Introduction to cinema – Genres and Sub-genres (Narrative film, Avant Garde, Documentary, film noir, silent movie)

Adaptation (Chapter I “Introduction” from Linda Hutcheon’s *Beginning to Theorise Adaptation*)

UNIT II

Film Narrative: Title - Story - Plot – Narration (Restricted/Omniscient) - Screenplay - Duration -

Motivation - Motif – Character – Cause and Effects – Exposition – Climax - Point of view
Film

Review: Background information, condensed synopsis, argument/ analysis, evaluation, opinion

UNIT III

George Cukor’s *My Fair Lady* (Adaptation of George Bernard Shaw’s *Pygmalion*)

Ang Lee’s *Sense and Sensibility* (Adaptation of Jane Austen’s *Sense and Sensibility*)

Rajiv Menon’s *KandukondaenKandukondaen*

UNIT IV

Maleficent (Adaptation of “Sleeping Beauty in the Woods”)

Tangled (Adaptation of “Rapunzel” by Brothers Grimm)

Enola Holmes (Inspired by Arthur Conan Doyle’s *Sherlock Holmes*)

UNIT V

Steven Spielberg's *Schindler's List*

Christopher Nolan's *Inception*

David Fincher's *The Curious Case of Benjamin Button*

For Further Study:

Alejandro Agresti's *Lake House*

David Yates' *Fantastic Beasts: The Crimes of Grindelwald*

COURSE OUTCOMES

Learners will be able to

- CO1** Identify and classify major cinematic genres and explain the foundational principles of Adaptation Theory (K1)
- CO2** Describe the architecture of film narratives, including the interaction between plot structure, visual language, and thematic development (K2)
- CO3** Apply the principles of film analysis to critique cinematic perspectives, directorial choices, and the technical construction of narrative form (K3)
- CO4** Examine the nuances of adaptation by conducting cross-cultural and comparative analyses of literary works and their cinematic counterparts (K4)
- CO5** Evaluate the elements of subversion, revisionism, and structural complexity within contemporary and classical cinema (K5)
- CO6** Formulate professional film reviews and comprehensive critical analyses that synthesize theoretical understanding with informed aesthetic judgment (K6)

REFERENCE

- Dix, Andrew. *Beginning Film Studies*. United Kingdom: Manchester University Press, 2016.
- Kupsc, Jarek. *The History of Cinema for Beginners*. United Kingdom: Writers and Readers Ltd, 1998.

Internal and External Examinations will be Media Lab-based

QUESTION PAPER PATTERN	Marks
I. 20 multiple choice questions (20x1=20)	20
II. 5 Paragraphs (100 Words) out of 10 From Units I & II (5x5=25)	25
III. 2 Essays (300 Words) out of 5 from Units III, IV & V (2x15= 30)	30
IV. 1 Essay (250 words) based on unseen filmstrip	25
TOTAL	100

EXTRA CREDIT COURSE
SELF STUDY PAPER
INDIAN NARRATIVES IN TRANSLATION

COURSE CODE: 26UELEC8

SEMESTER - V

CREDITS - 2

LEARNING OBJECTIVES

- LO1 To analyse the core principles of Indian Knowledge Systems
- LO2 To evaluate the Structural and Aesthetic Elements of Classical Indian Texts
- LO3 To interpret fluidity, gender, and marginality in epics and folk narratives
- LO4 To decode the Symbiosis of Nature and Human Emotion in Sangam Akam Poetry
- LO5 To assess the politics and mechanics of literary translation
- LO6 To synthesise orality, patronage, and ethno history in Indian literatures

UNIT I (IKS)

R. Parthasarathy The Cilappatikaram: The Tale of an Anklet – “VazhakkuraiKaathai”
(IlangoAdigal)

UNIT II (IKS)

M. R. Kale *Shakuntala* by Kalidasa (Act 1)

UNIT III (IKS)

Sheldon Pollock *Ramayana* – Uttara Kandam (Chapters 73, 74, 75, 76)

UNIT IV (IKS)

Devdutt Pattanaik Shikhandi’s Tale from *The Mahabharata*
A K Ramanujan “The Clever Daughter-in-law”

“Three Sisters Named Death, Birth, and Dream”

“A Story and a Song”

UNIT V (IKS)

Avvaiyar on AdhiyamanNeduman Anji “Used and Unused”

Kabilar on Pari “He Will Give Himself”

Vinaitholil Chokeerana “I Hear the Ocean’s Ceaseless Roar”
(*Natrinaï*319)

Sempulapeyaneerar “Rainwater and Red Soil” (*Kuruntokai*40)

Netuvenkilavinar “Moonlight” (*Kuruntokai* 47)

