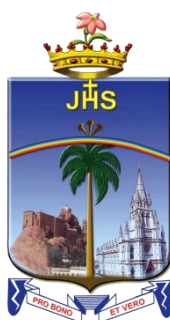


**M.A. ENGLISH**  
**LOCF SYLLABUS – 2021**

**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<sup>++</sup> 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) POSTGRADUATE 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 21<sup>st</sup> 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 TANSCH 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 PG courses, a student must earn a minimum of 110 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.

### **Some important terminologies repeatedly used in LOCF.**

#### **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, one course in each semester.

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

One DSE Course in semester two is offered as interdisciplinary/common 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 II and III. The GE course offered in semester II is within the school level and the GE in semester III is Between Schools level

#### **The Ability Enhancement Courses (AEC)**

One Main discipline related Ability Enhancement Course for 3 credits is offered for a PG programme by the Department.

#### **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.

One SEC is offered in semester II as a compulsory course on Soft Skills, offered by the Department of Human Excellence, common to all the students of PG programme.

**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.

**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.

### Course Coding:

The following code system (10 alphanumeric characters) is adopted for Post Graduate courses:

21	PXX	N	XX	NN/NNX
Year of Revision	PG Department Code	Semester number.	Part Category	running number/with choice

N:- Numerals X :- Alphabet

#### Part Category

CC - Core Theory

CP- Core Practical

#### IS- Internship

#### SP- Self Paced Learning

#### CE- Comprehensive Examination

#### PW- Project Work & viva-voce

#### Electives Courses

ES – Department Specific Electives

EG- Generic Electives

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

#### Ability Enhancement Courses

AE – Ability Enhancement Course

SE – Skill Enhancement Course – Soft skills

CW - SHEPHERD & Gender Studies (Outreach)

### CIA AND SEMESTER EXAMINATION

#### Continuous Internal Assessment (CIA):

Distribution of CIA Marks	
Passing Minimum: 50 Marks	
Library Referencing	5
3 Components	35
Mid-Semester Test	30
End-Semester Test	30
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 existing 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 one 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.

**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 parts
5	K5	Evaluation/Evaluating	The learner justifies a stand or decision
6	K6	Synthesis /Creating	The learner creates a new product or point of view

#### WEIGHTAGE of K – LEVELS IN QUESTION PAPER

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

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

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

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

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

### 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 (3 credits)	50 (Three Components)	50 (COE) Specific Question Pattern	100
<b>Assessment Pattern for Courses in Part - IV</b>				
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:

$GPA = \frac{\sum_{i=1}^n C_i G_i}{\sum_{i=1}^n C_i}$	$WAM (Weighted Average Marks) = \frac{\sum_{i=1}^n C_i M_i}{\sum_{i=1}^n C_i}$
<p>Where,</p> <p><math>C_i</math> is the Credit earned for the Course <math>i</math></p> <p><math>G_i</math> is the Grade Point obtained by the student for the Course <math>i</math></p> <p><math>M_i</math> is the marks obtained for the course <math>i</math> and</p> <p><math>n</math> is the number of Courses <b>Passed</b> in that semester.</p>	

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

**CLASSIFICATION OF FINAL RESULTS:**

- i) The classification of final results shall be based on the CGPA, as indicated in Table-2.
- ii) For the purpose of Classification of Final Results, the candidates who earn the CGPA 9.00 and above shall be declared to have qualified for the Degree as 'Outstanding'. Similarly the candidates who earn the CGPA between 8.00 and 8.99, 7.00 and 7.99, 6.00 and 6.99 and 5.00 and 5.99 shall be declared to have qualified for their Degree in the respective programmes as 'Excellent', 'Very Good', 'Good', and 'Above Average' respectively.
- iii) A Pass in SHEPHERD will continue to be mandatory although the marks will not count for the calculation of the CGPA.
- iv) 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
Below 50	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
5.00 to 5.99	B	Above Average
Below 5.00	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 Post Graduate in \_\_\_\_\_ programme. The candidate's Cumulative Grade Point Average (CGPA) is \_\_\_\_\_ and the class secured is \_\_\_\_\_ by completing the minimum of 110 credits.

The candidate has also acquired \_\_\_\_\_ (if any) extra 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 is 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

<b>Mean Scores of COs =</b> $\frac{\text{Sum of values}}{\text{Total No.of POs \& PSOs}}$		<b>Mean Overall Score =</b> $\frac{\text{Sum of Mean Scores}}{\text{Total No.of COs}}$	
<b>Result</b>	<b>Mean Overall Score</b>	< 1.2	# Low
		$\geq 1.2$ and < 2.2	# Medium
		$\geq 2.2$	# 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.

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		$\geq 1.2$ and < 2.2	# Medium
		$\geq 2.2$	# 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 assimilated knowledge to evolve tangible solution to emerging problems.
2. Graduates will be able to analyze and interpret data to create and design new knowledge.
3. Graduates will be able to engage in innovative and socially relevant research and effectively communicate the findings.
4. Graduates will become ethically committed professional and entrepreneurs upholding human values.
5. Graduates imbued with ethical values and social concern will be able to understand and appreciate cultural diversity, social harmony and ensure sustainable environment.

<b>Programme Specific Outcomes (PSOs)</b>	
<b>PSO1</b>	Graduates will be able to construct and integrate multi-disciplinary approach towards literature.
<b>PSO2</b>	Graduates will be able to apply employability skills in the field of education, media, human resource and administration.
<b>PSO3</b>	Graduates will be able to apply critical and theoretical approaches by identifying research problems and will be able to analyze literary texts in multiple genres.
<b>PSO4</b>	Graduates will be able to utilize and demonstrate research skills both in oral and written form in language and literature.
<b>PSO5</b>	Graduates will be able to appreciate the aesthetic, socio-cultural and ethical values of literary texts and the society.

<b>M.A. English</b>					
<b>PROGRAMME STRUCTURE</b>					
<b>Sem.</b>	<b>Specification</b>	<b>No. of Courses</b>	<b>No. of Hours</b>	<b>Credits</b>	<b>Total Credits</b>
I-IV	Core Courses : Theory	<b>12</b>	<b>78</b>	<b>69</b>	<b>69</b>
I-IV	Core Courses : Practical	--	--	--	--
II	Self paced learning	1	-	<b>2</b>	2
IV	Comprehensive Examination	1	-	<b>2</b>	2
IV	Project work & Viva Voce	1	6	<b>5</b>	5
<b>I- IV</b>	Discipline Specific Elective	4	20	<b>16</b>	16
I	Ability Enhancement Course	1	4	<b>3</b>	3
II	Skill Enhancement Course (Soft Skills)	1	4	<b>3</b>	3
II	Generic Elective IDC (WS)	1	4	<b>3</b>	3
III	Generic Elective IDC (BS)	1	4	<b>3</b>	3
I - III	Online courses (MOOC)	3	-	<b>(2)</b>	(6)
<b>I-IV</b>	<b>Outreach Programme</b>	-	-	<b>4</b>	4
	<b>Total</b>		<b>120</b>		<b>110(6)</b>

M.A. ENGLISH							
PROGRAMME PATTERN							
Course Details					Scheme of Exams		
Sem	Course Code	Course Title	Hrs	Cr	CIA	SE	Final
I	21PEN1CC01	British Literature-I (1340-1660)	7	6	100	100	100
	21PEN1CC02	Indian Writing in English	7	6	100	100	100
	21PEN1CC03	English Literary Criticism	7	6	100	100	100
	21PEN1ES01A	<b>DSE-1:</b> English Language Teaching	5	4	100	100	100
	21PEN1ES01B	<b>DSE-1:</b> Media Studies					
	21PEN1AE01	<b>AEC:</b> Proof-reading skills	4	3	50	50	50
	<b>Total</b>		<b>30</b>	<b>25</b>			
II	21PEN2CC04	British Literature-II (1661-1798 )	6	6	100	100	100
	21PEN2CC05	American Literature	6	5	100	100	100
	21PEN2CC06	Introduction to Literary Theories	5	5	100	100	100
	21PEN2SP01	Self Paced: Shakespeare	-	2	50	50	50
	21PEN2ES02	<b>DSE-2:</b> English Language Teaching in Practice	5	4	100	100	100
	21PSS2SE01	<b>SEC:</b> Soft Skills	4	3	100	-	100
	21PEN2EG01A	<b>GE-1(W.S)</b> : Indian Literature in Translation	4	3	100	100	100
	21PEN2EG01B	<b>GE-1(W.S):</b> English Literature For Competitive Examinations					
		Extra Credit Courses (MOOC)-1	-	(2)			
	<b>Total</b>		<b>30</b>	<b>28(2)</b>			
III	21PEN3CC07	British Literature-III (1798-1914)	7	6	100	100	100
	21PEN3CC08	Comparative Literature and Translation Studies	7	6	100	100	100
	21PEN3CC09	Gender Studies	7	6	100	100	100
	21PEN3ES03A	<b>DSE-3</b> :Cultural Studies	5	4	100	100	100
	21PEN3ES03B	<b>DSE-3:</b> Postmodern Studies					
	21PEN3EG02	<b>GE-2 (BS)</b> : English for Effective Communication	4	3	100	100	100
		Extra Credit Courses (MOOC)-2		(2)			
	<b>Total</b>		<b>30</b>	<b>25(2)</b>			
IV	21PEN4CC10	British Literature-IV (1914 to the present)	7	6	100	100	100
	21PEN4CC11	Postcolonial Literatures	7	6	100	100	100
	21PEN4CC12	Contemporary World Literature	5	5	100	100	100
	21PEN4ES04A	<b>DSE-4</b> : Recent Trends in Literature	5	4	100	100	100
	21PEN4ES04B	<b>DSE-4:</b> Western Aesthetics					
	21PEN4PW01	Research Methodology: Project Work & Viva Voce	6	5	100	100	100
	21PEN4CE01	Comprehensive Examination	-	2	50	50	100
		Extra Credit Courses (MOOC)-3		(2)			
	<b>Total</b>		<b>30</b>	<b>28(2)</b>			
I-IV	21PCW4OR01	Outreach Programme (SHEPHERD)		4			
<b>Total (Four Semesters)</b>			<b>120</b>	<b>110(6)</b>			

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

<b>GENERIC ELECTIVE -1: 2<sup>nd</sup> Semester</b> <b>Within school (WS)- Offered to students belong to other Departments in the School</b>							
Course Details					Scheme of Exams		
School	Course Code	Course Title	Hrs	Cr	CIA	SE	Final
SBS	21PBI2EG01	Herbal Technology	4	3	100	100	100
	21PBT2EG01	Medical Biotechnology	4	3	100	100	100
	21PBO2EG01	Medicinal Botany	4	3	100	100	100
SCS	21PCA2EG01	Applied Statistics using R	4	3	100	100	100
	21PMA2EG01	Mathematical Foundations	4	3	100	100	100
	21PCS2EG01	Mobile Adhoc Networks (MANET)	4	3	100	100	100
SLAC	21PEN2EG01A	Indian Literature in Translation	4	3	100	100	100
	21PEN2EG01B	English Literature For Competitive Examinations					
SMS	21PCO2EG01	Supply Chain Management	4	3	100	100	100
	21PEC2EG01	Labour Economics	4	3	100	100	100
	21PHR2EG01	Organizational Behaviour	4	3	100	100	100
	21PCC2EG01	Stress Management	4	3	100	100	100
SPS	21PCH2EG01	Industrial Products	4	3	100	100	100
	21PPH2EG01A	Solar Energy and Utilization	4	3	100	100	100
	21PPH2EG01B	Renewable Energy Resources	4	3	100	100	100

<b>GENERIC ELECTIVE -2: 3<sup>rd</sup> Semester</b> <b>Between schools (BS)- Offered to students in the Departments belong to other Schools</b> (Except the school offering the course)							
Course Details					Scheme of Exams		
School	Course Code	Course Title	Hrs	Cr	CIA	SE	Final
SBS	21PBI3EG02	First Aid Management	4	3	100	100	100
	21PBT3EG02	Food Technology	4	3	100	100	100
	21PBO3EG02	Horticulture and Landscaping	4	3	100	100	100
SCS	21PCA3EG02	Web Design	4	3	100	100	100
	21PMA3EG02	Operations Research	4	3	100	100	100
	21PCS3EG02	Advances in Computer Science	4	3	100	100	100
	21PDS3EG02	Deep Learning	4	3	100	100	100
SLAC	21PEN3EG02	English for Effective Communication	4	3	100	100	100
SMS	21PCO3EG02	Basics of Taxation	4	3	100	100	100
	21PEC3EG02	Managerial Economics	4	3	100	100	100
	21PHR3EG02	Counselling and Guidance	4	3	100	100	100
	21PCC3EG02	Dynamics of Human Behaviour in Business	4	3	100	100	100
SPS	21PCH3EG02	Health Science	4	3	100	100	100
	21PPH3EG02A	Physics for Competitive Exam	4	3	100	100	100
	21PPH3EG02B	Nano Science	4	3	100	100	100

Semester	Course Code	Title of the Course	Hours	Credits
I	21PEN1CC01	<b>CORE-1: BRITISH LITERATURE-I (1340-1660)</b>	7	6

CO No.	CO- Statements	Cognitive Levels ( K–Levels)
	On successful completion of this course, students will be able to	
CO-1	recall various interpretative techniques to approach literary texts of varied genres.	K1
CO-2	identify the various features of literary texts of the period and learn the style of the author's language.	K2
CO-3	recognize and apply various cultural and moral values associated with the texts which help them to become ethical communicators.	K3
CO-4	interpret various types of dramas: tragedy, comedy, farce, melodrama, historical plays through the prescribed texts and analyze the effect.	K4
CO-5	evaluate the growth and development of British major religious, political and social movements from the 14th to 16th century and their influence on literature.	K5 & K6

#### Unit-I: Poetry (Detailed)

(21 Hours)

- Geoffrey Chaucer (1340 – 1400) : “The Nun’s Priest’s Tale” (From *The Canterbury Tales*)
- John Donne (1572 – 1631) : “The Canonization”
- John Milton (1608 – 1674) : “Paradise Lost” (Book IX: Lines 412 – 794)

#### Poetry (Non-detailed)

- Sir Thomas Wyatt (1503 – 1542) : “Remembrance”
- Henry Howard, Earl of Surrey (1517 –1547) : “The Seafarer”
- Edmund Spenser (1552 – 1599) : Sonnets: 34, 75
- Robert Southwell (1561 – 1595) : “The Burning Babe”
- George Herbert (1593 – 1633) : “The Pulley”

#### Unit-II: Drama (Detailed)

(21 Hours)

- Ben Jonson (1573 – 1637) : *The Alchemist*

#### Unit-III: Drama (Non-detailed)

(21 Hours)

- Thomas Kyd (1558 – 1595) : *The Spanish Tragedy*
- Christopher Marlowe (1564-1593): *Dr Faustus*

#### Unit- IV: Prose (Detailed)

(21 Hours)

- Francis Bacon (1561 – 1626) : 1.“Of Beauty”, 2.“Of Love”, 3.“Of Friendship”, 4.“Of Truth”, 5.‘Of Envy’

#### Prose (Non-detailed)

- Authorized Version of the Bible : *The Book of Job*

#### Unit-V: Fiction

(21 Hours)

- Sir Thomas More (1478 – 1535) : *Utopia*
- John Bunyan (1628 – 1688) : *The Pilgrim’s Progress* (Part I)

**Books for Study**

1. Bunyan, John. *The Pilgrims Progress*. Scholar Press, 1970.
2. Jonson, Ben. *The Alchemist*. Broadview Press, 2020.
3. Marlowe, Christopher. *Dr. Faustus*. Digireads Com, 2019.
4. More, Thomas. *Utopia*. Gyldendals Bogklubber, 2017.

**Books for Reference**

1. Kyd, Thomas. *Spanish Tragedy*. Outlook Verlag, 2020.
2. Helen, Gardner. ed. *The New Oxford Book of English Verse*. OUP, 1972.
3. Reynolds, Samuel Harvey. ed. *The Essays of Francis Bacon*. London: Clarendon Press, 1890.
4. *The Holy Bible, King James Version*. New York: American Bible Society, 1982

**Web Resources**

1. "Doctor Faustus." *Play Summary*, [www.cliffsnotes.com/literature/d/doctor-faustus/play-Summary](http://www.cliffsnotes.com/literature/d/doctor-faustus/play-Summary).
2. *Francis Bacon, Essays*. [vonsteuben.org/ourpages/humanities/bacon.pdf](http://vonsteuben.org/ourpages/humanities/bacon.pdf).
3. *Old and New Oxford Books: The Idea of an Anthology*. [www.jstor.org/stable/27542806](http://www.jstor.org/stable/27542806).
4. "The Pilgrim's Progress." *Encyclopedia Britannica*, Encyclopedia Britannica, Inc., [www.britannica.com/topic/The-Pilgrims-Progress](http://www.britannica.com/topic/The-Pilgrims-Progress).

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

Semester	Course Code					Title of the Course					Hours	Credit
I	21PEN1CC01					CORE-1: BRITISH LITERATURE-I (1340-1660)					7	6
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					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	2	2	2	1	3	2	2	2	2.0	
CO -2	3	3	3	3	3	3	3	3	3	3	3	
CO -3	3	3	3	3	3	3	3	3	3	3	3	
CO -4	3	3	3	3	3	3	3	3	3	3	3	
CO -5	3	3	3	3	3	2	3	3	3	3	2.9	
Mean Overall Score											2.78	
Result											High	

Semester	Course Code	Title of the Course	Hours	Credits
I	21PEN1CC02	CORE-2: INDIAN WRITING IN ENGLISH	7	6

CO No.	CO-Statements	Cognitive Levels (K-Levels)
	On successful completion of this course, students will be able to	
CO-1	describe the important Indian writers and their works of the literary era.	K1
CO-2	outline the major historical movements and characteristics of Indian Literature in English.	K2
CO-3	apply the artistic and innovative techniques employed by Indian writers.	K3
CO-4	identify the different themes like east-west conflict, multiculturalism, social realism and gender issues.	K4
CO-5	assess and recreate the rich cultural and traditional background, and grandeur of Indian literary trends in different forms.	K5 & K6

#### Unit- I: Poetry (Detailed)

(21 Hours)

1. Toru Dutt (1856-1877) : "The Lotus"
2. Sri Aurobindo (1872-1950) : "Surreal Science"
3. Sarojini Naidu (1879-1949) : "Coromandel Fishers"
4. Nissim Ezekiel (1924-2004) : "Night of the Scorpion"
5. A.K Ramanujan (1929-1993) : "Obituary"
6. Kamala Das (1934-2009) : "An Introduction"

#### Poetry (Non-Detailed)

7. Rabindranath Tagore (1861-1941) : *Gitanjali* (Lyrics 11-20)
8. Jayant Mahapatra (1928-) : "The Abandoned British Cemetery at Balasore"
9. Arun Kolatkar (1932-2004) : "An Old Woman"
10. K.N. Daruwalla (1937- ) : "Evangelical Eva"
11. Dom Moraes (1938-2004) : "Sindbad"
12. Gieve Patel (1940- ) : "On Killing a Tree"

#### Unit- II: Drama (Detailed)

(21 Hours)

13. Girish Karnad (1938-2019) : *Tughlaq*

#### Drama (Non-Detailed)

14. Vijay Tendulkar (1928-2008) : *Silence! The Court is in Session*
15. Manjula Padmanabhan (1953 - ) : *Harvest*

#### Unit- III: Prose (Detailed)

(21 Hours)

16. A.P.J. Abdul Kalam (1931-2015) : "To My Countrymen" (from *Ignited Minds*)
17. Swami Vivekananda(1863–1902): "The Secret of Work"
18. M.K Gandhi (1869-1948) : "Glimpses of Religion"  
(*My Experiment with Truth* Part I Ch 10)

#### Unit IV: Short Story (Non-detailed)

(21 Hours)

19. R. K. Narayan (1906 – 2001) : *An Astrologer's Day*
20. Khushwant Singh (1915- 2014) : *The Mark of Vishnu*
21. Premchand (1880 – 1936) : *Lottery*



22. Ruskin Bond (1934 –) : *The Cherry Tree*

### Unit-V: Novel

(21 Hours)

23. Mulk Raj Anand (1905 – 2004) : *The Untouchable*

24. Amitav Ghosh (1956 -) : *The Glass Palace*

25. Aravind Adiga (1974 -) : *The White Tiger*

26. Chitra Banerjee Divakaruni  
(1979-) : *The Forest of Enchantments*

### Books for Study

1. Narasimhaiah, C.D. *An Anthology of Commonwealth Poetry*. New Delhi: Macmillan India, 1990, Print.
2. Patel, Gieve. *An Anthology of Poem*. Sahitya Academy: Rishi Valley, 2007, Print.
3. Tagore, Rabindranath. *Gitanjali*. New Delhi: Rupa Classics, 2005, Print.
4. Mahapatra, Jayanta. *The Poetry of Modern Indian Writing in English*. New Delhi: Mangal Deep Publications 2000, Print.

### Books for Reference

1. Kalam, Abdul . *Essay Orientation* (Selection from Wings of Fire). University Press, 1999, Print.
2. Walsh, William. *Readings from Commonwealth Literature*. Oxford: Clarendon Press, 1973, Print.
3. Iyengar, Srinivasa. K.R. *Indian Writing in English*. New Delhi: Sterling Publishers, 1985, Print.

### Web Resources

1. Nambiar, Sridevi. *An Introduction to Contemporary Indian Literature*.  
<https://theculturetrip.com>
2. *The Introduction To Indian Writing In English English*. <https://www.ukessays.com>
3. Negi, Mohita. *Essay on Indian Writing in English*. <https://www.yourarticlelibrary.com> ›
4. *The Introduction To Indian Writing In English*. <https://www.essaycompany.com>.

### Relationship matrix for Course outcomes, Programme outcomes/ Programmes Specific outcomes

Semester	Course Code		Title of the Course								Hours	Credit
I	21PEN1CC02		CORE-2: INDIAN WRITING IN ENGLISH								7	6
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	
Result											High	

Semester	Course Code	Title of the Course	Hours	Credits
I	21PEN1CC03	CORE-3: ENGLISH LITERARY CRITICISM	7	6

CO No	CO-Statements	Cognitive Levels (K-Levels)
	On successful completion of this course, students will be able to	
CO-1	comprehend the critical thoughts that are embedded in English literature.	K1
CO-2	understand literary criticism with its hidden subtleties and complexities in a text.	K2
CO-3	relate the types of criticism that influenced the English writers and the critics down the ages.	K3
CO-4	distinguish the literary works of different ages.	K4
CO-5	evaluate and synthesize literary criticism in a balanced and fruitful way to look at life and society from different perspectives.	K5 & K6

**Unit – I: English Literary Criticism of the Classicists (21 Hours)**

1. Sir Philip Sidney : “An Apology for Poetry”
2. Ben Jonson : *Timber, or Discoveries* (His views on Poetry: pp. 119-131; His views on Fable: pp. 136-142)

**Unit – II: English Literary Criticism of the Neoclassicists (21 Hours)**

3. John Dryden : “An Essay of Dramatic Poesy”
4. Alexander Pope : “An Essay on Criticism”
5. Samuel Johnson : “Preface to Shakespeare”

**Unit – III: English Literary Criticism of the Romantics (21 Hours)**

6. William Wordsworth : “Poetry and Poetic Diction” (Preface to the Second Edition of *Lyrical Ballads*, 1800)
7. S.T. Coleridge : *Biographia Literaria* (Chapters XIV and XVII)

**Unit – IV: English Literary Criticism of the Victorians (21 Hours)**

8. Matthew Arnold : “The Study of Poetry”
9. Walter Pater : *The Renaissance* (only Preface)

**Unit – V: English Literary Criticism of the Moderns (21 Hours)**

10. T.S. Eliot : “Tradition and Individual Talent”
11. I.A. Richards : “Four Kinds of Meaning”
12. F.R. Leavis : “Literary Criticism and Philosophy”

**Books for Study**

1. Ramaswami, S., and V.S. Sethuraman. *The English Critical Tradition: An Anthology of English Literary Criticism*. Vols. 1&2, Macmillan India, 1986.
2. Johnson, Ben. *Discoveries*. Cornell U Library, 1891, pp. 119-131 and 136-142, [people.virginia.edu/~jdk3t/JonsonDiscoveriesCastelain1906.pdf](http://people.virginia.edu/~jdk3t/JonsonDiscoveriesCastelain1906.pdf).
3. Das, B., and J.M. Mohanty. *Literary Criticism*. Oxford UP, 1985.

**Books for References**

1. Atkins, J.W.H. *English Literary Criticism*. Vol.1, Jaipur, Surabhi Publications, 1999.
2. Danziger, Marlies K., and Wendell Stacy Johnson. *An Introduction to Literary Criticism: A*

*Reading*. Oxford UP, 1985.

3. Habib, Rafey. *A History of Literary Criticism: From Plato to the Present*. Blackwell Publishing, 2005.
4. Prasad, B. *An Introduction to English Literary Criticism*. Macmillan India, 1965.
5. Wimsatt, William K., and Cleanth Brooks. *Literary Criticism: A Short History*. Oxford & IBH Publishing. 1957.

#### Web Resources

1. "Beginning of Literary Criticism." *My Exam Solution*, 23 June 2018, [www.myexamsolution.com/2018/06/literary-criticism-beginning-in-english.html](http://www.myexamsolution.com/2018/06/literary-criticism-beginning-in-english.html).
2. Crews, Frederick C. "Literary criticism." *Encyclopedia Britannica*, 17 Dec. 2014, [www.britannica.com/art/literary-criticism](http://www.britannica.com/art/literary-criticism).

#### Relationship matrix for Course outcomes, Programme outcomes/ Programmes Specific outcomes

Semester	Course Code		Title of the Course								Hours	Credits
I	21PEN1CC03		CORE-3: ENGLISH LITERARY CRITICISM								7	6
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	3	2	3	2	2	3	3	2	2.5	
CO -2	3	2	3	3	2	3	2	3	3	3	2.7	
CO -3	2	3	3	2	3	2	3	2	3	2	2.5	
CO -4	3	3	2	3	3	3	3	3	2	3	2.8	
CO -5	3	2	3	3	2	3	3	2	3	3	2.7	
Mean Overall Score											2.64	
Result											High	

Semester	Course Code	Title of the Course	Hours	Credits
I	21PEN1ES01A	DSE -1: ENGLISH LANGUAGE TEACHING	5	4

CO No.	CO-Statements	Cognitive Levels (K-Levels)
	On successful completion of this course, students will be able to	
CO-1	know methodologies which are appropriate to their teaching-learning context.	K1
CO-2	discuss their classroom experience with the principles of methods and approaches.	K2
CO-3	relate the best practices of the old and the new methods	K3
CO-4	differentiate between instructional methods and constructive approaches.	K4
CO-5	justify their choice of teaching methods and procedures in practice.	K5

#### **Unit I: Theories of Learning**

**(15 Hours)**

1. Behaviourism
2. Cognitivism
3. Krashen's Hypotheses
4. Constructivism

#### **Unit II: Theories of Language**

**(15 Hours)**

5. Structuralism
6. Functionalism
7. Universal Grammar
8. Construction Grammar

#### **Unit III: Instructional Methods**

**(15 Hours)**

9. The Grammar-Translation Method
10. The Direct Method
11. The Audio-lingual Method
12. The Oral Approach and Situational Language Teaching

#### **Unit IV: Designer Methods**

**(15 Hours)**

13. Silent Way
14. Community Language Learning
15. Total Physical Response
16. Suggestopedia

#### **Unit V: Current Approaches and Methods**

**(15 Hours)**

17. Communicative Approach
18. Content and Language Integrated Learning
19. Task-Based Language Teaching
20. Eclectic Approach

### Books for Study

1. Schunk, Dale. *Learning Theories: An Educational Perspective*. 6th ed., Pearson, 2012.  
Unit I: Chapters 3 & 4
2. Stern, Hans Heinrich. *Fundamental Concepts of Language Teaching*. Oxford UP, 1991.  
Unit II : Chapter 3
3. Richards, Jack and Theodore S. Rogers. *Approaches and Methods in Language Teaching: A Description and Analysis*. 3rd ed., Cambridge UP, 2014.  
Unit III : Chapters 4 to 10  
Unit IV : Chapter 3  
Unit V : Chapter 2

### Books for Reference

1. Ellis, Rod, *Understanding Second Language Acquisition*. Oxford UP, 1985.
2. Larsen-Freeman, Diane and Marti Anderson. *Techniques and Principles in Language Teaching*. Oxford UP. 2011.
3. Krashen, Stephen. *Second Language Acquisition and Second Language Learning*. Pergamon, 1981.

### Web Resources

1. Barsky, Robert F.. "Universal Grammar." *Encyclopedia Britannica*, 16 Nov. 2018, <https://www.britannica.com/topic/universal-grammar>.
2. Henson, Kenneth T. "Teaching Methods: History and Status." *Theory Into Practice*, Vol.19, No.1, pp. 2-5, <https://doi.org/10.1080/00405848009542864>
3. Roberts, Rachael. "The Silent Way, Suggestopaedia, TPR and other 'designer' methods: what are they and what can we learn from them?" *elt-resourceful*, 14 Sept. 2012, <https://elt-resourceful.com/tag/designer-methods>

### Relationship matrix for Course outcomes, Programme outcomes/ Programmes Specific outcomes

Semester	Course Code		Title of the Course								Hours	Credit
I	21PEN1ES01A		DSE-1: ENGLISH LANGUAGE TEACHING								5	4
Course Outcome (COs)	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	2	2	3	2	3	3	2.5	
CO -2	3	2	3	2	2	3	3	2	2	2	2.4	
CO -3	2	3	2	3	3	3	2	2	3	2	2.5	
CO -4	3	2	2	3	3	3	3	2	3	2	2.6	
CO -5	2	3	2	3	2	3	2	3	2	3	2.5	
Mean Overall Score											2.5	
Result											High	

Semester	Course Code	Title of the Course	Hours	Credits
I	21PEN1ES01B	DSE-1: MEDIA STUDIES	5	4

CO No.	CO-Statements On successful completion of this course, students will be able to	Cognitive Levels (K-Levels)
CO-1	know the technical terms in the field of media.	K1
CO-2	express innovative ideas in the media.	K2
CO-3	apply the media skills in recent trends.	K3
CO-4	connect the contemporary trends in media critically.	K4
CO-5	criticize and produce news items in the field of print medium.	K5 & K6

#### Unit-I: Introduction to Print Media

(15 Hours)

1. News Categories
2. Components of a News Story
3. Reporting and its Types
4. Planning and writing a news article
5. Process of editing a news story

#### Unit-II: News Types and Writing Techniques

(15 Hours)

6. Cartoons
7. Reviews
8. Editorials, Columns, Features,
9. Writing reviews

#### Unit-III: Understanding Advertisement

(15 Hours)

10. Advertisement substance
11. Brand Positioning
12. Structure of advertisement
13. Attention seeking devices
14. Designing Advertisements and writing Jingles

#### Unit-IV: Radio and Television

(15 Hours)

15. News Bulletin
16. Interviews, Debates and Discussions
17. Reporting
18. TV Script Writing and radio drama

#### Unit-V: Contemporary Trends

(15 Hours)

19. Digital Journalism
20. Online Writing
21. Digital Storytelling
22. Writing content for WebPages

#### Books for study

1. Turow, Joseph. *Media Today: An Introduction to Mass Communication*. Routledge, 2011.
2. Allen, John Edward. *Newspaper Designing*. Harper, 1947.
3. Pickering, Ian. *Writing for News Media: The Storyteller's Craft*. Routledge, 2018.

4. Jones, Janet, and Lee Salter. *Digital Journalism*. SAGE, 2012.

### Books for References

1. Cook, Guy. *The Discourse of Advertising*. Routledge, 2001.
2. Gabay, Jonathan. *Improve Your Copywriting*. Hodder Education, 2010.
3. Harris, Geoffrey, and David B. Spark. *Practical Newspaper Reporting*. Sage Publications, 2010.
4. Kumar, Keval J. *Mass Communication in India*. Jaico Publishing House, 2017.
5. Nair, Latha. *English for the Media*. CUP, 2014.

### Web Resources

1. *Educational Uses of Digital Storytelling*, digitalstorytelling.coe.uh.edu/.
2. "Media Studies." AQA, [www.aqa.org.uk/subjects/media-studies/gcse/media-studies-8572](http://www.aqa.org.uk/subjects/media-studies/gcse/media-studies-8572).
3. Naveed, Fakhar. "News Writing, Editorial Writing, Column Writing and Feature Writing." *Mass Communication Talk*, 9 Nov. 2019, [www.masscommunicationtalk.com/news-writing-editorial-writing-column-writing-and-feature-writing.html](http://www.masscommunicationtalk.com/news-writing-editorial-writing-column-writing-and-feature-writing.html).
4. "News Bulletin." *The Free Dictionary*, Farlex, [www.thefreedictionary.com/news+bulletin](http://www.thefreedictionary.com/news+bulletin)
5. Agni Bharath Student Follow. "Advertisement Structure." *SlideShare*, [www.slideshare.net/Agnibharathi/advertisement-structure](http://www.slideshare.net/Agnibharathi/advertisement-structure).

### Relationship matrix for Course outcomes, Programme outcomes/ Programmes Specific outcomes

Semester	Course Code		Title of the Course								Hours	Credit
I	21PEN1ES01B		DSE-1: MEDIA STUDIES								5	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	2	3	2	2	3	2	3	3	2.5	
CO -2	3	2	3	2	2	3	3	2	2	2	2.4	
CO -3	2	3	2	3	3	3	2	2	3	2	2.5	
CO -4	3	2	2	3	3	3	3	2	3	2	2.6	
CO -5	2	3	2	3	2	3	2	3	2	3	2.5	
Mean Overall Score											2.5	
Result											High	

Semester	Course Code	Title of the Course	Hours	Credits
II	21PEN1AE01	AEC: PROOFREADING SKILLS	4	3

CO No.	CO-Statements	Cognitive Levels (K-Levels)
	On successful completion of this course, students will be able to	
CO-1	identify the errors in vocabulary.	K1
CO-2	explain errors in written sentences.	K2
CO-3	modify errors and construct improvised written sentences.	K3
CO-4	infer paragraphs with much clarity	K4
CO-5	reframe and compile proofreading symbols and software in language correction.	K5 & K6

#### **UNIT – I: Vocabulary**

**(12 Hours)**

1. Cliches, Slang, jargon and biased language
2. Misuse of homonyms and collocations
3. British vs. American spelling
4. Wordiness watchlist

#### **UNIT – II: Sentence Structure**

**(12 Hours)**

5. Comma splices and run-ons
6. Misplaced and dangling modifiers
7. Subject-verb agreement
8. Mixed constructions and faulty predication

#### **UNIT – III: Editing a Paragraph**

**(12 Hours)**

9. Clarity and Brevity
10. Coordination and subordination
11. Sentence variety
12. Choice of voice

#### **UNIT – IV: Mechanics**

**(12 Hours)**

13. Capitalization
14. Abbreviations & Acronyms
15. Punctuation
16. Consistency

#### **UNIT V: Proofreading Techniques, Symbols and Tools**

**(12 Hours)**

17. Techniques for effective proofreading
18. Common proofreading marks and symbols
19. Tools to error-proof a write-up
20. Using proofreading software: do's and don'ts



### Books for Study

1. Anderson, K Laura. *Handbook for proofreading*. NTC business books, USA. 1994. Print.
2. Roen, Duane H and others. *Handbook for the McGraw-Hill guide: Writing for College, Writing for life*, 3<sup>rd</sup> edition. Print. 2013.
3. Smith, Debra A. *Powerful Proofreading Skills Tips, Techniques and Tactics*. Viva Books, 2004.

### Books for Reference

1. Bailey, Stephen. *Academic Writing: A Handbook for International Students*. 3<sup>rd</sup> edition. Routledge, London. 2011, online.
2. Ede, Lisa. *The Academic Writer: A Brief Rhetoric*. Macmillan Learning, New York, online.

### Web Resources

1. Cullen, Mary. *17 Proofreading Techniques for Business Communications*. “Instructional Solutions” 12 May 2020.  
<https://www.instructionalsolutions.com/blog/proofreadingtechniques>
2. Lee, Singyin. *How To Improve Your Proofreading Skills*. “Hongkiat”. 11 April 2018.  
<https://www.hongkiat.com/blog/improve-proofreading/>
3. Talley, Jenell. *What Does a Proofreader Do?*. “Climb the Ladder”.  
<https://www.mediabistro.com/climb-the-ladder/skills-expertise/learn-proofreader-role/>
4. *The Writing Center*. “University of North Carolina Chapter Hill”.  
<https://writingcenter.unc.edu/tips-and-tools/editing-and-proofreading/>

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

Semester	Course Code		Title of the Course								Hous	Credits
I	21PEN1AE01		AEC: PROOFREADING SKILLS								4	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	3	2	3	3	3	3	3	3.0	
CO -2	2	3	2	3	2	3	3	3	3	3	2.7	
CO -3	2	3	3	2	3	3	3	3	3	3	2.8	
CO -4	3	2	3	2	3	2	3	3	3	3	2.7	
CO -5	2	3	2	3	2	3	3	3	3	3	2.7	
Mean Overall Score											2.8	
Result											High	

Semester	Course Code	Title of the Course	Hours	Credits
II	21PEN2CC04	<b>CORE-4: BRITISH LITERATURE - II (1660-1798)</b>	6	6

CO No.	CO-Statements	Cognitive Levels ( K-Levels)
	On successful completion of this course, students will be able to	
CO-1	identify and describe the historical context of the literary texts including the political, social, religious, cultural and artistic milieu in which the British authors wrote.	K1
CO-2	distinguish and identify salient features of different genres with respect to form and content.	K2
CO-3	discover the uniqueness of the literary tradition of this particular period.	K3
CO-4	interpret and analyse the literary texts of this particular period.	K4
CO-5	Appreciate and recreate the artistry of representative British writers and their significant works.	K5 & K6

#### Unit-I: Poetry (Detailed)

(18 Hours)

1. Andrew Marvell (1621 – 1678) : “The Garden”
2. Thomas Gray (1716 – 1771) : “Elegy Written in a Country Churchyard”
3. William Cowper (1731 – 1800) : “The Lily and the Rose”

#### Poetry (Non – detailed)

4. John Dryden (1623 – 1700) : “Absalom and Achitophel”
5. Alexander Pope (1688 – 1744) : “The Rape of the Lock”

#### Unit-II: Drama (Detailed)

(18 Hours)

6. John Dryden (1623 – 1700) : *All for Love*

#### Drama (Non-Detailed)

7. William Congreve (1670 – 1729) : *The Old Bachelor*
8. Richard Brinsley Sheridan (1751–1816) : *The School for Scandal*

#### Unit-III: Prose (Detailed)

(18 Hours)

9. Joseph Addison (1672 – 1719) : “The Spectator’s Account of Himself”  
“On Ghosts and Apparitions”
10. Richard Steele (1672 – 1729) : “Recollections of Childhood”
11. Oliver Goldsmith (1728 -1774) : Letter XXV “The Character of The Man in Black”

#### Unit - IV : Prose (Non-detailed)

(18 Hours)

9. John Arbuthnot (1667-1735) : “An Essay Concerning the Effects of Air on Human Bodies”
10. Jonathan Swift (1667- 1745) : “A Modest Proposal”
11. Samuel Johnson (1709-1784) : “The Decay of Friendship” (*The Idler*, 23, September 23,1758)

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

15. Daniel Defoe (1661-1731) : *Moll Flanders*  
 16. Samuel Richardson (1689-1761) : *Pamela*  
 17. Henry Fielding (1707- 1754) : *The History of Tom Jones : A Foundling*

**Books for Study**

1. MacGowan, Ian. *Macmillan Anthologies of English Literature*. Vol. 3, Macmillan, 1989.
2. Fairer, David, and Christine Gerrard. *Eighteenth-Century Poetry: An Annotated Anthology, 3rd Edition*. John Wiley & Sons, 2014.
3. Dryden, John, and Keith Walker. *John Dryden: the Major Works*. OUP, 2003.
4. Sheridan, Richard Brinsley. *The School for Scandal*. The Project Gutenberg eBook.1999.
5. Richardson, Samuel. *Pamela*. OUP, 2001.
6. Defoe, Daniel. *Moll Flanders*. Penguin Classics, 1989.
7. Fielding, Henry. *The History of Tom Jones : A Foundling*. London : George Routledge & Sons, 1884.

**Book for Reference**

1. Wall, Cynthia. *A Concise Companion to the Restoration and Eighteenth Century*. Blackwell, 2008.
2. Abrams, M. H. *The Norton Anthology of English Literature. Vol. 1*. Norton, 2006.
3. Congreve, William. *The Old Bachelor; a Comedy*. The Project Gutenberg eBook.1998.

**Web Resources**

1. "The Major Works by John Dryden." *Goodreads*, Goodreads, 3 Apr. 2003, [www.goodreads.com/book/show/269491.The\\_Major\\_Works](http://www.goodreads.com/book/show/269491.The_Major_Works).
2. "The Garden by Andrew Marvell - Poems | Academy of American Poets." *Poets.org*, Academy of American Poets, [poets.org/poem/garden](http://poets.org/poem/garden).
3. *A Modest Proposal* - *ReadWriteThink.org*. [www.readwritethink.org/files/resources/30827\\_modestproposal.pdf](http://www.readwritethink.org/files/resources/30827_modestproposal.pdf).
4. "Elegy Written in a Country Churchyard." *Representative Poetry Online*, [rpo.library.utoronto.ca/poems/elegy-written-country-churchyard](http://rpo.library.utoronto.ca/poems/elegy-written-country-churchyard).
5. "Absalom and Achitophel." *Representative Poetry Online*, [rpo.library.utoronto.ca/poems/absalom-and-achitophel](http://rpo.library.utoronto.ca/poems/absalom-and-achitophel).

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

Semester	Course Code		Title of the Course								Hours	Credit
II	21PEN2CC04		CORE-4: BRITISH LITERATURE - II (1660-1798)								6	6
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	3	3	3	2	3	2	3	2.6	
CO -2	2	3	3	2	2	2	2	3	3	3	2.5	
CO -3	2	3	3	2	3	3	2	3	2	3	2.6	
CO -4	2	3	3	2	3	3	2	3	2	3	2.6	
CO -5	2	2	3	2	3	2	2	2	2	3	2.3	
Mean Overall Score											2.5	
Result											High	

Semester	Course Code	Title of the Course	Hours	Credits
II	21PEN2CC05	<b>CORE-5: AMERICAN LITERATURE</b>	6	5

CO No.	CO-Statements	Cognitive Levels (K-Levels)
	On successful completion of this course, students will be able to	
CO-1	know various distinct characters, thematic concern, genres and trends in American and Afro –American Literature.	K1
CO-2	identify the literary works of American Literature as expression of values within social, political, and cultural context.	K2
CO-3	demonstrate comprehensive understanding of texts in the field of American Literature	K3
CO-4	analyse different scholarly works in order to develop critical, analytical thinking coherently and credibly.	K4
CO-5	evaluate and formulate critical research problems in the literary text and also analyse and synthesise them to interpret and gain knowledge.	K5 & K6

#### Unit-I: Poetry (Detailed)

(18 hours)

1. Walt Whitman (1819-1892) : “When Lilacs Last in the Dooryard Bloom'd”
2. Paul Laurence Dunbar (1872-1906) : “Ode to Ethiopia”
3. Robert Frost (1874-1963) : “Stopping by Woods on a Snowy Evening”
4. e.e. cummings (1894- 1962) : “somewhere i have never travelled”
5. Langston Hughes (1902-1967) : “The Negro Mother”

#### Poetry (Non-Detailed)

6. Emily Dickinson (1830-1886) : “Because I Could not Stop for Death”
7. Wallace Stevens (1879-1955) : “The Emperor of Ice-Cream”
8. William Carlos Williams (1883-1963) : “The Red Wheelbarrow”
9. Claude McKay (1889-1948) : “America”
10. Maya Angelou (1928-2014) : “Phenomenal Woman”
11. Sylvia Plath (1932-1963) : “Mirror”

#### Unit-II: Drama (Detailed)

(18 hours)

12. Eugene O'Neill (1888- 1953) : *The Hairy Ape*

#### Unit-III: Drama (Non-Detailed)

(18 hours)

13. Tennessee Williams (1911-1983) : *A Streetcar Named Desire*
14. Amiri Barakka (1934- Present) : *Dutchman*

#### Unit-IV: Prose (Non-Detailed)

(18 hours)

15. Ralph Waldo Emerson (1803-1882) : “Self-Reliance”
16. Richard Wright (1908-1960) : “Blueprint for Negro Writing”

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

17. Saul Bellow (1915-2005) : *Herzog*  
 18. Kurt Vonnegut Jr. (1922-2007) : *Slaughterhouse-Five*  
 19. Alice Walker (1944- ) : *The Color Purple*  
 20. Paul Beatty (1962- ) : *The Sellout*

**Books for Study**

- Gates, Henry Louis, and Valerie Smith. *The Norton Anthology of African American Literature*. W.W. Norton & Company, 2014. 2
- Rittenhouse, Jessie Belle. *Little Book of American Poets: 1787-1900 (Classic Reprint)*. Forgotten Books, 2015. **Unit I**
- O'Neill, Eugene. *The Plays of Eugene O'Neill*. Modern Library, 1982. **Unit II**
- Williams, Tennessee. *A Streetcar Named Desire*. General Press, 2020.
- O'Neill, Eugene. *The Plays of Eugene O'Neill*. Modern Library, 1982. **Unit III**
- Arkwright, Preston S. *Self Reliance*. Darby, 1935.
- Richard Wright, Marcosarruda. "Blueprint for Negro Writing - Richard Wright, Marcosarruda, 1980." *SAGE Journals*. journals.sagepub.com/doi/full/10.1177/030639688002100405. **Unit IV**
- "Home." *Springer*, link.springer.com **Unit V**

**Books for Reference**

- Oliver, Egbert S. *American Literature, 1890-1965: an Anthology*. 1994.
- William, J. Fisher, et al. *American Literature of the Nineteenth Century: An Anthology*. Eurasia Publ. House (Pvt.) Ltd., New Delhi, 1984.

**Web Resources**

- "Herzog." *Li*, 12 Feb. 1993, www.libraryofinspiration.com/lit\_1960s\_herzog.htm.
- "English and American Literature:" *Home - SCSU Research Guides at Southern Connecticut State University*, 24 Apr. 2000, libguides.southernct.edu/.
- "American Literature: A Research & Reference Guide: Primary Sources." *Research Guides*, 25 Aug. 1997, research.lib.buffalo.edu/american-literature-research/primary-sources.
- Poetry Foundation*, Poetry Foundation, www.poetryfoundation.org/.

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

Semester	Course Code		Title of the Course								Hours	Credit
II	21PEN2CC05		CORE-5: AMERICAN LITERATURE								6	5
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	1	2	3	1	3	2	3	2.3	
CO -2	2	2	1	1	3	2	1	3	3	2	2.0	
CO -3	2	2	1	3	3	2	1	2	3	3	2.2	
CO -4	2	3	3	2	3	2	1	2	3	2	2.3	
CO -5	3	2	2	3	2	3	2	2	2	3	2.4	
Mean Overall Score											2.2	
Result											High	

Semester	Course Code	Title of the Course	Hours	Credits
<b>II</b>	<b>21PEN2CC06</b>	<b>CORE – 6: INTRODUCTION TO LITERARY THEORIES</b>	<b>5</b>	<b>5</b>

CO No.	CO–Statements On successful completion of this course, students will be able to	Cognitive Levels ( K–Levels)
<b>CO-1</b>	identify the recent trends and theories of literary criticism.	<b>K1</b>
<b>CO-2</b>	explain the concepts of different literary theorists.	<b>K2</b>
<b>CO-3</b>	apply various literary theories to the study and interpretation of literatures.	<b>K3</b>
<b>CO-4</b>	compare and contrast the viewpoints of various literary theories.	<b>K4</b>
<b>CO-5</b>	evaluate and organise information effectively through research projects.	<b>K5 &amp; K6</b>

**Unit – I Approaches to Literature (Wilbur Scott) (15 Hours)**

1. Moral approach
2. Psychological approach
3. Sociological approach
4. Formalist approach
5. Archetypal approach

**Unit – II Language Oriented Literary Theories (15 Hours)**

6. Formalism
7. New Criticism
8. Structuralism
9. Poststructuralism
10. Semiotics/ Semiology
11. Intertextuality

**Unit – III Interpretative Theories (15 Hours)**

12. Phenomenology
13. Hermeneutics
14. Discourse Analysis
15. Reader-Response Theory
16. Stylistics
17. Reception Theory

**Unit – IV Critical Theories (15 Hours)**

18. Psychoanalysis
19. Marxism
20. Neo-marxism
21. New Historicism
22. Cultural materialism
23. Narratology

## Unit – V Post-War Theories

(15 Hours)

24. Feminism
25. Modernism
26. Postmodernism
27. Posthumanism
28. Ecocriticism
29. Critical Race Theory

### Books for Study

1. Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. Oxford UP, 2017.
2. Carter, David, et al. *Literary Theory: The Pocket Essential Guide*. Matrix Digital Publishing, 2009.
3. Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. Oxford UP, 2017.
4. Carter, David, et al. *Literary Theory: The Pocket Essential Guide*. Matrix Digital Publishing, 2009.
5. Klages, Mary. *Literary Theory: A Guide for the Perplexed*. A&C Black, 2006.
6. Nayar. *Contemporary Literary And Cultural Theory: From Structuralism To Ecocriticism*. Pearson Education India, 2010.
7. Rice, Philip, and Patricia Waugh. *Modern Literary Theory: a Reader*. Arnold, 2013.
8. Fludernik, Monika. *An Introduction to Narratology*. Routledge, 2009.
9. Burke, Michael. *The Routledge Handbook of Stylistics*. Routledge, 2017.
10. Jones, Rodney H. *Discourse Analysis: A Resource Book for Students*. 2018.
12. Garrard, Greg. *The Oxford Handbook of Ecocriticism*. Oxford UP, USA, 2014.
13. Glotfelty, Cheryll, and Harold Fromm. *The Ecocriticism Reader: Landmarks in Literary Ecology*. U of Georgia P, 1996.

### Books for Reference

1. Bertens, Hans. *Literary Theory: The Basics*. 3rd ed., Routledge, 2013.
2. Culler, Jonathan. *Literary Theory: A Very Short Introduction*. Spain, OUP Oxford, 2011.
3. Eagleton, Terry. *Literary Theory: An Introduction*. John Wiley & Sons, 2011.
4. Habib, M. A. *Literary Criticism from Plato to the Present: An Introduction*. John Wiley & Sons, 2011.
5. Leitch, Vincent B., et al. *The Norton Anthology of Theory and Criticism*. 3rd ed., W.W. Norton & Company, 2018.
6. Ryan, Michael. *Literary Theory: A Practical Introduction*. John Wiley & Sons, 2017
7. Waugh, Patricia. *Literary Theory and Criticism: An Oxford Guide*. Oxford UP on Demand, 2006.

### Web Resources

1. "Introduction to Modern Literary Theory." Dr. Kristi Siegel, [www.kristisiegel.com/theory.htm](http://www.kristisiegel.com/theory.htm).
2. "Literary Theory." *Internet Encyclopedia of Philosophy / An Encyclopedia of Philosophy Articles Written by Professional Philosophers*, [iep.utm.edu/literary/](http://iep.utm.edu/literary/).
3. Purdue Writing Lab. "Introduction to Literary Theory // Purdue Writing Lab." *Purdue Writing Lab*, [owl.purdue.edu/owl/subject\\_specific\\_writing/writing\\_in\\_literature/literary\\_theory\\_and\\_schools\\_of\\_criticism/index.html](http://owl.purdue.edu/owl/subject_specific_writing/writing_in_literature/literary_theory_and_schools_of_criticism/index.html).

4. "Subject and Course Guides: Literary Criticism: Literary Theories." *Subject and Course Guides at University of Texas at Arlington*, 16 2020, [libguides.uta.edu/literarycriticism/theories](http://libguides.uta.edu/literarycriticism/theories).

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

Semester	Course Code	Title of the Course									Hours	Credit
II	21PEN2CC06	CORE – 6: INTRODUCTION TO LITERARY THEORIES									5	5
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	
Result											High	



Semester	Course Code	Title of the Course	Hours	Credits
II	21PEN2SP01	SELF PACED LEARNING: SHAKESPEARE	----	2

CO No.	CO- Statements	Cognitive Levels (K-Levels)
	On successful completion of this course, students will be able to	
CO-1	enlist the literary techniques employed by Shakespeare in his plays and sonnets.	K1
CO-2	explain the socio-politico, cultural and historical contexts of the works of Shakespeare.	K2
CO-3	classify the plays according to their genres and sources.	K3
CO-4	analyze the development of various themes of the plays.	K4
CO-5	assess the plots and characters of the plays of Shakespeare.	K5

### Unit-I : Tragedy (Detailed)

1. *Hamlet*

### Unit-II : Tragedy (Non-Detailed)

2. *Othello*

### Unit-III : History play (Non-Detailed)

3. *Richard II*

4. *Sonnets (8, 46, 144)*

### Unit – IV: Comedy (Detailed)

5. *Twelfth Night*

### Unit – V: Tragicomedy (Non-Detailed)

6. *The Merchant of Venice*

### Books for Study

- Shakespeare, William. *Hamlet. New Clarendon Edition*. OUP, 1961.  
Unit-I
- Shakespeare, William. *Othello. New Clarendon Edition*. OUP, 2016.  
Unit-II
- Shakespeare, William. *Richard II. New Clarendon Edition*. OUP, 2016.  
Unit-III
- Shakespeare, William. *Twelfth Night. New Clarendon Edition*. OUP, 2016.  
Unit-IV
- Shakespeare, William. *The Merchant of Venice. New Clarendon Edition*. OUP, 2016  
Unit-V

### Books for Reference

- Bradley, A.C. *Shakespearean Tragedy : Lectures on Hamlet, Othello, King Lear, Macbeth*, 2 edn. Macmillan, 1905.
- Chambers, K. *The Elizabethan Stage*, 4 Volumes, Oxford: 2nd CP, 1923.
- Dillon, Janette. *The Cambridge Introduction to Shakespeare's Tragedies*. CUP, 2007.
- Halliday, F.E. *A Shakespeare Companion*, Penguin, 1964.
- Hopkins, Lisa. *Beginning Shakespeare*, MUP, 2005.

