B A ENGLISH LITERATURE
LOCF SYLLABUS 2023

Department of English
School of Languages and Culture
St. Joseph's College (Autonomous)
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SCHOOLS OF EXCELLENCE WITH CHOICE BASED CREDIT SYSTEM (CBCS) POSTGRADUATE COURSES

St. Joseph's College (Autonomous), an esteemed institution in the realm of higher education in India, has embarked on a journey to uphold and perpetuate academic excellence. One of the pivotal initiatives in this pursuit is the establishment of five Schools of Excellence commencing from the academic year 2014-15. These schools are strategically designed to confront and surpass the challenges posed by the 21st century.

Each School amalgamates correlated disciplines under a unified umbrella, fostering synergy and coherence. This integrated approach fosters the optimal utilization of both human expertise and infrastructural assets. Moreover, it facilitates academic fluidity and augments employability by nurturing a dynamic environment conducive to learning and innovation. Importantly, while promoting collaboration and interdisciplinary study, the Schools of Excellence also uphold the individual identity, autonomy, and distinctiveness of every department within.

The overarching objectives of these five schools are as follows:

1. Optimal Resource Utilization: Ensuring the efficient use of both human and material resources to foster academic flexibility and attain excellence across disciplines.

2. Horizontal Mobility for Students: Providing students with the freedom to choose courses aligning with their interests and facilitating credit transfers, thereby enhancing their academic mobility and enriching their learning experience.

3. Credit-Transfer Across Disciplines (CTAD): The existing curricular structure, in accordance with regulations from entities such as TANSCHE and other higher educational institutions, facilitates seamless credit transfers across diverse disciplines. This underscores the adaptability and uniqueness of the choice-based credit system.

4. Promotion of Human Excellence: Nurturing excellence in specialized areas through focused attention and resources, thus empowering individuals to excel in their respective fields.

5. Emphasis on Internships and Projects: Encouraging students to engage in internships and projects, serving as stepping stones toward research endeavors, thereby fostering a culture of inquiry and innovation.

6. Addressing Stakeholder Needs: The multi-disciplinary nature of the School System is tailored to meet the requirements of various stakeholders, particularly employers, by equipping students with versatile skills and competencies essential for success in the contemporary professional landscape.

In essence, the Schools of Excellence at St. Joseph's College (Autonomous) epitomize a holistic approach towards education, aiming not only to impart knowledge but also to cultivate critical thinking, creativity, and adaptability – qualities indispensable for thriving in the dynamic global arena of the 21st century.

Credit system

The credit system at St. Joseph'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 133 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)

OBE is an educational approach that revolves around clearly defined goals or outcomes for every aspect of the educational system. The primary aim is for each student to successfully achieve these predetermined outcomes by the culmination of their educational journey. Unlike traditional methods, OBE does not prescribe a singular teaching style or assessment format. Instead, classes, activities, and evaluations are structured to support students in attaining the specified outcomes effectively.

In OBE, the emphasis lies on measurable outcomes, allowing educational institutions to establish their own set of objectives tailored to their unique context and priorities. The overarching objective of OBE is to establish a direct link between education and employability, ensuring that students acquire the necessary skills and competencies sought after by employers.

OBE fosters a student-centric approach to teaching and learning, where the delivery of courses and assessments are meticulously planned to align with the predetermined objectives and outcomes. It places significant emphasis on evaluating student performance at various levels to gauge their progress and proficiency in meeting the desired outcomes.

Here are some key aspects of Outcome-Based Education:

Course: A course refers to a theory, practical, or a combination of both that is done within a semester.

Course Outcomes (COs): These are statements that delineate the significant and essential learning outcomes that learners should have achieved and can reliably demonstrate by the conclusion of a course. Typically, three or more course outcomes are specified for each course, depending on its importance.

Programme: This term pertains to the specialization or discipline of a degree programme.

Programme Outcomes (POs): POs are statements that articulate what students are expected to be capable of by the time they graduate. These outcomes are closely aligned with Graduate Attributes.

Programme Specific Outcomes (PSOs): PSOs outline the specific skills and abilities that students should possess upon graduation within a particular discipline or specialization.

Programme Educational Objectives (PEOs): PEOs encapsulate the expected accomplishments of graduates in their careers, particularly highlighting what they are expected to achieve and perform during the initial years postgraduation.

LEARNING OUTCOME-BASED CURRICULUM FRAMEWORK (LOCF)

The Learning Outcomes-Centric Framework (LOCF) places the learning outcomes at the forefront of curriculum design and execution. It underscores the importance of ensuring that these outcomes are clear, measurable, and relevant. LOCF orchestrates teaching methodologies, evaluations, and activities in direct correlation with these outcomes. Furthermore, LOCF adopts a backward design approach, focusing on defining precise and attainable learning objectives. The goal is to create a cohesive framework where every educational element is in harmony with these outcomes.

Assessment practices within LOCF are intricately linked to the established learning objectives. Evaluations are crafted to gauge students' achievement of these outcomes accurately. Emphasis is often placed on employing authentic assessment methods, allowing students to showcase their learning in real-life scenarios. Additionally, LOCF frameworks emphasize flexibility and adaptability, enabling educators to tailor curriculum and instructional approaches to suit the diverse needs of students while ensuring alignment with the defined learning outcomes.

Some Important Terminologies

Core Course (CC): Core Courses represent obligatory elements within an academic programme, imparting fundamental knowledge within the primary discipline while ensuring consistency and acknowledgment.

Allied Course (AC): Allied Courses complement primary disciplines by furnishing supplementary knowledge, enriching students' understanding and skill repertoire within their academic pursuit.

Foundation Course (FC): Foundation Courses serve to bridge the gap in knowledge and skills between secondary education and college-level studies, facilitating a smoother transition for students entering higher education.

Skill Enhancement Course (SE): Skill Enhancement Courses aim to nurture students' abilities and competencies through practical training, open to students across disciplines but particularly advantageous for those in programme-related fields.

Value Education (VE): Value education encompasses the teaching of moral, ethical, and social values to students, aiming to foster their holistic development. It instills virtues such as empathy, integrity, and responsibility, guiding students towards becoming morally upright and socially responsible members of society.

Ability Enhancement Compulsory Course (AE): Ability Enhancement Compulsory Course is designed to enhance students' knowledge and skills; examples include Communicative English and Environmental Science. These courses are obligatory for all disciplines.

AE-1: Communicative English: This three-credit mandatory course, offered by the Department of English during the first semester of the degree programme, is conducted outside regular class hours.

AE-2: Environmental Science: This one-credit compulsory course, offered during the second semester by the Department of Human Excellence, emphasizes environmental awareness and stewardship.

Allied Optional (AO): Allied optional course are elective modules that complement the primary disciplines by providing additional knowledge and skills. These courses allow students to explore areas of interest outside their major field of study, broadening their understanding and enhancing their skill set.

Discipline Specific Elective (ES): These courses offer the flexibility of selection of options from a pool of courses. These are considered specialized or advanced to that particular programme and provide extensive exposure in the area chosen; these are also more applied in nature. Four courses are offered, two courses each in semester V and VI

Note: To offer one ES, a minimum of two courses of equal importance/weightage is a must. A department with two sections must offer two courses to the students.

Generic Elective (EG): A course chosen from a different discipline or subject area, typically to gain exposure. Students pursuing specific disciplines must select Generic Elective courses from the options available across departments as per the college's course offerings. The breadth of Generic Elective (GE) Courses is directly linked to the diversity of disciplines offered by the college. Two GE Courses are available, one in each semester V and VI, and are open to students from other departments.

Self-paced Learning (SP): It is a two-credit course designed to foster students' ability for independent and self-directed learning. With a syllabus structured to be completed within 45 hours, this course encourages learners to take control of their own educational journey. Notably, Self-paced Learning is conducted outside of regular class hours, emphasizing autonomy and self-motivation in students.

Internship (IS): Following the fourth semester, students are required to undertake an internship during the summer break. Subsequently, they must submit a comprehensive report detailing their internship experience along with requisite documentation. Additionally, students are expected to participate in a viva-voce examination during the fifth semester. Credits for the internship will be reflected in the mark statement for the fifth semester.

Comprehensive Examination (CE): A detailed syllabus consisting of five units to be chosen from the courses offered over the five semesters which are of immense importance and those portions which could not be accommodated in the regular syllabus.

Extra Credit Courses: To support students in acquiring knowledge and skills through online platforms such as Massive Open Online Courses (MOOCs), additional credits are granted upon verification of course completion. These extra credits can be availed across five semesters (2 - 6). In line with UGC guidelines, students are encouraged to enhance their learning by enrolling in MOOCs offered by portals like SWAYAM, NPTEL, and others. Additionally, certificate courses provided by the college also qualify for these extra credits.

Outreach Programme (OR): It is a compulsory course to create a sense of social concern among all the students and to inspire them to dedicated service to the needy.

Course Coding
The following code system (11 alphanumeric characters) is adopted for Under Graduate courses:

23	UXX	0	0	XX	00/X
Year of Revision	UG Department Code	Semester Number	Part Specification	Course Specific Initials	Running Number/with Choice

Course Specific Initials

GL - Languages (Tamil / Hindi / French / Sanskrit)

GE - General English

CC - Core Theory; CP- Core Practical

AC - Allied Course

AP - Allied Practical

FC - Foundation Course

SE - Skill Enhancement Course

VE - Value Education

WS - Workshop

AE - Ability Enhancement Course

AO - Allied Optional

OP - Allied Optional Practical

ES - Discipline Specific Elective

IS - Internship

SP - Self-paced Learning

EG - Generic Elective

ES - Discipline Specific Elective

PW - Project and Viva Voce

CE - Comprehensive Examination

OR - Outreach Programme

EVALUATION PATTERN
Continuous Internal Assessment

Sl No	Component	Marks Alloted
1	Mid Semester Test	30
2	End Semester Test	30
3	*Three Components (15 + 10 + 10)	35
4	Library Referencing (30 hours)	5
	Total	**100**

Passing minimum: 40 marks

* *The first component is a compulsory online test (JosTEL platform) comprising 15 multiple choice questions (10 questions at K1 level and 5 questions at K2 level); The second and the third components are decided by the course in-charge.*

Question Paper Blueprint for Mid and End Semester Tests

Duration: 2 Hours							Maximum Marks: 60
Section	**K1**	**K2**	**K3**	**K4**	**K5**	**K6**	**Marks**
A *(compulsory)*	7						$7 \times 1 = 7$
B *(compulsory)*		5					$5 \times 3 = 15$
C *(either…or type)*			3				$3 \times 6 = 18$
D *(2 out of 3)* — *For courses with K5 as the highest cognitive level, one K4 and one K5 question is compulsory. (Note: two questions on K4 and one question on K5)*				1	1*		$2 \times 10 = 20$
For courses with K6 as the highest cognitive level: **Mid Sem:** *two questions on K4 and one question on K5;* **End Sem:** *two questions on K5 and one question on K6*				Mid Sem			
					End Sem		
				1	1	1*	
					Total		**60**

* *Compulsory*

Question Paper Blueprint for Semester Examination

Duration: 3 Hours				Maximum Marks: 100	
UNIT	**Section A** *(Compulsory)*	**Section B** *(Compulsory)*	**Section C** *(Either…or type)*	**Section D** *(3 out of 5)*	
	K1	**K2**	**K3**	**K4**	**K5**
UNIT I	2	2	2		
UNIT II	2	2	2		
UNIT III	2	2	2	3*	2*
UNIT IV	2	2	2		
UNIT V	2	2	2		
Marks	$10 \times 1 = 10$	$10 \times 3 = 30$	$5 \times 6 = 30$	$3 \times 10 = 30$	

* *For courses with K5 as the highest cognitive level wherein two K4 and one K5 questions are compulsory.*
(Note: three questions on K4 and two question on K5)

Evaluation Pattern for Part IV and One/Two-credit Courses

Title of the Course	CIA	Semester Examination	Total Marks
• Skill Enhancement Course (Non Major Elective) • Foundation Course • Skill Enhancement Course (WS)	20 + 10 + 20 = 50	50 *(A member from the Department other than the course instructors)*	100
• Self-paced Learning • Comprehensive Examination	25 + 25 = 50	50 *(CoE)*	100
• Value Education • Environmental Studies	50	50 *(CoE)*	100
• Skill Enhancement Course: Soft Skills	100	-	100
• Generic Elective	100	100 *(CoE)*	100
• Project Work and Viva Voce	100	100	100

Grading System

The marks obtained in the CIA and semester for each course will be graded as per the scheme provided in Table - 1.

From the second semester onwards, the total performance within a semester and the continuous performance starting from the first semester are indicated by Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA), respectively. These two are calculated by the following formulae:

$$SGPA \ and \ CGPA = \frac{\sum_{i=1}^{n} C_i Gp_i}{\sum_{i=1}^{n} C_i}$$

$$WAM = \frac{\sum_{i=1}^{n} C_i M_i}{\sum_{i=1}^{n} C_i}$$

Where,

C_i - credit earned for the Course i

Gp_i - Grade Point obtained for the Course i

M_i - Marks obtained for the Course i

*n -   Number of Courses **passed** in that semester*

WAM - Weighted Average Marks

Classification of Final Results

• For each of the first three parts in the UG Programme, there shall be separate classification on the basis of CGPA, as indicated in Table - 2.

• For the purpose of declaring a candidate to have qualified for the Degree of Bachelor of Arts/Science/Commerce/Management as Outstanding/Excellent/Very Good/Good/Above Average/Average, the marks and the corresponding CGPA earned by the candidate in Part III alone will be the criterion, provided the candidate has secured the prescribed passing minimum in all the five Parts of the programme.

• Grade in Part IV and Part V shall be shown separately and it shall not be taken into account for classification.

- A pass in SHEPHERD will continue to be mandatory although the marks will not be counted for the calculation of the CGPA.
- Absence from an examination shall not be considered as an attempt.

Table - 1: Grading of the Courses

Mark Range	Grade Point	Corresponding Grade
90 and above	10	O
80 and above and below 90	9	A+
70 and above and below 80	8	A
60 and above and below 70	7	B+
50 and above and below 60	6	B
40 and above and below 50	5	C
Below 40	0	RA

Table - 2: Grading of the Final Performance

CGPA	Grade	Performance
9.00 and above	O	Outstanding*
8.00 to 8.99	A+	Excellent*
7.00 to 7.99	A	Very Good
6.00 to 6.99	B+	Good
5.00 to 5.99	B	Above Average
4.00 to 4.99	C	Average
Below 4.00	RA	Re-appear

The Candidates who have passed in the first appearance and within the prescribed duration of the UG programme are eligible. If the Candidates Grade is O/A+ with more than one attempt, the performance is considered "Very Good".

Vision

Forming globally competent, committed, compassionate and holistic persons, to be men and women for others, promoting a just society.

Mission

- Fostering learning environment to students of diverse background, developing their inherent skills and competencies through reflection, creation of knowledge and service.

- Nurturing comprehensive learning and best practices through innovative and value- driven pedagogy.

- Contributing significantly to Higher Education through Teaching, Learning, Research and Extension.

Programme Educational Objectives (PEOs)

• Graduates will be able to accomplish professional standards in the global environment.

• Graduates will be able to uphold integrity and human values.

• Graduates will be able to appreciate and promote pluralism and multiculturalism in working environment.

Programme Outcomes (POs)

1. Graduates will be able to comprehend the concepts learnt and apply in real life situations with analytical skills.

2. Graduates with acquired skills and enhanced knowledge will be employable/ become entrepreneurs or will pursue higher Education.

3. Graduates with acquired knowledge of modern tools communicative skills and will be able to contribute effectively as team members.

4. Graduates are able to read the signs of the time analyze and provide practical solutions.

5. Graduates imbibed with ethical values and social concern will be able to understand and appreciate social harmony, cultural diversity ensure sustainable environment.

Programme Specific Objectives (PSOs)

Graduates will be able to

1. communicate effectively in English

2. interpret a text linguistically, historically and culturally

3. appreciate different value systems that exist in various cultures

4. analyze and find solutions to universal problems in diverse life situations

5. use employability skills required in the field of teaching, translation, documentation, creative writing, media, etc.

PROGRAMME STRUCTURE					
Part	Semester	Specification	No. of Courses	Hours	Credits
1	1- 4	Languages (Tamil / Hindi/ French/ Sanskrit)	4	17	12
2	1 - 4	General English	4	20	12
3	1 - 6	Core Course	12	75	56
	1, 2	Allied Course	2	10	6
	3, 4	Allied Optional	2	12	8
	5, 6	Discipline Specific Elective	4	20	12
	5	Internship	1	-	1
	5	Self-paced Learning	1	-	2
	5	Project Work and Viva Voce	1	-	2
	5	Comprehensive Examination	1	-	2
4	1	Foundation Course	1	2	1
	1	Skill Enhancement Course (Non-Major Elective)	1	2	1
	5	Skill Enhancement Course (Soft Skills)	1	2	1
	6	Skill Enhancement Course (WS)	1	2	1
	1 - 4	Value Education	4	8	4
	1, 2	Ability Enhancement Compulsory Course	2	2(6)	4
	5, 6	Generic Elective	2	8	4
5	2 - 6	Outreach Programme (SHEPHERD)	-	-	4
	2 - 6	Extra Credit Courses (MOOC)/Certificate Courses	(5)	-	(15)
		Total	**44(5)**	**180(6)**	**133(15)**

			PROGRAMME PATTERN					
			Course Details			Scheme of Exams		
Sem	Part	Course Code	Title of the Course	Hours	Credits	CIA	SE	Final
1	1	23UTA11GL01A	General Tamil - 1	5	3	100	100	100
		23UFR11GL01	French - 1					
		23UHI11GL01	Hindi - 1					
		23USA11GL01	Sanskrit - 1					
	2	23UEN12GE01	General English - 1	5	3	100	100	100
	3	23UEN13CC01	**Core Course - 1:** Introduction to Literature	5	4	100	100	100
		23UEN13CC02	**Core Course - 2:** Indian Writing in English	5	4	100	100	100
		23UEN13AC01	**Allied Course - 1:** Social History of England	4	2	100	100	100
	4	23UEN14FC01	**Foundation Course:** Reading Literature	2	1	100	-	100
		-	**Skill Enhancement Course - 1: (Non-Major Elective) -1:** Refer ANNEXURE 1	2	1	100	-	100
		23UHE14VE01	**Value Education - 1:** Essentials of Humanity*	2	1	50	50	50
		23UEN14AE01	**Ability Enhancement Compulsory Course - 1:** Communicative English	(6)	3	100	-	100
			Total	**30**	**22**			
2	1	23UTA21GL02	General Tamil - 2	4	3	100	100	100
		23UFR21GL02	French - 2					
		23UHI21GL02	Hindi - 2					
		23USA21GL02	Sanskrit - 2					
	2	23UEN22GE02	General English - 2	5	3	100	100	100
	3	23UEN23CC03	**Core Course - 3:** Renaissance Literature (1340 - 1602)	6	4	100	100	100
		23UEN23CC04	**Core Course - 4:** English Literary Forms and Terms	5	4	100	100	100
		23UEN23AC02	**Allied Course - 2:** History of English Literature	6	4	100	100	100
	4	23UHE24VE02	**Value Education - 2:** Fundamentals of Human Rights*	2	1	50	50	50
		23UHE24AE01	**Ability Enhancement Compulsory Course - 2:** Environmental Studies*	2	1	50	50	50
		-	Extra Credit Courses (MOOC/ Certificate Courses) - 1	-	(3)			
			Total	**30**	**20(3)**			
3	1	23UTA31GL03	General Tamil - 3	4	3	100	100	100
		23UFR31GL03	French - 3					
		23UHI31GL03	Hindi - 3					
		23USA31GL03	Sanskrit - 3					
	2	23UEN32GE03	General English - 3	5	3	100	100	100
	3	23UEN33CC05	**Core Course - 5:** Jacobean to Restoration Literature (1603 - 1659)	6	4	100	100	100
		23UEN33CC06	**Core Course - 6:** Neoclassical Literature (1660 - 1798)	7	6	100	100	100
		23UEN33AO01A	**Allied Optional - 1:** Diasporic Literature	6	4	100	100	100
		23UEN33AO01B	**Allied Optional - 1:** Subaltern Literature					
	4	23UHE34VE03A	**Value Education - 3:** Social Ethics - 1*	2	1	50	50	50
		23UHE34VE03B	**Value Education - 3:** Religious Doctrine - 1*					
		-	Extra Credit Courses (MOOC/ Certificate Courses) - 2	-	(3)			
			Total	**30**	**21(3)**			

Sem		Course Code	Course Title	Hours	Credits			
4	1	23UTA41GL04A	General Tamil - 4: தொடர்பியல் தமிழ் (Communicative Tamil)	4	3	100	100	100
		23UFR41GL04	French - 4					
		23UHI41GL04	Hindi - 4					
		23USA41GL04	Sanskrit - 4					
	2	23UEN42GE04	General English - 4	5	3	100	100	100
	3	23UEN43CC07	**Core Course - 7:** Romantic Literature (1799 - 1832)	7	6	100	100	100
		23UEN43CC08	**Core Course - 8:** Victorian Literature (1833 - 1900)	6	4`	100	100	100
		23UEN43AO02A	**Allied Optional - 2:** Women's Writing in English	6	4	100	100	100
		23UEN43AO02B	**Allied Optional - 2:** Children's Literature					
	4	23UHE44VE04A	**Value Education - 4:** Social Ethics - 2*	2	1	50	50	50
		23UHE44VE04B	**Value Education - 4:** Religious Doctrine - 2*					
		-	Extra Credit Courses (MOOC/ Certificate Courses) - 3	-	(3)			
			Total	30	21(3)			
5	3	23UEN53CC09	**Core Course - 9:** Twentieth Century Literature (1901 - 1945)	7	5	100	100	100
		23UEN53CC10	**Core Course - 10:** Contemporary British Literature (1946 to the present)	7	5	100	100	100
		23UEN53ES01A	**Discipline Specific Elective - 1:** History of Literary Criticism - 1	5	3	100	100	100
		23UEN53ES01B	**Discipline Specific Elective - 1:** Remedial Grammar					
		23UEN53ES02A	**Discipline Specific Elective - 2:** English Phonetics	5	3	100	100	100
		23UEN53ES02B	**Discipline Specific Elective - 2:** News Reporting and Editing					
		23UEN53IS01	Internship	-	1	100	-	100
		23UEN53SP01	**Self-paced Learning:** Short Stories and One Act Plays*	-	2	50	50	50
	4	-	**Generic Elective - 1:** Refer ANNEXURE 2	4	2	100	100	100
		23USS54SE01	**Skill Enhancement Course - 2:** Soft Skills	2	1	100	-	100
		-	Extra Credit Courses (MOOC/ Certificate Courses) - 4	-	(3)			
			Total	30	22(3)			
6	3	23UEN63CC11	**Core Course - 11:** Shakespeare	7	5	100	100	100
		23UEN63CC12	**Core Course - 12:** American Literature	7	5	100	100	100
		23UEN63ES03A	**Discipline Specific Elective - 3:** History of Literary Criticism - 2	5	3	100	100	100
		23UEN63ES03B	**Discipline Specific Elective - 3:** History of English Language					
		23UEN63ES04A	**Discipline Specific Elective - 4:** English Language Teaching Theory and Practice	5	3	100	100	100
		23UEN63ES04B	**Discipline Specific Elective - 4:** Intensive Study of an Author - T. S. Eliot					
		23UEN63PW01	Project Work and Viva Voce	-	2	100	100	100
		23UEN63CE01	Comprehensive Examination*	-	2	50	50	50
	4	-	**Generic Elective - 2:** Refer ANNEXURE 3	4	2	100	100	100
		-	**Skill Enhancement Course - 3 (WS):** Refer ANNEXURE 4	2	1	100	-	100
		-	Extra Credit Courses (MOOC/ Certificate Courses) - 5	-	(3)			
			Total	30	23(3)			
2 - 6	5	23UCW65OR01	Outreach Programme (SHEPHERD)	-	4			
1 - 6			**Total (3 years)**	180	133(15)			

*- for grade calculation 50 marks are converted into 100 in the mark statements

Passed by	*Board of Studies held on 18.12.2023*
Approved by	*48th Academic Council Meeting held on 27.03.2024*

ANNEXURE 1
Skill Enhancement Course - 1: (Non-Major Elective)*

Department	Course Code	Title of the Course
Botany	23UBO14SE01	Skill Enhancement Course - 1: (Non-Major Elective): Organic Farming
Computer Science	23UCS14SE01	Skill Enhancement Course - 1: (Non-Major Elective): Office Automation
BCA	23UBC14SE01	Skill Enhancement Course - 1: (Non-Major Elective): Fundamentals of Information Technology
Mathematics	23UMA14SE01	Skill Enhancement Course - 1: (Non-Major Elective): Mathematics for Competitive Examinations
Statistics	23UST14SE01	Skill Enhancement Course - 1: (Non-Major Elective): Basics of Statistics
Vis Com	23UVC14SE01	Skill Enhancement Course - 1: (Non-Major Elective): Digital Storytelling and Scriptwriting
History	23UHS14SE01	Skill Enhancement Course - 1: (Non-Major Elective): Introduction to Tourism
Tamil	23UTA14SE01	Skill Enhancement Course - 1: (Non-Major Elective): பேச்சுக்கலைத் திறன் (Oratory Skills)
BBA	23UBU14SE01A	Skill Enhancement Course - 1: (Non-Major Elective): Practical Advertising
	23UBU14SE01B	Skill Enhancement Course - 1: (Non-Major Elective): Digital Marketing
B. Com	23UCO14SE01A	Skill Enhancement Course - 1: (Non-Major Elective): Introduction to Accounting
	23UCO14SE01B	Skill Enhancement Course - 1: (Non-Major Elective): Consumer Protection and Rights
B. Com CA	23UCC14SE01	Skill Enhancement Course - 1: (Non-Major Elective): Entrepreneurship Skills
Economics	23UEC14SE01	Skill Enhancement Course - 1: (Non-Major Elective): Demography
Chemistry	23UCH14SE01	Skill Enhancement Course - 1: (Non-Major Elective): Role of Chemistry in Daily Life
Electronics	23UEL14SE01	Skill Enhancement Course - 1: (Non-Major Elective): Consumer Electronics
Physics	23UPH14SE01A	Skill Enhancement Course - 1: (Non-Major Elective): Physics for Everyday Life
	23UPH14SE01B	Skill Enhancement Course - 1: (Non-Major Elective): Home Electrical Installation

**Offered to students from other Departments*

ANNEXURE 2
Generic Elective - 1*

Department	Course Code	Title of the Course
Botany	23UBO54EG01	Generic Elective - 1: Landscape designing
Computer Science	23UCS54EG01	Generic Elective - 1: Ethical Hacking
BCA	23UBC54EG01	Generic Elective - 1: Fundamentals of Data Science
Mathematics	23UMA54EG01	Generic Elective - 1: Numerical Ability
Statistics	23UST54EG01	Generic Elective - 1: Actuarial Statistics
Vis Com	23UVC54EG01	Generic Elective - 1: Media Education
History	23UHS54EG01	Generic Elective-1: Tamil Heritage and Culture
Tamil	23UTA54EG01	Generic Elective - 1: தமிழிலக்கியத்தில் மனித உரிமைகள் (Human rights in Tamil literature)
BBA	23UBU54EG01A	Generic Elective - 1: Global Supply Chain Management
	23UBU54EG01B	Generic Elective - 1: Starts-ups and small Business Management
B.Com.	23UCO54EG01A	Generic Elective - 1: Computerised Accounting
	23UCO54EG01B	Generic Elective - 1: Basics of Excel
	23UCO54EG01C	Generic Elective - 1: Personal Investment Planning
B. Com CA	23UCC54EG01	Generic Elective - 1: E-commerce and E Business Management
Economics	23UEC54EG01	Generic Elective - 1: Principles of Economics
Chemistry	23UCH54EG01	Generic Elective - 1: Health Science
Electronics	23UEL54EG01A	Generic Elective - 1: Everyday Electronics
	23UEL54EG01B	Generic Elective - 1: Wireless Communication
Physics	23UPH54EG01A	Generic Elective-1: Everyday Physics
	23UPH54EG01B	Generic Elective-1: Renewable Energy Physics

*Offered to students from other Departments

ANNEXURE 3
Generic Elective - 2*

Department	Course Code	Title of the Course
Botany	23UBO64EG02	Generic Elective - 2: Solid Waste Management
Computer Science	23UCS64EG02	Generic Elective - 2: 3D Printing and Design
BCA	23UBC64EG02	Generic Elective - 2: Industry 4.0
Mathematics	23UMA64EG02	Generic Elective - 2: Quantitative Techniques
Statistics	23UST64EG02	Generic Elective - 2: Applied Statistics
Vis Com	23UVC64EG02	Generic Elective - 2: Digital Media Production
History	23UHS64EG02	Generic Elective - 2: Intellectual Revivalism in Tamil Nadu
Tamil	23UTA64EG02	Generic Elective - 2: தமிழர் மருத்துவம் (Tamil Medicine)
BBA	23UBU64EG02A	Generic Elective - 2: Personality Development
	23UBU64EG02B	Generic Elective - 2: NGO Management
B. Com	23UCO64EG02A	Generic Elective - 2: Rural Marketing
	23UCO64EG02B	Generic Elective - 2: Entrepreneurship Development
	23UCO64EG02C	Generic Elective - 2: Digital Marketing
B. Com CA	23UCC64EG02	Generic Elective - 2: Total Quality Management
Economics	23UEC64EG02	Generic Elective - 2: Economics for Competitive Exams
Chemistry	23UCH64EG02	Generic Elective - 2: Solid Waste Management
Electronics	23UEL64EG02A	Generic Elective - 2: CCTV and Smart Security Systems
	23UEL64EG02B	Generic Elective - 2: Entrepreneurial Electronics
Physics	23UPH64EG02A	Generic Elective - 2: Laser Technology and its applications
	23UPH64EG02B	Generic Elective - 2: Physics of Earth

*Offered to students from other Departments

ANNEXURE 4
Skill Enhancement Course - 3 (WS)*

School	Course Code	Title of the Course
SLAC	23UHS64SE02	Skill Enhancement Skills - 3: (WS) Participatory Democracy
	23UTA64SE02	Skill Enhancement Course - 3 (WS): திரைப்படத்திறனாய்வும் குறும்பட உருவாக்கமும் (Film Criticism and Making Documentaries)

*Offered to students from other Departments within School

Semester	Course Code	Title of the Course	Hours/Week	Credits
1	23UTA11GL01A	General Tamil - 1	5	3

கற்றலின் நோக்கங்கள்
தமிழ்ச் செவ்வியல் இலக்கியங்களையும் காப்பியங்களையும் மாணவர்கள் அறிந்துகொள்ளல்
தமிழர் பேணி வளர்த்த அறம்சார் விழுமியங்களை மாணவர்கள் தம் வாழ்வில் பின்பற்றுதல்
தமிழில் பக்தியியக்கப் பங்களிப்பையும் பகுத்தறிவுச் சிந்தனை மரபையும் உணர்தல்
மாணவர்கள் தம் எழுத்தாற்றலையும் மொழிப்புலமையையும் வளர்த்தெடுத்தல்
போட்டித்தேர்வுகளை எதிர்கொள்ளும் வகையில் இலக்கணம், இலக்கியம் கற்றல்

அலகு - 1 தமிழ் இலக்கிய, இலக்கண வரலாறு அறிமுகம். **(10 மணி நேரம்)**

1. இலக்கணம் :

அ.தொல்காப்பியம், இறையனார் களவியல் உரை , நம்பியகப் பொருள், புறப்பொருள் வெண்பா மாலை, நன்னூல், தண்டியலங்காரம், யாப்பருங்கலக்காரிகை- நூல்கள்

ஆ.மொழிப் பயிற்சி- ஒற்றுப்பிழை தவிர்த்தல்

- வல்லினம் மிகும் இடங்கள்
- வல்லினம் மிகா இடங்கள்
- ஈரொற்று வரும் இடங்கள்
- ஒரு, ஓர் வரும் இடங்கள்
- அது, அஃது வரும் இடங்கள்
- தான், தாம் வரும் இடங்கள்

பயிற்சி : வல்லினம் மிகும் இடங்கள், மிகா இடங்கள் தவறாக வரும்வகையில் ஒரு பத்தி கொடுத்து ஒற்றுப் பிழை திருத்தி எழுதச் செய்தல்.

