B.A. ENGLISH
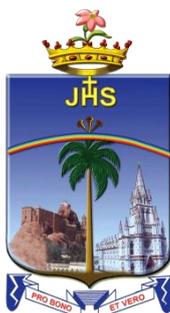# LOCF SYLLABUS – 2021

SCHOOLS OF EXCELLENCE
WITH CHOICE BASED CREDIT SYSTEM (CBCS)

DEPARTMENT OF ENGLISH
SCHOOL OF LANGUAGES & CULTURE
ST.JOSEPH'S COLLEGE (AUTONOMOUS)
Special Heritage Status Awarded by UGC
Accredited at A++ Grade (IV Cycle) by NAAC
College with Potential for Excellence by UGC
DBT-STAR & DST-FIST Sponsored College
Tiruchirappalli - 620 002, Tamil Nadu, India

SCHOOLS OF EXCELLENCE WITH CHOICE BASED CREDIT SYSTEM (CBCS)
UNDERGRADUATE COURSES

St. Joseph's College (Autonomous), a pioneer in higher education in India, strives to maintain and uphold the academic excellence. In this regard, it has initiated the implementation of five "Schools of Excellence" from the academic year 2014 – 15, to meet and excel the challenges of the 21st century.

Each School integrates related disciplines under one roof. The school system enhances the optimal utilization of both human and infrastructural resources. It also enhances academic mobility and enriches employability. The School system preserves the identity, autonomy and uniqueness of every department and reinforces Student centric curriculum designing and skill imparting. These five schools adhere to achieve and accomplish the following objectives.

Optimal utilization of resources both human and material for the academic flexibility leading to excellence.

Students experience or enjoy their choice of courses and credits for their horizontal mobility.

The existing curricular structure as specified by TANSCHE and other higher educational institutions facilitate the Credit-Transfer Across the Disciplines (CTAD) - a uniqueness of the choice based credit system.

Human excellence in specialized areas

Thrust in internship and / or projects as a lead towards research and

The multi-discipline nature of the School System caters to the needs of stake-holders, especially the employers.

Credit system:

Weightage to a course is given in relation to the hours assigned for the course. Generally one hour per week has one credit. For viability and conformity to the guidelines credits are awarded irrespective of the teaching hours. The credits and hours of each course of a programme is given in the table of Programme Pattern. However, there could be some flexibility because of practical, field visits, tutorials and nature of project work.

For UG courses, a student must earn a minimum of 130 credits as mentioned in the programme pattern table. The total number of minimum courses offered by the Department is given in the Programme Structure.

OUTCOME-BASED EDUCATION (OBE)
LEARNING OUTCOME-BASED CURRICULUM FRAMEWORK (LOCF)

OBE is an educational theory that bases each part of an educational system around goals (outcomes). By the end of the educational experience, each student should have achieved the goal. There is no single specified style of teaching or assessment in OBE; instead, classes, opportunities and assessments should all help the students achieve the specific outcomes

Outcome Based Education, as the name suggests depends on Outcomes and not Inputs. The outcomes in OBE are expected to be measurable. In fact each Educational Institute can state its own outcomes. The ultimate goal is to ensure that there is a correlation between education and employability

Outcome –Based Education (OBE): is a student-centric teaching and learning methodology in which the course delivery, assessment are planned to achieve, stated objectives and outcomes. It focuses on measuring student performance i.e. outcomes at different levels.

Some important aspects of the Outcome Based Education

Course: is defined as a theory, practical or theory cum practical subject studied in a semester.

Course Outcomes (COs): are statements that describe significant and essential learning that learners have achieved, and can reliably demonstrate at the end of a course. Generally three or more course outcomes may be specified for each course based on its weightage.

Programme: is defined as the specialization or discipline of a Degree.

Programme Outcomes (POs): Programme outcomes are narrower statements that describe what students are expected to be able to do by the time of graduation. POs are expected to be aligned closely with Graduate Attributes.

Programme Specific Outcomes (PSOs):
PSOs are what the students should be able to do at the time of graduation with reference to a specific discipline.

Programme Educational Objectives (PEOs): The PEOs of a programme are the statements that describe the expected achievement of graduates in their career, and also in particular, what the graduates are expected to perform and achieve during the first few years after Graduation.

<div align="center">

Some important terminologies repeatedly used in LOCF.

</div>

Core Courses (CC)

A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course. These are the courses which provide basic understanding of their main discipline. In order to maintain a requisite standard certain core courses must be included in an academic program. This helps in providing a universal recognition to the said academic program.

Discipline Specific Elective Courses (DSE)

Elective course may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective (DSE). 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.

DSE: Four courses are offered, two courses each in semester V and VI

Note: To offer **one DSE**, a minimum of two courses of equal importance / weightage is a must.

A department with two sections must offer two courses to the students.

One DSE Course may be offered as interdisciplinary course among the departments in a School (Common Core Course) at the PG level.

Generic Elective Courses

An elective course chosen generally from an **unrelated discipline/subject,** with an intention to seek exposure is called a Generic Elective.

Generic Elective courses are designed for the students of **other disciplines**. Thus, as per the CBCS policy, the students pursuing particular disciplines would have to opt Generic Elective courses offered by other disciplines, as per the basket of courses offered by the college. The scope of the Generic Elective (GE) Courses is positively related to the diversity of disciplines in which programmes are being offered by the college.

Two GE Courses are offered one each in semesters V and VI.

(open to the students of other Departments)

The Ability Enhancement Courses (AEC)

"AECC" are the courses based upon the content that leads to Knowledge enhancement; Communicative English, Environmental Science. These are mandatory for all disciplines.

AECC-1: Communicative English: It is a 4 credits compulsory course offered by the Department of English in the first semester of the Degree Programme, Classes are conducted outside the regular class hours.

AECC-2: Environmental Science: is a 2 credit course offered as a compulsory course during the second semester by the Department of Human Excellence.

Skill Enhancement Courses (SECs)

These courses focus on developing skills or proficiencies in the student, and aim at providing hands-on training. Skill enhancement courses can be opted by the students of any other discipline, but are highly suitable for students pursuing their academic programme.

These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based knowledge**.**

There are four courses under this category

SEC-1 is offered in semester **III as a course** Within the Department **(WD)** it is More of main discipline related skills.

SEC-2is offered in semester **IV as a course** Between schools **(BS)** Offered to students of other schools (Except the school offering the course)

SEC-3 is offered in semester **V as** a compulsory course on Soft Skills offered by the Department of Human Excellence, common to all the students of UG programme.

SEC-4 is offered in semester **VI** as a course **Within School (WS)** Open to all the students within the same school (including the students of the parent department)

Self–paced Learning: It is a course for two credits. It is offered to promote the habit of independent/self learning of Students. Since it is a two credit course, syllabus is framed to complete within 45 hours. It is not taught in the regular working hours.

Field Study/Industrial Visit/Case Study: It has to be completed during the fifth semester of the degree programme. Credit for this course will be entered in the fifth semester's marks statement.

Internship: Students must complete internship during summer holidays after the fourth semester. They have to submit a report of internship training with the necessary documents and have to appear for a viva-voce examination during fifth semester. Credit for internship will be entered in the fifth semester's mark statement.

Comprehensive Examinations: 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: In order to facilitate the students, gaining knowledge/skills by attending online courses MOOC, credits are awarded as extra credits, the extra credit are at three semesters after verifying the course completion certificates. According to the guidelines of UGC, the students are encouraged to avail this option of enriching their knowledge by enrolling themselves in the Massive Open Online Courses (MOOC) provided by various portals such as SWAYAM, NPTEL and etc.

Undergraduate Programme:

Programme Pattern:

The Under Graduate degree programme consists of **FIVE** vital components. They are as follows:

Part -I : Languages (Tamil / Hindi / French / Sanskrit)

Part-II : General English

Part-III : Core Course (Theory, Practicals, Discipline Specific Electives, Compulsory and Optional Allied courses, Project, Self paced courses, Internship , Comprehensive Examinations and field visit /industrial visit/Case Study)

Part-IV: Value Education, Ability Enhancement Courses, Skill Enhancement Courses/ Soft Skills , Generic Electives/ National Cadet Corps etc.

Part-V: Outreach Programme (SHEPHERD).

Ability Enhancement Courses (AEC): There are two Ability Enhancement courses viz AECC and SEC.

Value Education Courses:

There are four courses offered in the first four semesters for the First & Second UG Programme.

Course Coding

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

21	UXX	N	N	XX	NN/NNX
Year of Revision	UG Department Code	Semester number	Part specification	Part Category	Running number/with choice

N:- Numeral   X :- Alphabet

Part   Category

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

GE - General English

CC - Core Theory; CP- Core Practical

WS- Workshop

SP- Self Paced Learning

IS- Internship

FV- Field visit

CE- Comprehensive Examination

PW- Project Work& viva-voce

Electives Courses

ES – Department Specific Electives

EG- Generic Electives

Allied Courses

AC - Allied Compulsory

AO- Allied Optional

EC - Additional Core Courses for Extra Credits (If any)*

Ability Enhancement Courses

AE – Ability Enhancement Compulsory Courses; Bridge Course and Environment Science

SE – Skill Enhancement (WD), (BS), (WS) and Soft skills

VE - Value Education/ Social Ethics/Religious Doctrine

OR – Outreach SHEPHERD & Gender Studies (Outreach)

 SU - AICUF / Nature Club / Fine Arts / NCC / NSS /etc. (Service Unit)

CIA AND SEMESTER EXAMINATION
Continuous Internal Assessment (CIA):

Distribution of CIA Marks	
Passing Minimum: 40 Marks	
Library Referencing	5
3 Components	35
Mid-Semester Test	30
End-Semester Test	30
Total CIA	100

MID-SEM & END – SEM TEST

Centralised – Conducted by the office of COE

1. Mid-Sem Test & End-Sem Test: (2 Hours each); will have Objective and Descriptive elements; with the below mentioned question pattern PART-A; PART-B; PART-C and PART D.

2. One of the CIA Component II/III for UG & PG will be of 15 marks and compulsorily a online objective multiple choice question type.

3. The online CIA Component must be conducted by the Department / faculty concerned at a suitable computer centre.

4. The 7 marks of PART-A of Mid-Sem and End-Sem Tests will comprise only: OBJECTIVE MULTIPLE CHOICE QUESTIONS.

5. The number of hours for the 5 marks allotted for Library Referencing/ work would be 30 hours per semester. The marks scored out of 5 will be given to all the courses (Courses) of the Semester.

6. English Composition once a fortnight will form one of the components for UG general English

Duration of Examination must be rational; proportional to teaching hours 90 minute-examination / 50 Marks for courses of 2/3 hours/week (all Part IV UG Courses) 3-hours examination for courses of 4-6 hours/week.

Knowledge levels for assessment of Outcomes based on Blooms Taxonomy

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

WEIGHTAGE of K – LEVELS IN QUESTION PAPER

(Cognitive Level) K- LEVELS	Lower Order Thinking			Higher Order Thinking			Total %
	K1	K2	K3	K4	K5	K6	
SEMESTER EXAMINATIONS	15	20	35	30			**100**
MID / END Semester TESTS	12	20	35	33			**100**

QUESTION PATTERN FOR SEMESTER EXAMINATION	
SECTION	**MARKS**
SECTION–A (No choice ,One Mark) **THREE** questions from each unit (15x1 =15)	**15**
SECTION-B (No choice ,2-Marks) **TWO** questions from each unit (10x2 =20)	**20**
SECTION-C (Either/or type) (7- Marks) **ONE** question from each unit (5x7 =35)	**35**
SECTION-D (3 out of 5) (10 Marks) **ONE** question from each unit (3x10 =30)	**30**
Total	**100**

BLUE PRINT OF QUESTION PAPER — FOR SEMESTER EXAMINATION							
DURATION: 3. 00 Hours.							**Max Mark : 100**
K- LEVELS **SECTIONS**	**K1**	**K2**	**K3**	**K4**	**K5**	**K6**	**Total Marks**
SECTION–A (One Mark, No choice) (15x1=15)	15						**15**
SECTION-B (2-Marks, No choice) (10x2=20)		10					**20**
SECTION-C (7- Marks) (Either/or type) (5x7=35)			5				**35**
SECTION-D (10 Marks) (3 out of 5) (3x10=30) Courses having only **K4** levels				3			
Courses having **K4** and **K5** levels **One K5 level question is compulsory**				2	1		**30**
(Courses having **all the 6** cognitive levels **One K5 and K6 level questions can be compulsory**				1	1	1	
Total	**15**	**20**	**35**		**30**		**100**

QUESTION PATTERN — FOR MID/END TEST			
SECTIONS			**MARKS**
SECTION–A	(No choice, One Mark)	(7x1 =7)	**7**
SECTION-B	(No choice , 2-Marks)	(6x2 =12)	**12**
SECTION-C	(Either/or type) (7- Marks)	(3x7 =21)	**21**
SECTION-D	(2 out of 3) (10 Marks)	(2x10=20)	**20**
		Total	**60**

BLUE PRINT OF QUESTION PAPER FOR MID/END TEST							
DURATION: 2. 00 Hours.							**Max Mark: 60.**
K- LEVELS **SECTIONS**	**K1**	**K2**	**K3**	**K4**	**K5**	**K6**	**Total Marks**
SECTION –A (One Mark, No choice) (7 x 1 = 7)	7						**07**
SECTION-B (2-Marks, No choice) (6 x 2 = 12)		6					**12**
SECTION-C (Either/or type) (7- Marks) (3 x 7 =21)			3				**21**
SECTION-D (2 out of 3) (10 Marks) (2x10=20) Courses having only **K4** levels				2			
Courses having **K4** and **K5** levels **One K5 level question is compulsory**				1	1		**20**
Courses having **all the 6** cognitive levels **One K6 level question is compulsory**					1	1	
Total Marks	**07**	**12**	**21**	**20**			**60**
Weightage for 100 %	**12**	**20**	**35**	**33**			**100**

Assessment pattern for two credit courses.

S. No.	Course Title	CIA	Semester Examination	Total Marks
1	Self Paced Learning Course	25 + 25 = 50	50 Marks (MCQ) (COE)	100
2	Comprehensive Examinations	25 +25 = 50	50 Marks (MCQ) (COE)	100
3	Internship	100	--	100
4	Field Visit	100	--	100
5	Ability Enhancement Course (AEC) for PG	50 (Three Components)	50 (COE) (Specific Question Pattern)	100
Assessment Pattern for Courses in Part - IV				
6	Value Education Courses and Environmental Studies	50	50 Marks (For 2.00 hours) (COE)	100
7	Skill Enhancement Courses(SECs)	50 marks (by Course in-charge) 50 Marks (by an External member from the Department)		100
8	SEC: SOFT SKILLS (For UG and PG)	100 (Fully Internal)		100

EVALUATION

GRADING SYSTEM

Once the marks of the CIA and the end-semester examination for each of the courses are available, they will be added and converted as final mark. The marks thus obtained will then 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 (GPA) and Cumulative Grade Point Average (CGPA) respectively. These two are calculated by the following formulae:

$$GPA = \frac{\sum_{i=1}^{n} C_i G_i}{\sum_{i=1}^{n} C_i} \qquad WAM\,(Weighted\,Average\,Marks) = \frac{\sum_{i=1}^{n} C_i M_i}{\sum_{i=1}^{n} C_i}$$

Where,

C_i is the Credit earned for the Course i

G_i is the Grade Point obtained by the student for the Course i

M_i is the marks obtained for the course i and

n is the number of Courses **Passed** in that semester.

CGPA: Average GPA of all the Courses starting from the first semester to the current semester.

CLASSIFICATION OF FINAL RESULTS:

i) For each of the first three parts, there shall be separate classification on the basis of CGPA, as indicated in Table-2.
ii) For the purpose of declaring a candidate to have qualified for the Degree of Bachelor of Arts/Science/Commerce/Management/Literature 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 the all the Five parts of the Prgoramme.
iii) Grade in Part –IV and Part-V shall be shown separately and it shall not be taken into account for classification.
iv) A Pass in SHEPHERD will continue to be mandatory although the marks will not count for the calculation of the CGPA.
v) Absence from an examination shall not be taken an attempt.

Table-1: Grading of the Courses

Marks 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: Final Result

CGPA	Corresponding Grade	Classification of Final Result
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**
5.0 0 to 5.99	**B**	**Above Average**
4.00 to 4.99	**C**	**Average**
Below 4.00	**RA**	**Re-appearance**

Credit based weighted Mark System is adopted for the individual semesters and cumulative semesters in the column 'Marks secured' (for 100)

Declaration of Result

Mr./ MS. _____ has successfully completed the Under Graduate in _____programme. The candidate's Cumulative Grade Point Average (CGPA) in Part – III is _____ and the class secured is _____ by completing the minimum of 130 credits. The candidate has acquired _____ (if any) more credits from SHEPHERD / AICUF/ FINE ARTS / SPORTS & GAMES / NCC / NSS / NATURE CLUB, ETC. The candidate has also acquired _____ (if any) extra credits by attending MOOC courses.

Relationship matrix for Course outcomes, Programme outcomes /Programme Specific Outcomes

The Programme Outcomes (POs)/Programme Specific Outcomes(PSOs) are the qualities that must be imbibed in the graduates by the time of completion of their programme. At the end of each programme the PO/PSO assessment in done from the CO attainment of all curriculum components. The POs/PSOs are framed based on the guidelines of LOCF. There are five POs UG programme and five POs for PG programme framed by the college. PSOs are framed by the departments and they are five in numbers.

For each Course, there are five Course Outcomes to be achieved at the end of the course. These Course outcomes are framed to achieve the POs/PSOs. All course outcomes shall have linkage to POs/PSOs in such a way that the strongest relation has the weight 3 and the weakest is 1. This relation is defined by using the following table.

Mapping	<40%	$\geq 40\%$ and $< 70\%$	$\geq 70\%$
Relation	Low Level	Medium Level	High Level
Scale	1	2	3

Mean Scores of COs $= \dfrac{\text{Sum of values}}{\text{Total No.of POs \& PSOs}}$	**Mean Overall Score** $= \dfrac{\text{Sum of Mean Scores}}{\text{Total No.of COs}}$	
Result	**Mean Overall Score**	< 1.2 # Low
		≥ 1.2 and < 2.2 # Medium
		≥ 2.2 # High

 If the mean overall score is low then the course in charge has to redesign the particular course content so as to achieve high level mean overall score.

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 apply the concepts learnt, 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 and communicative skills will be able to contribute effectively as team members.
4. Graduates will be able to read the signs of the times analyze and provide practical solutions.
5. Graduates imbibed with ethical values and social concern will be able to appreciate cultural diversity, promote social harmony and ensure sustainable environment

	Programmme Specific Outcomes (PSOs)
	Graduates will be able to
PSO1	communicate effectively in English
PSO2	interpret a text linguistically, historically and culturally
PSO3	appreciate different value systems that exist in various cultures
PSO4	analyze and find solutions to universal problems in diverse life situations
PSO5	use employability skills required in the field of teaching, translation, documentation, creative writing, media, *etc*.

**B.A. ENGLISH**
**PROGRAMME STRUCTURE**
Part	**Sem.**	**Specification**	**No. of Courses**	**No. of Hours**	**Credits**	**Total Credits**
I	I-IV	Languages (Tamil / Hindi/ French/ Sanskrit)	4	16	12	12
II	I-IV	General English	4	20	12	12
III	I –VI	Core Course : Theory	12	74	45	82
	I –VI	Core Course : Practical	--	--	--	
	I-IV	Core Course- Allied / (Practical)	4	24	16	
	V-VI	Discipline Specific Elective	4	20	12	
	VI	Project Work	1	--	2	
	V	Self-Paced Learning	1	--	2	
	V	Field Study/ Industrial Visit/ Case Study	1	--	1	
	V	Internship	1	-	2	
	VI	Comprehensive Exam	1	--	2	
	II,III ,V	Extra Credit courses (MOOC)	(3)	--	(6)	(6)
IV	V,VI	Generic Elective	2	8	6	20
	I	AECC-1 Communicative English	1	(6)	4	
	II	AECC-2 Environmental Studies	1	2	2	
	III	SEC -1 Within Department (WD)	1	2	1	
	IV	SEC -2 Between Schools (BS)	1	2	1	
	V	SEC -3 Soft Skills	1	2	1	
	VI	SEC -4 Within School (WS)	1	2	1	
	I-IV	Value Education	4	8	4	
V	1-V	Outreach Programme /NCC	-	-	-	4
		Total		180 (6)		130 (6)

			B.A. ENGLISH					
			PROGRAMME PATTERN					
			Course Details				Scheme of Exams	
Sem	**Part**	**Course Code**	**Course Title**	**Hrs**	**Cr**	**CIA**	**SE**	**Final**
I	1	21UTA11GL01	General Tamil -I	4	3	100	100	100
		21UFR11GL01	French-I					
		21UHI11GL01	Hindi-I					
		21USA11GL01	Sanskrit-I					
	2	21UEN12GE01	General English - I	5	3	100	100	100
	3	21UEN13CC01	Renaissance Literature (1340-1602)	7	4	100	100	100
	3	21UEN13CC02	Indian Writing in English	6	4	100	100	100
	3	21UEN13AC01	**Allied-1:** Social History of England	6	4	100	100	100
	4	21UEN14AE01	**AECC-1:** Communicative English	(6)	4	100	-	100
	4	21UHE14VE01	Essentials of Humanity	2	1	50	50	50
			Total	**30**	**23**			
II	1	21UTA21GL02	General Tamil -II	4	3	100	100	100
		21UFR21GL02	French-II					
		21UHI21GL02	Hindi-II					
		21USA21GL02	Sanskrit-II					
	2	21UEN22GE02	General English - II	5	3	100	100	100
	3	21UEN23CC03	Jacobean to Restoration Literature (1603-1659)	6	4	100	100	100
	3	21UEN23CC04	English Literary Forms and Terms	5	3	100	100	100
	3	21UEN23AC02	**Allied -2 :** History of English Literature	6	4	100	100	100
	4	21UHE24AE02	**AECC-2 :** Environmental Studies	2	2	50	50	50
	4	21UHE24VE02	Techniques of Social Analysis: Fundamentals of Human Rights	2	1	50	50	50
			Extra Credit Courses (MOOC)-1	-	(2)			
			Total	**30**	**20(2)**			
III	1	21UTA31GL03	General Tamil -III	4	3	100	100	100
		21UFR31GL03	French-III					
		21UHI31GL03	Hindi-III					
		21USA31GL03	Sanskrit-III					
	2	21UEN32GE03	General English -III	5	3	100	100	100
	3	21UEN33CC05	Neoclassical Literature (1660-1798)	5	3	100	100	100
	3	21UEN33CC06	Romantic Literature (1799-1832)	6	4	100	100	100
	3	21UEN33AO03A	**Allied Optional**: Diasporic Literature	6	4	100	100	100
		21UEN33AO03B	**Allied Optional**: Subaltern Literature					
	4	21UEN34SE01	**SEC-1 (WD):** Creative Writing: Writing Poetry	2	1	100	-	100
	4	21UHE34VE03A	Professional Ethics–I:Social Ethics - I	2	1	50	50	50
		21UHE34VE03B	Professional Ethics - I:Religious Doctrine-I					
			Extra Credit Courses (MOOC)-2		(2)			
			Total	**30**	**19(2)**			
IV	1	21UTA41GL04A	Communicative Tamil (SLAC)	4	3	100	100	100

		21UFR41GL04	French-IV					
		21UHI41GL04	Hindi-IV					
		21USA41GL04	Sanskrit-IV					
	2	21UEN42GE04	General English - IV	5	3	100	100	100
	3	21UEN43CC07	Victorian Literature (1833-1900)	6	4	100	100	100
	3	21UEN43CC08	Twentieth Century Literature (1901-1945)	5	3	100	100	100
	3	21UEN43AO04A	**Allied Optional**: Women's Writing in English	6	4	100	100	100
		21UEN43AO04B	**Allied Optional**: Children's Literature					
	4	21UEN44SE02	**SEC-2 (BS):** English for Competitive Examinations	2	1	100	-	100
	4	21UHE44VE04A	Professional Ethics–II: Social Ethics - II	2	1	50	50	50
		21UHE44VE04B	Professional Ethics - II: Religious Doctrine-II					
			Total	**30**	**19**			
V	3	21UEN53CC09	Comparative Literature	7	4	100	100	100
	3	21UEN53CC10	Contemporary British Literature (1946 to the present)	7	4	100	100	100
	3	21UEN53ES01A	**DSE-1:**History of Literary Criticism-I	5	3	100	100	100
		21UEN53ES01B	**DSE-1 :**Remedial Grammar					
	3	21UEN53ES02A	**DSE-2 :**English Phonetics	5	3	100	100	100
		21UEN53ES02B	**DSE-2:** News Reporting And Editing					
	3	21UEN53IS01	Internship	-	2	100		100
	3	21UEN53SP01	**Self-Paced Learning:** Short Stories and One Act Plays	-	2	50	50	100
	3	21UEN53FV01	Field study/ Industrial visit/ Case study	-	1	100	-	100
	4	21USS54SE03	**SEC-3:** Soft Skills	2	1	100	-	100
	4	21UEN54EG01	**GE-1:** Film Studies	4	3	100	100	100
			Extra Credit Courses (MOOC)-3	--	(2)			
			Total	**30**	**23(2)**			
VI	3	21UEN63CC11	Shakespeare	7	4	100	100	100
	3	21UEN63CC12	American Literature	7	4	100	100	100
	3	21UEN63ES03A	**DSE-3:**History of Literary Criticism-II	5	3	100	100	100
		21UEN63ES03B	**DSE-3:** History of English Language					
	3	21UEN63ES04A	**DSE-4:** English Language Teaching Theory and Practice	5	3	100	100	100
		21UEN63ES04B	**DSE-4:** Intensive Study of an Author - T. S. Eliot					
	3	21UEN63PW01	Project Work	-	2	100	100	100
	3	21UEN63CE01	Comprehensive Examination	-	2	50	50	100
	4	21UEN64SE04	**SEC-4 (WS):** Business English Writing	2	1	100	-	100
	4	21UEN64EG02	**GE-2:** English for the Media	4	3	100	100	100
			Total	**30**	**22**			

I-VI	5	21UCW65OR01	Outreach Programme (SHEPHERD)	--	4			
			TOTAL (three years)	**180**	**130(6)**			

*The courses with a scheme of Exam 50 in CIA and SE will be converted to 100 for grading.