## Web Resources

1. Bhadawi, M M . *Coleridge's Shakespearean Criticism* .Proquest.  
[www.royalholloway.ac.uk/08/09/2009.https://repository.royalholloway.ac.uk/file/82b07bef-b0d1-484a-aa2f-62943b6fb54d/1/10107252.pdf](http://www.royalholloway.ac.uk/08/09/2009.https://repository.royalholloway.ac.uk/file/82b07bef-b0d1-484a-aa2f-62943b6fb54d/1/10107252.pdf)
2. Britton, John. A. C. *Bradley as a Critic of Shakespearean Tragedy*.www.luc.edu. Loyola University Chicago.20/08/2011.  
[https://ecommons.luc.edu/cgi/viewcontent.cgi?article=1575&context=luc\\_diss](https://ecommons.luc.edu/cgi/viewcontent.cgi?article=1575&context=luc_diss)
3. Hinton, Peter. *William Shakespeare :An overview of his life, times and work.*.  
www.artsalive.ca.NAC English Theatre Company. 8/01/2008.  
[http://artsalive.ca/pdf/eth/activities/shakespeare\\_overview.pdf](http://artsalive.ca/pdf/eth/activities/shakespeare_overview.pdf)
4. Menon, Narayanan. *Shakespeare Criticism; An Essay in Synthesis*.  
www.collegetsm.com.Humphry Milford OUP.08/04/2020.  
<http://www.collegetsm.net/wp-content/uploads/2020/04/GIPE-011322.pdf>

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

Semester	Course Code	Title of the Course				Hours	Credit				
II	21PEN2SP01	SELF PACED LEARNING: SHAKESPEARE				-	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	2	2	1	3	2	2	3	2	2.2
CO-2	2	3	2	1	2	3	2	3	2	1	2.1
CO-3	3	1	2	3	2	1	3	2	3	2	2.2
CO-4	2	3	2	2	1	3	1	2	2	3	2.1
CO-5	2	2	3	2	2	3	2	2	2	3	2.3
Mean Overall Score											2.20
Result											High

Semester	Course Code	Title of the Course	Hour	Credits
II	21PEN2ES02	<b>DSE-2: ENGLISH LANGUAGE TEACHING IN PRACTICE</b>	5	4

CO No.	CO–Statements	Cognitive Levels (K–Levels)
	On successful completion of this course, students will be able to	
CO-1	identify different teaching skills	K1
CO-2	explain the methods and approaches of language teaching	K2
CO-3	experiment the receptive and productive skills while preparing a lesson plan	K3
CO-4	analyze the impact of teaching methods and techniques	K4
CO-5	prepare language tasks based on literature	K5

**Unit-I: Introduction to English Language Teaching (15 Hours)**

1. Reality of a second-language classroom
2. The classroom setting
3. Teacher talk: traditional and communicative

**Unit -II: Teaching Vocabulary & Grammar (15 Hours)**

4. Vocabulary teaching techniques
5. Teaching grammar communicatively
6. Teaching practice

**Unit-III: Teaching Receptive Skills (15 Hours)**

7. Teaching listening skills
8. Teaching speaking skills
9. Teaching practice

**Unit IV: Productive Skills (15 Hours)**

10. Teaching reading skills
11. Teaching writing skills
12. Teaching practice

**Unit-V: Teaching English through Literature & Short Films (15 Hours)**

13. Creative use of poetry, short stories & one-act plays
14. Using videos
15. Teaching practice

**Books for Study**

1. Bilbrough, Nick. *Dialogue Activities: Exploring Spoken Interaction in the Language Class*. Cambridge University Press, 2007.
2. Brookes, Arthur, and Peter Grundy. *Beginning to Write: Writing Activities for Elementary and Intermediate Learners*. Cambridge Univ. Press, 2006.
3. Chaudron, Craig. *Second Language Classrooms: Research on Teaching and Learning*. Cambridge Univ. Press, 2004.
4. Lazar, Gillian. *Literature and Language Teaching: a Guide for Teachers and Trainers*. Cambridge University Press, 2013.

5. Redman, Stuart, et al. *A Way with Words: Resource Pack 2*. Cambridge University Press, 2004.
6. Tileston, Donna Walker. *What Every Teacher Should Know about Using Media and Technology*. Corwin Press, 2004.
7. Ur, Penny, and Michael Swan. *Grammar Practice Activities: a Practical Guide for Teachers*. Cambridge University Press, 2017.

### Books for Reference

1. Chaudron, Craig. *Second Language Classrooms: Research on Teaching and Learning*. Cambridge Univ. Press, 2004.
2. Harmer, Jeremy. *The Practice of English Language Teaching*. Longman, 2003.
3. Nunan, David. *Practical English Language Teaching: Grammar*. McGraw Hill, 2005.
4. Richards, Jack C., and Theodore Stephen Rodgers. *Approaches and Methods in Language Teaching*. Cambridge University Press, 2018.
5. Ur, Penny. *A Course in English Language Teaching*. Langara College, 2018.
6. Watkins, Peter. *Learning to Teach English*. Delta Publishing, 2015.

### Web Resources

7. *ESLPod.com*, [tv.eslpod.com/](http://tv.eslpod.com/).
8. *ESOL Courses - Free English Lessons Online*. [www.esolcourses.com/](http://www.esolcourses.com/).
9. "Learning English." *BBC Learning English*, BBC, [www.bbc.co.uk/learningenglish](http://www.bbc.co.uk/learningenglish).
10. Emma. "English Language Teaching Reference Books Archives." *Online English Language Teacher Training Courses*, 5 Mar. 2020, [eltcampus.com/tag/english-language-teaching-reference-books/](http://eltcampus.com/tag/english-language-teaching-reference-books/).
11. Farrell, Thomas S. C. "Second Language Teacher Education: A Reality Check ..." *Springer Link*, Palgrave Macmillan, London, [link.springer.com/chapter/10.1057%2F9781137440068\\_1](http://link.springer.com/chapter/10.1057%2F9781137440068_1).

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

Semester	Course Code					Title of the Course					Hours	Credit
II	21PEN2ES02					DSE-2: ENGLISH LANGUAGE TEACHING IN PRACTICE					5	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	2	3	2	2	3	2	3	3	2.5	
CO -2	3	2	3	2	2	3	3	2	2	2	2.4	
CO -3	2	3	2	3	3	3	2	2	3	2	2.5	
CO -4	3	2	2	3	3	3	3	2	3	2	2.6	
CO -5	2	3	2	3	2	3	2	3	2	3	2.5	
Mean Overall Score											2.5	
Result											High	

Semester	Course Code	Title of the Course	Hours	Credits
II	21PSS2SE01	SEC: SOFT SKILLS	4	3

### **Programme Specific outcomes (PSOs)**

#### **After the successful completion of the course, students will learn:**

- the dynamics of effective and professional communication skills and put them into daily use
- to write a Professional resume using creative methods of online platforms
- the dynamics of interview skills and GD preparations and presentations in public platforms and present the best of themselves as job seekers
- to understand, analyze and express their personality styles and personal effectiveness in various environments
- to learn and update themselves with the required knowledge in Numerical ability and Test of Reasoning for competitive examinations

### **Course outcomes (COS)**

#### **Upon completion of this course, students will:**

- be exposed and trained in various nuances of Soft Skills in a Professional manner responding to the requirements of national and international market
- be able to synthesize the knowledge and practical skills learnt to be personal effective in any managerial positions
- be equipped to construct plans and strategies to work for better human society
- be able to illustrate the problems at work and home and design solutions and maintain a balance of work and home• be able to connect on a continuum and maintain growth and sustainability and creativity in employment that increases in productivity, profit for individuals and the society.

### **Module 1: Effective Communication & Professional communication**

Effective communication: Definition of communication, Process of Communication, Barriers of Communication, Non-verbal Communication. JOHARI Window as a tool of effective communication.

Professional Communication: The Art of Listening, The passage, Kinesthetic, Production of Speech, Speech writing , Organization of Speech, Modes of delivery, Conversation Techniques, Good manners and Etiquettes, Different kinds of Etiquettes, Politeness markers.

### **Module II. Resume Writing & Interview Skills**

**Resume Writing:** Meaning and Purpose. Resume Formats. Types of s Resume. Functional and Mixed Resume, Steps in preparation of Resume, Model resumes for an IT professional Chronological, Types of interviews, Creative resumes using online platforms

**Interview Skills:** Common interview questions, Dos and Don'ts for an interview, Attitude, Emotions, Measurement, Body Language, Facial expressions, Different types of interviews, Telephonic interviews, Behavioral interviews and Mock interviews (Centralized).

### **Module III: Group Discussion & Team Building**

**Group Discussion:** Group Discussion Basics, GD as the first criterion for selecting software testers, Essentials of GD, Factors that matter in GD, GD parameters for evaluation, Points for GD Topics, GD Topics for Practice, Tips for GD participation. Video shooting of GD presentation & Evaluation (Centralized)

**Team Building:** Characteristics of a team, Guidelines for effective team membership, Pedagogy of team building, Team building skills. Team Vs Group – synergy, Types of synergy, Synergy relates to leadership, Stages of Team Formation, Broken Square-Exercise, Leadership, Leadership styles, Conflict styles, Conflict management strategies & Exercises

#### **Module IV: Personal Effectiveness**

Personal Effectiveness: Self Discovery: Personality, Characteristics of personality, kinds of self, Personality inventory table, measuring personality, intelligence and Exercises

Self Esteem: Types -High & Low self esteem, Ways of proving self esteem, Hypersensitive to criticism, activities. Goal setting: Goal setting process, Decision making process & Exercises.

Stress Management: Identifying stress, Symptoms of stress, responding to Stress, Sources of stress, coping with stress and managing stress.

#### **Module V: Numerical Ability**

Average, Percentage, Profit and Loss, Problems of ages, Simple Interest, Compound Interest, , Area, Volume and Surface Area, Illustration, Time and Work, Pipes and Cisterns, Time and Distance, Problems on Trains, Illustrations, Boats and Streams, Calendars and Clocks.

#### **Module VI: Test of Reasoning**

Verbal Reasoning: Number series, letter series, coding and decoding, logical sequence of words, Assertion and Reasoning, Data Sufficiency, Analogy, Kinds of relationships.

**Non-Verbal Reasoning: Completion of** Series, Classification, analogical, Pattern comparison, Deduction of figures out of series, Mirror Reflection Pattern, Hidden figures, Rotation pattern, Pattern completion and comparison, Sense of direction, Blood relations.

#### **Text cum Exercise book**

Melchias G, Balaiah John, John Love Joy (Eds), 2018. *Winners in the Making: A primer on soft skills*. SJC, Trichy.

#### **References**

- \* Aggarwal, R.S. *Quantitative Aptitude*, S.Chand & Sons
- \*.Aggarwal, R.S. (2010). *A Modern Approach to Verbal and Non Verbal Reasoning*. S.Chand & CO, Revised Edition.
- \* Covey, Stephen. (2004). *7 Habits of Highly effective people*, Free Press.
- \* Egan, Gerard. (1994). *The Skilled Helper* (5<sup>th</sup> Ed). Pacific Grove, Brooks/Cole.
- \* Khera ,Shiv (2003). *You Can Win*. Macmillan Books , Revised Edition.

### **Other Text Books**

- \* Murphy, Raymond. (1998). *Essential English Grammar*. 2<sup>nd</sup> ed., Cambridge University Press.
- \* Prasad, L. M. (2000). *Organizational Behaviour*, S.Chand & Sons.
- \* Sankaran, K., & Kumar, M. *Group Discussion and Public Speaking* . M.I. Pub, Agra, 5<sup>th</sup> ed., Adams Media.
- \* Schuller, Robert. (2010) . *Positive Attitudes*. Jaico Books.
- \* Trishna's (2006). *How to do well in GDs & Interviews*, Trishna Knowledge Systems.
- \*\* Yate, Martin. (2005). *Hiring the Best: A Manager's Guide to Effective Interviewing and Recruiting*\*

Semester	Course Code	Title of the Course	Hours	Credits
II	21PEN2EG02A	GE-1(WS): INDIAN LITERATURE IN TRANSLATION	4	3

CO No.	CO-Statements	Cognitive Levels ( K-Levels)
	On successful completion of this course, students will be able to	
CO -1	identify the standard of Indian Literature Translated into English.	K1
CO- 2	understand the trends in Indian Literature in English.	K2
CO-3	extrapolate and appreciate the importance of translation of Indian Literature in the world arena.	K3
CO-4	trace and analyze the nuances of translation found in the works prescribed.	K4
CO-5	evaluate and create the aesthetic essence of translation while interpreting the genres of literature.	K5 & K6

#### Unit-I: Poetry (Detailed)

(12 Hours)

1. Kalithogai : Lyric 19 Kurinji Thina – what she said to her friend  
Translations by A. K. Ramanujan (1929-1993)
2. Azhagiya Periyavan : “The Word for you and Me”  
Translated by Meena Kandasamy(1984 -)
3. Uma Maheswari (1971-) : “Dosa” (translated by Pooranie Gopi)
4. Tiruvalluvar (400B.C) : *Tirukkural* - “The Excellence of Rain”  
Translated by G.U. Pope (1820-1908)

#### Unit-II: Poetry (Non-detailed)

(12 Hours)

5. Ainkurunooru : 113, 192  
Translated by A. K. Ramanujan (1929-1993)
6. Kurunthogai : 3, 68, 74, 95, 99, 221, 295, 321  
Translated by A. K. Ramanujan (1929-1993)
7. Rabindranath Tagore (1861-1941) : *Gitanjali* (lyrics 1-10)

#### Unit-III: Short Story

(12 Hours)

8. Mahasweta Devi (1926 -2016) : “Draupadi”  
Translated by Gayatri Chakravorty Spivak 1942-)
9. Ambai (1944- ) : In a Forest, a Deer: Stories  
Translated by Lakshmi Holmstrom (1935-2016)  
a. “Journey 1”  
b. “Parasakthi and others in a plastic box”

#### Unit-IV: Play (Non -Detailed)

(12 Hours)

10. Girish Karnad (1938-2019) : *Nagamandala*
11. Vijay Tendulkar (1928-2008) : *Ghashiram Kotwal*

#### Unit-V: Fiction

(12 Hours)

12. Munshi Premchand (1880-1936) : *Godan* (Translated by Jai Ratan and P Lal)
13. U.R.Ananthamurthy (1932-2014) : *Samskara – A Rite for a Dead Man*  
Translated by A.K. Ramanujan



### Books for Study

1. Ramanujan, A.K. " *Sangam Poems in English*, 8 May 2014.
2. Tagore, Rabindranath. *Gitanjali*. New Delhi: Rupa Classics, 2005, Print.
3. Ambai, *In a Forest, a Deer: Stories*, Lakshmi Holmstrom, 2011.
4. Debī, Mahāśvetā. *Breast Stories*. 1997.
5. Tendulkar, Vijay. *Ghashiram Kotwal*. Seagull Books Pvt, 2009.
6. Karnad, Girish R. *Three Plays*. 1994.
7. Murthy, U. R., and U. R. Anantamurthy. *Samskara: A Rite for a Dead Man*. Oxford UP, 1989.
8. Premchand. *Gift of a Cow: A Translation of Hindi Novel, Godaan*. 1936.

### Books for Reference

1. Abrams, M., and Geoffrey Harpham. *Bundle: A Glossary of Literary Terms, 11th + Enhanced InSite for Handbook 1-Semester Printed Access Card*. 11th ed., Cengage Learning, 2014.
2. Walsh, William. *Readings from Commonwealth Literature*. Oxford: Clarendon Press, 1973.
3. Iyengar, K. R. *Indian Writing in English*. Asia Publishing House, 1973.

### Web Resources

1. Ramanujan, A.K. " *Sangam Poems in English*, [sangampoemsinenglish.wordpress.com/sangam-tamil-scholar-a-k-ramanujan](http://sangampoemsinenglish.wordpress.com/sangam-tamil-scholar-a-k-ramanujan)
2. Modern Tamil Poetry <http://chenthil.blogspot.in/2008/04/samples-of-modern-tamil-poetry.html>
3. Ramanujan, A.K. " *Sangam Poems in English*, <https://sangampoemsinenglish.wordpress.com/sangam-tamil-scholar-a-k-ramanujan/> <http://www.edubilla.com/tamil/moothurai/>
4. Ramanujan, A.K. " *Sangam Poems in English*, <https://sangampoemsinenglish.wordpress.com/sangam-tamil-scholar-a-k-ramanujan/>
5. Ambai: *In a Forest, a Deer: Stories* <https://www.amazon.in/Forest-Deer-Stories-Ambai/dp/0195683145>
6. Basheer, Vaikom Muhammed. *Poovan Banana and Other Stories*. <https://www.amazon.in/Poovan-Banana-Stories-Muhammad-Basheer/dp/0863115535>

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

Semester	Course Code		Title of the Course								Hours	Credit
II	21PEN2EG02A		GE-1(WS): INDIAN LITERATURE IN TRANSLATION								4	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	1	3	2	3	1	2	2.2	
CO -2	3	2	2	2	2	2	3	2	2	2	2.2	
CO -3	2	3	2	1	3	2	2	3	3	1	2.2	
CO -4	3	2	1	2	3	2	2	3	2	2	2.2	
CO -5	2	3	2	2	3	2	3	1	2	2	2.2	
Mean Overall Score											2.2	
Result											High	

Semester	Course Code	Title of the Course	Hours	Credits
II	21PEN1EG02B	GE- 1(W) ENGLISH LITERATURE FOR COMPETITIVE EXAMINATIONS	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 Historical, Social and Cultural background of the authors and works that have been prescribed.	K1
CO-2	understand various literary terms that are employed in various genres of literary works.	K2
CO-3	relate the various schools of poetry with the literary movements.	K3
CO-4	analyse the major and minor literary trends of every age in British and Non-British Literature.	K4
CO-5	critically evaluate and interpret literary pieces	K5 & K6

#### **Unit-I: THE AGE OF CHAUCER (1340-1400)**

**(12 Hours)**

Historical, Social and Cultural background of the Age

##### **Poets:**

Chaucer, Sir Gawain and the Green Knight, The Pearl Poet, William Langland, John Gower.

Translators of the Holy Bible:

John Wycliffe, William Tyndale, Miles Coverdale, King James. Literary Forms/ Terms/

##### **Dramatic Devices:**

Alliterative Verse, Blank Verse, Iambic Pentameter, Heroic Poetry, Rhyme Royal, Heroic Couplet, Dream Vision, Alliteration, Assonance, Spenserian Stanza, Ottava Rima, Quatrain, Terza Rima, Couplet.

#### **THE AGE OF REVIVAL (1400 - 1550)**

Historical, Social and Cultural background of the Age, War of Roses Court

##### **Poets:**

Thomas Wyatt (1503-42); Earl of Surrey, Henry Howard (1516-47)

##### **Prose Writers:**

Sir John Fortescue, William Caxton, John Fisher, Sir Thomas Malory, Thomas More

Dramatists: Erasmus, Nicolle Machiavelli

##### **Literary Forms/ Terms/ Dramatic Devices:**

Italian Sonnet & English Sonnet, Mystery Plays, Miracle Plays, Interludes, The pastoral, Allegory, Ballads, Satire

##### **Literary Movements/ Groups/ Schools of Poetry:**

English Chaucerians, Scottish Chaucerians.

#### **THE AGE OF ELIZABETH (1550-1625)**

Historical, Social and Cultural background of the Age, First English Tragedy & First English

##### **Comedy Poets:**

Edmund Spenser, Philip Sidney, Michael Drayton

##### **Dramatists:**

University Wits, William Shakespeare-Works, Source for the works, Ben Jonson, Thomas Dekker, Thomas Middleton, John Webster, Philip Massinger, John Ford, Beaumont & Fletcher, Walter Raleigh

**Prose Writers:**

Bacon and His Essays

**Literary Forms/ Terms/ Dramatic Devices:**

Elizabethan sonnet, Elizabethan Lyric, Tragedy, Comedy, Comic Relief, Catharsis, Purgation, Hamartia, Essay, Soliloquy, Aside, Drama, Play, Romance, Irony, In Medias Res, Plot, Pun, Tragic Flaw, Exaggeration, Hyperbole, Climax, Anti-climax, Eclogue, Blank Verse, Comedy of Humours  
**Literary Movements/ Groups/ Schools of Poetry:**  
Sons of Ben

**Unit-II: PURITAN AGE (1625-1660)**

**(12 Hours)**

Historical, Social and Cultural background of the Age

**Poets:**

John Donne, Richard Crashaw, Henry Vaughan, Andrew Marvell; John Milton

**Prose Writers:**

Thomas Hobbes, Thomas Fuller, Richard Baxter

**Literary Forms/ Terms/ Dramatic Devices:**

Metaphysical Poetry, Conceit, Simile, Metaphor, Pamphlet, Apostrophe, Oxymoron, Onomatopoeia, paradox, Metonymy, Synecdoche, Epithet, Epigram, Masque.

**Literary Movements/ Groups/ Schools of Poetry:**

Spenserian Poets, Cavalier Poets; Metaphysical Poets

**RESTORATION AGE (1660-1699)**

John Dryden & His Poetry, Restoration Dramatists, Aphra Behn, Samuel Butler

**Prose Writers:**

John Bunyan

**Philosophers:**

John Locke, Diaries of John Evelyn & Samuel Pepys

**Literary Forms/ Terms/ Dramatic Devices:**

Heroic Drama, Comedy of Manners, Satire, Periodicals, Biography, autobiography, allegory, allusion, Epic, Euphemism, Invocation, Chiasmus, Zeugma

**NEO-CLASSICAL/ AUGUSTAN AGE (1700-1798)**

Historical, Social and Cultural background of the Age

**Poets:**

Alexander Pope, Dr Samuel Johnson, Thomas Grey, Robert Burns

**Dramatists:**

Oliver Goldsmith  
**Prose Writers:** Joseph Addison, Richard Steele

**Novelists:**

Jonathan Swift, Daniel Defoe, Samuel Richardson, Laurence Sterne, Henry Fielding, Tobias Smollett

**Philosophers:**

George Berkeley, Edmund Burke, Edward Gibbon, David Hume

**Literary Forms/ Terms/ Dramatic Devices:**

Periodical Essays, Novel, Epistolary Novel, Irony, Metric Lines (Diameter, Monometer, Trimeter, Tetrameter, Pentameter, Hexameter, Heptameter, Octameter), Elegy & Its Kinds, Burlesque, Short Story, Farce

**Literary Movements/ Groups/ Schools of Poetry:**

Graveyard Poetry, The Augustans

### **Unit-III: THE ROMANTIC AGE (1798-1837)**

**(12 Hours)**

#### **Historical, Social and Cultural background of the Age**

##### **Poets:**

William Blakes, William Wordsworth, S T Coleridge, Robert Southey, Young Romantics (John Keats, Byron, Shelley)

##### **Prose Writers:**

Charles Lamb, William Hazlitt, Thomas De Quincey Novelists: Gothic Novelists: Ann Radcliffe, Mary Shelley; Jacobean

##### **Novelists:**

Fanny Burney, Maria Edgeworth, Walter Scott, Jane Austen

##### **Literary Forms/ Terms/ Dramatic Devices:**

Myth, Symbolism, Diction, Willing Suspension of Disbelief, Negative Capability, Imagination, Fantasy, Ode, Dramatic persona, Poetic Justice, Cacophony & Euphony

##### **Literary Movements/ Groups/ Schools of Poetry:**

Romanticism, The Lake Poets

### **THE VICTORIAN AGE (1837-1901)**

#### **Historical, Social and Cultural background of the Age**

##### **Poets:**

Alfred Lord Tennyson, Robert Browning, Elizabeth Barrett Browning, Matthew Arnold, The Pre-Raphaelite Poets, Gerard Manley Hopkins

##### **Novelists:**

Charles Dickens & His Works, George Eliot, Elizabeth Gaskell, Bronte Sisters, W M Thackeray, Antony Trollope, George Meredith, Benjamin Disraeli, Wilkie Collins, Samuel Butler, R L Stevenson

##### **Prose Writers:**

Thomas Carlyle, Thomas Macaulay, John Henry Newman, John Stuart Mill, John Ruskin, Walter Pater

##### **Literary Forms/ Terms/ Dramatic Devices:**

Pathos, Bathos, Dramatic Monologue, Flash Back, For Shadowing, Cliché

##### **Literary Movements/ Groups/ Schools of Poetry:**

Oxford Movement, Aesthetic Movement, Pre-Raphaelite Movement/ Brotherhood, Realism

### **MODERN AGE (1910-45)**

#### **Historical, Social and Cultural background of the Age**

##### **Poets:**

W B Yeats, Henry Davies, Alfred Noyes, Edwin Muir, T E Hulme, T S Eliot, W H Auden, Stephen Spender, Louis MacNeice, John Masefield, Dylan Thomas

##### **Dramatists:**

Lady Gregory, G B Shaw, John Galsworthy, Sean O' Casey, Absurd Dramatists (Samuel Beckett, Arthur Adamov, Eugene Ionesco, Jean Genet, Harold Pinter) John Osborne

##### **Novelists:**

Thomas Hardy, Joseph Conrad, Rudyard Kipling, H G Wells, Arnold Bennett, Dorothy Richardson, G K Chesterton, William Somerset Maugham, E M Forster James Joyce, Virginia Woolf, George Orwell, Graham Greene, Katherine Mansfield, J B Priestley, Christopher Isherwood, D H Lawrence, Aldous Huxley

##### **Literary Forms/ Terms/ Dramatic Devices:**

Problem Plays, Fiction, Interior Monologue, Round Character & Flat Character, Point of View, Stream of Consciousness, Dystopian Novel, Fable, Parable, Imagery, Symbolism, Intentional Fallacy, Affective Fallacy, Objective Correlative

**Literary Movements/ Groups/ Schools of Poetry:**

Imagism, Dadaism, Surrealism, Irish Literary Revival, Absurd Theatre, Existentialism, Angry Young Men, Theatre of Cruelty, Bloomsbury Group of Poetry

**Unit-IV: CONTEMPORARY ENGLISH LITERATURE (POST 1945) (12 Hours)**

Historical, Social and Cultural background of the Age

**Poets:**

George Barker, Kathleen Jessie Raine, Elizabeth Joan Jennings, Thomas Gunn, Ted Hughes, Philip Larkin  
Dramatists: Bertolt Brecht, Tom Stoppard, John Clifford Mortimer

**Novelists:**

Charles Perey Snow, Evelyn Waugh, William Cooper, Kingsley Amis, Alan Sillitoe, William Golding, Antony Burgess, Patrick White, Irish Murdoch, Muriel Spark, Doris Lessing, Margaret Drabble

**Literary Forms/ Terms/ Dramatic Devices:**

Parody, pastiche, Intertextuality

**Literary Movements/ Groups/ Schools of Poetry:**

Epic Theatre, Movement Poets, British Poetry Revival, Modernism, Post-modernism, Black Mountain Poets, Magical Realism, Birmingham Group, Lost Generation.

**AMERICAN & OTHER NON-BRITISH LITERATURE (POST 1945)**

Historical, Social and Cultural background of American Literature.

**Poets:**

H W Longfellow, Walt Whitman, Edgar Allan Poe, James Russell Lowell, Adrienne Rich, Robert Frost, Pablo Neruda  
Prose Writers: Ralph Waldo Emerson, Henry David Thoreau

**Novelists:**

Nathaniel Hawthorne, Earnest Hemingway, Herman Melville, Leo Tolstoy, Henry James, John Stein Beck, Richard Wright, Sylvia Plath, Saul Bellow, Umberto Eco

**Dramatists:**

Arthur Miller, Tennessee Williams, Eugene O' Neill  
Literary Forms/ Terms/ Dramatic Devices: Expressionism, Impressionism.

**Literary Movements/ Groups/ Schools of Poetry:**

Transcendentalism, American Dream, Jazz Movement, Harlem Renaissance, Beat Generation, Hippie Movement, New York School of Poetry, American Romanticism, Dark Romanticism, Naturalism, Symbolism, Performance Poetry

**INDIAN WRITERS & WRITERS OF INDIAN DIASPORA****Poets:**

Rabindranath Tagore, Sri Aurobindo, Sarojini Naidu, Amrita Pritam, Toru Dutt, A K Ramanujan, Jayanta Mahapatra, Amrita Pritam

**Novelists:**

Raja Rao, R K Narayan, Mulk Raj Anand, Munshi Premchand, Ruskin Bond, Arundhati Roy, Kamala Das, Anita Desai, Kiran Desai, Sashi Deshpande, Khushwant Singh, V S Naipaul, Monohar Malgaonkar, Salman Rushdie, Bhabani Bhattacharya, Ruskin Bond, Nirad C Chaudhari, Vikram Seth, Arun Joshi, Amitav Ghosh, G V Desani, Bankim Chandra Chatterjee, Rohinton Mistry, Shashi Tharoor, Shobhaa De, Indira Goswami, Bama, Sivakami, Nayantara Sehgal, Bapsi Sidhwa, Michael Ondaatje, Chitra Banerjee Divakaruni, Vikram Chandra, Taslima Nasrin, Faiz Ahmed Faiz, U. R. Anantha Murthy, Jhumpa Lahiri, Upamanyu Chatterjee, Aravind Adiga, Arun Joshi, Chetan Bhagat, Indira Goswami, Indira Parthasarathy, Manju Kapur, Mrinal Pande, Vikas Swarup, Sudha Murthy

**Prose Writers:**

Mahatma Gandhi, Jawaharlal Nehru, C. Rajagopalachari, B. R. Ambedkar, Jayakanthan, Kalki Krishnamurthy, Dramatists: Girish Karnard, Vijay Tendulkar, Gurcharan Das, Asif Currimbhoy, Badal Sircar.

#### **Unit-V:**

**(12 Hours)**

#### **CANADIAN WRITERS:**

Margaret Atwood, Robertson Davies, Mordecai Richler, Alice Munro, Farley Mowat, Michael Ondaatje, Robert James Sawyer, Douglas Coupland, Leonard Cohen, Margaret Avison, Thomas King, Stephen Leacock, Robert Kroetsch, Mordecai Richler, Sinclair Ross, W.W. Ross, Margaret Laurence, Eden Robinson, Lucy Maude Montgomery, David Brooks, Naomi Klein, Ian Adams, Dianne Warren.

#### **AFRICAN & AFRO-AMERICAN WRITERS:**

Chinua Achebe, Wole Soyinka, Amos Tutuola, Camara Laye, Dinaw Mengestu, Mariama Ba, Buchi Emecheta, Bessie Head, Ousmane Sembane, Ngugi Wa Thiong'o, Nadine Gordimer, J. M. Coetzee, Mary Watson, Lauretta Ngcobo, Tsitsi Dangarembga, Mwana Kuponu, Ama Ata Aidoo, Chimamanda Ngozi Adichie, Ben Okri, Donald Woods, Langston Hughes, Anne Spencer, Maya Angelou, Yusuf M Adamu.

**Literary Movements/ Groups/ Schools of Poetry:** Negritude

#### **AUSTRALIAN WRITERS:**

Sally Morgan, Jean Devanny, Peter Carey, A.A Philips, A.D. Hope, A. L. McCann, Thomas Keneally, Patrick White, Morris West, Judith Wright, David Malouf, Carol Ann Duffy, Annie Finch, Geraldine Brooks, Henry Lawson, Paul Jennings, Kerry Greenwood, Matthew Reilly, Tim Winton, Liane Moriarty, John Flanagan.

### **LITERARY CRITICISM & THEORY**

#### **Types of Literary Criticism:**

Mimetic, Pragmatic, Expressive, Objective, Historical, Didactic & Biographical Criticism

#### **Major Critical Movements:**

Russian Formalism, Archetypal Criticism, New Criticism, Phenomenological Criticism, Feminist Criticism (Gynocriticism, Ecriture Feminine, Phallogocentrism, Three Waves of Feminism), Structuralism, Deconstruction (Aporia, Differance), Reader Response Criticism (Interpretative Communities, Horizon of Expectations, Implied Reader), New Historicism (Discourse), Post Colonial Theory (Alterity, Hybridity), Modernism, Postmodernism

#### **Important Critics and their Works:**

Socrates, Aristotle, Plato, I A Richards, Northrop Frye, F R Leavis, Jacques Derrida, Michael Foucault, Roland Barthes, Louis Althusser, Raymond Williams, Edward Said, Wolfgang Iser, Homi K Bhabha, Cleanth Brooks, R P Blackmur, John Crowe Ransom, Stephen Greenblatt.

#### **Books for Study**

1. Abrams, M., and Geoffrey Harpham. *Bundle: A Glossary of Literary Terms, 11th + Enhanced InSite for Handbook I-Semester Printed Access Card*. 11th ed., Cengage Learning, 2014.
2. Blamires, Harry. *A Short History of English Literature (Second Edition)*. 1st ed., Routledge, 1984.
3. Darpan, Pratiyogita. *U.G.C.-NET/JRF/SET Teaching & Research Aptitude (General Paper-1)*. Upkar Prakashan, 2010.
4. Experts, Disha. *20 Sets UGC NET 2019 Paper 1 Phase I & II Solved Papers*. Disha Publications, 2020.

- Jain, B. B. *An Objective History of English Literature Through Multiple-Choice Questions (for UGC-NET/SLET,TGT & PGT)*. Upkar Prakashan, 2010.

### Books for Reference

- Birch, Dinah. *Oxford Companion to English Literature*. 2014, Print.
- Blamires, Harry. *A History of Literary Criticism*. Macmillan, 1992, Print.
- Carter, David R. *Literary Theory*. Pocket Essentials, 2006, Print.
- Carter, Ronald, and John McRae. *The Routledge History of Literature in English: Britain and Ireland*. Routledge, 2010, Print.
- Compton-Rickett, Arthur. *A History of English Literature*. Nabu Press, 2010.
- Daiches, David. *A Critical History of English Literature in Two Volumes; Volume 1 and Volume 2*. First UK Edition, The Ronald Press/, 1960.
- Eagleton, Terry. *Literary Theory: An Introduction*. 3rd ed., Univ Of Minnesota Press, 2008.
- Iyengar, Srinivasa. *Indian Writing in English*. Rev Upd, Sterling, 2013.
- Trivedi, R. *A Compendious History of English Literature*. Vikas Pub. House, 1976.

### Web Resources

- English Literature Web Sites Essays Books & Forum*, [www.literature-study-online.com/](http://www.literature-study-online.com/).
- "Figure of Speech." *Literary Devices*, 23 Sept. 2020, [literarydevices.net/figure-of-speech/](http://literarydevices.net/figure-of-speech/).
- "Literature | Definition, Scope, Types, & Facts." *Encyclopedia Britannica*, [www.britannica.com/art/literature](http://www.britannica.com/art/literature).
- Literary Devices*, [literary-devices.com/](http://literary-devices.com/).
- Purdue Writing Lab. "Introduction to Literary Theory// Purdue Writing Lab." *Purdue Writing Lab*, [owl.purdue.edu/owl/subject\\_specific\\_writing/writing\\_in\\_literature/literary\\_theory\\_and\\_schools\\_of\\_criticism/index.html](http://owl.purdue.edu/owl/subject_specific_writing/writing_in_literature/literary_theory_and_schools_of_criticism/index.html).
- "VoS: Literature (in English)." *VoS: Voice of the Shuttle*, [vos.ucsb.edu/browse.asp?id=3](http://vos.ucsb.edu/browse.asp?id=3).

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

Semester	Course Code		Title of the Course								Hours	Credit
II	21PEN1EG02B		GE-1: ENGLISH LITERATURE FOR COMPETITIVE EXAMINATIONS								4	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	2	3	2	3	3	2.5	
CO -2	3	2	3	2	2	3	3	2	2	2	2.4	
CO -3	2	3	2	3	3	3	2	2	3	2	2.5	
CO -4	3	2	2	3	3	3	3	2	3	2	2.6	
CO -5	2	3	2	3	2	3	2	3	2	3	2.5	
Mean Overall Score											2.5	
Result											High	

Semester	Course Code	Title of the Course	Hours	Credits
III	21PEN3CC07	<b>CORE-7: BRITISH LITERATURE-III (1798-1914)</b>	7	6

CO No.	CO-Statements	Cognitive Levels (K-Levels)
	On successful completion of this course, students will be able to	
CO 1	recall and appreciate the socio-cultural background of the literary works.	K1
CO 2	identify and familiarize the literary devices and techniques.	K2
CO 3	demonstrate the difference between Romantic literary period and other literary periods.	K3
CO 4	explain the ethical and spiritual values found in these literary work.	K4
CO 5	assess and write the ideas of major writers of the period and their works.	K5 & K6

#### Unit-I: Poetry (Detailed)

(21 hours)

1. William Wordsworth (1770 - 1850) : "Tintern Abbey"
2. Samuel Taylor Coleridge (1772 - 1834) : "Frost at Midnight"
3. Percy Bysshe Shelley (1792 - 1822) : "Ode to a Skylark"
4. John Keats (1795 - 1821) : "Ode to Psyche"

#### Unit-II: Poetry (Non-detailed)

(21 hours)

5. William Blake (1757 - 1827) : "Jerusalem"
6. Lord Byron (1788 - 1824) : "When We Two Parted"
7. Alfred Lord Tennyson (1809 - 1892) : "The Brook"
8. Robert Browning (1812 - 1889) : "Two in the Campagna"
9. Matthew Arnold (1822 - 1888) : "Shakespeare"
10. Dante Gabriel Rossetti (1828 - 1882) : "The Blessed Damozel"
11. Gerard Manley Hopkins (1844 - 1889) : "Pied Beauty"

#### Unit-III: Prose (Detailed)

(21 hours)

12. Charles Lamb (1775 - 1834) : "Dream Children - A Reverie"
13. Bertrand Russell (1872 - 1870) : "The Basis of an Ideal Character"

#### Unit-IV: Prose (Non-detailed)

(21 hours)

14. Charles Lamb (1775 - 1834) : "South Sea House"
15. William Hazlitt (1778 - 1830) : "On Criticism"
16. Thomas De Quincey (1785 - 1859) : "On the Knocking at the Gate in *Macbeth*"

#### Unit-V: Fiction

(21 hours)

17. Sir Walter Scott (1771 - 1832) : *Ivanhoe*
18. Jane Austen (1775 - 1817) : *Sense and Sensibility*
19. Charles Dickens (1812 - 1870) : *Great Expectations*
20. Thomas Hardy (1840 - 1928) : *Tess of D'Urbervilles*

#### Books for Study

1. Green, David. (Ed). *The Winged Word*. Chennai: Macmillan, 2012. Unit-I,II



2. Austen, Jane, and James Kinsley. *Sense and Sensibility*. OUP, 1998. Unit-V
3. Dickens, Charles, et al. *Great Expectations*. OUP, 1998. Unit-V
4. Hardy, Thomas. *Tess of the D'Urbervilles*. Penguin Books, 2002. Unit-V
5. Scott, Walter. *Ivanhoe*. Constable, 1820. Unit-V

### Books for Reference

1. Maus, Katharine Eisaman, et al. *The Norton Anthology of English Literature*. Norton, 2018.
2. Hewett, R.P. *A Choice of Poets*. London: George G. Harrap & Co., 1969.
3. Karlin, Daniel. Ed. *The Penguin Verse of Victorian Verse*. Penguin, 2002.
4. Hamilton, Ion. Ed. *The Oxford Companion to Poetry in English*. OUP, 1994.
5. Roberts, Michael. Ed. *Faber Book of Modern Verse*. Milestone Publication, 2000.

### Web Resources

1. Hariyani, Vaidehi. "The Winged Word"- David Green, Blogger, 1 Feb. 2017, [vaidehi09.blogspot.com/2016/09/winged-word-david-green.html](http://vaidehi09.blogspot.com/2016/09/winged-word-david-green.html).
2. "Great Expectations." *Encyclopædia Britannica*, Encyclopedia Britannica, Inc., [www.britannica.com/topic/Great-Expectations-novel-by-Dickens](http://www.britannica.com/topic/Great-Expectations-novel-by-Dickens).
3. "Sense and Sensibility." *Encyclopædia Britannica*, Encyclopedia Britannica, Inc., [www.britannica.com/topic/Sense-and-Sensibility](http://www.britannica.com/topic/Sense-and-Sensibility).
4. "Tess of the D'Urbervilles." *Encyclopædia Britannica*, Encyclopedia Britannica, Inc., [www.britannica.com/topic/Tess-of-the-DUrbervilles](http://www.britannica.com/topic/Tess-of-the-DUrbervilles).

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

Semester	Course Code	Title of the Course									Hours	Credits
III	21PEN3CC07	CORE-7: BRITISH LITERATURE-III (1798-1914)									7	6
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	2	2	2	1	3	2	2	2	2	
CO -2	3	3	3	3	3	3	3	3	3	3	3	
CO -3	3	3	3	3	3	3	3	3	3	3	3	
CO -4	3	3	3	3	3	3	3	3	3	3	3	
CO -5	3	3	3	3	3	2	3	3	3	3	2.9	
Mean Overall Score											2.78	
Result											High	

Semester	Course Code	Title of the Course	Hours	Credits
III	21PEN3CC08	<b>CORE – 8: COMPARATIVE LITERATURE AND TRANSLATION STUDIES</b>	7	6

CO No.	CO-Statements	Cognitive Levels (K-Levels)
	On successful completion of this course, students will be able to	
CO-1	know the methodology and its application on genealogy, thematology and the reception of literary and non-literary texts.	K1
CO-2	express that translation is indispensable to uphold the value of Regional Literatures.	K2
CO-3	show how effectively Comparative Literature can be applied to study Cultural Studies.	K3
CO-4	compare and contrast the ideologies of different schools in literary history and identify the problems of periodization.	K4
CO-5	inspect the distinctions that prevail in varied influence and reception studies.	K5

#### **Unit -- I (21 Hours)**

Comparative Literature - its definition and scope - The different Schools and their specialization - Literary History and its problems concerning Periodization.

#### **Unit -- II (21 Hours)**

Study of Themes or Thematology - Definition of the terms Subject (*stoff*), text, work, theme, motif - Views of Harry Levin - Ulrich Weisstein - Raymond Trousson - S.S. Praver  
Practice: Bacon's (Of Friendship) & Thirukural (Natppu) will be compared.

#### **Unit -- III (21 Hours)**

Influence and Reception studies - Distinction between 'Reception' and 'Influence' - Influence and Imitation - Reception and Survival - Reception and Communication - Influence, Analogy, Tradition.  
Practice: Julius Caesar (Reception Study -Roman History)

#### **Unit -- IV (21 Hours)**

Translation Studies - Inevitable segment within CL -Vital intermediaries - Views of J.T. Shaw, Theodore Savory - Horst Frenz.  
Practice: Translation of simple poems, riddles, proverbs

#### **Unit -- V (21 Hours)**

Interdisciplinary Studies - Comparative Cultural Studies - Literature and Sociology / Psychology / Philosophy / Religion / Painting - Steven Zepetnek's views.

- Practice: (i) Keats and Kannadasan can be compared (Literature & Sociology / Philosophy)  
(ii) *Sons and Lovers* by D.H. Lawrence & *Sins of Appu's Mother* (Amma Vandhal by Janaki Raman) (Literature & Psychology)  
(iii) *The Book of Job* & *Raja Harichandra* can be compared (Literature & Religion)

### Book for Study

1. Subramaniam, N, Srinivasan, Padma and Balakrishnan G.R. eds. *Introduction to the Study of Comparative Literature Theory and Practice*. Tamilnadu: Teesi Publications, 1997.

### Books for References

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. Zepetnek, Steven. *Comparative Literature :Theory, Method, Application*, December 1998  
<https://www.univie.ac.at/constructivism/pub/totosy98/1.html>
2. Vishwanathan, Priya. *Epitome of Truth*, March 2020  
<https://www.dollsofindia.com/library/harishchandra/>
3. "LibriVox Forum." *LibriVox Forum - Index Page*,  
[forum.librivox.org/viewtopic.php?t=70718](http://forum.librivox.org/viewtopic.php?t=70718).

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

Semester	Course Code		Title of the Course								Hours	Credit
III	21PEN3CC08		CORE – 8: COMPARATIVE LITERATURE AND TRANSLATION STUDIES								7	6
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	2	3	3	3	1	3	1	3	2.4	
CO -2	1	3	2	2	3	3	3	3	3	2	2.5	
CO -3	2	1	1	3	3	3	2	3	2	3	2.3	
CO -4	1	1	2	1	2	2	2	3	3	2	1.9	
CO -5	3	3	3	2	3	3	3	3	2	3	2.8	
Mean Overall Score											2.38	
Result											High	

Semester	Course Code	Title of the Course	Hours	Credits
III	21PEN3CC09	CORE-9: GENDER STUDIES	7	6

CO No.	CO-Statements	Cognitive Levels (K-Levels)
	On successful completion of this course, students will be able to	
CO-1	recognize and identify the key concepts in study of gender.	K1
CO-2	discuss the intersecting dimensions of oppression and subordination on various platforms and attempt to solve problems related to gender.	K2
CO-3	apply the knowledge gained in analysing the condition of gender-based experiences of human beings in literature and the society.	K3
CO-4	criticize the stereotypical and ideological constructs that make subordination and discrimination an inevitable condition.	K4
CO-5	evaluate and integrate the social conditions expressed in literature and generate ideas on ways to establish gender equity.	K5 & K6

#### Unit-I (21 Hours)

- Gender and Gender Perspectives of Body, Feminisms, Queer Studies (LGBTQIA+)
  - From Chris Barker's *Cultural Studies: Theory and Practice* (pp. 350-399)
- Sex, Gender and Identity  
Sexed Subjects  
Men and Masculinity  
Gender, Representation and Media Culture

#### Unit-II (21 Hours)

- Katherine Mansfield (1888-1923) : "The Fly" (Short Story) (New Zealand)
- Charlotte Perkins Gilman (1860-1935) : "The Yellow Wallpaper" (Short Story)(American)
- Lynn Nottage (1964- ) : *Sweat* (Play) (African American)
- Naomi Wolf (1962- ) : *The Beauty Myth* (Non-fiction) (African American)
- Dale Spender (1943-) : *Man Made Language*

#### Unit-III (21 Hours)

- Rabindranath Tagore (1861-1941) : "The Wife's Letter" (Short Story) (Indian)
- Munshi Premchand (1880-1936) : "The Chess Players" (Short Story) (Indian)
- Taylor Mac (1973- ) : *Hir* (Play) (American)
- bell hooks (1952-) : *We Real Cool: Black Men and Masculinity* (African American)

#### Unit IV Transgender Literature (21 Hours)

- Virginia Woolf (1882-1941) : *Orlando* (Novel) (English)
- Laxmi Narayan Tripathi (1979- ) : *Me Hijra, Me Laxmi* (Autobiography) (Indian)

#### Unit V – Lesbian and Gay Literature (21 Hours)

- Chinelo Okparanta (1981- ) : *Under the Udala Trees* (Novel) (Nigerian)
- Alice Walker (1944- ) : *The Color Purple* (Novel) (African American)

- |                               |   |
|-------------------------------|---|
| 16. Vasudhendra (1969- )      | : <i>Mohanaswamy</i> (Novel) (Indian)           |
| 17. Shyam Selvadurai (1965- ) | : <i>Funny Boy</i> (Novel) (Srilankan Canadian) |

### Books for study

1. Bradley, Harriet. *Gender*. Polity, 2012.
2. Gould, Carol C.(Ed). *Gender: Key Concepts in Critical Theory*. Humanity Books, 1997.
3. Barker, Chris. *Cultural Studies: Theory and Practice*.5th Ed. Sage, 2005.
4. Spender, Dale. *Man Made Language*. Pandora, 1987.
5. hooks, bell. *We Real Cool: Black Men and Masculinity*. Routledge, 2003.
6. Laxmi Narayan Tripathi – *Me Hijra, Me Laxmi*, OUP, 2015.
7. Mac, Taylor. *Hir*. Northwestern University Press, 2016.
8. Nottage, Lynn. *Sweat*. Theatre Communications Group Inc., 2017.
9. Okparanta, Chinelo. *Under the Udala Trees*. Gran Books, 2015.
10. Selvadurai, Shyam. *Funny Boy*. Penguin India, 2000.
11. Vasudhendra, *Mohanaswamy*. Harper Perennial. 2016.
12. Wolf, Naomi. *The Beauty Myth*. Vintage, 1991.
13. Woolf, Virginia. *Orlando*. Vintage Classics, 2004.
14. Walker, Alice. *The Color Purple*. W&N, 2017.

### Books for References

1. Pilcher, Jane. *50 Key Concepts in Gender Studies*. Sage Publications Ltd. 2004.
2. Evans, Mary. *Gender: The Key Concepts*. Routledge, 2012.

### Web Resources

1. Mansfield, Katherine. "The Fly - Katherine Mansfield - Comma Press".  
*Commapress.Co.Uk*, 2021,  
<https://commapress.co.uk/resources/online-short-stories/the-fly>. Accessed 20 Apr 2021.
2. Stetson., Cltarlotte Perkins. "The Yello\n \\tall-Paper." *Nih. Gov*, v  
<https://www.nlm.nih.gov/exhibition/theliteratureofprescription/exhibitionAssets/digitalDocs/The-Yellow-Wall-Paper.pdf>. Accessed 20 Apr. 2021.
3. Parabaas Inc. "A Wife's Letter: Translation of A Short Story by Rabindranath Tagore [Parabaas Translation]." *Parabaas.Com*,  
<https://parabaas.com/translation/database/translations/stories/gStreerPatra1.html>.  
Accessed 20 Apr. 2021.
4. "Youthaffairz." *Youthaffairz.In*, <https://www.youthaffairz.in/fiction1august2013.html>.  
Accessed 20 Apr. 2021.