2. சங்க இலக்கியம் - எட்டுத்தொகை, பத்துப்பாட்டு

3. அற இலக்கியம்-பதினெண்கீழ்க்கணக்கு நூல்கள்

4. காப்பிய இலக்கியம் - ஐம்பெரும் காப்பியங்கள், ஐஞ்சிறு காப்பியங்கள், சமயக் காப்பியங்கள்

5. பக்தி இலக்கியமும் (பன்னிரு திருமுறைகள், நாலாயிர திவ்வியப் பிரபந்தம் -- பகுத்தறிவு இலக்கியமும் (சித்தர் இலக்கியங்கள், புலவர் குழந்தையின் இராவண காவியம்)

அலகு - 2 சங்க இலக்கியம் **(15 மணி நேரம்)**

எட்டுத்தொகை :

6. நற்றிணை-முதல் பாடல் -நின்ற சொல்லர்

7. குறுந்தொகை 3 ஆம் பாடல் -நிலத்தினும் பெரிதே

8. ஐங்குறுநூறு –நெல் பல பொலிக! பொன் பெரிது சிறக்க!' (முதல் பாடல்)-வேட்கைப் பத்து

9. கலித்தொகை- 51 - சுடர்த்தொடீஇக் கேளாய் -குறிஞ்சிக் கலி

10. புறநானூறு -189 தெண்கடல் வளாகம் பொதுமையின்றி, நாடா கொன்றோ -187

பத்துப்பாட்டு:

முல்லைப்பாட்டு (முழுவதும்)

அலகு - 3 அற இலக்கியம் **(10 மணி நேரம்)**

12. திருக்குறள் -அறன் வலியுறுத்தல் அதிகாரம்

13. நாலடியார்-பாடல்: 131 (குஞ்சியழகும்)

14. நான்மணிக்கடிகை-நிலத்துக்கு அணியென்ப

15. பழமொழி நானூறு- தம் நடை நோக்கார்

16. இனியவை நாற்பது- 37. இளமையை மூப்பு என்று

அலகு - 4 காப்பிய இலக்கியம் **(20 மணி நேரம்)**

17. சிலப்பதிகாரம் – வழக்குரைகாதை

18. மணிமேகலை- பாத்திரம் பெற்ற காதை

19. பெரியபுராணம் - பூசலார் நாயனார்புராணம்
20. கம்பராமாயணம்- குகப் படலம்
21. சீறாப்புராணம் – மானுக்குப் பிணை நின்ற படலம்
22. இயேசு காவியம் -ஊதாரிப்பிள்ளை

அலகு - 5 பக்தி இலக்கியமும், பகுத்தறிவு இலக்கியமும் **(15 மணி நேரம்)**
23. **பக்தி இலக்கியம்:**
   • திருநாவுக்கரசர் தேவாரம் - நாமார்க்கும் குடியல்லேம் எனத் தொடங்கும் பாடல் மட்டும்
   • மாணிக்கவாசகர் திருவாசகம் - நமச்சிவாய வாஅழ்க நாதன்தாள் வாழ்க முதல் சிரம்குவிவார் ஓங்குவிக்கும் சீரோன் கழல் வெல்க வரை
   • பொய்கையாழ்வார்-வையந் தகளியா வார்கடலே
   • பூதத்தாழ்வார்-அன்பே தகளியா
   • பேயாழ்வார்-திருக்கண்டேன் பொன்மேனி கண்டேன்
   • ஆண்டாள் – திருப்பாவை மார்கழித் திங்கள் (முதல் பாடல்)
24. **பகுத்தறிவு இலக்கியம் :**
   • திருமூலர் – திருமந்திரம் (270,271, 274, 275 285)
   • பட்டினத்தார் -திருவிடை மருதூர் (காடே திரிந்து – எனத் தொடங்கும் பாடல்
   • பா.எண்.279, 280)
   • கடுவெளி சித்தர் - பாபஞ்செய் யாதிரு மனமே (பாடல் முழுவதும்)
   • இராவண காவியம் – **தாய்மொழிப் படலம் -** 18.   (ஏடுகை யில்லா ரில்லை முதல் - 22. செந்தமிழ் வளர்த்தார் வரை)

கற்பித்தல் முறை	**விரிவுரை** (Lecture), **காணொளிக் காட்சி** (Videos), **விளக்கக் காட்சி** (PPT presentation)

பாடநூல்
   1. **பொதுத்தமிழ்**-1 (**தமிழ் இலக்கிய வரலாறு**-1), **தமிழாய்வுத்துறை, தூய வளனார் தன்னாட்சிக் கல்லூரி, திருச்சிராப்பள்ளி** – 620 002, **முதற்பதிப்பு** - 2023
   2. **பார்வை நூல்கள்**
   3. வரதராசன்.மு., தமிழ் இலக்கிய வரலாறு, சாகித்ய அக்காதெமி, புதுடெல்லி. 2021
   4. விமலானந்தன். மது. ச., தமிழ் இலக்கிய வரலாறு, முல்லை நிலையம், சென்னை, 2019
   5. தமிழண்ணல், புதிய நோக்கில் தமிழ் இலக்கிய வரலாறு, பாரி நிலையம், சென்னை, 2022
   6. சிற்பி பாலசுப்பிரமணியன் & சேதுபதி.சொ., தமிழ் இலக்கிய வரலாறு, கவிதா வெளியீடு, சென்னை, 2015
   7. சிற்பி பாலசுப்ரமணியம், & பத்மநாபன். நீல., புதிய தமிழ் இலக்கிய வரலாறு (3 தொகுதிகள்), சாகித்ய அக்காதெமி, புதுடெல்லி,2013
   8. பெருமாள். அ.கா., தமிழ் இலக்கிய வரலாறு, சுதர்சன் புக்ஸ், நாகர்கோவில், 2014
   9. ஏசுதாசன். ப.ச., தமிழ் இலக்கிய வரலாறு, நியூ செஞ்சுரி புக் ஹவுஸ்,சென்னை, 2015
   10. ஸ்ரீகுமார். எஸ்., தமிழ் இலக்கிய வரலாறு, ஸ்ரீசெண்பகா பதிப்பகம், சென்னை, 2014
   11. பாக்கியமேரி எஃப்., வகைமை நோக்கில் தமிழ் இலக்கிய வரலாறு, பூவேந்தன் பதிப்பகம், சென்னை,2022
   12. சுப்புரெட்டியார்.ந., தமிழ் பயிற்றும் முறை, மணிவாசகர் நூலகம், சிதம்பரம், 1980

Websites and eLearning Sources
   1. https://www.chennailibrary.com/
   2. https://www.sirukathaigal.com
   3. https://www.tamilvirtualuniversity.org
   4. https://www.noolulagam.com
   5. https://www.katuraitamilblogspot.com

Course Outcomes		
CO No.	**CO-Statements** *இப்பாடத்தின் நிறைவில் மாணவர்கள்*	**Cognitive Levels (K - Level)**
CO1	சங்க இலக்கியங்கள்வழி பண்டைத்தமிழரின் வாழ்வியலையும் பண்பாட்டையும் அறிந்து கொள்வர்	**K1**
CO2	அற இலக்கியங்கள், காப்பியங்கள் வெளிப்படுத்தும் அறம்சார் விழுமியங்களைத் தம் வாழ்வில் பின்பற்றுவர்	**K2**
CO3	இலக்கணக் கோட்பாடுகளை இக்கால வாழ்வியலோடு பொருத்திப் பார்ப்பர்	**K3**
CO4	மொழியறிவோடு பெறுவர் திறன் பகுத்தாராயும் இலக்கியங்களைப்	**K4**
CO5	பக்தி இயக்கங்களின் செல்வாக்கையும், தமிழரின் பகுத்தறிவு மரபையும் மதிப்பிடுவர்	**K5**

Relationship Matrix											
Semester	**Course Code**		**Title of the Course**						**Hours**	**Credits**	
1	**23UTA11GL01A**		General Tamil - 1						**5**	**3**	
Course Outcomes	**Programme Outcomes (POs)**					**Programme Specific Outcomes (PSOs)**					**Mean Score of COs**
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PSO 1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	
CO1	1	2	3	2	2	3	3	2	2	2	**2.2**
CO2	2	2	3	2	2	2	3	2	3	2	**2.3**
CO3	1	2	2	3	2	2	2	3	3	3	**2.3**
CO4	2	2	3	2	2	3	2	3	3	2	**2.4**
CO5	3	1	2	2	2	2	3	2	3	3	**2.3**
										Mean Overall Score	**2.3 (High)**

Semester	Course Code	Title of the Course	Hours/Week	Credits
1	**23UFR11GL01**	French - 1	**5**	**3**

Course Objectives
Identify the basic French sentence structure
Define and describe the various grammatical tenses and use them to communicate in French
Examine the various documents presented and discuss and reply to the questions asked on it
Analyze and interpret expressions used to convey the cause, the effect, the purpose, and the opposition in French
Evaluate the grammatical nature present in passages

UNIT I (15 Hours)

- Salut ! Enchanté

UNIT II (15 Hours)

- J'adore

UNIT III (15 Hours)

- Tu veux bien ?

UNIT IV (15 Hours)

- On se voit quand ?

UNIT V (15 Hours)

- Bonne idée

Teaching Methodology	Videos, Audios, PPT presentation, Role-play, Quiz

Book for Study

1. Mérieux, R. & Loiseau, Y. (2017). *Latitudes* -1- (A1 /A2), méthode de français, Didier. (Units 1 - 6 only)

Books for Reference

1. P.Dauda,L.Giachino and C.Baracco, *Generation A1*, Didier, Paris 2020.
2. J.Girardet and J.Pecheur, *Echo A1*, CLE International, 2^{e}edition ,2017
3. Isabelle Fournier, *Talk French*, Goyal Publishers, 2011

Websites and eLearning Sources

1. https://www.wikihow.com/Pronounce-the-Letters-of-the-French-Alphabet
2. https://francais.lingolia.com/en/grammar/tenses/le-present
3. https://www.lawlessfrench.com/grammar/articles/
4. https://www.frenchpod101.com/french-vocabulary-lists/10-lines-you-need-for-introducing-yourself
5. https://www.tolearnfrench.com/exercises/exercise-french-2/exercise-french-3295.php

Course Outcomes		
CO No.	**CO-Statements** On successful completion of this course, students will be able to	**Cognitive Levels (K - Level)**
CO1	recall and remember the usage of grammatical tenses in constructing sentences in a dialogue.	**K1**
CO2	apply the learnt grammar rules in practice exercises to improve their understanding	**K2**
CO3	explain the nuances in the usage of various grammatical tenses and their aspects	**K3**
CO4	demonstrate knowledge of various expressions used to express opinions, emotions, cause, effect, purpose, and hypothesis in French	**K4**
CO5	communicate in French and summarize a given text	**K5**

Relationship Matrix											
Semester	**Course Code**	**Title of the Course**					**Hours**			**Credits**	
1	**23UFR11GL01**	French - 1					**5**			**3**	
Course Outcomes	**Programme Outcomes (POs)**					**Programme Specific Outcomes (PSOs)**					**Mean Score of COs**
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	
CO1	3	3	1	3	1	3	3	2	3	2	**2.4**
CO2	2	3	3	2	1	3	3	3	3	2	**2.5**
CO3	1	3	2	1	2	2	2	2	3	2	**2.0**
CO4	3	3	3	3	3	3	3	2	3	2	**2.8**
CO5	3	3	3	3	2	3	3	3	3	2	**2.8**
									Mean Overall Score		**2.5 (High)**

Semester	Course Code	Title of the Course	Hours/Week	Credits
1	23UHI11GL01	Hindi - 1	5	3

Course Objectives
To understand the basics of Hindi Language
To make the students to be familiar with the Hindi words
To enable the students to develop their effective communicative skills in Hindi.
To introduce the socially relevant subjects in Modern Hindu Literature
To empower the students with globally employable soft skills

UNIT I: Buniyadi Hindi (15 Hours)
- Swar
- Vyanjan
- Barah Khadi
- Shabd aur
- Vakya Rachna

UNIT II: Hindi Shabdavali (15 Hours)
- Rishto ke Naam
- Gharelu padartho ke Naam

UNIT III: Vyakaran (15 Hours)
- Sadharan Vakya aur Sangya
- Sarvanam
- Visheshan
- Kriya aadi shabdo ka prayog

UNIT IV: Chote Gadyansh ka pattan (15 Hours)
- Bacho ki Kahaniya
- Patra-Patrikao mein prakashit Gadyansho ka Pathan

UNIT V: Nibandh (15 Hours)
- Sant Tiruvalluvar
- E.V.R Thandai Periyar
- Naari Sashaktikaran
- Paryavaran Sanrakshan
- Vibhinna pratiyogi parikshao ke bare mein jaankari dena
- Pratiyogi priksha par adharit nibandho dwara bhasha ki kshamta badhane vale prashikshan kary.

Teaching Methodology	Videos, PPT, Quiz, Group Discussion, Project Work.

Books for Study
1. Gupth, M.K. (2020). *Hindi Vyakaran*, Anand Prakashan, Kolkatta.
2. Tripaty, V. (2018). *Kuchh Kahaniyan*, Rajkamal Prakashan Pvt. Ltd, New Delhi.
3. Jain, S.K. (2019). *Anuwad: Siddhant Evam Vyavhar*, Kailash Pustak Sadan, Madhya Pradesh.

Books for Reference
1. Abdul Kalam, A. P.J. (2020). *Mere sapnom ka Bharath*, Prabath Prakashan, Noida.
2. Singh, L.P. (2017). *Kavya ke sopan*, Bharathy Bhavan Prakashan.
3. Kumar, A. (2019). *Sampoorna Hindi Vyakaran our Rachana*, Lucent publisher.
4. (2018). *Adhunik Hindi Vyakaran our Rachana,* Bharati Bhavan Publishers & distributors.

5. Shukla, A.R. (2022). *Hindi Sahitya Ka Itihas*, Prabhat Prakashan.

Websites and e-Learning Sources

1. https://learningmole.com/hindi-alphabet-letters-pronunciation-guide/
2. https://www.careerpower.in/hindi-alphabet-varnamala.html
3. https://www.youtube.com/watch?v=b0UvXnIC8qc
4. https://www.importanceoflanguages.com/learn-hindi-language-guide/
5. https://parikshapoint.com/hindi-sahitya/

Course Outcomes		
CO No.	**CO-Statements** On successful completion of the course, the student will be able to	**Cognitive Levels (K - Level)**
CO1	Introduction to Hindi sounds	**K1**
CO2	Acquisition of Hindi Vocabulary	**K2**
CO3	Sentence formation in Hindi	**K3**
CO4	Reading of stories and other passages	**K4**
CO5	Modules to increase language ability through general essays based on competitive exams	**K5**

Relationship Matrix										
Semester	**Course Code**		**Title of the Course**				**Hours**		**Credits**	
1	**23UHI11GL01**		Hindi - 1				**5**		**3**	
Course Outcomes	**Programme Outcomes (POs)**					**Programme Specific Outcomes (PSOs)**					**Mean Score of COs**
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	
CO1	3	2	2	1	3	3	3	1	3	2	**2.3**
CO2	2	3	2	3	1	2	3	3	3	2	**2.4**
CO3	3	2	2	2	1	3	2	3	2	3	**2.3**
CO4	3	1	2	3	2	3	2	3	3	2	**2.4**
CO5	2	3	3	2	3	2	3	3	1	3	**2.5**
									Mean Overall Score		**2.38 (High)**

Semester	Course Code	Title of the Course	Hours/Week	Credits
1	23USA11GL01	Sanskrit - 1	5	3

Course Objectives
To help the students learn the alphabets of Sanskrit.
To understand the Sanskrit grammar and sabdas.
To have an idea of the epics.
To closely understand the literary works in Sanskrit with special reference toPancamahakavyas.
To understand the Raghuvasa Mahakava and Kalidasa.

UNIT I   (15 Hours)
Introduction to Sanskrit (Alphabets, Two letter words and three letter words)
Grammar:

akārāntaḥpuṁliṅgaḥśabda-s - 1. बाल (*Bāla*) and 2. देव (*Deva*) *ākārāntaḥstrīliṅgaḥśabda-s* - 1. बाला (*Bālā*) and 2. लता (*Latā*)*akārāntaḥnapuṁsakaliṅgaḥśabda-s* -

1.   फल (*Phala*) and 2. वन (*Vana*)

UNIT II   (15 Hours)
Introduction to *Rāmāyana,Kālidāsa* and his poetic works
Text: *Raghuvaṁśa* (Canto I) Verses 1-15

UNIT III   (15 Hours)
Introduction to the works of *Bhāravi* -
Text: *Raghuvaṁśa* (canto I) Verses 16-30

UNIT IV   (15 Hours)
Introduction to the works of *ŚrīHarṣha* -
Text: *Raghuvaṁśa* (Canto I) Verses 31-45

UNIT V   (15 Hours)
Grammar:
Conjugations -*Laṭlakāra-s* – (Present tense)

(i) गच्छति (*Gacchati*) (ii) तिष्ठति (*Tiṣṭhati*) (iii) पठति (*Paṭhati*)

(iv) नृत्यति (*Nṛtyati*) (v) कुप्यति (*Kupyati*) (vi) कथयति (*Kathayati*)

(vii) गणयति (*Gaṇayati*) (viii) अस्ति (*Asti*)

(ix) करोति (*Karoti*) (x) शृणोति (*Śṛṇoti*)

Indeclinables (Avyayaani) - अतप (*api*), कदा (*kadā*), च (*ca*), अद्य (*adya*), तवना (*vinā*),सह (*saha*), तत्र (*tatra*), कम् (*kim*), यकद (*yadi*) - तर्हि (*tarhi*), यथा (*yathā*) - तथा (*tathā*) Prefixes (*Upasargas*) - आङ् (*āṅ*), तव (*vi*), परर (*pari*), अनु (*anu*),

अति (*adhi*), उत् (*ut*), प्रति (*prati*), उप (*upa*), प्र (*pra*) तनर् (*nir*)

Teaching Methodology	Videos, PPT, demonstration.

Book for Study
1. Murugan, C., et al. (eds.). (2022). *Kalasala Samskrta Sukha Bodhini I* (for under graduate foundation course) Published by University of Madras.

Book for Reference
1. Vadhyar, R.S. (2017). *Shabdha manjari*, R.S. Vadyar & Sons, Palakkad.

Websites and e-Learning Sources
1. https://www.arlingtoncenter.org/Sanskrit%20Alphabet.pdf
2. https://courses.lumenlearning.com/suny-hccc-worldcivilization/chapter/sanskrit/
3. https://www.newworldencyclopedia.org/entry/Sanskrit_literature

4. https://archive.org/details/AShortHistoryOfsanskritLiterarure
5. https://archive.org/details/raghuvamsha_with_sanjivini_edited_by_mr_kale

	Course Outcomes	
CO No.	**CO-Statements**	**Cognitive Levels (K - Level)**
	On successful completion of this course, students will be able to	
CO1	remember the usage of grammatical tenses inconstructing sentences in dialogue.	**K1**
CO2	apply the rules of usage in practice exercises and identify errors	**K2**
CO3	explain the nuances in the usage of various grammatical tenses and aspects	**K3**
CO4	demonstrate knowledge of various expressions of opinion, emotions, cause, effect, purpose, and hypothesisin French	**K4**
CO5	communicate in French and summarize the given text	**K5**

	Relationship Matrix										
Semester	**Course Code**		**Title of the Course**				**Hours**		**Credits**		
1	**23USA11GL01**		Sanskrit - 1				**5**		**3**		
Course Outcomes	**Programme Outcomes (POs)**					**Programme Specific Outcomes (PSOs)**					**Mean Scores of COs**
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	
CO1	1	3	2	3	1	3	2	3	2	2	**2.1**
CO2	2	3	2	3	1	2	2	3	2	3	**2.5**
CO3	3	2	2	2	2	2	3	2	3	2	**2.1**
CO4	3	2	3	2	2	3	3	2	3	2	**2.4**
CO5	3	2	3	3	2	2	3	2	3	3	**2.3**
									Mean Overall Score		**2.34 (High)**

Semester	Course Code	Title of the Course	Hours/Week	Credits
1	**23UEN12GE01**	General English - 1	**5**	**3**

Course Objectives
To enable learners to acquire self awareness and positive thinking required in various life situations
To help them acquire the attribute of empathy
To assist them in acquiring creative and critical thinking abilities
To enable them to learn the basic grammar
To assist them in developing LSRW skills

UNIT I: Self-awareness ELF-A (WHO) & Positive Thinking (UNICEF)   **(15 Hours)**
Life Story
1. Chapter 1 from Malala Yousafzai, I am Malala
2. An Autobiography or The Story of My Experiments with Truth (Chapters 1, 2 & 3) M.K. Gandhi

Poem
3. Where the Mind is Without Fear – Gitanjali 35 – Rabindranath Tagore
4. Love Cycle – Chinua Achebe

UNIT II: Empathy   **(15 Hours)**
Poem
5. Nine Gold Medals – David Roth
6. Alice Fell or poverty – William Wordsworth

Short Story
7. The School for Sympathy – E.V. Lucas
8. Barn Burning – William Faulkner

UNIT III: Parts of Speech   **(15 Hours)**
9. Articles
10. Noun
11. Pronoun
12. Verb
13. Adverb
14. Adjective
15. Preposition

UNIT IV: Critical & Creative Thinking.   **(15 Hours)**
Poem
16. The Things That Haven't Been Done Before – Edgar Guest
17. Stopping by the Woods on a Snowy Evening – Robert Frost

Readers Theatre
18. The Magic Brocade – A Tale of China
19. Stories on Stage – Aaron Shepard (Three Sideway Stories from Wayside School" by Louis Sachar)

Unit V: Paragraph and Essay Writing   **(15 Hours)**
20. Descriptive
21. Expository
22. Persuasive
23. Narrative
24. Reading Comprehension

Teaching Methodology	Interactive methods, and multimedia presentations

Books for Study

1. Yousafzai, M. (2013). *I am Malala, Little.* Brown and Company.
2. Gandhi, M. K. (2011). *An Autobiography or The Story of My Experiments with Truth (Chapter - I).* Rupa Publications.
3. Tagore, R. (1913). *"Gitanjali 35" from Gitanjali (Song Offerings): A Collection of Prose Translations Made by the Author from the Original Bengali.* MacMillan.
4. Shepard, A. (2017). *Stories on Stage.* Shepard Publications.

Books for Reference

1. Krishnasamy. N. (1975). *Modern English: A Book of Grammar, Usage and Composition.* Macmillan.
2. Nesfield, J. C. (2019). *English Grammar Composition and Usage.* Macmillan.

Websites and eLearning Sources

1. https://archive.org/details/i-am-malala
2. https://www.indiastudychannel.com/resources/146521- Book-Review-An- Autobiography-or-The-story-of-my-experiments-with-Truth.aspx
3. https://www.poetryfoundation.org/poems/45668/gitanjali-35
4. https://amzn.eu/d/9rVzlNv
5. https://archive.org/details/in.ernet.dli.2015.44179

Course Outcomes		
CO No.	**CO-Statements** On successful completion of this course, students will be able to	**Cognitive Levels (K - Level)**
CO1	discover self awareness and positive thinking required in various life situations	**K1**
CO2	classify the attributes of empathy	**K2**
CO3	apply creative and critical thinking skills	**K3**
CO4	focus on grammar for functional purposes	**K4**
CO5	integrate the LSRW skills for effective communication	**K5**

Relationship Matrix										
Semester	**Course Code**	**Title of the Course**						**Hours**		**Credits**
1	**23UEN12GE01**	General English - 1						**5**		**3**
Course Outcomes	**Programme Outcomes (POs)**					**Programme Specific Outcomes (PSOs)**				**Mean Score of COs**
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	
CO1	3	3	3	3	3	3	3	3	3	3	**3**
CO2	2	3	3	3	2	3	3	3	3	3	**2.5**
CO3	3	3	3	2	3	3	3	3	3	2	**2.8**
CO4	3	3	3	3	3	3	3	3	3	3	**3**
CO5	3	2	3	3	3	3	3	3	3	3	**2.8**
									Mean Overall Score		**2.82 (High)**

Semester	Course Code	Title of the Course	Hours/Week	Credits
1	23UEN13CC01	**Core Course 1:** Introduction to Literature	5	4

Course Objectives
To introduce the different forms of literature
To provide learners with the background knowledge of literature
To enable learners to understand the different genres of writing
To examine the various themes and methodologies present in literature
To create the ability of critically examining a text

UNIT I: Introduction (15 Hours)

  Poetry - Different forms of poetry - Sonnet, Ode, Elegy, Lyric Ballad
  Prose - Short Story, Novella, Novel
  Drama - Comedy, Tragedy, Tragi-Comedy

UNIT II: Poetry (15 Hours)

  Michael Drayton - *The Parting*
  William Shakespeare - *Sonnet 18*, *Sonnet 116*
  John Milton - *When I Consider How My Light is Spent*
  William Wordsworth - *Daffodils* • John Keats - *Ode to Nightingale*
  Walt Whitman - *O Captain! My Captain!*
  Robert Frost - *Mending Wall*

UNIT III: Play (15 Hours)

  J.M. Barrie - The Admirable Crichton
  Lady Gregory - The Rising of the Moon

Unit IV: Novel (15 Hours)

  Manohar Malgonkar - Spy in Amber
  Don Quixote - Tilting at the Windmills

Unit V: Short Story (15 Hours)

  Saki - The Open Window
  Emmy Laybourne - Sweet
  Jerome K. Jerome - excerpt from *Three Men in a Boat* - Packing
  Katherine Mansfield - Bliss (1918) from *Bliss and Other Stories*

Teaching Methodology	Lecture method, multimedia presentations, literary analysis writing assignments, close reading of texts

Books for Study
1. Kennedy, X. J. (2016). *Backpack Literature: An Introduction to Fiction, Poetry, Drama, and Writing*. Pearson.
2. Kirszner, L. (2016). *Portable Literature: Reading, Reacting, Writing,* (9th Ed.). Cengage Learning.

Books for Reference
1. Adamson, H. D. (2019). *Linguistics and English Literature: An Introduction*. Cambridge University Press.
2. Campbell, J. (2021). *Introduction to Literature: Excellence in Literature English 1,* (4th Ed.). Everyday Education, LLC.
3. Herawati, H., *et al.* (2021). *Introduction to Literature*. Sanata Dharma University Press, October.
4. Meyer, M. D., & Miller, Q. (2021). *The Compact Bedford Introduction to Literature* (with 2021 MLA Update). Bedford/St. Martin's.
5. Mund, S. (2021). *The Making of Indian English Literature*. Taylor & Francis Ltd.
6. Titjen, F., *et al*. (2020). *Teaching English Language and Literature.* Taylor & Francis.

Websites and eLearning Sources

1. ASIATIC: IITUM Journal of English Language & Literature
   https://journals.iium.edu.my/asiatic/index.php/AJELL
2. The English Historical Review (EHR)

CO No.	CO-Statements	Cognitive Levels (K-Level)
	On successful completion of this course, the students will be able to	
CO1	appreciate and analyse and the basic elements of poetry, including meter, rhyme, and theme.	K1
CO2	gain knowledge of the elements of fiction including narrative structure, character analysis and comparison between different but related texts.	K2
CO3	explore the dramatic storytelling including play structure, monologues, dialogue, and scene setting.	K3
CO4	use library resources to research and develop arguments about literary works.	K4
CO5	work skillfully within a team, respect coworkers, delegate work and contribute to a group project.	K5

Table caption: **Course Outcomes**

Relationship Matrix										
Semester	**Course Code**	**Title of the Course**							**Hours**	**Credits**
1	23UEN13CC01	Core Course - 1: Introduction to Literature							5	4

Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	3	3	3	3	3	3	3	3	3	3	3
CO2	2	3	3	3	2	3	3	3	3	3	2.8
CO3	3	3	3	2	3	3	3	3	3	3	2.9
CO4	3	3	3	3	3	3	3	3	3	3	3
CO5	3	2	3	3	3	3	3	3	3	3	2.9
									Mean Overall Score		2.92 (High)

Semester	Course Code	Title of the Course	Hours/ Week	Credits
1	**23UEN13CC02**	**Core Course - 2:** Indian Writing in English	**5**	**4**

Course Objectives
To familiarize the students with the emergence and growth of Indian Writing in English in the context of colonial experience
To help in understanding issues concerning Indian Writing in English such as the representation of culture, identity, history, constructions of nation, (post)national and gender politics, cross-cultural transformations
To enable leaners to appreciate Nation-Nationalism; Counter Discourse; Subalternity; Identity Movements
To closely examine the various themes and methodologies existing in Contemporary Indian Writing in English
To help learners apply the ideas encapsulated in Indian Aesthetics to literary texts

UNIT I (15 Hours)
- Panchathantra Tales -Winning of Friends (Four Stories)
- Ruskin Bond - Night Train at Deoli
- R.K. Narayan - An Astrologer's Day
- K.A. Abbas - Sparrows

UNIT II (15 Hours)
- Rabindranath Tagore - Khabhuliwala.
- Swami Vivekananda - Why We Disagree
- Nirad C. Chaudhuri - The Continent of Circe
- Dr. S. Radhakrishnan - Science, Humanities and Religion

UNIT III (15 Hours)
- Toru Dutt - The Lotus
- Sri Aurobindo - The Tiger and the Deer.
- Nissim Ezekiel - Night of the Scorpion
- Kamala Das - Invitation

UNIT IV (15 Hours)
- Sarojini Naidu- The Village Song
- A.K. Ramanujam - Still Another View of Grace
- Shiv K Kumar - Indian Women
- Mirza Ghalib - It is not Love, it is Madness

UNIT V (15 Hours)
- Rabindranath Tagore - Mukhthadhara
- Girish Karnad - Hayavadana

Teaching Methodology	Lecture method, multimedia presentations, literary analysis writing assignments, close reading of texts

Books for Study
1. Kenneth, R. (1976). *The New British Poets: An Anthology*. Granger Books.
2. Pandit, V., & Sharma. (1991). *Panchatantra.* (G. L. Chandiramani., Trans.). Rupa & Co.

Books for Reference
1. Bhattacharya, B. (2006). *Contemporary Indian Short Stories: Series II*. Sahitya Akademi.
2. Dalmia, V., & Sadana, R. (2012). *The Cambridge Companion to Modern Indian Culture.* Cambridge University Press.
3. Paul, S. K., & Prasad, A. N. (2007). *Indian Poetry in English: Roots and Blossoms.* Sarup & Sons.
4. Singh, B. (2014). *Indian Writing in English Critical Insights*. Authorspress.

5. Singh, S.. & Prakash, R. (2013). *Indian English poetry*. Chandralok Prakashan.

Websites and eLearning Sources

1. Mishra, Sunil, et al. "Desires and Ecstasies of Women in the Plays of Girish Karnad." International Journal of English Language, Literature and Humanities, Apr. 2014.
2. ijellh.com/wp-content/uploads/2014/04/Desires-and-Ecstasies-of-Women-in-The-PlaysOf-Girish-Karnad.pdf.
3. Pareek, Shreya. "20 Must Read Gems of Indian English Literature." The Better India, 20 June 2014. www.thebetterindia.com/11594/20-gems-indian-literature-must-read/.
4. Varma, Shraddha. "5 Rabindranath Tagore Poems that Capture the Essence of Love." Idivi, 9 May 2019. www.idiva.com/entertainment/books/5-of-the-best-rabindranathtagore-poems-on-love/17075960.

Course Outcomes		
CO No.	**CO-Statements** On successful completion of this course, the students will be able to	**Cognitive Levels (K-Level)**
CO1	appreciate the historical trajectory of various genres of Indian Writing in English from colonial times to till the present	**K1**
CO2	analyze Indian literary texts written in English in terms of colonialism, postcolonialism, regionalism, and nationalism	**K2**
CO3	understand the role of English as a medium for political awakening and the use of English in India for creative writing	**K3**
CO4	analyze how the sociological, historical, cultural and political context impacted the texts selected for study	**K4**
CO5	evaluate critically the contributions of major Indian English poets and dramatists	**K5**

Relationship Matrix											
Semester	**Course Code**		**Title of the Course**							**Hours**	**Credits**
1	**23UEN13CC02**		**Core Course - 2:** Indian Writing in English							**5**	**4**
Course Outcomes	**Programme Outcomes (POs)**					**Programme Specific Outcomes (PSOs)**					**Mean Score of COs**
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	
CO1	3	3	3	3	3	3	3	3	3	3	**3**
CO2	2	3	3	3	2	3	3	3	2	3	**2.6**
CO3	3	3	3	3	3	3	3	3	3	3	**3**
CO4	3	3	3	3	3	3	3	3	3	3	**3**
CO5	3	3	3	3	3	3	3	3	3	3	**3**
									Mean Overall Score		**2.9 (High)**

Semester	Course Code	Title of the Course	Hours/Week	Credits
1	23UEN13GE01	**Allied Course - 1:** Social History of England	4	2

Course Objectives
To help students identify the facts and events in the social history of England
To help students understand the important social issues covered in the syllabus
To help the students classify the events in a chronological order and associate the historical influence on the literary works
To analyse and associate the causes and effects of the multiple incidents that affect the social history of England
To create the ability to assess and recommend significant events by making connections and drawing contrasts of the various trends within the periods and over long arcs of time

UNIT I (12 Hours)
- Introduction: Original Inhabitants, Roman invasion, Germanic invasion, Sixth Century, Ninth Century, Alfred the Great, William of Normandy, Feudal System
- The Renaissance and its Impact on England
- The Reformation - causes and effects

UNIT II (12 Hours)
- The Commonwealth of Nations
- The Restoration
- Coffee-houses and their Social Relevance

UNIT III (12 Hours)
- Impact of the Industrial, Agrarian and the French Revolutions on the English Society
- Humanitarian Movements in England

UNIT IV (12 Hours)
- The Reform Bills and the Spread of Education
- Social impact of the Two World Wars
- The Labour Movement
- The Welfare State

UNIT V (12 Hours)
- The Cold War (1985-1991)
- The Falkland War (1981)
- The Gulf War (1991)

Teaching Methodology	Lecture Method, Multimedia Presentations, Project Method, Discussion Method

Books for Study
1. Ashok, P. (2018). *Social History of England*. Orient Blackswan Pvt Ltd.
2. Houts, E.. & Crick, J. (2012). *A Social History of England*, 900-1200. Cambridge University Press.
3. Xavier, A. G. (1982). *Introduction to the Social History of England,* (4th Ed.). S.Viswanathan Publishers.
4. Wrightson, K. (2018). *A Social History of England*, *1500-1750*. Cambridge University Press.

Book for Reference
1. Horrox, R. & Ormrod, W. M. (2006). *A Social History of England: 1200-1500*. Cambridge University Press.

Website and eLearning Source

1. *A social history of England: Briggs, Asa, 1921- : Free Download, Borrow, and Streaming : Internet Archive*

Course Outcomes		
CO No.	**CO-Statements** On successful completion of this course, the students will be able to	**Cognitive Levels (K-Level)**
CO1	identify the facts and events in the social history of England	**K1**
CO2	understand the important social issues covered in the syllabus	**K2**
CO3	classify the events in a chronological order and associate the historical influence on the literary works	**K3**
CO4	analyse and associate the causes and effects of the multiple incidents that affect the social history of England	**K4**
CO5	assess and recommend significant events by making connections and drawing contrasts of the various trends within the periods and over long arcs of time	**K5**

Relationship Matrix											
Semester	**Course Code**		**Title of the Course**							**Hours**	**Credits**
1	**23UEN13GE01**		**Allied Course - 1:** Social History of England							**4**	**2**
Course Outcomes	**Programme Outcomes (POs)**					**Programme Specific Outcomes (PSOs)**					**Mean Score of COs**
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	
CO1	3	3	3	3	3	3	3	3	3	3	**3**
CO2	2	3	3	3	2	3	3	3	2	3	**2.7**
CO3	3	3	3	2	3	3	3	3	3	3	**2.9**
CO4	3	3	3	3	3	3	3	3	3	3	**3**
CO5	3	2	3	3	3	3	3	3	3	3	**2.9**
										Mean Overall Score	**2.9 (High)**

Semester	Course Code	Title of the Course	Hours/ Week	Credits
1	23UEN14FC01	**Foundation Course:** Reading Literature	2	1

Course Objectives
To impart necessary knowledge and skills to read and interpret literary works effectively
To enable students to engage thoughtfully with literature and communicate their insights on literature with clarity and precision
To aid students in recognizing and differentiating the main literary genres and elements

UNIT I: Poetic Elements (6 Hours)
- Sound and Rhythm: Meter, Stanza, Rhyme, Alliteration, and Assonance
- Poetic devices: imagery, metaphor, simile, and personification
- Text for analysis: "A Poison Tree" by William Blake

UNIT II: Narrative Elements (6 Hours)
- Plot Structure: Exposition, Rising Action, Climax, Falling Action, and Resolution
- Setting: Time, Place, and Atmosphere
- Text for analysis: "Gateman's Gift" by R. K. Narayan

UNIT III: Narrative Elements (6 Hours)
- Characters: Protagonists, Antagonists, and Foil Characters
- Point of View: First-Person, Third-Person Limited, and Omniscient Narrators
- Text for analysis: "The Gift of the Magi" by O. Henry

UNIT IV: Dramatic Elements (6 Hours)
- Dramatic Structure: acts, scenes, and dialogue
- Character motivations and conflicts in drama
- Text for analysis: "A Marriage Proposal" by Anton Chekhov

UNIT V: Non-fictional Elements (6 Hours)
- Author's voice, tone, and diction
- Rhetorical devices: Anaphora, Metaphor, Parallelism, Rhetorical Questions, and Hyperbole
- Text for analysis: "I Have a Dream" by Martin Luther King Jr.

Teaching Methodology	Interactive lectures, group discussions, guided readings, close reading activities, literary analysis writing assignments, guest speakers/author visits, multimedia presentations, and online discussions.

Books for Study
1. Mays, K. J. (2016). *The Norton Introduction to Literature*. W. W. Norton & Company.
2. Foster, T. C. (2014). *How to Read Literature Like a Professor: A Lively and Entertaining Guide to Reading Between the Lines*. Harper Perennial.
3. Gardner, J. E., *et al*. (2016). *Writing about Literature: A Portable Guide*. Bedford/St. Martin's.

Books for Reference
1. Nobert, E. V., & Jacobs, H. E. (2015). *Literature: An introduction to reading and writing*. Prentice Hall.

Websites and eLearning Sources
2. Poetry Foundation. www.poetryfoundation.org.
3. Literary Devices. www.literarydevices.com.
4. Literary Hub. www.lithub.com.
5. The Poetry Archive. www.poetryarchive.org.

Course Outcomes		
CO No.	**CO-Statements**	**Cognitive Levels (K-Level)**
	On successful completion of this course, the students will be able to	
CO1	identify and define the key literary elements, genres, and poetic devices discussed in the course.	**K1**
CO2	describe the narrative elements, including plot structure, characters, setting, and different points of view.	**K2**
CO3	apply knowledge of dramatic elements to analyze and discuss character development and the impact of conflict on a dramatic work.	**K3**

Relationship Matrix											
Semester	**Course Code**		**Title of the Course**							**Hours**	**Credits**
1	**23UEN14FC01**		**Foundation Course:** Reading Literature							**2**	**1**
Course Outcomes	**Programme Outcomes (POs)**					**Programme Specific Outcomes (PSOs)**					**Mean Score of COs**
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	
CO1	3	3	3	3	3	3	3	3	3	3	**3**
CO2	2	3	3	3	3	3	3	3	2	3	**2.9**
CO3	3	3	3	3	3	3	3	3	3	3	**3**
									Mean Overall Score		**3 (High)**

Semester	Course Code	Title of the Course	Hours/Week	Credits
1	23UHE14VE01	**Value Education - 1:** Essentials of Humanity	2	1

Course Objectives
To identify one's own potentials, strengths and weaknesses
To identify various challenges (physical, emotional, and social) in adolescence
To consciously overcome one's challenges and move towards self-esteem
To maximize one's own potential in enabling a holistic development
To assimilate human values comprehensively

UNIT I: Principles of Value Education (6 Hours)

Introduction to values - Characteristics and Roots of Values - Value Education & Value Clarification - Moral Characters - Kinds of Values - Objectives of Values

UNIT II: Development of Human Personality (6 Hours)

Personality: Introduction, Theories, Integration & Factors influencing the development of personality - SEL Series - Discovering self - Defence Mechanism Power of positive thinking - Why worry?