SEC-2: BETWEEN SCHOOL 4th Semester							
Between schools (BS)- Offered to students of other schools							
(Except the school offering the course)							
Course Details					Scheme of Exams		
Offering Department	**Course Code**	**Course Title**	**Hr**	**Cr**	**CIA**	**SE**	**Final**
SBS							
Botany	21UBO44SE02	Mushroom Technology	2	1	100	-	100
SCS							
Computer Science	21UCS44SE02	Data Analysis Using Spreadsheet	2	1	100	-	100
Mathematics	21UMA44SE02	Numerical Ability	2	1	100	-	100
Statistics	21UST44SE02	Quantitative Methods	2	1	100	-	100
Information Technology	21UBC44SE02	Digital Artwork	2	1	100	-	100
SLAC							
English	21UEN44SE02	English for Competitive Examinations	2	1	100	-	100
History	21UHS44SE02	Historical Monuments in Tiruchirappalli	2	1	100	-	100
Tamil	21UTA44SE02A	மேடைப் பேச்சுக்கலை	2	1	100	-	100
Tamil	21UTA44SE02	திரைப்படத் திறனாய்வும் குறும்பட உருவாக்கம்	2	1	100	-	100
SMS							
Commerce	21UCO44SE02A	Personal Finance Management	2	1	100	-	100
Commerce	21UCO44SE02B	Marketing Skills	2	1	100	-	100
Commerce	21UCO44SE02C	Event Planning and Management	2	1	100	-	100
Economics	21UEC44SE02	Financial Economics	2	1	100	-	100
BBA	21UBU44SE02A	Entrepreneurial Skills Enhancement	2	1	100	-	100
BBA	21UBU44SE02B	Practical Stock Trading	2	1	100	-	100
Commerce CA	21UCC44SE02	Practical Banking in India	2	1	100	-	100
SPS							
Chemistry	21UCH44SE02A	Health Chemistry	2	1	100	-	100
Chemistry	21UCH44SE02B	Industrial Chemistry	2	1	100	-	100
Physics	21UPH44SE02A	Weather Physics	2	1	100	-	100
Physics	21UPH44SE02B	Electrical Wiring	2	1	100	-	100
Electronics	21UEL44SE02	PC Assembling and Servicing	2	1	100	-	100

GENERIC ELECTIVE -1: 5th Semester							
Generic Elective Courses are designed for the students of other disciplines.							
(open to the students of other departments)							
Course Details						**Scheme of Exams**	
Offering Department	**Course Code**	**Course Title**	**Hrs**	**Cr**	**CIA**	**SE**	**Final**
SBS							
Botany	21UBO54EG01	Landscape Designing	4	3	100	100	100
SCS							
Computer Science	21UCS54EG01	Ethical Hacking	4	3	100	100	100
Mathematics	21UMA54EG01	Mathematics for Competitive Examinations	4	3	100	100	100
Statistics	21UST54EG01	Actuarial Statistics	4	3	100	100	100
Information Technology	21UBC54EG01	Fundamentals Of Data Science	4	3	100	100	100
SLAC							
English	21UEN54GE01	Film Studies	4	3	100	100	100
History	21UHS54EG01	Tamil Heritage and Culture	4	3	100	100	100
Tamil	21UTA54EG01	தமிழிலயக்கத்தில் மனித உரிமைகள்	4	3	100	100	100
SMS							
Commerce	21UCO54EG01A	Computerised Accounting	4	3	100	100	100
Commerce	21UCO54EG01B	Basics of Excel	4	3	100	100	100
Commerce	21UCO54EG01C	Personal Investment Planning	4	3	100	100	100
Economics	21UEC54EG01	Principles of Economics	4	3	100	100	100
Commerce CA	21UCC54EG01	E-commerce and E Business Management	4	3	100	100	100
BBA	21UBU54EG01A	Global Supply Chain Management	4	3	100	100	100
BBA	21UBU54EG01B	Start–ups and Small Business Management	4	3	100	100	100
SPS							
Chemistry	21UCH54EG01A	Chemistry for Competitive Examinations	4	3	100	100	100
Chemistry	21UCH54EG01B	Everyday Chemistry	4	3	100	100	100
Physics	21UPH54EG01A	Everyday Physics	4	3	100	100	100
Physics	21UPH54EG01B	Renewable Energy Physics	4	3	100	100	100
Electronics	21UEL54EG01A	Everyday Electronics	4	3	100	100	100
Electronics	21UEL54EG01B	Wireless Communication	4	3	100	100	100

GENERIC ELECTIVE -2: 6th Semester								
Generic Elective Courses are designed for the students of other disciplines.								
(open to the students of other departments)								
Course Details						**Scheme of Exams**		
Offering Department	**Course Code**	**Course Title**	**Hrs**	**Cr**	**CIA**	**SE**	**Final**
SBS							
Botany	21UBO64EG02	Solid Waste Management	4	3	100	100	100
SCS							
Computer Science	21UCS64EG02	3D Printing and Design	4	3	100	100	100
Mathematics	21UMA64EG02	Analytical Skill for Competitive Examinations	4	3	100	100	100
Statistics	21UST64EG02	Applied Statistics	4	3	100	100	100
Information Technology	21UBC64EG02	Industry 4.0	4	3	100	100	100
SLAC							
English	21UEN64EG02	English for the Media	4	3	100	100	100
History	21UHS64EG02	Intellectual Revivalism in Tamil Nadu	4	3	100	100	100
Tamil	21UTA64EG02	சித்த மருத்துவம்	4	3	100	100	100
SMS							
Commerce	21UCO64EG02A	Rural Marketing	4	3	100	100	100
Commerce	21UCO64EG02B	Entrepreneurship Development	4	3	100	100	100
Commerce	21UCO64EG02C	Digital Marketing	4	3	100	100	100
Economics	21UEC64EG02	Economics for Competitive Exams	4	3	100	100	100
Commerce CA	21UCC64EG02	Total Quality Management	4	3	100	100	100
BBA	21UBU64EG02A	Personality Development	4	3	100	100	100
BBA	21UBU64EG02B	NGO Management	4	3	100	100	100
SPS							
Chemistry	21UCH64EG02A	Food And Nutrition	4	3	100	100	100
Chemistry	21UCH64EG02B	Waste Management	4	3	100	100	100
Physics	21UPH64EG02A	Laser Technology and its Application	4	3	100	100	100
Physics	21UPH64EG02B	Physics of Earth	4	3	100	100	100
Electronics	21UEL64EG02A	CCTV and Smart Security System	4	3	100	100	100
Electronics	21UEL64EG02B	Entrepreneurial Electronics	4	3	100	100	100

Semester	Course Code	Title of the Course	Hours/Week	Credits
I	21UTA11GL01	**General Tamil -I**	4	3

CO No.	CO–Statements இப்பாடத்தின் நிறைவில் மாணவர்கள்	Cognitive Levels (K –Levels)
CO–1	இக்கால இலக்கிய வகைகளைக் கண்டறிவர்	**K1**
CO–2	எழுத்து,சொல் இலக்கணங்களின் அடிப்படைகளைக் கண்டறிவர்	**K1**
CO–3	அயலகக் கவிதை வடிவங்களை விளங்கிக் கொள்வர்	**K2**
CO–4	மொழிபெயர்ப்புக் கவிதைகளின் வாயிலாக மொழிபெயர்ப்புத் திறனை வளர்த்தெடுப்பர்	**K3**
CO–5	புதுக்கவிதை வாயிலாக வெளிப்படும் சமூக, அரசியல் விழுமியங்களை மதிப்பிடுவர்	**K4**

அலகு - 1 *(12 மணிநேரம்)*

பாரதியார் கவிதைகள்	- குயில்பாட்டு (குயில் தன் பூர்வ ஜன்மக் கதை உரைத்தல்)
பாரதிதாசன் கவிதைகள்	- சஞ்சீவி பர்வதத்தின் சாரல்
உரைநடை	- முதல் மூன்று கட்டுரைகள்

அலகு - 2 *(12 மணிநேரம்)*

வெ.இராமலிங்கனார்	- சொல், தமிழன் இதயம்
முடியரசனார்	- உயிர் வெல்லமோ, மனத்தூய்மை
பெருஞ்சித்திரனார்	- அஞ்சாதீர், மொழி இனம் நாடு,
பட்டுக்கோட்டை கல்யாணசுந்தரனார்	- வருங்காலம் உண்டு, உழைக்காமல் சேர்க்கும் பணம்.
இலக்கணம்	- எழுத்து
இலக்கிய வரலாறு	- மூன்றாம் பாகம் - தண்டமிழ்த் தொண்டர்கள்

அலகு - 3 *(12 மணிநேரம்)*

சுரதா	- நல்ல தீர்ப்பு
கண்ணதாசன்	- ஒரு பானையின் கதை
அப்துல் ரகுமான்	- வீடு
மேத்தா	- ஒரே குரல்
இலக்கிய வரலாறு இலக்கியவளர்ச்சி	- மூன்றாம் பாகம் - இருபதாம் நூற்றாண்டு
சிறுகதை	- முதல் ஐந்து சிறுகதைகள்

அலகு – 4 : அரசியல் கவிதைகள் *(12 மணிநேரம்)*

ஈரோடு தமிழன்பன்	- அகல் விளக்காக இரு
ஆதவன் தீட்சண்யா	- இன்னும் இருக்கும் சுவர்களின் பொருட்டு

சுகிர்தராணி	- என் கண்மணியே இசைப்பிரியா
சக்தி ஜோதி	- யுகாந்திர உறக்கம்
பழநிபாரதி	- வெள்ளைக்காகிதம்
லிவிங் ஸ்மைல் வித்யா	- நினைவில் பால்யம் அழுத்தம்
இலக்கணம்	- சொல்

அலகு - 5   அயலகக் கவிதைகள்   (12 மணிநேரம்)

ஓசே ரிசால்	- விடைகொடு என் தாய் மண்ணே
ஹைபுன் கவிதைகள்	- அறுவடை நாளின் மழை (மூன்று கவிதைகள்)
சிறுகதை	- ஆறு முதல் பத்து சிறுகதைகள்
உரைநடை	- நான்கு முதல் ஆறு கட்டுரைகள்

பாட நூல்கள்

1. **பொதுத்தமிழ்,** *செய்யுள் திரட்டு, தமிழாய்வுத்துறை, தூய வளனார் தன்னாட்சிக் கல்லூரி, திருச்சிராப்பள்ளி, முதற்பதிப்பு, 2021*
2. **சமூகவியல் நோக்கில் தமிழிலக்கிய வரலாறு,** *தமிழாய்வுத்துறை, தூய வளனார் தன்னாட்சிக் கல்லூரி, திருச்சிராப்பள்ளி, பத்தாம் பதிப்பு, 2017*
3. **நற்றமிழ்க் கோவை** (கட்டுரைத் தொகுப்பு). *தமிழாய்வுத்துறை, தூய வளனார் தன்னாட்சிக் கல்லூரி, திருச்சிராப்பள்ளி, முதற்பதிப்பு, 2021*
4. **சிறுகதைத் தொகுப்பு** - ஒவ்வொரு கல்வியாண்டிற்கும் ஒவ்வொரு சிறுகதைத்தொகுப்பு
5. (2021–2022 கல்வியாண்டுக்கு மட்டும்): **நல்லாசிரியர்,** *சிறுகதைத் தொகுப்பு, - தமிழாய்வுத்துறை, நியூ செஞ்சுரி புக் ஹவுஸ், சென்னை, முதற்பதிப்பு, 2021*

Relationship matrix for Course outcomes, Programme outcomes / Programme Specific Outcomes

Semester	Course code	Title of the Course					Hours/ week	Credits	
I	**21UTA11GL01**	**General Tamil - I**					**4**	**3**	
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of Cos
	PO–1	PO–2	PO–3	PO–4	PO–5	PSO–1	PSO–2	PSO–3	PSO–4	PSO–5	
CO–1	2	1	2	2	3	3	3	2	3	2	2.3
CO–2	2	1	2	2	2	3	2	2	2	2	2.0
CO–3	2	1	2	2	3	3	3	2	3	2	2.3
CO–4	1	2	1	2	2	3	2	2	3	2	2.0
CO–5	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	Credits
I	21UFR11GL01	FRENCH – I	4	3

CO No.	CO–Statements	Cognitive Levels (K –Levels)
	On successful completion of this course, students will be able to	
CO–1	recall and spell the alphabets, numbers, colours, days of the week and months in French.	K1
CO–2	compare the definite and indefinite articles and its usages.	K2
CO–3	construct simple phrases by using 'er' verbs in present tense.	K3
CO–4	make use of correct terminology and introduce oneself in French.	K3
CO–5	distinguish between affirmative and negative phrases and take part in role play - conversation.	K4

Unit – I (12 hours)

TITRE:BONJOUR CA VA?
GRAMMAIRE : Les pronoms personnels sujets, les articles définis et indéfinis, Etre et avoir (verbes auxiliaires)
LEXIQUE : Saluer, Entrer en contact, demander et dire comment ça va ?, L'alphabet, les couleurs, les pays et les nationalités, les animaux domestiques.
PRODUCTION ORALE : Epeler son nom et son prénom, Comprendre des personnes qui se saluent.
PRODUCTION ECRITE : Les formules de politesse

Unit – II (12 hours)

TITRE:SALUT ! JE M'APPELLE AGNES
GRAMMAIRE : La conjugaison du 1er groupe, les adjectifs possessifs, la formation du féminin, la formation du pluriel.
LEXIQUE : Se présenter, Présenter quelqu'un, Remercier, Les jours de la semaine, les mois de l'année, les nombres de 0 à 69, la famille
PRODUCTION ORALE : Comprendre des informations essentielles
PRODUCTION ECRITE : Présentez –vous

Unit - III (12 hours)

TITRE:QUI EST-CE?
GRAMMAIRE : La phrase interrogative : Qu'est-ce que… ?/Qu'est-ce que c'est ?/Qui est-ce ?, quelques indicateurs du temps, la formation du féminin, les verbes aller et venir
LEXIQUE : Demander et répondre poliment,les professions
PRODUCTION ORALE : Parler de ses projets
PRODUCTION ECRITE : Ecrire de brefs messages

Unit - IV (12 hours)

TITRE:DANS MON SAC, J'AI?
GRAMMAIRE : la phrase négative, c'est/il est, les articles contractes, les pronoms personnels toniques
LEXIQUE : Demander des informations personnelles, Quelques objets, la fiche d'identité, les nombres à partir de 70
PRODUCTION ORALE : Comprendre un message sur un répondeur téléphonique

PRODUCTION ECRITE : Remplir une fiche d'identité

Unit - V (12 hours)
TITRE:IL EST COMMENT? / ALLO?
GRAMMAIRE : les adverbes interrogatifs, les prépositions de lieu, les verbes du deuxième groupe, le verbe faire
LEXIQUE : Parler au téléphone, décrire quelqu'un, l'aspect physique, le caractère
PRODUCTION ORALE : Un jeu de rôle – la conversation téléphonique
PRODUCTION ECRITE : Décrivez votre aspect physique et votre caractère en quelques lignes

Book for Study
P. Dauda, L.Giachino and C.Baracco, *Generation A1*, Didier, Paris 2016.

Books for Reference

1. J.Girardet and J.Pecheur, *Echo A1*, CLE International, 2ᵉedition, 2017
2. Régine Mérieux and Yves Loiseau, *Latitudes A1*, Didier, 2012.
3. Isabelle Fournier, *Talk French*, Goyal Publishers,2011

Web Resources
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

Relationship matrix for Course outcomes, Programme outcomes /Programme Specific Outcomes

Semester	Course code		Title of the Course			Hours		Credits
I	21UFR11GL01		FRENCH – I			4		3
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of Cos
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO–1	3	1	2	3	2	3	2	1	2	3	2.2
CO–2	3	3	3	2	2	2	1	2	2	3	2.3
CO–3	3	1	2	3	2	3	2	1	2	2	2.1
CO–4	2	2	3	2	1	3	2	1	2	3	2.1
CO–5	3	2	3	2	2	3	2	2	3	2	2.4
Mean overall Score											**2.22 (High)**

Semester	Course Code	Title of the Course	Hours	Credits
I	21UHI11GL01	HINDI- I	4	3

CO No.	CO–Statements On successful completion of the course, students will be able to	Cognitive Levels (K –Levels)
CO -1	list out the literary works in Hindi during the period of 12th century in India.	K1
CO -2	compare the vocabulary & expressions related to day-to-day conversation.	K2
CO -3	use simple Phrases from English to Hindi.	K3
CO -4	investigate the values of Indian society & summarize the duties of a citizen for his/her country.	K4
CO -5	identify the sentences in Hindi using basic grammar.	K4

Unit - I   (12 Hours)
Dr. Abdul Kalam
Ling
Kabir Ke Dohe
Baathcheeth - Aspathal mein
Adhikal - Namakarn

Unit - II   (12 Hours)
Vachan Badaliye
Thulasi ke Dohe
 Adhikal - Samajik Paristhithiyam
Moun Hee Mantra Hai

Unit - III   (12 Hours)
Sangya
Soordas ke Pad
Baathcheeth - Hotel mein
Adhikal - Sahithyik Paristhithiyam

Unit - IV   (12 Hours)
 Sarvanam
 Rahim ke Dohe
 Bathcheeth - Kaksha mein
 Adhikal - Salient Features, Main Divisions

Unit - V   **(12 Hours)**

Anuvad - 1
Visheshan
Bihari - Dohe
Bathcheeth - Kariyalay mein
Adhikal - Visheshathayem

Books for Study

1. M.kamathaprasad Gupth, *Hindi Vyakaran*, Anand Prakashan, Kolkatta,2020.
   Unit-I   *Chapters 2 and 3*
2. Viswanath Tripaty, *Kuchh Kahaniyan*, Rajkamal Prakashan Pvt. Ltd, New Delhi,2018.
   Unit-II, III and IV   *Chapters 4 and 5*
3. Dr. Sanjeev Kumar Jain, *Anuwad: Siddhant Evam Vyavhar*, Kailash Pustak
   Sadan, Madhya Pradesh 2019.
   Unit-V   *Chapter 1*

Books for Reference

1**.** Dr.A.P.J.Abdul Kalam, Mere sapnom ka Bharath, Prabath Prakashan, Noida, 2020,
2. Lakshman prasad singh, Kavya ke sopan, Bharathy Bhavan Prakashan, 2017.
3. Aravind Kumar, Sampoorna Hindi Vyakaran our Rachana, Lucent publisher, 2019.
4. Adhunik Hindi Vyakaran our Rachana, bharati bhawan publishers & distributors, 2018.
5. Acharya ramchandra shukla, Hindi Sahitya Ka Itihas, Prabhat Prakashan, 2021.

Web Resources

1. https://youtu.be/LrdrcP2oiyU
2. https://youtu.be/Cib2FNv8KyA
3. https://youtu.be/aXARykpYCxA
4. https://youtu.be/RUDFis-tdg4
5. https://youtu.be/upivTmLTPQA

Relationship matrix for Course outcomes, Programme outcomes /Programme Specific Outcomes

Semester	Course Code		Title of the Course						Hours	Credits
I	**21UHI11GL01**		**HINDI - I**						**4**	**3**
Course Outcomes↓	**Programme Outcomes (PO)**					**Programme Specific Outcomes (PSO)**				**Mean Scores of Cos**
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO-1	2	3	2	3	1	3	1	3	3	2	2.3
CO-2	2	2	3	3	1	3	2	3	3	2	2.4
CO-3	3	2	2	1	2	3	2	3	2	3	2.3
CO-4	3	2	1	3	2	3	2	3	3	2	2.4
CO-5	2	3	3	2	3	2	3	3	3	1	2.5
								Mean Overall Score			2.38 (High)

Semester	Course Code	Title of the Course	Hours	Credits
I	21USA11GL01	SANSKRIT - I	4	3

CO No.	CO–Statements On successful completion of the course, the student will be able to	Cognitive Levels (K –Levels)
CO-1	remember and Recall words relating to objects.	K1
CO-2	understand classified vocabulary.	K2
CO-3	apply nouns and verbs.	K3
CO-4	analyze different forms of names and verbs.	K4
CO-5	appreciate the good saying of Sanskrit Improve the self-values.	K5

Unit - I (12 Hours)
Samyakthakshatra pada paricaya

Unit - II (12 Hours)
Vartmanakala prayogaha

Unit - III (12 Hours)
Samskruta varathamanakalaha

Unit - IV (12 Hours)
Shadha priyoghaa aakaarnta ikaraantha ukarantha

Unit - V (12 Hours)
Subhashitani manoharani Dasaslokani

Book for Study
Shaptamanjari , K.M.,Saral Snakrit Balabodh , Bharathiya Vidya Bhavan , Munushimarg Mumbai – 4000 007 2018, 2019

Books for Reference
1. Kulapathy , K.M.,Saral Snakrit Balabodh , Bharathiya Vidya Bhavan , Munushimarg Mumbai – 4000 007 2018
2. R.S.Vadhar & Sons , Book – Sellers and publishers , Kalpathi.Palgahat 678003, Kerala South India , Shabdha Manjari 2019
3. Balasubramaniam R, Samskrita Akshatra Siksha , Vangals Publications, 14th Main road JP Nagar , Bangalore – 78

Relationship matrix for Course outcomes, Programme outcomes /Programme Specific Outcomes

Semester	Course Code	Title of the Course		Hours	Credit
I	21USA11GL01	SANSKRIT- I		4	3
Course Outcomes ↓	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)					Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO-1	3	1	1	3	2	3	2	3	2	2	2.2
CO-2	2	2	3	3	1	2	2	3	3	2	2.3
CO-3	3	2	2	2	2	2	2	3	3	2	2.3
CO-4	3	2	2	3	2	3	3	3	2	2	2.3
CO-5	3	2	3	2	3	2	2	3	3	3	2.6
Mean Overall Score											2.34
Result											# High

Semester	Course Code	Title of the Course	Hours	Credits
I	**21UEN12GE01**	**GENERAL ENGLISH - I**	**5**	**3**

CO No.	CO-Statements	Cognitive Levels (K- Levels)
	On successful completion of this course, students will be able to	
CO-1	recall what they observe and experience	**K1**
CO-2	arrange different parts of a text in a coherent manner	**K2**
CO-3	examine the underlying meaning in a text	**K3**
CO-4	analyse and evaluate letters regarding the use of appropriate language and format	**K4 & K5**
CO-5	use conversational English to communicate with friends	**K6**

Unit-I (15 Hours)

01. Personal Details
02. Positive Qualities
03. Listening to Positive Qualities
04. Relating and Grading Qualities
05. My Ambition
06. Abilities and Skills
07. Self-Improvement Word Grid
08. What am I Doing?
09. What was I Doing?
10. Unscramble the Past Actions
11. What did I Do Yesterday?

Unit-II (15 Hours)

12. Body Parts
13. Actions and Body Parts
14. Value of Life
15. Describing Self
16. Home Word Grid
17. Unscramble Building Types
18. Plural Forms of Naming Words
19. Irregular Plural Forms
20. Plural Naming Words Practice
21. Whose Words?

Unit-III (15 Hours)

22. Plural Forms of Action Words
23. Present Positive Actions
24. Present Negative Actions
25. Un/Countable Naming Words
26. Recognition of Vowel Sounds
27. Indefinite Articles
28. Un/Countable Practice
29. Match the Visual
30. Letter Spell-Check
31. Drafting a Letter

Unit-IV (15 Hours)
32. Friendship Word Grid
33. Friends' Details
34. Guess the Favourites
35. Guess Your Friend
36. Friends as Guests
37. Introducing Friends
38. What are We Doing?
39. What is (S)He / are They Doing?
40. Yes / No Question
41. What was S/He Doing?
42. Names and Actions
43. True Friendship
44. Know Your Friends
45. Giving Advice/Suggestions
46. Discussion on Friendship
47. My Best Friend

Unit-V (15 Hours)
48. Kinship Words
49. The Odd One Out
50. My Family Tree
51. Little Boy's Request
52. Occasions for Message
53. Words Denoting Place
54. Words Denoting Movement
55. Phrases for Giving Directions
56. Find the Destination
57. Giving Directions Practice
58. SMS Language
59. Converting SMS
60. Writing Short Messages
61. Sending SMS
62. The Family Debate
63. Family Today

Book for Study
Joy, J.L., and Peter, F.M. *Let's Communicate 1*. New Delhi, Trinity P, 2014.

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

Web Resources

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

Relationship Matrix for Course Outcomes, Programme Outcomes, and Programmes Specific Outcomes

Semester	Course Code		Title of the Course							Hours	Credit
I	21UEN12GE01		GENERAL ENGLISH – I							5	3
Course Outcome (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO -1	2	3	2	2	3	2	3	2	3	2	2.4
CO -2	2	2	3	2	3	3	2	3	2	2	2.3
CO -3	2	3	2	3	2	2	3	2	3	2	2.4
CO -4	2	2	3	2	3	3	2	3	2	3	2.5
CO -5	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	Credits
I	21UEN13CC01	**CORE-1:** **RENAISSANCE LITERATURE** **(1340-1602)**	7	4

CO No.	CO-Statements	Cognitive Levels (K-Levels)
	On successful completion of this course, students will be able to	
CO-1	describe the historical background and knowledge about the medieval age	K1
CO-2	discuss the major writers and the works of this period	K2
CO-3	apply the literary devices, style and techniques used in the different genres during this period	K3
CO-4	analyze the impact of renaissance on English literature	K4
CO-5	identify the different themes and characteristics of renaissance literature	K4

Unit I – Poetry (Detailed) (21 Hours)
1. Geoffrey Chaucer (1343-1400) : "The Prologue to the Canterbury Tales" (Lines 43-165)
2. Thomas Wyatt (1503-1542) : "I Find No Peace"
3. Earl of Surrey (1517-1547) : "My Friend, The Things that Do Attain"

Poetry (Non-Detailed)
4. Edmund Spenser (1582-1599) : "Prothalamion"
5. Philip Sidney (1554-1586) : "Astrophel and Stella" (1 and 2)
6. Shakespeare (1564 -1616) : Sonnets 18, 30, 116

Unit II – Prose (Detailed) (21 Hours)
7. Francis Bacon (1561 -1626) : "Of Studies", "Of Ambition", "Of Adversity", "Of Travel"

Unit III – Prose (Non-Detailed) (21 Hours)
8. Thomas Malory (1415-1471) : "The Death of King Arthur" (Le Morte D'Arthur - Book 1)

Unit IV – Drama (Detailed) (21 Hours)
9. Thomas Kyd (1558-1594) : *The Spanish Tragedy*

Unit V – Drama (Non-Detailed) (21 Hours)
10. Christopher Marlowe (1564-1593): *Jew of Malta*
11. Thomas Dekker (1572-1632) : *The Shoemaker's Holiday*

Books for Study
1. Green, David, editor. *The Winged Word*. Chennai, Macmillan, 2012.
2. Abrams, M. H., et al., editors. *Norton Anthology of English Literature*. Vols. 1 & 2., W.W. Norton & Company, 1962.
3. *The Oxford Companion to Poetry in English*. Oxford UP, 1994.