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

Outcomes											
Semester	Course Code		Title of the Course							Hours	Credits
III	21PEN3CC09		CORE 9: GENDER STUDIES							7	6
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	2	2	2	1	3	2	2	2	2.0
CO -2	3	3	3	3	3	3	3	3	2	3	2.9
CO -3	3	3	3	3	3	3	3	3	2	3	2.9
CO -4	3	3	3	3	3	3	3	3	2	3	2.9
CO -5	3	3	3	3	3	3	3	3	2	3	2.9
Mean Overall Score											2.72
Result											High

Semester	Course Code	Title of the Course	Hours	Credits
III	21PEN3ES03A	DSE-3: CULTURAL STUDIES	5	4

CO No.	CO-Statements	Cognitive Levels (K- Levels)
CO-1	On successful completion of this course, students will be able to define Cultural Studies, situating their learning within explorations of the disciplinary and historical context of the field.	K1
CO-2	understand major theories that both influenced and evolved from Cultural Studies and their approach to high and popular culture.	K2
CO-3	utilise interdisciplinary critical perspectives to understand the diverse and contested meanings of cultural objects and processes	K3
CO-4	connect cultural knowledge to everyday life and practices.	K4
CO-5	evaluate and construct culture through oral and written modes of communication, with an emphasis on the skills of critical analysis and close reading.	K5 & K6

### Unit – I: Meaning and History

(15 Hours)

1. An Introduction to Cultural Studies
  - a. Definition of Culture (Lewis 18-22)
  - b. The Language-game of Cultural Studies (Barker and Jane 4)
  - c. Cultural Studies as Politics (Barker and Jane 5)
  - d. The Parameters of Cultural Studies (Barker and Jane 6-8)
2. Evolution of Cultural Studies
  - a. Literary Foundations of Cultural Studies: F.R. Leavis and Popular Culture (Lewis 84-90)
  - b. Culturalism and the Formation of a New Cultural Studies: The Birmingham Centre, Richard Hoggart, Raymond Williams, E.P. Thompson, and Stuart Hall (Lewis 91-106)
  - c. Internationalization of British Cultural Studies (Lewis 107-108)
  - d. The New Cultural Studies Project (Barker and Jane 28-29)
3. Central Problems in Cultural Studies (Barker and Jane 29-35)

### Unit – II: Methods

(15 Hours)

4. The Intellectual Strands of Cultural Studies (Barker and Jane 14-28)
5. Key Methodologies in Cultural Studies
  - a. Ethnography (Barker and Jane 35-38)
  - b. Textual Approaches (Barker and Jane 39-40)
  - c. Reception Studies (Barker and Jane 41)
  - d. The Place of Theory (Barker and Jane 42)

### Unit – III: Concepts

(15 Hours)

6. Key Concepts in Cultural Studies (Barker and Jane 9-13)
 

[From *The SAGE Dictionary of Cultural Studies* by Chris Barker]

  - a. Culture and Signifying Practices: Language-Game (Barker 44, 108)
  - b. Representation (Barker 177)
  - c. Cultural Materialism and Non-Reductionism (Barker 139, 173)
  - d. Articulation (Barker 8)
  - e. Power and Knowledge (Barker 161-163)

- f. Ideology and Popular Culture (Barker 97, 147)
- g. Texts and Readers (Barker 199, 172)
- h. Subjectivity and Identity (Barker 194, 93-95)
- i. Active Audience (Barker 1)
- j. Polysemy (Barker 146)
- k. Essentialism and Anti-Essentialism (Barker 61, 7)
- l. Positionality (Barker 154)
- m. Hegemony and Cultural Imperialism (Barker 84, 38)
- n. Discourse (Barker 54)
- o. Cultural Politics (Barker 41)
- p. Political Economy (Barker 145)

#### **Unit – IV: Culture, Ideology, and Language**

**(15 hours)**

- 7. Questions of Culture and Ideology
  - a. Culture is Ordinary (Barker and Jane 46-52)
  - b. High Culture / Low Culture (Barker and Jane 53-63)
  - c. Culture and the Social Formation (Barker and Jane 64-70)
  - d. The Question of Ideology (Barker and Jane 71-83)
- 8. The Linguistic Turn in Cultural Studies
  - a. Saussure and Semiotics (Barker and Jane 85-88)
  - b. Barthes and Mythology (Barker and Jane 89-93)
  - c. Derrida: Textuality and Difference (Barker and Jane 94-100)
  - d. Foucault: Discourse, Practice and Power (Barker and Jane 101-106)
  - e. Lacan: Language and Psychoanalysis (Barker and Jane 109-113)
  - f. Wittgenstein and Rorty: Language as Use (Barker and Jane 113-121)
  - g. Discourse and the Material (Barker and Jane 122-124)

#### **Unit – V: Media Culture**

**(15 hours)**

- 9. Television, Texts and Audiences
  - a. Television Today (Barker and Jane 400-402)
  - b. Television as Text: News and Ideology (Barker and Jane 403-410)
  - c. Social Media and News Reporting (Barker and Jane 411-416)
  - d. Soap Opera as Popular Television (Barker and Jane 417-420)
  - e. Television Story-telling in the 21st Century (Barker and Jane 421-427)
  - f. The Active Audience (Barker and Jane 428-434)
  - g. Television Audience and Cultural Identity (Barker and Jane 435-438)
  - h. Global Electronic Culture (Barker and Jane 443-448)
  - i. The Death of Television? (Barker and Jane 452-456)
- 10. Digital Media Culture
  - a. A Digital Revolution (Barker and Jane 457-458)
  - b. Digital Media 101 (Barker and Jane 458-464)
  - c. Digital Divides (Barker and Jane 465-468)
  - d. Cyberspace and Democracy (Barker and Jane 469-484)
  - e. The Cultural Politics of Information (Barker and Jane 485-497)
  - f. The Global Information Economy (Barker and Jane 498-512)

#### **Books for Study**

1. Barker, Chris., and Emma A. Jane. *Cultural Studies: Theory and Practice*. 5th ed



- New SAGE Publications, 2016.  
 Unit I: Pages 4-8 and 28-35  
 Unit II: Pages 14-28 and 35-42  
 Unit III: Pages 9-13  
 Unit IV: Pages 44-83, 85-106 and 109-124  
 Unit V: Pages 400-438 and 443-512
2. Barker, Chris. *The SAGE Dictionary of Cultural Studies*. SAGE Publications, 2004.  
 Unit III: Pages 1, 7-8, 38, 41, 44, 54, 61, 84, 93-95, 97, 108, 139, 145-147, 154, 161-163, 172-173, 177, 194, 199
  3. Lewis, Jeff. *Cultural Studies: The Basics*. 2nd ed. Sage Publications, 2008.  
 Unit I: Pages 18-22, and 84-108

### **Books for Reference**

1. Du Gay, P., Hall S., Janes, L., Mackay, H. and Negus, K. *Doing Cultural Studies*. Sage, 1997.
2. During, Simon. *Cultural Studies: A Critical Introduction*. Routledge, 2005.
3. Gray, A. *Research Practice for Cultural Studies*. SAGE Publications, 2003.
4. Hartley, J. *A Short History of Cultural Studies*. SAGE Publications, 2003.
5. McGuigan, J. and Gray, A. (eds). *Studying Culture: An Introductory Reader*. Edward Arnold, 1990.
6. Ogden, Daryl. *Introduction to Cultural Studies*. Pearson Custom Publishing, 2000.
7. Ryan, Michael. *Cultural Studies: A Practical Introduction*. John Wiley & Sons, 2010.
8. Storey, J. (ed.) *What is Cultural Studies?* Routledge, 1997.

### **Web Resources**

1. Hall, Stuart. "The Origins of Cultural Studies: Featuring Stuart Hall. Online video clip. *SAGE Video*. London: SAGE Publications, Ltd., 16 Apr 2015.  
<http://sk.sagepub.com/video/the-origins-of-cultural-studies-featuring-stuart-hall>
2. Parui, Avishek. "What Is Culture?" *YouTube*, NPTEL-NOC IITM, 6 May 2019, [www.youtube.com/watch?v=H4NovYHGWpM](http://www.youtube.com/watch?v=H4NovYHGWpM).  
 Parui, Avishek. *Different Interpretations Of Culture. (Marxism)*. *YouTube*, NPTEL-NOC IITM, 6 May 2019, [www.youtube.com/watch?v=sB35ZiDawBk](http://www.youtube.com/watch?v=sB35ZiDawBk).
4. Vallath, Kallyani. *Cultural Studies*. *YouTube*, 1 Dec. 2019, <https://www.youtube.com/watch?v=UJ9MtvuaGbE>.  
 Vallath, Kalyani, *Cultural Studies 1/4 Detailed Lecture by Kalyani Vallath*. *YouTube*, 30Dec. 2019, [www.youtube.com/watch?v=fX5Qu17F1Gw](http://www.youtube.com/watch?v=fX5Qu17F1Gw).
6. Vallath, Kalyani, *Cultural Studies 2/4 Detailed Lecture by Kalyani Vallath*. *YouTube*, 31 Dec. 2019, [https://www.youtube.com/watch?v=9xJ8G0\\_S\\_8k](https://www.youtube.com/watch?v=9xJ8G0_S_8k).
7. Vallath, Kalyani, *Cultural Studies 3/4 Detailed Lecture by Kalyani Vallath*. *YouTube*, 31 Dec. 2019, <https://youtu.be/NsZrVi6c7Ic>.
8. Vallath, Kalyani, *Cultural Studies 4/4 Detailed Lecture by Kalyani Vallath*. *YouTube*, 31 Dec. 2019, <https://www.youtube.com/watch?v=SHAq3EtiXSU>.

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

Outcomes												
Semester	Course Code		Title of the Course								Hours	Credit
III	21PEN3ES03A		DSE-3: CULTURAL STUDIES								5	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	2	3	3	2	2	3	3	3	2	2	2.5	
CO-2	3	3	2	3	2	3	2	3	3	3	2.7	
CO-3	3	3	3	3	3	3	3	3	3	3	3	
CO-4	2	2	2	2	3	3	2	3	3	2	2.4	
CO-5	3	3	2	2	3	2	3	2	3	3	2.6	
Mean Overall Score											2.64	
Result											High	

Semester	Course Code	Title of the Course	Hours	Credit
III	21PEN3ES03B	DSE-3: POSTMODERN STUDIES	5	4

CO No.	CO-Statements	Cognitive Levels (K-Levels)
	On successful completion of this course, students will be able to	
CO-1	identify the key concepts and literary forms in postmodern literatures	K1
CO-2	discuss and analyse postmodern discourse	K2
CO-3	distinguish various postmodern elements presented and problematized in the literary texts	K3
CO-4	examine the texts critically in relation to postmodern theory	K4
CO-5	evaluate and formulate arguments about postmodern literatures and texts	K5 & K6

#### Unit- I: Background of Postmodernism (15 Hours)

1. Modernism-Postmodernism-Origin-Definition-Characteristic features Scope

#### Unit- II: Postmodern Concepts: (15 Hours)

2. Word Play, Irony, Black Humour
3. Parody, Pastiche
4. Fabulation, Paranoia, Poiumena
5. Temporal Distortion, Fragmentation, Magic Realism
6. Indeterminacy, Maximalism and Minimalism
7. Hybridization, Technoculture and Hyperreality
8. Metafiction, Surfiction nd Historiographic Metafiction
9. Paradoxical, imagistic and Intertextuality

#### Unit- III: Poetry (15 Hours)

10. Richard Brautigan : “All Watched over by Machines of Loving Grace”
11. Robert Duncan : “Passage Over Winter”
12. Gary Soto : “How Things Work”
13. Jack Spicer : “Thing Language”
14. Charles Simic : “Eyes Fastened with Pins”
15. Rita Joe : “I Have been a Stranger in a Strange Land”

#### Unit -IV: Drama (15 Hours)

16. Heiner Muller : *Hamlet Machine*
17. Caryl Churchill : *Far Away*

#### Unit -V: Fiction (15 Hours)

18. Ken Kesey : *One Flew Over the Cuckoo's Nest*
19. Gabriel Garcia Marquez : *One Hundred Years of Solitude*
20. John Fowles : *The French Lieutenant Woman*

#### Books for Study

1. Conner, Steve. *Postmodern Culture*. Oxford: Blackwell, 1989.
2. Eagleton, Terry. *The Illusions of Postmodernism*. Oxford: Blackwell, 1989.

3. Hoffman, Gerard. *From Modernism to Postmodernism: Concepts and Strategies of Postmodern American Fiction*. Rodopi, 2005.
4. Lyotard, J.F. *The Postmodern Condition: A Report Knowledge*. MUP, 1986.
5. Turner, B. ed. *Theories of Modernity and Postmodernity*. Sage, 1990.

#### Books for Reference

1. Best, Steven, and Douglas Kellner. *Postmodern Theory: Critical Interrogations*. Palgrave Macmillan, 1991.
2. Best, Steven, and Douglas Kellner. *The Postmodern Turn*. Guilford Publications, 1998.

#### Web Resources

1. <http://https://m.poemhunter.com>. Accessed 20 Apr. 2021.
2. "Drama Online - Home." *Dramaonlinelibrary.Com*, <http://www.dramaonlinelibrary.com>. Accessed 20 Apr. 2021.
3. <http://http://www.spaceandmotion.com/Philosophy-Postmodernism.htm>. Accessed 20 Apr. 2021.

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

Semester	Course Code					Title of the Course					Hours	Credit
III	21PEN3ES03B					DSE-3: POSTMODERN STUDIES					5	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	3	2	3	3	2.5	
CO -2	3	2	3	2	2	3	3	2	2	2	2.4	
CO -3	2	3	2	3	3	3	2	2	3	2	2.5	
CO -4	3	2	2	3	3	3	3	2	3	2	2.6	
CO -5	2	3	2	3	2	3	2	3	2	3	2.5	
Mean Overall Score											2.5	
Result											High	

Semester	Course Code	Title of the Course	Hours	Credits
III	21PEN3EG02	GE-1 (BS): ENGLISH FOR EFFECTIVE COMMUNICATION	4	3

CO No.	CO-Statements On successful completion of this course, students will be able to	Cognitive Levels (K-Levels)
CO-1	Define concepts, opinions and feelings fluently with confidence.	K1
CO-2	Relate the use of words and expressions in speaking and writing.	K2
CO-3	Communicate effectively in formal and informal situations.	K3
CO-4	Deliver a formal presentation in a workplace environment.	K4
CO-5	Moderate discussions in their workplace and write reports and letters in formal style.	K5

### Unit-I

(12 Hours)

1. Introducing yourself / someone (Blundell et al. 160-163)
2. Greeting & asking how someone is (Blundell et al. 167-171)
3. Answering an introduction (Blundell et al. 164-165)
4. Starting a conversation with a stranger (Blundell et al. 159)
5. Asking for / giving / refusing permission (Blundell et al. 118-123)
6. Asking for / giving opinion (Blundell et al. 76-82)
7. Agreeing / disagreeing (Blundell et al. 92-98)
8. Saying sorry & accepting an apology (Blundell et al. 199-202)

### Unit-II

(12 Hours)

9. Understanding conversation (Hancock 90-91)
10. Pronouncing punctuation (Hancock 92-93)
11. Grouping words (Hancock 94-95)
12. Telling a story (Hancock 98-99)
13. Understanding small talk (Hancock 100-101)
14. Emphasizing added details (Hancock 108-109)
15. Emphasizing important words (Hancock 110-111)
16. Emphasizing contrasting alternatives (Hancock 112-113)

### Unit-III

(12Hours)

17. Suggesting (Blundell et al. 140-141)
18. Requesting (Blundell ET al.142-143)
19. Encouraging (Blundell et al. 144-145)
20. Persuading (Blundell et al. 145-146)
21. Complaining (Blundell ET al.147-148)

### Unit-IV

(12 Hours)

22. Saying you have no option (Blundell et al. 80-81)
23. Avoiding giving an opinion (Blundell et al. 81-82)
24. Trying to change someone's opinion (Blundell et al. 83-84)
25. Asking if someone is interested (Blundell et al. 85-86)
26. Saying you are wrong and someone else is right (Blundell et al. 99-100)
27. Saying you have reached agreement (Blundell et al. 101-102)

**Unit-V****(12 Hours)**

28. Drafting and Delivering a Speech (Rai 242-255)
29. Making Presentations (Hindle 6-9, 14-55)
30. Moderating Discussions
31. Writing Reports (Rai 226-241)
32. Writing Letters (Rai 137-168)

**Books for Study**

1. Blundell, Jon, Jonathan Higgins, and Nigel Middlemiss. *Function in English*. New Delhi: Oxford University Press, 2010.
2. Hancock, Mark. *English Pronunciation in Use: Intermediate*. New Delhi: Cambridge University Press, 2009.
3. Hindle, Tim. *Making Presentations*. London: Dorling Kindersley, 2007.

**Books for Reference**

1. Adair, John. *Effective Communication*. London: Pan Macmillan Ltd., 2003.
2. McCarthy, Michael, and Felicity O'Dell. *English Vocabulary in Use: Advanced*. Cambridge: Cambridge University Press, 2002.
3. Rai, Urmila. *English Language Communication Skills*. Mumbai: Himalaya Publishing House, 2010.

**Web Resources**

1. Chiles, David, et al. "Netiquette Rules." *Netiquette*, 8 Feb. 2021, networketiquette.net.
2. "Master Communication for Business Video Call Meetings in English." *Creativa*, 2017, www.creativa.com/courses/english-for-business-video-calls.
3. "Daily Writing Tips." *Creativa*, www.dailywritings.com. Accessed 15 Sept. 2019.

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

Semester	Course Code		Title of the Course								Hours	Credit
III	21PEN3EG02		GE-1 (BS): ENGLISH FOR EFFECTIVE COMMUNICATION								4	3
Course Outcome s (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	2	3	2	1	2	3	2.5	
CO -2	3	3	3	3	2	2	2	1	2	2	2.3	
CO -3	3	3	3	3	2	2	2	1	2	2	2.3	
CO -4	3	3	3	3	2	2	2	1	2	2	2.3	
CO -5	3	3	3	3	2	2	2	1	2	2	2.3	
Mean Overall Score											2.34	
Result											High	

Semester	Course Code	Title of the Course	Hours	Credits
IV	21PEN4CC10	<b>CORE-10: BRITISH LITERATURE-IV (1914 – TO THE PRESENT)</b>	7	6

CO No.	CO-Statements	Cognitive Levels (K - Levels)
	On successful completion of this course, students will be able to	
CO-1	recognise the literary works in line with the social, cultural and historical movements of the period.	K1
CO-2	explain the literary styles and techniques used during this literary period.	K2
CO-3	relate and prioritize the values and morals learnt in these literary works with real situation	K3
CO-4	compare and contrast the various literary movements emerged in the 20th century	K4
CO-5	evaluate and harmonize their learning in real life situations.	K5 & K6

#### Unit-I: Poetry (Detailed)

(21 Hours)

1. William Butler Yeats (1865-1939) : “Byzantium”
2. Thomas Stearns Eliot (1888-1965) : “The Waste Land”
3. Wystan Hugh Auden (1907-1973) “As I Walked out one Evening”

#### (Non-Detailed)

4. Wilfred Owen (1893-1918) : “Anthem for Doomed Youth”
5. Louis Macneice (1907-1963) : “Prayer Before Birth”
6. Dylan Thomas (1914-1953) : “Do Not Go Gentle into that Good Night”
7. Philip Larkin (1922-1985) : “Water”
8. Ted Hughes (1930-1998) : “Hawk Roosting”
9. Seamus Heaney (1939-2013) : “Death of a Naturalist”
10. Carol Ann Duffy (1955-) : “The Look”

#### Unit-II: Drama (Detailed)

(21 Hours)

11. George Bernard Shaw (1856-1950) : *Pygmalion*
- (Non-Detailed)
12. Thomas Stearns Eliot (1888-1965) : *Murder in the Cathedral*
13. Samuel Beckett (1906-1989) : *Waiting for Godot*

#### Unit-III: Prose (Detailed)

(21 Hours)

14. Alfred George Gardiner (1865-1946) : “On Saying Please”
15. Aldous Huxley (1894-1963) : “Pleasures”
- (Non-Detailed)
16. Will Durant (1885-1981) : “Conditions of Civilization”
17. Virginia Woolf (1882-1914) : “The Death of the Moth”
18. George Orwell (1903-1950) : “A Hanging”

#### Unit-IV: Short Stories

(21 Hours)

19. Graham Greene (1905 – 1991) : *The Invisible Japanese Gentleman*
20. Roald Dahl (1916 – 1990) : *The Butler*
21. Angela Carter (1940 – 1992) : *The Snow Child*

**Unit- V: Novel****(21 Hours)**

22. James Joyce (1882-1941) : *Ulysses*  
 23. David Herbert Lawrence (1885-1930) : *The Rainbow*  
 24. Dame Iris Murdoch (1919-1999) : *The Bell*  
 25. Kazuo Ishiguro (1954 -) : *Never Let Me Go*  
 26. Zadie Smith (1975 -) : *NW*

**Books for Study**

1. Beckett, Samuel. *Waiting for Godot*. Grove Press, 1982. (Unit II)  
 2. Eliot, T. S. *The Waste Land and Other Poems*. Penguin Books, 2003. (Unit I)  
 3. Shaw, Bernard. *Pygmalion*. Orient Longman, 2004. (Unit II)

**Books for Reference**

1. Abrahams, M. H., general editor. *The Norton Anthology of English Literature: Fifth Edition*. W. W. Norton and Company, 1987.  
 2. Cuddon, J. A., editor. *Dictionary of Literary Terms and Literary Theory*. Penguin Books, 2013.  
 3. Helen, Gardner. ed. *The New Oxford Book of English Verse*. OUP, 1972.  
 4. Orwell, George. *A Collection of Essays*. Doubleday, 1954.

**Web Resources**

1. Andrews, Evan. "8 Battlefield Poets of World War I." *History*, 31Aug. 2018, [www.history.com/news/8-battlefield-poets-of-world-war-i](http://www.history.com/news/8-battlefield-poets-of-world-war-i).  
 2. Dickson, Andrew. "Nonsense talk: Theatre of the Absurd." *British Library*, 7 Sep. 2017, [www.bl.uk/articles/nonsense-talk-theatre-of-the-absurd](http://www.bl.uk/articles/nonsense-talk-theatre-of-the-absurd).  
 3. Mambrol, Nasrullah. "Twentieth Century British Literature Post-1940 Scholarly Materials." *Literary Theory and Criticism*, 1 Jul. 2019, [www.literariness.org/2019/07/01/20th-century-british-literature-post-1940-scholarly-materials/](http://www.literariness.org/2019/07/01/20th-century-british-literature-post-1940-scholarly-materials/).

**Relationship matrix for Course Outcomes, Programme Outcomes and Programme Specific Outcomes**

Semester	Course Code		Title of the Course								Hours	Credits
IV	21PEN4CC10		CORE-10: BRITISH LITERATURE- IV (1914 – TO THE PRESENT)								7	6
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	3	2	2	2	2	3	2	3	2.3	
CO -2	2	3	2	2	2	2	2	3	3	2	2.3	
CO -3	2	3	2	1	1	3	2	3	3	2	2.2	
CO -4	2	1	2	2	3	2	2	2	1	2	1.9	
CO -5	3	2	2	2	3	3	2	2	2	3	2.4	
Mean Overall Score											2.22	
Result											High	



Semester	Course Code	Title of the Course	Hours	Credits
IV	21PEN4CC11	<b>CORE -11: POSTCOLONIAL LITERATURES</b>	7	6

CO No.	CO–Statements	Cognitive Levels ( K–Levels)
	On successful completion of this course, students will be able to	
<b>CO-1</b>	identify the key concepts and literary forms in postcolonial literatures	<b>K1</b>
<b>CO-2</b>	discuss and analyse colonial and postcolonial discourse	<b>K2</b>
<b>CO-3</b>	distinguish how race, class, gender, history and identity are presented and problematized in the literary texts	<b>K3</b>
<b>CO-4</b>	examine the texts critically in relation to postcolonial theory	<b>K4</b>
<b>CO-5</b>	evaluate and formulate arguments about postcolonial literatures and texts	<b>K5 &amp; K6</b>

**Unit-I: Poetry (Detailed) (21 Hours)**

1. Gabriel Okara 1921 – 2019) : “You Laughed and Laughed and Laughed”
2. Chinua Achebe (1930 - ) : “Refugee Mother and the Child”
3. Derek Walcott (1930 - ) : “A Far Cry from Africa”
4. Margaret Atwood (1939 - ) : “Journey to the Interior”

**Unit-II: Poetry (Non-detailed) (21 Hours)**

5. A.D. Hope (1907-2000) : “Australia”
6. Faiz Ahmed Faiz ( 1911 – 1984) : “Do not ask, my love”
7. Judith Wright (1915-2000) : “Typists in the Phoenix Building”
8. David Diop (1927- 1960) : “Africa”
9. Arun Kolatkar (1932 –2004) : “The Bus”

**Unit-III: Drama (Detailed) (21 Hours)**

10. George Ryga (1932-1987) : *The Ecstasy of Rita Joe*
- Drama (Non-detailed)**
11. Wole Soyinka (1934-) : *Death and the King's Horseman*
12. Girish Karnad (1938 –2019) : *Tughlaq*

**Unit-IV: Prose: (Non-Detailed) (21 Hours)**

13. Edward Said (1935-2003) : “Orientalism” (Introductory Part)
14. Ngugi Wa Thiongo (1938- ) : “Decolonizing the Mind” (Introduction)

**Unit-V: Fiction (21 Hours)**

15. Chinua Achebe (1930- ) : *Things Fall Apart*
16. Isabel Allende (1942-) : *The House of the Spirits*
17. Patrick White (1955 - ) : *The Tree of Man*
18. Chimamanda Ngozi Adichie (1977 - ) : *Purple Hibiscus*

**Books for Study**

1. Ryga, George. *The Ecstasy of Rita Joe*. Talonbooks, 2013. Unit- III
2. Soyinka, Wole, and Jane Plastow. *Death and the King's Horseman*. Bloomsbury Methuen Drama, 2017. Unit- III

3. Karnad, Girish. *Tughlaq*. 1989. Unit- III
4. Rušdie Salman. *Midnight's Children*. Vintage, 2013. Unit-V
5. Booker, M. Keith. *Things Fall Apart, by Chinua Achebe*. Salem Press, 2Unit-V

### Books for Reference

1. Dhawan, Rajinder K. *Commonwealth Fiction*. Classical Publ. Co., 1988.
2. Said, Edward Wadie. *The World, the Text, and the Critic*. Vintage, 1991.
3. Ashcroft, Bill, et al. *The Post-Colonial Studies Reader*. Routledge, Taylor & Francis Group, 2006.
4. Walsh, William. *Commonwealth Literature*. St James Press, 1985.

### Web Resource

1. *Australian Poetry Library*, [www.poetrylibrary.edu.au/poets/hope-a-d/australia-0146006](http://www.poetrylibrary.edu.au/poets/hope-a-d/australia-0146006).
2. "Free Postcolonial Literature Essays and Papers." Free Postcolonial Literature Essays and Papers | 123 Help Me, [www.123helpme.com/search.asp?text=Postcolonial%2BLiterature](http://www.123helpme.com/search.asp?text=Postcolonial%2BLiterature).
3. *Internet Encyclopedia of Philosophy*, [www.iep.utm.edu/literary](http://www.iep.utm.edu/literary).
4. "Postcolonial Literature." *Wikipedia*, Wikimedia Foundation, 18 Apr. 2021, [en.wikipedia.org/wiki/Postcolonial\\_literature](https://en.wikipedia.org/wiki/Postcolonial_literature).

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

Semester	Course Code	Title of the Course									Hours	Credit
IV	21PEN4CC11	CORE-11: POSTCOLONIAL LITERATURES									7	6
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	
Result											High	

Semester	Course Code	Title of the Course	Hours	Credits
IV	21PEN4CC12	<b>CORE – 12: CONTEMPORARY WORLD LITERATURE</b>	5	5

CO No.	CO-Statements	Cognitive Levels ( K–Levels)
CO-1	On successful completion of this course, students will be able to recognise stylistic devices and literary trends used by writers across the world.	K1
CO-2	articulate and evaluate how literary works respond to and influence societies and cultures, ethnically, politically and historically.	K2
CO-3	apply key concepts, terminologies and methodologies in the analysis of contemporary works,	K3
CO-4	compare and contrast various aesthetic principles and different kinds of social issues discussed.	K4
CO-5	evaluate and formulate a deeper understanding and awareness of the contemporary issues in relation to their lives.	K5 & K6

#### Unit-I: Poetry (Detailed)

(15 Hours)

1. Allen Curnow (1911 -2001) *New Zealander* : “House and Land”
2. Kath Walker alias Oodgeroo Noonuccal (1920-1993) *Australian* : “God’s One Mistake”
3. Kishwar Naheed (1940 – ) *Pakistani* : “The Grass is Really Like Me”
4. Heather McHugh (1948-present) *American* : “Webcam the World”
5. Warsan Shire (1988- present) *Kenyan* : “Home”

#### Poetry (Non-detailed)

1. Pablo Neruda (1904-1973) *Chilean* : “The Word”
2. Yehuda Amichai (1924- 2000) *Israeli* : “I Want To Die In My Own Bed”
3. Leonard Cohen (1934-2016) *Canadian* : “Steer Your Way”
4. Mahmoud Darwish (1941- present) *Palestinian* : “Passport”
5. Nimah Nawwab (1966-present) *Saudi Arabian* : “Gentleness Stirred”

#### Unit-II: Drama (Detailed)

(15 Hours)

1. Djanet Sears (1959-present) *Canadian* : *Harlem Duet*

#### Unit-III: Drama (Non-detailed)

(15 Hours)

1. David Lindsay-Abaire (1969-present) *American* : *The Rabbit Hole*

#### Unit-IV: Prose (Detailed)

(15 Hours)

1. Kenzaburo Oe (1935-present) *Japanese* : “Japan, The ambiguous and Myself”  
(The Nobel Prize Acceptance Speech)

#### Prose (Non-detailed)

1. Oliver Wolf Sacks (1933 – 2015) *British* : “On Libraries ”

#### Unit-V: Novel

(15 Hours)

15. Elie Wiesel (1928 – 2016) *Romanian* : *Night*
16. J.M. Coetzee (1940- present) *South African* : *Disgrace*
17. Khaled Hosseini (1965- present) *Afghan* : *A Thousand Splendid Suns*

### Books for Study

1. Coetzee, J. M. *Disgrace*: Limited Centenary Edition. Harvill Secker, 2010.
2. Hosseini, Khaled. *A Thousand Splendid Suns*. Riverhead Books, 2009.
3. Lindsay-abaire, David. *Rabbit Hole*. Nick Hern Books, 2016.
4. Sears, Djanet, editor. *Testifyin': Vol. 1: Contemporary African Canadian Drama*. Playwrights Canada Press, 2001.
5. Wiesel, Elie. *Night Trilogy*. Hill & Wang, 2001.

### Books for References

1. Cengage Learning Gale. *A Study Guide for Albert Camus's Guest*. Gale, Study Guides, 2017.
2. *Literature: Timeless Voices, Timeless Themes: The American Experience*. Prentice Hall, 2007.
3. Paley, Grace. *A Grace Paley Reader: Stories, Essays, and Poetry*. Farrar, Straus and Giroux, 2018.

### Web Resources

1. Ahamad, Rukshana. "We Sinful Women". *Columbia.Edu*, 2021, [http://www.columbia.edu/itc/mealac/pritchett/00urdu/3mod/rukhsana\\_ahmad/wesinfulwomen.pdf](http://www.columbia.edu/itc/mealac/pritchett/00urdu/3mod/rukhsana_ahmad/wesinfulwomen.pdf). Accessed 20 Apr 2021.
2. "Australian Poetry Library". *Poetrylibrary.Edu.Au*, 2021, <https://www.poetrylibrary.edu.au/poets/noonuccal-oodgeroo/poems/gods-one-mistake-0771058>. Accessed 20 Apr 2021.
3. Cohen, Leonard. "'Steer Your Way'". *The New Yorker*, 2021, <https://www.newyorker.com/magazine/2016/06/20/steer-your-way-by-leonard-cohen>. Accessed 26 Mar 2021.
4. "Gentleness Stirred - Poem By Nimah Nawwab". *Famouspoetsandpoems.Com*, 2021, [http://famouspoetsandpoems.com/poets/nimah\\_nawwab/poems/23063](http://famouspoetsandpoems.com/poets/nimah_nawwab/poems/23063). Accessed 3 Mar 2021.
5. "I Want To Die In My Own Bed - Poem By Yehuda Amichai". *Famouspoetsandpoems.Com*, 2021, [http://famouspoetsandpoems.com/poets/yehuda\\_amichai/poems/67](http://famouspoetsandpoems.com/poets/yehuda_amichai/poems/67). Accessed 20 Apr 2021.
6. "Mahmoud Darwish - Passport". *Arabicnadwah.Com*, 2021, <https://www.arabicnadwah.com/arabicpoetry/darwish-passport.htm>. Accessed 20 Apr 2021.
7. "The Nobel Prize In Literature 1994". *Nobelprize.Org*, 2021, <https://www.nobelprize.org/prizes/literature/1994/oe/lecture/>. Accessed 3 Mar 2021.
8. "Threepenny: Sacks, On Libraries". *Threepennyreview.Com*, 2021, [https://www.threepennyreview.com/samples/sacks\\_f14.html](https://www.threepennyreview.com/samples/sacks_f14.html). Accessed 20 Apr 2021.
9. "Warsan Shire – Home | Genius". *Genius*, 2021, <https://genius.com/Warsan-shire-home-annotated>. Accessed 20 Apr 2021.
10. "Webcam The World | Reflections". *Reflections.Yale.Edu*, 2021, <https://reflections.yale.edu/article/ibelieve-facing-new-media-explosion/webcam-world>. Accessed 15 Apr 2021.

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

<b>Semester</b>	<b>Course Code</b>		<b>Title of the Course</b>							<b>Hours</b>	<b>Credit</b>
<b>IV</b>	<b>21PEN4CC12</b>		<b>CORE-12: CONTEMPORARY WORLD LITERATURE</b>							<b>5</b>	<b>5</b>
<b>Course Outcomes (COs)</b>	<b>Programme Outcomes (POs)</b>					<b>Programme Specific Outcomes (PSOs)</b>					<b>Mean Scores of COs</b>
	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	
<b>CO -1</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2.2</b>
<b>CO -2</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2.4</b>
<b>CO -3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2.2</b>
<b>CO -4</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2.4</b>
<b>CO -5</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2.3</b>
<b>Mean Overall Score</b>											<b>2.3</b>
<b>Result</b>											<b>High</b>

Semester	Course Code	Title of the Course	Hours	Credits
IV	21PEN4ES04A	<b>DSE-4: RECENT TRENDS IN LITERATURE</b>	5	4

CO No.	CO-Statements	Cognitive Levels (K-Levels)
	On successful completion of this course, students will be able to	
CO-1	recognize and identify the key concepts in study of the new trends in literature.	K1
CO-2	discuss the intersecting dimensions of oppression and subordination on various platforms and attempt to solve problems related to inequality.	K2
CO-3	apply the knowledge gained in analysing the life conditions expressed in these literatures and their reflections on society.	K3
CO-4	criticize the stereotypical and ideological constructs that pervade these literatures.	K4
CO-5	evaluate the social conditions expressed in these literatures and generate ideas on ways to establish a balanced life and environment	K5 & K6

### Unit-I Theory

(15 Hours)

- i) Trauma Theory
- ii) Disability Studies
- iii) Transgressive Fiction
- iv) Testimonial Literature
- v) Pandemic Literature
- vi) Transhumanism
- vii) Speculative Fiction
- viii) Animal Studies
- ix) Cli-fi (Climate Fiction)
- x) Ecosophy
- xi) Area Studies
- xii) Travel Theory/Literature
- xiii) Autobiographical Theory
- xiv) Intersectionality
- xv) Graphic Literature
- xvi) Young Adult Fiction
- xvii) Cybernetic Literature (Blogging, Micro Blogging, 6 Word Novels, Twitterature, etc.)

### Unit-II Trauma Studies and Disability Studies

(15 Hours)

- 1. Dunya Mikhail (1965- ) : “The Iraqi Nights” (Poem) (Iraqi American) Trauma
- 2. Paul Celan (1920-1970) : “Death Fugue” (Poem) (German) Trauma
- 3. Jim Ferris : “Poems with Disabilities” (Poem) (American) Disability
- 4. Thom Gunn (1929-2004) : “The Man with Night Sweats” (Poem) (English) Disability
- 5. Heather Morris : *The Tattooist of Auschwitz* (Novel) (New Zealand) Trauma
- 6. Indra Sinha (1950- ) : *Animal’s People* (Novel) (Indian-British) Disability

### Unit-III Graphic Novel

(15 Hours)

7. Art Spiegelman (1948- ) : *Maus*
8. Sarnath Banerjee (1972- ) : *The Barn Owl's Wondrous Capers*

#### **Unit-IV Transgressive Fiction (15 Hours)**

9. Chuck Palahniuk (1962- ) : *Fight Club* (Novel) (American)
10. Jeet Thayil (1959- ) : *Narcopolis* (Novel) (Indian)

#### **Unit-V Cli-Fi and Animal Studies (15 Hours)**

11. Margaret Atwood (1939- ) : *Oryx and Crake* (Cli-Fi Novel) (Canadian)
12. Kim Stanley Robinson (1952- ) : *New York 2140* (Cli-Fi Novel) (American)
13. J. M. Coetzee (1940- ) : *The Lives of Animals* (Animal Studies - Novella) (South African)

#### **Books for Study**

1. Morris, Heather Morris. *The Tattooist of Auschwitz*. Harper Paperbacks, 2018.
2. Sinha, Indra. *Animal's People*. Simon & Schuster, 2008.
3. Spiegelman, Art. *Maus*. Penguin UK, 2003.
4. Banerjee, Sarnath. *The Barn Owl's Wondrous Capers*. Penguin India, 2007.
5. Palahniuk, Chuck. *Fight Club*. RHUK, 1997.
6. Thayil, Jeet. *Narcopolis*. Faber, 2013.
7. Atwood, Margaret. *Oryx and Crake*. Virago, 2013.
8. Robinson, Kim Stanley. *New York 2140*. Orbit 2018.
9. J. M. Coetzee. *The Lives of Animals*. Princeton UP, 2016.

#### **Books for Reference**

1. Albrecht, Gary L., Katherine D. Seelman, Michael Bury. *Handbook of Disability Studies* SAGE, 2001.
2. Crenshaw, Kimberlé. *On Intersectionality: Essential Writings*. New Press, 2021.
3. Johnson. G.J. *Oxford Dictionary of Critical Theory*. Emerald Publishing Limited, 2018.
4. Waldau, Paul. *Animal Studies. An Introduction*. OUP, 2013.

#### **Web Resources**

1. Mikhael, Dunya. *The Iraqi Nights* by Dunya Mikhail
2. Celan, Paul. <https://poets.org/poem/death-fugue>
3. Ferris, Jim <https://www.kennedy-center.org/education/networks-conferences-and-research/research-and-resources/vsa-research-and-resources/writing-spotlights/poems-with-disabilities/>
4. Gnnn, Thom. <https://www.poetryfoundation.org/poems/47956/the-man-with-night-sweats>

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

Semester	Course Code	Title of the Course									Hours	Credit
IV	21PEN4ES04A	DSE-4: RECENT TRENDS IN LITERATURE									5	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	2	1	3	2	2	2	2	2
CO -2	3	3	3	3	3	3	3	3	2	3	2.9	2.9
CO -3	3	3	3	3	3	3	3	3	2	3	2.9	2.9
CO -4	3	3	3	3	3	3	3	3	2	3	2.9	2.9
CO -5	3	3	3	3	3	3	3	3	2	3	2.9	2.9
Mean Overall Score											2.72	
Result											High	



Semester	Course Code	Title of the Course	Hours	Credits
IV	21PEN4ES04B	DSE-4: WESTERN AESTHETICS	5	4

CO No.	CO-Statements On successful completion of this course, students will be able to	Cognitive Levels (K-Levels)
CO-1	choose a methodology which is appropriate to their teaching-learning context.	K1
CO-2	differentiate between instructional methods and constructive approaches.	K2
CO-3	demonstrate their classroom experience to the principles of methods and approaches.	K3
CO-4	examine classroom experience to the principles of methods and approaches.	K4
CO-5	relate and combine the best practices of the old and the new methods.	K5 & K6

#### Unit-I: Beauty and Experience

(15 Hours)

1. What is an Aesthetic Experience?
2. The Different Kinds of Beauty: (a) Easy or Facile Beauty, b) Triumphant Beauty, and c) Terrible Beauty

#### Unit-II: Principles of Art and Craft

(15 Hours)

3. The Difference between Art and Craft
4. Art, Representation and Amusement

#### Unit -III: Expression and Imagination

(15 Hours)

5. Art as Expression and as Imagination
6. The Aesthetic Hypothesis

#### Unit-IV: Aesthetics

(15 Hours)

7. Bosanquet's "Three Lectures on Aesthetics"

#### Unit -V: The Sublime and the Beautiful

(15 Hours)

8. Longinus: "On the Sublime"
9. Edmund Burke: "A Philosophical Enquiry into the Origin of our Ideas of the Sublime and Beautiful".

#### Books for Study

1. Bell, Clive. *Art*. Rupa. Co., 2002
2. Borev, Yuri. *Aesthetics: a Textbook*. Progress Publishers, 1985.
3. Cahn, Steven M., Aaron Meskin. eds. *Aesthetics: A Comprehensive Anthology*. Wiley-Blackwell, 2007

#### Books for Reference

1. Collinwood, R.G. *Principles of Art*. 1958
2. Kivy, Peter, ed. *The Blackwell Guide to Aesthetics*, Blackwell Publishing, 2004

### Web Resources

1. *Spear of Longinus*, [www.masonicinfo.com/spear.htm](http://www.masonicinfo.com/spear.htm).
2. Burke, Edmund, and Abraham Mills. "A Philosophical Inquiry into the Origin of Our Ideas of the Sublime and Beautiful: with an Introductory Discourse Concerning Taste." *Amazon*, Harper, 1873, [www.amazon.com/Philosophical-Inquiry-Origin-Sublime-Beautiful/dp/1613824955](http://www.amazon.com/Philosophical-Inquiry-Origin-Sublime-Beautiful/dp/1613824955).
3. "Three Lectures on Aesthetic : Bosanquet, Bernard, 1848-1923 : Free Download, Borrow, and Streaming." *Internet Archive*, London : Macmillan, 1 Jan. 1970, [archive.org/details/threelecturesona00bosauoft](http://archive.org/details/threelecturesona00bosauoft).

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

Semester	Course Code					Title of the Course					Hours	Credit
IV	21PEN4ES04B					DSE-4: WESTERN AESTHETICS					5	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	3	2	3	3	2.5	
CO -2	3	2	3	2	2	3	3	2	2	2	2.4	
CO -3	2	3	2	3	3	3	2	2	3	2	2.5	
CO -4	3	2	2	3	3	3	3	2	3	2	2.6	
CO -5	2	3	2	3	2	3	2	3	2	3	2.5	
Mean Overall Score											2.5	
Result											High	

Semester	Course Code	Title of the Course	Hours	Credits
IV	21PEN4PW01	RESEARCH METHODOLOGY: PROJECT WORK & VIVA VOCE	6	5

CO No.	CO-Statements	Cognitive Levels ( K–Levels)
	On successful completion of this course, students will be able to	
CO-1	select a specific topic for research papers and projects.	K1
CO-2	understand the purpose and the uses of research.	K2
CO-3	effectively use the library and computer for research.	K3
CO-4	explain research project systematically.	K4
CO-5	choose and write research papers and projects.	K5 & K6

#### Unit-I: Basics of Research

(18 Hours)

1. Basic Information about the Research Paper (Winkler3–10)
2. Choosing a topic (Winkler13–17)
3. The Library (Winkler21–33)
4. Using the Computer in your Research (Winkler 37–48)

#### Unit-II: Structuring a Research Paper

(18 Hours)

5. Doing the Research (Winkler 51–72)
6. The Thesis and the Outline (Winkler 75–88)
7. Transforming the Notes into a Rough Draft (Winkler 91–115)
8. Revising your Rough Draft (Winkler 119–135)
9. Finished Form of a Research Paper (Winkler 176–184)

#### Unit-III: Clarity in Academic Writing

(18 Hours)

10. Academic and Personal Styles of Writing (Hamp-Lyons16–20)
11. Classification (Hamp-Lyons25–29)
12. Comparison and Contrast (Hamp-Lyons35–40)
13. Definition (Hamp-Lyons50–59)
14. Generalization (Hamp-Lyons60–71)

#### Unit-IV: Accuracy and Originality In Academic Writing

(18 Hours)

15. Mechanics of Scholarly Prose (MLA 61–97)
16. Plagiarism and Academic Dishonesty (MLA 6–10)

#### Unit-V: The MLA System of Documentation

(18 Hours)

17. Why document Sources? (MLA 3–6)
18. Evaluating your Sources (MLA10–12)
19. Gathering information about your sources (MLA13–18)
20. Creating your Documentation: Works Cited and In-text Citations (MLA19–58)

#### Books for Study

1. Winkler, Anthony C. and Jo Ray McCuen-Metherell. *Writing the Research Paper: A Handbook*. 8th ed. Boston: Wadsworth Cenage Learning, 2012.(For Units I & II)

2. Hamp-Lyons, Liz and Ben Heasley. *Study Writing: A Course in Writing Skills for Academic Purposes*. 2nd ed. Cambridge: Cambridge University Press, 2006.(For Unit III)
3. The Modern Language Association. *MLA Handbook*. 8th ed. New York: The Modern Language Association of America, 2016. (For Unit IV & V)
4. Modern Language Association of America. *MLA Handbook*. 9th ed. The Modern Language Association of America, 2016.
5. American Psychological Association. *Publication Manual of the American Psychological Association*. 7th ed. American Psychological Association, 2019.
6. Dorairaj, A. Joseph. *FAQs on Research in Literature and Language*. Emerald Publishers, 2019.

### Books for Reference

1. Bateson, Frederick Wilse. *The Scholar-Critic: An Introduction to Literary Research*. London: Routledge, 1972.
2. Berry, Ralph. *The Research Project: How to Write It*. 5th edn. Oxon: Routledge, 2004.
3. Brooks, Cleanth & Robert Penn Warren. *Modern Rhetoric*. 3rd edn. New York: Harcourt, Brace & World Inc. 1970.
4. Griffin, Gabriele. *Research Methods for English Studies*. Edinburgh UP, 2013.
5. Woolf, Judith. *Writing about Literature: Essay and Translation Skills for University Students of English and Foreign Literature*. London: Routledge, 2005.

### Web Resources

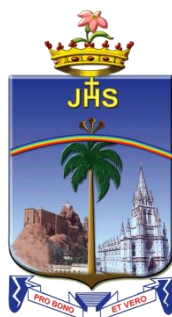
1. American University, Washington, D.C, [www.american.edu/ocl/asac/upload/Ten-Steps-for-WritingResearch-Papers.pdf](http://www.american.edu/ocl/asac/upload/Ten-Steps-for-WritingResearch-Papers.pdf).
2. Finger Lakes Community College, [www.flcc.edu/pdf/writeplace/MLA\\_documentation\\_guide.pdf](http://www.flcc.edu/pdf/writeplace/MLA_documentation_guide.pdf).
3. "The Page You're Looking for is Not Here." *CSUN University Library*, 22 Dec. 2020, [library.csun.edu/egarcia/documents/mlacitation\\_quickguide](http://library.csun.edu/egarcia/documents/mlacitation_quickguide).
4. *The University of Toledo*, [www.utoledo.edu/library/help/guides/docs/MLAstyle.pdf](http://www.utoledo.edu/library/help/guides/docs/MLAstyle.pdf).
5. "What is Plagiarism?" *Plagiarism.org*, 18 May 2017, [www.plagiarism.org/plagiarism-101/what-is-plagiarism/](http://www.plagiarism.org/plagiarism-101/what-is-plagiarism/).

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

Semesters	Course Code		Title of the Course								Hours	Credit
IV	21PEN4PW01		RESEARCH METHODOLOGY: PROJECT WORK & VIVA VOCE								6	5
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	3	2	3	2	3	2	2	2	2.4	
CO -2	3	2	3	3	2	2	3	1	3	2	2.4	
CO -3	2	3	2	3	2	3	2	3	3	2	2.5	
CO -4	3	2	3	2	3	2	3	2	2	3	2.5	
CO -5	2	3	2	3	2	3	1	3	2	2	2.3	
Mean Overall Score											2.42	
Result											High	

**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<sup>++</sup> 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 21<sup>st</sup> 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 TANSCH 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.

### **Some important terminologies repeatedly used in LOCF.**

#### **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-2** is 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	
<b>SEMESTER EXAMINATIONS</b>	15	20	35	30			<b>100</b>
<b>MID / END Semester TESTS</b>	12	20	35	33			<b>100</b>

### QUESTION PATTERN FOR SEMESTER EXAMINATION

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

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

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

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

**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
<b>Assessment Pattern for Courses in Part - IV</b>				
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:

$GPA = \frac{\sum_{i=1}^n C_i G_i}{\sum_{i=1}^n C_i}$	$WAM \text{ (Weighted Average Marks)} = \frac{\sum_{i=1}^n C_i M_i}{\sum_{i=1}^n C_i}$
<p>Where,</p> <p><math>C_i</math> is the Credit earned for the Course i</p> <p><math>G_i</math> is the Grade Point obtained by the student for the Course i</p> <p><math>M_i</math> is the marks obtained for the course i and</p> <p>n is the number of Courses <b>Passed</b> in that semester.</p>	

**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 Programme.
- 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**

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

**Table-2: Final Result**

<b>CGPA</b>	<b>Corresponding Grade</b>	<b>Classification of Final Result</b>
9.00 and above	<b>O</b>	<b>Outstanding</b>
8.00 to 8.99	<b>A+</b>	<b>Excellent</b>
7.00 to 7.99	<b>A</b>	<b>Very Good</b>
6.00 to 6.99	<b>B+</b>	<b>Good</b>
5.00 to 5.99	<b>B</b>	<b>Above Average</b>
4.00 to 4.99	<b>C</b>	<b>Average</b>
Below 4.00	<b>RA</b>	<b>Re-appearance</b>

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 is 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

<b>Mean Scores of COs</b> = $\frac{\text{Sum of values}}{\text{Total No.of POs \& PSOs}}$		<b>Mean Overall Score</b> = $\frac{\text{Sum of Mean Scores}}{\text{Total No.of COs}}$	
<b>Result</b>	<b>Mean Overall Score</b>	< 1.2	# Low
		$\geq 1.2$ and < 2.2	# Medium
		$\geq 2.2$	# 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 imbued with ethical values and social concern will be able to appreciate cultural diversity, promote social harmony and ensure sustainable environment

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



<b>B.A. ENGLISH</b>						
<b>PROGRAMME STRUCTURE</b>						
<b>Part</b>	<b>Sem.</b>	<b>Specification</b>	<b>No. of Courses</b>	<b>No. of Hours</b>	<b>Credits</b>	<b>Total Credits</b>
I	I-IV	Languages (Tamil / Hindi/ French/ Sanskrit)	4	16	12	12
II	I-IV	General English	4	20	12	12
	I – VI	Core Course : Theory	12	74	45	82
III	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	<b>Allied-1:</b> Social History of England	6	4	100	100	100
	4	21UEN14AE01	<b>AECC-1:</b> Communicative English	(6)	4	100	-	100
	4	21UHE14VE01	Essentials of Humanity	2	1	50	50	50
<b>Total</b>				<b>30</b>	<b>23</b>			
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	<b>Allied -2 :</b> History of English Literature	6	4	100	100	100
	4	21UHE24AE02	<b>AECC-2 :</b> 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)			
<b>Total</b>				<b>30</b>	<b>20(2)</b>			
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	<b>Allied Optional:</b> Diasporic Literature	6	4	100	100	100
		21UEN33AO03B	<b>Allied Optional:</b> Subaltern Literature					
	4	21UEN34SE01	<b>SEC-1 (WD):</b> 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)			
<b>Total</b>				<b>30</b>	<b>19(2)</b>			
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	<b>Allied Optional:</b> Women's Writing in English	6	4	100	100	100
		21UEN43AO04B	<b>Allied Optional:</b> Children's Literature					
	4	21UEN44SE02	<b>SEC-2 (BS):</b> 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					
<b>Total</b>				<b>30</b>	<b>19</b>			
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	<b>DSE-1:</b> History of Literary Criticism-I	5	3	100	100	100
		21UEN53ES01B	<b>DSE-1 :</b> Remedial Grammar					
	3	21UEN53ES02A	<b>DSE-2 :</b> English Phonetics	5	3	100	100	100
		21UEN53ES02B	<b>DSE-2:</b> News Reporting And Editing					
	3	21UEN53IS01	Internship	-	2	100		100
	3	21UEN53SP01	<b>Self-Paced Learning:</b> Short Stories and One Act Plays	-	2	50	50	100
	3	21UEN53FV01	Field study/ Industrial visit/ Case study	-	1	100	-	100
	4	21USS54SE03	<b>SEC-3:</b> Soft Skills	2	1	100	-	100
	4	21UEN54EG01	<b>GE-1:</b> Film Studies	4	3	100	100	100
Extra Credit Courses (MOOC)-3				--	(2)			
<b>Total</b>				<b>30</b>	<b>23(2)</b>			
VI	3	21UEN63CC11	Shakespeare	7	4	100	100	100
	3	21UEN63CC12	American Literature	7	4	100	100	100
	3	21UEN63ES03A	<b>DSE-3:</b> History of Literary Criticism-II	5	3	100	100	100
		21UEN63ES03B	<b>DSE-3:</b> History of English Language					
	3	21UEN63ES04A	<b>DSE-4:</b> English Language Teaching Theory and Practice	5	3	100	100	100
		21UEN63ES04B	<b>DSE-4:</b> 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	<b>SEC-4 (WS):</b> Business English Writing	2	1	100	-	100
	4	21UEN64EG02	<b>GE-2:</b> English for the Media	4	3	100	100	100
<b>Total</b>				<b>30</b>	<b>22</b>			

I-VI	5	21UCW65OR01	Outreach Programme (SHEPHERD)	--	4			
			<b>TOTAL (three years)</b>	<b>180</b>	<b>130(6)</b>			

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

<b>SEC-2: BETWEEN SCHOOL 4<sup>th</sup> Semester</b>							
<b>Between schools (BS)- Offered to students of other schools</b> (Except the school offering the course)							
Course Details					Scheme of Exams		
Offering Department	Course Code	Course Title	Hr	Cr	CIA	SE	Final
<b>SBS</b>							
Botany	21UBO44SE02	Mushroom Technology	2	1	100	-	100
<b>SCS</b>							
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
<b>SLAC</b>							
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
<b>SMS</b>							
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
<b>SPS</b>							
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: 5 <sup>th</sup> 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
<b>SBS</b>							
Botany	21UBO54EG01	Landscape Designing	4	3	100	100	100
<b>SCS</b>							
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
<b>SLAC</b>							
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
<b>SMS</b>							
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
<b>SPS</b>							
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: 6 <sup>th</sup> 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
<b>SBS</b>							
Botany	21UBO64EG02	Solid Waste Management	4	3	100	100	100
<b>SCS</b>							
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
<b>SLAC</b>							
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
<b>SMS</b>							
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
<b>SPS</b>							
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	Cognitive Levels ( K –Levels)
	இப்பாடத்தின் நிறைவில் மாணவர்கள்	
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, மனத்தாய்மை  
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 பாணையின் கதை  
அப்துல் ரகுமான் - வீடு  
மேத்தா - ஒரே குரல்  
இலக்கிய வரலாறு - மூன்றாம் பாகம் - இருபதாம் நூற்றாண்டு  
இலக்கியவளர்ச்சி  
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 செஞ்சரி 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 1<sup>er</sup> 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 AI*, Didier, Paris 2016.