UNIT III: The Dimensions of Human Development (6 Hours)

Areas of Development: Physical, Intellectual, Emotional, Social Development, Moral & Spiritual development

UNIT IV: Responsible Parenthood (6 Hours)

Human Sexuality - Marriage and Family - Sex and Love - Characteristics of Responsible parent - Causes of Marriage disharmony - Art of wise parenting

UNIT V: Gender Equality and Empowerment (6 Hours)

Historical perspective - Women in Independence struggle - Women in Independent India - Education & Economic development - Crimens against Women - Women rights - Time-line of Women achievements in India

Teaching Methodology	Chalk and Talk, Power point

Book for Study
1. Department of Human Excellence. (2021). *Essentials of Humanity.* St. Joseph's College.

Books for Reference
1. Xavier, A. (2012). *You Shall Overcome,* (6th Ed.)*.* ICRDE Publication.
2. Alex, K. (2009). *Soft Skills.* S. Chand.
3. Kalam, A.A. P. J. (2012). *You Are Unique.* Punya Publishing.

Websites and eLearning Sources
1. http://livingvalues.net. Accessed 05 March 2021.
2. http://www.apa.org/topics/personality#. Accessed 05 March 2021.
3. http://www.peacecorps.gov/educators/resources/global-issues-gender-equaligy-and-womens-empowerment/. Accessed 05 March 2021.

Course Outcomes		
CO No.	**CO-Statements**	**Cognitive Levels (K - Level)**
	On successful completion of this course, students will be able to	
CO1	recall the prescribed values and their dimensions.	**K1**
CO2	examine themselves by learning the developmental changes happening in the course of their lifetime.	**K2**
CO3	Apply the trained values in the day-to-day life.	**K3**

Relationship Matrix											
Semester	**Course Code**	**Title of the Course**						**Hours**		**Credits**	
1	**23UHE14VE01**	**Value Education - 1:** Essentials of Humanity						**2**		**1**	
Course Outcomes	**Programme Outcomes (POs)**					**Programme Specific Outcomes (PSOs)**					**Mean Score of COs**
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PSO1**	**PSO2**	**PSO3**	**PSO 4**	**PSO5**	
CO1	3	3	3	3	2	3	3	2	3	3	**2.8**
CO2	3	2	2	3	3	2	3	3	2	2	**2.5**
CO3	2	3	3	3	2	3	3	3	3	3	**2.8**
									Mean Overall Score		**2.7 (High)**

Semester	Course Code	Title of the Course	Hours/Week	Credits
1	23UEN14AE01	**Ability Enhancement Compulsory Course - 1:** Communicative English	6	3

Course Objectives
To recognize and identify the components of a formal letter.
To summarize the main points of a given letter and identify the intended meaning.
To use appropriate grammatical structures in context within their own writing.
To compare and contrast the elements of successful and unsuccessful letters.
To create well-structured letters with clear purpose and effectively evaluate and revise their own writing.

Basic Level

UNIT I (18 Hours)

1) A letter to avail college hostel
2) A requisition letter to provide fee concession
3) A requisition letter to provide Bonafide certificate
4) A letter to avail resources in college library
5) An On Duty Permission Letter
6) Nouns
7) Pronouns
8) Adjectives
9) Verbs
10) Adverbs

UNIT II (18 Hours)

11) A letter to provide conduct certificate
12) A letter to provide new ID card
13) A Permission letter for Name Correction in Mark sheet
14) A permission letter for Sports Events
15) A letter to avail permission for the Shepherd programme
16) Prepositions
17) Conjunctions
18) Articles
19) Conjugation of present form 'Be' verbs
20) Conjugation of past form 'Be' verbs

UNIT III (18 Hours)

21) A letter to avail the College Hostel
22) A permission letter to join the sport team
23) A request letter to access college Wi-Fi
24) A letter to vice principal requesting to change Elective course
25) A permission letter for project extension
26) Conjugation of future form 'Be' verbs
27) Conjugation of present continuous 'Be' verbs
28) Conjugation of Past continuous 'Be' verbs
29) Conjugation of Future continuous 'Be' verbs
30) Conjugation of Present Perfect 'Be' verbs

UNIT IV (18 Hours)

31) An apology letter to Dean for using mobile phone
32) A request letter to repair fan and tube light
33) A letter to invite Chief guest for Bibliophile Club meeting
34) A requisition Letter to issue the Transfer certificate

35) A permission letter for group exam coaching class
36) Conjugation of Past Perfect 'Be' verbs
37) Conjugation of Future Perfect 'Be' verbs
38) Conjugation of Present Perfect Continuous 'Be' verbs
39) Conjugation of Past Perfect Continuous 'Be' verbs
40) Conjugation of Future Perfect Continuous 'Be' verbs

UNIT V (18 Hours)

41) A letter seeking help to find the missing laptop
42) A letter to the editor regarding frequent power cut
43) A medical leave letter
44) A requesting OD Letter to issue invitation to other colleges
45) A requisition letter to change Shift
46) Conjugation of present form 'Action' verbs
47) Conjugation of past form 'Action' verbs
48) Conjugation of Present form 'do verbs
49) Conjugation of Past form 'do' verbs
50) Conjugation of Future form 'have' verbs

Teaching Methodology	Chalk and Talk, discussion, Training

Book for Study

1. Jayapaul, V.L. (2023). *Begin to Learn English.* St. Joseph's College (Autonomous), Tiruchirappalli.

Course Outcomes		
CO No.	**CO-Statements**	**Cognitive Levels (K - Level)**
	On successful completion of this course, students will be able to	
CO1	compose various types of letters (request, permission, and apology) demonstrating clarity, coherence, and correctness.	**K1**
CO2	exhibit a sound understanding of nouns, pronouns, adjectives, verbs, and adverbs, utilizing them accurately in written and spoken English.	**K2**
CO3	apply language skills in real-life college scenarios, gaining confidence in communicating effectively with peers, faculty, and administrative staff.	**K3**

Relationship Matrix										
Semester	**Course Code**	**Title of the Course**							**Hours**	**Credits**
1	**23UEN14AE01**	**Ability Enhancement Compulsory Course - 1:** Communicative English							**6**	**3**
Course Outcomes	**Programme Outcomes (POs)**					**Programme Specific Outcomes (PSOs)**				**Mean Score of COs**
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	
CO1	2	3	2	2	3	2	3	2	3	2	**2.4**
CO2	2	2	3	2	3	3	2	3	2	2	**2.3**
CO3	2	3	2	3	2	2	3	2	3	2	**2.4**
									Mean Overall Score		**2.37 (High)**

Semester	Course Code	Title of the Course	Hours/Week	Credits
1	**23UEN14AE01**	**Ability Enhancement Compulsory Course - 1:** Communicative English	**6**	**3**

Course Objectives
To recognize and identify common punctuation marks and their usage in paragraphs.
To summarize the main topics introduced in a paragraph and demonstrate understanding.
To apply the learned concepts to construct paragraphs that convey ideas effectively.
To analyze paragraphs to identify the role of prefixes, suffixes, and noun types in enhancing meaning.
To synthesize information to create paragraphs, evaluate their own writing, and engage in role-playing scenarios to demonstrate understanding.

Intermediate Level

UNIT I (18 Hours)
1) Paragraph Punctuation
2) Introducing a Topic
3) Rhyming Words
4) Word Association
5) Going To
6) What Will Happen

UNIT II (18 Hours)
7) Every Drop Counts
8) Prefix
9) Suffix
10) Comprehending Characters
11) Complimenting & Thanking
12) Proper & Common Nouns

UNIT III (18 Hours)
13) Noun Substitution Table
14) A, Some
15) Visual Comprehension
16) Singular to Plural
17) Making & Responding
18) Pronoun Classification

UNIT IV ` (18 Hours)
19) Pronoun I, Me, He, Him, She, Her, We.
20) Singular to Plural
21) Responding
22) Pronoun Classification
23) Using Preposition of Movement
24) Preposition: Visual Talk

UNIT V (18 Hours)
25) Prepositional Phrases
26) Storytelling
27) Asking For Opinion
28) Using Things Creatively
29) Transition Sequencing
30) Role Play

Book for Study
1. Joy, J. L. (2020). *Learning to Communicate*. St. Joseph's College (Autonomous), Tiruchirappalli.

Course Outcomes

CO No.	CO-Statements On successful completion of this course, students will be able to	Cognitive Levels (K - Level)
CO1	demonstrate proficiency in paragraph construction, rhyming words, and the use of prefixes and suffixes.	K1
CO2	apply advanced grammar rules, including proper/common nouns and pronoun usage, in both written and spoken communication.	K2
CO3	express opinions, compliments, and gratitude effectively, showcasing an enhanced ability to articulate thoughts and emotions.	K3

Relationship Matrix

Semester	Course Code	Title of the Course		Hours	Credits
1	23UEN14AE01	Ability Enhancement Compulsory Course - 1: Communicative English		6	3

Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	2	3	2	2	3	2	3	2	3	2	2.4
CO2	2	2	3	2	3	3	2	3	2	2	2.3
CO3	2	3	2	3	2	2	3	2	3	2	2.4
									Mean Overall Score		2.37 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
1	23UEN14AE01	**Ability Enhancement Compulsory Course - 1:** Communicative English	6	3

Course Objectives
To recognize and demonstrate basic self-introduction strategies.
To summarize information from listening and reading exercises, demonstrating understanding.
To apply learned concepts to construct essays, actively contribute to group discussions, and create coherent narratives.
To analyze reviews to understand how different elements contribute to a comprehensive evaluation.
To synthesize information to create compelling presentations, actively participate in debates, interviews, and assess their own communication proficiency.

Advance Level

UNIT I (18 Hours)
1) Self Introduction
2) Listening
3) Reading

UNIT II (18 Hours)
4) Essay Writing
5) Group Discussion
6) Story Building, Story Writing & Story Narration

UNIT III (18 Hours)
7) Book Review
8) Film Review

UNIT IV (18 Hours)
9) News Paper Reading and Analysis
10) Public speaking: Drafting and Speaking

UNIT V (18 Hours)
11) Debate
12) Interview Skills

Websites and eLearning Resources
1. https://ielts-up.com/listening/ielts-listening-practice.html
2. https://www.bestmytest.com/ielts/speaking
3. https://ielts-up.com/speaking/ielts-speaking-practice.html
4. https://learnenglishteens.britishcouncil.org/skills/writing/a2-writing/film-review

Course Outcomes		
CO No.	**CO-Statements** On successful completion of this course, students will be able to	**Cognitive Levels (K - Level)**
CO1	exhibit high-level language skills in self-introduction, listening, reading, and diverse writing tasks such as essay writing and storytelling.	**K1**
CO2	critically evaluate and analyze literature through book reviews, film reviews, and newspaper reading, demonstrating an ability to articulate informed opinions.	**K2**
CO3	showcase proficiency in public speaking, group discussions, debates, and interviews, reflecting a comprehensive mastery of advanced communication skills.	**K3**

Relationship Matrix											
Semester	**Course Code**	**Title of the Course**					**Hours**			**Credits**	
1	**23UEN14AE01**	**Ability Enhancement Compulsory Course - 1:** Communicative English					**6**			**3**	
Course Outcomes	**Programme Outcomes (POs)**					**Programme Specific Outcomes (PSOs)**					**Mean Score of COs**
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	
CO1	2	3	2	2	3	2	3	2	3	2	**2.4**
CO2	2	2	3	2	3	3	2	3	2	2	**2.3**
CO3	2	3	2	3	2	2	3	2	3	2	**2.4**
									Mean Overall Score		**2.37 (High)**

Semester	Course Code	Title of the Course	Hours/Week	Credits
2	23UTA21GL02	General Tamil - 2	4	3

கற்றலின் நோக்கங்கள்

தமிழ் இலக்கிய வரலாற்றை அறிதல்.
எழுத்து, சொல் இலக்கணங்களின் அடிப்படைகளைக் கண்டறிதல்.
அயலகக் கவிதை வடிவங்களை விளங்கிக் கொள்ளுதல்.
மொழிபெயர்ப்புக் கவிதைகளின் வாயிலாக மொழிபெயர்ப்புத் திறனை வளர்த்தெடுத்தல்.
போட்டித் தேர்வுகளை எதிர்கொள்வதற்கான இலக்கண அறிவு பெறுதல்.

அலகு – 1 *(12 மணிநேரம்)*

பாரதியார் கவிதைகள் – குயில்பாட்டு (குயில் தன் பூர்வ ஜென்மக் கதை உரைத்தல்)
பாரதிதாசன் கவிதைகள் – சஞ்சீவி பர்வதத்தின் சாரல்
நற்றமிழ்க்கோவை – முதல் மூன்று கட்டுரைகள்

அலகு - 2 *(12 மணிநேரம்)*

வெ.இராமலிங்கனார் – சொல், தமிழன் இதயம்
முடியரசனார் – உயிர் வெல்லமோ, மனத்தூய்மை
பெருஞ்சித்திரனார் – அஞ்சாதீர், மொழி,இனம்,நாடு
பட்டுக்கோட்டை கலியாண சுந்தரனார் – வருங்காலம் உண்டு, உழைக்காமல் சேர்க்கும் பணம்
இலக்கணம் – எழுத்து
இலக்கிய வரலாறு – புதுக்கவிதை, தமிழில் புதிய கவிதை வடிவங்கள்

அலகு–3 *(12 மணி நேரம்)*

சுரதா - நல்ல தீர்ப்பு
கண்ணதாசன் - ஒரு பானையின் கதை
அப்துல் ரகுமான்- வீடு
மேத்தா - ஒரேகுரல்
இலக்கிய வரலாறு – தமிழ்ச்சிறுகதைகள், இருபதாம் நூற்றாண்டு உரைநடை வளர்ச்சி
சிறுகதை – முதல் மூன்று சிறுகதைகள்

அலகு – 4 *(12 மணிநேரம்)*
அரசியல் கவிதைகள்
ஈரோடு தமிழன்பன்- அகல் விளக்காக இரு
ஆதவன் தீட்சண்யா– இன்னும் இருக்கும் சுவர்களின் பொருட்டு
சுகிர்தராணி– என் கண்மணியே இசைப்பிரியா
சக்தி ஜோதி – யுகாந்திர உறக்கம்
பழனி பாரதி- வெள்ளைக்காகிதம்
லிவிங்ஸ்மைல் வித்யா – நினைவில் பால்யம் அழுத்தம்
இலக்கணம் - சொல்

அலகு – 5 *(12 மணிநேரம்)*
அயலகக் கவிதைகள்
ஓசேரிசால் (தமிழில் நெய்தல்)- விடைகொடு என்தாய் மண்ணே
ஹைபுன் கவிதைகள்
சிறுகதை – நான்கு முதல் ஆறு சிறுகதைகள்
நற்றமிழ்க் கோவை – நான்கு முதல்ஆறு கட்டுரைகள்

கற்பித்தல் முறை **(Teaching Methodology)**	விரிவுரை (Lecture), **காணொளிக் காட்சி** (Videos), **விளக்கக் காட்சி** (PPT presentation)

பாடநூல்கள்

1. தமிழாய்வுத்துறை (2023). பொதுத்தமிழ் -2, தூய வளனார் தன்னாட்சிக் கல்லூரி.
2. தமிழாய்வுத்துறை (2021). நற்றமிழ்க் கோவை, தூய வளனார் தன்னாட்சிக் கல்லூரி.

Websites and eLearning Sources

1. https://www.chennailibrary.com/bharathiyar/kuyilpattu.html
2. www.tamildigitallibrary.in
3. https://eluthu.com/kavithai
4. https://podhutamizh.blogspot.com/2017/09/blog-post_42.html
5. https://thamizhsudar.com
6. https://ta.wikipedia.org/wiki

Course Outcomes		
CO No.	**CO-Statements** *இப்பாடத்தின் நிறைவில் மாணவர்கள்*	**Cognitive Levels (K - Level)**
CO1	தமிழ் இலக்கிய நூல்கள் பற்றிய அறிவைப் பெறுவர்.	**K1**
CO2	தமிழ் இலக்கண வளர்ச்சியைப் புரிந்து கொள்வர்.	**K2**
CO3	பிழையின்றி எழுதும் திறன் பெறுவதோடு கற்றல் திறனையும் வளர்த்துக்கொள்வர்.	**K3**
CO4	பிற கவிதை வடிவங்களைக் கையாளும் திறன் பெறுவர்.	**K4**
CO5	போட்டித் தேர்வுகளை எதிர்கொள்ளும் திறனைப் பெறுவர்.	**K5**

Relationship Matrix										
Semester	**Course Code**		**Title of the Course**					**Hours**		**Credits**
2	**23UTA21GL02**		General Tamil - 2					**4**		**3**
Course Outcomes	**Programme Outcomes (POs)**					**Programme Specific Outcomes (PSOs)**				**Mean Score of COs**
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PSO 1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	
CO1	2	1	2	2	3	3	3	2	3	2	**2.3**
CO2	2	1	2	2	2	3	2	2	2	2	**2.0**
CO3	2	1	2	2	3	3	3	2	3	2	**2.3**
CO4	1	2	1	2	2	3	2	2	3	2	**2.0**
CO5	1	1	2	2	3	3	3	2	3	2	**2.2**
									Mean Overall Score		**2.16 (High)**

Semester	Course Code	Title of the Course	Hours/Week	Credits
2	23UFR21GL02	French - 2	4	3

Course Objectives
To construct simple phrases with pronominal verbs
To apply the different types of articles
To understand the usage of pronouns
To analyse the French culture through French culinary art
To evaluate and compare the French fashion in current scenario

UNIT I   **(12 Hours)**
- TITRE: Les Loisirs
- GRAMMAIRE : les adjectifs interrogatifs, les nombres ordinaux, les verbes pronominaux
- LEXIQUE : les différentes activités quotidiennes, les loisirs, les activités quotidiennes, les matières
- PRODUCTION ORALE : parler sur votre passe-temps
- PRODUCTION ECRITE : décrire sa journée

UNIT II   **(12 Hours)**
- TITRE: La routine
- GRAMMAIRE : les pronoms personnels COD, les verbes du premier groupe en e/er/eler/eter, le verbe prendre
- LEXIQUE : exprimer ses goûts et ses préférences, le temps, l'heure, la fréquence
- PRODUCTION ORALE : savoir comment dire l'heure
- PRODUCTION ECRITE : écrire vos préférences en quelques lignes

UNIT III   **(12 Hours)**
- TITRE: Où Faire Ses Courses?
- GRAMMAIRE : les articles partitifs, le pronom en (la quantité), très ou beaucoup
- LEXIQUE : inviter et répondre à une invitation, les commerces et les commerçants, demander et dire le prix, les quantités
- PRODUCTION ORALE : faire des courses pour une soirée
- PRODUCTION ECRITE : écrire un message en acceptant l'invitation

UNIT IV   **(12 Hours)**
- TITRE: Découvrez et Dégustez
- GRAMMAIRE : l'impératif, il faut, les verbes devoir, pouvoir, savoir, vouloir
- LEXIQUE : Commander et commenter sur un plat de la carte, les aliments, les services, les moyens de paiement
- PRODUCTION ORALE : Jeu de rôle – au restaurant (entre vous et le garçon)
- PRODUCTION ECRITE : faire une comparaison avec la carte française et indienne

UNIT V   **(12 Hours)**
- TITRE: Tout le monde s'amuse/ les ados au quotidien
- GRAMMAIRE : les adjectifs démonstratifs, le pronom indéfini on, le futur proche, le passé composé, les verbes en –yer, voir et sortir
- LEXIQUE : connaître les marques connues sur les vêtements, les sorties, situer dans le temps, les vêtements et les accessoires

- PRODUCTION ORALE : décrire une tenue
- PRODUCTION ECRITE : écrire une lettre amicale, une carte postale

Teaching Methodology	Chalk and talk, visual cues like flashcards, one to one conversation

Book for Study

    1. Dauda, P., Giachino, L. & Baracco, C. (2016). *Generation A1*. Didier.

Books for Reference

    1. Girardet, J. & Pecheur, J. (2017). *Echo A1*. CLE International, (2nd Ed.).

    2. Mérieux, R. & Loiseau, Y. (2012). *Latitudes A1*. Didier.

    3. Fournier, I. (2011). *Talk French.* Goyal Publishers.

Websites and eLearning Sources

    1.https://www.frenchtoday.com/blog/french-verb-conjugation/french-reflexive-verbs-list- exercises/

    2.https://www.fluentu.com/blog/french/french-subject-pronouns/

    3.https://grammarist.com/french/french-partitive-article/

    4.https://www.talkinfrench.com/guide-french-food-habits/

    5.https://www.fluentu.com/blog/french/talking-about-clothes-in-french/

Course Outcomes		
CO No.	**CO-Statements** On successful completion of this course, students will be able to	**Cognitive Levels (K - Level)**
CO1	relate pronominal verbs in expressing one's day today activity	**K1**
CO2	compare the different types of articles – article partitif and contracte	**K2**
CO3	construct texts using pronouns – passages and dialogues	**K3**
CO4	discover the food habits of the French culture	**K4**
CO5	appraise the French fashion	**K5**

Relationship Matrix										
Semester	**Course Code**	**Title of the Course**						**Hours**		**Credits**
2	**23UFR21GL02**	French - 2						**4**		**3**
Course Outcomes	**Programme Outcomes (POs)**					**Programme Specific Outcomes (PSOs)**				**Mean Score of COs**
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	
CO1	3	3	3	3	1	3	1	2	2	2	**2.2**
CO2	2	1	2	3	2	3	1	2	2	2	**2.0**
CO3	3	2	3	2	2	3	3	1	3	2	**2.4**
CO4	3	2	2	1	3	3	3	1	1	3	**2.2**
CO5	2	1	2	2	3	3	3	2	2	2	**2.2**
								Mean Overall Score			**2.2 (High)**

Semester	Course Code	Title of the Course	Hours/Week	Credits
2	23UHI21GL02	Hindi - 2	4	3

Course Objectives
To understand the basics of Hindi Language
To make the students to be familiar with the Hindi words
To enable the students to develop their effective communicative skills in Hindi
To introduce the socially relevant subjects in Modern Hindi Literature
To empower the students with globally employable soft skills

UNIT I (12 Hours)

- Kafan
- Letter Writing - Chutti Patra
- Bakthikal - Namakarn
- Sarkari Kariyalayom Ka Naam

UNIT II (12 Hours)

- Baathcheeth - Dookan Mein
- Kriya
- Letter Writing - Rishthedarom Ko Patra
- Bakthikal - Samajik Paristhithiyam

UNIT III (12 Hours)

- Vah Thodthi Patthar
- Adverb
- Letter Writing - Naukari Keliye Avedan Patra
- Bakthikal - Sahithyik Paristhithiyam

UNIT IV (12 Hours)

- Mukthi
- Samas
- Letter Writing - Kitab Maangne Keliye Patra
- Bakthikal - Salient Features, Main Divisions

UNIT V (12 Hours)

- Anuvad
- Sandhi
- Letter Writing - Nagarpalika Ko Patra
- Bakthikal - Visheshathayem

Teaching Methodology	Peer Instruction Exercise, Videos, PPT, Quiz, Group Discussion

Books for Study
1. Viswanath Tripaty. (2018). *Kuchh Kahaniyan*, Rajkamal Prakashan Pvt. Ltd.
2. Kamathaprasad Gupth, M. (2020). *Hindi Vyakaran*. Anand Prakashan.
3. Sadananth Bosalae. (2020). *kavya sarang*, Rajkamal Prakashan.

Books for Reference
1. Acharya Ramchandra Shukla. (2021). *Hindi Sahitya Ka Itihas*. Prabhat Prakashan.
2. Krishnakumar, G. (2016). *Anuvad vigyan ki Bhumika*. Rajkamal Prakashan.

3. Aravind Kumar. (2019). *Sampoorna Hindi Vyakaran our Rachana*, Lucent publisher.
4. Lakshman Prasad Singh. (2017). *Kavya ke sopan*. Bharathy Bhavan Prakashan.

Websites and e-Learning Sources

1. https://hindigrammar.in/sandhi.html
2. https://www.successcds.net/class10/hindi/samas-in-hindi
3. https://mycoaching.in/kriya-ke-bhed-verb-in-hindi
4. https://namastesensei.in/adverb-in-hindi-examples/
5. https://viahindi.in/hindi-vyakaran/sandhi-paribhasha-prakar-or-udaharan

	Course Outcomes	
CO No.	**CO-Statements** On successful completion of the course, the student will be able to	**Cognitive Levels (K - Level)**
CO1	Find out the Terms & Expressions related to letter writing.	**K1**
CO2	Explain the works of Hindi writers.	**K2**
CO3	Complete the sentences in Hindi using basic grammar.	**K3**
CO4	Analyze the social & political conditions of Devotional period in Hindi Literature.	**K4**
CO5	Justify the human values stressed on the works of the following authors "Premchand, Nirala, etc.".	**K5**

	Relationship Matrix									
Semester	**Course Code**		**Title of the Course**				**Hours**		**Credits**	
2	**23UHI21GL02**		**HINDI - 2**				**4**		**3**	
Course Outcomes	**Programme Outcomes (POs)**					**Programme Specific Outcomes (PSOs)**				**Mean Score of COs**
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	
CO1	2	3	3	2	2	3	3	3	2	2	**2.5**
CO2	1	3	1	2	2	3	3	3	2	3	**2.3**
CO3	3	2	3	2	2	3	2	3	2	2	**2.4**
CO4	2	3	3	1	3	2	3	2	1	2	**2.2**
CO5	3	2	2	2	3	2	3	2	3	2	**2.4**
									Mean Overall Score		**2.36 (High)**

Semester	Course Code	Title of the Course	Hours/Week	Credits
2	23USA21GL02	Sanskrit - 2	4	3

Course Objectives
To bring out the salient aspects of classical Sanskrit poetry
To introduce court epics in Sanskrit
To train students in declensions of pronouns in Sanskrit
To coach the students in the conjugation patterns of verbs in Sanskrit
To offer coaching in morpho-phonemic rules and their applications in Sanskrit

UNIT I (12 Hours)

Asmathi usmath tat kim (MFN) sarvanaam asabdaha

UNIT II (12 Hours)

Sandhi Niyamaah Abhyaash (Guna , Visarga , Dirgha , Vrddhi)

UNIT III (12 Hours)

Lang lakaarah Kriyapadaani Prayoga Vivaranam

UNIT IV (12 Hours)

Raguvamsaha Pratama sargaha   (1 -15 slokas)

UNIT V (12 Hours)

Suvacanani Vakya Prayoga Vivaranam

Teaching Methodology	Videos, PPT, Blackboard, Demonstration, Exercises

Books for Study
1. Saralasamkritham Skisha. (2021).
2. Dhaatu Manjari. (2021).

Books for Reference
1. Paindrapuram Ashram, Srirangam. (2019).
2. Vadhyar, R. S., & Sons, Book - Seller and Publishers. (2021).
3. Kulapthy, K. M. (2018). *Saral Sanskrit Balabodh*. Bharathiys Vidya Bhavan.

Websites and eLearning Sources
1. https://www.meritnation.com
2. https://www.aplustopper.com
3. https://mycoaching.in/lang-lakar
4. https://sanskritdocuments.org/sites/giirvaani/giirvaani/rv/sargas/01_rv.htm
5. https://resanskrit.com/blogs/blog-post/sanskrit-shlok-popular-quotes-meaning-hindi-english

Course Outcomes		
CO No.	**CO-Statements**	**Cognitive Levels (K - Level)**
	On successful completion of this course, students will be able to	
CO1	Remembering names of different objects, remembering different verbal forms and sandhi	K1
CO2	Contrast different verbal forms Explain good sayings, Relate good saying to life.	K2
CO3	Apply and build small sentences	K3
CO4	Analyze different forms of Verbs and nouns	K4
CO5	Appreciate subhashitas and Sanskrit poetry	K5

Relationship Matrix											
Semester	**Course Code**		**Title of the Course**							**Hours**	**Credits**
2	**23USA21GL02**		Sanskrit - 2							**4**	**3**
Course Outcomes	**Programme Outcomes (POs)**					**Programme Specific Outcomes (PSOs)**					**Mean Scores of COs**
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	
CO1	2	1	3	2	2	2	3	3	2	1	**2.1**
CO2	3	2	3	2	2	3	2	3	3	2	**2.5**
CO3	2	2	3	2	2	2	2	3	3	1	**2.1**
CO4	3	2	3	3	1	2	3	3	3	1	**2.4**
CO5	3	2	2	2	3	2	2	3	3	1	**2.3**
										Mean Overall Score	**2.28 (High)**

Semester	Course Code	Title of the Course	Hours/Week	Credits
2	23UEN22GE02	General English - 2	5	3

Course Objectives
To develop an expanded and specialised vocabulary related to diverse themes such as education, entertainment, career, and society through activities like word grids, reading, and discussions.
To enhance problem-solving abilities through activities like debates, role-playing, and scenario analysis.
To enable students to express ideas with precision and clarity by practising different forms of expressing quality, comparison, and actions in various contexts.
To equip students with language skills relevant to professional settings.
To encourage students to explore language as a tool for creative expression and communication.

UNIT I   **(15 Hours)**
01. Education Word Grid
02. Reading Problems and Solutions
03. Syllabification
04. Forms for Expressing Quality
05. Expressing Comparison
06. Monosyllabic Comparison
07. Di/polysyllabic Comparison
08. The Best Monosyllabic Comparison
09. The Best Di/Polysyllabic Comparison
10. Practising Quality Words

UNIT II   **(15 Hours)**
11. Wh Words
12. Yes/No Recollection
13. Unscramble Wh Questions
14. Wh Practice
15. Education and the Poor
16. Controlled Role Play
17. Debate on Education
18. Education in the Future
19. Entertainment Word Grid
20. Classify Entertainment Wordlist
21. Guess the Missing Letter
22. Proverb-Visual Description
23. Supply Wh Words
24. Rearrange Questions
25. Information Gap Questions

UNIT III   **(15 Hours)**
26. Asking Questions
27. More about Actions
28. More about Actions and Uses
29. Crime Puzzle
30. Possessive Quiz
31. Humourous News Report
32. Debate on Media and Politics
33. Best Entertainment Source

UNIT IV   **(15 Hours)**
34. Career Word Grid
35. Job-Related Wordlist
36. Who's Who?
37. People at Work
38. Humour at Workplace
39. Profession in Context
40. Functions and Expressions
41. Transition Fill-in
42. Transition Word Selection
43. Professional Qualities
44. Job Procedures
45. Preparing a Resume
46. Interview Questions
47. Job Cover Letter Format
49. Emailing an Application
50. Mock Interview

UNIT V   **(15 Hours)**
51. Society Word Grid
52. Classify Society Wordlist
53. Rearrange the Story
54. Storytelling
55. Story Cluster
56. Words Denoting Time
57. Expressing Time
58. What Can You Buy?
59. Noise Pollution
60. Positive News Headlines
61. Negative News Headlines
62. Matching Conditions
63. What Would You Do?
64. If I were the Prime Minister
65. My Dream Country

Teaching Methodology	Lecture Method, Use of ICT Tools and Interactive method

Book for Study
1. Joy, J.L. & Peter, F.M. (2014). *Let's Communicate 2*, Trinity Press.

Books for Reference
1. Ahrens, Sönke. (2017). *How to Take Smart Notes: One Simple Technique to Boost Writing, Learning and Thinking*. Create Space.
2. Aspinall, Tricia. (2002). *Test Your Listening*. Pearson.
3. Bailey, Stephen. (2004). *Academic Writing: A Practical Guide for Students*. Routledge.
4. Fitikides, T.J. (2002). *Common Mistakes in English,* (6th Ed.). Longman
5. Wainwright., Gordon. (2007). *How to Read Faster and Recall More: Learn the Art of Speed Reading with Maximum Recall,* (3rd Ed.). How to Books.

Websites and eLearning Sources
1. https://learnenglish.britishcouncil.org/
2. https://oneminuteenglish.org/en/best-websites-learn-english/
3. https://www.dailywritingtips.com/best-websites-to-learn-english/

Course Outcomes		
CO No.	**CO-Statements** On successful completion of this course, students will be able to	**Cognitive Levels (K - Level)**
CO1	write paragraphs with apt punctuation marks	**K1**
CO2	discuss basic issues with friends, relatives and members of the family	**K2**
CO3	use polite expressions in appropriate ways	**K3**
CO4	evaluate the language and communication aspects of the topics	**K4**
CO5	create and produce various forms of communication, including professional documents like resumes and cover letters, debates	**K5**

Relationship Matrix											
Semester	**Course Code**		**Title of the Course**						**Hours**	**Credits**	
2	**23UEN22GE02**		**General English - 2**						**5**	**3**	
Course Outcomes	**Programme Outcomes (POs)**					**Programme Specific Outcomes (PSOs)**					**Mean Score of COs**
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	
CO1	2	3	2	2	3	2	3	2	3	2	**2.4**
CO2	2	2	3	2	3	3	2	3	2	2	**2.3**
CO3	2	3	2	3	2	2	3	2	3	2	**2.4**
CO4	2	2	3	2	3	3	2	3	2	3	**2.5**
CO5	2	2	2	3	2	2	2	3	2	2	**2.2**
									Mean Overall Score		**2.36 (High)**

Semester	Course Code	Title of the Course	Hours/Week	Credits
2	23UEN23CC03	**Core Course - 3:** Renaissance Literature (1340-1602)	6	4

Course Objectives
To comprehend the social, historical, economic, political and religious background of the medieval age.
To learn the major writers and the works of the renaissance period.
To enrich the students with the literary devices, style and techniques popular of the age.
To understand the impact of renaissance on English Literature.
To help the students learn the different themes and characteristic features of the age.

UNIT I: Poetry (Detailed) (18 Hours)
1. Geoffrey Chaucer (1343-1400) : "Canterbury Tales" - General Prologue, The Knight, The Friar, The Nun, The Pardoner, The Doctor of Physique.
2. Thomas Wyatt (1503-1542) : "I Find No Peace"
3. Earl of Surrey (1517-1547) : "My Friend, The Things that Do Attain"

UNIT II: Poetry (Non-Detailed) (18 Hours)
4. Edmund Spenser (1582-1599) : "Epithalamion"
5. Philip Sidney (1554-1586) : "Astrophel and Stella" (1 and 2)
6. Shakespeare (1564-1616) : Sonnet 116
7. Ben Jonson (1572 -1637) : " Song to Celia"

UNIT III: Prose (Detailed) (18 Hours)
8. Francis Bacon (1561 -1626) : "Of Studies"
"Of Ambition"

UNIT IV: Drama (Detailed) (18 Hours)
9. Shakespeare (1564-1616) : *The Tempest*

UNIT V: Drama (Non-Detailed) (18 Hours)
10. Thomas Kyd (1558-1594) : *The Spanish Tragedy*
11. Christopher Marlowe (1564-1593): *Jew of Malta*

Teaching Methodology	Lecture Method, Use of ICT Tools and Interactive method

Books for Study
1. Green, D. (Ed.). (2012). *The Winged Word*. Macmillan.
2. Abrams, M. H., et al., (Ed.). (1962). *Norton Anthology of English Literature*. Vols. 1 & 2., W.W. Norton & Company.
3. (1994). *The Oxford Companion to Poetry in English*. Oxford UP.
4. Roberts, M. (Ed.). (2000). *Faber Book of Modern Verse*. Milestone Publication.

Books for Reference
1. Cody, S. (1903). *A Selection from the Best English Essays Illustrative of the History of English Prose Style*. A.C. McClurg & Company.
2. Whiteridge, A. et al., (Ed.). (2005). *An Oxford Anthology of English Prose*. Oxford UP, Digital Publication.
3. Allen, J. (1998). *Masters of British Drama*. Citadel.
4. Dawson, S. W. (1980). *Drama and the Dramatist*. Milestone Publication.
5. Fermor, U. Marvell. (1946). *The Frontiers of Drama*. Methuen.