4. Roberts, Michael, editor. *Faber Book of Modern Verse*. New Delhi, Milestone Publication, 2000.

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

Web Resources
1. Literature in the Renaissance. https://courses.lumenlearning.com/
2. Medieval and Renaissance Literature. https://sites.udel.edu/britlitwiki/
3. English Literature in the Renaissance. https://lrcapuana.com/
4. Reading the Renaissance: English Literature from 1485-1660. https://readgreatliterature.com/

Relationship Matrix for Course Outcomes, Programme Outcomes and Programmes Specific Outcomes

Semester	Course Code	Title of the Course							Hours	Credit
I	**21UEN13CC01**	**CORE-1: RENAISSANCE LITERATURE (1340-1602)**							**7**	**4**
Course Outcome (COs)	**Programme Outcomes (POs)**					**Programme Specific Outcomes (PSOs)**					**Mean Scores of COs**
	PO 1	**PO2**	**PO3**	**PO4**	**PO5**	**PSO 1**	**PSO 2**	**PSO3**	**PSO4**	**PSO 5**	
CO -1	2	3	1	2	1	2	3	3	2	3	2.2
CO -2	1	3	1	2	2	2	3	2	3	3	2.2
CO -3	2	3	1	2	2	3	3	1	1	2	2.0
CO -4	2	3	2	2	3	1	2	2	3	3	2.3
CO -5	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	Credits
I	**21UEN13CC02**	**CORE-2:** **INDIAN WRITING IN ENGLISH**	**6**	**4**

CO No.	CO-Statements	Cognitive Levels (K-Levels)
	On successful completion of this course, students will be able to	
CO-1	recognise the rich cultural diversity found in these literary works	**K1**
CO-2	outline the evolution of Indian Writing in English from the colonial period to the present	**K2**
CO-3	articulate and solve the predominant socio-cultural issues found in Indian society	**K3**
CO-4	examine the prescribed texts with literary sensibility and respond emotionally	**K4**
CO-5	evaluate the impact of Indian culture, history, politics and religion in shaping its literature	**K5**

Unit-I: Poetry (Detailed) (18 Hours)
1. Toru Dutt (1856-1877) : "Our Casuarina Tree"
2. Rabindranath Tagore (1861-1941) : *Gitanjali* (Lyrics 1 – 10)
3. Sarojini Naidu (1879-1949) : "Indian Weavers"
4. Nissim Ezekiel (1924-2004) : "Enterprise"
5. Kamala Das (1934-2009) : "A Fancy-Dress Show"
6. Meena Kandasamy (1984-) : "Mulligatawny Dreams"

Unit-II: Drama (Non-Detailed) (18 Hours)
7. Rabindranath Tagore (1861-1941) : *Malini*
8. Girish Karnad (1938-2019) : *The Fire and the Rain*

Unit-III: Short Story (18 Hours)
9. R. K. Narayan (1906-2001) : "The Missing Mail"
10. Ruskin Bond (1951-) : "The Leopard"
11. Kuzhali Manickavel (1990-) : "Everyone Does Integral Calculus"

Unit-IV: Prose (Detailed) (18 Hours)
12. Swami Vivekananda (1863-1902) : "The Secret of Work"
13. Mahatma Gandhi (1869-1948) : "Speech at the Round Table Conference"

Prose (Non-Detailed)
14. Sri Aurobindo (1872-1950) : "Civilisation and Culture"
15. C. Rajagopalachari (1878-1972) : "Violent Socialism"
16. Jawaharlal Nehru (1889-1964) : "Independence Day Speech" (on 14.08.1947)

Unit-V: Novel (18 Hours)
17. Mulk Raj Anand (1905-2004) : *Coolie*
18. Khushwant Singh (1915-2014) : *Train to Pakistan*

Books for Study

1. Karnad, Girish. *Collected Plays*. Vol. 2, Oxford UP, 2005. (Unit II)
2. King, Bruce Alvin. *Modern Indian Poetry in English.* Revised ed., Oxford UP, 1987, rev. 2001. (Unit I)
3. Tagore, Rabindranath. *Gitanjali*. Branden Books, 2000. (Unit I)

Books for Reference
1. Bhattacharya, Bhabani, editor. *Contemporary Indian Short Stories: Series II*. Sahitya Akademi, 2006.
2. Prasad, Amar Nath. *Indian Poetry in English*: *Roots and Blossoms* (Part-I). Vol. 1, Sarup & Sons, 2007.
3. Sadana, Rashmi. "Writing in English," *The Cambridge Companion to Modern Indian Culture*. CUP, 2012.
4. Singh, Bijender. *Indian Writing in English: Critical Insights*. Authorspress, 2014.
5. Singh, Sanjay R. and Raviprakash. *Indian English Poetry*. Chandralok Prakashan, 2013.

Web Resources
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. ijellh.com/wp-content/uploads/2014/04/Desires-and-Ecstasies-of-Women-in-The-Plays-Of-Girish-Karnad.pdf.
2. 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/.
3. 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-rabindranath-tagore-poems-on-love/17075960.

Relationship Matrix for Course Outcomes, Programme Outcomes and Programme Specific Outcomes

Semester	Course Code	Title of the Course									Hours	Credits
I	**21UEN13CC02**	**CORE-2: INDIAN WRITING IN ENGLISH**									**6**	**4**
Course Outcomes (COs)	**Programme Outcomes (POs)**					**Programme Specific Outcomes (PSOs)**					**Mean Scores of COs**	
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**		
CO-1	2	3	3	3	1	2	3	2	2	3	2.5	
CO-2	2	2	3	3	3	2	2	3	3	2	2.5	
CO-3	3	1	2	3	3	2	2	3	3	2	2.4	
CO-4	2	1	2	3	2	2	3	3	2	2	2.2	
CO-5	2	2	3	3	2	2	3	3	2	1	2.3	
										Mean Overall Score	2.38 (High)	

Semester	Course Code	Title of the Course	Hours	Credits
I	21UEN13AC01	**ALLIED-1:** **SOCIAL HISTORY OF ENGLAND**	6	4

CO No.	CO-Statements	Cognitive Levels (K-Levels)
	On successful completion of this course, students will be able to	
CO-1	identify the facts and events in the social history of England	**K1**
CO-2	understand the important social issues covered in the syllabus	**K2**
CO-3	classify the events in a chronological order and associate the historical influence on the literary works	**K3**
CO-4	analyse and associate the causes and effects of the multiple incidents that affect the social history of England	**K4**
CO-5	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**

Unit-I: (18 Hours)
1. The Renaissance
2. The Reformation
3. The Dissolution of the Monasteries
4. The Religion of England
5. The Tudor Navy and the Armada

Unit-II: (18 Hours)
6. The Elizabethan Theatre
7. The East India Company
8. Colonial Expansion
9. The Civil War and its Social Significance
10. Puritanism

Unit-III: (18 Hours)
12. Restoration England
13. The Origin and Growth of Political Parties in England
14. Age of Queen Anne
15. The Agrarian Revolution
16. The Industrial Revolution

Unit-IV: (18 Hours)
17. The Methodist Movement
18. Other Humanitarian Movements
19. The War of American Independence
20. Effects of French Revolution
21. The Reform Bills

Unit-V: (18 Hours)
22. The Victorian Age

23. Development of Education in the Victorian England
24. The World Wars and Trade Unionism in England
25. Life in the Nineties
26. England in the Twenty-first Century

Books for Study
1. Xavier, A.G. *Introduction to the Social History of England*. 4th ed., Madras, S.Viswanathan (Printers Publishers), 1982.
2. Ashok, Padmaja. *The Social History of England*. Orient BlackSwan, 2011.

Books for Reference
1. Albert, Edward. *History of English Literature*. 7th ed., Oxford UP, 1979.
2. Hudson, William Henry. *An Outline History of English Literature*. New Delhi, Atlantic, 2008.
3. Long, William J. *English Literature: Its History and its Significance for the life of the English Speaking World*. Boston, Ginn and Company, 1909.
4. Trevelyan, G.M. *English Social History: A Survey of Six Centuries Chaucer to Queen Victoria*. Longmans, Green and Co., 1944.
5. Wren, C.L.*A Study of Old English Literature*. George G. Harrap, 1967.

Web Resources
1. "A Social History of England, 1500–1750." *Taylor & Francis*, 19 Dec. 2017, www.tandfonline.com/doi/abs/10.1080/03071022.2017.1397371?journalCode=rshi20.
2. Rosen, Steven L. *An Outline of British History*, stevenlrosen.yolasite.com/resources/british.history.pdf.
3. "Story of England." *English Heritage*, www.english-heritage.org.uk/learn/story-of-england/

Relationship Matrix for Course Outcomes, Programme Outcomes and Programme Specific Outcomes

Semester	Course Code	Title of the Course		Hours	Credits
I	21UEN13AC01	Allied-1: SOCIAL HISTORY OF ENGLAND		6	4

Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO 1	2	2	3	2	3	3	2	3	2	2	2.3
CO 2	2	3	2	2	3	2	3	2	3	2	2.4
CO 3	2	2	2	3	2	2	2	3	2	2	2.2
CO 4	2	3	2	3	2	2	3	2	3	2	2.4
CO 5	2	2	3	2	3	3	2	3	2	3	2.5
									Mean Overall Score		2.36 (High)

Semester	Course Code	Title of the Course	Hours	Credits
I	21UHE14VE01	ESSENTIALS OF HUMANITY	2	1

CO No	CO – Statements	Cognitive Levels (K-Levels)
	On completion of this course, the graduates will be able to:	
CO-1	recall the prescribed values and their dimensions	K1
CO-2	examine themselves by learning the developmental changes happening in the course of their life time	K2
CO-3	apply the trained values in their day today life	K3
CO-4	analyze themselves as responsible men and women	K4
CO-5	create a constructive approach to life	K5 & K6

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 The Development of Human Personality (6 Hours)

Personality: Introduction, Theories, Integration &Factors influencing the development of personality - SEL Series - Discovering self - Defense 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 - Crimes against Women - Women rights - Time-line of Women Achievements in India

Books for Study:

1. Department of Human Excellence. *Essentials of Humanity*, St. Joseph's College, Tiruchirappalli-02, 2021.

Books for Reference:

1. Alphonse Xavier Dr SJ. *You Shall Overcome,*(6th Ed.) Chennai: ICRDCE Publication, 2012.
2. Alex K. *Soft Skills*, New Delhi: S. Chand, 2009.
3. Kalam Abdul APJ. *You Are Unique*, Bangalore: Punya Publishing, 2012.

Web Sources:

http://livingvalues.net. Accessed 05 Mar. 2021.

https://www.apa.org/topics/personality#. Accessed 05 Mar. 2021.

https://www.peacecorps.gov/educators/resources/global-issues-gender-equality-and-womens-empowerment/. Accessed 05 Mar. 2021.

Semester	Course Code	Title of the Course	Hours	Credits
II	21UTA21GL02	General Tamil - II	4	3

CO No.	CO- Statement	Cognitive Level (K- level)
	இப்பாடத்தின் நிறைவில் மாணவர்கள்	
CO-1	தமிழிலக்கிய வரலாற்றில் சைவ, வைணவ இலக்கியங்கள் பெறும் இடத்தை அறிந்துகொள்வர்	K 1
CO-2	அகப்பொருள், புறப்பொருள் இலக்கணங்களின் அடிப்படை அறிவைப் பெறுவர்.	K 1
CO-3	காப்பியச் சுவையை மாணவர்கள் புரிந்துகொள்வர்	K 2
CO-4	இஸ்லாமிய இலக்கியச் சிந்தனைகளைப் பெறுவர்	K 3
CO-5	கிறித்தவ மதிப்பீடுகளைச் சிற்றிலக்கிய வகைகளின் வழியாகத் திறனாய்வர்.	K 4

அலகு - 1   (12 மணிநேரம்)

சிலப்பதிகாரம்   - கனாத்திறம் உரைத்த காதை
மணிமேகலை   - ஆபுத்திரன் திறம் அறிவித்த காதை
இலக்கிய வரலாறு   - சைவம் வளர்த்த தமிழ் முதல் புராணங்கள் முடிய.
இலக்கணம்   - அகப்பொருள் இலக்கணம்

அலகு - 2   (12 மணிநேரம்)

திருவாசகம்   - திருச்சாழல்
சிவவாக்கியார் பாடல்கள் - 25 பாடல்கள் (04, 14, 16, 22, 27, 33, 34, 35, 36,37, 38, 47, 81, 91, 225, 237, 242, 495, 504, 520,522, 533, 534, 536, 548.)

அலகு - 3   (12 மணிநேரம்)

நாலாயிர திவ்வியப் பிரபந்தம்- அமலானாதிபிரான்   (10 பாடல்கள்)
                          - பெருமாள் திருமொழி (11 பாடல்கள்)
கம்பராமாயணம்   - கைகேயி சூழ்வினைப்படலம்
உரைநடை   - 7 முதல் 9 முடிய உள்ள கட்டுரைகள்

அலகு - 4   (12 மணிநேரம்)

சீறாப்புராணம்   - உடும்பு பேசிய படலம்
இலக்கணம்   - புறப்பொருள் இலக்கணம்
இலக்கிய வரலாறு   - தமிழ் இலக்கண நூல்கள் முதல் சிற்றிலக்கியங்கள் முடிய

அலகு - 5   (12 மணிநேரம்)

திருக்காவலூர்க் கலம்பகம் - சமூக உல்லாசம்

உரைநடை - *10 முதல் 12 வரையிலான கட்டுரைகள்*

பாடநூல்கள்:

1. **பொதுத்தமிழ் - செய்யுள் திரட்டு**, *தமிழாய்வுத்துறை வெளியீடு, தூய வளனார் கல்லூரி. திருச்சிராப்பள்ளி, முதற்பதிப்பு, 2021*
2. **சமூகவியல் நோக்கில் தமிழிலக்கிய வரலாறு,** *தமிழாய்வுத்துறை, தூய வளனார் தன்னாட்சிக் கல்லூரி, திருச்சிராப்பள்ளி, பத்தாம் பதிப்பு, 2017*
3. **நற்றமிழ்க் கோவை** *(கட்டுரைத் தொகுப்பு). தமிழாய்வுத்துறை, தூய வளனார் தன்னாட்சிக் கல்லூரி, திருச்சிராப்பள்ளி, முதற்பதிப்பு, 2021*

Semester	Course Code	Title of the Course									Hours	Credit
II	**21UTA21GL02**	**General Tamil - II**									**4**	**3**
Course Outcomes (Cos)	**Programme Outcomes (PO)**					**Programme Specific Outcomes (PSO)**					**Mean Scores of COs**	
	PO-1	**PO-2**	**PO-3**	**PO-4**	**PO-5**	**PSO-1**	**PSO-2**	**PSO-3**	**PSO-4**	**PSO-5**		
CO-1	2	2	1	2	3	2	2	2	3	2	2.1	
CO-2	2	1	2	2	3	3	2	2	3	2	2.2	
CO-3	2	1	2	2	3	3	2	2	3	2	2.2	
CO-4	1	1	2	2	3	3	2	2	3	2	2.1	
CO-5	1	1	2	2	3	2	2	3	3	2	2.1	
Mean Overall Score											**2.14 (High)**	

Semester	Course Code	Title of the Course	Hours	Credits
II	**21UFR21GL02**	**FRENCH – II**	**4**	**3**

CO No.	CO–Statements On successful completion of this course, students will be able to	Cognitive Levels (K –Levels)
CO–1	relate pronominal verbs in expressing one's day today activity.	**K1**
CO–2	compare the different types of articles.	**K2**
CO–3	construct texts using pronouns – passages and dialogues.	**K3**
CO–4	discover the food habits of the French culture.	**K4**
CO–5	appraise the French fashion.	**K5**

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 gouts 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:OU 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:DECOUVREZ ET DEGUSTEZ

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 depaiement

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 : connaitre 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

Book for Study
P.Dauda,L.Giachino and C.Baracco, *Generation A1*, Didier, Paris 2016.

Books for Reference

1. J.Girardet and J.Pecheur, *Echo A1*, CLE International, 2ᵉedition,2017
2. Régine Mérieux and Yves Loiseau, *Latitudes A1*, Didier, 2012.
3. Isabelle Fournier, *Talk French*, Goyal Publishers, 2011

Web Resources

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/

Relationship matrix for Course outcomes, Programme outcomes /Programme Specific Outcomes

Semester	Course code		Title of the Course				Hours	Credits
II	**21UFR21GL02**		**FRENCH – II**				**4**	**3**

Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Score of Cos
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO–1	3	3	3	3	1	3	1	2	2	2	2.2
CO–2	2	1	2	3	2	3	1	2	2	2	2.0
CO–3	3	2	3	2	2	3	3	1	3	2	2.4
CO–4	3	2	2	1	3	3	3	1	1	3	2.2
CO–5	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	Credits
II	21UHI21GL02	HINDI - II	4	3

CO No.	CO–Statements On successful completion of the course, students will be able to	Cognitive Levels (K –Levels)
CO -1	Find out the Terms & Expressions related to letter writing	K1
CO -2	Explain the works of Hindi writers	K2
CO -3	Complete the sentences in Hindi using basic grammar	K3
CO -4	Analyze the social & political conditions of Devotional period in Hindi Literature	K4
CO -5	Justify the human values stressed on the works of the following authors "Premchand, Nirala, etc."	K5

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 - 2
Sandhi
Letter writing - Nagarpalika ko Patra
Bakthikal - Visheshathayem

Books for Study
1. Viswanath Tripaty, *Kuchh Kahaniyan*, Rajkamal Prakashan Pvt. Ltd, New Delhi, 2018.
   Unit-I   *Chapter 1*
2. M.kamathaprasad Gupth, *Hindi Vyakaran*, Anand Prakashan, Kolkatta, 2020.
   Unit-II, III and IV   *Chapter 2*
3. Dr.Sadananth Bosalae, *kavya sarang*, Rajkamal Prakashan, New Delhi, 2020.
   Unit-V   *Chapter 4*

Books for Reference
1. Adhunik Hindi Vyakaran our Rachana, bharati bhawan publishers & distributors, 2018.
2. Acharya ramchandra shukla, Hindi Sahitya Ka Itihas, Prabhat Prakashan, 2021.
3. Krishnakumar Gosamy, Anuvad vigyan ki Bhumika, Rajkamal Prakashan, 2016.
4. Aravind Kumar, Sampoorna Hindi Vyakaran our Rachana, Lucent publisher, 2019.
5. Lakshman prasad singh, Kavya ke sopan, Bharathy Bhavan Prakashan, 2017.

Web Resources
1.   https://youtu.be/tE2RHQcqlbI
2.   https://youtu.be/Xxvco3qa284
3.   https://youtu.be/1z8x95IFGi4
4.   https://youtu.be/CBMYf8NRLW4
5.   https://youtu.be/h31tMLeFtHs

Relationship matrix for Course outcomes, Programme outcomes /Programme Specific Outcomes

Semester	Course Code	Title of the Paper								Hours	Credits
II	**21UHI21GL02**	**HINDI - II**								**4**	**3**
Course Outcomes↓	**Programme Outcomes (PO)**					**Programme Specific Outcomes (PSO)**					**Mean Scores of Cos**
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	
CO-1	2	3	3	2	2	3	3	3	2	2	2.5
CO-2	1	3	1	2	2	3	3	3	2	3	2.3
CO-3	3	2	3	2	2	3	2	3	2	2	2.4
CO-4	2	3	3	1	3	2	3	2	1	2	2.2
CO-5	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	Credits
II	**21USA21GL02**	**SANSKRIT - II**	**4**	**3**

CO No.	CO–Statements On successful completion of the course, the student will be able to	Cognitive Levels (K –Levels)
CO-1	remembering names of different objects , remembering different verbal forms and sandhi.	**K1**
CO-2	contrast different verbal forms Explain good sayings , Relate good saying to life.	**K2**
CO-3	apply and build small sentences.	**K3**
CO-4	analyze different forms of Verbs and nouns.	**K4**
CO-5	appreciate subhashitas and Sanskrit poetry Expand Sanskrit vocabulary.	**K5**

Unit - I (12 Hours)

Asmath usmath tat kim (MFN)

Unit - II (12 Hours)

Sandhi Niyamaaha Abuyaasha (Guna , Visarga , Dirgha , Vrddhi)

Unit - III (12 Hours)

Lang lakaaraha Kriyapadaani

Unit - IV (12 Hours)

Raguvamsaha Pratama sargaha   (1 –15)

Unit - V (12 Hours)

Suvachana Prayogha

Book for Study

SARALASAMKRITHAM SIKSHA, 2020 , K.M Saral sankrit Balabodh , Bharathiys Vidya

Bhavan , Munshimarg Mumbai – 400007, 2018

Books for Reference

1. Paindrapuram Ashram , Srirangam – 620006 Gopalavimshanthi 2019

2. R.S.Vadhyar & Sons book Kulapthy , K.M Saral sankrit Balabodh , Bharathiys Vidya

   Bhavan , Munshimarg Mumbai – 400007, 2018

Relationship matrix for Course outcomes, Programme outcomes /Programme Specific Outcomes

Semester	Course Code	Title of the Course									Hours	Credit
II	21USA21GL02	SANSKRIT -II									4	2
Course Outcomes↓	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)					Mean Scores of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5		
CO-1	2	1	3	2	2	2	3	3	2	1	2.1	
CO-2	3	2	3	2	2	3	2	3	3	2	2.5	
CO-3	2	2	3	2	2	2	2	3	3	1	2.1	
CO-4	3	2	3	3	1	2	3	3	3	1	2.4	
CO-5	3	2	2	2	3	2	2	3	3	1	2.3	
Mean Overall Score											2.28	
Result											# High	

Semester	Course Code	Title of the Course	Hours	Credits
II	21UEN22GE02	**GENERAL ENGLISH - II**	5	3

CO No.	CO-Statements	Cognitive Levels (K- Levels)
	On successful completion of this course, students will be able to	
CO-1	remember the use of suitable punctuation marks in appropriate places	K1
CO-2	describe their pictures with appropriate expressions	K2
CO-3	infer meaning from the given context	K3
CO-4	analyse real-life situations and ask open-ended questions	K4 & K5
CO-5	use polite expressions in appropriate ways	K6

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
48. Emailing an Application
49. Mock Interview

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

Book for Study
Joy, J.L. & Peter, F.M. *Let's Communicate 2*, New Delhi: Trinity Press, 2014.

Books for Reference
1. Ahrens, Sönke. *How to Take Smart Notes: One Simple Technique to Boost Writing, Learning and Thinking*. New York: CreateSpace, 2017.
2. Aspinall, Tricia. *Test Your Listening.* London: Pearson, 2002.

3.   Bailey, Stephen. *Academic Writing: A Practical Guide for Students*. New York: Routledge, 2004'
4.   Fitikides, T.J. *Common Mistakes in English* (6th ed.). London: Longman, 2002
5.   Wainwright, Gordon. *How to Read Faster and Recall More: Learn the Art of Speed Reading with Maximum Recall* (3rd ed.). Oxford: How to Books, 2007.

Web Resources
1.   https://learnenglish.britishcouncil.org/
2.   https://oneminuteenglish.org/en/best-websites-learn-english/
3.   https://www.dailywritingtips.com/best-websites-to-learn-english/

Relationship Matrix for Course Outcomes, Programme Outcomes and Programme Specific Outcomes

Semester	Course Code	Title of the Course									Hours	Credits
II	**21UEN22GE02**	**GENERAL ENGLISH - II**									**5**	**3**
Course Outcomes (COs)	**Programme Outcomes (PO)**					**Programme Specific Outcomes (PSO)**					**Mean Scores of COs**	
	PO 1	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PSO 1**	**PSO 2**	**PSO 3**	**PSO 4**	**PSO 5**		
CO-1	2	3	2	2	3	2	3	2	3	2	2.4	
CO-2	2	2	3	2	3	3	2	3	2	2	2.3	
CO-3	2	3	2	3	2	2	3	2	3	2	2.4	
CO-4	2	2	3	2	3	3	2	3	2	3	2.5	
CO-5	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	Credits
II	**21UEN23CC03**	**CORE-3:** **JACOBEAN TO RESTORATION** **LITERATURE (1603-1659)**	**6**	**4**

CO No.	CO–Statements	Cognitive Levels (K –Levels)
	On successful completion of this course, students will be able to	
CO-1	describe, remember and appreciate English literary texts of the age	**K1**
CO-2	comprehend and understand the literary texts of the Jacobean age with other ages	**K2**
CO-3	infer and examine the impact of Jacobean Age in the sixteenth century literature	**K3**
CO-4	examine the literary background of the texts and to identify the emerging genres of the Jacobean Age	**K4**
CO-5	investigate the reasons behind the different features of the Jacobean age	**K4**

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)   : "On His Blindness"

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)   : "Essays concerning Human Understanding"
9. Robert Burton (1577-1640)   : "The Anatomy of Melancholy"

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

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

Books for Study
1. Green, David. (Ed). *The Winged Word*. Chennai: Macmillan, 2012.
2. Anderson, Robert et al. eds. *Elements of Literature* (Sixth Course) New York: HBJ, 1991.

Books for Reference
1. Abrams, M. H. et al. eds. *Norton Anthology of English Literature*. Vols.I & II. New York: W.W. Norton & Company, Inc., 1962.

2. Hewett, R.P. *A Choice of Poets*. London: George G. Harrap & Co., 1969.
3. Karlin, Daniel. Ed. *The Penguin Verse of Victorian Verse*. New York: Penguin, 2002.
4. Hamilton, Ion. Ed. *The Oxford Companion to Poetry in English*. New York: OUP, 1994,
5. Roberts, Michael. Ed. *Faber Book of Modern Verse*. New Delhi: Milestone Publication, 2000.
6. Congreve, William. *The Way of the World*. Faiford: The Eco Library, 2010.
7. Jonson, Ben. *Every Man in his Humour*. Faiford: The Eco Library, 2010.
8. Webster, John. *The Duchess of Malfi*. Faiford: The Eco Library, 2010.