## Books for Reference

1. J.Girardet and J.Pecheur, *Echo AI*, CLE International, 2<sup>e</sup>edition, 2017
2. Régine Mérieux and Yves Loiseau, *Latitudes AI*, 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/exercices/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	Cognitive Levels (K –Levels)
	On successful completion of the course, students will be able to	
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 Gupt, *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, *Anuvad: 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	Cognitive Levels (K –Levels)
	On successful completion of the course, the student will be able to	
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 varathamana kalaha

**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, 14<sup>th</sup> 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
<b>I</b>	<b>21USA11GL01</b>	<b>SANSKRIT- I</b>									<b>4</b>	<b>3</b>
Course Outcomes ↓	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)					Mean Scores of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5		
<b>CO-1</b>	3	1	1	3	2	3	2	3	2	2	2.2	
<b>CO-2</b>	2	2	3	3	1	2	2	3	3	2	2.3	
<b>CO-3</b>	3	2	2	2	2	2	2	3	3	2	2.3	
<b>CO-4</b>	3	2	2	3	2	3	3	3	2	2	2.3	
<b>CO-5</b>	3	2	3	2	3	2	2	3	3	3	2.6	
<b>Mean Overall Score</b>											<b>2.34</b>	
<b>Result</b>											<b># High</b>	

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* (6<sup>th</sup> ed.). London: Longman, 2002.
5. Wainwright, Gordon. *How to Read Faster and Recall More: Learn the Art of Speed Reading with Maximum Recall* (3<sup>rd</sup> 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**

<b>Semester</b>	<b>Course Code</b>	<b>Title of the Course</b>									<b>Hours</b>	<b>Credit</b>
<b>I</b>	<b>21UEN12GE01</b>	<b>GENERAL ENGLISH – I</b>									<b>5</b>	<b>3</b>
<b>Course Outcome (COs)</b>	<b>Programme Outcomes (POs)</b>					<b>Programme Specific Outcomes (PSOs)</b>					<b>Mean Scores of COs</b>	
	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>		
<b>CO -1</b>	2	3	2	2	3	2	3	2	3	2	2.4	
<b>CO -2</b>	2	2	3	2	3	3	2	3	2	2	2.3	
<b>CO -3</b>	2	3	2	3	2	2	3	2	3	2	2.4	
<b>CO -4</b>	2	2	3	2	3	3	2	3	2	3	2.5	
<b>CO -5</b>	2	2	2	3	2	2	2	3	2	2	2.2	
<b>Mean Overall Score</b>											<b>2.36</b>	<b>(High)</b>

Semester	Course Code	Title of the Course	Hours	Credits
I	21UEN13CC01	<b>CORE-1: RENAISSANCE LITERATURE (1340-1602)</b>	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://lrcapua.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	<b>CORE-2: INDIAN WRITING IN ENGLISH</b>	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](http://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/](http://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](http://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](http://www.tandfonline.com/doi/abs/10.1080/03071022.2017.1397371?journalCode=rshi20).
2. Rosen, Steven L. *An Outline of British History*, [stevenrosen.yolasite.com/resources/british.history.pdf](http://stevenrosen.yolasite.com/resources/british.history.pdf).
3. "Story of England." *English Heritage*, [www.english-heritage.org.uk/learn/story-of-england/](http://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*, (6<sup>th</sup> 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)
<b>இப்பாடத்தின் நிறைவில் மாணவர்கள்</b>		
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  
உநடை - 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

**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	Cognitive Levels ( K –Levels)
	On successful completion of this course, students will be able to	
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 goûts et ses préférences, le temps, l’heure, la fréquence

PRODUCTION ORALE : savoir comment dire l’heure

PRODUCTION ECRITE : écrire vos préférences en quelques lignes

### Unit - III (12 hours)

TITRE: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 de paiement

PRODUCTION ORALE : Jeu de rôle – au restaurant (entre vous et le garçon)

PRODUCTION ECRITE : faire une comparaison avec la carte française et indienne

### Unit - V (12 hours)

TITRE:TOUT LE MONDE S’AMUSE/ LES ADOS AU QUOTIDIEN

GRAMMAIRE : les adjectifs démonstratifs, le pronom indéfini on, le futur proche, le passé

composé, les verbes en –yer, voir et sortir

LEXIQUE : connaître les marques connues sur les vêtements, les sorties, situer dans le temps, les vêtements et les accessoires

PRODUCTION ORALE : décrire une tenue

PRODUCTION ECRITE : écrire une lettre amicale, une carte postale

### Book for Study

P.Dauda,L.Giachino and C.Baracco, *Generation AI*, Didier, Paris 2016.

### Books for Reference

1. J.Girardet and J.Pecheur, *Echo AI*, CLE International, 2<sup>e</sup>edition,2017
2. Régine Mérieux and Yves Loiseau, *Latitudes AI*, 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	Cognitive Levels (K –Levels)
	On successful completion of the course, students will be able to	
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 Tripathy, *Kuchh Kahaniyan*, Rajkamal Prakashan Pvt. Ltd, New Delhi, 2018.

**Unit-I Chapter 1**

2. M.kamathaprasad Gupte, *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, Sampoorana 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/h31tMLFtHs>

**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	Cognitive Levels (K –Levels)
	On successful completion of the course, the student will be able to	
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
<b>II</b>	<b>21USA21GL02</b>	<b>SANSKRIT -II</b>									<b>4</b>	<b>2</b>
Course Outcomes↓	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)					Mean Scores of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5		
<b>CO-1</b>	2	1	3	2	2	2	3	3	2	1	2.1	
<b>CO-2</b>	3	2	3	2	2	3	2	3	3	2	2.5	
<b>CO-3</b>	2	2	3	2	2	2	2	3	3	1	2.1	
<b>CO-4</b>	3	2	3	3	1	2	3	3	3	1	2.4	
<b>CO-5</b>	3	2	2	2	3	2	2	3	3	1	2.3	
<b>Mean Overall Score</b>											<b>2.28</b>	
<b>Result</b>											<b># High</b>	

Semester	Course Code	Title of the Course	Hours	Credits
<b>II</b>	<b>21UEN22GE02</b>	<b>GENERAL ENGLISH - II</b>	<b>5</b>	<b>3</b>

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

### 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. Humorous 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* (6<sup>th</sup> ed.). London: Longman, 2002
5. Wainwright, Gordon. *How to Read Faster and Recall More: Learn the Art of Speed Reading with Maximum Recall* (3<sup>rd</sup> 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.dailywritings.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	<b>CORE-3: JACOBAN TO RESTORATION LITERATURE (1603-1659)</b>	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.

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

### Web Resources

- Donne, John. "A Valediction Forbidding Mourning" *Poetry Foundation*, <https://www.poetryfoundation.org/poems/44131/a-valediction-forbidding-mourning>
- 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>
- Herbert, George. "Pulley" *Poetry Foundation*, <https://www.poetryfoundation.org/poems/44370/the-pulley>
- Milton, John. "On His Blindness" <https://www.owleyes.org/text/on-his-blindness/read/text-poem>
- Herbert, George, "The Retreat" *Poetry Foundation*, <https://www.poetryfoundation.org/poems/45430/the-retreat-56d2250b6cff5>
- Marvell, Andrew. "To His Coy Mistress" *Poetry Foundation*, <https://www.poetryfoundation.org/poems/44688/to-his-coy-mistress>
- Dryden, John. "A song for St cecelias Day" *Poetry Foundation*, <https://www.poetryfoundation.org/poems/44185/a-song-for-st-cecelias-day-1687>
- Pepys, Samuel. "Diary" <https://www.pepysdiary.com/diary/1666/09/02/>
- Congreve, William. *The Way of the World PDF Drive*. <https://pgpeople.files.wordpress.com/2017/04/the-way-of-the-world.pdf>
- PDF Drive. <https://warburg.sas.ac.uk/pdf/emh105b2777740.pdf>
- 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: JACOBAN 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	<b>CORE-4: ENGLISH LITERARY FORMS AND TERMS</b>	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](http://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](http://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/](http://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
<b>II</b>	<b>21UEN23CC04</b>		<b>CORE-4: ENGLISH LITERARY FORMS AND TERMS</b>								<b>5</b>	<b>3</b>
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)					Mean Scores of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5		
<b>CO-1</b>	2	3	2	2	3	2	3	2	3	2	2.4	
<b>CO-2</b>	2	3	2	3	2	2	3	2	3	2	2.4	
<b>CO-3</b>	2	2	3	2	3	3	2	3	2	2	2.3	
<b>CO-4</b>	2	2	3	2	3	3	2	3	2	3	2.5	
<b>CO-5</b>	2	2	2	3	2	2	2	3	2	2	2.2	
<b>Mean Overall Score</b>											<b>2.36</b>	<b>(High)</b>



Semester	Course Code	Title of the Course	Hours	Credits
II	21UEN23AC02	<b>ALLIED – 2: HISTORY OF ENGLISH LITERATURE</b>	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)

- 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
- 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)

- 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
- 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)

- The Age of Dryden** (1660 – 1700) (The Age of Restoration)  
Dryden, Denham, Waller, Butler, The Rise of Modern Prose, Bunyan
- 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
<b>II</b>	<b>21UEN23AC02</b>		<b>ALLIED -2: HISTORY OF ENGLISH LITERATURE</b>								<b>6</b>	<b>4</b>
Course Outcomes (COs)	Programme Outcomes (PO)					Programme Specific Outcomes (PSO)					Mean Scores of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5		
<b>CO-1</b>	1	3	1	1	3	2	3	3	3	3	2.3	
<b>CO-2</b>	3	2	1	1	3	2	3	3	2	3	2.3	
<b>CO-3</b>	2	3	1	2	3	2	3	3	2	3	2.4	
<b>CO-4</b>	3	3	1	1	2	2	3	2	2	3	2.2	
<b>CO-5</b>	2	3	1	1	3	2	3	2	3	3	2.3	
<b>Mean Overall Score</b>											<b>2.3</b>	<b>(High)</b>

Semester	Course Code	Title of the Course	Hours	Credits
III	21UTA31GL03	General Tamil - III	4	3

CO No.	CO- Statement	Cognitive Level (K- level)
<b>இப்பாடத்தின் நிறைவில் மாணவர்கள்</b>		
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 connaître, écrire, mettre et vendre, la question avec inversion

LEXIQUE : comprendre la description de personnes dans un extrait de roman, les mesures, l'informatique

PRODUCTION ORALE : imaginez un dialogue avec un personnage célèbre. Utilisez l'inversion.

PRODUCTION ECRITE : écrire une biographie en utilisant les pronoms relatifs

### Unit- V

(12 hours)

TITRE: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, 2<sup>e</sup>edition,2017
2. Régine Mérieux and Yves Loiseau, *Latitudes A2*, Didier, 2012.
3. Isabelle Fournier, *Talk French*, Goyal Publishers, 2011

### Web Resources

1. <https://français.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
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	
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	Cognitive Levels (K –Levels)
	On successful completion of the course, students will be able to	
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 khoon  
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](https://youtu.be/75tHr53f5_o)
4. [https://youtu.be/eFNM6y\\_cpjY](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	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5		
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	Cognitive Levels (K –Levels)
	On successful completion of the course, the student will be able to	
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=EA1aIQobChMlrbeRtbP12AIVCYZpCh0-XwnvEAAyAiAAEgLcjd\\_BwE](https://www.waywordradio.org/listen/podcast-itunes/?gclid=EA1aIQobChMlrbeRtbP12AIVCYZpCh0-XwnvEAAyAiAAEgLcjd_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	<b>CORE-5: NEOCLASSICAL LITERATURE (1660-1798)</b>	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)**

- John Dryden (1631-1700) : “A Song for St. Cecilia's Day”  
“Alexander's Feast, or the power of Music”
- Dr. Samuel Johnson (1709-1784) : “On the Death of Dr. Robert Levet”
- William Blake (1757-1827) : “The Tyger”  
“The Lamb”
- Robert Burns (1759-1796) : “A Red, Red Rose”

**Unit – II: Poetry (Non Detailed) (15 Hours)**

- Alexander Pope (1688-1744) : “The Rape of the Lock” (Cant III)
- Thomas Gray (1716-1771) : “Elegy Written in a Country Churchyard”

**Unit – III: Prose (15 Hours)**

- Joseph Addison (1672-1719) : “On Friendship”  
“Good Nature”
- Richard Steele (1672-1729) : “The Spectator Club”

**Unit – IV: Drama (Non Detailed) (15 Hours)**

- Oliver Goldsmith (1728-1774) : *She Stoops to Conquer*
- Richard Sheridan (1751-1816) : *The School for Scandal*

**Unit – V: Novel (15 Hours)**

- Daniel Defoe (1660-1731) : *Robinson Crusoe*
- Horatio Walpole (1717-1797) : *The Castle of Otranto*

**Books for Study**

- Dryden, John, and Hooper, Richard. *Poetical Works*. Vol.3 United Kingdom, Bell and Daldy, 1866.
- Poets, British. *The British Poets: Including Translations*, 822.
- 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](http://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-ceciliass-day-1687](http://www.poetryfoundation.org/poems/44185/a-song-for-st-ceciliass-day-1687)
3. "Poems | Representative Poetry Online." *Representative Poetry Online*, [rpo.library.utoronto.ca/poems/alexanders-feastast](http://rpo.library.utoronto.ca/poems/alexanders-feastast).
4. "William Blake." *Poetry Foundation*, [www.poetryfoundation.org/poets/william-blake#tab-poems](http://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](http://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](http://www.ourcivilisation.com/smartboard/shop/fowlerjh/indexe.htm).
7. [www.pdfdrive.com/she-stoops-to-conquer-e8066255.html](http://www.pdfdrive.com/she-stoops-to-conquer-e8066255.html).
8. *Forgotten Books*, [forgottenbooks.com/fr/download/TheSchoolforScandal\\_10058875.pdf](http://forgottenbooks.com/fr/download/TheSchoolforScandal_10058875.pdf).
9. "Gulliver's Travels" *Planet EBook*, 5 Mar. 2018, [www.planetebook.com/gullivers-travels/](http://www.planetebook.com/gullivers-travels/).
10. "Robinson Crusoe." *Planet EBook*. [www.planetebook.com/robinson-crusoe/](http://www.planetebook.com/robinson-crusoe/).

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

<b>Semester</b>	<b>Course Code</b>	<b>Title of the course</b>									<b>Hours</b>	<b>Credits</b>
<b>III</b>	<b>21UEN33CC05</b>	<b>CORE – 5: NEOCLASSICAL LITERATURE (1660-1798)</b>									<b>5</b>	<b>3</b>
<b>Course Outcomes (COs)</b>	<b>Programme Outcomes (POs)</b>					<b>Programme Specific Outcomes (PSOs)</b>					<b>Mean Scores of COs</b>	
	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>		
<b>CO-1</b>	2	3	2	3	2	3	3	2	3	3	2.6	
<b>CO-2</b>	3	2	2	2	2	2	2	3	2	2	2.2	
<b>CO-3</b>	2	2	3	2	3	2	3	2	3	3	2.5	
<b>CO-4</b>	3	2	2	2	2	3	2	3	2	2	2.3	
<b>CO-5</b>	3	2	3	2	3	2	3	2	3	3	2.6	
<b>Mean Overall Score</b>											<b>2.44</b>	<b>(High)</b>



Semester	Course Code	Title of the Course	Hours	Credits
III	21UEN33CC06	<b>CORE-6: ROMANTIC LITERATURE (1799–1832)</b>	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 Verse* Penguin, 2002.
4. Hamilton, Ion. Ed. *The Oxford Companion to Poetry in English*. 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. *The Origins of the English Novel, 1600-1740*. Johns Hopkins UP, 1987.
11. Spencer, Jane. *The 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](http://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	Cognitive Levels (K-Levels)
	On successful completion of the course, students will be able to	
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)

- Four Phases of Diaspora Study
- Classical Notions of Diasporas – Transcending the Jewish tradition
- Victim Diasporas: Africans and Armenians
- Labour and Imperial Diasporas: indentured Indians and the British
- Trade and Business Diasporas: Chinese and Lebanese
- Diasporas and their Homelands: Zionists and Sikhs
- Deterritorialized Diasporas: the Black Atlantic
- Mobilizing Diasporas in a Global Age

#### Unit-II: Poetry (Detailed)

(18 Hours)

- Vikram Seth (1952- ) : “The Frog and the Nightingale”
- Saleem Peeradina (1944- ) : “Slow Dance”
- Michael Ondaatje (1943- ) : “To a Sad Daughter”
- Georgy Ivanov (1894-1958) : “Elegy”

#### Unit-III: Poetry (Non-Detailed)

(18 Hours)

- Meena Alexander (1951- ) : “Cosmopolitan”
- Jerry Pinto (1966- ) : “The Quiet Rebellion of Paper”
- Margret Walker (1915-1998) : “For My People”
- Joy Kogawa (1935- ) : “What Do I Remember of the Evacuation”
- Ngugi wa Thiong’o (1938- ) : “Dawn of Darkness”

#### Unit-IV: Short Story (Non-Detailed)

(18 Hours)

- Jhumpa Lahiri (1967- ) : “Interpreter of Maladies” (A short story from *Interpreter of Maladies*)
- Viet Thanh Nguyen (1971- ) : “Black-Eyed Women” (From *The Refugees*)
- Hanif Kureishi (1954- ) : “The Assault”

#### Unit-V: Novel (Non-Detailed)

(18 Hours)

- V.S. Naipaul (1932-2018) : *A House for Mr. Biswas*
- 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 Subcontinent*. 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](http://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](https://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](http://www.joykogawa.ca/what-do-you-remember-of-the-evacuation.html).
4. LitCharts. "Brick Lane Summary." *LitCharts*, [www.litcharts.com/lit/brick-lane/summary](http://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	<b>ALLIED-3: SUBALTERN LITERATURE</b>	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  
(Detailed)**

**(18 Hours)**

1. Langston Hughes (1902-1967) : “The Negro Speaks of River”
2. Rupī 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 Kenneth Kinnamon, eds. *Black Writers of America: A Comprehensive Anthology*. New Jersey: Prentice Hall, Inc., 1972.
3. Ravikumar, and R. Azhagurasan, eds. *The Oxford India Anthology of Tamil Dalit Writing*. 1<sup>st</sup> 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 Speeches*. 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 Studies*. 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 Rivers" Poetry Foundation.  
[www.poetryfoundation.org/poems/44428/the-negro-speaks-of-rivers](http://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	Cognitive Levels (K-Levels)
	On successful completion of the course, students will be able to	
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](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)
<b>இப்பாடத்தின் நிறைவில் மாணவர்கள்</b>		
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 தலைஇய (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)

ஆய்ப்பொன் 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 tâches 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 événements du passées, le corps humain : extérieur, le corps humain : intérieur

PRODUCTION ORALE : échanger sur ses projets de vacances

PRODUCTION ECRITE : raconter un souvenir

### Unit - IV (12 hours)

TITRE:ACCIDENTS ET CATASTROPHES

GRAMMAIRE : les adjectifs et les pronoms indéfinis : rien/ personne/aucun, les verbes dire, courir et mourir

LEXIQUE : savoir les mots et les expressions des catastrophes naturelles, les maladies et les remédies, les accidents, les catastrophes naturelles

PRODUCTION ORALE : comprendre des personnes qui expriment leur accord ou leur désaccord selon un thème donné

PRODUCTION ECRITE : écrivez sur une catastrophe naturelle en articulant la cause et la conséquence



**Unit –V****(12 hours)**

TITRE:FAIRE SES 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, 2<sup>e</sup>edition,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	Cognitive Levels (K –Levels)
	On successful completion of the course, students will be able to	
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/labdh  
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, *Anuvad: 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		
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 , 2<sup>nd</sup> phase Giri nagar Bangalore Vadatu sanskritam – Samaskara Binduhu 2019

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

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

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 Academic, 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	<b>CORE – 7: VICTORIAN LITERATURE (1833-1900)</b>	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 (Detailed)

(15 Hours)

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 Rinehart & 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*. 10<sup>th</sup> 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/](http://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](http://www.poetryfoundation.org/poems/46560/dulce-et-decorum-est).
3. "Prayer before Birth." *Poetry Archive*, [poetryarchive.org/poem/prayer-before-birth/](http://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](http://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](http://www.poetryfoundation.org/poems/43291/sailing-to-byzantium).
6. "Poems - The White Man's Burden." *Kipling Society*, [www.kiplingsociety.co.uk/poems\\_burden.htm](http://www.kiplingsociety.co.uk/poems_burden.htm).
7. "Rupert Brooke." *Poetry Foundation*, [www.poetryfoundation.org/poets/rupert-brooke#tab-poems](http://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/](http://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](http://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](http://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/](http://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	<b>ALLIED-4: WOMEN'S WRITING IN ENGLISH</b>	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](http://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](http://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](http://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](http://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	<b>PROFESSIONAL ETHICS–II: SOCIAL ETHICS - II</b>	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 resources 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://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	<b>CORE – 9: COMPARATIVE LITERATURE</b>	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. Praver'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. To His Coy Mistress by Andrew Marvell | Poetry Foundation. (n.d.). Retrieved from <https://www.poetryfoundation.org/poems/44688/to-his-coy-mistres>
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	<b>CORE 10: CONTEMPORARY BRITISH LITERATURE (1946 TO THE PRESENT)</b>	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 RGM CET Nandyal, 8 July 2015, [www.youtube.com/watch?v=6r21Jb07tME](http://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](http://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](http://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 (1672-1719): 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](http://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 Schramper 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 Pullum 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* (9<sup>th</sup> ed.). Cambridge: Cambridge University Press, 1975.
3. Laver, J. *Principles of Phonetics*. Cambridge: Cambridge University Press, 2000.
4. O'Connor. *Better English Pronunciation* (2<sup>nd</sup> 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 qualification 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	<b>SELF-PACED LEARNING: SHORT STORIES AND ONE ACT PLAYS</b>	-	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 term 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, Questionnaires & 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* (5<sup>th</sup> 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*. 2<sup>nd</sup> ed., Cambridge University Press. Sankaran, K., & Kumar, M. *Group Discussion and Public Speaking*. M.I. Pub, Agra, 5<sup>th</sup> ed., Adams, Media.

Trishna's 2006. *How to do well in GDs & Interviews*, Trishna Knowledge Systems.

Yate, Martin. 2005. *Hiring 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	Cognitive Levels (K–Levels)
	On successful completion of the course, students will be able to	
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 Eisenstein, 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, Agraaharathil 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*

**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*. 4<sup>th</sup> 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 (Detailed) (21 Hours)**

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

### 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	<b>CORE-12: AMERICAN LITERATURE</b>	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. Edgar 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.

### Books for Reference

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.

### Web Resources

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*, 25 Aug. 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	<b>DISCIPLINE SPECIFIC ELECTIVE-3A: HISTORY OF LITERARY CRITICISM- II</b>	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 critical 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.

### Web Resources

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

### Web Resources

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/](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	<b>DISCIPLINE SPECIFIC ELECTIVE-4A: ENGLISH LANGUAGE TEACHING THEORY AND PRACTICE</b>	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. Billbrough, 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	<b>DISCIPLINE SPECIFIC ELECTIVE-4A: ENGLISH LANGUAGE TEACHING: THEORY AND PRACTICE</b>									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	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	<b>DISCIPLINE SPECIFIC ELECTIVE-4B: INTENSIVE STUDY OF AN AUTHOR - T. S. ELIOT</b>	5	3

CO No.	CO-Statements	Cognitive Levels (K-Levels)
	On successful completion of the course, students will be able to	
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](http://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](http://poets.org/poet/t-s-eliot).
3. "TS Eliot Audio Recordings." *T S Eliot Society*, [www.eliotsonline.org.uk/?page\\_id=95](http://www.eliotsonline.org.uk/?page_id=95).
4. "International T. S. Eliot Society." *Loyola University: Loyola University Chicago*, [www.luc.edu/eliot](http://www.luc.edu/eliot).
5. *T. S. Eliot*, [tseliot.com/preoccupations/criticism](http://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 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](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	<b>GENERIC ELECTIVE -2: ENGLISH FOR THE MEDIA</b>	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](http://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](http://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)	



**B.A. ENGLISH LITERATURE**  
**SYLLABUS - 2017**

**SCHOOLS OF EXCELLENCE**  
**with**  
**CHOICE BASED CREDIT SYSTEM (CBCS)**



**SCHOOL OF LANGUAGES & CULTURE**  
**St. JOSEPH'S COLLEGE (Autonomous)**

Special Heritage Status Awarded by UGC  
Accredited at 'A' Grade (3<sup>rd</sup> cycle) by NAAC  
College with Potential for Excellence Conferred by UGC  
DBT-STAR & DST-FIST Sponsored College  
**TIRUCHIRAPPALLI - 620 002, 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 work towards the academic excellence. In this regard, it has initiated the implementation of five "Schools of Excellence" from the academic year 2014 – 15, to standup to the challenges of the 21st century.

Each School integrates related disciplines under one roof. The school system allows the enhanced academic mobility and enriched employability of the students. At the same time this system preserves the identity, autonomy and uniqueness of every department and reinforces their efforts to be student centric in curriculum designing and skill imparting. These five schools will work concertedly 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 TANSCH 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 newly evolved structure (School System) caters to the needs of stake-holders, especially the employers.

**What is 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 following Table shows the correlation between credits and hours. However, there could be some flexibility because of practicals, field visits, tutorials and nature of project work.

For UG courses, a student must earn a minimum of 150 credits as mentioned in the table below. The total number of minimum courses offered by a department are given in the course pattern.

**SUMMARY OF HOURS AND CREDITS  
UG COURSES**

Part	Semester	Specification	No. of Courses	Hours	Credits	Total Credits
I	I-IV	<b>Languages</b> (Tamil/Hindi/French/Sanskrit)	4	16	12	<b>12</b>
II	I-IV	<b>General English</b>	4	20	12	<b>12</b>
III	I-VI	<b>Core</b> Theory Practicals Project Work	11-16 3-6 1	90	60	<b>98</b>
	IV-VI	<b>Core Electives</b> Self-paced Learning (Partial Online Course)	3 1	12 -	12 2	
	VI	Comprehensive Examination	1	-	2	
	I-VI	<b>Allied</b>	4/6	24	20	
	III & V	<b>Extra Credit Courses</b>	2	-	(4)	
	VI	<b>Internship</b>	1	-	2	
IV	V	<b>Skilled Based Electives:</b> Between Schools (BS)	1	2	2	<b>23</b>
	VI	Within School (WS)	1	2	2	
	V	<b>Inter Departmental Courses (IDC)</b> Soft Skills / NCC	1	2	2	
	I	<b>Non-Major Courses (NMC)</b> Communicative English	1	-	5	
	II	Computer Literacy	1	2	2	
	III	Environmental Studies (Partial Online Course)	1	2	2	
V	I-IV	<b>Value Education</b>	4	8	8	<b>5</b>
	I-V	<b>SHEPHERD &amp; Gender Studies</b>	-	-	-	
	I-V	<b>AICUF, Fine Arts, Nature Club, NCC, NSS</b>	-	-	-	
	V	<b>Career Guidance &amp; Training</b>	-	-	-	
		<b>TOTAL</b>		<b>180</b>	<b>150</b>	<b>150 (+4 extra credits)</b>

**Course Pattern**

The Undergraduate degree course 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, Practical, Core Electives, Allied, Project, Internship and Comprehensive Examinations)  
 Part-IV : SBE, NMC, Value Education, Soft Skills/National Cadet Corps and Environmental Studies (EVS)  
 Part-V : Community Service (SHEPHERD) and Gender Studies, AICUF, Fine Arts, Nature Club, NCC, NSS, etc.

#### Non-Major Courses (NMC)

There are three NMC's – Communicative English, Computer Literacy and Environmental Studies offered in the I, II & III Semesters respectively.

#### Extra Credit Courses

In order to facilitate the students gaining extra credits, the extra credit courses are given. There are two extra credit courses – Massive Open Online Courses (MOOC) and Skill-based Course – offered in the III and V Semesters respectively.

According to the guidelines of UGC, the students are encouraged to avail this option of enriching by enrolling themselves in the MOOC provided by various portals such as SWAYAM, NPTEL, etc. Skill based course is offered by the department apart from their regular class hours.

#### Value Education Courses

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

#### Non-Major Elective / Skill Based Elective

These courses are offered in two perspectives as electives “Within School” (WS) and “Between School” (BS).

#### Subject Code Fixation

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

Year of Revision	UG Code of the Dept	Semester	Specification of the Part	Subject Category	Running no. in that part
↓	↓	↓	↓	↓	↓
17	U##	x	x	xx	xx
<b>17</b>	<b>UEN</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>1</b>

*For Example :*

I B.A. English, first semester **British Poetry-I**

The code of the paper is **17UEN130201**.

Thus, the subject code is fixed for other subjects.

#### Subject Category

- 00 - Languages (Tamil / Hindi / French / Sanskrit)
- 01 - General English
- 02 - Core (Theory, Practical, Comprehensive Exams, Internship and Project)
- 03 - Core Electives
- 04 - Allied
- 05 - Extra Credit Courses
- 06 - Skill Based Electives (BS) & (WS)
- 07 - Soft Skill
- 08 - NMC (Communicative English, Computer Literacy/SAP)
- 09 - EVS (Environmental Studies)
- 10 - Value Education
- 11 - Community Service (SHEPHERD) and Gender Studies
- 12 - AICUF / Nature Club / Fine Arts / NCC / NSS etc.

#### EXAMINATION: Continuous Internal Assessment (CIA)

UG - Distribution of CIA Marks	
Passing Minimum: 40 Marks	
Library Referencing	5
3 Components	35
Mid-Semester Test	30
End-Semester Test	30
<b>CIA</b>	<b>100</b>

#### 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 + Descriptive elements; with the existing question pattern PART-A, PART-B, and PART-C.
2. CIA Component III for UG & PG will be of 15 marks and compulsorily objective multiple choice question type.
3. The CIA Component III must be conducted by the department / faculty concerned at a suitable computer centres.
4. The 10 marks of Part-A of Mid-Sem and End-Sem Tests will comprise only: **Objective Multiple Choice Questions; True / False; and Fill-in the Blanks.**
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 of the semester.
6. English Composition once a fortnight will form one of the components for UG General English.

## SEMESTER EXAMINATION

Testing with Objective and Descriptive questions

### Part-A: Objective MCQs only (30 Marks)

Answers are to be marked on OMR score-sheet. The OMR score-sheets will be supplied along with the Main Answer Book. 40 minutes after the start of the examination the OMR score-sheets will be collected

### Part-B & C: Descriptive (70 Marks)

**Part-B:** 5 x 5 = 25 marks (Inbuilt Choice);

**Part-C:** 3 x 15 = 45 marks; 3 out of 5 questions (Open Choice).

**The Accounts Paper of Commerce will have**

**Part-A:** Objective = 25

**Part-B:** Descriptive 3 x 25 = 75 marks.

**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.

## Grading System

### 1. Grading

The total marks will be calculated by adding both CIA and the end-semester examinations for each of the courses. The total marks thus obtained will then be graded as per details provided in the following 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:

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

where, 'C<sub>i</sub>' is the Credit earned for the Course-*i*,

'G<sub>i</sub>' is the Grade Point obtained by the student for the Course '*i*',

'M' 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.

### 2. Classification of Final Results

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

- 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 he/she has secured the prescribed passing minimum in the LCs and the ELCs.
- Grade in Part-IV and Part-V shall be shown separately and it shall not be taken into account for classification.
- Absence from an examination shall not be taken as an attempt.

**Table-1: Grading of the Courses**

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

**Table-2: Final Result**

CGPA	Classification of Final Results	Corresponding Grade
9.00 and above	O	Outstanding
8.00 to 8.99	A+	Excellent
7.00 to 7.99	A	Very Good
6.00 to 6.99	B+	Good
5.00 to 5.99	B	Above Average
4.00 to 4.99	C	Average
Below 4.00	RA	Re-appearance

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

A Pass in SHEPHERD will continue to be mandatory although the marks will not count for the calculation of the CGPA.

### 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 150 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 offered by the parent department courses.

**B. A. English Literature**  
**Course Pattern - 2017 Set**

Sem	Part		Code	Title of the Course	Hr	Cr
I	I	Language	17UGT10001	Language – I (Tamil/Hindi/French/Sanskrit)	4	3
	II	English	17UGE120101	General English – I	5	3
	III	Core	17UEN130201	British Poetry – I	6	4
			17UEN130202	British Prose	7	4
		Allied	17UEN130401A	Social History of England (OR)	6	5
	17UEN130401B	Remedial Grammar				
	IV	NMC	17UCE140801	Communicative English	-	5
		V. Edn	17UFC141001	Essentials of Ethics	2	2
Total for Semester – I				30	26	
II	I	Language	17UGT110002	Language – II (Tamil/Hindi/French/Sanskrit)	4	3
	II	English	17UGE120102	General English - II	5	3
	III	Core	17UEN230203	British Poetry – II	5	3
			17UEN230204	English Literary Forms and Terms	6	4
		Allied	17UEN230402A	History of English Literature (OR)	6	5
	17UEN230402B	History of English Language				
	IV	NMC	17UCE240802	Computer Literacy	2	2
		V. Edn	17UFC241002	Fundamentals of Human Rights	2	2
Total for Semester – II				30	22	
III	I	Language	17UGT110003	Language – III (Tamil/Hindi/French/Sanskrit)	4	3
	II	English	17UGE120103	General English – III	5	3
	III	Core	17UEN330205	British Drama-I	5	3
			17UEN330206	History of Literary Criticism – I	6	4
		Allied	17UEN330403A	Indian Diasporic Literature	6	5
			17UEN330403B	Subaltern Literature		
	Extra Credit Course	17UEN330501	Massive Open Online Course	-	(2)	
	IV	NMC	17UFC340901	Environmental Studies	2	2
		V. Edn	17UFC341003A	Formation of Youth-I	2	2
			17UFC341003B	Religious Doctrines		
Total for Semester – III				30	22+(2)	
IV	I	Language	17UGT110004	Language – IV (Tamil/Hindi/French/Sanskrit)	4	3
	II	English	17UGE120104	General English – IV	5	3
	III	Core	17UEN430207	British Drama – II	4	3
			17UEN430208	History of Literary Criticism – II	5	3
		Allied	17UEN430404A	Women’s Writing in English	6	5
			17UEN430404B	News Reporting and Editing		
	Core Electives (WD)	17UEN430301A	World Classics in Translation	4	4	
		17UEN430301B	Indian Literatures Translated into English			
	IV	V. Edn	17UFC441004A	Formation of Youth-II	2	2
			17UFC441004B	Religious Doctrines		
			Total for Semester – IV			

Sem	Part		Code	Title of the Course	Hr	Cr
V	III	Core	17UEN530209	English Phonetics	6	4
			17UEN530210	Comparative Literature and Translation Studies	6	4
			17UEN530211	British Novel - I	5	3
			17UEN530212	American Literature	5	3
		Extra Credit Course	17UEN530502	Extra Credit Course	-	(2)
		Core Electives (WS)	17UEN530302A	Indian Writing in English	4	4
			17UEN530302B	English for Tourism		
	Self-Paced Learning	17UEN530213	Short Story	-	2	
	IV	SBE (BS)	17UEN540601	Film Studies	2	2
		IDC	17USS540701A	Soft Skills	2	2
			17USS540701B	National Cadet Corps		
Total for Semester-V					30	24+(2)
VI	III	Core	17UEN630214	British Novel – II	6	4
			17UEN630215	Shakespeare	6	4
			17UEN630216	English Language Teaching: Theory and Practice	6	4
			17UEN630217	Project and Research Methodology	6	4
			17UEN630218	Comprehensive Examination	-	2
			17UEN630219	Internship	-	2
			17UEN630220	Intensive Study of an Author: T.S. Eliot	-	2
	Core Electives (WD)	17UEN630303A	Introduction to Journalism	4	4	
		17UEN630303B	English for Competitive Examination			
	IV	SBE (WS)	17UEN640602	Basics of Theatrical Arts	2	2
Total for Semester-VI					30	28
I-V	V	SHEPHERD	17UCW651101	Community service work (SHEPHERD) and Gender Studies	-	5
Total for All Semesters					180	150+(4)

**Programme Outcomes (POs):**

1. Undergraduate students are to be passionately engaged in initial learning with an aim to think differently as agents of new knowledge, understanding and applying new ideas in order to acquire employability/self-employment.
2. Undergraduate students are trained to take up higher learning programmes.
3. Undergraduate students are made to be competent and socially responsible citizen of India.
4. Undergraduate students are to be exposed to technical, analytical and creative skills.
5. Undergraduate students are to be imparted with a broad conceptual background in the Biological sciences / Computing sciences / Languages and culture / Management studies / Physical sciences.

**Programme Specific Outcomes (PSOs):**

1. **Listening Skills:** Students will be able to acquire the ability to accurately receive and interpret messages in the communication process.
2. **Oral Communication Skills:** Students will demonstrate the skills needed to participate in a conversation that builds knowledge collaboratively: listening carefully and respectfully to others' viewpoints; articulating their own ideas and questions clearly; and situating their own ideas in relation to other voices and ideas. Students will be able to prepare, organize, and deliver an engaging oral presentation.
3. **Reading:** Students will become accomplished, active readers who appreciate ambiguity and complexity, and who can articulate their own interpretations with an awareness and curiosity for other perspectives.
4. **Writing Skills and Process:** Students will be able to write effectively for a variety of professional and social settings. They will practice writing as a process of motivated inquiry, engaging other writers' ideas as they explore and develop their own. They will demonstrate an ability to revise for content and edit for grammatical and stylistic clarity. And they will develop an awareness of and confidence in their own voice as a writer.
5. **Sense of Genre:** Students will develop an appreciation of how the formal elements of language and genre shape meaning. They will recognize how writers can transgress or subvert generic expectations, as well as fulfill them. And they will develop a facility at writing in appropriate genres for a variety of purposes and audiences.

6. **Culture and History:** Students will gain knowledge of the major traditions of literatures written in English, and an appreciation for the diversity of literary and social voices within—and sometimes marginalized by—those traditions. They will develop an ability to read texts in relation to their historical and cultural contexts, in order to gain a richer understanding of both text and context, and to become more aware of themselves as situated historically and culturally.
7. **Critical Approaches:** Students will develop the ability to read works of literary, rhetorical, and cultural criticism, and deploy ideas from these texts in their own reading and writing. They will express their own ideas as informed opinions that are in dialogue with a larger community of interpreters, and understand how their own approach compares to the variety of critical and theoretical approaches.
8. **Research Skills:** Students will be able to identify topics and formulate questions for productive inquiry; they will identify appropriate methods and sources for research and evaluate critically the sources they find; and they will use their chosen sources effectively in their own writing, citing all sources appropriately.

பருவம்: 1  
17UGT110001

மணி நேரம்: 4  
புள்ளிகள்: 3

### பொதுத்தமிழ்-I

#### பாடத்தின் விளைவு

- சமூக மாற்றச் சிந்தனைகளை உள்ளடக்கிய தற்கால இலக்கியப்பரப்பை அறிதல்
- புதுக்கவிதை, சிறுகதை, உரைநடை ஆகியவற்றின் இலக்கியத்திறன் கண்டறிதல்.
- சந்திப்பிழையின்றி எழுதும் திறன் பெறுதல்.
- வாழ்க்கை வரலாற்றுக் கட்டுரைகளை வாசிக்கும் திறன் பெறுதல்.
- அன்றாடப் பயன்பாட்டிலுள்ள ஆங்கிலச்சொற்களுக்குப் பொருத்தமான சொற்களை உருவாக்கச்செய்தல்
- அரசுப்போட்டித் தேர்வுகளுக்கேற்ப தமிழ்மொழியில் பயிற்சி அளித்தல்.

**அலகு-1** மகாகவி பாரதியார் கவிதைகள்  
பாரதிதாசன் கவிதைகள்  
நாமக்கல் கவிஞர் கவிதைகள்  
உரைநடை - முதல் மூன்று கட்டுரைகள் (12 மணி நேரம்)

**அலகு-2** பாவலரேறு பெருஞ்சித்திரனார் பாடல்கள்  
கண்ணதாசன் கவிதைகள்  
இலக்கிய வரலாறு (பக். 239- 300)  
இலக்கணம் -வலிமிகும் இடங்கள் (14 மணி நேரம்)

**அலகு-3** சமூகக்கவிதைகள்  
இலக்கிய வரலாறு (பக்.300 -362)  
சிறுகதை - முதல் ஆறு சிறுகதைகள் (14 மணி நேரம்)

**அலகு-4** அரசியல் கவிதைகள்  
இலக்கணம் - வலி மிகா இடங்கள் (10 மணி நேரம்)

**அலகு-5** மொழிபெயர்ப்புக்கவிதைகள்  
சிறுகதை- 7 முதல் 12 முடிய உள்ள சிறுகதைகள்  
உரைநடை- 4முதல் 6 முடிய உள்ள கட்டுரைகள் (10 மணிநேரம்)

#### பாடநூல்

- பொதுத்தமிழ்- செய்யுள் திரட்டு- தமிழாய்வுத்துறை வெளியீடு-2017-2020
- சமூகவியல் நோக்கில் தமிழ் இலக்கிய வரலாறு, தமிழாய்வுத்துறை வெளியீடு, தூய வளனார் கல்லூரி, திருச்சிராப்பள்ளி-2
- உரைநடை நூல் - தமிழாய்வுத்துறை வெளியீடு.
- சிறுகதைத்தொகுப்பு : (நாட்டுடைமையாக்கப்பட்ட படைப்பாளர்களின் சிறுகதைகள்), தமிழாய்வுத்துறை வெளியீடு.

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

Semester I	Course Code 17UGT110001	Title of the Paper பொதுத்தமிழ்-1										Hours 4	Credits 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	PSO6	PSO7	PSO8
CO1	5	5	4	3	5	5	4	4	4	3	3	4	5
CO2	5	5	5	3	4	5	4	5	4	3	3	4	5
CO3	4	4	5	4	3	4	3	5	4	3	3	4	5
CO4	5	5	4	4	4	5	5	5	4	3	5	5	5
CO5	5	5	5	4	4	4	4	5	4	3	4	5	5
CO6	5	5	5	3	4	4	4	4	4	5	4	3	5
Mean Overall Score											4.1		

Result: The Score for this Course is 4.1 (Very High Relationship)

Note:

Mapping	1-20%	21-40%	41-60%	61-80%	81-100%
Scale	1	2	3	4	5
Relation	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very poor	Poor	Moderate	High	Very High

Values Scaling:

Mean Score of COs = $\frac{\text{Total of Values}}{\text{Total No. of POs \& PSOs}}$	Mean Overall Score for COs = $\frac{\text{Total of Mean Scores}}{\text{Total No. of COs}}$
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Semestre: I  
17UGH110001

Hours/Week: 4  
Credits : 3

## HINDI-I

### Course Outcomes

At the end of the course, a student should be able to demonstrate...

- \* Knowledge and understanding of Hindi Conversations
- \* Improvement of the writing skills.
- \* Knowledge of Grammar forms
- \* Effective communicative skills in Hindi.
- \* The introduction of socially relevant subjects in Modern Hindi Literature
- \* Appreciation the features of Modern Hindi Prose.

**Unit-I** **8 hours**  
Dr Abdul Kalam, Ling Badaliye, Vachan Badaliye, Baathcheeth-Aspathal Mein

**Unit-II** **12 hours**  
Hamara Rajchinha, Noun Ling, Kaarak Chinha, Chaar Baayee, Baathcheeth, Dookan Mein

**Unit-III** **12 hours**  
Moun hee mantra hai, Vachan, Kaarak, Vishwamitra Ka yagna, Baathcheeth, Hotel mein

**Unit-IV** **14 hours**  
Veer Shivaji, Pronoun, Danush Yagna, Baathcheeth-Maidan mein

**Unit-V** **14 hours**  
Rajatilak Kee Thaiyaree, Adjectives, Baathcheeth-Pareeksha ke baare mein

### Books Recommended

1. Dakshina Bharathi Hindi Prachar Sabha, Thiagaraya Nagar, Chennai – 600 017, Subhodh Hindi Patamala-2, Bharath Milap, Bharath-1, 2016.
2. Ramdev, Vyakaran Pradeep, Hindi Bhavan, 63, Tagore Nagar, Allahabad 2, 2016.

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

Semester I	Course Code 17UGHH10001	Title of the Paper Hindi-I										Hours 4	Credits 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	PSO6		
CO1	4	4	4	3	4	2	2	2	3	4	4	3.2	
CO2	3	3	2	3	2	4	4	4	3	3	2	3.0	
CO3	3	2	2	3	4	2	2	2	3	4	4	2.8	
CO4	3	2	2	3	2	4	4	4	4	2	2	2.9	
CO5	3	3	3	3	3	3	4	4	3	3	3	3.2	
CO6	4	4	4	4	3	4	3	2	4	3	3	3.4	
Mean Overall Score												3.1	

Result: The Score for this Course is 3.1 (High Relationship)

Note:

Mapping Scale	1-20%	21-40%	41-60%	61-80%	81-100%
	1	2	3	4	5
Relation Quality	0.0-1.0 Very poor	1.1-2.0 Poor	2.1-3.0 Moderate	3.1-4.0 High	4.1-5.0 Very High

Values Scaling:

Mean Score of COs = $\frac{\text{Total of Values}}{\text{Total No. of POs \& PSOs}}$	Mean Overall Score for COs = $\frac{\text{Total of Mean Scores}}{\text{Total No. of COs}}$
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Semestre: I  
17UGF110001

Heures /Semaine: 4  
Credits : 3

## FRANÇAIS-I

### Course Outcomes:

- \* Introduire la langue et la culture française aux étudiants
- \* Comparer la culture de l'Inde et de la France
- \* Familiariser l'étudiant avec le vocabulaire
- \* la grammaire et les conversations se présenter
- \* Donner des informations en Français
- \* Conjuguer des verbes, Avoir Etre Aller Faire

### Unit-I : A l'aéroport Kamaraj domestic de Chennai (10 heures)

Saluer, demander et dire le nom, présenter quelqu'un, se présenter, souhaiter la bienvenue a quelqu'un, demander et dire l'identité de quelqu'un.

**Grammaire :** Etre, s'appeler, pronoms sujets, interrogation

### Unit-II : A l'Université (10 heures)

Demander comment on se porte, présenter quel qu'un, prendre congé, exprimer, l'appréciation. **Grammaire:** Articles définis et indéfinis, genre des noms, adjectifs, présent de l'indicatif: verbes réguliers en er, être avoir, apprendre, prépositions a, en, au, aux.

### Unit-III : Au café (10 heures)

Dire ce qu'on aime, donner des informations, exprimer l'admiration, demander des informations sur quelqu'un. **Grammaire:** Adjectifs interrogatifs, présent de l'indicatif : avoir, verbes en er , savoir, qu'est ce que c'est?, adjectifs possessifs, négation ,adjectifs irréguliers

### Unit-IV : A la plage (15 heures)

Proposer une sortie, accepter, refuser la proposition. **Grammaire:** phrases au singulier et au pluriel, pronom indéfini- on, il y a, adjectifs démonstratifs, négation, interrogation, présent de l'indicatif : faire, voir, aller, sortir, connaître

### Unit-V : Un concert et chez Nalli (15 heures)

Inviter, accepter, exprimer son incapacité d'accepter, complimenter, parlé au téléphone, demander le prix, protester contre le prix. **Grammaire:** Présent de l'indicatif : verbes en er, venir, pouvoir, vouloir, articles contracte, avec, a, chez, le futur, interrogation est ce que, adverbes interrogatifs, adjectifs possessifs, accord de l'adjectif, adjectifs exclamatifs, très/trop, présent de l'indicatif : acheter-regarder, l'impératif.

**Manuel:** K. Madanagobalane, Synchronie-1, Samhitâ Publication, 2011.

### Livre de référence:

1. Annie Berthet /B atrix Sampsonis/ Catherine Hugot /V\_ronique M Kizirian / Monique Waendendries, Alter Ego A1, Hachette, 2006.
2. Yves Loiseau/R\_gineM\_rieux, Connexions 1, Didier, 2011.

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

Semester I	Course Code 17UGF110001	Title of the Paper French-I										Hours 4	Credits 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	PSO6		
CO1	4	4	2	3	4	4	4	2	2	3	3	3.2	
CO2	3	3	3	3	4	4	4	3	3	3	2	3.2	
CO3	3	2	3	2	4	3	2	4	4	3	3	3.0	
CO4	3	3	4	3	4	2	2	3	3	2	2	2.8	
CO5	3	3	4	3	4	3	3	3	4	5	2	3.4	
CO6	3	4	3	3	3	3	3	3	2	4	3	3.1	
Mean Overall Score												3.1	

**Result: The Score for this Course is 3.1 (High Relationship)**

*Note:*

Mapping Scale	1-20%	21-40%	41-60%	61-80%	81-100%
Relation	1	2	3	4	5
Quality	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
	Very poor	Poor	Moderate	High	Very High

*Values Scaling:*

Mean Score of COs = $\frac{\text{Total of Values}}{\text{Total No. of POs \& PSOs}}$	Mean Overall Score for COs = $\frac{\text{Total of Mean Scores}}{\text{Total No. of COs}}$
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Semester: I  
17UGS110001

Hours/Week: 4  
Credits : 3

### SANSKRIT-I

#### Course Outcomes

At the end of the course, a student should be able to demonstrate...

- \* Knowledge and understanding of basic Sanskrit grammar
- \* Knowledge and understanding of essential Sanskrit vocabulary
- \* Introduction of the writing skills
- \* Introduction of Sanskrit Aksharas.
- \* Introduction of Present tense forms
- \* Implementation of good thoughts from Subashitani

#### Unit-I 8 hours

Akharavivaranam – Svaras & Vyanjanaani – Samyukta Aksharani.

#### Unit-II 12 hours

Shabdadayah – Aakaaraanta, ikaar aantah. ukaaraantah.

Shabdadayah – Aakaaraanta, iikaar aantah. uukaaraantah.

#### Unit-III 12 hours

Anuvaada Prayogah.

#### Unit-IV 14 hours

Lat Lakarh – Parasmai – Pada Prayogah = Vakyarupah.

#### Unit-V 14 hours

Subhaashitaani

#### Books Recommended

1. Kulapathy, K. M., Saral Sanskrit Balabodh, Bharathiya Vidya Bhavan, Munshimarg, Mumbai-400 007, 2014
2. R.S. Vadhyar & Sons, Book-Sellers and Publishers, Kalpathi, Palghat-678003, Kerala, South India, Shabdha Manjari, 2014
3. Balasubramaniam R., Samskrita Akshara Siksha, Vangals Publication, 14<sup>th</sup> Main Road, JP Nagar, Bangalore -78, 2015.

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

Semester I	Course Code 17UGS110001	Title of the Paper Sanskrit-I						Hours 4	Credits 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		PSO6
	CO1	5	3	5	4	4	3	3	3	3	4	3.1
	CO2	4	3	4	4	4	4	4	4	3	4	3.3
	CO3	4	3	3	4	4	3	4	4	3	4	3.1
	CO4	4	3	3	4	3	3	4	4	3	4	3.0
	CO5	4	4	4	3	4	4	3	3	3	4	3.1
	CO6	5	4	4	4	4	3	3	3	3	4	3.1
Mean Overall Score												3.1

Result: The Score for this Course is 3.1 (High Relationship)

Note:

Mapping Scale Relation Quality	1-20% 1	21-40% 2	41-60% 3	61-80% 4	81-100% 5
	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
	Very poor	Poor	Moderate	High	Very High

Values Scaling:

Mean Score of COs = $\frac{\text{Total of Values}}{\text{Total No. of POs \& PSOs}}$		Mean Overall Score for COs = $\frac{\text{Total of Mean Scores}}{\text{Total No. of COs}}$	
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**Semester: I**  
**17UGE120101**

**Hours/Week: 5**  
**Credits: 3**

**GENERAL ENGLISH-I**

**Course Outcome**

- \* Introduce themselves to the others
- \* Narrate simple experiences in a coherent manner
- \* Understand the underlying meaning in the text
- \* Describe accurately what he/she observes and experiences
- \* Converse with friends about their likes and dislikes
- \* Write leave letters using the appropriate format and language

**Unit-I:**

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:**

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 Form of Naming Words
19. Irregular Plural Forms
20. Plural Naming Words Practice
21. Whose Words?