Websites and eLearning Sources

1. https://courses.lumenlearning.com/
2. https://sites.udel.edu/britlitwiki/
3. https://lrcapuana.com/
4. https://readgreatliterature.com/

CO No.	CO-Statements	Cognitive Levels (K-Level)
	Course Outcomes	
	On successful completion of this course, students will be able to	
CO1	describe the historical background and knowledge about the medieval age	K1
CO2	discuss the major writers and the works of this period	K2
CO3	apply the literary devices, style and techniques used in the different genres during this period	K3
CO4	analyze the impact of renaissance on English literature	K4
CO5	identify the different themes and characteristics of renaissance literature	K5

Relationship Matrix											
Semester	**Course Code**		**Title of the Course**							**Hours**	**Credits**
2	23UEN23CC03		**Core Course - 3:** Renaissance Literature (1340-1602)							6	4
Course Outcomes	**Programme Outcomes (POs)**					**Programme Specific Outcomes (PSOs)**					**Mean Score of COs**
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	2	3	1	2	1	2	3	3	2	3	2.2
CO2	1	3	1	2	2	2	3	2	3	3	2.2
CO3	2	3	1	2	2	3	3	1	1	2	2.0
CO4	2	3	2	2	3	1	2	2	3	3	2.3
CO5	2	3	2	3	2	1	3	3	3	3	2.5
								Mean Overall Score			2.24 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
2	23UEN23CC04	**Core Course - 4:** English Literary Forms and Terms	5	4

Course Objectives
To help students identify the different literary genres and literary forms and terms
To make students interpret the literary styles and its nuances present in the literary works
To help students illustrate the different forms in literary works
To help students classify the various literary forms, types, styles and devices used in literary works
To help students evaluate and analyse various literary forms, types, styles and devices

UNIT I (15 Hours)
1. **Poetry:** Definition, Types- Subjective and Objective Poetry-the Lyric- the Ode- the Sonnet-the Elegy- the Ballad-the Satire, Limerick, Haiku Stanza
2. **Forms:** The Heroic Couplet, the Terza Rima, the Villanelle, the Chaucerian Stanza of Rhyme Royal, the Ottava Rima, the Spenserian Stanza

UNIT II (15 Hours)
3. **Literary Terms-I:** Allegory, Allusion, Alliteration, Blank Verse, Free Verse, Burlesque, Conceit, Diction, Epigram, Epithet, Euphemism, Imagery, Imitation, Metaphor, Anecdote, Simile, Onomatopoeia, Sprung Rhythm, Kenning, Caesura

UNIT III (15 Hours)
4. **Drama and its Types:** The Origin and Growth of English Drama, Tragedy, Comedy, Tragi-Comedy, Farce, Melodrama, The Masque, the One Act Play, Interludes, Absurd Drama
5. **Dramatic Devices:** Dramatic Irony, Aside, Soliloquy, Expectation, Stage Directions, Expressionism, Flat and Round Character, Catastrophe, Catharsis, Climax, Comic Relief, Four Humours

UNIT IV (15 Hours)
6. **Literary Terms-II:** Myth, Objective Correlative, Parable, Parody, Pastoral, Pathetic Fallacy, Pathos, Personification, Plot, Poetic Justice, Problem Plays, Pun, Rhetoric, Sarcasm, Stream of Consciousness, Dramatic Monologue, Vignette, Tragic Flaw, Three Unities, Wit

UNIT V (15 Hours)
7. **Fiction-Prose Types:** The Essay, the Novel, the Short Story, Biography, Autobiography, Memoir, Criticism, Style

Teaching Methodology	Lecture Method, Use of ICT Tools and Interactive method

Books for Study
1. Prasad, B. (1999). *A Background to the study of English Literature for Indian Students*. Macmillan.
2. Abrams, M.H. (2008). *A Glossary of Literary Terms*. Cleanage.

Books for Reference
1. Baldick, C. (2005). *Oxford Book of Literary Terms*. OUP.
2. Childs, P., & Roger, F. (2006). *The Routledge Dictionary of Literary Terms*. Routledge.
3. Hudson., & Henry, W. (2006). *An Introduction to the Study of Literature*. Chennai, Atlantic.
4. Greenblatt, S., et al. (2012). *Norton Anthology Literary Forms and Terms*. Vol. D. (9th Ed.). Norton.
5. Drabble, N. Ed. (2000). *The Oxford Companion to English Literature*. (6th Ed.). OUP.

Websites and eLearning Sources
1. http://www.english.cam.ac.uk/classroom/terms.htm

2. http://www.litcharts.com/literary-devices-and-terms

3. http://www.henneman.uk/aqa-study-guide-resources-gcse-a-level/literary-terms/

Course Outcomes		
CO No.	**CO-Statements** On successful completion of this course, students will be able to	**Cognitive Levels (K - Level)**
CO1	identify the different literary genres and literary forms and terms	**K1**
CO2	interpret the literary styles and its nuances present in the literary works	**K2**
CO3	illustrate the different forms in literary works	**K3**
CO4	classify the various literary forms, types, styles and devices used in literary works	**K4**
CO5	evaluate and analyse various literary forms, types, styles and devices	**K5**

Relationship Matrix											
Semester	**Course Code**		**Title of the Course**					**Hours**		**Credits**	
2	**23UEN23CC04**		**Core Course - 4:** English Literary Forms and Terms					**5**		**4**	
Course Outcomes	**Programme Outcomes (POs)**					**Programme Specific Outcomes (PSOs)**					**Mean Score of COs**
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	
CO1	2	3	2	2	3	2	3	2	3	2	**2.4**
CO2	2	3	2	3	2	2	3	2	3	2	**2.4**
CO3	2	2	3	2	3	3	2	3	2	2	**2.3**
CO4	2	2	3	2	3	3	2	3	2	3	**2.5**
CO5	2	2	2	3	2	2	2	3	2	2	**2.2**
									Mean Overall Score		**2.36 (High)**

Semester	Course Code	Title of the Course	Hours/Week	Credits
2	23UEN23AC02	**Allied Course - 2:** History of English Literature	6	4

Course Objectives
To acquire knowledge of writers, their principal works, genres, periods and movements of British literature
To compare the various ideologies of different literary movements down the ages
To display the acquired knowledge in various competitive and screening examinations
To distinguish the literary careers of the various writers prescribed in the syllabi of the succeeding semesters and programmes
To categorize the different periods and movements of British Literature chronologically

UNIT I (18 Hours)

1. **Pre-Chaucerian Period** (500 – 1340) (Anglo-Saxon-Norman Period) The Birth of English Literature (The Old and Middle English), Beowulf Poets: Caedmon, Cynewulf
   Prose writer: King Alfred
2. **The Age of Chaucer** (1340– 1400) (Middle Plantagenet Period) General Characteristics of the Age
   Poets: Chaucer, John Gower, William Langland, John Barbour Prose writers: John Wycliffe, Sir Thomas Malory
   Dramatists: Nicholas Udall, Thomas Sackville

UNIT II (18 Hours)

3. **The Age of Shakespeare** (1558 – 1625) (The Elizabethan Age, Jacobean Age, The Age of Renaissance).
   The Beginning of English Drama, General Features of Elizabethan Age Poets: Edmund Spenser, John Donne – The Elizabethan Romantic Drama,
   Predecessors of Shakespeare, University Wits, Shakespeare, Ben Jonson, John Webster, Fletcher, Massinger, Play houses of Shakespearean Times
   Prose writers: John Lyly, Sir Philip Sidney, Francis Bacon
4. **The Age of Milton** (1625 – 1660) (The Puritan Age, The Caroline Age) Poets: Milton, Robert Herrick, Andrew Marvell
   Metaphysical Poets: John Donne, George Herbert, Henry Vaughan Prose Writers: Taylor, Fuller, Sir Thomas Browne

UNIT III (18 Hours)

5. **The Age of Dryden** (1660 – 1700) (The Age of Restoration) Dryden, Denham, Waller, Butler, The Rise of Modern Prose, Bunyan
6. **The Age of Pope** (The Augustan Age, (1700 – 1745) (The Queen Anne Age, The Neo- classical Age, Early Georgian Age)
   Introduction, Neoclassical Poetry, Pope
   Prose writers: Defoe, Swift, Addison and Steele
7. **The Age of Johnson** (Literature of Transition) (1745-1798) (Middle Georgian Age) Features of the Age, Johnson, Goldsmith
   Evolution and Historical Significance of the Novel, Richardson, Fielding, Smollett Poetry of Transition, Naturalism, Pre-Romanticism (Romantic Revival),
   Gray, Burns and Cowper

UNIT IV (18 Hours)

8. **The Age of Wordsworth** (The Age of Romanticism) (1798- 1832) Romantic Poetry, The Older Poets: Wordsworth, Coleridge, Southey The Younger Poets: Byron, Shelley, Keats
   Prose writers: Jeffrey, Lamb, Hazlitt Novelists: Scott, Jane Austen
9. **The Age of Tennyson** (1832 – 1887) (The Victorian Age)

Tennyson, Robert Browning, Elizabeth Browning, Arnold, Pre-Raphaelite Poetry Prose writers: Carlyle, Ruskin, Macaulay
Novelists: Dickens, Thackeray, George Eliot

UNIT V (18 Hours)
10. **The Age of Hardy** (1887-1928)
    Dramatists: Shaw, O'Casey, J.M. Synge, J.M. Barrie, John Galsworthy Novelists: Hardy, H.G. Wells, Joseph Conrad, Bennett
    Prose Writers: Robert Lynd, A.G. Gardiner
11. **The Modern Age** (1930 – 1955)
    Poets: G.M. Hopkins, T.S. Eliot, W.B. Yeats
    Novelists: Virginia Woolf, E.M. Forster, James Joyce, Somerset Maugham, D. H. Lawrence, Aldous Huxley, George Orwell, Graham Greene, Katherine Mansfield, Henry James
    Prose writers: Bertrand Russell, G.H. Chesterton Absurd Dramatists: Samuel Beckett, Harold Pinter
12. **The Postmodern Age** (1955 - the present) Poets: Carol Ann Duffy, Simon Armitage
    Prose writers: Winston Churchill, P.G. Wodehouse Playwrights: Caryl Churchill, Tom Stoppard
    Novelists: William Golding, Zadie Smith, Ian McEwan, Kazuo Ishiguro

Teaching Methodology	Group Discussion, Lecture Method

Books for Study
1. Hudson, W. H. (2013). *An Outline History of English Literature*. AITBS Publishers.
2. Carter, R., & McRae, J. (2016). *The Routledge History of Literature in English: Britain and Ireland*. Taylor & Francis.

Books for Reference
1. Albert., Edward. (1997). *History of English Literature*. New Delhi: OUP India.
2. Compton-Rickett., & Arthur. (1912). *A History of English Literature*. T.C. & E.C. Jack.
3. Hudson, W.H. (2007). *An Outline History of English Literature*. Atlantic Publishers.
4. Long, W. J. (2000). *English Literature*. New Delhi: Maple Press.
5. Baldick, C. (2001). *The Concise Dictionary of Literary Terms*. Oxford: OUP.

Websites and eLearning Sources
1. https://leverageedu.com/blog/history-of-english-literature/
2. https://www.thoughtco.com/british-literary-periods-739034
3. https://literariness.org/2018/07/18/a-brief-history-of-english-literature/

	Course Outcomes	
CO No.	**CO-Statements** On successful completion of this course, students will be able to	**Cognitive Levels (K-Level)**
CO1	acquire knowledge of writers, their principal works, genres, periods and movements of British literature	**K1**
CO2	compare the various ideologies of different literary movements down the ages	**K2**
CO3	display the acquired knowledge in various competitive and screening examinations	**K3**
CO4	distinguish the literary careers of the various writers prescribed in the syllabi of the succeeding semesters and programmes	**K4**
CO5	categorize the different periods and movements of British Literature chronologically	**K5**

Relationship Matrix										
Semester	**Course Code**		**Title of the Course**						**Hours**	**Credits**
2	**23UEN23AC02**		**Allied Course - 2:** History of English Literature						**6**	**4**
Course Outcomes	**Programme Outcomes (POs)**					**Programme Specific Outcomes (PSOs)**				**Mean Score of COs**
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	
CO1	1	3	1	1	3	2	3	3	3	3	**2.3**
CO2	3	2	1	1	3	2	3	3	2	3	**2.3**
CO3	2	3	1	2	3	2	3	3	2	3	**2.4**
CO4	3	3	1	1	2	2	3	2	2	3	**2.2**
CO5	2	3	1	1	3	2	3	2	3	3	**2.3**
									Mean Overall Score		**2.3 (High)**

Semester	Course Code	Title of the Course	Hours/Week	Credits
2	23UHE24VE02	**Value Education - 2:** Fundamentals of Human Rights	2	1

Course Objectives
To sensitize students about various human rights and their importance
To empower them with the right understanding of human rights
To enable them to understand the Fundamental rights and the duties in the constitution of India
To help them comprehend the background, principles and the articles of UDHR
To make them involved in activities to defend human rights

UNIT I: Human Rights - An Introduction (6 Hours)

Introduction- Classification of Human Rights- Scope of Human Rights-Characteristics of Human Rights - Challenges for Human Rights in the 21st Century.

UNIT II: Historical Development of Human Rights (6 Hours)

Human Rights in Pre-World War Era- Human Rights in Post-World War Era- Evolution of International Human Rights Law - the General Assembly Proclamation- Institution Building, Implementation and the Post- Cold War Period. The ICC.

UNIT III: India and Human Rights (6 Hours)

Introduction- Preamble to Indian Constitution - Classification of Fundamental Rights-Salient Features of Fundamental Rights-and Fundamental Duties.

UNIT IV: Human Rights of Women and Children (6 Hours)

Women's Human Rights- Issues related to women's rights - and Rights of Women's and Children

UNIT V: Human Rights Violations and Organizations (6 Hours)

Human Rights Violations - Human Rights Violations in India - the Human Rights Watch Report, January 2012- Human Rights Organizations - NHRC - SHRC.

Teaching Methodology	Chalk and Talk, Power point, Handouts and Group discussion

Book for Study
1. Department of Human Excellence, (2021). *Techniques of Social Analysis: Fundamentals of Human Rights.*

Books for Reference
1. Venkatachalem. (2005). *The Constitution of India*, *Giri Law House.*
2. Naik, V. & Shany, M. (2011). *Human rights education and training*, Crescent Publishing Corporation.
3. Neera, B. (2011). *Human Rights Content and Extent.* Swastika Publications.

Websites and eLearning Sources
1. https://www.un.org/en/universal-declaration-human-rights/
2. https://www.ilo.org/global/lang--en/
3. https://www.amnesty.org/en/

Course Outcomes		
CO No.	**CO-Statements**	**Cognitive Levels (K - Level)**
	On successful completion of this course, students will be able to	
CO1	Identify the importance and the values of human rights	**K1**
CO2	Understand the historical background and the development of Human Rights and the related organizations	**K2**
CO3	Apply the provisions of National and International human rights to themselves and the society	**K3**

Relationship Matrix										
Semester	**Course Code**		**Title of the Course**						**Hours**	**Credits**
2	**23UHE24VE02**		**Value Education - 2:** Fundamentals of Human Rights						**2**	**1**
Course Outcomes	**Programme Outcomes (POs)**					**Programme Specific Outcomes (PSOs)**				**Mean Score of COs**
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PSO1**	**PSO 2**	**PSO3**	**PSO 4**	**PSO5**	
CO1	3	2	1	2	2	3	2	2	2	2	**2.1**
CO2	3	2	1	2	2	3	2	2	2	2	**2.1**
CO3	3	2	2	2	2	2	3	2	1	2	**2.1**
								Mean Overall Score			**2.1 (Medium)**

Semester	Course Code	Title of the Course	Hours/Week	Credits
2	23UHE24AE01	**Ability Enhancement Compulsory Course - 2:** Environmental Studies	2	1

Course Objectives
To enable students connect themselves with nature
To Impart knowledge of the concept of Biodiversity
To create awareness of the causes and consequences of various pollution
To help them recognize the available natural resources and the need to sustain them
To enable them to Identify the environmental problems and offer alternatives by making interventions both individually and collectively

UNIT I: Introduction to Environmental Studies   **(6 Hours)**
Introduction - Scope and Importance - Subsystems of Earth - Various recycling Methods - Environmental Movements in India - Eco- Feminism - Public awareness - Suggestions to conserve environment

UNIT II: Natural Resources   **(6 Hours)**
Food Resources - Land Resources - Forest resources - Mineral Resources - Water Resources - Energy Resources

UNIT III: Ecosystems, Biodiversity and Conservation   **(6 Hours)**
General structure of ecosystem - Functions of Ecosystem - Energy flow and Ecological pyramids - Levels of Biodiversity - Hot spots of Biodiversity - Endangered and Endemic Species - Value of Biodiversity - Threats to Biodiversity - Conservation of Biodiversity

UNIT IV: Environmental Pollution   **(6 Hours)**
Air Pollution - Water Pollution - Oil Pollution - Soil Pollution - Marine Pollution - Noise Pollution - Thermal Pollution - Radiation Pollution

UNIT V: Environmental Organizations and Treatise   **(6 Hours)**
United Nations Environment Program (UNEP) - International treaties on Environmental protection - Ministry of Environment, Forest and Climate Change - Important National Environmental Acts and rules- Environmental Impact assessment - Issues deals with Population growth.

Teaching Methodology	Chalk and Talk, Power point and Field visit

Book for Study
1. Department of Human Excellence, (2021). *Environmental Studies.*

Books for Reference
1. Rathor, V.S. & Rathor B. S. (2013). *Management of Natural Resources for Sustainable Development*. Daya Publishing House.
2. Sharma P.D. (2010). *Ecology and Environment*, (8th Ed.). Rastogi Publications.
3. Agrawal, A & Gibson, C.C. (2001). *Introduction: The Role of Community in Natural Resource Conservation.* Rutgers University Press.

Websites and eLearning Sources
1. https://www.unep.org/
2. http://moef.gov.in/en/
3. https://www.ipcc.ch/reports/

Course Outcomes		
CO No.	**CO-Statements**	**Cognitive Levels (K - Level)**
	On successful completion of this course, students will be able to	
CO1	Identify the concepts related to global ecology and the environment	**K1**
CO2	Comprehend the natural resources and environmental organizations	**K2**
CO3	Apply the acquired knowledge to sensitize individuals and public about the environmental crisis	**K3**

Relationship Matrix										
Semester	**Course Code**	**Title of the Course**							**Hours**	**Credits**
2	**23UHE24AE01**	**Ability Enhancement Compulsory Course - 2:** Environmental Studies							**2**	**1**
Course Outcomes	**Programme Outcomes (POs)**					**Programme Specific Outcomes (PSOs)**				**Mean Score of COs**
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PSO1**	**PSO2**	**PSO3**	**PSO 4**	**PSO 5**	
CO1	3	2	1	2	2	3	2	2	2	2	**2.1**
CO2	3	2	1	2	2	3	2	2	2	2	**2.1**
CO3	3	2	2	2	2	2	3	2	1	2	**2.1**
								Mean Overall Score		**2.1 (Medium)**

Semester	Course Code	Title of the Course	Hours/Week	Credits
3	23UTA31GL03	**General Tamil - 3**	4	3

கற்றலின் நோக்கங்கள்
தனிப்பாடல்களின் பாடற்பொருளை அறிதல்
சிற்றிலக்கியங்களின் வகைகளையும் வகைமைகளையும் அறிதல்
இடைக்காலப் புலவர்களின் பங்களிப்பை உணர்தல்
சிற்றிலக்கியங்களின் பாடுபொருள், தனித்தன்மை, மரபு ஆகியவற்றை அறிதல்
சிற்றிலக்கியங்கள்வழி தமிழின் வளர்ச்சி நிலையை அறிதல்

அலகு – 1   *(12 மணி நேரம்)*

    ஒளவையார்
    காவிரியே தார்வேந்தன் *(16)*   **கற்றது கைமண்ணளவு** *(39)*   **மதியாதார் முற்றம்** *(42)*
    இனியது கேட்கின் *(55)*   தாயொடு அறுசுவை *(64)*
    காளமேகப் புலவர் -
    நஞ்சிருக்குத் தோலுரிக்கு நாதர்முடி*(4)*   ஓடுஞ் சுழிசுத்த முண்டமாகும் *(16)*
    அடிநந்தி சேர்தலால் ஆகம் *(22)*   செருப்புக்கு வீரரைச் சென்றுழக்கும் *(52)*
    துதிவாணி வீரம் *(80)*
    இராமச்சந்திர கவிராயர் – **வஞ்சகர்பா நடந்தலைந்த** - *19*
    பொற்களந்தைப் படிக்காசுத் தம்பிரான் – **குட்டுதற்கோபிள்ளைப் பாண்டிய** - *21*
    தமிழ்விடுதூது,- கண்ணிகள் *19* முதல் *62* வரை
    கலிங்கத்துப்பரணி -*தேவியைப் பரவியது, பாடல் 121 முதல் 134 வரை*

அலகு - 2   *(12 மணி நேரம்)*

    முக்கூடற்பள்ளு –நாட்டுப்படலம் பாடல்கள் *19* –முதல் *27* வரை
    முத்துகுமாரசாமி பிள்ளைத்தமிழ் – அம்புலிப்பருவம் முதல் *5* பாடல்கள்
    அறிஞர் அண்ணா – வேலைக்காரி நாடகம்

அலகு - 3   *(12 மணி நேரம்)*

    திருக்குற்றாலக்குறவஞ்சி – மலைவளம் *(6 பாடல்கள்)*
    இலக்கியவரலாறு – சிற்றிலக்கியங்கள்
    நற்றமிழ்க்கோவை கட்டுரைகள் *7, 8, 9*

அலகு - 4   *(12 மணி நேரம்)*

    தாயுமானவர் திருப்பாடல்கள் – பராபரக்கண்ணி *7* முதல் *30* வரை உள்ள கண்ணிகள்
    இலக்கணம் – அணிகள்
    குணங்குடி மஸ்தான் சாகிபு – குறை இரங்கி உரைத்தல் – *7* பாடல்கள்

அலகு – 5   *(12 மணி நேரம்)*

    திருவருட்பா – திருக்கதவம் திறத்தல்
    இலக்கிய வரலாறு – இடைக்காலப் புலவர்கள், நாடகத்தமிழ்
    நற்றமிழ்க்கோவை -கட்டுரைகள் – *10, 11, 12*

கற்பித்தல் முறை	விரிவுரை *(Lecture)*, **காணொளிக் காட்சி** *(Videos)*, **விளக்கக் காட்சி** *(PPT presentation)*

பாட நூல்கள்

1. தமிழாய்வுத்துறை *(2023)*, பொதுத்தமிழ்-3, தூய வளனார் கல்லூரி
2. தமிழாய்வுத்துறை *(2021)*, நற்றமிழ்க்கோவை, தூய வளனார் கல்லூரி

பார்வை நூல்கள்

1. செயராமன் ந.வீ. *(1967)*,சிற்றிலக்கியச் செல்வம், மணிவாசகர் பதிப்பகம்
2. பொன்னுசாமி *(2023)*, சிற்றிலக்கிய வரலாறு, இரண்டு தொகுதிகள்,பாரிநிலையம்
3. சண்முகம் பிள்ளை மு. *(2022)*, சிற்றிலக்கிய வகைகள், மணிவாசகர் பதிப்பகம்

Websites and eLearning Sources

1. https://ta.wikipedia.org/wiki/
2. https://www.britannica.com/science/Siddha-medicine
3. https://nischennai.org/main/siddha-medicine/

4. https://tamil.hindustantimes.com/
5. https://www.tamiluniversity.ac.in/english/library2-/digital-library/
6. https://www.tamilelibrary.org/
7. www.projectmadurai.or
8. http://www.tamilvu.org/ta/library-libcontnt-273141
9. https://www.tamildigitallibrary.in/
10. https://noolaham.org/

Course Outcomes		
CO No.	**CO-Statements** இப்பாடத்தின் நிறைவில் மாணவர்கள்	**Cognitive Levels (K - Level)**
CO1	இடைக்காலப் புலவர்களின் பாட்டுதிதிறனை அறிந்து கொள்வர்	**K1**
CO2	சிற்றிலக்கிய வகைகளையும் வகைமைகளையும் அறிந்து கொள்வர்	**K2**
CO3	பள்ளு, பரணி, பிள்ளைத்தமிழ், குறவஞ்சி போன்ற இலக்கியங்கள் வழி வீரம், பக்தி, காதல் உணர்வை அறிந்து கொள்வர்	**K3**
CO4	சிற்றிலக்கியங்களின்அமைப்பு பாட்டு வடிவங்களை அறிந்து கொள்வர்	**K4**
CO5	இடைக்காலத் தமிழ் வளர்ச்சி நிலையை அறிந்து கொள்வர்	**K5**

Relationship Matrix										
Semester	**Course Code**		**Title of the Course**						**Hours**	**Credits**
3	**23UTA31GL03**		General Tamil - 3						**4**	**3**
Course Outcomes	**Programme Outcomes (POs)**					**Programme Specific Outcomes (PSOs)**				**Mean Scores of COs**
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	
CO1	3	2	2	3	2	3	2	3	3	2	**2.5**
CO2	2	2	2	3	3	2	2	3	3	2	**2.4**
CO3	3	3	2	3	3	2	2	3	3	3	**2.7**
CO4	3	2	2	3	2	3	2	3	2	3	**2.5**
CO5	2	3	2	3	2	3	2	3	2	3	**2.5**
									Mean Overall Score		**2.52 (High)**

Semester	Course Code	Title of the Course	Hours/Week	Credits
3	23UFR31GL03	French - 3	4	3

Course Objectives
To analyse the French clothing with respect to its culture
To apply prepositions and understand its usages
To analyse a contemporary text in present tense
To evaluate the French festivals and compare with their own cultural context
To apply the past tense using simple conversation

UNIT I   (12 Hours)

- TITRE: Vivre la ville
- GRAMMAIRE : la comparaison, les prépositions avec les noms géographiques, les pronoms personnels COI, le pronom y (le lieu)
- LEXIQUE : se repérer sur un plan de ville, la ville, les lieux de la ville
- PRODUCTION ORALE : demander et indiquer une direction dans un dialogue
- PRODUCTION ECRITE : décrire votre ville natale, créez les affiches en appréciant votre ville

UNIT II   (12 Hours)

- TITRE: Visiter une ville
- GRAMMAIRE : la position des pronoms compléments, les verbes du premier groupe en – ger et – cer, les verbes ouvrir et accueillir
- LEXIQUE : dire les informations sur une ville de votre choix, les transports, les points cardinaux, les prépositions de lieu
- PRODUCTION ORALE : Indiquer le chemin
- PRODUCTION ECRITE : Demander des renseignements touristiques

UNIT III   (12 Hours)

- TITRE: On vend ou on garde
- GRAMMAIRE : la formation du pluriel, les adjectifs de couleurs, l'adjectif beau, nouveau, vieux
- LEXIQUE : savoir comment s'habiller des grandes occasions, les couleurs, les formes, les matériaux
- PRODUCTION ORALE : comprendre une présentation de catalogues vestimentaires en France
- PRODUCTION ECRITE : adresser des souhaits à quelqu'un

UNIT IV   (12 Hours)

- TITRE: Ventes d'autrefois, ventes d'aujourd'hui
- GRAMMAIRE : les pronoms relatifs qui et que, l'imparfait, les verbes connaître, écrire, mettre et vendre, la question avec inversion
- LEXIQUE : comprendre la description de personnes dans un extrait de roman, les mesures, l'informatique
- PRODUCTION ORALE : imaginez un dialogue avec un personnage célèbre. Utilisez l'inversion.
- PRODUCTION ECRITE : écrire une biographie en utilisant les pronoms relatifs

UNIT V (12 Hours)

- TITRE: Félicitations! / On voyage!
- GRAMMAIRE : les pronoms démonstratifs, les articles : particularités, les pronoms interrogatifs variables : lequel, les adverbes de manières, les verbes recevoir et conduire
- LEXIQUE : les moyens de transports, les voyages, les fêtes, l'aéroport et l'avion, la gare et le train, l'hôtel
- PRODUCTION ORALE : Présenter ses vœux–
- PRODUCTION ECRITE : Faire une réservation

Teaching Methodology	PPT Presentation, Seminar, Video Assignments

Book for Study
1. Dauda, P., Giachino, L., & Baracco, C. (2016). *Generation A1*. Didier.

Books for Reference
1. Girardet, J., & Pecheur, J. (2017). *Echo A1*. (2nd Ed.). CLE International.
2. Mérieux, R., & Loiseau, Y. (2012). *Latitudes A1*. Didier.
3. Fournier, I. (2011). *Talk French*. Goyal Publishers.

Websites and eLearning Sources
1. https://francais.lingolia.com/en/grammar/prepositions
2. https://www.lawlessfrench.com/grammar/present-tense/
3. https://www.thoughtco.com/textures-french-adjectives-and-expressions-1368980
4. https://study.com/academy/lesson/past-tense-in-french.html
5. https://absolutely-french.eu/french-celebrations/?lang=en

	Course Outcomes	
CO No.	**CO-Statements** On successful completion of this course, students will be able to	**Cognitive Levels (K - Level)**
CO1	Relate colours, materials and shapes to the french clothing.	**K1**
CO2	Select appropriate prepositions in giving directions.	**K2**
CO3	construct a text in present tense using different verbs.	**K3**
CO4	examine the travel manners and celebrations of the French.	**K4**
CO5	justify the usage of past tense in a biography.	**K5**

Relationship Matrix											
Semester	**Course Code**		**Title of the Course**							**Hours**	**Credits**
3	**23UFR31GL03**		French - 3							**4**	**3**
Course Outcomes	**Programme Outcomes (POs)**					**Programme Specific Outcomes (PSOs)**					**Mean Score of COs**
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	
CO1	2	1	2	2	3	2	3	1	2	3	**2.1**
CO2	3	2	3	3	1	2	1	2	2	3	**2.2**
CO3	2	1	3	2	2	3	1	3	2	2	**2.1**
CO4	3	1	3	2	3	3	3	1	2	3	**2.4**
CO5	3	2	3	2	2	3	3	2	2	1	**2.3**
									Mean Overall Score		**2.22 (High)**

Semester	Course Code	Title of the Course	Hours/Week	Credits
3	23UHI31GL03	Hindi - 3	4	3

Course Objectives
To appreciate the features of Modern Hindi Prose
To understand the Hindi literature in association with the contemporary requirements
To enable the students to develop their effective communicative skills in Hindi
To strengthen the language competence among the students
To empower the students with globally employable soft skills

UNIT I (12 Hours)

- Tera Sneh Na Khooon
- Samband Bodak
- Reethikal - Namakarn
- Tense

UNIT II (12 Hours)

- Himadri Thung Sring Se
- Paribakshik Shabdavali
- Smuchaya Bodak
- Reethikal - Samajik Paristhithiyam

UNIT III (12 Hours)

- Insan Our Kuthae
- Vismayadi Bodak
- Reethikal - Sahithyik Paristhithiyam
- Reethikal - Salient Features

UNIT IV (12 Hours)

- Shokgeeth
- Avikary Shabdh
- Reethikal - Main Divisions
- Social Media and Modern World

UNIT V (12 Hours)

- Reethikal - Visheshathayem
- Anuvad
- Bahoo Ki Vidha (One Act Play)

Teaching Methodology	Videos, PPT, Quiz, Group Discussion, Case Based Problem Solving

Books for Study
1. Jain, S.K. (2019). *Anuwad: Siddhant Evam Vyavhar*. Kailash Pustak Sadan.
2. Gupth, K. M. (2020). *Hindi Vyakaran*, Anand Prakashan.
3. Bosalae, S. (2020). *kavya sarang*. Rajkamal Prakashan.

Books for Reference
1. Ramdev. (2016). *Vyakaran Pradeep*. Hindi Bhavan.

2. Singh, L.P. (2017). *Kavya Ke Sopan*. Bharathy Bhavan Prakashan.

3. Shukla, A.R. (2021). *Hindi Sahitya Ka Itihas*, Prabhat Prakashan.

4. Gosamy, K. (2016). *Anuvad vigyan ki Bhumika*. Rajkamal Prakashan.

Websites and eLearning Sources

1. https://www.hindwi.org/poets/jaishankar-prasad/all

2. https://youtu.be/e9wK-pYfVPc

3. https://www.amarujala.com/kavya/sahitya/sumitranandan-pant-best-hindi-poems

4. https://mycoaching.in/samuchchay-bodhak-kya-hai

5. https://www.subhshiv.in/2021/06/avikari-shabd.html

Course Outcomes		
CO No.	**CO-Statements** On successful completion of the course, the student will able to	**Cognitive Levels (K - Level)**
CO1	find out the dialects of Hindi language.	**K1**
CO2	compare the poems of Sumithra Nandanpanth, Prasad & Bachan in Context with their experience of life.	**K2**
CO3	illustrate the importance given to family ethics by the youth in the modern period according to "Bahoo Ki vidha" One Act play.	**K3**
CO4	categorize the poetics in some selective poems.	**K4**
CO5	justify the social & political conditions of Devotional period in Hindi Literature.	**K5**

Relationship Matrix										
Semester	**Course Code**		**Title of the Course**			**Hours**		**Credits**		
3	23UHI31GL03		Hindi - 3			4		3		
Course Outcomes	**Programme Outcomes (POs)**					**Programme Specific Outcomes (PSOs)**				**Mean Score of COs**
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	
CO1	3	2	3	3	2	3	2	1	3	2	**2.4**
CO2	3	2	3	2	2	3	2	3	2	3	**2.5**
CO3	3	2	2	3	1	3	2	3	2	3	**2.4**
CO4	2	3	3	2	3	2	3	3	2	1	**2.4**
CO5	3	2	2	3	3	2	1	3	2	3	**2.4**
Mean Overall Score											**2.42 (High)**

Semester	Course Code	Title of the Course	Hours/Week	Credits
3	23USA31GL03	Sanskrit - 3	4	3

Course Objectives
To introduce simple poetry in Sanskrit
To give an exposure to the Vedas and Vedangas
To acquaint students with epics and puranas
To train students in conjugation of verbs in future tense
To introduce Upasarga-s and their role in verb formations

UNIT I (12 Hours)

Ramodantam , Balakandam (1-15 verses)

UNIT II (12 Hours)

Ramodantam, Balakandam (15-30 verses)

UNIT III (12 Hours)

Vedas - Vedangas vivaranam

UNIT IV (12 Hours)

Asta dasha Purana and Dashopanishads

UNIT V (12 Hours)

Upasargas and Bhavishyat Kaalah Vakya Prayoga

Teaching Methodology	Videos, PPT, Blackboard, Demonstration, Exercises

Books for Study
1. Vedic literature
2. Ramodantam

Books for Reference
1. Parameshwara. (2018). *Ramodantam*. LIFCO Chennai.
2. Vadhyar, R. S., & Sons. (2019). *History of Sanskrit Literature*, Book - sellers and publishers , Kalpathu ,Palghat, Kerala , south India.
3. Kulapathy, K.M Saral *Sanskrit Balabodh, Bharathita vidya bhavan*, Munshimarg.