Web Resources
1. Donne, John. "A Valediction Forbidding Mourning" *Poetry Foundation*, https://www.poetryfoundation.org/poems/44131/a-valediction-forbidding-mourning
2. Herrick, Robert. "To the Virgins , to Make Much of Time" *Poetry Foundation*, https://www.poetryfoundation.org/poems/46546/to-the-virgins-to-make-much-of-time
3. Herbert, George. "Pulley" *Poetry Foundation*, https://www.poetryfoundation.org/poems/44370/the-pulley
4. Milton, John. "On His Blindness" https://www.owleyes.org/text/on-his-blindness/read/text-poem
5. Herbert, George, "The Retreat" *Poetry Foundation*, https://www.poetryfoundation.org/poems/45430/the-retreat-56d2250b6cff5
6. Marvell, Andrew. "To His Coy Mistress" *Poetry Foundation*, https://www.poetryfoundation.org/poems/44688/to-his-coy-mistress
7. Dryden, John. "A song for St cecelias Day" *Poetry Foundation*, https://www.poetryfoundation.org/poems/44185/a-song-for-st-cecilias-day-1687
8. Pepys, Samuel. "Diary" https://www.pepysdiary.com/diary/1666/09/02/
9. Congreve, William. *The Way of the World PDF Drive*. https://pgpeople.files.wordpress.com/2017/04/the-way-of-the-world.pdf
10. *PDF Drive.* https://warburg.sas.ac.uk/pdf/emh105b2777740.pdf
11. Webster, John. *The Duchess Of Malfi,*   Archive, https://www.fulltextarchive.com/page/The-Duchess-of-Malfi/

Relationship Matrix for Course Outcomes, Programme Outcomes and Programme Specific Outcomes

Semester	Course Code		Title of the Course				Hours	Credit
II	**21UEN23CC03**		**CORE-3: JACOBEAN TO RESTORATION LITERATURE (1603-1659)**				**6**	**4**
Course Outcomes (Cos)	**Programme Outcomes (POs)**					**Programme Specific Outcomes (PSOs)**					**Mean Scores of COs**
	PO 1	**PO 2**	**PO 3**	**PO4**	**PO 5**	**PSO 1**	**PSO 2**	**PSO 3**	**PSO 4**	**PSO 5**	
CO-1	2	3	2	2	2	2	2	3	2	2	2.2
CO-2	3	2	2	3	2	1	2	3	2	3	2.3
CO-3	2	2	2	3	2	2	2	3	2	2	2.2
CO-4	3	2	3	2	2	2	1	2	2	2	2.1
CO-5	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	Credits
II	21UEN23CC04	**CORE-4:** **ENGLISH LITERARY FORMS** **AND TERMS**	5	3

CO No.	CO-Statements	Cognitive Levels (K–Levels)
	On successful completion of the course, students will be able to	
CO-1	identify the different literary genres and literary forms and terms	K1
CO-2	interpret the literary styles and its nuances present in the literary works	K2
CO-3	illustrate the different forms in literary works	K3
CO-4	classify the various literary forms, types, styles and devices used in literary works	K4
CO-5	evaluate and analyse various literary forms, types, styles and devices	K5

Unit-I: (15 Hours)
- **Poetry:** Definition, Types- Subjective and Objective Poetry-the Lyric- the Ode- the Sonnet-the Elegy- the Ballad-the Satire, Limerick, Haiku Stanza
- **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)
- **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)
- **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, Kitchen Sink Drama
- **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)
- **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)
- **Fiction-Prose Types:** The Essay, the Novel, the Short Story, Biography, Autobiography, Memoir, Criticism, Style

Books for Study

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

Books for Reference

1. Baldick, Chris. *Oxford Book of Literary Terms*. OUP, 2005.
2. Childs, Peter, Roger Fowler. *The Routledge Dictionary of Literary Terms*. Routledge, 2006.
3. Hudson, William Henry. *An Introduction to the Study of Literature*. Chennai, Atlantic, 2006.
4. Stephen Greenblatt et al. *Norton Anthology Literary Forms and Terms*. Vol. D. 9th edn. Norton, 2012.
5. Drabble, N. Ed. *The Oxford Companion to English Literature*. 6th edn. OUP, 2000.

Web Resources

1. "Faculty of English." *The Faculty of English*, www.english.cam.ac.uk/classroom/terms.htm.
2. "Literary Devices and Terms - Definitions and Examples | LitCharts." *LitCharts*, www.litcharts.com/literary-devices-and-terms.
3. "Literary Terms." *Mr Henneman's English Language and Literature*, 3 Jan. 2021, henneman.uk/aqa-study-guide-resources-gcse-a-level/literary-terms/.

Relationship Matrix for Course Outcomes, Programme Outcomes and Programme Specific Outcomes

Semester	Course Code	Title of the Course								Hours	Credits
II	**21UEN23CC04**	**CORE-4: ENGLISH LITERARY FORMS AND TERMS**								**5**	**3**
Course Outcomes (COs)	**Programme Outcomes (POs)**					**Programme Specific Outcomes (PSOs)**					**Mean Scores of COs**
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	
CO-1	2	3	2	2	3	2	3	2	3	2	2.4
CO-2	2	3	2	3	2	2	3	2	3	2	2.4
CO-3	2	2	3	2	3	3	2	3	2	2	2.3
CO-4	2	2	3	2	3	3	2	3	2	3	2.5
CO-5	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	Credits
II	21UEN23AC02	ALLIED – 2: HISTORY OF ENGLISH LITERATURE	6	4

CO No.	CO-Statements	Cognitive Levels (K- Levels)
	On successful completion of the course, students will be able to	
CO-1	acquire knowledge of writers, their principal works, genres, periods and movements of British literature	K1
CO-2	compare the various ideologies of different literary movements down the ages	K2
CO-3	display the acquired knowledge in various competitive and screening examinations	K3
CO-4	distinguish the literary careers of the various writers prescribed in the syllabi of the succeeding semesters and programmes	K4
CO-5	categorise the different periods and movements of British Literature chronologically	K4

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

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

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

1. Leverage Edu, Team. *History of English Literature*. 22 February 2021
   https://leverageedu.com/blog/history-of-english-literature/
2. Burges, Adam. *A Brief Overview of British Literary Periods.3 February 2020*
   https://www.thoughtco.com/british-literary-periods-739034
3. Mambrol, Nasrullah. *A Brief History of English Literature.* 18 July 2018
   https://literariness.org/2018/07/18/a-brief-history-of-english-literature/

Relationship Matrix for Course Outcomes, Programme Outcomes and Programme Specific Outcomes

Semester	Course Code	Title of the Course									Hours	Credits
II	**21UEN23AC02**	**ALLIED -2: HISTORY OF ENGLISH LITERATURE**									**6**	**4**
Course Outcomes (COs)	**Programme Outcomes (PO)**					**Programme Specific Outcomes (PSO)**					**Mean Scores of COs**	
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**		
CO-1	1	3	1	1	3	2	3	3	3	3	2.3	
CO-2	3	2	1	1	3	2	3	3	2	3	2.3	
CO-3	2	3	1	2	3	2	3	3	2	3	2.4	
CO-4	3	3	1	1	2	2	3	2	2	3	2.2	
CO-5	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	Credits
III	21UTA31GL03	General Tamil - III	4	3

CO No.	CO- Statement	Cognitive Level (K- level)
	இப்பாடத்தின் நிறைவில் மாணவர்கள்	
CO-1	சங்க இலக்கிய வகைகளை நினைவுகூருவர்	K 1
CO-2	இலக்கியத்தினை நுட்பமாக அறிதலின் வழியாக ஆற்றுப்படுத்தும் திறன் பெறுவர்	K 2
CO-3	இலக்கிய அறநெறிகளைத் தற்கால வாழ்வியலில் பயன்படுத்தும் திறன் பெறுவர்	K 3
CO-4	அகம் மற்றும் புற இலக்கியத் திணை, துறைகளைப் பகுத்தாராய்வர்	K 4
CO-5	யாப்பு, அணி இலக்கண நுட்பங்களை இலக்கியங்களில் மதிப்பிடுவர்	K 5

அலகு - 1 (12 மணிநேரம்)

பொருநராற்றுப்படை (முழுமையும்)

அலகு - 2 (12 மணிநேரம்)

நற்றிணை - 5 பாடல்கள் - (1, 19, 21, 70, 148)
ஐங்குறுநூறு - அன்னாய் வாழிப்பத்து.
யாப்பிலக்கணம் - வெண்பா, ஆசிரியப்பா

அலகு - 3 (12 மணிநேரம்)

கலித்தொகை - (குறிஞ்சிக்கலி- 62, பாலைக்கலி -22, மருதக்கலி- 87, நெய்தற்கலி-149, முல்லைக்கலி - 116)
இலக்கிய வரலாறு - முதற்பாகம் ('தமிழ் மொழியின் தொன்மையும் சிறப்பும்' முதல் 'சங்க தொகை நூல்கள்' முடிய),
புதினம் - குடும்ப அட்டை (2022-2023)

அலகு - 4 (12 மணிநேரம்)

பதிற்றுப்பத்து - 3 பாடல்கள் (14, 32, 61)
புறநானூறு - 5 பாடல்கள் (95, 121, 130, 204, 279)
அணியிலக்கணம்

அலகு - 5   (12 மணிநேரம்)

திருக்குறள்   - புறங்கூறாமை, பழமை, புலவி நுணுக்கம் ஆகிய அதிகாரங்கள்
திரிகடுகம்   - 5 பாடல்கள் (2, 6, 12, 15, 42)

இலக்கிய வரலாறு - சங்க இலக்கியங்களின் தனித்தன்மைகள் முதல் இரட்டைக்
காப்பியங்கள் முடிய

பாடநூல்கள் :

1. **பொதுத்தமிழ்** செய்யுள் திரட்டு, தமிழாய்வுத்துறை வெளியீடு, தூய வளனார்
கல்லூரி, திருச்சிராப்பள்ளி-2, முதற்பதிப்பு, 2021

2. **சமூகவியல் நோக்கில் தமிழிலக்கிய வரலாறு,** தமிழாய்வுத்துறை, தூய வளனார்
தன்னாட்சிக் கல்லூரி, திருச்சிராப்பள்ளி, பத்தாம் பதிப்பு, 2017

3. **புதினம்** (ஒவ்வொரு கல்வியாண்டிற்கும் ஒவ்வொரு புதினம்)

2022 – 2023 கல்வியாண்டுக்கு மட்டும் : வீ.செந்தில் குமார், **குடும்ப அட்டை,** தாமரை
பப்ளிகேஷன்ஸ் பிரைவேட் லிமிடெட், சென்னை, முதற்பதிப்பு, 2009

Semester	Course Code	Title of the Course									Hours	Credit
III	21UTA31GL03	General Tamil - III									4	3
Course Outcomes (COs)	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)					Mean Scores of COs	
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5		
CO-1	3	2	2	3	2	3	2	3	3	2	2.5	
CO-2	2	2	2	3	3	2	2	3	3	2	2.4	
CO-3	3	3	2	3	3	2	2	3	3	3	2.7	
CO-4	3	2	2	3	2	3	2	3	2	3	2.5	
CO-5	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	Credits
III	**21UFR31GL03**	**FRENCH – III**	**4**	**3**

CO No.	CO–Statements	Cognitive Levels (K –Levels)
	On successful completion of this course, students will be able to	
CO–1	relate colours, materials and shapes to the french clothing.	**K1**
CO–2	select appropriate prepositions in giving directions.	**K2**
CO–3	construct a text in present tense using different verbs.	**K3**
CO–4	examine the travel manners and celebrations of the French.	**K4**
CO–5	justify the usage of past tense in a biography.	**K5**

Unit – I   **(12 hours)**
TITRE:VIVRE LAVILLE
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 connaitre, 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:FELICITATIONS ! / 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

Book for Study
P.Dauda,L.Giachino and C.Baracco, *Generation A2*, Didier, Paris 2016.

Books for Reference

1. J.Girardet and J.Pecheur, *EchoA2*, CLE International, 2ᵉedition,2017
2. Régine Mérieux and Yves Loiseau, *Latitudes A2*, Didier, 2012.
3. Isabelle Fournier, *Talk French*, Goyal Publishers, 2011

Web Resources

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

Relationship matrix for Course outcomes, Programme outcomes /Programme Specific Outcomes

Semester	Course code		Title of the Course				Hours	Credits
III	**21UFR31GL03**		**FRENCH – III**				**4**	**3**
Course Outcomes (COs)	**Programme Outcomes (POs)**					**Programme Specific Outcomes (PSOs)**					**Mean Score of Cos**

Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	Mean Score of Cos
CO–1	2	1	2	2	3	2	3	1	2	3	2.1
CO–2	3	2	3	3	1	2	1	2	2	3	2.2
CO–3	2	1	3	2	2	3	1	3	2	2	2.1
CO–4	3	1	3	2	3	3	3	1	2	3	2.4
CO–5	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	Credits
III	21UHI31GL03	HINDI - III	4	3

CO No.	CO–Statements On successful completion of the course, students will be able to	Cognitive Levels (K –Levels)
CO-1	find out the dialects of Hindi language.	K1
CO-2	compare the poems of Sumithra Nandanpanth, Prasad & Bachan in Context with their experience of life.	K2
CO-3	illustrate the importance given to family ethics by the youth in the modern period according to "Bahoo Ki vidha" One Act play.	K3
CO-4	categorize the poetics in some selective poems.	K4
CO-5	justify the social & political conditions of Devotional period in Hindi Literature.	K5

Unit - I (12 Hours)

Tera sneh na khooon
Samband Bodak
Reethikal - Namakarn
Tense

Unit - II (12 Hours)

Himadri Thung Sring Se
Paribakshik shabdavali
Samuchaya 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 – 3
Bahoo ki vidha (one act play)

Books for Study

1. Dr. Sanjeev Kumar Jain, Anuwad: Siddhant Evam Vyavhar, Kailash Pustak
   Sadan, Madhya Pradesh, 2019.
   Unit-I   *Chapter 1*
2. M. Kamathaprasad Gupth, *Hindi Vyakaran*, Anand Prakashan, Kolkatta, 2020.
    Unit-II, III and IV   *Chapter 2*
3. Dr. Sadananth Bosalae*, kavya sarang*, Rajkamal Prakashan, New Delhi, 2020.
   Unit-V   *Chapter 4*

Books for Reference

1. Ramdev, Vyakaran Pradeep, Hindi Bhavan, 2016.
2. Lakshman prasad singh, Kavya ke sopan, Bharathy Bhavan Prakashan, 2017.
3. Acharya ramchandra shukla, Hindi Sahitya Ka Itihas, Prabhat Prakashan, 2021.
4. Hindi Niband Sangrah,V&S Publishers, 2015.
5. Krishnakumar Gosamy, Anuvad vigyan ki Bhumika, Rajkamal Prakashan, 2016.

Web Resources

1. https://youtu.be/Xxvco3qa284
2. https://youtu.be/e9wK-pYfVPc
3. https://youtu.be/75tHr53f5_o
4. https://youtu.be/eFNM6y_cpjY
5. https://youtu.be/jHWXWLMxJtw

Relationship matrix for Course outcomes, Programme outcomes /Programme Specific Outcomes

Semester	Course Code		Title of the Course				Hours	Credits
III	**21UHI31GL03**		**HINDI - III**				**4**	**3**
Course Outcomes↓	**Programme Outcomes (PO)**					**Programme Specific Outcomes (PSO)**				**Mean Scores of Cos**

Course Outcomes↓	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	Mean Scores of Cos
CO-1	3	2	3	3	2	3	2	1	3	2	2.4
CO-2	3	2	3	2	2	3	2	3	2	3	2.5
CO-3	3	2	2	3	1	3	2	3	2	3	2.4
CO-4	2	3	3	2	3	2	3	3	2	1	2.4
CO-5	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	Credits
III	21USA31GL03	SANSKRIT - III	4	3

CO No.	CO–Statements On successful completion of the course, the student will be able to	Cognitive Levels (K –Levels)
CO-1	remember Characters and events of Ramayana.	K1
CO-2	understand social ethics and moral duties.	K2
CO-3	apply the values learnt , in day to day life.	K3
CO-4	analyzing the Vedic Philosophy.	K4
CO-5	evaluate and create new words with upasargas.	K5

Unit - I (12 Hours)
Romodantam , Balakandam (1-15)

Unit - II (12 Hours)
Romodantam , Balakandam (15-30)

Unit - III (12 Hours)
Vedas – Vedangas vivaranam

Unit - IV (12 Hours)
Puranas .Upanishands

Unit - V (12 Hours)
Upasargas , Bhavishyat Kaalah

Book for Study
VEDIC LITERATURE, 2019

Books for Reference

1. Parameshwara, Ramodantam, LIFCO Chennai 2018

2. R.S.Vadhyar & Sons , Book – sellers and publishers , Kalpathu ,Palghat – 678003 ,
   Kerala , south India , History of Sanskrit Literature 2019

3. Kulapathy , K.M Saral Sanskrit Balabodh , Bharathita vidya bhavan , Munshimarg
   Mumbai – 400 007 2018

Relationship matrix for Course outcomes, Programme outcomes /Programme Specific Outcomes

Semester	Course Code	Title of the Course						Hours	Credit
III	21USA31GL03	SANSKRIT-III						4	3
Course Outcomes↓	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)			Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO-1	1	2	2	3	3	3	3	3	2	1	2.3
CO-2	3	3	2	3	3	2	2	3	3	3	2.7
CO-3	3	3	1	3	3	1	1	3	3	3	2.4
CO-4	2	2	1	2	3	2	2	3	2	1	2.0
CO-5	3	3	2	3	2	2	3	3	3	2	2.6
Mean Overall Score											2.4
Result										#	High

Semester	Course Code	Title of the Course	Hours	Credits
III	21UEN32GE03	**GENERAL ENGLISH - III**	5	3

CO No.	CO-Statements	Cognitive Levels (K-Levels)
	On successful completion of this course, students will be able to	
CO -1	recall the meaning of familiar words in different contexts	**K1**
CO-2	comprehend the complex written texts by guessing meaning of unfamiliar words using contextual clues	**K2**
CO-3	use tenses and punctuations appropriately in sentences	**K3**
CO-4	analyse formal and informal letters to rewrite them meaningfully	**K4**
CO-5	compare different genres of writing and construct paragraphs	**K5 & K6**

Unit-I (15 Hours)
1. Suggestions to Develop Your Reading Habit
2. General Writing Skill: Letter Writing – Informal
3. Grammar: Simple Present Tense

Unit-II (15 Hours)
4. The Secret of Success: An Anecdote
5. General Writing Skill: Letter Writing – Formal
6. Grammar: Present Continuous Tense

Unit-III (15 Hours)
7. The Impact of Liquor Consumption on the Society
8. General Writing Skill: Letter to Newspaper
9. Grammar: Simple Past Tense

Unit-IV (15 Hours)
10. Dr. A.P.J. Abdul Kalam: A Short Biography
11. General Writing Skill: Job Application Letter
12. Grammar: Past Continuous Tense

Unit-V (15 Hours)
13. Golden Rule: A Poem
14. General Writing Skill: Circular-Writing
15. Grammar: Simple Future Tense and Future Continuous Tense

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

Books for Reference

1. Malkani, Neelam. *A comprehensive Guide on General English for Competitive Exams*. Agra: Oswal Publications, 2020.
2. Jain, B. B. *Compendium General English*. Agra: Upkar Prakashan, 2010.
3. Aggarwal, R.S. *Quick Learning Objective General English*. India: S Chand, 2006.
4. T. Ferrari, Bernard. *Power Listening: Mastering the Most Critical Business Skill of All*. USA: Penguin Publishers, 2012.
5. Barry, Marian. *Steps to Academic Writing*. USA: Cambridge University Press, 2011.

Web Resources

1. https://www.nypl.org/events/classes/english
2. https://www.waywordradio.org/listen/podcast-itunes/?gclid=EAIaIQobChMIrbeRtbP12AIVCYZpCh0-XwnvEAAYAiAAEgLcjvD_BwE
3. https://eltlearningjourneys.com/2015/05/19/websites-for-learning-english/

Relationship Matrix for Course Outcomes, Programme Outcomes and Programme Specific Outcomes

Semester	Course Code	Title of the Course		Hours	Credits
III	21UEN32GE03	GENERAL ENGLISH - III		5	3
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of COs
	PO 1	PO 2	PO3	PO 4	PO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	
CO-1	2	3	2	2	3	2	3	2	3	2	2.4
CO-2	2	2	3	2	3	3	2	3	2	2	2.3
CO-3	2	3	2	3	2	2	3	2	3	2	2.4
CO-4	2	2	3	2	3	3	2	3	2	3	2.5
CO-5	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	Credits
III	21UEN33CC05	CORE-5: NEOCLASSICAL LITERATURE (1660-1798)	5	3

CO No.	CO–Statements	Cognitive Levels (K-Levels)
	On successful completion of this course, students will be able to	
CO-1	recognize and appreciate neoclassical literature in English Literature	K1
CO-2	understand the characteristic feature of Neoclassical literature	K2
CO-3	interpret the impact of classicism on neoclassical literature	K3
CO-4	examine the socio-political, historical and cultural contexts of literary texts	K4
CO-5	analyse the literary works of the Neoclassical Age	K4

Unit – I: Poetry (Detailed)   (15 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)   (15 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   (15 Hours)
7. Joseph Addison (1672-1719)   : "On Friendship"
                                    "Good Nature"
8. Richard Steele (1672-1729)   : "The Spectator Club"

Unit – IV: Drama   (15 Hours)
(Non Detailed)
9. Oliver Goldsmith (1728-1774)   : *She Stoops to Conquer*
(Detailed)
10. Richard Sheridan (1751-1816) : *The School for Scandal*

Unit – V: Novel   (15 Hours)
11. Daniel Defoe (1660-1731)   : *Robinson Crusoe*
12. Horatio Walpole (1717-1797)   : *The Castle of Otranto*

Books for Study
1. Dryden, John, and Hooper, Richard. *Poetical Works*. Vol.3 United Kingdom, Bell and Daldy, 1866.
2. Poets, British. *The British Poets: Including Translations,* 822.
3. Blake, William. *Songs of Innocence and Songs of Experience*. United States, Dover Publications, 2012.

4. Scott, Derek. *A Red, Red Rose. The Love Poems of Robert Burns in Original Scots and Modern English*. N.P., Lulu.com, 2009.
5. Pope, Alexander. *The Rape of the Lock: An Heroi-comical Poem in Five Cantos*. By Alexander Pope, Esq. United Kingdom, James Reid Leith, 1751.
6. Gray, Thomas. *Thomas Gray's Elegy Written in a Country Churchyard, and Other Poems, Oliver Goldsmith's the Deserted Village, the Traveller, and Other Poems*. United States, Creative Media Partners, LLC, 2015.
7. Gigante, Denise. *The Great Age of the English Essay: An Anthology*. Yale UP, 2008.
8. Goldsmith, Oliver. *She Stoops to Conquer: Or the Mistakes of a Night*. 1864.
9. Sheridan, Richard B. *The School for Scandal: A Comedy*. 1820.
10. Defoe, Daniel. *Robinson Crusoe (Collins Classics)*. Harper Collins UK, 2010.
11. Walpole, Horace. *The castle of Otranto*. 1766.

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

Web Resources
1. Burns, Robert. "A Red, Red Rose by Robert Burns." *Poetry Foundation*, www.poetryfoundation.org/poems/43812/a-red-red-rose
2. Dryden, John. "A Song for St. Cecilia's Day, 1687 by John Dryden." *Poetry Foundation*, www.poetryfoundation.org/poems/44185/a-song-for-st-cecilias-day-1687
3. "Poems | Representative Poetry Online." *Representative Poetry Online*, rpo.library.utoronto.ca/poems/alexanders-feastast.
4. "William Blake." *Poetry Foundation*, www.poetryfoundation.org/poets/william-blake#tab-poems.
5. Gray, Thomas. "Elegy Written in a Country Churchyard by Thomas…." *Poetry Foundation*, www.poetryfoundation.org/poems/44299/elegy-written-in-a-country-churchyard
6. Addison, Joseph. "Essays of Joseph Addison (1672-1719)." *The Atkinson Theory of Civilisation*, www.ourcivilisation.com/smartboard/shop/fowlerjh/indexe.htm.
7. www.pdfdrive.com/she-stoops-to-conquer-e8066255.html.
8. *Forgotten Books*, forgottenbooks.com/fr/download/TheSchoolforScandal_10058875.pdf.
9. "Gulliver's Travels" *Planet EBook*, 5 Mar. 2018, www.planetebook.com/gullivers-travels/.
10. "Robinson Crusoe." *Planet EBook.* www.planetebook.com/robinson-crusoe/.

Relationship Matrix for Course Outcomes, Programme Outcomes and Programme Specific Outcomes

Semester	Course Code	Title of the course		Hours	Credits
III	21UEN33CC05	CORE – 5: NEOCLASSICAL LITERATURE (1660-1798)		5	3
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO-1	2	3	2	3	2	3	3	2	3	3	2.6
CO-2	3	2	2	2	2	2	2	3	2	2	2.2
CO-3	2	2	3	2	3	2	3	2	3	3	2.5
CO-4	3	2	2	2	2	3	2	3	2	2	2.3
CO-5	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	Credits
III	21UEN33CC06	**CORE-6:** **ROMANTIC LITERATURE** **(1799–1832)**	6	4

CO No.	CO–Statements	Cognitive Levels (K–Levels)
	On successful completion of this course, students will be able to	
CO–1	remember and appreciate the elements of the Romantic Literature	K1
CO–2	understand and relate the possibilities of different literary genres in English	K2
CO–3	illustrate the nuances of the drama in Romantic Literature	K3
CO–4	compare socio-cultural diversity in comparison with Romantic literary pieces	K4
CO–5	investigate the reasons behind the different features of romantic age	K4

Unit-I: Poetry (Detailed) (18 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) (18 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 (Non-Detailed) (18 Hours)
8. Charles Lamb (1775- 1834) : "Dream Children - A Reverie"
"New Year's Eve"
9. William Hazlitt (1778-1830) : "On the Love of Life"

Unit-IV: Novel (18 Hours)
10. Jane Austen (1775-1817) : *Pride and Prejudice*

Unit-V: Novel (18 Hours)
11. Mary Shelley (1797-1851) : *Frankenstein*
12. Walter Scott (1771-1832) : *Ivanhoe*

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

Books for Reference
1. Abrams, M. H. et al. eds. *Norton Anthology of English Literature*. Vols. I & II. W.W. Norton & Company, Inc., 1962.
2. Hewett, R.P. *A Choice of Poets*. London, George G. Harrap & Co., 1969.

3. Karlin, Daniel. Ed. *The Penguin Verse of Victorian Vers*e Penguin, 2002.
4. Hamilton, Ion. Ed. *The Oxford Companion to Poetry in Englis*h. OUP, 1994.
5. Roberts, Michael. Ed. *Faber Book of Modern Verse*. New Delhi: Milestone Publication, 2000
6. Lamb, Charles. *Selected Essays of Lamb.* OUP, 1938.
7. Hazlitt, William. *Table Talk.*Wiley and Putnam, 1845. Press, 1991.
8. Kettle, A. *An Introduction to the English Novel*: Volume 1.Hutchinson University Library, 1951.
9. Kirkham, M. Jane Austen. *Feminism and Fiction*. Brighton, 1983.
10. McKeon, Michael. T*he Origins of the English Nove*l, 1600-1740. Johns Hopkins UP, 1987.
11. Spencer, Jane. T*he Rise of the Woman Novelist: from Aphra Behn to Jane Austen*. New York: Blackwell, 1986.