**Unit-III:**

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. Listen and Match the Visual
30. Letter Spell - Check
31. Drafting Letter

**Non-Detailed:**

**“The Merchant of Venice” from *Six Tales From Shakespeare***

**Unit-IV:**

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

**Non-Detailed:**

**“The Taming of the Shrew” from *Six Tales From Shakespeare***

**Unit-V:**

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

**Non-Detailed: “The Tempest” from *Six Tales From Shakespeare***

#### Textbook

1. Joy, J.L. & Peter, F.M. *Let's Communicate I*, New Delhi, Trinity Press, 2014. Print.

#### Non-Detailed Text

1. Dodd, E F. *Six Tales From Shakespeare*. London: Macmillan, 1987. Print. (First three tales)

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

Semester I	Course Code 17UGE120101	Title of the Paper General English-I												Hours 4	Credits 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	PSO6	PSO7	PSO8		
CO1	4	3	4	4	4	5	4	4	4	3	3	4	4	3.80	
CO2	4	3	4	4	4	5	5	4	4	4	4	4	4	4.10	
CO3	4	3	4	4	4	3	3	4	4	3	3	4	4	3.60	
CO4	4	3	2	4	4	4	4	3	3	5	5	4	4	3.80	
CO5	4	3	4	4	4	4	4	3	3	4	4	5	5	3.90	
CO6	5	4	4	3	3	4	4	3	4	4	5	4	4	3.90	
Mean Overall Score														3.85	

**Result: The Score for this Course is 3.85 (High Relationship)**

*Note:*

<b>Mapping Scale</b>	<b>1-20%</b> 1	<b>21-40%</b> 2	<b>41-60%</b> 3	<b>61-80%</b> 4	<b>81-100%</b> 5
<b>Relation Quality</b>	<b>0.0-1.0</b> Very poor	<b>1.1-2.0</b> Poor	<b>2.1-3.0</b> Moderate	<b>3.1-4.0</b> High	<b>4.1-5.0</b> Very High

*Values Scaling:*

<b>Mean Score of COs</b> = $\frac{\text{Total of Values}}{\text{Total No. of POs \& PSOs}}$	<b>Mean Overall Score for COs</b> = $\frac{\text{Total of Mean Scores}}{\text{Total No. of COs}}$
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**Semester: I**  
**17UEN130201**

**Hours/Week: 6**  
**Credits : 4**

**Core:**  
**BRITISH POETRY-I**

**Course outcome:**

- \* Students are able to appreciate English Poetry
- \* Students understand the genre Poetry
- \* Students learn to enjoy poetry
- \* Students learn to interpret poetic lines
- \* Students know to read between the lines
- \* Students develop the skill of verse writing

**Unit-I: (Non-Detailed)**

1. Geoffrey Chaucer (1343-1400): “The Love Unfeigned”
2. Sir Thomas Wyatt (1503-1542): “I Find No Peace”
3. Henry Howard, Earl of Surrey (1517-1547): “My Friend, the Things That Do Attain”
3. Edmund Spenser (1552-1599): “Sonnet No.75” (*From The Amoretti*)

**Unit-II: (Detailed)**

4. Philip Sidney (1554-1586): “*From Astrophel and Stella*”
5. William Shakespeare (1567-1616): “Sonnet No. 116”
6. John Donne (1572-1631): “*From Holy Sonnets:1*”
7. John Milton (1608-1674): “On His Blindness”

**Unit-III: (Detailed)**

8. Andrew Marvell (1621-1678): “To His Coy Mistress”
9. John Dryden (1631-1700): “A Song for St. Cecilia’s Day”
10. Alexander Pope (1688-1744): *The Rape of the Lock-Canto I* (1-20 lines)

**Unit-IV: (Non-Detailed)**

11. Thomas Gray (1716-1771): “Elegy Written in a Country Churchyard”
12. William Blake (1757-1827): “The Tyger”
13. Robert Burns (1759-1796): “A Winter Night”
14. William Wordsworth (1770-1850): “Resolution and Independence”

**Unit-V: (Detailed)**

15. S.T. Coleridge (1772-1834): “Kubla Khan”
16. Byron (1788-1824): “When We Two Parted”

17. P.B. Shelley (1792-1822): “Ode to the West Wind”
18. John Keats (1795-1821): “Ode on a Grecian Urn”

**Textbook for all Units**

1. Green, David. (Ed). *The Winged Word*. Chennai: Macmillan, 2012. Print.

**References**

1. Abrams, M. H. et al. eds. *Norton Anthology of English Literature*. Vols. I & II. New York: W.W. Norton & Company, Inc., 1962. Print.
2. Hewett, R.P. *A Choice of Poets*. London: George G. Harrap & Co., 1969. Print.
3. Karlin, Daniel. Ed. *The Penguin Verse of Victorian Verse*. New York: Penguin, 2002. Print.
4. Hamilton, Ion. Ed. *The Oxford Companion to Poetry in English*. New York: OUP, 1994, Print.
5. Roberts, Michael. Ed. *Faber Book of Modern Verse*. New Delhi: Milestone Publication, 2000. Print.

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

Semester	Course Code	Title of the Paper:												Hours	Credits
I	17UEN130201	Core: BRITISH POETRY-I												6	4
		Programme Outcomes					Programme Specific Outcomes								
		(POs)					(PSOs)								
Course Outcomes (COs)	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	Mean Score of COs	
CO1	4	4	4	3	4	4	3	4	3	3	3	3	3	3.5	
CO2	4	3	3	3	4	3	4	3	4	3	4	3	3	3.4	
CO3	4	4	4	4	4	4	5	4	3	4	4	4	4	4.0	
CO4	4	4	4	4	4	3	5	5	4	4	4	4	4	4.1	
CO5	5	4	4	4	4	4	4	4	4	4	4	4	4	4.1	
CO6	3	3	5	4	4	3	4	4	4	4	4	4	4	3.8	
Mean Overall Score														3.8	

Result: The Score for this Course is 3.8 (High Relationship)

Note:

Mapping Scale Relation Quality	1-20% 1	21-40% 2	41-60% 3	61-80% 4	81-100% 5
	0.0-1.0 Very poor	1.1-2.0 Poor	2.1-3.0 Moderate	3.1-4.0 High	4.1-5.0 Very High

Values Scaling:

Mean Score of COs = $\frac{\text{Total of Values}}{\text{Total No. of POs \& PSOs}}$	Mean Overall Score for COs = $\frac{\text{Total of Mean Scores}}{\text{Total No. of COs}}$
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Semester: I  
17UEN130202

Hours/Week: 7  
Credits : 4

Core:  
BRITISH PROSE

Course outcome:

- \* Learn the various sentence structures in English
- \* Exposed to the possibilities of different prose styles in British Literature
- \* Get in touch with a wide range of British Prose writers
- \* Learn the various techniques involved in essay writing
- \* Grasp the style and mannerisms of the British Prose writers
- \* Get holistic understanding of the British Prose writers

Unit-I: (Detailed)

1. Francis Bacon (1561 – 1626): “Of Studies”
2. Charles Lamb (1775- 1834): “A Dissertation upon the Roast Pig”

Unit-II: (Detailed)

3. Richard Steele (1672-1729): “The Spectator Club”
4. Joseph Addison (1672-1719): “The Vision of Mirza”
5. Oliver Goldsmith (1730-1774): “Letter XVIII” (*The Citizen of the World*)

Unit-III: (Non-Detailed)

6. William Hazlitt (1778-1830): “On Reading Old Books”
7. Bernard Shaw (1856-1950): “Freedom”
8. Aldous Huxley (1894-1963): “Selected Snobberies”

Unit-IV: (Detailed)

9. W.R. Inge (1860 – 1954): “Spoon Feeding”
10. Bertrand Russell (1872-1970): “Eminent Men I Have Known”
11. E.M.Forster (1879-1970): “Tolerance”

Unit-V: (Non-Detailed)

12. A.G.Gardiner (1856-1946): “On Saying Please”
13. G.K. Chesterton (1874-1936): “On Lying in Bed”
14. George Orwell (1903-1950): “Shooting an Elephant”

Textbooks

Unit-I:

1. Bacon, Francis. *Bacon's Essays*. London: John W. Parker and Son, 1858. Print.
2. Lamb, Charles. *Selected Essays of Lamb*. London: OUP, 1938. Print.

Unit- II:

- Thorp, Margarat Farrand. *An Anthology of English Prose*. London: OUP, 1936. Print.
- Addison, Joseph. *Essays and Tales*. Bilioteca Virtual Online.

Unit- III:

- Newcomer, Alphonso Gerard. *Twelve Centuries of English Poetry and Prose*. London: OUP, 1930. Print.
- Bentley, Eric. *Bernard Shaw*. New Direction Books, 1957. Print.
- Wagner, Gerhard. *Aldous Huxley Representative Man*. London: lit Verlag, 2004. Print.
- Hazlitt, William. *Table Talk*. New York: Wiley and Putnam, 1845. Press, 1991. Print.

Unit- IV:

- Mohan, Chandra. *An Anthology for Undergraduates*. University of Delhi, 1992. Print.
- Gross, John. *The Oxford Book of Essays*. OUP, 1935. Print.

Unit- V:

- Sutton, Walter & Foster, Richard. *Modern Criticism Theory and Practice*. Western Publishing Company, 1963. Print.
- Watson, George. *The New Cambridge Bibliography of English Literature*. Cambridge: CUP, 1972. <http://www.readprint.com/work-1523/the-mark-on-the-wall-virginia>

## References

- Cody, Sherwin. *A selection form the best English essays illustrative of the history of English prose style*. A.C. McClurg & Company, 1903. Print.
- Hudson, William Henry. *An Introduction to the Study of Literature*. London: George G Harrap & Co Ltd. rpt 1961. Print.
- Rees, R.J. *An Introduction to the Study of Literature*. London: Macmillan, 1968. Print.
- Roe, William Frederick. *English Prose*. London: Bibliolie LIC, 1965. Print.
- Whitidge, Arnold et al. Ed. *An Oxford Anthology of English Prose*. Oxford: OUP, 2005 Digital Publication.

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

Semester I	Course Code 17UEN130202	Title of the Paper: Core: BRITISH PROSE														Hours 7	Credits 4
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)								Mean Score of COs			
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8				
CO1	2	1	2	3	1	2	4	3	3	2	3	2	3	2.4			
CO2	4	2	1	3	2	3	3	4	4	3	3	3	4	3.0			
CO3	2	3	2	2	2	3	4	3	4	3	2	4	2	2.8			
CO4	4	2	3	5	3	2	4	3	3	4	3	3	4	3.3			
CO5	3	2	3	4	2	3	3	2	4	3	4	3	3	3.2			
CO6	4	3	3	3	5	3	3	3	4	3	3	4	3	3.3			
Mean Overall Score														3.0			

Result: The Score for this Course is 3.0 (Moderate Relationship)

Note:

Mapping	1-20%	21-40%	41-60%	61-80%	81-100%
Scale	1	2	3	4	5
Relation	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very poor	Poor	Moderate	High	Very High

Values Scoring:

Mean Score of COs = $\frac{\text{Total of Values}}{\text{Total No. of POs \& PSOs}}$	Mean Overall Score for COs = $\frac{\text{Total of Mean Scores}}{\text{Total No. of COs}}$
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**Semester: I**  
**17UEN130401A**

**Hours/Week: 6**  
**Credits : 5**

**Allied:**  
**SOCIAL HISTORY OF ENGLAND**

**Course outcome:**

1. An understanding of the main social issues covered by the module; The Social History of England
2. An opportunity to develop critical analytical skills through the assessment of historical approaches which may be radically different and sometimes mutually exclusive;
3. A greater awareness of the interaction between social and other branches of history, and of the multiple character of causes and effects.
4. Pupils should extend and deepen their chronologically secure knowledge and understanding of British, local and world history, so that it provides a well-informed context for wider learning.
5. Pupils should identify significant events, make connections, draw contrasts, and analyze trends within periods and over long arcs of time.
6. They should use historical terms and concepts in increasingly sophisticated ways.
7. They will attend to a wider range of voice within and across cultures.
8. They will recognize how form and structure shape a text's meaning; appreciate how genre generates expectations and shapes meanings.

**Unit-I:**

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:**

6. The Elizabethan Theatre
7. The East India Company
8. Colonial Expansion
9. The Civil War and its Social Significance
10. Puritanism

**Unit-III:**

11. Restoration England

12. The Origin and Growth of Political Parties in England
13. Age of Queen Anne
14. The Union of England and Scotland
15. The Agrarian Revolution

**Unit-IV:**

16. The Industrial Revolution
17. The Methodist Movement
18. Other Humanitarian movements
19. The War of American Independence
20. England and Ireland

**Unit-V:**

21. Effects of French Revolution
22. The Reform Bills
23. The Victorian Age
24. The World Wars and Trade Unionism in England
25. Development of Education in the Victorian England

**Textbook**

1. Xavier, A.G. *Introduction to the Social History of England*. Madras: S. Viswanathan (Printers Publishers), Revised Fourth Edition, 1982. Print.

**References**

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



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

Semester I	Course Code 17UEN130401A	Title of the Paper: Allied: SOCIAL HISTORY OF ENGLAND												Hours 6	Credits 4
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)								Mean Score of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8		
CO1	4	4	5	3	2	3	3	2	4	3	3	3	5	3.38	
CO2	5	4	4	2	2	4	4	3	3	3	4	3	4	3.46	
CO3	4	5	4	3	3	3	3	3	4	4	3	4	5	3.69	
CO4	5	4	3	3	2	4	2	3	3	3	4	3	4	3.30	
CO5	4	4	3	4	2	3	3	2	4	4	4	3	3	3.30	
CO6	4	3	4	3	2	4	3	4	3	3	2	3	3	3.15	
CO7	3	3	4	3	3	4	3	3	4	3	3	3	3	3.23	
CO8	4	4	3	4	2	3	3	3	3	4	4	3	4	3.46	
Mean Overall Score														3.37	

**Result: The Score for this Course is 3.3 (High Relationship)**

*Note:*

Mapping Scale	1-20%	21-40%	41-60%	61-80%	81-100%
Relation	1	2	3	4	5
Quality	Very poor	Poor	Moderate	High	Very High

*Values Scaling:*

Mean Score of COs = $\frac{\text{Total of Values}}{\text{Total No. of POs \& PSOs}}$	Mean Overall Score for COs = $\frac{\text{Total of Mean Scores}}{\text{Total No. of COs}}$
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**Semester: I**  
**17UEN130401B**

**Hours/Week: 6**  
**Credits : 5**

**Allied:**  
**REMEDIAL GRAMMAR**

**Course outcome:**

- \* Gain comprehensive knowledge of English grammar
- \* Instill in the learners the basic and essential knowledge of English Grammar
- \* Enlighten the learners on different structures, usage, sentence patterns
- \* Eradicate grammatical errors in speech and writing
- \* Improve the learners' writing skills as well as the spoken English skills
- \* Develop the learners' spelling, grammar, and punctuation using skills
- \* Make inferences and predictions based on information in the text.
- \* Infer meanings of unknown words.

**Unit-I:**

1. Tenses: Forms and Uses
2. Active Voice and Passive Voice
3. Infinitives- Participles and Gerunds
4. Phrasal Verbs
5. Conditional Clauses

**Unit-II:**

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:**

11. Adverbs
12. Adjectives
13. Articles
14. Prepositions
15. Conjunctions

**Unit-IV:**

16. Question Tags
17. 'Wh' questions
18. 'Yes' or 'No' questions

19. Phrases and Clauses
20. Conditional Clauses

#### Unit-V:

21. Correction of Errors
22. Degrees of Comparison
23. Simple, Compound and Complex Sentences
24. Adverbial clauses of Time, Manner, Degree and Reason

#### References

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.

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

Semester I	Course Code 17UEN130401B		Title of the Paper: Allied: REMEDIAL GRAMMAR										Hours 6	Credits 4
	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)								Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	
CO1	4	5	3	4	5	4	5	3	3	3	2	5	4	3.84
CO2	3	4	4	5	4	4	5	3	3	2	2	4	3	3.53
CO3	3	4	3	4	4	3	5	3	3	3	2	5	4	3.53
CO4	4	3	4	3	4	4	5	3	3	3	2	4	4	3.53
CO5	5	4	5	4	3	3	5	4	3	2	2	5	3	3.76
CO6	4	3	5	3	4	4	5	3	3	3	2	5	3	3.61
CO7	4	4	3	3	4	4	5	3	4	3	3	4	4	3.69
CO8	3	4	4	3	3	4	4	4	3	4	3	4	3	3.53
Mean Overall Score														3.62

Result: The Score for this Course is 3.6 (High Relationship)

Note:

Mapping Scale Relation Quality	1-20% 1 0.0-1.0 Very poor	21-40% 2 1.1-2.0 Poor	41-60% 3 2.1-3.0 Moderate	61-80% 4 3.1-4.0 High	81-100% 5 4.1-5.0 Very High
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Values Scaling:

Mean Score of COs = $\frac{\text{Total of Values}}{\text{Total No. of POs \& PSOs}}$	Mean Overall Score for COs = $\frac{\text{Total of Mean Scores}}{\text{Total No. of COs}}$
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Semester I  
17UFC141001

Hours/Week:2  
Credits: 2

## ESSENTIALS OF HUMANITY

### Course Outcome

1. To ensure creating awareness among the youth on human values.
2. To ensure educating the youth, the basic principles of value education.
3. To ensure the process of analyzing, appreciating and personalizing values as our own.
4. To ensure that students develop various dimensions of human personality.
5. To ensure the youth empowering the gender sensitization, gender differences and gender roles.
6. To ensure preparing the students for the smooth transfer from the stage of teenage to earlier adulthood.

### Unit-I

**Principles of Value Education** - Introduction - Value Education- Characteristics of Values – Kinds of Values

### Unit-II

**Development of Human Personality** - Personality traits - Theories of Personality - Discovering self- Defense mechanism - Power of positive thinking

### Unit-III

**Dimensions of Human Development** - Physical development – Intellectual development - Emotional development - Social Development – Moral development - Spiritual development

### Unit-IV

**Responsible Parenthood** - Human sexuality - Sex and love - Becoming a spouse - Responsible Parenthood

### Unit-V

**Gender Equality and Empowerment** - Historical perspective - Education & economic development -Crimes against Women-Women's rights

### Text Book:

**Essentials of Humanity**, Department of Foundation course, St.Joseph's College, Tiruchirappalli-2, 2016.

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

Semester I	Course Code 17UFC141001	Title of the Paper ESSENTIALS OF HUMANITY														Hours 2	Credits 2
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)								Mean Score of COs			
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8				
CO1	3	1	5	4	3	5	4	5	5	5	5	4	3	4.0			
CO2	2	1	5	5	3	5	4	5	5	5	5	4	3	4.0			
CO3	2	1	5	5	4	5	4	4	5	5	5	5	3	4.1			
CO4	2	2	5	4	2	5	4	4	5	4	5	5	5	4.0			
CO5	5	2	5	5	2	5	4	4	5	5	4	4	4	4.2			
CO6	2	1	5	5	4	4	4	5	5	4	4	4	3	3.8			
Mean Overall Score														4.0			

Result: The Score for this Course is 4.0 (High Relationship)

Note:

Mapping Scale	1-20%	21-40%	41-60%	61-80%	81-100%
Relation	1	2	3	4	5
Quality	Very poor	Poor	Moderate	High	Very High

Values Scaling:

Mean Score of COs = $\frac{\text{Total of Values}}{\text{Total No. of POs \& PSOs}}$	Mean Overall Score for COs = $\frac{\text{Total of Mean Scores}}{\text{Total No. of COs}}$
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பருவம்: 2  
17UGT210002

மணி நேரம்: 4  
புள்ளிகள்: 3

### பொதுத்தமிழ்-II

#### பாடத்தின் விளைவு

- சமூக மாற்றச் சிந்தனைகளை உள்ளடக்கிய தற்கால இலக்கியப்பரப்பை அறிதல்
- பக்தி இலக்கியங்களின் வழி இறையியல் கோட்பாடுகளை அறிதல்
- உரைநடைக் கட்டுரை எழுதும் திறன் பெறுதல்- இலக்கணமரபுகளை அறிதல்
- பல்வேறு சமயங்களின் வாழ்வியல் கருத்துக்களை அறிந்து பின்பற்றுதல்
- காப்பியங்களில் உள்ள சமுதாயக் கருத்துக்களை அறிந்துகொள்ளுதல்.
- இதிகாசங்கள் உணர்த்தும் நீதிகளை அறியச்செய்தல்.  
அரசுப்போட்டித் தேர்வுகளுக்கேற்ப பொதுக்கட்டுரைகளும் மொழிப்பயிற்சியும் மாணவர்களுக்கு அளித்தல்.

**அலகு: 1** (12 மணி நேரம்)

- சிலப்பதிகாரம் - அந்திமாலைச் சிறப்பு செய்காதை  
இலக்கிய வரலாறு - சைவம் வளர்த்த தமிழ் முதல் புராணங்கள் முடிய.  
இலக்கணம் - எழுத்திலக்கணம்

**அலகு: 2** (12 மணி நேரம்)

- மணிமேகலை - உலக அறிவி புக்க காதை  
பெரியபுராணம் - தடுத்தாட்கொண்ட புராணம்

**அலகு: 3** (12 மணி நேரம்)

- கம்பராமாயணம் - கும்பகர்ணன் வதைப்படலம்  
உரைநடை - 7 முதல் 9 முடிய உள்ள கட்டுரைகள்

**அலகு: 4** (12 மணி நேரம்)

- சீறாப்புராணம் - மானுக்குப் பிணை நின்ற படலம்  
இலக்கணம் - சொல்லிலக்கணம்  
இலக்கிய வரலாறு - தமிழ் இலக்கண நூல்கள் முதல் சிற்றிலக்கியங்கள் முடிய.

**அலகு: 5** (12 மணி நேரம்)

- இரட்சணிய யாத்திரிகம் - மரணப்படலம்  
உரைநடை - 10 முதல் 12 வரையிலான கட்டுரைகள்

#### பாடநூல்:

- செய்யுள் திரட்டு, தமிழாய்வுத்துறை வெளியீடு, 2017-10
- சமூகவியல் நோக்கில் தமிழ் இலக்கிய வரலாறு, தமிழாய்வுத்துறை வெளியீடு, தாய வளனார் கல்லூரி, திருச்சிராப்பள்ளி-2
- உரைநடை நூல் - தமிழாய்வுத்துறை வெளியீடு.

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

Semester II	Course Code 17UGT210002	Title of the Paper பொதுத்தமிழ்-II										Hours 4	Credits 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	PSO6	PSO7	PSO8	
CO1	5	4	4	4	4	5	5	5	4	4	2	4	4	4.2
CO2	4	5	5	4	5	5	5	5	5	4	3	4	3	4.4
CO3	5	5	4	4	5	5	5	5	4	3	3	4	3	4.3
CO4	5	5	4	3	4	5	5	5	4	3	3	4	3	4.1
CO5	5	5	4	3	4	5	5	5	4	3	3	4	3	4.1
CO6	5	5	5	5	4	5	5	5	4	3	3	4	3	4.1
Mean Overall Score														4.2

Result: The Score for this Course is 4.2 (Very High Relationship)

Note:

Mapping Scale	1-20%	21-40%	41-60%	61-80%	81-100%
Relation Quality	0.0-1.0 Very poor	1.1-2.0 Poor	2.1-3.0 Moderate	3.1-4.0 High	4.1-5.0 Very High

Values Scaling:

Mean Score of COs = $\frac{\text{Total of Values}}{\text{Total No. of POs \& PSOs}}$	Mean Overall Score for COs = $\frac{\text{Total of Mean Scores}}{\text{Total No. of COs}}$
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Semestre: II  
17UGH210002

Hours/Week: 4  
Credits : 3

## HINDI-II

### Course Outcomes

At the end of the course, a student should be able to demonstrate...

- their effective communicative skills in Hindi
- the introduction of socially relevant subjects in Modern Hindi Literature
- to appreciate the features of Modern Hindi one act plays and short stories
- the ability to fill in application forms Hindi
- use Hindi vocabulary and grammar patterns in a culturally proper ways.
- the ability to write about famous Hindi authors .

### Unit-I 8 hours

Paeeksha, Lekak Parichaya, Khani kee Basha – Shyli, Verb, Dhathu, Artha likiye ulte Shabda likiye.

### Unit-II 12 hours

Lekak Parichaya Ekanki kee, Basha Shyli, Ander Nagaree, Sankalan Traya, Pareek shaka Khani ke paatra, Kal, Vachya.

### Unit-III 12 hours

Chief Kee daavath, Ekanki ke Paatra, Ekankikaar, Ne ka Prayog, Adverb

### Unit-IV 14 hours

Do Kalakar, Bahoo kee Vidha, Kahaanikaar, Prepositions, conjunctions

### Unit-V 14 hours

Kahani ke paatra, Ekanke ke paatra, lekak parichaya, Interjunctions, Avikari Shabda

### Books Recommended

1. Dakshina Bharath Hindi Prachara Sabha, Thiagaraya Nagar, Chennai - 600 017, Subodh Hindi Patamala-2, Ekanki, Hindi, 2016.
2. Ram Dev Hindi Bhavan, Vyakaran Pradeep, 63, Tagore Nagar, Alahabad, 2, 2013.

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

Semester II	Course Code 17UGH210002	Title of the Paper Hindi-II										Hours 4	Credits 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	PSO6		
CO1	4	4	4	3	4	3	2	3	4	4	4	3.5	
CO2	3	3	2	3	2	4	4	3	3	2	2	2.8	
CO3	3	2	2	3	4	2	4	4	2	3	4	3.0	
CO4	3	2	2	3	3	4	3	3	4	3	3	3.0	
CO5	3	3	3	3	3	3	3	4	3	4	3	3.1	
CO6	4	4	4	4	3	4	3	3	3	3	2	3.3	
Mean Overall Score												3.1	

Result: The Score for this Course is 3.1 (High Relationship)

Note:

Mapping Scale	1-20%	21-40%	41-60%	61-80%	81-100%
Relation	1	2	3	4	5
Quality	0.0-1.0 Very poor	1.1-2.0 Poor	2.1-3.0 Moderate	3.1-4.0 High	4.1-5.0 Very High

Values Scaling:

Mean Score of COs = $\frac{\text{Total of Values}}{\text{Total No. of POs \& PSOs}}$	Mean Overall Score for COs = $\frac{\text{Total of Mean Scores}}{\text{Total No. of COs}}$
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Semestre: II  
17UGF210002

Heures /Semaine: 4  
Credits : 3

## FRANÇAIS-II

### Course Outcomes

- \* Faire connaissance des journaux, des courriels, des lettres
- \* Comprendre les conversations téléphoniques.
- \* Décrire quelque chose
- \* Demander son chemin
- \* Parler des activités du week-end
- \* Accepter, refuser, exprimer la certitude.

### Unit-I: Nouvelles de L'inde (10 heures)

Montrer son inquiétude, s'excuser, exprimer son appréciation, décrire quelqu'un, décrire quelque chose

**Grammaire:** Présent : verbes en er,-ir, le futur, interrogation totale, féminin d'autres adjectifs.

### Unit-II: A la gare Central station (10 heures)

Réserver des billets, demander des renseignements, donner des renseignements

**Grammaire:** pronoms compléments d'objet direct, présent l'impératif :payer ,partir/sortir, l'impératif, expression du temps, construction avec infinitif

### Unit-III : Un lit dans la Cuisine (10 heures)

Donner des ordres, localiser, dire qu'une proposition est stupide ou bizarre

**Grammaire :** Verbes en er-ranger, mettre impératif, il faut, devoir +infinitif, prépositions de lieu

### Unit-IV: Pierre apprend a conduire et mangez –vous correctement ?

(15 heures)

Rassurer, exprimer l'indirection exprimer l'autorisation, avertir, demander des informations sur les habitudes de quelqu'un, offrir a manger ou a boire, accepter, refuser, exprimer la certitude.

**Grammaire:** impératif-être, avoir, savoir, pronoms compléments d'objet indirect, le passe compose avec avoir expression de la quantité-articles partitifs, adverbess, pronoms directs et indirects, pronom en, présent des verbes –manger, boire ,offrir ,prendre, la condition avec si.

### Unit-V: Ils ont eu tort tous les deux !et Comment as-tu passe le weekend (10 heures)

Demander son chemin, indiquer le chemin a quelqu'un, reprocher / conseiller, parler des activités du week-end, demander a quelqu'un de se taire

**Grammaire:** le passe compose, adverbess mots interrogatifs, le passe compose avec être, faire du...pouvoir, vouloir.

### Manuel:

1. K. Madanagobalane, **Synchronie -1**, Samhitâ publication, 2011.

### Livre de référence:

1. Annie Berthet / B\_atrix Sampsonis / Catherine Hugot / V\_ronniqueM kizirian / Monique Waendendries, **Alter Ego A1**, Hachette, 2006
2. Yves Loiseau / R\_gine M-rieux, Connexions 1, Didier ,2011

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

Semester II	Course Code 17UGF210002	Title of the Paper French-II					Hours	Credits						
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)						Mean Score of COs		
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6			
	CO1	4	4	2	3	4	3	3	2	2	3		3	3.0
	CO2	3	3	3	3	4	3	3	2	2	3		3	2.8
	CO3	3	2	3	2	4	3	3	2	2	3		3	2.7
	CO4	3	3	4	3	4	3	3	3	3	3		3	3.2
	CO5	3	3	4	3	4	2	4	4	4	4		5	3.6
	CO6	3	4	3	3	3	3	4	4	3	4		4	3.5
Mean Overall Score												3.1		

**Result: The Score for this Course is 3.1 (High Relationship)**

*Note:*

Mapping	1-20%	21-40%	41-60%	61-80%	81-100%
Scale	1	2	3	4	5
Relation	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very poor	Poor	Moderate	High	Very High

*Values Scaling:*

Mean Score of COs = $\frac{\text{Total of Values}}{\text{Total No. of POs \& PSOs}}$	Mean Overall Score for COs = $\frac{\text{Total of Mean Scores}}{\text{Total No. of COs}}$
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**Semester: II**  
**17UGS210002**

**Hours/Week: 4**  
**Credits : 3**

**SANSKRIT-II**

**Course Outcomes**

At the end of the course, a student should be able to demonstrate...

- \* knowledge and understanding of basic Sanskrit grammar
- \* knowledge and understanding of essential Sanskrit vocabulary
- \* knowledge and understanding of the appropriateness of basic Sanskrit structures and expressions in a given context
- \* the ability to understand short passages in written Sanskrit on everyday topics
- \* the ability to produce short passages in written Sanskrit on everyday topics
- \* introduction of basic grammar (Avyaya Imperfect tense and Sandirules. Samasah.)

**Unit-I** **8 hours**

Visheshanaah  
Saravanaama shabdas.

**Unit-II** **12 hours**

Sandhi Niyamaah Abhyaasah.(Guna, Visarga, Dirgha, Vrddhi)

**Unit-III** **12 hours**

Lang lakaarah. Kriyapadaani

**Unit-IV** **14 hours**

Gopala Vimshathi. (1-10) slokas.

**Unit-V** **14 hours**

Avyayas, Tatpurusha, Karma dhaaraya samaasah.

**Books Recommended**

1. Paundrapuram Ashram, Srirangam -620 006. Gopalavimshathi, 2014
2. R.S. Vadhyar & Sons, book – Sellers and Publishers, Kalpathi, Palghat- 678 003, Kerala, Southe India, Shabdha Manjari, 2014
3. Kulapthy, K. M., Saral Sanskrit Balabodh, Bharathiya Vidya Bhavan, Munshimarg, Mumbai - 400007, 2014

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

Semester II	Course Code 17UGS210002	Title of the Paper Sanskrit-II										Hours 4	Credits 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	PSO6		
CO1	5	3	5	4	4	3	3	3	4	4	3	3.2	
CO2	4	3	4	4	4	3	3	3	3	4	3	3.0	
CO3	4	3	3	4	4	3	3	3	4	4	3	3.0	
CO4	4	3	3	4	3	3	3	4	4	4	3	3.0	
CO5	4	4	4	3	4	3	4	4	4	3	4	3.2	
CO6	5	4	4	4	4	3	3	3	4	4	3	3.2	
Mean Overall Score											3.1		

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**Result: The Score for this Course is 3.1 (High Relationship)**

*Note:*

Mapping Scale	1-20%	21-40%	41-60%	61-80%	81-100%
	1	2	3	4	5
Relation Quality	0.0-1.0 Very poor	1.1-2.0 Poor	2.1-3.0 Moderate	3.1-4.0 High	4.1-5.0 Very High

*Values Scaling:*

Mean Score of COs = $\frac{\text{Total of Values}}{\text{Total No. of POs \& PSOs}}$	Mean Overall Score for COs = $\frac{\text{Total of Mean Scores}}{\text{Total No. of COs}}$
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**Semester: II**  
**17UGE220102**

**Hours/Week: 5**  
**Credits: 3**

### GENERAL ENGLISH-II

#### **Course Outcome**

- \* Ask open-ended questions in real-life situations
- \* Use polite expressions in appropriate ways
- \* Use correct punctuation marks and capital letters
- \* Use appropriate vocabulary
- \* Put ideas into a cohesive paragraph
- \* Develop positive self-esteem and thereby communicate effectively

#### **Unit-I**

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

#### **Non-Detailed:**

**“Julius Caesar” from *Six Tales From Shakespeare***

#### **Unit-II:**

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

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22. Proverb-Visual Description
23. Supply Wh Words
24. Rearrange Questions
25. Information Gap Questions

#### **Unit-III:**

26. Asking Questions
27. More about Actions
28. More about Actions and Uses
29. Crime Puzzle
30. Possessive Quiz
31. Humorous News Report
32. Debate on Media and Politics
33. Best Entertainment Source

#### **Unit-IV:**

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 Sord Selection
43. Professional Qualities
44. Job Procedures
45. Preparing a Resume
46. Interview Questions
47. Job Cover Letter Format
49. E-mailing an Application
50. Mock Interview

#### **Non-Detailed:**

**“King Lear” from *Six Tales From Shakespeare***

#### **Unit-V:**

51. Society Word Grid
52. Classify Society Wordlist

53. Rearrange the Story
54. Storytelling
55. Story Cluster
56. Words Denoting Time
57. Expressing Time
58. What Can You Buy?
59. Noise Pollution
60. Positive News Headlines
61. Negative News Headlines
62. Matching Conditions
63. What Would You Do?
64. If I were the Prime Minister
65. My Dream Country

**Non-Detailed: “Macbeth” from *Six Tales From Shakespeare***

#### **Textbook**

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

#### **Non-Detailed Text**

1. Dodd, E F. *Six Tales From Shakespeare*. London: Macmillan, 1987. Print. (Last three tales)

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

Semester II	Course Code 17UGEL120102	Title of the Paper General English-II												Hours 5	Credits 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	PSO6	PSO7	PSO8		
CO1	5	4	4	4	4	5	4	4	3	3	3	4	4	3.9	
CO2	4	3	4	4	4	5	5	4	4	4	4	4	3	4.0	
CO3	4	3	4	4	4	3	3	4	4	3	3	4	4	3.6	
CO4	4	3	3	4	4	4	4	3	3	5	5	4	4	3.8	
CO5	4	3	4	4	4	4	4	3	3	4	4	5	5	3.9	
CO6	5	4	4	3	3	4	4	3	4	4	5	4	4	3.9	
Mean Overall Score														3.8	

**Result:** The Score for this Course is 3.8 (High Relationship)

**Note:**

Mapping	1-20%	21-40%	41-60%	61-80%	81-100%
Scale	1	2	3	4	5
Relation	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very poor	Poor	Moderate	High	Very High

**Values Scaling:**

Mean Score of COs = $\frac{\text{Total of Values}}{\text{Total No. of POs \& PSOs}}$	Mean Overall Score for COs = $\frac{\text{Total of Mean Scores}}{\text{Total No. of COs}}$
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**Semester: II**  
**17UEN230203**

**Hours/Week: 5**  
**Credits : 3**

**Core: BRITISH POETRY-II**

**Course outcome:**

- \* Students are able to appreciate English Poetry
- \* Students understand the genre Poetry
- \* Students learn to enjoy poetry
- \* Students learn to interpret poetic lines
- \* Students know to read between the lines
- \* Students develop the skill of verse writing

**Unit-I: (Detailed)**

1. Alfred Tennyson (1809-1892): "Ulysses"
2. Robert Browning (1812-1889): "My Last Duchess"
3. Mathew Arnold (1820-1888): "Dover Beach"

**Unit-II: (Non-Detailed)**

4. Elizabeth Barret Browning (1806-1861): "How do I Love Thee?"
5. William Morris (1834-1896): "Shameful Death"
6. Christina Rossetti (1830-1894): "Eve"
7. Thomas Hardy (1840-1928): "The Darkling Thrush"

**Unit-III: (Detailed)**

8. W.B. Yeats (1865-1939): "The Second Coming"
9. G.M. Hopkins (1844-1889): "The Windhover"
10. T.S. Eliot (1888-1965): "Journey of the Magi"
11. Dylan Thomas (1914-1953): "A Refusal to Mourn the Death, by Fire of a London Child"

**Unit-IV: (Detailed)**

12. W.H. Auden (1907-1973): "The Unknown Citizen"
13. Louis MacNeice (1907-1963): "Prayer before Birth"
14. Wilfred Owens (1893-1918): "Strange Meeting"
15. D.H. Lawrence (1885-1930): "Snake"

**Unit-V: (Non-Detailed)**

16. Thomas Gunn (1929-2004): "My Sad Captains"
17. Philip Larkin (1920-1985): "Deception"
18. Rudyard Kipling (1865-1936): "If"
19. Ted Hughes (1930-1998): "Thrushes"

**Textbook for all Units**

Green, David. (Ed). *The Winged Word*. Chennai: Macmillan, 2012.Print.

### Textbooks Unit wise

#### Unit-I:

1. Tennyson, Alfred Lord. *Poems of Tennyson*. New Delhi: Milestone Publication, 1970. Print.
2. Browning, Robert. *Poetical Works*. New Delhi: Milestone Publication, 2000. Print.
3. Arnold, Matthew. *Selected Poems*. New Delhi: Milestone Publication, 1970. Print.

#### Unit-II:

4. Hardy, Thomas. *Selected Shorter Poems*. ed. John Wain. New Delhi: Milestone Publication, 1970. Print.

#### Unit-III:

5. Yeats, W.B. *Collected Poems*. New Delhi: Milestone Publication, 1970. Print.
6. Hopkins, G.M. *Sermons and Devotional Writings*. New Delhi: Milestone Publication, 1970. Print.
7. Eliot, T.S. *Poetry and Drama*. New Delhi: Milestone Publication, 1970. Print.

#### Unit-IV:

8. Auden, W.H. *Collected Poems*. London: Modern Library, 2007. Print.
9. Owen, Wilfred. *Collected Poems of Wilfred Owen*. New Delhi: Milestone Publication, 1970. Print.
10. Lawrence, D.H. *Stories, Essays and Poems*. New Delhi: Milestone Publication, 1970. Print.

#### Unit-V:

11. Larkin, Philip. *Oxford Book of 20<sup>th</sup> Century Publication*, 1970. Print.
12. Kipling, Rudyard. *Great Works of Rudyard Kipling*. New Delhi: Jaico Publishers, 2007. Print.
13. Thomas, Dylan. Ed. Daniel Jones. *The Poems of Dylan Thomas*. Vol. I New York: New Directions, 2003. Print.

### References (Print)

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.

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

Semester II	Course Code 17UEN230203	Title of the Paper: Core: BRITISH POETRY-II										Hours 5	Credits 4	
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)								Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	
CO1	5	4	4	3	3	5	4	4	5	4	3	4	5	4.53
CO2	4	4	3	4	5	4	4	5	4	4	5	3	3	4.00
CO3	5	4	4	3	4	5	4	4	4	3	5	4	4	4.07
CO4	4	5	3	3	4	4	5	5	3	4	4	4	4	4.00
CO5	4	3	4	3	4	5	4	4	4	4	3	4	4	3.77
CO6	3	4	4	3	3	3	4	4	5	5	4	4	4	3.84
Mean Overall Score														4.03

Result: The Score for this Course is 4.0 (High Relationship)

Note:

Mapping Scale	1-20%	21-40%	41-60%	61-80%	81-100%
	1	2	3	4	5
Relation Quality	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
	Very poor	Poor	Moderate	High	Very High

Values Scaling:

Mean Score of COs = $\frac{\text{Total of Values}}{\text{Total No. of POs \& PSOs}}$	Mean Overall Score for COs = $\frac{\text{Total of Mean Scores}}{\text{Total No. of COs}}$
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Semester: II  
17UEN230204

Hours/Week: 6  
Credits : 4

Core:

### ENGLISH LITERARY FORMS AND TERMS

#### Course outcome:

- \* Help the students understand the different genres in literature.
- \* Make analyze and critically appreciate any work of art.
- \* Inspire in students the love for literary language.
- \* Engage the students in studying the literary aspects in a text.
- \* Help them distinguish the difference between terms and forms.
- \* Inspire them to create their own work of art using the terms and forms.

#### Unit-I:

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 Chaucerian stanza of Rhyme Royal, the Ottava Rima, the Spenserian stanza

#### Unit-II:

**Literary Terms-I:** Allegory, Allusion, Alliteration, Blank Verse, Free Verse, Burlesque, Conceit, Diction, Epigram, Epithet, Euphemism, Imagery, Imitation, Metaphor, Anecdote, Ballad, Simile, Onomatopoeia, Sprung Rhythm, Kenning, Caesura

#### Unit-III:

**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:

**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:

**Fiction-Prose Types:** The Essay, the Novel, the Short Story, Biography, Autobiography, Memoir, Criticism, Style

#### Textbook (Literary Forms)

1. Prasad, B., *A Background to the study of English Literature for Indian Students*. New Delhi: Macmillan, 1999. Print.

#### Textbook (Literary Terms)

2. Abrams, M.H., *A Glossary of Literary Terms*. New Delhi: Cleanage, 2008. Print.

#### References

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

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

Semester II	Course Code 17UEN230204	Title of the Paper: Core: ENGLISH LITERARY FORMS AND TERMS												Hours 6	Credits 4
Course Outcomes (COs)	Programme Outcomes (POs)			Programme Specific Outcomes (PSOs)										Mean Score of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8		
CO1	4	3	2	3	5	4	3	3	2	2	3	4	2	3.07	
CO2	3	4	2	3	4	5	4	3	3	3	3	2	1	3.07	
CO3	1	3	2	3	2	3	4	4	3	4	3	3	3	2.92	
CO4	3	3	5	4	5	5	4	5	4	3	3	3	2	3.76	
CO5	4	4	3	5	4	4	3	5	5	3	4	4	3	3.92	
CO6	3	4	5	4	4	2	4	4	1	4	3	3	3	3.61	
Mean Overall Score														3.39	

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**Result: The Score for this Course is 3.3 (High Relationship)**

*Note:*

<b>Mapping Scale</b>	<b>1-20%</b>	<b>21-40%</b>	<b>41-60%</b>	<b>61-80%</b>	<b>81-100%</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Relation</b>	<b>0.0-1.0</b>	<b>1.1-2.0</b>	<b>2.1-3.0</b>	<b>3.1-4.0</b>	<b>4.1-5.0</b>
<b>Quality</b>	<b>Very poor</b>	<b>Poor</b>	<b>Moderate</b>	<b>High</b>	<b>Very High</b>

*Values Scaling:*

<b>Mean Score of COs =</b>	$\frac{\text{Total of Values}}{\text{Total No. of POs \& PSOs}}$	<b>Mean Overall Score for COs =</b>	$\frac{\text{Total of Mean Scores}}{\text{Total No. of COs}}$
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**Semester: II**  
**17UEN230402A**

**Hours/Week: 6**  
**Credits : 5**

**Allied:**

### HISTORY OF ENGLISH LITERATURE

**Course outcome:**

- \* Develop working knowledge of the principal works, authors, genres, and periods of British literatures
- \* Understand texts in their cultural and historical contexts
- \* Demonstrate coherent writing in multiple genres (literary analysis and creative writing) as well as an awareness of critical and interpretive methods
- \* Analyze literature using appropriate terminology and common rhetorical figures
- \* Demonstrate judicious use of secondary material and appropriate documentation
- \* Demonstrate awareness of different critical approaches
- \* Gain knowledge of different historical events.
- \* Gain knowledge of history of English Literature.

**Unit-I:**

1. Pre-Chaucerian Period (500 – 1340) (Anglo-Saxon-Norman period) The Birth of English Literature (The Old and Middle English) - Poets: Beowulf, Caedmon, Cynewulf - Prose writers: 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:**

3. The Age of Shakespeare (1558 – 1625) (The Elizabethan Age, Jacobean Age, The Age of Renaissance). The Beginning of English Drama, The 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 house. Prose writers: John Lyle, 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

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**Unit-III:**

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 Augustine Age, (1700 – 1745) (The Queen Anne Age, The Neo-classical age, Early Georgian Age). Introduction, neo-classical poetry, Pope – Prose writes: 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:**

8. The Age of Wordsworth (The Age of Romanticism) (1798- 1832)  
The Older Poets: Romantic Poetry, 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: Carlyle, Ruskin, Macaulay  
Novel: Dickens, Thackeray, George Eliot

**Unit-V:**

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 Writes: 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 writes: Bertrand Russell, G.H. Chesterton  
Absurd Dramatists: Samuel Beckett & Harold Pinter

**References**

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

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

Semester II	Course Code 17UEN230402A		Title of the Paper: Allied: HISTORY OF ENGLISH LITERATURE										Hours 6	Credits 4
	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)								Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	
CO1	5	4	3	3	2	4	3	2	3	4	3	3	4	3.30
CO2	4	5	4	2	2	5	2	3	3	3	4	3	5	3.46
CO3	5	4	3	3	3	4	3	3	3	2	3	4	4	3.38
CO4	4	4	4	3	2	3	2	3	3	3	2	3	4	3.07
CO5	5	3	3	3	2	3	3	2	2	2	3	2	3	2.76
CO6	4	4	3	3	2	4	2	3	2	3	2	3	3	2.92
CO7	4	3	4	3	3	4	3	4	4	3	3	3	4	3.46
CO8	5	3	3	4	3	4	4	3	4	4	3	4	4	3.76
Mean Overall Score														3.26

**Result: The Score for this Course is 3.2 (High Relationship)**

*Note:*

Mapping Scale	1-20%	21-40%	41-60%	61-80%	81-100%
Relation Quality	Very poor	Poor	Moderate	High	Very High

*Values Scaling:*

Mean Score of COs = $\frac{\text{Total of Values}}{\text{Total No. of POs \& PSOs}}$	Mean Overall Score for COs = $\frac{\text{Total of Mean Scores}}{\text{Total No. of COs}}$
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**Semester: II**  
**17UEN230402B**

**Hours/Week: 6**  
**Credits : 5**

**Allied:**

### HISTORY OF ENGLISH LANGUAGE

**Course outcome:**

- \* Know the basic structure of Old English, Middle English and Early Modern English grammar; to this end, Students will have studied the most central characteristics of the language of the syllabus texts.
- \* Systematically analyse some differences between the grammar of the English of earlier periods and the grammar of Present Day English.
- \* Undertake independent research on a historical topic in the history of the English language and present their findings to their class.
- \* 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.
- \* Explain the general linguistic processes and social factors that influence structural change and variation within the English language.
- \* Identify some major dialect differences in the period before the standardisation of English on the basis of the major dialect features which they have learned about in this course.
- \* Know the contribution of Foreign Languages to English.
- \* Study scientifically the English Language.

**Unit-I:**

1. The Origin of English Language
2. The Descent of the English Language

**Unit-II:**

3. The Old English Period
4. The Grammar of the Anglo-Saxon English

**Unit-III:**

5. The Middle English Period
6. The Pronunciation, Spelling and Vocabulary development of the Middle English Period

**Unit-IV:**

7. English during the Renaissance Period
8. The orthographical changes during the Renaissance and Reformation

### Unit-V:

9. The Evolution of Standard English
10. The Contribution of Foreign Languages to English

### Textbook for all Units

1. Wood, F.T. *An Outline History of English Language*. New Delhi: Macmillan India Ltd, 1941. Print.

### References

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. Print.
3. Strang, Barbara. M.H. *The History of English*. London: Methuen & Co Ltd, 1970. Print.
4. William, J.M. *The Origins of English Language: A Society and Linguistic History*. London: The Free Press, 1975. Print.
5. Yule, George. *The Study of Language: An Introduction*. Cambridge: CUP, 1989. Print.

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

Semester II	Course Code 17UEN230402B		Title of the Paper: Allied: HISTORY OF ENGLISH LANGUAGE												Hours 6	Credits 4
	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)										
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	Mean Score of COs		
	CO1	4	5	3	4	5	4	5	3	3	3	2	5		4	3.84
CO2	3	4	4	5	4	4	5	3	3	2	2	4	3	3.53		
CO3	3	4	3	4	4	3	5	3	3	3	2	5	4	3.53		
CO4	4	3	4	3	4	4	5	3	3	3	2	4	4	3.53		
CO5	5	4	5	4	3	3	5	4	3	2	2	5	3	3.76		
CO6	4	3	5	3	4	4	5	3	3	3	2	5	3	3.61		
CO7	5	4	4	4	3	5	5	4	4	4	3	4	4	4.07		
CO8	4	3	5	4	4	3	4	3	4	3	4	4	4	3.76		
Mean Overall Score															3.70	

**Result: The Score for this Course is 3.7 (High Relationship)**

**Note:**

Mapping Scale	1-20%	21-40%	41-60%	61-80%	81-100%
	1	2	3	4	5
Relation Quality	0.0-1.0 Very poor	1.1-2.0 Poor	2.1-3.0 Moderate	3.1-4.0 High	4.1-5.0 Very High

**Values Scaling:**

Mean Score of COs = $\frac{\text{Total of Values}}{\text{Total No. of POs \& PSOs}}$		Mean Overall Score for COs = $\frac{\text{Total of Mean Scores}}{\text{Total No. of COs}}$	
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**Semester II**  
**17UCE240802A**

**Hours/Week: 2**  
**Credit: 2**

### **COMPUTER LITERACY**

#### **Course Outcomes**

1. Understand the basics of Computer Systems
2. Familiar with the applications of MS-Office / HTML & CSS
3. Know the statistical data analysis using R
4. Aware the latest trends and technologies such as Mobile Computing, Big Data and Analytics, Cloud Computing.
5. Understand the concepts of social networking sites.
6. Knowledge in Cyber Crime and Cyber Ethics.

#### **Unit-I: Computer System**

Computer - An Introduction - Hardware Components - Input and Output Technologies - Computer Hierarchy- Software Fundamentals - Systems Software and Os- Application Software- Software Licensing - Open Systems- Open Source Software- Programming Languages- Information Systems- General It Trends.

#### **Unit-II: (For Non-CS)**

**Microsoft Word:** Introduction - Word Environment - Opening and Creating a New Document - Saving Documents - Proofing Features - Printing a Document - Formatting Text - Working with Shapes and Lists - Line and Paragraph Spacing- Working with Tables - Columns and Ordering- Working with Pictures- Working with Headers and Footers - Using Indents and Tabs - Using Mail Merge.

**Microsoft Excel:** Introduction - Document Creation - Renaming a worksheet - Office user interface - Open a New Workbook - Columns, Rows, and Cells - Selecting a cell - Basic data entry, fill handle - Insert columns - Arithmetic Calculations & Formulas - Excel Formulas- Calculate with Functions - Function Library - Graphs and Charts - Printing the Document.

**Microsoft Powerpoint:** Starting PowerPoint - Working with Slides - Applying Theme - Animation- Transitions – Views.

#### **Unit-II: (For CS)**

**HTML:** Introduction - HTML generations – HTML Tags – Headings – Paragraphs – Comments – Line Breaks – Formatting Tags – Hyperlinks – Images – Lists – Tables – Frames – Forms.

**CSS:** Introduction – Use of External Style Sheet – Defining Styles – Use Relative Sizing – Use Numbered Value for Color.

#### **Unit-III: Statistical Data Analysis**

Introduction - R Programming Language - Basic R Commands - Univariate and Bivariate Statistical Measures - Graphic Representation of Statistical Data - Lab Exercise.

#### **Unit-IV: SMAC**

Introduction - Understanding the Enterprise of Tomorrow - Social Networking - Mobile Computing - Big Data and Analytics - Cloud Computing

#### **Unit-V: Cyber Crime**

Definition - List of Cyber Crimes - Cyber Ethics- Unethical Behaviour - Securing information privacy and confidentiality - Internet Ethics - Indian Information Technology Act - Advantages of Cyber Laws - National e-Governance Plan (NeGP) - eCommerce - Electronic Fund Transfer (EFT)

#### **Book for Study**

1. Department of Foundation Course, “Computer Literacy”, St. Joseph’s College, 2017.

#### **Books for Reference**

1. Alexis Leon, “Introduction to computers”, Vikas Publishing House Pvt. Ltd., New Delhi, 2008.
2. Alexis Leon and Mathew Leon, “Introduction to computers with Ms Office 2000”, Tata McGraw Hill Publishing Co. Ltd., New Delhi, 2005.

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

Semester II	Course Code 17UCE240802A	Title of the Paper COMPUTER LITERACY										Hours 2	Credits 2
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)							
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	5	5	4	4	5	5	4	3	4	3	4	4	4
CO2	5	5	4	4	4	4	4	4	4	3	4	4	4
CO3	4	3	3	4	4	4	4	4	4	3	4	4	4
CO4	5	5	4	4	4	5	4	4	4	3	4	4	4
CO5	4	4	3	4	4	4	4	4	4	3	4	4	4
CO6	5	5	5	4	4	5	4	4	4	4	4	4	4
Mean Overall Score													4.10

**Result: The Score for this Course is 4.1 (High Relationship)**

*Note:*

Mapping Scale	1-20%	21-40%	41-60%	61-80%	81-100%
Relation	1	2	3	4	5
Quality	0.0-1.0 Very poor	1.1-2.0 Poor	2.1-3.0 Moderate	3.1-4.0 High	4.1-5.0 Very High

*Values Scaling:*

Mean Score of COs = $\frac{\text{Total of Values}}{\text{Total No. of POs \& PSOs}}$	Mean Overall Score for COs = $\frac{\text{Total of Mean Scores}}{\text{Total No. of COs}}$
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**Semester II**  
**17UFC241002**

**Hours/Week: 2**  
**Credits: 2**

## FUNDAMENTALS OF HUMAN RIGHTS

### Course Outcome

1. To ensure acquiring the knowledge about the historical background of human rights.
2. To ensure sensitizing the young the values of human rights.
3. To ensure the importance of human rights in the Indian context.
4. To ensure learning the fundamental duties in the constitution of India.
5. To ensure educating the youth in respecting and protecting the rights of every other human being.
6. To ensure teaching the youth on the vulnerabilities of women and children.