Websites and eLearning Sources
1. https://www.scribd.com/doc/210917188/Sri-Ramodantam-Sanskrit-Text-With-English-Translation
2. http://www.sushmajee.com/ms-ppp/text/ved-notes.pdf
3. https://occr.org.in/publication/Vedanga.pdf
4. https://www.forgottenbooks.com/en/download/TheThirteenPrincipalUpanishadsTranslatedFromtheSanskrit_10017247.pdf
5. https://www.learnsanskrit.org/guide/uninflected-words/the-upasarga/

Course Outcomes		
CO No.	**CO-Statements** On successful completion of this course, students will be able to	**Cognitive Levels (K - Level)**
CO1	Remember Characters and events of Ramayana	K1
CO2	Understand social ethics and moral duties.	K2
CO3	Apply the values learnt, in day to day life	K3
CO4	Appreciate the Vedic Philosophy	K4
CO5	Evaluate and create new words with upasargas	K5

Relationship Matrix											
Semester	**Course Code**		**Title of the Course**							**Hours**	**Credits**
3	**23USA31GL03**		Sanskrit - 3							**4**	**3**
Course Outcomes	**Programme Outcomes (POs)**					**Programme Specific Outcomes (PSOs)**					**Mean Scores of COs**
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	
CO1	1	2	2	3	3	3	3	3	2	1	2.3
CO2	3	3	2	3	3	2	2	3	3	3	2.7
CO3	3	3	1	3	3	1	1	3	3	3	2.4
CO4	2	2	1	2	3	2	2	3	2	1	2.0
CO5	3	3	2	3	2	2	3	3	3	2	2.6
									Mean Overall Score		**2.4 (High)**

Semester	Course Code	Title of the Course	Hours/Week	Credits
3	23UEN32GE03	General English - 3	5	3

Course Objectives
To develop strategies to enhance reading skills through teacher-led practices, promoting comprehension, critical analysis, and creative engagement with various genres.
To strengthen informal and formal letter writing skills.
To analyze and appreciate different literary forms, including anecdotes, biographies, poems, and prose, fostering critical thinking and creative expression.
To practice applying grammatical structures, including the simple future and future continuous tenses, in writing tasks.
To engage in critical discussions through reading and writing about societal issues.

UNIT I: Suggestions to Develop Your Reading Habit (13 Hours)
1.0 Introduction
1.1 Objectives
1.2 Listening and Reading Skills through Teacher-led Reading Practice
1.3 Glossary
1.3.1 Words
1.3.2 Phrases
1.4 Reading Comprehension
1.5 Critical Analysis
1.6 Creative Task
1.7 General Writing Skill: Letter Writing: Informal
1.8 Grammar: Simple Present Tense

UNIT II: The Secret of Success: An Anecdote (13 Hours)
1.9 Introduction
2.0 Objectives
2.1 Listening and Reading Skills through Teacher-led Reading Practice
2.2 Glossary
2.3.1 Words
2.3.2 Phrases
2.4 Reading Comprehension
2.5 Critical Analysis
2.6 Creative Task
2.7 General Writing Skills: Letter Writing: Formal
2.8 Grammar: Present Continuous Tense

UNIT III: The Impact of Liquor Consumption on the Society (13 Hours)
2.9 Introduction
3.0 Objectives
3.1 Listening and Reading Skills through Teacher-led Reading Practice
3.2 Glossary
3.3.1 Words
3.3.2 Phrases
3.4 Reading Comprehension
3.5 Critical Analysis
3.6 Creative Task
3.7 General Writing Skills: Letter to Newspaper
3.8 Grammar: Simple Past Tense

UNIT IV: Dr. A.P.J. Abdul Kalam: A Short Biography   **(12 Hours)**
3.9 Introduction
4.0 Objectives
4.1 Listening and Reading Skills through Teacher-led Reading Practice
4.2 Glossary
4.3.1 Words
4.3.2 Phrases
4.4 Reading Comprehension
4.5 Critical Analysis
4.6 Creative Task
4.7 General Writing Skill: Write a letter applying for a job
4.8 Grammar: Past Continuous Tense

UNIT V: Golden Rule: A Poem   **(12 Hours)**
4.9 Introduction
5.0 Objectives
5.1 Listening and Reading Skills through Teacher-led Reading Practice
5.2 Glossary
5.3.1 Words
5.3.2 Phrases
5.4 Reading Comprehension
5.5 Critical Analysis
5.6 Creative Task
5.7 Grammar: Simple Future Tense
5.8 General Writing Skill: Circular-Writing

UNIT VI: Hygiene   **(12 Hours)**
5.9 Introduction
6.0 Objectives
6.1 Listening and Reading Skills through Teacher-led Reading Practice
6.2 Glossary
6.3.1 Words
6.3.2 Phrases
6.4 Reading Comprehension
6.5 Critical Analysis
6.6 Creative Task
6.7 General Writing Skill: Writing an Agenda for a Meeting
6.8 Grammar: Future Continuous Tense

Teaching Methodology	Lecture Method, Use of ICT Tools and Interactive method

Book for Study
1. Jayraj., & Arul, S.J. et al. (2016). *Trend-Setter*: *An Interactive General English Textbook for Undergraduate Students*. Trinity.

Course Outcomes		
CO No.	**CO-Statements** On completion of this course, students will be able to	**Cognitive Levels (K - Level)**
CO1	recall and explain the fundamental components of English language and grammar.	**K1**
CO2	demonstrate their understanding of various texts by summarizing, paraphrasing, and interpreting the contents.	**K2**
CO3	apply their language and comprehension skills to create written communication.	**K3**
CO4	critically analyze the texts presented in the course.	**K4**
CO5	synthesize the language and grammar knowledge to compose creative tasks	**K5**

Relationship Matrix											
Semester	**Course Code**		**Title of the Course**							**Hours**	**Credits**
3	**23UEN32GE03**		General English - 3							**5**	**3**
Course Outcomes	**Programme Outcomes (POs)**					**Programme Specific Outcomes (PSOs)**					**Mean Scores of COs**
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	
CO1	2	3	2	2	3	2	3	2	3	2	**2.4**
CO2	2	2	3	2	3	3	2	3	2	2	**2.3**
CO3	2	3	2	3	2	2	3	2	3	2	**2.4**
CO4	2	2	3	2	3	3	2	3	2	3	**2.5**
CO5	2	2	2	3	2	2	2	3	2	2	**2.2**
									Mean Overall Score		**2.36 (High)**

Semester	Course Code	Title of the Course	Hours/Week	Credits
3	23UEN33CC05	**Core Course - 5:** Jacobean to Restoration Literature (1603-1659)	6	4

Course Objectives
To enable the students to recognise and appreciate the various works in Jacobean literature
To enable the students to comprehend the characteristic features of Jacobean Literature
To equip students with the ability to analyse and apply those skills in life
To motivate the students to evaluate the literary works and to create works of their own
To enhance the analytical skills of the students while examining literature of the Jacobean Literature

UNIT I: Poetry (Detailed) (18 Hours)
1. John Donne (1572-1631)   : "A Valediction Forbidding Mourning"
2. Herrick (1591-1674)   : "To the Virgins , to Make Much of Time"
3. George Herbert (1593-1633)   : "Pulley"
4. John Milton (1608 -1674)   : "L'Allegro"

UNIT II: Poetry (Non-Detailed) (18 Hours)
5. Henry Vaughan (1621-1695)   : "The Retreat"
6. Andrew Marvell (1621-1678)   : "To His Coy Mistress"
7. John Dryden (1631-1700)   : "A Song for St. Cecilia's Day"

UNIT III: Prose (Non-Detailed) (18 Hours)
8. John Locke (1632-1704)   : "Of Perception" (Chapter IX, Book II from *Essays Concerning Human Understanding*
"Of the Degrees of Our Knowledge" (Chapter II, Book IV from *Essays Concerning Human Understanding*)

UNIT IV: Drama (Detailed) (18 Hours)
9. William Congreve (1670-1729)   : *The Way of the World*

UNIT V: Drama (Non-Detailed) (18 Hours)
10. Ben Jonson (1572-1637)   : *Every Man in His Humour*
11. John Webster (1578 – 1626)   : *The Duchess Of Malfi*

Teaching Methodology	Lecture Method, Use of ICT Tools and Interactive methodology

Books for Study
1. Green, D. (Ed). (2012). *The Winged Word*. Macmillan.
2. Anderson & Robert. *et al*. eds. (1991). *Elements of Literature* (Sixth Course).

Books for Reference
1. Abrams, M. H. *et al*. eds. (1962). *Norton Anthology of English Literature*. Vols.I & II. W.W. Norton & Company, Inc.
2. Hewett, R. P. (1969). *A Choice of Poets*. George G. Harrap & Co.
3. Karlin, D. Ed. (2002). *The Penguin Verse of Victorian Verse*. Penguin.
4. Hamilton., & Ion. Ed. (1994). *The Oxford Companion to Poetry in English*. OUP.
5. Roberts, M. Ed. (2000). *Faber Book of Modern Verse*. Milestone Publication.
6. Congreve, W. (2010). *The Way of the World*. The Eco Library.
7. Jonson, B. (2010). *Every Man in his Humour*. The Eco Library.
8. Webster, J. (2010). *The Duchess of Malfi*. The Eco Library.

Website and eLearning Sources
1. https://www.poetryfoundation.org/poems/44131/a-valediction-forbidding-mourning
2. https://www.poetryfoundation.org/poems/46546/to-the-virgins-to-make-much-of-time
3. https://www.poetryfoundation.org/poems/44370/the-pulley
4. https://www.owleyes.org/text/on-his- blindness/read/text-poem

5. https://www.poetryfoundation.org/poems/45430/the-retreat-56d2250b6cff5
6. https://www.poetryfoundation.org/poems/44688/to-his-coy-mistress
7. https://www.poetryfoundation.org/poems/44185/a-song-for-st-cecilias-day-1687
8. https://www.pepysdiary.com/diary/1666/09/02/
9. https://pgpeople.files.wordpress.com/2017/04/the-way-of-the-world.pdf
10. https://warburg.sas.ac.uk/pdf/emh105b2777740.pdf
11. https://www.fulltextarchive.com/page/The-Duchess-of-Malfi/

Course Outcomes		
CO No.	**CO-Statements** On completion of this course, students will	**Cognitive Levels (K-Level)**
CO1	describe, remember and appreciate English literary texts of the age	**K1**
CO2	comprehend and understand the literary texts of the Jacobean age with other ages	**K2**
CO3	infer and examine the impact of Jacobean Age in the sixteenth century literature	**K3**
CO4	examine the literary background of the texts and to identify the emerging genres of the Jacobean Age	**K4**
CO5	investigate the reasons behind the different features of the Jacobean age	**K5**

Relationship Matrix											
Semester	**Course Code**	**Title of the Course**								**Hours**	**Credits**
3	**23UEN33CC05**	**Core Course - 5:** Jacobean To Restoration Literature (1603-1659)								**6**	**4**
Course Outcomes	**Programme Outcomes (POs)**					**Programme Specific Outcomes (PSOs)**					**Mean Score of COs**
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	
CO1	2	3	2	2	2	2	2	3	2	2	**2.2**
CO2	3	2	2	3	2	1	2	3	2	3	**2.3**
CO3	2	2	2	3	2	2	2	3	2	2	**2.2**
CO4	3	2	3	2	2	2	1	2	2	2	**2.1**
CO5	2	3	2	3	2	3	2	2	1	2	**2.2**
									Mean Overall Score		**2.24 (High)**

Semester	Course Code	Title of the Course	Hours/Week	Credits
3	**23UEN33CC06**	**Core Course - 6:** Neoclassical Literature (1660-1798)	**7**	**6**

Course Objectives
To recognise and appreciate neoclassical literature in English literature.
To comprehend the characteristic features of neoclassical literature.
To interpret the impact of classicism on neoclassical literature.
To demonstrate the nuances of neoclassical literature.
To enhance analytical skills while examining literature of the neoclassical age.

UNIT I: Poetry (Detailed)   **(21 Hours)**
1. John Dryden (1631-1700)   : "A Song for St. Cecilia's Day"
                                         "Alexander's Feast, or the power of Music"
2. Dr. Samuel Johnson (1709-1784) : "On the Death of Dr. Robert Levet"
3. William Blake (1757-1827)   : "The Tyger"
                                         "The Lamb"
4. Robert Burns (1759-1796)   : "A Red, Red Rose"

UNIT II: Poetry (Non Detailed)   **(21 Hours)**
5. Alexander Pope (1688-1744)   : "The Rape of the Lock" (Cant III)
6. Thomas Gray (1716-1771)   : "Elegy Written in a Country Churchyard"

UNIT III: Prose   **(21 Hours)**
7. Joseph Addison (1672-1719)   : "On Friendship"
8. Richard Steele (1672-1729)   : "The Spectator Club"
9. Jonathan Swift (1667 -1745)   : "

UNIT IV: Drama (Detailed)   **(21 Hours)**
10. Oliver Goldsmith (1728-1774)   : *She Stoops to Conquer*

UNIT V: Novel   **(21 Hours)**
11. Daniel Defoe (1660-1731)   : *Robinson Crusoe*
12. Horatio Walpole (1717-1797)   : *The Castle of Otranto*

Teaching Methodology	Lecture method, Use of ICT tools, Interactive method

Books for Study
1. Dryden, John, Hooper & Richard. (1866). *Poetical Works*. Vol.3, Bell and Daldy.
2. Poets & British. (1822). *The British Poets: Including Translations*.
3. Blake, W. (2012). *Songs of Innocence and Songs of Experience*. Dover Publications.
4. Scott, D. (2009). *A Red, Red Rose. The Love Poems of Robert Burns in Original Scots and Modern English*. N.P., Lulu.com.
5. Pope, A. (1751). *The Rape of the Lock: An Heroi-comical Poem in Five Cantos*. Alexander Pope, Esq. , James Reid Leith.
6. Gray, T. (2015). *Thomas Gray's Elegy Written in a Country Churchyard, and Other Poems, Oliver Goldsmith's the Deserted Village, the Traveller, and Other Poems*. Creative Media Partners, LLC.
7. Gigante, D. (2008). *The Great Age of the English Essay: An Anthology*. Yale UP.
8. Goldsmith, O. (1864). *She Stoops to Conquer: Or the Mistakes of a Night*.
9. Sheridan, R. B. (1820). *The School for Scandal: A Comedy*.
10. Defoe, D. (2010). *Robinson Crusoe (Collins Classics)*. Harper Collins.
11. Walpole, H. (1766). *The castle of Otranto*.

Books for Reference
1. Greenblatt, S. (2018). *The Norton Anthology of English Literature, The Major Authors Volume 2*, (10th Ed.). W.W. Norton & Company.
2. Roberts, M. (2009). *The Faber Book of Modern Verse*. Faber and Faber.
3. Eagleton, T. (2013). *The English Novel: An Introduction*. Germany. Wiley.

Website and eLearning Sources
1. http://www.poetryfoundation.org/poems/43812/a-red-red-rose
2. http://www.poetryfoundation.org/poems/44185/a-song-for-st-cecilias-day-1687
3. http://www.rpo.library.utoronto.ca/poems/alexanders-feastast
4. http://www.poetryfoundation.org/poets/william-blake#tab-poems
5. http://www.poetryfoundation.org/poems/44299/elegy-written-in-a-country-churchyard
6. http://www.ourcivilisation.com/smartboard/shop/fowlerjh/indexe.htm
7. http://www.pdfdrive.com/she-stoops-to-conquer-e8066255.html
8. http://www.forgottenbooks.com/fr/download/TheSchoolforScandal_10058875.pdf
9. http://www.planetebook.com/gullivers-travels/
10. http://www.planetebook.com/robinson-crusoe/

Course Outcomes		
CO No.	**CO-Statements** On completion of this course, students will	**Cognitive Levels (K-Level)**
CO1	recognize and appreciate neoclassical literature in English Literature	**K1**
CO2	understand the characteristic feature of Neoclassical literature	**K2**
CO3	interpret the impact of classicism on neoclassical literature	**K3**
CO4	examine the socio-political, historical and cultural contexts of literary texts	**K4**
CO5	analyse the literary works of the Neoclassical Age	**K5**

Relationship Matrix											
Semester	**Course Code**	**Title of the Course**								**Hours**	**Credits**
3	**23UEN33CC06**	**Core Course - 6:** Neoclassical Literature (1660-1798)								**7**	**6**
Course Outcomes	**Programme Outcomes (POs)**					**Programme Specific Outcomes (PSOs)**					**Mean Score of COs**
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	
CO1	2	3	2	3	2	3	3	2	3	3	**2.6**
CO2	3	2	2	2	2	2	2	3	2	2	**2.2**
CO3	2	2	3	2	3	2	3	2	3	3	**2.5**
CO4	3	2	2	2	2	3	2	3	2	2	**2.3**
CO5	3	2	3	2	3	2	3	2	3	3	**2.6**
									Mean Overall Score		**2.44 (High)**

Semester	Course Code	Title of the Course	Hours/Week	Credits
3	23UEN33AO01A	**Allied Optional - 1:** Diasporic Literature	6	4

Course Objectives
To comprehend the definition of Diaspora and the different theories of diasporic literature.
To learn the major diasporic writers and their works.
To understand the different types and phases of diasporic literature.
To make the students learn the different themes and characteristic features of diaspora.
To help the students identify the style, techniques and multilingual features of diasporic writing.

UNIT I: Global Diasporas - An Introduction (18 Hours)
Four Phases of Diaspora Study
1. Classical Notions of Diasporas – Transcending the Jewish tradition
2. Victim Diasporas: Africans and Armenians
3. Labour and Imperial Diasporas: indentured Indians and the British
4. Diasporas and their Homelands: Zionists and Sikhs

UNIT II: Poetry (Detailed) (18 Hours)
5. Vikram Seth (1952-) : "The Frog and the Nightingale"
6. Saleem Peeradina (1944-) : "Slow Dance"
7. Michael Ondaatje (1943-) : "To a Sad Daughter"
8. Georgry Ivanov (1894-1958) : "Elegy"

UNIT III: Poetry (Non-Detailed) (18 Hours)
9. Meena Alexander (1951-) : "Cosmopolitan"
10. Vijay Seshadri (1954-) : Bright Copper Kettles
11. Margret Walker (1915-1998) : "For My People"
12. Joy Kogawa (1935-) : "What Do I Remember of the Evacuation"

UNIT IV: Short Story (Non-Detailed) (18 Hours)
13. Jhumpa Lahiri (1967-) : "Interpreter of Maladies" (A short story from *Interpreter of Maladies*)
14. Hanif Kureishi (1954-) : "The Assault"

UNIT V: Novel (Non-Detailed) (18 Hours)
15. V.S. Naipaul (1932-2018) : *A House for Mr. Biswas*
16. Monica Ali (1967) : *Brick Lane*
17. Attia Hosain (1913-1998) : *Sunlight on a Broken Column*
18. Caryl Philips (1958-) : *Crossing the River*

Teaching Methodology	Lecture method, Interactive method and Use of ICT tools

Books for Study
1. Peeradina, S. Ed. (2010). *Contemporary Indian Poetry in English: An Assessment and Selection.* Macmillan Pub. Pvt. Ltd.
2. Lahiri, J. (1999). *Interpreter of Maladies*. Houghton Mifflin Harcourt.
3. Naipaul, V. S. (1969). *A House for Mr. Biswas*. Penguin Books Ltd.
4. Cohen, R. (1997). *Global Diaspora: An Introduction*. London: UCL Press.
5. Braziel, J.E., & Mannur, A. (2003). *Theorizing Diaspora*. Blackwell.
6. Kim, D. B. (2002). *Defining Diaspora, Refining a Discourse, Diaspora*.
7. Hall, S. (1993). *Cultural Identity and Diaspora*. Harvester Wheatsheaf.

Books for Reference
1. Jain, J. (2003). *Writers of the Indian Diaspora.* Rawat Publications.
2. Natarajan, N. (1996). *Handbook of Twentieth-Century Literatures of India*. Greenwood Publishing Group.
3. Ralph, J. R. C. (2000). *Shifting Continents/Colliding Cultures: Diaspora Writing of the Indian*

Subcontinent. Rodopi Bv Editions.
4. Singh, Jaspal, K., Chetty & Rajendra. Eds. (2010). *Transnationalisms and Diasporas*. Oxford.

Website and eLearning Sources

1.http://www.warscapes.com/poetry/poems-diaspora
2.http://www.oxfordre.com/literature/view/10.1093/acrefore/9780190201098.001.0001/acrefore-9780190201098-e-1119
3.http://www.joykogawa.ca/what-
4.http://www.litcharts.com/lit/brick-lane/summary

	Course Outcomes	
CO No.	**CO-Statements**	**Cognitive Levels (K-Level)**
	On completion of the course, students will	
CO1	describe the meaning of diaspora and relate to the different theories of diasporic literature	**K1**
CO2	outline the major diasporic writers and review their major works	**K2**
CO3	illustrate the different types and phases of diasporic literature	**K3**
CO4	analyze the different themes and characteristics of diasporic writing such as Partition, Independence, caste, marginality, globalization, religion, secularism, colonialism and post colonialism	**K4**
CO5	identify the multilingual features of diasporic writing	**K5**

Relationship Matrix											
Semester	**Course Code**		**Title of the Course**							**Hours**	**Credits**
3	**23UEN33AO01A**		**Allied Optional - 1:** Diasporic Literature							**6**	**4**
Course Outcomes	**Programme Outcomes (POs)**					**Programme Specific Outcomes (PSOs)**					**Mean Score of COs**
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PS O5**	
CO1	3	3	2	3	2	2	3	2	2	3	**2.5**
CO2	3	3	2	2	2	1	2	1	2	2	**2.0**
CO3	3	3	2	3	2	2	3	1	3	2	**2.4**
CO4	3	3	2	2	3	2	3	3	2	2	**2.5**
CO5	3	2	3	2	1	3	3	2	2	2	**2.3**
										Mean Overall Score	**2.34 (High)**

Semester	Course Code	Title of the Course	Hours/Week	Credits
3	23UEN33AO01B	**Allied Optional - 1:** Subaltern Literature	6	4

Course Objectives
To enable students recognise and understand the key terms associated with Subaltern Literature
To make them understand the different ways in which the marginalised communities are oppressed
To facilitate a critical acumen in criticising the stereotypical representation of the oppressed
To explain the social conditions expressed in the literature of the Subaltern
To help students evaluate the oppression of the Subaltern in life through the understanding derived through the prescribed texts

UNIT I: Poetry (Detailed) (18 Hours)
1. Langston Hughes (1902-1967) : "The Negro Speaks of River"
2. Imtiaz Dharker (1954-) : "Minority"
3. Maya Angelou (1928-2014) : "My Arkansas"
4. Meena Kandasamy (1984-) : "Advaita: The Ultimate Question"

(Non-Detailed)
5. J. V. Pawar (1972-) : "Birds in Prison"
6. Joseph Brodsky(1917-2000) : "1 January 1965"
7. Carolyn Rodger (1940-2010) : "It is Deep"
8. Kishwar Naheed (1940-) : "I am not that Woman"
9. Yasmine Goonaratne (1935 -) : "There was a Country"

UNIT II: Short Story (18 Hours)
10. Amrita Pritam (1919-2005) : "Stench of Kerosene"
11. Baburao Bagul (1930-2008) : "Mother"

UNIT III: Prose (Non-Detailed) (18 Hours)
12. Dr.Ambedkar (1891-1956) : "Castes in India" from *Writings and Speeches* (Vol.1, Part I)
13. bell hooks (1952-) : "Killing Rage"

UNIT IV: Drama (Detailed) (18 Hours)
14. Lorraine Hansberry (1930-1965) : *Raisin in the Sun*
(Non-Detailed)
15. Mahesh Dattani (1958-) : *Tara*

UNIT V: Novel (18 Hours)
16. Bama (1958-) : *Karukku*
17. Laxman Mane (1949-) : *Upara - An Outsider*
18. Bapsi Sidhwa (1938-) : *Water: A Novel*

Teaching Methodology	Classroom Teaching using Chalk and Talk Method, ICT enabled Teaching, Video Modules on LMS and Case Studies

Books for Study
1. Gates, H. L., & Nellie, Y. Mc. eds. (1997). *Norton Anthology of African American Literature*. New York: W. W. Norton & Company, Inc.
2. Barksdale, R., & Keneth, K. eds. (1972). *Black Writers of America: A Comprehensive Anthology*. New Jersey: Prentice Hall, Inc.
3. Ravikumar & Azhagurasan, R. eds. (2012). T*he Oxford India Anthology of Tamil Dalit Writing*, (1st Ed.). Oxford University Press.
4. Narasimhaiah, C. D. Ed. (1990). *An Anthology of Commonwealth Poetry*. Macmillan India Limited.
5. Ambedkar, B. R. (2002). *Writings and Speeche*s. Milestone Publication.

6. Hansberry & Lorraine. (1997). "Raisin in the Sun". *Norton Anthology of African American Literature.* Ed. Henry Louis Gates, and Nellie Y McKay. W. W. Norton & Company, Inc.
7. Bama. (2011). *Karukku*. Oxford University Press.
8. Mane, L. (2017). *Upara - An Outsider.* Sahitya Akademi.
9. Sidhwa, B. (2006). *Water: A Novel*. Key Porter Books.

Books for Reference
1. Guha, R. (1996). *Subaltern Studies: Writings on South Asian History and Society*. Vol. 1. OUP.
2. Guha, R.(1988). *"On Some Aspects of the Historiography of Colonial India", Selected Subaltern Studie*s. New York: Oxford University Press.
3. Guha, R. & Gayatri, C.S. eds. (1988). *Selected Subaltern Studies*. OUP.
4. Parker, J., & Richard, R. (2008). *African History*. Oxford University Press.

Websites and eLearning Sources
1. https://www.poetryinternational.com/en/poets-poems/poems/poem/103-2821_MINORITY
2. http://www.poetryfoundation.org/poems/44428/the-negro-speaks-of-rivers
3. http://www.poemhunter.com/poem/advaita-the-ultimate-question/
4. http://marathidalitpoetry.blogspot.com/2014/07/birds-in-prisonjvpawar.html?

Course Outcomes		
CO No.	**CO-Statements** On completion of the course, students will	**Cognitive Levels (K-Level)**
CO1	recognize and identify the key concepts in study of the Subaltern	**K1**
CO2	discuss the intersecting dimensions of oppression and subordination of the Subaltern on various platforms and attempt to solve problems related to inequality	**K2**
CO3	apply the knowledge gained in analysing the condition of the Subaltern in literature and the society	**K3**
CO4	criticize the stereotypical and ideological constructs that make subordination and discrimination of the marginalised in an inevitable condition	**K4**
CO5	evaluate the social conditions expressed in literature	**K5**

Relationship Matrix											
Semester	**Course Code**		**Title of the Course**							**Hours**	**Credits**
3	**23UEN33AO01B**		**Allied Optional - 1:** Subaltern Literature							**6**	**4**
Course Outcomes	**Programme Outcomes (POs)**					**Programme Specific Outcomes (PSOs)**					**Mean Score of COs**
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	
CO1	2	2	2	2	2	2	2	2	1	2	**1.9**
CO2	3	2	2	2	3	2	2	2	2	3	**2.3**
CO3	3	2	2	2	3	2	2	3	2	3	**2.4**
CO4	3	2	2	2	3	2	2	3	2	3	**2.4**
CO5	3	2	2	2	3	2	2	3	2	3	**2.4**
									Mean Overall Score		**2.28 (High)**

Semester	Course Code	Title of the Course	Hours/Week	Credits
3	23UHE34VE03A	**Value Education - 3:** Social Ethics - 1	2	1

Course Objectives
To gain a comprehensive understanding of the principles advocated in social ethics.
To examine the different types of political systems in a thorough manner.
To comprehend the role and obligations of the educated youth.
To evaluate the conduct of the elected representatives in a detailed manner.
To thoughtfully analyze the various forms of cyber crime.

UNIT I: Introduction to Social Ethics   (6 Hours)

Social ethics, social ethics and social responsibility, social ethics play an important role on the areas, religion influences social changes and vice versa, secularism. Social ethics and corporate dynamics, forms of social ethics.

UNIT II: The Economic and Political System of Today   (6 Hours)

Planned economy and communism - market economy and capitalism- socialism - mixed economy -the emerging market economy - political system- totalitarian system- oligarchic system.

UNIT III: Integrity in Public Life National Integration   (6 Hours)

What is Integrity, Public Life, Integrity and Public Life, Integrity in a Democratic State, India as Democratic State, Behavior of a elected representative of India, Noticeable degradation acts of elected Representatives, Suggestions to stem this rot, Types of integrity, Transparency can be a guarantee for integrity.

UNIT IV: Cyber Crime   (6 Hours)

Business Ethics, Business ethics permeates the whole organization, Measuring business ethics , The Vital factors highlighting the importance of business ethics , Cyber crime, Strategies in committing Cyber Crimes, Factors aiding Cyber Crime, computer Hacking, Cyber Bullying, Telecommunications piracy, Counter Measures to Cyber Crime, Ethical Hacking.

UNIT V: Social Integration   (6 Hours)

Global challenges, The future is with the Educational Youth, Cost of the Sacrifice, Crusaders against corruption, Responsibility of the Educated Youth, Positive Global Scenario, Right to Education, Eradicating gender inequality, Sustainable Human Development , Social Integration, Elimination Crime, Integration with Global Market

Book for Study
1. Department of Human Excellence. (2021). *Formation of Youth*, St Joseph's College (Autonomous), Tiruchirappalli.

Books for Reference
1. Arora, R.K. (2014). *Ethics, Integrity and Values*. Public Service Paperback.
2. Cunningham, D. (2004). *There's something happening here: The new left, the Klan, and FBI counterintelligence*. Berkeley: University of California Press.
3. Mali, P. (2017). *Cyber law & Cyber Crimes simplified*. Cyber Info media Paperback.
4. Richardson, M. (2019). *Cyber Crime: Law and Practice Hardcover - Import*.

Websites and eLearning Sources
1. https://cybercrime.gov.in/

2. https://open.lib.umn.edu/sociology/chapter/14-2-types-of-political-systems/
3. https://www.esv.org/resources/esv-global-study-bible/social-ethics/
4. https://en.wikipedia.org/wiki/Political_system

	Course Outcomes	
CO No.	**CO-Statements**	**Cognitive Levels (K - Level)**
	On successful completion of this course, students will be able to	
CO1	know the responsibility of the educated youth.	**K1**
CO2	understand the values prescribed under social ethics.	**K2**
CO3	apply their minds critically to the various types of cyber crime.	**K3**

	Relationship Matrix										
Semester	**Course Code**	**Title of the Course**								**Hours**	**Credits**
3	**23UHE34VE03A**	**Value Education - 3:** Social Ethics - 1								**2**	**1**
Course Outcomes	**Programme Outcomes (POs)**					**Programme Specific Outcomes (PSOs)**					**Mean Score of COs**
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	
CO1	3	3	3	3	2	3	2	2	3	3	**2.7**
CO2	3	2	2	2	3	2	2	3	2	2	**2.3**
CO3	2	3	3	3	2	3	3	3	3	3	**2.8**
									Mean Overall Score		**2.6 (High)**

Semester	Course Code	Title of the Course	Hours/Week	Credits
3	23UHE34VE03B	**Value Education - 3:** Religious Doctrine - 1	2	1

Course Objectives
To impart knowledge to students about Salvation History
To familiarize students with the life and mission of Jesus Christ
To help Students understand the Holy Spirit
To empower students on Gospel Values
To equip the students about Mother Mary

UNIT I: God of salvation **(6 Hours)**

UNIT II: Life & Mission of Jesus Christ **(6 Hours)**

UNIT III: The Holy Spirit **(6 Hours)**

UNIT IV: Gospel Values **(6 Hours)**

UNIT V: Mary, the Mother of God **(6 Hours)**

Teaching Methodology	Chalk and Talk, Power point, Assignment and Group discussion

Books for Study
1. Department of Human Excellence. (2022). *Fullness of Life.* St. Joseph's College, Tiruchirappalli.

Books for Reference
1. (1994). *Compendium: Catechism of the Catholic Church.* Bengaluru: Theological Publications in India.
2. Holy Bible (NRSV).