Web Resources
1. Wordsworth, William "Ode Intimations of immortality" *Poetry Foundation*, www.poetryfoundation.org/poems
2. Coleridge, S.T. "Kubla khan", https://www.poetryfoundation.org/poems.
3. Byron, Lord. "She Walks in Beauty" *Poetry Foundation*, https://www.poetryfoundation.org/poems.
4. Southey, Robert. "The Inchcape Rock" *Inchcape-Rock*, https://allpoetry.com.
5. Hazlitt, William. "On the Love of Life" *Literature/Essays/Hazlitt/RoundTable/LoveLife*. html

Relationship Matrix for Course Outcomes, Programme Outcomes and Programme Specific Outcomes

Semester	Course Code	Title of the Course		Hours	Credits
III	21UEN33CC06	CORE-6: ROMANTIC LITERATURE (1799-1832)		6	4
Course Outcome (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO-1	2	3	2	3	2	2	2	3	2	2	2.3
CO-2	3	2	3	2	2	2	3	1	2	2	2.2
CO-3	2	3	2	3	1	2	3	2	2	2	2.2
CO-4	2	3	2	3	2	2	1	2	2	2	2.1
CO-5	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	Credits
III	21UEN33AO03A	ALLIED-3: DIASPORIC LITERATURE	6	4

CO No.	CO- Statements On successful completion of the course, students will be able to	Cognitive Levels (K-Levels)
CO-1	describe the meaning of diaspora and relate to the different theories of diasporic literature	K1
CO-2	outline the major diasporic writers and review their major works	K2
CO-3	illustrate the different types and phases of diasporic literature	K3
CO-4	analyze the different themes and characteristics of diasporic writing such as Partition, Independence, caste, marginality, globalisation, religion, secularism, colonialism and post colonialism	K4
CO-5	identify the multilingual features of diasporic writing	K4

Unit-I: Global Diasporas - An Introduction (18 Hours)
1. Four Phases of Diaspora Study
2. Classical Notions of Diasporas – Transcending the Jewish tradition
3. Victim Diasporas: Africans and Armenians
4. Labour and Imperial Diasporas: indentured Indians and the British
5. Trade and Business Diasporas: Chinese and Lebanese
6. Diasporas and their Homelands: Zionists and Sikhs
7. Deterritorialized Diasporas: the Black Atlantic
8. Mobilizing Diasporas in a Global Age

Unit-II: Poetry (Detailed) (18 Hours)
9. Vikram Seth (1952-) : "The Frog and the Nightingale"
10. Saleem Peeradina (1944-) : "Slow Dance"
11. Michael Ondaatje (1943-) : "To a Sad Daughter"
12. Georgry Ivanov (1894-1958) : "Elegy"

Unit-III: Poetry (Non-Detailed) (18 Hours)
13. Meena Alexander (1951-) : "Cosmopolitan"
14. Jerry Pinto (1966-) : "The Quiet Rebellion of Paper"
15. Margret Walker (1915-1998) : "For My People"
16. Joy Kogawa (1935-) : "What Do I Remember of the Evacuation"
17. Ngugi wa Thiong'o (1938-) : "Dawn of Darkness"

Unit-IV: Short Story (Non-Detailed) (18 Hours)
18. Jhumpa Lahiri (1967-) : "Interpreter of Maladies" (A short story from *Interpreter of Maladies*)
19. Viet Thanh Nguyen (1971-) : "Black-Eyed Women" (From *The Refugees*)
20. Hanif Kureishi (1954-) : "The Assault"

Unit-V: Novel (Non-Detailed) (18 Hours)
21. V.S. Naipaul (1932-2018) : *A House for Mr. Biswas*
22. Monica Ali (1967-) : *Brick Lane*

23. Attia Hosain (1913-1998)   :   *Sunlight on a Broken Column*
24. Caryl Philips (1958-)   :   *Crossing the River*
25. Ya Gyasi (1989-)   :   *Homecoming*

Books for Study

1. Peeradina, Saleem. Ed. *Contemporary Indian Poetry in English: An Assessment and Selection.* Chennai: Macmillan Pub. Pvt. Ltd. 2010.
2. Lahiri, Jhumpa. *Interpreter of Maladies*. New York: Houghton Mifflin Harcourt, 1999.
3. Naipaul, V S. *A House for Mr. Biswas*. Penguin Books Ltd, 1969.
4. Cohen, Robin. *Global Diaspora: An Introduction*. London: UCL Press, 1997.
5. Jana Evans Braziel and Anita Mannur. *Theorizing Diaspora*. Blackwell, 2003.
6. Kim D. Butler. *Defining Diaspora, Refining a Discourse, Diaspora*, 2002.
7. Hall, Stuart. *Cultural Identity and Diaspora*. Harvester Wheatsheaf, 1993.

Books for Reference

1. Jain, Jasbir. *Writers of the Indian Diaspora.* Delhi, Rawat Publications, 2003.
2. Natarajan, Nalini. *Handbook of Twentieth-Century Literatures of India*. Delhi, Greenwood Publishing Group, 1996.
3. Ralph J. Radhika Crane. *Shifting Continents/Colliding Cultures: Diaspora Writing of the Indian Subcontinen*t. Delhi, Rodopi Bv Editions, 2000.
4. Singh, Jaspal. K, Chetty and Rajendra. Eds. *Transnationalisms and Diasporas*. Delhi, Oxford. 2010.

Web Resources

1. Afaneh, Hasheemah, et al. "Poems of the Diaspora." *Warscapes*, 21 Apr. 2017, www.warscapes.com/poetry/poems-diaspora.
2. Kamboureli, Smaro. "Diaspora." *Oxford Research Encyclopedia of Literature*, 30 June 2020, oxfordre.com/literature/view/10.1093/acrefore/9780190201098.001.0001/acrefore-9780190201098-e-1119.
3. Kogawa, Joy. "What Do You Remember of the Evacuation?" www.joykogawa.ca/what-do-you-remember-of-the-evacuation.html.
4. LitCharts. "Brick Lane Summary." *LitCharts*, www.litcharts.com/lit/brick-lane/summary.

Relationship Matrix for Course Outcomes, Programme Outcomes and Programme Specific Outcomes

Semester	Course Code	Title of the Course								Hours	Credits
III	21UEN33AO03A	ALLIED-3: DIASPORIC LITERATURE								6	4
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO-1	3	3	2	3	2	2	3	2	2	3	2.5
CO-2	3	3	2	2	2	1	2	1	2	2	2.0
CO-3	3	3	2	3	2	2	3	1	3	2	2.4
CO-4	3	3	2	2	3	2	3	3	2	2	2.5
CO-5	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	Credits
III	21UEN33AO03B	ALLIED-3: SUBALTERN LITERATURE	6	4

CO No.	CO-Statement	Cognitive Levels (K-Levels)
	On successful completion of the course, students will be able to	
CO-1	recognize and identify the key concepts in study of the Subaltern	K1
CO-2	discuss the intersecting dimensions of oppression and subordination of the Subaltern on various platforms and attempt to solve problems related to inequality	K2
CO-2	apply the knowledge gained in analysing the condition of the Subaltern in literature and the society	K3
CO-3	criticize the stereotypical and ideological constructs that make subordination and discrimination of the marginalised in an inevitable condition	K4
CO-5	evaluate the social conditions expressed in literature and generate ideas on ways to establish equality in society	K5

Unit-I: Poetry (18 Hours)
(Detailed)
1. Langston Hughes (1902-1967)   : "The Negro Speaks of River"
2. Rupi Kaur (1992-)   : "Parenting"
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 (18 Hours)
(Detailed)
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*

Books for Study

1. Gates, Henry Louis, and Nellie Y McKay, eds. *Norton Anthology of African American Literature*. New York: W. W. Norton & Company, Inc., 1997.
2. Barksdale, Richard, and Keneth Kinnamon, eds. *Black Writers of America: A Comprehensive Anthology.* New Jersey: Prentice Hall, Inc., 1972.
3. Ravikumar, and R. Azhagurasan, eds. T*he Oxford India Anthology of Tamil Dalit Writing*. 1ˢᵗ ed. New Delhi, Oxford University Press, 2012.
4. Narasimhaiah, C.D., ed. *An Anthology of Commonwealth Poetry*. Chennai, Macmillan India Limited, 1990.
5. Ambedkar, B. R. *Writings and Speeche*s. New Delhi, Milestone Publication, 2002.
6. Hansberry, Lorraine. "Raisin in the Sun". *Norton Anthology of African American Literature.* Ed. Henry Louis Gates, and Nellie Y McKay. New York: W. W. Norton & Company, Inc., 1997.
7. Bama. *Karukku*. New Delhi: Oxford University Press, 2011.
8. Mane, Laxman. *Upara - An Outsider.* Sahitya Akademi, 2017.
9. Sidhwa, Bapsi. *Water: A Novel*. Key Porter Books, 2006.

Books for Reference

1. Guha, Ranajit. *Subaltern Studies: Writings on South Asian History and Society*. Vol. 1. OUP, 1996.
2. Guha, Ranajit. "On Some Aspects of the Historiography of Colonial India". *Selected Subaltern Studie*s. New York: Oxford University Press, 1988.
3. Guha, Ranajit, and Gayatri Chakravorty Spivak, eds. *Selected Subaltern Studies*. OUP, 1988.
4. Parker, John, and Richard Rathbone. *African History*. New Delhi: Oxford University Press, 2008.

Web Resources

1. Hughes, Langston. "The Negro Speaks of River" Poetry Foundation. www.poetryfoundation.org/poems/44428/the-negro-speaks-of-rivers. Accessed 23 April 2021.
2. Kandasamy, Meena. "Advaita: The Ultimate Question" Poem Hunter. https://www.poemhunter.com/poem/advaita-the-ultimate-question/. Accessed 23 April 2021. Poetry
3. Pawar, J. V. "Birds in Prison" Marathi Dalit Poetry. http://marathidalitpoetry.blogspot.com/2014/07/birds-in-prisonjvpawar.html?m=1. Accessed 23 April 2021

Relationship Matrix for Course Outcomes, Programme Outcomes and Programme Specific Outcomes

Semester	Course Code	Title of the Course		Hours	Credits
III	**21UEN33AO03B**	**ALLIED – 3:** **SUBALTERN LITERATURE**		**6**	**4**

Course Outcome (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of COs
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	
CO-1	2	3	1	2	2	2	2	2	2	2	2
CO-2	3	3	2	3	3	2	3	3	3	3	2.8
CO-3	3	3	2	3	3	2	3	3	3	3	2.8
CO-4	3	3	2	3	3	2	3	3	3	3	2.8
CO-5	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	Credits
III	21UEN34SE01	SEC -1: WITHIN DEPARTMENT (WD): CREATIVE WRITING: WRITING POETRY	2	1

CO No.	CO Statement On successful completion of the course, students will be able to	Cognitive Levels (K-Levels)
CO-1	acquire knowledge of the creative process of writing poetry	K1
CO-2	understand and explicate the various forms and structures of poetry	K2
CO-3	make use of the assimilated poetic techniques to write poems	K3
CO-4	compare and contrast between different poetic genres	K4
CO-5	evaluate and convert one's thoughts and feelings into meaningful poems	K5 & K6

Unit – I (6 Hours)
1. Defining Creativity
2. Inspiration and Agency
3. What is Creative Writing?
4. Imagination and Writing
5. Importance of Reading

Unit – II (6 Hours)
6. Definition of Poetry
7. What to Write about and How to Start
8. Structure, Forms and Techniques

Unit – III (6 Hours)
9. Fixed Forms and Free Verse
10. Dominant Modes of Poetry: Lyrical, Narrative and Dramatic
11. Tone and Voices in the Poem

Unit – IV (6 Hours)
12. Sonnet
13. Lyric
14. Ode
15. Haiku
16. Free Verse

Unit – V (For Internal Testing only) (6 Hours)
17. Workshops: Practice

Books for Study
1. Ashworth, Jessica. *Building Poets: A Beginner's Guide to Verse and Rhyme*. Dayton, Teaching and Learning Company, 2012.
2. Dev, Anjana Neira, et al. *Creative Writing: A Beginner's Manual*. Dorling Kindersley, 2009.
3. Singh, Sarika. *Poetry Writing*. Mumbai, Body and Soul Books, 2011.

Books for Reference

1. Drake, Barbara. *Writing Poetry*. U. of California, 2008.
2. Whitworth, John. *Writing Poetry*. Chandigarh, Unistar Books, 2004.

Web Resources

1. "Creative Writing Course." *Poetry: How to Write Poems: Creative Writing Course*, creative-writing-course.thecraftywriter.com/how-to-write-poems/.
2. "How to Write Poetry." *Creative Writing Now*, www.creative-writing-now.com/how-to-write-poetry.html.
3. "How to Write Poetry: 11 Rules for Poetry Writing Beginners." *Master Class*, 8 Nov. 2020, www.masterclass.com/articles/how-to-write-poetry#11-rules-for-writing-good-poetry.
4. Johnson, David M. *Word Weaving: Creative Approach to Teaching and Writing Poetry*. Illinois, National Council of Teachers of English, 1990, files.eric.ed.gov/fulltext/ED322520.pdf.
5. Livingstone, Dinah. *Poetry Handbook: For Readers and Writers*. Macmillan, 1993, link.springer.com/content/pdf/bfm%3A978-1-349-22398-5%2F1.pdf

Relationship Matrix for Course Outcomes, Programme Outcomes and Programme Specific Outcomes

Semester	Course Code	Title of the Course				Hours	Credits
III	21UEN34SE01	SEC -1: WITHIN DEPARTMENT (WD): CREATIVE WRITING: WRITING POETRY				2	1

Course Outcome (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO-1	2	3	2	3	2	2	3	2	3	2	2.4
CO-2	3	2	3	2	2	3	2	3	3	2	2.5
CO-3	2	3	3	2	3	2	2	3	2	3	2.5
CO-4	3	2	3	3	2	3	3	2	3	2	2.6
CO-5	2	3	2	3	3	2	2	3	3	2	2.5
									Mean Overall Score		2.5 (High)

Semester	Course Code	Title of the Course	Hours	Credits
III	21UHE24VE03A	**PROFESSIONAL ETHICS–I: SOCIAL ETHICS - I**	2	1

CO No.	Co- Statements	Cognitive Levels (K-Levels)
	On completion of this course the graduates will be able to:	
CO-1	know the responsibility of the educated youth.	K1
CO-2	understand the values prescribed under social ethics.	K2
CO-3	apply their minds critically to the various types of cyber crime.	K3
CO-4	analyse the various kinds of political systems.	K4
CO-5	analyse the behaviour of the elected representatives.	K4

Unit-I Introduction to Social Ethics (6-Hours)

Introduction to social ethics and social responsibility, important role of Social ethics on the various areas, religion influences social changes - 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

Books for Study:
1. Department of Human Excellence, *Formation of Youth*, St Joseph's College(Autonomous), Tiruchirappali -02, 2021

Books for Reference:

1. Ramesh K. Arora, *Ethics, Integrity and Values* by Public Service Paperback ,– 1 January 2014
2. Cunningham, D. *There's something happening here: The new left, the Klan, and FBI counterintelligence*. Berkeley: University of California Press, 2004.
3. Adv. Prashant Mali, *Cyber law & Cyber Crimes simplified* by Cyber Info media Paperback – 1 January 2017.
4. Matthew Richardson, *Cyber Crime: Law and Practice Hardcover – Import*, Wildy publications, 29 November 2019

Web Sources:

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

Semester	Course Code	Title of the Course	Hours	Credits
III	21UHE34VE03B	**PROFESSIONAL ETHICS I: RELIGIOUS DOCTRINE- I**	2	1

CO.No.	Co – Statements	Cognitive Levels (K-Levels)
	On completion of this course, the graduates will be able to:	
CO-1	understand the history of the Catholic Church	**K1**
CO-2	examine and grasp the Sacraments of the Catholic Church	**K2**
CO-3	apply the Christian Prayer to their everyday life	**K3**
CO-4	analyze themselves in the light of Sacraments & Christian Prayer	**K4**
CO-5	create a harmonious society learning values from all religions	**K5 & K6**

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	**Biblical Values**		**(6 Hours)**
Unit-V	**Mother Mary**		**(6 Hours)**

Books for Text

Department of Human Excellence, *Life in the Lord: Religious Doctrine.* St. Joseph's College, Trichirappalli-02, 2021.

Books for Reference:

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

Semester	Course Code	Title of the Course	Hours	Credits
IV	21UTA41GL04A	Communicative Tamil (SLAC)	4	3

CO.No.	CO- Statements	Cognitive Level (K- level)
	இப்பாடத்தின் நிறைவில் மாணவர்கள்	
CO-1	பண்டைத் தமிழர்களின் தொடர்பியல் அறிவை அறிந்துகொள்வர்.	K 1
CO-2	தமிழ் இலக்கியங்களுள் வெளிப்படும் தகவல் தொடர்புச் சிந்தனைகளைப் புரிந்து கொள்வர்.	K 2
CO-3	வலைப்பூக்கள், வலையொளிகள் ஆகியவற்றை உருவாக்கவும், பராமரிக்கவும் கற்றுக்கொள்வர்.	K 3
CO-4	இக்கால இலக்கியங்களுள் தொடர்பியல்துறை பெற்றுள்ள செல்வாக்கை அறிந்துகொள்வர்.	K 4
CO-5	தகவல் தொடர்பியல் கலைச்சொற்களைத் தமிழில் கற்றுக் கொண்டு தொடர்பியல் தமிழ் வளரத் துணைபுரிவர்	K 5

அலகு - 1 (12 மணிநேரம்)

புறநானூறு : மாசற விசித்த (50) (முரசு)

மலைபடுகடாம் : திருமழை தலையிய (1-13) (இசைக்கருவிகள்)

பெரும்பாணாற்றுப்படை : அகல்இரு விசும்பில் (4-16) (யாழின் உறுப்புகள்)

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

பரிபாடல் : செவ்வேள்: மலைச்சிறப்பு வழுதியுடன் ஏறியோர் கண்டவை (38-57) (ஓவியக்கலை)

உரைநடைக்கட்டுரை : பண்டைத் தமிழர்களின் தொடர்பியல் கலை

அலகு - 2 (12 மணிநேரம்)

சிலப்பதிகாரம்

எண்ணிய நூலோர் இயல்பினின் (அரங்கேற்றுக் காதை, 95-113)

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

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

ஆங்குத் துன்று மலர்ப்பிணையல் (வேட்டுவவரி, 10) (வென்றிக் கூத்து)

ஆய்பொன் அரிச்சிலம்பும் (வேட்டுவவரி, 11)

உரைநடைக்கட்டுரை : தமிழ் எழுத்துகளின் வளர்நிலைகள்

அலகு - 3 **(12 மணிநேரம்)**

திருக்குறள் (2 அதிகாரங்கள்)- அறன் வலியுறுத்தல், நடுவுநிலைமை

உரைநடைக்கட்டுரை : தமிழர் வளர்த்த நாட்டுப்புறக் கலைகள்

அலகு - 4 **(12 மணிநேரம்)**

புதினம் : பொய்க்கால் குதிரை – டி. செல்வராஜ்

நூல் - திறனாய்வு

ஆவணப்படம், திரைப்படம் - திறனாய்வு

உரைநடைக்கட்டுரை : ஊடகஅறம்

அலகு - 5 **(12 மணிநேரம்)**

தகவல் தொடர்பியல் கலைச்சொற்கள்

அருகில் உள்ள கலைச்சின்னங்களைப் பார்வையிட்டு, அறிக்கை சமர்ப்பித்தல்

வலைப்பூக்கள் உருவாக்கல், பராமரித்தல்

உரைநடைக்கட்டுரை: இணையத்தமிழ் இதழ்களின் மொழிநடை

பாட நூல்கள்

1. **தொடர்பியல் தமிழ்,** தமிழாய்வுத்துறை, தூய வளனார் தன்னாட்சிக் கல்லூரி, திருச்சிராப்பள்ளி, முதற்பதிப்பு, 2022

2. செல்வராஜ்.டி., **பொய்க்கால் குதிரை,** நியூ செஞ்சுரி புக் ஹவுஸ், சென்னை, முதற்பதிப்பு, 2016

3. ஆலிஸ், அ., **மக்கள் தகவல் தொடர்பியல் கலைச்சொல் அகராதி,** முழுமதி பப்ளிகேஷன்ஸ், திருச்சிராப்பள்ளி, 1995

பார்வை நூல்கள் & இணையதளம்

1. பரிமேலழகர் (உரை.), **திருக்குறள்,** பாரதி பதிப்பகம், சென்னை-17, ஏழாவது பதிப்பு, 2000.

2. மயிலை சீனிவேங்கடசாமி, **தமிழர் வளர்த்த அழகுக் கலைகள்,** நியூ செஞ்சுரி பிரிண்டர்ஸ், சென்னை, இரண்டாம் பதிப்பு,1978.

3. வையாபுரிப்பிள்ளை, **பாட்டும் தொகையும்,** பாரி நிலையம், சென்னை, இரண்டாம் பதிப்பு, 1967.

Semester	Course Code		Title of the Course						Hours	Credit
IV	21UTA41GL04A		Communicative Tamil (SLAC)						4	3

Course Outcomes (COs)	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)					Mean Scores of COs
	PO-1	PO-2	PO-3	PO-4	PO-5	PSO-1	PSO-2	PSO-3	PSO-4	PSO-5	
CO-1	1	2	3	2	2	3	3	2	2	2	2.2
CO-2	2	2	3	2	2	2	3	2	3	2	2.3
CO-3	1	2	2	3	2	2	2	3	3	3	2.3
CO-4	2	2	3	2	2	3	2	3	3	2	2.4
CO-5	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	Credits
IV	21UFR41GL04	FRENCH – IV	4	3

CO No.	CO–Statements	Cognitive Levels (K –Levels)
	On successful completion of this course, students will be able to	
CO–1	recall the vocabulary pertaining to dwelling place.	K1
CO–2	outline crisis management in France.	K2
CO–3	develop a travel diary of your own.	K3
CO–4	simplify the French education system.	K4
CO–5	interpret past tenses in a text.	K5

Unit- I (12 hours)

TITRE:ON FAIT LE MELANGE!

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:A 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 évènements 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 ETUDES A L'ETRANGER/ BON VOYAGE/ LA METEO
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.
PRODUCTION ORALE : exprimer son opinion sur la météo/parler del'avenir
PRODUCTION ECRITE: comparer le système scolaire français et indien

Book for Study
P.Dauda,L.Giachino and C.Baracco, *Generation A2*, Didier, Paris 2016.

Books for Reference

1. J.Girardet and J.Pecheur, *Echo A2*, CLE International, 2ᵉedition,2013
2. Régine Mérieux and Yves Loiseau, *Latitudes A2*, Didier, 2012.
3. Isabelle Fournier, *Talk French*, Goyal Publishers,2011

Web Resources

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

Relationship matrix for Course outcomes, Programme outcomes /Programme Specific Outcomes

Semester	Course code		Title of the Course				Hours		Credits
IV	21UFR41GL04		FRENCH – IV				4		3
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)				Mean Score of Cos
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO–1	3	1	3	2	2	3	2	1	2	2	2.1
CO–2	3	1	2	3	3	3	2	1	3	1	2.2
CO–3	3	2	3	2	2	3	2	1	3	2	2.3
CO–4	3	1	2	2	3	3	3	1	3	3	2.4
CO–5	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	Credits
IV	21UHI41GL04	HINDI - IV	4	3

CO No.	CO–Statements On successful completion of the course, students will be able to	Cognitive Levels (K –Levels)
CO-1	list out the social conditions prevailed in Modern Period which are depicted in Hindi Literature.	K1
CO-2	discuss the dialects of Hindi language.	K2
CO-3	illustrate the works of some eminent Hindi Writers related to society.	K3
CO-4	analyze the human values expressed in life and literature of Hindi Novelist "Mamatha Kaliyah".	K4
CO-5	evaluate the film & Literary works in Hindi.	K5

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 - 4

Books for Study
1. Dr. Sadananth Bosalae, *kavya sarang*, Rajkamal Prakashan, New Delhi, 2020.
   Unit-I   *Chapters 4*
2. M. Kamathaprasad Gupth*, Hindi Vyakaran*, Anand Prakashan, Kolkatta, 2020.
   Unit-II, III and IV   *Chapter 2*
3. Dr. Sanjeev Kumar Jain*, Anuwad: Siddhant Evam Vyavhar,* Kailash Pustak Sadan*,* MadhyaPradesh,2019
   Unit-V   *Chapter 2*

Books for Reference
1. Hindi Niband Sangrah,V&S Publishers, 2015.
2. Rajeswar Prasad Chaturvedi, Hindi vyakarana, Upakar prakashan,2015.
3. Ramdev,Vyakaran Pradeep, Hindi Bhavan, 2016.
4. Krishnakumar Gosamy, Anuvad vigyan ki Bhumika, Rajkamal Prakashan, 2016.
5. Acharya ramchandra shukla, Hindi Sahitya Ka Itihas, Prabhat Prakashan, 2021.