### Unit-I

Introduction, Classification of Human Rights, Scope of Human Rights, Characteristics of Human Rights, and Challenges for Human Rights in the 21<sup>st</sup> Century.

### Unit-II

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

### Unit-III

Introduction, Classification of Fundamental Rights, Salient Features of Fundamental Rights, and Fundamental Duties

### Unit-IV

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

### Unit-V

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

### Text Book:

1. **Techniques of social Analysis: Fundamentals of Human Rights**, Department of Foundation course, St. Joseph's College, Tiruchirappalli, 2015.

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

Semester II	Course Code 17UFC241002	Title of the Paper FUNDAMENTALS OF HUMAN RIGHTS										Hours 2	Credits 2
Course Outcomes (COs)	Programme Outcomes (POs)										Mean Score of COs		
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	5	1	5	5	2	4	4	5	5	4	4	5	5
CO2	4	1	5	4	2	4	4	4	4	5	5	5	5
CO3	5	1	5	5	2	5	5	4	4	4	5	5	5
CO4	4	1	5	5	2	2	4	3	5	5	4	4	5
CO5	5	1	5	4	1	5	5	5	5	5	4	4	4
CO6	3	1	5	4	1	4	3	5	5	3	4	4	5
Mean Overall Score													3.9

**Result: The Score for this Course is 3.9 (High Relationship)**

*Note:*

Mapping Scale	1-20%	21-40%	41-60%	61-80%	81-100%
Relation	1	2	3	4	5
Quality	Very poor	Poor	Moderate	High	Very High

*Values Scaling:*

Mean Score of COs = $\frac{\text{Total of Values}}{\text{Total No. of POs \& PSOs}}$	Mean Overall Score for COs = $\frac{\text{Total of Mean Scores}}{\text{Total No. of COs}}$
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பருவம்: 3  
17UGT310003

மணி நேரம்: 4  
புள்ளிகள்: 3

**பொதுத்தமிழ்-III**

**பாடத்தின் விளைவு**

- செம்மொழியாம் தமிழ் மொழியின் சிறப்பை அறிதல்.
- பண்டை இலக்கியங்கள் உணர்த்தும் அறக்கருத்துகளை அறிதல்
- புதினம் வாயிலாகத் தற்காலச் சமுதாயச் சிக்கல்களையும், அதற்கான தீர்வுகளையும் ஆராயும் திறன் பெறுதல்
- மானுட வாழ்வில் அகம், புறம் பற்றிய பாகுபாட்டை தமிழ்ச்செய்யுள் வாயிலாக அறிதல்.
- தமிழர்களின் ஈகையும் வீரமும் எடுத்துரைக்கும் புறச்செய்திகளை அறிதல்
- நீதிநூல்கள் மனித வாழ்வை செம்மைப்படுத்தும் பாங்கினை உணர்த்துதல்.

**அலகு: 1** (12 மணி நேரம்)

நெடுநல்வாடை (முழுமையும்)

**அலகு: 2** (12 மணி நேரம்)

குறுந்தொகை - பாடல்கள் - (32, 323, 305, 290, 168)

யாப்பிலக்கணம் (வெண்பா, ஆசிரியப்பா)

**அலகு: 3** (12 மணி நேரம்)

கலித்தொகை - பாடல்கள் - (குறிஞ்சிக்கலி-15, பாலைக்கலி-9, மருதக்கலி-15, நெய்தற்கலி-22, முல்லைக்கலி-07)

இலக்கிய வரலாறு - முதற்பாகம் ('தமிழ் மொழியின் தொன்மையும் சிறப்பும்' முதல் 'சங்க தொகை நூல்கள்' முடிய) புதினம்.

**அலகு: 4** (12 மணி நேரம்)

பதிற்றுப்பத்து - பாடல்கள் (12, 24,)

புறநானூறு - பாடல்கள் (46, 86, 122, 214, 246)

அணியிலக்கணம்

**அலகு: 5** (12 மணி நேரம்)

திருக்குறள் - ஈகை, ஆள்வினை உடைமை, நிறை அழிதல் ஆகிய அதிகாரங்கள் நாலடியார் - இளமை நிலையாமை(11), பிறன்மனை நயவாமை(82), பெருமை(185), அறிவின்மை(254), காமநுதலியல்.(391).

இலக்கிய வரலாறு - சங்க இலக்கியங்களின் தனித்தன்மைகள் முதல் இரட்டைக் காப்பியங்கள் முடிய

**பாடநூல்கள்:**

- செய்யுள் திரட்டு, தமிழாய்வுத் துறை வெளியீடு (2017-2020).
- சமூகவியல் நோக்கில் தமிழிலக்கிய வரலாறு, தமிழாய்வுத்துறை வெளியீடு, 2014.
- புதினம் (ஒவ்வொரு கல்வியாண்டும் ஒவ்வொரு புதினம்). காணாமல் போன கவிதை (2017-18).

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

Semester III	Course Code 17UGT310003	Title of the Paper பொதுத்தமிழ்-III										Hours 5	Credits 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		PSO6	PSO7	PSO8
CO1	5	5	5	4	5	5	4	5	5	5	4	4	5	4.6
CO2	5	5	4	3	4	5	4	5	5	5	4	4	5	4.4
CO3	5	5	5	3	4	5	5	5	5	5	4	3	5	4.5
CO4	5	5	5	5	4	5	5	5	5	5	4	5	5	4.8
CO5	5	4	4	4	4	5	5	5	5	5	3	3	5	4.3
CO6	5	5	5	3	4	5	5	5	5	5	4	3	5	4.5
Mean Overall Score														4.5

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**Result: The Score for this Course is 4.5 (Very High Relationship)**

*Note:*

Mapping Scale	1-20%	21-40%	41-60%	61-80%	81-100%
Relation	1	2	3	4	5
Quality	Very poor	Poor	Moderate	High	Very High

*Values Scaling:*

Mean Score of COs = $\frac{\text{Total of Values}}{\text{Total No. of POs \& PSOs}}$	Mean Overall Score for COs = $\frac{\text{Total of Mean Scores}}{\text{Total No. of COs}}$
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**Semestre: III**  
**17UGH310003**

**Hours/Week: 4**  
**Credits: 3**

**HINDI-III**

**Course Outcomes**

At the end of the course, a student should be able to demonstrate...

- \* the ability to enable the students to complete the pre-reading task to comprehend the local and global issues in the lessons.
- \* the ability to enable the students to complete the post-reading task centering on Grammar and Skill Development.
- \* the relevance of Bhakthi Movement in Hindi Literature.
- \* the ability to imagine and write poems.
- \* the ability to quote poetry in Speeches.
- \* the ability to write friendly and formal letters.

**Unit-I 8 hours**

Tera Sneh Na Kho oon, Kavi Parichaya, Patra Likne ke Kaaran, Patra Kee Avashyakatha, Sandhi keeiy, Vighra Keejiye

**Unit-II 12 hours**

Ek boondh, Tera Sneh Na Kho oon kavitha kee manovygnaik stiti, Chutti Patra, Sandhi

**Unit-III 12 hours**

Ekloondh Kavitha Ka Uddeshya, Kabir Ke Dohe, Nagar Palika ko Patra, Samas

**Unit-IV 14 hours**

Vimal Indu Kee Vishal Kiranen, Rahim Ke Dohe, Naukari Keliye Avedan Patra, Upasarga

**Unit-V 14 hours**

Thulasi ke Dohe, Kitab Maangne Keliye Patra, Pratyaya, Kaviparichaya

**Books Recommended**

1. Dakshina Bharath Hindi Prachara Sabha, Thiagaraya Nagar, Subodh Hindi, Paatamala-3, Chennai-600 017, Hindi, 2016.
2. DBHP Sabha, T.Nagar, Chennai-600 017, Abihav Patralekhan, 2016
3. Ram Dev, Vyakaran Pradeep, Hindi Bhavan, 63 Tagore Nagar, Alahabad 2, 2016.

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

Semester III	Course Code 17UGH310003	Title of the Paper Hindi-III				Hours 4	Credits 3					
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)						
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	Mean Score of COs
	CO1	4	4	4	3	4	3	3	4	4	4	3.6
	CO2	3	3	2	3	2	3	3	5	3	5	3.0
	CO3	3	3	3	3	4	3	4	3	3	3	3.2
	CO4	3	2	2	3	3	3	3	3	3	4	2.9
	CO5	3	3	3	3	3	3	4	3	3	4	3.2
	CO6	4	4	4	4	3	3	3	3	3	3	3.3
Mean Overall Score												3.2

**Result: The Score for this Course is 3.2 (High Relationship)**

**Note:**

Mapping Scale Relation Quality	1-20% 1	21-40% 2	41-60% 3	61-80% 4	81-100% 5
	0.0-1.0 Very poor	1.1-2.0 Poor	2.1-3.0 Moderate	3.1-4.0 High	4.1-5.0 Very High

**Values Scaling:**

Mean Score of COs = $\frac{\text{Total of Values}}{\text{Total No. of POs \& PSOs}}$	Mean Overall Score for COs = $\frac{\text{Total of Mean Scores}}{\text{Total No. of COs}}$
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**Semestre: III  
17UGF310003**

**Heures /Semaine: 4  
Credits : 3**

### FRANÇAIS-III

#### Course Outcomes

- \* Comparer la culture de l'Inde et de la France
- \* Familiariser l'étudiant avec le vocabulaire, la grammaire et les conversations
- \* Connaître des journaux, des courriels, des lettres
- \* Parler des projets de vacances
- \* Exprimer l'étonnement
- \* Parler de ses projets d'avenir, exprimer l'opposition.

#### Unit-I: Un entretien et Au restaurant (10 heures)

Demander des informations personnelles à quelqu'un, donner des informations, répondre à une proposition. Réserver une table, demander la carte, commander, apprécier les plats, demander l'addition.

**Grammaire:** Imparfait, Imparfait et passé composé, expression du temps, expression de la conséquence. Le futur, présent des verbes peser, rejoindre, le passé récent, le présent progressif, le futur proche, Restriction-ne...que, moi aussi...

#### Unit-II : Enfin les vacances ! et Un autre institut (10 heures)

Raconter son emploi du temps quotidien, parler des projets de vacances, exprimer l'étonnement. Rassurer/consoler, s'indigner

**Grammaire:** Verbes pronominaux, pronom y, quelqu'un/ne...personne, quelque chose/ne...rien, ne...jamais, Déjà/ne...pas encore, chacun, adjectifs indéfinis. Pronoms relatifs, impératif, indicateurs de temps : de...a, a partir de...jusqu'a, depuis, pendant.

#### Unit-III : Un Indien célèbre visite la France et Qui dépense plus? (10 heures)

Demander des informations sur quelqu'un, demander une opinion, donner son opinion. Dire à quelqu'un d'être prudent, faire des reproches à quelqu'un, se justifier.

**Grammaire:** Pronoms relatifs composés, pronoms compléments d'objet directs et indirectes, opposition savoir/Connaitre, connecteurs chronologiques, nombre ordinaux. Le comparatif, c'est+ nom+ qui, il reste, encore, il y a, souvent.

#### Unit-IV: Penser à son avenir - (15 heures)

Parler de ses projets d'avenir, exprimer l'opposition.

**Grammaire :** Style direct/indirect, proposition introduite par que, mots d'enchaînement – donc, pourtant.

**Unit-V: L'astrologie (15 heures)**

Exprimer des conditions, dire quelque chose n'a pas d'importance, proposer quelque chose.

**Grammaire:** Le conditionnel – la condition.

**Manuel:**

1. K.Madanagobalane, **Synchronie-II**, Samhitâ Publication, 2011.

**Livre de référence :**

1. Annie Berthet /B\_atrix Sampsonis/ Catherine Hugot /V\_ronnique M Kizirian / Monique Waendendries, **Alter Ego A1**, Hachette, 2006.
2. Yves Loiseau/R\_gineM\_rieux, Connexions 1, Didier, 2011.

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

Semester III	Course Code 17UGF310003	Title of the Paper French-III										Hours 4	Credits 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	PSO6		
	CO1	4	4	2	3	4	4	2	3	3	2	2	3.0
	CO2	3	3	3	3	4	4	2	3	4	2	3	3.1
	CO3	3	2	3	2	4	3	4	3	3	3	3	3.0
	CO4	3	3	4	3	4	2	3	3	3	4	4	3.3
	CO5	3	3	4	3	4	2	3	3	4	4	4	3.4
	CO6	3	4	3	3	3	3	3	3	4	4	4	3.4
Mean Overall Score												3.2	

**Result: The Score for this Course is 3.2 (High Relationship)**

**Note:**

Mapping Scale	1-20%	21-40%	41-60%	61-80%	81-100%
Relation	1	2	3	4	5
Quality	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
	Very poor	Poor	Moderate	High	Very High

**Values Scaling:**

Mean Score of COs = $\frac{\text{Total of Values}}{\text{Total No. of POs \& PSOs}}$	Mean Overall Score for COs = $\frac{\text{Total of Mean Scores}}{\text{Total No. of COs}}$
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Semester: III  
17UGS310001

Hours/Week: 4  
Credits : 3

### SANSKRIT-III

#### Course Outcomes

At the end of the course, a student should be able to demonstrate...

- \* Knowledge and understanding of essential Sanskrit vocabulary in a given topic
- \* Knowledge and understanding of the appropriateness of basic Sanskrit structures in Slokas
- \* Knowledge of the basic Sanskrit poetry.
- \* An idea on Epics and Puranas.
- \* The usage of – Upasargas.
- \* The familiarization the history of Sanskrit literature Vedas – Puranas and Natakas.

#### Unit-I 8 hours

Romodantam. Balakandam. 1-15

#### Unit-II 12 hours

Romodantam. Balakandam. 15-30

#### Unit-III 12 hours

Vedas – Vedangas. vivaranam.

#### Unit-IV 14 hours

Puranas. Upanishads.

#### Unit-V 14 hours

Upasargas. Bhavishyat Kaalah

#### Books recommended:

1. Parameshwara, Ramodantam, LIFCO, Chaennai, 2015.
2. R.S. Vadhyar & Sons, Book-Sellers and Publishers, Kalpathi, Palghat-678003, Kerala, South India, History of Sanskrit Literature, 2015.
3. Kulapathy, K.M., Saral Sanskrit Balabodh, Bharathiya Vidya Bhavan, Munshimarg, Mumbai-400 007, 2015.

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

Semester III	Course Code 17UGS310003	Title of the Paper Sanskrit-III										Hours 4	Credits 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	PSO6		
	CO1	5	3	5	4	4	3	3	3	3	4	3.1	
	CO2	4	3	4	4	4	4	3	3	3	4	3.1	
	CO3	4	3	3	4	4	4	4	3	3	4	3.1	
	CO4	4	3	3	4	3	4	4	3	4	4	3.1	
	CO5	4	4	4	3	4	3	3	4	3	4	3.1	
	CO6	5	4	4	4	4	3	3	3	4	3	3.1	
Mean Overall Score												3.1	

Result: The Score for this Course is 3.1 (High Relationship)

Note:

Mapping	1-20%	21-40%	41-60%	61-80%	81-100%
Scale	1	2	3	4	5
Relation	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very poor	Poor	Moderate	High	Very High

#### Values Scaling:

Mean Score of COs = $\frac{\text{Total of Values}}{\text{Total No. of POs \& PSOs}}$	Mean Overall Score for COs = $\frac{\text{Total of Mean Scores}}{\text{Total No. of COs}}$
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**Semester: III**  
**17UGE320103**

**Hours/Week: 5**  
**Credits: 3**

**GENERAL ENGLISH-III**

**Course Outcome**

- \* Comprehend the local and global issues through the lessons
- \* Do the tasks centering on skill development and enhance their Grammar Using and Writing Skills
- \* Use interactive skills
- \* Train and develop the Listening and Reading Skills of the learners through teacher-led reading practice
- \* Enhance their Listening, Reading, Speaking, and Writing Skills
- \* Develop their Creative and Critical Thinking and Speaking Skills

**Unit-I: \*Suggestions to Develop Your Reading Habit**

- 1.0 Introduction
- 1.1 Objectives
- 1.2 Listening and Reading Skills through Teacher-led Reading Practice
- 1.3 Glossary
  - 1.3.1 Words
  - 1.3.2 Phrases
- 1.4 Reading Comprehension
- 1.5 Critical Analysis
- 1.6 Creative Task
- 1.7 General Writing Skill: Letter Writing: Informal
- 1.8 Grammar: Simple Present Tense
- 1.9 **Non-Detailed Text:** Dickens, Charles. *Hard Times*.

**Unit-II: \*The Secret of Success: An Anecdote**

- 2.0 Introduction
- 2.1 Objectives
- 2.2 Listening and Reading Skills through Teacher-led Reading Practice
- 2.3 Glossary
  - 2.3.1 Words
  - 2.3.2 Phrases
- 2.4 Reading Comprehension
- 2.5 Critical Analysis
- 2.6 Creative Task
- 2.7 General Writing Skills: Letter Writing: Formal

- 2.8 Grammar: Present Continuous Tense
- 2.9 **Non-Detailed Text:** Dickens, Charles. *Hard Times*.

**Unit-III: \*The Impact of Liquor Consumption on the Society**

- 3.0 Introduction
- 3.1 Objectives
- 3.2 Listening and Reading Skills through Teacher-led Reading Practice
- 3.3 Glossary
  - 3.3.1 Words
  - 3.3.2 Phrases
- 3.4 Reading Comprehension
- 3.5 Critical Analysis
- 3.6 Creative Task
- 3.7 General Writing Skills: Letter to Newspaper
- 3.8 Grammar: Simple Past Tense
- 3.9 **Non-Detailed Text:** Dickens, Charles. *Hard Times*.

**Unit-IV: \* Dr. A.P.J. Abdul Kalam: A Short Biography**

- 4.0 Introduction
- 4.1 Objectives
- 4.2 Listening and Reading Skills through Teacher-led Reading Practice
- 4.3 Glossary
  - 4.3.1 Words
  - 4.3.2 Phrases
- 4.4 Reading Comprehension
- 4.5 Critical Analysis
- 4.6 Creative Task
- 4.7 General Writing Skill: Write a letter applying for a job
- 4.8 Grammar: Past Continuous Tense
- 4.9 **Non-Detailed Text:** Dickens, Charles. *Hard Times*.

**Unit-V: \*Golden Rule: A Poem**

- 5.0 Introduction
- 5.1 Objectives
- 5.2 Listening and Reading Skills through Teacher-led Reading Practice
- 5.3 Glossary
  - 5.3.1 Words
  - 5.3.2 Phrases



- 5.4 Reading Comprehension
- 5.5 Critical Analysis
- 5.6 Creative Task
- 5.7 Grammar: Simple Future Tense
- 5.8 General Writing Skill: Circular-Writing
- 5.9 **Non-Detailed Text: Dickens, Charles. *Hard Times*.**

#### Unit-VI: \*Hygiene

- 6.0 Introduction
- 6.1 Objectives
- 6.2 Listening and Reading Skills through Teacher-led Reading Practice
- 6.3 Glossary
- 6.3.1 Words
- 6.3.2 Phrases
- 6.4 Reading Comprehension
- 6.5 Critical Analysis
- 6.6 Creative Task
- 6.7 General Writing Skill: Writing an Agenda for a Meeting
- 6.8 Grammar: Future Continuous Tense
- 6.9 **Non-Detailed Text: Dickens, Charles. *Hard Times*.**

#### Textbook

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

#### Non-Detailed Text:

1. Dickens, Charles. *Hard Times*. Wordsworth: Printing Press, 1854. Print.

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

Semester III	Course Code 17UGEE320103	Title of the Paper General English-III										Hours 5	Credits 3
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)							
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	5	5	5	5	4	5	5	5	5	5	5	5	4
CO2	5	5	5	5	5	5	5	5	5	5	5	5	4
CO3	5	5	5	5	5	5	5	5	5	5	5	5	4
CO4	5	5	5	5	4	5	5	5	5	5	5	5	4
CO5	5	5	5	5	4	5	5	5	5	5	5	5	4
CO6	5	5	5	5	4	5	5	5	5	5	5	5	4
Mean Overall Score													4.86

**Result: The Score for this Course is 4.86 (High Relationship)**

*Note:*

Mapping Scale	1-20%	21-40%	41-60%	61-80%	81-100%
Relation Quality	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
	Very poor	Poor	Moderate	High	Very High

*Values Scaling:*

Mean Score of COs = $\frac{\text{Total of Values}}{\text{Total No. of POs \& PSOs}}$	Mean Overall Score for COs = $\frac{\text{Total of Mean Scores}}{\text{Total No. of COs}}$
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Semester: III  
17UEN330205

Hours/Week: 5  
Credits : 3

**Core:**  
**BRITISH DRAMA-I**

**Course outcome:**

- \* Relating the close links found between drama and real life
- \* Knowing the techniques employed in drama
- \* Learning the origin and development of drama
- \* Experiencing the modern evolution of British Drama and the leading writers of the period
- \* Developing dramatic skills and life skills
- \* Understanding the social background and human character of the period

**Unit-I: (Detailed)**

1. Christopher Marlowe (1564-1593): *Doctor Faustus*

**Unit-II: (Non-Detailed)**

2. Ben Jonson (1572-1637): *Every Man in his Humour*

**Unit-III: (Non-Detailed)**

3. William Congreve (1670-1729): *The Way of the World*

**Unit-IV: (Detailed)**

4. Oliver Goldsmith (1730-1774): *She Stoops to Conquer*

**Unit-V: (Non-Detailed)**

5. Richard Brinsley Sheridan (1751-1816): *The Rivals*

**Textbooks**

**Unit-I:**

1. Marlowe, Christopher. *Doctor Faustus*. New York: Signet Classics, 2001. Print.

**Unit-II:**

2. Congreve, William. *The Way of the World*. Faiford: The Eco Library, 2010. Print.

**Unit-III:**

3. Jonson, Ben. *Every Man in his Humour*. Faiford: The Eco Library, 2010. Print.

**Unit-IV:**

4. Goldsmith, Oliver. *She Stoops to Conquer*. London: OUP, 1984. Print.

**Unit-V:**

5. Sheridan, Richard Brinsley. *The Rivals*. London: Penguin Books, 1998. Print.

**References**

1. Allen, J. *Masters of British Drama*. London: Citadel, 1998. Print.
2. Dawson, S. W. *Drama and the Dramatist*. New Delhi: Milestone Publication, 1980. Print.
3. Fermor, U. Marvell. *The Frontiers of Drama*. London: Methuen, 1946. Print.
4. Fink, Joel G. *The Rivals*. Colorado: University Press of Colorado, 1992. Print.
5. Lindsay, Alexander and Howard Erskine – Hill. *The Critical Heritage: William Congreve*. London: Routledge, 2002. Print.
6. Miola, Robert S. *Every Man in his Humour*. Manchester: Manchester University Press, 2000. Print.
7. Nettleton, George H and Arthur E. Case. *British Dramatists from Dryden to Sheridan*. USA: Southern Illinois University Press, 1975. Print.
8. Nicoll, A. *Introduction to Dramatic Theory*. New Delhi: Milestone Publication, 2001. Print.
9. Ray, Mohit K. *Studies in Literature in English*. New Delhi: Atlantic Publishers and Distributors, 2004. Print.

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

Semester III	Course Code 17UEN330205	Title of the Paper: Core: BRITISH DRAMA-I												Hours 5	Credits 4
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)								Mean Score of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8		
CO1	3	3	4	3	5	3	2	4	2	4	3	2	3	3.15	
CO2	3	4	2	5	5	3	2	3	3	4	2	3	3	3.23	
CO3	2	4	3	3	4	2	2	5	3	3	3	3	3	3.08	
CO4	2	4	3	2	5	2	4	5	2	3	3	3	2	3.08	
CO5	3	4	4	5	3	2	3	3	2	3	3	4	3	3.23	
CO6	3	3	5	2	2	2	2	3	2	3	3	3	2	2.69	
Mean Overall Score														3.07	

Result: The Score for this Course is 3.1 (High Relationship)

Note:

Mapping Scale	1-20% 1	21-40% 2	41-60% 3	61-80% 4	81-100% 5
Relation Quality	0.0-1.0 Very poor	1.1-2.0 Poor	2.1-3.0 Moderate	3.1-4.0 High	4.1-5.0 Very High

Values Scaling:

Mean Score of COs = $\frac{\text{Total of Values}}{\text{Total No. of POs \& PSOs}}$	Mean Overall Score for COs = $\frac{\text{Total of Mean Scores}}{\text{Total No. of COs}}$
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Semester: III  
17UEN330206

Hours/Week: 6  
Credits : 4

Core:

### HISTORY OF LITERARY CRITICISM-I

#### Course outcome:

- \* Trace the critical thought down the ages.
- \* Know the different types of criticism with concrete evidences.
- \* Be familiar with the critical ideas of the significant Greek and Roman critics.
- \* Be acquainted with the significant features of the classical criticism.
- \* Have an adequate knowledge of the development of neoclassical criticism.
- \* Know the fundamental concepts and terms in the classical criticism.

#### Unit-I: The Greek Critics

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

3. Horace (65B.C. - ? B. C.): His Observations on Poetry and Drama
4. Quintilian (35-95 A.D.): General Observations on Style; His Theory of Style

#### Unit-III: The Roman Critics

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

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

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 (1672-1719): True and False Wit; The Pleasures of the Imagination

#### Textbook for all the Units

1. Prasad, Birjadish. *An Introduction to English Criticism*. New Delhi: Macmillan India Ltd., 1965. Print.

## References

1. Atkins, J.W.H. *English Literary Criticism*. Vol. 1. Jaipur (India): Surabhi Publications, 1999. Print.
2. Danzier and Johnson. *An Introduction to Literary Criticism*. Boston: Heath, 1961. Print.
3. Das, B.B. and Jatindra Mohan Mohanty. Eds. *Literary Criticism: A Reading*. New Delhi: Oxford University Press, 1985. Print.
4. Habib, Rafey. *A History of Literary Criticism: From Plato to the Present*. Malden: Blackwell Publishing Ltd, 2005. Print.
5. Wellek, Rene. *A History of Modern Criticism 1750-1950: The Romantic Age*. Cambridge: Cambridge University Press, 1981. Print.
6. Wimsatt, William K., and Cleanth Brooks. *Literary Criticism: A Short History*. Calcutta: Oxford Book Company, 1957. Print.

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

Semester III	Course Code 17UEN330206	Title of the Paper: Core: HISTORY OF LITERARY CRITICISM-I												Hours 5	Credits 4
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)								Mean Score of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8		
CO1	5	4	5	5	4	4	4	5	5	5	4	5	5	4.61	
CO2	5	4	5	5	3	4	5	5	5	5	5	5	5	4.69	
CO3	4	4	5	4	4	3	4	4	5	5	4	4	5	4.23	
CO4	4	4	5	4	4	3	4	5	5	5	4	4	5	4.30	
CO5	5	4	5	4	4	4	4	4	5	5	4	4	5	4.38	
CO6	5	5	5	5	4	4	4	5	5	5	4	4	5	4.61	
Mean Overall Score														4.47	

Result: The Score for this Course is 4.4 (Very High Relationship)

Note:

Mapping Scale	1-20%	21-40%	41-60%	61-80%	81-100%
Relation	1	2	3	4	5
Quality	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
	Very poor	Poor	Moderate	High	Very High

Values Scaling:

Mean Score of COs = $\frac{\text{Total of Values}}{\text{Total No. of POs \& PSOs}}$	Mean Overall Score for COs = $\frac{\text{Total of Mean Scores}}{\text{Total No. of COs}}$
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Semester: III  
17UEN330403A

Hours/Week: 6  
Credits : 5

Allied:

### INDIAN DIASPORIC LITERATURE

#### Course outcomes:

- \* Expose the students to the Diasporic life and experience
- \* Make the students aware of the process of emigration and the impact of cultural displacement
- \* An understanding of the multi-lingual features of Indian Diasporic Writing; and how writing in English interacts with the Indian languages in the texts and in society
- \* A knowledge of the various literary genres practised by Indian Diasporic Literature: Novel, Poetry and Prose
- \* An understanding of the Historical Background of Indian Diasporic writing and their characteristics
- \* To enhance the learners understand and infer Diasporic Literature from the representative works
- \* Overview of the relationship between Indian Diasporic Literature and historical –political processes, such as Partition, Independence, caste, marginality, globalisation, religion, secularism, colonialism, post colonialism, nationalism and diaspora
- \* Enable students to know the richness and variety of Diasporic literature

#### Unit-I: Diaspora & Indian Diasporic Literature

1. Definition of the terms “Diaspora”– Birth of Diasporic Literature – Colonialism and Diaspora –Classification of “Diaspora”
2. Indian Diaspora and its classification – Members of Indian Diaspora – Diasporic condition and Diasporic Sensibility-Diasporic Writing & Expatriate Writing
3. Three phases of emigration – Issues portrayed in Indian Diasporic Literature – Role of Memory in Indian Diasporic Literature – Impact of cultural displacement

#### Unit-II: Poetry (Detailed)

4. A. K. Ramanujan (1929 - 1993 ): “History: Entries for a catalogue of Fears”
5. Vikram Seth (1952 - ): “The Frog and the Nightingale”
6. Saleem Peeradina (1967): “Slow Dance”

#### Unit-III: Poetry (Non-Detailed)

7. Dom Moraes (1938 –2004): “Absences”
8. Meena Alexander (1951- ): “Cosmopolitan”

9. Adil Jussawalla (1940 - 2004): “Geneva”
10. Jerry Pinto (1966 - ): “The Quiet Rebellion of Paper”

#### Unit-IV: Short Story (Non-Detailed)

11. Jhumpa Lahiri (1967- ): *Interpreter of Maladies*

#### Unit-V: Novel (Non-Detailed)

12. V.S. Naipaul (1932- ): *A House for Mr. Biswas*
13. Rohinton Mistry (1952- ): *Such a Long Journey*

#### Textbooks

##### Unit-I:

1. John, B. Alphonso - Karkala. *Indo- English Literature in the Nineteenth Century*. Mysore, 1970. Print.
2. [http://shodhganga.inflibnet.ac.in/bitstream/10603/85357/8/08\\_chapter2.pdf](http://shodhganga.inflibnet.ac.in/bitstream/10603/85357/8/08_chapter2.pdf)

##### Units-II & III:

3. Peeradina, Saleem. Ed. *Contemporary Indian Poetry in English: An Assessment and Selection*. Chennai: Macmillan Pub. Pvt. Ltd. 2010. Print.

##### Unit-IV:

4. Lahiri, Jhumpa . *Interpreter of Maladies*. New York: Houghton Mifflin Harcourt, 1999. Print.

##### Unit-V:

5. Naipaul, V S. *A House for Mr. Biswas*. United Kingdom: Penguin Books Ltd, 1969. Print.
6. Mistry, Rohinton. *Such a Long Journey*. New Delhi: McClelland & Stewart, 1991. Print.

#### References

1. Jain, Jasbir. *Writers of the Indian Diaspora*. Delhi: Rawat Publications, 2003. Print.
2. Lal, Brijvilash. *The Encyclopedia of the Indian Diaspora*. Delhi: Oxford University Press, 2006. Print.
3. Natarajan, Nalini. *Handbook of Twentieth-Century Literatures of India*. Delhi: Greenwood Publishing Group, 1996. Print.
4. Ralph J. Radhika Crane. *Shifting Continents/Colliding Cultures: Diaspora Writing of the Indian Subcontinent*. Delhi: Rodopi Bv Editions, 2000. Print.
5. Ramakrishna, D. *Critical Essays on Indian English Writing*. Delhi: Atlantic Publishers & Distributors, 2005. Print.
6. Singh, Jaspal. K, Chetty and Rajendra. Eds. *Transnationalisms and Diasporas*. Delhi: Oxford. 2010. Print.

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

Semester III	Course Code 17UEN330403A	Title of the Paper: Allied: INDIAN DIASPORIC LITERATURE															Hours 6	Credits 5
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)										Mean Score of COs		
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8					
CO1	5	4	5	3	5	5	5	5	5	5	5	3	5	4.61				
CO2	4	4	5	4	4	3	4	5	5	5	4	4	5	4.30				
CO3	5	5	5	4	5	5	5	5	5	5	5	5	5	4.92				
CO4	5	5	4	5	4	5	5	5	5	5	5	3	5	4.69				
CO5	5	5	5	5	5	5	4	5	5	5	5	3	5	4.76				
CO6	5	5	5	5	5	5	3	5	5	5	5	3	5	4.69				
CO7	5	5	5	5	5	5	3	5	5	5	5	3	5	4.96				
CO8	4	4	5	4	4	3	4	4	5	5	4	4	5	4.23				
Mean Overall Score															4.64			

**Result: The Score for this Course is 4.6 (Very High Relationship)**

*Note:*

Mapping	1-20%	21-40%	41-60%	61-80%	81-100%
Scale	1	2	3	4	5
Relation	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very poor	Poor	Moderate	High	Very High

*Values Scaling:*

Mean Score of COs =	Total of Values Total No. of POs & PSOs	Mean Overall Score for COs =		Total of Mean Scores Total No. of COs

**Semester: III**  
**17UEN330403B**

**Hours/Week: 6**  
**Credits : 5**

**Allied:**  
**SUBALTERN LITERATURE**

**Course outcomes:**

- \* Introduce the type of literature that has been sidelined down the ages
- \* Acquaint them with the intricacies of caste as a social institution and practice
- \* Acquaint them with the aesthetics of subaltern writing-technically and analytically
- \* Acquaint them with different socio cultural movements in the Indian context
- \* Familiarize them with recent trends and concepts concerning subalternity and literature
- \* Explore the relationships between society and literature
- \* Gain knowledge in new areas
- \* Familiarize the students with the theme of subalternity

**Unit-I: Poetry (Detailed)**

1. Langston Hughes (1902-1967) : “The Negro Speaks of River”
2. Helene Johnson (1906-1995) : “Poem”
3. Robert Hayden (1913-1980) : “Frederick Douglass”
4. Maya Angelou (1928-2014) : “My Arkansas”
5. J. V. Pawar ( 1972-) : “Birds in Prison”
6. Meena Kandasamy (1984- ) : “Advaita: The Ultimate Question”

**Unit-II: Poetry (Non-Detailed)**

7. Countee Cullen (1903-1946) : “From the Dark Tower”
8. Gwendolyn Brooks (1917-2000) : “The Children of the Poor”
9. Syed Amanuddin (1934- ) : “Don’t Call Me Indo-Anglian”
10. Carolyn Rodger (1940-2010) : “It is Deep”
11. Kishwar Naheed (1940- ) : “I am not that Woman”

**Unit-III: Short Story (Detailed)**

12. Baburao Bagul (1930-2008) : “Mother”

**Prose (Non-Detailed)**

13. Dr. Ambedkar (1891-1956) : “Castes in India” from Writings and Speeches (Vol.1, Part I)

#### Unit-IV: Drama (Detailed)

14. Lorraine Hansberry (1930-1965): *Raisin in the Sun* Drama (Non-Detailed)
15. Vijay Tendulkar (1928-2008) : *Sakaharam Binder*

#### Unit-V: Novel

16. Mulk Raj Anand (1905-2004) : *The Untouchable*
17. Bama (1958-) : *Sangathy*

#### Textbooks

Units-I & II Poetry (Detailed & Non-Detailed): 1, 2, 3, 4, 7, 8, 10.

1. Gates, Henry Louis, and Nellie Y McKay, eds. *Norton Anthology of African American Literature*. New York: W. W. Norton & Company, Inc., 1997. Print.
2. Barksdale, Richard, and Keneth Kinnamon, eds. *Black Writers of America: A Comprehensive Anthology*. New Jersey: Prentice Hall, Inc., 1972. Print.

Unit-I : Poetry (Detailed): 5,6

3. <http://www.poemhunter.com>

Unit-II: Poetry (Non-Detailed): 9, 11.

4. Narasimhaiah, C.D., ed. *An Anthology of Commonwealth Poetry*. Chennai: Macmillan India Limited, 1990. Print.

Unit-III: Short Story (Detailed)

5. Bagul, Baburao. "Mother". *Poisoned Bread*. ed. Arjun Dangle. New Delhi: Orient Black Swan, 2009. Print.

#### Prose (Non-Detailed)

6. Ambedkar, B. R. *Writings and Speeches*. New Delhi: Milestone Publication, 2002. Print.

Unit-IV: Drama (Detailed)

7. 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. Print.

#### Drama (Non-Detailed)

8. *Five Plays, Vijay Tendulkar. (Various Translators), Bombay, Oxford University Press, 1992. Print.*

#### Unit-V: Novel

9. Anand, Mulk Raj. *The Untouchable*. New Delhi: Bodley Head, 1975. Print.
10. Bama. *Sangathy*. New Delhi: Oxford University Press, 2011. Print.

#### References

1. Guha, Ranajit. *Subaltern Studies: Writings on South Asian History and Society*. Vol.1. Oxford: OUP, 1996. Print.
2. Guha, Ranajit, and Gayatri Chakravorty Spivak. Eds. *Selected Subaltern Studies*. New York: OUP, 1988. Print.
3. Parker, John, and Richard Rathbone. *African History*. New Delhi: OUP, 2000. Print.
4. Ludven, David. Ed. *Reading Subaltern Studies: Critical History*. New Delhi: Orient Black Swan, 2003. Print.
5. Chatterjee, P. P. Jeganathan. Eds. *Studies-XI: Community Gender and Violence*. Subaltern. New Delhi: Orient Black Swan, 2002. Print.

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

Semester III	Course Code 17UEN330403B	Title of the Paper: Allied: SUBALTERN LITERATURE												Hours 6	Credits 5
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)								Mean Score of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8		
CO1	3	3	4	3	5	3	2	4	2	4	3	2	3	3.15	
CO2	3	4	2	5	5	3	2	3	3	4	2	3	3	3.23	
CO3	2	4	3	3	4	2	2	5	3	3	3	3	3	3.08	
CO4	2	4	3	2	5	2	4	5	2	3	3	3	2	3.08	
CO5	3	4	4	5	3	2	3	3	2	3	3	4	3	3.23	
CO6	3	3	5	2	2	2	2	3	2	3	3	3	2	2.69	
CO7	3	3	4	3	5	3	2	4	2	4	3	2	3	3.15	
CO8	3	4	2	5	5	3	2	3	3	4	2	3	3	3.23	
Mean Overall Score														3.10	

**Result: The Score for this Course is 3.1 (High Relationship)**

*Note:*

Mapping Scale	1-20%	21-40%	41-60%	61-80%	81-100%
Relation	1	2	3	4	5
Quality	Very poor	Poor	Moderate	High	Very High

*Values Scaling:*

Mean Score of COs = $\frac{\text{Total of Values}}{\text{Total No. of POs \& PSOs}}$	Mean Overall Score for COs = $\frac{\text{Total of Mean Scores}}{\text{Total No. of COs}}$
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**Semester III**  
**17UFC340901**

**Hours/Week: 2**  
**Credits: 2**

### ENVIRONMENTAL STUDIES

#### Course Outcomes

1. To ensure understanding the significance of environment in which we live.
2. To ensure imparting knowledge on the recent issues associated with environment.
3. To ensure educating the youth the causes and consequences of various types of pollutions.
4. To ensure sensitizing the youth the increasing threats to nature and the misery mankind faces.
5. To ensure the limitations of the available natural resources and the need to sustain them.
6. To ensure imparting the knowledge on the concept of biodiversity and its advantages.

#### Unit-I: Environmental Studies

Environment - Scope and Importance - Environmental Movements in India - Eco-feminism - Public Awareness.

#### Unit-II: Natural Resources

Food Resources - L and Resources - Forest Resources - Mineral Resources - Water Resources - Energy Resources

#### Unit-III: Ecosystems, Biodiversity and Conservation

General structure - Functions of ecosystem - Energy flow and ecological pyramids - Biodiversity and conservation - Hot spots of Biodiversity - Endangered and Endemic Species - Value of Biodiversity - Threats to Biodiversity - Conservation of Biodiversity

#### Unit-IV: Environmental Pollution

Air pollution - Water pollution - Oil pollution - Soil pollution - Marine pollution - Noise pollution - Thermal pollution – Radiation pollution

#### Unit-V: Environment, Human Population & Social Issues

Human population growth - Urgent steps required for sustainable development - Conserving water - Current Environmental Issues

#### Text Book:

1. **Environmental studies**, Department of Foundation course, St. Joseph's College, Tiruchirappalli-2, 2015.



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

Semester III	Course Code 17UFC340901	Title of the Paper ENVIRONMENTAL STUDIES												Hours 2	Credits 2
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)								Mean Score of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8		
CO1	5	5	5	5	3	5	4	4	4	5	3	4	3	4.0	
CO2	5	4	5	5	4	4	5	5	5	4	4	4	4	4.5	
CO3	5	4	5	5	3	5	4	4	5	3	3	4	2	4.0	
CO4	5	4	4	4	4	4	4	5	4	5	4	4	3	4.2	
CO5	5	5	4	5	4	3	5	5	4	4	5	3	4	4.3	
CO6	5	5	4	4	3	4	4	3	3	4	3	2	4	3.7	
Mean Overall Score														4.1	

**Result:** The Score for this Course is 4.1 (Very High Relationship)

*Note:*

Mapping Scale	1-20%	21-40%	41-60%	61-80%	81-100%
Relation	1	2	3	4	5
Quality	Very poor	Poor	Moderate	High	Very High

*Values Scaling:*

Mean Score of COs = $\frac{\text{Total of Values}}{\text{Total No. of POs \& PSOs}}$	Mean Overall Score for COs = $\frac{\text{Total of Mean Scores}}{\text{Total No. of COs}}$
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**Semester IV**  
**17UFC441004A**

**Hours/Week: 2**  
**Credits: 2**

**FORMATION OF YOUTH-II**

**Course Outcomes**

1. To ensure preparing the students to live in harmony with nature.
2. To ensure the youth the significance of public health and the related issues.
3. To ensure sensitizing the youth about addictions and their consequences.
4. To ensure educating the youth on disaster management and First-Aid.
5. To ensure enlightening on the developmental issues and challenges of youth today.
6. To ensure the value of counselling for attaining positive mental health.

**Unit-I: Harmony with Nature**

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

**Unit-II: Public Health**

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

**Unit-III: Disaster Management and First-Aid**

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

**Unit-IV: Issues Dealing with Science**

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

Technology and Innovation Policy of India, Harnessing the forces of science and technology for the future

### Unit-V: Counselling for the Adolescents

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.

#### Text Book:

- Formation of Youth**, Department of Foundation course, St.Joseph's College, Tiruchirappalli-2, 2016.

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

Semester IV	Course Code 17UFC441004A	Title of the Paper FORMATION OF YOUTH-II														Hours 2	Credits 2
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)								Mean Score of COs			
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8				
CO1	4	4	5	4	5	5	3	4	5	5	4	5	4	4.4			
CO2	4	4	4	4	4	5	4	3	4	4	4	5	5	4.2			
CO3	5	3	5	4	5	4	4	3	4	4	4	5	5	4.2			
CO4	3	4	5	4	4	5	4	4	4	4	4	3	4	4.0			
CO5	2	4	4	4	5	5	4	4	5	5	5	4	5	4.3			
CO6	4	3	4	4	5	3	4	5	5	4	5	5	4	4.2			
														Mean Overall Score			
														4.2			

**Result: The Score for this Course is 4.2 (Very High Relationship)**

*Note:*

Mapping Scale	1-20%	21-40%	41-60%	61-80%	81-100%
	1	2	3	4	5
Relation	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very poor	Poor	Moderate	High	Very High

*Values Scaling:*

Mean Score of COs = $\frac{\text{Total of Values}}{\text{Total No. of POs \& PSOs}}$		Mean Overall Score for COs = $\frac{\text{Total of Mean Scores}}{\text{Total No. of COs}}$	
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Semester IV  
17UFC441004B

Hours/Week: 2  
Credits: 2

## RELIGIOUS DOCTRINE-II

### Course Outcomes

1. To ensure appreciation of the harmony of religion.
2. To ensure training the youth in the power of prayer.
3. To ensure the understanding of Mary's role in salvation history and Marian Dogmas.
4. To ensure enlightening the graces and invisible effects of the sacraments.
5. To ensure the youth with the promise that God forgives failings on repentance.
6. To ensure understanding the concept of salvation and the promise of eternal life.

### Unit: I Harmony of Religions

Introduction - Religions of India - Buddhism - Jainism - Sikhism - Judaism - Confucianism - Christianity - Zoroastrianism - Islam

### Unit: II The Christian Prayer

Prayer Defined - Reasons to pray - The Way to Pray - Types of Prayer - Obstacles for Prayer - Prayer in Old - The Lord's Prayer

### Unit: III Mary, the Blessed Virgin, Mother of God

Introduction - Marian Dogmas - Mary in need of Redemption - Mary in the New Testament - Apparitions of Mary - Devotion to Mary

### Unit: IV Sacraments of Initiation

Introduction - An Overview - Baptism - Confirmation - Holy Eucharist

Unit: V Sacraments of Healing & at the Service of the Community

Reconciliation - Anointing of the Sick - Holy Orders – Matrimony

### Text Book:

1. **Life in the Lord**, Department of Foundation course, St. Joseph's College, Tiruchirappalli-2, 2011.

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

Semester IV	Course Code 17UFC441004B	Title of the Paper RELIGIOUS DOCTRINE-II														Hours 2	Credits 2
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)								Mean Score of COs			
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8				
CO1	4	1	4	3	3	4	4	4	5	4	5	5	5	3.9			
CO2	4	1	4	3	3	4	4	4	5	4	5	5	5	3.9			
CO3	4	3	4	4	3	4	4	5	4	4	5	5	5	4.2			
CO4	4	1	4	3	3	4	4	4	5	4	5	5	5	3.9			
CO5	4	1	4	3	3	4	4	4	5	4	4	4	5	3.8			
CO6	4	1	4	3	3	5	5	5	5	4	5	4	4	4.0			
Mean Overall Score														3.9			

Result: The Score for this Course is 3.9 (High Relationship)

Note:

Mapping Scale	1-20%	21-40%	41-60%	61-80%	81-100%
Relation	1	2	3	4	5
Quality	Very poor	Poor	Moderate	High	Very High

Values Scaling:

Mean Score of COs = $\frac{\text{Total of Values}}{\text{Total No. of POs \& PSOs}}$	Mean Overall Score for COs = $\frac{\text{Total of Mean Scores}}{\text{Total No. of COs}}$
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பருவம்: 4  
17UGT410004

மணி நேரம்: 4  
புள்ளிகள்: 3

#### பொதுத்தமிழ்-IV

##### பாடத்தின் விளைவு

- நாடகத்தின் போக்குகள், உத்திகள், பாத்திரப்படைப்பு, உரையாடல் முறை, கற்பனைத்திறம் போன்றவற்றை அறிந்துகொள்ளுதல்.
- புதிய நாடகங்களைப் படைக்கும் திறனைப் பெறுதல்.
- நாடகங்களை நடிக்கும் திறன் பெறுதல்
- கிரேக்க, ஆங்கில நாடகங்களை அடியொற்றி தமிழ்நாடகம் தோன்றிய வரலாறு அறியச் செய்தல்.
- சங்ககாலம் தொட்டு இக்காலம் வரை காதல் பற்றிய உணர்வுகளை எடுத்துரைத்தல்.
- தமிழ் வரலாற்றின் மன்னர்களின் ஆட்சியின் சிறப்புகளையும் வீழ்ச்சிகளையும் எடுத்துக்காட்டுதல்.

**அலகு-1** (12 மணி நேரம்)  
மனோன்மனியம், பாயிரம், அங்கம் - 1, களம் 1 - 5 வரை.

**அலகு-2** (12 மணி நேரம்)  
மனோன்மனியம், அங்கம் - 2, களம் 1 - 3 வரை.  
இலக்கிய வரலாறு நான்காம் பாகம் - தமிழும் பிற துறைகளும் பக்கம் (365-387).

**அலகு-3** (12 மணி நேரம்)  
மனோன்மனியம், அங்கம் - 3, களம் 1 - 4 வரை.  
உரைநடை நாடகம் ( கௌதம புத்தர்)

**அலகு-4** (12 மணி நேரம்)  
மனோன்மனியம், அங்கம் - 4, களம் 1 - 5 வரை.  
இலக்கிய வரலாறு நான்காம் பாகம் - சமயத்தவரின் தமிழ்ப்பணி (பக்கம் 391-402)

**அலகு-5** (12 மணி நேரம்)  
மனோன்மனியம், அங்கம் - 5, களம் 1 - 3 வரை.  
இலக்கிய வரலாறு நான்காம் பாகம் - வெளிநாடுகள் தந்த தமிழ் இலக்கியம் (பக்கம் 410-435)

##### பாடநூல்கள் :

1. சுந்தரனார், மனோன்மனியம், தமிழாய்வுத்துறை (பதிப்பு), தூய வளனார் கல்லூரி, திருச்சிராப்பள்ளி-2. (அங்கம் : 3 களம் : 4 நீங்கலாக)
2. பாலசுப்பிரமணியம். கு.வெ, கௌதம புத்தர், அப்பா நிலையம், தஞ்சாவூர்
3. சமூகவியல் நோக்கில் தமிழிலக்கிய வரலாறு, தமிழாய்வுத்துறை வெளியீடு, 2014.

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

Semester IV	Course Code 17UC1410004	Title of the Paper பொதுத்தமிழ்-IV													Hours 4	Credits 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	PSO6	PSO7	PSO8			
CO1	4	3	4	5	5	5	5	5	4	4	5	5	5	4.5		
CO2	5	4	3	5	4	5	5	4	4	3	4	5	5	4.3		
CO3	4	3	3	5	4	3	3	4	3	3	4	5	5	3.7		
CO4	5	5	4	5	5	5	5	5	5	4	5	5	5	4.8		
CO5	3	4	4	5	5	5	4	4	5	4	4	4	4	4.1		
CO6	4	3	4	5	5	4	3	3	4	3	2	2	3	3.4		
Mean Overall Score														4.1		

**Result: The Score for this Course is 4.1 (Very High Relationship)**

*Note:*

Mapping Scale	1-20%	21-40%	41-60%	61-80%	81-100%
Relation Quality	1	2	3	4	5
	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
	Very poor	Poor	Moderate	High	Very High

*Values Scaling:*

Mean Score of COs = $\frac{\text{Total of Values}}{\text{Total No. of POs \& PSOs}}$	Mean Overall Score for COs = $\frac{\text{Total of Mean Scores}}{\text{Total No. of COs}}$
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Semestre: IV  
17UGH410004

Hours/Week: 4  
Credits: 3

### HINDI-IV

#### Course outcomes

At the end of the course, a student should be able to demonstrate...

- \* the ability to empower the students with globally employable soft skills
- \* the ability to translate Hindi passages to English
- \* the ideas on human values
- \* the ability to instruct the moral values given by the Bhakthi Saints
- \* the knowledge of Indian festivals .
- \* the knowledge of culture and tradition

#### Unit-I 8 hours

Vidyarthi, Banking Shabda, Anuvad, Anuvad Lesson – 1, Adhikal, Premchand

#### Unit-II 12 hours

Pusthakalaya, Nemikaryalaya Tippaniyan, Anuvadak, Anuvad lesson-2, Bakthikal-Gyan Marg, Mahadevivarma

#### Unit-III 12 hours

Thyohar, Anuvad Ke Gun, Anuvad lesson – 3, Bakthi, Tippaniyaan, Prem Marg, Pant

#### Unit-IV 14 hours

Yugpuresh Gandhi, Anuvadak Ke Gun, Anuvad Lesson – 4 Bakthikal, Bakthikal – Ram Bakthi Kal - Krishna Bakthi, Dinkar

#### Unit-V 14 hours

Braman, Anuvad ek kala, Swarnayug Bakthikal, Anuvad Lesson - 5, Reetikal, Chayavad

#### Books Recommended

1. Kendriya Sachivalaya, Hindi Parishad New Delhi, Karyalaya Sahayika, 2016.
2. Dakshin Bharat Hindi Prachar Sabha Chennai-17, Niband Radhana, Hindi, 2016.
3. DBHP Sabha, Chennai-17, Anuvad Abyas-3, Hindi, 2016
4. Rajnath Sharma, Hindi Sahitya ka Itihas, Vinkod Pustak Mandir, Agra-2, 2016.

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

Semester IV	Course Code 17UGH410004	Title of the Paper Hindi-IV										Hours 4	Credits 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	PSO6		
CO1	4	4	4	3	4	3	3	4	5	4	4	3.5	
CO2	3	3	2	3	3	3	5	3	4	3	3	3.1	
CO3	3	3	3	3	4	3	3	3	4	3	3	3.1	
CO4	3	2	2	3	2	3	3	3	3	3	3	2.7	
CO5	3	3	3	3	3	3	5	3	3	4	4	3.3	
CO6	4	4	4	4	3	5	3	5	4	4	3	3.9	
Mean Overall Score												3.3	

Result: The Score for this Course is 3.3 (High Relationship)

Note:

Mapping Scale	1-20%	21-40%	41-60%	61-80%	81-100%
	1	2	3	4	5
Relation	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very poor	Poor	Moderate	High	Very High

Values Scaling:

Mean Score of COs = $\frac{\text{Total of Values}}{\text{Total No. of POs \& PSOs}}$	Mean Overall Score for COs = $\frac{\text{Total of Mean Scores}}{\text{Total No. of COs}}$
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Semestre: IV  
17UGF410004

Heures /Semaine: 4  
Credits: 3

## FRANÇAIS-IV

### Course Outcomes:

- \* Comparer la culture de l'Inde et de la France
- \* Familiariser l'étudiant avec le vocabulaire, la grammaire et les conversations
- \* Connaître les auteurs français (20 auteurs) et leurs œuvres
- \* Dire qu'on aime quelqu'un/ quelque chose
- \* Demander des informations
- \* Exprimer une opinion personnelle et Justifier son opinion.