Course Outcomes		
CO No.	**CO-Statements** On successful completion of this course, students will be able to	**Cognitive Levels (K - Level)**
CO1	understand the Salvation History	K1
CO2	grasp to the life and purpose of Jesus Christ	K2
CO3	live out the teachings of the Gospel	K3

Relationship Matrix											
Semester	Course Code		Title of the Course						Hours		Credits
3	23UHE34VE03B		**Value Education - 3:** Religious Doctrine - 1						2		1
Course Outcomes	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	3	3	3	3	2	3	2	2	3	3	2.7
CO2	3	2	2	2	3	3	3	3	2	2	2.5
CO3	2	2	3	3	2	2	3	3	3	3	2.6
								Mean Overall Score			2.6 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
4	**23UTA41GL04A**	General Tamil - 4: தொடர்பியல் தமிழ் (Communicative Tamil)	**4**	**3**

கற்றலின் நோக்கங்கள்
தொடர்பியலின் இன்றியமையாத கூறுகளை அறிந்துகொள்ளுதல்
பண்டைத்தமிழர் வாழ்வில் இடம்பெற்ற தொடர்பியல் கூறுகளைக் கண்டுணர்தல்
தொடர்பியல் கூறுகளுள் கலைகள் பெறும் சிறப்பை உணர்தல்
இணையவழித் தொடர்பியலின் முக்கியத்துவத்தைப் புரிதல்
படைப்பாற்றல் திறனைக் கண்டறிந்து வளர்த்தெடுத்தல்

அலகு 1 (12 மணி நேரம்)

புறநானூறு : மாசறவிசித்த (50) (முரசு)

மலைபடுகடாம் : திருமழைதலைஇய (1-13) (இசைக்கருவிகள்)

பெரும்பாணாற்றுப்படை : அகல் இரு விசும்பில் (4-16) (யாழின் உறுப்புகள்)

நெடுநல்வாடை : விரிகதிர் பரப்பிய (73-88) (கட்டடக்கலை)

பரிபாடல் : இரதிகாமன் இவன் இவள் (19:48-53) (ஓவியக்கலை)

உரைநடைக்கட்டுரை : பண்டைய தமிழர்களின் தொடர்பியல் கலை

அலகு 2 (12 மணி நேரம்)

சிலப்பதிகாரம்

எண்ணிய நூலோர் இயல்பினன் (அரங்கேற்றுக் காதை, 95-113)

மாயோன் பாணியும் (கடல் ஆடு காதை, 35-67) (மாதவியின் பதினோர் ஆடல்)

கொற்றவை கொண்ட (வேட்டுவவரி, 4,5,6) (வள்ளிக் கூத்து)

ஆங்குத்துன்று மலர்ப்பிணையல் (வேட்டுவவரி, 10) (வென்றிக் கூத்து)

ஆய்பொன் அரிச்சிலம்பும் (வேட்டுவவரி, 11)

அவர் தாம் செந்நிலை மண்டிலத்தாற் (ஆய்ச்சியர் குரவை, 8)

உரைநடைக்கட்டுரை : தமிழ் இலக்கியங்களில் எழுத்தின் பரிணாமம்

அலகு 3 (12 மணி நேரம்)

திருக்குறள் - அறன் வலியுறுத்தல், நடுவுநிலைமை **உரைநடைக்கட்டுரை**: தமிழர் வளர்த்த நாட்டுப்புறக் கலைகள்

அலகு 4 (12 மணி நேரம்)

புதினம் : பொய்க்கால் குதிரை - டி. செல்வராஜ் நூல் - திறனாய்வு ஆவணப்படம், திரைப்படம் - திறனாய்வு

உரைநடைக்கட்டுரை : ஊடகஅறம்

அலகு 5 (12 மணி நேரம்)

தகவல் தொடர்பியல் கலைச்சொற்கள் அருகில் உள்ள கலைச்சின்னங்களைப் பார்வையிட்டு, அறிக்கை சமர்ப்பித்தல் வலைப்பூக்கள் உருவாக்கல், பராமரித்தல் **உரைநடைக்கட்டுரை:** இணையத்தமிழ் இதழ்களின் மொழிநடை

கற்பித்தல் முறை	விரிவுரை (Lecture), காணொளிக் காட்சி (Videos), விளக்கக் காட்சி (PPT presentation')

பாட நூல்கள்

1. தொடர்பியல் தமிழ். (2021). தமிழாய்வுத்துறை, தூய வளனார் தன்னாட்சிக் கல்லூரி
2. செல்வராஜ்.டி. (2016). பொய்க்கால் குதிரை, நியூ செஞ்சுரி புக் ஹவுஸ்,
3. ஆலிஸ், அ. (1995), மக்கள் தகவல் தொடர்பியல் கலைச்சொல் அகராதி, முழுமதி பப்ளிகேஷன்ஸ்

பார்வை நூல்கள்

1. ரெஜித்குமார்.த (2018), ஊடகவியல், நியூ செஞ்சுரி புக் ஹவுஸ்
2. இராசா.கி. (2001), மக்கள் தகவல் தொடர்பியல். மணிவாசகர் பதிப்பகம்
3. மயிலை சீனிவேங்கடசாமி(1956), தமிழர் வளர்த்த அழகுக் கலைகள், பாவை பப்ளிகேஷன்ஸ்

Websites and eLearning Sources

1. www.tamilvu.org
2. www.tamildigitallibrary.in
3. https://www.tamiluniversity.ac.in/english/library2-/digital-library/
4. https://www.tamilelibrary.org/

	Course Outcomes	
CO No.	**CO-Statements** *இப்பாடத்தின் நிறைவில் மாணவர்கள்*	**Cognitive Levels (K - Level)**
CO1	பண்டைய தமிழர்களின் தொடர்பியல் அறிவை அறிந்து கொள்வர்.	**K1**
CO2	தமிழ் இலக்கியங்களுள் வெளிப்படும் தொடர்பு ஊடகச் சிந்தனைகளைப் புரிந்து கொள்வர்.	**K2**
CO3	வலைப்பூக்கள், வலையொளிகள் ஆகியவற்றை உருவாக்கவும், பராமரிக்கவும் கற்றுக்கொள்வர்.	**K3**
CO4	இக்கால இலக்கியங்கள்வழி தொடர்பியல்துறை பெற்றுள்ள இடத்தை அறிந்து கொள்வர்.	**K4**
CO5	தகவல் தொடர்பியல் கலைச்சொற்களை கற்றுக்கொண்டு தொடர்பியல்திறனில் வளர்வர்	**K5**

	Relationship Matrix										
Semester	**Course Code**		**Title of the Course**							**Hours**	**Credits**
4	**23UTA41GL04A**		General Tamil - 4: *தொடர்பியல் தமிழ்* (Communicative Tamil)							**4**	**3**
Course Outcomes	**Programme Outcomes (POs)**					**Programme Specific Outcomes (PSOs)**					**Mean Scores of COs**
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	
CO1	1	2	3	2	2	3	3	2	2	2	**2.2**
CO2	2	2	3	2	2	2	3	2	3	2	**2.3**
CO3	1	2	2	3	2	2	2	3	3	3	**2.3**
CO4	2	2	3	2	2	3	2	3	3	2	**2.4**
CO5	3	1	2	2	2	2	3	2	3	3	**2.3**
										Mean Overall Score	**2.3 (High)**

Semester	Course Code	Title of the Course	Hours/Week	Credits
4	23UFR41GL04	French - 4	4	3

Course Objectives
To analyse the French clothing with respect to its culture
To apply prepositions and understand its usages
To analyse a contemporary text in present tense
To evaluate the French festivals and compare with their own cultural context
To apply the past tense using simple conversation

UNIT I (12 Hours)

- TITRE: On fait le mélange!
- GRAMMAIRE : le présent progressif, les pronoms possessifs, la phrase négative
- LEXIQUE : décrire les étapes d'une action, la maison, les taches ménagères
- PRODUCTION ORALE : comprendre le récit d'un voyage
- PRODUCTION ECRITE : raconter ses actions quotidiennes

UNIT II (12 Hours)

- TITRE: à propos de logement
- GRAMMAIRE : quelques adjectifs et pronoms indéfinis, les verbes lire, rompre et se plaindre
- LEXIQUE : la localisation et le logement, les pièces, meubles et équipement
- PRODUCTION ORALE : jeu de rôle –votre ami et vous s'installe dans un nouveau meuble
- PRODUCTION ECRITE : décrire votre maison/appartement

UNIT III (12 Hours)

- TITRE: Tous en forme!
- GRAMMAIRE : le passé composé et l'imparfait, le passé récent, l'expression de la durée
- LEXIQUE : un souvenir et les événements du passées, le corps humain : extérieur, le corps humain : intérieur
- PRODUCTION ORALE : échanger sur ses projets de vacances
- PRODUCTION ECRITE : raconter un souvenir

UNIT IV (12 Hours)

- TITRE: Accidents et catastrophes
- GRAMMAIRE : les adjectifs et les pronoms indéfinis : rien/ personne/aucun, les verbes dire, courir et mourir
- LEXIQUE : savoir les mots et les expressions des catastrophes naturelles, les maladies et les remédies, les accidents, les catastrophes naturelles
- PRODUCTION ORALE : comprendre des personnes qui expriment leur accord ou leur désaccord selon un thème donné
- PRODUCTION ECRITE : écrivez sur une catastrophe naturelle en articulant la cause et la conséquence

UNIT V (12 Hours)

- TITRE: Faire ses études a l'étranger/ bon voyage/ la météo
- GRAMMAIRE : les pronoms démonstratifs neutres, le futur simple, situer dans le temps, moi

aussi/non-plus – moi non/si, les verbes impersonnels, les verbes croire, suivre et pleuvoir

- LEXIQUE : savoir vivre en France, le système scolaire, les formalités pour partir à l'étranger, la météo
- PRODUCTION ORALE : exprimer son opinion sur la météo/parler de l'avenir
- PRODUCTION ECRITE: comparer le système scolaire français et indien

Teaching Methodology	Workshop, group activity, Sharing contemporary french cultural videos

Book for Study
1. Dauda, P., Giachino, L., & Baracco, C. (2016). *Generation A1*. Didier.

Books for Reference
1. Girardet, J., & Pecheur, J. (2017). *Echo A1*. (2nd Ed.). CLE International.
2. Mérieux, R., & Loiseau, Y. (2012). *Latitudes A1*. Didier.
3. Fournier, I. (2011). *Talk French.* Goyal Publishers.

Websites and eLearning Sources
1. https://www.frenchcourses-paris.com/french-travel-journal/
2. http://www.saberfrances.com.ar/vocabulary/house.html
3. https://www.thoughtco.com/different-past-tenses-in-french-1368902
4. https://www.youtube.com/watch?v=JZdwJM7sEY8
5. https://www.scholaro.com/pro/Countries/France/Education-System

Course Outcomes		
CO No.	**CO-Statements** On successful completion of this course, students will be able to	**Cognitive Levels (K - Level)**
CO1	recall the vocabulary pertaining to dwelling place.	**K1**
CO2	outline crisis management in France.	**K2**
CO3	develop a travel diary of your own.	**K3**
CO4	simplify the French education system.	**K4**
CO5	interpret past tenses in a text.	**K5**

Relationship Matrix											
Semester	**Course Code**		**Title of the Course**						**Hours**		**Credits**
4	23UFR41GL04		French - 4						4		3
Course Outcomes	**Programme Outcomes (POs)**					**Programme Specific Outcomes (PSOs)**					**Mean Score of COs**
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	
CO1	3	1	3	2	2	3	2	1	2	2	**2.1**
CO2	3	1	2	3	3	3	2	1	3	1	**2.2**
CO3	3	2	3	2	2	3	2	1	3	2	**2.3**
CO4	3	1	2	2	3	3	3	1	3	3	**2.4**
CO5	2	2	3	3	1	3	1	2	3	2	**2.2**
									Mean Overall Score		**2.24 (High)**

Semester	Course Code	Title of the Course	Hours/Week	Credits
4	23UHI41GL04	Hindi - 4	4	3

Course Objectives
To strengthen the language competence among the students
To equip students with cinematic perspective by comparative studies of Hindi literature
To enable the students to develop their effective communicative skills in Hindi
To strengthen the language competence among the students
To incept research-oriented aspirations among students

UNIT I (12 Hours)
- Computer Ka Yug
- Prathyay
- Adhunik Kal – Namakarn
- Namakaran

UNIT II (12 Hours)
- Vigyan Hani/Labh
- Paryayvachy Shabdh
- Adhunik Kal - Samajik Paristhithiyam
- Samanarthy Shabdh

UNIT III (12 Hours)
- Nari Shiksha
- Upasarg
- Adhunik Kal – Sahithyik Paristhithiyam
- Adhunik Kal – Salient Features

UNIT IV (12 Hours)
- Review- Book/Film
- Paryavaran Pradookshan
- Adhunik Kal -   Main Divisions
- Adhunik Kal - Visheshathayem

UNIT V (12 Hours)
- Sapnom Kee Home Delivery (Novel)
- Anuvad

Teaching Methodology	Debate Participation, Videos, PPT, Quiz, Project Work

Books for Study
1. Bosalae, S. (2020). *kavya sarang*. Rajkamal Prakashan.
2. Gupth, M. K. (2020). *Hindi Vyakaran*. Anand Prakashan.
3. Jain, S.K. (2019). *Anuwad: Siddhant Evam Vyavhar.* Kailash Pustak Sadan.

Books for Reference
1. Chaturvedi, R.P. (2015). *Hindi vyakarana*. Upakar Prakashan.
2. Ramdev. (2016). *Vyakaran Pradeep*. Hindi Bhavan.
3. Gosamy, K. (2016). *Anuvad vigyan ki Bhumika*. Rajkamal Prakashan.

4. Shukla, A. R (2021). *Hindi Sahitya Ka Itihas*, Prabhat Prakashan.

Websites and eLearning Sources

1. https://youtu.be/xmr-DaQ3LhA
2. https://mycoaching.in/adhunik-kaal
3. https://m.sahityakunj.net/entries/view/bhartiya-sahitya-mein-anuvad-kee-bhoomika
4. https://mycoaching.in/upsarg-in-hindi
5. https://kalingaliteraryfestival.com/speakers/mamta-kalia/

	Course Outcomes		
CO No.	**CO-Statements**		**Cognitive Levels (K - Level)**
	On successful completion of the course, the student will able to		
CO1	list out the social conditions prevailed in Modern Period which are depicted in Hindi Literature.		**K1**
CO2	discuss the dialects of Hindi language.		**K2**
CO3	illustrate the works of some eminent Hindi Writers related to society.		**K3**
CO4	analyze the human values expressed in life and literature of Hindi Novelist "Mamatha Kaliyah".		**K4**
CO5	evaluate the film & Literary works in Hindi.		**K5**

Relationship Matrix											
Semester	**Course Code**			**Title of the Course**					**Hours**		**Credits**
4	**23UHI41GL04**			Hindi - 4					**4**		**3**
Course Outcomes	**Programme Outcomes (POs)**					**Programme Specific Outcomes (PSOs)**					**Mean Score of COs**
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	
CO1	2	3	2	3	3	2	3	2	3	1	2.4
CO2	3	2	3	3	2	3	2	3	1	2	2.4
CO3	3	2	2	3	2	2	1	3	2	3	2.3
CO4	3	2	3	1	3	3	2	3	3	2	2.5
CO5	3	2	2	3	3	2	3	2	3	3	2.6
									Mean Overall Score		**2.44 (High)**

Semester	Course Code	Title of the Course	Hours/Week	Credits
4	23USA41GL04	Sanskrit - 4	4	3

Course Objectives
To give an exposure to Sanskrit drama in general
To showcase the structure of pre-kalidasan plays in Sanskrit
To coach students in Sanskrit morphology
To acquaint students with the structures of Sanskrit syntax
To impart communicative skills in Sanskrit by training in the functional aspects of the language

UNIT I (12 Hours)

Samskrita Vyavahara sahasri vakiya Prayogaha

UNIT II (12 Hours)

Lot Lakaarah, Prayaogh Kartari Vaakyaani

UNIT III (12 Hours)

Naatakasya Itihaasah Vivaranam, Thuva and Tum Suffixs

UNIT IV (12 Hours)

Karnabhaaram , Naatakasya Visistyam

UNIT V (12 Hours)

Samskrita Racanani Vubhavoga

Teaching Methodology	Videos, PPt, Blackboard, Demonstration, Exercises

Books for Study
1. *Karnabhavam & Literature Language*
2. *Dhaatu Manjari*
3. Samskrita Vyavahara Sahasri (*A Collection of One Thousand Sentances*), Samskrita Bharati, Delhi.

Books for Reference
1. Vadhyar, R.S. & Sons. (2019). *History of Sanskrit Literature.* Book - sellers and publishers , Kalpathu ,Palghat, Kerala, south India,
2. Kulapathy, Saral, K.M. (2018). *Sanskrit Balabodh , Bharathita vidya bhavan* , Munshimarg.
3. Bharathi. (2019). *Vadatu sanskritam - Samaskara Binduhu.* S. Aksharam 8th cross, 2nd phase Giri nagar Bangalore.

Websites and eLearning Sources
1. https://sanskritdocuments.org/doc_z_misc_major_works/daily.pdf
2. https://www.learnsanskrit.org/guide/verbs-1/karmani-and-bhave-prayoga/
3. https://ia902903.us.archive.org/7/items/in.ernet.dli.2015.102820/2015.102820.The-Sanskrit-Drama-In-Its-Origin-Development-Theory-And-Practice.pdf
4. https://archive.org/details/oafI_karna-bharam-karnas-burden-of-bhasa-with-dr.-sudhakar-malaviya-gokuldas-sanskrit
5. https://sanskritwisdom.com/composition/essays/sanskrit-language/

Course Outcomes		
CO No.	**CO-Statements** On successful completion of this course, students will be able to	**Cognitive Levels (K - Level)**
CO1	understand human behaviors by studying dramas	**K1**
CO2	remember and identifying Mahabharata characters and events	**K2**
CO3	apply the morals learnt in day to day life	**K3**
CO4	appreciate ancient Sanskrit dramas	**K4**
CO5	create new conversational sentences and to Improve self-character (Personality Development)	**K5**

Relationship Matrix										
Semester	**Course Code**		**Title of the Course**						**Hours**	**Credits**
4	**23USA41GL04**		Sanskrit - 4						**4**	**3**
Course Outcomes	**Programme Outcomes (POs)**					**Programme Specific Outcomes (PSOs)**				**Mean Scores of COs**
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	
CO1	2	2	2	2	3	3	3	3	3	2	**2.4**
CO2	2	2	3	3	2	3	2	3	3	2	**2.5**
CO3	3	3	2	3	2	1	1	3	3	3	**2.4**
CO4	2	2	3	2	3	3	3	3	2	3	**2.6**
CO5	2	3	3	3	2	1	3	3	3	2	**2.5**
								Mean Overall Score		**2.48 (High)**

Semester	Course Code	Title of the Course	Hours/week	Credits
4	23UEN42GE04	General English - 4	5	3

Course Objectives
To develop and enhance language proficiency in listening, reading, and writing skills through teacher-led reading practice, and comprehension exercises.
To encourage creative thinking through creative tasks and essay writing.
To foster effective communication skills by engaging in tasks that require note-taking, note-making, précis writing, paragraph writing, and the synthesis of information from different sources.
To strengthen grammatical skills by focusing on the application of different tenses and to emphasise grammatical accuracy in various writing tasks.
To encourage students to critically engage with media content and evaluate information.

UNIT I: Women Through the Eyes of Media   (13 Hours)
1.0 Introduction
1.1 Objectives
1.2 Listening and Reading Skills through Teacher-led Reading Practice
1.3 Glossary
1.3.1 Words
1.3.2 Phrases
1.4 Reading Comprehension
1.5 Critical Analysis
1.6 Creative Task
1.7 General Writing Skill: Writing Minutes of a Meeting
1.8 Grammar: Present Perfect Tense

UNIT II: Effects of Tobacco Smoking   (13 Hours)
1.9 Introduction
2.0 Objectives
2.1 Listening and Reading Skills through Teacher-led Reading Practice
2.2 Glossary
2.3.1 Words
2.3.2 Phrases
2.4 Reading Comprehension
2.5 Critical Analysis
2.6 Creative Task
2.7 General Writing Skill: Note-Taking
2.8 Grammar: Present Perfect Continuous Tense

UNIT III: Short Message Service (SMS)   (13 Hours)
2.9 Introduction
3.0 Objectives
3.1 Listening and Reading Skills through Teacher-led Reading Practice
3.2 Glossary
3.3.1 Words
3.3.2 Phrases
3.4 Reading Comprehension
3.5 Critical Analysis
3.6 Creative Task
3.7 General Writing Skill: Note-Making
3.8 Grammar: Past Perfect Tense

UNIT IV: An Engineer Kills Self as Crow Sat on his Head: A Newspaper Report   **(12 Hours)**
3.9 Introduction
4.0 Objectives
4.1 Listening and Reading Skills through Teacher-led Reading Practice
4.2 Glossary
4.3.1 Words
4.3.2 Phrases
4.4 Reading Comprehension
4.5. Critical Analysis
4.6. Creative Task
4.7 General Writing Skill: Précis Writing
4.8 Grammar: Past Perfect Continuous Tense

UNIT V: Traffic Rules   **(12 Hours)**
4.9 Introduction
5.0 Objectives
5.1 Listening and Reading Skills through Teacher-led Reading Practice
5.2 Glossary
5.3.1 Words
5.3.2 Phrases
5.4 Reading Comprehension
5.5 Critical Analysis
5.6 Creative Task
5.7 General Writing Skill: Paragraph Writing
5.8 Grammar: Future Perfect Tense

UNIT VI: A Handful of Answers: A Zen Tale   **(12 Hours)**
5.9 Introduction
6.0 Objectives
6.1 Listening and Reading Skills through Teacher-led Reading Practice
6.2 Glossary
6.3.1 Words
6.3.2 Phrases
6.4 Reading Comprehension
6.5 Critical Analysis
6.6 Creative Task
6.7 General Writing Skill: Writing Short Essays on Current Issues/General Topics
6.8 Grammar: Future Perfect Continuous Tense

Teaching Methodology	Lecture Method, Use of ICT Tools and Interactive method

Book for Study
1. Jayraj., & Arul, S.J. et al. (2016). *Trend-Setter: An Interactive General English Textbook for Under Graduate Students*. Trinity.

Course Outcomes		
CO No.	**CO-Statements** On successful completion of this course, students will be able to	**Cognitive Levels (K - Level)**
CO1	identify and explain key concepts and topics discussed in the course.	**K1**
CO2	understand the content by summarising, paraphrasing, and interpreting the materials presented.	**K2**
CO3	apply their knowledge to create various forms of written communication, such as meeting minutes, notes, précis, paragraphs, and essays.	**K3**
CO4	analyse the application of different tenses in various texts.	**K4**
CO5	synthesise their knowledge by creating creative tasks, including short essays on current issues and general topics	**K5**

Relationship Matrix											
Semester	**Course Code**		**Title of the Course**				**Hours**		**Credits**		
4	**23UEN42GE04**		General English - 4				**5**		**3**		
Course Outcomes	**Programme Outcomes (POs)**					**Programme Specific Outcomes (PSOs)**					**Mean Scores of COs**
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	
CO1	2	3	2	2	3	2	3	2	3	2	**2.4**
CO2	2	2	3	2	3	3	2	3	2	2	**2.3**
CO3	2	3	2	3	2	2	3	2	3	2	**2.4**
CO4	2	2	3	2	3	3	2	3	2	3	**2.5**
CO5	2	2	2	3	2	2	2	3	2	2	**2.2**
									Mean Overall Score		**2.36 (High)**

Semester	Course Code	Title of the Course	Hours/Week	Credits
4	**23UEN43CC07**	**Core Course -7:** Romantic Literature (1799-1832)	**7**	**6**

Course Objectives
To enable the students to learn the major romantic writers and their works.
To comprehend the basic aspects of romantic literature and culture
To make the students learn the different themes and characteristic features of romantic era.
To evaluate the Romantic Age's role as a catalyst for cultural Change
To motivate the students to compare the romantic literature with other ages in literature

UNIT I: Poetry (Detailed) (21 Hours)
1. William Wordsworth (1770-1850) : "Ode on the Intimations of Immortality"
2. S.T. Coleridge (1772-1834) : "Kubla Khan"
3. John Keats (1795-1821) : "Ode on a Grecian Urn"
4. P.B. Shelley (1792-1822) : "Ode to the West Wind"

UNIT II: Poetry (Non-Detailed) (21 Hours)
5. Lord Byron (1788-1824) : "She Walks in Beauty"
6. Sir Walter Scott (1771-1832) : "The Lady of the Lake"
7. Robert Southey (1774-1843) : "The Inchcape Rock"

UNIT III: Prose (Detailed) (21 Hours)
8. Charles Lamb (1775- 1834) : "Christ's Hospital"
9. William Hazlitt (1778-1830) : "On the Love of Life"

UNIT IV: Novel (21 Hours)
10. Jane Austen (1775-1817) : *Pride and Prejudice*

UNIT V: Novel (Non-Detailed) (21 Hours)
11. Mary Shelley (1797-1851) : *Frankenstein*
12. Walter Scott (1771-1832) : *Ivanhoe*

Teaching Methodology	Lecture method, Interactive method and Use of ICT tools.

Books for Study
   1.Green, D. (2012). *The Winged Word.* Macmillan.
   2.Anderson, R. (1991). *Elements of Literature* (Sixth Course). HBJ.
Books for Reference
   1. Abrams, M. H. (1962). *Norton Anthology of English Literature*. Vols. I & II. W.W. Norton & Company, Inc.
   2. Hewett, R. P. (1969). *A Choice of Poets*. George G. Harrap & Co.
   3. Karlin, D. (2002). *The Penguin Verse of Victorian Vers*e. Penguin.
   4. Hamilton., & Ion. (1994). *The Oxford Companion to Poetry in Englis*h. OUP.
   5. Roberts, M. (2000). *Faber Book of Modern Verse*. New Delhi: Milestone Publication.
   6. Lamb, C. (1938). *Selected Essays of Lamb.* OUP.
   7. Hazlitt, W. (1991). *Table Talk.*Wiley and Putnam, 1845. Press.
   8. Kettle, A. (1951). *An Introduction to the English Novel*: Volume 1. Hutchinson University Library.
   9. Kirkham, M. J. A. (1983). *Feminism and Fiction*. Brighton.
   10. McKeon, M. (1987). T*he Origins of the English Nove*l, *1600-1740*. Johns Hopkins UP.
   11. Spencer, J. (1986). T*he Rise of the Woman Novelist: from Aphra Behn to Jane Austen*. Blackwell.

Website and eLearning Source

1. https://www.poetryfoundation.org/poems

Course Outcomes		
CO No.	**CO-Statements** On completion of this course, students will be able to	**Cognitive Levels (K-Level)**
CO1	remember and appreciate the elements of the Romantic Literature	**K1**
CO2	understand and relate the possibilities of different literary genres in English	**K2**
CO3	illustrate the nuances of the drama in Romantic Literature	**K3**
CO4	compare socio-cultural diversity in comparison with Romantic literary pieces	**K4**
CO5	investigate the reasons behind the different features of romantic age	**K5**

Relationship Matrix											
Semester	**Course Code**	**Title of the Course**								**Hours**	**Credits**
4	**23UEN43CC07**	**Core Course - 7:** Romantic Literature (1799-1832)								**7**	**6**
Course Outcomes	**Programme Outcomes (POs)**					**Programme Specific Outcomes (PSOs)**					**Mean Score of COs**
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	
CO1	2	3	2	3	2	2	2	3	2	2	**2.3**
CO2	3	2	3	2	2	2	3	1	2	2	**2.2**
CO3	2	3	2	3	1	2	3	2	2	2	**2.2**
CO4	2	3	2	3	2	2	1	2	2	2	**2.1**
CO5	3	2	3	2	3	2	2	1	2	2	**2.2**
									Mean Overall Score		**2.2 (High)**

Semester	Course Code	Title of the Course	Hours/Week	Credits
4	23UEN43CC08	**Core Course - 8:** Victorian Literature (1833-1900)	6	4

Course Objectives
To comprehend the basic aspects of Victorian literature and Culture.
To understand the growing class inequality and the growth of poverty.
To identify major themes and intellectual currents of the Victorian age.
To develop the use of primary and secondary sources to explore relevant historical and cultural contexts.
To evaluate the Victorian age's dual role as both the product of and producer of culture.

UNIT I: Poetry (Detailed)   **(18 Hours)**
1. Alfred Tennyson (1809-1892)   :   "The Lady of Shalott"
2. Robert Browning (1812-1889)   :   "The Last RideTogether"
3. Matthew Arnold (1822-1888)   "The Scholar Gipsy"
4. A.C. Swinburne (1837-1909)   "The Lake of Gaube"

UNIT II: Poetry (Non-detailed)   **(18 Hours)**
5. Elizabeth Barrett (1806-1861)   :   "The Cry of the Children"
6. D G. Rosetti (1828-1882)   :   "The BlessedDamozel"
7. Christina Rosetti (1830-1894)   :   "What would I give?"
8. William Morris (1834-1896)   :   "Prologue of the Earthly Paradise"

UNIT III: Drama (Detailed)   **(18 Hours)**
9. Oscar Wilde (1854-1900)   :   *The Importance of Being Earnest*

UNIT IV: Prose (Detailed)   **(18 Hours)**
10. John Ruskin (1819-1900)   :   "Unto this Last" (Chapters 1 & 2)
11. Thomas Carlyle (1795-1881)   :   "The Hero As a Poet"

UNIT V: Fiction   **(18 Hours)**
12. Charles Dickens (1812-1870)   :   *Hard Times*
13. Emily Bronte (1818-1848)   :   *Wuthering Heights*

Teaching Methodology	Lecture-based instruction & ICT-based learning

Books for Study
1. Wilde, O. (1990). *The Importance of Being Earnest*. Dover Publications.
2. Dickens, C., Jeff, N., & Gage, W. (2004). *Charles Dickens' Hard Times*. Pearson Longman.
3. Emily, B., & David, D. (1984). *Wuthering Heights*. Reprint. Penguin Books.

Books for Reference
1. Raby, P. (1995). *The Importance of Being Earnest: A Reader's Companion*. Twayne Publishers.
2. Tavner, G. (2010). *Hard Times*. Skyview Books.
3. Pierce, A. (1998). *Wuthering Heights*. Longman.

Websites and e-Learning Resources
1. https://sites.udel.edu/britlitwiki/the- importance-of-being-earnest/.
2. https://www.easternct.edu/speichera/understanding-literary-history-all/the-victorian-period.html.
3. https://www.oxfordbibliographies.com/page/154.
4. https://www.british-history.ac.uk/.
5. https://elon.libguides.com/Victorian_History/Internet_Reso urces.

Course Outcomes		
CO No.	**CO-Statements** On completion of this course, students will be able to	**Cognitive Levels (K-Level)**
CO1	identify the basic aspects of Victorian literature and culture	**K1**
CO2	form and understanding of growing class inequality and the growth of poverty	**K2**
CO3	gain insight into the nature of the Industrial Revolution, the subsequent scientific and material progress	**K3**
CO4	develop how to use primary and secondary sources to explore relevant historical and cultural contexts	**K4**
CO5	analyse the consequent loss of faith in religion (Darwin) and explore a society that was being re-organised around science, factories and business	**K5**

Relationship Matrix											
Semester	**Course Code**		**Title of the Course**							**Hours**	**Credits**
4	**23UEN43CC08**		**Core Course - 8:** Victorian Literature (1833-1900)							**6**	**4**
Course Outcomes	**Programme Outcomes (POs)**					**Programme Specific Outcomes (PSOs)**					**Mean Score of COs**
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	
CO1	3	3	2	3	3	2	3	2	3	2	**2.6**
CO2	2	2	2	3	2	2	2	2	3	2	**2.2**
CO3	3	2	3	2	3	2	3	2	3	2	**2.5**
CO4	2	3	3	3	2	3	2	3	3	2	**2.6**
CO5	3	2	3	2	3	2	3	2	3	3	**2.6**
									Mean Overall Score		**2.5 (High)**

Semester	Course Code	Title of the Course	Hours/Week	Credits
4	23UEN43AO02A	**Allied Optional - 2:** Women's Writing in English	6	4

Course Objectives
To make students recognize how race, class and sexuality intersect with gender to shape literary perspectives
To challenge stereotypes, question traditional narratives and explore new interpretations of literary works
To develop empathy and a broader perspective in understanding the world from different viewpoints
To appreciate the voices of the marginalised and underrepresented women writers
To recognize how societal attitudes toward gender have evolved over time

UNIT I: Poetry (Detailed) (18 Hours)

1. Qiu Jin (1875-1907) : "Inscriptions on My Tiny Portrait" (in Men's Clothes)

2. Anne Sexton (1928-1974) : "Her Kind"
3. Imtiaz Dharker (1954-) : "The Right Word"
4. Kamala Das (1934-2009) : "An Introduction"
5. Sylvia Plath (1932-1963) : "Lady Lazarus"
6. Anna Akhmatova (1889-1966) : "Lot's Wife"

UNIT II: Poetry (Non-Detailed) (18 Hours)

7. Margaret Atwood (1939-) : "Marrying the Hangman"
8. Audre Lorde (1934-1992) : "A Woman Speaks"
9. Sor Juana Inés de la Cruz (1651-1695) : "You Foolish Men"
10. Katherine Mansfield (1888-1923) : "Country Women"
11. Judith Wright (1915-2000) : "To Another Housewife"
12. Loius Labe (1522-1566) : "I Flee The City, Temples, And Each Place"

UNIT III: Short Story (Non-Detailed) (18 Hours)

13. Kate Chopin (1850-1904) : "The Story of an Hour"
14. Angela Carter (1940-1992) : "The Company of Wolves"
15. Mahaswetha Devi (1926-2016) : "Draupadi"

UNIT IV: Drama (18 Hours)
  (Detailed)
16. Marsha Norman (1947-) : *Night Mother*
  (Non-Detailed)
17. Adrienne Kennedy (1931-) : *Funnyhouse of a Negro*

UNIT V: Novel (18 Hours)
18. Margaret Atwood (1939-) : *The Handmaid's Tale*
19. Kiran Desai (1971-) : *The Inheritance of Loss*

Teaching Methodology	Close reading exercise, ICT, group discussion, ppt, films.

Books for Study
1. Norman, M. (2013). *Night, Mother a Play*. MTM.
2. Kennedy, A. (2011). *Funnyhouse of a Negro*. Samuel French.
3. Atwood, M. (2021). *Handmaid's Tale*. Houghton Mifflin Harcourt.
4. Desai, K. (2013). *The Inheritance of Loss*. Penguin Books.

Books for Reference
1. Beauvoir, S. de. (2015). *The Second Sex*. Vintage Classic.
2. Butler, J. (2015). *Gender Trouble: Feminism and the Subversion of Identity*.

Routledge, Taylor & Francis Group.
3. Humm, M. (2016). *Feminisms: a Reader*. Routledge.
4. Kemp, S., & Judith, S. (1998). *Feminisms*. Oxford University Press.

Websites and eLearning Sources
1. https://genius.com/Imtiaz-dharker-the-right-word-annotated
2. https://www.poemhunter.com/poem/an-introduction-2/
3. https://www.poetryfoundation.org/poems/49000/lady- lazarus
4. https://www.poetryfoundation.org/poems/42583/a-woman-speaks
5. https://genius.com/Judith-wright-to-another-housewife-annotated

	Course Outcomes	
CO No.	**CO-Statements** On completion of this course, students will be able to	**Cognitive Levels (K-Level)**
CO1	recognize and identify the key concepts in study of the feminist criticism	**K1**
CO2	discuss the intersecting dimensions of oppression and subordination of women on various platforms and attempt to solve problems related to inequality experienced by women	**K2**
CO3	apply the knowledge gained in analysing the condition of women in literature and the society	**K3**
CO4	analyse the stereotypical and ideological constructs that make subordination and discrimination of women an inevitable condition	**K4**
CO5	evaluate the social conditions expressed in literature and generate ideas on ways to establish equality of women	**K5**

Relationship Matrix										
Semester	**Course Code**		**Title of the Course**						**Hours**	**Credits**
4	**23UEN43AO02A**		**Allied Optional - 2:** Women's Writing in English						**6**	**4**
Course Outcome	**Programme Outcomes (POs)**					**Programme Specific Outcomes (PSOs)**				**Mean Score of COs**
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	
CO1	2	3	1	2	2	2	2	2	2	2	**2**
CO2	3	3	2	3	3	2	3	3	3	3	**2.8**
CO3	3	3	2	3	3	2	3	3	3	3	**2.8**
CO4	3	3	2	3	3	2	3	3	3	3	**2.8**
CO5	3	3	2	3	3	2	3	3	3	3	**2.8**
								Mean Overall Score			**2.64 (High)**

Semester	Course Code	Title of the Course	Hours/Week	Credits
4	23UEN43AO02B	**Allied Optional - 2:** Children's Literature	6	4

Course Objectives
To introduce students to a wide range of literatures for children in genres like prose, poetry, fiction and drama
To foster a love for reading and appreciation for children's literature
To develop student's skills in critically analyzing children's literature and examining the themes, characters, plot structures and literary devices
To provide historical and cultural context for children's literature and enable students to recognize how societal changes have influenced the genre over time
To develop research skills like the ability to locate, assess and incorporate scholarly resources in analyzing literatures for and about children

UNIT I: Introduction (18 Hours)

1. Defining Children's Literature
2. History of Children's Literature
3. Primers, Didactic Texts and Their Ideologies: Puritans, Locke, Rousseau Adventure Tales/Robinsonnades
4. Folk Lit, Fairy Tales and Their Literary Adaptations (Introduction, History and Critical Approaches to the Study of Fairy Tales)

UNIT II: Poetry (Detailed) (18 Hours)

1. Maya Angelou : "Life Doesn't Frighten Me"
2. Robert Louis Stevenson : "From a Railway Carriage"
3. G.K. Chesterton : "The Song of Quoodle"
4. Lewis Carroll : "Jabberwocky"

UNIT III: Prose (Detailed) (18 Hours)

1. John Locke : *Some Thoughts Concerning Education*
2. Philippe Aries : *Centuries of Childhood* - "The Idea of Childhood" (extracts)
3. Pradip K Bose : "Sons of the Nation: Child Rearing in the New Family" (from *Texts of Power*)

UNIT IV: Fiction (Non-detailed) (18 Hours)

1. Charles Perrault : *Fairy Tales*
2. R. L Stevenson : *Treasure Island*
3. Enid Blyton : *The Secret Seven (Book 1)*
4. Arthur Ryder : *Panchatantra (First 10 tales)*
5. Ruskin Bond : *The Blue Umbrella*

UNIT V: Play (Detailed) (18 Hours)

1. J. K Rowling., et al : *Harry Potter and the Cursed Child*

Teaching Methodology	Lecture Method, Films and ICT

Books for Study
1. Hunt, P. (2014). *Understanding Children's Literature*. Taylor and Francis.
2. Rowling, J. (2017). *Harry Potter and the Cursed Child*, *Parts One and Two: The Official Script Book of the Original West End Production.* Arthur A. Levine Books.
3. Aries, P. (1973). *Centuries of Childhood: A Social History of Family Life*. Penguin, Harmondsworth.

Books for Reference
1. Bettelheim, B. (1999). *The Uses of Enchantment: The Meaning and Importance of Fairy Tales.*
2. James, A. (1997). *Theorizing Childhood.* London: Polity.
3. Short, K. G., Lynch-Brown, C., & Tomlinson, C. M. (2018). *Essentials of Children's Literature,* (9th Ed.). Boston, MA: Pearson.

Websites and eLearning Sources
1. https://oll.libertyfund.org/titles/rousseau-emile-or- education
2. https://www.edhelper.com/poetry/Life_Doesnt_Frighten_Me_by_Maya_Angelou.htm. A accessed 20 Apr. 2021.
3. https://en.childrenslibrary.org

CO No.	Course Outcomes	
	CO-Statements	**Cognitive Levels (K-Level)**
	On completion of the course, students will be able to	
CO1	identify variety of resources within the field of children's literature in comprehending the text	**K1**
CO2	describe the world of recent children's literature and its genres	**K2**
CO3	classify fiction and nonfiction; the real and the virtual world	**K3**
CO4	compare and contrast original texts and their film adaptations	**K4**
CO5	investigate the role of cultural knowledge	**K5**

Relationship Matrix										
Semester	**Course Code**	**Title of the Course**							**Hours**	**Credits**
4	**23UEN43AO02B**	**Allied Optional - 2:** Children's Literature							**6**	**4**
Course Outcomes	**Programme Outcomes (POs)**					**Programme Specific Outcomes (PSOs)**				**Mean Score of COs**
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	
CO1	2	2	2	2	3	2	3	3	3	2	**2.4**
CO2	2	3	3	2	2	2	3	3	3	3	**2.6**
CO3	2	2	2	2	2	2	3	3	3	2	**2.3**
CO4	2	2	2	2	2	2	3	3	3	3	**2.4**
CO5	2	2	2	2	2	3	2	3	2	2	**2.2**
									Mean Overall Score		**2.38 (High)**

Semester	Course Code	Title of the Course	Hours/Week	Credits
4	23UHE44VE04A	Value Education - 4: Social Ethics - 2	2	1

Course Objectives
To understand the significance of natural resources and strive to coexist harmoniously with nature.
To implement strategies for disaster management within the community.
To evaluate the significance and distinctions between science and religion.
To recognize the importance of maintaining a healthy lifestyle.
To utilize counseling techniques to address and resolve individuals' issues.