Web Resources
1. https://youtu.be/xmr-DaQ3LhA
2. https://youtu.be/xIm-VEmgEg0
3. https://youtu.be/ZHuqxWbMtas
4. https://youtu.be/HGS63OJuHto
5. https://youtu.be/r-i3autqPug

Relationship matrix for Course outcomes, Programme outcomes /Programme Specific Outcomes

Semester	Course Code		Title of the Course						Hours	Credits
IV	21UHI41GL04		HINDI - IV						4	3
Course Outcomes↓	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)				Mean Scores 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 Scores of Cos
CO-1	2	3	2	3	3	2	3	2	3	1	2.4
CO-2	3	2	3	3	2	3	2	3	1	2	2.4
CO-3	3	2	2	3	2	2	1	3	2	3	2.3
CO-4	3	2	3	1	3	3	2	3	3	2	2.5
CO-5	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	Credits
IV	21USA41GL04	SANSKRIT - IV	4	3

CO No.	CO–Statements	Cognitive Levels (K –Levels)
	On successful completion of the course, the student will be able to	
CO-1	remember and identifying Mahabharatha characters and events.	K1
CO-2	understand human behaviors by studying dramas.	K2
CO-3	apply the morals learnt in day to day life.	K3
CO-4	create new conversational sentences and to Improve self-character (Personality Development).	K4
CO-5	appreciate ancient Sanskrit dramas.	K5

Unit - I   (12 Hours)
 Samskrita Vyavahara sahasri vakiya Prayogaha

Unit - II   (12 Hours)
 Lot Lakaarah , Prqayaogh Kartari Vaakyaani

Unit - III   (12 Hours)
 Naatakasya Itihaasah Vivaranam, Thuva and Tum Prathiyaha

Unit - IV   (12 Hours)
 Karnabhaaram , Naatakasya Visistyam

Unit - V   (12 Hours)
 Samskrita Rachanani priyogaha

Book for Study
Karnabhavam & Literature Language, 2019 , K.M Saral Sanskrit Balabodh , Bharathita vidya

bhavan , Munshimarg Mumbai – 400 007

Books for Reference

1. R.S.Vadhyar & Sons , Book – sellers and publishers , Kalpathu ,Palghat – 678003 ,
    Kerala , south India , History of Sanskrit Literature 2019

2. Kulapathy , K.M Saral Sanskrit Balabodh , Bharathita vidya bhavan , Munshimarg
    Mumbai – 400 007 2018

3. Samskrita Bharathi , Aksharam 8 th cross , 2nd phase Giri nagar Bangalore Vadatu
    sanskritam – Samaskara Binduhu 2019

Relationship matrix for Course outcomes, Programme outcomes /Programme Specific Outcomes

Semester	Course Code	Title of the Course								Hours	Credit
IV	21USA41GL04	SANSKRIT-IV								4	3
Course Outcomes↓	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)					Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO-1	2	2	2	3	2	3	2	3	3	2	2.5
CO-2	2	2	3	2	3	3	3	3	3	2	2.4
CO-3	3	3	2	3	2	1	1	3	3	3	2.4
CO-4	2	3	3	3	2	1	3	3	3	2	2.5
CO-5	2	2	3	2	3	3	3	3	2	3	2.6
Mean Overall Score											2.48
Result										#	High

Semester	Course Code	Title of the Course	Hours	Credits
IV	21UEN42GE04	**GENERAL ENGLISH - IV**	5	3

CO No.	CO-Statements	Cognitive Levels (K- Levels)
	On successful completion of this course, students will be able to	
CO-1	identify different local and global issues in given passages	K1
CO-2	understand explicit and implicit information given in written texts	K2
CO-3	use appropriate words and punctuations in writing	K3
CO-4	analyse written texts and modify them for better clarity	K4
CO-5	assess the coherence and cohesion of written texts and rewrite them	K5 & K6

Unit-I (15 Hours)
1. Women through the Eyes of Media
2. General Writing Skill: Writing Minutes of a Meeting
3. Grammar: Present Perfect Tense

Unit-II (15 Hours)
4. Effects of Tobacco Smoking
5. General Writing Skill: Note-Taking
6. Grammar: Present Perfect Continuous Tense

Unit-III (15 Hours)
7. Short Message Service (SMS)
8. General Writing Skill: Note-Making
9. Grammar: Past Perfect Tense

Unit-IV (15 Hours)
10. An Engineer Kills Self as Crow Sat on his Head: A Newspaper Report
11. General Writing Skill: Précis Writing
12. Grammar: Past Perfect Continuous Tense

Unit-V (15 Hours)
13. Traffic Rules
14. General Writing Skill: Paragraph Writing
15. Grammar: Future Perfect Tense and Future Perfect Continuous Tense

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

Books for Reference
1. Clark Peter, Roy. *Writing Tools: 50 Essential Strategies for Every writer*. USA: Little, Brown Spark Publishers, 2008.
2. Carnegie, Dale. *The Quick and Easy Way to Effective Speaking*. India: Fingerprint Publishers, 2018.
3. Vaughn, Steck. *Reading Comprehension*. USA: Steck-Vaughn Co, 2014.

4. Birkett, Julian. *Word Power: A Guide to Creative writing*. India: Bloomsburry Acdemic, 2016.
5. Knight, Dudley. *Speaking with Skill: An Introduction to Knight-Thompson Speechwork*. USA: Methuen Drama, 2016.

Web Resources

1. https://blog.lingoda.com/en/10-news-sites-to-practice-your-english-reading-skills/
2. https://www.espressoenglish.net/how-to-learn-english-for-free-50-websites-for-free-english-lessons/
3. https://www.ef.com/wwen/english-resources/

Relationship Matrix for Course Outcomes, Programme Outcomes and Programme Specific Outcomes

Semester	Course Code	Title of the Course								Hours	Credits
IV	21UEN42GE04	GENERAL ENGLISH - IV								5	3
Course Outcome (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO-1	2	3	2	2	3	2	3	2	3	2	2.4
CO-2	2	2	3	2	3	3	2	3	2	2	2.3
CO-3	2	3	2	3	2	2	3	2	3	2	2.4
CO-4	2	2	3	2	3	3	2	3	2	3	2.5
CO-5	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	Credits
IV	21UEN43CC07	CORE – 7: VICTORIAN LITERATURE (1833-1900)	6	4

CO No.	CO–Statements	Cognitive Levels (K–Levels)
	On successful completion of this course, students will be able to	
CO-1	identify the basic aspects of Victorian literature and culture	K-1
CO-2	form and understanding of growing class inequality and the growth of poverty	K-2
CO-3	gain insight into the nature of the Industrial Revolution, the subsequent scientific and material progress	K-2
CO-4	develop how to use primary and secondary sources to explore relevant historical and cultural contexts	K-3
CO-5	analyse the consequent loss of faith in religion (Darwin) and explore a society that was being re-organised around science, factories and business	K-4

Unit-I: Poetry (Detailed) (18 Hours)
1. Alfred Tennyson (1809-1892) : "The Lady of Shalott"
2. Robert Browning (1812-1889) : "The Last Ride Together"
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 Blessed Damozel"
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*
14. Thomas Hardy (1840-1928) : *A Pair of Blue Eyes*

Books for Study
1. Wilde, Oscar. *The Importance of Being Earnest*. Dover Publications, 1990.
2. Dickens, Charles, Jeff Nunokawa, and Gage McWeeny. Charles Dickens' *Hard Times*. Pearson Longman, 2004.
3. Brontë, Emily, and David Daiches. *Wuthering Heights*. Reprint. Penguin Books, 1984.
Books for Reference

1. Raby, Peter. *The Importance of Being Earnest: A Reader's Companion*. Twayne Publishers, 1995.
2. Tavner, Gill, et al. *Hard Times*. Skyview Books, 2010.
3. Pierce, Andrew. *Wuthering Heights*. Longman, 1998.

Web Resources

1. "The Importance of Being Earnest." *British Literature Wiki*, sites.udel.edu/britlitwiki/the-importance-of-being-earnest/.
2. "The Victorian Period." *Eastern Connecticut State University*, www.easternct.edu/speichera/understanding-literary-history-all/the-victorian-period.html.
3. "Victorian Literature - Authoritative Research Guide - Oxford Bibliographies." *Obo*, www.oxfordbibliographies.com/page/154.
4. *British History Online*, www.british-history.ac.uk/.
5. "Victorian History: Internet Resources." *LibGuides*, elon.libguides.com/Victorian_History/Internet_Resources.

Relationship Matrix for Course Outcomes, Programme Outcomes and Programme Specific Outcomes

Semester	Course Code	Title of the Course		Hours	Credits
IV	21UEN43CC07	CORE – 7: Victorian Literature (1833-1900)		6	4
Course Outcomes (Cos)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO-1	3	3	2	3	3	2	3	2	3	2	2.6
CO-2	2	2	2	3	2	2	2	2	3	2	2.2
CO-3	3	2	3	2	3	2	3	2	3	2	2.5
CO-4	2	3	3	3	2	3	2	3	3	2	2.6
CO-5	3	2	3	2	3	2	3	2	3	3	2.6
									Mean Overall Score		2.5 (High)

Semester	Code	Title	Hours	Credits
IV	21UEN43CC08	Core -8: Twentieth Century Literature (1901-1945)	5	3

CO No.	CO–Statements	Cognitive Levels (K–Levels)
	On successful completion of this course, students will be able to	
CO-1	acquaint themselves with major literary writers of the twentieth century and gain knowledge of their thematics	K1
CO-2	understand the relationship between literary texts and their socio-political, historical, and cultural contexts	K2
CO-3	examine the key elements that are distinctive of twentieth century literatures	K3
CO-4	critically analyse literary texts of the twentieth century	K4
CO-5	compare and contrast the literary works of the early twentieth century	K4

Unit – I: Poetry (Detailed) (15 Hours)
1. W. B. Yeats (1865-1939) : "The Second Coming"
2. T.S. Eliot (1888-1965) : "The Journey of the Magi"
   "Sailing to Byzantium"
3. Wilfred Owens (1893-1918) : "Dulce et Decorum Est"
4. Louis MacNeice (1907-1963) : "Prayer Before Birth"

Unit – II: Poetry (Non Detailed) (15 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 (15 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"
   "Politics and the English Language"

Unit – IV: Drama (15 Hours)
(Detailed)
10. George Bernard Shaw (1856-1950) : *Pygmalion*
(Non Detailed)
11. John Galsworthy (1919-1992) : *Justice*

Unit – V: Novel (15 Hours)
12. H. G. Wells (1866-1946) : *Time Machine*
13. George Orwell (1903-1950) : *Animal Farm*

Books for Study

1. Beers, Kylene. *Elements of Literature, Sixth Course: Essentials of British and World Literature*. Holt Rinehat & Winston, 2009.
2. Green, David. *The Winged Word: An Anthology of Poems for Degree Course (selections)*. 1974.
3. Gardiner, A. G. *Leaves in the Wind*. Good P, 2019.
4. Orwell, George. *Shooting an Elephant*. United Kingdom, Penguin Books Limited, 2009.
5. Shaw, Bernard. *Pygmalion: A Romance in Five Acts*. 1984.
6. Galsworthy, John. *Justice*. New Zealand, Floating Press, 2016.
7. Wells, H. G. *The Time Machine*. United Kingdom, Dover Publications, 1995.
8. Orwell, George. *Animal Farm*. India, Rupa & Company, 2010.

Books for Reference

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

Web Resources

1. "Journey of the Magi - T. S. Eliot." *Poetry Archive*, 1 Feb. 2020, poetryarchive.org/poem/journey-magi/.
2. Owen, Wilfred. "Dulce Et Decorum Est by Wilfred Owen." *Poetry Foundation*, www.poetryfoundation.org/poems/46560/dulce-et-decorum-est.
3. "Prayer before Birth." *Poetry Archive*, poetryarchive.org/poem/prayer-before-birth/.
4. Yeats, William B. "The Second Coming by William Butler Yeats." *Poetry Foundation*, www.poetryfoundation.org/poems/43290/the-second-coming.
5. Yeats, William B. "Sailing to Byzantium by William Butler Yeats." *Poetry Foundation*, www.poetryfoundation.org/poems/43291/sailing-to-byzantium.
6. "Poems - The White Man's Burden." *Kipling Society*, www.kiplingsociety.co.uk/poems_burden.htm.
7. "Rupert Brooke." *Poetry Foundation*, www.poetryfoundation.org/poets/rupert-brooke#tab-poems.
8. "The White Man's Burden": Kipling's Hymn to U.S. Imperialism." *History Matters: The U.S. Survey Course on the Web*, historymatters.gmu.edu/d/5478/.
9. "William Henry Davies Poems > My Poetic Side." *My Poetic Side - Post Your Poetry!*, mypoeticside.com/poets/william-henry-davies-poems.
10. "All About a Dog - Prashanth Ellina." *Free HTML5 Flip Book Maker Online; Interactive HTML5 Digital Publishing Platform for Magazines, Catalogs, and More |*
11. "On the Rule of the Road - A.G. Gardiner." *English Literature*, 14 June 2020,
12. www.englitmail.com/2020/06/on-rule-of-road-ag-gardiner_14.html.
13. "Shooting an Elephant." *The Orwell Foundation*, www.orwellfoundation.com/the-orwell-foundation/orwell/essays-and-other-works/shooting-an-elephant/.

14. "Justice." manybooks.net/titles/galswortetext01justc11.html.

Relationship Matrix for Course Outcomes, Programme Outcomes and Programme Specific Outcomes

Semester	Course Code	Title of the Course		Hours	Credits
IV	21UEN43CC08	TWENTIETH CENTURY LITERATURE (1901-1945)		5	3

Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of Cos
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO-1	2	3	2	2	3	2	3	2	3	2	2.4
CO-2	2	2	3	2	3	3	2	3	2	2	2.3
CO-3	2	3	2	3	2	2	3	2	3	2	2.4
CO-4	2	2	3	2	3	3	2	3	2	3	2.5
CO-5	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	Credits
IV	21UEN43AO04A	ALLIED-4: WOMEN'S WRITING IN ENGLISH	6	4

CO No.	CO-Statements	Cognitive Levels (K-Levels)
	On completion of this course, students will be able to	
CO-1	recognize and identify the key concepts in study of the feminist criticism	K1
CO-2	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
CO-3	apply the knowledge gained in analysing the condition of women in literature and the society	K3
CO-4	analyse the stereotypical and ideological constructs that make subordination and discrimination of women an inevitable condition	K4
CO-5	evaluate the social conditions expressed in literature and generate ideas on ways to establish equality of women	K5

Unit-I: Poetry (Detailed) (18 Hours)
1. Qiu Jin (1875-1907) (Chinese) : "Inscriptions on My Tiny Portrait" (in Men's Clothes)
2. Anne Sexton (1928-1974) (American) : "Her Kind"
3. Imtiaz Dharker (1954-) (Pakistani British) : "The Right Word"
4. Kamala Das (1934-2009) (Indian) : "Introduction"
5. Sylvia Plath (1932-1963) (American) : "Lady Lazarus"
6. Anna Akhmatova (1889-1966) (Russian) : "Lot's Wife"

Unit-II: Poetry (Non-Detailed) (18 Hours)
7. Margaret Atwood (1939-) (Canadian) : "Marrying the Hangman"
8. Audre Lorde (1934-1992) (African American) : "A Woman Speaks"
9. Sor Juana Inés de la Cruz (1651-1695) (Mexican) : "You Foolish Men"
10. Katherine Mansfield (1888-1923) (New Zealand) : "Country Women"
11. Judith Wright (1915-2000) (Australian) : "To Another Housewife"
12. Loius Labe (1522-1566) (French) : "I Flee The City, Temples, And Each Place"

Unit-III: Short Story (Non-Detailed) (18 Hours)
13. Kate Chopin (1850-1904) (American) : "The Story of an Hour"
14. Angela Carter (1940-1992) (English) : "The Company of Wolves"
15. Mahaswetha Devi (1926-2016) (Indian) : "Draupati"

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

Unit-V: Novel   **(18 Hours)**

18. Margaret Atwood (1939-) (Canadian)   : *The Handmaid's Tale*
19. Kiran Desai (1971-) (Indian)   : *The Inheritance of Loss*

Books for Study

1. Norman, Marsha. *Night, Mother a Play*. MTM, 2013.
2. Kennedy, Adrienne. *Funnyhouse of a Negro*. Samuel French, 2011.
3. Atwood, Margaret. *Handmaid's Tale*. Houghton Mifflin Harcourt, 2021.
4. Desai, Kiran. *The Inheritance of Loss*. Penguin Books, 2013.

Books for Reference

1. Beauvoir, Simone de. *The Second Sex*. Vintage Classic, 2015.
2. Butler, Judith. *Gender Trouble: Feminism and the Subversion of Identity*. Routledge, Taylor & Francis Group, 2015.
3. Humm, Maggie. *Feminisms: a Reader*. Routledge, 2016.
4. Kemp, Sandra, and Judith Squires. *Feminisms*. Oxford University Press, 1998.

Web Resources

1. Dharker, Imtiaz. https://genius.com/Imtiaz-dharker-the-right-word-annotated
2. Das, Kamala. An Introduction Poem by Kamala Das.
   https://www.poemhunter.com/poem/an-introduction-2/
3. Plath, Sylvia. Lady Lazarus. https://www.poetryfoundation.org/poems/49000/lady-lazarus
4. Atwood, Margaret. Marrying the Hangman by Margaret Atwood
   https://www.poetryfoundation.org/poems/42583/a-woman-speaks
5. Wright, Judith. https://genius.com/Judith-wright-to-another-housewife-annotated

Relationship Matrix for Course Outcomes, Programme Outcomes and Programme Specific Outcomes

Semester	Course Code		Title of the Course					Hours	Credits
IV	**21UEN43AO04A**		**ALLIED-4: WOMEN'S WRITING IN ENGLISH**					6	4

Course Outcome (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO-1	2	3	1	2	2	2	2	2	2	2	2
CO-2	3	3	2	3	3	2	3	3	3	3	2.8
CO-3	3	3	2	3	3	2	3	3	3	3	2.8
CO-4	3	3	2	3	3	2	3	3	3	3	2.8
CO-5	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	Credits
IV	21UEN43AO04B	**ALLIED – 4:** **CHILDREN'S LITERATURE**	6	4

CO No.	**CO-Statements**	Cognitive Levels (K-Levels)
	On successful completion of the course, students will be able to	
CO-1	identify variety of resources within the field of children's literature in comprehending the text	K1
CO-2	describe the world of recent children's literature and its genres	K2
CO-3	classify fiction and nonfiction ; the real and the virtual world	K3
CO-4	compare and contrast original texts and their film adaptations	K4
CO-5	investigate the role of cultural knowledge	K4

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)
5. Maya Angelou : "Life Doesn't Frighten Me"
6. Robert Louis Stevenson : "From a Railway Carriage"
7. G.K.Chesterton : "The Song of Quoodle"
8. Lewis Carroll : "Jabberwocky"

Unit – III: Prose (Detailed) (18 Hours)
9. John Locke : *Some Thoughts Concerning Education*
10. Philippe Aries : *Centuries of Childhood* - "The Idea of Childhood" (extracts)
11. Pradip K Bose : "Sons of the Nation: Child Rearing in the New Family*"* (from *Texts of Power*)

Unit – IV: Fiction (Non-detailed) (18 Hours)
12. Charles Perrault : *Fairy Tales*
13. R. L Stevenson : *Treasure Island*
14. Louisa Alcott : *Little Women*
15. Arthur Ryder : *Panchatantra* (First 40 tales)
16. Ruskin Bond : *The Blue Umbrella*

Unit – V: Play (Detailed) (18 Hours)
17. J. K Rowling., et al : *Harry Potter and the Cursed Child*

Books for Study
1. Hunt, Peter. *Understanding Children's Literature*. Taylor and Francis, 2014.

2. Rowling, J., et al. *Harry Potter and the Cursed Child*, Parts One and Two: The Official Script Book of the Original West End Production. Arthur A. Levine Books, 2017.
3. Aries, Philippe. *Centuries of Childhood: A Social History of Family Life*. Penguin, Harmondsworth. 1973

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

Web Resources
1. Rousseau, J. J. Emile or On Education. <http://oll.libertyfund.org/titles/rousseau-emile-or-education>
2. "Poetry Activity Printable: 'Life Doesn't Frighten Me' by Maya Angelou." *Edhelper*, Poetry Corner, www.edhelper.com/poetry/Life_Doesnt_Frighten_Me_by_Maya_Angelou.htm. Accessed 20 Apr. 2021.
3. http://en.childrenslibrary.org

Relationship Matrix for Course Outcomes, Programme Outcomes and Programme Specific Outcomes

Semester	Course Code	Title of the Course								Hours	Credits
IV	21UEN43AO04B	ALLIED -4: CHILDREN'S LITERATURE								6	4
Course Outcome (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO -1	2	2	2	2	3	2	3	3	3	2	2.4
CO -2	2	3	3	2	2	2	3	3	3	3	2.6
CO -3	2	2	2	2	2	2	3	3	3	2	2.3
CO -4	2	2	2	2	2	2	3	3	3	3	2.4
CO -5	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	Credits
IV	21UEN44SE02	SEC -2(BS): ENGLISH FOR COMPETITIVE EXAMINATIONS	2	1

CO No.	CO-Statements	Cognitive Levels (K-Levels)
	On successful completion of the course, students will be able to	
CO-1	know and focus on objective and written component of competitive exams	K1
CO-2	understand the nuances of formal writing	K2
CO-3	enhance their employability skills with language skills	K3
CO-4	read and comprehend English in the context of acquiring strong writing skills	K4
CO-5	assess and plan to face competitive examinations with the acquired skills	K5

Unit I (6 Hours)
1. Synonyms and Antonyms, Homonyms
2. Spelling Test/Cloze Test
3. Spotting errors
4. Idioms & Phrases
5. One Word Substitution
6. Sentence or phrase improvement
7. Word Association

Unit II (6 Hours)
8. Active and Passive Voice
9. Direct & Indirect Speech
10. Conjunction, Preposition, tenses, articles.
11. Subject-Verb agreement

Unit III (6 Hours)
12. Para jumbles/ Jumbled sentence
13. Paragraph Completion

Unit IV (6 Hours)
14. Reading Comprehension

Unit V (6 Hours)
15. Essay Writing
16. Letter Writing

Books for Study
1. Singh, Rashmi. *Essential English for Competitive Examinations* - 2nd Edition, Chand and Co.2019
2. *Tips & Techniques in English for Competitive Exams* 2nd Edition Disha Experts, 2018
3. Aggarwal, R.S. *Quantitative Aptitude for Competitive Examinations*. New Delhi: S. Chand and Co. 2017.

Books for Reference

1. *A Modern Approach to Verbal & Non-Verbal Reasoning.* New Delhi: S. Chand and Co. 2017.
2. Gupta, S.C. *General English for All Competitive Examinations*. New Delhi: Arihant Publications, 2017.
3. Prasad, H.M. *Objective English for Competitive Examinations.* New Delhi: Tata Mc Graw Hill, 2008.

Web Resources

1. "English Grammar Rules Exercises for Competitive Exams." *EduDose*, 22 Feb. 2020, www.edudose.com/english.
2. "Best English Speaking Courses, Spoken English Delhi| Cambridge British English - IELTS Institute in Delhi." *Oxford School of English*, Oxford, www.oxfordschoolofenglish.in/competative-english.php. Accessed 20 Apr. 2021
3. "English Language for Competitive Exams from Swayam." *Class Central*, Swayam, www.classcentral.com/course/swayam-english-language-for-competitive-exams-7964. Accessed 22 July 2020.

Relationship Matrix for Course Outcomes, Programme Outcomes and Programme Specific Outcomes

Semester	Course Code	Title of the Course									Hours	Credit
IV	21UEN44SE02	SEC -2 (BS): ENGLISH FOR COMPETITIVE EXAMINATIONS									2	1
Course Outcome (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5		
CO-1	3	3	3	3	3	3	2	2	2	3	2.7	
CO-2	3	3	3	3	3	3	2	2	1	3	2.6	
CO-3	3	3	3	3	3	3	3	2	2	3	2.8	
CO-4	3	1	2	2	2	3	2	1	2	3	2.0	
CO-5	1	1	1	1	1	3	2	1	2	3	1.6	
									Mean Overall Score		2.34 (High)	

Semester	Course Code	Title of the Course	Hours	Credits
IV	21UHE44VE04A	**PROFESSIONAL ETHICS–II: SOCIAL ETHICS - II**	2	1

Co. No.	CO-Statements	Cognitive Levels (K-Levels)
	On completion of this course the graduates will be able to	
CO-1	know the value of natural recourses and to live in a harmony with nature.	K1
CO-2	comprehend the importance of a healthy life.	K2
CO-3	apply the plans of disaster management in the society.	K3
CO-4	analyse the importance and differences of science and religion.	K3
CO-5	apply counseling skills and solve their problems.	K4

Unit-I   Harmony with Nature   (6-Hours)

What is environment, Why should we think of harmony, Principles to conserve environmental resources, Causes of disharmony, The fruits of harmony with nature, Natural 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 and Technology 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 - 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,   Drug Addiction and Drug abuse

Unit-IV Disaster Management   (6-Hours)

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

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, *Formation of Youth*, St Joseph's College (Autonomous), Tiruchirappali 02, 2021.

Books for Reference:

1. Albert, D. and Steinberg, L, *Judgment and decision making in adolescence*: Journal of Research on Adolescence, page no: 211-224. 2011
2. Larry R. Collins, *Disaster Management and Preparedness,* Lewis Publications, 22 November 2000.
3. Elizabeth B. Hurlock, *Developmental Psychology: A: Life-Span Approach*, New Delhi: Tata McGraw-Hill, 1981, 5th Edition, August 18, 2001.
4. Sangha, Kamaljit. *Ways to Live in Harmony with Nature: Living Sustainably and Working with Passion.* Australia, Woodslane Pty Limited, 2015.

Web Sources:

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

Semester	Course Code	Title of the Course	Hours	Credits
IV	21UHE44VE04B	PROFESSIONAL ETHICS II: RELIGIOUS DOCTRINE - II	2	1

CO.No.	CO-Statements	Cognitive Levels (K-Levels)
	On completion of this course, the graduates will be able to	
CO-1	Understand the history of the Catholic Church	K1
CO-2	Examine and grasp the Sacraments of the Catholic Church	K2
CO-3	Apply the Christian Prayer to their everyday life	K3
CO-4	Analyze themselves in the light of Sacraments & Christian Prayer	K4
CO-5	Create a harmonious society learning values from all religions	K5 & K6

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	**Christian Prayer**	**(6 Hours)**
Unit-V	**Harmony of Religions**	**(6 Hours)**

Book for Study

Department of Human Excellence, *Life in the Lord: Religious Doctrine.* St. Joseph's College, Trichirappalli 02, 2021.

Books for Reference

1. *Compendium: Catechism of the Catholic Church.* Bengaluru: Theological Publications in India, 1994.

2. Holy Bible (NRSV).

Semester	Course Code	Title of the Course	Hours	Credits
V	21UEN53CC09	CORE – 9: COMPARATIVE LITERATURE	7	4

CO No.	CO- Statements	Cognitive Levels (K-Levels)
	On successful completion of the course, students will be able to	
CO-1	remember the fundamentals of the different schools of Comparative Literature	K1
CO-2	explain universal themes in different literatures around the world	K2
CO-3	classify the different terms, movements and periodization and the problems prevailing in Comparative literary history	K3
CO-4	compare and contrast texts from a variety of genres in different literatures	K4
CO-5	analyze World and National literatures with global thinking	K4

Unit – I   (21 hours)
   1. Definition of Comparative Literature
   2. Scope of Comparative Literature
   3. National Literature
   4. World Literature
   5. Regional Literature in the Indian Context

Unit – II   (21 hours)
   6. History of Comparative Literature - Different Schools
   7. The French School
   8. The American School
   9. The Russian School
   10. The Indian School of Comparativism

Unit – III   (21 hours)
   11. Comparative Literary History - Problems
   12. Periodization - Antiquity, Middle Ages, Modern /age
   13. Different Terms: Age, Period, Epoch, Era
   14. Movement terms - Generation, Movement, School, Trend
   15. Literary Terms - Classicism, Romanticism, Expressionism, Impressionism

Unit – IV   (21 hours)
   16. Genre Studies - International Perspective
   17. Poetry - Epic, Lyric, Elegy, Idyll, Pastoral
   18. Drama - Tragedy, Comedy, Tragi-comedy, Comedy of Manners
   19. Prose Fiction, Short Fiction - various types

Unit - V   (21 hours)
   20. Thematology
   21. Theme, Motif - Definition
   22. Harry Levin's Views
   23. S.S. Prawer's description
   24. Practice:

a) Keats' "Ode to a Nightingale" and Bharathi's "Kuyil Pattu"
b) Marvell's "To His Coy Mistress" and Bharathi's "Naani kann puthaithal"
   (Kannamma song)

Book for Study

Subramanian, N, Padma Srinivasan, G. R. Balakrishnan. ed. *Introduction to the Study of Comparative Literature: Theory and Practice*. Madurai: Teesi Publication, 1997.