### Unit-I : Prières du Nouvel An (10 heures)

Exprimer l'inquiétude, le regret, le souhait, l'obligation, la sympathie.

**Grammaire :** Le subjonctif, verbe craindre

### Unit-II : Retrouvailles (10 heures)

Marquer la surprise

**Grammaire :** Le subjonctif, pronoms possessifs.

### Unit-III : C'est lui le meilleur ! (10 heures)

Dire qu'on aime quelqu'un/ quelque chose, donner son opinion, insister.

**Grammaire :** Le superlatif, les pronoms démonstratif.

### Unit-IV Sauvons notre Terre ! (15 heures)

Enchaînement de cause et d'effet, demander à quelqu'un de tenir compte de quelque chose.

**Grammaire :** Le plus-que-parfait, il y a.

### Unit-V : Le jour des élections s'approche et les auteurs français (20 auteurs) et leurs œuvres (15 heures)

Demander des informations, dire qu'une action n'est pas utile, exprimer une opinion personnelle, Justifier son opinion.

**Grammaire :** Le participe présent – le gérondif, la voix passive.

### Manuel:

1. K.Madanagobalane, **Synchronie-II**, Samhitâ Publication, 2011.

### Livre de référence:

1. Annie Berthet /Batrix Sampsonis/ Catherine Hugot /Vronnique M Kizirian / Monique Waendendries, **Alter Ego A1**, Hachette, 2006.
2. Yves Loiseau/Régine Mérieux, Connexions 1, Didier, 2011.

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

Semester IV	Course Code 17UGF410004	Title of the Paper French-IV						Hours 4	Credits 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	PSO6	
CO1	4	4	2	3	4	4	2	3	2	2	3	3.0
CO2	3	3	3	3	4	4	2	4	3	2	3	3.1
CO3	3	2	3	2	4	3	4	3	3	3	4	3.1
CO4	3	3	4	3	4	1	2	2	4	3	3	2.9
CO5	3	3	4	3	4	3	2	2	4	4	5	3.4
CO6	3	4	3	3	3	4	4	2	4	3	4	3.4
Mean Overall Score												3.2

**Result: The Score for this Course is 3.2 (High Relationship)**

**Note:**

Mapping Scale	1-20%	21-40%	41-60%	61-80%	81-100%
Relation	1	2	3	4	5
Quality	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
	Very poor	Poor	Moderate	High	Very High

**Values Scaling:**

Mean Score of COs = $\frac{\text{Total of Values}}{\text{Total No. of POs \& PSOs}}$		Mean Overall Score for COs = $\frac{\text{Total of Mean Scores}}{\text{Total No. of COs}}$	
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Semester: IV  
17UGS410004

Hours/Week: 4  
Credits: 3

### SANSKRIT-IV

#### Course Outcomes

At the end of the course, a student should be able to demonstrate...

- \* knowledge and understanding of the history of Sanskrit Drama.
- \* knowledge and understanding of the Nataka vivaranam.
- \* the introduction of Functional - Sanskrit conversation Letter writing.
- \* the ability to apply relevant theoretical perspectives to topics within the field of study
- \* the competence in academic writing and oral presentation skills.
- \* the ability to work both independently and in groups on presentations and/or development of Projects.

**Unit-I** **8 hours**

Paataah – Asta, Nava Dasha, Sankhya prayogah.

**Unit-II** **12 hours**

Lot lakaarah. Prayaagah. Kartari Vaakyaani

**Unit-III** **12 hours**

Naatakasya Itihaasah.

**Unit-IV** **14 hours**

Karnabhaaram. Naatakam.

**Unit-V** **14 hours**

Kathaapaatra Vailaksharnyam.

#### Books recommended:

1. R.S.Vadhyar & Sons, Book-Sellers and Publishers, Kalpathi, Palghat 678003, Kerala, South India, History of Sanskrit Literature, 2014.
2. Samskritha Bharathi, Aksharam 8th Cross, 2nd Phase, Giri Nagar, Bangalore. Vadatu Sanskritam – Samskara Binduhu, 2014.
3. R.S. Vadhyar & Sons, Book-Sellers and Publishers, Kalpathi, Palghat 678003, Kerala, South India. Karnabharam, 2014.
4. Kulapathy, K.M., Saral Sanskrit Balabodh, Bharathiya vidya Bhavan, Munshimarg, Mumbai 400007, 2014.

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

Semester IV	Course Code 17UGS410004	Title of the Paper Sanskrit-IV										Hours 4	Credits 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	PSO6		
	CO1	5	3	5	4	4	3	3	3	3	4	3.1	
	CO2	4	3	4	4	4	3	3	4	3	3	3.1	
	CO3	4	3	3	4	4	3	4	4	4	4	3.2	
	CO4	4	3	3	4	3	3	3	4	4	4	3.1	
	CO5	4	4	4	3	4	3	4	3	4	4	3.0	
	CO6	5	4	4	4	4	3	3	3	3	4	3.2	
	Mean Overall Score											3.1	

Result: The Score for this Course is 3.1 (High Relationship)

Note:

Mapping Scale	1	21-40%	41-60%	61-80%	81-100%
Relation	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very poor	Poor	Moderate	High	Very High

Values Scaling:

Mean Score of COs = $\frac{\text{Total of Values}}{\text{Total No. of POs \& PSOs}}$	Mean Overall Score for COs = $\frac{\text{Total of Mean Scores}}{\text{Total No. of COs}}$
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**Semester: IV**  
**17UGE420104**

**Hours/Week: 5**  
**Credits: 3**

**GENERAL ENGLISH-IV**

**Course Outcome**

- \* Comprehend the local and global issues through the lessons
- \* Do the tasks centering on skill development and enhance their Grammar Using and Writing Skills
- \* Use interactive skills
- \* Train and develop the Listening and Reading Skills of the learners through teacher-led reading practice
- \* Improve their General Writing Skills such as Note-Taking, Note-Making, Précis Writing, Paragraph Writing, and Writing Short Essays on Current Issues/General Topics
- \* Understanding the social background and human character of the period

**Unit-VII:**

**\*Women through the Eyes of Media**

- 7.0 Introduction
- 7.1 Objectives
- 7.2 Listening and Reading Skills through Teacher-led Reading Practice
- 7.3 Glossary
- 7.3.1 Words
- 7.3.2 Phrases
- 7.4 Reading Comprehension
- 7.5 Critical Analysis
- 7.6 Creative Task
- 7.7 General Writing Skill: Writing Minutes of a Meeting
- 7.8 Grammar: Present Perfect Tense
- 7.9 **Non -Detailed Poem:** Thomas Hood (1799–1845): “Silence”

**Unit-VIII:**

**\*Effects of Tobacco Smoking**

- 8.0 Introduction
- 8.1 Objectives
- 8.2 Listening and Reading Skills through Teacher-led Reading Practice
- 8.3 Glossary
- 8.3.1 Words
- 8.3.2 Phrases

- 8.4 Reading Comprehension
- 8.5 Critical Analysis
- 8.6 Creative Task
- 8.7 General Writing Skill: Note-Taking
- 8.8 Grammar: Present Perfect Continuous Tense
- 8.9 **Non -Detailed Poem:** Coventry Patmore (1823-1896): “The Toys”

**Unit-IX:**

**\* Short Message Service (SMS)**

- 9.0 Introduction
- 9.1 Objectives
- 9.2 Listening and Reading Skills through Teacher-led Reading Practice
- 9.3 Glossary
- 9.3.1 Words
- 9.3.2 Phrases
- 9.4 Reading Comprehension
- 9.5 Critical Analysis
- 9.6 Creative Task
- 9.7 General Writing Skill: Note-Making
- 9.8 Grammar: Past Perfect Tense
- 9.9 **Non -Detailed Poem:** Stephen Spender (1909-1995): “Daybreak”

**Unit-X:**

**\*An Engineer Kills Self as Crow Sat on his Head: A News Paper Report**

- 10.0 Introduction
- 10.1 Objectives
- 10.2 Listening and Reading Skills through Teacher-led Reading Practice
- 10.3 Glossary
- 10.3.1 Words
- 10.3.2 Phrases
- 10.4 Reading Comprehension
- 10.5 Critical Analysis
- 10.6 Creative Task
- 10.7 General Writing Skill: Précis Writing
- 10.8 Grammar: Past Perfect Continuous Tense
- 10.9 **Non -Detailed Poem:** Gabriel Imomotimi Okara (1921): “Once Upon a Time”



## Unit-XI:

### \*Traffic Rules

- 11.0 Introduction
- 11.1 Objectives
- 11.2 Listening and Reading Skills through Teacher-led Reading Practice
- 11.3 Glossary
  - 11.3.1 Words
  - 11.3.2 Phrases
- 11.4 Reading Comprehension
- 11.5 Critical Analysis
- 11.6 Creative Task
- 11.7 General Writing Skill: Paragraph Writing
- 11.8 Grammar: Future Perfect Tense
- 11.9 **Non -Detailed Poem:** Robert Winner (1930-1986): “Opportunity”

## Unit-XII:

### \*A Handful of Answers: A Zen Tale

- 12.0 Introduction
- 12.1 Objectives
- 12.2 Listening and Reading Skills through Teacher-led Reading Practice
- 12.3 Glossary
  - 12.3.1 Words
  - 12.3.2 Phrases
- 12.4 Reading Comprehension
- 12.5 Critical Analysis
- 12.6 Creative Task
- 12.7 General Writing Skill: Writing Short Essays on Current Issues/General Topics
- 12.8 Grammar: Future Perfect Continuous Tense
- 12.9 **Non -Detailed Poem:** Ted Hughes (1930–1998): “The Harvest Moon”

## Textbook

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

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

Semester IV	Course Code 17UG/GE420104	Title of the Paper General English-IV												Hours 5	Credits 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	PSO6	PSO7	PSO8		
CO1	5	4	5	5	4	4	4	5	5	5	4	5	5	4.61	
CO2	5	4	5	5	3	4	5	5	5	5	5	5	5	4.69	
CO3	4	4	5	4	4	3	4	4	5	5	4	4	5	4.23	
CO4	4	4	5	4	4	3	4	5	5	5	4	4	5	4.30	
CO5	5	4	5	4	4	4	4	4	5	5	4	4	5	4.38	
CO6	5	5	5	5	4	4	4	5	5	5	4	4	5	4.61	
Mean Overall Score														4.47	

**Result:** The Score for this Course is 4.47 (Very High Relationship)

**Note:**

Mapping Scale	1-20%	21-40%	41-60%	61-80%	81-100%
	1	2	3	4	5
Relation	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very poor	Poor	Moderate	High	Very High

**Values Scaling:**

Mean Score of COs = $\frac{\text{Total of Values}}{\text{Total No. of POs \& PSOs}}$	Mean Overall Score for COs = $\frac{\text{Total of Mean Scores}}{\text{Total No. of COs}}$
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**Semester: IV**  
**17UEN430207**

**Hours/Week: 4**  
**Credits : 3**

**Core:**  
**BRITISHDRAMA-II**

**Course outcome:**

- \* Relating the close links found between drama and real life
- \* Knowing the techniques employed in drama
- \* Learning the origin and development of drama
- \* Experiencing the modern evolution of British Drama and the leading writers of the period
- \* Developing dramatic skills and life skills
- \* Understanding the social background and human characters of the period

**Unit-I: (Detailed)**

1. Oscar Wilde (1854 – 1900): *The Importance of Being Earnest*

**Unit-II: (Non-Detailed)**

2. John Galsworthy (1867 – 1933): *Strife*

**Unit-III: (Non-Detailed)**

3. George Bernard Shaw (1856 – 1950): *St. Joan*

**Unit-IV: (Non-Detailed)**

4. Samuel Becket (1906 – 1989): *End Game*

**Unit-V: (Detailed)**

5. John Osborne (1929 – 1994): *Luther*

**Textbooks**

Unit-I:

1. Wilde, Oscar. *The Importance of Being Earnest and Other Plays*. London: Penguin Books, 2000. Print.

Unit-II:

2. Galsworthy, John. *Complete Plays of John Galsworthy*. Bibliobazaar, 2008. Print.

Unit-III:

3. Shaw, Bernard. *St. Joan*. New York: Penguin Books, 1923. Print.

Unit-IV:

4. Beckett, Samuel. *End Game*. New York: Grove Press, 1958. Print.

Unit-V:

5. Osborne, John. *Luther*. California: Plume, 1994. Print.

**References**

1. David Gentleman, Styan. *The Dramatic Experience*. Cambridge: CUP Archive, 1975. Print.
2. Elson, John. *Post – War British Theatre*. US: Rutledge, 1976. Print.
3. Gascoigne, Bamber. *Twentieth Century Drama*. US: Hutchinson University Library, 1974. Print.
4. Priestly, J.B. *The Art of the Dramatist*. England: Heinemann, 1957. Print.
5. Lane, David. *Contemporary British Drama*. Edinburgh: Edinburgh University Press, 2010. Print.

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

Semester IV	Course Code 17UEN430207	Title of the Paper: Core: BRITISH DRAMA-II												Hours 4	Credits 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	PSO6	PSO7	PSO8		
CO1	3	2	4	2	3	4	3	2	3	3	3	4	4	3.07	
CO2	3	4	3	4	2	2	2	2	4	2	4	4	3	3.00	
CO3	3	3	2	2	3	3	2	2	4	3	2	4	3	2.76	
CO4	3	3	2	3	3	3	3	2	4	3	4	4	4	3.15	
CO5	5	2	3	4	5	4	3	3	5	5	2	3	4	3.69	
CO6	5	3	3	4	5	3	3	2	2	1	3	3	3	3.07	
Mean Overall Score														3.12	

Result: The Score for this Course is 3.1 (High Relationship)

Note:

Mapping Scale	1-20%	21-40%	41-60%	61-80%	81-100%
	1	2	3	4	5
Relation	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very poor	Poor	Moderate	High	Very High

Values Scaling:

Mean Score of COs = $\frac{\text{Total of Values}}{\text{Total No. of POs \& PSOs}}$	Mean Overall Score for COs = $\frac{\text{Total of Mean Scores}}{\text{Total No. of COs}}$
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Semester: IV  
17UEN430208

Hours/Week: 5  
Credits : 3

Core:

## HISTORY OF LITERARY CRITICISM-II

### Course outcome:

- \* Have a comprehensive outlook of literary criticism
- \* Know the historical aspects of the trends and developments in the domain of criticism
- \* Have the skills of rightly applying the notions and various techniques of literary criticism to the literary texts.
- \* Know the characteristics of Neoclassical Criticism and Romantic criticism, and the critical ideas of the important critics of these domains.
- \* Have a sound knowledge of the critical conceptions of the Victorian Critics and the New Critics
- \* Be equipped with the skills of being good literary critics.

### Unit-I: The Neoclassical English Critics

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

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

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

7. T.S. Eliot (1888-1965): Impersonality of Poetry; Objective Correlative and Dissociation of Sensibility

### Unit-V: The New Critics

8. I.A. Richards (1893-1979): His views on Two Uses of Language; Four Kinds of Meaning: Sense, Feeling, Tone and Intention
9. F.R. Leavis (1895-1978): His Conception of the Business of Criticism

### Textbook for all the Units

1. Prasad, Birjadish. *An Introduction to English Criticism*. New Delhi: Macmillan India Ltd., 1965. Print.

### References

1. Atkins, J.W.H. *English Literary Criticism. Vol. I*. Jaipur (India): Surabhi Publications, 1999. Print.
2. Danzier and Johnson. *An Introduction to Literary Criticism*. Boston: Heath, 1961. Print.
3. Das, B.B. and Jatindra Mohan Mohanty. Eds. *Literary Criticism: A Reading*. New Delhi: Oxford University Press, 1985. Print.
4. Habib, Rafey. *A History of Literary Criticism: From Plato to the Present*. Malden: Blackwell Publishing Ltd, 2005. Print.
5. Wellek, Rene. *A History of Modern Criticism 1750-1950: The Romantic Age*. Cambridge: Cambridge University Press, 1981. Print.
6. Wimsatt, William K., and Cleanth Brooks. *Literary Criticism: A Short History*. Calcutta: Oxford Book Company, 1957. Print.

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

Semester IV	Course Code 17UEN430208	Title of the Paper: Core: HISTORY OF LITERARY CRITICISM-II														Hours 4	Credits 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	PSO6	PSO7	PSO8				
CO1	5	5	5	5	4	4	4	4	5	5	5	5	5	4.76			
CO2	5	5	5	5	4	4	4	4	5	5	5	5	5	4.69			
CO3	5	4	5	5	3	4	5	4	5	5	5	4	5	4.53			
CO4	5	4	4	4	3	3	4	4	5	5	4	4	5	4.15			
CO5	5	4	4	4	3	3	4	4	5	5	4	4	5	4.15			
CO6	5	5	5	5	4	4	4	5	5	5	5	5	5	4.76			
Mean Overall Score														4.50			

Result: The Score for this Course is 4.5 (Very High Relationship)

Note:

Mapping Scale	1-20%	21-40%	41-60%	61-80%	81-100%
	1	2	3	4	5
Relation	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very poor	Poor	Moderate	High	Very High

Values Scaling:

Mean Score of COs = $\frac{\text{Total of Values}}{\text{Total No. of POs \& PSOs}}$	Mean Overall Score for COs = $\frac{\text{Total of Mean Scores}}{\text{Total No. of COs}}$
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Semester: IV  
17UEN430404A

Hours/Week: 6  
Credits : 5

Allied:

### WOMEN'S WRITING IN ENGLISH

#### Course outcome:

- \* After completing this course, the students know some of the developments, themes, and narrative strategies of English-language feminist fiction
- \* Students can analyse literary texts through the perspective of gender
- \* Students will know the central points of a selection of feminist theory, and can use it as a context for reading literary texts
- \* Students will recognize and discuss aspects of women's writing
- \* Students will demonstrate awareness of cultural and intercultural concerns relating to women's writing
- \* Students will be able to interpret and analyse literary works by women at advanced undergraduate level
- \* Students will be able to know the images of women in literature.
- \* Students will be able to know the reaction of women on the images of women in literature.

#### Unit-I: Poetry (Detailed)

1. Song Yu (3 BCE) (Chinese) : "Ow, Mama!"
2. Carol Ann Duffy (1955-) (Scottish) : "Mrs. Aesop"
3. Maya Angelo (1928-) (American) : "Woman's Work"
4. Amrita Pritam (1919-2005) (Indian) : "Empty Space"
5. Viola Allo (African) : "Hunger Flew With Me from Cameroon"
6. Anna Akhmatova (1889-1966) (Russian) : "Lot's Wife"

#### Unit-II: Poetry (Non-Detailed)

7. Sylvia Plath (1932-1963) (American): "Lady Lazarus": "Daddy"
8. Marge Piercy (1936-) (American) : "Right of Life"
9. Margaret Christakos (Canadian) : "The Lovely Figure"
10. Katherine Mansfield (1888-1923) (New Zealand) : "Country Women"
11. Judith Wright (1915-2000) (Australia) : "South of My Days"

#### Unit-III: Short Stories (Non-Detailed)

12. Joyce Carol Oates (1938-) (American) : "Where Are You Going, Where Have You Been?"
13. Angela Carter (1940-1992) (English) : "The Company of Wolves"
14. Mrinal Pande (1946-) (Indian) : "Bitch"
15. Jamaica Kincaid (1949-) (Antiguan-American) : "Girl"

#### Unit-IV: Non-Fiction (Non-Detailed)

16. Christa Wolf (1929-2011) (German) : "Cassandra"
17. Toni Morrison (1931-) (African) : "The Bird in Our Hand: Is It Living or Dead?" (Nobel Prize Acceptance Speech)

#### Unit-V: Novel (Non-Detailed)

18. Buchi Emecheta (1944-) (Nigerian) : *The Bride Price*
19. Kavita Daswani (1971-) (Indian-American) : *For Matrimonial Purposes*

#### References

1. Cornillon, Susan Koppelman, Ed. *Images of Women in Fiction: Feminist Perspectives*. Bowling Green, Ohio: Bowling Green University Popular Press, 1972. Print.
2. Coward, Rosalind. *Female Desire: Women's Sexuality Today*. London: Paladin, 1984. Print.
3. Emecheta, Buchi. *The Bride Price*. George Braziller Incorporated, 2014. Print.
4. Showalter, Elaine. *A Literature of Their Own*. London: Virago, 1978. Print.
5. Wolf, Christa. *Cassandra: A Novel and Four Essays*. Farrar, Straus and Giroux. 1988. Print.
6. <http://www.poets.org/poet.php>
7. [http://www.nobelprize.org/nobel\\_prizes/peace/laureates/](http://www.nobelprize.org/nobel_prizes/peace/laureates/)
8. <http://mostlyfiction.com>.

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

Semester IV	Course Code 17UEN430404A	Title of the Paper: Allied: WOMEN'S WRITING IN ENGLISH										Hours 6	Credits 5
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)							
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	4	5	4	4	5	5	5	5	5	5	5	5	5
CO2	2	5	2	5	5	5	5	5	5	5	5	5	5
CO3	5	5	5	5	5	5	5	5	5	5	5	5	5
CO4	4	5	4	4	4	5	5	5	5	2	5	5	5
CO5	4	5	5	5	5	5	5	4	5	5	5	5	5
CO6	4	5	5	5	5	5	5	4	5	5	5	5	5
CO7	5	4	4	4	3	3	4	4	5	5	4	4	5
CO8	4	3	3	4	4	4	3	4	4	4	4	4	4
Mean Overall Score													4.54

**Result: The Score for this Course is 4.54 (Very High Relationship)**

*Note:*

Mapping Scale	1-20%	21-40%	41-60%	61-80%	81-100%
Relation	1	2	3	4	5
Quality	0.0-1.0 Very poor	1.1-2.0 Poor	2.1-3.0 Moderate	3.1-4.0 High	4.1-5.0 Very High

*Values Scaling:*

Mean Score of COs = $\frac{\text{Total of Values}}{\text{Total No. of POs \& PSOs}}$	Mean Overall Score for COs = $\frac{\text{Total of Mean Scores}}{\text{Total No. of COs}}$
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**Semester: IV  
17UEN430404B**

**Hours/Week: 6  
Credits : 5**

**Allied:**

### NEWS REPORTING AND EDITING

**Course outcome:**

- \* Students will be able to write hard news/summary lead that incorporates the 5 Ws.
- \* Students will demonstrate the ability to research and evaluate appropriate sources and background materials for a news story
- \* Students will be able to write a complete hard news story using the inverted pyramid format
- \* Students will develop the skills to think critically about the news
- \* Students will process and edit a copy with the knowledge of press law and libel
- \* Students will be able to make page for newspaper
- \* Students will be able to become professional journalists
- \* Students will have professional knowledge on News Reporting and Editing.

**Unit-I:**

1. Qualifications, aptitudes, duties, functions and responsibilities of a reporter
2. Reporting conditions of work and reporter as a special correspondent

**Unit-II:**

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:**

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:**

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:

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

### References

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*. 5<sup>th</sup> 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.

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

Semester IV	Course Code 17UEN430404B		Title of the Paper: Allied: NEWS REPORTING AND EDITING													Hours 4	Credits 4		
	Course Outcomes (COs)		Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)										Mean Score of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8						
	CO1	5	5	5	5	3	5	5	5	5	5	5	5	5	5	4.84			
	CO2	4	4	5	5	3	5	5	5	4	5	5	5	5	4	4.53			
	CO3	5	5	5	5	3	4	5	5	5	4	5	5	5	4	4.61			
	CO4	5	5	5	5	4	5	5	5	5	5	5	5	5	4	4.84			
	CO5	5	5	5	5	3	5	5	5	5	5	5	5	5	4	4.76			
	CO6	5	5	5	5	4	5	5	5	5	5	5	5	5	3	4.76			
	CO7	4	4	5	4	4	3	3	4	5	4	5	4	5	5	4.15			
	CO8	5	4	5	4	5	4	3	3	4	4	5	5	5	5	4.23			
Mean Overall Score																4.59			

**Result: The Score for this Course is 4.5 (Very High Relationship)**

**Note:**

Mapping	1-20%	21-40%	41-60%	61-80%	81-100%
Scale	1	2	3	4	5
Relation	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very poor	Poor	Moderate	High	Very High

**Values Scaling:**

Mean Score of COs = $\frac{\text{Total of Values}}{\text{Total No. of POs \& PSOs}}$		Mean Overall Score for COs = $\frac{\text{Total of Mean Scores}}{\text{Total No. of COs}}$	
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Semester: IV  
17UEN430301A

Hours/Week: 4  
Credits : 4

**Core Elective:**

**WORLD CLASSICS IN TRANSLATION**

**Course outcome:**

- \* Students are familiarized with the history and cultures of different nations
- \* Students are enabled to appreciate the many trends and styles employed by writers across the world
- \* Students' ability to comprehend, think, speak and write broadens with the exposure to the wide range of classics
- \* Students are encouraged to appreciate the merits of translation
- \* Students' comprehension of the aesthetic value and social criticism of various works is enhanced
- \* Students are able to compare the treatment of the major themes and genres on a global level

**Unit-I: Poetry (Detailed)**

1. Kabir (1440-1518): "Illusion and Reality"
2. Alexander Pushkin (1799-1837): "Remembrance"
3. Charles Baudelaire (1821-1867): "The Enemy"
4. Stephen Mallarme (1842-1898): "The Afternoon of a Faun"
5. Subramania Bharathiyar (1882-1921): "Much Adored Face is Forgotten"
6. Octavia Paz (1914- 1998): "Between Going and Coming"

**Unit-II: Poetry (Non-Detailed)**

7. Tiruvalluvar (4<sup>th</sup> century and 1<sup>st</sup> century BC): *Tirukural* (Part I Virtue-The Praise of God 1-5)
8. Faiz Ahmed Faiz (1911-1984): "Speak"
9. Pablo Neruda (1904-1973): "Tonight I Can Write the Saddest Lines"

**Unit-III: Drama (Detailed)**

10. Sophocles (497-406B.C): *Oedipus the King*

**Drama (Non-Detailed)**

11. Jean Paul Sartre (1905-1980): *The Respectful Prostitute*
12. Bertolt Brecht (1898-1956): *Mother Courage and Her Children*

**Unit-IV: Short Story (Detailed)**

13. Lu Hsun (1881-1936): "Medicine"
14. Anton Chekhov (1860-1904): "The Bet"
15. Karel Capek (1890-1938): "The Shirts"

**Unit-V: Novel**

16. Victor Hugho (1802-1885): *Les Miserables*
17. C. Rajagopalachari (1878-1972): *Ramayana*

**Textbooks**

**Unit-I:**

1. Kabir. *One Hundred Poems of Kabir*. New Delhi: Milestone Publication, 1995. Print.
2. Baudelaire, Charles. *The Flowers of Evil*. Paris: Forgotten Books, 2010. Print.
3. Paz, Octavia. *The Collected Poems of Octavia Paz*. New Delhi: New Directions, 1991. Print.

**Unit-II:**

4. Thiruvalluvar. *Tirukural*. Trans. Pope, G.U. New Delhi: Vaigarai Publishing House, 1980. Print.
5. Faiz, Faiz Ahmed. *Selected Poems of Faiz Ahmed Faiz*. New Delhi: Viking, 1995. Print.
6. Neruda, Pablo. *The Essential Neruda: Selected Poems*. New Delhi: City Lights, 2004. Print.

**Unit-III:**

7. Sophocles. *Oedipus the King*. New York: Simon & Schuster, 2005. Print.
8. Sartre, Jean Paul. *Selected Plays*. New Delhi: Milestone Publication, 2001. Print.
9. Bertolt, Brecht. *Mother Courage and Her Children*. New Delhi: Milestone Publication, 1983. Print.

**Unit-IV:**

10. *Selected Short Stories of the World*. Noida: Maple Press, 2010. Print.
11. Chekov Anton : *The short stories*. Canada , Harper Collins , 1889. Print.

**Unit-V:**

12. Hugho, Victor. *Les Miserables*. New York: Penguin, 1987. Print.

**References**

1. Baker, M. ed. *Routledge Encyclopedia of Translation Studies*. London: Routledge, 1998. Print.
2. Bassnett, Susan. *Translation Studies*. London: Routledge, 2002. Print.
3. *Comparative Literature: A Critical Introduction*. Oxford: Blackwell, 1993. Print.



4. Bassnett, Susan and Andre Lefevere. *Constructing Cultures: Essays on Literary Translation*. Clevedon: Multilingual Matters, 1998. Print.
5. Barnstone, W. *The Poetics of Translation: History, Theory, Practice*. Yale: Yale University Press, 1993. Print.
6. Benjamin, W. *The Task of the Translator* (H. Zohn, trans.). In W. Benjamin (H. Arendt, ed.) *Illuminations* (pp. 69-82). London: Fontana, 1970. Print.
7. Chaudhuri, Sukanta. *Translation and Understanding*. Delhi: Oxford University Press, 1999. Print.
8. Mukharjee, Sujit. *Translation As Discovery*. New Delhi: Allied Publishers, 1981. Print.
9. Venuti, Lawrence. Ed. *The Translation Studies Reader*. London: Routledge, 2000. Print.

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

Semester IV	Course Code 17UEN430301A	Title of the Paper: Core Elective (WD): WORLD CLASSICS IN TRANSLATION														Hours 6	Credits 5
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)								Mean Score of COs			
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8				
CO1	4	5	4	4	5	5	5	5	5	5	5	5	5	4.80			
CO2	2	5	2	5	5	5	5	5	5	5	5	5	5	4.53			
CO3	5	5	5	5	5	5	5	5	5	5	5	5	5	5.00			
CO4	4	5	4	4	4	5	5	5	5	2	5	5	5	4.50			
CO5	4	5	5	5	5	5	5	4	5	5	5	5	5	4.80			
CO6	4	5	5	5	5	5	5	4	5	5	5	5	5	4.80			
Mean Overall Score															4.74		

**Result: The Score for this Course is 4.74 (Very High Relationship)**

**Note:**

<b>Mapping Scale</b>	<b>1-20%</b>	<b>21-40%</b>	<b>41-60%</b>	<b>61-80%</b>	<b>81-100%</b>
	1	2	3	4	5
<b>Relation Quality</b>	<b>0.0-1.0</b>	<b>1.1-2.0</b>	<b>2.1-3.0</b>	<b>3.1-4.0</b>	<b>4.1-5.0</b>
	<b>Very poor</b>	<b>Poor</b>	<b>Moderate</b>	<b>High</b>	<b>Very High</b>

**Values Scaling:**

<b>Mean Score of COs =</b> $\frac{\text{Total of Values}}{\text{Total No. of POs \& PSOs}}$	<b>Mean Overall Score for COs =</b> $\frac{\text{Total of Mean Scores}}{\text{Total No. of COs}}$
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Semester: IV  
17UEN430301B

Hours/Week: 4  
Credits : 4

**Core Elective:**

**INDIAN LITERATURES TRANSLATED INTO ENGLISH**

**Course outcome:**

- \* Differentiate between Indian Writing in English and Indian Literatures Translated into English
- \* Understand English Translations in Colonial India
- \* Understand Two Worlds Theory
- \* Understand the theoretic background of Indian Literatures in English Translations
- \* Explore the rich literary treasure hidden in regional literatures via translations in English
- \* Understand that translation as a literary activity

**Unit-I: Introduction: Indian Literatures in English Translations**

1. Recalling: English Translations in Colonial India
2. Two Worlds Theory

**Unit-II: Poetry (Detailed)**

3. Tiruvalluvar: *Tirukkural* :  
2.1.2 “Learning” (Couplets 391-400) (Rev Dr G U Pope’s Translation of *Tirukkural*)
4. Sembula Peyanceerar: “Red Earth and Pouring Rain” (*Kurunthogai*-40)
5. Kabir Das (1440-1518):
  1. Where do you search me?”
  2. “The Moon Shines in My Body”

**Unit-III: Poetry (Non-Detailed)**

6. Vemana (1652-1730):
  1. “Salt and camphor look similar...”
  2. “A mean (low) person always speaks pompously...”
  3. “The rain drop that fell in the shell became a pearl...”
7. Subramanya Bharathi :
  1. “Freedom” (1882-1921)
  2. “Indian Republic”
8. Gopala Krishna Adega (1918-1992): “The Critic”
9. K. Ayyappa Panikar (1930-2006) : “I Met Walt Whitman Yesterday”
10. Y. S. Rajan (1943) : “Mother Earth”

**Unit-IV: Drama & Short Story**

**Drama**

11. Rabindranath Tagore (1861-1941): *Mukta-Dhara*

**Short Story**

12. C. Rajagopalachari (1878-1972) : “Ardhanari”
13. Nirmal Verma (1929 –2005): “The Lost Stream”
14. Jayakanthan (1934 –2015): “The Holy Man in the Crowd” (Translated by Parthasarath)

**Unit-V: Novel**

15. Ilango Adigal (2<sup>nd</sup> C AD): *Silappadikaram*. (Translated by Lakshmi Holmstrom)
  16. Bhisham Sahni (1915 – 2003): *Tamas*. (Translated by Jai Ratan)
- Textbooks & References

**Unit-I:**

1. Kothari, Rita. *Translating India: The Cultural Politics of English*. USA: Routledge, 2014. 1- 36. Print.

**Unit-II: Poetry (Detailed)**

2. [http://www.projectmadurai.org/pm\\_etexts/pdf/pm0153.pdf](http://www.projectmadurai.org/pm_etexts/pdf/pm0153.pdf)
3. <https://www.poemhunter.com/kabir/>
4. <http://www-personal.umich.edu/~pehook/226.sangam.html>

**Unit-III: Poetry (Non-Detailed)**

5. [https://www.poemhunter.com/i/ebooks/pdf/subramanya\\_bharathi\\_2012\\_10.pdf](https://www.poemhunter.com/i/ebooks/pdf/subramanya_bharathi_2012_10.pdf)
6. <http://www.cyberfriends.com/forums/topics/literature/8997/>
7. <https://www.poemhunter.com/poem/the-critic-9/>
8. <http://ysrajan.com/index.php/poetry/159-mother-earth>

**Unit-IV: Drama & Short Story**

**Drama**

9. Tagore, Rabindranath, and Marjorie Sykes. *Three plays: Mukta-dhara - Natilr Puja –Chandalika*. Madras: Oxford U Pr., 1984. Print.

**Short Story**

10. Rajagopalachari, Chakravarti. *Stories for the Innocent*. Bharatiya Vidya Bhavan, 1967. Print.
11. <http://www.oocities.org/githaar8/jk1.htm>
12. <http://www.littlemag.com/2000/nirmal.htm>

Unit-V: Novel

13. Holmstrom, Lakshmi. *Silappadikaram, Manimekalai*. Madras: Orient Longman, 1996. Print.
14. <http://arvindguptatoys.com/arvindgupta/tamas.pdf>

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

Semester IV	Course Code 17UEN430301B	Title of the Paper: Core Elective (WD): INDIAN LITERATURES TRANSLATED INTO ENGLISH															Hours 6	Credits 5
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)										Mean Score of COs		
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8					
CO1	4	4	3	4	4	4	3	3	4	4	3	3	4	3.61				
CO2	4	2	3	3	4	4	3	4	4	3	3	3	4	3.38				
CO3	2	3	2	2	4	2	2	2	3	3	2	3	3	2.53				
CO4	3	4	3	3	4	3	3	4	4	4	4	3	4	3.53				
CO5	4	3	3	4	4	4	3	4	4	4	4	4	4	3.76				
CO6	4	4	4	4	4	4	3	3	3	4	4	4	4	3.76				
Mean Overall Score														3.42				

Result: The Score for this Course is 3.42 (High Relationship)

Note:

Mapping Scale	1-20%	21-40%	41-60%	61-80%	81-100%
Relation	1	2	3	4	5
Quality	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
	Very poor	Poor	Moderate	High	Very High

Values Scaling:

Mean Score of COs = $\frac{\text{Total of Values}}{\text{Total No. of POs \& PSOs}}$	Mean Overall Score for COs = $\frac{\text{Total of Mean Scores}}{\text{Total No. of COs}}$
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**Semester IV**  
**17UFC441004A**

**Hours/Week: 2**  
**Credits: 2**

### **FORMATION OF YOUTH-II**

#### **Course Outcome**

1. To ensure preparing the students to live in harmony with nature.
2. To ensure the youth the significance of public health and the related issues.
3. To ensure sensitizing the youth about addictions and their consequences.
4. To ensure educating the youth on disaster management and First-Aid.
5. To ensure enlightening on the developmental issues and challenges of youth today.
6. To ensure the value of counselling for attaining positive mental health.

#### **Unit-I: Harmony with Nature**

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

#### **Unit-II: Public Health**

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

#### **Unit-III: Disaster Management and First-Aid**

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

#### **Unit-IV: Issues Dealing with Science**

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

Technology and Innovation Policy of India, Harnessing the forces of science and technology for the future

#### **Unit-V: Counselling for the Adolescents**

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.

#### **Text Book:**

1. **Formation of Youth**, Department of Foundation course, St. Joseph's College, Tiruchirappalli-2, 2016.

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

Semester IV	Course Code 17UFC441004A	Title of the Paper FORMATION OF YOUTH-II												Hours 2	Credits 2
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)								Mean Score of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8		
CO1	4	4	5	4	5	5	3	4	5	5	4	5	4	4.4	
CO2	4	4	4	4	4	5	4	3	4	4	4	5	5	4.2	
CO3	5	3	5	4	5	4	4	3	4	4	4	5	5	4.2	
CO4	3	4	5	4	4	5	4	4	4	4	4	3	4	4.0	
CO5	2	4	4	4	5	5	4	4	5	5	5	4	5	4.3	
CO6	4	3	4	4	5	3	4	5	5	4	5	5	4	4.2	
Mean Overall Score														4.2	

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**Result: The Score for this Course is 4.2 (Very High Relationship)**

*Note:*

<b>Mapping Scale</b>	<b>1-20%</b>	<b>21-40%</b>	<b>41-60%</b>	<b>61-80%</b>	<b>81-100%</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Relation Quality</b>	<b>0.0-1.0</b>	<b>1.1-2.0</b>	<b>2.1-3.0</b>	<b>3.1-4.0</b>	<b>4.1-5.0</b>
	<b>Very poor</b>	<b>Poor</b>	<b>Moderate</b>	<b>High</b>	<b>Very High</b>

*Values Scaling:*

<b>Mean Score of COs =</b> $\frac{\text{Total of Values}}{\text{Total No. of POs \& PSOs}}$	<b>Mean Overall Score for COs =</b> $\frac{\text{Total of Mean Scores}}{\text{Total No. of COs}}$
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**Semester IV**  
**17UFC441004B**

**Hours/Week: 2**  
**Credits: 2**

## RELIGIOUS DOCTRINE-II

### Course Outcome

1. To ensure appreciation of the harmony of religion.
2. To ensure training the youth in the power of prayer.
3. To ensure the understanding of Mary's role in salvation history and Marian Dogmas.
4. To ensure enlightening the graces and invisible effects of the sacraments.
5. To ensure the youth with the promise that God forgives failings on repentance.
6. To ensure understanding the concept of salvation and the promise of eternal life.

### Unit: I Harmony of Religions

Introduction - Religions of India - Buddhism - Jainism - Sikhism - Judaism - Confucianism - Christianity - Zoroastrianism - Islam

### Unit: II The Christian Prayer

Prayer Defined - Reasons to pray - The Way to Pray - Types of Prayer - Obstacles for Prayer - Prayer in Old -The Lord's Prayer

### Unit: III Mary, the Blessed Virgin, Mother of God

Introduction - Marian Dogmas - Mary in need of Redemption - Mary in the New Testament - Apparitions of Mary - Devotion to Mary

### Unit: IV Sacraments of Initiation

Introduction - An Overview - Baptism - Confirmation - Holy Eucharist

Unit: V Sacraments of Healing & at the Service of the Community

Reconciliation - Anointing of the Sick - Holy Orders – Matrimony

### Text Book:

1. **Life in the Lord**, Department of Foundation course, St. Joseph's College, Tiruchirappalli-2, 2011.

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

Semester IV	Course Code 17UFC441004B	Title of the Paper RELIGIOUS DOCTRINE-II												Hours 2	Credits 2
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)								Mean Score of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8		
CO1	4	1	4	3	3	4	4	4	5	4	5	5	5	3.9	
CO2	4	1	4	3	3	4	4	4	5	4	5	5	5	3.9	
CO3	4	3	4	4	3	4	4	5	4	4	5	5	5	4.2	
CO4	4	1	4	3	3	4	4	4	5	4	5	5	5	3.9	
CO5	4	1	4	3	3	4	4	4	5	4	4	4	5	3.8	
CO6	4	1	4	3	3	5	5	5	5	4	5	4	4	4.0	
Mean Overall Score														3.9	

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**Result: The Score for this Course is 3.9 (High Relationship)**

*Note:*

<b>Mapping Scale</b>	<b>1-20%</b>	<b>21-40%</b>	<b>41-60%</b>	<b>61-80%</b>	<b>81-100%</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Relation</b>	<b>0.0-1.0</b>	<b>1.1-2.0</b>	<b>2.1-3.0</b>	<b>3.1-4.0</b>	<b>4.1-5.0</b>
<b>Quality</b>	<b>Very poor</b>	<b>Poor</b>	<b>Moderate</b>	<b>High</b>	<b>Very High</b>

*Values Scaling:*

<b>Mean Score of COs</b> = $\frac{\text{Total of Values}}{\text{Total No. of POs \& PSOs}}$	<b>Mean Overall Score for COs</b> = $\frac{\text{Total of Mean Scores}}{\text{Total No. of COs}}$
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**Semester: V**  
**17UEN530209**

**Hours/Week: 6**  
**Credits : 4**

**Core:**  
**ENGLISH PHONETICS**

**Course outcome:**

- \* Utilize phonetic dictionary symbols to continue to improve pronunciation
- \* Use the correct “ed” ending sound on past tense verbs in words and linked discourse
- \* Use the correct “s” ending sound on verbs and nouns in words and linked discourse
- \* Distinguish and properly enunciate voiced and voiceless sounds with increasing intelligibility
- \* Identify and properly place stress on compound nouns and several common multi-syllable words
- \* Link words naturally in phrases and sentences

**Unit-I: Introduction to Phonetics**

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**

6. Definition
7. The organs of speech
8. Manner and place of articulation
9. State of the glottis
10. Description of consonant phonemes

**Unit-III: Vowels**

11. Definition
12. Difference between vowels and consonants
13. The cardinal vowel chart
14. Pure vowels
15. Diphthongs

**Unit-IV: Phonology**

16. Definition
17. Allophones

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18. Syllables
19. Strong and weak syllables
20. Consonant clusters

#### Unit -V: Word Stress and Pronunciation Practice

21. Stress in simple words
22. Stress in complex words
23. Functions of English tones
24. Pronunciation difficulties for Indian speakers
25. Phonetic transcription

#### Textbooks

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

#### References

1. Asher, R.E. and Henderson, E.J.A. (eds.) *Towards a History of Phonetics*. Edinburgh: EUP, 1981. Print.
2. Bowen, J.D. *Patterns of English pronunciation*. Cambridge MA: Newbury House, 1975. Print.
3. Gimson, A.C. *An introduction to the pronunciation of English*. London: Edward Arnold, 1962. Print.
4. Jones, D. *An outline of English phonetics* (9th ed.). Cambridge: Cambridge University Press, 1975. Print.
5. Laver, J. *Principles of Phonetics*. Cambridge: Cambridge University Press, 2000. Print.
6. O'Connor. *Better English pronunciation* (2<sup>nd</sup> ed.). Cambridge: Cambridge University Press, 1982. Print.

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

Semester V	Course Code 17UEN530209	Title of the Paper: Core: ENGLISH PHONETICS														Hours 6	Credits 4
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)								Mean Score of COs			
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8				
CO1	4	5	3	4	5	4	5	4	5	4	4	4	3	4.2			
CO2	5	4	3	4	5	4	4	4	3	4	3	3	3	3.8			
CO3	4	5	4	4	5	4	4	3	4	5	4	3	4	4.1			
CO4	4	5	5	4	3	4	5	4	3	4	5	4	5	4.2			
CO5	4	4	4	3	4	4	5	4	3	5	5	3	4	4.0			
CO6	5	4	4	4	4	4	3	4	5	3	3	4	4	3.9			
Mean Overall Score														4.0			

Result: The Score for this Course is 4.0 (High Relationship)

Note:

Mapping Scale	1-20%	21-40%	41-60%	61-80%	81-100%
	1	2	3	4	5
Relation	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very poor	Poor	Moderate	High	Very High

Values Scaling:

Mean Score of COs = $\frac{\text{Total of Values}}{\text{Total No. of POs \& PSOs}}$	Mean Overall Score for COs = $\frac{\text{Total of Mean Scores}}{\text{Total No. of COs}}$
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Semester: V  
17UEN530210

Hours/Week: 6  
Credits : 4

Core:

**COMPARATIVE LITERATURE AND TRANSLATION STUDIES**

**Course outcome:**

- \* Understand what Comparative Literature is
- \* Familiarized with the terms related to it
- \* Distinguish Comparative Literature with other subjects
- \* Realize the importance of translation
- \* Understand the link between Comparative Literature and Translation Studies
- \* Empowered with translation skills

**Unit-I:**

1. Origin of Comparative Literature
2. Definition of Comparative Literature
3. Scope of Comparative Literature
4. National Literature
5. World Literature
6. Schools of Comparativism

**Unit-II:**

7. Folk Literature
8. Genre
9. Thematics

**Unit-III:**

10. Unconscious and Conscious Imitation
11. Influence
12. Relation between Comparative Literature and Translation
13. Translation Studies

**Unit-IV:**

14. Kinds of Translation
15. Problems in Translation
16. Problems in Translation Studies
17. Global Context
18. Indian Context

**Unit-V:**

19. Comparing Elango and Shakespeare as Tragedians.

**Textbook (For all Units)**

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

**References**

1. Sanders, Julie. *Adaptation and Appropriation*. London: Routledge, 2006. Print.
2. Toury, G. *Descriptive Translation Studies and Beyond*. Amsterdam: Benjamins, 1995. Print.
3. Bassnet, Susan. *Translation Studies*. 2<sup>nd</sup> edn. New York: Routledge, 2002. Print.
4. Munday, Jeremy. *Introducing Translation Studies: Theories and Applications*. 2<sup>nd</sup> edn. New York: Routledge, 2008, Print.
5. Ramakrishnan, E.V. *Locating Indian Literature: Texts, Traditions, Translations*. New Delhi: Orient Black Swan, 2011. Print.



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

Semester V	Course Code 17UEN530210	Title of the Paper: Core: COMPARATIVE LITERATURE & TRANSLATION STUDIES										Hours 6	Credits 4
Course Outcomes (COs)	Programme Outcomes (POs)										Mean Score of COs		
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
CO1	5	4	4	3	3	4	3	4	5	5	5	3	5
CO2	5	5	4	3	4	4	3	4	5	3	5	3	3
CO3	5	5	4	4	3	5	4	4	5	4	5	4	4
CO4	5	5	4	4	4	5	4	4	5	4	5	4	4
CO5	5	5	4	5	4	5	4	5	4	4	5	4	4
CO6	3	4	4	4	3	3	3	3	3	4	5	4	4
Mean Overall Score													4.12

Result: The Score for this Course is 4.1 (High Relationship)

Note:

Mapping Scale	1-20%	21-40%	41-60%	61-80%	81-100%
	1	2	3	4	5
Relation	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very poor	Poor	Moderate	High	Very High

Values Scaling:

Mean Score of COs = $\frac{\text{Total of Values}}{\text{Total No. of POs \& PSOs}}$	Mean Overall Score for COs = $\frac{\text{Total of Mean Scores}}{\text{Total No. of COs}}$
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Semester: V  
17UEN530211Hours/Week: 5  
Credits : 3Core:  
BRITISH NOVEL-I

## Course outcome:

- \* Display a working knowledge of the novel as a literary genre
- \* Identify and describe distinct literary characteristics of the novel
- \* Analyze novels for their structure and meaning, using correct terminology
- \* Make students aware of the social problems from the themes of the novels in English
- \* Effectively communicate ideas related to the novel during class and group activities
- \* Train students in the simple literary discipline of sustained reading of fiction

## Unit-I: (Detailed)

1. Oliver Goldsmith: *The Vicar of Wakefield*

## Unit-II: (Detailed)

2. Jane Austen: *Pride and Prejudice*

## Unit-III: (Non-Detailed)

3. Charles Dickens: *Great Expectations*

## Unit-IV: (Detailed)

4. George Eliot: *Mill on the Floss*

## Unit-V: (Non-Detailed)

5. Thomas Hardy: *The Mayor of Casterbridge*

## References

1. Armstrong, Nancy. *How Novels Think: The Limits of Individualism from 1719-1900*. New York: Columbia UP, 2005. Print.
2. Hunter, J. Paul. *Before Novels : The Cultural Contexts of Eighteenth-Century English Fiction*. New York: Norton, 1990. Print.
3. Kettle, A. *An Introduction to the English Novel: Volume 1*. London: Hutchinson University Library, 1951. Print.
4. Kirkham, M. *Jane Austen, Feminism and Fiction*. Oxford: Brighton, 1983. Print.
5. McKeon, Michael. *The Origins of the English Novel, 1600-1740*. Baltimore: Johns Hopkins UP, 1987. Print

6. Spacks, Patricia. *Imagining a Self: Autobiography and Novel in Eighteenth-Century England*. Cambridge: Harvard UP, 1976. Print.
7. Spencer, Jane. *The Rise of the Woman Novelist: from Aphra Behn to Jane Austen*. New York: Blackwell, 1986. Print.
8. Tillotson, K. *Novels of the Eighteen Forties*. London: OUP, 1954. Print.
9. Watt, Ian P. *The Rise of the Novel: Studies in Defoe, Richardson and Fielding*. 1957. 2<sup>nd</sup> ed. Berkeley: U California P, 2001. Print.

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

Semester V	Course Code 17UEN530211	Title of the Paper: Core: BRITISH NOVEL-I												Hours 5	Credits 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	PSO6	PSO7	PSO8		
CO1	2	3	5	5	4	3	4	3	5	2	3	4	5	3.69	
CO2	4	2	4	2	4	4	4	4	4	3	1	1	2	3.15	
CO3	5	3	3	2	4	3	3	3	3	2	2	1	3	2.84	
CO4	4	4	3	4	4	3	3	2	2	2	2	3	3	3.07	
CO5	4	4	3	4	4	4	3	4	3	1	3	3	4	3.23	
CO6	5	3	4	4	5	5	4	4	3	3	2	5	4	3.92	
Mean Overall Score														3.31	

**Result: The Score for this Course is 3.3 (High Relationship)**

*Note:*

Mapping	1-20%	21-40%	41-60%	61-80%	81-100%
Scale	1	2	3	4	5
Relation	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very poor	Poor	Moderate	High	Very High

*Values Scaling:*

Mean Score of COs = $\frac{\text{Total of Values}}{\text{Total No. of POs \& PSOs}}$		Mean Overall Score for COs = $\frac{\text{Total of Mean Scores}}{\text{Total No. of COs}}$	
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Semester: V  
17UEN530212

Hours/Week: 5  
Credits : 3

**Core:**  
**AMERICAN LITERATURE**

**Course outcome:**

- \* Introduce students to the American Literary World and initiate them to appreciate the literary pieces prescribed
- \* Make students understand the nuances of American literary forms and genres
- \* Identify and describe distinct literary characteristics of 20th century American literature
- \* Analyze literary works for their structure and meaning, using correct terminology
- \* Display a working knowledge of the cultural and historical contexts of 20th century American literature
- \* Effectively communicate ideas related to the literary works during class and group activities

**Unit-I: Poetry (Detailed)**

1. Emily Dickinson (1830-1886): "I am Nobody"
2. Robert Frost (1874-1963): "The Road not Taken"
3. Wallace Stevens (1879-1955): "Of Modern Poetry"
4. Claude McKay (1889-1948): "If We Must Die"

**Unit-II: Poetry (Non-Detailed)**

5. Walt Whitman (1819-1892): "O Captain My Captain!"
6. Archibald MacLeish (1892-1982): "Ars Poetica"
7. E.E. cummings (1894-1962): "I carry your heart with me"
8. Robert Lowell (1917-1977): "Skunk Hour"

**Unit-III: Prose (Detailed)**

9. Henry David Thoreau (1817-1862): "Civil Disobedience"

**Prose (Non-Detailed)**

10. Martin Luther King Jr. (1929-1968): "I Have a Dream"
11. Langston Hughes Jr. (1902-1967): "The Negro Artist and the Racial Mountain"

**Unit-IV: Drama (Detailed)**

12. Eugene O'Neill (1888-1953): *Emperor Jones*

**Unit-V: Novel**

13. John Steinbeck (1902-1968): *The Grapes of Wrath*
14. Ernest Hemingway (1899-1961): *The Old Man and the Sea*

**References**

1. Fisher, et al., eds. *American Literature of the Nineteenth Century Vols-I & II*. New Delhi: Eurasia, 1970. Print.
2. James D. Hart. Phillip Leininger. *The Oxford Companion to American Literature*. Oxford: OUP, 1995. Print.
3. Leary, Lewis and John Auchard. *American Literature: A Study and research Guide*. New York: St. Martin's, 1976. Print.
4. MacLeish, Archibald. *Collected Poems*. Boston: Houghton Mifflin, 1985. Print.
5. Marcus Cunliffe. Ed. *American Literature to 1900*. Vol. 8. London: Penguin Books, 1993. Print.
6. Oliver, Egbert S. ed. *American Literature (1890-1965): An Anthology*. New Delhi: Eurasia, 1967. Print.
7. Robert, Spiller. E. et al. Eds. *Literary History of the United States*. III Vols. New York: Macmillan, 1948. Print.