UNIT I: Harmony with Nature (6 Hours)

What is environment, Why should we think of harmony, Longing for human well-being, Principles to conserve environmental resources, Causes of disharmony, The fruits of harmony with nature, Forest resources, Water resources, Mineral resources, Food resources, Fruits of disharmony, Economic values and growth, Environmental Ethics, Guidelines to live in harmony with nature, Towards life-centered system for better quality of life. Harmony with animal kingdom.

UNIT II: Issues Dealing with Science and Religion (6 Hours)

What is Science, Science and Religion, Social Relevance of Science and Technology, Science and technology for social justice, Difference caused by Science and Technology, Need for indigenous technology, Science, Technology and Innovation Policy of India.

UNIT III: Public Health (6 Hours)

Health related issues, Health Care in India vs Developed Countries, Health and Heredity, Public Health - The Indian Scenario, Objectives of public health in India, Public Health System in India, Failure on the public health front, Role of the central government, Hospitals Services in India, Health and Abortion, Health and Drug Addiction, Drug abuse.

UNIT IV: Disaster Management (6 Hours)

Disaster Management, Types of disaster, Plans of disaster management, Technology to manage natural disasters and catastrophes, Disaster Management, Rehabilitation and Reconstruction, Human-induced disaster, First Aid, The importance of First-aid, Disaster Declaration and Response.

UNIT V: Counselling for Adolescents (6 Hours)

High Risk Behaviours, Developmental Changes in Adolescents, Key Issues of the Adolescents, Need for Counselling, Nature of Counselling, Counselling Goals, Does helping help? The Good and the Bad news. Importance of Career Guidance Counselling.

Books for Study
1. Department of Human Excellence. (2021). *Formation of Youth*, St Joseph's College (Autonomous), Tiruchirappalli.

Books for Reference
1. Albert, D., & Steinberg, L. *Judgment and decision making in adolescence*: Journal of Research on Adolescence, page no: 211-224 (2011).
2. Larry, R. C. (2000). *Disaster Management and Preparedness,* Lewis Publications.
3. Hurlock, E.B. (2001). *Developmental Psychology: A: Life-Span Approach*. (5th Ed.). Tata McGraw-Hill.
4. Sangha., & Kamaljit. (2015). *Ways to Live in Harmony with Nature: Living Sustainably and Working with Passion.* Australia, Woodslane Pty Limited.

Websites and eLearning Sources

1. https://en.wikipedia.org/wiki/Disaster_management_in_India
2. https://ndma.gov.in/
3. https://talkitover.in/services/child-adolescent-counselling/
4. https://www.nipccd.nic.in/schemes/adolescent-guidance-centre-19#gsc.tab=0

Course Outcomes		
CO No.	**CO-Statements**	**Cognitive Levels (K - Level)**
	On successful completion of this course, students will be able to	
CO1	Know the value of natural recourses and to live in a harmony with nature.	**K1**
CO2	Apply the plans of disaster management in the society.	**K2**
CO3	Analyse the importance and differences of science and religion.	**K3**

Relationship Matrix											
Semester	**Course Code**		**Title of the Course**							**Hours**	**Credits**
4	**23UHE44VE04A**		**Value Education - 4:** Social Ethics - 2							**2**	**1**
Course Outcomes	**Programme Outcomes (POs)**					**Programme Specific Outcomes (PSOs)**					**Mean Score of COs**
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	
CO1	3	3	3	3	2	3	3	2	3	3	**2.8**
CO2	3	2	2	3	3	2	3	3	2	2	**2.5**
CO3	2	3	3	3	2	3	3	3	3	3	**2.8**
									Mean Overall Score		**2.7 (High)**

Semester	Course Code	Title of the Course	Hours/Week	Credits
4	23UHE44VE04B	**Value Education - 4:** Religious Doctrine - 2	2	1

Course Objectives
To explore the rich historical background of the Catholic Church
To explore and comprehend the Sacraments practiced by the Catholic Church
To incorporate Christian Prayer into daily routines
To reflect on personal growth through the lens of Sacraments and Christian Prayer
To promote unity by embracing universal values from various religions

UNIT I	The Catholic Church	**(6 Hours)**
UNIT II	Sacraments of Initiation	**(6 Hours)**
UNIT III	Sacraments of Healing & at the Service of Community	**(6 Hours)**
UNIT IV	The Christian Prayer	**(6 Hours)**
UNIT V	Harmony of Religions	**(6 Hours)**

Teaching Methodology	Chalk and Talk, Power point, assignment and Group discussion

Book for Study
1. Department of Human Excellence (2022). Fullness of Life, St Joseph's College (Autonomous), Tiruchirappalli.

Book for Reference
1. (1994). *Compendium: Catechism of the Catholic Church.* Bengaluru: Theological Publications in India.
2. Holy Bible (NRSV).

Course Outcomes		
CO No.	**CO-Statements** On successful completion of this course, students will be able to	**Cognitive Levels (K - Level)**
CO1	understand the history of the Catholic Church	**K1**
CO2	examine and grasp the Sacraments of the Catholic Church	**K2**
CO3	apply the Christian Prayer to their everyday life	**K3**

Relationship Matrix										
Semester	**Course Code**	**Title of the Course**							**Hours**	**Credits**
4	23UHE44VE04B	**Value Education - 4:** Religious Doctrine - 2							**2**	**1**
Course Outcomes	**Programme Outcomes (POs)**					**Programme Specific Outcomes (PSOs)**				**Mean Score of COs**
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	
CO1	3	3	3	3	2	3	2	2	3	3	2.7
CO2	3	2	2	2	3	3	3	3	2	2	2.5
CO3	2	2	3	3	2	2	3	3	3	3	2.6
									Mean Overall Score		**2.6 (High)**

Semester	Course Code	Title of the Course	Hours/Week	Credits
5	**23UEN53CC09**	**Core Course - 9:** Twentieth Century Literature (1901-1945)	**7**	**5**

Course Objectives
To identify the writers of the twentieth century and gain knowledge about their preoccupation, thematics and writing style.
To comprehend the tryst between the literary text, socio-political, historical, political and social context.
To illustrate the key elements that are distinctive of the literature of the twentieth century.
To analyse and interpret the literature of the twentieth century aptly.
To demonstrate the similarities and dissimilarities between the various literary works of the early twentieth century.

UNIT I: Poetry (Detailed)   (21 Hours)
1. W. B. Yeats (1865-1939)   : "The Second Coming"
                                       "Sailing to Byzantium"
2. T.S. Eliot (1888-1965)   : "The Journey of the Magi"
3. Wilfred Owens (1893-1918)   : "Dulce et Decorum Est"
4. Louis MacNeice (1907-1963)   : "Prayer Before Birth"

UNIT II: Poetry (Non Detailed)   (21 Hours)
5. Rudyard Kipling (1865-1936)   : "The White Man's Burden"
6. W.H. Davies (1871-1940)   : "Love and the Muse"
                                       "The Kingfisher"
7. Rupert Brooke (1887-1915)   : "The Dead"
                                       "Fragment"

UNIT III: Prose   (21 Hours)
8. A.G. Gardiner (1865-1946)   : "On the Rule of the Road"
                                       "All about a Dog"
9. George Orwell (1903 – 1950)   : "Shooting an Elephant"
10. D. H. Lawrence (1885 - 1930)   : "The Prussian Officer"

UNIT IV: Drama   (21 Hours)
(Detailed)
11. George Bernard Shaw (1856-1950) : *Pygmalion*
(Non Detailed)
12. John Galsworthy (1919-1992)   : *Justice*

UNIT V: Novel   (21 Hours)
13. H. G. Wells (1866-1946)   : *Time Machine*
14. Joseph Conrad (1857-1924)   : *Heart of Darkness*

Teaching Methodology	Lecture method, Use of ICT tools, Interactive method.

Books for Study
1. Beers, K. (2009). *Elements of Literature, Sixth Course: Essentials of British and World Literature*. Holt Rinehat & Winston.
2. Green, D. (1974). *The Winged Word: An Anthology of Poems for Degree Course (selections).*
3. Gardiner, A. G. (2019). *Leaves in the Wind*. Good P.
4. Orwell, G. (2009). *Shooting an Elephant*. Penguin Books Limited.
5. Shaw, B. (1984). *Pygmalion: A Romance in Five Acts*.
6. Galsworthy, J. (2016). *Justice*. Floating Press.
7. Wells, H. G. (1995). *The Time Machine*. Dover Publications.
8. Joseph, C. (2012). *Heart of Darkness*. Ancient Wisdom Publications.

Books for Reference

1. Draper, R. P. (1999). *An Introduction to Twentieth-Century Poetry in English*. Macmillan International Higher Education.
2. Greenblatt, S. (2018). *The Norton Anthology of English Literature, The Major Authors Volume 2*. (10th Ed.). W.W. Norton & Company.
3. Hewett, R. P. (1987). *A Choice of Poets: An Anthology of Poets from Wordsworth to the Present Day*. Nelson Thornes.
4. Hamilton, I. (1996). *The Oxford Companion to Twentieth-century Poetry in English*. Oxford UP.
5. Stringer, J. (1996). *The Oxford Companion to Twentieth-century Literature in English*. Oxford UP.
6. Roberts, M. (2009). *The Faber Book of Modern Verse*. Faber and Faber.

Websites and eLearning Sources

1. https://www.poetryarchive.org/poem/journey-magi/.
2. https://www.poetryfoundation.org/poems/46560/dulce-et-decorum-est.
3. https://www.poetryarchive.org/poem/prayer-before-birth/.
4. https://www.poetryfoundation.org/poems/43290/the-second-coming.
5. https://www.poetryfoundation.org/poems/43291/sailing-to-byzantium.
6. https://www.kiplingsociety.co.uk/poems_burden.html
7. https://www.poetryfoundation.org/poets/rupert- brooke#tab-poems.
8. https://www.historymatters.gmu.edu/d/5478/.
9. https://www.mypoeticside.com/poets/william-henry-davies-poems.
10. https://www.englitmail.com/2020/06/on-rule-of-road-ag-gardiner_14.html.
11. https://www.gutenberg.org/cache/epub/22480/pg22480-images.html#chap01
12. https://www.orwellfoundation.com/the-orwell- foundation/orwell/essays-and-other-works/shooting-an-elephant/."Justice." manybooks.net/titles/galswortetext01justc11.html.

Course Outcomes		
CO No.	**CO-Statements** On completion of this course, students will be able to	**Cognitive Levels (K-Level)**
CO1	acquaint themselves with major literary writers of the twentieth century and gain knowledge of their the matics	**K1**
CO2	understand the relationship between literary texts and their socio-political, historical, and cultural contexts	**K2**
CO3	examine the key elements that are distinctive of twentieth century literatures	**K3**
CO4	critically analyse literary texts of the twentieth century	**K4**
CO5	compare and contrast the literary works of the early twentieth century	**K5**

Relationship Matrix											
Semester	**Course Code**	**Title of the Course**								**Hours**	**Credits**
5	**23UEN53CC09**	**Core Course - 9:** Twentieth Century Literature (1901-1945)								**7**	**5**
Course Outcomes	**Programme Outcomes (POs)**					**Programme Specific Outcomes (PSOs)**					**Mean Score of COs**
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	
CO1	2	3	2	2	3	2	3	2	3	2	**2.4**
CO2	2	2	3	2	3	3	2	3	2	2	**2.3**
CO3	2	3	2	3	2	2	3	2	3	2	**2.4**
CO4	2	2	3	2	3	3	2	3	2	3	**2.5**
CO5	2	2	2	3	2	2	2	3	2	2	**2.2**
										Mean Overall Score	**2.36 (High)**

Semester	Course Code	Title of the Course	Hours/Week	Credits
5	23UEN53CC10	**Core Course - 10:** Contemporary British Literature (1946 to the present)	7	5

Course Objectives
To familiarize students with foundational works of British literature written in the late-20th and 21st centuries, enabling them to identify key authors, texts, and movements in contemporary British literature.
To develop students' ability to analyze and interpret prescribed texts by citing strong and thorough textual evidence to support their analyses. This objective emphasizes close reading and textual analysis.
To enhance students' skills in literary annotation by enabling them to identify figurative language, connotative meanings, and technical elements within prescribed texts, facilitating a deeper understanding of the literary works.
To encourage students to identify and analyze recurring themes within the prescribed texts, exploring how these themes develop and evolve over the course of contemporary British literary works.
To foster an understanding of the author's purpose and point of view within the prescribed texts, enabling students to discern how the author's style and content contribute to the literary power and beauty of contemporary literature.

UNIT I: Poetry (Detailed) (21 Hours)
1. Dylan Thomas (1914-53) : "Do not go gentle into that good night" (1951)
2. Ted Hughes (1930-1998) : "The Thought-Fox" (1957)
3. Doris Lessing (1950-2013) : "Fable" (1959)
4. Philip Larkin (1922-1985) : "The Whitsun Weddings" (1964)
5. Seamus Heaney (1939-2013) : "Digging" (1966)

UNIT II: Poetry (Detailed) (21 Hours)
6. Edwin Morgan (1920-2010) : "Hyena" (1973)
7. Lawrence Durrell (1912-1990) : "Delos" (1980)
8. Carol Ann Duffy (1955-) : "Anne Hathaway" (1999)
9. Adrian Mitchell (1938-2008) : "Human Beings" (2004)
10. Simon Armitage (1963-) : "Out of the Blue" (2008)

UNIT III: Drama (21 Hours)
Detailed:
11. Caryl Churchill (1938-) : *A Number* (2002)
Non-detailed:
12. John Osborne (1929-1994) : *Look Back in Anger* (1956)
13. Tom Stoppard (1937-) : *Rosencrantz and Guildenstern Are Dead* (1966)

UNIT IV: Prose (Detailed) (21 Hours)
14. J. B. Priestley (1894-1984) : "On Doing Nothing" (1949)
15. Zadie Smith (1975-) : "The Rise of the Essay" (2009)
16. Pico Iyer (1957-) : "The Foreign Spell" (2015)
17. William Empson (1906-1984) : "The Face of the Buddha" (2016)

UNIT V: Novel (21 Hours)
18. William Golding (1911-1993) : *Lord of the Flies* (1954)
19. Kazuo Ishiguro (1954-) : *The Remains of the Day* (1989)

20. Julian Barnes (1946-)	: *The Sense of an Ending* (2011)
Teaching Methodology	Lecture, Seminar, Discussions

Books for Study

1. Armitage, S. (2008). *Out of the Blue*. Enitharmon Press.
2. Barnes, J. (2011). *The Sense of an Ending*. Jonathan Cape.
3. Churchill, C. (2002). *A Number*. Nick Hern Books.
4. Duffy, C.A. (1999). *The World's Wife Poems*. Pan Macmillan Adult.
5. Durrell, L. (1980). *Collected Poems*. Faber & Faber.
6. Empson, W. (2016). *Oxford Book of Essays.* Ed. John Gross. OUP. 532-535.
7. Golding, W. (1954). *Lord of the Flies.* Faber & Faber.
8. Heaney, S. (2018). *Norton Anthology of English Literature* (10th Ed.). W.W. Norton & Company. P.1095.
9. Hughes, T. (1957). *Hawk in the Rain*. Faber & Faber.
10. Iyer, P. (2015). *"The Foreign Spell."* Lapham's Quarterly. 8.1.
11. Larkin, P. (2013). *"The Whitsun Weddings."* Philip Larkin Poems. Faber & Faber.
12. Lessing, D. (1959) *"Fable." Fourteen Poems.* Scorpion Press.
13. Mitchell, A. (2004*) "Human Beings." The Shadow Knows.* Bloodaxe Books.
14. Morgan, E. (1973) *"Hyena." From Glasgow to Saturn*. Carcanet.
15. Osborne, J. (2013). *Look Back in Anger*. Faber & Faber.
16. Priestley, J. B. (2009) *"On Doing Nothing." Delight*. Great Northern Books.
17. Smith, Z. (2009) *"The Rise of the Essay*." *Guardian.* 21 Nov.
18. Stoppard, T. (2013). *Arcadia*. Faber & Faber.
19. Thomas, D. *"Do not go gentle into that good night." Norton Anthology of English Literature*, (10th Ed.). W. W. Norton & Company, 2018. Page. 833.

Books for Reference

1. Beaumont, A. (2015). *Contemporary British Fiction and the Cultural Politics of Disenfranchisement: Freedom and the City*. Palgrave Macmillan.
2. Bentley, N. (2008). *Contemporary British Fiction*. Macmillan Education UK.
3. English, J. (2008). *A Concise Companion to Contemporary British Fiction*. Wiley.
4. Ganteau, J.M., & Susana, O. (2013). *Trauma and Romance in Contemporary British Literature*. N.P., Taylor & Francis.
5. Rennison, N. (2004). *Contemporary British Novelists*. N.P., Taylor & Francis.
6. Sauerberg, L. (2001). *Intercultural Voices in Contemporary British Literature: The Implosion of Empire*. Palgrave Macmillan.

Websites and eLearning Sources

1. https://www.youtube.com/watch?v=6r21Jb07tME
2. https://www.youtube.com/watch?v=Sh_MaAXfozM
3. https://www.study.com/academy/lesson/what-is-contemporary-literature–definition-writing-style.html
4. https://www.laphamsquarterly.org/foreigners/foreign-spell
5. https://www.youmightfindyourself.com/post/252362834/zadie-smith-on-the-rise-of-the-essay
6. https://wastepaper.files.wordpress.com/2014/04/on-doing-nothing.pdf

Course Outcomes		
CO No.	**CO-Statements** On completion of the course, students will be able to	**Cognitive Levels (K-Level)**
CO1	remember the foundational works of British literature written in the late-20th and the 21st centuries	**K1**
CO2	cite strong and thorough textual evidence to support analysis of prescribed texts	**K2**
CO3	annotate lines and passages from prescribed texts by determining their figurative, connotative and technical meaning	**K3**
CO4	identify two or more themes and analyze their development over the course of the prescribed texts	**K4**
CO5	evaluate an author's purpose and point of view to decide how style and content contribute to the power and beauty of contemporary literary works	**K5**

Relationship Matrix											
Semester	**Course Code**		**Title of the Course**							**Hours**	**Credits**
5	**23UEN53CC10**		**Core Course - 10:** Contemporary British Literature (1946 to the present)							**7**	**5**
Course Outcomes	**Programme Outcomes (POs)**					**Programme Specific Outcomes (PSOs)**					**Mean Score of COs**
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	
CO1	3	3	3	2	2	3	3	3	2	2	**2.6**
CO2	2	3	2	3	3	2	3	2	3	3	**2.6**
CO3	3	3	2	3	3	3	3	2	3	3	**2.8**
CO4	3	3	2	3	3	3	3	2	3	3	**2.8**
CO5	3	3	3	3	3	3	3	3	3	3	**3**
										Mean Overall Score	**2.76 (High)**

Semester	Course Code	Title of the Course	Hours/Week	Credits
5	**23UEN53ES01A**	**Discipline Specific Elective - 1:** History of Literary Criticism - 1	**5**	**3**

Course Objectives
To recognise the stylistic elements that constitute the different modes of literary expression
To gain a comprehensive understanding of the historical development of literary criticism, from its origins in ancient Greece and Rome
To examine the key movements and critical theories that have contributed to the development of literary criticism
To analyse how stylistic aspects and subjective elements contribute greatness and longlife to literary works
To access the cultural and societal impact of literature

UNIT I: The Greek Critics (15 Hours)
1. Plato (427-348 B.C.): His View of Art; Attack on Poetry; The Function of Poetry; Comments on Drama
2. Aristotle (384-322 B.C.): His Observations on Poetry, Tragedy and Comedy

UNIT II: The Roman Critics (15 Hours)
3. Horace (65B.C. - ? B. C.): His Observations on Poetry
4. Quintilian (35-95 A.D.): General Observations on Style; His Theory of Style

UNIT III: The Roman Critics (15 Hours)
5. Longinus (1 AD. OR 3 AD.?): The Five Sources of the Sublime
6. Dante (1265-1321): The Requirements of an Illustrious Vernacular

UNIT IV: The Classical English Critics (15 Hours)
7. Sir Philip Sidney (1554-1586): The Argument of his Book Apologie for Poetrie: Stephen Gosson's Charges against Poetry, and Sidney's Defense of Poetry
8. Ben Jonson (1573-1637): The Five Qualifications of a Poet

UNIT V: The Neoclassical English Critics (15 Hours)
9. John Dryden (1631-1700): The Nature of Poetry; The Function of Poetry; Dramatic Poetry; His Views on Tragedy, Comedy, Epic and Satire
10. Joseph Addison (1672-17119): True and False Wit; The Pleasures of the Imagination

Teaching Methodology	Lecture, Peer Discussion, ICT

Books for Study
1. Prasad, B. (1976). *An Introduction to English Criticism*. Macmillan.

Books for Reference
1. Abrams, M. H. (1999). *A Glossary of Literary Terms*. Harcourt Asia.
2. Arnold, M. (1903). *Essays in Criticism*. Macmillan and Co. Limited.
3. Blamires, H. (1992). *A History of Literary Criticism*. Macmillan.
4. Daiches, D. (1981). *Critical Approaches to Literature*. Longman.
5. Sharma, U., & Shushank, S. (2015). *Literary Criticism and Its Evolution. Global Journal of Interdisciplinary Social Sciences*, vol. 4, no. 4,pp. 47–50.

Websites and eLearning Sources
1. https://msrslitcrit.weebly.com/history.html.
2. https://www.britannica.com/art/literary-criticism.

Course Outcomes		
CO No.	**CO-Statements** On completion of this course, students will be able to	**Cognitive Levels (K-Level)**
CO1	recognise the stylistics aspects that constitute the different modes of literary expression	**K1**
CO2	understand the influence of Greek and Roman critical thoughts on English Criticism	**K2**
CO3	trace the evolution of critical thinking down the ages	**K3**
CO4	examine the stylistics and subjective matters that contribute greatness and long life to literary works	**K4**
CO5	assess the multiple functions of literary works in human life	**K5**

Relationship Matrix											
Semester	**Course Code**	**Title of the Course**								**Hours**	**Credits**
5	**23UEN53ES01A**	**Discipline Specific Elective - 1:** History of Literary Criticism - 1								**5**	**3**
Course Outcomes	**Programme Outcomes (POs)**					**Programme Specific Outcomes (PSOs)**					**Mean Score of COs**
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	
CO1	3	2	3	1	3	1	3	3	3	1	**2.3**
CO2	3	2	2	3	2	1	3	3	3	1	**2.3**
CO3	3	2	3	2	3	1	2	3	3	1	**2.3**
CO4	3	3	3	1	2	1	3	3	2	1	**2.2**
CO5	3	2	2	3	2	2	3	3	2	1	**2.3**
									Mean Overall Score		**2.2(High)**

Semester	Course Code	Title of the Course	Hours/Week	Credits
5	**23UEN53ES01B**	**Discipline Specific Elective - 1:** Remedial Grammar	**5**	**3**

Course Objectives
To enable students remember different parts of speech and their function
To make students understand the usage of different grammatical items
To train students in using spelling, grammar, and punctuation properly
To educate students find grammatical errors in speech and writing
To develop the ability to construct meaningful sentences without grammatical errors

UNIT I: **(15 Hours)**
1. Tenses: Forms and Uses
2. Active Voice and Passive Voice
3. Conditional Clauses

UNIT II: **(15 Hours)**
4. Modal Verbs and Auxiliary Verbs
5. Adverbs
6. Adjectives

UNIT III: **(15 Hours)**
7. Articles
8. Prepositions
9. Conjunctions

UNIT IV: **(15 Hours)**
10. Question Tags
11. 'Wh' questions
12. 'Yes' or 'No' questions

UNIT V: **(15 Hours)**
13. Sentence Structure
14. Degrees of Comparison
15. Correction of Error

Teaching Methodology	ICT, Task-Based Learning.

Books for Study
1. Hewings, M. (2005). *Advanced Grammar in Use*. Cambridge University Press. Print.
2. Murphy, R. (2013). *English Grammar in Use*. Cambridge University Press. Print.
3. Betty, B.A., & Stacy, A. H.(1983). *Basic English Grammar*. Pearson. Print.
4. Eastwood, J. (1991). *Oxford Practice Grammar*. Oxford University Press. Print.
5. Yule, G. (2019). *Oxford Practice Grammar*. Oxford University Press. Print.

Books for Reference
1. Gucker, P. (1966). *Essential English Grammar*. Dover Publications. Print.
2. Huddleston, R., & Pullum, G.K. (2005). *A Student's Introduction to English Grammar*. Cambridge: Cambridge University Press. Print.
3. Gupta, S. (2006). *English Grammar: Easier Way*. Lotus Press. Print.
4. Martin, W. (2016). *High School English Grammar and Composition*. S. Chand. Print.
5. Subramanyam, J. V. (1991). *General English Grammar*. Chennai: Sura Books. Print.

Websites and eLearning Sources
1. https://www.grammar-monster.com/
2. https://www.usingenglish.com/
3. https://www.ef.com/wwen/english-resources/english-grammar/

4. https://learnenglish.britishcouncil.org/grammar/intermediate-to-upper-intermediate
5. https://www.tolearnenglish.com/

Course Outcomes		
CO No.	**CO-Statements** On completion of the course, students will be able to	**Cognitive Levels (K-Level)**
CO1	remember different parts of speech and their function	**K1**
CO2	understand the usage of different grammatical items	**K2**
CO3	use spelling, grammar, and punctuation properly	**K3**
CO4	find grammatical errors in speech and writing	**K4**
CO5	evaluate and construct meaningful sentences without grammatical errors	**K5**

Semester	Course Code	Title of the Course					Hours	Credits
5	23UEN53ES01B	**Discipline Specific Elective - 1:** Remedial Grammar					5	3
Course Outcomes	**Programme Outcomes (POs)**					**Programme Specific Outcomes (PSOs)**					**Mean Score of COs**
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	
CO1	2	3	2	2	2	2	3	3	3	3	**2.5**
CO2	3	3	2	2	2	1	2	3	3	2	**2.3**
CO3	3	3	3	1	2	2	3	3	3	1	**2.4**
CO4	3	3	1	3	3	1	3	3	3	2	**2.5**
CO5	2	2	1	3	3	1	1	3	3	3	**2.2**
									Mean Overall Score		**2.38 (High)**

Semester	Course Code	Title of the Course	Hours/Week	Credits
5	23UEN53ES02A	**Discipline Specific Elective - 2:** English Phonetics	5	3

Course Objectives
To help students understand the organs of speech and its importance
To give students practice in pronouncing phonemes accurately and fluently
To make students use phonemes appropriately in contexts
To make students aware of English tones and help them understand its importance in communicating meaning
To enable students distinguish phonemes using the three-term labels

UNIT I: Introduction to Phonetics (15 Hours)
1. Limitations of the English Alphabet
2. Importance of the IPA
3. Airstream mechanisms
4. Definition of phonetics and phoneme
5. Types of phonetics

UNIT II: Consonants (15 Hours)
6. Definition
7. The organs of speech
8. The three-term label
9. The consonant Grid
10. Difference between consonants and vowels

UNIT III: Vowels (15 Hours)
11. Definition
12. The cardinal vowel chart
13. The three-term label
14. Pure vowels
15. Diphthongs

UNIT IV: Phonology (15 Hours)
16. Definition
17. Allophones
18. Syllables
19. Strong and weak syllables
20. Consonant clusters

UNIT V: Word Stress and Pronunciation Practice (15 Hours)
21. Word Stress
22. Functions of English tones
23. Pronunciation challenges for Indian speakers
24. The most mispronounced words
25. Phonetic transcription

Teaching Methodology	Lectures, seminars, group discussions, TBLT.

Book for Study

1. Balasubramanian, T. (1997). *A Textbook of English Phonetics for Indian Students,* (Low Price Edition). Macmillan.
   Unit 1: Chapters 2.1 & 5.1   **Unit 2**: Chapters 4, 6, & 7
   Unit 3: Chapter 3   **Unit 4**: Chapters 5.3, 8 & 9
   Unit 5: Chapters 10, 11, & 15.4.

Books for Reference
1. Asher, R. E., & Henderson, E. J. A. (Eds.). (1981). *Towards a History of Phonetics*. Edinburgh University Press.
2. Jones, D. (1975). *An Outline of English Phonetics,* (9th Ed.). Cambridge University Press.
3. Laver, J. (2000). *Principles of Phonetics*. Cambridge University Press.
4. O'Connor. (1982). *Better English Pronunciation,* (2nd Ed.). Cambridge University Press.

Websites and eLearning Sources
1. https://linguistics.berkeley.edu/acip/
2. https://scholar.harvard.edu/files/adam/files/phonetics.ppt.pdf
3. https://www.britannica.com/science/phonetics

<table>
<tr><th colspan="3">Course Outcomes</th></tr>
<tr><td rowspan="2">CO No.</td><td>CO-Statements</td><td rowspan="2">Cognitive Levels (K-Level)</td></tr>
<tr><td>On completion of the course, students will be able to</td></tr>
<tr><td>CO1</td><td>label the organs of speech involved in the production of speech sounds.</td><td>K1</td></tr>
<tr><td>CO2</td><td>pronounce the challenging phonemes accurately and fluently.</td><td>K2</td></tr>
<tr><td>CO3</td><td>use every phoneme accurately in a given context.</td><td>K3</td></tr>
<tr><td>CO4</td><td>analyse the functions of tones.</td><td>K4</td></tr>
<tr><td>CO5</td><td>discriminate phonemes in terms of their three-terms labels.</td><td>K5</td></tr>
</table>

Relationship Matrix											
Semester	**Course Code**			**Title of the Course**						**Hours**	**Credits**
5	23UEN53ES02A			Discipline Specific Elective - 2: English Phonetics						5	3
Course Outcomes	**Programme Outcomes (POs)**					**Programme Specific Outcomes (PSOs)**					**Mean Score of COs**
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO1	3	3	3	3	3	3	2	3	2	3	2.8
CO2	2	3	3	3	3	2	2	3	3	3	2.7
CO3	3	3	2	3	3	2	2	3	3	2	2.6
CO4	2	3	3	3	2	3	3	2	3	2	2.6
CO5	3	2	3	3	3	3	3	2	2	3	2.7
									Mean Overall Score		2.68 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
5	**23UEN53ES02B**	**Discipline Specific Elective - 2:** News Reporting and Editing	**5**	**3**

Course Objectives
To define the qualifications and responsibilities of media persons.
To illustrate the ability to research appropriate sources and background materials for a news story
To develop the necessary skills to think critically and objectively.
To analyse the evolving landscape of news reporting and editing.
To assess the accuracy, fairness, balance, and overall quality of the news stories.

UNIT I (15 Hours)
1. Qualifications, aptitudes, duties, functions and responsibilities of a reporter
2. Reporting conditions of work and reporter as a special correspondent

UNIT II (15 Hours)
3. Definition of News, Sources of News, News Agencies and the three divisions of a news story.
4. Various types of Reports: Legislative proceedings, commercial reporting, Reporting on Technical Subjects, Interviews and Human Interests stories

UNIT III (15 Hours)
5. General Principles of Editing: Qualifications, duties, responsibilities and functions of an editor
6. Processing a copy, Knowledge of Press Law and Libel

UNIT IV (15 Hours)
7. Page making: different types of make-up and Newspaper Glossary
8. Various types of writing: News Story, Articles, Features, Reviews, Editorials and Column Writing

UNIT V (15 Hours)
9. Tools and Techniques of Writing: News Story, Articles, Features, Reviews, Editorials and Column Writing
10. Mechanics of Writing: Revision of Manuscripts, Display of Photographs, Photo Editing and Caption Writing
11. Press Visit

Teaching Methodology	Lecture-Based Instruction, Hands-On Reporting and Editing Exercises, Case Studies, Media Analysis Assignments.

Books for Study
1. Frost, C. (2010). *Reporting for Journalists*. UK: Taylor & Francis Ltd. Print
2. Bhattacharjee, S. (2009). *News Coverage, Reporting and Editing*. India: Kanishka Publishers. Print
3. Ganesh, T. K. (2006). *News Reporting and Editing in Digital Age*. India: Authors Press. Print.
4. Lanson, J. (2007). *Writing and Reporting the News*. Oxford University Press Inc. Print
5. Nayak, A. K. (2009). *News Reporting, Journalistic Writing and Editing*. India: Jnanada Prakashan. Print.
6. Sahay, G. K. (2000). *Encyclopaedia of News Coverage Editing and Reporting*. India. Anmol Publications. Print.

Books for Reference
1. Krishnaswami, K. V. (2015). *Writing and Editing News*. Orient Black Swan. Print.
2. Shrivastava, K. M. (2003). *News Reporting and Editing*. Sterling Publishers. Print.
3. John, H. (1983). *The Professional Journalist*, (5th Ed.). Thomson Learning. Print.
4. Mitchell, S. (1989). *History of News*. Penguin. Print.

5. Botton, A. de (2015). *The News: A User's Manual*. Penguin. Print.

Websites and eLearning Sources

1. https://ohiostate.pressbooks.pub/choosingsources/chapter/news-as-a-source/
2. https://courses.lumenlearning.com/suny-massmedia/chapter/14-3-news-media-and-ethics/
3. https://www.poynter.org/educators-students/2016/fundamentals-of-editing-the-editing-process
4. https://writingcenter.gmu.edu/guides/news-writing-fundamentals
5. https://www.tribuneindia.com/news/schools/how-to-write-a-news-report-108029

CO No.	CO-Statements On completion of the course, students will be able to	Cognitive Levels (K-Level)
	Course Outcomes	
CO1	recall the qualification and duties of media persons	K1
CO2	demonstrate the ability to research and evaluate appropriate sources and background materials for a news story	K2
CO3	develop the skills to think critically about the news	K3
CO4	examine various kinds of news reports	K4
CO5	evaluate and write hard news/summary lead that incorporates the 5 Ws	K5

Relationship Matrix											
Semester	**Course Code**	**Title of the Course**								**Hours**	**Credits**
5	23UEN53ES02B	**Discipline Specific Elective - 2:** News Reporting and Editing								5	3
Course Outcomes	**Programme Outcomes (POs)**					**Programme Specific Outcomes (PSOs)**					**Mean Score of COs**
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	
CO1	2	3	2	2	2	2	3	3	3	3	2.5
CO2	3	3	2	2	2	1	2	3	3	2	2.3
CO3	3	3	3	1	2	2	3	3	3	1	2.4
CO4	3	3	1	3	3	1	3	3	3	2	2.5
CO5	2	2	1	3	3	1	1	3	3	3	2.2
									Mean Overall Score		2.38 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
5	23UEN53SP01	**Self-paced Learning:** Short Stories and One Act Plays	-	2

Course Objectives
To enable students to remember and grasp the sociological and psychological dimensions embedded in short stories and one-act plays
To facilitate an understanding of the underlying literary themes present in short stories and one-act plays.
To encourage students to critically examine the moral lessons and ethical perspectives presented in the selected narratives, and apply them in their daily lives.
To equip students with the ability to analyze and distinguish key elements specific to the genre of short stories and one-act plays, setting them apart from other forms of writing.
To develop students' skills in interpreting the implicit meanings and deeper layers of significance in short stories and one-act plays.