Books for Reference

1. Bassnett, Susan. *Comparative Literature: A Critical Introduction*. Oxford: Blackwell Publishers, 1998.
2. George, K. M. *Comparative Indian Literature* (Vol. 1). Madras: Macmillan, 1984.

Web Resources

1. Ode to a Nightingale by John Keats | Poetry Foundation. (n.d.). Retrieved from https://www.poetryfoundation.org/poems/44479/ode-to-a-nightingale
2. 2.To His Coy Mistress by Andrew Marvell | Poetry Foundation. (n.d.). Retrieved from https://www.poetryfoundation.org/poems/44688/to-his-coy-mistres
3. 3.Chiheb, Amel. Thematology. 28 February 2014
4. http://compalit.blogspot.com/2014/02/thematology.html

Relationship Matrix for Course Outcomes, Programme Outcomes and Programme Specific Outcomes

Semester	Course Code	Title of the Course		Hours	Credits
V	21UEN53CC09	CORE – 9: COMPARATIVE LITERATURE		7	4

Course Outcome (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO -1	3	3	2	2	3	1	3	3	2	2	2.4
CO -2	3	3	2	2	3	2	3	3	3	3	2.7
CO -3	3	3	2	1	2	1	3	1	2	3	2.1
CO -4	3	3	2	2	3	1	3	3	3	3	2.6
CO -5	3	3	2	1	3	1	3	3	3	3	2.5
										Mean Overall Score	2.46
										Result	**High**

Semester	Course Code	Title of the Course	Hours	Credits
V	21UEN53CC10	**CORE 10:** **CONTEMPORARY BRITISH** **LITERATURE** **(1946 TO THE PRESENT)**	7	4

CO No.	CO-Statements	Cognitive Levels (K-Levels)
	On successful completion of the course, students will be able to	
CO-1	remember the foundational works of British literature written in the late-20th and the 21st centuries	K1
CO-2	cite strong and thorough textual evidence to support analysis of prescribed texts	K2
CO-3	annotate lines and passages from prescribed texts by determining their figurative, connotative and technical meaning	K3
CO-4	identify two or more themes and analyze their development over the course of the prescribed texts	K4
CO-5	analyse an author's purpose and point of view to decide how style and content contribute to the power and beauty of contemporary literary works	K4

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)

Books for Study

1. Armitage, Simon. "Out of the Blue." *Out of the Blue.* Enitharmon Press, 2008.
2. Barnes, Julian. *The Sense of an Ending*. Jonathan Cape, 2011.
3. Churchill, Caryl. *A Number*. Nick Hern Books, 2002.
4. Duffy, Carol Ann. "Anne Hathaway" *The World's Wife Poems*. Pan Macmillan Adult, 1999.
5. Durrell, Lawrence. "Delos" *Collected Poems*. Faber & Faber, 1980.
6. Empson. William. "The Face of the Buddha." *Oxford Book of Essays.* Ed. John Gross. OUP, 2016. 532-535.
7. Golding, William. *Lord of the Flies.* Faber & Faber, 1954.
8. Heaney, Seamus. "Digging." *Norton Anthology of English Literature*. 10th ed., W.W. Norton & Company, 2018. P.1095.
9. Hughes, Ted. "The Thought-Fox". *Hawk in the Rain*. Faber & Faber, 1957.
10. Ishiguro, Kazuo. *The Remains of the Day*. Faber & Faber, 1989.
11. Iyer, Pico. "The Foreign Spell." *Lapham's Quarterly*. 8.1 (2015) https://www.laphamsquarterly.org/foreigners/foreign-spell
12. Larkin, Philip. "The Whitsun Weddings." *Philip Larkin Poems*. Faber & Faber, 2013.
13. Lessing, Doris. "Fable." *Fourteen Poems.* Scorpion Press, 1959.
14. Mitchell, Adrian. "Human Beings." *The Shadow Knows.* Bloodaxe Books, 2004.
15. Morgan, Edwin. "Hyena." *From Glasgow to Saturn*. Carcanet, 1973.
16. Osborne, John. *Look Back in Anger*. Faber & Faber, 2013.
17. Priestley, J. B. "On Doing Nothing." *Delight*. Great Northern Books, 2009. https://wastepaper.files.wordpress.com/2014/04/on-doing-nothing.pdf
18. Smith, Zadie. "The Rise of the Essay." *Guardian.* 21 Nov 2009. https://www.youmightfindyourself.com/post/252362834/zadie-smith-on-the-rise-of-the-essay
19. Stoppard, Tom. *Arcadia*. Faber & Faber, 2013.
20. Thomas, Dylan. "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. *Contemporary British Fiction and the Cultural Politics of Disenfranchisement: Freedom and the City*. Palgrave Macmillan, 2015.
2. Bentley, Nick. *Contemporary British Fiction*. Macmillan Education UK, 2008.
3. English, James F. *A Concise Companion to Contemporary British Fiction*. Wiley, 2008.
4. Ganteau, Jean-Michel, and Susana Onega. *Trauma and Romance in Contemporary British Literature*. N.P., Taylor & Francis, 2013.
5. Rennison, Nick. *Contemporary British Novelists*. N.P., Taylor & Francis, 2004.
6. Sauerberg, L. *Intercultural Voices in Contemporary British Literature: The Implosion of Empire*. Palgrave Macmillan UK, 2001.

Web Resources

1. Aiysha. "Contemporary Literature." YouTube, uploaded by RGMCET Nandyal, 8 July 2015, www.youtube.com/watch?v=6r21Jb07tME.
2. Dhanavel, S. P. "Contemporary British Poetry." YouTube, uploaded by NPTEL-NOC IITM, 13 Nov. 2020, www.youtube.com/watch?v=Sh_MaAXfozM.
3. "What is Contemporary Literature? - Definition & Writing Style." Study.com, 29 October 2017, study.com/academy/lesson/what-is-contemporary-literature-   definition-writing-style.html

Relationship Matrix for Course Outcomes, Programme Outcomes and Programme Specific Outcomes

Semester	Course Code	Title of the Course								Hours	Credits
V	**21UEN53CC10**	**CORE-10: CONTEMPORARY BRITISH LITERATURE** (1946 to the present)								7	4
Course Outcome (COs)	**Programme Outcomes (POs)**					**Programme Specific Outcomes (PSOs)**					**Mean Scores of COs**
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO-1	3	3	3	2	2	3	3	3	2	2	2.6
CO-2	2	3	2	3	3	2	3	2	3	3	2.6
CO-3	3	3	2	3	3	3	3	2	3	3	2.8
CO-4	3	3	2	3	3	3	3	2	3	3	2.8
CO-5	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	Credits
V	21UEN53ES01A	DSE-1: HISTORY OF LITERARY CRITICISM-I	5	3

CO No.	CO–Statements	Cognitive Levels (K–Levels)
	On successful completion of this course, students will be able to	
CO-1	recognise the stylistics aspects that constitute the different modes of literary expression	K1
CO-2	understand the influence of Greek and Roman critical thoughts on English Criticism	K2
CO-3	trace the evolution of critical thinking down the ages	K3
CO-4	examine the stylistics and subjective matters that contribute greatness and long life to literary works	K4
CO-5	analyse the multiple functions of literary works in human life	K4

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 and
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

Book for Study
Prasad, Birjadish. *An Introduction to English Criticism*. Macmillan, 1976.

Books for Reference
1. Abrams, M. H. *A Glossary of Literary Terms*. Harcourt Asia, 1999.
2. Arnold, Matthew. *Essays in Criticism*. Macmillan and Co. Limited, 1903.
3. Blamires, Harry. *A History of Literary Criticism*. Macmillan, 1992.
4. Daiches, David. *Critical Approaches to Literature*. Longman, 1981.

Web Resources

1. "History." *Literary Criticism - Home*, msrslitcrit.weebly.com/history.html.
2. "Literary Criticism." *Encyclopædia Britannica*, Encyclopædia Britannica, Inc., www.britannica.com/art/literary-criticism.
3. Sharma, Urvi, and Shushank Sharma. "Literary Criticism and Its Evolution." *Global Journal of Interdisciplinary Social Sciences*, vol. 4, no. 4, 2015, pp. 47–50.

Relationship Matrix for Course Outcomes, Programme Outcomes and Programme Specific Outcomes

Semester	Course Code	Title of the Course									Hours	Credits
V	21UEN53ES01A	DSE-1: HISTORY OF LITERARY CRITICISM I									5	3
Course Outcome (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5		
CO-1	3	2	3	1	3	1	3	3	3	1	2.3	
CO-2	3	2	2	3	2	1	3	3	3	1	2.3	
CO-3	3	2	3	2	3	1	2	3	3	1	2.3	
CO-4	3	3	3	1	2	1	3	3	2	1	2.2	
CO-5	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	Credits
V	**21UEN53ES01B**	**DSE-1:** **REMEDIAL GRAMMAR**	**5**	**3**

CO No.	CO-Statements	Cognitive Levels (K-Levels)
	On successful completion of the course, students will be able to	
CO-1	remember different parts of speech and their function	**K1**
CO-2	understand the usage of different grammatical items	**K2**
CO-3	use spelling, grammar, and punctuation properly	**K3**
CO-4	find grammatical errors in speech and writing	**K4**
CO-5	evaluate and construct meaningful sentences without grammatical errors	**K5 & K6**

Unit-I: (15 Hours)
1. Tenses: Forms and Uses
2. Active Voice and Passive Voice
3. Infinitives- Participles and Gerunds
4. Phrasal Verbs
5. Conditional Clauses

Unit-II: (15 Hours)
6. Modal Verbs and their uses
7. Other Auxiliaries: be, have, do, need, used to
8. Negative Sentences
9. Negative Words: not, no, none, nothing, nowhere
10. Pronouns

Unit-III: (15 Hours)
11. Adverbs
12. Adjectives
13. Articles
14. Prepositions
15. Conjunctions

Unit-IV: (15 Hours)
16. Question Tags
17. 'Wh' questions
18. 'Yes' or 'No' questions
19. Phrases and Clauses
20. Conditional Clauses

Unit-V: (15 Hours)
21. Correction of Errors
22. Degrees of Comparison
23. Simple, Compound and Complex Sentences
24. Adverbial clauses of Time, Manner, Degree and Reason

Books for Study

1. Hewings, Martin. *Advanced Grammar in Use*. UK: Cambridge University Press, 2005. Print.
2. Murphy, Raymond. *English Grammar in Use*. UK: Cambridge University Press, 2013. Print.
3. Betty Schrampfer Azar, Stacy A. Hagen. *Basic English Grammar*. UK: Pearson, 1983. Print.
4. Eastwood, John. *Oxford Practise Grammar*. UK: Oxford University Press, 1991. Print.
5. Yule, George. *Oxford Practice Grammar*. UK: Oxford University Press, 2019. Print.

Books for Reference

1. Gucker, Philip. *Essential English Grammar*. New York: Dover Publications, 1966. Print.
2. Huddleston, Geoffrey and Pullun Podney. *A Student's Introduction to English Grammar*. Cambridge: Cambridge University Press, 2005. Print.
3. Gupta, Shabnam. *English Grammar: Easier Way*. New Delhi: Lotus Press, 2006. Print.
4. Martin & Wren. *High School English Grammar and Composition*. New Delhi: S. Chand., 2016. Print.
5. Subramanyam, J .V. *General English Grammar*. Chennai: Sura Books, 1991. Print.

Web Resources

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/

Relationship Matrix for Course Outcomes, Programme Outcomes and Programme Specific Outcomes

Semester	Course Code	Title of the Course		Hours	Credits
V	21UEN53ES01B	DSE-1: REMEDIAL GRAMMAR		5	3

Course Outcome (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO-1	2	3	2	2	2	2	3	3	3	3	2.5
CO-2	3	3	2	2	2	1	2	3	3	2	2.3
CO-3	3	3	3	1	2	2	3	3	3	1	2.4
CO-4	3	3	1	3	3	1	3	3	3	2	2.5
CO-5	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	Credits
V	**21UEN53ES02A**	**DSE -2: ENGLISH PHONETICS**	**5**	**3**

CO No.	CO-Statements	Cognitive Levels (K-Levels)
	On successful completion of the course, students will be able to	
CO-1	label the organs of speech involved in the production of speech sounds	**K1**
CO-2	reproduce the challenging phonemes accurately and fluently	**K2**
CO-3	use every phoneme accurately	**K3**
CO-4	analyse the functions of tones	**K4**
CO-5	discriminate between voiced and voiceless & vowels and consonants phonemes	**K5**

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. Difference between consonants and vowels
10. The consonant Grid

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
Books for Study

Balasubramanian, T. *A Textbook of English Phonetics for Indian Students* (Low Price Edition). Chennai: Macmillan, 1997.

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. and Henderson, E.J.A. (eds.) *Towards a History of Phonetics*. Edinburgh: EUP, 1981.
2. Jones, D. *An Outline of English Phonetics* (9th ed.). Cambridge: Cambridge University Press, 1975.
3. Laver, J. *Principles of Phonetics*. Cambridge: Cambridge University Press, 2000.
4. O'Connor. *Better English Pronunciation* (2nd ed.). Cambridge: Cambridge University Press, 1982.

Web Resources

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

Relationship Matrix for Course Outcomes, Programme Outcomes and Programme Specific Outcomes

Semester	Course Code		Title of the Course							Hours	Credits
V	21UEN53ES02A		DSE – 2: ENGLISH PHONETICS							5	3
Course Outcome (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO 5	
CO-1	3	3	3	3	3	3	2	3	2	3	2.8
CO-2	2	3	3	3	3	2	2	3	3	3	2.7
CO-3	3	3	2	3	3	2	2	3	3	2	2.6
CO-4	2	3	3	3	2	3	3	2	3	2	2.6
CO-5	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	Credits
V	**21UEN53ES02B**	**DSE -2:** **NEWS REPORTING AND EDITING**	**5**	**3**

CO No.	CO-Statements	Cognitive Levels (K-Levels)
	On successful completion of the course, students will be able to	
CO-1	recall the qualtification and duties of media persons	**K1**
CO-2	demonstrate the ability to research and evaluate appropriate sources and background materials for a news story	**K2**
CO-3	develop the skills to think critically about the news	**K3**
CO-4	examine various kinds of news reports	**K4**
CO-5	evaluate and write hard news/summary lead that incorporates the 5 Ws	**K5 & K6**

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, New 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

Books for Study
1. Frost Chris. *Reporting for Journalists*. UK: Taylor & Francis Ltd. 2010. Print
2. Bhattacharjee, Shymali. *News Coverage, Reporting and Editing*. India: Kanishka Publishers. 2009. Print
3. Ganesh T. K. *News Reporting and Editing in Digital Age*. India: Authors Press. 2006. Print.

4. Lanson Jerry. *Writing and Reporting the News*. New York: Oxford University Press Inc. 2007. Print
5. Nayak A. K. *News Reporting, Journalistic Writing and Editing*. India: Jnanada Prakashan. 2009. Print.
6. Sahay, Gopi Krishna. *Encyclopaedia of News Coverage Editing and Reporting*. India. Anmol Publications. 2000. Print.

Books for Reference
1. Krishnaswami, K.V. Writing and Editing News. New Delhi: Orient Black Swan, 2015. Print.
2. Shrivastava. K.M. News Reporting and Editing. New Delhi: Sterling Publishers, 2003. Print.
3. John Hohenberg. The Professional Journalist. 5th edn. Singapore: Thomson Learning, 1983. Print.
4. Mitchell, Stephens. History of News. London: Penguin, 1989. Print.
5. Alian de Botton. The News: A User's Manual. London: Penguin, 2015.Print.

Web Resources
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

Relationship Matrix for Course Outcomes, Programme Outcomes and Programme Specific Outcomes

Semester	Course Code	Title of the Course									Hours	Credits
V	**21UEN53ES02B**	**DSE-2:** **NEWS REPORTING AND EDITING**									5	3
Course Outcome (COs)	**Programme Outcomes (POs)**					**Programme Specific Outcomes (PSOs)**					**Mean Scores of COs**	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5		
CO-1	2	3	2	2	2	2	3	3	3	3	2.5	
CO-2	3	3	2	2	2	1	2	3	3	2	2.3	
CO-3	3	3	3	1	2	2	3	3	3	1	2.4	
CO-4	3	3	1	3	3	1	3	3	3	2	2.5	
CO-5	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	Credits
V	21UEN53SP01	**SELF-PACED LEARNING: SHORT STORIES AND ONE ACT PLAYS**	-	2

CO No.	CO-Statements	Cognitive Levels (K- Levels)
	On successful completion of the course, students will be able to	
CO-1	remember the sociological and psychological dimensions of the short stories and one act plays	K1
CO-2	understand the literary themes of short stories and one act plays	K2
CO-3	examine the morals of short stories and one-act plays in their everyday life	K3
CO-4	analyse the key elements in the genre of short stories and one act plays by distinguishing them from other genres of writing	K4
CO-5	Interpret the implied meaning of short stories and one act plays	K5

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. W. St. John Tayleur   (1750-1826) : "The Reunion"
10. Asif Currimbhoy (1928-1994)   : "The Refugee"

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

Books for Reference
1. Hardy, Thomas. *Outside the Gates of the World: Selected Short Stories*. Edited by Jan Jedrzejewski, Phoenix, 1996.

2. March-Russell, Paul. *The Short Story: An Introduction*. Edinburgh University Press, 2009.
3. Sujatha K., ed. *On the Stage: One-Act Plays*.Orient BlackSwan, 2011.

Web Resources
1. *Lhscom2.Pbworks.Com*, 2021,
   http://lhscom2.pbworks.com/w/file/fetch/72585155/The%20Monkey%27s%20Paw.pdf.
   Accessed 20 Apr 2021.
2. "The Proposal - A One-Act Play By Anton Chekhov". *One-Act-Plays.Com*, 2021,
   https://www.one-act-plays.com/comedies/proposal.html. Accessed 20 Apr 2021.

Relationship Matrix for Course Outcomes, Programme Outcomes and Programme Specific Outcomes

Semester	Course Code	Title of the Course									Hours	Credits
V	21UEN53SP01	SELF-PACED LEARNING: SHORT STORIES AND ONE ACT PLAYS									-	2
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5		
CO-1	3	2	1	1	2	2	3	3	3	2	2.2	
CO-2	3	2	2	3	2	2	3	3	3	2	2.4	
CO-3	3	3	2	3	3	3	3	2	2	3	2.7	
CO-4	3	2	2	2	2	3	3	2	2	3	2.4	
CO-5	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	Credits
V	21USS54SE03	SEC-3: SOFT SKILLS	2	1

POs (Programme outcomes)
- To provide a focused training on soft skills for students in colleges for better job prospects
- To create and interface between industries and educational institutions in order to match the expectations of employers and abilities of the employees
- To bring a transformation in interpersonal and societal living guided by value laden principals
- To explore and analyze personal attributes that enhance the individual's Interactions, Job Performance and Career Prospects
- To foster teamwork (synergy) that increases productivity and brings benefits to the individuals and the society

PSOs (Programme Specific Outcomes)
After the successful completion of the course, students will learn:
- the various concepts of communication skills as job seekers
- to write a Professional resume as required by the employers
- to demonstrate interview skills and actively participate in GD preparations and presentations in peer groups
- to discover various aspects of self and set short tem and long term goals for successful career and creates a congenial atmosphere
- to have access to solve simple and day to day Arithmetic problems and Verbal and Non- verbal reasoning formulas

Cos (Course Outcomes)
Upon completion of the course, Students will:
- be keen on developing and sustaining Soft Skills required of an educated youth
- be trained to present the best of themselves as job seekers to deal with any problem and conflict situations
- be able to transfer the skills learnt for concrete outcomes and increased productivity of companies
- be able to develop people skills, life skills that are required to be a good human in the long run and set a living standard
- be embedded with Employability skills such as "communication", "teamwork" , "initiative , "enterprise" , the attributes of "reliability", "balance between work -life", "commitment" and continuous learning

Module 1: **Effective Communication**
Definition of communication, Barriers of Communication, Verbal and Non-verbal Communication; Self introduction matrix, Conversation Techniques, Good manners and Etiquettes, Introduction to Professional Communication, Professional Grooming and Presentation Skills and exercises

Module II: **Resume Writing & Interview skills**

Resume Writing: Basic Resume Formats. Types of Resume - Chronological, Functional and Mixed Resume**,** Steps in preparation of Resume, Sample objectives, Model Resumes. **Interview Skills:** Preparation for interview, Common interview questions, Attitude, Body Language, Mock interviews and Practicum, Figuring out common interview questions and answers

Module III: **Group Discussion:** Definition of GD. The salient features of GD,Factors that influence GD, Outcome of GD, Tips for success in GD, Parameters of GD, Essential Points for GD preparation, GD Topics, Model GD and Practicum.

Module IV: **Personal Effectiveness:** Self Discovery: Personality, Traits of Personality; Personality Tests; Intelligence and Skill Assessment Form. **Goal Setting**: Goal setting Process, Questioneers & Presentations

Module V: **Numerical Ability:** Average, Percentage; Profit and Loss**,** Area, Volume and Surface Area. (Simple Interest, Compound Interest; Time and Work, Pipes and Cisterns; Time and Distance**,** Problems on Trains**,** Illustrations, Boats and Streams; Illustrations-Optional)

Module VI: **Test of Reasoning - Verbal Reasoning:** Series Completion, Analogy. **Non-Verbal
Reasoning**

Text Book
Melchias G, Balaiah John, John Love Joy (Eds), 2018. Straight from the Traits: Securing Soft Skills, SJC, Trichy.
References
Aggarwal, R.S. 2010. *A Modern Approach to Verbal and Non Verbal Reasoning*. S.Chand, New Delhi. Covey, Stephen. 2004. *7 Habits of Highly effective people,* Free Press. Egan, Gerard. (1994).
The Skilled Helper (5th Ed). Pacific Grove, Brooks/Cole.
Khera ,Shiv 2003. *You Can Win.* Macmillan Books , Revised Edition.
Melchias G, Balaiah John, John Love Joy (Eds), 2018. Winners in the Making: A primer on soft skills. SJC, Trichy.
Other books
Murphy, Raymond. 1998. *Essential English Grammar*. 2nd ed., Cambridge University Press.
Sankaran, K., & Kumar, M. *Group Discussion and Public Speaking*. M.I. Pub, Agra*,* 5th ed., Adams, Media.
Trishna's 2006. *How to do well in GDs & Interviews*, Trishna Knowledge Systems.
Yate, Martin. 2005. H*iring the Best: A Manager's Guide to Effective Interviewing and Recruiting**

Semester	Course Code	Title of the Course	Hours	Credits
V	21UEN54GE01	**GENERIC ELECTIVE-1: FILM STUDIES**	4	3

CO No.	CO-Statements On successful completion of the course, students will be able to	Cognitive Levels (K–Levels)
CO-1	recognise the history, genre and emerging trends of world cinema	**K1**
CO-2	demonstrate an understanding of the theoretical foundations and basic techniques of the visual media	**K2**
CO-3	employ the theoretical and disciplinary tools in the analysis and assessment of films and its details	**K3**
CO-4	interpret the cinematic work based on aesthetic or cultural values	**K4**
CO-5	analyse films and their components by adopting a social approach	**K4**

Unit-I: Introduction to Film Studies (12 Hours)
1. What is film? Why study film? and Characteristics of cinema
2. Illusion of movement [phenakistoscopes, zoetropes, magic lantern, kinetoscopes and cinématographe]
3. The Pioneers: Eadweard Muybridge, Lumière Brothers, and Thomas Alva Edison
4. Silent Film, Talkie, Colour Film, Digital Age, 3D Films and IMAX

Unit-II: Major Film Movements & Theories (12 Hours)
5. Classical Hollywood Cinema, German Expressionism, Italian Neo Realism, French New Wave, Soviet Montage and Indian Cinema
6. Sergei Eisentein, Andre Bazin, Auteur theory, Christian Metz and Laura Mulvey

Unit-III: Structure of a Film (12 Hours)
7. Three-Act Structure
8. Adapting History and Literature into Movies, Types of Adaptation
9. Inspiration versus Plagiarism

Unit-IV: Film Genre: Major & Minor (12 Hours)
10. Narrative, Avant Garde and Documentary
11. Action, Thriller, Melodrama, Romance, Comedy, Musical, Horror, Western, Fantasy, Animation,
12. Mythological, Expressionism, Historical and Film Noir

Unit-V: The Art of Film Reviewing (12 Hours)
13. How to analyse a film?
14. The four functions and components of film reviewing

Suggested Films to Watch:
Pather Panchali, Jukti Takko Aar Gappo, Swayamvaram, Mogamul, Aval Appadithan, The Cabinet of Dr. Caligari, Metropolis, The Searchers, La Grande Illusion, Wild Strawberries, A Space Odyssey, Stalker, Battleship Potemkin, Agraharathil Kazhuthai, Uttarayanam, The Godfather, Bi-Cycle Thieves, City Lights, Psycho, 3- Iron, Elippathayam, Chidambaram, The Citizen Kane, Taxi Driver, Pulp Fiction, Seven Samurai, 8 ½, Blue Velvet, 12 Angry Men and

In the Mood for Love

PROJECT: *Submission of a mini project (Film Appreciation / Shooting a short film)*

Books for Study
[All the following textbooks are available at http://en.bookfi.net]
1. Abrams, Nathan, et al. *Studying Film*. 2nd ed., Hodder Arnold, 2010.
2. Buckland, Warren. *Film Studies: Flash Everything You Need to Get Started*. Hodder Education, 2012.
3. Davis, Glyn, et al. *Film Studies: A Global Introduction*. Routledge, 2015.
4. Mackendrick, Alexander. *On Film Making*. Faber & Faber, 2006.
5. Villarejo, Amy. *Film Studies: The Basics*. 2nd ed., Routledge, 2013.

Books for Reference
1. Butler, Andrew M. *The Pocket Essentials Film Studies*. Pocket Essentials, 2005.
2. Bordwell, David, and Kristin Thompson. *Film Art: An Introduction*. 9th ed., McGraw Hill Higher Education, 2010.
3. Corrigan, Timothy, et al. *Critical Visions in Film Theory: Classic and Contemporary Readings*. Bedford Books, 2010.
4. Dix, Andrew. *Beginning Film Studies*. 2nd ed., Manchester University Press, 2016.
5. Hayward, Susan. *Cinema Studies: The Key Concepts*. 4th edn.Routledge, 2012.