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

Semester V	Course Code 17UEN530212	Title of the Paper: Core: AMERICAN LITERATURE													Hours 5	Credits 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	PSO6	PSO7	PSO8			
CO1	4	4	4	2	5	2	3	3	5	5	2	2	2	3.30		
CO2	3	4	2	4	5	2	3	5	4	5	2	5	4	3.69		
CO3	4	4	5	5	5	5	5	5	3	5	5	5	5	4.69		
CO4	4	4	5	5	5	2	5	4	3	5	5	2	5	4.15		
CO5	5	3	5	5	4	3	5	4	2	3	2	5	5	3.92		
CO6	2	4	4	4	5	3	2	3	5	5	2	2	2	3.30		
Mean Overall Score														3.84		

**Result: The Score for this Course is 3.8 (High Relationship)**

*Note:*

Mapping	1-20%	21-40%	41-60%	61-80%	81-100%
Scale	1	2	3	4	5
Relation	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very poor	Poor	Moderate	High	Very High

*Values Scaling:*

Mean Score of COs = $\frac{\text{Total of Values}}{\text{Total No. of POs \& PSOs}}$	Mean Overall Score for COs = $\frac{\text{Total of Mean Scores}}{\text{Total No. of COs}}$
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**Semester: V**  
**17UEN530302A**

**Hours/Week: 4**  
**Credits : 4**

**Core Elective (WS):**  
**INDIAN WRITING IN ENGLISH**

**Course outcome:**

- \* Follow the major movements and figures of Indian Literature in English through the study of selected literary texts
- \* Have literary sensibility and respond emotionally to the literary texts and implant sense of appreciation of literary text
- \* Decipher the artistic and innovative use of language employed by the writers
- \* Explore the uniqueness of Indian literature in English
- \* Familiar with the ethos of India
- \* Cherish human values embedded in literary texts

**Unit-I: Poetry (Detailed)**

1. Sarojini Naidu (1879-1949): "The Soul's Prayer"
2. Rabindranath Tagore (1861-1941): Lyric. 11: "Leave this chanting and singing" Lyric. 13: "The song that I came to sing"
3. Kamala Das (1934-2009): "A Fancy-Dress Show"
4. Nissim Ezekiel (1924-2004): "The Professor"
5. Toru Dutt (1856-1877): "Our Casuarina Tree"

**Unit-II: Drama (Non-Detailed)**

6. Rabindranath Tagore (1861-1941): *Malini*
7. Girish Karnad (1938 - ): *Tughlaq*

**Unit-III: Short Story**

8. Mulk Raj Anand (1905-2004): "The Golden Watch"
9. R. K. Narayan (1906-2001): "Another Community"
10. Khushwant Singh (1915-2014):
  1. "The Portrait of a Lady"
  2. "The Mark of Vishnu"

**Unit-IV: Prose**

11. Swami Vivekananda (1863-1902): "The Secret of Work"
12. Mahatma Gandhi (1869-1948): "Speech at the Round Table Conference"
13. Jawaharlal Nehru (1889-1964):
  1. "Presidential Address at the Lahore Congress Session"

2. “The Function of Universities”
3. “This Beautiful World of Ours”

#### Unit-V: Novel

14. Mulk Raj Anand (1905-2004) : *Coolie*
15. Khushwant Singh (1915-2014): *Train to Pakistan*

#### Textbooks

1. Bhattacharya, Bhabani (Ed.). *Contemporary Indian Short Stories: Series II*. New Delhi: Sahitya Akademi, 2006. Print.
2. <https://www.poemhunter.com/poem/the-professor-4/>
3. <https://allpoetry.com/Our-Casuarina-Tree>
4. [http://celebratingnehru.org/english/nehru\\_speech2.aspx](http://celebratingnehru.org/english/nehru_speech2.aspx)
5. [http://www.mkgandhi.org/ebks/voice\\_of\\_truth.pdf](http://www.mkgandhi.org/ebks/voice_of_truth.pdf)
6. <http://www.sacred-texts.com/hin/kyog/kyog03.htm>
7. Prasad, Amar Nath. *Indian Poetry in English: Roots and Blossoms (Part-I)*, Volume 1. Sarup & Sons, 2007. Print.
8. Tagore, Rabindranath. *Gitanjali*. Wellesley: Branden Books, 2000. Print.
9. *The Collected Stories of Khushwant Singh*. New Delhi: Ravi Dayal Publisher, 1989. Print.

#### References

1. Joseph, Margaret Paul. *Jasmine on a String: a Survey of Women Writing English Fiction in India*. Oxford University Press, 2014. Print.
2. King, Bruce Alvin. *Modern Indian Poetry in English: Revised Edition*. New Delhi: Oxford University Press, 1987, rev. 2001. Print.
3. Roy, Pinaki. “Encountering the West: A Very Brief Overview of the Indian Diasporic Novelists”. *Journal of Higher Education and Research Society* (ISSN 2321-9432) 1(1), October 2013: <http://herso.org/vol-1-issue-1-oct-2013/>
4. Sadana, Rashmi. “Writing in English,” in *The Cambridge Companion to Modern Indian Culture*. Cambridge: Cambridge University Press, 2012. Print.
5. Singh, Bijender. *Indian Writing in English: Critical Insights*. New Delhi, Authorspress, 2014. Print.

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

Semester V	Course Code 17UEN530302A	Title of the Paper: Core Elective (WS): INDIAN WRITING IN ENGLISH														Hours 4	Credits 4
Course Outcomes (COs)	Programme Outcomes (POs)						Programme Specific Outcomes (PSOs)								Mean Score of COs		
	PO1	PO2	PO3	PO4	PO5	PO6	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8			
CO1	4	4	4	4	4	4	4	3	4	4	4	4	4	4	3.92		
CO2	4	4	3	4	4	4	3	4	5	4	4	4	3	4	3.84		
CO3	4	4	2	4	4	4	4	3	4	3	4	4	3	4	3.61		
CO4	2	3	3	3	4	3	3	3	3	4	3	4	3	3	3.15		
CO5	3	3	4	4	4	4	4	3	4	4	4	4	3	4	3.69		
CO6	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4.00		
Mean Overall Score															3.70		

Result: The Score for this Course is 3.7 (High Relationship)

Note:

Mapping Scale	1-20%	21-40%	41-60%	61-80%	81-100%
Relation Quality	1 0.0-1.0 Very poor	2 1.1-2.0 Poor	3 2.1-3.0 Moderate	4 3.1-4.0 High	5 4.1-5.0 Very High

Values Scaling:

Mean Score of COs = $\frac{\text{Total of Values}}{\text{Total No. of POs \& PSOs}}$	Mean Overall Score for COs = $\frac{\text{Total of Mean Scores}}{\text{Total No. of COs}}$
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**Semester: V**  
**17UEN530302B**

**Hours/Week: 4**  
**Credits : 4**

**Core Elective (WS):**  
**ENGLISH FOR TOURISM**

**Course outcome:**

- \* Apply the concepts and skills necessary to achieve guest satisfaction
- \* Conduct him/herself in a professional and ethical manner, and practice industry-defined work ethics.
- \* Communicate effectively and confidently in the classroom, community and industry.
- \* Demonstrate teamwork to achieve common goals.
- \* Demonstrate an introductory knowledge of Hawaiian and multicultural perspectives to meet the needs of guests and employees.
- \* Demonstrate ability to perform basic and supervisory level job functions in travel and tourism careers

**Unit-I:**

1. Scope of tourism-concept of tourism-meaning- definition- forms. Explaining different types of tourism-leisure, pilgrimage, educational, business tour- growth and development of tourism in India

**Unit-II:**

2. Study of travel formalities: (passport-visa and its types and importance and other documents- types of tour operators
3. Explaining different types of transportations- tourism and accommodations (hotels, youth hostels, choultries and dharmasalas, etc.)

**Unit-III:**

4. Explaining Architectural heritage of India: (Hindu Temple Architecture Dravida- Buddhist- Chaitya- Mugahal- Sultans- etc...
5. Explaining the Performing Arts: (Music- Hindustani- Carnatic and Folk Music) Dance and

**Drama:**

(Classical and Folk Arts- Bharatham, Katak, Kathakali, Kuccipudi, Maanipuri- Folk Dances of India

**Unit-IV:**

6. Explaining Natural Tourism Resources: Wild-Life Sanctuaries- National Parks and Gardens - Mountains and Hill Resorts- Desert, Beaches-

Island Tourism - Adventure Tourism: Trekking, Mountaineering, Safaries, Risk based activities, etc...

**Unit-V:**

7. Preparing - Organization chart- Reservation systems- Registration formalities - Tariff of rooms- check in and checkout procedures- modes of settling guest bill- room occupancy report.
8. Catering: Food and Beverage Service outlets- different types of Food Service Restaurant Organization. Types of menus - factors in menu planning

**References**

1. Bhatia, A. K., *Tourism Development, Principles and Practice*. New Delhi: Sterling Publishers P) Ltd., 1983. Print.
2. Devanesan, A. *Principles of Tourism*. Madhandam: Renu Publication, 2005. Print.
3. Dhas, Manoj. *India and Tourist Paradise*. 2<sup>nd</sup> edn. New Delhi: Sterling Publishers Private Limited, 1985. Print.
4. Jones, Leo. *Student's Book: English for the Travel and Tourism Industry*. 2<sup>nd</sup> edn. Cambridge: CUP, 2005. Print.
5. Peter Strutt, Margaret O'Keeffe, Iwonna Dubicka. *English for International Tourism*. 2<sup>nd</sup> Revised edition. Auflage: Pearson, 2013. Print.
6. Sharma, Kshitish. *Introduction to Tourism Management*. New Delhi: Mc Graw Hill Education India (P) Ltd., 2014. Print.

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

Semester V	Course Code 17UEN5302B	Title of the Paper: Core Elective (WS): ENGLISH FOR TOURISM										Hours 4	Credits 4	
Course Outcomes (COs)	Programme Outcomes (POs)				Programme Specific Outcomes (PSOs)								Mean Score of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7		PSO8
CO1	4	4	3	4	4	4	3	3	4	4	3	3	4	3.61
CO2	4	2	3	3	4	4	3	4	4	3	3	3	4	3.38
CO3	2	3	2	2	4	2	2	2	3	3	2	3	3	2.53
CO4	3	4	3	3	4	3	3	4	4	4	4	3	4	3.53
CO5	4	3	3	4	4	4	3	4	4	4	4	4	4	3.76
CO6	4	4	4	4	4	4	3	3	3	4	4	4	4	3.76
Mean Overall Score														3.42

**Result: The Score for this Course is 3.4 (High Relationship)**

*Note:*

Mapping Scale	1-20%	21-40%	41-60%	61-80%	81-100%
	1	2	3	4	5
Relation	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very poor	Poor	Moderate	High	Very High

*Values Scaling:*

Mean Score of COs =	Total of Values	Total of Mean Scores
	Total No. of POs & PSOs	Total No. of COs
Mean Overall Score for COs =		

**Semester: V**  
**17UEN530213**

**Hours/Week: -**  
**Credits : 2**

**Self-Paced Learning:**  
**SHORT STORY**  
**(Partial Online Course)**

**Course outcome:**

- \* To enable students to understand the genre of short story and its characteristic features
- \* To help students identify the literary devices use in short story
- \* To expose students to the art of reading and writing short story.
- \* To make students develop the skills of being a good reader and writer
- \* To acquaint students to the joy of reading short story.
- \* To help students differentiate the link between short story and fiction

**Unit-I:**

1. Definition of Short Story
2. Origin and development of Short Story
3. Elements of Short Story: Plot, Character
4. Setting
5. Points of View
6. Style
7. Theme

**Unit-II: (Detailed)**

8. Leo Tolstoy (Russian) : “How Much Land Does a Man Require?”
9. Franz Kafka (German) : “The Married Couple”
10. Selma Lagerlof (Swedish) : “The Outlaws”
11. Lord Dunsany (Irish) : “Where the Tides Ebb and Flow”

**Unit-III: (Non -Detailed)**

12. D.H. Lawrence (English) : “The Blind Man”
13. Joseph Conrad (English) : “The Black Mate”
14. Richard Hughes (Wales) : “Martha”
15. O. Henry (U.S.A) : “Fox in the Morning”

**Unit-IV: (Detailed)**

16. Rabindranath Tagore : “My Lord, the Baby”
17. R.K. Narayan : “A Snake in the Grass” & “Under the Banyan Tree”
18. S. Raja Ratnam : “Drought”

### Unit-V: (Non- Detailed)

19. P'u Sung-Ling (Chinese) : "The Princess Lily"  
 20. Traditional (Arabian) : "The Story of the Magic Horse"  
 21. Traditional (Japanese) : "The Tongue-Cut Sparrow"  
 22. Olive Schreiner (S. African) : "The Buddhist Priest's Wife"

### References

1. *Selected Short Stories of the World*. Maples Press, 2010. Print.
2. Narayan, R.K. *Under the Banyan Tree & Other Stories*. Indian Thought Publications, 1992. Print.
3. *Contemporary American Short Stories*. Maple Press, 2009. Print.
4. Prasad, B. *A Background to the Study of English Literature*. New Delhi: Macmillan, 1999, Print.
5. Rees, R.J. *An Introduction to the Study of Literature*. London: Macmillan, 1968. Print.
6. [www.penguinrandomhouse.com/](http://www.penguinrandomhouse.com/)

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

Semester V	Course Code 17UEN530213	Title of the Paper: Self-Paced Course: SHORT STORY (Partial Online Course)													Hours -	Credits 2
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)								Mean Score of COs		
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8			
CO1	4	3	3	4	3	4	4	4	5	4	4	4	5	3.9		
CO2	4	3	2	4	5	4	4	4	5	5	4	4	4	4.0		
CO3	4	2	2	4	4	3	5	4	4	4	3	5	5	3.7		
CO4	5	3	3	4	3	5	5	3	3	4	3	4	5	3.8		
CO5	4	3	3	4	4	5	3	5	4	4	3	4	5	3.9		
CO6	4	3	3	3	4	4	2	3	3	4	3	3	3	3.2		
Mean Overall Score														3.7		

Result: The Score for this Course is 3.7 (High Relationship)

Note:

Mapping Scale	1-20%	21-40%	41-60%	61-80%	81-100%
	1	2	3	4	5
Relation Quality	0.0-1.0 Very poor	1.1-2.0 Poor	2.1-3.0 Moderate	3.1-4.0 High	4.1-5.0 Very High

Values Scaling:

Mean Score of COs = $\frac{\text{Total of Values}}{\text{Total No. of POs \& PSOs}}$	Mean Overall Score for COs = $\frac{\text{Total of Mean Scores}}{\text{Total No. of COs}}$
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**Semester: V**  
**17UEN540601**

**Hours/Week: -**  
**Credits : 2**

**Skill-Based Elective (BS):**  
**FILM STUDIES**

**Course outcome:**

- \* Students should develop a broadly interdisciplinary approach to an understanding of film and its role in society
- \* Students should be conversant with the history of international cinema and be able to use that history to provide context for other works they encounter
- \* Students should be competent in employing theoretical and disciplinary tools in the analysis and assessment of film and filmic images
- \* Students should have basic competence in some format associated with visual media—digital video, digital music, screenwriting, photography, or animation
- \* Students should be competent in developing critical responses to cinematic work based upon aesthetic or cultural values other than the entertainment model that dominates the mainstream Hollywood distribution system
- \* Students will be able to identify and demonstrate an understanding of the theoretical foundations of media.

**Unit-I: Introduction to Film Studies**

1. Illusion of movement [phenakistoscopes, zoetropes, magic lantern, kinetoscopes and cinématographe]
2. The Pioneers: Eadweard Muybridge, Lumière Brothers, and Thomas Alva Edison
3. Why study film? What is film? What is cinema?

**Unit-II: Film Structure**

4. Narrative Structure: Restricted and Omniscient narration
5. Narrative Chronology

**Unit-III: The Language of Film**

6. Mise en Scène: setting, props, costume, performance, lighting and colour, and composition
7. Cinematography: framing, shot size, length of take, camera movement, camera angle, and depth of field
8. Editing: continuity editing and discontinuity editing
9. Sound: diegetic and non-diegetic sound

**Unit-IV: Film Genre**

10. Genre as Repetition and Difference
11. Film Genre, Image and Sound
12. Film Genre and Narrative

**Unit-V: The Art of Film Reviewing**

13. The Four Functions of Film Reviewing
14. The Four Components of Film Reviewing
15. Submission of a mini project (Film Appreciation / Shooting a short film)

**Textbooks**

[All the following text books are available at <http://en.bookfi.net>]

1. Abrams, Nathan, Ian Bell and Jan Udris. *Studying Film*. London: Arnold, 2001. Print. (Units III & IV: pp. 92-112, 174-187)
2. Buckland, Warren. *Film Studies*. London: Hodder & Stoughton, 1998. Print. (Units II & V: pp. 27-49, 124-136)
3. Villarejo, Amy. *Film Studies: The Basics*. London: Routledge, 2007. Print. (Unit I: pp. 1-23)

**References**

1. Butler, Andrew. M. *Film Studies*. Hertfordshire: Pocket Essentials, 2005. Print.
2. Corrigan, Timothy, Patricia White, Meta Mazaj. Eds. *Critical Visions in Film Theory: Classic and Contemporary Readings*. Bedford: St Martins, 2010. Print.
3. David Bordwell, Kristin Thompson. *Film Art: An Introduction*. New York: McGraw-Hill, 2010. Print.
4. Dix, Andrew. *Beginning Film Studies*. New Delhi: Viva Books, 2010. Print.
5. Hayward, Susan. *Cinema Studies: The Key Concepts*. 4<sup>th</sup> edn. New York: Routledge, 2012. Print.

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

Semester V	Course Code 17UEN540601	Title of the Paper: Skill-Based Elective: FILM STUDIES										Hours 2	Credits 2	
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)								Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	
CO1	5	2	3	3	5	2	2	3	5	4	2	2	3	3.15
CO2	5	2	4	4	5	2	2	4	5	4	2	2	3	3.38
CO3	5	3	5	5	5	2	2	5	3	5	5	2	4	3.92
CO4	4	5	5	5	2	2	2	4	3	2	2	2	2	3.07
CO5	4	5	5	5	5	5	2	5	5	5	5	2	4	4.38
CO6	5	5	3	5	5	2	3	5	4	5	3	2	3	3.84
Mean Overall Score														3.62

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Result: The Score for this Course is 3.6 (High Relationship)

Note:

Mapping Scale	1-20% 1	21-40% 2	41-60% 3	61-80% 4	81-100% 5
Relation Quality	0.0-1.0 Very poor	1.1-2.0 Poor	2.1-3.0 Moderate	3.1-4.0 High	4.1-5.0 Very High

Values Scaling:

Mean Score of COs = $\frac{\text{Total of Values}}{\text{Total No. of POs \& PSOs}}$	Mean Overall Score for COs = $\frac{\text{Total of Mean Scores}}{\text{Total No. of COs}}$
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Semester V  
17USS540701A

L P C  
2 - 2

### Inter Departmental Courses (IDC): SOFT SKILLS

#### Course Outcomes

1. To augment the level of confidence in articulation of the students in their communication.
2. To ensure that the students learn to speak and interact with one another as social beings
3. To equip them and train to present the best of themselves as job seekers.
4. To equip with conversation techniques, presentation skills and grooming
5. To prepare them write their own resume and enhance their interview skills required by employers
6. To ensure that the students learn the parameters of group dynamics a key component of conversation

#### Module I

**Basics of Communication:** Definition of communication, Barriers of Communication, Grooming, Presentations & Practicum.

#### Module II

**Resume Writing & Interview Skills:** Resume Writing: What is resume? Types of Resume - Chronological, Functional and Mixed Resume, Steps in preparation of Resume. **Interview Skills:** Preparation

#### Module III

**Group Discussion: Basics of Group Discussion,** Parameters of GD, Essential Points for GD preparation, and GD Topics and Practicum.

#### Module IV

**Personal Effectiveness:** Self Discovery; and Goal Setting; Questioners & Presentations for interview, Common interview questions, Attitude, Body Language, The mock interviews and Practicum

#### Module V

**Numerical Ability:** Calendar, Average, Percentage; Profit and Loss, Simple Interest, Compound Interest; Time and Work, Pipes and Cisterns; Time and Distance, Problems on Trains, Boats and Streams; Ratios and Proportions.

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## Module VI

**Test of Reasoning - Verbal Reasoning:** Series Completion, Analogy; Data Sufficiency, Assertion and Reasoning; and Logical Deduction. **Non-Verbal Reasoning:** Series; and Classification

### Textbook

1. JASS, 2016. *Straight from the traits: Securing the soft skills*. St. Joseph's College, Trichy

### References

1. Aggarwal, R.S. 2010. *A Modern Approach to Verbal and Non Verbal Reasoning*. S.Chand, New Delhi.
2. Aggarwal, R.S. 2001. *Quantitative Aptitude*. S.Chand. New Delhi
3. Covey, Stephen. 2004. *7 Habits of Highly effective people*, Free Press.
- Egan, Gerard. (1994). *The Skilled Helper* (5<sup>th</sup> Ed). Pacific Grove, Brooks/ Cole.
4. Khera ,Shiv 2003. *You Can Win*. Macmillan Books , Revised Edition.
5. Murphy, Raymond. 1998. *Essential English Grammar*. 2<sup>nd</sup> ed., Cambridge University Press.
- Sankaran, K., & Kumar, M. *Group Discussion and Public Speaking*. M.I. Pub, Agra, 5<sup>th</sup> ed., Adams, Media.
6. Trishna's 2006. *How to do well in GDs & Interviews*, Trishna Knowledge Systems.
7. Yate, Martin. 2005. *Hiring the Best: A Manager's Guide to Effective Interviewing and Recruiting*.

### Evaluation Pattern

Modules	Topic	Examination Pattern	
		CIA	Online
I	Basics of Communication	15	5
II	Resume Writing & Interview Skills	15	5
III	Group Discussion	10	10
IV	Personal Effectiveness	10	10
V	Numerical Ability (Common Session)	-	10
VI	Test of Reasoning (Common Session)	-	10
	Total	50	50

Semester V  
17USS540701B

Hours/Week: 2  
Credits: 2

## Inter Departmental Courses (IDC): NATIONAL CADET CORPS

### Course Outcomes

1. NCC 'C' and 'B' certificates are very much useful and increase credit marks in UPSC and SSB examinations..
2. They learnt discipline punctual and leadership quality.
3. They got physical fitness for Army and Police selection.
4. They learnt general knowledge find political issue.
5. They got trained for social service and volunteers for disaster.
6. They will be the best citizens of India.

### Unit-I: About NCC - Personality Development - Self Awareness (6 hours)

NCC Aims and objectives of NCC - Organization and training and NCC song Incentives for cadets in NCC - NCC ranks Religion, culture , traditions and customs of India.- National integration – importance and necessity - Freedom struggle and nationalist movement in India - Personality development - Introduction to personality development - Factors influencing / shaping personality – Physical , social, psychological and philosophical Self awareness – know yourself / insight . - Change your mindset.

### Unit-II: Interpersonal Relationship and Communication - NDMA (6 hours)

Interpersonal relationship and communication - Communication skills Leadership traits - Types of leadership Attitude – assertiveness and negotiation - Time management - Effects of leadership with historical examples - Stress management skills - Interview skills - Conflict motives.- Importance of group – team work - Disaster Management - Civil defence organization and its duties – NDMA Types of emergencies / natural disasters- Assistance during natural / other calamities / floods / cyclone / earth quake / accident - Setting up of relief camp during disaster Management - Collection and distribution of aid material .

### Unit-III: Social Awareness and Community Development - Hygiene and Sanitation (6 hours)

Social awareness and community development - Basics of social service- weaker sections of our society and their needs - Health and Hygiene Structure and functioning of the human body - Hygiene and sanitation- Physical and mental health - Infectious and contagious diseases and its prevention -

Basic of home nursing and first aid in common medical emergencies - Wounds and fractures - Introduction to yoga and exercises

**Unit-IV: AIR-WING** (6 hours)

Principles of flight – Elementary Mechanics – Atmosphere - Venturi effect and Bernoulli's theorem - Glossary of terms; Aero engines – Aero-engine components; Aircraft components – Airframe structure; Meteorology – Importance of Meteorology in Aviation; Air Navigation – Why a pilot should study Navigation; Airmanship – Airmanship; Aeromodelling – History of Aeromodelling – Materials used in Aeromodelling – Types of Aeromodels.

**Unit-V: NAVAL** (6 hours)

Naval orientation - history of Indian Navy – Navy head quarters commands fleets- ships shore establishment war ships and their role - induction to Anti submarine warfare.- Types of war ships - types anchor parts of anchor - GPS RACON RADAR - types of firewater making in the ships- NBCD organization and structure - Damage flooding.

**Text Book**

1. Cadet's hand book published by the Directorate General, National Cadet Corps, Ministry of Defence, R. K. Puram, New Delhi 110022, 2008.

**Semester: VI**  
**17UEN630214**

**Hours/Week: 6**  
**Credits : 4**

**Core:**

**BRITISH NOVEL-II**

**Course outcome:**

- \* Display a working knowledge of the novel as a literary genre
- \* Identify and describe distinct literary characteristics of the novel
- \* Analyze novels for their structure and meaning, using correct terminology
- \* Write analytically about novels using MLA guidelines
- \* Effectively communicate ideas related to the novel during class and group activities
- \* Acquire knowledge of Twentieth Century British Literature

**Unit-I:**

1. Henry James: *Daisy Miller*

**Unit-II:**

2. Virginia Woolf: *To the Light House*

**Unit-III:**

3. George Orwell: *The Animal Farm*

**Unit-IV:**

4. Graham Greene: *The Power and the Glory*

**Unit-V:**

5. William Golding: *Lord of the Flies*

**References**

1. Bloom, Harold. *Twentieth Century British Literature*. New York: Chelsea House Publishers, 1985. Print.
2. Booth, Wayne C. *The Rhetoric of Fiction*. Chicago: U of Chicago Press, 1961. Print.
3. Cox, Michael. *The Oxford Chronology of English Literature*. Oxford: OUP, 2002. Print.
4. Patrick Lee-Browne; Neil King; Aidan Cruttenden; Caroline Merz. *Backgrounds to English Literature*. New York: Facts on File, 2003. Print.
5. Stevenson, Randall. *Modernist Fiction: An Introduction*. Hertfordshire: Harvester Wheatsheaf, 1992. Print.
6. Walter, Allen. *The Modern Novel*. New York: E.P. Dutton & Co. Inc., 1964. Print

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

Semester VI	Course Code 17UEN630214	Title of the Paper: Core: <b>BRITISH NOVEL-II</b>												Hours 6	Credits 4
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)								Mean Score of COs	
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8		
CO1	5	2	3	4	5	4	3	3	5	5	2	3	4	3.69	
CO2	4	2	2	4	4	4	4	4	3	4	1	1	2	3.15	
CO3	5	2	3	3	4	3	3	3	2	2	3	1	3	2.84	
CO4	5	3	3	4	5	3	3	2	2	1	3	3	3	3.07	
CO5	5	3	3	3	5	4	3	3	4	1	1	4	4	3.30	
CO6	5	3	4	4	5	5	4	4	3	3	2	5	4	3.92	
Mean Overall Score														3.32	

Result: The Score for this Course is 3.3 (High Relationship)

Note:

Mapping Scale	1-20%	21-40%	41-60%	61-80%	81-100%
	1	2	3	4	5
Relation	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very poor	Poor	Moderate	High	Very High

Values Scaling:

Mean Score of COs = $\frac{\text{Total of Values}}{\text{Total No. of POs \& PSOs}}$	Mean Overall Score for COs = $\frac{\text{Total of Mean Scores}}{\text{Total No. of COs}}$
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Semester: VI  
17UEN630215

Hours/Week: 6  
Credits : 4

Core:  
SHAKESPEARE

Course outcome:

- \* Understand how characters' actions reflect the social, historical and cultural contexts of Shakespeare's time and the cultural significance of Shakespeare and his place in our literary heritage
- \* Familiar with Shakespeare's life, times and theatre and explain the origins of Shakespearean drama in Greek theater
- \* Define a variety of Shakespearean dramatic forms and themes, including Shakespearean tragedy, history, romance, and comedy plays
- \* Explain the roots of the Shakespearean sonnet in earlier sonnet traditions and identify and describe the major themes and ideas at work in Shakespearean sonnets
- \* Identify some of the distinctive features of Shakespeare's language and how language has changed over time
- \* Appreciate the moral and philosophical significance of Shakespeare's plays and their relevance for a contemporary audience

Unit-I: General Shakespeare

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)

5. *Julius Caesar*
6. *Romeo and Juliet*

Unit-III: Drama (Detailed)

7. *Macbeth*

Unit-IV: Poetry (Non-Detailed)

8. Sonnet LXVII
9. Sonnet LXXXV
10. Sonnet LXXXIII
11. Sonnet CXXVII
12. Sonnet CXXX

## Unit-V: Drama (Detailed)

13. *As You Like It*

## References

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

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

Semester VI	Course Code 17UEN630215	Title of the Paper: Core: SHAKESPEARE														Hours 6	Credits 4
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)								Mean Score of COs			
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8				
CO1	5	4	5	5	4	4	4	5	5	5	4	5	5	4.61			
CO2	5	4	5	5	3	4	5	5	5	5	5	5	5	4.69			
CO3	4	4	5	4	4	3	4	4	5	5	4	4	5	4.23			
CO4	4	4	5	4	4	3	4	5	5	5	4	4	5	4.30			
CO5	5	4	5	4	4	4	4	4	5	5	4	4	5	4.38			
CO6	5	5	5	5	4	4	4	5	5	5	4	4	5	4.61			
Mean Overall Score														4.47			

Result: The Score for this Course is 4.47 (Very High Relationship)

Note:

Mapping Scale	1-20%	21-40%	41-60%	61-80%	81-100%
	1	2	3	4	5
Relation	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very poor	Poor	Moderate	High	Very High

Values Scaling:

Mean Score of COs = $\frac{\text{Total of Values}}{\text{Total No. of POs \& PSOs}}$	Mean Overall Score for COs = $\frac{\text{Total of Mean Scores}}{\text{Total No. of COs}}$
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**Semester: VI**  
**17UEN630216**

**Hours/Week: 6**  
**Credits : 4**

**Core:**

**ENGLISH LANGUAGE TEACHING: THEORY AND PRACTICE**

**Course outcome:**

- \* understand the needs and motivation of language learners
- \* understand teaching languages for specific purposes
- \* aware of the role of the teacher
- \* know the methods and approaches of language teaching
- \* understand the principles of syllabus design
- \* aware of the 'Alternative' approaches to teaching

**Unit-I: A Brief History of Language Teaching**

1. The reform movement
2. Teacher-centered methodologies
3. Learner-centered methodologies
4. ELT in India since 1900

**Unit-II: The Nature of Approaches and Methods in Language Teaching**

5. Theory of language & learning
6. Types of learning and teaching activities
7. Teacher roles
8. Learner roles

**Unit-III: Key Issues in Teaching English to Young Learners**

9. Teaching English as a second language to Young Learners
10. Making input meaningful to learners
11. Classroom management skills
12. Multiple Intelligences

**Unit-IV: ESL Textbooks: Issues and Concerns**

13. Why use textbooks?
14. Options for textbook use
15. Choosing an appropriate textbook
16. Supplementing textbooks using creative language tasks

**Unit-V: Lesson Plan and Teaching Practice**

17. Components of a lesson plan
18. Teacher talk and the use of mother tongue

19. Teaching practice
20. Teacher as a reflective practitioner

**References**

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

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

Semester VI	Course Code 17UEN630216	Title of the Paper: Core: ENGLISH LANGUAGE TEACHING: THEORY & PRACTICE													Hours 6	Credits 4
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)								Mean Score of COs		
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8			
CO1	4	5	4	3	4	3	4	3	4	5	4	3	4	3.8		
CO2	5	4	3	5	4	4	5	3	4	5	5	5	4	4.3		
CO3	4	4	4	4	3	4	3	4	4	4	3	4	4	3.8		
CO4	5	4	4	4	3	5	5	3	4	4	4	3	4	4.0		
CO5	5	4	3	4	4	4	3	4	4	4	5	4	4	4.0		
CO6	3	4	4	4	4	3	4	4	4	3	5	4	4	3.8		
Mean Overall Score														3.9		

Result: The Score for this Course is 3.9 (High Relationship)

Note:

Mapping Scale	1-20%	21-40%	41-60%	61-80%	81-100%
	1	2	3	4	5
Relation	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very poor	Poor	Moderate	High	Very High

Values Scaling:

Mean Score of COs = $\frac{\text{Total of Values}}{\text{Total No. of POs \& PSOs}}$	Mean Overall Score for COs = $\frac{\text{Total of Mean Scores}}{\text{Total No. of COs}}$
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Semester: VI  
17UEN630217

Hours/Week: 6  
Credits : 4

Core:

## PROJECT AND RESEARCH METHODOLOGY

### Course outcome:

- \* gain knowledge and experience on the basics of writing
- \* identify appropriate research topics
- \* exposed to the mechanics of documentation
- \* learn the mechanics of writing a project
- \* understand the mechanics of research methodologies
- \* learn to write Drafts, Proofread and Edit a project

### Unit I: Basics of Writing

1. Characteristics of a Composition
2. Structure of a Paragraph
3. Methods of Paragraph Organization
4. Principles of Effective Writing

### Unit II: Basics of Research

5. Types of Research
6. Finding Unique Research Issues
7. The 'First Thoughts' List

### Unit III: Mechanics of Writing a Project

8. The Seven Steps of Reading
9. Preparing a Project Title
10. Preparing a List of Works Cited

### Unit IV: Mechanics of Documentation

11. Citing Sources in the Text
12. Format of a Project
13. Plagiarism: Forms and Consequences
14. Importance of Plain and Bias-free Language

### Unit V: Writing a Project

15. Prewriting Techniques
16. Setting out the Objectives and Project Outline
17. Writing an Abstract
18. Writing Drafts, Proofreading and Editing



### Textbooks & References:

Units-I & II:

1. Brooks, Cleanth & Robert Penn Warren. *Modern Rhetoric*. 3ed. New York: Harcourt, Brace & World, 1970.

Units-III & IV:

2. Gibaldi, Joseph. *MLA Handbook for Writer of Research Papers*. 7 ed. New Delhi: Affiliated East West Press, 2008.

Unit-V:

3. Anderson, Jonathan. *Thesis and Assignment Writing*. New York: J. Wiley & Sons, 1970
4. Berry, Ralph. *How to Write a Research Paper?* 2 edn. Oxford: Pergamon Press, 1986
5. Bateson, Frederick Wilse. *The Scholar-Critic: An Introduction to Literary Research*. London: Routledge, 1972.
6. Hughey, Jacob B. et al. *Teaching ESL Composition: Principles and Techniques*. Rowley: Newbury House, 1983.

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

Semester VI	Course Code 17UEN630217	Core: PROJECT AND RESEARCH METHODOLOGY					Title of the Paper: Core: PROJECT AND RESEARCH METHODOLOGY								Hours 6	Credits 4
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)								Mean Score of COs		
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8			
CO1	4	4	4	3	4	4	4	3	4	3	3	3	3	3.46		
CO2	4	3	3	3	4	3	4	4	3	4	3	4	3	3.38		
CO3	4	4	4	4	4	4	4	5	4	3	4	4	4	4.00		
CO4	4	4	4	4	4	4	3	5	4	4	4	4	4	4.07		
CO5	5	4	4	4	4	4	4	4	4	4	4	4	4	4.07		
CO6	3	3	5	4	4	4	3	4	4	4	4	4	4	3.84		
Mean Overall Score														3.80		

Result: The Score for this Course is 3.8 (High Relationship)

Note:

Mapping Scale	1-20%	21-40%	41-60%	61-80%	81-100%
	1	2	3	4	5
Relation	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very poor	Poor	Moderate	High	Very High

Values Scaling:

Mean Score of COs = $\frac{\text{Total of Values}}{\text{Total No. of POs \& PSOs}}$	Mean Overall Score for COs = $\frac{\text{Total of Mean Scores}}{\text{Total No. of COs}}$
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**Semester: VI**  
**17UEN630520**

**Hours/Week: -**  
**Credits : 2**

**Additional Core Course:**

**INTENSIVE STUDY OF AN AUTHOR - T. S. ELIOT**

**Course outcomes**

- \* Developed a detailed knowledge and critical understanding of writing about the sea
- \* In-depth understanding of recent literary-critical thought on the sea, especially in connection with eco-criticism
- \* Demonstrated the ability to analyse and evaluate differing critical accounts of the primary literature
- \* Demonstrate through class discussion the comprehension of the assigned works of Eliot
- \* An oral presentation (30-45 minutes) on assigned works of Eliot
- \* The ability to write research papers demonstrating their comprehension and mastery of their chosen topic

**Unit-I: Prose**

1. "Religion and Literature"

**Unit-II: Poetry**

2. "The Hollow Men"
3. "The Love Song of J. Alfred Prufrock"
4. "Hysteria"
5. "Ash Wednesday"

**Unit-III: Drama**

6. Family Reunion

**Unit-IV: Drama**

7. Murder in the Cathedral

**Unit-V: Critical Essays**

8. "The Metaphysical Poets"
9. "The Function of Criticism"
10. "Tradition and the Individual Talent"
11. "The Perfect Critic"

**References**

1. Bloom, Harold. *T. S. Eliot: Modern Critical Views*. New York: Infobase Publishing, 2011. Print.

2. Eliot, Thomas Sterarns. *The Complete Poems and Plays of T. S. Eliot*. New York: Harcourt Brace & World, 1952. Print.
3. Gordon, Lyndall. *T. S. Eliot: An Imperfect Life* Oxford: Norton, 1998. Print.
4. Kermode, Frank (ed.) *Selected Prose of T. S. Eliot*. New York: Farrar, Straus and Giroux, 1998. Print.
5. Moody, David. A. *The Cambridge Companion to T. S. Eliot*. Cambridge: Cambridge University Press, 1994. Print

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

Semester VI	Course Code 17UEN630220	Title of the Paper: Core: INTENSIVE STUDY OF AN AUTHOR - T. S. ELIOT													Hours 6	Credits 4
Course Outcomes (COs)	Programme Outcomes (POs)				Programme Specific Outcomes (PSOs)									Mean Score of COs		
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8			
CO1	4	4	4	4	4	4	3	4	4	4	4	4	4	3.92		
CO2	4	4	3	4	4	3	4	5	4	4	4	3	4	3.84		
CO3	4	4	2	4	4	4	3	4	3	4	4	3	4	3.61		
CO4	2	3	3	3	4	3	3	3	4	3	4	3	3	3.15		
CO5	3	3	4	4	4	4	3	4	4	4	4	3	4	3.69		
CO6	4	4	4	4	4	4	4	4	4	4	4	4	4	4.00		
Mean Overall Score														3.70		

**Result: The Score for this Course is 3.7 (High Relationship)**

*Note:*

Mapping Scale	1-20%	21-40%	41-60%	61-80%	81-100%
	1	2	3	4	5
Relation	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very poor	Poor	Moderate	High	Very High

*Values Scaling:*

Mean Score of COs = $\frac{\text{Total of Values}}{\text{Total No. of POs \& PSOs}}$	Mean Overall Score for COs = $\frac{\text{Total of Mean Scores}}{\text{Total No. of COs}}$
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**Semester: VI**  
**17UEN630303A**

**Hours/Week: 4**  
**Credits : 4**

**Core Elective (WD):**  
**INTRODUCTION TO JOURNALISM**

**Course outcome:**

- \* Aware of the basics of Journalism
- \* Understand the ethical standards and social responsibilities of journalists
- \* Follow the principles and practices of journalism
- \* Adopt the style of writing expected in print media
- \* Train to write news stories and feature writing for news papers
- \* Take up a career in the field of Journalism

**Unit-I:**

1. What is Journalism?
2. The role played by journalism: Fourth Estate
3. Journalism as a form of communication: 5 W's & 1 H
4. Types of Journalism
5. Principles of Journalism
6. Press Codes and Ethics of Journalism
7. Who are Journalists?
8. What do Journalists do?
9. Qualities of a good Journalist

**Unit-II:**

10. Freedom of Press
11. Threats to Press Freedom
12. Government and the Press
13. Press Laws - Defamation, Libel, contempt of Court, Copyright laws, Press Regulation Act,
14. Press Registration Act, Law of Privileges, Press and Registration of Books Act.

**Unit-III:**

15. News
16. Characteristics of News
17. Types of News
18. News Organization & Agencies
19. News Reports & its Types
20. News Releases & Non-News Releases
21. Timing of Press Release

**Unit-IV:**

22. Who is a Reporter?
23. News Gathering & Source of News
24. News Story: Inverted Pyramid style
25. Headlines
26. Leads
27. Usage of Photos in News Articles
28. Editing
29. Proof Reading
30. Duties and functions of an Editor & Sub-editor

**Unit-V:**

31. Feature Writing: Role of Features, Characteristics of Features
32. News Report
33. Article
34. Editorial
35. Review
36. Middle
37. Letters to the Editor
38. Column
39. Influencing Opinion Pieces

**Textbooks & References**

1. Aggarwal, Vir Bala. and V.S. Gupta. *Hand Book of Journalism and Mass Communication*. New Delhi: Concept Publishing Company, 2002. Print.
2. Burns, Lynette Sheridan. *Understanding Journalism*. New Delhi: Sage, 2013. Print.
3. Harcup, Tony. *A Dictionary of Journalism*. Oxford: OUP, 2014. Print.
4. *Journalism: Principles and Practice*. SAGE, 2015. Print.
5. [http://shodhganga.inflibnet.ac.in/bitstream/10603/40642/8/12\\_chapter3.pdf](http://shodhganga.inflibnet.ac.in/bitstream/10603/40642/8/12_chapter3.pdf)
6. [http://shodhganga.inflibnet.ac.in/bitstream/10603/17007/7/07\\_chapter3.pdf](http://shodhganga.inflibnet.ac.in/bitstream/10603/17007/7/07_chapter3.pdf)
7. McKane, Anna. *Journalism: A Career Handbook*. London: A&C Black, 2004. Print.
8. Mehta, D.S. *Mass Communication and Journalism in India*. New Delhi: Allied Publisher Private Limited, 1982. Print.

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

Semester VI	Course Code 17UEN630303A	Title of the Paper: Core Elective (WD): INTRODUCTION TO JOURNALISM										Hours 4	Credits 4	
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)								Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	
CO1	4	4	4	3	4	4	4	3	4	3	3	3	3	3.46
CO2	4	3	3	3	4	3	4	3	4	3	4	3	3	3.38
CO3	4	4	4	4	4	4	4	5	4	3	4	4	4	4.00
CO4	4	4	4	4	4	4	3	5	4	4	4	4	4	4.07
CO5	5	4	4	4	4	4	4	4	4	4	4	4	4	4.07
CO6	3	3	5	4	4	4	3	4	4	4	4	4	4	3.84
Mean Overall Score														3.80

Result: The Score for this Course is 3.8 (High Relationship)

Note:

Mapping Scale	1-20%	21-40%	41-60%	61-80%	81-100%
	1	2	3	4	5
Relation Quality	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
	Very poor	Poor	Moderate	High	Very High

Values Scaling:

Mean Score of COs = $\frac{\text{Total of Values}}{\text{Total No. of POs \& PSOs}}$	Mean Overall Score for COs = $\frac{\text{Total of Mean Scores}}{\text{Total No. of COs}}$
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Semester: VI  
17UEN630303B

Hours/Week: 4  
Credits : 4

**Core Elective (WD):**

**ENGLISH FOR COMPETITIVE EXAMINATIONS**

**Course outcomes**

- \* Students get to know the intricacies of English and develop their language skills
- \* Students equip themselves to face competitive examinations
- \* Students become efficient in writing and speaking
- \* Students learn the general writing skills
- \* Students enhance their employability skills
- \* Students understand the nuances of formal writing

**Unit-I:**

1. Vocabulary
2. Synonyms and Antonyms
3. one-word substitution
4. Identifying the correct spelling
5. Idioms and phrases
6. Foreign words and phrases

**Unit-II:**

7. Spotting errors
8. Figures of speech
9. Abbreviations
10. Books and authors
11. Characters in literature

**Unit-III:**

12. Letter writing
13. Paragraph writing
14. Email etiquette
15. Essay writing

**Unit-IV:**

16. Note-making
17. Precis writing
18. Reading Comprehension

19. Report writing
20. Circular writing

**Unit-V:**

21. On-line test
22. Resume writing
23. Mock Interviews
24. Dos and Don'ts of Group Dynamics
25. Mock Group Dynamics

**References**

1. Aggarwal, R.S. *Quantitative Aptitude for Competitive Examinations*. New Delhi: S. Chand and Co. 2017. Print.
2. *A Modern Approach to Verbal & Non-Verbal Reasoning*. New Delhi: S. Chand and Co. 2017. Print.
3. Bakshi, S.P. & Richa Sharma. *Descriptive General English Language Comprehension Communication Skills & Writing Skills*. New Delhi: Arihant Publications, 2012. Print.
4. Barun, Mithra. K. *Personality Development & Soft Skills*. New Delhi: OUP, 2011. Print.
5. Bhatnagar.R.P., Rajul Bhargava. *English for Competitive Examinations*. New Delhi: Macmillan Publishers, 1989. Print
6. Gupta, S.C. *General English for All Competitive Examinations*. New Delhi: Arihant Publications, 2017. Print.
7. Mohan, Prasad Hari & Uma Rani Sinha. *Objective English for Competitive Examinations*. New Delhi: Tata McGraw Hill Education Pvt. Ltd., 2009. Print.
8. Prasad, H.M. *Objective English for Competitive Examinations*. New Delhi: Tata Mc Graw Hill, 2008. Print.
9. Shalini, Verma. *Development of Life Skills and Professional Practice*. New Delhi: Sultan Chand, 2014. Print.
10. Vilanilam, J.V. *More Effective Communication: A Manual for Professionals*. New Delhi: Response Books, 2000. Print

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

Semester VI	Course Code 17UEN630303B	Title of the Paper: Core Elective (W/D): ENGLISH FOR COMPETITIVE EXAMINATION													Hours 4	Credits 4
Course Outcomes (COs)	Programme Outcomes (POs)						Programme Specific Outcomes (PSOs)								Mean Score of COs	
	PO1	PO2	PO3	PO4	PO5		PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8		
CO1	3	3	4	4	2		3	4	2	2	3	2	4	2		2.61
CO2	2	3	2	4	2		3	4	2	2	3	3	4	2		2.76
CO3	3	3	2	4	3		4	5	2	2	3	3	4	2		3.07
CO4	5	3	3	4	2		3	5	2	2	2	2	3	2		2.92
CO5	4	3	3	4	3		3	5	2	2	2	2	3	2		2.92
CO6	4	3	2	4	2		2	5	3	2	2	2	3	3		2.84
Mean Overall Score															2.85	

Result: The Score for this Course is 2.8 (Moderate Relationship)

*Note:*

Mapping Scale	1-20%	21-40%	41-60%	61-80%	81-100%
	1	2	3	4	5
Relation	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very poor	Poor	Moderate	High	Very High

*Values Scaling:*

Mean Score of COs = $\frac{\text{Total of Values}}{\text{Total No. of POs \& PSOs}}$	Mean Overall Score for COs = $\frac{\text{Total of Mean Scores}}{\text{Total No. of COs}}$
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Semester: VI  
17UEN540602Hours/Week: 2  
Credits : 2Skill Based Elective (WS):  
BASICS OF THEATRICAL ARTS

## Course outcomes

- \* Gain mastery over the fundamental information about theatre.
- \* Understanding the various conventions related to theatre.
- \* Identify and describe the nature and process of theatre.
- \* Recognize the universal aspects of theatre.
- \* Engage the students in theatrical skills.
- \* Communicate ideas pertaining to theatre.

## Unit-I:

1. Brief history of the development of Theatre
2. Terms and concepts in Indian Theatre
3. Aristotle's six elements of Drama
4. Other elements of Drama

## Unit-II:

5. Speech and gestures
6. Dialogues
7. Mime and puppets

## Unit-III:

8. Choreography
9. Costumes and Mask designing
10. Stage- setting, props and background
11. Sound and Lighting

## Unit-IV:

12. Music
13. Directing
14. Singing
15. Acting, dancing and performing

## Unit-V:

16. Improvising in a variety of situations
17. Analyzing and interpreting scripts
18. Appreciation of theatre
19. Viewing, discussing, analyzing and evaluating theatrical events

## References

1. Pickard, Frank. *Theatre Arts: Fundamental Theory & Practice*. Dubuque, IA: Kenall- Hunt Pub, 2009. Print.
2. Catagirone, Dennis, and Joan Moran. *Theatre Arts: The Dynamics of Acting*. Lincolnwood, III., USA: National Textbook, 1997. Print.
3. Austin. *Theatre Arts: Framework for Grades 7-12*. TX: Texas Education Agency, 1980. Print.
4. Lal, Ananda. Ed. *The Oxford Companion to Indian Theatre*. Oxford: OUP, 2011. Print.
5. Craine, Debra and Judith Mackrell. Eds. *The Oxford Dictionary of Dance*. Oxford: OUP, 2016. Print.

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

Semester VI	Course Code 17UEN640602	Title of the Paper: Skill-Based Electives (WS): BASICS OF THEATRICAL ARTS														Hours 2	Credits 2
Course Outcomes (COs)	Programme Outcomes (POs)					Programme Specific Outcomes (PSOs)									Mean Score of COs		
	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8				
CO1	5	4	4	4	4	4	4	4	4	3	4	5	5	4.15			
CO2	5	4	4	4	4	4	3	4	3	3	4	5	3	3.84			
CO3	5	5	4	4	4	4	4	3	4	4	3	3	5	4.00			
CO4	5	5	4	4	5	4	4	4	5	4	3	4	3	4.15			
CO5	5	5	5	4	4	5	4	5	4	4	4	3	4	4.30			
CO6	5	5	4	4	4	5	5	4	4	4	4	4	4	4.30			
Mean Overall Score														4.12			

Result: The Score for this Course is 4.1 (Very High Relationship)

Note:

Mapping Scale	1-20% 1	21-40% 2	41-60% 3	61-80% 4	81-100% 5
Relation	0.0-1.0	1.1-2.0	2.1-3.0	3.1-4.0	4.1-5.0
Quality	Very poor	Poor	Moderate	High	Very High

Values Scaling:

Mean Score of COs = $\frac{\text{Total of Values}}{\text{Total No. of POs \& PSOs}}$	Mean Overall Score for COs = $\frac{\text{Total of Mean Scores}}{\text{Total No. of COs}}$
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*For better English skills, we have to get better at arguing*

“... As a teacher in a local EMI (English as Medium of Instruction) secondary school, I am frequently asked by parents and friends about ways to brush up English competency, not only in reading and writing but also **speaking**.”

“As a teacher in a local EMI (English as Medium of Instruction) secondary school, I am frequently asked by parents and friends about ways to brush up English competency, not only in reading and writing but also speaking.”

“While they are eager to know about fast track “exam skills” highlighted by many tutorial gurus these days, I must tell the truth – such competency can only come through reading English newspapers, watching English TV programmes and news reports, listening to songs and, if possible, joining some English drama and debating activities to enrich the learning experience.

“Reading textbooks, learning the grammar and filling out grammar exercise workbooks do build a foundation in the language for local students and help them to better understand how syntax and idioms work, but this in no way helps them use English with more confidence and learn with greater motivation.”

“More exposure to an English-rich environment and other learning experiences, like public speaking and debating in English, help students widen their scope of learning and tackle different contexts in which to apply their verbal skills. Application is key.

“I was impressed by students who took part in the public speaking competition “The Speaker”, organised by RTHK, as one of them put together a speech with personal stories which demonstrated her creativity, uniqueness and high level of competency in the language. It was proof that public speaking is good training for communication strategy, sharpening students’ ability to write a speech, organise their argument and present it.

“We should widen the scope of English learning for our children, caring for not just marks but also the all-round learning experience. Only with more exposure and alternative learning experiences will a student be inspired to take the initiative and create something on their own. After all, in this era of artificial intelligence, machines and robots are becoming capable of everything – except creativity.”

*Sincere Kwok, Olympic*

## Notes

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



## This image shows a full page of blank white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page, providing a guide for writing. There are no margins, text, or other markings on the paper.