UNIT I: Short Stories
1. Leo Tolstoy (1828-1920)   : "How Much Land Does a Man Need?"
2. Franz Kafka (1883-1924)   : "The Married Couple"

UNIT II: Short Stories
3. O. Henry (1862-1910)   : "The Gift of the Magi"
4. D.H. Lawrence (1885-1930)   : "The Blind Man"

UNIT III: Short Stories
5. Rabindranath Tagore (1861-1941)   : "The Postmaster"
6. R. K. Narayan (1906-2001)   : "A Snake in the Grass"

UNIT IV: One Act Plays
7. Anton Chekov (1860-1904)   : "The Proposal"
8. W.W. Jacobs (1863-1943)   : "The Monkey's Paw"

UNIT V: One Act Plays
9. Edward Albee (1928-2016)   : "The American Dream"
10. Asif Currimbhoy (1928-1994)   : "The Refugee"

Teaching Methodology	Make the students watch educational videos uploaded on JosTel portal

Books for Study
1. (1986). *Contemporary American Short Stories: (Fremdsprachentexte)*. Reclam, Philipp.
2. Elias, M. (2013). *Plays in One Act*. Chennai: Orient BlackSwan.
3. Narayan, R. K. (1987). *Under the Banyan Tree and Other Stories*. Penguin Books.
4. Priddy, J., & Henry, O. (2009). *The Gift of the Magi*. It Books.
5. Tagore, R. (1994). *The Postmaster: Selected Stories*. Penguin Books.

Books for Reference
1. Hardy, T. (1996). *Outside the Gates of the World: Selected Short Stories*. Jan Jedrzejewski, Phoenix.
2. Paul, M. R. (2009). *The Short Story: An Introduction*. Edinburgh University Press.
3. Sujatha, K. (2011). *On the Stage: One-Act Plays*. Orient BlackSwan.

Websites and eLearning Sources
1. https://lhscom2.pbworks.com/w/file/fetch/72585155/The%20Monkey%27s%20Paw.pdf.
2. https://www.one-act-plays.com/comedies/proposal.html.
3. https://efaidnbmnnnibpcajpcglclefindmkaj/edisciplinas.usp.br/pluginfile.php/498816 2/mod_resource/content/1/THE%20AMERICAN%20DREAM%20- %20ALBEE.pdf.

Course Outcomes		
CO No.	**CO-Statements** On completion of the course, students will be able to	**Cognitive Levels (K-Level)**
CO1	remember the sociological and psychological dimensions of the short stories and one act plays	**K1**
CO2	understand the literary themes of short stories and one act plays	**K2**
CO3	examine the morals of short stories and one-act plays in their everyday life	**K3**
CO4	analyse the key elements in the genre of short stories and one act plays by distinguishing them from other genres of writing	**K4**
CO5	interpret the implied meaning of short stories and one act plays	**K5**

Relationship Matrix											
Semester	**Course Code**	**Title of the Course**								**Hours**	**Credits**
5	23UEN53SP01	**Self-paced Learning:** Short Stories and One Act Plays								-	2
Course Outcomes	**Programme Outcomes (POs)**					**Programme Specific Outcomes (PSOs)**					**Mean Score of COs**
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	
CO1	3	2	1	1	2	2	3	3	3	2	2.2
CO2	3	2	2	3	2	2	3	3	3	2	2.4
CO3	3	3	2	3	3	3	3	2	2	3	2.7
CO4	3	2	2	2	2	3	3	2	2	3	2.4
CO5	3	2	2	2	3	2	3	2	3	2	2.5
									Mean Overall Score		2.44 (High)

Semester	Course Code	Title of the Course	Hours/Week	Credits
5	**23USS54SE01**	**Skill Enhancement Course - 2:** Soft Skills	**2**	**1**

Course Objectives
To help students understand, practice, and improve their communication skills
To enable students with effective presentation skills
To help students attend interviews confidently and participate effectively in group discussions
To make students realise their potential and excel on personal as well as professional grounds
To develop the thinking skills of students for better performance in competitive exams, interviews and group discussions

UNIT I: Communication Skills

Basics of Communication: Importance of Good Communication Skills, Types of Communication Skills, Verbal Communication, Non-verbal Communication, Tips for Improving Nonverbal Communication, Communication Styles, Barriers to Communication, Ways To Improve Communication Skills, Practicum

Professional Grooming: How to Create the Impact for that First Impression, Presentation Skills, Developing Handouts, Developing Notes, Adding Visual and Audio Effects, Practicum

UNIT II: Resume Writing & Interview Skills

*Resume Writing***:** The Purpose of a Resume, Finding a Job & Making a Career, Length of Resume, Order of Resume, Tailoring the Resume, What your Resume should include, Some Tips for Listing a Bachelor's degree on Your Resume, What NOT to put on your Resume, Formatting Resume, Difference between Resume, Biodata and Curriculum Vitae, Preparation of a Resume

*Interview Skills***:** Meaning of Interview, Types of Interviews, How to get ready for the big day?, Appropriate Attire, Etiquette, Mastering the Art of Meet and Greet, Resume – Points to Remember, Practicum

Group Discussion: Why is GD Essential?, Factors that influence GD, Outcome of GD, Tips for participation in a GD, Useful phrases for GD, Success Tips in GD, Practicum

UNIT III: Personal Effectiveness

Self-Discovery: Characteristics of Personality, Kinds of Self, Who am I?, Personality Inventory Table
Goal Setting: Why do Goal Setting?, Goal Setting Process, Smart Goals

UNIT IV: Numerical Ability

Average, Simple Interest, Compound Interest, Profit and Loss, Area, Volume and Surface Area

UNIT V: Test of Reasoning

*Verbal Reasoning***:** Series Completion, Analogy. *Non-Verbal Reasoning*

Book for Study
1. Balaiah, J., & Joy, J. L. (2024). *Straight from the Traits: Securing Soft Skills*, (Revised 3rd Ed.). St. Joseph's College, Tiruchirappalli.

Books for Reference
1. Aggarwal, R.S. (2010). *A Modern Approach to Verbal and Non-Verbal Reasoning*, S. Chand.
2. Balaiah, J. & Joy, J. L. (2018). *Winners in the Making: A primer on soft skills*. St. Joseph's College, Tiruchirappalli.
3. Covey S. R. (2004). *The 7 Habits of Highly Effective People: Restoring the Character Ethic* (Rev. ed.). Free Press.

4. Egan, G. (1994). *The Skilled Helper* (5th Ed.). Pacific Grove, Brooks/Cole.
5. Khera, S. (2014). *You Can Win*. Macmillan Books.
6. Martin, Y. (2005). *Hiring the Best: A Manager's Guide to Effective Interviewing and Recruiting*, (5th Ed.). Adams Media.
7. Sankaran, K., & Kumar, M. (2010). *Group Discussion and Public Speaking*, (5th Ed.). M.I. Publishers.
8. Trishna. (2012). *How to do well in GDs & Interviews*, (3rd Ed.). Pearson Education.

Course Outcomes		
CO No.	**CO-Statements** On successful completion of this course, students will be able to	**Cognitive Levels (K - Level)**
CO1	analyse problems directed at testing their cognitive abilities	**K3**
CO2	present the best of themselves as job seekers and communicate effectively in all contexts	**K4**
CO3	assess themselves, set goals, and manage conflicts that are expected of a good leader	**K5**

Relationship Matrix										
Semester	**Course Code**	**Title of the Course**							**Hours**	**Credits**
5	**23USS54SE01**	**Skill Enhancement Course - 2:** Soft Skills							**2**	**1**
Course Outcomes	**Programme Outcomes (POs)**					**Programme Specific Outcomes (PSOs)**				**Mean Scores of COs**
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	
CO1	3	3	3	2	2	2	2	3	2	3	**2.5**
CO2	2	3	3	2	3	3	2	3	2	2	**2.5**
CO3	2	2	3	3	2	3	3	3	2	2	**2.5**
									Mean Overall Score		**2.5 (High)**

Semester	Course Code	Title of the Course	Hours/Week	Credits
6	23UEN63CC11	**Core Course - 11:** Shakespeare	7	5

Course Objectives
To make the students classify the major characters in Shakespeare's plays
To introduce the various Shakespearean dramatic forms and themes with special reference to Sonnets to the students
To make the students understand the moral and philosophical significance of Shakespeare's plays and their relevance for contemporary audiences
To help the students to identify the dramatic conventions and linguistic qualities of scenes and understand their significance of the play as a whole
To help the students to identify and assess some of the distinctive features of Shakespeare's language and examine how language has changed over time

UNIT I: Introduction to Shakespeare (21 Hours)
1. Life of Shakespeare
2. Shakespeare's Characters-Kings, Fools, Heroes, Heroines and Villains
3. Elizabethan Theatre
4. Elizabethan Audience

UNIT II: Drama (Non-Detailed) (21 Hours)
5. *Julius Caesar*
6. *Romeo and Juliet*

UNIT III: Drama (Detailed) (21 Hours)
7. *Macbeth*

UNIT IV: Poetry (Non-Detailed) (21 Hours)
   Procreation Sonnets
8. "Sonnet No: 8"
9. "Sonnet No: 13"
   Fair Youth Sonnets
10. "Sonnet No: 30"
11. "Sonnet No: 46"
   Dark Lady Sonnets
12. "Sonnet No: 127"
13. "Sonnet No: 130"

UNIT V: Drama (21 Hours)
   (Detailed)
14. *As You Like It*
   (Non-Detailed)
15. *A Midsummer Night's Dream*

Teaching Methodology	Lecture Method, Interactive Method and Role Play

Books for Study
1. Shakespeare, W. (2016). *Elizabethan Theatre and Audience*. Maple Press.
2. Shakespeare, W. (2016). *Julius Caesar*. Maple Press.
3. Shakespeare, W. (2020). *Romeo and Juliet*. Maple Press.
4. Shakespeare, W. (2020). *Macbeth*. Finger Print Publishing.
5. Shakespeare, W. (2016). *The Sonnets*. CUP.
6. Shakespeare, W. (2016). *As you like it*. CUP.

Books for Reference
1. Bradley, A. C. (1905). Shakespearean Tragedy: *Lectures on Hamlet, Othello, King Lear,*

Macbeth. 2ed. Macmillan.
2. Chambers, K. (1923). *The Elizabethan Stage, 4 Volumes*. 2nd Clarendon Press.
3. Dillon, J. (2007). *The Cambridge Introduction to Shakespeare's Tragedies*. CUP.
4. Halliday, F. E. (1964). *A Shakespeare Companion*. Penguin.
5. Hopkins, L. (2005). *Beginning Shakespeare*. MUP.

Websites and eLearning Sources
1. https://library.um.edu.mo/ebooks/b28050162.pdf
2. https://www.uni-due.de/SHE/Shakespeare_Summaries_of_Plays.pdf
3. https://academic.oup.com/sq/article-abstract/10/1/3/5125035?redirectedFrom=PDF
4. http://www.gutenberg.org/files/30227/30227-pdf.

Course Outcomes		
CO No.	**CO-Statements** On completion of the course, students will be able to	**Cognitive Levels (K-Level)**
CO1	classify the major characters in Shakespeare's plays	**K1**
CO2	discuss a plethora of Shakespearean dramatic forms and themes with special reference to Sonnets	**K2**
CO3	examine the moral and philosophical significance of Shakespeare's plays and their relevance for contemporary audiences	**K3**
CO4	identify the dramatic conventions and linguistic qualities of scenes and understand their significance of the play as a whole	**K4**
CO5	identify and assess some of the distinctive features of Shakespeare's language and examine how language has changed over time	**K5**

Relationship Matrix										
Semester	**Course Code**		**Title of the Course**						**Hours**	**Credits**
6	23UEN63CC11		Core Course - 11: Shakespeare						7	4
Course Outcomes	**Programme Outcomes (POs)**					**Programme Specific Outcomes (PSOs)**				**Mean Score of COs**
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	
CO1	2	3	2	2	3	3	2	1	3	2	**2.2**
CO2	3	1	3	3	2	2	1	3	2	3	**2.3**
CO3	2	3	1	3	2	2	3	1	3	2	**2.2**
CO4	3	3	2	3	1	3	3	2	3	1	**2.4**
CO5	1	3	3	2	3	1	3	2	3	3	**2.4**
									Mean Overall Score		**2.3 (High)**

Semester	Course Code	Title of the Course	Hours/Week	Credits
6	23UEN63CC12	**Core Course - 12:** American Literature	7	5

Course Objectives
To familiarise the different literary periods in American literature
To develop an insight into American society, culture and sociopolitical perspectives by examining the given literary texts
To compare and contrast American literature with other global literatures, recognising and appreciating the differences
To develop the ability to critically analyse by interpreting and re-reading the source
To examine the literary texts critically, recognising the nuances of language, style and subtext

UNIT I: Poetry (Detailed) (21 Hours)
1. Emily Dickinson (1830-1886) : "A Bird came down the Walk"
2. Robert Frost (1874-1963) : "After Apple-Picking"
3. Claude McKay (1889-1948) : "If We Must Die"
4. Rita Dove (1952-) : "I Have Been a Stranger in a Strange Land"

UNIT II: Poetry (Non-Detailed) (21 Hours)
5. Edger Allan Poe (1809-1849) : "The Raven"
6. Walt Whitman (1819-1892) : "Out of the Cradle Endlessly Rocking"
7. e.e. cummings (1894-1962) : "i carry your heart with me"
8. Robert Lowell (1917–1977) : "Skunk Hour"

UNIT III: Prose (Detailed) (21 Hours)
9. Henry David Thoreau (1817-1862) : "Where I Lived and What I Lived for"
10. Martin Luther King Jr (1929-1968) : "I Have a Dream"

UNIT IV: Drama (21 Hours)
(Detailed)
11. Arthur Miller (1915- 2005) : *The Death of a Salesman*
(Non Detailed)
12. August Wilson (1945-2005) : *Fences*
Short Stories
13. Ambrose Bierce (1842-114) : "An Occurrence at Owl Creek Bridge"
14. O. Henry (1862-1910) : "The Last Leaf"

UNIT V: Novel (21 Hours)
15. Nathaniel Hawthorne (1804-1864) : *The Scarlet Letter*
16. Ernest Hemingway (1899-1961) : *The Old Man and the Sea*
17. Toni Morrison (1931-2019) : *Beloved*

Teaching Methodology	Lecture, Peer Discussion, Seminar, ICT.

Books for Study
1. Rittenhouse, J.B.. (2015). *Little Book of American Poets: 1787-1900 (Classic Reprint)*. Forgotten Books.
2. Gates, H.L., & Smith, V.A. (2014). *The Norton Anthology of African American Literature*. W.W. Norton & Company.
3. Oliver, E. (1994). *American Literature, 1890-1965: An Anthology*. Eurasia.
4. Spiller, R.E. (1962). *Literary History of the United States*. Macmillan.
5. Miller, A. (1999). *Death of a Salesman*. Penguin.
6. Oliver, E.. (1994). *American Literature, 1890-1965: An Anthology*. Eurasia.
7. Hawthorne, N. (2016). *The Scarlet Letter*. Penguin Books.
8. Hemingway, E. (2020). *The Old Man and the Sea*. Scribner.
9. Miller, A. (1999). *Death of a Salesman*. Penguin.

10. Morrison, T. (2020). *Beloved*. Langara College.
11. Tarner, M., & Steinbeck, J. (2009). *The Grapes of Wrath*. Macmillan.

Books for Reference

1. Cunliffe, M. (1993). *American Literature to 1900*. Penguin Books.
2. Hart, J. D. & Phillip, W. L. (2006). *The Oxford Companion to American Literature*. Oxford University Press.
3. Leary, L.Ed. (1976). *American Literature: a Study and Research Guide*. St. Martin's Press.
4. William, J. F. (1984). *American Literature of the Nineteenth Century: An Anthology*. Eurasia Publ. House (Pvt.) Ltd.

Websites and eLearning Sources

1. https://libguides.southernct.edu
2. https://research.lib.buffalo.edu/american-literature- research/primary-sources
3. https://poetryfoundation.org

Course Outcomes		
CO No.	**CO-Statements** On completion of the course, students will be able to	**Cognitive Levels (K - Level)**
CO1	acquire knowledge about American literature, its themes, literary periods and important artistic features	**K1**
CO2	understand the various aspects of American society, its culture and sociopolitical perspective through the literary texts representing different periods and cultures	**K2**
CO3	compare and contrast American literature with other literatures and see and respect differences and transcend binaries	**K3**
CO4	identify and engage with relevant scholarly works in order to develop critical, analytical thinking coherently and credibly	**K4**
CO5	read and write critically in response to literary texts provided in different genres	**K5**

Relationship Matrix										
Semester	**Course Code**		**Title of the Course**					**Hours**		**Credits**
6	23UEN63CC12		**Core Course - 12:** American Literature					7		5
Course Outcomes	**Programme Outcomes (POs)**					**Programme Specific Outcomes (PSOs)**				**Mean Score of COs**
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	
CO1	1	3	3	2	2	2	3	3	2	2	**2.3**
CO2	2	3	1	3	3	1	3	2	2	2	**2.2**
CO3	1	2	3	3	1	3	2	2	2	3	**2.2**
CO4	1	2	2	2	3	3	2	2	3	3	**2.3**
CO5	3	2	3	1	3	1	3	2	2	1	**2.1**
								Mean Overall Score			**2.2 (High)**

Semester	Course Code	Title of the Course	Hours/Week	Credits
6	23UEN63ES03A	**Discipline Specific Elective - 3:** History of Literary Criticism - 2	5	3

Course Objectives
To understand the principles of literary criticism through representative writers
To appreciate how the criticism in respective ages shaped the genres of literature
To recognize the contribution of various schools of thought in shaping the perception of literature
To trace the trajectory of critical thought of the western world across the ages
To develop critical research skills to analyze literary texts with appropriate critical school of thought

UNIT I: The Neoclassical English Critics   **(15 Hours)**
1. Alexander Pope (1688-1744)   : His Classicism; On the Function of Criticism
2. Dr. Johnson (1709-1784)   : His Historical Approach; On the Kinds of Poetry, Versification, and Poetic diction; On Drama

UNIT II: The Romantic Critics   **(15 Hours)**
3. William Wordsworth (1770-1850)   : His Concept of Poetic Diction; His Concept of Poetry
4. S.T. Coleridge (1772-1834)   : His Theory of Imagination; His Definition of a Poem; On Poetic Diction; On Dramatic Illusion (Willing Suspension of Disbelief)

UNIT III: The Victorian Critics   **(15 Hours)**
5. Matthew Arnold (1822-1888)   : His Criticism on Poetry; On Criticism
6. Walter Pater (1839-1894)   : His Views on Literature, and on Criticism

UNIT IV: The New Critics   **(15 Hours)**
7. T.S. Eliot (1888-1965)   : Impersonality of Poetry; Objective Correlative and Dissociation of Sensibility
8. Cleanth Brooks (1906-1994)   : His views on Criticism and Poetry

UNIT V: The New Critics   **(15 Hours)**
9. I.A. Richards (1893-1979)   : His views on Two Uses of Language; Four Kinds of Meaning: Sense, Feeling, Tone and Intention
10. F.R. Leavis (1895-1978)   : His Conception of the Business of Criticism

Teaching Methodology	Lecture Method, Seminar, ICT, Online Courses

Books for Study
1. Habib. (2005). *A History of Literary Criticism: From Plato to the Present*. Blackwell Publishing Ltd.
2. Prasad, B. (1965). *An Introduction to English Criticism*. Macmillan India Ltd.

Books for Reference
1. Atkins, J. W. H. (1999). *English Literary Criticism. Vol. 1.* Surabhi Publications.
2. Danzier & Johnson. (1961). *An Introduction to Literary Criticism*. Heath.
3. Das, B. B. & Jatindra, M.M. (1985). *Literary Criticism: A Reading*. OUP.
4. Wellek, R. (1981). *A History of Modern Criticism 1750-1950: The Romantic Age*. CUP.
5. Wimsatt, W. K., & Cleanth, B. (2021). *Literary Criticism: A Short History*. Routledge.

Website and eLearning Sources
1. https://www.longdom.org/articles/literary-criticism-and-its-evolution.pdf.
2. https://msrslitcrit.weebly.com/history.html.
3. https://www.britannica.com/art/literary-criticism.

Course Outcomes		
CO No.	**CO-Statements** On completion of this course, students will be able to	**Cognitive Levels (K-Level)**
CO1	identify and recognize the outlook of literary criticism	**K1**
CO2	understand the notions and various techniques of literary criticism	**K2**
CO3	examine the historical aspects of the trends and developments in the domain of criticism	**K3**
CO4	analyse the characteristics of Neoclassical Criticism and Romantic criticism, and the critical ideas of the important critics of these domains	**K4**
CO5	evaluate literary texts with critical thinking skills	**K5**

Relationship Matrix										
Semester	**Course Code**		**Title of the Course**						**Hours**	**Credits**
6	**23UEN63ES03A**		**Discipline Specific Elective - 3:** History of Literary Criticism - 2						**5**	**3**
Course Outcomes	**Programme Outcomes (POs)**					**Programme Specific Outcomes (PSOs)**				**Mean Score of COs**
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	Mean Score of COs
CO1	2	3	2	3	2	3	2	3	2	2	**2.4**
CO2	3	2	2	3	2	3	2	3	2	3	**2.5**
CO3	3	2	2	2	3	2	2	3	2	2	**2.3**
CO4	3	2	2	2	2	2	2	2	2	3	**2.2**
CO5	3	2	3	2	3	2	3	2	3	2	**2.5**
									Mean Overall Score		**2.38 (High)**

Semester	Course Code	Title of the Course	Hours/Week	Credits
6	23UEN63ES03B	**Discipline Specific Elective - 3:** History of English Language	5	3

Course Objectives
To remember the basic structure of Old English, Middle English and Early Modern English grammar.
To explain the general linguistic processes and social factors that influence structural change and variation within the English language.
To identify some linguistic structures of present-day and historical varieties of English language in terms of sounds, sound patterns, word-formation processes, grammar and meaning.
To experiment with some major dialects in the period before the standardisation of English.
To analyse the differences between the grammar of the earlier periods and the grammar of present day English.

UNIT I (15 Hours)
1. The Origin of English Language
2. The Descent of the English Language

UNIT II (15 Hours)
3. The Old English Period
4. The Grammar of the Anglo-Saxon English

UNIT III (15 Hours)
5. The Middle English Period
6. The Pronunciation, Spelling and Vocabulary development of the Middle English Period

UNIT IV (15 Hours)
7. English during the Renaissance Period
8. The orthographical changes during the Renaissance and Reformation

UNIT V (15 Hours)
9. The Evolution of Standard English
10. The Contribution of Foreign Languages to English

Teaching Methodology	Lecture-based instruction and ICT - based learning

Books for Study
1. Wood, F. T. (1941). *An Outline History of English Language*. Macmillan India Ltd.
2. Albert, C. B., & Thomas, C. (2012) *A History of the English Language*. Taylor & Francis. Print.
3. Bragg, M. (2011). *The Adventure of English: The Biography of a Language*. Arcade. Print.
4. Lynch, J. (2008). *The English Language: A User's Guide*. Canada: Focus Publishing/R. Pullins Co. Print.
5. Crystal, D. (2004). *The Stories of English*. The Overlook Press, Peter Mayor Publishers. Print

Books for Reference
1. Bloomfield, L. (1933). *Language*. London: Holt, Richart & Winston. Print.
2. Emerson, O.F. (1900). *A Brief History of English Language*. Harvard University, the Macmillan Company.
3. Strang, B.M.H. (1970). *The History of English*. London, Methuen & Co Ltd.
4. William, J.M. (1975). *The Origins of English Language: A Society and Linguistic History*. London, the Free Press.
5. Yule, G. (1989). *The Study of Language: An Introduction*. CUP.

Websites and eLearning Sources

1. https://www.anglik.net/englishlanguagehistory.htm
2. https://www.studyenglishtoday.net/english-language-history.html
3. https://www.randomhistory.com/1-50/023english.html
4. https://www.wordorigins.org/index.php/site/comments/a_very_brief_history_of_the_english_language3/
5. https://www.danshort.com/ie/borrowedwords.htm
6. https://members.peak.org/~jeremy/dictionaryclassic/chapters/history.php
7. https://www.englishlanguageguide.com/english/facts/history/
8. https://knol.google.com/k/global-english-a-paradigm-shift
9. https://www.englishclub.com/english-language-history.htm

	Course Outcomes	
CO No.	**CO-Statements** On completion of the course, students will be able to	**Cognitive Levels (K-Level)**
CO1	remember the basic structure of Old English, Middle English and Early Modern English grammar	**K1**
CO2	describe the general linguistic processes and social factors that influence structural change and variation within the English language	**K2**
CO3	identify some linguistic structures of present-day and historical varieties of the English language in terms of sounds, sound patterns, word-formation processes, grammar, and meaning	**K3**
CO4	identify some major dialects in the period before the standardisation of English	**K4**
CO5	analyse the differences between the grammar of the English of earlier periods and the grammar of Present Day English	**K5**

Relationship Matrix											
Semester	**Course Code**	**Title of the Course**								**Hours**	**Credits**
6	**23UEN63ES03B**	**Discipline Specific Elective - 3:** History of English Language								**5**	**3**
Course Outcomes	**Programme Outcomes (POs)**					**Programme Specific Outcomes (PSOs)**					**Mean Score of COs**
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	
CO1	2	3	2	2	2	2	3	3	3	3	**2.5**
CO2	3	3	2	2	2	1	2	3	3	2	**2.3**
CO3	3	3	3	1	2	2	3	3	3	1	**2.4**
CO4	3	3	1	3	3	1	3	3	3	2	**2.5**
CO5	2	2	1	3	3	1	1	3	3	3	**2.2**
										Mean Overall Score	**2.38 (High)**

Semester	Course Code	Title of the Course	Hours/Week	Credits
6	23UEN63ES04A	**Discipline Specific Elective - 4:** English Language Teaching Theory and Practice	5	3

Course Objectives
To familiarise students with the different teaching and learning methods
To introduce the students to teaching and learning activities
To help students understand individual differences
Make students prepare a lesson plan
To enable students to take informed decisions about using an approach suitable to the given context

UNIT I: A Brief History of Language Teaching (15 Hours)
1. The Reform Movement
2. Teacher-cantered methodologies
3. Learner-cantered methodologies

UNIT II: The Nature of Approaches and Methods in Language Teaching (15 Hours)
4. Theories of language & learning
5. Types of learning and teaching activities
6. Teacher-learner roles

UNIT III: Key Issues in Teaching English to Young Learners (15 Hours)
7. Making input meaningful to learners
8. Classroom management skills
9. Multiple Intelligences

UNIT IV: ELT Textbooks: Issues and Concerns (15 Hours)
10. Why use textbooks?
11. Choosing an appropriate textbook
12. Adapting a textbook for task-based language teaching

UNIT V: Lesson Plan and Teaching Practice (15 Hours)
13. Components of a lesson plan
14. Preparing a lesson plan
15. Teacher as a reflective practitioner

Teaching Methodology	Lectures, seminars, group discussions, practicum

Books for Study
1. Bilbrough, N. (2007). *Dialogue Activities: Exploring Spoken Interaction in the Language Class*. Cambridge University Press.
2. Chaudron, C. (2004). *Second Language Classrooms: Research on Teaching and Learning*. Cambridge University Press.
3. Nunan, D. (2005). *Practical English Language Teaching: Grammar*. McGraw Hill.
4. Stern, H. H. *et al*. (1993). *Issues and Options in Language Teaching*. Oxford University Press.
5. Tileston, D. W. (2004). *What Every Teacher Should Know About Using Media and Technology*. Corwin Press.

Books for Reference
1. Block, C. C. & Pressley, M. (Eds.). (2002). *Comprehension Instruction: Research-based Best Practices*. Guilford Press.
2. Buehl, D. (1995). *Classroom Strategies for Interactive Learning: A Monograph of the Wisconsin State Reading Association*. Wisconsin State Reading Association.
3. Fries, C. C. (1945). *Teaching and Learning English as a Foreign Language*. University of Michigan.

4. Richards, J. C. & Rodgers, T. S. (1999). *Approaches and Methods in Language Teaching: A Description and Analysis*. Cambridge University Press.
5. Scott, W. A. & Ytreberg, L. H. (1990). *Teaching English to Children.* Longman.
6. Tickoo, M. L. (2011). *Teaching and Learning English*. Orient Blackswan.

Websites and eLearning Sources

1. https://eltcampus.com/elt-further-reading/english-language-teaching- books/.
2. https://ESLPod.com, tv.eslpod.com/.
3. https://www.esolcourses.com/.
4. https://www.bbc.co.uk/learningenglish.

Course Outcomes		
CO No.	**CO-Statements** On completion of the course, students will be able to	**Cognitive Levels (K-Level)**
CO1	recall the key issues in teaching English to students of other languages.	**K1**
CO2	distinguish between teacher-centered and learner-centered methodologies.	**K2**
CO3	examine a lesson plan for better teaching and learning.	**K3**
CO4	analyse English language teaching and learning materials.	**K4**
CO5	evaluate various English language teaching methods and choose a suitable method for a group of students.	**K5**

Semester	Course Code	Title of the Course					Hours	Credits
6	**23UEN63ES04A**	**Discipline Specific Elective - 4:** English Language Teaching Theory and Practice					**5**	**3**
Course Outcomes	**Programme Outcomes (POs)**					**Programme Specific Outcomes (PSOs)**					**Mean Score of COs**
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	
CO1	2	3	2	3	2	3	2	3	2	2	**2.4**
CO2	3	2	2	3	2	3	2	3	2	3	**2.5**
CO3	3	2	2	2	3	3	3	3	2	2	**2.5**
CO4	3	2	3	3	2	3	2	3	3	3	**2.6**
CO5	3	2	3	2	3	2	3	2	3	2	**2.5**
									Mean Overall Score		**2.5 (High)**

Semester	Course Code	Title of the Course	Hours/Week	Credits
6	23UEN63ES04B	**Discipline Specific Elective - 4:** Intensive Study of an Author - T. S. Eliot	5	3

Course Objectives
To make students recognise T.S Eliot's writing uniqueness on form and content
To enable the students to understand T.S Eliot's social, historical and political context
To educate the students to apply T.S Eliot's impact in literature and on other writers
To create an ability to analyse and interpret T.S Eliot's works critically
To train the students to evaluate T.S Eliot's various creative and critical aspects

UNIT I: Prose (15 Hours)
1. "Religion and Literature"
2. "The Man Who Was King"
3. "The Point of View"
4. "A Tale of a Whale"

UNIT II: Poetry (15 Hours)
5. "The Hollow Men"
6. "The Love Song of J. Alfred Prufrock"
7. "Hysteria:
8. "Ash Wednesday"

UNIT III: Drama (Detailed) (15 Hours)
9. *Family Reunion*

UNIT IV: Drama (Detailed) (15 Hours)
10. *Murder in the Cathedral*

UNIT V: Critical Essays (15 Hours)
11. "The Metaphysical Poets"
12. "Tradition and the Individual Talent"

Teaching Methodology	chalk and board, lecture

Books for Study
1. Kermode, F. (1998). *Selected Prose of T. S. Eliot.* Farrar, Straus and Giroux.
2. Eliot & Thomas Stearns. (1952). *The Complete Poems and Plays of T. S. Eliot*. Harcourt Brace & World.
3. Eliot, T. S. (1964). *Selected Essays, by T.S. Eliot*. Harcourt, Brace & World

Books for Reference
1. Bloom, H. (2011). *T. S. Eliot: Modern Critical Views.* Infobase Publishing.
2. Gordon, L. (1998). *T. S. Eliot: An Imperfect Life* Norton.
3. Moody, D. (1994). A. *The Cambridge Companion to T. S. Eliot.* Cambridge University Press.

Websites and eLearning Sources
1. https://web.archive.org/web/20080922020850/oyc.yale.edu/english/modern-poetry/content/sessions/lecture10.html.
2. https://poets.org/poet/t-s-eliot.
3. https://www.eliotsociety.org.uk/?page_id=95.
4. https://www.luc.edu/eliot.
5. https://tseliot.com/preoccupations/criticism.

Course Outcomes		
CO No.	**CO-Statements** On successful completion of the course, students will be able to	**Cognitive Levels (K-Level)**
CO1	recognise T.S Eliot's writing uniqueness on form and content	**K1**
CO2	understand T.S Eliot's social, historical and political context	**K2**
CO3	apply T.S Eliot's impact in literature and on other writers	**K3**
CO4	analyse and interpret T.S Eliot's works critically	**K4**
CO5	evaluate T.S Eliot's various creative and critical aspects	**K5**

Relationship Matrix											
Semester	**Course Code**		**Title of the Course**							**Hours**	**Credits**
6	**23UEN63ES04B**		**Discipline Specific Elective - 4:** Intensive Study of an Author - T. S. Eliot							**5**	**3**
Course Outcomes	**Programme Outcomes (POs)**					**Programme Specific Outcomes (PSOs)**					**Mean Score of COs**
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	
CO1	3	2	3	1	3	1	3	3	3	1	**2.3**
CO2	3	2	2	3	2	1	3	3	3	1	**2.3**
CO3	3	2	3	2	3	1	2	3	3	1	**2.3**
CO4	3	3	3	1	2	1	3	3	2	1	**2.2**
CO5	3	2	2	3	2	2	3	3	2	1	**2.3**
									Mean Overall Score		**2.22 (High)**

Semester	Course Code	Title of the Course	Hours/Week	Credits
6	23UEN63CE01	Comprehensive Examination	-	2

UNIT I
Poetry
1. Geoffrey Chaucer (1343-1400)   :"Canterbury Tales" - General Prologue
2. Philip Sidney (1554-1586)   :"Astrophel and Stella"
3. John Donne (1572-1631)   : "A Valediction Forbidding Mourning"
4. John Keats (1795-1821)   : "Ode on a Grecian Urn"
5. Matthew Arnold (1822-1888)   : "The Scholar Gipsy"
6. Vikram Seth (1952-)   : "The Frog and the Nightingale"
7. Langston Hughes (1902-1967)   : "The Negro Speaks of River"

Prose
1. Francis Bacon (1561 -1626)   :"Of Studies"
2. Richard Steele (1672-1729)   : "The Spectator Club"
3. George Orwell (1903 – 1950)   : "Shooting an Elephant"

UNIT II: short stories and fiction
1. Leo Tolstoy (1828-1920)   :"How Much Land Does a Man Need?"

UNIT III: Drama
1. Thomas Kyd (1558-1594)   : *The Spanish Tragedy*
2. William Congreve (1670-1729)   **:** *The Way of the World*

UNIT IV:

UNIT V:
Theories and Approaches
Grammar
1. Wh Words
2. Tenses

Teaching Methodology	PPT Presentation

Books for Study
1. Green, D. (2012). *The Winged Word*. Chennai, Macmillan.
2. *Contemporary American Short Stories: (Fremdsprachentexte)*. Reclam, Philipp, 1986.
3. Joy, J.L., & Peter, F.M. *Let's Communicate 2*, New Delhi: Trinity Press, 2014.
4. Congreve, W. *The Way of the World*. Faiford: The Eco Library, 2010.

Book for Reference
1.Cody, S. (1903). *A Selection from the Best English Essays Illustrative of the History of English Prose Style*. A.C. McClurg & Company.

Websites and eLearning Sources
1.Reading the Renaissance: English Literature from 1485-1660. https://readgreatliterature.com/
2. Donne, John. "A Valediction Forbidding Mourning" *Poetry Foundation*, https://www.poetryfoundation.org/poems/44131/a-valediction-forbidding-mourning

Course Outcomes		
CO No.	**CO-Statements** On successful completion of this course, students will be able to	**Cognitive Levels (K - Level)**
CO1	recall key literary works, authors and themes	**K1**
CO2	cite various political, historical and cultural influences in literary texts	**K2**
CO3	sketch the literary elements found throughout literature	**K3**
CO4	categorise the different age and genres of English language and literature	**K4**
CO5	grade their knowledge about English literary texts	**K5**

Relationship Matrix											
Semester	**Course Code**		**Title of the Course**							**Hours**	**Credits**
6	**23UEN63CE01**		Comprehensive Examination							**-**	**2**
Course Outcomes	**Programme Outcomes (POs)**					**Programme Specific Outcomes (PSOs)**					**Mean Score of COs**
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	
CO1	3	3	3	1	2	3	2	2	1	3	**2.3**
CO2	3	3	3	3	3	3	2	1	1	2	**2.4**
CO3	3	2	3	2	3	3	1	2	2	3	**2.4**
CO4	2	2	2	2	2	1	3	2	2	3	**2.1**
CO5	2	2	2	2	3	3	1	2	3	3	**2.3**
										Mean Overall Score	**2.3 (High)**