Web Resources
1. "How To Analyze A Film". *Courses.Lumenlearning.Com*, 2021, https://courses.lumenlearning.com/introliterature/chapter/how-to-analyze-a-film/. Accessed 20 Apr 2021.

Relationship Matrix for Course Outcomes, Programme Outcomes and Programme Specific Outcomes

Semester	Course Code		Title of the Course						Hours	Credits
V	21UEN54GE01		GENERIC ELECTIVE- 1: FILM STUDIES						4	3
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO-1	2	2	1	1	3	3	3	2	2	2	2.2
CO-2	3	3	2	3	2	2	3	3	3	3	2.6
CO-3	2	3	1	2	2	2	2	2	2	3	2.1
CO-4	3	3	3	2	1	2	2	3	3	3	2.1
CO-5	3	3	3	1	3	2	3	3	3	3	2.4
									Mean Overall Score		2.28 (High)

Semester	Course Code	Title of the Paper	Hours	Credits
VI	21UEN63CC11	CORE- 11: SHAKESPEARE	7	4

CO No.	CO- Statements	Cognitive Levels (K- Levels)
	On successful completion of the course, students will be able to	
CO-1	classify the major characters in Shakespeare's plays	K1
CO-2	discuss a plethora of Shakespearean dramatic forms and themes with special reference to Sonnets	K2
CO-3	examine the moral and philosophical significance of Shakespeare's plays and their relevance for contemporary audiences	K3
CO-4	identify the dramatic conventions and linguistic qualities of scenes and understand their significance to the play as a whole	K4
CO-5	identify and assess some of the distinctive features of Shakespeare's language and examine how language has changed over time	K5

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: 18"
11. "Sonnet No: 46"
Dark Lady Sonnets
12. "Sonnet No: 116"
13. "Sonnet No: 130"

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

Books for Study

1. Shakespeare, William. *Elizabethan Theatre and Audience*. Maple Press, 2016.
2. Shakespeare, William. *Julius Caesar*. Maple Press, 2016.
3. Shakespeare, William. *Romeo and Juliet*. Maple Press, 2020.
4. Shakespeare, William. *Macbeth*. FingerPrint Publishing, 2020.
5. Shakespeare, William. *The Sonnets*. CUP, 2016.
6. Shakespeare, William. *As you like it*. CUP, 2016.

Books for Reference
1. Bradley, A.C. Shakespearean Tragedy: *Lectures on Hamlet, Othello, King Lear, Macbeth*. 2ed. Macmillan, 1905.
2. Chambers, K. *The Elizabethan Stage, 4 Volumes*. 2nd Clarendon Press, 1923.
3. Dillon, Janette. *The Cambridge Introduction to Shakespeare's Tragedies*. CUP, 2007.
4. Halliday, F.E. *A Shakespeare Companion*. Penguin, 1964.
5. Hopkins, Lisa. *Beginning Shakespeare*. MUP, 2005.

Web Resources
1. Cracken, Mac. *An Introduction to Shakespeare*.www.library.um.edu.Macmillan.09/02/2003. https://library.um.edu.mo/ebooks/b28050162.pdf
2. Hickey, Raymond. *Divisions of Shakespeare's Plays*.www.uni-due-de. OUP.12/12/2005. https://www.uni-due.de/SHE/Shakespeare_Summaries_of_Plays.pdf
3. Ornstein, Robert. *Historical Criticism and Interpretation of Shakespeare*.www.academia.org.01/02/2020. *Shakespeare Quartely*. https://academic.oup.com/sq/article-abstract/10/1/3/5125035?redirectedFrom=PDF
4. Smith, Nicol. Eighteenth Century Essays on Shakespeare.www.gutenberg.org. Glasgow.09/09/2014. http://www.gutenberg.org/files/30227/30227-pdf.pdf

Relationship Matrix for Course Outcomes, Programme Outcomes and Programme Specific Outcomes

Semester	Course Code	Title of the Paper		Hours	Credits
VI	21UEN63CC11	CORE-11: SHAKESPEARE		7	4
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Sores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO-1	2	3	2	2	3	3	2	1	3	2	2.2
CO-2	3	1	3	3	2	2	1	3	2	3	2.3
CO-3	2	3	1	3	2	2	3	1	3	2	2.2
CO-4	3	3	2	3	1	3	3	2	3	1	2.4
CO-5	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	Credits
VI	21UEN63CC12	CORE-12: AMERICAN LITERATURE	7	4

CO No.	CO–Statements	Cognitive Levels (K–Levels)
	On successful completion of the course, students will be able to	
CO-1	to acquire knowledge about American literature, its themes, literary periods and important artistic features	K1
CO-2	understand the various aspects of American society, its culture and sociopolitical perspective through the literary texts representing different periods and cultures	K2
CO-3	compare and contrast American literature with other literatures and see and respect differences and transcend binaries	K3
CO-4	identify and engage with relevant scholarly works in order to develop critical, analytical thinking coherently and credibly	K4
CO-5	read and write critically in response to literary texts provided in different genres	K4

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)   : "O Captain My Captain!"
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*

Books for Study

1. Rittenhouse, Jessie Belle. *Little Book of American Poets: 1787-1900 (Classic Reprint)*. Forgotten Books, 2015.
2. Gates, Henry Louis, and Valerie Smith. *The Norton Anthology of African American Literature*. W.W. Norton & Company, 2014.
3. Oliver, Egbert S. *American Literature, 1890-1965: An Anthology*. Eurasia, 1994.
4. Spiller, Robert Ernest. *Literary History of the United States*. Macmillan, 1962.
5. Miller, Arthur. *Death of a Salesman*. Penguin , 1999
6. Oliver, Egbert S. *American Literature, 1890-1965: An Anthology*. Eurasia, 1994.
7. Hawthorne, Nathaniel. *The Scarlet Letter*. Penguin Books, 2016.
8. Hemingway, Ernest. *The Old Man and the Sea*. Scribner, 2020.
9. Miller, Arthur. *Death of a Salesman*. Penguin, 1999.
10. Morrison, Toni. *Beloved*. Langara College, 2020.
11. Tarner, Margaret, and John Steinbeck. *The Grapes of Wrath*. Macmillan, 2009.

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1. Cunliffe, Marcus. *American Literature to 1900*. Penguin Books, 1993.
2. Hart, James D., and Phillip W. Leininger. *The Oxford Companion to American Literature*. Oxford University Press, 2006.
3. Leary, Lewis, et al. *American Literature: a Study and Research Guide*. St. Martin's Press, 1976.
4. William, J. Fisher, et al. *American Literature of the Nineteenth Century: An Anthology*. Eurasia Publ. House (Pvt.) Ltd. 1984.

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1. "English and American Literature:" *Home - SCSU Research Guides at Southern Connecticut State University*, 24 Apr. 2000, libguides.southernct.edu/.
2. "American Literature: A Research & Reference Guide: Primary Sources." *ResearchGuides*,25Aug.1997,research.lib.buffalo.edu/american-literature-research/primary-sources.
3. *Poetry Foundation*, Poetry Foundation, www.poetryfoundation.org/,

Relationship Matrix for Course Outcomes, Programme Outcomes and Programme Specific Outcomes

Semester	Course Code	Title of the Course		Hours	Credits
VI	21UEN63CC12	CORE-12: AMERICAN LITERATURE		7	4
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO-1	1	3	3	2	2	2	3	3	2	2	2.3
CO-2	2	3	1	3	3	1	3	2	2	2	2.2
CO-3	1	2	3	3	1	3	2	2	2	3	2.2
CO-4	1	2	2	2	3	3	2	2	3	3	2.3
CO-5	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	Credits
VI	21UEN63ES03A	**DISCIPLINE SPECIFIC ELECTIVE-3A: HISTORY OF LITERARY CRITICISM-II**	5	3

CO No.	CO-Statements	Cognitive Levels (K–Levels)
	On successful completion of this course, students will be able to	
CO-1	identify and recognize the outlook of literary criticism	K1
CO-2	understand the notions and various techniques of literary criticism	K2
CO-3	examine the historical aspects of the trends and developments in the domain of criticism	K3
CO-4	analyse the characteristics of Neoclassical Criticism and Romantic criticism, and the critical ideas of the important critics of these domains	K4
CO-5	apply criticical thinking skills to evaluate literary texts	K4

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

Books for Study
1. Habib, Rafey. *A History of Literary Criticism: From Plato to the Present*. Blackwell Publishing Ltd, 2005.
2. Prasad, Birjadish. *An Introduction to English Criticism*. Macmillan India Ltd., 1965.

Books for Reference

1. Atkins, J.W.H. *English Literary Criticism. Vol. 1*. Surabhi Publications, 1999.
2. Danzier and Johnson. *An Introduction to Literary Criticism*. Heath, 1961.
3. Das, B.B. and Jatindra Mohan Mohanty. Eds. *Literary Criticism: A Reading*. OUP, 1985.
4. Wellek, Rene. *A History of Modern Criticism 1750-1950: The Romantic Age*. CUP, 1981.
5. Wimsatt, William K., and Cleanth Brooks. *Literary Criticism: a Short History*. Routledge, 2021.

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1. Sharma, Urvi, and Shushank Sharma. "Literary Criticism and Its Evolution." www.longdom.org/articles/literary-criticism-and-its-evolution.pdf.
2. "History." *Literary Criticism - Home*, msrslitcrit.weebly.com/history.html.
3. "Literary Criticism." *Encyclopædia Britannica*, Encyclopædia Britannica, Inc., www.britannica.com/art/literary-criticism.

Relationship Matrix for Course Outcomes, Programme Outcomes and Programme Specific Outcomes

Semester	Course Code	Title of the Course							Hours	Credits
VI	21UEN63ES03A	Discipline Specific Elective-3A: HISTORY OF LITERARY CRITICISM-II							5	3

Course Outcome (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO-1	2	3	2	3	2	3	2	3	2	2	2.4
CO-2	3	2	2	3	2	3	2	3	2	3	2.5
CO-3	3	2	2	2	3	2	2	3	2	2	2.3
CO-4	3	2	2	2	2	2	2	2	2	3	2.2
CO-5	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	Credits
VI	21UEN63ES03B	**DISCIPLINE SPECIFIC ELECTIVE-3B: HISTORY OF ENGLISH LANGUAGE**	**5**	**3**

CO No.	CO-Statements	Cognitive Levels (K-Levels)
	On successful completion of the course, students will be able to	
CO-1	remember the basic structure of Old English, Middle English and Early Modern English grammar	K1
CO-2	describe the general linguistic processes and social factors that influence structural change and variation within the English language	K2
CO-3	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
CO-4	identify some major dialects in the period before the standardization of English	K3
CO-5	analyze the differences between the grammar of the English of earlier periods and the grammar of Present Day English	K4

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

Books for Study
1. Wood, F.T. *An Outline History of English Language*. New Delhi, Macmillan India Ltd, 1941.
2. Albert C Baugh, Thomas Cable. *A History of the English Language*. UK: Taylor & Francis, 2012. Print.
3. Bragg, Melvyn. *The Adventure of English: The Biography of a Language*. US: Arcade, 2011. Print.

4. Lynch, Jack. *The English Language: A User's Guide*. Canada: Focus Publishing/R. Pullins Co. 2008. Print.
5. Crystal, David. *The Stories of English*. New York: The Overlook Press, Peter Mayor Publishers. 2004. Print

Books for Reference
1. Bloomfield, L. *Language*. London: Holt, Richart & Winston, 1933. Print.
2. Emerson, O.F. *A Brief History of English Language*. Harvard University, the Macmillan Company, 1900.
3. Strang, Barbara. M.H. *The History of English*. London, Methuen & Co Ltd, 1970.
4. William, J.M. *The Origins of English Language: A Society and Linguistic History*. London, the Free Press, 1975.
5. Yule, George. *The Study of Language: An Introduction*. CUP, 1989.

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1. http://www.anglik.net/englishlanguagehistory.htm
2. http://www.studyenglishtoday.net/english-language-history.html
3. http://www.randomhistory.com/1-50/023english.html
4. http://www.wordorigins.org/index.php/site/comments/a_very_brief_history_of_the_english_language3/
5. http://www.danshort.com/ie/borrowedwords.htm
6. http://members.peak.org/~jeremy/dictionaryclassic/chapters/history.php
7. http://www.englishlanguageguide.com/english/facts/history/
8. http://knol.google.com/k/global-english-a-paradigm-shift
9. http://www.englishclub.com/english-language-history.htm

Relationship Matrix for Course Outcomes, Programme Outcomes and Programme Specific Outcomes

Semester	Course Code	Title of the Course		Hours	Credits
VI	21UEN63ES03B	DISCIPLINE SPECIFIC ELECTIVE-3B: HISTORY OF ENGLISH LANGUAGE		5	3

Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO-1	2	3	2	2	2	2	3	3	3	3	2.5
CO-2	3	3	2	2	2	1	2	3	3	2	2.3
CO-3	3	3	3	1	2	2	3	3	3	1	2.4
CO-4	3	3	1	3	3	1	3	3	3	2	2.5
CO-5	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	Credits
VI	21UEN63ES04A	**DISCIPLINE SPECIFIC ELECTIVE-4A: ENGLISH LANGUAGE TEACHING THEORY AND PRACTICE**	5	3

CO No.	CO–Statements	Cognitive Levels (K–Levels)
	On successful completion of the course, students will be able to	
CO-1	recall the key issues in teaching English as a second language	K1
CO-2	distinguish between teacher-centered and learner-centered methodologies	K2
CO-3	examine a lesson plan for better teaching and learning	K3
CO-4	analyse English language teaching and learning materials	K4
CO-5	evaluate various English language teaching methods and choose a suitable method for a group of students	K5

Unit-I: A Brief History of Language Teaching   (15 hours)
1. The Reform Movement
2. Teacher-centered Methodologies
3. Learner-centered Methodologies

Unit-II: The Nature of Approaches and Methods in Language Teaching   (15 hours)
4. Theory of language & learning
5. Types of learning and teaching activities
6. Teacher and 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: ESL Textbooks: Issues and Concerns   (15 hours)
10. Why use textbooks?
11. Choosing an appropriate textbook
12. Supplementing textbooks using creative language tasks

Unit-V: Lesson Plan and Teaching Practice   (15 hours)
13. Components of a lesson plan
14. Teacher talk and the use of mother tongue
15. Teacher as a reflective practitioner

Books for Study
1. Bilbrough, Nick. *Dialogue Activities: Exploring Spoken Interaction in the Language Class*. CUP, 2007.
2. Chaudron, Craig. *Second Language Classrooms: Research on Teaching and Learning*. CUP, 2004.
3. Nunan, David. *Practical English Language Teaching: Grammar*. McGraw Hill, 2005.

4. STERN, Hans Heinrich, et al. *Issues and Options in Language Teaching.* OUP, 1993.
5. Tileston, Donna Walker. *What Every Teacher Should Know About Using Media and Technology*. Corwin Press, 2004.

Books for Reference
1. Block, C. C., & Pressley, M. (Eds.). *Comprehension Instruction: Research-based Best Practices*. Guilford Press, 2002.
2. Buehl, D. *Classroom Strategies for Interactive Learning: A Monograph of the Wisconsin State Reading Association*. Wisconsin State Reading Association, 1995.
3. Fries, C. C. *Teaching and Learning English as a Foreign Language*. University of Michigan, 1945.
4. Richards, J.C. & Rodgers, T.S. *Approaches and Methods in Language Teaching: A Description and Analysis*. Cambridge University Press, 1999.
5. Scott, W.A. & Ytreberg, L.H. *Teaching English to Children.* Longman, 1990.
6. Tickoo, M.L. *Teaching and Learning English*. Orient Blackswan, 2011.

Web Resources
1. Emma. "English Language Teaching Books." *Online English Language Teacher Training Courses* 5 Mar. 2020, eltcampus.com/elt-further-reading/english-language-teaching-books/.
2. *ESLPod.com*, tv.eslpod.com/.
3. *ESOL Courses - Free English Lessons Online*. www.esolcourses.com/.
4. "Learning English." *BBC Learning English*, BBC, www.bbc.co.uk/learningenglish.

Relationship Matrix for Course Outcomes, Programme Outcomes and Programme Specific Outcomes

Semester	Course Code	Title of the Course									Hours	Credits
VI	21UEN63ES04A	DISCIPLINE SPECIFIC ELECTIVE-4A: ENGLISH LANGUAGE TEACHING: THEORY AND PRACTICE									5	3
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of Cos	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	of Cos	
CO-1	2	3	2	3	2	3	2	3	2	2	2.4	
CO-2	3	2	2	3	2	3	2	3	2	3	2.5	
CO-3	3	2	2	2	3	2	2	3	2	2	2.3	
CO-4	3	2	2	2	2	2	2	2	2	3	2.2	
CO-5	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	Credits
VI	21UEN63ES04B	**DISCIPLINE SPECIFIC ELECTIVE-4B: INTENSIVE STUDY OF AN AUTHOR - T. S. ELIOT**	5	3

CO No.	CO-Statements On successful completion of the course, students will be able to	Cognitive Levels (K-Levels)
CO-1	recognise the uniqueness of T.S.Eliot's writing both form and content	K1
CO-2	understand the social , historical and political context of T.S.Eliot's literary works	K2
CO-3	apply the knowledge of other significant writers of the age to distinguish T.S.Eliot from them	K3
CO-4	analyse and interpret T.S.Eliot's works critically	K4
CO-5	evaluate the various creative and critical aspects of T.S.Eliot's writings to explain his relevance to the contemporary literary world	K5

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. "The Function of Criticism"
13. "Tradition and the Individual Talent"
14. "The Perfect Critic"

Books for Study
1. Kermode, Frank (ed.) *Selected Prose of T. S. Eliot.* Farrar, Straus and Giroux, 1998.
2. Eliot, Thomas Stearns. *The Complete Poems and Plays of T. S. Eliot*. Harcourt Brace & World, 1952.
3. Eliot, T. S. *Selected Essays, by T.S. Eliot*. Harcourt, Brace & World, 1964.

Books for Reference

1. Bloom, Harold. *T. S. Eliot: Modern Critical Views.* Infobase Publishing, 2011.
2. Gordon, Lyndall. *T. S. Eliot: An Imperfect Life* Norton, 1998.
3. Moody, David. A. *The Cambridge Companion to T. S. Eliot.* Cambridge University Press, 1994.

Web Resources

1. "Session 10 - T.S. Eliot." *Session 10 - T.S. Eliot - Open Yale Courses*, web.archive.org/web/20080922020850/oyc.yale.edu/english/modern-poetry/content/sessions/lecture10.html.
2. *Poets.org*, Academy of American Poets, poets.org/poet/t-s-eliot.
3. "TS Eliot Audio Recordings." *T S Eliot Society*, www.eliotsociety.org.uk/?page_id=95.
4. "International T. S. Eliot Society." *Loyola University: Loyola University Chicago*, www.luc.edu/eliot.
5. *T. S. Eliot*, tseliot.com/preoccupations/criticism.

Relationship Matrix for Course Outcomes, Programme Outcomes and Programme Specific Outcomes

Semester	Course Code	Title of the Course								Hours	Credit
VI	21UEN63ES04B	DISCIPLINE SPECIFIC ELECTIVE-4B: INTENSIVE STUDY OF AN AUTHOR - T. S. ELIOT								5	3

Course Outcome (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
CO-1	3	2	3	1	3	1	3	3	3	1	2.3
CO-2	3	2	2	3	2	1	3	3	3	1	2.3
CO-3	3	2	3	2	3	1	2	3	3	1	2.3
CO-4	3	3	3	1	2	1	3	3	2	1	2.2
CO-5	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	Credits
VI	21UEN64SE04	SEC -4 (WS): BUSINESS ENGLISH WRITING	2	1

CO No.	CO-Statements	Cognitive Levels (K-Levels)
	On successful completion of this course, students will be able to	
CO-1	identify and understand Business Communication	K1
CO-2	describe the role of cyber and business language in communication	K2
CO-3	use language to meet a wider range of writing demands in business context to suit a varied clientele	K3
CO-4	examine formal letters, résumés and formal reports	K4
CO-5	analyse the structure of memos, agenda and minutes	K4

Unit 1: Aspects of Business Writing (6 hours)
1. Principles of plain language
2. Review of business language

Unit 2: Writing Effective Business Letters (6 hours)
3. Tone, courtesy, style and format in business letters
4. Types of business letter: Inquiry, Sales, Collection, Claim, Refusal and Adjustment letters

Unit 3: Writing Official Communication (6 hours)
5. Writing memos & circulars
6. Writing agenda & minutes

Unit 4: Report Writing and E-mail Communication (6 hours)
7. Formal and informal reports
8. Cyber language and e-mail message

Unit 5: Job-related communication (6 hours)
9. Writing cover letters
10. Preparing resume

Books for Study
1. Peter, F. *Writing Business Matters.* ACE-Loyola: Chennai. Print. 2003.
2. Taylor, Shirley. *Model Business Letters, E-mails. & Other Business Documents*. Pearson Education South Asia: Delhi. Print. 2011.
3. Peter, F. *Writing Business Matters*. ACE-Loyola: Chennai.Print. 2003.
4. Career Press Editors. *101 Great Resumes: Unique Resumes, Creative Resumes, But most important*. Mumbai: Jaico Publishing House. Print. 2009.

Books for Reference
1. Crystal, D. *Language and the Internet.* Cambridge: Cambridge University Press. Print. 2003.
2. Gordell, J.*Cambridge Business English Activities*. Cambridge: Cambridge University

Press. Print. 2001.
3. Rosenberg, A.D. *The Resume Handbook: How to Write Outstanding Resumes and Cover Letters for Every Situation* (5th ed.). New York, NY: Adams Media. Print. 2007.
4. Sweeney, S. (2003). *English for Business Communication*. Cambridge Cambridge University Press. Print. 2003.

Web Resources
1. *Business English.* "British Council". https://learnenglish.britishcouncil.org/business-english
2. *English for emails*. "British Council". https://learnenglish.britishcouncil.org/business-english
3. *Writing the Basic Business Letter.* "Purdue University". https://owl.purdue.edu/owl/subject_specific_writing/professional_technical_writing/basic_business_letters/index.html

Relationship Matrix for Course Outcomes, Programme Outcomes and Programme Specific Outcomes

Semester	Course Code	Title of the Course		Hours	Credits
VI	**21UEN64SE04**	**SEC- 4 WITHIN SCHOOL (WS): BUSINESS ENGLISH WRITING**		**2**	**1**
Course Outcome (COs)	**Programme Outcomes (POs)**						**Programme Specific Outcomes (PSOs)**					**Mean Scores of COs**
	PO1	**PO2**	**PO3**	**PO4**	**PO5**	**PSO1**	**PSO2**	**PSO3**	**PSO4**	**PSO5**	
CO -1	2	3	1	2	3	2	3	1	2	2	2.1
CO -2	3	2	3	2	1	3	2	2	2	2	2.2
CO -3	2	3	2	1	2	2	2	3	1	3	2.1
CO -4	3	2	3	1	2	3	2	1	2	3	2.2
CO -5	2	3	2	2	3	2	3	2	1	2	2.2
										Mean Overall Score	2.16 **(High)**

Semester	Course Code	Title of the Course	Hours	Credits
VI	21UEN64EG02	**GENERIC ELECTIVE -2: ENGLISH FOR THE MEDIA**	4	3

CO No.	CO–Statements	Cognitive Levels (K –Levels)
	On successful completion of this course, students will be able to	
CO–1	identify and reproduce the language and diction used in the field of Media in spoken and written forms	**K1**
CO–2	illustrate the acquired skills in writing and designing creative contents for Media	**K2**
CO–3	apply the techniques of writing and anchoring while presenting facts and opinions in the Media	**K3**
CO–4	comprehend and examine the quality of media content with reference to Media ethics	**K4**
CO–5	Analyse the social concern and global relevance of Digital Media	**K4**

Unit-I: Introduction to Journalism (12 hours)
1. Role of English in Journalism
2. News and Reporting
3. Journalism Ethics

Unit-II: Writing for Print Media (12 hours)
4. News Stories and Structure of a News Story
5. Writing the Headline and the Lead
6. Writing reviews

Unit-III: Creating Advertisements (12 hours)
7. Elements of Advertising
8. Role of English in Designing Advertisements
9. Creating a print advertisement

Unit-IV: Radio and Television (12 hours)
10. Use of language in Radio and Television
11. Techniques of Writing for the Broadcast Media
12. Scaffolding Anchoring for Radio and TV

Unit-V: Contemporary Trends (12 hours)
13. Digital language in Journalism
14. Exclusive terms in Citizen Journalism
15. Scope and Opportunities

Books for Study
1. Nair, Latha. *English for the Media*. CUP, 2014.
2. Kawamoto, Kevin. *Digital Journalism: Emerging Media and the Changing Horizons of Journalism*. Rowman & Littlefield Publishers, 2003.

Books for Reference
1. Boyd, Andrew. Broadcast Journalism, Techniques of Radio and Television News. Focal Press, 2001.
2. Cook, Guy. *The Discourse of Advertising (Interface)*. 2nd ed., Routledge, 2001.
3. Gabay, Jonathan. *Gabay's Copywriting Compendium (Teach Yourself)*. Reprint, Hodder & Stoughton, 2010.
4. Pierson, Jo, and Joke Bauwens. *Digital Broadcasting: An Introduction to New Media*. Bloomsbury Academic, an Imprint of Bloomsbury Publishing, 2015.
5. Reimold, Daniel. *Journalism of Ideas: Brainstorming, Developing, and Selling Stories in the Digital Age*. Routledge, 2013.
6. Waes, Luuk Van, et al. *Writing and Digital Media*. Elsevier, 2006.

Web Resources
1. *The WWW Virtual Library*, vlib.org/.
2. "A Practical Guide to Becoming a Broadcast Journalist." *Trint*, trint.com/resources/dy80ep1w/a-practical-guide-to-becoming-a-broadcast-journalist
3. http://mediashift.org/2006/09/your-guide-to-citizen-journalism270/
4. "Media Studies." *AQA*, www.aqa.org.uk/subjects/media-studies/gcse/media-studies-8572.

Relationship Matrix for Course Outcomes, Programme Outcomes and Programme Specific Outcomes

Semester	Course Code	Title of the Course									Hours	Credits
VI	21UEN64EG02	GENERIC ELECTIVE -2: ENGLISH FOR THE MEDIA									4	3
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5		
CO -1	3	3	3	1	2	3	2	2	1	3	2.3	
CO -2	3	3	3	3	3	3	2	1	1	2	2.4	
CO -3	3	2	3	2	3	3	1	2	2	3	2.4	
CO -4	2	2	2	2	2	1	3	2	2	3	2.1	
CO -5	2	2	2	2	3	3	1	2	3	3	2.3	
									Mean Overall Score		2.3 (High)	