COURSE OUTCOMES

Learners will be able to

- CO1** Identify the diverse literary traditions of India by recognizing the cultural and historical significance of regional classics (K1)
- CO2** Explain the major themes, character archetypes, and moral dilemmas presented in Indian narratives across varied socio-historical milieus (K2)
- CO3** Apply an understanding of Indian philosophical frameworks—such as *dharma*, *karma*, and fate—to interpret the moral structures of the selected narratives (K3)
- CO4** Examine the socio-political contexts of these texts, specifically analyzing how they reflect or critique societal norms, hierarchies, and gender roles (K4)
- CO5** Evaluate the narrative techniques and philosophical dimensions of works such as *Cilappatikaram*, *Shakuntala*, and various folk tales through comparative analysis (K5)
- CO6** Formulate well-reasoned interpretations by integrating literary theories and critical approaches to situate Indian narratives within broader global and historical contexts (K6)

TEXTS

- Ilango Adigal. *The Cilappatikaram: The Tale of an Anklet*. Translated by R. Parthasarathy, Penguin Classics, 1993.
- Kālidāsa. *Shakuntala*. Translated by M. R. Kale, Motilal Banarsidass Publishers, 2016.
- *The Uttara Kanda of Valmiki's Ramayana*, translated by Sheldon Pollock, Harvard University Press, 2007.
- Devdutt Pattanaik, *Shikhandi's and Other Queer Tales They Don't Tell You*. Zubban, 2014.
- Ramanujan, A. K. *A Flowering Tree and Other Oral Tales from India*. Edited by Stuart Blackburn and Alan Dundes, University of California Press, 1997.
- *Love Stands Alone: Selections from Tamil Sangam Poetry*, translated by A. K. Ramanujan, Penguin Classics, 2011.

QUESTION PAPER PATTERN	MARKS
1 Essay out of 3 from Unit I	20
1 Essay out of 3 from Unit II	20
1 Essay out of 3 from Unit III	20
4 Short Essays out of 7 from all the Units	40
TOTAL	100

EXTRA CREDIT COURSE

SELF STUDY PAPER

INDIAN PHILOSOPHY AND ETHICS IN LITERATURE

COURSE CODE: 26UELEC9

SEMESTER - VI

CREDITS – 2

LEARNING OBJECTIVES

- LO1 To recognise the ethics and values of India through the representative literary works of Hinduism, Buddhism, and Jainism
- LO2 To discern Indian ethical principles and moral frameworks, exploring key concepts like Dharma, Ahimsa, Karma, and their application in daily life
- LO3 To explore the social, moral, and religious aspects of Indian life
- LO4 To trace how ethical principles should be applied in different social situations
- LO5 To analyse and interpret key Indian philosophical texts related to ethics
- LO6 To appreciate the historical and cultural context of Indian ethical thought

UNIT I (Sangam Literature) (IKS)

Thirukkural “Porul” (on Wealth) (Chapters 39-43)
(Translation by Stephen Loie)

UNIT II (Sangam Literature) (IKS)

Aathichudi by Avvaiyar

UNIT III (Samana/Jain Literature) (IKS)

Naladiyar “Aram” (on Virtue) (Chapter 4 – Verses 31-40)
(Translation by Rev. G.U. Pope and F.W. Ellis)

UNIT IV (Hindu Literature) (IKS)

Bhagavat Gita CHAPTER 2 - (Spiritual knowledge)
Translation by Ramananda Prasad

UNIT V (Buddhist Literature) (IKS)

The Jataka Tales:

- “Cullaka-Setthi Jataka”
- “Kukkura Jataka”
- “Aramadusaka Jataka”
- “Ekapanna Jataka”
- “Ruhaka Jataka”

COURSE OUTCOMES

Learners will be able to

- CO1** Identify and interpret foundational socio-political ethics and moral imperatives within classical didactic literature (K1)
- CO2** Explain the significance of aphoristic wisdom and early pedagogical frameworks as foundational tools for social and personal guidance (K2)
- CO3** Apply a comparative lens to contrast Jaina aesthetic realism and the philosophy of impermanence with prevailing secular virtues (K3)
- CO4** Examine the nuances of metaphysical duty (*dharma*) and spiritual knowledge as presented in classical philosophical discourse (K4)
- CO5** Evaluate the efficacy of narrative-driven moral pedagogy within heterodox traditions in shaping social and ethical conduct (K5)
- CO6** Formulate a critical assessment of the politics, challenges, and cultural contexts involved in the cross-cultural translation of classical literary and philosophical texts (K6)

TEXTS

- *Thirukkural*. Translated by Stephen Loie, Central Institute of Classical Tamil, 2014.
- *Avvaiyar. Aathichudi: Amazing Life Lessons from an Ancient Indian Classic*. Kindle ed., Golden Cup Publications, 2021.
- *The Naladiyar, or Four Hundred Quatrains in Tamil*. Translated by G. U. Pope and F. W. Ellis, Asian Educational Services, 1993.
- *The Bhagavad-Gita*. Translated by Ramananda Prasad, International Gita Society, 2012.

REFERENCE

- *The Jataka Tales*: <https://thejatakatales.com/>

QUESTION PAPER PATTERN	Marks
I. 1 Essay (300 words) out of 3 from Unit I	20
II. 1 Essay (300 words) out of 3 from Unit II	20
III. 1 Essay (300 words) out of 3 from Unit III	20
IV. 1 Essay (300 words) out of 3 from Unit IV	20
V. 1 Essay (300 words) out of 3 from Unit V	20
TOTAL	100